Freedom Elementary School

Kindergarten

Standards	Instruction/Activity/Delivery Method
21st Century Learner Standards: 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 4.1.1 Read, view, and listen for pleasure and personal growth. **ELA Standards:** CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words. **Math Standards:** CCSS.MATH.CONTENT.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	**Monday:** 　　　FLEX DAY//Class Check Out Time (School-Wide) **Tuesday:** - Analyze the Learning Target - Reading of *The Foot Book* - Introduction of Rhyming words - Matching activity - Connect back to Learning Target - CHECK OUT **Wednesday:** - Analyze Learning Target - Reading of *Cat in the Hat* - Discussion of Rhyming and Poetry - Hat Rhyming Words activity - Connect back to learning target **Thursday:** - Analyze Learning Target - Reading of *One Fish Two Fish Red Fish Blue Fish* - Review of rhyming words - Goldfish charting activity - Connect back to learning target **Friday:** - Review Learning Target - Reading of *Oh the Places You'll Go* - Discussion of future goals - Completion of Balloon/Goal activity -Connect activities to learning target.
Learning Target	
I will be able to identify patterns in in letters to produce rhyming words. I will be able to compare and contrast items and classify them according to their color. I will be able to connect the themes from the story to my own life.	
Vocabulary	
Poetry, Rhyming, Chart, Category	

1st Grade

Standards	Instruction/Activity/Delivery Method
21st Century Learner Standards: 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 4.1.1 Read, view, and listen for pleasure and personal growth. **ELA Standards:** CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Math Standards:** CCSS.MATH.CONTENT.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**Monday:** FLEX DAY//Class Check Out Time (School-Wide) **Tuesday:** - Analyze the Learning Target - Reading of *The Foot Book* - Introduction of Rhyming words - Matching activity - Connect back to Learning Target - CHECK OUT **Wednesday:** - Analyze Learning Target - Reading of *Cat in the Hat* - Discussion of Rhyming and Poetry - Hat Rhyming Words activity - Connect back to learning target **Thursday:** - Analyze Learning Target - Reading of *One Fish Two Fish Red Fish Blue Fish* - Review of rhyming words - Goldfish charting activity - Connect back to learning target **Friday:** - Review Learning Target - Reading of *Oh the Places You'll Go* - Discussion of future goals - Completion of Balloon/Goal activity -Connect activities to learning target.
Learning Target	
I will be able to identify patterns in in letters to produce rhyming words. I will be able to compare and contrast items and classify them according to their color. I will be able to connect the themes from the story to my own life.	
Vocabulary	
Poetry, Rhyming, Chart, Category	

2nd Grade

Standards	Instruction/Activity/Delivery Method

21st Century Learner Standards:
2.1.3
   Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
3.1.5
   Connect learning to community issues.
 	
ELA Standards:
 	
CCSS.ELA-LITERACY.RL.2.3
Describe how characters in a story respond to major events and challenges.
	Monday:
	   FLEX DAY//Class Check Out Time (School-Wide)
	Tuesday:
	- Analyze the Learning Target
	- Reading of *The Sneetches*
	- Discussion regarding Identity
	- Identity activity
	- Connect back to Learning Target
	- CHECK OUT
	
	Wednesday:
	- Analyze Learning Target
	- Reading of *If I Ran The Zoo*
	- Discussion of Problem/Solution as well as imaginative qualities
	- My Zoo activity
	- Student sharing
	- Connect back to learning target

Learning Target	
I will be able to analyze characters in a story and how their actions determine the sequence of events. I will be able to connect the themes from the story to my own life.	**Thursday:** - Analyze Learning Target - Reading of *Horton Hears a Who!* - Discussion of Community and Perseverance - Letter to Horton activity - Student sharing - Connect back to learning target
Vocabulary	
Identity, Community, Perseverance, Theme	**Friday:** - Review Learning Target - Reading of *Oh the Places You'll Go* - Discussion of future goals - Completion of Balloon/Goal activity - Connect activities to learning target.

