

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 Ben and Jerry, Entrepreneurs.</p>	<ul style="list-style-type: none"> •Meet the Mentors, T10–T11 <ul style="list-style-type: none"> –Meet the Mentors Video: Ben and Jerry, Entrepreneurs –Graphic Organizer, R34 •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary : <table style="margin-left: 40px; border: none;"> <tr> <td>stock certificates</td> <td>✓ survey</td> </tr> <tr> <td>✓ prospective</td> <td>✓ sampling</td> </tr> <tr> <td>capital</td> <td>competition</td> </tr> <tr> <td>estimate</td> <td>sales projection</td> </tr> </table> –Transparency 1 ★–Literacy-at-Work Book, p. 5 ✓•Quickwrite, T12 ◆•Smart Place Option, T10 		stock certificates	✓ survey	✓ prospective	✓ sampling	capital	competition	estimate	sales projection	<ul style="list-style-type: none"> •Prepare to Teach, T14 <ul style="list-style-type: none"> ○*✓•Read The Toothpaste Millionaire, T16–T31 –Guided Reading—Key Strategy: Theme •Writing: Writing a Script, T42–T43 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 7 –Transparency 2 ◆•Smart Place Options, T16,T42 													
stock certificates	✓ survey																							
✓ prospective	✓ sampling																							
capital	competition																							
estimate	sales projection																							
<p>Spelling</p>	<p>Schwa Sound, T45</p> <p>–Pretest—Spelling Practice, p. 43</p> <table style="width: 100%; border: none;"> <tr> <td>beggar</td> <td>pillar</td> <td>factual</td> <td>flavor</td> </tr> <tr> <td>pillar</td> <td>capitol</td> <td>collar</td> <td>editor</td> </tr> <tr> <td>capital</td> <td>peddler</td> <td>manager</td> <td>customers</td> </tr> <tr> <td>liar</td> <td>senator</td> <td>visitor</td> <td>scholar</td> </tr> <tr> <td>mirror</td> <td>cellar</td> <td>actual</td> <td>sculptor</td> </tr> </table>		beggar	pillar	factual	flavor	pillar	capitol	collar	editor	capital	peddler	manager	customers	liar	senator	visitor	scholar	mirror	cellar	actual	sculptor	<ul style="list-style-type: none"> •Teach: Spelling Generalization, T45 –Spelling Practice, p. 13 	
beggar	pillar	factual	flavor																					
pillar	capitol	collar	editor																					
capital	peddler	manager	customers																					
liar	senator	visitor	scholar																					
mirror	cellar	actual	sculptor																					
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> ✓•Grammar: Four Types of Sentences, T44 –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Four Types of Sentences, T44 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 25 •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>–Demonstrate, T13</p> <p>ESL Teaching Plan: Talking About Math</p> <p>Biblioteca Solares:</p> <p>Todo el mundo cocina arroz</p>		<p>Supporting All Learners ESL:</p> <p>–Use Visuals, T16</p> <p>ESL Teaching Plan:</p> <p>Setting Up a Classroom Business</p> <p>Biblioteca Solares:</p> <p>Todo el mundo cocina arroz</p>																					
<p>Teacher’s Notes</p>																								

PLAN I: The Toothpaste Millionaire and “Going Into Business” (T7–T52)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T16–T31 ✓ •Comprehension Check, T31 –Revisit for Skills, T16–T31 •Writing, T42–T43 –Draft 	<ul style="list-style-type: none"> •Read “Going Into Business,” T32–T39 –Revisit for Skills, T32–T39 ✓ •Assess Reading, T40 –Literacy-at-Work Book, p. 6 •Writing, T42–T43 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> * ✓ –Theme, T48–T49 ☆ –Literacy-at-Work Book, pp. 8, 9, 10 –Transparency 3 ◆ •Smart Place Options, T32, T39 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T50–T51 ☆ –Idea File, T40 –Cultural Connections, T41 •Writing, T42–T43 –Share •Integrated Curriculum Options, R2–R3
<ul style="list-style-type: none"> •Practice: Word Sort, T45 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Plans for Schwa Words, T45 	<ul style="list-style-type: none"> •Post Test, T45
<ul style="list-style-type: none"> ✓ •Mechanics: Colons and Hyphens, T44 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Mechanics: Colons and Hyphens, T44 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics, p. 26 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T46–T47 •Daily Language Practice, R14
Supporting All Learners ESL: –Compare and Contrast, T23 ESL Teaching Plan: Defining Terms •Smart Place Option, T22 Biblioteca Solares: Todo el mundo cocina arroz	Supporting All Learners ESL: –Work in Groups, T32 –Hands-On Learning, T37 ESL Teaching Plan: Write a Math Note Biblioteca Solares: Todo el mundo cocina arroz	Supporting All Learners ESL: –Reading/Writing, T46 ESL Teaching Plan: Write an Advertisement Biblioteca Solares: Todo el mundo cocina arroz

