

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

Year One				
Program	Grade / Subject	QCCs / GPSs	Description of Program	Timeline
Native American Heritage Program	Grades K-5  (see program description column)	<b>Curriculum Standards</b>  <b>MKM2.</b> Students will understand the measurement of calendar time.  <b>ELAKR4</b> The student demonstrates the ability to read orally with speed, accuracy, and expression.  <b>ELAKR5</b> The student acquires and uses grade-level words to communicate effectively. The student  <b>M3P4.</b> Students will make connections	<p>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 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.</p> <p><b>Language arts</b></p> <p><b><u>3-5<sup>th</sup> grade students:</u></b> 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.</p> <p><b>Math</b></p> <p><b><u>K-5<sup>th</sup> grades</u></b></p> <p>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 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.</p>	From the start to end of August  (Year 1)


		<p>among mathematical ideas and to other disciplines.</p> <p><b>ELA4R1.</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p>	<p><b>Art</b></p> <p><b><u>K-5<sup>th</sup> grades</u></b></p> <p>Students will create costumes using construction paper based upon pictures found in <i>Chief Joseph: Nez Perce Peacekeeper</i> by Diane Shaughnessy and Jack Carpenter. These will be worn when performing the Reader's Theatre to the K-2 students. Kindergarten through second grade students will create traditional headdresses to wear when viewing the Reader's Theatre play.</p> <p><b>Social Studies</b></p> <p><b><u>K-5<sup>th</sup> grades</u></b></p> <p>Students will create a timeline on butcher paper regarding events affecting Native Americans in the United States. Pictures will be drawn to represent 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.</p> <p><b>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.</b></p> <p><b>References</b></p> <p>TeacherVision (2009). Literature and math: Stories about time. Retrieved November 21, 2009, from <a href="http://www.teachervision.fen.com/tv/printables/allynbacon/Ward_020551409x_104-109.pdf">http://www.teachervision.fen.com/tv/printables/allynbacon/Ward_020551409x_104-109.pdf</a></p> <p>Shephard, Aaron (1998). The hidden one. Retrieved November 22, 2009 from <a href="http://www.aaronshep.com/rt/RTE12.html">http://www.aaronshep.com/rt/RTE12.html</a></p>	
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<b>Hispanic Heritage Month Program</b>	<p>Grades</p> <p>K-5</p> <p>(see program description column)</p>	<p><b>Curriculum Standards</b></p> <p><b>ELA3R3</b> The student uses a variety of strategies to gain meaning from grade-level text.</p> <p><b>ELAKR4</b> The student demonstrates the ability to read orally with speed, accuracy, and expression.</p> <p><b>ELA5R1</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p>	<p>Students will engage in collaborative activities featuring music, art, and general education subjects. The products of these activities will be displayed in the media center during a special parent night preview at the end of the month. This culminating activity will be a program where students express their knowledge relating to Hispanic heritage through reading, songs, art, and various displays.</p> <p><b>Music/Art</b></p> <p><b><u>K-3<sup>rd</sup> grade students:</u></b> Students will be taught 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 Heritage Month parent night in the media center.</p> <p><b><u>4-5<sup>th</sup> grade students:</u></b> An art and music collaborative effort will engage students in the creation of pan pipes according to the provided plans at the following link: <a href="http://www.teachervision.fen.com/tv/printables/Bose_Master_7.pdf">http://www.teachervision.fen.com/tv/printables/Bose_Master_7.pdf</a>.</p> <p>The students will then bring these pan flutes to music class one day a week to learn a simple song to play in the media center for the parent night.</p> <p><b>Language Arts</b></p> <p><b><u>K-3<sup>rd</sup> grade students:</u></b> Students will recite and copy traditional Spanish nursery rhymes (Grades 2-3 will create a bilingual version by copying the English translation as well. Final drafts will be displayed outside of classrooms and samples will be displayed in the media center.</p> <p><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.</p>	<p>From the start to end of September (Year 1)</p>
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<b>Celebrate Christopher Columbus' Journey</b>	<p>Grades</p> <p>K-5</p> <p>(see program description column)</p>	<p><b>SKCS1.</b> Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.</p> <p><b>SKCS4.</b> Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.</p> <p><b>M3M2.</b> Students will measure length choosing appropriate units and tools.</p> <p><b>M3P3.</b> Students will communicate mathematically.</p> <p><b>M4P4.</b> Students will make</p>	<p>This media program will focus on introducing students to the significance of Christopher Columbus' voyage within the context of literature. The celebration will expose students to a variety of literature. The media specialist will kick off the program through encouraging scheduled visits of each classroom to the media center where students will create replica sailing ships and listen to readings of several poems of different styles regarding the voyage. A large dotted line leading to the "New World" will be placed on the hallway wall leading to the media center. For every book read by a child during the month of this program, ships (representing each classroom) will gradually move forward- racing to the media center's entrance. The class that reads the most books and wins the race will earn a pizza party. Books about Columbus and his voyage will count as two books read.</p> <p><b>Language Arts</b></p> <p><b><u>K-5<sup>th</sup> grade students:</u></b> Students will read books in class or during silent reading time provided each day (encouraged for this month by the media specialist). At the completion of each book a student reads, the student will write a summary of the information presented in each book. Younger students may be asked to list characters, author, and the title. Kindergarten and first grade students that cannot yet read will be in a separate contest (the class that checks-out the most books from the media center during the time period will win).</p> <p><b>Social Studies and Math</b></p> <p><b><u>K-5<sup>th</sup> grade students:</u></b></p> <p>Because Columbus utilized maps that were created based upon careful observation and measurement, students will do the same in an integrated activity</p>	<p>From the start to end of October (year1)</p>

