

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

Teacher: Shipley		Grade: 5				
Date of Instruction: August 31, 2020	Readers Workshop Unit 1 Session: Pre On Demand Assessment	Writers Workshop Unit 1: - Narrative Craft Session - Pre On Demand Assessment	Eureka Math Module 1 Lesson 1 (use place value chart in plastic sleeve)	Word Study: Comma Usage	Science No Science	Social Studies Government: Rights and Responsibilities
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 ELAGSE5RL2 ELAGSE5RL3 ELAGSE5RL5 ELAGSE5RL6	Standard/s: ELAGSE5W3: Write narratives to develop real or imagined experiences or events.	Standard/s: NBT.1/NBT.2: place value/powers of ten MD1.1: converting measurement	Standard/s: ELAGSE5L2 a,b,c Commas: in a series, introductory element, direct address, tag question	Standard/s:	Standard/s: CG1a,b Citizens' Rights, Protecting civil rights in the Constitution, Due process
	Learning Target/Teaching Point: Students will complete the Lucy Calkins On Demand Pre-Assessment. Success Criteria: Use prior knowledge to read and answer questions that apply to 5th grade appropriate standards.	Learning Target/Teaching Point: Students will complete the On Demand Personal Narrative Pre-Assessment. Success Criteria: I will complete a personal narrative to demonstrate what I know about narrative writing.	Learning Target/Teaching Point: I will learn to reason concretely & pictorially using place value understanding to relate adjacent base ten units from millions to thousandths. Success Criteria: I can name the value of each digit in a number. I can explain the value of one digit compared to one next to it.	Learning Target/Teaching Point: Punctuate sentences that include commas in a series. Success Criteria: I can identify a series of words in a sentence. I can use commas to separate the items in the series with commas.	Learning Target/Teaching Point:	Learning Target/Teaching Point: I can explain the rights and responsibilities of citizens in the United States. I can explain how a citizen's rights are protected under the U.S. Constitution. -I can explain the concept of due process. -I can describe how due process protects citizens' rights. Success Criteria: I can explain the terms citizen, right, responsibility, due process, and civic duty. I can discuss the importance of our Constitution and why it was formed.

						-I can explain what due process means and how it relates to the legal system in our country.
Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection Open Discussion: - What would our classroom be like without rules? What would a country be like without rules or a constitution? Why is it important for citizens to abide by the laws of their countries? -Watch "Student Rights" on https://www.brainpop.com/socialstudies/us/government/studentrights/ .
Direct Instruction -minilesson	Direct Instruction - minilesson	Direct Instruction	Direct Instruction: Teach	Direct Instruction	Direct Instruction	Direct Instruction Pass out note-taking guide and study guide. Pass out Amendments Study Guide. Begin <i>Government 1</i> PPT.

<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: ___ Interactive Read Aloud ___ Strategy Group ___ Guided Reading Group ___ Interactive Writing ___ Word Study</p> <p>No small group today- as students are working on pre on-demand assessment, they will be pulled to complete running records to determine their independent F&P reading level.</p>	<p>Small Group Instruction: ___ Strategy Group ___ Interactive Writing (K-2) ___ Word Study ___ Shared Writing</p> <p>Standard:</p> <p>Teaching Point: On demand pre assessment</p>	<p>(We Do) Fluency Practice, Application Problem</p> <p>Sprint 1A, B</p> <p>Fluency Google Slides or Fluency Promethean flipchart</p> <p>Concept Development Zearn. (say "Numbers are 10 times as large or 1/10 as large")</p> <p>Considerations for Differentiation: small group manipulatives</p>	<p>Active Engagement</p> <p>Correctly write the sentence on slide 3 on marker board. Then students can create their own sentence about 3 or 4 items that they would take on a picnic.</p>	<p>Guided Practice:</p>	<p>Guided Practice: Students will use note-taking guide while viewing/discussing concepts in the PowerPoint <i>Government-1</i>. Begin Word Wall. Watch video clip https://www.bing.com/videos/search?q=Due+Process+Explained&view=detail&mid=C59D23313A18A05A4B31C59D23313A18A05A4B31&FORM=VRDGAR&safeSearch=strict&adlt=strict on due process.</p>
	<p>Reading Conferences: ___ RDCT Conference ___ Coaching Conference ___ Goal Setting Conference</p>	<p>Writing Conferences: ___ RDCT Conference ___ Goal Setting Conference</p>	<p>(You Do) Problem Set 1 bcd, 2 bcd, 3</p> <p>Homework: 1 bcd, 2 bc, 3</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</p>	<p>Share</p>	<p>Share</p>	<p>Debrief</p>	<p>Share</p>	<p>Summarize:</p>	<p>Summarize: Watch "Constitution Preamble" from Schoolhouse Rock for a review of the Constitution: https://www.youtube.com/watch?v=30OyU4O80i4</p>

student understanding. TKES : 1,2,3, 4,5,6,7,8						
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