

# SORRY, RIGHT NUMBER

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze the screenplay of a suspense drama
- To identify the elements of a screenplay
- To write an evaluation of the screenplay

### Skills

**Reading/Thinking:** Inferring; Evaluating; Predicting; Sequencing

**Writing:** Monologue; Scripts

**Vocabulary:** Word History; Word Meaning; Latin Root *Ject*



**Grammar/Language:** End Punctuation; Dashes

**Listening/Speaking:** Acting; Performing




**Life Skills:** Problem Solving

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 790)

- \_\_\_\_\_ Selection Focus Transparency 61 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 23 














### READING THE SELECTION (SE/TWE pp. 791–808)

- \_\_\_\_\_ Active Reading Guide,\* p. 66 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 45 
- \_\_\_\_\_ Reading Workbook, pp. 113–114 

### RESPONDING TO THE SELECTION (SE/TWE pp. 809–811)

- \_\_\_\_\_ Literary Elements Transparency 66 
- \_\_\_\_\_ Selection Quick Checks,\* p. 66 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 113–114 
- \_\_\_\_\_ Performance Assessment, p. 58 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 791–808)

- \_\_\_\_\_ Theme Eight Planning Guide, pp. 6–13 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 255, 271 
- \_\_\_\_\_ Grammar and Language Transparency 65 
- \_\_\_\_\_ Gr. & Comp. Hdbk., L. 13.1, 13.8 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
- \_\_\_\_\_ Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 61 
- \_\_\_\_\_ English Language Learners Sourcebook, pp. 90–91 

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# The Legend of Sleepy Hollow

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a literary legend
- To identify a literary legend
- To rewrite a section of the story

### Skills

**Reading/Thinking:** Inferring; Predicting; Evaluating; Distinguishing Cause from Effect

**Writing:** Opening Scene; Legend; Memo

**Vocabulary:** Word Meaning; Glossary; Latin Root *Spec*



**Grammar/Language:** Complex Sentences; Varying Sentence Structure

**Listening/Speaking:** Role-Playing





**Life Skills:** Planning; Teaching and Mentoring

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 815)

- \_\_\_\_\_ Selection Focus Transparency 62 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 21 














### READING THE SELECTION (SE/TWE pp. 816–828)

- \_\_\_\_\_ Active Reading Guide,\* p. 67 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 46 
- \_\_\_\_\_ Reading Workbook, pp. 115–116 
- \_\_\_\_\_ Fine Art Transparency 15 

### RESPONDING TO THE SELECTION (SE/TWE pp. 829–831)

- \_\_\_\_\_ Literary Elements Transparency 67 
- \_\_\_\_\_ Selection Quick Checks,\* p. 67 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 115–116 
- \_\_\_\_\_ Performance Assessment, p. 59 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 816–828)

- \_\_\_\_\_ Theme Eight Planning Guide, pp. 14–21 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 157, 323 
- \_\_\_\_\_ Grammar and Language Transparency 65 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 8.2 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
- \_\_\_\_\_ Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 62 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 94 

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# The Tell-Tale Heart

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story that explores how terror and fear affect an unbalanced person
- To identify mood in a short story
- To write an analysis of a scary scene

### Skills

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

**Writing:** Report

**Vocabulary:** Analogies



**Grammar/Language:** Kinds of Sentences

**Listening/Speaking:** Role-Playing




**Life Skills:** Presenting an Argument

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 834)

- \_\_\_\_\_ Selection Focus Transparency 63 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 22 















### READING THE SELECTION (SE/TWE pp. 835–841)

- \_\_\_\_\_ Active Reading Guide,\* p. 68 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 47 
- \_\_\_\_\_ Reading Workbook, pp. 117–118 

### RESPONDING TO THE SELECTION (SE/TWE pp. 842–843)

- \_\_\_\_\_ Literary Elements Transparency 68 
- \_\_\_\_\_ Selection Quick Checks,\* p. 68 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 117–118 
- \_\_\_\_\_ Performance Assessment, p. 60 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 835–841)

- \_\_\_\_\_ Theme Eight Planning Guide, pp. 22–29 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 47–49 
- \_\_\_\_\_ Grammar and Language Transparency 66 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 13.1 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 63 
- \_\_\_\_\_ Spanish Translations, pp. 222–226 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 95 

