**Planner for Guided Reading Plus**

**Date: 08/14-08/18/2017 Week # 2 Lesson # 2\_**

**Standards/Targets: R.F.1.4=Know and apply grade level phonics and word analysis skills in decoding words. I can identify**

**letters/sounds and common sight words.**

**R.L.1.3=Describe characters, settings, and major events in a story, using key details. I can answer**

**questions about key details (who, what where, when, how, and why) within the**

**text applying illustrations.**

**CCR: Students must be able to answer questions about key details in order to develop essential skills,**

**such as independent reading strategies to ensure their future success.**

**W.1.3= Write narratives in which they recount two or more appropriately sequenced events, include**

**some details regarding what happened, use temporal words to signal event order, and provide some**

**sense of closure. I can write an opinion sentence on the topic or name of the story.**

**CCR: Students must write narratives to develop real or imagined experiences or events using effective**

**technique, well-chosen details, and well-structured event sequences.**

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| **Group Members: Deemetrius, Logan, Savannah**  **Modifications: Readers, Scribes, Paraphrasing, Extended Time, Use of Technology, Prompting and Cueing** | | | |
| **Fluent Writing, Phonological Awareness, and Phonics** | **Orientation to New Book** | **Orientation to New Book** | **After Reading New Book** |
| **Word/s for Fluent Writing: Dolch 1st grade list**  **after**  **again**  **Phonological/Phonemic Awareness: *Secret***  ***Stories: Super-Hero a***  **Phonics (Letter/Word Work):**  **Monday: Picture Sort**  **Tuesday: Making Words**  **Wednesday: Sound Boxes**  **Thursday: Analogy Charts**  **(cvc)**  **cab**  **dad**  **cat**  **sad**  **cap** | **New Book:**  **Title: Bark, George**  **Level: D/4**  **Orientation to New Book:**  **Show the front cover, read the title and author’s name. Have the students make some predictions as to what will happen in the book.**  ***This book is about a dog named George who makes strange sounds when he opens his mouth to bark.*** | **Unfamiliar Language Structures:**    **(compound words)**  **inside, everyone**  **(contractions)**  **I’ll**  **Relevant Vocabulary:**  **bark**  **mother**  **went**  **bottom**  **New and Important Word/s:**  **quack**  **oink**  **please**  **reached**  **pulled**  **longest**  **latex**  **thrilled**  **kissed**  **wanted** | **Discuss Prompts:**  **~What is this story about?**  **~Where is this story taking place?**    **~Describe what’s happening when George opens his mouth.**  **~Explain why his mother is getting frustrated with him.**  **~Describe what the doctor puts on to look in George’s throat.**  **~Explain what he pulls from George’s throat.**  **~Explain what the doctor does to get the last animal out of George.**  **~Describe what George said when his mom asked him to bark on their way home.** |
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| **Assessments** | **Writing About Reading** | **Reading and Writing Group Analysis** |
| **Daily:**  **Lexia/Prodigy (vocab./story elements)**  **Picture word association (vocabulary)**  **iwritewords app on iPad**  **Monday:**  **Story:**  **Discussion of story details/events and vocabulary review**  **Tuesday:**  **Sentence structure sentences**  **Wednesday:**  **Order of events sentences (sentence strips)**    **Thursday:**  **Connection sentences**  **Friday:**  **Vocabulary sentences (Homework)/Running Records**  **Weekly Vocabulary:**  **bark**  **mother**  **went**  **bottom**  **quack**  **oink**  **please**  **reached**  **pulled**  **longest**  **latex**  **thrilled**  **kissed**  **wanted**  **Homework: Write vocabulary 3 times each, make flashcards, and write each in a sentence. Due Friday** | **Writing Strategy Lesson or Writing Prompt:**  **Discuss the order of events. Use sentence strips to recount the story’s events.**  **Rearrange a sentence or two and have the students put the words back in the correct order to practice proper sentence structure.**  **Writer’s Journal: Write about your thoughts concerning George’s appetite for swallowing things.**  **Make a connection to the story by thinking about a time you did that maybe you should have not did. Write 5 sentences about this connection (scribe when needed).** | **Make a connection to the story by thinking of another text you read that was similar to this one (text-to-text), an experience you had in life that reflects this text (text-to-self), or how this text relates to the world around you(text-to-world). Write 1 sentences about one of these connections (scribe when needed).** |

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**Standards/Targets: R.F.1.4=Know and apply grade level phonics and word analysis skills in decoding words. I can identify**

**letters/sounds and common sight words.**

**R.L.3.1=Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as**

**the basis for the answers. I can answer questions about key details (who, what where, when, how, and**

**why) within the text applying illustrations.**

**CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite**

**specific textual evidence when writing or speaking to support conclusions drawn from text.**

**W.3.4=With guidance and support from adults, produce writing in which the**

**development and organization are appropriate to task and purpose. I can write an opinion sentence**

**on the topic or name of the story.**

**CCR: Produce clear and coherent writing in which the development, organization, and style are**

**appropriate to task, purpose, and audience.**

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| **Group Members: Autumn, Nick, Samantha**  **Modifications: Readers, Scribes, Paraphrasing, Extended Time, Use of Technology, Prompting and Cueing** | | | |
| **Fluent Writing, Phonological Awareness, and Phonics** | **Orientation to New Book** | **Orientation to New Book** | **After Reading New Book** |
| **Word/s for Fluent Writing: Dolch 1st grade list**  **after**  **again**  **an**  **Phonological/Phonemic Awareness: *Secret***  ***Stories: Super-Hero a***  **Phonics (Letter/Word Work):**  **Monday: Picture Sort**  **Tuesday: Making Words**  **Wednesday: Sound Boxes**  **Thursday: Analogy Charts**  **(cvc)**  **cab**  **dad**  **cat**  **sad**  **cap** | **New Book:**  **Title: Be Careful!**  **Level: E/6**  **Orientation to New Book:**  **Show the front cover, read the title and author’s name. Have the students make some predictions as to what will happen in the book.**  ***This book is about a little mouse that tells other larger animals to be careful not step on him.*** | **Unfamiliar Language Structures:**    **(compound words)**  **henhouse**  **(contractions)**  **didn’t**  **Relevant Vocabulary:**    **mouse**  **path**  **barn**  **careful**  **goat**  **brown**  **horse**  **white**  **New and Important Word/s:**  **woolly**  **little** | **Discuss Prompts:**  **~What is the story about?**  **~Where is this story taking place?**  **~Explain what the mouse is so concerned about.**  **~Describe the encounters he has on his way to the barn.**  **~Explain who the mouse runs into that has the same fear as himself about being stepped on.** |
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| **Assessments** | **Writing About Reading** | **Reading and Writing Group Analysis** |
| **Daily:**  **Moby Max/Prodigy(vocab./story elements)**  **Picture word association (vocabulary)**  **iwritewords app on iPad**  **Monday:**  **Story:**  **Discussion of story details/events and vocabulary review**  **Tuesday:**  **Sentence structure sentences**  **Wednesday:**  **Order of events sentences (sentence strips)**    **Thursday:**  **Connection sentences**  **Friday:**  **Vocabulary sentences (Homework)/Running Records**  **Weekly Vocabulary:**  **henhouse**  **didn’t**  **mouse**  **path**  **barn**  **careful**  **goat**  **brown**  **horse**  **white**  **woolly**  **little**  **Homework: Write vocabulary 3 times each, make flashcards, write each in a sentence-Due Friday** | **Writing Strategy Lesson or Writing Prompt:**  **Discuss the order of events. Use sentence strips to recount the story’s events.**  **Rearrange a sentence or two and have the students put the words back in the correct order to practice proper sentence structure.**  **Writer’s Journal: Write about your thoughts concerning the mouse’s fear of being crushed.**  **Make a connection to the story by thinking of a fear you may have had going up. Write 5 sentences about this connection (scribe when needed).** | **Make a connection to the story by thinking of another text you read that was similar to this one (text-to-text), an experience you had in life that reflects this text (text-to-self), or how this text relates to the world around you (text-to-world). Write 1 sentences about one of these connections (scribe when needed).** |

**Collaboration for math with 1st and 3rd**

**Social skills Instruction Second Step: Unit I Introduction to Empathy Training**

**Monday, August 14: Lesson 1 Empathy**

**Tuesday, August 15: Lesson 2 Identifying Feelings**

**Wednesday, August 16: Lesson 3 Feelings Change**

**Thursday, August 17: Lesson 4 Conflicting Feelings**

**Friday, August 18: Lesson 5 Similarities and Differences**