

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a story about an unlucky day in the life of a country veterinarian
- To explore the impact of sensory language on a story
- To write a character analysis


Skills

Reading/Thinking: Evaluating; Inferring; Sequencing


Writing: Character Analysis; Feature Story


Vocabulary: Word Usage; Multiple-Meaning Words; Analogies


BEFORE READING (SE/TWE p. 102)

_____ Selection Focus Transparency 9 

READING THE SELECTION (SE/TWE pp. 103–108)

_____ Active Reading Guide, * p. 9 

_____ Selection Vocabulary Practice, p. 9 

_____ Reading Workbook, pp. 17–18 

RESPONDING TO THE SELECTION (SE/TWE pp. 109–111)

_____ Literary Element Transparency 9 


_____ Selection Quick Checks, * p. 9 

_____ Selection and Theme Assessment, pp. 15–16 

_____ Performance Assessment, p. 8 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 103–108)

_____ Theme Two Planning Guide, pp. 6–13 



_____ Grammar and Language Workbook, pp. 75, 171–178 



_____ Grammar and Language Transparency 8 

_____ Gr. & Comp. Hdbk., L. 9.1–9.2 


_____ Vocabulary PuzzleMaker  

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

_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 9 

_____ English Language Learners Sourcebook p. 28 

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from Sound-Shadows of the New World

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a chapter from an autobiography
- To recognize point of view
- To write an evaluative paragraph

Skills

Reading/Thinking: Inferring; Evaluating; Predicting; Avoiding Hasty Generalizations

Writing: Combining Sentences for Variety; Evaluative Paragraph; Journal Entry

Vocabulary: Prefixes and Suffixes


Grammar/Language: Capitalization of Compass Points; Words Ending in -y

Listening/Speaking: Describing Sounds

Life Skills: Letter of Recommendation


Collaboration: Describing Sounds; Literature Groups

BEFORE READING (SE/TWE p. 212)

_____ Selection Focus Transparency 17 

READING THE SELECTION (SE/TWE pp. 213–220)

_____ Active Reading Guide,* p. 18 

_____ Selection Vocabulary Practice, p. 16 

_____ Reading Workbook, p. 33–34 


RESPONDING TO THE SELECTION (SE/TWE pp. 221–223)

_____ 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. 213–220)

_____ Theme Two Planning Guide, pp. 69–76 



_____ Gr. & Lang. Wkbk., pp. 249–250, 293–294 



_____ Grammar and Language Transparency 18 

_____ Gr. & Comp. Hdbk., L. 12.4, 15.1 

_____ Vocabulary PuzzleMaker  

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






_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 17 

_____ English Language Learners Sourcebook, pp. 37–38 

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Flowers for Algernon

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story about a scientific experiment involving human intelligence
- To examine the functions of irony and foreshadowing in a story
- To write an essay about an author's style

Skills

Reading/Thinking: Comparison and Contrast; Evaluating; Inferring; Predicting; Paraphrasing; Text Structures; Cause and Effect

Writing: Point of View; Explaining Connections; Letter

Vocabulary: Word Origins; Etymology



Grammar/Language: Punctuation; Contractions; Spelling; Homophones

Listening/Speaking: Debating; Adjusting to the Audience




Life Skills: Decision Making; Keeping a Journal

Collaboration: Literature Groups; Discussion and Analysis







BEFORE READING (SE/TWE p. 112)

- _____ Selection Focus Transparency 10 
- _____ Literature Launchers, Side A, Segment 5 















READING THE SELECTION (SE/TWE pp. 113–123 and 125–140)

- _____ Active Reading Guide,* pp. 10–11 
- _____ Selection Vocabulary Practice, p. 10 
- _____ Reading Workbook, pp. 19–20, 21–22 

RESPONDING TO THE SELECTION (SE/TWE pp. 124 and 141–143)








- _____ Literary Elements Transparency 10–11 
- _____ Selection Quick Checks,* pp. 10–11 
- _____ Selection and Theme Assessment, pp. 17–20 
- _____ Performance Assessment, pp. 9–10 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 113–123, and 125–140)

- _____ Theme Two Planning Guide, pp. 14–22 
- _____ Gr. & Lang. Wkbk., pp. 255–274, 291–292 
- _____ Grammar and Language Transparency 9–10 
- _____ Gr. & Comp. Hdbk., L. 13, 15.1 
- _____ Vocabulary PuzzleMaker  
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 10 
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Translations, pp. 29–52 
- _____ English Language Learners Sourcebook, pp. 29–30 

