**5th Grade Lesson Plans**

**Literacy Lesson Plan**

***Date:* August 19-23**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday**  | **Friday** |
| **8:00-8:25** | **Good Things****Independent Reading** | **Good Things****Independent Reading** | **Good Things****Independent Reading** | **Good Things****Independent Reading** | **Good Things****Independent Reading** |
| **8:25-8:35****Read Aloud: May be combined with a Reading or Writing Workshop lesson** | **Restart, by****Gordan Korman** | **Restart, by****Gordan Korman** | **Restart, by****Gordan Korman** | **Restart, by****Gordan Korman** | **Restart, by****Gordan Korman** |
| **8:35-8:50****Word Study****Greek/Latin Roots** | **Unit:** **Lesson: 2.2 Six Syllable Types****- Use names and words to recognize the six types****-Chart these types****Word Sort if time- using sentence strips/index cards** | **Unit:** **Lesson: 2.3****Syllable Division (VC/CV)** **- model how to split****- student pairings: give 2 syllable word to divide, then students teach to another pair, who shows the class how to split** | **Unit:** **Lesson: 2.4 Syllable Division (V/CV)****-model how to spit****-student pairings: give 2 syllable word to divide, then students will teach to another pair, who shows the class how to split** | **Unit:** **Lesson: 2:5 Syllable Division (VC/V)****-Model** **-Pairs divide, teach and demonstrate****-Check for understanding** | **Unit:** **Lesson: 2:6 Syllable Division (VCV) -Model****-Pairs divide, teach and demonstrate****-Check for understanding** |
| **8:50-9:35****Reading Workshop** | 20 Days of Reading- Day 3- Making Good Book Choices**Reading Inventory (RI)** | 20 Days of Reading- Day 4- Thinking and Talking about your Reading**Session 1**Standard: **RF.5.4(A-C)** Read grade-level text with sufficient accuracy and fluency to support comprehensionStudent-Friendly Objective: TSW...Create personal reading goals and strategies placed on a mini chartMaterials:Reader’s NotebooksMini-Lesson: TTW….-Model reading goals by setting a goal for myself, and debriefing to get students thinking about their aspirations.Guided Practice:* Create chart to display and model

Independent Practice:* Students will create individual mini-charts to refer back to.

Small Group Instruction: N/AAssessment: N/A | 20 Days of Reading- Day 5: How to buzz with each other**Session 2**Standard: **RL.5.2** Provide a summary. 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 Student-Friendly Objective: TSW...Write an entry in their Reader’s Notebook that captures their thinking on what they’ve readMaterials:Reader’s Notebooks“Gallery” of examples*Home of the Brave*Mini-Lesson: TTW….Read excerpt from *Home of the Brave,* create Gallery Walk for studentsGuided Practice:Partners will “write in the air” to discuss the difference between great and not-so-great notebook entries. They will then do a Gallery Walk of great 5th grade entries.Independent Practice:Independent reading, write an entry in reader’s notebookSmall Group Instruction:N/AAssessment:Running records during independent reading (Lucy suggestion) | 20 Days of Reading- Day 6: Abandoning books**Session 2 Contd.** | 20 Days of Reading- Day 7: Distinguishing between fiction and nonfiction**Introduce Social Studies Interactive Notebook**Students will complete activity during small group time.Small groups on Fridays will be for assessments |
| **9:25-10:25****Writer’s Workshop** | **Session 1**Standard: **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequencesStudent-Friendly Objective: TSW...Come up with ideas for personal narratives by thinking of turning points in their livesMaterials:-Writer’s Notebooks-Picture of my home growing upMini-Lesson: TTW….Model thought process for coming up with ideas for personal narratives by drawing a picture of where I grew up and telling stories, or “small moments,” that occured. -List ideas on chartGuided Practice:Students will brainstorm and share about their favorite places, and tell about small moments they experienced in those places Independent Practice:Students will have time to write an entry in their journals about these initial ideas Small Group Instruction:ConferencingAssessment:n/a | **DARE 9:30-10:30****(Morning class times altered to accommodate DARE)****Session 1 Contd.** | **SWAT Testing 9:15-10:00****(Morning class times altered to accommodate testing)****Session 2**Standard: W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequencesStudent-Friendly Objective: TSW... Exprience/relive the story in order to write effective narratives. Materials:Writer’s notebooks, “Strategies” chart, “Techniques” chartMini-Lesson: TTW….Model thinking of a place that matters in order to choose a topicModel “stepping inside the story” with the Luka storyAdd new strategies to chartVisit briefly with individual studentsGuided Practice:Practice making lists of places and “small moments”Practice stepping inside their own stories and story-telling with a partnerIndependent Practice:Students will have time to write in their Writer’s Notebooks, practicing this techniqueSmall Group Instruction:N/AAssessment:Students will share a sentence or two that they are proud of with the class, showing their understanding of the lesson | **Session 2 Contd.** | **Grammar mini-lesson****Nouns, pronouns****\*No Red Ink** |

