

The Treasure of Lemon Brown

Core Objectives

- Understand and appreciate fiction
- Understand author’s use of dynamic and static characters
- Connecting to help understand fiction

Integrating Skills

Grammar

- Using Adjectives for Description
- Punctuating Compound Adjectives

Vocabulary

- Synonyms and Antonyms

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-B.1c, I-B.2, I-C.1, I-D.6, III-A.2, III-A.3, III-B.4
TerraNova Objectives
R.02a, R.02b, R.03f, R.04d, R.04e, R.04f, R.05a, R.05e, R.05f, R.08g, R.09a, S.42b, S.42d, V.35a, V.35b

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Vocabulary Preview: Synonyms and Antonyms Unit Three Resource Book: Words to Know SkillBuilder, p. 7
- ___ Focus Your Reading
 - Literary Analysis: Dynamic and Static Characters Unit Three Resource Book: Literary Analysis SkillBuilder, p. 6
 - Active Reading: Connecting Unit Three Resource Book: Active Reading SkillBuilder, p. 5

Teaching the Literature

- ___ Reading the Selection PE pp. 334–347 Unit Three Resource Book: Summary, p. 4

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically Reading and Critical Thinking Transparencies, T2
- ___ Extend Interpretations
- ___ Literary Analysis: Dynamic and Static Characters Literary Analysis Transparencies, T4

Choices and Challenges

Writing Options

- ___ Diary Entry

Activities and Explorations

- ___ A Radio Play Communications Transparencies and Copymasters, T12

Art Connection

Inquiry and Research

- ___ Homelessness Writing Transparencies, T47–48

Vocabulary and Spelling

- ___ Assessment Practice
- ___ The suffix *-ly* Unit Three Resource Book: Spelling SkillBuilder, p. 9

Grammar in Context

- ___ Adjectives Unit Three Resource Book: Grammar SkillBuilder, p. 8

The Treasure of Lemon Brown

Choices and Challenges (continued)

Author Activity

___ An Exotic Land

Writing Transparencies, T41, T45

Teaching Options (from Teacher's Edition)

Mini Lessons

Preteaching Vocabulary

___ Synonyms and Antonyms

Vocabulary Transparencies and Copymasters, C13

Grammar

___ Punctuating Compound Adjectives

Grammar Transparencies and Copymasters, C136

___ Using Adjectives for Description

Grammar Transparencies and Copymasters, T76

Speaking and Listening

___ Talking About the Blues

Communications Transparencies and Copymasters, T1–2

Viewing and Representing

Art Appreciation

___ *Study of Williams* by Hubert Shuptrine

___ *Sitting In at Baron's* by Romare Bearden

___ *Midtown Sunset* by Romare Bearden

Spelling

___ Spelling the Schwa

Cross Curricular Link

History

___ Blues Music

Informal Assessment

___ Evaluating and Making Judgments

Assessment

___ Selection Quiz

Unit Three Resource Book: Selection Quiz, p. 10

___ Selection Test

Formal Assessment: Selection Test, pp. 49–50

___ Test Generator

Homework Assignments

Other Teaching Materials

Rules of the Game

Core Objectives

- Understand and appreciate fiction
- Understand author’s use of internal and external conflict
- Draw conclusions to help understand conflict

Integrating Skills

Grammar

- Forming Adverbs

Vocabulary

- Synonyms and Antonyms
- Connotation/Denotation

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-B.1c, I-C.1, I-C.2, I-D.1, I-D.6, III-A.2, III-A.3, III-B.1, III-B.4
TerraNova Objectives
R.02a, R.02b, R.02c, R.03a, R.03b, R.03c, R.03e, R.03f, R.03h, R.04e, R.04f, R.05a, R.05d, R.05e, R.05f, R.08d, R.08e, R.08f, R.09a, S.42b, V.35a, V.35b, V.37a

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Vocabulary Preview: Synonyms and Antonyms Unit Three Resource Book: Words to Know SkillBuilder, p. 14
- ___ Focus Your Reading
 - Literary Analysis: Internal and External Conflict Unit Three Resource Book: Literary Analysis SkillBuilder, p. 13
 - Active Reading: Drawing Conclusions Unit Three Resource Book: Active Reading SkillBuilder, p. 12

Teaching the Literature

- ___ Reading the Selection PE pp. 348–362
- Unit Three Resource Book: Summary, p. 11

