

# Ms. Orr's Lesson Plans

## August 13, 2018 – August 17, 2018

These lesson plans are subject to change based on students' instructional needs.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:55 – 8:15 Gym	Morning Celebration	Morning Celebration	Morning Celebration	Morning Celebration	Morning Celebration
8:15 – 8:45 Community Time	Good things Mindset	Good things Mindset	Good things Mindset	Good things Mindset	Good things Mindset
8:45 – 10:30 Reading (MTW) and Writing (ThF) Workshop Orr	<b>Lesson Plans at the bottom.</b>	<p>The teacher will read <i>Name Jar</i> by Yankshook Choi to the class.</p> <p>The purpose of reading the book is to create awareness of the importance of each student's identity.</p> <p>Before: The teacher will ask the students what do you think a name jar is? (pair-share) What is the girl on the book cover doing? (pair-share)</p> <p>After:</p>	<p>The teacher will read <i>Spaghetti In A Hot Dog Bun</i> by Maria Dismody.</p> <p>The purpose of reading the book is to help students understand how to talk it out and help a friend.</p> <p>Before: The teacher will ask the students what does courage mean? (pair -share &amp; 3 shares)</p> <p>The subtitle is "Having the</p>	<p>The teacher will read <i>Girl Who Never Made Mistakes</i> by Mark Pett.</p> <p>The purpose of reading the book is to help students understand responsibility and flexibility.</p> <p>Before: The students will watch the Class Dojo video about growth mindset. Discuss fixed mindset and growth mindset.</p>	<p>The teacher will read <i>Most Magnificent Thing</i> by Ashley Spires.</p> <p>The purpose of reading the book is to help students understand perseverance, cooperative learning, and setting goals.</p> <p>Before: The class will brainstorm a list of synonyms for the word "magnificent".</p>

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	<p>How do the other children respond when Unhei introduces herself on the bus? Why do they act this way? (discussion)</p> <p>Do you think that the children on the bus could have responded to Unhei's name in a different way? What could they have done, and how would that have made a difference? (pair-share &amp; discussion)</p> <p>In what ways are you different from other people? (pair – share &amp; 3 shares)</p>	<p>Courage to Be Who you Are.” How is having courage related to eating spaghetti? (discussion)</p> <p>After: Page 3: Papa says, “Even if we are different from others on the outside, we all have a heart with feelings on the inside.” What does this mean? (pair-share &amp; 3 shares)</p> <p>Why do you think Ralph starts to tease Lucy? (Pair - share &amp; 3 shares)</p> <p>How does Lucy demonstrate courage in the story? (discussion)</p>	<p>After the video, TTW ask what is a mistake? (pair share &amp; discussion)</p> <p>How do you feel when you make a mistake? (pair – share)</p> <p>After: What happened when Beatrice almost made her first mistake on the cooking team? What would have happened if she DID make a mistake and didn't catch the eggs? (pair-share &amp; 3 shares)</p> <p>What did Beatrice do after she almost made a</p>	<p>If you had a fixed mindset – how would you react to an obstacle in the process? If you had a growth mindset, how would you react to a challenge you face? (pair-share &amp; 3 shares)</p> <p>After: What positive attitudes do you see in the girl during her creative process? (discussion)</p> <p>Did the girl have a growth mindset or a fixed mindset? What did she do and feel when she met a challenge? (pair-share &amp; 3 shares)</p>
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				<p>mistake? Is this a fixed mindset or growth mindset? What could she have done differently to have a growth mindset? (discussion)</p> <p>Why were there no fans outside her house at the end of the story? (discussion)</p>	
<p>athroom Break 9:30</p>	<p><b>Lesson plans at the bottom.</b></p>	<p><b>8:45 – 8:55 –</b> Students will work on their Name Jar. The students will work quietly on their Name Jar. The students will answer the following questions. Do you like or dislike your name? Why? Does your name have any personal</p>	<p><b>8:45 – 8:55 –</b> The teacher will brainstorm words that describe the meaning of courage with the class. After collecting synonyms and examples of courage, the students will write a recipe for courage. The teacher will show</p>	<p><b>8:45 – 8:55 –</b> The teacher and students will create a chart titled What Can I Say to Myself? (example: Instead of: I'm not that good at this. Try thinking: What am I missing?)  The students will then work independently to</p>	<p><b>8:45 – 8:55</b> Self – Talk List- students will m a list of 10 thi they can tel themselves t keep a grow mindset. They share their 1 things with th table and add thing from eac their tablema list to their list. students will t</p>