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# The Raven

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a poem with elements of a suspense tale
- To identify allusions in the poem

### Skills

**Reading/Thinking:** Inferring; Paraphrasing

**Writing:** Poetry


**Vocabulary:** Word Meanings

**Grammar/Language:** Archaic Language

**Listening/Speaking:** Reading Aloud


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 846)

\_\_\_\_\_ Selection Focus Transparency 64 

### READING THE SELECTION (SE/TWE pp. 847–852)

\_\_\_\_\_ Active Reading Guide,\* p. 69 

\_\_\_\_\_ Reading Workbook, pp. 69–70, 119–120 


\_\_\_\_\_ Fine Art Transparency 11 

### RESPONDING TO THE SELECTION (SE/TWE p. 853)

\_\_\_\_\_ Literary Elements Transparency 69 


\_\_\_\_\_ Selection Quick Checks,\* p. 69 

\_\_\_\_\_ Selection and Theme Assessment, pp. 119–120 


\_\_\_\_\_ Performance Assessment, p. 61 


\_\_\_\_\_ Testmaker 

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 847–852)

\_\_\_\_\_ Theme Eight Planning Guide, pp. 30–35 

\_\_\_\_\_ Grammar and Language Workbook, pp. 283–284 

\_\_\_\_\_ Grammar and Language Transparency 67 

\_\_\_\_\_ Gr. & Comp. Hdbk., L. 15.3 


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

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

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

\_\_\_\_\_ Spanish Summaries, p. 64 

\_\_\_\_\_ Spanish Translations, pp. 227–232 

\_\_\_\_\_ English Language Learners Sourcebook, p. 96 

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# The Woman in the Snow

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story that combines elements of history with the unexplained and the supernatural
- To identify the oral tradition as a part of storytelling
- To write an evaluation of the story

### Skills

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


**Grammar/Language:** Punctuating Interior Dialogue

**Writing:** Historical Analysis





**Collaboration:** Literature Groups

**Vocabulary:** Prefixes







### BEFORE READING (SE/TWE p. 856)

\_\_\_\_\_ Selection Focus Transparency 65 















### READING THE SELECTION (SE/TWE pp. 857–864)

- \_\_\_\_\_ Active Reading Guide,\* p. 70 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 48 
- \_\_\_\_\_ Reading Workbook, pp. 75–76, 121–122 
- \_\_\_\_\_ Fine Art Transparency 28 

### RESPONDING TO THE SELECTION (SE/TWE pp. 865–866)

- \_\_\_\_\_ Literary Elements Transparency 70 
- \_\_\_\_\_ Selection Quick Checks,\* p. 70 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 121–122 
- \_\_\_\_\_ Performance Assessment, p. 62 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 857–864)

- \_\_\_\_\_ Theme Eight Planning Guide, pp. 36–43 
- \_\_\_\_\_ Grammar and Language Workbook, p. 267 
- \_\_\_\_\_ Grammar and Language Transparency 68 
- \_\_\_\_\_ Gr. & Comp. Hdbk., L. 13.6 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
- \_\_\_\_\_ Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 65 
- \_\_\_\_\_ Spanish Translations, pp. 233–238 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 97 

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# The Dinner Party

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a suspense story with a surprise ending
- To identify the unexpected resolution of the plot
- To write a comparison of two characters

### Skills


**Reading/Thinking:** Evaluating; Sequence of Events

**Vocabulary:** Multiple-Meaning Words





**Writing:** Essay

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 869)

\_\_\_\_\_ Selection Focus Transparency 66 









### READING THE SELECTION (SE/TWE pp. 870–871)

- \_\_\_\_\_ Active Reading Guide,\* p. 71 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 49 
- \_\_\_\_\_ Reading Workbook, pp. 61–62, 123–124 
- \_\_\_\_\_ Fine Art Transparency 16 

### RESPONDING TO THE SELECTION (SE/TWE pp. 872–873)








- \_\_\_\_\_ Literary Elements Transparency 71 
- \_\_\_\_\_ Selection Quick Checks,\* p. 71 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 123–124 
- \_\_\_\_\_ Performance Assessment, p. 63 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 870–871)

- \_\_\_\_\_ Theme Eight Planning Guide, pp. 44–51 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Summaries, p. 66 

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