

## Ms. Orr's Lesson Plans

### September 10, 2018 –September 14, 2018

These lesson plans are subject to change based on students' instructional needs.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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 4 <sup>th</sup> Grade Rules and Procedures	Good things Mindset/Review 4 <sup>th</sup> Grade Rules and Procedures	Good things Mindset/Review 4 <sup>th</sup> Grade Rules and Procedures	Good things Mindset/Review 4 <sup>th</sup> Grade Rules and Procedures	Good things Mindset/Review 4 <sup>th</sup> 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.)	<p><b>Narrative Writing Performance Assessment</b></p> <p>TTW read the writing prompt aloud to students. The writing prompt goes as follows: Write about a time you felt proud of yourself. TSW have 45 minutes to plan, draft, revise, and edit in one sitting.</p>	<p><b>Unit 1, Session 6: Show, Don't Tell</b></p> <p><b>I can create a picture of the setting and characters in a narrative using dialogue, actions, and thoughts.</b></p> <p>TTW illustrate the difference between summary and scene by telling a familiar tale in two contrasting ways. TTW demonstrate how to write telling a story versus how</p>	<p><b>Unit 1, Session 7: Reading to Develop Defensible Ideas about Characters</b></p> <p><b>I can read characters and notice patterns to develop defensible ideas.</b></p> <p><b>Read Aloud:</b> The Tiger Rising Chapter 11 <b>Mini-Lesson:</b> TTW tell a story about someone who is good at reading people. TTW refer</p>	<p><b>Unit 1, Session 8: Developing Significant Ideas</b></p> <p><b>I can grow ideas by paying attention to details that show the characters' desires, motivations, and obstacles.</b></p> <p><b>Read Aloud:</b> The Tiger Rising chapter 12 <b>Mini-Lesson:</b> TTW give examples of details that merit attention using The Tiger</p>	<p><b>Unit 1, Session 9: Growing Grounded, Significant Ideas by Noticing Author's Craft</b></p> <p><b>I can grow ideas by noticing anything the author spotlights.</b></p> <p><b>Mini-Lesson:</b> TTW explain how to create scenes with their characters that allow the characters to show and not tell their</p>

## Ms. Orr's Lesson Plans

### September 10, 2018 –September 14, 2018

These lesson plans are subject to change based on students' instructional needs.

		<p>to write showing a story. TTW partner students up to share a summary of their best day they have had. Then TTW use one student's summary to add in dialogue, actions, and thoughts to turn it into a story. TSW take their own best day summary and turn into a small moment story by adding dialogue, actions, and thoughts.</p>	<p>back to The Tiger Rising p. 5 and 6 to answer the questions "How is the character acting? What pattern have I seen in the way this character acts? Does this new action fit with or disrupt those patterns?" TSW turn and talk to discuss the decisions that Rob makes and why they think he has made that decision. TSW turn and talk about patterns they have noticed about Rob. TTW revisit chapter 3 of The Tiger Rising and TSW answer the following question about Sistine: "Do her actions fit with or change out ideas</p>	<p>Rising. TTW think aloud how to read to find the character's motivations. TTW remind student that their ideas must be grounded in the text.  <b>Workshop:</b> TSW read their independent novels and look for the motives, obstacles, desires of the characters in their independent novel.  <b>Share:</b> TSW share their ideas about their independent novels.</p>	<p>desires and struggles. TSW turn and talk about how they can bring their characters to life in a scene that show their struggles and desires.  <b>Workshop:</b> TTW show students questions they can ask themselves to develop their scenes.  <b>Share:</b> TTW have students share their work and give examples of how to create effective small moments.</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Ms. Orr's Lesson Plans

### September 10, 2018 –September 14, 2018

These lesson plans are subject to change based on students' instructional needs.

