

# 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 Meet the Mentor Video: Mary Rodas, Toy Designer</li> <li>• Build Background, T12               <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                   <ul style="list-style-type: none"> <li>present ✓ package cards</li> <li>gift ✓ surprise ✓ celebrate</li> </ul> </li> <li>–Transparency 1</li> </ul> </li> <li>★–Literacy-at-Work Book, p. 3</li> <li>•Journal Writing, T16</li> <li>◆•WiggleWorks Plus, T10, T13</li> </ul>		<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T14</li> <li>•Read <i>Truman’s Ant Farm</i>, T16–T36</li> <li>*✓–Guided Reading—Key Strategy: Setting, T16–T36</li> <li>•Writing, Write a Poem, T40–T41               <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 5</li> </ul> </li> <li>◆•WiggleWorks Plus, T24, T49</li> </ul>									
Phonics/Word Study	<ul style="list-style-type: none"> <li>•r– Controlled Vowel <i>ar</i>, T48–T49</li> <li>•Develop Oral Language               <ul style="list-style-type: none"> <li>–Phonemic Awareness</li> </ul> </li> <li>•Connect Sound/Symbol               <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Blending</li> </ul> </li> <li>•Literacy-at-Work Book, p. 9</li> </ul>		<ul style="list-style-type: none"> <li>•r– Controlled Vowel <i>ar</i>, T48–T49</li> <li>•Assess</li> <li>★–Literacy-at-Work Book, p. 10</li> </ul>									
Spelling	<ul style="list-style-type: none"> <li>•Words With <i>ar</i> and <i>or</i> <ul style="list-style-type: none"> <li>–Pretest, T43</li> </ul> </li> </ul> <table border="0" style="margin-left: 40px;"> <tr> <td>card</td> <td>start</td> <td>farm</td> <td>arm</td> </tr> <tr> <td>corn</td> <td>short</td> <td>for</td> <td>sport</td> </tr> </table>		card	start	farm	arm	corn	short	for	sport	<ul style="list-style-type: none"> <li>•Teach Spelling Generalization, T43               <ul style="list-style-type: none"> <li>–Spelling Practice, p. 7</li> </ul> </li> </ul>	
card	start	farm	arm									
corn	short	for	sport									
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>✓•Grammar: Pronouns, T42               <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: Pronouns, T42               <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p. 13</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>–Peer Partners, T13</li> </ul> ESL Teaching Plan: It Looks Like This Solares: Gr. 2, Vol. 1, Unit 2 Plan I, T206–T248		Supporting All Learners ESL: <ul style="list-style-type: none"> <li>–Use Visuals, T16</li> </ul> ESL Teaching Plan: It’s Confusing Solares: Gr. 2, Vol. 1, Unit 2 Plan I, T206–T248									
Teacher’s Notes												

PLAN I: Truman’s Ant Farm, and “Ants” (T7–T54)

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–T36 –Revisit for Skills, T16–T36</li> <li>•Writing, T40–T41 –Draft</li> <li>◆•WiggleWorks Plus, T41</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Ants,” T37 –Preview and Predict –Guided Reading</li> <li>✓•Assess Reading, T38 –Literacy-at-Work Book, p. 4</li> <li>•Writing, T40–T41 –Revise</li> <li>•Building Skills and Strategies: *✓–Setting, T46–T47 –Transparency 2 –Literacy-at-Work Book, pp. 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options ☒ –Trade Books, T53 ☆–Idea File, T39 –Cultural Connections, T22, T39</li> <li>•Writing, T40–T41 –Share</li> <li>•Integrated Curriculum Options, R2–R3</li> <li>◆•WiggleWorks Plus, T39</li> </ul>
<ul style="list-style-type: none"> <li>•r– Controlled Vowel <i>or</i>, T50–T51</li> <li>•Develop Oral Language –Phonemic Awareness</li> <li>•Connect Sound/Symbol –Put It in Context –Blending</li> <li>•Literacy-at-Work Book, p. 11</li> </ul>	<ul style="list-style-type: none"> <li>•r– Controlled Vowel <i>or</i>, T50–T5</li> <li>•Assess ☆–Literacy-at-Work Book, p. 12</li> <li>◆•WiggleWorks Plus, T51</li> </ul>	<ul style="list-style-type: none"> <li>•Do Review/Reteach (as needed), R21, R32 –Literacy-at-Work Book, p. 13</li> <li>•Phonics Support Options* –Phonics and Word Building Kit</li> <li>*Phonemic Awareness training throughout the week</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Sort, T43</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Stories for Words With <i>ar</i> and <i>or</i>, T43</li> </ul>	<ul style="list-style-type: none"> <li>✓•Post Test, T43</li> </ul>