#### **Science Teacher: Adams Date: 8/19/2018 - 8/23/2019**

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| **Standard: 5-PS1-1 Develop a model to describe that matter is made of particles**  **too small to be seen.**  **5-PS1-3 Make observations and measurements to identify materials**  **based on their properties.** **ELA Standard: RL.5.4 Determine the meaning of words and phrases as they are**  **used in a text** **RI.5.4 Determine the meaning of general academic words and**  **domain-specific words and phrases in a text relevant to a** **Grade 5 topic or subject area.** | **Day: Monday 8/19** |
| **Lesson Title: Modeling Matter**  |
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| **Student Learning Goals: The students will be able to model the particles of matter that are too small to be seen.**  |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Greek and Latin Roots**  | * Hydra/Aqua
* Introduce the roots to the class
* Tell the students the meaning and language of origin
* Have students copy information presented into their folder
 | **Resources:** [**https://www.youtube.com/watch?v=gez2rmeCpfE**](https://www.youtube.com/watch?v=gez2rmeCpfE)**Key Vocabulary: Dissolve, liquids, physical change, chemical change, material, particles, reaction, gases, matter, phase, phase change, solids** **Key Questions: What is matter made of?** |
| **Introduction** | * Show the students a video on matter
* Question students on the video
 |
| **Activities and Independent Practice** | * Give students examples of the states of matter
* Describe the arrangement of particles for each state
* Create foldable for states of matter
* Comprise their own list of examples
* Create definitions for each and draw examples of the particles
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| **Standard: 5-PS1-1 Develop a model to describe that matter is made of particles**  **too small to be seen.**  **5-PS1-3 Make observations and measurements to identify materials**  **based on their properties.** **ELA Standard: RL.5.4 Determine the meaning of words and phrases as they are**  **used in a text** **RI.5.4 Determine the meaning of general academic words and**  **domain-specific words and phrases in a text relevant to a** **Grade 5 topic or subject area.** | **Day: Tuesday 8/20** |
| **Lesson Title: Modeling Matter**  |
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| **Student Learning Goals: The students will be able to model the particles of matter that are too small to be seen.**  |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Greek and Latin Roots**  | * Hydra/Aqua
* Come up with a sentence using a word that contains one of this week's roots
* Share sentence with the class
 | **Resources:** [**https://www.youtube.com/watch?v=gez2rmeCpfE**](https://www.youtube.com/watch?v=gez2rmeCpfE)**Key Vocabulary: Dissolve, liquids, physical change, chemical change, material, particles, reaction, gases, matter, phase, phase change, solids** **Key Questions: What is matter made of?** |
| **Introduction** | * Remind students of Monday’s lesson
* Continue lesson on matter and its particles
 |
| **Activities and Independent Practice** | * The teacher will:

-Model how to create a 3D model of the 3 states of matter-Check model configurations before students glue them down * The students will:

