

# 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><b>Smart Place</b></p> </div> <p>Use the electronic Meet the Mentor to learn more about Community Garden Director: Lorka Muñoz.</p>	<ul style="list-style-type: none"> <li>•Meet the Mentor, T10–T11                             <ul style="list-style-type: none"> <li>–Meet the Mentor Video: Community Garden Director: Lorka Muñoz</li> </ul> </li> <li>•Build Background, T12–T13                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <table style="margin-left: 40px; border: none;"> <tr> <td>mire</td> <td>garbage</td> <td>repair</td> </tr> <tr> <td>✓ disgrace</td> <td>✓ rubbish</td> <td>✓ industrial</td> </tr> <tr> <td>slums</td> <td>smokestacks</td> <td></td> </tr> </table> </li> <li>–Transparency 1</li> <li>☆–Literacy-at-Work Book, p. 5</li> <li>✓•QuickWrite, T12</li> <li>◆•Technology Option, T13</li> <li>◆•Smart Place Option, T10</li> </ul> </li></ul>		mire	garbage	repair	✓ disgrace	✓ rubbish	✓ industrial	slums	smokestacks		<ul style="list-style-type: none"> <li>•Prepare to Teach, T14</li> <li>○*✓•Read On the Day Peter Stuyvesant Sailed Into Town, T16–T25                             <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy: Draw Conclusions</li> </ul> </li> <li>•Writing: Write a Narrative Poem, T30–T31                             <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, T17                             <ul style="list-style-type: none"> <li>–Smart Place Options, T16, T23, T25</li> </ul> </li> </ul>												
mire	garbage	repair																						
✓ disgrace	✓ rubbish	✓ industrial																						
slums	smokestacks																							
<p>Spelling</p>	<p>Words With Long o, T33</p> <ul style="list-style-type: none"> <li>–Pretest—Spelling Practice, p. 52</li> </ul> <table style="margin-left: 20px; border: none;"> <tr> <td>vote</td> <td>stove</td> <td>glow</td> <td>arose</td> </tr> <tr> <td>rowboat</td> <td>joke</td> <td>spoke</td> <td>knowing</td> </tr> <tr> <td>growth</td> <td>follow</td> <td>elbow</td> <td>coal</td> </tr> <tr> <td>soap</td> <td>toast</td> <td>toes</td> <td>doe</td> </tr> <tr> <td>hoe</td> <td>soak</td> <td>window</td> <td>smokestacks</td> </tr> </table>		vote	stove	glow	arose	rowboat	joke	spoke	knowing	growth	follow	elbow	coal	soap	toast	toes	doe	hoe	soak	window	smokestacks	<ul style="list-style-type: none"> <li>•Teach: Identify the Long o Sound, T33</li> <li>☆–Spelling Practice, p. 31</li> </ul>	
vote	stove	glow	arose																					
rowboat	joke	spoke	knowing																					
growth	follow	elbow	coal																					
soap	toast	toes	doe																					
hoe	soak	window	smokestacks																					
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> <li>✓•Grammar: Linking Verbs, T32                             <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: Linking Verbs, T32                             <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. 61</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>–Use Audio, T13</li> </ul> <p>ESL Teaching Plan: Talking About Words That Rhyme</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan I, T402–T443</p>		<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Use Visuals, T16</li> <li>–Key Words T21</li> </ul> <p>ESL Teaching Plan: Write a Rhyme</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan I, T402–T443</p>																					
<p>Teacher’s Notes</p>																								

PLAN I: On the Day Peter Stuyvesant Sailed Into Town and “How Pittsburgh Cleaned Up” (T7–T42)

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–T25</li> <li>✓ •Comprehension Check, T25 –Revisit for Skills, T16–T25</li> <li>•Writing, T30–T31 –Draft</li> <li>◆ •Smart Place Option, T31</li> </ul>	<ul style="list-style-type: none"> <li>•Read “How Pittsburgh Cleaned Up, T26–T27</li> <li>✓ –Comprehension Check, T27 –Revisit for Skills, T26–T27</li> <li>✓ •Assess Reading, T28 –Literacy-at-Work Book, p. 6</li> <li>•Writing, T30–T31 –Revise</li> <li>•Building Skills and Strategies</li> <li>*✓ –Draw Conclusions, T36–T37</li> <li>☆ –Literacy-at-Work Book, pp. 8, 9, 10 –Transparency 3</li> <li>◆ •Technology Option, T29</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒ Trade Books, T40–T41</li> <li>☆ –Idea File, T29 –Cultural Connections, T29</li> <li>•Writing, T30–T31 –Share</li> <li>•Building Skills and Strategies</li> <li>✓ –Plot, T38–T39</li> <li>☆ –Literacy-at-Work Book, pp. 11, 12 –Transparency 4</li> <li>•Integrated Learning, T42 –Literacy-at-Work Book, p. 13</li> <li>•Integrated Curriculum Options, R2–R3</li> <li>◆ •Smart Place Option, T34</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Map, T33</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Narrative Poetry for Words With Long o Sound, T33</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T33</li> </ul>
<ul style="list-style-type: none"> <li>✓ •Usage: Homophones, T32 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Usage: Homophones, T32 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 62</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T34–T35</li> <li>•Daily Language Practice, R14</li> </ul>
<p>Supporting All Learners ESL: –Model, T31</p> <p>ESL Teaching Plan: Make Up Rhyme Cards/Match Up</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan I, T402–T443</p>	<p>Supporting All Learners ESL: –Assist in Process, T26</p> <p>ESL Teaching Plan: Rehearse and Perform a Stanza</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan I, T402–T443</p>	<p>Supporting All Learners ESL: –Vocabulary, T34</p> <p>ESL Teaching Plan: Add an Episode to the Narrative Poem</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan I, T402–T443</p>

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

# LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1	DAY 2
	BUILDING BACKGROUND	READING
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> <li>•Perform a Choral Reading, T46–T47               <ul style="list-style-type: none"> <li>–Recite a “Trash Rap”</li> <li>–Transparency 5</li> </ul> </li> <li>•Build Background, T48–T49               <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                   <ul style="list-style-type: none"> <li>✓ crumpled    bulldoze    ✓ bulging    rusty</li> <li>haze            ✓ smog            machine</li> </ul> </li> <li>–Transparency 6</li> <li>★–Literacy-at-Work Book, p. 14</li> <li>✓•QuickWrite, T48</li> <li>◆•Technology Option, T49</li> <li>◆•Smart Place Option, T46</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Prepare to Teach, T50</li> <li>*✓•Read Just a Dream, T52–T75               <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy: Evaluate Author’s Viewpoint</li> </ul> </li> <li>•Writing: Write a Narrative About a Dream in Author’s Style, T82–T83               <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 17</li> <li>–Transparency 7</li> </ul> </li> <li>◆•Technology Options, T61, T71</li> <li>◆•Smart Place Options, T52, T69</li> </ul>
Spelling	<p>The Schwa Sound, T85</p> <ul style="list-style-type: none"> <li>–Pretest—Spelling Practice, p. 52</li> </ul> <p>arise    achieve    asleep    alert  again    agreed    alone    aloud  adult    ago        above    across  apart    ahead    machine    awake  awhile    amount    among    aboard</p>	<ul style="list-style-type: none"> <li>•Teach: Identify the Schwa Sound, T85</li> <li>★–Spelling Practice, p. 32</li> </ul>
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Usage: Using Irregular Verbs, T84               <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>•Usage: Using Irregular Verbs, T84               <ul style="list-style-type: none"> <li>–Put Into Context</li> <li>–Apply to Writing</li> </ul> </li> <li>★–Grammar, Usage, Mechanics Practice, p. 63</li> <li>•Daily Language Practice, R14</li> </ul>
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>ESL Teaching Plan: Talking About the Environment</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan II, T444–T479</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> <li>–Use Visuals, T52</li> <li>–Use Context Clues, T57</li> <li>–Peer Partners, T63</li> <li>–Use Visuals, T67</li> </ul> <p>ESL Teaching Plan: Describe What You See</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan II, T444–T479</p>
Teacher’s Notes		

