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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/Review 4th Grade Rules and Procedures | Good things  Mindset/Review 4th Grade Rules and Procedures | Good things  Mindset/Review 4th Grade Rules and Procedures | Good things  Mindset/Review 4th Grade Rules and Procedures | Good things  Mindset/Review 4th Grade Rules and Procedures |
| 8:30 – 9:30  Reading (MTW) and Writing (ThF) Workshop  Orr  Mini-Lesson (10-15 min.)  Workshop (30 min.)  Share (5 min.) | **Unit 1, Session 12: Debating to Prompt Rich Book Conversation**  **I can have different viewpoints about a book and these differences can spark a debate.**  **Read Aloud:** The Tiger RisingChapter 18-19  **Mini-Lesson:** TTW explain that different ideas about books can spark a debate. TTW use an anchor chart to show what ideas are debatable and how to develop evidence for or against an argument.  **Workshop:** TSW practice generating their own debatable ideas.  **Share:** One group of partners will debate for the class to watch and take notes. | **Unit 1, Session 13: Grounding Evidence Back in the Text**  **I can defend and critique ideas by using specific passages from the text itself.**  **Read Aloud:** The Tiger Rising Chapter 20  **Mini-Lesson:** TTW explain that ideas that are grounded in the direct words of the text cannot be contested. TTW demonstrate how to search for an exact page of the text that forwards a particular idea. TSW help the teacher set up a debate using the text evidence.  **Workshop:** TSW practice preparing for a debate.  **Share:** TSW debate using text evidence as support for their arguments. | **Close Reading**  TTW guide students through an article from Newsela using close reading process.  **Guidance Class with Mr. Brown- 9:10-9:40** | **Unit 1, Session 11: Revision**  **I can follow the steps of the writing process, including to plan, revise, and edit my writing.**  **Workshop:** TTW explain what revision means. TTW explain to student that they can revise before they are finished writing. TTW explain how when revising, students need to read their writing through a new lens. TTW introduce the Cardboard Character Alert.  **Workshop:** TSW revise their writing.  **Share:** TTW remind students of the basics of fiction writing. | **Unit 1, Session 13: Using Mentor Texts to Flesh Out Characters**  **I can create a picture of the setting and characters in a narrative using dialogue, actions, and thoughts.**  **Workshop:** TTW explain that writers can learn from other writers. TTW read part of Because of Winn-Dixie aloud and highlight what the author did that could be used in writing. TTW encourage students to look a mentor texts to add new ways to revise their writing.  **Workshop:** TSW look through texts and find ways they can revise their own writing.  **Share:** TTW share actions that reveal emotions. |
| Bathroom Break  9:45  Word Study 9:30-10:00  **I can use common prefixes and suffixes as clues to the meaning of a word.** | TSW receive their vocabulary list and TTW introduce the prefix -less. Careless, helpless, timeless, painless, restless. | TSW review and write out the definitions for the vocabulary words. | TSW create sentences with each vocab word. | TSW work on a practice sheet. | TSW will take a quiz over their vocab words. |
| 10:00-10:30  Social Studies  Orr | **I can examine the origins, functions, and structure of state and federal government.**  Research the three branches of government and present. | **I can examine the origins, functions, and structure of state and federal government.**  Research the three branches of government and present. | **I can examine the origins, functions, and structure of state and federal government.**  Read aloud: If I Ran for President  Discuss roles | **I can examine the origins, functions, and structure of state and federal government.**  Discuss character traits of a good president and hold an election for president and vice-president. | **I can examine the origins, functions, and structure of state and federal government.**  TTW divide the class into the three branches of government. TSW create and pass a new law for the classroom following the national procedures and getting approved by each branch. |
| 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 | TSW work on MobyMax. | TSW work on MobyMax. | TSW work on MobyMax. | TSW work on MobyMax. | TSW work on MobyMax. |
| 1:30-2:30  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