

Teacher: Lynch/Johnston

Week of: 9/18-9/22 Q1 W9

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	ELA: Poetry Theme	ELA: The Theme of Poetry	ELA: Theme and Tone	ELA: What is Theme?	Make-up Work IReady Minutes
9 Weeks Exams Shortened classes Tuesday-Friday.	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>	<i>Reading 9 Weeks Exam</i>	<i>Math 9 Weeks Exam</i>	<i>Science 9 Weeks Exam</i>	<i>Social Studies 9 Weeks Exam</i>

<p>Objective Standards</p> <p>Lesson 8 iReady Book. Pages 134-147. Determining the theme of a poem.</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.9—Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.</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.9—Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.</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.9—Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.</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.9—Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.</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.9—Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.</p>
Career Pathways	Writer	Writer	Writer	Writer	Writer
<p>Computer Science Colony Greeting Cards</p> <p>AP.1B.9—Take on varying roles, with teacher guidance, when collaborating with peers during the design,</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Create a sprite using Scratch ● Create a greeting card with facts about the colony using Scratch 				

implementation, and review stages of program development process.					
Input	<p>ELA: TSW complete any unfinished independent work from Friday Lesson 7 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans). iReady Minutes for Early Finishers</p>	<p>Reading: TTW review theme. TTW introduce the learning target. iReady book page 134.</p> <p>. iReady Reading Minutes</p>	<p>Reading: TTW review theme. Page 136 iReady book.</p> <p>Writing: TTW complete the short writing response in the iReady book.</p>	<p>Reading: TTW review theme and poetry elements. TTW review the learning target.</p> <p>Writing: TSW be completing the short write in the iReady book.</p>	<p>Reading: TSW be completing the iReady independent pages 142-147.</p> <p>Writing: Weekly Journal Check</p> <p>Computer Science: Creating a Greeting Card on Scratch.</p>
Modeling	<p>ELA: TSW complete any unfinished independent work from Friday Lesson 7 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans). iReady Minutes for Early Finishers</p>	<p>Reading: TTW model completing the first part of the graphic organizer theme of poetry on page 135 in the iReady book.</p>	<p>Reading: TTW use a think aloud to explore the graphic organizer on page 137 in the Ready book. TTW complete the Close Reader Habit in the text.</p> <p>Writing: TTW complete the short writing response in the iReady book.</p> <p>.</p>	<p>Reading: TTW model the close reader habit on page 138 in the iReady book.</p> <p>Writing: TSW be completing the short write in the iReady book.</p>	<p>Reading: TSW be completing the iReady independent pages 142-147.</p> <p>Writing: Weekly Journal Check</p> <p>Computer Science: Creating a Greeting Card on Scratch.</p>
Check for Understanding	<p>ELA: TSW complete any unfinished independent work from Friday Lesson 7 in the iReady book. TSW work in small groups/centers (see DI</p>	<p>Reading: TTW check for understanding using comprehension questions.</p> <p>.</p>	<p>Reading: TTW use comprehension questions to check for understanding.</p> <p>Writing: TTW complete the short writing response in the iReady</p>	<p>Reading: TTW ask comprehension questions to check for understanding.</p> <p>Writing: TSW be completing the short write in the iReady</p>	<p>Reading: TSW be completing the iReady independent pages 142-147.</p> <p>Writing: Weekly Journal Check</p> <p>Computer Science:</p>

	section of lesson plans). iReady Minutes for Early Finishers		book.	book.	Creating a Greeting Card on Scratch.
Guided Practice	ELA: TSW complete any unfinished independent work from Friday Lesson 7 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans). iReady Minutes for Early Finishers	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 137. 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 139 using Numbered Heads Together. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 142-147. Writing: Weekly Journal Check Computer Science: Creating a Greeting Card on Scratch.
Independent Practice	ELA: TSW complete any unfinished independent work from Friday Lesson 7 in the iReady book. TSW work in small groups/centers (see DI section of lesson plans). iReady Minutes for Early Finishers	Reading: TSW complete the quick write and discuss it with a team member. <i>Think about a time when you learned an important lesson from something that happened to you or a character in a story. Describe what happened, and explain the lesson you learned as a result.</i>	Reading: TSW complete the chart. Writing: TTW complete the short writing response in the iReady book.	Reading: TSW complete the remainder of the questions on page 139. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 142-147. Writing: Weekly Journal Check Computer Science: Creating a Greeting Card on Scratch.
Closure	ELA: TSW complete any unfinished independent work from Friday Lesson 7 in the iReady book. TSW work in small	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	Reading: TSW be completing the iReady independent pages 142-147. Writing: Weekly Journal Check

	groups/centers (see DI section of lesson plans). iReady Minutes for Early Finishers			completing the short write in the iReady book.	Computer Science: Creating a Greeting Card on Scratch.
Thinking Maps	<i>Double Bubble Map - Comparing them in drama and poetry.</i>	<i>Double Bubble Map - Comparing them in drama and poetry.</i>	<i>Double Bubble Map - Comparing them in drama and poetry.</i>	<i>Double Bubble Map - Comparing them in drama and poetry.</i>	<i>Double Bubble Map - Comparing them in drama and poetry.</i>
Spelling Words: Words with Long i	glue flute youth bruise strike stew choose loose lose view confuse cruise jewel execute route cartoon avenue spruce assume computer	Challenge words: souvenir barbecue unsuited include Review words: define approached height compose			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:	Group 2 Block 1:	Group 3 Block 1:	Group 4 Block 1:

		Block 2:	Block 2:	Block 2:	Block 2:
		Block 3:	Block 3:	Block 3:	Block 3:
Small groups/DI Current Standards being addressed: Working on Figurative Language and Poetry this week	<i>Figures of Speech</i>	<i>Idioms</i>	<i>Analogies</i>	<i>Figures of Speech, Idioms, and Analogies</i>	
Journal Writing: Daily journals will be a weekly daily grade.	Should there be assigned seats in the cafeteria? Why or why not?	What is your favorite part of the school day?	If you opened a store, what would you sell?	What 3 items would you take with you on a deserted island?	If you could do anything you wanted this weekend, what would you do?

Second Step	Second Step will begin later this year.				

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

