

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

Teacher: Shipley		Grade: 5				
Date of Instruction:	Readers Workshop	Writers Workshop	Eureka Math	Word Study: C&C	Science	Social Studies
May 12, 2021	Milestones Review for Reading and/or Writing Heinemann Reading	Physical and Chemical Changes Review Writing Heinemann Writing	Georgia Milestones Review	Build Strong Sentences 7: Consider Prepositions as sentence openers	Matter/Chemical and Physical Changes	
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: ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. ELAGSE5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ELAGSE5RL6: Describe how a narrator's or	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 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,	Standard/s: MGSE5.OA.1 MGSE5.OA.2 MGSE5.OA.3 MGSE5.NBT.1 MGSE5.NBT.2 MGSE5.NBT.3 MGSE5.NBT.4 MGSE5.NBT.5 MGSE5.NBT.6 MGSE5.NBT.7 MGSE5.NF.1 MGSE5.NF.2 MGSE5.NF.3 MGSE5.NF.4 MGSE5.NF.5 MGSE5.NF.6 MGSE5.NF.7 MGSE5.G.1 MGSE5.G.2 MGSE5.G.3 MGSE5.G.4 MGSE5.MD.1 MGSE5.MD.2 MGSE5.MD.3 MGSE5.MD.4 MGSE5.MD.5	Standards: ELAGSE5L1 a) Explain the function of a preposition in a particular sentence	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 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,	Standard/s:

	speaker's point of view influences how events are described	temperature change, odor, new substance produced).			odor, new substance produced).	
	<p>Learning Target/Teaching Point: I can respond to a reading prompt.</p> <p>I can respond to multiple choice questions and/or constructed response questions.</p> <p>Success Criteria: I can read multiple articles and respond to multiple choice and constructed response questions.</p>	<p>Learning Target/Teaching Point: I can illustrate and describe physical and chemical changes.</p> <p>Success Criteria: I can draw a scene and describe the physical and chemical changes taking place in an essay.</p>	<p>Learning Target/Teaching Point: I can show what I have learned about 5th grade math standards.</p>	<p>Learning Target: I can explain the function of a prepositional phrase in a sentence.</p> <p>Success Criteria: I can explain the function of the prepositional phrase as a sentence starter.</p> <p>I can identify the important information that the prepositional phrase adds to a sentence.</p>	<p>Learning Target/Teaching Point: I can explain the differences between a physical change and a chemical change.</p> <p>Success Criteria: -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 be seen to move differently.</p> <p>-I can 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>Success Criteria:</p>

	Introduction/ Connection	Introduction/ Connection https://www.brainpop.com/science/matterandchemistry/matterchangingstates/	Introduction/ Connection	Introduction/ Connection Project "GPS" (student work sample) and direct students to analyze the writing.	Introduction/ Connection Go to https://www.brainpop.com/science/matterandchemistry/propertychanges/ .	Introduction/ Connection
	Direct Instruction -minilesson There is a folder under this week's plans that is called <u>Reading/Science Focused Activities.</u> Feel free to use and assign activities via the Google Classroom. I have added a Reading Review for each day of the week and quiz on Friday if you need an extra grade. <u>Reading Review:</u> There is a folder under this week's plans that is called <u>READING ACTIVITIES FOR PRACTICE.</u> In the folder, it has resources to use that can be done via Google Classroom or on paper.	Direct Instruction -minilesson Students will create a scene, kitchen, playground, garage, etc., with three chemical changes and three physical changes taking place. They will write an essay with an introduction paragraph, paragraph describing the chemical changes, paragraph describing the physical changes, and a closing paragraph. Handout is in the folder.	Direct Instruction	Direct Instruction: Teach Students will partner up and analyze to discover 1) Praise: something to compliment. 2) Decide: Where did the writer use prepositions and prepositional phrases as sentence openers? What relationships do those prepositions show? 3) Wonder: What opportunities do you see to add other prepositions and prepositional phrases to the writing?	Direct Instruction -Go through PPT. on lesson plans to review unit.	Direct Instruction

	Choose the best topic to review with your students.					
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 answering questions using reading strategies.	Small Group Instruction: ___ Strategy Group Work with small groups choosing a scene and what is taking place in the scene. Guide them on their essay if needed.	(We Do) Topic Quizzes from Module 3 and maybe part of 4 (Module 4 is large) Considerations for Differentiation: small group manipulatives	Active Engagement Allow students time to analyze for these things and then share.	Guided Practice: Go to https://quizizz.com/admin/quiz/5f771688318e91001b21db32/physical-and-chemical-changes .	Guided Practice:
	Reading Conferences: ___ RDCT Conference Walk around to assist students with responding to reading questions.	Writing Conferences: ___ RDCT Conference Students can help one another with ideas.	(You Do) Problem Set Topic Quizzes from Module 3 & 4 (choose problems) Homework: Topic Quizzes from Module 3 & 4 (choose problems) Considerations for Differentiation: small group modified assignment manipulatives read aloud challenge assignment	Rug Time/Apply Sum it up: Prepositions and prepositions phrases tell us when, where, or how. A phrase begins with a preposition and includes a noun (the object of the preposition). These phrases as richness, detail and variety.		
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for	Share	Share Share drawings and essays.	Debrief	Share	Summarize: Describe the difference between a physical and chemical change.	Summarize:

student understanding TKES : 1,2,3, 4,5,6,7,8						
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