

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>Smart Place</p> </div> <p>Use the electronic Meet the Mentor to learn more about Joanna Cole and Bruce Degen, author-illustrator team.</p>	<ul style="list-style-type: none"> •Meet the Mentor, T10–T11 •Meet the Mentor Video—Joanna Cole, Bruce Degen, Author/Illustrator Team •Graphic Organizer, R34 •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ habitat ✓ stalking ✓ landscape praying mantis field trip –Transparency 1 ★–Literacy-at-Work Book, p. 5 •QuickWrite, T12 ◆•Technology Options, <ul style="list-style-type: none"> –Smart Place, T10 	<ul style="list-style-type: none"> •Prepare to Teach, T14 •Read “A Century of Hits,” “The Magic School Bus Hops Home,” T16–T35 <ul style="list-style-type: none"> *✓–Guided Reading—Key Strategy: <ul style="list-style-type: none"> Distinguish Between Fantasy and Reality •Writing: Write a Script, T42–43 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 8 –Transparency 2 ◆•Smart Place Option, T20 																				
<p>Spelling</p>	<ul style="list-style-type: none"> •Words with Long e, T45 –Pretest—Spelling Practice, p.46 <table style="width: 100%; border-collapse: collapse;"> <tr> <td>need</td> <td>feet</td> <td>each</td> <td>cream</td> </tr> <tr> <td>shield</td> <td>cheek</td> <td>wheat</td> <td>chief</td> </tr> <tr> <td>brief</td> <td>seaweed</td> <td>wheel</td> <td>snead</td> </tr> <tr> <td>thief</td> <td>people</td> <td>street</td> <td>seat</td> </tr> <tr> <td>squeamish</td> <td>field</td> <td>trip</td> <td>key</td> </tr> </table>	need	feet	each	cream	shield	cheek	wheat	chief	brief	seaweed	wheel	snead	thief	people	street	seat	squeamish	field	trip	key	<ul style="list-style-type: none"> •Teach: Spelling Generalization, T45 ★–Spelling Practice, p. 19
need	feet	each	cream																			
shield	cheek	wheat	chief																			
brief	seaweed	wheel	snead																			
thief	people	street	seat																			
squeamish	field	trip	key																			
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> •Grammar: Action Verbs, T44 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Grammar: Action Verbs, T44 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 47 •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: –Make Connections, T233</p> <p>ESL Teaching Plan: Asking and Responding to Questions</p> <p>Solares: Gr. 3, Vol. 2, T10–T89</p>	<p>Supporting All Learners ESL: –Make Connections, T238 –Use Linguistics Clues, T248</p> <p>ESL Teaching Plan: Ask and Respond With Partner</p> <p>Solares: Gr. 3, Vol. 2, T10–T89</p>																				
<p>Teacher’s Notes</p>																						

PLAN 1: “A Century of Hits” and “The Magic School Bus Hops Home” and “Author/Illustrator Team: Joanna Cole and Bruce Degen” (T7-T54)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T16–T35 ✓ •Comprehension Check, T27, T35 –Revisit for Skills, T23–T43 •Writing, T42–T43 –Draft ◆ •Smart Place Option, T30 	<ul style="list-style-type: none"> •Read “Author/Illustrator Team: Joanna Cole and Bruce Degen,” T36–T39 ✓ –Comprehension Check, T39 –Revisit for Skill, T36–T39 ✓ •Assess Reading, T40 –Literacy-at-Work Book, pp. 6–7 Writing, T42–T43 –Revise •Building Skills and Strategies *✓ –Distinguish Between Fantasy and Reality, T48–T49 –Literacy-at-Work Book, pp. 9, 10, 11 ◆ •Smart Place Option, T36 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T52–T53 ☆ –Idea File, T41 –Cultural Connections, T41 •Writing, T42–T43 –Share •Building Skills and Strategies ✓ –Context Clues: Specialized Vocabulary, T50–T51 –Literacy-at-Work Book, pp. 10, 12, 13 •Integrated Curriculum Options, R2–R3
<ul style="list-style-type: none"> •Practice: Word Sort, T45 –Literacy-at-Work Book, p. 64 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Scripts for long e words, T45 	<ul style="list-style-type: none"> •Post Test, T45
<ul style="list-style-type: none"> ✓ •Usage: Subject/Verb Agreement, T44 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Usage: Subject/Verb Agreement, T44 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 48 •Daily Language Practice, R15 	<ul style="list-style-type: none"> ☆ •Integrated Language Arts Options, T46–T47 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Act it Out, T24 –Use Linguistics Clues, T29 –Wait Time, T33</p> <p>ESL Teaching Plan: Discover Information Solares: Gr. 3, Vol. 2, T10–T89</p> ◆ •Smart Place, T24	<p>Supporting All Learners ESL: –Act it Out, T36 –Use Visuals, T49</p> <p>ESL Teaching Plan: Write About Favorite Characters Solares: Gr. 3, Vol. 2, T10–T89</p>	<p>Supporting All Learners ESL: –Speaking/Viewing, T47</p> <p>ESL Teaching Plan: Be a Reporter Solares: Gr. 3, Vol. 2, T10–T89</p>

