

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

<b>Teacher: Shipley</b>		<b>Grade: 5</b>				
<b>Date of Instruction:</b> <b>Oct. 2, 2020</b>	<b>Readers Workshop</b> Unit 1: <i>Interpretation Book Clubs</i> Session: ReadWorks Assessment	<b>Writers Workshop</b> Unit 1: Narrative Craft Session: Achieve Thought Question Work on thought question throughout the week.	<b>Eureka Math</b> Module 2 Lesson 1	<b>Word Study:</b>  <b>Reading Inventory Rotation</b>  Figurative Language	<b>Science</b> No Science	<b>Social Studies</b> Westward Expansion
<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 ELAGSE5RL2 ELAGSE5RL3 ELAGSE5RL5 ELAGSE5RL6	<b>Standard/s:</b> ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	<b>Standard/s:</b> 5.NBT.5 Fluently multiply multi-digit whole numbers using standard algorithms.	<b>Standards:</b>  <b>ELACC5L2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <b>ELACC5L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>ELACC5L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, the relationship between particular words to better understand each of the words. <b>ELAGSE5W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive	<b>Standard/s:</b>	<b>Standard/s:</b> SS5H1 Describe how life changed in America at the turn of the century.

				details, and clear event sequences.		
	<p><b>Learning Target/Teaching Point:</b></p> <p>I can apply all that I have learned about reading to successfully complete a ReadWorks passage while implementing reading strategies.</p> <p><b>Success Criteria:</b></p> <p>I can utilize reading strategies. I can use the RACE strategy and test-taking strategies to appropriately read and comprehend my reading assessment.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can write a constructed response using the RACE strategy.</p> <p><b>Success Criteria:</b></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><b>Learning Target/Teaching Point:</b></p> <p>I can estimate multi-digit products by rounding factors to a basic fact and use place value patterns.</p> <p><b>Success Criteria:</b></p> <p>I am successful when I am familiar with my basic multiplication facts and can use them to estimate products of multi-digit numbers using place value patterns.</p>	<p><b>Learning Target/Teaching Point:</b></p> <p>I can demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Success Criteria:</b></p> <p>I can identify an adage or proverb and understand its meaning in context.</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 explain how life changed at the turn of the century.</p> <p><b>Success Criteria:</b></p> <p>I can explain how William McKinley and Theodore Roosevelt expanded America's role in the world</p> <p>I can describe the Spanish-American War and how it helped the United States become a major power in the world.</p> <p>I can explain the purpose of the building of the Panama Canal and describe how it helped to expand our role in the world.</p>
	<b>Introduction/Connection</b>	<b>Introduction/Connection</b>	<b>Introduction/Connection</b>	<b>Introduction/Connection</b>	<b>Introduction/Connection</b>	<b>Introduction/Connection</b>
				Watch a <a href="#">video</a> explaining adages and proverbs.		<p>Have a taste of what the pioneers ate back in the day using resources they had.</p> <p>Make homemade butter and eat with crackers. (Get heavy</p>

						cream and put in a jar or sealed container.  Have each student shake and pass. Shake for about 10 min. and serve on crackers.)
	<b>Direct Instruction -minilesson</b>	<b>Direct Instruction -minilesson</b>  Complete the thought question for the article "Early Republic On the Go ".	<b>Direct Instruction</b>	<b>Direct Instruction: Teach</b>  Discuss the meaning of "better safe than sorry". It's origin is an Irish book from 1600's and it gives the wisdom to make a safer choice.  Try to figure out the meaning of this proverb: "a watched pot never boils".	<b>Direct Instruction</b>	<b>Direct Instruction</b> Review lessons learned thus far. Finish PPT. through world affairs.
<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 Guided Reading Group	<b>Small Group Instruction:</b>	<b>(We Do)</b> <b>Fluency Practice, Application Problem</b>  SPRINT  <a href="#">Fluency Module 2</a> <a href="#">Google Slide</a>  <b>Concept Development</b>  <a href="#">Zearn</a>  <b>Considerations for Differentiation:</b> small group manipulatives	<b>Active Engagement</b>  Students will use IXL to practice finding the meaning of figurative language on IXL by clicking on the suggested skills from the teacher.  Teachers suggest by clicking: Learning → Lang Arts → Topics → Figurative Language → 5th → then "star" the appropriate standards.	<b>Guided Practice:</b>	<b>Guided Practice:</b> Complete <b>quiz</b> - pgs. 31 and 28 on world affairs and immigration (they will read about immigration for a preview for Monday's PPT. lesson on immigration).

	<p><b>Reading Conferences:</b> __ Coaching Conference</p>	<p><b>Writing Conferences:</b> __ RDCT Conference</p> <p>Encourage students to follow the guidelines and the example to complete their thought question.</p>	<p><b>(You Do)</b> <b>Problem Set</b> 1 abc, 2 abcde, 5</p> <p><b>Homework:</b> 1 abc, 2 abcde, 5</p> <p><b>Considerations for Differentiation:</b> small group modified assignment manipulatives read aloud challenge assignment</p>	<b>Rug Time/Apply</b>		
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding</p> <p><b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<b>Share</b>	<b>Share</b>	<b>Debrief</b>	<b>Share</b>	<b>Summarize:</b>	<b>Summarize:</b> The students will share their extension activities from this week.