

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 Mary Ann Vial Lemmon: Judge.</p>	<ul style="list-style-type: none"> •Meet the Mentor, T10–T11 <ul style="list-style-type: none"> –Meet the Mentor Video: Mary Ann Vial Lemmon, Judge •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="margin-left: 40px; border: none;"> <tr> <td>justice</td> <td>jurors</td> <td>✓ verdict</td> </tr> <tr> <td>✓ plaintiff</td> <td>accuser</td> <td>✓ defendant</td> </tr> <tr> <td>exhibits</td> <td>accusation</td> <td></td> </tr> </table> –Transparency 1 ★–Literacy-at-Work Book, p. 5 ✓•QuickWrite, T12 ◆–Smart Place Options, T10, T13 		justice	jurors	✓ verdict	✓ plaintiff	accuser	✓ defendant	exhibits	accusation		<ul style="list-style-type: none"> •Prepare to Teach, T14 <ul style="list-style-type: none"> ○*✓•Read from Alice in Wonderland, T16–T31 –Guided Reading—Key Strategy: Mood •Writing: Write a Narrative Fantasy Featuring a Realistic Character, T40–T41 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 7 ◆•Smart Place Option, T19 													
justice	jurors	✓ verdict																							
✓ plaintiff	accuser	✓ defendant																							
exhibits	accusation																								
Spelling	<p>Unstressed Syllables, T43</p> <p>–Pretest—Spelling Practice, p. 52</p> <table style="margin-left: 20px; border: none;"> <tr> <td>general</td> <td>generate</td> <td>accuse</td> </tr> <tr> <td>accusation</td> <td>crime</td> <td>criminal</td> </tr> <tr> <td>ridicule</td> <td>ridiculous</td> <td>punctual</td> </tr> <tr> <td>punctuation</td> <td>terrify</td> <td>terrific</td> </tr> <tr> <td>popular</td> <td>popularity</td> <td>origin</td> </tr> <tr> <td>original</td> <td>courage</td> <td>courageous</td> </tr> <tr> <td>real</td> <td>reality</td> <td></td> </tr> </table>		general	generate	accuse	accusation	crime	criminal	ridicule	ridiculous	punctual	punctuation	terrify	terrific	popular	popularity	origin	original	courage	courageous	real	reality		<ul style="list-style-type: none"> •Teach: Word Pairs, T43 <ul style="list-style-type: none"> ★–Spelling Practice, p. 31 	
general	generate	accuse																							
accusation	crime	criminal																							
ridicule	ridiculous	punctual																							
punctuation	terrify	terrific																							
popular	popularity	origin																							
original	courage	courageous																							
real	reality																								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Principal Parts of Regular Verbs, T42 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Principal Parts of Regular Verbs, T42 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 61 •Daily Language Practice, R14 																						
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Peer Partners, T16 <p>ESL Teaching Plan:</p> <p>Discussing Fantasy and Reality</p> <p>Biblioteca Solares:</p> <p>La historia de la casa blanca</p>		<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Key Points, T25 –Assist in Process, T29 <p>ESL Teaching Plan:</p> <p>Make Representations of Characters</p> <p>Biblioteca Solares:</p> <p>La historia de la casa blanca</p>																						
Teacher's Notes																									

PLAN I: From Alice in Wonderland and “The Case of the Filbert Flub” (T7–T50)

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, T40–T41 –Draft ◆•Smart Place Option, T41 	<ul style="list-style-type: none"> •Read “The Case of the Filbert Flub,” T32–T37 ✓ –Comprehension Check, T37 –Revisit for Skills, T32–T37 ✓ •Assess Reading, T38 –Literacy-at-Work Book, p. 6 •Writing, T40–T41 –Revise •Building Skills and Strategies *✓ –Mood, T46–T47 ☆ –Literacy-at-Work Book, pp. 8, 9, 10 –Transparency 3 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T48–T49 ☆ –Idea File, T39 –Cultural Connections, T39 •Writing, T40–T41 –Share •Integrated Learning, T50 –Literacy-at-Work Book, p. 11 •Integrated Curriculum Options, R2–R3 ◆•Smart Place Option, T45
<ul style="list-style-type: none"> •Practice: Word Chart, T43 	<ul style="list-style-type: none"> •Apply to Writing: Check Fantasy Stories for Unstressed Syllables, T43 	<ul style="list-style-type: none"> •Post Test, T43
<ul style="list-style-type: none"> •Mechanics: Apostrophe in Possessives, T42 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Apostrophe in Possessives, T42 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 62 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T44–T45 •Daily Language Practice, R14
<p>ESL Teaching Plan Make Sketches and Role-Play Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Scan, T32 –Analyze, T47</p> <p>ESL Teaching Plan: Present a Mock Trial Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Writing/Listening/Vocabulary, T44</p> <p>ESL Teaching Plan: List Fantasy/Reality Elements From Stories Biblioteca Solares: La historia de la casa blanca</p>

