

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;"> Smart Place </div> <p>Use the electronic Meet the Mentor to learn more about Veronica Gonzales-Vest, park ranger.</p>	<ul style="list-style-type: none"> •Meet the Mentor, T10–T11 •Meet the Mentor Video, Veronica Gonzales-Vest •Graphic Organizer, R34 •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="margin-left: 20px;"> <tr> <td>alligator</td> <td>cypress</td> <td>sawgrass</td> </tr> <tr> <td>egret</td> <td>✓ endangered</td> <td>✓ algae</td> </tr> <tr> <td>sanctuaries</td> <td>rookery</td> <td></td> </tr> </table> –Transparency 1 ★–Literacy-at-Work Book, p. 5 •Quickwrite, T12 ◆•Smart Place Option, T10 		alligator	cypress	sawgrass	egret	✓ endangered	✓ algae	sanctuaries	rookery		<ul style="list-style-type: none"> ✓ •Prepare to Teach, T14 ○•Read The Moon of the Alligator, T16–T27 *✓ •Guided Reading—Key Strategy: Cause/Effect, T16–T27 •Writing: Write Narrative From Animal’s Point of View, T32–T33 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 7 –Transparency 2 											
alligator	cypress	sawgrass																					
egret	✓ endangered	✓ algae																					
sanctuaries	rookery																						
<p>Spelling</p>	<p>Long Vowel Sounds, T35</p> <p>–Pretest—Spelling Practice, p.49</p> <table style="margin-left: 20px;"> <tr> <td>spider</td> <td>gray</td> <td>pilot</td> <td>egret</td> </tr> <tr> <td>minus</td> <td>basis</td> <td>clover</td> <td>library</td> </tr> <tr> <td>iris</td> <td>focus</td> <td>ocean</td> <td>maple</td> </tr> <tr> <td>bacon</td> <td>female</td> <td>item</td> <td>crater</td> </tr> <tr> <td>secret</td> <td>species</td> <td>motor</td> <td>local</td> </tr> </table>		spider	gray	pilot	egret	minus	basis	clover	library	iris	focus	ocean	maple	bacon	female	item	crater	secret	species	motor	local	<ul style="list-style-type: none"> •Teach: Spelling Generalization, T35 –Spelling Practice, p. 25
spider	gray	pilot	egret																				
minus	basis	clover	library																				
iris	focus	ocean	maple																				
bacon	female	item	crater																				
secret	species	motor	local																				
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> ✓ •Grammar: Adjectives, T34 –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓ ✓ •Grammar: Adjectives, T34 –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 49 •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> <p>–Vocabulary and Visuals, T13</p> <p>ESL Teaching Plan: Describing Similarities</p> <p>Biblioteca Solares: Diario de viaje</p>		<p>Supporting All Learners ESL:</p> <p>–Writing With Graphic Device, T33</p> <p>ESL Teaching Plan: Similes Brainstorming</p> <p>Biblioteca Solares: Diario de viaje</p>																				
<p>Teacher’s Notes</p>																							

