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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 |
| 8:30-10:30  Reading and Writing Workshop with Stations  Social Studies integrated  Bathroom Break  9:47  **Station One is Research It! I can research using nonfiction texts.**  **Station Two is Independent Reading. I can read intensely.**  **Station Three is Word Study. I can identify and use the suffix -able and -ible.**  **Station Four is Social Studies. I can compare the regions of the United States.**  **Station Five is Small Group Phonics with Ms. Orr.** | **Unit 2, Session 11: Writing to Grow Research-Based Ideas**  **I can identify the main idea of a text.**  8:30-9:00- TTW model the Do’s and Don’ts of researching. TTW review how to write a main idea summary and connect that to how to research a topic. TSW write their research information on notecards at station 1.  9:00-10:30- TSW work at stations while the teacher pulls small groups. | **Unit 2, Session 12: Don’t Skip the Hard Stuff**  **I can identify the main idea of a text.**  8:30-9:00- TTW model how to tackle the technical parts of nonfiction texts by pulling out the main idea.  9:00-10:30- TSW work in work stations while the teacher pulls small groups. | **Unit 2, Session 10: Organizing for Drafting**  **I can use the steps of the writing process, including drafting, revising, and editing.**  8:30-9:00- TTW model how to set up a draft for an opinion piece of writing using boxes and bullets.  9:00-10:30- T TSW take the Reading Inventory assessment and then go to work stations. | **Unit 2, Session 11: Building a Cohesive Draft**  **I can use the steps of the writing process, including drafting, revising, and editing.**  8:30-9:00- TTW model how to put together a draft for an opinion piece of writing using transitions.  9:00-10:30- TSW work in work stations while the teacher pulls small groups. | TSW watch a video about the Northeast Region of the United States. TTW review the Northeast Region of the US and be given a test over the Northeast Region. TSW take their vocabulary and spelling assessments. TSW continue drafting their opinion pieces. TTW pull small groups, including writing conferencing. |
| 10:30-11:10  Activity  Orr | Library | Music | Art | PE | Micro Time |
| 11:10-11:20  Switch Classes  11:20-11:35 | Good Things and Silent Reading | Good Things and Silent Reading | Good Things and Silent Reading | Good Things and Silent Reading | Good Things and Silent Reading |
| 11:35 – 12:15  Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55  Bathroom break at 12:45  Haynes | TTW model the Do’s and Don’ts of researching. TTW review how to write a main idea summary and connect that to how to research a topic. TSW write their | TTW model how to tackle the technical parts of nonfiction texts by pulling out the main idea. | TTW model how to set up a draft for an opinion piece of writing using boxes and bullets. | TTW model how to put together a draft for an opinion piece of writing using transitions. | Same as 1st period. |
| 12:55– 1:30  Intervention | **I can use details and examples from a text when explaining what a text says.**  TSW read a narrative fiction article and answer comprehension questions over the text using details from the text to support their answer. TTW pull small groups to work on details task cards. | **I can divide by whole numbers.**  TTW review the four strategies for dividing. TSW practice dividing multiple digit-numbers in their chosen strategy. | **I can use details and examples from a text when explaining what a text says.**  TSW read a narrative fiction article and answer comprehension questions over the text using details from the text to support their answer. TTW pull small groups to work on details task cards. | **I can divide by whole numbers.**  TTW review the four strategies for dividing. TSW practice dividing multiple digit-numbers in their chosen strategy. | **I can use details and examples from a text when explaining what a text says.**  TSW read a narrative fiction article and answer comprehension questions over the text using details from the text to support their answer. TTW pull small groups to work on details task cards. |
| 1:30-2:50  Reading and Writing Workshop with Stations  With Social Studies integrated  **Station One is Research It! I can research using nonfiction texts**  **Station Two is Independent Reading. I can read intensely.**  **Station Three is Word Study. I can identify and use the suffix -able and -ible.**  **Station Four is Social Studies. I can compare the regions of the United States.**  **Station Five is Small Group Phonics with Ms. Orr.** | 1:30-1:45- TSW work in their first station.  1:46-2:01- TSW work in their second station.  2:02-2:17- TSW work in their third work station.  2:18-2:33- TSW work in their fourth station.  2:34-2:49- TSW work in their final station. | 1:30-1:45- TSW work in their first station.  1:46-2:01- TSW work in their second station.  2:02-2:17- TSW work in their third work station.  2:18-2:33- TSW work in their fourth station.  2:34-2:49- TSW work in their final station. | 1:30-1:45- TSW work in their first station.  1:46-2:01- TSW work in their second station.  2:02-2:17- TSW work in their third work station.  2:18-2:33- TSW work in their fourth station.  2:34-2:49- TSW work in their final station. | 1:30-1:45- TSW work in their first station.  1:46-2:01- TSW work in their second station.  2:02-2:17- TSW work in their third work station.  2:18-2:33- TSW work in their fourth station.  2:34-2:49- TSW work in their final station. | TSW finish their work stations and write their final summary. TSW take their vocabulary quiz. TSW review and take a quiz over the Southeast Region of the US. |
| 2:50 – 3:00  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. |
| 3:00  Dismissal | 3:00 – Walkers, Car Riders, After School Vans, Bus 53  3:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1st wave of buses  3:20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 53  3:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17, 53)  3:10 – Final call – Loading 1st wave of buses  3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 53  3:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1st wave of buses  3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 53  3:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1st wave of buses  3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 53  3:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1st wave of buses  3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art |

**Common Core State Standards**

Social Studies- C.1.4.3, C1.4.1

Reading for Literature – RL.4.3, RL.4.1, RL.4.10, RL.5.5, RL.4.10,

Language –L.4.1, L.4.2, L.4.3, L.4.5

Writing – W.4.3, W.4.4, W.4.5, W.4.10