		<p>connections among mathematical ideas and to other disciplines.</p> <p><b>ELA4R2</b> 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.</p> <p><b>ELA5R1</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of</p>	<p>featuring math and social studies skills. Students will observe and create a map of their home, classroom, or school. Difficulty and number of features required can differ according to grade level and ability. To integrate math skills, objects and rooms can be measured by all or drawn to scale for more advanced students.</p> <p><b>Science</b></p> <p><b><u>K-5<sup>th</sup> grade students:</u></b></p> <p>As early explorers had to draw pictures and take notes to classify new species of plants and animals discovered, students can engage in the same activity. Types of rocks, tree leaves, and plants can be drawn, categorized, and labeled by students. The final copies can be gathered into an explorer's science log.</p> <p><b>PR: Student created replica sailing ships will be displayed in the media center. The hallway leading to the media center will map out a voyage Columbus' ship must take. Progress of each classroom's ship will be displayed as the ship moves along the hallway to the media center. This advertises the media program and demonstrates how kids are reading as a result (the more books read = the further the ship moves).</b></p> <p><b>References</b></p> <p>Vickery-Smith, J. (2009). Art and craft activities for Columbus day. <i>Columbus Day: Observed the Second Monday of October</i>. Retrieved November 21, 2009 from <a href="http://www.theholidayzone.com/columbus/art.s.html">http://www.theholidayzone.com/columbus/art.s.html</a></p> <p>Vickery-Smith, J. (2009). Selected poems for Columbus day. <i>Columbus Day: Observed the Second Monday of October</i>. Retrieved November 21, 2009 from <a href="http://www.theholidayzone.com/columbus/po">http://www.theholidayzone.com/columbus/po</a></p>	
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		literary and informational texts.	<a href="#">etry.html</a>	
American Education Week in the Library	Pre-K- 5 <sup>th</sup> grades	<p>ELAKR6 The student gains meaning from orally presented text.</p> <p>ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text.</p> <p>ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text.</p> <p>ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text.</p> <p>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.</p> <p>ELA5LSV2 The student</p>	<p>(The plan and email/newsletter- communication with teachers about this weeks programming- Announcements will be made on the intercom)</p> <p><b>American Education Week</b> 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.</p> <p style="text-align: center;"><b>Our Very Special Reader</b> <b>Mr. Shell</b></p> <p style="text-align: center;">    <i>American</i>  <b>Education Week</b>  <i>Great Public Schools: A Basic Right and Our Responsibility</i>  November 16-22, 2008 </p>	November 1 week

		listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.		November
		Georgia Connections, General Visual Arts- Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.	<p>Students will design/create special bookmarks in Art, for our special readers, as a way of saying thank you. If you would like for your class to participate, we need for you to sign up this week so we will know how many readers we will schedule.</p> <p>(Email to teachers and staff)</p> <p>To celebrate American Education Week we would like to highlight school staff members by displaying their childhood pictures for students to identify. If you would like to participate, please send a childhood photograph with your name on the back. We will number them and see if the students can recognize us as young students.</p> <p>(Email to teachers)</p> <p>Teachers,</p> <p>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!</p>	November



