

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>Marine Biologist, Laela Sayigh</i> •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ listen ✓ bicycle corner noises crickets –High-Frequency Words—father, boy –Transparency 1 –Literacy-at-Work Book, p. 3 •Journal Prediction, T16 ◆•WiggleWorks Plus, T10 		<ul style="list-style-type: none"> ✓ •Prepare to Teach, T14 •Preview and Predict, T16 •Read <i>The Listening Walk</i>, T16–T42 *–Guided Reading—Key Strategy: Sequence •Writing: Write a Description, T46–T47 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 5 ◆•WiggleWorks Plus, T17, T20, T22, T31, T36, T40 									
Phonics/Word Study	<ul style="list-style-type: none"> ✓ •Vowel /ā/ ai, ay Lesson, T54–T55 <ul style="list-style-type: none"> –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending –Literacy-at-Work Book, p. 8 ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 		<ul style="list-style-type: none"> ✓ •Vowel /ā/ ai, ay Lesson, Continued, T55 <ul style="list-style-type: none"> –Assess –Dictate and Write –Literacy-at-Work Book, p. 9 ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 									
Spelling	<ul style="list-style-type: none"> •Pretest: Words with Vowel / ā/ ai, ay, T49 <table style="margin-left: 40px; border: none;"> <tr> <td>stay</td> <td>play</td> <td>may</td> <td>wait</td> </tr> <tr> <td>pail</td> <td>rain</td> <td><u>boy</u></td> <td><u>father</u></td> </tr> </table> *Underlined words appear as high frequency words 		stay	play	may	wait	pail	rain	<u>boy</u>	<u>father</u>	<ul style="list-style-type: none"> •Teach: Words with Vowel / ā/ ai, ay, T49 ☆–Spelling Practice, p. 22 	
stay	play	may	wait									
pail	rain	<u>boy</u>	<u>father</u>									
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Describing Words, T48 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> •Grammar: Describing Words, Continued, T48 <ul style="list-style-type: none"> –Put It In Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 43 •Daily Language Practice, R14 									
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Hands-On Learning, T13 –Use Rhyme, T55 ESL Teaching Plan: What Do You Hear? Solares: Gr. 1, Vol. II, Unit 5 Plan I, T206–T239 		<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Use Visuals, T16 –Model, T47 ESL Teaching Plan: How It Sounds Solares: Gr. 1, Vol. II, Unit 5 Plan I, T206–T239 									
Teacher's Notes												

PLAN I: The Listening Walk, “Wonderful World” (T7–T60)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T16–T42 –Revisit for Skills, T16–T42 •Writing: Write a Description, T46–T47 ◆•WiggleWorks Plus, T47 	<ul style="list-style-type: none"> •Read “Wonderful World,” T43 ✓•Assess Reading, T44 –Literacy-at-Work Book, p. 4 •Writing Option: Write a Description of a Taste, T47 *✓•Building Skills and Strategies: Sequence, T52–T53 ☆–Literacy-at-Work Book, pp. 6, 7 	<ul style="list-style-type: none"> •Reading Options –Fluency Library, T58 ☒ –Trade Books, T59 ☆–Idea File, T45 –Cultural Connections, T45 –My Books: Anna Jane, The Pain, Father’s Backpack •Writing Option: Write a Description of a Taste, T47 ✓•Building Skills and Strategies: Compound Words, T56–T57 –Literacy-at-Work Book, pp. 10–11 •Integrated Curriculum Options, R2–R3 ◆•WiggleWorks Plus, T47, T55, T58
<ul style="list-style-type: none"> ◆•Phonics Support Options –Magnet Board–WiggleWorks Plus 	<ul style="list-style-type: none"> ◆•Phonics Support Options –Magnet Board–WiggleWorks Plus 	<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"> •Practice, T49 	<ul style="list-style-type: none"> •Apply to Writing, T49 •Handwriting Practice, <i>K</i> and <i>X</i>, p. 22 	<ul style="list-style-type: none"> •Post Test, T49
