Selection Lesson Plan

Name ___________________________ Date ________________

Harrison Bergeron

Pages 20–29

Core Objectives
■ Understand and appreciate science fiction
■ Understand the theme of the story
■ Make inferences

Integrating Skills
Grammar
■ Parts of Speech

Vocabulary
■ Using Context Clues
■ Figurative Language: Similes

Preparing to Read
____ Connect to Your Life
____ Build Background
____ Vocabulary Preview: Using Context Clues
____ Focus Your Reading
   Literary Analysis: Theme
   Active Reading: Making Inferences

Teaching the Literature
____ Reading the Selection

Thinking Through the Literature
____ Connect to the Literature
____ Think Critically
____ Extend Interpretations
____ Literary Analysis: Theme

Choices and Challenges

Writing Options
____ Glampers’s Report
____ Warden’s Address

Activities and Explorations
____ News at Six
____ Video Viewing

Inquiry and Research
____ Public Opinion

Vocabulary in Action
____ Context Clues
____ Synonyms
____ Author Activity

NEW MEXICO PLANNER

Language Arts Benchmarks
I-C.1a, I-C.2, I-C.3, I-C.4, I-D.1, I-D.3, II-C.3

TerraNova Objectives
R.02a, R.02d, R.03a, R.03c, R.04c, R.05b, R.05e, V.35a, V.37a

Unit One Resource Book: Words to Know SkillBuilder, p. 7
Unit One Resource Book: Literary Analysis SkillBuilder, p. 6
Unit One Resource Book: Active Reading SkillBuilder, p. 5
PE pp. 20–29
Unit One Resource Book: Summary, p. 4
Reading and Critical Thinking Transparencies, T7
Literary Analysis Transparencies, T1

The Language of Literature, Grade 10 1
### Teaching Options (from Teacher’s Edition)

**Mini Lessons**

- Preteaching Vocabulary
- Using Context Clues

**Vocabulary Strategy**

- Figurative Language: Similes

**Grammar**

- Determining Parts of Speech
- Proper Nouns

**Viewing and Representing**

- Art Appreciation

- *The Mad Painter (Il pittore matto)*
  by Enzo Cucchi

### Assessment

- Selection Quiz
- Selection Test
- Test Generator

### Homework Assignments

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### Other Teaching Materials

- Vocabulary Transparencies and Copymasters, C19
- Grammar Transparencies and Copymasters, C61
- Unit One Resource Book: Selection Quiz, p. 9
- Formal Assessment: Selection Test, pp. 7–8
Selection Lesson Plan

Searching for Summer

Core Objectives
■ Understand and appreciate a short story
■ Understand static and dynamic characters
■ Identify characters’ motives

Integrating Skills
Grammar
■ Proper Adjectives
Vocabulary
■ Using a Dictionary
■ Punctuating Adjectives

Preparing to Read
■ Connect to Your Life
■ Build Background
■ Vocabulary Preview: Using a Dictionary
■ Focus Your Reading
Literary Analysis: Character
Active Reading: Identifying Characters’ Motives

Teaching the Literature
■ Reading the Selection
■ PE pp. 30–41
■ Unit One Resource Book: Summary, p. 10

Thinking Through the Literature
■ Connect to the Literature
■ Think Critically
■ Extend Interpretations
■ Literary Analysis: Character

Choices and Challenges
Writing Options
■ Evening Dialogue
■ Story Outline

Activities and Explorations
■ Story Illustrations
■ Radio Advertisement

Inquiry and Research
■ Nuclear Fallout

Vocabulary in Action
■ Idioms

Grammar in Context
■ Adjectives

NEW MEXICO PLANNER
Language Arts Benchmarks
TerraNova Objectives
L.38b, R.02a, R.02d, R.03a, R.03c, R.03e, R.03f, R.04c, R.05b, R.05e
Selection Lesson Plan (continued)

Searching for Summer

Teaching Options (from Teacher’s Edition)

