**5th Grade Lesson Plan**

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| **Monday 1/18** | **Tuesday 1/19** | **Wednesday 1/20** | **Thursday 1/21** | **Friday 1/22** | **Schedule** |
| **Reading** | **Reading** | **Reading** | **Reading** | **Reading** |  |
| No School | [LAFS.5.RI.2.6](https://www.cpalms.org/Public/PreviewStandard/Preview/5781)TE/ LAFS Workbook pages:294-307Objective:. I can determine the point of view from which a text is writtenI can explain how a narrator or speaker’s point of view changes the description of events**EQ: How can a narrator or speaker’s point of view influence how events are described?**Vocabulary:   Account, analyze, point of view, author, character, narrator, speaker, influenceKahoot/Gimkit game to review point of view vocabulary/types.LAFS modeled lesson Work stations* Vocab practice (game)
* Writing-informational prompt
* Skill (point of view passage comparisons)
* Teacher (see small group instruction)
* Freckle

Read aloud-point of view discussion Resources: LAFS Workbook Lessons Writing:LAFS.5.W.2.4LAFS.5.W.2.5Objective: I can use the writing process to produce writing that is appropriate to the audience and purpose. I can work through the writing process to produce a published piece of writing. Informational writing prompt- RevolutionSocial Studies:[SS.5.A.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3034), [SS.5.A.1.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3035), [SS.5.A.2.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3037), [SS.5.A.3.3](https://www.cpalms.org/Public/search/Standard), [SS.5.A.4.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3042), [SS.5.A.4.3](https://www.cpalms.org/Public/PreviewStandard/Preview/3044), [SS.5.A.4.4](https://www.cpalms.org/Public/PreviewStandard/Preview/3045), [SS.5.A.4.6](https://www.cpalms.org/Public/PreviewStandard/Preview/3047), [SS.5.C.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/3091)Objective: Students will analyze the contributions of important individuals to the foundation of the American system and daily life in the colonies.Read, “Founders of the Southern Colonies.” Discuss how James Oglethorpe and Ceciliuc Calvert were able to become founders of Maryland and Georgia. Discuss what a “philanthropist” is. Have students work with a partner on the Become and Philanthropist! Blackine Master. | [LAFS.5.RI.2.6](https://www.cpalms.org/Public/PreviewStandard/Preview/5781)TE/ LAFS Workbook pages: 294-307Objective: I can determine the point of view from which a text is writtenI can explain how a narrator or speaker’s point of view changes the description of events**EQ: How can a narrator or speaker’s point of view influence how events are described?**Vocabulary: Account, analyze, point of view, author, character, narrator, speaker, influenceLAFS guided practice lesson Work stations* Vocab practice (game)
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* Writing-informational prompt
* Skill (point of view passage comparisons)
* Teacher (see small group instruction)
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Read aloud-point of view discussion Resources: LAFS Workbook Lessons Writing:LAFS.5.W.2.4LAFS.5.W.2.5Objective: I can use the writing process to produce writing that is appropriate to the audience and purpose. I can work through the writing process to produce a published piece of writing. Informational writing prompt- RevolutionSocial Studies:[SS.5.A.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3034), [SS.5.A.1.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3035), [SS.5.A.2.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3037), [SS.5.A.3.3](https://www.cpalms.org/Public/search/Standard), [SS.5.A.4.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3042), [SS.5.A.4.3](https://www.cpalms.org/Public/PreviewStandard/Preview/3044), [SS.5.A.4.4](https://www.cpalms.org/Public/PreviewStandard/Preview/3045), [SS.5.A.4.6](https://www.cpalms.org/Public/PreviewStandard/Preview/3047), [SS.5.C.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/3091)Objective:Students will analyze the contributions of important individuals to the foundation of the American system and daily life in the colonies. | [LAFS.5.RI.2.6](https://www.cpalms.org/Public/PreviewStandard/Preview/5781)TE/ LAFS Workbook pages: 294-307Objective: I can determine the point of view from which a text is writtenI can explain how a narrator or speaker’s point of view changes the description of events**EQ: How can a narrator or speaker’s point of view influence how events are described?**Vocabulary: Account, analyze, point of view, author, character, narrator, speaker, influenceLAFS assessment point of view p. 302-306 (independent practice)Read aloud-point of view discussion Resources: LAFS Workbook Lessons Writing:LAFS.5.W.2.4LAFS.5.W.2.5Objective: I can use the writing process to produce writing that is appropriate to the audience and purpose. I can work through the writing process to produce a published piece of writing. Informational writing prompt- Revolution(edit and publish)Social Studies:[SS.5.A.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3034), [SS.5.A.1.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3035), [SS.5.A.2.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3037), [SS.5.A.3.3](https://www.cpalms.org/Public/search/Standard), [SS.5.A.4.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3042), [SS.5.A.4.3](https://www.cpalms.org/Public/PreviewStandard/Preview/3044), [SS.5.A.4.4](https://www.cpalms.org/Public/PreviewStandard/Preview/3045), [SS.5.A.4.6](https://www.cpalms.org/Public/PreviewStandard/Preview/3047), [SS.5.C.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/3091)Objective:Students will analyze the contributions of important individuals to the foundation of the American system and daily life in the colonies.  | 8:40-9:55 Reading Block9:55-10:40Specials10:40-11:00ELA11:00-11:30ELA WIN11:30-12:25 Science12:25- 12:55Lunch1:25-1:45Math Block1:45-2:15Math WIN2:15-2:45Math Block2:45-3:10 Recess2:45 - 3:10 Tues Science Labs  |