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	BUILDING BACKGROUND		READING																						
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Team-Building Activity, T56–T57 <ul style="list-style-type: none"> –Create a Company Logo –Transparency 4 •Build Background, T58–T59 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ entrepreneurs partners ✓ technician stockholders ✓ spokesperson –Transparency 5 <ul style="list-style-type: none"> ✱–Literacy-at-Work Book, p. 12 ✓ •QuickWrite, T58 ◆•Smart Place Option, T56 		<ul style="list-style-type: none"> •Prepare to Teach, T60 ✱✓ •Read The Real Scoop, T62–T71 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Tone •Writing: Write a Nonfiction Article in an Informal Tone, T78–T79 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 15 –Transparency 6 ◆•Smart Place Options, T62, T71 																						
Spelling	Suffixes: -age, -ship, -en, -tion, -er, T81 –Pretest—Spelling Practice, p. 43 <table style="width: 100%; border: none;"> <tr> <td>mileage</td> <td>marriage</td> <td>percentage</td> </tr> <tr> <td>shortage</td> <td>postage</td> <td>ensorship</td> </tr> <tr> <td>fellowship</td> <td>partnership</td> <td>ownership</td> </tr> <tr> <td>relationship</td> <td>broken</td> <td>slacken</td> </tr> <tr> <td>lengthen</td> <td>lessen</td> <td>dampen</td> </tr> <tr> <td>regulation</td> <td>location</td> <td>indication</td> </tr> <tr> <td>irritation</td> <td>stockholders</td> <td></td> </tr> </table>		mileage	marriage	percentage	shortage	postage	ensorship	fellowship	partnership	ownership	relationship	broken	slacken	lengthen	lessen	dampen	regulation	location	indication	irritation	stockholders		<ul style="list-style-type: none"> •Teach: Suffixes, T81 <ul style="list-style-type: none"> ✱–Spelling Practice, p. 14 	
mileage	marriage	percentage																							
shortage	postage	ensorship																							
fellowship	partnership	ownership																							
relationship	broken	slacken																							
lengthen	lessen	dampen																							
regulation	location	indication																							
irritation	stockholders																								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓ •Grammar: Compound Subject and Compound Predicate, T80 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓ •Grammar: Compound Subject and Compound Predicate, T80 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 27 •Daily Language Practice, R14 																						
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Use Visuals, T59 ESL Teaching Plan: Asking for Opinions Biblioteca Solares: La historia de la Casa Blanca		Supporting All Learners ESL: –Use Linguistics Clues, T62 ESL Teaching Plan: Practice Asking and Answering Opinion Questions Biblioteca Solares: La historia de la Casa Blanca																						
Teacher's Notes																									

PLAN II: The Real Scoop and "Entrepreneurs: Ben and Jerry" (T53–T90)

