**Planner for Guided Reading Plus**

**Date: 11/20-11/21/2017 Week # 14 Lesson # 14\_**

**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****who****will****with****yes****Phonological/Phonemic Awareness: *Secret*** ***Stories: 2 Vowels “Go-A-Walkin”*****Phonics (Letter/Word Work):****Monday: Picture Sort****Tuesday: Making Words****Wednesday: Sound Boxes****Thursday: Analogy Charts****(cvc)** **tin****win****dip****did****hid** | **New Book:****Title: Flea and Robber Cat****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 good flea that takes care of a bad cat.***  | **Unfamiliar Language Structures:** **(compound words)****Indoor, outdoor, into, onto****(contractions)****haven’t, we’re****Relevant Vocabulary:****flea****robber****pizza****house****jumped****looking****head** **back****tail****New and Important Word/s:****table****lettuce** | **Discuss Prompts:****~What is this story about?****~Where is this story taking place?****~Describe why Flea is so upset with Robber Cat.****~Explain how Flea hopped all over Robber cat.** **~Describe why you think Robber cat is not happy.****~Explain why Robber Cat is running away so fast.**  |
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**Date: 11/20-11/21/2017 Week # 14 Lesson # 14**

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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:****flea****robber****pizza****house****jumped****looking****head** **back** **tail****table****lettuce****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 animal.****Make a connection to the story by thinking about your experiences with fleas and cats. 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 20: Lesson 4 Choosing a Solution**

**Tuesday, November 21: Lesson 5 Step-by-Step**

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

**Monday, November 20: Lesson 25 Wait For The Walk Signal/Lesson 26 If I Say, “No,” Don’t Keep Asking**

**Tuesday, November 21: Lesson 27 Don' Play On The Escalator/Lesson 28 Check Back With Me (In 10 Minutes)**