<ul style="list-style-type: none"> •Mechanics: Capitalizing the Word <i>I</i>, T48 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓•Mechanics: Capitalizing the Word <i>I</i>, Continued, T48 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 44 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆•Integrating Language Arts: Optional Activities, T50–T51 •Integrating Learning, T60 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Brainstorm, T43</p> <p>ESL Teaching Plan: Draw the Sound</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan I, T206–T239</p>	<p>Supporting All Learners ESL: –Work in Groups, T53</p> <p>ESL Teaching Plan: Describe Someone</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan I, T206–T239</p>	<p>Supporting All Learners ESL: –Viewing/Writing, T50 –Step by Step, T57</p> <p>ESL Teaching Plan: A Circle Game</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan I, T206–T239</p>

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

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	DAY 1		DAY 2													
	BUILDING BACKGROUND		READING													
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> ○•Share the Big Book to Develop the Theme, T64–T65 •Build Background, T68–T69 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> creatures ✓ special meadow underneath wonder –High-Frequency Words—around, before –Transparency 2 –Literacy-at-Work Book, p. 12 •Journal Prediction, T72 ◆•WiggleWorks Plus, T64, T69, T97 		<ul style="list-style-type: none"> ✓•Prepare to Teach, T70 •Preview and Predict, T72 •Read <i>Creatures at My Feet</i>, T72–T85 *–Guided Reading—Key Strategy: Setting •Repeated Reading of Big Book Option: Comprehension, T66 •Writing: Write a Poem, T88–T89 <ul style="list-style-type: none"> –Prewrite ☆–Literacy-at-Work Book, p. 14 ◆•WiggleWorks Plus, T78, T79, T84 													
Phonics/Word Study	<ul style="list-style-type: none"> ✓•Vowel /ô/ <i>all, aw</i> Lesson, T97–T98 <ul style="list-style-type: none"> –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending ☆–Literacy-at-Work Book, p. 16 ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 		<ul style="list-style-type: none"> ✓•Vowel /ô/ <i>all, aw</i> Lesson, Continued, T98 <ul style="list-style-type: none"> –Assess –Write ☆–Literacy-at-Work Book, p. 17 ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 													
Spelling	<ul style="list-style-type: none"> •Pretest: Words with Final /ô/ <i>all, aw</i>, T91 <table style="margin-left: 20px; border: none;"> <tr> <td>small</td> <td>tall</td> <td>fall</td> <td>hall</td> </tr> <tr> <td>crawl</td> <td>paw</td> <td>draw</td> <td>claw</td> </tr> <tr> <td><u>before</u></td> <td><u>around</u></td> <td></td> <td></td> </tr> </table> *Underlined words appear as high-frequency words 		small	tall	fall	hall	crawl	paw	draw	claw	<u>before</u>	<u>around</u>			<ul style="list-style-type: none"> •Teach: Words with Final /ô/ <i>all, aw</i>, T91 ☆–Spelling Practice, p. 23 	
small	tall	fall	hall													
crawl	paw	draw	claw													
<u>before</u>	<u>around</u>															
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Words That Compare, T90 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Words That Compare, Continued, T90 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 45 •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, T69 –Follow Patterns, T97 ESL Teaching Plan: We Are Not Alone Solares: Gr. 1, Vol. II, Unit 5 Plan II, T240–T275		Supporting All Learners ESL: <ul style="list-style-type: none"> –Use Visuals, T72 ESL Teaching Plan: Say It In Rhyme Solares: Gr. 1, Vol. II, Unit 5 Plan II, T240–T275													
Teacher’s Notes																