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically Reading and Critical Thinking Transparencies, T13
- ___ Extend Interpretations
- ___ Literary Analysis: Conflict Literary Analysis Transparencies, T8

Choices and Challenges

Writing Options

- ___ Character Comparison

Activities and Explorations

- ___ Chess Set Writing Transparencies, T47–48

Art Connection

Inquiry and Research

- ___ Checkmate

Rules of the Game

Choices and Challenges (continued)

Vocabulary in Action

___ Context Clues

Grammar in Context

___ Adverb Placement

Unit Three Resource Book: Grammar SkillBuilder, p. 15

Author Activity

___ A Happy Ending?

Teaching Options (from Teacher's Edition)

Mini Lessons

Preteaching Vocabulary

___ Synonyms and Antonyms

Vocabulary Transparencies and Copymasters, C18

Vocabulary Strategy

___ Connotation/Denotation

Vocabulary Transparencies and Copymasters, C42

Grammar

___ Forming Adverbs

Grammar Transparencies and Copymasters, C80

Speaking and Listening

___ Debate

Communications Transparencies and Copymasters, T3

Viewing and Representing

Art Appreciation

___ *Chinatown, San Francisco*
by Dong Kingman

Spelling

___ Adding the Suffix *-ly*

Unit Three Resource Book: Spelling SkillBuilder, p. 16

Informal Assessment

___ Identifying the Implied Main Idea

Assessment

___ Selection Quiz

Unit Three Resource Book: Selection Quiz, p. 17

___ Selection Test

Formal Assessment: Selection Test, pp. 51–52

___ Test Generator

Homework Assignments

Other Teaching Materials

Fear/Identity

Core Objectives

- Understand and appreciate a poem
- Understanding author's use of symbols
- Use visualizing to enhance understanding of poetry

Integrating Skills

Vocabulary

- Word Origins

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-B.1c, I-C.1, I-D.6, III-A.2, III-A.3, III-B.3
TerraNova Objectives
R.02a, R.02b, R.02c, R.03b, R.04e, R.04f, R.05a, R.05e, R.05f, R.08e, R.08g

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Vocabulary Preview: Word Origins
- ___ Focus Your Reading

Literary Analysis: Symbol

- Unit Three Resource Book: Literary Analysis SkillBuilder, p. 19

Active Reading: Visualizing

- Unit Three Resource Book: Active Reading SkillBuilder, p. 18

Teaching the Literature

- ___ Reading the Selection

- PE pp. 367–373

Thinking Through the Literature

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

- Reading and Critical Thinking Transparencies, T5

- Literary Analysis Transparencies, T43

Choices and Challenges

Writing Options

- ___ Pattern Poem
- ___ Classification Paragraph

- Writing Transparencies, T16

Activities and Explorations

- ___ Latin Music
- ___ Dramatic Reading

- Communications Transparencies and Copymasters, T12

Inquiry and Research

- ___ Spanish Speakers

Fear/Identity

Teaching Options (from Teacher's Edition)

Mini Lessons

_____ Vocabulary Strategy

_____ Word Origins

Vocabulary Transparencies and Copymasters, C43

_____ Speaking and Listening

_____ Reciting Poems in Two Languages

_____ Viewing and Representing

_____ Art Appreciation

_____ *Planting According to Rules* by Paul Klee

Informal Assessment

_____ Evaluating and Making Judgments

Assessment

_____ Selection Test

Formal Assessment: Selection Test, pp. 53–54

_____ Test Generator

Homework Assignments

Other Teaching Materials

from *Still Me/Speech*

Core Objectives

- Understand and appreciate an autobiography
- Understand author’s use of first-person point of view
- Make inferences to enhance understanding of first-person point of view

Integrating Skills

Grammar

- Punctuation with Participles
- Participles That Function As Adjectives

Vocabulary

- Context Clues
- Using a Dictionary

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-B.1c, I-C.1, I-C.2, I-D.1, I-D.5, I-D.6, II-A.1, II-A.2, II-C.3, III-A.2, III-B.2
TerraNova Objectives
L.38b, R.02a, R.02b, R.03a, R.03b, R.03c, R.03f, R.03h, R.04a, R.04b, R.04e, R.05a, R.05b, R.05d, R.05e, R.05f, R.08e, R.09a, S.42b, S.42c, S.42d, V.37a

