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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 7:55 – 8:15Gym | Morning Celebration | Morning Celebration | Morning Celebration | Morning Celebration | Morning Celebration |
| 8:15 – 8:40Community 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 |
| 8:40 – 9:30Reading (MTW) and Writing (ThF) WorkshopOrrMini-Lesson (10-15 min.)Workshop (30 min.)Share (5 min.) | **Unit 1, Session 10: Improving Theories by Reaching for Precise Academic Language****I can grow insightful ideas by using exact, precise, true words to convey their thoughts about characters.** **Read Aloud:** Chapter 18TTW display a word on the board and will give an example of a word that could replace the word on display. TTW ask the class to do the same.TSW receive chart paper with a word on it. As a table, TSW create a list of words with the same meaning as the word on their chart paper.  | **Unit 1, Session 11: Finding Complications in Characters** **I can understand that characters are complicated.** **Read Aloud:** The Tiger Rising Chapter 19TTW give an example of a complicated character like villains in superhero stories. TTW make a T-chart showing how two sides of a person might compare. TTW then lead the student to make a T-chart of the sides of Sistine. TSW partner read their books and have discussions about the complexities in their characters.  |  **Read Works Article**TSW log onto Google classroom and work on an article called “Colonization and Revolutionary War- Paul Revere’s Ride.”  | **Unit 1, Session 9: Orienting Readers with Setting** **I can create a picture of the setting and characters in a narrative using dialogue, actions, and thoughts.** TTW introduce the five senses and explain that as writers we want to set the scene for our readers. TTW revisit some pages from The Tiger Rising and TSW use their five senses to describe the setting of the story on a chart. TSW describe the setting of their story by using the all five senses.  | **Unit 1, Session 10: Writing Powerful Endings****I can provide a conclusion or solution that completes the events in my story.** TTW introduce the types of narrative endings and give examples. TSW chose a type of narrative ending for their Best Day writing piece and write the ending of their story.  |
| Bathroom Break 9:45Word Study 9:50-10:00**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 re-. | 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.  |
| 10:00-10:30Social StudiesOrr | **Day 7:** **I can demonstrate the procedures for the recitation of the Pledge of Allegiance and the proper etiquette for the Arkansas and American Flags.**Close read the Pledge of AllegianceJournal or Exit Slip: Why do you think we say the Pledge every morning?  |  **Day 8:** **I can demonstrate the procedures for the recitation of the Pledge of Allegiance and the proper etiquette for the Arkansas and American Flags.**Go to the flagpole and watch proper flag etiquette (or watch the 9m video). Cite the pledge. Listen and discuss patriotic songs. | **Day 9:** **I can examine the origins, functions, and structure of the state and federal government.**Research the three branches of government and present. | **Day 10:** **I can examine the origins, functions, and structure of the state and federal government.**Research the three branches of government and present. | **Day 11:** **I can examine the origins, functions, and structure of the state and federal government.**Research the three branches of government and present  |
| 10:30-11:10Activity Orr | Library | Music | Art | PE | Micro Time |
| 11:10-11:15 Switch11:15-11:35Silent ReadingHaynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 11:35 – 12:15Recess/Lunch  | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch | Recess/Lunch |
| 12:20 – 12:55Word StudyBathroom break at 12:45Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 12:55– 1:30Intervention | TSW work on MobyMax. | TSW work on MobyMax. | TSW work on MobyMax. | TSW work on MobyMax. | TSW work on MobyMax. |
| 1:30-2:30Social Studies Haynes | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 2:00-2:45Reading (MTW) and Writing (ThF) WorkshopHaynesMini-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 – 3:00Reflection | 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. |
| 3:00Dismissal  | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)3:10 – Final call – Loading 1st wave of buses3:20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17, 53)3:10 – Final call – Loading 1st wave of buses3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)3:10 – Final call – Loading 1st wave of buses3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)3:10 – Final call – Loading 1st wave of buses3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art | 3:00 – Walkers, Car Riders, After School Vans, Bus 533:05 – 1st wave of buses (Bus # 61, 66, 45, 11, 17)3:10 – Final call – Loading 1st wave of buses3: 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