

# Lesson Plan

Teacher's Name ..... Date .....

Grade ..... Class(es) ..... Date(s) ..... M Tu W Th F

## Unit 3

## Media Connection: Writing in the Real World *SE/TWE pp. 102–105*

### FOCUS

**Objectives:** To identify ways in which a naturalist uses description; to examine the effective use of descriptive detail

**Skills:** analyzing; noting descriptive details

**Critical Thinking:** comparing; visualizing

**Listening and Speaking:** discussing

- \_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 102
- \_\_\_ Motivating Activity, TWE p. 102

### TEACH

- \_\_\_ Reading Media, TWE p. 103
- \_\_\_ Discussion Prompts, TWE pp. 103, 104
- \_\_\_ Civic Literacy, TWE p. 104

### Additional Resources

- \_\_\_ *Bellringer Activities Transparencies*
- \_\_\_ *Daily Language Practice Transparencies*
- \_\_\_ *Writing Process Transparencies*, 11–13B
- \_\_\_ *Writing in the Real World*, pp. 9–12
- \_\_\_ *Cooperative Learning Activities*, pp. 13–18
- \_\_\_ *Thinking and Study Skills*, pp. 3–9

### ASSESS

- \_\_\_ Analyzing the Media Connection, TWE p. 105
- \_\_\_ Analyzing a Writer's Process, TWE p. 105
- \_\_\_ Grammar Link, TWE p. 105
- \_\_\_ *Writing Assessment and Evaluation Rubrics*
- \_\_\_ Reteaching activity, TWE p. 105
- \_\_\_ Enrichment activity, TWE p. 105

### Homework Assignments

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### Assessment Options

- \_\_\_ *Tests with Answer Key & Rubrics*
  - Unit 3 Choice A Test, p. 9
  - Unit 3 Choice B Test, p. 10
  - Unit 3 Composition Objective Test, pp. 11–12
- \_\_\_ *Testmaker*
  - Unit 3 Choice A Test
  - Unit 3 Choice B Test
  - Unit 3 Composition Objective Test

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## Lesson 3.1 Painting a Picture with Words *SE/TWE pp. 106–109*

### FOCUS

**Objectives:** To produce a piece of descriptive writing; to use language that is clear and effective; to develop vocabulary through the use of a thesaurus

**Skills:** using colorful, effective language in written and oral descriptions

**Critical Thinking:** evaluating words and phrases for their effect

**Listening and Speaking:** taking notes on others' oral presentations

- \_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 106
- \_\_\_ Motivating Activity, TWE p. 106

### TEACH

- \_\_\_ L2, Using the Model, TWE p. 107
- \_\_\_ Two-Minute Skill Drill, TWE p. 107
- \_\_\_ Journal Writing Tip, TWE p. 107
- \_\_\_ Teaching from the Art, TWE p. 108
- \_\_\_ L1, Using a Thesaurus, TWE p. 108
- \_\_\_ L3, Using Metaphors, TWE p. 108
- \_\_\_ English Language Learners, TWE p. 108

### Additional Resources

- \_\_\_ *Bellringer Activities Transparencies*
- \_\_\_ *Daily Language Practice Transparencies*
- \_\_\_ *Fine Art Transparencies*, 11–15
- \_\_\_ *Two-Minute Skill Drill Transparencies*
- \_\_\_ *Writing Process Transparencies*, 11–13B
- \_\_\_ *Writing Across the Curriculum*
- \_\_\_ *Cooperative Learning Activities*, pp. 13–18
- \_\_\_ *Thinking and Study Skills*, pp. 3, 9, 12, 20, 22
- \_\_\_ *Composition Practice*, p. 20

### Homework Assignments

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### ASSESS

- \_\_\_ Writing Activities Evaluation Rubrics, TWE p. 109
- \_\_\_ Listening and Speaking, TWE p. 109
- \_\_\_ Grammar Link, TWE p. 109
- \_\_\_ *Writing Assessment and Evaluation Rubrics*
- \_\_\_ *Composition Reteaching*, p. 20
- \_\_\_ *Composition Enrichment*, p. 20

