

LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
<p>Reading, Writing, Listening, Speaking, Viewing</p> <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <p>Smart Place</p> </div> <p>Use the electronic Meet the Mentor to learn more about Emergency Worker: Cesar Rivera.</p>	<ul style="list-style-type: none"> •Meet the Mentor, T10–T11 <ul style="list-style-type: none"> –Meet the Mentor Video: Cesar Rivera, Emergency Worker •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ venture ✓ fierce ✓ bidding overcome kingdoms –Transparency 1 ☆–Literacy-at-Work Book, p. 5 ✓•QuickWrite, T12 ◆•Technology Option, T13 <ul style="list-style-type: none"> –Smart Place Option, T10 	<ul style="list-style-type: none"> •Prepare to Teach, T14 ○*✓•Read The Story of the Three Kingdoms, T16–T25 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Draw Conclusions •Writing: Write a Persuasive Folk Tale, T30–T31 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 7 –Transparency 2 ◆•Smart Place Options, T16, T19, T24 		
<p>Spelling</p>	<p>Words With /k/ and /g/, T33</p> <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 40 <p>kingdoms technical scheme technique character schedule cocoon accordion accuse occupy access accident unique antique fatigue league guideline disguise guardian guarantee</p>	<ul style="list-style-type: none"> •Teach: Spelling Patterns, T33 ☆–Spelling Practice, p. 7 		
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> •Grammar: Subject and Object Pronouns, T32 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Grammar: Subject and Object Pronouns, T32 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 13 •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"> –Graphic Device, T16 <p>ESL Teaching Plan: Discussing the Story</p> <p>Biblioteca Solares: La compugenio</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Context Clues, T21 <p>ESL Teaching Plan: Work in Groups</p> <p>Biblioteca Solares: La compugenio</p>		
<p>Teacher’s Notes</p>				

PLAN I: The Story of the Three Kingdoms and Henri Rousseau (T7–T42)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T16–T25 ✓ •Comprehension Check, T25 –Revisit for Skills, T16–T25 •Writing, T30–T31 –Draft ◆ •Smart Place Option, T31 	<ul style="list-style-type: none"> •Read Henri Rousseau, T26–T27 ✓ –Comprehension Check, T27 –Revisit for Skills, T26–T27 ✓ •Assess Reading, T28 –Literacy-at-Work Book, p. 6 •Writing, T30–T31 –Revise •Building Skills and Strategies * ✓ –Draw Conclusions, T36–T37 ☆ –Literacy-at-Work Book, pp. 8, 9, 10 –Transparency 3 ◆ •Smart Place Option, T29 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T40–T41 ☆ –Idea File, T29 –Cultural Connections, T29 •Writing, T30–T31 –Share •Building Skills and Strategies ✓ –Context Clues: Multiple-Meaning Words, T38–T39 ☆ –Literacy-at-Work Book, pp. 11, 12 –Transparency 4 •Integrated Learning, T42 –Literacy-at-Work Book, p. 13 •Integrated Curriculum Options, R2–R3
<ul style="list-style-type: none"> •Practice: Spelling Patterns, T33 	<ul style="list-style-type: none"> •Apply to Writing: Underline /k/ and /g/ Words in Stories, T33 	<ul style="list-style-type: none"> •Post Test, T33
<ul style="list-style-type: none"> •Usage: Double Negatives, T32 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Usage: Double Negatives, T32 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 14 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T34–T35 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Brainstorm, T31</p> <p>ESL Teaching Plan: Apply Language Skills</p> <p>Biblioteca Solares: La compugenio</p>	<p>Supporting All Learners ESL: –Use Visuals, T26</p> <p>ESL Teaching Plan: Write Descriptive Words</p> <p>Biblioteca Solares: La compugenio</p>	<p>Supporting All Learners ESL: –Writing/Speaking/Viewing, T34</p> <p>ESL Teaching Plan: Create A Legend</p> <p>Biblioteca Solares: La compugenio</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"> •Problem-Solving Activity, T46–T47 –Make a Disaster Plan •Build Background, T48–T49 –Activate Prior Knowledge –Develop Vocabulary: waders river system ✓tributaries drought ✓levee sandbaggers ✓tidal wave coast –Transparency 6 ★–Literacy-at-Work Book, p. 14 ✓•QuickWrite, T48 ◆•Technology Option, T49 –Smart Place Option, T46 		<ul style="list-style-type: none"> •Prepare to Teach, T50 *✓•Read “The Great Flood of 1993,” T52–T61 –Guided Reading—Key Strategy: Problem/Solution •Writing: Write an Informative Newspaper Article, T68–T69 –Prewrite –Literacy-at-Work Book, p. 17 –Transparency 7 ◆•Smart Place Option, T52 	
