

# LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> <li>•Meet the Mentor, T10–T11</li> <li>•Meet the Mentor Video, Coach: Danny Prenat</li> <li>•Build Background, T12–T13                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Transparency 1</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>✓ seeds                      sprouts                      ✓ plants</li> <li>weed                              vegetables</li> </ul> </li> <li>–High-Frequency Words—are, grow</li> <li>–Literacy-at-Work Book, p. 3</li> </ul> </li> <li>◆•WiggleWorks Plus, T10</li> <li>•Journal Prediction, T16</li> </ul>		<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T14</li> <li>•Preview and Predict, T16</li> <li>•Read Growing Vegetable Soup, T16–T45</li> <li>*–Guided Reading—Key Strategy: Setting</li> <li>•Writing: Write a How-To Book, T48–T49                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>✧–Literacy-at-Work Book, p. 5</li> </ul> </li> <li>◆•WiggleWorks Plus, T17, T18, T30, T32</li> </ul>	
Phonics/Word Study	<ul style="list-style-type: none"> <li>✓•Vowel /e/e lesson, T56–T57                             <ul style="list-style-type: none"> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>•Consonant /g/g lesson, T58–T59                             <ul style="list-style-type: none"> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> </ul> </li> <li>•Phonics Support Options                             <ul style="list-style-type: none"> <li>–Read Phonics Reader–Let’s Grow Them, Max’s Pet</li> <li>✧–Literacy-at-Work Book, pp. 8–13</li> </ul> </li> </ul>	
Spelling	<ul style="list-style-type: none"> <li>•Pretest: Words with Phonogram -et, T51                             <ul style="list-style-type: none"> <li>set    get    met    pet</li> <li>bet    <u>are</u>    <u>grow</u></li> </ul> </li> <li>*Underlined words appear as high-frequency words</li> </ul>		<ul style="list-style-type: none"> <li>•Teach: -et, T51                             <ul style="list-style-type: none"> <li>✧–Spelling Practice, p. 10</li> </ul> </li> </ul>	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>✓•Grammar: Linking Verbs, T50                             <ul style="list-style-type: none"> <li>–Teach and Model</li> </ul> </li> <li>•Daily Language Practice, R14</li> </ul>		<ul style="list-style-type: none"> <li>•Grammar: Linking Verbs, Continued, T50                             <ul style="list-style-type: none"> <li>–Put It In Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p. 19</li> </ul> </li> <li>•Daily Language Practice, R14</li> </ul>	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: <ul style="list-style-type: none"> <li>–Use Word Cards, T13</li> </ul> ESL Teaching Plan: What’s in the Soup? Solares: Gr. 1, Vol.1, Unit 3, Plan I, T412–T461		Supporting All Learners ESL: <ul style="list-style-type: none"> <li>–Make Connections, T16</li> </ul> ESL Teaching Plan: Please Pass the Food Solares: Gr. 1, Vol.1, Unit 3, Plan I, T412–T461	
Teacher’s Notes				

PLAN I: Growing Vegetable Soup (T7–T64)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T16–T45</li> <li>–Revisit for Skills, T16–T45</li> <li>•Writing: Write a How-To Book, T48–T49</li> <li>◆•WiggleWorks Plus, T49</li> </ul>	<ul style="list-style-type: none"> <li>✓•Assess Reading, T46</li> <li>–Literacy-at-Work book, p. 4</li> <li>•Writing Option: Create a Page With Labeled Items, T49</li> <li>*✓•Building Skills and Strategies: Setting, T54–T55</li> <li>☆–Literacy-at-Work Book, pp. 6, 7</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>–Fluency Library, T62</li> <li>☒–Trade Books, T63</li> <li>☆–Idea File, T47</li> <li>–Cultural Connections, T47</li> <li>–My Books: Getting Wet, Get It, Max!</li> <li>•Writing Option: Create a Page With Labeled Items, T49</li> <li>•Integrated Curriculum Options: R2–R3</li> <li>◆•WiggleWorks Plus, T47, T52, T62</li> </ul>
<ul style="list-style-type: none"> <li>✓•Consonant /g/g lesson, continued, T59</li> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> <li>◆•Phonics Support Options</li> <li>–Magnet Board—WiggleWorks Plus</li> <li>–Reread Phonics Reader—Let’s Grow Them, Max’s Pet</li> <li>–Literacy-at-Work Book, pp. 8–13</li> </ul>	<ul style="list-style-type: none"> <li>✓•Consonant /ks/x Lesson, T60–T61</li> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> <li>•Phonics Support Options</li> <li>–Read Phonics Reader—Kim’s Big Mess</li> <li>☆–Literacy-at-Work Book, pp. 8–13</li> </ul>	<ul style="list-style-type: none"> <li>✓•Consonant /ks/x Lesson, Continued, T61</li> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> <li>◆•Phonics Support Options</li> <li>–Magnet Board WiggleWorks Plus Kim’s Big Mess</li> <li>☆–Literacy-at-Work Book, pp. 8–13</li> </ul>
<ul style="list-style-type: none"> <li>•Teach: High-Frequency Words: are, grow, T51</li> </ul>	<ul style="list-style-type: none"> <li>•Dictate and Write, T51</li> <li>•Handwriting Practice, g and q, p. 14</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T51</li> </ul>
<ul style="list-style-type: none"> <li>✓•Grammar: Words That Compare, T50</li> <li>–Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>✓•Grammar: Words That Compare, Continued, T50</li> <li>–Put It In Context</li> <li>–Apply to Writing</li> <li>☆–Grammar, Usage, Mechanics Practice, p. 20</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts: Optional Activities, T52–T53</li> <li>•Integrating Learning, T64</li> <li>•Daily Language Practice, R14</li> </ul>
<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Use Realia, T21</li> <li>–Make Connections, T61</li> </ul> <p>ESL Teaching Plan: Make a Vegetable Dictionary</p> <p>Solares: Gr. 1, Vol.1, Unit 3, Plan I, T412–T461</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Work in Groups, T43</li> </ul> <p>ESL Teaching Plan: Step by Step</p> <p>Solares: Gr. 1, Vol.1, Unit 3, Plan I, T412–T461</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Viewing/Writing, T53</li> <li>–Writing/Viewing/Speaking, T53</li> </ul> <p>ESL Teaching Plan: Role-Play</p> <p>Solares: Gr. 1, Vol.1, Unit 3, Plan I, T412–T461</p>

