



Grades 9-12
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English Lesson Plans for Substitute Teachers

*Thirty-three
40-minute
Lessons*



Roy Thomas
May 1999

English Lesson Plans for Substitute Teachers

Thirty-three 40-minute Lessons

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Carol Skocik



J. Weston Walch, Publisher
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Substitute's Checklist

To avoid repetition, please place a check (✓) beside each plan you use during the current school year.

199__ 199__ 199__ 199__

				Parts of Speech
				Changing Parts of Speech
				Parts of a Sentence
				Classification of Sentences
				Direct Objects
				Indirect Objects
				Punctuation for Clarity
				Punctuation: Semicolon
				Parallelism
				Agreement
				Lie/Lay
				Sit/Set
				<i>Gulliver's Travels</i> : Nine Articles
				<i>Gulliver's Travels</i> : Revising...
				"The Educated Man"
				"Friendship"
				Benjamin Franklin's Maxims
				Benjamin Franklin's Virtues
				"Ode on a Grecian Urn"
				"Pretty Words"
				"My Last Duchess"
				Shakespearean Sonnets
				Aspects of Love
				The Dictionary Game
				Scrabble Winners: X
				Scrabble Winners: Y
				Scrabble Winners: Z

199__ 199__ 199__ 199__

				The Study of...
				Groups
				The Five Senses
				Heroes
				A Composition About Myself
				Reader Response
				Extemporaneous Speaking: Small Group
				Extemporaneous Speaking: Large Group

To the Teacher

Robert Burns said it first: The best laid plans of mice and men often go astray.

Yet our job requires that we plan incessantly...on a daily, weekly, monthly, yearly basis. Our classrooms cannot be managed without careful attention to designing effective lesson plans, and so we perform this task in good faith and with a strong sense of responsibility and commitment.

But those of us who've been in the profession for any length of time understand full well that our carefully laid plans can be overturned as quickly and unexpectedly as the peaceful homestead of Robert Burns's little mouse when the farmer plows unthinkingly into it.

We've all been there: a fire drill in the middle of an important review session; an impromptu pep rally; a tornado drill; an assembly that runs over the allotted time period and dramatically shortens or even cancels a class session; a last-minute parent conference; a class unable to grasp a concept, thus requiring an extra period or two of remediation....Numerous interruptions can alter a day's plans. Then what?

Usually we shake our heads, mutter good-naturedly, make adjustments, and get on with the job, for we can remedy this kind of disruption with relative ease.

However, one interruption that is not always so easy to manage is our own absence. Of course, when we feel a cold coming on or when we know in advance that we have a doctor's appointment, we leave detailed plans for a substitute teacher who can then keep our students on track.

But, despite the time we devote to plotting a course for reaching long-term goals, and despite the care with which we design our weekly and daily plans, sooner or later we find ourselves forced into a totally unplanned absence. Whether the result of a dead battery in the car, a family emergency, or a sudden onset of the flu, we are sometimes simply unable to go to work. Without specific plans lying on our desk for a substitute to follow, our students may lose valuable instruction time as they sit idly in a "study hall." This is one of the plows that can overturn their peaceful academic homestead: The best laid plans will have gone astray.

That's what this book of lesson plans will prevent.

Contained here are 33 full-length, easy-to-follow, detailed plans covering five aspects of the English curriculum: grammar, literature, vocabulary,

composition, and public speaking. The grammar plans are adaptable to all four high school grade levels in that they can be used as initial presentations in the lower grades and as review or remediation in the upper grades. The literature, vocabulary, composition, and communication plans will work well with all age groups and at all skill levels. Based on the nationally recognized Madeline Hunter model of instruction, each of the 33 plans comprises the following steps:

1. Anticipatory Set
2. Statement of Objective
3. Modeling (Input)
4. Guided Practice
5. Monitoring and Adjusting (as needed)
6. Independent Practice
7. Closure

Teacher comments, examples, activity sheets, and appropriate student responses are all included. The only advance preparation required by either you or your substitute is the photocopying of the appropriate practice sheet that accompanies each lesson.

You might even wish to stockpile class sets of the practice sheets early in the year and store them in your classroom for quick and easy access.

These step-by-step lesson plans can be used by your substitute teacher anytime you are absent from class, anticipated or otherwise. If you know that you will be away but don't have time to devise a structured plan of your own, simply leave instructions for the substitute to follow one of the plans contained in the book. If your absence is unplanned, allow your substitute to choose.

Finally, be sure to leave the book in an obvious spot on your desk or bookcase. Then, in the event of an unplanned absence, you can rest peacefully at home, assured that the substitute will select a plan and will use your class time wisely.

To the Substitute

I've taught every one of these lessons.

I know that they work.

While they are designed to fill a 40-minute class period, naturally your own personality and speed of presentation—along with the normal, myriad disruptions in a typical school day—may ultimately affect the time element. If you get behind, assign the Independent Practice as homework. Getting ahead is less of a problem. It's very unlikely that you will finish any of the lessons far ahead of schedule, especially if you follow the time suggestions for work periods.

Each lesson is based on the nationally recognized Madeline Hunter model of the seven-part lesson briefly described here.

1. Anticipatory Set

This is a teaching strategy to prepare the students for the day's lesson. It focuses the students' attention on the task at hand through motivation, active involvement, and/or transfer from past learning. It's an attention grabber.

2. Statement of Objective

Students need to know what they are going to learn during a class period. State the goal of the lesson.

3. Modeling (Input)

Before learning can occur, you must give the students information. This can take the form of lecture, drawings on the chalkboard, explanation and examples, lists and charts, etc.

4. Guided Practice

During the lesson, the students need to practice what has been taught while the teacher closely monitors to catch any mistakes in learning. These mistakes must be corrected before the students practice on their own.

5. Monitoring and Adjusting

An extremely important aspect of every lesson, monitoring and adjusting does not appear in the lessons contained in this booklet, since this is a highly individual and spontaneous response by the teacher to students' failure to grasp a concept. You must closely observe your students to determine whether correct learning has occurred. If not, then you must reteach the concept. Never allow students to proceed to independent practice unless they have demonstrated that they are grasping the task at hand.

6. Independent Practice

Here the students practice on their own the concept or task that has been presented in the lesson.

7. Closure

Just as the lesson should begin by focusing students' attention on the task for the day, so should the lesson end by a restatement or reinforcement of the learning that has occurred. The most effective closures include active student involvement.

And that's it.

Choose a plan with confidence, photocopy the appropriate practice sheet, and follow the step-by-step procedure in class. Everything that you will need is included—from comments to examples to student responses. Just be sure to indicate on the Substitute Checklist (page *vii*) which plan you've used.

I know you're in a hurry; substitutes always are. Your job is a very difficult one, and I can only hope that this book will ease some of the strain that you must feel at eight o'clock in the morning, faced with unfamiliar material, textbooks, and students.

I've been teaching now for 23 years, and I'm sure I'm speaking for my colleagues when I say that we always appreciate the work substitutes do in our absence.

This book of plans is one way to say "Thank you!"

I. GRAMMAR PLANS

1. Parts of Speech

Set

Tell the students to take one minute to think quietly about the names for the parts of speech. When the time is up, ask various students each to name a different part of speech.

As students offer answers, place these names across the top of the chalkboard: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

Objective

Tell the students that today they are going to review the definition for each of these eight parts of speech. Then they will practice the parts of speech in a writing exercise. Students who cannot remember the definitions should refer now to the index of their grammar book to locate the section on parts of speech

Model

Call for definitions and write a brief form under each of the labels on the board. For your convenience, definitions are listed here.

Noun—name of a person, place, thing, idea

Pronoun—word that takes the place of a noun

Verb—word that shows action or state of being

Adjective—word that describes a noun or pronoun

Adverb—word that describes a verb, adjective, or adverb

Preposition—word that acts as a bridge

Conjunction—word that connects

Interjection—word that shows emotion

Write the following sentence on the board, and then ask students to label each word according to its part of speech. Write the labels as they offer them.

Oh! I have learned a valuable lesson today, and I will share it with you: Never cheat!

(labels: int., pro., v., v., adj., adj., n., adv., conj., pro., v., v., pro., prep., pro., adv., v.)

Guided Practice

Dictate the following sentences while students copy them into their notebooks. They should skip lines as they write since they will be labeling the parts of speech. Check their answers immediately after the completion of each sentence.

Paul enjoys the sound of a band.

(n., v., adj., n., prep., adj., n.)

The boat makes three trips daily.

(adj., n., v., adj., n., adv.)

My mother and my sister play tennis at the gym on Mondays.

(pro., n., conj., pro., n., v., n., prep., adj., n., prep., n.)

Independent Practice

Distribute copies of the practice sheet on the next page. Allow students 20 minutes to complete the work. Sample responses are listed here.

1. ^{n.} Jon and ^{n.} Paula ^{v.} danced ^{prep.} around the room.
2. The monster ^{v.} has been ^{v.} and ^{conj.} always ^{v.} will be ^{v.} ugly.
3. ^{int.} Goodness! Have you ^{adv.} ever seen such ^{adj.} brilliant ^{adj.} blue eyes?
4. My ^{adj.} withered ^{adj.} old dog ^{n.} crept ^{v.} slowly ^{adv.} into his ^{adv.} cold ^{prep.} bed.
5. ^{pro.} He ^{conj.} and ^{pro.} I ^{adv.} tiptoed ^{adv.} quite ^{n.} slowly ^{conj.} toward the ^{n.} policeman ^{conj.} and his ^{n.} deputy.

Have students exchange completed papers to evaluate their use of the required parts of speech. Then ask volunteers to write their sentences on the board and explain how they fulfill the requirements.

Closure

Be sure information has been erased from the chalkboard. Ask one student to name one of the eight parts of speech and another student to define it. Proceed through the eight parts of speech, alternating students.

Independent Practice: Parts of Speech

Directions: Compose original sentences containing the elements indicated below. Underline and label the specified parts of speech.

1. Write a sentence containing 2 nouns, 1 verb, and 1 preposition.

2. Write a sentence containing 1 conjunction that connects 2 verb phrases.

3. Write a sentence containing 1 adverb, 2 adjectives, and 1 interjection.

4. Write a sentence containing 2 nouns, 3 adjectives, 1 verb, 1 preposition, and 1 adverb.

5. Write a sentence containing 2 pronouns, 2 conjunctions, 2 adverbs, and 2 nouns.



2. Changing Parts of Speech

Set

Write on the board the following: run of luck; run fast. Ask students to explain how the meaning of the underlined word changes in each phrase.

(streak of luck; run in a race)

Then ask the students to determine the part of speech of the underlined word.

(In the first example, run is a noun; in the second, run is a verb.)

Objective

Tell the students that they are going to examine the fact that how a word is used in a sentence will determine its part of speech.

Model

Write on the board car. Ask students what they visualize when they see this word. (Obviously, they will respond with some comment about or description of a vehicle.) Tell them that anytime they visualize an object, an individual, or a specific place, they are working with a *noun*. Thus, the word car here is a noun.

Then write car trouble. Ask how the usage of the word car has changed. (Now it's describing the word trouble; it's telling what kind of trouble was experienced.) Ask what part of speech tells what kind, which one, or how many (adjective). The word car, now, no longer functions as a noun. Instead, it's an adjective.

Now write on the board book. Again, ask students what they visualize and point out that the word book here is a noun.

Then write I'm going to the book fair. Ask if book is still a noun. (Now it's an adjective telling what kind of fair.)

Finally, write ring. Ask students for a short sentence in which ring is used as a noun as in, Put the ring on my finger. Write this on the board. Underneath this sentence, write When will that phone ring? Ask students how the function of the word has changed. They should see that ring is now the action word in the sentence—the verb.

Guided Practice

Have students copy the following words into their notebooks or tablets:

snow blanket time summer

Have students think of two sentences for each word, being sure that they use the word as two different parts of speech. Ask for volunteers to place their sentence pairs on the board.

The snow has fallen. (noun)

Will it snow today? (verb)

This blanket is very soft. (noun)

The fog blanketed the valley. (verb)

The time is now 3:00 A.M. (noun)

Would you time me while I give my speech? (verb)

Summer is my favorite season. (noun)

Swimming is definitely a summer sport. (adjective)

The Bensons will summer in New England. (verb)

Independent Practice

Distribute copies of the practice sheet on page 9. Allow students 20 minutes to complete the work. Suggested responses are listed here.

1. I hurt my hand. (noun)

Hand me that hammer. (verb)

Sign language consists of hand gestures. (adjective)

2. Can you climb the wall? (noun)

Let's wall in the garden. (verb)

I like that unusual wall treatment. (adjective)

3. Go around the bend. (noun)

Bend the tree closer to the ground. (verb)

4. The weave in this shirt is very fine. (noun)

Did you ever weave your own fabric? (verb)

5. The taxi arrived late. (noun)
The plane will taxi down the runway. (verb)
Avoid the taxi lane near the hotels. (adjective)
6. What a sturdy fence this is! (noun)
Don't fence me in. (verb)
We should replace the fence posts. (adjective)
7. Joseph just made his third strike. (noun)
She should not strike that child. (verb)
The union will take a strike vote today. (adjective)
8. He certainly made a splash in the world. (noun)
Patty will splash her sister in the pool. (verb)
I have splash marks on my nylons. (adjective)
9. I love to see the monkeys in the zoo. (noun)
Behave. Don't monkey around. (verb)
Where is the monkey cage? (adjective)
10. Make a left at this corner. (noun)
He left me at home. (verb)
Raise your left hand. (adjective)
Turn left. (Turn *where?* = adverb)

Ask various students to read aloud their sentence pairs while the class evaluates the usage. Be sure the part of speech has changed from sentence to sentence.

Closure

Caution the students that the next time they are asked to label parts of speech on a grammar quiz, they should beware, for use and use alone will determine how they should label each word.

Independent Practice: Changing Parts of Speech

Directions: Write two short sentences for each of the words listed below. In the first sentence, use the word as a noun. In the second sentence, use the word as a verb or an adjective.

1. hand _____

2. wall _____

3. bend _____

4. weave _____

5. taxi _____

6. fence _____

7. strike _____

8. splash _____

9. monkey _____

Challenge: Use the word *left* in four different ways.

10. As a noun: _____
As a verb: _____
As an adjective: _____
As an adverb: _____



3. *Parts of a Sentence*

Set

Write these patterns on the chalkboard. Ask students what's missing from the sentence. Ask them to fill in the blanks with appropriate words.

_____ fell into the creek.	(subject)
_____ is tired.	(subject)
The boys on the team _____.	(predicate)
Priscilla _____.	(predicate)

Objective

Tell students they will learn that all sentences can be broken into two halves: the doer of action (subject) and the action done (predicate).

Model

Write on the chalkboard: Gorillas eat bananas.

Ask: Who does the action? (gorillas) What happens? (They eat bananas.)
Place a divider between the subject half of the sentence and the predicate half of the sentence: Gorillas / eat bananas.

Now write: Big, hairy gorillas eat very ripe bananas regularly.

Ask: Who does the action? (gorillas) What happens? (They eat bananas.)

Place a divider: Big, hairy gorillas / eat very ripe bananas regularly.

Note: Modifiers will not affect the fact that a sentence consists of two halves.

Write: Go home.

Ask: Who does the action? ("you") What happens? (go)

Place a divider: /Go home.

Note: In a command, the subject is the understood "you."

Write: Down the hall lumbered a raging green monster.

Ask: Who did the action? (monster) What happened? (It lumbered down the hall.)

Place a divider: Down the hall lumbered / a raging green monster.

Ask: What is different about the construction of this sentence? (The subject comes last.)

Note: The position of the subject will not affect the fact that sentences consist of two halves.

Write: Early this morning the principal rang the fire alarm.

Ask: Who did the action? (principal) What happened? (He rang the fire alarm.) But when? (early this morning) Doesn't a "when" term belong to the predicate?

(Yes.) Then what can you tell me about this particular predicate? (It's divided.)

