

Teacher: Lynch/Johnston

Week of: 3/11-3/15 Q3 W9

Lesson Plan	Monday	Tuesday	Wednesday	Thursday	Friday
Anticipatory Set	ELA: Blooket : Context Clues	ELA: Supporting Evidence and Author's Claim	ELA: Reasons and Evidence	ELA: Looking Back at the Text for Evidence	Make-up Work IReady Minutes
	NINE WEEKS EXAMS *modified testing schedule followed	NINE WEEKS EXAMS *modified testing schedule followed	NINE WEEKS EXAMS *modified testing schedule followed	NINE WEEKS EXAMS *modified testing schedule followed	NINE WEEKS EXAMS Make-ups
Objective Standards iReady Lesson 18 Understanding Supporting Evidence pages 336-349	Reading: RL.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s). Computer Science: IC.1B.2a—Students will demonstrate an understanding of diversity in ability and interests by developing artifacts and tools that use different methods of communication and/or appeal to different users.	Reading: RL.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s). Computer Science: IC.1B.2a—Students will demonstrate an understanding of diversity in ability and interests by developing artifacts and tools that use different methods of communication and/or appeal to different users.	Reading: RL.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s). Computer Science: IC.1B.2a—Students will demonstrate an understanding of diversity in ability and interests by developing artifacts and tools that use different methods of communication and/or appeal to different users.	Reading: RL.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s). Computer Science: IC.1B.2a—Students will demonstrate an understanding of diversity in ability and interests by developing artifacts and tools that use different methods of communication and/or appeal to different users.	Reading: RL.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s). Computer Science: IC.1B.2a—Students will demonstrate an understanding of diversity in ability and interests by developing artifacts and tools that use different methods of communication and/or appeal to different users.

Career Pathways	ENT - Children's Doctors	ENT - Children's Doctors	ENT - Children's Doctors	ENT - Children's Doctors	ENT - Children's Doctors
<p>Computer Science - Two Points of View</p> <p>IC.1B.2a—Students will demonstrate an understanding of diversity in ability and interests by developing artifacts and tools that use different methods of communication and/or appeal to different users.</p>	<p>The students will be able to:</p> <p>Define "gender stereotypes" and describe how they can be present online.</p> <p>Create an avatar and a poem that show how gender stereotypes impact who they are.</p>				
<p>Digital Learning Standards</p> <p>G1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning</p> <p>G2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning</p> <p>G3. Learners use digital</p>	<p>Cause and Effect Theme Characters, Settings, and Events</p> <p>Digital Cooperative Learning Activity on Google Classroom</p>	<p>Cause and Effect Theme Characters, Settings, and Events</p> <p>Digital Cooperative Learning Activity on Google Classroom</p>	<p>Cause and Effect Theme Characters, Settings, and Events</p> <p>Digital Cooperative Learning Activity on Google Classroom</p>	<p>Cause and Effect Theme Characters, Settings, and Events</p> <p>Digital Cooperative Learning Activity on Google Classroom</p>	<p>Cause and Effect Theme Characters, Settings, and Events</p> <p>Digital Cooperative Learning Activity on Google Classroom</p>

tools/technology to communicate and/or work collaboratively for learning					
Input	<p>ELA: iReady Lesson 18 Independent</p> <p>Make-up: Center work, quiz, independent, Newsela</p> <p>Students who have completed all make-up work may use their time to work on iReady reading minutes or AR.</p>	<p>ELA: TTW review how an author uses evidence to support their points.. TTW go over the learning target.</p> <p>iReadyTime</p>	<p>Reading: TTW review evidence in supporting answers.</p>	<p>Reading: TTW review how an author uses evidence to support their points.. Writing: TSW complete the short writing response.</p>	<p>Reading: TSW be completing the iReady independent pages 344-349. Writing: Weekly Journal</p>
Modeling	<p>ELA: iReady Lesson 18 Independent</p> <p>Make-up: Center work, quiz, independent, Newsela</p> <p>Students who have completed all make-up work may use their time to work on iReady reading minutes or AR.</p>	<p>ELA: TTW model how to complete the first part of the chart on page 337.</p> <p>iReadyTime</p>	<p>Reading: TTW model the Close Reader Habits on page 338. Writing: TSW complete the short writing response.</p>	<p>Reading: TTW model the Close Reader Habits on page 340. Writing: TSW complete the short writing response.</p>	<p>Reading: TSW be completing the iReady independent pages 332-307. Writing: Weekly Journal Quiz Good or Bad Conclusions Quiz</p>
Check for Understanding	<p>ELA: iReady Lesson 18 Independent</p> <p>Make-up: Center work, quiz, independent, Newsela</p> <p>Students who have completed all make-up</p>	<p>ELA: TTW ask clarifying questions to check for understanding.</p> <p>iReadyTime</p>	<p>Reading: TTW ask clarifying questions to check for understanding. Writing: TSW complete the short writing response.</p>	<p>Reading: TTW ask clarifying questions to check for understanding. Writing: TSW complete the short writing response.</p>	<p>Reading: TSW be completing the iReady independent pages 332-307. Writing: Weekly Journal Quiz Good or Bad Conclusions Quiz</p>

