

## Fifth Grade Lesson Plans

### DAY 1

#### Reading

**80-120 minutes**

**Placement Week/Getting Started:**

- Use this week to place your students in the differentiated Reading Groups. You may also use the time during this week to introduce students to some of the routines and activities they will encounter throughout the year.

**Whole Group (40-60 minutes)**

**Evaluate - Explain**

- Administer Group Placement Test Online (Copy may be found in the Assessment Handbook, page 29).
- (30 minutes) Introduce independent reading and classroom library procedures.

**Looking Ahead:**

- Look at the data from Placement Test to decide which Reading Progress Assessment (RPA) to begin with for each student

#### Science

**30 minutes**

**Matter**

**Bring Science Alive Unit 3: Changes in Matter, Lesson 1**

**Lesson via Bring Science Alive online**

**Essential Question:** *What is matter made of?*

**Engage:** Have students view the picture from Bring Science Alive online. Ask the following questions: “What do you see in this image?”, “How would you describe the pieces of wood?”, “Do you think the boards are moving? Why or why not?”

**\*Use the Bring Science Alive online to see materials list and view the video for set up of this investigation.**

**Materials:** Kit materials, newspaper (1 sheet per class), scissors, transparent tape, water, Interactive Notebook

**Explore:** In a whole class investigation, students observe and explain a series of investigations. Then they will develop a model that describes matter as consisting of particles that are too small to be seen.

- Step 1: Mixing salt and water

**Elaborate:** Students complete number 1 in their Interactive Student Notebook

**Explore:** In a whole class investigation, students observe and explain a series of investigations. Then they will develop a model that describes matter as consisting of particles that are too small to be seen.

- Step 2: Discussing matter

**Evaluate:** Ask students the following questions: “What makes something matter?”; “Do you think air is matter?” Why or why not?, “Does air have weight?”, “Does air take up space?”, “How might we be able to tell?”

#### Social Studies

**30 minutes**

**Essential question:** What are my rights and responsibilities as a citizen of my community?

**Materials needed:** chart paper, image of the Constitution

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**Engage:** Display a picture of the original Constitution  
[http://www.archives.gov/exhibits/charters/constitution\\_zoom\\_1.html](http://www.archives.gov/exhibits/charters/constitution_zoom_1.html)

Ask students the following questions:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

**Explain:** As you discuss why it was written, explain how the Constitution outlines the rights and responsibilities of individuals and our government. Transition to how it lists rules our government needs to follow.

**Engage:** Have students brainstorm rules they've been asked to follow. Make a visual (display) for all the rules (use SMART Board, White Board, or Chart Paper). Examples include: rules at the pool (e.g. no running on the deck, no diving in the shallow end), rules for driving (e.g. no speeding, stop at a red light, etc.), rules at school, etc.

**Evaluate:** Ask students to review all the rules on the board and discuss as a class the following question, "Why do we need rules?"

### Math

#### 60-75 minutes

Please note: Before beginning any topic students are given a pre-test to create differentiated math groups, so begin with pre-testing Topic One using the topic test. This can be given to your class per your schedule permits. In addition, you may use the "Getting to Know Your Math Book" pg. 2-3 for introductory lesson on those first 2 days of school. We will start Topic 1-1 on that first Monday the following week.

**Topic:** Place Value

**Lesson:** 1-1 Place Value

**Background:** Research says that place value may be a difficult concept for fifth-grade students when it involves place-value notions beyond tens. A study showed that 1/3 of fifth-graders had difficulty with the place-value concept involving a relatively small number, such as 25. In this lesson, as students use a chart to represent place value, they develop a foundation for understanding place value and representing large numbers.

**Learning Target-** Students will write the standard, expanded, and word forms of whole numbers in the billions and identify the value of the digit in whole numbers.

**Materials:** place value charts (teaching tool 4)

\*Set up the 3 differentiated centers prior to lesson.

**Vocabulary:** digits, value, standard form, expanded form, word form

**Daily Common Core Review:** 1-1 (To be completed in less than 10 minutes)

\*Student DCCR booklets available to be ordered through BV Print Services for each topic. DCCR is also found in Teacher Resource Guide-Number and Operations in Base Ten.

Correct and review and plan for intervention based on informal assessment.

**(Engage) Develop the Concept: Interactive (10-15 minutes)**

Connect with question "Can you describe a situation in which you have seen or heard a very large number?"

Review place value through millions using the teaching tool 4. (place value chart) Tell students to compare ones to one thousand and one thousand to one million to help. Have students tell you where to write each digit using commas to separate each set of 3 digits in a period. Practice writing 10 and 12-digit numbers in word form and standard form and practice reading the number.

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### Develop the Concept: Visual (30 minutes)

- **(Explain) Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video. Kids will learn to write the standard, expanded, and word forms of whole numbers through billions. Encourage kids to use phrases such as “10 times as great” or “1/10 as great” in their responses.
- **(Explore) Guided Practice:** Work through the “Guided Practice” problem 1-4 found on the Student book pg. 6. Discuss with students patterns between the amounts of money each person has. Then encourage them to come up with their own sentences describing the patterns using the phrase
- **(Elaborate) Independent Practice:** Students will work through independently problems 5-13 on pg. 7 in student book. Remind students not to use the word “and” when they write whole numbers in word form. Remind them to double check their place values when writing expanded form.
- **(Elaborate) Problem Solving:** As students work through the problem solving problems 14-18 on pg. 7 in student book, remind students to check for reasonableness when solving each problem and to look for important words when solving.

### (Evaluate) Close/Assess and Differentiate (5-10 minutes)

You have learned that numbers can be used to tell how many.

- **Quick Check/Writing to Explain:** Give Quick Check Master 1-1. (Found in Assessment Sourcebook) Exercises 1-4 are worth 1 point each. Use the rubric to score Exercise 5. Based on student results, prescribe the differentiated leveled homework to be completed at home.
- **Leveled Homework:** 0-4points= Reteaching Master    5-6= Practice Master    7 = Enrichment Master

**Differentiated Instruction (15 minutes)** Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

\* These centers will be set up prior to the lesson.

### 10 Block

#### 10-15 minutes

#### Mixed Addition Practice Strategies

##### Block 1

**Song:** “Tricky Facts to 10” (Math Beats)

**Activity:** Use the data sheets of practice for mixed addition facts on pages 90-93 (math drills to thrill) with the Random Number CD. The data sheet can be run front and back for more practice.

### Writing

#### 30 minutes

#### On Demand Narrative Writing Assessment Baseline

##### Evaluate

- Devote the first day of writing workshop— forty minutes—to an on-demand assessment of narrative writing.  
Do *not* remind students of the qualities of good narrative writing, do *not* share examples of powerful texts, and definitely do *not* confer with writers. This needs to be a hands-off assessment. This will give you baseline data of your students as writers. (Students have has experience with narrative writing with the prior year’s District Writing Assessment.)

## Fifth Grade Lesson Plans

<b>DAY 2</b>
<b>Reading</b>
<b>80-120 minutes</b>
<p><b>Placement Week, Day 2</b>  <b>Whole Group (25 minutes)</b>  <b>Explain</b></p> <ul style="list-style-type: none"> <li>Introduce the Rotation Model on page xx and classroom procedures. Model 2-3 Literacy Stations, (this can be Daily Five, Literacy Centers, or Study Station Flip Charts).</li> </ul> <p><b>Small Group (60 minutes)</b>  <b>Explore - Evaluate</b></p> <ul style="list-style-type: none"> <li>Practice the rotation model (suggestion: a timer works great set for 15 minutes); start pulling students individually to administer Reading Progress Assessment (RPA). These will need to be completed by Day 5.</li> </ul> <p><b>Whole Group/Wrap –Up (5 minutes)</b>  <b>Elaborate</b></p> <ul style="list-style-type: none"> <li>Share with a partner what worked for you during rotations.</li> </ul>
<b>Science</b>
<b>30 minute</b>
<p><b>Matter</b>  <b>Bring Science Alive Unit 3: Changes in Matter, Lesson 1</b></p>
<p><b>Lesson via Bring Science Alive online</b>  <b>Essential Question:</b> <i>What is matter made of?</i></p> <p><b>*Use the Bring Science Alive online to see materials list and view the video for set up of this investigation.</b>  <b>Materials:</b> Kit materials, newspaper (1 sheet per class), scissors, transparent tape, water, Interactive Student Notebook</p> <p><b>Explore:</b> In a whole class investigation, students observe and explain a series of investigations. Then they will develop a model that describes matter as consisting of particles that are too small to be seen.</p> <ul style="list-style-type: none"> <li>Step 3: Blowing up a Balloon Investigation</li> </ul> <p><b>Elaborate:</b> Students complete numbers 2 and 3 in their Interactive Student Notebook</p> <p><b>Explore:</b> In a whole class investigation, students observe and explain a series of investigations. Then they will develop a model that describes matter as consisting of particles that are too small to be seen.</p> <ul style="list-style-type: none"> <li>Step 4: Balancing balloons Investigation</li> <li>Step 5: Flying Wood Investigation</li> </ul> <p><b>Elaborate:</b> Students complete number 4 in their Interactive Student Notebook</p>
<b>Social Studies</b>
<b>30 minutes</b>
<p><b>Essential question:</b> What are my rights and responsibilities as a citizen of my community?  <b>Materials needed:</b> chart/visual from previous lesson, image of the Constitution</p> <p><b>Engage:</b> Display the visual of rules students created from the previous day when they brainstormed rules they have been asked to follow. Ask students to pick one rule from the list and share with a partner what happens (consequences) if the rule is broken.</p>

## Fifth Grade Lesson Plans

**Explain:** Display image of the Constitution again. Explain that today we are going to create our own Class Constitution - a set of classroom rules that outlines our rights and responsibilities as citizens in the class (e.g. how we should treat each other). Key is to establish ways we can all help each other, treat one another as equals, promote a safe learning environment, and get along.

