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Lesson Plans with Alternative Teaching Options

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<th>64</th>
</tr>
</thead>
<tbody>
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<td>The Tragedy of Julius Cæsar, Act 1</td>
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<tr>
<td>The Tragedy of Julius Cæsar, Act 2</td>
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<td>The Tragedy of Julius Cæsar, Act 3</td>
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<tr>
<td>The Tragedy of Julius Cæsar, Act 4</td>
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<tr>
<td>The Tragedy of Julius Cæsar, Act 5</td>
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<tr>
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<table>
<thead>
<tr>
<th>Opening the Unit</th>
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</tr>
</thead>
<tbody>
<tr>
<td>from The Diary of a Young Girl</td>
<td>83</td>
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<tr>
<td>“Harriet Tubman: The Moses of Her People”</td>
<td>86</td>
</tr>
<tr>
<td>“Montgomery Boycott”</td>
<td>88</td>
</tr>
<tr>
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<td>90</td>
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</tr>
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<td>94</td>
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<td>96</td>
</tr>
<tr>
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<td>98</td>
</tr>
<tr>
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<table>
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<tbody>
<tr>
<td>“Under the Crack of Reality” from Time</td>
<td>103</td>
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<td>“Beware the Unruly Sun” from Newsweek</td>
<td>105</td>
</tr>
<tr>
<td>“How to Write a Letter”</td>
<td>107</td>
</tr>
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<td>Closing the Unit</td>
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<table>
<thead>
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<tbody>
<tr>
<td>“The Waking”</td>
<td>116</td>
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<tr>
<td>“The Happy Man”</td>
<td>118</td>
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<tr>
<td>“Land Enough for a Man”</td>
<td>120</td>
</tr>
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<td>“The Thief”</td>
<td>122</td>
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<td>“The Liar”</td>
<td>124</td>
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<tr>
<td>“The Third Bank of the River”</td>
<td>126</td>
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<tr>
<td>from How Reading Changed My Life</td>
<td>128</td>
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<td>130</td>
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<table>
<thead>
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<tbody>
<tr>
<td>“A Smart Cookie”</td>
<td>133</td>
</tr>
<tr>
<td>“Curiositá” from How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day</td>
<td>135</td>
</tr>
<tr>
<td>“Rules of the Game”</td>
<td>137</td>
</tr>
<tr>
<td>from My Left Foot</td>
<td>140</td>
</tr>
<tr>
<td>from Albert Einstein: A Biography</td>
<td>142</td>
</tr>
<tr>
<td>“Engineer-Private Paul Klee Misplaces an Aircraft Between Milbertshofen and Cambrai, March 1916”</td>
<td>144</td>
</tr>
</tbody>
</table>
Lesson Plans with Alternative Teaching Options and Readability Guides

Overview
This comprehensive Literacy Resource binder makes the quality literature in The EMC Masterpiece Series, Literature and the Language Arts accessible to all students via two resources:

- Lesson Plans with Alternative Teaching Options and Readability Guides
- Reading Strategies Resource

The Lesson Plans with Alternative Teaching Options and Readability Guides serves as a road map to the entire Literature and the Language Arts program. It lists all of the components necessary for teaching each lesson and offers options that help teachers meet their students’ needs. This integrated approach to teaching language arts makes it easy for teachers to incorporate reading, writing, speaking, vocabulary, and grammar into each lesson. In addition, these lesson plans can be adapted to fit individual curricula, student needs, and schedules.

The Reading Strategies Resource provides a framework for the direct teaching of eight reading strategies essential to the success of middle school and high school readers. This program shows teachers how to integrate these strategies into their instruction by including Reading Strategy Mini-Lessons. These Mini-Lessons allow teachers and students to practice and use one reading strategy with every literature selection in the program; standardized test practice is included in each Mini-Lesson. Teaching Notes provide comprehensive guidance in teaching the reading strategies, as well as examples of think-aloud discussions and assessment ideas for evaluating students’ use of the strategies.

Lesson Plan Features
Lesson plans for each literature selection include:

- Reading Level
- Difficulty Considerations
- Ease Factors
- Synopsis
- Goals and Objectives
- Before-Reading, During-Reading, and After-Reading Activities
- Ideas for Reading Strategy Practice
- Alternative Teaching Options for:
  - Developing readers
  - English language learners
  - Students needing additional motivation
  - Students with special needs
  - Students in gifted or enrichment programs
  - Flexible group work
  - Homework suggestions
  - Cross-curricular activities
  - Additional discussion, writing, and research activities

Lesson plans are also included for each guided writing lesson, unit opener, and unit review. These detailed lesson plans allow teachers to organize their classes and create daily routines. Before-Reading activities such as Daily Oral Language (in grades 6–9), Reader’s Journal, and vocabulary lessons can serve as classroom openers. After-Reading activities such as Writer’s Journal, Selection Check Tests, and free reading time can serve as classroom closers. Teachers can use the Alternative Teaching Options to select grouping, homework, research, reading, writing, discussion, motivation, and extra-support opportunities.

The Lesson Plans book also features Readability Guides that list the reading level of each selection. Each selection is rated as easy, moderate, or challenging, based on readability scales, author’s style, subject matter, vocabulary, syntax, and selection length. Specific factors that affect the difficulty and ease of reading each selection are listed. Selections rated as easy can be read by students without additional
support from the textbook or the teacher. Selections rated as moderate can be read by students if they have support from the textbook and the teacher. Selections rated challenging will be difficult even with assistance from the teacher and the text.

The overall reading level of each Literature and the Language Arts textbook falls into the moderate range, although we also include easy and challenging selections for each grade level. Readability charts at the beginning of the Lesson Plans summarize reading level information for all of the selections in an entire grade level. Our goal is to make all selections at each grade level accessible to all students—regardless of students’ reading level, background knowledge, or motivation—by providing the essential support teachers need in order to reach this goal.

Finally, the Lesson Plans book also includes forms for teachers to use throughout the year. They include a Free Reading Log, several Group Evaluation guidesheets, and examples of seating arrangements for different group activities. These are provided as an additional resource to help guarantee a successful year as you use The EMC Masterpiece Series, Literature and the Language Arts textbook program.
**Free Reading Log**

Week of ________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PAGES READ FROM TO</th>
<th>SUMMARY/REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Total number of pages read this week ____________

Genres read this week: (circle)

- Fiction
- Nonfiction
- Poetry
- Drama
- Informational or Visual Media
Seating Arrangements for Group Activities

Possibilities for Pair and Small Groups

Pair Groups

Small Groups

Possibilities for Large Groups

Fish Bowl

Rows Facing Forward, Aisles Between
(Least Distracting Seating Arrangement)
Communicating in a Pair Group

Communicating with another person is a two-way street: it involves both listening carefully and speaking clearly. Being an effective communicator when interacting with another person includes:

- making eye contact and maintaining a relaxed posture
- providing feedback as you listen
- not interrupting
- rephrasing what the speaker says to show you understand
- controlling your emotions
- distinguishing between facts and opinions

Evaluating Pair Group Communication—Self-Evaluation

Use the scales on this page to analyze and rate yourself on a number of different items. Place a check mark at the point on the scale that you feel corresponds to your grade on each item. Then give yourself an overall letter grade for how well you communicated with your partner and write a short evaluation. Suggest ways that you could improve your communication skills.

**My evaluation of myself:**

I made eye contact and maintained a relaxed posture.

_____________________________________________________________________________________________________

4 3 2 1 0

I provided feedback as I listened.

_____________________________________________________________________________________________________

4 3 2 1 0

I did not interrupt.

_____________________________________________________________________________________________________

4 3 2 1 0

I rephrased what my partner said to show that I understood.

_____________________________________________________________________________________________________

4 3 2 1 0

I controlled my emotions.

_____________________________________________________________________________________________________

4 3 2 1 0

I backed up facts with details from the text and gave my opinions.

_____________________________________________________________________________________________________

4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
Communicating in a Pair Group

Communicating with another person is a two-way street: it involves both listening carefully and speaking clearly. Being an effective communicator when interacting with another person includes:

- making eye contact and maintaining a relaxed posture
- providing feedback as you listen
- not interrupting
- rephrasing what the speaker says to show you understand
- controlling your emotions
- distinguishing between facts and opinions

Evaluating Pair Group Communication—Peer Evaluation

Use the scales on this page to analyze and rate your partner on a number of different items. Place a check mark at the point on the scale that you feel corresponds to your partner's grade on each item. Then give your partner an overall letter grade for how well he or she communicated with you and write a short evaluation. Suggest ways that your partner could improve his or her communication skills.

My evaluation of my partner:

My partner made eye contact and maintained a relaxed posture.

4 3 2 1 0

My partner provided feedback as he/she listened.

4 3 2 1 0

My partner did not interrupt.

4 3 2 1 0

My partner rephrased what I said to show that she/he understood.

4 3 2 1 0

My partner controlled his/her emotions.

4 3 2 1 0

My partner backed up facts with details from the text and gave her/his opinions.

4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
Communicating in a Small Group

Communicating in a small group requires all the elements of effective communication between two people. But when you’re working with a small group, it’s also necessary to observe some other guidelines. These include:

- respecting group norms, or rules that govern behavior for group members
- understanding group roles (possible group roles: reader, time keeper, recorder, summarizer, foreperson)
- taking turns
- helping to create a positive climate
- establishing group goals

Evaluating a Small Group

Use the scales on this page to analyze and rate your group on the items below. Place a check mark at the point on the scale that you feel corresponds to your group’s number for each item. Then give your group an overall score for how well it communicates and write a short evaluation. Suggest ways your group could improve its communication.

Group members understand and respect group norms.

_____________________________________________________________________________________________________
4 3 2 1 0

Group members understand group roles.

_____________________________________________________________________________________________________
4 3 2 1 0

Group members take turns participating.

_____________________________________________________________________________________________________
4 3 2 1 0

Group members help to create a positive climate.

_____________________________________________________________________________________________________
4 3 2 1 0

Group members work together to establish group goals.

_____________________________________________________________________________________________________
4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
Communicating in a Large Group

Large groups require many of the same skills you use in a small group. However, large groups also require special communication skills. Some of these skills are:

- sharing group roles so everyone can participate
- focusing on key relationships and finding key people to lead the group
- emphasizing group identity and setting reachable goals
- standing up when speaking
- avoiding “groupthink,” the pressure to conform
- taking responsibility and helping each other finish tasks

Evaluating Large Group Communication

Use the scales on this page to analyze and rate your group on items below. Place a check mark at the point on the scale that you feel corresponds to your group’s number for each item. Then give your group an overall score for how well members communicated with each other and write a short evaluation. Suggest ways that your group could improve its communication skills.

Group members shared roles so everyone could participate.

Group members focused on key relationships and key people who could lead our group.

Group members emphasized a group identity and set reachable goals.

Group members stood up when making presentations.

Group members stated their opinions and were not pressured to conform.

Group members took responsibility for completing the assignment and helped each other finish tasks.

Overall score_________________

Suggestions for improvement

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Group Evaluation Guidesheet 4A

Asking Questions

Knowing the most effective ways to ask and answer questions in a group can help you become a great communicator. Here are some guidelines to remember when asking questions.

- Wait to be recognized.
- Make your questions short, clear, and direct.
- Don’t debate or argue with the speaker.
- Don’t take too much of others’ time.
- Don’t give a speech yourself.

Evaluating Questioning Skills

Use the scales on this page to analyze and rate your abilities for the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score for how well you asked questions, and write a short evaluation of your abilities, suggesting ways you could improve your communication skills.

My evaluation of how well I asked questions:

I waited to be recognized.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

I asked short, clear, and direct questions.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

I did not debate or argue with the speaker.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

I did not take too much time asking questions.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

I did not give a speech when I asked a question.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

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Group Evaluation Guidesheet 4B

Answering Questions

Here are some guidelines to remember when answering questions.

• Be prepared for a question-and-answer period.
• Be patient.
• Make your answers clear, short, and direct.
• Rephrase difficult questions.
• Be courteous.
• Try to handle difficult members of the audience gracefully.

Evaluating Answering Skills

Use the scales on this page to analyze and rate your abilities on a number of different items. Place a check mark at the point on the scale that you feel corresponds to your grade on each item. Then give yourself an overall letter grade for how well you answered questions, and write a short evaluation of your abilities, suggesting ways you could improve your communication skills.

My evaluation of how well I answered questions:

I was prepared for a question-and-answer period.

_____________________________________________________________________________________________________

4 3 2 1 0

I was patient.

_____________________________________________________________________________________________________

4 3 2 1 0

I gave clear, short, and direct answers.

_____________________________________________________________________________________________________

4 3 2 1 0

I rephrased difficult questions.

_____________________________________________________________________________________________________

4 3 2 1 0

I was courteous.

_____________________________________________________________________________________________________

4 3 2 1 0

I handled difficult members of the audience gracefully.

_____________________________________________________________________________________________________

4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
# Understanding Literature Readability Guide

## PART ONE: Genres in Literature

### UNIT 1

#### The Oral Tradition

<table>
<thead>
<tr>
<th>Selection</th>
<th>Reading Level</th>
<th>Difficulty Considerations</th>
<th>Ease Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nalungiaq, translated by Edward Field, &quot;Magic Words&quot;</td>
<td>Easy</td>
<td>Inuit culture and beliefs</td>
<td>Familiar words</td>
</tr>
<tr>
<td>Robert Graves, from <em>The Greek Myths</em>, &quot;The Five Ages of Man&quot; and &quot;Orpheus&quot;</td>
<td>Moderate; Challenging</td>
<td>Ancient Greek cultural references; style; vocabulary</td>
<td>Selection length</td>
</tr>
<tr>
<td>Anonymous, translated by Adrián Recinos, retold by Delia Goetz and Sylvanus G. Morley, from <em>Popul Vuh</em></td>
<td>Moderate</td>
<td>Subject matter; vocabulary</td>
<td>Short words</td>
</tr>
<tr>
<td>Anonymous, retold by Julie Piggot, &quot;Popocatépetl and Ixtacihuatl&quot;</td>
<td>Easy</td>
<td>Vocabulary</td>
<td>Narrative style</td>
</tr>
<tr>
<td>Roger Lancelyn Green, from <em>King Arthur and His Knights of the Round Table</em></td>
<td>Moderate</td>
<td>Subject matter; long sentences; selection length; vocabulary</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Sir Thomas Malory, from <em>Le Morte d'Arthur</em></td>
<td>Moderate</td>
<td>Subject matter; formal style; archaic vocabulary</td>
<td>Short sections</td>
</tr>
<tr>
<td>Patricia and Fredrick McKissack, &quot;Sundiata Keita, the Legend and the King&quot;</td>
<td>Moderate</td>
<td>African references; style; vocabulary</td>
<td>Selection length</td>
</tr>
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#### UNIT 2

#### Poetry

<table>
<thead>
<tr>
<th>Selection</th>
<th>Reading Level</th>
<th>Difficulty Considerations</th>
<th>Ease Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derek Walcott, &quot;36. In late-afternoon light the tops of the breadfruit leaves&quot;</td>
<td>Moderate</td>
<td>Poetic conventions; vocabulary</td>
<td>Vivid images</td>
</tr>
<tr>
<td>Gwendolyn Brooks, &quot;The Bean Eaters&quot;</td>
<td>Easy</td>
<td>Subject matter</td>
<td>Author’s style</td>
</tr>
<tr>
<td>Langston Hughes, &quot;Dream Variations&quot;</td>
<td>Easy</td>
<td>Poetic style</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>William Carlos Williams, &quot;The Dance&quot;</td>
<td>Moderate</td>
<td>Subject matter; poetic conventions</td>
<td>Repeated words and phrases</td>
</tr>
<tr>
<td>Archibald MacLeish, &quot;Ars Poetica&quot;</td>
<td>Moderate</td>
<td>Author’s style</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>SELECTION</td>
<td>READING LEVEL</td>
<td>DIFFICULTY CONSIDERATIONS</td>
<td>EASE FACTORS</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>---------------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| Lyric Poetry  
  Marianne Moore  
  “Poetry” | Challenging | Author's style; vocabulary; poetic conventions | Short stanzas |
| Lyric Poetry  
  Rainer Maria Rilke  
  “The Gazelle” | Moderate | Vocabulary | Subject matter |
| Related Reading  
  Gabriela Mistral  
  “Afternoon” | Moderate | Subject matter | Vocabulary |
| Lyric Poetry  
  Emily Dickinson  
  “Success is counted sweetest...” | Moderate | Author's style | Short stanzas |
| Related Reading  
  Marvin Bell  
  “The Mystery of Emily Dickinson” | Moderate | Subject matter | Short words |
| Lyric Poetry  
  Tzu Yeh  
  “I heard my love...” | Easy | Unfamiliar place names | Author's style; subject matter |
| Narrative Poetry  
  Denise Levertov  
  “A Tree Telling of Orpheus” | Challenging | Allusion to Greek myth; style | Short words |
| Prose Poetry  
  Jamaica Kincaid  
  from “Holidays” | Easy | Author's style | Vocabulary |
| Epic Poetry  
  Elias Lönnrot, translated by Elias Bosley  
  “The Drowned Maid” from the Kalevala | Challenging | Selection length; vocabulary | Repetition |
| Related Reading  
  Ruth MacKenzie  
  “In the Blue Woodland” | Moderate | Subject matter; author's style | Short stanzas |
| Insights:  
  “Musical Adaption of the Kalevala Presented at the Guthrie Lab” | Challenging | Subject matter | Selection length |
| Language Arts in Action  
  “Participating in a Poetry Slam” | Moderate | Nonfiction format; long sentences | Selection length |

**UNIT 3**  
**Fiction**

| Setting and Mood  
  Hernando Téllez  
  “Lather and Nothing Else” | Moderate | Vocabulary | Limited setting; style; first-person narrator |
| Plot and Conflict  
  Edgar Allan Poe  
  “The Black Cat” | Moderate | Ambiguity; vocabulary | First-person narrator |
| Plot and Conflict  
  Saki  
  “The Open Window” | Moderate | Satiric elements; author's style | Dialogue |
| Point of View  
  Nadine Gordimer  
  “The Moment Before the Gun Went Off” | Moderate | South African political and historical references | Familiar words |
<table>
<thead>
<tr>
<th>SELECTION</th>
<th>READING LEVEL</th>
<th>DIFFICULTY CONSIDERATIONS</th>
<th>EASE FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character and Motivation</td>
<td>Moderate</td>
<td>Vocabulary</td>
<td>Simple storyline</td>
</tr>
<tr>
<td>Guy de Maupassant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Necklace”</td>
<td></td>
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<tr>
<td>Character and Motivation</td>
<td>Moderate</td>
<td>Author’s style; vocabulary</td>
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<td>Tillie Olsen</td>
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<td>“I Stand Here Ironing”</td>
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<td>Theme</td>
<td>Moderate</td>
<td>Vocabulary; Indian cultural references</td>
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<td>R. K. Narayan</td>
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<td>Theme</td>
<td>Moderate</td>
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<td>Italo Calvino</td>
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<td>“The Enchanted Garden”</td>
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**UNIT 4**

**Drama**

Elements of Drama

- **Play**
  - William Shakespeare
  - *The Tragedy of Julius Cæsar*

  - Reading Level: Challenging
  - Subject matter; style; selection length; vocabulary
  - Familiar story; familiar protagonist

- **Related Reading**
  - Niccolò Machiavelli
  - from *The Prince*

  - Reading Level: Challenging
  - Long sentences; style; vocabulary
  - Selection length

- **Language Arts in Action**
  - “One-Act Play Competition”

  - Reading Level: Moderate
  - Subject matter; unfamiliar words
  - Author’s style

**UNIT 5**

**Nonfiction**

Elements of Nonfiction

- **Narrative**
  - Autobiography
  - Anne Frank
  - from *The Diary of a Young Girl*

  - Reading Level: Moderate
  - Subject matter; historical references; vocabulary
  - First-person narrator

- **Related Reading**
  - Primo Levi
  - from *The Drowned and the Saved*

  - Reading Level: Challenging
  - Vocabulary; long sentences; historical references
  - Selection length

- **Informative**
  - Biography and History
  - Langston Hughes
  - “Harriet Tubman: The Moses of Her People”

  - Reading Level: Moderate
  - Subject matter
  - Narrative style

- **Informative**
  - Biography and History
  - Coretta Scott King
  - “Montgomery Boycott”

  - Reading Level: Moderate
  - Historical references
  - Narrative style

- **Informative/Narrative Essay**
  - Oliver Sacks
  - “The Man Who Mistook His Wife for a Hat”

  - Reading Level: Moderate
  - Subject matter; vocabulary
  - Author’s style

- **Informative/Narrative Essay**
  - Barry Lopez
  - “Ice and Light” from *Arctic Dreams*

  - Reading Level: Challenging
  - Scientific concepts; author’s style; vocabulary
  - Appealing subject; vivid images
### Understanding Literature Readability Guide (continued)

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<tr>
<th>SELECTION</th>
<th>READING LEVEL</th>
<th>DIFFICULTY CONSIDERATIONS</th>
<th>EASE FACTORS</th>
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<td>Persuasive/Informative Essay&lt;br&gt;<strong>David Quammen</strong>&lt;br&gt;“The Last Bison”</td>
<td>Moderate</td>
<td>Subject matter; vocabulary</td>
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<tr>
<td>Expressive Speech&lt;br&gt;<strong>Chief Seattle</strong>&lt;br&gt;“Yonder sky that has wept tears of compassion…”</td>
<td>Moderate</td>
<td>Figurative language; vocabulary</td>
<td>Selection length</td>
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<td>Expressive/Narrative Memoir&lt;br&gt;<strong>Jean-Dominique Bauby</strong>&lt;br&gt;“The Alphabet” and “Paris” from <em>The Diving Bell and the Butterfly</em></td>
<td>Moderate; Easy</td>
<td>Vocabulary</td>
<td>Engaging style</td>
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<td>Language Arts in Action&lt;br&gt;“The United Nations Essay Contest”</td>
<td>Moderate</td>
<td>Complex sentences</td>
<td>Selection length</td>
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### UNIT 6<br>Informational and Visual Media

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<tr>
<th>Elements of Informational and Visual Media</th>
<th>Moderate</th>
<th>Subject matter; political and cultural references; vocabulary</th>
<th>Selection length</th>
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<tbody>
<tr>
<td><strong>Related Reading</strong>&lt;br&gt;W. H. Auden&lt;br&gt;“One Evening”</td>
<td>Moderate</td>
<td>Poetic technique; subject matter</td>
<td>Vocabulary</td>
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<tr>
<td><strong>Claudia Kalb</strong>&lt;br&gt;“Beware the Unruly Sun” from <em>Newsweek</em></td>
<td>Moderate</td>
<td>Vocabulary</td>
<td>Author’s style</td>
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<tr>
<td><strong>Garrison Keillor</strong>&lt;br&gt;“How to Write a Letter”</td>
<td>Easy</td>
<td>Subject matter</td>
<td>Author’s style</td>
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<tr>
<td><strong>Sven Birkerts</strong>&lt;br&gt;“Into the Electronic Millennium” from <em>The Gutenberg Elegies</em></td>
<td>Challenging</td>
<td>Subject matter; complex sentences; vocabulary</td>
<td>Selection length</td>
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<tr>
<td>Insights: from “The New Pandora’s Box: An Interview with Sven Birkerts” by Cliff Becker</td>
<td>Moderate</td>
<td>Subject matter; vocabulary</td>
<td>Interview format</td>
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<tr>
<td><strong>Tom Standage</strong>&lt;br&gt;from <em>The Victorian Internet</em></td>
<td>Moderate</td>
<td>Subject matter</td>
<td>Selection length</td>
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<tr>
<td><strong>Related Reading</strong>&lt;br&gt;“Internet and E-mail” from <em>The New Way Things Work</em> by David Macaulay</td>
<td>Moderate</td>
<td>Subject matter; technical terms</td>
<td>Visual format; selection length</td>
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<tr>
<td><strong>Language Arts in Action</strong>&lt;br&gt;“The 21st Century”</td>
<td>Moderate</td>
<td>Author’s style</td>
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### Part Two: Themes in Literature

### UNIT 7<br>The Examined Life<br>Echoes

<p>| <strong>Theodore Roethke</strong>&lt;br&gt;“The Waking” | Moderate | Subject matter; literary technique | Familiar words |</p>
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<th>DIFFICulty CONSIDERATIONS</th>
<th>EASE FACTORS</th>
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<tr>
<td>Naguib Mahfouz “The Happy Man”</td>
<td>Moderate</td>
<td>Unlikely events; vocabulary</td>
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<tr>
<td>Leo Tolstoy “Land Enough for a Man”</td>
<td>Moderate</td>
<td>Selection length; vocabulary</td>
<td>Short sentences</td>
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<tr>
<td>Junichiro Tanizaki “The Thief”</td>
<td>Moderate</td>
<td>Selection length; vocabulary</td>
<td>First-person narrator</td>
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<tr>
<td>Tobias Wolff “The Liar”</td>
<td>Moderate</td>
<td>Selection length; vocabulary</td>
<td>First-person narrator</td>
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<tr>
<td>the River”</td>
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<tr>
<td>Related Reading</td>
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<tr>
<td>Borges, translated by Thomas Giovanni “Heraclitus”</td>
<td>Moderate</td>
<td>Subject matter; poetic technique</td>
<td>Selection length</td>
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<tr>
<td>Anna Quindlen from How Reading Changed My Life</td>
<td>Moderate</td>
<td>Vocabulary</td>
<td>First-person narrator</td>
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<td>UNIT 8</td>
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<tr>
<td>The Genius Within</td>
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<td>Echoes</td>
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<tr>
<td>Sandra Cisneros “A Smart Cookie”</td>
<td>Moderate</td>
<td>Unfamiliar words; allusion to opera</td>
<td>Selection length</td>
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<tr>
<td>Michael J. Gelb “Curiosità” from How to Think Like Leonardo da Vinci:</td>
<td>Moderate</td>
<td>Subject matter; vocabulary</td>
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<td>Seven Steps to Genius Every Day</td>
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<td>Insights: “Major Accomplishments of Leonardo da Vinci” by Michael J. Gelb</td>
<td>Moderate</td>
<td>Nonfiction format</td>
<td>Author’s style</td>
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<td>Amy Tan “Rules of the Game”</td>
<td>Moderate</td>
<td>Subject matter; Selection length; vocabulary</td>
<td>Few characters</td>
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<td>Insights: “The Rules of Chess”</td>
<td>Moderate</td>
<td>Subject matter</td>
<td>Organized format;</td>
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<td>Christy Brown from My Left Foot</td>
<td>Moderate</td>
<td>Subject matter; vocabulary</td>
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<td>Albrecht Fölsing from Albert Einstein: A Biography</td>
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<td>Insights: “Einstein’s Theory of Relativity” by Denis Brian</td>
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<td>Steven Levy “The Roots of Genius?” from Newsweek</td>
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<td>Albert Einstein “My Credo”</td>
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<td>Donald Barthelme “Engineer-Private Paul Klee Misplaces an Aircraft</td>
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<td>Between Milbertshofen and Cambrai, March 1916”</td>
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### Understanding Literature Readability Guide (continued)

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<td>Daniel Keyes</td>
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<td>“Short Assignments” from <em>Bird by Bird</em></td>
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<td>Leslie Marmon Silko</td>
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<td>Tino Villanueva</td>
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<td>Garrett Hongo</td>
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<td>“The Legend”</td>
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<td>Julia Alvarez</td>
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<td>Esmeralda Santiago</td>
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<td>Shirley Jackson</td>
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<td>Bernice Johnson Reagon</td>
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<td>“I Remember; I Believe”</td>
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<td><strong>Cultures in Conflict</strong></td>
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<td>Chinua Achebe</td>
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<td>Mary Lockwood</td>
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<td>Louis L’Amour</td>
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<td>Juanito Platero and Siyowin Miller</td>
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<td>Native American cultural references; selection length; vocabulary</td>
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| Bharati Mukherjee  
"The Road from Ballygunge" | Moderate | Indian cultural references; subject matter; vocabulary | First-person narrator |
| Yoshiko Uchida  
from Desert Exile: The Uprooting of a Japanese-American Family | Moderate | Historical context; vocabulary | First-person narrator |
| Le Ly Hayslip  
from When Heaven and Earth Changed Places | Moderate | Vocabulary; Vietnamese cultural references | Short sentences |
| UNIT 11  
What We Live By |  |  |  |
| Echoes |  |  |  |
| Sophocles  
Antigone, translated by Dudley Fitts and Robert Fitzgerald | Moderate | Greek belief system; author’s style; selection length | Vocabulary |
| UNIT 12  
Other Worlds |  |  |  |
| Echoes |  |  |  |
| Mystery  
Julio Cortázar  
"House Taken Over" | Moderate | Author’s style; vocabulary | Few characters; limited setting |
| Related Reading  
Pablo Neruda  
"Casa" / "House" | Moderate | Figurative language; subject matter | Vocabulary |
| Mystery  
Gabriel García Márquez  
"A Very Old Man with Enormous Wings" | Moderate | Unlikely events; vocabulary | Narrative format |
| Related Reading  
Alvaro Mutis  
"East Song" | Moderate | Subject matter; poetic technique | Vocabulary; selection length |
| Detective Fiction  
Sir Arthur Conan Doyle  
"The Adventure of the Speckled Band" | Moderate | Selection length; vocabulary | Dialogue |
| Science Fiction  
Ray Bradbury  
"The Pedestrian" | Moderate | Author’s style; long sentences | Selection length |
| Science Fiction  
Stephen Vincent Benét  
"By the Waters of Babylon" | Moderate | Unfamiliar setting; selection length | Vocabulary |
| Science Fiction  
Lucille Fletcher  
The Hitchhiker | Easy | Selection length | Radio play format |
| Related Reading  
Jan Harold Brunvand  
from The Vanishing Hitchhiker: American Urban Legends and Their Meanings | Moderate | Long sentences | Selection length; familiar words |
Unit One
The Oral Tradition
Opening the Unit, pages 2–5

Unit 1 Goals/Objectives:
• to explore different kinds of the oral tradition
• to understand the influence the oral tradition has had on past and present literature
• to define oral tradition, transcriptions, translation, myth, muse, chronological order, legend, folk tale, foreshadowing, motif, dramatic irony, tragedy, tragic flaw, and dialogue and identify examples of each
• to create a time capsule
• to demonstrate the ability to write paragraphs with topic sentences

Lessons I Plan to Teach
_________ “Magic Words,” page 6
_________ from The Greek Myths: “The Five Ages of Man” and “Orpheus,” page 10
_________ from the Popol Vuh,” page 16
_________ “Popocatépetl and Ixtacihuatl,” page 23
_________ from King Arthur and His Knights of the Round Table, page 32
_________ from Le Morte d’Arthur, page 45
_________ “Sundiata Keita, the Legend and the King,” page 54
_________ Guided Writing—Personal/Expressive Writing: Creating a Time Capsule, page 62
_________ Unit One Review, page 70
_________ For Your Reading List, page 71

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 2–3).
“Magic Words,” page 6

Teacher’s Name ___________________________ Class ___________________________ Date ___________________________

Reading Level: Easy

Difficulty Considerations: Inuit culture and beliefs

Ease Factor: Familiar words

Synopsis: This Inuit song describes how words can make things happen.

Goals/Objectives:
• to interpret and appreciate a poem about magic passed down through the Inuit oral tradition
• to describe aspects of the Inuit culture and discuss Inuit beliefs
• to define transcription and translation and discuss how these processes might affect the interpretation of literature
• to work collaboratively to retell well-known children’s stories orally
• to conduct and transcribe an interview

Before Reading
- Reader’s Journal (PE, page 6; UR 1, page 5)
- Literary Tools: Transcription, Translation, and Oral Tradition (PE, page 6)
- Reader’s Resource: History and Culture Connection (PE, page 6)
- About the Author: Nalungiaq (PE, page 6)
- Fine Art: Inuit Artist (PE, page 7; Art Note, PE, page 6)
- Vocabulary: Magic Words in Your Writing (VR, page 1)
- Reading Strategy (RSR, page 1)

During Reading
- Guided Reading Questions (PE, page 7; UR 1, page 5)
- Dramatic Recording (AL, 1:29)
- Reading Strategy (RSR, page 1)
- Fix-Up Idea (RSR, page 1)

After Reading
- Reading Strategy (RSR, page 1)
- Standardized Test Practice (RSR, page 2)
- Respond to the Selection (PE, page 7; UR 1, page 5)
- Investigate, Inquire, and Imagine (PE, page 8; UR 1, page 6)
- Understanding Literature: Transcription, Translation, and Oral Tradition (PE, page 8; VLR I, page 13; UR 1, page 7)
- Writer’s Journal: Wishes, Dream Report, or Description (PE, page 9; UR 1, page 8)
- Language, Grammar, and Style: Functions of Sentences (PE, page 9; UR 1, page 8)
- Speaking and Listening & Collaborative Learning: Storytelling (PE, page 9)
- Applied English & Speaking and Listening: Interview and Transcription (PE, page 9)
- Selection Check Test 4.1.3 (ATE, page 7; UR 1, page 9; TG)
- Selection Test 4.1.4 (UR 1, page 10; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“Magic Words,” page 6

Teacher’s Name __________________________________ Class __________________ Date __________________

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<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Inuit Culture and Beliefs</strong></td>
</tr>
<tr>
<td>——— Motivation: Meaning of Magic (ATE, page 7)</td>
<td>——— Discuss the Art Note (PE, page 6).</td>
</tr>
<tr>
<td>——— Reading Proficiency: Listening to the Selection (ATE, page 7)</td>
<td>——— Read the Reader’s Resource: History and Culture Connection (PE, page 6) aloud.</td>
</tr>
<tr>
<td>——— English Language Learning: Background Information (ATE, page 7)</td>
<td>——— Read the About the Author: Nalungiaq (PE, page 6) aloud.</td>
</tr>
<tr>
<td>——— Special Needs: Focus on Guided Reading Questions (ATE, page 7)</td>
<td>——— Encourage students to research the Inuit culture, which is detailed in the Enrichment: Researching Inuit Culture (ATE, page 7).</td>
</tr>
<tr>
<td>——— Enrichment: Researching Inuit Culture (ATE, page 7)</td>
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<tr>
<th>Cross-Curricular Connections</th>
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<tr>
<td>——— Inuit vs. Eskimo (ATE, page 6)</td>
<td>——— Read the poem aloud, checking for comprehension after each sentence.</td>
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<td>——— Motivation: Meaning of Magic (ATE, page 7)</td>
<td>——— Have students share stories they have heard about animals and people who speak the same language.</td>
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<tr>
<td>——— Reading Proficiency: Listening to the Selection (ATE, page 7)</td>
<td>——— Have students practice a choral reading of the poem.</td>
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<tr>
<td>——— Respond to the Selection (PE, page 7; UR 1, page 5)</td>
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<td>——— Investigate, Inquire, and Imagine (PE, page 8; UR 1, page 6)</td>
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<td>——— Vocabulary: Magic Words in Your Writing (VR, page 1)</td>
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<tr>
<td>——— Applied English &amp; Speaking and Listening: Interview and Transcription (PE, page 9)</td>
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Lesson Plan

from *The Greek Myths*: “The Five Ages of Man” and “Orpheus,” page 10

Teacher's Name ___________________ Class ___________________ Date __________________

**Reading Level:** Moderate, Challenging

**Difficulty Considerations:** Ancient Greek cultural references; style; vocabulary

**Ease Factor:** Selection length

**Synopsis:** These Greek myths trace the history of humankind and tell several stories about the mythical poet and musician, Orpheus.

**Goals/Objectives:**
- to enjoy and appreciate two retellings of popular Greek myths
- to recognize and discuss the influences of Greek mythology throughout the ages
- to define *myth* and *muse* and note the function of the Muses in mythology
- to identify complete subjects and predicates in sentences
- to create a comic strip based on a mythical character

**Before Reading**
- Reader's Journal (PE, page 10; UR 1, page 13)
- Literary Tools: Muse and Myth (PE, page 10)
- Reader's Resource: About the Selection (PE, page 10)
- About the Author: Robert Graves (PE, page 10)
- Vocabulary from the Selection (ATE, page 10)
- Vocabulary: Vocabulary Skills Review (VR, page 2)
- Reading Strategy (RSR, page 5)

**During Reading**
- Graphic Organizer (PE, page 10; VLR I, page 14; UR 1, page 13)
- Guided Reading Questions (PE, page 11; UR 1, page 13)
- Reading Strategy (RSR, page 5)
- Fix-Up Idea (RSR, page 5)

**After Reading**
- Reading Strategy (RSR, page 5)
- Standardized Test Practice (RSR, page 6)
- Respond to the Selection (PE, page 14; UR 1, page 14)
- Investigate, Inquire, and Imagine (PE, page 14; UR 1, page 14)
- Understanding Literature: Muse and Myth (PE, page 14; UR 1, page 15)
- Writer's Journal: Wish List, Character Sketch, or Appeal (PE, page 15; UR 1, page 16)
- Language, Grammar, and Style: Complete Subjects and Predicates (PE, page 15; UR 1, page 17)
- Vocabulary: Working with Words for Everyday Use and Footnotes (UR 1, page 17)
- Collaborative Learning: Creating a Comic Strip (PE, page 15)
- Media Literacy: Illustrating the Ages (PE, page 15)
- Selection Check Test 4.1.5 (ATE, page 13; UR 1, page 19; TG)
- Selection Test 4.1.6 (UR 1, page 21; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**WASHINGTON STATE STANDARDS**
click this box for details
Lesson Plan

from The Greek Myths: “The Five Ages of Man” and “Orpheus,” page 10

Teacher’s Name ______________________________ Class __________________ Date __________________

M    T    W    TH    F

Individual Learning Strategies

_________ Motivation: Discussing Origins of Myths (ATE, page 11)
_________ Reading Proficiency: Pronunciations (ATE, page 11)
_________ English Language Learning: Sharing Myths from Other Cultures (ATE, page 11)
_________ Special Needs: Listening to the Selection (ATE, page 11)
_________ Enrichment: Mythology Storytelling Festival (ATE, page 11)

Cross-Curricular Activities

_________ Mythology in Art (ATE, page 12)

Internet Resources

_________ Mythology Site (ATE, page 12)

Flexible Grouping Suggestions

_________ Motivation: Discussing Origins of Myths (ATE, page 11)
_________ Enrichment: Mythology Storytelling Festival (ATE, page 11)
_________ Cross-Curricular Activities: Mythology in Art (ATE, page 12)
_________ Respond to the Selection (PE, page 14; UR 1, page 14)
_________ Investigate, Inquire, and Imagine (PE, page 14; UR 1, page 14)
_________ Understanding Literature: Muse and Myth (PE, page 14; UR 1, page 15)
_________ Collaborative Learning: Creating a Comic Strip (PE, page 15)

Homework Suggestions

_________ Vocabulary: Vocabulary Skills Review (VR, page 2)
_________ Writer’s Journal: Wish List, Character Sketch, or Appeal (PE, page 15; UR 1, page 16)
_________ Language, Grammar, and Style: Complete Subjects and Predicates (PE, page 15; UR 1, page 17)
_________ Media Literacy: Illustrating the Ages (PE, page 15)

Strategies for Developing Readers

Tackle Ancient Greek Cultural References

_________ Discuss the Reader’s Resource information (PE, page 10).
_________ Talk about polytheism, the belief in more than one god.
_________ Have students share any creation stories they know and other stories about the development of humankind.
_________ Have students share any Greek myths they know.

Tackle Style

_________ Read the selection aloud, stopping frequently to check comprehension.
_________ Reread difficult sections of the story.
_________ Use Guided Reading Questions to check understanding.
_________ Use partner or pair groups. Have students read and paraphrase what they have read.

Tackle Vocabulary

_________ Preview the vocabulary words and footnotes with students.
_________ Have students practice saying names using the pronunciation guide in the Reader’s Resource (PE, page 10).
_________ Have students complete the Vocabulary activity (VR, page 2).

Additional Strategies for English Language Learners

_________ Have students retell a myth familiar to them.
_________ Help students make a chart for “The Five Ages of Man,” showing each race, their actions, and their qualities.
_________ Ask students to make a time line for “Orpheus” in small groups.
from the *Popol Vuh*, page 16

Teacher's Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Subject matter; vocabulary

**Ease Factor:** Chronological sequence of events

**Synopsis:** The creation myth of the Quiché Maya shows unsuccessful attempts to create humans.

**Goals/Objectives:**
- to interpret and appreciate a retelling of a Mayan creation myth
- to discuss different beliefs about creation across cultures
- to define *chronological order* and note words in literature that signal the time order of events
- to write the text of a job interview and work with a partner to conduct an interview
- to work collaboratively to research the Mayan culture

**Before Reading**
- Reader's Journal (PE, page 16; UR 1, page 26)
- Literary Tools: Myth and Chronological Order (PE, page 16)
- Reader's Resource: History Connection (PE, page 16)
- About the Author: Anonymous (PE, page 16)
- Vocabulary from the Selection (ATE, page 16)
- Vocabulary: Creating a Word Study Notebook (VR, page 4)
- Reading Strategy (RSR, page 9)

**During Reading**
- Graphic Organizer (PE, page 16; VLR I, page 15; UR 1, page 26)
- Dramatic Recording (AL, 11:26)
- Guided Reading Questions (PE, page 18; UR 1, page 26)
- Reading Strategy (RSR, page 9)
- Fix-Up Idea (RSR, page 9)

**After Reading**
- Reading Strategy (RSR, page 9)
- Standardized Test Practice (RSR, page 10)
- Respond to the Selection (PE, page 20; UR 1, page 27)
- Investigate, Inquire, and Imagine (PE, page 21; UR 1, page 27)
- Understanding Literature: Myth and Chronological Order (PE, page 21; UR 1, page 29)
- Writer's Journal: Want Ad, Birth Announcement, or Design Scheme (PE, page 22; UR 1, page 29)
- Language, Grammar, and Style: Identifying and Correcting Sentence Fragments (PE, page 22; UR 1, page 30)
- Vocabulary: Using Context Clues to Estimate Word Meaning (UR 1, page 30)
- Applied English & Collaborative Learning: Job Interview (PE, page 22)
- Study and Research & Media Literacy: Researching the Quiché Maya (PE, page 22; UR 1, page 32)
- Selection Check Test 4.1.7 (ATE, page 20; UR 1, page 33; TG)
- Selection Test 4.1.8 (UR 1, page 35; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**Reading Strategy:** Tackle Difficult Vocabulary

**Fix-Up Idea:** Reread

**Standardized Test Practice:** Recognize Cause and Effect
from the *Popol Vuh*, page 16

Teacher’s Name ____________________________________ Class __________________ Date __________________

### Teaching Options

#### Individual Learning Strategies
- **Motivation:** Discussing Creation Myths (ATE, page 17)
- **Reading Proficiency:** Previewing Footnotes (ATE, page 17)
- **English Language Learning:** Sharing Creation Stories (ATE, page 17)
- **Special Needs:** Listening to Understand Dialogue (ATE, page 17)
- **Enrichment:** Comparing Creation Stories (ATE, page 17)

#### Additional Questions and Activities
- **Comprehension Questions** (ATE, page 17)

#### Internet Resources
- **Mysterious Places Site** (ATE, page 18)

#### Cross-Curricular Note
- **Huracan and Hurricanes** (ATE, page 19)

#### Flexible Grouping Suggestions
- **Motivation:** Discuss Creation Myths (ATE, page 17)
- **English Language Learning:** Students Share Creation Stories from their Cultures (ATE, page 17)
- **Enrichment:** Research and Compare Two Creation Stories (ATE, page 17)
- **Respond to the Selection** (PE, page 20; UR 1, page 27)
- **Investigate, Inquire, and Imagine** (PE, page 21; UR 1, page 27)
- **Understanding Literature:** Myth and Chronological Order (PE, page 21; UR 1, page 29)
- **Applied English & Collaborative Learning:** Job Interview (PE, page 22)
- **Study and Research & Media Literacy:** Researching the Quiché Maya (PE, page 22; UR 1, page 32)

### Homework Suggestions
- **Vocabulary:** Creating a Word Study Notebook (VR, page 4)
- **Writer’s Journal:** Want Ad, Birth Announcement, or Design Scheme (PE, page 22; UR 1, page 29)
- **Language, Grammar, and Style:** Identifying and Correcting Sentence Fragments (PE, page 22; UR 1, page 30)

### Strategies for Developing Readers

#### Tackle Subject Matter
- Read Literary Tools aloud, focusing especially on *Myth* (PE, page 16).
- Read the Reader’s Resource: History Connection aloud (PE, page 16).
- Read About the Author aloud (PE, page 16).
- Use Motivation: Discussing Creation Myths (ATE, page 17).
- Make a time line of the story.

#### Tackle Vocabulary
- Have students complete the Vocabulary activities: Using Context Clues to Estimate Word Meaning (UR 1, page 30) and Creating a Word Study Notebook (VR, page 4).
- Encourage students to use the footnotes to practice pronunciation.
- Ask Spanish-speaking students to help others with pronunciation.

#### Additional Strategies for English Language Learners
- Use activities for Spanish speakers (SR, page 1).
- Have students retell a myth familiar to them.
- Read aloud, checking for comprehension after every paragraph.
“Popocatépetl and Ixtacihuatl,” page 23

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Vocabulary

Ease Factor: Narrative style

Synopsis: The presence of a snow-capped volcano and its twin mountain is explained in an Aztec myth.

Goals/Objectives:
• to interpret and appreciate an Aztec myth that explains the origin of a volcano and a mountain
• to learn about Aztec culture and discuss the role myths played in early civilizations
• to define foreshadowing and identify examples of this literary technique in literature
• to demonstrate an ability to find the simple subject in sentences
• to research and compare folk tales, myths, and legends

Before Reading
_________ Reader’s Journal (PE, page 23; UR 1, page 39)
_________ Literary Tools: Myth, Legend, Folk Tale, and Foreshadowing (PE, page 23)
_________ Reader’s Resource: History Connection (PE, page 23)
_________ Vocabulary from the Selection (ATE, page 24)
_________ Vocabulary: Using Context Clues in Your Reading (VR, page 6)
_________ Reading Strategy (RSR, page 13)

During Reading
_________ Graphic Organizer (PE, page 23; VLR I, page 16; UR 1, page 39)
_________ Dramatic Recording (AL, 14:25)
_________ Guided Reading Questions (PE, page 25; UR 1, page 39)
_________ Reading Strategy (RSR, page 13)
_________ Fix-Up Idea (RSR, page 13)

After Reading
_________ Reading Strategy (RSR, page 14)
_________ Standardized Test Practice (RSR, page 15)
_________ Respond to the Selection (PE, page 29)
_________ Investigate, Inquire, and Imagine (PE, page 30; UR 1, page 41)
_________ Understanding Literature: Myth, Legend, and Folk Tale (PE, page 30; UR 1, page 42)
_________ Writer’s Journal: Dialogue, Advice Column, or Lament (PE, page 31; UR 1, page 42)
_________ Language, Grammar, and Style: Finding the Simple Subject (PE, page 31; UR 1, page 43)
_________ Vocabulary: Discovering Meaning through Writing (UR 1, page 43)
_________ Applied English: Creating a Plaque (PE, page 31; UR 1, page 44)
_________ Media Literacy & Collaborative Learning: Storytelling (PE, page 31)
_________ Selection Check Test 4.1.9 (ATE, page 29; UR 1, page 45; TG)
_________ Selection Test 4.1.10 (UR 1, page 47; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Popocatépetl and Ixtacihuatl,” page 23

Teacher’s Name ___________________________ Class __________________ Date __________________

M T W TH F

Teaching Options

Individual Learning Strategies

Motivation: Discussing Common Themes in Stories of Star-Crossed Lovers (ATE, page 24)
Reading Proficiency: Pronunciation (ATE, page 24)
English Language Learning: Students Share Myths from Their Cultures (ATE, page 24)
Special Needs: Listening to the Selection (ATE, page 24)
Enrichment: Performing Tales That Explain Natural Phenomena (ATE, page 24)

Cross-Curricular Activities

Researching the Geography of Mexico City (ATE, page 25)
Researching Aztec Culture (ATE, page 27)

Cross-Curricular Note

Quetzalcoatl (ATE, page 26)

Internet Resources

Aztec Calendar Site (ATE, page 26)

Additional Questions and Activities

Reading Comprehension (ATE, page 28)

Flexible Grouping Suggestions

Motivation: Discussing Common Themes in Stories of Star-Crossed Lovers (ATE, page 24)
English Language Learning: Students Share Myths from Their Cultures (ATE, page 24)
Enrichment: Performing Tales That Explain Natural Phenomena (ATE, page 24)
Cross-Curricular Activities: Researching Aztec Culture (ATE, page 27)
Respond to the Selection (PE, page 29)
Investigate, Inquire, and Imagine (PE, page 30; UR 1, page 41)
Understanding Literature: Myth, Legend, and Folk Tale (PE, page 30; UR 1, page 42)
Media Literacy & Collaborative Learning: Storytelling (PE, page 31)

Homework Suggestions

Vocabulary: Using Context Clues in Your Reading (VR, page 6)
Cross-Curricular Activities: Researching the Geography of Mexico City (ATE, page 25)
Internet Resources: Aztec Calendar Site (ATE, page 26)
Writer’s Journal: Dialogue, Advice Column, or Lament (PE, page 31; UR 1, page 42)
Language, Grammar, and Style: Finding the Simple Subject (PE, page 31; UR 1, page 43)
Applied English: Creating a Plaque (PE, page 31; UR 1, page 44)

Strategies for Developing Readers

Tackle Vocabulary

Have students complete the Vocabulary activities: Discovering Meaning through Writing (UR 1, page 43) and Using Context Clues in Your Reading (VR, page 6).
Preview the vocabulary words and footnotes with students.
Read the names of the mountains aloud, using the pronunciation found in the Reader’s Resource on page 23. Have students practice pronouncing them.
Play the Dramatic Recording (AL, 14:25).

Additional Strategies for English Language Learners

Read aloud, checking for comprehension after every paragraph.
Ask students to make a simple cartoon strip to show chronological order of story events.
Ask students to copy unfamiliar words into a notebook and check their meanings.
Have students retell a myth familiar to them.

Tackle Vocabulary

Have students complete the Vocabulary activities: Discovering Meaning through Writing (UR 1, page 43) and Using Context Clues in Your Reading (VR, page 6).
Preview the vocabulary words and footnotes with students.
Read the names of the mountains aloud, using the pronunciation found in the Reader’s Resource on page 23. Have students practice pronouncing them.
Play the Dramatic Recording (AL, 14:25).

Additional Strategies for English Language Learners

Read aloud, checking for comprehension after every paragraph.
Ask students to make a simple cartoon strip to show chronological order of story events.
Ask students to copy unfamiliar words into a notebook and check their meanings.
Have students retell a myth familiar to them.
from *King Arthur and His Knights of the Round Table*, page 32

Teacher’s Name ____________________________ Class ____________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Subject matter; long sentences; selection length; vocabulary

**Ease Factor:** Dialogue

**Synopsis:** A boy with a mysterious past becomes the legendary King Arthur.

**Goals/Objectives:**
- to enjoy an excerpt that depicts the history and exciting adventures of the legendary King Arthur
- to discuss different perspectives of leadership and heroism
- to define *legend* and *motif* and relate these terms to the selection
- to identify the parts of speech and their functions in a paragraph
- to compare film representations of the Arthurian legend to literary representations

**Before Reading**
- Reader’s Journal (PE, page 32; UR 1, page 50)
- Reader’s Resource: Historical Connection (PE, page 32)
- About the Author: Roger Lancelyn Green (PE, page 32)
- Vocabulary from the Selection (ATE, page 32)
- Vocabulary: Analogies (VR, page 9)
- Reading Strategy (RSR, page 18)

**During Reading**
- Graphic Organizer (PE, page 32; VLR I, page 17; UR 1, page 50)
- Dramatic Recording (AL, 37:28)
- Guided Reading Questions (PE, page 34; UR 1, page 50)
- Reading Strategy (RSR, page 18)
- Fix-Up Idea (RSR, page 18)

**After Reading**
- Reading Strategy (RSR, page 18)
- Respond to the Selection (PE, page 43; UR 1, page 53)
- Investigate, Inquire, and Imagine (PE, page 43; UR 1, page 53)
- Understanding Literature: Legend and Motif (PE, page 43; UR 1, page 54)
- Writer’s Journal: Fortune Cookie Inserts, Comic Strip, or Speech (PE, page 44; VLR I, page 18; UR 1, page 55)
- Language, Grammar, and Style: Identifying the Parts of Speech (PE, page 44; UR 1, page 56)
- Study and Research & Applied English: Designing Arthurian Costumes (PE, page 44)
- Media Literacy: Reviewing Movies on Arthurian Themes (PE, page 44)
- Selection Check Test 4.1.11 (ATE, page 42; UR 1, page 57; TG)
- Selection Test 4.1.12 (UR 1, page 58; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**WASHINGTON STATE STANDARDS**

**READING STRATEGIES RESOURCE, PAGE 18**

**Reading Strategy:** Connect to Prior Knowledge

**Fix-Up Idea:** Take a Break

**Standardized Test Practice:** Analyze Character Development

**WASHINGTON STATE STANDARDS**

*click this box for details*
Lesson Plan

from *King Arthur and His Knights of the Round Table*, page 32

Teacher’s Name __________________________________ Class __________________ Date __________________

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<tr>
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<td>Researching Christianity in Early Britain (ATE, page 38)</td>
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<td>Cross-Curricular Activities: Researching Christianity in Early Britain (ATE, page 38)</td>
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<tr>
<td>Cross-Curricular Activities: Jousting and Fencing (ATE, page 40)</td>
</tr>
<tr>
<td>Respond to the Selection (PE, page 43; UR 1, page 53)</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 43; UR 1, page 53)</td>
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<tr>
<td>Understanding Literature: Legend and Motif (PE, page 43; UR 1, page 54)</td>
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<td>Cross-Curricular Activities: Art Inspired by Arthurian Legend (ATE, page 37)</td>
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<tr>
<td>Writer’s Journal: Fortune Cookie Inserts, Comic Strip, or Speech (PE, page 44; VLR I, page 18; UR 1, page 55)</td>
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<tr>
<td><strong>Tackle Subject Matter</strong></td>
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<tr>
<td>Read Literary Tools, focusing especially on <em>Legend</em> (PE, page 32).</td>
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<tr>
<td>Read Reader’s Resource: Historical Connection aloud (PE, page 32).</td>
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<tr>
<td>Examine the pictures of knights on pages 33 and 37.</td>
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<tr>
<td>Have students share what they know about knights from fairy tales or legends.</td>
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| **Tackle Long Sentences** |
| Practice and model visualization throughout the story. |
| Use the Dramatic Recording to engage students in the selection; place a student in charge of playing and stopping the Dramatic Recording so the teacher can offer one-on-one assistance (AL, 37:28). |
| Replay or reread difficult sections of the story. |

| **Tackle Selection Length** |
| Read the story over two or more class sessions. |
| Summarize the plot, page by page, using the Guided Reading Questions. |
| Use partner or pair groups: Have students read, answer questions, and mark text together. |
| Read and discuss smaller sections of the story. |

| **Tackle Vocabulary** |
| Present the information given under English Language Learning: Vocabulary (ATE, page 33) |
| Preview the footnotes. |
| Practice pronunciation of names before reading the selection. |
| Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 37:28). |

| **Additional Strategies for English Language Learners** |
| Use activities for Spanish speakers (SR, page 9). |
| Have volunteers act out the section of the story in which Arthur pulls the sword out of the stone. |
| Pair students with proficient readers to make a time line of the story. |
from *Le Morte d’Arthur*, page 45

Teacher's Name ___________________ Class ___________________ Date ___________________

**Reading Level:** Moderate

**Difficulty Considerations:** Subject matter; formal style; archaic vocabulary

**Ease Factor:** Divided into short chapters

**Synopsis:** Arthur fights Mordred, his illegitimate son, and dies, though some dispute his death.

**Goals/Objectives:**
- to appreciate a story about the death of King Arthur
- to briefly describe how Sir Thomas Malory composed the book from which this excerpt is taken
- to define *dramatic irony*, *tragedy*, and *tragic flaw*
- to write a television news report

**Before Reading**

- Reader's Journal (PE, page 45; UR 1, page 62)
- Literary Tools: Dramatic Irony, Tragedy, and Tragic Flaw (PE, page 45)
- About the Author: Sir Thomas Malory (PE, page 45)
- Vocabulary from the Selection (ATE, page 45)
- Vocabulary: Archaisms (VR, page 13)
- Reading Strategy (RSR, page 22)

**During Reading**

- Graphic Organizer (PE, page 45; VLR I, page 19; UR 1, page 62)
- Dramatic Recording (AL, 19:14)
- Guided Reading Questions (PE, page 47; UR 1, page 62)
- Reading Strategy (RSR, page 22)
- Fix-Up Idea (RSR, page 22)

**After Reading**

- Reading Strategy (RSR, page 22)
- Standardized Test Practice (RSR, page 23)
- Respond to the Selection (PE, page 52; UR 1, page 63)
- Investigate, Inquire, and Imagine (PE, page 52; UR 1, page 64)
- Understanding Literature: *Dramatic Irony, Tragedy, and Tragic Flaw* (PE, page 52; UR 1, page 65)
- Writer's Journal: Eulogy, Ending, or Retelling (PE, page 53; UR 1, page 65)
- Language, Grammar, and Style: Using the Parts of Speech in Writing (PE, page 53; UR 1, page 66)
- Vocabulary: Learning Synonyms, Antonyms, and Homonyms (UR 1, page 66)
- Media Literacy & Collaborative Learning: Writing a Television News Report (PE, page 53)
- Selection Check Test 4.1.13 (ATE, page 51; UR 1, page 69; TG)
- Selection Test 4.1.14 (UR 1, page 71; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**WASHINGTON STATE STANDARDS**

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**READING STRATEGIES RESOURCE, PAGE 22**

**Reading Strategy:** Use Text Organization

**Fix-Up Idea:** Unlock Difficult Vocabulary

**Standardized Test Practice:** Identify Sequence of Events

---

from *Le Morte d’Arthur*, page 45

Teacher’s Name ____________________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Listing Characteristics of Legends (ATE, page 46)
- Reading Proficiency: Listening and Summarizing (ATE, page 46)
- English Language Learning: Archaic Terms (ATE, page 46)
- Special Needs: Predicting (ATE, page 46)
- Enrichment: Reviewing *Le Morte d’Arthur* (ATE, page 46)

**Biographical Note**
- Background Information (ATE, page 47)
- King Arthur (ATE, page 49)

**Cross-Curricular Activities**
- Researching the Battle of Camlan (ATE, page 48)

**Additional Questions and Activities**
- Comprehension Questions (ATE, page 49)
- Researching Avalon (ATE, page 50)

**Internet Resources**
- Arthurian A 2 Z Site (ATE, page 50)

**Flexible Grouping Suggestions**
- Respond to the Selection (PE, page 52; UR 1, page 63)
- Investigate, Inquire, and Imagine (PE, page 52; UR 1, page 64)
- Understanding Literature: Dramatic Irony, Tragedy, and Tragic Flaw (PE, page 52; UR 1, page 65)
- Media Literacy & Collaborative Learning: Writing a Television News Report (PE, page 53)

**Strategies for Developing Readers**

**Additional Strategies for English Language Learners**

**Homeowrk Suggestions**
- Vocabulary: Archaisms (VR, page 13)
- Enrichment: Reviewing *Le Morte d’Arthur* (ATE, page 46)
- Cross-Curricular Activities: Researching the Battle of Camlan (ATE, page 48)
- Additional Questions and Activities: Researching Avalon (ATE, page 50)
- Internet Resources: Arthurian A 2 Z Site (ATE, page 50)

**Tackle Subject Matter**
- Read Prereading information aloud.
- Examine the picture on page 46.
- Have students share what they know about King Arthur from other sources.
- Biographical Note: Background Information (ATE, page 47)

**Tackle Format Style**
- Use the Dramatic Recording; place a student in charge of playing and stopping the Dramatic Recording so the teacher can offer one-on-one assistance (AL, 19:14).
- Pause at the end of each page or chapter to summarize.
- Read the description at the beginning of each chapter. Have students predict what will happen.
- Use Guided Reading Questions and Additional Questions and Activities to check understanding.

**Tackle Archaic Vocabulary**
- Use Vocabulary: Archaisms (VR, page 13)
- Preview the vocabulary words and footnotes with students.
- Write antiquated language on a board or overhead; have students translate it to contemporary English.
- Use the Dramatic Recording to engage students in the story (AL, 19:14).

**Additional Strategies for English Language Learners**
- Read the selection aloud, checking comprehension after each sentence.
- Summarize each chapter.
- Have students list the characters and a short description of each while reading.

---

“Sundiata Keita, the Legend and the King,” page 54

Teacher's Name ____________________________ Class ______________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: African references; author's style; vocabulary

Ease Factor: Selection length

Synopsis: Sundiata Keita overcomes a physical disability and becomes a heroic warrior-king of Mali.

Goals/Objectives:
• to empathize with and understand the challenges of a boy who struggled to become a leader of his people
• to discuss the development and importance of the oral tradition in early civilizations
• to define dialogue and analyze the dialogue in a literary work
• to work collaboratively to stage and perform a dramatic interpretation of “Sundiata Keita”
• to conduct research on African history

Before Reading
_________ Reader’s Journal (PE, page 54; UR 1, page 75)
_________ Literary Tools: Oral Tradition, Legend, and Dialogue (PE, page 54)
_________ Reader’s Resource: Geography and History Connection (PE, page 54)
_________ About the Authors: Patricia and Fredrick McKissack (PE, page 54)
_________ Fine Art: Dogon Artist (PE, page 55; VLR II, page 1; Art Note, PE, page 54)
_________ Vocabulary from the Selection (ATE, page 54)
_________ Vocabulary: Context Clues: Sentence-Completion Test Questions (VR, page 15)
_________ Reading Strategy (RSR, page 26)

During Reading
_________ Dramatic Recording (AL, 11:25)
_________ Guided Reading Questions (PE, page 56; UR 1, page 75)
_________ Reading Strategy (RSR, page 26)
_________ Fix-Up Idea (RSR, page 26)

After Reading
_________ Reading Strategy (RSR, page 26)
_________ Standardized Test Practice (RSR, page 27)
_________ Respond to the Selection (PE, page 59; UR 1, page 76)
_________ Investigate, Inquire, and Imagine (PE, page 60; UR 1, page 76)
_________ Understanding Literature: Oral Tradition, Legend, and Dialogue (PE, page 60; UR 1, page 78)
_________ Writer’s Journal: Boasts, Lyrics, or Encyclopedia Entry (PE, page 61; UR 1, page 78)
_________ Collaborative Learning: Staging a Play (PE, page 61)
_________ Study and Research: Researching African History (PE, page 61; UR 1, page 79)
_________ Vocabulary: Comparing Dictionary Entries (UR 1, page 80)
_________ Selection Check Test 4.1.15 (ATE, page 58; UR 1, page 81; TG)
_________ Selection Test 4.1.16 (UR 1, page 83; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
**Lesson Plan**

“Sundiata Keita, the Legend and the King,” page 54

Teacher’s Name ___________________________________ Class ___________________ Date __________________

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### Teaching Options

#### Individual Learning Strategies
- Motivation: Discussing People Who Overcame Physical Challenges (ATE, page 55)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 55)
- English Language Learning: Vocabulary (ATE, page 55)
- Special Needs: Listening to the Selection (ATE, page 55)
- Enrichment: Researching Symbolism in African Cultures (ATE, page 55)

#### Cross-Curricular Activities
- Researching Human Development (ATE, page 56)

#### Biographical Note
- African Legends (ATE, page 57)

#### Additional Questions and Activities
- Researching Griots (ATE, page 58)

#### Flexible Grouping Suggestions
- Motivation: Discussing People Who Overcame Physical Challenges (ATE, page 55)
- Enrichment: Researching Symbolism in African Cultures (ATE, page 55)
- Cross-Curricular Activities: Researching Human Development (ATE, page 56)
- Additional Questions and Activities: Researching Griots (ATE, page 58)
- Respond to the Selection (PE, page 59; UR 1, page 76)
- Investigate, Inquire, and Imagine (PE, page 60; UR 1, page 76)
- Understanding Literature: Oral Tradition, Legend, and Dialogue (PE, page 60; UR 1, page 78)
- Collaborative Learning: Staging a Play (PE, page 61)

#### Homework Suggestions
- Vocabulary: Context Clues: Sentence-Completion Test Questions (VR, page 15)
- Enrichment: Researching Symbolism in African Cultures (ATE, page 55)

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### Tackle African References
- Read the Prereading information aloud.
- Locate Mali and Ghana on a map.
- Talk about legendary leaders from other countries.

### Tackle Style
- Use the Dramatic Recording for a portion of the story. Encourage students to listen without reading along in their books (AL, 11:25).
- Have students discuss what they remember from listening.
- Replay or reread difficult sections of the selection.
- Point out sections of song (in italics) and dialogue (set up as in a drama).
- Use Guided Reading Questions to check understanding.

### Tackle Vocabulary
- Have students complete the Vocabulary activities: Context Clues: Sentence-Completion Test Questions (VR, page 15) and Comparing Dictionary Entries (UR 1, page 80).
- Preview the vocabulary words and footnotes with students.
- Read names aloud and have students practice pronouncing them.
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 11:25).

### Additional Strategies for English Language Learners
- Have volunteers act out the dialogue portion of the story.
- Make a time line of events in Sundiata Keita’s life.
- Have students work in pairs to read the selection aloud and answer the Guided Reading Questions.
Unit One
The Oral Tradition
Closing the Unit, pages 62–71

Teacher's Name ____________________________ Class __________ Date __________

Guided Writing

Personal/Expressive Writing: Creating a Time Capsule

Assignment: Students create a time capsule and write an explanation of its contents (PE, pages 62–69).

Before Writing
——— Creating a Time Capsule (PE, page 62)
——— Student Model (PE, page 62)
——— Examining the Model (PE, page 63)
——— Prewriting (PE, page 63; WR, page 19)
——— Student Model—Graphic Organizer (PE, page 65; WR, page 20)
——— Graphic Organizer (VLR I, page 110; WR, page 21)
——— Student Model—Draft (WR, page 22)

During Writing
——— Drafting (PE, page 65)
——— Self- and Peer Evaluation (PE, page 66; WR, page 26)
——— Revising and Proofreading (PE, page 66)
——— Student Model—Revised (PE, page 66; WR, page 30)

After Writing
——— Publishing and Presenting (PE, page 69)
——— Reflecting (PE, page 69)
——— Rubric for Personal/Expressive Writing: Creating a Time Capsule (VLR I, page 111; WR, page 35)

Individual Learning Strategies
——— Motivation: Whole-Class Brainstorm (ATE, page 63)
——— Reading Proficiency: Seeking Knowledge Actively (ATE, page 63)
——— English Language Learning: Conference to Gauge Comprehension (ATE, page 63)
——— Special Needs: History of Students’ Own Lives (ATE, page 63)
——— Enrichment: Step-by-Step Procedure (ATE, page 63)

Flexible Grouping Suggestions
——— Motivation: Whole-Class Brainstorm (ATE, page 63)
——— Peer Evaluation (PE, page 66; WR, page 28)
——— Revising and Proofreading (PE, page 66)
——— Publishing and Presenting (PE, page 69)
——— Reflecting (PE, page 69)

Homework Suggestions
——— Graphic Organizer (VLR I, page 110; WR, page 21)
——— Self-Evaluation (PE, page 66; WR, page 26)

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GUIDED WRITING

Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.
Lesson Plan

Unit One
The Oral Tradition
Closing the Unit, pages 62–71

Teacher's Name ____________________________ Class __________________ Date __________________

Unit One Review

Review and Assessment

☐ Words for Everyday Use (PE, page 70; UR 1, page 90)
☐ Vocabulary Development (ATE, page 70)
☐ Literary Tools (PE, page 70; UR 1, page 90)
☐ Unit 1 Review/Study Guide (UR 1, page 87)
☐ Unit 1 Test (UR 1, page 94; TG)

Reflecting on Your Reading

☐ Genre Studies: Myths and Legends and Oral Traditions (PE, page 70; UR 1, page 93)
☐ Thematic Studies: Creation Stories, Transformation, and Leadership (PE, page 70; UR 1, page 91)
☐ Revisit the artwork and the quote from the Opening Pages (PE, pages 2–3).

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity

☐ The Greek Myths by Robert Graves (PE, page 71)
☐ Independent Reading Activity: Storytelling (PE, page 71; UR 1, page 93)

Selections for Additional Reading

☐ Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux by Nicholas Black Elk as told through John G. Neihardt (PE, page 71)
☐ The Once and Future King by T. H. White (PE, page 71)
☐ The Wishing Bone Cycle, Narrative Poems from the Swampy Cree Indians, gathered and translated by Howard A. Norman (PE, page 71)
Unit Two
Poetry
Opening the Unit, pages 72–77

Unit 2 Goals/Objectives:
• to respond to several different types of poems
• to discuss different definitions of poetry and approaches to poetry
• to define personification, image, imagery, tone, repetition, mood, run-on line, simile, paradox, stanza, abstract and concrete words and phrases, rhyme, rhyme scheme, narrative poem, inversion, meter, allusion, point of view, and parallelism and identify and explain examples of each
• to write a personal interpretation of a poem
• to identify and use context clues to define words

Lessons I Plan to Teach
_________ “36. In the late-afternoon light the tops of the breadfruit leaves,” page 78
_________ “The Bean Eaters,” page 83
_________ “Dream Variations,” page 88
_________ “The Dance,” page 92
_________ “Ars Poetica,” page 96
_________ “Poetry,” page 101
_________ “The Gazelle,” page 106
_________ Related Reading: “Afternoon,” page 108
_________ “Success is counted sweetest…,” page 111
_________ Related Reading: “The Mystery of Emily Dickinson,” page 113
_________ “I heard my love…,” page 116
_________ “A Tree Telling of Orpheus,” page 120
_________ from “Holidays,” page 128
_________ “The Drowned Maid” from the Kalevala, page 134
_________ Related Reading: “In the Blue Woodland,” page 142
_________ Insights: “Musical Adaptation of the Kalevala Presented at Guthrie Theater Lab,” page 143
_________ Language Arts in Action: “Participating in a Poetry Slam,” page 146
_________ Guided Writing—Informative Writing: Interpreting a Poem, page 149
_________ Unit Two Review, page 156
_________ For Your Reading List, page 157

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 72–73).

Getting Started in the Classroom
_________ Discuss how the artwork (PE, page 72) and the quote (PE, page 73) relate to the content of this unit.
_________ Elements of Poetry (PE, page 74)
_________ Additional Questions and Activities (ATE, pages 74, 76, 77, and 78)
_________ Quotables: William Carlos Williams (ATE, page 75)
_________ Internet Resources: Favorite Poem Project (ATE, page 75)
_________ Art Note: Olga Vladimirovna Rozanova (ATE, page 75)
_________ Biographical Note: John Timpane (ATE, page 76)
_________ Genre Check Test 4.2.1 (ATE, page 77; UR 2, page 1; TG)
_________ Genre Check Test 4.2.2 (UR 2, page 3; TG)
Lesson Plan

“36. In the late-afternoon light the tops of the breadfruit leaves,” page 78

Teacher’s Name ___________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Poetic conventions; vocabulary

Ease Factor: Vivid images

Synopsis: A tropical setting changes in the light of late afternoon and evening.

Goals/Objectives:
• to appreciate a poem about a tropical setting
• to briefly explain who Derek Walcott is and describe his literary accomplishments
• to define image, imagery, and personification and identify examples of each
• to identify functions of sentences
• to conduct research about a Caribbean island

Before Reading
_________ Reader's Journal (PE, page 78; UR 2, page 5)
_________ Literary Tools: Personification, Image, and Imagery (PE, page 78; UR 2, page 5)
_________ Reader's Resource: About the Selection (PE, page 78)
_________ About the Author: Derek Walcott (PE, page 78)
_________ Vocabulary from the Selection (ATE, page 79)
_________ Vocabulary: Poetry—Lyrical Language (VR, page 18)
_________ Reading Strategy (RSR, page 31)

During Reading
_________ Graphic Organizer (PE, page 78; VLR I, page 20; UR 2, page 5)
_________ Dramatic Recording (AL, 1:37)
_________ Guided Reading Questions (PE, page 79; UR 2, page 6)
_________ Reading Strategy (RSR, page 31)
_________ Fix-Up Idea (RSR, page 31)

After Reading
_________ Reading Strategy (RSR, page 31)
_________ Standardized Test Practice (RSR, page 32)
_________ Respond to the Selection (PE, page 80; UR 2, page 6)
_________ Investigate, Inquire, and Imagine (PE, page 81; UR 2, page 6)
_________ Understanding Literature: Personification, Image, and Imagery (PE, page 81; UR 2, page 7)
_________ Writer's Journal: Post Card, Journal Entry, or Lyric or Prose Poem (PE, page 82; UR 2, page 8)
_________ Language, Grammar, and Style: Functions of Sentences (PE, page 82; UR 2, page 8)
_________ Study and Research: Researching St. Lucia (PE, page 82; UR 2, page 9)
_________ Collaborative Learning: Examining Binary Opposites (PE, page 82)
_________ Vocabulary: Using a Thesaurus (UR 2, page 9)
_________ Selection Check Test 4.2.3 (ATE, page 80; UR 2, page 12; TG)
_________ Selection Test 4.2.4 (UR 2, page 13; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 31

Reading Strategy: Visualize
Fix-Up Idea: Read Aloud

Standardized Test Practice:
Identify Author's Purpose

WASHINGTON STATE STANDARDS

click this box for details
“36. In the late-afternoon light the tops of the breadfruit leaves,” page 78

Teacher’s Name ________________________ Class __________________ Date __________________

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<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Poetic Conventions</strong></td>
</tr>
<tr>
<td>— Motivation: Tropical Island Sensory Details (ATE, page 79)</td>
<td>— Remind students to read sentence by sentence, rather than line by line.</td>
</tr>
<tr>
<td>— Reading Proficiency: Listening to the Selection (ATE, page 79)</td>
<td>— Have students pause at each semicolon and paraphrase what they have read.</td>
</tr>
<tr>
<td>— English Language Learning: Vocabulary (ATE, page 79)</td>
<td>— Use the Dramatic Recording; place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 1:37).</td>
</tr>
<tr>
<td>— Special Needs: Checking Comprehension (ATE, page 79)</td>
<td>— Replay or reread difficult sections of the poem.</td>
</tr>
<tr>
<td>— Enrichment: Analysis of a Walcott Poem (ATE, page 79)</td>
<td>— Use Guided Reading Questions to check understanding.</td>
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<thead>
<tr>
<th>Cross-Curricular Activities</th>
<th><strong>Tackle Vocabulary</strong></th>
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<tr>
<td>— Locating the West Indies (ATE, page 80)</td>
<td>— Have students complete the Vocabulary activities: Using a Thesaurus (UR 2, page 9) and Poetry—Lyrical Language (VR, page 18).</td>
</tr>
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<tr>
<th>Flexible Grouping Suggestions</th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>— Motivation: Tropical Island Sensory Details (ATE, page 79)</td>
<td>At a paint store, find paint chip samples that match the colors from the poem. Label the backs with colors from the poem. Then have students pick out the appropriate color as they reach the word in the poem and check the back to self-correct.</td>
</tr>
<tr>
<td>— Special Needs: Checking Comprehension (ATE, page 79)</td>
<td>— Discuss each example of personification.</td>
</tr>
<tr>
<td>— Cross-Curricular Activities: Locating the West Indies (ATE, page 80)</td>
<td>— Help students with visualization techniques.</td>
</tr>
<tr>
<td>— Respond to the Selection (PE, page 80; UR 2, page 6)</td>
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<tr>
<td>— Investigate, Inquire, and Imagine (PE, page 81; UR 2, page 6)</td>
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</tr>
<tr>
<td>— Understanding Literature: Personification, Image, and Imagery (PE, page 81; UR 2, page 7)</td>
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<tr>
<td>— Collaborative Learning: Examining Binary Opposites (PE, page 82)</td>
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<th>Homework Suggestions</th>
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<tbody>
<tr>
<td>— Vocabulary: Poetry—Lyrical Language (VR, page 18)</td>
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<tr>
<td>— Enrichment: Analysis of a Walcott Poem (ATE, page 79)</td>
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<tr>
<td>— Writer’s Journal: Post Card, Journal Entry, or Lyric or Prose Poem (PE, page 82; UR 2, page 8)</td>
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<tr>
<td>— Language, Grammar, and Style: Functions of Sentences (PE, page 82; UR 2, page 8)</td>
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<tr>
<td>— Study and Research: Researching St. Lucia (PE, page 82; UR 2, page 9)</td>
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</table>
“The Bean Eaters,” page 83

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Subject matter

Ease Factor: Author’s style

Synopsis: A poem inspired by van Gogh’s The Potato Eaters tells about the lives of an old couple.

Goals/Objectives:
• to appreciate a poem about ordinary people
• to explain how Brooks was inspired by a visual work of art in composing her poem
• to define image and highlight examples of different sense images
• to define tone and explain how the words and phrases in a poem contribute to its tone
• to identify verbs in sentences
• to create a bibliography of Brooks’s writings
• to celebrate poetry by participating in a poetry recital

Before Reading
________ Reader’s Journal (PE, page 83; UR 2, page 17)
________ Literary Tools: Tone and Image (PE, page 83)
________ Reader’s Resource: About the Selection (PE, page 83)
________ About the Author: Gwendolyn Brooks (PE, page 83)
________ Fine Art: Vincent van Gogh (PE, page 84; VLR II, page 4; Art Note, ATE, page 84)
________ Vocabulary: Poetry—Lyrical Language (VR, page 18)
________ Reading Strategy (RSR, page 35)

During Reading
________ Graphic Organizer (PE, page 83; VLR I, page 21; UR 2, page 17)
________ Guided Reading Questions (PE, page 85; UR 2, page 18)
________ Reading Strategy (RSR, page 35)
________ Fix-Up Idea (RSR, page 35)

After Reading
________ Reading Strategy (RSR, page 35)
________ Standardized Test Practice (RSR, page 36)
________ Respond to the Selection (PE, page 85; UR 2, page 18)
________ Investigate, Inquire, and Imagine (PE, page 86; UR 2, page 18)
________ Understanding Literature: Tone and Image (PE, page 86; UR 2, page 19)
________ Writer’s Journal: Inventory, Journal Entry, or Dialogue (PE, page 86)
________ Language, Grammar, and Style: Finding the Verbs (PE, page 87; UR 2, page 19)
________ Speaking and Listening & Collaborative Learning: Discussion (PE, page 87)
________ Media Literacy: Bibliography (PE, page 87)
________ Collaborative Learning: Poetry Recital (PE, page 87)
________ Selection Check Test 4.2.5 (ATE, page 85; UR 2, page 20)
________ Selection Test 4.2.6 (UR 2, page 21)
________ Internet activities at http://www.emcp.com
________ Free reading time
“The Bean Eaters,” page 83

Teacher's Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies
- Motivation: Translating a Poem into a Visual Image (ATE, page 84)
- Reading Proficiency: Listening to the Selection (ATE, page 84)
- English Language Learning: Vocabulary (ATE, page 84)
- Special Needs: Previewing Footnotes (ATE, page 84)
- Enrichment: Comparing and Contrasting Images and Tone (ATE, page 84)

Art Note
- Vincent van Gogh (ATE, page 84)

Literary Technique
- Repetition (ATE, page 85)

Flexible Grouping Suggestions
- Respond to the Selection (PE, page 85; UR 2, page 18)
- Investigate, Inquire, and Imagine (PE, page 86; UR 2, page 18)
- Understanding Literature: Tone and Image (PE, page 86; UR 2, page 19)
- Speaking and Listening & Collaborative Learning: Discussion (PE, page 87)
- Collaborative Learning: Poetry Recital (PE, page 87)

Homework Suggestions
- Motivation: Translating a Poem into a Visual Image (ATE, page 84)
- Enrichment: Comparing and Contrasting Images and Tone (ATE, page 84)
- Writer's Journal: Inventory, Journal Entry, or Dialogue (PE, page 86)
- Language, Grammar, and Style: Finding the Verb (PE, page 87; UR 2, page 19)
- Media Literacy: Bibliography (PE, page 87)

Strategies for Developing Readers

Tackle Subject Matter
- Spend time examining and discussing The Potato Eaters (PE and ATE, page 84) before reading.
- Complete the Visual Literacy worksheet on Vincent van Gogh before reading the selection (VLR II, page 4)

Additional Strategies for English Language Learners
- Have students practice an oral interpretation of the poem.
- Model visualization techniques while reading the poem aloud.
- Discuss what the couple’s possessions tell about them.
Lesson Plan

“Dream Variations,” page 88

Teacher’s Name ___________________ Class ___________________ Date ___________________

Reading Level: Moderate

Difficulty Consideration: Poetic style

Ease Factor: Vocabulary

Synopsis: The speaker relates dreams that show his African-American pride.

Goals/Objectives:
• to empathize with the feelings of the speaker about his dream
• to summarize the background and writing career of Langston Hughes
• to define mood and repetition and point out examples of each
• to identify nouns of direct address in sentences
• to work collaboratively to research the Harlem Renaissance

Before Reading
_________ Reader’s Journal (PE, page 88; UR 2, page 23)
_________ Literary Tools: Mood and Repetition (PE, page 88)
_________ Reader’s Resource: About the Selection (PE, page 88)
_________ About the Author: Langston Hughes (PE, page 88)
_________ Fine Art: Edward Mitchell Bannister (PE, page 89; Art Note, PE, page 88; UR 2, page 24)
_________ Vocabulary: Poetry—Lyrical Language (VR, page 18)
_________ Reading Strategy (RSR, page 39)

During Reading
_________ Graphic Organizer (PE, page 88; VLR I, page 22; UR 2, page 23)
_________ Dramatic Recording (AL, 0:43)
_________ Guided Reading Questions (PE, page 89; UR 2, page 24)
_________ Reading Strategy (RSR, page 39)
_________ Fix-Up Idea (RSR, page 39)

After Reading
_________ Reading Strategy (RSR, page 39)
_________ Standardized Test Practice (RSR, page 40)
_________ Respond to the Selection (PE, page 90; UR 2, page 24)
_________ Investigate, Inquire, and Imagine (PE, page 90; UR 2, page 24)
_________ Understanding Literature: Mood and Repetition (PE, page 90; UR 2, page 25)
_________ Writer’s Journal: Birthday Card Verse, Daily Planner Entry, or Note (PE, page 91; UR 2, page 26)
_________ Language, Grammar, and Style: Compound Simple Subjects and Compound Verbs (PE, page 91; UR 2, page 26)
_________ Study and Research & Collaborative Learning: Harlem Renaissance (PE, page 91)
_________ Media Literacy: Online Worksheet (PE, page 91)
_________ Selection Check Test 4.2.7 (ATE, page 89; UR 2, page 27; TG)
_________ Selection Test 4.2.8 (UR 2, page 28; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Dream Variations,” page 88

Teacher's Name ____________________________ Class __________________ Date __________________

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<td><strong>Tackle Style</strong></td>
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<tr>
<td>——— Motivation: Poem about Dreams (ATE, page 88)</td>
<td>——— Review the use of dashes and ellipses.</td>
</tr>
<tr>
<td>——— Reading Proficiency: Listening for Repetition (ATE, page 88)</td>
<td>——— Use the Dramatic Recording; place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 0:43).</td>
</tr>
<tr>
<td>——— English Language Learning: Punctuation Review (ATE, page 88)</td>
<td>——— Stop at each end mark and discuss the mood and meaning of the section.</td>
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<td>——— Special Needs: Mood (ATE, page 88)</td>
<td>——— Use the Guided Reading Questions to check understanding.</td>
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<td>——— Enrichment: Dance and Oral Reading (ATE, page 89)</td>
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<td><strong>Flexible Grouping Suggestions</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
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<td>——— Enrichment: Dance and Oral Reading (ATE, page 89)</td>
<td>——— Have students practice an oral interpretation of the poem.</td>
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<tr>
<td>——— Respond to the Selection (PE, page 90; UR 2, page 24)</td>
<td>——— Find similarities and differences between the two stanzas.</td>
</tr>
<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 90; UR 2, page 24)</td>
<td>——— Discuss the emotions implied in the poem.</td>
</tr>
<tr>
<td>——— Understanding Literature: Mood and Repetition (PE, page 90; UR 2, page 25)</td>
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<tr>
<td>——— Study and Research &amp; Collaborative Learning: Harlem Renaissance (PE, page 91)</td>
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| **Homework Suggestions** | |
| ——— Motivation: Poem about Dreams (ATE, page 88) | |
| ——— Writer's Journal: Birthday Card Verse, Daily Planner Entry, or Note (PE, page 91; UR 2, page 26) | |
| ——— Language, Grammar, and Style: Compound Simple Subjects and Compound Verbs (PE, page 91; UR 2, page 26) | |
| ——— Media Literacy: Online Worksheet (PE, page 91) | |
Lesson Plan

“The Dance,” page 92

Reading Level: Moderate

Difficulty Considerations: Subject matter; poetic conventions

Ease Factor: Repeated words and phrases

Synopsis: This poem describes and replicates the lively movement of Brueghel's painting, Wedding Dance in the Open Air.

Goals/Objectives:
- to enjoy a lively poem about a work of art
- to understand connections between visual and verbal forms of art
- to define run-on line and rhythm and identify and explain examples of each
- to define repetition and recognize a variety of repeated elements in the selection

Before Reading
- Reader's Journal (PE, page 92; UR 2, page 31)
- Literary Tools: Run-On Line, Rhythm, and Repetition (PE, page 92)
- Reader's Resource: Art Connection (PE, page 92)
- About the Author: William Carlos Williams (PE, page 92)
- Fine Art: Pieter Brueghel the Elder (PE, page 93; VLR II, page 7)
- Vocabulary: Poetry—Lyrical Language (VR, page 18)
- Reading Strategy (RSR, page 43)

During Reading
- Graphic Organizer (PE, page 92; VLR I, page 23; UR 2, page 31)
- Dramatic Recording (AL, 0:45)
- Reading Strategy (RSR, page 43)
- Fix-Up Idea (RSR, page 43)

After Reading
- Reading Strategy (RSR, page 43)
- Standardized Test Practice (RSR, page 44)
- Respond to the Selection (PE, page 94; UR 2, page 32)
- Investigate, Inquire, and Imagine (PE, page 94; UR 2, page 32)
- Understanding Literature: Run-on Line, Rhythm, and Repetition (PE, page 94; UR 2, page 33)
- Writer's Journal: Journal Entry, Descriptive Paragraph, or Critical Interpretation (PE, page 95; UR 2, page 33)
- Language, Grammar, and Style: Understood Subject: You (PE, page 95; UR 2, page 34)
- Study and Research & Collaborative Learning: Art History (PE, page 95)
- Critical Thinking: Comparison and Contrast Essay (PE, page 95; UR 2, page 34)
- Collaborative Learning & Speaking and Listening: Art Identification (PE, page 95)
- Selection Check Test 4.2.9 (ATE, page 93; UR 2, page 36; TG)
- Selection Test 4.2.10 (UR 2, page 37; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“The Dance,” page 92

Teacher's Name ____________________________________________ Class __________________ Date __________________

M    T    W    TH    F

Teaching Options

Individual Learning Strategies

_______ Motivation: Researching Medieval Folk Music (ATE, page 92)
_______ Reading Proficiency: Clapping the Rhythm (ATE, page 92)
_______ English Language Learning: Vocabulary (ATE, page 92)
_______ Special Needs: Dancing (ATE, page 93)
_______ Enrichment: Analyzing Rhythm (ATE, page 93)

Internet Resources

_______ Academy of American Poets (ATE, page 93)

Flexible Grouping Suggestions

_______ Reading Proficiency: Clapping the Rhythm (ATE, page 92)
_______ Special Needs: Dancing (ATE, page 93)
_______ Respond to the Selection (PE, page 94; UR 2, page 32)
_______ Investigate, Inquire, and Imagine (PE, page 94; UR 2, page 32)
_______ Understanding Literature: Run-on Line, Rhythm, and Repetition (PE, page 94; UR 2, page 33)
_______ Study and Research & Collaborative Learning: Art History (PE, page 95)
_______ Collaborative Learning & Speaking and Listening: Art Identification (PE, page 95)

Homework Suggestions

_______ Enrichment: Analyzing Rhythm (ATE, page 93)
_______ Writer's Journal: Journal Entry, Descriptive Paragraph, or Critical Interpretation (PE, page 95; UR 2, page 33)
_______ Language, Grammar, and Style: Understood Subject (PE, page 95; UR 2, page 34)
_______ Critical Thinking: Comparison and Contrast Essay (PE, page 95, UR 2, page 34)

Strategies for Developing Readers

Tackle Subject Matter

_______ Use Fine Art: Pieter Brughel the Elder (PE, page 93, VLR II, page 7) before reading. Talk about movement in the painting.
_______ Discuss the Reader's Resource (PE, page 92).
_______ Use the Dramatic Recording to help students hear the rollicking rhythm (AL, 0:45)
_______ Motivation: Researching Medieval Folk Music (ATE, page 92)
_______ Complete the Special Needs: Dancing activity to help students understand the movement in the poem.

Tackle Poetic Conventions

_______ Discuss the Literary Tools: Run-On Line, Rhythm, and Repetition (PE, page 92)
_______ Complete Reading Proficiency: Clapping the Rhythm (ATE, page 92).
_______ Complete Enrichment: Analyzing Rhythm (ATE, page 93).
_______ Remind students to read each sentence as a whole, rather than stopping at the end of each line.

Additional Strategies for English Language Learners

_______ Read aloud together while clapping the rhythm.
_______ Make a chart showing sensory detail information.
_______ List verbs in the poem.

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Lesson Plan

“Ars Poetica,” page 96

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Author’s style

Ease Factor: Vocabulary

Synopsis: The speaker puts forth an idea central to New Criticism: “a poem should not mean but be.”

Goals/Objectives:
• to enjoy a poem about the nature of poetry
• to describe the accomplishments of Archibald MacLeish and explain his philosophy as a poet
• to define paradox and simile and identify and explain how these terms apply to “Ars Poetica”
• to identify subject, verb, and direct object in sentences
• to research the work of other Imagist poets

Before Reading
_____ Reader's Journal (PE, page 96; UR 2, page 39)
_____ Literary Tools: Paradox and Simile (PE, page 96)
_____ Reader's Resource: About the Selection (PE, page 96)
_____ About the Author: Archibald MacLeish (PE, page 96)
_____ Vocabulary from the Selection (ATE, page 96)
_____ Vocabulary: Poetry—Lyrical Language (VR, page 18)
_____ Reading Strategy (RSR, page 48)

During Reading
_____ Graphic Organizer (PE, page 96; VLR I, page 24; UR 2, page 39)
_____ Dramatic Recording (AL, 1:14)
_____ Reading Strategy (RSR, page 48)
_____ Fix-Up Idea (RSR, page 48)

After Reading
_____ Reading Strategy (RSR, page 49)
_____ Standardized Test Practice (RSR, page 50)
_____ Respond to the Selection (PE, page 98; UR 2, page 40)
_____ Investigate, Inquire, and Imagine (PE, page 99; UR 2, page 40)
_____ Understanding Literature: Paradox and Simile (PE, page 99; UR 2, page 41)
_____ Writer’s Journal: Image, Credo, or Imagist Poem (PE, page 100; UR 2, page 42)
_____ Language, Grammar, and Style: Sentence Completers for Action Verbs #1 (PE, page 100; UR 2, page 42)
_____ Study and Research & Media Literacy: Library of Congress (PE, page 100; UR 2, page 43)
_____ Study and Research: Using Searching Tools (PE, page 100)
_____ Media Literacy: Imagist Poetry Booklet (PE, page 100)
_____ Vocabulary: Using Similes to Convey Word Meaning (UR 2, page 44)
_____ Selection Check Test 4.2.11 (ATE, page 98; UR 2, page 45; TG)
_____ Selection Test 4.2.12 (UR 2, page 47; TG)
_____ Internet activities at http://www.emcp.com
_____ Free reading time
Lesson Plan

“Ars Poetica,” page 96

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>——— Reading Proficiency: Listening to and Visualizing the Poem (ATE, page 97)</td>
<td>——— Have students practice and model visualization throughout the poem.</td>
</tr>
<tr>
<td>——— English Language Learning: Vocabulary (ATE, page 97)</td>
<td>——— Use the Dramatic Recording. Ask students to note images while listening (AL, 1:14)</td>
</tr>
<tr>
<td>——— Special Needs: Paradox (ATE, page 97)</td>
<td>——— Provide examples of paradox before students read the selection.</td>
</tr>
<tr>
<td>——— Enrichment: Essay (ATE, page 97)</td>
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<td>——— Researching the Moon’s Speed (ATE, page 98)</td>
<td>——— Model asking questions as you read the poem aloud.</td>
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<th><strong>Flexible Grouping Suggestions</strong></th>
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<tr>
<td>——— Cross-Curricular Activities: Researching the Moon’s Speed (ATE, page 98)</td>
<td>——— Have students describe the images they experience after each couplet.</td>
</tr>
<tr>
<td>——— Respond to the Selection (PE, page 98; UR 2, page 40)</td>
<td>——— Discuss each paradox in the poem.</td>
</tr>
<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 99; UR 2, page 40)</td>
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<tr>
<td>——— Understanding Literature: Paradox and Simile (PE, page 99; UR 2, page 41)</td>
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<td>——— Writer’s Journal: Image, Credo, or Imagist Poem (PE, page 100; UR 2, page 42)</td>
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<tr>
<td>——— Language, Grammar, and Style: Sentence Completers for Action Verbs #1 (PE, page 100; UR 2, page 42)</td>
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<tr>
<td>——— Study and Research &amp; Media Literacy: Library of Congress (PE, page 100; UR 2, page 43)</td>
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</tr>
<tr>
<td>——— Study and Research: Using Searching Tools (PE, page 100)</td>
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<tr>
<td>——— Media Literacy: Imagist Poetry Booklet (PE, page 100)</td>
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Lesson Plan

“Poetry,” page 101

Teacher’s Name ________________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Author's style; vocabulary; poetic conventions

Ease Factor: Short stanzas

Synopsis: The speaker catalogs a list of particulars that define poetry.

Goals/Objectives:
• to appreciate a complex poem about poetry itself
• to discuss different perspectives on what poetry is and explain the idea of poetry as developed in Moore's poem
• to define and recognize examples of abstract and concrete words and phrases in the selection
• to define stanza and explain how it applies to “Poetry”
• to identify subjects, verbs, and direct and indirect objects in sentences
• to define abstract nouns using concrete nouns

Before Reading

_______ Reader's Journal (PE, page 101; UR 2, page 49)
_______ Literary Tools: Stanza, Abstract, and Concrete (PE, page 101)
_______ Reader's Resource: About the Selection (PE, page 101)
_______ About the Author: Marianne Moore (PE, page 101)
_______ Vocabulary from the Selection (ATE, page 101)
_______ Vocabulary: Poetry—Lyrical Language (VR, page 18)
_______ Reading Strategy (RSR, page 53)

During Reading

_______ Graphic Organizer (PE, page 101; VLR I, page 25; UR 2, page 49)
_______ Dramatic Recording (AL, 2:21)
_______ Guided Reading Questions (PE, page 102; UR 2, page 50)
_______ Reading Strategy (RSR, page 53)
_______ Fix-Up Idea (RSR, page 53)

After Reading

_______ Reading Strategy (RSR, page 54)
_______ Standardized Test Practice (RSR, page 55)
_______ Respond to the Selection (PE, page 104; UR 2, page 50)
_______ Investigate, Inquire, and Imagine (PE, page 104; UR 2, page 50)
_______ Understanding Literature: Stanza; Abstract and Concrete (PE, page 104; UR 2, page 51)
_______ Writer’s Journal: Letter, List, or Lyric Poem (PE, page 105; UR 2, page 52)
_______ Language, Grammar, and Style: Sentence Completers for Action Verbs #1 (PE, page 105; UR 2, page 52)
_______ Language, Grammar, and Style: Concrete and Abstract Nouns (UR 2, page 53)
_______ Study and Research: Researching on the Internet (PE, page 105; UR 2, page 54)
_______ Collaborative Learning: Defining Poetry (PE, page 105)
_______ Vocabulary: Learning Latin Roots (UR 2, page 55)
_______ Selection Check Test 4.2.13 (ATE, page 103; UR 2, page 56; TG)
_______ Selection Test 4.2.14 (UR 2, page 58; TG)
_______ Internet activities at http://www.emcp.com

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READING STRATEGIES RESOURCE, PAGE 53

Reading Strategy: Tackle Difficult Vocabulary
Fix-Up Idea: Reread

Standardized Test Practice:
Unlock Words in Context

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet


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“Poetry,” page 101

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>Motivation: Reading Other Poems by Moore (ATE, page 102)</td>
<td>Use the Dramatic Recording of the poem. Place a student in charge of playing and stopping the dramatic recording so that the teacher can offer one-on-one assistance (AL, 2:21).</td>
</tr>
<tr>
<td>Reading Proficiency: Previewing Footnotes and Vocabulary (ATE, page 102)</td>
<td>Have students paraphrase sentences from the poem.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 102)</td>
<td>Replay or reread difficult sections of the poem.</td>
</tr>
<tr>
<td>Special Needs: Writing Answers (ATE, page 102)</td>
<td>Use Guided Reading Questions to check understanding.</td>
</tr>
<tr>
<td>Enrichment: Oral Interpretation (ATE, page 102)</td>
<td></td>
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| **Flexible Grouping Suggestions** | **Tackle Vocabulary** |
| Motivation: Reading Other Poems by Moore (ATE, page 102) | Preview the vocabulary words and footnotes with students. |
| Reading Proficiency: Previewing Footnotes and Vocabulary (ATE, page 102) | Read words aloud and have students practice pronouncing them. |
| Special Needs: Writing Answers (ATE, page 102) | Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words (AL, 2:21). |
| Enrichment: Oral Interpretation (ATE, page 102) | |
| Respond to the Selection (PE, page 104; UR 2, page 50) | |
| Investigate, Inquire, and Imagine (PE, page 104; UR 2, page 50) | |
| Understanding Literature: Stanza; Abstract and Concrete (PE, page 104; UR 2, page 51) | |
| Collaborative Learning: Defining Poetry (PE, page 105) | |

| **Homework Suggestions** | **Tackle Poetic Conventions** |
| Writers’ Journal: Letter, List, or Lyric Poem (PE, page 105; UR 2, page 52) | Use the questions asked in Understanding Literature to discuss various poetic conventions (PE, page 104; UR 2, page 51). |
| Language, Grammar, and Style: Sentence Completers for Action Verbs #1 (PE, page 105; UR 2, page 52) | Model reading to the end of a thought, not to the end of a line. |
| Language, Grammar, and Style: Concrete and Abstract Nouns (UR 2, page 53) | Discuss the poem’s imagery. |
| Study and Research: Researching on the Internet (PE, page 105; UR 2, page 54) | |
| Vocabulary: Learning Latin Roots (UR 2, page 55) | |

| **Additional Strategies for English Language Learners** | |
| Help students understand the meaning of the pronouns in the poem. | |
| Read aloud and check comprehension after each sentence. | |
| Examine the images in lines 15–21. | |
Lesson Plan

“The Gazelle,” page 106

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Subject matter

Synopsis: The speaker describes the form and movement of the gazelle.

Goals/Objectives:
• to enjoy a lyric poem about an animal
• to identify Rainer Maria Rilke as a lyric poet and describe his literary contributions
• to define inversion and give an example of this element in “The Gazelle”
• to define and identify rhyme scheme
• to work with contractions in sentences
• to visit a photo gallery on the Internet of Rilke’s life

Related Reading: “Afternoon,” page 108

Before Reading
_________ Reader’s Journal (PE, page 106; UR 2, page 61)
_________ Literary Tools: Inversion and Rhyme Scheme (PE, page 106)
_________ Reader’s Resource: About the Selection (PE, page 106)
_________ About the Author: Rainer Maria Rilke (PE, page 106)
_________ Vocabulary from the Selection (ATE, page 106)
_________ Vocabulary: Poetry—Lyrical Language (VR, page 18)
_________ Reading Strategy (RSR, page 58)

During Reading
_________ Graphic Organizer (PE, page 106; VLR I, page 26; UR 2, page 61)
_________ Dramatic Recording: “The Gazelle” (AL, 1:04)
_________ Dramatic Recording: “Afternoon” (AL, 0:25)
_________ Guided Reading Questions (PE, page 107; UR 2, page 62)
_________ Reading Strategy (RSR, page 58)
_________ Fix-Up Idea (RSR, page 58)

After Reading
_________ Reading Strategy (RSR, page 59)
_________ Standardized Test Practice (RSR, page 60)
_________ Respond to the Selection (PE, page 109; UR 2, page 62)
_________ Investigate, Inquire, and Imagine (PE, page 109; UR 2, page 62)
_________ Understanding Literature: Inversion and Rhyme Scheme (PE, page 109; UR 2, page 63)
_________ Writer’s Journal: Nature Log, Simile, or Stanza (PE, page 110; UR 2, page 64)
_________ Language, Grammar, and Style: Contractions (PE, page 110; UR 2, page 64)
_________ Media Literacy & Study and Research: Photo Gallery (PE, page 110)
_________ Applied English: Personal Letter (PE, page 110; UR 2, page 65)
_________ Related Reading: “Afternoon” (PE, page 108)
_________ Selection Check Test 4.2.15 (ATE, page 108; UR 2, page 66; TG)
_________ Selection Test 4.2.16 (UR 2, page 67; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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READING STRATEGIES RESOURCE, PAGE 58

Reading Strategy: Visualize
Fix-Up Idea: Read Shorter Sections
Standardized Test Practice:
Compare and Contrast Ideas
Lesson Plan

“The Gazelle,” page 106

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td><strong>Tackle Vocabulary</strong></td>
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<tr>
<td>_____ Motivation: Poem about an Animal (ATE, page 107)</td>
<td>_____ Preview the vocabulary words and footnotes.</td>
</tr>
<tr>
<td>_____ Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 107)</td>
<td>_____ Read words aloud and have students practice pronouncing them.</td>
</tr>
<tr>
<td>_____ English Language Learning: Vocabulary (ATE, page 107)</td>
<td>_____ Point out the picture of the gazelle on page 107 to help students with the first two footnotes.</td>
</tr>
<tr>
<td>_____ Special Needs: Answering Questions (ATE, page 107)</td>
<td>_____ Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words (AL, 1:04).</td>
</tr>
<tr>
<td>_____ Enrichment: Poetry Reading (ATE, page 107)</td>
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<tr>
<td><strong>Cross-Curricular Activities</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
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<tr>
<td>_____ Creating a Soundtrack (ATE, page 108)</td>
<td>_____ Have students focus on Guided Reading Questions.</td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>_____ Complete the Graphic Organizer together.</td>
</tr>
<tr>
<td>_____ Special Needs: Answering Questions (ATE, page 107)</td>
<td>_____ Discuss the simile in the last stanza.</td>
</tr>
<tr>
<td>_____ Enrichment: Poetry Reading (ATE, page 107)</td>
<td>_____ Discuss the actions and appearance of a familiar animal. Ask students to brainstorm similes that describe the animal.</td>
</tr>
<tr>
<td>_____ Cross-Curricular Activities: Creating a Soundtrack (ATE, page 108)</td>
<td></td>
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<tr>
<td>_____ Respond to the Selection (PE, page 109; UR 2, page 62)</td>
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<tr>
<td>_____ Investigate, Inquire, and Imagine (PE, page 109; UR 2, page 62)</td>
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<td>_____ Understanding Literature: Inversion and Rhyme Scheme (PE, page 109; UR 2, page 63)</td>
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<td><strong>Homework Suggestions</strong></td>
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<td>_____ Motivation: Poem about an Animal (ATE, page 107)</td>
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<td>_____ Writer’s Journal: Nature Log, Simile, or Stanza (PE, page 110; UR 2, page 64)</td>
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<tr>
<td>_____ Language, Grammar, and Style: Constructions (PE, page 110; UR 2, page 64)</td>
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<tr>
<td>_____ Media Literacy &amp; Study and Research: Photo Gallery (PE, page 110)</td>
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<tr>
<td>_____ Applied English: Personal Letter (PE, page 110; UR 2, page 65)</td>
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“Success is counted sweetest...,” page 111

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Author’s style

Ease Factor: Short stanzas

Synopsis: A speaker believes that those who do not succeed appreciate success the most.

Goals/Objectives:
- to appreciate a poem about success
- to describe Emily Dickinson’s life and how it contrasted with her poetry
- to define rhyme and locate and explain examples of rhyme in the selection
- to define meter and discuss the varied meter in Dickinson’s poem
- to identify personal and indefinite pronouns in sentences
- to find the etymology of various words
- to discuss Dickinson’s work and the type of life she led

Related Reading: “The Mystery of Emily Dickinson,” page 113

Before Reading
- Reader’s Journal (PE, page 111; UR 2, page 69)
- Literary Tools: Rhyme and Meter (PE, page 111)
- Reader’s Resource: About the Selection (PE, page 111)
- About the Author: Emily Dickinson (PE, page 111)
- Vocabulary: Poetry—Lyrical Language (VR, page 18)
- Reading Strategy (RSR, page 63)

During Reading
- Graphic Organizer (PE, page 111; VLR I, page 27; UR 2, page 69)
- Dramatic Recording (AL, 0:35)
- Guided Reading Question (PE, page 112; UR 2, page 70)
- Reading Strategy (RSR, page 63)
- Fix-Up Idea (RSR, page 63)

After Reading
- Reading Strategy (RSR, page 63)
- Standardized Test Practice (RSR, page 64)
- Respond to the Selection (PE, page 112; UR 2, page 70)
- Investigate, Inquire, and Imagine (PE, page 114; UR 2, page 70)
- Understanding Literature: Rhyme and Meter (PE, page 114; UR 2, page 71)
- Writer’s Journal: Review, Letter, or Stanza (PE, page 114; UR 2, page 71)
- Language, Grammar, and Style: Personal and Indefinite Pronouns (PE, page 115; UR 2, page 72)
- Vocabulary: Etymologies (PE, page 114; UR 2, page 72)
- Collaborative Learning & Speaking and Listening: Interview (PE, page 115)
- Speaking and Listening & Study and Research: Discussion (PE, page 115)
- Related Reading: “The Mystery of Emily Dickinson” (PE, page 113)
- Selection Check Test 4.2.17 (ATE, page 113; UR 2, page 73; TG)
- Selection Test 4.2.18 (UR 2, page 74; TG)
- Internet activities at http://www.emcp.com
- Free reading time

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet
Lesson Plan

“Success is counted sweetest...,” page 111

Teacher’s Name ____________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Time Line of American Women Poets (ATE, page 112)

Reading Proficiency: Unconventional Use of Dashes (ATE, page 112)

English Language Learning: Vocabulary (ATE, page 112)

Special Needs: Listening for Meter (ATE, page 112)

Enrichment: Unravel Meaning of “Forbidden Ear” (ATE, page 112)

Flexible Grouping Suggestions

Motivation: Time Line of American Women Poets (ATE, page 112)

Enrichment: Unravel Meaning of “Forbidden Ear” (ATE, page 112)

Respond to the Selection (PE, page 112; UR 2, page 70)

Investigate, Inquire, and Imagine (PE, page 114; UR 2, page 70)

Understanding Literature: Rhyme and Meter (PE, page 114; UR 2, page 71)

Collaborative Learning & Speaking and Listening: Interview (PE, page 115)

Speaking and Listening & Study and Research: Discussion (PE, page 115)

Homework Suggestions

Writer’s Journal: Review, Letter, or Stanza (PE, page 114; UR 2, page 71)

Language, Grammar, and Style: Personal and Indefinite Pronouns (PE, page 115; UR 2, page 72)

Vocabulary: Etymologies (PE, page 114; UR 2, page 72)

Strategies for Developing Readers

Tackle Style

Use the Dramatic Recording. Have students follow along in their books as they listen (AL, 0:35).

Present the information given under Reading Proficiency: Unconventional Use of Dashes (ATE, page 112).

Use Guided Reading Questions to check understanding.

Additional Strategies for English Language Learners

Discuss the battlefield and soldier imagery.

Explain: ne’er.

Have students explain whether they agree or disagree with Dickinson about who appreciates success the most.

Help students rewrite the poem in their own words using a more familiar setting, such as the end of a championship basketball game.

Quotables

Emily Dickinson (ATE, page 113)
Lesson Plan

“I heard my love…,” page 116

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Unfamiliar place names

Ease Factors: Author’s style; subject matter

Synopsis: The speaker describes how it feels to say good-bye to a lover.

Goals/Objectives:
• to respond to a brief lyric poem
• to identify Tzu Yeh as a lyric poet and describe her literary contributions
• to define image and recognize the central image in a poem
• to define tone and determine the tone of a poem
• to identify adjectives and adverbs in sentences
• to create a map of China

Before Reading
_________ Reader’s Journal (PE, page 116; UR 2, page 77)
_________ Literary Tools: Image and Tone (PE, page 116)
_________ Reader’s Resource: About the Selection (PE, page 116)
_________ About the Author: Tzu Yeh (PE, page 116)
_________ Fine Art: Shen Shih-ch’ing (PE, page 117; Art Note, PE, page 116 and ATE, page 117; UR 2, page 77)
_________ Vocabulary: Poetry—Lyrical Language (VR, page 18)
_________ Reading Strategy (RSR, page 67)

During Reading
_________ Dramatic Recording (AL, 0:28)
_________ Reading Strategy (RSR, page 67)
_________ Fix-Up Idea (RSR, page 67)

After Reading
_________ Reading Strategy (RSR, page 67)
_________ Standardized Test Practice (RSR, page 68)
_________ Respond to the Selection (PE, page 118; UR 2, page 77)
_________ Investigate, Inquire, and Imagine (PE, page 118; UR 2, page 77)
_________ Understanding Literature: Image and Tone (PE, page 118; UR 2, page 78)
_________ Writer’s Journal: Letter, Song Lyrics, or Verse (PE, page 119; UR 2, page 78)
_________ Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 119)
_________ Collaborative Learning: Map of China (PE, page 119)
_________ Selection Check Test 4.2.19 (ATE, page 117; UR 2, page 80; TG)
_________ Selection Test 4.2.20 (UR 2, page 81; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 67

Reading Strategy: Visualize
Fix-Up Idea: Read Aloud
Standardized Test Practice:
Identify Tone and Theme

WASHINGTON STATE STANDARDS
click this box for details
“I heard my love...,” page 116

Teacher’s Name __________________________________________Class __________________Date __________________

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<td>Motivation: Screenplay Scene (ATE, page 116)</td>
<td>Preview the footnotes with students.</td>
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<td>Reading Proficiency: Reading Out Loud (ATE, page 116)</td>
<td>Read names aloud and have students practice pronouncing them.</td>
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<tr>
<td>English Language Learning: Pronunciation of Place Names (ATE, page 116)</td>
<td>Use the Dramatic Recording to help students hear the pronunciation of unfamiliar names (AL, 0:28).</td>
</tr>
<tr>
<td>Special Needs: Pronoun Shift (ATE, page 116)</td>
<td>Complete the Collaborative Learning activity, asking students to make a map of China (PE, page 119).</td>
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<tr>
<td>Enrichment: Haiku (ATE, page 117)</td>
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<th><strong>Cross-Curricular Activities</strong></th>
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<tbody>
<tr>
<td>City of Yang-chou (ATE, page 117)</td>
<td>Explain that “love” is a person in this poem.</td>
</tr>
</tbody>
</table>

| **Art Note** | Explain: *held me fast*. |
|------------------| Have students perform an oral interpretation of the poem. |

| **Flexible Grouping Suggestions** | |
|------------------| |
| Motivation: Screenplay Scene (ATE, page 116) | |
| Reading Proficiency: Reading Out Loud (ATE, page 116) | |
| Respond to the Selection (PE, page 118; UR 2, page 77) | |
| Investigate, Inquire, and Imagine (PE, page 118; UR 2, page 77) | |
| Understanding Literature: Image and Tone (PE, page 118; UR 2, page 78) | |
| Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 119) | |
| Collaborative Learning: Map of China (PE, page 119) | |

| **Homework Suggestions** | |
|------------------| |
| Vocabulary: Words for Everyday Use (VR, page 18) | |
| Enrichment: Haiku (ATE, page 117) | |
| Cross-Curricular Activities: City of Yang-chou (ATE, page 117) | |
| Writer’s Journal: Letter, Song Lyrics, or Verse (PE, page 119; UR 2, page 78) | |

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Tackle Unfamiliar Place Names

- Preview the footnotes with students.
- Read names aloud and have students practice pronouncing them.
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar names (AL, 0:28).
- Complete the Collaborative Learning activity, asking students to make a map of China (PE, page 119).

Additional Strategies for English Language Learners

- Explain that “love” is a person in this poem.
- Explain: *held me fast*.
- Have students perform an oral interpretation of the poem.

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Print Resources Transparency Audio Library Test Generator CD-ROM Internet
**Lesson Plan**

“A Tree Telling of Orpheus,” page 120

Teacher’s Name ____________________________ Class ____________________________ Date __________________

**Reading Level:** Challenging

**Difficulty Considerations:** Allusion to Greek myth; author’s style

**Ease Factor:** Short words

**Synopsis:** A tree talks about being transformed by Orpheus.

**Goals/Objectives:**
- to interpret and appreciate a poem about how art affects the individual
- to describe the myth of Orpheus and explain how it is central to Levertov’s poem
- to identify, define, and illustrate with examples the terms *personification* and *allusion*
- to identify and correct double negatives in sentences
- to demonstrate the ability to retell Greek myths

**Before Reading**
- Reader’s Journal (PE, page 120; UR 2, page 83)
- Literary Tools: Personification and Allusion (PE, page 120)
- Reader’s Resource: About the Selection (PE, page 120)
- About the Author: Denise Levertov (PE, page 120)
- Fine Art: Jean-Baptiste-Camille Corot (PE, page 121; Art Note, ATE, page 121)
- Vocabulary from the Selection (ATE, page 120)
- Vocabulary: Morphemes (VR, page 20)
- Reading Strategy (RSR, page 71)

**During Reading**
- Graphic Organizer (PE, page 120; VLR I, page 28; UR 2, page 83)
- Dramatic Recording (AL, 8:16)
- Guided Reading Questions (PE, page 122; UR 2, page 84)
- Reading Strategy (RSR, page 71)
- Fix-Up Idea (RSR, page 71)

**After Reading**
- Reading Strategy (RSR, page 71)
- Standardized Test Practice (RSR, page 72)
- Respond to the Selection (PE, page 126; UR 2, page 85)
- Investigate, Inquire, and Imagine (PE, page 126; UR 2, page 85)
- Understanding Literature: Personification and Allusion (PE, page 126; UR 2, page 86)
- Writer’s Journal: Appeal, Directions, or Paragraph (PE, page 127; UR 2, page 86)
- Language, Grammar, and Style: Avoiding Double Negatives (PE, page 127; UR 2, page 87)
- Media Literacy: Greek Allusions in Titles (PE, page 127)
- Study and Research & Collaborative Learning: Storytelling (PE, page 127)
- Vocabulary: Unusual Words (UR 2, page 88)
- Selection Check Test 4.2.21 (ATE, page 125; UR 2, page 89; TG)
- Selection Test 4.2.22 (UR 2, page 91; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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“A Tree Telling of Orpheus,” page 120

Teaching Options

Individual Learning Strategies
— Motivation: Music for an Animated Film (ATE, page 121)
— Reading Proficiency: Listening to the Selection (ATE, page 121)
— English Language Learning: Vocabulary (ATE, page 121)
— Special Needs: Outline of the Poem (ATE, page 121)
— Enrichment: Lyrical or Narrative Poem Debate (ATE, page 121)

Art Note
— Jean-Baptiste-Camille Corot (ATE, page 121)

Quotables
— Denise Levertov (ATE, page 122)

Additional Questions and Activities
— Effect of Poetry, Song, or Instrumental Music (ATE, page 122)
— Comparing Poems (ATE, page 123)

Biographical Note
— Denise Levertov (ATE, page 124)

Flexible Grouping Suggestions
— Reading Proficiency: Listening to the Selection (ATE, page 121)
— Special Needs: Outline of the Poem (ATE, page 121)
— Enrichment: Lyrical or Narrative Poem Debate (ATE, page 121)
— Respond to the Selection (PE, page 126; UR 2, page 85)
— Investigate, Inquire, and Imagine (PE, page 126; UR 2, page 85)
— Understanding Literature: Personification and Allusion (PE, page 126; UR 2, page 86)
— Study and Research & Collaborative Learning: Storytelling (PE, page 127)

Homework Suggestions
— Motivation: Music for an Animated Film (ATE, page 121)
— Writer’s Journal: Appeal, Directions, or Paragraph (PE, page 127; UR 2, page 86)
— Language, Grammar, and Style: Avoiding Double Negatives (PE, page 127; UR 2, page 87)
— Media Literacy: Greek Allusions in Titles (PE, page 127)
— Vocabulary: Morphemes (VR, page 20)
— Vocabulary: Unusual Words (UR 2, page 88)

Strategies for Developing Readers

Tackle Allusion to Greek Myth
— Discuss the Reader’s Resource (PE, page 120).
— Have students reread information about “Orpheus” from Unit One (PE, page 13).
— Point out that the speaker of the poem is a tree.

Tackle Style
— Have students practice and model visualization throughout the poem.
— Use the Dramatic Recording. Place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 8:16).
— Replay or reread difficult sections of the story.
— Use share/pairs to answer the Guided Reading Questions.
— Use Guided Reading Questions to check understanding.

Additional Strategies for English Language Learners
— Use activities for Spanish speakers (SR, page 18).
— Preview the footnotes and Words for Everyday Use.
— Read aloud, checking for comprehension after each sentence.
— Have students make a storyboard for the selection.
— Ask students to copy favorite phrases or stanzas.

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from “Holidays,” page 128

Teacher's Name ___________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Author's style

Ease Factor: Vocabulary

Synopsis: The speaker gives a vivid, stream-of-consciousness description of a lazy vacation day.

Goals/Objectives:
• to enjoy a prose poem
• to identify Jamaica Kincaid and briefly describe her literary accomplishments
• to define point of view and recognize the point of view in the selection
• to define repetition and identify elements of repetition in the poem
• to identify pronouns as subjects or direct objects in sentences
• to plan a dream vacation

Before Reading

_________ Reader's Journal (PE, page 128; UR 2, page 94)

_________ Literary Tools: Point of View and Repetition (PE, page 128)

_________ Reader's Resource: About the Selection (PE, page 128)

_________ About the Author: Jamaica Kincaid (PE, page 128)

_________ Vocabulary: Semantic Mapping (VR, page 23)

_________ Reading Strategy (RSR, page 75)

During Reading

_________ Graphic Organizer (PE, page 128; VLR I, page 29; UR 2, page 94)

_________ Dramatic Recording (AL, 6:35)

_________ Guided Reading Questions (PE, page 129; UR 2, page 95)

_________ Reading Strategy (RSR, page 75)

_________ Fix-Up Idea (RSR, page 75)

After Reading

_________ Reading Strategy (RSR, page 75)

_________ Standardized Test Practice (RSR, page 76)

_________ Fine Art: Joseph Yoakum (PE, page 131; Art Note, PE, page 131)

_________ Respond to the Selection (PE, page 131; UR 2, page 95)

_________ Investigate, Inquire, and Imagine (PE, page 132; UR 2, page 95)

_________ Understanding Literature: Point of View and Repetition (PE, page 132; UR 2, page 96)

_________ Writer's Journal: Billboard Sign, Letter, or Prose Poem (PE, page 132; UR 2, page 97)

_________ Language, Grammar, and Style: Pronouns as Subjects and Objects (PE, page 133; UR 2, page 97)

_________ Media Literacy: Dream Vacation (PE, page 133; UR 2, page 98)

_________ Study and Research: Biography (PE, page 133; UR 2, page 99)

_________ Media Literacy & Study and Research: Biographical Criticism (PE, page 133)

_________ Selection Check Test 4.2.23 (ATE, page 131; UR 2, page 100; TG)

_________ Selection Test 4.2.24 (UR 2, page 101; TG)

_________ Internet activities at http://www.emcp.com

_________ Free reading time

Reading Strategies Resource, Page 75

Reading Strategy: Find a Purpose for Reading

Fix-Up Idea: Choose a New Strategy

Standardized Test Practice: Identify Author's Purpose and Point of View

Washington State Standards
from “Holidays,” page 128

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td><strong>Tackle Style</strong></td>
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<tr>
<td>________ Motivation: Tropical Island Word Web (ATE, page 129)</td>
<td>Use the alternate Reader’s Journal activity to help students try their hands at stream-of-</td>
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<tr>
<td>________ Reading Proficiency: First Person Point of View (ATE, page 129)</td>
<td>consciousness writing (ATE, page 128).</td>
</tr>
<tr>
<td>________ English Language Learning: Reading Out Loud (ATE, page 129)</td>
<td>Have students practice and model visualization throughout the selection.</td>
</tr>
<tr>
<td>________ Special Needs: Vacations (ATE, page 129)</td>
<td>Use the Dramatic Recording to help students visualize (AL, 6:35).</td>
</tr>
<tr>
<td>________ Enrichment: Stream of Consciousness (ATE, page 129)</td>
<td>Use Guided Reading Questions to check understanding.</td>
</tr>
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<td></td>
<td>Help students recognize the flow of thoughts within stream-of-consciousness writing using</td>
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<td></td>
<td>Additional Questions and Activities: Observations (ATE, page 131).</td>
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<tr>
<td><strong>Cross-Curricular Activities</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
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<td>________ Caribbean Setting (ATE, page 130)</td>
<td>Have students try stream-of-consciousness writing in their first language and in English.</td>
</tr>
<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td>While reading the selection, encourage students to jot down unfamiliar words and guess at their</td>
</tr>
<tr>
<td>________ Observations (ATE, page 131)</td>
<td>meanings, checking with a partner afterwards.</td>
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<td></td>
<td>Make a chart listing the five senses. Have students find sensory details in the prose poem that</td>
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<td>match each of the senses.</td>
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<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
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<td>________ English Language Learning: Reading Out Loud (ATE, page 129)</td>
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<td>________ Cross-Curricular Activities: Caribbean Setting (ATE, page 130)</td>
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<td>________ Respond to the Selection (PE, page 131; UR 2, page 95)</td>
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<tr>
<td>________ Investigate, Inquire, and Imagine (PE, page 132; UR 2, page 95)</td>
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<tr>
<td>________ Understanding Literature: Point of View and Repetition (PE, page 132; UR 2, page 96)</td>
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<td>________ Enrichment: Stream of Consciousness (ATE, page 129)</td>
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<td>________ Writer’s Journal: Billboard Sign, Letter, or Prose Poem (PE, page 132; UR 2, page 97)</td>
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<td>________ Language, Grammar, and Style: Pronouns as Subjects and Objects (PE, page 133; UR 2, page 97)</td>
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<td>________ Media Literacy: Dream Vacation (PE, page 133; UR 2, page 98)</td>
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<td>________ Study and Research: Biography (PE, page 133; UR 2, page 99)</td>
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“The Drowned Maid” from the *Kalevala*, page 134

Teacher’s Name ___________________________ Class __________________ Date __________________

**Reading Level:** Challenging

**Difficulty Considerations:** Selection length; vocabulary

**Ease Factor:** Repetition

**Synopsis:** Aino is unhappy when her parents arrange her marriage to Vainamoinen and drowns herself.

**Goals/Objectives:**
- to appreciate a folk epic from another country
- to explain how the Kalevala came into being as a work of literature
- to define parallelism and recognize this technique in the selection
- to define repetition and describe its use and function in the selection
- to demonstrate the ability to get pronouns and antecedents to agree
- to conduct research on oral epics

**Related Reading:** “In the Blue Woodland,” page 142

**Insights:** “Musical Adaptation of the *Kalevala* Presented at Guthrie Theater Lab,” page 143

**Before Reading**
- Reader’s Journal (PE, page 134; UR 2, page 104)
- Literary Tools: Parallelism and Repetition (PE, page 134)
- Reader’s Resource: Culture Connection (PE, page 134)
- About the Author: Elias Lönnrot (PE, page 134)
- Vocabulary from the Selection (ATE, page 134)
- Vocabulary: Synonyms (VR, page 25)
- Reading Strategy (RSR, page 79)

**During Reading**
- Graphic Organizer (PE, page 134; VLR I, page 30; UR 2, page 104)
- Dramatic Recording: “In the Blue Woodland” (AL, 6:22)
- Guided Reading Questions (PE, page 135; UR 2, page 105)
- Reading Strategy (RSR, page 79)
- Fix-Up Idea (RSR, page 79)

**After Reading**
- Reading Strategy (RSR, page 80)
- Standardized Test Practice (RSR, page 81)
- Respond to the Selection (PE, page 144; UR 2, page 106)
- Investigate, Inquire, and Imagine (PE, page 144; UR 2, page 106)
- Understanding Literature: Parallelism and Repetition (PE, page 144; UR 2, page 107)
- Writer’s Journal: Love Note, Advice Column, or Ballad (PE, page 145; UR 2, page 108)
- Speaking and Listening: Oral Interpretation (PE, page 145)
- Study and Research: World Epics (PE, page 145)
- Selection Check Test 4.2.25 (ATE, page 143; UR 2, page 110; TG)
- Selection Test 4.2.26 (UR 2, page 112; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“The Drowned Maid” from the Kalevala, page 134

Teacher’s Name __________________________ Class __________________________ Date __________________

Teaching Options

Individual Learning Strategies

—— Motivation: Examples of Oral Literature (ATE, page 135)
—— Reading Proficiency: Examining Illustrations (ATE, page 135)
—— English Language Learning: Vocabulary (ATE, page 135)
—— Special Needs: Reading Out Loud and Listening to the Selection (ATE, page 135)
—— Enrichment: Illustrated Children’s Book (ATE, page 135)

Additional Questions and Activities

—— Repetition (ATE, page 136)
—— Questions about Mackenzie (ATE, page 141)

Internet Resources

—— The Finnish Literature Society Site (ATE, page 137)

Literary Note

—— Influence on Longfellow (ATE, page 138)
—— Connection Between Tuonela and Hades (ATE, page 139)

Literary Technique

—— Foreshadowing (ATE, page 140)

Cross-Curricular Connection

—— Musical Works Inspired by the Kalevala (ATE, page 141)

Flexible Grouping Suggestions

—— Motivation: Examples of Oral Literature (ATE, page 135)
—— Reading Proficiency: Examining Illustrations (ATE, page 135)
—— Special Needs: Reading Out Loud and Listening to the Selection (ATE, page 135)
—— Enrichment: Illustrated Children’s Book (ATE, page 135)
—— Respond to the Selection (PE, page 144; UR 2, page 106)
—— Investigate, Inquire, and Imagine (PE, page 144; UR 2, page 106)
—— Understanding Literature: Parallelism and Repetition (PE, page 144; UR 2, page 107)
—— Speaking and Listening: Oral Interpretation (PE, page 145)

Homework Suggestions

—— Study and Research: World Epics (PE, page 145)

—— Vocabulary: Synonyms (VR, page 25)
—— Internet Resources: The Finnish Literature Society Site (ATE, page 137)
—— Writer’s Journal: Love Note, Advice Column, or Ballad (PE, page 145; UR 2, page 108)

Strategies for Developing Readers

Tackle Selection Length

—— Read the selection over two or more class sessions.
—— Have students summarize the plot, page by page, using the Guided Reading Questions.
—— Read key portions of the selection aloud.
—— Use partner or pair groups. Have students read, answer questions, and mark text together.
—— Read and discuss short sections of the selection at a time.

