|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 4: Embracing the Challenge of Nonfiction Reading**  **I can understand the difficult parts of nonfiction texts.**  **Read Aloud:** Everything Weather by Kathy Furgang  **Mini-Lesson:** TSW review the structures of a NF text. TTW will go over the parts of a NF text that can be difficult such as headings. TTW ask the students to ask themselves, “What is this part teaching?”  **Workshop:** TSW work in their reading groups.  **Share:** TSW share what difficult parts they encountered while reading NF texts. | **Unit 2, Session 5: The Challenges Posed by Texts that Are Structured as Hybrids**  **I can understand the common nonfiction text structures.**  **Read Aloud:** Everything Weather by Kathy Furgang  **Mini-Lesson:** TTW introduce the common NF text structures: Chronological, Problem/Solution, Cause and Effect, and Compare/Contrast.  **Workshop:** TSW work in their reading groups.  **Share:** TSW share what kind of NF text structure their NF book is. | **Unit 2, Session 6: Tackling Tricky Vocabulary through Reading, Note-Taking, and Conversation**  **I can use context clues to discover the meaning of new vocabulary.**  **Mini-Lesson:** TTW model how students can use the text around a word to discover the meaning of the word. TSW work to identify the meaning of the words based on the context.  **Workshop:** TSW read an on-level text and answer comprehension questions over the text.  **Share:** TSW take a quiz over the parts of a NF text.  **Guidance Class 9:10-9:40** | **Unit 2, Session 4: Using Elaboration Prompts to Grow Ideas**  **I can use elaboration prompts to grow my ideas,**  **Mini-lesson:** TTW show how to push our thinking while writing. TSW partner up and practice using the elaboration prompts on each other.  **Workshop:** TSW freewrite and practice using elaboration prompts to keep their writing growing.  **Share:** TSW share what they have written.  . | **Unit 2, Session 5: Mining Our Writing**  **I can reread my writing and find new ideas to develop.**  **Mini-lesson:** TTW introduce question to ask while rereading old writing entries. TTW show an example of an entry and how to use the question to pull out another idea for writing.  **Workshop:** TSW reread their writing and find any new ideas.  **Share:** TSW share their ideas with the class. |
| Bathroom Break  9:45  Word Study 9:30-10:00  **I can identify VCe syllables.** | TTW review closed syllables and double vowel syllables. TSW receive this week’s words: toast, honeymoon, increase, explain, around, poison, manatee, suitable, underground, sleuth. | TSW sort the words based on closed or double vowel | TSW read a passage and identify the double vowel syllable words | TSW partner up and do a double vowel syllable speed/accuracy drill. | TSW take a spelling test over this week’s words. |
| 10:00-10:30  Social Studies  Orr | TSW present their presentations from last week.  **I can understand the native tribes of Arkansas and how they have influenced Arkansas.** | TSW present their presentations from last week.  **I can understand the native tribes of Arkansas and how they have influenced Arkansas.** | Day 1: The world is made up of various landscapes and countries.  Show videos: World Geography and Landscapes of the world (total about 15:00)  **I can develop an understanding of the diverse regions and natural resources in the US.** | Day 2: Students will take a closer look at the geography of the US. Provide students with an organizer to record thoughts while watching the videos (30:00).  **I can develop an understanding of the diverse regions and natural resources in the US.** | Day 3: Discuss the different geographical features in the US.  Then the teacher will model a research of Arkansas by using a variety of different resources, such as, websites, books, etc.  **I can develop an understanding of the diverse regions and natural resources in the US.** |
| 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. |
| 1:30-2:00  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