		<p>Civic Understanding SS (compassion)</p>	<p>Teachers and Staff,</p> <p>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.</p> <p>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></p>	
Being Fair/ Martin Luther King Jr.	Pre-K & Kindergarten	<p>ELAKR1 The student demonstrates knowledge of concepts of print.</p> <p>ELAKR6 The student gains meaning from orally presented text.</p> <p>ELAKW1 The student begins to understand the principles of writing.</p>	<p>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 and the new neighbor</u> by Stan and Jan Berenstain. After reading the book the students will draw a picture of fairness or getting along with others.</p> <p>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.</p>	<p>Begin January 1<sup>st</sup>.</p> <p>Each class will come to the media center and discuss the three topics. The topics of fairness and getting along are concentrated toward the younger students. The topic of Dr. Martin Luther King Jr. is concentr</p>

				ated toward the older students. The media specialist will discuss the topics in detail with the students.
Being Fair/ Martin Luther King Jr.	3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> Grades	<p>ELA3W1 The student demonstrates competency in the writing process.</p> <p>ELA4W1 The student 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.</p> <p>ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and</p>	<p>Students will listen to the “I have a dream” speech by Dr. Martin Luther King Jr. After reading the speech, the media specialist will ask the students to name some of the dreams Dr. King had. The media specialist will chart the answers. Once the chart is complete, students will create their own list of dreams. After they have their list of dreams created, the students should compile them together and write a speech of their own.</p> <p>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.</p>	<p>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 concentrated toward the younger students. The topic of Dr. Martin Luther King Jr. is concentrated</p>

		engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.		toward the older students. The media specialist will discuss the topics in detail with the students.
Being Fair/ Martin Luther King Jr.	All Grades	<p>SKL2. Students will compare the similarities and differences in groups of organisms.</p> <p>S1L1. Students will investigate the characteristics and basic needs of plants and animals.</p> <p>S2L1. Students will investigate the life cycles of different living organisms.</p> <p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <p>S4CS1. Students will be aware of the importance of</p>	<p>To teach how the world is made up of many different ethnic groups, gather many different kinds of seeds to plant. Have the students plant the seeds in egg cartons. The seeds will be different shapes, sizes, and colors. Once the plants are large enough, transplant them into a large pot. Have all the classes put their large pots of plants together. Explain to the students the diversity of the plants, and how this represents all the diversity in the world.</p> <p>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.</p>	<p>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 concentrated toward the younger students. The topic of Dr. Martin Luther King Jr. is concentrated toward</p>

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

			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.
American Presidents	3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> Grades	<p>SS3CG2 The student will discuss the character of different historical figures</p> <p>SS4CG5 The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness) .</p> <p>SS5H1 The student will explain the causes, major events, and consequences of the Civil War.</p>	<p>Discuss the meaning of the word <i>monument</i>. Ask 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.</p> <p>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.</p>	<p>Begin February 1<sup>st</sup>. For the month of February the topic of discussion in the media center will be American Presidents, 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.</p>

American Presidents	3 <sup>rd</sup> & 4 <sup>th</sup> Grade	<p>SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.</p> <p>SS4CG3 The student will describe the functions of government.</p>	<p>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 share their information with each other.</p> <p>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.</p>	<p>Begin February 1<sup>st</sup>. For the month of February the topic of discussion in the media center will be American Presidents, 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.</p>
Read Across America	Pre-K, Kindergarten, & 1 <sup>st</sup> Grade	<p>ELAKR6 The student gains meaning from orally presented text.</p> <p>ELA1R6 The student uses a variety of strategies to</p>	<p>The media specialist will read the story Green Eggs and Ham by Dr. Seuss. After students have been read the story, students will eat green eggs and ham.</p> <p>PR: To grasp the student's attention the media specialist will create a bulletin board that contains information and pictures about Dr. Seuss.</p>	<p>Begin March 1<sup>st</sup>. During the month of March students will celebrate</p>

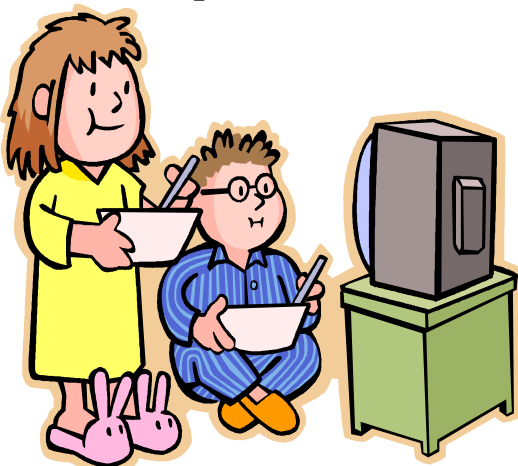
		understand and gain meaning from grade-level text.		Read Across America Day for Dr. Seuss' Birthday on March 2 <sup>nd</sup> .
Read Across America	3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> Grades	<p>ELA3W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.</p> <p>ELA4W2 The student demonstrates competence in a variety of genres.</p> <p>ELA5W1 The student 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.</p>	<p>The students will research Dr. Seuss and write a paper about his life and books.</p> <p>PR: To grasp the student's attention the media specialist will create a bulletin board that contains information and pictures about Dr. Seuss.</p>	<p>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>.</p>

