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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 2: To Learn from Nonfiction, Readers Get Their Mental Arms around the Text**  **I can preview a nonfiction text and understand the parts of a nonfiction text.**  **Read Aloud:** Everything Weather by Kathy Furgang  **Mini-Lesson:** TTW introduce the parts of nonfiction texts using an anchor chart. TTW identify the parts of a nonfiction text using the read aloud. TSW practice identifying the parts of a nonfiction text using different nonfiction texts at their tables.  **Workshop:** One group of students will work on MobyMax, one group will read with the teacher, and last group of students will work on a word sort.  **Share:** TSW be given a nonfiction text and must identify the parts of the text.  . | **Unit 2, Session 3: Text Structures Help Accentuate What Matters**  **I can identify the types of nonfiction text structures.**  **Read Aloud:** Everything Weather by Kathy Furgang  **Mini-Lesson:** TTW introduce and explain the different nonfiction text structures.  **Workshop:** TSW work on MobyMax, reading small groups, and word sorts.  **Share:** TSW take a quiz over the types of nonfiction text structures. | **Read Work Article**  **I can read on-grade level text and make inferences based on the text.**  TSW read the article Book Battles and answer the comprehension questions. | **Unit 2, Session 2: Collecting Ideas as Essayists**  **I can create ideas for essays.**  **Mini-lesson:** TTW model how to think to come up with ideas for essays. TSW partner up and try to create ideas for essays.  **Workshop:** TSW create ideas for an essay.  **Share:** TSW share their ideas.  . | **Unit 2, Session 3: Writing to Learn**  **I can understand what makes good freewriting.**  **Mini-lesson:** TSW investigate the question: What makes good freewriting? TTW show examples of freewriting and ask the students what is strong about the writing and what can we use in our own writing.  **Workshop:** TSW work on their own freewriting.  **Share;** TSW share what they wrote during workshop time. |
| Bathroom Break  9:45  Word Study 9:30-10:00  **I can identify VCe syllables.** | TTW review closed syllables and VCe syllables. TSW receive this week’s words: flute, combine, sunshine, include, behave, theme, pavement, bracelet, centipede, lemonade. | TSW sort the words based on closed or VCe. | TSW read a passage and identify the VCe syllable words | TSW partner up and do a closed syllable speed/accuracy drill. | TSW take a spelling test over this week’s words. |
| 10:00-10:30  Social Studies  Orr  **I can understand the native tribes of Arkansas and how they have influenced Arkansas.** | TSW be divided into groups of the Native tribes of Arkansas. TSW spend the week answering the following questions: Where did they live in Arkansas? How did they survive? What did their lives look like? How have they impacted Arkansas? | TSW be divided into groups of the Native tribes of Arkansas. TSW spend the week answering the following questions: Where did they live in Arkansas? How did they survive? What did their lives look like? How have they impacted Arkansas? | TSW be divided into groups of the Native tribes of Arkansas. TSW spend the week answering the following questions: Where did they live in Arkansas? How did they survive? What did their lives look like? How have they impacted Arkansas? | TSW present their tribe. | TSW present their tribe. |
| 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 read a ReadWorks Article and answer comprehension questions. | TSW work on MobyMax. | TSW read a ReadWorks Article and answer comprehension questions. | TSW work on MobyMax. | TSW read a ReadWorks Article and answer comprehension questions. |
| 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