3rd Grade

Standards	Instruction/Activity/Delivery Method

21st Century Learner Standards:
2.1.3
    Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
3.1.5
    Connect learning to community issues.
ELA Standards:
 	
CCSS.ELA-LITERACY.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
	Monday:
	      FLEX DAY//Class Check Out Time (School-Wide)
	Tuesday:
	- Analyze the Learning Target
	- Reading of *The Sneetches*
	- Discussion regarding Identity
	- Identity activity
	- Connect back to Learning Target
	- CHECK OUT
	
	Wednesday:
	- Analyze Learning Target
	- Reading of *If I Ran The Zoo*
	- Discussion of Problem/Solution as well as imaginative qualities
	- My Zoo activity
	- Student sharing
	- Connect back to learning target

Learning Target	
I will be able to analyze characters in a story and how their actions determine the sequence of events. I will be able to connect the themes from the story to my own life.	**Thursday:** - Analyze Learning Target - Reading of *Horton Hears a Who!* - Discussion of Community and Perseverance - Letter to Horton activity - Student sharing - Connect back to learning target
Vocabulary	
Identity, Community, Perseverance, Theme	**Friday:** - Review Learning Target - Reading of *Oh the Places You'll Go* - Discussion of future goals - Completion of Balloon/Goal activity -Connect activities to learning target.

4th Grade

Standards	Instruction/Activity/Delivery Method

21st Century Learner Standards:
1.1.4
   Find, evaluate, and select appropriate sources to answer questions.
2.1.4
   Use technology and other information tools to analyze and organize information.
3.1.5
   Connect learning to community issues.
ELA Standards:
CCSS.ELA-LITERACY.RI.4.9
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
 	
CCSS.ELA-LITERACY.SL.4.1.D
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 	
CCSS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	Monday:
	   FLEX DAY//Class Check Out Time (School-Wide)
	Tuesday:
	- Analyze the Learning Target
	- Discussion of Dr. Seuss and connections with his texts
	- Partner research of Dr. Seuss, books, career, etc.
	- Connect back to Learning Target
	- CHECK OUT
	
	Wednesday:
	- Analyze Learning Target
	- Reading of *The Lorax*
	- Discussion of themes found within text and relevance to present issues
	- Introduction of Tagxedo
	- Students work in pairs to create Tagxedo based on notes from story
	- Connect back to Learning Target
	
	Thursday:
	- Analyze Learning Target
	- Discussion of Dr. Seuss' vocabulary
	- Group reading stations of various Dr. Seuss texts
	- Wacky Words activity
	- Connect back to Learning Target
	
	Friday:
	- Review Learning Target
	- Reading of *Oh the Places You'll Go*
	- Discussion of future goals
	- Completion of Balloon/Goal activity
	- Connect activities to learning target.

Learning Target	
I will be able to analyze various sources to find the most relevant information for the topic. I will be able to draw conclusions and analyze themes found within the text. I will be able to create new vocabulary based on my schema and new knowledge. I will be able to connect the themes from the story to my own life.	
Vocabulary	
Theme, Source, Environmental stewardship, Relevant	

5th Grade

Standards	Instruction/Activity/Delivery Method

21st Century Learner Standards:
 	
1.1.4
   Find, evaluate, and select appropriate sources to answer questions.
2.1.4
   Use technology and other information tools to analyze and organize information.
3.1.5
   Connect learning to community issues.
 	
ELA Standards:
 	
CCSS.ELA-LITERACY.RI.5.7
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
 	
CCSS.ELA-LITERACY.SL.5.1.D
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
 	
CCSS.ELA-LITERACY.L.5.4.A
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	Monday:
	   FLEX DAY//Class Check Out Time (School-Wide)
	Tuesday:
	- Analyze the Learning Target
	- Discussion of Dr. Seuss and connections with his texts
	- Partner research of Dr. Seuss, books, career, etc.
	- Connect back to Learning Target
	- CHECK OUT
	
	Wednesday:
	- Analyze Learning Target
	- Reading of *The Lorax*
	- Discussion of themes found within text and relevance to present issues
	- Introduction of Tagxedo
	- Students work in pairs to create Tagxedo based on notes from story
	- Connect back to Learning Target
	
	Thursday:
	- Analyze Learning Target
	- Discussion of Dr. Seuss' vocabulary
	- Group reading stations of various Dr. Seuss texts
	- Wacky Words activity
	- Connect back to Learning Target
	
	Friday:
	- Review Learning Target
	- Reading of *Oh the Places You'll Go*
	- Discussion of future goals
	- Completion of Balloon/Goal activity
	- Connect activities to learning target.

### Learning Target	
I will be able to analyze various sources to find the most relevant information for the topic. I will be able to draw conclusions and analyze themes found within the text. I will be able to create new vocabulary based on my schema and new knowledge. I will be able to connect the themes from the story to my own life.	
### Vocabulary	
Theme, Source, Environmental stewardship, Relevant	