

Lob's Girl

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story
- To recognize and understand the purpose of suspense in a story
- To analyze a story's resolution

Skills

Reading/Thinking: Graphic Aids; Reasoning; Inferring; Drawing Conclusions; Evaluating; Scanning

Writing: Suspense; Journal Entry;

Vocabulary: Multiple-Meaning Words; Unlocking Meaning



Grammar/Language: Troublesome Words; Apostrophes

Listening/Speaking: Radio Drama



Life Skills: Leading and Organizing; Community Service Plan

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 658)

- _____ Selection Focus Transparency 55 
- _____ Literature Launchers, Side B, Segment 21 














READING THE SELECTION (SE/TWE pp. 659–668)

- _____ Active Reading Guide,* p. 55 
- _____ Selection Vocabulary Practice, p. 37 
- _____ Reading Workbook, pp. 97–98 

RESPONDING TO THE SELECTION (SE/TWE pp. 669–671)








- _____ Literary Elements Transparency 55 
- _____ Selection Quick Checks,* p. 55 
- _____ Selection and Theme Assessment, pp. 95–96 
- _____ Performance Assessment, p. 52 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 659–668)

- _____ Theme Seven Planning Guide, pp. 6–13 
- _____ Grammar and Language Workbook, pp. 223–224, 227–228, 273–274 
- _____ Grammar and Language Transparency 53 
- _____ Grammar and Composition Handbook, Lesson 13.7 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 84 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 55 

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KEY ITEM

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story about a computer
- To recognize and understand the purpose of irony
- To write a paragraph about a computer as a main character

Skills

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

Writing: Vision of the Future



Vocabulary: Etymology

Grammar/Language: Compound Predicates




Life Skills: User's Manual

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 674)

- _____ Selection Focus Transparency 56 
- _____ Literature Launchers, Side B, Segment 19 








READING THE SELECTION (SE/TWE pp. 675–678)







- _____ Active Reading Guide,* p. 56 
- _____ Selection Vocabulary Practice, p. 38 
- _____ Reading Workbook, pp. 99–100 

RESPONDING TO THE SELECTION (SE/TWE pp. 679–680)

- _____ Literary Elements Transparency 56 
- _____ Selection Quick Checks,* p. 56 
- _____ Selection and Theme Assessment, pp. 97–98 
- _____ Performance Assessment, p. 53 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 674–678)

- _____ Theme Seven Planning Guide, pp. 14–21 
- _____ Grammar and Language Workbook, pp. 53–54 
- _____ Grammar and Language Transparency 55 
- _____ Grammar and Composition Handbook, Lesson 1.5 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 85 

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- _____ Spanish Summaries, p. 56 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read and analyze a fantasy
- To identify elements that are common to fantasy stories
- To explain how the setting of a story influences its plot

Skills

Reading/Thinking: Judging the Credibility of a Source; Using Graphic Aids; Drawing Conclusions; Analyzing Arguments; Inferring; Classifying

Grammar/Language: Infinitives; Writing Numbers

Listening/Speaking: Debating; Performing a News Story

Writing: Another Point of View; Summarizing a Sequel; TV News Story

Life Skills: Creating and Producing; Magazine Article

Vocabulary: Synonyms


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 682)

_____ Selection Focus Transparency 57 


READING THE SELECTION (SE/TWE pp. 683–694)


_____ Active Reading Guide,* p. 57 


_____ Selection Vocabulary Practice, p. 39 

_____ Reading Workbook, pp. 101–102 

RESPONDING TO THE SELECTION (SE/TWE pp. 695–697)

_____ Literary Elements Transparency 57 

_____ Selection Quick Checks,* p. 57 

_____ Selection and Theme Assessment, pp. 99–100 

_____ Performance Assessment, p. 54 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 682–694)


_____ Theme Seven Planning Guide, pp. 22–29 

_____ Grammar and Language Workbook, pp. 175–178, 279–280 



_____ Grammar and Language Transparency 56 



_____ Grammar and Composition Handbook, Lessons 9.3, 13.10 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 86 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

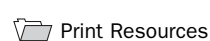
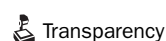
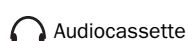
_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 57 

_____ Spanish Translations, pp. 171–182 

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Aunty Misery

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read a fable about two things in life that everyone experiences
- To recognize the characteristics of a fable
- To write about the story elements found in a fable

Skills

Reading/Thinking: Comparing and Contrasting;
Generalizing

Writing: Fable


Vocabulary: Analogies

Grammar/Language: Frequently Misspelled Words

Listening/Speaking: Group Presentation


Collaboration: Literature Groups


BEFORE READING (SE/TWE p. 700)

_____ Selection Focus Transparency 58 


READING THE SELECTION (SE/TWE pp. 701–702)


_____ Active Reading Guide,* p. 58 


_____ Selection Vocabulary Practice, p. 40 


_____ Reading Workbook, pp. 103–104 



RESPONDING TO THE SELECTION (SE/TWE pp. 703–705)

_____ Literary Elements Transparency 58 

_____ Selection Quick Checks,* p. 58 


_____ Selection and Theme Assessment, p. 101 


_____ Performance Assessment, p. 55 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 700–702)

_____ Theme Seven Planning Guide, pp. 30–34 



_____ Grammar and Language Workbook, pp. 297–300 

_____ Grammar and Composition Handbook, Lessons 15.1–15.2 

_____ Vocabulary PuzzleMaker  

_____ Glencoe Literature Web Site (lit.glencoe.com) 

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_____ Spanish Summaries, p. 58

_____ Spanish Translations, pp. 183–184

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Strawberries

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Basic (L1)

Objectives

- To read and analyze a folktale
- To recognize transitions that indicate chronological order
- To write about the cause and resolution of a conflict in a story

Skills

Reading/Thinking: Cause and Effect



Listening/Speaking: Role-Playing

Writing: Myth





Collaboration: Literature Groups

Vocabulary: Synonyms







BEFORE READING (SE/TWE p. 706)

- _____ Selection Focus Transparency 59 
- _____ Literature Launchers, Side B, Segment 20 












READING THE SELECTION (SE/TWE pp. 707–709)

- _____ Active Reading Guide,* p. 59 
- _____ Selection Vocabulary Practice, p. 41 
- _____ Reading Workbook, pp. 105–106 
- _____ Fine Art Transparency 28 

RESPONDING TO THE SELECTION (SE/TWE pp. 710–711)








- _____ Literary Elements Transparency 59 
- _____ Selection Quick Checks,* p. 59 
- _____ Selection and Theme Assessment, p. 102 
- _____ Performance Assessment, p. 56 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 706–709)

- _____ Theme Seven Planning Guide, pp. 35–42 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 87 
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- _____ Spanish Summaries, p. 59 
- _____ Spanish Translations, pp. 185–186 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and understand two versions of a myth
- To see how details are used to describe people, places, things, and events
- To write a paragraph describing a character

Skills

Reading/Thinking: Sequencing, Drawing Conclusions; Inferring; Synthesizing; Verifying Predictions

Grammar/Language: Irregular Verbs; Spelling Compound Words


Writing: Description of the Setting; Journal Entry

Listening/Speaking: Radio Narration


Vocabulary: The Prefix *twi-*; Analogies


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 713)

_____ Selection Focus Transparency 60 


READING THE SELECTION (SE/TWE pp. 714–721)


_____ Active Reading Guide,* p. 60 


_____ Selection Vocabulary Practice, p. 42 


_____ Reading Workbook, pp. 107–108 

RESPONDING TO THE SELECTION (SE/TWE pp. 722–724)

_____ Literary Elements Transparency 60 

_____ Selection Quick Checks,* p. 60 

_____ Selection and Theme Assessment, pp. 103–104 

_____ Performance Assessment, p. 57 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 713–721)

_____ Theme Seven Planning Guide, pp. 43–48 

_____ Grammar and Language Workbook, pp. 95–100, 297–300 

_____ Grammar and Language Transparency 57 



_____ Grammar and Composition Handbook, Lessons 3.11, 3.12, 15.1 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 88 








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_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 60 

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Cat and Rat

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Basic (L1)

Objectives

- To read and understand a legend about another place and time
- To read and identify elements of the legend
- To write an animal tale

Skills

Reading/Thinking: Analyzing Arguments; Drawing Conclusions; Inferring; Making Critical Judgments; Elaborating; Using Graphic Aids; Setting a Purpose for Reading

Writing: Legend

Vocabulary: Using Graphic Aids

Grammar/Language: Commas in a Series; Apostrophes

Listening/Speaking: Dramatization


Life Skills: Decision-Making


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 725)

_____ Selection Focus Transparency 61 


READING THE SELECTION (SE/TWE pp. 726–731)


