

Teacher: Lynch/Johnston

Week of: 10/9-10/13 Q2 W1

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	ELA: The Big 5 About Summarizing	ELA: What is a Summary?	ELA: Somebody Wanted, So, But	ELA: Summarizing Stories	Make-up Work iReady Minutes
General Information	<p>Moving on Mondays: Students will be completing centers/small group/teacher table activities for remediation or enrichment based on the previous week's MPT.</p> <p>Students will be completing the remainder of the iReady Lesson 8 Independent - we were unable to finish due to 9 weeks exams.</p>	<p>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.</p>	<p>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.</p>	<p>Thoughtful Thursdays: On top of the lesson and small group interventions, students will complete a quick write reflecting on the week.</p>	<p>Fun Fridays: Any students who have completed all their work and iReady time for the week will be allowed to participate in Fun Friday.</p>

<p>Objective Standards</p> <p>Lesson 9 iReady Book. Pages 148-161. Summarizing Literary Texts</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.8—Test and debug a program algorithm to ensure it runs as intended.</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.8—Test and debug a program algorithm to ensure it runs as</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.8—Test and debug a program algorithm to ensure it runs as</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.8—Test and debug a program algorithm to ensure it runs as</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.8—Test and debug a program algorithm to ensure it runs as</p>
Career Pathways	Counselor	Counselor	Counselor	Counselor	Counselor
<p>Computer Science Road to Revolutionary War Using Robots</p> <p>AP.1B.8—Test and debug a program algorithm to ensure it runs as</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Program a robot to locate various battles of the Revolutionary War 				

intended development process.					
Input	ELA: TSW work in small groups/centers (see DI section of lesson plans).	Reading: TTW review summary, main idea, and key details. TTW introduce the learning target. iReady book page 148. iReady Reading Minutes	Reading: TTW review summary, main idea, and key details. Page 152 iReady book. Writing: TTW complete the short writing response in the iReady book.	Reading: TTW review summary. TTW review the learning target. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 156-161. Writing: Weekly Journal Check Computer Science: Creating a robot program on Scratch.
Modeling	ELA: TSW work in small groups/centers (see DI section of lesson plans).	Reading: TTW model completing the first part of the graphic organizer on key details on page 149 in the iReady book.	Reading: TTW use a think aloud to explore the graphic organizer on page 151 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 152 in the iReady book. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 156-161. Writing: Weekly Journal Check Computer Science: Creating a robot program on Scratch.
Check for Understanding	ELA: 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 156-161. Writing: Weekly Journal Check Computer Science: Creating a robot program on Scratch.

Guided Practice	ELA: TSW work in small groups/centers (see DI section of lesson plans).	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 151. 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 153 using Numbered Heads Together. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 156-161. Writing: Weekly Journal Check Computer Science: Creating a robot program on Scratch.
Independent Practice	ELA: TSW work in small groups/centers (see DI section of lesson plans).	Reading: TSW complete the quick write and discuss it with a team member. <i>Think of a day when you did something really fun. Summarize the day, telling where you were, who was there, and a few important things that happened.</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 153. Writing: TSW be completing the short write in the iReady book.	Reading: TSW be completing the iReady independent pages 156-161. Writing: Weekly Journal Check Computer Science: Creating a robot program on Scratch.
Closure	ELA: TSW work in small groups/centers (see DI section of lesson plans).	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 156-161. Writing: Weekly Journal Check Computer Science: Creating a robot program on Scratch.

		Block 3:	Block 3:	Block 3:	Block 3:
Small groups/DI Current Standards being addressed:					
Journal Writing: Daily journals will be a weekly daily grade.	What's your favorite fall event and why?	If you could travel back in time and visit your younger self, what advice would you give?	What would you change about yourself if you could?	What are you most afraid of?	Would you rather read a scary book or watch a scary movie? Why?

Second Step	Lesson 1, Unit 1 The Right Goal for Me				

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

