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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 Mindset | Good things Mindset | Good things Mindset | Good things Mindset | Good things Mindset |
| 8:30 – 9:30Reading (MTW) and Writing (ThF) WorkshopOrrMini-Lesson (10-15 min.)Workshop (30 min.)Share (5 min.) | **Unit 2, Session 8: Planning for a Research Project****I can create a plan for a research topic.****Read Aloud:** Everything Weather by Kathy Furgang**Mini-Lesson:** TTW model how to create a research plan with the class topic of droughts through reading articles about the topic and how to choose subtopics to research. TTW give the students step to plan their research. **Workshop:** TSW create their subtopics for research and who will be researching each subtopic.**Share:** TSW share their research plan with the class.  | **Unit 2, Session 9:** **Synthesis****I can synthesize research.****Read Aloud:** Everything Weather by Kathy Furgang**Mini-Lesson:** TTW review how to pull the main idea out of texts and videos with the students. TTW review how to summarize with students. **Workshop:** TSW research their weather topic using summaries. **Share:** TSW share their summary with the class.  | **Unit 2, Session 10: Reading Various Types of Texts****I can research from a variety of texts.****Read Aloud:** Everything Weather by Kathy Furgang**Mini-Lesson:** TTW explain the types of nonfiction texts students might come across during their research. TTW explain how articles are written differently than nonfiction books. **Workshop:** TSW continue their research. **Share:** TSW share one new fact they found during their research. | **Unit 2, Session 8: Composing and Sorting Mini-Stories****I can create mini-stories to support my thesis.****Mini-lesson:** TTW model how to create mini-stories to support their thesis.**Workshop:** TSW write their mini-stories.**Share:** TSW share their mini-stories. . | **Unit 2, Session 9: Creating Parallelism in Lists****I can use parallelism in my writing.****Mini-lesson:** TTW explain what parallelism is and give examples. TSW watch a parallelism BrianPop. TTW give students examples of bad parallelism and see if students can point out and correct the errors. **Workshop:** TSW practice using parallelism in their writing. **Share:** TSW share an example of parallelism.  |
| Bathroom Break 9:45Word Study 9:30-10:00**I can identify C+le** **syllables.**  | TTW review closed syllables and C+le syllables syllables. TSW receive this week’s words: uncle, trouble, bubble, wrinkle, triangle, obstacle, tentacle, example, bicycle, castle.  | TSW sort the words based on open syllable or C+le syllables. | TSW read a passage and identify the C+le syllable words. | TSW partner up and do a C+le syllable speed/accuracy drill.  | TSW take a spelling test over this week’s words. |
| 10:00-10:30Social StudiesOrr | **I can develop an understanding of the diverse regions and natural resources in the US.** TSW present their state Slides from last week.  | **I can develop an understanding of the diverse regions and natural resources in the US.** TSW present their state Slides from last week.. | **I can develop an understanding of the diverse regions and natural resources in the US.** TSW create a map of their state on a poster board, including physical and human characteristics (landforms and population), capital, title, legend, and compass rose. | **I can develop an understanding of the diverse regions and natural resources in the US.** TSW continue working on their map. | **I can develop an understanding of the diverse regions and natural resources in the US.** TSW continue working on their map. |
| 10:30-11:10Activity Orr | Library | Music | Art | PE | Micro Time |
| 11:10-11:15 Switch11:15-11:35Silent ReadingHaynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 11:35 – 12:15Recess/Lunch  | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55Word StudyBathroom break at 12:45Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 12:55– 1:30Intervention | **I can use details and examples from a text when explaining what a text says.**TSW read a narrative fiction article and answer comprehension questions over the text using details from the text to support their answer. TTW pull small groups to work on details task cards. | **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 use details and examples from a text when explaining what a text says.**TSW read a narrative fiction article and answer comprehension questions over the text using details from the text to support their answer. TTW pull small groups to work on details task cards. | **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 use details and examples from a text when explaining what a text says.**TSW read a narrative fiction article and answer comprehension questions over the text using details from the text to support their answer. TTW pull small groups to work on details task cards. |
| 1:30-2:00Social Studies Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 2:00-2:45Reading (MTW) and Writing (ThF) WorkshopHaynesMini-Lesson (10-15 min.)Workshop (30 min.)Share (5 min.) | Same as 1st period | Same as 1st period | Same as 1st period  | Same as 1st period | Same as 1st period |
| 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

Speaking and Listening – SL.4.1, SL.4.2, SL.4.4