Tackle Vocabulary

—— Preview the vocabulary words and footnotes with students.
—— Read names aloud and have students practice pronouncing them.

Additional Strategies for English Language Learners

—— Use activities for Spanish speakers (SR, page 24).
—— Have students make a time line of the story’s events.
—— Read the first two pages aloud, modeling visualization techniques.
—— Ask students to paraphrase each page in their own words.
Unit Two
Poetry
Closing the Unit, pages 146–157

Teacher’s Name ___________________________ Class __________________ Date __________________

Language Arts in Action

“Participating in a Poetry Slam”

“Where Is Our Blues?” (PE, page 147)
Dramatic Recording: “Where Is Our Blues?” (AL, 3:12)
Interview with Thien-Bao Thuc Phi (PE, page 148)
Additional Questions and Activities: Questions about the Selection (ATE, page 146)

Guided Writing

Informative Writing: Interpreting a Poem

Assignment: Students interpret a poem and write a poem explication (PE, pages 149–155).

Before Writing

Interpreting a Poem (PE, page 149)
Student Model (PE, page 149)
Prewriting (PE, page 150; WR, page 36)
Student Model—Graphic Organizer (PE, page 151; WR, page 38)
Graphic Organizer (VLR I, page 112; WR, page 39)
Rubric for Informative Writing: Interpreting a Poem (VLR I, page 113; WR, page 49)

During Writing

Drafting (PE, page 152)
Self- and Peer Evaluation (PE, page 152; WR, page 43)
Revising and Proofreading (PE, page 153)
Student Model (PE, page 153; WR, page 45)
Language, Grammar, and Style: Writing with Context Clues (PE, page 153; WR, page 40)

After Writing

Publishing and Presenting (PE, page 155)
Reflecting (PE, page 155)

Individual Learning Strategies

Motivation: Discussing Favorite Poems (ATE, page 150)
Reading Proficiency: Reading the Student Model (ATE, page 150)
English Language Learning: Completing Graphic Organizers with Native English Speakers (ATE, page 150)
Special Needs: Simplify the Assignment (ATE, page 150)
Enrichment: Submitting an Explication for Publication (ATE, page 150)

Flexible Grouping Suggestions

Motivation: Discussing Favorite Poems (ATE, page 150)
English Language Learning: Completing Graphic Organizers with Native English Speakers (ATE, page 150)
Peer Evaluation (PE, page 152; WR, page 44)
Revising and Proofreading (PE, page 153)
Publishing and Presenting (PE, page 155)
Unit Two
Poetry
Closing the Unit, pages 146–157

Homework Suggestions
- Enrichment: Submitting an Explication for Publication (ATE, page 150)
- Language, Grammar, and Style: Writing with Context Clues (PE, page 153; WR, page 40)
- Self-Evaluation (PE, page 152; WR, page 43)
- Rubric for Informative Writing: Interpreting a Poem (VLR I, page 113; WR, page 49)

Unit Two Review

Review and Assessment
- Words for Everyday Use (PE, page 156; UR 2, page 118)
- Vocabulary Development (ATE, page 156)
- Literary Tools (PE, page 156; UR 2, page 119)
- Unit 2 Review/Study Guide (UR 2, page 115)
- Unit 2 Test (UR 2, page 127; TG)

Reflecting on Your Reading
- Genre Studies: Lyric and Narrative Poetry, Techniques of Sound, Figurative Language, and Epic (PE, page 156; UR 2, page 122)
- Thematic Studies: Poetry, Celebration, Transformation, and Grief (PE, page 157; UR 2, page 123)
- Revisit the artwork and the quote from the Opening Pages (PE, pages 72–73; Art Note, page 75)

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity
- Learning to Live in the World by William Stafford (PE, page 157)
- Independent Reading Activity: Reading Poetry in Nature (PE, page 157; UR 2, page 126)

Selections for Additional Reading
- Letters to a Young Poet by Rainer Maria Rilke (PE, page 157)
- New and Selected Poems by Gary Soto (PE, page 157)
Unit Three
Fiction
Opening the Unit, pages 158–163

Teacher’s Name ___________________________ Class __________________ Date __________________

Dates I Plan to Teach This Unit _______________________________________________________

Unit 3 Goals/Objectives:
• to enjoy and appreciate several short stories
• to understand different elements of fiction
• to identify terms such as narrator, point of view, setting, mood, and foreshadowing and recognize the use of these techniques in the selection
• to write an analysis of a plot
• to demonstrate an understanding of subject-verb agreement in sentence writing

Lessons I Plan to Teach
_________ “Lather and Nothing Else,” page 164
_________ “The Black Cat,” page 171
_________ “The Open Window,” page 183
_________ “The Moment Before the Gun Went Off,” page 190
_________ “The Necklace,” page 198
_________ “I Stand Here Ironing,” page 208
_________ “Like the Sun,” page 218
_________ “The Enchanted Garden,” page 224
_________ Guided Writing—Informative Writing: Analyzing a Plot, page 231
_________ Unit Three Review, page 236
_________ For Your Reading List, page 237

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 158–159).

Getting Started in the Classroom
_________ Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 158–159; Art Notes, PE and ATE, page 161, UR 3, page 2). Discuss the artwork and the quote again after reading the unit.
_________ Elements of Fiction (PE, page 160)
_________ Biographical Note: Cervantes (ATE, page 160)
_________ Internet Resources: Artcyclopedia (ATE, page 161)
_________ Art Note: Rene Magritte (PE and ATE, page 161)
_________ Additional Questions and Activities: Reading Regional Fiction (ATE, page 162)
_________ Additional Questions and Activities: Plot Pyramid (ATE, page 163)
_________ Genre Check Test 4.3.1 (ATE, page 162; UR 3, page 1; TG) ☐
_________ Genre Test 4.3.2 (UR 3, page 3; TG) ☐
“Lather and Nothing Else,” page 164

Teacher's Name ____________________ Class ____________________ Date ____________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factors: Limited setting; style; first-person narrator

Synopsis: A barber must decide whether to slit the throat of an enemy or to do his job and shave the man.

Goals/Objectives:
• to empathize with a narrator’s feelings
• to explain the link between the writings and political career of Hernando Téllez
• to define internal monologue and explain why an author might use this literary technique
• to define and distinguish narrator and point of view
• to compare and contrast setting and mood
• to research a current example of political instability in the world

Before Reading
_______ Reader’s Journal (PE, page 164; UR 3, page 7)
_______ Literary Tools: Narrator, Point of View, Setting, and Mood (PE, page 164)
_______ Reader’s Resource: About the Selection (PE, page 164)
_______ About the Author: Hernando Téllez (PE, page 164)
_______ Fine Art: Marc Chagall (PE, page 165; Art Note, ATE, page 165)
_______ Vocabulary from the Selection (ATE, page 166)
_______ Vocabulary: Vocabulary Review: Sentence Completion (VR, page 27)
_______ Reading Strategy (RSR, page 84)

During Reading
_______ Graphic Organizer (PE, page 164; VLR I; page 31; UR 3, page 7)
_______ Dramatic Recording (AL, 12:12)
_______ Guided Reading Questions (PE, page 165; UR 3, page 8)
_______ Reading Strategy (RSR, page 84)
_______ Fix-Up Idea (RSR, page 84)

After Reading
_______ Reading Strategy (RSR, page 85)
_______ Standardized Test Practice (RSR, page 86)
_______ Respond to the Selection (PE, page 169; UR 3, page 8)
_______ Investigate, Inquire, and Imagine (PE, page 169; UR 3, page 9)
_______ Understanding Literature: Narrator, Point of View, Setting, and Mood (PE, page 169; UR 3, page 10)
_______ Writer’s Journal: Hyperbole, Descriptive Paragraph, or Step-by-Step Instructions (PE, page 170; UR 3, page 10)
_______ Language, Grammar, and Style: Achieving Parallelism (PE, page 170; UR 3, page 11)
_______ Study and Research & Media Literacy: Television Report (PE, page 170; UR 3, page 12)
_______ Collaborative Learning & Study and Research: Writing a Dramatic Skit (PE, page 170)
_______ Vocabulary: Connotation and Denotation (UR 3, page 13)
_______ Selection Check Test 4.3.3 (ATE, page 168; UR 3, page 15; TG)
_______ Selection Test 4.3.4 (UR 3, page 17; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time
**Lesson Plan**

“Lather and Nothing Else,” page 164

Teacher’s Name ___________________________ Class __________________ Date ________________

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<td>——— Preview the vocabulary words and footnotes.</td>
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<td>——— Have students practice reading the dialogue aloud with a partner.</td>
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<td>——— Collaborative Learning &amp; Study and Research: Writing a Dramatic Skit (PE, page 170)</td>
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<td>——— Study and Research &amp; Media Literacy: Television Report (PE, page 170; UR 3, page 12)</td>
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Teacher’s Name __________________________ Class __________________ Date ______________

Reading Level: Moderate

Difficulty Considerations: Ambiguity; vocabulary

Ease Factor: First-person narrator

Synopsis: The narrator, whose sanity is questioned, is haunted by a black cat.

Goals/Objectives:
• to enjoy an ambiguous, suspenseful story
• to describe Edgar Allan Poe’s literary accomplishments
• to define flashback and explain how Poe uses this technique in the story
• to define plot and conflict and recognize the two forms of conflict in Poe’s story
• to identify the meaning of prefixes and suffixes as a way of expanding vocabulary
• to use the format of a mock trial to evaluate a character’s guilt or innocence

Before Reading
_________ Reader’s Journal (PE, page 171; UR 3, page 22)
_________ Literary Tools: Flashback, Plot, and Conflict (PE, page 171)
_________ Reader’s Resource: About the Selection (PE, page 171)
_________ About the Author: Edgar Allan Poe (PE, page 171)
_________ Vocabulary from the Selection (ATE, page 171)
_________ Vocabulary: Using Vocabulary to Write a Story (VR, page 29)
_________ Reading Strategy (RSR, page 89)

During Reading
_________ Dramatic Recording (AL, 24:33)
_________ Guided Reading Questions (PE, page 173; UR 3, page 22)
_________ Reading Strategy (RSR, page 89)
_________ Fix-Up Idea (RSR, page 89)

After Reading
_________ Reading Strategy (RSR, page 89)
_________ Standardized Test Practice (RSR, page 90)
_________ Respond to the Selection (PE, page 180; UR 3, page 24)
_________ Investigate, Inquire, and Imagine (PE, page 181; UR 3, page 24)
_________ Understanding Literature: Flashback, Plot, and Conflict (PE, page 181; VLR I, page 32; UR 3, page 25)
_________ Writer’s Journal: Obituary, Letter, or Newspaper Article (PE, page 182; UR 3, page 26)
_________ Vocabulary Development & Collaborative Learning: Prefixes and Suffixes (PE, page 182; UR 3, page 28)
_________ Speaking and Listening & Collaborative Learning: Mock Trial (PE, page 182)
_________ Selection Check Test 4.3.5 (ATE, page 180; UR 3, page 32; TG)
_________ Selection Test 4.3.6 (UR 3, page 34; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“The Black Cat,” page 171

Teacher’s Name ____________________________________ Class __________________ Date __________________

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<td>_______ Special Needs: Unreliable Narrator (ATE, page 172)</td>
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<td>_______ Cross-Curricular Activities: Researching Alcoholism (ATE, page 174)</td>
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<td>_______ Respond to the Selection (PE, page 180; UR 3, page 24)</td>
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<td>_______ Vocabulary: Using Vocabulary to Write a Story (VR, page 29)</td>
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<td><strong>Tackle Ambiguity</strong></td>
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<tr>
<td>_______ Use the Dramatic Recording of the story. Ask students to think about whether the narrator sounds sane or insane (AL, 24:33).</td>
</tr>
<tr>
<td>_______ Replay or reread difficult sections of the story.</td>
</tr>
<tr>
<td>_______ Use Guided Reading Questions to check understanding.</td>
</tr>
<tr>
<td>_______ Use Additional Questions and Activities to focus on the narrator’s state of mind (ATE, pages 175 and 176).</td>
</tr>
<tr>
<td>_______ Have students think about this question as they read: Do you trust what the narrator says about what happened?</td>
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<th><strong>Tackle Vocabulary</strong></th>
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<td>_______ Give students sentences from Words for Everyday Use. Have them use context clues to estimate the meaning of the words.</td>
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<tr>
<td>_______ Preview the vocabulary words and footnotes with students.</td>
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<tr>
<td>_______ Have students complete the Vocabulary activity: Using Vocabulary to Write a Story (VR, page 29).</td>
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<td>_______ Use activities for Spanish speakers (SR, page 37).</td>
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<tr>
<td>_______ Before reading, preview the first page with students. Discuss unfamiliar words and paraphrase the story line. Then listen to a Dramatic Recording of the first page of the story. Continue page by page for the rest of the story.</td>
</tr>
<tr>
<td>_______ Read aloud and have students paraphrase each sentence.</td>
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<td>_______ Help students make a time line of story events.</td>
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"The Open Window," page 183

Reading Level: Moderate

Difficulty Considerations: Satiric elements; author's style

Ease Factor: Dialogue

Synopsis: A young lady tries to enliven a formal meeting by telling a made-up story and watching the effect it has on her guest.

Goals/Objectives:
- to enjoy a short story
- to identify Saki and describe his literary accomplishments
- to define plot, conflict, and characterization and identify examples of each in the story
- to explain what irony is and identify the type of irony Saki uses
- to demonstrate the ability to use correct capitalization
- to create a sitcom that demonstrates one or more types of irony

Before Reading
- Literary Tools: Plot, Conflict, and Irony (PE, page 183; UR 3, page 38)
- Reader’s Resource: About the Selection (PE, page 183)
- About the Author: Saki (PE, page 183)
- Reader’s Journal (PE, page 183; UR 3, page 38)
- Vocabulary from the Selection (ATE, page 183)
- Vocabulary: Analogies (VR, page 30)
- Reading Strategy (RSR, page 93)

During Reading
- Dramatic Recording (AL, 7:42)
- Guided Reading Questions (PE, page 185; UR 3, page 38)
- Reading Strategy (RSR, page 93)
- Fix-Up Idea (RSR, page 93)

After Reading
- Reading Strategy (RSR, page 93)
- Standardized Test Practice (RSR, page 94)
- Respond to the Selection (PE, page 187; UR 3, page 39)
- Investigate, Inquire, and Imagine (PE, page 188; UR 3, page 39)
- Understanding Literature: Plot, Conflict, and Irony (PE, page 188; VLR I, page 33; UR 3, page 40)
- Writer’s Journal: Diary Entry, Letter of Introduction, or Guidelines (PE, page 189; UR 3, page 41)
- Language, Grammar, and Style: Proofreading for Errors in Capitalization (PE, page 189; UR 3, page 42)
- Study and Research: Comparison and Contrast Report (PE, page 189; UR 3, page 43)
- Speaking and Listening & Collaborative Learning: Sitcom (PE, page 189)
- Vocabulary: Discovering Meaning through Writing (UR 3, page 44)
- Selection Check Test 4.3.7 (ATE, page 187; UR 3, page 45; TG)
- Selection Test 4.3.8 (UR 3, page 47; TG)
- Internet activities at http://www.emcp.com
- Free reading time

WASHINGTON STATE STANDARDS

WASHINGTON STATE STANDARDS

click this box for details
Lesson Plan

“The Open Window,” page 183

Teacher’s Name ___________________________ Class __________________ Date __________________

M T W TH F

Teaching Options

Individual Learning Strategies

Motivation: Characterization Chart (ATE, page 184)
Reading Proficiency: Reading Out Loud (ATE, page 184)
English Language Learning: Vocabulary (ATE, page 184)
Special Needs: Letter of Introduction (ATE, page 184)
Enrichment: Writing a Letter of Introduction (ATE, page 184)

Cross-Curricular Activity

Researching Moors (ATE, page 185)

Flexible Grouping Suggestions

Cross-Curricular Activity: Researching Moors (ATE, page 185)
Respond to the Selection (PE, page 187; UR 3, page 39)
Investigate, Inquire, and Imagine (PE, page 188; UR 3, page 39)
Understanding Literature: Plot, Conflict, and Irony (PE, page 188; UR 3, page 40)
Speaking and Listening & Collaborative Learning: Sitcom (PE, page 189)
Vocabulary: Discovering Meaning through Writing (UR 3, page 44)

Homework Suggestions

Vocabulary: Analogies (VR, page 30)
Motivation: Characterization Chart (ATE, page 184)
Enrichment: Writing a Letter of Introduction (ATE, page 184)
Writer’s Journal: Diary Entry, Letter of Introduction, or Guidelines (PE, page 189; UR 3, page 41)
Language, Grammar, and Style: Proofreading for Errors in Capitalization (PE, page 189; UR 3, page 42)
Study and Research: Comparison and Contrast Report (PE, page 189; UR 3, page 43)

Strategies for Developing Readers

Tackle Satiric Elements

Read Reader’s Resource aloud (PE, page 183).
Use the Reader’s Journal activity to help students understand the concept of social conventions (PE, page 183).
Explain what letters of introduction are and how they were used.

Tackle Style

Read Literary Tools, focusing especially on Irony (PE, page 183).
Use the Dramatic Recording for the story. Place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 7:42).
Define understatement for students. Help them identify examples of understatement as they listen to the selection.
Replay or reread difficult sections of the story.

Additional Strategies for English Language Learners

Preview footnotes and Words for Everyday Use.
Ask volunteers to act out parts of the story.
Discuss Vera’s possible motivations.
“The Moment Before the Gun Went Off,” page 190

Teacher’s Name ______________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** South African political and historical references

**Ease Factor:** Familiar words

**Synopsis:** When a rich white man accidentally shoots one of his farm workers, no one knows he has actually shot his own son.

**Goals/Objectives:**
- to interpret a story that explores the impact of racial stereotyping
- to explain why Nadine Gordimer has been called “the conscience of South Africa”
- to define point of view and explain which type of point of view applies to the story
- to define stereotype and give examples from the story
- to identify direct and indirect objects in sentences
- to conduct research on the history of apartheid in South Africa

**Before Reading**
- Reader’s Journal (PE, page 190; UR 3, page 51)
- Literary Tools: Point of View and Stereotype (PE, page 190)
- Reader’s Resource: About the Selection (PE, page 190)
- About the Author: Nadine Gordimer (PE, page 190)
- Vocabulary from the Selection (ATE, page 192)
- Vocabulary: Connotation (VR, page 33)
- Reading Strategy (RSR, page 97)

**During Reading**
- Graphic Organizer (PE, page 190; VLR I, page 34; UR 3, page 51)
- Dramatic Recording (AL, 13:05)
- Guided Reading Questions (PE, page 191; UR 3, page 51)
- Fine Art: Willie Bester (PE, page 193; VLR II, page 10; Art Note, ATE, page 193)
- Reading Strategy (RSR, page 97)
- Fix-Up Idea (RSR, page 97)

**After Reading**
- Reading Strategy (RSR, page 98)
- Standardized Test Practice (RSR, page 99)
- Respond to the Selection (PE, page 195; UR 3, page 53)
- Investigate, Inquire, and Imagine (PE, page 196; UR 3, page 53)
- Understanding Literature: Point of View and Stereotype (PE, page 196; UR 3, page 54)
- Writer’s Journal: Newspaper Headline, Diary Entry, or Freewrite (PE, page 197; UR 3, page 55)
- Language, Grammar, and Style: Completers for Action Verbs (PE, page 197; UR 3, page 56)
- Study and Research: Researching South African History (PE, page 197; UR 3, page 56)
- Vocabulary: Exploring Word Origins and Word Families (UR 3, page 57)
- Selection Check Test 4.3.9 (ATE, page 195; UR 3, page 59; TG)
- Selection Test 4.3.10 (UR 3, page 61; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“The Moment Before the Gun Went Off,” page 190

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<td>Cross-Curricular Activity: Learning about South Africa (ATE, page 192)</td>
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<tr>
<td>Internet Resources: Thomas Jefferson Memorial Foundation (ATE, page 194)</td>
</tr>
<tr>
<td>Respond to the Selection (PE, page 195; UR 3, page 53)</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 196; UR 3, page 53)</td>
</tr>
<tr>
<td>Understanding Literature: Point of View and Stereotype (PE, page 196; UR 3, page 54)</td>
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</tbody>
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<tr>
<th>Homework Suggestions</th>
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<tbody>
<tr>
<td>Vocabulary: Connotation (VR, page 33)</td>
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<tr>
<td>Motivation: Rewriting the Story from a Different Point of View (ATE, page 191)</td>
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<tr>
<td>Reading Proficiency: Story Map (ATE, page 191)</td>
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<tr>
<td>Enrichment: Analyzing the Title (ATE, page 191)</td>
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<tr>
<td>Writer’s Journal: Newspaper Headline, Diary Entry, or Freewrite (PE, page 197; UR 3, page 55)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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</thead>
<tbody>
<tr>
<td><strong>Tackle South African Political and Historical References</strong></td>
</tr>
<tr>
<td>Read Reader’s Resource and About the Author: Nadine Gordimer aloud (PE, page 190).</td>
</tr>
<tr>
<td>Present the information on apartheid and racial segregation under English Language Learning (ATE, page 191).</td>
</tr>
<tr>
<td>Share the special terms given under Special Needs (ATE, page 191).</td>
</tr>
<tr>
<td>Arrange for a guest speaker who has lived in, visited, or knows much about South Africa.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students preview the footnotes and Words for Everyday Use.</td>
</tr>
<tr>
<td>Use the Dramatic Recording and check for comprehension after each page (AL, 13:05).</td>
</tr>
<tr>
<td>Discuss racial segregation and discrimination in other countries.</td>
</tr>
</tbody>
</table>

Language, Grammar, and Style: Complete for Action Verbs (PE, page 197; UR 3, page 56)

Study and Research: Researching South African History (PE, page 197; UR 3, page 56)
“The Necklace,” page 198

Teacher’s Name ___________________ Class ___________________ Date ___________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Simple story line

Synopsis: A woman loses a borrowed diamond necklace and works most of her life to replace it, only to find out it was a fake.

Goals/Objectives:
• to enjoy a short story with an ironic ending
• to explain how “The Necklace” reflects the style and techniques of Naturalism
• to define and identify examples of foreshadowing in the story
• to define character and identify the motivations of the main character in “The Necklace”
• to translate late nineteenth-century terms into modern vocabulary
• to write detailed descriptive passages from observations

Before Reading
_______ Reader’s Journal (PE, page 198; UR 3, page 66)
_______ Literary Tools: Foreshadowing, Character, and Motivation (PE, page 198)
_______ Reader’s Resource: Cultural Connection (PE, page 198)
_______ About the Author: Guy de Maupassant (PE, page 198)
_______ Fine Art: William McGregor Paxton (PE, page 199; Art Note, ATE, page 199)
_______ Vocabulary from the Selection (ATE, page 199)
_______ Vocabulary: PAVE: Predict, Associate, Verify, Evaluate (VR, page 35)
_______ Reading Strategy (RSR, page 102)

During Reading
_______ Graphic Organizer (PE, page 198; VLR I, page 35; UR 3, page 65)
_______ Dramatic Recording (AL, 21:45)
_______ Guided Reading Questions (PE, page 199; UR 3, page 66)
_______ Reading Strategy (RSR, page 102)
_______ Fix-Up Idea (RSR, page 102)

After Reading
_______ Reading Strategy (RSR, page 102)
_______ Standardized Test Practice (RSR, page 103)
_______ Respond to the Selection (PE, page 205; UR 3, page 67)
_______ Investigate, Inquire, and Imagine (PE, page 206; UR 3, page 67)
_______ Understanding Literature: Foreshadowing, Character, and Motivation (PE, page 206; UR 3, page 69)
_______ Writer’s Journal: Letter, Dialogue, or Short Story (PE, page 207; UR 3, page 69)
_______ Vocabulary Development: Archaic Language (PE, page 207; UR 3, page 70)
_______ Collaborative Learning: Observation and Description Game (PE, page 207)
_______ Media Literacy & Speaking and Listening: Talk Show (PE, page 207)
_______ Selection Check Test 4.3.11 (ATE, page 204; UR 3, page 73; TG)
_______ Selection Test 4.3.12 (UR 3, page 75; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time

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**Lesson Plan**

## “The Necklace,” page 198

Teacher’s Name ____________________________ Class ____________________________ Date __________________

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### Teaching Options

#### Individual Learning Strategies

- **Motivation:** Discussing the Narrator’s Attitudes toward Women (ATE, page 199)
- **Reading Proficiency:** Reading Out Loud (ATE, page 199)
- **English Language Learning:** Subjects and Verbs (ATE, page 199)
- **Special Needs:** Previewing Footnotes and Vocabulary (ATE, page 199)
- **Enrichment:** Reviewing a Story by Maupassant (ATE, page 199)

#### Art Note

- **William McGregor Paxton** (ATE, page 199)

#### Cross-Curricular Activity

- **Researching Late-Nineteenth-Century Fashion** (ATE, page 200)

#### Literary Note

- **Naturalism** (ATE, page 201)

#### Additional Questions and Activities

- **Questions about Mme. Loisel** (ATE, pages 202 and 204)

#### Internet Resources

- **Simplicity Resource Guide** (ATE, page 203)

#### Flexible Grouping Suggestions

- **Motivation:** Discussing the Narrator’s Attitudes toward Women (ATE, page 199)
- **Reading Proficiency:** Reading Out Loud (ATE, page 199)
- **Special Needs:** Previewing Footnotes and Vocabulary (ATE, page 199)
- **Cross-Curricular Activity:** Researching Late-Nineteenth-Century Fashion (ATE, page 200)
- **Respond to the Selection** (PE, page 205; UR 3, page 67)
- **Investigate, Inquire, and Imagine** (PE, page 206; UR 3, page 67)
- **Understanding Literature:** Foreshadowing, Character, and Motivation (PE, page 206; UR 3, page 69)
- **Collaborative Learning:** Observation and Description Game (PE, page 207)
- **Media Literacy & Speaking and Listening:** Talk Show (PE, page 207)

### Homework Suggestions

- **Enrichment:** Reviewing a Story by Maupassant (ATE, page 199)
- **Internet Resources:** Simplicity Resource Guide (ATE, page 203)
- **Writer’s Journal:** Letter, Dialogue, or Short Story (PE, page 207; UR 3, page 69)
- **Vocabulary Development:** Archaic Language (PE, page 207; UR 3, page 70)
- **Vocabulary:** PAVE: Predict, Associate, Verify, Evaluate (VR, page 35)

### Strategies for Developing Readers

#### Tackle Vocabulary

- Have pair groups explore the vocabulary and footnotes before reading.
- Read names aloud and have students practice pronouncing them.
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 21:45).
- Have students complete the Vocabulary activities: Vocabulary: PAVE: Predict, Associate, Verify, Evaluate (VR, page 35) and Vocabulary Development: Archaic Language (PE, page 207; UR 3, page 70).

### Additional Strategies for English Language Learners

- Preview the footnotes and Words for Everyday Use.
- Read the first three pages aloud, completing the Graphic Organizer together.
- To understand Mme. Loisel’s situation, have students discuss how the story would change if it used a modern-day setting with high school students as characters.

**UNIT 3 UNDERSTANDING LITERATURE LESSON PLANS**
Lesson Plan

“I Stand Here Ironing,” page 208

Reading Level: Moderate

Difficulty Considerations: Author’s style; vocabulary

Ease Factor: Few characters

Synopsis: A woman expresses mixed feelings about how she raised her daughter.

Goals/Objectives:
• to appreciate a contemporary short story in the Minimalist style
• to describe Tillie Olsen’s literary accomplishments
• to define theme and identify possible themes of “I Stand Here Ironing”
• to define characterization and recognize the use of techniques of characterization in the selection
• to create a comparison and contrast chart
• to write a business letter

Before Reading
_________ Reader’s Journal (PE, page 208; UR 3, page 80)
_________ Literary Tools: Theme and Characterization (PE, page 208)
_________ Reader’s Resource: About the Selection (PE, page 208)
_________ About the Author: Tillie Olsen (PE, page 208)
_________ Fine Art: Alice Neel (PE, page 209; VLR II, page 13; Art Note, ATE, page 209)
_________ Vocabulary from the Selection (ATE, page 208)
_________ Vocabulary: Antonyms (VR, page 40)
_________ Reading Strategy (RSR, page 106)

During Reading
_________ Graphic Organizer (PE, page 208; VLR I, page 36; UR 3, page 80)
_________ Guided Reading Questions (PE, page 210; UR 3, page 81)
_________ Reading Strategy (RSR, page 106)
_________ Fix-Up Idea (RSR, page 106)

After Reading
_________ Reading Strategy (RSR, page 107)
_________ Standardized Test Practice (RSR, page 108)
_________ Respond to the Selection (PE, page 215; UR 3, page 82)
_________ Investigate, Inquire, and Imagine (PE, page 216; UR 3, page 82)
_________ Understanding Literature: Theme and Characterization (PE, page 216; UR 3, page 83)
_________ Writer’s Journal: Guidelines, Advice Column, or Promotional Article (PE, page 217; UR 3, page 84)
_________ Language, Grammar, and Style: Writing Grammatical Sentences (PE, page 217; UR 3, page 85)
_________ Applied English: Professional Letter (PE, page 217; UR 3, page 86)
_________ Critical Thinking: Comparing and Contrasting (PE, page 217)
_________ Vocabulary: Translating Gobbledygook (UR 3, page 86)
_________ Selection Check Test 4.3.13 (ATE, page 215; UR 3, page 88; TG)
_________ Selection Test 4.3.14 (UR 3, page 90; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

WASHINGTON STATE STANDARDS

click this box for details
Lesson Plan

“I Stand Here Ironing,” page 208

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td><strong>Individual Learning Strategies</strong></td>
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<tr>
<td>______ Motivation: Characterization (ATE, page 209)</td>
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<tr>
<td>______ Reading Proficiency: Plot Map (ATE, page 209)</td>
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<tr>
<td>______ English Language Learning: Understanding Stream-of-Consciousness Writing (ATE, page 209)</td>
<td></td>
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<tr>
<td>______ Special Needs: Discuss the Speaker’s Feelings (ATE, page 209)</td>
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<tr>
<td>______ Enrichment: Internal Monologue (ATE, page 209)</td>
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</tbody>
</table>

| Art Note | |
|_________ | Alice Neel (ATE, page 209) |

| Cross-Curricular Activities | |
|_________ | Researching Separation Anxiety (ATE, page 211) |

| Quotables | |
|_________ | Tillie Olsen (ATE, page 212) |

| Literary Technique | |
|_________ | Aim (ATE, page 213) |

| Additional Questions and Activities | |
|_________ | Questions about Emily (ATE, page 214) |

| Flexible Grouping Suggestions | |
|_________ | Reading Proficiency: Plot Map (ATE, page 209) |
|_________ | Special Needs: Discuss the Speaker’s Feelings (ATE, page 209) |
|_________ | Cross-Curricular Activities: Researching Separation Anxiety (ATE, page 211) |
|_________ | Respond to the Selection (PE, page 215; UR 3, page 82) |
|_________ | Investigate, Inquire, and Imagine (PE, page 216; UR 3, page 82) |
|_________ | Understanding Literature: Theme and Characterization (PE, page 216; UR 3, page 83) |

| Homework Suggestions | |
|_________ | Vocabulary: Antonyms (VR, page 40) |
|_________ | Motivation: Characterization (ATE, page 209) |
|_________ | Enrichment: Internal Monologue (ATE, page 209) |

| Strategies for Developing Readers | |
| Tackle Style | |
| ______ Have students practice and model visualization throughout the story. | |
| ______ Use Guided Reading Questions to check understanding. | |
| ______ Read Reader’s Resource aloud (PE, page 208). | |
| ______ Create a plot diagram that illustrates the sequence of events. | |
| ______ Help students paraphrase difficult sentences. | |

| Tackle Vocabulary | |
|_________ | Preview the vocabulary words and footnotes. |
|_________ | Have students complete the Vocabulary activity: Antonyms (VR, page 40). |
|_________ | Remind students to use context clues to estimate word meaning. |

| Additional Strategies for English Language Learners | |
|_________ | Preview footnotes and Words for Everyday Use. |
|_________ | Give students background information about the Great Depression and World War II. |
|_________ | List events that shaped Emily’s life. |

Homework Suggestions

Teacher’s Name ____________________________ Class __________________ Date __________________

| Tackle Style | |
|_________ | Have students practice and model visualization throughout the story. |
|_________ | Use Guided Reading Questions to check understanding. |
|_________ | Read Reader’s Resource aloud (PE, page 208). |
|_________ | Create a plot diagram that illustrates the sequence of events. |
|_________ | Help students paraphrase difficult sentences. |

| Tackle Vocabulary | |
|_________ | Preview the vocabulary words and footnotes. |
|_________ | Have students complete the Vocabulary activity: Antonyms (VR, page 40). |
|_________ | Remind students to use context clues to estimate word meaning. |

| Additional Strategies for English Language Learners | |
|_________ | Preview footnotes and Words for Everyday Use. |
|_________ | Give students background information about the Great Depression and World War II. |
|_________ | List events that shaped Emily’s life. |
“Like the Sun,” page 218

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Vocabulary; Indian cultural references

Ease Factor: Subject matter

Synopsis: A teacher finds that telling the absolute truth can have negative consequences.

Goals/Objectives:
• to appreciate what it might be like to tell someone the cold truth about something
• to describe R. K. Narayan’s origins and literary accomplishments
• to define irony and theme and recognize these literary features in the selection
• to do research on Indian music
• to conduct a poll about telling the truth

Before Reading
_________ Reader’s Journal (PE, page 218; UR 3, page 95)
_________ Literary Tools: Irony and Theme (PE, page 218)
_________ Reader’s Resource: About the Selection (PE, page 218)
_________ About the Author: R. K. Narayan (PE, page 218)
_________ Vocabulary from the Selection (ATE, page 219)
_________ Vocabulary: Proofreading for Spelling and Usage Errors (VR, page 42)
_________ Reading Strategy (RSR, page 112)

During Reading
_________ Graphic Organizer (PE, page 218; VLR I, page 37; UR 3, page 94)
_________ Dramatic Recording (AL, 8:13)
_________ Guided Reading Questions (PE, page 219; UR 3, page 95)
_________ Reading Strategy (RSR, page 112)
_________ Fix-Up Idea (RSR, page 112)

After Reading
_________ Reading Strategy (RSR, page 113)
_________ Standardized Test Practice (RSR, page 114)
_________ Respond to the Selection (PE, page 222; UR 3, page 96)
_________ Investigate, Inquire, and Imagine (PE, page 222; UR 3, page 96)
_________ Understanding Literature: Irony andTheme (PE, page 222; UR 3, page 97)
_________ Writer’s Journal: Similes, Music Review, or Parable (PE, page 223; UR 3, page 97)
_________ Language, Grammar, and Style: Preposition Review (PE, page 223; UR 3, page 99)
_________ Study and Research: Indian Music (PE, page 223)
_________ Speaking and Listening & Collaborative Learning: Truth Poll (PE, page 223)
_________ Vocabulary: Synonyms and Antonyms (UR 3, page 99)
_________ Selection Check Test 4.3.15 (ATE, page 221; UR 3, page 101; TG)
_________ Selection Test 4.3.16 (UR 3, page 102; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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Reading Strategies Resource, page 112

Reading Strategy: Find a Purpose for Reading
Fix-Up Idea: Vary Reading Rate
Standardized Test Practice: Recognize Cause and Effect
“Like the Sun,” page 218

Teacher’s Name _____________________________ Class __________________ Date ______________

M T W TH F

Tackle Vocabulary

Motivation: Reactions to Criticism (ATE, page 219)
Reading Proficiency: Focus on Vocabulary and Footnotes (ATE, page 219)
English Language Learning: Truth-Telling vs. Social Courtesy in Other Cultures (ATE, page 219)
Special Needs: Story Premise (ATE, page 219)
Enrichment: The Truth about Truth (ATE, page 219)

Preview the vocabulary words and footnotes.
Read names aloud and have students practice pronouncing them.
Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 8:13).
Have students complete the Vocabulary activities: Proofreading for Spelling and Usage Errors (VR, page 42) and Synonyms and Antonyms (UR 3, page 99).

Tackle Indian Cultural References

Discuss information included in the Reader’s Resource (PE, page 218).
Write down information included in About the Author: R. K. Narayan (PE, page 218).
Preview footnotes and give additional background.
Play a recording of Indian music similar to the types listed in column 1 on page 221.

Additional Strategies for English Language Learners

Have volunteers act out parts of the story.
Brainstorm other problems that could result from telling the absolute truth.
Check students’ comprehension with the Guided Reading Questions.

Individual Learning Strategies

Motivation: Reactions to Criticism (ATE, page 219)
Reading Proficiency: Focus on Vocabulary and Footnotes (ATE, page 219)
English Language Learning: Truth-Telling vs. Social Courtesy in Other Cultures (ATE, page 219)
Special Needs: Story Premise (ATE, page 219)
Enrichment: The Truth about Truth (ATE, page 219)

Body Language and the Truth (ATE, page 220)

Flexible Grouping Suggestions

English Language Learning: Truth-Telling vs. Social Courtesy in Other Cultures (ATE, page 219)
Enrichment: The Truth about Truth (ATE, page 219)
Respond to the Selection (PE, page 222; UR 3, page 96)
Investigate, Inquire, and Imagine (PE, page 222; UR 3, page 96)
Understanding Literature: Irony and Theme (PE, page 222; UR 3, page 97)
Speaking and Listening & Collaborative Learning: Truth Poll (PE, page 223)

Additional Questions and Activities

Tackle Vocabulary

Body Language and the Truth (ATE, page 220)

Additional Questions and Activities

Homework Suggestions

Vocabulary: Proofreading for Spelling and Usage Errors (VR, page 42)
Motivation: Reactions to Criticism (ATE, page 219)
Writer’s Journal: Similes, Music Review, or Parable (PE, page 223; UR 3, page 97)
Study and Research: Indian Music (PE, page 223)
Lesson Plan

“The Enchanted Garden,” page 224

Teacher's Name ________________________ Class ________________________ Date ________________________

Reading Level: Moderate  

Difficulty Considerations: Vocabulary; botanical references  

Ease Factor: Subject matter  

Synopsis: Two children find their way into a garden; despite its delights, they do not enjoy themselves for fear of being discovered.  

Goals/Objectives:  
• to appreciate a short story that contains elements of fantasy  
• to summarize the life and writing career of Italo Calvino  
• to define theme and identify a possible theme of the story  
• to define setting and explain its importance in the story  
• to give an oral book report  

Before Reading  
________ Reader's Journal (PE, page 224; UR 3, page 106)  
________ Reader’s Resource: About the Selection (PE, page 224)  
________ About the Author: Italo Calvino (PE, page 224)  
________ Vocabulary from the Selection (ATE, page 225)  
________ Vocabulary: Basic Spelling Rules (VR, page 43)  
________ Vocabulary: Commonly Misspelled Words (VR, page 44)  
________ Reading Strategy (RSR, page 117)  

During Reading  
________ Graphic Organizer (PE, page 224; VLR I, page 38; UR 3, page 106)  
________ Guided Reading Questions (PE, page 225; UR 3, page 107)  
________ Fine Art: Claude Monet (PE, page 227; VLR II, page 16; Art Note, ATE, page 227)  
________ Reading Strategy (RSR, page 117)  
________ Fix-Up Idea (RSR, page 117)  

After Reading  
________ Reading Strategy (RSR, page 117)  
________ Standardized Test Practice (RSR, page 118)  
________ Respond to the Selection (PE, page 229; UR 3, page 108)  
________ Investigate, Inquire, and Imagine (PE, page 229; UR 3, page 108)  
________ Understanding Literature: Theme and Setting (PE, page 229; UR 3, page 109)  
________ Writer’s Journal: Wish List, Letter, or Descriptive Paragraph (PE, page 230; UR 3, page 109)  
________ Language, Grammar, and Style: Identifying and Correcting Sentence Fragments (PE, page 230; UR 3, page 111)  
________ Study and Research: Design Your Own Garden (PE, page 230)  
________ Selection Check Test 4.3.17 (ATE, page 228; UR 3, page 112; TG)  
________ Selection Test 4.3.18 (UR 3, page 113; TG)  
________ Internet activities at http://www.emcp.com  
________ Free reading time  

WASHINGTON STATE STANDARDS  

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Lesson Plan

“The Enchanted Garden,” page 224

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td>______ Motivation: Brainstorming about an Enchanted Garden (ATE, page 225)</td>
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<tr>
<td>______ Reading Proficiency: Setting (ATE, page 225)</td>
</tr>
<tr>
<td>______ English Language Learning: Vocabulary (ATE, page 225)</td>
</tr>
<tr>
<td>______ Special Needs: Surprising or Unrealistic Elements (ATE, page 225)</td>
</tr>
<tr>
<td>______ Enrichment: Write about the Role of Chance (ATE, page 225)</td>
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<tr>
<th>Cross-Curricular Activity</th>
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<tr>
<td>______ Learning about Plants from the Enchanted Garden (ATE, page 226)</td>
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<tr>
<th>Additional Questions and Activities</th>
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<tr>
<td>______ Garden Pictures (ATE, page 227)</td>
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<tr>
<th>Art Note</th>
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<tbody>
<tr>
<td>______ Claude Monet (ATE, page 227)</td>
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<tr>
<th>Flexible Grouping Suggestions</th>
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<tbody>
<tr>
<td>______ Motivation: Brainstorming about an Enchanted Garden (ATE, page 225)</td>
</tr>
<tr>
<td>______ Additional Questions and Activities: Garden Pictures (ATE, page 227)</td>
</tr>
<tr>
<td>______ Respond to the Selection (PE, page 229; UR 3, page 108)</td>
</tr>
<tr>
<td>______ Investigate, Inquire, and Imagine (PE, page 229; UR 3, page 108)</td>
</tr>
<tr>
<td>______ Understanding Literature: Theme and Setting (PE, page 229; UR 3, page 109)</td>
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<tr>
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<tbody>
<tr>
<td>______ Vocabulary: Basic Spelling Rules (VR, page 43)</td>
</tr>
<tr>
<td>______ Vocabulary: Commonly Misspelled Words (VR, page 44)</td>
</tr>
<tr>
<td>______ Special Needs: Surprising or Unrealistic Elements (ATE, page 225)</td>
</tr>
<tr>
<td>______ Enrichment: Write about the Role of Chance (ATE, page 225)</td>
</tr>
<tr>
<td>______ Cross-Curricular Activity: Learning about Plants in the Enchanted Garden (ATE, page 226)</td>
</tr>
<tr>
<td>______ Writer’s Journal: Wish List, Letter, or Descriptive Paragraph (PE, page 230; UR 3, page 109)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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<tbody>
<tr>
<td>Tackle Vocabulary</td>
</tr>
<tr>
<td>______ Preview the vocabulary words and footnotes.</td>
</tr>
<tr>
<td>______ Define hedge, villa, and chaise lounge.</td>
</tr>
<tr>
<td>______ Have students complete the vocabulary activities: Basic Spelling Rules (VR, page 43) and Commonly Misspelled Words (VR, page 44).</td>
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<thead>
<tr>
<th>Tackle Botanical References</th>
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<tbody>
<tr>
<td>______ Read plant names aloud and have students practice pronouncing them.</td>
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<tr>
<td>______ Point out that the specialized plant names help create the setting.</td>
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<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
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<tbody>
<tr>
<td>______ Have small groups read and answer the Guided Reading Questions together.</td>
</tr>
<tr>
<td>______ Model visualization as students read the selection.</td>
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<tr>
<td>______ Ask students to share their Graphic Organizers.</td>
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Unit Three
Fiction
Closing the Unit, pages 231–237

Teacher's Name ________________________ Class ________________________ Date ________________________

**Guided Writing**

**Assignment:** Students analyze the plot of a short story (PE, pages 151–159).

**Before Writing**
- Analyzing a Plot (PE, page 231; WR, page 50)
- Student Model (PE, page 231)
- Prewriting (PE, page 232; WR, page 50)
- Student Model—Graphic Organizer (PE, page 233; WR, page 51)
- Graphic Organizer (VLR I, page 114; WR, page 52)

**During Writing**
- Drafting (PE, page 233; WR, page 53)
- Language, Grammar, and Style: Subject-Verb Agreement (PE, page 234; WR, page 54)
- Student Model (PE, page 234)

**After Writing**
- Self- and Peer Evaluation (PE, page 233; WR, page 59)
- Revising and Proofreading (PE, page 234)
- Student Model—Revised (PE, page 234; WR, page 64)
- Publishing and Presenting (PE, page 235)
- Reflecting (PE, page 235)
- Rubric for Informative Writing: Analyzing a Plot (VLR I, page 115; WR, page 67)

**Individual Learning Strategies**
- Motivation: Qualities of a Good Short Story (ATE, page 232)
- Reading Proficiency: Summarizing Each Section of the Lesson (ATE, page 232)
- English Language Learning: Context Clues (ATE, page 232)
- Special Needs: Graphic Organizer (ATE, page 232)
- Enrichment: Acting as a Peer Instructor (ATE, page 232)

**Flexible Grouping Suggestions**
- Special Needs: Graphic Organizer (ATE, page 232)
- Enrichment: Acting as a Peer Instructor (ATE, page 232)
- Peer Evaluation (PE, page 233; WR, page 61)
- Revising and Proofreading (PE, page 234)
- Publishing and Presenting (PE, page 235)

**Homework Suggestions**
- Motivation: Qualities of a Good Short Story (ATE, page 232)
- Graphic Organizer (VLR I, page 114; WR, page 52)
- Language, Grammar, and Style: Subject-Verb Agreement (PE, page 234; WR, page 54)
- Self-Evaluation (PE, page 233; WR, page 59)
- Rubric for Informative Writing: Analyzing a Plot (VLR I, page 115; WR, page 67)

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**WASHINGTON STATE STANDARDS**

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.
Unit Three
Fiction
Closing the Unit, pages 231–237

Teacher’s Name ___________________________ Class __________________ Date __________________

Unit Three Review

Review and Assessment

- Words for Everyday Use (PE, page 236; UR 3, page 120)
- Vocabulary Development (ATE, page 236)
- Literary Tools (PE, page 236; UR 3, page 121)
- Unit 3 Review/Study Guide (UR 3, page 116; VLR I, page 39)
- Unit 3 Test (UR 3, page 126; TG)

Reflecting on Your Reading

- Genre Studies (PE, page 236; UR 3, page 122)
- Thematic Studies (PE, page 237; UR 3, page 123)
- Revisit the artwork and the quote from the Opening Pages (PE, pages 158–159; Art Notes, PE and ATE, page 161; UR 3, page 2).

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity

- Ethan Frome by Edith Wharton (PE, page 237)
- Independent Reading Activity: Responding to Fiction (PE, page 237; UR 3, page 125)

Selections for Additional Reading

- Ultimate Sports: Short Stories by Outstanding Writers for Young Adults edited by Donald R. Gallo (PE, page 237)
- Local Girls by Alice Hoffman (PE, page 237)
Unit Four
Drama
Opening the Unit, pages 238–241

Unit 4 Goals/Objectives:
• to name and describe elements of plot and trace their development in drama
• to appreciate a Shakespearean drama
• to learn about a one-act play competition for student actors
• to write an extended definition
• to identify, edit for, and use sentence variety in writing assignments

Lessons I Plan to Teach
_________ The Tragedy of Julius Cæsar, Act 1, page 242
_________ The Tragedy of Julius Cæsar, Act 2, page 268
_________ The Tragedy of Julius Cæsar, Act 3, page 288
_________ The Tragedy of Julius Cæsar, Act 4, page 309
_________ The Tragedy of Julius Cæsar, Act 5, page 326
_________ Related Reading: from The Prince, page 339
_________ Language Arts in Action: “One-Act Play Competition,” page 345
_________ Guided Writing—Persuasive Writing: Writing an Extended Definition/Defining a Good Leader, page 348
_________ Unit Four Review, page 357
_________ For Your Reading List, page 359

Getting Started in the Classroom
_________ Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 238–239; Art Note, ATE, page 240; VLR II, page 19). Discuss the artwork and the quote again after reading the unit.
_________ Elements of Drama (PE, page 240)
_________ Cross-Curricular Activities: Researching Kabuki Theater (ATE, page 240)
_________ Genre Check Test 4.4.1 (ATE, page 241; UR 4, page 1; TG)
_________ Genre Test 4.4.2 (UR 4, page 3; TG)

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 238–239).
Lesson Plan

The Tragedy of Julius Cæsar, Act 1, page 242

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Subject matter; author’s style; selection length; vocabulary

Ease Factors: Familiar story; familiar protagonist

Synopsis: Julius Cæsar rises to power and subsequently falls to an assassination conspiracy.

Before Reading

_________ Reader’s Journal (PE, page 245; UR 4, page 10)
_________ Literary Tools: Character, Plot, Central Conflict, Inciting Incident, and Motif (PE, page 242)
_________ Reader’s Resource: Background and Technique (PE, page 242)
_________ About the Author: William Shakespeare (PE, page 245)
_________ Vocabulary from the Selection (ATE, page 246)
_________ Vocabulary: Reading Strategies (VR, page 45)
_________ Reading Strategy (RSR, page 121)

During Reading

_________ Graphic Organizer (PE, page 242; VLR I, page 41; UR 4, page 9)
_________ Guided Reading Questions (PE, page 248; UR 4, page 10)
_________ Reading Strategy (RSR, page 121)
_________ Fix-Up Idea (RSR, page 122)

After Reading

_________ Reading Strategy (RSR, page 122)
_________ Standardized Test Practice (RSR, page 123)
_________ Respond to the Selection (PE, page 265; UR 4, page 12)
_________ Investigate, Inquire, and Imagine (PE, page 265; UR 4, page 12)
_________ Understanding Literature: Character, Motif, Plot, Central Conflict, and Inciting Incident (PE, page 265; UR 4, page 13; VLR I, page 42)
_________ Writer’s Journal: Announcement, Advice Column, or Paraphrase (PE, page 267; UR 4, page 14)
_________ Study and Research: Researching Epilepsy (PE, page 267; UR 4, page 15)
_________ Collaborative Learning: Researching the Republic (PE, page 267)
_________ Vocabulary: Synonym and Word Components with Similar Meanings (UR 4, page 16)
_________ Prereading Check Test 4.4.3 (ATE, page 243; UR 4, page 7; TG)
_________ Prereading Test 4.4.4 (UR 4, page 8; TG)
_________ Selection Check Test 4.4.5 (ATE, page 263; UR 4, page 17; TG)
_________ Selection Test 4.4.6 (UR 4, page 19; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
The Tragedy of Julius Cæsar, Act 1, page 242

Teaching Options

Individual Learning Strategies
- Motivation: Discussing Forms of Government (ATE, page 244)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 244)
- English Language Learning: Vocabulary (ATE, page 244)
- Special Needs: Listening to the Selection (ATE, page 244)
- Enrichment: Cæsar’s Relationship with Pompey (ATE, page 244)

Literary/Historical Note
- Shakespeare’s Appeal to the Common People (ATE, page 242)

Additional Questions and Activities
- Analyzing Meter (ATE, page 242)
- Use of Pun (ATE, page 247)
- Comprehension Questions (ATE, pages 249 and 258)
- Relationship between Brutus and Cassius (ATE, page 251)
- Brutus’s Feelings about Cæsar (ATE, page 252)
- Cassius’s Thoughts on Fate and Power (ATE, page 254)
- Cæsar’s Fear of Cassius (ATE, page 255)
- Greek and Latin Languages (ATE, page 257)
- Cassius’s Interpretation of Disorder (ATE, page 261)
- Latin Roots (ATE, page 262)

Quotables
- Quotation from The Tragedy of Antony and Cleopatra (ATE, page 243)
- Quotations from Other Shakespearean Plays (ATE, page 259)
- Aeschylus (ATE, page 262)

Historical Note
- Roman Baths (ATE, page 243)
- Cæsar—Politician and General (ATE, page 244)
- The Ides of March (ATE, page 250)
- Number Three (ATE, page 256)
- Elizabethan Superstitions (ATE, page 261)
- Livy and Roman History (ATE, page 267)

Cross-Curricular Activities
- Models of the Globe Theater (ATE, page 243)
- Religious History of Rome (ATE, page 246)
- Prop Master (ATE, page 246)
- Enacting Founding Myths of Rome (ATE, page 248)
- Roman Costumes (ATE, page 248)
- Constructing a Time Line of Roman History Using Roman Numerals (ATE, page 250)
- Mirrors (ATE, page 251)
- Fate in Ancient Rome (ATE, page 254)
- Debate Fate and Free Will (ATE, page 254)
- Researching Cicero and Compiling a Bibliography of His Works (ATE, page 260)
- Research on the Laurel Plant (ATE, page 264)

Literary Technique
- Window Scenes (ATE, page 247)
- Repetition (ATE, page 250)
- Description (ATE, page 253)
- Soliloquy (ATE, page 258)
- Motif (ATE, page 259)
- Metaphor (ATE, page 262)
- Simile (ATE, page 264)

Literary Note
- Renaissance Interest in Classical Greece and Rome (ATE, page 245)

Art Note
- Temple of Vesta in the Roman Forum (ATE, page 246)

Internet Resources
- Apparel of Ancient Rome (ATE, page 247)
- Exploring Roman Life (ATE, page 249)
- The Colossus of Rhodes (ATE, page 254)

Flexible Grouping Suggestions
- Motivation: Discussing Forms of Government (ATE, page 244)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 244)
- Additional Questions and Activities: Analyzing Meter (ATE, page 242)
- Cross-Curricular Activities: Models of the Globe Theater (ATE, page 243)
- Cross-Curricular Activities: Enacting Founding Myths of Rome (ATE, page 248)
- Cross-Curricular Activities: Roman Costumes (ATE, page 248)
- Cross-Curricular Activities: Constructing a Time Line of Roman History Using Roman Numerals (ATE, page 250)
- Additional Questions and Activities: Cassius’s Thoughts on Fate and Power (ATE, page 254)
Lesson Plan

The Tragedy of Julius Cæsar, Act 1, page 242

Teacher's Name ____________________________ Class __________________ Date __________________

M T W TH F

Additional Questions and Activities: Cæsar's Fear of Cassius (ATE, page 255)
Read to the Selection (PE, page 265; UR 4, page 12)
Investigate, Inquire, and Imagine (PE, page 265; UR 4, page 12)
Understanding Literature: Character, Motif, Plot, Central Conflict, and Inciting Incident (PE, page 265; UR 4, page 13; VLR I, page 42)
Collaborative Learning: Researching the Republic (PE, page 267)

Homework Suggestions
Vocabulary: Reading Strategies (VR, page 45)
Enrichment: Cæsar's Relationship with Pompey (ATE, page 244)
Cross-Curricular Activities: Mirrors (ATE, page 251)
Writer's Journal: Announcement, Advice Column, or Paraphrase (PE, page 267; UR 4, page 14)
Study and Research: Researching Epilepsy (PE, page 267; UR 4, page 15)
Media Literacy: Movie Versions of Julius Cæsar (PE, page 267)

Strategies for Developing Readers

Tackle Subject Matter
Use Reader's Resource (PE, page 242) for information on theater in Shakespeare's day, on Rome, and on Julius Cæsar.
Use the Prereading Check Test and Prereading Test to check comprehension before reading the selection.
Have students complete Motivation: Discussing Forms of Government (ATE, page 244).
Use the Historical Notes to provide additional information about ancient Rome.
Allow time for students to explore Internet Resources and to learn about Roman life and clothing.

Tackle Style
Point out the tips in "On Reading Shakespeare" (PE, page 244).
Ask students to read through each scene quickly. Then reread the scene referring to footnotes.
Have students practice and model visualization throughout the act.

Tackle Selection Length
Read the act over two or more class sessions; refresh memories by reviewing old sections before students begin new sections.
Read and discuss each scene of the act.
Summarize the plot, page by page, using Guided Reading Questions.
Read key portions of the act aloud.
Use partner or pair groups. Have students read, answer questions, and mark text together. Help pair groups individually, as needed.

Tackle Vocabulary
Have students complete Vocabulary: Reading Strategies (VR, page 45).
Present the information on Latin Roots (ATE, page 262).
Preview the vocabulary words and footnotes with students.
Read names aloud and have students practice pronouncing them.
Point out that the English language has changed since Shakespeare's time.
Read through each scene quickly without worrying about footnotes or unfamiliar words; then reread the scene referring to footnotes.

Additional Strategies for English Language Learners
Use activities for Spanish speakers (SR, page 48).
Try to obtain the play in an easier-to-read format such as a comic book version or children's abridged version and have students refer to that to aid in comprehension.
Summarize each scene before students read it aloud or before they listen to proficient readers read it aloud.
Focus on a few lines that use literary techniques and study them in-depth.
Lesson Plan

The Tragedy of Julius Cæsar, Act 2, page 268

Teacher’s Name __________________________________ Class __________________ Date __________________

Difficulty Considerations: Subject matter; author’s style; selection length; vocabulary

Ease Factor: Familiar protagonist

Before Reading

2. Literary Tools: Plot and Complication; Simile (PE, page 268)
3. Fine Art: Antonio Canaletto (PE, page 268; Art Note, ATE, page 268)
4. Vocabulary from the Selection (ATE, page 268)
5. Vocabulary: The Evolution of Language (VR, page 47)
6. Review Act 1
7. Reading Strategy (RSR, page 121)

During Reading

1. Graphic Organizer: Continue Plot Chart (PE, page 266; VLR I, page 42; UR 4, page 14)
3. Guided Reading Questions (PE, page 269; UR 4, page 25)
4. Reading Strategy (RSR, page 121)
5. Fix-Up Idea (RSR, page 122)

After Reading

1. Reading Strategy (RSR, page 122)
2. Standardized Test Practice (RSR, page 123)
3. Respond to the Selection (PE, page 285; UR 4, page 27)
4. Investigate, Inquire, and Imagine (PE, page 286; UR 4, page 28)
5. Understanding Literature: Plot and Complication, Simile (PE, page 286; VLR I, page 44; UR 4, page 30)
8. Study and Research & Collaborative Learning: Researching the Women of Roman Times (PE, page 287)
10. Vocabulary: Prefixes and Suffixes (UR 4, page 33)
11. Selection Check Test 4.4.7 (ATE, page 283; UR 4, page 37; TG)
12. Selection Test 4.4.8 (UR 4, page 39; TG)
13. Internet activities at http://www.emcp.com
14. Free reading time

WASHINGTON STATE STANDARDS

click this box for details

UNIT 4 UNDERSTANDING LITERATURE LESSON PLANS
Lesson Plan

The Tragedy of Julius Cæsar, Act 2, page 268

Teacher’s Name ____________________________ Class __________________ Date ____________

M T W TH F

Flexible Grouping Suggestions

- Respond to the Selection (PE, page 285; UR 4, page 27)
- Investigate, Inquire, and Imagine (PE, page 286; UR 4, page 28)
- Understanding Literature: Plot, Complication, and Simile (PE, page 286; VLR I, page 44; UR 4, page 30)
- Study and Research & Collaborative Learning: Researching the Women of Roman Times (PE, page 287)

Homework Suggestions

- Vocabulary: The Evolution of Language (VR, page 47)
- Enrichment: Researching the Roman Calendar (ATE, page 269)
- Writer’s Journal: Journal Entry, Letter, or Personal Letter (PE, page 287; UR 4, page 31)
- Critical Thinking: Pro and Con Chart (PE, page 287; VLR I, page 45; UR 4, page 32)

Teaching Options

Individual Learning Strategies

- Motivation: Brutus’s Moral Dilemma (ATE, page 269)
- Reading Proficiency: Previewing Footnotes and Vocabulary (ATE, page 269)
- English Language Learning: Vocabulary (ATE, page 269)
- Special Needs: Listening to the Selection (ATE, page 269)
- Enrichment: Researching the Roman Calendar (ATE, page 269)

Art Note

- Antonio Canaletto (ATE, page 268)

Literary Technique

- Allusion (ATE, page 269)
- Anachronism (ATE, page 275)
- Foreshadowing (ATE, page 281)
- Aside (ATE, page 283)
- Suspense (ATE, page 284)

Literary Note

- Characterization of Portia (ATE, page 276)

Quotables

- George Villiers (ATE, page 271)
- Calderón de la Barca (ATE, page 282)

Additional Questions and Activities

- Reading Comprehension (ATE, pages 270, 279, 281, 283, and 285)
- Understanding Brutus’s Speech (ATE, page 273)
- Brutus’s Advice and Action (ATE, page 277)
- Portia (ATE, page 278)
- Comparing Plot to Dream or Nightmare (ATE, page 282)
- Letter of Warning to Cæsar (ATE, page 282)
- Questions about Portia (ATE, page 284)

Literary/Historical Note

- The Two Bodies of a King (ATE, page 274)

Historical Note

- Plutarch’s Account of Portia (ATE, page 278)

Cross-Curricular Activities

- Researching Dreams and Their Interpretations (ATE, page 282)

Print Resources _AUDIO Library  Test Generator CD-ROM  Internet


UNIT 4  UNDERSTANDING LITERATURE  LESSON PLANS
The Tragedy of Julius Caesar, Act 2, page 268

Teacher’s Name ___________________________ Class ______________________ Date __________________

Strategies for Developing Readers

Tackle Subject Matter

Have students consider Brutus’s dilemma as they read.

Use Additional Questions and Activities (ATE, pages 270, 273, 277, and 279) to explore Brutus’s dilemma.

Use Literary/Historical Note (ATE, page 274) to explore the relationship between Brutus and Caesar.

Use Literary Note (ATE, page 276) to help students understand Portia.

Use Additional Questions and Activities to explore the relationship between Brutus and Portia (ATE, pages 278 and 284).

Tackle Style

Remind students to read through each scene quickly. Then reread the scene referring to footnotes.

Have students practice and model visualization throughout the act.

Read the play aloud. Have advanced readers assume roles and read the selection aloud while other students read along silently.

Use Guided Reading Questions and Additional Questions and Activities to check understanding.

Use Literary Technique information to clarify specific aspects of Shakespeare’s style: allusion, anachronism, foreshadowing, aside, and suspense.

Tackle Selection Length

Read the act over two or more class sessions; refresh memories by reviewing old sections before students begin new section.

Read and discuss each scene of the act.

Summarize the plot, page by page, using Guided Reading Questions.

Read key portions of the act aloud.

Use partner or pair groups. Have students read, answer questions, and mark text together. Help pair groups individually, as needed.

Tackle Vocabulary

Preview the vocabulary words and footnotes.

Read names aloud and have students practice pronouncing them.

Read through each scene quickly without worrying about footnotes or unfamiliar words. Then reread the scene referring to footnotes.


Additional Strategies for English Language Learners

Use activities for Spanish speakers (SR, page 48).

Try to obtain the play in an easier-to-read format such as a comic book version or children’s abridged version and have students refer to that to aid in comprehension.

Summarize each scene before students read it aloud or before they listen to proficient readers read it aloud.

Focus on a few lines that use literary techniques and study them in-depth.

