

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives



- To read and analyze part of a play about how the classic literary character Huck Finn responds to a friend in need
- To identify dialect in a play

Skills



Grammar/Language: Past Tense of Irregular Verbs

Collaboration: Literature Groups; Design a Set







BEFORE READING (SE/TWE P. 716)

- _____ Selection Focus Transparency 68  TEKS
- _____ Fine Art Transparency 18 













READING THE SELECTION (SE/TWE PP. 717–719)

- _____ Active Reading Guide*, p. 68 
- _____ Reading Workbook, pp. 69–70 








RESPONDING TO THE SELECTION (SE/TWE P. 720)

- _____ Literary Elements Transparency 68 
- _____ Selection Quick Checks*, p. 68 
- _____ Selection and Theme Assessment, pp. 131–132 
- _____ Performance Assessment, p. 67 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 717–719)

- _____ Grammar and Language Workbook, p. 143 
- _____ Grammar and Language Transparency 56 
- _____ Grammar and Composition Handbook, Lesson 5.2 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 90 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 68 

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ANTIGONE

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To analyze a play about standing up for what one believes
- To identify the protagonist and antagonist of a play
- To identify the tragic flaw of a character in a tragedy
- To write a comparison of characters' viewpoints
- To write an analysis of bias

Skills

Reading/Thinking: Identifying the Author's Purpose; Identifying Fallacies: Paraphrasing

Writing: Adjectives in Poetry; Using Alliteration; Interpretive Account; Letter

Vocabulary: Antonyms



Grammar/Language: Present Perfect Tense; Dashes

Listening/Speaking: Listening to Tone of Voice; Political Speeches




Life Skills: Genealogical Chart

Collaboration: Literature Groups







BEFORE READING (SE/TWE P. 726)

- _____ Selection Focus Transparency 69 
- _____ Literature Launchers, Side B, Segment 19 














READING THE SELECTION (SE/TWE PP. 727–745, 748–767)

- _____ Active Reading Guide*, p. 69 
- _____ Selection Vocabulary Practice, p. 48 
- _____ Reading Workbook, pp. 71–72 

RESPONDING TO THE SELECTION (SE/TWE PP. 746–747, 768–770)

- _____ Literary Elements Transparency 69 
- _____ Selection Quick Checks*, pp. 69–70 
- _____ Selection and Theme Assessment, pp. 133–136 
- _____ Performance Assessment, pp. 68–69 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 727–767)

- _____ Unit Planning Guide, pp. 16–24 
- _____ Grammar and Language Workbook, pp. 147–150, 245, 267 
- _____ Grammar and Language Transparencies 57, 58 
- _____ Grammar and Composition Handbook 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, pp. 91–93 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
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- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 69; and Spanish Translations, pp. 108–135 

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JULIUS CAESAR

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read a play by Shakespeare and analyze the leadership qualities revealed by several of its characters
- To identify blank verse in a play by Shakespeare
- To write an editorial

Skills

Writing: Extended Metaphors; Description; Editorials

Reading/Thinking: Inferring; Drawing Conclusions; Paraphrasing; Problem and Solution



Vocabulary: Etymology

Grammar/Language: Commas After Introductory Words



Listening/Speaking: Expressing Emotions

Collaboration: Literature Groups







BEFORE READING (SE/TWE P. 777)

- _____ Selection Focus Transparency 70 
- _____ Literature Launchers, Side B, Segment 20 














READING THE SELECTION (SE/TWE PP. 778–797, 800–817, 820–840, 842–856, 858–870)

- _____ Active Reading Guide*, pp. 71–75 
- _____ Reading Workbook, pp. 73–74 







RESPONDING TO THE SELECTION (SE/TWE PP. 798, 818, 841, 857, 871–870)

- _____ Literary Elements Transparencies 71–75 
- _____ Selection Quick Checks*, pp. 71–75 
- _____ Selection and Theme Assessment, pp. 137–146 
- _____ Performance Assessment, pp. 70–74 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 778–870)

- _____ Unit Planning Guide, pp. 25–34 
- _____ Grammar and Language Workbook, pp. 259, 219, 77, 253, 199–201, 155 
- _____ Grammar and Language Transparencies 59, 61–64 
- _____ Grammar and Composition Handbook, Lessons 11.6, 2.2, 8.1–8.2, 5.7 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, pp. 94–97, 99–101 
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- _____ Spanish Summaries, p. 70 

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The Ring of General Macías

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a play about why some people may act bravely
- To identify irony in a play
- To write about the use of suspense in a play

Skills

Reading/Thinking: Inferring; Comparing and Contrasting; Drawing Conclusions

Writing: Adverbs; Irony; Scenes


Vocabulary: Denotation and Connotation

Grammar/Language: Compound Predicates

Listening/Speaking: Monologue; Discussing Love; Performing a Scene


Collaboration: Literature Groups

BEFORE READING (SE/TWE P. 878)

_____ Selection Focus Transparency 71 

READING THE SELECTION (SE/TWE PP. 879–893)

_____ Active Reading Guide*, p. 76 

_____ Selection Vocabulary Practice, p. 49 

_____ Reading Workbook, pp. 75–76 

RESPONDING TO THE SELECTION (SE/TWE PP. 894–895)

_____ Literary Elements Transparency 76 

_____ Selection Quick Checks*, p. 76 


_____ Selection and Theme Assessment, pp. 147–148 

_____ Performance Assessment, p. 75 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 879–893)

_____ Unit Planning Guide, pp. 39–46 

_____ Grammar and Language Workbook, pp. 79, 103 



_____ Grammar and Language Transparency 65 

_____ Grammar and Composition Handbook, Lessons 2.3, 4.7 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 102 

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_____ Spanish Summaries, p. 71 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a poem about one mother's suggestion to her daughter about being loyal to oneself
- To identify free verse


Skills

Reading/Thinking: Drawing Conclusions

Listening/Speaking: Giving Advice

Collaboration: Literature Groups

BEFORE READING (SE/TWE P. 896)

_____ Selection Focus Transparency 72 

READING THE SELECTION (SE/TWE P. 897)

_____ Active Reading Guide*, p. 77 

RESPONDING TO THE SELECTION (SE/TWE P. 898)

_____ Literary Elements Transparency 77 

_____ Selection Quick Checks*, p. 77 


_____ Selection and Theme Assessment, pp. 147–148 

_____ Performance Assessment, p. 75 

_____ Testmaker 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS P. 897)

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_____ Spanish Summaries, p. 72 

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