**Planner for Guided Reading Plus**

**Date: 08/28-09/01/2017 Week # 4 Lesson # 4\_**

**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**  **by**  **could**  **every**  **fly**  **Phonological/Phonemic Awareness: *Secret***  ***Stories: Super-Hero “i”***  **Phonics (Letter/Word Work):**  **Monday: Picture Sort**  **Tuesday: Making Words**  **Wednesday: Sound Boxes**  **Thursday: Analogy Charts**  **(cvc)**  **man**  **zap**  **map**  **ram**  **rag** | **New Book:**  **Title: Jessica’s Mess**  **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 girl named Jessica who leaves her fingerprints everywhere.*** | **Unfamiliar Language Structures:**    **(compound words)**  **handprints**  **(contractions)**  **I’ll, I’m**  **Relevant Vocabulary:**  **mess**  **car**  **her**  **girl**  **playing**  **mud**  **New and Important Word/s:**  **window**  **door**  **wall**  **television**  **refrigerator**  **towel**  **messy** | **Discuss Prompts:**  **~What is this story about?**  **~Where is this story taking place?**    **~Describe what Jessica is up to at home.**  **~Explain why she may be doing this without knowing.**  **~Describe how she remedied her problem.**  **~Explain how she will clean up her mess.** |
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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:**  **mess**  **car**  **her**  **girl**  **playing**  **mud**  **window**  **door**  **wall**  **television**  **refrigerator**  **towel**  **messy**  **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 how you help keep your house clean. Do you have chores?**  **Make a connection to the story by thinking about a time you happened to get filthy dirty. 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 28: Lesson 6 Preferences**

**Tuesday, August 29: Lesson 7 Perceptions**

**Wednesday, August 30: Lesson 8 Predicting Feelings**

**Thursday, August 31: Lesson 9 Communicating Feelings**

**Friday, September 1: Lesson 10 Review Empathy Skills**

**Social Skills Instruction with Early Social Scenes for School**

**Monday, August 28: Lesson 9 and 10 Don’t Make Noises in Class and No Talking in the Library**

**Tuesday, August 29: Lesson 11 and 12 Wait to be Called Upon and Interrupting**

**Wednesday, August 30: Lesson 13 and 14 There’s No Talking During a Fire Drill and Using Your Words**

**Thursday, August 31: Lesson 15 and 16 Keep Your Hands to Yourself and Don’t Throw Sand**

**Friday, September 1: Lesson 17 and 18 Don’t Bump into Others and Take Turns**