|  |  |  |
| --- | --- | --- |
|  | ***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*** |