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

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	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>Smart Place</p> </div> <p>The Baby-sitters Club: Jessi's Baby-sitter is a Smart Place CD-ROM selection.</p>	<ul style="list-style-type: none"> • Play a Character Game, T58–T59 <ul style="list-style-type: none"> – Transparency 5 • Build Background, T60–T61 <ul style="list-style-type: none"> – Activate Prior Knowledge – Develop Vocabulary: <ul style="list-style-type: none"> project ✓ complicated ✓ exhibits ✓ demonstrate participants table – Transparency 6 ★ – Literacy-at-Work Book, p. 15 ✓ • QuickWrite, T60 ◆ • Technology Option, T58 ◆ • Smart Place Option, T61 	<ul style="list-style-type: none"> • Prepare to Teach, T62 ○*✓ • Read from The Baby-sitters Club: Jessi's Baby-sitter, T64–T77 <ul style="list-style-type: none"> – Guided Reading—Key Strategy: Make, Confirm, Revise Predictions • Writing: Write a Story Using a Familiar Character, T80–T81 <ul style="list-style-type: none"> – Prewrite – Literacy-at-Work Book, p. 17 – Transparency 7 ◆ • Technology Options, T65, T73 ◆ • Smart Place Options, T62, T64, T66, T68, T69, T70, T71 																				
<p>Spelling</p>	<p>Words With Final Schwa + /l/, T83</p> <ul style="list-style-type: none"> – Pretest—Spelling Practice, p. 46 <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">table</td> <td style="padding: 2px;">settle</td> <td style="padding: 2px;">candle</td> <td style="padding: 2px;">apple</td> </tr> <tr> <td style="padding: 2px;">battle</td> <td style="padding: 2px;">cattle</td> <td style="padding: 2px;">bubble</td> <td style="padding: 2px;">title</td> </tr> <tr> <td style="padding: 2px;">sample</td> <td style="padding: 2px;">puddle</td> <td style="padding: 2px;">middle</td> <td style="padding: 2px;">wiggle</td> </tr> <tr> <td style="padding: 2px;">pebble</td> <td style="padding: 2px;">tumble</td> <td style="padding: 2px;">stable</td> <td style="padding: 2px;">sprinkle</td> </tr> <tr> <td style="padding: 2px;">sparkle</td> <td style="padding: 2px;">cable</td> <td style="padding: 2px;">pencil</td> <td style="padding: 2px;">pupil</td> </tr> </table>	table	settle	candle	apple	battle	cattle	bubble	title	sample	puddle	middle	wiggle	pebble	tumble	stable	sprinkle	sparkle	cable	pencil	pupil	<ul style="list-style-type: none"> • Teach: Spelling Patterns of List Words, T83 ★ – Spelling Practice, p. 20
table	settle	candle	apple																			
battle	cattle	bubble	title																			
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pebble	tumble	stable	sprinkle																			
sparkle	cable	pencil	pupil																			
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> ✓ • Grammar: Pronouns, T82 <ul style="list-style-type: none"> – Teach and Model • Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ • Grammar: Pronouns, T82 <ul style="list-style-type: none"> – Put It in Context – Apply to Writing ★ – Grammar, Usage, Mechanics Practice, p. 39 • 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:</p> <ul style="list-style-type: none"> – Hands-On Learning, T61 <p>ESL Teaching Plan: Discussing a Story</p> <p>Solares: Gr. 3, Vol. II, Unit 4, Plan II, T54–T93</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> – Key Words, T64 – Use Realia, T66 – Guided Questions, T75 <p>ESL Teaching Plan: Role-Play</p> <p>Solares: Gr. 3, Vol. II, Unit 4, Plan II, T54–T93</p>																				
<p>Teacher's Notes</p>																						

