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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 7:55 – 8:15  Gym | Morning Celebration | Morning Celebration | Morning Celebration | Morning Celebration | Morning Celebration |
| 8:15 – 8:30  Community Time | Good things  Mindset | Good things  Mindset | Good things  Mindset | Good things  Mindset | Good things  Mindset |
| 8:30 – 9:30  Reading (MTW) and Writing (ThF) Workshop  Orr  Mini-Lesson (10 min.)  Workshop (30 min.)  Share (5 min.) | Unit 1, Session 1:  Reading Intensely  Read Aloud: Tiger Rising Ch. 1-2  Mini-Lesson: TTW discuss how people read intensely to grow solid ideas that are grounded in the text. Readers figure out confusing parts in books, note important things to talk about later, and do the work the author asks of them. TSW be encouraged to help figure out some specific strategies to read intensely. TTW create an anchor chart recording their ideas. They will then actively use those strategies while reading an excerpt from The Tiger Rising.  Workshop: TSW use the strategies while reading their independently chosen books.  Mid-Workshop Teaching: TTW remind students that beginnings matter and that thoughtful readers often read the beginning of a book several times to read that part intensely.  Share: TTW reread a small part of the read-aloud, pausing to prompt children to walk in the shoes of the character and to envision. TTW remind students to keep in mind the points on the chart as they read their own books for homework. | Unit 1, Session 2:  Taking Responsibility for Reading Within-Reach Books  Read Aloud: Tiger Rising Ch. 3-4  Mini-Lesson: TTW review the anchor chart from the previous lesson and explain that to grow solid, grounded ideas about books, readers need to choose books they can read fluently and understand well. TTW explain that today, TSW discuss ways of checking each book before committing to it. A student volunteer (set up beforehand) will read the first few sentences of a book that is too hard as well as one that is within reach. During this process, TTW ask the student how they know if the book is too hard or just right. TSW then turn to a partner and list the signs that a book may be too hard for them.  Workshop: TSW check their current reading selection for difficulty. If it is too hard, they will search the classroom library for a book that is within reach. TSW start their Reading Notebooks compiling a list of books they want to read.  Mid-Workshop Teaching: TTW provide students with a tip to read in such a way that they don’t want to stop!  Share: TTW talk up the importance of flow then rally students to aim toward flow as readers. | Unit 1, Session 3:  Collaborating to Create a Culture of Reading  Read Aloud: Tiger Rising Ch. 5-6  Mini-Lesson: TTW guide students through an inquiry to explore how readers create procedures and systems to find books they want to read. TTW will name the question they are trying to answer. “How can we find books that we CAN read and WANT to read?”  Workshop: TSW be divided into three groups. Each group will chart ideas for a different topic. Organizing the library to help find books, systems for recommending books, and getting more new books. TSW then carry through by writing their name by any of the items on the lists that they think they might help get done. TTW will be sent to their reading places to get started on their reading for the day. Students who are reading a book they really don’t like will be asked to stay at the meeting area so the teacher can help them in the process of finding a book they want to read and is on their level.  Share: TTW ask the students to get in groups of 2-3 students and recommend books to one another. While the students are discussing, TTW coachinto and life the level of their conversations. | Unit 1, Session 1: Imagining Stories form Ordinary Moments  Read Aloud: Tiger Rising Ch. 7-8  Mini-Lesson: TTW pass out writer’s notebooks to each student. TTW review what students learned about writing in third grade. TTW explain that we will be writing realistic fiction. TTW discuss how writers get stories from their everyday “small moments.” TTW demonstrate how to write “small moment” stories. TSW work in partners to practice writing “small moment” entries in their writing journals. TTW use an example from one of the students to demonstrate how to come up with fiction story ideas. TTW repeat the teaching point and celebrate that fiction writers find story ideas in moments of their lives and then TSW practice this.  Workshop: TSW practice making observations or creating “small moments,” and then create ideas for fiction writing from those “small moments.” TTW assist any students with this.  Share: TTW share the third grade checklist with the students and the students will compare their ideas to the checklist and TSW share their ideas. | Unit 1, Session 2: Imagining Stories We Wish Existed in the World  Read Aloud: Tiger Rising Ch. 9-10  Mini-Lesson: TTW tell a story about a child who grasped that writers often find story ideas in the details of our lives. TTW explain that stories can come from what readers want to read (the stories we wish existed). TTW demonstrate how to create a story based off our own life experiences. TSW try to turn a wish for a certain story into a story idea. TSW turn and talk about character traits and the struggles in their example story may face. TTW send writers off to grow more ideas.  Workshop: TSW create more story ideas by fleshing out character and their struggles.  Share: TTW tell the story of “The Billy Goats Gruff.” TSW retell the story to a partner and then share one of their story ideas with their partner. |