Read Across America	Pre-K, Kindergarten, & 1 <sup>st</sup> Grades	<p>ELAKR6 The student gains meaning from orally presented text.</p> <p>ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text.</p>	<p>The media specialist will read The Cat In the Hat to the students and then have students create their own hat like that hat in the story.</p> <p>PR: To grasp the student's attention the media specialist will create a bulletin board that contains information and pictures about Dr. Seuss.</p>	<p>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>.</p>
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Program	Grade / Subject	QCCs / GPSs	Description of Program	Timeline
<b>Turn Off the TV Week</b>	5 <sup>th</sup> grade	<p>Habits of the Mind SK,1,2,3,4,5CS1</p> <p>Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.</p>	<p><b>Advertisement video</b></p> <p>Fifth grade students will participate in making a video of alternatives to TV viewing. They will brainstorm activities to be demonstrated for the video, decide who and how many will be best for each activity, gather any necessary props, paint a sign to be held by 2 students that will be in the background of each scene simply stating (TURN OFF THE TV), and collaborate writing a chant or jingle for the end of the video. Practice.</p> <p>Some ideas for the video will include students playing board games, doing artwork,</p>	April-1 week



	PreK-5	Georgia Connections, General Music- Participates in song stories, singing games, and musical dramatization.	<p>birdwatching, music (piano), jumping rope, playing ball, baking, reading, writing, music, etc.</p> <p><a href="http://www.tvturnoff.org">www.tvturnoff.org</a></p> <p>Teachers,</p> <p>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.</p> <p>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.</p>	April
			<p>Parents,</p> <p>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.</p>	

	PreK-5	<p>Below you'll see the Pledge card that parents will sign.</p> <p style="text-align: center;"><b>I Pledge to Turn off the T.V. April 20 - 24</b></p>  <ul style="list-style-type: none"> <li>• Student's name_____</li> <li>• Parent's Signature_____</li> <li>• Homeroom teacher/Grade_____</li> <li>• My child did not watch T.V. for _____ days.</li> </ul> <p>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!</p>	April
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Program	Grade / Subject	QCCs / GPSs	Description of Program	Timeline
Children's Book Week	PreK-5 <sup>th</sup> Grade	<p>SS4,5E1 the student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>SS3 E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.</p> <p>SS2E2 The student will identify ways in which goods and services are allocated(sharing)</p>	<p>Children's Book Week  <a href="http://www.cbcbooks.org">www.cbcbooks.org</a></p> <p><b>Book Swap (The same day your child has scheduled library time)</b>  Book Swap is an opportunity for Alto Park students and teachers to trade a book they already have for a "new to you" one just in time for summer vacation. The swap will take place during regularly scheduled library time the week of <b>Children's Book Week, May 11<sup>th</sup>-15<sup>th</sup></b>. Students will select books to keep from the assortment of books we collect. The number of books each student can keep depends on the total number of books we collect, not on the number of books a student donates.</p> <p>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!</p>	<b>May-1 week</b>
	PreK-5	All Art Classes Georgia Connections, General -Visual Arts- Applies concepts and	<p><b>Open House (Invitations will be sent)</b></p> <p>During Children's Book Week parents are invited to visit the library with their child during scheduled library times. Individual</p>	

	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 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) <b>YOU ARE CORDIALLY INVITED TO ATTEND...</b>	May-1 week
	PreK-5		 <p>Alto Park's Media Center Open House To Celebrate Children's Book Week May 11-15</p> <div><p><b>You may meet your child at the Media Center door for "Storytime", "Book Swap", and information about our "Summer Reading Club".</b></p></div> <p>Date: _____ Time: _____</p> <p><b>We hope to see you there!</b> (Note) Student Artwork illustrating books, reading, or the library will be used on the back of the invitations sent for the Open House.</p>	

	<p>4<sup>th</sup> and 5<sup>th</sup> Theater students</p> <p>4<sup>th</sup> and 5<sup>th</sup> grade theater</p>	<p>ELA4,5R4 The student reads aloud, accurately(in the range of 95%), familiar material in a variety of genres, in a way that makes clear to listeners.</p> <p>ELA4,5LSV2 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.</p>	<p>(Letter sent to parents of 4<sup>th</sup> and 5<sup>th</sup> grade students participating in Reader's Theater)</p> <p>Dear Parents,</p> <p>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 Tortoise and the Hare</u> while fifth graders will be performing <u>The Grass is Always Greener</u> and <u>Let Sleeping Dogs Lie</u>. Your child will be _____.</p> <p>(Character)</p> <p>If possible they should wear _____.</p> <p>(Costume)</p> <p><b>The performances will be the week of May 11-15.</b></p> <p>4<sup>th</sup> graders will perform for 4<sup>th</sup> grade, Pre-K, and 2<sup>nd</sup> grade.</p> <p><i>(See highlighted times on attached schedule)</i></p>	May

