

# Pygmalion *A Romance in Five Acts*

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a play about a young woman who finds both disillusionment and happiness after participating in the creation of an illusion
- To identify and interpret stage directions, dialogue, dialect, stereotypes, protagonists, and romance
- To write a reaction paragraph, an analysis of a character's statements, a dialogue, an advice column, an epilogue, and a review

### Skills

**Reading/Thinking:** Distinguishing Fact and Opinion; Paraphrasing; Inferring; Elaborating; Evaluating; Drawing Conclusions; Classifying; Author's Purpose; Identifying Bias; Comparing and Contrasting; Propaganda Techniques; Activating Prior Knowledge; Predicting; Critical Judgments; Sequencing; Cause and Effect; Summarizing; Analyzing Arguments; Monitoring Comprehension; Logical Reasoning

**Writing:** Diction; Personal Response; Letter; Dialogue; Advice Column; Speech; Conversation; Epilogue; Review

**Vocabulary:** Analogies



**Grammar/Language:** Present Perfect Tense; Subject-Verb Agreement; Independent Clauses; Pronoun Use; Modifier Use; Verbals

**Listening/Speaking:** Debate; Dialogue; Readers Theater; Epilogue





**Life Skills:** Teaching and Mentoring; Collaborating; Setting Priorities; Planning and Designing; Supporting and Contributing

**Collaboration:** Literature Groups; Lesson Plan; Selecting a Cast







### BEFORE READING (SE/TWE pp. 884–885)

- \_\_\_\_\_ Selection Focus Transparency 75 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 21 A 














### READING THE SELECTION (SE/TWE pp. 886–898, 900–916, 918–930, 932–938, 940–950, 952–960)

- \_\_\_\_\_ Active Reading Guide\*, pp. 89–94 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 34 
- \_\_\_\_\_ Reading Workbook, pp. 61–62 
- \_\_\_\_\_ Fine Art Transparency 27 

### RESPONDING TO THE SELECTION (SE/TWE pp. 899, 917, 931, 939, 951, 961–962)








- \_\_\_\_\_ Literary Elements Transparencies 75–80 
- \_\_\_\_\_ Selection Quick Checks\*, pp. 89–94 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 129–134 
- \_\_\_\_\_ Performance Assessment, pp. 71–73 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 886–898, 900–916, 918–930, 932–938, 940–950, 952–960)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 8–20 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 97, 137, 153, 177, 201 
- \_\_\_\_\_ Grammar and Language Transparencies 69–74 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 4.1, 5.4, 6.1, 7.3, 8.5 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
- \_\_\_\_\_ Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 75 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 108–113 

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# Poetry of the Great War

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze three poems that express the poets' feelings about World War I
- To identify mood in a poem
- To analyze sensory images in a poem

### Skills

**Reading/Thinking:** Comparing and Contrasting;


Inferring; Identifying Author's Purpose

**Writing:** Writing About Memorable Words

**Grammar/Language:** Voice of Verbs

**Collaboration:** Literature Groups

**BEFORE READING** (SE/TWE pp. 965–966)

\_\_\_\_\_ Selection Focus Transparency 76 

**READING THE SELECTION** (SE/TWE pp. 967–969)


\_\_\_\_\_ Active Reading Guide\*, p. 95 


**RESPONDING TO THE SELECTION** (SE/TWE pp. 970–971)

\_\_\_\_\_ Literary Elements Transparency 81 

\_\_\_\_\_ Selection Quick Checks\*, p. 95 

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


\_\_\_\_\_ Performance Assessment, p. 74 


\_\_\_\_\_ Testmaker  


**EXTENDING AND CUSTOMIZING** (TWE Teaching Options pp. 967–969)



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


\_\_\_\_\_ Grammar and Language Workbook, p. 145 

\_\_\_\_\_ Grammar and Language Transparency 76 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 5.7 

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

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\_\_\_\_\_ Spanish Summaries, p. 76 

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# LESSON PLAN

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

**Reading Level:** Average (L2)

**Objectives**

- To read and analyze a short story about a moral tug-of-war
- To identify flashback in a story
- To write an analysis of images in a story

**Skills**

**Reading/Thinking:** Comparing and Contrasting; Inferring; Sequence of Events; Drawing Conclusions; Elaborating

**Writing:** Sequel

**Vocabulary:** Analogies


**Grammar/Language:** Dangling and Misplaced Participles

**Listening/Speaking:** Oral Reading




**Life Skills:** Problem Solving

**Collaboration:** Literature Groups







**BEFORE READING** (SE/TWE pp. 972–973)

\_\_\_\_\_ Selection Focus Transparency 77 















**READING THE SELECTION** (SE/TWE pp. 974–983)

\_\_\_\_\_ Active Reading Guide\*, p. 96   
 \_\_\_\_\_ Selection Vocabulary Practice, p. 34   
 \_\_\_\_\_ Reading Workbook, pp. 63–64 

**RESPONDING TO THE SELECTION** (SE/TWE pp. 984–985)








\_\_\_\_\_ Literary Elements Transparency 82   
 \_\_\_\_\_ Selection Quick Checks\*, p. 96   
 \_\_\_\_\_ Selection and Theme Assessment, pp. 137–138   
 \_\_\_\_\_ Performance Assessment, p. 75   
 \_\_\_\_\_ Testmaker  

