

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 Russell Freedman: Historian/Author.</p>	<ul style="list-style-type: none"> •Meet the Mentor, T10–T11 <ul style="list-style-type: none"> –Meet the Mentor Video: Russell Friedman, Historian/Author •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="margin-left: 40px; border: none;"> <tr> <td>yoke</td> <td>✓ winches</td> </tr> <tr> <td>stock</td> <td>droves</td> </tr> <tr> <td>✓ sagebrush</td> <td>bridle</td> </tr> <tr> <td>✓ emigrants</td> <td>pioneer</td> </tr> </table> –Transparency 1 ★–Literacy-at-Work Book, p. 5 ✓•QuickWrite, T12 ◆•Smart Place Option, T10 •Technology Option, T13 		yoke	✓ winches	stock	droves	✓ sagebrush	bridle	✓ emigrants	pioneer	<ul style="list-style-type: none"> •Prepare to Teach, T14 ○•Read The Way West: Journal of a Pioneer Woman, T16–T35 <ul style="list-style-type: none"> *✓–Guided Reading—Key Strategy: Point of View •Writing: Write Descriptive Journal Entries, T42–T43 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 7 –Transparency 2 ◆•Smart Place Options, T16, T22, T43 													
yoke	✓ winches																							
stock	droves																							
✓ sagebrush	bridle																							
✓ emigrants	pioneer																							
<p>Spelling</p>	<p>The Schwa Sound, T45</p> <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 49 <table style="margin-left: 40px; border: none;"> <tr> <td>travelers</td> <td>bridle</td> <td>metal</td> </tr> <tr> <td>laurel</td> <td>rascal</td> <td>pistols</td> </tr> <tr> <td>barren</td> <td>fastened</td> <td>raisin</td> </tr> <tr> <td>salmon</td> <td>attached</td> <td>ascended</td> </tr> <tr> <td>reservation</td> <td>moccasins</td> <td>buffalo</td> </tr> <tr> <td>pioneer</td> <td>quality</td> <td>errand</td> </tr> <tr> <td>Oregon</td> <td>emigrants</td> <td></td> </tr> </table>		travelers	bridle	metal	laurel	rascal	pistols	barren	fastened	raisin	salmon	attached	ascended	reservation	moccasins	buffalo	pioneer	quality	errand	Oregon	emigrants		<ul style="list-style-type: none"> •Teach: The /uh/ Sound Is the Schwa, T45 ★–Spelling Practice, p. 25
travelers	bridle	metal																						
laurel	rascal	pistols																						
barren	fastened	raisin																						
salmon	attached	ascended																						
reservation	moccasins	buffalo																						
pioneer	quality	errand																						
Oregon	emigrants																							
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> •Grammar: Possessive Nouns, T44 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> •Grammar: Possessive Nouns, T44 <ul style="list-style-type: none"> –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> <ul style="list-style-type: none"> –Peer Partners, T11 –Use Visuals, T13 <p>ESL Teaching Plan: Make Drawings of an Imaginary Trip West</p> <p>Biblioteca Solares: El gigante del desierto</p>		<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Make Connections, T16 <p>ESL Teaching Plan: Make Diary Books</p> <p>Biblioteca Solares: El gigante del desierto</p>																					
<p>Teacher’s Notes</p>																								

PLAN I: The Way West: Journal of a Pioneer Woman, “Oregon Fever” and “Orator of the Plains” (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, T35 –Revisit for Skills, T16–T35 •Writing, T42–T43 –Draft ◆•Technology Option, T26 	<ul style="list-style-type: none"> •Read “Oregon Fever” and “Orator of the Plains,” T36–T39 –Revisit for Skills, T36–T39 ✓ •Assess Reading, T40 –Literacy-at-Work Book, p. 6 •Writing, T42–T43 –Revise •Building Skills and Strategies *✓ –Point of View, T48–T49 ☆ –Literacy-at-Work Book, pp. 8, 9, 10 –Transparency 3 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T52–T53 ☆ –Idea File, T41 –Cultural Connections, T41 ◆•Technology Option, T41 •Building Skills and Strategies *✓ –Context Clues: Unfamiliar Word, T50–T51 ☆ –Literacy-at-Work Book, pp. 9, 11, 12 –Transparency 4 •Writing, T42–T43 –Share •Integrated Learning, T54 –Literacy-at-Work Book, p. 13 •Integrated Curriculum Options, R2–R3
