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|  | ***8:30 – 9:00*** *Open Library* | |
|  | ***9:00 – 9:10*** *Planning* | |
| ***9:10 – 10:00***  ***Fifth Grade*** | ***Standard: RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.***  ***Learning Target: I can explain how an author uses reasons and evidence to support particular point in a text.***  ***Critical Vocab: evidence, support***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Look at the article “Hacker Scouts” on the active board. Point out the text highlights.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to work with a partner and answer the questions. Come back together to discuss evidence that supports the hackers being important*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***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:*** *Read aloud Ivan the Remarkable True Story of the Shopping Mall Gorilla. Make connections and predictions as we read*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked what they think the author purpose was and what kinds of challenges did Ivan have to overcome*  ***Modifications/Accom: see sub folder***  ***Homework: none / Check out books*** | |
|  | ***10:00 – 10:05*** *Planning* | |
| ***10:05 – 10:55***  ***Kindergarten*** | ***Standard: RL 1With 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:*** *Read aloud Llama Llama Home with Mama. As we read make connections and predictions.*  ***Form/Sum Assessment: Form – observation of student responses when we complete the story elements flipchart on the active board.***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***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:*** *Read aloud Llama Llama and the Bully Goat. Discuss the bully and how to deal with a bully in class or on the bus, etc. Make connections and predictions.*  ***Form/Sum Assessment: Form – observation of student responses when asked to draw a picture of what they would do to make a bully nice. (label Bully and self)***  ***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:*** *Read aloud Gaston making predictions and connections as we go.*  ***Form/Sum Assessment: Form –*** *observation of student responses when completing the story element flipchart on the activeboard*  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***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: Veteran story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud My Lucky Day make connections and predictions as we go through the story.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to complete their individual story element page for this story*  ***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:*** *Read aloud The Princess Night make predictions and connections as we read aloud the story together.*  ***Form/Sum Assessment: Form –*** *observation of student responses**when we do the story elements flipchart together*  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***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.***  ***pCritical Vocab: story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Miss Malarkey Leaves no Reader Behind make predictions and connections as we read aloud the story together.*  ***Form/Sum Assessment: Form –*** *observation of student responses when they answer the story element page on their own*  ***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:*** *Read aloud**Fly Guy’s Amazing Tricks make predictions and connections as we read aloud the story together.*  ***Form/Sum Assessment: Form –*** *observation of student responses when we do the story elements flipchart together*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***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 key details in a story.***  ***Critical Vocab: setting, characters, plot***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Pete the Cat a Pet for Pete make predictions and connections as we read aloud the story together.*  ***Form/Sum Assessment: Form –*** *observation of student responses when they answer the story element page on their own*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35***  ***Fourth Grade*** | ***Standard: RI8 Explain how an author uses reasons and evidence to support particular points in a text.***  ***Learning Target: I can explain how an author uses reasons and evidence to support particular point in a text.***  ***Critical Vocab: evidence, support***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Look at the article “ Endurance Sports” together on the active board. Point out the text features.*  ***Form/Sum Assessment: Form – observation of student responses when asked to work in partners and answer the questions and then come back together on the rug to review the evidence and answers to their questions.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: 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 determine the main idea of a text***  ***Critical Vocab: inference***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Brother Hugo and the Bear. Make predictions and connections as we read aloud together.*  ***Form/Sum Assessment: Form –*** *observation of student responses what inferences we can make as we pause during our reading.*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal*** |