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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>Harry's House</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> <li>•Share the Big Book to develop the Theme, Seven Blind Mice, T68–T69</li> <li>•Build Background, T72–T73                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>overall <input checked="" type="checkbox"/> hammers roof</li> <li>shingles messy</li> </ul> </li> <li>–High-Frequency Words—her, two</li> <li>–Transparency 2</li> <li>–Literacy-at-Work Book, p. 14</li> </ul> </li> <li>•Journal Prediction, T76</li> <li>◆•WiggleWorks Plus, T73, T103</li> </ul>	<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T74</li> <li>○•Read <i>Harry's House</i>, T76–T90</li> <li>*–Guided Reading—Key Strategy: Sequence</li> <li>•Preview and Predict, T76</li> <li>•Repeated Reading of Big Book Option: Speaking, T70</li> <li>•Writing: Write Steps in a Process, T94–T95                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 16</li> </ul> </li> <li>◆•WiggleWorks Plus, T74, T78, T80, T81, T82, T85, T88</li> </ul>
Phonics/Word Study	<ul style="list-style-type: none"> <li>✓•Consonant /k/k, ck Lesson, T102–T103                             <ul style="list-style-type: none"> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> </ul> </li> <li>•Phonics Support Options                             <ul style="list-style-type: none"> <li>–Read Phonics Reader—Nick's Trick</li> <li>★–Literacy-at-Work Book, pp. 20–22</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Consonant /k/k, ck Lesson, T103                             <ul style="list-style-type: none"> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> </ul> </li> <li>◆•Phonics Support Options                             <ul style="list-style-type: none"> <li>–Magnet Board—WiggleWorks Plus</li> <li>–Reread Phonics Reader—Nick's Trick</li> <li>–Literacy-at-Work Book, pp. 20–22</li> </ul> </li> </ul>
Spelling	<ul style="list-style-type: none"> <li>•Pretest: Words with Phonogram -ap, T97                             <ul style="list-style-type: none"> <li>cap tap lap rap</li> <li>map <u>her</u> <u>two</u></li> </ul> </li> <li>*Underlined words appear as high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>•Teach: -ap, T97</li> <li>★–Spelling Practice, p. 11</li> </ul>
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>✓•Grammar: Naming Words, T96                             <ul style="list-style-type: none"> <li>–Teach and Model</li> </ul> </li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>✓•Grammar: Naming Words, Continued, T96                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p. 21</li> </ul> </li> <li>•Daily Language Practice, R14</li> </ul>
<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"> <li>–Categorize, T73</li> </ul> <p>ESL Teaching Plan: Describe Tasks</p> <p>Solares: Gr. 1, Vol.1, Unit 3, Plan II, T462–T499</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Use Visuals, T76</li> </ul> <p>ESL Teaching Plan: Working Together</p> <p>Solares: Gr. 1, Vol.1, Unit 3, Plan II, T462–T499</p>
Teacher's Notes		

