

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 "Author: Gary Soto."</p>	<ul style="list-style-type: none"> •Meet the Mentor, T10–T11 <ul style="list-style-type: none"> –Meet the Mentor Video: Gary Soto, Author •Build Background T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="margin-left: 20px; border: none;"> <tr> <td>✓ scowl</td> <td>✓ quiver</td> <td>✓ ferocity</td> </tr> <tr> <td>✓ conviction</td> <td>anxious</td> <td>sheepishly</td> </tr> </table> –Transparency 1 ★–Literacy-at-Work Book, p. 5 ✓•QuickWrite, T12 ◆•Technology Option, T13 <ul style="list-style-type: none"> –Smart Place Option, T10 		✓ scowl	✓ quiver	✓ ferocity	✓ conviction	anxious	sheepishly	<ul style="list-style-type: none"> •Prepare to Teach, T14 ○*✓•Read "Seventh Grade," T16–T23 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Cause/Effect •Writing: Write a Character Description, T34–T35 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 8 –Transparency 2 ◆•Smart Place Option, T19 															
✓ scowl	✓ quiver	✓ ferocity																						
✓ conviction	anxious	sheepishly																						
<p>Spelling</p>	<p>Unusual Vowel Spellings, T37</p> <p>–Pretest—Spelling Practice, p. 37</p> <table style="margin-left: 20px; border: none;"> <tr> <td>magazine</td> <td>bouquets</td> <td>matinee</td> <td>weight</td> </tr> <tr> <td>sardine</td> <td>machine</td> <td>burial</td> <td>leisure</td> </tr> <tr> <td>receipt</td> <td>seize</td> <td>ceiling</td> <td>statue</td> </tr> <tr> <td>pursuit</td> <td>nuisance</td> <td>fruit</td> <td>orange</td> </tr> <tr> <td>curtain</td> <td>forfeit</td> <td>knowledge</td> <td>tongue</td> </tr> </table>		magazine	bouquets	matinee	weight	sardine	machine	burial	leisure	receipt	seize	ceiling	statue	pursuit	nuisance	fruit	orange	curtain	forfeit	knowledge	tongue	<ul style="list-style-type: none"> •Teach: Spelling of Words With Unusual Vowels, T37 ★–Spelling Practice, p. 1 	
magazine	bouquets	matinee	weight																					
sardine	machine	burial	leisure																					
receipt	seize	ceiling	statue																					
pursuit	nuisance	fruit	orange																					
curtain	forfeit	knowledge	tongue																					
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> •Grammar: Proper Nouns, T36 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> •Grammar: Proper Nouns, T36 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 1 •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>–Act It Out, T13</p> <p>ESL Teaching Plan:</p> <p>Talking About Personal Experiences</p> <p>Biblioteca Solares:</p> <p>La abuelita y su casa de muñecas</p>		<p>Supporting All Learners ESL:</p> <p>–Act it Out, T16</p> <p>ESL Teaching Plan:</p> <p>Act Out Situations in the Story</p> <p>Biblioteca Solares:</p> <p>La abuelita y su casa de muñecas</p>																					
<p>Teacher's Notes</p>																								

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T16–T23 ✓ •Comprehension Check, T23 –Revisit for Skills, T16–T23 •Writing, T34–T35 –Draft ◆ •Smart Place Option, T35 	<ul style="list-style-type: none"> •Read “Ode to La Tortilla,” “Ode to My Library,” and “Author: Gary Soto,” T24–T31 ✓ •Comprehension Check, T31 –Revisit for Skills, T24–T31 ✓ •Assess Reading, T32 –Literacy-at-Work Book, pp. 6, 7 •Writing, T34–T35 –Revise *✓ •Building Skills and Strategies ☆ –Cause/Effect, T40–T41 –Literacy-at-Work Book, pp. 9, 10, 11 –Transparency 3 ◆ •Technology Option, T33 •Smart Place Option, T28 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T44–T45 ☆ –Idea File, T33 –Cultural Connections, T33 •Writing, T34–T35 –Share ◆ •Smart Place Option, T39 •Building Skills and Strategies <ul style="list-style-type: none"> ✓ –Structural Clues: Contractions, T42–T43 ☆ –Literacy-at-Work Book, pp. 12, 13 –Transparency 4 •Integrated Learning, T46 –Literacy-at-Work Book, p. 14 •Integrated Curriculum Options, R2–R3
<ul style="list-style-type: none"> •Practice: Word Chart, T37 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Descriptions for Uncommon Vowel Spellings, T37 	<ul style="list-style-type: none"> •Post Test, T37
<ul style="list-style-type: none"> ✓ •Grammar: Conjunctions, T36 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Grammar: Conjunctions, T36 –Put into Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 2 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T38–T39 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Graphic Device, T35</p> <p>ESL Teaching Plan: Draw a Pictorial</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL: –Read Aloud, T24 –Make Connections, T28 –Role–Play, T41</p> <p>ESL Teaching Plan: Talk About an Experience</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL: –Assist in Process, T43 –Writing/Viewing, T38</p> <p>ESL Teaching Plan: Share Experiences About Other Languages</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>

