

# THE SENTINEL

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a story about a lunar astronaut's ominous discovery
- To identify elements of suspense
- To write a critical essay

### Skills

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

**Writing:** Creating Suspense; Log Entries



**Vocabulary:** Analogies

**Grammar/Language:** Participial Phrases; Commas to Separate Modifiers





**Listening/Speaking:** Dialogue

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE P. 906)

- \_\_\_\_\_ Selection Focus Transparency 67 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 25 














### READING THE SELECTION (SE/TWE PP. 907–915)

- \_\_\_\_\_ Active Reading Guide\*, p. 71 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 41 
- \_\_\_\_\_ Reading Workbook, pp. 85–86 
- \_\_\_\_\_ Fine Art Transparency 7 

### RESPONDING TO THE SELECTION (SE/TWE PP. 916–918)








- \_\_\_\_\_ Literary Elements Transparency 71 
- \_\_\_\_\_ Selection Quick Checks\*, p. 71 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 125–126 
- \_\_\_\_\_ Performance Assessment, p. 64 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 907–915)

- \_\_\_\_\_ Unit Planning Guide, pp. 8–15 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 91, 253 
- \_\_\_\_\_ Grammar and Language Transparency 76 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 3.3, 11.6 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 117 
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 67 

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# Visit to a Small Planet

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a play in which humans meet an alien
- To recognize a comedy
- To write an analysis

### Skills

**Reading/Thinking:** Fact and Opinion; Connecting;

Predictions; Summarizing; Identifying Assumptions and Bias; Evaluating; Drawing Conclusions; Analyzing Arguments

**Writing:** Report; Broadcast

**Vocabulary:** Word Parts; The Prefix *mal-*



**Grammar/Language:** Pronouns After *Than* and *As*; Interrogative and Relative Pronouns; Exclamatory Sentences

**Listening/Speaking:** Group Discussion; Discourse; Persuasive Argument





**Life Skills:** Leading and Organizing; Problem Solving

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE P. 921)

- \_\_\_\_\_ Selection Focus Transparency 68 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 26 












### READING THE SELECTION (SE/TWE PP. 922–946)

- \_\_\_\_\_ Active Reading Guide\*, p. 72 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 42 
- \_\_\_\_\_ Reading Workbook, pp. 87–88 
- \_\_\_\_\_ Fine Art Transparency 14 

### RESPONDING TO THE SELECTION (SE/TWE PP. 947–949)

- \_\_\_\_\_ Literary Elements Transparency 72 
- \_\_\_\_\_ Selection Quick Checks\*, p. 72 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 127–128 
- \_\_\_\_\_ Performance Assessment, p. 65 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 922–946)

- \_\_\_\_\_ Unit Planning Guide, pp. 16–23 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 183, 53, 121 
- \_\_\_\_\_ Grammar and Language Transparencies 77, 78 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 7.3, 7.5, 11.2 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, pp. 118–120 
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# Scanning the Heavens for Signs of Life

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze an article about the search for extraterrestrial life
- To identify analogies
- To write a letter to the editor

### Skills


**Reading/Thinking:** Synthesizing; Judging the Credibility of a Source

**Writing:** Letter to the Editor

**Vocabulary:** Context Clues


**Grammar/Language:** Irregular Comparisons

### BEFORE READING (SE/TWE PP 950)

\_\_\_\_\_ Selection Focus Transparency 69 

### READING THE SELECTION (SE/TWE PP 951–954)

\_\_\_\_\_ Active Reading Guide\*, p. 73 

\_\_\_\_\_ Selection Vocabulary Practice, p. 43 


\_\_\_\_\_ Reading Workbook, pp. 87–88 


### RESPONDING TO THE SELECTION (SE/TWE P. 955)

\_\_\_\_\_ Literary Elements Transparency 73 


\_\_\_\_\_ Selection Quick Checks\*, p. 73 


\_\_\_\_\_ Selection and Theme Assessment, p. 129–130 

\_\_\_\_\_ Performance Assessment, p. 66 


\_\_\_\_\_ Testmaker 

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP 951–954)


\_\_\_\_\_ Unit Planning Guide, pp. 24–31 

\_\_\_\_\_ Grammar and Language Workbook, p. 201 



\_\_\_\_\_ Grammar and Language Transparency 79 

\_\_\_\_\_ Grammar and Composition Handbook, Lessons 8.2, 8.6 


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 121 

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\_\_\_\_\_ Spanish Summaries, p. 69 

