**Planner for Guided Reading Plus**

**Date: 09/11-09/15/2017 Week # 6 Lesson # 6\_**

**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, 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**  **from**  **give**  **going**  **had**  **Phonological/Phonemic Awareness: *Secret***  ***Stories: Super-Hero “o”***  **Phonics (Letter/Word Work):**  **Monday: Picture Sort**  **Tuesday: Making Words**  **Wednesday: Sound Boxes**  **Thursday: Analogy Charts**  **(cvc)**  **rap**  **van**  **rat**  **bad**  **ran** | **New Book:**  **Title: My Little Brother**  **Level: D/4**  **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 the bond between a little and big brother.*** | **Unfamiliar Language Structures:**    **(compound words)**  **(contractions)**  **I’ll, I’m**  **Relevant Vocabulary:**  **little**  **wakes**  **apple**  **plays**  **blocks**  **playing**  **gives**  **too**  **New and Important Word/s:**  **brother**  **follows**  **around** | **Discuss Prompts:**  **~What is this story about?**  **~Where is this story taking place?**    **~Describe how Tom feels about his big brother.**  **~Explain how the two brothers interact with each other.**  **~Describe how the two brothers share their time together.**  **~Explain your relationship with your own siblings.** |
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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:**  **little**  **wakes**  **apple**  **plays**  **blocks**  **playing**  **gives**  **too**  **brother**  **follows**  **around**  **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 are the happiest.**  **Make a connection to the story by thinking about how you enjoy sharing time with family and why it is special to you. 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, September 11: Lesson 8 Predicting Feelings**

**Tuesday, September 12: Lesson 9 Communicating Feelings**

**Wednesday, September 13: Lesson 10 Review Empathy Skills**

**Thursday, September 14: Lesson 11 Cause and Effect**

**Friday, September 15: Lesson 12 Intentions**

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

**Monday, September 11: Lesson 24 May I Play with You? Lesson 25 Look At The Speaker**

**Tuesday, September 12: Lesson 26 Be A Friend Lesson 27 Don’t Say Mean Things To Others**

**Wednesday, September 13: Lesson 28 Don’t Touch Things Without Asking Lesson 29 Be Careful With The Scissors**

**Thursday, September 14: Lesson 30 Walk Nicely In The Halls Lesson 31 Stay With Your Partner**

**Friday, September 15: Lesson 32 May I Please Get A Drink Of Water Lesson 33 Wait To Be Served**