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Vocabulary Preview: Context Clues Unit Three Resource Book: Words to Know SkillBuilder, p. 23
- ___ Focus Your Reading
 - Literary Analysis: Point of View Unit Three Resource Book: Literary Analysis SkillBuilder, p. 22
 - Active Reading: Making Inferences Unit Three Resource Book: Active Reading SkillBuilder, p. 21

Teaching the Literature

- ___ Reading the Selection PE pp. 374–385
- Unit Three Resource Book: Summary, p. 20

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically Reading and Critical Thinking Transparencies, T8
- ___ Extend Interpretations
- ___ Literary Analysis: Point of View Literary Analysis Transparencies, T26

Choices and Challenges

Writing Options

- ___ Persuasive Speech Communications Transparencies and Copymasters, T3
- ___ Interview Questions

Activities and Explorations

- ___ Disability Report Communications Transparencies and Copymasters, T9
- ___ Campaigning Poster

Inquiry and Research

- ___ Causes and Solutions Writing Transparencies, T35

Vocabulary in Action

- ___ Word Meaning

Grammar in Context

- ___ Participles Unit Three Resource Book: Grammar SkillBuilder, p. 24

from Still Me/Speech

Choices and Challenges (continued)

Author Activity

___ What Is a Hero?

Teaching Options (from Teacher's Edition)

Mini Lessons

Preteaching Vocabulary

___ Context Clues

Vocabulary Transparencies and Copymasters, C44

Vocabulary Strategy

___ Using a Dictionary

Vocabulary Transparencies and Copymasters, C45

Grammar

___ Participles That Function as Adjectives

Grammar Transparencies and Copymasters, C102

___ Punctuation with Participles

Grammar Transparencies and Copymasters, C138

Speaking and Listening

___ Interview

Communications Transparencies and Copymasters, T9

Spelling

___ Words Ending in *-ate* and *-ion*

Unit Three Resource Book: Spelling SkillBuilder, p. 25

Cross Curricular Link

Humanities

___ Disabled Dancers

Informal Assessment

___ Recognizing Author's Purpose

Assessment

___ Selection Quiz

Unit Three Resource Book: Selection Quiz, p. 26

___ Selection Test

Formal Assessment: Selection Test, pp. 55–56

___ Test Generator

Homework Assignments

Other Teaching Materials

Stopping by Woods on a Snowy Evening

Core Objectives

- Understand and appreciate a poem
- Understand author’s use of poetic form
- Use questioning to enhance understanding of poetry

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-B.1c, I-C.1, I-D.6, III-A.1a, III-A.2
TerraNova Objectives
R.02b, R.03g, R.04e, R.05a, R.05e, R.05f, R.08e

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Focus Your Reading

Literary Analysis: Poetic Form
Active Reading: Questioning

- Unit Three Resource Book: Literary Analysis SkillBuilder, p. 28
- Unit Three Resource Book: Active Reading SkillBuilder, p. 27

Teaching the Literature

- ___ Reading the Selection

- PE pp. 390–393

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically
- ___ Extend Interpretations
- ___ Literary Analysis: Poetic Form

- Reading and Critical Thinking Transparencies, T14
- Literary Analysis Transparencies, T17

Choices and Challenges

Writing Options

- ___ Seasonal Contrast
- ___ Regional Poem

- Writing Transparencies, T15

Activities and Explorations

- ___ Scenic Drawing
- ___ Music Review

Inquiry and Research

- ___ Home Sweet Home

Author Activity

- ___ Frost and Solitude

Stopping by Woods on a Snowy Evening

Teaching Options (from Teacher's Edition)

Mini Lessons

- Speaking and Listening
- Connect to Music

Communications Transparencies and Copymasters, T12

Informal Assessment

- Drawing Logical Conclusions

Assessment

- Selection Test
- Test Generator

Formal Assessment: Selection Test, pp. 57–58

Homework Assignments

Other Teaching Materials

from Grand Mothers

Core Objectives

- Understand and appreciate nonfiction
- Understand author’s use of voice
- Use identifying the main idea to understand nonfiction

Integrating Skills

Grammar

- Punctuating
- Appositives

Vocabulary

- Synonyms
- Word Origins

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-D.1, I-D.2, I-D.5, I-D.6, III-A.2, III-A.3, III-B.2
TerraNova Objectives
L.38b, R.02a, R.02b, R.02c, R.03a, R.03b, R.03h, R.04e, R.04f, R.05a, R.05e, R.05f, V.35a

