

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 Computer Artist: Ellen Poon. Also the selections from Favorite Greek Myths are on CD-ROM.</p>	<ul style="list-style-type: none"> •Meet the Mentor, T10–T11 <ul style="list-style-type: none"> –Meet the Mentor Video: Ellen Poon Computer Artist •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ goddesses nymphs ✓ sacred ✓ mythic vision –Transparency 1 ☆–Literacy-at-Work Book, p. 5 ✓•QuickWrite, T12 ◆•Smart Place Options, T10, T13 	<ul style="list-style-type: none"> •Prepare to Teach, T14 ○*✓•Read “The Golden Apples” and “The Weaving Contest,” T16–T23 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Summarize •Writing: Write a Persuasive Myth, T30–T31 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 7 –Transparency 2 ◆•Smart Place Options, T14, T19 																					
<p>Spelling</p>	<p>Words with /ch/, /sh/ and /zh/, T33</p> <p>–Pretest—Spelling Practice, p. 46</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>exchanging</td> <td>snatching</td> <td>century</td> </tr> <tr> <td>ancient</td> <td>concerto</td> <td>exhaustion</td> </tr> <tr> <td>challenge</td> <td>chariot</td> <td>establish</td> </tr> <tr> <td>ferocious</td> <td>conditions</td> <td>appreciate</td> </tr> <tr> <td>crucial</td> <td>sugar</td> <td>vision</td> </tr> <tr> <td>decision</td> <td>measure</td> <td>casual</td> </tr> <tr> <td>erosion</td> <td>equation</td> <td></td> </tr> </table>	exchanging	snatching	century	ancient	concerto	exhaustion	challenge	chariot	establish	ferocious	conditions	appreciate	crucial	sugar	vision	decision	measure	casual	erosion	equation		<ul style="list-style-type: none"> •Teach: Different Spellings for Similar Sounding Words, T33 ☆–Spelling Practice, p. 19
exchanging	snatching	century																					
ancient	concerto	exhaustion																					
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crucial	sugar	vision																					
decision	measure	casual																					
erosion	equation																						
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> •Grammar: Verbs: Participles, T32 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Grammar: Verbs: Participles, T32 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 37 •Daily Language Practice, R14 																					
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>ESL Teaching Plan: Describing Objects</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL: –Scan, T16</p> <p>ESL Teaching Plan: Combine Nouns with Adjectives</p> <p>Biblioteca Solares: 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, T30–T31 –Draft ◆•Smart Place Option, T31 	<ul style="list-style-type: none"> •Read “Storm Pattern” and “Grandmother,” T24–T27 ✓ –Comprehension Check, T27 –Revisit for Skills, T24–T27 ✓ •Assess Reading, T28 –Literacy-at-Work Book, p. 6 •Writing, T30–T31 –Revise •Building Skills and Strategies *✓ –Summarize, 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, T38–T39 ✧ –Idea File, T29 –Cultural Connections, T29 •Writing, T30–T31 –Share •Integrated Learning, T40 –Literacy-at-Work Book, p. 11 •Integrated Curriculum Options, R2–R3
<ul style="list-style-type: none"> •Practice: Spelling Chart, T33 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Myths for Words with /ch/, /sh/ and /zh/, T33 	<ul style="list-style-type: none"> •Post Test, T33
<ul style="list-style-type: none"> ✓ •Usage: Troublesome Verb Pairs, T32 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Usage: Troublesome Verb Pairs, T32 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 38 •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: –Outline, T31</p> <p>ESL Teaching Plan: Describe Pictures</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL: –Key Points, T24</p> <p>–Assist in Process, T37</p> <p>ESL Teaching Plan: Develop a Colorful Self Description</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL: –Speaking/Viewing, T34</p> <p>ESL Teaching Plan: Write Sentences About Bragging</p> <p>Biblioteca Solares: La abuelita y su casa muñecas</p>