PLAN II: Dear Mr. Blueberry, Creatures At My Feet (T61–T105)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T72–T85 –Revisit for Skills, T72–T85 •Repeated Reading of Big Book Option: Speaking, T66 •Writing: Write a Poem, T88–T89 ◆•WiggleWorks Plus, T89 	<ul style="list-style-type: none"> ✓•Assess Reading, T86 –Literacy-at-Work Book, p. 13 •Repeated Reading of Big Book Option: Word Study, T67 •Writing Option: Write a Song, T89 *✓•Building Skills and Strategies: Setting, T94–T95 ☆–Literacy-at-Work Book, pp. 15–16 	<ul style="list-style-type: none"> •Reading Options –Fluency Library, T98 ☒ –Trade Books, T99 ☆–Idea File, T87 –Cultural Connections, T87 –My Books: The Awful Bug, Small Daniel •Writing Option: Write a Song, T89 📎•Workshop Options –How to Keep an Observation Log, T101–T103 –Literacy-at-Work Book, pp. 20–21 –Sort/Organize Information, T104–T105 –Literacy-at-Work Book, p. 22 •Integrated Curriculum Options, R4–R5 ◆•WiggleWorks Plus, T87, T92, T98
<ul style="list-style-type: none"> ◆•Phonics Support Options –Magnet Board–WiggleWorks Plus 	<ul style="list-style-type: none"> ◆•Phonics Support Options –Magnet Board–WiggleWorks Plus 	<ul style="list-style-type: none"> •Phonics Support Materials* –Use materials in Phonics and Word Building Kit to meet individual needs <p>*Phonemic Awareness Kit (use for additional phonemic awareness training throughout the week)</p>
<ul style="list-style-type: none"> •Practice, T91 	<ul style="list-style-type: none"> •Apply to Writing, T91 •Handwriting Practice, <i>T</i> and <i>L</i>, p. 23 	<ul style="list-style-type: none"> •Post Test, T91
<ul style="list-style-type: none"> ✓•Usage: Homophones, T90 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓•Usage: Homophones, T90 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 46 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆•Integrated Language Arts: Optional Activities, T92–T93 •Integrating Learning, T100 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Hands-On Learning, T89</p> <p>ESL Teaching Plan: Name Your Creature</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan II, T240–T275</p>	<p>Supporting All Learners ESL: –Make Connections, T95</p> <p>ESL Teaching Plan: Creature, Creature, Feature</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan II, T240–T275</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T92</p> <p>ESL Teaching Plan: Sing a Rhyme</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan II, T240–T275</p>

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	DAY 1	DAY 2								
	BUILDING BACKGROUND	READING								
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> ○•Share the Big Book <i>Log Hotel</i>, T112–T113 •Build Background, T116–T117 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ guppies tank diver minnows –High-Frequency Words—your, were –Transparency 3 –Literacy-at-Work Book, p. 23 •Journal Prediction, T120 ◆•WiggleWorks Plus, T121, T161 	<ul style="list-style-type: none"> ✓•Prepare to Teach, T118 •Preview and Predict, T120 •Read <i>Don't Tease the Guppies</i>, T120–T149 *–Guided Reading—Key Strategy: Main Idea/Details •Repeated Reading of Big Book Option: Speaking, T114 •Writing: Write a Funny Sign, T152–T153 <ul style="list-style-type: none"> –Prewrite ☆–Literacy-at-Work Book, p. 25 ◆•WiggleWorks Plus, T121, T126, T140, T144 								
Phonics/Word Study	<ul style="list-style-type: none"> ✓•/t/ed, /d/ed Lesson, T160–T161 <ul style="list-style-type: none"> –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending ☆–Literacy-at-Work Book, p. 29 ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 	<ul style="list-style-type: none"> ✓•/t/ed, /d/ed Lesson, Continued, T161 <ul style="list-style-type: none"> –Assess –Dictate and Write ☆–Literacy-at-Work Book, p.30 ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 								
Spelling	<ul style="list-style-type: none"> •Pretest: Homophones, T155 <table style="margin-left: 40px; border: none;"> <tr> <td>to</td> <td>two</td> <td>see</td> <td>sea</td> </tr> <tr> <td>son</td> <td>sun</td> <td><u>your</u></td> <td><u>were</u></td> </tr> </table> *Underlined words appear as high-frequency words 	to	two	see	sea	son	sun	<u>your</u>	<u>were</u>	<ul style="list-style-type: none"> •Teach: Homophones, T155 ☆–Spelling Practice, p. 24
to	two	see	sea							
son	sun	<u>your</u>	<u>were</u>							
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Question Sentences, T154 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Grammar: Question Sentences Continued, T154 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 47 •Daily Language Practice, R14 								
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Brainstorm, T113 –Follow Patterns, T161 ESL Teaching Plan: What Can Signs Tell Us? Solares: Gr. 1, Vol. II, Unit 5 Plan III, T276–T312 	<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Use Visuals, T117 –Make Connections, T120 –Model, T129 ESL Teaching Plan: Where's the Sign? Solares: Gr. 1, Vol. II, Unit 5 Plan III, T276–T312 								
Teacher's Notes										

PLAN III: Log Hotel, Don’t Tease the Guppies (T109–T166)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T120–T149 –Revisit for Skills, T120–T149 •Repeated Reading of Big Book Option: Comprehension, T114 •Writing: Write a Funny Sign, T152–T153 ◆•WiggleWorks Plus, T153 	<ul style="list-style-type: none"> ✓•Assess Reading, T150 –Literacy-at-Work Book, P. 24 •Repeated Reading of Big Book Option: Word Study, T115 •Writing Option: Write a Funny Sign That Warns, T153 *✓•Building Skills and Strategies: Main Idea/Details, T158–T159 ☆–Literacy-at-Work Book, pp. 26, 27 	<ul style="list-style-type: none"> •Reading Options –Fluency Library, T164 ☒ –Trade Books, T165 ☆–Idea File, T151 –Cultural Connections, T151 –My Books: Don’t Be Bored, Going to Sea •Writing Option: Write a Funny Sign That Warns, T153 ✓•Building Skills and Strategies: Homophones, T162–T163 ☆–Literacy-at-Work Book, pp. 31–32 •Integrated Curriculum Options, R6–R7 ◆•WiggleWorks Plus, T151, T164
<ul style="list-style-type: none"> ◆•Phonics Support Options –Magnet Board–WiggleWorks Plus 	<ul style="list-style-type: none"> ◆•Phonics Support Options –Magnet Board–WiggleWorks Plus 	<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"> •Practice, T155 	<ul style="list-style-type: none"> •Apply to Writing, T155 •Handwriting Practice, <i>D</i> and <i>J</i>, p. 24 	<ul style="list-style-type: none"> •Post Test, T155
<ul style="list-style-type: none"> •Mechanics: Question Marks, T154 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Question Marks, T154 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 48 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆•Integrating Language Arts: Optional Activities, T156–T157 •Integrating Learning, T166 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Categorize, T139</p> <p>ESL Teaching Plan: Making Signs</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan III, T276–T312</p>	<p>Supporting All Learners ESL: –Use Visuals, T153</p> <p>ESL Teaching Plan: Memory Game</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan III, T276–T312</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T157</p> <p>ESL Teaching Plan: Guess What It Is</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan III, T276–T312</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>The Plant Castle</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> • Listen to the Read Aloud, <i>Three Days on a River in a Red Canoe</i>, T170–T171 • Build Background, T172–T173 <ul style="list-style-type: none"> – Activate Prior Knowledge – Develop Vocabulary: <ul style="list-style-type: none"> desert orchid ✓ forest tropical – High-Frequency Words—mother, girl – Transparency 4 – Literacy-at-Work Book, p. 33 • Journal Prediction, T176 ◆ • WiggleWorks Plus, T173, T203 	<ul style="list-style-type: none"> ✓ • Prepare to Teach, T174 • Preview and Predict, T176 ○ • Read <i>The Plant Castle</i>, T176–T190 * – Guided Reading—Key Strategy: Categorize Information • Writing: Write About Your Favorite Place, T194–T195 <ul style="list-style-type: none"> – Prewrite ☆ – Literacy-at-Work Book, p. 33 ◆ • WiggleWorks Plus, T174, T176, T177, T182, T190 								
