

Teacher: Lynch/Johnston

Week of: 1/29-2/2 Q3 W4

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	ELA: Opinion Writing: What is an Opinion?	ELA: What are Elements of Poetry?	ELA: Elements of a Play	ELA: Five Important Elements to Literature	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 1 Understanding Literary Structure Pages 280-293	Reading: RL.5.5. Explain how a series of scenes, or stanzas fits together to provide the overall structure of a particular drama, or poem. 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 sequences, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	Reading: RL.5.5. Explain how a series of scenes, or stanzas fits together to provide the overall structure of a particular drama, or poem. 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 sequences, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	Reading: RL.5.5. Explain how a series of scenes, or stanzas fits together to provide the overall structure of a particular drama, or poem. 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 sequences, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	Reading: RL.5.5. Explain how a series of scenes, or stanzas fits together to provide the overall structure of a particular drama, or poem. 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 sequences, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	Reading: RL.5.5. Explain how a series of scenes, or stanzas fits together to provide the overall structure of a particular drama, or poem. 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 sequences, events, loops, and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.
Career Pathways	What is a Principal? Jobs for Kids	What is a Principal? Jobs for Kids	What is a Principal? Jobs for Kids	What is a Principal? Jobs for Kids	What is a Principal? Jobs for Kids
Computer Science Surprise Ending Inferences AP.1B.10—Create programs that include sequences, events, loops,	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 character				

and conditionals. AP.1B.11—Decompose problems into smaller, manageable subproblems to facilitate the program development process.	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: 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 elements of poems and dramas. .	Reading: TTW review elements of poetry and dramas. Writing: TSW complete the short writing response. TSW complete a mini-lesson on a Do/What Chart. TSW complete a chart with their group.	Reading: TTW review figurative language, elements of poetry and elements of dramas.. Writing: TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 2884-293. Writing: Weekly Journal Quiz Writing: Do/What Chart Quiz
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 double bubble map (Venn Diagram in Book) on page 281..	Reading: TTW model the Close Reader Habits on page 282. Writing: TSW complete the short writing response. TSW complete a mini-lesson on a Do/What Chart. TSW complete a chart with their group.	Reading: TTW model the Close Reader Habits on page 284. Writing: TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 2884-293. Writing: Weekly Journal Quiz Writing: Do/What Chart Quiz
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. TTW ask clarifying questions to check for understanding.	Reading: TTW ask clarifying questions to check for understanding. Writing: TSW complete the short writing response. TSW complete a	Reading: TTW ask clarifying questions to check for understanding. Writing: TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 2884-293. Writing: Weekly Journal Quiz Writing: Do/What Chart Quiz

			mini-lesson on a Do/What Chart. TSW complete a chart with their group.		
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 double bubble map.	Reading: TSW be completing the first part of the chart on page 283 under the teacher's guidance. Writing: TSW complete the short writing response. TSW complete a mini-lesson on a Do/What Chart. TSW complete a chart with their group.	Reading: TSW complete number 1 on page 285 using Numbered Heads Together under the teacher's guidance. Writing: TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 2884-293. Writing: Weekly Journal Quiz Writing: Do/What Chart Quiz
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 of something you use or play with that is made up of different pieces. Tell what the pieces are, and explain why the object would not work as well without one or more pieces.</i>	Reading: TSW complete the remainder of the chart and questions in page 283. Writing: TSW complete the short writing response. TSW complete a mini-lesson on a Do/What Chart. TSW complete a chart with their group.	Reading: TSW complete the remainder of the questions on page 285. Writing: TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 2884-293. Writing: Weekly Journal Quiz Writing: Do/What Chart Quiz
Closure	ELA: This will be a make-up day for any missed work from last week due to having a 3 day week.	ELA: TSW share their quick writes.	Reading: TSW share their answers for number two with their groups. Writing: TSW share their short writes with	Reading: TSW compare their answers with their group then class. Writing: TSW share their short writes with	Reading: TSW be completing the iReady independent pages 2884-293. Writing: Weekly Journal Quiz

		Block 3:	Block 3:	Block 3:	Block 3:
Small groups/DI Current Standards being addressed: RL.5.4	<i>Writing Similes & Similes Mix and Match Practice</i>	<i>What are Similes? & Complete the Simile Practice</i>	<i>Verb-Based Metaphors & Simile or Metaphor? Practice</i>	<i>What are Metaphors? & Metaphor Practice (practice)</i>	
Journal Writing: Daily journals will be a weekly daily grade.	What is the best award you've ever received? Why did you receive it?	Bears hibernate all winter. If you could do only one thing all winter, what would it be? Why?	Your best friend wants to copy your homework. What would you say or do?	If you could give a kindergartener advice, what would you say?	Make a list of every student's name in your class, and write something nice about each one.

Second Step	Lesson 13, Unit 3 A Different Point of View				

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

