

Reading/ELA Lesson Plans (Mon, Wed, & Fri Computer Lab 8:50-9:20) (Restroom Break 9:20)

Standards taught daily:

ELAR2 Reads at least 25 books or 1,000,000 words each year

ELAR3 Understands and acquires new vocabulary

ELAR4 Reads aloud a variety of genres with clear meaning

ELAW1 Produces appropriate organizational structure with introduction and conclusion that engages the reader

ELAW4 Demonstrates competence of variety of genres

ELALSV1 Participates in verbal interactions with groups, peers, and teachers

	Reading Workshop 8:20-9:20	Writing Workshop 9:20-10:20	Language/ Word Study 10:20-11:00; 12:30-12:50
M	Standard/Element: ELA5R1g Applies knowledge of theme (REVISITED) Mini Lesson: Readers infer the theme (big idea) and how it's related to the main idea. Application: Explain theme and BIG IDEA of your JR book Share/Assessment: popcorn share Differentiation: scaffolding from teacher in GR groups	Standard/Element: ELAW1 Organization: a,c selects focus, structure, and uses structure for conveying information Minilesson: Writers can take different story "shapes" from stories you know and use the "shape" to plan your own story. Application: In notebook, plan a story following along the story plan chart. Share: Share with a partner Differentiation: work with students in small group who are struggling	Read Aloud: <u>The Wretched Stone</u> Chris Van Alls. Interactive Edit: Go over DOL Interactive Vocabulary: ESTIMATE,ESITMATION,CALCULATE Word Study: Cover Write Check: Understanding the meaning and diction of words help us learn them. ML: Writers use comparative adjectives to compare 2 nouns by adding -er and superlative to compare more than 2 nouns by adding est. Application: pg. 270-271 and Reteach 56 Share- go over together as whole group Differentiation: Allow students to work in a small group to create choose appropriate nouns to compare.
T	Standard/Element: ELA5R1g Applies knowledge of theme (Assessment) Mini Lesson: Readers infer the theme (big idea) and how it's related to the main idea. Application: Complete Assessment Share/Assessment: No share Differentiation: scaffolding from teacher in GR groups	Standard/Element: ELAW1 Mini Lesson: Writers know what they learned in the past about revision becomes today's "Standard Practice". Application: apply what they have learned to their fictional drafts. Share/Assessment: answer the question "what have I learned as a writer today?" Differentiation: work with students in small group who are struggling	Read Aloud: <u>The Mystery of the Harris Burdick</u> by Chris Van Allsburg Interactive Edit: Go over DOL Interactive Vocabulary: ESTIMATE,ESITMATION,CALCULATE Word Study: ML: Writers use more or most with adjectives with two or more syllables to compare. Application: 272 0 273 Reteach 57 Share- go over together as whole group Differentiation: small group work allow students to choose correct word to show comparisons.
W	Standard/Element: ELA5W2:CC3d Mini Lesson: Readers know what keeps them reading and holds their interest. Application: Readers write about what keeps them reading Share/Assessment: partner share Differentiation: premade graphic organizer to help get started	Standard/Element: ELAW1 Minilesson: Writers follow the writing cycle as they take their imaginary/fictional story from the Notebook to draft. Application: Apply what they have learned to their fictional draft. Share: Answer the question "What have I learned as a writer today?" Differentiation: work with students in small group who are struggling	Read Aloud: <u>Wreck of the Zephyr</u> Chris Van Allsburg Interactive Edit: Go over DOL Interactive Vocabulary: ESTIMATE,ESITMATION,CALCULATE Word Study: Studying words closely help us recognize them more efficiently. ML: Writers use different forms of bad and good to compare things Application: Reteach 58, pg 274-275 Share:- whole group Differentiation: allow students to write sentences using correct form of good or bad.
R	Standard/Element: ELA5R1a. Locates facts that answer the reader's questions. Mini Lesson: Readers identify important information from the text. Application: Readers will record on their graphic organizer the important information from their informational book. Share/Assessment: Students will share important information from their informational book. Differentiation: Guided Reading: students will be served on appropriate level.	Minilesson: Writer's "crack open" their first words and drafts to get to the "crystal" part of the writing. Chart: It was a nice day. = The sun came up over the sea. Cold water splashed my feet sending a chill over my body. The air smelled of sweet salt water. The sun rays made the water glitter like fireworks. Application: Students will take a generic sentence and "crack open" the sentence. 1. It was a nice day. 2. I had a lot of fun. 3. The flowers were colorful. 4. Snow is nice. 5. She is a wonderful person Share: Students crack open the sentences in groups and share with each other.	Read Aloud: <u>The Mystery of the Harris Burdick</u> by Chris Van Allsburg Interactive Edit: Go over DOL Read Aloud: <u>The Sweetest Fig</u> by Chris Van Allsburg Interactive Vocabulary: Assess- ESTIMATE,ESITMATION,CALCULATE Interactive Edit: Go over DOL Word Study: assess (spelling test) ML: Writers combine sentences that tell about the same noun by adding adj. and deleting repeated words. Application: Reteach 59 pg. 276-277 Share: whole group Differentiation: Students will write 2 sentences about the same noun and then combine the two sentences.

