

Hollywood and the Pits

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read and analyze an autobiographical story of a young girl
- To explain a story's symbols
- To write an explanation of effective use of first-person point of view

Skills

Reading/Thinking: Inferring; Evaluating; Drawing Conclusions; Identifying Author's Purpose; Cause and Effect



Vocabulary: Related Words

Grammar/Language: Intensifiers; Italics




Collaboration: Literature Groups

Writing: Compare and Contrast Paragraph; Letter







BEFORE READING (SE/TWE p. 116)

- _____ Selection Focus Transparency 11 
- _____ Literature Launchers, Side A, Segment 6 



READING THE SELECTION (SE/TWE pp. 117–126)





- _____ Active Reading Guide,* p. 11 
- _____ Selection Vocabulary Practice, p. 8 
- _____ Reading Workbook, pp. 19–20 






RESPONDING TO THE SELECTION (SE/TWE pp. 127–129)

- _____ Literary Elements Transparency 11 
- _____ Fine Art Transparency 17 
- _____ Selection Quick Checks,* p. 11 
- _____ Selection and Theme Assessment, pp. 21–22 
- _____ Performance Assessment, p. 11 
- _____ Testmaker 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 116–129)






- _____ Theme Two Planning Guide, pp. 6–13 
- _____ Grammar and Language Workbook, pp. 129–130, 271–272 

- _____ Grammar and Language Transparency 11 
- _____ Grammar and Composition Handbook, Lessons 6.2, 13.6 
- _____ Vocabulary PuzzleMaker 
- _____ English Language Learners Sourcebook, pp. 29–30 

- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD 
- _____ Spanish Audio Library, Tape or CD 
- _____ Spanish Summaries, p. 11 
- _____ Spanish Translations, pp. 35–42 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives


- To read and analyze a poem about a young girl and her relationship with her mother
- To identify the mood of a poem and describe how it changes
- To write about rhythm's contribution to the effect of a poem

Skills

Reading/Thinking: Sequence of Events
Writing: Short Poem

Listening/Speaking: Group Poetry Reading
Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 132)

_____ Selection Focus Transparency 12 

READING THE SELECTION (SE/TWE p. 133)

_____ Active Reading Guide,* p. 12 

RESPONDING TO THE SELECTION (SE/TWE pp. 134–135)

_____ Literary Elements Transparency 12 


_____ Selection Quick Checks,* p. 12 

_____ Selection and Theme Assessment, p. 23 

_____ Performance Assessment, p. 12 



_____ Testmaker  



EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 132–135)


_____ Theme Two Planning Guide, pp. 14–18 

_____ English Language Learners Sourcebook, p. 31 

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

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_____ Spanish Summaries, p. 12 

_____ Spanish Translations, p. 43 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read and analyze a poem about playing basketball
- To recognize and identify examples of alliteration in a poem and write a short poem using alliteration
- To write about sensory imagery

Skills

Reading/Thinking: Inferring


Writing: Short Poem

Grammar/Language: Vivid Verbs

Listening/Speaking: Debate; Dramatic Reading

Collaboration: Literature Groups; Listening and Speaking

BEFORE READING (SE/TWE p. 137)

_____ Selection Focus Transparency 13 

_____ Literature Launchers, Side A, Segment 5 

READING THE SELECTION (SE/TWE pp. 138–139)

_____ Active Reading Guide,* p. 13 


_____ Reading Workbook, pp. 21–22 

RESPONDING TO THE SELECTION (SE/TWE pp. 140–141)

_____ Literary Elements Transparency 13 

_____ Selection Quick Checks,* p. 13 


_____ Selection and Theme Assessment, p. 24 


_____ Performance Assessment, p. 13 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 137–141)

_____ Theme Two Planning Guide, pp. 19–23 



_____ Grammar and Language Workbook, pp. 73–74 

_____ Grammar and Composition Handbook, Lesson 3.1 


_____ English Language Learners Sourcebook, p. 32 

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_____ Spanish Summaries, p. 13 

_____ Spanish Translations, pp. 44–45 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story about a change in feelings
- To identify point of view in a short story
- To write a character description

Skills

Reading/Thinking: Activating Prior Knowledge; Drawing Conclusions; Inferring

Writing: Letter of Advice

Vocabulary: Suffix *-ly*


Grammar/Language: Capitalization; Adverb Clauses

Listening/Speaking: Role Playing a Conversation

Life Skills: Writing a Job Description


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 148)

_____ Selection Focus Transparency 14 

READING THE SELECTION (SE/TWE pp. 149–156)

_____ Active Reading Guide,* p. 14 

_____ Selection Vocabulary Practice, p. 9 

_____ Reading Workbook, pp. 23–24 


RESPONDING TO THE SELECTION (SE/TWE pp. 157–159)

_____ Literary Elements Transparency 14 

_____ Selection Quick Checks,* p. 14 


_____ Selection and Theme Assessment, pp. 25–26 

_____ Performance Assessment, p. 14 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 148–159)

_____ Theme Two Planning Guide, pp. 24–31 

_____ Grammar and Language Workbook, pp. 159–160, 235–246 



_____ Grammar and Language Transparency 12 



_____ Grammar and Composition Handbook, Lessons 8.5, 12.1–12.4 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, pp. 34–35 

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_____ Spanish Summaries, p. 14 

