***Date August (Unit 1)* Lesson Plans: Mrs. Lupton**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DAY** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **8:30-9:05** | **DUTY ROTATION**  **A.M. Foyer**  **P.M. Cafeteria** | **DUTY ROTATION**  **A.M. Foyer**  **P.M. Cafeteria** | **DUTY ROTATION**  **A.M. Foyer**  **P.M. Cafeteria** | **DUTY ROTATION**  **A.M. Foyer**  **P.M. Cafeteria** | **DUTY ROTATION**  **A.M. Foyer**  **P.M. Cafeteria** |
| **9:55-10:55** | ***RTI*** | ***RTI*** | ***RTI*** | ***RTI*** | ***RTI*** |
| **11:45-12:15** | ***LUNCH*** | ***LUNCH*** | ***LUNCH*** | ***LUNCH*** | ***LUNCH*** |
| **This week’s Color is** | ***PLANNING***  **Blue 9:05-9:55**  **Green 1:55-2:55**  **Red: 12:15-1:05**  **Yellow*:* 2:45-3:45** | ***PLANNING***  **Blue 9:05-9:55**  **Green 1:55-2:55**  **Red: 12:15-1:05**  **Yellow: 2:45-3:45** | ***PLANNING***  **Blue 9:05-9:55**  **Green 1:55-2:55**  **Red: 12:15-1:05**  **Yellow: 2:45-3:45** | ***PLANNING***  **Blue 9:05-9:55**  **Green 1:55-2:55**  **Red: 12:15-1:05**  **Yellow: 2:45-3:45** | ***PLANNING***  **Blue 9:05-9:55**  **Green 1:55-2:55**  **Red: 12:15-1:05**  **Yellow: 2:45-3:45** |
| **5Th Grade** | -Students will be read "If You Give a Moose a Muffin".  -Teacher will introduce herself and tell about herself aided by a Prezi.  -Students will introduce themselves by answering an "About Me" prompt. | -Teacher will read aloud story, "Do Unto Otters".  -Students will be encouraged to make connections with text through discussion.  -Teacher will introduce (via PowerPoint) and model Library rules, procedures, and expectations. | -Library review game will be completed within groups and used to assess previous knowledge on library resources and functions. | *-* Library Scavenger Hunt will be explained to students.  -Students will work with a partner.  -Findings will be discussed as a class. | -Students will continue Scavenger Hunt, if necessary, from day before.  -Check out rules and procedures will be modeled and explained.  -Library tour |
| **2nd Grade** | -Students will be read "If You Give a Moose a Muffin".  -Teacher will introduce herself and tell about herself aided by a Prezi.  -Students will introduce themselves by drawing pictures of three things they care about. | -Teacher will read story aloud.  -Students will be encouraged to make connections with text through discussion.  -Teacher will introduce (via PowerPoint) and model Library rules, procedures, and expectations. | -Teacher will read aloud story, "Shelf Elf".  -Students will be encouraged to make connections with text through discussion.  -Teacher will introduce the appropriate behaviors in caring for library books.  -Students will complete "Parts of a Book" activity. | -The “Do’s and Don’ts” of proper book care will be reviewed through a group chart/visual activity. Students work together to sort the images and will discuss their reasons for doing so.  -Students will create “Reminder Bookmarks”. | -Check out rules and procedures will be modeled and explained.  -Library tour |
| **4th Grade** | -Students will be read "If You Give a Moose a Muffin".  -Teacher will introduce herself and tell about herself aided by a Prezi.  -Students will introduce themselves by answering an "About Me" prompt. | -Teacher will read aloud story, "Do Unto Otters".  -Students will be encouraged to make connections with text through discussion.  -Teacher will introduce (via PowerPoint) and model Library rules, procedures, and expectations. | -Library review game will be completed within groups and used to assess previous knowledge on library resources and functions. | *-* Library Scavenger Hunt will be explained to students.  -Students will work with a partner.  -Findings will be discussed as a class. | -Students will continue Scavenger Hunt, if necessary, from day before.  -Check out rules and procedures will be modeled and explained.  -Library tour |
| **1st Grade** | -Students will be read "If You Give a Moose a Muffin".  -Teacher will introduce herself and tell about herself aided by a Prezi.  -Students will introduce themselves by drawing pictures of three things they care about. | -Teacher will read aloud "Pete the Cat and His Magic Sunglasses".  -Students will participate in reading through discussion and telling of story.  -Students will then create art that connects their previous experiences to their feelings. (i.e. draw something that makes them happy and something that makes them sad after discussion of what made Pete happy/sad) | -Teacher will read aloud story, "Shelf Elf".  -Students will be encouraged to make connections with text through discussion.  -Teacher will introduce the appropriate behaviors in caring for library books.  -Students will complete "Parts of a Book" activity. | -The “Do’s and Don’ts” of proper book care will be reviewed through a group chart/visual activity. Students work together to sort the images and will discuss their reasons for doing so.  -Students will create “Reminder Bookmarks”. | -Check out rules and procedures will be modeled and explained.  -Library tour |
