

# 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;"> <b>Smart Place</b> </div> <p>Use the electronic Meet the Mentor to learn more about Architect: Jack Catlin.</p>	<ul style="list-style-type: none"> <li>•Meet the Mentor, T10–T11               <ul style="list-style-type: none"> <li>–Meet the Mentor Video: Architect, Jack Catlin</li> </ul> </li> <li>•Build Background, T12–T13               <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                   <ul style="list-style-type: none"> <li>✓ carpenter tinker ✓ blueprint</li> <li>planned chiseled</li> <li>✓ contraption instructions</li> </ul> </li> <li>–Transparency 1</li> <li>☆–Literacy-at-Work Book, p. 5</li> </ul> </li> <li>✓•QuickWrite, T12</li> <li>◆•Technology Option, T13               <ul style="list-style-type: none"> <li>–Smart Place Option, T10</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Prepare to Teach, T14</li> <li>○*✓•Read The Checker Players, T16–T33               <ul style="list-style-type: none"> <li>–Guided Reading— Key Strategy: Character</li> </ul> </li> <li>•Writing: Write a Description Contrasting Two Different Characters, T38–T39               <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 7</li> <li>–Transparency 2</li> </ul> </li> <li>◆•Technology Option, T24               <ul style="list-style-type: none"> <li>–Smart Place Options, T16, T18</li> </ul> </li> </ul>																					
<p>Spelling</p>	<p>Words With Short <i>o</i>, and Short <i>u</i>, T41</p> <p>–Pretest—Spelling Practice, p. 40</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">box</td> <td style="padding: 2px 10px;">odd</td> <td style="padding: 2px 10px;">dull</td> </tr> <tr> <td style="padding: 2px 10px;">none</td> <td style="padding: 2px 10px;">oven</td> <td style="padding: 2px 10px;">stuff</td> </tr> <tr> <td style="padding: 2px 10px;">bubblegum</td> <td style="padding: 2px 10px;">somebody</td> <td style="padding: 2px 10px;">another</td> </tr> <tr> <td style="padding: 2px 10px;">flood</td> <td style="padding: 2px 10px;">blood</td> <td style="padding: 2px 10px;">drop</td> </tr> <tr> <td style="padding: 2px 10px;">of</td> <td style="padding: 2px 10px;">clock</td> <td style="padding: 2px 10px;">lock</td> </tr> <tr> <td style="padding: 2px 10px;">love</td> <td style="padding: 2px 10px;">done</td> <td style="padding: 2px 10px;">jump</td> </tr> <tr> <td style="padding: 2px 10px;">instructions</td> <td style="padding: 2px 10px;">sloppy</td> <td></td> </tr> </table>	box	odd	dull	none	oven	stuff	bubblegum	somebody	another	flood	blood	drop	of	clock	lock	love	done	jump	instructions	sloppy		<ul style="list-style-type: none"> <li>•Teach: Identify Vowel Sounds, T41</li> <li>☆–Spelling Practice, p. 7</li> </ul>
box	odd	dull																					
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flood	blood	drop																					
of	clock	lock																					
love	done	jump																					
instructions	sloppy																						
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> <li>✓•Grammar: Adjectives: Comparisons, T40               <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: Adjectives: Comparisons, T40               <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>																					
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Make Connections, T10</li> <li>–Use Visuals, T13</li> </ul> <p>ESL Teaching Plan: Talking About People and Professions</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan I, T196–T227</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Use Visuals, T16</li> <li>–Peer Partners, T24</li> <li>–Make Connections, T31</li> </ul> <p>ESL Teaching Plan: Make a Semantic Map</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan I, T196–T227</p>																					
<p>Teacher’s Notes</p>																							

PLAN I: The Checker Players and “Bulgy Bunne” (T7–T48)

