**Planner for Guided Reading Plus**

**Date: 01/08-01/12/2018 Week # 19 Lesson # 19\_**

**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****cold****does****don’t****Phonological/Phonemic Awareness: *Secret*** ***Stories: al*****Phonics (Letter/Word Work):****Monday: Picture Sort****Tuesday: Making Words****Wednesday: Sound Boxes****Thursday: Analogy Charts****(cvc)** **hum****gum****bum****mug****tub** | **New Book:****Title: A Day at the Beach****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 family enjoying a day at the beach.***  | **Unfamiliar Language Structures:** **(compound words)****into, onto****(contractions)****didn’t****Relevant Vocabulary:****water****blue****walk****shirts****lunch** **apples****noise****New and Important Word/s:****beach****little****waves****sand****downs****umbrella****blanket****sandals****sandwiches** | **Discuss Prompts:****~What is this story about?****~Where is this story taking place?****~Describe what the family is doing at the beach.** **~Explain what the children see in the water.****~Describe what the family does for lunch.****~Explain what animals and things can be seen at the beach.** **~Describe why the beach is so much fun.** |
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**Date: 01/08-01/12/2018 Week # 19 Lesson # 19**

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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:****water****blue****walk****shirts****lunch** **apples****noise****beach****little****waves****sand****downs****umbrella****blanket****sandals****sandwiches****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 love the beach.****Make a connection to the story by thinking about a time you have been to the beach, or what you will do when you visit the beach. 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 8: Lesson 9 Dealing With Fear**

**Tuesday, January 9: Lesson 10 Taking Responsibility for Your Actions**

**Wednesday, January 10: Lesson 11 Review Interpersonal Problem Solving**

**Thursday, January 11: Lesson 12 Resisting the Impulse to Lie**

**Friday, January 12: Lesson 13 Dealing With Peer Pressure**

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

**Monday, January 8: Lesson 47 There’s No Misbehaving On The Bus/Lesson 48 Keep A Conversation Going By Asking A Question About The Topic!**

**Tuesday, January 9: Lesson 49 Know Who You Are Talking To!/Lesson 50 Your Homework Is Your Responsibility**

**Wednesday, January 10: Lesson 51 Don’t All Talk At The Same Time!/Lesson 52 Can You Please Write That On The Board?**

**Thursday, January 11: Lesson 53 It’s Important To Apologize When You Need To/Lesson 54 Keep your Hands To Yourself**

**Friday, January 12: 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**