**Mini Lessons**

- Preteaching Vocabulary
- Using a Dictionary

**Grammar**

- Proper Adjectives
- Punctuating Adjectives

**Speaking and Listening**

- Dramatic Presentation

**Viewing and Representing**

- Art Appreciation
- *The Mysterious Bird* by Charles Burchfield
- *Embrace II* by George Tooker

**Cross Curricular Link**

- Multicultural
- Ceremonial Colors

**Informal Assessment**

- Choosing the Main Idea

**Assessment**

- Selection Quiz
- Selection Test
- Test Generator

**Homework Assignments**

**Other Teaching Materials**

- Grammar Transparencies and Copymasters, C71
- Unit One Resource Book: Selection Quiz, p. 15
- Formal Assessment: Selection Test, pp. 9–10
Selection Lesson Plan

By the Waters of Babylon

Pages 42–55

Core Objectives

- Understand and appreciate a fantasy
- Understand plot development
- Recognize sequence of events

Integrating Skills

Grammar

- Pronouns: Personal and Reflexive
- Overview of Pronouns

Vocabulary

- Prefixes

Preparing to Read

- Connect to Your Life
- Build Background
- Focus Your Reading
- Literary Analysis: Plot
- Active Reading: Sequence

Teaching the Literature

- Reading the Selection

Thinking Through the Literature

- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Plot

Choices and Challenges

Writing Options

- Journals of the Dead
- Debate Dialogue

Activities and Explorations

- Journey Map
- Artifact Collection

Inquiry and Research

- News Reel
- Film Study

Art Connection

- Starburst

Grammar in Context

- Pronouns

Author Activity

NEW MEXICO PLANNER

Language Arts Benchmarks

I-C.2, I-C.3, I-C.4, I-D.1, III-A.3, III-B.2

TerraNova Objectives

R.02c, R.02d, R.03e, R.03f, R.03g, R.04c, R.05a, R.05b, S.42c

Connections

Unit One Resource Book: Literary Analysis SkillBuilder, p. 18
Unit One Resource Book: Active Reading SkillBuilder, p. 17
PE pp. 42–55
Unit One Resource Book: Summary, p. 16
Reading and Critical Thinking Transparencies, T11
Unit One Resource Book: Grammar SkillBuilder, p. 19


Selection Lesson Plan (continued)

By the Waters of Babylon

Teaching Options (from Teacher’s Edition)

Mini Lessons

Vocabulary Strategy

Prefixes: Ante

Grammar

Pronouns: Personal and Reflexive

Pronouns

Viewing and Representing

Art Appreciation

Starburst by Colin Hay

Hills by Man Ray

Toto by Jimmy Lee Sudduth

Cross Curricular Links

Workplace

Using Visual Aids

Multicultural

Rites of Passage

Informal Assessment

Assessment

Selection Quiz

Selection Test

Test Generator

Homework Assignments

Other Teaching Materials

☐ Vocabulary Transparencies and Copymasters, C21

☐ Grammar Transparencies and Copymasters, C153

☐ Unit One Resource Book: Selection Quiz, p. 20

☐ Formal Assessment: Selection Test, pp. 11–12
Selection Lesson Plan

A Sound of Thunder

Core Objectives
■ Understand and appreciate science fiction
■ Recognize foreshadowing
■ Predict events in a plot

Integrating Skills
Vocabulary
■ Context Clues
■ Researching Word Origins

Preparation to Read
___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Context Clues
___ Focus Your Reading
   Literary Analysis: Foreshadowing
   Active Reading: Predicting

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Foreshadowing

Choices and Challenges

Writing Options
___ Adventure Advertisement
___ Incident Report

Activities and Explorations
___ Butterfly Drawing
___ Video Adaptation

Inquiry and Research
___ Science
___ Astronomy

Vocabulary in Action
___ Assessment Practice

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
L.39b, R.02a, R.02d, R.03a, R.03f, R.03g, R.04c, R.05b, R.05e, V.37a
Selection Lesson Plan (continued)

