

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

Teacher:		Grade: 5				
<p>Date of Instruction:</p> <p>March 16, 2022</p>	<p>Readers Workshop Unit 4: Fantasy</p> <p>Session 4: Suspending Judgement: Characters (and Places) Are Not Always What They Seem</p> <p>SESSION 4 GOOGLE SLIDES</p> <p>Heinemann Reading</p> <p>Read through chapter 10 before minilesson</p>	<p>Writers Workshop Unit 3: From Essay and Narrative to Memoir</p> <p>Session 4: Reading Literature to Inspire Writing</p> <p>Heinemann Writing</p> <p>Write Score Two Text Constructed Response "Three Dimension" (Handouts are in the folder)</p>	<p>Eureka Math Module 5 Lesson 6 Find the total volume of solid figures</p>	<p>Word Study:</p> <p>Multiple-meaning words in context</p>	<p>Science</p>	<p>Social Studies Key people, events, and developments between 1950-1975</p>
<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>ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</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</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. 5.MD.5 Relate volume to the operations of multiplication and addition and solve real</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</p>

	<p>ELAGSE5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>ELAGSE5RL6: Describe how a narrator's or speaker's point of view influences how events are described</p>	<p>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 experie</p>	<p>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 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</p>			<p>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>
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			technique to solve real world problems.			
	<p>Learning Target/Teaching Point:</p> <p>Students will be able to study characters over time, deeply examining their formation, motivations, and actions.</p> <p>Success Criteria:</p> <p>I can identify appropriate character traits for chosen characters.</p> <p>I can select textual evidence to justify the traits of different characters.</p> <p>I can explain why it is important to suspend judgment of characters.</p>	<p>Learning Target/Teaching Point:</p> <p>I can read literature to help me write my own literature.</p> <p>Success Criteria:</p> <p>I can read and reread a powerful text and write “off from” the text not about the text.</p>	<p>Learning Target/Teaching Point:</p> <p>I can find the total volume of solid figures composed of two non-overlapping rectangular prisms.</p> <p>Success Criteria:</p> <p>I am successful when I can find the volume of two irregular rectangular prisms.</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 determine which meaning makes sense in the text.</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>-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</p>

						Have a Dream Speech”.
Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection
Tell a brief story of reconsidering a character who seemed good or evil and name a question that will guide students’ inquiries.				Warm up with a couple of task cards with multiple meaning words: Screenshot 2022-03-05 8.47.46 AM.png Screenshot 2022-03-05 8.48.36 AM.png		-Go to https://quizizz.com/admin/quiz/5c8564cd462f03001be417be for an interactive review quiz.
Direct Instruction -minilesson	Direct Instruction - minilesson	Direct Instruction	Direct Instruction: Teach	Direct Instruction	Direct Instruction	Direct Instruction
“Reader’s, today our work is to answer this question: ‘What can we learn about characters if we study them over time, delving deeply into their formation, motivations, and actions?’” Invite students into an inquiry, using a shared text to explore character traits. Using the video about Snape:	Pages 28 - 36 Needed: *Chapter “Alone” (in book and PowerPoint) *Passage from <i>Journey in the book and PowerPoint.</i>		We Do: Have students practice using the context to determine the meaning of these multiple meaning words within groups. Have them record answers on marker boards from the slideshow before completing the form for a grade.		-Continue with PPT.	

	<p>https://www.youtube.com/watch?v=LHoIRZeQNG4</p> <p>Have students identify the character traits that they are seeing within Snape's characters. Have them rank the traits based on which ones seem the strongest to the weakest.</p> <p>Send students off to read, encouraging them to make choices with their club about when and how to add this work to their club's reading work.</p>					
<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Small Group: ___ Strategy Group</p> <p>Weighing, Evaluating, and Ranking Evidence (pg. 34)</p> <p><u>Serravallo Lessons</u></p> <p>Reteach:</p> <p>6.6 Rack Up Ideas About Characters with Evidence</p> <p>Extension:</p> <p>6.18 Complex Characters</p>	<p>Small Group Instruction: ___ Strategy Group</p> <p>Pull small groups to help them find a phrase from an author, letting that word or phrase inspire their own thoughts about their lives.</p>	<p>(We Do) Fluency Practice, Application Problem</p> <p><u>Fluency</u></p> <p>Concept Development</p> <p><u>Zearn</u></p> <p>Considerations for Differentiation: small group manipulatives</p>	<p>Active Engagement</p> <p><u>Google form</u> graded assignment. ** Each teacher makes a copy**</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p> <p>-Continue PPT. -Choose from the following activities in the folder for this unit:</p> <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> <p>(See folder for other choices).</p>

	<p>Reading Conferences: __ RDCT Conference</p> <p>Work with students who need assistance identifying character traits and helping them rank them.</p>	<p>Writing Conferences: __ RDCT Conference</p> <p>Students can conference with one another to help find words or phrases that inspire them to write.</p>	<p>(You Do) Problem Set 1 abcd, 4 (do not require the solution strategy)</p> <p>Homework: 1 abcd (do not require the solution strategy)</p> <p>Considerations for Differentiation: small group modified assignment manipulatives read aloud challenge assignment</p>	Rug Time/Apply		
<p>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</p>	Share	Share	Debrief	Share	Summarize:	<p>Summarize: -Explain the important assassinations during this time period.</p>