<ul style="list-style-type: none"> •Practice: Chart, T45 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Journal Entries, T45 	<ul style="list-style-type: none"> •Post Test, T45
<ul style="list-style-type: none"> ✓ •Mechanics: Commas, T44 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Mechanics: Commas, T44 –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, T46–T47 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Sequence, T43</p> <p>ESL Teaching Plan: Listen to The Way West</p> <p>Biblioteca Solares: El gigante del desierto</p>	<p>Supporting All Learners ESL: –Use Lists, T36 –Read Aloud, T38</p> <p>ESL Teaching Plan: Describe a Route Traveled</p> <p>Biblioteca Solares: El gigante del desierto</p>	<p>Supporting All Learners ESL: –Viewing/Writing, T46</p> <p>ESL Teaching Plan: Make an Imaginary Trip Diary</p> <p>Biblioteca Solares: El gigante del desierto</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"> Analyze a Cowboy Song, 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"> range stirrups ✓ bronco ✓ lariat ✓ chaparral vaqueros –Transparency 6 ★ Literacy-at-Work Book, p. 14 <ul style="list-style-type: none"> •QuickWrite, T60 	<ul style="list-style-type: none"> Prepare to Teach, T62 Read Cowboys, T64–T75 <ul style="list-style-type: none"> *✓ –Guided Reading: Key Strategy Main Idea/Details Writing: Writing a Script, T82–T83 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 16 –Transparency 7 ◆ Technology Options: <ul style="list-style-type: none"> –Smart Place, T64, T83 																					
Spelling	<ul style="list-style-type: none"> Unusual Spelling of Vowel Sounds, T85 <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 49 <table border="0"> <tr> <td>myths</td> <td>slaughterhouses</td> <td></td> </tr> <tr> <td>height</td> <td>owe</td> <td>feud</td> </tr> <tr> <td>vaqueros</td> <td>movie</td> <td>sleigh</td> </tr> <tr> <td>croquet</td> <td>bureau</td> <td>vein</td> </tr> <tr> <td>bury</td> <td>ski</td> <td>plateau</td> </tr> <tr> <td>gauge</td> <td>prairie</td> <td>business</td> </tr> <tr> <td>porpoise</td> <td>symptom</td> <td>rhythm</td> </tr> </table>	myths	slaughterhouses		height	owe	feud	vaqueros	movie	sleigh	croquet	bureau	vein	bury	ski	plateau	gauge	prairie	business	porpoise	symptom	rhythm	<ul style="list-style-type: none"> Teach: Spelling Generalization, T85
myths	slaughterhouses																						
height	owe	feud																					
vaqueros	movie	sleigh																					
croquet	bureau	vein																					
bury	ski	plateau																					
gauge	prairie	business																					
porpoise	symptom	rhythm																					
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> Grammar: Participles, T84 <ul style="list-style-type: none"> –Teach and Model Daily Language Practice, R14 	<ul style="list-style-type: none"> Grammar: Participles, T84 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ★ Grammar, Usage, Mechanics Practice, p. 49 Daily Language Practice, R14 																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Innovate With Vocabulary, T61 ESL Teaching Plan: Describing People Biblioteca Solares: El gigante del desierto 	<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Use Visuals, T64 ESL Teaching Plan: Adding Colorful Descriptions Biblioteca Solares: El gigante del desierto 																					
Teacher's Notes																							