PLAN I: The Moon of the Alligators and “Alligators” (T7–T44)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T16–T27 ✓ –Guided Reading—Key Strategy: Evaluate Author’s Purpose •Writing, T32–T33 <ul style="list-style-type: none"> –Draft ◆•Smart Place Option, T25, T26 	<ul style="list-style-type: none"> •Read “Alligators,” T28–T29 ✓•Comprehension Check, T29 <ul style="list-style-type: none"> –Revisit for Skills, T28–T29 ✓•Assess Reading, T30 <ul style="list-style-type: none"> –Literacy-at-Work Book, p. 8 Writing, T32–T33 <ul style="list-style-type: none"> –Revise *•Building Skills and Strategies <ul style="list-style-type: none"> ✓–Cause/Effect, T38–T39 –Literacy-at-Work Book, pp. 8, 9, 10 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒–Trade Books, T42 –T43 ☆–Idea File, T31 <ul style="list-style-type: none"> –Cultural Connections, T31 Writing, T32–T33 <ul style="list-style-type: none"> –Share •Building Skills and Strategies <ul style="list-style-type: none"> ✓–Compound Words, T40–T41 –Literacy-at-Work Book, pp. 9, 11, 12 •Integrated Curriculum Options, R2–R3
<ul style="list-style-type: none"> •Practice: Word Sort, T35 ☆–Literacy-at-Work Book, p. 62 	<ul style="list-style-type: none"> •Apply to Writing: Proofread for Long Vowels, T35 	<ul style="list-style-type: none"> •Post Test, T35
<ul style="list-style-type: none"> ✓•Mechanics: Capitalization, T34 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Capitalization, T34 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 50 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆•Integrated Language Arts Options, T36–T37 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Reading With Peer Partners, T22</p> <p>ESL Teaching Plan: Writing Similes</p> <p>Biblioteca Solares: Diario de viaje</p>	<p>Supporting All Learners ESL: –Reading With Key Words, T28 –Cause and Effect With Peer Partners, T39</p> <p>ESL Teaching Plan: Make a Similarities and Differences Chart</p> <p>Biblioteca Solares: Diario de viaje</p>	<p>Supporting All Learners ESL: –Viewing and Writing, T36</p> <p>ESL Teaching Plan: Write a Poem</p> <p>Biblioteca Solares: Diario de viaje</p>

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

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	DAY 1		DAY 2
	BUILDING BACKGROUND		READING
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Plan a Nature Trip, T48–T49 <ul style="list-style-type: none"> –Hit the Nature Trail! –Transparency 5 •Build Background, T50–T51 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ park range ✓ sequoia ✓ wildlife ✓ site national park –Transparency 6 ★–Literacy-at-Work Book, p. 14 ✓•QuickWrite, T50 ◆•Smart Place Option, T48 •Technology Option, T51 		<ul style="list-style-type: none"> •Prepare to Teach, T52 •Read “National Park Ranger: Veronica Gonzales-Vest,” T54–T57 <ul style="list-style-type: none"> –Revisit for Skills, T54–T57 •Writing: Write Narratives Involving a Misunderstanding and Surprise, T74–T75 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 17 –Transparency 7 ◆•Smart Place Options, T54, T56
Spelling	Vowel Sounds + r, T77 –Pretest—Spelling Practice, p. 49 national park turtle hurry word worse scare parents market earth diary repair apartment glare barefoot dare scarce sunburn nurse purse hurt		<ul style="list-style-type: none"> •Teach: A Given Vowel + /r/ Can Be Spelled Differently, T77 ★–Spelling Practice, p. 26
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Common and Proper Nouns, T76 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Common and Proper Nouns, T76 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 51 •Daily Language Practice, R14
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Make Connections, T51 ESL Teaching Plan: Ask Questions Biblioteca Solares: El color de la luz		Supporting All Learners ESL: –Work in Groups, T54 –Brainstorm, T57 ESL Teaching Plan: Ask and Give Directions Biblioteca Solares: El color de la luz
Teacher’s Notes			

PLAN II: “National Park Ranger: Veronica Gonzales-Vest” and “Ali Baba Hunts for a Bear” (T7–T82)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Read “Ali Baba Hunts for a Bear”, T58–T71 *✓ –Guided Reading—Key Strategy: Evaluate Author’s Purpose •Writing, T74–T75 –Draft ◆•Smart Place Options, T58, T63, T75 	<ul style="list-style-type: none"> •Complete Reading, T58–T71 ✓•Comprehension Check, T71 –Revisit for Skills, T58–T71 •Assess Reading, T72 –Literacy-at-Work Book, pp. 15, 16 Writing, T74–T75 –Revise •Building Skills and Strategies *✓ –Evaluate Author’s Purpose, T80–T81 ☆–Literacy-at-Work Book, pp. 18, 19, 20 –Transparency 8 ◆•Smart Place Option, T69 	<ul style="list-style-type: none"> •Reading Options ☒–Trade Books, T84–T85 ☆–Idea File, T73 –Cultural Connections, T73 Writing, T74–T75 –Share •Building Skills and Strategies ✓ –Context Clues: Unfamiliar Words, T82–T83 ☆–Literacy-at-Work Book, pp. 19, 21, 22 –Transparency 9 •Integrated Learning, T86 –Literacy-at-Work Book, p. 23 •Integrated Curriculum Options, R4–R5 📎•Workshop Options: –How to Keep a Nature Log, T87–T91 –Use Encyclopedias, T93–T93 ◆•Technology Option, T73 •Smart Place Option, T88
<ul style="list-style-type: none"> •Practice: Chart, T77 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Realistic Fiction, T77 	<ul style="list-style-type: none"> •Post Test, T77
<ul style="list-style-type: none"> •Mechanics: Quotation Marks, T76 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Quotation Marks, T76 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 52 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T78–T79 ◆•Smart Place Option, T79 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Key Words, T58 –Assist in Process, T75</p> <p>ESL Teaching Plan: Create a Poster</p> <p>Biblioteca Solares: El color de la luz</p>	<p>Supporting All Learners ESL: –Context Clues, T64</p> <p>ESL Teaching Plan: Practice Asking for Information</p> <p>Biblioteca Solares: El color de la luz</p>	<p>Supporting All Learners ESL: –Reading/Viewing, T79 –Step by Step, T83</p> <p>ESL Teaching Plan: Research an Area of the World</p> <p>Biblioteca Solares: El color de la luz</p>

