

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To analyze a narrative poem
- To recognize the elements of a narrative poem
- To compare and contrast characters in a narrative poem

Skills

Reading/Thinking: Analyzing; Problem and Solution; Inferring; Drawing Conclusions

Writing: Descriptive Paragraphs

Vocabulary: Archaic Words; Suffixes



Grammar/Language: Possessive Nouns

Listening/Speaking: Dramatic Reading




Life Skills: Problem Solving

Collaboration: Literature Groups;
Interdisciplinary Activity






BEFORE READING (SE/TWE p. 692)

- _____ Selection Focus Transparency 52 
- _____ Literature Launchers, Side A, Segment 22 






READING THE SELECTION (SE/TWE pp. 693–703)





- _____ Active Reading Guide,* p. 52 
- _____ Reading Workbook, pp. 111–112 
- _____ Fine Art Transparency 26 

RESPONDING TO THE SELECTION (SE/TWE pp. 704–705)

- _____ Literary Elements Transparency 52 
- _____ Selection Quick Checks,* p. 52 
- _____ Selection and Theme Assessment, pp. 101–102 
- _____ Performance Assessment, p. 51 
- _____ Testmaker 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 692–705)

- _____ Theme Eight Planning Guide, pp. 6–13 
- _____ Grammar and Language Workbook, pp. 69–70 
- _____ Grammar and Language Transparency 54 
- _____ Grammar and Composition Handbook, Lesson 2.3 
- _____ English Language Learners Sourcebook, p. 87 

- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD 
- _____ Spanish Audio Library, Tape or CD 
- _____ Spanish Summaries, p. 52 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a nonsense poem
- To identify the elements in nonsense verse
- To write a paragraph about personification

Skills


Reading/Thinking: Generalizing; Paraphrasing

Grammar/Language: Apostrophes in Contractions

Collaboration: Performing

Listening/Speaking: Readers Theater

BEFORE READING (SE/TWE p. 706)

_____ Selection Focus Transparency 53 

_____ Literature Launchers, Side B, Segment 23 

READING THE SELECTION (SE/TWE pp. 707–710)

_____ Active Reading Guide,* p. 53 

_____ Reading Workbook, pp. 113–114 

RESPONDING TO THE SELECTION (SE/TWE pp. 711)

_____ Literary Elements Transparency 53 

_____ Selection Quick Checks,* p. 53 

_____ Selection and Theme Assessment, pp. 103–104 

_____ Performance Assessment, p. 52 


_____ Testmaker  


EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 706–711)

_____ Theme Eight Planning Guide, pp. 14–21 



_____ Grammar and Language Workbook, pp. 251–252 


_____ Grammar and Language Transparency 55 


_____ Grammar and Composition Handbook, Lesson 13.7 

_____ English Language Learners Sourcebook, p. 88 

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

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_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 53 

_____ Spanish Translations, pp. 196–199 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story about inventing a fictional character
- To focus on the writing skill of characterization
- To write a paragraph describing how characters behave

Skills

Reading/Thinking: Comparing and Contrasting; Inferring; Evaluating; Cause and Effect; Drawing Conclusions; Making Critical Judgments; Elaborating

Writing: Pen Portraits; Fictional Relative Description-

Vocabulary: Homographs; Prefixes ex- and exo



Grammar/Language: Past Tense Verbs; Levels of Usage

Listening/Speaking: Performing




Life Skills: Lifelong Learning

Collaboration: Literature Groups








BEFORE READING (SE/TWE p. 714)

- _____ Selection Focus Transparency 54 
- _____ Literature Launchers, Side B, Segment 24 













READING THE SELECTION (SE/TWE pp. 715–728)

- _____ Active Reading Guide,* p. 54 
- _____ Selection Vocabulary Practice, p. 41 
- _____ Reading Workbook, pp. 115–116 



RESPONDING TO THE SELECTION (SE/TWE pp. 729–731)

- _____ Literary Elements Transparency 54 
- _____ Selection Quick Checks,* p. 54 
- _____ Selection and Theme Assessment, pp. 105–106 
- _____ Performance Assessment, p. 53 
- _____ Testmaker  
- _____ Fine Art Transparency 15 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 714–731)

- _____ Theme Eight Planning Guide, pp. 22–29 
- _____ Grammar and Language Workbook, pp. 83–84; 93–98 
- _____ Grammar and Language Transparency 56 
- _____ Grammar and Composition Handbook, Lesson 3.5
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, pp. 89–90 
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- _____ Spanish Summaries, p. 54 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a play
- To identify props and dialogue
- To write a paragraph on drama

Skills

Reading/Thinking: Inferring; Author's Purpose; Evaluating; Elaborating; Critical Judgments; Summarizing; Credibility; Analyzing Arguments; Verifying Predictions; Synthesizing; Main Ideas; Reasoning; Bias; Conclusions; Generalizing; Comparing and Contrasting

