

LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Meet the Mentor, T10–T11 •Meet the Mentor Video, <i>Fay Vittetoe: Veterinarian</i> •Build Background, T12–T13 –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ hid candles magnet scooter flag –High-Frequency Words—who, the –Transparency 1 –Literacy-at-Work Book, p. 3 ◆ •WiggleWorks Plus, T13 •Journal Prediction, T16 		<ul style="list-style-type: none"> •Prepare to Teach, T14 •Preview and Predict, T16 •Read <i>Who Hid It</i>, T16–T27 ✳ –Guided Reading—Key Strategy: Main Idea and Details •Writing: Write a Question-and-Answer Book, T30–T31 <ul style="list-style-type: none"> –Prewrite ☆ –Literacy-at-Work Book, p. 5 ◆ •WiggleWorks Plus, T17, T22, T24, T25 	
Phonics/Word Study	<ul style="list-style-type: none"> ✓ •Consonant /h/h Lesson, T38–T39 –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options –Read Phonics Reader—Who Has the Hat? ☆ –Literacy-at-Work Book, p. 8 		<ul style="list-style-type: none"> ✓ •Consonant /h/h Lesson, Continued, T39 –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Who Has the Hat? –Literacy-at-Work Book, p. 9 	
Spelling	<ul style="list-style-type: none"> •Pretest: Words with Phonogram <i>-id</i>, T33 hid did lid rid slid <u>who</u> <u>the</u> <p>*Underlined words appear as high frequency words</p>		<ul style="list-style-type: none"> •Teach: <i>-id</i>, T33 ☆ –Spelling Practice, p. 4 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓ •Grammar: Question Sentences, T32 Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓ •Grammar: Question Sentences, Continued, T32 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 7 •Daily Language Practice, R14 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Use Picture Cards, T13 ESL Teaching Plan: Building Vocabulary Solares: Gr. 1, Vol. 1, Unit 2, Plan I, T216–T249		Supporting All Learners ESL: –Model, T16 ESL Teaching Plan: Practice With Who Solares: Gr. 1, Vol. 1, Unit 2, Plan I, T216–T249	
Teacher's Notes				

PLAN I: Who Hid It? (T7–T44)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T16–T27 –Revisit for Skills, T16–T27 •Writing Write a Question and Answer Book, T30–T31 ◆ •WiggleWorks Plus, T31 	<ul style="list-style-type: none"> ✓ •Assess Reading, T28 –Literacy-at-Work Book, p. 4 •Writing Option: Find the Hidden Object, T31 *✓ •Building Skills and Strategies: Main Idea/Details, T36–T37 ☆ –Literacy-at-Work Book, pp. 6, 7 	<ul style="list-style-type: none"> •Reading Options –Fluency Library, T42 ☒ –Trade Books, T43 ☆ –Idea File, T29 –Cultural Connections, T29 –My Books: Who Has It?, What Is It? •Writing Option: Find the Hidden Object, T31 •Integrated Curriculum Options, R2–R3 ◆ •WiggleWorks Plus, T29, T34, T42
<ul style="list-style-type: none"> ✓ •Vowel /i/i Lesson, T40–T41 –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending ◆ •Phonics Support Options –Magnet Board—WiggleWorks Plus –Read Phonics Reader—The Big Hit ☆ –Literacy-at-Work Book, p.10 	<ul style="list-style-type: none"> ✓ •Vowel /i/i Lesson, Continued, T41 –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options –Magnet Board—WiggleWorks Plus ☆ –Reread Phonics Reader—The Big Hit –Literacy-at-Work Book, p. 18 	<ul style="list-style-type: none"> •Phonics Support Materials* –Use materials in Phonics and Word Building Kit to meet individual needs *Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)
<ul style="list-style-type: none"> •Teach: High Frequency Words: <i>who, the</i>, T33 	<ul style="list-style-type: none"> •Dictate and Write, T33 •Handwriting Practice (<i>h</i> and <i>r</i>), p. 4 	<ul style="list-style-type: none"> •Post Test, T33
<ul style="list-style-type: none"> •Mechanics: Question Marks, T32 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Question Marks, Continued, T32 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 8 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆ •Integrating Language Arts: Optional Activities, T34– T35 •Integrating Learning, T44 •Daily Language Practice, R14
<ul style="list-style-type: none"> Supporting All Learners ESL: –Use Sentence Strips, T31 ESL Teaching Plan: Make a Picture Dictionary Solares: Gr. 1, Vol. 1, Unit 2, Plan I, T216–T249 	<ul style="list-style-type: none"> Supporting All Learners ESL: –Use Realia, T39 ESL Teaching Plan: Making Up Who Questions Solares: Gr. 1, Vol. 1, Unit 2, Plan I, T216–T249 	<ul style="list-style-type: none"> Supporting All Learners ESL: –Speaking/Listening, T35 ESL Teaching Plan: Solving Problems Solares: Gr. 1, Vol. 1, Unit 2, Plan I, T216–T249

✓ = Assessed ☒ = Trade Book ☆ = Option ✎ = Workshop □ = Project * = Key Strategy ○ = Audiocassette ◆ = Technology

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	DAY 1	DAY 2						
	BUILDING BACKGROUND	READING						
<p>Reading, Writing, Listening, Speaking, Viewing</p> <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <p>Wiggle Works Plus</p> </div> <p><i>There's a Hole in My Pocket</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> •Share the Big Book to develop the Theme, T48–T49 ○ •<i>Across the Stream</i> •Build Background, T52–T53 –Activate Prior Knowledge –Develop Vocabulary: <table style="margin-left: 20px; border: none;"> <tr> <td>hole</td> <td>pocket</td> <td>sew</td> </tr> <tr> <td>thread</td> <td>✓ fix</td> <td></td> </tr> </table> –High-Frequency Words—my, them –Transparency 2 –Literacy-at-Work Book, p. 12 •Journal Prediction, T56 	hole	pocket	sew	thread	✓ fix		<ul style="list-style-type: none"> ✓ •Prepare to Teach, T54 ○ •Read <i>There's A Hole in My Pocket</i>, T56–T70 * –Guided Reading—Key Strategy: Problem/Solution •Preview and Predict, T56–T70 •Repeated Reading of Big Book Option: Speaking, T50 •Writing: Write a Circular Story, T74–T75 –Prewrite ☆ –Literacy-at-Work Book, p. 14 ◆ •WiggleWorks Plus, T54, T56, T57, T58, T59, T61, T65, T66, T67
hole	pocket	sew						
thread	✓ fix							
Phonics/Word Study	<ul style="list-style-type: none"> ✓ •Consonant /p/p Lesson, T84–T85 –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options –Read Phonics Reader—Pop! Pop! ☆ –Literacy-at-Work Book, p. 19 	<ul style="list-style-type: none"> ✓ •Consonant /p/p Lesson, Continued, T85 –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Pop! Pop! ☆ –Literacy-at-Work Book, p. 20 						
Spelling	<ul style="list-style-type: none"> •Pretest: Words with Phonogram -og, T77 hog fog jog log frog <u>my</u> <u>them</u> *Underlined words appear as high frequency words 	<ul style="list-style-type: none"> •Teach: -og, T77 ☆ –Spelling Practice, p. 5 						
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Telling Sentences, T76 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Grammar: Telling Sentences, Continued, T76 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 9 •Daily Language Practice, R14 						
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Use Word Cards, T53 <p>ESL Teaching Plan: Giving Advice</p> <p>Solares: Gr. 1, Vol. 1, Unit 2, Plan II, T250–T287</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Use Word Cards, T56 –Record, T85 <p>ESL Teaching Plan: Just Do It</p> <p>Solares: Gr. 1, Vol. 1, Unit 2, Plan II, T250–T287</p>						
Teacher's Notes								