<ul style="list-style-type: none"> <li>•Usage: Homophones, T42 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Usage: Homophones, T42 –Put It in Context –Apply to Writing</li> <li>☆–Grammar, Usage, Mechanics Practice, p. 14</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts Options, T44–T45</li> <li>•Integrating Learning, T54</li> <li>•Daily Language Practice, R14</li> </ul>
<p>Supporting All Learners ESL: –Read Aloud, T20</p> <p>ESL Teaching Plan: Pantomime</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan I, T206–T248</p>	<p>Supporting All Learners ESL: –Use Audio, T37 –Peer Partners, T41</p> <p>ESL Teaching Plan: Use Context Clues</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan I, T206–T248</p>	<p>Supporting All Learners ESL: –Speaking/Viewing, T44</p> <p>ESL Teaching Plan: Role-Play</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan I, T206–T248</p>

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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"> <li>•Share the Big Book to Develop the Theme, T58–T59                             <ul style="list-style-type: none"> <li>○–<i>Zomo the Rabbit</i></li> </ul> </li> <li>•Build Background, T60                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>✓ restaurant travelers ✓ guests</li> <li>strangers clothes ✓ host</li> <li>company</li> </ul> </li> <li>–Transparency 3</li> <li>☆–Literacy-at-Work Book, p. 14</li> </ul> </li> <li>•Journal Writing, T64</li> <li>◆•WiggleWorks Plus, T61</li> </ul>		<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T62</li> <li>•Read <i>The Paper Crane</i>, T64–T83</li> <li>*✓–Guided Reading—Key Strategy: Cause/Effect, T64–T83</li> <li>•Writing: Write a Folk Tale, T90–T91                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 17</li> </ul> </li> <li>◆•WiggleWorks Plus, T73, T76</li> <li>◆•WiggleWorks Plus, T83, T89</li> </ul>									
Phonics/Word Study	<ul style="list-style-type: none"> <li>•Vowel /a/, ai, ay, T98–99</li> <li>•Develop Oral Language                             <ul style="list-style-type: none"> <li>–Phonemic Awareness</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>•Vowel /a/, ai, ay, T98–T99</li> <li>•Connect Sound/Symbol                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Blending</li> </ul> </li> <li>☆•Literacy-at-Work Book, p. 22</li> </ul>									
Spelling	<ul style="list-style-type: none"> <li>•Words With Long a                             <ul style="list-style-type: none"> <li>–Pretest, T93</li> </ul> </li> </ul> <table style="margin-left: 40px; border: none;"> <tr> <td>pay</td> <td>clay</td> <td>tray</td> <td>say</td> </tr> <tr> <td>raise</td> <td>chain</td> <td>train</td> <td>wait</td> </tr> </table>		pay	clay	tray	say	raise	chain	train	wait	<ul style="list-style-type: none"> <li>•Teach Spelling Generalization, T93                             <ul style="list-style-type: none"> <li>–Spelling Practice, p. 8</li> </ul> </li> </ul>	
pay	clay	tray	say									
raise	chain	train	wait									
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Grammar: Verbs, Past Time, T92                             <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: Verbs, Past Time, T92                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p. 15</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 Visuals, T61</li> </ul> ESL Teaching Plan: What Would Happen If? Solares: Gr. 2, Vol. 1, Unit 2 Plan II, T250–T279		Supporting All Learners ESL: <ul style="list-style-type: none"> <li>–Use Visuals, T64</li> <li>–Act It Out, T75</li> </ul> ESL Teaching Plan: Helping Others Solares: Gr. 2, Vol. 1, Unit 2 Plan II, T250–T279									
Teacher's Notes												

