

Teacher: Lynch/Johnston

Week of: 1/22-1/26 Q3 W3

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	ELA: This will be a make-up day for any missed work from last week due to having a 3 day week.	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	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. ****no WMPT this week***</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>

Objective Standards iReady Lesson 15 Language and Meaning Pages 266-279	Reading: RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Writing/Grammar: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Computer Science: AP.1B.10—Create programs that include sequence, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	Reading: RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Writing/Grammar: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Computer Science: AP.1B.10—Create programs that include sequence, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	Reading: RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Writing/Grammar: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Computer Science: AP.1B.10—Create programs that include sequence, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	Reading: RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Writing/Grammar: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Computer Science: AP.1B.10—Create programs that include sequence, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	Reading: RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Writing/Grammar: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Computer Science: AP.1B.10—Create programs that include sequence, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.
Career Pathways	Journalist	Journalist	Journalist	Journalist	Journalist
Computer Science Surprise Ending Inferences AP.1B.10—Create programs that include sequence, events, loops, and conditionals.	The students will be able to: Apply their knowledge of figurative language to programming • Follow CS First videos to code their story and show the literal and figurative				

<ul style="list-style-type: none"> AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process. 	meaning of their text				
Input	ELA: This will be a make-up day for any missed work from last week due to having a 3 day week.	ELA: TSW be taking their WMPT then working on their teacher assigned iReady Lesson. TTW review context clues, similes, and metaphors. TTW discuss the learning target for the week.	Reading: TTW review figurative language. TTW review elements of poetry. Writing: TTW review opinion writing	Reading: TTW review figurative language. Writing: TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	Reading: TSW be completing the iReady independent pages 274-279. Writing: Weekly Journal Writing Reasons Quiz (Thursday)
Modeling	ELA: This will be a make-up day for any missed work from last week due to having a 3 day week.	ELA: TSW be taking their WMPT then working on their teacher assigned iReady Lesson. TTW model how to complete the first part of the chart on page 267.	Reading: TTW model the Close Reader Habits on page 268. Writing: TTW model how to complete the first part of the handouts: Writing Opinions Opinion Writing Structures	Reading: TTW model the Close Reader Habits on page 270. Writing: TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	Reading: TSW be completing the iReady independent pages 274-279. Writing: Weekly Journal Writing Reasons Quiz (Thursday)
Check for Understanding	ELA: This will be a make-up day for any missed work from last week due to having a 3 day week.	ELA: TSW be taking their WMPT then working on their teacher assigned iReady Lesson.	Reading: TTW ask clarifying questions to check for understanding. Writing: TTW check for understanding.	Reading: TTW ask clarifying questions to check for understanding. Writing: TSW be completing a small	Reading: TSW be completing the iReady independent pages 274-279. Writing: Weekly Journal Writing Reasons Quiz

		TTW ask clarifying questions to check for understanding.		group activity/game in which they will supply as many reasons as possible for their given prompt.	(Thursday)
Guided Practice	ELA: This will be a make-up day for any missed work from last week due to having a 3 day week.	ELA: TSW be taking their WMPT then working on their teacher assigned iReady Lesson. TSW complete the remainder of the chart on page 267 under the teacher's guidance.	Reading: TSW be completing the first part of the chart on page 269 under the teacher's guidance. Writing: TSW work on the next two questions on the handouts under the teacher's guidance.	Reading: TSW complete number 1 on page 271 using Numbered Heads Together under the teacher's guidance. Writing: TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	Reading: TSW be completing the iReady independent pages 274-279. Writing: Weekly Journal Writing Reasons Quiz (Thursday)
Independent Practice	ELA: This will be a make-up day for any missed work from last week due to having a 3 day week.	ELA: TSW be taking their WMPT then working on their teacher assigned iReady Lesson. TSW complete the Quick Write: <i>Think about an animal you know well, such as a dog or a cat. Describe how this animal eats, sleeps, makes sounds, or moves, using figurative language.</i>	Reading: TSW complete the remainder of the chart on page 269. Writing: TSW complete the remainder of the handouts independently.	Reading: TSW complete the remainder of the questions on page 271. Writing: TSW be completing a small group activity/game in which they will supply as many reasons as possible for their given prompt.	Reading: TSW be completing the iReady independent pages 274-279. Writing: Weekly Journal Writing Reasons Quiz (Thursday)
Closure	ELA: This will be a make-up day for any missed work from last week due to having a 3	ELA: TSW share their quick writes.	Reading: TTSW share their charts with their groups and class. Writing: TSW share	Reading: TSW compare their answers with their group then class.	Reading: TSW be completing the iReady independent pages 274-279.

	day week.		their opinion sentences.	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 Writing Reasons Quiz (Thursday)
Thinking Maps	Circle Map - Defining opinion information for short writes.	Circle Map - Defining opinion information for short writes.	Circle Map - Defining opinion information for short writes.	Circle Map - Defining opinion information for short writes.	Circle Map - Defining opinion information for short writes.
Spelling Words:	human award credit vivid modern robot select item prefer novel	exact behave basic evil nation panic cousin police menu deserve	Challenge words: logic national preference laser Review words: suppose suggest journey arrive		Spelling: TSW take a spelling test on 15 words and sentence 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:

		<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>
Small groups/DI Current Standards being addressed: Opinion Writing	<i>This week's small groups will be the opinion writing handouts and mini-lessons from last week. Due to the shortened week, there was no time to address writing. (see above under writing)</i>	<i>This week's small groups will be the opinion writing handouts and mini-lessons from last week. Due to the shortened week, there was no time to address writing. (see above under writing)</i>	<i>This week's small groups will be the opinion writing handouts and mini-lessons from last week. Due to the shortened week, there was no time to address writing. (see above under writing)</i>	<i>This week's small groups will be the opinion writing handouts and mini-lessons from last week. Due to the shortened week, there was no time to address writing. (see above under writing)</i>	<i>This week's small groups will be the opinion writing handouts and mini-lessons from last week. Due to the shortened week, there was no time to address writing. (see above under writing)</i>

Journal Writing: Daily journals will be a weekly daily grade.	How can you show thanks towards veterans?	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 12, Unit 3 What's the Problem?				

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