Have students “translate” a section of text into modern English.
Lesson Plan

The Tragedy of Julius Cæsar, Act 3, page 288

Teacher’s Name ___________________________ Class ___________________________ Date __________________

**Difficulty Considerations:** Subject matter; author’s style; selection length; vocabulary

**Ease Factor:** Familiar protagonist

**Before Reading**

- Reader’s Journal (PE, page 288; UR 4, page 44)
- Literary Tools: Repetition and Irony; Plot, Climax, and Crisis (PE, page 288)
- Vocabulary from the Selection (ATE, page 288)
- Vocabulary: Using Vocabulary to Write a Dialogue (VR, page 49)
- Review Act 2
- Reading Strategy (RSR, page 121)

**During Reading**

- Graphic Organizer: Continue Plot Chart (PE, page 266; VLR I, page 42; UR 4, page 14)
- Dramatic Recording: Act 3, scene 2 (AL, 15:47)
- Guided Reading Questions (PE, page 288; UR 4, page 44)
- Reading Strategy (RSR, page 121)
- Fix-Up Idea (RSR, page 122)

**After Reading**

- Reading Strategy (RSR, page 122)
- Standardized Test Practice (RSR, page 123)
- Respond to the Selection (PE, page 307; UR 4, page 47)
- Investigate, Inquire, and Imagine (PE, page 307; UR 4, page 47)
- Understanding Literature: Repetition and Irony; Plot, Climax, and Crisis (PE, page 307; UR 4, page 49)
- Writer’s Journal: Headlines, Wanted Poster, or Parody (PE, page 308; UR 4, page 49)
- Study and Research: Researching the Roman Forum (PE, page 308; UR 4, page 50)
- Media Literacy & Collaborative Learning: Newscast of Cæsar’s Murder (PE, page 308)
- Speaking and Listening: Delivering a Speech (PE, page 308)
- Selection Check Test 4.4.9 (ATE, page 306; UR 4, page 52; TG)
- Selection Test 4.4.10 (UR 4, page 54; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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**Reading Strategies Resource, Page 121**

- **Reading Strategy:** Write Things Down
- **Fix-Up Idea:** Read Aloud
- **Standardized Test Practice:** Identify Plot Elements

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**Washington State Standards**

Click this box for details
The Tragedy of Julius Cæsar, Act 3, page 288

Additional Questions and Activities
- Questions about Cæsar’s Last Words (ATE, page 291)
- Changing Usage in the English Language (ATE, page 293)
- Antony’s Feelings toward Brutus and Cæsar (ATE, page 293)
- Comprehension Questions (ATE, pages 296 and 298)
- Antony’s True Feelings (ATE, page 297)
- Tracking the Mob’s Reaction (ATE, page 299)
- Debating the Justice of Cæsar’s Murder (ATE, page 301)

Quotables
- Ezra Pound (ATE, page 301)

Flexible Grouping Suggestions
- Motivation: Enacting Scene 1 (ATE, page 289)
- Special Needs: Pro and Con Chart (ATE, page 289)
- Cross-Curricular Activities: Rap of Antony’s Speech (ATE, page 300)
- Additional Questions and Activities: Debating the Justice of Cæsar’s Murder (ATE, page 301)
- Cross-Curricular Activities: Mobs (ATE, page 304)
- Respond to the Selection (PE, page 307; UR 4, page 47)
- Investigate, Inquire, and Imagine (PE, page 307; UR 4, page 49)
- Understanding Literature: Repetition, Irony, Plot, Climax, and Crisis (PE, page 307; UR 4, page 49)
- Media Literacy & Collaborative Learning: Newscast of Cæsar’s Murder (PE, page 308)

Homework Suggestions
- Vocabulary: Using Vocabulary to Write a Dialogue (VR, page 49)
- Enrichment: Comparative Analysis of Mark Antony in Two Plays (ATE, page 289)
- Writer’s Journal: Headlines, Wanted Poster, or Parody (PE, page 308; UR 4, page 49)
- Study and Research: Researching the Roman Forum (PE, page 308; UR 4, page 50)
- Speaking and Listening: Delivering a Speech (PE, page 308)
Lesson Plan

The Tragedy of Julius Cæsar, Act 3, page 288

Teacher’s Name ________________________ Class __________________ Date __________________

M T W TH F

Strategies for Developing Readers

Tackle Subject Matter

—— Use Additional Questions and Activities on page 291 to explore the character of Cæsar.
—— Use Additional Questions and Activities on page 298 to explore the character of Brutus.
—— Use Additional Questions and Activities on pages 293, 297, and 298 and Literary Technique on page 305 to explore the character of Antony.
—— Use Additional Questions and Activities on page 299 to explore the actions of the mob.
—— Use Literary Technique: Emphasis on page 303 to examine the crowd’s reaction.

Tackle Style

—— Remind students to read through each scene quickly. Then reread the scene referring to footnotes.
—— Have students practice and model visualization throughout the act; the scene on page 294 is especially vivid.
—— Read the play aloud. Then have advanced readers assume roles and read the selection aloud while other students read along silently.
—— Play the Dramatic Recording to help students examine the differences between prose and blank verse (AL, 15:47).
—— Use Guided Reading Questions and Additional Questions and Activities to check understanding.
—— Use Literary Technique activities to clarify specific aspects of Shakespeare’s style: image, objective correlative, irony, metaphor, motivation, and emphasis.

Tackle Selection Length

—— Read the act over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin a new section.
—— Read and discuss each scene of the act.
—— Summarize the plot, page by page, using Guided Reading Questions.
—— Read key portions of the act aloud.
—— Use partner or pair groups. Have students read, answer questions, and mark text together. Then help pair groups individually, as needed.

Tackle Vocabulary

—— Preview the vocabulary words and footnotes with students.
—— Read names aloud and have students practice pronouncing them.
—— Read through each scene quickly without worrying about footnotes or unfamiliar words. Then reread the scene referring to footnotes.

Additional Strategies for English Language Learners

—— Use activities for Spanish speakers (SR, page 48).
—— Try to obtain the play in an easier-to-read format such as a comic book version or children’s abridged version and have students refer to that to aid in comprehension.
—— Summarize each scene before students read it aloud or before they listen to proficient readers read it aloud.
—— Focus on a few lines that use literary techniques and study them in-depth.
—— Have students “translate” a section of text into modern English.
—— Help students follow the ideas of Brutus’s and Antony’s speeches.
Lesson Plan

**The Tragedy of Julius Cæsar, Act 4, page 309**

Teacher’s Name ____________________________ Class __________________ Date __________________

**Difficulty Considerations:** Subject matter; author’s style; selection length; vocabulary

**Ease Factor:** Familiar protagonist

### Before Reading
- Reader’s Journal (PE, page 309; UR 4, page 57)
- Literary Tools: Plot and Falling Action; Foreshadowing (PE, page 309)
- Vocabulary from the Selection (ATE, page 309)
- Vocabulary: Using the Oxford English Dictionary (VR, page 50)
- Review Act 3
- Reading Strategy (RSR, page 121)

### During Reading
- Graphic Organizer: Continue Plot Chart (PE, page 266; VLR I, page 42; UR 4, page 14)
- Guided Reading Questions (PE, page 309; UR 4, page 57)
- Reading Strategy (RSR, page 121)
- Fix-Up Idea (RSR, page 122)

### After Reading
- Reading Strategy (RSR, page 122)
- Standardized Test Practice (RSR, page 123)
- Respond to the Selection (PE, page 323; UR 4, page 59)
- Investigate, Inquire, and Imagine (PE, page 324; UR 4, page 59)
- Understanding Literature: Plot and Falling Action; Foreshadowing (PE, page 324; UR 4, page 61)
- Writer’s Journal: Epitaph, Paraphrase, or Dialogue (PE, page 325; UR 4, page 61)
- Speaking and Listening & Collaborative Learning: Analyzing Character Motivation (PE, page 325)
- Study and Research: Researching Stoicism (PE, page 325; UR 4, page 62)
- Study and Research: Researching Ancient Rome (PE, page 325; UR 4, page 63)
- Selection Check Test 4.4.11 (ATE, page 323; UR 4, page 64; TG)
- Selection Test 4.4.12 (UR 4, page 66; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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**Reading Strategies Resource, Page 121**

**Reading Strategy:** Write Things Down
**Fix-Up Idea:** Read Aloud

**Standardized Test Practice:** Identify Plot Elements

**Washington State Standards**

[click this box for details]
Lesson Plan

The Tragedy of Julius Caesar, Act 4, page 309

Teacher's Name __________________________________ Class __________________ Date __________________

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<td>______ Special Needs: Listening to the Selection (ATE, page 310)</td>
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<td>______ Enrichment: Researching an Assassination (ATE, page 310)</td>
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| Art Note |
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| Temple of Athena (ATE, page 309) |

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<td>______ Respond to the Selection (PE, page 323; UR 4, page 59)</td>
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<tr>
<td>______ Investigate, Inquire, and Imagine (PE, page 324; UR 4, page 59)</td>
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<td>______ Understanding Literature: Plot and Falling Action; Foreshadowing (PE, page 324; UR 4, page 61)</td>
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<td>______ Speaking and Listening &amp; Collaborative Learning: Analyzing Character Motivation (PE, page 325)</td>
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</tr>
<tr>
<td>______ Study and Research: Researching Ancient Rome (PE, page 325; UR 4, page 63)</td>
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</tbody>
</table>
Lesson Plan

The Tragedy of Julius Cæsar, Act 4, page 309

Teacher's Name ____________________________ Class __________________ Date ____________

Strategies for Developing Readers

Tackle Subject Matter

1. Review what has happened thus far in the play.
2. Have students complete Motivation: Pro and Con Chart—Leader (ATE, page 310).
3. Use Additional Questions and Activities on pages 311 and 319.
4. Have students complete the Study and Research activity: Researching Ancient Rome (PE, page 325; UR 4, page 63).

Tackle Style

1. Remind students to read through each scene quickly. Then reread the scene referring to footnotes.
2. Have students practice and model visualization throughout the act.
3. Read the play aloud or have students alternate reading aloud.
4. Use Guided Reading Questions and Additional Questions and Activities to check understanding.

Tackle Selection Length

1. Read the act over two or more class sessions. Refresh students' memories by reviewing old sections before students begin a new section.
2. Read and discuss each scene of the act.
3. Summarize the plot, page by page, using Guided Reading Questions.
4. Read key portions of the act aloud.
5. Use partner or pair groups. Have students read, answer questions, and mark text together; help pair groups individually, as needed.

Tackle Vocabulary

1. Preview the vocabulary words and footnotes with students.
2. Read names aloud and have students practice pronouncing them.
3. Read through each scene quickly without worrying about footnotes or unfamiliar words. Then reread the scene referring to footnotes.

Additional Strategies for English Language Learners

1. Use activities for Spanish speakers (SR, page 48).
2. Try to obtain the play in an easier-to-read format such as a comic book version or children's abridged version and have students refer to that to aid in comprehension.
3. Summarize each scene before students read it aloud or before they listen to proficient readers read it aloud.
4. Have students “translate” a section of text into modern English.
5. Read Guided Reading Questions together. Point out where to find answers.

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The Tragedy of Julius Cæsar, Act 5, page 326

Difficulty Considerations: Subject matter; author’s style; selection length; vocabulary

Ease Factor: Familiar protagonist

Related Reading: from The Prince, page 339

Before Reading

Reader’s Journal (PE, page 326; UR 4, page 70)

Literary Tools: Plot and Catastrophe; Tragic Flaw (PE, page 326)

Vocabulary from the Selection (VR, page 52)

Vocabulary: Synonyms (VR, page 52)

Review Act 4

Reading Strategy (RSR, page 121)

During Reading

Graphic Organizer: Continue Plot Chart (PE, page 266; VLR I, page 42; UR 4, page 14)

Guided Reading Questions (PE, page 326; UR 4, page 70)

Reading Strategy (RSR, page 121)

Fix-Up Idea (RSR, page 122)

After Reading

Reading Strategy (RSR, page 122)

Standardized Test Practice (RSR, page 123)

Respond to the Selection (PE, page 338; UR 4, page 72)

Investigate, Inquire, and Imagine (PE, page 343; UR 4, page 72)

Understanding Literature: Plot and Catastrophe; Tragic Flaw (PE, page 343; UR 4, page 74)

Writer’s Journal: Descriptive Paragraph, Obituary, or Epilogue (PE, page 344; UR 4, page 74)

Language, Grammar, and Style: Correcting and Avoiding Errors in Modifier Usage (PE, page 344; UR 4, page 75)

Speaking and Listening & Collaborative Learning: Holding a Debate (PE, page 344)

Related Reading: from The Prince (PE, page 339)

Dramatic Recording: from The Prince (AL, 14:08)

Related Reading Questions (ATE, page 339)

Selection Check Test 4.4.13 (ATE, page 336; UR 4, page 76; TG)

Selection Test 4.4.14 (UR 4, page 78; TG)

Internet activities at http://www.emcp.com

Free reading time
The Tragedy of Julius Cæsar, Act 5, page 326

Teaching Options

Individual Learning Strategies
- Motivation: Attitudes toward War (ATE, page 327)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 327)
- English Language Learning: Vocabulary (ATE, page 327)
- Special Needs: Listening to the Selection (ATE, page 327)
- Enrichment: History of the Roman Republic (ATE, page 327)

Art Note
- Basilica (ATE, page 326)

Cross-Curricular Activities
- Diagramming Column Types (ATE, page 326)
- Sardis and Philippi (ATE, page 327)
- Researching Rome after Cæsar’s Death (ATE, page 338)
- Planning a Production (ATE, page 347)

Quotables
- Oscar Wilde (ATE, page 327)

Additional Questions and Activities
- Reading Comprehension (ATE, pages 328, 330–332, and 334)
- Predict (ATE, page 330)
- Brutus’s Decision (ATE, page 338)
- Machiavellian Leadership Qualities (ATE, page 339)
- Discussing the Ends Justifying the Means (ATE, page 341)
- Might Makes Right (ATE, page 342)

Historical Note
- Triumph Ritual (ATE, page 330)
- Ancient Battle Techniques (ATE, page 335)

Literary Technique
- Irony (ATE, pages 333 and 338)
- Characterization (ATE, page 334)
- Paradox (ATE, page 340)

Biographical Note
- Brutus and Cassius in The Inferno (ATE, page 337)

Flexible Grouping Suggestions
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 327)
- Respond to the Selection (PE, page 338; UR 4, page 72)
- Investigate, Inquire, and Imagine (PE, page 343; UR 4, page 72)
- Understanding Literature: Plot and Catastrophe; Tragic Flaw (PE, page 343; UR 4, page 74)
- Speaking and Listening & Collaborative Learning: Holding a Debate (PE, page 344)

Homework Suggestions
- Vocabulary: Synonyms (VR, page 52)
- Enrichment: History of the Roman Republic (ATE, page 327)
- Writer’s Journal: Descriptive Paragraph, Obituary, or Epilogue (PE, page 344; UR 4, page 74)
- Language, Grammar, and Style: Correcting and Avoiding Errors in Modifier Usage (PE, page 344; UR 4, page 75)
**The Tragedy of Julius Cæsar, Act 5, page 326**

Teacher’s Name __________________________ Class __________________ Date __________________

**Strategies for Developing Readers**

**Tackle Subject Matter**
- Review what happened in previous acts.
- Use Motivation: Attitudes Toward War (ATE, page 327).
- Use Guided Reading Questions and Additional Questions and Activities to check understanding.

**Tackle Style**
- Remind students to read through each scene quickly. Then reread the scene referring to footnotes.
- Have students practice and model visualization throughout the act.
- Read the play aloud or have students alternate reading aloud.
- Use Guided Reading Questions and Additional Questions and Activities to check understanding.

**Tackle Selection Length**
- Read the act over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin a new section.
- Read and discuss each scene of the act.
- Summarize the plot, page by page, using Guided Reading Questions.
- Read key portions of the act aloud.
- Use partner or pair groups. Have students read, answer questions, and mark text together. Help pair groups individually, as needed.

**Tackle Vocabulary**
- Preview the vocabulary words and footnotes with students.
- Read names aloud and have students practice pronouncing them.
- Read through each scene quickly without worrying about footnotes or unfamiliar words. Then reread the scene referring to footnotes.
- Have students complete the Vocabulary activity: Synonyms (VR, page 52).

**Additional Strategies for English Language Learners**
- Use activities for Spanish speakers (SR, page 48).
- Try to obtain the play in an easier-to-read format such as a comic book version or children’s abridged version and have students refer to that to aid in comprehension.
- Summarize each scene before students read it aloud or before they listen to proficient readers read it aloud.
- Focus on several lines of the climax and study them in-depth.
- Have students “translate” a section of text into modern English.

**for from The Prince**
- Use activities for Spanish speakers (SR, page 116).
Unit Four
Drama
Closing the Unit, pages 345–359

Lesson Plan

Teacher's Name ____________________________ Class ____________________________ Date __________________

Language Arts in Action

“One-Act Play Competition”

- Additional Questions and Activities: Questions about the Selection (ATE, page 345)
- Cross-Curricular Activities: Production of Julius Caesar (ATE, page 150)

Guided Writing

Persuasive Writing: Writing an Extended Definition/Defining a Good Leader

Assignment: Students write an extended definition of a good leader (PE, pages 348-356).

Before Writing

- Writing an Extended Definition/Defining a Good Leader (PE, page 348)
- Professional Model (PE, page 348)
- Examining the Model (PE, page 348)
- Prewriting (PE, page 349; WR, page 68)
- Student Model—Graphic Organizer (PE, page 351; WR, page 71)
- Graphic Organizer (VLR I, page 116; WR, page 72)

During Writing

- Drafting (PE, page 351)
- Self- and Peer Evaluation (PE, page 351; WR, page 79)
- Student Model—Draft (PE, page 352; VLR I, page 117; WR, page 73)
- Revising and Proofreading (PE, page 353)
- Language, Grammar, and Style: Sentence Variety (PE, page 353; WR, page 74)
- Student Model—Revised (PE, page 354; WR, page 83)

After Writing

- Publishing and Presenting (PE, page 356)
- Reflecting (PE, page 356)
- Rubric for Persuasive Writing: Writing an Extended Definition/Defining a Good Leader (VLR I, page 119; WR, page 88)

Individual Learning Strategies

- Motivation: Brainstorming Leadership Qualities and Examples of Good Leaders (ATE, page 349)
- Reading Proficiency: Use Models to Understand Tone (ATE, page 349)
- English Language Learning: Cultural Standards of Leadership (ATE, page 349)
- Special Needs: Work with a Partner on the Graphic Organizer (ATE, page 349)
- Enrichment: Adding Visual Aids (ATE, page 349)
Unit Four
Drama
Closing the Unit, pages 345–359

Teacher’s Name ___________________________________ Class ____________________ Date ________________

Flexible Grouping Suggestions

Motivation: Brainstorming Leadership Qualities and Examples of Good Leaders (ATE, page 349)
Special Needs: Work with a Partner on the Graphic Organizer (ATE, page 349)
Peer Evaluation (PE, page 351; WR, page 81)
Publishing and Presenting (PE, page 356)
Reflecting (PE, page 356)

Homework Suggestions

Enrichment: Adding Visual Aids (ATE, page 349)
Graphic Organizer (VLR I, page 116; WR, page 72)
Language, Grammar, and Style: Sentence Variety (PE, page 353; WR, page 74)
Self-Evaluation (PE, page 351; WR, page 79)
Rubric for Persuasive Writing: Writing an Extended Definition/Defining a Good Leader (VLR I, page 119; WR, page 88)

Unit Four Review

Review and Assessment

Words for Everyday Use (PE, page 357; UR 4, page 86)
Vocabulary Development (ATE, page 357)
Literary Tools (PE, page 357; UR 4, page 87)
Unit 4 Review/Study Guide (UR 4, page 82)
Unit 4 Test (UR 4, page 94; TG)

Reflecting on Your Reading

Genre Studies: Speeches, Tragedy, and Conflict in Drama (PE, page 358; UR 4, page 89)
Thematic Studies: Moral and Political Relativity; Views of the Plebeians; The End Justifies the Means; and The Machiavellian Ruler (PE, page 358; UR 4, page 90)
Revisit the artwork and the quote from the Opening Pages (PE, pages 238–239; Art Note, ATE, page 240; VLR II, page 19).

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity

A Midsummer Night’s Dream by William Shakespeare (PE, page 359)
Independent Reading Activity: Dramatic Reading (PE, page 359; UR 4, page 93)

Selections for Additional Reading

Our Town by Thornton Wilder (PE, page 359)
Waiting for Godot by Samuel Beckett (PE, page 359)
Screenplay, the Foundations of Screenwriting: A Step-by-Step Guide from Concept to Finished Script by Syd Field (PE, page 359)
Lesson Plan

Unit Five
Nonfiction
Opening the Unit, pages 360–363

Teacher's Name ___________________________ Class __________________ Date ________________

Dates I Plan to Teach This Unit ____________________________________________________________

Unit 5 Goals/Objectives:
• to enjoy reading nonfiction
• to describe and give an example of an autobiography, a biography, a speech, and an essay
• to define literary terms such as description, style, allusion, dialogue, mood, and imagery and identify and explain examples of each
• to compose and deliver a persuasive speech
• to identify and demonstrate effective use of formal and informal English

Lessons I Plan to Teach
_________ from The Diary of a Young Girl, page 364
_________ Related Reading: from The Drowned and the Saved, page 382
_________ “Harriet Tubman: The Moses of Her People,” page 386
_________ “Montgomery Boycott,” page 395
_________ “The Man Who Mistook His Wife for a Hat,” page 405
_________ “Ice and Light” from Arctic Dreams, page 417
_________ “The Last Bison,” page 425
_________ “Yonder sky that has wept tears of compassion...,” page 433
_________ “The Alphabet” and “Paris” from The Diving Bell and the Butterfly, page 440
_________ Language Arts in Action: “The United Nations Essay Contest,” page 446
_________ Guided Writing—Persuasive Writing: Composing and Delivering a Speech, page 448
_________ Unit Five Review, page 457
_________ For Your Reading List, page 459

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 360–361).

Getting Started in the Classroom
_________ Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 360–361). Discuss the artwork and the quote again after reading the unit.
_________ Elements of Nonfiction (PE, page 362)
_________ Additional Questions and Activities: Identifying Mode, Purpose, and Organization (ATE, page 363)
_________ Cross-Curricular Connection: Researching Careers that Involve Nonfiction Writing (ATE, page 363)
_________ Additional Questions and Activities: Keeping a Journal (ATE, page 363)
_________ Genre Check Test 4.5.1 (ATE, page 362; UR 5, page 1; TG)
_________ Genre Test 4.5.2 (UR 5, page 3; TG)
Lesson Plan

from *The Diary of a Young Girl*, page 364

Teacher’s Name ___________________________ Class ___________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Subject matter; historical references; vocabulary

**Ease Factor:** First-person narrator

**Synopsis:** A young teen describes her feelings and experiences while she lives in hiding from the Nazis.

**Goals/Objectives:**
- to interpret and explain the tragic connections between the Nazi Holocaust and Anne Frank's writing
- to define *diary* and *description* and note what Anne typically described in her accounts
- to write a description, a packing list, and a memorial speech
- to put on a play about Anne Frank's life, research other aspects of the Holocaust, and read and summarize media interviews with Holocaust survivors

**Related Reading:** from *The Drowned and the Saved*, page 382

**Before Reading**
- Reader’s Journal (PE, page 364; UR 5, page 6)
- Literary Tools: Diary and Description (PE, page 364)
- Reader’s Resource: World History Connection (PE, page 364)
- About the Author: Anne Frank (PE, page 365)
- Vocabulary from the Selection (ATE, page 365)
- Vocabulary: Using Context Clues in Your Writing (VR, page 53)
- Reading Strategy (RSR, page 127)

**During Reading**
- Dramatic Recording: from *The Diary of a Young Girl* (AL, 60:00)
- Graphic Organizer (PE, page 364; VLR I, page 46; UR 5, page 5)
- Guided Reading Questions (PE, page 367; UR 5, page 6)
- Reading Strategy (RSR, page 127)
- Fix-Up Idea (RSR, page 127)

**After Reading**
- Reading Strategy (RSR, page 127)
- Standardized Test Practice (RSR, page 128)
- Respond to the Selection (PE, page 382; UR 5, page 9)
- Investigate, Inquire, and Imagine (PE, page 384; UR 5, page 10)
- Understanding Literature: Diary and Description (PE, page 384; UR 5, page 11)
- Writer’s Journal: Description, Packing List, or Memorial Dedication Speech (PE, page 385; UR 5, page 11)
- Collaborative Learning: Play (PE, page 385)
- Media Literacy: Summary of Media Interviews (PE, page 385)
- Study and Research: Holocaust Research (PE, page 385; UR 5, page 13)
- Vocabulary: Writing to Discover Meaning (UR 5, page 14)
- Selection Check Test 4.5.3 (ATE, page 381; UR 5, page 15; TG)
- Selection Test 4.5.4 (UR 5, page 17; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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**Reading Strategies Resource, Page 127**

**Reading Strategy:** Use Text Organization

**Fix-Up Idea:** Choose a New Strategy

**Standardized Test Practice:** Identify Sequence of Events

**Washington State Standards**

[click this box for details]
**Lesson Plan**

from *The Diary of a Young Girl*, page 364

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<th>Class ___________________________</th>
<th>Date ___________________________</th>
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### Teaching Options

#### Individual Learning Strategies
- Motivation: Predicting (ATE, page 365)
- Reading Proficiency: Reading Out Loud (ATE, page 365)
- English Language Learning: Vocabulary Flashcards (ATE, page 365)
- Special Needs: Keeping a Daily Journal (ATE, page 365)
- Enrichment: Holocaust Information Center (ATE, page 365)

#### Quotables
- Elie Wiesel (ATE, page 366)
- Agnes de Mille (ATE, page 378)

#### Literary Note
- Elie Wiesel’s *Night* (ATE, page 366)
- Famous Diaries (ATE, page 367)
- Secret Annex Museum (ATE, page 373)

#### Additional Questions and Activities
- First Person Perspective (ATE, page 368)
- Comprehension Questions (ATE, pages 370, 382, and 383)
- Anne’s Character (ATE, page 371)
- Choosing Important Items (ATE, page 371)
- Secret Annex Museum (ATE, page 373)
- Tone (ATE, page 375)
- Reacting to Confinement (ATE, page 376)
- Having a Crush (ATE, page 377)

#### Cross-Curricular Activities
- Researching the Holocaust (ATE, page 369)
- European Geography (ATE, page 374)

#### Cross-Curricular Connections
- Death Count (ATE, page 372)
- Creation of Israel (ATE, page 379)
- Efforts to Save Jewish People (ATE, page 380)

### Flexible Grouping Suggestions
- Motivation: Predicting (ATE, page 365)
- Reading Proficiency: Reading Out Loud (ATE, page 365)
- English Language Learning: Vocabulary Flashcards (ATE, page 365)
- Enrichment: Holocaust Information Center (ATE, page 365)
- Respond to the Selection (PE, page 382; UR 5, page 9)
- Investigate, Inquire, and Imagine (PE, page 384; UR 5, page 10)
- Understanding Literature: Diary and Description (PE, page 384; UR 5, page 11)
- Collaborative Learning: Play (PE, page 385)

### Homework Suggestions
- Vocabulary: Using Context Clues in Your Writing (VR, page 53)
- Special Needs: Keeping a Daily Journal (ATE, page 365)
- Writer’s Journal: Description, Packing List, or Memorial Dedication Speech (PE, page 385; UR 5, page 11)
- Media Literacy: Summary of Media Interviews (PE, page 385)
- Study and Research: Holocaust Research (PE, page 385; UR 5, page 13)
**Lesson Plan**

from *The Diary of a Young Girl*, page 364

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<th>Strategies for Developing Readers</th>
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<tbody>
<tr>
<td><strong>Tackle Subject Matter</strong></td>
</tr>
<tr>
<td>_______ About the Author: Anne Frank (PE, page 365)</td>
</tr>
<tr>
<td>_______ Media Literacy: Summary of Media Interviews (PE, page 385)</td>
</tr>
<tr>
<td>_______ Enrichment: Holocaust Information Center (ATE, page 365)</td>
</tr>
<tr>
<td>_______ Cross-Curricular Activities: Researching the Holocaust (ATE, page 369)</td>
</tr>
<tr>
<td>_______ Use Guided Reading Questions and comprehension questions in Additional Questions and Activities to check understanding throughout the selection.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
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<tbody>
<tr>
<td>Have students research how World War II and the Holocaust affected their country of origin or their parent's country of origin.</td>
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<tr>
<td>Have students fill in the Graphic Organizer time line while listening to the dramatic recording; a proficient reader can pause the recording while entries are made.</td>
</tr>
<tr>
<td>After reading each diary entry, have students write that date and one question they have about the entry. Students can exchange papers and try to answer each other's questions.</td>
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<thead>
<tr>
<th>Tackle Historical References</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ Reader's Resource (PE, page 364)</td>
</tr>
<tr>
<td>_______ Cross-Curricular Activities European Geography (ATE, page 374)</td>
</tr>
<tr>
<td>_______ Study and Research: Holocaust Research (PE, page 385; UR 5, page 13)</td>
</tr>
<tr>
<td>_______ Invite a guest who remembers World War II or is familiar with the history to speak to the class about the Holocaust and World War II events.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Tackle Vocabulary</th>
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<tbody>
<tr>
<td>_______ Preview the vocabulary words and footnotes with students.</td>
</tr>
<tr>
<td>_______ Read names aloud and have students practice pronouncing them.</td>
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<tr>
<td>_______ Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 60:00).</td>
</tr>
<tr>
<td>_______ Vocabulary: Using Context Clues in Your Writing (VR, page 53)</td>
</tr>
<tr>
<td>_______ Vocabulary: Writing to Discover Meaning (UR 5, page 14)</td>
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</tbody>
</table>
“Harriet Tubman: The Moses of Her People,” page 386

Teacher’s Name ___________________________ Class ___________________________ Date ___________________________

**Reading Level:** Moderate

**Difficulty Considerations:** Subject matter

**Ease Factor:** Narrative style

**Synopsis:** Langston Hughes delivers an admiring and heroic portrait of Harriet Tubman.

**Goals/Objectives:**
- to interpret and appreciate Harriet Tubman’s experience of helping slaves to freedom on the Underground Railroad and fighting during the Civil War
- to describe the literary accomplishments of Langston Hughes
- to explain why Tubman became a conductor on the Underground Railroad and the historical significance of her work
- to define *allusion* and *style*
- to research spirituals and explain what they meant
- to write a research report about the Underground Railroad

---

**Before Reading**
- Reader’s Journal (PE, page 386; UR 5, page 20)
- Literary Tools: Style and Allusion (PE, page 386)
- Reader’s Resource: American History Connection (PE, page 386)
- About the Author: Langston Hughes (PE, page 386)
- Vocabulary from the Selection (ATE, page 387)
- Vocabulary: Sentence Completion (VR, page 54)
- Reading Strategy (RSR, page 131)

**During Reading**
- Dramatic Recording (AL, 19:45)
- Graphic Organizer (PE, page 386; VLR I, page 47; UR 5, page 20)
- Guided Reading Questions (PE, page 388; UR 5, page 20)
- Reading Strategy (RSR, page 131)
- Fix-Up Idea (RSR, page 131)

**After Reading**
- Reading Strategy (RSR, page 131)
- Standardized Test Practice (RSR, page 132)
- Respond to the Selection (PE, page 393; UR 5, page 22)
- Investigate, Inquire, and Imagine (PE, page 393; UR 5, page 22)
- Understanding Literature: Style and Allusion (PE, page 393; UR 5, page 23)
- Collaborative Learning: Role-Play (PE, page 394)
- Speaking and Listening: Spirituals (PE, page 394)
- Study and Research: Written Report (PE, page 394; UR 5, page 25)
- Vocabulary: Clichés (UR 5, page 26)
- Selection Check Test 4.5.5 (ATE, page 392; UR 5, page 27; TG)
- Selection Test 4.5.6 (UR 5, page 29; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time
“Harriet Tubman: The Moses of Her People,” page 386

Teacher’s Name ___________________________ Class ___________________________ Date __________________

M T W TH F

Lesson Plan

“Harriet Tubman: The Moses of Her People,” page 386

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Reading the Biblical Story of Moses (ATE, page 387)
Reading Proficiency: Predicting (ATE, page 387)
English Language Learning: Biblical Imagery (ATE, page 387)
Special Needs: Answering Questions (ATE, page 387)
Enrichment: Biography of an Underground Railroad Conductor (ATE, page 387)

Cross-Curricular Connection

Underground Railroad (ATE, page 388)
Other Ways of Escape (ATE, page 390)

Literary Technique

Dialogue (ATE, page 391)

Flexible Grouping Suggestions

Special Needs: Answering Questions (ATE, page 387)
Respond to the Selection (PE, page 393; UR 5, page 22)
Investigate, Inquire, and Imagine (PE, page 393; UR 5, page 22)
Understanding Literature: Style and Allusion (PE, page 393; UR 5, page 23)
Collaborative Learning: Role-Play (PE, page 394)
Speaking and Listening: Spirituals (PE, page 394)

Homework Suggestions

Vocabulary: Sentence Completion (VR, page 54)
Enrichment: Biography of an Underground Railroad Conductor (ATE, page 387)
Study and Research: Written Report (PE, page 394; UR 5, page 25)

Strategies for Developing Readers

Tackle Subject Matter

Reader’s Resource (PE, page 386)
Motivation: Reading the Biblical Story of Moses (ATE, page 387)
Make sure students understand key elements about Moses, such as those in the Graphic Organizer.
Discuss the Biblical imagery in the selection.
Speaking and Listening: Spirituals (PE, page 394)
Cross-Curricular Connection: Underground Railroad (ATE, page 388)
Cross-Curricular Connection: Other Ways of Escape (ATE, page 390)

Additional Strategies for English Language Learners

Use activities for Spanish speakers (SR, page 121).
Check students’ comprehension of pre-Civil War slavery.
Pair students with proficient readers to complete Graphic Organizers.
Have students complete a time line of Tubman’s life.
“Montgomery Boycott,” page 395

Teacher's Name ______________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Historical references

Ease Factor: Narrative style

Synopsis: Coretta Scott King discusses her husband's role in the early events of the Civil Rights Movement.

Goals/Objectives:
• to understand the profound effect the Montgomery Boycott had on the advancement of the Civil Rights Movement
• to describe the accomplishments of Coretta Scott King
• to define aim and point of view and recognize the use of these techniques in the selection
• to participate in a Civil Rights celebration
• to write a comparison-contrast essay on Thoreau or Gandhi and Martin Luther King, Jr.
• to conduct a media search about current Civil Rights activities

Before Reading

Reader's Journal (PE, page 395; UR 5, page 33)
Literary Tools: Point of View and Aim (PE, page 395)
Reader's Resource: History Connection (PE, page 395)
About the Author: Coretta Scott King (PE, page 395)
Vocabulary from the Selection (ATE, page 396)
Vocabulary: Review: Prefixes, Suffixes, and Word Roots (VR, page 57)
Reading Strategy (RSR, page 135)

During Reading

Graphic Organizer (PE, page 395; VLR 1, page 48; UR 5, page 33)
Guided Reading Questions (PE, page 397; UR 5, page 33)
Reading Strategy (RSR, page 135)
Fix-Up Idea (RSR, page 135)

After Reading

Reading Strategy (RSR, page 135)
Standardized Test Practice (RSR, page 136)
Respond to the Selection (PE, page 402; UR 5, page 35)
Investigate, Inquire, and Imagine (PE, page 403; UR 5, page 35)
Understanding Literature: Point of View and Aim (PE, page 403; UR 5, page 36)
Writer's Journal: Diary Entry, Leaflet, or News Report (PE, page 404; UR 5, page 37)
Collaborative Learning: Civil Rights Celebration (PE, page 404)
Collaborative Learning: Panel Discussion (PE, page 404)
Study and Research: Comparison-Contrast Essay (PE, page 404; UR 5, page 38)
Media Literacy: Media Search (PE, page 404)
Vocabulary: Synonyms (UR 5, page 40)
Selection Check Test 4.5.7 (ATE, page 402; UR 5, page 41; TG)
Selection Test 4.5.8 (UR 5, page 43; TG)
Internet activities at http://www.emcp.com
Free reading time

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click this box for details
“Montgomery Boycott,” page 395

Teacher’s Name _____________________________ Class __________________ Date __________________

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**Teaching Options**

### Individual Learning Strategies
- **Motivation:** Mock-Segregation Situation (ATE, page 396)
- **Reading Proficiency:** Discussing Forms of Protest (ATE, page 396)
- **English Language Learning:** Vocabulary (ATE, page 396)
- **Special Needs:** Acting Out a Boycott (ATE, page 396)
- **Enrichment:** Organizing a Nonviolent Protest (ATE, page 396)

### Internet Resources
- *Will the Circle Be Unbroken?* (ATE, page 398)

### Additional Questions and Activities
- Play Based on a Transcript of *Will the Circle Be Unbroken?* (ATE, page 398)

### Cross-Curricular Connection
- Nonviolence in Spite of Danger (ATE, page 399)

### Cross-Curricular Activities
- Researching a Freedom Fighter (ATE, page 400)

### Literary Note
- Henry David Thoreau and Mohandas Gandhi (ATE, page 401)

### Flexible Grouping Suggestions
- Motivation: Mock-Segregation Situation (ATE, page 396)
- Reading Proficiency: Discussing Forms of Protest (ATE, page 396)
- Special Needs: Acting Out a Boycott (ATE, page 396)
- Enrichment: Organizing a Nonviolent Protest (ATE, page 396)
- Additional Questions and Activities: Play Based on a Transcript of *Will the Circle Be Unbroken?* (ATE, page 398)
- Additional Questions and Activities: Researching a Freedom Fighter (ATE, page 400)
- Respond to the Selection (PE, page 402; UR 5, page 35)
- Investigate, Inquire, and Imagine (PE, page 403; UR 5, page 35)

### Strategies for Developing Readers

#### Historical References
- Reader’s Resource (PE, page 395)
- Ask students to share anything they know about the Civil Rights Movement.
- Motivation: Mock-Segregation Situation (ATE, page 396)
- Discuss forms of protest.
- Act out the boycott in the selection.
- Use Internet Resources and Additional Questions and Activities to explore a documentary about the Civil Rights Movement (ATE, page 398).
- Use Cross-Curricular Connection (ATE, page 398) and Literary Note (ATE, page 401) to provide more information about King.
- Use Collaborative Learning: Civil Rights Celebration (PE, page 404)
- Use the Media Literacy activity to explore recent civil rights events (PE, page 404).

#### Additional Strategies for English Language Learners
- Before reading, check students’ comprehension of segregation and the Civil Rights Movement.
- Preview the footnotes and vocabulary words.
- Read difficult sections aloud, checking comprehension after every few paragraphs.
Lesson Plan

“The Man Who Mistook His Wife for a Hat,” page 405

Teacher's Name ____________________________ Class __________________ Date __________

Reading Level: Moderate

Difficulty Considerations: Subject matter; vocabulary

Ease Factor: Author's style

Synopsis: The narrator describes his efforts to diagnose a patient with agnosia.

Goals/Objectives:
• to empathize with the subject who is suffering from agnosia
• to describe the literary accomplishments of Oliver Sacks
• to define narrative writing, chronological order, and dialogue and identify and explain examples of each
• to demonstrate the ability to use the pronouns who and whom correctly
• to conduct research on the structure of the human brain

Before Reading
__________ Reader's Journal (PE, page 405)
__________ Literary Tools: Narrative Writing, Chronological Order, and Dialogue (PE, page 405)
__________ Reader's Resource: Science Connection (PE, page 405)
__________ About the Author: Oliver Sacks (PE, page 405)
__________ Vocabulary from the Selection (ATE, page 406)
__________ Vocabulary: Sentence Completion (VR, page 59)
__________ Reading Strategy (RSR, page 139)

During Reading
__________ Graphic Organizer (PE, page 405; VLR I, page 49; UR 5, page 46)
__________ Dramatic Recording (AL, 26:05)
__________ Guided Reading Questions (PE, page 406; UR 5, page 46)
__________ Reading Strategy (RSR, page 139)
__________ Fix-Up Idea (RSR, page 139)

After Reading
__________ Reading Strategy (RSR, page 139)
__________ Standardized Test Practice (RSR, page 140)
__________ Respond to the Selection (PE, page 414; UR 5, page 47)
__________ Investigate, Inquire, and Imagine (PE, page 415; UR 5, page 48)
__________ Understanding Literature: Narrative Writing, Chronological Order, and Dialogue (PE, page 415; UR 5, page 49)
__________ Writer's Journal: List, Description, or Clinical Notes (PE, page 416; UR 5, page 49)
__________ Language, Grammar, and Style: Determining Who vs. Whom (PE, page 416; UR 5, page 50)
__________ Study and Research: Researching the Brain (PE, page 416; UR 5, page 51)
__________ Collaborative Learning: Identifying Objects (PE, page 416)
__________ Vocabulary: Exploring Word Origins and Word Families (UR 5, page 52)
__________ Selection Check Test 4.5.9 (ATE, page 414; UR 5, page 54; TG)
__________ Selection Test 4.5.10 (UR 5, page 56; TG)
__________ Internet activities at http://www.emcp.com
__________ Free reading time

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READING STRATEGIES RESOURCE, PAGE 139
Reading Strategy: Tackle Difficult Vocabulary
Fix-Up Idea: Reread
Standardized Test Practice:
Identify Words in Context

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Lesson Plan

“The Man Who Mistook His Wife for a Hat,” page 405

Teacher’s Name __________________________________ Class __________________ Date __________________

| M | T | W | TH | F |

__Individual Learning Strategies__

- **Motivation:** Neurology Presentation (ATE, page 407)
- **Reading Proficiency:** Previewing Vocabulary and Footnotes (ATE, page 407)
- **English Language Learning:** Vocabulary Quiz (ATE, page 407)
- **Special Needs:** Listening to the Selection (ATE, page 407)
- **Enrichment:** Researching Agnosia or Aphasia (ATE, page 407)

__Cross-Curricular Connection__

- **Processing Sensory Information** (ATE, page 408)

__Cross-Curricular Activities__

- **Listening to Dr. P’s Music** (ATE, page 409)
- **Platonic Solids** (ATE, page 410)
- **Comparing a Patient with Aphasia with Dr. P.** (ATE, page 412)
- **Examining Different Styles of Painting** (ATE, page 413)

__Bibliographic Note__

- **Reading Other Works by Sacks** (ATE, page 411)
- **Anna Karenina** (ATE, page 412)

__Literary Note__

- **Brains and Computers** (ATE, page 413)

__Flexible Grouping Suggestions__

- **Special Needs:** Listening to the Selection (ATE, page 407)
- **Respond to the Selection** (PE, page 414; UR 5, page 47)
- **Investigate, Inquire, and Imagine** (PE, page 415; UR 5, page 48)
- **Understanding Literature:** Narrative Writing, Chronological Order, and Dialogue (PE, page 415; UR 5, page 49)
- **Collaborative Learning:** Identifying Objects (PE, page 416)

__Homework Suggestions__

- **Vocabulary:** Sentence Completion (VR, page 59)
- **Enrichment:** Researching Agnosia or Aphasia (ATE, page 407)
- **Writer’s Journal:** List, Description, or Clinical Notes (PE, page 416; UR 5, page 49)

__Teaching Options__

- Language, Grammar, and Style: Determining Who vs. Whom (PE, page 416; UR 5, page 50)
- Study and Research: Researching the Brain (PE, page 416; UR 5, page 51)

__Strategies for Developing Readers__

**Tackle Subject Matter**

- **Reader’s Resource** (PE, page 405)
- Have a neurologist or someone who understands agnosia speak to the class.
- **Cross-Curricular Connection:** Processing Sensory Information (ATE, page 408)
- **Check comprehension throughout the selection using the Guided Reading Questions.**
- **Literary Note:** Brains and Computers (ATE, page 413)
- **Study and Research:** Researching the Brain (PE, page 416; UR 5, page 51)

**Tackle Vocabulary**

- **Preview the vocabulary words and footnotes with students.**
- **Read words and names aloud and have students practice pronouncing them.**
- **English Language Learning:** Vocabulary Quiz (ATE, page 407)
- **Use the dramatic recording to help students hear the pronunciation of unfamiliar words and names (AL, 26:05).**
- **Vocabulary:** Sentence Completion (VR, page 59)
- **Vocabulary:** Exploring Word Origins and Word Families (UR 5, page 52)

**Additional Strategies for English Language Learners**

- Have two students act out the first examination scene, playing the parts of Dr. Sacks and Dr. P, with a proficient reader as the narrator.
- **Provide synonyms for difficult vocabulary.**
- **Have students pretend to be Dr. P. and try to identify common objects such as a pencil sharpener, plastic cup, or leaf.**
“Ice and Light” from *Arctic Dreams*, page 417

Teacher’s Name __________________________ Class __________________ Date __________

**Reading Level:** Challenging

**Difficulty Considerations:** Scientific concepts; author’s style; vocabulary

**Ease Factors:** Appealing subject; vivid images

**Synopsis:** The author describes the Northern Lights and other wonders of the Arctic.

**Goals/Objectives:**
- to enjoy and appreciate the natural world
- to describe Barry Lopez’s literary accomplishments and explain the significance of his writings
- to define nature writing and description and recognize examples
- to demonstrate the ability to correctly use commas and semicolons
- to conduct research on an aspect of nature
- to write a letter of recommendation

**Before Reading**
- Reader’s Journal (PE, page 417; UR 5, page 59)
- Literary Tools: Nature Writing and Description (PE, page 417)
- Reader’s Resource: About the Selection (PE, page 417)
- About the Author: Barry Lopez (PE, page 417)
- Vocabulary from the Selection (ATE, page 418)
- Vocabulary: Classifying (VR, page 62)
- Reading Strategy (RSR, page 143)

**During Reading**
- Graphic Organizer (PE, page 417; VLR I, page 50; UR 5, page 59)
- Dramatic Recording (AL, 15:54)
- Guided Reading Questions (PE, page 419; UR 5, page 60)
- Reading Strategy (RSR, page 143)
- Fix-Up Idea (RSR, page 143)

**After Reading**
- Reading Strategy (RSR, page 143)
- Standardized Test Practice (RSR, page 144)
- Respond to the Selection (PE, page 423; UR 5, page 60)
- Investigate, Inquire, and Imagine (PE, page 423; UR 5, page 61)
- Understanding Literature: Nature Writing and Description (PE, page 423; UR 5, page 62)
- Language, Grammar, and Style: Commas and Semicolons (PE, page 424; UR 5, page 64)
- Study and Research: Researching Nature (PE, page 424; UR 5, page 64)
- Applied English: Letter of Recommendation (PE, page 424; UR 5, page 65)
- Vocabulary: Using Context Clues (UR 5, page 66)
- Selection Check Test 4.5.11 (ATE, page 422; UR 5, page 68; TG)
- Selection Test 4.5.12 (UR 5, page 70; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time
“Ice and Light” from *Arctic Dreams*, page 417

Teacher’s Name __________________________________ Class __________________ Date __________________

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<td>——— Have a guest speaker explain how the northern lights are formed.</td>
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<td>——— Special Needs: Pictures of Northern Lights and Sun Dogs (ATE, page 418)</td>
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<td>——— Use Internet Resources to see pictures of northern lights and gather additional information (ATE, page 421).</td>
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<td>——— Cross-Curricular Connection: Sun Dogs (ATE, page 420)</td>
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| ——— Quotables |
| ——— Henry David Thoreau (ATE, page 419) |

| ——— Cross-Curricular Connection |
| ——— Sun Dogs (ATE, page 420) |

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<td>——— Aurora’s Northern Nights (ATE, page 421)</td>
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| ——— Flexible Grouping Suggestions |
| ——— English Language Learning: Previewing and Pronouncing Vocabulary (ATE, page 418) |
| ——— Respond to the Selection (PE, page 423; UR 5, page 60) |
| ——— Investigate, Inquire, and Imagine (PE, page 423; UR 5, page 61) |
| ——— Understanding Literature: Nature Writing and Description (PE, page 423; UR 5, page 62) |

| ——— Homework Suggestions |
| ——— Vocabulary: Classifying (VR, page 62) |
| ——— Reading Proficiency: Painting or Drawing a Picture Based on Vivid Imagery (ATE, page 418) |
| ——— Describing a Mysterious Natural Event (ATE, page 418) |
| ——— Language, Grammar, and Style: Commas and Semicolons (PE, page 424; UR 5, page 64) |
| ——— Study and Research: Researching Nature (PE, page 424; UR 5, page 64) |

| ——— Additional Strategies for English Language Learners |
| ——— Read the first three paragraphs aloud, stopping often to check for comprehension. |
| ——— While reading aloud, show corresponding pictures of the phenomena. |
| ——— At a paint store, find paint chip samples that match the colors from the selection. Label the backs with colors and check the back to self-correct. |
| ——— Obtain a videotape or film of the science behind the northern lights. |
“The Last Bison,” page 425

Teacher's Name __________________________ Class __________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Subject matter; vocabulary

Ease Factor: Selection length

Synopsis: This article traces the history of the bison and the measures taken to save the species from extinction.

Goals/Objectives:
• to sympathize with the plight of the bison during the late nineteenth century
• to describe the literary accomplishments of David Quammen
• to define essay and aim and recognize and explain examples of each in the selection
• to use colorful language in sentences
• to conduct research on endangered species
• to write a press release

Before Reading

□ Reader's Journal (PE, page 425; UR 5, page 73)
□ Literary Tools: Essay and Aim (PE, page 425)
□ Reader's Resource: History Connection (PE, page 425)
□ About the Author: David Quammen (PE, page 425)
□ Vocabulary from the Selection (ATE, page 426)
□ Vocabulary: Sentence Completion (VR, page 65)
□ Reading Strategy (RSR, page 147)

During Reading

□ Graphic Organizer (PE, page 425; VLR I, page 51; UR 5, page 73)
□ Guided Reading Questions (PE, page 427; UR 5, page 74)
□ Reading Strategy (RSR, page 147)
□ Fix-Up Idea (RSR, page 147)

After Reading

□ Reading Strategy (RSR, page 147)
□ Standardized Test Practice (RSR, page 148)
□ Respond to the Selection (PE, page 431; UR 5, page 74)
□ Investigate, Inquire, and Imagine (PE, page 431; UR 5, page 75)
□ Understanding Literature: Essay and Aim (PE, page 431; UR 5, page 76)
□ Writer's Journal: Definition, Table of Contents, or Journal Entry (PE, page 432; UR 5, page 76)
□ Language, Grammar, and Style: Using Colorful Language (PE, page 432; UR 5, page 77)
□ Study and Research: Endangered Species (PE, page 432)
□ Collaborative Learning: Native American Bison Exhibit (PE, page 432)
□ Vocabulary: Using Glossaries and Footnotes (UR 5, page 78)
□ Selection Check Test 4.5.13 (ATE, page 430; UR 5, page 80; TG)
□ Selection Test 4.5.14 (UR 5, page 82; TG)
□ Internet activities at http://www.emcp.com
□ Free reading time

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Lesson Plan

“The Last Bison,” page 425

Teacher’s Name ____________________ Class __________________ Date ____________________

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TEACHING OPTIONS

Individual Learning Strategies

- Motivation: Debate about Hunting (ATE, page 426)
- Reading Proficiency: Essay and Main Idea (ATE, page 426)
- English Language Learning: Vocabulary (ATE, page 426)
- Special Needs: Graphic Organizer with Partner (ATE, page 426)
- Enrichment: Hunting in the United States (ATE, page 426)

Cross-Curricular Connection

- Bison History (ATE, page 427)

Cross-Curricular Activity

- Researching Evolution (ATE, page 428)

Additional Questions and Activities

- Tone (ATE, page 429)

Flexible Grouping Suggestions

- Motivation: Debate about Hunting (ATE, page 426)
- Special Needs: Graphic Organizer with Partner (ATE, page 426)
- Respond to the Selection (PE, page 431; UR 5, page 74)
- Investigate, Inquire, and Imagine (PE, page 431; UR 5, page 75)
- Understanding Literature: Essay and Aim (PE, page 431; UR 5, page 76)
- Collaborative Learning: Native American Bison Exhibit (PE, page 432)

Homework Suggestions

- Vocabulary: Sentence Completion (VR, page 65)
- Enrichment: Hunting in the United States (ATE, page 426)
- Writer’s Journal: Definition, Table of Contents, or Journal Entry (PE, page 432; UR 5, page 76)
- Study and Research: Endangered Species (PE, page 432)

STRATEGIES FOR DEVELOPING READERS

Tackle Subject Matter

- Reader’s Resource (PE, page 425)
- Examine the pictures on page 426 and 429. Find other pictures of bison.
- Cross-Curricular Connection: Bison History (ATE, page 427)
- Use the Graphic Organizer to write down information about bison.
- Use Guided Reading Questions to check comprehension.
- Make a time line of events in the history of the bison.

Tackle Vocabulary

- Preview the vocabulary words and footnotes with students.
- Provide definitions for additional vocabulary.
- Vocabulary: Sentence Completion (VR, page 65)
- Vocabulary: Using Glossaries and Footnotes (UR 5, page 78)

Additional Strategies for English Language Learners

- While reading aloud, help students supply synonyms for difficult words.
- Have students paraphrase each paragraph in their own words.
- Have students brainstorm ideas about Quammen’s aim.
“Yonder sky that has wept tears of compassion...,” page 433

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Figurative language; vocabulary

Ease Factor: Selection length

Synopsis: Chief Seattle responds to a proposed treaty that would relocate his people to a reservation.

Goals/Objectives:
• to experience Chief Seattle's feelings about signing the Port Elliot Treaty
• to describe the accomplishments of Chief Seattle during the nineteenth century
• to explain the differences Chief Seattle sees between his people and white people
• to define mood and imagery and recognize the use of these techniques in the selection
• to identify nouns of direct address in sentences
• to research Native American treaties
• to tell a Native American myth

Before Reading
_________ Reader's Journal (PE, page 433; UR 5, page 85)
_________ Literary Tools: Mood, Image, and Imagery (PE, page 433)
_________ Reader's Resource: History Connection (PE, page 433)
_________ About the Author: Chief Seattle (PE, page 433)
_________ Vocabulary from the Selection (ATE, page 434)
_________ Vocabulary: Figurative Language (VR, page 66)
_________ Reading Strategy (RSR, page 151)

During Reading
_________ Dramatic Recording (AL, 11:16)
_________ Graphic Organizer (PE, page 433; VLR I, page 52; UR 5, page 85)
_________ Guided Reading Questions (PE, page 434; UR 5, page 86)
_________ Fine Art: Lawrence Paul Yuxweluptun (PE, page 435; VLR II, page 22; Art Note, PE, page 435; UR 5, page 86)
_________ Reading Strategy (RSR, page 151)
_________ Fix-Up Idea (RSR, page 151)

After Reading
_________ Reading Strategy (RSR, page 151)
_________ Standardized Test Practice (RSR, page 152)
_________ Respond to the Selection (PE, page 437; UR 5, page 87)
_________ Investigate, Inquire, and Imagine (PE, page 438; UR 5, page 87)
_________ Understanding Literature: Mood, Atmosphere, Image, and Imagery (PE, page 438; UR 5, page 88)
_________ Writer's Journal: Telegram, Monument Inscription, or Dialogue (PE, page 439; UR 5, page 89)
_________ Language, Grammar, and Style: Nouns of Direct Address (PE, page 439; UR 5, page 89)
_________ Study and Research: Researching Treaties (PE, page 439; UR 5, page 90)
_________ Speaking and Listening: Telling a Native American Story (PE, page 439)
_________ Vocabulary: Antonyms (UR 5, page 91)
_________ Selection Check Test 4.5.15 (ATE, page 437; UR 5, page 92; TG)
_________ Selection Test 4.5.16 (UR 5, page 94; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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“Yonder sky that has wept tears of compassion…,” page 433

Teacher’s Name ___________________________ Class _______________________ Date __________________

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<td>Reading Proficiency: Listening to the Selection (ATE, page 434)</td>
<td>Share/pair groups read, answer Guided Reading Questions, and complete the Graphic Organizer.</td>
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<tr>
<td>English Language Learning: Imagery (ATE, page 434)</td>
<td>Vocabulary: Figurative Language (VR, page 66)</td>
</tr>
<tr>
<td>Special Needs: Answering Questions (ATE, page 434)</td>
<td>Use the Dramatic Recording; place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 11:16).</td>
</tr>
<tr>
<td>Enrichment: Researching the Growth of Seattle (ATE, page 434)</td>
<td>Replay or reread difficult sections of the speech.</td>
</tr>
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| **Cross-Curricular Connection** | **Practice and model visualization throughout the selection.** |
| First European Settlement at Seattle (ATE, page 435) | **Use Guided Reading Questions to check understanding.** |

| ** Literary Note** | **Tackle Vocabulary** |
| History of Seattle (ATE, page 436) | Preview the vocabulary words and footnotes with students. |

| **Flexible Grouping Suggestions** | **Additional Strategies for English Language Learners** |
| Special Needs: Answering Questions (ATE, page 434) | For the first page, have students paraphrase each sentence after hearing it read aloud. |
| Respond to the Selection (PE, page 437; UR 5, page 87) | Discuss imagery listed in the Graphic Organizer. |
| Investigate, Inquire, and Imagine (PE, page 438; UR 5, page 87) | |
| Understanding Literature: Mood, Atmosphere, Image, and Imagery (PE, page 438; UR 5, page 88) | |
| Speaking and Listening: Telling a Native American Story (PE, page 439) | |

| **Homework Suggestions** | **Use Guided Reading Questions to check understanding.** |
| Vocabulary: Figurative Language (VR, page 66) | |
| Enrichment: Researching the Growth of Seattle (ATE, page 434) | |
| Writer’s Journal: Telegram, Monument Inscription, or Dialogue (PE, page 439; UR 5, page 89) | |
| Language, Grammar, and Style: Nouns of Direct Address (PE, page 439; UR 5, page 89) | |
| Study and Research: Researching Treaties (PE, page 439; UR 5, page 90) | |
| Vocabulary: Antonyms (UR 5, page 91) | |

**Additional Strategies for English Language Learners**

- Use activities for Spanish speakers (SR, page 128).
- For the first page, have students paraphrase each sentence after hearing it read aloud.
- Discuss imagery listed in the Graphic Organizer.
Lesson Plan

“The Alphabet” and “Paris” from *The Diving Bell and the Butterfly*, page 440

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate, Easy

Difficulty Consideration: Vocabulary

Ease Factor: Engaging style

Synopsis: The narrator, who is almost completely paralyzed, describes using a special version of the alphabet and tells about his changing feelings for Paris.

Goals/Objectives:
- to appreciate a memoir about a man’s experiences with being paralyzed
- to describe Bauby’s literary accomplishments
- to define memoir, metaphor, and simile and recognize their use
- to identify action and linking verbs in sentences
- to practice communicating using the ESA alphabet
- to plan an itinerary for visiting Paris

Before Reading

________ Reader’s Journal (PE, page 440; UR 5, page 98)
________ Literary Tools: Memoir, Metaphor, and Simile (PE, page 440)
________ Reader’s Resource: About the Selection (PE, page 440)
________ About the Author: Jean-Dominique Bauby (PE, page 440)
________ Vocabulary from the Selection (ATE, page 440)
________ Vocabulary: Word Roots (VR, page 68)
________ Reading Strategy (RSR, page 155)

During Reading

________ Dramatic Recording (AL, 7:46)
________ Graphic Organizer (PE, page 440; VLR I, page 53; UR 5, page 98)
________ Guided Reading Questions (PE, page 441; UR 5, page 98)
________ Reading Strategy (RSR, page 155)
________ Fix-Up Idea (RSR, page 155)

After Reading

________ Reading Strategy (RSR, page 155)
________ Standardized Test Practice (RSR, page 156)
________ Respond to the Selection (PE, page 444; UR 5, page 99)
________ Investigate, Inquire, and Imagine (PE, page 444; UR 5, page 99)
________ Understanding Literature: Memoir, Metaphor, and Simile (PE, page 444; UR 5, page 100)
________ Writer’s Journal: Directions, Letter, or Journal Entry (PE, page 445; UR 5, page 101)
________ Speaking and Listening: Using the ESA Alphabet (PE, page 445)
________ Study and Research & Collaborative Learning: Itinerary for Paris Vacation (PE, page 445; UR 5, page 102)
________ Selection Check Test 4.5.17 (ATE, page 443; UR 5, page 104; TG)
________ Selection Test 4.5.18 (UR 5, page 106; TG)
________ Internet activities at http://www.emcp.com
________ Free reading time
Lesson Plan

“The Alphabet” and “Paris” from *The Diving Bell and the Butterfly*, page 440

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>——— Preview the vocabulary words and footnotes with students.</td>
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<td>——— Read names aloud and have students practice pronouncing them.</td>
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<tr>
<td>——— Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 7:46).</td>
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<tr>
<td>——— Have students supply synonyms for vocabulary words as they read the selection aloud.</td>
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<tr>
<td>——— Vocabulary: Word Roots (VR, page 68)</td>
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<td>——— Read selections aloud, stopping after each paragraph to check for comprehension.</td>
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<td>——— In “The Alphabet,” have students chart what types of people are good at Bauby’s “code” and what types of people have trouble.</td>
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<tr>
<td>——— Discuss the metaphors and similes used in the story.</td>
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UNIT 5 UNDERSTANDING LITERATURE LESSON PLANS

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Unit Five
Nonfiction
Closing the Unit, pages 446–459

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<td>Rubric for Persuasive Writing: Composing and Delivering a Speech (VLR I, page 124; WR, page 104)</td>
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Lesson Plan

Unit Five
Nonfiction
Closing the Unit, pages 446–459

Teacher’s Name ___________________________ Class __________________ Date ___________ M T W TH F

Homework Suggestions

Reading Proficiency: Using Techniques to Seek Knowledge Actively (ATE, page 450)
Graphic Organizer (WR, page 92)
Language, Grammar, and Style: Formal and Informal English (PE, page 452; WR, page 95)
Self-Evaluation (PE, page 451; WR, page 98)
Rubric for Persuasive Writing: Composing and Delivering a Speech (VLR I, page 124; WR, page 104)

Unit Five Review

Review and Assessment

Words for Everyday Use (PE, page 457; UR 5, page 114)
Vocabulary Development (ATE, page 457)
Literary Tools (PE, page 457; UR 5, page 115)
Unit 5 Review/Study Guide (UR 5, page 110)
Unit 5 Test (UR 5, page 121; TG)

Reflecting on Your Reading

Genre Studies: Autobiography and Speech; Biography; and Essay and Personal Essay (PE, page 458; UR 5, page 116)
Thematic Studies: Oppression, Identity, and Preservation (PE, page 458; UR 5, page 117)
Revisit the artwork and the quote from the Opening Pages (PE, pages 360–361)

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity

High Tide in Tucson by Barbara Kingsolver (PE, page 459)
Independent Reading Activity: Essay Topics (PE, page 459; UR 5, page 119)

Selections for Additional Reading

The Man Who Mistook His Wife for a Hat, and Other Clinical Tales by Oliver Sacks (PE, page 459)
Into Thin Air: A Personal Account of the Mount Everest Disaster by Jon Krakauer (PE, page 459)
Autobiography of a Face by Lucy Grealy (PE, page 459)

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Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet
Unit Six
Informational and Visual Media
Opening the Unit, pages 460–464

Teacher's Name ___________________________________ Class ___________________ Date __________________

Dates I Plan to Teach This Unit _____________________________________________

Unit 6 Goals/Objectives:
• to appreciate and experience several different kinds of informational and visual media
• to understand the importance of informational and visual media in our society
• to define and explain elements of informational and visual media such as electronic mail, fine art, webzines, and photojournalism
• to conduct a media campaign
• to demonstrate the ability to use effective visual information

Lessons I Plan to Teach

_________ “Under the Crack of Reality” from Time, page 465
_________ Related Reading: “One Evening,” page 471
_________ “Beware the Unruly Sun” from Newsweek, page 475
_________ “How to Write a Letter,” page 482
_________ “Into the Electronic Millennium” from The Gutenberg Elegies, page 488
_________ Insights: from “The New Pandora’s Box: An Interview with Sven Birkerts,” page 495
_________ from The Victorian Internet, page 499
_________ Related Reading: “Internet and E-Mail” from The New Way Things Work, page 504
_________ Guided Writing—Persuasive Writing: Conducting a Media Campaign, page 510
_________ Unit Six Review, page 516
_________ For Your Reading List, page 517

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 460–461).

Getting Started in the Classroom

_________ Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 460–461). Discuss the artwork and the quote again after reading the unit.
_________ Elements of Informational and Visual Media (PE, page 462)
_________ Internet Resources: Technology in the Classroom (ATE, page 462)
_________ Internet Resources: Online Internet Institute (ATE, page 462)
_________ Additional Questions and Activities: Directions for E-mail (ATE, page 463)
_________ Additional Questions and Activities: Reading Art and Photographs (ATE, page 464)
_________ Genre Check Test 4.6.1 (ATE, page 464; UR 6, page 1; TG)
_________ Genre Test 4.6.2 (UR 6, page 3; TG)
Lesson Plan

“Under the Crack of Reality,” page 465

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Subject matter; political and cultural references; vocabulary

Ease Factor: Selection length

Synopsis: Edward Hopper’s art is analyzed for its realism, its view of America, and its artistic elements.

