

# In the Middle of a Pitch

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a man whose life has changed
- To identify conflict in a short story
- To write an analysis of the author's use of similes

### Skills

**Reading/Thinking:** Drawing Conclusions; Inferring

**Writing:** Poem


**Vocabulary:** Word Meanings; Connotation

**Grammar/Language:** Verbs

**Listening/Speaking:** Oral Reading


**Collaboration:** Literature Groups

BEFORE READING (SE/TWE p. 238)


\_\_\_\_\_ Selection Focus Transparency 18 

READING THE SELECTION (SE/TWE pp. 239–246)


\_\_\_\_\_ Active Reading Guide, \* p. 19 

\_\_\_\_\_ Selection Vocabulary Practice, p. 17 


\_\_\_\_\_ Reading Workbook, p. 35–36 

\_\_\_\_\_ Fine Art Transparency 29 



RESPONDING TO THE SELECTION (SE/TWE pp. 247–249)

\_\_\_\_\_ Literary Elements Transparency 19 


\_\_\_\_\_ Selection Quick Checks, \* p. 19 

\_\_\_\_\_ Selection and Theme Assessment, p. 33 


\_\_\_\_\_ Performance Assessment, p. 18 


\_\_\_\_\_ Testmaker  



EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 239–246)

\_\_\_\_\_ Theme Three Planning Guide, pp. 6–13 



\_\_\_\_\_ Grammar and Language Workbook, pp. 75, 171 



\_\_\_\_\_ Grammar and Language Transparency 19 

\_\_\_\_\_ Gr. & Comp. Hdbk., Lesson 3.1 


\_\_\_\_\_ Vocabulary PuzzleMaker  

\_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 

\_\_\_\_\_ Audio Library, Tape or CD  

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\_\_\_\_\_ Spanish Summaries, p. 18 

\_\_\_\_\_ English Language Learners Sourcebook, p. 39 

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# Casey at the Bat

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about a man facing an opportunity
- To identify narrative poetry and its elements
- To write a few verses of narrative poetry



### Skills

**Reading/Thinking:** Inferring; Adjusting Reading Rate

**Collaboration:** Literature Groups

**Vocabulary:** Context Clues







### BEFORE READING (SE/TWE p. 251)

- \_\_\_\_\_ Selection Focus Transparency 19 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 9 










### READING THE SELECTION (SE/TWE pp. 252–254)

- \_\_\_\_\_ Active Reading Guide,\* p. 20 

### RESPONDING TO THE SELECTION (SE/TWE p. 255)








- \_\_\_\_\_ Literary Elements Transparency 20 
- \_\_\_\_\_ Selection Quick Checks,\* p. 20 
- \_\_\_\_\_ Selection and Theme Assessment, p. 34 
- \_\_\_\_\_ Performance Assessment, p. 19 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 252–254)

- \_\_\_\_\_ Theme Three Planning Guide, pp. 14–20 
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- \_\_\_\_\_ Spanish Summaries, p. 19 
- \_\_\_\_\_ Spanish Translations, pp. 69–70 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 40 

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# The Wise Old Woman

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a folktale about a man learning to deal with power
- To identify the climax of a short story
- To write a comparison of two folktales

### Skills

**Reading/Thinking:** Inferring; Identifying Author's Purpose

**Writing:** Folktale


**Vocabulary:** Connotation; Synonyms

**Grammar/Language:** Adverbs

**Listening/Speaking:** Research Presentation


**Collaboration:** Literature Groups


BEFORE READING (SE/TWE p. 258)

\_\_\_\_\_ Selection Focus Transparency 20 


READING THE SELECTION (SE/TWE pp. 259–263)

\_\_\_\_\_ Active Reading Guide,\* p. 21 

\_\_\_\_\_ Selection Vocabulary Practice, p. 18 

\_\_\_\_\_ Reading Workbook, pp. 37–38 



RESPONDING TO THE SELECTION (SE/TWE pp. 264–265)

\_\_\_\_\_ Literary Elements Transparency 21 


\_\_\_\_\_ Selection Quick Checks,\* p. 21 


\_\_\_\_\_ Selection and Theme Assessment, pp. 35–36 


\_\_\_\_\_ Performance Assessment, p. 20 


\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 259–263)

\_\_\_\_\_ Theme Three Planning Guide, pp. 21–28 



\_\_\_\_\_ Grammar and Language Workbook, p. 129 



\_\_\_\_\_ Grammar and Language Transparency 20 

\_\_\_\_\_ Gr. & Comp. Hdbk., Lesson 6.1 

\_\_\_\_\_ Vocabulary PuzzleMaker  

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\_\_\_\_\_ Spanish Summaries, p. 20 

\_\_\_\_\_ English Language Learners Sourcebook, p. 41 

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# Bagged Wolf

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a folktale about a man's struggle
- To identify rising action in the plot of a story
- To write an analysis

### Skills

**Reading/Thinking:** Drawing Conclusions; Identifying Main Idea and Supporting Details; Synthesizing; Summarizing

**Writing:** Short Story Scene


**Vocabulary:** Dictionaries; Latin Root *Voc*

**Grammar/Language:** Punctuating Dialogue; Punctuating Compound Sentences


**Listening/Speaking:** Storytelling Performance


**Collaboration:** Literature Groups


BEFORE READING (SE/TWE p. 268)

\_\_\_\_\_ Selection Focus Transparency 21 

READING THE SELECTION (SE/TWE pp. 269–276)

\_\_\_\_\_ Active Reading Guide,\* p. 22 

\_\_\_\_\_ Selection Vocabulary Practice, p. 19 

\_\_\_\_\_ Reading Workbook, pp. 39–40 

RESPONDING TO THE SELECTION (SE/TWE pp. 277–279)

\_\_\_\_\_ Literary Elements Transparency 22 


\_\_\_\_\_ Selection Quick Checks,\* p. 22 


\_\_\_\_\_ Selection and Theme Assessment, pp. 37–38 


\_\_\_\_\_ Performance Assessment, p. 21 


\_\_\_\_\_ Testmaker  



EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 269–276)

\_\_\_\_\_ Theme Three Planning Guide, pp. 29–36 



\_\_\_\_\_ Grammar and Language Workbook, pp. 265, 267 

\_\_\_\_\_ Grammar and Language Transparency 21 

\_\_\_\_\_ Gr. & Comp. Hdbk., Lessons 13.6, 14.1 


\_\_\_\_\_ Vocabulary PuzzleMaker  

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\_\_\_\_\_ Spanish Summaries, p. 21 

\_\_\_\_\_ English Language Learners Sourcebook, p. 42 

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# The Moustache

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a young man facing maturity
- To analyze character in a plot
- To write a comparison

### Skills

**Reading/Thinking:** Identifying Main Idea and Supporting Details; Drawing Conclusions; Making Critical Judgments; Clarifying

**Writing:** Dialogue


**Vocabulary:** Multiple-Meaning Words; Roots

**Grammar/Language:** Proper Nouns; Adverb Phrases


**Listening/Speaking:** Performance


**Collaboration:** Literature Groups; Performance

BEFORE READING (SE/TWE p. 281)

\_\_\_\_\_ Selection Focus Transparency 22 

READING THE SELECTION (SE/TWE pp. 282–290)

\_\_\_\_\_ Active Reading Guide,\* p. 23 

\_\_\_\_\_ Selection Vocabulary Practice, p. 20 

\_\_\_\_\_ Reading Workbook, p. 41–42 

RESPONDING TO THE SELECTION (SE/TWE pp. 291–293)

\_\_\_\_\_ Literary Elements Transparency 23 

\_\_\_\_\_ Selection Quick Checks,\* p. 23 

\_\_\_\_\_ Selection and Theme Assessments, pp. 39–40 


\_\_\_\_\_ Performance Assessment, p. 22 


\_\_\_\_\_ Testmaker  



EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 282–290)

\_\_\_\_\_ Theme Three Planning Guide, pp. 37–44 



\_\_\_\_\_ Gr. & Lang. Wkbk., pp. 145, 247–249 



\_\_\_\_\_ Grammar and Language Transparency 22 

\_\_\_\_\_ Gr. & Comp. Hdbk., Lessons 7.3, 12.2–12.4 

\_\_\_\_\_ Vocabulary PuzzleMaker  


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\_\_\_\_\_ Spanish Summaries, p. 22 

\_\_\_\_\_ Spanish Translations, pp. 71–77 

\_\_\_\_\_ English Language Learners Sourcebook, p. 43 

# The Black Walnut Tree

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about the possibility of cutting down an old tree
- To identify symbols used in the poem
- To write a description of the story told in the poem

### Skills


**Writing:** Short Poem

**Grammar/Language:** Concrete and Abstract Nouns

**Listening/Speaking:** Oral Reading


**Collaboration:** Literature Groups; Oral Reading

BEFORE READING (SE/TWE p. 298)

\_\_\_\_\_ Selection Focus Transparency 23 


READING THE SELECTION (SE/TWE p. 299)

\_\_\_\_\_ Active Reading Guide,\* p. 24 

\_\_\_\_\_ Reading Workbook, p. 43–44 

RESPONDING TO THE SELECTION (SE/TWE pp. 300–301)

\_\_\_\_\_ Fine Art Transparency 5 

\_\_\_\_\_ Literary Elements Transparency 24 


\_\_\_\_\_ Selection Quick Checks,\* p. 24 


\_\_\_\_\_ Selection and Theme Assessment, pp. 41–42 


\_\_\_\_\_ Performance Assessment, p. 23 

\_\_\_\_\_ Testmaker  



EXTENDING AND CUSTOMIZING (TWE Teaching Options p. 299)