11:05 – 11:55 Specials Mon & Wed-**PE** Tue-Media Thur-**Music** Fri-Rotate **PE/Music** (see schedule on door)

12:00-12:30 Lunch/Recess (line 2) Restroom Break after Recess on 4th grade hall

12:50-2:00 Math Lesson Plans (Tuesdays Art 12:50-1:35)

STANDARD/ELEMENTS:

M5N5. Students will understand the meaning of percentage.

b. Apply percents to circle graphs.

M5D1. Students will analyze graphs.

a. Analyze data presented in a graph

b. Compare and contrast multiple graphic representations (circle graphs, line graphs, line plot graphs, pictographs, Venn diagrams, and bar graphs) for a single set of data and discuss the advantages/disadvantages of each.

M5D2. Students will collect, organize, and display data using the most appropriate graph.

	Opening/EQ (5-10 min)	Work Time (25-35 min)	Closing (20-30 min)
Mon	<p>Vocabulary: Mean</p> <p>Prior Knowledge: median, mode, range</p> <p>EQ. – What does the mean for a set of data tell us? How do we use the mean for a set of data to explain real world situations?</p> <ul style="list-style-type: none"> • Activate by asking students how much money they think they'll need to buy a meal at McDonald's? • What is a combo mean? Why do restaurants offer combo meal? • Introduce the task <i>What Does a Combo Cost?</i>, Unit 1, pg. 20. • Allow students to read directions from the Promethean board. <p>Students will be instructed to work task with a partner.</p>	<ul style="list-style-type: none"> • As students are working on the task, teachers will circulate throughout the room listening to students' conversations and observe student work. • When misconceptions are noted, the teacher will guide students to discover the misconception and a possible solution. Guidance is done through questioning. <p>Possible Misconceptions:</p> <ol style="list-style-type: none"> 1. Incorrect sum or quotient when finding the mean. <p>Question: Did you estimate first? Did you check your work?</p>	<p>Main Points of the Lesson:</p> <ol style="list-style-type: none"> 1. How do you divide a decimal by a whole number? 2. What does mean really mean for a set of data? 3. Compare prices and determine the best deal. <ul style="list-style-type: none"> • Students will share their work with the class. Problems will be chosen based on the main points of the lesson and common misconceptions observed by the teacher. • Teacher will address any main points that are not brought out in the sharing. <p>Possible questions to ask students as they share:</p> <p>How did you find the mean cost? Why do restaurants offer combo prices?</p>
Tues	<p>Vocabulary: vertical, horizontal</p> <p>Prior Knowledge: Understand the characteristics of a bar graph such as scale increments, labels, titles, etc.</p> <p>EQ. – How do you determine whether to use a horizontal or vertical bar graph? How will we interpret a set of data? How do graphs help explain real-world situations?</p> <ul style="list-style-type: none"> • Whole Class – Students will choose their favorite ice cream from a list of five choices. • Teacher will collect and display data both horizontal and vertical. • Discuss characteristics of the graph: scale, labels, title, etc. • Explain the directions for the 	<ul style="list-style-type: none"> • As students are working on the task, teachers will circulate throughout the room listening to students' conversations and observe student work. • When misconceptions are noted, the teacher will guide students to discover the misconception and a possible solution. Guidance is done through questioning. <p>Possible Misconceptions:</p> <ol style="list-style-type: none"> 1. Choosing the wrong scale. 2. Using the wrong labels? <p>Question: Why did you choose this scale? Would another scale be more appropriate?</p> <p>Question: Do your labels match your</p>	<p>Main Points of the Lesson:</p> <ol style="list-style-type: none"> 1. Using horizontal and vertical graphs. 2. Interpreting data. 3. Being able to relate data to real-world situations. <p>Students will share their work with the class. Problems will be chosen based on the main points of the lesson and common misconceptions observed by the teacher.</p> <p>Teacher will address any main points that are not brought out in the sharing.</p> <p>Possible questions to ask students as they share:</p> <ul style="list-style-type: none"> • Why did we choose a bar graph to display data?

