

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

Teacher: Shipley		Grade: 5				
Date of Instruction: April 1, 2022	Readers Workshop Session: Readworks Readworks Slide Heinemann Reading	Writers Workshop Unit 3: From Essay and Narrative to Memoir Write Score Step by Step Informational Writing Five Day Series for Informational Writing Step Five and Share Heinemann Writing ReadWorks Always Remember Wired World The New Kind of Library The Origins of the Internet The Inventions of YouTube	Eureka Math	Word Study: Review of Perfect Verb Tense	Science	Social Studies
Opening (I Do) An engaging process for lesson introduction that is specifically	Standard/s: RI.5.2 RI.5.5 RI.5.7 RI.5.10	Standard/s: ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective	Standard/s: 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of	Standards/: ELAGGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage	Standard/s:	Standard/s:

<p>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>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 experiences or events.</p>	<p>that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>	<p>when writing or speaking. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.</p>		
	<p>Learning Target/Teaching Point:</p> <p>I can apply all that I have learned about reading to successfully complete a ReadWorks passage while implementing reading strategies.</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>I can continue with my memoir.</p> <p>I can compare and contrast two texts.</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>I can show what I know.</p>	<p>Learning Target/Teaching Point:</p> <p>I can form perfect verb tense with the appropriate helping verb and action verb tense.</p> <p>Success Criteria:</p> <p>I can identify if the 2 actions happened in the past, present or future.</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>

	<p>I can utilize reading strategies. I can use the RACE strategy and test-taking strategies to appropriately read and comprehend my reading assessment.</p>	<p>I can continue thinking and writing my memoir. I can continue writing about big issues and small stories.</p>		<p>I can use the correct helping verb. I can form the past, present, and future verb tense.</p>		
	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection Slideshow	Introduction/Connection	Introduction/Connection
	Direct Instruction -minilesson	Direct Instruction -minilesson Complete informational Write Score essay Work on Memoir	Direct Instruction	Direct Instruction: Teach Anchor chart can be used as a notes page in binder. Practice page can be taken for a grade.	Direct Instruction	Direct Instruction

<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 Guided Reading Group</p>	<p>Small Group Instruction: ___ Strategy Group</p> <p>Work with small groups to get their thoughts about small topics that they remember written down, their memories. Or Work with small groups comparing and contrasting two texts.</p>	<p>(We Do) Fluency Practice, Application Problem</p> <p>Concept Development</p> <p>Considerations for Differentiation: small group manipulatives</p>	<p>Active Engagement</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p>
	<p>Reading Conferences: ___ Coaching Conference</p>	<p>Writing Conferences: ___ RDCT Conference Check for students memories, big and small. Or Conference with students on comparing and contrasting two texts.</p>	<p>(You Do) Complete 18-21 Exit Tickets plus a review for a grade.</p> <p>Early finishers can work on assigned Zearn or IXL assignments.</p> <p>Considerations for Differentiation: small group modified assignment manipulatives read aloud challenge assignment</p>	<p>Rug Time/Apply</p>		
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<p>Share</p>	<p>Share</p>	<p>Debrief</p>	<p>Share</p>	<p>Summarize:</p>	<p>Summarize:</p>