PLAN II: Across the Stream and There’s a Hole in My Pocket (T45–T95)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T56–T70 –Revisit for Skills, T56–T70 •Repeated Reading of Big Book Option: Comprehension, T50 •Writing: Write a Class Circular Story, T74–T75 	<ul style="list-style-type: none"> •Read <i>There's a Hole in My Bucket</i> Song, T71 ✓ •Assess Reading, T110 –Literacy-at-Work Book, pp. 4, 5 •Repeated Reading of Big Book Option: Word Study, T51 •Writing Option: Write an Individual Circular Story, T75 *✓ •Building Skills and Strategies: Problem/Solution, T80–T81 ☆–Literacy-at-Work Book, pp. 15, 16 	<ul style="list-style-type: none"> •Reading Options –Fluency Library, T88 ☒ –Trade Books, T89 ☆–Idea File, T7 –Cultural Connections, T73 –My Books: Pizza, Please, and My Feet •Building Skills and Strategies ✓ –Contractions Skills Lesson: T82–T83 –Literacy-at-Work Book, pp. 17, 18 •Writing Option—Write an Individual Circular Story, T75 ☐ •Workshop Options –Pick a Pet, T91–T93 –Alphabetical Order, T94–T95 •Integrated Curriculum Options, R4–R5 ◆ •WiggleWorks Plus, T73, T79, T88
<ul style="list-style-type: none"> ✓ •Consonant /f/f Lesson, T86 –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options –Read Phonics Reader—Will It Fit? ☆–Literacy-at-Work Book, p. 22 	<ul style="list-style-type: none"> ✓ •Consonant /f/f Lesson, Continued, T87 –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Will It Fit? 	<ul style="list-style-type: none"> •Phonics Support Materials* –Use materials in Phonics and Word Building Kit to meet individual needs *Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)
<ul style="list-style-type: none"> •Teach: High-Frequency Words: <i>my, them</i>, T77 	<ul style="list-style-type: none"> •Dictate and Write, T77 •Handwriting Practice, <i>p</i> and <i>b</i>, p. 5 	<ul style="list-style-type: none"> •Post Test, T77
<ul style="list-style-type: none"> ✓ •Mechanics: Periods, T76 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Mechanics: Periods, T76 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 10 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆ •Integrating Language Arts: Optional Activities, T78 •Integrating Learning, T90 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Multisensory Techniques, T61 ESL Teaching Plan: Play Concentration Solares: Gr. 1, Vol. 1, Unit 2, Plan II, T250–T287</p>	<p>Supporting All Learners ESL: –Cloze, T87 ESL Teaching Plan: Find Solutions Solares: Gr. 1, Vol. 1, Unit 2, Plan II, T250–T287</p>	<p>Supporting All Learners ESL: –Speaking/Listening, T79 ESL Teaching Plan: Role-Play Solares: Gr. 1, Vol. 1, Unit 2, Plan II, T250–T287</p>

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	DAY 1	DAY 2
	BUILDING BACKGROUND	READING
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Listen to the Read Aloud <i>What Do You Do With a Kangaroo?</i>, T102–T103 •Build Background, T104–T105 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> seen ✓ this –High-Frequency Words—is, where –Transparency 3 –Literacy-at-Work Book, p. 27 ◆•WiggleWorks Plus, T102, T105 <ul style="list-style-type: none"> •Journal Prediction, T108 	<ul style="list-style-type: none"> ✓•Prepare to Teach, T106 •Preview and Predict, T108 •Read <i>Have You Seen My Cat?</i>, T108–T131 <ul style="list-style-type: none"> * –Guided Reading—Key Strategy: Make Predictions •Writing: Write a Predictable Story, T134–T135 <ul style="list-style-type: none"> –Prewrite ☆ –Literacy-at-Work Book, p. 29 ◆•WiggleWorks Plus, T110, T122, T123, T129
Phonics/Word Study	<ul style="list-style-type: none"> ✓•Consonant /n/n Lesson, T142–T143 <ul style="list-style-type: none"> –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options <ul style="list-style-type: none"> –Read Phonics Reader—Where Is Nat? ☆ –Literacy-at-Work Book, p. 32 	<ul style="list-style-type: none"> ✓•Consonant /n/n Lesson, Continued, T143 <ul style="list-style-type: none"> –Assess –Dictate and Write –Writing Extensions ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Where Is Nat? ☆ –Literacy-at-Work Book, p. 33
Spelling	<ul style="list-style-type: none"> •Pretest: Words with Phonogram <i>-at</i>, T137 <ul style="list-style-type: none"> cat bat fat mat sat <u>is</u> <u>where</u> *Underlined words appear as high-frequency words 	<ul style="list-style-type: none"> •Teach: <i>-at</i>, T137 ☆ –Spelling Practice, p. 6
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Word Order, T136 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Grammar: Word Order, Continued, T136 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 11 •Daily Language Practice, R14
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: <ul style="list-style-type: none"> –Work in Groups, T105 –Multisensory Techniques, T143 ESL Teaching Plan: It's Not Mine Solares: Gr. 1, Vol. 1, Unit 2, Plan III, T288–T329	Supporting All Learners ESL: <ul style="list-style-type: none"> –Use Visuals, T108 ESL Teaching Plan: Ask and Answer Solares: Gr. 1, Vol. 1, Unit 2, Plan III, T288–T329
Teacher's Notes		