✓ = Assessed	☒ = Trade Book	✧ = Option	✎ = Workshop	☐ = Project	* = Key Strategy	○ = Audiocassette	◆ = Technology
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DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T50–T57 ✓ •Comprehension Check, T57 –Revisit for Skills, T50–T57 •Writing, T66–T67 –Draft ◆•Smart Place Option, T67 	<ul style="list-style-type: none"> •Read “All Stories are Anansi’s,” T58–T63 ✓ –Comprehension Check, T63 –Revisit for Skills, T58–T63 ✓ •Assess Reading, T64 –Literacy-at-Work Book, p. 13 •Writing, T66–T67 –Revise •Building Skills and Strategies *✓ –Make Inferences, T72–T73 ☆ –Literacy-at-Work Book, pp. 15, 16, 17 –Transparency 7 ◆•Smart Place Options, T62, T65 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T74–T75 ☆ –Idea File, T65 –Cultural Connections, T65 Writing, T66–T67 –Share ◆•Smart Place Option, T71 •Integrated Learning, T76 –Literacy-at-Work Book, p. 18 •Integrated Curriculum Options, R4–R5 ✎•Workshop Options: –How to Write a Fable, T77–T81 –Use a Thesaurus, T82–T83
<ul style="list-style-type: none"> •Practice Word Chart, T69 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Folk Tales for Bases, T69 	<ul style="list-style-type: none"> •Post Test, T69
<ul style="list-style-type: none"> •Mechanics: Direct Quotations, T68 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Direct Quotations, T68 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 40 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T70–T71 •Daily Language Practice, R14
<p>ESL Teaching Plan: Listen and Draw</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Read Aloud, T58 –Role-Play, T61 –Build on Success, T73 <p>ESL Teaching Plan: Write a Solution</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Writing/Viewing/Vocabulary, T70 <p>ESL Teaching Plan: Tell Stories of Cultural Expressions</p> <p>Biblioteca Solares: La abuelita y su casa de muñecas</p>

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Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Interpret a Quotation, T90–T91 <ul style="list-style-type: none"> –Viewing Critically and Creatively –Transparency 8 •Build Background, T92–T93 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">✓ bespattered</td> <td style="width: 33%;">✓ vermilion</td> <td style="width: 33%;">✓ jade</td> </tr> <tr> <td>✓ hue</td> <td>✓ pigments</td> <td>✓ daubs</td> </tr> <tr> <td>blotchy</td> <td>juxtaposes</td> <td></td> </tr> </table> –Transparency 9 ☆–Literacy-at-Work Book, p. 22 ✓•QuickWrite, T92 ◆•Technology Options, T90, T93 		✓ bespattered	✓ vermilion	✓ jade	✓ hue	✓ pigments	✓ daubs	blotchy	juxtaposes		<ul style="list-style-type: none"> •Prepare to Teach, T94 ○*✓•Read “The Tale of the Tiger’s Paintbrush,” T96–T107 <ul style="list-style-type: none"> –Guided Reading— Key Strategy: Character •Writing: Write a Narrative Fantasy Tale, T114–T115 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 24 –Transparency 10 ◆•Technology Option, T96 													
✓ bespattered	✓ vermilion	✓ jade																							
✓ hue	✓ pigments	✓ daubs																							
blotchy	juxtaposes																								
Spelling	Bases and Roots: <i>nat, vis, tract, pos</i> , T117 –Pretest—Spelling Practice, p. 47 <table style="width: 100%; border: none;"> <tr> <td>nature</td> <td>natural</td> <td>naturalist</td> </tr> <tr> <td>naturalistic</td> <td>unnatural</td> <td>envision</td> </tr> <tr> <td>visual</td> <td>visibility</td> <td>invisible</td> </tr> <tr> <td>invisibility</td> <td>attractive</td> <td>attract</td> </tr> <tr> <td>unattractive</td> <td>distract</td> <td>distract</td> </tr> <tr> <td>tractor</td> <td>suppose</td> <td>juxtaposes</td> </tr> <tr> <td>proposal</td> <td>deposit</td> <td></td> </tr> </table>		nature	natural	naturalist	naturalistic	unnatural	envision	visual	visibility	invisible	invisibility	attractive	attract	unattractive	distract	distract	tractor	suppose	juxtaposes	proposal	deposit		<ul style="list-style-type: none"> •Teach: Bases and Roots, T117 ☆–Spelling Practice, p. 21 	
