**5th Grade Lesson Plan**

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| **Monday 3/8** | **Tuesday 3/9** | **Wednesday 3/10** | **Thursday 3/11** | **Friday 3/12** | **Schedule** |
| **Reading** | **Reading** | **Reading** | **Reading** | **Reading** |  |
| [LAFS.5.RI.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/5780)    Objective: I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **EQ: How can comparing and contrasting how the information in texts is structured help you better understand the purpose of each text?**  **Introduce Vocab**  **Review Text Structure**  Introduce Vocab  Workstations:  Vocab- game (Kaboom, Quizlet, Gimkit)  Freckle/Readworks  Language/Grammar  Skill- Text /structure  Teacher- Coach books/FSA style question review.    Resources: | [LAFS.5.RI.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/5780)    Objective: I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **EQ: How can comparing and contrasting how the information in texts is structured help you better understand the purpose of each text?**  **Writing Prac Test**    Workstations:  Vocab- game (Kaboom, Quizlet, Gimkit)  Freckle/Readworks  Language/Grammar  Skill- Text /structure  Teacher- Coach books/FSA style question review.  Resources: | [LAFS.5.RI.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/5780)    Objective: I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **EQ: How can comparing and contrasting how the information in texts is structured help you better understand the purpose of each text?**  **Review essays from day before (peer editing)**  Workstations:  Vocab- game (Kaboom, Quizlet, Gimkit)  Freckle/Readworks  Language/Grammar  Skill- Text /structure  Teacher- Coach books/FSA style question review.    Resources: | [LAFS.5.RI.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/5780)    Objective: I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **EQ: How can comparing and contrasting how the information in texts is structured help you better understand the purpose of each text?**  **Mini lesson - Text Structure (Close Reading)**  Workstations:  Vocab- game (Kaboom, Quizlet, Gimkit)  Freckle/Readworks  Language/Grammar  Skill- Text /structure  Teacher- Coach books/FSA style question review.  Resources: | [LAFS.5.RI.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/5780)    Objective: I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **EQ: How can comparing and contrasting how the information in texts is structured help you better understand the purpose of each text?**  **Text Structure Assessment**   Workstations:  Vocab- game (Kaboom, Quizlet, Gimkit)  Freckle/Readworks  Language/Grammar  Skill- Text /structure  Teacher- Coach books/FSA style question review.    Resources: | 8:40-9:55 Reading Block  9:55-10:40  Specials  10:40-11:00  ELA  11:00-11:30  ELA WIN  11:30-12:25  Science  12:25- 12:55  Lunch  1:25-1:45  Math Block  1:45-2:15  Math WIN  2:15-2:45  Math Block  2:45-3:10 Recess  2:45 - 3:10 Wed Science Labs |
|  | | | | | **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:** | **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:** |
| **Writing** | **Writing** | **Writing** | **Writing** | **Writing** |  |
| Standard(s):  [LAFS.5.W.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/5842)  **Objective:** I can write an opinion piece with an introduction of the topic or book, clearly state my opinion with supporting reasons, and add a concluding statement or section.  President Jefferson was willing to offer $2 million for New Orleans and ended up paying $15 million for the entire Louisiana Territory. Write a paragraph or two detailing if you agree with the decision that was made. Do you feel that Jefferson got a good deal? Why or why not?  Resources: SSW Week 26 | Standard(s):  [LAFS.5.W.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/5842)  **Objective:** I can write an opinion piece with an introduction of the topic or book, clearly state my opinion with supporting reasons, and add a concluding statement or section.  President Jefferson was willing to offer $2 million for New Orleans and ended up paying $15 million for the entire Louisiana Territory. Write a paragraph or two detailing if you agree with the decision that was made. Do you feel that Jefferson got a good deal? Why or why not?  Resources: SSW Week 26 | Standard(s): [LAFS.5.W.