PLAN III: What Do You Do With a Kangaroo? and Have You Seen My Cat? (T99–T148)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T108–T131 –Revisit for Skills, T108–T131 •Writing: Write a Predictable Story, T134–T135 ◆ •WiggleWorks Plus, T135 	<ul style="list-style-type: none"> ✓ •Assess Reading, T132 –Literacy-at-Work book, p. 28 •Writing Option: Create Your Own Book, T135 *•Building Skills and Strategies: Make Predictions, T140–T141 ☆–Literacy-at-Work Book, pp. 30, 31 	<ul style="list-style-type: none"> •Reading Options –Fluency Library, T146 ☒ –Trade Books, T147 ☆–Idea File, T133 –Cultural Connections, T133 –My Books: Oh, No!, Who Is Coming? •Writing Option: Create Your Own Book, T135 •Integrated Curriculum Options: R6–R7 ◆ •WiggleWorks Plus, T133, T138
<ul style="list-style-type: none"> ✓ •Consonant /k/c Lesson, T144–T145 –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options –Read Phonics Reader—My Cat Can ☆–Literacy-at-Work Book, p. 34 	<ul style="list-style-type: none"> ✓ •Consonant /k/c Lesson, Continued, T145 –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—My Cat Can ☆–Literacy-at-Work Book, p. 35 	<ul style="list-style-type: none"> •Phonics Support Materials* –Use materials in Phonics and Word Building Kit to meet individual needs *Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)
<ul style="list-style-type: none"> •Teach: High Frequency Words: <i>is, where</i>, T137 	<ul style="list-style-type: none"> •Dictate and Write, T137 •Handwriting Practice, <i>n</i> and <i>m</i>, p. 6 	<ul style="list-style-type: none"> •Post Test, T137
<ul style="list-style-type: none"> •Mechanics: Question Marks, T136 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Question Marks, Continued, T136 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 12 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆•Integrating Language Arts: Optional Activities, T138–T139 •Integrating Learning, T148 •Daily Language Practice, R14
<ul style="list-style-type: none"> Supporting All Learners ESL: –Make Connections, T123, T145 ESL Teaching Plan: Make a Picture, Write a Caption Solares: Gr. 1, Vol. 1, Unit 2, Plan III, T288–T329 	<ul style="list-style-type: none"> Supporting All Learners ESL: –Model, T141 ESL Teaching Plan: Yes and No Solares: Gr. 1, Vol. 1, Unit 2, Plan III, T288–T329 	<ul style="list-style-type: none"> Supporting All Learners ESL: –Reading, T138 ESL Teaching Plan: Create a Story Solares: Gr. 1, Vol. 1, Unit 2, Plan III, T288–T329