PLAN II: Zomo the Rabbit, The Paper Crane and “Toy Designer: Mary Rodas” (T55–T104)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T64–T83 –Revisit for Skills, T64–T83</li> <li>•Writing, T90–T91 –Draft</li> <li>◆•WiggleWorks Plus, T91, T99</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Toy Designer: Mary Rodas,” T84–T87 –Preview and Predict –Guided Reading</li> <li>✓•Assess Reading, T88 –Literacy-at-Work Book, pp. 15, 16</li> <li>•Writing, T90–T91 –Revise</li> <li>•Building Skills and Strategies: *✓–Cause/Effect, T96–T97 –Transparency 4 –Literacy-at-Work Book, pp. 18, 19, 20</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options                             <ul style="list-style-type: none"> <li>☒ –Trade Books, T103</li> <li>☆ –Idea File, T89</li> <li>–Cultural Connections, T74, T89</li> </ul> </li> <li>•Writing, T90–T91 –Share</li> <li>•Building Skills and Strategies                             <ul style="list-style-type: none"> <li>✓ –Compound Words, T100–T101</li> <li>–Transparency 5</li> <li>–Literacy-at-Work Book, pp. 24, 25</li> </ul> </li> <li>✎•Workshop Options:                             <ul style="list-style-type: none"> <li>–How to Make a Toy, T105–T107</li> <li>–Sort and Organize Information, T108</li> <li>–Literacy-at-Work Book, p. 29</li> </ul> </li> <li>•Integrated Curriculum Options, R4–R5</li> <li>◆•WiggleWorks Plus, T95</li> </ul>
<ul style="list-style-type: none"> <li>•Vowel /a/, ai, ay, T98–T99</li> <li>•Assess ☆ –Literacy-at-Work Book, p. 23</li> </ul>	<ul style="list-style-type: none"> <li>•Review: Final e, R22 ☆ –Literacy-at-Work Book, p. 26</li> </ul>	<ul style="list-style-type: none"> <li>•Do Review/Reteach (as needed), R25, R33 –Literacy-at-Work Book, p. 50</li> <li>•Phonics Support Options* –Phonics and Word Building Kit</li> <li>*Phonemic Awareness training throughout the week</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Sort, T93</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Stories for Words With Long a, T93</li> </ul>	<ul style="list-style-type: none"> <li>✓•Post Test, T93</li> </ul>
<ul style="list-style-type: none"> <li>✓•Mechanics: Telling Sentences, T92 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>✓•Mechanics: Telling Sentences, T92 –Put It in Context –Apply to Writing</li> <li>☆ –Grammar, Usage, Mechanics Practice, p. 16</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts Options, T94–T95</li> <li>•Integrating Learning, T116</li> <li>•Daily Language Practice, R14</li> </ul>
<p>Supporting All Learners ESL: –Role Play, T78 –Working in Groups, T80 –Use Sentence Strips, T91</p> <p>ESL Teaching Plan: Make a Mobile Solares: Gr. 2, Vol. 1, Unit 2 Plan II, T250–T279</p>	<p>Supporting All Learners ESL: –Brainstorm, T84 –Model, T97</p> <p>ESL Teaching Plan: Tell a Tale Solares: Gr. 2, Vol. 1, Unit 2 Plan II, T250–T279</p>	<p>Supporting All Learners ESL: –Listening/Viewing, T94</p> <p>ESL Teaching Plan: Write About the Future Solares: Gr. 2, Vol. 1, Unit 2 Plan II, T250–T279</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>A New Coat for Anna</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> <li>•Listen to the Read Aloud, <i>A New Coat for Anna</i>, T116–T117</li> <li>•Build Background, T118–T119               <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                   <table style="margin-left: 20px;"> <tr> <td>✓ pigsty</td> <td>✓ swept</td> <td>scoured</td> </tr> <tr> <td>✓ polished</td> <td>✓ scrubbed</td> <td></td> </tr> </table> </li> <li>–Transparency 6</li> </ul> </li> <li>★–Literacy-at-Work Book, p. 30</li> <li>•Journal Writing, T122</li> <li>◆•WiggleWorks Plus, T116</li> </ul>	✓ pigsty	✓ swept	scoured	✓ polished	✓ scrubbed		<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T120</li> <li>•Read <i>Pigsty</i>, T122–T143</li> <li>*✓–Guided Reading—Key Strategy: Plot, T122–T143</li> <li>•Writing, Write a Real-Life Story, T146–T147               <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 32</li> </ul> </li> <li>○–<i>Pigsty</i></li> <li>◆•WiggleWorks Plus, T119</li> <li>◆•WiggleWorks Plus, T120, T122, T126, T133, T140</li> </ul>			
