Teacher: Lynch/Johnston   Week of: 10/16-10/20 Q2 W2

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	**ELA:** Summarizing Stories	**ELA:** King Arthur and the Knights of the Round Table pt. 1	**ELA**: King Arthur and the Knights of the Round Table pt. 2	**ELA:** We Finally Understand Inferencing	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 (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 10 iReady Book. Pages 162-175. Summarizing Literary Texts	**Reading:** RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **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.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **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.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **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.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **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.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **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	Fashion Designer	Fashion Designer	Fashion Designer	Fashion Designer	Fashion Designer
Computer Science Come See Our New Nation Advertisement AP.1B.3—Create programs that include sequences, events, loops,	The students will be able to: ●Create an advertisement using Scratch describing the new country of America ● Create a talking				

and conditionals.	sprite using Scratch ● Create a background representing the new America using Scratch				
Input	**ELA:**TSW work in small groups/centers (see DI section of lesson plans).	**Reading:** TTW review inference. TTW introduce the learning target. iReady book page 162. . iReady Reading Minutes	**Reading:** TTW review inference. Page 164 iReady book. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TTW review inference. TTW review the learning target. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 170-175. **Writing:** Weekly Journal Check **Computer Science:** Creating an advertisement 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 inferencing on page 163 in the iReady book.	**Reading:** TTW use a think aloud to explore the graphic organizer on page 165 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 166 in the iReady book. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 170-175. **Writing:** Weekly Journal Check **Computer Science:** Creating an advertisement 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 170-175. **Writing:** Weekly Journal Check **Computer Science:** Creating an

					advertisement 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 165. **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 167 using Numbered Heads Together. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 170-175. **Writing:** Weekly Journal Check **Computer Science:** Creating an advertisement 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. *Think of a time when you or someone you know solved a mystery. Explain what the mystery was, what clues were used as evidence, and how those clues led to an inference that solved the mystery.*	**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 167. **Writing:** TSW be completing the short write in the iReady book.	**Reading:** TSW be completing the iReady independent pages 170-175. **Writing:** Weekly Journal Check **Computer Science:** Creating an advertisement 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	**Reading:** TTW have students recall the learning target and discuss their short writes with their groups.	**Reading:** TSW be completing the iReady independent pages 170-175. **Writing:** Weekly

				book.	**Writing:** TSW be completing the short write in the iReady book.	Journal Check **Computer Science:** Creating an advertisement program on Scratch.
Thinking Maps	*Flow Map to use with Iready Story : Sir Gawain and the Green Knight*	*Flow Map to use with Iready Story : Sir Gawain and the Green Knight*	*Flow Map to use with Iready Story : Sir Gawain and the Green Knight*	*Flow Map to use with Iready Story : Sir Gawain and the Green Knight*	*Flow Map to use with Iready Story : Sir Gawain and the Green Knight*
Spelling Words:	ounce sprawl launch loyal avoid basketball moist haunt scowl naughty destroy saucer pounce poison August auction royal coward awkward encounter	Challenge words: autograph avoidable awesome employ Review words: execute youth accuse avenue			**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: RL.5.1 RL.5.2 W.5.9	*Riverboat Pilot Focus Passage*	*Where the Poetry Begins Spectrum Reading Grade 5*	*Now You're Cooking Spectrum Reading Grade 5*	*Hamburger Paragraph Writing Halloween Edition*	
Journal Writing: Daily journals will be a weekly daily grade.	If you could give $100 to a charity, which one would you choose? Why?	Aside from necessities, what one thing could you	Quote accurately from a text when explaining what the text says explicitly	If you could invent something that would make life easier for people,	Do you like being scared? Why or why not?

		not go a day without?	and when drawing inferences from the text.	what would you invent?	
Second Step	Lesson 2, Unit 1

My Plan | | | | |

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