

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 Meet the Mentor Video—Zoo Curator: Lisa Stevens •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ clover ✓ pollen ✓ blossom honeycombs swarmed –Transparency 1 ★–Literacy-at-Work Book, p. 3 •Journal Writing, T16 ◆•WiggleWorks Plus, T10, T13, T47 		<ul style="list-style-type: none"> ✓•Prepare to Teach, T14 •Read <i>The Old Ladies Who Liked Cats</i>, T16–T34 *✓–Guided Reading—Key Strategy: Sequence, T16–T34 •Writing: Write a Cause and Effect Story, T38–T39 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 5 ◆•WiggleWorks Plus, T19, T23, T27, T28, T34, T49 	
Phonics/Word Study	<ul style="list-style-type: none"> •Vowel /e/ea, T46–T47 •Develop Oral Language <ul style="list-style-type: none"> –Phonemic Awareness •Connect Sound/Symbol <ul style="list-style-type: none"> –Put It in Context –Blending ★•Literacy-at-Work Book, p. 9 		<ul style="list-style-type: none"> •Vowel /e/ea, T46–T47 •Assess ★–Literacy-at-Work Book, p. 10 	
Spelling	<ul style="list-style-type: none"> •Words With <i>ea</i>, <i>oo</i>, and <i>u-e</i> <ul style="list-style-type: none"> –Pretest, T41 <p style="margin-left: 40px;">head bread thread ready moon room flute rule</p>		<ul style="list-style-type: none"> •Teach Spelling Generalization, T41 <ul style="list-style-type: none"> –Spelling Practice, p. 25 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Common Nouns, T40 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Common Nouns, T40 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 49 •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"> –Use Visuals, T13 ESL Teaching Plan: Make Connections Solares: Gr. 2, Vol. 2, Unit 5 Plan I, T210–T247		Supporting All Learners ESL: <ul style="list-style-type: none"> –Use Visuals, T16 –Hands-On Learning, T47 ESL Teaching Plan: The Food Chain Solares: Gr. 2, Vol. 2, Unit 5 Plan I, T210–T247	
Teacher's Notes				

PLAN I: The Old Ladies Who Liked Cats and from The Magic School Bus on the Ocean Floor (T7-T52)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T16–T34 –Revisit for Skills, T16–T34 •Writing, T38–T39 –Draft ◆•WiggleWorks Plus, T39 	<ul style="list-style-type: none"> •Read <i>The Magic School Bus on the Ocean Floor</i>, T35 ✓•Assess Reading, T36 –Literacy-at-Work Book, p. 4 •Writing, T38–T39 –Revise •Building Skills and Strategies: ✓–Sequence, T44–T45 –Transparency 2 –Literacy-at-Work Book, pp. 6, 7, 8 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T51 ☆ –Idea File, T37 –Cultural Connections, T37 •Writing, T38–T39 –Share •Integrated Curriculum Options, R2–R3 ◆•WiggleWorks Plus, T37, T43
<ul style="list-style-type: none"> •Vowels /oo/oo, u-e, T48–T49 •Develop Oral Language –Phonemic Awareness •Connect Sound/Symbol –Put It in Context –Blending ☆•Literacy-at-Work Book, p. 11 	<ul style="list-style-type: none"> •Vowels /oo/oo, u-e, T48–T49 •Assess ☆ –Literacy-at-Work Book, p. 12 	<ul style="list-style-type: none"> •Do Review/Reteach, R31 •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week
<ul style="list-style-type: none"> •Practice: Word Sort, T41 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Stories for Words With <i>ea</i>, <i>oo</i>, and <i>u-e</i>, T41 	<ul style="list-style-type: none"> ✓•Post Test, T41
<ul style="list-style-type: none"> •Usage: Homophones, T40 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Usage: Homophones, T40 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 50 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆•Integrating Language Arts Options, T42–T43 •Integrating Learning, T52 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Use Visuals, T29 –Multisensory Techniques, T49</p> <p>ESL Teaching Plan: Other Connections</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan I, T210–T247</p>	<p>Supporting All Learners ESL: –Assist in Process, T35</p> <p>ESL Teaching Plan: Match Cause and Effect</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan I, T210–T247</p>	<p>Supporting All Learners ESL: –Speaking, T43 –Reading/Listening, T31</p> <p>ESL Teaching Plan: A Happy Effect</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan I, T210–T247</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>Balto: The Dog Who Saved Nome</i> is a WiggleWorks Plus CD-ROM selection.