

Teacher: Lynch/Johnston

Week of: 11/27-12/03 Q2 W7

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	ELA: <a href="#">Compare and Contrast Anything</a>	ELA: <a href="#">Compare and Contrast</a>	ELA: <a href="#">Cause and Effect</a>	ELA: <a href="#">5 Types of Text Structure</a>	Make-up Work iReady Minutes
General Information	<b>Moving on Mondays:</b> <i>Students will be completing centers/small group/teacher table activities for remediation or enrichment based on the previous week's MPT.</i>	<b>Testing and Teacher Lesson Tuesdays:</b> <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>	<b>Wednesdays are for Writing:</b> <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>	<b>Thoughtful Thursdays:</b> <i>On top of the lesson and small group interventions, students will complete a quick write reflecting on the week.</i>	<b>Fun Fridays:</b> <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 13 iReady Book. Pages 217-233 Comparing Text Structures Part 2: Cause and Effect, Compare and Contrast</p>	<p><b>Reading:</b> RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. <b>Writing/Grammar:</b> W.5.9a Draw evidence from literary texts to support analysis and reflection. <b>Computer Science:</b> • 1A.AP.09—Model the way programs store and manipulate data by using numbers or other symbols to represent information. • 1A.AP.11—Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. • AP.1B.3—Create programs that include sequences, events, loops, and conditionals. • AP.1B.5—Modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features. • IC.1A.2—Work respectfully and responsibly with others online.</p>	<p><b>Reading:</b> RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. <b>Writing/Grammar:</b> W.5.9a Draw evidence from literary texts to support analysis and reflection. <b>Computer Science:</b> • 1A.AP.09—Model the way programs store and manipulate data by using numbers or other symbols to represent information. • 1A.AP.11—Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. • AP.1B.3—Create programs that include sequences, events, loops, and conditionals. • AP.1B.5—Modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features. • IC.1A.2—Work respectfully and responsibly with others online.</p>	<p><b>Reading:</b> RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. <b>Writing/Grammar:</b> W.5.9a Draw evidence from literary texts to support analysis and reflection. <b>Computer Science:</b> • 1A.AP.09—Model the way programs store and manipulate data by using numbers or other symbols to represent information. • 1A.AP.11—Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. • AP.1B.3—Create programs that include sequences, events, loops, and conditionals. • AP.1B.5—Modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features. • IC.1A.2—Work respectfully and responsibly with others online.</p>	<p><b>Reading:</b> RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. <b>Writing/Grammar:</b> W.5.9a Draw evidence from literary texts to support analysis and reflection. <b>Computer Science:</b> • 1A.AP.09—Model the way programs store and manipulate data by using numbers or other symbols to represent information. • 1A.AP.11—Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. • AP.1B.3—Create programs that include sequences, events, loops, and conditionals. • AP.1B.5—Modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features. • IC.1A.2—Work respectfully and responsibly with others online.</p>	<p><b>Reading:</b> RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. <b>Writing/Grammar:</b> W.5.9a Draw evidence from literary texts to support analysis and reflection. <b>Computer Science:</b> • 1A.AP.09—Model the way programs store and manipulate data by using numbers or other symbols to represent information. • 1A.AP.11—Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. • AP.1B.3—Create programs that include sequences, events, loops, and conditionals. • AP.1B.5—Modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features. • IC.1A.2—Work respectfully and responsibly with others online.</p>
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Career Pathways	<a href="#">Marine Biologist</a>	<a href="#">Marine Biologist</a>	<a href="#">Marine Biologist</a>	<a href="#">Marine Biologist</a>	<a href="#">Marine Biologist</a>
<p>Computer Science Surprise Ending Inferences</p> <p>1A.AP.11—Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.</p> <p>AP.1B.3—Create programs that include sequences, events, loops, and conditionals.</p> <p>AP.1B.5—Modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features.</p> <p>IC.1A.2—Work respectfully and responsibly with others online.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Create an interactive animation using sprites and events</li> <li>● Create new sprites and assign them costumes and locations</li> </ul>				
Input	<p><b>ELA:</b> Students will be working in small groups on center work based on their writing WMPT.</p>	<p><b>Writing:</b> TSW be completing a writing DCA.</p> <p>iReady Minutes</p>	<p><b>Reading:</b> TTW review different types of text structures. TTW introduce the learning target. iReady book page 218.</p> <p>TTW discuss informational texts.</p> <p><b>Writing:</b> TTW complete the short writing response in the iReady</p>	<p><b>Reading:</b> TTW review text structures and scientific text features. TTW review the learning target.</p> <p><b>Writing:</b> TSW be completing the short write in the iReady book.</p>	<p><b>Reading:</b> TSW be completing the iReady independent pages 228-233.</p> <p><b>Writing:</b> Weekly Journal Check</p>