**Explore:** Ask each student to share one rule they would like to see on the Class Constitution. Record responses as students share. Explain how it's important to make sure everyone's voice is heard as we establish our class Constitution.

**Elaborate:** Create a list of rules from the students' suggestions and display them. Suggestion - only list the rules, not the students' names who shared. Tell students you are going to see if we can simplify the list just like the Framers of the Constitution did when they were discussing what to include in the Constitution.

- 1) Cross out repeats
- 2) Ask students if there are any similarities among the rules and combine them if possible

Ask students if there are any rules they cannot follow. If any come up, ask them to explain why and then discuss as a class if that rule should be included. If there are any issues with agreeing on rules, take a class vote.

**Evaluate:** Explain to students that they are to go home and think about if they can follow the class rules listed on the Constitution and what the consequences should be if they or anyone else breaks the rules. Inform that they tomorrow they will have the opportunity to review the list of rules, agree to them, and sign it.

### Math

**60-75 minutes**

**Topic: Tenths and Hundredths                      Lesson 5.1.2 (Day 2-3)**

**Background:**

Research says students have considerable difficulty connecting the symbolism of common factors with the decimal symbols for the same numbers. **Learning Target-** Students represent decimals (tenths and hundredths) as fractions. They will represent fractions with denominators of 10 and 100 as decimals.

**Materials:**

Fraction Models: Strips (Teaching Tool 5)

**Vocabulary:**

**Daily Common Core Review: 1.2 (To be completed in less than 10 minutes)**

**(Engage) Develop the Concept: Interactive (10-15 minutes)**

- Connect with Question- "You use decimals in everyday life when working with money or with sports statistics. Where else do you see decimals in everyday life?"
- Post the problem and allow students to work together to solve.
- Review, using fraction strips, converting fractions into decimals.

**(Engage) Develop the Concept: Visual (30 minutes)**

- **(Explain) Visual Learning Bridge:** Use the learning bridge video to represent decimals as fractions and how to represent fractions with denominators of 10 and 100 as decimals.
- **(Explore) Guided Practice:** Work through the "Other Examples" and remind students that decimals and fractions represent the same values. Students will work through Guided Practice problem on pg. 8 #1-7. Students can use division to write a fraction as a decimal.
- **(Elaborate) Independent Practice:** Students will work through Independent problems #8-31 on pg. 9 in student book. Remind students that fractions and decimals can represent part of a whole number.

**CONTINUE LESSON ON DAY 3 WITH PROBLEM SOLVING**

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<b>10 Block</b>
<b>10-15 minutes</b>
<p><b>Mixed Addition Practice Strategies</b></p> <p><b>Block 2</b></p> <p><b>Song:</b> “Tricky Facts to 10” (Math Beats)</p> <p><b>Activity:</b> Use pages 60-62 (Dynamic Dice) using Decahedron Double Dice. This will feel like a game because of the dice.</p>
<b>Writing</b>
<b>30 minutes</b>
<p><i>Use 3 of the following picture books with Launching Writer’s Workshop or you may choose three from the Mentor Text list in the New Teachers Binder.</i></p> <ul style="list-style-type: none"> <li>• <u><i>Nothing Ever Happens on 90<sup>th</sup> Street</i></u> by Roni Schotter</li> <li>• <u><i>Amelia’s Notebook</i></u> by Amelia’s Notebook</li> <li>• <u><i>Hey World, Here I Am!</i></u> by Jean Little</li> <li>• <u><i>Love that Dog</i></u> by Sharon Creech</li> <li>• <u><i>Talkin’ About Bessie</i></u> by Nikki Grimes</li> </ul> <p><b>Purpose:</b> Introduce your procedures for Writer’s Workshop. For example: will you have them use folders or writer’s notebook, your expectations for the workshop (begin an anchor chart), etc.</p> <p><b>Mini-lesson</b> (15-20 minutes for first days)</p> <p><b>Engage</b></p> <ul style="list-style-type: none"> <li>• Choose one of the books from above to share with students and make connections to how writers get ideas. (The book may take several days to read.) Begin an anchor chart titled “What Writer’s Write About”.</li> </ul> <p><b>Independent Writing</b> (20 minutes)</p> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• Have students begin a list of ideas of what they can write about remind them to think about connections we have made during the mini-lesson.</li> </ul> <p><b>Share</b> (5 minutes)</p> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>• Students’ popcorn out ideas that they could write about. The students have their list and you tell them writers get ideas from other writers and they can add to their list if they get ideas from another writer.</li> </ul> <p><b>Looking Ahead:</b> This is <u>optional</u> if you want student to decorate their notebooks or folder; have them bring pictures, stickers, whatever to use.</p>

## Fifth Grade Lesson Plans

<b>DAY 3</b>
<b>Reading</b>
<b>80-120 minutes</b>
<p><b>Whole Group-</b> (25 minutes)  <b>Explain</b></p> <ul style="list-style-type: none"> <li>Model remaining Literacy Stations. Create anchor chart to reflect “Clear Expectations” for appropriate behavior during Literacy Rotations. Write and post expected behaviors on chart paper.</li> </ul> <p><b>Small Group-</b> (60 minutes)  <b>Explore - Evaluate</b></p> <ul style="list-style-type: none"> <li>During rotation practice continue to administer Reading Progress Assessments (RPA).</li> </ul> <p><b>Whole Group/Wrap-up-</b> (5 minutes)  <b>Explain</b></p> <ul style="list-style-type: none"> <li>Have student volunteers model the specific rotation behaviors that are to be used during the Literacy Stations.</li> </ul>
<b>Science</b>
<b>30 minutes</b>
<p><b>Matter</b>  <b>Bring Science Alive Unit 3: Changes in Matter, Lesson 1</b></p>
<p><b>Lesson via Bring Science Alive online</b>  <b>Essential Question:</b> <i>What is matter made of?</i></p> <p><b>*Use the Bring Science Alive online to see materials list and view the video for set up of this investigation.</b>  <b>Materials:</b> Kit materials, newspaper (1 sheet per class), scissors, transparent tape, water, Interactive Student Notebook</p> <p><b>Explore:</b> In a whole class investigation, students observe and explain a series of investigations. Then they will develop a model that describes matter as consisting of particles that are too small to be seen.</p> <ul style="list-style-type: none"> <li>Step 6: Developing a Model of Matter</li> </ul> <p><b>Elaborate:</b> Students complete numbers 6, 7, 8, and 9 in their Interactive Student Notebook</p>
<b>Social Studies</b>
<b>30 minutes</b>
<p><b>Essential question:</b> What are my rights and responsibilities as a citizen of my community?  <b>Materials needed:</b> Class Constitution, image of Constitution</p> <p><i>Prior to starting the lesson be sure to take the list of rules the class agreed upon and create a “Class Constitution” with plenty of room for students to sign it.</i></p> <p><b>Engage:</b> Display image of the Constitution, focus on signatures of the Framers:  <a href="http://www.archives.gov/exhibits/charters/constitution_zoom_4.html">http://www.archives.gov/exhibits/charters/constitution_zoom_4.html</a></p> <p>Ask the students why they think the Framers signed the document (symbol of agreement and responsibility). Explain how their signature holds them accountable/committed to the document. Share examples of other documents we sign to show our commitment and agreement of responsibility (e.g. opportunity to explain how need their parent/guardian’s signature on forms, etc.)</p>

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**Evaluate:** Display the Class Constitution created from the previous days' lessons. Ask students to review the list. Then ask students to agree to follow the rules and to illustrate their agreement by signing the Constitution. Explain that these are not only rules that list out our responsibilities, they also list out the rights we have (e.g. right to be treated with respect, kindness, etc.).

Once all the students have signed the Constitution, put it on display.

*Keep it on display for the year and use it as a resource (help teach about government, citizenship, responsibilities, consequences, etc.).*

**Explain:** Explain that sometimes people make the choice to break the rules. Ask students to share examples of people choosing to break the rules or share a personal example. Introduce standard: choices have consequences. Explain how we are going to spend time this year studying choices people make and the consequences of those choices. Discuss with students the consequences of breaking the rules of the Constitution.

**Evaluate:** Ask them to look at the Class Constitution and answer the following (point out that these are the questions we need to ask when analyzing primary sources, refer back to questions throughout year):

- Who wrote this?
- When was it written?
- Where was it written?  
Why was it written?