A Sound of Thunder

Teaching Options (from Teacher’s Edition)

Mini Lessons

- Preteaching Vocabulary
  - Context Clues

Vocabulary Strategy

- Researching Word Origins

Speaking and Listening

- Newscast

Viewing and Representing

- Art Appreciation
  - Tyrannosaurus Rex

Cross Curricular Link

- Science
  - Dinosaurs

Informal Assessment

- Alternative Ending

Assessment

- Selection Quiz
  - Unit One Resource Book: Selection Quiz, p. 26
- Selection Test
  - Formal Assessment: Selection Test, pp. 13–14
- Test Generator

Homework Assignments

Other Teaching Materials
Selection Lesson Plan

There Will Come Soft Rains

Pages 86–94

Core Objectives
- Understand and appreciate a short story
- Understand the importance of setting
- Visualize setting

Integrating Skills
Grammar
- Compound Adjectives
- Active Verbs

Preparing to Read
- Connect to Your Life
- Build Background
- Focus Your Reading
  - Literary Analysis: Setting
  - Active Reading: Visualizing

Teaching the Literature
- Reading the Selection

Thinking Through the Literature
- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Setting

Choices and Challenges
Writing Options
- House Monologue
- Appliance Argument

Activities and Explorations
- Future Set Design
- Readers Theater

Inquiry and Research
- Political Climate
- Poetry Connection

Grammar in Context
- Action Verbs

NEW MEXICO PLANNER
Language Arts Benchmarks
I-C.1, I-C.2, I-C.3, I-C.4, I-D.1, I-D.3, III-A.3

TerraNova Objectives
R.02d, R.03a, R.03c, R.03d, R.03e, R.03g, R.04c, R.04d, R.05e, S.42c
Selection Lesson Plan (continued)

There Will Come Soft Rains

Teaching Options (from Teacher’s Edition)

*Mini Lessons*

Grammar
- Compound Adjectives
- Action Verbs

Viewing and Representing
- Art Appreciation
  - *Yellow Vase* by Roy Lichtenstein

*Cross Curricular Link*

Science
- Technology

*Informal Assessment*
- Perceiving Cause-and-Effect Relationships

*Assessment*
- Selection Quiz
- Selection Test
- Test Generator

*Homework Assignments*

Other Teaching Materials

- Grammar Transparencies and Copymasters, C73
- Unit One Resource Book: Selection Quiz, p. 30
- Formal Assessment: Selection Test, pp. 15–16
Selection Lesson Plan

The Pedestrian

Pages 95–103

Core Objectives
■ Understand and appreciate a short story
■ Evaluate the author’s use of description
■ Recognize sensory details

Integrating Skills
Grammar
■ Predicate Adjectives

Vocabulary
■ Using Context Clues
■ Understanding Prefixes

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
L.39b, R.02d, R.03c, R.03f, R.04c, R.04d, R.05e, S.42c

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Focus Your Reading
Literary Analysis: Description
Active Reading: Recognizing Sensory Details

☐ Unit One Resource Book: Literary Analysis SkillBuilder, p. 33
☐ Unit One Resource Book: Active Reading SkillBuilder, p. 32

Teaching the Literature
___ Reading the Selection

☐ PE pp. 95–103
☐ Unit One Resource Book: Summary, p. 31

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Description

☐ Reading and Critical Thinking Transparencies, T51

Choices and Challenges
Writing Options
___ Citizen Profile
___ Critical Review

Activities and Explorations
___ Panel Discussion
___ Comic-Book Version

Inquiry and Research
___ TV of the Past

Author Study Project
___ Movie-Trailer Storyboard
Selection Lesson Plan (continued)

The Pedestrian

Teaching Options (from Teacher’s Edition)

