

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

Teacher: Cohen		Grade: 5				
Date of Instruction: March 18, 2022	Readers Workshop Session: Readworks Readworks Slide Heinemann Reading	Writers Workshop Heinemann Writing ReadWorks Civil Rights on a City Bus Walking Tall Meet Rosa Parks A Struggle for Equality African American Leaders Write Score Two Text Constructed Response “Three Dimension” (Handouts are in the folder)	Eureka Math Module 5 Lesson Mid-Module Assessment Omit 6 b and 7	Word Study: Multiple-meaning words in context Quiz and IXL	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 be used to introduce the lesson.	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 and/or characters; organize an event sequence that unfolds naturally. b. Use	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 packed without gaps or overlaps using n unit cubes is said to have a	Standards/: ELAGSE5L4: Determine or clarify the meaning of unknown and multiple-meaning words in phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase.	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 v. Board of Education (1954), Montgomery Bus

<p>TKES 1, 2, 3,4,5, 8,10</p>		<p>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>volume of n cubic units. SE5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. SE5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of</p>			<p>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>
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	<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 test-taking strategies to appropriately read</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 show what I have learned about the various ways of calculating volume of a rectangular solid.</p> <p>Success Criteria:</p> <p>I am successful when I can determine volume using various methods.</p>	<p>Learning Target/Teaching Point:</p> <p>I can determine the meaning of a word that has multiple meanings by using the context as a clue.</p> <p>Success Criteria:</p> <p>I can recognize a word in a phrase that may have more than one meaning.</p> <p>I can use the rest of the words in the sentence to determine which meaning makes sense in the text.</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. -I can explain the importance of Brown</p>

	and comprehend my reading assessment.	I can accurately answer questions comparing and contrasting two texts				<p>v. Board of Education issue.</p> <ul style="list-style-type: none"> -I can tell about the important contributions of various individuals associated with the Civil Rights Act. -I can explain how the Voting Rights Act impacted our history. -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".
	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection Warm up with one question on IXL: Skill EE 1, 2, or 3	Introduction/Connection	Introduction/Connection -Play <i>Around the World</i> to review for test.

	Direct Instruction -minilesson	Direct Instruction -minilesson Students can compare and contrast texts with the handouts provided and/or continue with their memoir.	Direct Instruction	Direct Instruction: Teach Quiz: students will complete a 10 question quiz and then work on IXL to master multiple meaning words in context.	Direct Instruction	Direct Instruction -Address any questions before test. Review Word Wall.
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 Work with small groups to get their thoughts about small topics that they remember written down, their memories. Or Work with small groups comparing and contrasting two texts.	(We Do) Fluency Practice, Application Problem Concept Development Considerations for Differentiation: small group manipulatives	Active Engagement	Guided Practice:	Guided Practice: -Take assessment on unit.
	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) Mid-Module Assessment Considerations for Differentiation: small group modified assignment manipulatives read aloud challenge assignment	Rug Time/Apply		
Closing (We Check)	Share	Share	Debrief	Share	Summarize:	Summarize: Go over any problem areas on assessment.

<p>Describe the instructional process that will be used to close the lesson and check for student understanding</p> <p>TKES : 1,2,3,4,5,6,7,8</p>						
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