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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 MindsetDaily Language Review | Good things MindsetDaily Language Review | Good things MindsetDaily Language Review | Good things MindsetDaily Language Review | Good things MindsetDaily Language Review |
| 8:30-10:30Reading and Writing Workshop with Stations Social Studies integratedHaynes’ ClassBathroom Break9:47**Station One is Reading/Writing station.** **Station Two is Independent Reading. I can read intensely.****Station Three is Word Study. I can identify the suffixes -less, -ness, and -en.** **Station Four is Social Studies. I can understand the origins of the United States and its history.****Station Five is Small Group Phonics with Ms. Orr.** | **Reading-Unit 3, Session 11: Readers Find—and Angle—Evidence to Support Their Claim** **I can find evidence to support my claim.**8:30-8:45- TTW demonstrate how to find evidence to support a claim.8:45-10:30- TSW work at stations while the teacher pulls small groupsAssignment: TSW read an article and make a claim about a topic and support their claim using text evidence.  | **Reading-Unit 3, Session 14: Building the Prior Knowledge that Makes Texts Accessible** **I can build prior knowledge.**8:30-8:45- TTW demonstrate how to read easier texts to build prior knowledge for understanding harder texts. 8:45-10:30- TSW work at stations while the teacher pulls small groupsAssignment: TSW research their subtopics over the American Revolution.  | **Reading- Unit 3, Session 15: Strategies for Tackling Increasingly Complex Text****I can read intensely.** 8:30-8:45- TTW demonstrate strategies for tackling complex texts. 8:45-10:30- TSW work at stations while the teacher pulls small groups.Assignment: TSW continue their research of the American Revolution.  | **Writing-Unit 3, Session 10: The Intense Mind-Work of Note-Taking****I can take notes.**8:30-8:45- TTW demonstrate how to take notes.8:45-10:30- TSW work at stations while the teacher pulls small groups. Assignment: TSW continue their research on the American Revolution.  | **Writing-Unit 3, Session 11: Drafting Is Like Tobogganing****I can use the writing process, including drafting, editing, and revising.**TTW demonstrate how to start drafting.Assignment: TSW continue researching for their American Revolution paper.**Social Studies:** TTW read an article with the students and have discussion about the early history of the United States.**Word Study:** TSW take their spelling and vocabulary assessment. TSW work on a comprehension article from Scholastic News. |
| 10:30-11:10Switch ClassesActivity  | Library | Music | Art | PE | Micro Time |
| 11:10-11:35 | Good Things and Daily Language Review | Good Things and Daily Language Review | Good Things and Daily Language Review | Good Things and Daily Language Review | Good Things and Daily Language Review |
| 11:35 – 12:15Recess/Lunch  | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55Bathroom break at 12:45Orr  | **Reading-Unit 3, Session 11: Readers Find—and Angle—Evidence to Support Their Claim** **I can find evidence to support my claim.**TTW demonstrate how to find evidence to support a claim.Assignment: TSW read an article and make a claim about a topic and support their claim using text evidence.  | **Reading-Unit 3, Session 14: Building the Prior Knowledge that Makes Texts Accessible** **I can build prior knowledge.**TTW demonstrate how to read easier texts to build prior knowledge for understanding harder texts. Assignment: TSW research their subtopics over the American Revolution.  | **Reading- Unit 3, Session 15: Strategies for Tackling Increasingly Complex Text****I can read intensely.** TTW demonstrate strategies for tackling complex texts. Assignment: TSW continue their research of the American Revolution.  | **Writing-Unit 3, Session 10: The Intense Mind-Work of Note-Taking****I can take notes.**TTW demonstrate how to take notes.TSW work at stations while the teacher pulls small groups. Assignment: TSW continue their research on the American Revolution.  | **Writing-Unit 3, Session 11: Drafting Is Like Tobogganing****I can use the writing process, including drafting, editing, and revising.**TTW demonstrate how to start drafting.Assignment: TSW continue researching for their American Revolution paper.. |
| 12:55– 1:30Intervention | **I can identify the parts of speech.**TTW explain what pronouns are. TSW practice identifying pronouns | **I can identify the parts of speech.**TTW explain what pronouns are. TSW practice identifying pronouns.  | **I can identify the parts of speech.**TTW explain what pronouns are. TSW practice identifying pronouns.  | **I can solve word problems.** TSW work a Zearn. TTW pull small groups to demonstrate the process to work word problems.  | **I can solve word problems.** TSW work a Zearn. TTW pull small groups to demonstrate the process to work word problems.  |
| 1:30-2:55Reading and Writing Workshop with Stations With Social Studies integrated**Station One is Reading/Writing station.** **Station Two is Independent Reading. I can read intensely.****Station Three is Word Study. I can identify the suffixes -less, -ness, and -en.** **Station Four is Social Studies. I can understand the origins of the United States and its history.****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. | **Social Studies:** TTW read an article with the students and have discussion about the early history of the United States.**Word Study:** TSW take their spelling and vocabulary assessment. TSW work on a comprehension article from Scholastic News. |
| 2:55 – 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 # 53, 61, 65, 663:05 – 1st wave of buses (Bus # 45,11,173:20 – Bus 14 to music room and Bus 62 to the library | 3:00 – Walkers, Car Riders, After School Vans, Bus # 53, 61, 65, 663:05 – 1st wave of buses (Bus # 45,11,173:20 – Bus 14 to music room and Bus 62 to the library | 3:00 – Walkers, Car Riders, After School Vans, Bus # 53, 61, 65, 663:05 – 1st wave of buses (Bus # 45,11,173:20 – Bus 14 to music room and Bus 62 to the library | 3:00 – Walkers, Car Riders, After School Vans, Bus # 53, 61, 65, 663:05 – 1st wave of buses (Bus # 45,11,173:20 – Bus 14 to music room and Bus 62 to the library | 3:00 – Walkers, Car Riders, After School Vans, Bus # 53, 61, 65, 663:05 – 1st wave of buses (Bus # 45,11,173:20 – Bus 14 to music room and Bus 62 to the library |

**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