			<p>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 schedule)</i></p> <p>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!</p>	May
	<b>3-5 grade</b>	<p>ELA3W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.</p> <p>ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>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.</p>	<p>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:</p> <ol style="list-style-type: none"> <li>1. Describe the main characters.</li> <li>2. What is the problem in the story?</li> <li>3. What lessons do the characters learn?</li> <li>4. What is unusual and fantastic about the story?</li> <li>5. What did you like best about the story?</li> </ol>	

	<b>PreK-2</b>	<p>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.</p>	<p>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 <a href="http://www.readerstheatre.ecsd.net/collecion.htm">http://www.readerstheatre.ecsd.net/collecion.htm</a></p>	May
	<b>PreK-2nd</b>	<p>Georgia Connections, General Visual Arts-Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.</p> <p>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,</p>	<p>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". <a href="http://www.aesopfables.com/">http://www.aesopfables.com/</a></p> <p><b><i>Characters with "Character" Day in honor of Debbie Ashley (Para Pro with cancer) and Relay for Life (Monday, May 11<sup>th</sup>)</i></b> Children will dress as their favorite storybook character. The emphasis will be on characters that set good examples or characters that</p>	

		<p>courtesy, respect, truth, pride, self-control, moderation, and accomplishment</p> <p>Civic Understanding SSKCG1,2</p> <p>The student will demonstrate an understanding of good citizenship.</p> <p>SS 1-5</p> <p>Positive character traits loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment</p>	<p>learn positive lessons. Students should think of biographies or storybook characters who demonstrate kindness, generosity, forgiveness, fairness, perseverance, wisdom, curiosity, determination, courage, responsibility, compassion, faith, honesty, friendship, self-discipline, etc. We will parade to the back of the school and have a balloon release to honor Debbie Ashley and all those who are affected by cancer.</p> <p><b><i>Read-In! (9:15 - 9:30 each day)</i></b></p> <p>Every day, during Children's Book Week, the whole school (that means everyone) will spend 15 minutes reading individually.</p> 	
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# Year Two

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

		<p>variety of strategies to gain meaning from grade-level text.</p>	<p>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.</p> <p><b>Art</b></p> <p><b><u>K-5 grades:</u></b></p> <p>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.</p> <p><b>Music</b></p> <p><b><u>4-5<sup>th</sup> grade students</u></b></p> <p>Students will utilize the drums, xylophones, glockenspiels, and recorders to learn the theme music from the <i>Indiana 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.</p> <p><b>Social Studies/Math</b></p> <p><b><u>K-5<sup>th</sup> grade students</u></b></p> <p>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</p>	
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			<p>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.</p> <p><b>References</b></p> <p>Education World (2009). Adventure story starters. <i>Types of Stories: Adventures</i>. Retrieved November 21, 2009 from <a href="http://www.educationworld.com/a/lesson/worksheets/TCM/pdfs/020222pl.pdf">http://www.educationworld.com/a/lesson/worksheets/TCM/pdfs/020222pl.pdf</a></p>	
<b>Children's Good Manners Month Program</b>	<p>Grades K-5</p> <p>(see program description column)</p>	<p><b>Curriculum Standards</b></p> <p><b>M2P4.</b> Students will make connections among mathematical ideas and to other disciplines.</p> <p><b>M2D1.</b> Students will create simple tables and graphs and interpret their meaning.</p> <p><b>ELAKR4</b> The student demonstrates the ability to read orally with speed, accuracy, and expression.</p>	<p>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 read a book with kindergarten and first</p>	<p>From the start to end of September</p> <p>(Year 2)</p>

