

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

Teacher: Shipley		Grade: 5				
Date of Instruction: May 2	Readers Workshop Milestones Review for Reading and/or Writing Test Prep per Cheryl TEST PREP	Writers Workshop End of Year Writing Projects Varied Writing Projects	Eureka Math Georgia Milestones Review Topic Quizzes from Module 3 & 4	Word Study: Mixed review of ELA standards Digital and Print version available for all ELA this week. 2 skills per day or most needed on Monday before the test.	Science Mixed Review of Science Standards	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: 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.,	Standard/s: ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) ELAGSE5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and	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/: ELAGGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELAGSE5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. ELAGSE5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. ELAGSE5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word	Standard/s: ALL	Standard/s:

	<p>how characters interact).</p> <p>ELAGSE5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described</p>	<p>editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)</p> <p>ELAGSE5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>ELAGSE5W7: Conduct Short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		<p>meanings. ELAGSE5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships.</p>		
	<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:</p> <p>I can read multiple articles and respond to multiple choice and constructed response questions.</p>	<p>Learning Target/Teaching Point: I can research and create a writing project.</p> <p>Success Criteria:</p> <p>I can create a writing project based on a given topic.</p>	<p>Learning Target/Teaching Point: I can show what I have learned about 5th grade math standards.</p>	<p>Learning Target/Teaching Point: I can show what I know.</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point: I can show what I have learned in Science this year.</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>

	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection	Introduction/ Connection
			HAPPY NUMBERS as a warmup	Mixed review practice page. Words in Contest and Antonyms (make a copy)	Various Brainpops that cover all skills	
	Direct Instruction -minilesson Reading Review: There is a folder under this week's plans that is called READING ACTIVITIES FOR PRACTICE . In the folder, it has resources to use that can be done via Google Classroom or on paper. Choose the best topic to review with your students.	Direct Instruction -minilesson Writing Projects: Choose from the writing projects provided for students to complete. Mother's Day Booklet Create a Children's Book My Dream House Soundtrack of My Life Biography of a Person of Interest Create An Island Escape the School	Direct Instruction	Direct Instruction: Teach	Direct Instruction	Direct Instruction
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.	Small Group: ___ Strategy Group Work with small groups on answering questions using reading strategies.	Small Group Instruction: ___ Strategy Group Provide strategies for students to complete the selected writing project.	(We Do) Topic Quizzes from Module 3 and maybe part of 4 (Module 4 is large) Videos from Embarc if needed Considerations for Differentiation: small group manipulatives	Active Engagement	Guided Practice: Students can work together on the mixed skills on the practice Milestones tests.	Guided Practice:

<p>TKES 1, 2, 3, 4, 5, 7, 8, 10</p>	<p>Reading Conferences: ___ RDCT Conference</p> <p>Walk around to assist students with responding to reading questions.</p>	<p>Writing Conferences: ___ RDCT Conference</p> <p>Conference with individual students about their writing goals.</p>	<p>(You Do)</p> <p>Problem Set Topic Quizzes from Module 3 & 4 (choose problems) or IXL Georgia Standards of Excellence Math - NF.1, NF.2</p> <p>Homework: Topic Quizzes from Module 3 & 4 (choose problems)</p> <p>Considerations for Differentiation: small group modified assignment manipulatives read aloud challenge assignment</p>	<p>Rug Time/Apply</p>		
<p>Closing (We Check)</p> <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>	<p>Share</p>	<p>Share</p> <p>Students will work together and share their writing.</p>	<p>Debrief</p>	<p>Share</p>	<p>Summarize:</p>	<p>Summarize:</p>