

Amigo Brothers

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story
- To recognize and describe external and internal conflict in a story
- To write an analysis of an ending

Skills

Reading/Thinking: Evaluating; Logical Reasoning; Drawing Conclusions; Comparing and Contrasting

Writing: Using Realistic Language; Newspaper Article



Vocabulary: Etymology; Context Clues; Unlocking Meaning

Grammar/Language: Action Verbs




Listening/Speaking: Broadcast

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 432)

- _____ Selection Focus Transparency 39 
- _____ Literature Launchers, Side B, Segment 14 















READING THE SELECTION (SE/TWE pp. 433–441)

- _____ Active Reading Guide,* p. 39 
- _____ Selection Vocabulary Practice, p. 26 
- _____ Reading Workbook, pp. 69–70 

RESPONDING TO THE SELECTION (SE/TWE pp. 442–443)







- _____ Literary Elements Transparency 39 
- _____ Selection Quick Checks,* p. 39 
- _____ Selection and Theme Assessment, pp. 69–70 
- _____ Performance Assessment, p. 37 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 432–443)

- _____ Theme Five Planning Guide, pp. 6–13 
- _____ Grammar and Language Workbook, pp. 73–74 
- _____ Grammar and Language Transparency 37 
- _____ Grammar and Composition Handbook, Lesson 3.1 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 64 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
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- _____ Spanish Summaries, p. 39 
- _____ Spanish Translations, pp. 107–114 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and appreciate a poem about a speaker at a turning point
- To recognize symbolism in poetry
- To write a paragraph that analyzes how imagery supports the theme of a poem


Skills

Writing: Imagery and Theme

Collaboration: Literature Groups

Grammar/Language: Comparative and Superlative Adjectives

BEFORE READING (SE/TWE p. 444)


_____ Selection Focus Transparency 40 

READING THE SELECTION (SE/TWE pp. 445)

_____ Active Reading Guide,* p. 40 

RESPONDING TO THE SELECTION (SE/TWE p. 446)

_____ Literary Elements Transparency 40 


_____ Selection Quick Checks,* p. 40 

_____ Selection and Theme Assessment, pp. 69–70 

_____ Performance Assessment, p. 37 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 444–446)

_____ Theme Five Planning Guide, pp. 14–18 


_____ Grammar and Language Workbook, pp. 121–124 

_____ Grammar and Composition Handbook, Lessons 5.3, 5.4 

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

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_____ Spanish Summaries, p. 40 

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The Scholarship Jacket

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story about a girl and a prize
- To state the final outcome, or resolution, of a story
- To write a critical review of a short story

Skills

Reading/Thinking: Inferring; Drawing Conclusions; Sequence of Events; Questioning/Clarifying

Writing: Critical Review; Journal Entry


Vocabulary: Word Meanings; The Prefix *dis-*

Grammar/Language: Subject-Verb Agreement; Adverbs and Adjectives





Life Skills: Graduation Speech

Collaboration: Literature Groups






BEFORE READING (SE/TWE p. 450)

_____ Selection Focus Transparency 41 















READING THE SELECTION (SE/TWE pp. 451–455)

- _____ Active Reading Guide,* p. 41 
- _____ Selection Vocabulary Practice, p. 27 
- _____ Reading Workbook, pp. 71–72 
- _____ Fine Art Transparency 5 

RESPONDING TO THE SELECTION (SE/TWE pp. 456–458)

- _____ Literary Elements Transparency 41 
- _____ Selection Quick Checks,* p. 41 
- _____ Selection and Theme Assessment, pp. 71–72 
- _____ Performance Assessment, p. 38 
- _____ Testmaker 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 450–458)

- _____ Theme Five Planning Guide, pp. 19–26 
- _____ Grammar and Language Workbook, pp. 117–118, 127–128, 183–184 
- _____ Grammar and Language Transparency 39 
- _____ Grammar and Composition Handbook, Lessons 5.1, 6.1, 6.2, 10.1 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 66 
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- _____ Spanish Summaries, p. 41 
- _____ Spanish Translations, pp. 115–118 

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All Summer in a Day

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read and analyze a science-fiction story
- To identify elements common to science-fiction literature
- To write a paragraph that explains the importance of setting

Skills

Reading/Thinking: Inferring; Drawing Conclusions; Making Critical Judgments; Monitoring Comprehension; Inference from Setting



Writing: Sequel

Vocabulary: Latin Roots: *vit* and *viv*




Grammar and Language: Commas; Avoiding Double Negatives

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 460)

- _____ Selection Focus Transparency 42 
- _____ Literature Launchers, Side B, Segment 13 















READING THE SELECTION (SE/TWE pp. 461–466)

- _____ Active Reading Guide,* p. 42 
- _____ Selection Vocabulary Practice, p. 28 
- _____ Reading Workbook, pp. 73–74 

RESPONDING TO THE SELECTION (SE/TWE pp. 467–469)


- _____ Literary Elements Transparency 42 
- _____ Selection Quick Checks,* p. 42 
- _____ Selection and Theme Assessment, pp. 73–74 
- _____ Performance Assessment, p. 39 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 460–469)

