|  |  |  |
| --- | --- | --- |
|  | ***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 will be able talk about the theme of a story and how characters respond to challenges.***  ***Critical Vocab: theme, character***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *using the copy of the encyclopedia page on the active board highlight and show the students how to locate information using this resource*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: see yellow sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: I will be able describe the elements of dance using the proper terms.***  ***Critical Vocab:*** *space, time, tempo, force, artistic appreciation, recreation, ceremonial*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud the Mama Had a Dancing Heart – as we read focus on the reasons and elements of the African 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 yellow sub folder***  ***Homework: none / Check out books*** | |
|  | ***10:00 – 10:05*** *Planning* | |
| ***10:05 – 10:55***  ***Kindergarten*** | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: I will be able to describe the elements of dance using the proper terms.***  ***Critical Vocab:*** *space, time, tempo, force, artistic appreciation, recreation, ceremonial*  ***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.*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: With help I will be able to describe the elements of dance using the proper terms.***  ***Critical Vocab:*** *space, time, tempo, force, artistic appreciation, recreation, ceremonial*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Wiggle – 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 / Then have the students draw/write themselves wiggling while they are doing some task.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***10:55 – 11:00*** *Planning* | |
| ***11:00 – 11:50***  ***Second Grade*** | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: I will be able to describe the elements of dance using the proper terms.***  ***Critical Vocab:*** *space, time, tempo, force, artistic appreciation, recreation, ceremonial*  ***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 Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: I will be able to describe the elements of dance using the proper terms.***  ***Critical Vocab:*** *space, time, tempo, force, artistic appreciation, recreation, ceremonial*  ***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 Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***11:50 – 12:15 Lunch*** |
|  | ***12:15 – 12:55*** *Planning* |
| ***12:55 – 1:45***  ***Third Grade*** | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: I will be able t describe the elements of dance using the proper terms.o***  ***Critical Vocab:*** *space, time, tempo, force, artistic appreciation, recreation, ceremonial*  ***Instructional Method: Read aloud and discussion 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.*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: I will be able to describe the elements of dance using the proper terms.***  ***Critical Vocab:*** *space, time, tempo, force, artistic appreciation, recreation, ceremonial*  ***Instructional Method: Read aloud and discussion 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.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***1:45 – 1:50 Planning*** |
| ***1:50 – 2:40***  ***First Grade*** | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: I will be able to describe the elements of dance using the proper terms.***  ***Critical Vocab:*** *space, time, tempo, force*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Bug Dance - After reading it go back and talk about the movement in the story. Incorporate the vocabulary from the dance sheet.*  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: I will be able to describe the elements of dance using the proper terms.***  ***Critical Vocab:*** *space, time, tempo, force, artistic appreciation, recreation, ceremonial*  ***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.*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: See Yellow 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 will be able refer to details and make inferences.***  ***Critical Vocab: inference***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *using the copy of the encyclopedia page on the active board highlight and show the students how to locate information using this resource*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard:*** *AH-1.2.1 Students will observe dance movements and describe the elements using the proper terminology.*  ***Learning Target: I will be able to describe the elements of dance using the proper terms.***  ***Critical Vocab:*** *space, time, tempo, force, artistic appreciation, recreation, ceremonial*  ***Instructional Method: Read aloud and discussion 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*  ***Modifications/Accom: see yellow sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal*** |