Mini Lessons

Vocabulary Strategy
- Using Context Clues
- Understanding Prefixes

Viewing and Representing
Art Appreciation
- Flying Man with Briefcase No. 2816932
  by Jonathan Borofsky

Informal Assessment
- Choosing the Best Summary

Assessment
- Selection Quiz
- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

- Vocabulary Transparencies and Copymasters, C25, C26
- Unit Three Resource Book: Selection Quiz, p. 34
- Formal Assessment: Selection Test, pp. 17–18
Selection Lesson Plan

Dial Versus Digital

Core Objectives
- Understand the characteristics of an expository essay
- Analyze the text structure of an essay

Integrating Skills
Grammar
- Nouns Used as Adjectives

Preparing to Read
- Connect to Your Life
- Build Background
- Focus Your Reading
  Literary Analysis: Expository Essay
  Active Reading: Analyzing Text Structure

Teaching the Literature
- Reading the Selection

Thinking Through the Literature
- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Expository Essay

Choices and Challenges
Writing Options
- Tech Paragraph
- Invented Terms

Activities and Explorations
- Personal Interviews
- Progress Presentation

Inquiry and Research
- Timepieces

Art Connection
- The Persistence of Memory

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
R.02b, R.02d, R.03b, R.03c, R.03d, R.03h, R.04c, R.05a, R.05e
Selection Lesson Plan (continued)

Dial Versus Digital

Teaching Options (from Teacher’s Edition)

Mini Lessons

Grammar
   Nouns Used as Adjectives

Viewing and Representing
Art Appreciation
   The Persistence of Memory by Salvador Dali

Cross Curricular Link

History
   Timepieces

Assessment

Selection Quiz
Selection Test
Test Generator

Homework Assignments

Other Teaching Materials

❑ Unit One Resource Book: Selection Quiz, p. 38
❑ Formal Assessment: Selection Test, pp. 19–20
Selection Lesson Plan

Once More to the Lake

Core Objectives
■ Understand and appreciate a personal essay
■ Identify comparison and contrast

Integrating Skills
Grammar
■ Position of Adverbs

Vocabulary
■ Synonyms and Antonyms
■ Word Origins

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Synonyms and Antonyms
___ Focus Your Reading
   Literary Analysis: Personal Essay
   Active Reading: Identifying Comparison and Contrast

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Personal Essay

Choices and Challenges
Writing Options
___ Vacation Essay
___ Slide Show Script
___ Newspaper Editorial

Activities and Explorations
___ Travel Advertisement
___ Cross-Generational Presentation

Inquiry and Research
___ Vacation Spots

Vocabulary in Action
___ Word Meaning

Grammar in Context
___ Active and Passive Voice

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
L.39b, R.02a, R.02b, R.03b, R.03c, R.03e, R.03h, R.04c, R.05a, R.05b, R.05d, R.05e, V.35a, V.35b, V.37a
Selection Lesson Plan (continued)

Once More to the Lake

Choices and Challenges (continued)

Author Activity

White Retrospective

Teaching Options (from Teacher’s Edition)

Mini Lessons

Preteaching Vocabulary

Synonyms and Antonyms

Vocabulary Strategy

Researching Word Origins: Latin Roots

Grammar

Adverbs

Position of Adverbs

Viewing and Representing

Art Appreciation

Morning of Life by David Ericson

From the Potomac River Series by Diane Suttenfield

Informal Assessment

Point of View

Assessment

Selection Quiz

Selection Test

Test Generator

Homework Assignments

Other Teaching Materials

Unit One Resource Book: Selection Quiz, p. 44

Formal Assessment: Selection Test, pp. 21–22
Selection Lesson Plan

from Montgomery Boycott

Core Objectives
■ Understand and appreciate a memoir
■ Recognize cause and effect

Integrating Skills
Grammar
■ Linking Verbs
■ Adverbs

Vocabulary
■ Context Clues

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Context Clues
___ Focus Your Reading
  Literary Analysis: Memoir
  Active Reading: Cause and Effect