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T52–T75</li> <li>✓ •Comprehension Check, T75 –Revisit for Skills, T52–T75</li> <li>•Writing, T82–T83 Draft</li> <li>◆ •Smart Place Option, T83</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Community Garden Director: Lorka Muñoz,” T76–T79</li> <li>✓ –Comprehension Check, T79 –Revisit for Skills, T76–T79</li> <li>✓ •Assess Reading, T80 –Literacy-at-Work Book, pp. 15, 16</li> <li>Writing, T82–T83 –Revise</li> <li>•Building Skills and Strategies</li> <li>*✓ –Evaluate Author’s Viewpoint, T88–T89</li> <li>☆ –Literacy-at-Work Book, pp. 18, 19, 20 –Transparency 8</li> <li>◆ •Smart Place Option, T76, T81</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒ –Trade Books, T92–T93</li> <li>☆ –Idea File, T81 –Cultural Connections, T81</li> <li>Writing, T82–T83 –Share</li> <li>•Building Skills and Strategies</li> <li>✓ –Context Clues: Synonyms and Antonyms, T90–T91</li> <li>☆ –Literacy-at-Work Book, pp. 21, 22 –Transparency 9</li> <li>◆ •Smart Place Option, T86</li> <li>•Integrated Learning, T94 –Literacy-at-Work Book, p. 23</li> <li>•Integrated Curriculum Options, R4–R5</li> <li>✎ •Workshop Options: –How to Make a Public-Service Poster, T95–T99 –Complete Forms and Applications, T100–T101</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: List Words, T85</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Writing for Schwa Sound Words, T85</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T85</li> </ul>
<ul style="list-style-type: none"> <li>✓ •Mechanics: Apostrophe/Contractions, T84 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Mechanics: Apostrophe/Contractions, T84 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 64</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T86–T87</li> <li>•Daily Language Practice, R14</li> </ul>
<p>Supporting All Learners ESL: –Hands-On Learning, T83</p> <p>ESL Teaching Plan: Create Flip Books</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan II, T444–T479</p>	<p>Supporting All Learners ESL: –Make Connections, T76 –Summarize, T89</p> <p>ESL Teaching Plan: Create Environment Posters</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan II, T444–T479</p>	<p>Supporting All Learners ESL: –Step by Step, T91 –Viewing, T86</p> <p>ESL Teaching Plan: Describe an Environment</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan II, T444–T479</p>

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# LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
<p>Reading, Writing, Listening, Speaking, Viewing</p> <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <p><b>Smart Place</b></p> </div> <p>...If Your Name Was Changed at Ellis Island is a Smart Place CD-ROM selection.</p>	<ul style="list-style-type: none"> <li>•Listen to a Read Aloud, T108–T109 –Transparency 10</li> <li>•Build Background, T110–T111 –Activate Prior Knowledge –Develop Vocabulary:     newcomers    ✓ inspectors    ✓ foreign     ✓ advertisements    migrate –Transparency 11</li> <li>★–Literacy-at-Work Book, p. 27</li> <li>✓•QuickWrite, T110</li> <li>◆•Smart Place Options, T108, T111</li> </ul>	<ul style="list-style-type: none"> <li>•Prepare to Teach, T112</li> <li>○*✓•Read... If Your Name Was Changed at Ellis Island, T114–T123 –Guided Reading—Key Strategy: Theme</li> <li>•Writing: Write a Nonfiction Article, T126–T127 –Prewrite –Literacy-at-Work Book, p. 29 –Transparency 12</li> <li>◆•Smart Place Options, T112, T114, T117, T121, T122</li> </ul>		
<p>Spelling</p>	<p>Two-Syllable Words, T129 –Pretest—Spelling Practice, p. 53</p> <p>pictures   center   napkin   basket member   winter   report   season famous   pony   student   million butter   supper   pudding   happy lesson   cotton   riddle   migrate</p>	<ul style="list-style-type: none"> <li>•Teach: How Syllables Affect Spelling Patterns, T129</li> <li>★–Spelling Practice, p. 33</li> </ul>		
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> <li>•Grammar: Proper Nouns, T128 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Grammar: Proper Nouns, T128 –Put It in Context –Apply to Writing</li> <li>★–Grammar, Usage, Mechanics Practice, p. 65</li> <li>•Daily Language Practice, R14</li> </ul>		
<p>Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>Supporting All Learners ESL: –Use Audio, T111</p> <p>ESL Teaching Plan: Discussing the Story Solares: Gr. 3, Vol. II, Unit 6, Plan III, T480–T515</p>	<p>Supporting All Learners ESL: –Peer Partners, T114</p> <p>ESL Teaching Plan: Be a Detective Solares: Gr. 3, Vol. II, Unit 6, Plan III, T480–T515</p>		
<p>Teacher's Notes</p>				

