Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	**ELA:** Scientific Texts Explained	**ELA:** Understanding Informational Texts	**ELA:** Hamburger Paragraphs	**ELA:** Relationships in Technical Texts	Make-up Work IReady Minutes
DCA's This Week Modified Testing Schedule will be Followed. 50 minute classes*	***2nd Block needs to finish Lesson 3 Independent in iReady Book.**				
Objective Standards Lesson 4a iReady Book. Pages 52-65: Explaining Relationships in Scientific and Technical Texts.	**Reading:** RI.5.3. Explain the relationships or interactions between two or more events, ideas, or concepts in a scientific or technical text based on specific information from the text. **Writing/Grammar:** W.5.9b Draw evidence from informational texts to support analysis and reflection. **Computer Science:** CS.1B.3 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.	**Reading:** RI.5.3. Explain the relationships or interactions between two or more events, ideas, or concepts in a scientific or technical text based on specific information from the text. **Writing/Grammar:** W.5.9b Draw evidence from informational texts to support analysis and reflection. **Computer Science:** CS.1B.3 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.	**Reading:** RI.5.3. Explain the relationships or interactions between two or more events, ideas, or concepts in a scientific or technical text based on specific information from the text. **Writing/Grammar:** W.5.9b Draw evidence from informational texts to support analysis and reflection. **Computer Science:** CS.1B.3 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.	**Reading:** RI.5.3. Explain the relationships or interactions between two or more events, ideas, or concepts in a scientific or technical text based on specific information from the text. **Writing/Grammar:** W.5.9b Draw evidence from informational texts to support analysis and reflection. **Computer Science:** CS.1B.3 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.	**Reading:** RI.5.3. Explain the relationships or interactions between two or more events, ideas, or concepts in a scientific or technical text based on specific information from the text. **Writing/Grammar:** W.5.9b Draw evidence from informational texts to support analysis and reflection. **Computer Science:** CS.1B.3 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.

Teacher: Lynch/Johnston

Week of: 8/14-8/18 Q1 W3

Career Pathways	What do Scientist Do?	What do Scientist Do?	What do Scientist Do?	What do Scientist Do?	What do Scientist Do?
Computer Science Media Balance CS.1B.3	TSW be working on Week 3: Media Balance Reflect on how balanced they are in their daily lives. Consider what "media balance" means and how it applies to them. Create a personal plan for healthy and balanced media use.				**Computer Science:** Lesson 3 Quiz on Google Classroom.
Input	**ELA:** TTW show the powerpoint on writing introductions to review.	**Reading:** TTW review relationships. TTW discuss scientific and technical texts. iReady book page 52.	**Reading:** TTW review scientific texts and order of events. Page 54 iReady book. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TTW review technical texts. TTW tell students they will be reading with a partner. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 60-65. Context Clue Quiz on Google Classroom. **Writing:** Weekly Journal Check and Introduction Quiz **Computer Science:** Lesson 3 Quiz
Modeling	**ELA:** TTW model how to create an introduction using the first example from the slides.	**Reading:** TTW model how to complete the events using the graphic organizer on page 53 in the iReady book.	**Reading:** TTW use a think aloud to explore the chart on page 55 in the Ready book. TTW complete the Close Reader Habit in the text. **Writing:** TTW complete the short writing response in the iReady book.

. | **Reading:** TTW model the close reader habit on page 56 in the iReady book.. **Writing:** TSW be completing the short write in the iReady book. | **Reading:** TSW be completing the iReady independent pages 60-65. Context Clue Quiz on Google Classroom. **Writing:** Weekly Journal Check and Introduction Quiz **Computer Science:** Lesson 3 Quiz |

Check for Understanding	**ELA:** TTW ask questions about introductions.	**Reading:** TTW check for understanding using comprehension questions. .	**Reading:** TTW use comprehension questions to check for understanding. **Writing:** TTW complete the short writing response in 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 60-65. Context Clue Quiz on Google Classroom. **Writing:** Weekly Journal Check and Introduction Quiz **Computer Science:** Lesson 3 Quiz
Guided Practice	**ELA:** TSW complete the next example on the PowerPoint under the teacher's guidance. TSW complete the handout with a partner on writing introductions.	**Reading:** TSW complete written explanation of the steps under the guidance of the teacher.	**Reading:** TTW guide students in locating the information needed to complete the flow chart on page 55. **Writing:** TTW complete the short writing response in 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 60-65. Context Clue Quiz on Google Classroom. **Writing:** Weekly Journal Check and Introduction Quiz **Computer Science:** Lesson 3 Quiz
Independent Practice	**ELA:** TSW complete a fill in the blank introduction handout.	**Reading:** TSW complete the quick write and discuss it with a team member. *Choose a process you go through each day, such*	**Reading:** TSW complete the chart. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TSW complete the remainder of the questions independently and the short write. **Writing:** TSW be	**Reading:** TSW be completing the iReady independent pages 60-65. Context Clue Quiz on Google Classroom.

		as tying your shoes or getting ready for school. Write each step of the process and then explain why you go through the steps in the order that you do.		completing the short write in the iReady book.	**Writing:** Weekly Journal Check and Introduction Quiz **Computer Science:** Lesson 3 Quiz
Closure	**ELA:** TSW share their introductions and the TTW review the mini-lesson.	**Reading:** TTW compare charts within their group, then discuss whole group.	**Reading:** TTW review the learning target. **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 60-65. Context Clue Quiz on Google Classroom. **Writing:** Weekly Journal Check and Introduction Quiz **Computer Science:** Lesson 3 Quiz
Thinking Maps	*Circle Map: Things to do at Grandma's House (goes with introduction mini-lesson activity)*	*Circle Map: Things to do at Grandma's House (goes with introduction mini-lesson activity)*	*Circle Map: Things to do at Grandma's House (goes with introduction mini-lesson activity)*	*Circle Map: Things to do at Grandma's House (goes with introduction mini-lesson activity)*	*Circle Map: Things to do at Grandma's House (goes with introduction mini-lesson activity)*
Spelling Words: Words with Long a, Long e	awake feast stray greet praise disease repeat display braces thief ashamed sleeve brain beneath sheepish release remain sway	Challenge words: feature stationary exceed terrain Review words: weather promise			**Spelling:** TSW take a spelling test with sentence dictation.

	training niece	gravity energy			
Differentiation Groups Determined by the WMPT. Students' names and interventions will be written in after the WMPT.	**NO WMPT DUE TO DCAs**	**Group 1** **Block 1:** **Block 2:** **Block 3:**	**Group 2** **Block 1:** **Block 2:** **Block 3:**	**Group 3** **Block 1:** **Block 2:** **Block 3:**	**Group 4** **Block 1:** **Block 2:** **Block 3:**

Small groups/DI Current Standards being addressed: RL.4.2 RL.4.4 RI.4.1	*RL.4.2 Lesson 1,2, 3 Focus Main Idea and Details.*	*RI.4.1 Lesson 1 Zoom In Volume E.*	*Word Study s, c, g*	*Word Study Plurals*	
Journal Writing: Daily journals will be a weekly daily grade.	If you could create a social media hashtag that represents your personality, what would it be and why?	For state testing, do you think it should include fifth grade writing prompts? Why or why not?	Explain something that makes you special.	Describe something that scared you when you were younger. Does it still scare you now? Why or why not?	Write about what you think we have not discovered yet in space.
Second Step	Second Step will begin later this year.				

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