**Planner for Guided Reading Plus**

**Date: 11/13-11/17/2017 Week # 13 Lesson # 13\_**

**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, Tristin**  **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**  **were**  **when**  **what**  **white**  **Phonological/Phonemic Awareness: *Secret***  ***Stories: i tries e on “for size”***  **Phonics (Letter/Word Work):**  **Monday: Picture Sort**  **Tuesday: Making Words**  **Wednesday: Sound Boxes**  **Thursday: Analogy Charts**  **(cvc)**  **dog**  **cob**  **bin**  **fin**  **pin** | **New Book:**  **Title: It is My Birthday, Too!**  **Level: F/9**  **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 little boy’s birthday being on the 4th of July holiday.*** | **Unfamiliar Language Structures:**    **(compound words)**  **Birthday, today**  **(contractions)**  **haven’t, we’re**  **Relevant Vocabulary:**  **fourth**  **country**  **wave**  **flags**  **party**  **happy**  **New and Important Word/s:**  **parade** | **Discuss Prompts:**  **~What is this story about?**  **~Where is this story taking place?**    **~Describe why the boy is so excited.**  **~Explain what he has planned for the day.**  **~Describe why he thinks his birthday is so special.**  **~Think whether you would enjoy your birthday being on a holiday.** |
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**Date: 11/13-11/17/2017 Week # 13 Lesson # 13**

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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:**  **fourth**  **country**  **wave**  **flags**  **party**  **happy**  **parade**  **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 your favorite birthday.**  **Make a connection to the story by thinking about who has a birthday on a holiday or close to it. 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, November 13: Lesson 1 Impulse Control: Introduction to Interpersonal Problem Solving**

**Tuesday, November 14: Lesson 2 Recognizing Impulses**

**Wednesday, November 15: Lesson 3 Identifying a Problem**

**Thursday, November 16: Lesson 4 Choosing a Solution**

**Friday, November 17: Lesson 5 Step-by-Step**

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

**Monday, November 13: Lesson 19 There’s No Arguing in the Car/Lesson 20 Never Run Out Into the Street**

**Tuesday, November 14: Lesson 21 This Is Not A Place To Play/Lesson 22 Don’t Leave the Area Without Telling Me Where You’re Going**

**Wednesday, November 15: Lesson 23 Wait Your Turn In The Ticket Line/Lesson 24 Don’t Forget To wash Your Hands**

**Thursday, November 16: Lesson 25 Wait For The Walk Signal/Lesson 26 If I Say, “No,” Don’t Keep Asking**

**Friday, November 17: Lesson 27 Don' Play On The Escalator/Lesson 28 Check Back With Me (In 10 Minutes)**