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<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>From Swimming With Sea Lions is a Smart Place CD-ROM selection.</p>	<ul style="list-style-type: none"> •Demonstrate Relationships in Nature, T100–T101 <ul style="list-style-type: none"> –Weave a Food Web –Transparency 10 •Build Background, T102–T103 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ scuba dive ✓ snorkel ✓ research ✓ expedition ✓ naturalist ✓ voyage hammerhead –Transparency 11 ☆–Literacy-at-Work Book, p. 27 •QuickWrite, T102 ◆•Technology Option, T100 •Smart Place Option, T103 		<ul style="list-style-type: none"> •Prepare to Teach, T104 ○•Read From Swimming With Sea Lions, T106–T117 *–Guided Reading—Key Strategy: Summarize •Writing: Write Expressive Diary Entries, T120–T121 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 29 –Transparency 12 ◆•Smart Place Options, T106, T109, T110, T121 <ul style="list-style-type: none"> •Technology Option, T108 																					
<p>Spelling</p>	<p>Double Consonants, T123</p> <p>–Pretest—Spelling Practice, p. 50</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">hobby</td> <td style="padding: 2px;">rubber</td> <td style="padding: 2px;">ladder</td> </tr> <tr> <td style="padding: 2px;">suddenly</td> <td style="padding: 2px;">suffer</td> <td style="padding: 2px;">traffic</td> </tr> <tr> <td style="padding: 2px;">stagger</td> <td style="padding: 2px;">rattle</td> <td style="padding: 2px;">balloon</td> </tr> <tr> <td style="padding: 2px;">bottom</td> <td style="padding: 2px;">mammoth</td> <td style="padding: 2px;">hammerhead</td> </tr> <tr> <td style="padding: 2px;">tennis</td> <td style="padding: 2px;">minnow</td> <td style="padding: 2px;">copper</td> </tr> <tr> <td style="padding: 2px;">swallow</td> <td style="padding: 2px;">borrow</td> <td style="padding: 2px;">tomorrow</td> </tr> <tr> <td style="padding: 2px;">bitter</td> <td style="padding: 2px;">lettuce</td> <td></td> </tr> </table>		hobby	rubber	ladder	suddenly	suffer	traffic	stagger	rattle	balloon	bottom	mammoth	hammerhead	tennis	minnow	copper	swallow	borrow	tomorrow	bitter	lettuce		<ul style="list-style-type: none"> •Teach: When to Double a Consonant, T123 ☆–Spelling Practice, p. 27
hobby	rubber	ladder																						
suddenly	suffer	traffic																						
stagger	rattle	balloon																						
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swallow	borrow	tomorrow																						
bitter	lettuce																							
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> •Grammar: Past-Tense Verbs, T122 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> •Grammar: Past-Tense Verbs, T122 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 53 •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"> –Work in Groups, T101 –Use Visuals, T103 <p>ESL Teaching Plan: Identify Prepositions</p> <p>Biblioteca Solares: El color de la luz</p>		<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Use Visuals, T106 –Hands-On Learning, T110 <p>ESL Teaching Plan: Write Sentences With Prepositions</p> <p>Biblioteca Solares: El color de la luz</p>																					
<p>Teacher's Notes</p>																								

