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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:*** *Ask the students if they can remember what book we read last time. Then read together from MyON Battle for Home Plate..*  ***Form/Sum Assessment: Form – observation of student responses when asked to partner up and give me connections they can make between this book and other books, and the world***  ***Modifications/Accom: See Yellow 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/continue reading the MyOn book Hocus Pocus Hotel. Make sure they are looking to make connections and thinking about the story elements.*  ***Form/Sum Assessment: Form – observation of student responses when asked to give me details about the story and other stories that they can connect to this story.***  ***Modifications/Accom: See Yellow 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 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:*** *Talk about the seasons and which season we are in. Read aloud Scarecrow. Take the time to talk about the story elements as we read*  ***Form/Sum Assessment: Form –*** *observation of student responses – have the students draw the items needed to make a scare crow and then draw their scarecrow*  ***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 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 the Five Little Monkeys trick or treat and make connections to other books they have read and show the other Five Little Monkey books we have.*  ***Form/Sum Assessment: Form – observation of student responses when asked to help me fill out the story element chart on the activeboard***  ***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 the students if they have ever had problems deciding what to be for Halloween? Then tell them we are going to read a story about a cat has that problem. Read aloud Scaredy-Cat, Splat! Take the time discuss the characters and problems as we read and make any connections**as we read*  ***Form/Sum Assessment: Form –*** *observation of student responses - Have the students tell me the literary elements of the story.*  ***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: characters, setting, plot***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask students to name things that they associate with Halloween. Lead them to black cats and then read aloud the story Moonlight the Halloween Cat.*  ***Form/Sum Assessment: Form – observation of student responses when asked for answers to the story element chart on the activeboard***  ***Modifications/Accom: See Yellow 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:*** *Ask the students what they would do if we were suddenly inside the book we were reading? Share, make book to book connections, and then tell them we are going to read a book in which the students are suddenly inside the pages. Read aloud Miss Smith and the Haunted Library , pausing as we read to discuss and make connections. Review the elements of the story.*  ***Form/Sum Assessment: Form –*** *observation of student responses on the story elements work 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: story elements***  ***Instructional Method: Whole group***  ***Strategies/Activities: Strategies/Activities:*** *Read aloud/continue reading the MyOn book Hocus Pocus Hotel. Make sure they are looking to make connections and thinking about the story elements.*  ***Form/Sum Assessment: Form – observation of student responses when asked to give me details about the story and other stories that they can connect to this story.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***1:45 – 1:50 Planning*** | |
| ***1:50 – 2:40***  ***First Grade*** | ***Standard: RL1 Ask and answer 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:*** *Ask the students if they remember the story of the Little Old Lady Who Swallowed a Fly? Make a connection to our book There Was an Old Monster and then read it aloud. Talk about the connections we can make. Review the book and have them draw what the monster should swallow next?*  ***Form/Sum Assessment: Form –*** *observation of student responses - Review the book and have them draw what the monster should swallow next?*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: RL3 - The student will be able to describe characters, settings, and major events in a story.***  ***Learning Target: I will be able to describe characters, settings, and major events in a story.***  ***Critical Vocab: setting, character, plot, theme, problem and solution***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask the students if they have ever been afraid of something even when they hadn’t actually gone into it or seen it. Then tell them we are going to read a book about the Berenstain Bears and the Spooky Old Tree.*  ***Form/Sum Assessment: Form – observation of student responses when completing the story chart on the activeboard***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***2:40 – 2:45 Planning*** | |
| ***2:45 – 3:35***  ***Fourth 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:*** *Ask the students if they can remember what book we read last time. Then read together from MyON Battle for Home Plate..*  ***Form/Sum Assessment: Form – observation of student responses when asked to partner up and give me connections they can make between this book and other books, and the world***  ***Modifications/Accom: See Yellow 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/continue reading the MyOn book Hocus Pocus Hotel. Make sure they are looking to make connections and thinking about the story elements.*  ***Form/Sum Assessment: Form – observation of student responses when asked to give me details about the story and other stories that they can connect to this story.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***3:35 – 3:40 Prepare for Dismissal*** | |