Goals/Objectives:
• to appreciate and enjoy a brief analysis of art critiqued by Robert Hughes
• to describe the influence Edward Hopper had on Pop art and New Realism art
• to define comparison-contrast and analysis and recognize examples of each in the selection
• to compare and contrast two works of art
• to write an art review

Related Reading: “One Evening,” page 471

Before Reading
_________ Reader’s Journal (PE, page 465; UR 6, page 5)
_________ Literary Tools: Comparison-Contrast and Analysis (PE, page 465)
_________ Reader’s Resource: Art History Connection (PE, page 465)
_________ About the Author: Robert Hughes (PE, page 465)
_________ About the Artist: Edward Hopper (PE, page 465)
_________ Vocabulary from the Selection (ATE, page 465)
_________ Vocabulary: Forming Adjectives (VR, page 72)
_________ Fine Art: Edward Hopper (PE, page 466; VLR II, page 25)
_________ Reading Strategy (RSR, page 159)

During Reading
_________ Dramatic Recording: “Under the Crack of Reality” (AL, 9:50)
_________ Dramatic Recording: “One Evening” (AL, 3:02)
_________ Guided Reading Questions (PE, page 466; UR 6, page 5)
_________ Reading Strategy (RSR, page 159)
_________ Fix-Up Idea (RSR, page 159)

After Reading
_________ Reading Strategy (RSR, page 159)
_________ Standardized Test Practice (RSR, page 160)
_________ Respond to the Selection (PE, page 473; UR 6, page 6)
_________ Investigate, Inquire, and Imagine (PE, page 473; UR 6, page 6)
_________ Understanding Literature: Analysis and Comparison-Contrast (PE, page 473; UR 6, page 7)
_________ Writer’s Journal: Journal Entry, Description, or Press Release (PE, page 474; UR 6, page 7)
_________ Collaborative Learning: Comparing and Contrasting Artists (PE, page 474)
_________ Critical Thinking: Art Analysis (PE, page 474)
_________ Applied English: Art Review (PE, page 474; UR 6, page 9)
_________ Vocabulary: Synonyms and Antonyms (UR 6, page 10)
_________ Selection Check Test 4.6.3 (ATE, page 470; UR 6, page 13; TG)
_________ Selection Test 4.6.4 (UR 6, page 15; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

WASHINGTON STATE STANDARDS

click this box for details
“Under the Crack of Reality,” page 465

Teacher's Name ____________________________ Date __________________

### Teaching Options

**Individual Learning Strategies**
- **Motivation:** Examples of Realism and Pop Art (ATE, page 466)
- **Reading Proficiency:** Summarizing Main Ideas (ATE, page 466)
- **English Language Learning:** Vocabulary Charades (ATE, page 466)
- **Special Needs:** Preview Footnotes (ATE, page 466)
- **Enrichment:** Researching an Artist (ATE, page 466)

**Internet Resources**
- The Smithsonian's National Museum of American Art (ATE, page 467)
- Artcyclopedia (ATE, page 469)

**Quotables**
- Robert Hughes (ATE, page 468)

**Additional Questions and Activities**
- Related Reading Questions (ATE, page 471)

**Literary Technique**
- Allusion (ATE, page 472)

**Flexible Grouping Suggestions**
- **Reading Proficiency:** Summarizing Main Ideas (ATE, page 466)
- **English Language Learning:** Vocabulary Charades (ATE, page 466)
- **Internet Resources:** The Smithsonian's National Museum of American Art (ATE, page 467)
- **Response to the Selection:** (PE, page 473; UR 6, page 6)
- **Investigate, Inquire, and Imagine:** (PE, page 473; UR 6, page 6)
- **Understanding Literature:** Analysis and Comparison-Contrast (PE, page 473; UR 6, page 7)
- **Collaborative Learning:** Comparing and Contrasting Artists (PE, page 474)

**Homework Suggestions**
- Vocabulary: Forming Adjectives (VR, page 72)
- Enrichment: Researching an Artist (ATE, page 466)
- Writer's Journal: Journal Entry, Description, or Press Release (PE, page 474; UR 6, page 7)
- Critical Thinking: Art Analysis (PE, page 474)

**Strategies for Developing Readers**

**Tackle Subject Matter**
- Read Reader's Resource (PE, page 465).
- Read About the Author and About the Artist information (PE, page 465).
- Use Motivation: Examples of Realism and Pop Art (ATE, page 466).
- Use the Visual Literacy transparency and worksheet (VLR II, page 25).
- Help students become more familiar with art terms by using pages vi–ix in the VLR II.
- Have students collect and read art reviews.

**Tackle Political and Cultural References**
- Have students complete Special Needs: Preview Footnotes (ATE, page 466).
- Discuss what the footnoted items mean in context.
- After reading the second paragraph, discuss how art could reveal “ideology, left or right.”

**Tackle Vocabulary**
- Preview the vocabulary words and footnotes with students.
- Read names aloud and have students practice pronouncing them.
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 9:50).
- Have students complete the English Language Learning: Vocabulary (ATE, page 466).
- Ask students to complete the Vocabulary activities: Forming Adjectives (VR, page 72) and Synonyms and Antonyms (UR 6, page 10).

**Additional Strategies for English Language Learners**
- Use activities for Spanish speakers (SR, page 135).
- Have examples of Hopper's art available for each direct and indirect reference in the selection.
- Help students think of synonyms for each vocabulary word.

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**Print Resources Transparency Audio Library Test Generator CD-ROM Internet**


UR—Unit Resource  VLR—Visual Literacy Resource  VR—Vocabulary Resource  WR—Writing Resource  AL—Audio Library
Lesson Plan

“Beware the Unruly Sun,” page 475

Teacher’s Name ____________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Author’s style

Synopsis: The article informs the reader of the relationship between sun exposure and skin cancer.

Goals/Objectives:
• to appreciate the importance of being educated in health matters
• to discuss the importance of taking protective measures against the sun
• to define periodical, article, and aim and explain examples of each in the selection
• to conduct research on the sun and its unique characteristics

Before Reading
_________ Reader’s Journal (PE, page 475; UR 6, page 18)
_________ Literary Tools: Periodical, Article, and Aim (PE, page 475)
_________ Reader’s Resource: Science Connection (PE, page 475)
_________ About the Author: Claudia Kalb (PE, page 475)
_________ Vocabulary from the Selection (ATE, page 476)
_________ Vocabulary: Word Families (VR, page 75)
_________ Reading Strategy (RSR, page 163)

During Reading
_________ Graphic Organizer (PE, page 475; VLR I, page 54; UR 6, page 18)
_________ Guided Reading Questions (PE, page 476; UR 6, page 19)
_________ Reading Strategy (RSR, page 163)
_________ Fix-Up Idea (RSR, page 163)

After Reading
_________ Reading Strategy (RSR, page 163)
_________ Standardized Test Practice (RSR, page 164)
_________ Respond to the Selection (PE, page 479; UR 6, page 19)
_________ Investigate, Inquire, and Imagine (PE, page 480; UR 6, page 20)
_________ Understanding Literature: Periodical, Article, and Aim (PE, page 480; UR 6, page 21)
_________ Writer’s Journal: Journal Entry, Poem, or Letter (PE, page 480; UR 6, page 21)
_________ Language, Grammar, and Style: Subordinating Conjunctions (PE, page 481; UR 6, page 22)
_________ Media Literacy: Graphic Aids (PE, page 481)
_________ Collaborative Learning & Study and Research: Sun Report (PE, page 481)
_________ Study and Research & Media Literacy: Internet Research (PE, page 481)
_________ Vocabulary: Working with Jargon (UR 6, page 23)
_________ Selection Check Test 4.6.5 (ATE, page 479; UR 6, page 24; TG)
_________ Selection Test 4.6.6 (UR 6, page 26; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 163

Reading Strategy: Find a Purpose for Reading
Fix-Up Idea: Reread
Standardized Test Practice: Interpret Graphs

WASHINGTON STATE STANDARDS

click this box for details
Strategies for Developing Readers

Tackle Vocabulary

- Preview the vocabulary words and footnotes with students.
- Ask students to complete the Vocabulary activities: Word Families (VR, page 75) and Working with Jargon (UR 6, page 23).

Additional Strategies for English Language Learners

- Read selection aloud, checking for comprehension after every paragraph.
- Complete the Graphic Organizers together while reading.
- Have students bring in sunscreen together and read the labels with a partner.

Flexible Grouping Suggestions

- Motivation: Lifestyle Health Problems and Staying Healthy (ATE, page 477)
- Respond to the Selection (PE, page 479; UR 6, page 19)
- Investigate, Inquire, and Imagine (PE, page 480; UR 6, page 20)
- Understanding Literature: Periodical, Article, and Aim (PE, page 480; UR 6, page 21)
- Media Literacy: Graphic Aids (PE, page 481)
- Collaborative Learning & Study and Research: Sun Report (PE, page 481)

Homework Suggestions

- Vocabulary: Word Families (VR, page 75)
- Enrichment: Work of a Dermatologist (ATE, page 477)
- Writer’s Journal: Journal Entry, Poem, or Letter (PE, page 480; UR 6, page 21)
- Language, Grammar, and Style: Subordinating Conjunctions (PE, page 481; UR 6, page 22)
- Study and Research & Media Literacy: Internet Research (PE, page 481)
Lesson Plan

“How to Write a Letter,” page 482

Teacher’s Name ____________________________ Class _____________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Author’s style

Ease Factor: Subject matter

Synopsis: Keillor makes a case for writing letters and offers tips on how to do it.

Goals/Objectives:
• to understand how to write a personal letter
• to describe Garrison Keillor’s accomplishments within informational media
• to define aim and exposition and explain examples of each
• to demonstrate the ability to identify the function of sentences
• to listen to an episode of Keillor’s A Prairie Home Companion

Before Reading
— Reader’s Journal (PE, page 482; UR 6, page 30)
— Literary Tools: Aim and Exposition (PE, page 482)
— Reader’s Resource: About the Selection (PE, page 482)
— About the Author: Garrison Keillor (PE, page 482)
— Vocabulary from the Selection (ATE, page 482)
— Vocabulary: Abbreviations (VR, page 78)
— Reading Strategy (RSR, page 167)

During Reading
— Graphic Organizer (PE, page 482; VLR I, page 55; UR 6, page 30)
— Guided Reading Questions (PE, page 483; UR 6, page 30)
— Reading Strategy (RSR, page 167)
— Fix-Up Idea (RSR, page 167)

After Reading
— Reading Strategy (RSR, page 167)
— Standardized Test Practice (RSR, page 168)
— Respond to the Selection (PE, page 485; UR 6, page 31)
— Investigate, Inquire, and Imagine (PE, page 486; UR 6, page 31)
— Understanding Literature: Aim and Exposition (PE, page 486; UR 6, page 32)
— Writer’s Journal: Script, Journal Entry, or Letter (PE, page 487; UR 6, page 33)
— Language, Grammar, and Style: Functions of Sentences (PE, page 487; UR 6, page 34)
— Media Literacy: Guide to A Prairie Home Companion (PE, page 487)
— Collaborative Learning: Pen Pal Introductions (PE, page 487)
— Selection Check Test 4.6.7 (ATE, page 485; UR 6, page 35; TG)
— Selection Test 4.6.8 (UR 6, page 37; TG)
— Internet activities at http://www.emcp.com
— Free reading time

READING STRATEGIES RESOURCE, PAGE 167

Reading Strategy: Connect to Prior Knowledge

Fix-Up Idea: Choose a New Strategy

Standardized Test Practice: Identify Author’s Purpose and Tone

WASHINGTON STATE STANDARDS

click this box for details
“How to Write a Letter,” page 482

Teacher’s Name ________________________ Class ______________ Date ____________

Teaching Options

Individual Learning Strategies

- Motivation: Discussing Letters (ATE, page 483)
- Reading Proficiency: Reading Out Loud (ATE, page 483)
- English Language Learning: Mailing Addresses for Other Countries (ATE, page 483)
- Special Needs: Find Three Tips in the Selection (ATE, page 483)
- Enrichment: Letter Writing Campaign (ATE, page 483)

Additional Questions and Activities

- Pen Pal (ATE, page 484)

Flexible Grouping Suggestions

- Reading Proficiency: Reading Out Loud (ATE, page 483)
- English Language Learning: Mailing Addresses for Other Countries (ATE, page 483)
- Enrichment: Letter Writing Campaign (ATE, page 483)
- Respond to the Selection (PE, page 485; UR 6, page 31)
- Investigate, Inquire, and Imagine (PE, page 486; UR 6, page 31)
- Understanding Literature: Aim and Exposition (PE, page 486; UR 6, page 32)
- Collaborative Learning: Pen Pal Introductions (PE, page 487)

Homework Suggestions

- Vocabulary: Abbreviations (VR, page 78)
- Additional Questions and Activities: Pen Pal (ATE, page 484)
- Writer’s Journal: Script, Journal Entry, or Letter (PE, page 487; UR 6, page 33)
- Language, Grammar, and Style: Functions of Sentences (PE, page 487; UR 6, page 34)
- Media Literacy: Guide to A Prairie Home Companion (PE, page 487)

Strategies for Developing Readers

Tackle Style

- Read Prereading aloud. Have students predict the aim of the selection.
- Talk about tone. Pause and discuss the casual tone and examples of humor in the selection.
- Pair advanced and developing readers for this selection. Have them alternate reading paragraphs.
- Use Guided Reading Questions to check understanding.
- Use the Graphic Organizer to keep track of the process Keillor describes.

Additional Strategies for English Language Learners

- Use activities for Spanish speakers (SR, page 142).
- Have students list reasons why a shy person should write letters, as Keillor describes on page 483.
- Complete the Graphic Organizer together while reading selection aloud.
- Have students write three of Keillor’s tips on writing letters that they think are most useful.
Reading Level: Challenging

Difficulty Considerations: Subject matter; complex sentences; vocabulary

Ease Factor: Selection length

Synopsis: Birkerts discusses the impact of technology on the experience of reading.

Goals/Objectives:
• to empathize with the author’s concern for the printed world in a world of technological advances
• to describe Sven Birkerts’s criticism and attitude towards electronic media
• to define aim and diction and recognize examples of each in the selection
• to demonstrate the ability to identify transitive and intransitive verbs
• to participate in a debate about electronic technology

Insights: from “The New Pandora’s Box: An Interview with Sven Birkerts,” page 495

Before Reading
____ Reader’s Journal (PE, page 488; UR 6, page 40)
____ Literary Tools: Aim and Diction (PE, page 488)
____ Reader’s Resource: About the Selection (PE, page 488)
____ About the Author: Sven Birkerts (PE, page 488)
____ Vocabulary from the Selection (ATE, page 488)
____ Vocabulary: Prefixes and Suffixes (VR, page 80)
____ Reading Strategy (RSR, page 171)

During Reading
____ Graphic Organizer (PE, page 488; VLR I, page 56; UR 6, page 40)
____ Guided Reading Questions (PE, page 490; UR 6, page 40)
____ Reading Strategy (RSR, page 171)
____ Fix-Up Idea (RSR, page 171)

After Reading
____ Reading Strategy (RSR, page 171)
____ Standardized Test Practice (RSR, page 172)
____ Respond to the Selection (PE, page 497; UR 6, page 41)
____ Investigate, Inquire, and Imagine (PE, page 497; UR 6, page 41)
____ Understanding Literature: Aim and Diction (PE, page 497; UR 6, page 42)
____ Writer’s Journal: Anecdote, Letter, or Paragraph (PE, page 498; UR 6, page 42)
____ Language, Grammar, and Style: Transitive and Intransitive Verbs (PE, page 498; UR 6, page 44)
____ Study and Research & Media Literacy: Researching Opinions about Print and Electronic Media (PE, page 498)
____ Speaking and Listening & Collaborative Learning: Debate (PE, page 498)
____ Vocabulary: Exploring Word Origins and Word Families (UR 6, page 44)
____ Insights: from “The New Pandora’s Box: An Interview with Sven Birkerts” (PE, page 495)
____ Insights Questions (ATE, page 495)
____ Selection Check Test 4.6.9 (ATE, page 494; UR 6, page 46; TG)
____ Selection Test 4.6.10 (UR 6, page 48; TG)
____ Internet activities at http://www.emcp.com
____ Free reading time
“Into the Electronic Millennium,” page 488

Teacher’s Name ____________________________ Class ______________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Positive and Negative Aspects of Technology (ATE, page 489)
- Reading Proficiency: Marking Trouble Spots (ATE, page 489)
- English Language Learning: Using Vocabulary Words (ATE, page 489)
- Special Needs: Previewing Selection (ATE, page 489)
- Enrichment: Survey on the Future of Printed Texts (ATE, page 489)

**Quotables**
- Robert Zich (ATE, page 490)

**Cross-Curricular Connection**
- E-Books (ATE, page 491)

**Additional Questions and Activities**
- Researching a Media Theorist (ATE, page 493)
- Insights Questions (ATE, page 495)
- Reaction Paper (ATE, page 496)

**Flexible Grouping Suggestions**
- Motivation: Positive and Negative Aspects of Technology (ATE, page 489)
- Reading Proficiency: Marking Trouble Spots (ATE, page 489)
- Enrichment: Survey on the Future of Printed Texts (ATE, page 489)
- Additional Questions and Activities: Researching a Media Theorist (ATE, page 493)
  - Respond to the Selection (PE, page 497; UR 6, page 41)
  - Investigate, Inquire, and Imagine (PE, page 497; UR 6, page 41)
- Understanding Literature: Aim and Diction (PE, page 497; UR 6, page 42)
- Speaking and Listening & Collaborative Learning: Debate (PE, page 498)

**Homework Suggestions**
- Vocabulary: Prefixes and Suffixes (VR, page 80)
- Additional Questions and Activities: Reaction Paper (ATE, page 496)
- Writer’s Journal: Anecdote, Letter, or Paragraph (PE, page 498; UR 6, page 42)

**Language, Grammar, and Style**
- Transitive and Intransitive Verbs (PE, page 498; UR 6, page 44)
- Exploring Word Origins and Word Families (UR 6, page 44)

**Strategies for Developing Readers**

**Tackle Subject Matter**
- Read the Reader’s Resource (PE, page 488).
- Read the About the Author: Sven Birkerts (PE, page 488).
- Read the Insights article first. Use Additional Questions and Activitie: Insights Questions to check comprehension of main points.
- Brainstorm the effects of technology.
- Discuss the quote by Robert Zich (ATE, page 490).

**Tackle Complex Sentences**
- Identify the aim of the piece before reading. Keep this aim in mind while reading.
- Have students stop after each paragraph and summarize what they have read.
- Have students mark difficult passages and work with partners to reread these sections.
- Use Guided Reading Questions to check understanding.

**Tackle Vocabulary**
- Preview the vocabulary words and footnotes.
- Have students complete the Vocabulary activities: Prefixes and Suffixes (VR, page 80) and Exploring Word Origins and Word Families (UR 6, page 44).
- Present the information given under English Language Learning: Using Vocabulary Words (ATE, page 489).

**Additional Strategies for English Language Learners**
- Have students discuss their own experiences with using electronic media.
- Point out that the selection begins with an anecdote. Ask students to think about what point the anecdote illustrates.
- Help students chart the characteristics of print and electronic systems, as written by Birkerts on page 493.
- Supply synonyms for vocabulary words.
Lesson Plan

from The Victorian Internet, page 499

Teacher's Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Subject matter

Ease Factor: Selection length

Synopsis: This excerpt discusses parallels between the telegraph and the Internet.

Goals/Objectives:
• to understand the relationship between the nineteenth-century telegraph and the twentieth-century Internet
• to describe Tom Standage's literary accomplishments and explain the scientific and technological significance of his writings
• to define irony and comparison-contrast and explain examples of each in the selection
• to construct a technological time line

Related Reading: "Internet and E-Mail," page 504

Before Reading

_________ Reader's Journal (PE, page 499; UR 6, page 51)
_________ Literary Tools: Irony and Comparison-Contrast (PE, page 499)
_________ Reader's Resource: Technology Connection (PE, page 499)
_________ About the Author: Tom Standage (PE, page 499)
_________ Vocabulary from the Selection (ATE, page 499)
_________ Vocabulary: Spelling Quiz (VR, page 83)
_________ Reading Strategy (RSR, page 175)

During Reading

_________ Graphic Organizer (PE, page 499; VLR I, page 57; UR 6, page 51)
_________ Guided Reading Questions (PE, page 500; UR 6, page 51)
_________ Reading Strategy (RSR, page 175)
_________ Fix-Up Idea (RSR, page 175)

After Reading

_________ Reading Strategy (RSR, page 175)
_________ Standardized Test Practice (RSR, page 176)
_________ Respond to the Selection (PE, page 506; UR 6, page 52)
_________ Investigate, Inquire, and Imagine (PE, page 506; UR 6, page 53)
_________ Understanding Literature: Irony and Comparison-Contrast (PE, page 506; UR 6, page 54)
_________ Writer's Journal: Journal Entry, E-Mail, or Editorial Essay (PE, page 507; UR 6, page 54)
_________ Collaborative Learning: Comparing Forms of Communication (PE, page 507)
_________ Study and Research: Research Paper (PE, page 507)
_________ Media Literacy: Technology Time Line (PE, page 507; VLR I, page 58; UR 6, page 55)
_________ Vocabulary: Understanding Meaning through Writing (UR 6, page 56)
_________ Related Reading: "Internet and E-Mail" (PE, page 504)
_________ Selection Check Test 4.6.11 (ATE, page 503; UR 6, page 57; TG)
_________ Selection Test 4.6.12 (UR 6, page 59; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
# Lesson Plan

## from *The Victorian Internet*, page 499

**Teacher's Name __________________________________** **Class ______________** **Date ______________**

### Teaching Options

#### Individual Learning Strategies
- **Motivation: Past, Current, and Future Technology** (ATE, page 500)
- **Reading Proficiency: Identifying Main Ideas** (ATE, page 500)
- **English Language Learning: Previewing Vocabulary and Footnotes** (ATE, page 500)
- **Special Needs: Complete Graphic Organizer with a Partner** (ATE, page 500)
- **Enrichment: Writing an About the Author** (ATE, page 500)

#### Quotables
- Tom Standage (ATE, page 501)

#### Cross-Curricular Connection
- **Fiber Optics** (ATE, page 502)

#### Literary Note
- Comparing the Telegraph to the Internet (ATE, page 502)

#### Internet Resources
- Resources in the Language Arts Survey (ATE, page 504)

#### Flexible Grouping Suggestions
- **Motivation: Past, Current, and Future Technology** (ATE, page 500)
- **Special Needs: Complete Graphic Organizer with a Partner** (ATE, page 500)
- **Respond to the Selection (PE, page 506; UR 6, page 52)**
- **Investigate, Inquire, and Imagine (PE, page 506; UR 6, page 53)**
- **Understanding Literature: Irony and Comparison-Contrast (PE, page 506; UR 6, page 54)**
- **Collaborative Learning: Comparing Forms of Communication (PE, page 507)**
- **Media Literacy: Technology Time Line (PE, page 507; VLR I, page 58; UR 6, page 55)**

### Homework Suggestions
- **Vocabulary: Spelling Quiz** (VR, page 83)
- **Reading Proficiency: Identifying Main Ideas** (ATE, page 500)
- **Enrichment: Writing an About the Author** (ATE, page 500)
- **Writer's Journal: Journal Entry, E-Mail, or Editorial Essay** (PE, page 507; UR 6, page 54)
- **Study and Research: Research Paper** (PE, page 507)

### Strategies for Developing Readers

#### Tackle Subject Matter
- **Discuss the Reader's Resource (PE, page 499).**
- **Read the Related Reading: “Internet and E-Mail” first to clarify how the Internet works (PE, page 504).**
- **Use Quotables (ATE, page 501) to highlight the connection between the two technologies.**
- **Check comprehension with Guided Reading Questions.**

#### Additional Strategies for English Language Learners
- **Assist students in filling out the Graphic Organizer.**
- **Preview and discuss each page before students begin reading.**
- **Read the selection aloud, checking for comprehension after each paragraph.**
- **Have students make a vocabulary journal. Help them find synonyms for each vocabulary word.**

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<th>Audio Library</th>
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<th>Internet</th>
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<td>UR—Unit Resource</td>
<td>VLR—Visual Literacy Resource</td>
<td>VR—Vocabulary Resource</td>
<td>WR—Writing Resource</td>
<td>AL—Audio Library</td>
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</table>
Unit Six
Informational and Visual Media
Closing the Unit, pages 508–517

Teacher’s Name ______________________ Class __________________ Date __________________

Language Arts in Action
“The 21st Century: A Literary Magazine Written Entirely by Teens for Teens”

Additional Questions and Activities: Questions about the Selection (ATE, page 508)

Guided Writing
Persuasive Writing: Conducting a Media Campaign

Assignment: Students conduct a media campaign (PE, pages 510–515).

Before Writing
■ Conducting a Media Campaign (PE, page 510)
■ Student Model (PE, page 511)
■ Examining the Model (PE, page 511)
■ Prewriting (PE, page 512; WR, page 106)
■ Student Model—Graphic Organizer (PE, page 513; WR, page 108)
■ Graphic Organizer (VLR I, page 126; WR, page 109)

During Writing
■ Self- and Peer Evaluation (PE, page 514; WR, page 114)
■ Drafting (PE, page 514)

After Writing
■ Revising and Proofreading (PE, page 515)
■ Student Model—Revised (WR, page 118)
■ Publishing and Presenting (PE, page 515)
■ Reflecting (PE, page 515)
■ Rubric for Persuasive Writing: Media Campaign (VLR I, page 127; WR, page 121)

Individual Learning Strategies
■ Motivation: Issues and Solutions (ATE, page 511)
■ Reading Proficiency: Evaluating Information and Media Sources (ATE, page 511)
■ English Language Learning: Using Context Clues (ATE, page 511)
■ Special Needs: Modify for Physical Limitations (ATE, page 511)
■ Enrichment: Speech (ATE, page 511)

Flexible Grouping Suggestions
■ Revising and Proofreading (PE, page 515)
■ Publishing and Presenting (PE, page 515)
■ Peer Evaluation (PE, page 514; WR, page 116)

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click this box for details

GUIDED WRITING Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.
Lesson Plan

Unit Six
Informational and Visual Media
Closing the Unit, pages 508–517

Teacher’s Name ____________________________ Class _______________ Date __________________

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Homework Suggestions

- Graphic Organizer (VLR I, page 126; WR, page 109)
- Self-Evaluation (PE, page 514; WR, page 114)
- Rubric for Persuasive Writing: Media Campaign (VLR I, page 127; WR, page 121)

Unit Six Review

Review and Assessment

- Words for Everyday Use (PE, page 516; UR 6, page 65)
- Vocabulary Development (ATE, page 516)
- Literary Tools (PE, page 516; UR 6, page 66)
- Unit 6 Review/Study Guide (UR 6, page 62)
- Unit 6 Test (UR 6, page 71; TG)

Reflecting on Your Reading

- Genre Studies: Informational and Visual Media; Media Literacy (PE, page 516; UR 6, page 67)
- Thematic Studies: Electronic Media and Visual Media (PE, page 517; UR 6, page 68)
- Revisit the artwork and the quote from the Opening Pages (PE, pages 460–461)

For Your Reading List

Featured Selection and Activity

- American Heritage of Invention and Technology Magazine (PE, page 517)
- Independent Reading Activity: Browse the Web (PE, page 517; UR 6, page 70)

Selections for Additional Reading

- http://owleyes.org (PE, page 517)
- When We Were Kings directed by Leon Gast (PE, page 517)
- poems.com (PE, page 517)
Unit Seven
The Examined Life
Opening the Unit, pages 520–522

Unit 7 Goals/Objectives:
• to explore the theme of the examined life
• to discuss different ways in which people learn about themselves
• to define repetition, paradox, dialogue, characterization, foreshadowing, central conflict, internal monologue, antihero, motivation, symbol, aim, narration, description, and exposition and explain examples of each
• to write a personal narrative
• to demonstrate effective use of pronouns and antecedents

Lessons I Plan to Teach
_________ “The Waking,” page 523
_________ “The Happy Man,” page 528
_________ “Land Enough for a Man,” page 538
_________ “The Thief,” page 551
_________ “The Liar,” page 563
_________ “Third Bank of the River,” page 580
_________ Related Reading: “Heraclitus,” page 585 from How Reading Changed My Life, page 588
_________ Guided Writing—Expressive Writing: Writing a Personal Narrative, page 598
_________ Unit Seven Review, page 605
_________ For Your Reading List, page 607

Getting Started in the Classroom
_________ Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 520–521; Art Note, ATE, page 520). Discuss the artwork and the quote again after reading the unit.
_________ Echoes (PE, page 522)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 522)
“The Waking,” page 523

Teacher’s Name ___________________ Class ___________________ Date ___________________

Reading Level: Moderate

Difficulty Considerations: Subject matter; literary technique

Ease Factor: Familiar words

Synopsis: The poem examines the speaker’s process of learning.

Goals/Objectives:
• to appreciate a lyric poem
• to describe Theodore Roethke’s literary accomplishments
• to define repetition and paradox and recognize the use of these techniques in the selection
• to correct run-on sentences
• to create a college class schedule
• to orally interpret a relevant poem
• to write a thesis statement

Before Reading
_________ Reader's Journal (PE, page 523; UR 7, page 1)
_________ Literary Tools: Repetition and Paradox (PE, page 523)
_________ Reader's Resource: About the Selection (PE, page 523)
_________ About the Author: Theodore Roethke (PE, page 523)
_________ Vocabulary: Sound and Spelling Patterns (VR, page 84)
_________ Reading Strategy (RSR, page 179)

During Reading
_________ Graphic Organizer (PE, page 523; VLR I, page 59; UR 7, page 1)
_________ Dramatic Recording (AL, 1:41)
_________ Guided Reading Questions (PE, page 524; UR 7, page 1)
_________ Reading Strategy (RSR, page 179)
_________ Fix-Up Idea (RSR, page 179)

After Reading
_________ Reading Strategy (RSR, page 179)
_________ Standardized Test Practice (RSR, page 180)
_________ Fine Art: Edvard Munch (PE, page 524; VLR II, page 28; UR 7, page 2; Art Note, PE and ATE, page 525)
_________ Respond to the Selection (PE, page 525; UR 7, page 1)
_________ Investigate, Inquire, and Imagine (PE, page 526; UR 7, page 2)
_________ Understanding Literature: Repetition and Paradox (PE, page 526; UR 7, page 3)
_________ Writer's Journal: Journal Entry, Stanza, or Report (PE, page 526; UR 7, page 3)
_________ Language, Grammar, and Style: Correcting Run-Ons (PE, page 527; UR 7, page 5)
_________ Applied English: Class Schedule (PE, page 527; UR 7, page 5)
_________ Speaking and Listening: Oral Interpretation of Poetry (PE, page 527)
_________ Media Literacy & Study and Research: Writing a Thesis Statement (PE, page 527; UR 7, page 6)
_________ Selection Check Test 4.7.1 (ATE, page 525; UR 7, page 7; TG)
_________ Selection Test 4.7.2 (UR 7, page 8; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“The Waking,” page 523

Teacher’s Name __________________________________ Class __________________ Date __________________

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<td><strong>Tackle Subject Matter</strong></td>
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<tr>
<td>Reading Proficiency: Focus on Repetition (ATE, page 524)</td>
<td>Play the Dramatic Recording of the poem.</td>
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<tr>
<td>English Language Learning: Vocabulary (ATE, page 524)</td>
<td>Place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 1:41).</td>
</tr>
<tr>
<td>Special Needs: Listening to the Selection (ATE, page 524)</td>
<td>Replay or reread difficult sections of the poem.</td>
</tr>
<tr>
<td>Enrichment: Critical Essay (ATE, page 524)</td>
<td>Use Guided Reading Questions to check understanding.</td>
</tr>
<tr>
<td><strong>Literary Technique</strong></td>
<td><strong>Tackle Literary Technique</strong></td>
</tr>
<tr>
<td>Rhyme Scheme and Alliteration (ATE, page 525)</td>
<td>Pay special attention to the author’s use of repetition.</td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>Discuss paradox.</td>
</tr>
<tr>
<td>Motivation: Acting Out Images (ATE, page 524)</td>
<td>Have students work in pairs to determine the rhyme scheme.</td>
</tr>
<tr>
<td>Respond to the Selection (PE, page 525; UR 7, page 1)</td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 526; UR 7, page 2)</td>
<td>Discuss possible meanings for “I learn by going where I have to go.”</td>
</tr>
<tr>
<td>Understanding Literature: Repetition and Paradox (PE, page 526; UR 7, page 3)</td>
<td>Provide many examples of paradox; have students find the paradoxes in the selection.</td>
</tr>
<tr>
<td>Speaking and Listening: Oral Interpretation of Poetry (PE, page 527)</td>
<td>Have students discuss how they wake up on a school day, a vacation day, or when they are sick.</td>
</tr>
<tr>
<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>Vocabulary: Sound and Spelling Patterns (VR, page 84)</td>
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<td>Writer’s Journal: Journal Entry, Stanza, or Report (PE, page 526; UR 7, page 3)</td>
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<td>Language, Grammar, and Style: Correcting Run-Ons (PE, page 527; UR 7, page 5)</td>
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<tr>
<td>Applied English: Class Schedule (PE, page 527; UR 7, page 5)</td>
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</tr>
<tr>
<td>Media Literacy &amp; Study and Research: Writing a Thesis Statement (PE, page 527; UR 7, page 6)</td>
<td></td>
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</tbody>
</table>

Tackle Subject Matter

- Read Reader’s Resource (PE, page 523).
- Play the Dramatic Recording of the poem.
- Place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 1:41).
- Replay or reread difficult sections of the poem.
- Use Guided Reading Questions to check understanding.
- Ask students how the following people learn: the speaker, a young child, themselves.

Tackle Literary Technique

- Pay special attention to the author’s use of repetition.
- Discuss paradox.
- Have students work in pairs to determine the rhyme scheme.

Additional Strategies for English Language Learners

- Discuss possible meanings for “I learn by going where I have to go.”
- Provide many examples of paradox; have students find the paradoxes in the selection.
- Have students discuss how they wake up on a school day, a vacation day, or when they are sick.
“The Happy Man,” page 528

Teacher’s Name ____________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Unlikely events; vocabulary

Ease Factor: Dialogue

Synopsis: A man finds himself unexpectedly happy and is not sure how to deal with this emotion.

Goals/Objectives:
• to understand the effects of happiness on the main character
• to describe Naguib Mahfouz’s contributions to contemporary literature
• to define dialogue and characterization and identify examples
• to work as part of a group to create a children’s book
• to find stories in popular media

Before Reading
_________ Reader’s Journal (PE, page 528; UR 7, page 11)
_________ Literary Tools: Dialogue and Characterization (PE, page 528)
_________ Reader’s Resource: About the Selection (PE, page 528)
_________ About the Author: Naguib Mahfouz (PE, page 528)
_________ Vocabulary from the Selection (ATE, page 529)
_________ Vocabularv: Synonyms (VR, page 86)
_________ Reading Strategy (RSR, page 183)

During Reading
_________ Graphic Organizer (PE, page 528; VLR I, page 60; UR 7, page 11)
_________ Dramatic Recording (AL, 22:18)
_________ Guided Reading Questions (PE, page 530; UR 7, page 11)
_________ Reading Strategy (RSR, page 183)
_________ Fix-Up Idea (RSR, page 183)

After Reading
_________ Reading Strategy (RSR, page 183)
_________ Standardized Test Practice (RSR, page 184)
_________ Respond to the Selection (PE, page 536; UR 7, page 13)
_________ Investigate, Inquire, and Imagine (PE, page 536; UR 7, page 13)
_________ Understanding Literature: Dialogue or Characterization (PE, page 536; UR 7, page 14)
_________ Writer’s Journal: Greeting Card, Poem, or Character Sketch (PE, page 537)
_________ Media Literacy: Media Search (PE, page 537; UR 7, page 16)
_________ Collaborative Learning: Wellness Fair (PE, page 537)
_________ Vocabulary: Understanding Meaning through Writing (UR 7, page 16)
_________ Selection Check Test 4.7.3 (ATE, page 535; UR 7, page 18; TG)
_________ Selection Test 4.7.4 (UR 7, page 20; TG)
_________ Internet activities at http://www.emcp.com

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Lesson Plan

“The Happy Man,” page 528

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Expressing Happiness (ATE, page 529)
- Reading Proficiency: Active Reading (ATE, page 529)
- English Language Learning: Vocabulary (ATE, page 529)
- Special Needs: Answering Questions (ATE, page 529)
- Enrichment: Essay about Happiness Choices (ATE, page 529)

Quotables

- George Bernard Shaw (ATE, page 530)
- Robert Louis Stevenson (ATE, page 534)

Additional Questions and Activities

- Discussing Quotables (ATE, page 530)
- Discussing Questions about Happiness (ATE, page 531)
- Separation (ATE, page 532)
- What Makes You Laugh? (ATE, page 533)
- Discussing the Value of Happiness (ATE, page 534)

Cross-Curricular Activities

- Researching Egypt (ATE, page 532)

Literary Technique

- Irony (ATE, page 533)

Flexible Grouping Suggestions

- Enrichment: Essay about Happiness Choices (ATE, page 529)
- Additional Questions and Activities: Discussing Questions about Happiness (ATE, page 531)
- Respond to the Selection (PE, page 536; UR 7, page 13)
- Investigate, Inquire, and Imagine (PE, page 536; UR 7, page 13)
- Understanding Literature: Dialogue and Characterization (PE, page 536; UR 7, page 14)
- Applied English & Collaborative Learning: Children’s Book (PE, page 537)
- Collaborative Learning: Wellness Fair (PE, page 537)

Homework Suggestions

- Vocabulary: Synonyms (VR, page 86)
- Motivation: Expressing Happiness (ATE, page 529)

Strategies for Developing Readers

Tackle Unlikely Events

- Discuss the Reader’s Resource (PE, page 528).
- Read the first page; ask students to make predictions.
- Remind students to check predictions as they read.
- Use the Guided Reading Questions to check understanding throughout the story.
- Use Quotables and related Additional Questions and Activities to explore ideas and attitudes about happiness.
- Use Literary Technique: Irony (ATE, page 533) to examine the surprising reaction of the main character.

Tackle Vocabulary

- Preview the vocabulary words and footnotes.
- Read names aloud and have students practice pronouncing them.
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 22:18).
- Review how to use context clues; remind students to use context clues when they encounter unfamiliar words.
- Have students complete the Vocabulary activities: Synonyms (VR, page 86) and Understanding Meaning through Writing (UR 7, page 16).

Additional Strategies for English Language Learners

- Have students practice and perform sections of dialogue from the selection.
- Brainstorm positive and negative things that would happen if everyone experienced this type of happiness.
- Provide synonyms for vocabulary words.
- Have students copy unfamiliar words and phrases in a vocabulary/phrase journal. Have advanced readers help ELL students make journal entries.
“Land Enough for a Man,” page 538

Teacher’s Name ________________________ Class ________________________ Date ________________________

Reading Level: Moderate

Difficulty Considerations: Selection length; vocabulary

Ease Factor: Short sentences

Synopsis: A man’s greed in gaining land leads to his death.

Goals/Objectives:
• to understand the impact of greed on the main character
• to describe Leo Tolstoy’s contributions to nineteenth-century Russian literature
• to define central conflict and foreshadowing and interpret their uses in the story
• to test new vocabulary words
• to use various media to explore simple living trends and research Tolstoy’s nineteenth-century Russia

Before Reading
_________ Reader’s Journal (PE, page 538; UR 7, page 25)
_________ Literary Tools: Foreshadowing and Central Conflict (PE, page 538)
_________ Reader’s Resource: About the Selection (PE, page 538)
_________ About the Author: Leo Tolstoy (PE, page 538)
_________ Vocabulary from the Selection (ATE, page 539)
_________ Vocabulary: Vocabulary Review (VR, page 90)
_________ Reading Strategy (RSR, page 187)

During Reading
_________ Graphic Organizer (PE, page 538; VLR I, page 61; UR 7, page 24)
_________ Dramatic Recording (AL, 38:14)
_________ Guided Reading Questions (PE, page 540; UR 7, page 25)
_________ Reading Strategy (RSR, page 187)
_________ Fix-Up Idea (RSR, page 187)

After Reading
_________ Reading Strategy (RSR, page 188)
_________ Standardized Test Practice (RSR, page 189)
_________ Respond to the Selection (PE, page 549; UR 7, page 27)
_________ Investigate, Inquire, and Imagine (PE, page 549; UR 7, page 27)
_________ Understanding Literature: Foreshadowing and Central Conflict (PE, page 549; UR 7, page 28)
_________ Writer’s Journal: Advertisement, Journal Entry, or Lesson Tale or Parable (PE, page 550; UR 7, page 29)
_________ Vocabulary: Synonyms (PE, page 550; UR 7, page 30)
_________ Media Literacy: Simple Living (PE, page 550)
_________ Study and Research: Tolstoy’s Russia (PE, page 550; UR 7, page 32)
_________ Selection Check Test 4.7.5 (ATE, page 548; UR 7, page 33; TG)
_________ Selection Test 4.7.6 (UR 7, page 35; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“Land Enough for a Man,” page 538

Teacher’s Name ___________________________ Class __________________ Date __________________

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<th>Teaching Options</th>
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<td>__________ Motivation: Discussing Wish Lists (ATE, page 539)</td>
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<td>__________ Reading Proficiency: Tolstoy’s Life (ATE, page 539)</td>
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<td>__________ English Language Learning: Vocabulary (ATE, page 539)</td>
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<td>__________ Special Needs: Listening to the Selection (ATE, page 539)</td>
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<td>__________ Enrichment: Nineteenth-Century Russian Literature (ATE, page 539)</td>
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<td>__________ Comprehension Questions (ATE, page 540)</td>
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<td>__________ Narrator (ATE, page 542)</td>
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<td>__________ Leo Tolstoy (ATE, page 540)</td>
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<td>__________ Bibliography of Tolstoy’s Works (ATE, page 541)</td>
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<td>__________ Tolstoy’s Experiences (ATE, page 546)</td>
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<td>__________ Tolstoy’s First Published Work (ATE, page 542)</td>
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<td>__________ Russian Short Story Tradition (ATE, page 543)</td>
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<td>__________ Alexander Pushkin (ATE, page 544)</td>
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<td>__________ Researching Conditions in Russia (ATE, page 545)</td>
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<td>__________ Motivation: Discussing Wish Lists (ATE, page 539)</td>
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<td>__________ Respond to the Selection (PE, page 549; UR 7, page 27)</td>
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<td>__________ Investigate, Inquire, and Imagine (PE, page 549; UR 7, page 27)</td>
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<tr>
<td>__________ Understanding Literature: Foreshadowing and Central Conflict (PE, page 549; UR 7, page 28)</td>
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<th>Homework Suggestions</th>
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<tr>
<td>__________ Vocabulary: Vocabulary Review (VR, page 90)</td>
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<tr>
<td>__________ Enrichment: Nineteenth-Century Russian Literature (ATE, page 539)</td>
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<th>Strategies for Developing Readers</th>
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<tr>
<td>Tackle Selection Length</td>
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<tr>
<td>__________ Read the story over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin new section.</td>
</tr>
<tr>
<td>__________ Use partner or pair groups. Have students read, answer questions, and mark text together. Help pair groups individually, as needed.</td>
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<tr>
<td>__________ Stop at the end of each numbered section and discuss Guided Reading Questions.</td>
</tr>
<tr>
<td>__________ Read key portions of the story aloud.</td>
</tr>
<tr>
<td>__________ Help students stay focused in the later parts of the story by making predictions about what will happen at the end.</td>
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<thead>
<tr>
<th>Tackle Vocabulary</th>
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<tbody>
<tr>
<td>__________ Preview the vocabulary words and footnotes with students.</td>
</tr>
<tr>
<td>__________ Read words and names aloud and have students practice pronouncing them.</td>
</tr>
<tr>
<td>__________ Have students keep a list of words they do not know.</td>
</tr>
<tr>
<td>__________ Model using context clues to estimate the meaning of unfamiliar words.</td>
</tr>
<tr>
<td>__________ Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 38:14).</td>
</tr>
<tr>
<td>__________ Ask students to complete the Vocabulary activities: Vocabulary Review (VR, page 90) and Vocabulary: Synonyms (PE, page 550; UR 7, page 30).</td>
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<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
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<tbody>
<tr>
<td>__________ Use activities for Spanish speakers (SR, page 147).</td>
</tr>
<tr>
<td>__________ Read the first section aloud. Have students make predictions and discuss the sisters’ argument.</td>
</tr>
<tr>
<td>__________ Pair students with advanced readers to make a time line of story events.</td>
</tr>
<tr>
<td>__________ Model visualization techniques during the last two sections.</td>
</tr>
</tbody>
</table>
“The Thief,” page 551

Reading Level: Moderate

Difficulty Considerations: Selection length; vocabulary

Ease Factor: First-person narrator

Synopsis: An unreliable narrator tells how he got caught stealing at school.

Goals/Objectives:
• to appreciate a story told by an unreliable narrator
• to describe Junichiro Tanizaki's literary accomplishments
• to define *internal monologue* and *irony* and identify and analyze internal monologues
• to write and perform a dramatic skit
• to build vocabulary by learning the meanings of prefixes and suffixes

Before Reading
_________ Reader's Journal (PE, page 551; UR 7, page 39)  
_________ Literary Tools: Irony and Internal Monologue (PE, page 551)  
_________ Reader's Resource: About the Selection (PE, page 551)  
_________ About the Author: Junichiro Tanizaki (PE, page 551)  
_________ Vocabulary from the Selection (ATE, page 552)  
_________ Vocabulary: Using New Vocabulary (VR, page 92)  
_________ Reading Strategy (RSR, page 192)  

During Reading
_________ Graphic Organizer (PE, page 551; VLR I, page 62; UR 7, page 39)  
_________ Guided Reading Questions (PE, page 553; UR 7, page 40)  
_________ Reading Strategy (RSR, page 192)  
_________ Fix-Up Idea (RSR, page 192)  

After Reading
_________ Reading Strategy (RSR, page 193)  
_________ Standardized Test Practice (RSR, page 194)  
_________ Respond to the Selection (PE, page 560; UR 7, page 42)  
_________ Investigate, Inquire, and Imagine (PE, page 561; UR 7, page 42)  
_________ Understanding Literature: Irony and Internal Monologue (PE, page 561; UR 7, page 43)  
_________ Writer's Journal: Letter to an Advice Columnist and Advice Columnist's Response, Dialogue, or Profile (PE, page 562; UR 7, page 44)  
_________ Vocabulary: Prefixes and Suffixes (PE, page 562; UR 7, page 45)  
_________ Study and Research: Japanese Education (PE, page 562; UR 7, page 47)  
_________ Speaking and Listening & Collaborative Learning: Dramatic Skit (PE, page 562)  
_________ Selection Check Test 4.7.7 (ATE, page 559; UR 7, page 49; TG)  
_________ Selection Test 4.7.8 (UR 7, page 51; TG)  
_________ Internet activities at http://www.emcp.com  
_________ Free reading time
Lesson Plan

“The Thief,” page 551

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies
- Motivation: Mock Trial (ATE, page 552)
- Reading Proficiency: Track Trust of Narrator (ATE, page 552)
- English Language Learning: Vocabulary (ATE, page 552)
- Special Needs: Listening to the Selection (ATE, page 552)
- Enrichment: Writing from Hirata’s Point of View (ATE, page 552)

Additional Questions and Activities
- Tracking Clues (ATE, page 553)
- Comprehension Questions (ATE, pages 556 and 558)
- Moral Dilemma (ATE, page 557)

Cross-Curricular Activities
- Researching Wisteria (ATE, page 554)

Internet Resource
- National Crime Prevention Council On-Line Resource Center (ATE, page 555)

Literary Technique
- Dialogue (ATE, page 556)
- Point of View (ATE, page 557)
- Mood (ATE, page 558)

Flexible Grouping Suggestions
- Motivation: Mock Trial (ATE, page 552)
- Special Needs: Listening to the Selection (ATE, page 552)
- Respond to the Selection (PE, page 560; UR 7, page 42)
- Investigate, Inquire, and Imagine (PE, page 561; UR 7, page 42)
- Understanding Literature: Irony and Internal Monologue (PE, page 561; UR 7, page 43)
- Speaking and Listening & Collaborative Learning: Dramatic Skit (PE, page 562)

Homework Suggestions
- Vocabulary: Using New Vocabulary (VR, page 92)
- Enrichment: Writing from Hirata’s Point of View (ATE, page 552)
- Cross-Curricular Activities: Researching Wisteria (ATE, page 554)

Strategies for Developing Readers

Tackle Selection Length
- Read the story over two or more class sessions; refresh memories by reviewing old sections before students begin a new section.
- Summarize the plot, page by page, using Guided Reading Questions.
- Read key portions of the story aloud.
- Use partner or pair groups. Have students read, answer questions, and mark text together. Help pair groups individually, as needed.
- Pause frequently and discuss small sections of the story at a time.

Tackle Vocabulary
- Preview the vocabulary words and footnotes.
- Read names aloud and have students practice pronouncing them.
- Read the selection aloud to help students hear the pronunciation of unfamiliar words and names.
- Have students complete the Vocabulary activities: Using New Vocabulary (VR, page 92) and Prefixes and Suffixes (PE, page 562; UR 7, page 45).

Additional Strategies for English Language Learners
- Have students practice acting out the dialogue from the selection.
- Ask students to list things that the narrator says that make them wonder if he is guilty.
- Have students use the Words for Everyday Use to write sentences about the story.
- Provide several examples of irony before discussing the irony found in the selection.
“The Liar,” page 563

Teacher’s Name __________________________ Class __________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Selection length; vocabulary

Ease Factor: First-person narrator

Synopsis: A teenager talks about how his lying affects his mother and other people he meets.

Goals/Objectives:
• to understand the motivations of the narrator
• to describe Tobias Wolff’s literary accomplishments
• to define antihero, motivation, and characterization and recognize examples of each
• to rewrite sentence fragments into complete sentences
• to write a news story in two styles

Before Reading
_______ Reader’s Journal (PE, page 563; UR 7, page 55)
_______ Literary Tools: Antihero, Motivation, and Characterization (PE, page 563)
_______ Reader’s Resource: About the Selection (PE, page 563)
_______ About the Author: Tobias Wolff (PE, page 563)
_______ Vocabulary from the Selection (ATE, page 564)
_______ Vocabulary: Sentence Completion (VR, page 93)
_______ Reading Strategy (RSR, page 197)

During Reading
_______ Graphic Organizer (PE, page 563; VLR I, page 63; UR 7, page 55)
_______ Dramatic Recording (AL, 40:04)
_______ Guided Reading Questions (PE, page 564; UR 7, page 55)
_______ Fine Art: William H. Johnson (PE, page 565; Art Note, ATE, page 565)
_______ Reading Strategy (RSR, page 197)
_______ Fix-Up Idea (RSR, page 197)

After Reading
_______ Reading Strategy (RSR, page 197)
_______ Standardized Test Practice (RSR, page 198)
_______ Respond to the Selection (PE, page 577; UR 7, page 58)
_______ Investigate, Inquire, and Imagine (PE, page 578; UR 7, page 58)
_______ Understanding Literature: Antihero, Motivation, and Characterization (PE, page 578; UR 7, page 59)
_______ Writer’s Journal: Poem, Letter, or Character Sketch (PE, page 579; UR 7, page 60)
_______ Language, Grammar, and Style: Sentence Fragments (PE, page 579; UR 7, page 61)
_______ Speaking and Listening & Collaborative Learning: The Lying Game (PE, page 579)
_______ Media Literacy: Writing Newspaper Stories (PE, page 579; UR 7, page 62)
_______ Selection Check Test 4.7.9 (ATE, page 576; UR 7, page 63; TG)
_______ Selection Test 4.7.10 (UR 7, page 65; TG)
_______ Internet activities at http://www.emcp.com

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet

UR—Unit Resource  VLR—Visual Literacy Resource  VR—Vocabulary Resource  WR—Writing Resource  AL—Audio Library

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Lesson Plan

“The Liar,” page 563

Teacher’s Name ____________________________ Class __________________ Date __________________

M T W TH F

_________ Writer’s Journal: Poem, Letter, or Character Sketch (PE, page 579; UR 7, page 60)
_________ Language, Grammar, and Style: Sentence Fragments (PE, page 579; UR 7, page 61)
_________ Media Literacy: Writing Newspaper Stories (PE, page 579; UR 7, page 62)

Teaching Options

Individual Learning Strategies

_________ Motivation: Lies as Story Ideas (ATE, page 564)
_________ Reading Proficiency: Preview Reader’s Resource (ATE, page 564)
_________ English Language Learning: Vocabulary (ATE, page 564)
_________ Special Needs: Answer Questions (ATE, page 564)
_________ Enrichment: Reporting on a Memoir (ATE, page 564)

Internet Resource

_________ Tobias Wolff Award (ATE, page 565)

Art Note

_________ William H. Johnson (ATE, page 565)

Cross-Curricular Activities

_________ Researching Schizophrenia (ATE, page 566)

Additional Questions and Activities

_________ Writing a Safety Around Animals Guide (ATE, page 567)
_________ Writing Swifties (ATE, page 568)
_________ Critiquing a Paper (ATE, page 569)
_________ Writing a Letter (ATE, page 570)
_________ Responsibilities (ATE, page 571)
_________ Relationship with a Parent (ATE, page 572)
_________ Discussing On-line Personas (ATE, page 573)

Flexible Grouping Suggestions

_________ Additional Questions and Activities: Writing a Safety Around Animals Guide (ATE, page 567)
_________ Respond to the Selection (PE, page 577; UR 7, page 58)
_________ Investigate, Inquire, and Imagine (PE, page 578; UR 7, page 58)
_________ Understanding Literature: Antihero, Motivation, and Characterization (PE, page 578; UR 7, page 59)
_________ Speaking and Listening & Collaborative Learning: The Lying Game (PE, page 579)

Homework Suggestions

_________ Vocabulary: Sentence Completion (VR, page 93)
_________ Enrichment: Reporting on a Memoir (ATE, page 564)

Strategies for Developing Readers

Tackle Selection Length

_________ Read the story over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin new sections.
_________ Use partner or pair groups. Then have students read, answer questions, and mark text together. Help pair groups individually, as needed.
_________ Summarize the plot, page by page, using Guided Reading Questions.
_________ Read key portions of the story aloud.
_________ Use the Dramatic Recording of the selection; pause the recording frequently to summarize what happened and to check students’ comprehension (AL, 40:04).

Tackle Vocabulary

_________ Preview the vocabulary words and footnotes.
_________ Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 40:04).
_________ Model how to use definitions quickly while reading.
_________ Have students make vocabulary cards for some or all of the words before reading.

Additional Strategies for English Language Learners

_________ Help students find synonyms for vocabulary words.
_________ Have students practice acting out the telephone dialogue on page 566.
_________ Have students listen to the Dramatic Recording, stopping at the end of each page to fill in the Graphic Organizer.

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“Third Bank of the River,” page 580

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Subject matter; vocabulary

Ease Factor: Short sentences

Synopsis: The narrator’s father’s unusual journey leaves his family sad and confused.

Goals/Objectives:
• to empathize with the sense of loss and confusion experienced by the speaker
• to understand the literary accomplishments of João Guimarães Rosa
• to define symbol and paradox and interpret examples of both
• to demonstrate the ability to combine two sentences to make one
• to use a library to conduct research
• to discuss different interpretations of a story

Related Reading: “Heraclitus,” page 585

Before Reading

_________ Reader’s Journal (PE, page 580; UR 7, page 69)
_________ Literary Tools: Symbol and Paradox (PE, page 580)
_________ Reader’s Resource: Philosophy Connection (PE, page 580)
_________ About the Author: João Guimarães Rosa (PE, page 580)
_________ Fine Art: Odilon Redon (PE, page 581; Art Note, PE, page 581)
_________ Vocabulary from the Selection (ATE, page 581)
_________ Vocabulary: Easily Confused Pairs: Homophones (VR, page 94)
_________ Reading Strategy (RSR, page 201)

During Reading

_________ Graphic Organizer (PE, page 580; VLR I, page 64; UR 7, page 69)
_________ Dramatic Recording: “Heraclitus” (AL, 1:40)
_________ Guided Reading Questions (PE, page 581; UR 7, page 69)
_________ Reading Strategy (RSR, page 201)
_________ Fix-Up Idea (RSR, page 201)

After Reading

_________ Reading Strategy (RSR, page 201)
_________ Standardized Test Practice (RSR, page 202)
_________ Respond to the Selection (PE, page 585; UR 7, page 70)
_________ Investigate, Inquire, and Imagine (PE, page 586; UR 7, page 70)
_________ Understanding Literature: Symbol and Paradox (PE, page 586; UR 7, page 72)
_________ Writer’s Journal: Stream-of-Consciousness Journal Entry, Description, or Conversation (PE, page 587; UR 7, page 72)
_________ Language, Grammar, and Style: Combining Sentences (PE, page 587; UR 7, page 73)
_________ Study and Research: Researching Metaphysics (PE, page 587; UR 7, page 74)
_________ Critical Thinking & Collaborative Learning: Holding a Class Discussion (PE, page 587)
_________ Related Reading: “Heraclitus” (PE, page 585)
_________ Selection Check Test 4.7.11 (ATE, page 584; UR 7, page 75; TG)
_________ Selection Test 4.7.12 (UR 7, page 77; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“Third Bank of the River,” page 580

Teacher’s Name _________________________ Class ___________________________ Date ________________

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<th>Teaching Options</th>
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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Subject Matter</strong></td>
</tr>
<tr>
<td>______ Reading Proficiency: Focus on Prereading (ATE, page 581)</td>
<td>Read About the Author: João Guimarães Rosa (PE, page 580).</td>
</tr>
<tr>
<td>______ English Language Learning: Vocabulary (ATE, page 581)</td>
<td>Ask students to brainstorm things a river might symbolize.</td>
</tr>
<tr>
<td>______ Enrichment: Comparison and Contrast Essay (ATE, page 581)</td>
<td>Read the Related Reading: “Heraclitus” first to focus on the symbolic meaning of rivers (PE, page 585).</td>
</tr>
<tr>
<td><strong>Cross-Curricular Activities</strong></td>
<td><strong>Tackle Vocabulary</strong></td>
</tr>
<tr>
<td>______ Researching Rivers (ATE, page 582)</td>
<td>Preview the vocabulary words and footnotes with students.</td>
</tr>
<tr>
<td><strong>Cross-Curricular Connections</strong></td>
<td>Read names aloud and have students practice pronouncing them.</td>
</tr>
<tr>
<td>______ Researching Crocodiles (ATE, page 583)</td>
<td>Have students keep lists of words they do not know.</td>
</tr>
<tr>
<td>______ Rivers and Mythology (ATE, page 585)</td>
<td>Have students use context clues or a dictionary to find meanings of words they do not know.</td>
</tr>
<tr>
<td><strong>Literary Note</strong></td>
<td>Have students use each new word in a contextual sentence.</td>
</tr>
<tr>
<td>______ Kamo no Chomei (ATE, page 585)</td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>______ Use activities for Spanish speakers (SR, page 157).</td>
</tr>
<tr>
<td>______ Cross-Curricular Activities: Researching Rivers (ATE, page 582)</td>
<td>______ Model visualization techniques while reading aloud.</td>
</tr>
<tr>
<td>______ Respond to the Selection (PE, page 585; UR 7, page 70)</td>
<td>______ Discuss possible interpretations of the river and the boat.</td>
</tr>
<tr>
<td>______ Investigate, Inquire, and Imagine (PE, page 586; UR 7, page 70)</td>
<td>______ Check for comprehension after every column.</td>
</tr>
<tr>
<td>______ Understanding Literature: Symbol and Paradox (PE, page 586; UR 7, page 72)</td>
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<tr>
<td>______ Critical Thinking &amp; Collaborative Learning: Holding a Class Discussion (PE, page 587)</td>
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<tr>
<td><strong>Homework Suggestions</strong></td>
<td></td>
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<tr>
<td>______ Vocabulary: Easily Confused Pairs: Homophones (VR, page 94)</td>
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<tr>
<td>______ Motivation: Depicting a Place for Escape (ATE, page 581)</td>
<td></td>
</tr>
<tr>
<td>______ Enrichment: Comparison and Contrast Essay (ATE, page 581)</td>
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</tr>
<tr>
<td>______ Writer’s Journal: Stream-of-Consciousness Journal Entry, Description, or Conversation (PE, page 587; UR 7, page 72)</td>
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<tr>
<td>______ Language, Grammar, and Style: Combining Sentences (PE, page 587; UR 7, page 73)</td>
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<tr>
<td>______ Study and Research: Researching Metaphysics (PE, page 587; UR 7, page 74)</td>
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from *How Reading Changed My Life*, page 588

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: First-person narrator

Synopsis: The narrator reflects on her reading experiences.

Goals/Objectives:
- to appreciate an essay about reading
- to describe Anna Quindlen’s literary accomplishments
- to define *aim*, *narration*, *description*, and *exposition* and recognize the use of these techniques in the selection
- to identify possessive nouns and use apostrophes correctly
- to write a composition about the Gutenberg printing press
- to make a calendar with quotations about reading
- to design a book jacket for *How Reading Changed My Life*

Before Reading
- Reader’s Journal (PE, page 588; UR 7, page 81)
- Literary Tools: Aim, Narration, Description, and Exposition (PE, page 588)
- Reader’s Resource: About the Selection (PE, page 588)
- About the Author: Anna Quindlen (PE, page 588)
- Vocabulary from the Selection (ATE, page 589)
- Vocabulary: Using Context Clues in Your Writing (VR, page 96)
- Reading Strategy (RSR, page 205)

During Reading
- Graphic Organizer (PE, page 588; VLR 1, page 65; UR 7, page 81)
- Guided Reading Questions (PE, page 589; UR 7, page 81)
- Reading Strategy (RSR, page 205)
- Fix-Up Idea (RSR, page 205)

After Reading
- Reading Strategy (RSR, page 206)
- Standardized Test Practice (RSR, page 207)
- Respond to the Selection (PE, page 594; UR 7, page 82)
- Investigate, Inquire, and Imagine (PE, page 596; UR 7, page 83)
- Understanding Literature: Aim, Narration, Description, and Exposition (PE, page 596; UR 7, page 84)
- Writer’s Journal: Summer Reading List, Public Service Announcement, or Letter (PE, page 597; UR 7, page 84)
- Language, Grammar, and Style: Possessive Nouns (PE, page 597; UR 7, page 86)
- Vocabulary: Using a Dictionary (UR 7, page 86)
- Media Literacy: Researching on the Internet (PE, page 597; UR 7, page 87)
- Collaborative Learning: Book Jacket (PE, page 597)
- Study and Research: Researching the Gutenberg Press (PE, page 597)
- Selection Check Test 4.7.13 (ATE, page 593; UR 7, page 89; TG)
- Selection Test 4.7.14 (UR 7, page 91; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

from *How Reading Changed My Life*, page 588

Teacher’s Name ___________________________ Class __________________ Date __________________

**Teaching Options**

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<thead>
<tr>
<th>Individual Learning Strategies</th>
<th>Strategies for Developing Readers</th>
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<tbody>
<tr>
<td>Motivation: Posters Promoting Reading (ATE, page 589)</td>
<td>Tackle Vocabulary</td>
</tr>
<tr>
<td>Reading Proficiency: Focus on Reader’s Resource (ATE, page 589)</td>
<td>Preview the vocabulary words and footnotes with students.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 589)</td>
<td>Read names aloud and have students practice pronouncing them.</td>
</tr>
<tr>
<td>Enrichment: “How Reading Changed My Life” Essay (ATE, page 589)</td>
<td>Have students create vocabulary quizzes and exchange them with a partner.</td>
</tr>
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</table>

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<tr>
<th>Additional Questions and Activities</th>
<th>Additional Strategies for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing the Value of Reading to Other Activities (ATE, page 591)</td>
<td>Preview the vocabulary and provide synonyms for each word.</td>
</tr>
<tr>
<td>Annotated Reading Lists (ATE, page 595)</td>
<td>Read Reader’s Resource aloud; brainstorm what the author may write about.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internet Resources</th>
<th>Before reading, have students share what they like to read and if they know anyone whose favorite activity is reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Public Radio (ATE, page 592)</td>
<td>Help students find the answers to the Guided Reading Questions.</td>
</tr>
</tbody>
</table>

| Flexible Grouping Suggestions | |
|-------------------------------| |
| Motivation: Posters Promoting Reading (ATE, page 589) | |
| Respond to the Selection (PE, page 594; UR 7, page 82) | |
| Investigate, Inquire, and Imagine (PE, page 596; UR 7, page 83) | |
| Understanding Literature: Aim, Narration, Description, and Exposition (PE, page 596; UR 7, page 84) | |
| Collaborative Learning: Book Jacket (PE, page 597) | |

| Homework Suggestions | |
|----------------------| |
| Vocabulary: Using Context Clues in Your Writing (VR, page 96) | |
| Enrichment: “How Reading Changed My Life” Essay (ATE, page 589) | |
| Writer’s Journal: Summer Reading List, Public Service Announcement, or Letter (PE, page 597; UR 7, page 84) | |
| Language, Grammar, and Style: Possessive Nouns (PE, page 597; UR 7, page 86) | |
| Media Literacy: Researching on the Internet (PE, page 597; UR 7, page 87) | |
| Study and Research: Researching the Gutenberg Press (PE, page 597) | |

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Lesson Plan

Unit Seven
The Examined Life
Closing the Unit, pages 598–607

Teacher's Name ___________________________ Class ___________________________ Date __________________

Guided Writing

Expressive Writing: Writing a Personal Narrative

Assignment: Students write a personal narrative and learn to make pronouns and antecedents agree (PE, pages 598–604).