✓ pigsty	✓ swept	scoured									
✓ polished	✓ scrubbed										
Phonics/Word Study	<ul style="list-style-type: none"> <li>•Vowel /e/ea, ee, T156–T157</li> <li>•Develop Oral Language               <ul style="list-style-type: none"> <li>–Phonemic Awareness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Vowel /e/ea, ee, T156–T157</li> <li>•Connect Sound/Symbol               <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Blending</li> </ul> </li> <li>★•Literacy-at-Work Book, p. 39</li> </ul>									
Spelling	<ul style="list-style-type: none"> <li>•Words With Long e               <ul style="list-style-type: none"> <li>–Pretest, T149</li> </ul> <table style="margin-left: 20px;"> <tr> <td>clean</td> <td>meat</td> <td>seat</td> <td>least</td> </tr> <tr> <td>seem</td> <td>feed</td> <td>weed</td> <td>seed</td> </tr> </table> </li> </ul>	clean	meat	seat	least	seem	feed	weed	seed	<ul style="list-style-type: none"> <li>•Teach Spelling Generalization, T149               <ul style="list-style-type: none"> <li>–Spelling Practice, p. 9</li> </ul> </li> </ul>	
clean	meat	seat	least								
seem	feed	weed	seed								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Grammar: Words That Compare, T148               <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: Words That Compare, T148               <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p. 17</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: –Rephrase, T117</p> <p>ESL Teaching Plan: Recognize Humor in a Problem</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan III, T280–T315</p>	<p>Supporting All Learners ESL: –Use Visuals, T122</p> <p>ESL Teaching Plan: Good Responsibilities Solares: Gr. 2, Vol. 1, Unit 2 Plan III, T280–T315</p>									
Teacher’s Notes											

PLAN III: A New Coat for Anna and Pigsty (T113–T160)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T122–T143 –Revisit for Skills, T122–T143</li> <li>•Writing: T146–T147 –Draft</li> <li>◆•WiggleWorks Plus, T147, T157</li> </ul>	<ul style="list-style-type: none"> <li>✓•Assess Reading, T144 –Literacy-at-Work Book, p. 31</li> <li>•Writing, T146–T147 –Revise</li> <li>•Building Skills and Strategies: *✓–Plot, T152–T153 –Transparency 7 –Literacy-at-Work Book, pp. 33, 34, 35</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options                             <ul style="list-style-type: none"> <li>☒ –Trade Books, T159</li> <li>☆ –Idea File, T145 –Cultural Connections, T134, T145</li> </ul> </li> <li>•Writing, T146–T147 –Share</li> <li>•Building Skills and Strategies                             <ul style="list-style-type: none"> <li>✓ –Contractions, T154–T155 –Transparency 8 –Literacy-at-Work Book, pp. 37, 38</li> </ul> </li> <li>•Integrated Curriculum Options, R6–R7</li> </ul>
<ul style="list-style-type: none"> <li>•Vowel /e/ea, ee, T156–T157</li> <li>•Assess ☆ –Literacy-at-Work Book, p. 40</li> </ul>	<ul style="list-style-type: none"> <li>•Review: <i>r-</i> Controlled <i>ar</i> and <i>or</i>, R23 ☆ –Literacy-at-Work Book, p. 41</li> </ul>	<ul style="list-style-type: none"> <li>•Do Review/Reteach (as needed), R33</li> <li>•Phonics Support Options –Phonics and Word Building Kit</li> <li>*Phonemic Awareness training throughout the week</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Sort, T149</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Stories for Words With Long <i>e</i>, T149</li> </ul>	<ul style="list-style-type: none"> <li>✓•Post Test, T149</li> </ul>
<ul style="list-style-type: none"> <li>•Usage: <i>A</i> and <i>An</i>, T148 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Usage: <i>A</i> and <i>An</i>, T148 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 18</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts Options, T150–T151</li> <li>•Integrating Learning, T160</li> <li>•Daily Language Practice, R14</li> </ul>