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Vocabulary Preview: Synonyms Unit Three Resource Book: Words to Know SkillBuilder, p. 33
- ___ Focus Your Reading
 - Literary Analysis: Voice Unit Three Resource Book: Literary Analysis SkillBuilder, p. 32
 - Active Reading: Identifying the Main Idea Unit Three Resource Book: Active Reading SkillBuilder, p. 31

Teaching the Literature

- ___ Reading the Selection PE pp. 408–416
- Unit Three Resource Book: Summary, p. 30

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically Reading and Critical Thinking Transparencies, T24
- ___ Extend Interpretations
- ___ Literary Analysis: Voice Literary Analysis Transparencies, T9

Choices and Challenges

Vocabulary in Action

- ___ Assessment Practice

Grammar in Context

- ___ Appositives Unit Three Resource Book: Grammar SkillBuilder, p. 34

from Grand Mothers

Teaching Options (from Teacher's Edition)

Mini Lessons

- Preteaching Vocabulary
 - Synonyms Vocabulary Transparencies and Copymasters, C46
 - Vocabulary Strategy
 - Word Origins Vocabulary Transparencies and Copymasters, C47
 - Grammar
 - Punctuating Appositives Grammar Transparencies and Copymasters, C140
 - Speaking and Listening
 - Pros & Cons Speech Communications Transparencies and Copymasters, T16
 - Spelling
 - Words From the French Language Unit Three Resource Book: Spelling SkillBuilder, p. 35
-

Informal Assessment

- Oral History
-

Assessment

- Selection Quiz Unit Three Resource Book: Selection Quiz, p. 36
- Selection Test Formal Assessment: Selection Test, pp. 59–60
- Test Generator

Homework Assignments

Other Teaching Materials

Legacies/the drum/Choices

Core Objectives

- Understand and appreciate a poem
- Understand author’s use of lyric poetry
- Identify the author’s purpose

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-D.1, I-D.6, III-A.2, III-A.3
TerraNova Objectives
R.02b, R.03a, R.03b, R.04a, R.04e, R.04f, R.05a, R.05b, R.05e, R.05f

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Focus Your Reading

Literary Analysis: Lyric Poetry
 Active Reading: Identifying the
 Author’s Purpose

- Unit Three Resource Book: Literary Analysis SkillBuilder, p. 38
- Unit Three Resource Book: Active Reading SkillBuilder, p. 37

Teaching the Literature

- ___ Reading the Selection

- PE pp. 417–421

Thinking Through the Literature

- ___ Connect to the Literature
- ___ Think Critically
- ___ Extend Interpretations
- ___ Literary Analysis: Lyric Poetry

- Reading and Critical Thinking Transparencies, T6
- Literary Analysis Transparencies, T18

Legacies/the drum/Choices

Teaching Options (from Teacher's Edition)

Mini Lessons

- Speaking and Listening
- ___ Poetry Reading

Communications Transparencies and Copymasters, T12

- Viewing and Representing
- ___ *Can I Have the Bowl* by Jessie Coats

Informal Assessment

- ___ Describing the Setting of a Poem

Assessment

- ___ Selection Test
- ___ Test Generator

Formal Assessment: Selection Test, pp. 61–62

Homework Assignments

Other Teaching Materials

A Journey/Knoxville, Tennessee

Core Objectives

- Understand and appreciate a poem
- Understand author’s use of poetic form
- Make inferences about the speaker to help understand poetry better

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-C.2, I-D.6, II-A.1, II-A.2, II-C.3, III-A.2, III-A.3, III-B.3
TerraNova Objectives
R.02b, R.03c, R.04b, R.04e, R.05a, R.05e, R.05f, R.08e, R.08g

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Focus Your Reading

Literary Analysis: Poetic Form

- Unit Three Resource Book: Literary Analysis SkillBuilder, p. 40

Active Reading: Making Inferences

- Unit Three Resource Book: Active Reading SkillBuilder, p. 39

About the Speaker

Teaching the Literature

- ___ Reading the Selection

- PE pp. 422–425

Thinking Through the Literature

- ___ Connect to the Literature

- ___ Think Critically

- Reading and Critical Thinking Transparencies, T8

- ___ Extend Interpretations

- ___ Literary Analysis: Poetic Form

- Literary Analysis Transparencies, T21

Choices and Challenges

Writing Options

- ___ Persuasive Speech

- Writing Transparencies, T3

Activities and Explorations

- ___ Imagine Knoxville

- ___ Speak to Music

Inquiry and Research

- ___ Other Greats

- Writing Transparencies, T40

Author Study Project

- ___ Creating a Collage or Mural

A Journey/Knoxville, Tennessee

Teaching Options (from Teacher's Edition)

