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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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: whole group******Strategies/Activities:*** *Read aloud Dance at Grandpa’s as we read talk about the type of movement in the book and incorporate vocabulary from the dance sheet. Review genre characteristics.****Form/Sum Assessment: Form –*** *observation of student responses then answer the questions with a partner****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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud Bravo. Livingston Mouse! - as we read talk about the movement happening in the story and about the dance steps that the he is taking, Incorporate the vocabulary from the dance sheet. Review genre characteristics.****Form/Sum Assessment: Form –*** *observation of student responses****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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: whole group*** ***Strategies/Activities:*** *Read aloud– Hilda Must Be Dancing as we read and when we are finished lead a discussion about the type of dancing in the book. Incorporate the vocabulary from the dance sheet. Review genre characteristics.****Form/Sum Assessment: Form – observation of student responses*** ***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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud Little Ballet Star as we read and when we are finished lead a discussion about the type of dancing in the book. Incorporate the vocabulary from the dance sheet. Review genre characteristics.****Form/Sum Assessment: Form – observation of student responses*** ***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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: whole group******Strategies/Activities:*** *Read aloud– Giraffes Can’t Dance as we read and when we are finished lead a discussion about the type of dancing in the book. Incorporate the vocabulary from the dance sheet.****Form/Sum Assessment: Form – observation of student responses*** ***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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: whole group******Strategies/Activities:*** *Read aloud Bounce / Stretch – as we read talk about the type of movement in the book and incorporate vocabulary from the dance sheet.* ***Form/Sum Assessment: Form –*** *observation of student responses* ***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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: whole group******Strategies/Activities:*** *Read aloud Sophie and Lou - as we read talk about the movement happening in the story and about the dance steps that she is taking, Incorporate the vocabulary from the dance sheet.****Form/Sum Assessment: Form – observation of student responses*** ***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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud Ella, of Course! - as we read talk about the movement happening in the story and about the dance steps that she is taking, Incorporate the vocabulary from the dance sheet.****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******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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal****Instructional Method: whole group******Strategies/Activities:*** *Read aloud – Dancing with the Indians - as we read talk about the movement happening in the story and what type of dancing is taking place. Be sure to incorporate the vocabulary from the dance sheet.****Form/Sum Assessment: Form –*** *observation of student responses then answer the questions with a partner****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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *theme, author’s purpose, inference, genres****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud My Mama Had a Dancing Heart - as we read focus on the reasons and elements of dance. Focus on the vocabulary and the elements that they show in the book for their dances.****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******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 Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *theme, author’s purpose, inference, genres****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud the A is for Appalachia– as we read focus on the reasons and elements of dance. Focus on the vocabulary and the elements that they show in the book for their dances. Background knowledge with dance and instruments discussed****Form/Sum Assessment: Form student observations to then answer the questions with a partner******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. Describe the characteristics or features of various types of text? What elements do people use to perform works in dance?* ***Critical Vocab:*** *theme, author’s purpose, inference, genres****Instructional Method: Whole group******Strategies/Activities:*** *With a partner read the article on mints and partners may choose one other article to read* ***Form/Sum Assessment: Form student observations of student responses when asked to tell me the main idea of each article they read and share with other pairs******Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal***  |