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# THE FLAT OF THE LAND

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a story about a woman and a strange river of mud
- To recognize magical realism
- To write a short review of the story

### Skills

**Reading/Thinking:** Inferring; Drawing Conclusions; Sequence of Events; Creative Thinking

**Writing:** Rhyme; Reaction


**Vocabulary:** The Negating Prefixes *in-*, *im-*, *il-*, and *ir-*

**Grammar/Language:** Apostrophe; Singular and Plural Possessive Nouns





**Life Skills:** Researching Mud

**Collaboration:** Literature Groups






### BEFORE READING (SE/TWE P 958)

\_\_\_\_\_ Selection Focus Transparency 70 














### READING THE SELECTION (SE/TWE PP 959–966)

- \_\_\_\_\_ Active Reading Guide\*, p. 74 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 44 
- \_\_\_\_\_ Reading Workbook, pp. 89–90 
- \_\_\_\_\_ Fine Art Transparency 16 

### RESPONDING TO THE SELECTION (SE/TWE PP 967–969)








- \_\_\_\_\_ Literary Elements Transparency 74 
- \_\_\_\_\_ Selection Quick Checks\*, p. 74 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 131–132 
- \_\_\_\_\_ Performance Assessment, p. 67 
- \_\_\_\_\_ Testmaker 

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP 959–966)

- \_\_\_\_\_ Unit Planning Guide, pp. 32–39 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 277, 47 
- \_\_\_\_\_ Grammar and Language Transparency 81 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 11.11, 1.1 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 122 
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# He-y, Come on Ou-t!

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a science fiction story about a mysterious hole
- To identify the moral of a short story
- To write an analysis

### Skills

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

**Writing:** Advertising; Journal Entry


**Vocabulary:** Analogies

**Grammar/Language:** Comma




**Listening/Speaking:** Explain and Advise

**Collaboration:** Literature Groups






### BEFORE READING (SE/TWE P. 972)

\_\_\_\_\_ Selection Focus Transparency 71 















### READING THE SELECTION (SE/TWE PP. 973–976)

- \_\_\_\_\_ Active Reading Guide\*, p. 75 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 45 
- \_\_\_\_\_ Reading Workbook, pp. 91–92 

### RESPONDING TO THE SELECTION (SE/TWE PP. 977–978)








- \_\_\_\_\_ Literary Elements Transparency 75 
- \_\_\_\_\_ Selection Quick Checks\*, p. 75 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 133–134 
- \_\_\_\_\_ Performance Assessment, p. 68 
- \_\_\_\_\_ Testmaker 

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 973–976)

- \_\_\_\_\_ Unit Planning Guide, pp. 40–47 
- \_\_\_\_\_ Grammar and Language Workbook, p. 255 
- \_\_\_\_\_ Grammar and Language Transparency 82 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.6 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 123 
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- \_\_\_\_\_ Spanish Summaries, p. 71 
- \_\_\_\_\_ Spanish Translations, pp. 154–156 

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## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze poems that explore two poets' ideas about the universe and their places in it
- To differentiate between denotation and connotation
- To write a personal response to a poem

### Skills

**Reading/Thinking:** Identifying Spatial Relationships; Focusing on a Question


**Writing:** Journal Entry

**Grammar/Language:** Clear Pronoun Reference

**Listening/Speaking:** Poetry Reading

**Collaboration:** Literature Groups

### BEFORE READING BEFORE READING (SE/TWE P. 983)

\_\_\_\_\_ Selection Focus Transparency 72 


### READING THE SELECTION READING THE SELECTION (SE/TWE PP. 984–986)

\_\_\_\_\_ Active Reading Guide\*, p. 76 

### RESPONDING TO THE SELECTION (SE/TWE PP. 987–988)

\_\_\_\_\_ Literary Elements Transparency 76 

\_\_\_\_\_ Selection Quick Checks\*, p. 76 


\_\_\_\_\_ Selection and Theme Assessment, pp. 135–136 


\_\_\_\_\_ Performance Assessment, p. 69 

\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 984–986)


\_\_\_\_\_ Unit Planning Guide, pp. 48–53 

\_\_\_\_\_ Grammar and Language Workbook, pp. 189–195 



\_\_\_\_\_ Grammar and Language Transparency 83 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 17.6 


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 125 








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