Phonics/Word Study	<ul style="list-style-type: none"> ✓ • Vowel /ō/o, ow, T202–T203 <ul style="list-style-type: none"> – Develop Oral Language – Phonemic Awareness – Connect Sound/Symbol – Blending ☆ – Literacy-at-Work Book, p. 38 ◆ • Phonics Support Options <ul style="list-style-type: none"> – Magnet Board—WiggleWorks Plus 	<ul style="list-style-type: none"> ✓ • Vowel /ō/o, ow, T203 <ul style="list-style-type: none"> – Assess – Dictate and Write ☆ – Literacy-at-Work Book, p. 39 ◆ • Phonics Support Options <ul style="list-style-type: none"> – Magnet Board—WiggleWorks Plus 								
Spelling	<ul style="list-style-type: none"> • Pretest: Words with Vowel /ō/o, ow, T197 <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">go</td> <td style="padding: 0 10px;">so</td> <td style="padding: 0 10px;">grow</td> <td style="padding: 0 10px;">snow</td> </tr> <tr> <td style="padding: 0 10px;">low</td> <td style="padding: 0 10px;">own</td> <td style="padding: 0 10px;"><u>girl</u></td> <td style="padding: 0 10px;"><u>mother</u></td> </tr> </table> * Underlined words appear as high-frequency words 	go	so	grow	snow	low	own	<u>girl</u>	<u>mother</u>	<ul style="list-style-type: none"> • Teach: Words with Vowel /ō/o, ow, T197 ☆ – Spelling Practice, p. 25
go	so	grow	snow							
low	own	<u>girl</u>	<u>mother</u>							
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> • Grammar: Telling Sentences, T196 <ul style="list-style-type: none"> – Teach and Model • Daily Language Practice, R15 	<ul style="list-style-type: none"> • Grammar: Telling Sentences, Continued, T196 <ul style="list-style-type: none"> – Put It in Context – Apply to Writing – Grammar, Usage, Mechanics Practice, p. 49 • Daily Language Practice, R15 								
<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 Rhythm, T173 – Multisensory Techniques, T203 <p>ESL Teaching Plan: Talk About Plants</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan IV, T312–T361</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> – Categorize, T176 <p>ESL Teaching Plan: Classifying Vegetables</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan IV, T312–T361</p>								
Teacher's Notes										

PLAN IV: Three Days on a River in a Red Canoe, The Plant Castle, “Children’s Guide” (T167–T211)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T176–T190 –Revisit for Skills, T176–T190 •Writing: Write About Your Favorite Place, T194–T195 ◆•WiggleWorks Plus, T195 	<ul style="list-style-type: none"> •Read “Children’s Guide,” T191 ✓•Assess Reading, T192 –Literacy-at-Work Book, p. 34 •Writing Option: From Room to Room, T195 *✓•Building Skills and Strategies: Categorize Information, T200–T201 ☆–Literacy-at-Work Book, pp. 36, 37 	<ul style="list-style-type: none"> •Reading Options –Fluency Library, T204 ☒–Trade Books, T205 ☆–Idea File, T193 –Cultural Connections, T193 –My Books: Don’t Go So Slow!, Sunflowers •Writing Option: From Room to Room, T195 📎•Workshop Options –How to Make a Nature Poster, T207–T209 –Literacy-at-Work Book, pp. 41, 42 –Use Charts and Tables, T210–T211 ☆–Literacy-at-Work Book, pp. 43 •Integrated Curriculum Options, R8–R9 ◆•WiggleWorks Plus, T193, T199, T204
<ul style="list-style-type: none"> •Phonics Support Options ◆–Magnet Board—WiggleWorks Plus 	<ul style="list-style-type: none"> •Phonics Support Options ◆–Magnet Board—WiggleWorks Plus 	<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"> •Practice, T197 	<ul style="list-style-type: none"> •Apply to Writing, T197 •Handwriting Practice, W and V, p. 25 	<ul style="list-style-type: none"> •Post Test, T197
<ul style="list-style-type: none"> •Mechanics: Period, T196 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Period, Continued, T196 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 50 •Daily Language Practice, R15 	<ul style="list-style-type: none"> ☆•Integrating Language Arts: Optional Activities, T198–T199 •Integrating Learning, T206 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Make Connections, T195</p> <p>ESL Teaching Plan: My Favorite Flower</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan IV, T312–T361</p>	<p>Supporting All Learners ESL: –Multisensory Techniques, T191, T203</p> <p>ESL Teaching Plan: I Spy</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan IV, T312–T361</p>	<p>Supporting All Learners ESL: –Viewing/Speaking/Listening, T198</p> <p>ESL Teaching Plan: My Plant Castle</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan IV, T312–T361</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-top: 10px;"> <p>Wiggle Works Plus</p> </div> <p><i>Daniel's Dinosaur</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> • Listen to the Read Aloud <i>An Alphabet of Dinosaurs</i>, T218–T219 • Build Background, T220–T221 <ul style="list-style-type: none"> – Activate Prior Knowledge – Develop Vocabulary: <ul style="list-style-type: none"> ✓ library supermarket morning ✓ city – High-Frequency Words—school, their – Transparency 5 – Literacy-at-Work Book, p.44 • Journal Prediction, T224 • WiggleWorks Plus, T221, T261 	<ul style="list-style-type: none"> ✓ • Prepare to Teach, T222 • Preview and Predict, T224 • Read <i>I Can Read with My Eyes Shut!</i>, T224–T225 * – Guided Reading—Key Strategy: Fantasy/Reality • Writing: Write a Fantasy, T252–T253 <ul style="list-style-type: none"> – Prewrite ☆ – Literacy-at-Work Book, p. 46 ◆ • WiggleWorks Plus, T222 								
Phonics/Word Study	<ul style="list-style-type: none"> ✓ • Vowel /ē/ y, ey Lesson, T260–T261 <ul style="list-style-type: none"> – Develop Oral Language – Phonemic Awareness – Connect Sound/Symbol – Blending ☆ – Literacy-at-Work Book, p. 50 ◆ • Phonics Support Options <ul style="list-style-type: none"> – Magnet Board–WiggleWorks Plus 	<ul style="list-style-type: none"> ✓ • Vowel /ē/ y, ey Lesson, Continued, T260–T261 <ul style="list-style-type: none"> – Assess – Dictate and Write ☆ – Literacy-at-Work Book, p. 51 ◆ • Phonics Support Options <ul style="list-style-type: none"> – Magnet Board–WiggleWorks Plus 								
Spelling	<ul style="list-style-type: none"> • Pretest: Words with /ē/ y, ey, T255 <table style="margin-left: 40px; border: none;"> <tr> <td>city</td> <td>baby</td> <td>only</td> <td>silly</td> </tr> <tr> <td>money</td> <td>honey</td> <td><u>school</u></td> <td><u>their</u></td> </tr> </table> *Underlined words appear as high-frequency words 	city	baby	only	silly	money	honey	<u>school</u>	<u>their</u>	<ul style="list-style-type: none"> • Teach: Words with /ē/ y, ey, T255 ☆ – Spelling Practice, p. 26
city	baby	only	silly							
money	honey	<u>school</u>	<u>their</u>							
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓ • Grammar: Verbs: Past Time, T254 <ul style="list-style-type: none"> – Teach and Model • Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ • Grammar: Verbs: Past Time, Continued, T254 <ul style="list-style-type: none"> – Put It in Context – Apply to Writing – Grammar, Usage, Mechanics Practice, p. 51 • Daily Language Practice, R15 								