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

LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2
	BUILDING BACKGROUND		READING
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Debate a Case of Justice, T54–T55 –Listen Critically/Collaborate •Build Background, T56–T57 –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ jurisdiction ✓ impartially ✓ testimony statutes dismissed attorneys –Transparency 4 ★–Literacy-at-Work Book, p. 12 ✓•QuickWrite, T56 ◆•Technology Options, T54, T57 		<ul style="list-style-type: none"> •Prepare to Teach, T58 *✓•Read “Judge: Mary Ann Vial Lemmon,” T60–T63 –Guided Reading—Key Strategy: Draw Conclusions •Writing: Write a Persuasive Story About Justice, T74–T75 –Prewrite –Literacy-at-Work Book, p. 15 –Transparency 5 ◆•Smart Place Option, T60
Spelling	Double Consonants, T77 –Pretest—Spelling Practice, p. 52 affairs account appearance assumed assignment annex appetite attorneys illegal immature irregular immense suggest sufficient suppress occupied committee commotion collaborate effort		<ul style="list-style-type: none"> •Teach: Adding Prefixes to Roots Sometimes Causes Double Consonants, T77 ★–Spelling Practice, p. 32
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Common and Proper Nouns, T76 –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Common and Proper Nouns, T76 –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 63 •Daily Language Practice, R14
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	Supporting All Learners ESL: –Role-Play, T57 ESL Teaching Plan: Discussing the Truth Biblioteca Solares: La historia de la casa blanca		Supporting All Learners ESL: –Make Connections, T60 ESL Teaching Plan: Discuss Synonyms/Write Sentences Biblioteca Solares: La historia de la casa blanca
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, T60–T63 ✓ •Comprehension Check, T63 –Revisit for Skills, T60–T63 •Writing, T74–T75 –Draft ◆•Smart Place Option, T75 	<ul style="list-style-type: none"> •Read “Three Stories About Justice,” T64–T71 ✓ –Comprehension Check, T71 –Revisit for Skills, T64–T71 ✓ •Assess Reading, T72 –Literacy-at-Work Book, pp. 13, 14 Writing, T74–T75 –Revise •Building Skills and Strategies *✓ –Draw Conclusions, T80–T81 ☆ –Literacy-at-Work Book, pp. 16, 17, 18 –Transparency 6 ◆•Smart Place Options, T64, T73 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T84–T85 ☆ –Idea File, T73 –Cultural Connections, T73 Writing, T74–T75 –Share •Building Skills and Strategies ✓ –Structural Clues: Prefixes, T82–T83 ☆ –Literacy-at-Work Book, pp. 19, 20 –Transparency 7 •Integrated Learning, T86 –Literacy-at-Work Book, p. 21 •Integrated Curriculum Options, R4–R5 📎•Workshop Options: –How to Write a Law, T87–T91 –Use Library Resources, T92–T93
<ul style="list-style-type: none"> •Practice Word Chart, T77 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Stories About Justice for Double Consonant Words, T77 	<ul style="list-style-type: none"> •Post Test, T77
<ul style="list-style-type: none"> ✓ •Mechanics: Commas, T76 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Mechanics: Commas, T76 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 64 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T78–T79 •Daily Language Practice, R14
<p>ESL Teaching Plan: Use New Words to Describe Nouns</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Step by Step, T64 –Guided Questions, T81</p> <p>ESL Teaching Plan: Write an Agreeing Paragraph</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Hands-on-Learning, T83 –Reading/Speaking/Viewing, T79</p> <p>ESL Teaching Plan: List Similar/Different Elements from the Stories</p> <p>Biblioteca Solares: La historia de la casa blanca</p>