Place dividers: Early this morning / the principal / rang the fire alarm.

Note: Sometimes a predicate will begin and end a sentence, with the subject intervening. This does not affect the fact that sentences consist of two halves.

Guided Practice

Send students to the board by rows. Dictate the following sentences and have them divide the subject halves from the predicate halves.

1. One tiny tear / fell slowly down her cheek.
2. / Tie your shoelace. (Subject is "you.")
3. Amidst clouds of dust arrived / the bright red Ferrari.
4. Each evening after school, / my brother George / works at the local restaurant.

Independent Practice

Distribute copies of the practice sheet on page 13. When all students have completed the work, send students to the board in pairs. Student #1 will write the subject half of a sentence while student #2 writes the predicate half. Divisions are indicated here.

1. The business students / were typing rapidly.
2. Peering through the window of the old house were / the three frightened boys.

3. My grandfather / still works in his tool shop every day.
4. A plumber from the local supply shop / repaired the gauge on our water pump.
5. Chuck / made a mountain out of a molehill.
6. Do / you / remember how to operate a computer?
7. (You) / Please answer my question.
8. Beth Ann, who is the most talented singer in the school, / has decided not to join the chorus.
9. (You) / Bring the baby her formula.
10. (You) / Promise me that you will go to college.
11. Overnight / the snow / blanketed the area.
12. In his youth / my brother / was a Special Forces agent.
13. Heavy snowfalls / have been forecast for our area.
14. For several days now / heavy snowfalls / have been forecast for our area.
15. Armed and dangerous, the criminal / is being sought by the State Police.

Closure

Have students create in their notebooks three sentence halves according to the following guidelines: The students in the odd-numbered seats in each row are to create three subjects. The students in the even-numbered seats in each row should create three predicates. When all are finished, they should exchange notebooks to complete the sentences by supplying appropriate subjects or predicates. Be sure to have some of the students read their completed sentences aloud.

Independent Practice: Parts of a Sentence

Directions: Place a divider in each of the following sentences to separate the subject half from the predicate half. Remember that usually the subject will come first. However, sometimes the subject will come last, or the subject may split the predicate.

1. The business students were typing rapidly.
2. Peering through the window of the old house were the three frightened boys.
3. My grandfather still works in his tool shop every day.
4. A plumber from the local supply shop repaired the gauge on our water pump.
5. Chuck made a mountain out of a molehill.
6. Do you remember how to operate a computer?
7. Please answer my question.
8. Beth Ann, who is the most talented singer in the school, has decided not to join the chorus.
9. Bring the baby her formula.
10. Promise me that you will go to college.
11. Overnight the snow blanketed the area.
12. In his youth my brother was a Special Forces agent.
13. Heavy snowfalls have been forecast for our area.
14. For several days now heavy snowfalls have been forecast for our area.
15. Armed and dangerous, the criminal is being sought by the State Police.



4. Classification of Sentences

Set

Ask students to define *sentence* (a group of words with a subject and a predicate that expresses a complete thought).

Ask students if they are aware of any variations on this simple definition. What if a sentence contains two subjects, two predicates, and two complete thoughts? Students might then recall the term *compound sentence*. If not, simply proceed to the statement of objective.

Objective

Tell the students that they are going to learn to recognize and to write the four types of sentences: simple, compound, complex, and compound-complex.

Model

Write the four classifications across the top of the chalkboard. Draw vertical lines to create four columns. Then write the following sentences in the appropriate column. Leave room for additional sentences (Guided Practice).

simple:

Jack fell down.

(This contains one subject, one verb, one thought.)

Jack and Jill fell down.

(Ask students why this qualifies as a *simple* sentence even though it has two subjects. They should note that it contains only one thought.)

compound:

Jack fell down, and Jill followed. (two thoughts)

- complex:** Jack fell down because he was clumsy.
(Ask students to locate a word cluster containing one subject and one verb, but an incomplete thought. Underline because he was clumsy. Explain that this sentence contains a dependent clause.)
- compound-complex:** Jack, who was clumsy, fell down, and Jill rescued him.
(Point out the two complete thoughts; then underline the incomplete thought who was clumsy.)

Guided Practice

Ask students to create in their notebooks similar sentences about Humpty Dumpty. Have students go to the board to add their sentences to the columns. Possible responses are listed here.

- simple:** Humpty Dumpty sat on a wall.
- compound:** Humpty Dumpty sat on a wall, and Humpty Dumpty had a great fall.
- complex:** Because Humpty Dumpty fell, he is now cracked.
- compound-complex:** Humpty Dumpty, who was egg-shaped, fell off the wall, and all the King's men couldn't repair him.

Independent Practice

Distribute copies of the worksheet on page 17. Allow students at least 10–15 minutes to analyze and label the sentences. The free-writing section is optional. Afterward, send students to the board to copy the sentences and to explain to the class why they labeled them as they did. Correct responses are listed in the chart on the next page.

Classification of Sentences

Subject	Verb	Dependent Clause	Classification
1. girl	was	—	simple
2. father	married	when...died who...daughters	complex
3. stepmother daughters	were	—	simple
4. Cinderella	cooked cleaned did	—	simple
5. Prince everyone	invited was preparing		compound
6. Cinderella	cried	because...ball	complex
7. godmother she	appeared promised		compound
8. Cinderella she	was might meet	because...ball	compound- complex
9. Cinderella	dressed	after...left	complex
10. She she	climbed left		compound

What Happened Next?

Paragraph responses will vary. Read these aloud and/or place on the chalkboard.

Closure

Have students seated near each other cluster into groups of four. Each member of the group should name and define one of the four sentence types for the other members of the group.

Independent Practice: Classification of Sentences

Directions: Analyze each of the following sentences. Underline the subject(s) and verb(s) in each and determine how many complete thoughts are present. Mark off any dependent clauses. Then label the sentence as simple, compound, complex, or compound-complex.

- _____ 1. Once upon a time, there was a beautiful girl named Cinderella.
- _____ 2. When her mother died, Cinderella's father married a woman who had two wicked daughters.
- _____ 3. The stepmother and the two wicked daughters were very mean to Cinderella.
- _____ 4. Cinderella cooked all the meals, cleaned the house every day, and did all the laundry.
- _____ 5. One day the Prince invited all his people to a grand ball, and everyone but Cinderella was preparing to go.
- _____ 6. Cinderella cried bitterly because she had no clothes to wear to the ball.
- _____ 7. Suddenly, her fairy godmother appeared, and she promised Cinderella a brand-new ball gown.
- _____ 8. Cinderella was thrilled because now she could attend the ball, and she might even meet the Prince himself!
- _____ 9. In secret, after everyone had left, Cinderella dressed carefully in her new clothes.
- _____ 10. She then climbed into her coach, and she left for the most magical evening of her life....

(continued)



Name

Date _____

Independent Practice: Classification of Sentences (continued)

What Happened Next...?

Write a new and unexpected ending to the Cinderella story. Be creative. Try to include at least one of each of the four types of sentences in your story. Use additional paper as needed.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

Independent Practice: Parts of Speech

Directions: Compose original sentences containing the elements indicated below. Underline and label the specified parts of speech.

1. Write a sentence containing 2 nouns, 1 verb, and 1 preposition.

2. Write a sentence containing 1 conjunction that connects 2 verb phrases.

3. Write a sentence containing 1 adverb, 2 adjectives, and 1 interjection.

4. Write a sentence containing 2 nouns, 3 adjectives, 1 verb, 1 preposition, and 1 adverb.

5. Write a sentence containing 2 pronouns, 2 conjunctions, 2 adverbs, and 2 nouns.



2. Changing Parts of Speech

Set

Write on the board the following: run of luck; run fast. Ask students to explain how the meaning of the underlined word changes in each phrase.

(streak of luck; run in a race)

Then ask the students to determine the part of speech of the underlined word.

(In the first example, run is a noun; in the second, run is a verb.)

Objective

Tell the students that they are going to examine the fact that how a word is used in a sentence will determine its part of speech.

Model

Write on the board car. Ask students what they visualize when they see this word. (Obviously, they will respond with some comment about or description of a vehicle.) Tell them that anytime they visualize an object, an individual, or a specific place, they are working with a *noun*. Thus, the word car here is a noun.

Then write car trouble. Ask how the usage of the word car has changed. (Now it's describing the word trouble; it's telling what kind of trouble was experienced.) Ask what part of speech tells what kind, which one, or how many (adjective). The word car, now, no longer functions as a noun. Instead, it's an adjective.

Now write on the board book. Again, ask students what they visualize and point out that the word book here is a noun.

Then write I'm going to the book fair. Ask if book is still a noun. (Now it's an adjective telling what kind of fair.)

Finally, write ring. Ask students for a short sentence in which ring is used as a noun as in, Put the ring on my finger. Write this on the board. Underneath this sentence, write When will that phone ring? Ask students how the function of the word has changed. They should see that ring is now the action word in the sentence—the verb.

Guided Practice

Have students copy the following words into their notebooks or tablets:

snow blanket time summer

Have students think of two sentences for each word, being sure that they use the word as two different parts of speech. Ask for volunteers to place their sentence pairs on the board.

The snow has fallen. (noun)

Will it snow today? (verb)

This blanket is very soft. (noun)

The fog blanketed the valley. (verb)

The time is now 3:00 A.M. (noun)

Would you time me while I give my speech? (verb)

Summer is my favorite season. (noun)

Swimming is definitely a summer sport. (adjective)

The Bensons will summer in New England. (verb)

Independent Practice

Distribute copies of the practice sheet on page 9. Allow students 20 minutes to complete the work. Suggested responses are listed here.

1. I hurt my hand. (noun)
Hand me that hammer. (verb)
Sign language consists of hand gestures. (adjective)
2. Can you climb the wall? (noun)
Let's wall in the garden. (verb)
I like that unusual wall treatment. (adjective)
3. Go around the bend. (noun)
Bend the tree closer to the ground. (verb)
4. The weave in this shirt is very fine. (noun)
Did you ever weave your own fabric? (verb)

5. The taxi arrived late. (noun)
The plane will taxi down the runway. (verb)
Avoid the taxi lane near the hotels. (adjective)
6. What a sturdy fence this is! (noun)
Don't fence me in. (verb)
We should replace the fence posts. (adjective)
7. Joseph just made his third strike. (noun)
She should not strike that child. (verb)
The union will take a strike vote today. (adjective)
8. He certainly made a splash in the world. (noun)
Patty will splash her sister in the pool. (verb)
I have splash marks on my nylons. (adjective)
9. I love to see the monkeys in the zoo. (noun)
Behave. Don't monkey around. (verb)
Where is the monkey cage? (adjective)
10. Make a left at this corner. (noun)
He left me at home. (verb)
Raise your left hand. (adjective)
Turn left. (Turn *where?* = adverb)

Ask various students to read aloud their sentence pairs while the class evaluates the usage. Be sure the part of speech has changed from sentence to sentence.

Closure

Caution the students that the next time they are asked to label parts of speech on a grammar quiz, they should beware, for use and use alone will determine how they should label each word.

Independent Practice: Changing Parts of Speech

Directions: Write two short sentences for each of the words listed below. In the first sentence, use the word as a noun. In the second sentence, use the word as a verb or an adjective.

1. hand _____

2. wall _____

3. bend _____

4. weave _____

5. taxi _____

6. fence _____

7. strike _____

8. splash _____

9. monkey _____

Challenge: Use the word *left* in four different ways.

10. As a noun: _____
As a verb: _____
As an adjective: _____
As an adverb: _____



3. *Parts of a Sentence*

Set

Write these patterns on the chalkboard. Ask students what's missing from the sentence. Ask them to fill in the blanks with appropriate words.

_____ fell into the creek.	(subject)
_____ is tired.	(subject)
The boys on the team _____.	(predicate)
Priscilla _____.	(predicate)

Objective

Tell students they will learn that all sentences can be broken into two halves: the doer of action (subject) and the action done (predicate).

Model

Write on the chalkboard: Gorillas eat bananas.

Ask: Who does the action? (gorillas) What happens? (They eat bananas.)
Place a divider between the subject half of the sentence and the predicate half of the sentence: Gorillas / eat bananas.

Now write: Big, hairy gorillas eat very ripe bananas regularly.

Ask: Who does the action? (gorillas) What happens? (They eat bananas.)

Place a divider: Big, hairy gorillas / eat very ripe bananas regularly.

Note: Modifiers will not affect the fact that a sentence consists of two halves.

Write: Go home.

Ask: Who does the action? ("you") What happens? (go)

Place a divider: /Go home.

Note: In a command, the subject is the understood "you."

Write: Down the hall lumbered a raging green monster.

Ask: Who did the action? (monster) What happened? (It lumbered down the hall.)

Place a divider: Down the hall lumbered / a raging green monster.

Ask: What is different about the construction of this sentence? (The subject comes last.)

Note: The position of the subject will not affect the fact that sentences consist of two halves.

Write: Early this morning the principal rang the fire alarm.

Ask: Who did the action? (principal) What happened? (He rang the fire alarm.) But when? (early this morning) Doesn't a "when" term belong to the predicate?

(Yes.) Then what can you tell me about this particular predicate? (It's divided.)

Place dividers: Early this morning / the principal / rang the fire alarm.

Note: Sometimes a predicate will begin and end a sentence, with the subject intervening. This does not affect the fact that sentences consist of two halves.

Guided Practice

Send students to the board by rows. Dictate the following sentences and have them divide the subject halves from the predicate halves.

1. One tiny tear / fell slowly down her cheek.
2. / Tie your shoelace. (Subject is "you.")
3. Amidst clouds of dust arrived / the bright red Ferrari.
4. Each evening after school, / my brother George / works at the local restaurant.

Independent Practice

Distribute copies of the practice sheet on page 13. When all students have completed the work, send students to the board in pairs. Student #1 will write the subject half of a sentence while student #2 writes the predicate half. Divisions are indicated here.

1. The business students / were typing rapidly.
2. Peering through the window of the old house were / the three frightened boys.

3. My grandfather / still works in his tool shop every day.
4. A plumber from the local supply shop / repaired the gauge on our water pump.
5. Chuck / made a mountain out of a molehill.
6. Do / you / remember how to operate a computer?
7. (You) / Please answer my question.
8. Beth Ann, who is the most talented singer in the school, / has decided not to join the chorus.
9. (You) / Bring the baby her formula.
10. (You) / Promise me that you will go to college.
11. Overnight / the snow / blanketed the area.
12. In his youth / my brother / was a Special Forces agent.
13. Heavy snowfalls / have been forecast for our area.
14. For several days now / heavy snowfalls / have been forecast for our area.
15. Armed and dangerous, the criminal / is being sought by the State Police.

Closure

Have students create in their notebooks three sentence halves according to the following guidelines: The students in the odd-numbered seats in each row are to create three subjects. The students in the even-numbered seats in each row should create three predicates. When all are finished, they should exchange notebooks to complete the sentences by supplying appropriate subjects or predicates. Be sure to have some of the students read their completed sentences aloud.

Independent Practice: Parts of a Sentence

Directions: Place a divider in each of the following sentences to separate the subject half from the predicate half. Remember that usually the subject will come first. However, sometimes the subject will come last, or the subject may split the predicate.

1. The business students were typing rapidly.
2. Peering through the window of the old house were the three frightened boys.
3. My grandfather still works in his tool shop every day.
4. A plumber from the local supply shop repaired the gauge on our water pump.
5. Chuck made a mountain out of a molehill.
6. Do you remember how to operate a computer?
7. Please answer my question.
8. Beth Ann, who is the most talented singer in the school, has decided not to join the chorus.
9. Bring the baby her formula.
10. Promise me that you will go to college.
11. Overnight the snow blanketed the area.
12. In his youth my brother was a Special Forces agent.
13. Heavy snowfalls have been forecast for our area.
14. For several days now heavy snowfalls have been forecast for our area.
15. Armed and dangerous, the criminal is being sought by the State Police.