</p>	<ul style="list-style-type: none"> • Listen to the Read Aloud <i>Koko's Kitten</i>, T56–T57 • Build Background, T58–T59 <ul style="list-style-type: none"> – Activate Prior Knowledge – Develop Vocabulary: <ul style="list-style-type: none"> ✓ frozen drifts ✓ skidded swirling ✓ bitter howling – Transparency 3 ★ Literacy-at-Work Book, p.13 • Journal Writing, T62 ◆ WiggleWorks Plus, T59 		<ul style="list-style-type: none"> ✓ • Prepare to Teach, T60 • Read <i>Balto: The Dog Who Saved Nome</i>, T62–T77 *✓ – Guided Reading—Key Strategy: Setting, T62–T77 • Writing, Write a Description of a Real-Life Event, T82–T83 <ul style="list-style-type: none"> – Prewrite – Literacy-at-Work Book, p. 15 ◆ WiggleWorks Plus, T60, T62, T68, T71, T74, T76 	
Phonics/Word Study	<ul style="list-style-type: none"> • Vowel /oo/oo, ou, u, T90–T91 • Develop Oral Language <ul style="list-style-type: none"> – Phonemic Awareness 		<ul style="list-style-type: none"> • Vowel /oo/oo, ou, u, T90–T91 • Connect Sound/Symbol <ul style="list-style-type: none"> – Put It in Context – Blending ★ Literacy-at-Work Book, p. 20 	
Spelling	<ul style="list-style-type: none"> • Words With oo, ou, u <ul style="list-style-type: none"> – Pretest, T85 <p style="margin-left: 40px;"> foot wool brook could should pull push put </p>		<ul style="list-style-type: none"> • Teach Spelling Generalization, T85 <ul style="list-style-type: none"> – Spelling Practice, p. 26 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓ • Grammar: Exclamatory Sentence, T82 <ul style="list-style-type: none"> – Teach and Model • Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓ • Grammar: Exclamatory Sentence, T82 <ul style="list-style-type: none"> – Put It in Context – Apply to Writing – Grammar, Usage, Mechanics Practice, p. 51 • Daily Language Practice, R14 	
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>Supporting All Learners ESL: – Use Visuals, T59</p> <p>ESL Teaching Plan: Dramatic History</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan II, T248–T283</p>		<p>Supporting All Learners ESL: – Preview, T62 – Make Connections, T71 – Color Code, T91</p> <p>ESL Teaching Plan: Retell in a Skit</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan II, T248–T283</p>	
Teacher's Notes				

PLAN II: Koko’s Kitten, Balto: The Dog Who Saved Nome, and “Puppygarten Star” (T53–T96)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T62–T77 –Revisit for Skills, T62–T77 •Writing, T82–T83 –Draft ◆•WiggleWorks Plus, T83 	<ul style="list-style-type: none"> •Read “Puppygarten Star,” T78–T79 –Preview and Predict –Guided Reading ✓•Assess Reading, T80 –Literacy-at-Work Book, p. 14 •Writing, T82–T83 –Revise •Building Skills and Strategies: *✓–Point of View, T88–T89 –Transparency 4 –Literacy-at-Work Book, pp. 16, 17, 18 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T95 ☆ –Idea File, T81 –Cultural Connections, T81 •Writing, T82–T83 –Share •Building Skills and Strategies: ✓–Suffixes, T92–T93 –Transparency 5 –Literacy-at-Work Book, pp. 22, 23 ✎•Workshop Options: –How to Make a Chart, T97–T99 –Use Charts, T100–T101 –Literacy-at-Work Book, p. 26 •Integrated Curriculum Options, R4–R5 ◆•WiggleWorks Plus, T86, T87, T91
<ul style="list-style-type: none"> •Vowel /oo/oo, ou, u, T90–T91 •Assess ☆ –Literacy-at-Work Book, p. 21 	<ul style="list-style-type: none"> •Do Reteach, R31 	<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week
<ul style="list-style-type: none"> •Practice: Word Sort, T85 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Stories for Words With Endings oo, ou, u, T85 	<ul style="list-style-type: none"> ✓•Post Test, T85