		<p><b>ELAKR5</b> The student acquires and uses grade-level words to communicate effectively.</p> <p><b>ELAKR6</b> The student gains meaning from orally presented text.</p> <p><b>M3P3.</b> Students will communicate mathematically.</p> <p><b>ELA4R1</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p>	<p>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.</p> <p><b>Language Arts</b></p> <p><b><u>K-5<sup>th</sup> grade students</u></b></p> <p>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. 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 hallway of the school on a bulletin board.</p> <p>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 of Virtues</i>.</p> <p><b>Math</b></p> <p><b><u>K-5<sup>th</sup> grade students</u></b></p> <p>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</p>	
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			<p>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 to the media center and updated each week.</p> <p><b>Social Studies</b></p> <p><b><u>K-5th grade students</u></b></p> <p>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.</p> <p><b>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.</b></p> <p><b>References</b></p> <p>Brownielocks and the Three Bears (2009). September monthly observances. Retrieved November 21, 2009 from <a href="http://www.brownielocks.com/september.html">http://www.brownielocks.com/september.html</a></p> <p>The Good Manners Club (2001). September is children's good manner's month. <i>A Parents Guide to Fun and Practical, Manners-Based Activities</i>.</p>	
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			Retrieved November 22, 2009 from <a href="http://members.cox.net/dr.manners/month.html">http://members.cox.net/dr.manners/month.html</a>	
<b>Wonders of Fall</b>	<p>Grades</p> <p>K-5</p> <p>(see program description column)</p>	<p><b>Curriculum Standards</b></p> <p><b>M4N2.</b> Students will understand and apply the concept of rounding numbers.</p> <p><b>MKN1.</b> Students will connect numerals to the quantities they represent.</p> <p><b>M4P4.</b> Students will make connections among mathematical ideas and to other disciplines.</p> <p><b>M3P3.</b> Students will communicate mathematically.</p> <p><b>M3N3.</b> Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.</p> <p><b>ELA5R1</b> The student demonstrates comprehension and shows evidence of a warranted and responsible</p>	<p><b>Wonders of Fall</b></p> <p>The Wonders of Fall media program will start out with a mock campfire time in the media center where students will enjoy smores and apple cider (courtesy of smore-maker appliance). This activity may be best done outside with a real campfire if the school has benches and a nature trail area. As students have the opportunity to enjoy the smores, the school library media specialist will read aloud grade level appropriate books, poems, or short stories pertaining to the season. Throughout the month of August, book talks will be given in each classroom to advertise campfire type stories such as the <i>Goosebumps</i> series or other less well known titles emphasizing the season. As students complete a book in the month of October, he or she can have the media specialist or classroom teacher record his name and the book title on an orange, brown, yellow, or red leaf. The leaves will be attached to a large paper tree displayed on the wall of the main hallway. Students who complete a book will also be eligible to have their name put in a drawing. The winner will receive a chance to win a huge pumpkin for carving and a Fall book pack from the media center.</p> <p><b>Language Arts</b></p> <p><b><u>K-5 grade levels:</u></b> Kindergarten and first grade students can engage in verbal retelling or summarizing skills to earn a colored leaf from their teacher or SLMS. Second through fifth grade students can complete a written summary and reflection to earn a leaf for display and a chance to win the drawing.</p> <p><b>Math</b></p>	<p>From the start to end of October</p> <p>(Year 2)</p>

		<p>explanation of a variety of literary and informational texts.</p> <p><b>ELA3R3</b> The student uses a variety of strategies to gain meaning from grade-level text.</p> <p><b>ELA4R2</b> 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.</p>	<p><b><u>K-5<sup>th</sup> grade levels:</u></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.</p>	
American Education Week in the library	PreK-5 <sup>th</sup> grade	<p><b>Comprehension</b> ELA1R6, ELA2R4, ELA3R3, ELA4R1, ELA5R1</p> <p>The student uses a variety of strategies to gain meaning from grade level text.</p>	<p>(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</p>	November 1 week

			<p>participated in or <i>honor</i> you received that 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.</p> <p>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.</p> <p>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.</p> <p>Thank you,</p> <p>Name_____</p> <p>High School Name_____</p> <p>Year Graduated_____</p> <p>Activity/Honor from Elementary School or High School</p>	November
American Education Week in the Library	<b>1<sup>st</sup>-5<sup>th</sup> grade</b>	<p>ELASV The student uses oral and visual strategies to communicate.</p> <p>ELAW the student demonstrates competency in the writing process.</p> <p>ELAR The student uses a variety of strategies to gain meaning from grade level</p>	<p>(Email to Staff) Teachers and Staff, Research has shown that book talks encourage students to read. We would like to invite you to give a "Book Talk" to a class (not your own) during scheduled library times next week for American Education Week, November 16-19. The books you select should be in our library collection so that students will have access to the book. The book talk does not need to be longer than a few minutes, five at the most. You can be creative (costume, hat or props). I will help you with that part if</p>	



		text.	<p>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!</p> <p>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:</p> <p><a href="http://nancykeane.com/booktalks/">http://nancykeane.com/booktalks/</a></p>	
	4 <sup>th</sup> -5 <sup>th</sup>	<p>ELA4W2 The student demonstrates competence in a variety of genres. (Persuasive writing)</p> <p>ELALSV The 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.</p> <p>Georgia Connections, General Music- Participates in song stories, singing games, and musical dramatization.</p>	<p>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.</p> <p>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>  <a href="http://puppetshows.yakaberry.com/index.html">http://puppetshows.yakaberry.com/index.html</a> or small plays books</p>	
	2 <sup>nd</sup> -5 <sup>th</sup>		<p>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.</p>	

