

C.B. Greer 3-5 Glynn County Lesson Plan for Instruction

Teacher:		Grade:				
Date of Instruction: March 15, 2022	Readers Workshop Session: Achieve Article, Activity, and Thought Question. Heinemann Reading	Writers Workshop Unit 3: From Essay and Narrative to Memoir Session: Achieve Article, Activity, and Thought Question Heinemann Writing Achieve Lessons Shedding Light on Ella Baker The Non Violent Lesson of Dr. Martin Luther King Jr. The Dream Lives On The Hammer All Hail the Queen of Soul Improvising a Dream US History in Germany Doing What's Right Write Score Two Text Constructed Response "Three Dimension" (Handouts are in the folder)	Eureka Math Module 5 Lesson 4 Use multiplication to calculate volume	Word Study: Multiple-meaning words in context	Science	Social Studies Key people, events, and developments between 1950-1975

<p>Opening (I Do)</p> <p>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s:</p> <p>ELAGSE5RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELAGSE5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>ELAGSE5RI5 Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or</p>	<p>Standard/s:</p> <p>ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experience</p>	<p>Standard/s:</p> <p>SE5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p> <p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as</p>	<p>Standards/:</p> <p>ELAGSE5L4: Determine or clarify the meaning of unknown and multiple-meaning words in phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p>	<p>Standard/s:</p>	<p>Standard/s:</p> <p>SS5H6 Describe the importance of key people, events, and developments between 1950-1975. a. Analyze the effects of Jim Crow laws and practices. b. Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. d. Discuss the significance of the technologies of television and space exploration.</p>
--	--	---	---	---	---------------------------	---

			<p>volumes (e.g., to represent the associative property of multiplication). Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole- number edge lengths in the context of solving real world and mathematical problems. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>			
	<p>Learning Target/Teaching Point:</p> <p>I can work together with a partner to accurately answer multiple choice questions on Achieve3000.</p> <p>Students will be able to implement learned strategies and reading comprehension skills to successfully build their reading abilities</p>	<p>Learning Target/Teaching Point:</p> <p>I can write a constructed response using the RACE strategy.</p> <p>Success Criteria:</p> <p>I can read an article and respond to the question using all parts of the RACE strategy - restate, answer, cite evidence,</p>	<p>Learning Target/Teaching Point:</p> <p>I can use multiplication to calculate volume.</p> <p>Success Criteria:</p> <p>I am successful when I can determine volume by using multiplication.</p>	<p>Learning Target/Teaching Point:</p> <p>I can determine the meaning of a word that has multiple meanings by using the context as a clue.</p> <p>Success Criteria:</p> <p>I can recognize a word in a phrase that may have more than one meaning.</p> <p>I can use the rest of the words in the sentence to</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>I can describe key people, events, and developments between 1950-1975.</p> <p>Success Criteria:</p> <p>-I can explain the causes and effects of Jim Crow laws and practices on African Americans.</p>

	<p>Success Criteria: I can read an article and answer questions related to the article by looking back into the text.</p>	and explain my reasoning.		determine which meaning makes sense in the text.		<p>-I can explain the importance of Brown v. Board of Education issue.</p> <p>-I can tell about the important contributions of various individuals associated with the Civil Rights Act.</p> <p>-I can explain how the Voting Rights Act impacted our history.</p> <p>-I can tell what the March on Washington was and why it was significant to the Civil Rights Movement. I can explain the importance of King's "I Have a Dream Speech".</p>
	<p>Introduction/Connection</p> <p>Achieve Thought Question</p>	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection
				Share a word with a partner that has more than one meaning (example: stuff - verb or noun).		Present any completed extension activities from folder.

	Direct Instruction -minilesson	Direct Instruction - minilesson Complete the thought question for the article assigned.	Direct Instruction	Direct Instruction: Teach Use the slideshow to teach ways to use context when readers encounter multiple meaning words.	Direct Instruction	Direct Instruction -Continue PPT.
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10	Small Group: ___ Strategy Group Going through the process of referring back to the text to find answers.	Small Group Instruction: ___ Strategy Group Work with small groups to discuss the thought question and how to provide information to correctly answer the question. Conference providing feedback on thought questions.	(We Do) Fluency Practice, Application Problem Fluency Concept Development Zearn Considerations for Differentiation: small group manipulatives	Active Engagement Allow students to answer on marker boards or with hands during the slideshow. The slides include strategies that help students determine the meaning and cross out answer choices.	Guided Practice:	Guided Practice: -Take notes throughout PPT. -Choose from the following activities in the folder for this unit: <ul style="list-style-type: none"> • <i>Graffiti Wall</i> • <i>Haiku- The Twitter of Poetry</i> • <i>Civil Rights Activists" Emoji Style</i> • <i>Head of the Class</i> (See folder for other choices).
	Reading Conferences: ___ RDCT Conference Conference providing feedback on achieve activity.	Writing Conferences: ___ RDCT Conference Conference providing feedback on thought questions.	(You Do) Problem Set all Homework: 1 abcd, 2 abcd, 3 ab, 4 Considerations for Differentiation: small group modified assignment manipulatives	Rug Time/Apply		

			read aloud challenge assignment			
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8	Share	Share	Debrief	Share	Summarize:	Summarize: Turn and talk: Explain the Voting Rights Act and the Civil Rights Act.