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The Kid Nobody Could Handle

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story
- To analyze dialogue in stories
- To write an essay

Skills

Reading/Thinking: Inferring; Evaluating; Problem and Solution

Writing: Dialogue; Journal Entry

Vocabulary: Antonyms



Grammar/Language: Commas

Listening/Speaking: Debating; Oral Presentation





Life Skills: Job Description

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 145)

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















READING THE SELECTION (SE/TWE pp. 146–156)

- _____ Active Reading Guide,* p. 12 
- _____ Selection Vocabulary Practice, p. 11 
- _____ Reading Workbook, pp. 23–24 
- _____ Fine Art Transparency 32 

RESPONDING TO THE SELECTION (SE/TWE pp. 157–158)








- _____ Literary Elements Transparency 12 
- _____ Selection Quick Checks,* p. 12 
- _____ Selection and Theme Assessment, pp. 21–22 
- _____ Performance Assessment, p. 11 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 146–156)

- _____ Theme Two Planning Guide, pp. 23–30 
- _____ Grammar and Language Workbook, pp. 257–264 
- _____ Grammar and Language Transparency 11 
- _____ Gr. & Comp. Hdbk., L. 13.2 
- _____ Vocabulary PuzzleMaker  
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
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- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 11 
- _____ Inclusion Strategies 
- _____ English Language Learners, p. 31 

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Thank You, M'am

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story
- To analyze the elements of characterization in a short story
- To write a paragraph about setting

Skills

Reading/Thinking: Evaluating; Cause and Effect


Listening/Speaking: Literature Groups


Writing: Paragraph About Setting

Collaboration: Literature Groups

Grammar/Language: End Punctuation and Quotation Marks


BEFORE READING (SE/TWE p. 160)

_____ Selection Focus Transparency 12 

_____ Literature Launchers, Side A, Segment 4 

READING THE SELECTION (SE/TWE pp. 161–164)

_____ Active Reading Guide,* p. 13 


_____ Selection Vocabulary Practice, p. 12 

_____ Reading Workbook, pp. 25–26 



RESPONDING TO THE SELECTION (SE/TWE pp. 165)

_____ Literary Elements Transparency 13 

_____ Selection Quick Checks,* p. 13 


_____ Selection and Theme Assessment, p. 23 


_____ Performance Assessment, p. 12 


_____ Testmaker  



EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 161–164)

_____ Theme Two Planning Guide, pp. 31–38 



_____ Grammar and Language Workbook, p. 267 

_____ Grammar and Language Transparency 12 

_____ Gr. & Comp. Hdbk., L. 13.1, 13.6, 


_____ Vocabulary PuzzleMaker  

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

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_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 12 

_____ English Language Learners Sourcebook, p. 32 

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The Journey

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a story
- To understand how a narrative strategy affects the reader's perception of a story
- To write a paragraph about setting

Skills

Reading/Thinking: Inferring; Sequence of Events; Visualizing

Writing: Paragraph About Setting; Video Dialogue; Letter to the Editor

Vocabulary: The Prefix *co-*


Grammar/Language: Sentence Fragments; Words Ending in *-ly*

Listening/Speaking: Literature Groups


Life Skills: Letter to the Editor


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 168)

_____ Selection Focus Transparency 13 


READING THE SELECTION (SE/TWE pp. 169–174)

_____ Active Reading Guide, * p. 14 

_____ Selection Vocabulary Practice, p. 13 

_____ Reading Workbook, pp. 27–28 

RESPONDING TO THE SELECTION (SE/TWE pp. 175–177)

_____ Literary Elements Transparency 14 


_____ Selection Quick Checks, * p. 14 

_____ Selection and Theme Assessment, p. 24 


_____ Performance Assessment, p. 13 

_____ Testmaker  


EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 169–174)

_____ Theme Two Planning Guide, pp. 39–46 

_____ Gr. & Lang. Wkbk, pp. 24–25, 129 



_____ Grammar and Language Transparency 13 

_____ Gr. & Comp. Hdbk., L. 1.2, 6.1, 6.2 

_____ Fine Art Transparency 9 

_____ Vocabulary PuzzleMaker  


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

_____ Audio Library, Tape or CD  




_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 13 

_____ Spanish Translations, pp. 53–56 

_____ English Language Learners Sourcebook, p. 33 

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Knoxville, Tennessee and Legacies

