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| ***First Grade*** | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. Describe the elements of various text.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book, genre*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Rules, procedures, and introduce the magnet station, all about me page for my files*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target:*** *I can select some books at appropriate reading level for me. I can find and read books that match my interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. I can follow procedures and be respectful to others. When working appropriately and productively with others, how do I behave and work respectfully in a group setting?*  ***Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Read aloud My Mouth Is a Volcano*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to generate a list of 5 things they can do in any class to keep from interrupting*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
| ***Second Grade*** | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. Describe the elements of various text.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book, genre*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Rules, procedures, and introduce the magnet station, all about me page for my files*  ***Form/Sum Assessment: Form –*** *observation of student responses discuss the way the poem tells a story*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target:*** *I can select some books at appropriate reading level for me. I can find and read books that match my interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. I can follow procedures and be respectful to others. When working appropriately and productively with others, how do I behave and work respectfully in a group setting?*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Read aloud My Mouth Is a Volcano*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to generate a list of 5 things they can do in any class to keep from interrupting*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
| ***Third Grade*** | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. When working appropriately and productively with others, how do I behave and work respectfully in a group setting?*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Rules, procedures, and introduce the magnet station, all about me page for my files*  ***Form/Sum Assessment: Form –*** *observation of student responses* *discuss the way the poem tells a story*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. When working appropriately and productively with others, how do I behave and work respectfully in a group setting?*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud My Mouth Is a Volcano*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to generate a list of 5 things they can do in any class to keep from interrupting*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
| ***Fourth Grade*** | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target:*** *I can select some books at appropriate reading level for me. I can find and read books that match my interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. I can follow procedures and be respectful to others. When working appropriately and productively with others, how do I behave and work respectfully in a group setting?*  ***Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Rules, procedures, and introduce the magnet station, all about me page for my files*  ***Form/Sum Assessment: Form –*** *observation of student responses then answer the questions with a partner*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target:*** *I can select some books at appropriate reading level for me. I can find and read books that match my interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. I can follow procedures and be respectful to others. When working appropriately and productively with others, how do I behave and work respectfully in a group setting?*  ***Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Read aloud My Mouth Is a Volcano*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to generate a list of 5 things they can do in any class to keep from interrupting*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
| ***Fifth Grade*** | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. When working appropriately and productively with others, how do I behave and work respectfully in a group setting?*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Rules, procedures, and introduce the magnet station, all about me page for my files*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. When working appropriately and productively with others, how do I behave and work respectfully in a group setting?*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud My Mouth Is a Volcano*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to generate a list of 5 things they can do in any class to keep from interrupting*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
| ***Kindergarten Grade*** | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning. When working appropriately and productively with others, how do I behave and work respectfully in a group setting?*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Rules, procedures, and introduce the magnet station, Read aloud You Will Be My Friend*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning. Where should I keep my book at home? Who should be near my book? Where should I keep my book at home? Where should I keep my book on the bus?*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Rules, procedures, read aloud Biscuit Loves the Library and Pete the Cat Rocking in My School Shoes, (Thursday – Monday) Read aloud Mr. Wiggle’s Library and Mr. Wiggle’s Library Book, and demonstrate the rules for magnet station*  ***Form/Sum Assessment: Form –*** *observation of student’s using magnets and Mr. Wiggle’s book page*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |