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|  | ***8:30 – 9:00*** *Open Library* | |
|  | ***9:00 – 9:10*** *Planning* | |
| ***9:10 – 10:00***  ***Fifth Grade*** | ***Standard: RL 2 Determine a theme of a story including how characters in a story respond to challenges, summarize a text.***  ***Learning Target: I will be able talk about the theme of a story and how characters respond to challenges.***  ***Critical Vocab: theme, character***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask students if they have ever heard a ghost story passed down from a family member or from a particular region? Tell them that those stories are considered folklore. Read aloud Esteban and the Ghost as we read discuss that this is a folklore story. After reading talk about the literary elements of the story and what elements make it folklore.*  ***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 will be able talk about the theme of a story and how characters respond to challenges.***  ***Critical Vocab: theme, character***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Talk about Veteran’s day and what a Veteran is. Why do we celebrate? Tell the students we are going to read a fiction book that has some basis in truth. It is called America’s White Table.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked about the author’s purpose in writing this book and the main character’s response to the others in the story*  ***Modifications/Accom: see sub folder***  ***Homework: none / Check out books*** | |
|  | ***10:00 – 10:05*** *Planning* | |
| ***10:05 – 10:55***  ***Kindergarten*** | ***Standard: RL 1With prompting and support answer questions about key details in a story.***  ***Learning Target: I will be able to 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 Wanda’s Monster – as we read ask if they worry about monsters in their closet, did they ever think about monsters being shy, where will the monster go to live next, and related questions.*  ***Form/Sum Assessment: Form –*** *observation of student responses - then have them draw a picture of what their monsters’ closet would look like.*  ***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 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:*** *Explain to the students that Veteran’s Day is coming up and why we celebrate it. Then read aloud Hero Dad. Be sure to make connections to Veteran’s Day and ask if they can make any connections.*  ***Form/Sum Assessment: Form – observation of student responses when asked to give me information about the story using the key words from the standard***  ***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: characters, setting, plot***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask if any of them have read or heard the book Click Clack Moo? Tell them we are going to read a Halloween book that has the same characters and setting but a different problem.*  ***Form/Sum Assessment: Form – observation of student responses asked about the setting, characters, problem, and solution***  ***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 will be able to answer questions such as who, what, when, where and why with a story.***  ***Critical Vocab: Veteran story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Talk as a group about what a Veteran is and why we celebrate Veteran’s Day and then read aloud Pepper’s Purple Heart. Pause as we read to make predictions, connections and ask questions.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to give me examples from the story that tell me why Veteran’s Day is important and the story elements*  ***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.***  ***Critical Vocab: story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities:***  *Read aloud the book Scared Silly. Take time to pause as we read for inferences and predictions.*  ***Form/Sum Assessment: Form – observation of student responses when asked to answer the who, what, where, when why and how about our story***  ***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 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:*** *Talk about Veteran’s Day coming up and then read aloud The Wall. Talk about the story elements and the meaning of the wall.*  ***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*** |
|  | ***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 the story.***  ***Critical Vocab: setting, characters, plot***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud Spooky Night as we read discuss the characters, make predictions, and discuss what the theme of this book might be.*  ***Form/Sum Assessment: Form –*** *observation of student responses to 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 about key details in a story.***  ***Critical Vocab: setting, characters, plot***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Inform students about what Veteran’s day is all about and then read aloud What Freedom Means to Me a Flag Day Story.*  ***Form/Sum Assessment: Form –*** *observation of student responses- when asked to draw a picture from the story with the story elements all included*  ***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 will be able refer to details and make inferences.***  ***Critical Vocab: inference***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Tell the students that we are going to read the first few paragraphs of a book and I want them to listen closely to the details. Then read aloud the first few chapters of Ghost Buddy Hero to Zero.*  ***Form/Sum Assessment: Form – observation of student responses when asked to give me details from the story and ask questions to encourage their inferences.***  ***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 will be able to determine the main idea of a text***  ***Critical Vocab:***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Talk about the elements of a non-fiction book and that we will be celebrating Veteran’s Day next week. Then read aloud the marked sections of the book Veteran’s Day Remembering Our War Heroes. As we read point out the elements of non-fiction – real pictures, headings, index, glossary, and table of content.*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal*** |