			book.		
Modeling	<b>ELA:</b> Students will be working in small groups on center work based on their writing WMPT.	<b>Writing:</b> TSW be completing a writing DCA.  iReady Minutes	<b>Reading:</b> TTW use a think aloud to explore the graphic organizer on page 219 in the iReady book. TTW complete the Close Reader Habit in the text on page 220. <b>Writing:</b> TTW complete the short writing response in the iReady book.	<b>Reading:</b> TTW model the close reader habit on page 222 and 223 in the iReady book. <b>Writing:</b> TSW be completing the short write in the iReady book.	<b>Reading:</b> TSW be completing the iReady independent pages 228-233. <b>Writing:</b> Weekly Journal Check
Check for Understanding	<b>ELA:</b> Students will be working in small groups on center work based on their writing WMPT.	<b>Writing:</b> TSW be completing a writing DCA.  iReady Minutes	<b>Reading:</b> TTW use comprehension questions to check for understanding. <b>Writing:</b> TTW complete the short writing response in the iReady book.	<b>Reading:</b> TTW ask comprehension questions to check for understanding. <b>Writing:</b> TSW be completing the short write in the iReady book.	<b>Reading:</b> TSW be completing the iReady independent pages 228-233. <b>Writing:</b> Weekly Journal Check
Guided Practice	<b>ELA:</b> Students will be working in small groups on center work based on their writing WMPT.	<b>Writing:</b> TSW be completing a writing DCA.  iReady Minutes	<b>Reading:</b> TTW guide students in locating the information needed to complete the chart on page 221. <b>Writing:</b> TTW complete the short writing response in the iReady	<b>Reading:</b> TTW guide students in answering the first part of number 1 on page 224 using Numbered Heads Together. <b>Writing:</b> TSW be completing the short	<b>Reading:</b> TSW be completing the iReady independent pages 228-233. <b>Writing:</b> Weekly Journal Check

			book.	write in the iReady book.	
Independent Practice	<b>ELA:</b> Students will be working in small groups on center work based on their writing WMPT.	<b>Writing:</b> TSW be completing a writing DCA.  iReady Minutes	<b>Reading:</b> TSW complete the chart on page 221. <b>Writing:</b> TTW complete the short writing response in the iReady book.	<b>Reading:</b> TSW complete the remainder of the questions on page 224-225. <b>Writing:</b> TSW be completing the short write in the iReady book.	<b>Reading:</b> TSW be completing the iReady independent pages 228-233. <b>Writing:</b> Weekly Journal Check
Closure	<b>ELA:</b> Students will be working in small groups on center work based on their writing WMPT.	<b>Writing:</b> TSW be completing a writing DCA.  iReady Minutes	<b>Reading:</b> TTW review the learning target. <b>Writing:</b> TTW complete the short writing response in the iReady book.	<b>Reading:</b> TTW have students recall the learning target and discuss their short writes with their groups. <b>Writing:</b> TSW be completing the short write in the iReady book.	<b>Reading:</b> TSW be completing the iReady independent pages 228-233. <b>Writing:</b> Weekly Journal Check
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:	wildlife wheelchair homerun well-known top-secret life preserver part-time overboard	Challenge words: motorcycle extraordinary eyewitness			<b>Spelling:</b> TSW take a spelling test on 15 words and spelling dictation..



		Block 3:	Block 3:	Block 3:	Block 3:
Small groups/DI Current Standards being addressed: Writing Differentiation will be completed this week in small groups.	<i>Inferencing Google Slides Activity</i>	<i>Introductions and conclusions</i>	<i>Hooks</i>	<i>Do/What/Evidence Charts</i>	
Journal Writing: Daily journals will be a weekly daily grade.	I would be very thankful if our teacher would...	If you could create a new school lunch menu, what would you add?	What is one thing you should forgive someone for today?	What is one talent or skill that you are grateful for?	What is the most unexpected present you ever received?

Second Step	Lesson 7, Unit 2  What is Stress?				



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