Spelling	Adding Suffixes, T71 –Pretest—Spelling Practice, p. 40 equally equal definitely definite probably probable emotional emotion coastal coast ornamental ornament mercy merciful merciless harm harmless harmful faith faithful		<ul style="list-style-type: none"> •Teach: Suffixes Can Change Words From Nouns to Adjectives, T71 ★–Spelling Practice, p. 8 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Simple Predicate, T70 –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> •Grammar: Simple Predicate, T70 –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 15 •Daily Language Practice, R14 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Use Visuals, T49 ESL Teaching Plan: Expressing Commands Biblioteca Solares: La compugenio		Supporting All Learners ESL: –Use Visuals, T52 ESL Teaching Plan: Talk About Emergencies Biblioteca Solares: La compugenio	
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, T52–T61 ✓ •Comprehension Check, T61 –Revisit for Skills, T52–T61 •Writing, T68–T69 –Draft ◆•Smart Place Option, T69 	<ul style="list-style-type: none"> •Read “Emergency Worker: Cesar Rivera,” T62–T65 ✓ –Comprehension Check, T65 –Revisit for Skills, T62–T65 ✓ •Assess Reading, T66 –Literacy-at-Work Book, pp. 15, 16 •Writing, T68–T69 –Revise •Building Skills and Strategies * ✓ –Problem/Solution, T74–T75 ☆ –Literacy-at-Work Book, pp. 18, 19, 20 –Transparency 8 ◆•Smart Place Options, T62, 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, T69 •Integrated Learning, T78 –Literacy-at-Work Book, p. 21 •Integrated Curriculum Options, R4–R5 ✎•Workshop Options: –How to Make an Atlas Page, T79–T83 –Use Charts and Tables, T84–T85
<ul style="list-style-type: none"> •Practice Word Chart, T71 	<ul style="list-style-type: none"> •Apply to Writing: Locate Suffixes in News Articles, T71 	<ul style="list-style-type: none"> •Post Test, T71
<ul style="list-style-type: none"> ✓ •Mechanics: Commas, T70 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Mechanics: Commas, T70 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 16 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T72–T73 •Daily Language Practice, R14
<p>ESL Teaching Plan: Pretend To Rescue Biblioteca Solares: La compugenio</p>	<p>Supporting All Learners ESL: –Work in Groups, T62 –Innovate, T69</p> <p>ESL Teaching Plan: Plan a Fire Drill Biblioteca Solares: La compugenio</p>	<p>Supporting All Learners ESL: –Speaking/Listening, T73</p> <p>ESL Teaching Plan: Do A Quick-Write on Disasters Biblioteca Solares: La compugenio</p>

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	BUILDING BACKGROUND	READING																					
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Create a Rating Scale, T92–T93 –Transparency 9 •Build Background, T94–T95 –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ crevasses fissures porters ✓ ascent ✓ precipice summit triangulation –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 “The Mountain That Refused to Be Climbed,” T98–T115 –Guided Reading—Key Strategy: Make, Confirm, Revise Predictions •Writing: Write an Informative Reference Book Entry, T126–T127 –Prewrite –Literacy-at-Work Book, p. 27 –Transparency 11 ◆•Technology Option, T106 –Smart Place Options, T98, T109 																					
Spelling	<p>Word Building/Sound Changes, T129 –Pretest—Spelling Practice, p. 41</p> <table border="0" style="width: 100%;"> <tr> <td>preparation</td> <td>prepare</td> <td>miraculously</td> </tr> <tr> <td>miracle</td> <td>majestic</td> <td>majesty</td> </tr> <tr> <td>geographic</td> <td>geography</td> <td>description</td> </tr> <tr> <td>describe</td> <td>ritual</td> <td>rite</td> </tr> <tr> <td>triangulation</td> <td>triangle</td> <td>recognition</td> </tr> <tr> <td>recognize</td> <td>analysis</td> <td>analyze</td> </tr> <tr> <td>fabulous</td> <td>fable</td> <td></td> </tr> </table>	preparation	prepare	miraculously	miracle	majestic	majesty	geographic	geography	description	describe	ritual	rite	triangulation	triangle	recognition	recognize	analysis	analyze	fabulous	fable		<ul style="list-style-type: none"> •Teach: Word Pairs, T129 ☆–Spelling Practice, p. 9
