

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

Teacher: Cohen		Grade: 5 MAP Testing Make Up				
Date of Instruction: March 11, 2022	Readers Workshop Session: Readworks Readworks Slide Heinemann Reading	Writers Workshop Heinemann Writing Write Score Single Text Constructed Response on Extreme Sports or Volunteering (copies in folder for both) ReadWorks Civil Rights on a City Bus Walking Tall Meet Rosa Parks A Struggle for Equality African American Leaders	Eureka Math Module 5 Lesson 1 Explore volume Materials needed: *20 centimeter cubes *Ruler *Centimeter grid paper (in Learn workbook) *Isometric dot paper (in Learn workbook)	Word Study: Greek and Latin Roots	Science	Social Studies Key people, events, and developments between 1950-1975
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	Standard/s: RI.5.2 RI.5.5 RI.5.7 RI.5.10	Standard/s: ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator	Standard/s: SE5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be	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: SS5H6 Describe the importance of key people, events, and developments between 1950-1975. a. Analyze the effects of Jim Crow laws and practices. b. Explain the key events and people of the Civil Rights movement: Brown

<p>be used to introduce the lesson.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>		<p>and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. SE5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>			<p>v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. d. Discuss the significance of the technologies of television and space exploration.</p>
	<p>Learning Target/Teaching Point:</p> <p>I can apply all that I have learned about reading to successfully complete a ReadWorks passage while implementing reading strategies.</p> <p>Success Criteria:</p> <p>I can utilize reading strategies. I can use the RACE strategy and</p>	<p>Learning Target/Teaching Point:</p> <p>I can continue with my memoir.</p> <p>I can compare and contrast two texts.</p> <p>Success Criteria:</p> <p>I can continue thinking and writing my memoir.</p>	<p>Learning Target/Teaching Point:</p> <p>I can explore volume by building with and counting unit cubes.</p> <p>Success Criteria:</p> <p>I am successful when I can find the volume of a solid by counting unit cubes.</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. I can recognize common Greek and Latin affixes and roots.</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>I can describe key people, events, and developments between 1950-1975.</p> <p>Success Criteria:</p> <p>-I can explain the causes and effects of Jim Crow laws and practices on African Americans.</p>

	test-taking strategies to appropriately read and comprehend my reading assessment.	I can continue writing about big issues and small stories.		I can familiarize myself with Greek and Latin affixes and roots to help determine the meaning of words.		<p>-I can explain the importance of Brown v. Board of Education issue.</p> <p>-I can tell about the important contributions of various individuals associated with the Civil Rights Act.</p> <p>-I can explain how the Voting Rights Act impacted our history.</p> <p>-I can tell what the March on Washington was and why it was significant to the Civil Rights Movement. I can explain the importance of King's "I Have a Dream Speech".</p>
	Introduction/Connection	Introduction/Connection	Introduction/Connection	<p>Introduction/Connection</p> <p>Kahoot practice can be played as a class or assigned on google classroom.</p> <p>Or, continue to master skills on IXL Z: 1-7</p>	Introduction/Connection	<p>Introduction/Connection</p> <p>Present finished extension activities.</p>

	Direct Instruction -minilesson	Direct Instruction -minilesson Students will work on single text constructed responses.	Direct Instruction	Direct Instruction: Teach	Direct Instruction	Direct Instruction -Continue PPT, taking notes on 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. TKES 1, 2, 3, 4, 5, 7, 8,10	Small Group: Strategy Group Guided Reading Group	Small Group Instruction: ___ Strategy Group Guided Writing Group	(We Do) Fluency Practice, Application Problem Fluency Concept Development Zearn Considerations for Differentiation: small group manipulatives	Active Engagement	Guided Practice:	Guided Practice: - Quiz Grade: Chapter 12- Lessons 2, 3, and 4 -Choose from the following activities in the folder for this unit: <ul style="list-style-type: none"> ● <i>Graffiti Wall</i> ● <i>Haiku- The Twitter of Poetry</i> ● <i>Civil Rights Activists”</i> ● <i>Emoji Style</i> ● <i>Head of the Class</i> (See folder for other choices).
	Reading Conferences: ___ Coaching Conference	Writing Conferences: ___ RDCT Conference Check for students memories, big and small. Or Conference with students on comparing and contrasting two texts.	(You Do) Problem Set In partners, use centimeter cubes to complete all Homework: all Considerations for Differentiation: small group	Rug Time/Apply		

			modified assignment manipulatives read aloud challenge assignment			
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:	Summarize: Go over any problem areas on quiz.