DAY 3	DAY 4	DAY 5
<p>READING</p> <ul style="list-style-type: none"> •Complete Reading, T62–T71 ✓ •Comprehension Check, T71 –Revisit for Skills, T62–T71 •Writing, T78–T79 –Draft 	<p>BUILDING SKILLS AND STRATEGIES</p> <ul style="list-style-type: none"> •Read "Entrepreneurs: Ben and Jerry," T72–T75 <ul style="list-style-type: none"> ✓ –Comprehension Check, T75 –Revisit for Skills, T72–T75 ✓ •Assess Reading, T76 –Literacy-at-Work Book, pp. 13, 14 •Writing, T78–T79 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> * ✓ –Tone, T84–T85 ☆ –Literacy-at-Work Book, pp. 16, 17, 18 –Transparency 7 ◆ •Smart Place Options, T72, T75, T77 	<p>BUILDING SKILLS AND STRATEGIES</p> <ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T88–T89 ☆ –Idea File, T77 –Cultural Connections, T77 •Writing, T78–T79 –Share •Smart Place Option, T79 •Building Skills and Strategies <ul style="list-style-type: none"> ✓ –Context Clues: Homographs/Homophones, T86–T87 ☆ –Literacy-at-Work Book, pp. 19, 20 –Transparency 8 •Integrated Curriculum Options, R4–R5 <ul style="list-style-type: none"> ☞ •Workshop Options: <ul style="list-style-type: none"> –How to Design a Feasibility Study, T91–T95 –Use a Telephone Directory, T96–T97
<ul style="list-style-type: none"> •Practice: Word Sort, T81 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Article for Suffixes, T81 	<ul style="list-style-type: none"> •Post Test, T81
<ul style="list-style-type: none"> •Usage: Adjectives: Comparative and Superlative Forms, T80 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Usage: Adjectives: Comparative and Superlative Forms, T80 –Put It in Context –Apply to Writing <ul style="list-style-type: none"> ☆ –Grammar, Usage, Mechanics Practice, p. 28 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T82–T83 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Assist in Process, T68</p> <p>ESL Teaching Plan: Describe Flavors</p> <p>Biblioteca Solares: La historia de la Casa Blanca</p>	<p>Supporting All Learners ESL: –Work in Groups, T72 –Key Points, T75</p> <p>ESL Teaching Plan: Find Verbs in Paragraphs</p> <p>Biblioteca Solares: La historia de la Casa Blanca</p>	<p>Supporting All Learners ESL: –Outline, T79 –Model, T85 –Use Linguistics Clues, T87</p> <p>ESL Teaching Plan: Write Three Opinion Questions</p> <p>Biblioteca Solares: La historia de la Casa Blanca</p>

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Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Brainstorm a Business Idea, T104–T105 <ul style="list-style-type: none"> –Create a Student-Run Business •Build Background, T106–T107 <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"> ✓ incorporated marketing campaigns press releases invoices –Transparency 9 ✧–Literacy-at-Work Book, p. 25 </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ✓ investments shelf presence ✓ retailing agency </td> </tr> </table> ✓ •QuickWrite, T106 <ul style="list-style-type: none"> ◆Technology Option, T104 		<ul style="list-style-type: none"> ✓ incorporated marketing campaigns press releases invoices –Transparency 9 ✧–Literacy-at-Work Book, p. 25 	<ul style="list-style-type: none"> ✓ investments shelf presence ✓ retailing agency 	<ul style="list-style-type: none"> •Prepare to Teach, T108 ✧✓ •Read from Eddie, Incorporated T110–T121 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Important/Unimportant Information •Writing: Write a Story in Author’s Style, T130–T131 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 27 –Transparency 10 ◆•Smart Place Options, T114, T115 																				
<ul style="list-style-type: none"> ✓ incorporated marketing campaigns press releases invoices –Transparency 9 ✧–Literacy-at-Work Book, p. 25 	<ul style="list-style-type: none"> ✓ investments shelf presence ✓ retailing agency 																								
Spelling	Stress Shift, T133 <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 44 <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">design</td> <td style="width: 33%;">designate</td> <td style="width: 33%;">electric</td> </tr> <tr> <td>electricity</td> <td>medical</td> <td>medicine</td> </tr> <tr> <td>critic</td> <td>criticize</td> <td>native</td> </tr> <tr> <td>nativity</td> <td>nation</td> <td>national</td> </tr> <tr> <td>pirate</td> <td>piracy</td> <td>agent</td> </tr> <tr> <td>agency</td> <td>promote</td> <td>promotion</td> </tr> <tr> <td>magic</td> <td>magician</td> <td></td> </tr> </table>		design	designate	electric	electricity	medical	medicine	critic	criticize	native	nativity	nation	national	pirate	piracy	agent	agency	promote	promotion	magic	magician		<ul style="list-style-type: none"> •Teach: Stress Shift, T133 <ul style="list-style-type: none"> ✧–Spelling Practice, p. 15 	
design	designate	electric																							
electricity	medical	medicine																							
critic	criticize	native																							
nativity	nation	national																							
pirate	piracy	agent																							
agency	promote	promotion																							
magic	magician																								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓ •Grammar: Main Verbs and Helping Verbs, T132 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓ •Grammar: Main Verbs and Helping Verbs, T132 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 29 •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"> –Assist in Process, T110 ESL Teaching Plan: Writing Lists Biblioteca Solares: Diario de viaje		Supporting All Learners ESL: <ul style="list-style-type: none"> –Use Visuals, T116 ESL Teaching Plan: Make a “Must Do” List Biblioteca Solares: Diario de viaje																						
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, T110–T121 ✓ •Comprehension Check, T121 –Revisit for Skills, T110–T121 •Writing, T130–T131 –Draft 	<ul style="list-style-type: none"> •Read “Students Turn Greens Into Gold,” T122–T125 ✓ –Comprehension Check, T125 –Revisit for Skills, T122–T125 •Read “Food From the Hood”, T126–T127 –Revisit for Skills, T126–T127 ✓ •Assess Reading, T128 –Literacy-at-Work Book, p. 26 Writing, T130–T131 –Revise •Building Skills and Strategies * ✓ –Important and Unimportant Information, T136–T137 ☆ –Literacy-at-Work Book, pp. 28, 29, 30 –Transparency 11 ◆ •Smart Place Option, T126 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T138–T139 ☆ –Idea File, T129 –Cultural Connections, T129 •Writing, T130–T131 –Share ◆ •Smart Place Option, T131 •Integrated Curriculum Options, R6–R7
<ul style="list-style-type: none"> •Practice Word Sort, T133 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Stories for Spelling of Words with Suffixes, T133 	<ul style="list-style-type: none"> •Post Test, T133
<ul style="list-style-type: none"> •Mechanics: Period in Initials and Abbreviations, T132 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Period in Initials and Abbreviations, T132 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 30 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T134–T135 •Daily Language Practice, R14
<p>ESL Teaching Plan: Lead A Total Physical Response (TPR) Activity Biblioteca Solares: Diario de viaje</p>	<p>Supporting All Learners ESL: –Peer Partners, T122 –Step by Step, T126</p> <p>ESL Teaching Plan: Write a Note That Includes a List Biblioteca Solares: Diario de viaje</p>	<p>ESL Teaching Plan: Draw Up a Contract Biblioteca Solares: Diario de viaje</p>

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<p>Reading, Writing, Listening, Speaking, Viewing</p> <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <p>Smart Place</p> </div> <p>“The Jeans Team” is a Smart Place CD-ROM selection.</p>	<ul style="list-style-type: none"> •Present a Restaurant Skit, T144–T145 <ul style="list-style-type: none"> –Transparency 12 •Build Background, T146–T147 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ merchandisers product manager ✓ focus groups advertising campaign ✓ trademark line market research –Transparency 13 ✧–Literacy-at-Work Book, p. 32 ✓•QuickWrite, T146 ◆•Technology Option, T147 	<ul style="list-style-type: none"> •Prepare to Teach, T148 ✧✓•Read “The Jeans Team,” T150–T159 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Main Idea/Details •Writing: Write Nonfiction In a Story Form, T166–T167 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 34 –Transparency 14 ◆•Smart Place Options, T150, T151, T154, T155 																						
<p>Spelling</p>	<p>Homographs, T169</p> <p>–Pretest—Spelling Practice, p. 44</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">row</td> <td style="width: 25%;">sow</td> <td style="width: 25%;">invalid</td> <td style="width: 25%;">wound</td> </tr> <tr> <td>refuse</td> <td>bowed</td> <td>tear</td> <td>bass</td> </tr> <tr> <td>dove</td> <td>sewers</td> <td>lead</td> <td>buffet</td> </tr> <tr> <td>console</td> <td>shower</td> <td>conduct</td> <td>contract</td> </tr> <tr> <td>present</td> <td>entrance</td> <td>desert</td> <td>research</td> </tr> </table>	row	sow	invalid	wound	refuse	bowed	tear	bass	dove	sewers	lead	buffet	console	shower	conduct	contract	present	entrance	desert	research	<ul style="list-style-type: none"> •Teach: Homographs, T169 <ul style="list-style-type: none"> ✧–Spelling Practice, p. 16 		
row	sow	invalid	wound																					
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console	shower	conduct	contract																					
present	entrance	desert	research																					
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> •Grammar: Naming Words, T168 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Grammar: Naming Words, T168 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ✧–Grammar, Usage, Mechanics Practice, p. 32 •Daily Language Practice, R15 																						
<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"> –Make Connections, T144 –Role-Play, T147 <p>ESL Teaching Plan: Describing Clothes</p> <p>Biblioteca Solares: Diario de viaje</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Use Visuals, T150 –Assist in Process, T157 <p>ESL Teaching Plan: Use Adjectives to Describe</p> <p>Biblioteca Solares: Diario de viaje</p>																						
<p>Teacher’s Notes</p>																								