			<p>about Sistine?"</p> <p><b>Workshop:</b> TSW read their independent novels and develop their own ideas about the characters that are grounded in the text.</p> <p><b>Share:</b> TSW share their ideas about their characters.</p>		
<p>Bathroom Break 9:45</p> <p>Word Study 9:50-10:00</p> <p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>● <b>I can use common prefixes and suffixes as clues to the meaning of a word.</b></li> <li>● <b>I can label and identify words with double vowel syllables.</b></li> </ul>	<p>TSW be introduced to the <b>-ful</b> word list. They will read the definitions and look for what the words have in common.</p> <p>Review open, closed, and vce syllables</p>	<p>TSW complete a practice sheet using the <b>-ful</b> word list. This will be turned in.</p> <p>Introduce double vowel syllables</p>	<p>Students will write definitions in their own words. They must use 4-6 words and include meaning of the root as one of the six word.</p> <p>Practice sorting vce and double vowel syllables</p>	<p>TSW participate in a race using individual marker boards. They will be racing to see who can label and identify syllable types the quickest!</p>	<p><b>-ful</b> word list vocabulary test.</p>

## Ms. Orr's Lesson Plans

### September 10, 2018 –September 14, 2018

These lesson plans are subject to change based on students' instructional needs.

<p style="text-align: center;">10:00-10:30 Social Studies Orr</p>	<p style="text-align: center;"><b>Day 1: Who had voting rights in New York State when the US was founded?</b></p> <p>TSW establish a foundational understanding of the requirements for voting in new York State after the Revolutionary War. TTW ask student to participate in a discussion about what it means for something, or someone, to be equal to introduce the concept of equality. TTW guide the students through an excerpt from the New York State Constitution. Together, we will create a list of the requirements for voting in new York</p>	<p style="text-align: center;"><b>Day 2: What were the social roles of women in New York before the 20th century?</b></p> <p>TSW build on their understandings of the limitations of the US and New York State constitutions in addressing women's rights. TTW guide the students through a slide show of images depicting women in the 1800's. Students will study the images and discuss the roles of women with a partner. Students will then explore ducksters.com to read about Colonial America and the role of women. TSW write a</p>	<p style="text-align: center;"><b>Day 3: How did women move from the home to the political stage in New York?</b></p> <p>TSW understand how women worked to change their social and political roles. TSW explore videos on BrainPop about Susan B. Anthony, the First Convention, and the 19th Amendment.</p>	<p style="text-align: center;"><b>Day 4: Study Guide</b></p> <p>TSW participate in a review game to complete a study guide.</p>	<p style="text-align: center;"><b>Day 5: Quiz</b></p> <p>TTW spend time reviewing the study guide with the students before they take a quiz over women's' right to vote.</p>
---------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Ms. Orr's Lesson Plans

### September 10, 2018 –September 14, 2018

These lesson plans are subject to change based on students' instructional needs.

	State.	paragraph describing women's roles in society before the 20th century.			
10:30-11:10 Activity Orr	Library	Music	Art	PE	Micro Time
11:10-11:15 Switch 11:15-11:35 Word Study Haynes	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period
11:35 – 12:15 Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
12:20 – 12:55 Social Studies Haynes	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period
12:55– 1:30 Intervention	TSW read. Some will be working in small groups with the teacher.	TSW read. Some will be working in small groups with the teacher.	TSW read. Some will be working in small groups with the teacher.	TSW read. Some will be working in small groups with the teacher.	TSW read. Some will be working in small groups with the teacher.
1:40-2:40 Reading (MTW) and Writing (ThF) Workshop Haynes	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period	Same as 1 <sup>st</sup> period.

## Ms. Orr's Lesson Plans

### September 10, 2018 –September 14, 2018

These lesson plans are subject to change based on students' instructional needs.

Mini-Lesson (10-15 min.) Workshop (30 min.) Share (5 min.)					
2:50 – 3:05 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.
3:05 Dismissal	3:00 – Walkers, Car Riders, After School Vans, Bus 53 3:05 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1 <sup>st</sup> 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 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17, 53)  3:10 – Final call – Loading 1 <sup>st</sup> 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 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1 <sup>st</sup> 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 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1 <sup>st</sup> 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 – 1 <sup>st</sup> wave of buses (Bus # 61, 66, 45, 11, 17)  3:10 – Final call – Loading 1 <sup>st</sup> 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

**Ms. Orr's Lesson Plans**  
**September 10, 2018 –September 14, 2018**

**These lesson plans are subject to change based on students' instructional needs.**

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