PLAN III: From Swimming With Sea Lions (T97–T130)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> ○•Complete Reading, T106–T117 ✓•Comprehension Check, T117 –Revisit for Skills, T106–T117 •Writing, T120–T121 –Draft ◆•Technology Option, T112, ◆•Smart Place Options, T112, T113, T114 	<ul style="list-style-type: none"> ✓•Assess Reading, T118 –Literacy-at-Work Book, p. 28 •Writing, T120–T121 –Revise •Building Skills and Strategies *–Summarize, T126–T127 ☆–Literacy-at-Work Book, pp. 30, 31, 32 –Transparency 13 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒–Trade Books, T128–T129 ☆–Idea File, T119 –Cultural Connections, T119 ◆•Smart Place Option, T119 •Writing, T120–T121 –Share •Integrated Learning, T130 •Integrated Curriculum Options, R6–R7
<ul style="list-style-type: none"> •Practice: Chart, T123 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Journals, T123 	<ul style="list-style-type: none"> •Post Test, T123
<ul style="list-style-type: none"> ✓•Mechanics: Subject/Verb Agreement, T122 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓•Mechanics: Subject/Verb Agreement, T122 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 54 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T124–T125 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Hands-On Learning, T114</p> <p>ESL Teaching Plan: Locate a City</p> <p>Biblioteca Solares: El color de la luz</p>	<p>Supporting All Learners ESL: –Demonstrate, T127</p> <p>ESL Teaching Plan: Make Categories</p> <p>Biblioteca Solares: El color de la luz</p>	<p>Supporting All Learners ESL: –Writing/Reading, T125</p> <p>ESL Teaching Plan: Write a Paragraph</p> <p>Biblioteca Solares: El color de la luz</p>

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Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Tell Nature Stories, T134–T135 <ul style="list-style-type: none"> –Dramatize a How-and-Why Story About Bats –Transparency 14 •Build Background, T136–T137 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="display: inline-table; vertical-align: middle;"> <tr> <td>memory</td> <td>learned</td> <td>✓ legend</td> </tr> <tr> <td>✓ elder</td> <td>lodge</td> <td></td> </tr> </table> –Transparency 15 ☆–Literacy-at-Work Book, p. 34 ✓•QuickWrite, T136 ◆•Technology Option, T134 •Smart Place Option, T137 	memory	learned	✓ legend	✓ elder	lodge		<ul style="list-style-type: none"> •Prepare to Teach, T138 •Read From Thirteen Moons on Turtle’s Back, T140–T151 <ul style="list-style-type: none"> *✓–Guided Reading—Key Strategy: Plot •Writing: Create a Legend by Writing Narratives About the Natural World, T158–T159 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 36 –Transparency 16 ◆•Smart Place Option, T140 ◆•Technology Option, T142 															
memory	learned	✓ legend																					
✓ elder	lodge																						
Spelling	Suffixes: -ing and -ed, T161 –Pretest—Spelling Practice, p. 50 <table style="margin-left: 20px;"> <tr> <td>scrub</td> <td>scrubbed</td> <td>scrubbing</td> </tr> <tr> <td>skid</td> <td>skidded</td> <td>skidding</td> </tr> <tr> <td>brag</td> <td>bragged</td> <td>bragging</td> </tr> <tr> <td>grin</td> <td>grinned</td> <td>grinning</td> </tr> <tr> <td>swat</td> <td>swatted</td> <td>swatting</td> </tr> <tr> <td>budge</td> <td>budged</td> <td>lodging</td> </tr> <tr> <td>lodged</td> <td></td> <td></td> </tr> </table>	scrub	scrubbed	scrubbing	skid	skidded	skidding	brag	bragged	bragging	grin	grinned	grinning	swat	swatted	swatting	budge	budged	lodging	lodged			<ul style="list-style-type: none"> •Teach: Spelling Changes When Suffixes -ing, and -ed Are Added, T161 ☆–Spelling Practice, p. 28
scrub	scrubbed	scrubbing																					
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swat	swatted	swatting																					
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lodged																							
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓ Grammar: Possessive Pronouns, T160 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓•Grammar: Possessive Pronouns, T160 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 55 •Daily Language Practice, R15 																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Make Connections, T137 ESL Teaching Plan: Retell and Explain Poems Biblioteca Solares: Tres días en una canoa roja	Supporting All Learners ESL: –Use Visuals, T140 –Work in Groups, T142 –Read Aloud, T159 ESL Teaching Plan: Write Stories About Seasons Biblioteca Solares: Tres días en una canoa roja																					
Teacher’s Notes																							

PLAN IV: From Thirteen Moons on Turtle’s Back and “Leopard” (T131–T168)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading From Thirteen Moons on Turtle’s Back, T140–T151 ✓ •Comprehension Check, T152 –Revisit for Skills, T140–T151 •Writing, T158–T159 –Draft ◆•Smart Place Options, T144, T159 	<ul style="list-style-type: none"> •Read “Leopard, ” T152–T155 –Revisit for Skills, T152–T155 ✓ •Assess Reading, T156 –Literacy-at-Work Book, p. 35 Writing, T158–T159 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *✓ –Plot, T164–T165 ☆–Literacy-at-Work Book, pp. 37, 38, 39 –Transparency 17 ◆•Smart Place Option, T152 ◆•Technology Options, T154, T155 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒–Trade Books, T166–T167 ☆–Idea File, T157 –Cultural Connections, T157 Writing, T158–T159 –Share •Integrated Learning, T168 –Literacy-at-Work Book, p. 42 •Integrated Curriculum Options, R8–R9 📎•Workshop Options: <ul style="list-style-type: none"> –How to Draw a Wildlife Diagram, T169–T173 –Use Textbooks, T174–T175 ◆•Smart Place Options, T157, T170
<ul style="list-style-type: none"> •Practice: Chart, T161 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Legends for Verbs Ending in <i>-ed</i> and <i>-ing</i>, T161 	<ul style="list-style-type: none"> •Post Test, T161
<ul style="list-style-type: none"> •Usage: a, an, and the, T160 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Usage: a, an, and the, T160 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 56 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T162–T163 ◆•Smart Place Option, T163 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Retell, T146</p> <p>ESL Teaching Plan: Draw a Turtle</p> <p>Biblioteca Solares: Tres días en una canoa roja</p>	<p>Supporting All Learners ESL: –Use Visuals, T152 –Act It Out, T165</p> <p>ESL Teaching Plan: Brainstorm Questions and Write a Story</p> <p>Biblioteca Solares: Tres días en una canoa roja</p>	<p>Supporting All Learners ESL: –Viewing, T162 –Hands-On Learning, T171 –Assist in Process, T175</p> <p>ESL Teaching Plan: Retell a Folk Tale</p> <p>Biblioteca Solares: Tres días en una canoa roja</p>