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	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Listen to the Read Aloud, T152–T153 ○ –Corduroy •Build Background, T154–T155 –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> bet lift ✓ cleaning bedtime basket –High-Frequency Words—why, can't –Transparency 4 –Literacy-at-Work Book, p. 36 •Journal Prediction, T158 ◆ •WiggleWorks Plus, T155 		<ul style="list-style-type: none"> ✓ •Prepare to Teach, T156 •Preview and Predict, T158 ○ •Read <i>Bet You Can't</i>, T158–T183 * –Guided Reading—Key Strategy: Plot •Writing: Write Dialogue, T188–T189 –Prewrite ☆ –Literacy-at-Work Book, p. 38 ◆ •WiggleWorks Plus, T158, T163, T164, T65, T166, T172, T173, T174, T175, T181, T183 	
Phonics/Word Study	<ul style="list-style-type: none"> ✓ •Consonant /b/b Lesson, T196–T197 –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options –Read Phonics Reader—Who Has a Bill? ☆ –Literacy-at-Work Book, p. 42 		<ul style="list-style-type: none"> ✓ •Consonant /b/b Lesson, Continued, T197 –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Who Has a Bill? –Literacy-at-Work Book, p. 43 	
Spelling	<ul style="list-style-type: none"> •Pretest: Words with Phonogram <i>-ill</i>, T191 hill pill will dill Jill <u>why</u> <u>can't</u> <p>*Underlined words appear as high-frequency words</p>		<ul style="list-style-type: none"> •Teach: <i>-ill</i>, T191 ☆ –Spelling Practice, p. 7 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Naming Words, T190 –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Naming Words, Continued, T190 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 13 •Daily Language Practice, R15 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Use Word Cards, T155 –Multisensory Techniques, T197 ESL Teaching Plan: Yes I Can, No You Can't Solares: Gr. 1, Vol. 1, Unit 2, Plan IV, T330–T369		Supporting All Learners ESL: –Model, T158 ESL Teaching Plan: Can You...? Solares: Gr. 1, Vol. 1, Unit 2, Plan IV, T330–T369	
Teacher's Notes				

PLAN IV: Corduroy, Bet You Can’t, and This Tooth (T149–T207)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T158–T183 –Revisit for Skills, T158–T183 •Writing: Write Dialogue, T188–T189 ◆ •WiggleWorks Plus, T189 	<ul style="list-style-type: none"> •Read <i>This Tooth</i>, T184–T185 ✓ •Assess Reading, T186 –Literacy-at-Work Book, p. 37 •Writing Option: Writing the Next Lines, T189 *✓ •Building Skills and Strategies: Plot, T194–T195 ☆–Literacy-at-Work Book, pp. 39, 40 	<ul style="list-style-type: none"> •Reading Options –Fluency Library, T200 ☒ –Trade Books, T201 ☆–Idea File, T187 –Cultural Connections, T187 –My Books: Big and Bigger, Who Walks Writing Option: Writing the Next Lines, T189 ☐ •Workshop Options –A Pet Care Schedule, T203–T205 –Use Schedules, T206–T207 ☆–Literacy-at-Work Book, p. 49 •Integrated Curriculum Options, R8–R9 ◆ •WiggleWorks Plus, T187, T189, 193
<ul style="list-style-type: none"> ✓ •Consonant /w/w Lesson, T198–T199 –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options –Read Phonics Reader—Where Is It? ☆–Literacy-at-Work Book, p. 44 	<ul style="list-style-type: none"> ✓ •Consonant /w/w Lesson, Continued, T199 –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Where Is It? ☆–Literacy-at-Work Book, p. 45, 46 	<ul style="list-style-type: none"> •Phonics Support Materials* –Use materials in Phonics and Word Building Kit to meet individual needs *Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)
<ul style="list-style-type: none"> •Teach: High-Frequency Words: <i>why, can’t</i>, T191 	<ul style="list-style-type: none"> •Dictate and Write, T191 •Handwriting Practice, w and v, p. 7 	<ul style="list-style-type: none"> •Post Test, T191
<ul style="list-style-type: none"> •Mechanics: Capitalize First Words, T190 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Capitalize First Words, Continued, T190 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 14 •Daily Language Practice, R15 	<ul style="list-style-type: none"> ☆•Integrating Language Arts: Optional Activities, T192–T193 •Integrating Learning, T202 •Daily Language Practice, R15
<ul style="list-style-type: none"> Supporting All Learners ESL: –Work in Groups, T175 –Use Visuals, T182 –Follow Patterns, T199 ESL Teaching Plan: A Basket of Words Solares: Gr. 1, Vol. 1, Unit 2, Plan IV, T330–T369 	<ul style="list-style-type: none"> Supporting All Learners ESL: –Use Audio, T184 ESL Teaching Plan: It Can/Can't Be Done Solares: Gr. 1, Vol. 1, Unit 2, Plan IV, T330–T369 	<ul style="list-style-type: none"> Supporting All Learners ESL: –Listening/Speaking, T192 ESL Teaching Plan: Do the Right Thing Solares: Gr. 1, Vol. 1, Unit 2, Plan IV, T330–T369

