

Freedom Elementary School

Library Media // Lupton

Month: January (Unit 6)

Kindergarten

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth</p> <p>ELA Standards:</p> <p><u>CCSS.ELA-LITERACY.RL.K.7</u> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</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 the Caldecott Medal - Reading of <i>Locomotive</i> - Sequencing as a class - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Caldecott Medal - Reading of <i>Mr. Wuffles</i> - Individual completion of illustration activity - Share ideas with classmates
<i>Learning Target</i>	
I will be able to describe how illustrations help tell what happens in different parts of a story.	<p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of the Kentucky Bluegrass Award - Reading of <i>Rabbit!</i> - Discussion of character and events - Individual completion of illustration activity - Share ideas with classmates
<i>Vocabulary</i>	
Illustration, Events	<p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of KBA - Reading of <i>The Watermelon Seed</i> - Partner Story Retelling

1st Grade

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth</p> <p>ELA Standards:</p> <p><u>CCSS.ELA-LITERACY.RL.1.6</u> Identify who is telling the story at various points in a text.</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 the Caldecott Medal - Reading of <i>Locomotive</i> - Character analysis as a class; introduce Point of View - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Caldecott Medal - Reading of <i>Mr. Wuffles</i> - Individual completion of illustration/POV activity - Share ideas with classmates
<i>Learning Target</i>	<p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of the Kentucky Bluegrass Award - Reading of <i>The Invisible Boy</i> - Discussion of Point of View - Group completion of POV activity - Share with classmates <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of KBA - Reading of <i>The Watermelon Seed</i> - Partner Story Discussion
I will be able to draw conclusions about the character's point of view in a story.	
<i>Vocabulary</i>	
Point of view, Voice	

2nd Grade

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth</p> <p>ELA Standards:</p> <p>CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</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 the Caldecott Medal - Reading of <i>Locomotive</i> - Character analysis as a class; introduce Point of View - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Caldecott Medal - Reading of <i>Mr. Wuffles</i> - Individual completion of illustration/POV activity - Share ideas with classmates <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of the Kentucky Bluegrass Award - Reading of <i>The Invisible Boy</i> - Discussion of Point of View - Group completion of POV activity - Share with classmates
<p><i>Learning Target</i></p>	
<p>I will be able to draw conclusions about the character's point of view in a story.</p>	<p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review of KBA - Reading of <i>The Watermelon Seed</i> - Partner Story Discussion
<p><i>Vocabulary</i></p>	
<p>Point of view, Voice</p>	

3rd Grade

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</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><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><u>CCSS.ELA-LITERACY.RL.3.6</u> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><u>CCSS.ELA-LITERACY.RL.3.7</u> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	<p>Monday:</p> <p style="text-align: center;"><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 book awards: Caldecott, Newbery, and Bluegrass; promote class discussion of topic (connect book awards to Genre Quest Reading Program) - Introduction of Point of View via Flocabulary video - Small groups will be given different text examples in video and prompted to work with their groups to determine the POV for each quote. - Connect back to Learning Target - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of Caldecott Award - Reading of <i>Locomotive</i> - Class discussion of impact of illustrations, point of view, and reason for POV - Students divided into groups to read different Caldecott Honor titles - Students will complete prompts regarding POV and present findings to class <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of Newbery Award - Reading of passage from <i>Flora and Ulysses: The Illuminated Adventures</i> - Class discussion of point of view and reason for POV - Students divided into groups to read different passages from various Newbery Honor titles - Students will complete POV prompts <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of Kentucky Bluegrass Award - Reading of passage from chosen KBA book - Class discussion of point of view and reason for POV - Students divided into groups to read different passages from various KBA titles - Students will complete POV prompts and then Student Choice class vote - Students complete post assessment - Connect activities to learning target.
<i>Learning Target</i>	
I will be able to analyze how the narrator's point of view influences the story.	
<i>Vocabulary</i>	
Point of view, narrator, illustrations, mood	

4th Grade

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</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><u>CCSS.ELA-LITERACY.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</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 book awards: Caldecott, Newbery, and Bluegrass; promote class discussion of topic (connect book awards to Genre Quest Reading Program) - Introduction of Point of View via Flocabulary video - Small groups will be given different text examples in video and prompted to work with their groups to determine the POV for each quote. - Connect back to Learning Target - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of Caldecott Award - Reading of <i>Locomotive</i> - Class discussion of impact of illustrations, point of view, and reason for POV - Students divided into groups to read different Caldecott Honor titles - Students will complete prompts regarding POV and present findings to class <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of Newbery Award - Reading of passage from <i>Flora and Ulysses: The Illuminated Adventures</i> - Class discussion of point of view and reason for POV - Students divided into groups to read different passages from various Newbery Honor titles - Students will complete POV prompts <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of Kentucky Bluegrass Award - Reading of passage from chosen KBA book - Class discussion of point of view and reason for POV - Students divided into groups to read different passages from various KBA titles - Students will complete POV prompts and then Student Choice class vote - Students complete post assessment - Connect activities to learning target.
<i>Learning Target</i>	
I will be able to analyze how the narrator's point of view influences the story.	
<i>Vocabulary</i>	
Point of view, Narrator, First-person, Third-person	

5th Grade

Standards	Instruction/Activity/Delivery Method
<p>21st Century Learner Standards:</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</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><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><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described.</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 book awards: Caldecott, Newbery, and Bluegrass; promote class discussion of topic (connect book awards to Genre Quest Reading Program) - Introduction of Point of View via Flocabulary video - Small groups will be given different text examples in video and prompted to work with their groups to determine the POV for each quote. - Connect back to Learning Target - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of Caldecott Award - Reading of <i>Locomotive</i> - Class discussion of impact of illustrations, point of view, and reason for POV - Students divided into groups to read different Caldecott Honor titles - Students will complete prompts regarding POV and present findings to class <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Introduction of Newbery Award - Reading of passage from <i>Flora and Ulysses: The Illuminated Adventures</i> - Class discussion of point of view and reason for POV - Students divided into groups to read different passages from various Newbery Honor titles - Students will complete POV prompts
<p><i>Learning Target</i></p>	<p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target
<p>I will be able to analyze how the narrator's point of view influences the story.</p>	<ul style="list-style-type: none"> - Introduction of Kentucky Bluegrass Award - Reading of passage from chosen KBA book - Class discussion of point of view and reason for POV
<p><i>Vocabulary</i></p>	<ul style="list-style-type: none"> - Students divided into groups to read different passages from various KBA titles - Students will complete POV prompts and then Student Choice class vote
<p>Point of view, Narrator, First-person, Third-person</p>	<ul style="list-style-type: none"> - Students complete post assessment - Connect activities to learning target.