nature	natural	naturalist																							
naturalistic	unnatural	envision																							
visual	visibility	invisible																							
invisibility	attractive	attract																							
unattractive	distract	distract																							
tractor	suppose	juxtaposes																							
proposal	deposit																								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Pronoun Antecedents, T116 –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Pronoun Antecedents, T116 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 41 •Daily Language Practice, R14 																						
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Use Visuals, T93 ESL Teaching Plan: Expanding Descriptions Biblioteca Solares: Canto a la Tierra		Supporting All Learners ESL: –Use Visuals, T96 ESL Teaching Plan: Write Sentences Where Verbs and Adverbs are Separated by Other Words Biblioteca Solares: Canto a la Tierra																						
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, T96–T107 ✓ •Comprehension Check, T107 –Revisit for Skills, T96–T107 •Writing, T114–T115 –Draft ◆•Smart Place Option, T115 	<ul style="list-style-type: none"> •Read “The Strange Worlds of René Magritte,” T108–T111 ✓ –Comprehension Check, T111 –Revisit for Skills, T108–T111 ✓ •Assess Reading, T112 –Literacy-at-Work Book, p. 23 •Writing, T114–T115 –Revise •Building Skills and Strategies *✓ –Character, T120–T121 ✧ –Literacy-at-Work Book, pp. 25, 26, 27 –Transparency 11 ◆•Technology Option, T111 –Smart Place Options, T109, T113 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T122–T123 ✧ –Idea File, T113 –Cultural Connections, T113 •Writing, T114–T115 –Share •Integrated Learning, T124 –Literacy-at-Work Book, p. 28 •Integrated Curriculum Options, R6–R7
<ul style="list-style-type: none"> •Practice: Word Chart, T117 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Fantasy Tale for Bases and Roots, T117 	<ul style="list-style-type: none"> •Post Test, T117
<ul style="list-style-type: none"> ✓ •Usage: Homophones, T116 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Usage: Homophones, T116 –Put It in Context –Apply to Writing ✧ –Grammar, Usage, Mechanics Practice, p. 42 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T118–T119 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Peer Partners, T115</p> <p>ESL Teaching Plan: Create an Illustration</p> <p>Biblioteca Solares: Canto a la Tierra</p>	<p>Supporting All Learners ESL: –Take Notes, T108</p> <p>ESL Teaching Plan: Find Verb/Adverb Phrases in the Story</p> <p>Biblioteca Solares: Canto a la Tierra</p>	<p>Supporting All Learners ESL: –Speaking/Viewing, T119</p> <p>ESL Teaching Plan: Write Verb/Adverb Combinations</p> <p>Biblioteca Solares: Canto a la Tierra</p>

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	BUILDING BACKGROUND		READING																					
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Use Fantasy and Imagination, T128–T129 –Listen to Poem, Visualize and Respond –Transparency 12 •Build Background, T130–T131 –Activate Prior Knowledge –Develop Vocabulary: <table style="display: inline-table; vertical-align: middle;"> <tr> <td>fangs</td> <td>mutant</td> <td>zapped</td> </tr> <tr> <td>✓gigantic</td> <td>✓extraterrestrial</td> <td></td> </tr> <tr> <td>✓cosmic</td> <td>tentacles</td> <td></td> </tr> </table> –Transparency 13 ☆–Literacy-at-Work Book, p. 29 ✓•QuickWrite, T130 ◆•Technology Option, T131 –Smart Place Option, T128 		fangs	mutant	zapped	✓gigantic	✓extraterrestrial		✓cosmic	tentacles		<ul style="list-style-type: none"> •Prepare to Teach, T132 *✓•Read “How I Maybe Saved the World Last Tuesday Before Breakfast,” T134–T145 –Guided Reading—Key Strategy: Point of View •Writing: Write Humorous Fiction, T162–T163 –Prewrite –Literacy-at-Work Book, p. 31 –Transparency 14 ◆•Smart Place Options, T134, T136, T139, T142 												
