

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

<b>Teacher: Cohen</b>		<b>Grade: 5</b>				
<b>Date of Instruction:</b>  <b>December 16, 2020</b>	<b>Readers Workshop</b>  <a href="#">Heinemann Reading</a>	<b>Writers Workshop</b> Unit 4: The Research-Based Argument Essay Session: Pretest <a href="#">Heinemann Writing</a>	<b>Eureka Math</b> Module 3 Lesson 5	<b>Word Study:</b>  Review of Prepositions  Prepositional Phrase Presents	<b>Science</b>	<b>Social Studies</b> Important Locations/Spatial Patterns of Economic Activity
<b>Opening (I Do)</b>  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.  <b>TKES 1, 2, 3,4,5, 8,10</b>	<b>Standard/s:</b>  RI.5.2 RI.5.5 RI.5.7 RI.5.10	<b>Standard/s:</b> 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 presented.	<b>Standard/s:</b> NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions.	<b>Standards:</b> ELAGSE5L1 Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. a. explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>Standard/s:</b>	<b>Standard/s:</b> SS5G1 Locate important places in the United States. a. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL. SS5G2 Explain the reasons for the spatial patterns of economic activities.

	<p><b>Learning Target/Teaching Point:</b></p> <p>I can complete a reading activity related to our standards.</p> <p><b>Success Criteria:</b></p> <p>I am successful when I have completed a reading activity with accuracy and detail.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can complete a persuasive piece of writing.</p> <p><b>Success Criteria:</b></p> <p>I can choose a topic, and complete my opinion about that specific topic.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can ADD or SUBTRACT fractions with unlike units using the strategy of creating equivalent fractions.</p> <p><b>Success Criteria:</b></p> <p>I am successful when I can find equivalent fractions to add and subtract fractions with unlike units.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can locate prepositions in a given sentence.</p> <p>I can identify the prepositional phrases..</p> <p>I can use a list of prepositional phrases to build a letter.</p> <p><b>Success Criteria:</b></p> <p>I am successful when I locate prepositions and phrases.</p> <p>I am successful when I find create ways to use preposition phrases in a letter to Santa.</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 locate important places in the U.S.</p> <p>-I can explain the reasons for spatial patterns of economic activities.</p> <p><b>Success Criteria:</b></p> <p>I can locate the following places on a map:</p> <ul style="list-style-type: none"> <li>-The Chisolm Trail</li> <li>-Pittsburgh, PA</li> <li>-Kitty Hawk, NC</li> <li>-Montgomery, AL</li> <li>-Chicago, IL</li> <li>-Pearl Harbor, HI</li> </ul> <p>I can explain how factors such as population, transportation, and resources have influenced these areas.</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><b>Introduction/Connection</b></p> <p>Go to <a href="https://www.youtube.com/watch?v=7dz5NB L-Flw">https://www.youtube.com/watch?v=7dz5NB L-Flw</a> for a clip on the Chisolm Trail.</p>	

	<p><b>Direct Instruction -minilesson</b></p> <p>Teachers can choose a reading activity of their choice for their students to do.</p> <p>Teachers can complete progress monitoring on whatever students may need it.</p>	<p><b>Direct Instruction -minilesson</b></p> <p>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>“In your writing, make sure you: •  Write an introduction.  •State your opinion or claim.  • Give reasons and evidence.  • Organize your writing.  •Acknowledge counterclaims.  • Use transition words.  • Write a conclusion.”</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>-Continue PPT concepts.  -Add to Word Wall.</p>
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<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>Small Group:</b> No small group</p>	<p><b>Small Group Instruction:</b> ___ Strategy Group</p> <p>No small group</p>	<p><b>(We Do)</b> <b>Fluency Practice, Application Problem</b></p> <p><b>SPRINT</b></p> <p><a href="#">Module 3 Fluency PPT</a></p> <p><b>Concept Development</b></p> <p><a href="#">Module 3 Lesson 5</a></p> <p><b>Considerations for Differentiation:</b> small group manipulatives</p>	<p><b>Active Engagement</b></p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b> -Take notes while going through PPT. -Continue working on extension activities to complete this week: "Souvenir Shirts" "Travel Blog" "Post Card" "Design a Plate" "U.S. Map"</p>
<p><b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>Reading Conferences:</b> No Conferences</p>	<p><b>Writing Conferences:</b> ___ RDCT Conference</p> <p>No Conferences</p>	<p><b>(You Do)</b> <b>Problem Set</b> 1 abcdef, 2, 3</p> <p><b>Homework:</b> 2 abcd, 3</p> <p><b>Considerations for Differentiation:</b> small group modified assignment manipulatives read aloud challenge assignment</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 lesson and check for student understanding</p> <p><b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>Share</b></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> Review PPT. and have students name places to review for quiz tomorrow.</p>