-Create a model with craft supplies-Complete exit ticket  |
| **Close Read** | * Readworks passage: Matter is everywhere
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| **Standard: 5-PS1-1 Develop a model to describe that matter is made of particles**  **too small to be seen.**  **5-PS1-3 Make observations and measurements to identify materials**  **based on their properties.** **ELA Standard: RL.5.4 Determine the meaning of words and phrases as they are**  **used in a text** **RI.5.4 Determine the meaning of general academic words and**  **domain-specific words and phrases in a text relevant to a** **Grade 5 topic or subject area.** | **Day: Wednesday 8/21** |
| **Lesson Title: The Particles of Matter**  |
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| **Student Learning Goals: The students will be able to model the particles of matter that are too small to be seen.**  |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Greek and Latin Roots**  | * Hydra/Aqua
* Come up with a sentence using a word that contains one of this week's roots
* Share sentence with the class
 | **Resources:**[**https://www.youtube.com/watch?v=TDLbf\_NUpGo**](https://www.youtube.com/watch?v=TDLbf_NUpGo)**Key Vocabulary:Dissolve, liquids, physical change, chemical change, material, particles, reaction, gases, matter, phase, phase change, solids** **Key Questions: What do the particles in matter look like?** |
| **Introduction** | * Show students a video clip over matter particles
 |
| **Activities and Independent Practice** | * The teacher will:

-Create poster with class over matter particle configurations-Add molecules and the 3 types of matter to the poster * The students will:

-Copy definitions for atom, molecule, and element in the folders -Copy notes from poster in their notes  |
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| **Standard: 5-PS1-1 Develop a model to describe that matter is made of particles**  **too small to be seen.**  **5-PS1-3 Make observations and measurements to identify materials**  **based on their properties.** **ELA Standard: RL.5.4 Determine the meaning of words and phrases as they are**  **used in a text** **RI.5.4 Determine the meaning of general academic words and**  **domain-specific words and phrases in a text relevant to a** **Grade 5 topic or subject area.** | **Day: Thursday 8/22** |
| **Lesson Title: The Particles of Matter**  |
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| **Student Learning Goals: The students will be able to model the particles of matter that are too small to be seen.**  |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Greek and Latin Roots**  | * Hydra/Aqua
* Come up with a sentence using a word that contains one of this week's roots
* Share sentence with the class
 | **Resources:**[**https://www.youtube.com/watch?v=TDLbf\_NUpGo**](https://www.youtube.com/watch?v=TDLbf_NUpGo)**Key Vocabulary:Dissolve, liquids, physical change, chemical change, material, particles, reaction, gases, matter, phase, phase change, solids** **Key Questions: What do the particles in matter look like?** |
| **Activities and Independent Practice** | * The teacher will:

-Finish molecule and particles poster (there is a lot of information to cover) * The students will:

-Continue to create their own poster in their notes -Write on post-its anything that might need more explaining  |

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| **Standard: 5-PS1-1 Develop a model to describe that matter is made of particles**  **too small to be seen.**  **5-PS1-3 Make observations and measurements to identify materials**  **based on their properties.**  **5-PS1-4 Conduct an investigation to determine whether the mixing of**  **two or more substances results in new substances.****ELA Standard: RL.5.4 Determine the meaning of words and phrases as they are**  **used in a text** **RI.5.4 Determine the meaning of general academic words and**  **domain-specific words and phrases in a text relevant to a** **Grade 5 topic or subject area.** | **Day: Friday 8/23** |
| **Lesson Title: Why do some things explode?**  |
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| **Student Learning Goals: The students will be able to model the particles of matter that are too small to be seen.**  |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Greek and Latin Roots**  | * Hydra/Aqua
* Come up with a sentence using a word that contains one of this week's roots
* Share sentence with the class
 | **Resources: Mystery Science** **Key Vocabulary: Dissolve, liquids, physical change, chemical change, material, particles, reaction, gases, matter, phase, phase change, solids** **Key Questions: What happens when matter is mixed?** **Assessment:** |
| **Introduction** | * Pre-video discussion questions