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	<p>meaning that you know?          What other names would you rather have?          What do you think your name means?          The students may use a computer to search the country and/or language their name came from as well as what their name means.</p> <p>Once the students finish their name jar, they will begin the comprehension check jar. The comprehension check jar has 5 questions about the story.</p>	<p>examples of how a recipe is written.          The teacher will explain the two parts of a recipe – the ingredients and the directions. TTW review common verbs that are used in recipes (stir, preheat, measure, sift, bake, knead, roll, squeeze, pour).          The students will begin working on Cooking Up Courage recipe. The students will finish this after activity.</p> <p>8:55-10:30- The students will work on their beginning of the year narrative writing assessment. The students will have</p>	<p>choose their own mindset          adventure. The students will write their own story with a character who faces a challenge. The students will write two different ends – one where the main character has a fixed mindset and the other with a growth mindset. The students will use the story plan helper to create their story.</p> <p>8:55-10:30- The students will work on their beginning of the year opinion writing assessment. The students will have 45 minutes to</p>	<p>choose their to          and make a          bookmark to          remind          themselves</p> <p>8:55-10:30- T          students will w          on their beginn          of the year          information          writing          assessment. T          students will h          45 minutes t          work on the          writing</p>
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			45 minutes to work on their writing	work on their writing	
<p>9:35-10:25 Social Studies Orr</p>	<p>Lesson plans at the bottom</p>	<p>The students will take a Social Studies interest inventory.</p>	<p>Declaration of Independence</p> <p>The students will watch an informational video about the Declaration of Independence via Brain Pop. The teacher will ask several questions after the video. For example, What role did Thomas Jefferson play during the Second Continental Congress?</p> <p>The students will discuss 3 points they learned from the video with their table.</p>	<p>Bill of Rights</p> <p>The students will watch an informational video about the Bill of Rights via Brain Pop. The teacher will ask the students several questions about The Bill of Rights. For example, How are the fifth and sixth amendments similar?</p> <p>The students will re-watch the video with their summary chart in front of them. The students will list facts about each amendment in the Bill of Rights in the</p>	<p>Constitution</p> <p>The students will watch an informational video about the Constitution via Brain Pop.</p> <p>The students will discuss 3 points they learned from the video with their table.</p> <p>The students will take a U.S. Constitution comprehension quiz independent</p>

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			The students will work in groups of 4 to complete the Y-chart organizer. The students will use their own words to summarize the ideas presented in the three main sections of the Declaration of Independence.	corresponding space.	
10:30-11:10 Activity Orr	Library	Music	Art	PE	Micro Time
10:10-11:15 Switch 11:15-11:35 Word Study Haynes	Lesson plans at the bottom	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period
11:35 – 12:15 Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
12:20 – 12:55 Social Studies Haynes	Lesson plans at the bottom	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period

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12:55– 1:30 Intervention	Lesson plans at the bottom	The teacher will begin giving ORF to the students.  The students will take the Moby Max Language pre-assessment.	The teacher will begin giving ORF to the students.  The students will take the Moby Max Reading Level assessment.	The teacher will begin giving ORF to the students.  The students will work on lessons on MobyMax.	The teacher will begin giving ORF to the students.  The students will work on lessons on MobyMax.
1:40-2:40 Reading (MTW) and Writing (ThF) Workshop Haynes	Lesson plans at the bottom	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period
2:50 – 3:05 Reflection	The students will reflect on their day and goals.	The students will reflect on their day and goals.	The students will reflect on their day and goals.	The students will reflect on their day and goals.	The students will reflect on their day and goals.
3:05 Dismissal	3:05 – Walkers, Car Riders, After School Vans 3:05 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1 <sup>st</sup> wave of buses	3:05 – Walkers, Car Riders, After School Vans 3:05 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1 <sup>st</sup> wave of buses	3:05 – Walkers, Car Riders, After School Vans 3:05 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1 <sup>st</sup> wave of buses	3:05 – Walkers, Car Riders, After School Vans 3:05 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1 <sup>st</sup> wave of buses	3:05 – Walkers, Car Riders, After School Vans 3:05 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1 <sup>st</sup> wave of buses

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	3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library	3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library	3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library	3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library	3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library
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### Common Core State Standards

Reading for Literature – RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9

Language – L.4.1, L.4.2, LP.4.1.1h, LP.4.1.1j, LP.4.3.1a,

Writing – W.4.3

Speaking and Listening – SL.4.1, SL.4.3, SL.4.6

Social Studies - C.1.4.1



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Monday, August 13, 2018

7:55-9:00 (Homeroom) Students will play the name game.

9:00-9:25 (HR) Students will do a "Getting to Know You" activity.

9:25-10:10 (HR) Rules and Procedures PowerPoint and bathroom break

10:10-10:25 (HR) The teacher will read aloud *Giraffes Can't Dance* by Giles Andreae.

10:25-10:40 (HR) What was Gerald the Giraffe good at? Why do you think he was good at this? (Turn and Talk with a partner)

10:40-10:55 (HR) Why did Gerald know he was bad at dancing? (Turn and Talk)

10:55-11:10 (HR) Why did Gerald feel the way he did about dancing? Had Gerald ever tried to dance? Why? (Turn and Talk)

11:10-11:25 (HR) Journaling Activity: What is one new thing you want to try in fourth grade? Why?

11:25-10:30 (HR) line up and go to the library

10:30-11:10 Students will have time in the library, teachers will have prep period

11:15-11:35 Students will gather belongings and switch classes

11:35-12:15 Lunch/Recess

12:15-12:55 (Haynes) "Getting to Know You" Activity and bathroom break

12:55-1:30 Interventions

1:30-2:40 Rules and Procedures PowerPoint, *Giraffes Can't Dance* lesson, and Good Things

2:40-2:45 Switch classes

2:45-3:00 Good Things and questions about 4<sup>th</sup> grade

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Dismissal at 3:05