- _____ Theme Five Planning Guide, pp. 27–34 
- _____ Grammar and Language Workbook, pp. 135–136, 255–256 
- _____ Grammar and Language Transparency 40 
- _____ Grammar and Composition Handbook, Lessons 6.5, 13.2 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 67 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
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- _____ Spanish Summaries, p. 42 
- _____ Spanish Translations, pp. 119–122 

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PRIMER LESSON THE BIRD LIKE NO OTHER

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a poem and a short story
- To identify details that authors use to create memorable portraits
- To write an evaluation

Skills

Reading/Thinking: Inferring; Synthesizing; Sequencing; Drawing Conclusions

Writing: Letter


Vocabulary: Word Mapping; Multiple Suffixes; Analogies

Grammar/Language: Troublesome Words: *Its* and *It's*

Listening/Speaking: Discussion


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 471)

_____ Selection Focus Transparency 43 

READING THE SELECTION (SE/TWE pp. 472–477)

_____ Active Reading Guide,* p. 43 

_____ Selection Vocabulary Practice, p. 29 

_____ Reading Workbook, pp. 75–76 

RESPONDING TO THE SELECTION (SE/TWE pp. 478–479)

_____ Literary Elements Transparency 43 

_____ Selection Quick Checks,* p. 43 

_____ Selection and Theme Assessment, pp. 75–76 

_____ Performance Assessment, pp. 40 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 471–479)



_____ Theme Five Planning Guide, pp. 35–40 



_____ Grammar and Language Workbook, pp. 223–224 

_____ Grammar and Language Transparency 41 

_____ English Language Learners Sourcebook, p. 68 

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_____ Spanish Summaries, p. 43 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)**Objectives**

- To read and analyze two short stories about facing challenges
- To uncover the implied themes
- To write a paragraph expressing an opinion on descriptive writing

Skills

Reading/Thinking: Drawing Conclusions; Inferring; Logical Reasoning; Synthesizing; Evaluating; Cause and Effect; Summarizing; Identifying Main Idea and Supporting Detail

Writing: Narrating Action

Vocabulary: Etymology; Suffixes; Prefixes: *mal-*



Grammar/Language: Verbs in the Past Tense; Participles and Participial Phrases

Listening/Speaking: Enacting a Dialogue; Oral Storytelling; Debate




Life Skills: Decision Making

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 482)

- _____ Selection Focus Transparency 44 
- _____ Literature Launchers, Side B, Segment 15 















READING THE SELECTION (SE/TWE pp. 483–495)

- _____ Active Reading Guide,* p. 44 
- _____ Selection Vocabulary Practice, p. 30 
- _____ Reading Workbook, pp. 77–78 






RESPONDING TO THE SELECTION (SE/TWE pp. 496–498)

- _____ Literary Elements Transparency 44 
- _____ Selection Quick Checks,* p. 44 
- _____ Selection and Theme Assessment, pp. 77–78 
- _____ Performance Assessment, p. 41 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 482–498)

- _____ Theme Five Planning Guide, pp. 41–46 
- _____ Grammar and Language Workbook, pp. 83–86, 167–170 
- _____ Grammar and Language Transparency 42 
- _____ Grammar and Composition Handbook, Lessons 3.5, 9.1 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 69 
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- _____ Spanish Translations, p. 123 

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The Monsters Are Due On Maple Street

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read and enjoy a television play
- To identify and understand the elements of a teleplay
- To write about conflict in the play

Skills

Reading/Thinking: Drawing Conclusions; Inferring; Making Critical Judgments; Classifying; Comparing and Contrasting; Visualizing; Evaluating; Judging the Credibility of a Source; Setting a Purpose for Reading; Synthesizing; Generalizing

Writing: Narrating; Different Point of View; Narrative; Analytical Writing

Vocabulary: Root Meanings; Synonyms; Idioms; Base Words


Grammar/Language: Using End Marks; Apostrophes; Complete Sentences

Listening/Speaking: Oral Reading; News Broadcast

Life Skills: Understanding Crowd Behavior


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 504)

_____ Selection Focus Transparency 45 

READING THE SELECTION (SE/TWE pp. 505–524)

_____ Active Reading Guide,* p. 45 

_____ Selection Vocabulary Practice, p. 31 

_____ Reading Workbook, pp. 79–80 

RESPONDING TO THE SELECTION (SE/TWE pp. 525–527)

_____ Literary Elements Transparency 45 

_____ Selection Quick Checks,* p. 45 


_____ Selection and Theme Assessment, pp. 79–80 

_____ Performance Assessment, p. 42 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 504–527)

_____ Theme Five Planning Guide, pp. 47–54 

_____ Grammar and Language Workbook, pp. 55–56, 253–254, 273–274 

_____ Grammar and Language Transparencies 43–44 

_____ Grammar and Composition Handbook, Lessons 1.2, 13.1, 13.7 

_____ Vocabulary PuzzleMaker  


_____ English Language Learners Sourcebook, pp. 70–72 

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

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_____ Spanish Summary, p. 45 

_____ Spanish Translations, pp. 124–138 

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