<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 Visuals, T219 – Make Connections, T221 – Build on Success, T261 <p>ESL Teaching Plan: Picture This!</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan V, T362–T373</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> – Use Audio, T224 – Use Visuals, T226 <p>ESL Teaching Plan: I Like Dinosaurs!</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan V, T362–T373</p>								
Teacher's Notes										

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Read <i>Daniel’s Dinosaurs</i>, T226–T249 •Writing: Write a Fantasy, T252–T253 ◆•WiggleWorks Plus, T226, T228, T229, T235, T240, T243, T247, T248, T249, T253 	<ul style="list-style-type: none"> •Complete Reading, T226–T249 <ul style="list-style-type: none"> –Revisit for Skills, T226–T249 ✓•Assess Reading, T250 <ul style="list-style-type: none"> –Literacy-at-Work Book, p. 45 •Writing Option: A Make-Believe Person in the Classroom, T253 *✓•Building Skills and Strategies: Fantasy/Reality, T258–T259 ☆–Literacy-at-Work Book, pp. 47–48 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> –Fluency Library, T262 ☒ –Trade Books, T263 ☆ –Idea File, T251 <ul style="list-style-type: none"> –Cultural Connections, T251 –My Books: Monkey See, Monkey Do, Waiting for Suzy •Writing Option: A Make-Believe Person in the Classroom, T253 •Integrated Curriculum Options, R10–R11 ◆•WiggleWorks Plus, T251, T256, T262
<ul style="list-style-type: none"> ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 	<ul style="list-style-type: none"> ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 	<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"> •Practice, T255 •High-Frequency Words Option: <i>school, their</i>, T255 	<ul style="list-style-type: none"> •Apply to Writing, T255 •Handwriting Practice, Y and Z, p.26 	<ul style="list-style-type: none"> •Post Test, T255
<ul style="list-style-type: none"> •Mechanics: Capitalizing Special Names, T254 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Capitalizing Special Names, Continued, T254 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 52 •Daily Language Practice, R15 	<ul style="list-style-type: none"> ☆•Integrating Language Arts: Optional Activities, T256–T257 •Integrating Learning, T264 •Daily Language Practice, R15
<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Make Connections, T240 –Hands-On Learning, T253 ESL Teaching Plan: My Dinosaur Solares: Gr. 1, Vol. II, Unit 5 Plan V, T362–T373 	<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Work in Groups, T259 ESL Teaching Plan: Plateosaurs’ People Solares: Gr. 1, Vol. II, Unit 5 Plan V, T362–T373 	<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Viewing/Speaking/Listening, T256 ESL Teaching Plan: Dinosaurs’ Names are Fun to Say Solares: Gr. 1, Vol. II, Unit 5 Plan V, T362–T373

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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, T268–T269 •Build Background, T270–T271 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ glide spines branches periscope fierce –High-Frequency Words—more, there –Transparency 6 –Literacy-at-Work Book, p. 53 •Journal Prediction, T274 •WiggleWorks Plus, T277, T315 		<ul style="list-style-type: none"> ✓ •Prepare to Teach, T272 •Preview and Predict, T274 •Read <i>Marine Biologist: Laela Sayigh</i>, T274–T275 *–Guided Reading—Key Strategy: Compare/Contrast <ul style="list-style-type: none"> •Writing Process Workshop: How to Write a Fact Book, T304–T307 <ul style="list-style-type: none"> –Prewrite ★–Literacy-at-Work Book, p. 56 									
Phonics/Word Study	<ul style="list-style-type: none"> ✓ •Vowel /<u>o</u>/oa Lesson, T314–T315 <ul style="list-style-type: none"> –Develop Oral Language –Phonemic Awareness –Connect Sound/Symbol –Blending ★–Literacy-at-Work Book, p. 60 ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 		<ul style="list-style-type: none"> ✓ •Vowel /<u>o</u>/oa Lesson, Continued, T315 <ul style="list-style-type: none"> –Assess –Dictate and Write ★–Literacy-at-Work Book, p. 61 ◆•Phonics Support Options <ul style="list-style-type: none"> –Magnet Board–WiggleWorks Plus 									