preparation	prepare	miraculously																					
miracle	majestic	majesty																					
geographic	geography	description																					
describe	ritual	rite																					
triangulation	triangle	recognition																					
recognize	analysis	analyze																					
fabulous	fable																						
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Fragments and Run-On Sentences, T128 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Grammar: Fragments and Run-On Sentences, T128 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 17 •Daily Language Practice, R14 																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL: –Build on Success, T95</p> <p>ESL Teaching Plan: Talking About Possibilities</p> <p>Biblioteca Solares: La compugenio</p>	<p>Supporting All Learners ESL: –Use Visuals, T98 –Paraphrase, T100</p> <p>ESL Teaching Plan: Practice if clauses</p> <p>Biblioteca Solares: La compugenio</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–T115 ✓ •Comprehension Check, T115 –Revisit for Skills, T98–T115 •Writing, T126–T127 –Draft ◆ •Smart Place Option, T127 	<ul style="list-style-type: none"> •Read from Scholastic Atlas of Exploration, T116–T123 ✓ –Comprehension Check, T123 –Revisit for Skills, T116–T123 ✓ •Assess Reading, T124 –Literacy-at-Work Book, p. 26 •Writing, T126–T127 –Revise •Building Skills and Strategies * ✓ –Make, Confirm, Revise Predictions, T132–T133 ☆ –Literacy-at-Work Book, pp. 28, 29, 30 –Transparency 12 ◆ •Smart Place Option, T125 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T136–T137 ☆ –Idea File, T125 –Cultural Connections, T125 •Writing, T126–T127 –Share •Building Skills and Strategies ✓ –Setting, T134–T135 ☆ –Literacy-at-Work Book, pp. 31, 32 –Transparency 13 •Integrated Learning, T138 –Literacy-at-Work Book, p. 33 •Integrated Curriculum Options, R6–R7
<ul style="list-style-type: none"> •Practice: Word/Base Word Chart, T129 	<ul style="list-style-type: none"> •Apply to Writing: Sentence Pairs Using Base Word and Suffixes, T129 	<ul style="list-style-type: none"> •Post Test, T129
<ul style="list-style-type: none"> ✓ •Mechanics: Capitalization of Proper Nouns, T128 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Mechanics: Capitalization of Proper Nouns, T128 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 18 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T130–T131 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Assist in Process, T127</p> <p>ESL Teaching Plan: Make a Mural</p> <p>Biblioteca Solares: La compugenio</p>	<p>Supporting All Learners ESL: –Use Visuals, T116 –Assist in Process, T120</p> <p>ESL Teaching Plan: Make Up Oral Sentences</p> <p>Biblioteca Solares: La compugenio</p>	<p>Supporting All Learners ESL: –Viewing/Writing, T131</p> <p>ESL Teaching Plan: Research Explorers</p> <p>Biblioteca Solares: La compugenio</p>

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	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>Black Star, Bright Dawn is a Smart Place CD-ROM selection.</p>	<ul style="list-style-type: none"> •Respond to a Read Aloud, T142–T143 <ul style="list-style-type: none"> –Write a Dedication –Transparency 14 •Build Background, T144–T145 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ Iditarod ✓ outdistance ✓ mushers ✓ runners igloo mukluks –Transparency 15 ☆–Literacy-at-Work Book, p. 34 ✓•QuickWrite, T144 ◆•Technology Option, T145 <ul style="list-style-type: none"> –Smart Place Option, T142 	<ul style="list-style-type: none"> •Prepare to Teach, T146 ○*✓•Read from Black Star, Bright Dawn, T148–T161 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Plot •Writing: Write a Narrative Adventure Story, T168–T169 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 36 –Transparency 16 ◆•Smart Place Options, T146, T151 																					