Mini Lessons

- Speaking and Listening
- Cultural Exchange

Communications Transparencies and Copymasters, T12

Informal Assessment

- Recognizing the Author's Perspective

Assessment

- Selection Test
- Test Generator

Formal Assessment: Selection Test, pp. 63–64

Homework Assignments

Other Teaching Materials

Classification Essay

Writing Prompt

Write an essay in which you classify the positive and negative qualities of a topic of your choice.

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-B.1, II-B.6, II-B.7, II-C.2
TerraNova Objectives
R.05c, R.05f, R.08a, R.08c, R.08d, R.08f, R.08g, R.09a, R.09b

Preparing

- ___ Introduction Writing Transparencies and Copymasters, T1–4, T6, T37
- ___ Basics in a Box
- ___ Analyzing a Student Model Unit Three Resource Book: Student Models, pp. 46–48
- "The Ups and Downs"

Writing

- ___ Prewriting Unit Three Resource Book: Prewriting, p. 41
 - Choosing a Subject
 - Planning Your Classification Essay
- ___ Drafting Unit Three Resource Book: Drafting and Elaboration, p. 42
 - Organizing the Draft
- ___ Peer Review Unit Three Resource Book: Peer Response Guide, pp. 43–44
 - Ask Your Peer Reader
- ___ Revising Unit Three Resource Book: Revising, Editing, and Proofreading, p. 45
 - Developing Main Ideas with Details Unit Three Resource Book: Rubric for Evaluation, p. 49
- ___ Editing and Proofreading
- Special Problems with Modifiers
- ___ Reflecting

Assessment Practice

- ___ Revising and Editing

Classification Essay

Teaching Options (from Teacher's Edition)

Mini Lessons

- Viewing and Representing
- ___ Picturing Text Structure
- Grammar
- ___ Capitalization

- Reading and Critical Thinking Transparencies, T44
- Grammar Transparencies and Copymasters, C114

Homework Assignments

Other Teaching Materials

The Diary of Anne Frank

Core Objectives

- Understand and appreciate a drama
- Understand and appreciate author’s use of flashback
- Understand plot
- Use story mapping to enhance understanding

Integrating Skills

Grammar

- Adverbs
- Comparative and Superlative Forms of Adverbs

Vocabulary

- Synonyms
- Word Origins

NEW MEXICO PLANNER	
Language Arts Benchmarks	
I-A.2, I-A.3, I-B.2, I-C.1, I-C.2, I-D.1, I-D.2, I-D.6, II-A.1, II-A.2, III-A.1a, III-A.1d, III-A.2, III-A.3, III-B.1, III-B.3, III-B.4	
TerraNova Objectives	
R.02a, R.02b, R.02c, R.03a, R.03e, R.03f, R.03g, R.04b, R.04e, R.04f, R.05a, R.05e, R.05f, R.08e, R.09a, S.42a, S.42c, S.42d, V.35a	

Preparing to Read

- ___ Connect to Your Life
- ___ Build Background
- ___ Vocabulary Preview: Synonyms Unit Three Resource Book: Words to Know SkillBuilder, p. 56
- ___ Focus Your Reading
 - Literary Analysis: Plot Unit Three Resource Book: Literary Analysis SkillBuilder, p. 52–55
 - Active Reading: Story Mapping Unit Three Resource Book: Active Reading SkillBuilder, p. 51

Teaching the Literature

- ___ The Diary of Anne Frank, Act One Unit Three Resource Book: Summary, p. 50
- ___ The Diary of Anne Frank, Act Two PE pp. 447–487
- ___ *from* The Last Seven Months of Anne Frank PE pp. 489–512
- ___ *from* All But My Life PE pp. 515–521
- ___ A Diary from Another World PE pp. 522–527
- ___ PE pp. 528–531

Thinking Through the Literature, p. 475

- ___ Connect to the Literature
- ___ Think Critically Reading and Critical Thinking Transparencies, T15
- ___ Extend Interpretations
- ___ Literary Analysis: Flashback Literary Analysis Transparencies, T29
- ___ Literary Analysis: Conflict