	<p>Work Period. (See Unit 1, Page 50) For the task, data will be collected as a class. Students will work with a partner to complete the graph.</p>	data?	<ul style="list-style-type: none"> How did you determine what scale to use? <p>What other real-world situation could you use a bar graph?</p>
Wed	<p>Vocabulary: Circle graph, bar graph, percentage, appropriate graphs</p> <p>Prior Knowledge: data sets, Understand different types of graphs and when to use them. A circle graph represents 100% of the data and the data can be represented as percentages.</p> <p>EQ. How are data collected? What is a sample? How do we determine the most appropriate graph to use?</p> <ul style="list-style-type: none"> Ask students to form in groups according to eye color. (See Unit 1, pg. 40 for more details) Students arrange themselves into a circle according to eye color. (Human Circle Graph) Teacher stands in center of circle to hold a string to show divisions between sections. Ask students what fraction of the class each eye color represents. Explain student directions for completing task <i>Loose Marbles</i>, Unit 1, pg. 39. <p>Note: There are 3 versions of this task. Choose the most appropriate for your class.</p>	<ul style="list-style-type: none"> As students are working on the task, teachers will circulate throughout the room listening to students' conversations and observe student work. When misconceptions are noted, the teacher will guide students to discover the misconception and a possible solution. Guidance is done through questioning. <p>Possible Misconceptions:</p> <ol style="list-style-type: none"> Incorrectly interpreting the data. Question: Do the numbers in your frequency table match your data? Displaying data incorrectly. Question: How did you decide how many to color on your circle 	<p>Main Points of the Lesson:</p> <ol style="list-style-type: none"> How to collect data. Using the circle graph appropriately. A circle graph is used to show percentage. <ul style="list-style-type: none"> Students will share their work with the class. Problems will be chosen based on the main points of the lesson and common misconceptions observed by the teacher. Teacher will address any main points that are not brought out in the sharing. <p>Possible questions to ask students as they share:</p> <p>What do you think will happen if you repeat this experiment? What does a circle graph represent? How can you use a circle graph to show percentages?</p>
Thu	<p>Vocabulary:</p> <p>Prior Knowledge: survey, population, sample size</p> <p>EQ. – How do we conduct a survey? How will we interpret a set of data?</p> <ul style="list-style-type: none"> Conduct a survey among the class. Ex. What is your favorite flavor of ice-cream? Determine appropriate type of graph and display class data. Explain task <i>Survey Says</i>, Unit 1, pg. 52 Work in groups of 3 or 4. See attached Graph It worksheets. Each group will receive a worksheet and create a 	<ul style="list-style-type: none"> As students are working on the task, teachers will circulate throughout the room listening to students' conversations and observe student work. When misconceptions are noted, the teacher will guide students to discover the misconception and a possible solution. Guidance is done through questioning. <p>Possible Misconceptions:</p> <ol style="list-style-type: none"> Making the wrong graph for the data. Question: Why did you choose this graph? Using the wrong scale for the data. 	<p>Main Points of the Lesson:</p> <ol style="list-style-type: none"> Choosing an appropriate graph. Interpreting data. Create a graph using all components. <p>Students will share their work with the class. Problems will be chosen based on the main points of the lesson and common misconceptions observed by the teacher.</p> <p>Teacher will address any main points that are not brought out in the sharing.</p> <p>Possible questions to ask students as they share:</p> <ul style="list-style-type: none"> Why did you choose this type

	graph.	Question: Is there a more effective scale that would have worked better?	of graph for your data? • How did you determine what scale to use?
Fri	Visit to the Past Workshops/ PRIDE Program		

2:00-2:10 Math Fact Fluency (Restroom Break 2:10)

Strategy: Students make fact cards for all sub/add facts

2:10 – 3:10 Science/Social Studies

Standards: Unit 1 - SS5H1: Historical Understandings - The student will explain the causes, major events, and consequences of the Civil War. b. Discuss how the issues of states' rights and slavery increased tensions between the North and South. c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House. d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson. e. Describe the effects of war on the North and South. SS5E1: b. Explain how price incentives affect people's behavior and choices (such as decisions to participate in cattle trails because of increased beef prices) SS5G1: b. Locate important places; include the Chisholm Trail; Pittsburg, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.	
Mon	EQ: How did the issue of slavery affect the United States? App: Read pg 34-37 Work with peers to answer the Check Understanding on pg. 37 Share: Groups share and discuss Differentiation: Discuss Quick Check orally with speech students in small group Homework: Answer Lesson 2 Assessment
Tues	EQ: How did the challenges of wartime divide the nation? App: Read pg. 38-41 Work with piers to compare and contrast the North and South's armies, determine the 3 most important advantages of each side Share: Group share and discuss Differentiation: Have students come up with who, what, when, where questions for the charts on pg. 40-41
Wed	EQ: How did the challenges of wartime divide the nation? App: Read pg. 42-45 Work with partners to answer check understanding Share: Group share and discuss Differentiation: Have students write a FAB FIVE on what they have read Lesson 3 Assessment
Thur	EQ: How did the civil war impact life in the United States? App: Read pg 46-49 partners work together and discuss quick check, also have them consider how the Fighting 54 th influenced the way people thought about African Americans Share: Whole Group Discuss
Fri	Visit to the Past Workshops/ PRIDE Program