

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze two poems on Native American history and myth
- To recognize the elements of myths and legends
- To write about the values and beliefs conveyed in stories

Skills


Reading/Thinking: Problem and Solution

Writing: Story Experience

Grammar/Language: Prepositional Phrases;
Parts of Speech

Collaboration: Research Activity;
Literature Groups

BEFORE READING (SE/TWE p. 606)


_____ Selection Focus Transparency 46 

_____ Literature Launchers, Side B, Segment 21 

READING THE SELECTION (SE/TWE pp. 607–610)

_____ Active Reading Guide,* p. 46 

_____ Reading Workbook, pp. 99–100 

_____ Fine Art Transparency 21 

RESPONDING TO THE SELECTION (SE/TWE pp. 611–612)

_____ Literary Elements Transparency 46 

_____ Selection Quick Checks,* p. 46 


_____ Selection and Theme Assessment, pp. 89–90 

_____ Performance Assessment, p. 45 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 606–610)

_____ Theme Seven Planning Guide, pp. 6–11 



_____ Grammar and Language Workbook, pp. 63–64, 75–78, 119–120, 151–152 



_____ Grammar and Language Transparency 47 

_____ Grammar and Composition Handbook, Lessons 1.3, 2.1, 3.1, 5.1, 7.1 

_____ English Language Learners Sourcebook, p. 80 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 46 

_____ Spanish Translations, p. 184 

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Transparency



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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze tales from African and Sioux traditions
- To recognize the elements of origin tales
- To write an outline of a story's causes and effects

Skills

Reading/Thinking: Drawing Conclusions;
Synthesizing; Steps in a Process;
Verifying Predictions



Writing: News Story; Origin Tales

Vocabulary: Compound Words





Grammar/Language: Troublesome Words;
Doubling the Final Consonant

Collaboration: Literature Groups; Mural







BEFORE READING (SE/TWE p. 614)

- _____ Selection Focus Transparency 47 
- _____ Literature Launchers, Side B, Segment 19 















READING THE SELECTION (SE/TWE pp. 615–620)

- _____ Active Reading Guide,* p. 47 
- _____ Selection Vocabulary Practice, p. 36 
- _____ Reading Workbook, pp. 101–102 
- _____ Fine Art Transparency 10 








RESPONDING TO THE SELECTION (SE/TWE pp. 621–623)

- _____ Literary Elements Transparency 47 
- _____ Selection Quick Checks,* p. 47 
- _____ Selection and Theme Assessment, pp. 91–92 
- _____ Performance Assessment, p. 46 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 614–620)

- _____ Theme Seven Planning Guide, pp. 12–17 
- _____ Grammar and Language Workbook, pp. 201–202, 279–284 
- _____ Grammar and Language Transparency 48 
- _____ Grammar and Composition Handbook, Lesson 15.1 
- _____ Vocabulary Puzzlemaker  
- _____ English Language Learners Sourcebook, p. 81 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 47 
- _____ Spanish Translations, p. 185 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Basic (L1)

Objectives

- To read and analyze folktales from Siberia and Vietnam
- To discuss the cause and resolution of conflict in a story
- To write a riddle, using the selection as a model

Skills

Reading/Thinking: Cause and Effect;

Drawing Conclusions; Elaborating;
Synthesizing; Identifying Faulty Reasoning

Writing: Letter; Prediction Paragraph


Vocabulary: Context Clues; Suffix *-ic*

Grammar/Language: Kinds of Sentences;
Troublesome Pairs

Listening/Speaking: Performing

Collaboration: Literature Groups


BEFORE READING (SE/TWE p. 624)

_____ Selection Focus Transparency 48 

READING THE SELECTION (SE/TWE pp. 625–632)

_____ Fine Art Transparency 30 

_____ Active Reading Guide,* p. 48 


_____ Selection Vocabulary Practice, p. 37 

_____ Reading Workbook, pp. 103–104 


RESPONDING TO THE SELECTION (SE/TWE pp. 633–635)

_____ Literary Elements Transparency 48 

_____ Selection Quick Checks,* p. 48 

_____ Selection and Theme Assessment, pp. 93–94 

_____ Performance Assessment, p. 47 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 624–632)

_____ Theme Seven Planning Guide, pp. 18–23 

_____ Grammar and Language Workbook, pp. 47–50, 197–200 



_____ Grammar and Language Transparency 49 



_____ Grammar and Composition Handbook, Lesson 1.1 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 82 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

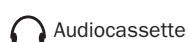
_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 48 

_____ Spanish Translations, pp. 186–188 

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Dragon, Dragon

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a fairy tale about people trying to outwit an unusual dragon
- To identify irony
- To write an analysis of repetition

Skills

Reading/Thinking: Inferring; Evaluating; Drawing Conclusions; Cause and Effect

Writing: Point of View Paragraph

Vocabulary: Antonyms; Multiple-Meaning Words


Grammar/Language: Adverbs


Listening/Speaking: Storytelling

Life Skills: Want Ad

Collaboration: Literature Groups


BEFORE READING (SE/TWE p. 639)

_____ Selection Focus Transparency 49 

_____ Literature Launchers, Side B, Segment 20 

READING THE SELECTION (SE/TWE pp. 640–647)

_____ Active Reading Guide,* p. 49 

_____ Selection Vocabulary Practice, p. 38 

_____ Reading Workbook, pp. 105–106 

RESPONDING TO THE SELECTION (SE/TWE pp. 648–649)

_____ Literary Elements Transparency 49 

_____ Selection Quick Checks,* p. 49 

_____ Selection and Theme Assessment, pp. 95–96 

_____ Performance Assessment, p. 48 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 639–647)

_____ Theme Seven Planning Guide, pp. 24–31 

_____ Grammar and Language Workbook, pp. 131–134 



_____ Grammar and Language Transparency 50 

_____ Grammar and Composition Handbook, Lessons 6.1, 6.2 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 84 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 49 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a fairy tale about how a mother is transformed by her sons' behavior
- To identify elements of a fairy tale

Skills

Reading/Thinking: Comparing and Contrasting; Drawing Conclusions; Evaluating; Identifying Bias; Elaborating


Writing: Police Report; Retelling from a Different Point of View

Vocabulary: Word Origins; Multiple-Meaning Words

Grammar/Language: Avoiding Double Negatives


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 650)

_____ Selection Focus Transparency 50 

READING THE SELECTION (SE/TWE pp. 651–658)

_____ Active Reading Guide,* p. 50 

_____ Selection Vocabulary Practice, p. 39 

_____ Reading Workbook, pp. 107–108 

_____ Fine Art Transparency 16 

RESPONDING TO THE SELECTION (SE/TWE pp. 659)

_____ Literary Elements Transparency 50 

_____ Selection Quick Checks,* p. 50 

_____ Selection and Theme Assessment, pp. 97–98 

_____ Performance Assessment, p. 49 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 650–658)

_____ Theme Seven Planning Guide, pp. 32–39 

_____ Grammar and Language Workbook, pp. 143–144 



_____ Grammar and Language Transparency 51 



_____ Grammar and Composition Handbook, Lesson 6.5 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 85 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 50 

_____ Spanish Translations, pp. 189–195 

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