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Memoir

Choices and Challenges
Writing Options
___ Historic Diary
___ Newspaper Editorial

Activities and Explorations
___ Storytelling
___ Historical Exhibit
___ Speech for the Ages

Inquiry and Research
___ A Dark Day in History
___ We Shall Overcome

Vocabulary in Action

Grammar in Context
___ Adverbs

Author Activity

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
R.02a, R.02d, R.03c, R.03d, R.03e, R.03h, R.04c, R.05b, R.05e, V.37a

PE pp. 124–135
Unit One Resource Book: Summary, p. 45
Unit One Resource Book: Words to Know SkillBuilder, p. 48
Unit One Resource Book: Literary Analysis SkillBuilder, p. 47
Unit One Resource Book: Active Reading SkillBuilder, p. 46

Reading and Critical Thinking Transparencies, T1
Literary Analysis Transparencies, T4

The Language of Literature, Grade 10
from Montgomery Boycott

Teaching Options (from Teacher’s Edition)

Mini Lessons

- Preteaching Vocabulary
  - Context Clues
- Grammar
  - Linking Verbs
  - Adverbs
- Viewing and Representing
  - News Photography

Cross Curricular Links

- Multicultural
  - Boycott: Protest Leaders
- History
  - Civil Rights Act

Informal Assessment

- Choosing the Main Idea

Assessment

- Selection Quiz
- Selection Test
- Part Test
- Test Generator

Homework Assignments

Other Teaching Materials

- Grammar Transparencies and Copymasters, C68
- Unit One Resource Book: Selection Quiz, p. 50
- Formal Assessment: Selection Test, pp. 23–24
- Formal Assessment: Unit One, Part 1 Test, pp. 25–26
Writing Workshop Lesson Plan

Name ____________________________ Date ________________

Opinion Statement

Writing Prompt
Write an opinion statement on a topic you feel strongly about.

Preparing to Read

- Introduction
- Basics in a Box
- Using the Graphic
- Analyzing a Student Model “Buckle Up!”

Writing

- Prewriting
  - Choosing an Issue
  - Planning the Opinion Statement

- Drafting
  - Organizing the Draft

- Peer Review
  - Ask Your Peer Reader

- Reviseing
  - Refining Topic Sentences

- Editing and Proofreading
  - Pronoun-Antecedent Agreement

- Reflecting

NEW MEXICO PLANNER

Language Arts Benchmarks
I-A.4, I-C.1, I-D.2, II-A.1, II-A.3, II-B.1, II-B.2, II-C.1, II-C.3, III-B.3

TerraNova Objectives
R.08a, R.08b, R.08c, R.08d, R.08g, R.09a, R.09b

Homework Assignments

Other Teaching Materials

- Writing Transparencies and Copymasters, T11, T20, C25
- Unit One Resource Book: Student Models, pp. 56–61
- Unit One Resource Book: Prewriting, p. 51
- Unit One Resource Book: Drafting and Elaboration, p. 52
- Unit One Resource Book: Peer Response Guide, pp. 53–54
- Unit One Resource Book: Revising, Editing, and Proofreading, p. 55
- Unit One Resource Book: Rubric for Evaluation, p. 62
Selection Lesson Plan

No Witchcraft for Sale

Name ___________________________ Date __________________

Pages 148–158

Core Objectives
- Understand and appreciate a short story
- Analyze characters to understand the theme
- Draw conclusions about characters

Integrating Skills
Grammar
- Recognizing Active Verbs
- Parts of Speech
- Grammar in Context: Adverbs

Vocabulary
- Using Prefixes

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Using Prefixes
___ Focus Your Reading
   Literary Analysis: Theme and Character
   Active Reading: Drawing Conclusions

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Theme and Character

Choices and Challenges
Writing Options
___ Letter from the Author
___ Medicine Man Dialogue