### Math

#### 60-75 minutes

**Topic: Tenths and Hundredths                      Lesson 5.1.2 (Day 2-3)**

- **(Elaborate) Problem Solving:** As students work through the problem solving problems in Student Book p.10 #32-37, remind students to check for reasonableness when solving each problem.
- **Going Digital:** Make sure students divide the numerator by the denominator. Dividing the lesser number by the greater number in these exercises may seem obvious, but this is where a calculator can be helpful. If students still have trouble with the concept, have them do 1 divided by 2 and 5 divided by 10 on the calculator. Doing simpler problems like this may help them to feel more comfortable with the concept. Work through p. 11 #1-21.

**(Evaluate) Close/Assess and Differentiate (5-10 minutes)**

Our number system is based on groups of 10. Whenever we get 10 in one place value, we move to the next greater place value. In this lesson you learn how to write fractions as decimals and represent decimals as fractions.

- **(Evaluate) Quick Check/Writing to Explain:** Give Quick Check Master 1.2 (Found in Assessment Sourcebook) Exercises 1-3 are worth 1 pt. each. Use the rubric to score exercise 4 based on student results. Describe the differentiated leveled homework to be completed at home.
- **Leveled Homework:** 0-4 points= Reteaching Master 5 points= Practice Master 6 pts.= Enrichment Master

**Differentiated Instruction (15 minutes)** Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

#### 10 Block

#### 10-15 minutes

**Mixed Addition Practice Strategies**

**Block 3**

**Song:** "Tricky Facts to 10" (Math Beats)

**Activity:** Use pages 14-15 and 74-75 (dynamic dice) using Double Dice and Decahedron Double Dice to play the game "First Sum Wins!" This will feel like a game because of the dice. Run game boards front and back.

## Fifth Grade Lesson Plans

### Writing

#### 30 minutes

Use 3 of the following picture books with Launching Writer's Workshop or you may choose three from the Mentor Text list in the New Teachers Binder.

- *Nothing Ever Happens on 90<sup>th</sup> Street* by Roni Schotter
- *Amelia's Notebook* by Amelia's Notebook
- *Hey World, Here I Am!* by Jean Little
- *Love that Dog* by Sharon Creech
- *Talkin' About Bessie* by Nikki Grimes

**Purpose:** Introduce your procedures for Writer's Workshop. For example: will you have them use folders or writer's notebook, your expectations for the workshop (begin an anchor chart) etc.

**Mini-lesson** (15-20 minutes for first days)

#### Engage

- Review procedures from the day before. Choose one of the books from above or continue with the book from the previous day to share with students and make connections to how writers get ideas. Add ideas to the anchor chart titled "What Writer's Write About".

**Independent Writing** (20 minutes)

#### Explore - Evaluate

- Have students continue to work on their list of ideas and choose ideas to write an entry from.
- Begins conferring with students on their writing. (A tool is the Responsive **Conferring Prompts** to Support and Scaffold Writers)

**Share** (5 minutes)

#### Elaborate

- Students share with a partner what they have written today and the partner gives a complement on the writing.

## Fifth Grade Lesson Plans

### DAY 4

#### Reading

**80-120 minutes**

**Whole Group** (15 minutes)

**Explain**

- Review rotation expectations and procedures.

**Small Group-** (70 minutes)

**Explore -Evaluate**

- During rotations of Literacy Station the teacher administers the Reading Progress Assessments (RPA).

**Whole Group Wrap up** (5 minutes)

**Elaborate**

- Review the anchor chart and make any additions with suggestions from students.

#### Science

**30 minutes**

##### Matter

##### Bring Science Alive Unit 3: Changes in Matter, Lesson 1

**Lesson via Bring Science Alive online**

**Essential Question:** *What is matter made of?*

**\*Use the Bring Science Alive online to see materials list and view the video for set up of this investigation.**

**Materials:** Kit materials, newspaper (1 sheet per class), scissors, transparent tape, water, Interactive Student Notebook

**Explore:** In a whole class investigation, students observe and explain a series of investigations. Then they will develop a model that describes matter as consisting of particles that are too small to be seen.

- Step 7: Using your Model of Matter

**Evaluate:** Students will use their model and a time lapsed video from Bring Science Alive online to answer these questions:

- The water has now gone away. So, what must these crystals be made of?
- If we can see the salt now, did it really disappear when mixed in water?
- Why can we see the salt particles now?

**Elaborate:** Students complete number 10 in their Interactive Student Notebook

#### Social Studies

**30 minutes**

**Essential Question:** How do people decide where to live?

**Materials needed:** Chart paper

**Engage:** Stimulate a cause and effect relationship (e.g. share a personal story and ask students to highlight the cause and effect, stimulate a mini experiment, ask review questions from history, etc.)

**Explore:** Create a two – column chart and write “Cause” on the first column and “Effect” on the second column. Discuss cause and effect relationships that would be relevant to the students (e.g. opportunity to review school rules, what it means to be a 5<sup>th</sup> grader and leader in the school, how to behave in the lunch room, etc.). Write examples in their appropriate columns on the chart and draw an arrow between them.

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**Evaluate:** Once personal/social examples have been shared, draw a horizontal line on the chart. Ask students to discuss the cause and effect relationships that they remember studying in history in 4<sup>th</sup> grade. *Note: because of the necessary transition within the social studies curriculum this year, your students should have already learned the content of Units 1-3. Because of their prior learning, you will want to begin the year with a general review of these times in American History before beginning with Unit 4 (see 5<sup>th</sup> Grade Scope and Sequence).* Evaluate their previous knowledge gained last year to help you determine how much you'll need to focus on Units 1 – 3 this year.

### Math

#### 60-75 minutes

**Topic:** Thousandths

**Lesson 5.1.3- (Day 4)**

**Background:** Decimals can be expressed as fractions with denominators of 10, 100, and 1000, and so on.

**Learning Target-** Students represent decimals (thousandths) as fractions and fractions with denominators of 1000 as decimals.

**Materials:** 10X10X10 cube

**Vocabulary:**

**Daily Common Core Review:** 1.3 (To be completed in less than 10 minutes)

**(Engage) Develop the Concept: Interactive (10-15 minutes)**

Pose the problem- "Jennie is training for a race. On Tuesday, she finished her sprint 0.305 seconds faster than she did on Monday. Use what you know about decimal place value to explain the meaning of 0.305." Students can draw pictures and use fractions to explain. Discuss. Use Models- Use 10X10X10 cube. "How many cubes are there in all? (1,000) "How many cubes will you select to model 305/1000 cubes." (305) "How can you express this as a decimal?" "How many seconds faster did Jennie run on Tuesday than on Monday?"

**Develop the Concept: Visual (30 minutes)**

- **(Explain) Visual Learning Bridge:** Use the learning bridge video to write decimals (thousandths) as fractions and fractions with denominators of 1,000 as decimals.
- **(Explore) Guided Practice:** Remind students that using the word name for a fraction and place value can be helpful when writing a fraction as a decimal. Students work p.12 #1-9.
- **(Elaborate)Independent Practice:** Students will work through Independent problems #11-26 on pg. 12 in student book. Remind students that fractions with a denominator of 1,00 will always be converted into a decimal with 3 digits behind the decimal point.
- **(Elaborate) Problem Solving:** As students work through the problem solving problems in Student Book p.13 #27-34, remind students to check for reasonableness when solving each problem.

**(Evaluate) Close/Assess and Differentiate (5-10 minutes)**

Numbers can be used to tell how many. Our number system is based on groups of 10.

- **Quick Check/Writing to Explain:** Give Quick Check Master 1.3 (Found in Assessment Sourcebook) Exercises 1-3 are worth 1 pt. each. Use the rubric to score exercise 4 based on student results. Describe the differentiated leveled homework to be completed at home.
- **Leveled Homework:** 0-4 points=Reteaching Master 5 points=Practice Master 6 pts.=Enrichment Master

**Differentiated Instruction (15 minutes)** Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

### 10 Block

#### 10-15 minutes

**Mixed Addition Practice Strategies**

**Block 4**

**Song:** "Tricky Facts to 10" (Math Beats)

**Activity:** Use the data sheets of mixed practice called "Triangular Relationships" on pages 100-102 (math drills to thrill). The data sheets can be run front and back.

## Fifth Grade Lesson Plans

### Writing

#### 30 minutes

Use 3 of the following picture books with Launching Writer's Workshop or you may choose three from the Mentor Text list in the New Teachers Binder.

- *Nothing Ever Happens on 90<sup>th</sup> Street* by Roni Schotter
- *Amelia's Notebook* by Amelia's Notebook
- *Hey World, Here I Am!* by Jean Little
- *Love that Dog* by Sharon Creech
- *Talkin' About Bessie* by Nikki Grimes

**Mini-lesson** (15-20 minutes for first days)

#### Engage

- Choose one of the books from above to share with students or continue a book you have been reading. Make connections to how writers get ideas. (The book may take several days to read.) Begin an anchor chart titled "What Writer's Write About". Discuss about how they will decorate their notebooks. Stress the importance of how the notebook is their thoughts, ideas, and their stories to tell.

**Independent Writing** (20 minutes)

#### Engage – Explore - Evaluate

- Students decorate their notebooks. Then they can continue to work on idea lists, finish the piece they began the day before or start a new piece from their idea list.
- Confer with individual students about writing using the Responsive Conferring Prompts to support and scaffold Writers.

**Share** (5 minutes)

#### Explain

- Students will share their decorated notebooks. *Writer's Workshop* by Barbara Andrews and Patty Brinkman, it is included with your Benchmark Writing Materials.

## Fifth Grade Lesson Plans

<b>DAY 5</b>
<b>Reading</b>
<b>80-120 minutes</b>
<p><b>Whole Group</b> (15 minutes)  <b>Explain</b></p> <ul style="list-style-type: none"> <li>Review rotation expectations and procedures.</li> </ul> <p><b>Small Group</b> (70 minutes)  <b>Explore - Evaluate</b></p> <ul style="list-style-type: none"> <li>During rotation practices administer the Reading Progress Assessments (RPA). All Reading Progress Assessments (RPA) need to be completed today.</li> </ul> <p><b>Whole Group Wrap up</b> (5 minutes)  <b>Elaborate</b></p> <ul style="list-style-type: none"> <li>Ask students: "What is the most interesting thing you have learned during rotations today?"</li> </ul> <p><b>Looking Ahead:</b></p> <ul style="list-style-type: none"> <li>Need to be assigned to one of the following small group reading: Advanced, Benchmark, Strategic, Intensive</li> <li>On the LEAD21 website students need to be placed into their small group using Group Manager.</li> <li>Make sure you have a question board.</li> </ul>
<b>Science</b>
<b>30 minutes</b>
<p><b>Matter</b>  <b>Bring Science Alive Unit 3: Changes in Matter, Lesson 1</b></p>
<p><b>Lesson via Bring Science Alive online</b>  <b>Essential Question:</b> <i>What is matter made of?</i></p> <p><b>Explain:</b> Students will read in their text about what matter is made of and how it is made of particles too small to be seen (pages 186-199) and complete the vocabulary activities</p> <p><b>Evaluate:</b> Ask student the following questions:          "What is matter?"          "Is air matter even though you can't see it?"          "What is matter made of?"          "How did each investigation help you develop your model of matter?"          "Why are models useful to scientists when dealing with natural objects that are tiny?"          "How did your model help you explain what happen to the salt when it seemed to disappear in the water?"</p> <p><b>Elaborate:</b> Students will complete the processing assignment in their print Interactive Student Notebook. They will pretend that you have a bicycle tire that needs to be filled with air. They will answer questions related to this scenario using their model. Afterward, have them share their answers.</p>
<b>Social Studies</b>
<b>30 minutes</b>
<p><b>Essential question:</b> How do people decide where to live?  <b>Materials needed:</b> <i>A River Ran Wild</i> by Lynne Cherry</p> <p><b>Engage:</b> Show students the cover of the book, <i>A River Ran Wild</i>, and ask them to write out predictions regarding what they think they might learn from the story. Ask a couple students to share their predictions. When they share, be sure to ask why they made the prediction (using evidence).</p>



## Fifth Grade Lesson Plans

**Activity:** Use the data sheet for “drill Doughnuts” found on pages 208-211 (math drills to thrill) using the Random Number CD and Mixed addition drill commands.

### Writing

#### 30 minutes

Use 3 of the following picture books with Launching Writer’s Workshop or you may choose three from the Mentor Text list in the New Teachers Binder.

- *Nothing Ever Happens on 90<sup>th</sup> Street* by Roni Schotter
- *Amelia’s Notebook* by Amelia’s Notebook
- *Hey World, Here I Am!* by Jean Little
- *Love that Dog* by Sharon Creech
- *Talkin’ About Bessie* by Nikki Grimes

**Mini-lesson**(15-20 minutes for first days)

#### Engage – Explain

- Continue reading one of the books from above to share with students or continue a book you have been reading. Make an anchor chart for ideas for prewriting share a graphic organizer a student could use. Use one of the books you have read as an example.

**Try-it** (5 minutes)

#### Elaborate

- Use and ideas from your idea list and use the graphic organizer to organize your ideas

**Independent Writing** (15 minutes)

#### Explore - Evaluate

- Using their graphic organizer they will work on a piece using it as their guide.
- Confer with individual students using the Responsive Conferring Prompts to Support and Scaffold Writers.

**Share** (5 minutes)

#### Elaborate

- Teacher will choose a student’s graphic organizer to show the class and share the writing that came from the graphic organizer *Writer’s Workshop* by Barbara Andrews and Patty Brinkman; it is included with your *Benchmark Writing Materials*.

## Fifth Grade Lesson Plans

<b>DAY 6</b>
<b>Reading</b>
<b>80-120 minutes</b>
<p><b>Unit 1, Week 1, Day 1</b>  <b>Whole Group (25 minutes)</b>  <b>Engage - Explore</b></p> <ul style="list-style-type: none"> <li>• <b>Launch</b> the unit by introducing the theme question, “How do we achieve Common Ground?” and watching the <b>Virtual Fieldtrip</b> which is found on the LEAD21 website under Week1, Day 1. Give each student a post-it note and as the students’ view the Virtual Fieldtrip; have them write a question they have about cultures. Then have them share their question with a partner and bring it up to the question board. Read out a few of the questions from the question board.</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>• <b>Word Work</b> Teach Short Vowels and Practice/Apply page 14. Review vowels a, e, i, o, and u. Give examples for each. Then use a word sort with the headings a,e,i,o,u and have them fill in the chart with the spellings words. (This can be completed in their reading notebook.)</li> <li>• <b>Fluency Introduce and Model-</b> use the poem on page 6 of Practice Companion from the LEAD21 website. Discuss that this poem is written after a natural disaster. Then read the poem to the students and have class choral read the poem.</li> </ul> <p><b>Small Group (60 minutes)</b> This sequence works best.  <b>Explain - Elaborate</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark use</b> the theme reader and begin with teaching the vocabulary on TM page 20. Then read aloud to the students as they read along Chapter 1 <i>How do we achieve common ground?</i> Use Guide Comprehension and Check Comprehension on page 20.</li> <li>• <b>Intensive</b> use the theme reader and begin with teaching the vocabulary on TM page 16. Then read aloud to the students as they read along Chapter 1 <i>How do we achieve common ground?</i> Use Guide Comprehension and Check Comprehension on page 16 &amp;17.</li> <li>• <b>Strategic</b> use the theme reader and begin with teaching the vocabulary on TM page 18. Then read aloud to the students as they read along Chapter 1 <i>How do we achieve common ground?</i> Use Guide Comprehension and Check Comprehension on page 18 &amp;19.</li> <li>• <b>Advanced</b> use the theme reader and begin with teaching the vocabulary on TM page 21. Then read aloud to the students as they read along Chapter 1 <i>How do we achieve common ground?</i> These students can read some of this independently. Use Guide Comprehension and Check Comprehension on page 21.</li> </ul> <p><b>Whole Group/Wrap Up (5 minutes)</b>  <b>Elaborate</b></p> <ul style="list-style-type: none"> <li>• Ask students if they have any text-to-self connections. When they give the connection they need to be able to tell the words in the text that gave them the connection.</li> </ul>
<b>Science</b>
<b>30 minutes</b>
<p><b>Matter</b>  <b>Bring Science Alive Unit 3: Changes in Matter, Lesson 2</b></p>
<p><b>Lesson via Bring Science Alive online</b>  <b>Essential Question:</b> <i>Why are materials different?</i></p> <p><b>Engage:</b> Have students view the picture from Bring Science Alive online. Ask the following questions: “What do you see in this image?”, “What are the materials that make up the truck?”, “How can you tell these materials apart?”</p>

## Fifth Grade Lesson Plans

**\*Use the Bring Science Alive online for set up of activities**

**Engage:** Ask students the following questions: “What is matter?”, “Give some examples of matter.” “What are some different states of matter?”, “If you take a piece of wood and divide it over and over again, does it disappear?”, “Why can’t you see the wood anymore?”

**Explore:** In a whole class investigation, students will become the models for the following:

- Modeling a solid

**Evaluate:** Ask the following questions: “Are the particles in a solid moving?”, “How do the particles in a solid move?”, “How does the shape and volume of a solid change?”

Group 1 uses their bodies to model a solid

**Explore:** In a whole class investigation, students will become the models for the following:

- Modeling a liquid

**Evaluate:** Ask the following questions: “Are the particles in a liquid moving?”, “How do the particles in a liquid move?”, “What shape and volume does a liquid have?”

Group 2 uses their bodies to model a liquid

### Social Studies

#### 30 minutes

**Essential questions:** How do people decide where to live, what consequences were brought upon the people and land of North America by European exploration and settlement; what caused the American Indians to change the way they live?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)
- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)
- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)

**Materials needed:** *A River Ran Wild*, cause and effect chart developed during Day 4, construction paper folded (fold in half vertically, then horizontally, then two more horizontal folds – should create 16 boxes)

**Engage:** Ask students to share a cause and effect relationship they witnessed or read about (may want to refer to the chart made on Day 4 to support their thinking).

**Explore:** Read through the first two pages of the book, *A River Ran Wild*. Model (think aloud) for the students the first cause and effect relationship that occurs (cause: the river had clean water, fish, and other natural resources; effect: the Nashua Native Americans settled by the river).

