

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

Teacher: Cohen		Grade: 5				
Date of Instruction: November 19, 2020	Readers Workshop Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction Session: Achieve3000-Achieve Thought Question - Heinemann Reading	Writers Workshop Unit 2: The Lens of History Session: Thought Question Heinemann Writing	Eureka Math Module 2 Lesson 25	Word Study: Idioms	Science Cells and Microorganisms	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: RI.5.2 RI.5.5 RI.5.7 RI.5.10	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 examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses(e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the	Standard/s: NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. NBT.7 Add, subtract, multiply & divide decimals to the hundredths.	Standards: ELAGSEL5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Standard/s: S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells. S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.	Standard/s:

		information or explanation presented.				
	<p>Learning Target/Teaching Point:</p> <p>I can work together with a partner to accurately answer multiple choice questions on Achieve3000.</p> <p>Success Criteria:</p> <p>I can read an article and answer questions related to the article by looking back into the text.</p>	<p>Learning Target/Teaching Point:</p> <p>I can write a constructed response using the RACE strategy.</p> <p>Success Criteria:</p> <p>I can read an article and respond to the question using all parts of the RACE strategy - restate, answer, cite evidence, and explain my thinking.</p>	<p>Learning Target/Teaching Point:</p> <p>I can use basic facts to approximate decimal quotients with two-digit divisors, reasoning about the placement of the decimal point.</p> <p>Success Criteria:</p> <p>I am successful when I can estimate quotients of decimal numbers by whole numbers by using place value.</p>	<p>Learning Target/Teaching Point:</p> <p>I can identify an idiom and understand its' literal meaning.</p> <p>Success Criteria:</p> <p>I can match the literal meaning of the figurative idiom.</p>	<p>Learning Target/Teaching Point:</p> <p>I can compare and contrast plant and animal cells.</p> <p>I can identify helpful and harmful microorganisms.</p> <p>Success Criteria:</p> <p>I can identify the parts of a plant cell (cell wall, cell membrane, chloroplasts, cytoplasm, nucleus). I can identify the parts of an animal cell. (cell membrane, cytoplasm, and nucleus) I can construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>
	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection
				Locate the notes page in student binders to use for today's work.	Students will sing "Parts of the Cell Rap" https://www.youtube.com/watch?v=-zafJKbMPA8	

	<p>Direct Instruction -minilesson</p> <p>Achieve Thought Question</p>	<p>Direct Instruction -minilesson</p> <p>Complete the thought question for the article "New Life Found in Old Park" or "Something Fishy".</p>	<p>Direct Instruction</p>	<p>Direct Instruction: Teach</p> <p>Use the google slides to review the differences with idioms/adages/proverbs</p>	<p>Direct Instruction</p> <p>-Continue PPT.- <i>Cells and Microorganisms</i> (if not already completed).</p>	<p>Direct Instruction</p>
<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Small Group: ___ Strategy Group Going through the process of referring back to the text to find answers.</p>	<p>Small Group Instruction: ___ Strategy Group</p> <p>Strategy Group - Writing a response to a thought question using the RACE Strategy.</p>	<p>(We Do) Fluency Practice, Application Problem Fluency Module 2 PPT Concept Development Zearn Considerations for Differentiation: small group manipulatives</p>	<p>Active Engagement</p> <p>Choice 1: Thanksgiving Idiom matching activity for 10 idioms.</p> <p>Choice 2: Idiom mystery picture activity. Students select the meanings of idioms/adages/proverbs and then color the mystery picture accordingly.</p>	<p>Guided Practice:</p> <p>-Finish <i>Wanted Posters</i> and/or other extension activities from folder. -See other options of daily grades/quizzes in folder.</p>	<p>Guided Practice:</p>
	<p>Reading Conferences: ___ RDCT Conference Conference providing feedback on achieve activity.</p>	<p>Writing Conferences: ___ RDCT Conference Conference providing feedback on thought questions.</p>	<p>(You Do) Problem Set 1 abcde, 2 abc, 4</p> <p>Homework: 1 abcde, 2 abc, 3</p> <p>Considerations for Differentiation: small group modified assignment manipulatives read aloud challenge assignment</p>	<p>Rug Time/Apply</p>		

<p>Closing (We Check) 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>	Share	Share	Debrief	Share	<p>Summarize: Discuss how microorganisms can be beneficial and harmful.</p>	<p>Summarize:</p>
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