PLAN II: From The Baby-sitters Club: Jessi’s Baby-sitter (T55–T92)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T64–T77 ✓ •Comprehension Check, T77 –Revisit for Skills, T64–T77 •Writing, T80–T81 –Draft ◆ •Smart Place Option, T81 	<ul style="list-style-type: none"> ✓ •Assess Reading, T78 –Literacy-at-Work Book, p. 16 Writing, T80–T81 –Revise •Building Skills and Strategies *✓ –Make, Confirm, Revise Predictions, T86–T87 ☆ –Literacy-at-Work Book, pp. 18, 19, 20 –Transparency 8 ◆ •Smart Place Option, T79 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T90–T91 ☆ –Idea File, T79 –Cultural Connections, T79 Writing, T80–T81 –Share •Building Skills and Strategies <ul style="list-style-type: none"> ✓ –Plot, T88–T89 ☆ –Literacy-at-Work Book, pp. 21, 22 –Transparency 9 ◆ •Smart Place Option, T85 •Integrated Learning, T92 –Literacy-at-Work Book, p. 23 •Integrated Curriculum Options, R4–R5 ✎ •Workshop Options: <ul style="list-style-type: none"> –How to Make a Character Fact File, T93–T97 –Use Pictures, T98–T99
<ul style="list-style-type: none"> •Practice: Word Chart, T83 	<ul style="list-style-type: none"> •Apply to Writing: Write Sentences, T83 	<ul style="list-style-type: none"> •Post Test, T83
<ul style="list-style-type: none"> ✓ •Usage: Using Pronouns, T82 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Usage: Using Pronouns, T82 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 40 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T84–T85 •Daily Language Practice, R14
<p>ESL Teaching Plan: Write Quotes About Greetings Solares: Gr. 3, Vol. II, Unit 4, Plan II, T54–T93</p>	<p>Supporting All Learners ESL: –Context Clues, T87</p> <p>ESL Teaching Plan: Create a Cartoon Strip Solares: Gr. 3, Vol. II, Unit 4, Plan II, T54–T93</p>	<p>Supporting All Learners ESL: –Role-Play, T89 –Vocabulary, T85</p> <p>ESL Teaching Plan: Discuss a School Issue Solares: Gr. 3, Vol. II, Unit 4, Plan II, T54–T93</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"> •Solve a Riddle, T106–T107 <ul style="list-style-type: none"> –Use Visual and Analytical Skills –Transparency 10 •Build Background, T108–T109 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> weevil speckled ✓ poisonous <ul style="list-style-type: none"> ✓ devour ✓ camouflaged chomp fuzzy ☆–Transparency 11 –Literacy-at-Work Book, p. 27 ✓•QuickWrite, T108 ◆•Smart Place Option, T106, T109 	<ul style="list-style-type: none"> •Prepare to Teach, T110 *✓•Read <i>Incredible Mini-Beasts</i>, T112–T119 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Interpret Graphic Devices •Writing: Write Informative Nonfiction Using Pictures and Captions, T128–T129 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 29 –Transparency 12 ◆•Technology Option, T114 ◆•Smart Place Options, T112, T116
Spelling	<p>Words With /z/, T131</p> <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 47 <p>buzz fizz puzzle dizzy sizzle fuzzy cheese easy cozy wise whose size rise pause lose tease these those choose rose</p>	<ul style="list-style-type: none"> •Teach: Spelling Patterns of Words With the Sound /z/, T131 ☆–Spelling Practice, p. 21
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Adjectives, T130 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Grammar: Adjectives, T130 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 41 •Daily Language Practice, R14
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Assist in Process, T107 –Innovate, T109 <p>ESL Teaching Plan: Describing Solares: Gr. 3, Vol. II, Unit 4, Plan III, T94–T129</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Make Connections, T112 –Analyze, T116 –Assist in Process, T119 <p>ESL Teaching Plan: Create Sentences Solares: Gr. 3, Vol. II, Unit 4, Plan III, T94–T129</p>
Teacher's Notes		

PLAN III: Incredible Mini-Beasts, I SPY and “The Making of ISPY” (T103–T138)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T112–T119 ✓ •Comprehension Check, T119 –Revisit for Skills, T112–T119 •Writing, T128–T129 –Draft 	<ul style="list-style-type: none"> •Read I SPY and “The Making of I SPY,” T120–T125 <ul style="list-style-type: none"> ✓ –Comprehension Check, T125 –Revisit for Skills, T120–T125 ✓ •Assess Reading, T126 –Literacy-at-Work Book, p. 28 •Writing, T128–T129 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *✓ –Interpret Graphic Devices, T134–T135 ☆ –Literacy-at-Work Book, pp. 30, 31, 32 –Transparency 13 ◆ •Smart Place Options, T120, T123, T127 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T136–T137 ☆ –Idea File, T127 –Cultural Connections, T127 •Writing, T128–T129 –Share •Integrated Learning, T138 –Literacy-at-Work Book, p. 33 •Integrated Curriculum Options, R6–R7 ◆ •Smart Place Option, T133
<ul style="list-style-type: none"> •Practice: Word Chart, T131 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Writing Checking for /z/ Sound, T131 	<ul style="list-style-type: none"> •Post Test, T131
<ul style="list-style-type: none"> ✓ •Mechanics: Questions and Statements, T130 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Mechanics: Questions and Statements, T130 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 42 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T132–T133 •Daily Language Practice, R14
<p>ESL Teaching Plan: Chime In/Read Along Solares: Gr. 3, Vol. II, Unit 4, Plan III, T94–T129</p>	<p>Supporting All Learners ESL: –Peer Partners, T120 –Summarize, T125 –Graphic Device, T135</p> <p>ESL Teaching Plan: Study the Objects Solares: Gr. 3, Vol. II, Unit 4, Plan III, T94–T129</p>	<p>Supporting All Learners ESL: –Vocabulary, T132</p> <p>ESL Teaching Plan: Create a Catalog Solares: Gr. 3, Vol. II, Unit 4, Plan III, T94–T129</p>

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	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Solve a Mystery, T142–T143 <ul style="list-style-type: none"> –Problem-Solve in Groups –Transparency 14 •Build Background, T144–T145 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ solve ✓ detective track gumshoes ✓ trail chased –Transparency 15 ★–Literacy-at-Work Book, p. 34 ✓ •QuickWrite, T144 ◆•Technology Options, T142, T145 		<ul style="list-style-type: none"> •Prepare to Teach, T146 *✓•Read “The Case of the Runaway Elephant,” T148–T156 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Make Inferences •Writing: Write an Opening for a Mystery, T166–T167 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 36 –Transparency 16 ◆•Smart Place Option, T148 	
Spelling	Adding Suffixes, T169 –Pretest—Spelling Practice, p. 47 cross crosses crossing crossed trail trailed twist twists twisted polish polishes polished polishing rush rushes rushed chase chased chasing chases		<ul style="list-style-type: none"> •Teach: How Suffixes Change the Spelling and Meaning of a Word, T169 ★–Spelling Practice, p. 22 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Adverbs, T168 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Adverbs, T168 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 43 •Daily Language Practice, R15 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Use Audio, T145 ESL Teaching Plan: Discussing People, Places, and Things Solares: Gr. 3, Vol. II, Unit 4, Plan IV, T130–T163		Supporting All Learners ESL: –Read Aloud, T148 –Make Connections, T151 ESL Teaching Plan: Write a Brief Description Solares: Gr. 3, Vol. II, Unit 4, Plan IV, T130–T163	
Teacher’s Notes				

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T148–T156 ✓ •Comprehension Check, T156 –Revisit for Skills, T148–T156 •Writing, T166–T167 –Draft ◆ •Smart Place Option, T167 	<ul style="list-style-type: none"> •Read 101 Elephant Jokes and “Where in the World is Carmen Sandiego?,” T157–T163 ✓ •Comprehension Check, T163 –Revisit for Skills, T157–T163 ✓ •Assess Reading, T164 –Literacy-at-Work Book, p. 35 Writing, T166–T167 –Revise •Building Skills and Strategies *✓ –Make Inferences, T172–T173 ☆ –Literacy-at-Work Book, pp. 37, 38, 39 –Transparency 17 ◆ •Smart Place Options, T160, T165 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T176–T177 ☆ –Idea File, T165 –Cultural Connections, T165 Writing, T166–T167 –Share •Building Skills and Strategies ✓ –Structural Clues: Compound Words, T174–T175 ☆ –Literacy-at-Work Book, pp. 40, 41 –Transparency 18 ◆ •Smart Place Option, T170 •Integrated Learning, T178 –Literacy-at-Work Book, p. 42 •Integrated Curriculum Options, R8–R9 ✎ •Workshop Options: –How to Write a Series Review, T179–T183 –Sort and Organize Information, T184–T185
<ul style="list-style-type: none"> •Practice: Word Chart, T169 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Writing for Words With Suffixes, T169 	<ul style="list-style-type: none"> •Post Test, T169
<ul style="list-style-type: none"> •Mechanics: Apostrophe in Possessives, T168 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Apostrophe in Possessives, T168 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 44 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T170–T171 •Daily Language Practice, R15
<ul style="list-style-type: none"> Supporting All Learners ESL: –Peer Partners, T167 ESL Teaching Plan: Favorite Stories/Characters Chart Solares: Gr. 3, Vol. II, Unit 4, Plan IV, T130–T163 	<ul style="list-style-type: none"> Supporting All Learners ESL: –Use Visuals, T157 –Use Visuals, T158 –Make Connections, T163 –Model, T173 ESL Teaching Plan: Predict Other Topics Solares: Gr. 3, Vol. II, Unit 4, Plan IV, T130–T163 	<ul style="list-style-type: none"> Supporting All Learners ESL: –Speaking/Listening/Writing, T171 ESL Teaching Plan: Create a New Story Solares: Gr. 3, Vol. II, Unit 4, Plan IV, T130–T163