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–T33</li> <li>✓ •Comprehension Check, T33 –Revisit for Skills, T16–T33</li> <li>•Writing, T38–T39 –Draft</li> <li>◆•Smart Place Option, T39</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Bulgy Bunne,” T34–T35</li> <li>✓ –Comprehension Check, T35 –Revisit for Skills, T34–T35</li> <li>✓ •Assess Reading, T36 –Literacy-at-Work Book, p. 6</li> <li>•Writing, T38–T39 –Revise</li> <li>•Building Skills and Strategies</li> <li>*✓ –Character, T44–T45</li> <li>☆ –Literacy-at-Work Book, pp. 8, 9, 10 –Transparency 3</li> <li>◆•Smart Place Option, T37</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒ –Trade Books, T46–T47</li> <li>☆ –Idea File, T37 –Cultural Connections, T37</li> <li>•Writing, T38–T39 –Share</li> <li>•Integrated Learning, T48 –Literacy-at-Work Book, p. 11</li> <li>•Integrated Curriculum Options, R2–R3</li> <li>◆•Smart Place Option, T42</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Chart, T41</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Write Sentences Using List Words, T41</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T41</li> </ul>
<ul style="list-style-type: none"> <li>✓ •Mechanics: Capitalizing Proper Nouns, T40 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Mechanics: Capitalizing Proper Nouns, T40 –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>•Integrated Language Arts Options, T42–T43</li> <li>•Daily Language Practice, R14</li> </ul>
<p>ESL Teaching Plan: Role-Play as Professionals</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan I, T196–T227</p>	<p>Supporting All Learners ESL: –Make Connections, T34 –Role-Play, T45</p> <p>ESL Teaching Plan: Brainstorm a List</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan I, T196–T227</p>	<p>Supporting All Learners ESL: –Vocabulary, T43</p> <p>ESL Teaching Plan: Write a Paragraph About an Occupation</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan I, T196–T227</p>

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# LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1	DAY 2																				
	<b>BUILDING BACKGROUND</b>	<b>READING</b>																				
<p>Reading, Writing, Listening, Speaking, Viewing</p> <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <p><b>Smart Place</b></p> </div> <p>The Book of Think is a Smart Place CD-ROM selection.</p>	<ul style="list-style-type: none"> <li>•Make Up Riddles, T52–T53               <ul style="list-style-type: none"> <li>–Think Creatively to Solve Problems</li> <li>–Transparency 4</li> </ul> </li> <li>•Build Background, T54–T55               <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                   <ul style="list-style-type: none"> <li>✓ reverses      ✓ image</li> <li>✓ optical illusions    shaded</li> </ul> </li> <li>–Transparency 5</li> <li>★–Literacy-at-Work Book, p. 12</li> </ul> </li> <li>✓•QuickWrite, T54</li> <li>◆•Smart Place Options, T52, T55</li> </ul>	<ul style="list-style-type: none"> <li>•Prepare to Teach, T56</li> <li>*✓•Read The Book of Think, T58–T61               <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy: Steps in a Process</li> </ul> </li> <li>•Writing: Write a Problem-Solving Riddle Story, T72–T73               <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 14</li> <li>–Transparency 6</li> </ul> </li> <li>◆•Smart Place Options, T56, T58</li> </ul>																				
<p>Spelling</p>	<p>T75</p> <p>Two Letters That Make One Sound,</p> <p>–Pretest—Spelling Practice, p. 40</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>shall</td> <td>dress</td> <td>south</td> <td>shaded</td> </tr> <tr> <td>cliff</td> <td>truth</td> <td>own</td> <td>gain</td> </tr> <tr> <td>away</td> <td>round</td> <td>crow</td> <td>beak</td> </tr> <tr> <td>feel</td> <td>flew</td> <td>loaf</td> <td>feathers</td> </tr> <tr> <td>sniff</td> <td>stream</td> <td>throne</td> <td>whether</td> </tr> </table>	shall	dress	south	shaded	cliff	truth	own	gain	away	round	crow	beak	feel	flew	loaf	feathers	sniff	stream	throne	whether	<ul style="list-style-type: none"> <li>•Teach: Identify Letter Pairs, T75</li> <li>★–Spelling Practice, p. 8</li> </ul>
