## Elementary Educators (Cole Sproat, Jodye Butler, Brandi Davenport) Two-Year Media Program Plan

		γ	Year One	
Program	Grade / Subject	QCCs / GPSs	Description of Program	Timeline
Native American Heritage Program	Grades K-5 (see program description column)	Curriculum Standards MKM2. Students will understand the measurement of calendar time.	All teachers will be encouraged to bring their classes to the media center at the start of the month of August to be read aloud <i>Chief Joseph: Nez Perce</i> <i>Peacekeeper</i> by Diane Shaughnessy and Jack Carpenter. Upon completion, students will be invited to describe feelings regarding the journey Chief Joseph was forced to make. Books relating to Native American Heritage will be displayed throughout the library and students will be invited to join in the celebration. Students will be educated on the injustices Native Americans were faced with and collaborative activities will focus on the customs, traditions, and art of Native American cultures.	From the start to end of August (Year 1)
		ELAKR4 The student demonstrates the ability to read orally with speed, accuracy, and expression.	Language arts <u>3-5<sup>th</sup> grade students:</u> Students will take part in a reader's theater of a traditional Native American legend titled <i>The Hidden One</i> . Following the reading, students will practice parts through the next few weeks. During the last week of the month, each class will be partnered with a K-3 classroom to put on a brief production for the younger students. Costumes will be created through collaboration with the art teacher.	
		student acquires and uses grade- level words to communicate effectively. The student <b>M3P4.</b> Students will make connections	Math <u>K-5<sup>th</sup> grades</u> Students will hear facts about the Native American influences on math and time skills through the reading of <i>Alice Yazzie's Year</i> by Ramona Maher and <i>How Do</i> <i>You Know What Time It Is?</i> by Robert E. Wells. Activity sheets featuring measurement of time skills and estimation skills can be adapted to each student's ability level.	

among	Art
mathematical	
ideas and to	K-5 <sup>th</sup> grades
other	
disciplines.	Students will create costumes using construction
1	paper based upon pictures found in <i>Chief Joseph: Nez</i>
	Perce Peacekeeper by Diane Shaughnessy and Jack
ELAD1 The	Carpenter. These will be worn when performing the
ELA4R1. The	Reader's Theatre to the K-2 students. Kindergarten
student	through second grade students will create traditional
demonstrates	headdresses to where when viewing the Reader's
comprehension	Theatre play.
and shows	Theate play.
evidence of a	Social Studies
warranted and	Social Studies
responsible	K-5 <sup>th</sup> grades
explanation of a	
variety of	Students will create a timeline on butcher paper
literary and	regarding events affecting Native Americans in the
informational	United States. Pictures will be drawn to represent
texts.	selected events. Younger students will record fewer
	events and older students will categorize more events.
	Timelines will be displayed outside of classrooms and
	in the media center.
	in the media center.
	PR: Student work samples will be displayed in the
	media center and outside classrooms. Books
	relating to Native American history and heritage
	•
	will be prominently displayed in the media center.
	An invitation will be sent to parents inviting them
	to witness their children's' participation in the
	Reader's Theatre play.
	References
	Teacher Vision (2000) Literature and mather Stories
	TeacherVision (2009). Literature and math: Stories
	about time. Retrieved November 21, 2009, from
	http://www.teachervision.fen.com/tv/printa http://www.teachervision.fen.com/tv/printa
	bles/allynbacon/Ward_020551409x_104-
	<u>    109.pdf</u>
	Shanhard Aaron (1009) The hidden and Detiment
	Shephard, Aaron (1998). The hidden one. Retireved
	November 22, 2009 from
	http://www.aaronshep.com/rt/RTE12.html

Hignoria			Students will encode in colleborative estivities	
Hispanic			Students will engage in collaborative activities	
Heritage			featuring music, art, and general education subjects.	From the
Month		Curriculum	The products of these activities will be displayed in	start to end
Program	Grades	Standards	the media center during a special parent night preview	of
			at the end of the month. This culminating activity will	September
	K-5		be a program where students express their knowledge	(Year 1)
			relating to Hispanic heritage through reading, songs,	
	(see	ELA3R3 The	art, and various displays.	
	program	student uses a		
	description	variety of		
	column)	strategies to		
		gain meaning	Music/Art	
		from grade-		
		level text.	K-3 <sup>rd</sup> grade students: Students will be taught	
		level lext.	traditional Hispanic and Latin-American folk songs	
			for children. Each week they will practice singing	
			two to three short songs during music class. These	
			students will perform these songs during the Hispanic	
		ELAKR4 The		
		student	Heritage Month parent night in the media center.	
		demonstrates		
		the ability to	$4-5^{\text{th}}$ grade students: An art and music collaborative	
		read orally with	effort will engage students in the creation of pan pipes	
		speed,	according to the provided plans at the following link:	
		accuracy, and	http://www.teachervision.fen.com/tv/printables/Bose	
		expression.	Master_7.pdf.	
			The state is the second state is a state of the second state of th	
			The students will then bring these pan flutes to music	
			class one day a week to learn a simple song to play in	
		ELA5R1 The	the media center for the parent night.	
		student		
		demonstrates		
		comprehension		
		and shows	Language Arts	
		evidence of a		
		warranted and	<b><u>K-3<sup>rd</sup> grade students:</u></b> Students will recite and copy	
		responsible	traditional Spanish nursery rhymes (Grades 2-3 will	
		explanation of a	create a bilingual version by copying the English	
		variety of	translation as well. Final drafts will be displayed	
		literary and	outside of classrooms and samples will be displayed	
		informational	in the media center.	
		texts.		
			<b><u>4-5<sup>th</sup> grade students:</u></b> A language arts collaborative	
			activity will engage the students in this program	
			through the creation of poster-sized biographies of	
			notable Hispanic figures. The media specialist will	
			circulate a list of important figures in Hispanic	
			Heritage and put all resources from the media center	
			regarding these figures on display for easy check-out.	
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	Students will research their figure and create a poster featuring a picture or drawing of the person selected. At least five facts relating to completed research regarding each person must be displayed as well. Posters will be displayed outside each classroom, and a student vote will determine the two best posters from each class to be displayed in the media center.
	Social Studies
	<u><b>K-2<sup>nd</sup> grade students:</b></u> Students will select a Spanish speaking country and create the flag of that nation using construction paper or markers. Students will write the country's name with each flag and display them outside the classroom and in the media center.
	<b><u>3-5<sup>th</sup> grade students:</u></b> Students will select a Spanish speaking country and create a map of that country listing political and geographic features. Each map must be titled, labeled, and have a key. Select maps will be displayed in the media center and throughout the school.
	PR: Students will create posters featuring the culturally appropriate colors from Hispanic nations using pastels and paints. Each poster will list the time and place of the Hispanic Heritage parent night at the end of the month. A winning poster will be selected for each grade. This poster will be scanned and reproduced into a standard size flyer to be sent home to parents.
	References
	TeacherVision (2009). Hipsanic-heritage resources for teachers. Retrieved November 21, 2009 from <u>http://www.teachervision.fen.com/hispanic-</u> <u>heritage-month/south- america/6629.html</u>
	TeacherVision (2009). Making pan pipes. Retrieved November 21, 2009 from

			http://www.teachervision.fen.com/musical-	
			instruments/printable/6741.html?detoured=1	
Celebrate	Grades	SKCS1.		
Christopher Columbus'		Students will be		From the
Journey	K-5	aware of the	This media program will focus on introducing	start to
Journey		importance of	students to the significance of Christopher Columbus'	end of
	(see	curiosity,	voyage within the context of literature. The	October
	program	honesty,	celebration will expose students to a variety of	(year1)
	description	openness, and	literature. The media specialist will kick off the	
	column)	skepticism in	program through encouraging scheduled visits of each	
		science and will	classroom to the media center where students will	
		exhibit these traits in their	create replica sailing ships and listen to readings of	
		own efforts to	several poems of different styles regarding the	
		understand how	voyage. A large dotted line leading to the "New World" will be placed on the bollyway well leading to	
		the world	World" will be placed on the hallway wall leading to the media center. For every book read by a child	
		works.	during the month of this program, ships (representing	
		WOIKS.	each classroom) will gradually move forward- racing	
		SKCS4.	to the media center's entrance. The class that reads	
		Students will	the most books and wins the race will earn a pizza	
		use the ideas of	party. Books about Columbus and his voyage will	
		system, model,	count as two books read.	
		change, and		
		scale in	Language Arts	
		exploring		
		scientific and	K-5 <sup>th</sup> grade students: Students will read books in	
		technological	class or during silent reading time provided each day	
		matters.	(encouraged for this month by the media specialist).	
			At the completion of each book a student reads, the	
		M3M2.	student will write a summary of the information	
		Students will	presented in each book. Younger students may be	
		measure length	asked to list characters, author, and the title.	
		choosing	Kindergarten and first grade students that cannot yet	
		appropriate	read will be in a separate contest (the class that	
		units and tools.	checks-out the most books from the media center	
		Mapa	during the time period will win).	
		M3P3.		
		Students will	Social Studies and Math	
		communicate		
		mathematically.	<u>K-5<sup>th</sup> grade students:</u>	
		M4P4.	Because Columbus utilized mone that were erected	
		Students will	Because Columbus utilized maps that were created based upon careful observation and measurement,	
		make	students will do the same in an integrated activity	
		make	sudents will do the same in an integrated activity	