<p>Spelling</p>	<p>Geographic Words, T171</p> <ul style="list-style-type: none"> –Pretest—Spelling Practice, p.41 <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Iditarod</td> <td style="width: 33%;">Nome</td> <td style="width: 33%;">Anchorage</td> </tr> <tr> <td>Alaska</td> <td>Aleutian Islands</td> <td>Arctic</td> </tr> <tr> <td>Bering Sea</td> <td>Yukon River</td> <td>Juneau</td> </tr> <tr> <td>moose</td> <td>Ptarmigan</td> <td>caribou</td> </tr> <tr> <td>parka</td> <td>blizzards</td> <td>igloo</td> </tr> <tr> <td>icebound</td> <td>snowshoes</td> <td>headlamp</td> </tr> <tr> <td>towline</td> <td>mukluks</td> <td></td> </tr> </table>	Iditarod	Nome	Anchorage	Alaska	Aleutian Islands	Arctic	Bering Sea	Yukon River	Juneau	moose	Ptarmigan	caribou	parka	blizzards	igloo	icebound	snowshoes	headlamp	towline	mukluks		<ul style="list-style-type: none"> •Teach: Capitalizing Proper Nouns, T171 ☆–Spelling Practice, p. 10
Iditarod	Nome	Anchorage																					
Alaska	Aleutian Islands	Arctic																					
Bering Sea	Yukon River	Juneau																					
moose	Ptarmigan	caribou																					
parka	blizzards	igloo																					
icebound	snowshoes	headlamp																					
towline	mukluks																						
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> ✓•Grammar: Past, Present and Future Tenses, T170 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓•Grammar: Past, Present and Future Tenses, T170 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 19 •Daily Language Practice, R15 																					
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>ESL Teaching Plan: Describing</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Guided Questions, T148 –Role-Play, T154 <p>ESL Teaching Plan: Teach Descriptive Words</p> <p>Biblioteca Solares: El diario de Pedro</p>																					
<p>Teacher’s Notes</p>																							

PLAN IV: From Black Star, Bright Dawn and “The Last Great Race” (T139–T178)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T148–T161 ✓ •Comprehension Check, T161 –Revisit for Skills, T148–T161 •Writing, T168–T169 –Draft ◆ •Smart Place Option, T169 	<ul style="list-style-type: none"> •Read “The Last Great Race,” T162–T165 ✓ –Comprehension Check, T165 –Revisit for Skills ✓ •Assess Reading, T166 –Literacy-at-Work Book, p. 35 •Writing, T168–T169 –Revise •Building Skills and Strategies * ✓ –Plot, T174–T175 ☆ –Literacy-at-Work Book, pp. 37, 38, 39 –Transparency 17 ◆ •Smart Place Option, T167 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T176–T177 ☆ –Idea File, T167 –Cultural Connections, T167 Writing, T168–T169 –Share •Integrated Learning, T178 –Literacy-at-Work Book, p. 40 •Integrated Curriculum Options, R8–R9 📎 •Workshop Options: –How to Compile an Equipment Checklist, T179–T183 –Use the Periodical Index, T184–T185
<ul style="list-style-type: none"> •Practice Word Chart, T171 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Adventure Stories, Checking for Proper Nouns, T171 	<ul style="list-style-type: none"> •Post Test, T171
<ul style="list-style-type: none"> •Mechanics: Capitalization: Abbreviations, T170 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Capitalization: Abbreviations, T170 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 20 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T172–T173 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Assist in Process, T169</p> <p>ESL Teaching Plan: Draw Racing Sleds</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Assist in Process, T162</p> <p>ESL Teaching Plan: Use Descriptive Words in Sentences</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Reading/Viewing, T173</p> <p>ESL Teaching Plan: Write a Humorous Skit</p> <p>Biblioteca Solares: El diario de Pedro</p>

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LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2																					
	BUILDING BACKGROUND		READING																					
