

Teacher: Lynch/Johnston

Week of: 7/31-8/4 Q1 W2

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	ELA: Main Idea and Supporting Details Video	ELA: Summarizing Nonfiction	ELA: How to write a summary	ELA: Hamburger Paragraphs	Make-up Work Newsela - Weekly Articles. IReady Minutes Small Groups - Teacher Led
General Information	Reading Diagnostics	Reading Diagnostics	Math Diagnostics	Math Diagnostics	Make-up Diagnostics
<p>Objective Standards</p> <p>Lesson 2 iReady Book. Pages 24-37: Finding Main Ideas and Details.</p>	<p>Reading: RI.5.2. Identify two or more main ideas in a text. Explain how two or more main ideas are supported by key details in a text. Identify which details support which main idea.</p> <p>Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection.</p> <p>Computer Science: IC.1B.3 Seek diverse perspectives for the purpose of improving computational artifacts. IC.1B.3a Students will collaborate and receive feedback from others.</p>	<p>Reading: RI.5.2. Identify two or more main ideas in a text. Explain how two or more main ideas are supported by key details in a text. Identify which details support which main idea.</p> <p>Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection.</p> <p>Computer Science: IC.1B.3 Seek diverse perspectives for the purpose of improving computational artifacts. IC.1B.3a Students will collaborate and receive feedback from others.</p>	<p>Reading: RI.5.2. Identify two or more main ideas in a text. Explain how two or more main ideas are supported by key details in a text. Identify which details support which main idea.</p> <p>Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection.</p> <p>Computer Science: IC.1B.3 Seek diverse perspectives for the purpose of improving computational artifacts. IC.1B.3a Students will collaborate and receive feedback from others.</p>	<p>Reading: RI.5.2. Identify two or more main ideas in a text. Explain how two or more main ideas are supported by key details in a text. Identify which details support which main idea.</p> <p>Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection.</p> <p>Computer Science: IC.1B.3 Seek diverse perspectives for the purpose of improving computational artifacts. IC.1B.3a Students will collaborate and receive feedback from others.</p>	<p>Reading: RI.5.2. Identify two or more main ideas in a text. Explain how two or more main ideas are supported by key details in a text. Identify which details support which main idea.</p> <p>Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection.</p> <p>Computer Science: IC.1B.3 Seek diverse perspectives for the purpose of improving computational artifacts. IC.1B.3a Students will collaborate and receive feedback from others.</p>

Career Pathways	Teacher (linking to our Hamburger Writing graphic organizer)	Teacher (linking to our Hamburger Writing graphic organizer)	Teacher (linking to our Hamburger Writing graphic organizer)	Teacher (linking to our Hamburger Writing graphic organizer)	Teacher (linking to our Hamburger Writing graphic organizer)
Computer Science Digital Friendships	TSW be working on Week 1: Digital Friendships to determine similarities and differences between multiple accounts of the same topic. They will demonstrate how an author's point of view affects his or her account of an event or topic through learning about cyberbullying and different points of view through digital friendships.				Computer Science: Lesson 1 Quiz on Google Classroom
Input	ELA: TSW complete lesson 1 in the iReady book if they did not complete it on Friday. TSW be working in small groups (please see the blue section of the lesson plans for what the groups will be working on).	Reading: TTW review main idea and key details. TTW discuss the learning target for the week. Page 24 iReady book. Writing: No writing today due to diagnostics and WMPTs.	Reading: TTW will review summary, main idea, and key details. TTW discuss what a biography is. Page 26 iReady book. Writing: TTW review race and how to restate the questions to formulate a topic sentence. *TSW be completing their WMPT corrections at the beginning of class.	Reading: TTW review summary, main idea, and key details. TTW review biographies. Page 28 iReady book. Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i> . TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 32-37. Writing: Weekly Journal Check Computer Science: Lesson 1 Quiz on Google Classroom
Modeling	ELA: TSW complete lesson 1 in the iReady	Reading: TTW model how to complete the	Reading: TTW use a think aloud to explore	Reading: TTW model the close reader habit	Reading: TSW be completing the iReady