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	connections	featuring math and social studies skills. Students will
	among	observe and create a map of their home, classroom, or
	mathematical	school. Difficulty and number of features required
	ideas and to	can differ according to grade level and ability. To
	other	integrate math skills, objects and rooms can be
	disciplines.	measured by all or drawn to scale for more advanced
	1	students.
	ELA4R2 The	
	student	Science
	consistently	
	reads at least	K-5 <sup>th</sup> grade students:
	twenty-five	
	books or book	As early explorers had to draw pictures and take notes
	equivalents	
	(approximately	to classify new species of plants and animals
	1,000,000	discovered, students can engage in the same activity.
	words) each	Types of rocks, tree leaves, and plants can be drawn,
	year. The materials should	categorized, and labeled by students. The final copies
	include	can be gathered into an explorer's science log.
	traditional and	
	contemporary	
	literature (both	
	fiction and non-	PR: Student created replica sailing ships will be
	fiction) as well	displayed in the media center. The hallway
	as magazines,	leading to the media center will map out a voyage
	newspapers,	Columbus' ship must take. Progress of each
	textbooks, and	classroom's ship will be displayed as the ship
	electronic	moves along the hallway to the media center. This
	material. Such	advertises the media program and demonstrates
	reading should	how kids are reading as a result (the more books
	represent a	read = the further the ship moves).
	diverse	
	collection of	
	material from at	
	least three	References
	different literary forms and from	
	at least five	Vickery-Smith, J. (2009). Art and craft activities for
	different writers.	Columbus day. Columbus Day: Observed the
	unition witters.	Second Monday of October. Retrieved November 21,
	ELA5R1 The	2009 from
	student	http://www.theholidayzone.com/columbus/art
	demonstrates	s.html
	comprehension	<u>s.num</u>
	and shows	Vickery Smith I (2000) Selected pooms for
	evidence of a	Vickery-Smith, J. (2009). Selected poems for
	warranted and	Columbus day. Columbus Day: Observed the Second
		Monday of October. Retrieved November 21, 2009
	responsible	from
	explanation of a	http://www.theholidayzone.com/columbus/po
	variety of	

		literary and informational texts.	etry.html	
American Education Week in the Library	Pre-K- 5 <sup>th</sup> grades	ELAKR6 The student gains meaning from orally presented text. ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade- level text. ELA2R4 The student uses a variety of strategies to gain meaning from grade- level text. ELA3R3 The student uses a variety of strategies to gain meaning from grade- level text. ELA3R3 The student uses a variety of strategies to gain meaning from grade- level text. ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. ELA5LSV2 The student	(The plan and email/newsletter- communication with teachers about this weeks programming- Announcements will be made on the intercom) American Education Week in the library, Special readers (Community leaders and FCS administrators and Board members), will be invited to read their favorite children's book to the classes that are signed up to come to the library throughout the week. These special readers will share with our students their favorite or most interesting memory of elementary school. Special Readers will be given name tag necklaces.	November 1 week

listen	s to and		November
	s to and s various		1 to verno er
	s of text		
	nedia in		
	to gather		
and sl			
	nation,		
others			
	s, and ss and		
under			
ideas.			
Georg		Students will design/create special bookmarks in Art,	November
	ections,	for our special readers, as a way of saying thank you.	
Gener		If you would like for your class to participate, we	
	al Arts-	need for you to sign up this week so we will know	
Appli	es epts and	how many readers we will schedule.	
ideas	-	(Email to teachers and staff)	
anoth		To celebrate American Education Week we would	
	oline and	like to highlight school staff members by displaying	
-	oics as	their childhood pictures for students to identify. If	
source	es of ideas	you would like to participate, please send a childhood	
for ov	wn	photograph with your name on the back. We will	
artwo	orks.	number them and see if the students can recognize us	
		as young students.	
		(Email to teachers)	
		Teachers, This is the schedule for those coming to the library	
		next week (This is where I would post date/times	
		classes should arrive). Special readers (community	
		leaders and Floyd Co. School administrators and	
		Board members) will be in the library to read to your	
		class. They will be reading their favorite children's	
		book and telling the students about their favorite or	
		most interesting elementary school memory. I think it	
		will be fun!	

		Civic Understanding SS (compassion)	Teachers and Staff, We have pictures of Alto Park's Teachers and Staff on the wall outside of the library. I will be placing, (Can you name that Alto Park Staff member?) sheets for students and teachers who want to give it a try and name them all! Come down to the library and see if you can recognize your fellow staff members. We will raise money to purchase school supplies for students in Nicaragua. Please send your class "coin drop jug" to the library right after announcements each morning. It looks like next week will be full of fun, generosity, and thankfulness as we celebrate American Education Week. <b>Thanks for all you do every day!</b>	
Being Fair/ Martin Luther King Jr.	Pre-K & Kindergar ten	ELAKR1 The student demonstrates knowledge of concepts of print. ELAKR6 The student gains meaning from orally presented text. ELAKW1 The student begins to understand the principles of writing.	<ul> <li>Students will come to the media center to listen to a story about fairness and getting along with others. The media specialist will read the <u>The Berenstain Bears</u> and the new neighbor by Stan and Jan Berenstain.</li> <li>After reading the book the students will draw a picture of fairness or getting along with others.</li> <li>PR: To grasp the students attention the media specialist will create a bulletin board to display outside the media center. The bulletin board will consist of picture timeline of Dr. King's life, with captions underneath the pictures. This way the younger students can see the pictures, and how Dr. King will progress to get older. For the older students, they will be able to read about the different pictures.</li> </ul>	Begin January 1 <sup>st</sup> . Each class will come to the media center and discuss the three topics. The topics of fairness and getting along are concentr ated toward the younger students. The topic of Dr. Martin Luther King Jr. is concentr

				-
				ated toward
				the older
				students.
				The
				media
				specialist
				will
				discuss
				the
				topics in
				detail
				with the
				students.
Being Fair/	$3^{\rm rd}, 4^{\rm th}, \&$	ELA3W1 The	Students will listen to the "I have a dream" speech by	Begin
Martin	$5^{\text{th}}$	student	Dr. Martin Luther King Jr. After reading the speech,	January
Luther King	Grades	demonstrates	the media specialist will ask the students to name	$1^{\text{st}}$ .
Jr.		competency in	some of the dreams Dr. King had. The media	Each
		the writing	specialist will chart the answers. Once the chart is	class will
		process.	complete, students will create their own list of dreams.	come to
			After they have their list of dreams created, the	the
		ELA4W1 The	students should compile them together and write a	media
		student	speech of their own.	center
		produces		and
		writing that	PR: To grasp the students attention the media	discuss
		establishes an	specialist will create a bulletin board to display	the three
		appropriate	outside the media center. The bulletin board will	topics.
		organizational	consist of picture timeline of Dr. King's life, with	The
		structure, sets a	captions underneath the pictures. This way the	topics of
		context and	younger students can see the pictures, and how Dr.	fairness
		engages the	King will progress to get older. For the older students,	and
		reader,	they will be able to read about the different pictures.	getting
		maintains a		along are
		coherent focus		concentr
		throughout, and		ated
		signals a		toward
		satisfying		the
		closure.		younger
				students.
		ELA5W1 The		The
		student		topic of
		produces		Dr.
		writing that		Martin
		establishes an		Luther
		appropriate		King Jr.
		organizational		is
		structure, sets a		concentr
		context and		ated

		engages the		toward
		reader,		the older
		maintains a		students.
		coherent focus		The
		throughout, and		media
		signals a		specialist
		satisfying		will
		closure.		discuss
				the
				topics in
				detail
				with the
				students.
Being Fair/	All	SKL2. Students	To teach how the world is made up of many different	Begin
Martin	Grades	will compare	ethnic groups, gather many different kinds of seeds to	January
Luther King		the similarities	plant. Have the students plant the seeds in egg cartons.	$1^{st}$ .
Jr.		and differences	The seeds will be different shapes, sizes, and colors.	Each
		in groups of	Once the plants are large enough, transplant them into	class will
		organisms.	a large pot. Have all the classes put their large pots of	come to
			plants together. Explain to the students the diversity of	the
		S1L1. Students	the plants, and how this represents all the diversity in	media
		will investigate	the world.	center
		the	DD. To group the students attention the media	and
		characteristics and basic needs	PR: To grasp the students attention the media specialist will create a bulletin board to display	discuss the three
		of plants and	outside the media center. The bulletin board will	topics.
		animals.	consist of picture timeline of Dr. King's life, with	The
		diffituis.	captions underneath the pictures. This way the	topics of
		S2L1. Students	younger students can see the pictures, and how Dr.	fairness
		will investigate	King will progress to get older. For the older students,	and
		the life cycles	they will be able to read about the different pictures.	getting
		of different	5 1	along are
		living		concentr
		organisms.		ated
				toward
		S3L1. Students		the
		will investigate		younger
		the habitats of		students.
		different		The
		organisms and		topic of
		the dependence		Dr.
		of organisms		Martin
		on their habitat.		Luther
		64061		King Jr.
		S4CS1.		is
		Students will be		concentr
		aware of the		ated
		importance of		toward

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		curiosity,		the older
		honesty,		students.
		openness, and		The
		skepticism in		media
		science and will		specialist
		exhibit these		will
		traits in their		discuss
		own efforts to		the
		understand how		topics in
		the world		detail
		works.		with the
				students.
		S5L3. Students		
		will diagram		
		and label parts		
		of various cells		
		(plant, animal,		
		single-celled,		
· · ·		multi-celled).		
American	Pre-K,	ELAKR6 The	Students will create a black stovepipe hat like	Begin
Presidents	Kindergar	student gains	Abraham Lincolns. Materials will include black	February
	ten, & $1^{st}$	meaning from	construction paper, toilet paper tube, scissors, a pencil,	$1^{\text{st}}$ .
	Grade	orally presented	glue, and tape. Instructions include: 1. Cut a toilet	For the
		text.	paper tube in half, making two short tubes. 2. Cut out	month of
			a 2 inch by 6 inch rectangle of black construction	February
		ELA1R6 The	paper. 3. Trace a circle on black construction paper,	the topic
		student uses a	using a tube as your guide. Draw four small rectangles	of
		variety of	around the edges of the circle. Cut this out (this will	discussio
		strategies to	be the top of the hat). 4. Trace another circle on a	n in the
		understand and	piece of black construction paper, using the tube as	media
		gain meaning	your guide. Draw a larger circle around this circle,	center
		from grade-	about $1/2$ inch outside the first circle. Cut out along	will be
		level text.	the larger circle (this will be the hat's brim). 5.	America
			Continuing with the brim, cut a series of lines through	n Duraidant
			the inner circle. Fold these triangular pieces upwards.	President
			6. Glue or tape the triangular pieces of the hat's brim	s, since
			inside the half toilet tube. 7. Now, for the top on the	February
			hat, use the circle with tabs. Fold the tabs where they	contains President
			meet the circle. Put the small black paper circle on the	
			top of the hat, taping the rectangular tabs to the tube.	's Day. Each
			8. Place the rectangle of black paper around the	class will
			central part of the hat. Glue it securely. You now have	come in
			a tiny stovepipe hat to help you celebrate Presidents	
			Day.	the media
			PR: To grasp the student's attention, the media	center
			specialist will dress up as a President each day to	and the
			appear on the morning broadcast. While on the	media

American	3 <sup>rd</sup> , 4 <sup>th</sup> , &	SS3CG2 The	morning broadcast, the media specialist will tell who they are dressed as, and then give some facts about that President.	specialist will discuss with them what President 's Day is all about. Begin
Presidents	5 <sup>th</sup> Grades	student will discuss the character of different historical figures SS4CG5 The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness) SS5H1 The student will explain the causes, major events, and consequences of the Civil War.	students to name some famous monuments in the United States. Ask which of those monuments honor presidents. Have students study images of some of the monuments honoring presidents from teacher-selected library, textbook, or online sources. Discuss with the Washington Monument, Lincoln Memorial, Thomas Jefferson Memorial, and Mount Rushmore with the students. Tell students: Imagine you are an artist who has been asked to design a new monument for a president. Which president would you choose to honor with a monument? Why? What kind of image and design would you create for your monument? Divide the class into small groups. Distribute drawing paper. Tell students to work together to choose the president for a new monument and create a design for the monument. Tell students to write a short paragraph telling the reason they chose their president and describing the design for the monument. Encourage students to use print and/or online sources for any needed research. After the students have all created their monuments, have them display them in the media center until the end of the month. PR: To grasp the student's attention, the media specialist will dress up as a President each day to appear on the morning broadcast. While on the morning broadcast, the media specialist will tell who they are dressed as, and then give some facts about that President.	February 1 <sup>st</sup> . For the month of February the topic of discussion in the media center will be America n President s, since February contains President 's Day. Each class will come in the media center and the media specialist will discuss with them what President 's Day is all about.

American	3rd & 1th	SS3CC1 The	Students will imagine that they are provident of the	Bagin
American Presidents	3 <sup>rd</sup> & 4 <sup>th</sup> Grade	SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government. SS4CG3 The student will describe the functions of government.	<ul> <li>Students will imagine that they are president of the United States for one day! What would they do? What would their day be like? The media specialist will show students a picture of the current president from a current print or online source. Ask students: What are the duties of the president? What do you think the president does on a typical day? Write students' responses on the board. Discuss general information about the president's duties from a library, textbook, and/or online sources. Say to students: Imagine that you are the president of the United States for one day. What would you do for that day? Have each student write a paragraph about the day and write a schedule for the day. Let students's attention, the media specialist will dress up as a President each day to appear on the morning broadcast. While on the morning broadcast, the media specialist will tell who they are dressed as, and then give some facts about that President.</li> </ul>	Begin February 1 <sup>st</sup> . For the month of February the topic of discussio n in the media center will be America n President s, since February contains President 's Day. Each class will come in the media center and the media specialist will discuss with them what President
Read	Pre-K,	ELAKR6 The	The media specialist will read the story Green Eggs	's Day is all about. Begin
Across America	Kindergar ten, & 1 <sup>st</sup> Grade	student gains meaning from orally presented text.	<ul><li>and Ham by Dr. Seuss. After students have been read the story, students will eat green eggs and ham.</li><li>PR: To grasp the student's attention the media specialist will create a bulletin board that contains</li></ul>	March 1 <sup>st</sup> . During the month of
		ELA1R6 The student uses a variety of strategies to	information and pictures about Dr. Seuss.	March students will celebrate

		understand and		Read
		gain meaning		Across
		from grade-		America
		level text.		Day for
		iever text.		Day Ior Dr.
				Seuss'
				Birthday
				on
				March
				$2^{nd}$ .
Read	$3^{\rm rd}, 4^{\rm th}, \&$	ELA3W2 The	The students will research Dr. Seuss and write a paper	Begin
Across	5 <sup>th</sup>	student writes	about his life and books.	March
America	Grades	in a variety of		$1^{st}$ .
		genres,	PR: To grasp the student's attention the media	During
		including	specialist will create a bulletin board that contains	the
		narrative,	information and pictures about Dr. Seuss.	month of
		informational,		March
		persuasive, and		students
		response to		will
		literature.		celebrate
				Read
		ELA4W2 The		Across
		student		America
		demonstrates		Day for
		competence in		Dr.
		a variety of		Seuss'
		genres.		Birthday
				on
		ELA5W1 The		March $2^{nd}$ .
		student		Ζ.
		produces writing that		
		establishes an		
		appropriate		
		organizational structure, sets a		
		context and		
		engages the		
		reader,		
		maintains a		
		coherent focus		
		throughout, and		
		signals a		
		satisfying		
		closure.		
I	1	1	1	

D 1				D ·
Read	Pre-K,	ELAKR6 The	The media specialist will read The Cat In the Hat to	Begin
Across	Kindergar	student gains	the students and then have students create their own	March
America	ten, & 1 <sup>st</sup>	meaning from	hat like that hat in the story.	$1^{\text{st}}$ .
	Grades	orally presented		During
		text.	PR: To grasp the student's attention the media	the
			specialist will create a bulletin board that contains	month of
		ELA1R6 The	information and pictures about Dr. Seuss.	March
		student uses a		students
		variety of		will
		strategies to		celebrate
		understand and		Read
		gain meaning		Across
		from grade-		America
		level text.		Day for
				Dr.
				Seuss'
				Birthday
				on
				March
				$2^{nd}$ .

Program	Grade /	QCCs / GPSs	Description of Program	Timeline
	Subject			
Turn	5 <sup>th</sup>	Habits of the Mind	Advertisement video	April-
Off the	grade	SK,1,2,3,4,5CS1	Fifth grade students will participate in making a	1 week
TV		Students will be	video of alternatives to TV viewing. They will	
Week		aware of the	brainstorm activities to be demonstrated for the	
		importance of	video, decide who and how many will be best	
		curiosity, honesty,	for each activity, gather any necessary props,	
		openness, and	paint a sign to be held by 2 students that will be	
		skepticism in	in the background of each scene simply stating	
		science and will	(TURN OFF THE TV), and collaborate writing	
		exhibit these traits	a chant or jingle for the end of the video.	
		in their own efforts	Practice.	
		to understand how	Some ideas for the video will include students	
		the world works.	playing board games, doing artwork,	

PreK-5	Georgia Connections, General Music- Participates in song stories, singing games, and musical dramatization.	birdwatching, music (piano), jumping rope, playing ball, baking, reading, writing, music, etc. www.tvturnoff.org Teachers, If your students would like to participate in "Turn off the TV Week", April 20-24, they may sign a pledge card to be placed on the wall outside the library. They may also have their parent sign to verify that they did turn off the TV that week. Those participating will receive a certificate, but the reward we hope will be intrinsic. We will show a video, featuring 5 <sup>th</sup> grade students, on Friday (April 10) after announcements. These students will demonstrate alternative activities to watching TV. I hope it will at least get some of our students talking and thinking about the benefits of cutting back on their viewing habits. I have placed the pledges in your boxes. This is optional to you and your class.	April
		Parents, National Turn off the TV Week will be April 20-24. Alto Park Elementary School students may participate by signing a pledge wall outside the media center. At the end of the week they will be asking you to sign your name stating how many days they went without watching TV. We will be discussing alternatives to watching TV that week and I'm sure the students will discover the benefits! This is of course an optional activity for your child. Your family may want to participate in this challenge. Thank you for your support and have a great Spring Break.	

PreK- 5	Below you'll see the Pledge card that	April
5	parents will sign.	
	I Pledge to Turn off the T.V. April 20 - 24	
	<ul> <li>Student's name</li> <li>Parent's Signature</li> </ul>	
	Homeroom	
	<ul> <li>teacher/Grade</li> <li>My child did not watch T.V. for days.</li> </ul>	
	Students that "Turned Off the TV" this week will have their picture taken and placed on a bulletin board in the hallway stating WE DID	
	IT!	

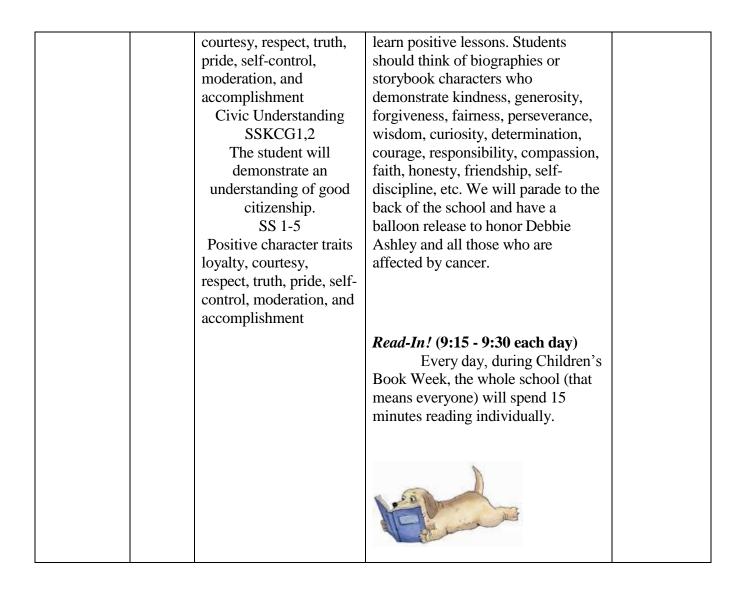
Program	Grade /	QCCs / GPSs	Description of Program	Timeline
	Subject			
Children's	PreK-	SS4,5E1 the student will	Children's Book Week	May-
Book Week	5 <sup>th</sup>	use the basic economic	www.cbcbooks.org	1 week
	Grade	concepts of trade,		
		opportunity cost,	Book Swap (The same day your	
		specialization, voluntary	child has scheduled library time)	
		exchange, productivity,	Book Swap is an opportunity	
		and price incentives to	for Alto Park students and teachers	
		illustrate historical	to trade a book they already have for	
		events.	a "new to you" one just in time for	
		SS3 E3 The student will	summer vacation. The swap will	
		give examples of	take place during regularly	
		interdependence and	scheduled library time the week of	
		trade and will explain	Children's Book Week, May 11 <sup>th</sup> -	
		how voluntary exchange	<b>15th</b> . Students will select books to	
		benefits both parties.	keep from the assortment of books	
		SS2E2 The student will	we collect. The number of books	
		identify ways in which	each student can keep depends on	
		goods and services are	the total number of books we collect, not on the number of books a student	
		allocated(sharing)	donates.	
			Students can drop off their	
			gently used books (cover on, no rips,	
			tears or bent edges) in boxes labeled	
			"Book Swap" stationed in the halls	
			any day before Children's Book	
			Week. Please help us create a great	
			assortment of books for our students.	
			We will take books that appeal to	
			students from Pre-K to 5 <sup>th</sup> grade.	
			Pre-readers, readers, and series	
			books are all needed. Books for 4 <sup>th</sup>	
			and 5 <sup>th</sup> graders are especially needed.	
			If you would like to volunteer for	
			Book Swap or have questions please	
			let us know!	
	PreK-5		Onen House (Invitations will be	
	riek-J		<i>Open House</i> (Invitations will be sent)	
		All Art Classes	During Children's Book	
		Georgia Connections,	Week parents are invited to visit the	
		General -Visual Arts-	library with their child during	
		Applies concepts and	scheduled library times. Individual	
		** *	senedured notary unies. murvidual	

		· ·, ,· ····	Mar 1 1
PreK-5 PreK-5	ideas from another discipline and its topics as sources of ideas for own artworks.	invitations will be sent by each child. On their designated day, parents will meet their child's class at the library door. Parents and children will find a comfortable spot in our story area to enjoy "Reader's Theater", presented by 4 <sup>th</sup> and 5 <sup>th</sup> graders, learn about the <i>Summer Reading</i> <i>Program</i> at the public library and Alto Park's <i>Summer Reading Club</i> . After these activities students and their parents will go together to find a book from the "Book Swap" tables to take home. (See Example of invitation below) YOU ARE CORDIALLY INVITED TO ATTEND	May-1 week
		Alto Park's Media Center Open House To Celebrate Children's Book Week May 11-15	
		You may meet your child at the Media Center door for "Storytime", "Book Swap", and information about our "Summer Reading Club".	
		Date: Time:	
		We hope to see you there! (Note) Student Artwork illustrating books, reading, or the library will be used on the back of the invitations sent for the Open House.	

4 <sup>th</sup> and	ELA4,5R4 The student	(Letter sent to parents of 4 <sup>th</sup> and 5 <sup>th</sup>	Мау
5th Theater students 4 <sup>th</sup> and 5 <sup>th</sup> grade theater	reads aloud, accurately(in the range of 95%), familiar material in a variety of genres, in a way that makes clear to listeners. ELA4,5LSV2 the student lestens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.	grade students participating in Reader's Theater) Dear Parents, Your child has volunteered to perform Reader's Theater for other classes in our school during Children's Book Week. Fourth grade students will present <u>The</u> <u>Tortoise and the Hare</u> while fifth graders will be performing <u>The</u> <u>Grass is Always Greener</u> and <u>Let</u> <u>Sleeping Dogs Lie</u> . Your child will be	
	understand ideas.	If possible they should wear (Costume) The performances will be the week of May 11-15. 4 <sup>th</sup> graders will perform for 4 <sup>th</sup> grade, Pre-K, and 2 <sup>nd</sup> grade. (See highlighted times on attached schedule)	

3-5 grade	ELA3W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature. ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.	<ul> <li>5<sup>th</sup> graders will perform for Kindergarten, 3<sup>rd</sup> grades, Mrs. McKinney and Mrs. Dodd's classes, and 1<sup>st</sup> grades. (<i>See highlighted times on attached</i> <i>schedule</i>) I will work on props and extra touches for the costumes unless you already have something that will work. We want to keep this simple (nothing elaborate). Please call or send me a note if you have questions or concerns. Your children are very excited about these performances and so am I! Thank you for sharing your precious children!</li> <li>3rd - 5<sup>th</sup> grade students will complete a Folk Literature Response Guide (Title 1) with a partner after viewing the Reader's Theater and then find a fable to read together and complete (Title 2) Folk Literature Response Guide. Questions include:</li> <li>Describe the main characters.</li> <li>What is the problem in the story?</li> <li>What is unusual and fantastic about the story?</li> <li>What did you like best about the story?</li> </ul>	May
	-		

PreK-2	Comprehension ELAKR6 The student gains meaning from orally presented text. ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. ELA2R4 The student uses a variety of strategies to gain meaning from grade- level text.	Students view Reader's Theater- Students in K-2 <sup>nd</sup> will complete Story Steps(Fable)The Tortoise and the Hare The Moral: Students will sequence the events of the story leading up to the moral and discuss. Students participate in Reader's Theater using http://www.readerstheatre.ecsd.net/c ollection.htm	May
PreK- 2nd	Georgia Connections, General Visual Arts-Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.	Teachers will select a fable to read with their class and then design a way to illustrate the fable on their classroom door. Everyone will view the doors as we Parade on "Character Day". http://www.aesopfables.com/	
	SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty,	Characters with "Character" Day in honor of Debbie Ashley (Para Pro with cancer) and Relay for Life (Monday, May 11 <sup>th</sup> ) Children will dress as their favorite storybook character. The emphasis will be on characters that set good examples or characters that	



	Year Two				
D	Grade /	QCCs / GPSs	Description of Program	Timeline	
Program	Subject				
American	Grades	Curriculum	The program will be introduced by	From the	
Adventure		Standards	showing a brief video clip from a classic	start to end	
s Media Program	K-5		Indiana Jones film and immediately be followed by the media specialist giving two	of August	
1 logi ani	(see		brief book talks regarding the	(Year 2)	
	program descriptio	MKP5. Students	action/adventure genre from the media	(	
	n column)	will represent	center's collection to build excitement for		
		mathematics in	the month. This will be shown via video		
		multiple ways.	announcement over the television or accessed over the shared drive for play on		
			Promethean/Smart Boards. Fourth and		
		M2M1. Students	Fifth grade students from each class will be		
		will know the	given opportunities to create and present		
		standard units of	their own book talks over the video		
		inch, foot, yard, and metric units of	announcements each Friday. Parents will be invited to a Coffee House at the end of		
		centimeter and	the month where students will have time to		
		meter and measure	read and share children's books and comic		
		length to the nearest	books they have created. A microphone		
		inch or centimeter.	will be set-up for those wishing to share		
			their stories aloud. Hot chocolate, tea, and cider will be served and students will		
		M4P4. Students will	perform the <i>Indiana Jones</i> theme music as		
		make connections	learned in music class.		
		among			
		mathematical ideas			
		and to other disciplines.	Language Ante		
			Language Arts		
		ELA3R1. The	<u>K-5<sup>th</sup> grades:</u>		
		student	Students will come to the media center and		
		demonstrates the	be given a story starter topic designed for		
		ability to read orally	them to create an adventure as found at:		
		with speed, accuracy, and			
		expression.	http://www.educationworld.com/a_lesson/		
		-	worksheets/TCM/pdfs/020222pl.pdf)		
			Students will write in response to the topic		
		ELA3R3. The	and engage in peer editing. K-3 students		
		student uses a	will turn their stories into comic books and		

variety of strategies to gain meaning from grade-level text.	4-5 grade students will turn their stories into children's books. All children's books and chosen comic strips will be displayed in the media center. The fourth and fifth grade students and K-3 students will have an opportunity to share their books and comic strips with parents or perform a read-aloud in front of the whole group.
	Art
	<u>K-5 grades:</u>
	Students will design and color pictures relating to their adventure comic strips or children's books. Students will use tools available to laminate and bind their children's books before display in the media center.
	Music
	<u>4-5<sup>th</sup> grade students</u>
	Students will utilize the drums, xylophones, glockenspiels, and recorders to learn the theme music from the <i>Indiana</i> <i>Jones</i> movie franchise. This will be performed at a Coffee House parent night at the school where the fourth and fifth grade students will have an opportunity to share their books with parents or perform a read-aloud in front of the whole group.
	Social Studies/Math
	<u>K-5<sup>th</sup> grade students</u>
	Students will plan an adventurous classroom journey. All classrooms will select a different destination and activities will revolve around reaching this destination. Math problems relating to measurement and distance will be composed to help the students understand travel. History and geography curriculum will be addressed by learning the political, geographic, and cultural features of the

			destination. Students will create poster- size maps of their destinations on brown paper and the teacher will burn the edges to make it appear as an artifact. These educational artifacts will be displayed in hallways and in the media center. Amount of features and detail required can vary to be grade level appropriate.	
			References Education World (2009). Adventure story starters. <i>Types of Stories:</i> <i>Adventures</i> . Retrieved November 21, 2009 from <u>http://www.educationworld.com/a</u> <u>lesson/worksheets/TCM/pdfs/0202</u> 22pl.pdf	
Children's Good Manners Month Program	Grades K-5 (see program descriptio n column)	Curriculum Standards M2P4. Students will make connections among mathematical ideas and to other disciplines. M2D1. Students will create simple tables and graphs and interpret their meaning. ELAKR4 The student demonstrates the ability to read orally with speed,	Students will engage in collaborative activities focusing on the importance of manners and social skills as September is known as Children's Good Manners Month. Each week, a social skill will be highlighted and read aloud by students on the morning announcements. The media specialist will display books emphasizing positive morals and virtues in the media center and collaborate with general education teachers for student activities. Students from each grade level will create video announcement parodies similar to NBC's <i>The More You Know</i> public service announcements to teach the benefit of a particular social skill. These will be aired each Friday over the schools televisions or played through accessing the school's shared drive. After two examples, fourth and fifth grade students will be invited to write scripts of their own to be performed for the last two weeks video announcements. Sign-up times will be available for a period of time each day for students in the fourth and fifth grade to	From the start to end of September (Year 2)

ELAKR5 The student acquires and uses grade-level words to communicate effectively.	grade students to encourage peer mentoring. These activities will be supervised by media center staff so teachers can continue with lessons in the classroom during this time. Language Arts	
	K-5 <sup>th</sup> grade students	
ELAKR6 The student gains meaning from orally presented text.	The media specialist will provide journal prompts featuring specific social skills to general education teachers to be used during language arts time or for morning work. Kindergarten through third grade students will compose a picture or comic strip featuring a selected social skill.	
M3P3. Students will communicate mathematically.	Fourth and fifth grade students will be asked to elaborate on a specific journal entry from the month by creating a one- page report highlighting that specific skill. Winners will be selected from each grade level. These will be posted in the main	
ELA4R1 The student	hallway of the school on a bulletin board.	
demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational	The media specialist will visit each classroom at least once during the month to read a short story such as Shel Silverstein's <i>The Giving Tree</i> or those included in William J. Bennett's <i>The Children's Book</i> of Virtues. Math	
texts.	K-5 <sup>th</sup> grade students	
	Classrooms at each grade level will participate in a canned food drive to emphasize the social skill of helping others. Each grade will create a graph totaling the number of canned goods donated. Kindergarten through second grade will simply graph the number of canned goods donated by week. Third through fifth grade students will graph the total number of canned goods donated per week; however, the activity will be extended through graphing specific types of canned	

goods (e.g. canned vegetables compared to canned fruits). A large graph demonstrating the schoolwide total of cans collected will be displayed at the entrance 
K-5th grade students
Students will be invited to the media center to hear the mayor and/or a city council member read a selected book that highlights the importance of manners, social skills, or service to others. Students will be asked to create three questions apiece relating to the importance of service and manners and copy these to a note card.
PR: School district public relations representatives will be invited to attend and photograph the visit from the mayor/city council member and efforts made to gather items for the canned food drive. The program will be advertised schoolwide through audio and video morning announcements highlighting selected social skills. The canned foods drive will be publicized within the media center and school through large graphs.
References
Brownielocks and the Three Bears (2009). September monthly observances. Retrieved November 21, 2009 from <u>http://www.brownielocks.com/september.h</u> <u>tml</u>
The Good Manners Club (2001). September is children's good manner's month. A Parents Guide to Fun and Practical, Manners-Based Activities.

			Detrieved Nevember 22, 2000	
			Retrieved November 22, 2009 from	
			http://members.cox.net/dr.manners/month.	
			html	
Wonders		Curriculum	Wonders of Fall	From the
of Fall	Grades	Standards		start to end
	V.F		The Wonders of Fall media program will	of October
	K-5	M4N2. Students	start out with a mock campfire time in the	
	(see	will understand and	media center where students will enjoy	(Year 2)
	program	apply the concept of	smores and apple cider (courtesy of smore-	
	descriptio	rounding numbers.	maker appliance). This activity may be	
	n column)	U	best done outside with a real campfire if the	
			school has benches and a nature trail area.	
		MKN1. Students will	As students have the opportunity to enjoy	
		connect numerals to	the smores, the school library media	
		the quantities they	specialist will read aloud grade level	
		represent.	appropriate books, poems, or short stories	
			pertaining to the season. Throughout the	
			month of August, book talks will be given	
		M4P4. Students will	in each classroom to advertise campfire	
		make connections	type stories such as the Goosebumps series	
		among	or other less well known titles emphasizing	
		mathematical ideas	the season. As students complete a book in	
		and to other	the month of October, he or she can have	
		disciplines.	the media specialist or classroom teacher	
			record his name and the book title on an	
		M2D2 Studente mill	orange, brown, yellow, or red leaf. The	
		M3P3. Students will	leaves will be attached to a large paper tree	
		communicate mathematically.	displayed on the wall of the main hallway.	
		mathematically.	Students who complete a book will also be	
			eligible to have their name put in a	
		M3N3. Students will	drawing. The winner will receive a chance	
		further develop their	to win a huge pumpkin for carving and a	
		understanding of	Fall book pack from the media center.	
		multiplication of whole numbers and	Language Arts	
		develop the ability to	K 5 grade levelse Vindersorten and first	
		apply it in problem	<b>K-5 grade levels:</b> Kindergarten and first	
		solving.	grade students can engage in verbal retelling or summarizing skills to earn a	
			colored leaf from their teacher or SLMS.	
		ELA5R1 The	Second through fifth grade students can	
		student	complete a written summary and reflection	
		demonstrates	to earn a leaf for display and a chance to	
			win the drawing.	
		comprehension and shows evidence of a	win the drawing.	
		warranted and	Math	
		responsible	TARGER	
		responsione		

		explanation of a variety of literary and informational texts. <b>ELA3R3</b> The student uses a variety of strategies to gain meaning from grade-level text.	<b>K-5<sup>th</sup> grade levels:</b> Jars and baskets of different Fall related items will be displayed on a table in the media center (basket of apples, jar of marshmallows, jar of candy corn, etc.). Students will estimate how many items are in each display when visiting the media center. Whoever guesses the closest will win that jar or basket. The winner's class will receive the prize to split.	
		ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.		
American Education Week in the library	PreK-5 <sup>th</sup> grade	Comprehension ELA1R6,ELA2R4, ELA3R3,ELA4R1, ELA5R1 The student uses a variety of strategies to gain meaning from grade level text.	(email to staff) Teachers and Staff, <b>American Education Week,</b> November 16-20, is quickly approaching. We want our students to discover the special activities/awards our teachers and staff enjoyed when they were in school. This year we need for you to think back to when you were in elementary or high school and share with us an <i>activity</i> you	November 1 week

			participated in or <i>honor</i> you received that	November
			students may be surprised to learn. We	
			will place these on a bulletin board outside	
			the library with names of	
			participants/information, for students to	
			match.	
			Please send the <i>name of the high school</i> (if not in Rome, include the	
			city/state) and the <i>year you graduated</i> . We	
			would <i>love</i> to have a high school picture to	
			include with this information, trophies, or	
			other artifacts would be wonderful. We	
			want our students to see what they have to	
			look forward to in the future and	
			understand the importance of the good	
			foundation for learning they receive in	
			elementary school through hard work.	
			The sooner you can send this information to the media center the better.	
			Please write your name on the back of your	
			picture and we will return it when	
			American Education Week is over.	
			Thank you,	
			Name	
			High School Name	
			Year Graduated	
			Activity/Honor from Elementary School or High School	
American	1 <sup>st</sup> -5 <sup>th</sup>	ELASV	(Email to Staff)	
Education	grade	The student uses	Teachers and Staff,	
Week in	8-440	oral and visual	Research has shown that book talks	
the Library		strategies to	encourage students to read. We would like	
-		communicate.	to invite you to give a "Book Talk" to a	
		ELAW the student	class (not your own) during scheduled	
		demonstrates	library times next week for American	
		competency in the writing process.	Education Week, November 16-19. The books you select should be in our library	
		ELAR	collection so that students will have access	
		The student uses a	to the book. The book talk does not need	
		variety of strategies	to be longer than a few minutes, five at the	
		to gain meaning	most. You can be creative (costume, hat or	
		from grade level	props). I will help you with that part if	

	text.	you're interested. I am attaching information about book talks to help you plan what you want to tell. Remember that you will always end the talk telling the students that they will have to check the book out to find out what happens! You may want to "book talk" more than 1 book. Let me know if you are interested! I know how busy you all are, but this will be fun if you can find the time. Book Talk	
		Tips: http://nancykeane.com/booktalks/	
	ELA4W2 The student demonstrates competence in a variety of genres. (Persuasive writing)	Students will be encouraged to present book talks during this week. Students will sign up for times to give their book talk to scheduled classes in the library for the week.	
4 <sup>th</sup> -5 <sup>th</sup>	student listens to and views various forms of txt and media in order to gather and share information, persuade others, and express and understand ideas. Georgia Connections, General Music- Participates in song stories, singing games, and musical dramatization	4 <sup>th</sup> and 5 <sup>th</sup> grade students will present puppet shows for scheduled library classes during the week. <i>Get Lost in a Book</i> <u>http://puppetshows.yakaberry.com/index.ht</u> <u>ml</u> or small plays books	
2 <sup>nd</sup> -5	th	Students (those who love to read and are willing to participate) from each class will be selected to present a puppet show using selected script to read. Students viewing the puppet show will demonstrate appropriate audience manners. A discussion will follow about the importance of preparation and practice. This will lead into emphasis of doing your best in elementary school so that students will be prepared for middle and high school.	

	A 11		One of Months I di IZ' i di di	D '
Being Fair/	All	SSKH1 The student	One of Martin Luther King's greatest	Begin
Martin	Grades	will identify the	achievements was his ability to help	January 1 <sup>st</sup> .
Luther		purpose of national	Americans appreciate diversity. Celebrate	Each class
King Jr.		holidays and	his birthday with an eclectic holiday dinner	will come
		describe the people	featuring cuisine from different countries	to the
		or events celebrated.	or geographical regions. Serve Puerto	media
		SS1H1 The student	Rican rice-and-beans, Boston clam	center and
		will read about and	chowder, a Chinese stir-fry, and a peach	discuss the
		describe the life of	pie from Dr. King's native Atlanta. The	three
		historical figures in	variations on this theme are endless, and	topics. The
		American history.	the dinner doesn't need to be time-	topics of
		SS2H1 The student	consuming. You can achieve almost the	fairness and
		will read about and	same effect by stopping for takeout from	getting
		describe the lives of	Kentucky Fried Chicken, Taco Bell, and	along are
		historical figures in	your local pizza parlor. After they have	concentrate
		Georgia history.	tried all the different foods, have student's	d toward
		ELA3W2 The	draw a picture (lower grades) and/or write	the younger
		student writes in a	about their favorite food they tried.	students.
		variety of genres,		The topic
		including narrative,	PR: To grasp the students attention, the	of Dr.
		informational,	media specialist will dress as Dr. King and	Martin
		persuasive, and	go on the morning news to read his "I have	Luther
		response to	a dream" speech.	King Jr. is
		literature.		concentrate
		ELA4W2 The		d toward
		student		the older
		demonstrates		students.
		competence in a		The media
		variety of genres.		specialist
		ELA5W1 The		will discuss
		student produces		the topics
		writing that		in detail
		establishes an		with the
		appropriate		students.
		organizational		
		structure, sets a		
		context and engages		
		the reader, maintains		
		a coherent focus		
		throughout, and		
		signals a satisfying		
		closure.		
Being Fair/	Pre-K,	SSKH1 The student	To celebrate Dr. King the media specialist	The topics
Martin	Kinderg	will identify the	will have a birthday party for him. What's a	of fairness
Luther	arten,	purpose of national	birthday party without decorations? Make	and getting
King Jr.	$1^{\text{st}}, \&$	holidays and	the classic paper chains using black, white,	along are
ixing Ji.	$2^{nd}$	describe the people	red, yellow, and brown construction paper	concentrate
	Grades	or events celebrated.	to represent the various skin tones found	d toward
	Grades	or evenus celebrated.	to represent the various skill tones found	utowalu