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Dramatize Poetry, T192–T193 –Transparency 18 •Build Background, T194–T195 –Activate Prior Knowledge –Develop Vocabulary: <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 20px;">hatchet</td> <td>crude</td> </tr> <tr> <td>operating base</td> <td>✓ stymied</td> </tr> <tr> <td>✓ anchored</td> <td>✓ instinctive</td> </tr> <tr> <td>windbreaker</td> <td></td> </tr> </table> –Transparency 19 ☆–Literacy-at-Work Book, p. 44 ✓•QuickWrite, T194 ◆•Technology Option, T195 –Smart Place Option, T192 		hatchet	crude	operating base	✓ stymied	✓ anchored	✓ instinctive	windbreaker		<ul style="list-style-type: none"> •Prepare to Teach, T196 *✓•Read from Hatchet, T198–T213 –Guided Reading—Key Strategy: Visualize •Writing: Write a Descriptive Story in Author’s Style, T216–T217 –Prewrite –Literacy-at-Work Book, p. 46 –Transparency 20 ◆•Technology Option, –Smart Place Options, T198, T200 													
hatchet	crude																							
operating base	✓ stymied																							
✓ anchored	✓ instinctive																							
windbreaker																								
Spelling	Invented Words, T219 –Pretest—Spelling Practice, p. 42 <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 20px;">nylon</td> <td>tarmac</td> <td>dynamite</td> </tr> <tr> <td>aspirin</td> <td>cellophane</td> <td>linoleum</td> </tr> <tr> <td>minibike</td> <td>yo-yo</td> <td>zippered</td> </tr> <tr> <td>kerosene</td> <td>trampoline</td> <td>escalator</td> </tr> <tr> <td>thermos</td> <td>tabloid</td> <td>aluminum</td> </tr> <tr> <td>windbreaker</td> <td>spooft</td> <td>blurb</td> </tr> <tr> <td>boondoggle</td> <td>scrooge</td> <td></td> </tr> </table>		nylon	tarmac	dynamite	aspirin	cellophane	linoleum	minibike	yo-yo	zippered	kerosene	trampoline	escalator	thermos	tabloid	aluminum	windbreaker	spooft	blurb	boondoggle	scrooge		<ul style="list-style-type: none"> •Teach: Trade Names, T219 ☆–Spelling Practice, p. 11
nylon	tarmac	dynamite																						
aspirin	cellophane	linoleum																						
minibike	yo-yo	zippered																						
kerosene	trampoline	escalator																						
thermos	tabloid	aluminum																						
windbreaker	spooft	blurb																						
boondoggle	scrooge																							
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Comparative and Superlative Adverbs, T218 –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓•Grammar: Comparative and Superlative Adverbs, T218 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 21 •Daily Language Practice, R15 																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	ESL Teaching Plan: Sequencing Events Biblioteca Solares: El diario de Pedro		Supporting All Learners ESL: –Analyze, T198 –Work In Groups, T203 ESL Teaching Plan: Produce Sequenced Sentences Biblioteca Solares: El diario de Pedro																					
Teacher’s Notes																								

PLAN V: From Hatchet (T189–T226)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T198–T213 ✓ •Comprehension Check, T213 –Revisit for Skills, T198–T213 •Writing, T216–T217 –Draft ◆ •Smart Place Option, T217 	<ul style="list-style-type: none"> ✓ •Assess Reading, T214 –Literacy-at-Work Book, p. 45 •Writing, T216–T217 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *✓ –Visualize, T222–T223 ☆ –Literacy-at-Work Book, pp. 47, 48, 49 –Transparency 21 ◆ •Smart Place Option, T215 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T224–T225 ☆ –Idea File, T215 –Cultural Connections, T215 •Writing, T216–T217 –Share •Integrated Learning, T226 –Literacy-at-Work Book, p. 50 •Integrated Curriculum Options, R10–R11
<ul style="list-style-type: none"> •Practice: Indoor/Outdoor Chart, T219 	<ul style="list-style-type: none"> •Apply to Writing: Research and Write Former Trade Names, T219 	<ul style="list-style-type: none"> •Post Test, T219
<ul style="list-style-type: none"> •Usage: Using Irregular Verbs, T218 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Usage: Using Irregular Verbs, T218 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 22 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T220–T221 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Record, T217</p> <p>ESL Teaching Plan: Draw a Picture</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Categorize, T223</p> <p>ESL Teaching Plan: Make Up a Set of Instructions Using Sequence Words</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Writing/Speaking, T221</p> <p>ESL Teaching Plan: Discuss Steps to Complete a Task</p> <p>Biblioteca Solares: El diario de Pedro</p>

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LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2			