Being Fair/ Martin Luther King Jr.	All Grades	<p>SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.</p> <p>SS1H1 The student will read about and describe the life of historical figures in American history.</p> <p>SS2H1 The student will read about and describe the lives of historical figures in Georgia history.</p> <p>ELA3W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.</p> <p>ELA4W2 The student demonstrates competence in a variety of genres.</p> <p>ELA5W1 The student 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.</p>	<p>One of Martin Luther King's greatest achievements was his ability to help Americans appreciate diversity. Celebrate his birthday with an eclectic holiday dinner featuring cuisine from different countries or geographical regions. Serve Puerto Rican rice-and-beans, Boston clam chowder, a Chinese stir-fry, and a peach pie from Dr. King's native Atlanta. The variations on this theme are endless, and the dinner doesn't need to be time-consuming. You can achieve almost the same effect by stopping for takeout from Kentucky Fried Chicken, Taco Bell, and your local pizza parlor. After they have tried all the different foods, have student's draw a picture (lower grades) and/or write about their favorite food they tried.</p> <p>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.</p>	<p>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 concentrated toward the younger students. The topic of Dr. Martin Luther King Jr. is concentrated toward the older students. The media specialist will discuss the topics in detail with the students.</p>
Being Fair/ Martin Luther King Jr.	Pre-K, Kindergarten, 1 <sup>st</sup> , & 2 <sup>nd</sup> Grades	<p>SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.</p>	<p>To celebrate Dr. King the media specialist will have a birthday party for him. What's a birthday party without decorations? Make the classic paper chains using black, white, red, yellow, and brown construction paper to represent the various skin tones found</p>	<p>The topics of fairness and getting along are concentrated toward</p>

		<p>SS1H1 The student will read about and describe the life of historical figures in American history.</p> <p>SS2H1 The student will read about and describe the lives of historical figures in Georgia history.</p>	<p>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.</p> <p>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.</p>	<p>the younger students. The topic of Dr. Martin Luther King Jr. is concentrated toward the older students. The media specialist will discuss the topics in detail with the students.</p>
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	<p>ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text.</p> <p>ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text.</p> <p>ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text.</p> <p>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.</p> <p>ELA5LSV2 The student listens to</p>	<p>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.</p> <p>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.</p>	<p>The topics of fairness and getting along are concentrated toward the younger students. The topic of Dr. Martin Luther King Jr. is concentrated toward the older students. The media specialist will discuss the topics in detail with the students.</p>

		and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.		
American Presidents	Pre-K & Kindergarten	SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.	<p>Talk to the students about what a President is, and what they do. Explain President's Day to the students. Tell the students who the first president was and talk about George Washington. Then make Cherry Thumbprint Cookies with the students. To make the cookies you will need 1 teaspoon vanilla, 2 sticks butter or margarine, 2 egg yolks, 1/2 cup brown sugar, 2 cups flour, 1/2 teaspoon salt, and maraschino cherries. Preheat oven to 350 degrees. In a large bowl, mix together the vanilla, butter, egg yolks and brown sugar until creamy. Add the flour and salt and mix well. Have the children roll the dough into 1" balls and place them on greased cookie sheets. Have the children make a thumbprint in each ball and then place a maraschino cherry in each thumbprint. Bake for 8 to 10 minutes. (Makes about 3 dozen cookies)</p> <p>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.</p>	<p>Begin February 1<sup>st</sup>. For the month of February the topic of discussion in the media center will be American Presidents, 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.</p>
American Presidents	2 <sup>nd</sup> Grade	ELA2W1 The student begins to demonstrate competency in the writing process.	<p>Begin the lesson by asking students, <i>Have you ever received a letter in the mail?</i> After giving students a chance to respond and to share their experiences, ask <i>Have you ever written a letter to someone else? To whom did you write that letter?</i> Share with students that you are about to read aloud a story about a girl who wrote a very important letter. Explain that after they</p>	<p>Begin February 1<sup>st</sup>. For the month of February the topic of discussion in the</p>

