Teacher: Lynch/Johnston   Week of: 2/19-2/23 Q3 W6

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:** *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 iReady Lesson 17 Point of View Pages 294-307	**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:** IC.1B.3a—Students will collaborate and receive feedback from others. ● AP.1B.9—Take on varying roles, with teacher guidance when collaborating with peers during the design, implementation, and review stages of program development.	**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	[Meteorologist]	[Meteorologist]	[Meteorologist]	[Meteorologist]	[Meteorologist]
Computer Science - Two Points of View IC.1B.3a—Students will collaborate and receive feedback from others.	The students will be able to: Sequence "say" blocks to tell a story in the first-person or third-person Use event blocks (like "when flag clicked") to				

AP.1B.9—Take on varying roles, with teacher guidance when collaborating with peers during the design, implementation, and review stages of program development.	trigger a series of code Use wait blocks to construct a dialogue between two sprites or think blocks to describe a new sprite Use motion blocks (e.g., "glide to X Y"), sound effects, and animation to personalize their story				
Input	**ELA:** Students will be completing any make-up work from Friday. TSW be working on center work.	**ELA:** TTW review an author's point of view. TTW go over the learning target on page 294. TSW be taking their WMPTs. TSW be working on iReady Computer Time	**Reading:** TTW review poetry features and point of view.	**Reading:** TTW point of view. **Writing:** TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 294-307. Writing: Weekly Journal Quiz
Modeling	**ELA:** Students will be completing any make-up work from Friday. TSW be working on center work.	**ELA:** TTW model how to complete the first part of the chart on page 295. TSW be taking their WMPTs. TSW be working on iReady Computer Time	**Reading:** TTW model the Close Reader Habits on page 296. **Writing:** TSW complete the short writing response.	**Reading:** TTW mode the Close Reader Habits on page 298. **Writing:** TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 294-307. Writing: Weekly Journal Quiz
Check for Understanding	**ELA:** Students will be completing any make-up work from Friday. TSW be working on center work.	**ELA:** TTW ask clarifying questions to check for understanding. TSW be taking their WMPTs. TSW be working on	**Reading:** TTW ask clarifying questions to check for understanding. **Writing:** TSW complete the short writing response.	**Reading:** TTW ask clarifying questions to check for understanding. **Writing:** TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 294-307. Writing: Weekly Journal Quiz

		iReady Computer Time			
Guided Practice	**ELA:** Students will be completing any make-up work from Friday. TSW be working on center work.	**ELA:** TSW complete the second part of the chart on page 295. TSW be taking their WMPTs. TSW be working on iReady Computer Time	**Reading:** TSW be completing the first part of the chart on page 297 under the teacher's guidance. **Writing:** TSW complete the short writing response.	**Reading:** TSW complete number 1 on page 299 using Numbered Heads Together under the teacher's guidance. **Writing:** TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 294-307. Writing: Weekly Journal Quiz
Independent Practice	**ELA:** Students will be completing any make-up work from Friday. TSW be working on center work.	**ELA:** TSW complete the Quick Write: ***Think of something you enjoy doing but your sibling or friend does not. Describe the activity and each of your feelings about it. Then explain why you feel differently. WHat causes each of you to have your point of view.***	**Reading:** TSW complete the remainder of the chart and questions in page 297. **Writing:** TSW complete the short writing response. .	**Reading:** TSW complete the remainder of the questions on page 299. **Writing:** TSW complete the short writing response.	Reading: TSW be completing the iReady independent pages 294-307. Writing: Weekly Journal Quiz
Closure	**ELA:** Students will be completing any make-up work from Friday. TSW be working on center work.	**ELA:** TSW share their quick writes. TSW be taking their WMPTs. TSW be working on iReady Computer Time	**Reading:** TTSW share their answers for number two with their groups. **Writing:** TSW share their short writes with the class.	**Reading:** TSW compare their answers with their group then class. **Writing:** TSW share their short writes with the class.	Reading: TSW be completing the iReady independent pages 294-307. Writing: Weekly Journal Quiz
Thinking Maps	Circle Map : Community Problems (SecondStep)	Circle Map : Community Problems (SecondStep)	Circle Map : Community Problems (SecondStep)	Circle Map : Community Problems (SecondStep)	Circle Map : Community Problems (SecondStep)

Spelling Words:	conflict orphan instant complex simply burglar laundry laughter employ anchor merchant improve arctic mischief childhood purchase dolphin partner complain tremble	Challenge words: substitute illustrate conscience function Review words: human credit modern nation			**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:					
Journal Writing: Daily journals will be a weekly daily grade.	Would you rather receive valentines or a box of chocolate on Valentine's Day?	Make a list of thoughts you think before you go to sleep each night.	If you were cupid, what would you do all day?	Write a rhyming poem to someone you love.	What are five ways that you could show love to people around you?

Second Step	Lesson 15, Unit 3 Performance Task: Your Solution				

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