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|  | ***8:30 – 9:00*** *Open Library* |
|  | ***9:00 – 9:10*** *Planning* |
| ***9:10 – 10:00******Fifth Grade*** | ***Standard: 4.1.1 Read, view and listen for pleasure and personal growth. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.******Learning Target:*** *I will be able to choose a book that is appropriate for me from a wide variety of literature genres.****Critical Vocab:*** *author, intermediate, plot, five finger rule, book cover****Instructional Method: whole group******Strategies/Activities:*** *Read aloud from one of the chapter books from the Book Fair to spark interest****Form/Sum Assessment: Form –*** *observation of student responses* ***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:*** *Using the image from The Mysteries of Harris Burdick. Look at it and discuss what they see in the picture and then put them in small groups/pairs* ***Form/Sum Assessment: Form –*** *observation of student responses when they must create the characters, setting, plot and solution to go with the image****Modifications/Accom: see sub folder******Homework: none / Check out books*** |
|  | ***10:00 – 10:05*** *Planning* |
|  ***10:05 – 10:55*** ***Kindergarten***  | ***Standard:*** *4.1.1 Read, view and listen for pleasure and personal growth. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.****Learning Target:*** *I will be able to choose a book that is appropriate for me from a wide variety of literature genres.****Critical Vocab:***  *author, intermediate, plot, five finger rule, book cover****Instructional Method: whole group*** ***Strategies/Activities:*** *Read aloud Creepy Carrots and The Three Ninja Pigs from the Book Fair and do the Cosmic Yoga Pigeon****Form/Sum Assessment: Form – observation of 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 Otis and the Scarecrow. Discuss the connections to the other book we read with Otis as the main character.****Form/Sum Assessment: Form – observation of student responses if you were the author what would you have Otis do next?******Modifications/Accom: See Yellow Sub Folder******Homework: none******Check out books*** |
|  | ***10:55 – 11:00*** *Planning* |
| ***11:00 – 11:50******Second Grade*** | ***Standard: 4.1.1 Read, view and listen for pleasure and personal growth. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.******Learning Target:*** *I will be able to choose a book that is appropriate for me from a wide variety of literature genres.****Critical Vocab:*** *author, intermediate, plot, five finger rule, book cover****Instructional Method: whole group******Strategies/Activities:*** *Read aloud Creepy Carrots and The Three Ninja Pigs from the Book Fair****Form/Sum Assessment: Form – observation of student responses*** ***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 Three Little Pigs and Goldilocks and the Three Bears from the book Yummy****Form/Sum Assessment: Form –*** *observation of student responses when comparing to the normal version of each of these stories we are used to hearing****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: 4.1.1 Read, view and listen for pleasure and personal growth. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.******Learning Target:*** *I will be able to choose a book that is appropriate for me from a wide variety of literature genres.****Critical Vocab:*** *author, intermediate, plot, five finger rule, book cover****Instructional Method: whole group******Strategies/Activities:*** *Read aloud from one of the chapter books from the Book Fair to spark interest****Form/Sum Assessment: Form – observation of student responses*** ***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 Honestly, Red Riding Hood Was Rotten!****Form/Sum Assessment: Form –*** *observation of student responses when we compare to the version of Red Riding Hood we normally hear****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***1:45 – 1:50 Planning*** |
| ***1:50 – 2:40******First Grade*** | ***Standard: 4.1.1 Read, view and listen for pleasure and personal growth. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.******Learning Target****: I will be able to choose a book that is appropriate for me from a wide variety of literature genres.****Critical Vocab: author, intermediate, plot, five finger rule, book cover******Instructional Method: whole group******Strategies/Activities:*** *Read aloud Creepy Carrots and The Three Ninja Pigs from the Book Fair****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 about key details in a story.*** ***Critical Vocab:*** *setting, characters, plot****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud The Three Little Pigs and Goldilocks and the Three Bears from the book Yummy****Form/Sum Assessment: Form –*** *observation of student responses****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35******Fourth Grade*** | ***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 refer to details and make inferences****.******Critical Vocab: i****nference****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud from one of the chapter books from the Book Fair to spark interest****Form/Sum Assessment: Form*** ***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:*** ***Instructional Method: Whole group******Strategies/Activities:*** *Using the image from The Mysteries of Harris Burdick. Look at it and discuss what they see in the picture and then put them in small groups/pairs* ***Form/Sum Assessment: Form –*** *observation of student responses when they must create the characters, setting, plot and solution to go with the image****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal***  |