PLAN IV: “The Jeans Team” and “Levi’s Gold” (T141–T176)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T150–T159 ✓ •Comprehension Check, T159 –Revisit for Skills, T150–T159 •Writing: Write Nonfiction in a Story Form, T166–T167 –Draft ◆ •Smart Place Options, T156–T158 	<ul style="list-style-type: none"> •Read “Levi’s Gold,” T160–T163 ✓ –Comprehension Check, T163 –Revisit for Skills, T160–T163 ✓ •Assess Reading, T164 –Literacy-at-Work Book, p. 33 •Writing: Write Nonfiction in a Story Form, T166–T167 –Revise •Building Skills and Strategies * ✓ –Main Idea/Details, T172–T173 ☆ –Literacy-at-Work Book, pp. 35, 36, 37 –Transparency 15 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T174–T175 ☆ –Idea File, T16 –Cultural Connections, T165 •Writing: Write Nonfiction In a Story Form, T166–T167 –Share •Integrating Learning, T176 –Literacy-at-Work Book, p. 38 •Integrated Curriculum Options, R8–R9 📎 •Workshop Options: –How to Make an Organizational Chart, T177–T181 –Sort and Organize Information, T182–T183
<ul style="list-style-type: none"> •Practice: Different Meanings and Pronunciations, T169 	<ul style="list-style-type: none"> •Apply to Writing: Write Explanation of a Recent Project Using Spelling Words, T169 	<ul style="list-style-type: none"> •Post Test, T169
<ul style="list-style-type: none"> ✓ •Mechanics: Commas in Compound Sentences, T168 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Mechanics: Commas in Compound Sentences, T168 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 31 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T170–T171 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Make Connections, T160</p> <p>ESL Teaching Plan: Make Drawings of Ideas</p> <p>Biblioteca Solares: Diario de viaje</p>	<p>Supporting All Learners ESL: –Record, T167</p> <p>ESL Teaching Plan: Write Three Complete Sentences About Jeans</p> <p>Biblioteca Solares: Diario de viaje</p>	<p>Supporting All Learners ESL: –Reading/Writing/Viewing, T170</p> <p>ESL Teaching Plan: Explain Important Role of Customers</p> <p>Biblioteca Solares: Diario de viaje</p>

