

# Creation Hymn *from the* Popol Vuh

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze an ancient Mayan myth about the creation of the world
- To identify the elements of a myth
- To write a dialogue among characters in a myth


### Skills

**Reading/Thinking:** Elaborating; Comparing and Contrasting; Recognizing Cultural Characteristics  
**Writing:** Dialogue


**Grammar/Language:** Participles and Participial Phrases


**Collaboration:** Performing


BEFORE READING (SE/TWE p. 1040)

\_\_\_\_\_ Selection Focus Transparency 114 

READING THE SELECTION (SE/TWE pp. 1041–1043)

\_\_\_\_\_ Active Reading Guide,\* p. 120 

\_\_\_\_\_ Selection Vocabulary Practice, p. 49 

\_\_\_\_\_ Reading Workbook 


RESPONDING TO THE SELECTION (SE/TWE p. 1044)

\_\_\_\_\_ Literary Elements Transparency 120 


\_\_\_\_\_ Selection Quick Checks,\* p. 120 

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


\_\_\_\_\_ Performance Assessment, p. 107 

\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1040–1044)


\_\_\_\_\_ Unit Six Planning Guide, pp. 9–14 

\_\_\_\_\_ Grammar and Language Workbook, pp. 93–94 


\_\_\_\_\_ Grammar and Language Transparency 95 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 3.3 

\_\_\_\_\_ Vocabulary Puzzlemaker  

\_\_\_\_\_ English Language Learners Sourcebook, p. 93 

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# Coyote Finishes His Work

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a myth about the trickster called Coyote
- To identify the characteristics of the trickster in folklore
- To write a tale with a trickster figure as the main character


### Skills

**Reading/Thinking:** Drawing Conclusions


**Grammar/Language:** Verb Tenses


**Writing:** Tale

BEFORE READING (SE/TWE p. 1047)


\_\_\_\_\_ Selection Focus Transparency 115 

READING THE SELECTION (SE/TWE pp. 1048–1049)

\_\_\_\_\_ Active Reading Guide,\* p. 121 

\_\_\_\_\_ Reading Workbook, pp. 79–80 

RESPONDING TO THE SELECTION (SE/TWE p. 1050)

\_\_\_\_\_ Literary Elements Transparency 121 

\_\_\_\_\_ Selection Quick Checks,\* p. 121 

\_\_\_\_\_ Selection and Part Assessment, p. 159 


\_\_\_\_\_ Performance Assessment, p. 108 


\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1047–1050)

\_\_\_\_\_ Unit Six Planning Guide, pp. 15–20 



\_\_\_\_\_ Grammar and Language Workbook, pp. 145–146 

\_\_\_\_\_ Grammar and Language Transparency 96 


\_\_\_\_\_ Grammar and Composition Handbook, Lesson 5.3 

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\_\_\_\_\_ Spanish Summaries, p. 115 

\_\_\_\_\_ Spanish Translations, pp. 146–147 

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# THAT PLACE WHERE GHOSTS OF SALMON JUMP

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about the Coyote legend
- To identify ways in which the poet uses repetition to produce unity
- To write a paragraph analyzing the poet's use of myth

### Skills

**Reading/Thinking:** Inferring; Identifying

Author's Purpose


**Writing:** Analysis Paragraph


**Grammar/Language:** Auxiliary Verb Phrase

**Listening/Speaking:** Oral Reading


**Collaboration:** Performing


**BEFORE READING** (SE/TWE p. 1051)

\_\_\_\_\_ Selection Focus Transparency 116 


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

**READING THE SELECTION** (SE/TWE pp. 1052–1053)

\_\_\_\_\_ Active Reading Guide,\* p. 122 

\_\_\_\_\_ Reading Workbook, pp. 79–80 


**RESPONDING TO THE SELECTION** (SE/TWE p. 1054)

\_\_\_\_\_ Literary Elements Transparency 122 


\_\_\_\_\_ Selection Quick Checks,\* p. 122 

\_\_\_\_\_ Selection and Part Assessment, p. 160 


\_\_\_\_\_ Performance Assessment, p. 108 

\_\_\_\_\_ Testmaker  

**EXTENDING AND CUSTOMIZING** (TWE Teaching Options pp. 1051–1054)

\_\_\_\_\_ Unit Six Planning Guide, pp. 21–26 

\_\_\_\_\_ Grammar and Language Workbook, pp. 59–60 


\_\_\_\_\_ Grammar and Language Transparency 97 


\_\_\_\_\_ Grammar and Composition Handbook, Lesson 1.3 

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\_\_\_\_\_ Spanish Translations, pp. 148–149 