PLAN III: ...If Your Name Was Changed at Ellis Island (T105–T136)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T114–T123</li> <li>✓ •Comprehension Check, T123 –Revisit for Skills, T114–T123</li> <li>•Writing, T126–T127 –Draft</li> <li>◆ •Smart Place Option, T127</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Assess Reading, T124 –Literacy-at-Work Book, p. 28</li> <li>•Writing, T126–T127 –Revise</li> <li>•Building Skills and Strategies</li> <li>*✓ –Theme, T132–T133</li> <li>☆ –Literacy-at-Work Book, pp. 30, 31, 32 –Transparency 13</li> <li>◆ •Smart Place Option, T125</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒ Trade Books, T134–T135</li> <li>☆ –Idea File, T125 –Cultural Connections, T125</li> <li>•Writing, T126–T127 –Share</li> <li>◆ •Smart Place Option, T131</li> <li>•Integrated Learning, T136 –Literacy-at-Work Book, p. 33</li> <li>•Integrated Curriculum Options, R6–R7</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Chart, T129</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Write Sentences Using Spelling List Words, T129</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T129</li> </ul>
<ul style="list-style-type: none"> <li>✓ •Grammar: Adjectives: Comparisons, T128 –Teach and Model</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Grammar: Adjectives: Comparisons, T128 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 66</li> <li>•Daily Language Practice, R14</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T130–T131</li> <li>•Daily Language Practice, R14</li> </ul>
<p>Supporting All Learners ESL: –Peer Partners, T127</p> <p>ESL Teaching Plan: Plan a Class Trip</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan III, T480–T515</p>	<p>ESL Teaching Plan: Select Professions Cards</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan III, T480–T515</p>	<p>Supporting All Learners ESL: –Viewing/Speaking, T131</p> <p>ESL Teaching Plan: Create a “What If” Story Sequel</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan III, T480–T515</p>

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	DAY 1	DAY 2																				
	BUILDING BACKGROUND	READING																				
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> <li>•Plan a New Community Resource, T140–T141                             <ul style="list-style-type: none"> <li>–Transparency 14</li> </ul> </li> <li>•Build Background, T142–T143                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>✓ elementary audiences</li> <li>✓ programs campus</li> <li>✓ recited teachers</li> </ul> </li> <li>–Transparency 15</li> </ul> </li> <li>☆–Literacy-at-Work Book, p. 34</li> <li>✓•QuickWrite, T142</li> <li>◆•Smart Place Options, T140, T143</li> </ul>	<ul style="list-style-type: none"> <li>•Prepare to Teach, T144</li> <li>*✓•Read From Mary McLeod Bethune, T146–T153                             <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy: Main Idea/Details</li> </ul> </li> <li>•Writing: Write a Biography, T158–T159                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 36</li> <li>–Transparency 16</li> </ul> </li> <li>◆•Smart Place Option, T146</li> </ul>																				
Spelling	<p>Adding Suffixes: -ful, -ly, -er, T161</p> <p>–Pretest—Spelling Practice, p. 53</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>merry</td> <td>merrily</td> <td>finally</td> <td>final</td> </tr> <tr> <td>late</td> <td>lately</td> <td>lucky</td> <td>luckier</td> </tr> <tr> <td>help</td> <td>helpful</td> <td>cheer</td> <td>cheerful</td> </tr> <tr> <td>care</td> <td>careful</td> <td>carefully</td> <td>learn</td> </tr> <tr> <td>learner</td> <td>teach</td> <td>teacher</td> <td>gardener</td> </tr> </table>	merry	merrily	finally	final	late	lately	lucky	luckier	help	helpful	cheer	cheerful	care	careful	carefully	learn	learner	teach	teacher	gardener	<ul style="list-style-type: none"> <li>•Teach: Words With the Suffixes: -ful, -ly, -er, T161</li> <li>☆–Spelling Practice, p. 34</li> </ul>
merry	merrily	finally	final																			
late	lately	lucky	luckier																			
help	helpful	cheer	cheerful																			
care	careful	carefully	learn																			
learner	teach	teacher	gardener																			
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>✓•Grammar: Adjectives, T160                             <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: Adjectives, T160                             <ul style="list-style-type: none"> <li>–Put It in Context</li> <li>–Apply to Writing</li> <li>–Grammar, Usage, Mechanics Practice, p. 67</li> </ul> </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: –Cloze, T143</p> <p>ESL Teaching Plan: Describing People Solares: Gr. 3, Vol. II, Unit 6, Plan IV, T516–T549</p>	<p>Supporting All Learners ESL: –Key Words, T146</p> <p>ESL Teaching Plan: Describe Yourself Using Adjectives Solares: Gr. 3, Vol. II, Unit 6, Plan IV, T516–T549</p>																				
Teacher's Notes																						