-Before VideoWhat is matter?-Can you list one common liquid, one common gas and one common solid?-What are some properties of your pencil, a sheet of paper or a metal fork? List properties of each.-What is the result when two substances are mixed together? |
| **Activities and Independent Practice** | * Define vocab that will be mentioned in the video/lesson
* Watch video for properties of matter
* Answer post-video discussion questions

-Which property did Zoe use to figure out which metal was sodium and which was iron?-Which is more dense: sulfur hexafluoride or helium? How do you know (what evidence did you see)?-What properties make stainless steel a better choice for a knife and fork than Swiss cheese?-What are some properties that can be used to describe solid, liquid and gases?ANSWER |
| **Debrief** | * Kahoot over video
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| **Close Read** | * Article from Generation Genius
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#### **Math Teacher: Burdin/Adams Date: 8/19/2019 - 8/23/2019**

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| **Module: 1 Lesson: 5** | **Day: Monday 8/19** |
| **Standard:** 5.NBT.A.3: Read, write, and compare decimals to thousandths using base-ten numerals, number names, and expanded form.  | **Essential Standard Connection:**Write numbers in decimal form, word form, and expanded form.  |
| **Lesson Title:** Naming decimals in expanded, unit and word form  |
| **Student Learning Goals (“I Can” statements)**I can name decimal fractions in expanded, unit, and word forms by applying place value reasoning. |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Introduction** | * Key question: How do we write decimals? - have students write ideas in folder
* Discuss key vocabulary
 | **Resources: Eureka Student Workbooks, 5.NBT.A.3 CFA, place value chart** **Key Vocabulary: place value, expanded form, decimal point** **Key Questions: How do we write decimals?** **Assessment: 5.NBT.A.3 CFA**  |
| **Activities and Independent Practice****(Problem Sets)** | * Pre-assess with 5.NBT.A.3 CFA Form A
* Eureka Lesson 5 the teacher will work the following problems with students:
* 1) b, f
* 2) a
* 3) b
* 4) a
* The students will work the following with the teacher:
* 1) c, g
* 2) b
* 3) c
* 4) b
* The students will work the following on their own:
* 1) d, e, h
* 2) c
* 4) c
* 5) word problem
 |
| **Student Debrief** | * Readdress key question - students look back at how they answered at the beginning of the lesson
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| **Fluency Practice****Number Talks/Sprints** | * Addition number talk
* Sprints A & B multiply decimals by 10, 100, and 1000
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| **Module: 1 Lesson: Continue Lesson 5** | **Day: Tuesday 8/20** |
| **Standard:** 5.NBT.A.3: Read, write, and compare decimals to thousandths using base-ten numerals, number names, and expanded form  | **Essential Standard Connection:**Write numbers in decimal form, word form, and expanded form. |
| **Lesson Title:** Practicing naming decimals in expanded, unit and word form  |
| **Student Learning Goals (“I Can” statements)**I can name decimal fractions in expanded, unit, and word forms by applying place value reasoning. |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Introduction** | * Video to refresh lesson from the day before [Introduction to decimals](https://www.youtube.com/watch?v=t9vqm2eM5mk)
 | **Resources: Common Core sheets, lesson 5 exit ticket, place value chart****Key Vocabulary:place value, expanded form, decimal point** **Key Questions:How do we write decimals?** **Assessment: Lesson 5 exit ticket**  |
| **Activities and Independent Practice****(Problem Sets)** | * Students will continue practicing decimals:
* word to decimal form
* expanded form to numeric form
* numeric form to expanded form
* The teacher will work the first few problems with the students then allow independent practice time
* Work with any students still struggling with concepts
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| **Student Debrief** | * Compare answers with table partners
* Discuss techniques used to solve the problems
* Lesson 5 Exit Ticket
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| **Module: 1 Lesson: 6** | **Day: Wednesday 8/21**  |