4. Classification of Sentences

Set

Ask students to define *sentence* (a group of words with a subject and a predicate that expresses a complete thought).

Ask students if they are aware of any variations on this simple definition. What if a sentence contains two subjects, two predicates, and two complete thoughts? Students might then recall the term *compound sentence*. If not, simply proceed to the statement of objective.

Objective

Tell the students that they are going to learn to recognize and to write the four types of sentences: simple, compound, complex, and compound-complex.

Model

Write the four classifications across the top of the chalkboard. Draw vertical lines to create four columns. Then write the following sentences in the appropriate column. Leave room for additional sentences (Guided Practice).

simple:

Jack fell down.

(This contains one subject, one verb, one thought.)

Jack and Jill fell down.

(Ask students why this qualifies as a *simple* sentence even though it has two subjects. They should note that it contains only one thought.)

compound:

Jack fell down, and Jill followed. (two thoughts)

- complex:** Jack fell down because he was clumsy.
(Ask students to locate a word cluster containing one subject and one verb, but an incomplete thought. Underline because he was clumsy. Explain that this sentence contains a dependent clause.)
- compound-complex:** Jack, who was clumsy, fell down, and Jill rescued him.
(Point out the two complete thoughts; then underline the incomplete thought who was clumsy.)

Guided Practice

Ask students to create in their notebooks similar sentences about Humpty Dumpty. Have students go to the board to add their sentences to the columns. Possible responses are listed here.

- simple:** Humpty Dumpty sat on a wall.
- compound:** Humpty Dumpty sat on a wall, and Humpty Dumpty had a great fall.
- complex:** Because Humpty Dumpty fell, he is now cracked.
- compound-complex:** Humpty Dumpty, who was egg-shaped, fell off the wall, and all the King's men couldn't repair him.

Independent Practice

Distribute copies of the worksheet on page 17. Allow students at least 10–15 minutes to analyze and label the sentences. The free-writing section is optional. Afterward, send students to the board to copy the sentences and to explain to the class why they labeled them as they did. Correct responses are listed in the chart on the next page.

Classification of Sentences

Subject	Verb	Dependent Clause	Classification
1. girl	was	—	simple
2. father	married	when...died who...daughters	complex
3. stepmother daughters	were	—	simple
4. Cinderella	cooked cleaned did	—	simple
5. Prince everyone	invited was preparing		compound
6. Cinderella	cried	because...ball	complex
7. godmother she	appeared promised		compound
8. Cinderella she	was might meet	because...ball	compound- complex
9. Cinderella	dressed	after...left	complex
10. She she	climbed left		compound

What Happened Next?

Paragraph responses will vary. Read these aloud and/or place on the chalkboard.

Closure

Have students seated near each other cluster into groups of four. Each member of the group should name and define one of the four sentence types for the other members of the group.

Independent Practice: Classification of Sentences

Directions: Analyze each of the following sentences. Underline the subject(s) and verb(s) in each and determine how many complete thoughts are present. Mark off any dependent clauses. Then label the sentence as simple, compound, complex, or compound-complex.

- _____ 1. Once upon a time, there was a beautiful girl named Cinderella.
- _____ 2. When her mother died, Cinderella's father married a woman who had two wicked daughters.
- _____ 3. The stepmother and the two wicked daughters were very mean to Cinderella.
- _____ 4. Cinderella cooked all the meals, cleaned the house every day, and did all the laundry.
- _____ 5. One day the Prince invited all his people to a grand ball, and everyone but Cinderella was preparing to go.
- _____ 6. Cinderella cried bitterly because she had no clothes to wear to the ball.
- _____ 7. Suddenly, her fairy godmother appeared, and she promised Cinderella a brand-new ball gown.
- _____ 8. Cinderella was thrilled because now she could attend the ball, and she might even meet the Prince himself!
- _____ 9. In secret, after everyone had left, Cinderella dressed carefully in her new clothes.
- _____ 10. She then climbed into her coach, and she left for the most magical evening of her life....

(continued)



Date _____

Independent Practice: Classification of Sentences (continued)

What Happened Next...?

Write a new and unexpected ending to the Cinderella story. Be creative. Try to include at least one of each of the four types of sentences in your story. Use additional paper as needed.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

5. Direct Objects

Set

Write on each of two index cards a sentence containing an action verb and a direct object. Use your students' names in the sentences. Examples:

Paula placed an eraser on her head.

John tugged Shelley's sleeve.

Call several students to the front of the room. Have them read a card and perform the action described. Then ask the rest of the class to state what they are. Elicit responses similar to the phrasing on the card. Write those sentences on the board.

Objective

Tell the students that they are going to learn to recognize the direct objects of action verbs.

Model

Mark the subject, verb, and object of each of the above sentences. Explain that the subject (Paula, John) performed an action (placed, tugged) that was received by an object (eraser, sleeve).

Ask for several additional sentences that would fit this pattern: subject > verb > object.

The dog bit the mailman.

The quarterback caught the ball.

The actress bought a new gown.

For each example they offer, ask "Who is doing the action?" "What is the action?" "Who received the action?"

Guided Practice

Divide the class in half. Line the students up directly facing each other. If the class is too large to involve every student, choose twelve students, six on each side.

Explain that students on the left are to perform an action on the person directly opposite him or her (handing a book or tapping a shoulder). After allowing a few minutes for students to decide on an action, circulate to check on the correctness of the sentence they are developing. Don't allow constructions that use phrasing such as "Lisa stepped *on* Andy's toe." This sentence contains a phrase, not a direct object, and should be expressed as "Lisa stomped Andy's toe."

Call pairs to the front one at a time to perform their sentence. They or the observers will then have to verbalize what happened and place this in sentence form on the board. Examples:

Joe shook Leslie's hand.

Paul tapped Tom's shoulder.

Once students have listed their sentences, either you or the students can mark off the subject, verb, and direct object in each. Again ask the questions: Who did the action? What happened? Who received the action?

Independent Practice

Distribute copies of the practice sheet on page 22. Ask students to label the subject, verb, and direct object in each sentence. Answers are listed here.

Subject	Verb	Object
1. E. Dickinson	wrote	poems
2. I	bought	gifts
3. Mr. Anthou	drove	us
4. Jason	ordered	pizza, salad
5. Adriana	lost	hat
6. I	read	chapters
7. Allison, Beth	made	popcorn
8. trees	lose	leaves

Subject	Verb	Object
9. bridge	needs	repairs
10. sister	built	library
11. salesman	sold	cars
12. clock	jangled	me
13. mom	cooks	breakfast
14. I	love	spaghetti
15. Mr. Simpson	described	scene

When all students are finished, call on individuals to read aloud their responses.

Closure

Have each student write three sentences about himself or herself. Each sentence should contain a subject, verb, and direct object. (In the summer I swim four laps each day.) Students should then trade papers and check for accuracy. Finally, students should define for one another the term *direct object*.

Independent Practice: Direct Objects

Directions: Label the subject (s.), verb (v.), and direct object (d.o.) in each sentence.

1. Emily Dickinson often wrote poems about death.
2. I bought several Christmas gifts for my mother.
3. Mr. Anthou drove us to the airport last week.
4. For lunch Jason ordered pizza and salad.
5. Adriana lost her new black hat.
6. Late in the evening, I read a few chapters of a novel.
7. Allison and Beth made popcorn for the video marathon.
8. The trees lose their leaves in the fall.
9. The old covered bridge needs repairs soon.
10. My sister built a library in her bedroom.
11. The used-car salesman sold five cars in one day.
12. At 5 A.M. my alarm clock jangled me out of a sound sleep.
13. My mom cooks breakfast for us every Saturday morning.
14. I love spaghetti.
15. Mr. Simpson described the scene with great skill and sensitivity.

6. *Indirect Objects*

Set

Write the following sentences on the board:

Marsha bought a record for Joe.

Marsha bought Joe a record.

Ask how these sentences are different. (Since the sentences express the same idea, students should eventually notice that the first sentence contains a direct object and a prepositional phrase and/or that, in the second sentence, the position of "Joe" has changed.)

Objective

Tell the students that they are going to learn to identify and create indirect objects.

Model

Write this sentence on the board.

The boy played a song for his mother.

Ask students to locate the subject (boy), the verb (played), and the direct object (song). Mark these in the sentence as you see here.

The boy played a (song) for his mother.

Ask students to locate a prepositional phrase (for his mother). Mark that phrase with parentheses.

The boy played a (song) (for his mother).

Now X out the preposition. Indicate with an arrow that you will be moving the remainder of the phrase to a new position in the sentence: that is, between the verb and the direct object.

The boy played [↗] a (song) (~~for~~ his mother).

Rewrite the sentence, showing students that it now contains an indirect object.

The boy played his mother ^{i.o.} a (song)

Note for the students that an indirect object is a hidden prepositional phrase. Tell them that the preposition that was crossed out can be read into the new sentence in this way: The boy played "for" his mother a song. The indirect object *benefits* from the action that the direct object receives.

Now carefully repeat this process with the sentence below. (Locate subject, verb, object. Mark prepositional phrase. X out preposition. Draw arrow to indicate move. Rewrite sentence.)

Dad promised the car to me.

Guided Practice

Send several students to the board to proceed through these same steps, with your prompting.

Mr. Adams gave his permission to us.

I offered many suggestions to my sister.

Independent Practice

Distribute copies of the practice sheet on page 26. Allow about 20 minutes for students to complete the work. When all students are finished, ask for oral responses or have students write their sentences on the board. The answers:

1. The teachers gave the principal their evaluation.
2. Did you give your sister the book list?
3. Hand your dad the pliers immediately!
4. Rod gave Rebecca the answers to the homework problems.

5. My sister Patricia sent her husband a long letter.

Subject	Verb	Indirect Object	Direct Object
6. Tina	bought	boyfriend	chain
7. neighbor	gave	floors	coat
8. aunt	will prepare	us	snack
9. faculty	offered	students	reprieve
10. (you)	draw	me	map
11. guests	sent	hostess	bouquet
12. veterinarian	gave	Snoots	pills
13. librarian	read	children	story
14. officers	mailed	members	letter
15. I	should give	each	car

Closure

Send five students to the board to write an original sentence that contains an indirect object. Ask each student to point out the subject, verb, direct object, and indirect object in his or her sentence. Finally, have someone in the class define *indirect object*.

Independent Practice: Indirect Objects

Directions: Rewrite each of these sentences to create an indirect object. Remember to put the prepositional phrase in parentheses, X out the preposition, and then move the remainder of the phrase to its appropriate position between the verb and the direct object.

1. The teachers gave their evaluations to the principal.

2. Did you give the book list to your sister?

3. Hand the pliers to your dad immediately!

4. Rod gave the answers to the homework problems to Rebecca.

5. My sister Patricia sent a long letter to her husband.

Directions: In each of the following sentences, mark or label the subject, the verb, the indirect object, and the direct object.

6. Tina bought her boyfriend a gold chain for Christmas.
7. My neighbor gave her floors a coat of wax.
8. Will your aunt prepare us a snack after school?
9. The faculty offered the students a reprieve from finals.
10. Please draw me a map of your neighborhood.
11. The guests sent their hostess a bouquet of flowers.
12. The veterinarian gave Snoots some pills to prevent heartworm.
13. The librarian read the children an exciting story.
14. The officers of the club mailed the new members a congratulatory letter.
15. Should I give each of my sons a car as a graduation gift?



7. *Punctuation for Clarity*

Set

Before students arrive, write this sentence across the top of the chalkboard:

Isn't this hard to read? I certainly think so. I'm glad somebody invented punctuation.

Ask students to read the sentence aloud.

Objective

Tell the class that they are going to examine how punctuation can be used to make the meaning of a sentence clear.

Model

Write on the chalkboard: Paul said Fred is pugnacious (or pusillanimous, or acquiescent, or loquacious). After determining what the adjective means—students will be curious—ask for students to punctuate the sentence in order to elicit two meanings. (Who is pugnacious?)

“Paul,” said Fred, “is pugnacious.”

Paul said, “Fred is pugnacious.”

Write: Sam called Joe. Ask for three interpretations. Write the two additional versions on the board.

Sam called Joe.

“Sam,” called Joe.

Sam called, “Joe!”

Point out that punctuation clearly helps to indicate the meaning of the words in a sentence. Punctuation that is missing or misused can cause miscommunication.

Guided Practice

Write this sentence on the board:

Rebecca has not yet called Roxanne.

Ask students to explain the meaning of the sentence. Then have them write in their notebooks two additional interpretations of this sentence.

Ask students to write their solutions on the board. Possible solutions:

Rebecca has not yet called, "Roxanne!"

Rebecca has not yet called, Roxanne.

Independent Practice

Distribute copies of the practice sheet on page 30. Allow students five minutes to complete just the first segment; then have a student write the punctuated version on the board.

Note: They may have difficulty solving this puzzle. If so, explain that other words can be substituted for some of the "hads" in the sentence. For example, perhaps John had owned a hammer while George had owned a saw.

Possible answers:

John, where George had had "had had," had had "had."

John, where George had had "had," had had "had had."

Then allow three to five minutes to complete the second segment and have a student add the remainder of the sentence to the one on the board.

John, where George had had "had had," had had "had"; "had had" had had a better effect on his teacher.

Ask who got the better grade on the composition.

Point out how difficult the sentence was to decipher without appropriate punctuation.

Now allow ten minutes for students to punctuate the following paragraph.

Once upon a midnight dreary, while I lounged so weak and weary, poring over many and many a volume of forbidden lore, suddenly there came a tapping, followed by a distinct snapping, just outside my bedroom door. There was tapping; there was snapping; there was rapping at my bedroom door. "Who could it be," I pondered, "tapping, snapping, rapping at my bedroom door? Oh, good grief," I thought with sorrow, "will I ever see tomorrow? What creature lurks

outside my bedroom door?" Just as I was nearly gasping, nearly bursting, nearly fainting, just as I was nearly fainting down onto my bedroom floor, a voice rasped heavy 'gainst the wood frame, calling once again my full name. "Jonathan Adam Jones," it growled, "get to bed and I mean now; otherwise, you'll leave the house 'Nevermore!'"

Closure

Have students form groups of three and read their rewritten paragraphs aloud. Then have them exchange notebooks to check for correctly placed punctuation.

Independent Practice: Punctuation for Clarity

Directions: Punctuate the following sentence.

John where George had had had had had had had.

Directions: Punctuate the following sentence.

John where George had had had had had had had had had a better effect on his teacher.

Directions: Copy into your notebook or in the space provided the following paragraph, inserting punctuation and capitals wherever needed.

Once upon a midnight dreary while I lounged so weak and weary poring over many and many a volume of forbidden lore suddenly there came a tapping followed by a distinct snapping just outside my bedroom door there was tapping there was snapping there was rapping at my bedroom door who could it be I pondered tapping snapping rapping at my bedroom door oh good grief I thought with sorrow will I ever see tomorrow what creature lurks outside my bedroom door just as I was nearly gasping nearly bursting nearly fainting just as I was nearly fainting down onto my bedroom floor a voice rasped heavy 'gainst the wood frame calling once again my full name Jonathan Adam Jones it growled get to bed and I mean now otherwise you'll leave the house 'Nevermore!'



8. *Punctuation: Semicolon*

Set

Write this sentence on the board and ask, "What punctuation would you use in this sentence?"

That that is is that that is not is not.

This may take some time, as students will be quite puzzled. The solution is as follows:

That that is, is; that that is not, is not.

In other words, the thing that exists does exist. The thing that does not exist, does not exist. The thing that is true is true. The thing that is not true is not true.

Objective

Tell students that they are going to examine the use of the semicolon to clarify meaning by separating two complete thoughts. Have students use the index in their grammar book to locate the section on the semicolon.

Model

Write a simple sentence on the board. Point out the subject and predicate, and remind students that a simple sentence is one containing only one complete thought.

Mrs. Pacific is our Spanish teacher.

Now write a sentence containing two complete thoughts—but with no punctuation. Mention that this is a compound sentence.

