

# Let's Sweat!

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a personal essay about how a poet became interested in sports
- To identify the elements of a personal essay
- To write a paragraph on attitudes toward sports

### Skills

**Reading/Thinking:** Evaluating

**Writing:** Poem

**Vocabulary:** The Latin Root *pend*


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

**Listening/Speaking:** Commercial





**Life Skills:** Researching Opportunities

**Collaboration:** Literature Groups






### BEFORE READING (SE/TWE P 1002)

\_\_\_\_\_ Selection Focus Transparency 78 














### READING THE SELECTION (SE/TWE PP 1003–1005)

- \_\_\_\_\_ Active Reading Guide\*, p. 83 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 54 
- \_\_\_\_\_ Reading Workbook, pp. 85–86 
- \_\_\_\_\_ Fine Art Transparency 6 

### RESPONDING TO THE SELECTION (SE/TWE PP 1006–1007)








- \_\_\_\_\_ Literary Elements Transparency 83 
- \_\_\_\_\_ Selection Quick Checks\*, p. 83 
- \_\_\_\_\_ Selection and Theme Assessment, p. 157 
- \_\_\_\_\_ Performance Assessment, p. 81 
- \_\_\_\_\_ Testmaker 

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP 1003–1005)

- \_\_\_\_\_ Unit Planning Guide, pp. 8–15 
- \_\_\_\_\_ Grammar and Language Workbook, p. 169 
- \_\_\_\_\_ Grammar and Language Transparency 73 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 6.4 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 112 
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Summaries, p. 78 

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# From A Cat's Garden of Verses

by Robert Louis Stevenson's cat

## LESSON PLAN

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

**Reading Level:** Basic (L1)

### Objectives


- To read and analyze poems that parody well-known literature
- To identify the elements of parody
- To write a parody of a poem

### Skills

**Writing:** Parody


**Listening/Speaking:** Critique

### BEFORE READING (SE/TWE P. 1009)

\_\_\_\_\_ Selection Focus Transparency 79 

### READING THE SELECTION (SE/TWE P. 1010)


\_\_\_\_\_ Active Reading Guide\*, p. 84 


\_\_\_\_\_ Selection Vocabulary Practice, p. 55 

### RESPONDING TO THE SELECTION (SE/TWE P. 1011)

\_\_\_\_\_ Literary Elements Transparency 84 


\_\_\_\_\_ Selection Quick Checks\*, p. 84 



\_\_\_\_\_ Selection and Theme Assessment, p. 158 

\_\_\_\_\_ Performance Assessment, p. 82 



\_\_\_\_\_ Testmaker  



### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS P. 1010)

\_\_\_\_\_ Unit Planning Guide, pp. 16–20 


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

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\_\_\_\_\_ Spanish Summaries, p. 79 

\_\_\_\_\_ Spanish Translations, p. 136 

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# Appetizer

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a man's encounter with a bear
- To identify rising action in a short story
- To write an analysis of the narrator's style

### Skills

**Reading/Thinking:** Evaluating; Identifying Cause-and-Effect Relationships

**Writing:** Story

**Vocabulary:** Prefix *Super-*; Dictionary Skills; Old Words



**Grammar/Language:** Dangling Modifiers

**Listening/Speaking:** Comparison-Contrast Speech




**Life Skills:** Problem Solving; Dealing with Bears

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE P. 1015)

- \_\_\_\_\_ Selection Focus Transparency 80 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 24 















### READING THE SELECTION (SE/TWE PP. 1016–1025)

- \_\_\_\_\_ Active Reading Guide\*, p. 85 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 55 
- \_\_\_\_\_ Reading Workbook, pp. 85–86 

### RESPONDING TO THE SELECTION (SE/TWE PP. 1026–1027)








- \_\_\_\_\_ Literary Elements Transparency 85 
- \_\_\_\_\_ Selection Quick Checks\*, p. 85 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 159–160 
- \_\_\_\_\_ Performance Assessment, p. 83 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1016–1025)

- \_\_\_\_\_ Unit Planning Guide, pp. 21–28 
- \_\_\_\_\_ Grammar and Language Workbook, p. 209 
- \_\_\_\_\_ Grammar and Language Transparency 74 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 8.7 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 113 
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- \_\_\_\_\_ Spanish Summaries, p. 80 
- \_\_\_\_\_ Spanish Translations, pp. 137–144 

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# LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read an account of a person with a well-developed sense of humor
- To identify hyperbole
- To write an evaluation

### Skills

**Reading/Thinking:** Inferring; Main Idea and Supporting Details

**Writing:** Dialogue

**Vocabulary:** The Latin Root *voc*


**Grammar/Language:** Subject-Object Pronouns

**Listening/Speaking:** Telling Humorous Anecdotes

**Life Skills:** Letter


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE P. 1029)