shall	dress	south	shaded																			
cliff	truth	own	gain																			
away	round	crow	beak																			
feel	flew	loaf	feathers																			
sniff	stream	throne	whether																			
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> <li>•Grammar: Word Order in Sentences, T74               <ul style="list-style-type: none"> <li>–Teach and Model</li> </ul> </li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Grammar: Word Order in Sentences, T74               <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> </ul> </li> <li>★–Grammar, Usage, Mechanics Practice, p. 15</li> <li>•Daily Language Practice, R14</li> </ul>																				
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Build on Success, T52</li> <li>–Step by Step, T55</li> </ul> <p>ESL Teaching Plan: Making Comparisons</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan II, T229–T263</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Work in Pairs, T58</li> </ul> <p>ESL Teaching Plan: Look Around/Notice Objects</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan II, T229–T263</p>																				
<p>Teacher's Notes</p>																						

PLAN II: The Book of Think, Hidden Pictures and Stories to Solve (T49–T82)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T58–T61</li> <li>✓•Comprehension Check, T61 –Revisit for Skills, T58–T61</li> <li>•Writing, T72–T73 –Draft</li> <li>◆•Smart Place Option, T73</li> </ul>	<ul style="list-style-type: none"> <li>•Read Hidden Pictures and Stories to Solve, T62–T69</li> <li>✓–Comprehension Check, T69 –Revisit for Skills, T62–T69</li> <li>✓•Assess Reading, T70 –Literacy-at-Work Book, p. 13</li> <li>Writing, T72–T73 –Revise</li> <li>•Building Skills and Strategies</li> <li>*✓–Steps in a Process, T78–T79</li> <li>☆–Literacy-at-Work Book, pp. 15, 16, 17 –Transparency 7</li> <li>◆•Smart Place Options, T71, T78</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒–Trade Books, T80 –T81</li> <li>☆–Idea File, T71 –Cultural Connections, T71</li> <li>Writing, T72–T73 –Share</li> <li>◆•Smart Place Option, T76</li> <li>•Integrated Learning, T82 –Literacy-at-Work Book, p. 18</li> <li>•Integrated Curriculum Options, R4–R5</li> <li>✎•Workshop Options: –How to Design a Problem-Solving Robot, T83–T87 –Use Diagrams, T88–T89</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Chart, T75</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Riddle Stories for Letter Pairs, T75</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T75</li> </ul>
<ul style="list-style-type: none"> <li>•Mechanics: Question Mark, T74 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Mechanics: Question Mark, T74 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 16</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T76–T77</li> <li>•Daily Language Practice, R14</li> </ul>
<p>ESL Teaching Plan: Identify Comparisons Solares: Gr. 3, Vol. I, Unit 2, Plan II, T229–T263</p>	<p>Supporting All Learners ESL: –Use Visual Clues, T62 –Assist in Process, T64</p> <p>ESL Teaching Plan: Make Comparisons Solares: Gr. 3, Vol. I, Unit 2, Plan II, T229–T263</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T76</p> <p>ESL Teaching Plan: Write a Paragraph of Observations Solares: Gr. 3, Vol. I, Unit 2, Plan II, T229–T263</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>•Listen to a Poem, T96–T97                             <ul style="list-style-type: none"> <li>–Write Limericks</li> <li>–Transparency 8</li> </ul> </li> <li>•Build Background, T98–T99                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>✓ tamales ✓ kneaded masa</li> <li>✓ dough corn husks spoonful</li> </ul> </li> <li>–Transparency 9</li> <li>★–Literacy-at-Work Book, p. 22</li> </ul> </li> <li>✓•QuickWrite, T98</li> <li>◆•Technology Option, T99                             <ul style="list-style-type: none"> <li>–Smart Place Option, T96</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>•Prepare to Teach, T100</li> <li>○*✓•Read <i>Too Many Tamales</i>, T102–T115                             <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy: Make, Confirm, Revise Predictions</li> </ul> </li> <li>•Writing: Write a Vivid Description of an Everyday Event, T118–T119                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 24</li> <li>–Transparency 10</li> </ul> </li> <li>◆•Smart Place Options, T102, T111</li> </ul>																					
