Teacher: Lynch/Johnston   Week of: 8/28-9/01 Q1 W6

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	**ELA:** Cause and Effect Relationships	**ELA:** Character Traits for Kids	**ELA:** What is a Play?	**ELA:** The Elements of Drama	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 5 iReady Book. Pages 92-105: Comparing and Contrasting Characters in Drama	**Reading:** RL.5.3. Compare and contrast two or more characters in a drama, drawing on specific details in the texts. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** AP.1B.3 Create programs that include sequences, events, loops, and conditionals.	**Reading:** RL.5.3. Compare and contrast two or more characters in a drama, drawing on specific details in the texts. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** AP.1B.3 Create programs that include sequences, events, loops, and conditionals.	**Reading:** RL.5.3. Compare and contrast two or more characters in a drama, drawing on specific details in the texts. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** AP.1B.3 Create programs that include sequences, events, loops, and conditionals.	**Reading:** RL.5.3. Compare and contrast two or more characters in a drama, drawing on specific details in the texts. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** AP.1B.3 Create programs that include sequences, events, loops, and conditionals.	**Reading:** RL.5.3. Compare and contrast two or more characters in a drama, drawing on specific details in the texts. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** AP.1B.3 Create programs that include sequences, events, loops, and conditionals.
Career Pathways	What is Journalism?	What is Journalism?	What is Journalism?	What is Journalism?	What is Journalism?
Computer Science Storytelling AP.1B.3	The students will be able to: ● Make a storyboard using Scratch ● Create a sprite and background using Scratch				

Input	**ELA:** TSW complete the Unit Interim Assessment in the iReady book pages 80-89. TSW take a quiz on the double bubble map.	**Reading:** TTW review comparing and contrasting using a the quiz from the previous day. TTW introduce the learning target. iReady book page 92. . iReady Reading Minutes	**Reading:** TTW review plays, characteristics of plays, vocabulary associated with plays (stage directions, setting, characters). Page 94 iReady book. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TTW review plays, character traits, and compare/contrast. 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 100-105. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review
Modeling	**ELA:** TSW complete the Unit Interim Assessment in the iReady book pages 80-89. TSW take a quiz on the double bubble map.	**Reading:** TTW model completing part of the venn diagram on page 93.	**Reading:** TTW use a think aloud to explore the graphic organizer on page 95 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 96 in the iReady book. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 100-105. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review
Check for Understanding	**ELA:** TSW complete the Unit Interim Assessment in the iReady book pages 80-89. TSW take a quiz on the double bubble map.	**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 100-105. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review

Guided Practice	**ELA:** TSW complete the Unit Interim Assessment in the iReady book pages 80-89. TSW take a quiz on the double bubble map.	**Reading:** TSW complete the remainder of the venn diagram under the teacher's guidance.	**Reading:** TTW guide students in locating the information needed to complete venn diagram on page 95. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TTW guide students in answering number 1 on page 97. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 100-105. **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review
Independent Practice	**ELA:** TSW complete the Unit Interim Assessment in the iReady book pages 80-89. TSW take a quiz on the double bubble map.	**Reading:** TSW complete the quick write and discuss it with a team member. *Think of two characters from your favorite story, game, television show, or movie. Tell how the characters are alike and different using at least one trait word to describe each character.*	**Reading:** TSW complete the chart. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TSW complete the remainder of the questions using Numbered Heads Together. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 100-105 **Writing:** Weekly Journal Check **Computer Science:** Scratch Game Review
Closure	**ELA:** TSW complete the Unit Interim Assessment in the iReady book pages 80-89. TSW take a quiz on the	**Reading:** TSW compare their venn diagrams within their group, then discuss whole group.	**Reading:** TTW review the learning target. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TTW have students recall the learning target and discuss their short writes with their groups. **Writing:** TSW be	**Reading:** TSW be completing the iReady independent pages 100-105 **Writing:** Weekly Journal Check

	double bubble map.			completing the short write in the iReady book.	**Computer Science:** Scratch Game Review
Thinking Maps	*Double Bubble Map: Compare and Contrast 4th and 5th grade quiz.*	*Double Bubble Map: Compare and Contrast 4th and 5th grade quiz*	*Double Bubble Map: Compare and Contrast 4th and 5th grade quiz*	*Double Bubble Map: Compare and Contrast 4th and 5th grade quiz*	*Double Bubble Map: Compare and Contrast 4th and 5th grade quiz*
Spelling Words: Words with Long a, Long e	sign groan reply thrown strike mighty stroll compose dough height excite apply slight define odor spider control silent brighten approached	Challenge words: commotion confide propose excitement Review words: repeat display beneath niece			**Spelling:** TSW take a spelling test with 15 words and sentence dictation.
Differentiation Groups Determined by the WMPT. Students' names and interventions will be written in after the WMPT.		**Group 1** **Block 1:**	**Group 2** **Block 1:**	**Group 3** **Block 1:**	**Group 4** **Block 1:**

		Block 2: **Block 3:**	**Block 2:** **Block 3:**	**Block 2:** **Block 3:**	**Block 2:** **Block 3:**
Small groups/DI Current Standards being addressed: RI.5.1 RI.5.2 RI.5.3	*Pearls will be used in small groups with teachers. Addressing all three standards.*				
Journal Writing: Daily journals will be a weekly daily grade.	Do you prefer to try new things or stick to what you have done before? Why?	How do you change as you get older? Provide at least three examples.	Write a letter persuading your teacher to take the class on a field trip	Write about a time that you failed to do the right thing. Were you able to make up for it?	Write a funny story about a talking animal.

			to a place that you want to go.		
Second Step	Second Step will begin later this year.				

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