| **K- The assistant stays with the class during this time if needed.** | -Students will be read "If You Give a Moose a Muffin".  -Teacher will introduce herself and tell about herself aided by a Prezi.  -Students will introduce themselves by drawing pictures of three things they care about. | -Teacher will read aloud "Pete the Cat and His Magic Sunglasses".  -Students will participate in reading through discussion and telling of story.  -Students will then create art that connects their previous experiences to their feelings. (i.e. draw something that makes them happy and something that makes them sad after discussion of what made Pete happy/sad) | -Teacher will read aloud story, "Mr.Wiggles' Book".  -Students will be encouraged to make connections with text through discussion.  -Teacher will introduce the appropriate behaviors in caring for library books.  -Students will create a bookworm bookmark. | -The “Do’s and Don’ts” of proper book care will be reviewed through a group chart/visual activity. Students work together to sort the images and will discuss their reasons for doing so.  - Students will complete "Parts of a Book" activity. | -Check out rules and procedures will be modeled and explained.  -Library tour |
| **3rd Grade** | PLANNING |  |  |  |  |
| **Standards/Targets/ Critical Vocabulary** | ***Standards K-2***  **CC.K.SL.6** - Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.  **CC.1.RL.1** - Key Ideas and Details: Ask and answer questions about key details in a text.  **CC.2.SL.1a** - Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **LS-K12-4.1.3** - Respond to literature and creative expressions of ideas in various formats and genres.  ***Vocabulary:***  ***Targets:***  I can communicate my interests through pictures. | ***Standards K-2***  **LS-K12-4.1.5** - Connect ideas to own interests and previous knowledge and experience.  **CC.1.SL.1a** - Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  **CC.1.SL.4** - Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  ***Vocabulary:***  Positive attitude  Negative attitude  Mood  Rules  Procedures  Expectations  ***Targets:***  I can connect my ideas to the main idea of a story.  I can demonstrate and follow the Library rules. | ***Standards K-2***  **LS-K12-1.1.6** - Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  **CC.2.SL.2** - Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  ***Vocabulary:***  Book spine  Cover  Bookmark  ***Targets:***  I can differentiate between proper and improper handling of library books. | ***Standards K-2***  **LS-K12-1.1.6** - Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  **CC.2.SL.2** - Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  ***Vocabulary:***  Book spine  Cover  Bookmark  ***Targets:***  I can differentiate between proper and improper handling of library books. | ***Standards K-2***  **LS-K12-1.1.6** - Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  **CC.2.SL.2** - Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  ***Vocabulary:***  Book spine  Cover  Bookmark  Shelf Marker  ***Targets:***  I can properly shelve library books. |
| **Standards/Targets/**  **Critical Vocabulary** | ***Standards 3-5***  **LS-K12-4.1.1** - Read, view, and listen for pleasure and personal growth.  **CC.5.SL.1b** - Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.  **CC.5.SL.1c** - Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  ***Vocabulary:***  ***Targets:***  I can reflect on my experiences as a reader. | ***Standards 3-5***  **LS-K12-4.1.1** - Read, view, and listen for pleasure and personal growth.  **CC.5.SL.1c** - Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **CC.5.SL.1d** - Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  ***Vocabulary:***  Rules  Procedures  Expectations  ***Targets:***  I can demonstrate and follow the Library rules. | ***Standards 3-5***  **LS-K12-2.1.5** - Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems.  **CC.5.SL.1c** - Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **CC.5.SL.1d** - Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  ***Vocabulary:***  Fiction  Non-Fiction  Biography  Reference  Call Number  Dewey Decimal System  ***Targets:***  I can define various library terms and resources. | ***Standards 3-5***  **LS-K12-2.1.5** - Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems.  **CC.5.SL.1c** - Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **CC.5.SL.1d** - Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  ***Vocabulary:***  Fiction  Non-Fiction  Biography  Reference  Call Number  Dewey Decimal System  ***Targets:***  I can define various library terms and resources. | ***Standards 3-5***  **LS-K12-2.1.5** - Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems.  **CC.5.SL.1c** - Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **CC.5.SL.1d** - Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  ***Vocabulary:***  Fiction  Non-Fiction  Biography  Reference  Call Number  Dewey Decimal System  ***Targets:***  I can define various library terms and resources. |
| **Delivery Method/Assessments K-2** | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample |
| **Delivery Method/Assessments 3-5** | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample | **Delivery Method:**  *Discussion*  *Reading*  *Audio visual*  *Demo/Model*  *Hands-on*  *Small Group*  *Partners*  *Independent*  *Whole Group*  **Formative & Summative Assessment**  Flashbacks  Exit Slip  Oral Questions  Teacher Observation  Pop Quiz  Short Answer  Multiple Choice  Presentation  Work Sample |

\*\*\*\*\*See Spec. Ed. Related Arts Folder in room for accommodations.