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
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# from *The Voyage of Christopher Columbus*

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze journal entries about Christopher Columbus's voyage to the Americas
- To identify the elements of a journal
- To write an analysis of an author's word choice

### Skills

**Reading/Thinking:** Evaluating; Distinguishing  
Fact from Opinion; Inferring

**Writing:** Journal Entry




**Vocabulary:** Analogies

**Grammar/Language:** Appositives




**Life Skills:** Lifelong Learning

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 1058)

- \_\_\_\_\_ Selection Focus Transparency 117 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 22 
- \_\_\_\_\_ Fine Art Transparency 26 














### READING THE SELECTION (SE/TWE pp. 1059–1064)

- \_\_\_\_\_ Active Reading Guide,\* p. 123 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 50 
- \_\_\_\_\_ Reading Workbook, pp. 81–82 

### RESPONDING TO THE SELECTION (SE/TWE pp. 1065–1066)





- \_\_\_\_\_ Literary Elements Transparency 123 
- \_\_\_\_\_ Selection Quick Checks,\* p. 123 
- \_\_\_\_\_ Selection and Part Assessment, p. 161 
- \_\_\_\_\_ Performance Assessment, p. 109 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1058–1066)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 27–34 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 91–92 
- \_\_\_\_\_ Grammar and Language Transparency 98 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 3.2 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 94 
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# Discoveries

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives


- To read and analyze a poem comparing a woman to the New World that Columbus encountered
- To identify allusions in a poem
- To write an analysis of the effectiveness of an extended metaphor

### Skills


**Reading/Thinking:** Using Text Structures

**Writing:** Analytical Paragraph

BEFORE READING (SE/TWE p. 1067)


\_\_\_\_\_ Selection Focus Transparency 118 

READING THE SELECTION (SE/TWE p. 1068)

\_\_\_\_\_ Active Reading Guide,\* p. 124 

\_\_\_\_\_ Reading Workbook, pp. 81–82 


RESPONDING TO THE SELECTION (SE/TWE p. 1069)

\_\_\_\_\_ Literary Elements Transparency 124 


\_\_\_\_\_ Selection Quick Checks,\* p. 120 

\_\_\_\_\_ Selection and Part Assessment, p. 162 



\_\_\_\_\_ Performance Assessment, p. 109 


\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1067–1069)


\_\_\_\_\_ Unit Six Planning Guide, pp. 35–39 

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\_\_\_\_\_ Spanish Translations, p. 150 

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# Sonnet 145

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about a poet's response to a portrait of herself
- To identify the rhyme scheme in a sonnet
- To write a poem about an image in a painting or photo


### Skills

**Reading/Thinking:** Paraphrasing


**Collaboration:** Literature Groups

**Writing:** Poem

BEFORE READING (SE/TWE p. 1074)


\_\_\_\_\_ Selection Focus Transparency 119 

READING THE SELECTION (SE/TWE p. 1075)

\_\_\_\_\_ Active Reading Guide, \* p. 125 

\_\_\_\_\_ Reading Workbook


RESPONDING TO THE SELECTION (SE/TWE p. 1076)

\_\_\_\_\_ Literary Elements Transparency 125 

\_\_\_\_\_ Selection Quick Checks, \* p. 125 

\_\_\_\_\_ Selection and Part Assessment, p. 163 


\_\_\_\_\_ Performance Assessment, p. 110 


\_\_\_\_\_ Testmaker 

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1074–1076)


\_\_\_\_\_ Unit Six Planning Guide, pp. 40–44 

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\_\_\_\_\_ Spanish Summaries, p. 119 

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# Two Countries

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about the poet's attitude toward his country
- To identify symbols in a poem
- To write a comparison between the reading selection and another poem in which the poet expresses feelings about his or her homeland



### Skills

**Writing:** Comparison


**Collaboration:** Literature Groups

**Grammar/Language:** Colons







### BEFORE READING (SE/TWE p. 1077)

- \_\_\_\_\_ Selection Focus Transparency 120 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 21 