\_\_\_\_\_ Selection Focus Transparency 81 

### READING THE SELECTION (SE/TWE PP. 1030–1035)


\_\_\_\_\_ Active Reading Guide\*, p. 86 

\_\_\_\_\_ Selection Vocabulary Practice, p. 56 

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

### RESPONDING TO THE SELECTION (SE/TWE PP. 1036–1037)

\_\_\_\_\_ Literary Elements Transparency 86 


\_\_\_\_\_ Selection Quick Checks\*, p. 86 


\_\_\_\_\_ Selection and Theme Assessment, pp. 161–162 


\_\_\_\_\_ Performance Assessment, p. 84 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1030–1035)


\_\_\_\_\_ Unit Planning Guide, pp. 29–36 

\_\_\_\_\_ Grammar and Language Workbook, p. 181 



\_\_\_\_\_ Grammar and Language Transparency 75 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 1.2 


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 114 








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\_\_\_\_\_ Spanish Summaries, p. 81 

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# What Is and Ain't Grammatical

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze an essay about one writer's view of grammar
- To identify allusions in an essay

### Skills



**Reading/Thinking:** Activating Prior Knowledge

**Grammar/Language:** Infinitives




**Life Skills:** Letter to Author

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE P. 1038)

- \_\_\_\_\_ Selection Focus Transparency 82 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 23 














### READING THE SELECTION (SE/TWE PP. 1039–1041)

- \_\_\_\_\_ Active Reading Guide\*, p. 87 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 57 
- \_\_\_\_\_ Reading Workbook, pp. 87–88 

### RESPONDING TO THE SELECTION (SE/TWE PP. 1042)








- \_\_\_\_\_ Literary Elements Transparency 87 
- \_\_\_\_\_ Selection Quick Checks\*, p. 87 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 163–164 
- \_\_\_\_\_ Performance Assessment, p. 85 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1039–1041)

- \_\_\_\_\_ Unit Planning Guide, pp. 37–44 
- \_\_\_\_\_ Grammar and Language Workbook, p. 97 
- \_\_\_\_\_ Grammar and Language Transparency 76 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 3.3 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 115 
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# THE CAR WE HAD TO PUSH

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze an essay about the humorous misadventures of one family
- To identify direct and indirect methods of characterization
- To write an analysis of humor

### Skills

**Reading/Thinking:** Drawing Conclusions; Graphic Aids

**Writing:** Journal Entry

**Vocabulary:** The Latin Root *ject*


**Grammar/Language:** Colons

**Listening/Speaking:** Newscast

**Life Skills:** Accident Report


**Collaboration:** Literature Groups


### BEFORE READING (SE/TWE P. 1044)


\_\_\_\_\_ Selection Focus Transparency 83 

### READING THE SELECTION (SE/TWE PP. 1045–1049)


\_\_\_\_\_ Active Reading Guide\*, p. 88 


\_\_\_\_\_ Selection Vocabulary Practice, p. 58 


\_\_\_\_\_ Reading Workbook, pp. 89–90 


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

### RESPONDING TO THE SELECTION (SE/TWE PP. 1050–1051)

\_\_\_\_\_ Literary Elements Transparency 88 


\_\_\_\_\_ Selection Quick Checks\*, p. 88 


\_\_\_\_\_ Selection and Theme Assessment, pp. 165–166 


\_\_\_\_\_ Performance Assessment, p. 86 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1045–1049)


\_\_\_\_\_ Unit Planning Guide, pp. 45–52 

\_\_\_\_\_ Grammar and Language Workbook, p. 247 



\_\_\_\_\_ Grammar and Language Transparency 77 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.4 


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


\_\_\_\_\_ English Language Learners Sourcebook, p. 116 

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\_\_\_\_\_ Spanish Summaries, p. 83 

\_\_\_\_\_ Spanish Translations, pp. 145–148 

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# How I Changed the War and Won the Game

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze an autobiographical sketch about someone influencing others
- To analyze diction in a story
- To write a character sketch of an author

### Skills

**Reading/Thinking:** Problem and Solution


**Writing:** Anecdotes

**Vocabulary:** Analogies

**Life Skills:** Interview


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE P. 1054)

\_\_\_\_\_ Selection Focus Transparency 84 


### READING THE SELECTION (SE/TWE PP. 1055–1056)


\_\_\_\_\_ Active Reading Guide\*, p. 89 

\_\_\_\_\_ Selection Vocabulary Practice, p. 59 


\_\_\_\_\_ Reading Workbook, pp. 89–90 



### RESPONDING TO THE SELECTION (SE/TWE PP. 1057–1058)

\_\_\_\_\_ Literary Elements Transparency 89 


\_\_\_\_\_ Selection Quick Checks\*, p. 89 

\_\_\_\_\_ Selection and Theme Assessment, pp. 167–168 

\_\_\_\_\_ Performance Assessment, p. 87 



\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1055–1056)


\_\_\_\_\_ Unit Planning Guide, pp. 53–59 


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

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# A Marriage Proposal

