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|  | ***8:30 – 9:00*** *Open Library* | |
|  | ***9:00 – 9:10*** *Planning* | |
| ***9:10 – 10:00***  ***Fifth Grade*** | ***Standard: RL10*** *- read and comprehend literature, including stories, dramas, and poetry in the grades 4-5 text complexity band proficiently*  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *author, intermediate, plot, book cover*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud The Fantastic Flying Books of Mr. Morris Lessmore. Then discuss the author’s purpose.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: RL10*** *- read and comprehend literature, including stories, dramas, and poetry in the grades 4-5 text complexity band proficiently*  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *author, intermediate, plot, book cover*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Watch the Book Fair video book talks and discuss what choices would be appropriate for them. At the finish of the video point out the books that are appropriate for them in the hand out.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***10:00 – 10:05*** *Planning* | |
| ***10:05 – 10:55***  ***Kindergarten*** | ***Standard: RL 10*** *– actively engage in group reading activities with purpose and understanding.*  ***Learning Target: With prompting and support I will be able to choose the just right book for me.***  ***Critical Vocab:*** *characters, book cover*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud I Took My Frog to the Library. Then make connections to our other stories. Talk about the elements of a story.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: RL 10*** *– actively engage in group reading activities with purpose and understanding.*  ***Learning Target: With prompting and support I will be able to choose the just right book for me.***  ***Critical Vocab:*** *characters, book cover*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Watch the Book Fair video book talks and discuss what choices would be appropriate for them. At the finish of the video point out the books that are appropriate for them in the hand out.*  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***10:55 – 11:00*** *Planning* | |
| ***11:00 – 11:50***  ***Second Grade*** | ***Standard: RL10*** *- read and comprehend literature, including stories, dramas, and poetry in the grades 2-3 text complexity and proficiently*  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *author, intermediate, plot, five finger rule, primary, book cover, five finger rule*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Go over the power point on how to choose the just right book for them*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: RL10*** *- read and comprehend literature, including stories, dramas, and poetry in the grades 2-3 text complexity and proficiently*  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *author, intermediate, plot, five finger rule, primary, book cover, five finger rule*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Watch the Book Fair video book talks and discuss what choices would be appropriate for them. At the finish of the video point out the books that are appropriate for them in the hand out.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***11:50 – 12:15 Lunch*** |
|  | ***12:15 – 12:55*** *Planning* |
| ***12:55 – 1:45***  ***Third Grade*** | ***Standard: RL 10 -****read and comprehend literature, including stories, dramas, and poetry in the grades 2-3 text complexity band proficiently*  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *author, intermediate, plot, five finger rule, book cover*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Sparky! Make connections and complete student response page*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: RL 10 -****read and comprehend literature, including stories, dramas, and poetry in the grades 2-3 text complexity band proficiently*  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *author, intermediate, plot, five finger rule, book cover*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Watch the Book Fair video book talks and discuss what choices would be appropriate for them. At the finish of the video point out the books that are appropriate for them in the hand out.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***1:45 – 1:50 Planning*** |
| ***1:50 – 2:40***  ***First Grade*** | ***Standard: RL 10 –*** *With prompting and support, read prose and poetry of appropriate complexity for grade 1*  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *character, plot, solution, five finger rule, primary, book cover*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Marley The Dog Who Ate My Homework. Discuss the elements of the story.*  ***Form/Sum Assessment: Form – observation of student responses when we fill in the story map on the Activeboard***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: RL 10 –*** *With prompting and support, read prose and poetry of appropriate complexity for grade 1*  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *character, plot, solution, five finger rule, primary, book cover*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Watch the Book Fair video book talks and discuss what choices would be appropriate for them. At the finish of the video point out the books that are appropriate for them in the hand out.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35***  ***Fourth Grade*** | ***Standard: RL10*** *- read and comprehend literature, including stories, dramas, and poetry in the grades 4-5 text complexity band proficiently*  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *author, intermediate, plot, book cover*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud The Fantastic Flying Books of Mr. Morris Lessmore. Then discuss the author’s purpose.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: 4.1.1 Read, view, and listen for pleasure and personal growth & 4.4.1 Recognize own areas of interest ( 21st CL)***  ***Learning Target: I will be able to choose the just right book for me.***  ***Critical Vocab:*** *author, adventure, mystery*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Have the students sit around the Book Fair shelves and take time to book talk some of the books that would be appropriate for them and their levels that may not have been highlighted in the Book Fair video. Then allow students time to browse the Fair. If time watch Reading Rainbow Lemonade for Sale focusing on money and consumerism.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal*** |