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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  Daily Language Review | Good things  Mindset  Daily Language Review | Good things  Mindset  Daily Language Review | Good things  Mindset  Daily Language Review | Good things  Mindset  Daily Language Review |
| 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 homophones.**  **Station Four is Social Studies. I can understand the origins of the Holocaust.**  **Station Five is Small Group Phonics with Ms. Orr.** | **Reading/Writing-Unit 4, Session 1: Reading Analytically at the Start of a Book**  **I can read analytically.**  8:30-8:45- TTW read aloud from Number the Stars. TTW demonstrate how to read analytically.  8:45-10:30- TSW work at stations while the teacher pulls small groups  Assignment: TSW look up vocabulary words related to the first two chapters of Numbering the Stars. | **Reading/Writing-Unit 4, Session 2: Monitoring for Sense**  **I can examine the setting to determine the mood of story.**  8:30-8:45- TTW demonstrate how to examine the setting of story.  8:45-10:30- TSW work at stations while the teacher pulls small groups  Assignment: TSW practice the vocabulary words from Numbering the Stars. | **Reading/Writing-Unit 4, Session 3: Thinking across Timelines**  **I can understand plot.**  8:30-8:45- TTW demonstrate how the timeline of historical fiction and the history’s timeline intertwined.  8:45-10:30- TSW work at stations while the teacher pulls small groups.  Assignment: TSW answer comprehension questions about the first two chapters of NTS. | **Reading/Writing-Unit 4, Session 1: Close Reading to Generate Ideas about a Text**  **I can close read a text.**  8:30-8:45- TTW demonstrate how to close read a text.  8:45-10:30- TSW work at stations while the teacher pulls small groups. Assignment: TSW summarize the first two chapters of NTS. TSW close read a text. | **Reading/Writing-Unit 4, Session 2: Gathering Writing by Studying Characters**  **I can study characters.**  TTW demonstrate how to study characters through close reading.  Assignment: TSW study the characters in NTS by close reading a section of the text.  **Social Studies:** TTW read an article with the students and have discussion about Holocaust.  **Word Study:** TSW take their spelling and vocabulary assessment.  TSW work on a comprehension article from Scholastic News.  TSW complete an ACT Aspire writing prompt. |
| 10:30-11:10  Switch Classes  Activity | 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/Writing-Unit 4, Session 1: Reading Analytically at the Start of a Book**  **I can read analytically.**  TTW read aloud from Number the Stars. TTW demonstrate how to read analytically.  Assignment: TSW look up vocabulary words related to the first two chapters of Numbering the Stars. | **Reading/Writing-Unit 4, Session 2: Monitoring for Sense**  **I can examine the setting to determine the mood of story.**  TTW demonstrate how to examine the setting of story.  Assignment: TSW practice the vocabulary words from Numbering the Stars. | **Reading/Writing-Unit 4, Session 3: Thinking across Timelines**  **I can understand plot.**  TTW demonstrate how the timeline of historical fiction and the history’s timeline intertwined.  Assignment: TSW answer comprehension questions about the first two chapters of NTS. | **Reading/Writing-Unit 4, Session 1: Close Reading to Generate Ideas about a Text**  **I can close read a text.**  TTW demonstrate how to close read a text.  Assignment: TSW summarize the first two chapters of NTS. TSW close read a text. | **Reading/Writing-Unit 4, Session 2: Gathering Writing by Studying Characters**  **I can study characters.**  TTW demonstrate how to study characters through close reading.  Assignment: TSW study the characters in NTS by close reading a section of the text. |
| 12:55– 1:30  Intervention | **I can use strategies to answer multiple choice questions.**  TTW demonstrate how to answer multiple choice questions using the DAB method. TSW practice using a ReadWorks article with teacher guidance. | **I can use strategies to answer multiple choice questions.**  TTW demonstrate how to answer multiple choice questions using the DAB method. TSW practice using a ReadWorks article with teacher guidance. | **I can use strategies to answer multiple choice questions.**  TTW demonstrate how to answer multiple choice questions using the DAB method. TSW practice using a ReadWorks article with teacher guidance. | **I can use strategies to answer multiple choice questions.**  TTW demonstrate how to answer multiple choice questions using the DAB method. TSW practice using a ReadWorks. | **I can use strategies to answer multiple choice questions.**  TTW demonstrate how to answer multiple choice questions using the DAB method. TSW practice using a ReadWorks article. |
| 1:30-2:55  Reading 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 difference between ie and ei.**  **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.  TSW complete an ACT Aspire writing prompt. |
| 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