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/5842)  **Objective:** I can write an opinion piece with an introduction of the topic or book, clearly state my opinion with supporting reasons, and add a concluding statement or section.    President Jefferson was willing to offer $2 million for New Orleans and ended up paying $15 million for the entire Louisiana Territory. Write a paragraph or two detailing if you agree with the decision that was made. Do you feel that Jefferson got a good deal? Why or why not?  Resources: SSW Week 26 | Standard(s):  [LAFS.5.W.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/5842)  **Objective:** I can write an opinion piece with an introduction of the topic or book, clearly state my opinion with supporting reasons, and add a concluding statement or section.  President Jefferson was willing to offer $2 million for New Orleans and ended up paying $15 million for the entire Louisiana Territory. Write a paragraph or two detailing if you agree with the decision that was made. Do you feel that Jefferson got a good deal? Why or why not?  Resources: SSW Week 26 | Standard(s):  [LAFS.5.W.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/5842)  **Objective:** I can write an opinion piece with an introduction of the topic or book, clearly state my opinion with supporting reasons, and add a concluding statement or section.  President Jefferson was willing to offer $2 million for New Orleans and ended up paying $15 million for the entire Louisiana Territory. Write a paragraph or two detailing if you agree with the decision that was made. Do you feel that Jefferson got a good deal? Why or why not?  Resources: SSW Week 26 |  |
| **Social Studies** | **Social Studies** | **Social Studies** | **Social Studies** | **Social Studies** |  |
| Standard(s): [SS.5.A.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3034), [SS.5.A.6.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3058), [SS.5.A.6.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3059), [SS.5.A.6.4](https://www.perma-bound.com/state-standards.do?state=FL&subject=social-studies&gradeLevel=5), [SS.5.C.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/3091), [SS.5.E.1.3](https://www.cpalms.org/Public/PreviewStandard/Preview/3079), [SS.5.G.4.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3075?ShowRelatedResources=true)  **Objective:** Students will study and describe the events leading up to, during and resulting from the Louisiana Purchase.  Resources: SSW Week 26 | Standard(s): [SS.5.A.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3034), [SS.5.A.6.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3058), [SS.5.A.6.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3059), [SS.5.A.6.4](https://www.perma-bound.com/state-standards.do?state=FL&subject=social-studies&gradeLevel=5), [SS.5.C.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/3091), [SS.5.E.1.3](https://www.cpalms.org/Public/PreviewStandard/Preview/3079), [SS.5.G.4.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3075?ShowRelatedResources=true)  **Objective:** Students will study and describe the events leading up to, during and resulting from the Louisiana Purchase.  Resources: SSW Week 26 | Standard(s): [SS.5.A.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3034), [SS.5.A.6.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3058), [SS.5.A.6.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3059), [SS.5.A.6.4](https://www.perma-bound.com/state-standards.do?state=FL&subject=social-studies&gradeLevel=5), [SS.5.C.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/3091), [SS.5.E.1.3](https://www.cpalms.org/Public/PreviewStandard/Preview/3079), [SS.5.G.4.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3075?ShowRelatedResources=true)  **Objective:** Students will study and describe the events leading up to, during and resulting from the Louisiana Purchase.  Resources: SSW Week 26 | Standard(s): [SS.5.A.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3034), [SS.5.A.6.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3058), [SS.5.A.6.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3059), [SS.5.A.6.4](https://www.perma-bound.com/state-standards.do?state=FL&subject=social-studies&gradeLevel=5), [SS.5.C.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/3091), [SS.5.E.1.3](https://www.cpalms.org/Public/PreviewStandard/Preview/3079), [SS.5.G.4.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3075?ShowRelatedResources=true)  **Objective:** Students will study and describe the events leading up to, during and resulting from the Louisiana Purchase.  Resources: SSW Week 26 | Standard(s): [SS.5.A.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3034), [SS.5.A.6.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3058), [SS.5.A.6.2](https://www.cpalms.org/Public/PreviewStandard/Preview/3059), [SS.5.A.6.4](https://www.perma-bound.com/state-standards.do?state=FL&subject=social-studies&gradeLevel=5), [SS.5.C.2.5](https://www.cpalms.org/Public/PreviewStandard/Preview/3091), [SS.5.E.1.3](https://www.cpalms.org/Public/PreviewStandard/Preview/3079), [SS.5.G.4.1](https://www.cpalms.org/Public/PreviewStandard/Preview/3075?ShowRelatedResources=true)  **Objective:** Students will study and describe the events leading up to, during and resulting from the Louisiana Purchase.  Resources: SSW Week 26 |  |
| **Science** | **Science** | **Science** | **Science** | **Science** |  |
| Standard(s): SC.3.L.14.1  SC.3.L.17.2 SC.3.L.14.2  SC.3.L.15.2 SC.4.L.16.1  SC.4.L.16.4  **Objective:** Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.  Recognize that plants use energy from the Sun, air, and water to make their own food.  Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics  Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.  Plants review- functions of parts, reproduction, life cycle.  Gimkit, Jeopardy, SCOOT games.  Elevate workbook practice Questions | Plants cumulative test- Elevate 3rd & 4th grade | District writing prompt- No science instruction | Standard(s): SC.4.L.16.4  **Objective:** Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.    **EQ: What are the differences between complete and incomplete metamorphosis?**  Vocabulary:   Complete metamorphosis, incomplete metamorphosis.  Elevate workbook practice Questions | Standard(s): SC.4.L.16.4  **Objective:** Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.  Vocabulary:   Complete metamorphosis, incomplete metamorphosis.  Life Cycle Assessment- Student created model of each (Complete metamorphosis, incomplete metamorphosis, plant life cycle.  Elevate workbook practice Questions |  |
|  | **Math** | **Math** | **Math** | **Math** |  |
| [MAFS.5.MD.2.2](https://www.cpalms.org/Public/PreviewStandard/Preview/5427)  TE/ MAFS Workbook pages: 553-556  Objective: I will be able to make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*  **EQ: How do you make a line plot to display a data set of measurements in fractions of a unit?**  Vocabulary:  scale (on a graph), line plot  Resources:  MAFS Workbook Lesson 27 | [MAFS.5.MD.2.2](https://www.cpalms.org/Public/PreviewStandard/Preview/5427)  TE/ MAFS Workbook pages: 557-562  Objective: I will be able to make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*  **EQ: How do you make a line plot to display a data set of measurements in fractions of a unit?**  Vocabulary:  scale (on a graph), line plot  Resources:  MAFS Workbook Lesson 27 | [MAFS.5.MD.2.2](https://www.cpalms.org/Public/PreviewStandard/Preview/5427)  TE/ MAFS Workbook pages: 563-568  Objective: I will be able to make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*  **EQ: How do you make a line plot to display a data set of measurements in fractions of a unit?**  **STAR Math Test**  Vocabulary:  scale (on a graph), line plot  Resources:  MAFS Workbook Lesson 27 | [MAFS.5.MD.2.2](https://www.cpalms.org/Public/PreviewStandard/Preview/5427)  TE/ MAFS Workbook pages: 569-572  Objective: I will be able to make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*  **EQ: How do you make a line plot to display a data set of measurements in fractions of a unit?**  Vocabulary:  scale (on a graph), line plot  Resources:  MAFS Workbook Lesson 27 | [MAFS.5.MD.2.2](https://www.cpalms.org/Public/PreviewStandard/Preview/5427)  Lesson 27 Quiz  Objective: I will be able to make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*  **EQ: How do you make a line plot to display a data set of measurements in fractions of a unit?**  Vocabulary:  scale (on a graph), line plot  Resources:  MAFS Workbook Lesson 27 |  |
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| **Group 1** | **Group 2** | **Group 3** | **Group 4** | **Group 5**  . | Presentation, Scheduling, Setting and Accommodations given |
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| **Independent Work:** | **Independent Work:** | **Independent Work:** | **Independent Work:** | **Independent Work:** |
| **Computer:** | **Computer** | **Computer** | **Computer** | **Computer** |