Teacher: Lynch/Johnston   Week of: 8/21-8/25 Q1 W5

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	**ELA:** Cause and Effect Relationships	**ELA:** Cause and Effect for Kids	**ELA:** Hamburger Paragraphs	**ELA:** Cause and Effect What's the Difference	Make-up Work IReady Minutes
General Information	**Moving on Mondays:** *Students will be completing centers/small group/teacher table activities for remediation or enrichment based on the previous week's MPT.*	**Testing and Teacher Lesson Tuesdays:** *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.*	**Wednesdays are for Writing:** *After students complete the test correction for the WMPT they will have a mini-lesson on writing before breaking into remediation/enrichment groups.*	**Thoughtful Thursdays:** *On top of the lesson and small group interventions, students will complete a quick write reflecting on the week.*	**Fun Fridays:** *Any students who have completed all their work and iReady time for the week will be allowed to participate in Fun Friday.*

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:** AP.1B.1 Compare and refine multiple algorithms for the same task and determine which is the appropriate.	**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.
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 AP.1B.1	TSW complete the lesson 3 quiz from Friday.	Differentiate between landforms and bodies of water using a Scratch game ● Create a sprite for their game ● Change the background of a			**Computer Science:**

		Scratch ● game ● Create a clicker game using Scratch			
Input	**ELA:** TSW be taking their make-up spelling test from Friday and will be finishing their iReady Lesson 4 Independent if they did not finish Friday. TSW complete the introduction quiz from Friday. TSW work in small groups	**Reading:** TTW review relationships. TTW discuss historical texts. iReady book page 66 . iReady Reading Minutes	**Reading:** TTW review historical texts. Page 68 iReady book. **Writing:** TTW complete the short writing response in the iReady book. TSW review using the Hamburger Graphic Organizer	**Reading:** TTW review historical texts. TTW tell students they will be reading with a partner. **Writing:** TSW be completing the short write in the iReady book. ****TSW be taking the Writing DCA in their homerooms.**	**Reading:** TSW be completing the iReady independent pages 74-79. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review
Modeling	**ELA:** TSW be taking their make-up spelling test from Friday and will be finishing their iReady Lesson 4 Independent if they did not finish Friday. TSW complete the introduction quiz from Friday. TSW work in small groups	**Reading:** TTW model completing part of the cause and effect chart on page 67.	**Reading:** TTW use a think aloud to explore the graphic organizer on page 69 in the Ready book. TTW complete the Close Reader Habit in the text. **Writing:** TTW complete the short writing response in the iReady book. TSW review using the Hamburger Graphic Organizer .	**Reading:** TTW model the close reader habit on page 70 in the iReady book.. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 74-79. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review
Check for Understanding	**ELA:** TSW be taking	**Reading:** TTW check	**Reading:** TTW use	**Reading:** TTW ask	**Reading:** TSW be

	their make-up spelling test from Friday and will be finishing their iReady Lesson 4 Independent if they did not finish Friday. TSW complete the introduction quiz from Friday. TSW work in small groups	for understanding using comprehension questions.

. | comprehension questions to check for understanding. **Writing:** TTW complete the short writing response in the iReady book. TSW review using the Hamburger Graphic Organizer | comprehension questions to check for understanding. **Writing:** TSW be completing the short write in the iReady book. | completing the iReady independent pages 74-79. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review |
| Guided Practice | **ELA:** TSW be taking their make-up spelling test from Friday and will be finishing their iReady Lesson 4 Independent if they did not finish Friday. TSW complete the introduction quiz from Friday. TSW work in small groups | **Reading:** TSW complete the remainder of the cause and effect chart under the teacher's guidance. | **Reading:** TTW guide students in locating the information needed to complete the cause and effect chart on page 69. **Writing:** TTW complete the short writing response in the iReady book. TSW review using the Hamburger Graphic Organizer | **Reading:** TTW guide students in answering the cause and effect chart on page 71. **Writing:** TSW be completing the short write in the iReady book. | **Reading:** TSW be completing the iReady independent pages 74-79. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review |
| Independent Practice | **ELA:** TSW be taking their make-up spelling test from Friday and will be finishing their iReady Lesson 4 Independent if they did not finish Friday. TSW complete the introduction quiz from Friday. | **Reading:** TSW complete the quick write and discuss it with a team member. *Think about a time when you did something nice for someone. Describe what you did. What caused you to do the nice thing? What were* | **Reading:** TSW complete the chart. **Writing:** TTW complete the short writing response in the iReady book. TSW review using the Hamburger Graphic Organizer | **Reading:** TSW complete the remainder of the chart independently and the short write. **Writing:** TSW be completing the short write in the iReady book. | **Reading:** TSW be completing the iReady independent pages 74-79. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review |

	TSW work in small groups	*the effects of your actions?*			
Closure	**ELA:** TSW be taking their make-up spelling test from Friday and will be finishing their iReady Lesson 4 Independent if they did not finish Friday. TSW complete the introduction quiz from Friday. TSW work in small groups	**Reading:** TTW compare cause and effect charts within their group, then discuss whole group.	**Reading:** TTW review the learning target. **Writing:** TTW complete the short writing response in the iReady book. TSW review using the Hamburger Graphic Organizer	**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 74-79. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review
Thinking Maps	*Double Bubble Map: Compare and Contrast two of the Kingdoms from the iReady independent lesson 4b.*	*Double Bubble Map: Compare and Contrast two of the Kingdoms from the iReady independent lesson 4b.*	*Double Bubble Map: Compare and Contrast two of the Kingdoms from the iReady independent lesson 4b.*	*Double Bubble Map: Compare and Contrast two of the Kingdoms from the iReady independent lesson 4b.*	*Double Bubble Map: Compare and Contrast two of the Kingdoms from the iReady independent lesson 4b.*
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 training niece	Challenge words: feature stationary exceed terrain Review words: weather promise gravity energy			**Spelling:** TSW take a spelling test with all 28 words.
Differentiation Groups Determined by the WMPT. Students' names		**Group 1** **Block 1:**	**Group 2** **Block 1:**	**Group 3** **Block 1:**	**Group 4** **Block 1:**

and interventions will be written in after the WMPT.					
		Block 2:	**Block 2:**	**Block 2:**	**Block 2:**
		Block 3:	**Block 3:**	**Block 3:**	**Block 3:**

Small groups/DI Current Standards being addressed: W.5.7	*Explore a Topic Together & Introducing My Topic*	*Using Transition Words*	*Word Study s, c, g*	*Word Study Plurals*	
Journal Writing: Daily journals will be a weekly daily grade.	What are the three best things about being a 5th grader?	What would the world look like if it was ruled by dogs?	Would you be a robot if you could? Why or why not?	Write about the most valuable thing you own.	What was the best thing about this week?
Second Step	Second Step will begin later this year.				

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