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	BUILDING BACKGROUND	READING
<p>Reading, Writing, Listening, Speaking, Viewing</p> <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <p>Wiggle Works Plus</p> </div> <p><i>What's Inside</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> •Share the Big Book to develop the Theme, T214–T215 ○ •<i>It Begins With an A</i> •Build Background, T218–T219 <ul style="list-style-type: none"> –Activate Prior Knowledge –Transparency 5 –Develop Vocabulary: <ul style="list-style-type: none"> ✓ inside ✓ baby penguin salamander amazing –High-Frequency Words—they, what's –Literacy-at-Work Book, p. 50 •Journal Prediction, T222 	<ul style="list-style-type: none"> ✓ •Prepare to Teach, T220 •Preview and Predict, T222 •Read <i>Veterinarian: Dr. Fay Vittetoe</i>, T222–T223 * –Guided Reading—Key Strategy: Compare/Contrast •Repeated Reading of Big Book Option: Speaking, T216 •Writing: Write a Repetitive Story, T242–T243 <ul style="list-style-type: none"> –Prewrite ☆ –Literacy-at-Work Book, p. 53 ◆ •WiggleWorks Plus, T220
Phonics/Word Study	<ul style="list-style-type: none"> ✓ •Consonant /j/j Lesson, T250–T251 <ul style="list-style-type: none"> –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options <ul style="list-style-type: none"> –Read Phonics Reader—Jim ☆ –Literacy-at-Work Book, pp. 57–60 	<ul style="list-style-type: none"> ✓ •Consonant /j/j Lesson, Continued, T251 <ul style="list-style-type: none"> –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options <ul style="list-style-type: none"> –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Jim ☆ –Literacy-at-Work Book, pp. 57–60
Spelling	<ul style="list-style-type: none"> •Pretest: Words with Phonogram <i>-ab</i>, T245 <ul style="list-style-type: none"> cab gab grab tab jab <u>they</u> <u>what's</u> *Underlined words appear as high-frequency words 	<ul style="list-style-type: none"> •Teach: <i>-ab</i>, T245 ☆ –Spelling Practice, p. 8
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓ •Grammar: Singular/Plural Nouns, T244 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Grammar: Singular/Plural Nouns, Continued, T244 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 15 •Daily Language Practice, R15
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL: –Use Realia, T219 ESL Teaching Plan: Inside the Box Solares: Gr. 1, Vol. 1, Unit 2, Plan V, T370–T382</p>	<p>Supporting All Learners ESL: –Guided Questions, T222 –Use Visuals, T224 ESL Teaching Plan: What's a Contraction? Solares: Gr. 1, Vol. 1, Unit 2, Plan V, T370–T382</p>
Teacher's Notes		