fangs	mutant	zapped																						
✓gigantic	✓extraterrestrial																							
✓cosmic	tentacles																							
Spelling	Word Histories, T165 –Pretest—Spelling Practice, p. 47 <table style="display: inline-table; vertical-align: middle;"> <tr> <td>fangs</td> <td>orange</td> <td>bonfire</td> <td>neighbor</td> </tr> <tr> <td>muscle</td> <td>monster</td> <td>silhouetted</td> <td>cyclone</td> </tr> <tr> <td>asteroids</td> <td>umpire</td> <td>apron</td> <td>quiz</td> </tr> <tr> <td>galaxy</td> <td>tote</td> <td>alarm</td> <td>geranium</td> </tr> <tr> <td>debris</td> <td>planet</td> <td>tentacles</td> <td>salary</td> </tr> </table>		fangs	orange	bonfire	neighbor	muscle	monster	silhouetted	cyclone	asteroids	umpire	apron	quiz	galaxy	tote	alarm	geranium	debris	planet	tentacles	salary	<ul style="list-style-type: none"> •Teach: Word Origins, T165 ☆–Spelling Practice, p. 22 	
fangs	orange	bonfire	neighbor																					
muscle	monster	silhouetted	cyclone																					
asteroids	umpire	apron	quiz																					
galaxy	tote	alarm	geranium																					
debris	planet	tentacles	salary																					
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Proper Adjectives, T164 –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Proper Adjectives, T164 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 43 •Daily Language Practice, R15 																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	ESL Teaching Plan: Describing the Past and the Present Biblioteca Solares: Canto a la Tierra		Supporting All Learners ESL: –Peer Partners, T134 –Use Visuals, T137 ESL Teaching Plan: Retell the Story in Own Words Biblioteca Solares: Canto a la Tierra																					
Teacher’s Notes																								

PLAN IV: “How I Maybe Saved the World Last Tuesday Before Breakfast” and E.T. (T125–T174)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T134–T145 ✓ •Comprehension Check, T145 –Revisit for Skills, T134–T145 •Writing, T162–T163 –Draft ◆•Smart Place Option, T163 	<ul style="list-style-type: none"> •Read <i>E.T.</i>, T146–T159 ✓ –Comprehension Check, T159 –Revisit for Skills, T146–T159 ✓ •Assess Reading, T160 –Literacy-at-Work Book, p. 30 •Writing, T162–T163 –Revise •Building Skills and Strategies *✓ –Point of View, T168–T169 ☆–Literacy-at-Work Book, pp. 32, 33, 34 –Transparency 15 ◆•Smart Place Options, T155, T161 	<ul style="list-style-type: none"> •Reading Options ☒–Trade Books, T172–T173 ☆–Idea File, T161 –Cultural Connections, T161 •Writing, T162–T163 –Share •Building Skills and Strategies ✓ –Denotation/Connotation, T170–T171 ☆–Literacy-at-Work Book, pp. 35, 36 –Transparency 16 •Integrated Learning, T174 –Literacy-at-Work Book, p. 37 •Integrated Curriculum Options, R8–R9 ☞•Workshop Options: –How to Design a Movie Poster, T175–T179 –Use Advertisements, T180–T181
<ul style="list-style-type: none"> •Practice Word Chart, T165 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Short Stories for List Words, T165 	<ul style="list-style-type: none"> •Post Test, T165
<ul style="list-style-type: none"> ✓ •Mechanics: Quotation Marks, T164 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Mechanics: Quotation Marks, T164 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 44 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T166–T167 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Assist in Process, T163</p> <p>ESL Teaching Plan: Make Visitors From Another Planet Using Supplies</p> <p>Biblioteca Solares: Canto a la Tierra</p>	<p>Supporting All Learners ESL: –Guided Questions, T146</p> <p>–Paraphrase, T148</p> <p>–Role-Play, T157</p> <p>–Guided Questions, T169</p> <p>ESL Teaching Plan: Insert Real Words to Express Monster Noises</p> <p>Biblioteca Solares: Canto a la Tierra</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T167</p> <p>–Innovate, T171</p> <p>ESL Teaching Plan: Write Sentences Comparing Story and Movie Script</p> <p>Biblioteca Solares: Canto a la Tierra</p>

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	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Generate Ideas for Special Effects, T188–T189 •Build Background, T190–T191 –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓engineered ✓optically composited interface fiber optics ✓illuminated collage –Transparency 17 ☆–Literacy-at-Work Book, p. 41 ✓•QuickWrite, T190 ◆•Technology Option, T188 –Smart Place Option, T191 		<ul style="list-style-type: none"> •Prepare to Teach, T192 *✓•Read “Engineering of a Model,” T194–T203 –Guided Reading—Key Strategy: Problem/Solution •Writing: Write an Informative Report, T210–T211 –Prewrite –Literacy-at-Work Book, p. 44 –Transparency 18 ◆•Smart Place Options, T194, T196 	
Spelling	Word Pairs, T213 –Pretest—Spelling Practice, p. 48 stationary stationery immigrate emigrate accept except affects effects envelop envelope farther further principal principle proceed precede collage college forward foreword		<ul style="list-style-type: none"> •Teach: Spelling Words Often Confused with One Another, T213 ☆–Spelling Practice, p. 23 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Predicate Adjectives, T212 –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓•Grammar: Predicate Adjectives, T212 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 45 •Daily Language Practice, R15 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Work in Groups, T191 ESL Teaching Plan: Acquiring Information Biblioteca Solares: La campugenio		Supporting All Learners ESL: –Use Visuals, T194 ESL Teaching Plan: Search Out Meanings of Phrases From the Reading Biblioteca Solares: La campugenio	
Teacher’s Notes				

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READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T194–T203 ✓ •Comprehension Check, T203 –Revisit for Skills, T194–T203 •Writing, T210–T211 –Draft ◆•Smart Place Option, T211 	<ul style="list-style-type: none"> •Read “Computer Artist: Ellen Poon,” T204–T207 ✓ –Comprehension Check, T207 –Revisit for Skills, T204–T207 ✓ •Assess Reading, T208 –Literacy-at-Work Book, pp. 42, 43 •Writing, T210–T211 –Revise •Building Skills and Strategies *✓ –Problem/Solution, T216–T217 ✧ –Literacy-at-Work Book, pp. 45, 46, 47 –Transparency 19 ◆•Smart Place Options, T204, T209 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T218–T219 ✧ –Idea File, T209 –Cultural Connections, T209 •Writing, T210–T211 –Share •Integrated Learning, T220 –Literacy-at-Work Book, p. 48 •Integrated Curriculum Options, R10–R11
<ul style="list-style-type: none"> •Practice: Word Pair Chart, T213 	<ul style="list-style-type: none"> •Apply to Writing: Exchange Reports and Proofread for List Words, T213 	<ul style="list-style-type: none"> •Post Test, T213
<ul style="list-style-type: none"> •Usage: Pronouns: Subject and Object, T212 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Usage: Pronouns: Subject and Object, T212 –Put It in Context –Apply to Writing ✧ –Grammar, Usage, Mechanics Practice, p. 46 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T214–T215 •Daily Language Practice, R15
<p>ESL Teaching Plan: Use Body Language to Convey Meaning Biblioteca Solares: La campugenio</p>	<p>Supporting All Learners ESL: –Assist in Process, T204 ESL Teaching Plan: Write Three Descriptions About the Production of Special Effects Biblioteca Solares: La campugenio</p>	<p>Supporting All Learners ESL: –Viewing/Vocabulary, T215 ESL Teaching Plan: Do a Mini-Research Project Biblioteca Solares: La campugenio</p>