**EXTENDING AND CUSTOMIZING** (TWE Teaching Options pp. 974–983)

\_\_\_\_\_ Unit Six Planning Guide, pp. 27–34   
 \_\_\_\_\_ Grammar and Language Workbook, p. 207   
 \_\_\_\_\_ Grammar and Language Transparency 77   
 \_\_\_\_\_ Grammar and Composition Handbook, Lesson 8.7   
 \_\_\_\_\_ Vocabulary PuzzleMaker    
 \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com)   
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 \_\_\_\_\_ Spanish Summaries, p. 77   
 \_\_\_\_\_ Spanish Translations, pp. 79–88   
 \_\_\_\_\_ English Language Learners Sourcebook, p. 115 

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# Yeats's Poetry

## LESSON PLAN

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

**Reading Level:** Average (L2) and Challenging (L3)

### Objectives

- To read and analyze six lyrical poems about special places and special people
- To identify and analyze ottava rima and allusions
- To write an analysis of symbols and a letter to a poem's speaker

### Skills


**Reading/Thinking:** Drawing Conclusions; Using Text Structures; Inferring

**Writing:** Letter


**Grammar/Language:** Conjunctions

**Collaboration:** Literature Groups; Performing a Conversation

### BEFORE READING (SE/TWE pp. 986–987)

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


### READING THE SELECTION (SE/TWE pp. 988, 990–991, 993–995)


\_\_\_\_\_ Active Reading Guide\*, pp. 97–99 

### RESPONDING TO THE SELECTION (SE/TWE pp. 989, 992, 996–997)

\_\_\_\_\_ Literary Elements Transparencies 83–84 

\_\_\_\_\_ Selection Quick Checks\*, pp. 97–99 

\_\_\_\_\_ Selection and Theme Assessment, pp. 139–140 


\_\_\_\_\_ Performance Assessment, p. 76 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 998, 990–991, 993–995)



\_\_\_\_\_ Unit Six Planning Guide, pp. 35–41 



\_\_\_\_\_ Grammar and Language Workbook, p. 67 

\_\_\_\_\_ Grammar and Language Transparency 78 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 1.7 


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

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\_\_\_\_\_ Spanish Summaries, p. 78 

\_\_\_\_\_ Spanish Translations, pp. 89–91 

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

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# The Rocking-Horse Winner

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze how the desire for money affects one family
- To identify foreshadowing in a story
- To write a character sketch

### Skills

**Reading/Thinking:** Identifying Cause and Effect; Inferring; Drawing Conclusions; Analyzing Author's Purpose; Questioning

**Writing:** Personal Writing; Prediction

**Vocabulary:** Words in Context; Analogies


**Grammar/Language:** Appositives and Appositive Phrases

**Listening/Speaking:** Readers Theater




**Life Skills:** Problem Solving

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE pp. 998–999)

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















### READING THE SELECTION (SE/TWE pp. 1000–1011)

- \_\_\_\_\_ Active Reading Guide\*, p. 100 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 35 
- \_\_\_\_\_ Reading Workbook, pp. 65–66 

### RESPONDING TO THE SELECTION (SE/TWE pp. 1012–1013)

- \_\_\_\_\_ Literary Elements Transparency 85 
- \_\_\_\_\_ Selection Quick Checks\*, p. 100 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 141–142 
- \_\_\_\_\_ Performance Assessment, p. 77 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1000–1011)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 42–49 
- \_\_\_\_\_ Grammar and Language Workbook, p. 89 
- \_\_\_\_\_ Grammar and Language Transparency 79 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 3.2 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
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- \_\_\_\_\_ Spanish Translations, pp. 92–102 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 117 

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# Araby

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a boy who suddenly realizes the difference between illusion and reality
- To identify an epiphany in a story
- To write an analysis of imagery

### Skills

**Reading/Thinking:** Summarizing; Inferring; Comparing and Contrasting


**Writing:** Story or Poem

**Vocabulary:** Antonyms




**Grammar/Language:** Compound-Complex Sentences

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE pp. 1014–1015)

\_\_\_\_\_ Selection Focus Transparency 80 















### READING THE SELECTION (SE/TWE pp. 1016–1021)

\_\_\_\_\_ Active Reading Guide\*, p. 101   
\_\_\_\_\_ Selection Vocabulary Practice, p. 36   
\_\_\_\_\_ Reading Workbook, pp. 67–68 

### RESPONDING TO THE SELECTION (SE/TWE pp. 1022–1023)








\_\_\_\_\_ Literary Elements Transparency 86   
\_\_\_\_\_ Selection Quick Checks\*, p. 101   
\_\_\_\_\_ Selection and Theme Assessment, pp. 143–144   
\_\_\_\_\_ Performance Assessment, p. 78   
\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1016–1021)

\_\_\_\_\_ Unit Six Planning Guide, pp. 50–57   
\_\_\_\_\_ Grammar and Language Workbook, p. 101   
\_\_\_\_\_ Grammar and Language Transparency 80   
\_\_\_\_\_ Grammar and Composition Handbook, Lesson 4.8   
\_\_\_\_\_ Vocabulary PuzzleMaker    
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\_\_\_\_\_ Spanish Summaries, p. 80   
\_\_\_\_\_ Spanish Translations, pp. 103–107   
\_\_\_\_\_ English Language Learners Sourcebook, p. 118 

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# The Duke's Children

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a story about a boy who tries to create an illusion to impress someone
- To identify a plot's climax and resolution
- To analyze point of view

