**Planner for Guided Reading Plus**

**Date: 01/22-01/26/2018 Week # 21 Lesson # 21\_**

**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**  **fast**  **first**  **five**  **Phonological/Phonemic Awareness: *Secret***  ***Stories: er-ir-ur***  **Phonics (Letter/Word Work):**  **Monday: Picture Sort**  **Tuesday: Making Words**  **Wednesday: Sound Boxes**  **Thursday: Analogy Charts**  **(cvc)**  **cub**  **fun**  **sun**  **yum**  **gun** | **New Book:**  **Title: The Flower Robber**  **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 robber who wants to steal flowers from his neighbor.*** | **Unfamiliar Language Structures:**    **(compound words)**  **beeman, today, inside**  **(contractions)**  **can’t**  **Relevant Vocabulary:**  **flower**  **robber**  **fence**  **stayed**  **New and Important Word/s:**  **consequence** | **Discuss Prompts:**  **~What is this story about?**  **~Where is this story taking place?**    **~Describe what the robber wanted from the beeman.**  **~Explain what happened as the robber got over the fence.**  **~Describe where the bees hid to get the robber.**  **~Explain what happened after the robber picked the flowers.**  **~Describe how the beeman is going to discourage the robber from coming back.** |
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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:**  **flower**  **robber**  **fence**  **stayed**  **consequence**  **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 people should be honest and never steal.**  **Make a connection to the story by thinking about a time you have been a victim of theft. 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, January 22: Lesson 9 Dealing with Fear**

**Tuesday, January 23: Lesson 10 Taking Responsibility for Your Actions**

**Wednesday, January 24: Lesson 11 Review Interpersonal Problem Solving**

**Thursday, January 25: Lesson 12 Resisting the Impulse to Lie**

**Friday, January 26: Lesson 13 Dealing with Peer Pressure**

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

**Monday, January 22: Lesson 53 It’s Important To Apologize When You Need To/Lesson 54 Keep Your hands To Yourself**

**Tuesday, January 23: Lesson 55 Walk Your Scooter Or Bike When You Cross The Street/Lesson 56 When You Borrow Something, Be Sure To Put It Back Where You Found It**

**Wednesday, January 24: Lesson 57 Work Together As A Group/Lesson 58 Be Considerate Of Other Students Working**

**Thursday, January 25: Lesson 59 I Need More Time To Finish, Please!/Lesson 60 Be A Good Sport And Shake Hands**

**Friday, January 26: Lesson 1 Cover Your Mouth!/Lesson 2 Tie Your Shoelaces So You Won’t Trip**