PLAN V: It Begins With an A, Veterinarian: Dr.Fay Vittetoe, and What’s Inside? (T211–T256)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> ○ •Read "What's Inside?", T224–T238 •Read <i>Baby Chick</i>, T239 •Repeated Reading of Big Book Option: Comprehension, T216 •Writing: Write a Repetitive Story, T242–T243 ◆ •WiggleWorks Plus, T224, T225, T226, T229, T237, T243 	<ul style="list-style-type: none"> •Complete Reading, T224–T239 <ul style="list-style-type: none"> –Revisit for Skills, T224–T239 ✓ •Assess Reading, T240 <ul style="list-style-type: none"> –Literacy-at-Work Book, p. 51 •Repeated Reading of Big Book Option: Word Study, T217 •Writing Option: "What's Inside My Classroom?" Poster, T243 *✓ •Building Skills and Strategies: Compare/Contrast, T248–T249 <ul style="list-style-type: none"> ☆ –Literacy-at-Work Book, pp. 54–55 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> –Fluency Library, T254 ☒ –Trade Books, T255 ☆ –Idea File, T241 –Cultural Connections, T241 –My Books: Jumping, My Noisy Zipper •Writing Option: “What's Inside My Classroom?” Poster, T243 •Integrated Curriculum Options: R10–R11 ◆ •WiggleWorks Plus, T241, T243, T247
<ul style="list-style-type: none"> ✓ •Consonant /z/z Lesson, T252–T253 <ul style="list-style-type: none"> –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options <ul style="list-style-type: none"> –Read Phonics Reader—Zzzz ☆ –Literacy-at-Work Book, pp. 57–60 	<ul style="list-style-type: none"> ✓ •Consonant /z/z Lesson, Continued, T253 <ul style="list-style-type: none"> –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options <ul style="list-style-type: none"> –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Zzzz ☆ –Literacy-at-Work Book, pp. 57–60 	<ul style="list-style-type: none"> •Phonics Support Materials* <ul style="list-style-type: none"> –Use materials in Phonics and Word Building Kit to meet individual needs *Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)
<ul style="list-style-type: none"> •Teach: High-Frequency Words: <i>they, what's</i>, T245 	<ul style="list-style-type: none"> •Dictate and Write, T245 •Handwriting Practice, <i>j</i>, p. 8 	<ul style="list-style-type: none"> •Post Test, T245
<ul style="list-style-type: none"> ✓ •Grammar: Describing Words, T244 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Grammar: Describing Words, Continued, T244 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 16 •Daily Language Practice, R15 	<ul style="list-style-type: none"> ☆ •Integrating Language Arts: Optional Activities, T246– T247 •Integrating Learning, T256 •Daily Language Practice, R15
<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Make Connections, T232 –Record, T243 –Guided Questions, T249 <p>ESL Teaching Plan: Make a Contraction Solares: Gr. 1, Vol. 1, Unit 2, Plan V, T370–T382</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Make Connections, T239 –Act It Out, T253 <p>ESL Teaching Plan: It's a Puppet Solares: Gr. 1, Vol. 1, Unit 2, Plan V, T370–T382</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Writing/Reading/Vocabulary, T246 –Writing/Speaking, T246 –Speaking/Listening/Viewing, T247 –Writing/Viewing, T247 <p>ESL Teaching Plan: Word Box Solares: Gr. 1, Vol. 1, Unit 2, Plan V, T370–T382</p>

✓ = Assessed ☒ = Trade Book ☆ = Option ✎ = Workshop □ = Project * = Key Strategy ○ = Audiocassette ◆ = Technology

LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Play the Game, T260–T261 •Build Background, T262–T263 <ul style="list-style-type: none"> –Activate Prior Knowledge –Transparency 6 –Develop Vocabulary: <ul style="list-style-type: none"> ✓ bones rib teeth claws tail –High-Frequency Words—for, we –Literacy-at-Work Book, p. 61 •Journal Prediction, T266 ◆•WiggleWorks Plus, T260, T263 		<ul style="list-style-type: none"> ✓ •Prepare to Teach, T264 •Preview and Predict, T266 •Read <i>Bones, Bones, Dinosaur Bones</i>, T266–T293 <ul style="list-style-type: none"> *–Guided Reading—Key Strategy: Steps in a Process •Writing Process Workshop: How to Write a Report, T296–T299 <ul style="list-style-type: none"> –Prewrite ☆–Literacy-at-Work Book, p. 63 ◆•WiggleWorks Plus, T268, T273, T276, T278, T281, T291 	
Phonics/Word Study	<ul style="list-style-type: none"> ✓ •Consonant /d/d Lesson, T306–T307 <ul style="list-style-type: none"> –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options <ul style="list-style-type: none"> –Read Phonics Reader—Dig! ☆–Literacy-at-Work Book, p. 68 		<ul style="list-style-type: none"> ✓ •Consonant /d/d Lesson, Continued, T307 <ul style="list-style-type: none"> –Assess –Dictate and Write –Writing Extensions ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Dig! –Literacy-at-Work Book, p. 69 	
Spelling	<ul style="list-style-type: none"> •Pretest: Words with Phonogram <i>-op</i>, T301 <ul style="list-style-type: none"> hop mop pop top cop <u>for</u> <u>we</u> *Underlined words appear as high-frequency words 		<ul style="list-style-type: none"> •Teach: <i>-op</i>, T301 ☆–Spelling Practice, p. 9 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓ •Grammar: The Pronoun <i>Them</i>, T300 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓ •Grammar: The Pronoun <i>Them</i>, Continued, T300 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 17 •Daily Language Practice, R15 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Use Word Cards, T263 –Make Connections, T307 ESL Teaching Plan: Learning About Dinosaurs Solares: Gr. 1, Vol. 1, Unit 2, Plan VI, T382–T395		Supporting All Learners ESL: –Use Visuals, T266 –Make a Web, T297 ESL Teaching Plan: Words, Words, Everywhere! Solares: Gr. 1, Vol. 1, Unit 2, Plan VI, T382–T395	
Teacher's Notes				

