

Freedom Elementary School

Library Media // Lupton

Month: December (Unit 5)

Kindergarten

<i>Standards</i>	<i>Instruction/Activity/Delivery Method</i>
<p>21st Century Learner Standards: 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>ELA Standards: CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday: - Analyze the Learning Target - Reading of Mooseltoe - Completion of Story Map - CHECK OUT</p> <p>Wednesday: - Review Learning Target - Reading of Olive the Other Reindeer - Class discussion of talents - Completion of sequencing activity</p> <p>Thursday: - Review Learning Target - Review of two stories - Complete Moose's To-Do List (retelling details) - Discussion prompts for Olive' story (identify main topic)</p>
<i>Learning Target</i>	
<p>I will be able to analyze a story's plot, setting, characters, and theme.</p>	<p>Friday: - Review Learning Target - Compare/Contrast the adventures and experiences of Moose and Olive via class discussion - Partner Reading Time</p>
<p>I will be able to compare and contrast the experiences of characters in a story.</p>	
<i>Vocabulary</i>	
Compare, Contrast, Setting, Talent	

1st Grade

<i>Standards</i>	<i>Instruction/Activity/Delivery Method</i>
<p>21st Century Learner Standards: 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>ELA Standards: CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Reading of Mooseltoe - Student completion of Story Map - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Reading of Olive the Other Reindeer - Class discussion of talents - Student completion of sequencing activity <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of both stories - Complete Moose's To-Do List (retelling details) - Discussion prompts for Olive' story (identify main topic) <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Compare/Contrast the adventures and experiences of Moose and Olive via class discussion - Moose activity - Partner Reading Time - Connect activities to learning target.
<p><i>Learning Target</i></p>	
<p>I will be able to analyze a story's plot, setting, characters, and theme.</p> <p>I will be able to compare and contrast the experiences of characters in a story.</p>	
<p><i>Vocabulary</i></p>	
<p>Compare, Contrast, Setting, Talent, Character Traits, Problem, Solution</p>	

2nd Grade

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>ELA Standards:</p> <p>CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Reading of Mooseltoe - Student completion of Story Map - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Reading of Olive the Other Reindeer - Class discussion of talents - Student completion of sequencing activity <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of both stories - Complete Moose's To-Do List (retelling details) - Discussion prompts for Olive' story (identify main topic) <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target
<p><i>Learning Target</i></p>	
<p>I will be able to analyze a story's plot, setting, characters, and theme.</p> <p>I will be able to compare and contrast the experiences of characters in a story.</p>	<ul style="list-style-type: none"> - Compare/Contrast the adventures and experiences of Moose and Olive via class discussion - Moose activity - Partner Reading Time - Connect activities to learning target.
<p><i>Vocabulary</i></p>	
<p>Compare, Contrast, Setting, Character Traits, Problem, Solution</p>	

3rd Grade

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>ELA Standards: <u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly</p>	<p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Introduction of Digital Citizenship; promote class discussion of topic - Explain Digital Citizenship Survival Kit; assign students to groups and hand out Survival Kit items. - Students work in groups to brainstorm the symbolism of each item and how they can relate to the items; students are encouraged to share personal stories and connect items to experiences - Groups will share their thoughts on their items and a class discussion will follow. - Introduction of the Nine Themes and their three categories: R, E, P - Connect back to Learning Target - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of R, E, P of Digital Citizenship - Introduction to Digital Passport and Letter of the Day: R (Respect yourself and others) - Students complete online activity to learn about Creative Credit and copyright laws - Students share their product and findings with teacher <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of R, E, P of Digital Citizenship - Introduction to Letter of the Day: E (Educate yourself/ Connect with others) - Students take pre-assessment - Discuss Cyberbullying and appropriate communication online - Students complete online activity about these topics
<p><i>Learning Target</i></p>	<ul style="list-style-type: none"> - End class with a completion of the Upstander Mission and discussion
<p>I will be able to analyze the Big 3 of Digital Citizenship and explain how these themes connect to my life.</p>	<p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of R, E, P of Digital Citizenship - Introduction to Letter of the Day: P (Protect yourself and others) - Demo of Digital Footprint - Students complete online activity to learn about the sharing of private information - Students complete exit slip regarding Digital Citizenship. - Connect activities to learning target.
<p><i>Vocabulary</i></p> <p>Digital Citizenship, Copyright, Plagiarize, Credit, Upstander, Bystander, Cyberbully, Private Information</p>	

4th Grade

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>ELA Standards: <u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Introduction of Digital Citizenship; promote class discussion of topic - Explain Digital Citizenship Survival Kit; assign students to groups and hand out Survival Kit items. - Students work in groups to brainstorm the symbolism of each item and how they can relate to the items; students are encouraged to share personal stories and connect items to experiences - Groups will share their thoughts on their items and a class discussion will follow. - Introduction of the Nine Themes and their three categories: R, E, P - Connect back to Learning Target - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of R, E, P of Digital Citizenship - Introduction to Digital Passport and Letter of the Day: R (Respect yourself and others) - Students complete online activity to learn about Creative Credit and copyright laws - Students share their product and findings with teacher <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of R, E, P of Digital Citizenship - Introduction to Letter of the Day: E (Educate yourself/ Connect with others) - Students take pre-assessment - Discuss Cyberbullying and appropriate communication online - Students complete online activity about these topics - End class with a completion of the Upstander Mission and discussion
<p><i>Learning Target</i></p>	
<p>I will be able to analyze the Big 3 of Digital Citizenship and explain how these themes connect to my life.</p>	<p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of R, E, P of Digital Citizenship - Introduction to Letter of the Day: P (Protect yourself and others) - Demo of Digital Footprint - Students complete online activity to learn about the sharing of private information - Students complete exit slip regarding Digital Citizenship. - Connect activities to learning target.
<p><i>Vocabulary</i></p> <p>Digital Citizenship, Copyright, Plagiarize, Credit, Upstander, Bystander, Cyberbully, Private Information</p>	

5th Grade

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>ELA Standards: <u>CCSS.ELA-LITERACY.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Introduction of Digital Citizenship; promote class discussion of topic - Explain Digital Citizenship Survival Kit; assign students to groups and hand out Survival Kit items. - Students work in groups to brainstorm the symbolism of each item and how they can relate to the items; students are encouraged to share personal stories and connect items to experiences - Groups will share their thoughts on their items and a class discussion will follow. - Introduction of the Nine Themes and their three categories: R, E, P - Connect back to Learning Target - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of R, E, P of Digital Citizenship - Introduction to Digital Passport and Letter of the Day: R (Respect yourself and others) - Students complete online activity to learn about Creative Credit and copyright laws - Students share their product and findings with teacher <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of R, E, P of Digital Citizenship - Introduction to Letter of the Day: E (Educate yourself/ Connect with others) - Students take pre-assessment - Discuss Cyberbullying and appropriate communication online - Students complete online activity about these topics - End class with a completion of the Upstander Mission and discussion
<p><i>Learning Target</i></p>	
<p>I will be able to analyze the Big 3 of Digital Citizenship and explain how these themes connect to my life.</p>	<p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of R, E, P of Digital Citizenship - Introduction to Letter of the Day: P (Protect yourself and others) - Demo of Digital Footprint - Students complete online activity to learn about the sharing of private information - Students complete post assessment - Connect activities to learning target.
<p><i>Vocabulary</i></p>	
<p>Digital Citizenship, Copyright, Plagiarize, Credit, Upstander, Bystander, Cyberbully, Private Information</p>	

