

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

<b>Teacher: Shipley</b>		<b>Grade: 5</b>				
<b>Date of Instruction:</b>  <b>Monday, February 22, 2021</b>	<b>Readers Workshop</b> Unit 3: Argument & Advocacy  Session 18: Talking and Writing Analytically across Sources  <a href="#">Heinemann Reading</a>	<b>Writers Workshop</b> Unit: 4 The Research-Based Argument Essay  Session 18: Taking Stock and Setting Writing Tasks  <a href="#">Heinemann Writing</a>	<b>Eureka Math</b> Module 4 Lesson 11	<b>Word Study:</b>  Shifts in Verb Tense	<b>Science</b> Inherited/Acquired Traits, Learned Behaviors, and Instincts	<b>Social Studies</b>
<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>  <b>Standard/s:</b>  <b>ELAGSE5R1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>ELAGSE5R2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  <b>ELAGSE5R3</b> 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.	<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. ELAGSE5W7: Conductshort	<b>Standard/s:</b> 5.NF.3 Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. 5.NF.4.a Apply & Extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction 5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, by using visual fraction models or equations to represent the problem. 5.MD.1 Convert among different sized standard measurement units within a given measurement system, and then use these	<b>Standard/s:</b> ELAGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  d. Recognize and correct inappropriate shifts in verb tense and aspect.	<b>Standard/s:</b> S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired. a. Ask questions to compare and contrast instincts and learned behaviors. b. Ask questions to compare and contrast inherited and acquired physical traits	<b>Standard/s:</b>

	<p><b>ELAGSE5RI5</b> Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or</p>	<p>research projects that use several sources to build knowledge through investigation of different aspects of a topic. ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).</p>	<p>conversions in solving multi-step real world word problems.</p>			
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	<p><b>Learning Target/Teaching Point:</b></p> <p>I can analyze texts across the same topic to see what is similar or different.</p> <p><b>Success Criteria:</b></p> <p>I am successful when I can analyze texts from different authors about the same topic.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can check my writing to be sure it has all of the essential parts of an opinion essay.</p> <p><b>Success Criteria:</b></p> <p>I can review my essay to look for what parts of my argument have received more of my attention.</p> <p>I can check my essay for an introduction, conclusion, reasons and evidence, and quotes.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can solve and create fraction word problems involving addition, subtraction, and multiplication.</p> <p><b>Success Criteria:</b></p> <p>I am successful when I can solve fraction word problems.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can recognize shifts in verb tense and correct the verbs.</p> <p><b>Success Criteria:</b></p> <p>I can recognize past, present, and future tense verbs.</p> <p>I can identify and correct the verbs that are not in the same tense.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can explain how some characteristics of organisms are inherited and other characteristics are acquired.</p> <p><b>Success Criteria:</b></p> <p>I can define inherited traits and learned behaviors.</p> <p>I can explain the terms <i>characteristics, inherited, trait, gene, instinct, physical, behavior, and acquired.</i></p> <p>I can give examples of learned behaviors and inherited traits.</p> <p>I can compare and contrast instincts and learned behaviors.</p> <p>I can compare and contrast inherited and acquired physical traits.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p><b>Success Criteria:</b></p>
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	<p><b>Introduction/ Connection</b></p> <p>Website to Use for Text Sets:  <a href="https://sites.google.com/site/readingargumentandadvocacy/home">https://sites.google.com/site/readingargumentandadvocacy/home</a></p> <p>Lesson starts on 671 in the 2021 Lucy Calkins 5th Grade Reading PPT.</p>			<p><b>Introduction/ Connection</b></p> <p><a href="#">Video review</a></p>	<p><b>Introduction/ Connection</b></p> <p>Go to <a href="https://www.brainpop.com/science/ecologyandbehavior/behavior/">https://www.brainpop.com/science/ecologyandbehavior/behavior/</a>.</p>	
	<p><b>Direct Instruction -minilesson</b></p> <p>Readers, today we will learn that when you want to analyze texts across the same topic or event, it helps to study one carefully, then lay others next to that one asking, “How are these authors’ choices similar or different to the first author’s?”</p>	<p><b>Direct Instruction -minilesson</b></p> <p>Pages 173 - 176</p> <p>Students will use their opinion writing checklist to revise their writing.</p> <p>Needed:</p> <p>Grade 4 and 5 Opinion Writing Sample How to Write an Argument chart</p>	<p><b>Direct Instruction</b></p>	<p><b>Direct Instruction: Teach</b></p> <p>Introduce the game format and practice a few together to get started.</p>	<p><b>Direct Instruction</b></p> <p>-Finish PPT. and notes.</p> <p>Go to <a href="https://create.kahoot.it/share/inherited-traits-learned-behaviors/604706e0-942e-4860-89d5-009ab556e061">https://create.kahoot.it/share/inherited-traits-learned-behaviors/604706e0-942e-4860-89d5-009ab556e061</a> to review.</p>	<p><b>Direct Instruction</b></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</p>	<p><b>Small Group:</b> ___ Strategy Group</p> <p>Work with small groups to assist them with comparing sources.</p>	<p><b>Small Group Instruction:</b> ___ Strategy Group</p> <p>Work with small groups reviewing their essays for engaging introductions, spinning evidence, thoughtful conclusions, and exciting quotes.</p>	<p><b>(We Do)</b> <b>Fluency Practice, Application Problem (whiteboards)</b></p> <p><a href="#">Fluency</a></p> <p><b>Concept Development (whiteboards/Zearn notes)</b></p> <p><a href="#">Zearn Lesson 11</a></p>	<p><b>Active Engagement</b></p> <p><a href="#">Game</a> that can be played as a class on the board or assigned on google classroom.</p>	<p><b>Guided Practice:</b></p> <p>-Choose from an activity in the folder and/or go to <a href="https://create.kahoot.it/details/5014a8a0-ca0c-4ea3-adedc-a3ab68529652">https://create.kahoot.it/details/5014a8a0-ca0c-4ea3-adedc-a3ab68529652</a>.</p>	<p><b>Guided Practice:</b></p>

<p>students in the work period.</p> <p><b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>			<p><b>Considerations for Differentiation:</b> small group manipulatives</p> <p>Exit Tickets</p>			
	<p><b>Reading Conferences:</b> __ RDCT Conference</p> <p>Work with students on pulling out information to help support their position for their debate.</p>	<p><b>Writing Conferences:</b> __ RDCT Conference</p> <p>Work with individual students reviewing their essays for engaging introductions, spinning evidence, thoughtful conclusions, and exciting quotes.</p>	<p><b>(You Do)</b> <b>Problem Set</b> all</p> <p><b>Homework:</b> 1-4</p> <p><b>Considerations for Differentiation:</b> small group modified assignment manipulatives read aloud challenge assignment</p>	<b>Rug Time/Apply</b>		
<p><b>Closing (We Check)</b> 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>	<b>Share</b>	<b>Share</b>	<b>Debrief</b>	<b>Share</b>	<p><b>Summarize:</b> -What is the difference between an inherited trait, an acquired trait, and a learned behavior?</p>	<b>Summarize:</b>