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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.) | **Reading- Unit 2, Session 1: Reading and Learning with Intensity**  **I can learning from a text by making connections to what I already know.**  **Read Aloud:** Everything Weather by Kathy Furgang  **Mini-Lesson:** TTW ask student what kind of nonfiction reading fills their lives. TTW introduce the two types of reading of nonfiction. TTW explain that in order to learn from a text the reader must care about the topic. TTW make an anchor chart. TTW ask students “What do I know and care about that connects to this topic in some way?”  **Workshop:** TSW partner read nonfiction texts.  **Share:** TSW share what topic they have learned from reading their nonfiction text.  . | **Students will be on a field trip to the Miracle League Park until 10:15. When the student return, they will go straight to activity.** | **Writing- Unit 1, Session 1: Essay Structure Boot Camp**  **I can produce developed and organized writing to meet the expectations of the assignment.**  **Mini-Lesson:** TTW introduce a thesis statement and its purpose. TTW given examples of how to write a thesis statement. TSW write a thesis statement with the teacher.  **Workshop:** TSW practice writing their own thesis statements.  **Share:** TSW share their thesis statements.  **Guidance Class 9:10-9:40** | **Read Works Article**  **I can read on-grade level text and make inferences based on the text.**  TSW read the article Watching the Weather. | **No School** |
| Bathroom Break  9:45  Word Study 9:30-10:00  **I can identify open and closed syllables.** | TTW review open and closed syllables. TSW will do a word sort of open and closed syllables. TSW receive their spelling words: Napkin, magnet, rabbit, pumpkin, bedbug, cobweb, jacket, locket, pocket, and catnip. | **Field Trip** | TSW partner up and do a closed syllable speed/accuracy drill. | TSW take a spelling test over this week’s words. | **No School** |
| 10:00-10:30  Social Studies  Orr | **Unit 2: Geography**  **I can identify the relationship between opportunities and constraints.**  **I can determine geographic factors that influenced early settlers to meet their basic needs of food, clothing, and shelter.**  **Day 1:** How does where you live matter?  Staging the Question: Brainstorm the relationship between humans and physical environment through the concepts of opportunities and constraints. The inquiry relies on exploring the reciprocal relationship between humans and their physical environments. | **Field Trip** | **Unit 2: Geography**  **I can identify the relationship between opportunities and constraints.**  **I can determine geographic factors that influenced early settlers to meet their basic needs of food, clothing, and shelter.**  Begin with students wrestling with what it means for something to “matter” or “not matter”. TTW draw students’ attention to the world topographic map asking them to think about what the map represents and what it supports and/or complicates about their initial ideas about which physical features matter.  TTW channel the discussion toward opportunities (advantages of environment) and constraints (limitations geography can present. | **Read Works Article**  **I can read on-grade level text and make inferences based on the text.**  TSW read the article American Government- The Mayflower Compact. | **No School** |
| 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 | **No School** |
| 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 | TSW partner up and do a closed syllable speed/accuracy drill. | TSW take a spelling test over this week’s words. | TSW watch a video relating to the American Revolution. | **No School** |
| 12:55– 1:30  Intervention | TSW look at pictures and discuss the details that make up pictures and how they can use details from reading to make inferences. | TSW work on MobyMax. | TSW look at pictures and discuss the details that make up pictures and how they can use details from reading to make inferences | TSW work on MobyMax. | **No School** |
| 1:30-2:30  Social Studies  Haynes | Same as 1st period | **Read Works Article**  **I can read on-grade level text and make inferences based on the text.**  TSW read the article American Government- The Mayflower Compact. | Same as 1st period | **Early Dismissal at 1:40**  **Parent Teacher Conferences at 2:30** | **No School** |
| 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 | **Read Works Article**  **I can read on-grade level text and make inferences based on the text.**  TSW read the article Watching the Weather. | Same as 1st period | **Early Dismissal at 1:40**  **Parent Teacher Conferences at 2:30** | **No School** |
| 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. | **Early Dismissal at 1:40**  **Parent Teacher Conferences at 2:30** | **No School** |
| 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 | **Early Dismissal at 1:40**  **Parent Teacher Conferences at 2:30** | **No School** |

**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