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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 – 9:30  Reading (MTW) and Writing (ThF) Workshop  Orr  Mini-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  9:45  Word 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. |
| 10:00-10:30  Social Studies  Orr | **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. |
| 10:30-11:10  Activity  Orr | Library | Music | Art | PE | Micro Time |
| 11:10-11:15 Switch  11:15-11:35  Silent Reading  Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 11:35 – 12:15  Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55  Word Study  Bathroom break at 12:45  Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 12:55– 1:30  Intervention | **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. |
| 1:30-2:00  Social Studies  Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 2:00-2:45  Reading (MTW) and Writing (ThF) Workshop  Haynes  Mini-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 – 3:00  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

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