Distribute a piece of construction paper to each student and model how to fold it (need sixteen boxes). In the top two boxes (first row), ask the students to the title of the book and their name. In the second row, ask them to write the words, “Cause” and “Effect.” Then ask students to fill in the first cause/effect relationship you previously discussed.

Read additional pages and stop, discuss cause/effect relationships and ask students to write them in their foldable

## Fifth Grade Lesson Plans

(see chart for examples/support). Note – do not rush, continue lesson the next day.

	Cause	Effect
Pages 1 & 2	The river had clean water, fish, and other natural resources.	The Nashua Native Americans settled by the river.
Pages 3 & 4	The pale-skinned trader came with a boatload of treasures.	A trading post was built.
Pages 5 & 6	The settlers cleared land, built dams, built homes, fenced pastures, plowed fields and called the land their own.	The Indians' ways were disrupted and they began to fight the settlers.
Page 7 & 8	An industrial revolution came to the Nashua's banks and pulp, dye, fiber, chemicals and plastics were dumped into the Nashua River.	Nashua's fish and wildlife became sick.
Page 9	The pulp clogged up the river, the river smelled, became murky water and	The Nashua river was slowly dying.
Page 10	Oweana and Marion had a dream.	They decided that something must be done to save the river.
Page 11	Marion travel to each town along the river and told about its history and her vision to restore the river.	People listened, signed petitions, sent letters and protested to politicians.
Page 11	People protested.	The paper mills to build a plant to process the waste. Factories stopped dumping in the river. New laws were passed.
Page 12	The river carried away the dyes and fiber to the ocean.	Nashua river was clean again.
Page 12 & 13	Nashua river was clean again.	People walked the banks, and boat upon the river. Animals visit the river once again.

### Math

#### 60-75 minutes

##### Topic: Comparing and Ordering Decimals Lesson 5.1.5

**Background:** Understanding place value is important when comparing decimals. To compare 3.54 and 3.45, the numbers are compared digit by digit from left to right. So, 3.54 is greater than 3.45. Another technique is to rename numbers to have the same number of decimal places. For example, compare 0.81 and 0.815. If 0.81 is renamed as 0.810, it is easy to see that "810 thousandths" is less than "815 thousandths".

**Materials:** Comparing and Ordering Decimals (Teaching Tool 7)

**Vocabulary:**

**Daily Common Core Review: 1.5 (To be completed in less than 10 minutes)**

##### (Engage) Develop the Concept: Interactive (10-15 minutes)

Pose the problem- Distribute Teaching Tool 7. Write these on the chalkboard: 0.521 cm, 0.498 cm, and 0.550 cm. "The lengths of three different types of ants were found in a laboratory. The lengths were 0.521 cm, 0.498 cm, and 0.550 cm. Which ant was the longest? Which was the shortest? Tell how you decided?" Have students work together and share their work. Use Models- Draw a place-value chart through thousandths on the chalkboard. "What are the names of the three place values to the right of the decimal point?" [tenths, hundredths, thousandths] "Are the tenths digits in these three numbers the same or different?" [Two have a 5 in the tenths and one has a 4.] "So, which length/decimal is the shortest/smallest. (0.498). "How can you decide which of the other two decimals is the greater one?" "What other inequalities can we write for pairs of these numbers? (0.521 < 0.550, 0.521 > 0.498...)

##### (Engage) Develop the Concept: Visual (30 minutes)

## Fifth Grade Lesson Plans

- **(Explain) Visual Learning Bridge:** Use the learning bridge video learn how to compare and through the thousandths place.
- **(Explore) Guided Practice:** Remind students to review the symbols  $<$ ,  $>$ ,  $=$ . Students work p. 16 #1-6.
- **(Elaborate) Independent Practice:** **Make sure students read the directions. Complete #7-16** on pg. 17 in student book.
- **(Elaborate) Problem Solving:** As students work through the problem solving problems in Student Book p.17 #17-19, remind students to check for reasonableness when solving each problem. Students use underlying processes and mathematical tools.

### **(Evaluate) Close/Assess and Differentiate (5-10 minutes)**

Place value can be used to compare and order numbers.

- **Quick Check/Writing to Explain:** Give Quick Check Master 1.5 (Found in Assessment Sourcebook) Exercises 1-3 are worth 1 pt. each. Use the rubric to score exercise 4 based on student results. Describe the differentiated leveled homework to be completed at home.
- **Leveled Homework:** 0-4 points= Reteaching Master      5 points= Practice Master      6 pts.= Enrichment Master

**Differentiated Instruction (15 minutes)** Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

### **10 Block**

#### **10-15 minutes**

#### **Mixed Addition Practice Strategies**

#### **Block 6**

**Song:** "Fabulous Facts" (Rock Your Math Class)

**Activity:** Use pages 14-15 and 74-75 (dynamic dice) using Double Dice and Decahedron Double Dice to play the game "First Sum Wins!" This will feel like a game because of the dice. Run game boards front and back.

### **Writing**

#### **30 minutes**

Use 3 of the following picture books with Launching Writer's Workshop or you may choose three from the Mentor Text list in the New Teachers Binder. *Nothing Ever Happens on 90<sup>th</sup> Street* by Roni Schotter

- *Amelia's Notebook* by Amelia's Notebook
- *Hey World, Here I Am!* by Jean Little
- *Love that Dog* by Sharon Creech
- *Talkin' About Bessie* by Nikki Grimes

**Mini-lesson (15 minutes for first days)**

#### **Engage - Explain**

- Continue reading one of the books from above to share with students or continue a book you have been reading. Make an anchor chart for ideas for prewriting. Show students how a piece have a beginning, middle and end using one of the books from above as an example.

**Try-it (5 minutes)**

#### **Elaborate**

- Have students take an idea from their list and make a chart and have them put what would be in the beginning, in the middle and the end of their piece.

**Independent Writing (20 minutes)**

## Fifth Grade Lesson Plans

### Explore - Evaluate

- The students use their beginning, middle and end chart to work on a piece in their notebook.
- Confer with individual students using the Responsive Conferring Prompts to Support and Scaffold Writers.

**Share** (5 minutes)

### Explain

- Teacher will choose a student's beginning, middle and end chart to show the class and share the writing that came from the chart.

**DAY 7**

## Fifth Grade Lesson Plans

<b>Reading</b>
<b>80-120 minutes</b>
<p><b>Unit 1, Week 1, Day 2</b>  <b>Whole Group (25 minutes)</b>  <b>Explain</b></p> <ul style="list-style-type: none"> <li>• Reinforce the vocabulary if needed Page 24</li> <li>• <b>Determine Important Information</b> is a strategy that readers use to find a main idea and supporting details. Model by using a T Chart TM page 25.</li> <li>• <b>Preview and Predict</b> Chapter 2 of <i>Do You See What I See?</i> Point out text features and pictures.</li> </ul> <p><b>Elaborate</b></p> <ul style="list-style-type: none"> <li>• <b>Set Purpose and Read Together</b> Have student think about the theme question: <i>How do we achieve common ground?</i> And focus question: <i>What brings people together?</i> Begin with teacher reading aloud 16 &amp; 17 and modeling thinking for students about theme concepts and vocabulary. Then have students read, with a partner pages, 18 to 21 and pause after each section and discuss their thinking as they read. Conclude with some of the questions on page 20.</li> </ul> <p><b>Small Group (60 minutes)</b> This sequence works best.  <b>Explain - Elaborate</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark</b> – Introduce the focus question: <i>“What brings people together?”</i> Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about <i>“What brings people together?”</i> Teacher model their thinking by reading aloud pages 6-8. Have students silently read pages 8-14. Listen in to individual students read. Have students give details that would connect to the focus question at the end of the reading.</li> <li>• <b>Intensive</b> - Introduce the focus question: <i>“What brings people together?”</i> Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: <i>“What brings people together?”</i> Teacher model their thinking when reading aloud pages 6-10. As students read independently, listen to individual students read. Have students independently read pages 11-12 and use the guide comprehension questions. Then the teacher reads pages 13-17 orally and models thinking. Conclude with the Check Comprehension on page 29.</li> <li>• <b>Strategic</b> - Introduce the focus question: <i>“What brings people together?”</i> Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: <i>“What brings people together?”</i> Teacher model their thinking when reading aloud pages 6-9. As students read independently, listen to individual students read. Have students independently read pages 10-11. The use the guide comprehension questions. Then the teacher reads pages 12-14 orally and models thinking. Finally have students read pages 15-17 independently and use the guide comprehension when they are finished. Conclude with the Check Comprehension on page 30.</li> <li>• <b>Advanced</b> – Introduce the focus question: <i>“What brings people together?”</i> Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: <i>“What brings people together?”</i> Teacher model their thinking when reading aloud pages 6-9. Have students independently read pages 10-17. When students are finish use the Check Comprehension question to assess their understanding.</li> </ul> <p><b>Whole Group/Wrap Up (5 minutes)</b>  <b>Elaborate</b></p> <ul style="list-style-type: none"> <li>• Talk with a partner from a different reading group and give an example from the text that answers the focus question: <i>“What brings people together?”</i></li> </ul>
<b>Science</b>
<b>30 minutes</b>

## Fifth Grade Lesson Plans

### Matter

#### Bring Science Alive Unit 3: Changes in Matter, Lesson 2

##### Lesson via Bring Science Alive online

**Essential Question:** *Why are materials different?*

**Explore:** In a whole class investigation, students will become the models for the following:

- Modeling a gas

**Evaluate:** Ask the following questions: “Are the particles in a gas moving?”, “How do the particles in a gas move?”, “What shape and volume does a gas have?”

Group 3 uses their bodies to model a liquid

**Explore:** In a whole class investigation, students will become the models for the following:

- Modeling from solid to liquid to gas

Group 1 uses their bodies to model a solid to liquid to gas

**Explore:** In a whole class investigation, students will become the models for the following:

- Modeling from gas to liquid to solid

Group 2 uses their bodies to model a gas to liquid to solid

**Explore:** In a whole class investigation, students will become the models for the following:

- Modeling from gas to liquid to solid

Group 3 uses their bodies to model a gas to liquid to solid

### Social Studies

#### 30 minutes

Continued from previous day’s lesson (Day 6)...

**Materials needed:** *A River Ran Wild*, cause and effect foldable created during previous lesson

**Explore:** Finish reading the book and discussing the cause and effect relationships throughout story (see chart on Day 6 for examples/support).

**Evaluate:** Discuss the following questions and draw connections

1. How do people decide where to live?
2. What consequences were brought upon the people and land of North America by European exploration and settlement?
3. What were the consequences of colonizing the New World?
- 4.

### Math

#### 60-75 minutes

**Topic:** Problem Solving- Looking for a Pattern Lesson 5.1.6- (Day 7-8)

**Background:** Finding a pattern is a useful approach for solving various types of problems. Students work with patterns to prepare them for applications in the real world.

**Learning Target-** Students look for patterns with decimal-number sets in order to solve problems.

**Materials:** Problem Solving- Look for a Pattern (Teaching Tool 8)

**Vocabulary:**

**Daily Common Core Review:** 1.6 (To be completed in less than 10 minutes)

## Fifth Grade Lesson Plans

### **(Engage) Develop the Concept: Interactive (10-15 minutes)**

Pose the problem- "An interior designer has received a shipment of flooring tiles. Each tile is identified by a code made up of a number and a letter. The designer has recorded the tile codes on the floor layout chart shown on your recording sheet, but he is missing some tiles. What are the letter and number codes of the tiles he still needs? Work with a partner and fill in your answers on the recording sheet."

### **Develop the Concept: Visual (30 minutes)**

- **(Explain) Visual Learning Bridge:** Use the learning bridge video to learn how to look for patterns in decimal numbers to solve problems.
- **(Explore) Another Example:** "What is the pattern in the decimals on the diagonal going down from left to right? What is the pattern in the decimals going down the column on the left side?"
- **(Elaborate) Guided Practice:** The Problem Solving strategy *Look for a Pattern* can be helpful to find missing numbers in a decimal chart. Students work on p. 19 #1-4.
- **(Elaborate) Independent Practice:** Remind students to look back and check to see that all of their numbers follow a pattern. **Students will need to complete pg. 19 #5-6. Remind students to look back and check to see that all of their numbers follow a pattern.**

**THIS LESSON CONTINUES ON DAY 8**

### **10 Block**

#### **10-15 minutes**

#### **Mixed Addition Practice Strategies**

#### **Block 7**

**Song:** "Fabulous Facts" (Rock Your Math Class)

**Activity:** Use the data sheets of practice for mixed addition facts on pages 90-93 (math drills to thrill) with the Random Number CD. The data sheet can be run front and back for more practice.

### **Writing**

#### **30 minutes**

**Mini-lesson** (15 minutes for first days)

#### **Engage - Explain**

- Continue to share texts with students. Explain to students that writers go back to finish, and or add on to their pieces. Have students to look through their notebooks and find a piece they had started or they want to add on to. Have them put a post it note on the piece they are going to work on.

#### **Independent Writing** (20 minutes)

#### **Explore - Evaluate**

- The student works on the piece that they put a post it on.
- Confer with individual students about writing using the Responsive Conferring Prompts to Support and Scaffold Writers.

**Share** (5 minutes)

#### **Elaborate**

Have students share with a partner what they did as a writer today.

## Fifth Grade Lesson Plans

### DAY 8

#### Reading

80-120 minutes

Unit 1, Week 1, Day 3

Whole Group (25 minutes)

Explain

- **Use Synonyms** (on page 36) - Define and model what is a synonym (most student will probably know this). Have student work with a partner and using the Theme Reader as a resource give them two minutes to write as many synonyms as they can think of. Then have them choose a set of synonyms from their list to write two sentences. Share out.
- **Determine Author's Purpose** (page 37) - Model using the Theme Reader (pp.10-12) to determine author's purpose. Use the graphic organizer. Have the students to reread page 13 and create their own summary to determine the author's purpose.
- **Word Study Introduce Prefixes Meaning "Not" or "Opposite Of"** (page 39) - Give the students an example for each prefix. Break the students in groups of three or four and give each group a prefix to find words that have the prefix. Make an anchor chart of the words with the prefix in a different color marker.

**Note:** Read Together on page 38 – have students read chapter 1 and 2 with a partner as a station/center activity.

**Small Group (60 minutes)** – This sequence works best.

Explain - Elaborate

- **Benchmark** – Have student summarize what has happened so far in *Stranded*. Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about “*What brings people together?*” And what is the Author's Purpose? The teacher models their thinking by reading aloud pages 15-19. Have students silently read pages 20-27. Listen in to individual students read. When students are finished reading discuss how does the author show that being stranded can be a positive experience.
- **Intensive** – Review “*We Can Do This Together*” and use the question on page 40 under the review. Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. Set the purpose by telling them to think of questions that they want answered to look for details that will help them answer the focus question: *What brings people together?* Teacher model their thinking when reading aloud pages 18-22. As students read independently, listen to individual students read. Have students independently read pages 23-25 and use the Guide Comprehension questions. Then the teacher reads pages 26-27 orally and models thinking. Conclude with the Check Comprehension on page 41.
- **Strategic** - Reviews “*Surviving the Storm Together*” and use the question page 42 under the review. Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. Set the purpose by telling them to look for details that will help them answer the focus question: *What brings people together?* Teacher model their thinking when reading aloud pages 18-21. As students read independently, listen to individual students read. Have students independently read pages 22-23 and use the Guide Comprehension questions. Then the teacher reads pages 24-27 orally and models thinking. Conclude with the Check Comprehension on page 43.
- **Advanced** – Have student discuss what they have read so far in *Best Friends* that helps them answer the focus question: *What brings people together?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: *What brings people together?* Teacher model their thinking when reading aloud pages 15. Have students independently read pages 16-20 then use the questions on Guide Comprehension. Have students independently read pages 21-27 then use the questions on guide comprehension.

## Fifth Grade Lesson Plans

### Whole Group/Wrap Up (5 minutes)

#### Elaborate

- Have the students from each group summarize the story from their differentiated readers. Then make Text to World connections for them.

### Science

#### 30 minutes

#### Matter

#### Bring Science Alive Unit 3: Changes in Matter, Lesson 2

#### Lesson via Bring Science Alive online

**Essential Question:** *Why are materials different?*

**Materials:** Construction paper, masking tape, meter stick or measuring tape, signs that say stop and bottom, Interactive notebook

**\*Use the Bring Science Alive online to see materials list and view the video for set up of this investigation.**

**Explore:** In a whole class investigation, students will become the models for the following:

- Guess the State of Matter

Group 3 quickly (and secretly) decides which state of matter to model. The class decides which state of matter is being modeled.

**Explain:** Students will read about different types of materials and substances, and how particles of a substance make up different materials (pages 200-209)

**Evaluate:** Ask students the following questions: “What is a substance?”, “Why are substances different from each other?”, “What is a mixture?”; “Can you separate the substances in a mixture?”

**Explore:** Students will explain to a friend how sugar water is a mixture of two substances. Then they will think about how they could show that there are sugar particles in the water.

- Modeling sugar
  - Four students with white construction paper will represent “sugar.” They will come up to the front of the room and hold their white paper above their heads. Sugar is a solid so have the students model how the particles in sugar move. Ask students: “Would you actually be able to see the individual sugar particles?”

### Social Studies

#### 30 minutes

**Essential question:** What were the perceived rights of the explorers and how did they impact the rights of the American Indians?

**Materials needed:** Class Constitution, *A River Ran Wild* by Lynne Cherry, chart paper

**Engage:** Create a visual T-chart. On one side, write the word, “Right,” on the other side, “Responsibility.” Ask students to share what these two words have in common. Discuss their definitions and how they are related. Review the Class Constitution and ask students to identify on the Constitution what is a right and what is a responsibility.

**Elaborate:** Create another T-chart, label one side, “Explorers,” and on the other side, “American Indians.” Review the book, *A River Ran Wild*. Ask students to identify the rights the Explorers believed they had and the rights the American Indians believed they had. Follow up by asking students to identify the responsibilities of the Explorers

## Fifth Grade Lesson Plans

and the responsibilities of the American Indians. Suggestion – make lists on the T-chart. In parenthesis, indicate if it's a right or responsibility. Note: ask students to consider what they learned in social studies in 4<sup>th</sup> grade to help them answer the questions.

