**Planner for Guided Reading Plus**

**Date: 02/12-02/16/2018 Week # 24 Lesson # 24\_**

**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 2nd grade list**  **many**  **off**  **or**  **Phonological/Phonemic Awareness: *Secret***  ***Stories: or***  **Phonics (Letter/Word Work):**  **Monday: Picture Sort**  **Tuesday: Making Words**  **Wednesday: Sound Boxes**  **Thursday: Analogy Charts**  **(cvc)**  **fed**  **beg**  **yet**  **led**  **wed** | **New Book:**  **Title: The Crazy Quilt**  **Level: G/12**  **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 story is about a little bear finding a crazy quilt made from clothes.*** | **Unfamiliar Language Structures:**    **(compound words)**  **upstairs, today**  **(contractions)**  **can’t**  **Relevant Vocabulary:**  **found**  **mother**  **grandpa**  **shirt**  **scarf**  **morning**  **brother**  **New and Important Word/s:**  **quilt**  **favorite**  **clothes**  **pointed** | **Discuss Prompts:**  **~What is this story about?**  **~Where is this story taking place?**    **~Describe what Tanya found and showed her mother.**  **~Explain what the quilt was made from.**  **~Describe what was found on the quilt.**  **~Explain what Tanya’s idea was all about.**  **~Describe where Tanya got the material for her quilt.** |
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**Planner for Guided Reading Plus**

**Date: 02/12-02/16/2018 Week # 23 Lesson # 23**

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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:**  **found**  **mother**  **grandpa**  **shirt**  **scarf**  **morning**  **brother**  **quilt**  **favorite**  **clothes**  **pointed**  **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 why the family quilt had so much meaning.**  **Make a connection to the story by writing about something that was given to you that was passed down and means something to you. 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 II Impulse Control**

**Monday, February 12: Lesson 1 Introduction to Anger Management**

**Tuesday, February 13: Lesson 2 Anger Triggers**

**Wednesday, February 14: Lesson 3 Relaxation**

**Thursday, February 15: lesson 4 Self-Talk**

**Friday, February 16: Lesson 5 Reflection**

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

**Monday, February 12: Lesson 11 Use Lotion Instead of Scratching/Lesson 12 Use a Tissue**

**Tuesday, February 13: Lesson 13 Throw Your Tissue Away/Lesson 14 Wash a Wound**

**Wednesday, February 14: Lesson 15 Let Your Scab Heal/Lesson 16 Chew with Your Mouth Full**

**Thursday, February 15: Lesson 17 Eat Your Food Quietly/Lesson 18 Say “Excuse Me” When You Burp**

**Friday, February 16: Lesson 19 Wash Your Hands Before You Eat/Lesson 20 Use a Spoon & Bowl Instead of Your Fingers**