| **Reading Center Groups: Students are pulled from centers to work on necessary skills with different levels of difficulty/rigor based on current concept or skill. Groups are not always pulled together. Groups are leveled based on STAR PR.**  | **Accommodations** |
| **Group 1** | **Group 2** | **Group 3** | **Group 4** | **Group 5** | Presentation, Scheduling, Setting and Accommodations given. |
| **Teacher Led:** | **Teacher Led:** | **Teacher Led:** | **Teacher Led:** | **Teacher Led:** |
| **Skills Work/Spiral Review:** LAFSColor by Text Structure | **Skills Work/Spiral Review:** | **Skills Work/Spiral Review:** | **Skills Work/Spiral Review:** | **Skills Work/Spiral Review:** |
| **Independent Work:**  | **Independent Work:**  | **Independent Work:**  | **Independent Work:**  | **Independent Work:**  |
| **Computer:** | **Computer:** | **Computer:** | **Computer:** | **Computer:** |
| **Science** | **Science** | **Science** | **Science** | **Science** |  |
| No School | Standard(s): SC.5.E.7.4 **Objective:** Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.**EQ:** I can describe how different forms of precipitation contribute to the weather in a particular place and time. Vocabulary:   air temperature, barometric pressure, humidity, wind speed and direction, and precipitation, rain, sleet, snow, hail.Elevate workbook practice QuestionsInflatable globes: In pairs, students identify specific places on the globe (as identified by teacher) using dry-erase markers. Then discuss nearby features which may contribute to the weather (bodies of water, land masses, proximity to equator). Finally, students make predictions about weather of several different locations on the globe, comparing/contrasting various places. Weather data collection project (INTRODUCE PROJECT) Students work in pairs to gather weather data daily from a specific city in another country. At the end of the week, students will present their data to the class and describe the reasons for weather conditions based on the location of the city. Resources: Pearson Realize Science Workbook Lesson  | Standard(s): SC.5.E.7.4 SC.5.E.7.5**Objective:** Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.Recognize that some weather related differences are found among different environments such as swamps, deserts and mountains. **EQ:** I can describe how different forms of precipitation contribute to the weather in a particular place and time. I can describe weather conditions in specific environments.Vocabulary:   air temperature, barometric pressure, humidity, wind speed and direction, and precipitation, rain, sleet, snow, hail. Elevate workbook practice QuestionsIn pairs, students research and create posters/anchor charts for 2 specific environments. Posters must include; weather conditions in that region and at least 5 examples of living things which live in the environment. Weather data collection projectResources: Pearson Realize Science Workbook Lesson  | Standard(s): SC.5.E.7.5 **Objective:** Recognize that some weather related differences are found among different environments such as swamps, deserts and mountains. **EQ:** I can describe weather conditions in specific environments.Vocabulary:   air temperature, barometric pressure, humidity, wind speed and direction, and precipitation Elevate workbook practice QuestionsWeather data collection projectContinue/complete environments project.Resources: Pearson Realize ScienceWorkbook Lesson  | Standard(s): SC.5.E.7.5 **Objective:** Recognize that some weather related differences are found among different environments such as swamps, deserts and mountains. **EQ:** I can describe weather conditions in specific environments.Vocabulary:   air temperature, barometric pressure, humidity, wind speed and direction,precipitation, barometer, wind vane, hygrometer, thermometer, anemometer Elevate workbook practice QuestionsWeather data collection projectCreate double bubble map to compare environments Weather and water cycle assessmentKagan**:** Timed Pair ShareResources: Pearson Realize ScienceWorkbook Lesson  |  |
| **Math** | **Math** | **Math** | **Math** | **Math** |  |
|  No School | [MAFS.5.NF.2.4](https://www.cpalms.org/Public/PreviewStandard/Preview/5422)TE/ MAFS Workbook pages: 407-412Objective: I will be able to apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.**EQ: How does understanding the area help you multiply fractions?**Vocabulary:  Area, factor, product, unit fractionResources:MAFS Workbook Lesson 20 | [MAFS.5.NF.2.4](https://www.cpalms.org/Public/PreviewStandard/Preview/5422)TE/ MAFS Workbook pages: 413-418Objective: I will be able to apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.**EQ: How does understanding the area help you multiply fractions?**Vocabulary:  Area, factor, product, unit fractionResources:MAFS Workbook Lesson 20 | [MAFS.5.NF.2.4](https://www.cpalms.org/Public/PreviewStandard/Preview/5422)TE/ MAFS Workbook pages: 419-422Objective: I will be able to apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.**EQ: How does understanding the area help you multiply fractions?**Vocabulary:  Area, factor, product, unit fractionResources:MAFS Workbook Lesson 20 | [MAFS.5.NF.2.4](https://www.cpalms.org/Public/PreviewStandard/Preview/5422)Lesson 20 QuizObjective: I will be able to apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.**EQ: How does understanding the area help you multiply fractions?**Vocabulary:  Area, factor, product, unit fractionResources:MAFS Workbook Lesson 20 |  |
| **Math Center Groups: Students are pulled from centers to work on necessary skills with different levels of difficulty/rigor based on current concept or skill. Groups are not always pulled together. Groups are leveled based on STAR PR.**  |  | **Accommodations** |
| **Group 1** | **Group 2** | **Group 3** | **Group 4** | **Group 5**. | Presentation, Scheduling, Setting and Accommodations given |
| **Teacher Led:** | **Teacher Led:** | **Teacher Led:** | **Teacher Led:** | **Teacher Led:** |
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| **Computer** | **Computer** | **Computer** | **Computer** | **Computer** |