Spelling	<p>Words With /f/, T121</p> <p>–Pretest—Spelling Practice, p. 41</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">offer</td> <td style="padding: 2px;">gopher</td> <td style="padding: 2px;">proof</td> <td style="padding: 2px;">fifteen</td> </tr> <tr> <td style="padding: 2px;">spoonful</td> <td style="padding: 2px;">mouthful</td> <td style="padding: 2px;">forever</td> <td style="padding: 2px;">stiff</td> </tr> <tr> <td style="padding: 2px;">puff</td> <td style="padding: 2px;">fluffy</td> <td style="padding: 2px;">swift</td> <td style="padding: 2px;">office</td> </tr> <tr> <td style="padding: 2px;">bluff</td> <td style="padding: 2px;">photo</td> <td style="padding: 2px;">alphabet</td> <td style="padding: 2px;">orphan</td> </tr> <tr> <td style="padding: 2px;">raft</td> <td style="padding: 2px;">lift</td> <td style="padding: 2px;">shelf</td> <td style="padding: 2px;">wife</td> </tr> </table>		offer	gopher	proof	fifteen	spoonful	mouthful	forever	stiff	puff	fluffy	swift	office	bluff	photo	alphabet	orphan	raft	lift	shelf	wife	<ul style="list-style-type: none"> <li>•Teach: Identify Different Spellings of Words With /f/, T121</li> <li>★–Spelling Practice, p. 9</li> </ul>	
offer	gopher	proof	fifteen																					
spoonful	mouthful	forever	stiff																					
puff	fluffy	swift	office																					
bluff	photo	alphabet	orphan																					
raft	lift	shelf	wife																					
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>✓•Grammar: Main and Helping Verbs, T120                             <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: Main and Helping Verbs, T120                             <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>																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Paraphrase, T96</li> <li>–Multisensory Techniques, T99</li> </ul> <p>ESL Teaching Plan: Expressing Likes and Dislikes</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan III, T264–T301</p>		<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Make Connections, T102</li> <li>–Pantomime, T109</li> </ul> <p>ESL Teaching Plan: Class Vote on Likes/Dislikes</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan III, T264–T301</p>																					
Teacher's Notes																								

GRADE 3, UNIT 2: “Big Plans”  
 PLAN III: Too Many Tamales (T93–T130)

WEEK OF \_\_\_\_\_

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T102–T115</li> <li>✓ •Comprehension Check, T115 –Revisit for Skills, T102–T115</li> <li>•Writing, T118–T119 –Draft</li> <li>◆ •Smart Place Option, T119</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Assess Reading, T116 –Literacy-at-Work Book, p. 23</li> <li>•Writing, T118–T119 –Revise</li> <li>•Building Skills and Strategies *✓ –Make, Confirm, Revise Predictions, T124–T125</li> <li>☆ –Literacy-at-Work Book, pp. 25, 26, 27 –Transparency 11</li> <li>◆ •Technology Option, T117</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒ –Trade Books, T128–T129</li> <li>☆ –Idea File, T117 –Cultural Connections, T117</li> <li>•Writing, T118–T119 –Share</li> <li>•Building Skills and Strategies ✓ –Structural Clues: Plurals, T126–T127</li> <li>☆ –Literacy-at-Work Book, pp. 28, 29 –Transparency 12</li> <li>•Integrated Learning, T130 –Literacy-at-Work Book, p. 30</li> <li>•Integrated Curriculum Options, R6–R7</li> <li>◆ •Smart Place Option, T122</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Chart, T121</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Use List Words in Sentences, T121</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T121</li> </ul>
