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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 Text Structures. I can identify the common types of nonfiction texts.**  **Station Two is Independent Reading. I can read intensely.**  **Station Three is Word Study. I can identify ou, aw, au, and ow.**  **Station Four is Social Studies. I can compare the regions of the United States.**  **Station Five is Small Group Phonics with Ms. Orr.** | **Reading-Unit 3, Session 1: Researchers Orient Themselves to a Text Set**  **I can make a plan to research.**  8:30-8:50- TTW demonstrate how to create a research plan over a topic.  8:50-10:30- TSW work at stations while the teacher pulls small groups.  Assignment: TSW begin creating a research plan over the American Revolution. | **Reading-Unit 3, Session 2: Readers Use Text Structure to Organize Incoming Information and Notes**  **I can identify the common types of nonfiction texts.**  8:30-8:45- TTW demonstrate the common nonfiction text structures focusing in on cause and effect.  8:45-10:30- TSW work at stations while the teacher pulls small groups.  Assignment: TSW practice breaking down cause and effect nonfiction texts. | **Reading- Unit 3, Session 2: Readers Use Text Structure to Organize Incoming Information and Notes continued**  **I can identify the common types of nonfiction texts.**  8:30-8:45- TTW demonstrate the common nonfiction text structures focusing in on chronically order.  8:45-10:30- TSW work at stations while the teacher pulls small groups.  Assignment: TSW practice breaking down a chronically order nonfiction text. | **Writing-Unit 3, Session 1: Getting the Sense of Informational Books**  **I can identify common types of nonfiction texts.**  8:30-8:45- TTW demonstrate the common nonfiction text structures focusing in on compare and contrast.  8:45-10:30- TSW work at stations while the teacher pulls small groups.  Assignment: TSW practice breaking down a compare and contrast nonfiction text. | **Writing-Unit 3, Session 2: Planning the Structure of Writing**  **I can identify common types of nonfiction texts.**  TTW demonstrate the common nonfiction text structures focusing in on problem and solution.  Assignment: TSW practice breaking down a problem and solution nonfiction text TSW begin thinking about what kind of nonfiction structure they would like to use in their own writing.  TSW review the text structures of nonfiction texts and take a quiz.  **Social Studies:** TTW play a video over the Midwest 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. |
| 10:30-11:10  Activity  Switch classes | 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 – 12:15  Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55  Bathroom break at 12:45  Orr | **Reading-Unit 3, Session 1: Researchers Orient Themselves to a Text Set**  **I can make a plan to research.**  TTW demonstrate how to create a research plan over a topic.  Assignment: TSW begin creating a research plan over the American Revolution. | **Reading-Unit 3, Session 2: Readers Use Text Structure to Organize Incoming Information and Notes**  **I can identify the common types of nonfiction texts.**  TTW demonstrate the common nonfiction text structures focusing in on cause and effect.  Assignment: TSW practice breaking down cause and effect nonfiction texts. | . **Reading- Unit 3, Session 2: Readers Use Text Structure to Organize Incoming Information and Notes continued**  **I can identify the common types of nonfiction texts.**  TTW demonstrate the common nonfiction text structures focusing in on chronically order.  Assignment: TSW practice breaking down a chronically order nonfiction text. | **Writing-Unit 3, Session 1: Getting the Sense of Informational Books**  **I can identify common types of nonfiction texts.**  TTW demonstrate the common nonfiction text structures focusing in on compare and contrast.  Assignment: TSW practice breaking down a compare and contrast nonfiction text | **Writing-Unit 3, Session 2: Planning the Structure of Writing**  **I can identify common types of nonfiction texts.**  TTW demonstrate the common nonfiction text structures focusing in on problem and solution. |
| 12:55– 1:30  Intervention | **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. | **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. | **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. |
| 1:30-2:55  Reading and Writing Workshop with Stations  With Social Studies integrated  **Station One is Text Structures. I can identify the common types of nonfiction texts.**  **Station Two is Independent Reading. I can read intensely.**  **Station Three is Word Study. I can identify ou, aw, au, and ow.**  **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. | Assignment: TSW practice breaking down a problem and solution nonfiction text TSW begin thinking about what kind of nonfiction structure they would like to use in their own writing.  TSW review the text structures of nonfiction texts and take a quiz.  **Social Studies:** TTW play a video over the Midwest 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. |
| 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  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