| Bathroom Break  9:45  Word Study 9:50-10:00 | TSW take the DSA Form A. | TTW review the six syllable types: Open, Closed, Vowel Consonant e, Vowel team, Vowel r, Consonant Ie | Dec, hydr, loc, equ, hosp words  TTW define these roots and students will have a contest to see who can come up with the most examples. | TTW give a review of words and practice quiz over the roots. | TSW create the class Social Contract. |
| 10:00-10:30  Social Studies  Orr | Unit 1, Module 1: Why Does New York Have a State Snack?  Introduction to the Unit: TTW review the fact that states have official symbols by telling them that New York’s official state snack is yogurt. Students will use computers to look at Arkansas’ official symbols. As a class we will brainstorm why symbols are important and why New York’s state snack is yogurt.  1-A “Where does our government get its power?”  The class will read an excerpt from the US Constitution and the Preamble to answer the supporting question.  Task: TSW write a paragraph that addresses the supporting question. | 1-B “Why do we need government?”  TSW be given a chart titled “What do governments do?” which breaks down what the national, state, and local governments do as well as examples of each. We will discuss the chart as a class.We will then review an excerpt from New York City’s Smoke Free Air Act to get a better understanding of the role of state government.  Task: TSW discuss the supporting question in their own words with a partner.. | 1-C “How is our government organized?”  TTW guide students through a chart showing the duties of the federal and state branches of government. The class will discuss the purpose of each.  Task: Complete a graphic organizer comparing the organization of the federal and state governments | 1-D “How can citizens influence government?”  TSW watch two videos. One about the voting process and another about yogurt being chosen for the NY state snack. The class will discuss what they’ve learned about how we can influence the government.  Task: TSW write a paragraph telling how citizens can influence government and why they should. | 1-E Summative Assessment Task  TSW write a paragraph answering the essential question, “Why does NY have a state snack?”  Extension: TSW write a paragraph on what Arkansas’ state snack should be. |
| 10:30-11:10  Activity  Orr | Library | Music | Art | PE | Micro Time |
| 11:10-11:15 Switch  11:15-11:35  Word Study  Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 11:35 – 12:15  Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55  Social Studies  Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 12:55– 1:30  Intervention | TSW will read. Some will be working in small group with the teacher. | TSW will read. Some will be working in small group with the teacher. | TSW will read. Some will be working in small group with the teacher. | TSW will read. Some will be working in small group with the teacher. | TSW will read. Some will be working in small group with the teacher. |
| 1:40-2:40  Reading (MTW) and Writing (ThF) Workshop  Haynes  Mini-Lesson (10 min.)  Workshop (30 min.)  Share (5 min.) | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st 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 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1st wave of buses  3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library | 3:05 – Walkers, Car Riders, After School Vans  3:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1st wave of buses  3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library | 3:05 – Walkers, Car Riders, After School Vans  3:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1st wave of buses  3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library | 3:05 – Walkers, Car Riders, After School Vans  3:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1st wave of buses  3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library | 3:05 – Walkers, Car Riders, After School Vans  3:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1st wave of buses  3:15 – Bus 14 to gym, Bus 63 to music, Bus 6 to Art, Bus 53 to Library |

**Common Core State Standards**

Social Studies- C.1.4.1, C.1.4.2, C.1.4.3, C.2.4.1, C.2.4.2, C.2.4.3, C.2.4.4, C.3.4.1, C.3.4.2, C.3.4.3, G.9.4.2, H.12.4.2, H.12.4.3, H.12.4.4, H.13.4.1, H.13.4.3, H.13.4.4, H.13.4.5, H.13.4.6

Reading for Literature – RL.4.10, RF.4.3, RF.4.4, RL.4.10, RF.4.3, RF.4.4,

Language –L.4.4.B,

Writing – W.4.3, W.4.5

Speaking and Listening – SL.4.1, SL.4.4, SL.4.2