

Two-Year Library Media Plan

Susan Byers, Jamie Calloway, Carley Connelly,
Chasady Nixon

MEDT 6466- Media Programs
Dr. Juanita W. Buddy- Instructor

Learning Through Gardening!

The Calloway Academy is pleased to announce the beginning of “Learning Through Gardening”! This is a new activity that was devised from our library staff and will include all grade levels k-5.

Learning Through Gardening will bring a new dimension of reading and hands on activities that will be fun and educational at the same time. Each grade level will plant and grow a different kind of flower, fruit, herb or vegetable, thus teaching them things like; how to enrich soil, cultivating seeds, pruning your plant and general maintenance.

Along with the actual seeding and planting the children will also be reading books that relate to the activity itself. We believe a project like this can be very beneficial on multiple levels and will encompass subject matter including Science, Literature, Health, History and many others.

This activity will span the entire school year as we watch our plants grow and blossom into maturity. At the end of the school year, the children will transfer their plants into the school garden where new grade levels will be able to see the end product and compare their plants growth to others. We have received numerous donations and funding for this project including seeds, soil, containers and heated lamps. The garden in the square is being built as we speak by local volunteers and parents alike.

The following will be the breakdown of grade levels and their particular plants:

- Kindergarten- Herbs
- First Grade- Sunflowers
- Second Grade- Strawberries
- Third Grade- Begonias
- Fourth Grade- Coleus (Foliage Plant)
- Fifth Grade- Apple Tree- (Class will vote on which tree will be planted in the garden every year).

Included in these activities will be all grade levels k-5, Mrs. Potts Access Class (special needs) will benefit by giving these students a feeling of ownership and responsibility along with extra occupational therapy like grasping, decision making and creativity. These students will be in charge of decorating the containers and mixing the soil. Below is a table labeling responsibilities for students, Georgia curriculum standards and a general breakdown of books and resources.

Kindergarten

ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.

ELACCKRI1: With prompting and support, ask and answer questions about key details in a text.

ELACCKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story

ELACCKRI5: Identify the front cover, back cover, and title page of a book.

ELACCKRL5: Recognize common types of texts (e.g., storybooks, poems).

ELACCKRL7: 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).

ELACCKRI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

ELACCKRL10: Actively engage in group reading activities with purpose and understanding.

ELACCKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Students in this grade level will be planting various herbs including Basil, Thyme and Oregano. Students will fill container with soil, plant seeds, and learn a schedule for watering and sunlight. This grade level will be reading *Growing Herbs* by Tracy Nelson Maurer, *Who's Garden, Is It?* by Mary Ann Hoberman and *The Curious Garden* by Peter Brown.

1st Grade

ELACC1RL1: Ask and answer questions about key details in a text.

ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1RL3: Describe characters, settings, and major events in a story, using key details

ELACC1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

ELACC1RL6: Identify who is telling the story at various points in a text

ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories

ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Students in this grade level will be planting Sunflowers. Along with soil, seeds and containers, these students will also use dowels and string to make sure the Sunflowers grow straight and strong. These students will be reading *Sunflower Houses: Inspiration from the Garden* by Sharon Lovejoy, *Gardening with Children* by Patricia Hulse and *Sow and Grow* by Tina Davis

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

ELACC2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Students in the second grade will be planting Strawberries. These students will learn how different it is to grow fruit than other flowers and herbs. They will learn how to properly mound the soil and why this important for some fruits and vegetables. Learn proper soil mixtures and why plants need sunlight to grow. Their books will include: *Strawberries* by Robin Nelson, *Fruits and Vegetables and How They Grow* by Tracy Byrd and *Grandpa's Garden* by Stella Fry

ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters

ELACC3RL7: 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).

ELACC3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

The third grade level will planting Begonias, this is a very bright colorful plant with large leaves and a complex root system. Students will compare and contrast the differences between their plants and the other grade levels. They will continue to keep a tight schedule on watering and sunlight. These students will read the following books: *Oh Say Can You Seed?* by Dr. Seuss, *Planting a Rainbow* by Lois Ehlert and *The Boy who Grew Flowers* by Jennifer Wojtowicz.

ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELACC4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

ELACC4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELACC4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

ELACC4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and di

ELACC4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
rections in the text.

ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fourth graders will be planting Coleus (a foliage plant) this plant is made for landscaping and will be the border for our outside garden. It grows relatively fast giving students instant gratification and has a beautiful purple color leaf that spans long and wide. This plant needs to be pruned back occasionally and is perfect for this age group. These students will be reading: *The Lost Flower Children* by Janet Taylor Lisle, *Making More Flower Children* by Sybille Adolphi and *How to Find Flower Fairies* by Cicely Nary Barker.