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	BUILDING BACKGROUND		READING																						
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Respond to a Literary Passage, T50–T51 <ul style="list-style-type: none"> –Develop a Personal Voice –Transparency 5 •Build Background, T52–T53 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="display: inline-table; vertical-align: middle; margin-left: 10px;"> <tr> <td>✓ console</td> <td>✓ magnificent</td> <td>joyous</td> </tr> <tr> <td>✓ solace</td> <td>✓ glorious</td> <td>odious</td> </tr> <tr> <td>woefully</td> <td>desolate</td> <td></td> </tr> </table> –Transparency 6 ★–Literacy-at-Work Book, p. 15 ✓•QuickWrite, T52 ◆•Smart Place Options, T50, T53 		✓ console	✓ magnificent	joyous	✓ solace	✓ glorious	odious	woefully	desolate		<ul style="list-style-type: none"> •Prepare to Teach, T54 *✓•Read from The Invisible Thread, T56–T63 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Character •Writing: Write a First-Person Memoir, T68–T69 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 17 –Transparency 7 ◆•Smart Place Option, T56 													
✓ console	✓ magnificent	joyous																							
✓ solace	✓ glorious	odious																							
woefully	desolate																								
Spelling	Synonyms, T71 –Pretest—Spelling Practice, p. 37 <table style="width: 100%; border-collapse: collapse;"> <tr> <td>desolate</td> <td>deserted</td> <td>lonely</td> </tr> <tr> <td>forgive</td> <td>pardon</td> <td>excuse</td> </tr> <tr> <td>affection</td> <td>tenderness</td> <td>fondness</td> </tr> <tr> <td>abrupt</td> <td>hasty</td> <td>rapid</td> </tr> <tr> <td>hurried</td> <td>murky</td> <td>gloomy</td> </tr> <tr> <td>obscure</td> <td>unclear</td> <td>costly</td> </tr> <tr> <td>expensive</td> <td>high-priced</td> <td></td> </tr> </table>		desolate	deserted	lonely	forgive	pardon	excuse	affection	tenderness	fondness	abrupt	hasty	rapid	hurried	murky	gloomy	obscure	unclear	costly	expensive	high-priced		<ul style="list-style-type: none"> •Teach: Using Synonyms to Express Ideas, T71 ★–Spelling Practice, p. 2 	
desolate	deserted	lonely																							
forgive	pardon	excuse																							
affection	tenderness	fondness																							
abrupt	hasty	rapid																							
hurried	murky	gloomy																							
obscure	unclear	costly																							
expensive	high-priced																								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Compound Sentences, T70 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Compound Sentences, T70 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 3 •Daily Language Practice, R14 																						
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	ESL Teaching Plan: Talking About Past Experiences Biblioteca Solares: La abuelita y su casa de muñecas		Supporting All Learners ESL: –Make Connections, T56 ESL Teaching Plan: Share Past Experiences Biblioteca Solares: La abuelita y su casa de muñecas																						
Teacher’s Notes																									

