|  |  |
| --- | --- |
|  | ***8:30 – 9:00*** *Open Library* |
|  | ***9:00 – 9:10*** *Planning* |
| ***9:10 – 10:00***  ***Fifth Grade*** | ***Standard: 21st 4.1.4Seek information for personal learning in a variety of formats and genres.***  ***Learning Target: I will be able to identify a story that is realistic fiction.***  ***Critical Vocab: genre, realistic fiction***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Then tell them about WWII and the internment camps. Then read aloud Baseball Saved Us – discuss as we go and make connections when possible.*  ***Form/Sum Assessment: Form –*** *observations of student responses when asked to give examples from the story that make it realistic fiction.*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: RL 9 compare and contrast stories in the same genre on their approaches to similar themes and topics.***  ***Learning Target: I will be able to compare and contrast stories in the same genre.***  ***Critical Vocab:*** *compare, contrast*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask the students to tell me the story of Cinderella. Ask the students what genre this story would be under. Then have them describe the other versions of this story they have heard. Tell them we are going to read another version today called Smoky Mountain Rose.*  ***Form/Sum Assessment: Form -*** *After reading, ask the students to compare and contrast this version to the original story. Then share.*  ***Modifications/Accom: see 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 characters, setting, and major events in a story.***  ***Learning Target: With help I will be able to identify characters, setting, and major events in a story.***  ***Critical Vocab:*** *characters, setting, problem, solution*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review fiction and non-fiction and then read Otis. As we read ask for predictions and look at the characters and the problem in the story.*  ***Form/Sum Assessment: Form –*** *observation of student responses that we put on the chart*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: 21st 4.1.2*** *Read widely and fluently to make connections with self, the world, and previous reading.*  ***Learning Target: With help I will be able to make connections from the book to self.***  ***Critical Vocab:*** *connection*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Tell the students that this is bully awareness and ask them to describe some things a bully might do or say. Then read aloud King of the Playground taking time to stop and talk about what they would do if they were in the playground with the bully.*  ***Form/Sum Assessment: Form -*** *Share any connections they have and have them draw or write about what they would do if they had a bully bothering them.*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***10:55 – 11:00*** *Planning* |
| ***11:00 – 11:50***  ***Second Grade*** | ***Standard: 21st 4.1.4Seek information for personal learning in a variety of formats and genres.***  ***Learning Target: I will be able to seek information for personal learning using a biography.***  ***Critical Vocab:*** *biography, index, glossary*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review the elements of a biography (real pictures, true story, index, etc.) Then talk about the hardships from the past in racial conflicts w/ball and read aloud Teammates. Taking time to point out the elements and make connections.*  ***Form/Sum Assessment: Form-*** *observation of contributions to class discussion*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: 21st 4.1.4Seek information for personal learning in a variety of formats and genres.***  ***Learning Target: I will be able to identify a story that is realistic fiction.***  ***Critical Vocab: genre, realistic fiction***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review the elements of realistic fiction. Next read aloud the book Book Fair Day. Then talk about the story elements and what genre it belongs in.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to give examples from the story that make this a realistic fiction story.*  ***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: 21st 4.1.4 Seek information for personal learning in a variety of formats and genres.***  ***Learning Target: I will be able to seek information for personal learning using a biography.***  ***Critical Vocab:*** *biography, index, glossary*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review the elements of a biography (real pictures, true story, index, etc.)*  *Then read aloud Mighty Jackie the Strike-Out Queen and point out the elements as we go through the book.*  ***Form/Sum Assessment: Form -*** *observation of contributions to class discussion*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: 21st 4.1.4Seek information for personal learning in a variety of formats and genres.***  ***Learning Target: I will be able to identify a story that is realistic fiction.***  ***Critical Vocab: genre, realistic fiction***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review the elements of a realistic fiction story and then tell the students that we are going to read a story called Mr. Lincoln’s Way. Tell them to listen as I read for examples that let us know this is realistic fiction and not fantasy or biography.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked to give examples from the story that show it is realistic fiction*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***1:45 – 1:50 Planning*** | |
| ***1:50 – 2:40***  ***First Grade*** | ***Standard: 21st 4.1.2*** *Read widely and fluently to make connections with self, the world, and previous reading.* ***4.1.****4Seek information for personal learning in a variety of formats and genres.*  ***Learning Target: I will be able make connections to the stories that I read.***  ***Critical Vocab: connections, fantasy***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Review fiction and non-fiction and then talk about the elements of a fantasy story. Next tell the students that we are going to read a story and they need to listen for those elements so that they can tell me if this story is fiction or non-fiction and if it is a fantasy story. Then read aloud The Princess and the Dragon.*  ***Form/Sum Assessment: Form –*** *observation of student responses when asked if it is fiction or non-fiction and to give examples from the story to show it is fantasy*  ***Modifications/Accom: see sub folder***  ***Homework: none/Check out books*** | |
|  | ***Standard: 21st 4.1.4Seek information for personal learning in a variety of formats and genres.***  ***Learning Target: I will be able identify books that are fiction and non-fiction.***  ***Critical Vocab: fiction, non-fiction***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Discuss the difference in fiction vs. non-fiction and then show them Amazing Snakes and There’s a Fly Guy in My Soup. Then discuss the difference in the two books.*  ***Form/Sum Assessment: Form –*** *observation of student responses of examples that tell me which one is fiction and which one is non-fiction*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***2:40 – 2:45 Planning*** | |
| ***2:45 – 3:35***  ***Fourth Grade*** | ***Standard: 21st 4.1.4Seek information for personal learning in a variety of formats and genres.***  ***Learning Target: I will be able to identify a story that is realistic fiction.***  ***Critical Vocab: genre, realistic fiction***  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Then remind them about Babe Ruth and his role in baseball history. Read aloud The Babe & I make connections as we go.*  ***Form/Sum Assessment: Form –*** *observation of student responses*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard: RL 9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.***  ***Learning Target: I will be able to compare and contrast stories in the same genre.***  ***Critical Vocab:*** *compare, contrast*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Ask the students to tell me the story of Cinderella. Ask the students what genre this story would be under. Then have them describe the other versions of this story they have heard. Tell them we are going to read another version today called Cindy Ellen A Wild Western Cinderella.*  ***Form/Sum Assessment: Form -*** *After reading, ask the students to compare and contrast this version to the original story. Then share.*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***3:35 – 3:40 Prepare for Dismissal*** | |