PLAN VI: Bones, Bones, Dinosaur Bones (T257–T321)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T266–T293 <ul style="list-style-type: none"> –Revisit for Skills, T266–T293 •Writing Process Workshop: How to Write a Report, T296–T299 <ul style="list-style-type: none"> –Draft, Revise ◆ •WiggleWorks Plus, T299 	<ul style="list-style-type: none"> ✓ •Assess Reading, T294 <ul style="list-style-type: none"> –Literacy-at-Work Book, p. 62 •Writing Process Workshop: How to Write a Report, T296–T299 <ul style="list-style-type: none"> –Proofread * •Building Skills and Strategies: Steps in a Process, T304–T305 <ul style="list-style-type: none"> ☆–Literacy-at-Work Book, pp. 64–65 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> –Fluency Library, T310 ☒ –Trade Books, T311 ☆–Idea File, T295 <ul style="list-style-type: none"> –Cultural Connections, T295 –My Books: The Dog Didn't Do It, Too Much Rain •Writing Process Workshop: How to Write a Report, T296–T299 <ul style="list-style-type: none"> –Publish ☐ •Project Options <ul style="list-style-type: none"> –Writing a Pet Care Guide, T313–T317 –Apply Newly Acquired Vocabulary: Communicate Ideas, T318–T319 •Integrated Curriculum Options, R12–R13 ◆ •WiggleWorks Plus, T295
<ul style="list-style-type: none"> ✓ •Consonant /r/r Lesson, T308–T309 <ul style="list-style-type: none"> –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending •Phonics Support Options <ul style="list-style-type: none"> –Read Phonics Reader—Drip, Drop, Drip! ☆–Literacy-at-Work Book, p. 70 	<ul style="list-style-type: none"> ✓ •Consonant /r/r Lesson, Continued, T309 <ul style="list-style-type: none"> –Assess –Dictate and Write –Writing Extensions ◆ •Phonics Support Options <ul style="list-style-type: none"> –Magnet Board—WiggleWorks Plus –Reread Phonics Reader—Drip, Drop, Drip! ☆–Literacy-at-Work Book, pp. 71, 72 	<ul style="list-style-type: none"> •Phonics Support Materials* <ul style="list-style-type: none"> –Use materials in Phonics and Word Building Kit to meet individual needs *Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)
<ul style="list-style-type: none"> •Teach: high-frequency Words: <i>for, we</i>, T301 	<ul style="list-style-type: none"> •Dictate and Write, T301 •Handwriting Practice, <i>d</i> and <i>f</i>, p. 9 	<ul style="list-style-type: none"> •Post Test, T301
<ul style="list-style-type: none"> ✓ •Mechanics: Capitalizing Special Names, T300 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Mechanics: Capitalizing Special Names, Continued, T300 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 18 •Daily Language Practice, R15 	<ul style="list-style-type: none"> ☆ •Integrating Language Arts: Optional Activities, T302–T303 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Assist in Process, T271 ESL Teaching Plan: Make a Class Dinosaur Solares: Gr. 1, Vol. 1, Unit 2, Plan VI, T382–T395</p>	<p>Supporting All Learners ESL: –Make Connections, T276 ESL Teaching Plan: All We Know Solares: Gr. 1, Vol. 1, Unit 2, Plan VI, T382–T395</p>	<p>Supporting All Learners ESL: –Speaking/ Listening/ Writing, T303 ESL Teaching Plan: Say It Right! Solares: Gr. 1, Vol. 1, Unit 2, Plan VI, T382–T395</p>

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