	- st and	SS1H1 The student will read about and describe the life of historical figures in American history. SS2H1 The student will read about and describe the lives of historical figures in Georgia history.	across our nation. Show kids the symbolism behind the craft: "Each link represents a hand, and our chain reminds us that Dr. King joined hands with people of all colors when he marched for freedom." A variation on this theme: Children can trace their own hands, then color them in using different skin-tone shaded crayons. PR: To grasp the students attention, the media specialist will dress as Dr. King and go on the morning news to read his "I have a dream" speech.	the younger students. The topic of Dr. Martin Luther King Jr. is concentrate d toward the older students. The media specialist will discuss the topics in detail with the students.
Being Fair/ Martin Luther King Jr.	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grades	ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. ELA5LSV2 The student listens to	Read the book by Faith Ringgold called My Dream of Dr. Martin Luther King. In the back of the book is a timeline of the major events in his life. By using the timeline have the students illustrate the milestones in Dr. King's life to create a book. PR: To grasp the students attention, the media specialist will dress as Dr. King and go on the morning news to read his "I have a dream" speech.	The topics of fairness and getting along are concentrate d toward the younger students. The topic of Dr. Martin Luther King Jr. is concentrate d toward the older students. The media specialist will discuss the topics in detail with the students.

and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.Talk to the students about what a PresidentBeginAmerican Pres.Kd.Pre-K & SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.Talk to the students about what a President's Day to the students. Tell the students who the first president was and talk about George Washington. Them make Cherry Thumbprint Cookies with the students. To meak the cookies you will need 1 teaspoon vanilla, 2 sticks butter or meak the cookies you will need the topic of the targe pow, mait, together the vanilla, butter, egg yolks, L/2 cup brown sugar, 2 cups flour, 1/2 teaspoon salt, and margarine, 2 egg yolks, L/2 cup brown sugar, 2 cups flour, 1/2 teaspoon salt, and merican merican margarine, 2 egg yolks, L/2 cup brown sugar, 2 cups flour, 1/2 teaspoon salt, and merican margarine, 2 egg yolks, L/2 cup brown sugar, 2 cups flour, 1/2 teaspoon salt, and merican margarine, 2 egg yolks, L/2 cup brown sugar, 2 cups flour, 1/2 teaspoon salt, and merican merican media contains will try to fails and place them on greased contains will try to fails and place them on greased dozen cookies)Presidents mix will. Have the children make a tootains will try to figure out who the will discussion thumbprint in each ball and then place a maraschino cherry in each thumbprint. Bake for 8 to 1 0 minutes. (Makes about 3 dozen cookies)Presidents specialist will the endia specialist specialist will go on the moming news every morning for the entire moming and read facts about one cerain President. Students will try to figure out who the with theso with the student wi					
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have finished listening to the story, they will be writing their very own letters. Read to the class the popular children's book Mr. Lincoln's Whiskers. After reading the story, ask students what they thought of it. Ask them to tell about their favorite parts. Next, hand out to students copies of Grace's letter students to place the two letters side by side. Ask them if they see any similarities between the two letters. If students do not volunteer the answer, guide them toward identifying that the letters follow the same format; each letter has the five parts of a traditional letter, a heading, a greeting, a body, a closing, and a signature. Write the parts of the letter on a board or chart as you identify them. You might even have produced transparencies of the letters to display on an overhead projector; you could label the parts as they you share their identities with students. Ask students to use a pencil or pen to identify the five parts of a letter on the letters in front of them. If you teach young students, you might ask them to use different parts of each letter. Then ask students to take out their writing journals. Explain that now that they have a model of a letter in front of them, each of them will write their own letter to a friend or family member. Instruct students to write about the book Mr. Lincoln's
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or family member. Instruct students to write about the book <i>Mr. Lincoln's</i>
write about the book Mr. Lincoln's
W/highang 'L'have might tall about a forramita
Whiskers. They might tell about a favorite
part of the book. You might have students
write a rough draft of their letter first; they
can share the draft with another student,
who will proof read their letter. Once
proofed, students can write their final
copies on lined paper.
PR: To grasp the students attention the
media specialist will go on the morning
news every morning for the entire month
and read facts about one certain President.
Students will try to figure out who the
media specialist is reading facts about and
that student will win a prize.

<b>A</b>	ord 4th	M2D1 Stadents	Stadaute	Desta
American	$3^{rd}, 4^{th}, \& 5^{th}$	M3D1. Students	Students will analyze data and create a bar	Begin
Presidents		will create and	graph showing the home states of U.S.	February 1 <sup>st</sup> .
	Grades	interpret simple	Presidents. Throughout American history,	
		tables and graphs.	the home states of presidential candidates	For the
		MAD1 Charlente	have played a large role in their identity	month of
		M4D1. Students	and in the calculations that go into	February
		will gather,	assessing their chances of being elected.	the topic of
		organize, and	Several Presidents are claimed by more	discussion
		display data	than one state. This activity looks at	in the
		according to the	Presidents' home states at the time of their	media
		situation and	inauguration (rather than at the time of their	center will
		compare related	birth). You will need colored pencils,	be
		features.	markers, graph paper, list of President's,	American
			the President's home states, and the	Presidents,
		M5D1. Students	President's home states data. Ask students	since
		will analyze graphs.	if they know which state has produced the	February
			most Presidents. Discuss what it means to	contains
			be "from" a state. The state you are "from"	President's
			could be the state where you are born, or it	Day. Each
			could be the state where you live now, if	class will
			you have moved to a different state since	come in the
			you were born. Explain that for this	media
			activity, they will be looking at the states	center and
			where the Presidents lived at the time they	the media
			were elected to the Presidency. Have them	specialist
			guess which state produced the most	will discuss
			Presidents. Ask them the reasons for their	with them
			guesses. Write their guesses on the board.	what
			Tell students they are going to make graphs	President's
			that show how many Presidents have come	Day is all
			from each state. Divide students into	about.
			groups. Give each group a copy of the	
			Presidents of the United States of America	
			information sheet, graph paper, and colored	
			writing tools. If you prefer, you can have	
			students research the Presidents' home	
			states rather than giving them the	
			information sheet. (If students ask, tell	
			them not to count Grover Cleveland twice,	
			even though he was both our 22nd and 24th	
			President.) Have students tally the	
			Presidents' home states. Then each group	
			should make a bar graph showing how	
			many Presidents came from each state.	
			Have each group answer the questions on	
			the worksheet. (New York produced eight	
			Presidents; New York is one of the oldest	
			states; it has a large population; it is a	

			<ul> <li>center of business, which means many influential people move there and live there. Ohio produced six Presidents.) See Presidents' Home States Data for a complete tally. Discuss the results. Were your students surprised? Did they guess the correct state?</li> <li>PR: To grasp the students attention the media specialist will go on the morning news every morning for the entire month and read facts about one certain President. Students will try to figure out who the media specialist is reading facts about and that student will win a prize.</li> </ul>	
Read Across America	4 <sup>th</sup> & 5 <sup>th</sup> Grade	VA4MC.1 The student engages in the creative process to generate and visualize ideas. VA5MC.1 The student engages in the creative process to generate and visualize ideas.	Explain to the students that Dr. Seuss was a cartoonist and have them create their own cartoons. PR: To grasp the student's attention the media specialist will dress up as The Cat in the Hat and read the story to them. Once the story is finished the media specialist will give each student a piece of birthday cake to celebrate.	Begin March 1 <sup>st</sup> . During the month of March students will celebrate Read Across America Day for Dr. Seuss' Birthday on March 2 <sup>nd</sup> .
Read Across America	All Grades	ELAKR6 The student gains meaning from orally presented text. ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. ELA3R3 The student uses a	The media specialist will read the book Oh, the Places You'll Go by Dr. Seuss. Younger students will draw a picture of where they would like to go and older students can write about where they would like to go. PR: To grasp the student's attention the media specialist will dress up as The Cat in the Hat and read the story to them. Once the story is finished the media specialist will give each student a piece of birthday cake to celebrate.	Begin March 1 <sup>st</sup> . During the month of March students will celebrate Read Across America Day for Dr. Seuss' Birthday on March 2 <sup>nd</sup> .

		variety of strategies to gain meaning from grade-level text. ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.		
Read Across America	4 <sup>th</sup> & 5 <sup>th</sup> Grades	ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.	The media specialist will divide the class up into groups. Once in groups, students will read a variety of different Dr. Seuss books. Students will then create a skit about the book. After students have had time to practice their skits, students will perform for other students and classes. PR: To grasp the student's attention the media specialist will dress up as The Cat in the Hat and read the story to them. Once the story is finished the media specialist will give each student a piece of birthday cake to celebrate.	Begin March 1 <sup>st</sup> . During the month of March students will celebrate Read Across America Day for Dr. Seuss' Birthday on March 2 <sup>nd</sup> .