Thinking Through the Literature, p. 488

- ___ Connect to the Literature
- ___ Think Critically Reading and Critical Thinking Transparencies, T15
- ___ Extend Interpretations
- ___ Literary Analysis: Conflict Literary Analysis Transparencies, T5, T8

The Diary of Anne Frank

Choices and Challenges

Writing Options

- Trial Speech
- Video Review

Activities and Explorations

- Radio Broadcast
- A Scene from the Play

Inquiry and Research

- Never Again

Vocabulary in Action

- Assessment Practice

Grammar in Context

- Adverbs Unit Three Resource Book: Grammar SkillBuilder, p. 57

Teaching Options (from Teacher's Edition)

Mini Lessons

Preteaching Vocabulary

- Synonyms Vocabulary Transparencies and Copymasters, C13

Vocabulary Strategy

- Word Origins Vocabulary Transparencies and Copymasters, C11

Grammar

- Comparative and Superlative Forms of Adverbs Grammar Transparencies and Copymasters, C81
- Adverbs Grammar Transparencies and Copymasters, C79

Speaking and Listening

- Interview Miep Gies Communications Transparencies and Copymasters, T9
- Dramatic Reading Communications Transparencies and Copymasters, T12
- Interviewing Communications Transparencies and Copymasters, T9
- Preparing Interview Questions Communications Transparencies and Copymasters, T9

Viewing and Representing

- Production Stage Photographs

Inquiry and Research

- Locating Information Using Multiple Sources Writing Transparencies, T41, T44, T47, T48

Spelling

- Prefixes and Roots Unit Three Resource Book: Spelling SkillBuilder, p. 58

The Diary of Anne Frank

Teaching Options (from Teacher's Edition)

Cross Curricular Link

History

- German Invasion of the Netherlands
- The Battle of Arnhem
- The Fall of Amsterdam
- Bergen Belsen After the War
- The Division of Germany

Geography

- Amsterdam
- Hitler's March Across Europe
- Nazi Concentration Camp

Social Studies

- Amsterdam as a Refuge
- No Place to Go
- The Holocaust Memorial Museum

Informal Assessment

- Understanding the Feelings and Emotions of Characters
- Explain Characters' Reactions
- Self Assessment
- Arranging Events in Sequential Order
- Relationship Web
- Understanding Character
- Summarizing
- Newspaper Report
- Identifying the Main Idea

Assessment

- Selection Quiz
- Selection Test
- Test Generator
- Unit Three Resource Book: Selection Quiz, p. 59
- Formal Assessment: Selection Test, pp. 67–68

Homework Assignments

Other Teaching Materials

Comparison-and-Contrast Essay

Writing Prompt

Write an essay in which you compare and contrast two characters in literature or two other subjects that interest you.

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-B.1, II-B.6, II-B.7, II-C.2
TerraNova Objectives
R.05c, R.05f, R.08c, R.08f, R.08d, R.08g, R.09a

Preparing

- ___ Introduction Writing Transparencies and Copymasters, T1–4, T12, T26–27
- ___ Basics in a Box
- ___ Analyzing a Student Model Unit Three Resource Book: Student Models, pp. 66–68
- "Mr. Frank and Mr. Van Daan"

Writing

- ___ **Prewriting** Unit Three Resource Book: Prewriting, p. 61
 - Choosing a Subject
 - Planning Your Comparison-and-Contrast Essay
- ___ **Drafting** Unit Three Resource Book: Drafting and Elaboration, p. 62
 - Organizing the Draft
- ___ **Peer Review** Unit Three Resource Book: Peer Response Guide, pp. 63–64
 - Ask Your Peer Reader
- ___ **Revising** Unit Three Resource Book: Revising, Editing, and Proofreading, p. 65
 - Supporting Ideas with Examples Unit Three Resource Book: Rubric for Evaluation, p. 69
- ___ **Editing and Proofreading**
- Past and Present Participles
- ___ **Reflecting**

Assessment Practice

- ___ Revising and Editing

Comparison-and-Contrast Essay

Teaching Options (from Teacher's Edition)

Mini Lessons

Viewing and Representing

___ Picturing Text Structure

Reading and Critical Thinking Transparencies, T35

Grammar

___ Comparative and Superlative Forms
of Adjectives

Grammar Transparencies and Copymasters, C75

Homework Assignments

Other Teaching Materials