	work may use their time to work on iReady reading minutes or AR.				
Guided Practice	<p>ELA: iReady Lesson 18 Independent</p> <p>Make-up: Center work, quiz, independent, Newsela</p> <p>Students who have completed all make-up work may use their time to work on iReady reading minutes or AR.</p>	<p>ELA: TSW complete the remainder of the chart on page 337.</p> <p>iReadyTime</p>	<p>Reading: TSW be completing the first part of the chart on page 339 under the teacher's guidance.</p> <p>Writing: TSW complete the short writing response.</p>	<p>Reading: TSW complete number 1 on page 341 using Numbered Heads Together under the teacher's guidance.</p> <p>Writing: TSW complete the short writing response.</p>	<p>Reading: TSW be completing the iReady independent pages 332-307.</p> <p>Writing: Weekly Journal Quiz Good or Bad Conclusions Quiz</p>
Independent Practice	<p>ELA: iReady Lesson 18 Independent</p> <p>Make-up: Center work, quiz, independent, Newsela</p> <p>Students who have completed all make-up work may use their time to work on iReady reading minutes or AR.</p>	<p>ELA: TSW complete the Quick Write: <i>Should students be allowed to use their music or gaming devices at school? Give your opinion and tell why you feel this way.</i></p> <p>iReadyTime</p>	<p>Reading: TSW complete the remainder of the chart and questions in page 339.</p> <p>Writing: TSW complete the short writing response.</p>	<p>Reading: TSW complete the remainder of the questions on page 341.</p> <p>Writing: TSW complete the short writing response.</p>	<p>Reading: TSW be completing the iReady independent pages 332-307.</p> <p>Writing: Weekly Journal Quiz Good or Bad Conclusions Quiz</p>
Closure	<p>ELA: iReady Lesson 18 Independent</p> <p>Make-up: Center work, quiz, independent, Newsela</p> <p>Students who have completed all make-up work may use their time to work on iReady reading minutes or AR.</p>	<p>ELA: TSW share their short writes with the class.</p> <p>iReadyTime</p>	<p>Reading: TSW share their answers to the chart.</p> <p>Writing: TSW share their short writes with the class.</p>	<p>Reading: TSW compare their answers with their group then class.</p> <p>Writing: TSW share their short writes with the class.</p>	<p>Reading: TSW be completing the iReady independent pages 332-307.</p> <p>Writing: Weekly Journal Quiz Good or Bad Conclusions Quiz</p>

Thinking Maps	Multi-Flow Map - Cause and Effect (MAAP testing)	Multi-Flow Map - Cause and Effect (MAAP testing)	Multi-Flow Map - Cause and Effect (MAAP testing)	Multi-Flow Map - Cause and Effect (MAAP testing)	Multi-Flow Map - Cause and Effect (MAAP testing)
Spelling Words:	No Spelling Words this Week	No Spelling Words this Week	No Spelling Words this Week	No Spelling Words this Week	No Spelling Words this Week
Journal Writing: Daily journals will be a weekly daily grade.	March is National Women's History Month. Who is one woman from history you would like to meet and why?	Make a list of 5 books everyone should read.	Name a fictional character you'd like to switch places with and tell why.	If you could be famous, what would you like to be known for?	What is one goal you are working towards right now, and what are your steps to achieve it?

Second Step	Lesson 18, Unit 4 Solutions Web				
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