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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 – 8:45Word Study**I can identify and use the prefix in-.** |  TSW be introduced to in- vocabulary words (inactive, invisible, incapable, incomplete, invalid). | TSW write definitions for the words in their own words. | TSW complete a vocabulary practice sheet.  | TSW use the vocabulary words in a sentence.. |  TSW take an assessment of the words. |
| 8:45-10:00Reading and Writing Workshop with Stations Bathroom Break9:45**Station One is Independent Reading.****Station Two is Summarize It!****I can summarize what I read.****I can read intensely.**  | 8:45-9:00- TTW introduce and model new stations procedures and expectations. 9:00-9:15-TSW work at their first station.9:20-9:35- TSW work at their second station. 9:35-9:45- TSW have a time to share what they learned at their station and reflect on what they can do better next time. | 8:45-9:00- TTW introduce and model new stations procedures and expectations. 9:00-9:15-TSW work at their first station.9:20-9:35- TSW work at their second station. 9:35-9:45- TSW have a time to share what they learned at their station and reflect on what they can do better next time. | 8:45-9:00- TTW introduce and model new stations procedures and expectations. 9:00-9:15-TSW work at their first station.9:20-9:35- TSW work at their second station. 9:35-9:45- TSW have a time to share what they learned at their station and reflect on what they can do better next time. | 8:45-9:00- TTW introduce and model new stations procedures and expectations. 9:00-9:15-TSW work at their first station.9:20-9:35- TSW work at their second station. 9:35-9:45- TSW have a time to share what they learned at their station and reflect on what they can do better next time. | 8:45-9:00- TTW introduce and model new stations procedures and expectations. 9:00-9:15-TSW work at their first station.9:20-9:35- TSW work at their second station. 9:35-9:45- TSW have a time to share what they learned at their station and reflect on what they can do better next time. |
| 10:00-10:30Social StudiesOrr**I can examine the origins, functions, and structure of the state and federal governments.** |  TSW read “Thomas Jefferson Political Ideals” paired texts and answer the comprehension questions.  | TSW read “Coming to America” paired texts and answer the comprehension questions.  |  TSW read “Native Americans” and answer the comprehension questions. | TSW read “Independence from British Rule” and answer the comprehension questions. | TSW take a quiz over their readings for the week.  |
| 10:30-11:10Activity Orr | Library | Music | Art | PE | Micro Time |
| 11:10-11:20Switch Classes11:20-11:35Word Study Haynes | 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 – 12:55Social Studies Bathroom 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. |
| 1:30-1:45Social Studies Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 1:45-2:45Reading and Writing Workshop with Stations **Station One is Independent Reading.****Station Two is Summarize It!** | 1:45-2:00-TTW introduce and model new stations procedures and expectations. 2:00-2:15-TSW work at their first station.2:15-2:30-TSW work at their second station. 2:30-2:45-TSW have a time to share what they learned at their station and reflect on what they can do better next time. | 1:45-2:00-TTW introduce and model new stations procedures and expectations. 2:00-2:15-TSW work at their first station.2:15-2:30-TSW work at their second station. 2:30-2:45-TSW have a time to share what they learned at their station and reflect on what they can do better next time. | 1:45-2:00-TTW introduce and model new stations procedures and expectations. 2:00-2:15-TSW work at their first station.2:15-2:30-TSW work at their second station. 2:30-2:45-TSW have a time to share what they learned at their station and reflect on what they can do better next time. | 1:45-2:00-TTW introduce and model new stations procedures and expectations. 2:00-2:15-TSW work at their first station.2:15-2:30-TSW work at their second station. 2:30-2:45-TSW have a time to share what they learned at their station and reflect on what they can do better next time. | 1:45-2:00-TTW introduce and model new stations procedures and expectations. 2:00-2:15-TSW work at their first station.2:15-2:30-TSW work at their second station. 2:30-2:45-TSW have a time to share what they learned at their station and reflect on what they can do better next time. |
| 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