8 Week Teaching Plan for Read It! Watch It! Level V

Teaching Plan

Required Texts: Using and Understanding English Grammar, Betty Azar

*Tuesdays with Morrie, (or a novel)*

*Reading each week (weeks 1-3)*
*Reading every day (weeks 4-7)*
4 Grammar Quizzes
2 in class essays + rewrites
summary writing
Worksheets on reading comprehension, vocabulary and aspects of literary writing. (daily in weeks 4-7)
Journal Writing Weekly

**Week 1**

Grammar Verb Tense Review: UEG Ch 1-3
Reading: Parts of a Story/ Princess and the Pea
Dr. Seuss selections and films
Writer Bio: Who was Dr. Seuss?
Writing: Journal: Early memories of reading
In-class essay on similarities/differences between Seuss selection book/film

*(Sneetches)*
Quiz: Verb Tense Review UEG: Ch 1-3

**Week 2**

Grammar: UEG: Review CH 9 Modals. Focus on Past Modals UEG only parts of Ch 10 that deal w/Modals used to express the past.
Reading: The Little Mermaid OR Beauty and the Beast
Worksheets: Comprehension and Discussion
What is a metaphor?
Writer Bio: Who was Hans Christian Andersen?
Writing: Practice using Past Modals to express content of reading selection
3 Parts of an Essay
Journal: Write about a time you got caught doing something you shouldn’t have been doing. What happened? What were the consequences and the lesson?
Essay Assignment: Compare/Contrast: Little Mermaid Film/Story version
Quiz on Past Modals
Film Version of Disney’s The Little Mermaid OR Beauty and the Beast

**Week 3**

Grammar: Overview Subordinate Clauses: (adjective, adverb, noun)
Focus: Reduced Adjective Clauses to Phrases
Reduced Adverb Clauses to Phrases

Short Story/Film: “Occurrence at Owl Creek Bridge” by Ambrose Bierce
Reading: “Two Kinds” by Amy Tan and a scene study from *The Joy Luck Club*
Journal Writing: Consider “Two Kinds”. Tell about a time in your childhood when your
parents forced you to do something you resented doing. As an adult, do you now have a
different opinion about what happened? Explain.
Writing: Due: Compare/Contrast: Little Mermaid Film/Story version

Week 4

Reading: Begin Novel selection or *Tuesdays with Morrie*: Assign 10-15 pages each
night. (including weekends)
In-class worksheets on reading comprehension and vocabulary. Daily discussion about
content of previous night’s reading text.
Using Reduced Adj/Adv Clauses in writing about the reading content
Grammar: Quiz: Adjective, noun, adverb clauses and reduced Adj/Adverb Clauses to
Phrases

Week 5

Reading: *Tuesdays with Morrie*: Assign 10-15 pages each night. (including weekends)
In-class worksheets on reading comprehension and vocabulary. Daily discussion about
content of previous night’s reading text.
Grammar: UUEG Ch 15: gerunds and infinitives
Journal Writing: Describe your personal culture as defined by Morrie.

Week 6

Reading: *Tuesdays with Morrie*: Assign 10-15 pages each night. (including weekends)
In-class worksheets on reading comprehension and vocabulary. Daily discussion about
content of previous night’s reading text
Writing: Summarizing
Journal Writing: What are you doing to serve your family and/or your
community?
Quiz: Gerunds and Infinitives UUEG Ch 15

Week 7

Grammar: UUEG Ch 20 Conditionals (time permitting)
Finish *Tuesdays with Morrie*
Film: *Tuesdays with Morrie*
Post Film Discussion of film and book version.
Writing: In-class essay on *Tuesdays with Morrie*
Grammar: Review for Grammar Final

**Week 8**

Return and discuss last week’s essay Essays
Final Grammar Exam
Final Reading Exam
Final Journal Writing
Final In-Class Essay
Post test grammar study: Article usage