**Planner for Guided Reading Plus**

**Date: 12/04-12/08/2017 Week # 16 Lesson # 16\_**

**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****always** **around****because****Phonological/Phonemic Awareness: *Secret*** ***Stories: al*****Phonics (Letter/Word Work):****Monday: Picture Sort****Tuesday: Making Words****Wednesday: Sound Boxes****Thursday: Analogy Charts****(cvc)** **bid****kid****lid****big****dig** | **New Book:****Title: Sid and the Squid****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 a boy named Sid who finds a squid.***  | **Unfamiliar Language Structures:** **(compound words)****into, onto****(contractions)****didn’t****Relevant Vocabulary:****kid****lid****want****that****what****New and Important Word/s:****squid****found****know****yelled** | **Discuss Prompts:****~What is this story about?****~Where is this story taking place?****~Describe what Sid found.****~Explain how he cared for the squid.** **~Describe where Sid hid his discovery.****~Explain how you think Sid’s mom found out his secret.****~Describe what became of the squid.** |
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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:****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 an animal you have found.****Make a connection to the story by thinking about something you have hidden from your parents. 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 4: Lesson 4 Choosing a Solution**

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

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

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

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

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

**Monday, December 4: Lesson 29 Sit Quietly And Wait At The Doctor’s Office/Lesson 30 It’s Important To Be On Time**

**Tuesday, December 5: Lesson 31 Do Your Own Homework/Lesson 32 Take Out A Book And Read When You’re Done**

**Wednesday, December 6: Lesson 33 It’s Okay To Say, “I Don’t Know”/Lesson 34 Choose Someone Who Didn’t Get Chosen First**

**Thursday, December 7: Lesson 35 I Can’t See. May I Move Up?/Lesson 36 Where Should I Put My Paper?**

**Friday: December 8: Lesson 37 Hand Your Work In On Time/Lesson 38 Please Be Quiet While I’m On The Phone**