

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

Teacher: Shipley		Grade: 5				
Date of Instruction: December 10, 2020	Readers Workshop Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction Session: Achieve3000-Achieve Thought Question - Heinemann Reading	Writers Workshop Unit 2: The Lens of History Session: Thought Question Heinemann Writing	Eureka Math Module 3 Lesson 2	Word Study: Greek and Latin Roots	Science	Social Studies Great Depression, The New Deal, and Cultural Elements
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: RI.5.2 RI.5.5 RI.5.7 RI.5.10	Standard/s: ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses(e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the	Standard/s: NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions.	Standards: ELAGSEL4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).	Standard/s:	Standard/s: H3: Explain how the Great Depression and New Deal affected the lives of millions of Americans. a. Discuss the Stock Market Crash of 1929, Herbert Hoover, and Franklin Roosevelt, the Dust Bowl, and soup kitchens. b. Analyze the main features of the New Deal: include the significance of the Civilian Conservation Corps, Works, Progress Administration, and the Tennessee Valley Authority. c. Discuss important cultural elements of the 1930's; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

		information or explanation presented.				SS5E2 Describe the functions of four major sectors in the U. S. economy.
<p>Learning Target/Teaching Point:</p> <p>I can work together with a partner to accurately answer multiple choice questions on Achieve3000.</p> <p>Students will be able to implement learned strategies and reading comprehension skills to successfully build their reading abilities.</p> <p>Success Criteria:</p> <p>I can read an article and answer questions related to the article by looking back into the text.</p>	<p>Learning Target/Teaching Point:</p> <p>I can write a constructed response using the RACE strategy.</p> <p>Success Criteria:</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 thinking.</p>	<p>Learning Target/Teaching Point:</p> <p>I can make equivalent fractions with sums of fractions with like denominators.</p> <p>Success Criteria:</p> <p>I am successful when I can make equivalent fractions with like denominators.</p>	<p>Learning Target/Teaching Point:</p> <p>I can use Greek and Latin affixes and roots to determine the meaning of a word.</p> <p>Success Criteria:</p> <p>I can break a word into parts such as roots and affixes.</p> <p>I can recognize common Greek and Latin affixes and roots.</p> <p>I can familiarize myself with Greek and Latin affixes and roots to help determine the meaning of words.</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>I can explain how the Great Depression and New Deal affected the lives of millions of Americans.</p> <p>Success Criteria:</p> <p>I can explain why each of the following programs were implemented and their impact on the American people.</p> <p>I can explain the New Deal and why it was implemented:</p> <p>CCC</p> <p>WPA</p> <p>TVA</p> <p>I can discuss the cultural elements of the following people: Duke Ellington, Margaret Mitchell, and Jesse Owens.</p>	
Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection	<p>Introduction/Connection</p> <p>Go to https://www.pbs.org/wnet/americanmasters/margaret-mitchell-american-rebel-about-t</p>

				the back to locate and match up the meaning of Greek and Latin roots/affixes.		he-documentary/1974/ .
	Direct Instruction -minilesson Achieve Thought Question	Direct Instruction -minilesson Complete the thought question for the article "Getting By in Lean Times" or "Hard Times".	Direct Instruction	Direct Instruction: Teach	Direct Instruction	Direct Instruction -Review PPT concepts.
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.	Small Group: ___ Strategy Group Going through the process of referring back to the text to find answers.	Small Group Instruction: ___ Strategy Group Strategy Group - Writing a response to a thought question using the RACE Strategy.	(We Do) Fluency Practice, Application Problem SPRINT Module 3 Fluency PPT Concept Development Zearn Module 3 lesson 2 Considerations for Differentiation: small group manipulatives	Active Engagement	Guided Practice:	Guided Practice: -Continue extension activities -teacher choice-(see folder in copy room). -Weekly Daily Grade (teacher choice- see folder).
	TKES 1, 2, 3, 4, 5, 7, 8,10 Reading Conferences: ___ RDCT Conference Conference providing feedback on achieve activity.	Writing Conferences: ___ RDCT Conference Conference providing feedback on thought questions.	(You Do) Problem Set 1 abcd, 2 ab, 4 Homework: 1 abcd, 2 ab, 4 Considerations for Differentiation: small group modified assignment manipulatives read aloud	Rug Time/Apply		

<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding</p> <p>TKES : 1,2,3,4,5,6,7,8</p>	Share	Share	challenge assignment Debrief	Share	Summarize:	<p>Summarize: Play "Around the World" to review for test tomorrow.</p>
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