PLAN II: Seven Blind Mice, Harry’s House, and “Beautiful Baskets” (T65–T111)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T76–T90 –Revisit for Skills, T76–T90</li> <li>•Repeated Reading of Big Book Option: Comprehension, T70</li> <li>•Writing: Write Steps in a Process, T94–T95</li> <li>◆•WiggleWorks Plus, T95</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Beautiful Baskets,” T91</li> <li>✓•Assess Reading, T92 –Literacy-at-Work Book, p. 15</li> <li>•Repeated Reading of Big Book Option: Word Study, T71</li> <li>•Writing Option: Plan a Schedule, T95</li> <li>*✓•Building Skills and Strategies: Sequence, T100–T101</li> <li>☆–Literacy-at-Work Book, pp. 17–18</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options –Fluency Library, T104</li> <li>☒–Trade Books, T105</li> <li>☆–Idea File, T93</li> <li>–Cultural Connections, T93</li> <li>–My Books: Our Cat’s Kittens, Hen and Duck</li> <li>•Writing Option: Plan a Schedule–T95</li> <li>☞•Workshop Options –How to Write a Team Contract, T107–T109</li> <li>–Complete Forms and Applications, T110–T111</li> <li>•Integrated Curriculum Options, R4–R5</li> <li>◆•WiggleWorks Plus, T93, T98, T104</li> </ul>
<ul style="list-style-type: none"> <li>•Phonics Support Options –Reread Phonics Reader–Nick’s Trick</li> <li>–Literacy-at-Work Book, pp. 20–22</li> </ul>	<ul style="list-style-type: none"> <li>◆•Phonics Support Options –Magnet Board WiggleWorks Plus</li> <li>–Reread Phonics Reader—Nick’s Trick</li> <li>–Literacy-at-Work Book, pp. 20–22</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics Support Materials* –Use materials in Phonics and Word Building Kit to meet individual needs</li> </ul> <p>*Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)</p>
<ul style="list-style-type: none"> <li>•Teach: High-Frequency Words: her, two, T97</li> </ul>	<ul style="list-style-type: none"> <li>•Dictate and Write, T97</li> <li>•Handwriting Practice, k and x, p. 15</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T97</li> </ul>
<ul style="list-style-type: none"> <li>✓•Grammar: Capitalizing Names, T96 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>✓•Grammar: Capitalizing Names, T96 –Put It in Context –Apply to Writing</li> <li>☆–Grammar, Usage, Mechanics Practice, p. 22</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts: Optional Activities, T98–T99</li> <li>•Integrating Learning, T106</li> <li>•Daily Language Practice, R14</li> </ul>
<p>Supporting All Learners ESL: –Use Sentence Strips, T95</p> <p>ESL Teaching Plan: Let’s Picture It!</p> <p>Solares: Gr. 1, Vol.1, Unit 3, Plan II, T462–T499</p>	<p>Supporting All Learners ESL: –Multisensory Techniques, T91</p> <p>ESL Teaching Plan: Match the Halves</p> <p>Solares: Gr. 1, Vol.1, Unit 3, Plan II, T462–T499</p>	<p>Supporting All Learners ESL: –Speaking/Listening, T98</p> <p>ESL Teaching Plan: Sports Talk</p> <p>Solares: Gr. 1, Vol.1, Unit 3, Plan II, T462–T499</p>

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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>Sione's Talo</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> <li>•Listen to the Read Aloud The Turnip, T118–T119</li> <li>•Build Background, T120–T121                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <table style="margin-left: 40px; border: none;"> <tr> <td>talo</td> <td>wife</td> <td>✓ son</td> </tr> <tr> <td>✓ daughter</td> <td>coconut</td> <td></td> </tr> </table> </li> <li>–High-Frequency Words—his, with</li> <li>–Transparency 3</li> <li>–Literacy-at-Work Book, p. 26</li> </ul> </li> <li>•Journal Prediction, T124</li> <li>◆•WiggleWorks Plus, T121</li> </ul>	talo	wife	✓ son	✓ daughter	coconut		<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T122</li> <li>•Preview and Predict, T124</li> <li>•Read <i>Sione's Talo</i>, T124–T138</li> <li>*–Guided Reading—Key Strategy: Cause/Effect</li> <li>•Writing: Write a Folk Tale, T142–T143                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>☆–Literacy-at-Work Book, p. 28</li> </ul> </li> <li>◆•WiggleWorks Plus, T122, T124, T127, T128, T129, T132</li> </ul>		
talo	wife	✓ son								
✓ daughter	coconut									
Phonics/Word Study	<ul style="list-style-type: none"> <li>✓•Consonant /u/u (-ub) Lesson, T152–T153                             <ul style="list-style-type: none"> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> </ul> </li> <li>•Phonics Support Options                             <ul style="list-style-type: none"> <li>–Read Phonics Reader–No Fun for Gus</li> <li>☆–Literacy-at-Work Book, pp. 31–37</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓•Consonant /u/u (-ub) Lesson, Continued, T153                             <ul style="list-style-type: none"> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> </ul> </li> <li>◆•Phonics Support Options                             <ul style="list-style-type: none"> <li>–Magnet Board—WiggleWorks Plus</li> <li>–Reread Phonics Reader–No Fun for Gus</li> <li>–Literacy-at-Work Book, pp. 31–37</li> </ul> </li> </ul>								
Spelling	<ul style="list-style-type: none"> <li>•Pretest: Words with Phonogram-un, T145                             <table style="margin-left: 20px; border: none;"> <tr> <td>fun</td> <td>bun</td> <td>pun</td> <td>run</td> </tr> <tr> <td>sun</td> <td><u>his</u></td> <td><u>with</u></td> <td></td> </tr> </table> </li> </ul> <p>*Underlined words appear as high-frequency words</p>	fun	bun	pun	run	sun	<u>his</u>	<u>with</u>		<ul style="list-style-type: none"> <li>☆•Teach: –un, T145</li> <li>–Spelling Practice, p. 12</li> </ul>
fun	bun	pun	run							
sun	<u>his</u>	<u>with</u>								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Grammar: Word Order, T144                             <ul style="list-style-type: none"> <li>–Teach and Model</li> </ul> </li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Grammar: Word Order, T144                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> </ul> </li> <li>–Grammar, Usage, Mechanics Practice, p. 23</li> <li>•Daily Language Practice, R14</li> </ul>								
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>Supporting All Learners ESL: –Color Code, T121</p> <p>ESL Teaching Plan: All Together Solares: Gr. 1, Vol. 1, Unit 3, Plan III, T500–T533</p>	<p>Supporting All Learners ESL: –Use Visuals, T124</p> <p>ESL Teaching Plan: Talk About the Past Solares: Gr. 1, Vol. 1, Unit 3, Plan III, T500–T533</p>								
Teacher's Notes										

