**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**