**Planner for Guided Reading Plus**

**Date: 12/11-12/15/2017 Week # 17 Lesson # 17\_**

**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, Hunter, Logan, Nick, 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****been****before****best****Phonological/Phonemic Awareness: *Secret*** ***Stories: al*****Phonics (Letter/Word Work):****Monday: Picture Sort****Tuesday: Making Words****Wednesday: Sound Boxes****Thursday: Analogy Charts****(cvc)** **pig****rig****wig****dim****him****rid** | **New Book:****Title: The Happy Day****Level: F/10****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 animals that enjoy the coming of spring.***  | **Unfamiliar Language Structures:** **(compound words)****into, onto****(contractions)****didn’t****Relevant Vocabulary:****day****snow****falling****field****what****bears****New and Important Word/s:****happy****sleeping****little****snails****shells****squirrels****ground****sniff****flower** | **Discuss Prompts:****~What is this story about?****~Where is this story taking place?****~Describe what’s going on in the woods with the animals.****~Explain where the animals sleep for the winter.****~Describe what awakens the mice and how they react.** **~Explain who else awakens.** **~Describe how the animals react to their sense of smell.****~Explain what the animals smell and see when they reach their destination.**  |
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**Date: 12/11-12/15/2017 Week # 17 Lesson # 17**

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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:****day****snow****falling****field****what****bears****happy****sleeping****little****snails****shells****squirrels****ground****sniff****flower****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 what changes you see when springs arrives.** **Make a connection to the story by thinking about something you love about springtime. 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, December 11: Lesson 4 Choosing a Solution**

**Tuesday, December 12: Lesson 5 Step-by-Step**

**Wednesday, December 13: Lesson 6 Keeping a Promise**

**Thursday, December 14: Lesson 7 Giving and Receiving Compliments**

**Friday, December 15: Lesson 8 Making Conversation**

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

**Monday, December 11: Lesson 37 Hand Your Work In On Time/Lesson 38 Please Be Quiet While I’m On The Phone**

**Tuesday, December 12: Lesson 39 It’s Not Polite To Say, “Look What I Have “/Lesson 40 I’m Lost. Can You Help Me Find The Way?**

**Wednesday, December 13: Lesson 41 Stand Appropriately For The Pledge Of Allegiance/Lesson 42 I Can Help**

**Thursday, December 14: Lesson 43 Always Think of Something Kind To Say/Lesson 44 Look Your Best On Picture Day**

**Friday: December 15 Lesson 45 It’s Polite To Look At Someone When They Talk To You/Lesson 46 May I Sharpen My Pencil, Please?**