### Skills

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

Fact and Opinion; Comparing and Contrasting

**Writing:** Writing from a Different Point of View

**Vocabulary:** Prefix *com-/con-*


**Grammar/Language:** Troublesome Pairs

**Listening/Speaking:** Readers Theater

**Life Skills:** Planning and Designing

**Collaboration:** Literature Groups; Role-Play; Performing a Screen Play

### BEFORE READING (SE/TWE p. 1024)

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

### READING THE SELECTION (SE/TWE pp. 1025–1033)

\_\_\_\_\_ Active Reading Guide\*, p. 102 

\_\_\_\_\_ Selection Vocabulary Practice, p. 37 

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

\_\_\_\_\_ Fine Art Transparency 15 

### RESPONDING TO THE SELECTION (SE/TWE pp. 1034–1035)

\_\_\_\_\_ Literary Elements Transparency 87 


\_\_\_\_\_ Selection Quick Checks\*, p. 102 


\_\_\_\_\_ Selection and Theme Assessment, pp. 145–146 


\_\_\_\_\_ Performance Assessment, p. 79 

\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1025–1033)



\_\_\_\_\_ Unit Six Planning Guide, pp. 58–65 

\_\_\_\_\_ Grammar and Language Workbook, pp. 217–225 

\_\_\_\_\_ Grammar and Language Transparency 81 


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

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

\_\_\_\_\_ English Language Learners Sourcebook, p. 119 

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# Preludes and The Hollow Men

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze two poems about isolation and moral decay in the modern world
- To examine an epigraph
- To write an analysis of imagery in a poem

### Skills


**Reading/Thinking:** Identifying Author's Purpose; Drawing Conclusions; Monitoring Comprehension; Inferring; Comparing and Contrasting

**Writing:** Personal Response; Poem

**Grammar/Language:** Apostrophes


**Collaboration:** Reading Poetry; Literature Groups

### BEFORE READING (SE/TWE pp. 1036–1037)


\_\_\_\_\_ Selection Focus Transparency 82 

### READING THE SELECTION (SE/TWE pp. 1038–1043)

\_\_\_\_\_ Active Reading Guide\*, p. 103 


\_\_\_\_\_ Reading Workbook, pp. 71–72 

### RESPONDING TO THE SELECTION (SE/TWE pp. 1044–1045)

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


\_\_\_\_\_ Selection Quick Checks\*, p. 103 

\_\_\_\_\_ Selection and Theme Assessment, pp. 147–148 


\_\_\_\_\_ Performance Assessment, p. 80 

\_\_\_\_\_ Testmaker  


### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1038–1043)



\_\_\_\_\_ Unit Six Planning Guide, pp. 66–71 



\_\_\_\_\_ Grammar and Language Workbook, p. 277 

\_\_\_\_\_ Grammar and Language Transparency 82 


\_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.12 

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\_\_\_\_\_ Spanish Summaries, p. 82 

\_\_\_\_\_ English Language Learners Sourcebook, p. 120 

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## LESSON PLAN

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

**Reading Level:** Average (L2)



### Objectives

- To read and analyze an essay about the effects of traditional ideas on women's lives
- To identify tone
- To write an analysis of an analogy





### Skills

**Reading/Thinking:** Inferring; Identifying Author's Purpose; Drawing Conclusions; Analyzing Arguments  
**Grammar/Language:** Verb Tenses







### BEFORE READING (SE/TWE pp. 1047–1048)

- \_\_\_\_\_ Selection Focus Transparency 83 
- \_\_\_\_\_ Literature Launchers, Side B, Section 22 















### READING THE SELECTION (SE/TWE pp. 1049–1052)

- \_\_\_\_\_ Active Reading Guide\*, p. 104 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 38 
- \_\_\_\_\_ Reading Workbook, pp. 73–74 
- \_\_\_\_\_ Fine Art Transparency 8 








### RESPONDING TO THE SELECTION (SE/TWE p. 1053)

- \_\_\_\_\_ Literary Elements Transparency 89 
- \_\_\_\_\_ Selection Quick Checks\*, p. 104 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 149–150 
- \_\_\_\_\_ Performance Assessment, p. 81 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1049–1052)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 72–77 
- \_\_\_\_\_ Grammar and Language Workbook, p. 135 
- \_\_\_\_\_ Grammar and Language Transparency 83 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 5.3 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 83 
- \_\_\_\_\_ Spanish Translations, pp. 108–109 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 121 

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# Not Waving but Drowning and Pretty

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives


- To read and analyze two poems about being cut off from others
- To write a review

### Skills

**Reading/Thinking:** Inferring; Comparing and Contrasting; Evaluating

**Grammar/Language:** Modifiers that Compare

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

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

### READING THE SELECTION (SE/TWE pp. 1055–1057)

\_\_\_\_\_ Active Reading Guide\*, p. 105 

\_\_\_\_\_ Fine Art Transparency 19 

### RESPONDING TO THE SELECTION (SE/TWE p. 1058)

\_\_\_\_\_ Selection Quick Checks\*, p. 105 


\_\_\_\_\_ Selection and Theme Assessment, pp. 151–152 


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


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1055–1057)

\_\_\_\_\_ Unit Six Planning Guide, pp. 78–83 



\_\_\_\_\_ Grammar and Language Workbook, p. 195 



\_\_\_\_\_ Grammar and Language Transparency 84 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 8.1 

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


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\_\_\_\_\_ Spanish Summaries, p. 84 

\_\_\_\_\_ Spanish Translations, pp. 111–112 

\_\_\_\_\_ English Language Learners Sourcebook, p. 122 

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## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a woman who reveals her own illusions about life by helping a girl on the street
- To understand motivation
- To analyze point of view

