

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

Teacher: Cohen		Grade: 5				
Date of Instruction: April 13, 2021	Readers Workshop Unit 4: Fantasy Session 13: Fantasy Characters are Complex Read through chapters 22 and 23 before the mini-lesson Heinemann Reading	Writers Workshop Unit 3: Shaping Texts From Essay and Narrative to Memoir Session 13: Flash Drafting Heinemann Writing	Eureka Math Module 5 Lesson 11 Find the area of a rectangle by tiling	Word Study: Trashketball Review: Idioms (Optional ELA Review Pages 22, 23, 30 in folder: commas, verb tense shifts, frequently misspelled words)	Science Review of Standards	Social Studies
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	Standard/s: 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	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.	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: ELAGSE5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. recognize and explain the meaning of common idioms, adages, and proverbs.	Standard/s: SSE1. 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>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>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>ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses(e.g., consequently,specifically).</p> <p>d. Provide a concluding statement or section related to the opinion</p>				
	<p>Learning Target/Teaching Point:</p> <p>Students will be able to recognize the ways in which characters are complicated. They will also</p>	<p>Learning Target/Teaching Point:</p> <p>I can write a memoir piece written down quickly, setting me up to revise.</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>I can find the area of rectangles with mixed-by-mixed and fraction-by-fraction number side lengths by tiling, record by drawing, and relate to fraction multiplication.</p>	<p>Learning Target/Teaching Point:</p> <p>I can identify and recognize the meaning of idioms.</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>be alert for flaws in the hero, and admirable traits in the villains</p> <p>Success Criteria:</p> <p>I can classify characters as good or evil.</p> <p>I can select appropriate text evidence to justify my classification.</p> <p>I cannot ways in which characters are complex.</p>	<p>I can flash-draft, keeping a big picture of my piece in mind and write furiously to get an entire memoir down on paper.</p>	<p>Success Criteria:</p> <p>I am successful when I can find area by tiling, record by drawing, and relate to fraction multiplication.</p>	<p>I can explain the meaning of an idiom.</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>Make up a story about how a close friend of yours is sometimes more good than evil, or vice versa. Name characteristics that this friend has that justifies your feelings of him/her.</p>	<p>Introduction/Connection</p>	<p>Introduction/Connection</p>	<p>Introduction/Connection</p> <p>Quick video reviewing idioms as an entire expression.</p>	<p>Introduction/Connection</p> <p>Go to https://www.youtube.com/watch?v=R-lak3Wvh9c (Crash course on weathering and erosion).</p>	<p>Introduction/Connection</p>	<p>Introduction/Connection</p>

	<p>Direct Instruction -minilesson</p> <p>Today I want to teach you that characters are complicated, they are usually more than one way. Experienced readers are alert for the character flows in the hero and admirable traits in the villains.</p> <p>Create a story mountain of Harvey's character from, <i>The Thief of Always</i>. See page 100 for reference.</p> <p>Have students create story mountains with a partner of another character from <i>The Thief of Always</i></p> <p><i>Have students do this same work with their book club members. Discuss the character traits that justify their findings.</i></p>	<p>Direct Instruction -minilesson</p> <p>Pages 104 - 107</p> <p>Students need their writing journals.</p>	<p>Direct Instruction</p>	<p>Direct Instruction: Teach</p> <p>The first couple of slides review the rules as well as idioms and their meanings that are not to be taken literally.</p>	<p>Direct Instruction</p> <p>Finish PPT. on controlling constructive and destructive forces.</p>	<p>Direct Instruction</p>
<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will</p>	<p>Small Group: ___ Strategy Group</p> <p><u>Serravallo Lesson:</u></p> <p>Reteach</p> <p>6.18 Complex Characters</p> <p>Extension</p>	<p>Small Group Instruction: ___ Strategy Group</p> <p>No small group today. Give students time to flash draft their memoir, prompting them to write quickly.</p>	<p>(We Do) Fluency Practice, Application Problem</p> <p>SPRINT</p> <p>Fluency</p> <p>Concept Development</p> <p>Zearn</p>	<p>Active Engagement</p> <p>Students play Trashketball in teams after coming up with a team name and captain.</p> <p>All students record answers to the questions on their</p>	<p>Guided Practice:</p> <p>Complete quiz questions at the end of the PPT.</p>	<p>Guided Practice:</p>

be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10	7.18 Character Change can Reveal Lessons		Considerations for Differentiation: small group manipulatives	marker board then after discussion the captain shows the teacher the answers for each round.		
	Reading Conferences: ___ RDCT Conference Teachers will check on book clubs.	Writing Conferences: ___ RDCT Conference Give students time to flash draft their memoir, prompting them to write quickly.	(You Do) Problem Set 1-3 with Zearn, 5 ab , 6 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: Go to https://www.youtube.com/watch?v=jFU6jh3R1vg for the W.E.D. chant (copy of words is in Google drive).	Summarize: