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

Teacher: Sh		**Grade: 5**				
Date of Instruction: **Wednesday, February 23, 2022**	**Readers Workshop** Unit 3: Argument & Advocacy Session 19: Reading Nonfiction with the Lens of Power Unit 3: Reading Session 19 Slide for Readers' Workshop Heinemann Reading IXL Standard Correlation: T5	**Writers Workshop** Unit 4: The Research-Based Argument Essay Session 19: Using All You Knor from Other Types of Writing to Make Your Arguments More Powerful  Heinemann Writing Constructed Response for Write Score Paired Texts National Parks Constructed Response Constructed Responseprompt.pdf Constructed Response Interactive.pdf Constructed Response articles.pdf Constructed Response Teacher Guide.pdf 2472e9e3-a145-4696-b4eb-1cef1f0fd4c9.pdf	**Eureka Math** Module 4 Lesson 22	**Word Study:** Shifts in Verb Tense	**Science** Electricity and Magnetism	**Social Studies**

		All files are under Write Score Paired Text National Parks				
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:** **ELAGSE5RI1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **ELAGSE5RI8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	**Standard/s:** 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,specifically). d. Provide a concluding statement or section related to the opinion presented. ELAGSE5W7: Conductshort research projectsthat use several sourcesto build knowledge through investigation of different aspects of a topic. ELAGSE5W8: Recall relevant information from	**Standard/s:** 5.NF.5 Interpret multiplication as scaling (resizing) 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.	**Standard/s:** ELAGGSE5L1: 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.	**Standard/s:** **S5P2**. Obtain, evaluate, and communicate information to investigate electricity. a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity. b. Design a complete, simple electric circuit, and explain all necessary components. c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity. **S5P3**. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity. a. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet	**Standard/s:**

		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 informationaltexts to support analysis, reflection, and research. a. Apply grade 5 Reading Standardsto 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 charactersinteract]”). b. Apply grade 5 Reading Standardsto informationaltexts (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]).			and a magnet. (Clarification statement: Function is limited to understanding temporary and permanent magnetism.)	
	Learning Target/Teaching Point: I can read nonfiction texts with a critical lens to explain how an author uses reasons, evidence, and language to support particular points in a text.	**Learning Target/Teaching Point:** I can use small moments in my argument essay. **Success Criteria:**	**Learning Target/Teaching Point:** I am learning to compare the size of the product to the size of the factors. **Success Criteria:**	**Learning Target/Teaching Point:** I can recognize shifts in verb tense and correct the verbs. **Success Criteria:**	**Learning Target/Teaching Point:** I can investigate electricity. **Success Criteria:** I can explain the differences between static electricity and man made electricity.	**Learning Target/Teaching Point:** **Success Criteria:**

	Success Criteria: I am successful when I am able to identify which reasons, evidence, and language supports which points.	I can use an invented or imagined moment in my essay (Imagine this….Picture this…). I can comb through research for a true small moment and tack part of that moment into my essay.	I can use my knowledge of fractions to compare.	I can recognize past, present, and future tense verbs. I can identify and correct the verbs that are not in the same tense.	I can obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity. I can design a complete, simple electric circuit, and explain all necessary components. I can carry out investigations on common materials to determine if they are insulators or conductors of electricity.	
	Introduction/ Connection Website to Use for Text Sets: https://sites.google.com/site/readingargumentandadvocacy/home Lesson starts on 686 in the 2021 Lucy Calkins 5th Grade Reading PPT	**Introduction/ Connection**	**Introduction/ Connection**	**Introduction/ Connection** Grammar Minute video	**Introduction/ Connection** See slide on PPT- Electricity on SchoolHouse Rock.	**Introduction/ Connection**

	Direct Instruction -minilesson Readers, today we will learn that experienced nonfiction readers bring all their critical lenses to reading nonfiction. Readers are alert to moments that make them feel emotional and they analyze how the text may position the reader.	**Direct Instruction -mInilesson** Pages 177 - 183 Needed: How to Write an Argument Anchor Chart	**Direct Instruction**	**Direct Instruction: Teach** Review the most missed questions from Friday's Google Classroom assignment.	**Direct Instruction** -Review PPT. concepts and take notes.	**Direct Instruction**
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. **TKES 1, 2, 3, 4, 5, 7. 8,10**	**Small Group:** ___ Strategy Group Work with small groups on finding the big idea when analyzing a text.	**Small Group Instruction:** ___ Strategy Group Work with small groups to add small moments to their essay.	**(We Do)** **Fluency Practice, Application Problem** **Fluency Module 4** **Concept Development** **Zearn** **Considerations for Differentiation:** small group manipulatives	**Active Engagement** New set of questions to assign on Google Classroom Option: Task Cards with answer sheet in folder	**Guided Practice:** Have students complete the activity: Static Electricity and Balloons (Discuss positive and negative charges and how they relate to static electricity). Another option from GaDOE lesson plan (see lab recording sheet in folder): "Can Rolling" Can Rolling Procedures: ● Place two or more soda cans on their side on the floor or other flat surface. ● Rub the balloon back and forth on your hair or a piece of wool or felt really fast to charge the balloon. ● Hold the "charged" balloon close to the can without actually touching it and start walking backwards. ● The can will roll towards you. ● Keep moving back until the can no longer	**Guided Practice:**

					follows the balloon. ● Measure how far the balloon traveled with a yard or meter stick.	
	Reading Conferences: __ RDCT Conference Work with students on pulling out information to help support their position for their debate and by including strong language within their reasons.	**Writing Conferences:** __ RDCT Conference Students can partner up with another student and add small moments to their opinion essays.	**(You Do)** **Problem Set** 3,4,5,6,7 (you may want to work as a whole group for understanding) **Homework:** 3 all, 4 all, 6 **Considerations for Differentiation:** small group modified assignment manipulatives read aloud challenge assignment	**Rug Time/Apply**		
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding . **TKES : 1,2,3, 4,5,6,7,8**	**Share**	**Share**	**Debrief**	**Share**	**Summarize:** Discussion: Explain how a balloon can "attract" your hair. Why did the can roll away from you?	**Summarize:**