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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 14: Looking Beyond Characters**  **I can add up all the elements of a story to make an interpretation.**  **Read Aloud:** The Tiger RisingChapter 21  **Mini-Lesson:** TTW introduce the elements of a story. TTW model how to make interpretations based on the elements of the story using The Tiger Rising (i.e. How does this help me understand what the whole book is about?).  **Workshop:** TSW will partner read and practice making interpretations using story elements.  **Share:** TSW share their interpretations. | **Unit 1, Session 15: Looking through Many Lenses at Not Just a Scene-But at the Whole Story So Far**  **I can look at how the parts connect to the whole story when interpreting.**  **Read Aloud:** The Tiger Rising Chapter 22-23  **Mini-Lesson:** TTW spotlight two scenes from The Tiger Rising. TTW demonstrate how the scenes are connected.  **Workshop:** TSW make interpretations by using scenes from their independent novels.  **Share:** TSW share their scenes and interpretations. | **Read Works Article**  **I can read on-grade level text and make inferences based on the text.**  TSW read the article What’s For Breakfast? | **Unit 1, Session 14: Editing with Various Lenses**  **I can follow the steps of the writing process, including to plan, revise, and edit my writing.**  **Mini-Lesson:** TTW introduce the students to CUPS method of editing writing. TTW demonstrate how to use the CUPS method.  **Workshop:** TSW edit their Best Day personal narratives.  **Share:** TSW share their edits with the teacher. | **Unit 1, Session 15: Publishing Anthologies**  **I can follow the steps of the writing process, including to plan, revise, and edit my writing.**  **Workshop**: TSW type their Best Day personal narratives, making any additional edits.  **Share:** TSW share their personal narratives. |
| 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. | TSW read a passage and identify the closed syllables. | TSW practice splitting up their spelling words up into syllables. | TSW partner up and do a closed syllable speed/accuracy drill. | TSW will take a spelling test over closed syllables. |
| 10:00-10:30  Social Studies  Orr | **I can examine the origins, functions, and structure of state and federal government.**  Classroom election for classroom president and vice-president  Discuss character traits of a good president  Hold election | **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. | **I can examine the origins, functions, and structure of state and federal government.**  Research a local or global problem and pass a law in Class Congress to solve the problem. | **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.  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. | **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 2:** What physical features make Arkansas geographically diverse?  TTW display the pictures of physical features which allow students to develop initial ideas about physical features and natural resources common to Arkansas, as well as other kinds of geography foundin Arkansas. The task may begin by answering the question, “Is this (image) Arkansas?”  Examine the various maps of Arkansas and allow the students to discuss (in small groups) and think deeply about the differences and similarities the maps represent. Note: students should notice areas with elevations of more than 2000ft are mountainous. Encourage the students to infer opportunities and constraints of various terrain. The use of this array of maps,rather than political maps, allows students to make observations, develop questions, and make evidence-based claims, which will lead them toward their arguments in response to the compelling question for this inquiry: How does where you live matter? |
| 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