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	DAY 1	DAY 2																					
	BUILDING BACKGROUND	READING																					
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Testing Teamwork, T190–T191 <ul style="list-style-type: none"> –Form Relay Teams –Transparency 16 •Build Background, T192–T193 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="margin-left: 40px; border: none;"> <tr> <td>pastureland</td> <td>✓ tract</td> <td>✓ till</td> </tr> <tr> <td>hired hands</td> <td>✓ livestock</td> <td>co-op</td> </tr> </table> –Transparency 17 <ul style="list-style-type: none"> ★–Literacy-at-Work Book, p. 42 ✓•QuickWrite, T192 ◆•Technology Option, T193 	pastureland	✓ tract	✓ till	hired hands	✓ livestock	co-op	<ul style="list-style-type: none"> •Prepare to Teach, T194 *✓•Read “The Adamses of Georgia,” T196–T209 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Sequence •Writing: Write a Photo Essay, T218–219 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 44 –Transparency 18 ◆•Smart Place Options, T196, T200 															
pastureland	✓ tract	✓ till																					
hired hands	✓ livestock	co-op																					
Spelling	Shortened and Blended Words, T221 –Pretest—Spelling Practice, p. 45 <table style="border: none; width: 100%;"> <tr> <td>flurry</td> <td>smog</td> <td>splatter</td> </tr> <tr> <td>brunch</td> <td>squiggle</td> <td>motel</td> </tr> <tr> <td>twirl</td> <td>splotch</td> <td>bionic</td> </tr> <tr> <td>glimmer</td> <td>flush</td> <td>smash</td> </tr> <tr> <td>slosh</td> <td>sprig</td> <td>telecast</td> </tr> <tr> <td>co-op</td> <td>broasted</td> <td>movie</td> </tr> <tr> <td>dumbfound</td> <td>bike</td> <td></td> </tr> </table>	flurry	smog	splatter	brunch	squiggle	motel	twirl	splotch	bionic	glimmer	flush	smash	slosh	sprig	telecast	co-op	broasted	movie	dumbfound	bike		<ul style="list-style-type: none"> •Teach: Shortened and Blended Words, T221 <ul style="list-style-type: none"> ★–Spelling Practice, p. 17
flurry	smog	splatter																					
brunch	squiggle	motel																					
twirl	splotch	bionic																					
glimmer	flush	smash																					
slosh	sprig	telecast																					
co-op	broasted	movie																					
dumbfound	bike																						
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Linking Verbs, T220 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Grammar: Linking Verbs, T220 <ul style="list-style-type: none"> –Put Into Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 33 •Daily Language Practice, R15 																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Spiraling, T193 ESL Teaching Plan: Talking About the Past and Present Biblioteca Solares: El diario de Pedro	Supporting All Learners ESL: –Take Notes, T196 –Graphic Device, T201 ESL Teaching Plan: Discuss Changes in Responsibility Biblioteca Solares: El diario de Pedro																					
Teacher’s Notes																							

PLAN V: “The Adamses of Georgia” and Heartland (T187–T228)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T196–T209 ✓ •Comprehension Check, T209 –Revisit for Skills, T196–T209 •Writing: Write a Photo Essay, T218–219 –Draft 	<ul style="list-style-type: none"> •Read Heartland, T210–T215 ✓ –Comprehension Check, T215 –Revisit for Skills, T210–T215 ✓ •Assess Reading, T216 –Literacy-at-Work Book, p. 43 •Writing: Write a Photo Essay, T218–T219 –Revise •Building Skills and Strategies * ✓ –Sequence, T224–T225 ☆ –Literacy-at-Work Book, pp. 45, 46, 47 –Transparency 19 ◆ •Technology Option, T210 •Smart Place Option, T212 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T226–T227 ☆ –Idea File, T217 –Cultural Connections, T217 •Writing: Write a Photo Essay, T218–T219 –Share •Integrating Learning, T228 –Literacy-at-Work Book, p. 48 •Integrated Curriculum Options, R10–R11
<ul style="list-style-type: none"> •Practice: Chart of Blended Words, T221 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Photo Essays for Shortened or Blended Words, T221 	<ul style="list-style-type: none"> •Post Test, T221
<ul style="list-style-type: none"> •Mechanics: Semicolons, T220 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Semicolons, T220 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 34 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T222–T223 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Work in Groups, T205</p> <p>ESL Teaching Plan: Make a Time Line</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Model, T210</p> <p>ESL Teaching Plan: Produce a Five-Line Paragraph</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Graphic Device, T225</p> <p>ESL Teaching Plan: Write Two Paragraphs on a Farm Process</p> <p>Biblioteca Solares: El diario de Pedro</p>