Supporting All Learners ESL: –Make Connections, T127 ESL Teaching Plan: Brainstorm Responsibilities Solares: Gr. 2, Vol. 1, Unit 2 Plan III, T280–T315	Supporting All Learners ESL: –Guided Questions, T153 ESL Teaching Plan: What Would Happen If... Solares: Gr. 2, Vol. 1, Unit 2 Plan III, T280–T315	Supporting All Learners ESL: –Reading/Writing/Speaking, T151 –Use Word Cards, T155 ESL Teaching Plan: Be Creative Solares: Gr. 2, Vol. 1, Unit 2 Plan III, T280–T315

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	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> <li>•Listen to the Read Aloud, <i>Borrequita and the Coyote</i>, T164–T165</li> <li>○–<i>The Country Mouse and the City Mouse</i></li> <li>•Build Background, T166               <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                   <ul style="list-style-type: none"> <li>decided ✓ solve ✓ idea</li> <li>agreed ✓ wise</li> </ul> </li> <li>–Transparency 9</li> </ul> </li> <li>☆–Literacy-at-Work Book, p. 42</li> <li>•Journal Writing, T170</li> <li>◆•WiggleWorks Plus, T167</li> </ul>		<ul style="list-style-type: none"> <li>✓•Prepare to Teach, T168</li> <li>•Read “Belling the Cat,” T170–T175</li> <li>*✓–Guided Reading—Key Strategy: Steps in a Process, T170–T175</li> <li>•Writing: Write a Folk Tale, T182–T183               <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 44</li> </ul> </li> <li>◆•WiggleWorks Plus, T174, T175</li> </ul>	
Phonics/Word Study	<ul style="list-style-type: none"> <li>•Phonics: /d/ed, /ed/ed, /t/ed, T190–T191</li> <li>•Develop Oral Language               <ul style="list-style-type: none"> <li>–Phonemic Awareness</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>•Phonics: /d/ed, /ed/ed, /t/ed, T190–T191</li> <li>•Connect Sound/Symbol               <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Blending</li> </ul> </li> <li>☆•Literacy-at-Work Book, p. 48</li> </ul>	
Spelling	<ul style="list-style-type: none"> <li>•Words With Inflected Ending <i>-ed</i> <ul style="list-style-type: none"> <li>–Pretest, T185</li> </ul> </li> </ul> <p>lived closed danced liked skated waited stayed helped</p>		<ul style="list-style-type: none"> <li>•Teach Spelling Generalization, T185               <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: Irregular Nouns, T184               <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: Irregular Nouns, T184               <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, R15</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>–Retell, T164</li> </ul> ESL Teaching Plan: What Are We to Do? Solares: Gr. 2, Vol. 1, Unit 2 Plan IV, T316–T359		Supporting All Learners ESL: <ul style="list-style-type: none"> <li>–Pantomime, T167</li> <li>–Brainstorm, T170</li> </ul> ESL Teaching Plan: Use Adjectives to Describe Solares: Gr. 2, Vol. 1, Unit 2 Plan IV, T316–T359	
Teacher’s Notes				

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T170–T175 –Revisit for Skills, T170–T175</li> <li>•Writing, T182–T183 –Draft</li> <li>◆•WiggleWorks Plus, T183, T191</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Kids Helping Kids,” T176–T179 –Preview and Predict –Guided Reading</li> <li>✓•Assess Reading, T180 –Literacy-at-Work Book, p. 43</li> <li>•Writing, T182–T183 –Revise</li> <li>•Building Skills and Strategies: *✓–Steps in a Process, T188–T189 –Transparency 10 –Literacy-at-Work Book, pp. 45, 46, 47</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options                             <ul style="list-style-type: none"> <li>☒ –Trade Books, T193</li> <li>–Idea File, T181</li> <li>–Cultural Connections, T172, T181</li> </ul> </li> <li>•Writing, T182–T183 –Share</li> <li>✎•Workshop Options: –How to Write an Advise Letter, T195–T197 –Literacy-at-Work Book, pp. 51, 52 53 –Use Graphic Aids to Acquire Information, T198–T199</li> <li>•Integrated Curriculum Options, R8–R9</li> <li>◆•WiggleWorks Plus, T186, T195</li> </ul>
