

Teacher: Jeffrey

Subject: Library Media

Dates: Jan 5 – Jan 9, 2015

Notes: Modifications/accommodations are located at the beginning of my lesson plan folder.  
Grade K is scheduled; all other grades are on a flex schedule.

**Daily Schedule:**

8:40-9:10 Open library

9:10-9:20 Roby News Program

9:20-9:55 PLANNING

9:55-10:40 Open library and flexible scheduled classes/library management and administration

10:40-11:35 Open library and flexible scheduled classes/library management and administration

11:35-12:25 Open library and flexible scheduled classes/library management and administration

12:25-12:55 Lunch

12:55-1:45 Grade Kindergarten

1:45-2:35 Open library and flexible scheduled classes/library management and administration

2:35-3:25 Open library and flexible scheduled classes/library management and administration

3:25-3:45 Open library/library management and administration

K	<p><b><u>Learning Targets and Standard(s):</u></b> I can connect two stories through their common themes.</p> <p>I can give my opinion of a book.</p> <p><i>AASL 21<sup>st</sup> Century Learner</i> 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p><b><u>Vocabulary:</u></b> Dogcatcher Pound Feeling “blue” Kindness Invisible</p> <p><b><u>Products:</u></b> Opinion paper</p>	<p><b><u>Instructional Method/Strategies:</u></b></p> <p><u>Class 1</u> -Read: <b><u>Trouper</u></b> by Meg Kearney</p> <p>-Discuss: Why do dogs need a home? How does the story make you feel at the beginning? What makes this sad story a happy story at the end?</p> <p>View: YouTube video <a href="http://youtu.be/yNZgschaIwk">http://youtu.be/yNZgschaIwk</a></p> <p><u>Class 2</u> -Read: <b><u>The Invisible Boy</u></b> by Trudy Ludwig</p> <p>-Discuss: Why do people need friends? How does the story make you feel at the beginning? What makes this sad story a happy story at the end?</p> <p>How is Brian like Trouper?</p>	<p><b><u>Assessments:</u></b> <b><u>Observation:</u></b> -Can the student make connections between the two stories?</p>
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<p><b>PS</b></p>	<p><b><u>Learning Targets and Standard(s):</u></b>  I can use my own experiences to understand kitten's experience with the moon.</p> <p><b><i>AASL 21<sup>st</sup> Century Learner:</i></b> 4.1.3  Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p><b><u>Vocabulary:</u></b>  Full moon  Half moon  Crescent moon</p> <p><b><u>Products:</u></b>  Oreo cookie moon phases</p>	<p><b><u>Instructional Method/Strategies:</u></b>  - Read: <b><u>Kitten's First Full Moon</u></b> by Trudy Ludwig</p> <p>-Discuss: students experiences with viewing the moon</p>	<p><b><u>Assessments:</u></b>  -Can the student change their full moons to look like Half Moons and Crescent Moons?</p>
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