\_\_\_\_\_ Theme Three Planning Guide, pp. 45–49 

\_\_\_\_\_ Grammar and Language Workbook, p. 63 

\_\_\_\_\_ Gr. & Comp. Hdbk., Lesson 2.1 

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\_\_\_\_\_ Spanish Summaries, p. 23 

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## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze three poems by Robert Frost about nature and friendship
- To identify the elements of lyric poetry
- To write a list of poetic elements

### Skills

**Reading/Thinking:** Comparing and Contrasting; Generalizing



**Writing:** Letter

**Grammar/Language:** Commas; Action Verbs



**Listening/Speaking:** Discussion

**Collaboration:** Literature Groups








### BEFORE READING (SE/TWE p. 302)

- \_\_\_\_\_ Selection Focus Transparency 24 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 8 












### READING THE SELECTION (SE/TWE pp. 303–305)

- \_\_\_\_\_ Active Reading Guide, \* p. 25 
- \_\_\_\_\_ Reading Workbook, pp. 45–46 

### RESPONDING TO THE SELECTION (SE/TWE pp. 306–307)








- \_\_\_\_\_ Fine Art Transparency 13 
- \_\_\_\_\_ Literary Elements Transparency 25 
- \_\_\_\_\_ Selection Quick Checks, \* p. 25 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 43–44 
- \_\_\_\_\_ Performance Assessment, p. 24 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 303–305)

- \_\_\_\_\_ Theme Three Planning Guide, pp. 50–55 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 75, 259 
- \_\_\_\_\_ Grammar and Language Transparency 23 
- \_\_\_\_\_ Gr. & Comp. Hdbk., Lessons 13.2, 3.1 
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- \_\_\_\_\_ Spanish Summaries, p. 24 
- \_\_\_\_\_ Spanish Translations 

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## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about poetry
- To identify free verse
- To write a paragraph explaining the visual effects of a poem

### Skills

**Reading/Thinking:** Recognizing the Author's Purpose

**Writing:** Essay



**Vocabulary:** Roots

**Grammar/Language:** Subject-Verb Agreement




**Life Skills:** Decision Making

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 309)

- \_\_\_\_\_ Selection Focus Transparency 25 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 7 












### READING THE SELECTION (SE/TWE pp. 310–311)

- \_\_\_\_\_ Active Reading Guide, \* p. 26 
- \_\_\_\_\_ Reading Workbook, p. 47–48 
- \_\_\_\_\_ Fine Art Transparency 30 








### RESPONDING TO THE SELECTION (SE/TWE pp. 312–313)

- \_\_\_\_\_ Literary Elements Transparency 26 
- \_\_\_\_\_ Selection Quick Checks, \* p. 26 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 45–46 
- \_\_\_\_\_ Performance Assessment, p. 25 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 310–311)

- \_\_\_\_\_ Theme Three Planning Guide, pp. 56–61 
- \_\_\_\_\_ Grammar and Language Workbook, p. 195 
- \_\_\_\_\_ Grammar and Language Transparency 24 
- \_\_\_\_\_ Gr. & Comp. Hdbk., Lesson 10.5 
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Summaries, p. 25 
- \_\_\_\_\_ Spanish Translations, p. 78 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 46 

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# Identity and the lesson of the moth

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze two poems about philosophies of living
- To identify the theme of a poem
- To rewrite two stanzas of a poem

### Skills

**Reading/Thinking:** Comparing and Contrasting;  
Evaluating


**Writing:** Comic-Strip Development

**Grammar/Language:** Adjectives


**Listening/Speaking:** Role-playing


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 316)

\_\_\_\_\_ Selection Focus Transparency 26 

### READING THE SELECTION (SE/TWE pp. 317–319)

\_\_\_\_\_ Active Reading Guide,\* p. 27 


\_\_\_\_\_ Reading Workbook, p. 49–50 

### RESPONDING TO THE SELECTION (SE/TWE pp. 320–321)

\_\_\_\_\_ Literary Elements Transparency 27 


\_\_\_\_\_ Selection Quick Checks,\* p. 27 


\_\_\_\_\_ Selection and Theme Assessment, pp. 47–48 


\_\_\_\_\_ Performance Assessment, p. 26 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 317–319)



\_\_\_\_\_ Theme Three Planning Guide, pp. 62–67 



\_\_\_\_\_ Grammar and Language Workbook, p. 145 

\_\_\_\_\_ Grammar and Language Transparency 25 

\_\_\_\_\_ Gr. & Comp. Hdbk., Lesson 7.3 


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\_\_\_\_\_ Spanish Summaries, p. 26 


\_\_\_\_\_ Spanish Translations, pp. 79–80 


\_\_\_\_\_ English Language Learners Sourcebook, p. 48 


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