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Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Create a Choral Reading, T192-T193 <ul style="list-style-type: none"> –Interpret a Poem –Transparency 19 •Build Background, T194–T195 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ hitched ford ✓ canvas lurched running gear splash –Transparency 20 ☆–Literacy-at-Work Book, p. 46 ✓ •QuickWrite, T194 ◆•Technology Options, T192, T19 	<ul style="list-style-type: none"> •Prepare to Teach, T196 *✓ •Read From Little House on the Prairie, T198–T211 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Sequence •Writing: Write a Description in Author’s Style, T218–T219 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 48 –Transparency 21 ◆•Smart Place Options, T198, T200, T202, T209, T210
Spelling	<p>Sounds From Nature, T221</p> <p>–Pretest—Spelling Practice, p. 48</p> <p>moo quack thump toot tweet woof baa beep boom hiss chatter cheep clank click crunch cuckoo gobble heehaw splash meow</p>	<ul style="list-style-type: none"> •Teach: Words That Describe Nature Sounds Can be Spelled the Way They Sound, T221 ☆–Spelling Practice, p. 23
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓ •Grammar: Compound Sentences, T220 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Grammar: Compound Sentences, T220 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 45 •Daily Language Practice, R15
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Step by Step, T193 –Use Visuals, T195 <p>ESL Teaching Plan: Describing Solares: Gr. 3, Vol. II, Unit 4, Plan V, T164–T175</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Outline, T198 –Pantomime, T200 –Guided Questions, T204 <p>ESL Teaching Plan: Use Your Senses Solares: Gr. 3, Vol. II, Unit 4, Plan V, T164–T175</p>
Teacher’s Notes		

