**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 comprehension  Student-Friendly Objective: TSW...  Create personal reading goals and strategies placed on a mini chart  Materials:  Reader’s Notebooks  Mini-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/A  Assessment: 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 read  Materials:  Reader’s Notebooks  “Gallery” of examples  *Home of the Brave*  Mini-Lesson: TTW….  Read excerpt from *Home of the Brave,* create Gallery Walk for students  Guided 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 notebook  Small Group Instruction:  N/A  Assessment:  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 sequences  Student-Friendly Objective: TSW...  Come up with ideas for personal narratives by thinking of turning points in their lives  Materials:  -Writer’s Notebooks  -Picture of my home growing up  Mini-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 chart  Guided 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:  Conferencing  Assessment:  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 sequences  Student-Friendly Objective: TSW...  Exprience/relive the story in order to write effective narratives.  Materials:  Writer’s notebooks, “Strategies” chart, “Techniques” chart  Mini-Lesson: TTW….  Model thinking of a place that matters in order to choose a topic  Model “stepping inside the story” with the Luka story  Add new strategies to chart  Visit briefly with individual students  Guided Practice:  Practice making lists of places and “small moments”  Practice stepping inside their own stories and story-telling with a partner  Independent Practice:  Students will have time to write in their Writer’s Notebooks, practicing this technique  Small Group Instruction:  N/A  Assessment:  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 | |
| **Close Read** | * Article from Generation Genius | |

#### **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 | |
| **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 | |
| **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 | |