**Planner for Guided Reading Plus**

**Date: 09/18-09/22/2017 Week # 7 Lesson # 7\_**

**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**  **has**  **her**  **him**  **his**  **how**  **Phonological/Phonemic Awareness: *Secret***  ***Stories: Super-Hero “u”***  **Phonics (Letter/Word Work):**  **Monday: Picture Sort**  **Tuesday: Making Words**  **Wednesday: Sound Boxes**  **Thursday: Analogy Charts**  **(cvc)**  **wag**  **tab**  **map**  **jam**  **pat** | **New Book:**  **Title: Seven Big Bubbles**  **Level: E/6**  **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 a poem about seven big bubbles.*** | **Unfamiliar Language Structures:**    **(compound words)**  **(contractions)**  **It’s, that’s**  **Relevant Vocabulary:**  **seven**  **pops**  **hive**  **there**  **high**  **near**  **tree**  **look**  **New and Important Word/s:**  **bubbles**  **float**  **chair** | **Discuss Prompts:**  **~What is this story about?**  **~Where is this story taking place?**    **~Describe how the bubbles react in the air.**  **~Explain what happens as the bubbles drift toward the ground.**  **~Describe what causes the bubbles to pop.**  **~Explain your thinking why bubbles go down.** |
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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:**  **seven**  **pops**  **hive**  **there**  **high**  **near**  **tree**  **look**  **bubbles**  **float**  **chair**  **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 a little poem of your own about bubbles.**  **Make a connection to the story by thinking about a time you have played with bubbles. 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 18: Lesson 8 Predicting Feelings**

**Tuesday, September 19: Lesson 9 Communicating Feelings**

**Wednesday, September 20: Lesson 10 Review Empathy Skills**

**Thursday, September 21: Lesson 11 Cause and Effect**

**Friday, September 22: Lesson 12 Intentions**

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

**Monday, September 18: Lesson 34 Behave For Your Substitute Teacher Lesson 35 There Are No Assigned Seats**

**Tuesday, September 19: Lesson 36 Say, “No Thank You!” Lesson 37 Eat Your Own Lunch**

**Wednesday, September 20: Lesson 38 Don’t Talk With Food In Your Mouth Lesson 39 I’m Hurt And Need Help**

**Thursday, September 21: Lesson 40 I need Help Please Lesson 41 Saying Thank You**

**Friday, September 22: Lesson 42 Saying Excuse Me Lesson 43 Saying Good Morning**