### Skills

**Reading/Thinking:** Inferring; Drawing Conclusions; Elaborating; Identifying Significant Details; Comparing and Contrasting

**Grammar/Language:** Dashes


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

**Writing:** Writing from Another Point of View




**Vocabulary:** Analogies

**Life Skills:** Teaching and Mentoring







### BEFORE READING (SE/TWE p. 1060)

\_\_\_\_\_ Selection Focus Transparency 85 















### READING THE SELECTION (SE/TWE pp. 1060–1066)

- \_\_\_\_\_ Active Reading Guide\*, p. 106 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 39 
- \_\_\_\_\_ Reading Workbook, pp. 75–76 








### RESPONDING TO THE SELECTION (SE/TWE pp. 1067–1068)

- \_\_\_\_\_ Literary Elements Transparency 90 
- \_\_\_\_\_ Selection Quick Checks\*, p. 106 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 153–154 
- \_\_\_\_\_ Performance Assessment, p. 83 
- \_\_\_\_\_ Testmaker   **PDAS:** III A, B

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1060–1066)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 84–91 
- \_\_\_\_\_ Grammar and Language Workbook, p. 267 
- \_\_\_\_\_ Grammar and Language Transparency 85 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.7 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 85 
- \_\_\_\_\_ Spanish Translations, pp. 113–118 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 124 

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# Village People

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze an essay about the effects of poverty on a village community in Africa
- To analyze point of view


### Skills

**Reading/Thinking:** Drawing Conclusions





**Grammar/Language:** Who and Whom

**Collaboration:** Literature Groups; Information Center on Botswana







### BEFORE READING (SE/TWE p. 1069)

\_\_\_\_\_ Selection Focus Transparency 86 















### READING THE SELECTION (SE/TWE pp. 1070–1072)

- \_\_\_\_\_ Active Reading Guide\*, p. 107 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 40 
- \_\_\_\_\_ Reading Workbook, pp. 77–78 
- \_\_\_\_\_ Fine Art Transparency 10 

### RESPONDING TO THE SELECTION (SE/TWE p. 1073)








- \_\_\_\_\_ Literary Elements Transparency 91 
- \_\_\_\_\_ Selection Quick Checks\*, p. 107 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 153–154 
- \_\_\_\_\_ Performance Assessment, p. 83 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1070–1072)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 92–97 
- \_\_\_\_\_ Grammar and Language Workbook, p. 181 
- \_\_\_\_\_ Grammar and Language Transparency 86 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 7.5 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
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- \_\_\_\_\_ Spanish Summaries, p. 86 
- \_\_\_\_\_ Spanish Translations, pp. 119–120 
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# Be Ye Men of Valor

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives


- To read and analyze a speech that urges a country to respond with courage
- To understand and analyze rhetoric
- To write an analysis of structure

### Skills




**Reading/Thinking:** Summarizing; Generalizing; Drawing Conclusions; Identifying Fact and Opinion; Main Idea and Supporting Details; Identifying Propaganda Techniques

**Grammar/Language:** Capitalization







### BEFORE READING (SE/TWE p. 1076)

\_\_\_\_\_ Selection Focus Transparency 87 














### READING THE SELECTION (SE/TWE pp. 1077–1080)

- \_\_\_\_\_ Active Reading Guide\*, p. 108   
\_\_\_\_\_ Selection Vocabulary Practice, p. 41   
\_\_\_\_\_ Reading Workbook, pp. 77–78 

### RESPONDING TO THE SELECTION (SE/TWE p. 1081)








- \_\_\_\_\_ Literary Elements Transparency 92   
\_\_\_\_\_ Selection Quick Checks\*, p. 108   
\_\_\_\_\_ Selection and Theme Assessment, pp. 155–156   
\_\_\_\_\_ Performance Assessment, p. 84   
\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1077–1080)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 98–103   
\_\_\_\_\_ Grammar and Language Workbook, pp. 233–237   
\_\_\_\_\_ Grammar and Language Transparency 87   
\_\_\_\_\_ Grammar and Composition Handbook, Lesson 10.3   
\_\_\_\_\_ Vocabulary PuzzleMaker    
\_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com)   
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\_\_\_\_\_ Spanish Summaries, p. 87   
\_\_\_\_\_ English Language Learners Sourcebook, p. 126 

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# The Demon Lover

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story that creates an air of suspense and horror
- To understand how suspense is built throughout a story
- To write a paragraph or paragraphs citing examples of foreshadowing

### Skills

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


**Writing:** Letter

**Vocabulary:** Denotation and Connotation; Words from French




**Grammar/Language:** Indefinite Pronouns

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 1082)

\_\_\_\_\_ Selection Focus Transparency 88 














### READING THE SELECTION (SE/TWE pp. 1083–1089)

- \_\_\_\_\_ Active Reading Guide\*, p. 109 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 42 
- \_\_\_\_\_ Reading Workbook, pp. 79–80 

### RESPONDING TO THE SELECTION (SE/TWE pp. 1090–1091)








- \_\_\_\_\_ Literary Elements Transparency 93 
- \_\_\_\_\_ Selection Quick Checks\*, p. 109 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 157–158 
- \_\_\_\_\_ Performance Assessment, p. 85 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1083–1089)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 104–111 
- \_\_\_\_\_ Grammar and Language Workbook, p. 53 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 1.2 
- \_\_\_\_\_ Grammar and Language Transparency 88 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
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# A Shocking Accident