5th Grade

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELACC5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

The Fifth graders will be excited to start their own apple trees, one special student will be chosen to represent his/her class with their tree in the garden while the others will be able to take them home. Apple trees need a lot of water and support which is perfect for this age group. These students will be reading: *The Apple Pie Tree* by Zoe Hall, *The Seasons of Arnold's Apple Tree* by Gail Gibbons and *Seed, Sprout, Fruit: An Apple Tree Life Cycle* by Shannon Knudsen.

Access Class

Standards are dependent on Individual Educational Plans.

Mrs. Potts Access Class (Special Needs) will decorate all of the containers and mix the soil. These students will enjoy seeing their art work throughout the school and will gain confidence in themselves. Access students will read *Pee Wee Pickle goes to Kindergarten* by H.D. Schmitt, *In the Garden* by Peggy Collins and *Miss Poppy and Red Jeans* by Minnie Dana

LEARNING THROUGH GARDENING AT THE MEDIA CENTER!



Open to all students in every grade! On-going all year !!

Each grade level will plant and grow a different kind of flower, fruit, herb or vegetable,!

Learn how to enrich soil, cultivating seeds, pruning your plant and general maintenance.!

Kindergarten- Herbs

1st Grade- Sunflowers

2nd Grade- Strawberries

3rd Grade- Begonias

4th Grade- Coleus (Foliage Plant)

5th Grade- Apple Tree- (Class will vote on which tree will be planted in the garden every year).

National Picture Book Month Kick-off

	Grade Levels in School K-5	These activities will take place during the first week of November, National Picture Book Month.
Group	QCC Standard / GPS	Description of activity
Kindergarten	<p>ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.</p> <p>ELACCKRL2: With prompting and support, retell familiar stories, including key details.</p> <p>ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.</p> <p>ELACCKRL10: Actively engage in group reading activities with purpose.</p>	<p>Students in kindergarten will be read a picture book in the media center every day by a parent volunteer and complete an activity each day.</p> <p>Monday: Students will illustrate their favorite part using markers and crayons.</p> <p>Tuesday: Students will retell the story using the popsicle stick puppets that they create.</p> <p>Wednesday: Students will read along with the story presented on the promethean board from tumblebooks.com.</p> <p>Thursday: Students will use the story cards to put the events in the story in the correct order.</p> <p>Friday: Students will dress up as their favorite book character and tell one thing that the character did in the book that they are from.</p>

<p>1st Grade</p>	<p>ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Students will read along with the picture book being shown on the promethean board every day to practice fluency. They will work in groups of three to illustrate one event in the story using poster board and markers. At the end of the week, students will share their posters with the class to retell the event that they illustrated. Teachers will assemble the pages to make a big class book to share with the rest of the classes.</p>
<p>2nd Grade</p>	<p>ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Students will read a folktale in groups of four. They will make a mind map on large chart paper to retell the story to the rest of the class. Monday: Read folktale, plan and sketch mind map (How to make a mind map has been taught to children beforehand). Tuesday: Read folktale again. Students begin drawing their part of the mind map. Wednesday: Color mind map. Thursday: Complete mind map and practice retelling the story. Friday: Students present their folktale mind map to the class.</p>

<p>3rd Grade</p>	<p>ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</p>	<p>Students will read a folktale in groups of four. They will make a mind map on large chart paper to retell the story to the rest of the class. Monday: Read folktale, plan and sketch mind map (How to make a mind map has been taught to children beforehand). Tuesday: Read folktale again. Students begin drawing their part of the mind map. Wednesday: Color mind map. Thursday: Complete mind map and practice retelling the story. Friday: Students present their folktale mind map to the class</p>
<p>4th Grade</p>	<p>ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Students will read a different version of The Three Little Pigs story including The True Story of the Three Little Pigs, The Three Little Hawaiian Pigs, The Three Little Javelinas and the original Three Little Pigs. They will compare two of the versions using a venn diagram and present their findings to the class on Friday.</p>
<p>5th Grade</p>	<p>ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Fifth grade students will select and practice a picture book to be read to a kindergarten or first grade class. They will dress as a character in the book, read their book to a different class each day starting on Tuesday. After they read to a class, they are to ask children comprehension questions that they have come up with.</p>

National Picture Book Month



Join us at the Media Center for
National Picture Book Month!

For the month of November
We will be doing lots of great activities
and reading lots of great books!!

All volunteers welcome!

Sign up in the Media Center for times to
come and help read to the student or help
out with
activities.

Elementary Jeopardy!

The Media Program and staff are introducing a new activity for all grade levels K-5 grade. It will be a similar format to the popular game show Jeopardy. Each grade level will be assigned a book to read (the same book). Individual classes will be given one week or 5 days to read the book and talk about it during library/classroom time. At the end of the week the media staff will hold a “game show” called Elementary Jeopardy. Each class will be quizzed on certain aspects and characters of the book, students will compete against each other and points will be awarded based on the time they buzzed in and the correctness of their answers. Students will collect points and the top three students with the most points at the end of the competition (December before Christmas break) will win a special prize.

We will start the competition over again when the students return from Christmas break giving everyone two chances to win. Students will be assigned a new book once a month and will compete once a month, the books will be assigned by the media specialist and staff and the competition will be judged by them as well.

This activity will help our students read more proficiently and help them become critical thinkers.

Students will enjoy reading and talking about the books as well as be responsible for absorbing the material and be able to answer questions about the book. The media center staff is very excited about this new activity and hope the school faculty will join in the fun. Below will be the first book the students will be quizzed on:

Kindergarten- *Kitten Finds a Home*, by: Michele Coxon

- First Grade- *Caillou Walks His Dog*, by: Christel Kleitch
- Second Grade- *Jemima Puddle Duck*, by: Beatrix Potter
- Third Grade- *Gary Glory the amazing Flying Fish*, by: Janet Allison Brown
- Fourth Grade- *Barney's Imagination Island*, by: Stephen White
- Fifth Grade- *Lady and the Tramp*, by: Ward Greene

Common Core Standards

AASL Standards

Grade Level

ELACC1RF1: Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.1.2 Use prior and background knowledge as context for new learning.

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.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.3.2 Recognize that resources are created for a variety of purposes.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

First Grade

ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.1.4 Find, evaluate, and select appropriate sources to answer questions

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.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

2nd Grade

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multi-syllable words.

d. Read grade-appropriate irregularly spelled words.

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.1.3 Develop and refine a range of questions to frame search for new understanding

. 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.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

3rd Grade

ELACC4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.1.3 Develop and refine a range of questions to frame search for new understanding.

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.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4th Grade

ELACC5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.3.1 Respect copyright/intellectual property rights of creators and producers.

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

5th Grade

Teen Read Week

Group	GPS Standard Grade 6-8	Description of Activity Teen Read Week
Entire School	<p>ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ELACC6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students and staff have the opportunity to dress up as a character from a popular book or series. Prizes for the best costume and participation will be awarded. (Possibility to judge by the best homeroom)</p>
At-Risk Students	<p>ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ELACC6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Groups for 6-8 students will be invited to the media center for an opportunity to peruse books. Students will have the option to create a poster of animated video to re-create favorite scene from the book. Prizes will be rewarded for participation and creativity.</p>

<p>Bilingual</p>	<p>ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.ELACC6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Media Specialist will collaborate with Spanish teacher to create a group to discuss popular titles. They could hold reading sessions and continue to promote books for bilingual students throughout the year.</p>
------------------	--	---

<p>Dramatic & Performing Arts</p>	<p>ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.ELACC6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students in their respective groups can put on a skit based on a book and perform songs, during a concert, the end of the week.</p>
---------------------------------------	--	--

Teen Read Week

*In the Media Center
October 12-18 2014*

**Join us for Teen Read Week in the
Media Center!**

- **Activities all week long for all grade levels!**
- **Look through hall the new books!**
- **Perform skits and dress up as one of your
favorite book characters!**

DAILY PRIZES & RAFFLE DRAWING ON FRIDAY!

DEAR Day Program

DEAR Day Program	All grades 1-5	CCGPS	Program Description	Timeline
		<p>ELACCKRL10: Actively engage in group reading activities with purpose and understanding.</p> <p>ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p> <p>ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELACC5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently</p>	<p>Students will learn that reading is fun and can be done for pleasure.</p> <p>Students will rotate in to media center one day out of the week: M: K, T: 1&2 W: 3 Th: 4 F: 5</p> <p>Students will come during their specials/connections times or during the ELA/reading time in class.</p> <p>K: Students will have books read to them by volunteers, the K teachers and even 5th grade students. Short discussion at the end to see what the students liked about the book.</p> <p>1-3: Students will be able to choose books that have been fashioned to their reading level. The SLMS and the teacher will sit down in March and select books that students would find appealing and also different reading levels. Books will be short enough to read either all in one sitting or over a period of a few days.</p> <p>4-5: Students will be able to choose books to read on their level OR be able to bring in their own books to read)(or checked out from the MC) Students will then fill out a short book review for the other students on a index card to be placed in a large file box in the front of the MC.</p> <p>All students will be able to win prizes for reading! Drawings can be held daily per class.</p> <p>April 12th: All grade levels will be able to visit the MC for refreshments and to listen to real storyteller who will “tell” a book that is in the MC.</p>	<p>Prepare in the month of March- collaborating with other teachers.</p> <p>Program starts in the month of April. Will have a special DEAR day on April 12th.</p>

In the Media Center!!!

