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| ***Third Grade*** | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target:*** *I can select some books at appropriate reading level for me. I can find and read books that match my interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. I can follow procedures and be respectful to others.*  ***Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal*  ***Instructional Method: whole group***  ***Strategies/Activities:***  *read aloud A Turkey for Thanksgiving*  ***Form/Sum Assessment: Form – How does a plot twist keep you interested in the book?***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target:*** *I can select some books at appropriate reading level for me. I can find and read books that match my interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. I can follow procedures and be respectful to others.*  ***Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Read aloud Thank You Sarah the Woman Who Saved Thanksgiving*  ***Form/Sum Assessment: Form – What is the author’s purpose in writing this book?***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
| ***Second Grade*** | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target:*** *I can select some books at appropriate reading level for me. I can find and read books that match my interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. I can follow procedures and be respectful to others.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *read aloud Gus the Pilgrim Turkey*  ***Form/Sum Assessment: Form – What are the story elements?***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target:*** *I can select some books at appropriate reading level for me. I can find and read books that match my interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. I can follow procedures and be respectful to others.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Read aloud Gracias The Thanksgiving Turkey*  ***Form/Sum Assessment: Form – What are the story elements?***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
| ***First Grade*** | ***Standard****M**4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Marley a Thanksgiving to Remember*  ***Form/Sum Assessment: Form – What are the story elements?***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Just a Special Thanksgiving*  ***Form/Sum Assessment: Form – What are the story elements?***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
| ***Fourth/Fifth Grade*** | ***Standard: PL 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.***  ***Learning Target:*** *I can select some books at appropriate reading level for me. I can find and read books that match my interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words. I can follow procedures and be respectful to others.*  ***Critical Vocab:*** *theme, author’s purpose, inference, Dewey Decimal*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Read aloud The Blessing Cup & What can you create using the power clix, magnetic building tiles, puppets, or legos?*  ***Form/Sum Assessment: Form – Author’s purpose beyond inform, entertain, etc.***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
| ***Kindergarten*** | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *Pete the Cat The First Thanksgiving*  ***Form/Sum Assessment: Form – What are the story elements?***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***Standard:*** *4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres.4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be call upon easily.4.1.8 Use creative and artistic formats to express personal learning.*  ***Learning Target:*** *I can distinguish between what is real and what is not real. I can make connections between books and my own experiences. I can identify story elements. I can select some books at appropriate reading level for me. I can find and read books that match interests. I can draw pictures of main ideas. I can express feelings about a story through pictures and words.*  ***Critical Vocab:*** *plot, character, story elements, connections, prior knowledge, just right book*  ***Instructional Method: whole group***  ***Strategies/Activities:*** *I know an Old Lady Who Swallowed a Pie & Over the River and Through the Wood*  ***Form/Sum Assessment: Form – What are the story elements?***  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |