**Planner for Guided Reading Plus**

**Date: 11/27-12/01/2017 Week # 15 Lesson # 15\_**

**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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**Planner for Guided Reading Plus**

**Date: 11/20-11/21/2017 Week # 15 Lesson # 15**

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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 27: Lesson 4 Choosing a Solution**

**Tuesday, November 28: Lesson 5 Step-by-Step**

**Wednesday, November 29: Lesson 6 Keeping a Promise**

**Thursday: November 30: Lesson 7 Giving and Receiving Compliments**

**Friday: December 1: Lesson 8 Making Conversation**

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

**Monday, November 27: Lesson 29 Sit Quietly And Wait At The Doctor’s Office/Lesson 30 It’s Important To Be On Time**

**Tuesday, November 28: Lesson 31 Do Your Own Homework/Lesson 32 Take Out A Book And Read When You’re Done**

**Wednesday, November 29: Lesson 33 It’s Okay To Say, “I Don’t Know”/Lesson 34 Choose Someone Who Didn’t Get Chosen First**

**Thursday: November 30: Lesson 35 I Can’t See. May I Move Up?/Lesson 36 Where Should I Put My Paper?**

**Friday: December 1: Lesson 37 Hand Your Work In On Time/Lesson 38 Please Be Quiet While I’m On The Phone**