|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 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 9:45Word 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. |
| 10:00-10:30Social StudiesOrr | **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. |
| 10:30-11:10Activity 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 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. |
| 1:30-2:00Social 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