

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

Teacher: Shipley		Grade: 5				
Date of Instruction: October 22, 2021	Readers Workshop Unit 1: <i>Interpretation Book Clubs</i> Session: ReadWorks Assessment Heinemann Reading Reading Slide ReadWorks - World War I The sinking of the Lusitania World War I and the Great Depression - World War I Basics World War I and the Great Depression - Trench Warfare and the Battle of Somme	Writers Workshop Unit 1: The Lens of History Session: The Sinking of the Lusitania Writing Slide Halloween Informational Writing Prompt ReadWorks - World War I The sinking of the Lusitania World War I and the Great Depression - World War I Basics World War I and the Great Depression - Trench Warfare and the Battle of Somme	Eureka Math Module 2 Lesson 18 Skip counting and finding multiples of the divisor	Word Study: Figurative Language Summative Assessment	Science	Social Studies World War I
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	Standard/s: ELAGSE5RL1 ELAGSE5RL2 ELAGSE5RL3 ELAGSE5RL5 ELAGSE5RL6	Standard/s: Narrative Writing: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific	Standard/s: NBT.5 Fluently multiply multi-digit whole numbers using standard algorithms. 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	Standards: ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative	Standard/s:	Standard/s: SS5H2 Describe U.S. involvement in World War I and post-World War I America.

<p>introduce the lesson.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>		<p>expectations for writing types are defined in Standards 1–3 above.)</p> <p>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 information or explanation presented.</p>	<p>relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>NBT.7 Add, subtract, multiply & divide decimals to the hundredths.</p> <p>MD.1 Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric), and use these conversions in solving multi-step, real word problems.</p>	<p>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.</p>		
	<p>Learning Target/Teaching Point:</p> <p>I can apply all that I have learned about reading to successfully complete a ReadWorks passage while implementing reading strategies.</p>	<p>Learning Target/Teaching Point:</p> <p>I can discuss and describe the sinking of the Lusitania.</p> <p>I can write an informational about a Halloween topic.</p>	<p>Learning Target/Teaching Point:</p> <p>I can use basic facts to approximate quotients of three-digit dividends with two-digit divisors.</p> <p>Success Criteria:</p> <p>I am successful estimating quotients</p>	<p>Learning Target/Teaching Point:</p> <p>I can demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Learning Target/Teaching Point:</p> <p>Success Criteria:</p>	<p>Learning Target/Teaching Point: I can describe U.S. involvement in World War I and post-World War I America.</p> <p>Success Criteria:</p>

	<p>Success Criteria:</p> <p>I can utilize reading strategies.</p> <p>I can use the RACE strategy and test-taking strategies to appropriately read and comprehend my reading assessment.</p>	<p>Success Criteria:</p> <p>I can write an informational paragraph about the importance of the sinking of the Lusitania.</p> <p>I can write an informational writing about a Halloween topic.</p>	<p>when I can round the divisor then round the dividend to a multiple of the divisor to help me mentally divide.</p>	<p>Success Criteria:</p> <p>I can identify the meanings of idioms, adages, and proverbs in context.</p> <p>I can distinguish between similes and metaphors when used in a sentence.</p> <p>Print test option: 22 idiom/adage/proverbs and 20 simile and metaphor identifications.</p> <p>Or google form assessment</p>		<p>-I can explain how German attacks on U.S. shipping during the war in Europe led the U.S. to join the fight against Germany.</p> <p>-I can explain the effects of the sinking of the Lusitania and concerns over safety of U.S. ships.</p> <p>-I can discuss U.S. contributions to the war and the impact of the Treaty of Versailles in 1919.</p>
	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection	Introduction/Connection	<p>Introduction/Connection</p> <p>Go to https://study.com/academy/lesson/end-of-wwi-the-treaty-of-versailles-the-league-of-nations.html ("The End of WWI").</p>
	Direct Instruction -minilesson	<p>Direct Instruction -minilesson</p> <p>Complete the "Sinking of the Lusitania" and write a paragraph about the significance of the sinking of this ship</p> <p>You can also use this day to complete thought questions or students can complete their</p>	Direct Instruction	Direct Instruction: Teach	Direct Instruction	<p>Direct Instruction</p> <p>Review for quiz on WWI.</p>

		<p>flashdraft from Tuesday.</p> <p>Halloween Informational Writing</p> <p>Students can choose a topic or it can be chosen by the teacher.</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 Guided Reading Group</p>	<p>Small Group Instruction: ___ Strategy Group</p> <p>Work with students to discuss the sinking of the Lusitania and why it is so important.</p>	<p>(We Do) Fluency Practice, Application Problem</p> <p>Fluency Module 2 PPT</p> <p>Concept Development</p> <p>Zearn</p> <p>Considerations for Differentiation: small group manipulatives</p>	Active Engagement	Guided Practice:	Guided Practice: Complete quiz on WW1- pgs. 32-33.
	<p>Reading Conferences: ___ Coaching Conference</p>	<p>Writing Conferences: Conference with students about the importance of the significance of the sinking of the Lusitania.</p>	<p>(You Do) Problem Set 1 bcdefghi, 4</p> <p>Homework: 1 bcdefghi, 2</p> <p>Considerations for Differentiation: small group modified assignment manipulatives read aloud challenge assignment</p>	Rug Time/Apply		
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for</p>	Share	<p>Share</p> <p>After students have finished, collect the pop-ups. Display the pop-ups and have students guess who the person is that is described on the pop-up.</p>	Debrief	Share	Summarize:	<p>Summarize:</p> <p>Go to https://www.youtube.com/watch?v=0jycvFL8CNM (Treaty of Versailles).</p>

student understanding TKES : 1,2,3, 4,5,6,7,8						
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