### READING THE SELECTION (SE/TWE p. 1078)

- \_\_\_\_\_ Active Reading Guide, \* p. 126 

### RESPONDING TO THE SELECTION (SE/TWE p. 1079)







- \_\_\_\_\_ Literary Elements Transparency 126 
- \_\_\_\_\_ Selection Quick Checks, \* p. 126 
- \_\_\_\_\_ Selection and Part Assessment, p. 164 
- \_\_\_\_\_ Performance Assessment, p. 111 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1077–1079)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 45–49 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 247–248 
- \_\_\_\_\_ Grammar and Language Transparency 99 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.4 
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# The Luck of Teodoro Méndez Acúbal

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a man who believes that his fortunes have changed
- To identify instances of dramatic irony in a short story
- To write an analysis of an author's use of narration

### Skills

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

**Writing:** Description; Letter

**Vocabulary:** Synonyms and Shades of Meaning


**Grammar/Language:** Sentence Fragments

**Life Skills:** Planning

**Listening/Speaking:** Interviewing


**Collaboration:** Literature Groups; Role-Playing


BEFORE READING (SE/TWE p. 1092)

\_\_\_\_\_ Selection Focus Transparency 121 

READING THE SELECTION (SE/TWE pp. 1093–1098)

\_\_\_\_\_ Active Reading Guide,\* p. 127 

\_\_\_\_\_ Selection Vocabulary Practice, p. 51 

\_\_\_\_\_ Reading Workbook, pp. 83–84 


RESPONDING TO THE SELECTION (SE/TWE pp. 1099–1100)

\_\_\_\_\_ Literary Elements Transparency 127 


\_\_\_\_\_ Selection Quick Checks,\* p. 127 

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


\_\_\_\_\_ Performance Assessment, p. 112 


\_\_\_\_\_ Testmaker 

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1092–1100)

\_\_\_\_\_ Unit Six Planning Guide, pp. 57–64 

\_\_\_\_\_ Grammar and Language Workbook, pp. 121–122 


\_\_\_\_\_ Grammar and Language Transparency 100 


\_\_\_\_\_ Grammar and Composition Handbook, Lesson 4.9 

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

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

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# The Window

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about a person who chooses to withdraw from the world
- To identify an extended metaphor in a poem
- To write a dialogue involving someone who is afraid of life


### Skills

**Reading/Thinking:** Analyzing Text  
Characteristics; Elaborating

**Writing:** Dialogue


**Collaboration:** Discussion Group

**BEFORE READING** (SE/TWE p. 1102)

\_\_\_\_\_ Selection Focus Transparency 122 

**READING THE SELECTION** (SE/TWE p. 1103)


\_\_\_\_\_ Active Reading Guide,\* p. 128 

\_\_\_\_\_ Reading Workbook, pp. 83–84 

**RESPONDING TO THE SELECTION** (SE/TWE p. 1104)

\_\_\_\_\_ Literary Elements Transparency 128 

\_\_\_\_\_ Selection Quick Checks,\* p. 128 

\_\_\_\_\_ Selection and Part Assessment, p. 167 



\_\_\_\_\_ Performance Assessment, p. 113 



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**EXTENDING AND CUSTOMIZING** (TWE Teaching Options pp. 1102–1104)

\_\_\_\_\_ Unit Six Planning Guide, pp. 65–69 

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# HORSES

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about the speaker's reaction to a group of horses
- To identify examples of figurative language
- To write a description of a personal experience using vivid figurative language

### Skills

**Reading/Thinking:** Synthesizing; Identifying Cause and Effect



**Writing:** Descriptive Essay

**Grammar/Language:** Participles



**Listening/Speaking:** Oral Reading

**Collaboration:** Oral Reading






### BEFORE READING (SE/TWE p. 1106)

- \_\_\_\_\_ Selection Focus Transparency 123 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 24 












### READING THE SELECTION (SE/TWE pp. 1107–1108)

- \_\_\_\_\_ Active Reading Guide, \* p. 129 
- \_\_\_\_\_ Reading Workbook, pp. 83–84 

### RESPONDING TO THE SELECTION (SE/TWE p. 1109)




- \_\_\_\_\_ Literary Elements Transparency 129 
- \_\_\_\_\_ Selection Quick Checks, \* p. 129 
- \_\_\_\_\_ Selection and Part Assessment, p. 168 
- \_\_\_\_\_ Performance Assessment, p. 114 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1106–1109)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 70–75 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 93–94 
- \_\_\_\_\_ Grammar and Language Transparency 101 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 3.3 
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# The Night Face Up