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T146–T153</li> <li>✓ •Comprehension Check, T153 –Revisit for Skills, T146–T153</li> <li>•Writing, T158–T159 –Draft</li> <li>◆ •Smart Place Option, T159</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Kids Honor Mary McLeod Bethune,” T154–T155</li> <li>✓ •Comprehension Check, T155 –Revisit for Skills, T154–T155</li> <li>✓ •Assess Reading, T156 –Literacy-at-Work Book, p. 35</li> <li>Writing, T158–T159 –Revise</li> <li>•Building Skills and Strategies</li> <li>*✓ –Main Idea/Details, T164–T165</li> <li>☆ –Literacy-at-Work Book, pp. 37, 38, 39 –Transparency 17</li> <li>◆ •Smart Place Option, T157</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒ –Trade Books, T166–T167</li> <li>☆ –Idea File, T157 –Cultural Connections, T157</li> <li>Writing, T158–T159 –Share</li> <li>◆ •Smart Place Option, T162</li> <li>•Integrated Learning, T168 –Literacy-at-Work Book, p. 40</li> <li>•Integrated Curriculum Options, R8–R9</li> <li>✎ •Workshop Options: –How to Make a Community Recipe Book, T169–T173 –Use Nonprint Media, T174–T175</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Chart, T161</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Write Sentences Using List Words, T16</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T161</li> </ul>
<ul style="list-style-type: none"> <li>•Usage: Subject/Verb Agreement, T160 –Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Usage: Subject/Verb Agreement, T160 –Put It in Context –Apply to Writing</li> <li>☆ –Grammar, Usage, Mechanics Practice, p. 68</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T162–T163</li> <li>•Daily Language Practice, R15</li> </ul>
<p>Supporting All Learners ESL: –Record, T159</p> <p>ESL Teaching Plan: Play the Game I SPY</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan IV, T516–T549</p>	<p>Supporting All Learners ESL: –Make Connections, T154 –Outline, T165</p> <p>ESL Teaching Plan: Create a Storyboard</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan IV, T516–T549</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T163</p> <p>ESL Teaching Plan: Create a Dictionary</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan IV, T516–T549</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>•Play a Game, T182–T183                             <ul style="list-style-type: none"> <li>–Identify and Describe Local Landmarks</li> <li>–Transparency 18</li> </ul> </li> <li>•Build Background, T184–T185                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>surveyed ✓ demonstration ✓ petition</li> <li>participate ✓ supportive ✓ protesters</li> <li>✓ media ✓ signs</li> </ul> </li> <li>–Transparency 19</li> <li>☆–Literacy-at-Work Book, p. 44</li> <li>✓•QuickWrite, T184</li> <li>◆•Technology Option, T185</li> <li>◆•Smart Place Option, T182</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>•Prepare to Teach, T186</li> <li>*✓•Read Squirrel Park, T188–T207                             <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy: Compare/Contrast</li> </ul> </li> <li>•Writing: Write a Story About an Animal Character, T214–T215                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 46</li> <li>–Transparency 20</li> </ul> </li> <li>◆•Smart Place Options, T188, T195, T196</li> </ul>																					
Spelling	<p>Words With Silent Letters, T217</p> <p>–Pretest—Spelling Practice, p. 54</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">climb</td> <td style="padding: 2px;">lamb</td> <td style="padding: 2px;">thumb</td> <td style="padding: 2px;">bomb</td> </tr> <tr> <td style="padding: 2px;">dumb</td> <td style="padding: 2px;">comb</td> <td style="padding: 2px;">gnarled</td> <td style="padding: 2px;">gnaw</td> </tr> <tr> <td style="padding: 2px;">gnat</td> <td style="padding: 2px;">signs</td> <td style="padding: 2px;">answer</td> <td style="padding: 2px;">sword</td> </tr> <tr> <td style="padding: 2px;">knife</td> <td style="padding: 2px;">knock</td> <td style="padding: 2px;">know</td> <td style="padding: 2px;">kneel</td> </tr> <tr> <td style="padding: 2px;">knot</td> <td style="padding: 2px;">knee</td> <td style="padding: 2px;">whistle</td> <td style="padding: 2px;">castle</td> </tr> </table>		climb	lamb	thumb	bomb	dumb	comb	gnarled	gnaw	gnat	signs	answer	sword	knife	knock	know	kneel	knot	knee	whistle	castle	<ul style="list-style-type: none"> <li>•Teach: Identify the Letter in Each Word That Does Not Get Pronounced, T217</li> <li>☆–Spelling Practice, p. 35</li> </ul>	
climb	lamb	thumb	bomb																					
dumb	comb	gnarled	gnaw																					
gnat	signs	answer	sword																					
knife	knock	know	kneel																					
knot	knee	whistle	castle																					
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Grammar: Complete Predicate, T216                             <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: Complete Predicate, T216                             <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. 69</li> <li>•Daily Language Practice, R15</li> </ul>																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>ESL Teaching Plan: Asking For and Giving Information</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan V, T550–T561</p>		<p>Supporting All Learners ESL: –Use Visuals, T188 –Use Context Clues, T200</p> <p>ESL Teaching Plan: Brainstorm a List of Ideas</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan V, T550–T561</p>																					
Teacher's Notes																								