PLAN V: From Little House on the Prairie and From Searching for Laura Ingalls (T189–T228)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T198–T211 ✓ •Comprehension Check, T211 –Revisit for Skills, T198–T211 •Writing, T218–T219 –Draft ◆ •Smart Place Option, T219 	<ul style="list-style-type: none"> •Read From Searching for Laura Ingalls, T212–T215 ✓ –Comprehension Check, T215 –Revisit for Skills, T212–T215 ✓ •Assess Reading, T216 –Literacy-at-Work Book, p. 47 •Writing, T218–T219 –Revise •Building Skills and Strategies *✓ –Sequence, T224–T225 ☆ –Literacy-at-Work Book, pp. 49, 50, 51 –Transparency 22 ◆ •Smart Place Options, T213, T215, T217 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T226–T227 ☆ –Idea File, T217 –Cultural Connections, T217 •Writing, T218–T219 –Share •Integrated Learning, T228 –Literacy-at-Work Book, p. 52 •Integrated Curriculum Options, R10–R11
<ul style="list-style-type: none"> •Practice: Word Map, T221 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Descriptive Writing for Nature Words, T221 	<ul style="list-style-type: none"> •Post Test, T221
<ul style="list-style-type: none"> •Mechanics: Capitalization: Pronoun <i>I</i>, T220 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Capitalization: Pronoun <i>I</i>, T220 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 46 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T222–T223 •Daily Language Practice, R15
<p>ESL Teaching Plan: Illustrate a Covered Wagon Solares: Gr. 3, Vol. II, Unit 4, Plan V, T164–T175</p>	<p>Supporting All Learners ESL: –Use Visuals, T212 –Step by Step, T225</p> <p>ESL Teaching Plan: Visualize Solares: Gr. 3, Vol. II, Unit 4, Plan V, T164–T175</p>	<p>Supporting All Learners ESL: –Speaking/Listening, T222</p> <p>ESL Teaching Plan: Select Word Phrases Solares: Gr. 3, Vol. II, Unit 4, Plan V, T164–T175</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"> •Listen to the Read Aloud, T232–T233 –Transparency 23 •Build Background, T234–T235 –Activate Prior Knowledge –Develop Vocabulary: desert javelina ✓ cactus ✓ coyote ✓ tumbleweeds adobe –Transparency 24 ☆–Literacy-at-Work Book, p. 53 ✓•QuickWrite, T234 ◆•Technology Option, T235 		<ul style="list-style-type: none"> •Prepare to Teach, T236 ○*✓•Read The Three Little Javelinas, T238–T250 –Guided Reading—Key Strategy: Draw Conclusions •Writing: Write a Folktale, T254–257 –Prewrite –Literacy-at-Work Book, p. 55 ◆•Smart Place Options, T241, T244, T248 	
Spelling	<p>Review, T259 –Pretest—Spelling Practice, p. 48 Plan I: wheel, each, field trip, people, key Plan II: bubble, middle, tumble, pencil, pupil Plan III: puzzle, easy, wise, pause, these Plan IV: crossed, chases, rushes, polishes, twisted Plan V: thump, clank, crunch, quack, splash</p>		<ul style="list-style-type: none"> •Teach: Identify Spelling Principle, T259 ☆–Spelling Practice, p. 24 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Proper Nouns, T258 –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Proper Nouns, T258 –Put Into Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 47 •Daily Language Practice, R15 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL: –Use Visuals, T233 –Use Visuals, T235</p> <p>ESL Teaching Plan: Talking About the Past and Present Solares: Gr. 3, Vol. II, Unit 4, Plan VI, T176–T189</p>		<p>Supporting All Learners ESL: –Make Connections, T238 –Use Linguistics Clues, T248</p> <p>ESL Teaching Plan: Make a Time Line Solares: Gr. 3, Vol. II, Unit 4, Plan VI, T176–T189</p>	
Teacher's Notes				

PLAN VI: The Three Little Javelinas and "...and Still More Pigs" (T229–T265)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T238–T250 ✓ •Comprehension Check, T250 –Revisit for Skills, T238–T250 •Writing, T254–T257 –Draft ◆ •Smart Place Option, T257 	<ul style="list-style-type: none"> •Read "...and Still More Pigs," T251 –Revisit for Skill, T251 ✓ •Assess Reading, T252 –Literacy-at-Work Book, p. 54 Writing, T254–T257 –Revise •Building Skills and Strategies *✓ –Draw Conclusions, T262–T263 ☆ –Literacy-at-Work Book, pp. 56, 57, 58 –Transparency 25 ◆ •Smart Place Option, T253 	<ul style="list-style-type: none"> •Reading Options ☒ Trade Books, T264–T265 ☆ –Idea File, T253 –Cultural Connections, T253 Writing, T254–T257 –Proofread –Publish ◆ •Smart Place Option, T260 •Integrated Curriculum Options, R12–R13 ☐ •Project Options: –How to Create a New Episode, T267–T273 –Commercial Announcements, T274–T275
<ul style="list-style-type: none"> •Practice: Writing Sentences, T259 	<ul style="list-style-type: none"> •Apply to Writing: Proofread for Review Words, T259 	<ul style="list-style-type: none"> •Post Test, T259
<ul style="list-style-type: none"> ✓ •Usage: Verb Tenses, T258 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Usage: Verb Tenses, T258 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 48 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T260–T261 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Peer Partners, T255</p> <p>ESL Teaching Plan: Design Murals</p> <p>Solares: Gr. 3, Vol. II, Unit 4, Plan VI, T176–T189</p>	<p>Supporting All Learners ESL: –Make Connections, T251 –Categorize, T263</p> <p>ESL Teaching Plan: Make a Class Schedule</p> <p>Solares: Gr. 3, Vol. II, Unit 4, Plan VI, T176–T189</p>	<p>Supporting All Learners ESL: –Use Audio, T257 –Writing/Viewing, T260</p> <p>ESL Teaching Plan: Start Pen Pal Clubs</p> <p>Solares: Gr. 3, Vol. II, Unit 4, Plan VI, T176–T189</p>

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