Mrs. Pacific is our Spanish teacher she is absent today.

Ask students how they might punctuate the sentence. Many students will probably suggest placing a comma between "teacher" and "she." Insert the

comma, but tell the students that the sentence now contains a comma fault since a comma is not strong enough to separate two complete thoughts.

Mrs. Pacific is our Spanish teacher, she is absent today. (faulty)

Erase the comma and insert a period. Tell the class that a period *is* strong enough to separate two thoughts. However, ask the class why this is not a feasible solution. (There is no capital S on the word she.)

Ask what mark of punctuation is stronger than a comma but not as strong as a period. Mention that its appearance is a combination of the two marks. (Of course, students will reply that the mark is a semicolon.) Erase the period and replace it with a semicolon. Tell students that a semicolon is used to separate two complete thoughts not joined by any conjunction (such as *and*, *but*, *or*, *nor*, *for*, *yet*).

Mrs. Pacific is our Spanish teacher; she is absent today. (correct)

Now write a second sentence on the board:

Mrs. Pacific was our Spanish teacher unfortunately she has retired.

Ask for punctuation. Students should offer that a semicolon is needed after the word "teacher." Then ask what additional punctuation is necessary. Lead students to notice that the second complete thought is introduced by the connecting word "unfortunately." Such words (*however*, *nevertheless*, *for instance*, *consequently*, etc.) require a comma. Students might want to check their grammar books for more examples.

Mrs. Pacific was our Spanish teacher; unfortunately, she has retired.

Guided Practice

Distribute copies of giant punctuation marks included at the end of this lesson. Each student should receive one semicolon and one comma. Write a sentence on the board, and then ask the students to hold up the picture(s) of the punctuation mark(s) they would use in the sentence. You will be able to identify quickly those students who are not grasping the concept.

The door would not open the lock was frozen. (;)

The runners logged 10 miles they all received trophies. (;)

The lights went out consequently we couldn't do our homework. (;,)

My date arrived on time however I was late. (;,)

Independent Practice

Distribute copies of the practice sheets on pages 34 and 35. Continue using the giant punctuation marks, at least for the first five sentences, and then have students continue on their own. When all are finished, check students' responses either orally or at the chalkboard. Correct responses are listed here.

Sentences

1. ; however,
2. lab; my
3. ; nevertheless,
4. ; however,
5. plot; Jonathan
6. ; consequently,
7. bloom; the daffodils, however,
8. ; however,
9. ; as a result,
10. ; moreover,
11. meeting; they
12. ; for example,
13. exhausting; leave
14. prowess, keen insight, and good taste; therefore,
15. ; consequently,

Paragraph: Semicolon Practice

Paragraph responses will vary. You might ask some of the students to read aloud. Ask the other students which sentences would require a semicolon.

Closure

Briefly mention the use of semicolons in a series, as in the sentence "Students represented schools in Newbury, Rowley, and Georgetown, Massachusetts; and Exeter, Portsmouth, and Dover, New Hampshire."

Have students write in their notebooks the rules governing two uses of the semicolon. Ask students to read aloud what they have written.

Independent Practice: Semicolon

Directions: Punctuate the following sentences with a semicolon and, where necessary, a comma.

1. I would like to shop in that store however I can't afford their clothes.
2. I stopped at the photo lab my vacation pictures weren't in yet.
3. We've heard about the rescue three times nevertheless we'd like to hear the story again.
4. It was sweltering all day today however the air conditioner kept us quite comfortable.
5. For their short story assignment Colin devised the plot Jonathan developed the characters.
6. My best friend is moving to Colorado consequently I'll be writing a lot of letters!
7. The roses were in full bloom the daffodils however had died in the spring frost.
8. Mr. Banner saw me at the wrestling match however I didn't see him.
9. Joel is an excellent trombonist as a result he received an excellent scholarship to West Virginia University.
10. We sent four wrestlers to the state competition moreover two of them won state titles.
11. Representatives from each homeroom attended the meeting they decided on the prom site for this year.
12. Holiday celebrations are a menace to dieters for example my father gained a grand total of six pounds between Thanksgiving and New Year's Day.
13. White-water rafting can be exhausting leave all bulky articles behind.
14. Twenty-two students demonstrated academic prowess keen insight and good taste therefore they were grouped together to attend the art show.
15. Our research papers were destroyed by a rampaging buffalo consequently we cannot hand them in on time.

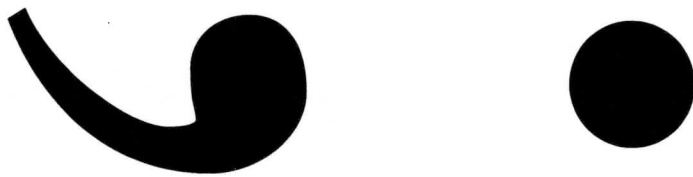
(continued)



Independent Practice: Semicolon (continued)

Directions: Write a five-sentence paragraph in which you describe what you plan to do this weekend. Be sure to include at least two sentences that correctly use a semicolon. Use the back of this page if needed.

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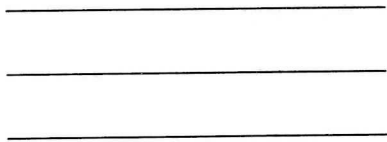


9. *Parallelism*

Set

Ask, "What are parallel lines?" (straight lines that never intersect)

Draw two or three parallel lines on the chalkboard.



Objective

Tell students that they are going to see, through the study of the parallelism diagram, how the concept of parallel lines can apply to good writing.

Model

Ask students to think of instances in which parallel formations create a pleasing effect.

(marching bands, halftime shows, formation flying, military drills, chorus lines, etc.)

Explain that the same is true in writing. Mention John F. Kennedy's well-known line "Ask not what your country can do for you. Ask what you can do for your country." Or quote a line from the Gettysburg Address, "That country of the people, by the people, and for the people shall not perish from this earth." Point out that these are classic examples of the use of parallelism for pleasing effect and emphasis.

On the other hand, poorly aligned structures in a sentence or a paragraph are as displeasing as crooked majorette lines in a halftime show.

State that using the parallelism diagram can ultimately help students to improve the lines in their writing.

Guided Practice

Draw on the chalkboard the following word diagram. Explain that the elements are aligned. They are parallel.

Mailmen walk in rain (phrase)
 in sleet (phrase)
 and in snow. (phrase)

Have students try a similar word diagram in their notebooks. Dictate: "The bugs are green, shiny, and hard." When students have completed the diagram, write this on the board:

The bugs are green (adjective)
 shiny (adjective)
 and hard. (adjective)

Now write on the chalkboard the following diagram, which clearly indicates that the elements are *not* parallel. the lines are uneven and the structures are dissimilar.

My favorite activities are dancing (gerund)
 swimming (gerund)
 and to read books. (infinitive phrase)

Ask which element is out of line (infinitive). Ask how the expression could be altered to match the first two (change to a gerund). Draw the parallelism diagram a second time, showing the correction.

My favorite activities are dancing (gerund)
 swimming (gerund)
 and reading. (gerund)

Ask students to diagram the following sentence twice: First they should show the parallelism error, and then they should correct the error. Dictate: "These bugs are shiny, hard, and have a green color."

Wrong: These bugs are shiny (adjective)
 hard (adjective)
 and have a green color. (verb + object)

Right: These bugs are shiny (adjective)

hard (adjective)

and green. (adjective)

Independent Practice

Distribute copies of the practice sheet on page 41. Allow students about 20 minutes to complete the work. Afterward, have students place their diagrams on the board. Parallel elements are listed here.

Elements	Labels	New Elements	Labels
1. turn off the alarm wash my face brush my teeth	(verb + object) (verb + object) (verb + object)		
2. carefully with pain	(adverb) (phrase)	carefully painfully	(adverb) (adverb)
3. unpredictable erratic has too much confusion	(adjective) (adjective) (verb + object)	unpredictable erratic confused	(adjective) (adjective) (adjective)
4. frustrated impulsive in constant rebellion	(adjective) (adjective) (phrase)	frustrated impulsive rebellious	(adjective) (adjective) (adjective)
5. a safari in Africa a chalet in Switzerland a gondola in Venice	(verb + object) (verb + object) (verb + object)		
6. composing poetry to write any kind of prose	(gerund + object) (infinitive + object)	composing poetry writing prose	(gerund + object) (gerund + object)
7. is a university professor an accomplished playwright	(verb + object) (noun object)	...is not only a <u>university professor</u> but also <u>an accomplished</u> <u>playwright</u>	(noun object) (noun object)
8. how to organize my thoughts quickly writing of ideas clearly to use parallel structure effectively	(noun clause) (gerund phrase) (infinitive phrase)	to organize my thoughts quickly to write my ideas clearly to use parallel structure effectively	(infinitive phrase) (infinitive phrase) (infinitive phrase)
9. confident excited	(adjective) (adjective)		

Closure

Have students write two sentences containing parallel constructions and then exchange with a partner to diagnose the correctness of the elements by placing each sentence in a parallelism diagram. Ask for a show of hands indicating how many sentences were correctly done.

Independent Practice: Parallelism

Directions: Using a ruler or 3- x 5-inch index card as a straight edge, place each of the following sentences into a parallelism diagram on the back of this page or in your notebook. If the elements are aligned, do nothing more. But if the elements are not aligned, draw a second diagram in which you correct the error. Be sure to label the grammatical structures. The first one is done for you.

1. This winter I plan to ski and to skate quite often.

This winter I plan to ski (infinitive)
and to skate quite often. (infinitive)

2. In the mornings I turn off the alarm, wash my face, and brush my teeth.
3. The old woman approached the stairs carefully and with pain.
4. My cousin Jeff is unpredictable, erratic, and has too much confusion.
5. In that school, the students are sometimes frustrated, impulsive, and in constant rebellion.
6. My dream vacations include a safari in Africa, a chalet in Switzerland, and a gondola in Venice.
7. When leisure time arrives, Marcia enjoys composing poetry rather than to write any kind of prose.
8. Dr. Charles Raymond Thatcher not only is a university professor but also an accomplished playwright.
9. My teacher taught me how to organize my thoughts quickly, writing of ideas clearly, and to use parallel structure effectively.
10. I feel both confident and excited about my writing skills.



10. Agreement

Set

Write these sentences on the chalkboard. Ask students what is wrong with each sentence. They should note that the subjects and verbs do not agree.

The elephants in the ring was performing perfectly. (were)

Either Joe or his brother are going to wrestle. (is)

A lioness as well as her cubs are dangerous. (is)

Objective

Tell students that they are going to practice the rules for correct agreement between subjects and verbs.

Model

Explain that the sentences on the board illustrate three of the many rules for agreement. Ask students to use the index in their grammar book to locate the section on subject-verb agreement, and then have several students read aloud the rules listed in their particular text. They will probably find rules covering situations such as these:

intervening phrases

indefinite pronouns

compound subjects joined by "and"

compound subjects joined by "or/nor"

collective nouns

expressions stating amounts

special cases

Guided Practice

Write these sentences on the chalkboard one at a time, stopping after each to ask students to make the designated change. Write the new version underneath the original. Ask students to locate in their text the rule that applies to each.

1. The demonstration looks good. (Add “by the wrestlers” after “demonstration.”)
The demonstration by the wrestlers looks good. (There is no change—intervening phrases do not affect agreement.)
2. Many of the girls are pretty. (Change “many” to “each.”)
Each of the girls is pretty. (“Each” is singular.)
3. Terry and Maria are sure to be late. (Change “and” to “or.”)
Terry or Maria is sure to be late. (“Or” requires choice; one or the other will be late.)

Independent Practice

Distribute copies of the practice sheet on page 45. Allow 20 minutes to complete the work. Afterwards, have students read aloud their revised sentences. Responses are listed here.

1. All of the witnesses agree (*All* is plural.)
2. A person needs (*Person* is singular.)
3. Either the boys or the teacher is (The verb agrees with the nearer subject.)
4. All of the problems in this assignment are (*All* is plural.)
5. Two dollars are (*Dollars* can take either a singular or plural verb.)
6. Economics is (*Economics* is a special word that appears plural but is singular.)
7. My brother or my sister is (*Or* indicates choice.)
8. Neither the students nor the teachers are (These are two plural subjects joined by *nor*.)
9. Some of the boys were (No change.)
10. One of the offices has (*One* is singular.)
11. A battered truck and a rusty car were (This is a compound subject joined by *and*.)
12. Where are my history book and my math problems? (This is a compound subject placed at the end of the sentence.)
13. The United States remains (This subject is a unit.)
14. Every man and woman was (*Every* or *many a* creates a singular subject.)
15. He doesn't (*Don't* and *doesn't* must agree with their subjects.)

Closure

Have students silently reread the rules for agreement in their grammar book.

Independent Practice: Agreement

Directions: Rewrite the following sentences in your notebook, making the changes indicated in parentheses. Remember that often the changes will affect agreement, so change the verb too when it's necessary. Refer to your grammar book for assistance, and be ready to explain which rule of agreement applies to your revision.

1. One of the witnesses agrees with my account of the assault. (Change "one" to "all.")
2. People need attention and recognition in order to be happy. (Change "people" to "a person.")
3. The boys are wrong about the deadline. (Change "The boys" to "Either the boys or the teacher.")
4. This assignment is difficult for me. (At the beginning of the sentence, add "All of the problems in.")
5. Two dollars is not enough. (Change "not enough" to "in each of the Christmas stockings.")
6. Sports are challenging. (Change "Sports" to "Economics.")
7. My brother and my sister are waiting for me at the bus stop. (Change "and" to "or.")
8. Neither the students nor the teacher is wrong. (Change "teacher" to "teachers.")
9. Some were not admitted into the club. (Add "of the boys" after "some.")
10. All of the offices have been equipped with computers. (Change "all" to "one.")
11. A battered truck was in the ditch. (Add "and a rusty car" after "truck.")
12. Where's my history book? (Add "and my math problems" to the end of the sentence.)
13. These countries remain the most forceful in the Western bloc. (Change "These countries" to "The United States.")
14. The men and women were asked to participate. (Change "The men and women" to "Every man and woman.")
15. They don't run fast enough. (Change "They" to "He.")



11. Lie/Lay

Set

Ask the students this question: When it's late at night and you're very tired, do you *lay* down or *lie* down on your bed to rest? (lie down)

Objective

Tell students that they will learn to recognize the differences between—and to correctly use—these two troublesome verbs: *lie* and *lay*.

Model

Begin with the verb *lie*. Place the principal parts of this verb on the chalkboard. Emphasize repeatedly that this verb means *to rest*.

lie (right now)

lying

lay (in the past)

lain

Write the following sentences on the board, very carefully emphasizing the time element and emphasizing the idea of resting. Have students copy the sentences into their notebooks.

I wish I could lie down. (right now)

I will lie down as soon as I get home. (future)

My dog is lying on the floor. (right now)

You look ill. Go lie down. (right now)

Yesterday I lay on the couch after school.

Slowly I lay back and rested my head on the pillow.

Last night the dog lay quietly beside me.

Now do the same for the verb *lay*. Write the principal parts on the board, emphasizing this time that the verb means to *put or place an object* onto a surface.

lay (right now)
 laying
 laid (in the past)
 laid

As before, write the sentences below while the students copy them into their notebooks. Emphasize with every sentence that the action is to put or place an object on a surface. Point out the object in each sentence. It would be helpful to dramatize the first sentence by exaggeratedly picking up a student's book and laying it down on your desk.

I will lay the book on my desk.

Lay the book down now.

Where did you lay the map?

I laid the map on the desk before class.

Pat laid the disk on the counter this morning.

The all-important question for students to keep in mind is this: Is the subject resting, or is the subject placing an object on a surface?

Guided Practice

Distribute copies of the practice sheet on page 49. Proceed through the sentences with the students orally. Go very slowly, constantly asking whether the subject is resting or placing. Also, be alert to the presence of an object. Answers are listed here.