### CLOSE

- \_\_\_ Close activity, TWE p. 109

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## Lesson 3.2 Observing and Taking Notes *SE/TWE pp. 110–113*

### FOCUS

**Objectives:** To identify information that will serve as a source of ideas for a description; to take accurate and relevant notes

**Skills:** observing events; using sensory experiences; using vivid language to describe events

**Critical Thinking:** analyzing; comparing

**Listening and Speaking:** discussing; note taking

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 110

### TEACH

- \_\_\_ L2, Using the Model, TWE p. 111
- \_\_\_ L1, Listing Details, TWE p. 111
- \_\_\_ Two-Minute Skill Drill, TWE p. 111
- \_\_\_ Journal Writing Tip, TWE p. 111
- \_\_\_ L3, Describing Work Situations, TWE p. 112
- \_\_\_ English Language Learners, TWE p. 112

### Additional Resources

- \_\_\_ *Bellringer Activities Transparencies*
- \_\_\_ *Daily Language Practice Transparencies*
- \_\_\_ *Fine Art Transparencies*, 11–15
- \_\_\_ *Two-Minute Skill Drill Transparencies*
- \_\_\_ *Writing Process Transparencies*, 11–13B
- \_\_\_ *Writing Across the Curriculum*
- \_\_\_ *Cooperative Learning Activities*, pp. 13–18
- \_\_\_ *Thinking and Study Skills*, pp. 3, 6, 34–37
- \_\_\_ *Composition Practice*, p. 21

### Homework Assignments

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### ASSESS

- \_\_\_ Writing Activities Evaluation Rubrics, TWE p. 113
- \_\_\_ Listening and Speaking, TWE p. 113
- \_\_\_ Cross-Curricular Activity: Science, TWE p. 113
- \_\_\_ Grammar Link, TWE p. 113
- \_\_\_ *Writing Assessment and Evaluation Rubrics*
- \_\_\_ *Composition Reteaching*, p. 21
- \_\_\_ *Composition Enrichment*, p. 21
- \_\_\_ *Fine Art Transparencies*, 11–15
- \_\_\_ Viewing the Art, TWE p. 113

### CLOSE

- \_\_\_ Close activity, TWE p. 113

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## Lesson 3.3 Focusing on the Details *SE/TWE pp. 114–117*

### FOCUS

**Objectives:** To observe and record details; to re-create observations and impressions in writing; to use vivid modifiers in writing

**Skills:** observing objects; identifying details; using vivid adjectives

**Critical Thinking:** analyzing

**Listening and Speaking:** informal speaking; evaluating

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 114

\_\_\_ Motivating Activity, TWE p. 114

### TEACH

\_\_\_ L2, Comparing First Impressions, TWE p. 115

\_\_\_ Two-Minute Skill Drill, TWE p. 115

\_\_\_ Journal Writing Tip, TWE p. 115

\_\_\_ L3, Practicing Observation, TWE p. 116

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

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 11–15

\_\_\_ *Two-Minute Skill Drill Transparencies*

\_\_\_ *Writing Process Transparencies*, 11–13B

\_\_\_ *Writing Across the Curriculum*

\_\_\_ *Cooperative Learning Activities*, pp. 13–18

\_\_\_ *Thinking and Study Skills*, pp. 3, 5, 7, 9, 15, 17, 19

\_\_\_ *Composition Practice*, p. 22

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### ASSESS

\_\_\_ Writing Activities Evaluation Rubrics, TWE p. 117

\_\_\_ Viewing and Representing, TWE p. 117

\_\_\_ Cross-Curricular Activity: Geography, TWE p. 117

\_\_\_ Grammar Link, TWE p. 117

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 22

\_\_\_ *Composition Enrichment*, p. 22

\_\_\_ *Fine Art Transparencies*, 11–15

\_\_\_ Viewing the Art, TWE p. 117

### CLOSE

\_\_\_ Close activity, TWE p. 117

# Lesson Plan

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## Lesson 3.4 Ordering Descriptive Details *SE/TWE pp. 118–121*