Writing: Description; Rebus; Details; Journal

Vocabulary: Homophones and Homographs; Word Origins; Prefix e-; Synonyms and Antonyms



Grammar/Language: Demonstrative Adjectives; Prepositional Phrases; Parts of Speech; Punctuation

Listening/Speaking: Storytelling; Advertising; Interviewing; Reading




Life Skills: Creating and Producing; Planning and Designing

Collaboration: Literature Groups; Gathering Entries; Reading







BEFORE READING (SE/TWE p. 734)

- _____ Selection Focus Transparency 55 
- _____ Literature Launchers, Side B, Segment 24 










READING THE SELECTION (SE/TWE pp. 735–764)

- _____ Active Reading Guide,* pp. 55, 56 
- _____ Selection Vocabulary Practice, p. 42 
- _____ Reading Workbook, pp. 117–118 


RESPONDING TO THE SELECTION (SE/TWE pp. 751, 765–767)

- _____ Literary Elements Transparencies 55, 56 
- _____ Selection Quick Checks,* pp. 55, 56 
- _____ Selection and Theme Assessment, pp. 107–108 
- _____ Performance Assessment, p. 54 
- _____ Testmaker 
- _____ Fine Art Transparency 6 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 734–767)

- _____ Theme Eight Planning Guide, pp. 30–37 
- _____ Grammar and Language Workbook, pp. 121–122, 151–152, 63–145, 233–263 
- _____ Grammar and Language Transparencies 57, 58, 59 
- _____ Grammar and Composition Handbook, Lessons 5.2, 7.1, 2.1–6.5, 13.1–13.8 
- _____ Vocabulary PuzzleMaker 
- _____ English Language Learners Sourcebook, pp. 92–94 
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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a science fiction story
- To understand the importance of setting in a science fiction story
- To make inferences about a character

Skills

Reading/Thinking: Using Graphic Aids;

Generalizing; Drawing Conclusions; Inferring

Writing: Writing from Another Point of View;
Descriptive Writing

Vocabulary: Etymology; Word Origins


Grammar/Language: Using Troublesome Words;
Past Tenses

Listening/Speaking: Reading Aloud; Analyzing
a Science Fiction Video

Life Skills: Lifelong Learning;
Creating and Producing


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 770)

_____ Selection Focus Transparency 56 

READING THE SELECTION (SE/TWE pp. 771–780)

_____ Active Reading Guide,* p. 57 

_____ Selection Vocabulary Practice, p. 43 

_____ Reading Workbook, pp. 121–122 



RESPONDING TO THE SELECTION (SE/TWE pp. 781–783)

_____ Literary Elements Transparency 57 


_____ Selection Quick Checks,* p. 57 


_____ Selection and Theme Assessment, pp. 109–110 

_____ Performance Assessment, p. 55 


_____ Testmaker  



EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 770–783)

_____ Theme Eight Planning Guide, pp. 38–45 

_____ Grammar and Language Workbook, pp. 83, 197–206 



_____ Grammar and Language Transparency 60 



_____ Grammar and Composition Handbook, Lesson 3.5 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 96 

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

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_____ Spanish Summaries, p. 56 

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THE SAND CASTLE

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and appreciate a short story about a possible future world
- To describe the theme in a science fiction story
- To write about the importance of point of view in a story

Skills

Reading/Thinking: Drawing Conclusions;
Comparing and Contrasting; Inferring;
Sequence


Vocabulary: Old Words

Grammar/Language: Subject-Verb Agreement;
Adverbs

Writing: Writing About Life in Strange World


Collaboration: Literature Group; Art Activity

BEFORE READING (SE/TWE p. 786)

_____ Selection Focus Transparency 57 

READING THE SELECTION (SE/TWE pp. 787–791)

_____ Active Reading Guide*, p. 58 

_____ Selection Vocabulary Practice, p. 44 

_____ Reading Workbook, pp. 123–124 

RESPONDING TO THE SELECTION (SE/TWE pp. 792–794)

_____ Literary Elements Transparency 58 

_____ Selection Quick Checks,* p. 58 

_____ Selection and Theme Assessment, pp. 111–112 


_____ Performance Assessment, p. 56 

_____ Testmaker  

_____ Fine Art Transparency 8 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 786–794)

_____ Theme Eight Planning Guide, pp. 46–53 

_____ Grammar and Language Workbook, pp. 167–170, 131–134 

_____ Grammar and Language Transparency 62 



_____ Grammar and Composition Handbook, Lessons 10.1, 6.1, 6.2 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 97 

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_____ Spanish Translations, pp. 200–203 

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