<ul style="list-style-type: none"> <li>•Mechanics: Italics and Underlining, T120 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Mechanics: Italics and Underlining, T120 –Put Into Context –Apply to Writing</li> <li>☆ –Grammar, Usage, Mechanics Practice, p. 18</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T122–T123</li> <li>•Daily Language Practice, R14</li> </ul>
<p>Supporting All Learners ESL: –Hands-On Learning, T119</p> <p>ESL Teaching Plan: Make a Variety of Menus</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan III, T264–T301</p>	<p>Supporting All Learners ESL: –Paraphrase, T125</p> <p>ESL Teaching Plan: Make a Storyboard</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan III, T264–T301</p>	<p>Supporting All Learners ESL: –Peer Partners, T127 –Writing/Speaking/Viewing, T122</p> <p>ESL Teaching Plan: Discuss Food Groups</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan III, T264–T301</p>

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	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> <li>•Share a Read Aloud, T134–T135                             <ul style="list-style-type: none"> <li>–Generate Ideas to Solve Problems</li> <li>–Transparency 13</li> </ul> </li> <li>•Build Background, T136–T137                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>breeze    rustle    sway</li> <li>✓ gale</li> <li>✓ uprooted    ✓ hurricane    drifted</li> </ul> </li> <li>–Transparency 14</li> <li>☆–Literacy-at-Work Book, p. 31</li> </ul> </li> <li>•QuickWrite, T136</li> <li>◆Technology Option, T137                             <ul style="list-style-type: none"> <li>–Smart Place Option, T134</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>•Prepare to Teach, T138</li> <li>*✓•Read What’s The Scoop?, T140–T143                             <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy: Summarize</li> </ul> </li> <li>•Writing: Write a Story About a Heroic Character in Narrative Form, T154–T155                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 33</li> <li>–Transparency 15</li> </ul> </li> <li>◆•Smart Place Option, T140</li> </ul>	
Spelling	Adding Suffixes: –ed and –ing, T157 –Pretest—Spelling Practice, p. 41 moving    move    clapping    clap piled    pile    wrapped    wrap tested    test    begged    beg kissed    kiss    ripened    ripen drift    drifted    rustle    rustled		<ul style="list-style-type: none"> <li>•Teach: Adding Suffixes Changes Word Meaning, T157</li> <li>☆–Spelling Practice, p. 10</li> </ul>	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Grammar: Question and Statement Sentences, T156                             <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: Question and Statement Sentences, T156                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> </ul> </li> <li>☆–Grammar, Usage, Mechanics Practice, p. 19</li> <li>•Daily Language Practice, R15</li> </ul>	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Pantomime, T137 ESL Teaching Plan: Describing the Past and the Present Solares: Gr. 3, Vol. I, Unit 2, Plan IV, T302–T339		Supporting All Learners ESL: –Use Realia, T140 ESL Teaching Plan: Make a Storyboard Solares: Gr. 3, Vol. I, Unit 2, Plan IV, T302–T339	
Teacher’s Notes				

PLAN IV: What’s the Scoop?, The Girl Who Brought Down the Wind and The Wind Watching (T131–T164)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T140–T143</li> <li>✓ •Comprehension Check, T143 –Revisit for Skills, T140–T143</li> <li>•Writing, T154–T155 –Draft</li> <li>◆ •Smart Place Option, T155</li> </ul>	<ul style="list-style-type: none"> <li>•Read The Girl Who Brought Down the Wind and The Wind Watching, T144–T151</li> <li>✓ •Comprehension Check, T151 –Revisit for Skills, T144–T151</li> <li>✓ •Assess Reading, T152 –Literacy-at-Work Book, p. 32</li> <li>Writing, T154–T155 –Revise</li> <li>•Building Skills and Strategies                             <ul style="list-style-type: none"> <li>*✓ –Summarize, T160–T161</li> <li>☆ –Literacy-at-Work Book, pp. 34, 35, 36 –Transparency 16</li> </ul> </li> <li>◆ •Technology Option, T153</li> <li>•Smart Place Option, T147</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options                             <ul style="list-style-type: none"> <li>☒ –Trade Books, T162–T163</li> <li>☆ –Idea File, T153 –Cultural Connections, T153</li> </ul> </li> <li>Writing, T154–T155 –Share</li> <li>•Integrated Learning, T164 –Literacy-at-Work Book, p. 37</li> <li>•Integrated Curriculum Options, R8–R9</li> <li>✎ •Workshop Options:                             <ul style="list-style-type: none"> <li>–How to Create Step-by-Step Directions, T165–T169</li> <li>–Follow Directions, T170–T171</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>•Practice Word Chart, T157</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Write Sentences Using Test Words, T157</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T157</li> </ul>
<ul style="list-style-type: none"> <li>✓ •Mechanics: Quotation Marks, T156 –Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Mechanics: Quotation Marks, T156 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 20</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T158–T159</li> <li>•Daily Language Practice, R15</li> </ul>
<p>Supporting All Learners ESL: –Assist in Process, T155</p> <p>ESL Teaching Plan: Design Murals</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan IV, T302–T339</p>	<p>Supporting All Learners ESL: –Use Visuals, T144 –Rephrase, T148 –Use Visual Clues, T150</p> <p>ESL Teaching Plan: List Descriptions of Past Experiences</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan IV, T302–T339</p>	<p>Supporting All Learners ESL: –Speaking/Listening, T159</p> <p>ESL Teaching Plan: Pretend to Live in the Story</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan IV, T302–T339</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>•Solve a Puzzle, T178–T179               <ul style="list-style-type: none"> <li>–Make Tangram Shapes</li> <li>–Transparency 17</li> </ul> </li> <li>•Build Background, T180–T181               <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                   <ul style="list-style-type: none"> <li>✓volcanoes fossils      ✓seashells</li> <li>✓plaster    ichthyosaur skeletons</li> </ul> </li> <li>–Transparency 18</li> <li>★–Literacy-at-Work Book, p. 41</li> <li>✓•QuickWrite, T180</li> <li>◆•Technology Option, T181                   <ul style="list-style-type: none"> <li>–Smart Place Option, T178</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Prepare to Teach, T182</li> <li>*✓•Read Dragon in the Rocks, T184–T204               <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy: Setting</li> </ul> </li> <li>•Writing: Write an Invented Narrative About a Real Person, T208–T209               <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 43</li> <li>–Transparency 19</li> </ul> </li> <li>◆•Technology Option, T187</li> <li>•Smart Place Option, T184</li> </ul>																				
Spelling	<p>Words With /k/, T211</p> <p>–Pretest—Spelling Practice, p. 42</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">skeletons</td> <td style="width: 25%;">luck</td> <td style="width: 25%;">clerk</td> <td style="width: 25%;">cluck</td> </tr> <tr> <td>crisp</td> <td>chicken</td> <td>sick</td> <td>turkey</td> </tr> <tr> <td>rock</td> <td>captain</td> <td>chemist</td> <td>pockets</td> </tr> <tr> <td>baked</td> <td>crooked</td> <td>cake</td> <td>workshop</td> </tr> <tr> <td>blacksmith</td> <td>ache</td> <td>kite</td> <td>cool</td> </tr> </table>	skeletons	luck	clerk	cluck	crisp	chicken	sick	turkey	rock	captain	chemist	pockets	baked	crooked	cake	workshop	blacksmith	ache	kite	cool	<ul style="list-style-type: none"> <li>•Teach: Identify Consonant Sounds, T211</li> <li>★–Spelling Practice, p. 11</li> </ul>
skeletons	luck	clerk	cluck																			
crisp	chicken	sick	turkey																			
rock	captain	chemist	pockets																			
baked	crooked	cake	workshop																			
blacksmith	ache	kite	cool																			
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Grammar: Action Verbs, T210               <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: Action Verbs, T210               <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> </ul> </li> <li>★–Grammar, Usage, Mechanics Practice, p. 21</li> <li>•Daily Language Practice, R15</li> </ul>																				
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Build on Success, T179</li> <li>–Use Visual Clues, T181</li> </ul> <p>ESL Teaching Plan: Acquiring Information</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan V, T340–T351</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Use Visuals, T184</li> <li>–Take Notes, T190</li> <li>–Peer Partners, T197</li> </ul> <p>ESL Teaching Plan: Create a Collage</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan V, T340–T351</p>																				
Teacher's Notes																						

PLAN V: Dragon in the Rocks and “The Steam Shovel” (T175–T220)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T184–T204</li> <li>✓ •Comprehension Check, T204 –Revisit for Skills, T184–T204</li> <li>•Writing, T208–T209 –Draft</li> <li>◆ •Smart Place Option, T209</li> </ul>	<ul style="list-style-type: none"> <li>•Read “The Steam Shovel,” T205 –Revisit for Skills, T205</li> <li>✓ •Assess Reading, T206 –Literacy-at-Work Book, p. 42</li> <li>•Writing, T208–T209 –Revise</li> <li>•Building Skills and Strategies</li> <li>*✓ –Setting, T214–T215</li> <li>☆ –Literacy-at-Work Book, pp. 44, 45, 46 –Transparency 20</li> <li>◆ •Smart Place Option, T207</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒ –Trade Books, T218–T219</li> <li>☆ –Idea File, T207 –Cultural Connections, T207</li> <li>•Writing, T208–T209 –Share</li> <li>•Building Skills and Strategies</li> <li>✓ –Context Clues: Unfamiliar Words, T216–T217</li> <li>☆ –Literacy-at-Work Book, pp. 47, 48 –Transparency 21</li> <li>◆ •Smart Place Option, T212</li> <li>•Integrated Learning, T220 –Literacy-at-Work Book, p. 49</li> <li>•Integrated Curriculum Options, R10–R11</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Chart, T211</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Historical Fiction for /k/ Words, T211</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T211</li> </ul>
<ul style="list-style-type: none"> <li>✓ •Grammar: Adverbs, T210 –Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Grammar: Adverbs, T210 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 22</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T212–T213</li> <li>•Daily Language Practice, R15</li> </ul>
<p>ESL Teaching Plan: Plan a Nature Walk Solares: Gr. 3, Vol. I, Unit 2, Plan V, T340–T351</p>	<p>Supporting All Learners ESL: –Read Aloud, T205 –Assist in Process, T215</p> <p>ESL Teaching Plan: Act Out Something From Walk Solares: Gr. 3, Vol. I, Unit 2, Plan V, T340–T351</p>	<p>Supporting All Learners ESL: –Speaking/Listening, T213</p> <p>ESL Teaching Plan: Make a Senses Book Solares: Gr. 3, Vol. I, Unit 2, Plan V, T340–T351</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>•Build a Tower, T224–T225                             <ul style="list-style-type: none"> <li>–Create a Problem–Solving Plan</li> <li>–Transparency 22</li> </ul> </li> <li>•Build Background, T226–T227                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>✓ engineer    bedrock    ✓ framework</li> <li>contractor   cranes    ✓ hoists</li> <li>superstructure</li> </ul> </li> <li>–Transparency 23</li> </ul> </li> <li>☆–Literacy-at-Work Book, p. 50</li> <li>✓•QuickWrite, T226</li> <li>◆•Technology Option, T224, T227</li> </ul>		<ul style="list-style-type: none"> <li>•Prepare to Teach, T228</li> <li>*✓•Read Up Goes the Skyscraper!, T230–T245                             <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy:                                     <ul style="list-style-type: none"> <li>Main Idea/Details</li> </ul> </li> </ul> </li> <li>•Writing: How to Write Steps in a Process, T252–T255                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 53</li> </ul> </li> </ul>	
Spelling	Review, T257 –Pretest—Spelling Practice, p. 42 Plan I: none, clock, sloppy, love, instructions Plan II: truth, throne, south, stream, shaded Plan III: alphabet, forever, orphan, fifteen, gopher Plan IV: moving, begged, wrapped, clapping, drifted Plan V: pockets, clerk, skeletons, workshop, ache		<ul style="list-style-type: none"> <li>•Teach: Identify the Spelling Principle, T257</li> <li>☆–Spelling Practice, p. 12</li> </ul>	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Grammar: Expanding Sentences, T256                             <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: Expanding Sentences, T256                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> </ul> </li> <li>☆–Grammar, Usage, Mechanics Practice, p. 23</li> <li>•Daily Language Practice, R15</li> </ul>	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Use Visuals, T227 ESL Teaching Plan: Describing a Process Solares: Gr. 3, Vol. I, Unit 2, Plan VI, T352–T365		Supporting All Learners ESL: –Use Visuals, T230 –Peer Partners, T233 –Make Real-Life Connections, T241 ESL Teaching Plan: Brainstorm a List of Steps Solares: Gr. 3, Vol. I, Unit 2, Plan VI, T352–T365	
Teacher's Notes				

PLAN VI: Up Goes the Skyscraper! and “Architect: Jack Catlin” (T221–T263)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T230–T245</li> <li>✓ •Comprehension Check, T245 –Revisit for Skills, T230–T245</li> <li>•Writing, T252–T255 –Draft</li> <li>◆ •Smart Place Option, T255</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Architect: Jack Catlin,” T246–T249</li> <li>✓ –Comprehension Check, T249 –Revisit for Skills, T246–T249</li> <li>✓ •Assess Reading, T250 –Literacy-at-Work Book, pp. 51, 52</li> <li>Writing, T252–T255 –Revise</li> <li>•Building Skills and Strategies</li> <li>*✓ –Main Idea/Details, T260–T261</li> <li>☆ –Literacy-at-Work Book, pp.54, 55, 56 –Transparency 24</li> <li>◆ •Smart Place Option, T246, T251</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒ –Trade Books, T262–T263</li> <li>☆ –Idea File, T251 –Cultural Connections, T251</li> <li>Writing, T252–T255 –Proofread –Publish</li> <li>◆ •Smart Place Option, T258</li> <li>•Integrated Curriculum Options, R12–R13</li> <li>☐ •Project Options: –How to Draw a Floor Plan, T265–T271 –Analyze Total Effect, T272–T273</li> </ul>
<ul style="list-style-type: none"> <li>•Practice Word Diagram, T257</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Writing/Checking for Review Words, T257</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T257</li> </ul>
<ul style="list-style-type: none"> <li>✓ •Mechanics: Commas, T256 –Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Mechanics: Commas, T256 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 24</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T258–T259</li> <li>•Daily Language Practice, R15</li> </ul>
<p>Supporting All Learners ESL: –Familiar Process, T253</p> <p>ESL Teaching Plan: Make a Skyscraper Collage</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan VI, T352–T365</p>	<p>Supporting All Learners ESL: –Role-Play, T246 –Use Visuals, T249</p> <p>ESL Teaching Plan: Describe How to Build a Collage</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan VI, T352–T365</p>	<p>Supporting All Learners ESL: –Speaking/Listening/Writing, T258</p> <p>ESL Teaching Plan: Write an Instruction Pamphlet</p> <p>Solares: Gr. 3, Vol. I, Unit 2, Plan VI, T352–T365</p>

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