|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 | Good things Mindset | Good things Mindset | Good things Mindset | Good things Mindset |
| 8:30-10:30Reading and Writing Workshop with Stations Social Studies integratedBathroom Break9:47**Station One is Write It! I can use the steps of the writing process.****Station Two is Independent Reading. I can read intensely.****Station Three is Word Study. I can identify ou and au.** **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 15: Correcting Run-On Sentences and Sentence Fragments****I can use the steps of the writing process, including drafting, revising, and editing.** 8:30-9:00- TTW demonstrate how to check writing for complete sentences and sentence fragments. TSW check their own writing for run-on sentences and fragments. 9:00-10:30- TSW work at stations while the teacher pulls small groups.  | **Spelling Bee 8:30-?****Unit Wrap-up****I can read to learn.**TTW demonstrate how to create a presentation of ideas from research-based reading. TSW create a presentation over their natural disaster based on their research from previous work sessions.  | **Field trip until 12:15**We will not be switching classes this day due to the field trip.  | **Unit Wrap-up****I can read to learn.**8:30-9:00- TTW meet with each small group and offer suggestions and edits to their presentations.9:00-10:30- TSW work in work stations while the teacher pulls small groups. | Mrs. Haynes homeroom will start spend the morning in Ms. Orr’s class. TSW take their vocabulary and spelling assessment. TSW read an article and watch a video over snowflakes and how they form. TSW answer questions about the article. TSW create a snowflake ornament. |
| 10:30-11:10Activity Orr | Library | Music | Art | PE | Micro Time |
| 11:10-11:20Switch Classes11:20-11:35 | 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 – 12:15Recess/Lunch  | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55Bathroom break at 12:45Haynes | **Unit 2, Session 15: Correcting Run-On Sentences and Sentence Fragments****I can use the steps of the writing process, including drafting, revising, and editing.** TTW demonstrate how to check writing for complete sentences and sentence fragments. TSW check their own writing for run-on sentences and fragments. | **Unit Wrap-up****I can read to learn.**TTW demonstrate how to create a presentation of ideas from research-based reading. TSW create a presentation over their natural disaster based on their research from previous work sessions.  | TSW read an article and watch a video over snowflakes and how they form. TSW answer questions about the article. TSW create a snowflake ornament. | **Unit Wrap-up****I can read to learn.**TTW meet with each small group and offer suggestions and edits to their presentations.TSW watch a video over the Southwest Region of the US.  | TSW take their vocabulary and spelling assessment.  |
| 12:55– 1:30Intervention | **I can identify run-on sentences and sentence fragments in my writing.**TSW free write for 15 minutes. TTW demonstrate how to identify run-on sentences and sentence fragments in writing. TSW edit their writing correcting any sentence errors. | **I can divide by whole numbers.**TTW review the four strategies for dividing. TSW practice dividing multiple digit-numbers in their chosen strategy.  | **No Interventions** | **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 identify run-on sentences and sentence fragments in my writing.**TSW free write for 15 minutes. TTW demonstrate how to identify run-on sentences and sentence fragments in writing. TSW edit their writing correcting any sentence errors. |
| 1:30-2:50Reading 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 ou and au.****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. | 1:30-2:00- TSW watch a video over the Southwest Region of the US. Christmas party 2:00-3:00. |
| 2:50 – 3:00Reflection | 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. |
| 3:00Dismissal  | 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- 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