Teacher: Lynch/Johnston   Week of: 1/16-1/19 Q3 W2

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	**MLK HOLIDAY** **NO SCHOOL**	**ELA:** What is Opinion Writing?	**ELA**: Opinion Writing: What is an Opinion?	**ELA:** Opinion Writing: Introduction Opinion Writing: Conclusion	Make-up Work IReady Minutes
General Information		**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

liReady Interim Assessment		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:** ● 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	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:** ● 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	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:** ● 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	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:** ● 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

		respectfully and responsibly with others online.	responsibly with others online.	responsibly with others online.	responsibly with others online.
Career Pathways		Journalist	Journalist	Journalist	Journalist
Computer Science Surprise Ending Inferences 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.					

Input		**ELA:** TSW be taking their WMPT then working on their teacher assigned iReady Lesson. Early finishers will work on Newsela articles that are teacher assigned.	**Reading:** TSW be completing the iReady Unit Interim Assessment **Writing:** TTW review opinion writing	**Reading:** TSW be completing the iReady Unit Interim Assessment cont. **Writing:** TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	**Writing:** Weekly Journal Check. Writing Reasons quiz
Modeling		**ELA:** TSW be taking their WMPT then working on their teacher assigned iReady Lesson. Early finishers will work on Newsela articles that are teacher assigned.	**Reading:** TSW be completing the iReady Unit Interim Assessment **Writing:** TTW model how to complete the first part of the handouts: Writing Opinions Opinion Writing Structures	**Reading:** TSW be completing the iReady Unit Interim Assessment cont. **Writing:** TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	**Writing:** Weekly Journal Check. Writing Reasons quiz
Check for Understanding		**ELA:** TSW be taking their WMPT then working on their teacher assigned iReady Lesson. Early finishers will work on Newsela articles that are teacher assigned.	**Reading:** TSW be completing the iReady Unit Interim Assessment **Writing:** TTW check for understanding.	**Reading:** TSW be completing the iReady Unit Interim Assessment cont. **Writing:** TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	**Writing:** Weekly Journal Check. Writing Reasons quiz
Guided Practice		**ELA:** TSW be taking	**Reading:** TSW be	**Reading:** TSW be	**Writing:** Weekly

		their WMPT then working on their teacher assigned iReady Lesson. Early finishers will work on Newsela articles that are teacher assigned.	completing the iReady Unit Interim Assessment. **Writing:** TSW work on the next two questions on the handouts under the teacher's guidance.	completing the iReady Unit Interim Assessment cont. **Writing:** TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	Journal Check. Writing Reasons quiz
Independent Practice		**ELA:** TSW be taking their WMPT then working on their teacher assigned iReady Lesson. Early finishers will work on Newsela articles that are teacher assigned.	**Reading:** TSW be completing the iReady Unit Interim Assessment **Writing:** TSW complete the remainder of the handouts independently.	**Reading:** TSW be completing the iReady Unit Interim Assessment cont. **Writing:** TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	**Writing:** Weekly Journal Check. Writing Reasons quiz
Closure		**ELA:** TSW be taking their WMPT then working on their teacher assigned iReady Lesson. Early finishers will work on Newsela articles that are teacher assigned.	**Reading:** TSW be completing the iReady Unit Interim Assessment **Writing:** TSW share their opinion sentences.	**Reading:** TSW be completing the iReady Unit Interim Assessment cont. **Writing:** TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	**Writing:** Weekly Journal Check. Writing Reasons quiz
Thinking Maps		*We will be using*	*We will be using several*	*We will be using several*	*We will be using several*

		several thinking maps this week in small groups with our text structures review.	thinking maps this week in small groups with our text structures review.	thinking maps this week in small groups with our text structures review.	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 all 28 words.
Differentiation Groups Determined by the WMPT. Students' names and interventions will be written in after the WMPT.		**Group 1** **Block 1:** **Block 2:**	**Group 2** **Block 1:** **Block 2:**	**Group 3** **Block 1:** **Block 2:**	**Group 4** **Block 1:** **Block 2:**

		Block 3:	**Block 3:**	**Block 3:**	**Block 3:**
Small groups/DI Current Standards being addressed: Theme Context Clues Text Structure		*Due to the holiday and WMPT small groups will all work on an Opinion Writing Group Sorting Activity*	*Due to the holiday and WMPT small groups will all work on an Opinion Writing Group Sorting Activity*	*Due to the holiday and WMPT small groups will all work on an Opinion Writing Group Sorting Activity*	*Due to the holiday and WMPT small groups will all work on an Opinion Writing Group Sorting Activity*
Journal Writing: Daily journals will be a weekly daily grade.		What is your favorite winter sport and why?	Write about a time that you were the coldest you've ever been.	Imagine your life as an adult. What would you do all day?	Would you rather go skiing or snowboarding? Why?

Second Step		Lesson 11, Unit 3 Empathy in the Community			

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