PLAN II: Cowboys and “Cielito Lindo” (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–T65 ✓ •Comprehension Check, T75 –Revisit for Skills, T64–T65 •Writing, T82–T83 –Draft 	<ul style="list-style-type: none"> •Read “Cielito Lindo,” T76–T79 ✓ –Comprehension Check, T79 –Revisit for Skills, T76–T79 ✓ •Assess Reading, T80 –Literacy-at-Work Book, p. 15 •Writing, T82–T83 –Revise •Building Skills and Strategies *✓ –Main Idea/Details, T88–T89 ☆ –Literacy-at-Work Book, pp. 17, 18, 19 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T90 ☆ –Idea File, T81 –Cultural Connections, T81 •Writing, T82–T83 –Share •Integrated Curriculum Options, R4–R5 ✎ •Workshop Options: <ul style="list-style-type: none"> –Conduct an Oral History, T93–T97 –Use Time Lines, T98–T99
<ul style="list-style-type: none"> •Practice: Word Sort, T85 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Photo Essays for Unusual Vowel Spellings, T85 	<ul style="list-style-type: none"> •Post Test, T85
<ul style="list-style-type: none"> ✓ •Usage: Pronoun Contractions, T84 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Usage: Pronoun Contractions, T84 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 51 •Daily Language Practice, R14 	<ul style="list-style-type: none"> ☆ •Integrated Language Arts Options, T86–T87 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Guided Questions, T70 –Outline, T83</p> <p>ESL Teaching Plan: Naming Objects in Illustrations</p> <p>Biblioteca Solares: El gigante del desierto</p>	<p>Supporting All Learners ESL: –Peer Partners, T76</p> <p>ESL Teaching Plan: Writing a Description</p> <p>Biblioteca Solares: El gigante del desierto</p>	<p>Supporting All Learners ESL: –Writing/Vocabulary, T86</p> <p>Biblioteca Solares: El gigante del desierto</p>

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	DAY 1		DAY 2																						
	BUILDING BACKGROUND		READING																						
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Focus on a Photograph, T106–T107 •Build Background, T108–T109 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="margin-left: 40px; border: none;"> <tr> <td>✓immigrants</td> <td>ethnic</td> </tr> <tr> <td>✓tenement</td> <td>makeshift</td> </tr> <tr> <td>dank</td> <td>✓rickety</td> </tr> <tr> <td>unbearable</td> <td></td> </tr> </table> –Transparency 9 ★–Literacy-at-Work Book, p. 24 ✓•QuickWrite, T108 ◆•Smart Place Option, T106 •Technology Option, T109 		✓immigrants	ethnic	✓tenement	makeshift	dank	✓rickety	unbearable		<ul style="list-style-type: none"> •Prepare to Teach, T110 •Read “At Home” From Immigrant Kids, T112–T123 <ul style="list-style-type: none"> *–Guided Reading—Key Strategy: Evaluate Fact/Nonfact •Writing: Write a Nonfiction Historical Description of a Neighborhood, T130–T131 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 27 –Transparency 10 ◆•Smart Place Option, T112 •Technology Option, T116 														
✓immigrants	ethnic																								
✓tenement	makeshift																								
dank	✓rickety																								
unbearable																									
Spelling	Suffixes -able/-ible, T133 <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 50 <table style="margin-left: 40px; border: none;"> <tr> <td>unbearable</td> <td>possible</td> <td>remove</td> </tr> <tr> <td>removable</td> <td>comfort</td> <td>comfortable</td> </tr> <tr> <td>suit</td> <td>suitable</td> <td>pleasure</td> </tr> <tr> <td>pleasurable</td> <td>manage</td> <td>manageable</td> </tr> <tr> <td>visible</td> <td>horrible</td> <td>terrible</td> </tr> <tr> <td>legible</td> <td>tangible</td> <td>divisible</td> </tr> <tr> <td>honor</td> <td>honorable</td> <td></td> </tr> </table>		unbearable	possible	remove	removable	comfort	comfortable	suit	suitable	pleasure	pleasurable	manage	manageable	visible	horrible	terrible	legible	tangible	divisible	honor	honorable		<ul style="list-style-type: none"> •Teach: Adding Suffixes -able/-ible, T133 ★–Spelling Practice, p. 27 	
unbearable	possible	remove																							
removable	comfort	comfortable																							
suit	suitable	pleasure																							
pleasurable	manage	manageable																							
visible	horrible	terrible																							
legible	tangible	divisible																							
honor	honorable																								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Articles: A, An, The, T132 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Articles: A, An, The, T132 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 53 •Daily Language Practice, R14 																						
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: <ul style="list-style-type: none"> –Key Words, T109 ESL Teaching Plan: Make an Immigrant Experience Chart Biblioteca Solares: Una jornada de Esperanza		Supporting All Learners ESL: <ul style="list-style-type: none"> –Innovate, T112 ESL Teaching Plan: Make Up a Story About a Photograph Biblioteca Solares: Una jornada de Esperanza																						
Teacher’s Notes																									

PLAN III: “At Home” From Immigrant Kids and “Russell Freedman: Historian/Author” (T103–T140)

DAY 3	DAY 4	DAY 5
<p>READING</p> <ul style="list-style-type: none"> •Complete Reading, T112–T123 ✓ •Comprehension Check, T123 –Revisit for Skills, T112–T123 •Writing, T130–T131 –Draft ◆•Smart Place Option, T131 	<p>BUILDING SKILLS AND STRATEGIES</p> <ul style="list-style-type: none"> •Read “Russell Freedman: Historian/Author,” T124–T127 –Revisit for Skills, T124–T127 ✓ •Assess Reading, T128 –Literacy-at-Work Book, pp. 25, 26 •Writing, T130–T131 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *–Evaluate Fact/Nonfact, T136–T137 ☆–Literacy-at-Work Book, pp. 28, 29, 30 –Transparency 11 ◆•Smart Place Option, T124 •Technology Option, T126 	<p>BUILDING SKILLS AND STRATEGIES</p> <ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒–Trade Books, T138–T139 ☆–Idea File, T129 –Cultural Connections, T129 ◆•Smart Place Option, T129 •Writing, T130–T131 –Share •Integrated Learning, T130 ☆–Literacy at–Work Book, p. 31 •Integrated Curriculum Options, R6–R7
<ul style="list-style-type: none"> •Practice: Chart, T133 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Nonfiction Descriptions, T133 	<ul style="list-style-type: none"> •Post Test, T133
<ul style="list-style-type: none"> •Mechanics: Comma with Quotations, T132 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Comma With Quotations, T132 –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, T134–T135 ◆•Smart Place Option, T135 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Make Connections, T121</p> <p>ESL Teaching Plan: Make a Map</p> <p>Biblioteca Solares: Una jornada de Esperanza</p>	<p>Supporting All Learners ESL: –Use Realia, T124 –Graphic Organizer, T137</p> <p>ESL Teaching Plan: Interview Family About Roots</p> <p>Biblioteca Solares: Una jornada de Esperanza</p>	<p>Supporting All Learners ESL: –Viewing, T134 –Vocabulary, T135</p> <p>ESL Teaching Plan: Write Sentences About Life in Students’ Home Countries</p> <p>Biblioteca Solares: Una jornada de Esperanza</p>

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PLAN IV: From Toliver’s Secret and “Paul Revere’s Ride” (T141–T188)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T150–T167 ✓ •Comprehension Check, T167 –Revisit for Skills, T150–T167 •Writing, T176–T177 –Draft ◆•Smart Place Option, T177 	<ul style="list-style-type: none"> ○•Read “Paul Revere’s Ride,” T168–T173 –Revisit for Skills, T168–T173 ✓ •Assess Reading, T174 –Literacy-at-Work Book, p. 33 •Writing, T176–T177 –Revise •Building Skills and Strategies *✓ –Sequence, T182–T183 ☆–Literacy-at-Work Book, pp. 35, 36, 37 –Transparency 15 ◆•Smart Place Options, T168, T170, T172 	<ul style="list-style-type: none"> •Reading Options ☒–Trade Books, T186–T187 ☆–Idea File, T175 –Cultural Connections, T175 •Writing, T176–T177 –Share •Building Skills and Strategies *✓ –Structural Analysis: Compound Words, T184–T185 ☆–Literacy-at-Work Book, pp. 36, 38, 39 –Transparency 16 •Integrated Learning, T188 –Literacy-at-Work Book, p. 40 •Integrated Curriculum Options, R8–R9 📎•Workshop Options: –How to Compile a Year in Review, T189–T193 –Use Almanacs, T194–T195 ◆•Smart Place Options, T175, T190
<ul style="list-style-type: none"> •Practice: Chart, T179 	<ul style="list-style-type: none"> •Apply to Writing: Write Five Sentences, T179 	<ul style="list-style-type: none"> •Post Test, T179
<ul style="list-style-type: none"> ✓ •Usage: Homophones, T178 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Usage: Homophones, T178 –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, T180–T181 ◆•Smart Place Option, T180 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Peer Partners, T161</p> <p>ESL Teaching Plan: Illustrate Accomplishments of Main Character</p> <p>Biblioteca Solares: Una jornada de Esperanza</p>	<p>Supporting All Learners ESL: –Make Connections, T168 –Graphic Device, T183</p> <p>ESL Teaching Plan: Fill in Missing Rhyming Words</p> <p>Biblioteca Solares: Una jornada de Esperanza</p>	<p>Supporting All Learners ESL: –Reading/Viewing/Vocabulary, T180 –Hands-On Learning, T185 –Take Notes, T195</p> <p>ESL Teaching Plan: Write a Poem</p> <p>Biblioteca Solares: Una jornada de Esperanza</p>

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	BUILDING BACKGROUND		READING																												
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Sing a Song of Freedom, T202–T203 <ul style="list-style-type: none"> –Sing “The Drinking Gourd” –Transparency 17 •Build Background, T204–T205 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">station</td> <td style="width: 50%;">Underground Railroad</td> </tr> <tr> <td>✓ superintendent</td> <td>✓ conductor</td> </tr> <tr> <td>✓ bondage</td> <td>✓ abolitionist</td> </tr> </table> Civil War <ul style="list-style-type: none"> –Transparency 18 ☆–Literacy-at-Work Book, p. 44 ✓•QuickWrite, T204 ◆•Smart Place Option, T202 <ul style="list-style-type: none"> •Technology Option, T205 		station	Underground Railroad	✓ superintendent	✓ conductor	✓ bondage	✓ abolitionist	<ul style="list-style-type: none"> •Prepare to Teach, T206 •Read From The House of Dies Drear, T208–T215 <ul style="list-style-type: none"> *–Guided Reading—Key Strategy: Make Inferences •Writing: Write Historical Fiction, T224–T225 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 46 –Transparency 19 ◆•Smart Place Option, T208 																						
station	Underground Railroad																														
✓ superintendent	✓ conductor																														
✓ bondage	✓ abolitionist																														
Spelling	Compound Words, T227 <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 51 <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Civil War</td> <td style="width: 33%;">runaway</td> <td style="width: 33%;">overhead</td> </tr> <tr> <td>hand-picked</td> <td>shipbuilders</td> <td>freemen</td> </tr> <tr> <td>skateboard</td> <td>headstrong</td> <td>classmate</td> </tr> <tr> <td>postage stamp</td> <td>adhesive tape</td> <td></td> </tr> <tr> <td>fire escape</td> <td>get-together</td> <td></td> </tr> <tr> <td>all-American</td> <td>out-of-date</td> <td></td> </tr> <tr> <td>inasmuch</td> <td>notwithstanding</td> <td></td> </tr> <tr> <td>kitchen sink</td> <td>eardrum</td> <td></td> </tr> <tr> <td>nevertheless</td> <td></td> <td></td> </tr> </table>		Civil War	runaway	overhead	hand-picked	shipbuilders	freemen	skateboard	headstrong	classmate	postage stamp	adhesive tape		fire escape	get-together		all-American	out-of-date		inasmuch	notwithstanding		kitchen sink	eardrum		nevertheless			<ul style="list-style-type: none"> •Teach: Ways to Spell Compound Words, T227 ☆–Spelling Practice, p. 29 	
Civil War	runaway	overhead																													
hand-picked	shipbuilders	freemen																													
skateboard	headstrong	classmate																													
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inasmuch	notwithstanding																														
kitchen sink	eardrum																														
nevertheless																															
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Combining Sentences, T226 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓•Grammar: Combining Sentences, T226 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 57 •Daily Language Practice, R15 																												
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: <ul style="list-style-type: none"> –Hands-On Learning, T205 ESL Teaching Plan: Give Directions Biblioteca Solares: El poni de barro		Supporting All Learners ESL: <ul style="list-style-type: none"> –Graphic Device, T208 ESL Teaching Plan: Make a Map and Write Escape Route Directions Biblioteca Solares: El poni de barro																												
Teacher’s Notes																															

PLAN V: From The House of Dies Drear and “Painting the Past” (T199–T234)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T208–T215 ✓ •Comprehension Check, T215 –Revisit for Skills, T208–T215 •Writing, T224–T225 –Draft ◆•Smart Place Option, T225 	<ul style="list-style-type: none"> •Read “Painting the Past,” T216–T221 –Revisit for Skills, T216–T221 ✓ •Assess Reading, T222 –Literacy-at-Work Book, p. 45 •Writing, T224–T225 –Revise •Building Skills and Strategies *–Make Inferences, T230–T231 ☆–Literacy-at-Work Book, pp. 47, 48, 49 –Transparency 20 	<ul style="list-style-type: none"> •Reading Options ☒–Trade Books, T232–T233 ☆–Idea File, T223 –Cultural Connections, T223 ◆•Smart Place Option, T223 •Writing, T224–T225 –Share •Integrated Learning, T234 –Literacy-at-Work Book, p. 50 •Integrated Curriculum Options, R10–R11
<ul style="list-style-type: none"> •Practice: Chart, T227 	<ul style="list-style-type: none"> •Apply to Writing: Write Five Sentences About Life in the Civil War, T227 	<ul style="list-style-type: none"> •Post Test, T227
<ul style="list-style-type: none"> •Mechanics: Indenting, T226 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Indenting, T226 –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, T228–T229 ◆•Smart Place Option, T228 •Daily Language Practice, R15
<p>ESL Teaching Plan: Fill in the Blanks Biblioteca Solares: El poni de barro</p>	<p>Supporting All Learners ESL: –Verbalization, T216 –Use Context Clues, T220</p> <p>ESL Teaching Plan: Describe an Artist’s Picture Biblioteca Solares: El poni de barro</p>	<p>Supporting All Learners ESL: –Writing/Vocabulary, T228</p> <p>ESL Teaching Plan: Give Directions to a Place Biblioteca Solares: El poni de barro</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"> •Chart the Chain of Events, T238–T239 <ul style="list-style-type: none"> –The Ripple Effect in History –Transparency 21 •Build Background, T240–T241 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">✓ enlistments</td> <td style="width: 50%;">✓ recruits</td> </tr> <tr> <td>✓ veteran</td> <td>✓ battalion</td> </tr> <tr> <td>infantry</td> <td>cavalry</td> </tr> <tr> <td>artillery</td> <td></td> </tr> </table> –Transparency 22 ★–Literacy-at-Work Book, p. 51 ✓•QuickWrite, T240 ◆•Smart Place Option, T238 •Technology Option, T241 		✓ enlistments	✓ recruits	✓ veteran	✓ battalion	infantry	cavalry	artillery		<ul style="list-style-type: none"> •Prepare to Teach, T242 •Read “A Long and Hungry War,” T244–T253 <ul style="list-style-type: none"> ✱–Guided Reading—Key Strategy: Cause/Effect •Writing: Write a Portion of a Memoir, T260–263 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 53 ◆•Smart Place Option, T244 	