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

LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
<p>Reading, Writing, Listening, Speaking, Viewing</p> <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 10px;">Smart Place</div> <p>Use the electronic Meet the Mentor to learn more about Veronica Gonzales-Vest, Park Ranger.</p>	<ul style="list-style-type: none"> •New Uses for Old Materials, T232–T233 <ul style="list-style-type: none"> –Generate New Ideas/Collaborate –Transparency 20 •Build Background, T234–T235 <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"> ✓ enterprise ✓ service industry ✓ economy –Transparency 21 ☆ –Literacy-at-Work Book, p. 49 </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ✓ sector ✓ manufactured goods </td> </tr> </table> –QuickWrite, T234 ◆•Technology Option, T235 	<ul style="list-style-type: none"> ✓ enterprise ✓ service industry ✓ economy –Transparency 21 ☆ –Literacy-at-Work Book, p. 49 	<ul style="list-style-type: none"> ✓ sector ✓ manufactured goods 	<ul style="list-style-type: none"> •Prepart to Teach, T236 *✓•Read from The Great Skinner Enterprise, T238–T253 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Visualize •Writing: Write a First Person Story, T258–T261 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 51 ◆•Smart Place Options, T238, T243
<ul style="list-style-type: none"> ✓ enterprise ✓ service industry ✓ economy –Transparency 21 ☆ –Literacy-at-Work Book, p. 49 	<ul style="list-style-type: none"> ✓ sector ✓ manufactured goods 			
Spelling	<p>Review, T263</p> <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 45 Plan I: flavor, peddler, sponsor, visitor, capital Plan II: mileage, marriage, relationship, broken, regulation Plan III: designate, medical, medicine, promote, promotion Plan IV: refuse, tear, lead, conduct, desert Plan V: splatter, squiggle, bionic, glimmer, telecast 	<ul style="list-style-type: none"> •Teach: Identify the Spelling Principle, T263 ☆–Spelling Practice, p. 18 		
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Direct Object, T262 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓•Grammar: Direct Object, T262 <ul style="list-style-type: none"> –Put Into Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 35 •Daily Language Practice, R15 		
<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"> –Brainstorm, T232 <p>ESL Teaching Plan: Supposing</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Work in Groups, T238 –Compare/Contrast, T243 <p>ESL Teaching Plan:</p> <p>Produce Oral Sentences About Tasks</p> <p>Biblioteca Solares: El diario de Pedro</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, T238–T253 ✓ •Comprehension Check, T253 –Revisit for Skills, T238–T253 •Writing: Write a First Person Story, T258–T261 –Draft 	<ul style="list-style-type: none"> •Read “The Service Industry,” T254–T255 ✓ –Comprehension Check, T255 –Revisit for Skills, T254–T255 ✓ •Assess Reading, T256 –Literacy-at-Work Book, p. 50 •Writing: Write a First Person Story, T258–T261 –Revise •Building Skills and Strategies: * ✓ –Visualize, T266–T267 ☆ –Literacy-at-Work Book, pp. 52, 53, 54 –Transparency 22 ◆ •Smart Place Option, T257 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T268–T269 ☆ –Idea File, T257 –Cultural Connections, T257 •Writing: Write a First Person Story, T258–T261 –Proofread –Publish ◆ •Smart Place Option, T261 •Integrated Curriculum Options, R12–R13 ☐ •Project Options: –How to Create a Business Plan, T271–T277 –Speak to Persuade, T278–T279
<ul style="list-style-type: none"> •Practice: Use Review Words in Sentences, T263 	<ul style="list-style-type: none"> •Apply to Writing: Proofread First Person Narratives to Check Spelling, T263 	<ul style="list-style-type: none"> •Post Test, T263
<ul style="list-style-type: none"> •Mechanics: Dashes, T262 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Dashes, T262 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 36 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T264–T265 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Step by Step, T252</p> <p>ESL Teaching Plan: Define Words/Illustrate Meanings</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Assist in Process, T254</p> <p>ESL Teaching Plan: Write Three Sentences About if Situations</p> <p>Biblioteca Solares: El diario de Pedro</p>	<p>Supporting All Learners ESL: –Make Connections, T261</p> <p>–Record, T267</p> <p>ESL Teaching Plan: Write a Skit</p> <p>Biblioteca Solares: El diario de Pedro</p>

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