

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

Teacher: Shipley		Grade: 5th				
Date of Instruction:	Readers Workshop Unit ____ Session ____	Writers Workshop 4th grade review Constructing a response using the RACE strategy	Eureka Math Grade 4 Module 6 Lesson 15	Word Study: Grade 4 Review	Science	Social Studies Civil War
<p><b>Opening (I Do)</b></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><b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b></p> <p>Review of 4th grade literary standards</p>	<p><b>Standard/s:</b></p> <p>Writing a constructed response using the RACE strategy</p>	<p><b>Standard/s:</b></p> <p>MD.2 express money as decimals</p>	<p><b>Standards:</b></p> <p>ELAGSE4S1 ELAGSE4S2 ELAGSE4L5 Language standards</p>	<p><b>Standard/s:</b></p>	<p><b>Standard/s:</b></p> <p>SS5H1: Causes, Major Events, and Consequences of the Civil War</p>
	<p><b>Learning Target/Teaching Point:</b></p> <p>I can use the review from this week to accurately answer questions and apply practice.</p> <p><b>Success Criteria:</b></p> <p>I can create a summary, an inference, identify story elements and a theme.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can write a constructed response using the RACE strategy.</p> <p><b>Success Criteria:</b></p> <p>I can read an article and respond to the question using all parts of the RACE strategy - restate, answer, cite evidence, and explain my evidence.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can express money amounts given in various forms as decimal numbers.</p> <p><b>Success Criteria:</b></p> <p>I can express the value of a penny, dime, and quarter.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can use my understanding of 4th grade language standards to successfully respond to questions.</p> <p><b>Success Criteria:</b></p> <p>I can use my notes page to help me answer review questions on 4th grade language standards.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p><b>Success Criteria:</b></p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can explain the causes, major events, and consequences of the Civil War.</p> <p><b>Success Criteria:</b></p> <p>-I can explain how states' rights and slavery increased tensions between the North and South. -I can explain what led to the growth of slavery in the early 1800's. -I can identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.</p>

	<p><b>Introduction/ Connection</b></p> <p>On a sticky note, students will write down what the following terms mean and what they look like.</p> <ul style="list-style-type: none"> <li>-Summarize</li> <li>-Story Elements</li> <li>-Inference</li> <li>-Theme</li> </ul>	<p><b>Introduction/ Connection</b></p>	<p><b>Introduction/ Connection</b></p>	<p><b>Introduction/ Connection</b></p>	<p><b>Introduction/ Connection</b></p>	<p><b>Introduction/ Connection</b></p> <p>Discussion: Have the students reflect on what they have learned about the Civil War and its effects on the United States. The students will make a prediction(s) about what they think life will be like for the newly freed African-Americans. Will they be able to exercise their new rights? How will they be treated in the North? South?</p>
	<p><b>Direct Instruction -minilesson</b></p> <p>They will then take turns sticking them to the appropriate terms posted throughout the classroom. As a class, we will review the terms and adjust our understanding of each review word/concept.</p> <p>Link (you do): Students will assess on the concepts that were developed and learned throughout the week.</p>	<p><b>Direct Instruction - minilesson</b></p>	<p><b>Direct Instruction</b></p>	<p><b>Direct Instruction: Teach</b></p>	<p><b>Direct Instruction</b></p>	<p><b>Direct Instruction</b></p> <p>Review all concepts in the PPT.</p>

<p><b>Work Period (We Do, You Do)</b></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><b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>Small Group:</b></p> <p>___ Interactive Read Aloud</p> <p>___ Strategy Group</p> <p>___ Guided Reading Group</p> <p>___ Shared Reading (K-2)</p> <p>___ Interactive Writing</p> <p>___ Word Study</p> <p><b>Standard:</b></p> <p><b>Teaching Point:</b></p> <p><b>Strategy:</b></p>	<p><b>Small Group Instruction:</b></p> <p>___ Strategy Group</p> <p>___ Interactive Writing (K-2)</p> <p>___ Word Study</p> <p>___ Shared Writing</p> <p><b>Standard:</b></p> <p>Using the RACE strategy to create a constructed response.</p> <p><b>Teaching Point:</b></p> <p>Using the RACE strategy to create a constructed response</p> <p><a href="https://www.youtube.com/watch?v=2u7MDkjp4f4">https://www.youtube.com/watch?v=2u7MDkjp4f4</a></p> <p>Choice - Tara's First Day of School, Excerpt from Wonder, or Best Birthday</p>	<p><b>(We Do)</b></p> <p><b>Fluency Practice, Application Problem</b></p> <p><a href="#">Fluency Google Slide</a></p> <p><b>Concept Development</b></p> <p><a href="#">Zearn</a> (use student notes)</p> <p><b>Considerations for Differentiation:</b></p> <p>small group modified assignment manipulatives</p>	<p><b>Active Engagement</b></p> <p>Complete slide 14 independently for a grade. (in copy folder)</p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p> <p>Students will play "Find Someone Who...Knows About the Civil War (will adjust lesson to be socially distant).</p>
	<p><b>Reading Conferences:</b></p> <p>___ RDCT Conference</p> <p>___ Coaching Conference</p> <p>___ Goal Setting Conference</p>	<p><b>Writing Conferences:</b></p> <p>___ RDCT Conference</p> <p>___ Goal Setting Conference</p>	<p><b>(You Do)</b></p> <p><b>Problem Set</b></p> <p>1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21</p> <p><b>Homework:</b></p> <p>1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21</p> <p><b>Considerations for Differentiation:</b></p> <p>small group modified assignment manipulatives</p>	<p><b>Rug Time/Apply</b></p>		
<p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the</p>	<p><b>Share</b></p> <p>Students and teachers will discuss questions that may have presented themselves</p>	<p><b>Share</b></p>	<p><b>Debrief</b></p>	<p><b>Share</b></p>	<p><b>Summarize:</b></p>	<p><b>Summarize:</b></p> <p>Review any problem areas from the game.</p>

lesson and check for student understanding. TKES : 1,2,3,4,5,6,7,8	throughout the assessment.					
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