PLAN II: from The Invisible Thread and “One” (T47–T78)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T56–T63 ✓ •Comprehension Check, T63 –Revisit for Skills, T56–T63 •Writing, T68–T69 –Draft ◆•Smart Place Option, T69 	<ul style="list-style-type: none"> •Read “One,” T64–T65 ✓ –Comprehension Check, T65 –Revisit for Skills, T64–T65 ✓ •Assess Reading, T66 –Literacy-at-Work Book, p. 16 Writing, T68–T69 –Revise •Building Skills and Strategies *✓ –Character, T74–T75 ☆ –Literacy-at-Work Book, pp. 18, 19, 20 –Transparency 8 ◆•Smart Place Options, T64, T67 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T76–T77 ☆ –Idea File, T67 –Cultural Connections, T67 •Writing, T68–T69 –Share ◆•Smart Place Option, T72 •Integrated Learning, T78 –Literacy-at-Work Book, p. 21 •Integrated Curriculum Options, R4–R5 ✎•Workshop Options: –How to Write a Yearbook Entry, T79–T83 –Use Alphabetical Order, T84–T85
<ul style="list-style-type: none"> •Practice Word Chart, T71 	<ul style="list-style-type: none"> • Apply to Writing: Proofread Memoirs and Substitute Synonyms, T71 	<ul style="list-style-type: none"> •Post Test, T71
<ul style="list-style-type: none"> ✓ •Grammar: Prepositional Phrases, T70 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Grammar: Prepositional Phrases, T70 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 4 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T72–T73 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Peer Partners, T69</p> <p>ESL Teaching Plan: Draw a Picture</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL: –Analyze, T64 –Role-Play, T75</p> <p>ESL Teaching Plan: Discuss First Writing Experiences</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T73</p> <p>ESL Teaching Plan: Write About Situations</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>

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	DAY 1		DAY 2																						
	BUILDING BACKGROUND		READING																						
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Respond to Music and a Poem, T92–T93 –Transparency 9 •Build Background, T94–T95 –Activate Prior Knowledge –Develop Vocabulary: measure ✓ conductor movements ✓ composers score ✓ accompanied compositions –Transparency 10 ★–Literacy-at-Work Book, p. 25 ✓•QuickWrite, T94 ◆•Technology Options, T92, T95 		<ul style="list-style-type: none"> •Prepare to Teach, T96 *✓•Read from The Mozart Season, T98–T109 –Guided Reading—Key Strategy: Make, Confirm, Revise Predictions •Writing: Write a Biographical Sketch, T118–T119 –Prewrite –Literacy-at-Work Book, p. 27 –Transparency 11 ◆•Smart Place Options, T98, T106 																						
Spelling	<p>Word Building/Sound Changes, T121 –Pretest—Spelling Practice, p. 38</p> <table border="0"> <tr> <td>competition</td> <td>compete</td> <td>compositions</td> </tr> <tr> <td>compose</td> <td>poetry</td> <td>poetic</td> </tr> <tr> <td>relative</td> <td>relate</td> <td>declaration</td> </tr> <tr> <td>declare</td> <td>improvise</td> <td>improvisation</td> </tr> <tr> <td>grammar</td> <td>grammatical</td> <td>apply</td> </tr> <tr> <td>application</td> <td>history</td> <td>historical</td> </tr> <tr> <td>prior</td> <td>priority</td> <td></td> </tr> </table>		competition	compete	compositions	compose	poetry	poetic	relative	relate	declaration	declare	improvise	improvisation	grammar	grammatical	apply	application	history	historical	prior	priority		<ul style="list-style-type: none"> •Teach: Word Pairs, T121 ★–Spelling Practice, p. 3 	
competition	compete	compositions																							
compose	poetry	poetic																							
relative	relate	declaration																							
declare	improvise	improvisation																							
grammar	grammatical	apply																							
application	history	historical																							
prior	priority																								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Irregular Verbs, T120 –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Irregular Verbs, T120 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 5 •Daily Language Practice, R14 																						
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL: –Peer Partners, T95</p> <p>ESL Teaching Plan: Talking About Music and Art</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>		<p>Supporting All Learners ESL: –Guided Questions, T98 –Role-Play, T102</p> <p>ESL Teaching Plan: Make a Creation with a Made-Up Name</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</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"> •Complete Reading, T98–T109 ✓ •Comprehension Check, T109 –Revisit for Skills, T98–T109 •Writing, T118–T119 –Draft ◆•Smart Place Option, T119 	<ul style="list-style-type: none"> •Read from “No Ordinary Baby: Wolfgang Amadeus Mozart,” T110–T115 ✓ –Comprehension Check, T115 –Revisit for Skills, T110–T115 ✓ •Assess Reading, T116 –Literacy-at-Work Book, p. 26 •Writing, T118–T119 –Revise •Building Skills and Strategies * ✓ –Make, Confirm, Revise Predictions, T124–T125 ☆ –Literacy-at-Work Book, pp. 28, 29, 30 –Transparency 12 ◆•Technology Option, T110 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T126–T127 ☆ –Idea File, T117 –Cultural Connections, T117 •Writing, T118–T119 –Share ◆•Smart Place Option, T123 •Integrated Learning, T128 –Literacy-at-Work Book, p. 31 •Integrated Curriculum Options, R6–R7
<ul style="list-style-type: none"> •Practice: Word Chart, T121 	<ul style="list-style-type: none"> •Apply to Writing: Locate Examples of Word Building/Sound Changes in Biographies, T121 	<ul style="list-style-type: none"> •Post Test, T121
<ul style="list-style-type: none"> •Mechanics: Semicolons, T120 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Semicolons, T120 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 6 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T122–T123 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Record, T119</p> <p>ESL Teaching Plan: Practice an Activity</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL: –Guided Questions, T110 –Make Connections, T125</p> <p>ESL Teaching Plan: Discuss Two-Noun Phrases</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL: –Viewing/Listening, T123</p> <p>ESL Teaching Plan: Describe How Music Makes One Feel</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>