			<p>have finished listening to the story, they will be writing their very own letters. Read to the class the popular children's book <i>Mr. Lincoln's Whiskers</i>. 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 and Abraham Lincoln's letter. Instruct 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-colored crayons to underline the 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 <i>Mr. Lincoln's Whiskers</i>. 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.</p> <p>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.</p>	<p>media center will be American Presidents, 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.</p>
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American Presidents	3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> Grades	<p>M3D1. Students will create and interpret simple tables and graphs.</p> <p>M4D1. Students will gather, organize, and display data according to the situation and compare related features.</p> <p>M5D1. Students will analyze graphs.</p>	<p>Students will analyze data and create a bar graph showing the home states of U.S. Presidents. Throughout American history, the home states of presidential candidates have played a large role in their identity and in the calculations that go into assessing their chances of being elected. Several Presidents are claimed by more than one state. This activity looks at Presidents' home states at the time of their inauguration (rather than at the time of their birth). You will need colored pencils, markers, graph paper, list of President's, the President's home states, and the President's home states data. Ask students if they know which state has produced the most Presidents. Discuss what it means to be "from" a state. The state you are "from" could be the state where you are born, or it could be the state where you live now, if you have moved to a different state since you were born. Explain that for this activity, they will be looking at the states where the Presidents lived at the time they were elected to the Presidency. Have them guess which state produced the most Presidents. Ask them the reasons for their guesses. Write their guesses on the board. Tell students they are going to make graphs that show how many Presidents have come from each state. Divide students into 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</p>	<p>Begin February 1<sup>st</sup>. For the month of February the topic of discussion in the media center will be American Presidents, 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.</p>
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			<p>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?</p> <p>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.</p>	
Read Across America	4 <sup>th</sup> & 5 <sup>th</sup> Grade	<p>VA4MC.1 The student engages in the creative process to generate and visualize ideas.</p> <p>VA5MC.1 The student engages in the creative process to generate and visualize ideas.</p>	<p>Explain to the students that Dr. Seuss was a cartoonist and have them create their own cartoons.</p> <p>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.</p>	<p>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>.</p>
Read Across America	All Grades	<p>ELAKR6 The student gains meaning from orally presented text.</p> <p>ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text.</p> <p>ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text.</p> <p>ELA3R3 The student uses a</p>	<p>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.</p> <p>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.</p>	<p>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>.</p>

		<p>variety of strategies to gain meaning from grade-level text.</p> <p>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.</p> <p>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.</p>		
Read Across America	4 <sup>th</sup> & 5 <sup>th</sup> Grades	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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>.</p>







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

		understand the principles of writing.		April
	select students from various grades	Student uses oral skills to communicate	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 / Subject	QCCs / GPSs	Description of Program	Timeline
Children's Book Week  "Parade Out the Books" & "The Library Challenge"	PreK-2 <sup>nd</sup> grade	<p>ELAKR4 Fluency, Vocabulary, and Comprehension The student demonstrates the ability to read orally with speed, accuracy, and expression.</p> <p>ELAKR5 The student acquires and uses grade-level words to communicate effectively.</p> <p>ELAKR6 The student gains meaning from orally presented text.</p> <p>ELA1R4 The student demonstrates the ability to read with speed, accuracy, and expression.</p> <p>ELA1R5 The student acquires and uses grade-level words to communicate effectively.</p> <p>ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text.</p> <p>ELA2R2 The student demonstrates the ability to read</p>	<p>Three weeks before Children's Book Week classes are invited to choose a book theme and design an entry for the parade. Classes will let the media specialist know their book choice. Students should brainstorm ideas for their class entry in the parade. Students will listen to the book read aloud and take turns reading the book themselves or taking it home for parents to read to them. One child should be selected to give a book talk for the school to view over the closed circuit TV. There will be 3 judges who are not from the school Public librarian, retired school librarian, and fellow school librarian.</p> <p>Awards will be given for</p> <ul style="list-style-type: none"> <li>• Most Original</li> <li>• Most Beautiful</li> <li>• Best Representation</li> </ul>	May

		<p>orally with speed, accuracy, and expression.</p> <p>ELA2R3 The student acquires and uses grade level words to communicate effectively.</p> <p>ELA2R4 The student uses a variety of strategies to gain meaning from grade level text.</p>	<p>of Book Theme</p> <p>Everyone will receive certificate of participation</p> <p>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.</p> <p>Parade will be on Friday.</p>	May
The Library Challenge	3 <sup>rd</sup> -5 <sup>th</sup> grade	Reading, Writing, Listening/Speaking/Viewing- all standards	<p>The Library Challenge will be on Thursday.</p> <p>The library Challenge</p> <p>Three weeks before the event invitations will be sent.</p> <p>Everyone is invited to attend the Library Challenge Book Event! We will have fun</p>	May

			<p>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!</p> <p>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.</p> <p>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-Welcome to the</p>	
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			<p>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_____.</p> <p>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.</p>	
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