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|  | ***8:30 – 9:00*** *Open Library* |
|  | ***9:00 – 9:10*** *Planning* |
| ***9:10 – 10:00******Fifth Grade*** | ***Standard: 21st Century Learner 1.1.4 Find, evaluate, and select appropriate sources to answer questions.******Learning Target:*** *I will be able to find and select the appropriate source to answer questions.****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****Modifications/Accom: see yellow sub folder******Homework:*** *none****Check out books*** |
|  | ***Standard:******AH- 1.15 Students make sense of and communicate ideas with movement.******Target:*** *I will be able to describe elements and movements using dance terminology.****Vocab:*** *space, time, tempo, force****Method:*** *whole group – read aloud and discussion****Activities:*** *Read aloud A is for Appalachia! – as 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****Modifications/Accom:*** *see yellow sub folder****Homework:*** *none****Check out books*** |
|  | ***10:00 – 10:05*** *Planning* |
|  ***10:05 – 10:55*** ***Kindergarten***  | ***Standard: RL5 Recognize common types of text.*** ***Learning Target:*** *I will be able to identify different 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:******AH- 1.15 Students make sense of and communicate ideas with movement.******Target:*** *I will be able to describe elements and movements using dance terminology.****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*** |
|  | ***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 will be able to answer questions such as who, what, when, where and why with a story.****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 Yellow Sub Folder******Homework: none******Check out books*** |
|  | ***Standard:******AH- 1.15 Students make sense of and communicate ideas with movement.******Target:*** *I will be able to describe elements and movements using dance terminology.****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*** |
|  | ***11:50 – 12:15 Lunch*** |
|  | ***12:15 – 12:55*** *Planning* |
| ***12:55 – 1:45******Third Grade*** | ***Standard: RI read and comprehend informational texts, including history/social studies, science, and technical texts.******Learning Target:*** *I will be able to identify a biography and an autobiography.****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****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***Standard:******AH- 1.15 Students make sense of and communicate ideas with movement.******Target:*** *I will be able to describe elements and movements using dance terminology.****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– 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******First Grade*** | ***Standard: RL5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.******Learning Target:*** *I will be able to identify a book that is giving information.****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.****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***Standard:******AH- 1.15 Students make sense of and communicate ideas with movement.******Target:*** *I will be able to describe elements and movements using dance terminology.****Vocab:*** *space, time, tempo, force****Method:*** *whole group – read aloud and discussion****Activities:*** *Read aloud The Bunny Hop - 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****Modifications/Accom:*** *see sub folder****Homework:*** *none****Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35******Fourth Grade*** | ***Standard: 21st Century Learner 1.1.4 Find, evaluate, and select appropriate sources to answer questions.******Learning Target:*** *I will be able to find and select the appropriate source to answer questions.****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****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***Standard:******AH- 1.15 Students make sense of and communicate ideas with movement.******Target:*** *I will be able to describe elements and movements using dance terminology.****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*** |
|  | ***3:35 – 3:40 Prepare for Dismissal***  |