Teacher: Lynch/Johnston
Week of: 4/2-4/5 Q4 W1

| Lesson Plan | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Anticipatory Set | NO SCHOOL Easter Holiday | ELA: Integrating Two Sources for Writing | ELA: Multiple Sources | ELA: Evaluating Reasons and Evidence | Make-up Work IReady Minutes |
| Objective Standards <br> iReady Lesson 20 <br> Using Multiple Sources for Writing and Speaking pages 350-367. |  | Reading: <br> RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection. <br> Computer Science: 1B.AP.09-Create programs that use variables to store and modify data. | Reading: <br> RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection. <br> Computer Science: 1B.AP.09-Create programs that use variables to store and modify data. | Reading: <br> RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <br> Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection. <br> Computer Science: 1B.AP.09-Create programs that use variables to store and modify data. | Reading: <br> RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <br> Writing/Grammar: W.5.9b Draw evidence from informational texts to support analysis and reflection. <br> Computer Science: 1B.AP.09-Create programs that use variables to store and modify data. |
| Career Pathways |  | NASA Engineer | NASA Engineer | NASA Engineer | NASA Engineer |


| Computer Science -Scratch-a-Summary <br> 1B.AP.09—Create programs that use variables to store and modify data. |  | The students will be able to: <br> Use details and the main idea to create a Scratch summary of the informational text. |  |  |  |
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| Digital Learning Standards <br> G1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning <br> G2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning <br> G3. Learners use digital tools/technology to communicate and/or work collaboratively for learning |  | Activity - Google Classroom Digital Reading Review | Activity - Google Classroom Digital Reading Review | Activity - Google Classroom Digital Reading Review | Activity - Google Classroom Digital Reading Review |
| Input |  | ELA: TTW review scientific and historical texts. TTW go over the learning target. | Reading: TTW review integrating information from multiple texts. Writing: TSW complete the short writing response. | Reading: TTW review integrating information from multiple sources. Writing: TSW complete the short writing response. | Reading: TSW be completing the iReady independent pages 360-365. <br> Writing: Weekly Journal |


| Modeling | ELA: TTW model how to complete the first part of the chart on page 351. | Reading: TTW model the Close Reader Habits on page 352. <br> Writing: TSW complete the short writing response. | Reading: TTW mode the Close Reader Habits on page 354. Writing: TSW complete the short writing response. | Reading: TSW be completing the iReady independent pages 360-365. <br> Writing: Weekly Journal |
| :---: | :---: | :---: | :---: | :---: |
| Check for Understanding | ELA: TTW ask clarifying questions to check for understanding. | 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 360-365. <br> Writing: Weekly Journal |
| Guided Practice | ELA: TSW complete the remainder of the chart on page 351. | Reading: TSW be completing the first part of the chart on page 353 under the teacher's guidance. <br> Writing: TSW complete the short writing response. | Reading: TSW complete number 1 on page 356 using Numbered Heads Together under the teacher's guidance. TSW complete the chart in part $B$ under the teacher's guidance. Writing: TSW complete the short writing response. | Reading: TSW be completing the iReady independent pages 360-365. <br> Writing: Weekly Journal |
| Independent Practice | ELA: <br> TSW complete the Quick Write: Think about a mystery story or movie you've read or seen. Explain how putting together clues, or different pieces of information, helped | Reading: TSW complete the remainder of the chart and questions in page 353. Writing: TSW complete the short writing response. | Reading: TSW complete the remainder of the questions on page 357. <br> Writing: TSW complete the short writing response. | Reading: TSW be completing the iReady independent pages 360-365. <br> Writing: Weekly Journal |


|  | you or a character solve the mystery. |  |  |  |  |
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| Closure | ELA: TSW short writ class. | share their with the | Reading: TSW share their answers to the chart. <br> Writing: TSW share their short writes with the class. | Reading: TSW compare their answers with their group then class. <br> Writing: TSW share their short writes with the class. | Reading: TSW be completing the iReady independent pages 360-365. <br> Writing: Weekly Journal |
| Thinking Maps | Circle Ma Narrative | - Big Idea: riting | Circle Maps - Big Idea: Narrative Writing | Circle Maps - Big Idea: Narrative Writing | Circle Maps - Big Idea: Narrative Writing |
| Spelling Words: | formal <br> stumble <br> pupil <br> label <br> article <br> level <br> legal <br> bungle <br> bicycle <br> normal | angel whistle quarrel struggle puzzle fossil local angle fragile channel | Challenge words: decibel <br> needle <br> global <br> gerbil <br> Review words: <br> influence <br> genuine <br> casual <br> annual |  | Spelling: TSW take a spelling test on 15 words and sentence dictation. |


| Journal Writing: Daily <br> journals will be a <br> weekly daily grade. |  | Write <br> step-by-step <br> instructions for <br> multiplying 2 digit <br> numbers. | What is one thing <br> you would like to <br> know about the <br> future? | If you could pick a <br> new name for <br> yourself, what <br> would it be and <br> why? | If your family didn't <br> need to sleep, what <br> would you do all <br> night? |
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Additional space for groupings and remediation/acceleration based on WMPT:

