

Glynn County Daily Lesson Plan for Science, Social Studies, Writing

Teacher: Thomas		Grade: 5th	Date of Instruction: 12/10/20
	Science Plant Cells	Conventions and Craft Speak to Readers With Imperatives and “You” Day 4 Invite Application Pg. 66	Writers Workshop Argument Unit 4 Session 4 Using Quotations to Bolster an Argument Pgs. 39-47
<p>Opening (I Do)</p> <p>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.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	Standard S5L2.a.b.c	Standards ELAGSE5L2 ELAGSE5L3 ELAGSE5L5	Standards 5L3, 5W1, 5W10, 5W2
	<p align="center">Learning Target Teaching Point I will compare and contrast plant and animal cells. Success Criteria:</p> <ul style="list-style-type: none"> • I can identify and label a plant cell. • I can identify and label an animal cell 	<p align="center">Learning Target I will build strong sentences to draw readers into the message I am trying to convey in my writing. Success Criteria</p> <ul style="list-style-type: none"> • I can distinguish complete sentences and fragments. 	<p align="center">Learning Target Teaching Point I will build arguments in research-based essays. Success Criteria:</p> <ul style="list-style-type: none"> • I can be more persuasive. • I can be more analytic. • I can weigh evidence.

		<ul style="list-style-type: none"> ● I can create complex sentences. ● I can insert appositives to rename or explain. ● I can use adverbs as sentence openers. ● I can speak to readers with imperatives and “you”. 	<ul style="list-style-type: none"> ● I can draw evidence-based conclusions.
	<p style="text-align: center;">Introduction Connection</p> <p style="text-align: center;">“Today we will be discussing Plant Cells Watch videos on Plant Cells https://www.youtube.com/watch?v=XOdK3De8f60 https://www.youtube.com/watch?v=TvQNRyWIKws</p>	<p>Introduction Connection</p> <p>Select a student’s writing and scan for imperatives. Discuss how and why the imperatives are being used.</p>	<p>Introduction Connection</p> <p>Yesterday you guys did an incredible job of adding evidence to your essays/letters! It was a huge step in making your arguments more convincing! Today we are going to look at another way we can add evidence to our text: using quotations!</p>

			<p>TP: Today I want to Teach you that argument writers add relevant quotes to make their arguments more potent, and you'll set them up to conduct an inquiry into what makes a quote powerful.</p>
	<p>Direct Instruction Use Lesson 14 on pgs. 99 to go over Plant Cells with the class.</p>	<p>Direct Instruction Have students look for places to add sensory images to their writings.</p>	<p>Direct Instruction Introduce students to a text, in this case a recounting of an event, setting them up to investigate the way the reporter used quotations in important ways.</p> <p>Reread the transcript of the eyewitness report, asking students to turn and talk, noting instances</p>

			<p>when the reporter used quotations. Describe what the reporter was doing with quotes that they could do as well.</p> <p>Collect input on a chart Pgs. 41-42</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>Guided Practice: Discuss Plant Cells from the Plant and Animal lesson on pg. 99 in Georgia Science Coach. Go over Plant Cells with the class and put the Plant cell picture on pg. 99 in the Science Journals.</p>	<p>Guided Practice: Encourage students to revise their work by talking about ways to speak directly to their readers in their writings.</p>	<p>Guided Practice: As you work today, find some meaningful quotations in your sources that could surprise or shock your reader, and maybe even persuade them to believe your argument about chocolate milk. You can take notes on where you find the quotation, copy it down on a sticky note or note card, and find</p>

			<p>where to insert it in your letter/argument essay.</p> <p>Small Group Instruction: ___ Strategy Group ___ Word Study ___ Shared Writing</p> <p>Standard:</p> <p>Teaching Point: Be careful not to quote too many words at once! Pinpoint the specific part of what you are reading that will truly help your argument and use it. But, do not quote anything extra.</p>
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	<p style="text-align: center;">Independent/ Collaborative Practice/Differentiation</p> <p style="text-align: center;">Allow students time to put the Plant Cell on pg. 99 in their Science Journals.</p>	<p style="text-align: center;">Independent/ Collaborative Practice/Differentiation</p> <p style="text-align: center;">Have students revise their work asking them to talk about reasons for you or a short command to their writing.</p>	<p>Writing Conferences:</p> <p style="text-align: center;">__ RDCT Conference</p> <p style="text-align: center;">__ Goal Setting Conference</p>
<p style="text-align: center;">Closing (We Check)</p> <p style="text-align: center;">Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p style="text-align: center;">TKES : 1,2,3, 4,5,6,7,8</p>	<p style="text-align: center;">Summarize:</p> <p style="text-align: center;">Remind students plant cells have a cell wall and chloroplasts, and the animal cell does not have a cell wall or chloroplasts.</p>	<p style="text-align: center;">Summarize:</p> <p style="text-align: center;">Remind students :</p> <ol style="list-style-type: none"> 1. To speak directly to readers. 2. Invite them into scenes you create. 3. Write in a fresh voice. 4. Think about how to use the pronoun 	<p style="text-align: center;">Share</p> <p style="text-align: center;">I want to show you a way you can make your quotation sound more believable. Listen to this... (Read p. 46 “According to famous chef.....”) Did you notice how it sounded legit? What?</p>

		you and short commands to make writing engaging and memorable.	A FAMOUS chef? You can use this trick too! Would anyone like us to find a way to use a quotation in their paper?
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