Activities and Explorations
___ Oral Tale
___ Bar Graph
___ Editorial Page

Inquiry and Research
___ Alternative Medicine

Vocabulary in Action
___ Meaning Clues

Grammar in Context
___ Using Adverbs to Clarify Actions

NEW MEXICO PLANNER

Language Arts Benchmarks
I-A.2, I-C.1a, I-C.2, I-C.3, I-C.4, I-C.5,
I-D.1, I-D.3, III-A.2, III-A.3

TerraNova Objectives
R.02d, R.03a, R.03c, R.03f, R.04c,
R.05d, R.05e, R.08f, S.42c

Unit One Resource Book: Words to Know SkillBuilder, p. 66
Unit One Resource Book: Literary Analysis SkillBuilder, p. 65
Unit One Resource Book: Active Reading SkillBuilder, p. 64
PE pp. 148–158
Unit One Resource Book: Summary, p. 63
Reading and Critical Thinking Transparencies, T51
Literary Analysis Transparencies, T5

The Language of Literature, Grade 10 21
Selection Lesson Plan (continued)

No Witchcraft for Sale

Choices and Challenges (continued)

Author Activity

Another Dimension

Teaching Options (from Teacher’s Edition)

Mini Lessons

Preteaching Vocabulary

Using Prefixes

Grammar

Active Verbs

Parts of Speech

Adverbs

Viewing and Representing

Art Appreciation

Conjuror Woman by Romare Bearden

Inquiry and Research

Colonialism in Southern Africa

Cross Curricular Link

Health

Herbal Cures

Informal Assessment

Choosing the Best Summary

Assessment

Selection Quiz

Selection Test

Test Generator

Homework Assignments

Other Teaching Materials

Unit One Resource Book: Selection Quiz, p. 68

Formal Assessment: Selection Test, pp. 27–28
The Son from America

Core Objectives
■ Understand and appreciate a short story
■ Recognize and appreciate plot and theme
■ Make predictions about the outcome of the story

Integrating Skills
Grammar
■ Proper and Common Nouns
Vocabulary
■ Using Context Clues
■ Researching Word Origins

Preparing to Read
____ Connect to Your Life
____ Build Background
____ Vocabulary Preview: Using Context Clues
____ Focus Your Reading
   Literary Analysis: Plot and Theme
   Active Reading: Making Predictions

Teaching the Literature
____ Reading the Selection
____ Unit One Resource Book: Words to Know SkillBuilder, p. 72
____ Unit One Resource Book: Literary Analysis SkillBuilder, p. 71
____ Unit One Resource Book: Active Reading SkillBuilder, p. 70
____ PE pp. 159–169
____ Unit One Resource Book: Summary, p. 69

Thinking Through the Literature
____ Connect to the Literature
____ Think Critically
____ Extend Interpretations
____ Literary Analysis: Plot and Theme
____ Reading and Critical Thinking Transparencies, T2
____ Literary Analysis Transparencies, T5

Choices and Challenges
Writing Options
____ Lentshin Newsletter
____ Literary Review
____ Old World Sketches

Activities and Explorations
____ A Son’s Portrait
____ A Son’s Scrapbook
____ Personal Interview

Inquiry and Research
____ World Religions

Vocabulary in Action
____ Related Words
____ Assessment Practice

Grammar in Context
____ Using Nouns to Establish Tone and Mood
Selection Lesson Plan (continued)
The Son from America

Choices and Challenges (continued)
Author Activity
   ___ Storyteller Singer

Teaching Options (from Teacher’s Edition)
   Mini Lessons
      Preteaching Vocabulary
         ___ Using Context Clues
   Vocabulary Strategy
      ___ Researching Word Origins
   Grammar
      ___ Proper and Common Nouns
   Speaking and Listening
      ___ Presenting a Persuasive Argument
   Viewing and Representing
      Art Appreciation
          ___ The Grey House by Marc Chagall