Spelling	<ul style="list-style-type: none"> •Pretest: Words With Vowel / <u>o</u>/oa, T309 <table style="margin-left: 40px; border: none;"> <tr> <td>goat</td> <td>boat</td> <td>float</td> <td>throat</td> </tr> <tr> <td>soap</td> <td>soak</td> <td><u>more</u></td> <td><u>there</u></td> </tr> </table> *Underlined words appear as high-frequency words 		goat	boat	float	throat	soap	soak	<u>more</u>	<u>there</u>	<ul style="list-style-type: none"> ★•Teach: Words With Vowel /<u>o</u>/oa, T309 <ul style="list-style-type: none"> –Spelling Practice, p. 27 	
goat	boat	float	throat									
soap	soak	<u>more</u>	<u>there</u>									
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Action Words, T308 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Action Words, Continued, T308 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 53 •Daily Language Practice, R15 									
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Spiraling, T274 –Step by Step, T315 ESL Teaching Plan: Can You Describe Me? Solares: Gr. 1, Vol. II, Unit 5 Plan VI, T374–T387 		<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Use Visuals, T276 ESL Teaching Plan: What They Look Like Solares: Gr. 1, Vol. II, Unit 5 Plan VI, T374–T387 									
Teacher's Notes												

PLAN VI: Marine Biologist: Laela Sayigh, Fish Faces (T265–T327)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Read <i>Fish Faces</i>, T276–T301 •Writing Process Workshop: How to Write a Fact Book, T304–T307 –Draft, Revise ◆•WiggleWorks Plus, T280, T289, T297, T307 	<ul style="list-style-type: none"> •Complete Reading, T276–T301 –Revisit for Skills, T276–T301 ✓•Assess Reading, T302 –Literacy-at-Work Book, pp. 54, 55 •Writing Process Workshop: How to Write a Fact Book, T304–T307 –Proofread *✓•Building Skills and Strategies: Compare/Contrast, T312–T313 ☆–Literacy-at-Work Book, p. 57 	<ul style="list-style-type: none"> •Reading Options –Fluency Library, T316 ☒–Trade Books, T317 ☆–Idea File, T303 –Cultural Connections, T303 –My Books: Rabbit’s New Coat, The Pet Show •Writing Process Workshop: How to Write a Fact Book, T304–T307 –Publish ☐•Project Options –How to Make a Big Book of Information, T319–T323 –Listen to Learn, T324–T325 •Integrated Curriculum Options, R12–R13 ◆•WiggleWorks Plus, T303, T311, T321
<ul style="list-style-type: none"> ◆•Phonics Support Options –Magnet Board—WiggleWorks Plus 	<ul style="list-style-type: none"> ◆•Phonics Support Options –Magnet Board—WiggleWorks Plus 	<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"> •Practice, T309 	<ul style="list-style-type: none"> •Apply to Writing, T309 •Handwriting Practice, p. 27 (Numerals 1, 2, and 3) 	<ul style="list-style-type: none"> •Post Test, T309
<ul style="list-style-type: none"> •Usage: Irregular Verbs, T308 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Usage: Irregular Verbs, Continued, T308 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 54 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrating Language Arts: Optional Activities, T310–T311 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Make Connections, T280</p> <p>ESL Teaching Plan: Find the Shape</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan VI, T374–T387</p>	<p>Supporting All Learners ESL: –Pantomime, T298 –Categorize, T313</p> <p>ESL Teaching Plan: Create a Story</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan VI, T374–T387</p>	<p>Supporting All Learners ESL: –Viewing/Listening, T310</p> <p>ESL Teaching Plan: How Many Fish?</p> <p>Solares: Gr. 1, Vol. II, Unit 5 Plan VI, T374–T387</p>

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