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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 – 8:30Community 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 – 9:30Reading (MTW) and Writing (ThF) WorkshopOrrMini-Lesson (10-15 min.)Workshop (30 min.)Share (5 min.) | **No School** | **Unit 1, Session 7: Reading to Develop Defensible Ideas about Characters****Read Aloud: The Tiger Rising Ch 11****Mini-Lesson:** TTW demonstrate how to read characters by asking questions. TTW display pages 5-6 of The Tiger Rising on the board for this demonstration. TTW demonstrate strategies to grow ideas about a character.**Workshop:** TSW find patterns in character from the their own independent novels using the methods they were taught during the lesson.**Share:** Pair and share their work from the workshop. | **Unit 1, Session 8: Developing Significant Ideas****Read Aloud: The Tiger Rising Ch. 12****Mini-Lesson:** TTW demonstrate how to determine which details of a story are important. TTW demonstrate how to use the text to ground their ideas. **Workshop:** TSW use their independent novel to analyze their characters.**Share:** Pair and share their work from the workshop.  | **Unit 1, Session 5: Plotting with a Story Arc****Mini-Lesson**: TTW remind students how character’s wants and struggles create plot lines. TTW explain how to create a draft of story plot. TTW demonstrate a possible plot outline with the students, modeling how the students can take the plot different directions.**Workshop:** TSW build a plot diagram of their story.**Share:** TSW share their plot diagrams  | **Unit 1, Session 6: Show, Don’t Tell****Mini-Lesson:** TTW demonstrate to student how give characters a voice adds details to the story. TTW demonstrate how to write scenes from their plot diagrams to create “small moments.”**Workshop:** TSW begin writing small moment scenes in their Writer’s Notebooks.**Share:** TSW pair and share one of their small moment scenes.  |
| Bathroom Break 9:45Word Study 9:50-10:00 | **No School** | TSW review syllabication with the six syllable types. | TTW introduce prefixes, root words, base words, and suffixes.  | TTW introduce common prefixes anti-, de-, dis-, en-/em-, fore-. | TSW practice sorting words with common prefixes.  |
| 10:00-10:30Social StudiesOrr | **No School**  | **BrainPop**TSW watch a BrainPop over the Constitutional Convention. TSW take the quiz as a class following the video.  | **BrainPop**TSW watch a BrainPop over the Thirteen Colonies. TSW take the quiz as a class following the video. | **BrainPop**TSW watch a BrainPop over George Washington and take the quiz together as a class. | **BrainPop**TSW watch a BrainPop over Thomas Jefferson and take the quiz as a class.  |
| 10:30-11:10Activity Orr | Library | Music | Art | PE | Micro Time |
| 11:10-11:15 Switch11:15-11:35Word StudyHaynes | **No School** | 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 – 12:55Social StudiesHaynes | **No School** | Same as 1st period | Same as 1st period | Same as 1st period | Same as 1st period |
| 12:55– 1:30Intervention | **No School** | TSW will read. Some will be working in small group with the teacher. | TSW will read. Some will be working in small group with the teacher. | TSW will read. Some will be working in small group with the teacher. | TSW will read. Some will be working in small group with the teacher. |
| 1:40-2:40Reading (MTW) and Writing (ThF) WorkshopHaynesMini-Lesson (10-15 min.)Workshop (30 min.)Share (5 min.) | **No School** |  Same as 1st period | Same as 1st period  | Same as 1st period  | Same as 1st period. |
| 2:50 – 3:05Reflection | 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. |
| 3:05Dismissal  | 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