_____ Spanish Translations, pp. 46–51 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story about trust between two brothers and a pet fox
- To understand and restate the plot of a short story
- To write a critical review

Skills

Reading/Thinking: Identifying Cause-Effect Relationships; Drawing Conclusions; Inferring; Logical Reasoning; Analyzing; Predicting; Sequencing

Writing: Another Point of View; Descriptive Details


Vocabulary: Roots

Grammar/Language: Commas and Conjunctions; Commas Used with Words in a Series


Listening/Speaking: Debate; Performing a Scene

Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 162)

_____ Selection Focus Transparency 15 

READING THE SELECTION (SE/TWE pp. 163–170)

_____ Active Reading Guide,* p. 15 

_____ Selection Vocabulary Practice, p. 10 

_____ Reading Workbook, pp. 25–26 

RESPONDING TO THE SELECTION (SE/TWE pp. 171–173)

_____ Literary Elements Transparency 15 

_____ Selection Quick Checks,* p. 15 


_____ Selection and Theme Assessment, pp. 27–28 

_____ Performance Assessment, p. 15 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 162–173)

_____ Theme Two Planning Guide, pp. 32–39 

_____ Grammar and Language Workbook, pp. 255–258 


_____ Grammar and Language Transparency 13 


_____ Grammar and Composition Handbook, Lessons 13.2, 13.3 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 36 

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_____ Spanish Summaries, p. 15 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Basic (L1)

Objectives

- To read and analyze a story and a poem about characters dealing with separation
- To identify and explore major and minor characters in a story or poem
- To explain how the setting of the story contributes to its effect

Skills

Reading/Thinking: Verifying Predictions; Monitoring Comprehension; Drawing Conclusions; Focusing on a Question

Writing: Short Story; Speech


Vocabulary: Negative Prefixes

Grammar/Language: Appositives


Life Skills: Speech for Support Group


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 174)

_____ Selection Focus Transparency 16 


READING THE SELECTION (SE/TWE pp. 175–179)


_____ Active Reading Guide,* p. 16 


_____ Selection Vocabulary Practice, p. 11 

_____ Reading Workbook, pp. 27–28 

RESPONDING TO THE SELECTION (SE/TWE pp. 180–181)

_____ Literary Elements Transparency 16 

_____ Fine Art Transparency 30 


_____ Selection Quick Checks,* p. 16 


_____ Selection and Theme Assessment, pp. 29–30 

_____ Performance Assessment, p. 16 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 174–181)

_____ Theme Two Planning Guide, pp. 40–45 

_____ Grammar and Language Workbook, pp. 69–70 

_____ Grammar and Language Transparency 14 



_____ Grammar and Composition Handbook, Lesson 2.5 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 37 

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_____ Spanish Summaries, p. 16 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read and enjoy a short story
- To visualize the setting
- To write about the story's theme

Skills

Reading/Thinking: Making Critical Judgments; Identifying Main Idea; Identifying Bias; Drawing Conclusions; Logical Reasoning; Inferring; Evaluating; Identifying Assumptions



Writing: Describing a Person; Setting a Mood; Diary Entry

Vocabulary: Prefixes; Context Clues; Synonyms and Antonyms




Grammar/Language: Semicolons; Hyphens; Capitalizing; Adverbs

Listening/Speaking: Interviewing; Debating Stereotypes








BEFORE READING (SE/TWE p. 184)

- _____ Selection Focus Transparency 17 
- _____ Literature Launchers, Side A, Segment 4 















READING THE SELECTION (SE/TWE pp. 185–200)

- _____ Active Reading Guide,* p. 17 
- _____ Selection Vocabulary Practice, p. 12 
- _____ Reading Workbook, pp. 29–30 








RESPONDING TO THE SELECTION (SE/TWE pp. 201–203)

- _____ Literary Elements Transparency 17 
- _____ Fine Art Transparency 14 
- _____ Selection Quick Checks,* p. 17 
- _____ Selection and Theme Assessment, pp. 31–32 
- _____ Performance Assessment, p. 17 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 184–203)

- _____ Theme Two Planning Guide, pp. 46–53 
- _____ Grammar and Language Workbook, pp. 127–128, 235–236, 265–266, 275–276 
- _____ Grammar and Language Transparencies 16–18 
- _____ Grammar and Composition Handbook, Lessons 6.1, 6.2, 12.1–12.4, 13.5, 13.8 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, pp. 38–39 
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- _____ Spanish Translations, pp. 52–63 

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old age sticks

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read a free-verse poem about the differences between the young and the old
- To recognize the characteristics of free verse
- To write an advice column

Skills

Writing: Advice Column


Listening/Speaking: Dramatization

Collaboration: Literature Groups


BEFORE READING (SE/TWE p. 204)

_____ Selection Focus Transparency 18 

READING THE SELECTION (SE/TWE p. 205)

_____ Active Reading Guide,* p. 18 

RESPONDING TO THE SELECTION (SE/TWE p. 206)

_____ Literary Elements Transparency 18 


_____ Selection Quick Checks,* p. 18 


_____ Selection and Theme Assessment, pp. 31–32 

_____ Performance Assessment, p. 17 



_____ Testmaker  



EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 204–206)


_____ Theme Two Planning Guide, pp. 54–58 

_____ English Language Learners Sourcebook, p. 40 

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