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To enjoy and analyze a short story that explores various perspectives regarding the same event
- To analyze the use of humor in a short story
- To write a newspaper article based on a fictional occurrence

### Skills

**Reading/Thinking:** Identifying Assumptions; Identifying Bias; Inferring


**Writing:** Newspaper Article

**Vocabulary:** Roots


**Grammar/Language:** Usage: In/Into/In to; Leave/Let


**Collaboration:** Performing a Scene


### BEFORE READING (SE/TWE p. 1098)

\_\_\_\_\_ Selection Focus Transparency 89 


### READING THE SELECTION (SE/TWE pp. 1099–1103)


\_\_\_\_\_ Active Reading Guide\*, p. 110 


\_\_\_\_\_ Selection Vocabulary Practice, p. 44 


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



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

\_\_\_\_\_ Literary Elements Transparency 94 


\_\_\_\_\_ Selection Quick Checks\*, p. 110 


\_\_\_\_\_ Selection and Theme Assessment, pp. 159–160 


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


\_\_\_\_\_ Testmaker  



### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1099–1103)


\_\_\_\_\_ Unit Six Planning Guide, pp. 118–125 



\_\_\_\_\_ Grammar and Language Workbook, pp. 221, 223 



\_\_\_\_\_ Grammar and Language Transparency 89 


\_\_\_\_\_ Grammar and Composition Handbook, Lesson 00 


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


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

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\_\_\_\_\_ Spanish Summaries, p. 89 

\_\_\_\_\_ Spanish Translations, pp. 121–124 

\_\_\_\_\_ English Language Learners Sourcebook, p. 128 

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## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and compare two poems in which a modern writer explores feelings of isolation
- To analyze a poet's use of diction and its effectiveness in conveying theme
- To write an analysis of a poet's use of comparison and contrast


### Skills

**Reading/Thinking:** Activating Prior Knowledge; Distinguishing Fact from Opinion

**Writing:** Fine Art Critique

**Collaboration:** Literature Groups


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

\_\_\_\_\_ Selection Focus Transparency 90 


### READING THE SELECTION (SE/TWE pp. 1108–1109)


\_\_\_\_\_ Active Reading Guide\*, p. 111 



### RESPONDING TO THE SELECTION (SE/TWE pp. 1110–1111)

\_\_\_\_\_ Literary Elements Transparency 95 


\_\_\_\_\_ Selection Quick Checks\*, p. 111 

\_\_\_\_\_ Selection and Theme Assessment, p. 161 



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


\_\_\_\_\_ Testmaker  


### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1108–1109)

\_\_\_\_\_ Unit Six Planning Guide, pp. 126–130 








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\_\_\_\_\_ Spanish Summaries, p. 90 

\_\_\_\_\_ English Language Learners Sourcebook, p. 130 

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# WHAT I EXPECTED *and* NAMING OF PARTS

## LESSON PLAN

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

**Reading Level:** Average (L2)


### Objectives

- To read and compare two poets' accounts of experiences during World War II
- To identify the speaker in a poem


### Skills

**Reading/Thinking:** Understanding Structure; Sequencing

### BEFORE READING (SE/TWE pp. 1112–1113)

\_\_\_\_\_ Selection Focus Transparency 91 


### READING THE SELECTION (SE/TWE pp. 1114–1116)

\_\_\_\_\_ Active Reading Guide\*, p. 112 


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



### RESPONDING TO THE SELECTION (SE/TWE p. 1117)

\_\_\_\_\_ Literary Elements Transparency 96 


\_\_\_\_\_ Selection Quick Checks\*, p. 112 

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



\_\_\_\_\_ Performance Assessment, p. 88 

\_\_\_\_\_ Testmaker  


### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1114–1116)

\_\_\_\_\_ Unit Six Planning Guide, pp. 131–135 

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\_\_\_\_\_ Spanish Summaries, p. 91 

\_\_\_\_\_ English Language Learners Sourcebook, p. 131 

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# Dylan Thomas's Poetry

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To analyze and enjoy three poems that consider the passage of time and its effects
- To identify and explain the use of oxymoron in a poem
- To write an analysis of a poet's use of color imagery

### Skills

**Reading/Thinking:** Monitoring Comprehension; Classifying; Inferring


**Writing:** Journal Entry

**Grammar/Language:** Quotation Marks for Direct Quotations

**Listening/Speaking:** Interviewing

**Collaboration:** Literature Groups


### BEFORE READING (SE/TWE pp. 1118–1119)

\_\_\_\_\_ Selection Focus Transparency 92 


### READING THE SELECTION (SE/TWE pp. 1120–1123)


\_\_\_\_\_ Active Reading Guide\*, p. 113 



### RESPONDING TO THE SELECTION (SE/TWE pp. 1124–1125)

\_\_\_\_\_ Literary Elements Transparency 97 


\_\_\_\_\_ Selection Quick Checks\*, p. 113 


\_\_\_\_\_ Selection and Theme Assessment, pp. 163–164 


\_\_\_\_\_ Performance Assessment, p. 89 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1120–1123)



\_\_\_\_\_ Unit Six Planning Guide, pp. 136–141 

\_\_\_\_\_ Grammar and Language Workbook, p. 271 

\_\_\_\_\_ Grammar and Language Transparency 90 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.10 

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\_\_\_\_\_ Spanish Summaries, p. 92 

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# Shooting an Elephant

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze an autobiographical essay that examines the problems of British imperialism
- To identify and analyze symbols in an essay
- To write an analysis of evidence supporting an essayist's opinion

