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|  | ***8:30 – 9:00*** *Open Library* | |
|  | ***9:00 – 9:10*** *Planning* | |
| ***9:10 – 10:00***  ***Fifth Grade*** | ***Standard: 3.1.6 Use information and technology ethically and responsibly.***  ***Learning Target: I can use information and technology ethically and responsibly.***  ***Critical Vocab: acceptable use policy***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Ch. 1 and 2 of Play It Safe Online. Discuss the key points as we read and relate to the nine areas of Digital Citizenship.*  ***Form/Sum Assessment: Form –*** *as a group work on the activity on page 7 and 11 and observe student responses*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: 3.1.6 Use information and technology ethically and responsibly.***  ***Learning Target: I can use information and technology ethically and responsibly.***  ***Critical Vocab: acceptable use policy***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Ch. 3 and 4 of Play It Safe Online. Discuss the key points as we read and relate to the nine areas of Digital Citizenship*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to give me examples of what we are referring to in the book*  ***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:*** *Ask the students if they have a little brother or sister at home? Then tell them we are going to read a book about a dog who gets an unusual new baby. Then read aloud Charlie and the New Baby. (pause for connections, predictions, & questions)*  ***Form/Sum Assessment: Form – observation of student responses when asked to help me with the story elements chart***  ***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 Otis and the Puppy (take time to for connections, predictions, and questions)*  ***Form/Sum Assessment: Form – observation of student responses when asked to draw their favorite character***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***10:55 – 11:00*** *Planning* | |
| ***11:00 – 11:50***  ***Second Grade*** | ***Standard: RL1 – The student will be able to answer questions such as who, what, when, where and why with a story.***  ***Learning Target: I can answer questions such as who, what, when, where and why with a story.***  ***Critical Vocab: setting, character, plot, theme, problem and solution***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Kat Kong. Take the time as we read to discuss the story and especially the illustrations.*  ***Form/Sum Assessment: Form -*** *Observation – Have the students tell me the literary elements of the story. Then draw a picture of their favorite part of the story.*  ***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 such as who, what, when, where and why with a story.***  ***Critical Vocab: Veteran story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Kat Kong. Take the time as we read to discuss the story and especially the illustrations.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to tell me what is the same and what is different about theses 2 books.*  ***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 Nubs. Remind students as we read that this is based on a true story.*  ***Form/Sum Assessment: Form – observation of student responses when asked to describe the main character and give examples of why from the story.***  ***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:*** *Ask the students about the story we read last time. Then tell them we are going to read a story about another dog that has some hard luck. Then read aloud Trouper.*  ***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***  ***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:*** *Talk about kindness and caring for each other and what that means. Then read aloud Clark the Shark Dares to Care. (take time to for connections, predictions, and questions)*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to tell me the story elements*  ***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:*** *Remind the students about the other click, clack, moo books we have read. Then read aloud Click, Clack, Peep! (take time to for connections, predictions, and questions)*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to ell me the story elements*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35***  ***Fourth Grade*** | ***Standard: 3.1.6 Use information and technology ethically and responsibly.***  ***Learning Target: I can use information and technology ethically and responsibly.***  ***Critical Vocab: acceptable use policy***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Ch. 1 and 2 of Play It Safe Online. Discuss the key points as we read and relate to the nine areas of Digital Citizenship.*  ***Form/Sum Assessment: Form –*** *as a group work on the activity on page 7 and 11 and observe student responses*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: Standard: 3.1.6 Use information and technology ethically and responsibly.***  ***Learning Target: I can use information and technology ethically and responsibly.***  ***Critical Vocab: acceptable use policy***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Ch. 3 and 4 of Play It Safe Online. Discuss the key points as we read and relate to the nine areas of Digital Citizenship*  ***Form/Sum Assessment: Form –****observation of student responses when asked to give me examples of what we are referring to in the book*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal*** |