

Teacher: Lynch/Johnston

Week of: 9/11-9/15 Q1 W8

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	ELA: Theme	ELA: Theme Brain Pop	ELA: Finding Theme	ELA: What is theme?	Make-up Work iReady Minutes
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.</i>	Testing and Teacher Lesson Tuesdays: <i>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.</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 7 iReady Book. Pages 120-133. Comparing and Contrasting Settings and Events</p>	<p>Reading: RL.5.2. Determine a theme of a story in the text, including how characters in a story or drama respond to challenges.</p> <p>Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection.</p> <p>Computer Science: AP.1B.4—Decompose problems into smaller, manageable subproblems to facilitate the program development process.</p>	<p>Reading: RL.5.2. Determine a theme of a story in the text, including how characters in a story or drama respond to challenges.</p> <p>Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection.</p> <p>Computer Science: AP.1B.4—Decompose problems into smaller, manageable subproblems to facilitate the program development process.</p>	<p>Reading: RL.5.2. Determine a theme of a story in the text, including how characters in a story or drama respond to challenges.</p> <p>Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection.</p> <p>Computer Science: AP.1B.4—Decompose problems into smaller, manageable subproblems to facilitate the program development process.</p>	<p>Reading: RL.5.2. Determine a theme of a story in the text, including how characters in a story or drama respond to challenges.</p> <p>Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection.</p> <p>Computer Science: AP.1B.4—Decompose problems into smaller, manageable subproblems to facilitate the program development process.</p>	<p>Reading: RL.5.2. Determine a theme of a story in the text, including how characters in a story or drama respond to challenges.</p> <p>Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection.</p> <p>Computer Science: AP.1B.4—Decompose problems into smaller, manageable subproblems to facilitate the program development process.</p>
Career Pathways	P.E. Coach	P.E. Coach	P.E. Coach	P.E. Coach	P.E. Coach
<p>Computer Science Imagine a World</p> <p>AP.1B.4—Decompose problems into smaller, manageable subproblems to facilitate the program</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Describe the New World using Scratch • Create a sprite using Scratch • Create a moving background using 				

development process.	Scratch				
Input	ELA: TSW complete any unfinished independent work from Friday Lesson 6 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans).	Reading: TTW review theme. TTW introduce the learning target. iReady book page 120. . iReady Reading Minutes	Reading: TTW review theme, settings, characters, and events. Page 122 iReady book. Writing: TTW complete the short writing response in the iReady book.	Reading: TTW review theme. TTW review the learning target. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 128-133. Writing: Weekly Journal Check Computer Science: Creating a Story on Scratch.
Modeling	ELA: TSW complete any unfinished independent work from Friday Lesson 6 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans).	Reading: TTW model completing the first part of the graphic organizer on characters and setting on page 121 in the iReady book.	Reading: TTW use a think aloud to explore the graphic organizer on page 123 in the iReady 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 124 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	ELA: TSW complete any unfinished independent work from Friday Lesson 6 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans).	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	<p>ELA: TSW complete any unfinished independent work from Friday Lesson 6 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans).</p>	<p>Reading: TSW complete the remainder of chart under the teacher's guidance.</p>	<p>Reading: TTW guide students in locating the information needed to complete the chart on page 123. Writing: TTW complete the short writing response in the iReady book.</p>	<p>Reading: TTW guide students in answering the first part of number 1 on page 125 using Numbered Heads Together. Writing: TSW be completing the short write in the iReady book.</p>	<p>Reading: TSW be completing the iReady independent pages 114-119. Writing: Weekly Journal Check Computer Science: Creating a Story on Scratch.</p>
Independent Practice	<p>ELA: TSW complete any unfinished independent work from Friday Lesson 6 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans).</p>	<p>Reading: TSW complete the quick write and discuss it with a team member. <i>Think about a challenge you have had to overcome. What happened? What lesson about life did you learn from overcoming this challenge?</i></p>	<p>Reading: TSW complete the chart. Writing: TTW complete the short writing response in the iReady book.</p>	<p>Reading: TSW complete the remainder of the questions on page 125. Writing: TSW be completing the short write in the iReady book.</p>	<p>Reading: TSW be completing the iReady independent pages 114-119. Writing: Weekly Journal Check Computer Science: Creating a Story on Scratch.</p>
Closure	<p>ELA: TSW complete any unfinished independent work from Friday Lesson 6 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans).</p>	<p>Reading: TSW compare their charts within their group, then discuss whole group.</p>	<p>Reading: TTW review the learning target. Writing: TTW complete the short writing response in the iReady book.</p>	<p>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.</p>	<p>Reading: TSW be completing the iReady independent pages 114-119. Writing: Weekly Journal Check Computer Science: Creating a Story on Scratch.</p>

		Block 3:	Block 3:	Block 3:	Block 3:
Small groups/DI Current Standards being addressed: L.5.5 RL.5.2 RL.5.3	<i>Spectrum Reading River Dolphins</i>	<i>Lessons 2-4 Focus Understanding Main Idea and Details</i>	<i>Word Study Silent Consonants</i>		
Journal Writing: Daily journals will be a weekly daily grade.	Should schools have uniforms? Why or why not?	If you could change one rule your family has, what would you change?	If you wrote a book, what would the title be?	If you had a warning label, what would yours say?	What's the longest you've gone without sleep and why?

Second Step	Second Step will begin later this year.				

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