<ul style="list-style-type: none"> •Mechanics: Exclamation Marks, T84 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Exclamation Marks, T84 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 52 ☆•Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆•Integrating Language Arts Options, T86–T87 •Integrating Learning, T96 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Graphic Device, T83 –Use Realia, T93</p> <p>ESL Teaching Plan: Balto, the Best Solares: Gr. 2, Vol. 2, Unit 5 Plan II, T248–T283</p>	<p>Supporting All Learners ESL: –Assist in Process, T78</p> <p>ESL Teaching Plan: A Star Animal Solares: Gr. 2, Vol. 2, Unit 5 Plan II, T248–T283</p>	<p>Supporting All Learners ESL: –Listening/Writing/Vocabulary, T87</p> <p>ESL Teaching Plan: Animal Reports Solares: Gr. 2, Vol. 2, Unit 5 Plan II, T248–T283</p>

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PLAN III: Ibis: A True Whale Story, and “Working With Whales” (T105-T150)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T114–T131 –Revisit for Skills, T114–T131 •Writing, T136–T137 –Draft ◆•WiggleWorks Plus, T137 ◆•WiggleWorks Plus, T141 	<ul style="list-style-type: none"> •Read “Working With Whales”, T132–T133 –Preview and Predict –Guided Reading ✓•Assess Reading, T134 –Literacy-at-Work Book, p. 28 •Writing, T136–T137–Revise •Building Skills and Strategies: *✓–Theme, T142–T143 –Transparency 7 –Literacy-at-Work Book, pp. 30, 31, 32 •Building Skills and Strategies: –Suffixes -y, -ly, T144–T145 –Transparency 8 –Literacy-at-Work Book, pp. 34, 35 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T149 ☆–Idea File, T135 –Cultural Connections, T115, T135 •Writing, T136–T137 •Building Skills and Strategies: –Two-Syllable Words, T146–T147 –Transparency 9 –Literacy-at-Work Book, pp. 36, 37 •Integrated Curriculum Options, R6–R7 ◆•WiggleWorks Plus, T135, T140
<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week
<ul style="list-style-type: none"> •Practice: Word Sort, T139 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Stories for Words With Two Syllables, T139 	<ul style="list-style-type: none"> ✓•Post Test, T139 ☆•Integrated Language Arts Options, T140–T141 •Integrated Learning, T150 •Daily Language Practice, R14
<ul style="list-style-type: none"> •Mechanics: Quotation Marks, T138 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Quotation Marks, T138 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 54 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆•Integrating Language Arts Options, T140–T141 •Integrating Learning, T150 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Color Code, T144</p> <p>ESL Teaching Plan: Whales Are...</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan III, T284–T321</p>	<p>Supporting All Learners ESL: –Make Connections, T132 –Use Word Cards, T147</p> <p>ESL Teaching Plan: Whales and Breathing</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan III, T284–T321</p>	<p>Supporting All Learners ESL: –Listening/Reading/Writing, T140</p> <p>ESL Teaching Plan: Gone Fishing</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan III, T284–T321</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>Antarctica</i>, T154–T155 ○<i>Antarctica</i> •Build Background, T156 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ disappearing ✓ scarce vanishing endangered ✓ survive conservation extinction –Transparency 10 ☆–Literacy-at-Work Book, p. 38 •Journal Writing, T160 		<ul style="list-style-type: none"> ✓ •Prepare to Teach, T158 •Read <i>Will We Miss Them</i>, T160–T179 *✓ –Guided Reading—Key Strategy: Cause/Effect, T192–T193 •Writing: Write an Informative Description, T186–T187 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 41 ◆•WiggleWorks Plus, T162, T165 	
Phonics/Word Study	<ul style="list-style-type: none"> •Phonics Support Options* <ul style="list-style-type: none"> –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 		<ul style="list-style-type: none"> •Phonics Support Options* <ul style="list-style-type: none"> –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	
