**Planner for Guided Reading Plus**

**Date: 09/25-09/29/2017 Week # 8 Lesson # 8\_**

**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**  **just**  **know**  **let**  **live**  **may**  **Phonological/Phonemic Awareness: *Secret***  ***Stories: Super-Hero “Mommy-e”***  **Phonics (Letter/Word Work):**  **Monday: Picture Sort**  **Tuesday: Making Words**  **Wednesday: Sound Boxes**  **Thursday: Analogy Charts**  **(cvc)**  **pan**  **pad**  **yam**  **has** | **New Book:**  **Title: Things That Sting**  **Level: E/7-8**  **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 animals that sting. Is this book fiction or nonfiction?*** | **Unfamiliar Language Structures:**    **(compound words)**  **jellyfish, stingray, lionfish, stonefish**  **(contractions)**  **It’s, that’s**  **Relevant Vocabulary:**  **sting**  **animals**  **catch**  **food**  **bee**  **tail**  **wasp**  **New and Important Word/s:**  **different**  **protect**  **scorpion**  **tentacles**  **Io caterpillar** | **Discuss Prompts:**  **~What is this book about?**  **~Where can these animals be found?**    **~Describe the animals listed in the book.**  **~Explain how each animal is able to sting.**  **~Describe what body part is used to sting.**  **~Explain which animal you think would hurt the most if you were stung.** |
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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:**  **sting**  **animals**  **catch**  **food**  **bee**  **tail**  **wasp**  **different**  **protect**  **scorpion**  **tentacles**  **Io caterpillar**  **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 with some details.**  **Make a connection to the story by thinking about a time you have seen one of the animals we read about. 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 25: Lesson 8 Predicting Feelings**

**Tuesday, September 26: Lesson 9 Communicating Feelings**

**Wednesday, September 27: Lesson 10 Review Empathy Skills**

**Thursday, September 28: Lesson 11 Cause and Effect**

**Friday, September 29: Lesson 12 Intentions**

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

**Monday, September 25: Lesson 44 Wait Until After The Lesson To Ask About Recess Lesson 45 I Need A New Piece Of Paper, Please!**

**Tuesday, September 26: Lesson 46 I Don’t Feel Well Lesson 47 Someone Forgot To Pick Me Up!**

**Wednesday, September 27: Lesson 48 There’s A Stray Animal On The Playground! Lesson 49 I forgot My Permission Slip!**

**Thursday, September 28: Lesson 50 My Jacket/Backpack/Homework/Paper Is Missing Lesson 51 Let’s Welcome Our New Student**

**Friday, September 29: Lesson 52 Ask, “Do You Need Help?” Lesson 53 I’m Sorry I Spilled (The Milk)**