**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**