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

Teacher: Cohen		Grade: 5				
Date of Instruction: May 3, 2021	**Readers Workshop** Milestones Review for Reading and/or Writing Heinemann Reading	**Writers Workshop** Unit Science Writing Review Heinemann Writing	**Eureka Math** Module 6 Lesson 8	**Word Study:** ELA Review (manual graded this week) Google Form multiple choice	**Science** Plant and Animal Classification	**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., how characters interact). ELAGSE5RL6: Describe how a narrator's or	**Standard/s:** ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examplesrelated to the topic. ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectationsfor writing types are defined in Standards 1–3 above.) ELAGSE5W5: With guidance and support from peers and adults, develop and strengthen	**Standard/s:** MGSE5.OA.3 Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.	**Standards:** ELAGSE5L1 ELAGSE5L2 ELAGSE5L3 ELAGSE5L4 ELAGSE5L5 ELAGSE5L6	**Standard/s:** L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.	**Standard/s:**

speaker's point of view influences how events are described	writing as needed by planning, revising, and editing. (Editing for conventionsshould demonstrate command of Language Standards 1–3 up to and including grade 5.) 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. ELAGSE5W7: Conductshort research projectsthat use several sourcesto build knowledge through investigation of different aspects of a topic. ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources;summarize or paraphrase information in notes and finished work, and provide a list of sources.				
Learning Target/Teaching Point: I can respond to a reading prompt. I can respond to multiple choice questions and/or constructed response questions. **Success Criteria:**	**Learning Target/Teaching Point:** I can create a science flipbook about plant and animal classification. **Success Criteria:**	**Learning Target/Teaching Point:** I can generate a number pattern from a given rule and plot the points. **Success Criteria:** I am successful when I can analyze and generate a number pattern from a given	**Learning Target/Teaching Point:** I can demonstrate an understanding of 5th grade language standards. **Success Criteria:**	**Learning Target/Teaching Point:** I can classify plants and animals into groups. **Success Criteria:** I can develop a model that illustrates how animals are sorted into groups (vertebrate and	**Learning Target/Teaching Point:** **Success Criteria:**

I can read multiple articles and respond to multiple choice and constructed response questions.	I can classify plants and animals by their characteristics.	rule and plot the points.		invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources. I can develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.	
Introduction/ Connection	**Introduction/ Connection** https://www.brainpop.com/science/diversityoflife/invertebrates/ https://www.brainpop.com/science/diversityoflife/vertebrates/	**Introduction/ Connection**	**Introduction/ Connection** PPT review on any standard of choice.	**Introduction/ Connection** Go to https://www.youtube.com/watch?v=BSo5SG_BgcU for a quick introduction.	**Introduction/ Connection**
Direct Instruction **-minilesson** **Reading Review:** There is a folder under this week's plans that is called **READING ACTIVITIES FOR PRACTIC**E. 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** Students will be creating a flipbook about Plant and Animal Classification. Page 1 Title Page 2 Vertebrates/NonVertebrates Page 3 Amphibians Page 4 Reptiles Page 5 Fish Page 6 Birds Page 7 Mammals Page 8 Insects Page 9 Vascular and Non-Vascular Plants	**Direct Instruction**	**Direct Instruction:** **Teach** Give students a moment to scroll through the 6 questions on google assignment and then ask questions about the content before getting started.	**Direct Instruction** **Weekly Teaching Options:** -PPT. -Projects and activities in folder -Choice Board -*Science Studies Weekly* (Life Science-Weeks 4, 6, 1, and 2) -Life Science Review Game (with lesson plans)	**Direct Instruction**

		Page 10 Seeds, Spurs and Parent Plants Students will follow the instructions on the hand-out and create a flipbook on Animal and Plant Classification.				
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:** Work with students to help them complete the flipbook on Animal and Plant Classification.	**(We Do)** **Fluency Practice, Application Problem** **SPRINT** **Fluency** **Concept Development** **Zearn** **Considerations for Differentiation:** small group manipulatives	**Active Engagement** **Google Form 20 questions to review all Language Standards** Or paper mixed review page from the shared folder.	**Guided Practice:** Work on activities.	**Guided Practice:**
	Reading Conferences: __ RDCT Conference Walk around to assist students with responding to reading questions.	**Writing Conferences:** __ RDCT Conference Work with students to help them complete the flipbook on Animal and Plant Classification.	**(You Do)** **Problem Set** 1ab, 2ab, 3ab, 4ab **Homework:** 1ab, 2ab, 3ab **Considerations for Differentiation:** small group modified assignment manipulatives read aloud challenge assignment	**Rug Time/Apply**		
Closing (We Check) Describe the instructional	**Share**	**Share**	**Debrief**	**Share**	**Summarize:** What are the 5 groups of vertebrates?	**Summarize:**

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