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	DAY 1		DAY 2																					
	BUILDING BACKGROUND		READING																					
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Observe and Record Nature, T182–T183 <ul style="list-style-type: none"> –Go on a Nature Scavenger Hunt –Transparency 18 •Build Background, T184–T185 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="margin-left: 40px; border: none;"> <tr> <td>✓ predator</td> <td>✓ prey</td> <td>✓ tracks</td> </tr> <tr> <td>burrow</td> <td>range</td> <td>✓ territory</td> </tr> <tr> <td>trail</td> <td>raccoon</td> <td></td> </tr> </table> –Transparency 19 ☆–Literacy-at-Work Book, p. 44 ✓•QuickWrite, T184 ◆•Technology Options, T182, T185 		✓ predator	✓ prey	✓ tracks	burrow	range	✓ territory	trail	raccoon		<ul style="list-style-type: none"> •Prepare to Teach, T186 •Read <i>Secrets of a Wildlife Watcher</i>, T188–T195 <ul style="list-style-type: none"> –Revisit for Skills, T188–T195 •Writing: Write an Expository Guide in Author’s Style, T208–T209 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 46 –Transparency 20 ◆•Smart Place Options, T188, T193 <ul style="list-style-type: none"> •Technology Option, T193 												
✓ predator	✓ prey	✓ tracks																						
burrow	range	✓ territory																						
trail	raccoon																							
Spelling	Spanish and Native American Words, T211 –Pretest—Spelling Practice, p. 51 <table style="margin-left: 20px; border: none;"> <tr> <td>coyote</td> <td>tomato</td> <td>cafeteria</td> </tr> <tr> <td>rodeo</td> <td>chili</td> <td>barbecue</td> </tr> <tr> <td>alligator</td> <td>cockroach</td> <td>burro</td> </tr> <tr> <td>bronco</td> <td>skunk</td> <td>woodchuck</td> </tr> <tr> <td>moccasin</td> <td>raccoon</td> <td>chipmunk</td> </tr> <tr> <td>tepee</td> <td>wigwam</td> <td>igloo</td> </tr> <tr> <td>vanilla</td> <td>corral</td> <td></td> </tr> </table>		coyote	tomato	cafeteria	rodeo	chili	barbecue	alligator	cockroach	burro	bronco	skunk	woodchuck	moccasin	raccoon	chipmunk	tepee	wigwam	igloo	vanilla	corral		<ul style="list-style-type: none"> •Teach: Words Borrowed From Spanish and Native American Languages, T211 ☆–Spelling Practice, p. 29
coyote	tomato	cafeteria																						
rodeo	chili	barbecue																						
alligator	cockroach	burro																						
bronco	skunk	woodchuck																						
moccasin	raccoon	chipmunk																						
tepee	wigwam	igloo																						
vanilla	corral																							
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Compound Predicates, T210 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Compound Predicates, T210 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 57 •Daily Language Practice, R15 																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Graphic Device, T185 ESL Teaching Plan: Categorize Animals Biblioteca Solares: Tres días en una canoa roja		Supporting All Learners ESL: –Make Connections, T188 –Categorize, T193 ESL Teaching Plan: List Information and Categorize Biblioteca Solares: Tres días en una canoa roja																					
Teacher’s Notes																								

PLAN V: “In Your Own Backyard” From Secrets of a Wildlife Watcher (T179–T218)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Read “In Your Own Backyard”, T196–T205 *–Guided Reading—Key Strategy: Categorize Information •Writing, T208–T209 <ul style="list-style-type: none"> –Draft ◆•Smart Place Options, T197, T209 	<ul style="list-style-type: none"> •Complete Reading, T196–T205 ✓•Comprehension Check, T205 <ul style="list-style-type: none"> –Revisit for Skills, T196–T205 ✓•Assess Reading, T206 <ul style="list-style-type: none"> –Literacy-at-Work Book, p. 45 •Writing, T208–T209 <ul style="list-style-type: none"> –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *–Categorize Information, T214–T215 ☆–Literacy-at-Work Book, pp. 47, 48, 49 <ul style="list-style-type: none"> –Transparency 21 ◆•Smart Place Option, T201 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒–Trade Books, T216–T217 ☆–Idea File, T207 <ul style="list-style-type: none"> –Cultural Connections, T207 •Writing, T208–T209 <ul style="list-style-type: none"> –Share •Integrated Learning, T218 <ul style="list-style-type: none"> –Literacy-at-Work Book, p. 50 •Integrated Curriculum Options, R10–R11 ◆•Smart Place Option, T207
<ul style="list-style-type: none"> •Practice: Create a Chart, T211 	<ul style="list-style-type: none"> •Apply to Writing: Write Sentences About an Everyday Event, T211 	<ul style="list-style-type: none"> •Post Test, T211
<ul style="list-style-type: none"> •Usage: Subject and Object Pronouns, T210 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Usage: Subject and Object Pronouns, T210 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 58 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T212–T213 ◆•Technology Option, T212 •Daily Language Practice, R15
<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Peer Partners, T196 –Brainstorm, T199 <p>ESL Teaching Plan: Observe the Natural World</p> <p>Biblioteca Solares: Tres días en una canoa roja</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Build on Success, T215 <p>ESL Teaching Plan: Write a Wildlife Experience Interview</p> <p>Biblioteca Solares: Tres días en una canoa roja</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Listening, T213 <p>ESL Teaching Plan: Write a Raccoon Story</p> <p>Biblioteca Solares: Tres días en una canoa roja</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"> •Create Choral Readings, T222–T223 <ul style="list-style-type: none"> –Read a Sparrow Poem –Transparency 22 •Build Background, T224–T225 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ ravine boulders mosses ✓ foliage ledge underbrush outcropping ✓ hollow –Transparency 23 ☆–Literacy-at-Work Book, p. 51 ✓•QuickWrite, T224 ◆•Technology Option, T222 <ul style="list-style-type: none"> •Smart Place Option, T225 		<ul style="list-style-type: none"> •Prepare to Teach, T226 •Read from <i>The Midnight Fox</i>, T228–T241 <ul style="list-style-type: none"> *–Guided Reading—Key Strategy: Evaluate Author’s Viewpoint •Writing: Write an Informational Story, T244–247 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 53 ◆•Smart Place Options, T228, T230 	
Spelling	Review, T249 –Pretest—Spelling Practice, p. 51 Plan I: basic, motor, local, species, library Plan II: apartment, hurry, earth, diary, repair Plan III: suddenly, traffic, bottom, borrow, lettuce Plan IV: grinned, lodging, budged, scrubbing, skidded Plan V: coyote, alligator, raccoon, vanilla, corral		<ul style="list-style-type: none"> •Teach: Review Words and Identify Connecting Principle, T249 ☆–Spelling Practice, p. 30 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Compound Sentence, T248 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Compound Sentence, T248 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 59 •Daily Language Practice, R15 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Peer Partners, T225 ESL Teaching Plan: Use of <i>was</i> and <i>were</i> Biblioteca Solares: Tres días en una canoa roja		Supporting All Learners ESL: –Guided Questions, T228 –Summarize, T232 –Teacher Tip, T245 ESL Teaching Plan: Make Stories Using Past Progressive Tense Biblioteca Solares: Tres días en una canoa roja	
Teacher’s Notes				

GRADE 4, UNIT 5: “Nature Guides”
 PLAN VI: From The Midnight Fox (T219–T255)

WEEK OF _____

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T228–T241 ✓ •Comprehension Check, T241 –Revisit for Skills, T228–T241 •Writing, T244–T247 –Draft ◆ •Smart Place Options, T238, T247 	<ul style="list-style-type: none"> ✓ •Assess Reading, T242 –Literacy-at-Work Book, p. 52 Writing, T244–T247 –Revise •Building Skills and Strategies * –Evaluate Author’s Viewpoint, T252–T253 ☆ –Literacy-at-Work Book, pp. 54, 55, 56 –Transparency 24 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T254–T255 ☆ –Idea File, T243 –Cultural Connections, T243 Writing, T244–T247 –Proofread –Publish •Integrated Curriculum Options, R12–R13 📎 •Project Options: –How to Make a Field Guide, T257–T263 –Speak to Inform, T264–T265 ◆ •Smart Place Options, T243, T258
<ul style="list-style-type: none"> •Practice: Pie Graphic, T249 	<ul style="list-style-type: none"> •Apply to Writing: Exchange Writing Assignments and Circle Misspellings, T249 	<ul style="list-style-type: none"> •Post Test, T249
<ul style="list-style-type: none"> ✓ •Mechanics: Commas in Compound Sentences, T248 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Mechanics: Commas in Compound Sentences, T248 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 60 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T250–T251 ◆ •Technology Option, T251 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Peer Partners, T238 –Make Connections, T240 –Assist in Process, T247</p> <p>ESL Teaching Plan: Past Progressive Index Card Game</p> <p>Biblioteca Solares: Tres días en una canoa roja</p>	<p>Supporting All Learners ESL: –Graphic Device, T242 –Key Words, T253</p> <p>ESL Teaching Plan: Pantomime and Make Sentences</p> <p>Biblioteca Solares: Tres días en una canoa roja</p>	<p>Supporting All Learners ESL: –Reading/Viewing, T250 –Peer Partners, T259 –Work in Groups, T265</p> <p>ESL Teaching Plan: Write a Story</p> <p>Biblioteca Solares: Tres días en una canoa roja</p>

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