Cross Curricular Link
   History
      ___ Immigrants in New York

Informal Assessment
   ___ Analyzing and Evaluating Text

Assessment
   ___ Selection Quiz
   ___ Selection Test
   ___ Test Generator

Homework Assignments

Other Teaching Materials

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Selection Lesson Plan

Name __________________________ Date ________________

Through the One-Way Mirror / The Border: A Glare of Truth

Pages 170–180

Core Objectives
■ Understand and appreciate an essay
■ Understand the theme of each nonfiction selection
■ Recognize the use of comparison and contrast

Integrating Skills
Grammar
■ Capitalization
■ Abstract and Concrete Nouns

Vocabulary
■ Using Context Clues
■ Using Context Clues to Determine Meaning of Figurative Language

Preparing to Read
____ Connect to Your Life
____ Build Background
____ Vocabulary Preview: Using Context Clues
____ Focus Your Reading
Literary Analysis: Theme in Nonfiction
Active Reading: Comparison and Contrast

Teaching the Literature
____ Reading the Selection

Thinking Through the Literature
____ Connect to the Literature
____ Think Critically
____ Extend Interpretations
____ Literary Analysis: Theme in Nonfiction

Choices and Challenges
Writing Options
____ Border Interview
____ Image Analysis
____ Heritage Essay

Activities and Explorations
____ Visual Essay
____ Illustrated Map

Inquiry and Research

Vocabulary in Action
____ Context Clues
____ Meaning Clues

Grammar in Context
____ Abstract and Concrete Nouns

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
R.02a, R.02d, R.03a, R.03c, R.03e, R.03h, R.04c, R.05a, R.05b, R.05e, V.37a

UNIT ONE RESOURCE BOOK: WORDS TO KNOW SKILLBUILDER, P. 78
UNIT ONE RESOURCE BOOK: LITERARY ANALYSIS SKILLBUILDER, P. 77
UNIT ONE RESOURCE BOOK: ACTIVE READING SKILLBUILDER, P. 76
PE PP. 170–180
UNIT ONE RESOURCE BOOK: SUMMARY, P. 75

READING AND CRITICAL THINKING TRANSPARENCIES, T15
LITERARY ANALYSIS TRANSPARENCIES, T5
Selection Lesson Plan (continued)

Through the One-Way Mirror / The Border: A Glare of Truth

Teaching Options (from Teacher’s Edition)

Real World Link
___ from “To Make a Nation: How Immigrants are Changing America”

Mini Lessons

Preteaching Vocabulary
___ Using Context Clues

Vocabulary Strategy
___ Using Context Clues to Determine Meaning of Figurative Language

Grammar
___ Capitalization
___ Abstract and Concrete Nouns

Viewing and Representing
Art Appreciation
___ Porky Pig by Frederick Bean “Tex” Avery

Informal Assessment
___ Evaluating the Essays

Assessment
___ Selection Quiz
___ Selection Test
___ Test Generator

Homework Assignments

Other Teaching Materials

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Selection Lesson Plan  

Name ___________________________ Date ________________________ 

Marriage Is a Private Affair  
Pages 188–195  

Core Objectives  
■ Understand and appreciate a short story  
■ Understand and recognize cultural conflict  
■ Understand cultural characteristics  

Integrating Skills  
Grammar  
■ Demonstrative Pronouns  
Vocabulary  
■ Using a Thesaurus  
■ Researching Word Meanings  

Preparing to Read  
___ Connect to Your Life  
___ Build Background  
___ Vocabulary Preview: Using a Thesaurus  
___ Focus Your Reading  
Literary Analysis: Cultural Conflict  
Active Reading: Identifying Cultural Characteristics  

Teaching the Literature  
___ Reading the Selection  
___ Unit One Resource Book: Summary, p. 82  
___ PE pp. 188–195  
___ Unit One Resource Book: Words to Know SkillBuilder, p. 85  
___ Unit One Resource Book: Literary Analysis SkillBuilder, p. 84  
___ Unit One Resource Book: Active Reading SkillBuilder, p. 83  