PLAN III: The Turnip, Sione’s Talo, “How Does Your Garden Grow?” (T115–T158)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T124–T138</li> <li>–Revisit for Skills, T124–T138</li> <li>•Writing: Write a Folk Tale, T142–T143</li> <li>◆•WiggleWorks Plus, T143, T155</li> </ul>	<ul style="list-style-type: none"> <li>•Read How Does Your Garden Grow?, T139</li> <li>✓•Assess Reading, T140</li> <li>–Literacy-at-Work Book, p. 27</li> <li>•Writing Option: Write Exaggerations About Yourself, T143</li> <li>*✓•Building Skills and Strategies: Cause/Effect, T148–T149</li> <li>☆–Literacy-at-Work Book, pp. 29–30</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>–Fluency Library, T156</li> <li>☒–Trade Books, T157</li> <li>–Idea File, T141</li> <li>–Cultural Connections, T141</li> <li>–My Books: With Nuts, The Bakers</li> <li>•Writing Option: Write Exaggerations About Yourself, T143</li> <li>✓•Building Skills and Strategies: Context Clues, T150–T151</li> <li>–Literacy-at-Work Book, pp. 31–32</li> <li>•Integrated Curriculum Options, R6–R7</li> <li>◆•WiggleWorks Plus, T141, T146, T156</li> </ul>
<ul style="list-style-type: none"> <li>✓•Digraph /th/th Lesson, T154–T155</li> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> <li>•Phonics Support Options</li> <li>–Read Phonics Reader—The Pet Bath</li> <li>☆–Literacy-at-Work Book, pp. 31–37</li> </ul>	<ul style="list-style-type: none"> <li>✓•Digraph /th/th Lesson, Continued, T155</li> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> <li>◆•Phonics Support Options</li> <li>–Magnet Board–WiggleWorks Plus</li> <li>–Reread Phonics Reader—The Pet Bath</li> <li>☆–Literacy-at-Work Book, pp. 31–37</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics Support Materials*</li> <li>–Use materials in Phonics and Word Building Kit to meet individual needs</li> <li> </li> <li>*Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)</li> </ul>
<ul style="list-style-type: none"> <li>•Teach: High-Frequency Words: his, with, T145</li> </ul>	<ul style="list-style-type: none"> <li>•Dictate and Write, T145</li> <li>•Handwriting Practice, u and s, p. 16</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T145</li> </ul>
<ul style="list-style-type: none"> <li>✓•Usage: Using Pronouns, T144</li> <li>–Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>✓•Usage: Using Pronouns, T144</li> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts: Optional Activities, T146–T147</li> <li>•Integrating Learning, T158</li> <li>•Daily Language Practice, R14</li> </ul>
<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Use Visuals, T143</li> <li>–Model, T149</li> </ul> <p>ESL Teaching Plan: All Together Now</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan III, T500–T533</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Use Visuals, T139</li> <li>–Hands-On Learning, T153</li> </ul> <p>ESL Teaching Plan: Something Simple</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan III, T500–T533</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Viewing/Writing/Reading, T146</li> </ul> <p>ESL Teaching Plan: From Beginning to End</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan III, T500–T533</p>

