**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**