### FOCUS

**Objectives:** To identify appropriate details; to sequence details for descriptive writing

**Skills:** observing details; ordering details; using transition words

**Critical Thinking:** relating; visualizing

**Listening and Speaking:** discussing; evaluating

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 118

\_\_\_ Motivating Activity, TWE p. 118

### TEACH

\_\_\_ L2, Using Transitions, TWE p. 119

\_\_\_ Two-Minute Skill Drill, TWE p. 119

\_\_\_ Journal Writing Tip, TWE p. 119

\_\_\_ L2, Experimenting with Order, TWE p. 120

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

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 11–15

\_\_\_ *Two-Minute Skill Drill Transparencies*

\_\_\_ *Writing Process Transparencies*, 11–13B

\_\_\_ *Writing Across the Curriculum*

\_\_\_ *Cooperative Learning Activities*, pp. 13–18

\_\_\_ *Thinking and Study Skills*, pp. 3, 11, 17

\_\_\_ *Composition Practice*, p. 23

### Homework Assignments

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### ASSESS

\_\_\_ Writing Activities Evaluation Rubrics, TWE p. 121

\_\_\_ Listening and Speaking, TWE p. 121

\_\_\_ Grammar Link, TWE p. 121

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 23

\_\_\_ *Composition Enrichment*, p. 23

\_\_\_ *Fine Art Transparencies*, 11–15

\_\_\_ Viewing the Art, TWE p. 121

### CLOSE

\_\_\_ Close activity, TWE p. 121

# Lesson Plan

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## Lesson 3.5 Describing a Place *SE/TWE pp. 122–125*

### FOCUS

**Objectives:** To use sensory details based on observation; to use details to write a description

**Skills:** choosing descriptive details; using common and proper adjectives

**Critical Thinking:** observing details; visualizing a place; identifying relationships and patterns

**Listening and Speaking:** discussing

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 122

\_\_\_ Motivating Activity, TWE p. 122

### TEACH

\_\_\_ L1, Choosing Details, TWE p. 123

\_\_\_ Two-Minute Skill Drill, TWE p. 123

\_\_\_ Journal Writing Tip, TWE p. 123

\_\_\_ L2, Using the Model, TWE p. 124

\_\_\_ L3, Descriptive Language, TWE p. 124

\_\_\_ L2, Writing for Radio, TWE p. 124

\_\_\_ English Language Learners, TWE p. 124

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 11–15

\_\_\_ *Two-Minute Skill Drill Transparencies*

\_\_\_ *Writing Process Transparencies*, 11–13B

\_\_\_ *Writing Across the Curriculum*

\_\_\_ *Cooperative Learning Activities*, pp. 13–18

\_\_\_ *Thinking and Study Skills*, pp. 3, 9, 11, 20, 22

\_\_\_ *Composition Practice*, p. 24

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### ASSESS

\_\_\_ Writing Activities Evaluation Rubrics, TWE p. 125

\_\_\_ Viewing and Representing, TWE p. 125

\_\_\_ Grammar Link, TWE p. 125

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 24

\_\_\_ *Composition Enrichment*, p. 24

\_\_\_ *Fine Art Transparencies*, 11–15

### CLOSE

\_\_\_ Close activity, TWE p. 125

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## Lesson 3.6 Getting to Know a New Place *SE/TWE pp. 126–129*