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

# LITERACY PLACE WEEKLY LESSON PLANNER

	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-bottom: 10px;"> <b>Wiggle Works Plus</b> </div> <p><i>Harry's House</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> <li>•Listen to the Read Aloud Swimmy, T162–T163</li> <li>•Build Background, T164–T165               <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Transparency 4</li> <li>–Develop Vocabulary:                   <table style="margin-left: 20px; border: none;"> <tr> <td>helped</td> <td>✓ brothers</td> <td>✓ sisters</td> </tr> <tr> <td>enemies</td> <td>young</td> <td></td> </tr> </table> </li> <li>–High-Frequency Words—then, some</li> <li>–Literacy-at-Work Book, p.38</li> </ul> </li> <li>•Journal Prediction, T168</li> <li>◆•WiggleWorks Plus, T162, T165</li> </ul>	helped	✓ brothers	✓ sisters	enemies	young		<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T166</li> <li>•Preview and Predict, T168</li> <li>○•Read <i>Herman the Helper</i>, T168–T196</li> <li>*–Guided Reading—Key Strategy: Compare/Contrast</li> <li>•Writing: Write About a Story Character, T200–T201               <ul style="list-style-type: none"> <li>–Prewrite</li> <li>☆–Literacy-at-Work Book, p. 40</li> </ul> </li> <li>◆•WiggleWorks Plus, T172, T174, T182, T186, T190</li> </ul>		
helped	✓ brothers	✓ sisters								
enemies	young									
Phonics/Word Study	<ul style="list-style-type: none"> <li>✓•Consonant /z/s Lesson, T208–T209               <ul style="list-style-type: none"> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> </ul> </li> <li>•Phonics Support Options               <ul style="list-style-type: none"> <li>–Read Phonics Reader–Two Dogs</li> <li>☆–Literacy-at-Work Book, pp. 44–48</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓•Consonant /z/s Lesson, Continued, T209               <ul style="list-style-type: none"> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> </ul> </li> <li>◆•Phonics Support Options               <ul style="list-style-type: none"> <li>–Magnet Board—WiggleWorks Plus</li> <li>–Reread Phonics Reader–Two Dogs</li> <li>☆–Literacy-at-Work Book, pp. 44–48</li> </ul> </li> </ul>								
Spelling	<ul style="list-style-type: none"> <li>•Pretest: Words with Phonogram -in, T203               <table style="margin-left: 20px; border: none;"> <tr> <td>pin</td> <td>fin</td> <td>bin</td> <td>tin</td> </tr> <tr> <td>win</td> <td><u>then</u></td> <td><u>some</u></td> <td></td> </tr> </table> </li> <li>*Underlined words appear as high-frequency words</li> </ul>	pin	fin	bin	tin	win	<u>then</u>	<u>some</u>		<ul style="list-style-type: none"> <li>•Teach: -in, T203</li> <li>☆–Spelling Practice, p. 13</li> </ul>
pin	fin	bin	tin							
win	<u>then</u>	<u>some</u>								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>✓•Grammar: Verbs in Past Time, T202               <ul style="list-style-type: none"> <li>–Teach and Model</li> </ul> </li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Grammar: Verbs in Past Time, T202               <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p. 25</li> </ul> </li> <li>•Daily Language Practice, R15</li> </ul>								
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>Supporting All Learners ESL: –Hands-On Learning, T165</p> <p>ESL Teaching Plan: Talking About Herman Solares: Gr. 1, Vol. 1, Unit 3, Plan IV, T534–T565</p>	<p>Supporting All Learners ESL: –Use Visuals, T168 –Act It Out, T201</p> <p>ESL Teaching Plan: What Does It Mean? Solares: Gr. 1, Vol. 1, Unit 3, Plan IV, T534–T565</p>								
Teacher's Notes										

PLAN IV: Swimmy, Herman the Helper, and “We Go Together” (T159–T219)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T168–T196</li> <li>–Revisit for Skills, T168–T196</li> <li>•Writing: Write About a Story Character, T200–T201</li> <li>◆•WiggleWorks Plus, T201</li> </ul>	<ul style="list-style-type: none"> <li>•Read “We Go Together,” T197</li> <li>✓•Assess Reading, T198</li> <li>–Literacy-at-Work Book, p. 39</li> <li>•Writing Option: Create a Story Title That Tells About Yourself, T201</li> <li>*✓•Building Skills and Strategies: Compare/Contrast, T206–T207</li> <li>☆–Literacy-at-Work Book, pp. 41, 42</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>–Fluency Library, T212</li> <li>☒–Trade Books, T213</li> <li>☆–Idea File, T199</li> <li>–Cultural Connections, T199</li> <li>–My Books: Making Friends, Are We There Yet?</li> <li>•Writing Option: Create a Story Title That Tells About Yourself, T201</li> <li>📎•Workshop Options</li> <li>–How to Create a Team Name and Logo, T215–T217</li> <li>–Use Advertisements, T218–T219</li> <li>•Integrated Curriculum Options, R8–R9</li> <li>◆•WiggleWorks Plus, T199, T205, T215</li> </ul>
<ul style="list-style-type: none"> <li>✓•Consonant /y/y Lesson, T210–T211</li> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> <li>•Phonics Support Options</li> <li>–Read Phonics Reader—Yip and Yap</li> <li>☆–Literacy-at-Work Book, pp. 44–48</li> </ul>	<ul style="list-style-type: none"> <li>✓•Consonant /y/y Lesson, Continued, T211</li> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> <li>◆•Phonics Support Options</li> <li>–Magnet Board–WiggleWorks Plus</li> <li>–Reread Phonics Reader—Yip and Yap</li> <li>–Literacy-at-Work Book, pp. 44–48</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics Support Materials*</li> <li>–Use materials in Phonics and Word Building Kit to meet individual needs</li> <li>*Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)</li> </ul>
<ul style="list-style-type: none"> <li>•Teach: High-Frequency Words: then, some, T203</li> </ul>	<ul style="list-style-type: none"> <li>•Dictate and Write, T203</li> <li>•Handwriting Practice, y and z, p. 17</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T203</li> </ul>
<ul style="list-style-type: none"> <li>•Grammar: Complete Sentences, T202</li> <li>–Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Grammar: Complete Sentences, T202</li> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts: Optional Activities, T204–T205</li> <li>•Integrating Learning, T214</li> <li>•Daily Language Practice, R15</li> </ul>
<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Step by Step, T182</li> <li>–Act It Out, T195</li> <li>–Use Visuals, T207</li> </ul> <p>ESL Teaching Plan: An Octopus At Home</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan IV, T534–T565</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Use Visuals, T197</li> <li>–Categorize, T209</li> </ul> <p>ESL Teaching Plan: The Octopus Team</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan IV, T534–T565</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Speaking/Listening, T204</li> </ul> <p>ESL Teaching Plan: Oh, Herman</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan IV, T534–T565</p>

