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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 bullying along with the effects of it on a person. Then read aloud the end of the book 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*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: 21st century Show an appreciation for literature by electing to read for pleasure ad expressing an interest in various literary genres.***  ***Learning Target: I can choose the just right book for me.***  ***Critical Vocab: theme, character***  ***Instructional Method: Whole group & small group***  ***Strategies/Activities:*** *Review bullying along with the effects of it on a person. Then read aloud the end of the book Jake Drake Bully Buster. Take the time to pause and discuss the main characters and their feelings about actions in the story. 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 when asked to work in a small group to come up with strategies for dealing with bullies*  ***Modifications/Accom: see sub folder***  ***Homework: none / Check out books*** | |
|  | ***10:00 – 10:05*** *Planning* | |
| ***10:05 – 10:55***  ***Kindergarten*** | ***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 to comparisons of the books we have read in this book study***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: 21st century Show an appreciation for literature by electing to read for pleasure ad expressing an interest in various literary genres.***  ***Learning Target: I can with prompting and support the just right book for me.***  ***Critical Vocab: plot, setting, and character***  ***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*** | |
|  | ***10:55 – 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:*** *Discuss Dr. Seuss’ birthday and then read aloud If I Ran the Zoo. Discuss elements of the book.*  ***Form/Sum Assessment: Form – observation of student responses when asked to draw the animal they would have in their zoo***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: 21st century Show an appreciation for literature by electing to read for pleasure ad expressing an interest in various literary genres.***  ***Learning Target: I can choose the just right book for me.***  ***Critical Vocab: Veteran story elements***  ***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 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:*** *Discuss Dr. Seuss’ birthday and then read aloud All the Places You’ll Go. Discuss elements of the book.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: 21st century Show an appreciation for literature by electing to read for pleasure ad expressing an interest in various literary genres.***  ***Learning Target: I can choose the just right book for me.***  ***pCritical Vocab: story elements***  ***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 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 answer questions about the story.***  ***Critical Vocab: setting, characters, plot***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Discuss Dr. Seuss’ birthday and then read aloud The Eye Book. Discuss elements of the book.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to draw what they like to see with their eyes*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: 21st century Show an appreciation for literature by electing to read for pleasure ad expressing an interest in various literary genres.***  ***Learning Target: I can choose the just right book for me.***  ***Critical Vocab: setting, characters, plot***  ***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 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:*** *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 -*** *asked to identify the main character and describe them using one piece of evidence from the story*  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: 21st century Show an appreciation for literature by electing to read for pleasure ad expressing an interest in various literary genres.***  ***Learning Target: I can choose the just right book for me.***  ***Critical Vocab: setting, characters, plot***  ***Instructional Method: Whole group & small 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 when asked to think of some strategies for dealing with a bully in small groups*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal*** |