Before Writing

Writing a Personal Narrative (PE, page 598)
Professional Model (PE, page 598)
Prewriting (PE, page 599; WR, page 123)
Student Model—Graphic Organizer (PE, page 600; WR, page 125)
Graphic Organizer (VLR I, page 129; WR, page 126)

During Writing

Drafting (PE, page 600; WR, page 127)
Student Model—Draft (PE, page 601; VLR I, page 130; WR, page 128)
Self- and Peer Evaluation (PE, page 602; WR, page 133)
Student Model—Revised (PE, page 603; WR, page 135)
Revising and Proofreading (PE, page 603)
Language, Grammar, and Style: Getting Pronouns and Antecedents to Agree (PE, page 603; WR, page 129)

After Writing

Publishing and Presenting (PE, page 604)
Reflecting (PE, page 604)
Rubric for Expressive Writing: Writing a Personal Narrative (VLR I, page 132; WR, page 140)

Individual Learning Strategies

Motivation: Discussing Favorite Selections (ATE, page 601)
Reading Proficiency: Point of View (ATE, page 601)
English Language Learning: Discuss Challenges of Achieving Literacy (ATE, page 601)
Special Needs: Talk to Family Members about Past Events (ATE, page 601)
Enrichment: Recording an Audio Version of a Story (ATE, page 601)

Flexible Grouping Suggestions

Motivation: Discussing Favorite Selections (ATE, page 601)
Peer Evaluation (PE, page 602; WR, page 134)
Revising and Proofreading (PE, page 603)
Publishing and Presenting (PE, page 604)

WASHINGTON STATE STANDARDS

click this box for details

GUIDED WRITING Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet

Unit Seven
The Examined Life
Closing the Unit, pages 598–607

Homework Suggestions
- Enrichment: Recording an Audio Version of a Story (ATE, page 601)
- Graphic Organizer (VLR I, page 129; WR, page 126)
- Language, Grammar, and Style: Getting Pronouns and Antecedents to Agree (PE, page 603; WR, page 129)
- Self-Evaluation (PE, page 602; WR, page 133)
- Rubric for Expressive Writing: Writing a Personal Narrative (VLR I, page 132; WR, page 140)
- Unit 7 Review/Study Guide (UR 7, page 96; VLR I, page 66)
- Words for Everyday Use (PE, page 605; UR 7, page 100)
- Literary Tools (PE, page 605; UR 7, page 101)
- Vocabulary Development (ATE, page 605)
- Unit 7 Test (UR 7, page 107; TG)

Unit Seven Review

Review and Assessment
- Words for Everyday Use (PE, page 605; UR 7, page 100)
- Vocabulary Development (ATE, page 605)
- Literary Tools (PE, page 605; UR 7, page 101)
- Unit 7 Review/Study Guide (UR 7, page 96; VLR I, page 66)
- Unit 7 Test (UR 7, page 107; TG)

Reflecting on Your Reading
- Genre Studies: Lyric Poetry; Short Story and Irony; and Paradox (PE, page 606; UR 7, page 102)
- Thematic Studies: How to Lead One's Life; Life Choices and Personal Philosophies; and Dishonesty (PE, page 606; UR 7, page 103)
- Revisit the artwork and the quote from the Opening Pages (PE, pages 520–521; Art Note, ATE, page 520)

For Your Reading List
This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity
- An American Childhood by Annie Dillard (PE, page 607)
- Independent Reading Activity: Book Club Discussion (PE, page 607; UR 7, page 106)

Selections for Additional Reading
- The Meadow by James Galvin (PE, page 607)
- The Diary of a Young Girl by Anne Frank (PE, page 607)
- Walden by Henry David Thoreau (PE, page 607)
Unit Eight
The Genius Within
Opening the Unit, pages 608–610

Unit 8 Goals/Objectives:
• to explore the concept of genius
• to discuss different perspectives on genius
• to define characterization, simile, analysis, point of view, symbolism, description, satire, repetition, point of view, foreshadowing, colloquialism, and tone, and identify and explain examples of each
• to write a narrative research paper that explores genius
• to demonstrate ability to use effective documentation

Lessons I Plan to Teach
_________ “A Smart Cookie,” page 611
_________ “Curiositá” from How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day, page 615
_________ Insights: “Major Accomplishments of Leonardo da Vinci,” page 620
_________ “Rules of the Game,” page 625
_________ from My Left Foot, page 642
_________ from Albert Einstein: A Biography, page 650
_________ Insights: “Einstein’s Theory of Relativity,” page 657
_________ Related Reading: “The Roots of Genius?” from Newsweek, page 658
_________ Related Reading: “My Credo,” page 659
_________ “Engineer-Private Paul Klee Misplaces an Aircraft Between Milbertshofen and Cambrai, March 1916,” page 662
_________ “Flowers for Algernon,” page 669
_________ “Short Assignments” from Bird by Bird, page 693
_________ Guided Writing—Informative Writing: Writing a Biography/Exploring Genius, page 699
_________ Unit Eight Review, page 706
_________ For Your Reading List, page 707

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 608–610).

Getting Started in the Classroom
_________ Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 608–609; Art Note, ATE, page 610). Discuss the artwork and the quote again after reading the unit.
_________ Echoes (PE, page 610)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 610)
Lesson Plan

“A Smart Cookie,” page 611

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Unfamiliar words; allusion to opera

Ease Factor: Selection length

Synopsis: A daughter admires her mother and listens to her advice about going to school.

Goals/Objectives:
• to describe the literary accomplishments of Sandra Cisneros
• to define simile and characterization and recognize their use
• to identify interrogative pronouns in sentences
• to perform a dramatic skit
• to research the opera Madame Butterfly
• to write a college entrance application essay

Before Reading
_________ Reader's Journal (PE, page 611; UR 8, page 1)
_________ Literary Tools: Simile and Characterization (PE, page 611)
_________ Reader's Resource: Music Connection (PE, page 611)
_________ About the Author: Sandra Cisneros (PE, page 611)
_________ Vocabulary from the Selection (VR, page 99)
_________ Vocabulary: Words with matr and patr (VR, page 99)
_________ Reading Strategy (RSR, page 210)

During Reading
_________ Graphic Organizer (PE, page 611; VLR I, page 67; UR 8, page 1)
_________ Dramatic Recording (AL, 1:58)
_________ Guided Reading Questions (PE, page 612; UR 8, page 1)
_________ Reading Strategy (RSR, page 210)
_________ Fix-Up Idea (RSR, page 210)

After Reading
_________ Reading Strategy (RSR, page 210)
_________ Standardized Test Practice (RSR, page 211)
_________ Respond to the Selection (PE, page 613; UR 8, page 2)
_________ Investigate, Inquire, and Imagine (PE, page 613; UR 8, page 2)
_________ Understanding Literature: Simile and Characterization (PE, page 613; UR 8, page 3)
_________ Writer's Journal: Wish List, Simile, or Vignette (PE, page 614; UR 8, page 4)
_________ Language, Grammar, and Style: Interrogative Pronouns (PE, page 614; UR 8, page 5)
_________ Applied English: College Application Essay (PE, page 614; UR 8, page 6)
_________ Speaking and Listening & Collaborative Learning: Dramatic Skit (PE, page 614)
_________ Study and Research: Madame Butterfly (PE, page 614; UR 8, page 6)
_________ Selection Check Test 4.8.1 (ATE, page 612; UR 8, page 7; TG)
_________ Selection Test 4.8.2 (UR 8, page 8; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“A Smart Cookie,” page 611

Teacher’s Name ____________________________________________ Class __________________ Date __________________

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<tr>
<td>________ Reading Proficiency: Missing Quotation Marks (ATE, page 612)</td>
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<tr>
<td>________ English Language Learning: Vocabulary (ATE, page 612)</td>
</tr>
<tr>
<td>________ Special Needs: Listening to the Selection (ATE, page 612)</td>
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<tr>
<td>________ Enrichment: Learning from Others’ Mistakes (ATE, page 612)</td>
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<tr>
<th>Literary Technique</th>
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<td>________ Vignette (ATE, page 611)</td>
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<tr>
<th>Flexible Grouping Suggestions</th>
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<tbody>
<tr>
<td>________ Enrichment: Learning from Others’ Mistakes (ATE, page 612)</td>
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<tr>
<td>________ Respond to the Selection (PE, page 613; UR 8, page 2)</td>
</tr>
<tr>
<td>________ Investigate, Inquire, and Imagine (PE, page 613; UR 8, page 2)</td>
</tr>
<tr>
<td>________ Understanding Literature: Simile and Characterization (PE, page 613; UR 8, page 3)</td>
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<tr>
<td>________ Speaking and Listening &amp; Collaborative Learning: Dramatic Skit (PE, page 614)</td>
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<tbody>
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<td>________ Vocabulary: Words with matr and patr (VR, page 99)</td>
</tr>
<tr>
<td>________ Motivation: Presenting Personal Traits (ATE, page 612)</td>
</tr>
<tr>
<td>________ Writer’s Journal: Wish List, Simile, or Vignette (PE, page 614; UR 8, page 4)</td>
</tr>
<tr>
<td>________ Language, Grammar, and Style: Interrogative Pronouns (PE, page 614; UR 8, page 5)</td>
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<td>________ Applied English: College Application Essay (PE, page 614; UR 8, page 6)</td>
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<tr>
<td>________ Study and Research: Madame Butterfly (PE, page 614; UR 8, page 6)</td>
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<th>Strategies for Developing Readers</th>
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</thead>
<tbody>
<tr>
<td><strong>Tackle Unfamiliar Words</strong></td>
</tr>
<tr>
<td>________ Preview the footnotes with students.</td>
</tr>
<tr>
<td>________ Show pictures of morning glories.</td>
</tr>
<tr>
<td>________ Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 1:58).</td>
</tr>
<tr>
<td>________ Present the information given under English Language Learning: Vocabulary (ATE, page 612).</td>
</tr>
<tr>
<td>________ Have students complete the Vocabulary activity: Words with matr and patr (VR, page 99).</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Tackle Allusion to Opera</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>________ Read Reader’s Resource (PE, page 611).</td>
</tr>
<tr>
<td>________ Have students complete the Study and Research: Madame Butterfly (PE, page 614; UR 8, page 6).</td>
</tr>
<tr>
<td>________ Discuss why the narrator’s mother says that Madame Butterfly was a fool.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ Use activities for Spanish speakers (SR, page 165).</td>
</tr>
<tr>
<td>________ Discuss: I could’ve been somebody.</td>
</tr>
<tr>
<td>________ Have students mark the mother’s spoken words and act them out in a small group.</td>
</tr>
<tr>
<td>________ Ask students to list the mother’s talents.</td>
</tr>
</tbody>
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Lesson Plan

“Curiosità” from *How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day*, page 615

Teacher’s Name ________________________________ Class __________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Subject matter; vocabulary

**Ease Factor:** Selection length

**Synopsis:** The author explores da Vinci’s *curiosità*, an expansion of the natural impulse of curiosity, as an element of genius.

**Goals/Objectives:**
- to appreciate the accomplishments and contributions of Leonardo da Vinci
- to describe the Italian Renaissance period
- to understand an analysis
- to research Renaissance paintings
- to use da Vinci’s method of assessment to review a work of art

**Insights:** “Major Accomplishments of Leonardo da Vinci,” page 620

**Before Reading**
- Reader’s Journal (PE, page 615; UR 8, page 11)
- Literary Tools: Renaissance and Analysis (PE, page 615)
- Reader’s Resource: History Connection (PE, page 615)
- About the Author: Michael J. Gelb (PE, page 615)
- Vocabulary from the Selection (ATE, page 615)
- Vocabulary: PAVE: Predict, Associate, Verify, Evaluate (VR, page 100)
- Reading Strategy (RSR, page 214)

**During Reading**
- Guided Reading Questions (PE, page 617; UR 8, page 11)
- Reading Strategy (RSR, page 214)
- Fix-Up Idea (RSR, page 214)

**After Reading**
- Reading Strategy (RSR, page 214)
- Standardized Test Practice (RSR, page 215)
- Respond to the Selection (PE, page 623; UR 8, page 12)
- Investigate, Inquire, and Imagine (PE, page 623; UR 8, page 12)
- Understanding Literature: Renaissance and Analysis (PE, page 623; UR 8, page 13)
- Writer’s Journal: Record Your Observations, Journal Entry, or Letter (PE, page 624; UR 8, page 14)
- Collaborative Learning: Art Review (PE, page 624)
- Media Literacy: Quote Analysis (PE, page 624; UR 8, page 15)
- Study and Research: Researching Renaissance Painting (PE, page 624; UR 8, page 16)
- Vocabulary: Learning Base Words, Prefixes, and Suffixes (UR 8, page 17)
- Fine Art: Leonardo da Vinci (PE, page 621; VLR II, page 31; Art Note, PE, page 621)
- Selection Check Test 4.8.3 (ATE, page 619; UR 8, page 18; TG)
- Selection Test 4.8.4 (UR 8, page 20; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time
Lesson Plan

“Curiosità” from How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day, page 615

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Teaching Options

Individual Learning Strategies
_______ Motivation: Exploring Creativity (ATE, page 616)
_______ Reading Proficiency: Background Information (ATE, page 616)
_______ English Language Learning: Vocabulary (ATE, page 616)
_______ Special Needs: Main Ideas (ATE, page 616)
_______ Enrichment: Creating a Plan to Add Genius to Your Life (ATE, page 616)

Additional Questions and Activities
_______ People Contrasted with Leonardo (ATE, page 617)
_______ “Perspectives” Column and Panel Discussion (ATE, page 618)
_______ Brainstorming and Noting Surprising Details (ATE, page 620)

Cross-Curricular Activities
_______ Diagnostic Radiology Exams (ATE, page 618)

Internet Resources
_______ Museum of Science, Boston (ATE, page 622)

Flexible Grouping Suggestions
_______ Special Needs: Main Ideas (ATE, page 616)
_______ Additional Questions and Activities: “Perspectives” Column and Panel Discussion (ATE, page 618)
_______ Additional Questions and Activities: Brainstorming and Noting Surprising Details (ATE, page 620)
_______ Respond to the Selection (PE, page 623; UR 8, page 12)
_______ Investigate, Inquire, and Imagine (PE, page 623; UR 8, page 12)
_______ Understanding Literature: Renaissance and Analysis (PE, page 623; UR 8, page 13)
_______ Collaborative Learning: Art Review (PE, page 624)

Strategies for Developing Readers

Tackle Subject Matter
_______ Read Prereading information aloud, focusing especially on Reader’s Resource and the definition of Renaissance.
_______ Use Internet Resources to learn more about Leonardo da Vinci (ATE, page 622).

Tackle Vocabulary
_______ Preview the vocabulary words with students.
_______ Have students complete the vocabulary activities: PAVE: Predict, Associate, Verify, Evaluate (VR, page 100) and Learning Base Words, Prefixes, and Suffixes (UR 8, page 17)
_______ Read footnoted names aloud and have students practice pronouncing them.

Additional Strategies for English Language Learners
_______ Read Insights aloud. Pair students with advanced readers to complete cluster charts about da Vinci’s talents and accomplishments.
_______ Have students write three things they are curious about.
_______ Provide synonyms for vocabulary words during reading.

Homework Suggestions
_______ Vocabulary: PAVE: Predict, Associate, Verify, Evaluate (VR, page 100)
_______ Enrichment: Creating a Plan to Add Genius to Your Life (ATE, page 616)
_______ Writer’s Journal: Record Your Observations, Journal Entry, or Letter (PE, page 624; UR 8, page 14)
_______ Media Literacy: Quote Analysis (PE, page 624; UR 8, page 15)
_______ Study and Research: Researching Renaissance Painting (PE, page 624; UR 8, page 16)
Lesson Plan

“Rules of the Game,” page 625

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Subject matter; selection length; vocabulary

**Ease Factor:** Few characters

**Synopsis:** A girl struggles with her mother as she becomes a renowned chess player.

**Goals/Objectives:**
- to empathize with Waverly's struggles with her mother and her efforts to succeed at chess
- to recognize the literary accomplishments of Amy Tan
- to define point of view and symbolism and identify point of view and symbols
- to experiment with point of view by using pronouns
- to build vocabulary and dictionary skills

**Insights:** “The Rules of Chess,” page 637

**Before Reading**
- Reader’s Journal (PE, page 625; UR 8, page 24)
- Literary Tools: Point of View and Symbol (PE, page 625)
- Reader’s Resource: About the Selection (PE, page 625)
- About the Author: Amy Tan (PE, page 625)
- Vocabulary from the Selection (ATE, page 625)
- Vocabulary: Words with Multiple Meanings (VR, page 104)
- Reading Strategy (RSR, page 218)

**During Reading**
- Graphic Organizer (PE, page 625; VLR I, page 68; UR 8, page 24)
- Guided Reading Questions (PE, page 628; UR 8, page 24)
- Fine Art: Kuange Jian (PE, page 634; Art Note, PE page 634; UR 8, page 26)
- Reading Strategy (RSR, page 218)
- Fix-Up Idea (RSR, page 218)

**After Reading**
- Reading Strategy (RSR, page 218)
- Standardized Test Practice (RSR, page 219)
- Respond to the Selection (PE, page 636; UR 8, page 26)
- Investigate, Inquire, and Imagine (PE, page 639; UR 8, page 26)
- Understanding Literature: Point of View and Symbol (PE, page 639; UR 8, page 28)
- Writer’s Journal: Letter, Flyer, or Newspaper Report (PE, page 640; UR 8, page 28)
- Applied English: Technical Writing (PE, page 641; UR 8, page 30)
- Media Literacy: Newspaper Research (PE, page 641)
- Vocabulary: Word Origins (PE, page 641; UR 8, page 31)
- Vocabulary: Using Synonyms and Antonyms (UR 8, page 32)
- Speaking and Listening & Collaborative Learning: Analyzing Communication (PE, page 641)
- Study and Research: Researching Origins (PE, page 641)
- Selection Check Test 4.8.5 (ATE, page 636; UR 8, page 34; TG)
- Selection Test 4.8.6 (UR 8, page 36; TG)
- Internet activities at http://www.emcp.com

Free reading time
### Teaching Options

**Individual Learning Strategies**
- Motivation: Discussing Hobbies (ATE, page 626)
- Reading Proficiency: Summarizing Sections (ATE, page 626)
- English Language Learning: Cultural or Language Communication Problems (ATE, page 626)
- Special Needs: Chess Demonstration (ATE, page 626)
- Enrichment: Short Story about Advice (ATE, page 626)

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<td>Poetry Devoted to Chess (ATE, page 630)</td>
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<td>Insights Questions (ATE, pages 637–638)</td>
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### Flexible Grouping Suggestions
- Motivation: Discussing Hobbies (ATE, page 626)
- Reading Proficiency: Summarizing Sections (ATE, page 626)
- Internet Resources: Interactive Chess Game (ATE, page 631)
- Respond to the Selection (PE, page 636; UR 8, page 26)
- Investigate, Inquire, and Imagine (PE, page 639; UR 8, page 26)
- Understanding Literature: Point of View and Symbol (PE, page 639; UR 8, page 28)
- Speaking and Listening & Collaborative Learning: Analyzing Communication (PE, page 641)

### Homework Suggestions
- Vocabulary: Words with Multiple Meanings (VR, page 104)
- Enrichment: Short Story about Advice (ATE, page 626)
- Writer’s Journal: Letter, Flyer, or Newspaper Report (PE, page 640; UR 8, page 28)
- Applied English: Technical Writing (PE, page 641; UR 8, page 30)
- Media Literacy: Newspaper Research (PE, page 641)
- Speaking and Listening & Collaborative Learning: Analyzing Communication (PE, page 641)
- Study and Research: Researching Origins (PE, page 641)
“Rules of the Game,” page 625

Teacher’s Name __________________________ Class __________________ Date __________________

Strategies for Developing Readers

Tackle Subject Matter

_________ Show students a chess set.
_________ Have chess players demonstrate the game.
_________ Use Internet Resources to learn more about chess and to try playing the game.
_________ Discuss the quote by Garry Kasparov (ATE, page 633).

Tackle Selection Length

_________ Read the story over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin a new section.
_________ Create pair groups. Have students read and summarize each section.
_________ Compare and discuss students’ summaries.
_________ Have pair groups read, answer questions, and mark text together. Help pair groups individually, as needed.
_________ Read key portions of the story aloud.

Tackle Vocabulary

_________ Preview the vocabulary words and footnotes with students.
_________ Read names aloud and have students practice pronouncing them.
_________ Have students complete the Vocabulary activities: Words with Multiple Meanings (VR, page 104), Word Origins (PE, page 641; UR 8, page 31), and Using Synonyms and Antonyms (UR 8, page 32).

Additional Strategies for English Language Learners

_________ Model visualization while reading the first pages aloud.
_________ Ask an advanced reader to read the remainder of the story aloud, stopping to check comprehension with the Guided Reading Questions.
_________ Provide synonyms for the vocabulary words.
from *My Left Foot*, page 642

Teacher's Name ____________________ Class ____________________ Date ____________________

**Reading Level:** Moderate

**Difficulty Considerations:** Subject matter; vocabulary

**Ease Factor:** First-person narrator

**Synopsis:** Learning how to write a letter of the alphabet with his foot is a turning point for Christy Brown.

**Goals/Objectives:**
- to empathize with Christy Brown's struggles to communicate
- to recognize Brown's accomplishments as a writer
- to define autobiography and description and recognize the use of these techniques in the selection
- to learn about people who adapt or compensate for their disabilities
- to research volunteerism and the disorder of cerebral palsy

**Before Reading**
- Reader's Journal (PE, page 642; UR 8, page 41)
- Literary Tools: Autobiography and Description (PE, page 642)
- Reader's Resource: Science Connection (PE, page 642)
- About the Author: Christy Brown (PE, page 642)
- Vocabulary from the Selection (ATE, page 643)
- Vocabulary: Vocabulary Review: Prefixes and Suffixes (VR, page 109)
- Reading Strategy (RSR, page 222)

**During Reading**
- Graphic Organizer (PE, page 642; VLR I, page 69; UR 8, page 41)
- Dramatic Recording (AL, 16:35)
- Guided Reading Questions (PE, page 643; UR 8, page 41)
- Reading Strategy (RSR, page 222)
- Fix-Up Idea (RSR, page 222)

**After Reading**
- Reading Strategy (RSR, page 222)
- Standardized Test Practice (RSR, page 223)
- Respond to the Selection (PE, page 647; UR 8, page 42)
- Investigate, Inquire, and Imagine (PE, page 648; UR 8, page 42)
- Understanding Literature: Autobiography and Description (PE, page 648; UR 8, page 43)
- Writer's Journal: Mother's Day Card, Descriptive Paragraph, or Paragraph (PE, page 649; UR 8, page 44)
- Media Literacy & Speaking and Listening: Adaptation/Compensation (PE, page 649; UR 8, page 46)
- Collaborative Learning: Researching Volunteerism (PE, page 649)
- Study and Research: Cerebral Palsy (PE, page 649; UR 8, page 47)
- Vocabulary: Using Footnotes (UR 8, page 48)
- Selection Check Test 4.8.7 (ATE, page 646; UR 8, page 50; TG)
- Selection Test 4.8.8 (UR 8, page 52; TG)
- Internet activities at http://www.emcp.com
- Free reading time
from *My Left Foot*, page 642

Teacher’s Name ____________________________ Class __________________ Date __________________

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### Teaching Options

#### Individual Learning Strategies

- **Motivation:** Discussing Stereotypes and Misperceptions about People with Disabilities (ATE, page 643)
- **Reading Proficiency:** Focus on Reader’s Resource (ATE, page 643)
- **English Language Learning:** Vocabulary (ATE, page 643)
- **Special Needs:** Summarizing (ATE, page 643)
- **Enrichment:** Art and Poetry of Christy Brown (ATE, page 643)

#### Quotables

- Alfred, Lord Tennyson (ATE, page 644)

#### Additional Questions and Activities

- Mother’s Day Card (ATE, page 644)
- Reviewing the Film *My Left Foot* (ATE, page 644)

#### Cross-Curricular Activities

- Psychology of Mother-Child Relationship (ATE, page 645)

#### Flexible Grouping Suggestions

- **Motivation:** Discussing Stereotypes and Misperceptions about People with Disabilities (ATE, page 643)
- **Respond to the Selection (PE, page 647; UR 8, page 42)**
- **Investigate, Inquire, and Imagine (PE, page 648; UR 8, page 42)**
- **Understanding Literature:** Autobiography and Description (PE, page 648; UR 8, page 43)
- **Collaborative Learning:** Researching Volunteerism (PE, page 649)

#### Homework Suggestions

- **Vocabulary:** Vocabulary Review: Prefixes and Suffixes (VR, page 109)
- **Enrichment:** Art and Poetry of Christy Brown (ATE, page 643)
- **Additional Questions and Activities:** Reviewing the Film *My Left Foot* (ATE, page 644)
- **Writer’s Journal:** Mother’s Day Card, Descriptive Paragraph, or Paragraph (PE, page 649; UR 8, page 44)

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### Strategies for Developing Readers

#### Tackle Subject Matter

- Read the Reader’s Resource (PE, page 642).
- Read About the Author: Christy Brown (PE, page 642) aloud.
- Study and Research: Cerebral Palsy (PE, page 649; UR 8, page 46)
- Media Literacy & Speaking and Listening: Adaptation/Compensation (PE, page 649; UR 8, page 47)
- Show parts of the movie *My Left Foot* to show some of the physical issues that Brown dealt with.

#### Tackle Vocabulary

- Preview the vocabulary words and footnotes with students.
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 16:35).
- Have students use each word in a contextual sentence.

#### Additional Strategies for English Language Learners

- Use activities for Spanish speakers (SR, page 170).
- Have students brainstorm what life would be like if their mind was intact but their body was not, as was the case for Christy Brown and Jean-Dominique Bauby (PE, page 440).
- Have students copy unfamiliar words and phrases into a journal.
from *Albert Einstein: A Biography*, page 650

Teacher's Name ___________________________ Class ___________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Narrative style

Synopsis: Albert Einstein's childhood development is described.

Goals/Objectives:
- to appreciate the development and background of an important historic figure
- to make connections between Einstein's personal life and his contributions to the world
- to understand that biography provides context for otherwise isolated events
- to demonstrate the ability to combine and expand sentences
- to write a credo


Before Reading
- Reader's Journal (PE, page 650; UR 8, page 56)
- Literary Tools: Source and Biography (PE, page 650)
- Reader's Resource: Science Connection (PE, page 650)
- About the Author: Albrecht Fölsing (PE, page 650)
- Vocabulary from the Selection (ATE, page 651)
- Vocabulary: Frequently Confused Words (VR, page 111)
- Reading Strategy (RSR, page 226)

During Reading
- Graphic Organizer (PE, page 650; VLR I, page 70; UR 8, page 56)
- Dramatic Recording: “My Credo” (AL, 3:08)
- Guided Reading Questions (PE, page 652; UR 8, page 56)
- Reading Strategy (RSR, page 226)
- Fix-Up Idea (RSR, page 226)

After Reading
- Reading Strategy (RSR, page 227)
- Standardized Test Practice (RSR, page 228)
- Respond to the Selection (PE, page 660; UR 8, page 57)
- Investigate, Inquire, and Imagine (PE, page 660; UR 8, page 57)
- Understanding Literature: Source and Biography (PE, page 660; UR 8, page 59)
- Language, Grammar, and Style: Combining Sentences (PE, page 661; UR 8, page 60)
- Study and Research: Researching Multiple Intelligences (PE, page 661)
- Speaking and Listening & Collaborative Learning: Discussing “My Credo” (PE, page 661; UR 8, page 61)
- Selection Check Test 4.8.9 (ATE, page 656; UR 8, page 62; TG)
- Selection Test 4.8.10 (UR 8, page 64; TG)
- Internet activities at http://www.emcp.com
- Free reading time

Washington State Standards

Reading Strategy: Connect to Prior Knowledge
Fix-Up Idea: Choose a New Strategy
Standardized Test Practice: Synthesize Information from Multiple Sources
Lesson Plan

from *Albert Einstein: A Biography*, page 650

Teacher’s Name ____________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**

Motivation: Reading the Biography of a Scientist (ATE, page 651)

Reading Proficiency: Predicting (ATE, page 651)

English Language Learning: Vocabulary (ATE, page 651)

Special Needs: Answering Questions (ATE, page 651)

Enrichment: Report on Einstein’s Influence (ATE, page 651)

**Additional Questions and Activities**

Tracing Traits to Ancestors (ATE, page 652)

Responding to Einstein’s Ideas (ATE, page 659)

**Cross-Curricular Activities**

Einstein’s Aid to Relatives Persecuted by the Nazis (ATE, page 653)

The Development of the Atomic Bomb (ATE, page 657)

The Human Brain (ATE, page 658)

**Quotables**

Albert Einstein on Science (ATE, page 655)

Albert Einstein on Atomic Energy (ATE, page 657)

Albert Einstein on War (ATE, page 659)

**Biographical Note**

Einstein’s Role in the Invention of the Atomic Bomb (ATE, page 657)

**Flexible Grouping Suggestions**

Motivation: Reading the Biography of a Scientist (ATE, page 651)

Respond to the Selection (PE, page 660; UR 8, page 57)

Investigate, Inquire, and Imagine (PE, page 660; UR 8, page 57)

Understanding Literature: Source and Biography (PE, page 660; UR 8, page 59)

Speaking and Listening & Collaborative Learning: Discussing “My Credo” (PE, page 661; UR 8, page 61)

**Homework Suggestions**

Vocabulary: Frequently Confused Words (VR, page 111)

Enrichment: Report on Einstein’s Influence (ATE, page 651)


Language, Grammar, and Style: Combining Sentences (PE, page 661; UR 8, page 60)

Study and Research: Researching Multiple Intelligences (PE, page 661)

**Strategies for Developing Readers**

**Tackle Vocabulary**

Preview the vocabulary words and footnotes with students.

Read names aloud and have students practice pronouncing them.

Practice using vocabulary words before students read.

Review how to use context clues to estimate word meaning.

Have students keep a list of words they do not know. Have them use context clues or a dictionary to find the meaning of these words.

Help students complete Vocabulary: Frequently Confused Words (VR, page 111).

**Additional Strategies for English Language Learners**

List ways in which Albert Einstein appeared unique from birth through childhood.

Explain the scientific vocabulary in an easy-to-understand manner.

Pair students with advanced readers to complete Graphic Organizers.

Help students paraphrase each sentence of “My Credo” (PE, page 659).
“Engineer-Private Paul Klee Misplaces an Aircraft Between Milbertshofen and Cambrai, March 1916,” page 662

Teacher's Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Subject matter; author's style; vocabulary

Ease Factor: Selection length

Synopsis: A soldier loses an aircraft and decides on a course of action under the watchful eyes of the secret police.

Goals/Objectives:
• to enjoy a satirical short story
• to recognize the literary accomplishments of Donald Barthelme
• to define style, satire, and repetition and recognize examples
• to distinguish between simple, compound, and complex sentences
• to build vocabulary using the prefix omni

Before Reading
_________ Reader's Journal (PE, page 662; UR 8, page 69)
_________ Literary Tools: Style, Satire, and Repetition (PE, page 662)
_________ Reader's Resource: Art Connection (PE, page 662)
_________ About the Author: Donald Barthelme (PE, page 662)
_________ Vocabulary from the Selection (ATE, page 663)
_________ Vocabulary: Vocabulary and Meaning (VR, page 113)
_________ Reading Strategy (RSR, page 231)

During Reading
_________ Graphic Organizer (PE, page 662; VLR 1, page 71; UR 8, page 69)
_________ Dramatic Recording (AL, 12:40)
_________ Guided Reading Questions (PE, page 664; UR 8, page 70)
_________ Fine Art: Paul Klee (PE, page 663; Art Note, PE, page 664)
_________ Reading Strategy (RSR, page 231)
_________ Fix-Up Idea (RSR, page 231)

After Reading
_________ Reading Strategy (RSR, page 231)
_________ Standardized Test Practice (RSR, page 232)
_________ Respond to the Selection (PE, page 667; UR 8, page 71)
_________ Investigate, Inquire, and Imagine (PE, page 667; UR 8, page 71)
_________ Understanding Literature: Style, Satire, and Repetition (PE, page 667; UR 8, page 72)
_________ Writer's Journal: Job Description, Report, or Letter (PE, page 668; UR 8, page 73)
_________ Language, Grammar, and Style: Simple, Compound, and Complex Sentences (PE, page 668; UR 8, page 74)
_________ Study and Research: Researching Paul Klee (PE, page 668; UR 8, page 74)
_________ Vocabulary: The Prefix Omni (PE, page 668; UR 8, page 75)
_________ Selection Check Test 4.8.11 (ATE, page 665; UR 8, page 76; TG)
_________ Selection Test 4.8.12 (UR 8, page 78; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
**Lesson Plan**

“Engineer-Private Paul Klee Misplaces an Aircraft Between Milbertshofen and Cambrai, March 1916,” page 662

Teacher’s Name __________________________ Class __________________ Date __________________

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<td>——— Read the Art Note aloud, examine the artwork, and discuss the question (PE, page 664).</td>
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<td>——— Replay or reread difficult sections of the story.</td>
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<td>——— Use Guided Reading Questions to check understanding.</td>
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<td>——— Character of Paul Klee (ATE, page 664)</td>
<td>——— Have students talk about experiences with bureaucracy.</td>
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<tr>
<td>——— Respond to the Selection (PE, page 667; UR 8, page 71)</td>
<td>——— Use the Dramatic Recording for a portion of the story. Place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 12:40).</td>
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<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 667; UR 8, page 71)</td>
<td>——— Replay or reread difficult sections of the story.</td>
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<tr>
<td>——— Respond to the Selection (PE, page 667; UR 8, page 71)</td>
<td>——— Preview the vocabulary words and footnotes with students.</td>
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<td>——— Investigate, Inquire, and Imagine (PE, page 667; UR 8, page 71)</td>
<td>——— Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 12:40).</td>
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<tr>
<td>——— Understanding Literature: Style, Satire, and Repetition (PE, page 667; UR 8, page 72)</td>
<td>——— Have students complete the Vocabulary activities: Vocabulary and Meaning (VR, page 113) and The Prefix Omni (PE, page 668; UR 8, page 75).</td>
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<td><strong>Homework Suggestions</strong></td>
<td>——— Ask students to locate footnoted places on a map.</td>
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<td>——— Vocabulary: Vocabulary and Meaning (VR, page 113)</td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
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<td>——— Motivation: Looking at Art by Paul Klee (ATE, page 663)</td>
<td>——— Give examples of satire and help students locate examples of satire in the selection.</td>
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<td>——— Enrichment: Short Story about Bureaucracy (ATE, page 663)</td>
<td>——— Ask students to point out examples of humor.</td>
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<td>——— Writer’s Journal: Job Description, Report, or Letter (PE, page 668; UR 8, page 73)</td>
<td>——— Give synonyms for vocabulary words while reading aloud.</td>
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<td>——— Language, Grammar, and Style: Simple, Compound, and Complex Sentences (PE, page 668; UR 8, page 74)</td>
<td>——— Model visualization techniques to aid in understanding the story events.</td>
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<td>——— Study and Research: Researching Paul Klee (PE, page 668; UR 8, page 74)</td>
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**Tackle Subject Matter**

- Read Reader’s Resource (PE, page 662).
- Complete the Motivation activity (ATE, page 663).
- Read the Art Note aloud, examine the artwork, and discuss the question (PE, page 664).

**Tackle Style**

- Have students talk about experiences with bureaucracy.
- Use the Dramatic Recording for a portion of the story. Place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 12:40).
- Replay or reread difficult sections of the story.
- Use Guided Reading Questions to check understanding.

**Tackle Vocabulary**

- Preview the vocabulary words and footnotes with students.
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 12:40).
- Have students complete the Vocabulary activities: Vocabulary and Meaning (VR, page 113) and The Prefix Omni (PE, page 668; UR 8, page 75).
- Ask students to locate footnoted places on a map.

**Additional Strategies for English Language Learners**

- Give examples of satire and help students locate examples of satire in the selection.
- Ask students to point out examples of humor.
- Give synonyms for vocabulary words while reading aloud.
- Model visualization techniques to aid in understanding the story events.
“Flowers for Algernon,” page 669

Teacher's Name ____________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Author's style; selection length

Ease Factor: Diary format

Synopsis: A man has an operation to make him smarter, but the effects do not last.

Goals/Objectives:
• to empathize with Charlie Gordon and understand and appreciate his experience by reading his journal entries
• to explore the life and work of Daniel Keyes
• to define and understand the literary techniques of point of view and foreshadowing
• to identify gerunds in sentences
• to write and perform a dramatic skit
• to research Gardner's theory of multiple intelligences

Before Reading
_________ Reader's Journal (PE, page 669; UR 8, page 82)
_________ Literary Tools: Point of View and Foreshadowing (PE, page 669)
_________ Reader's Resource: Psychology Connection (PE, page 699)
_________ About the Author: Daniel Keyes (PE, page 669)
_________ Vocabulary from the Selection (ATE, page 669)
_________ Vocabulary: Antonyms (VR, page 115)
_________ Reading Strategy (RSR, page 235)

During Reading
_________ Guided Reading Questions (PE, page 670; UR 8, page 82)
_________ Reading Strategy (RSR, page 235)
_________ Fix-Up Idea (RSR, page 235)

After Reading
_________ Reading Strategy (RSR, page 235)
_________ Standardized Test Practice (RSR, page 236)
_________ Respond to the Selection (PE, page 690; UR 8, page 87)
_________ Investigate, Inquire, and Imagine (PE, page 691; UR 8, page 87)
_________ Understanding Literature: Point of View and Foreshadowing (PE, page 691; UR 8, page 88)
_________ Writer's Journal: Obituary, Letter of Apology, or Character Analysis (PE, page 692; UR 8, page 89)
_________ Language, Grammar, and Style: Modifiers for Gerunds (PE, page 692; UR 8, page 90)
_________ Speaking and Listening & Collaborative Learning: Dramatic Skit (PE, page 692)
_________ Study and Research: Researching Countries (PE, page 692; UR 8, page 90)
_________ Vocabulary: The Use of Jargon, Dialect, and Idioms (UR 8, page 91)
_________ Selection Check Test 4.8.13 (ATE, page 689; UR 8, page 93; TG)
_________ Selection Test 4.8.14 (UR 8, page 95; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“Flowers for Algernon,” page 669

Teacher’s Name ___________________________ Class _______________________ Date ___________________

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<td>________ Enrichment: Researching Psychiatry and Writing a Help Wanted Ad (ATE, page 670)</td>
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<td>Point out that some of the journal entries include misspellings and grammatical errors and that these are intentional.</td>
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<td>Encourage students to pronounce unfamiliar words aloud to help them recognize misspellings.</td>
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<td>Use Guided Reading Questions to check understanding.</td>
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<tr>
<th><strong>Tackle Selection Length</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the story over two or more class sessions; refresh memories by reviewing old sections before students begin new section.</td>
</tr>
<tr>
<td>Ask students to create a Plot Chart like the one modeled in Additional Questions and Activities (ATE, page 672).</td>
</tr>
<tr>
<td>Stop after each entry and discuss what happened.</td>
</tr>
<tr>
<td>Summarize the plot, page by page, using Guided Reading Questions.</td>
</tr>
<tr>
<td>Read key portions of the story aloud.</td>
</tr>
<tr>
<td>Use partner or pair groups. Have students read, answer questions, and mark text together. Help pair groups individually, as needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students practice reading some of the easier sections aloud.</td>
</tr>
<tr>
<td>Have students copy an example of Charlie’s language before the operation and when he was very smart. Ask students to compare the two examples.</td>
</tr>
<tr>
<td>Pair students with an advanced reader and have them read most of the selection aloud.</td>
</tr>
</tbody>
</table>
“Short Assignments,” page 693

Teacher’s Name __________________________________Class __________________Date ____________________

Reading Level: Easy

Difficulty Consideration: Vocabulary

Ease Factors: Selection length; subject matter

Synopsis: The writer offers advice about tackling manageable objectives.

Goals/Objectives:
• to gain perspective on the writing process
• to understand how Lamott approaches writing
• to recognize colloquialisms and an informal tone
• to rephrase informal English into formal English
• to write a personal essay

Before Reading
_________ Reader’s Journal (PE, page 693; UR 8, page 99)
_________ Literary Tools: Personal Essay, Colloquialism, and Tone (PE, page 693)
_________ Reader’s Resource: About the Selection (PE, page 693)
_________ About the Author: Anne Lamott (PE, page 693)
_________ Vocabulary from the Selection (ATE, page 693)
_________ Vocabulary: Colloquialism (VR, page 117)
_________ Reading Strategy (RSR, page 239)

During Reading
_________ Graphic Organizer (PE, page 693; VLR I, page 72; UR 8, page 99)
_________ Dramatic Recording (AL, 6:32)
_________ Guided Reading Questions (PE, page 695; UR 8, page 99)
_________ Reading Strategy (RSR, page 239)
_________ Fix-Up Idea (RSR, page 239)

After Reading
_________ Reading Strategy (RSR, page 239)
_________ Standardized Test Practice (RSR, page 240)
_________ Respond to the Selection (PE, page 697; UR 8, page 100)
_________ Investigate, Inquire, and Imagine (PE, page 697; UR 8, page 100)
_________ Understanding Literature: Personal Essay, Colloquialism, and Tone (PE, page 697; UR 8, page 102)
_________ Writer’s Journal: Letter, Descriptive Paragraph, or Anecdote (PE, page 698; UR 8, page 102)
_________ Language, Grammar, and Style: Using Formal English (PE, page 698; UR 8, page 104)
_________ Applied English: Writing a Personal Essay (PE, page 698; UR 8, page 104)
_________ Collaborative Learning: Calendar for Writers (PE, page 698)
_________ Selection Check Test 4.8.15 (ATE, page 696; UR 8, page 105; TG)
_________ Selection Test 4.8.16 (UR 8, page 106; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

Reading Strategies Resource, page 239

Reading Strategy: Find a Purpose for Reading
Fix-Up Idea: Use Guided Reading Questions

Standardized Test Practice: Identify Authors Purpose and Main Idea

Washington State Standards

Click this box for details
Lesson Plan

“Short Assignments,” page 693

Teacher’s Name _____________________________ Class __________________ Date ________________

M T W TH F

Teaching Options

Individual Learning Strategies

__ Motivation: Focusing on a “One-Inch” Piece (ATE, page 694)
__ Reading Proficiency: Recognizing Images (ATE, page 694)
__ English Language Learning: Colloquialisms (ATE, page 694)
__ Special Needs: Answering Questions (ATE, page 694)
__ Enrichment: Using Lamott’s Advice (ATE, page 694)

Internet Resource

__ Lamott’s Column (ATE, page 695)

Flexible Grouping Suggestions

__ English Language Learning: Colloquialisms (ATE, page 694)
__ Respond to the Selection (PE, page 697; UR 8, page 100)
__ Investigate, Inquire, and Imagine (PE, page 697; UR 8, page 100)
__ Understanding Literature: Personal Essay, Colloquialism, and Tone (PE, page 697; UR 8, page 102)
__ Collaborative Learning: Calendar for Writers (PE, page 698)

Homework Suggestions

__ Vocabulary: Colloquialism (VR, page 117)
__ Enrichment: Using Lamott’s Advice (ATE, page 694)
__ Writer’s Journal: Letter, Descriptive Paragraph, or Anecdote (PE, page 698; UR 8, page 102)
__ Language, Grammar, and Style: Using Formal English (PE, page 698; UR 8, page 104)
__ Applied English: Writing a Personal Essay (PE, page 698; UR 8, page 104)

Strategies for Developing Readers

Tackle Vocabulary

__ Have students work in pairs to complete the Graphic Organizer.
__ Preview the vocabulary words and footnotes with students.
__ Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words (AL, 6:32).
__ Complete the vocabulary activity: Colloquialism (VR, page 117).

Additional Strategies for English Language Learners

__ Help students focus on the main ideas.
__ Have students copy the author’s tips for completing large assignments.
__ Check students’ comprehension of sentences that contain colloquialisms.

Tackle Vocabulary

Have students work in pairs to complete the Graphic Organizer.

Preview the vocabulary words and footnotes with students.

Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words (AL, 6:32).

Complete the vocabulary activity: Colloquialism (VR, page 117).

Additional Strategies for English Language Learners

Help students focus on the main ideas.

Have students copy the author’s tips for completing large assignments.

Check students’ comprehension of sentences that contain colloquialisms.

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Unit Eight
The Genius Within
Closing the Unit, pages 699–707

Informative Writing: Writing a Biography/Exploring Genius

Assignment: Students write a biography and use effective documentation (PE, pages 699–705).

Before Writing
- Writing a Biography/Exploring Genius (PE, page 699; WR, page 141)
- Student Model (PE, page 699)
- Examining the Model (PE, page 699)
- Prewriting (PE, page 700; WR, page 142)
- Student Model—Graphic Organizer (PE, page 701; WR, page 143)
- Graphic Organizer (VLR I, page 133; WR, page 144)

During Writing
- Drafting (PE, page 701; WR, page 145)
- Self- and Peer Evaluation (PE, page 701; WR, page 149)
- Student Model (PE, page 702; WR, page 155)
- Revising and Proofreading (PE, page 702)
- Language, Grammar, and Style: Effective Documentation (PE, page 703; WR, page 146)

After Writing
- Publishing and Presenting (PE, page 705)
- Reflecting (PE, page 705)
- Rubric for Informative Writing: Writing a Biography/Exploring Genius (VLR I, page 134; WR, page 158)

Individual Learning Strategies
- Motivation: Defining Genius (ATE, page 700)
- Reading Proficiency: Step-by-Step Procedure (ATE, page 700)
- English Language Learning: Reviewing Drafts (ATE, page 700)
- Special Needs: Graphic Organizer (ATE, page 700)
- Enrichment: Persuasive Essay (ATE, page 700)

Flexible Grouping Suggestions
- Special Needs: Graphic Organizer (ATE, page 700)
- Peer Evaluation (PE, page 701; WR, page 152)
- Revising and Proofreading (PE, page 702)
- Publishing and Presenting (PE, page 705)
Unit Eight
The Genius Within
Closing the Unit, pages 699–707

Homework Suggestions
- Motivation: Defining Genius (ATE, page 700)
- Enrichment: Persuasive Essay (ATE, page 700)
- Graphic Organizer (VLR I, page 133; WR, page 144)
- Language, Grammar, and Style: Effective Documentation (PE, page 703; WR, page 146)
- Self-Evaluation (PE, page 701; WR, page 149)
- Rubric for Informative Writing: Writing a Biography/Exploring Genius (VLR I, page 134; WR, page 158)

Review and Assessment
- Words for Everyday Use (PE, page 706; UR 8, page 114)
- Vocabulary Development (ATE, page 706)
- Literary Tools (PE, page 706; UR 8, page 115)
- Unit 8 Review/Study Guide (UR 8, page 110)
- Unit 8 Test (UR 8, page 120; TG)

Reflecting on Your Reading
- Genre Studies: Biography and Autobiography; Personal Essay; and Short Story (PE, page 706; UR 8, page 116)
- Thematic Studies: Family Ties and Talent (PE, page 707; UR 8, page 117)
- Revisit the artwork and the quote from the Opening Pages (PE, pages 608–609; Art Note, ATE, page 610).

For Your Reading List
This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity
- A Brief History of Time by Stephen J. Hawking (PE, page 707)

Selections for Additional Reading
- Story of My Life by Helen Keller (PE, page 707)
- Gandhi, an Autobiography: The Story of My Experiments with Truth by Mahatma Gandhi (PE, page 707)
- Smithsonian Visual Timeline of Inventions by Richard Platt (PE, page 707)
Unit Nine
Diversity and Community
Opening the Unit, pages 708–710

Unit 9 Goals/Objectives:
• to explore ideas related to the theme of diversity and community
• to summarize the different ways fiction, nonfiction, poetry, and song lyrics express the theme of diversity and community
• to define dialogue, lyric poem, memoir, myth, and personal essay and identify the characteristics of each
• to define theme, tone, characterization, irony, paradox, and stereotype and identify and explain examples of each
• to write a cause and effect essay about increasing awareness of cultural diversity
• to identify standard, formal English, to correct errors in formal English, and to use formal English

Lessons I Plan to Teach
_________ “Simple Song,” page 711
_________ “Prayer to the Pacific,” page 715
_________ “The Cabuliwallah,” page 720
_________ “New Dog,” page 729
_________ “1910,” page 734
_________ Related Reading: “Not Knowing, in Aztlán, page 737
_________ “The Legend,” page 740
_________ “A White Woman of Color,” page 745
_________ “Something Could Happen to You” from Almost a Woman, page 755
_________ Related Reading: “On Loan to the Lonely” (PE, page 761)
_________ “After You, My Dear Alphonse,” page 764
_________ “I Remember; I Believe,” page 770
_________ Guided Writing—Informative Writing: Writing a Cause and Effect Essay, page 774
_________ Unit Nine Review, page 780
_________ For Your Reading List, page 781

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 708–709).

Getting Started in the Classroom
_________ Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 708–709). Discuss the artwork and the quote again after reading the unit.
_________ Echoes (PE, page 710)
_________ Additional Questions and Activities: Creating a Mural or Bulletin Board Collage (ATE, page 710)
Lesson Plan

“Simple Song,” page 711

Teacher’s Name ____________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Subject matter

Ease Factor: Familiar words

Synopsis: The speaker comments on the ways people relate to one another.

Goals/Objectives:
• to respond to a poem that describes the patterns of feelings people have for one another
• to summarize the speaker’s ideas and discuss personal opinions about the different ways people relate to one another
• to recognize the first-person point of view and discuss how it affects an interpretation of a poem
• to create a workplace diversity training program
• to research the life of the poet and role-play a talk-show interview

Before Reading
—— Reader’s Journal (PE, page 711; UR 9, page 1)
—— Literary Tools: Speaker, First-Person Point of View, and Theme (PE, page 711)
—— Reader’s Resource: About the Selection (PE, page 711)
—— About the Author: Marge Piercy (PE, page 711)
—— Vocabulary: Using Context Clues with Sentence Completion Questions (VR, page 119)
—— Reading Strategy (RSR, page 243)

During Reading
—— Graphic Organizer (PE, page 711; VLR I, page 73; UR 9, page 1)
—— Dramatic Recording (AL, 0:59)
—— Guided Reading Questions (PE, page 712; UR 9, page 1)
—— Reading Strategy (RSR, page 243)
—— Fix-Up Idea (RSR, page 243)

After Reading
—— Reading Strategy (RSR, page 243)
—— Standardized Test Practice (RSR, page 244)
—— Respond to the Selection (PE, page 712; UR 9, page 2)
—— Investigate, Inquire, and Imagine (PE, page 713; UR 9, page 2)
—— Understanding Literature: Speaker, First-Person Point of View, and Theme (PE, page 713; UR 9, page 3)
—— Writer’s Journal: Statement of Belief, Image, or Poem (PE, page 714; UR 9, page 4)
—— Study and Research & Collaborative Learning: Creating a Workplace Diversity Training Program (PE, page 714)
—— Media Literacy: Conducting a Talk-Show Interview (PE, page 714)
—— Selection Check Test 4.9.1 (ATE, page 712; UR 9, page 6; TG)
—— Selection Test 4.9.2 (UR 9, page 7; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time
Lesson Plan

“Simple Song,” page 711

Teacher's Name ________________________________ Class __________________ Date __________________

<table>
<thead>
<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Subject Matter</strong></td>
</tr>
<tr>
<td>——— English Language Learning: Figurative Meaning (ATE, page 711)</td>
<td>——— Have students focus on the expressions in lines 16–18.</td>
</tr>
<tr>
<td>——— Special Needs: Listening to the Selection (ATE, page 712)</td>
<td>——— Use the Dramatic Recording. Pause after each stanza and discuss the meaning (AL, 0:59).</td>
</tr>
<tr>
<td>——— Enrichment: Response Poem (ATE, page 712)</td>
<td></td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>——— Respond to the Selection (PE, page 712; UR 9, page 2)</td>
<td>——— Have students think of examples of “going toward someone” and “leaving someone.”</td>
</tr>
<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 713; UR 9, page 2)</td>
<td>——— Discuss whether or not they agree with the speaker.</td>
</tr>
<tr>
<td>——— Understanding Literature: Speaker, First-Person Point of View, and Theme (PE, page 713; UR 9, page 3)</td>
<td>——— Have students translate the poem into their native language.</td>
</tr>
<tr>
<td>——— Study and Research &amp; Collaborative Learning: Creating a Workplace Diversity Training Program (PE, page 714)</td>
<td>——— Discuss the meaning of the last 5 lines.</td>
</tr>
<tr>
<td>——— Media Literacy: Conducting a Talk-Show Interview (PE, page 714)</td>
<td></td>
</tr>
</tbody>
</table>

| Homework Suggestions | |
|——— Vocabulary: Using Context Clues with Sentence Completion Questions (VR, page 119) | |
| ——— Motivation: Journal Entry about a Network of Friends (ATE, page 711) | |
| ——— Enrichment: Response Poem (ATE, page 712) | |
| ——— Reading Proficiency: Summarizing Each Stanza (ATE, page 711) | |
| ——— Writer's Journal: Statement of Belief, Image, or Poem (PE, page 714; UR 9, page 4) | |
| ——— Study and Research & Collaborative Learning: Creating a Workplace Diversity Training Program (PE, page 714) | |
| ——— Media Literacy: Conducting a Talk-Show Interview (PE, page 714) | |
Lesson Plan

“Prayer to the Pacific,” page 715

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Subject matter; poetic conventions

Ease Factor: Selection length

Synopsis: The speaker connects an experience of visiting the ocean to her ancestors’ migration to America.

Goals/Objectives:
• to interpret a poem in which the speaker shares personal associations with the ocean
• to discuss how the speaker’s cultural background influences her reaction to the ocean
• to define simile and recognize an example
• to demonstrate an ability to recognize clauses and phrases in sentences
• to conduct research on Native American myths and share one myth orally

Before Reading
_________ Reader’s Journal (PE, page 715; UR 9, page 10)
_________ Literary Tools: Simile and Myth (PE, page 715)
_________ Reader’s Resource: About the Selection (PE, page 715)
_________ About the Author: Leslie Marmon Silko (PE, page 715)
_________ Vocabulary from the Selection (ATE, page 715)
_________ Vocabulary: Prefixes: in-, il-, im-, ir- (VR, page 122)
_________ Reading Strategy (RSR, page 247)

During Reading
_________ Graphic Organizer (PE, page 715; VLR I, page 74; UR 9, page 10)
_________ Dramatic Recording (AL, 1:44)
_________ Guided Reading Questions (PE, page 716; UR 9, page 11)
_________ Reading Strategy (RSR, page 247)
_________ Fix-Up Idea (RSR, page 247)

After Reading
_________ Reading Strategy (RSR, page 247)
_________ Standardized Test Practice (RSR, page 248)
_________ Respond to the Selection (PE, page 717; UR 9, page 11)
_________ Investigate, Inquire, and Imagine (PE, page 718; UR 9, page 11)
_________ Understanding Literature: Simile and Myth (PE, page 718; UR 9, page 12)
_________ Writer’s Journal: Journal Entry, Interview Questions, or Myth (PE, page 719; UR 9, page 12)
_________ Language, Grammar, and Style: Recognizing Clauses and Phrases (PE, page 719; UR 9, page 14)
_________ Speaking and Listening & Study and Research: Storytelling (PE, page 719)
_________ Media Literacy: Tying Oral Tradition to Fiction (PE, page 719; UR 9, page 14)
_________ Selection Check Test 4.9.3 (ATE, page 717; UR 9, page 15; TG)
_________ Selection Test 4.9.4 (UR 9, page 16; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Prayer to the Pacific,” page 715

Teaching Options

Individual Learning Strategies

- Motivation: Creating a Myth for the Origin of Rain (ATE, page 716)
- Reading Proficiency: Summary Chart (ATE, page 716)
- English Language Learning: Background Information (ATE, page 716)
- Special Needs: Listening to the Selection (ATE, page 716)
- Enrichment: Comparison-and-Contrast Essay (ATE, page 716)

Literary Technique

- Personification (ATE, page 716)
- Concrete Poem (ATE, page 716)

Flexible Grouping Suggestions

- Motivation: Creating a Myth for the Origin of Rain (ATE, page 716)
- Respond to the Selection (PE, page 717; UR 9, page 11)
- Investigate, Inquire, and Imagine (PE, page 718; UR 9, page 11)
- Understanding Literature: Simile and Myth (PE, page 718; UR 9, page 12)

Homework Suggestions

- Vocabulary: Prefixes: in-, il-, im-, ir- (VR, page 122)
- Reading Proficiency: Summary Chart (ATE, page 716)
- Enrichment: Comparison-and-Contrast Essay (ATE, page 716)
- Writer’s Journal: Journal Entry, Interview Questions, or Myth (PE, page 719; UR 9, page 12)
- Language, Grammar, and Style: Recognizing Clauses and Phrases (PE, page 719; UR 9, page 14)
- Speaking and Listening & Study and Research: Storytelling (PE, page 719)
- Media Literacy: Tying Oral Tradition to Fiction (PE, page 719)

Strategies for Developing Readers

Tackle Subject Matter

- Read Reader’s Resource aloud (PE, page 715).
- Read About the Author: Leslie Marmon Silko aloud (PE, page 715).
- Discuss myths students know already.
- Use Motivation: Creating a Myth for the Origin of Rain (ATE, page 716).
- Speaking and Listening & Study and Research: Storytelling (PE, page 719).

Tackle Poetic Conventions

- Use Special Needs: Listening to the Selection (ATE, page 716).
- Read Literary Tools: Simile and Myth aloud (PE, page 715).
- Model how to read to the end of a thought in a poem.

Additional Strategies for English Language Learners

- Have students translate the poem into their native language.
- Have students retell a myth familiar to them.
- When students finish reading, have them copy favorite descriptions from the poem into their notebooks.
- Discuss different ways that people have come to America.
Lesson Plan

“The Cabuliwallah,” page 720

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Indian cultural references; vocabulary

Ease Factor: Narrative style

Synopsis: An itinerant peddler befriends a young girl who reminds him of his daughter; his relationships with both girls suffer when he is imprisoned.

Goals/Objectives:
• to describe Rabindranath Tagore’s literary accomplishments and explain how his environment influenced his writing
• to define theme and identify the main themes in a short story
• to recognize the characterization techniques used by the author
• to demonstrate an ability to distinguish between the active and the passive voice in writing
• to present to the class an oral interpretation of a poem

Before Reading
_________ Reader’s Journal (PE, page 720; UR 9, page 19)
_________ Literary Tools: Theme and Characterization (PE, page 720)
_________ Reader’s Resource: Geography Connection (PE, page 720)
_________ About the Author: Rabindranath Tagore (PE, page 720)
_________ Vocabulary from the Selection (ATE, page 721)
_________ Vocabulary: Synonyms and Antonyms (VR, page 124)
_________ Reading Strategy (RSR, page 251)

During Reading
_________ Graphic Organizer (PE, page 720; VLR I, page 75; UR 9, page 19)
_________ Dramatic Recording (AL, 22:15)
_________ Guided Reading Questions (PE, page 721; UR 9, page 20)
_________ Reading Strategy (RSR, page 251)
_________ Fix-Up Idea (RSR, page 251)

After Reading
_________ Reading Strategy (RSR, page 251)
_________ Standardized Test Practice (RSR, page 252)
_________ Respond to the Selection (PE, page 726; UR 9, page 21)
_________ Investigate, Inquire, and Imagine (PE, page 727; UR 9, page 21)
_________ Understanding Literature: Theme and Characterization (PE, page 727; UR 9, page 22)
_________ Writer’s Journal: Letter, Wedding Invitation, or Dialogue (PE, page 728; UR 9, page 23)
_________ Language, Grammar, and Style: Using the Active Voice (PE, page 728; UR 9, page 24)
_________ Applied English: Letter of Thanks (PE, page 728)
_________ Speaking and Listening: Oral Interpretation (PE, page 728)
_________ Selection Check Test 4.9.5 (ATE, page 726; UR 9, page 26; TG)
_________ Selection Test 4.9.6 (UR 9, page 28; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

WASHINGTON STATE STANDARDS

click this box for details

READING STRATEGIES RESOURCE, PAGE 251

Reading Strategy: Make Predictions
Fix-Up Idea: Use Guided Reading Questions
Standardized Test Practice: Identify Sequence of Events
Lesson Plan

“The Cabuliwallah,” page 720

Teacher’s Name ________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Communicating With an Adult You Haven’t Seen for Years (ATE, page 721)
Reading Proficiency: Finding Calcutta (ATE, page 721)
English Language Learning: Sharing Experiences of Life in a New Culture (ATE, page 721)
Special Needs: Time Chart (ATE, page 721)
Enrichment: Researching Calcutta (ATE, page 721)

Biographical Note

Rabindranath Tagore (ATE, page 722)

Quotables

Rabindranath Tagore (ATE, page 722)

Cross-Curricular Connections

Hinduism (ATE, page 723)

Cross-Curricular Activities

Distance Rahmun Traveled (ATE, page 724)
Discussing Social Classes (ATE, page 725)
Caste System (ATE, page 725)

Literary Technique

Transition (ATE, page 724)

Flexible Grouping Suggestions

Motivation: Communicating With an Adult You Haven’t Seen for Years (ATE, page 721)
Reading Proficiency: Finding Calcutta (ATE, page 721)
English Language Learning: Sharing Experiences of Life in a New Culture (ATE, page 721)
Cross-Curricular Activities: Distance Rahmun Traveled (ATE, page 724)
Respond to the Selection (PE, page 726; UR 9, page 21)
Investigate, Inquire, and Imagine (PE, page 727; UR 9, page 21)
Understanding Literature: Theme and Characterization (PE, page 727; UR 9, page 22)
Speaking and Listening: Oral Interpretation (PE, page 728)

Homework Suggestions

Vocabulary: Synonyms and Antonyms (VR, page 124)
Special Needs: Time Chart (ATE, page 721)
Enrichment: Researching Calcutta (ATE, page 721)
Writer’s Journal: Letter, Wedding Invitation, or Dialogue (PE, page 728; UR 9, page 23)
Language, Grammar, and Style: Using the Active Voice (PE, page 728; UR 9, page 24)
Applied English: Letter of Thanks (PE, page 728)

Strategies for Developing Readers

Tackle Indian Cultural References

Read Reader’s Resource aloud (PE, page 720).
Read About the Author: Rabindranath Tagore aloud (PE, page 720).
Use Reading Proficiency: Finding Calcutta (ATE, page 721).
Share the information on Hinduism given under Cross-Curricular Connections (ATE, page 723).
Invite a guest speaker to explain Indian cultural references in the story and to answer any questions that students may have.

Tackle Vocabulary

Preview the vocabulary words and footnotes with students.
Read names aloud and have students practice pronouncing them.
Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 22:15).
Have students complete the vocabulary activities: Synonyms and Antonyms (VR, page 124) and Using Context Clues to Estimate Word Meaning (UR 9, page 25).

Additional Strategies for English Language Learners

Have students listen to the Dramatic Recording, pausing after every Guided Reading Question to check for comprehension (AL, 22:15).
Point out the meanings of the following words and phrases: turban (PE, page 721), bribery (PE, page 722), Bengali maidens (PE, page 723), chandeliers, and verandah (PE, page 725).
Allow students to complete the Graphic Organizer with an advanced reader.
“New Dog,” page 729

Teacher’s Name ___________________ Class ___________________ Date ___________________ M T W TH F

Reading Level: Moderate

Difficulty Consideration: Poetic conventions

Ease Factor: Vocabulary

Synopsis: A dying man wants a dog and finds some comfort in having one.

Goals/Objectives:
- to appreciate a poem about the bond that is often forged between animals and humans
- to summarize and discuss the speaker’s perspectives on dying
- to define paradox and identify this technique in poetry
- to demonstrate an ability to make sentences more colorful by adding modifiers
- to conduct research on the stages of dying

Before Reading
- Reader’s Journal (PE, page 729; UR 9, page 31)
- Literary Tools: Paradox and Lyric Poem (PE, page 729)
- Reader’s Resource: About the Selection (PE, page 729)
- About the Author: Mark Doty (PE, page 729)
- Vocabulary from the Selection (ATE, page 729)
- Vocabulary: Two Basic Spelling Rules (VR, page 126)
- Reading Strategy (RSR, page 255)

During Reading
- Graphic Organizer (PE, page 729; VLR I, page 76; UR 9, page 31)
- Guided Reading Questions (PE, page 730; UR 9, page 31)
- Reading Strategy (RSR, page 255)
- Fix-Up Idea (RSR, page 255)

After Reading
- Reading Strategy (RSR, page 255)
- Standardized Test Practice (RSR, page 256)
- Respond to the Selection (PE, page 731; UR 9, page 32)
- Investigate, Inquire, and Imagine (PE, page 732; UR 9, page 32)
- Understanding Literature: Paradox or Lyric Poem (PE, page 732; UR 9, page 33)
- Writer’s Journal: Eulogy, Journal Entry, or Paragraph (PE, page 733; UR 9, page 34)
- Language, Grammar, and Style: Adding Modifiers (PE, page 733; UR 9, page 35)
- Media Literacy: Pets and Their Impact (PE, page 733)
- Media Literacy: Hypertext (PE, page 733)
- Study and Research: On Death and Dying (PE, page 733; UR 9, page 36)
- Selection Check Test 4.9.7 (ATE, page 731; UR 9, page 37; TG)
- Selection Test 4.9.8 (UR 9, page 38; TG)
- Internet activities at http://www.emcp.com
- Free reading time

READING STRATEGIES RESOURCE, PAGE 255

Reading Strategy: Visualize
Fix-Up Idea: Read Aloud
Standardized Test Practice: Identify Theme and Paradox

WASHINGTON STATE STANDARDS

click this box for details
“New Dog,” page 729

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td>——— Read Literary Tools: Paradox and Lyric Poem aloud (PE, page 729).</td>
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<tr>
<td>——— English Language Learning: Vocabulary (ATE, page 730)</td>
<td>——— Remind students to read each sentence as a whole, instead of stopping at the end of each line.</td>
</tr>
<tr>
<td>——— Special Needs: Italics for Quotation Marks (ATE, page 730)</td>
<td>——— Point out Doty’s use of italics to signify quotations.</td>
</tr>
<tr>
<td>——— Enrichment: Researching Companion Dogs (ATE, page 730)</td>
<td>——— Read the poem aloud.</td>
</tr>
<tr>
<td>——— Enrichment: Researching Companion Dogs (ATE, page 730)</td>
<td>——— Use Guided Reading Questions to check understanding.</td>
</tr>
</tbody>
</table>

| Flexible Grouping Suggestions             | Additional Strategies for English Language Learners |
| ——— Motivation: Discussing Bonds Between Pets and Humans (ATE, page 730) | ——— Create pair groups to read the poem together; students should answer Guided Reading Questions as they read. |
| ——— Respond to the Selection (PE, page 731; UR 9, page 32) | ——— Point out the meanings of the following words and phrases: cocker spaniel, paralyzed, and the Village. |
| ——— Investigate, Inquire, and Imagine (PE, page 732; UR 9, page 32) | ——— Have students practice an oral interpretation of the poem. |
| ——— Understanding Literature: Paradox and Lyric Poem (PE, page 732; UR 9, page 33) | ——— Discuss what types of animals are popular pets in the students’ countries of origin. |

| Homework Suggestions                     |
| ——— Vocabulary: Two Basic Spelling Rules (VR, page 126) |
| ——— Enrichment: Researching Companion Dogs (ATE, page 730) |
| ——— Writer’s Journal: Eulogy, Journal Entry, or Paragraph (PE, page 733; UR 9, page 34) |
| ——— Language, Grammar, and Style: Adding Modifiers (PE, page 733; UR 9, page 35) |
| ——— Media Literacy: Pets and Their Impact (PE, page 733) |
| ——— Media Literacy: Hypertext (PE, page 733) |
| ——— Study and Research: On Death and Dying (PE, page 733; UR 9, page 36) |
“1910,” page 734

Teacher’s Name _________________________ Class _________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Mexican historical references; vocabulary

Ease Factor: Repetition

Synopsis: A Mexican woman faces and fights back against racism.

Goals/Objectives:
• to appreciate a poem in which a character fights back against racism
• to summarize and explain the racism that the character in the poem experiences
• to identify the elements of characterization that the writer uses to create the poem’s main character
• to define irony and irony of situation and identify these techniques in poetry
• to demonstrate an understanding of proper nouns and adjectives
• to conduct research on the Mexican Revolution of 1910

Related Reading: “Not Knowing, in Aztlán,” page 737

Before Reading
—— Reader’s Journal (PE, page 734; UR 9, page 41)
—— Literary Tools: Characterization, Irony, and Irony of Situation (PE, page 734)
—— Reader’s Resource: History Connection (PE, page 734)
—— About the Author: Pat Mora (PE, page 734)
—— Vocabulary: Spanish Words in English (VR, page 128)
—— Reading Strategy (RSR, page 259)

During Reading
—— Dramatic Recording: “1910” (AL, 1:48)
—— Guided Reading Questions (PE, page 735; UR 9, page 41)
—— Reading Strategy (RSR, page 259)
—— Fix-Up Idea (RSR, page 259)

After Reading
—— Reading Strategy (RSR, page 259)
—— Standardized Test Practice (RSR, page 260)
—— Respond to the Selection (PE, page 736; UR 9, page 41)
—— Investigate, Inquire, and Imagine (PE, page 738; UR 9, page 42)
—— Understanding Literature: Characterization, Irony, or Irony of Situation (PE, page 738; UR 9, page 43)
—— Writer’s Journal: Opening Statement, Letter of Complaint, or Store Policy (PE, page 739; UR 9, page 43)
—— Language, Grammar, and Style: Proper Nouns and Adjectives (PE, page 739; UR 9, page 44)
—— Study and Research: Mexican History (PE, page 739; UR 9, page 45)
—— Selection Check Test 4.9.9 (ATE, page 736; UR 9, page 46; TG)
—— Selection Test 4.9.10 (UR 9, page 47; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time

WASHINGTON STATE STANDARDS

click this box for details

READING STRATEGIES RESOURCE, PAGE 259

Reading Strategy: Write Things Down
Fix-Up Idea: Refocus
Standardized Test Practice: Analyze Character
“1910,” page 734

Teacher's Name __________________________________ Class __________________ Date __________________

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<td>________ Read Reader's Resource aloud (PE, page 734).</td>
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<td>________ Reading Proficiency: Pronunciation (ATE, page 734)</td>
<td>________ Read About the Author: Pat Mora aloud (PE, page 734).</td>
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<tr>
<td>________ English Language Learning: Pronunciation and Vocabulary (ATE, page 734)</td>
<td>________ Use the Related Reading: “Not Knowing, in Aztlan” as a prereading activity (PE, page 737).</td>
</tr>
<tr>
<td>________ Special Needs: Answering Questions (ATE, page 734)</td>
<td>________ Have students share knowledge of racism or prejudice.</td>
</tr>
<tr>
<td>________ Enrichment: TV News Report (ATE, page 735)</td>
<td>________ Use Additional Questions and Activities to connect ideas between the main selection and the Related Reading (ATE, page 737).</td>
</tr>
<tr>
<td><strong>Literary Technique</strong></td>
<td><strong>Discuss Quotables to explore themes in the poems (ATE, page 737).</strong></td>
</tr>
<tr>
<td>________ Repetition (ATE, page 735)</td>
<td><strong>Have students research Mexican History (PE, page 739; UR 9, page 45).</strong></td>
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<tr>
<td><strong>Internet Resources</strong></td>
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<tr>
<td>________ Pat Mora's Official Internet Site (ATE, page 735)</td>
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<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td></td>
</tr>
<tr>
<td>________ Related Reading Questions (ATE, page 737)</td>
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<td>________ Sioux Indian Prayer (ATE, page 737)</td>
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<td>________ James T. Ellison (ATE, page 737)</td>
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<tr>
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<tr>
<td>________ Enrichment: TV News Report (ATE, page 735)</td>
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<tr>
<td>________ Respond to the Selection (PE, page 736; UR 9, page 41)</td>
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<td>________ Investigate, Inquire, and Imagine (PE, page 738; UR 9, page 42)</td>
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<tr>
<td>________ Understanding Literature: Characterization, Irony, and Irony of Situation (PE, page 738; UR 9, page 43)</td>
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<tr>
<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>________ Vocabulary: Spanish Words in English (VR, page 128)</td>
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<tr>
<td>________ Writer's Journal: Opening Statement, Letter of Complaint, or Store Policy (PE, page 739; UR 9, page 43)</td>
<td></td>
</tr>
<tr>
<td>________ Language, Grammar, and Style: Proper Nouns and Adjectives (PE, page 739; UR 9, page 44)</td>
<td></td>
</tr>
<tr>
<td>________ Study and Research: Mexican History (PE, page 739; UR 9, page 45)</td>
<td></td>
</tr>
</tbody>
</table>

**Tackle Vocabulary**

- Have students scan for unfamiliar words.
- Ask Spanish speaking students to demonstrate the correct pronunciation of Spanish words.
- Have students practice pronouncing Spanish words and names in the poem.
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 1:48).
- Have students complete the vocabulary activity: Spanish Words in English (VR, page 128).

**Additional Strategies for English Language Learners**

- Use activities for Spanish speakers (SR, page 176).
- Have students translate the poem into their native language.
- Model how to read to the end of a thought in a poem.
- Build on prior knowledge students may have about people fleeing oppression, but meeting other obstacles in the process of fleeing.
Lesson Plan

“The Legend,” page 740

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Subject matter

Ease Factor: Selection length

Synopsis: A speaker witnesses an act of violence against an innocent, unsuspecting man.

Goals/Objectives:
• to respond to the speaker’s description of a tragedy and his or her personal feelings about it
• to explain how a cultural myth relates to modern times
• to define *tone* and describe the tone of a stanza of poetry
• to demonstrate an understanding of adverb clauses
• to conduct research on the internment of Japanese Americans during World War II

Before Reading

_________ Reader’s Journal (PE, page 740; UR 9, page 50)

_________ Literary Tools: Tone and Sensory Details (PE, page 740)

_________ Reader’s Resource: Culture Connection (PE, page 740)

_________ About the Author: Garrett Hongo (PE, page 740)

_________ Vocabulary from the Selection (ATE, page 740)

_________ Vocabulary: Connotation (VR, page 130)

_________ Reading Strategy (RSR, page 263)

During Reading

_________ Graphic Organizer (PE, page 740; VLR I, page 77; UR 9, page 50)

_________ Dramatic Recording (AL, 2:30)

_________ Guided Reading Questions (PE, page 741; UR 9, page 50)

_________ Reading Strategy (RSR, page 263)

_________ Fix-Up Idea (RSR, page 263)

After Reading

_________ Reading Strategy (RSR, page 263)

_________ Standardized Test Practice (RSR, page 264)

_________ Respond to the Selection (PE, page 743; UR 9, page 51)

_________ Investigate, Inquire, and Imagine (PE, page 743; UR 9, page 51)

_________ Understanding Literature: Tone and Sensory Details (PE, page 743; UR 9, page 52)

_________ Writer’s Journal: News Article, Journal Entry, or Poem (PE, page 744; UR 9, page 52)

_________ Language, Grammar, and Style: Adverb Clauses (PE, page 744; UR 9, page 53)

_________ Speaking and Listening: Role-Play (PE, page 744)

_________ Study and Research: Internment Camps (PE, page 744; UR 9, page 54)

_________ Selection Check Test 4.9.11 (ATE, page 742; UR 9, page 55; TG)

_________ Selection Test 4.9.12 (UR 9, page 56; TG)

_________ Internet activities at http://www.emcp.com

_________ Free reading time

WASHINGTON STATE STANDARDS

click this box for details

READING STRATEGIES RESOURCE, PAGE 263

Reading Strategy: Visualize

Fix-Up Idea: Reread

Standardized Test Practice: Identify Tone

UNIT 9 UNDERSTANDING LITERATURE

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“The Legend,” page 740

Teacher’s Name ____________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Discussing Violence in the News (ATE, page 741)

Reading Proficiency: Summarizing Each Stanza (ATE, page 741)

English Language Learning: Recall Myths or Legends about Death (ATE, page 741)

Special Needs: Listening for Tone (ATE, page 741)

Enrichment: Research the Ideas of René Descartes (ATE, page 741)

Flexible Grouping Suggestions

Motivation: Discussing Violence in the News (ATE, page 741)

Respond to the Selection (PE, page 743; UR 9, page 51)

Investigate, Inquire, and Imagine (PE, page 743; UR 9, page 51)

Understanding Literature: Tone and Sensory Details (PE, page 743; UR 9, page 52)

Speaking and Listening: Role-Play (PE, page 744)

Homework Suggestions

Vocabulary: Connotation (VR, page 130)

Enrichment: Research the Ideas of René Descartes (ATE, page 741)

Writer’s Journal: News Article, Journal Entry, or Poem (PE, page 744; UR 9, page 52)

Language, Grammar, and Style: Adverb Clauses (PE, page 744; UR 9, page 53)

Study and Research: Internment Camps (PE, page 744; UR 9, page 54)

Strategies for Developing Readers

Tackle Subject Matter

Read Reader’s Resource aloud (PE, page 740).

Use Motivation: Discussing Violence in the News (ATE, page 741).

Discuss Reader’s Journal responses.

Talk about other myths or legends about dying or what happens after death.

Have students identify the author’s purpose.

Additional Strategies for English Language Learners

Model how to read to the end of a thought in a poem.

Have small groups listen to the Dramatic Recording (AL, 2:30).

Model visualization techniques.
Lesson Plan

“A White Woman of Color,” page 745

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Historical and social context; vocabulary

Ease Factor: First-person narrator

Synopsis: Biracial and bicultural narrator explores the meaning of race and identity.

Goals/Objectives:
• to empathize with and understand a writer’s perspective
• to summarize the writer’s ideas about discrimination and self-identity
• to define style and tone and describe the style and tone of a personal essay
• to demonstrate an understanding of the simple tenses
• to work collaboratively to research the Civil Rights Movement, the Women’s Movement, or the Anti-Vietnam War Movement
• to conduct research on a Latino writer and discuss his or her ideas about identity and racism

Before Reading
_________ Reader’s Journal (PE, page 745; UR 9, page 59) ☐
_________ Literary Tools: Style, Tone, and Personal Essay (PE, page 745)
_________ Reader’s Resource: History Connection (PE, page 745)
_________ About the Author: Julia Álvarez (PE, page 745)
_________ Vocabulary from the Selection (ATE, page 745)
_________ Vocabulary: Spelling (VR, page 132)
_________ Reading Strategy (RSR, page 267)

During Reading
_________ Graphic Organizer (PE, page 745; VLR I, page 78; UR 9, page 59) ☐ ☀
_________ Dramatic Recording (AL, 23:54) ☀
_________ Guided Reading Questions (PE, page 746; UR 9, page 59) ☐
_________ Reading Strategy (RSR, page 267) ☐
_________ Fix-Up Idea (RSR, page 267) ☐

After Reading
_________ Reading Strategy (RSR, page 267) ☐
_________ Standardized Test Practice (RSR, page 267) ☐
_________ Respond to the Selection (PE, page 752; UR 9, page 60) ☐
_________ Investigate, Inquire, and Imagine (PE, page 753; UR 9, page 61) ☐
_________ Understanding Literature: Style, Tone, and Personal Essay (PE, page 753; UR 9, page 62) ☐
_________ Writer’s Journal: Letter, Anecdote, or Plan (PE, page 754; UR 9, page 62) ☐
_________ Language, Grammar, and Style: Simple Tenses (PE, page 754; UR 9, page 63) ☐
_________ Collaborative Learning & Study and Research: Researching a Movement (PE, page 754; UR 9, page 64) ☐
_________ Study and Research: Researching Latino Writers (PE, page 754)
_________ Vocabulary: Using Base Words (UR 9, page 65) ☐
_________ Selection Check Test 4.9.13 (ATE, page 752; UR 9, page 66; TG) ☐ ☀
_________ Selection Test 4.9.14 (UR 9, page 68; TG) ☐ ☀
_________ Internet activities at http://www.emcp.com ☐
_________ Free reading time ☐

Print Resources ☐  Transparency ☐  Audio Library ☐  Test Generator CD-ROM ☐ Internet ☐

Lesson Plan

“A White Woman of Color,” page 745

Teacher’s Name __________________________________ Class ______________ Date ______________

M    T    W    TH     F

Teaching Options

Individual Learning Strategies

—— Motivation: Writing about Personal Traits (ATE, page 746)
—— Reading Proficiency: Summarizing (ATE, page 746)
—— English Language Learning: Describing a Position Between Two Cultures (ATE, page 746)
—— Special Needs: Main Ideas (ATE, page 746)
—— Enrichment: Researching Discrimination of Immigrants (ATE, page 746)

Additional Questions and Activities

—— Comprehension Questions (ATE, page 747)

Cross-Curricular Activities

—— Sketching the Narrator (ATE, page 747)
—— Researching the History of the Dominican Republic (ATE, page 748)

Literary Note

—— Malaprop (ATE, page 749)

Quotables

—— Julia Álvarez (ATE, page 750)

Internet Resources

—— Voices from the Gaps (ATE, page 751)

Flexible Grouping Suggestions

—— Respond to the Selection (PE, page 752; UR 9, page 60)
—— Investigate, Inquire, and Imagine (PE, page 753; UR 9, page 61)
—— Understanding Literature: Style, Tone, and Personal Essay (PE, page 753; UR 9, page 62)
—— Collaborative Learning & Study and Research: Researching a Movement (PE, page 754; UR 9, page 64)

Homework Suggestions

—— Vocabulary: Spelling (VR, page 132)
—— Motivation: Writing about Personal Traits (ATE, page 746)
—— English Language Learning: Describing a Position Between Two Cultures (ATE, page 746)
—— Enrichment: Researching Discrimination of Immigrants (ATE, page 746)

Strategies for Developing Readers

Tackle Historical and Social Context

—— Read Reader’s Resource aloud (PE, page 745).
—— Read About the Author: Julia Álvarez aloud (PE, page 745).
—— Locate the Dominican Republic on a map.
—— Have students share bicultural experiences.
—— Invite a guest speaker to talk to the class about the Dominican Republic.
—— Have students research the history of the Dominican Republic.
—— Use Internet Resources to learn more about Alvarez’s background (ATE, page 751).

Tackle Vocabulary

—— Preview the vocabulary words and footnotes with students.
—— Ask Spanish speaking students to demonstrate pronunciation of Spanish words.
—— Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 23:54).
—— Have students complete the Vocabulary activities: Spelling (VR, page 132) and Using Base Words (UR 9, page 65).

Additional Strategies for English Language Learners

—— Use activities for Spanish speakers (SR, page 182).
—— Have small groups listen to the Dramatic Recording (AL, 23:54).
—— When students finish listening and reading along, have them copy favorite sentences into their notebooks.
—— Discuss how biracial or bicultural people are treated in students’ countries of origin.
Lesson Plan

“Something Could Happen to You” from Almost a Woman, page 755

Reading Level: Easy

Difficulty Consideration: Vocabulary

Ease Factor: Subject matter

Synopsis: The narrator describes her experience of immigrating from Puerto Rico to New York.

Goals/Objectives:
• to empathize with the speaker’s experience of immigrating to the United States
• to describe the obstacles faced by the author as a recent immigrant
• to recognize how an author uses dialogue to illustrate important themes and ideas in writing
• to demonstrate an ability to identify gerunds and participles in sentences
• to participate in a debate about the Spanish language’s place in the United States

Related Reading: “On Loan to the Lonely” (page 761)

Before Reading

[Checkboxes for reader's journal, literary tools, etc.]

During Reading

[Checkboxes for graphic organizer, dramatic recording, etc.]

After Reading

[Checkboxes for reading strategy, standardized test practice, etc.]

Internet activities at http://www.emcp.com

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

WASHINGTON STATE STANDARDS

click this box for details
Lesson Plan

“Something Could Happen to You” from Almost a Woman, page 755

Teacher’s Name ___________________________ Class ___________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Self-Definition (ATE, page 756)
- Reading Proficiency: Summarizing in Sections (ATE, page 756)
- English Language Learning: Understanding and Pronouncing Spanish (ATE, page 756)
- Special Needs: Guided Reading Questions (ATE, page 756)
- Enrichment: Oral Presentations on Puerto Rico (ATE, page 756)

Literary Technique

- Symbol (ATE, page 757)
- Epiphany (ATE, page 758)
- Sensory Details (ATE, page 759)

Additional Questions and Activities

- Related Reading Questions (ATE, page 761)

Cross-Curricular Activities

- Writing a Review (ATE, page 761)

Flexible Grouping Suggestions

- English Language Learning: Understanding and Pronouncing Spanish (ATE, page 756)
- Enrichment: Oral Presentations on Puerto Rico (ATE, page 756)
- Cross-Curricular Activities: Writing a Review (ATE, page 761)
- Respond to the Selection (PE, page 762; UR 9, page 73)
- Investigate, Inquire, and Imagine (PE, page 762; UR 9, page 74)
- Understanding Literature: Dialogue and Memoir (PE, page 762; UR 9, page 75)
- Speaking and Listening & Study and Research: Debate (PE, page 763)

Homework Suggestions

- Vocabulary: PAVE: Predict, Associate, Verify, Evaluate (VR, page 134)
- Motivation: Self-Definition (ATE, page 756)
- Reading Proficiency: Summarizing in Sections (ATE, page 756)
- Writer’s Journal: Postcard, Letter, or Dialogue (PE, page 763; UR 9, page 75)
- Language, Grammar, and Style: Gerunds and Participles (PE, page 763; UR 9, page 76)
- Study and Research: Researching Immigration (PE, page 763; UR 9, page 77)

Strategies for Developing Readers

Tackle Vocabulary

- Preview the vocabulary words and footnotes with students.
- Ask Spanish speaking students to demonstrate pronunciation of Spanish words.
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 20:53).

Additional Strategies for English Language Learners

- Use activities for Spanish speakers (SR, page 182).
- Read aloud, checking for comprehension after every paragraph.
- Provide synonyms for vocabulary words.
- Have students point out parts of the story that are similar to their experiences.

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Print Resources Transparency Audio Library Test Generator CD-ROM Internet

Lesson Plan

“After You, My Dear Alphonse,” page 764

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Subject matter

Ease Factor: Selection length

Synopsis: A woman shows her prejudices by the stereotypes she ascribes to her son’s friend.

Goals/Objectives:
• to appreciate a short story about stereotypes
• to describe Shirley Jackson’s literary accomplishments
• to define stereotype and character and recognize the use of these techniques in the selection
• to identify compound, complex, and compound-complex sentences
• to analyze comic strips from the past and compare them to modern comic strips
• to write an agenda for a meeting

Before Reading
— Reader’s Journal (PE, page 764; UR 9, page 85) ☐
— Literary Tools: Character and Stereotype (PE, page 764) ☐
— Reader’s Resource: About the Selection (PE, page 764) ☐
— About the Author: Shirley Jackson (PE, page 764) ☐
— Vocabulary from the Selection (ATE, page 764) ☐
— Vocabulary: Contractions (VR, page 138) ☐
— Reading Strategy (RSR, page 275) ☐

During Reading
— Graphic Organizer (PE, page 764; VLR I, page 80; UR 9, page 85) ☐
— Dramatic Recording (AL, 8:29) ☐
— Guided Reading Questions (PE, page 765; UR 9, page 85) ☐
— Reading Strategy (RSR, page 275) ☐
— Fix-Up Idea (RSR, page 275) ☐

After Reading
— Reading Strategy (RSR, page 275) ☐
— Standardized Test Practice (RSR, page 276) ☐
— Respond to the Selection (PE, page 768; UR 9, page 86) ☐
— Investigate, Inquire, and Imagine (PE, page 768; UR 9, page 87) ☐
— Understanding Literature: Character and Stereotype (PE, page 768; UR 9, page 88) ☐
— Writer’s Journal: Journal Entry, Letter, or Dialogue (PE, page 769; UR 9, page 88) ☐
— Language, Grammar, and Style: Compound, Complex, and Compound-Complex Sentences (PE, page 769; UR 9, page 89) ☐
— Applied English: Agenda (PE, page 769; UR 9, page 90) ☐
— Media Literacy: Cartoons (PE, page 769) ☐
— Study and Research: “The Lottery” (PE, page 769) ☐
— Selection Check Test 4.9.17 (ATE, page 767; UR 9, page 91; TG) ☐
— Selection Test 4.9.18 (UR 9, page 93; TG) ☐
— Internet activities at http://www.emcp.com ☐
— Free reading time ☐

Reading Strategies Resource, Page 275
Reading Strategy: Write Things Down
Fix-Up Idea: Read Aloud
Standardized Test Practice: Identify Main Ideas

Washington State Standards

Click this box for details
**Lesson Plan**

“After You, My Dear Alphonse,” page 764

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Subject Matter</strong></td>
</tr>
<tr>
<td>Reading Proficiency: Graphic Organizer (ATE, page 765)</td>
<td>Have students complete the Graphic Organizer in pairs.</td>
</tr>
<tr>
<td>English Language Learning: Understanding Prejudice (ATE, page 765)</td>
<td>Discuss completed Graphic Organizers.</td>
</tr>
<tr>
<td>Special Needs: Answering Questions (ATE, page 765)</td>
<td>Use Additional Questions and Activities (ATE, page 766); the questions lead to discussions about Mrs. Wilson's attitudes.</td>
</tr>
<tr>
<td>Enrichment: Essay Summarizing Another Story by Jackson (ATE, page 765)</td>
<td>Use Guided Reading Questions to check comprehension.</td>
</tr>
<tr>
<td><strong>Literary Technique</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>Setting (ATE, page 765)</td>
<td>Have small groups listen to the whole story on dramatic recording.</td>
</tr>
<tr>
<td>Characterization (ATE, page 766)</td>
<td>Build on prior knowledge or experience students may have about prejudice or stereotypes.</td>
</tr>
<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td>Discuss students' feelings about Mrs. Wilson.</td>
</tr>
<tr>
<td>Comprehension Questions (ATE, page 766)</td>
<td>Remind the students that this story was published in 1949. Ask them the following questions: Does it seem realistic now? How would the story be different today?</td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
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<tr>
<td>Reading Proficiency: Graphic Organizer (ATE, page 765)</td>
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<tr>
<td>English Language Learning: Understanding Prejudice (ATE, page 765)</td>
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<tr>
<td>Respond to the Selection (PE, page 768; UR 9, page 86)</td>
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<tr>
<td>Investigate, Inquire, and Imagine (PE, page 768; UR 9, page 87)</td>
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<tr>
<td>Understanding Literature: Character and Stereotype (PE, page 768; UR 9, page 88)</td>
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<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>Vocabulary: Contractions (VR, page 138)</td>
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<tr>
<td>Enrichment: Essay Summarizing Another Story by Jackson (ATE, page 765)</td>
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<tr>
<td>Writer's Journal: Journal Entry, Letter, or Dialogue (PE, page 769; UR 9, page 88)</td>
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<tr>
<td>Language, Grammar, and Style: Compound, Complex, and Compound-Complex Sentences (PE, page 769; UR 9, page 89)</td>
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<tr>
<td>Applied English: Agenda (PE, page 769)</td>
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<tr>
<td>Media Literacy: Cartoons (PE, page 769)</td>
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<tr>
<td>Study and Research: “The Lottery” (PE, page 769)</td>
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Lesson Plan

“I Remember; I Believe,” page 770

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Subject matter

Ease Factor: Familiar words

Synopsis: The speaker recognizes the importance of remembering and believing and the need for justice.

Goals/Objectives:
• to empathize with and understand a speaker’s ideas
• to explain how repetition is used in song lyrics to highlight important ideas
• to define theme and identify the main themes in “I Remember; I Believe”
• to demonstrate an ability to use apostrophes correctly
• to conduct research on African-American history

Before Reading
_________ Reader’s Journal (PE, page 770; UR 9, page 96)
_________ Literary Tools: Repetition and Theme (PE, page 770)
_________ Reader’s Resource: Music Connection (PE, page 770)
_________ About the Author: Bernice Johnson Reagon (PE, page 770)
_________ Vocabulary: Analogies (VR, page 139)
_________ Reading Strategy (RSR, page 279)

During Reading
_________ Graphic Organizer (PE, page 770; VLR I, page 81; UR 9, page 96)
_________ Dramatic Recording (AL, 4:13)
_________ Guided Reading Questions (PE, page 771; UR 9, page 96)
_________ Fine Art: Howardena Pindell (PE, page 771; VLR II, page 34; Art Note, PE and ATE, page 771; UR 9, page 97)
_________ Reading Strategy (RSR, page 279)
_________ Fix-Up Idea (RSR, page 279)

After Reading
_________ Reading Strategy (RSR, page 279)
_________ Standardized Test Practice (RSR, page 280)
_________ Respond to the Selection (PE, page 772; UR 9, page 97)
_________ Investigate, Inquire, and Imagine (PE, page 772; UR 9, page 97)
_________ Understanding Literature: Repetition and Theme (PE, page 772; UR 9, page 98)
_________ Writer’s Journal: Letter, Memorial, or Recommendation (PE, page 773; UR 9, page 99)
_________ Language, Grammar, and Style: Apostrophes (PE, page 773; UR 9, page 100)
_________ Speaking and Listening: Conducting an Interview (PE, page 773)
_________ Study and Research: Researching a Historical Black Movement or Event (PE, page 773; UR 9, page 101)
_________ Selection Check Test 4.9.19 (ATE, page 771; UR 9, page 102; TG)
_________ Selection Test 4.9.20 (UR 9, page 103; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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READING STRATEGIES RESOURCE, PAGE 279

Reading Strategy: Use Text Organization
Fix-Up Idea: Refocus
Standardized Test Practice: Identify Tone and Theme
“I Remember; I Believe,” page 770

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td><strong>Tackle Subject Matter</strong></td>
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<tr>
<td>_________ Motivation: Reaction to a Song (ATE, page 770)</td>
<td>_________ Read the Reader’s Resource aloud (PE, page 770).</td>
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<tr>
<td>_________ Reading Proficiency: Identifying the Theme of Each Stanza (ATE, page 770)</td>
<td>_________ Complete the Reading Proficiency: Identifying the Theme of Each Stanza (ATE, page 770).</td>
</tr>
<tr>
<td>_________ English Language Learning: Reading Aloud with a Partner (ATE, page 770)</td>
<td>_________ Have students make notes for each stanza and try to find an overlying theme.</td>
</tr>
<tr>
<td>_________ Special Needs: Listening to the Selection (ATE, page 771)</td>
<td>_________ Use the Dramatic Recording to help students hear the tone of the song (AL, 4:13).</td>
</tr>
<tr>
<td>_________ Enrichment: Researching Sweet Honey in the Rock (ATE, page 771)</td>
<td>_________ Use Visual Literacy Worksheet (VLR II, page 35); have students make connections between the artwork and the song.</td>
</tr>
</tbody>
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<tr>
<th><strong>Flexible Grouping Suggestions</strong></th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
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<tbody>
<tr>
<td>_________ English Language Learning: Reading Aloud with a Partner (ATE, page 770)</td>
<td>_________ Ask students if they agree that troubles and pain from the past should be remembered, not forgotten.</td>
</tr>
<tr>
<td>_________ Enrichment: Researching Sweet Honey in the Rock (ATE, page 771)</td>
<td>_________ Have students translate the poem into their native language.</td>
</tr>
<tr>
<td>_________ Respond to the Selection (PE, page 772; UR 9, page 97)</td>
<td>_________ Point out the meanings of the following words and phrases: walked her trouble down, stood his ground, and how I rate to run another day.</td>
</tr>
<tr>
<td>_________ Investigate, Inquire, and Imagine (PE, page 772; UR 9, page 97)</td>
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</tr>
<tr>
<td>_________ Understanding Literature: Repetition and Theme (PE, page 772; UR 9, page 98)</td>
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<tr>
<td>_________ Study and Research: Researching a Historical Black Movement or Event (PE, page 773; UR 9, page 101)</td>
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<tr>
<td>_________ Writer’s Journal: Letter, Memorial, or Recommendation (PE, page 773; UR 9, page 99)</td>
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<tr>
<td>_________ Language, Grammar, and Style: Apostrophes (PE, page 773; UR 9, page 100)</td>
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<tr>
<td>_________ Speaking and Listening: Conducting an Interview (PE, page 773)</td>
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Unit Nine
Diversity and Community
Closing the Unit, pages 774–781

Assignment: Students write a cause and effect essay, using standard, formal English (PE, pages 774–779).

Before Writing

- Writing a Cause and Effect Essay (PE, page 774; WR, page 160)
- Student Model (PE, page 774)
- Examining the Model (PE, page 774)
- Prewriting (PE, page 775; WR, page 160)
- Student Model—Graphic Organizer (PE, page 776; WR, page 162)
- Graphic Organizer (VLR I, page 136; WR, page 163)

During Writing

- Drafting (PE, page 777)
- Student Model—Draft (PE, page 777; VLR I, page 137; WR, page 164)
- Self- and Peer Evaluation (PE, page 777; WR, page 167)
- Revising and Proofreading (PE, page 778; WR, page 171)
- Student Model—Revised (PE, page 778; WR, page 172)

After Writing

- Publishing and Presenting (PE, page 779)
- Reflecting (PE, page 779; WR, page 171)
- Rubric for Informative Writing: Writing a Cause and Effect Essay (VLR I, page 139; WR, page 188)

Individual Learning Strategies

- Motivation: Discussing Diversity (ATE, page 774)
- Reading Proficiency: Completing One Step at a Time (ATE, page 774)
- English Language Learning: Meaning of Diversity (ATE, page 774)
- Special Needs: Identify a Topic (ATE, page 774)
- Enrichment: Cultural Diversity in the Media (ATE, page 774)

Flexible Grouping Suggestions

- Peer Evaluation (PE, page 777; WR, page 169)
- Revising and Proofreading (PE, page 778; WR, page 171)
- Publishing and Presenting (PE, page 779)
Unit Nine
Diversity and Community
Closing the Unit, pages 774–781

Homework Suggestions

- Self-Evaluation (PE, page 777; WR, page 167)
- Graphic Organizer (VLR I, page 136; WR, page 163)
- Rubric for Informative Writing: Writing a Cause-and-Effect Essay (VLR I, page 139; WR, page 188)

Unit One Review

Review and Assessment

- Words for Everyday Use (PE, page 780; UR 9, page 109)
- Vocabulary Development (ATE, page 780)
- Literary Tools (PE, page 780; UR 9, page 109)
- Unit 9 Review/Study Guide (UR 9, page 105)
- Unit 9 Test (UR 9, page 114; TG)

Reflecting on Your Reading

- Genre Studies: Lyric Poem, Nonfiction, and Short Story (PE, page 780; UR 9, page 110)
- Thematic Studies: The Immigrant Experience, Violence, Discrimination, and Friendship (PE, page 781; UR 9, page 111)
- Revisit the artwork and the quote from the Opening Pages (PE, pages 708–709).

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity

- The House on Mango Street by Sandra Cisneros (PE, page 781)
- Independent Reading Activity: A Trip Around the Globe (PE, page 781; UR 9, page 113)

Selections for Additional Reading

- The Education of Little Tree by Forrest Carter (PE, page 781)
- The Color of Water: A Black Man’s Tribute to His White Mother by James McBride (PE, page 781)
Unit Ten
Cultures in Conflict
Opening the Unit, pages 782–784

Unit 10 Goals/Objectives:
• to experience several selections that explore the theme of cultural conflict
• to discuss a speaker's experience of cultural conflict
• to define terms such as stereotype, irony, setting, and chronological order and identify and explain examples of each
• to write an in-class answer to an essay question
• to demonstrate the ability to use comparison and contrast order

Lessons I Plan to Teach
_________ “Dead Men's Path,” page 785
_________ “One of Grandma Selma's Stories,” page 791
_________ “The Gift of Cochise,” page 795
_________ “Chee's Daughter,” page 809
_________ Related Reading: “Freeway 280,” page 821
_________ “The Road from Ballygunge,” page 824
_________ from Desert Exile: The Uprooting of a Japanese-American Family, page 833
_________ from When Heaven and Earth Changed Places, page 843
_________ Guided Writing—Informative Writing: Responding to Essay Test Questions, page 852
_________ Unit Ten Review, page 857
_________ For Your Reading List, page 859

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 782–783).

Getting Started in the Classroom
_________ Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 782–783; Art Note, ATE, page 784). Discuss the artwork and the quote again after reading the unit.
_________ Echoes (PE, page 784)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 784)
“Dead Men’s Path,” page 785

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: African cultural references

Ease Factor: Author’s style

Synopsis: A progressive African headmaster’s ways come in conflict with traditional tribal ways.

Goals/Objectives:
• to appreciate a short story from Nigeria
• to describe Achebe’s literary accomplishments and explain the historical significance of his writing
• to define narrator and foreshadowing and recognize the use of these techniques in the selection
• to change irregular verbs into the past tense
• to research facts about Nigeria
• to research postcolonial literature in Africa

Before Reading

Reader's Journal (PE, page 785; UR 10, page 2)
Library Tools: Narrator and Foreshadowing (PE, page 785)
Reader's Resource: World History Connection (PE, page 785)
About the Author: Chinua Achebe (PE, page 785)
Vocabulary from the Selection (ATE, page 785)
Vocabulary: Word Roots (VR, page 141)
Fine Art: Emmanuel Ekong Ekefrey (PE, page 786; VLR II, page 37)
Reading Strategy (RSR, page 283)

During Reading

Graphic Organizer (PE, page 785; VLR I, page 82; UR 10, page 1)
Dramatic Recording (AL, 8:34)
Guided Reading Questions (PE, page 786; UR 10, page 2)
Reading Strategy (RSR, page 283)
Fix-Up Idea (RSR, page 283)

After Reading

Reading Strategy (RSR, page 283)
Standardized Test Practice (RSR, page 284)
Respond to the Selection (PE, page 789; UR 10, page 3)
Investigate, Inquire, and Imagine (PE, page 789; UR 10, page 3)
Understanding Literature: Narrator and Foreshadowing (PE, page 789; UR 10, page 4)
Writer's Journal: Newspaper Article, Dialogue, or Journal Entry (PE, page 790; UR 10, page 5)
Language, Grammar, and Style: Irregular Verbs (PE, page 790; UR 10, page 6)
Media Literacy: Postcolonial Literature in Africa (PE, page 790)
Study and Research & Collaborative Learning: Researching Nigeria (PE, page 790; UR 10, page 7)
Selection Check Test 4.10.1 (ATE, page 788; UR 10, page 8; TG)
Selection Test 4.10.2 (UR 10, page 10; TG)
Internet activities at http://www.emcp.com
Free reading time

Reading Strategy: Make Predictions
Fix-Up Idea: Use Guided Reading Questions
Standardized Test Practice: Compare and Contrast Ideas and Recognize Cause and Effect

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“Dead Men’s Path,” page 785

Teacher’s Name ___________________________ Class __________________ Date __________________

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</table>

### Individual Learning Strategies
- **Motivation:** Effects of Personal Qualities (ATE, page 786)
- **Reading Proficiency:** Using Context Clues (ATE, page 786)
- **English Language Learning:** Additional Vocabulary (ATE, page 786)
- **Special Needs:** Flow Chart of Sequence of Events (ATE, page 786)
- **Enrichment:** Researching Missionaries in Africa (ATE, page 786)

### Cross-Curricular Activities
- **Pictures of Nigeria** (ATE, page 787)

### Flexible Grouping Suggestions
- **Motivation:** Effects of Personal Qualities (ATE, page 786)
- **Cross-Curricular Activities:** Pictures of Nigeria (ATE, page 787)
- **Respond to the Selection** (PE, page 789; UR 10, page 3)
- **Investigate, Inquire, and Imagine** (PE, page 789; UR 10, page 3)
- **Understanding Literature:** Narrator and Foreshadowing (PE, page 789; UR 10, page 4)
- **Study and Research & Collaborative Learning:** Researching Nigeria (PE, page 790; UR 10, page 7)

### Homework Suggestions
- **Vocabulary:** Word Roots (VR, page 141)
- **Enrichment:** Researching Missionaries in Africa (ATE, page 786)
- **Writer’s Journal:** Newspaper Article, Dialogue, or Journal Entry (PE, page 790; UR 10, page 5)
- **Language, Grammar, and Style:** Irregular Verbs (PE, page 790; UR 10, page 6)
- **Media Literacy:** Postcolonial Literature in Africa (PE, page 790)

### Additional Strategies for English Language Learners
- After reading the first two columns aloud, discuss the motivations of Obi and his wife.
- Have pairs of students practice and perform the dialogue between Obi and the village priest.
- Have pair groups read the selection and answer the Guided Reading Questions.

### Strategies for Developing Readers

#### Tackle African Cultural References
- Read the Reader’s Resource aloud (PE, page 785).
- Have students complete the Special Needs: Flow Chart of Sequence of Events (ATE, page 786).
- Have students find pictures of Nigeria (Cross-Curricular Activities, ATE, page 787).
- Ask students to complete Study and Research & Collaborative Learning: Researching Nigeria (PE, page 790; UR 10, page 7).
- Invite a guest speaker to talk to the class about Nigeria and to answer questions.
Lesson Plan

“One of Grandma Selma’s Stories,” page 791

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Vocabulary

Ease Factors: Author’s style; selection length

Synopsis: An airplane surprises an Inuit couple.

Goals/Objectives:
• to appreciate a recorded oral story about the clash of two cultures
• to describe the role of storytelling in a Native American culture
• to define irony and symbol and identify examples of each in the story
• to define words using context clues
• to identify and retell a story told by native peoples in far-northern North America

Before Reading

_________ Reader’s Journal (PE, page 791; UR 10, page 13)
_________ Literary Tools: Irony, Dramatic Irony, and Symbol (PE, page 791)
_________ Reader’s Resource: Geography Connection (PE, page 791)
_________ About the Author: Mary Lockwood (PE, page 791)
_________ Vocabulary from the Selection (ATE, page 792)
_________ Vocabulary: Frequently Confused Words (VR, page 143)
_________ Reading Strategy (RSR, page 287)

During Reading

_________ Dramatic Recording (AL, 1:41)
_________ Guided Reading Question (PE, page 792; UR 10, page 13)
_________ Reading Strategy (RSR, page 287)
_________ Fix-Up Idea (RSR, page 287)

After Reading

_________ Reading Strategy (RSR, page 287)
_________ Standardized Test Practice (RSR, page 288)
_________ Respond to the Selection (PE, page 793; UR 10, page 13)
_________ Investigate, Inquire, and Imagine (PE, page 793; UR 10, page 13)
_________ Understanding Literature: Irony, Dramatic Irony, and Symbol (PE, page 793; UR 10, page 14)
_________ Writer’s Journal: Postcard, Newspaper Article, or Introduction (PE, page 794; UR 10, page 15)
_________ Vocabulary: Using Context Clues (PE, page 794; UR 10, page 16)
_________ Study and Research & Collaborative Learning: Travel Guide (PE, page 794)
_________ Speaking and Listening: Telling a Story (PE, page 794)
_________ Selection Check Test 4.10.3 (ATE, page 792; UR 10, page 17; TG)
_________ Selection Test 4.10.4 (UR 10, page 18; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“One of Grandma Selma’s Stories,” page 791

Teacher’s Name ________________________ Class __________________ Date __________________

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<td><strong>Tackle Vocabulary</strong></td>
</tr>
<tr>
<td>Motivation: Description Game (ATE, page 791)</td>
<td>Preview the vocabulary words and footnotes with students.</td>
</tr>
<tr>
<td>Reading Proficiency: Vivid Verbs (ATE, page 791)</td>
<td>Read word and names aloud and have students practice pronouncing them.</td>
</tr>
<tr>
<td>English Language Learning: Using Context Clues (ATE, page 791)</td>
<td>Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 1:41).</td>
</tr>
<tr>
<td>Special Needs: Visualizing the Setting (ATE, page 791)</td>
<td>Have students complete the vocabulary activities: Using Context Clues (PE, page 794; UR 10, page 16) and Frequently Confused Words (VR, page 143).</td>
</tr>
<tr>
<td>Enrichment: Native Stories from Alaska and Canada (ATE, page 791)</td>
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<tr>
<th>Flexible Grouping Suggestions</th>
<th>Additional Strategies for English Language Learners</th>
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<tbody>
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<td>Motivation: Description Game (ATE, page 791)</td>
<td>Have small groups listen to the Dramatic Recording (AL, 1:41).</td>
</tr>
<tr>
<td>Special Needs: Visualizing the Setting (ATE, page 791)</td>
<td>Have students read the selection aloud.</td>
</tr>
<tr>
<td>Respond to the Selection (PE, page 793; UR 10, page 13)</td>
<td>Explain: summer camp.</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 793; UR 10, page 13)</td>
<td>Discuss Bennijack’s motives for his action.</td>
</tr>
<tr>
<td>Understanding Literature: Irony, Dramatic Irony, and Symbol (PE, page 793; UR 10, page 14)</td>
<td>Discuss other examples of how modern technology has affected people who follow a traditional way of life.</td>
</tr>
<tr>
<td>Study and Research &amp; Collaborative Learning: Travel Guide (PE, page 794)</td>
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<tr>
<td>Speaking and Listening: Telling a Story (PE, page 794)</td>
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<tr>
<td>Vocabulary: Using Context Clues (PE, page 794; UR 10, page 16)</td>
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</table>
“The Gift of Cochise,” page 795

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Selection length

Ease Factor: Storytelling style

Synopsis: The Apache chief Cochise gives a white woman settler the gift of a new husband.

Goals/Objectives:
• to enjoy a short story set on the western frontier
• to identify Louis L’Amour as a leading writer of westerns
• to define stereotype and recognize examples of stereotypical characters in the selection
• to define genre and identify features of the western genre
• to identify common and proper nouns in sentences
• to write a review of a western film
• to give a speech

Before Reading
_______ Reader’s Journal (PE, page 795; UR 10, page 21)
_______ Literary Tools: Stereotype and Genre (PE, page 795)
_______ Reader’s Resource: History Connection (PE, page 795)
_______ About the Author: Louis L’Amour (PE, page 795)
_______ Vocabulary from the Selection (ATE, page 795)
_______ Vocabulary: Creating a Vocabulary Quiz (VR, page 147)
_______ Reading Strategy (RSR, page 291)

During Reading
_______ Graphic Organizer (PE, page 795; VLR I, page 83; UR 10, page 21)
_______ Guided Reading Questions (PE, page 797; UR 10, page 22)
_______ Reading Strategy (RSR, page 291)
_______ Fix-Up Idea (RSR, page 291)

After Reading
_______ Reading Strategy (RSR, page 291)
_______ Standardized Test Practice (RSR, page 292)
_______ Respond to the Selection (PE, page 807; UR 10, page 24)
_______ Investigate, Inquire, and Imagine (PE, page 807; UR 10, page 24)
_______ Understanding Literature: Stereotype and Genre (PE, page 807; UR 10, page 25)
_______ Language, Grammar, and Style: Common and Proper Nouns (PE, page 808; UR 10, page 27)
_______ Vocabulary: Using Synonyms (UR 10, page 27)
_______ Collaborative Learning & Speaking and Listening: Film Review (PE, page 808)
_______ Speaking and Listening & Study and Research: Giving a Speech (PE, page 808)
_______ Selection Check Test 4.10.5 (ATE, page 806; UR 10, page 30; TG)
_______ Selection Test 4.10.6 (UR 10, page 32; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time
**Lesson Plan**

“The Gift of Cochise,” page 795

Teacher’s Name __________________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Accuracy of Westerns (ATE, page 796)
- Reading Proficiency: Character Chart (ATE, page 796)
- English Language Learning: Reading Out Loud (ATE, page 796)
- Special Needs: Answering Questions (ATE, page 796)
- Enrichment: Writing a Western (ATE, page 796)

**Homework Suggestions**

- Vocabulary: Creating a Vocabulary Quiz (VR, page 147)
- Reading Proficiency: Character Chart (ATE, page 796)
- Enrichment: Writing a Western (ATE, page 796)
- Language, Grammar, and Style: Common and Proper Nouns (PE, page 808; UR 10, page 27)
- Speaking and Listening & Study and Research: Giving a Speech (PE, page 808)

**Additional Questions and Activities**

- Describing Cochise from His Portrait (ATE, page 796)
- Comprehension Questions (ATE, pages 798 and 802)

**Additional Strategies for English Language Learners**

- Ask an advanced reader to read most of the selection aloud to the students, stopping to check comprehension at the Guided Reading Questions.
- After reading Reader’s Resource: History Connection on page 795, have students discuss conflicts between groups that happen throughout the world.
- Point out the meanings of the following words and phrases: braves (page 797), prickly pear (page 798), rustle the grub (page 801), canyon (page 799), and flustered (page 805).

**Cross-Curricular Connections**

- Apaches’ First Encounter with White Settlers (ATE, page 797)
- Apache Name (ATE, page 804)
- Westerns (ATE, page 805)

**Cross-Curricular Activities**

- Folksong Sing-Along (ATE, page 799)
- Map of Ches Lane’s Route (ATE, page 801)

**Homework Suggestions**

- Vocabulary: Creating a Vocabulary Quiz (VR, page 147)
- Reading Proficiency: Character Chart (ATE, page 796)
- Enrichment: Writing a Western (ATE, page 796)
- Language, Grammar, and Style: Common and Proper Nouns (PE, page 808; UR 10, page 27)
- Speaking and Listening & Study and Research: Giving a Speech (PE, page 808)

**Strategies for Developing Readers**

**Tackle Selection Length**

- Read the story over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin new sections.
- Summarize the plot, page by page, using Guided Reading Questions.
- Read key portions of the story aloud.
- Use partner or pair groups. Have students read, answer questions, and mark text together.
- Read and discuss smaller chunks of the story.

**Flexible Grouping Suggestions**

- Motivation: Accuracy of Westerns (ATE, page 796)
- English Language Learning: Reading Out Loud (ATE, page 796)
- Cross-Curricular Activities: Folksong Sing-Along (ATE, page 799)
- Respond to the Selection (PE, page 807; UR 10, page 24)
- Investigate, Inquire, and Imagine (PE, page 807; UR 10, page 24)
- Understanding Literature: Stereotype and Genre (PE, page 807; UR 10, page 25)
- Collaborative Learning & Speaking and Listening: Film Review (PE, page 808)

**Additional Strategies for English Language Learners**

- Ask an advanced reader to read most of the selection aloud to the students, stopping to check comprehension at the Guided Reading Questions.
- After reading Reader’s Resource: History Connection on page 795, have students discuss conflicts between groups that happen throughout the world.
- Point out the meanings of the following words and phrases: braves (page 797), prickly pear (page 798), rustle the grub (page 801), canyon (page 799), and flustered (page 805).
“Chee’s Daughter,” page 809

Reading Level: Moderate

Difficulty Considerations: Native American cultural references; selection length; vocabulary

Ease Factor: Author’s style

Synopsis: A traditional Navajo farmer finds a way to get his daughter back from his in-laws.

Goals/Objectives:
- to empathize with and understand a narrator’s perspective
- to discuss how the story reflects cultural traditions and lifestyles among the Navajo
- to define irony and recognize examples of irony of situation in the selection
- to define setting and tone and explain the importance of the two contrasting settings in the story and the writer's tone in describing them
- to make sentences more colorful by adding modifiers
- to write travel materials about the southwestern United States
- to research Navajo heritage

Related Reading: “Freeway 280,” page 821

Before Reading
- Reader’s Journal (PE, page 809; UR 10, page 35)
- Literary Tools: Irony, Irony of Situation, Setting, and Tone (PE, page 809)
- Reader’s Resource: Culture Connection (PE, page 809)
- About the Authors: Juanita Platero and Siyowin Miller (PE, page 809)
- Vocabulary from the Selection (ATE, page 811)
- Vocabulary: Synonyms (VR, page 148)
- Reading Strategy (RSR, page 295)

During Reading
- Graphic Organizer (PE, page 809; VLR I, page 84; UR 10, page 35)
- Dramatic Recording: “Chee’s Daughter” (AL, 35:38)
- Dramatic Recording: “Freeway 280” (AL, 1:35)
- Guided Reading Questions (PE, page 811; UR 10, page 35)
- Reading Strategy (RSR, page 295)
- Fix-Up Idea (RSR, page 295)

After Reading
- Reading Strategy (RSR, page 295)
- Standardized Test Practice (RSR, page 296)
- Respond to the Selection (PE, page 820; UR 10, page 37)
- Investigate, Inquire, and Imagine (PE, page 822; UR 10, page 37)
- Understanding Literature: Irony, Irony of Situation, Setting, and Tone (PE, page 822; UR 10, page 39)
- Writer’s Journal: Journal Entry, Daydream, or Paragraphs (PE, page 823; UR 10, page 39)
- Language, Grammar, and Style: Adding Modifiers (PE, page 823; UR 10, page 40)
- Applied English & Study and Research: Travel Writing (PE, page 823; UR 10, page 41)
- Study and Research & Collaborative Learning: Researching Navajo Heritage (PE, page 823)
- Vocabulary: Using a Dictionary (UR 10, page 42)
- Selection Check Test 4.10.7 (ATE, page 820; UR 10, page 43; TG)
- Selection Test 4.10.8 (UR 10, page 45; TG)
- Internet activities at http://www.emcp.com
- Free reading time

Print Resources ☑ Transparency ☑ Audio Library ☑ Test Generator CD-ROM ☑ Internet

UR—Unit Resource  VLR—Visual Literacy Resource  VR—Vocabulary Resource  WR—Writing Resource  AL—Audio Library
“Chee’s Daughter,” page 809

Teacher’s Name ___________________________ Class __________________ Date __________________

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**Teaching Options**

**Individual Learning Strategies**

- **Motivation:** Comparing Two Settings (ATE, page 810)
- **Reading Proficiency:** Using Vocabulary (ATE, page 810)
- **English Language Learning:** Vocabulary (ATE, page 810)
- **Special Needs:** Guided Reading Questions (ATE, page 810)
- **Enrichment:** Staging a Tribal Council Meeting (ATE, page 810)

**Cross-Curricular Activities**

- Tuberculosis (ATE, page 812)

**Internet Resources**

- Four Corners Post Card (ATE, page 813)

**Additional Questions and Activities**

- Comprehension Questions (ATE, pages 814–815)
- Navajo Men’s Work (ATE, page 817)
- Related Reading Questions (ATE, page 821)

**Literary Technique**

- Conflict (ATE, page 815)
- Internal Conflict (ATE, page 816)
- Personification (ATE, page 818)

**Literary Note**

- Spanish Definitions (ATE, page 821)

**Flexible Grouping Suggestions**

- Enrichment: Staging a Tribal Council Meeting (ATE, page 810)
- Respond to the Selection (PE, page 820; UR 10, page 37)
- Investigate, Inquire, and Imagine (PE, page 822; UR 10, page 37)
- Understanding Literature: Irony, Irony of Situation, Setting, and Tone (PE, page 822; UR 10, page 39)
- Study and Research & Collaborative Learning: Researching Navajo Heritage (PE, page 823)

**Homework Suggestions**

- Vocabulary: Synonyms (VR, page 148)
- Motivation: Comparing Two Settings (ATE, page 810)
- Writer’s Journal: Journal Entry, Daydream, or Paragraphs (PE, page 823; UR 10, page 39)

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**Strategies for Developing Readers**

**Tackle Native American Cultural References**

- Read the Reader’s Resource aloud (PE, page 809).
- Read About the Authors: Juanita Platero and Siyowin Miller aloud (PE, page 809).
- Prepare to explain the Navajo references as students encounter them in their reading.
- Invite a guest speaker to talk to the class about Navajo culture.

**Tackle Selection Length**

- Read the story over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin a new section.
- Summarize the plot, page by page, using Guided Reading Questions.
- Read key portions of the story aloud.
- Use partner or pair groups. Have students read, answer questions, and mark text together.
- Play the Dramatic Recording, pausing frequently to discuss what happened (AL, 35:38).

**Tackle Vocabulary**

- Preview the vocabulary words and footnotes with students.
- Read names aloud and have students practice pronouncing them.
- Use Reading Proficiency: Using Vocabulary (ATE, page 810).
- Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 35:38).

**Additional Strategies for English Language Learners**

- Use activities for Spanish speakers (SR, page 191).
- Have small groups listen to the whole story on Dramatic Recording, pausing after every column to check for comprehension (AL, 35:38).
- Have students copy unfamiliar words and phrases into their notebooks; then review together.
- Discuss traditional and modern ways of life in the students’ countries of origin.

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**Print Resources**


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“The Road from Ballygunge,” page 824

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Indian cultural references; subject matter; vocabulary

Ease Factor: First-person narrator

Synopsis: The narrator explores her cultural identity as a United States citizen who emigrated from India.

Goals/Objectives:
- to appreciate how a bicultural upbringing could affect one’s outlook as an immigrant
- to identify Bharati Mukherjee as a writer of “new immigrant” literature
- to define aim and style and recognize the use of these techniques
- to identify perfect tense verbs in sentences
- to research an aspect of Indian culture or recent Indian history

Before Reading
- Reader’s Journal (PE, page 824; UR 10, page 49)
- Literary Tools: Aim and Style (PE, page 824)
- Reader’s Resource: History Connection (PE, page 824)
- About the Author: Bharati Mukherjee (PE, page 824)
- Vocabulary from the Selection (ATE, page 824)
- Vocabulary: PAVE: Predict, Associate, Verify, Evaluate (VR, page 152)
- Reading Strategy (RSR, page 299)

During Reading
- Graphic Organizer (PE, page 824; VLR I, page 85; UR 10, page 49)
- Guided Reading Questions (PE, page 825; UR 10, page 49)
- Reading Strategy (RSR, page 299)
- Fix-Up Idea (RSR, page 299)

After Reading
- Reading Strategy (RSR, page 299)
- Standardized Test Practice (RSR, page 300)
- Respond to the Selection (PE, page 831; UR 10, page 51)
- Investigate, Inquire, and Imagine (PE, page 831; UR 10, page 51)
- Understanding Literature: Aim and Style (PE, page 831; UR 10, page 52)
- Writer’s Journal: Postcard, Journal Entry, or Interview Questions (PE, page 832; UR 10, page 53)
- Language, Grammar, and Style: Perfect Tenses (PE, page 832; UR 10, page 54)
- Collaborative Learning & Study and Research: Researching Indian Culture (PE, page 832; UR 10, page 54)
- Speaking and Listening & Collaborative Learning: Participating in a Debate (PE, page 832)
- Media Literacy: History of India (PE, page 832)
- Vocabulary: Categorizing Words with Similar Connotations (UR 10, page 55)
- Selection Check Test 4.10.9 (ATE, page 830; UR 10, page 56; TG)
- Selection Test 4.10.10 (UR 10, page 58; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“The Road from Ballygunge,” page 824

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>——— English Language Learning: Discussing Immigrant Experiences (ATE, page 825)</td>
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<td>——— Respond to the Selection (PE, page 831; UR 10, page 51)</td>
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<td>——— Investigate, Inquire, and Imagine (PE, page 831; UR 10, page 51)</td>
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<tr>
<td>——— Understanding Literature: Aim and Style (PE, page 831; UR 10, page 52)</td>
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<tr>
<td>——— Collaborative Learning &amp; Study and Research: Researching Indian Culture (PE, page 832; UR 10, page 54)</td>
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<td>——— Speaking and Listening &amp; Collaborative Learning: Participating in a Debate (PE, page 832)</td>
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<td>——— Motivation: Comparing Essays (ATE, page 825)</td>
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<tr>
<td>——— Writer’s Journal: Postcard, Journal Entry, or Interview Questions (PE, page 832; UR 10, page 53)</td>
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<tr>
<th>Tackle Indian Cultural References</th>
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<tr>
<td>——— Read the Reader’s Resource aloud (PE, page 824).</td>
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<td>——— Gather pictures of Calcutta.</td>
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<td>——— Invite a guest speaker to talk about India and to answer questions.</td>
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<th>Tackle Subject Matter</th>
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<td>——— Have students share immigrant experiences.</td>
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<th>Tackle Vocabulary</th>
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<td>——— Preview the vocabulary words and footnotes with students.</td>
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<td>——— Read names aloud and have students practice pronouncing them.</td>
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<td>——— Provide definitions for additional vocabulary (Additional Questions and Activities, ATE, page 826).</td>
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<tr>
<th>Additional Strategies for English Language Learners</th>
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<tr>
<td>——— Have students compare and contrast their experiences to Mukherjee’s.</td>
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<td>——— Read the selection aloud, stopping after every paragraph to check for comprehension.</td>
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<td>——— Have students copy and share their favorite descriptions of Calcutta.</td>
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<tr>
<td>——— Provide synonyms for vocabulary words.</td>
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from Desert Exile: The Uprooting of a Japanese-American Family, page 833

Reading Level: Moderate

Difficulty Considerations: Historical context; vocabulary

Ease Factor: First-person narrator

Synopsis: A Japanese-American girl and her family are forced to move to a relocation center during World War II.