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	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Take a Poll, T224–T225 –Gather Information/Interpret –Transparency 20 •Build Background, T226–T227 –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ collaborated ✓ syndicate ✓ storyboard panels balloons dummy inking layouts –Transparency 21 ☆–Literacy-at-Work Book, p. 49 ✓•QuickWrite, T226 ◆•Technology Option, T224 –Smart Place Option, T227 		<ul style="list-style-type: none"> •Prepare to Teach, T228 *✓•Read “Comic Books for Fun and Profit,” T230–T241 –Guided Reading—Key Strategy: Paraphrase •Writing: Write a How-To Guide, T250–T253 –Prewrite –Literacy-at-Work Book, p. 51 ◆•Technology Option, T231 •Smart Place Options, T230, T232, T237 	
Spelling	<ul style="list-style-type: none"> Review, T255 –Pretest—Spelling Practice, p. 48 Plan I: ferocious, vision, ancient, erosion, challenge Plan II: reputation, impression, dispute, capable, testify Plan III: juxtaposes, proposal, invisible, distraction, unnatural Plan IV: silhouetted, debris, galaxy, cyclone, tentacles Plan V: stationery, except, effects, immigrate, principal 		<ul style="list-style-type: none"> •Teach: The Spelling Principle, T255 ☆–Spelling Practice, p. 24 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Articles a, an, the, T254 –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Articles a, an, the, T254 –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 47 •Daily Language Practice, R15 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<ul style="list-style-type: none"> ESL Teaching Plan: Sequencing Events Biblioteca Solares: La campugenio 		<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Take Notes, T230 ESL Teaching Plan: Find the Best Sequence Biblioteca Solares: La campugenio 	
Teacher’s Notes				

PLAN VI: “Comic Books for Fun and Profit” and “Tom Feelings” (T221–T261)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T230–T241 ✓ •Comprehension Check, T241 –Revisit for Skills, T230–T241 •Writing, T250–T253 –Draft ◆•Smart Place Option, T253 	<ul style="list-style-type: none"> •Read “Tom Feelings,” T242–T247 ✓ –Comprehension Check, T247 –Revisit for Skills ✓ •Assess Reading, T248 –Literacy-at-Work Book, p. 50 Writing, T250–T253 –Revise •Building Skills and Strategies *✓ –Paraphrase, T258–T259 ☆ –Literacy-at-Work Book, pp. 52, 53, 54 –Transparency 22 ◆•Smart Place Option, T249 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T260–T261 ☆ –Idea File, T249 –Cultural Connections, T249 •Writing, T250–T253 –Proofread –Publish •Integrated Curriculum Options, R12–R13 ☐•Project Options: –How to Write a Movie Scene, T263–T269 –Orally Present Dramatics, T270–T271
<ul style="list-style-type: none"> •Practice Pie Graph, T255 	<ul style="list-style-type: none"> •Apply to Writing: Exchange How-To Guides and Proofread, T255 	<ul style="list-style-type: none"> •Post Test, T255
<ul style="list-style-type: none"> ✓ •Usage: Subject-Verb Agreement, T254 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Usage: Subject-Verb Agreement, T254 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 48 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T256–T257 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Record, T253</p> <p>ESL Teaching Plan: Draw a Comic Strip</p> <p>Biblioteca Solares: La campugenio</p>	<p>Supporting All Learners ESL: –Assist in Process, T242</p> <p>–Make Connections, T259</p> <p>ESL Teaching Plan: Plan an Adventure for a Comic Strip Hero</p> <p>Biblioteca Solares: La campugenio</p>	<p>Supporting All Learners ESL: –Speaking/Writing/Viewing, T256</p> <p>ESL Teaching Plan: Work as a Team to Produce a Comic Book</p> <p>Biblioteca Solares: La campugenio</p>

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