**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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| **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?**