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|  | ***8:30 – 9:00*** *Open Library* |
|  | ***9:00 – 9:10*** *Planning* |
| ***9:10 – 10:00***  ***Fifth Grade*** | ***Standard: RL 2 Determine a theme of a story including how characters in a story respond to challenges, summarize a text.***  ***Learning Target: I can talk about the theme of a story and how characters respond to challenges.***  ***Critical Vocab: theme, character***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review theme and read aloud The House That George Built. Make connections to their social studies and other books.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked what the theme of the story is and what was the author’s purpose*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: RL 3 Describe in depth a character, setting or event in a story or drama, drawing on specific details.***  ***Learning Target: I can describe a character in a story using specific details from the story.***  ***Critical Vocab: theme, character***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review bullying along with the effects of it on a person. Then read aloud the end of the book Bully on the Bus or Jake Drake Bully Buster. Take the time to pause and discuss the main characters and their feelings about actions in the story.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked what the theme of the story is and what was the author’s purpose*  ***Modifications/Accom: see sub folder***  ***Homework: none / Check out books*** |
|  | ***10:00 – 10:05*** *Planning* |
| ***10:05 – 10:55***  ***Kindergarten*** | ***Standard: RL 1With 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:*** *Review the books we have read so far in our study of Llama llama and then read aloud Llama Llama Mad at Mama.*  ***Form/Sum Assessment: Form –*** *observation of student responses**when asked to tell me the story elements for our flipchart*  ***Modifications/Accom: see sub folder***  ***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:*** *Review the books we have read so far in our study of Llama llama and then read aloud Llama Llama Misses at Mama*  ***Form/Sum Assessment: Form –*** *observation of student responses**when asked to tell me the story elements for our flipchart*  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***10:55 – 11:00*** *Planning* |
| ***11:00 – 11:50***  ***Second Grade*** | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target: I can identify good citizen behavior when I see and experience it.***  ***Critical Vocab:*** *bully, character, kindness*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Talk about what a bully is and then read aloud Chester Raccoon and the Big Bad Bully. Pause as we read for discussion and connections to their lives.*  ***Form/Sum Assessment: Form–*** *observation of responses when asked to give examples of good citizen behavior****.*** */ finish dance assessment for some classes*  ***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.***  ***Target:******I can answer such questions as who, what, when, where, why and how to show I understand the story****.*  ***Vocab:*** *bully, character, kindness*  ***Method:******Whole group read aloud***  ***Activities:*** *Then read aloud Bullies Never Win talk about how she feels when the bully picks on her. Model making inferences and looking for key information. Talk about the literary elements of the story. The students will be able to identify the literary elements of a story.*  ***Form/Sum Assessment:*** *Form - observation of responses when asked to give examples of good citizen behavior****.***  ***Modifications/Accom:*** *see sub folder*  ***Homework:*** *none*  ***Check out books*** |
|  | ***11:50 – 12:15 Lunch*** | |
|  | ***12:15 – 12:55*** *Planning* | |
| ***12:55 – 1:45***  ***Third Grade*** | ***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.***  ***Critical Vocab: story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Talk about sources primary and secondary. Then read aloud Abe Lincoln Crosses A Creek- after reading the book explain that it is not labeled fiction because it was passed on from a secondary source.*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: See Yellow 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.***  ***Critical Vocab: story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Activate prior knowledge by asking the students if they have ever felt invisible. Explain what I mean. After sharing responses tell them we are going to read the Invisible Boy about a boy who feels that same way.*  ***Form/Sum Assessment: Form –*** *In pairs have the students write 2 examples from the story that help explain why the boy feels invisible.*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***1:45 – 1:50 Planning*** | |
| ***1:50 – 2:40***  ***First Grade*** | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target: I can identify good citizen behavior when I see and experience it.***  ***Critical Vocab: bully, character, kindness***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Talk about what a bully is and then read aloud The Bully from the Black Lagoon. Pause as we read for discussion and connections to their lives.*  ***Form/Sum Assessment: Form –*** *observation of responses when asked to give examples of good citizen behavior.*  ***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 about key details in a story.***  ***Critical Vocab: setting, characters, plot***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask the students if they have ever had an imaginary friend? Have they ever pretended to have a pet? Then we are going to read aloud Maggie’s Monkeys. Ask the students to tell me the literary elements of the story.*  ***Form/Sum Assessment: Form –*** *The students will be able to identify the literary elements of the story.*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***2:40 – 2:45 Planning*** | |
| ***2:45 – 3:35***  ***Fourth Grade*** | ***Standard: PL 4.1 Students effectively use interpersonal skills.***  ***Learning Target: I can identify appropriate people skills.***  ***Critical Vocab: i*** *bully, character, kindness*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Talk about what a bully is and then read aloud Bully by Polacco. Pause as we read for discussion and connections to their lives.*  ***Form/Sum Assessment: Form-*** *observation of student responses to the discussion and connections*  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: RL 3 Describe in depth a character, setting or event in a story or drama, drawing on specific details.***  ***Learning Target: I can describe a character in a story using specific details from the story.***  ***Critical Vocab:*** *character, emotions,*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review bullying along with the effects of it on a person. Then read aloud a portion of the book Confessions of a Former Bully. Take the time to pause and discuss the main characters and their feelings about actions in the story.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to identify the main character and describe them using one piece of evidence from the story*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***3:35 – 3:40 Prepare for Dismissal*** | |