✓ enlistments	✓ recruits											
✓ veteran	✓ battalion											
infantry	cavalry											
artillery												
Spelling	Review, T265 <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 51 Plan I: travelers, salmon, reservation, pioneer, quality Plan II: myths, vein, bureau, rhythm, prairie Plan III: removable, comfortable, pleasurable, visible, terrible Plan IV: confidence, determination, proclamation, repetition, collision Plan V: runaway, notwithstanding, out-of-date, postage stamp, hand-picked 		<ul style="list-style-type: none"> •Teach: Discuss Spelling Principles and Generalizations Linking Words, T265 ✱–Spelling Practice, p. 30 									
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Possessive Pronouns, T264 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Possessive Pronouns, T264 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 59 •Daily Language Practice, R15 									
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: <ul style="list-style-type: none"> –Compare/Contrast, T241 ESL Teaching Plan: Make a Camping List Biblioteca Solares: El poni de barro		Supporting All Learners ESL: <ul style="list-style-type: none"> –Summarize, T244 –Teacher Tip, T261 –Peer Partners, T263 ESL Teaching Plan: List Two-Word Action Verbs and Describe an Imaginary Camping Trip Biblioteca Solares: El poni de barro									
Teacher’s Notes												

PLAN VI: “A Long and Hungry War” and From Voices from the Civil War (T235–T271)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T244–T253 ✓ •Comprehension Check, T253 –Revisit for Skills, T244–T253 •Writing, T260–T263 –Draft ◆ •Smart Place Option, T263 	<ul style="list-style-type: none"> •Read From Voices from the Civil War, T254–T257 –Revisit for Skills, T254–T257 ✓ •Assess Reading, T258 –Literacy-at-Work Book, p. 52 •Writing, T260–T263 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> * –Cause/Effect, T268–T269 ☆ –Literacy-at-Work Book, pp. 54, 55, 56 –Transparency 23 ◆ •Technology Option, T257 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T270–T271 ☆ –Idea File, T259 –Cultural Connections, T259 •Writing, T260–T263 –Proofread –Publish •Integrated Curriculum Options, R12–R13 ☐ •Project Options: <ul style="list-style-type: none"> –How to Prepare a Historical Account, T273–T279 –Speak to Inform, T280–T281 ◆ •Technology Options, T259, T281 •Smart Place Option, T274
<ul style="list-style-type: none"> •Practice: Pie Graphic, T265 	<ul style="list-style-type: none"> •Apply to Writing: Exchange Memoirs and Proofread, T265 	<ul style="list-style-type: none"> •Post Test, T265
<ul style="list-style-type: none"> •Grammar: Conjunctions, T264 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Grammar: Conjunctions, T264 –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, T266–T267 ◆ •Technology Option, T266 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Key Points, T252 –Hands-On Learning, T269</p> <p>ESL Teaching Plan: Complete Cloze Sentences With Two-Word Verbs</p> <p>Biblioteca Solares: El poni de barro</p>	<p>Supporting All Learners ESL: –Use Visuals, T254</p> <p>ESL Teaching Plan: Paraphrase a Passage</p> <p>Biblioteca Solares: El poni de barro</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T267 –Visuals, T281</p> <p>ESL Teaching Plan: Write a Paragraph With Two-Word Verb Phrases</p> <p>Biblioteca Solares: El poni de barro</p>

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