PLAN V: Squirrel Park and From Kid Heroes of the Environment (T179–T224)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> <li>•Complete Reading, T188–T207</li> <li>✓ •Comprehension Check, T207 –Revisit for Skills, T188–T207</li> <li>•Writing, T214–T215 –Draft</li> <li>◆ •Smart Place Option, T215</li> </ul>	<ul style="list-style-type: none"> <li>•Read From Kid Heroes of the Environment, T208–T211</li> <li>✓ •Comprehension Check, T211 –Revisit for Skills, T208–T211</li> <li>✓ •Assess Reading, T212 –Literacy-at-Work Book, p. 45</li> <li>•Writing, T214–T215 –Revise</li> <li>•Building Skills and Strategies</li> <li>*✓ –Compare/Contrast, T220–T221</li> <li>☆ –Literacy-at-Work Book, pp. 47, 48, 49 –Transparency 21</li> <li>◆ •Smart Place Option, T213</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options</li> <li>☒ –Trade Books, T222–T223</li> <li>☆ –Idea File, T213 –Cultural Connections, T213</li> <li>•Writing, T214–T215 –Share</li> <li>◆ •Smart Place Option, T218</li> <li>•Integrated Learning, T224 –Literacy-at-Work Book, p. 50</li> <li>•Integrated Curriculum Options, R10–R11</li> </ul>
<ul style="list-style-type: none"> <li>•Practice: Word Map, T217</li> </ul>	<ul style="list-style-type: none"> <li>•Apply to Writing: Proofread Writing for Words With Silent Letters, T217</li> </ul>	<ul style="list-style-type: none"> <li>•Post Test, T217</li> </ul>
<ul style="list-style-type: none"> <li>•Mechanics: Indentation, T216 –Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Mechanics: Indentation, T216 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 70</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated Language Arts Options, T218–T219</li> <li>•Daily Language Practice, R15</li> </ul>
<p>Supporting All Learners ESL: –Assist in Process, T215</p> <p>ESL Teaching Plan: Make Signs</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan V, T550–T561</p>	<p>Supporting All Learners ESL: –Assist in Process, T208</p> <p>ESL Teaching Plan: Create an Imaginary Conversation</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan V, T550–T561</p>	<p>Supporting All Learners ESL: –Viewing/Speaking, T218</p> <p>ESL Teaching Plan: Debate Reasons/Make a List</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan V, T550–T561</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>•Create a Classroom Celebration, T228–T229</li> <li>•Build Background, T230–T231                             <ul style="list-style-type: none"> <li>–Activate Prior Knowledge</li> <li>–Develop Vocabulary:                                     <ul style="list-style-type: none"> <li>✓ llamas    ✓ terraces    alpaca</li> <li>✓ harvest    burlap</li> </ul> </li> <li>–Transparency 22</li> </ul> </li> <li>★–Literacy-at-Work Book, p. 51</li> <li>✓•QuickWrite, T230</li> <li>◆Technology Options, T228, T231</li> </ul>		<ul style="list-style-type: none"> <li>•Prepare to Teach, T232</li> <li>*✓•Read Tonight Is Carnival, T234–T245                             <ul style="list-style-type: none"> <li>–Guided Reading—Key Strategy: Make Judgments</li> </ul> </li> <li>•Writing: Write a Personal Narrative, T252–255                             <ul style="list-style-type: none"> <li>–Prewrite</li> <li>–Literacy-at-Work Book, p. 53</li> </ul> </li> </ul>	
Spelling	<ul style="list-style-type: none"> <li>Review, T257</li> <li>–Pretest—Spelling Practice, p. 54                             <ul style="list-style-type: none"> <li>Plan I: vote, elbow, growth, stove, smokestacks</li> <li>Plan II: achieve, agreed, above, awhile, among</li> <li>Plan III: picture, season, famous, riddle, million</li> <li>Plan IV: helpful, finally, carefully, teacher, cheerful</li> <li>Plan V: climb, signs, gnarled, knife, whistle</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>•Teach: Identify Spelling Principle, T257</li> <li>★–Spelling Practice, p. 36</li> </ul>	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> <li>•Usage: Subject/Object Pronouns, 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>•Usage: Subject/Object Pronouns, 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. 71</li> <li>•Daily Language Practice, R15</li> </ul>	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<ul style="list-style-type: none"> <li>Supporting All Learners ESL:                             <ul style="list-style-type: none"> <li>–Use Word Cards, T231</li> </ul> </li> <li>ESL Teaching Plan: Talking About Other People’s Requests</li> <li>Solares: Gr. 3, Vol. II, Unit 6, Plan VI, T562–T575</li> </ul>		<ul style="list-style-type: none"> <li>Supporting All Learners ESL:                             <ul style="list-style-type: none"> <li>–Use Visuals, T234</li> <li>–Make Connections, T245</li> </ul> </li> <li>ESL Teaching Plan: Develop a List</li> <li>Solares: Gr. 3, Vol. II, Unit 6, Plan VI, T562–T575</li> </ul>	
Teacher’s Notes				