1. lay, laid
2. lay, lying
3. lain, lie
4. Laying, lie
5. lie, lain
6. lie, lay
7. lay, lying
8. lie, lay
9. laid, lying
10. lain, laid
11. lying, laid

12. laid, lying

Independent Practice

Distribute copies of the practice sheet on page 50. Allow students time to choose responses, reminding them to ask themselves these questions: Is the subject resting? or placing? Is there an object? When all are finished, correct the sentences orally. Answers are listed here.

- | | |
|---------------|-----------|
| 1. lying | 11. lain |
| 2. lying | 12. lies |
| 3. lies | 13. laid |
| 4. lay | 14. laid |
| 5. lies, lies | 15. lie |
| 6. lie | 16. lie |
| 7. laid | 17. laid |
| 8. laid | 18. laid |
| 9. lain | 19. lying |
| 10. lay | 20. laid |

Finally, have students write their own sentences using the practice sheet on page 51. When all are finished, send students to the board to write their sentences. Answers will vary.

Closure

Ask students the following questions:

- When your dog is resting in front of the fireplace, would you say he is lying or laying? (lying)
- When you want to command your dog to put his body flat on the floor, what do you say? (Lie down!)
- When you put your dog on the grooming table to be brushed, which verb do you use? (You lay your dog on the grooming table.)

Guided Practice: Lie/Lay

To rest:	To place:
lie	lay
lying	laying
lay	laid
lain	laid

Directions: Underline the correct verb form in each pair in parentheses.

1. There (laid, lay) Jim where we had (laid, lain) him two hours ago.
2. Dave (laid, lay) in the grass to see where the snake was (laying, lying).
3. The old bricks have (laid, lain) there for many years and will (lay, lie) there for many more.
4. (Laying, Lying) aside his book, Dad said, "I want to (lay, lie) down."
5. Let the key (lay, lie) right there where it has always (laid, lain).
6. Let the key (lay, lie) right there while I (lay, lie) down my packages.
7. My little brother (lay, laid) on the floor asleep, his blocks (lying, laying) beside him.
8. Make the dog (lay, lie) down because I want to (lay, lie) these floor tiles.
9. He (laid, lay) down his bat and left it (laying, lying) there.
10. When I had (lain, laid) on the couch for a while, my dog came and (lay, laid) his head on my chest.
11. Was my hat still (laying, lying) on the seat where I (laid, lay) it earlier in the day?
12. Before school I had (lain, laid) my homework on the table, and it's still (laying, lying) there.



Independent Practice: Lie/Lay

Directions: Underline the correct verb form.

Remember: resting? or placing?

1. The book was (lying, laying) on the shelf.
2. Kimberly was (lying, laying) in the sun.
3. My mother often (lies, lays) on the couch after work.
4. The toy (lay, laid) in a puddle of water.
5. The cat never (lies, lays) on the floor; she always (lies, lays) on the couch.
6. The dog loves to (lie, lay) in front of the fireplace.
7. Try to remember where you (lay, laid) my umbrella.
8. The doctor (lay, laid) down the injured puppy very gently.
9. The books had (laid, lain) there for several weeks.
10. Far beneath the surface of the water (lay, laid) many fiberoptic cables.
11. You shouldn't have (lain, laid) there so long.
12. Some coal (lies, lays) unused in the furnace room of the old house.
13. Where have I (lain, laid) that tool kit?
14. After he gathered wood, Andrew (lay, laid) a fire.
15. I decided to (lie, lay) down for a few minutes.
16. I couldn't persuade him to (lie, lay) down.
17. Melanie had (lain, laid) her purse on the railing.
18. In a few hours the workmen (lay, laid) the new floor.
19. His clothes were (lying, laying) about the room.
20. Someone had (lain, laid) a pillow on the chair.



Independent Practice: Lie/Lay (*continued*)

Now write one clear, meaningful sentence for each of the following verb forms.

lay (rested) _____

laid _____

lying _____

have lain _____

lay (placed) _____



12. Sit/Set

Set

Ask students to think for a minute about the meanings and uses of the verbs *lie* and *lay*. Ask someone to explain the difference. (Lie—to rest; lay—to place an object)

Objective

Tell the students that they will learn that *sit* and *set* function in much the same way as *lie* and *lay*.

Model

Ask students to refer in their notebooks to the information on *lie* and *lay*. (If this lesson has not been done, have students locate *lie/lay* in their grammar books.) Note the definitions and the principal parts of these verbs.

Now write the verb sit on the chalkboard. Explain that *sit*, like *lie*, means *to rest*. Write the principal parts on the board.

sit (right now)

sitting

sat (in the past)

sat

Write the following sentences on the board, very carefully emphasizing the idea of resting. Have students copy the sentences into their notebooks. (These are the same pattern sentences used in the lesson on *lie/lay*. This will emphasize the similarity between the verb pairs.)

I wish I could sit down. (right now)

I will sit down as soon as I get home. (future)

My dog is sitting on the floor. (right now)

You look ill. Go sit down. (right now)

Yesterday I sat on the couch after school.
 Slowly I sat back and rested my head on the pillow.
 Last night the dog sat quietly beside me.

Now do the same for the verb *set*. Write the principal parts on the board, emphasizing this time that the verb means to *put or place an object* on a surface.

set (right now)
 setting
 set (in the past)
 set

As before, write the sentences below while the students copy them into their notebooks. Emphasize with every sentence that the action is to put or place an object on a surface. Point out the object in each sentence.

I will set the book on my desk.
Set the book down now.
 Where did you set the map?
 I set the map on the desk before class.
 Pat set the disk on the counter this morning.

As with *lie/lay*, students must keep in mind the following: Is the subject resting (sit), or is the subject placing an object on a surface (set)?

Guided Practice

Distribute copies of the practice sheet on page 55. Proceed through the sentences with the students orally. Go slowly, asking whether the subject is resting or placing. Point out any objects in the sentences. Answers are listed here.

- | | |
|------------|------------|
| 1. sitting | 6. sit |
| 2. sat | 7. sitting |
| 3. sitting | 8. sit |
| 4. set | 9. set |
| 5. sat | 10. sat |

Independent Practice

Distribute copies of the practice sheet on pages 56 and 57. Allow students time to choose responses, reminding them to ask themselves: Is the subject rest-

ing? or placing? Is there an object? Caution the students that both troublesome verb pairs, *lie/lay* and *sit/set*, are included in this practice. If the lesson on *lie/lay* has not been taught, students should refer to their grammar books for assistance. When all are finished, correct the sentences orally. Answers are listed here.

sit-set	lie-lay	mixed
1. had sat	1. lie	1. set
2. Set, sit	2. laid	2. lying
3. sat, set	3. Laying	3. lay
4. sitting, setting	4. Lying	4. set
5. sitting, sit	5. lay	5. lay
6. Set, sitting	6. laid	6. sitting
7. sat, sat	7. had lain	7. lying
8. set, sat	8. lad laid	8. set
9. sit, set (exception)	9. lying	9. sitting
10. sit	10. laid	10. sat
	11. lay	
	12. lay	
	13. are lying	
	14. Lie	
	15. lay	

Closure

Have students define and list the principal parts of two verb pairs, *lie/lay* and *sit/set*, without referring to their notebooks.

Guided Practice: Sit/Set

sit	set
sitting	setting
sat	set
sat	set

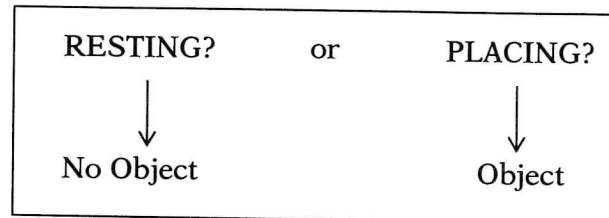
Directions: Underline the correct verb form in parentheses.

1. Paula has been (sitting, setting) by her phone all night.
2. The soldier just (sat, set) still and did not respond to questioning.
3. In what section of the bleachers were you (sitting, setting)?
4. Two extra desks were (sat, set) in the classroom by the janitor.
5. If you had (set, sat) there any longer, you would have stuck to the chair!
6. Since we had nowhere else to go, we decided to (set, sit) quietly and wait for our turn.
7. All passengers (sitting, setting) in the rear of the train are to leave now.
8. I learned that if you (sit, set) in the sun too long, you might get skin cancer.
9. My father plans to (sit, set) a small tent in his backyard for the children.
10. One foolish girl had (sat, set) in the broken chair.



Independent Practice: Sit/Set, Lie/Lay

Caution: When making your verb choices, remember to ask yourself whether the subject is resting or placing. Also, look for any objects.



Sit/Set

1. Before lunch I (had sat, had set) in the television room.
2. (Set, Sit) the chemicals over low heat and (sit, set) far away!
3. I (set, sat) at my desk and (set, sat) my briefcase on the floor.
4. Was anyone (sitting, setting) with you while you watched Fred (sitting, setting) pins at the bowling alley?
5. I have been (sitting, setting) at the kitchen table just waiting for you to (set, sit) down with me.
6. (Set, Sit) the grill near the railing where it was (sitting, setting) last summer.
7. Nobody has (sat, set) there since you (sat, set) there this morning.
8. When Eric (sat, set) the timers, Jim (sat, set) back and laughed.
9. The chairs must (set, sit) here until the cement has (sat, set) completely.
10. Don't (sit, set) on that antique chair.

Lie/Lay

1. I (lie, lay) down each night.
2. I (lay, laid) the hammer on the floor yesterday.
3. (Lying, Laying) the hammer aside, he went away.
4. (Lying, Laying) down, I watched the clock.



Independent Practice: Sit/Set, Lie/Lay (continued)

5. I (laid, lay) down after I finished my work.
6. I (lay, laid) the hammer aside when I finished my work.
7. I (had lain, had laid) down to rest.
8. I (had lain, had laid) the hammer aside before I left the shop.
9. I am (lying, laying) on the couch.
10. He (laid, lay) his books on the table.
11. Yesterday Mom (laid, lay) down for several hours.
12. Your pen (lay, laid) on the table for several hours.
13. Three pennies (are lying, are laying) on the plate.
14. (Lie, Lay) still for a moment.
15. The ceremonial candles (lay, laid) in the box.

Directions: Write the correct form of the verb in parentheses.

1. Joanne _____ her purse on the table. (sit, set)
2. The baby was _____ on the floor. (lie, lay)
3. The peaches _____ on the ground. (lie, lay)
4. I _____ my packages on the counter. (sit, set)
5. Did anyone _____ some books on the shelf? (lie, lay)
6. We had been _____ there for an hour. (sit, set)
7. Michael's toys have been _____ in the kitchen all day. (lie, lay)
8. Please _____ the table for dinner now. (sit, set)
9. Was anyone interesting _____ beside you at the movies? (sit, set)
10. The guest speaker had _____ in the lounge for some time. (sit, set)



II. LITERATURE PLANS

13. Gulliver's Travels: *The Nine Articles*

Set

Ask the students if any of them know the story of *Gulliver's Travels* by Jonathan Swift. Some may have read the tale; others may have seen an animated version. Ask a student to recount Gulliver's experiences in the land of the Lilliputians.

If no one knows the story, offer this brief summary:

Lemuel Gulliver is shipwrecked somewhere in the South Pacific. He struggles to shore and falls asleep. Soon, little people who are only six inches tall surround him and attempt to determine what this huge creature is all about. They tie down the "giant" and, while he is sleeping, crawl over his body to examine him. Later, when he awakens, they transport him with great difficulty into their town. They house him in their largest building, feed him many tiny wagon-loads of food and many tiny barrels of wine. Eventually, Gulliver and the Lilliputians come to understand each other's language, finally striking a friendship of sorts. However, in order to protect their homes and their lives, and in order to make the most of Gulliver's presence on their island, they determine that Gulliver must pledge to abide by certain rules of behavior. He takes an oath—in a very silly posture—to follow the Lilliputians' nine rules.

You might mention that author Jonathan Swift uses Gulliver's experiences to satirize much of English life during the eighteenth century.

Objective

Tell students that they are going to draw parallels between Gulliver's restrictions on Lilliput and certain experiences in modern-day life.

Model

Have students locate in their texts the nine articles from "The Voyage to Lilliput."

Guided Practice

Have various students read the articles aloud.

Independent Practice

Distribute copies of the practice sheet on page 63. Review the directions with the class. Allow students 20 minutes to complete the exercise. When all are finished, discuss the results. Suggested parallels are listed here, but do accept other reasonable responses.

1. passports
2. search warrants, curfews
3. traffic laws, "keep off the grass" signs
4. murder laws, kidnapping laws
5. eminent domain, search and seizure
6. the draft
7. jury duty
8. satellite observation of Earth
9. wages

Closure

Remind students that one of the primary functions of literature is to help us understand the human condition. As they read, especially the classics, students should look beyond the occasional difficulties of earlier writing styles and concentrate instead on discovering themselves through the experiences of fictional characters.

Independent Practice: *Gulliver's Travels*

Directions: Lemuel Gulliver was required to abide by nine articles in order to live and function happily among the Lilliputians. While you may not be living in a land populated by six-inch people, you are a citizen of a society with its own rules and regulations for orderly life. Study the nine behaviors expected of Gulliver and write a modern-day equivalent of each article. The first one has been done for you.

Gulliver	American Citizen
Article 1	1. Citizens must obtain a passport to travel in other countries.
Article 2	2.
Article 3	3.
Article 4	4.
Article 5	5.
Article 6	6.
Article 7	7.
Article 8	8.
Article 9	9.



14. Gulliver's Travels: *Revising the Nine Articles*

Set

Ask students to list in their notebooks five rules of behavior that have been imposed upon them by their parents, school officials, or other authority figures. Do not ask for oral responses yet. Allow two to three minutes. Students will probably write such items as curfews, dress codes, restrictions on smoking, etc.

Objective

Tell students that they will be examining the fairness and unfairness of rules.

Model

Ask students to name a few of the rules they listed in their notes. You might want to write these on the board. Ask which of these rules are beneficial or fair and why. Ask which are unfair (i.e., which ones have little relationship to the well-being of the students). Then ask students how the unfair rules can be modified to make them fairer. Do not allow mere cancellation of the rule; insist on revision. Students may become quite involved in this discussion; limit this activity to about ten minutes.

Guided Practice

Briefly recount—or remind students of—the circumstances of Lemuel Gulliver's experiences in Lilliput. (See Set in previous lesson.) Have students turn to the list of nine articles from "The Voyage to Lilliput" in the appropriate section of their literature book.

Independent Practice

Distribute copies of the practice sheet on page 66 or ask students to turn to a blank sheet in their notebooks. Students should work with a partner to discuss the fairness or unfairness of each of the nine articles. Then they should draw up a revised agreement for Gulliver in which his own needs and interests are addressed. Allow 20 minutes. Circulate among the pairs to ask opinions and make occasional comments.

Closure

Remind students that while not all rules are completely fair, most rules are made in the best interests of the majority of the people.

Name _____ Date _____

Independent Practice: Revising the Nine Articles

Directions: In "The Voyage to Lilliput," Lemuel Gulliver is made to swear to a series of nine articles which, by controlling his behavior, would protect or enhance the lives and life-style of the Lilliputians. Work with a partner to discuss the fairness or unfairness of these articles. Then draw up a revised agreement for Gulliver in which his own needs and interests are addressed.

I, Lemuel Gulliver, do solemnly swear to faithfully abide by the following articles:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

SIGNED on this _____ day of the year of our Lord, _____.



15. *“The Educated Man” by John Henry Newman*

Set

Have students list in their notebooks five qualities that their education has developed in them. Possible responses range from “the ability to add numbers” to “the ability to evaluate the validity of arguments.” After three or four minutes, put the students in groups of four. Allow five minutes to discuss their lists and then create a master list of five qualities. A representative from each group should then write the master list on the board. Read and discuss. This set should take no more than 10–15 minutes.

Objective

Tell the students that they will be reading and discussing John Henry Newman’s definition of an educated man.