<ul style="list-style-type: none"> <li>•Phonics: /d/ed, /ed/ed, /t/ed, T190–T191</li> <li>•Assess ☆–Literacy-at-Work Book, p. 49</li> </ul>	<ul style="list-style-type: none"> <li>•Review: Vowel /e/ee,ea, R24 ☆–Literacy-at-Work Book, p. 50</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics Support Options* –Phonics and Word Building Kit</li> <li>*Phonemic Awareness training throughout the week</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Sort, T185</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Stories for Words With Inflected Ending-<i>ed</i>, T185</li> </ul>	<ul style="list-style-type: none"> <li>✓•Post Test, T185</li> </ul>
<ul style="list-style-type: none"> <li>✓•Mechanics: Quotation Marks, T184 –Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>✓•Mechanics: Quotation Marks, T184 –Put It in Context –Apply to Writing</li> <li>☆–Grammar, Usage, Mechanics Practice, p. 20</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts Options, T186–T187</li> <li>•Integrating Learning, T194</li> <li>•Daily Language Practice, R15</li> </ul>
Supporting All Learners ESL: –Record, T183 ESL Teaching Plan: Help Find a Solution Solares: Gr. 2, Vol. 1, Unit 2 Plan IV, T316–T359	Supporting All Learners ESL: –Model T176 ESL Teaching Plan: Tell a Tale Solares: Gr. 2, Vol. 1, Unit 2 Plan IV, T316–T359	Supporting All Learners ESL: –Listening/Viewing, T186 ESL Teaching Plan: Give Advise Solares: Gr. 2, Vol. 1, Unit 2 Plan IV, T316–T359

✓ = Assessed	☒ = Trade Book	☆ = Option	✎ = Workshop	☐ = Project	* = Key Strategy	○ = Audiocassette	◆ = Technology
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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>The Code King</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> <li>•Share the Big Book <i>Zomo the Rabbit</i>, T206–T207</li> <li>•Build Background, T208 –T209                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>✓ secret      ✓ code      clue</li> <li>zigzag      ✓ message</li> </ul> </li> <li>–Transparency 11</li> </ul> </li> <li>★–Literacy-at-Work Book, p. 54</li> <li>•Journal Writing, T212</li> <li>◆•WiggleWorks Plus, T209</li> </ul>		<ul style="list-style-type: none"> <li>✓ •Prepare to Teach, T210</li> <li>•Read <i>The Code King</i>, T212–T226</li> <li>*✓ –Guided Reading—Key Strategy: Draw Conclusions, T212–T226</li> <li>•Writing: Write a Secret Message, T230–T231                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 56</li> </ul> </li> <li>◆•WiggleWorks Plus, T210, T213, T214, T218</li> </ul>									
Phonics/Word Study	<ul style="list-style-type: none"> <li>•Vowel /o/o, oa, ow, T238–T239</li> <li>•Develop Oral Language                             <ul style="list-style-type: none"> <li>–Phonemic Awareness</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>•Vowel /o/o, oa, ow, T238–T239</li> <li>•Connect Sound/Symbol                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Blending</li> </ul> </li> <li>•Literacy-at-Work Book, p. 62</li> </ul>									
Spelling	<ul style="list-style-type: none"> <li>•Words With Long o                             <ul style="list-style-type: none"> <li>–Pretest, T233</li> </ul> </li> </ul> <table style="margin-left: 40px; border: none;"> <tr> <td>old</td> <td>gold</td> <td>scold</td> <td>bowl</td> </tr> <tr> <td>throw</td> <td>slow</td> <td>coast</td> <td>roast</td> </tr> </table>		old	gold	scold	bowl	throw	slow	coast	roast	<ul style="list-style-type: none"> <li>•Teach Spelling Generalization, T233                             <ul style="list-style-type: none"> <li>–Spelling Practice, p. 11</li> </ul> </li> </ul>	
old	gold	scold	bowl									
throw	slow	coast	roast									
