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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 7: Summary Boot Camp**  **I can identify the main idea of nonfiction writing and use key details to support my answer.**  **Read Aloud:** Everything Weather by Kathy Furgang  **Mini-Lesson:** TTW demonstrate how to identify the main idea of a nonfiction passage. TSW read a page from the read aloud and practice identifying the main idea as a class.  **Workshop:** TSW read the article “Past Presidents Will Appear on $1 Coin” and answer questions regarding the main idea and the details that support that main idea.  **Share:** TTW share the informational learning progression with students. | **Unit 2, Session 7: Summary Boot Camp**  **I can summarize the main idea of nonfiction writing and use key details to support my answer.**  **Read Aloud:** Everything Weather by Kathy Furgang  **Mini-Lesson:** TTW introduce what a summary is. TTW introduce how to write the main idea sentence in a summary. TTW demonstrate how to write a summary. TSW write a summary as a class.  **Workshop:** TSW read a nonfiction text and write a summary over the text.  **Share:** TSW share their summary with the class. | **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 6: Boxes and Bullets**  **I can write a thesis statement using the boxes and bullets method.**  **Mini-lesson:** TTW model how to use the boxes and bullets method by demonstrating how writers need to think about why their opinion is true.  **Workshop:** TSW write a thesis statement with three reasons supporting their thesis.  **Share:** TSW share their thesis statement and supporting reasons.  . | **Unit 2, Session 7:**  **Return to Bootcamp**  **I can understand and model the structure of an essay.**  **Mini-lesson:** TTW introduce the five paragraphs opinion essay model. TTW demonstrate how to take the boxes and bullets thesis statement and add details to create a five paragraphs essay.  **Workshop:** TSW write an opinion essay over “I love ice cream.”  **Share:** TSW share their writing. |
| Bathroom Break  9:45  Word Study 9:30-10:00  **I can identify r-controlled syllables.** | TTW review closed syllables and r-controlled syllables. TSW receive this week’s words: porch, circus, turtle, nervous, large, observe, urgent, confirm, concert, backward. | TSW sort the words based on closed or r-controlled vowel | TSW read a passage and identify the r-controlled vowel syllable words | TSW partner up and do a r-controlled 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.**  Discuss the different geographical features in the US.  Then TTW model a research of Arkansas by using a variety of different resources, such as, websites, books, etc.  TSW sign up in pairs or groups of three for a state from each region of the US. Each group will be given a research template and each group must create a poster of their state. | **I can develop an understanding of the diverse regions and natural resources in the US.**  TSW continue researching their state and creating their Google Slides. | **I can develop an understanding of the diverse regions and natural resources in the US.**  TSW continue researching their state and creating their Google Slides. | **I can develop an understanding of the diverse regions and natural resources in the US.**  TSW continue researching their state and creating their Google Slides. | **I can develop an understanding of the diverse regions and natural resources in the US.**  TSW continue researching their state and creating their Google Slides. |
| 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 multiply by whole numbers.**  TTW work review the four multiplication strategies. TSW create their own multiplication problems and use the four strategies to work the problem. | **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 multiply by whole numbers.**  TTW work review the four multiplication strategies. TSW create their own multiplication problems and use the four strategies to work the problem. | **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