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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  Haynes’ Class  Bathroom Break  9:47  **Station One is Reading/Writing station.**  **Station Two is Independent Reading. I can read intensely.**  **Station Three is Word Study. I can identify the difference between homonyms.**  **Station Four is Social Studies. I can compare the regions of the United States.**  **Station Five is Small Group Phonics with Ms. Orr.** | **No School- MLK Day** | **Reading-Unit 3, Session 5: Synthesizing across Texts**  **I can synthesize across texts.**  8:30-8:45- TTW demonstrate how to synthesize information from multiple sources.  8:45-10:30- TSW work at stations while the teacher pulls small groups  Assignment: TSW research the American Revolution using multiple sources and complete a graphic organizer. | **Reading- Unit 3, Session 6: The Role of Emblematic Detail in Nonfiction**  **I can understand point of view.**  8:30-8:45- TTW demonstrate how stories are written from different points of view.  8:45-10:30- TSW work at stations while the teacher pulls small groups.  Assignment: TSW compare and contrast the points of view of the American Revolution. | **Writing-Unit 3, Session 5: Elaboration**  **I can use the writing process, including drafting, editing, and revising.**  8:30-8:45- TTW demonstrate how add supporting details to informational writing.  8:45-10:30- TSW work at stations while the teacher pulls small groups. Assignment: TSW continue researching for their American Revolution paper. | **Writing-Unit 3, Session 6: Bringing Information Alive**  **I can use the writing process, including drafting, editing, and revising.**  TTW review the elements of a story and demonstrate how to write a historical story.  Assignment: TSW continue researching for their American Revolution paper.  **Social Studies:** TTW play a video over the Western region of the US. TTW review the Midwest region and TSW take a quiz over the region.  **Word Study:** TSW take their spelling and vocabulary assessment.  TSW work on a comprehension article from Scholastic News. |
| 10:30-11:10  Switch Classes  Activity | Library | Music | Art | PE | Micro Time |
| 11:10-11:35 | **No School- MLK Day** | 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 – 12:15  Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55  Bathroom break at 12:45  Orr | **No School- MLK Day** | **Reading-Unit 3, Session 5: Synthesizing across Texts**  **I can synthesize across texts.**  TTW demonstrate how to synthesize information from multiple sources.  Assignment: TSW research the American Revolution using multiple sources and complete a graphic organizer. | **Reading- Unit 3, Session 6: The Role of Emblematic Detail in Nonfiction**  **I can understand point of view.**  TTW demonstrate how stories are written from different points of view.  Assignment: TSW compare and contrast the points of view of the American Revolution. | **Writing-Unit 3, Session 5: Elaboration**  **I can use the writing process, including drafting, editing, and revising.**  TTW demonstrate how add supporting details to informational writing.  Assignment: TSW continue researching for their American Revolution paper. | **Writing-Unit 3, Session 6: Bringing Information Alive**  **I can use the writing process, including drafting, editing, and revising.**  TTW review the elements of a story and demonstrate how to write a historical story.  Assignment: TSW continue researching for their American Revolution paper. |
| 12:55– 1:30  Intervention | **No School- MLK Day** | **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. |
| 1:30-2:55  Reading and Writing Workshop with Stations  With Social Studies integrated  **Station One is Reading/Writing.**  **Station Two is Independent Reading. I can read intensely.**  **Station Three is Word Study. I can identify the difference between homonyms.**  **Station Four is Social Studies. I can compare the regions of the United States.**  **Station Five is Small Group Phonics with Ms. Orr.** | **No School- MLK Day** | 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 play a video over the Western region of the US. TTW review the Midwest region and TSW take a quiz over the region.  **Word Study:** TSW take their spelling and vocabulary assessment.  TSW work on an comprehension article from Scholastic News. |
| 2:55 – 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, 61, 65, 66  3:05 – 1st wave of buses (Bus # 45,11,17  3:20 – Bus 14 to music room and Bus 62 to the library | 3:00 – Walkers, Car Riders, After School Vans, Bus # 53, 61, 65, 66  3:05 – 1st wave of buses (Bus # 45,11,17  3:20 – Bus 14 to music room and Bus 62 to the library | 3:00 – Walkers, Car Riders, After School Vans, Bus # 53, 61, 65, 66  3:05 – 1st wave of buses (Bus # 45,11,17  3:20 – Bus 14 to music room and Bus 62 to the library | 3:00 – Walkers, Car Riders, After School Vans, Bus # 53, 61, 65, 66  3:05 – 1st wave of buses (Bus # 45,11,17  3:20 – Bus 14 to music room and Bus 62 to the library | 3:00 – Walkers, Car Riders, After School Vans, Bus # 53, 61, 65, 66  3:05 – 1st wave of buses (Bus # 45,11,17  3:20 – 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