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	BUILDING BACKGROUND		READING																						
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Take a Poll, T132–T133 <ul style="list-style-type: none"> –Organize and Classify Information –Transparency 13 •Build Background, T134–T135 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ theme absorbed ✓ devotion reflect ✓ self-portrait image –Transparency 14 ☆–Literacy-at-Work Book, p. 32 ✓•QuickWrite, T134 ◆•Technology Options, T132, T135 		<ul style="list-style-type: none"> •Prepare to Teach, T136 *✓•Read from SPEAK! Children’s Book Illustrators Brag About Their Dogs, T138–T143 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Compare/Contrast •Writing: Use Expressive Language to Create Narrative Art Essays, T150–T151 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 34 –Transparency 15 ◆•Smart Place Options, T138, T142 																						
Spelling	Spelling Patterns, T153 <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 38 <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">heritage</td> <td style="padding-right: 20px;">image</td> <td>flashlight</td> </tr> <tr> <td style="padding-right: 20px;">foresight</td> <td style="padding-right: 20px;">spaceflight</td> <td>all right</td> </tr> <tr> <td style="padding-right: 20px;">toadstool</td> <td style="padding-right: 20px;">car pool</td> <td>whirlpool</td> </tr> <tr> <td style="padding-right: 20px;">footstool</td> <td style="padding-right: 20px;">undertake</td> <td>cheesecake</td> </tr> <tr> <td style="padding-right: 20px;">snowflake</td> <td style="padding-right: 20px;">namesake</td> <td>rattlesnake</td> </tr> <tr> <td style="padding-right: 20px;">disown</td> <td style="padding-right: 20px;">windblown</td> <td>well-known</td> </tr> <tr> <td style="padding-right: 20px;">overgrown</td> <td style="padding-right: 20px;">overthrown</td> <td></td> </tr> </table>		heritage	image	flashlight	foresight	spaceflight	all right	toadstool	car pool	whirlpool	footstool	undertake	cheesecake	snowflake	namesake	rattlesnake	disown	windblown	well-known	overgrown	overthrown		<ul style="list-style-type: none"> •Teach: Spelling Words with Common Letter Groupings, T153 ☆–Spelling Practice, p. 4 	
heritage	image	flashlight																							
foresight	spaceflight	all right																							
toadstool	car pool	whirlpool																							
footstool	undertake	cheesecake																							
snowflake	namesake	rattlesnake																							
disown	windblown	well-known																							
overgrown	overthrown																								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Adjectives, T152 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓•Grammar: Adjectives, T152 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 7 •Daily Language Practice, R15 																						
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	ESL Teaching Plan: Talking About Pets Biblioteca Solares: Atariba y Niguayona		Supporting All Learners ESL: –Make Connections, T138 ESL Teaching Plan: Complete Oral Sentences Biblioteca Solares: Atariba y Niguayona																						
Teacher’s Notes																									