### Skills

**Reading/Thinking:** Setting a Purpose for Reading; Identifying Main Idea and Supporting Detail; Inferring; Comparing and Contrasting; Identifying Cause-Effect Relationships



**Writing:** Letter Writing; Journal Entry

**Vocabulary:** Etymology; Analogies




**Grammar/Language:** The Dash

**Collaboration:** Literature Groups; Interview







### BEFORE READING (SE/TWE pp. 1126–1127)

- \_\_\_\_\_ Selection Focus Transparency 93 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 23 














### READING THE SELECTION (SE/TWE pp. 1128–1133)

- \_\_\_\_\_ Active Reading Guide\*, p. 114 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 45 
- \_\_\_\_\_ Reading Workbook, pp. 83–84 

### RESPONDING TO THE SELECTION (SE/TWE pp. 1134–1135)








- \_\_\_\_\_ Literary Elements Transparency 98 
- \_\_\_\_\_ Selection Quick Checks\*, p. 114 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 165–166 
- \_\_\_\_\_ Performance Assessment, p. 90 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1128–1133)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 142–149 
- \_\_\_\_\_ Grammar and Language Workbook, p. 267 
- \_\_\_\_\_ Grammar and Language Transparency 91 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.7 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
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- \_\_\_\_\_ English Language Learners Sourcebook, p. 133 

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# Empty Seat

## LESSON PLAN

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

**Reading Level:** Basic (L1)

### Objectives

- To analyze a short story about people's reactions to a stranger's pain
- To analyze internal conflict in a short story
- To retell a story from a different point of view


### Skills

**Reading/Thinking:** Identifying Assumptions


**Writing:** Short Story

**Collaboration:** Dramatization

### BEFORE READING (SE/TWE p. 1136)


\_\_\_\_\_ Selection Focus Transparency 94 


### READING THE SELECTION (SE/TWE pp. 1137–1138)


\_\_\_\_\_ Active Reading Guide\*, p. 115 

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



### RESPONDING TO THE SELECTION (SE/TWE p. 1139)

\_\_\_\_\_ Literary Elements Transparency 99 


\_\_\_\_\_ Selection Quick Checks\*, p. 115 

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

\_\_\_\_\_ Performance Assessment, p. 90 



\_\_\_\_\_ Testmaker  



### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1137–1138)


\_\_\_\_\_ Unit Six Planning Guide, pp. 150–154 


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


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\_\_\_\_\_ Spanish Translations, pp. 125–126 

\_\_\_\_\_ English Language Learners Sourcebook, p. 134 

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# A Mild Attack of Locusts

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about how a natural calamity clarifies one's values and understanding of reality
- To evaluate the title of a story
- To write an analysis of a writer's use of internal and external conflict

### Skills

**Reading/Thinking:** Inferring; Problem and Solution; Identifying Spatial Relationships; Comparing and Contrasting; Establishing Criteria

**Writing:** Journal Entry


**Vocabulary:** Etymology; Latin Roots

**Grammar/Language:** Usage (Like/As)




**Life Skills:** Leading and Organizing

**Collaboration:** Literature Groups; Radio Performance







### BEFORE READING (SE/TWE p. 1142)

\_\_\_\_\_ Selection Focus Transparency 95 














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

- \_\_\_\_\_ Active Reading Guide\*, p. 116 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 45 
- \_\_\_\_\_ Reading Workbook, pp. 85–86 

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








- \_\_\_\_\_ Literary Elements Transparency 100 
- \_\_\_\_\_ Selection Quick Checks\*, p. 116 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 167–168 
- \_\_\_\_\_ Performance Assessment, p. 91 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1143–1149)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 155–162 
- \_\_\_\_\_ Grammar and Language Workbook, p. 223 
- \_\_\_\_\_ Grammar and Language Transparency 92 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 00.0 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
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- \_\_\_\_\_ Spanish Summaries, p. 95 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 135 

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# The Train from Rhodesia

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and discuss a short story about human relationships and the value of art
- To analyze the use of setting in a short story
- To write an analysis of the nature and impact of a story's theme


### Skills

**Reading/Thinking:** Drawing Conclusions; Focusing on a Question; Evaluating; Identifying Cause-Effect Relationships; Elaborating

**Writing:** Thematic Analysis


**Grammar/Language:** Past, Present, and Future Tenses

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

\_\_\_\_\_ Selection Focus Transparency 96 


### READING THE SELECTION (SE/TWE pp. 1153–1157)

\_\_\_\_\_ Active Reading Guide\*, p. 117 

\_\_\_\_\_ Selection Vocabulary Practice, p. 46 


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

### RESPONDING TO THE SELECTION (SE/TWE p. 1158)

\_\_\_\_\_ Literary Elements Transparency 101 


\_\_\_\_\_ Selection Quick Checks\*, p. 117 


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


\_\_\_\_\_ Performance Assessment, p. 92 


\_\_\_\_\_ Testmaker  



### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1153–1157)

\_\_\_\_\_ Unit Six Planning Guide, pp. 163–170 



\_\_\_\_\_ Grammar and Language Workbook, p. 135 



\_\_\_\_\_ Grammar and Language Transparency 93 

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

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


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\_\_\_\_\_ Spanish Summaries, p. 96 

\_\_\_\_\_ Spanish Translations, pp. 127–130 

\_\_\_\_\_ English Language Learners Sourcebook, p. 136 

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# DEAD MEN'S PATH

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To analyze a short story about maintaining an “image” of sophistication against one’s cultural ties
- To identify and analyze external conflict
- To write an analysis of character motivation in a short story