The month of April

Drop everything and
R.E.A.D. Day
celebration!

In the month of
April, we will be dropping
everything and reading!!

Once a day ,all month ,
students will participate
in fun activities!

On April 12th, students
will have fun filled time
with popcorn & snacks
and a guest speaker: A
real storyteller who has
a funny tale to tell!

Christmas Around the World Media Program

	<p>Grade Levels in School K-8</p> <p>Grade Levels participating K-4</p>	<p>These activities will take place during the week before students get out for Christmas vacation.</p> <p>Teachers will sign their classes up for a time during the day that the country they are assigned to will be on.</p> <p>Monday: Kindergarten - Mexico Tuesday: First Grade - Ukraine Wednesday: Second Grade - Germany Thursday: Third Grade - France Friday : Fourth Grade - <u>Sweden</u></p>
Group	CCGPS and AASL Standards	Description of activity
Kindergarten	<p>ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.</p> <p>AASL: 1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>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.</p>	<p>Students in kindergarten will be read <u>Legend of the Poinsettia</u> by Tomi DePala. Students will make a poinsettia Christmas ornament.</p> <p>Directions for making them: http://mrswheelerfirst.blogspot.com/2012/12/christmas-around-world-and-freebies.html</p>

<p>1st Grade</p>	<p>ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>AASL: 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>First grade students will be read <u>A Christmas Spider's Miracle</u> by Trinka Hakes Noble to learn about Christmas in the Ukraine. Media specialist will build background about the country of Ukraine in Eastern Europe, by showing where it is on a map and telling about the region and people there. http://www.ducksters.com/geography/country.php?country=Ukraine and http://ukrainianchristmas.ukrainiangenealogygroup-pei.org/ are good websites to explore with students on the promethean board. Then read the book and discuss it. Students will be guided to make a gold or silver "Web" ornament. See ideas for how to complete craft at https://www.google.com/search?q=ukrainian+crafts+for+kids&sa=X&tbm=isch&tbo=u&source=univ&ei=m1uFUoe4FMbYkQelzIBQ&ved=0CDIQsAQ&biw=1366&bih=624#q=ukrainian+christmas+spider+ornament&tbm=isch&imgdii=</p>
<p>2nd Grade</p>	<p>ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>AASL: 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p>Second grade will be read <u>Cobweb Christmas</u> by Shirley Climo. Build background for the story by finding Germany on the map and explore the following website on the promethean board: http://www.kids-world-travel-guide.com/germany-facts.html Read and discuss the book. Students will make an evergreen tree ornament using the following directions: http://www.bhg.com/christmas/ornaments/make-an-evergreen-tree-ornament/</p>

<p>3rd Grade</p>	<p>ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>AASL: 4.1.1 Read, view, and listen for pleasure and personal growth.</p>	<ul style="list-style-type: none"> □ Students will perform a choral reading of <u>Babar and Father Christmas</u> by Jean de Brunhoff. Build background for story by showing where France is on map. The following website can be used: http://www.kids-world-travel-guide.com/france-facts.html □ Students will make a beaded star similar to the one pictured here: http://www.designmom.com/wp-content/uploads/2011/12/frenchornaments04.jpg
<p>4th Grade</p>	<p>ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>AASL: 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>Students will read <u>Annika's Secret Wish</u> by Beverly Lewis. Build background for story by showing where Sweden is on a map. Use the following website to explore more about Sweden: http://kids.nationalgeographic.com/kids/places/find/sweden/</p> <p>Read and discuss <u>Annika's Secret Wish</u>.</p> <p>Students will construct a Swedish Paper Heart: http://www.craftideas.info/html/swedish_paper_heart.html</p>

Bibliography

- Brown, J. *Gary Glory the amazing Flying Fish*. (2000). United Kingdom: Bright Sparks.
- Coxon, M. *Kittens Find a Home*. (1998). Mascot: Koala Books.
- Greene, W. *Lady and the Tramp*. (1990). New York: Western Publishing Co.
- Harvey, R. *Caillou Walks His Dog*. (2011). Montreal: Chouette Publishing.
- Potter, B. *Jemima Puddle-Duck*. (2000). New York, New York: Penguin Putnam Inc.
- White, S. *Barney's Imagination Island*. (1994). Texas: The Lyons Group.
- Common Core Standards taken from <https://www.georgiastandards.org/Common-Core/Pages/ELA-K-5.aspx>
- AASL Standards taken from <http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk/english>