

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

Teacher: Cohen		Grade: 5				
Date of Instruction:	Readers Workshop	Writers Workshop	Eureka Math	Word Study:	Science	Social Studies
Monday, April 12, 2021	Unit 4: Fantasy Session 12: Using Vocabulary Strategies to Figure Out Unfamiliar Words Heinemann Reading	Unit 3: Shaping Text From Essay and Narrative to Memoir Session 12: Seeing Again, with New Lenses Heinemann Writing	Module 5 Lesson 10 Find the area of a rectangle by tiling	Review: Perfect Verb Tense (additional ELA Review Pages 19/20 in folder)	Review of all standards	
Opening (I Do) 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. TKES 1, 2, 3,4,5, 8,10	ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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. 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). ELAGSE5RL6: Describe how a narrator's or	Standard/s: 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	Standard/s: SE5.NF.4 b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. SE5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Standards: ELAGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. b. form and use the perfect verb aspects.	Standard/s: S5E1. Constructive and Destructive Processes. S5P1. Chemical and Physical Changes S5P2-3 Electricity and Magnetism S5L1 Classification of Plants and Animals S5L2 Inherited Traits S5L3 Plant and Animal Cells S5L4 Microorganisms	Standard/s:

	<p>speaker's point of view influences how events are described</p>	<p>sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses(e.g., consequently,specific ally). d. Provide a concluding statement or section related to the opinion</p>				
	<p>Learning Target/Teaching Point:</p> <p>Students will be able to identify unfamiliar vocabulary words as they read, and will be able to select an appropriate strategy to determine the meaning of the unknown word.</p>	<p>Learning Target/Teaching Point:</p> <p>I can grow ideas for my memoir by rereading all the writing I have done.</p> <p>I can ask myself "What is my theory about myself?"</p>	<p>Learning Target/Teaching Point:</p> <p>I can find the area of rectangles with whole-by-mixed and whole-by-fractional number side lengths by tiling, record by drawing, and relate to fraction multiplication.</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>I can form and use perfect verb tense.</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>I can show what I have learned this year in Life Science, Earth and Space Science, and Physical Science.</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>

	<p>Success Criteria:</p> <p>I can identify an unfamiliar word in my text.</p> <p>I can select appropriate strategies to tackle unfamiliar words.</p> <p>Using context clues, I can accurately define the unfamiliar word.</p>	<p>Success Criteria:</p> <p>I can study characters in the books I read, and study myself in the stories I tell.</p> <p>I can look over my entries to come up with bigger theories about who I am as a person.</p> <p>I can use thought prompts to develop theories about characters in books and develop theories about myself.</p>	<p>I am successful when I can find area by tiling, record by drawing, and relate to fraction multiplication.</p>	<p>I can form and identify the perfect verb tense.</p> <p>I can form the past tense of a verb to use in perfect verb tense.</p>	<p>Success Criteria:</p> <p>I can identify the causes of some of Earth's surface features, explain the difference between a physical and a chemical change, investigate electricity and magnetism and the relationship between them, use scientific procedures to classify organisms, understand the difference between behaviors and traits, contrast the parts of animal and plant cells, and argue from evidence on how microorganisms can be beneficial or harmful to other organisms.</p>	
	<p>Introduction/Connection</p> <p>Tell a story about a time when you were impressed by someone's expert vocabulary knowledge acquired through experience, such as by playing video games.</p>	<p>Introduction/Connection</p>	<p>Introduction/Connection</p>	<p>Introduction/Connection</p> <p>Video review of perfect verb tense.</p>	<p>Introduction/Connection</p> <p>Go to https://quizizz.com/admin/quiz/58d90484d7daa000588537c0 (pretest to help guide instruction).</p> <p>Go to https://www.youtube.com/watch?v=jFU6jh3R1vg for the W.E.D. chant (copy of words is in Google drive).</p>	<p>Introduction/Connection</p>

	<p>Direct Instruction -minilesson</p> <p>Today I want to teach you that specific vocabulary plays an important role in everything you read, especially in fantasy novels. You need to pay close attention to words that are new to you, figuring out what those words mean by using your whole toolkit of vocabulary strategies.</p> <p>Explain that running across challenging vocabulary words in fantasy is common, but it can be intimidating.</p> <p>Share some familiar strategies for dealing with difficult vocabulary, positing them in the world of fantasy reading.</p> <p>Introduce a poem or other text that is filled with tricky vocabulary, but is still understandable.</p> <p>Model using more than one strategy on a segment of the text to</p>	<p>Direct Instruction -minilesson</p> <p>Pages 96 - 103</p> <p>Needed: *Chart - Thought Prompts to Help Us Better Understand Ourselves” “Ways to Structure a Memoir”</p>	<p>Direct Instruction</p>	<p>Direct Instruction: Teach</p> <p>Complete the first “to ride” one as an example to demonstrate using the correct helping verb as well as past tense of the verb.</p>	<p>Direct Instruction</p> <p>Go to https://www.youtube.com/watch?v=FN6QX43QB4g (Crash course on landforms).</p> <p>Begin PPT. (GMAS Review on Earth Science) on constructive and destructive forces.</p>	<p>Direct Instruction</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------

	<p>decipher unknown words.</p> <p>Set students up to try the same work—read a stanza of the poem, using strategies from the chart to help decipher unknown words.</p> <p>Give lean prompts and gentle coaching as students work, making sure to give students plenty of room to try and fail.</p> <p>Compliment students on their perseverance in working through the poem.</p> <p>Remind students of the teaching point, as well as other skills they know and can practice.</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>Using the language of the literature when having club conversations</p> <p><u>Serravallo Lessons</u></p> <p>Reteach</p> <p>8.18 Shrink-a-Text with a Partner</p> <p>Extension</p> <p>8.23 Perspective, Position, Power</p>	<p>Small Group Instruction: ___ Strategy Group</p> <p>Work with small groups to develop theories about themselves. Look for images that stand for something important about them.</p>	<p>(We Do) Fluency Practice, Application Problem</p> <p>Fluency</p> <p>Concept Development</p> <p>Zearn</p> <p>Considerations for Differentiation: small group manipulatives</p>	<p>Active Engagement</p> <p>Students complete pages 336/337/340 in preparation for the Georgia Milestones assessment.</p>	<p>Guided Practice:</p> <p>Go through PPT. and discuss the concepts.</p>	<p>Guided Practice:</p>

	Reading Conferences: ___ RDCT Conference	Writing Conferences: ___ RDCT Conference What image stands out or captures your attention then write about it.	(You Do) Problem Set 1-4 with Zearn, 6, 7 Homework: all Considerations for Differentiation: small group modified assignment manipulatives read aloud challenge assignment	Rug Time/Apply		
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: Answer quiz questions on PPT.	Summarize: