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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:*** *Demonstrate and explain how to access the Jump Rope for Heart donations online. Review theme and read aloud Fly Away Home.*  ***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 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*** | |
|  | ***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 Red Pajama.*  ***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 Time to Share.*  ***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: 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: characters, setting, plot***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Demonstrate and explain how to access the Jump Rope for Heart donations online. Then read aloud Lost Cat. Make connections and predictions as we read.*  ***Form/Sum Assessment: Form –*** *observation of student responses**when asked to identify the story elements for our flipchart*  ***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: Veteran story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Then read aloud A Boy and A Jaguar. Make connections and predictions as we read.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to identify the story elements for our flipchart*  ***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: RI5 Use text features and search tools to locate specific information in a text.***  ***Learning Target: I can to use text features and search tools to locate specific information.***  ***Critical Vocab: text features***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Demonstrate and explain how to access the Jump Rope for Heart donations online. Then read aloud Inside the Heart.*  ***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 to answer questions such as who, what, when, where and why with a story.***  ***pCritical Vocab: story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Then read aloud John Philip Duck. Make connections and predictions as we read.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to identify the story elements for our flipchart*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***1:45 – 1:50 Planning*** |
| ***1:50 – 2:40***  ***First 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 to answer questions about the story.***  ***Critical Vocab: setting, characters, plot***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud I Know a Librarian Who Chewed on a Word. Make connections and predictions as we read.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to identify the story elements for our flipchart*  ***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:*** *Read aloud Ribbit. Make connections and predictions as we read.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to identify the story elements for our flipchart*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35***  ***Fourth Grade*** | ***Standard: R1 Refer to details and examples in a text when explaining what the text says and drawing inferences from the text***  ***Learning Target : I can refer to details and make inferences.***  ***Critical Vocab: inference***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Demonstrate and explain how to access the Jump Rope for Heart donations online. Review theme and read aloud Looking at Lincoln. Make connections to their work in class.*  ***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 Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: Standard: R1 Refer to details and examples in a text when explaining what the text says and drawing inferences from the text***  ***Learning Target: I can refer to details and make inferences.***  ***Critical Vocab: theme, character***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review theme and read aloud The Blessing Cup.*  ***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*** |
|  | ***3:35 – 3:40 Prepare for Dismissal*** |