	book if they did not complete it on Friday. TSW be working in small groups (please see the blue section of the lesson plans for what the groups will be working on).	first part of the chart on page 25. TTW discuss main idea and key details while completing the first part of the flow chart. Writing: No writing today due to diagnostics and WMPTs.	the question on page 27 of the iReady book. TTW complete the Close Reader Habit in the text. Writing: TSW be completing the short response from the iReady book.	on page 28. Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i> . TSW be completing the short write in the iReady book.	independent pages 32-37. Writing: Weekly Journal Check Computer Science: Lesson 1 Quiz on Google Classroom
Check for Understanding	ELA: ELA: TSW complete lesson 1 in the iReady book if they did not complete it on Friday. TSW be working in small groups (please see the blue section of the lesson plans for what the groups will be working on).	Reading: TTW check for understanding using comprehension questions focusing on main idea and key details. Writing: No writing today due to diagnostics and WMPTs.	Reading: TTW use comprehension questions to check for understanding. Writing: TSW be completing the short response from the iReady book.	Reading: TTW ask comprehension questions to check for understanding. Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i> . TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 32-37. Writing: Weekly Journal Check Computer Science: Lesson 1 Quiz on Google Classroom
Guided Practice	ELA: ELA: TSW complete lesson 1 in the iReady book if they did not complete it on Friday. TSW be working in small groups (please see the blue section of the lesson plans for what the groups will be	Reading: TSW complete the remainder of the chart under the teacher's guidance. Writing: No writing today due to diagnostics and WMPTs.	Reading: TTW guide students to find the main idea and complete the first part of the flow chart on page 27 in the iReady book. Writing: TSW be completing the short response from the iReady book.	Reading: TTW guide students in answering the question 1 using Numbered Heads Together . Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About</i>	Reading: TSW be completing the iReady independent pages 32-37. Writing: Weekly Journal Check Computer Science: Lesson 1 Quiz on Google Classroom

	working on).			<i>School So Far</i> . TSW be completing the short write in the iReady book.	
Independent Practice	<p>ELA: ELA: TSW complete lesson 1 in the iReady book if they did not complete it on Friday.</p> <p>TSW be working in small groups (please see the blue section of the lesson plans for what the groups will be working on).</p>	<p>Reading: TSW complete the quick write and discuss it with a team member. <i>Think about an interesting or unusual experience you had recently. Summarize your experience by telling the main idea and key details of what happened.</i></p> <p>Writing: No writing today due to diagnostics and WMPTs.</p>	<p>Reading: TSW complete the chart on page 27 filling in the key details that support the main idea from the guided practice.</p> <p>Writing: TSW be completing the short response from the iReady book.</p>	<p>Reading: TSW complete the remainder of the questions independently.</p> <p>Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i>. TSW be completing the short write in the iReady book.</p>	<p>Reading: TSW be completing the iReady independent pages 32-37.</p> <p>Writing: Weekly Journal Check</p> <p>Computer Science: Lesson 1 Quiz on Google Classroom</p>
Closure	<p>ELA: ELA: TSW complete lesson 1 in the iReady book if they did not complete it on Friday.</p> <p>TSW be working in small groups (please see the blue section of the lesson plans for what the groups will be working on).</p>	<p>Reading: TTW compare charts within their group, then discuss whole group.</p> <p>Writing: No writing today due to diagnostics and WMPTs.</p>	<p>Reading: TTW review the learning target lead a discussion on how identifying the main idea and key details helped them to summarize the biography.</p> <p>Writing: TSW share their short responses with their groups.</p>	<p>Reading: TTW have students recall the learning target and discuss summary with their groups.</p> <p>Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i>. TSW be completing the short write in the iReady book.</p>	<p>Reading: TSW be completing the iReady independent pages 32-37.</p> <p>Writing: Weekly Journal Check</p> <p>Computer Science: Lesson 1 Quiz on Google Classroom</p>

		Block 3:	Block 3:	Block 3:	Block 3:
Small groups/DI Current Standards being addressed: RL.4.2 RL.4.4 RL.4.3	<i>RL.4.2 Summary Digital Activity</i>	<i>RL.4.3 Character Traits Writing Task Cards</i>	<i>RL.4.4 Context Clues Task Cards</i>	<i>RL.4.3 Character Trait All About Me Mobile</i>	<i>RL.4.4 Context Clue Review Quiz</i>
Journal Writing: Daily journals will be a weekly daily grade.	Should fifth graders be able to choose their teachers? Why or why not?	Explain whether or not you believe recess is important for fifth graders.	Should kids get rewards for doing chores? Why or why not?	If you were granted three wishes, what would they be and why?	Write a letter to your future self about who you hope to be.

Second Step	Second Step will begin later this year.				

Additional space for groupings and remediation/acceleration based on WMPT:

