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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. 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 –*** *as a group work on the activity on in the chapter 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. 5 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 in the chapter and observe student responses****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***10:00 – 10:05*** *Planning* |
|  ***10:05 – 10:55*** ***Kindergarten***  | ***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: characters, setting and major events in the story******Instructional Method: Whole group******Strategies/Activities:*** *Read aloud Minerva Louise and the Colorful Eggs pausing as we read to make connections and predictions.* ***Form/Sum Assessment: Form -*** *Have the students decorate their own colorful egg. Observe student responses.****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 Marley and the Great Easter Egg Hunt. Make connections and predictions as we go. Encourage connections to the stories we have read in the past.****Form/Sum Assessment: Form – observation of student responses when completing the student sheet******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 Otis and the Tornado. Make connections and predictions as we read****Form/Sum Assessment: Form – observation of student responses when we discuss the story elements and “why” the bull becomes friends******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 The Easter Egg. Take time to discuss and look at the illustrations and how they help the story****Form/Sum Assessment: Form –*** *observation of student responses when asked to describe the story and how the illustrations help the 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: setting, character, plot, theme, problem and solution******Instructional Method: Whole group******Strategies/Activities:*** *Talk about the things that dogs do and then read aloud Dogs On Duty. Take the time as we read to discuss what jobs each dog do.****Form/Sum Assessment: Form –*** *observation of student responses****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.*** ***pCritical Vocab: story elements******Instructional Method: Whole group******Strategies/Activities:*** *Read aloud Online Bullying. Pause as we go through the book for discussions.****Form/Sum Assessment: Form –*** *observation of student responses when we list evidence from the book showing the bad decisions that lead to cyberbullying* ***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:*** *Ask the students what is coming up next that we are going to celebrate? Lead the students to Easter then read aloud Little Duckling Lost. Pause as we read to allow for connections and predictions* ***Form/Sum Assessment: Form –*** *observation of student responses story elements chart****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 Bunny’s Easter Egg. As we read allow students time to give connections and predictions.****Form/Sum Assessment: Form –*** *observation of student responses story elements chart****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 will be able to 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 –*** *as a group work on the activity on in the chapter 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 will be able to use information and technology ethically and responsibly.******Critical Vocab: acceptable use policy******Instructional Method: Whole group*** ***Strategies/Activities:*** *Read aloud Ch. 5 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 in the chapter and observe student responses****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal***  |