### Skills


**Reading/Thinking:** Making Critical Judgments; Problem and Solution; Inferring

**Writing:** Proverb

**Vocabulary:** Prefixes; Analogies


**Collaboration:** Literature Groups; Debate


### BEFORE READING (SE/TWE p. 1160)

\_\_\_\_\_ Selection Focus Transparency 97 


### READING THE SELECTION (SE/TWE pp. 1161–1163)

\_\_\_\_\_ Active Reading Guide\*, p. 118 


\_\_\_\_\_ Selection Vocabulary Practice, p. 47 


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



### RESPONDING TO THE SELECTION (SE/TWE pp. 1164–1165)

\_\_\_\_\_ Literary Elements Transparency 102 


\_\_\_\_\_ Selection Quick Checks\*, p. 118 

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

\_\_\_\_\_ Performance Assessment, p. 93 



\_\_\_\_\_ Testmaker  



### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1161–1163)

\_\_\_\_\_ Unit Six Planning Guide, pp. 171–175 


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

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\_\_\_\_\_ Spanish Summaries, p. 97 

\_\_\_\_\_ Spanish Translations, pp. 131–133 

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## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read two poems that explore African influences on the peoples of the Caribbean
- To analyze the use of extended metaphor in a poem



### Skills

**Reading/Thinking:** Analyzing Arguments; Inferring;


Paraphrasing; Evaluating

**Writing:** Description; Literary Analysis






### BEFORE READING (SE/TWE p. 1167)

- \_\_\_\_\_ Selection Focus Transparency 98 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 24 







### READING THE SELECTION (SE/TWE pp. 1168–1170)

- \_\_\_\_\_ Active Reading Guide\*, p. 119 








### RESPONDING TO THE SELECTION (SE/TWE p. 1171)

- \_\_\_\_\_ Selection Quick Checks\*, p. 119 
- \_\_\_\_\_ Selection and Theme Assessment, p. 172 
- \_\_\_\_\_ Performance Assessment, p. 94 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1168–1170)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 176–180 
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Summaries, p. 98 
- \_\_\_\_\_ English Language Learners Sourcebook, p. 137 

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# B. Wordsworth

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a child's relationship with a poet
- To analyze the use of vernacular in defining fictional characters
- To write a character sketch

### Skills

**Reading/Thinking:** Analyzing Character; Identifying Cause-Effect Relationships; Inferring; Making Critical Judgments


**Writing:** Local-Color Writing

**Vocabulary:** Analogies

**Grammar/Language:** Prepositional Phrases


**Collaboration:** Literature Groups; Marketing Campaign

### BEFORE READING (SE/TWE p. 1174)

\_\_\_\_\_ Selection Focus Transparency 99 


### READING THE SELECTION (SE/TWE pp. 1175–1179)


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

\_\_\_\_\_ Selection Vocabulary Practice, p. 48 


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

### RESPONDING TO THE SELECTION (SE/TWE pp. 1180–1181)

\_\_\_\_\_ Literary Elements Transparency 103 


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


\_\_\_\_\_ Selection and Theme Assessment, pp. 173–174 


\_\_\_\_\_ Performance Assessment, p. 95 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1175–1179)

\_\_\_\_\_ Unit Six Planning Guide, pp. 181–188 



\_\_\_\_\_ Grammar and Language Workbook, p. 85 



\_\_\_\_\_ Grammar and Language Transparency 94 

\_\_\_\_\_ Grammar and Composition Handbook Lesson 3.1 

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


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

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\_\_\_\_\_ Spanish Summaries, p. 99 

\_\_\_\_\_ Spanish Translations, pp. 134–138 

\_\_\_\_\_ English Language Learners Sourcebook, p. 138 

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# Mammie's Form at the Post Office

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and discuss a short story about prejudice toward an immigrant
- To analyze the roles of protagonist and antagonist in a short story
- To write an analysis of a story's point of view

### Skills

**Writing:** Personal Letter


**Vocabulary:** Prefixes and Suffixes

**Grammar/Language:** Using Contractions

**Life Skills:** Lifelong Learning


**Collaboration:** Literature Groups; Humorous Scene; Service Training Video


### BEFORE READING (SE/TWE p. 1182)

\_\_\_\_\_ Selection Focus Transparency 100 


### READING THE SELECTION (SE/TWE pp. 1183–1185)

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

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


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


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

\_\_\_\_\_ Literary Elements Transparency 104 


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

\_\_\_\_\_ Selection and Theme Assessment, pp. 175–176 


\_\_\_\_\_ Performance Assessment, p. 96 

\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1183–1185)

\_\_\_\_\_ Unit Six Planning Guide, pp. 189–194 



\_\_\_\_\_ Grammar and Language Workbook, p. 277 

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

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.12 

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

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

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

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

\_\_\_\_\_ Spanish Summaries, p. 100 

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# Games at Twilight

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and discuss a short story about a child's perception of reality as revealed in a game
- To evaluate the use of a third-person limited point of view
- To write an analysis of figurative language in a short story

### Skills

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

**Writing:** Journal Entry


**Vocabulary:** Etymology; Multiple-Meaning Words

**Grammar/Language:** Three Degrees of Comparison

**Listening/Speaking:** Improvisation


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 1189)

