

Teacher: Lynch/Johnston

Week of: 8/7-8/11 Q1 W3

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	ELA: Making Inferences	ELA: Making Inferences in Literary Texts	ELA: Hamburger Paragraphs	ELA: Inference and Evidence	Make-up Work Newsela - Weekly Articles. iReady Minutes Small Groups - Teacher Led
General Information	Moving on Mondays: <i>Students will be completing centers/small group/teacher table activities for remediation or enrichment based on the previous week's MPT. For this week we will be working in small groups on word studies due to no MPT</i>	Testing and Teacher Lesson Tuesdays: <i>Students will be completing their WMPT. We will be using our modified testing schedule (50 minutes each class period). The iReady lesson for the week will be introduced and students will complete one of the teacher assigned iReady lessons.</i>	Wednesdays are for Writing: <i>After students complete the test correction for the WMPT they will have a mini-lesson on writing before breaking into remediation/enrichment groups.</i>	Thoughtful Thursdays: <i>On top of the lesson and small group interventions, students will complete a quick write reflecting on the week.</i>	Fun Fridays: <i>Any students who have completed all their work and iReady time for the week will be allowed to participate in Fun Friday.</i>

<p>Objective Standards</p> <p>Lesson 3 iReady Book. Pages 38-51: Using Details to Support Inferences.</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. RI.5.1 Use details and examples from a text when explaining what the text says. Use details and examples from a text along with personal knowledge when explaining inferences drawn from the text. Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection. 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. RI.5.1 Use details and examples from a text when explaining what the text says. Use details and examples from a text along with personal knowledge when explaining inferences drawn from the text. Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection. 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. RI.5.1 Use details and examples from a text when explaining what the text says. Use details and examples from a text along with personal knowledge when explaining inferences drawn from the text. Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection. 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. RI.5.1 Use details and examples from a text when explaining what the text says. Use details and examples from a text along with personal knowledge when explaining inferences drawn from the text. Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection. 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. RI.5.1 Use details and examples from a text when explaining what the text says. Use details and examples from a text along with personal knowledge when explaining inferences drawn from the text. Writing/Grammar:b W.5.9b Draw evidence from informational texts to support analysis and reflection. 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>Career Pathways</p>	<p>I Want to be a Pilot</p>	<p>I Want to be a Pilot</p>	<p>I Want to be a Pilot</p>	<p>I Want to be a Pilot</p>	<p>I Want to be a Pilot</p>

Computer Science Cyberbullying	TSW be working on Week 2: Cyberbullying Recognize similarities and differences between in-person bullying, cyberbullying, and being mean. Empathize with the targets of cyberbullying Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied				Computer Science: Lesson 2 Quiz <i>Sondra's Story</i>
Input	ELA: Due to diagnostics and WMPTs last week students will be completing Lesson 2 independently in the iReady book pages 32-37.	Reading: TTW review inference, main idea, key details, and summary. TTW introduce the learning target page 38 in the iReady book. Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i> .	Reading: TTW review biographies, evidence, and inference. Page 40 iReady book. Writing: TSW be completing the short response from the iReady book. *TSW be completing their WMPT corrections at the beginning of class.	Reading: TTW review inference and evidence. TSW read the article independently, then the class will read it together. Page 42 in the iReady book. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 46-51. Context Clue Quiz on Google Classroom. Writing: Weekly Journal Check Computer Science: Lesson 2 Quiz <i>Sondra's Story</i>
Modeling	ELA: Due to diagnostics and WMPTs last week students will be completing Lesson 2 independently in the iReady book pages 32-37.	Reading: TTW model how to complete one example in each column on page 39. Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i> .	Reading: TTW use a think aloud to explore the first part of the chart on page 41 in the iReady book. TTW complete the Close Reader Habit in the text. Writing: TSW be completing the short response from the iReady book.	Reading: TTW model the close reader habit on page 42. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 32-37. Context Clue Quiz on Google Classroom. Writing: Weekly Journal Check Computer Science: Lesson 2 Quiz <i>Sondra's Story</i>