### FOCUS

**Objectives:** To respond to descriptive language used in literature; to create a descriptive product

**Skills:** responding to a description; using details; capitalizing proper nouns

**Critical Thinking:** visualizing details; elaborating on an emotional response

**Listening and Speaking:** discussing; informal speaking; questioning

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 126

\_\_\_ Motivating Activity, TWE p. 126

### TEACH

\_\_\_ L2, Using the Model, TWE p. 127

\_\_\_ Two-Minute Skill Drill, TWE p. 127

\_\_\_ Journal Writing Tip, TWE p. 127

\_\_\_ L2, Teaching from the Art, TWE p. 128

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

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 11–15

\_\_\_ *Two-Minute Skill Drill Transparencies*

\_\_\_ *Writing Process Transparencies*, 11–13B

\_\_\_ *Writing Across the Curriculum*

\_\_\_ *Cooperative Learning Activities*, pp. 13–18

\_\_\_ *Thinking and Study Skills*, pp. 9, 12, 22

\_\_\_ *Composition Practice*, p. 25

### Homework Assignments

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### ASSESS

\_\_\_ Writing Activities Evaluation Rubrics, TWE p. 129

\_\_\_ Grammar Link, TWE p. 129

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 25

\_\_\_ *Composition Enrichment*, p. 25

\_\_\_ *Fine Art Transparencies*, 11–15

### CLOSE

\_\_\_ Close activity, TWE p. 129

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## Unit 3

## Writing Process in Action *SE/TWE pp. 130–133*

### FOCUS

**Objective:** To use writing process skills to write a detailed description

**Skills:** using the five stages of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing/presenting

**Critical Thinking:** recalling; choosing sensory details; visualizing

**Listening and Speaking:** discussing

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 130

### TEACH

#### Prewriting

\_\_\_ L2, Developing Ideas for Descriptive Writing, TWE p. 131

\_\_\_ L1, Choosing a Subject, TWE p. 131

\_\_\_ *Thinking and Study Skills*, pp. 3, 5, 12

#### Drafting

\_\_\_ L2, Deciding What to Include, TWE p. 131

#### Revising

\_\_\_ L2, Peer Editing, TWE p. 132

#### Editing/Proofreading

\_\_\_ L2, Peer Editing, TWE p. 132

#### Publishing/Presenting

\_\_\_ Presenting activity, TWE p. 132

\_\_\_ Enrichment and Extension, TWE p. 132

\_\_\_ Journal Writing Tip, TWE p. 133

\_\_\_ Cultural Connections, TWE p. 133

#### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Writing Process Transparencies*, 11–13B

\_\_\_ *Thinking and Study Skills*, pp. 9, 12, 22

\_\_\_ *Composition Practice*, p. 25

\_\_\_ *Grammar Workbook*, Lesson 93

### ASSESS

\_\_\_ Evaluation Rubrics, TWE p. 133

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 25

\_\_\_ *Composition Enrichment*, p. 25

### CLOSE

\_\_\_ Close activity, TWE p. 133

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## Unit 3

## Literature: from *Morning Girl*, Michael Dorris SE/TWE pp. 134–140

### FOCUS

**Objectives:** To examine a professional writer's use of descriptive detail; to analyze a writer's description of characters

**Skills:** reading comprehension

**Critical Thinking:** analyzing; making inferences; visualizing

**Listening and Speaking:** discussing

\_\_\_ Bellringer and Motivating Activity, TWE p. 134

### TEACH

\_\_\_ L2, Guided Reading, TWE pp. 135, 136, 137, 138, 139

\_\_\_ Viewing the Art, TWE pp. 135, 137

\_\_\_ Writing in the Real World, TWE p. 136

\_\_\_ Cultural Connections, TWE pp. 138, 139, 140

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 11–15

\_\_\_ *Thinking and Study Skills*, pp. 3, 5, 6, 12

### ASSESS

\_\_\_ Evaluation Rubrics, TWE p. 140

\_\_\_ *Writing Assessment and Evaluation Rubrics*

### CLOSE

\_\_\_ Close activity, TWE p. 140

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### Assessment Options

\_\_\_ *Tests with Answer Key  
& Rubrics*

Unit 3 Choice A Test, p. 9

Unit 3 Choice B Test, p. 10

Unit 3 Composition Objective  
Test, pp. 11–12

\_\_\_ *Testmaker*

Unit 3 Choice A Test

Unit 3 Choice B Test

Unit 3 Composition Objective  
Test

\_\_\_ *MindJogger Videoquizzes*

\_\_\_ *Interactive Tutor:*

*Self-Assessment*, Unit 3

## Unit 3

## Review SE/TWE p. 141

\_\_\_ Reflecting on the Unit, TWE p. 141

\_\_\_ Writing Across the Curriculum, TWE p. 141

\_\_\_ Adding to Your Portfolio, TWE p. 141

\_\_\_ Portfolio Evaluation, TWE p. 141