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# LITERACY PLACE WEEKLY LESSON PLANNER

	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>What's Inside?</i> is a WiggleWorks Plus CD-ROM selection</p>	<ul style="list-style-type: none"> <li>•Share the Big Book to Develop the Theme, T226–T227</li> <li>•Build Background, T230–T231                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>✓ports jog hike</li> <li>football basketball</li> </ul> </li> <li>–High-Frequency Words—do, or</li> <li>–Transparency 5</li> <li>–Literacy-at-Work Book, p. 52</li> </ul> </li> <li>•Journal Prediction, T234</li> <li>◆•WiggleWorks Plus, T231, T275</li> </ul>	<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T232</li> <li>•Preview and Predict, T234</li> <li>•Read Bunnies and Their Sports, T234–T262</li> <li>*–Guided Reading—Key Strategy: Summarize</li> <li>•Repeated Reading of Big Book Option: Speaking, T228</li> <li>•Writing: Write a Story Using Animal Characters, T266–T267                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>✧–Literacy-at-Work Book, p. 54</li> </ul> </li> <li>◆•WiggleWorks Plus, T243, T247, T256,</li> </ul>
Phonics/Word Study	<ul style="list-style-type: none"> <li>✓•Consonant /v/v Lesson, T274–T275                             <ul style="list-style-type: none"> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> </ul> </li> <li>•Phonics Support Options                             <ul style="list-style-type: none"> <li>–Read Phonics Reader—A Trip in the Van</li> <li>✧–Literacy-at-Work Book, pp. 58–62</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓•Consonant /v/v Lesson, Continued, T275                             <ul style="list-style-type: none"> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> </ul> </li> <li>◆•Phonics Support Options                             <ul style="list-style-type: none"> <li>–Magnet Board—WiggleWorks Plus</li> <li>–Reread Phonics Reader—A Trip in the Van</li> <li>✧–Literacy-at-Work Book, pp. 58–62</li> </ul> </li> </ul>
Spelling	<ul style="list-style-type: none"> <li>•Pretest: Words with Phonogram -ut, T269                             <ul style="list-style-type: none"> <li>cut hut nut but</li> <li>rut <u>do</u> <u>or</u></li> </ul> </li> <li>*Underlined words appear as high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>•Teach: -ut, T269</li> <li>–Spelling Practice, p. 14</li> </ul>
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>✓•Grammar: Naming Words, T268                             <ul style="list-style-type: none"> <li>–Teach and Model</li> </ul> </li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>✓•Grammar: Naming Words, Continued, T268                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p. 27</li> </ul> </li> <li>•Daily Language Practice, R15</li> </ul>
<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"> <li>–Make Connections, T227</li> <li>–Use Index Cards, T275</li> </ul> <p>ESL Teaching Plan: Choose Your Sport</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan V, T566–T577</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Make Connections, T231</li> <li>–Act It Out, T234</li> </ul> <p>ESL Teaching Plan: Sports Mural</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan V, T566–T577</p>
Teacher's Notes		

