

Ms. Orr's Lesson Plans

September 17, 2018 –September 21, 2018

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

	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 4 th Grade Rules and Procedures	Good things Mindset/Review 4 th Grade Rules and Procedures	Good things Mindset/Review 4 th Grade Rules and Procedures	Good things Mindset/Review 4 th Grade Rules and Procedures	Good things Mindset/Review 4 th 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>Read Works Article</p> <p>TSW read “The Magic Glasses” on ReadWorks for comprehension.</p>	<p>Unit 1, Session 10: Improving Theories by Reaching for Precise Academic Language</p> <p>I can grow insightful ideas by using exact, precise, true words to convey their thoughts about characters.</p> <p>Read Aloud: The Tiger Rising Chapter 15</p>	<p>Unit 1, Session 11: Finding Complications in Characters</p> <p>I can understand that characters are complicated.</p> <p>Read Aloud: The Tiger Rising Chapter 16-17</p> <p>TTW give an example of a complicated character like villains in superhero stories. TTW make a</p>	<p>Unit 1, Session 7: Feeling and Drafting the Heart of Your Story</p> <p>I can follow the steps of the writing process, including to plan, revise, and edit my writing.</p> <p>TTW show the students the writing process and explain where they are in it. TTW review the last writing lesson.</p>	<p>Unit 1, Session 8: Studying Published Texts to Write Leads</p> <p>I can follow the steps of the writing process, including to plan, revise, and edit my writing.</p> <p>TTW demonstrate the revising process of writing. TTW explain the purpose of leads and how writers use them to grab the readers’</p>

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		<p>TTW demonstrate through Think Aloud how the first word to describe a character isn't always the most precise and how the students can change the word to be more precise using the character Sistine. TSW attempt to create a precise description for the other main character Rob. TSW receive their previous character descriptions and begin adding more precise words. TTW go over partner reading procedures and rules. TSW be assigned partners and the partners will choose what book they will read</p>	<p>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.</p>	<p>TTW explain that they need to envision themselves as the character in their personal narrative. TTW demonstrate this by writing an example. TSW continue their drafts of their best day stories.</p>	<p>attention. TTW go over the leads anchor chart.</p>
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		together for workshop.			
<p>Bathroom Break 9:45</p> <p>Word Study 9:50-10:00</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can use common prefixes and suffixes as clues to the meaning of a word. I can label and identify words with double vowel syllables. 	<p>TSW be introduced to the un- word list (unlock, unsafe, uncover, unable, uneven). 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 un- 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>un- word list vocabulary test.</p>
<p>10:00-10:30 Social Studies Orr</p>	<p>Day 1: Schema Activation Our great country: How do documents and symbols affect our country?</p> <p>Read aloud and create an anchor chart (Constitution,</p>	<p>Day 2: How did we get the government we have?</p> <p>Read the breakup note from the colonies to King George. Pretend like you found it on the floor, read it aloud,</p>	<p>Day 3: US Constitution</p> <p>Liberty Kids: We the People #40</p> <p>School House Rock video: Preamble</p> <p>Discuss</p>	<p>Day 4:</p> <p>Review the Preamble video from yesterday. Watch the Andy Griffith video. Compare the words of the</p>	<p>Day 5: Readers Theater</p> <ul style="list-style-type: none"> Establishing the Bill of Rights Fight for the Bill of Rights

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	<p>national symbols, freedom, flag, rights, Declaration of Independence, responsibilities, Star Spangled Banner, etc)</p> <p>Exit Slip: Choose 1 document or symbol and answer the question: "How does this document/symbol affect (change/influence) our country?" Teachers model an example.</p>	<p>and then explain it was from the colonies to the king.</p> <p>Write the question (How did we get the government we have?) on the board. Ask your students to think, pair, and share the question. Create an anchor chart of their answers.</p> <p>Play the School House Rock (fireworks) video. Ask students to think, pair, share again on the question. Add to your anchor chart. Answers may vary, but should include:</p> <ul style="list-style-type: none"> ● People were unhappy with the King of England and 	<p>information about the Constitution from the videos and create anchor charts so students may recall the information.</p>	<p>Preamble to the kid version.</p> <p>What is the purpose of the Preamble and Constitution?</p> <p>What would a Constitution for our classroom look like? Create a classroom constitution. Have everyone sign it.</p>	
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		<p>his government.</p> <ul style="list-style-type: none">• People deserve basic rights.• The colonist formed a committee to write the Declaration of Independence.• Continental Congress (who people voted for) decided we have “the right to life, liberty, and the pursuit of happiness”. <p>So what did the the Declaration of Independence say again? Revisit the book.</p>			
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		<p>Ask students leading questions to help them come to the understanding that our country starting our own government is how these documents came to be.</p> <p>Exit Slip: Ask students to answer the question, "Why did the colonies break up with King George III?"</p>			
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 st period	Same as 1 st period	Same as 1 st period	Same as 1 st period	Same as 1 st period
11:35 – 12:15 Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch

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12:20 – 12:55 Social Studies Haynes	Same as 1 st period	Same as 1 st period	Same as 1 st period	Same as 1 st period	Same as 1 st period
12:55– 1:30 Intervention	TSW will be working in small groups with the teacher.	TSW will be working in small groups with the teacher.	TSW will be working in small groups with the teacher.	TSW will be working in small groups with the teacher.	TSW will be working in small groups with the teacher.
1:40-2:40 Reading (MTW) and Writing (ThF) Workshop Haynes Mini-Lesson (10-15 min.) Workshop (30 min.) Share (5 min.)	Same as 1 st period	Same as 1 st period	Same as 1 st period	Same as 1 st period	Same as 1 st period.
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 st wave of buses (Bus # 61, 66, 45, 11, 17)	3:00 – Walkers, Car Riders, After School Vans, Bus 53 3:05 – 1 st wave of buses (Bus # 61, 66, 45, 11, 17, 53)	3:00 – Walkers, Car Riders, After School Vans, Bus 53 3:05 – 1 st wave of buses (Bus # 61, 66, 45, 11, 17)	3:00 – Walkers, Car Riders, After School Vans, Bus 53 3:05 – 1 st wave of buses (Bus # 61, 66, 45, 11, 17)	3:00 – Walkers, Car Riders, After School Vans, Bus 53 3:05 – 1 st wave of buses (Bus # 61, 66, 45, 11, 17)

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	3:10 – Final call – Loading 1 st wave of buses 3:20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art	3:10 – Final call – Loading 1 st wave of buses 3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art	3:10 – Final call – Loading 1 st wave of buses 3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art	3:10 – Final call – Loading 1 st wave of buses 3: 20 – Bus 14 to Music, Bus 63 to Library, Bus 6 to Art	3:10 – Final call – Loading 1 st wave of buses 3: 20– Bus 14 to Music, Bus 63 to Library, Bus 6 to Art
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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