Model

Have students locate John Henry Newman’s essay “The Educated Man” in their literature texts. Read the essay aloud.

Guided Practice

Ask students to read the essay again silently, looking for the qualities of an educated man. Have them list these qualities (at least five) in their notebooks. When all are finished, ask for responses. Also ask whether these same qualities apply to an educated woman.

- has the ability to self-evaluate
- is a clear thinker
- is competent
- can be all things to all people

- is able to speak and to listen
- has a sense of the serious along with a sense of humor
- has inner resources that will serve for a lifetime, etc.

Independent Practice

Distribute copies of the practice sheet on page 69 or blank composition paper. Have students write a paragraph of approximately 100 words in which they attempt to define an educated person of the modern world. Students should be sure to include specific qualities.

Closure

Have students pair up and read their definitions aloud to their partners.

Independent Practice: “The Educated Man”

Directions: You have listed the qualities that your education has developed in you; you have participated in creating a master list of qualities within your group; and you have given some consideration to John Henry Newman's assessment of the effect of education.

Taking all these ideas into consideration, write about 100 words on your definition of the educated person in today's world. What do you truly believe education does or should do for an individual? Be sure to include specific qualities that an education should develop in a person.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. A small, faint mark is present near the center of the page.

16. “Friendship” by Ralph Waldo Emerson

Set

Ask students to explain the difference between an *acquaintance* and a *friend*.

Objective

Tell students that they will discuss and write about friendship.

Model

Write the following list of terms on the chalkboard. Distribute dictionaries and have several students locate definitions. Add the definitions to the list of terms on the board.

Term	Definition
dissimulation	pretense
hypocrisy	pretense; deceit
parry	ward off; evade
fend	ward off; offer resistance
philanthropy	love of mankind
ingenuity	inventiveness
paradox	contradiction
semblance	outward appearance
reiterate	repeat

Guided Practice

Have students locate in their textbooks Ralph Waldo Emerson's essay "Friendship." Read it aloud to the class.

Have students copy or paraphrase in their notebooks three or four lines from the essay that best define friendship. When all students are finished, ask several volunteers to suggest lines, and then discuss what each line means. The following are suggested responses.

- I can be completely sincere with a friend.
- With a friend I can speak freely and spontaneously; I may share my thoughts without fear.
- I may drop all pretense (dissimulation).
- Hypocrisy affects all human relationships except for friendship. We are always playing social or intellectual games with other people.
- But a friend appreciates not my cleverness but me.
- A friend is a paradox in nature: I am a solitary being; yet I see myself duplicated in my friend's form, almost as if we were one soul inhabiting two bodies.

Independent Practice

Distribute copies of the practice sheet on page 72. Allow students 10–15 minutes to complete the work.

Closure

Have one or two volunteers read their essays aloud to the rest of the class. Emphasize that, while we all populate our lives with numerous acquaintances, we should all agree that true friendship is rare and, therefore, precious.

Name

Date _____

Independent Practice: Friendship

Directions: Think carefully about your best friend: When and where did you meet? Did you become friends immediately, or did it take some time? How long have you been friends? What qualities and interests do you share? What is it about this one person that makes him or her your best friend?

Write an essay in which you describe your best friend. Use your friend's name as the title for your composition. Use additional paper if needed.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

17. Benjamin Franklin's Maxims

Set

Before class, locate in the student text the maxims from Benjamin Franklin's *Poor Richard's Almanac*.

When students arrive, write on the chalkboard the word maxim. Ask students if they can define this word. If not, write on the board as an example any one of Franklin's maxims. Discuss the meaning and then explain that a maxim is *a short statement that offers advice on how to live*.

Objective

Tell students that they will study and interpret several of the maxims from Benjamin Franklin's *Poor Richard's Almanac*.

Model

Write a second maxim on the chalkboard. Ask students to interpret the meaning.

Now write a third maxim. This time, ask students to explain it in their notebooks; then have four or five students write their interpretations on the board. Check for agreement on interpretation.

Guided Practice

Have students turn to Benjamin Franklin's maxims in the appropriate section of their textbooks. Allow about 15 minutes for students to write in their notebooks an interpretation for each maxim. When all are finished, call for oral responses.

Independent Practice

Distribute composition paper. Ask students to write a personal narrative that illustrates any one of the maxims covered in class today.

Examples: Write about a time when...

- you or a friend couldn't keep a secret
- a relative or family friend overstayed
- you counted too much on the future rather than focusing on the day at hand

Closure

Have students read their compositions aloud in pairs or groups of three. End class by having students define *maxim* once again.

18. Benjamin Franklin's Thirteen Virtues

Set

Write on the chalkboard the word virtue. Explain that a virtue is a standard of moral behavior or a commendable quality such as respect, punctuality, patience, honesty, or courage. Allow students two minutes to list in their notebooks several virtues that they possess. Call on various students to name one virtue they live by.

Objective

Tell students that they will read and interpret 13 virtues mentioned in Benjamin Franklin's autobiography.

Model

Explain that, in his attempt to reach moral perfection, Ben Franklin devised a list of virtues that he wanted to possess. He then set about in a determined fashion to acquire them, one at a time. He even made a ledger in which he could keep track of his success or failure on a daily basis.

List on the chalkboard Franklin's 13 virtues:

1. temperance
2. silence
3. order
4. resolution
5. frugality
6. industry
7. sincerity
8. justice

9. moderation
10. cleanliness
11. tranquility
12. chastity
13. humility

Ask students which ones they can already explain or interpret. Do not write any responses on the board; simply listen.

Guided Practice

Distribute copies of the practice sheet on page 77 on which students will interpret the virtues. Encourage them to use dictionaries to look up the meaning of any unfamiliar words. When all are finished, ask various students to offer their interpretations. Finally, have students locate in their textbooks the appropriate section of Franklin's autobiography and compare their interpretations with Franklin's own words.

Independent Practice

Ask students to write a short paragraph in their notebooks or on the back of the practice sheet in which they explain which one of Franklin's 13 virtues they would have the most difficult time developing. Paragraphs should explain why this virtue would create a problem.

When all the students are finished, have them read their paragraphs aloud to a partner.

Closure

Remind students that life is a series of learning experiences and challenges. We, like Franklin, should make every attempt to develop the virtues that will help us to meet those challenges.

Guided Practice: Thirteen Virtues

Directions: Write a brief explanation or interpretation for each of the virtues listed below. Use a dictionary for help with any unfamiliar words. The first two have been done for you.

1. Temperance: Don't eat or drink too much.

2. Silence: Avoid idle chitchat. Don't say negative things designed to hurt people.

3. Order: _____

4. Resolution: _____

5. Frugality: _____

6. Industry: _____

7. Sincerity: _____

8. Justice: _____

9. Moderation: _____

10. Cleanliness: _____

(continued)



Name _____ Date _____

Guided Practice: Thirteen Virtues *(continued)*

11. Tranquility: _____

12. Chastity: _____

13. Humility: _____



19. “Ode on a Grecian Urn” by John Keats

Set

Ask students to explain what an *urn* is (a vase-shaped receptacle). Distribute blank 8½ x 11-inch paper. Ask students to draw the outline of an urn on both sides of the paper so that there are two main views of the urn. Be sure that the urns are large enough to later hold illustrations.

Objective

Tell students that they will be visualizing the urn created through John Keats’s imagery in his poem “Ode on a Grecian Urn.”

Model

Have students locate the poem in their literature textbooks. Read the poem aloud to the students, or have several students share the reading.

Guided Practice

Explain the divisions of the poem by writing on the board the following information:

Stanza 1—addresses the urn and explains that the urn tells a silent story through its engravings. Lines 8–10 are an overview.

Stanzas 2, 3—both describe one view of the urn.

Stanza 4—describes a second view of the urn.

Stanza 5—states that the beauty of such artifacts is eternal, and concludes that beauty is immortal.

Independent Practice

Have students carefully read again stanzas 2 and 3. Then, on their urns they are to draw in detail what Keats is describing—a musician playing a flute; a young man leaning toward a girl, hoping to kiss her; trees; etc. Then they should read stanza 4 and draw the scene on the other side of their respective urns—a deserted village, perhaps the procession of the priest and the villagers leading the heifer to the sacrifice.

When all students are finished, have them exchange papers to admire—or joke about—one another's art, but more importantly to check for details. Have all images been included on the urn?

You might wish to display a few of the urns in the classroom.

Closure

Ask students to write in their notebooks an answer to this question: John Keats's urn is a "cold pastoral," an immortal object that praises country life. In what way(s) does imagery help to convey this idea?

(The images etched onto the urn allow us to see scenes of pastoral peace and serenity. We can visualize the beauty of country life.)

20. “*Pretty Words*” by Elinor Wylie

Set

Ask students to list in their notebooks five “pretty” words and five “ugly” words. After two or three minutes, ask various students to share their responses. List some of these on the board. Ask students to explain how they made their choices. They will probably mention sound or meaning. At this point, you might want to explain the term *connotation*—implied or associated meanings; emotional attachments.

Objective

Tell students that they will be studying Elinor Wylie’s poem “Pretty Words” to see how figurative language is used to reveal the beauty and life contained in words.

Model

Have students locate the poem “Pretty Words” in their literature texts. Read the poem aloud.

Guided Practice

Locate any unfamiliar words (docile, dappled, luminous, opalescent, gilded, etc.). List these words on the board. Distribute several dictionaries and ask students to look up definitions. Write the definitions on the board.

Independent Practice

Distribute copies of the practice sheet on pages 83 and 84. Allow 20 minutes for students to complete the work. Then conduct a discussion of the poem using the questions on the practice sheet. Suggested responses are listed here.

1. Responses will vary.
2. Poets and other writers love words and play with them much as a pet owner cherishes a pet.
3. smooth, tender, shy, soft, bright, luminous, lazy, cool, honeyed
4. golden fish, downy birds, dappled deer, purring kittens, lazy cattle, pearly moths, honeybees
5. Some are direct (shy words are deer) and some use "like" or "as" (tender words are like birds). The direct comparisons are metaphors; the indirect are similes.
6. fish—simile; birds—simile; deer—metaphor; kittens—metaphor; cattle—metaphor; moths—simile; bees—simile.
7. The words are performing an action (singing) that is characteristic of human beings.
8. personification

Closure

At least three devices are used in Eleanor Wylie's poem to reveal the life contained in words. Have students list these three devices in their notes along with a definition.

simile—comparison using like or as

metaphor—direct comparison without like or as

personification—giving human characteristics to a nonhuman

Ask several students to read their definitions aloud.

Independent Practice: "Pretty Words"

1. Do you have a pet? If so, tell what it is, and explain how you feel about your pet.

2. Explain what Wylie means in her metaphor in line 1: "Poets make *pets* of...words."

3. What kinds of words are like pets to Wylie? What kinds of words does she love? (for example, "smooth" words)

4. Make a list of seven animals or insects to which she compares the words that she loves.

- | | |
|----|----|
| a. | e. |
| b. | f. |
| c. | g. |
| d. | |

(continued)



Independent Practice: "Pretty Words" (*continued*)

5. How does the phrasing of the comparisons differ? What are the two poetic devices being employed in these comparisons?

6. Label each comparison in #4 as either metaphor or simile.

7. Note lines 9–10, in which a comparison is made between words and people. How is this accomplished?

8. What is the poetic device in which an inanimate object is compared to a human?



21. “My Last Duchess” by Robert Browning

Set

Ask students to recall a time when they misjudged (or were misjudged by) another person or treated another person unfairly. Have several volunteers recount their stories briefly. They may mention instances when they made incorrect assumptions based on someone’s hair, clothing, facial features, speech, etc.

Objective

Explain that students will read a *dramatic monologue*—a soliloquy in which a character reveals much about his own personality. They will evaluate two personalities presented in the monologue and determine whether misjudgment has occurred between them.

Model

Have students locate Robert Browning’s poem “My Last Duchess” in their textbooks. Read the poem aloud to the class.

Guided Practice

Have students make two columns on a sheet of paper or in their notebooks. Label the first column The Duke and the second column The Duchess.

Now have students read the poem silently, jotting in the Duke’s column any words, phrases, or lines that help reveal his personality or his attitude toward his former wife. For the time being, leave the second column empty. Students should note such items as the following.

- He jealously guards the portrait.
- He keeps the portrait behind a curtain.

- He says the Duchess received compliments from many men.
- He says she blushed when she was complimented.
- He says she had no sense of discrimination.
- He says she was too easily impressed.
- He is annoyed that she didn't appreciate his "name" enough.
- He pretends humility when he suggests he is not a good speaker.
- He suggests that if he had reprimanded her, she would have ignored him.
- He refuses ever, ever to compromise or bend.
- He insists that the emissary walk alongside him, as his supposed "equal."
- He collects rare objects, such as the sculpture of Neptune taming a sea horse.

Discuss the results. Ask students to make a personality assessment of the Duke: Do they like him? Do they trust him?

Now have students write in the Duchess's column a similar analysis of her personality, including her attitude toward her husband and toward her world.

- She is beautiful, passionate, earnest.
- She is shy, innocent, easily delighted.
- She blushes easily.
- She is happy, full of life, full of wonder.
- She is humble, nonmaterialistic, genuine.

Discuss the results. Do they like the Duchess?

Independent Practice

Distribute copies of the practice sheet on page 88. Allow ten minutes to complete the work; then conduct a discussion of student responses. Suggested answers are listed here.

1. The jealous, insecure Duke probably had her killed.
2. He's helping to arrange a marriage between the Duke and the Count's daughter.
3. The Duke is very possessive, not only of objects, but also of people. Indeed, he treats people like objects.
4. He may hope that others would share his view, but he's more likely issuing a warning.
5. We learn much about both characters, but clearly we gain more insight into the Duke's personality, even though he does not intend for that to happen. This is characteristic of dramatic monologues.

6. He has misjudged her.

Closure

Ask students to write a response to this question: If you were the emissary, what message would you take back to your employer? Have several students read their responses aloud.

Independent Practice: "My Last Duchess"

Directions: Read your comments in the columns you created on the Duke and the Duchess. Then write out responses to the questions listed below.

1. What do you think happened to the Duchess? (See lines 45–47.)

2. Explain the presence of the emissary. (See lines 49–53.)

3. Does the reference to the bronze statue lend any insight into the Duke's personality? (See lines 54–56.)

4. Why does the Duke tell the emissary about his last Duchess? Does he assume the emissary will understand and agree with him? Or is he issuing a veiled warning of what the Count's daughter might expect?

5. Whom do you learn more about in this dramatic monologue: the Duke or the Duchess? Explain.

6. Has the Duke assessed the Duchess's personality correctly, or has he misjudged her? Explain.



22. *Shakespearean Sonnets*

Set

Write the words summer vacation on the chalkboard. Ask students to list five things that they love about summer vacation. Call on several students to brainstorm while you write responses on the board. Then ask students if they are aware of any negative qualities associated with summertime. List a few of these on the board.

Objective

Tell students that they will study today how Shakespeare builds on such ideas to create a tribute to his “dark lady” of the sonnets.

Model

Distribute copies of the Guided Practice sheet on page 92. Have students locate Shakespeare’s “Sonnet 18” in their textbooks.

Read lines 1–2 aloud, and then determine the meaning of *temperate* (not extreme or excessive).

Ask students to explain the comparison Shakespeare makes in these lines. Then write the following on the board and have students copy them onto their translation lines.

I’m going to compare you to a summer’s day.

You are prettier and more even-tempered.

Guided Practice

Have students read lines 3–8. Ask what the “eye of heaven” might be (the sun). Ask what can “dim” the “complexion” of the sun in summer (the clouds).

Look up definitions of *fair* in the dictionary. Which definition makes most sense here? (beauty)

Now tell students to think about the five ways in which, according to Shakespeare, a summer day or the summer season may not be perfect.

Call on students to elicit the following responses, and then have students copy them onto the translation lines.

- Line 3. Sometimes the sun is too hot.
- 4. Sometimes it's cloudy.
- 5. Sometimes the sun is too hot.
- 6. Sometimes it's cloudy.
- 7–8. Everything beautiful eventually changes.

Now have a student read lines 9–14 aloud. Ask what an “eternal summer” is. When Shakespeare says his lady will always be “fair” and will have “victory over death,” is he speaking literally or figuratively?

(Figuratively: He means that he will immortalize her in his verse. Her body may die, but her memory, and therefore her beauty, will live forever.)

Have students translate lines 9–14 on their poetry sheets. When all are finished, check their responses. Suggested translations are listed below.

- Line 9. You will not fade.
- 10. Your beauty will never change.
- 11. Death shall never fully take you
- 12. Even though your body may age.
- 13. As long as people walk the earth
- 14. My poem will keep you alive in their minds.

Independent Practice

Distribute copies of the Independent Practice sheet on page 93. After students locate “Sonnet 55” in their texts, have one person read the complete poem

aloud. Ask students to write a brief translation of each of the stanzas and the couplet. Suggested translations follow.

- 1–4 Nothing man has made can be more permanent than this poem of mine. You will be more brilliant here than any soiled monument could ever be.
- 5–8 Wars might destroy statues, and fights might ruin the foundations of buildings, but nothing—neither Mars’ sword nor war—can ruin the memory of you.
- 9–12 You shall prevail even against war or death. Every man or woman who ever lives will know of your loveliness.
- 13–14 Therefore, until Judgment Day you will be alive and well in these lines. All lovers will know of you.

Now ask how this sonnet expresses an idea similar to that in “Sonnet 18.”

(The lady will be immortalized in this verse.)

Closure

Repeat that Shakespeare used comparisons in both sonnets to reveal his view that he can offer his “dark lady” eternal life through his poetry.

Name _____ Date _____

Guided Practice: Translation of "Sonnet 18"

Your translation

Line 1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____



Independent Practice: Translation of "Sonnet 55"

Write a translation of lines 1–4.

Write a translation of lines 5–8.

Write a translation of lines 9–12.

Write a translation of lines 13–14.



23. *Aspects of Love*

Set

Ask students to list in their notebooks the titles of three love songs that they particularly like. Do not ask for responses yet.

Objective

Tell the class that they will be discussing various aspects of love as expressed in music and poetry.

Model

Call on a number of students to name their favorite love songs. Allow about five minutes to discuss the content of the songs in this manner.

What are the songs about?

What similarities exist among the songs?

Are the songs uplifting or sad?

Are the love relationships successful or unsuccessful?

How do they account for the similarities among the songs?

Explain that the lyrics for love songs usually evolve from and represent the ordinary person's experiences with love.

Guided Practice

Distribute the Guided Practice sheet on page 96. Allow students about five minutes to complete the questionnaire alone. Then place students in groups of four, preferably two boys and two girls, and have them share their responses. Circulate among the students as they discuss aspects of love, and make appro-

priate comments as needed. Allow no more than ten minutes for group work. Finally, bring the class to order once again to call for general responses to the questions.

Independent Practice

Explain to the class that just as love songs reflect universal feelings about love, so do love poems. Remind them that songs are poems put to music.

Distribute copies of the Independent Practice sheet on pages 97 and 98. Then have students locate any two love poems in their literature textbooks. Allow about ten minutes for students to read the poems and respond in writing. When all are finished, call on a few students to share their responses.

Closure

Ask the class the following questions:

Which song mentioned earlier best represents your current attitude toward love?

Which of the two poems you read best represents your current attitude toward love?

Guided Practice: Aspects of Love

1. List five words that describe the person you love right now. If you are not in love at this time, then describe how you felt about the last person you cared for. How did that person look to you? Make you feel inside? What attracted you to him or her?

a.
b.
c.
d.
e.

2. What is the best way you can think of to compliment or pay tribute to someone you love?

3. Name something unpleasant about being in love.

4. What would make you feel most betrayed by your boyfriend or girlfriend: Lying? Cheating? Disloyalty? Indifference? Something else? Explain.

5. Have you ever loved someone who didn't love you back? If yes, what were some of the emotions you felt?

6. Have you ever written a song or a poem about someone you loved? If so, what was it about?



Independent Practice: Aspects of Love

Directions: Choose any two love poems in your textbook.

(Some titles are listed at the bottom of the next page; however, you are not limited to these poems.)

Read the two poems and then respond in writing to the questions that follow.

Poem 1

What is the title? _____

Who is the author? _____

Briefly summarize the content of the poem. _____

What aspect of love is revealed in this poem? _____

(continued)



Independent Practice: Aspects of Love (*continued*)

Poem 2

What is the title? _____

Who is the author? _____

Briefly summarize the content of the poem. _____

What aspect of love is revealed in this poem? _____

Suggested Poems

"Love Poem," Nims

"To Helen," Poe

"The Bustle in a House," Dickinson

"An Old Story," Robinson

"A Lover," Lowell

"Love Song of J. Alfred Prufrock,"
T.S. Eliot

"Elegy for Jane," Roethke

"Women," Swenson

"Cinderella," Sexton

"Sweet Spring," Cummings

"William and Emily," Masters

"Bonny Barbara Allan," Scottish folk
ballad

"Sonnet 26," Spenser

"Passionate Shepherd to His Love,"
Marlowe

"Nymph's Reply to the Shepherd,"
Raleigh

"Sonnet 31 [or 39]," Sidney

"Since There's No Help," Drayton

Any Shakespearean sonnet

"She Walks in Beauty," Byron

"The Lady of Shalott," Tennyson

"Sonnet 43," Elizabeth Barrett Browning



III. VOCABULARY PLANS

24. *The Dictionary Game*

Set

Ask students if any of them have ever played a game that uses a dictionary. Someone will probably respond “Scrabble®.”

Objective

Explain that today they are going to use dictionaries to play a different kind of game that will expose them to a number of very “weird” words.

Model

Explain the rules of the game. For added reinforcement, distribute copies of the rules of the game on page 103.

1. Pair off to form teams. Partners then will play against another pair of players.
2. Open the dictionary to any page. Once the dictionary is opened, you must play the two pages lying open to you. You cannot shuffle through the dictionary.
3. Choose the weirdest word you can find on these pages—one that you think your opponents will not know.

Example: lordosis

4. Pronounce the word, spell it, and give its part of speech.

Example: lor-DO-sis, noun

5. Now, offer three definitions for the word, only one of which is correct. Wrong definitions may be made up or can be taken from elsewhere on the two pages being played.

Example: *Lordosis* means

- a. of or relating to bird lore
- b. an abnormal curvature of the spine
- c. the status of an aristocratic gentleman

Try to be covert. Don't let your opposition see where you're getting your definitions. Be sneaky, but be fair. You cannot offer more than one correct definition.

(The correct definition for lordosis is "b.")

6. Your opponents can discuss the word for about one minute. Then they must give a response.
7. If they guess the correct definition, they earn one point. If they guess incorrectly, you win one point.
8. Regardless of who earns the point, play then moves to the opponents, who will now offer you a word to define.

Note: To keep students moving quickly, each set of partners should have one dictionary. They can prepare their next challenge word while their opponents are preparing a word for them. Another method of ensuring time-on-task is to require that students submit a list of their game words with correct definitions at the end of the period. You can distribute copies of page 104 to help students organize their words.

Guided Practice

Have two students come up front with dictionaries to play one round of the game. Clarify any confusion about the game procedures.

Independent Practice

Depending on the number of dictionaries in the room, students should play one-on-one or pair-against-pair. Circulate to observe, to assist, and occasionally to join in the play.

Closure

Ask students to share their weirdest word with the class.

Rules of the game

1. Pair off to form teams. Partners then will play against another pair of players.
2. Open the dictionary to any page. Once the dictionary is opened, you must play the two pages lying open to you. You cannot shuffle through the dictionary.
3. Choose the weirdest word you can find on these pages, one that you think your opponents will not know.

Example: Lordosis

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- a. of or relating to bird lore
- b. an abnormal curvature of the spine
- c. the status of an aristocratic gentleman

Try to be covert. Don't let your opposition see where you're getting your definitions. Be sneaky but be fair. You cannot offer more than one correct definition.

(The correct definition for lordosis is "b.")

6. Your opponents can discuss the word for about one minute. Then they must give a response.
7. If they guess the correct definition, they earn one point. If they guess incorrectly, you win one point.
8. Regardless of who earns the point, play then moves to the opponents, who will now offer you a word to define.



Name _____ Date _____

The Dictionary Game

Directions: List each game word that you offer to your opposition in today's challenge. Include the one correct definition for each word.

Word	Definition
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____



25. Scrabble® Winners: XYZ **(3 Plans in 1)**

Set

Ask the students what words often bring in the highest points in Scrabble®. The answer is words that begin with the letters, X, Y, or Z.

Objective

Explain that the students will examine a series of odd words that begin with the letter X or Y or Z. Many of the words will be of an appropriate length to be used for high points in a Scrabble game.

Model

Distribute copies of one of the reproducible lists of vocabulary words on pages 108–110.

Guided Practice

Read through the list aloud so that students will be able to pronounce the words.

Independent Practice

Distribute dictionaries. Students may work alone to look up definitions of the words. If the classroom is not supplied with enough dictionaries for individual work, put the students in groups to share dictionaries. Be sure to circulate and monitor the students as they work.

When students have completed the work, ask for definitions of each word. Answers for all three groups are listed here.

- xanthin**—a pigment
xanthippe—ill-tempered woman
xebec—three-masted ship
xenograft—tissue graft between members of different species
xenolith—fragment of rock inside another rock
xenophile—one who is attracted to foreign things
xenophobia—fear or hatred of anything foreign
xeric—requiring only a small amount of water
xerophyte—a plant adapted for growth in limited amounts of water
xi—fourteenth letter of the Greek alphabet
xiphoid—shaped like a sword
xu—Vietnamese coin
xylem—tissue in plants
xylography—art of making engravings in wood
xylophagous—feeding on wood
- yagi**—shortwave antenna
yahoo—member of a race of brutes in *Gulliver's Travels*; a boorish, crass, or stupid person
yak—an ox
yamen—headquarters of Chinese government official
yapock—South American aquatic opossum
yare—set for action; ready
yarrow—a Eurasian herb
yashmak—veil worn by Muslim women
yaupon—type of holly
yawp—a squawk
yaws—a tropical disease
yea—to bring forth
yegg—a safecracker
yeti—another name for the abominable snowman
youngster—a young man
- zander**—a type of European fish
zanza—an African musical instrument
zareba—an improvised stockade constructed of bushes in Africa

zealot—a fanatic

zebu—an Asiatic ox

zecchino—a sequin

zeitgeist—intellectual and cultural climate of an era

zenith—a high point

zephyr—a breeze

zingy—exciting; attractive

zither—stringed instrument

zibeline—soft wool fabric with alpaca or camel hair

ziggurat—Mesopotamian temple tower

zoea—larval form of crustaceans, especially crabs

zoogenic—caused by or associated with animals

Closure

Ask students to choose their favorite new word and write a sentence that correctly uses that word on one of the practice sheets or in their notebooks.

Name _____ Date _____

Independent Practice: "X" Words

Directions: Using a dictionary, write a definition for each of the following words.

1. xanthin _____
2. xanthippe _____
3. xebec _____
4. xenograft _____
5. xenolith _____
6. xenophile _____
7. xenophobia _____
8. xeric _____
9. xerophyte _____
10. xi _____
11. xiphoid _____
12. xu _____
13. xylem _____
14. xylography _____
15. xylophagous _____



Independent Practice: "Y" Words

Directions: Using a dictionary, write a definition for each of the following words.

1. yagi _____
2. yahoo _____
3. yak _____
4. yamen _____
5. yapock _____
6. yare _____
7. yarrow _____
8. yashmak _____
9. yaupon _____
10. yawp _____
11. yaws _____
12. yean _____
13. yegg _____
14. yeti _____
15. younker _____



Name _____ Date _____

Independent Practice: "Z" Words

Directions: Using a dictionary, write a definition for each of the following words.

1. zander _____
2. zanza _____
3. zareba _____
4. zealot _____
5. zebu _____
6. zecchino _____
7. zeitgeist _____
8. zenith _____
9. zephyr _____
10. zingy _____
11. zither _____
12. zibeline _____
13. ziggurat _____
14. zoea _____
15. zoogenic _____



26. *The Study of...*

Set

Ask students to define the word *geology*. Very broadly, geology is a science that studies the earth. Point out that the word consists of the root *geo* (earth) and the suffix *logy* (the study of).

Objective

Explain that numerous words ending with the suffix *logy* can be broken down and understood in a similar manner. Today's lesson will examine 20 words ending with *logy*.

Model

Distribute copies of the list of words on page 113.

Guided Practice

Read through the list aloud so that students will be able to pronounce the words.

Independent Practice

Ask students to reason out some of the definitions by examining the root word and the suffix. When students are unfamiliar with the root word, they should consult a dictionary for assistance.

Students may work alone, in pairs, or in small groups, as you prefer. You might even consider dividing the class in half, making students on the right side responsible for defining the first ten and those on the left the last ten.

When all are finished, call for definitions.

Answers are listed here.

numerology—study of the occult significance of numbers

biology—study of living organisms

zoology—study of animals

radiology—a science that studies radioactive substances and radiation; in medicine, the use of radiant energy in the diagnosis and treatment of disease

toxicology—study of poisons

phrenology—study of the shape of the skull based on the belief that it indicates mental faculties and character

paleontology—study of past geological periods

oncology—study of tumors or cancer

meteorology—study of the weather

physiology—a branch of biology that studies the functions and activities of living organisms

endocrinology—science dealing with the study of the endocrine glands

astrology—study of the stars (astronomy; obsolete definition); nowadays, the study of the supposed influence of stars and planets on human affairs

immunology—science that studies the phenomena and causes of immunity

philology—study of literature and language as used in literature

ophthalmology—study of the structure, functions, and diseases of the eye

neurology—study of the nervous system

gynecology—branch of medicine that studies the diseases of women

psychology—study of the mind and behavior

theology—study of God

zymology—science that studies fermentation

Closure

Ask students which words they were able to define without using a dictionary. Ask them to explain how they were able to do this (by examining the root and the suffix). Remind them to continue to approach unfamiliar words by applying what they already know about their language.

Independent Practice: The Study of...

Directions: Study the root of each of the following words and provide an appropriate definition. Whenever the root is unfamiliar to you, use a dictionary to locate a definition.

1. numerology _____
2. biology _____
3. zoology _____
4. radiology _____
5. toxicology _____
6. phrenology _____
7. paleontology _____
8. oncology _____
9. meteorology _____
10. physiology _____
11. endocrinology _____
12. astrology _____
13. immunology _____
14. philology _____
15. ophthalmology _____
16. neurology _____
17. gynecology _____
18. psychology _____
19. theology _____
20. zymology _____



27. Groups

Set

Ask students to define and give several examples of a *collective noun*. This is a noun that names a group—a team, class, committee, troop, club, orchestra.

Objective

Note that while most collective nouns name groups of people, some name other kinds of groups. Tell students that today's vocabulary practice will include definitions of collective nouns of both types.

Model

Distribute copies of the practice sheet on page 116.

Guided Practice

Read through the list aloud so that students will be able to pronounce the words.

Independent Practice

Have students locate definitions in their classroom dictionaries. Students may work alone or in groups, depending on the number of dictionaries available.

When all students are finished, call for definitions. Answers are listed here.

bevy—a large group or collection; a group of quail

brood—the young of a bird, insect, or animal

cabal—a group of people set on overthrowing a government

cairn—a heap of stones piled up as a memorial

covey—a pair of birds with a brood of young; a small flock

coven—an assembly of witches, usually 13

gaggle—a flock of geese

gam—a school of whales

junta—a group of people controlling a government

mess—a group of people who regularly take their meals together

pack—a group of predatory animals (wolves)

queue—a line of people or vehicles

ream—a quantity of paper, usually 500 sheets

swarm—a large group of honeybees

Closure

Ask students to turn their papers over. Call on several students to name and define one of the collective nouns from today's practice. Make sure students can also pronounce the words correctly.