PLAN V: Loving, Bunnies and Their Sports, “Rope Rhyme” (T223–T280)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T234–T262</li> <li>–Revisit for Skills, T234–T262</li> <li>•Repeated Reading of Big Book Option: Comprehension, T228</li> <li>•Writing: Write a Story Using Animal Characters, T266–T267</li> <li>◆•WiggleWorks Plus, T267, T277</li> </ul>	<ul style="list-style-type: none"> <li>✓•Read “Rope Rhyme,” T263</li> <li>•Assess Reading, T264</li> <li>–Literacy-at-Work Book, p. 53</li> <li>•Repeated Reading of Big Book Option: Word Study, T229</li> <li>•Writing Option: Describe a Person Doing Things Animals Usually Do, T267</li> <li>*✓•Building Skills and Strategies: Summarize, T272–T273</li> <li>✧–Literacy-at-Work Book, pp. 55–56</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>–Fluency Library, T278</li> <li>✧–Trade Books, T279</li> <li>–Idea File, T265</li> <li>–Cultural Connections, T265</li> <li>–My Books: Be Very, Very Quiet, Quick, Quick, Quick!</li> <li>•Writing Option: Describe a Person Doing Things Animals Usually Do, T267</li> <li>•Integrated Curriculum Options: R10–R11</li> <li>◆•WiggleWorks Plus, T271, T278</li> </ul>
<ul style="list-style-type: none"> <li>✓•Consonant /kw/qu Lesson, T276–T277</li> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> <li>•Phonics Support Options</li> <li>–Read Phonics Reader–The Quick Duck</li> <li>✧–Literacy-at-Work Book, pp. 58–62</li> </ul>	<ul style="list-style-type: none"> <li>✓•Consonant /kw/qu Lesson, Continued, T277</li> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> <li>◆•Phonics Support Options</li> <li>–Magnet Board–WiggleWorks Plus</li> <li>–Reread Phonics Reader–The Quick Duck</li> <li>✧–Literacy-at-Work Book, pp. 58–62</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics Support Materials</li> <li>–Use materials in Phonics and Word Building Kit to meet individual needs</li> <li>*Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)</li> </ul>
<ul style="list-style-type: none"> <li>•Teach: High-Frequency Words: do, or, T269</li> </ul>	<ul style="list-style-type: none"> <li>•Dictate and Write, T269</li> <li>•Handwriting Practice, c and q, p. 18</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T269</li> </ul>
<ul style="list-style-type: none"> <li>•Usage: Homophones, T268</li> <li>–Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>Usage: Homophones, Continued, T268</li> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>✧–Grammar, Usage, Mechanics Practice, p. 28</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>✧•Integrating Language Arts: Optional Activities, T270–T271</li> <li>•Integrating Learning, T280</li> <li>•Daily Language Practice, R15</li> </ul>
<ul style="list-style-type: none"> <li>Supporting All Learners ESL:</li> <li>–Pantomime, T247</li> <li>–Make Connections, T253</li> <li>–Multisensory Techniques, T277</li> <li>ESL Teaching Plan: Concentration</li> <li>Solares: Gr. 1, Vol. 1, Unit 3, Plan V, T566–T577</li> </ul>	<ul style="list-style-type: none"> <li>Supporting All Learners ESL:</li> <li>–Follow Patterns, T263</li> <li>–Retell, T273</li> <li>ESL Teaching Plan: Let’s Be Safe</li> <li>Solares: Gr. 1, Vol. 1, Unit 3, Plan V, T566–T577</li> </ul>	<ul style="list-style-type: none"> <li>Supporting All Learners ESL:</li> <li>–Writing/Speaking/Vocabulary, T270</li> <li>ESL Teaching Plan: Questions, Questions</li> <li>Solares: Gr. 1, Vol. 1, Unit 3, Plan V, T566–T577</li> </ul>

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# LITERACY PLACE WEEKLY LESSON PLANNER

	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>Soccer Is Our Game</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> <li>•Play the Game, T284–T285</li> <li>•Build Background, T286–T287                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <table style="display: inline-table; vertical-align: middle;"> <tr> <td>soccer</td> <td>✓ coach</td> <td>kick</td> </tr> <tr> <td>protect</td> <td>score</td> <td></td> </tr> </table> </li> <li>–High-Frequency Words—have, other</li> <li>–Transparency 6</li> <li>–Literacy-at-Work Book, p. 63</li> </ul> </li> <li>•Journal Prediction, T290</li> <li>◆•WiggleWorks Plus, T287</li> </ul>		soccer	✓ coach	kick	protect	score		<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T288</li> <li>•Preview and Predict, T290</li> <li>•Read Soccer Coach: Danny Prenat, T290–T291</li> <li>*–Guided Reading—Key Strategy: Main Idea/Details</li> <li>•Writing Process Workshop: How to Write a Photo Essay, T304–T307                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>★–Literacy-at-Work Book, p. 66</li> </ul> </li> </ul>	
soccer	✓ coach	kick								
protect	score									
Phonics/Word Study	<ul style="list-style-type: none"> <li>✓•Digraph /sh/sh Lesson, T314–T315                             <ul style="list-style-type: none"> <li>–Develop Oral Language</li> <li>–Phonemic Awareness</li> <li>–Connect Sound/Symbol</li> <li>–Blending</li> </ul> </li> <li>•Phonics Support Options                             <ul style="list-style-type: none"> <li>–Read Phonics Reader–Fish Wish</li> <li>★–Literacy-at-Work Book, pp. 70–72</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>✓•Digraph /sh/sh Lesson, Continued, T315                             <ul style="list-style-type: none"> <li>–Assess</li> <li>–Dictate and Write</li> <li>–Writing Extensions</li> </ul> </li> <li>◆•Phonics Support Options                             <ul style="list-style-type: none"> <li>–Magnet Board–WiggleWorks Plus</li> <li>–Reread Phonics Reader–Fish Wish</li> <li>★–Literacy-at-Work Book, pp. 70–72</li> </ul> </li> </ul>							
Spelling	<ul style="list-style-type: none"> <li>•Pretest: Words with Phonogram -ob, T309</li> </ul> <p>job   Bob   rob   cob mob   <u>have</u>   <u>other</u></p> <p>*Underlined words appear as high-frequency words</p>		<ul style="list-style-type: none"> <li>•Teach: -ob, T309</li> <li>★–Spelling Practice, p. 15</li> </ul>							
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>✓•Grammar: Telling Sentences, T308                             <ul style="list-style-type: none"> <li>–Teach and Model</li> </ul> </li> <li>•Daily Language Practice, R15</li> </ul>		<ul style="list-style-type: none"> <li>✓•Grammar: Telling Sentences, Continued, T308                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p. 20</li> </ul> </li> <li>•Daily Language Practice, R15</li> </ul>							
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL: –Use Visuals, T287 –Categorize, T315</p> <p>ESL Teaching Plan: Learn the Game Solares: Gr. 1, Vol. 1, Unit 3, Plan VI, T578–T591</p>		<p>Supporting All Learners ESL: –Retell, T290 –Guided Questions, T292</p> <p>ESL Teaching Plan: It’s Fun Solares: Gr. 1, Vol. 1, Unit 3, Plan VI, T578–T591</p>							
Teacher’s Notes										

PLAN VI: Soccer is Our Game, Soccer Coach: Danny Prenat (T281–T327)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Read Soccer is Our Game, T292–T301</li> <li>•Writing Process Workshop: How to Write a Photo Essay, T304–T307</li> <li>–Draft, Revise</li> <li>◆•WiggleWorks Plus, T293, T295, T298, T307</li> </ul>	<ul style="list-style-type: none"> <li>•Complete Reading, T292–T301</li> <li>–Revisit for Skills, T292–T301</li> <li>✓•Assess Reading, T302</li> <li>–Literacy-at-Work Book, pp. 64–65</li> <li>•Writing Process Workshop: How to Write a Photo Essay, T304–T307</li> <li>–Proofread</li> <li>*✓•Building Skills and Strategies: Main Idea/Details, T312–T313</li> <li>☆–Literacy-at-Work Book, pp. 67–68</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>–Fluency Library, T316</li> <li>☒–Trade Books, T317</li> <li>☆–Idea File, T303</li> <li>–Cultural Connections, T303</li> <li>–My Books: Shoes, Fox and His Car</li> <li>•Writing Process Workshop: How to Write a Photo Essay, T304–T307</li> <li>–Publish</li> <li>☐•Project Options</li> <li>–How to Write a Game Rule Book, T319–T323</li> <li>–Speak to Inform, T324–T325</li> <li>•Integrated Curriculum Options, R12–R13</li> <li>◆•WiggleWorks Plus, T303, T315, T316, T321</li> </ul>
<ul style="list-style-type: none"> <li>•Phonics Support Options</li> <li>–Read Phonics Reader—Shhh!</li> <li>☆–Literacy-at-Work Book, pp. 70–72</li> </ul>	<ul style="list-style-type: none"> <li>◆•Phonics Support Options</li> <li>–Magnet Board–WiggleWorks Plus</li> <li>–Reread Phonics Reader—Shhh!</li> <li>–Literacy-at-Work Book, pp. 70–72</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics Support Materials*</li> <li>–Use materials in Phonics and Word Building Kit to meet individual needs</li> </ul> <p>*Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)</p>
<ul style="list-style-type: none"> <li>•Teach: High-Frequency Words: have, other, T309</li> </ul>	<ul style="list-style-type: none"> <li>•Dictate and Write, T309</li> <li>•Handwriting Practice, O and G, p. 19</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T309</li> </ul>
<ul style="list-style-type: none"> <li>✓•Grammar: Adverbs, T308</li> <li>–Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>✓•Grammar: Adverbs, T308</li> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>☆–Grammar, Usage, Mechanics Practice, p. 30</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts: Optional Activities, T310–T311</li> <li>•Integrating Learning, T318</li> <li>•Daily Language Practice, R15</li> </ul>
<p>Supporting All Learners ESL: –Work with a Partner, T305</p> <p>ESL Teaching Plan: Let’s Play</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan VI, T578–T591</p>	<p>Supporting All Learners ESL: –Assist in Process, T313</p> <p>ESL Teaching Plan: Sports Dictionary</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan VI, T578–T591</p>	<p>Supporting All Learners ESL: –Speaking/Listening/Viewing, T311</p> <p>ESL Teaching Plan: What’s In a Game?</p> <p>Solares: Gr. 1, Vol. 1, Unit 3, Plan VI, T578–T591</p>

✓ = Assessed   ☒ = Trade Book   ☆ = Option   ☐ = Project   \* = Key Strategy   ○ = Audiocassette   ◆ = Technology