Teacher: Lynch/Johnston   Week of: 1/08-1/12 Q3 W1

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	**ELA:** 5 Types of Text Structures	**ELA:** Reading Multiple Accounts of the Same Topic	**ELA**: Compare and Contrast the Same Topic in Different Texts	**ELA:** Compare and Contrast Reading Strategies	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. ***no WMPT this week****	**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 14 iReady Book. Pages 234-249 Analyzing Accounts of the Same Topic	**Reading:** RI.5.6. Identify the focus and point of view in several texts about the same event or topic. Compare and contrast differences in focus and point of view in several texts about the same event or topic. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** ● AP.1B.10—Create programs that include sequences, events, loops, and conditionals. ● AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	**Reading:** RI.5.6. Identify the focus and point of view in several texts about the same event or topic. Compare and contrast differences in focus and point of view in several texts about the same event or topic. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** ● AP.1B.10—Create programs that include sequences, events, loops, and conditionals. ● AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	**Reading:** RI.5.6. Identify the focus and point of view in several texts about the same event or topic. Compare and contrast differences in focus and point of view in several texts about the same event or topic. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** ● AP.1B.10—Create programs that include sequences, events, loops, and conditionals. ● AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	**Reading:** RI.5.6. Identify the focus and point of view in several texts about the same event or topic. Compare and contrast differences in focus and point of view in several texts about the same event or topic. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** ● AP.1B.10—Create programs that include sequences, events, loops, and conditionals. ● AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	**Reading:** RI.5.6. Identify the focus and point of view in several texts about the same event or topic. Compare and contrast differences in focus and point of view in several texts about the same event or topic. **Writing/Grammar:** W.5.9a Draw evidence from literary texts to support analysis and reflection. **Computer Science:** ● AP.1B.10—Create programs that include sequences, events, loops, and conditionals. ● AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.
Career Pathways	President	President	President	President	President
Computer Science Surprise Ending Inferences

AP.1B.10—Create programs that include sequences, events, loops, and conditionals. | The students will be able to: ●Tell the story of a character who does not have a school assignment when it's due. ● Describe this | | | | |

AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	character through their actions, thoughts and words • This example project shows what a student can create if they complete all of the Add-ons in the lesson.				
Input	**ELA:** Students will be working on iReady time today and on a New Year's Resolution writing assignment. .	**ELA:** TTW review text structures. TTW introduce the learning target on page 234. .	**ELA:** TTW review different analyzing different accounts. TTW review the learning target. **Writing:** TTW complete the short writing response in the iReady book.	**ELA:** TTW review historical texts and their text features. **Writing:** TSW be completing the short write in the iReady book.	**ELA:** TSW be completing the iReady independent pages 244-249. **Writing:** Weekly Journal Check.
Modeling	**ELA:** Students will be working on iReady time today and on a New Year's Resolution writing assignment. .	**ELA:** TTW model how to complete the first part of the flow map on page 235. .	**Reading:** TTW model the close reader habit on page 236. **Writing:** TTW complete the short writing response in the iReady book. .	**Reading:** TTW model completing number 1 using Numbered Heads Together. **Writing:** TSW be completing the short write in the iReady book.	**ELA:** TSW be completing the iReady independent pages 244-249. **Writing:** Weekly Journal Check.
Check for Understanding	**ELA:** Students will be working on iReady time today and on a New Year's Resolution writing assignment. .	**ELA:** TTW ask questions to clarify the information introduced.	**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.	**ELA:** TSW be completing the iReady independent pages 244-249. **Writing:** Weekly Journal Check.

Guided Practice	**ELA:** Students will be working on iReady time today and on a New Year's Resolution writing assignment. .	**ELA:** TSW complete the remainder of the chart on page 235 under the teacher's guidance. .	**Reading:** TTW guide students in completing the first part of the flow chart on page 237. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TTW guide students in answering the second part of number 1 using Numbered Heads Together. **Writing:** TSW be completing the short write in the iReady book.	**ELA:** TSW be completing the iReady independent pages 244-249. **Writing:** Weekly Journal Check.
Independent Practice	**ELA:** Students will be working on iReady time today and on a New Year's Resolution writing assignment. .	**ELA:** TSW complete the short write **"Describe a recent event, book, or movie that you and someone else had different opinions about. How did your point of view differ from the other person? What do you think caused them to be different?**	**Reading:** TSW complete the chart on page 227. **Writing:** TTW complete the short writing response in the iReady book.	**Reading:** TSW complete the remainder of the questions on page 240-241. **Writing:** TSW be completing the short write in the iReady book.	**ELA:** TSW be completing the iReady independent pages 244-249. **Writing:** Weekly Journal Check.
Closure	**ELA:** Students will be working on iReady time today and on a New Year's Resolution writing assignment. .	**ELA:** TSW share their quick writes. Students will work on iReady time if time	**Reading:** TTW review the learning target and invite students to share their information. . **Writing:** TTW complete	**Reading:** TTW have students recall the learning target and discuss their short writes with their groups.	**ELA:** TSW be completing the iReady independent pages 244-249. **Writing:** Weekly

		permits after the lesson.	the short writing response in the iReady book.	**Writing:** TSW be completing the short write in the iReady book.	Journal Check.
Thinking Maps	*We will be using several thinking maps this week in small groups with our text structures review.*	*We will be using several thinking maps this week in small groups with our text structures review.*	*We will be using several thinking maps this week in small groups with our text structures review.*	*We will be using several thinking maps this week in small groups with our text structures review.*	*We will be using several thinking maps this week in small groups with our text structures review.*
Spelling Words:	bargain　journey pattern　arrive object　suppose shoulder　permit sorrow　tunnel subject　custom suggest　perhaps lawyer　timber common　publish burden　scissors	Challenge words: attempt annoy parcel ignore Review words: headache warehouse overboard well-known			**Spelling:** TSW take a spelling test on 15 words and spelling dictation..
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: Theme Context Clues Text Structure	*Theme Review Center Activity - Google Classroom*	*Color by Text Structure*	*Color by Text Structure with Thinking Maps*	*Word Meanings Using Context Clues - Google Classroom Center Activity*	

Journal Writing: Daily journals will be a weekly daily grade.	How do you and your family start off a new year?	List 3 things you would like to change about yourself this year and tell why.	Every snowflake is unique. What makes you unique? Why?	List 5 facts about yourself that most people don't know about you.	TGIF! What are you most excited for this weekend? Why?
Second Step	Lesson 10, Unit 2 Performance Task - Making a Change.				

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