|  |  |  |
| --- | --- | --- |
|  | ***8:30 – 9:00*** *Open Library* | |
|  | ***9:00 – 9:10*** *Planning* | |
| ***9:10 – 10:00***  ***Fifth Grade*** | ***Standard:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, realistic fiction, fantasy, historical fiction, folklore, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Begin lesson with a basic definition of the work genre. Explain that everything they read falls into one of the many literary genres. Work through the genre power point together pausing to make connections at appropriate times.*  ***Form/Sum Assessment: Form – observation of student responses when asked what genre they like to read the most.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Review the elements of a biography and read aloud Jackie Robinson Strong Inside and Out. Pause during reading to point out text features specific to non-fiction and to point out various elements that make this a biography.*  ***Form/Sum Assessment: Form – observation of student responses when asked what genre they like to read the most.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***10:00 – 10:05*** *Planning* | |
| ***10:05 – 10:55***  ***Kindergarten*** | ***Standard:*** *RL 3 With prompting and support I will be able to identify the characters, setting, and major events in a story.*  ***Learning Target: With help I will be able to identify the characters and setting in a story that is read aloud to me.***  ***Critical Vocab:*** *characters, setting*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Prompt students to tell me what the setting of the story is and then who the characters in a story are and how do they know that. Read aloud Bad Dog, Marley! Pause for discussion when appropriate.*  ***Form/Sum Assessment: Form – observation of student responses when asked to tell me the setting and characters in the story we just read.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard:*** *RL 3 With prompting and support I will be able to identify the characters, setting, and major events in a story.*  ***Learning Target: With help I will be able to identify the characters and setting in a story that is read aloud to me.***  ***Critical Vocab:*** *characters, setting*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Prompt students to tell me what the setting of the story is and then who the characters in a story are and how do they know that. Read aloud Marley Learns a Lesson Pause for discussion when appropriate.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***10:55 – 11:00*** *Planning* | |
| ***11:00 – 11:50***  ***Second Grade*** | ***Standard:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, realistic fiction, fantasy, historical fiction, folklore, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Begin lesson with a basic definition of the work genre. Explain that everything they read falls into one of the many literary genres. Work through the genre power point together pausing to make connections at appropriate times.*  ***Form/Sum Assessment: Form – observation of student responses when asked what genre they like to read the most.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, realistic fiction, fantasy, historical fiction, folklore, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Review the elements of a biography and read aloud LeBron James Basketball Star. Pause during reading to point out text features specific to non-fiction and to point out various elements that make this a biography.*  ***Form/Sum Assessment: Form – observation of student responses***  ***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:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, realistic fiction, fantasy, historical fiction, folklore, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Begin lesson with a basic definition of the work genre. Explain that everything they read falls into one of the many literary genres. Work through the genre power point together pausing to make connections at appropriate times.*  ***Form/Sum Assessment: Form – observation of student responses when asked what genre they like to read the most.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, realistic fiction, fantasy, historical fiction, folklore, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Review the elements of a biography and read aloud J. K. Rowling. Pause during reading to point out text features specific to non-fiction and to point out various elements that make this a biography.*  ***Form/Sum Assessment: Form – observation of student responses***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***1:45 – 1:50 Planning*** |
| ***1:50 – 2:40***  ***First Grade*** | ***Standard:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, realistic fiction, fantasy, historical fiction, folklore, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Begin lesson with a basic definition of the work genre. Explain that everything they read falls into one of the many literary genres. Read aloud Joe Bright and the Seven Genre Dudes. Take time during the reading to discuss each genre mentioned and some examples of books in the library from that genre.*  ***Form/Sum Assessment: Form – observation of student responses when asked as they check out their book what they think its genre will be.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Review our lesson on genres and explain that we are going to read a biography. Define biography for them and identify the elements that would make this a biography. Then read aloud Johnny Appleseed.*  ***Form/Sum Assessment: Form – observation of student responses when asked what was in that our book that made it a biography***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***2:40 – 2:45 Planning*** |
| ***2:45 – 3:35***  ***Fourth Grade*** | ***Standard:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, realistic fiction, fantasy, historical fiction, folklore, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Begin lesson with a basic definition of the work genre. Explain that everything they read falls into one of the many literary genres. Work through the genre power point together pausing to make connections at appropriate times.*  ***Form/Sum Assessment: Form – observation of student responses when asked what genre they like to read the most.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard:*** *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 recognize the different genres in my reading choices.***  ***Critical Vocab:*** *biography, genre*  ***Instructional Method:*** *whole group*  ***Strategies/Activities:*** *Review the elements of a biography and read aloud The Story of Muhammad Ali. Pause during reading to point out text features specific to non-fiction and to point out various elements that make this a biography.*  ***Form/Sum Assessment: Form – observation of student responses when asked what genre they like to read the most.***  ***Modifications/Accom: See Yellow Sub Folder***  ***Homework: none***  ***Check out books*** |
|  | ***3:35 – 3:40 Prepare for Dismissal*** |