Goals/Objectives:
• to empathize with the speaker’s feelings as her life undergoes an upheaval
• to describe Yoshiko Uchida’s literary accomplishments
• to explain the historical events surrounding the internment of Japanese Americans during World War II
• to define autobiography and identify and analyze elements of an autobiography
• to reduce wordiness in sentences
• to write a survey

Before Reading
_________ Reader’s Journal (PE, page 833; UR 10, page 62)
_________ Literary Tools: Autobiography and Chronological Order (PE, page 833)
_________ Reader’s Resource: History Connection (PE, page 833)
_________ About the Author: Yoshiko Uchida (PE, page 833)
_________ Vocabulary from the Selection (ATE, page 834)
_________ Vocabulary: Using New Words (VR, page 156)
_________ Fine Art: Roger Shimomura (PE, page 834; VLR II, page 40; Art Note, PE, page 834)
_________ Reading Strategy (RSR, page 303)

During Reading
_________ Graphic Organizer (PE, page 833; VLR I, page 86; UR 10, page 62)
_________ Dramatic Recording (AL, 19:41)
_________ Guided Reading Questions (PE, page 835; UR 10, page 62)
_________ Reading Strategy (RSR, page 303)
_________ Fix-Up Idea (RSR, page 303)

After Reading
_________ Reading Strategy (RSR, page 303)
_________ Standardized Test Practice (RSR, page 304)
_________ Respond to the Selection (PE, page 840; UR 10, page 63)
_________ Investigate, Inquire, and Imagine (PE, page 841; UR 10, page 64)
_________ Understanding Literature: Autobiography and Chronological Order (PE, page 841; UR 10, page 65)
_________ Writer’s Journal: Letter, Journal Entry, or Appeal (PE, page 842; UR 10, page 65)
_________ Language, Grammar, and Style: Reducing Wordiness (PE, page 842; UR 10, page 67)
_________ Speaking and Listening: Telling a Japanese Folk Tale (PE, page 842)
_________ Collaborative Learning: Writing a Survey (PE, page 842)
_________ Media Literacy: Class Discussion (PE, page 842)
_________ Vocabulary: Understanding Meaning Through Writing (UR 10, page 67)
_________ Selection Check Test 4.10.11 (ATE, page 840; UR 10, page 68; TG)
_________ Selection Test 4.10.12 (UR 10, page 70; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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Lesson Plan

from Desert Exile: The Uprooting of a Japanese-American Family, page 833

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Drawing of Life at Tanforan (ATE, page 834)
Reading Proficiency: Synonyms for Detention Center (ATE, page 834)
English Language Learning: Read the Beginning of the Selection Aloud (ATE, page 834)
Special Needs: Historical Context (ATE, page 834)
Enrichment: Poem or Song about Uchida’s Experience (ATE, page 834)

Reading Proficiency: Synonyms for Detention Center (ATE, page 834)

Literary Technique

Euphemism (ATE, page 835)

Cross-Curricular Connection

Internment Camps (ATE, page 836)
Issei and Nisei (ATE, page 837)
Citizenship (ATE, page 838)

Cross-Curricular Activities

Health Problems in Camp (ATE, page 838)

Additional Questions and Activities

Letter to the Narrator (ATE, page 839)

Flexible Grouping Suggestions

Motivation: Drawing of Life at Tanforan (ATE, page 834)
Respond to the Selection (PE, page 840; UR 10, page 63)
Investigate, Inquire, and Imagine (PE, page 841; UR 10, page 64)
Understanding Literature: Autobiography and Chronological Order (PE, page 841; UR 10, page 65)
Speaking and Listening: Telling a Japanese Folk Tale (PE, page 842)
Collaborative Learning: Writing a Survey (PE, page 842)
Media Literacy: Class Discussion (PE, page 842)

Homework Suggestions

Vocabulary: Using New Words (VR, page 156)
Enrichment: Poem or Song about Uchida's Experience (ATE, page 834)

Strategies for Developing Readers

Tackle Historical Context

Read the Reader’s Resource aloud (PE, page 833).
Read About the Author: Yoshiko Uchida aloud (PE, page 833).
Discuss the Art Note (PE, page 834) and complete the Visual Literacy Worksheet (VLR II, page 40).
Share the Cross-Curricular Connection on Internment Camps (ATE, page 836), on Issei and Nisei (ATE, page 837), and on Citizenship (ATE, page 838).

Tackle Vocabulary

Preview the vocabulary words and footnotes with students.
Read words and names aloud and have students practice pronouncing them.
Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 19:41).

Additional Strategies for English Language Learners

Use activities for Spanish speakers (SR, page 200).
Have small groups listen to the Dramatic Recording; check for comprehension after each page (AL, 19:41).
Discuss students’ feelings about the internment Executive Order.
Ask students to research their country of origin’s treatment of minority groups, especially during war.

Additional Activities

Writer’s Journal: Letter, Journal Entry, or Appeal (PE, page 842; UR 10, page 65)
Language, Grammar, and Style: Reducing Wordiness (PE, page 842; UR 10, page 67)

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

Lesson Plan

from *When Heaven and Earth Changed Places*, page 843

Teacher's Name ___________________________ Class ____________________ Date __________________

**Reading Level:** Moderate

**Difficult Considerations:** Vocabulary; Vietnamese cultural references

**Ease Factor:** Short sentences

**Synopsis:** The narrator discusses her relationship with her father and the difficulties of living with the ravages of war.

**Goals/Objectives:**
- to appreciate an autobiographical selection that highlights personal and family strength in wartime
- to describe how Le Ly Hayslip's life was influenced by the Vietnam War
- to define *aim* and determine the author's aim in the selection
- to define *anecdote* and recognize examples of anecdotes
- to identify adjective clauses in sentences
- to use interviews to learn about Vietnamese immigrants

**Before Reading**

- Reader's Journal (PE, page 843; UR 10, page 74)
- Literary Tools: Aim and Anecdote (PE, page 843)
- Reader's Resource: History Connection (PE, page 843)
- About the Author: Le Ly Hayslip (PE, page 843)
- Vocabulary from the Selection (ATE, page 845)
- Vocabulary: Vocabulary Concept Review (VR, page 157)
- Reading Strategy (RSR, page 307)

**During Reading**

- Graphic Organizer (PE, page 843; VLR I, page 87; UR 10, page 74)
- Guided Reading Questions (PE, page 845; UR 10, page 74)
- Reading Strategy (RSR, page 307)
- Fix-Up Idea (RSR, page 307)

**After Reading**

- Reading Strategy (RSR, page 307)
- Standardized Test Practice (RSR, page 308)
- Respond to the Selection (PE, page 849; UR 10, page 75)
- Investigate, Inquire, and Imagine (PE, page 850; UR 10, page 75)
- Understanding Literature: Aim and Anecdote (PE, page 850; UR 10, page 77)
- Writer's Journal: Thank-You Note, Song Lyrics, or Anecdote (PE, page 851; UR 10, page 77)
- Language, Grammar, and Style: Adjective Clauses (PE, page 851; UR 10, page 78)
- Study and Research: The Culture of Ancestors (PE, page 851; UR 10, page 79)
- Speaking and Listening: Interviewing (PE, page 851)
- Selection Check Test 4.10.13 (ATE, page 849; UR 10, page 80; TG)
- Selection Test 4.10.14 (UR 10, page 82; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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UNIT 10 UNDERSTANDING LITERATURE LESSON PLANS
## Lesson Plan

from *When Heaven and Earth Changed Places*, page 843

### Teaching Options

#### Individual Learning Strategies
- Motivation: Description (ATE, page 844)
- Reading Proficiency: Reading Out Loud (ATE, page 844)
- English Language Learning: Independent and Subordinate Clauses (ATE, page 844)
- Special Needs: Define Ancestor and Descendant (ATE, page 844)
- Enrichment: East Meets West Foundation (ATE, page 844)

#### Cross-Curricular Activities
- Poster about Women Soldiers (ATE, page 846)
- Eye-Witness Account of the War in Vietnam (ATE, page 848)

#### Additional Questions and Activities
- Learning According to Gender (ATE, page 847)

#### Flexible Grouping Suggestions
- Reading Proficiency: Reading Out Loud (ATE, page 844)
- Cross-Curricular Activities: Eye-Witness Account of the War in Vietnam (ATE, page 848)
- Respond to the Selection (PE, page 849; UR 10, page 75)
- Investigate, Inquire, and Imagine (PE, page 850; UR 10, page 75)
- Understanding Literature: Aim and Anecdote (PE, page 850; UR 10, page 77)

### Strategies for Developing Readers

#### Tackle Vocabulary
- Preview the vocabulary words and footnotes with students.
- Read words and names aloud and have students practice pronouncing them.
- Ask someone who speaks Vietnamese to help with pronunciation.

#### Tackle Vietnamese Cultural References
- Read the Reader’s Resource aloud (PE, page 843).
- Read About the Author: Le Lu Hayslip aloud (PE, page 843).
- Locate Vietnam on a map.
- Gather pictures of Vietnam.
- Invite a guest speaker to explain the Vietnamese cultural references and to answer any questions that students may have.

#### Additional Strategies for English Language Learners
- Create pair groups to read the story together; students should answer Guided Reading Questions as they read.
- Build on prior knowledge students may have about people experiencing war.
- Have students copy unfamiliar words and phrases into their notebooks.
Unit Ten
Cultures in Conflict
Closing the Unit, pages 852–859

Informative Writing: Responding to Essay Test Questions

Assignment: Students respond to an essay test question and use comparison and contrast order (PE, pages 852–856).

Before Writing
- Responding to Essay Test Questions (PE, page 852)
- Student Model (PE, page 852)
- Examining the Model (PE, page 852)
- Prewriting (PE, page 853; WR, page 177)
- Student Model—Graphic Organizer (PE, page 855; WR, page 179)
- Graphic Organizer (VLR I, page 141; WR, page 180)

During Writing
- Drafting (PE, page 855)
- Language, Grammar, and Style: Comparison and Contrast Order (PE, page 855; WR, page 181)
- Self- and Peer Evaluation (PE, page 855; WR, page 184)
- Revising and Proofreading (PE, page 856)
- Student Model—Revised (WR, page 185)

After Writing
- Publishing and Presenting (PE, page 856)
- Reflecting (PE, page 856)
- Rubric for Informative Writing: Responding to Essay Test Questions (VLR I, page 142; WR, page 188)

Individual Learning Strategies
- Motivation: Discussing Test-Taking Attitudes (ATE, page 853)
- Reading Proficiency: Using a Step-by-Step Approach (ATE, page 853)
- English Language Learning: Using a Step-by-Step Approach (ATE, page 853)
- Special Needs: Thesis Statement (ATE, page 853)
- Enrichment: Brainstorming Ways to Prevent Cultural Conflict (ATE, page 853)

Flexible Grouping Suggestions
- Peer Evaluation (PE, page 855; WR, page 184)
- Revising and Proofreading (PE, page 856)
- Publishing and Presenting (PE, page 856)

Homework Suggestions
- Graphic Organizer (VLR I, page 141; WR, page 180)
- Language, Grammar, and Style: Comparison and Contrast Order (PE, page 855; WR, page 181)
- Self-Evaluation (PE, page 855; WR, page 184)
- Rubric for Informative Writing: Responding to Essay Test Questions (VLR I, page 142; WR, page 188)
Lesson Plan

Unit Ten
Cultures in Conflict
Closing the Unit, pages 852–859

Teacher’s Name __________________________ Class __________________ Date __________________

Unit Ten Review

Review and Assessment
- Words for Everyday Use (PE, page 857; UR 10, page 88)
- Vocabulary Development (ATE, page 857)
- Literary Tools (PE, page 857; UR 10, page 89)
- Unit 10 Review/Study Guide (UR 10, page 85)
- Unit 10 Test (UR 10, page 95; TG)

Reflecting on Your Reading
- Genre Studies: Short Story, Nonfiction, and Poetry (PE, page 858; UR 10, page 91)
- Thematic Studies: Stereotypes, Fatherly Love, Cultures in Conflict, and Communal Living (PE, page 858; UR 10, page 92)
- Revisit the artwork and the quote from the Opening Pages (PE, pages 782–783; Art Note, ATE, page 784).

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity
- Things Fall Apart by Chinua Achebe (PE, page 859). This title is available as an EMC Masterpiece Series Access Edition.
- Independent Reading Activity: Cultural Expressions (PE, page 859; UR 10, page 94)

Selections for Additional Reading
- Grass Dancer by Susan Power (PE, page 859)
- Desert Exile: The Uprooting of a Japanese-American Family by Yoshiko Uchida (PE, page 859)
- Cry, the Beloved Country by Alan Paton (PE, page 859). This title is available as an EMC Masterpiece Video.
## Unit Eleven

### What We Live By

### Opening the Unit, pages 860–862

#### Unit 11 Goals/Objectives:
- to appreciate and interpret a Greek tragedy
- to identify Sophocles as a great Greek tragedian
- to name and describe elements of plot and trace their development in a drama
- to describe the role of the chorus in classical Greek drama
- to study the Golden Age of Greece
- to connect theater today with the contributions of ancient playwrights
- to write a review of a performance
- to identify and use parallel structure in writing as well as fix errors in parallelism

#### Lessons I Plan to Teach

- Antigone, Prologue, Scene 1, and Scene 2, page 863
- Antigone, Scene 3, Scene 4, Scene 5, and Exodos, page 884
- Guided Writing—Persuasive Writing: Reviewing a Dramatic Performance, page 906
- Unit Eleven Review, page 912
- For Your Reading List, page 913

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 860–861).

#### Getting Started in the Classroom

- Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 860–861; Art Note, ATE, page 860; VLR II, page 43). Discuss the artwork and the quote again after reading the unit.
- Echoes (PE, page 862)
- Additional Questions and Activities: Journal Entry Based on Quotes (ATE, page 862)
- Historical Note: Reactions to Laws You Don’t Approve Of (ATE, page 862)
- Cross-Curricular Activities: Comparing Kinds of Stages (ATE, page 862)
Lesson Plan

Antigone, Prologue, Scene 1, and Scene 2, page 863

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Greek belief system; author’s style; selection length

Ease Factor: Vocabulary

Synopsis: A woman defies the law to bury her brother, and she dies for it.

Before Reading

_________ Reader’s Journal (PE, page 864; UR 11, page 1)

_________ Literary Tools: Tragedy, Tragic Hero, Plot, Exposition, Inciting Incident, Rising Action, Chorus, and Ode (PE, page 863)

_________ Reader’s Resource: About the Selection (PE, page 863)

_________ About the Author: Sophocles (PE, page 863)

_________ Art Note: Marie Spartali Stillman (PE, page 864)

_________ Vocabulary from the Selection (ATE, page 865)

_________ Vocabulary: Greek Root Words (VR, page 160)

_________ Reading Strategy (RSR, page 311)

During Reading

_________ Dramatic Recording (AL, 63:21—entire play)

_________ Guided Reading Questions (PE, page 866; UR 11, page 1)

_________ Reading Strategy (RSR, page 311)

_________ Fix-Up Idea (RSR, page 311)

After Reading

_________ Reading Strategy (RSR, page 312)

_________ Standardized Test Practice (RSR, page 313)

_________ Respond to the Selection (PE, page 882; UR 11, page 4)

_________ Investigate, Inquire, and Imagine (PE, page 883; UR 11, page 4)

_________ Understanding Literature: Tragedy, Tragic Hero, Plot, Exposition, Inciting Incident, Rising Action, Chorus, and Ode (PE, page 883; UR 11, page 6)

_________ Vocabulary: Context Clues and Word Origins (UR 11, page 7)

_________ Selection Check Test 4.11.1 (ATE, page 880; UR 11, page 8; TG)

_________ Selection Test 4.11.2 (UR 11, page 10; TG)

_________ Internet activities at http://www.emcp.com

_________ Free reading time

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click this box for details
### Lesson Plan

**Antigone, Prologue, Scene 1, and Scene 2, page 863**

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<td>Dialogue (ATE, page 870)</td>
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<td>Vocabulary: Context Clues and Word Origins (UR 11, page 7)</td>
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**Flexible Grouping Suggestions**

- Motivation: Discussing the Meaning of Tragedy (ATE, page 864)
- Additional Questions and Activities: Enacting a Skit (ATE, page 871)
- Respond to the Selection (PE, page 882; UR 11, page 4)
- Investigate, Inquire, and Imagine (PE, page 883; UR 11, page 4)
- Understanding Literature: Tragedy, Tragic Hero, Plot, Exposition, Inciting Incident, Rising Action, Chorus, and Ode (PE, page 883; UR 11, page 6)

**Art Note**

- Antigone and Ismene (ATE, page 879)

**Internet Resources**

- Classical Greek Art (ATE, page 879)

**Homework Suggestions**

- Vocabulary: Greek Root Words (VR, page 160)
- Enrichment: Bibliography of Works by the Golden Age Dramatists (ATE, page 864)
- Vocabulary: Context Clues and Word Origins (UR 11, page 7)
Lesson Plan

Antigone, Prologue, Scene 1, and Scene 2, page 863

Teacher’s Name ___________________________ Class ___________________ Date __________________

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**Strategies for Developing Readers**

**Tackle Greek Belief System**
- Read the Reader’s Resource aloud (PE, page 863).
- Have students research funeral customs and beliefs (Cross-Curricular Activity, ATE, page 867).
- Inform students of the Greek concept of Fate as explicated in the Cultural/Historical Note (ATE, page 869).
- Have students research Greek beliefs about the Underworld (Cross-Curricular Activity, ATE, page 876).

**Tackle Style**
- Read Literary Tools aloud (PE, page 863).
- Practice and model visualization throughout the play.
- Use the Dramatic Recording for the play. Place a student in charge of playing and stopping the tape so that the teacher can offer one-on-one assistance (AL, 63:21).
- Replay or reread difficult sections of the play.
- Use Guided Reading Questions to check understanding.
- Use Literary Technique activities to clarify other aspects of the play: description, mood, metaphor, simile, extended metaphor, dialogue, comic relief, irony, dramatic irony, verbal irony, theme, tragic flaw, and foil.

**Tackle Selection Length**
- Read the first part of the play over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin a new section.
- Read and discuss the prologue, scene 1, and scene 2 separately.
- Summarize the plot, page by page, using Guided Reading Questions.
- Use the Dramatic Recording for the selection, pausing frequently to check comprehension (AL, 63:21).
- Use partner or pair groups. Have students read, answer questions, and mark text together.

**Additional Strategies for English Language Learners**
- Use activities for Spanish speakers (SR, page 208).
- Have small groups listen to the Dramatic Recording, pausing to clarify difficult phrases or sections (AL, 63:21).
- After reading, have students role-play events in the story.
- Help students paraphrase the events of the story as they listen to the dramatic recording.
**Antigone, Scene 3, Scene 4, and Scene 5, and Exodos, page 884**

Teacher’s Name __________________________________Class __________________Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Greek belief system; author’s style; selection length

**Before Reading**

- Reader’s Journal (PE, page 884; UR 11, page 15)
- Literary Tools: Image, Imagery, Plot, Climax, Crisis, Falling Action, and Catastrophe (PE, page 884)
- Vocabulary: Words from Greek History, Literature, and Philosophy (VR, page 162)
- Fine Art: Frederic Leighton (PE, page 884; Art Note, ATE, page 884)
- Reading Strategy (RSR, page 311)

**During Reading**

- Dramatic Recording (AL, 63:21—entire play)
- Guided Reading Questions (PE, page 885; UR 11, page 15)
- Reading Strategy (RSR, page 311)
- Fix-Up Idea (RSR, page 311)

**After Reading**

- Reading Strategy (RSR, page 312)
- Standardized Test Practice (RSR, page 313)
- Respond to the Selection (PE, page 903; UR 11, page 18)
- Investigate, Inquire, and Imagine (PE, page 904; UR 11, page 19)
- Understanding Literature: Image, Imagery, Plot, Climax, Crisis, Falling Action, and Catastrophe (PE, page 904; VLR I, page 88; UR 11, page 20)
- Writer’s Journal: Speech, Monologue, or Letter (PE, page 905; UR 11, page 21)
- Collaborative Learning & Speaking and Listening: Dramatic Readings from Antigone (PE, page 905)
- Study and Research: Researching the Golden Age of Athens (PE, page 905; UR 11, page 22)
- Vocabulary: Using Antonyms (UR 11, page 23)
- Selection Check Test 4.11.3 (UR 11, page 26; TG)
- Selection Test 4.11.4 (UR 11, page 29; TG)
- Internet activities at http://www.emcp.com
- Free reading time
**Antigone, Scene 3, Scene 4, and Scene 5, and Exodos, page 884**

Teacher’s Name __________________________ Class __________________ Date __________________

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**Teaching Options**

**Art Note**
- Frederic Leighton (ATE, page 884)
- Last Scene of Antigone (ATE, page 902)

**Literary Technique**
- Characterization (ATE, page 884)
- Analogy (ATE, page 887)
- Mood (ATE, pages 890 and 893–894)
- Allusion (ATE, page 892)
- Imagery (ATE, page 894)
- Alliteration (ATE, page 894)
- Motif (ATE, page 895)
- Climax, Crisis, and Dramatic Irony (ATE, page 897)
- Climax (ATE, page 900)

**Quotables**
- Aeschylus (ATE, page 885)
- Pythagoras (ATE, page 886)
- Saint Thomas Aquinas (ATE, page 886)
- Thomas Brooks (ATE, page 901)
- The Bible, John 7:32 (ATE, page 901)
- Heraclitus (ATE, page 902)
- Friedrich Nietzsche (ATE, page 903)
- Sophocles, Oedipus the King (ATE, page 903)

**Additional Questions and Activities**
- Creon’s Attitudes Toward Women (ATE, page 885)
- Haimon’s Attitude Toward His Father (ATE, pages 886 and 888)
- Enacting a Scene (ATE, page 888)
- Creon as Judge (ATE, page 889)
- Chorus’s Attitude Toward Antigone (ATE, page 890)
- Discussing Antigone’s Fate (ATE, page 891)
- Comparing Accusations (ATE, page 895)
- Discussing Aphorisms (ATE, page 895)
- Creon’s Punishment (ATE, page 899)
- Understanding What Happened to Haimon and Antigone (ATE, page 900)
- Contradictions (ATE, page 902)
- Discussing Quotables (ATE, page 903)

**Cross-Curricular Activities**
- Position of Women in Ancient Greek Society (ATE, page 885)

**Historical Note**
- Democracy (ATE, page 887)
- Consulting a Prophet or Oracle (ATE, page 894)

**Literary Note**
- Bride of Death (ATE, page 891)
- Paradox of Blind Seer (ATE, page 894)
- Teiresias’s Role (ATE, page 896)
- Pæan (ATE, page 898)
- Exodos (ATE, page 899)
- Conventions of Greek Drama (ATE, page 900)
- Prometheus Bound (ATE, page 902)

**Historical/Cultural Note**
- Furies (ATE, page 896)
- Deus Ex Machina (ATE, page 898)

**Flexible Grouping Suggestions**
- Cross-Curricular Activity: Position of Women in Ancient Greek Society (ATE, page 885)
- Additional Questions and Activities: Enacting a Scene (ATE, page 888)
- Cross-Curricular Activities: Role-Playing Family Therapy (ATE, page 888)
- Cross-Curricular Activities: Chorus’s Dance (ATE, page 893)
- Cross-Curricular Activities: History and Geography of Ancient Greece (ATE, page 897)
- Cross-Curricular Activities: Perform the Pæan (ATE, page 898)
**Lesson Plan**

*Antigone*, Scene 3, Scene 4, and Scene 5, and Exodos, page 884

Teacher’s Name __________________________ Class __________________________ Date ____________

_________ Respond to the Selection (PE, page 903; UR 11, page 18)

_________ Investigate, Inquire, and Imagine (PE, page 904; UR 11, page 19)

_________ Understanding Literature: Image, Imagery, Plot, Climax, Crisis, Falling Action, and Catastrophe (PE, page 904; UR 11, page 20)

_________ Collaborative Learning & Speaking and Listening: Dramatic Readings from *Antigone* (PE, page 905)

**Homework Suggestions**

_________ Vocabulary: Words from Greek History, Literature, and Philosophy (VR, page 162)

_________ Writer’s Journal: Speech, Monologue, or Letter (PE, page 905; UR 11, page 21)

_________ Study and Research: Researching the Golden Age of Athens (PE, page 905; UR 11, page 22)

**Strategies for Developing Readers**

**Tackle Greek Belief System**

_________ Use the Literary Note (ATE, page 865) to explain the curse on Oedipus.

_________ Use the Cross-Curricular Activities (ATE, pages 890 and 893) to gain a better understanding of Greek gods.

_________ Use the Literary Notes (ATE, pages 894 and 896) to familiarize students with Teiresias and the role he played in the Oedipus story.

**Tackle Style**

_________ Read Literary Tools aloud (PE, page 884).

_________ Practice and model visualization throughout the play.

_________ Use the Dramatic Recording of the play. Place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 63:21).

_________ Replay or reread difficult sections of the play.

_________ Use Guided Reading Questions to check understanding.

_________ Have students enact scenes as suggested in Additional Questions and Activities on page 888.

_________ Use Literary Technique activities to clarify other aspects of the play: characterization, analogy, mood, allusion, imagery, alliteration, motif, climax, crisis, dramatic irony, pæan, deus ex machina, and exodos.

**Tackle Selection Length**

_________ Read the second part of the play over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin a new section.

_________ Read and discuss scene 3, scene 4, scene 5, and exodus separately.

_________ Summarize the plot, page by page, using Guided Reading Questions.

_________ Use the Dramatic Recording for the selection, pausing frequently to check comprehension (AL, 63:21).

_________ Use partner or pair groups. Have students read, answer questions, and mark text together.

**Additional Strategies for English Language Learners**

_________ Use activities for Spanish speakers (SR, page 208).

_________ Have small groups listen to the Dramatic Recording, pausing to clarify difficult phrases or sections with an advanced reader (AL, 63:21).

_________ After reading, have students role-play events in the story.

_________ Help students paraphrase the events of the story as they listen to the Dramatic Recording (AL, 63:21).
Lesson Plan

Unit Eleven
What We Live By
Closing the Unit, pages 906–913

Teacher's Name ________________________ Class ________________ Date ________________

Guided Writing

Persuasive Writing: Reviewing a Dramatic Performance

Assignment: Students review a dramatic performance and use parallelism in their writing (PE, pages 906–911).

Before Writing

_________ Reviewing a Dramatic Performance (PE, page 906)
_________ Professional Model (PE, page 906)
_________ Examining the Model (PE, page 906; WR, page 190)
_________ Prewriting (PE, page 907; WR, page 190)
_________ Student Model—Graphic Organizer (PE, page 908; WR, page 191)
_________ Graphic Organizer (VLR I, page 144; WR, page 192)

During Writing

_________ Drafting (PE, page 909)
_________ Student Model—Draft (PE, page 909; VLR I, page 145; WR, page 193)
_________ Self- and Peer Evaluation (PE, page 909; WR, page 199)
_________ Revising and Proofreading (PE, page 910)
_________ Student Model—Revised (PE, page 910; WR, page 203)
_________ Language, Grammar, and Style: Sentence Parallelism (PE, page 910; WR, page 194)

After Writing

_________ Publishing and Presenting (PE, page 911)
_________ Reflecting (PE, page 911)
_________ Rubric for Persuasive Writing: Reviewing a Dramatic Performance (VLR I, page 146; WR, page 206)

Individual Learning Strategies

_________ Motivation: Discussing the Usefulness of Reviews (ATE, page 907)
_________ Reading Proficiency: How to Evaluate a Film (ATE, page 907)
_________ English Language Learning: Using Context Clues (ATE, page 907)
_________ Special Needs: Focus the Assignment (ATE, page 907)
_________ Enrichment: Submitting a Review for Publication (ATE, page 907)

Flexible Grouping Suggestions

_________ Peer Evaluation (PE, page 909; WR, page 201)
_________ Revising and Proofreading (PE, page 910)
_________ Publishing and Presenting (PE, page 911)

Homework Suggestions

_________ Graphic Organizer (VLR I, page 144; WR, page 192)
_________ Language, Grammar, and Style: Sentence Parallelism (PE, page 910; WR, page 194)
_________ Self-Evaluation (PE, page 909; WR, page 199)
_________ Rubric for Persuasive Writing: Reviewing a Dramatic Performance (VLR I, page 146; WR, page 206)
Unit Eleven
What We Live By
Closing the Unit, pages 906–913

Teacher's Name ___________________________ Class ___________________________ Date __________________

Unit Eleven Review

Review and Assessment

- Words for Everyday Use (PE, page 912; UR 11, page 38)
- Vocabulary Development (ATE, page 912)
- Literary Tools (PE, page 912; UR 11, page 39)
- Unit 11 Review/Study Guide (UR 11, page 34)
- Unit 11 Test (UR 11, page 43; TG)

Reflecting on Your Reading

- Genre Studies: Tragedy and Chorus (PE, page 912; UR 11, page 40)
- Thematic Studies: Law, Fate, and Pride Comes Before a Fall (PE, page 912; UR 11, page 41)
- Revisit the artwork and the quote from the Opening Pages (PE, pages 860–861; Art Note, ATE, page 860; VLR II, page 43).

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity

- On the Pulse of Morning by Maya Angelou (PE, page 913)
- Independent Reading Activity: Finding Stories in the News (PE, page 913; UR 11, page 42)

Selections for Additional Reading

- Opened Ground by Seamus Heaney (PE, page 913)
- The Alchemist: A Fable about Following Your Dream by Paulo Coehlo (PE, page 913)
- Blood Wedding: A Tragedy in Three Acts and Seven Scenes by Federico Garcia Lorca (PE, page 913)
Unit Twelve
Other Worlds
Opening the Unit, pages 914–916

Teacher’s Name ___________________________ Class __________________ Date __________________

Dates I Plan to Teach This Unit ____________________________

Unit 12 Goals/Objectives:
• to appreciate and enjoy various types of fiction such as mysteries, urban legends, science fiction, and magical realism
• to discuss the mysteries and supernatural forces surrounding our world
• to define literary terms such as setting, mood, conflict, foreshadowing, and suspense and identify and explain examples of each
• to write a science fiction story
• to identify run-on sentences and comma splices and demonstrate the ability to use sentences effectively

Lessons I Plan to Teach
_______ “House Taken Over,” page 917
_______ Related Reading: “Casa” / “House,” page 923
_______ “A Very Old Man with Enormous Wings,” page 926
_______ Related Reading: “East Song,” page 933
_______ “The Adventure of the Speckled Band,” page 936
_______ “The Pedestrian,” page 958
_______ “By the Waters of Babylon,” page 965
_______ The Hitchhiker, page 978
_______ Related Reading: from The Vanishing Hitchhiker: American Urban Legends and Their Meanings, page 989
_______ Guided Writing—Imaginative Writing: Writing a Short Story/Science Fiction, page 994
_______ Unit Twelve Review, page 1003
_______ For Your Reading List, page 1005

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 914–915).

Getting Started in the Classroom
_______ Opening Pages: Discuss how the artwork and the quote relate to each other and to the content of this unit (PE, pages 914–915). Discuss the artwork and the quote again after reading the unit.
_______ Echoes (PE, page 916)
_______ Additional Questions and Activities: Discussing the Quotes (ATE, page 916)
“House Taken Over,” page 917

Teacher's Name ____________________________ Class ____________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Author’s style; vocabulary

**Ease Factors:** Few characters; limited setting

**Synopsis:** A brother and sister are slowly driven out of their house as it is “taken over.”

**Goals/Objectives:**
- to appreciate a short story with surreal elements
- to summarize Julio Cortázar's literary accomplishments
- to define setting and mood and recognize and explain examples
- to demonstrate the ability to identify linking verbs in sentences
- to research surrealism as an artistic and literary movement

**Related Reading:** “Casa”/“House,” page 923

**Before Reading**
- Reader's Journal (PE, page 917; UR 12, page 1)
- Literary Tools: Setting and Mood (PE, page 917)
- Reader's Resource: About the Selection (PE, page 917)
- About the Author: Julio Cortázar (PE, page 917)
- Vocabulary from the Selection (ATE, page 917)
- Vocabulary: Sentence Completion (VR, page 165)
- Reading Strategy (RSR, page 316)

**During Reading**
- Graphic Organizer (PE, page 917; VLR I, page 89; UR 12, page 1)
- Dramatic Recording: “House Taken Over” (AL, 14:33)
- Dramatic Recording: “Casa”/“House” (AL, 3:07)
- Guided Reading Questions (PE, page 918; UR 12, page 2)
- Reading Strategy (RSR, page 316)
- Fix-Up Idea (RSR, page 316)

**After Reading**
- Reading Strategy (RSR, page 316)
- Standardized Test Practice (RSR, page 317)
- Respond to the Selection (PE, page 922; UR 12, page 3)
- Investigate, Inquire, and Imagine (PE, page 924; UR 12, page 3)
- Understanding Literature: Setting and Mood (PE, page 924; UR 12, page 4)
- Writer's Journal: Letter, Journal Entry, or Description (PE, page 925; UR 12, page 5)
- Language, Grammar, and Style: Linking Verbs (PE, page 925; UR 12, page 6)
- Study and Research & Media Literacy: Researching Surrealism (PE, page 925; UR 12, page 6)
- Collaborative Learning & Speaking and Listening: Holding a Debate (PE, page 925)
- Vocabulary: Connotation and Denotation (UR 12, page 8)
- Related Reading: “Casa”/“House” (PE, page 923)
- Related Reading Questions (ATE, page 923)
- Selection Check Test 4.12.1 (ATE, page 922; UR 12, page 9; TG)
- Selection Test 4.12.2 (UR 12, page 11; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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“House Taken Over,” page 917

Teacher’s Name ___________________________ Class ___________________ Date ____________

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<td>________ Use Guided Reading Questions to check understanding.</td>
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<td>________ Read Literary Tools aloud (PE, page 917).</td>
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<tr>
<td><strong>Tackle Vocabulary</strong></td>
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<tr>
<td>________ Preview the vocabulary words and footnotes with students.</td>
</tr>
<tr>
<td>________ Have students practice using words in contextual sentences.</td>
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<tr>
<td>________ Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 14:33).</td>
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<tr>
<td><strong>Additional Strategies for English Language Learners</strong></td>
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<tr>
<td>________ Use activities for Spanish speakers (SR, page 233).</td>
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<tr>
<td>________ Read the first page of the story aloud, stopping after each paragraph to check for comprehension.</td>
</tr>
<tr>
<td>________ Have small groups listen to the Dramatic Recording, pausing to answer the Guided Reading Questions (AL, 14:33).</td>
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<tr>
<td>________ Discuss the possible meanings of the political allegory.</td>
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“A Very Old Man with Enormous Wings,” page 926

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Unlikely events; vocabulary

**Ease Factor:** Narrative format

**Synopsis:** People in an isolated village have a short-lived interest in an angel who arrives in their village.

**Goals/Objectives:**
- to enjoy and interpret a short story by a South American author
- to describe the accomplishments of Gabriel García Márquez
- to define **point of view** and discuss the point of view used in the selection
- to define **oxymoron** and identify an example in their reading
- to define **magical realism** and cite elements of magical realism
- to identify subjects and verbs in sentences
- to conduct research on angels

**Related Reading:** “East Song,” page 933

**Before Reading**
- Reader’s Journal (PE, page 926; UR 12, page 16)
- Literary Tools: Point of View, Oxymoron, and Magical Realism (PE, page 926)
- Reader’s Resource: Culture Connection (PE, page 926)
- About the Author: Gabriel García Márquez (PE, page 926)
- Vocabulary from the Selection (ATE, page 926)
- Vocabulary: Spelling Review (VR, page 166)
- Reading Strategy (RSR, page 320)

**During Reading**
- Graphic Organizer (PE, page 926; VLR I, page 90; UR 12, page 16)
- Guided Reading Questions (PE, page 929; UR 12, page 17)
- Reading Strategy (RSR, page 320)
- Fix-Up Idea (RSR, page 320)

**After Reading**
- Reading Strategy (RSR, page 320)
- Standardized Test Practice (RSR, page 321)
- Respond to the Selection (PE, page 934; UR 12, page 17)
- Investigate, Inquire, and Imagine (PE, page 934; UR 12, page 17)
- Understanding Literature: Point of View, Oxymoron, and Magical Realism (PE, page 934; UR 12, page 18)
- Writer’s Journal: Advertisement, Journal Entry, or Letter (PE, page 935; UR 12, page 19)
- Language, Grammar, and Style: There Sentences (PE, page 935; UR 12, page 20)
- Study and Research & Collaborative Learning: Researching Angels (PE, page 935; UR 12, page 21)
- Media Literacy & Study and Research: Magical Realism Reading List (PE, page 935)
- Vocabulary: Exploring Word Origins and Word Families (UR 12, page 22)
- Related Reading: “East Song” (PE, page 933)
- Related Reading Questions (ATE, page 933)
- Selection Check Test 4.12.3 (ATE, page 933; UR 12, page 24; TG)
- Selection Test 4.12.4 (UR 12, page 26; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“A Very Old Man with Enormous Wings,” page 926

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>——— Media Literacy &amp; Study and Research: Magical Realism Reading List (PE, page 935)</td>
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<td><strong>Tackle Unlikely Events</strong></td>
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<tr>
<td>——— Read Literary Tools aloud, focusing especially on Magical Realism (PE, page 926).</td>
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<tr>
<td>——— Read Reader’s Resource aloud (PE, page 926).</td>
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<tr>
<td>——— Have students complete Graphic Organizers in pairs. Then have them share their completed Graphic Organizers with each other.</td>
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| **Tackle Vocabulary** |
| ——— Preview the vocabulary words and footnotes with students. |
| ——— Read names aloud and have students practice pronouncing them. |
| ——— Use suggestions for English Language Learners to practice new words. |

| **Additional Strategies for English Language Learners** |
| ——— Use activities for Spanish speakers (SR, page 240). |
| ——— Model visualization techniques while reading. |
| ——— Read selection aloud, stopping after every paragraph to check comprehension. |
| ——— Provide synonyms for unfamiliar words. |
| ——— Have students copy favorite sentences into their notebooks. |

Homework Suggestions

**Homework Suggestions**

- Vocabulary: Spelling Review (VR, page 166)
- Related Reading Questions (ATE, page 933)
- Writer’s Journal: Advertisement, Journal Entry, or Letter (PE, page 935; UR 12, page 19)
- Language, Grammar, and Style: There Sentences (PE, page 935; UR 12, page 20)
- Media Literacy & Study and Research: Magical Realism Reading List (PE, page 935)

**Strategies for Developing Readers**

- **Tackle Unlikely Events**
  - Read Literary Tools aloud, focusing especially on Magical Realism (PE, page 926).
  - Read Reader’s Resource aloud (PE, page 926).
  - Have students complete Graphic Organizers in pairs. Then have them share their completed Graphic Organizers with each other.

- **Tackle Vocabulary**
  - Preview the vocabulary words and footnotes with students.
  - Read names aloud and have students practice pronouncing them.
  - Use suggestions for English Language Learners to practice new words.

- **Additional Strategies for English Language Learners**
  - Use activities for Spanish speakers (SR, page 240).
  - Model visualization techniques while reading.
  - Read selection aloud, stopping after every paragraph to check comprehension.
  - Provide synonyms for unfamiliar words.
  - Have students copy favorite sentences into their notebooks.
"The Adventure of the Speckled Band," page 936

Teacher's Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Selection length; vocabulary

Ease Factor: Dialogue

Synopsis: Detective Sherlock Holmes deduces that events terrorizing a woman are caused by her stepfather and a snake.

Goals/Objectives:
• to appreciate a work of detective fiction
• to describe Sir Arthur Conan Doyle's contributions to the genre of detective fiction
• to define narrator and identify and analyze the narrative voice of literature
• to define plot and conflict and identify the central conflict in the selection
• to use quotation marks correctly in sentences
• to investigate a long-standing Sherlock Holmes fan club

Before Reading
_______ Reader's Journal (PE, page 936; UR 12, page 32)
_______ Literary Tools: Narrator, Plot, and Conflict (PE, page 936)
_______ Reader's Resource: History Connection (PE, page 936)
_______ About the Author: Sir Arthur Conan Doyle (PE, page 936)
_______ Vocabulary from the Selection (ATE, page 938)
_______ Vocabulary: Synonyms and Antonyms (VR, page 167)
_______ Reading Strategy (RSR, page 324)

During Reading
_______ Graphic Organizer (PE, page 936; VLR I, page 91; UR 12, page 32)
_______ Dramatic Recording (AL, 59:19)
_______ Guided Reading Questions (PE, page 937; UR 12, page 32)
_______ Reading Strategy (RSR, page 324)
_______ Fix-Up Idea (RSR, page 324)

After Reading
_______ Reading Strategy (RSR, page 324)
_______ Standardized Test Practice (RSR, page 325)
_______ Respond to the Selection (PE, page 955; UR 12, page 35)
_______ Investigate, Inquire, and Imagine (PE, page 956; UR 12, page 36)
_______ Understanding Literature: Narrator, Plot, or Conflict (PE, page 956; UR 12, page 37)
_______ Writer's Journal: Headlines, Death Report, or Thank-You Letter (PE, page 957; UR 12, page 37)
_______ Language, Grammar, and Style: Using Quotation Marks (PE, page 957; UR 12, page 38)
_______ Study and Research: Fan Club (PE, page 957; UR 12, page 39)
_______ Collaborative Learning: Detective Story (PE, page 957)
_______ Vocabulary: Understanding Meaning through Writing (UR 12, page 39)
_______ Selection Check Test 4.12.5 (ATE, page 954; UR 12, page 41; TG)
_______ Selection Test 4.12.6 (UR 12, page 43; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time

WASHINGTON STATE STANDARDS
click this box for details

READING STRATEGIES RESOURCE, PAGE 324
Reading Strategy: Make Predictions
Fix-Up Idea: Read in Shorter Chunks
Standardized Test Practice:
Identify Conflict and Resolution

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Lesson Plan

“The Adventure of the Speckled Band,” page 936

Teacher’s Name __________________________________ Class __________________ Date __________________

M T W TH F

Teaching Options

Individual Learning Strategies

Motivation: Serialization and Suspense (ATE, page 937)
Reading Proficiency: Division into Logical Sections (ATE, page 937)
English Language Learning: Vocabulary (ATE, page 937)
Special Needs: Image of Sherlock Holmes (ATE, page 937)
Enrichment: Trying to Solve a Mystery (ATE, page 937)

Literary Note

Watson and Holmes (ATE, page 938)

Additional Questions and Activities

Comprehension Questions (ATE, pages 939, 945, and 950)
Floor Plan (ATE, page 941)
Floor Plan Revision (ATE, page 948)
Creating Sound Effects (ATE, page 952)
Analyzing a Film Version of a Holmes Mystery (ATE, page 953)

Literary Technique

Detective Story (ATE, page 940)
Description (ATE, page 942)
Suspense (ATE, page 952)
Climax (ATE, page 953)

Cross-Curricular Activities

Status of Women (ATE, page 941)
Calculating Percentages (ATE, page 946)
Treating Snake Bites (ATE, page 953)

Cross-Curricular Connection

Dr. Bell as Inspiration for Holmes (ATE, page 944)

Flexible Grouping Suggestions

Enrichment: Trying to Solve a Mystery (ATE, page 937)
Additional Questions and Activities: Creating Sound Effects (ATE, page 952)
Cross-Curricular Activities: Treating Snake Bites (ATE, page 953)
Respond to the Selection (PE, page 955; UR 12, page 35)
Investigate, Inquire, and Imagine (PE, page 956; UR 12, page 36)
Understanding Literature: Narrator, Plot, and Conflict (PE, page 956; UR 12, page 37)
Collaborative Learning: Detective Story (PE, page 957)

Homework Suggestions

Vocabulary: Synonyms and Antonyms (VR, page 167)
Motivation: Serialization and Suspense (ATE, page 937)
Special Needs: Image of Sherlock Holmes (ATE, page 937)
Additional Questions and Activities: Floor Plan (ATE, page 941)
Additional Questions and Activities: Floor Plan Revision (ATE, page 948)
Writer’s Journal: Headlines, Death Report, or Thank-You Letter (PE, page 957; UR 12, page 37)
Language, Grammar, and Style: Using Quotation Marks (PE, page 957; UR 12, page 38)
Study and Research: Fan Club (PE, page 957; UR 12, page 39)

( Strategies for Developing Readers are on page 208.)
“The Adventure of the Speckled Band,” page 936

Teacher’s Name __________________________ Class __________________ Date __________________

Strategies for Developing Readers

Tackle Selection Length

_______ Read the story over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin a new section.

_______ Summarize the plot, page by page, using Guided Reading Questions.

_______ Use the Dramatic Recording, pausing frequently to ask students about Holmes’s deductions (AL, 59:19).

_______ Use partner or pair groups. Have students read, answer questions, and mark text together.

_______ Read and discuss the story based on the logical sections outlined in the Reading Proficiency activity (ATE, page 937).

Tackle Vocabulary

_______ Preview the vocabulary words and footnotes with students.

_______ Read words and names aloud and have students practice pronouncing them.

_______ Use the Dramatic Recording to help students hear the pronunciation of unfamiliar words and names (AL, 59:19).

_______ Have students make vocabulary cards for ten or fifteen words from the list.

Additional Strategies for English Language Learners

_______ Allow students to preview vocabulary words.

_______ Have small groups listen to the Dramatic Recording, pausing to answer Guided Reading Questions (AL, 59:19).

_______ Have students copy unfamiliar words and phrases into their notebooks. Provide assistance while students are reading or following along.

_______ Help students to paraphrase each page while reading.
Lesson Plan

“The Pedestrian,” page 958

Reading Level: Moderate

Difficulty Considerations: Author’s style; long sentences

Ease Factor: Selection length

Synopsis: In this science fiction story, a man is taken to a psychiatric center because he likes to walk.

Goals/Objectives:
• to empathize with a character’s feelings about his world
• to describe Ray Bradbury’s literary accomplishments and the social themes of his writings
• to explain the elements of science fiction and identify and interpret these in a literary work
• to define mood and setting and recognize their function in the selection
• to write a police report, a prediction, and a poem
• to plan a celebration of reading, research recent scientific discoveries on the Internet, and experience a TV-free week and write an essay about it

Before Reading
_________ Reader’s Journal (PE, page 958; UR 12, page 48)
_________ Literary Tools: Mood and Setting (PE, page 958)
_________ Reader’s Resource: About the Selection (PE, page 958)
_________ About the Author: Ray Bradbury (PE, page 958)
_________ Vocabulary from the Selection (ATE, page 958)
_________ Vocabulary: Frequently Confused Words (VR, page 170)
_________ Reading Strategy (RSR, page 328)

During Reading
_________ Graphic Organizer (PE, page 958; VLR I, page 92; UR 12, page 48)
_________ Dramatic Recording (AL, 10:30)
_________ Guided Reading Questions (PE, page 959; UR 12, page 48)
_________ Reading Strategy (RSR, page 328)
_________ Fix-Up Idea (RSR, page 328)

After Reading
_________ Reading Strategy (RSR, page 328)
_________ Standardized Test Practice (RSR, page 329)
_________ Respond to the Selection (PE, page 962; UR 12, page 49)
_________ Investigate, Inquire, and Imagine (PE, page 963; UR 12, page 49)
_________ Understanding Literature: Mood and Setting (PE, page 963; UR 12, page 51)
_________ Writer’s Journal: Police Report, Prediction, or Poem (PE, page 964; UR 12, page 51)
_________ Collaborative Learning: Celebration of Reading (PE, page 964)
_________ Media Literacy & Speaking and Listening: Media Search (PE, page 964; UR 12, page 53)
_________ Applied English: Essay Writing (PE, page 964; UR 12, page 54)
_________ Selection Check Test 4.12.7 (ATE, page 962; UR 12, page 55; TG)
_________ Selection Test 4.12.8 (UR 12, page 57; TG)
_________ Internet activities at http://www.emcp.com

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

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“The Pedestrian,” page 958

Teacher’s Name ____________________________ Class __________________ Date __________________

Lesson Plan

Teaching Options

Individual Learning Strategies

_________ Motivation: Discussing Feelings about Walking (ATE, page 959)
_________ Reading Proficiency: Poetic Language (ATE, page 959)
_________ English Language Learning: Vocabulary (ATE, page 959)
_________ Special Needs: Listening to the Selection (ATE, page 959)
_________ Enrichment: Researching E-Books (ATE, page 959)

Internet Resources

_________ Brookings Books Ray Bradbury Page (ATE, page 960)

Additional Questions and Activities

_________ Questions about the Selection (ATE, page 960)

Cross-Curricular Connections

_________ Background Information for Bradbury’s Predictions (ATE, page 961)

Flexible Grouping Suggestions

_________ Respond to the Selection (PE, page 962; UR 12, page 49)
_________ Investigate, Inquire, and Imagine (PE, page 963; UR 12, page 49)
_________ Understanding Literature: Mood and Setting (PE, page 963; UR 12, page 51)
_________ Collaborative Learning: Celebration of Reading (PE, page 964)

Homework Suggestions

_________ Vocabulary: Frequently Confused Words (VR, page 170)
_________ Enrichment: Researching E-Books (ATE, page 959)
_________ Writer’s Journal: Police Report, Prediction, or Poem (PE, page 964; UR 12, page 51)
_________ Media Literacy & Speaking and Listening: Media Search (PE, page 964; UR 12, page 53)
_________ Applied English: Essay Writing (PE, page 964; UR 12, page 54)

Strategies for Developing Readers

Tackle Style

_________ Practice and model visualization throughout the story.
_________ Use Guided Reading Questions to check understanding.
_________ Have students complete Graphic Organizers in pairs. Then discuss completed Graphic Organizers.
_________ Present the information on poetic language given under Reading Proficiency (ATE, page 959).

Tackle Long Sentences

_________ Use the Dramatic Recording. Place a student in charge of playing and stopping the Dramatic Recording so that the teacher can offer one-on-one assistance (AL, 10:30).
_________ Replay or reread difficult sections of the story.
_________ Have students practice finding the subject and predicate of long sentences.
_________ Help students find the main idea in long sentences.
_________ Demonstrate placing parentheses around prepositional phrases in long sentences, concentrating on the “bare bones” of the sentences.
_________ Have students make cluster charts for long sentences: place subject and predicate in the center circle and place details in connecting circles.

Additional Strategies for English Language Learners

_________ In small groups, have students practice and perform the dialogue.
_________ Create pair groups to read the story together. Students should answer Guided Reading Questions as they read.
_________ When students finish reading, have them copy favorite descriptions about Leonard Mead’s walk into their notebooks.
_________ Have students copy unfamiliar words and phrases into their notebooks. Review them while students are reading.
Lesson Plan

“By the Waters of Babylon,” page 965

Teacher’s Name ___________________________ Class ___________________________ Date __________________

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Reading Level: Moderate

Difficulty Considerations: Unfamiliar setting; selection length

Ease Factor: Vocabulary

Synopsis: The narrator travels to a destroyed city and realizes the beings once believed to be gods were really humans.

Goals/Objectives:
- to appreciate a science fiction story about a future world
- to describe Stephen Vincent Benét's literary accomplishments
- to describe the elements of science fiction and identify and interpret these in a literary work
- to define simile, aphorism, and dialect and recognize examples of these literary techniques in the selection
- to write a simile, a descriptive paragraph, and a speech
- to review a science fiction movie or TV show, study the history of Babylon, and collaborate with other students to create a list of aphorisms

Before Reading
- Reader's Journal (PE, page 965; UR 12, page 62)
- Literary Tools: Simile, Aphorism, and Dialect (PE, page 965)
- Reader's Resource: World History Connection (PE, page 965)
- About the Author: Stephen Vincent Benét (PE, page 965)
- Fine Art: Samuel Bak (PE, page 966; VLR II, page 46; Art Note, PE, page 967)
- Vocabulary from the Selection (ATE, page 965)
- Vocabulary: Frequently Misspelled Words (VR, page 171)
- Vocabulary: Names of Places and Events (VR, page 171)
- Reading Strategy (RSR, page 332)

During Reading
- Graphic Organizer (PE, page 965; VLR I, page 93; UR 12, page 62)
- Dramatic Recording (AL, 36:11)
- Guided Reading Questions (PE, page 967; UR 12, page 63)
- Reading Strategy (RSR, page 332)
- Fix-Up Idea (RSR, page 332)

After Reading
- Reading Strategy (RSR, page 332)
- Standardized Test Practice (RSR, page 333)
- Respond to the Selection (PE, page 975; UR 12, page 64)
- Investigate, Inquire, and Imagine (PE, page 976; UR 12, page 65)
- Understanding Literature: Simile, Aphorism, and Dialect (PE, page 976; UR 12, page 66)
- Writer's Journal: Simile, Descriptive Paragraph, or Speech (PE, page 977; UR 12, page 67)
- Media Literacy & Speaking and Listening: Science Fiction on Screen (PE, page 977; UR 12, page 68)
- Study and Research: A Study of Babylon (PE, page 977; UR 12, page 69)
- Collaborative Learning: Aphorisms (PE, page 977)
- Selection Check Test 4.12.9 (ATE, page 975; UR 12, page 70; TG)
- Selection Test 4.12.10 (UR 12, page 72; TG)
- Internet activities at http://www.emcp.com
- Free reading time

Reading Strategies Resource, Page 332

Reading Strategy: Write Things Down
Fix-Up Idea: Reread
Standardized Test Practice:
- Analyze Character

Washington State Standards

Click this box for details
Lesson Plan

“By the Waters of Babylon,” page 965

Teacher’s Name ___________________________ Class ___________ Date ___________ 

Teaching Options

Individual Learning Strategies

—— Motivation: Descriptive Paragraph (ATE, page 966)
—— Reading Proficiency: Charting Puzzling Objects (ATE, page 966)
—— English Language Learning: Reading Out Loud (ATE, page 966)
—— Special Needs: Understanding the Setting (ATE, page 966)
—— Enrichment: Essay about the Effects of Rapidly Growing Knowledge (ATE, page 966)

Literary Note

—— Allusion to Psalm 137 (ATE, page 967)

Quotables

—— Georg Wilhelm Hegel (ATE, page 967)

Cross-Curricular Activities

—— Vision Quest (ATE, page 968)
—— Setting a Song to Music (ATE, page 970)
—— Response to Photographs of the Bombings of Hiroshima and Nagasaki (ATE, page 972)
—— Estimating Where the Narrator Lives (ATE, page 974)

Literary Technique

—— Style (ATE, page 970)

Bibliographic Note

—— A Canticle for Liebowitz (ATE, page 973)

Flexible Grouping Suggestions

—— Respond to the Selection (PE, page 975; UR 12, page 64)
—— Investigate, Inquire, and Imagine (PE, page 976; UR 12, page 65)
—— Understanding Literature: Simile, Aphorism, and Dialect (PE, page 976; UR 12, page 66)
—— Collaborative Learning: Aphorisms (PE, page 977)

Homework Suggestions

—— Vocabulary: Frequently Misspelled Words (VR, page 171)
—— Vocabulary: Names of Places and Events (VR, page 171)
—— Enrichment: Essay about the Effects of Rapidly Growing Knowledge (ATE, page 966)

Strategies for Developing Readers

Tackle Unfamiliar Setting

—— Complete Graphic Organizers in pairs. Then discuss completed Graphic Organizers.
—— Present the information given under Special Needs: Understanding the Setting (ATE, page 966).

Tackle Selection Length

—— Read the story over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin a new section.
—— Summarize the plot, page by page, using Guided Reading Questions.
—— Read key portions of the story aloud or play the Dramatic Recording (AL, 36:11).
—— Use partner or pair groups. Have students read, answer questions, and mark text together.
—— Read and discuss smaller chunks of the story.

Additional Strategies for English Language Learners

—— Read the first few pages aloud to familiarize students with the narrator’s style.
—— Model visualization techniques while reading the first few pages.
—— Create pair groups to read the story together. Students should answer Guided Reading Questions as they read.
—— Have students make predictions about what will happen and what the setting is.
Lesson Plan

The Hitchhiker, page 978

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Selection length

Ease Factor: Radio play format

Synopsis: A man driving in a car is haunted by a hitchhiker; when the man calls home, he is told that he died in an accident where he first saw the hitchhiker.

Goals/Objectives:
• to enjoy reading a radio play
• to identify radio plays as an important form of art and entertainment in the 1930s and 1940s
• to define narrator and sound effects and explain their role in a radio play
• to define foreshadowing and suspense and recognize examples of these literary techniques in the selection
• to identify parts of speech for words or phrases in sentences
• to stage a radio play
• to research urban legends

Related Reading: from The Vanishing Hitchhiker: American Urban Legends and Their Meanings, page 989

Before Reading
_______ Reader’s Journal (PE, page 978; UR 12, page 78)
_______ Literary Tools: Narrator, Sound Effects, Foreshadowing, and Suspense (PE, page 978)
_______ Reader’s Resource: About the Selection (PE, page 978)
_______ About the Author: Lucille Fletcher (PE, page 978)
_______ Vocabulary from the Selection (ATE, page 978)
_______ Vocabulary: Writing and Proofreading (VR, page 173)
_______ Reading Strategy (RSR, page 336)

During Reading
_______ Guided Reading Questions (PE, page 980; UR 12, page 78)
_______ Dramatic Recording (AL, 24:54)
_______ Reading Strategy (RSR, page 336)
_______ Fix-Up Idea (RSR, page 336)

After Reading
_______ Reading Strategy (RSR, page 336)
_______ Standardized Test Practice (RSR, page 337)
_______ Respond to the Selection (PE, page 988; UR 12, page 80)
_______ Investigate, Inquire, and Imagine (PE, page 992; UR 12, page 80)
_______ Understanding Literature: Narrator, Sound Effects, Foreshadowing, and Suspense (PE, page 992; UR 12, page 81)
_______ Writer’s Journal: Prose Retelling, Poem, or Radio Play (PE, page 993; UR 12, page 82)
_______ Language, Grammar, and Style: Parts of Speech (PE, page 993; UR 12, page 84)
_______ Collaborative Learning & Speaking and Listening: Staging a Radio Play (PE, page 993)
_______ Study and Research & Media Literacy: Researching Urban Legends (PE, page 993; UR 12, page 85)
_______ Selection Check Test 4.12.11 (ATE, page 988; UR 12, page 86; TG)
_______ Selection Test 4.12.12 (UR 12, page 88; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time

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The Hitchhiker, page 978

Teacher's Name __________________________ Class __________________________ Date __________________

Teaching Options

Individual Learning Strategies
- Motivation: Sharing Ghost Stories (ATE, page 979)
- Reading Proficiency: Conventions of a Radio Play (ATE, page 979)
- English Language Learning: Vocabulary (ATE, page 979)
- Special Needs: Answering Questions (ATE, page 979)
- Enrichment: Listener’s Guide to Popular Radio Plays (ATE, page 979)

Biographical Note
- Orson Welles (ATE, page 980)

Cross-Curricular Activities
- Mapping Adams’s Route (ATE, page 981)
- Calculating Driving Times (ATE, page 987)
- Writing Directions for Making a Long-Distance Call from a Pay Phone (ATE, page 987)

Additional Questions and Activities
- Mimic the Play (ATE, page 981)
- Determining the Time Period of the Play (ATE, page 982)
- Related Reading Questions (ATE, pages 985 and 989-990)

Quotables
- Ed Howe (ATE, page 982)

Internet Resources
- Old-Time Radio (ATE, page 984)

Literary Note
- Lesson Tales and Urban Legends (ATE, page 989)

Literary Technique
- Urban Legend (ATE, page 991)

Flexible Grouping Suggestions
- Motivation: Sharing Ghost Stories (ATE, page 979)
- Additional Questions and Activities: Mapping Adams’s Route (ATE, page 981)
- Additional Questions and Activities: Mimic the Play (ATE, page 981)
- Respond to the Selection (PE, page 988; UR 12, page 80)

Homework Suggestions
- Vocabulary: Writing and Proofreading (VR, page 173)
- Enrichment: Listener’s Guide to Popular Radio Plays (ATE, page 979)
- Writer’s Journal: Prose Retelling, Poem, or Radio Play (PE, page 993; UR 12, page 82)
- Language, Grammar, and Style: Parts of Speech (PE, page 993; UR 12, page 84)

Strategies for Developing Readers

Tackle Selection Length
- Read the story over two or more class sessions. Refresh students’ memories by reviewing old sections before students begin a new section.
- Summarize the plot, page by page, using Guided Reading Questions.
- Read key portions of the story aloud or use the Dramatic Recording (AL, 24:54).
- Use partner or pair groups. Have students read, answer questions, and mark text together.
- Read and discuss smaller chunks of the story.

Additional Strategies for English Language Learners
- Have small groups listen to the Dramatic Recording (AL, 24:54).
- Have students listen to the Dramatic Recording a second time, pausing to answer each Guided Reading Question (AL, 24:54).
- Help students organize an oral reading of all or parts of the radio play.
- Teach additional slang terminology; remind students that many of the slang terms are outdated.
- Discuss popular slang terminology used in other countries.
Unit Twelve
Other Worlds
Closing the Unit, pages 994–1005

Assignment: Students write a science fiction story and look for run-ons and comma splices (PE, pages 994–1002).

Before Writing
_________ Writing a Short Story/Science Fiction (PE, page 994)
_________ Professional Model (PE, page 994)
_________ Examining the Model (PE, page 994; WR, page 208)
_________ Prewriting (PE, page 995; WR, page 208)
_________ Student Model—Graphic Organizer (PE, page 996; WR, page 210)
_________ Graphic Organizer (VLR I, page 148; WR, page 211)

During Writing
_________ Drafting (PE, page 997)
_________ Student Model—Draft (PE, page 997; VLR I, page 149; WR, page 212)
_________ Revising and Proofreading (PE, page 998)
_________ Student Model—Revised (PE, page 998; WR, page 220)
_________ Self- and Peer Evaluation (PE, page 999; WR, page 216)
_________ Language, Grammar, and Style: Run-on Sentences and Comma Splices (PE, page 1000; WR, page 213)

After Writing
_________ Reflecting (PE, page 1002)
_________ Publishing and Presenting (PE, page 1002)
_________ Rubric for Imaginative Writing: Writing a Short Story/Science Fiction (VLR I, page 151; WR, page 227)

Individual Learning Strategies
_________ Motivation: Discussing Science Fiction (ATE, page 994)
_________ Reading Proficiency: Reading Models (ATE, page 994)
_________ English Language Learning: Concept of Science Fiction (ATE, page 994)
_________ Special Needs: Cluster Chart (ATE, page 995)
_________ Enrichment: Presenting Stories (ATE, page 995)

Flexible Grouping Suggestions
_________ Revising and Proofreading (PE, page 998)
_________ Publishing and Presenting (PE, page 1002)
_________ Peer Evaluation (PE, page 999; WR, page 218)

Homework Suggestions
_________ Graphic Organizer (VLR I, page 148; WR, page 211)
_________ Language, Grammar, and Style: Run-on Sentences and Comma Splices (PE, page 1000; WR, page 213)
_________ Self-Evaluation (PE, page 68; WR, page 27)
_________ Rubric for Imaginative Writing: Writing a Short Story/Science Fiction (VLR I, page 151; WR, page 227)
Unit Twelve
Other Worlds
Closing the Unit, pages 994–1005

Teacher's Name ____________________________ Class ____________________________ Date __________________

Unit Twelve Review

Review and Assessment

_____ Words for Everyday Use (PE, page 1003; UR 12, page 97)
_____ Vocabulary Development (ATE, page 1003)
_____ Literary Tools (PE, page 1003; UR 12, page 97)
_____ Unit 12 Review/Study Guide (UR 12, page 93)
_____ Unit 12 Test (UR 12, page 104; TG)

Reflecting on Your Reading

_____ Genre Studies: Surrealism and Magical Realism; Mystery and Detective Fiction; Science Fiction; Urban Legends and Popular Culture; and Role of the Narrator in Fiction (PE, page 1004; UR 12, page 99)
_____ Thematic Studies: Invasion of the Supernatural; Visions of the Future; and Logic and Reasoning as a Means to Solving Life's Mysteries (PE, page 1004; UR 12, page 100)
_____ Revisit the artwork and the quote from the Opening Pages (PE, pages 914–915).

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Selection and Activity

_____ The Illustrated Man by Ray Bradbury (PE, page 1005)
_____ Independent Reading Activity: Predicting the Future (PE, page 1005; UR 12, page 102)

Selections for Additional Reading

_____ Cosmicomics by Italo Calvino (PE, page 1005)
_____ Instead of Three Wishes by Megan Whalen Turner (PE, page 1005)
_____ 1984 by George Orwell (PE, page 1005)