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	DAY 1		DAY 2																						
	BUILDING BACKGROUND		READING																						
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Record a Radio Commentary, T100–T101 –Transparency 8 •Build Background, T102–T103 –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓banned leaflets liberty ✓literate scholarship ✓influential dialects –Transparency 9 ★–Literacy-at-Work Book, p. 25 ✓•QuickWrite, T102 ◆•Technology Option, T100 –Smart Place Option, T103 		<ul style="list-style-type: none"> •Prepare to Teach, T104 *✓•Read The Rebellious Alphabet, T106–T119 –Guided Reading—Key Strategy: Make Judgments •Writing: Write a Simple Fable in Narrative Form, T124–T125 –Prewrite –Literacy-at-Work Book, p. 27 –Transparency 10 ◆•Smart Place Options, T106, T111 																						
Spelling	<p>Greek Roots and Combining Forms, T127 –Pretest—Spelling Practice, p. 53</p> <table border="0"> <tr> <td>democratic</td> <td>democracy</td> <td>astronaut</td> </tr> <tr> <td>astronomy</td> <td>telescope</td> <td>kaleidoscope</td> </tr> <tr> <td>diameter</td> <td>dialects</td> <td>metric</td> </tr> <tr> <td>thermometer</td> <td>gene</td> <td>genetic</td> </tr> <tr> <td>automobile</td> <td>automatic</td> <td>autobiography</td> </tr> <tr> <td>paragraph</td> <td>autograph</td> <td>alphabet</td> </tr> <tr> <td>microphone</td> <td>microscope</td> <td></td> </tr> </table>		democratic	democracy	astronaut	astronomy	telescope	kaleidoscope	diameter	dialects	metric	thermometer	gene	genetic	automobile	automatic	autobiography	paragraph	autograph	alphabet	microphone	microscope		<ul style="list-style-type: none"> •Teach: Words Derived From Greek Roots, T127 ★–Spelling Practice, p. 33 	
democratic	democracy	astronaut																							
astronomy	telescope	kaleidoscope																							
diameter	dialects	metric																							
thermometer	gene	genetic																							
automobile	automatic	autobiography																							
paragraph	autograph	alphabet																							
microphone	microscope																								
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Complete Subject and Complete Predicate, T126 –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Complete Subject and Complete Predicate, T126 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 65 •Daily Language Practice, R14 																						
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL: –Scan, T106</p> <p>ESL Teaching Plan: Talking About Prepositions</p> <p>Biblioteca Solares: La historia de la casa blanca</p>		<p>Supporting All Learners ESL: –Peer Partners, T114 –Innovate, T118</p> <p>ESL Teaching Plan: Practice Prepositional Phrases</p> <p>Biblioteca Solares: La historia de la casa blanca</p>																						
Teacher's Notes																									

PLAN III: The Rebellious Alphabet and “Noah Webster’s Dictionary” (T97–T134)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T106–T119 ✓ •Comprehension Check, T119 –Revisit for Skills, T106–T119 •Writing, T124–T125 –Draft ◆•Smart Place Option, T125 	<ul style="list-style-type: none"> •Read “Noah Webster’s Dictionary,” T120–T121 ✓ –Comprehension Check, T121 –Revisit for Skills, T120–T121 ✓ •Assess Reading, T122 –Literacy-at-Work Book, p. 26 •Writing, T124–T125 –Revise •Building Skills and Strategies *✓ –Make Judgments, T130–T131 ☆ –Literacy-at-Work Book, pp. 28, 29, 30 –Transparency 11 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T132–T133 ☆ –Idea File, T123 –Cultural Connections, T123 •Writing, T124–T125 –Share •Integrated Learning, T134 –Literacy-at-Work Book, p. 31 •Integrated Curriculum Options, R6–R7 ◆•Smart Place Option, T128
<ul style="list-style-type: none"> •Practice: Greek Work and Meaning Chart, T127 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Fables for Familiar Roots, T127 	<ul style="list-style-type: none"> •Post Test, T127
<ul style="list-style-type: none"> •Usage: Pronouns and Contractions, T126 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Usage: Pronouns and Contractions, T126 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 66 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T128–T129 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Act It Out, T125</p> <p>ESL Teaching Plan: Spell Known Words/Draw Objects to Represent Others</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Make Connections, T120</p> <p>ESL Teaching Plan: Translate Nonsense Words</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Listening/Speaking/Viewing, T128</p> <p>ESL Teaching Plan: Write Paragraph About the Little General</p> <p>Biblioteca Solares: La historia de la casa blanca</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;"> <p>Smart Place</p> </div> <p>“Honoring Their Ancestors” is a Smart Place CD-ROM selection.</p>	<ul style="list-style-type: none"> •Write a Letter to a Government Leader, T138–T139 <ul style="list-style-type: none"> –Communicate Ideas/Identify Issues –Transparency 12 •Build Background, T140–T141 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">representative</td> <td style="width: 50%;">✓ referendum</td> </tr> <tr> <td>democratic</td> <td>press conference</td> </tr> <tr> <td>✓ lobbyists</td> <td>amendments</td> </tr> <tr> <td>✓ resolution</td> <td>legislature</td> </tr> </table> –Transparency 13 ☆–Literacy-at-Work Book, p. 32 ◆•Smart Place Options, T138, T141 		representative	✓ referendum	democratic	press conference	✓ lobbyists	amendments	✓ resolution	legislature	<ul style="list-style-type: none"> •Prepare to Teach, T142 *✓•Read “Tools For Change,” T144–T153 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Compare/Contrast •Writing: Write an Informative How-To Guide, T166–T167 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 34 –Transparency 14 ◆•Smart Place Option, T142 													
representative	✓ referendum																							
democratic	press conference																							
✓ lobbyists	amendments																							
✓ resolution	legislature																							
<p>Spelling</p>	<p>Spelling Across the Curriculum, T169</p> <p>–Pretest—Spelling Practice, p. 53</p> <table style="width: 100%; border: none;"> <tr> <td>legislature</td> <td>legislators</td> <td>Congress</td> </tr> <tr> <td>convention</td> <td>citizen</td> <td>community</td> </tr> <tr> <td>formula</td> <td>solve</td> <td>solution</td> </tr> <tr> <td>diagram</td> <td>archaeology</td> <td>anthropologist</td> </tr> <tr> <td>disease</td> <td>penicillin</td> <td>veterinarian</td> </tr> <tr> <td>continent</td> <td>climate</td> <td>environment</td> </tr> <tr> <td>population</td> <td>suburb</td> <td></td> </tr> </table>		legislature	legislators	Congress	convention	citizen	community	formula	solve	solution	diagram	archaeology	anthropologist	disease	penicillin	veterinarian	continent	climate	environment	population	suburb		<ul style="list-style-type: none"> •Teach: Subject Vocabulary, T169 ☆–Spelling Practice, p. 34
legislature	legislators	Congress																						
convention	citizen	community																						
formula	solve	solution																						
diagram	archaeology	anthropologist																						
disease	penicillin	veterinarian																						
continent	climate	environment																						
population	suburb																							
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> ✓•Grammar: Singular and Plural Nouns, T168 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓•Grammar: Singular and Plural Nouns, T168 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 67 •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> <p>–Categorize, T141</p> <p>ESL Teaching Plan: Expressing Opinions</p> <p>Biblioteca Solares:</p> <p>La historia de la casa blanca</p>		<p>Supporting All Learners ESL:</p> <p>–Outline, T144</p> <p>ESL Teaching Plan:</p> <p>Practice Convincing Others of Opinions</p> <p>Biblioteca Solares:</p> <p>La historia de la casa blanca</p>																					
<p>Teacher’s Notes</p>																								

PLAN IV: “Tools For Change” and “Honoring Their Ancestors” (T135–T178)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T144–T153 ✓ •Comprehension Check, T153 –Revisit for Skills, T144–T153 •Writing, T166–T167 –Draft ◆•Smart Place Option, T167 	<ul style="list-style-type: none"> ○•Read “Honoring Their Ancestors,” T154–T163 ✓ –Comprehension Check, T163 –Revisit for Skills, T154–T163 ✓ •Assess Reading, T164 –Literacy-at-Work Book, p. 33 Writing, T166–T167 –Revise •Building Skills and Strategies *✓ –Compare/Contrast, T172–T173 ☆ –Literacy-at-Work Book, pp. 35, 36, 37 –Transparency 15 ◆•Smart Place Options, T155, T156, T159, T165 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T176–T177 ☆ –Idea File, T165 –Cultural Connections, T165 Writing, T166–T167 –Share •Building Skills and Strategies ✓ –Context Clues: Specialized Vocabulary, T174–T175 –Literacy-at-Work Book, pp. 38, 39 –Transparency 16 •Integrated Learning, T178 ☆ –Literacy-at-Work Book, p. 40 •Integrated Curriculum Options, R8–R9 ◆•Smart Place Option, T171 ✎•Workshop Options: –How to Make a Point/Counterpoint Chart, T179–T183 –Use Graphs, T184–T185
<ul style="list-style-type: none"> •Practice Subject Word Chart, T169 	<ul style="list-style-type: none"> •Apply to Writing: Proofread How-To Guides for Subject Words, T169 	<ul style="list-style-type: none"> •Post Test, T169
<ul style="list-style-type: none"> ✓ •Grammar: Four Sentence Types, T168 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Grammar: Four Sentence Types, T168 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 68 •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: –Peer Partners, T167</p> <p>ESL Teaching Plan: Illustrate a Topic</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Make Connections, T154 –Paraphrase, T160</p> <p>ESL Teaching Plan: Discuss Ideas to Change the World</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Speaking/Viewing, T170</p> <p>ESL Teaching Plan: Write a “Kids Have Good Ideas” Paragraph</p> <p>Biblioteca Solares: La historia de la casa blanca</p>

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	DAY 1		DAY 2																					
	BUILDING BACKGROUND		READING																					
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Read Quotes About Courage, T192–T193 –Consider Other Points of View –Transparency 17 •Build Background, T194–T195 –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓quarrel ✓camouflage hounds ✓regulation game warden ★–Transparency 18 –Literacy-at-Work Book, p. 44 ✓•QuickWrite, T194 ◆•Technology Options, T192, T195 		<ul style="list-style-type: none"> •Prepare to Teach, T196 *✓•Read from Shiloh, T198–T211 –Guided Reading—Key Strategy: Character •Writing: Write a Narrative Story With a Logical Plot, T216–T217 –Prewrite –Literacy-at-Work Book, p. 46 –Transparency 19 ◆•Smart Place Option, T198 																					
Spelling	<ul style="list-style-type: none"> Old Spellings to New, T219 –Pretest—Spelling Practice, p. 54 <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td>tomorrow</td> <td>money</td> <td>stomach</td> <td>bridge</td> </tr> <tr> <td>straight</td> <td>aisle</td> <td>ghost</td> <td>foreign</td> </tr> <tr> <td>island</td> <td>limb</td> <td>perfect</td> <td>school</td> </tr> <tr> <td>soldier</td> <td>debt</td> <td>doubt</td> <td>surprise</td> </tr> <tr> <td>rhyme</td> <td>acre</td> <td>scissors</td> <td>warden</td> </tr> </table>		tomorrow	money	stomach	bridge	straight	aisle	ghost	foreign	island	limb	perfect	school	soldier	debt	doubt	surprise	rhyme	acre	scissors	warden	<ul style="list-style-type: none"> •Teach: Spelling Words That Have Changed Over Time, T219 ★–Spelling Practice, p. 35 	
tomorrow	money	stomach	bridge																					
straight	aisle	ghost	foreign																					
island	limb	perfect	school																					
soldier	debt	doubt	surprise																					
rhyme	acre	scissors	warden																					
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> •Grammar: Understood Subject, T218 –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> •Grammar: Understood Subject, T218 –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 69 •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: Talking About Responsibility Biblioteca Solares: La historia de la casa blanca 		<ul style="list-style-type: none"> Supporting All Learners ESL: –Use Visuals, T198 –Paraphrase, T203 ESL Teaching Plan: Make a Semantic Map Biblioteca Solares: La historia de la casa blanca 																					
Teacher's Notes																								

PLAN V: From Shiloh and “If I Were in Charge of the World” (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–T211 ✓ •Comprehension Check, T211 –Revisit for Skills, T198–T211 •Writing, T216–T217 –Draft ◆ •Smart Place Option, T217 	<ul style="list-style-type: none"> •Read “If I Were In Charge of The World,” T212–T213 ✓ –Comprehension Check, T213 –Revisit for Skills, T212–T213 ✓ •Assess Reading, T214 –Literacy-at-Work Book, p. 45 •Writing, T216–T217 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *✓ –Character, T222–T223 ☆ –Literacy-at-Work Book, pp. 47, 48, 49 –Transparency 20 ◆ •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 ◆ •Smart Place Option, T220
<ul style="list-style-type: none"> •Practice: Word Chart, T219 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Stories for Spelling Words That Have Changed Over Time, T219 	<ul style="list-style-type: none"> •Post Test, T219
<ul style="list-style-type: none"> •Mechanics: Capitalization in Direct Quotations, T218 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Mechanics: Capitalization in Direct Quotations, T218 –Put It in Context –Apply to Writing <ul style="list-style-type: none"> ☆ –Grammar, Usage, Mechanics Practice, p. 70 •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: –Assist in Process, T217</p> <p>ESL Teaching Plan: Discuss Responsibilities</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Read Aloud, T212</p> <p>ESL Teaching Plan: Discuss Dilemmas from Story</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T221</p> <p>ESL Teaching Plan: Write Sentences About Problems from Story</p> <p>Biblioteca Solares: La historia de la casa blanca</p>