	BUILDING BACKGROUND		READING			
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Use Compass Skills, T230–T231 <ul style="list-style-type: none"> –Find Directions/Apply Map Skills –Transparency 22 •Build Background, T232–T233 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ✓ wayfinding ✓ navigators star map waysigns </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ✓ prevailing wind flyway mental maps pathfinder </td> </tr> </table> –Transparency 23 ★–Literacy-at-Work Book, p. 51 ✓•QuickWrite, T232 ◆Technology Options, T230, T233 		<ul style="list-style-type: none"> ✓ wayfinding ✓ navigators star map waysigns 	<ul style="list-style-type: none"> ✓ prevailing wind flyway mental maps pathfinder 	<ul style="list-style-type: none"> •Prepare to Teach, T234 *✓•Read “Wayfinding,” T236–T253 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Important/Unimportant Information •Writing: Write a Nonfiction Article, T260–T263 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 53 ◆•Smart Place Options, T236, T252 	
<ul style="list-style-type: none"> ✓ wayfinding ✓ navigators star map waysigns 	<ul style="list-style-type: none"> ✓ prevailing wind flyway mental maps pathfinder 					
Spelling	<ul style="list-style-type: none"> Review, T265 <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 42 Plan I: technical, unique, accident, scheme, guideline Plan II: equally, definitely, probably, coastal, merciful Plan III: prepare, miraculously, majestic, geographic, triangulation Plan IV: towline, blizzards, Anchorage, Arctic, Nome Plan V: nylon, dynamite, aluminum, windbreaker, kerosene 		<ul style="list-style-type: none"> •Teach: Identify the Spelling Principle, T265 ★–Spelling Practice, p. 12 			
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Possessive Nouns, T264 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓•Grammar: Possessive Nouns, T264 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 23 •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"> –Use Visuals, T233 ESL Teaching Plan: Talking About the Senses Biblioteca Solares: El diario de Pedro 		<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Guided Questions, T236 –Guided Questions, T246 ESL Teaching Plan: Discuss Directions Using Senses Biblioteca Solares: El diario de Pedro 			
Teacher’s Notes						

PLAN VI: “Wayfinding” and “Staying Alive” (T227–T271)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T236–T253 ✓ •Comprehension Check, T253 –Revisit for Skills, T236–T253 •Writing, T260–T263 –Draft ◆ •Smart Place Option, T263 	<ul style="list-style-type: none"> •Read “Staying Alive,” T254–T257 ✓ –Comprehension Check, T257 –Revisit for Skills, T254–T257 ✓ •Assess Reading, T258 –Literacy-at-Work Book, p. 52 Writing, T260–T263 –Revise •Building Skills and Strategies *✓ –Important/Unimportant Information, T268–T269 ☆ –Literacy-at-Work Book, pp. 54, 55, 56 –Transparency 24 ◆ •Smart Place Option, T259 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T270–T271 ☆ –Idea File, T259 –Cultural Connections, T259 •Writing, T260–T263 –Proofread –Publish •Integrated Curriculum Options, R12–R13 ☐ •Project Options: –How to Write a Survival Guide, T273–T279 –Use Role-Play, T280–T281
<ul style="list-style-type: none"> •Practice Pyramid Review, T265 	<ul style="list-style-type: none"> •Apply to Writing: Exchange Work and Proofread, T265 	<ul style="list-style-type: none"> •Post Test, T265
<ul style="list-style-type: none"> ✓ •Usage: Prepositions, T264 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Usage: Prepositions, T264 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 24 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T266–T267 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Make Connections, T252 –Make Connections, T263</p> <p>ESL Teaching Plan: Using Senses to Guide</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Read Aloud, T254</p> <p>ESL Teaching Plan: Describe Being Lost</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Speaking/Viewing, T267</p> <p>ESL Teaching Plan: Write Sentences on Unusual “Wayfinding” Techniques</p> <p>Biblioteca Solares: El diario de Pedro</p>

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