**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**