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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***  |