Name _____ Date _____

Independent Practice: Groups

Directions: Using a dictionary, locate a definition for each of the following collective nouns. When more than one definition is offered, be sure to choose the one that refers to a group.

1. bevy _____
2. brood _____
3. cabal _____
4. cairn _____
5. covey _____
6. coven _____
7. gaggle _____
8. gam _____
9. junta _____
10. mess _____
11. pack _____
12. queue _____
13. ream _____
14. swarm _____



IV. WRITING PLANS

28. *The Five Senses*

Set

Say “dog.” Pause. Call on several students to describe what kind of animal they visualize when they hear the word *dog* (color, size, breed, activity). Ask students why everyone sees a different kind of dog (lack of specific description when you said the word, plus their personal experiences with dogs).

Objective

Explain to students that careful sensory description enables us to communicate effectively with one another. We can paint pictures in the minds of the people we speak to, thus allowing them to perceive our message more accurately (lumbering, copper and white, craggy-faced, drooling basset hound). Tell students that they are going to practice using the five senses in creating vivid descriptions.

Model

Distribute copies of the worksheet on page 121.

Write across the top of the chalkboard the five senses: see, hear, touch, taste, smell.

Elicit from the class a list of descriptive words associated with each of the senses. Write these on the board and have students copy them onto their worksheet. Possible responses are listed here. Some overlapping will occur.

see	hear	touch	taste	smell
round	blare	bumpy	bitter	fragrant
tiny	blast	mushy	flat	aromatic
new	whisper	oily	hot	mildewed
square	chime	jagged	mild	pungent

see	hear	touch	taste	smell
bumpy	thud	stiff	fishy	rancid
sleek	rumble	scratchy	spicy	metallic
molded	crash	velvety	greasy	sweet
red*	clang	gritty	tart	yeasty

*With colors, use a thesaurus to further clarify: auburn, scarlet, rose, magenta, crimson, bloodred, etc.

Guided Practice

Select several items in the room, such as the flag or the window blinds, and ask students to write a sensory description of one of these items. While they may use words from the list above, encourage them to use other vivid describers. Call for several responses.

Example: the flag—bloodred horizontal stripes on a snow-white background; crisp, silky texture; quiet rustle

Independent Practice

Play Name the Mystery Person. Ask students to look around the room for a minute or two and, without giving themselves away, select another student in the room to describe. They should unobtrusively observe this person; then, using as many of the senses and being as tactful as possible, they should write a description of this individual.

When all have finished, call on various students to read their descriptions. Allow the class to guess who is being described. Take care to point out and praise the use of good sensory details. Particularly effective descriptions should be written on the chalkboard.

Closure

Ask students to write a paragraph in their notebooks describing their favorite food. Remind them to use as many sensory details as possible. These paragraphs can later be recopied and displayed in the room. Students should underline their most effective sensory descriptions when they recopy.

Worksheet: The Five Senses

Directions: List descriptive words associated with each of the five senses.

see	hear	touch	taste	smell

Directions: Write several descriptive phrases focusing on your sensory impressions of an item in the classroom.

Directions: Write several descriptive phrases focusing on your sensory impressions of a member of the class.



29. *Heroes*

Set

Distribute sheets of paper. Ask students to list three people (living or dead, real or fictional) whom they regard as heroes. Encourage silence, for students are likely to want to discuss this with one another. After several minutes, collect the papers.

Objective

Explain that the class will discuss the concept of heroism and come to some conclusion about its definition.

Model

Leaf through the collected papers. Write the names on the chalkboard. Accept all responses, but do not write any one person or character's name twice. Students will probably talk, laugh, and comment a bit as you write. Some heroes frequently suggested are these, but the list is almost endless.

scientists—Einstein, Madam Curie

sports figures—Martina Navratilova, Michael Jordan

political figures—Kennedy, Thatcher, Mandela

pacifists—Martin Luther King Jr., Gandhi

religious figures—Christ, Mohammed, Mother Teresa

rock singers—Axl Rose, Madonna, Mick Jagger

cartoon figures—Superman, Spiderman, Wonder Woman

fictional characters—Nancy Drew, Sydney Carton

various family members

local heroes

Guided Practice

Clarify all entries. Be sure any unfamiliar names are explained by the students who suggested them. Then discuss who should or should not be on the list. Try to lead the students to see the difference between *idols* and *heroes*. An idol is generally defined as an object of extreme devotion, perhaps undeservedly so, while a hero is usually seen and admired as a person of achievements, courage, and noble qualities. As the discussion progresses and a final list is decided upon, determine what qualities are shared by those people or characters remaining on the list. Some of the following common traits are usually discovered.

strength, courage, altruism, determination, honor, etc.

Independent Practice

Distribute the practice sheet on page 124. Ask students to write an extended definition of heroism in a paragraph of not less than eight sentences. Depending on the length of the guided practice discussion, this individual practice can be done during the class period or as homework.

When all are finished, have students pair off to read their definitions aloud.

Closure

Ask the class to select one or two particularly comprehensive definitions to be read aloud to the whole group.

Name _____ Date _____

Independent Practice: Heroes

Directions: Based on today's discussion of the traits shared by fictional and real-life heroes, write a definition of heroism in a paragraph of no less than eight sentences. Use additional paper, or the back of this sheet, as necessary.

What Is a Hero?



30. A Composition About Myself

Set

Ask students what person they know and understand better than any other in the world. Probable responses are “best friend,” “boyfriend,” “girlfriend,” etc. Eventually, someone should say “myself.”

Objective

Tell students that they are going to take a careful look at themselves and express some of their findings in writing.

Model/Guided Practice

Tell the students to do the following:

1. Number on a sheet of paper from 1 to 10. List ten things you are good at doing. Allow about five minutes for this activity. Do not allow any blanks.

Included below are examples of each of the steps.

- I am good at**
1. cooking
 2. teaching
 3. listening
 4. hugging
 5. writing
 6. criticizing
 7. packing suitcases
 8. choosing gifts
 9. budgeting
 10. dancing

2. Now choose one of those items to develop. Brainstorm—in writing—related ideas, images, sounds, feelings, etc. Allow five minutes.

hugging	stroke	eyelashes
	soft	love
	feet	quiet of a heartbeat
	warmth	late—close of the day
	silky	security

3. Next, write out your thoughts about this particular talent that you possess. Allow ten minutes.

I love my sons with my heart, my mind, and my hands. While Adam is older now and is satisfied with late-night nestling under my “wing,” the younger, Jeffrey of the bright blue eyes and fetching smile, still demands the nightly ritual which in our house we call *rubbing*. “I can’t go to sleep without my rubbing!” he’ll complain if a phone call or unexpected company interferes with his bedtime nightcap. He crawls onto my lap, snuggled into his Wicket the Ewok pajamas, and searches for just the right spot to rest his head. Then I begin. I smooth my hands across and around, across again, and down his silken back. I caress his little feet, massage them a bit, touch each tiny toe. I knead his calves, then move upward once again along his spine, concentrating my love for him in and through my fingers. Before many minutes have passed, his precious eyes are closed and I realize he’s off in someone else’s world now—for eight dream-time hours—for a school day—for the next play-filled evening. But tomorrow night I know that he’ll come to me again so that my hands can say, “Jeffrey, my child, my flesh, I love you. Feel it. Now and wherever you go.” I give him security. He gives me the quiet of his heartbeat.

Independent Practice

Distribute copies of the practice sheet on page 127. Allow students ten minutes to write their essays. When time is up, have students count off to form groups of three or four. Each member of the group should read his or her essay aloud.

Closure

Ask five students in the class to tell something new that they learned about someone in their group.

Independent Practice: Myself

Directions: Write a brief composition about one of your talents.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

31. Reader Response

Set

Tell the students to concentrate on the main character of a book or short story they've just finished reading for class. Allow five minutes for them to write some notes about the character in these categories:

1. physical description
2. strengths and/or weaknesses
3. talents, habits, hobbies, achievements
4. personality traits

Objective

Explain that they are going to write a report on the main character of their book or story.

Model

Distribute copies of the report sheets. Five variations are provided on pages 130–135. All members of the class may work on the same assignment, or differing responses can be assigned throughout the class.

Guided Practice

Allow several minutes for students to read the question and to organize their thoughts.

Independent Practice

Have the students use the majority of the period to write their essay responses. Signal them to proofread at five minutes before the end of the period.

Closure

Collect the essays.

Reader Response (I)

Directions: Imagine that the main character of your book or short story is here at school this morning and is going to speak to the student body about resolving campus problems. You, being a bright and well-informed student, have been asked by the principal to introduce your main character to the student body. Write your speech of introduction. It should bring out all the important aspects of your character's life, personality, achievements, etc. Use additional paper or the back of this sheet if necessary.

[illegible]

Reader Response (II)

Directions: Imagine that the main character in your book or story has died and that funeral services are being held this morning. Since you know this character well, you have been asked to deliver a eulogy in his or her honor. Write the speech that you will deliver. It should bring out all of the important aspects of your character's life, personality, achievements, etc. Use additional paper or the back of this sheet if necessary.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

Name

Date _____

Reader Response (III)

Directions: Assume that you are an interviewer for *People* magazine and that you have been assigned to do a story on the person your book or short story brings into focus. Set up an interview, complete with questions and responses, in which you bring out all of the important aspects of your subject's life, personality, achievements, etc. Use additional paper or the back of this sheet if necessary.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Reader Response (IV)

Directions: Imagine that you have actually experienced the events that took place in your book or short story. Now, write a letter home to your parents telling them, as accurately and descriptively as you can, what you have experienced. Write in the voice of the main character of the work. Pretend to be the main character. Use additional paper or the back of this sheet if necessary.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Reader Response (V)

Directions: Assume that you have joined a pen-pal club and have received as a pen-pal the main character in your book or short story. You are anxiously awaiting the arrival of this character's first letter to you. Now, take on the personality of your pen-pal. Become the main character. Write a letter to yourself in which you bring out all of the important aspects of this character's life, personality, achievements, etc. Open the letter with "Dear (your name)," and sign off with "Sincerely, (the character's name)." Use additional paper or the back of this sheet if necessary.

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

V. SPOKEN COMMUNICATION PLANS

32. *Extemporaneous Speaking:* *Small Group*

Set

Ask students to list in their notebooks the five things they are most afraid of. Call for responses.

Explain that in surveys of American citizens, public speaking is often listed as the number one fear, even beating out fear of death.

Objective

Tell students that they can eliminate some of the natural fear of public speaking through practicing *extemporaneous speaking*.

Model

Define extemporaneous speaking.

An extemporaneous speech is one that

- may require very little advance preparation
- is usually very brief
- perfects the skills of rapid and logical thinking
- is organized like a written paragraph—contains a topic sentence and support

Guided Practice

Quickly rough out a sample speech at the chalkboard by doing the following.

1. Write a topic on the board (curfews, marijuana, dress codes, etc.).
2. Jot down any thoughts or ideas the students offer on the topic.

3. Look for similar ideas that could be organized into a brief speech. Circle these.
4. Ask students to form an opening statement.
5. Either you or a student volunteer should then deliver a 30-second speech on the topic.

Independent Practice

Form students into six groups and choose a leader for each group. Assign each leader a topic group from the A–F topic sheet on page 139. If you like, cut the practice sheet into six parts to form cards. Ask the leader to choose a topic and deliver a 30-second speech to his group members. Then the leader should assign a different topic to another member of the group who will in turn deliver a short speech. The leader should continue assigning topics until all students in the group have spoken. Observe the groups carefully as they work. When all groups are finished, ask the leaders to rotate their topic cards to the group on their left or move on to the next topic list on the sheet. Continue rotating as time permits.

Closure

About ten minutes before the end of the period, have the students reassemble in their regular seats. Ask them which speeches were most interesting or effective. Then ask what qualities contributed to the success of the speech. Try to elicit responses such as the following:

The speaker was able to think quickly.

The speaker had a positive attitude.

The speaker organized his or her thoughts.

The speaker used a topic sentence.

The speaker spoke loudly and clearly.

Remind students that one key to effective public speaking and eliminating fear of it is the confidence born of practice. Indicate that they have taken a step toward that goal today as each of them successfully delivered several speeches.

Independent Practice: Extemporaneous Speaking

Topics

A.

1. money
2. beer
3. your mother
4. the president
5. Christmas
6. card games

D.

1. your English teacher
2. football
3. going steady
4. drugs
5. your favorite season
6. computers

B.

1. a rock group
2. Santa Claus
3. school
4. your brothers/sisters
5. a good vacation spot
6. math class

E.

1. history class
2. pizza
3. homework
4. cars
5. a leisure activity
6. your favorite actor/actress

C.

1. suspension from school
2. motorcycles
3. wrestling
4. a good movie
5. step aerobics
6. Thanksgiving

F.

1. traveling
2. a book you've read
3. the school rules
4. the cafeteria
5. soccer
6. dancing



33. Extemporaneous Speaking: Large Group

Set

Ask students to define *extemporaneous speaking*. (See Model in previous lesson plan.)

Objective

Tell students that they are going to continue to practice extemporaneous speaking but that they will now expand their audience to a large group.

Model

Ask what qualities an effective speaker will demonstrate. (See Closure in previous lesson plan.)

Guided Practice

Briefly organize a sample extemporaneous speech at the chalkboard. (See Guided Practice in previous lesson plan.)

Independent Practice

Call on students at random to deliver 30-second speeches to the class. Students may choose their own topics by selecting a number between 1 and 35 (the number corresponding to a topic listed on pages 142 and 143) or you may simply assign the topics.

Closure

Remind students that almost everyone, at some time or another, will have to speak in front of other people at school, in a church group, on the job, at a union meeting, at a hearing, at a ceremony, at a reception, etc. Reinforce that when called upon to speak, students should remember to organize their thoughts, to speak clearly, and to demonstrate confidence.

Extemporaneous Speaking: Topics for Large Group

1. Describe the ideal teacher.
2. If you could declare a national holiday, what would it be and how would we celebrate it?
3. Where would you like to go on a vacation? Why?
4. Is hitting someone an effective form of punishment? Explain.
5. Why do some young people become involved with drugs?
6. What one thing would you like to change in your school?
7. If you could be the principal for one day, what would you do?
8. If you were a parent, what advice would you give your son or daughter before he or she left for a date?
9. Discuss your favorite rock singer or rock group.
10. What courses should be added to (or dropped from) the curriculum?
11. Describe the ideal boyfriend or girlfriend.
12. Discuss your favorite movie.
13. If you could be anyone who ever lived, whom would you choose? Why?
14. Describe what your family does on Thanksgiving Day.
15. Should students your age have steady boyfriends or girlfriends?
16. Is it all right for a girl to ask a boy out on a date? Who should drive? Who should pay?
17. What should you do if your parents don't approve of your friends?



Extemporaneous Speaking: Topics for Large Group *(continued)*

18. Is there any value in homework? Explain.
19. What jobs would you consider after graduation? Why?
20. If you could be anything you wanted to be, what would you be? Why?
21. Describe your favorite dinner.
22. Describe your favorite dessert.
23. What is a mother? (or father?)
24. Describe one of your faults. How could you improve it?
25. When you're a parent, what will be your policy on curfews? Why?
26. At what age should a person be permitted to date?
27. Name three things you least like to do. Why?
28. Would you like to be older or younger than you are now? Why?
29. What was the best present you ever received? Why?
30. What would you do if you had \$500?
31. What is a reasonable allowance (or salary) for someone your age? What chores should you be responsible for? What, if anything, should you be required to use your allowance or salary for?
32. Express your feelings about women's rights.
33. Is there too much violence on television? (Or, discuss the quality of television programs.)
34. Discuss the importance of attendance at school.
35. Why are laws necessary in a free society?



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Analyzing Figurative Language	Extemporaneous Speaking

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