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|  | ***8:30 – 9:00*** *Open Library* | |
|  | ***9:00 – 9:10*** *Planning* | |
| ***9:10 – 10:00***  ***Fifth Grade*** | ***Standard: 3.1.6 Use information and technology ethically and responsibly.***  ***Learning Target: I can use information and technology ethically and responsibly.***  ***Critical Vocab:*** *website, gadgets, world wide web*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Go through the myON book Handheld Gadgets. Pausing to discuss as we go.*  ***Form/Sum Assessment: Form -*** *observation of student responses to the questions posed in the book*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: 3.1.6 Use information and technology ethically and responsibly.***  ***Learning Target: I can use information and technology ethically and responsibly.***  ***Critical Vocab:*** *website, gadgets, world wide web*  ***Instructional Method: Whole group***  ***Strategies/Activities: In small groups have students write down a list of at least 5 things that show good Netiqette and then 5 people that they should always follow those rules with***  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: see sub folder***  ***Homework: none / Check out books*** | |
|  | ***10:00 – 10:05*** *Planning* | |
| ***10:05 – 10:55***  ***Kindergarten*** | ***Standard: RL3 - With prompting and support I will be able to identify the characters, setting and major events in the story.***  ***Learning Target: With prompting and support I can identify the characters, setting and major events in the story.***  ***Critical Vocab:*** *character, setting, problem, solution*  ***Instructional Method: Whole group***  ***Strategies/Activities:***  *Activate prior knowledge by asking them if they have a favorite stuffed animal or item that they hold onto when they feel scared or nervous. Then ask if anyone has a younger brother or sister. Discuss how they felt when they knew about the sibling coming. Then tell the students that we are going to read a book about a young girl who is in that same situation. Read aloud My Blue Bunny Bubbitt. Taking time to pause and share.*  ***Form/Sum Assessment: Form – observation of student responses when asked to draw their security item. Meet back on carpet and share.***  ***Modifications/Accom:***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: RL 1 With prompting and support answer questions about key details in a story.***  ***Learning Target: I can with prompting and support answer questions about key details in a story.***  ***Critical Vocab: plot, setting, and character***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask them to tell me what they know about ducks. Then read aloud the Lucky Ducklings. Pause to discuss and make connections.*  ***Form/Sum Assessment: Form – observation of student responses when asked to tell me the story elements***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***10:55 – 11:00*** *Planning* | |
| ***11:00 – 11:50***  ***Second Grade*** | ***Standard: RL1 – The student will be able to answer questions such as who, what, when, where and why with a story.***  ***Learning Target: I can answer questions such as who, what, when, where and why with a story.***  ***Critical Vocab:*** *character, setting, problem, solution*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask the students if they like to invent things in STEAM and then tell them we are going to read a story about a girl who likes to invent. Read aloud The Most Magnificent Thing. Take time to pause for discussion and connections.*  ***Form/Sum Assessment: Form – observation of student responses to class discussion of the story elements. Then draw their most magnificent thing***  ***Modifications/Accom:***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: RL1 – The student will be able to answer questions such as who, what, when, where and why with a story.***  ***Learning Target: I can answer questions such as who, what, when, where and why with a story.***  ***Critical Vocab:*** *character, setting, problem, solution*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask the students to tell me what our story was about on our last time together and then tell them we are going to read another book about invention. Then read aloud Dreaming UP.*  ***Form/Sum Assessment: Form – observation of student responses when asked what they would build and to draw it for me***  ***Modifications/Accom:***  ***Homework: none***  ***Check out books*** | |
|  | ***11:50 – 12:15 Lunch*** |
|  | ***12:15 – 12:55*** *Planning* |
| ***12:55 – 1:45***  ***Third Grade*** | ***Standard: 3.1.6 Use information and technology ethically and responsibly.***  ***Learning Target: I can use information and technology ethically and responsibly.***  ***Critical Vocab:*** *website, gadgets, world wide web*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Go through the myON book Handheld Gadgets. Pausing to discuss as we go.*  ***Form/Sum Assessment: Form -*** *observation of student responses to the questions posed in the book*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.***  ***Learning Target: I can answer questions such as who, what, when, where and why with a story.***  ***pCritical Vocab: story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud The Princess and the PE from the book Don’t Kiss the Frog! Discuss the elements and connections*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to get in pairs and come up with their version of the story*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***1:45 – 1:50 Planning*** |
| ***1:50 – 2:40***  ***First Grade*** | ***Standard: RL3 - The student will be able to describe characters, settings, and major events in a story.***  ***Learning Target: I can describe characters, settings, and major events in a story.***  ***Critical Vocab:*** *character, setting, problem, solution*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *We are going to talk about the two different classes of books in the library. Then read aloud Bored Bella Learns About Fiction and Nonfiction. Pause for discussions.*  ***Form/Sum Assessment: Form – observation of student responses when asked to tell me the differences in fiction and non -fiction***  ***Modifications/Accom: see yellow sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: RL3 - The student will be able to describe characters, settings, and major events in a story.***  ***Learning Target: I can describe characters, settings, and major events in a story.***  ***Critical Vocab:*** *character, setting, problem, solution*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask students how they find a book that looks good to them. Discuss responses and then read aloud The Best Book to Read. Pausing as we read to make connections and predictions in the story.*  ***Form/Sum Assessment: Form –*** *observation of responses**to the students’ answers to the story map on the board.*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35***  ***Fourth Grade*** | ***Standard: 3.1.6 Use information and technology ethically and responsibly.***  ***Learning Target: I can use information and technology ethically and responsibly.***  ***Critical Vocab:*** *website, gadgets, world wide web.*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Go through the myON book Handheld Gadgets. Pausing to discuss as we go.*  ***Form/Sum Assessment: Form-*** *observation of student responses to the questions posed in the book*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: 3.1.6 Use information and technology ethically and responsibly.***  ***Learning Target: I can use information and technology ethically and responsibly.***  ***Critical Vocab:*** *website, gadgets, world wide web*  ***Instructional Method: Whole group***  ***Strategies/Activities: In small groups have students write down a list of at least 5 things that show good Netiqette and then 5 people that they should always follow those rules with***  ***Form/Sum Assessment: Form –****observation of student responses when asked*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal*** |