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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 7:55 – 8:15Gym | Morning Celebration | Morning Celebration | Morning Celebration | Morning Celebration | Morning Celebration |
| 8:15 – 8:30Community Time | Good things Mindset/Review 4th Grade Rules and Procedures | Good things Mindset/Review 4th Grade Rules and Procedures | Good things Mindset/Review 4th Grade Rules and Procedures | Good things Mindset/Review 4th Grade Rules and Procedures | Good things Mindset/Review 4th Grade Rules and Procedures |
| 8:30 – 9:30Reading (MTW) and Writing (ThF) WorkshopOrrMini-Lesson (10-15 min.)Workshop (30 min.)Share (5 min.) | **Unit 1, Session 4:** **Retelling and Synthesizing to Cement Comprehension****Mini-Lesson**: TTW instruct students on retelling and synthesizing to cement comprehension. **Workshop:** TSW use the strategies while reading their independently chosen books. TTW monitor students and provide scaffolds to students who are struggling. **Mid-Workshop Teaching:** TTW remind students that it is important for readers to keep track of and use characters’ names when retelling.**Share:** TSW get with partners to practice retelling and active listening. | **Unit 1, Session 5:****Envisionment****Mini-Lesson:** TTW teach students that to read intensely, readers make movies in their minds as they read. TTW use chapter 2 from The Tiger Rising and student volunteers to demonstrate how to use this strategy**.****Workshop:** TSW use this strategy while reading independently. They will be encouraged to jot or draw the things they are envisioning as they read. **Mid-Workshop Teaching:** TTW remind readers that even as they read in a way that allows them to envision, they also need to maintain their stamina and volume.**Share:** TTW channel students to use a “conch shell” so they can hear themselves reading aloud and get further inside the story. | **Unit 1, Session 6:****Using Partners and Learning Progressions to Lift the Level of Your Work****Mini-Lesson:** TTW introduce students to their new long-term reading partner. Then TTW use the class as her “partner” in modeling how to use the Envisioning/Predicting strand of the Narrative Reading Learning Progression to study an envisionment post-it written by the teacher. **Workshop:** TSW confer with their partners as they work to add details to their mental pictures.  **Share:** TTW guide students to compare earlier post-its to the ones they’ve made today and discuss the growth they can see. | **Unit 1, Session 3: Developing Believable Characters****Mini-Lesson**: TSW select a story idea from their notebook. TTW show students how to develop characters based on their external and internal features. TSW begin developing their own characters.**Workshop:** TTW ask students to think about how their characters think about themselves.**Share:** TSW share characters they have developed and learn to revise their characters. | **Unit 1, Session 4: Giving Characters Struggles and Motivations****Mini-Lesson:** TTW explain how to create scenes with their characters that allow the characters to show and not tell their desires and struggles. TSW turn and talk about how they can bring their characters to life in a scene that show their struggles and desires. **Workshop:** TTW show students questions they can ask themselves to develop their scenes.**Share:** TTW have students share their work and give examples of how to create effective small moments. |
| Bathroom Break 9:45Word Study 9:50-10:00 | TTW review the six syllable types: Open, Closed, Vowel Consonant e, Vowel team, Vowel r, Consonant Ie | Reading Inventory Assessment 9:50-10:15 | 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. | Review dec, hydr, loc, equ, hosp words  | TTW give a review of words and practice quiz over the roots. |
| 10:00-10:30Social StudiesOrr | **Scholastic News:****A Daring Rescue**TTW read an article over a young soccer team trapped in a cave in Thailand. TSW will read a chart about famous caves and answer comprehension questions.  | **Scholastic News:****Lava on the Loose**TTW close read an article about the eruption of Kilauea.  | **Scholastic News:****Dinosaur for Sale**TSW read an article about who should be allowed to buy dinosaur fossils and watch a video about how fossils are prepared for display and auction.  | **Scholastic News:****Should Classroom Pets Be Banned?**TSW participate in a debate about the topic. TSW then go  online and cast their vote and the class will analyze the results.  | **Scholastic News:****Long Overdue**TSW read an article about George Washington and the biggest library fines in history. They will answer comprehension questions asked by the teacher.**\*TSW take a quiz over the articles from the week.** |
| 10:30-11:10Activity Orr | Library | Music | Art | PE | Micro Time |
| 11:10-11:15 Switch11:15-11:35Word StudyHaynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 11:35 – 12:15Recess/Lunch  | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55Social StudiesHaynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 12:55– 1:30Intervention | TSW take the Reading Inventory Assessment. | 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. |
| 1:40-2:40Reading (MTW) and Writing (ThF) WorkshopHaynesMini-Lesson (10-15 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 – 3:05Reflection | 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. |
| 3:05Dismissal  | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)3:10 – Final call – Loading 1st wave of buses3:20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17, 53)3:10 – Final call – Loading 1st wave of buses3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)3:10 – Final call – Loading 1st wave of buses3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)3:10 – Final call – Loading 1st wave of buses3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)3:10 – Final call – Loading 1st wave of buses3: 20– Bus 14 to Music, Bus 63 to Library, Bus 6 to Art |

**Common Core State Standards**

Social Studies- H.13.4.6

Reading for Literature – RL.4.3, RL.4.1, RL.4.10, RF.4.3, RF.4.4, RF.4.3, RF.4.4

Language –L.4.1, L.4.2, L.4.3

Writing – W.4.3, W.4.4, W.4.5, W.4.9. W.4.10

Speaking and Listening – SL.4.1