Teacher: Lynch/Johnston   Week of: 9/04-9/08 Q1 W7

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	LABOR DAY NO SCHOOL	**ELA:** Character Traits for Kids	**ELA**: Compare and Contrast Stories	**ELA:** Comparing Settings	Make-up Work IReady Minutes
General Information		**Testing and Teacher Lesson Tuesdays:** *Students will be completing their WMPT. We will be using our modified testing schedule (35 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 6 iReady Book. Pages 106-119: Comparing and Contrasting Settings and Events		**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.4—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	**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.4—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	**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.4—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	**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.4—Decompose problems into smaller, manageable subproblems to facilitate the program development process.
Career Pathways		Military Careers	Military Careers	Military Careers	Military Careers
Computer Science Imagine a World AP.1B.4—Decompose problems into smaller, manageable subproblems to facilitate the program		Describe the New World using Scratch ● Create a sprite using Scratch ● Create a moving background using Scratch			

development process.					
Input		**Reading:** TTW review comparing and contrasting. TTW introduce the learning target. iReady book page 106. . iReady Reading Minutes	**Reading:** TTW review settings and events. Page 108 iReady book. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TTW review comparing and contrasting. TTW review the learning target. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 114-119. **Writing:** Weekly Journal Check **Computer Science:** Creating a Story on Scratch.
Modeling		**Reading:** TTW model completing part of the chart on page 107.	**Reading:** TTW use a think aloud to explore the graphic organizer on page 109 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 110 in the iReady book. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 114-119. **Writing:** Weekly Journal Check **Computer Science:** Creating a Story on Scratch.
Check for Understanding		**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 114-119. **Writing:** Weekly Journal Check **Computer Science:** Creating a Story on Scratch.

Guided Practice		**Reading:** TSW complete the remainder of chart under the teacher's guidance.	**Reading:** TTW guide students in locating the information needed to complete the chart on page 109. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TTW guide students in answering the first part of number 1 on page 111. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 114-119. **Writing:** Weekly Journal Check **Computer Science:** Creating a Story on Scratch.
Independent Practice		**Reading:** TSW complete the quick write and discuss it with a team member. *Imagine being at your best friend's house and then imagine being in school. Compare and contrast the settings and events in these two scenarios.*	**Reading:** TSW complete the chart. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TSW complete the remainder of the charts using settings and details from number 1. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 114-119. **Writing:** Weekly Journal Check **Computer Science:** Creating a Story on Scratch.
Closure		**Reading:** TSW compare their 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.	**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 114-119. **Writing:** Weekly Journal Check **Computer Science:** Creating a Story on Scratch.

Thinking Maps		*Double Bubble Map - iReady Quick Write*	*Double Bubble Map - iReady Quick Write*	*Double Bubble Map - iReady Quick Write*	*Double Bubble Map - iReady Quick Write*
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 on all 28 words.
Differentiation Groups Determined by the WMPT. Students' names and interventions will be written in after the WMPT.		**Group 1** **Block 1:** **Block 2:**	**Group 2** **Block 1:** **Block 2:**	**Group 3** **Block 1:** **Block 2:**	**Group 4** **Block 1:** **Block 2:**

		Block 3:	**Block 3:**	**Block 3:**	**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.		What's the craziest thing you've ever eaten?	What do you look forward to when you wake up	What is the best thing about getting older?	Who is the most trustworthy person you know?

Second Step	Second Step will begin later this year.				

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