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

LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2							
	BUILDING BACKGROUND		READING							
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Develop Community Involvement, T230–T231 <ul style="list-style-type: none"> –Write a Human Rights Declaration –Transparency 21 •Build Background, T232–T233 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <table style="display: inline-table; vertical-align: middle; margin-left: 10px;"> <tr> <td>impassioned</td> <td>✓ delegates</td> </tr> <tr> <td>colleague</td> <td>✓ humanitarian</td> </tr> <tr> <td>diplomat</td> <td>✓ discrimination</td> </tr> </table> –Transparency 22 ★–Literacy-at-Work Book, p. 51 ✓•QuickWrite, T232 <ul style="list-style-type: none"> ◆•Technology Option, T233 –Smart Place Option, T230 		impassioned	✓ delegates	colleague	✓ humanitarian	diplomat	✓ discrimination	<ul style="list-style-type: none"> •Prepare to Teach, T234 *✓•Read Eleanor Roosevelt, T236–T247 <ul style="list-style-type: none"> –Guided Reading—Key Strategy: Summarize •Writing: Write a Biography, T260–T263 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 53 ◆•Smart Place Option, T236 	
impassioned	✓ delegates									
colleague	✓ humanitarian									
diplomat	✓ discrimination									
Spelling	<ul style="list-style-type: none"> Review, T265 –Pretest—Spelling Practice, p. 54 Plan I: accusation, ridiculous, popularity, criminal, courageous Plan II: sufficient, account, committee, occupied, immense Plan III: democratic, astronaut, telescope, diameter, automatic Plan IV: citizen, solution, environment, disease, legislature Plan V: warden, straight, stomach, foreign, acre 		<ul style="list-style-type: none"> •Teach: Review the Spelling Principles, T265 ★–Spelling Practice, p. 36 							
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Simple Subject, T264 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓•Grammar: Simple Subject, T264 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 71 •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, T233 ESL Teaching Plan: Discussing Past Events Biblioteca Solares: <ul style="list-style-type: none"> La historia de la casa blanca 		<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Graphic Device, T236 –Read Aloud, T247 ESL Teaching Plan: <ul style="list-style-type: none"> Discuss Helping Others in the Past Biblioteca Solares: <ul style="list-style-type: none"> La historia de la casa blanca 							
Teacher's Notes										

PLAN VI: Eleanor Roosevelt and “Nelson Mandela” (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–T247 ✓ •Comprehension Check, T247 –Revisit for Skills, T236–T247 •Writing, T260–T263 –Draft ◆ •Smart Place Option, T263 	<ul style="list-style-type: none"> •Read “Nelson Mandela,” T248–T257 ✓ –Comprehension Check, T257 –Revisit for Skills, T248–T257 ✓ •Assess Reading, T258 –Literacy-at-Work Book, p. 52 •Writing, T260–T263 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *✓ –Summarize, T268–T269 ☆ –Literacy-at-Work Book, pp. 54, 55, 56 –Transparency 23 ◆ •Smart Place Options, T248, T259 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T270–T271 ☆ –Idea File, T259 –Cultural Connections, T244, T259 •Writing, T260–T263 –Proofread –Publish ◆ •Smart Place Option, T266 •Integrated Curriculum Options, R12–R13 ☐ •Project Options: <ul style="list-style-type: none"> –How to Present a Closing Argument, T273–T279 –Speak Clearly and Expressively, T280–T281
<ul style="list-style-type: none"> •Practice: Graphic, T265 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Biographies for Review Words, T265 	<ul style="list-style-type: none"> •Post Test, T265
<ul style="list-style-type: none"> •Usage: Past Tense and Past Participles of Irregular Verbs, T264 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Usage: Past Tense and Past Participles of Irregular Verbs, T264 –Put It in Context –Apply to Writing <ul style="list-style-type: none"> ☆ –Grammar, Usage, Mechanics Practice, p. 72 •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: –Peer Partners, T263</p> <p>ESL Teaching Plan: Make Drawings</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Take Notes, T248 –Take Notes, T256</p> <p>ESL Teaching Plan: Write Three Sentences Using Past-Tense Verbs</p> <p>Biblioteca Solares: La historia de la casa blanca</p>	<p>Supporting All Learners ESL: –Speaking/Viewing, T267</p> <p>ESL Teaching Plan: Make a Short List of Outstanding Women</p> <p>Biblioteca Solares: La historia de la casa blanca</p>

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