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Grammar: Naming Words, T232                             <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, T232                             <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, 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>–Work in Pairs, T209</li> </ul> <p>ESL Teaching Plan: Figure This Out Solares: Gr. 2, Vol. 1, Unit 2 Plan V, T360–T371</p>		<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Brainstorm, T212</li> </ul> <p>ESL Teaching Plan: Make It Clear Solares: Gr. 2, Vol. 1, Unit 2 Plan V, T360–T371</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"> <li>•Complete Reading, T212–T226 –Revisit for Skills, T212–T226</li> <li>•Writing, T230–T231 –Draft</li> <li>◆•WiggleWorks Plus, T231, T239</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Secrets of The Code King Artist,” T227 –Preview and Predict –Guided Reading</li> <li>✓•Assess Reading, T228 –Literacy-at-Work Book, p. 55</li> <li>•Writing, T230–T231 –Revise</li> <li>•Building Skills and Strategies: *✓–Draw Conclusions, T236–T237 –Transparency 12 –Literacy-at-Work Book, pp. 57, 58, 59</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options ☒ –Trade Books, T241 ○ –<i>Miss Nelson Has a Field Day</i> ☆ –Idea File, T229 –Cultural Connections, T216, T229</li> <li>•Writing, T230–T231 –Share</li> <li>•Integrated Curriculum Options, R10–R11</li> <li>◆•WiggleWorks Plus, T229</li> <li>◆•WiggleWorks Plus, T235</li> </ul>
<ul style="list-style-type: none"> <li>•Vowel /o/o, oa, ow, T238–T239</li> <li>•Assess ☆ –Literacy-at-Work Book, p. 63</li> </ul>	<ul style="list-style-type: none"> <li>•Review: Vowel /a/ai, ay, R25 ☆ –Literacy-at-Work Book, p. 64</li> </ul>	<ul style="list-style-type: none"> <li>•Do Review/Reteach (as needed), R34</li> <li>•Phonics Support Options* –Phonics and Word Building Kit</li> <li>*Phonemic Awareness training throughout the week</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Sort, T233</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Stories for Words With Long o, T233</li> </ul>	<ul style="list-style-type: none"> <li>✓•Post Test, T233</li> </ul>
<ul style="list-style-type: none"> <li>✓•Mechanics: Contractions With ’s, T232 –Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>✓•Mechanics: Contractions with ’s, T232 –Put It in Context –Apply to Writing</li> <li>☆ –Grammar, Usage, Mechanics Practice, p. 22</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts Options, T234–T235</li> <li>•Integrating Learning, T242</li> <li>•Daily Language Practice, R15</li> </ul>
<p>Supporting All Learners ESL: –Use Context Clues, T217</p> <p>ESL Teaching Plan: Find the Word</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan V, T360–T371</p>	<p>Supporting All Learners ESL: –Record, T227</p> <p>ESL Teaching Plan: Crack the Code</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan V, T360–T371</p>	<p>Supporting All Learners ESL: –Speaking/Viewing, T234</p> <p>ESL Teaching Plan: The New Code King</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan V, T360–T371</p>

✓ = Assessed	☒ = Trade Book	☆ = Option	📎 = Workshop	☐ = Project	* = Key Strategy	○ = Audiocassette	◆ = Technology
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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"> <li>•Play the Game, T246–T247</li> <li>•Build Background, T248–T249                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>✓ mango      guavas      ✓ watermelon</li> <li>✓ kiwis        avocados</li> </ul> </li> <li>–Transparency 13</li> </ul> </li> <li>★–Literacy-at-Work Book, p. 65</li> <li>•Journal Writing, T252</li> <li>◆•WiggleWorks Plus, T249</li> </ul>		<ul style="list-style-type: none"> <li>✓ •Prepare to Teach, T250</li> <li>•Read <i>Marti and the Mango</i>, T252–T275                             <ul style="list-style-type: none"> <li>*✓ –Guided Reading—Key Strategy: Compare/Contrast, T252–T275</li> </ul> </li> <li>•Writing Process Workshop: Write an Informational Story, T284–T287                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 67</li> </ul> </li> <li>◆•WiggleWorks Plus, T253, T266, T268</li> </ul>	
Phonics/Word Study	<ul style="list-style-type: none"> <li>•Review: Vowel /o/o, oa, ow, R26</li> <li>★–Literacy-at-Work Book, p. 72</li> </ul>		<ul style="list-style-type: none"> <li>•Phonics Support Options*                             <ul style="list-style-type: none"> <li>–Phonics and Word Building Kit</li> </ul> </li> <li>*Phonemic Awareness training throughout the week</li> </ul>	