Check for Understanding	ELA: Due to diagnostics and WMPTs last week students will be completing Lesson 2 independently in the iReady book pages 32-37.	Reading: TTW check for understanding using comprehension questions based on evidence in the text. Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i> .	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 be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 32-37. Context Clue Quiz on Google Classroom. Writing: Weekly Journal Check Computer Science: Lesson 2 Quiz <i>Sondra's Story</i>
Guided Practice	ELA: Due to diagnostics and WMPTs last week students will be completing Lesson 2 independently in the iReady book pages 32-37.	Reading: TSW complete the remainder of the chart under the teacher's guidance. Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i> .	Reading: TTW guide students in completing one item in each column on page 41 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 be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 32-37. Context Clue Quiz on Google Classroom. Writing: Weekly Journal Check Computer Science: Lesson 2 Quiz <i>Sondra's Story</i>
Independent Practice	ELA: Due to diagnostics and WMPTs last week	Reading: TSW complete the quick write and discuss it with a	Reading: TSW complete the remainder of the chart using	Reading: TSW complete the remainder of the questions	Reading: TSW be completing the iReady independent pages

	students will be completing Lesson 2 independently in the iReady book pages 32-37.	team member. <i>Describe a time when you had a hunch, or suspicion, about something. Explain what you suspected and why you thought so.</i> Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far</i> .	evidence from the text. Page 41 in the iReady book. Writing: TSW be completing the short response from the iReady book.	independently and the short write.. Writing: TSW be completing the short write in the iReady book.	32-37. Context Clue Quiz on Google Classroom. Writing: Weekly Journal Check Computer Science: Lesson 2 Quiz <i>Sondra's Story</i>
Closure	ELA: Due to diagnostics and WMPTs last week students will be completing Lesson 2 independently in the iReady book pages 32-37.	Reading: TTW compare charts within their group, then discuss whole group. Writing: TSW complete a hamburger writing graphic organizer using the topic <i>What I Like About School So Far.s</i> .	Reading: TTW review the learning target lead a discussion on how using what they knew about a topic helped them understand the biography. Writing: TSW share their short responses with their groups.	Reading: TTW have students recall the learning target and discuss their short writes with their groups. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 32-37. Context Clue Quiz on Google Classroom. Writing: Weekly Journal Check Computer Science: Lesson 2 Quiz <i>Sondra's Story</i>
Thinking Maps	<i>Double bubble map: comparing and contrasting 4th and 5th grade so far. *did not complete last week due to diagnostics and WMPTs.</i>	<i>Double bubble map: comparing and contrasting 4th and 5th grade so far.</i>	<i>Double bubble map: comparing and contrasting 4th and 5th grade so far.</i>	<i>Double bubble map: comparing and contrasting 4th and 5th grade so far.</i>	<i>Double bubble map: comparing and contrasting 4th and 5th grade so far.</i>
Spelling Words: Words	breath gravity	Challenge words:			Spelling: TSW take a

		Block 3:	Block 3:	Block 3:	Block 3:
Small groups/DI Current Standards being addressed: RL.4.2 RL.4.4 RL.4.1	<i>RL.4.2 Lesson 1 and 2 Focus Main Idea and Details.</i>	<i>RL.4.1 Lesson 1 Zoom In Volume E.</i>	<i>RL.4.4 Context Clues Digital Quiz</i>	<i>RL.4.3 Character Trait All About Me Mobile</i>	
Journal Writing: Daily journals will be a weekly daily grade.	Describe something you have seen that was unusual.	How can schools help students pay more attention in school?	What is another language that you would like to learn and why?	Should there be an age limit on trick-or-treating? Why or why not?	Explain what you like to do when you are bored.

Second Step	Second Step will begin later this year.				
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Additional space for groupings and remediation/acceleration based on WMPT:

