

## 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 18, 2021	Milestones Review <a href="#">Heinemann Reading</a>	Social Studies Projects <a href="#">Heinemann Writing</a>	Math Milestones Assessment	Choose Just Right Synonyms and Antonyms	Georgia Milestones Review	
<b>Opening (I Do)</b>  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.  <b>TKES 1, 2, 3,4,5, 8,10</b>	<b>Standard/s:</b>  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 speaker's point of view	<b>Standard/s:</b>  ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  ELAGSE5W7: Conduct Short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  SS5H1 Describe how life changed in America at the turn of the century.  SS5H2 Describe U.S. involvement in World War I and post-World War I America.  SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.	<b>Standard/s:</b>	<b>Standards:</b>  ELAGSE5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>Standard/s:</b>  SSE1. Constructive and Destructive Processes. S5P1. Chemical and Physical Changes S5P2-3 Electricity and Magnetism S5L1 Classification of Plants and Animals S5L2 Inherited Traits S5L3 Plant and Animal Cells S5L4 Microorganisms	<b>Standard/s:</b>

	influences how events are described	<p>SS5H4 Explain America's involvement in World War II.</p> <p>SS5H6 Describe the importance of key people, events, and developments between 1950- 1975.</p>				
	<p><b>Direct Instruction -minilesson</b></p> <p>There is a folder under this week's plans that is called <b><u>Reading/Science Focused Activities.</u></b></p> <p>Feel free to use and assign activities via the Google Classroom.</p> <p><b><u>Reading Review:</u></b> There is a folder under this week's plans that is called <b><u>READING ACTIVITIES FOR PRACTICE.</u></b> In the folder, it has resources to use that can be done via Google Classroom or on paper.</p> <p>Choose the best topic to review with your students.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can research a topic and present my research.</p> <p><b>Success Criteria:</b></p> <p>I can research a 5th grade social studies topic and complete the given project.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p><b>Success Criteria:</b></p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can select synonyms and antonyms that add power and precision to my writing.</p> <p><b>Success Criteria:</b></p> <p>I can select more precise synonyms or antonyms.</p> <p>I can identify weak areas in my writing that need detail.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can show what I have learned this year in Life Science, Earth and Space Science, and Physical Science.</p> <p><b>Success Criteria:</b></p> <p>I can identify the causes of some of Earth's surface features, explain the difference between a physical and a chemical change, investigate electricity and magnetism and the relationship between them, use scientific procedures to classify organisms, understand the difference between behaviors and traits, contrast the parts of animal and plant cells, and argue from evidence on how microorganisms can be beneficial or harmful to other organisms.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p><b>Success Criteria:</b></p>

	Introduction/ Connection	<p><a href="https://www.brainpop.com/socialstudies/ushistory/civilrights/">https://www.brainpop.com/socialstudies/ushistory/civilrights/</a></p> <p><a href="https://www.brainpop.com/socialstudies/ushistory/coldwar/">https://www.brainpop.com/socialstudies/ushistory/coldwar/</a></p> <p><a href="https://www.brainpop.com/socialstudies/ushistory/newdeal/">https://www.brainpop.com/socialstudies/ushistory/newdeal/</a></p> <p><a href="https://www.brainpop.com/socialstudies/ushistory/greatdepressioncauses/">https://www.brainpop.com/socialstudies/ushistory/greatdepressioncauses/</a></p> <p><a href="https://www.brainpop.com/socialstudies/ushistory/greatdepression/">https://www.brainpop.com/socialstudies/ushistory/greatdepression/</a></p> <p><a href="https://www.brainpop.com/socialstudies/ushistory/worldwari/">https://www.brainpop.com/socialstudies/ushistory/worldwari/</a></p> <p><a href="https://www.brainpop.com/socialstudies/ushistory/worldwarii/">https://www.brainpop.com/socialstudies/ushistory/worldwarii/</a></p> <p><a href="https://www.brainpop.com/search/?keyword=George+Washington+Carver">https://www.brainpop.com/search/?keyword=George+Washington+Carver</a></p> <p><a href="https://www.brainpop.com/technology/scienceandindustry/wrightbrothers/">https://www.brainpop.com/technology/scienceandindustry/wrightbrothers/</a></p> <p><a href="https://www.brainpop.com/science/energy/thomasedison/">https://www.brainpop.com/science/energy/thomasedison/</a></p> <p>There are other BrainPop videos on other people and topics during these time periods.</p>	Introduction/ Connection	<p>Ask students what the word “dirt” means and have them list some synonyms and antonyms.</p> <p>Synonyms/antonyms express ideas more clearly because you must think about what something is and also what it isn’t.</p>	Introduction/ Connection	Introduction/ Connection
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	<b>Direct Instruction -minilesson</b>	<b>Direct Instruction -minilesson</b>  There are four projects in the writing folder...  *World War I and Post World War I *World War II *Our Expanding Nation *1950-1975 Civil Rights  Choose a project for your whole class to complete or let them choose. These can be done individually or in small groups. The directions for each project are in the folder. You can use the newspapers to help students find the information needed.	<b>Direct Instruction</b>	<b>Direct Instruction: Teach</b>  Reading 'Dirt' made me think about synonyms such as dirty, dusty, filthy, and mucky. These synonyms have different shades of meaning.  A swamp may be mucky but my desk would be dusty.  Watch as I draft on the first day of school using "worried" and see if that is the most specific word that I could use.  (writing sample is in the teaching materials).	<b>Direct Instruction</b>  *Begin working through Milestones review packets in folder. *Utilize newspapers that match the standards.	<b>Direct Instruction</b>
<b>Work Period (We Do, You Do)</b>  Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.  <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b>	<b>Small Group:</b> ____ Strategy Group  Work with small groups on answering questions using reading strategies.	<b>Small Group Instruction:</b> ____ Strategy Group  Work with small groups on any questions or finding information.	<b>(We Do)</b> <b>Fluency Practice, Application Problem</b>  <b>Concept Development</b>  <b>Considerations for Differentiation:</b> small group manipulatives	<b>Active Engagement</b>  Talk with a partner about what words would be better to replace the underlined words in the writing sample projected (panicked, exhausted, cluttered). What effect would the new words have on the writing?  Do the same with antonyms for those words. What effect	<b>Guided Practice:</b>  *Work on activities.	<b>Guided Practice:</b>

				would those have on the writing?		
	<b>Reading Conferences:</b> ___ RDCT Conference  Walk around to assist students with responding to reading questions.	<b>Writing Conferences:</b> ___ RDCT Conference  Walk around and answer any questions.	<b>(You Do)</b> <b>Problem Set</b>  <b>Homework:</b>  <b>Considerations for Differentiation:</b> small group modified assignment manipulatives read aloud challenge assignment	<b>Rug Time/Apply</b>  Antonyms help emphasize the point by showing what something is NOT.		
<b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding  <b>TKES : 1,2,3, 4,5,6,7,8</b>	<b>Share</b>	<b>Share</b>	<b>Debrief</b>	<b>Share</b>	<b>Summarize:</b>	<b>Summarize:</b>