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a short story about a man caught in a dream
- To identify point of view in a short story
- To write an analysis of a character in a short story

### Skills

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

**Writing:** Comparison


**Vocabulary:** Analogies

**Grammar/Language:** Identifying Sentence Fragments and Comma Splices


**Listening/Speaking:** Oral Reading


**Collaboration:** Literature Groups


BEFORE READING (SE/TWE p. 1110)

\_\_\_\_\_ Selection Focus Transparency 124 


READING THE SELECTION (SE/TWE pp. 1111–1117)

\_\_\_\_\_ Active Reading Guide, \* p. 130 

\_\_\_\_\_ Selection Vocabulary Practice, p. 52 

\_\_\_\_\_ Reading Workbook, pp. 85–86 

RESPONDING TO THE SELECTION (SE/TWE pp. 1118–1119)

\_\_\_\_\_ Literary Elements Transparency 130 


\_\_\_\_\_ Selection Quick Checks, \* p. 130 

\_\_\_\_\_ Selection and Part Assessment, pp. 169–170 


\_\_\_\_\_ Performance Assessment, p. 115 


\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1110–1119)


\_\_\_\_\_ Unit Six Planning Guide, pp. 76–83 


\_\_\_\_\_ Grammar and Language Workbook, pp. 121–124 

\_\_\_\_\_ Grammar and Language Transparency 102 



\_\_\_\_\_ Grammar and Composition Handbook, Lessons 4.9, 11.6 

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

\_\_\_\_\_ Fine Art Transparency 3 

\_\_\_\_\_ English Language Learners Sourcebook, p. 98 

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# FABLE

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives


- To read and analyze a poem
- To identify the characteristics and purposes of free verse
- To write a prose fable

### Skills


**Reading/Thinking:** Paraphrasing

**Writing:** Fable

BEFORE READING (SE/TWE p. 1120)


\_\_\_\_\_ Selection Focus Transparency 125 


READING THE SELECTION (SE/TWE pp. 1121)


\_\_\_\_\_ Active Reading Guide, \* p. 131 

\_\_\_\_\_ Reading Workbook 

RESPONDING TO THE SELECTION (SE/TWE p. 1122)

\_\_\_\_\_ Literary Elements Transparency 131 

\_\_\_\_\_ Selection Quick Checks, \* p. 131 

\_\_\_\_\_ Selection and Part Assessment, p. 171 



\_\_\_\_\_ Performance Assessment, p. 116 



\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1120–1122)

\_\_\_\_\_ Unit Six Planning Guide, pp. 84–88 

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# Spring over the City

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a poem about the arrival of spring
- To identify alliteration and consonance in a poem
- To write a descriptive paragraph about the effects of a season

### Skills


**Reading/Thinking:** Identifying Main Ideas and Supporting Details

**Grammar/Language:** Verb Tense


**Writing:** Descriptive Paragraph


**Collaboration:** Literature Groups

**BEFORE READING** (SE/TWE p. 1124)


\_\_\_\_\_ Selection Focus Transparency 126 

**READING THE SELECTION** (SE/TWE pp. 1125–1126)

\_\_\_\_\_ Active Reading Guide,\* p. 132 

\_\_\_\_\_ Reading Workbook 

**RESPONDING TO THE SELECTION** (SE/TWE p. 1127)

\_\_\_\_\_ Literary Elements Transparency 132 


\_\_\_\_\_ Selection Quick Checks,\* p. 132 

\_\_\_\_\_ Selection and Part Assessment, p. 172 


\_\_\_\_\_ Performance Assessment, p. 117 


\_\_\_\_\_ Testmaker  


**EXTENDING AND CUSTOMIZING** (TWE Teaching Options pp. 1124–1127)



\_\_\_\_\_ Unit Six Planning Guide, pp. 89–93 



\_\_\_\_\_ Grammar and Language Workbook, pp. 145–146 

\_\_\_\_\_ Grammar and Language Transparency 104 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 5.3 

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# WHEN GREEK MEETS GREEK

## LESSON PLAN

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

**Reading Level:** Basic (L1)

### Objectives

- To read and analyze a short story about an immigrant looking for a place to live
- To identify features and functions of dialect in a short story
- To write a letter from the point of view of a character in a short story


### Skills

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


**Grammar/Language:** Progressive Verb Forms  
**Collaboration:** Literature Groups

**Writing:** Letter


BEFORE READING (SE/TWE p. 1128)

\_\_\_\_\_ Selection Focus Transparency 127 


READING THE SELECTION (SE/TWE pp. 1129–1131)

\_\_\_\_\_ Active Reading Guide, \* p. 133 

\_\_\_\_\_ Selection Vocabulary Practice, p. 53 

\_\_\_\_\_ Reading Workbook 



RESPONDING TO THE SELECTION (SE/TWE p. 1132)

\_\_\_\_\_ Literary Elements Transparency 133 


\_\_\_\_\_ Selection Quick Checks, \* p. 133 

\_\_\_\_\_ Selection and Part Assessment, p. 173 


\_\_\_\_\_ Performance Assessment, p. 118 


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EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1128–1132)

\_\_\_\_\_ Unit Six Planning Guide, pp. 94–99 



\_\_\_\_\_ Grammar and Language Workbook, pp. 151–152 



\_\_\_\_\_ Grammar and Language Transparency 105 


\_\_\_\_\_ Grammar and Composition Handbook, Lesson 5.5 

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

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\_\_\_\_\_ Spanish Summaries, p. 127 

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# The Handsomest Drowned Man in the World

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story written in the magic realism style
- To identify hyperbole in a short story
- To write an analysis of the story's setting

### Skills

**Reading/Thinking:** Inferring; Evaluating;  
Identifying Main Idea and Supporting Details;  
Drawing Conclusions

**Writing:** Sermon

**Vocabulary:** Multiple-Meaning Words


**Grammar/Language:** Clauses and Sentence Structure

**Life Skills:** Planning and Designing

**Listening/Speaking:** Role-Playing


**Collaboration:** Literature Groups; Role-Playing;  
Brochure


### BEFORE READING (SE/TWE p. 1134)

\_\_\_\_\_ Selection Focus Transparency 128 


### READING THE SELECTION (SE/TWE pp. 1135–1139)

\_\_\_\_\_ Active Reading Guide\*, p. 134 

\_\_\_\_\_ Selection Vocabulary Practice, p. 54 

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


### RESPONDING TO THE SELECTION (SE/TWE pp. 1140–1141)

\_\_\_\_\_ Literary Elements Transparency 134 


\_\_\_\_\_ Selection Quick Checks,\* p. 134 


\_\_\_\_\_ Selection and Part Assessment, pp. 174–175 


\_\_\_\_\_ Performance Assessment, p. 119 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1134–1141)

\_\_\_\_\_ Unit Planning Guide, pp. 100–107 

\_\_\_\_\_ Grammar and Language Workbook, pp. 101–102 



\_\_\_\_\_ Grammar and Language Transparency 106 



\_\_\_\_\_ Grammar and Composition Handbook, Lesson 4.1 


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 99 

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# Day of the Butterfly

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about the friendship between two girls
- To identify direct and indirect characterization in a short story
- To write a comparison and contrast of major characters in a short story

### Skills

**Reading/Thinking:** Drawing Conclusions; Focusing on a Question; Evaluating; Identifying Bias

**Writing:** Description


**Vocabulary:** Antonym Analogies

**Grammar/Language:** Semicolons

**Listening/Speaking:** Oral Reading; Reading Dialogue; Role-Playing


**Collaboration:** Literature Groups; Oral Reading; Role-Playing

BEFORE READING (SE/TWE p. 1142)

\_\_\_\_\_ Selection Focus Transparency 129 


READING THE SELECTION (SE/TWE pp. 1143–1149)

\_\_\_\_\_ Active Reading Guide, \* p. 135 

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

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

RESPONDING TO THE SELECTION (SE/TWE pp. 1150–1151)

\_\_\_\_\_ Literary Elements Transparency, p. 135 

\_\_\_\_\_ Selection Quick Checks, \* p. 135 


\_\_\_\_\_ Selection and Part Assessment, pp. 176–177 


\_\_\_\_\_ Performance Assessment, p. 120 

\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1142–1151)


\_\_\_\_\_ Unit Six Planning Guide, pp. 108–115 

\_\_\_\_\_ Grammar and Language Workbook, pp. 249–250 



\_\_\_\_\_ Grammar and Language Transparency 107 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.5 


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 100 

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# Mushrooms

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about mushrooms
- To identify imagery in a poem
- To write a comparison of two poems that rely on imagery

### Skills



**Reading/Thinking:** Monitoring Comprehension

**Grammar/Language:** Prepositional Phrases



**Writing:** Comparison

**Collaboration:** Research







### BEFORE READING (SE/TWE p. 1152)

- \_\_\_\_\_ Selection Focus Transparency 130 
- \_\_\_\_\_ Fine Art Transparency 28 












### READING THE SELECTION (SE/TWE pp. 1153–1154)

- \_\_\_\_\_ Active Reading Guide,\* p. 136 
- \_\_\_\_\_ Reading Workbook, pp. 89–90 

### RESPONDING TO THE SELECTION (SE/TWE p. 1155)






- \_\_\_\_\_ Literary Elements Transparency 136 
- \_\_\_\_\_ Selection Quick Checks,\* p. 136 
- \_\_\_\_\_ Selection and Theme Assessment, p. 178 
- \_\_\_\_\_ Performance Assessment, p. 121 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1152–1155)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 116–121 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 89–90 
- \_\_\_\_\_ Grammar and Language Transparency 108 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 3.1 
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# Bishop Berkeley or Mariana of the Universe

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a short story about a girl's reaction to a philosophical theory
- To identify external and internal conflict in a short story
- To write a new ending for a short story

### Skills

**Reading/Thinking:** Questioning; Analyzing


**Writing:** Story Ending

**Grammar/Language:** Noun Clauses


**Life Skills:** Problem Solving


**Collaboration:** Literature Groups

BEFORE READING (SE/TWE p. 1156)

\_\_\_\_\_ Selection Focus Transparency 131 


READING THE SELECTION (SE/TWE pp. 1157–1161)


\_\_\_\_\_ Active Reading Guide, \* p. 137 


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


\_\_\_\_\_ Reading Workbook 

RESPONDING TO THE SELECTION (SE/TWE p. 1162)

\_\_\_\_\_ Literary Elements Transparency 137 

\_\_\_\_\_ Selection Quick Checks, \* p. 137 

\_\_\_\_\_ Selection and Part Assessment, pp. 179–180 


\_\_\_\_\_ Performance Assessment, p. 122 

\_\_\_\_\_ Testmaker 

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1156–1162)


\_\_\_\_\_ Unit Six Planning Guide, pp. 122–129 

\_\_\_\_\_ Grammar and Language Workbook, pp. 115–118 


\_\_\_\_\_ Grammar and Language Transparency 109 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 4.5 

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

\_\_\_\_\_ English Language Learners Sourcebook, p. 101 

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# A CANARY'S IDEAS

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a short story about a man and his canary
- To identify the point of view of an unreliable narrator
- To write a world-view definition

### Skills


**Reading/Thinking:** Identifying Steps in a Process; Analyzing

**Grammar/Language:** Adjectives

**Collaboration:** Literature Groups

**Writing:** Definition Paragraph


### BEFORE READING (SE/TWE p. 1163)

\_\_\_\_\_ Selection Focus Transparency 132 

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


### READING THE SELECTION (SE/TWE pp. 1164–1168)

\_\_\_\_\_ Active Reading Guide,\* p. 138 

\_\_\_\_\_ Selection Vocabulary Practice, p. 57 

\_\_\_\_\_ Reading Workbook, pp. 91–92 



### RESPONDING TO THE SELECTION (SE/TWE p. 1169)

\_\_\_\_\_ Literary Elements Transparency 138 

\_\_\_\_\_ Selection Quick Checks,\* p. 138 


\_\_\_\_\_ Selection and Part Assessment, p. 181 


\_\_\_\_\_ Performance Assessment, p. 122 

\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1163–1169)


\_\_\_\_\_ Unit Six Planning Guide, pp. 130–137 

\_\_\_\_\_ Grammar and Language Workbook, pp. 61–62 



\_\_\_\_\_ Grammar and Language Transparency 110 



\_\_\_\_\_ Grammar and Composition Handbook, Lesson 1.4 

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

\_\_\_\_\_ English Language Learners Sourcebook, p. 102 

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# Love Orange

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a child's ideas about love
- To identify and analyze passages of descriptive writing
- To write a paragraph comparing a personal experience with that of the narrator in a short story


### Skills

**Reading/Thinking:** Making Critical Judgments;  
Skimming




**Grammar/Language:** Compound Predicates  
**Collaboration:** Literature Groups

**Writing:** Comparison Paragraph







### BEFORE READING (SE/TWE p. 1172)

\_\_\_\_\_ Selection Focus Transparency 133 















### READING THE SELECTION (SE/TWE pp. 1173–1176)

\_\_\_\_\_ Active Reading Guide, \* p. 139   
\_\_\_\_\_ Selection Vocabulary Practice, p. 58   
\_\_\_\_\_ Reading Workbook 

### RESPONDING TO THE SELECTION (SE/TWE p. 1177)








\_\_\_\_\_ Literary Elements Transparency 139   
\_\_\_\_\_ Selection Quick Checks, \* p. 139   
\_\_\_\_\_ Selection and Part Assessment, pp. 182–183   
\_\_\_\_\_ Performance Assessment, p. 123   
\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1172–1177)

\_\_\_\_\_ Unit Six Planning Guide, pp. 138–143   
\_\_\_\_\_ Grammar and Language Workbook, pp. 79–80   
\_\_\_\_\_ Grammar and Language Transparency 111   
\_\_\_\_\_ Grammar and Composition Handbook, Lesson 2.3   
\_\_\_\_\_ Vocabulary PuzzleMaker    
\_\_\_\_\_ English Language Learners Sourcebook, p. 103   
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# A Walk to the Jetty

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a portion of a novel about a teenage girl leaving her parents and the island where she was reared
- To identify flashbacks in a work of fiction
- To write a paragraph analyzing a literary element used in a passage from the selection

### Skills

**Reading/Thinking:** Predicting; Inferring; Identifying Sequence of Events; Drawing Conclusions; Synthesizing

**Writing:** Letter of Description



**Vocabulary:** Etymology

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




**Life Skills:** Planning; Letter

**Collaboration:** Literature Groups; Research







### BEFORE READING (SE/TWE p. 1179)

- \_\_\_\_\_ Selection Focus Transparency 134 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 23 















### READING THE SELECTION (SE/TWE pp. 1180–1185)

- \_\_\_\_\_ Active Reading Guide, \* p. 140 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 59 
- \_\_\_\_\_ Reading Workbook, pp. 91–92 

### RESPONDING TO THE SELECTION (SE/TWE p. 1186–1187)




- \_\_\_\_\_ Literary Elements Transparency 140 
- \_\_\_\_\_ Selection Quick Checks, \* p. 140 
- \_\_\_\_\_ Selection and Part Assessment, pp. 184–185 
- \_\_\_\_\_ Performance Assessment, p. 124 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1179–1187)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 144–151 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 161–162 
- \_\_\_\_\_ Grammar and Language Transparency 112 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 6.1 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 104 
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# Fishing

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a prose poem about a speaker's imaginative way of keeping a promise to a friend
- To identify the characteristics of a prose poem
- To analyze the theme of a prose poem

### Skills


**Reading/Thinking:** Inferring; Activating  
Prior Knowledge

**Grammar/Language:** Parts of Speech

**Collaboration:** Literature Groups


**Writing:** Analysis Paragraph

BEFORE READING (SE/TWE p. 1188)


\_\_\_\_\_ Selection Focus Transparency 135 

READING THE SELECTION (SE/TWE pp. 1189–1190)

\_\_\_\_\_ Active Reading Guide,\* p. 141 

\_\_\_\_\_ Reading Workbook 



RESPONDING TO THE SELECTION (SE/TWE p. 1191)

\_\_\_\_\_ Literary Elements Transparency 141 

\_\_\_\_\_ Selection Quick Checks,\* p. 141 


\_\_\_\_\_ Selection and Part Assessment, p. 186 


\_\_\_\_\_ Performance Assessment, p. 125 


\_\_\_\_\_ Testmaker  


EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1188–1191)



\_\_\_\_\_ Unit Six Planning Guide, pp. 152–156 



\_\_\_\_\_ Grammar and Language Workbook, pp. 47–50, 55–56 

\_\_\_\_\_ Grammar and Language Transparency 113 

\_\_\_\_\_ Grammar and Composition Handbook, Lessons 1.1, 1.3 

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