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|  | ***8:30 – 9:00*** *Open Library* |
|  | ***9:00 – 9:30*** *Planning* |
| ***9:3 0 – 10:20******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. Why did the boy feel invisible?****Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****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*** |
|  | ***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. Why did the boy feel invisible?****Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: Whole group******Strategies/Activities:*** *Review the book The Invisible Boy and talk about what a review would be* ***Form/Sum Assessment: Form –*** *observation of student responses when given the on demand opinion task****Modifications/Accom: see sub folder******Homework: none*** ***Check out books*** |
|  | ***10:20 – 10:30*** *Planning* |
|  ***10:30 – 11:20*** ***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. What reason is there for the boy to worry about a bully?****Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****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:*** *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. How did the bully in the story change?* ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud Ruby and Bubbles discuss the girls and their dealings with the bully****Form/Sum Assessment: Form – observation of student responses when asked to give me evidence from the book that shows how the characters changed******Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***11:20 – 12:00******Lunch******/Planning*** |
| ***12:00 – 12:50******Kindergarten*** | ***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. How would you feel if someone were bullying you?****Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: whole group******Strategies/Activities:*** *then read aloud Llama Llama and the Bully Goat****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:*** *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. How would you feel if someone were bullying you?****Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: whole group******Strategies/Activities:*** *Read aloud Henry and the Bully take time to discuss the characters and their choices****Form/Sum Assessment: Form –*** *observation of student responses when we talk about how the main characters changed during the story.****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***12:50 – 12:55*** *Planning* |
| ***12:55 – 1:45******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. What was the motive behind the bully’s actions?****Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: whole group******Activities:*** *Then read aloud Bullies Never Win and 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*** |
|  | ***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. What was the motive behind the bully’s actions?****Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud The Berenstain Bears and the Bully taking the time to point out certain behaviors and choices by the characters****Form/Sum Assessment: Form –*** *observation of student responses when asked to give me evidence from the book showing me how the bully changed* ***Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***1:45 – 1:50 Planning*** |
| ***1:50 – 2:40******Fourth grade*** | ***Standard:*** *1.1.4 Find, evaluate, and select appropriate sources to answer questions.* *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 understand the library’s organization and what main topics are in each area. I can read, listen to, and view a range of resources for a variety of purposes. I can identify story elements in various genres. I can use prior knowledge to understand and compare literature. What are the rights and responsibilities of a digital citizen?****Critical Vocab:*** *theme, author’s purpose, inference, digital citizenship****Instructional Method: whole group******Strategies/Activities:*** *Watch the Brain Pop short video on digital etiquette****Form/Sum Assessment: Form –*** *observation of student responses then answer the questions with a partner draw/write 2 examples of bad digital etiquette****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***Standard:*** *1.1.4 Find, evaluate, and select appropriate sources to answer questions.* *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 understand the library’s organization and what main topics are in each area. I can read, listen to, and view a range of resources for a variety of purposes. I can identify story elements in various genres. I can use prior knowledge to understand and compare literature. What are the rights and responsibilities of a digital citizen?****Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal, digital citizenship****Instructional Method: Whole group******Strategies/Activities:*** *Briefly go over ch1. And ch.2 in the book Online Etiquette and Safety****Form/Sum Assessment: Form –*** *observation of student responses when put into groups to create a do’s and don’ts list for online etiquette****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35******Fifth grade*** | ***Standard:*** *1.1.4 Find, evaluate, and select appropriate sources to answer questions.* *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 understand the library’s organization and what main topics are in each area. I can read, listen to, and view a range of resources for a variety of purposes. I can identify story elements in various genres. I can use prior knowledge to understand and compare literature. What are the rights and responsibilities of a digital citizen?****Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal, digital citizenship****Instructional Method: Whole group******Strategies/Activities:*** *Watch the Brain Pop short video on digital etiquette****Form/Sum Assessment: Form –*** *observation of student responses then answer the questions with a partner draw/write 2 examples of bad digital etiquette****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***Standard:*** *1.1.4 Find, evaluate, and select appropriate sources to answer questions.* *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 understand the library’s organization and what main topics are in each area. I can read, listen to, and view a range of resources for a variety of purposes. I can identify story elements in various genres. I can use prior knowledge to understand and compare literature. What are the rights and responsibilities of a digital citizen?****Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal, digital citizenship****Instructional Method: Whole group******Strategies/Activities:*** *Briefly go over ch1. And ch.2 in the book Online Etiquette and Safety****Form/Sum Assessment: Form –*** *observation of student responses when put into groups to create a do’s and don’ts list for online etiquette****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal***  |