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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*** | |