Spelling	<ul style="list-style-type: none"> •Homophones <ul style="list-style-type: none"> –Pretest, T189 <p style="margin-left: 40px;">hour our for four eight ate new knew</p>		<ul style="list-style-type: none"> •Teach Spelling Generalization, T189 <ul style="list-style-type: none"> –Spelling Practice, p. 28 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Telling Sentences, T188 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Telling Sentences, T188 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 55 •Daily Language Practice, R15 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Use Word Cards, T157 ESL Teaching Plan: Choose One! Solares: Gr. 2, Vol. 2, Unit 5 Plan IV, T322–T365		Supporting All Learners ESL: –Make Connections, T160, T172 ESL Teaching Plan: More Info Solares: Gr. 2, Vol. 2, Unit 5 Plan IV, T322–T365	
Teacher’s Notes				

PLAN IV: Antarctica, From Will We Miss Them?, and “Zoo Curator: Lisa Stevens” (T151–T198)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T160–T179 <ul style="list-style-type: none"> –Revisit for Skills, T160–T179 •Writing, T186–T187 <ul style="list-style-type: none"> –Draft ◆•WiggleWorks Plus, T187 	<ul style="list-style-type: none"> •Read “Zoo Curator: Lisa Stevens,” T180–T183 <ul style="list-style-type: none"> –Preview and Predict –Guided Reading ✓•Assess Reading, T184 <ul style="list-style-type: none"> –Literacy-at-Work Book, pp. 39, 40 •Writing, T186–T187 <ul style="list-style-type: none"> –Revise •Building Skills and Strategies: <ul style="list-style-type: none"> *✓–Cause/Effect, T192–T193 –Transparency 11 –Literacy-at-Work Book, pp. 42, 43, 44 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T197 ☆ –Idea File, T185 –Cultural Connections, T170, T185 •Writing, T186–T187 <ul style="list-style-type: none"> –Share •Building Skills and Strategies: <ul style="list-style-type: none"> –Homophones, T194–T195 –Transparency 12 –Literacy-at-Work Book, pp. 46, 47 ✎•Workshop Options: <ul style="list-style-type: none"> –How to Group Endangered Animals, T199–T201 –Use Encyclopedias, T202–T203 •Integrated Curriculum Options, R8–R9 ◆•WiggleWorks Plus, T185, T190, T199
<ul style="list-style-type: none"> •Phonics Support Options* <ul style="list-style-type: none"> –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	<ul style="list-style-type: none"> •Phonics Support Options* <ul style="list-style-type: none"> –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	<ul style="list-style-type: none"> •Phonics Support Options* <ul style="list-style-type: none"> –Phonics and Word Building Kit *Phonemic Awareness training throughout the week
<ul style="list-style-type: none"> •Practice: Word Sort, T189 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Stories for Words With Homophones, T189 	<ul style="list-style-type: none"> ✓•Post Test, T189
<ul style="list-style-type: none"> •Mechanics: Periods, T188 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Periods, T188 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 56 •Daily Language Practice, R15 	<ul style="list-style-type: none"> ☆•Integrating Language Arts Options, T190–T191 •Integrating Learning, T198 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Peer Partner, T187</p> <p>ESL Teaching Plan: Our Team</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan IV, T322–T365</p>	<p>Supporting All Learners ESL: –Use Audio, T180</p> <p>ESL Teaching Plan: Card Game</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan IV, T322–T365</p>	<p>Supporting All Learners ESL: –Viewing/Reading, T191</p> <p>–Use Word Cards, T195</p> <p>ESL Teaching Plan: More Animal Lore</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan IV, T322–T365</p>

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	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Reread the Big Book, <i>Antarctica</i>, T210–T211 ○•<i>Antarctica</i> •Build Background, T212–T213 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ howl scream scolded ✓ shrieked shouts –Transparency 13 ☆ –Literacy-at-Work Book, p. 52 •Journal Writing, T216 ◆•WiggleWorks Plus, T213 		<ul style="list-style-type: none"> ✓•Prepare to Teach, T214 •Read <i>When the Monkeys Came Back</i>, T216–T237 *✓ –Guided Reading—Key Strategy: Setting, T216–T237 •Writing: Write a Realistic Story, T244–T245 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 54 ◆•WiggleWorks Plus, T218 	