Spelling	<ul style="list-style-type: none"> <li>•Review                             <ul style="list-style-type: none"> <li>–Pretest, T289</li> </ul> </li> </ul> <p style="margin-left: 40px;">please   main   way   show hard   mail   porch   steep</p>		<ul style="list-style-type: none"> <li>•Teach Spelling Generalization, T289                             <ul style="list-style-type: none"> <li>–Spelling Practice, p. 12</li> </ul> </li> </ul>	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>✓ •Grammar: Describing Words, T288                             <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: Describing Words, T288                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p.23</li> </ul> </li> <li>•Daily Language Practice, R15</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 Visuals, T249</li> </ul> ESL Teaching Plan: What’s a Mango? Solares: Gr. 2, Vol. 1, Unit 2 Plan VI, T372–T385		Supporting All Learners ESL: <ul style="list-style-type: none"> <li>–Use Realia, T252</li> <li>–Pantomime, T270</li> </ul> ESL Teaching Plan: Take Notes Solares: Gr. 2, Vol. 1, Unit 2 Plan VI, T372–T385	
Teacher’s Notes				

PLAN VI: Marti and Mango, and “A Fair Share” (T243–T296)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T252–T275 –Revisit for Skills, T252–T275</li> <li>•Writing Process Workshop, T284–T287 –Draft, Revise</li> <li>◆•WiggleWorks Plus, T287</li> </ul>	<ul style="list-style-type: none"> <li>•Read “A Fair Share,” T276–T281 –Preview and Predict –Guided Reading</li> <li>✓•Assess Reading, T282 –Literacy-at-Work Book, p. 66</li> <li>•Writing Process Workshop, T284–T287 –Proofread</li> <li>•Building Skills and Strategies: *✓–Compare/Contrast, T292–T293 –Transparency 14 –Literacy-at-Work Book, pp. 68, 69, 70</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options                             <ul style="list-style-type: none"> <li>☒ –Trade Books, T295</li> <li>☆ –Idea File, T283 –Cultural Connections, T253, T272, T283</li> </ul> </li> <li>•Writing Process Workshop, T284–T287 –Publish</li> <li>☐•Project Options: –How to Have a Safety Poster Campaign, T297–T301 –Literacy-at-Work Book, p. 75 –Set a Purpose for Listening, T302–T303</li> <li>•Integrated Curriculum Options, R12–R13</li> <li>◆•WiggleWorks Plus, T290</li> <li>◆•WiggleWorks Plus, T302</li> </ul>
<ul style="list-style-type: none"> <li>•Phonics Support Options* –Phonics and Word Building Kit</li> <li>*Phonemic Awareness training throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics Support Options* –Phonics and Word Building Kit</li> <li>*Phonemic Awareness training throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics Support Options* –Phonics and Word Building Kit</li> <li>*Phonemic Awareness training throughout the week</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Sort, T289</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread for Review Words, T289</li> </ul>	<ul style="list-style-type: none"> <li>✓•Post Test, T289</li> </ul>
<ul style="list-style-type: none"> <li>•Grammar: Plural Nouns, T288 –Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Grammar: Plural Nouns, T288 –Put It in Context –Apply to Writing</li> <li>☆–Grammar, Usage, Mechanics Practice, p. 24</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>☆•Integrating Language Arts Options, T290–T291</li> <li>•Daily Language Practice, R15</li> </ul>
<p>Supporting All Learners ESL: –Make Connections, T274 –Use Lists, T287</p> <p>ESL Teaching Plan: My Favorite Fruit Is...</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan VI, T372–T385</p>	<p>Supporting All Learners ESL: –Work in Groups, T276 –Ask Questions, T285</p> <p>ESL Teaching Plan: Give Us a Hint</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan VI, T372–T385</p>	<p>Supporting All Learners ESL: –Listening/Speaking, T291 –Assist in Process, T299</p> <p>ESL Teaching Plan: Collaborate</p> <p>Solares: Gr. 2, Vol. 1, Unit 2 Plan VI, T372–T385</p>

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