| **Standard:** 5.NBT.A.3: Read, write, and compare decimals to thousandths using base-ten numerals, number names, and expanded form  | **Essential Standard Connection:**Comparing decimals |
| **Lesson Title:** Comparing decimals to the thousandths  |
| **Student Learning Goals (“I Can” statements)**I can compare decimal fractions to the thousandths using like units, and express comparisons with >, <, =. |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Introduction** | * Key question: How do we compare decimals? - have students write ideas in folder
* Discuss key vocabulary
 | **Resources: Eureka Student Workbooks, place value chart****Key Vocabulary: place value, expanded form, greater than, less than, equal to, decimal point** **Key Questions: How do we compare decimals?**  |
| **Activities and Independent Practice****(Problem Sets)** | * Eureka Lesson 5 the teacher will work the following problems with students:
* 1) both problems
* 2) a, b, c
* 3) a
* The students will work the following with the teacher:
* 2) d, e, f
* 3) b
* 4) a
* The students will work the following on their own:
* 2) g, h, i, j, k
* 4) b
* 5) word problem
* 6)word problem
 |
| **Student Debrief** | * Readdress key question - students look back at how they answered at the beginning of the lesson
 |
| **Fluency Practice****Number Talks/Sprints** | * Addition number talk
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| **Module: 1 Lesson: Continue Lesson 6** | **Day: Thursday 8/22** |
| **Standard:** 5.NBT.A.3: Read, write, and compare decimals to thousandths using base-ten numerals, number names, and expanded form  | **Essential Standard Connection:**Comparing decimals |
| **Lesson Title:** Practicing comparing decimals to the thousandths  |
| **Student Learning Goals (“I Can” statements)**I can compare decimal fractions to the thousandths using like units, and express comparisons with >, <, =. |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Introduction** | * Video to refresh lesson from day before [Comparing decimals](https://www.youtube.com/watch?v=RHUl4kZDD6c)
 | **Resources: Common Core Sheets, place value chart****Key Vocabulary:place value, expanded form, greater than, less than, equal to, decimal point** **Key Questions: How do we compare decimals** **Assessment: Lesson 6 exit ticket** |
| **Activities and Independent Practice****(Problem Sets)** | * Students will continue practicing decimals:
* comparing decimals to the thousandths
* ordering decimals up to thousandths
* The teacher will work the first few problems with the students then allow independent practice time
* Work with any students still struggling with concepts
 |
| **Student Debrief** | * Compare answers with table partners
* Discuss techniques used to solve the problems
* Lesson 6 Exit Ticket
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| **Module: 1 Lesson: 5 & 6**  | **Day: Friday 8/23**  |
| **Standard:** 5.NBT.A.3: Read, write, and compare decimals to thousandths using base-ten numerals, number names, and expanded form  | **Essential Standard Connection:**Reading, writing, and comparing decimals  |
| **Lesson Title:** Assess and Apply  |
| **Student Learning Goals (“I Can” statements)**I can name decimal fractions in expanded, unit, and word forms by applying place value reasoning.I can compare decimal fractions to the thousandths using like units, and express comparisons with >, <, =. |
|  | **Key Teaching Points** | **Points to Remember:** **Key Learning & Teaching Strategies** |
| **Introduction** | * Have students compare decimals written on the board
 | **Resources: CFA, Multi-part extended response word problems for 5.NBT.A.3 - teachers pay teachers, Do the Math student workbooks****Key Questions: How do we write decimals, how do we compare decimals?** **Assessment: Lessons 5 & 6 CFA**  |
| **Activities and Independent Practice****(Problem Sets)** | * Assess 5.NBT.A.3 with CFA Form A
* Apply lessons 5 and 6 using multi-part word problems that involve comparing decimals
 |
| **Student Debrief** | * Compare answers to word problems with table partners
* Discuss techniques used to solve the problems
 |
| **Fluency Practice****Number Talks/Sprints** | * Fluency Friday lesson on multiplying multi-digit numbers
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