PLAN IV: from SPEAK! Children’s Book Illustrators Brag About Their Dogs and “Self-Portrait Gallery” (T129–T162)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T138–T143 ✓ •Comprehension Check, T143 –Revisit for Skills, T138–T143 •Writing, T150–T151 –Draft ◆•Smart Place Option, T151 	<ul style="list-style-type: none"> •Read “Self–Portrait Gallery,” T144–T147 ✓ –Comprehension Check, T147 –Revisit for Skills, T144–T147 ✓ •Assess Reading, T148 –Literacy-at-Work Book, p. 33 •Writing, T150–T151 –Revise •Building Skills and Strategies * ✓ –Compare/Contrast, T156–T157 ☆ –Literacy-at-Work Book, pp. 35, 36, 37 –Transparency 16 ◆•Technology Option, T145 –Smart Place Options, T146, T149 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T160–T161 ☆ –Idea File, T149 –Cultural Connections, T149 •Writing, T150–T151 –Share ◆•Smart Place Option, T155 •Building Skills and Strategies ✓ –Context Clues: Unfamiliar Words, T158–T159 ☆ –Literacy-at-Work Book, pp. 38, 39 –Transparency 17 •Integrated Learning, T162 –Literacy-at-Work Book, p. 40 •Integrated Curriculum Options, R8–R9 📎•Workshop Options: –How to Create a Time Line, T163–T167 –Use Time Lines, T168–T169
<ul style="list-style-type: none"> •Practice Spelling Patterns Chart, T153 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Paragraphs for Spelling Patterns, T153 	<ul style="list-style-type: none"> •Post Test, T153
<ul style="list-style-type: none"> •Mechanics: Apostrophe in Contractions, T152 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Apostrophe in Contractions, T152 –Put into Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 8 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T154–T155 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Assist in Process, T151</p> <p>ESL Teaching Plan: Read a Favorite Animal Story Aloud/Identify Descriptive Words</p> <p>Biblioteca Solares: Atariba y Niguayona</p>	<p>Supporting All Learners ESL: –Use Visuals, T144 –Compare and Contrast, T157</p> <p>ESL Teaching Plan: Fill in the Blanks with Descriptive Words</p> <p>Biblioteca Solares: Atariba y Niguayona</p>	<p>Supporting All Learners ESL: –Speaking/Viewing, T155</p> <p>ESL Teaching Plan: Write Descriptive Words on the Story</p> <p>Biblioteca Solares: <i>Atariba y Niguayona</i></p>

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	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Create a Collage, T176–T177 <ul style="list-style-type: none"> – Express Personal Voices/Orally Present •Build Background, T178–T179 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ exhibit ✓ gallery snapshots ✓ darkroom captions ✓ multicolored photojournalist –Transparency 18 ★–Literacy-at-Work Book, p. 44 ✓ •QuickWrite, T178 ◆•Technology Option, T179 <ul style="list-style-type: none"> –Smart Place Option, T176 		<ul style="list-style-type: none"> •Prepare to Teach, T180 *✓ •Read “Shooting Back,” T182–T191 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Draw Conclusions •Writing: Write an Alliterative Poem, T198–T199 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 46 –Transparency 19 ◆•Smart Place Options, T182, T189 	
Spelling	<ul style="list-style-type: none"> Technical Words, T201 <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 39 photojournalist darkroom camera cinematography lens focus documentary videotape aperture candid closeup animation photocopy portrait tripod telephoto camcorder microfilm snapshots transparency 		<ul style="list-style-type: none"> •Teach: Technical Words, T201 ★–Spelling Practice, p. 5 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Complete Subject and Predicate, T200 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Complete Subject and Predicate, T200 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 9 •Daily Language Practice, R15 	
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"> –Assist in Process, T179 ESL Teaching Plan: Discussing Photography Biblioteca Solares: Atariba y Niguayona 		<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Peer Partners, T182 ESL Teaching Plan: Draw Pictures of Cameras/Role-Play Biblioteca Solares: Atariba y Niguayona 	
Teacher’s Notes				

PLAN V: “Shooting Back” and Rising Voices: Writings of Young Native Americans (T173–T208)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T182–T191 ✓ •Comprehension Check, T191 –Revisit for Skills, T182–T191 •Writing, T198–T199 –Draft ◆•Smart Place Option, T199 	<ul style="list-style-type: none"> •Read Rising Voices: Writings of Young Native Americans, T192–T195 ✓ –Comprehension Check, T195 –Revisit for Skills, T192–T195 ✓ •Assess Reading, T196 –Literacy-at-Work Book, p. 45 •Writing, T198–T199 –Revise •Building Skills and Strategies *✓ –Draw Conclusions, T204–T205 ☆ –Literacy-at-Work Book, pp. 47, 48, 49 –Transparency 20 ◆•Smart Place Option, T197 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T206–T207 ☆ –Idea File, T197 –Cultural Connections, T197 •Writing, T198–T199 –Share ◆•Smart Place Option, T203 •Integrated Learning, T208 –Literacy-at-Work Book, p. 50 •Integrated Curriculum Options, R10–R11
<ul style="list-style-type: none"> •Practice: Word Chart, T201 	<ul style="list-style-type: none"> •Apply to Writing: Write Lists of Technical Words, T201 	<ul style="list-style-type: none"> •Post Test, T201
<ul style="list-style-type: none"> ✓ •Grammar: Object of Preposition, T200 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Grammar: Object of Preposition, T200 –Put into Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 10 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T202–T203 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Assist in Process, T199</p> <p>ESL Teaching Plan: Discuss Photo Style and Facial Expressions Biblioteca Solares: Atariba y Niguayona</p>	<p>Supporting All Learners ESL: –Read Aloud, T192 –Guided Questions, T205</p> <p>ESL Teaching Plan: Discuss How Photographs Clearly Present Real Situations Biblioteca Solares: Atariba y Niguayona</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T202</p> <p>ESL Teaching Plan: Discuss Personal Photographs Biblioteca Solares: Atariba y Niguayona</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
<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 style="margin-left: 20px;">Zlata's Diary is a Smart Place CD-ROM selection.</p>	<ul style="list-style-type: none"> •Respond to the Read Aloud, T212–T213 –Transparency 21 •Build Background, T214–T215 –Activate Prior Knowledge –Develop Vocabulary: barricades ✓ barracks shrapnel military intervention ✓ convoy negotiating ✓ truces –Transparency 22 ★–Literacy-at-Work Book, p. 51 ✓•QuickWrite, T214 ◆•Technology Option, T212 –Smart Place Option, T215 	<ul style="list-style-type: none"> •Prepare to Teach, T216 ○*✓•Read from Zlata's Diary, T218–T239 –Guided Reading—Key Strategy: Evaluate Author's Purpose •Writing: Write a Diary Entry, T244–247 –Prewrite –Literacy-at-Work Book, p. 53 ◆•Smart Place Options, T216, T222, T223, T224, T227
Spelling	<p>Review, T249</p> <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 39 Plan I: bouquets, magazine, nuisance, knowledge, receipt Plan II: desolate, obscure, expensive, affection, abrupt Plan III: competition, improvise, application, historical, poetry Plan IV: windblown, image, well-known, car pool, all right Plan V: documentary, photojournalist, videotape, portrait, animation 	<ul style="list-style-type: none"> •Teach: Identify The Spelling Principle, T249 ★–Spelling Practice, p. 6
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Possessive Pronouns, T248 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Grammar: Possessive Pronouns, T248 –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p.11 •Daily Language Practice, R15
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>ESL Teaching Plan: Keeping a Diary</p> <p>Biblioteca Solares: Atariba y Niguayona</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Use Visuals, T218 –Read Aloud, T234 <p>ESL Teaching Plan: Make Diary Sentences</p> <p>Biblioteca Solares: Atariba y Niguayona</p>
Teacher's Notes		

PLAN VI: from Zlata’s Diary and “Speaking With Zlata” (T209–T255)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T218–T239 ✓ •Comprehension Check, T239 –Revisit for Skills, T218–T239 •Writing, T244–T247 –Draft ◆•Smart Place Option, T247 	<ul style="list-style-type: none"> •Read “Speaking With Zlata,” T240–T241 ✓ –Comprehension Check, T241 –Revisit for Skills, T240–T241 ✓ •Assess Reading, T242 –Literacy-at-Work Book, p. 52 Writing, T244–T247 –Revise •Building Skills and Strategies *✓ –Evaluate Author’s Purpose, T252–T253 ☆ –Literacy-at-Work Book, pp. 54, 55, 56 –Transparency 23 ◆•Smart Place Options, T243 	<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 Write an Autobiography, T257–T263 –Present a Narrative Orally, T264–T265
<ul style="list-style-type: none"> •Practice: Star Graphic, T249 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Diary Entries for Spelling Principles, T249 	<ul style="list-style-type: none"> •Post Test, T249
<ul style="list-style-type: none"> •Usage: Using Subject and Object Pronouns, T248 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Usage: Using Subject and Object Pronouns, T248 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p.12 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T250–T251 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Peer Partners, T247</p> <p>ESL Teaching Plan: Think About Personal Diary Entries/Draw Pictures Biblioteca Solares: Atariba y Niguayona</p>	<p>Supporting All Learners ESL: –Make Connections, T240</p> <p>ESL Teaching Plan: Work With A Partner to Begin Diaries Biblioteca Solares: Atariba y Niguayona</p>	<p>Supporting All Learners ESL: –Listening/Speaking, T250 –Writing, T251</p> <p>ESL Teaching Plan: Pretend You Have a Secret Diary Biblioteca Solares: Atariba y Niguayona</p>

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