\_\_\_\_\_ Selection Focus Transparency 101 

### READING THE SELECTION (SE/TWE pp. 1190–1195)


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

\_\_\_\_\_ Selection Vocabulary Practice, p. 50 

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


\_\_\_\_\_ Fine Art Transparency 23 



### RESPONDING TO THE SELECTION (SE/TWE pp. 1196–1197)

\_\_\_\_\_ Literary Elements Transparency 105 

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


\_\_\_\_\_ Selection and Theme Assessment, pp. 177–178 


\_\_\_\_\_ Performance Assessment, p. 97 


\_\_\_\_\_ Testmaker  



### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1190–1195)

\_\_\_\_\_ Unit Six Planning Guide, pp. 195–202 



\_\_\_\_\_ Grammar and Language Workbook, p. 195 

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

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 8.1 

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


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

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








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

\_\_\_\_\_ Spanish Summaries, p. 101 

\_\_\_\_\_ Spanish Translations pp. 139–144 

\_\_\_\_\_ English Language Learners Sourcebook, p. 139 

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# Telephone Conversation

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem about prejudice in a modern urban setting
- To analyze the use of free verse
- To write an analysis of tone in a poem



### Skills

**Reading/Thinking:** Identifying Cause-Effect

Relationships; Connecting

**Collaboration:** Oral Reading







### BEFORE READING (SE/TWE p. 1198)

- \_\_\_\_\_ Selection Focus Transparency 102 
- \_\_\_\_\_ Fine Art Transparency 2 








### READING THE SELECTION (SE/TWE pp. 1199–1200)

- \_\_\_\_\_ Active Reading Guide\*, p. 123 

### RESPONDING TO THE SELECTION (SE/TWE p. 1201)

- \_\_\_\_\_ Literary Elements Transparency 106 
- \_\_\_\_\_ Selection Quick Checks\*, p. 123 
- \_\_\_\_\_ Selection and Theme Assessment, p. 179 
- \_\_\_\_\_ Performance Assessment, p. 98 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1199–1200)

- \_\_\_\_\_ Unit Six Planning Guide, pp. 203–208 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
- \_\_\_\_\_ Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 102 

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# Two Sheep

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To analyze and discuss a modern fable about one's perceptions of reality
- To analyze the use of anthropomorphism in defining fictional characters
- To write an essay applying a critic's statement to a short story

### Skills


**Reading/Thinking:** Drawing Conclusions; Visualizing; Making Critical Judgments

**Writing:** Fable

**Vocabulary:** Negating Prefixes


**Collaboration:** Literature Groups; Readers Theater

### BEFORE READING (SE/TWE p. 1202)

\_\_\_\_\_ Selection Focus Transparency 103 


### READING THE SELECTION (SE/TWE pp. 1203–1205)


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


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


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

### RESPONDING TO THE SELECTION (SE/TWE pp. 1206–1207)

\_\_\_\_\_ Literary Elements Transparency 107 

\_\_\_\_\_ Selection Quick Checks\*, p. 124 

\_\_\_\_\_ Selection and Theme Assessment, p. 180 

\_\_\_\_\_ Performance Assessment, p. 99 



\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1203–1205)


\_\_\_\_\_ Unit Six Planning Guide, pp. 209–214 

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

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

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\_\_\_\_\_ Spanish Summaries, p. 103 

\_\_\_\_\_ English Language Learners Sourcebook, p. 140 

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## LESSON PLAN

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

**Reading Level:** Challenging (L3)


### Objectives

- To read and discuss two poems that explore human perceptions of reality
- To analyze the use of slant rhyme in a poem

### Skills

**Reading/Thinking:** Generalizing; Identifying Author's Purpose; Analyzing Diction


**BEFORE READING** (SE/TWE pp. 1208–1209)

\_\_\_\_\_ Selection Focus Transparency 104 

**READING THE SELECTION** (SE/TWE pp. 1210–1212)


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



**RESPONDING TO THE SELECTION** (SE/TWE p. 1213)

\_\_\_\_\_ Literary Elements Transparency 108 


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

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



\_\_\_\_\_ Performance Assessment, p. 100 



\_\_\_\_\_ Testmaker  


**EXTENDING AND CUSTOMIZING** (TWE Teaching Options pp. 1210–1212)


\_\_\_\_\_ Unit Six Planning Guide, pp. 215–220 

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

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

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

\_\_\_\_\_ Spanish Summaries, p. 104 

\_\_\_\_\_ English Language Learners Sourcebook, p. 141 

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# That's All

## LESSON PLAN

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

**Reading Level:** Basic (L1)

### Objectives

- To read and discuss a comedy sketch
- To analyze the techniques of theater of the absurd
- To write a sketch that places dramatic characters in a different setting


### Skills

**Reading/Thinking:** Inferring; Comparing and Contrasting

**Writing:** Dramatic Sketch

**Collaboration:** Performing a Sketch

### BEFORE READING (SE/TWE p. 1214)


\_\_\_\_\_ Selection Focus Transparency 105 

### READING THE SELECTION (SE/TWE pp. 1215–1216)


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

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



### RESPONDING TO THE SELECTION (SE/TWE p. 1217)

\_\_\_\_\_ Literary Elements Transparency 109 


\_\_\_\_\_ Selection Quick Checks\*, p. 126 

\_\_\_\_\_ Selection and Theme Assessment, p. 182 

\_\_\_\_\_ Performance Assessment, p. 101 



\_\_\_\_\_ Testmaker  



### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 1215–1216)


\_\_\_\_\_ Unit Six Planning Guide, pp. 221–226 

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








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

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

\_\_\_\_\_ Spanish Summaries, p. 105 

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