


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

Teacher:		Grade: 5				
Date of Instruction: Monday, January 31, 2022	Readers Workshop Unit 3: Argument & Advocacy Session 11: Reaching to Tackle More Difficult Texts Unit 3: Reading Session 11 Heinemann Reading	Writers Workshop Unit 4: The Research-Based Argument Essay Session 11: Rebuttals, Responses, and Counterclaims  Heinemann Writing Write Score Opinion Writing - Lesson 1 Preparing to Write	Eureka Math Module 4 Lesson 9	Word Study: Perfect Verb Tense	Science Matter/Chemical and Physical Changes	Social Studies
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: Standard/s: ELAGSE5R11 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE5R12 Determine two or more main ideas of a text and explain how they are supported by key	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.	Standard/s: OA 1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. OA 2: Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. NF.4.a Apply & Extend previous understandings of multiplication to multiply a fraction or a	Standards ELAGGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.	Standard/s: S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change. a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials. b. Construct an argument based on observations to support a claim that	Standard/s:

	<p>details; summarize the text.</p> <p>ELAGSE5RI3 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.</p> <p>ELAGSE5RI5 Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or</p>	<p>c. Link opinion and reasons using words, phrases, and clauses(e.g., consequently,specific ally).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>whole number by a fraction</p> <p>NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MD.1 Convert among different sized standard measurement units within a given measurement system, and then use these conversions in solving multi-step real world word problems.</p>		<p>the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently. c. Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).</p>	
	<p>Learning Target/Teaching Point:</p> <p>I can recognize when texts are difficult and use a variety of strategies to help them manage these difficulties.</p> <p>Success Criteria:</p> <p>I can describe difficulties associated with reading a particular text.</p> <p>I can preview the text to determine possible main ideas.</p>	<p>Learning Target/Teaching Point:</p> <p>I can strengthen my claim by including evidence supporting the opposing viewpoint and than offer a rebuttal.</p> <p>Success Criteria:</p> <p>I can anticipate a counterclaim to an argument and acknowledge that counterclaim</p>	<p>Learning Target/Teaching Point:</p> <p>I am learning to find a fraction of a measurement and solve word problems.</p> <p>Success Criteria:</p> <p>I can find a fraction of a unit of measure.</p>	<p>Learning Target/Teaching Point:</p> <p>I can form and use perfect verbs.</p> <p>Success Criteria:</p> <p>I can form/identify verbs in past, present and future tense.</p> <p>I can add forms of have/has/had and will have/had to create perfect verb tenses.</p> <p>I can use my knowledge of the action’s start and end to determine which verb is needed.</p>	<p>Learning Target/Teaching Point:</p> <p>I can explain the differences between a physical change and a chemical change.</p> <p>Success Criteria:</p> <p>-I can investigate physical changes by manipulating, separating and mixing dry and liquid materials.</p> <p>-I can support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>

	I can summarize new learning and modify thinking from previewing if needed.				be seen to move differently. -I can determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).	
	<p>Introduction/Connection</p> <p>Ask students to talk about how they recognize a difficult text. Name a few things you hear, then let them know that the first step is tackling difficult texts is recognizing that a text is difficult.</p>	<p>Introduction/Connection</p> <p>Pages 105 - 116</p> <p>Needed Essay students have been writing.</p> <p>Chart "Essayists Know Phrases to Acknowledge and Rebut the Counterclaim such as..."</p> <p>Chart "How to Write an Argument"</p> <p>Chart "Where Can Argument WRiters Address and Rebut Counterclaims in Their Essays?"</p>	<p>Introduction/Connection</p>	<p>Introduction/Connection</p> <p>BrainPop - Tenses The last 2 mn. of the video explain perfect verb tenses.</p>	<p>Introduction/Connection</p> <p>What are the three states of matter and how do the temperature changes affect them?</p>	<p>Introduction/Connection</p>

	<p>Direct Instruction -minilesson</p> <p>Today, I want to remind you that when readers recognize that a text (or part of a text) is slightly more difficult, they draw on strategies that help them to deal with the difficulty. Above all, though, readers read these slightly more difficult texts with agency, saying to themselves: "I can do this."</p> <p>Remind readers about strategies they have already learned for dealing with difficult texts in previous units, then offer some additional tips.</p> <p>Involve students in tackling a more difficult text with you, as the model doing so. Let them know this is a step-by-step process, and work through the steps of this process together.</p> <p>Display the slightly-too-difficult text for the class. Begin getting a bird's-eye view of the text by reading the headings</p>	<p>Direct Instruction -minilesson</p>	<p>Direct Instruction</p>	<p>Direct Instruction: Teach</p> <p>Pass out NOTES page for binder.</p> <p>This video clearly defines perfect verb tenses.</p> <p>Teaching slides can be used for discussion and guided practice.</p>	<p>Direct Instruction</p> <p>Play Kahoot on https://create.kahoot.it/collection/6d70d75e-7662-4d6a-89f5-5eaaea67d432. (States of Matter) -Can take for a grade</p>	<p>Direct Instruction</p>
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	<p>and talking through what the headings might indicate this article is about.</p> <p>Send readers off, reminding them that any time they recognize a text is too difficult, they should draw upon <i>their strategies to deal with difficulty</i>.</p>					
<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:</p> <p>Supporting Students in Dealing with Complexity</p> <p>Reteach:</p> <p>10.12 Don't Skit It!</p> <p>Extension:</p> <p>10.18 Cracking Open Headings</p>	<p>Small Group Instruction:</p> <p>___ Strategy Group Small Group Use mentor texts to work with small groups. pg. 112</p>	<p>(We Do)</p> <p>Fluency Practice, Application Problem (whiteboards)</p> <p>Fluency Module 4</p> <p>Concept Development (whiteboards/Zearn Notes)</p> <p>Zearn</p> <p>Considerations for Differentiation: small group manipulatives</p>	<p>Active Engagement</p> <p>Tell a partner or write on marker boards to share:</p> <p>1-Past Perfect: something that happened last week and make sure to use HAD in the sentence to make it perfect.</p> <p>2-Present Perfect: something that started happening in kindergarten and is still happening and make sure to use HAS or HAVE + a past tense verb to make it perfect.</p> <p>3-Future Perfect: something that will happen before summer and be sure to use WILL HAVE and the past tense verb to make it perfect.</p>	<p>Guided Practice:</p> <p>-Go to the States of Matter Digital Assignment on https://docs.google.com/presentation/u/2/d/1iA7RuODI9pDKBDthfbwsFNpXvAPJJQRr1igTvIVZE8/copy to make yourself a copy. Then assign in Google Classroom (each student needs a copy).</p>	<p>Guided Practice:</p>

	Reading Conferences: ___ Coaching Conference	Writing Conferences: ___ RDCT Conference Work with individual students on their counterclaims and rebuttals.	(You Do) Problem Set 1 bdef, 3 all Homework: 1 bdef, 4 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: Describe the three states of matter and how the particles move in each.	Summarize: