**Planner for Guided Reading Plus**

**Date: 10/30-11/03/2017 Week # 12 Lesson # 12\_**

**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, 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 1st grade list****thank****them****then****Phonological/Phonemic Awareness: *Secret*** ***Stories: Super-Hero “Sneaky-Y”*****Phonics (Letter/Word Work):****Monday: Picture Sort****Tuesday: Making Words****Wednesday: Sound Boxes****Thursday: Analogy Charts****(cvc)** **hot****pot****hop****mob****mop** | **New Book:****Title: Itchy, Itchy Chicken Pox****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 boy who gets chicken pox.***  | **Unfamiliar Language Structures:** **(compound words)****today****(contractions)****haven’t, we’re****Relevant Vocabulary:****itchy****under****shirts****socks****better****every****lotion****New and Important Word/s:****chicken pox****scratch****batch****tummy****between****daddy****oatmeal** | **Discuss Prompts:****~What is this story about?****~Where is this story taking place?****~Describe what is happening with the boy.****~Explain what is developing on his body, and how is he reacting.** **~Describe what mom does to calm his itching.****~Explain what he does while he is getting better.** |
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**Planner for Guided Reading Plus**

**Date: 10/30-11/03/2017 Week # 11 Lesson # 11**

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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:****itchy****under****shirts****socks****better****every****lotion****chicken pox****scratch****batch****tummy****between****daddy****oatmeal****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 a time you were sick and stayed home from school.** **Make a connection to the story by thinking about you having the chicken pox and how it would make you feel. 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, October 30, 2017 Lesson 13 Fairness**

**Tuesday, October 31: Lesson 14 Active Listening**

**Wednesday, November 01: Lesson 15 Expressing Concern**

 **Thursday, November 02: Lesson 16 Accepting Differences**

**Friday, November 03: Lesson 1 Impulse Control: Introduction**

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

**Monday, October 30: Lesson 11 What Would You Like To Do? Lesson 12 Put Your Things Where They Belong**

**Tuesday, October 31: Lesson 13 Leave Your Muddy Shoes Outside Lesson 14 Ask If Your Not Sure What Something Is**

**Wednesday, November 01: Lesson 15 Would You Like Some? Lesson 16 Saying “Yes, Please” or “No, Thank You”**

**Thursday, November 02: Lesson 17 There’s No Talking During the Movie” Lesson 18 It’s Nice To Meet You**

**Friday, November 03: Lesson 19 There’s No Arguing in the Car Lesson 20 Never Run Out Into the Street**