_____ Active Reading Guide,* p. 61 


_____ Selection Vocabulary Practice, p. 43 


_____ Reading Workbook, pp. 109–110 

RESPONDING TO THE SELECTION (SE/TWE pp. 732–734)

_____ Literary Elements Transparency 61 

_____ Selection Quick Checks,* p. 61 


_____ Selection and Theme Assessment, pp. 105–106 

_____ Performance Assessment, p. 58 


_____ Testmaker 


EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 725–731)


_____ Theme Seven Planning Guide, pp. 49–56 

_____ Grammar and Language Workbook, pp. 255–256, 273–274 


_____ Grammar and Language Transparency 58 


_____ Grammar and Composition Handbook, Lessons 13.2, 13.7 

_____ Vocabulary PuzzleMaker 

_____ English Language Learners Sourcebook, p. 89 

_____ Glencoe Literature Web Site (lit.glencoe.com) 








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_____ Spanish Summaries, p. 61 

_____ Spanish Translations, pp. 187–189 

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Icarus and Daedalus

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a myth about a boy who ignores his father's advice
- To learn and identify the important elements of myths
- To describe one of the characters as pictured in the author's characterization

Skills


Reading/Thinking: Identifying Spatial Relationships

Vocabulary: Dictionary Skills


Writing: News Report


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 736)


_____ Selection Focus Transparency 62 

READING THE SELECTION (SE/TWE pp. 737–739)


_____ Active Reading Guide,* p. 62 


_____ Selection Vocabulary Practice, p. 44 


_____ Reading Workbook, pp. 111–112 

_____ Fine Art Transparency 25 

RESPONDING TO THE SELECTION (SE/TWE pp. 740–741)

_____ Literary Elements Transparency 62 

_____ Selection Quick Checks,* p. 62 

_____ Selection and Theme Assessment, pp. 107–108 

_____ Performance Assessment, p. 59 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 736–739)



_____ Theme Seven Planning Guide, pp. 57–64 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 91 

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_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 62 

_____ Spanish Translations, pp. 190–191 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a Greek myth about how fire was given to humans
- To identify the theme of a Greek myth
- To explain how “Prometheus” might have been an ancient Greek explanation for the origins of civilization

Skills


Reading/Thinking: Drawing Conclusions

Grammar/Language: Dashes


Writing: Journal Writing


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 742)

_____ Selection Focus Transparency 63 

READING THE SELECTION (SE/TWE pp. 743–745)


_____ Active Reading Guide,* p. 63 


_____ Selection Vocabulary Practice, p. 45 


_____ Reading Workbook, pp. 113–114 

RESPONDING TO THE SELECTION (SE/TWE p. 746)

_____ Literary Elements Transparency 63 

_____ Selection Quick Checks,* p. 63 


_____ Selection and Theme Assessment, pp. 107–108 

_____ Performance Assessment, p. 59 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 742–745)


_____ Theme Seven Planning Guide, pp. 65–72 

_____ Grammar and Language Workbook, pp. 275–276 

_____ Grammar and Language Transparency 59 



_____ Grammar and Composition Handbook, Lesson 13.8 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 92 

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_____ Spanish Summaries, p. 63 

_____ Spanish Translations, pp. 192–194 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Basic (L1)

Objectives

- To read and analyze a tall tale and a folktale
- To identify important elements in tall tales and folktales
- To explain what is revealed through dialogue about a story's main characters

Skills

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

Writing: Tall Tale; Sequel


Vocabulary: Etymology

Grammar/Language: Apostrophes; Quotation Marks


Listening/Speaking: Trickster Tale Dramatization


Collaboration: Literature Groups


BEFORE READING (SE/TWE p. 749)

_____ Selection Focus Transparency 64 


READING THE SELECTION (SE/TWE pp. 750–756)


_____ Active Reading Guide,* p. 64 


_____ Selection Vocabulary Practice, p. 46 


_____ Reading Workbook, pp. 115–116 



RESPONDING TO THE SELECTION (SE/TWE pp. 757–759)

_____ Literary Elements Transparency 64 

_____ Selection Quick Checks,* p. 64 


_____ Selection and Theme Assessment, pp. 109–110 

_____ Performance Assessment, p. 60 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 749–756)


_____ Theme Seven Planning Guide, pp. 73–78 

_____ Grammar and Language Workbook, pp. 267–270, 273–274 

_____ Grammar and Language Transparency 60 



_____ Grammar and Composition Handbook, Lessons 13.6, 13.7 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 93 








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_____ Spanish Summaries, p. 64 

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