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|  | ***8:30 – 9:00*** *Open Library* |
|  | ***9:00 – 9:10*** *Planning* |
| ***9:10 – 10:00******Fifth Grade*** | ***Standard: 21st century 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.******Learning Target: I will be able make connections with self, the world, and other books I’ve read.******Critical Vocab: text to text, text to self, text to world, schema******Instructional Method: Whole group******Strategies/Activities:*** *Read aloud The First Thanksgiving and ask questions along the way about the main focus of the book.****Form/Sum Assessment: Form –*** *observation of student responses when asked to give me examples from the book that tell me exactly what the main purpose was****Modifications/Accom: see sub folder******Homework: none / Check out books*** |
|  | ***Standard: 21st century 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.******Learning Target: I will be able make connections with self, the world, and other books I’ve read.******Critical Vocab: text to text, text to self, text to world, schema******Instructional Method: Whole group******Strategies/Activities:*** *Read aloud Dr. Carbles Is Losing His Marbles and ask questions along the way about the main focus of the book.****Form/Sum Assessment: Form –*** *observation of student responses when asked to give me examples from the book that tell me exactly what the main purpose was of the chapters****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 will be able 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 Thanksgiving Is. Talk about the information that we learn in this story.****Form/Sum Assessment: Form – observation of student responses when asked to give me key details from the book******Modifications/Accom: See Yellow 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 will be able 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 Over the River and Through the Woods and I Know an Old Lady Who Swallowed a Pie and discuss the story elements.****Form/Sum Assessment: Form – observation of student responses when asked to draw something new for the Old Lady to swallow******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 will be able to answer questions such as who, what, when, where and why with a story.******Critical Vocab: pilgrim, Thanksgiving******Instructional Method: Whole group******Strategies/Activities:*** *Remind the students that Thanksgiving is coming up and ask them what we read last time. Then read aloud Gus, the Pilgrim Turkey.* ***Form/Sum Assessment: Form –*** *observation of student responses when asked to complete the story elements page****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 will be able to answer questions such as who, what, when, where and why with a story.******Critical Vocab: pilgrim, Thanksgiving******Instructional Method: Whole group******Strategies/Activities:*** *Remind the students that Thanksgiving is coming up and ask them what we read last time. Then read aloud Gracias the Thanksgiving Turkey.* ***Form/Sum Assessment: Form –*** *observation of student responses when asked to complete the story elements page****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 will be able to answer questions such as who, what, when, where and why with a story.*** ***pCritical Vocab: story elements******Instructional Method: Whole group******Strategies/Activities:*** *Tell the students that last time we read a book that gave us information but today we are going to read a Thanksgiving story. Then read aloud A Turkey for Thanksgiving.****Form/Sum Assessment: Form –*** *observation of student responses to 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 will be able to 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 Dr.Carbles Is Losing His Marbles and ask questions along the way about the main focus of the book.****Form/Sum Assessment: Form –*** *observation of student responses when asked to give me examples from the book that tell me exactly what the main purpose was of the chapters****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 will be able to answer questions about key details in a story.*** ***Critical Vocab: setting, characters, plot******Instructional Method: Whole group******Strategies/Activities:*** *Remind the students that Thanksgiving is coming closer and read aloud Franklin’s Thanksgiving.****Form/Sum Assessment: Form –*** *observation of student responses when asked to help me answer the story element 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 will be able to answer questions about key details in a story.*** ***Critical Vocab: setting, characters, plot******Instructional Method: Whole group******Strategies/Activities:*** *Remind the students that Thanksgiving is coming closer and read aloud Run, Turkey, Run!****Form/Sum Assessment: Form –*** *observation of student responses when asked to help me answer the story element chart.****Modifications/Accom: see sub folder******Homework: none******Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35******Fourth Grade*** | ***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 will be able to determine the main idea of a text******Critical Vocab: text features******Instructional Method: Whole group******Strategies/Activities:*** *Review our KWL from last time and tell them to listen to this book and see if we can add to or adjust our KWL. Read aloud P is for Pilgrim.****Form/Sum Assessment: Form –*** *observation of student responses when asked to give me information to add to our KWL* ***Modifications/Accom: see 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 will be able to determine the main idea of a text******Critical Vocab:*** *recycling, pollution****Instructional Method: Whole group******Strategies/Activities:*** *Read aloud A River Ran Wild and as we read point out the things on the sides* ***Form/Sum Assessment: Form –*** *observation of student responses when asked to give me examples from the book that tell me exactly what the main purpose was of the chapters****Modifications/Accom: see sub folder******Homework: none / Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal***  |