

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

Teacher: Shipley		Grade: 5				
Date of Instruction: April 26, 2022	Readers Workshop Session: Achieve Article, Activity, and Thought Question. Heinemann Reading	Writers Workshop Unit 3: Shaping Texts From Essay and Narrative to Memoir Session: Achieve Thought Question and/or Opinion Writing Review Heinemann Writing	Eureka Math Georgia Milestones Review Topic Quizzes from Module 1	Word Study: Mixed review of ELA standards	Science Plant and Animal Classification	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: ELAGSE5R11 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE5R12 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ELAGSE5R13 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.	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	Standard/s: MGSE5.OA.1 MGSE5.OA.2 MGSE5.OA.3 MGSE5.NBT.1 MGSE5.NBT.2 MGSE5.NBT.3 MGSE5.NBT.4 MGSE5.NBT.5 MGSE5.NBT.6 MGSE5.NBT.7 MGSE5.NF.1 MGSE5.NF.2 MGSE5.NF.3 MGSE5.NF.4 MGSE5.NF.5 MGSE5.NF.6 MGSE5.NF.7 MGSE5.G.1 MGSE5.G.2 MGSE5.G.3 MGSE5.G.4 MGSE5.MD.1 MGSE5.MD.2 MGSE5.MD.3 MGSE5.MD.4 MGSE5.MD.5	Standards/: ELAGGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELAGSE5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. ELAGSE5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. ELAGSE5L5:	Standard/s: L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.	Standard/s:

	<p>ELAGSE5RI5 Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or</p>	<p>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. 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>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ELAGSE5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships.</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>Learning Target/Teaching Point:</p> <p>I can write a constructed response using the RACE strategy.</p>	<p>Learning Target/Teaching Point:</p> <p>I can show what I have learned about 5th grade math standards.</p>	<p>Learning Target/Teaching Point:</p> <p>I can show what I know.</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>I can classify plants and animals into groups.</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>

	<p>Students will be able to implement learned strategies and reading comprehension skills to successfully build their reading abilities</p> <p>Success Criteria: I can read an article and answer questions related to the article by looking back into the text.</p>	<p>Success Criteria: I can read an article and respond to the question using all parts of the RACE strategy - restate, answer, cite evidence, and explain my reasoning.</p>			<p>I can develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.</p> <p>I can develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.</p>	
	<p>Introduction/Connection</p> <p>Achieve Thought Question</p>	<p>Introduction/Connection</p>	<p>Introduction/Connection</p> <p>HAPPY NUMBERS as a warmup</p>	<p>Introduction/Connection</p> <p>Mixed review practice page.</p>	<p>Introduction/Connection</p> <p>Go to https://www.youtube.com/watch?v=BSO5SG_BgcU for a quick introduction.</p>	<p>Introduction/Connection</p>

	Direct Instruction -minilesson	Direct Instruction -minilesson Complete the activity and thought question for the article chosen. Read the articles about school lunches or summer reading and complete the multiple choice questions, constructed response, and extended constructed response. These are both opinion extended constructed response.	Direct Instruction	Direct Instruction: Teach	Direct Instruction Weekly Teaching Options: -PPT. -Projects and activities in folder -Choice Board - <i>Science Studies Weekly</i> (Life Science- Weeks 4, 6, 1, and 2) -Life Science Review Game (with lesson plans)	Direct Instruction
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) Topic Quizzes from Module 1 Videos from Embarc if needed Considerations for Differentiation: small group manipulatives	Active Engagement	Guided Practice: Work on activities.	Guided Practice:
	Reading Conferences: ___ RDCT Conference Conference providing feedback on achieve activity.	Writing Conferences: ___ RDCT Conference Conference providing feedback on thought questions.	(You Do) Problem Set Topic Quizzes from Module 1 (choose problems) or IXL Georgia Standards of Excellence Math - NBT.1, NBT.2, NBT.3, NBT.4 Homework: Topic Quizzes from Module 1 (choose problems)	Rug Time/Apply		

			Considerations for Differentiation: small group modified assignment manipulatives 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: What are the 5 groups of vertebrates?	Summarize: