

Teacher: Lynch/Johnston

Week of: 11/13-11/17 Q2 W6

| Lesson Plan | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|--|---|---|---|---|
| Anticipatory Set | ELA: We Finally Understand Inferencing | ELA: Text Structure Chronological Order | ELA: Text Structure Problem and Solution | ELA: 5 Types of Text Structure | 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 12 iReady Book. Pages 202-217 Comparing Text Structures Part 1: Chronology, Problem and Solution</p> | <p>Reading: RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection. Computer Science: AP.1B.6b—Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.</p> | <p>Reading: RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection. Computer Science: AP.1B.6b—Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.</p> | <p>Reading: RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection. Computer Science: AP.1B.6b—Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.</p> | <p>Reading: RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection. Computer Science: AP.1B.6b—Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.</p> | <p>Reading: RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. Writing/Grammar: W.5.9a Draw evidence from literary texts to support analysis and reflection. Computer Science: AP.1B.6b—Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.</p> |
| Career Pathways | Pilot | Pilot | Pilot | Pilot | Pilot |
| <p>Computer Science Surprise Ending Inferences</p> <p>AP.1B.6b—Students should document the plan as, for example, a storyboard, flowchart,</p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> ● Learn about how CS First works, then tell a story using Scratch for CS. First where a character walks through a scene | | | | |

| | | | | | |
|---------------------------|---|--|--|---|---|
| pseudocode, or story map. | describing what they see. | | | | |
| Input | ELA: Students will be working in small groups on center work based on remediated skills from last week's DCA. (Please see DI information in this lesson plan). | Writing: TSW be completing a writing WMPT. iReady Minutes . | Reading: TTW review different types of text structures. TTW introduce the learning target. iReady book page 202. TTW discuss informational texts. Writing: TTW complete the short writing response in the iReady book. | Reading: TTW review text structures and scientific text features. TTW review the learning target. Writing: TSW be completing the short write in the iReady book. | Reading: TSW be completing the iReady independent pages 212-217 Writing: Weekly Journal Check Computer Science: Scratch Storyboard |
| Modeling | ELA: Students will be working in small groups on center work based on remediated skills from last week's DCA. (Please see DI information in this lesson plan). | Writing: TSW be completing a writing WMPT. iReady Minutes . | Reading: TTW use a think aloud to explore the graphic organizer on page 203 in the iReady book. TTW complete the Close Reader Habit in the text on page 204. Writing: TTW complete the short writing response in the iReady book. . | Reading: TTW model the close reader habit on page 206 in the iReady book. Writing: TSW be completing the short write in the iReady book. | Reading: TSW be completing the iReady independent pages 212-217 Writing: Weekly Journal Check Computer Science: Scratch Storyboard |
| Check for Understanding | ELA: Students will be working in small groups on center work based on remediated skills from last week's DCA. (Please see DI | Writing: TSW be completing a writing WMPT. iReady Minutes | Reading: TTW use comprehension questions to check for understanding. Writing: TTW complete the short writing | Reading: TTW ask comprehension questions to check for understanding. Writing: TSW be completing the short | Reading: TSW be completing the iReady independent pages 212-217 Writing: Weekly Journal Check |

| | | | | | |
|----------------------|---|--|---|--|---|
| | information in this lesson plan). | . | response in the iReady book. | write in the iReady book. | Computer Science: Scratch Storyboard |
| Guided Practice | ELA: Students will be working in small groups on center work based on remediated skills from last week's DCA. (Please see DI information in this lesson plan). | Writing: TSW be completing a writing WMPT. iReady Minutes . | Reading: TTW guide students in locating the information needed to complete the chart on page 205. 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 208 using Numbered Heads Together. Writing: TSW be completing the short write in the iReady book. | Reading: TSW be completing the iReady independent pages 212-217 Writing: Weekly Journal Check Computer Science: Scratch Storyboard |
| Independent Practice | ELA: Students will be working in small groups on center work based on remediated skills from last week's DCA. (Please see DI information in this lesson plan). | Writing: TSW be completing a writing WMPT. iReady Minutes . | Reading: TSW complete the chart on page 205. Writing: TTW complete the short writing response in the iReady book. | Reading: TSW complete the remainder of the questions on page 208-209. Writing: TSW be completing the short write in the iReady book. | Reading: TSW be completing the iReady independent pages 212-217 Writing: Weekly Journal Check Computer Science: Scratch Storyboard |
| Closure | ELA: Students will be working in small groups on center work based on remediated skills from last week's DCA. (Please see DI information in this lesson plan). | Writing: TSW be completing a writing WMPT. iReady Minutes . | 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 | Reading: TSW be completing the iReady independent pages 212-217 Writing: Weekly Journal Check Computer Science: Scratch Storyboard |

| | | | | | |
|---|---|---|--|--|--|
| | | | | book. | |
| Thinking Maps | <i>Double bubble map - comparing and contrasting text structures</i> | <i>Double bubble map - comparing and contrasting text structures</i> | <i>Double bubble map - comparing and contrasting text structures</i> | <i>Double bubble map - comparing and contrasting text structures</i> | <i>Double bubble map - comparing and contrasting text structures</i> |
| Spelling Words: | <div> <div>earth</div> <div>twirl</div> <div>smear</div> <div>appear</div> <div>nerve</div> <div>squirm</div> <div>alert</div> <div>thirsty</div> <div>worship</div> <div>research</div> <div>volunteer</div> </div> <div> <div>peer</div> <div>burnt</div> <div>further</div> <div>worthwhile</div> <div>pier</div> <div>weary</div> <div>murmur</div> <div>reverse</div> <div>career</div> </div> | Challenge words: acre frontier preservation absorb Review words: aware pardon perform absorb | | | 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: |

| | | | | | |
|--|--|---|---|--|---|
| | | <p>Block 2:</p> <p>Block 3:</p> | <p>Block 2:</p> <p>Block 3:</p> | <p>Block 2:</p> <p>Block 3:</p> | <p>Block 2:</p> <p>Block 3:</p> |
| <p>Small groups/DI Current Standards being addressed:</p> <p>RL.5.3 RI.5.2 RI.5.1 RL.5.2</p> | <p><i>Inferencing Google Slides Activity</i></p> | <p><i>Main Idea Compare and Contrast Graphic Organizer</i></p> | <p><i>Character Traits Sorting Activity</i></p> | <p><i>Sequencing Google Form Center Activity</i></p> | |
| <p>Journal Writing: Daily journals will be a weekly daily grade.</p> | <p>How can you show thanks towards veterans?</p> | <p>If the leaves could talk right now, what would they say?</p> | <p>Do you think kids should go to bed a certain time each</p> | <p>What do you think “practice makes perfect” means?</p> | <p>Who is one person you are most</p> |

| | | | | | |
|-------------|---|--|------------------------|----------------------------|-----------------------|
| | | | night? Why or why not? | How has it applied to you? | grateful for and why? |
| Second Step | Lesson 6, Unit 2 Strong Emotions | | | | |

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