Phonics/Word Study	<ul style="list-style-type: none"> •Phonics Support Options* <ul style="list-style-type: none"> –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 		<ul style="list-style-type: none"> •Phonics Support Options* <ul style="list-style-type: none"> –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	
Spelling	<ul style="list-style-type: none"> •Irregular Plurals <ul style="list-style-type: none"> –Pretest, T247 <p style="margin-left: 40px;"> men women children geese deer teeth mice oxen </p>		<ul style="list-style-type: none"> •Teach Spelling Generalization, T247 <ul style="list-style-type: none"> –Spelling Practice, p. 29 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Describing Words, T246 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Describing Words, T246 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 57 •Daily Language Practice, R15 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: <ul style="list-style-type: none"> –Peer Partners, T213 ESL Teaching Plan: The Story of Doña Marta Solares: Gr. 2, Vol. 2, Unit 5 Plan V, T366–T377		Supporting All Learners ESL: <ul style="list-style-type: none"> –Compare and Contrast, T216 –Make Connections, T231 ESL Teaching Plan: Story Sequence Solares: Gr. 2, Vol. 2, Unit 5 Plan V, T366–T377	
Teacher's Notes				

PLAN V: When the Monkeys Came Back and “In the Jungle” (T207–T256)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T216–T237 –Revisit for Skills, T216–T237 •Writing, T244–T245 –Draft ◆•WiggleWorks Plus, T245 	<ul style="list-style-type: none"> ✓•Read “In the Jungle,” T238–T241 •Assess Reading, T242 –Literacy-at-Work Book, p. 53 •Writing, T244–T245 –Revise •Building Skills and Strategies: *✓–Setting, T250–T251 –Transparency 14 –Literacy-at-Work Book, pp. 55, 56, 57 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T255 ☆ –Idea File, T243 –Cultural Connections, T217, T243 •Writing, T244–T245 –Share •Building Skills and Strategies: ✓ –Irregular Plurals, T252–T253 –Transparency 15 –Literacy-at-Work Book, pp. 60, 61 •Integrated Curriculum Options, R10–R11 ◆•WiggleWorks Plus, T243, T248
<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week
<ul style="list-style-type: none"> •Practice: Word Sort, T247 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Stories for Irregular Plurals, T247 	<ul style="list-style-type: none"> ✓•Post Test, T247
<ul style="list-style-type: none"> •Mechanics: Period: Titles and Initials, T246 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Period: Titles and Initials, T246 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 58 •Daily Language Practice, R15 	<ul style="list-style-type: none"> ☆•Integrating Language Arts Options, T248–T249 •Integrating Learning, T256 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Summarize, T232</p> <p>ESL Teaching Plan: Where Did the Monkeys Go?</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan V, T366–T377</p>	<p>Supporting All Learners ESL: –Use Visuals, T238 –Peer Partner, T245</p> <p>ESL Teaching Plan: Describing an Event</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan V, T366–T377</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T248 –Hands-On Learning, T253</p> <p>ESL Teaching Plan: A Time Concentration Game</p> <p>Solares: Gr. 2, Vol. 2, Unit 5 Plan V, T366–T377</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"> •Listen to the Read Aloud, <i>Welcome to the Green House</i>, T260–T261 •Build Background, T262–T263 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;">affect</td> <td>preventing</td> </tr> <tr> <td style="padding-right: 20px;">trapped</td> <td>rescued</td> </tr> <tr> <td style="padding-right: 20px;">✓ protect</td> <td>✓ injured</td> </tr> </table> –Transparency 16 ★–Literacy-at-Work Book, p. 64 •Journal Writing, T266 ◆•WiggleWorks Plus, T260, T263 		affect	preventing	trapped	rescued	✓ protect	✓ injured	<ul style="list-style-type: none"> ✓•Prepare to Teach, T264 •Read <i>Kid Heroes of the Environment</i>, T266–T275 *✓–Guided Reading—Key Strategy: Distinguish Between Important/Unimportant Facts, T266–T275 •Writing Process Workshop: Write a Description, T284–T287 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 66 							
affect	preventing															
trapped	rescued															
✓ protect	✓ injured															
Phonics/Word Study	<ul style="list-style-type: none"> •Phonics Support Options* <ul style="list-style-type: none"> –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 		<ul style="list-style-type: none"> •Phonics Support Options* <ul style="list-style-type: none"> –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 													
Spelling	<ul style="list-style-type: none"> •Review Words <ul style="list-style-type: none"> –Pretest, T289 <table style="margin-left: 40px; border: none;"> <tr> <td>spread</td> <td>breakfast</td> <td>spoon</td> <td>stool</td> </tr> <tr> <td>would</td> <td>bush</td> <td>full</td> <td>tuna</td> </tr> <tr> <td>sea</td> <td>see</td> <td></td> <td></td> </tr> </table> 		spread	breakfast	spoon	stool	would	bush	full	tuna	sea	see			<ul style="list-style-type: none"> •Teach Spelling Generalization, T289 <ul style="list-style-type: none"> –Spelling Practice, p. 30 	
spread	breakfast	spoon	stool													
would	bush	full	tuna													
sea	see															
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Past-Time Verbs, T288 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓•Grammar: Past-Time Verbs, T288 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 59 •Daily Language Practice, R15 													
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: <ul style="list-style-type: none"> –Brainstorm, T263 ESL Teaching Plan: Our Favorite Animals Solares: Gr. 2, Vol. 2, Unit 5 Plan VI, T378–T391		Supporting All Learners ESL: <ul style="list-style-type: none"> –Peer Partner, T266 ESL Teaching Plan: My Favorite Solares: Gr. 2, Vol. 2, Unit 5 Plan VI, T378–T391													
Teacher's Notes																

PLAN VI: Welcome to the Green House, From Kid Heroes of the Environment, and “The Earth Game” (T257–T295)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T266–T275 –Revisit for Skills, T266–T275 •Writing Process Workshop, T284–T287 –Draft, Revise ◆•WiggleWorks Plus, T287 	<ul style="list-style-type: none"> •Read “The Earth Game,” T276–T281 –Preview and Predict –Guided Reading ✓•Assess Reading, T282 –Literacy-at-Work Book, p. 65 •Writing Process Workshop, T284–T287 –Proofread •Building Skills and Strategies: *–Distinguish Between Important/Unimportant Facts, T292–T293 –Transparency 17 –Literacy-at-Work Book, pp. 67, 68, 69 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T295 ☆ –Idea File, T283 –Cultural Connections, T283 •Writing Process Workshop, T284–T287 –Publish ☐•Project Options: –How to Make a Zoo Brochure, T297–T301 –Literacy-at-Work Book, pp. 75–76 –Presentation Skill: Follow the Order of Ideas, T302–T303 •Integrated Curriculum Options, R12–R13 ◆•WiggleWorks Plus, T283, T283, T290, T299
<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week 	<ul style="list-style-type: none"> •Phonics Support Options* –Phonics and Word Building Kit *Phonemic Awareness training throughout the week
<ul style="list-style-type: none"> •Practice: Word Sort, T289 	<ul style="list-style-type: none"> •Apply to Writing: Proofread for Review Words, T289 	<ul style="list-style-type: none"> ✓•Post Test, T289
<ul style="list-style-type: none"> ✓ Usage, Subject-Verb Agreement, T288 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ Usage, Subject-Verb Agreement, T288 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 60 •Daily Language Practice, R15 	<ul style="list-style-type: none"> ☆•Integrating Language Arts Options, T290–T291 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Observe, T285 –Graphic Organizer, T278</p> <p>ESL Teaching Plan: Hero Comics Solares: Gr. 2, Vol. 2, Unit 5 Plan VI, T378–T391</p>	<p>Supporting All Learners ESL: –Guided Questions, T276 –Model, T311</p> <p>ESL Teaching Plan: Hero Cartoons Solares: Gr. 2, Vol. 2, Unit 5 Plan VI, T378–T391</p>	<p>Supporting All Learners ESL: –Speaking/Reading/Writing, T291 –Color Code, T293</p> <p>ESL Teaching Plan: I Am a Hero Solares: Gr. 2, Vol. 2, Unit 5 Plan VI, T378–T391</p>

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