PLAN VI: Tonight Is Carnival and “Carnival in the Snow” (T225–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, T234–T245</li> <li>✓ •Comprehension Check, T245 –Revisit for Skills, T234–T245</li> <li>•Writing, T252–T255 –Draft</li> <li>◆ •Smart Place Option, T255</li> </ul>	<ul style="list-style-type: none"> <li>•Read “Carnival in the Snow,” T246–T249</li> <li>✓ •Comprehension Check, T249 –Revisit for Skills, T246–T249</li> <li>✓ •Assess Reading, T250 –Literacy-at-Work Book, p. 52</li> <li>Writing, T252–T255 –Revise</li> <li>•Building Skills and Strategies                             <ul style="list-style-type: none"> <li>*✓ –Make Judgments, T260–T261</li> <li>☆ –Literacy-at-Work Book, pp. 54, 55, 56 –Transparency 23</li> </ul> </li> <li>◆ •Technology Option, T248</li> <li>◆ •Smart Place Option, T251</li> </ul>	<ul style="list-style-type: none"> <li>•Reading Options                             <ul style="list-style-type: none"> <li>☒ Trade Books, T262–T263</li> <li>☆ –Idea File, T251 –Cultural Connections, T251</li> </ul> </li> <li>•Writing, T252–T255 –Proofread –Publish</li> <li>•Integrated Curriculum Options, R12–R13</li> <li>☐ •Project Options:                             <ul style="list-style-type: none"> <li>–How to Make a Community Quilt, T265–T271</li> <li>–Make a Poster, T272–T273</li> </ul> </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 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 With Items in a Series, T256 –Teach and Model</li> <li>•Daily Language Practice, R15</li> </ul>	<ul style="list-style-type: none"> <li>✓ •Mechanics: Commas With Items in a Series, T256 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 72</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: –Make Connections, T253</p> <p>ESL Teaching Plan: Draw Pictures</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan VI, T562–T575</p>	<p>Supporting All Learners ESL: –Use Visuals, T246 –Peer Partners, T261</p> <p>ESL Teaching Plan: Discuss Community Workers</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan VI, T562–T575</p>	<p>Supporting All Learners ESL: –Listening/Writing, T259</p> <p>ESL Teaching Plan: Make a Similarities/Differences List</p> <p>Solares: Gr. 3, Vol. II, Unit 6, Plan VI, T562–T575</p>

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