Program	Grade / Subject	QCCs / GPSs	Description of Program	Timeline
National Poetry Month	Prek-5 <sup>th</sup> grade	ELA5LSV2 the student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.	"Poetry Break", The media specialist will break into classrooms throughout the day with a poem! She will get the word out that April is National Poetry Month <u>http://www.poets.org/page.php/prmID/47#13</u> <i>Favorite poem Project-</i> <u>http://www.favoritepoem.org/videos.html</u> Poetry sites for student and teacher use <u>http://www.poetryteachers.com/</u> <u>http://www.gigglepoetry.com/</u>	April
	5 <sup>th</sup> grade 5 <sup>th</sup> grade	ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. Georgia Connections, Visual Arts- Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.	<ul> <li>Out of the Dust by Karen Hesse</li> <li>Before reading the book (prior knowledge) the teacher will list vocabulary included in the novel for discussion and then assign students this question as homework: Question-How much can you find out about the Dust Bowl by tomorrow? Students bring in what they have learned and share it with the class.</li> <li>Make a large chart about what the students know and leave the chart up as the students read the novel and add to it as students discover new things.</li> <li>Students will keep a Reading Response Journal using prompts provided by the teacher for each chapter.</li> <li>Read the first free-verse poem "beginning: August 1920" where Billie Jo describes herself and ask questions. After discussion, students will write a freeverse poem about themselves. They will brainstorm the aspects of their character that should be included. A self-portrait will be done in Art to go along with their poems.</li> </ul>	April
	3 <sup>rd</sup> and 4 <sup>th</sup> grade	ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible	Students will select biographies related to their specific grade level Social Studies standards. Students will read the biography and write Biography poetry. Write the person's full name down the side of a piece of paper. Using the letters of the person's name as the first letters of the lines, write facts you have learned about him or her. Example: BEN FRANKLIN	

National		explanation of a	Born in Boston in 1706	April
Poetry		variety of	Editor, statesman, scientist	-
Month		literary and	New glasses, and bifocals are only two of his	
		informational	inventions. Display poems in hall or media center.	
		text.		
		ELA4W2 The		
		student		
		demonstrates		
		competence in a		
		variety of		
		•		
		genres.		
		ELA3W1 The		
		student		
		demonstrates		
		competency in		
		the writing		
		process.		
		ELA3R3 The		
		student uses a		
		variety of		
		strategies to gain		
		meaning from		
		grade-level text.		
		SS3H2 The		
		student will		
	$3^{rd}$	discuss the lives		
	and	of Americans		
	4th	who expanded		
		people's rights		
		and freedoms in		
		a democracy.		
		<i>a acticeracy</i> :		
	1 <sup>st</sup> and	. ELA1R6&	A Favorite Poem – Students will find and read at least	
	$2^{nd}$	ELA2R4 The	two poems written by a poet of their choice. Write the	
	grade	student uses a	name of the poet and the name of the person your	
	Since	variety of	paper. Choose the poem that you like best. Copy the	
		strategies to	poem neatly and draw pictures to illustrate it. Display	
		understand and	in hall or library.	
		gain meaning		
		0 0		
		from grade-level		
	DroV	text	Students will listen to several peaces that have	
	PreK-	ELAKR6 the	Students will listen to several poems that have	
	К	student gains	rhyming words at the ends of their lines. Notice the	
		meaning from	rhyme scheme (pattern). Which lines rhyme? Which	
		orally presented	ones do not? With the help of the whole class we will	
		text.	write a poem that rhymes on chart paper. Display	
		ELAKR1 the	each class's poem in the hall.	
		student begins to		

	understand the principles of writing.		April
select studen from various grades	skills to	Teachers will select students to share poems over the morning announcements each morning throughout the month.	
	ELA4W2 The student demonstrates competence Connections, General Music- Participates in song stories, singing games, and musical dramatization.		

Program	Grade /	QCCs / GPSs	Description of Program	Timeline
0	Subject		I I I I I I I I I I I I I I I I I I I	
Children's	PreK-	ELAKR4 Fluency, Vocabulary,	Three weeks before	May
Book Week	$2^{nd}$	and Comprehension	Children's Book Week	-
	grade	The student demonstrates the	classes are invited to choose	
"Parade	-	ability to read orally with speed,	a book theme and design an	
Out the		accuracy, and expression.	entry for the parade. Classes	
Books"			will let the media specialist	
&		ELAKR5 The student acquires	know their book choice.	
"The		and uses grade-level words to	Students should brainstorm	
Library		communicate effectively.	ideas for their class entry in	
Challenge"			the parade. Students will	
-		ELAKR6 The student gains	listen to the book read aloud	
		meaning from orally presented	and take turns reading the	
		text.	book themselves or taking it	
			home for parents to read to	
		ELA1R4 The student	them. One child should be	
		demonstrates the ability to read	selected to give a book talk	
		with speed, accuracy, and	for the school to view over	
		expression.	the closed circuit TV. There	
		ELA1R5 The student acquires	will be 3 judges who are not	
		and uses grade-level words to	from the school Public	
		communicate effectively.	librarian, retired school	
		ELA1R6 The student uses a	librarian, and fellow school	
		variety of strategies to	librarian.	
		understand and gain meaning	Awards will be given for	
		from grade-level text.	Most Original	
		ELA2R2 The student	Most Beautiful	
		demonstrates the ability to read	Best Representation	

		orally with speed, accuracy, and expression. ELA2R3 The student acquires and uses grade level words to communicate effectively. ELA2R4 The student uses a variety of strategies to gain meaning from grade level text.	of Book Theme Everyone will receive certificate of participation Music will play as parade passes by and those choosing not to participate along with 3-5 grades will view the parade. Parents will receive invitations to view the book parade. Throughout the week when students come to the media center they will be asked questions about their book and be asked to retell the story. Parade will be on Friday.	May
The Library Challenge	3 <sup>rd</sup> -5 <sup>th</sup> grade	Reading, Writing, Listening/Speaking/Viewing- all standards	The Library Challenge will be on Thursday. The library Challenge Three weeks before the event invitations will be sent. Everyone is invited to attend the Library Challenge Book Event! We will have fun	May

· · · · · · · · · · · · · · · · · · ·
answering questions in a
game-show format.
Questions will range from
simple to challenging and
will cover authors, titles, and
use of library resources.
•
Please ask your class to make
up five questions that can be
answered by using the library
and sources such as a non-
fiction book, a dictionary, an
encyclopedia, an atlas, a
thesaurus, or other reference
book. Include the correct
answer and cite the source
for the answer. Please send
the questions and answers by
the end of the week. Also
please send the names of two
students from your class who
are ready and willing to
accept the challenge of being
a contestant. Come and
enjoy the fun!
2 Weeks before the Book
Event, Make up a variety of
age appropriate questions for
the Challenge game. 3
categories according to
difficulty with 20 questions
at each level. Questions will
cover lessons covered and
books read throughout the
year.
1 Week Before the Challenge
Create a bulletin board
display-
Titled- ANSWER THE
LIBRARY CHALLENGE
Make sure you have 2
volunteers from each class
3 <sup>rd</sup> grade- 5 <sup>th</sup>
Decorate the media center as
a stage(Game Show) with
microphones and sign that
reads LIBRARY
CHALLENGE Directions Websers to the
Directions-Welcome to the

Library Challenge- the game
that tests your ability to use
your library to answer all
your questions! Today we
will see who is able to meet
this challenge. When I call
your name, come to the stage
and be seated. I will ask you
3 questions. If you answer
them correctly, you will
receive huge amounts in
paper bills! If you miss one
question, you will receive
one more chance. If you
miss two questions, it will be
someone else's turn to meet
the Library Challenge. Our
1 <sup>st</sup> contestant is
During the challenge
students who miss an answer
will be given the opportunity
to research answers using the
reference materials available
on a research table. Those
answering the questions
correctly will be given play
money with great
enthusiasm. A trophy will be
rewarded to the winners.
Every student will be given a
play money bookmark as
they leave the media center.

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