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze two poems
- To identify the mood of a poem

Skills


Reading/Thinking: Inferring

Grammar/Language: Pronouns and Antecedents


Listening/Speaking: Reciting a Poem

Collaboration: Literature Groups; Performance


BEFORE READING (SE/TWE p. 180)

_____ Selection Focus Transparency 14 

READING THE SELECTION (SE/TWE pp. 181–182)

_____ Active Reading Guide, * p. 15 


RESPONDING TO THE SELECTION (SE/TWE p. 183)

_____ Literary Elements Transparency 15 


_____ Selection Quick Checks, * p. 15 

_____ Selection and Theme Assessment, pp. 25–26 


_____ Performance Assessment, p. 14 


_____ Testmaker 

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 180–182)


_____ Theme Two Planning Guide, pp. 47–52 

_____ Grammar and Language Workbook, pp. 109–110 


_____ Grammar and Language Transparency 14 

_____ Gr. & Comp. Hdbk., L. 4.3 

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_____ Spanish Audio Library, Tape or CD 

_____ Spanish Summaries, p. 14 

_____ English Language Learners Sourcebook, p. 34 

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A Mother in Mannville

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story
- To analyze the effect of a first-person point of view
- To define character traits

Skills

Reading/Thinking: Inferring; Using Text Structures; Evaluating; Understanding Details

Writing: Journal Entry

Vocabulary: Analogies


Grammar/Language: Commas and Compound Sentences; Capitalization

Listening/Speaking: Role-Playing


Life Skills: Researching Community Resources


Collaboration: Literature Groups; Listening and Speaking

BEFORE READING (SE/TWE p. 184)

_____ Selection Focus Transparency 15 

READING THE SELECTION (SE/TWE pp. 185–192)

_____ Active Reading Guide,* p. 16 

_____ Selection Vocabulary Practice, p. 14 

_____ Reading Workbook, pp. 29–30 

_____ Fine Art Transparency 6 

RESPONDING TO THE SELECTION (SE/TWE pp. 193–195)

_____ Literary Elements Transparency 16 


_____ Selection Quick Checks,* p. 16 


_____ Selection and Theme Assessment, pp. 27–28 


_____ Performance Assessment, p. 15 


_____ Testmaker  



EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 185–192)

_____ Theme Two Planning Guide, pp. 53–60 



_____ Gr. & Lang. Wkbk., pp. 243–250, 259–260 



_____ Grammar and Language Transparency 15 

_____ Gr. & Comp. Hdbk., L. 12, 13.3 

_____ Vocabulary PuzzleMaker  


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

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_____ Spanish Summaries, p. 15 

_____ Spanish Translations, pp. 57–62 

_____ English Language Learners Sourcebook, p. 35 

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from I Know Why the Caged Bird Sings

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a chapter from an autobiography
- To understand an author's use of dialect
- To write a paragraph about characterization

Skills

Reading/Thinking: Monitoring Comprehension;
Evaluating

Writing: Paragraph; Personal Letter


Vocabulary: Negating Prefixes

Grammar/Language: Parentheses; Subject-Verb
Agreement





Listening/Speaking: Oral Presentation;
Oral Interpretation

Collaboration: Monitoring Comprehension;
Literature Groups; Oral Presentation







BEFORE READING (SE/TWE p. 198)

_____ Selection Focus Transparency 16 















READING THE SELECTION (SE/TWE pp. 199–206)

- _____ Active Reading Guide, * p. 17 
- _____ Selection Vocabulary Practice, p. 15 
- _____ Reading Workbook, pp. 31–32 
- _____ Fine Art Transparency 3 

RESPONDING TO THE SELECTION (SE/TWE pp. 207–209)



- _____ Literary Elements Transparency 17 
- _____ Selection Quick Checks, * p. 17 
- _____ Selection and Theme Assessment, pp. 29–30 
- _____ Performance Assessment, p. 16 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 199–206)

- _____ Theme Two Planning Guide, pp. 61–68 
- _____ Gr. & Lang. Wkbk., pp. 187–188, 271–272 
- _____ Grammar and Language Transparency 16 
- _____ Gr. & Comp. Hdbk., L. 10.1, 13.8 
- _____ Vocabulary PuzzleMaker  
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
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- _____ Spanish Summaries, p. 16 
- _____ Spanish Translations, pp. 63–68 
- _____ English Language Learners Sourcebook, p. 36 

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