Thinking Through the Literature  
___ Connect to the Literature  
___ Think Critically  
___ Extend Interpretations  
___ Literary Analysis: Cultural Conflict  
___ Reading and Critical Thinking Transparencies, T27, T40  

Choices and Challenges  
Writing Options  
___ Okeke’s Letter  
___ Marrying for Love  
Vocabulary in Action  
___ Assessment Practice  
___ Meaning Clues  

NEW MEXICO PLANNER  

Language Arts Benchmarks  

TerraNova Objectives  
R.02a, R.02d, R.03c, R.03e, R.03f, R.04c, R.05b, R.05e, V.35a  

The Language of Literature, Grade 10  27
Teaching Options (from Teacher’s Edition)

**Mini Lessons**
- Preteaching Vocabulary
  - Using a Thesaurus
- Vocabulary Strategy
  - Researching Word Origins
- Grammar
  - Demonstrative Pronouns
  - Persuasive Writing and Speaking

**Informal Assessment**
- Alternative Ending

**Assessment**
- Selection Quiz
- Selection Test
- Test Generator

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**Homework Assignments**

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**Other Teaching Materials**

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Selection Lesson Plan

Love Must Not Be Forgotten

Pages 196–210

Core Objectives
- Understand and appreciate a short story
- Recognize elements of cultural setting
- Identify cultural characteristics

Integrating Skills
Grammar
- Reflexive and Intensive Pronouns
- Pronouns: Correct Case

Vocabulary
- Using Context Clues
- Researching Word Origins

Preparing to Read
- Connect to Your Life
- Build Background
- Vocabulary Preview: Using Context Clues
- Focus Your Reading
  - Literary Analysis: Cultural Setting
  - Active Reading: Identifying Cultural Characteristics

Teaching the Literature
- Reading the Selection

Thinking Through the Literature
- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Cultural Setting

Choices and Challenges
Writing Options
- Mother’s Monologue
- Character Profile

Inquiry and Research
- Cultural Revolution

Art Connection
- New Look of a Village

Vocabulary in Action

Assessment Practice

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
R.02a, R.02d, R.03c, R.03e, R.04c, R.05b, V.37a
Teaching Options (from Teacher’s Edition)

**Mini Lessons**
- Preteaching Vocabulary
  - Using Context Clues
- Vocabulary Strategy
  - Researching Word Origins
- Grammar
  - Reflexive and Intensive Pronouns
  - Pronoun Case

**Viewing and Representing**
- Art Appreciation
  - *Red Peonies* by Ch’i Pai-shih
  - *A painting in the class-education exhibition* by the Niutung People’s Commune Spare-Time Art Group
  - *New Look of a Village* by the Niutung People’s Commune Spare-Time Art Group

**Cross Curricular Links**
- Multicultural
  - Traditions
- History
  - Cultural Revolution

**Informal Assessment**
- Point of View

**Assessment**
- Selection Quiz
- Selection Test
- Part Test
- Test Generator

**Homework Assignments**

**Other Teaching Materials**

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Focused Description

Writing Prompt
Write a focused description of a scene or situation.

Preparing to Read
____ Introduction
____ Basics in a Box
____ Using the Graphic
____ Analyzing a Student Model
   “Miles of Aisles in Wisconsin”

Writing
____ Prewriting
   Choosing a Subject
   Planning the Focused Description

____ Drafting
   Organizing the Draft

____ Peer Review
   Ask Your Peer Reader

____ Revising
   Word Choice

____ Editing and Proofreading
   Subject-Verb Agreement

____ Reflecting

Homework Assignments

Other Teaching Materials

NEW MEXICO PLANNER

Language Arts Benchmarks
I-A.1, I-A.4, I-D.2, II-A.1, II-B.2, III-B.3

TerraNova Objectives
R.08b, R.08c, R.08d, R.08g, R.09a, R.09b