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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?*  ***Critical Vocab:*** *biography and autobiography*  ***Instructional Method:*** *Read aloud and discussion whole group*  ***Strategies/Activities:*** *Read aloud Snowflake Bentley – discuss the elements of a biography ( true story of someone’s life written by someone else)*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked why they think the author felt they should write this book*  ***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 elements do people use to perform works in dance?*  ***Vocab:*** *space, time, tempo, force*  ***Method:*** *whole group – read aloud and discussion*  ***Activities:*** *Read aloud Song and Dance Man - 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 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?*  ***Critical Vocab:*** *fiction and non-fiction*  ***Instructional Method:*** *Whole group*  ***Strategies/Activities:*** *Read aloud The Three Snow Bears stopping to discuss the pictures along the side of the page. Talk about the events in the book and the characters.*  ***Form/Sum Assessment: Form –*** *observation of student response s when asked if they think this is a fiction book or a non-fiction book.*  ***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. What elements do people use to perform works in dance*  ***Vocab:*** *space, time, tempo, force*  ***Method:*** *whole group – read aloud and discussion*  ***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.*  ***Form/Sum Assessment:*** *Form– discuss the movement and terms in the book*  ***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?*  ***Critical Vocab:*** *fiction, non-fiction, picture book, story book, information book.*  ***Instructional Method:*** *Whole group*  ***Strategies/Activities:*** *Talk about winter and the things that animals do during winter then read aloud Oh! Ask the students what type of things penguins do? Discuss and share. Read aloud If You Were a Penguin.*  ***Form/Sum Assessment:*** *Form – observation of students’ responses when shown different books and asked to identify their type/ then ask to share what they would do if they were a penguin and illustrate it.*  ***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 elements do people use to perform works in dance*  ***Vocab:*** *backward, forward, right*  ***Method:*** *whole group – read aloud and discussion*  ***Activities:*** *Read aloud Cha Cha Chimps – be sure to talk about the movement and dance vocabulary that are involved in the book and in the illustrations of the book.*  ***Form/Sum Assessment:*** *Form– discuss the movement and terms in the book*  ***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?*  ***Critical Vocab:*** *characters, setting, plot*  ***Instructional Method:*** *Whole group*  ***Strategies/Activities:*** *Review the elements of fiction and non-fiction and then read aloud A Pet For Fly Guy. As we read discuss evidence in the text that let us know that it is fiction or non-fiction.*  ***Form/Sum Assessment:*** *Form – observation of student responses when asked if the book is fiction or non – give evidence from the book*  ***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 elements do people use to perform works in dance*  ***Vocab:*** *space, time, tempo, force*  ***Method:*** *whole group – read aloud and discussion*  ***Activities:*** *Read aloud Barn Dance- as we read talk about the movement happening in the story and about the dance steps that the boy is taking, Incorporate the vocabulary from the dance sheet.*  ***Form/Sum Assessment:*** *Form– discuss the movement and terms in the book*  ***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. How does understanding of the library organization effect how I access, evaluate and use information?*  ***Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal*  ***Critical Vocab:*** *Dewey, category, fiction, non-fiction, 9 Dewey categories*  ***Instructional Method:*** *Whole group*  ***Strategies/Activities:*** *Review the Dewey Decimal system with the Let’s Do the Dewey question cards.*  ***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. What elements do people use to perform works in dance?*  ***Vocab:*** *space, time, tempo, force*  ***Method:*** *whole group – read aloud and discussion*  ***Activities:*** *Read aloud - Swine Lake - 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 – discuss the movement and terms in the book*  ***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. How does understanding of the library organization effect how I access, evaluate and use information?*  ***Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review the Dewey Decimal system with the Let’s Do the Dewey question cards.*  ***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. What elements do people use to perform works in dance?*  ***Vocab:*** *space, time, tempo, force*  ***Method:*** *whole group – read aloud and discussion*  ***Activities:*** *Read aloud A is for Appalachia! – while we read remind the students that they brought their dances and folk tales with them from England and be sure to point out the connections to the dance vocabulary on the dance sheet.*  ***Form/Sum Assessment:*** *Form – discuss the movement and terms in the book and the instruments discusses*  ***Homework: none***  ***Check out books*** | |
|  | ***3:35 – 3:40 Prepare for Dismissal*** | |