Once the list is complete, ask students to review the list and point out any rights or responsibilities that conflict with one another (e.g. rights the Explorers felt they had were much different from the rights the American Indians felt they had). Discuss and explain why there would be a conflict.

**Evaluate:** Class discussion based on the essential question, “What were the perceived rights of the explorers and how did they impact the rights of the American Indians?” Alternative option – ask students to respond to the essential question in a written response (need to use evidence from the book or 4<sup>th</sup> grade curriculum to support their answer).

### Math

**60-75 minutes**

**Lesson 5.1.6- (Day 7-8) Topic: Problem Solving- Looking for a Pattern**

**CONTINUED FROM DAY 7**

- **(Elaborate) Independent Practice:** Students use underlying processes and mathematical tools for pg. 20 #7-16 in the Student Book.
  - Exercise 10-** Reason Quantitatively: Remind students that in order to find the first number in a pattern, you can start the end result and work backward step-by-step to the beginning. “To find the pattern in the numbers, why it is a good idea to start with the last number and work backward instead of starting at the middle number?” “What is the pattern, starting with the last number?”
  - Exercise 11-** Use Structure: Remind students of the difference between the phrases “in a row” and “in a column.” “How would you describe objects that are in a row? How would you describe objects that are in a column? How would the pattern be different if the numbers were in a column?”
  - Exercise 15-** Use Structure: Guide students to help them determine which expression to use. “How would you find your total cost? How would you calculate the amount of change you receive?”
  
- **Going Digital:** Make sure students recognize that what is changing is the number shown in the calculator display. Also make sure students recognize the place value of the difference in each pair of numbers. “Which place value needs to change first?” (Hundredths) “Which place value changes when we add 0.002?” (Thousandths)
  - Extend the activity by asking students to state the net effect of the two changes. “If we subtract 0.01 and then add 0.002, how could we accomplish this in one step?” (Subtract 0.008)**
  - “Why is the net result subtraction?” (Because 0.01 is greater than 0.002, so if we first subtract a greater number and then add a smaller one, the result is still less than the original number.)**

**(Evaluate) Close/Assess and Differentiate (5-10 minutes)**

Place value can be used to compare and order numbers.

- **Quick Check/Writing to Explain:** Give Quick Check Master 1.6 (Found in Assessment Sourcebook) Exercises 1-3 are worth 1 pt. each. Use the rubric to score exercise 4 based on student results. Describe the differentiated leveled homework to be completed at home.
- **Leveled Homework:** 0-4 points= Reteaching Master      5 points= Practice Master      6 pts.= Enrichment Master

**Differentiated Instruction (15 minutes)** Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

## Fifth Grade Lesson Plans

### 10 block

#### 10-15 minutes

#### Mixed Addition Practice Strategies

##### Block 8

**Song:** "Fabulous Facts" (Rock Your Math Class)

**Activity:** Use pages 60-62 (Dynamic Dice) using Decahedron Double Dice. This will feel like a game because of the dice.

#### Writing

#### 30 minutes

##### Mini-lesson (10-15 minutes)

##### Engage

- Continue with sharing the literature. You will teach students that writers are never finish and writers have plans. They can go back to a piece and finish it, add more to a piece or you can start a new piece. Have the students decide what they are going to do today as a writer and commit to it on post-it note.
- Go around the class and have each student tell what their writing plan is for today.

##### Independent Writing (20-25 minutes)

##### Explore - Evaluate

- The student works on a piece in their notebook or starts a new piece.
- Confer with individual students using the Responsive Conferring Prompts to support and scaffold Writers.

##### Share (5 minutes)

##### Elaborate

- Have students read the piece they worked on to a partner and give a compliment to your partner. (This type of share is good to do once a week.)

## Fifth Grade Lesson Plans

<b>DAY 9</b>
<b>Reading</b>
<b>80-120 minutes</b>
<p><b>Unit 1, Week 1, Day 4</b>  <b>Whole Group (25 minutes)</b>  <b>Explore</b>            Begin with Extend the Theme with reviewing the Theme Question: <i>How do we achieve common ground?</i> Break them in small groups and have them discuss the following question: “<i>What issues in a community require people to reach common ground?</i>” “<i>What would you do this to bring them together?</i>” Begin with using the modeling the conversation on page 48. Read Together on page 50. Have the students make a T chart using the resource master 14 or their reading notebook. First model using the chart on page 50, then have students work in pairs by skimming and scanning Chapter 1 and 2 to fill in the T chart.</p> <p><b>Small Group (60 minutes)</b>  <b>Explain - Explore</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark</b> – Students will revisit <i>Stranded</i> to find text evidence. Use the prompts on page 56 Guide Comprehension with the students. Have students write in their reading notebook how the text evidence helped them answer the focus question: What brings people together. Then have students share with the group.</li> <li>• <b>Intensive</b> – Students will revisit <i>We Can Do This Together</i> to find text evidence. Use the prompts on page 52 Guide Comprehension with the students. Have students create a T Chart in their reading notebook. On one side; “<i>What brings people together?</i>” on the other side Evidence from the Text. Have them work chart together.</li> <li>• <b>Strategic</b> - Students will revisit <i>Surviving the Storm Together</i> to find text evidence. Use the prompts on page 52 Guide Comprehension with the students. Have students create a T Chart in their reading notebook. On one side; <i>What brings people together?</i> on the other side Evidence from the Text. Have them work chart together.</li> <li>• <b>Advanced –Whole Group/Wrap Up (5 minutes)</b> Students will revisit <i>Best Friends</i> to find text evidence. Use the prompts on page 57 Guide Comprehension with the students. Have students craft a response in their reading notebook using evidence from the text to answer the focus question: “<i>What brings people together?</i>” Then have students share with the group.</li> </ul> <p><b>Whole Group/Wrap Up (5 minutes)</b>  <b>Elaborate</b></p> <ul style="list-style-type: none"> <li>• Students bring back their work from their small groups and share with the whole group on the Focus Question: <i>What brings people together.</i> Lead the discussion so students connect the stories from the week connects to the Theme Question: <i>How do we achieve common ground?</i></li> </ul> <p><b>Looking Ahead:</b> Divide students into groups of 4 with students from different reading groups for inquiry groups.</p>
<b>Science</b>
<b>30 minutes</b>
<p><b>Matter</b>  <b>Bring Science Alive Unit 3: Changes in Matter, Lesson 2</b></p>
<p><b>Lesson via Bring Science Alive online</b>  <b>Essential Question:</b> <i>Why are materials different?</i>  <b>Materials:</b> Construction paper, masking tape, meter stick or measuring tape, signs that say stop and bottom, Interactive notebook</p>
<p><b>*Use the Bring Science Alive online to see materials list and view the video for set up of this investigation.</b></p>

## Fifth Grade Lesson Plans

**Explore:** Students will explain to a friend how sugar water is a mixture of two substances. Then they will think about how they could show that there are sugar particles in the water.

- Modeling water
  - The rest of the students will come to the center of the room staying away from the sugar particles. They will hold their blue paper above their heads. Water is a liquid so have the students model how the particles in water move. Ask students: “Would you actually be able to see the individual water particles?”
- Modeling a mixture
  - “Drop” the sugar into the water and ask students: “What will happen to the sugar in water?”
  - Have student model this process:
    - Water particles, pretend they are “heating up” and turning into water vapor gas. Fly through the air and sit back down in your seat.
    - Sugar particles, as the water is evaporating, start to clump back together into a solid.

**Elaborate:** Have students complete their Interactive Student Notebook and share with their partners.

**Evaluate:** Have students complete the vocabulary activities.

### Social Studies

#### 30 minutes

**Essential Question:** What caused the American Indians to change the way they live?

**Materials needed:** *A River Ran Wild* by Lynne Cherry, blank white paper or notebook paper, colored pencils/crayons/markers/etc.

**Engage:** Hold up the book, *A River Ran Wild*. Ask students to discuss with a partner some of the changes the American Indians made when the explorers arrived. As a class, discuss what caused the American Indians to change the way they lived (refer to the book and ask students to share previous knowledge from 4<sup>th</sup> grade as well, “What are some other examples beyond the Nashua Native Americans?”).

**Evaluate:** Ask students to consider how they would feel if someone came into their neighborhoods and built industrial plants everywhere. Support them visualizing how it would feel to have their parks and pools torn down, pastures cleared, fences put up everywhere. How might it change the way they live (note: some students may have specific examples from commercial properties going up on 135<sup>th</sup>, 151<sup>st</sup>, and 199<sup>th</sup> streets). What would they do? Would they have behaved as the Nashua Native Americans did in the story?

Distribute a blank sheet of paper and ask students to fold it in half. On one side have them draw all the natural resources that were destroyed by the explorers and the Industrial Revolution. On the other side have them draw the natural resources that would be destroyed in our community if history were to repeat itself and someone came into their neighborhoods and build industrial plants everywhere. Ask students to label their drawings (note: may need to provide more time for them to finish their drawings during the next lesson).

### Math

#### 60-75 minutes

**Topic:** Mental Math Lesson 5.1.7

**Background:** Research says that Commutative and Associative Properties for whole numbers can be extended to decimals. The compatible numbers technique involves looking for numbers in a numerical expression with three or more addends that are easy to add mentally. **Learning Target-** Students compute sums and differences mentally using the Commutative and Associative properties of addition compatible numbers, and compensation.

**Materials:** Place value materials (Teaching Tool 9)

**Vocabulary:** Commutative property, associative property, compatible numbers, compensation

## Fifth Grade Lesson Plans

**Daily Common Core Review: 2.1 (To be completed in less than 10 minutes)**

**(Engage) Develop the Concept: Interactive (10-15 minutes)**

Pose the problem- "Suppose you want to buy software for your computer. One piece of software costs \$20.75. Another costs \$10.59 and a third is \$18.25. (a) Use mental math to find the total cost. Explain. (b) How much more is the first piece of software than the second? Use mental math to decide. Expand Student Responses- Try to get different ways of solving by providing different examples to expand student thinking.

**Develop the Concept: Visual (30 minutes)**

- **(Explain) Visual Learning Bridge:** You will add and subtract mentally, using a number of different ways that will help you. You will be finding exact answers as you add and subtract, not estimates.
- **(Explore) Guided Practice:** Remind students to review the symbols  $<$ ,  $>$ ,  $=$ . Students work p. 16 #1-6. Remind students to use Commutative and Associative property. Students complete p.31 #1-8.
- **(Elaborate) Independent Practice: Complete #9-26** on pg. 31 in student book.
- **(Elaborate) Problem Solving:** As students work through the problem solving problems in Student Book p.32 #27-34.

**(Evaluate) Close/Assess and Differentiate (5-10 minutes)**

Place value can be used to compare and order numbers.

- **Quick Check/Writing to Explain:** Give Quick Check Master 2.1 (Found in Assessment Sourcebook) Exercises 1-5 are worth 1 pt. each. Use the rubric to score exercise 4 based on student results. Describe the differentiated leveled homework to be completed at home.
- **Leveled Homework:** 0-5 points= Reteaching Master      6-7 points= Practice Master      8 pts.= Enrichment Master

**Differentiated Instruction (15 minutes)** Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

### 10 Block

#### 10-15 minutes

#### Mixed Addition Practice Strategies

#### Block 9

**Song:** "Fabulous Facts" (Rock Your Math Class)

**Activity:** Use the data sheets of mixed practice called "Triangular Relationships" on pages 100-102 (math drills to thrill). The data sheets can be run front and back.

#### Writing

#### 30 minutes

**Mini-lesson (10-15 minutes)**

#### Engage - Explain

- Continue with sharing the literature. Today work on punctuation. You need to decide what your students' needs are and decide what type of punctuation to work on. Use a page or pages from the books you have read to show how writer's use punctuation.
- Have students choose a piece from their notebook to reread and add punctuation where it is needed.

**Independent Writing (20-25 minutes)**

#### Explore - Evaluate

- The student works on a piece in their notebook or starts a new piece.
- Confer with individual students. (A tool is the Responsive **Conferring Prompts** to Support and Scaffold Writers optional.)

**Share (5 minutes)**

#### Elaborate

- Have students share with the class how they used punctuation in their pieces.

## Fifth Grade Lesson Plans

<b>DAY 10</b>
<b>Reading</b>
<b>80-120 minutes</b>
<p><b>Unit 1, Week 1, Day 5</b>  <b>Whole Group/Small Group</b>  <b>Generate ideas and Questions</b> page 60  <b>Engage - Explore</b></p> <ul style="list-style-type: none"> <li>Review the questions from question board from Day 1.</li> <li>Model brainstorming using the example on page 62 under Continue the Inquiry Process. Students complete the brainstorming activity and choose questions from each group to post.</li> <li>Have the class vote on one question that all groups will work on.</li> </ul> <p><b>Cross Textual Sharing- Elaborate</b></p> <ul style="list-style-type: none"> <li>Students remain in their Inquiry Groups and share with each group a summary of the story they read and how it connects to the Theme Question. Then have them share any information they read that relates to the class inquiry question.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Conclude with students writing in their reading notebook at least three things that brought people together in the story they read.</li> </ul>
<b>Science</b>
<b>30 minutes</b>
<p style="text-align: center;"><b>Matter</b>  <b>Bring Science Alive Unit 3: Changes in Matter, Lesson 2</b></p> <p><b>Lesson via Bring Science Alive online</b>  <b>Essential Question:</b> <i>Why are materials different?</i></p> <p><b>Evaluate:</b> Ask students the following questions: “What are some examples of different substances?”, “How would the particles in these substances move differently?”, “What is a mixture? Can a mixture be separated?”, “What are some different kinds of models you made in this investigation?”, “Why was it useful to have several kinds of models of particles in this activity?”</p> <p><b>Evaluate:</b> Have students complete the Processing assignment in their Interactive Student Notebook</p>
<b>Social Studies</b>
<b>30 minutes</b>
<p><b>Essential question:</b> Why were natural resources a common cause of conflict among American Indian groups?  <b>Materials Needed:</b> Student drawings from previous day’s lesson</p> <p><b>Evaluate:</b> Provide students time to complete their drawings from previous day’s lesson. Once students are finished, ask them to share their work with a partner.</p> <p>As a class, discuss the essential question, “Why were natural resources a common cause of conflict among American Indian groups?” Reference the story, prior knowledge (4th grade content), and how they might feel if it happened in the present day to them. Optional extension – ask students to provide a written response to the essential question.</p>

## Fifth Grade Lesson Plans

<b>Math</b>
<b>60-75 minutes</b>
<p><b>Topic: Rounding Whole Numbers and Decimals Lesson 5.1.8</b></p> <p><b>Background:</b> An understanding of rounding is basic to the development of estimation skills. These skills can be developed through the use of a number line. Locating a whole number between two multiples of 10, 100, 1000 on the number line gives students a clear picture of which of the multiples a given number is closest to. 647 is closer to 600 than to 700. If you wanted to round to the nearest 10, you would look at the interval from 640-650. 647 is closer to 650 than 640. When a number is halfway between multiples, it is rounded to the higher number.</p> <p><b>Learning Target-</b> Students round whole numbers through millions and decimals through thousandths.</p> <p><b>Materials:</b> teaching tool 10</p> <p><b>Vocabulary:</b> rounding</p> <p><b>Daily Common Core Review: 2.2 (To be completed in <u>less than</u> 10 minutes)</b></p> <p><b>(Engage) Develop the Concept: Interactive (10-15 minutes)</b>          Connect with Question-“Which addition is easier, 20+30 or 19+27? (20+30) Why? (20+30 has fewer non-zero digits. Numbers with zeros, like multiples of 10,100 or 1,000 are easier to work with.)          Pose the problem- Write 1280, 1213, 1250 and 1208 on the board. “For each number, tell if the number is closer to 1200 or 1300. Tell how you decided.” Allow students to work together to discuss and review the academic vocabulary.</p> <p><b>Develop the Concept: Visual (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>(Explain) Learning Bridge:</b> You will learn how to round whole numbers and decimals.</li> <li>• <b>(Explore) Guided Practice:</b> Remind students to round to the underlined place value. Students complete p.34 #1-6.</li> <li>• <b>(Elaborate) Independent Practice: Complete #9-24</b> on pg. 35 in student book.</li> <li>• <b>(Elaborate) Problem Solving:</b> Students use underlying processes and mathematical tools for Exercises 25-29. Remind students to check for reasonableness. P.35 #25-29.</li> </ul> <p><b>(Evaluate) Close/Assess and Differentiate (5-10 minutes)</b>          Place value can be used to compare and order numbers.</p> <ul style="list-style-type: none"> <li>• <b>Quick Check/Writing to Explain:</b> Give Quick Check Master 2.2 (Found in Assessment Sourcebook) Exercises 1-4 are worth 1 pt. each. Use the rubric to score exercise 4 based on student results. Describe the differentiated leveled homework to be completed at home.</li> <li>• <b>Leveled Homework:</b> 0-5 points= Reteaching Master      6 points= Practice Master      7 pts.= Enrichment Master</li> </ul> <p><b>Differentiated Instruction (15 minutes)</b> Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.</p>
<b>10 Block</b>
<b>10-15 minutes</b>
<p><b>Mixed Addition Practice Strategies</b></p> <p><b>Block 10</b></p> <p><b>Song:</b> “Fabulous Facts” (Rock Your Math Class)</p> <p><b>Activity:</b> Use the data sheet for “drill Doughnuts” found on pages 208-211 (math drills to thrill) using the Random Number CD and Mixed addition drill commands.</p>
<b>Writing</b>
<b>30 minutes</b>
<p><b>Purpose:</b> Completing their Rough Draft and the introduction of revising and model a few revision tools. Create an anchor chart titled “Revising.”</p>

## Fifth Grade Lesson Plans

**Mini Lesson** 10 – 15 minutes

**Explore - Elaborate**

- Reread a page aloud from one of the literature stories and ask the students what do good writers do when they are finished? As you read, think aloud to model of process of adding adjectives to provide description (caret ^) this is great for one or two words, but what if you want to add more? Introduce the spider leg, and if you need to add a paragraph what do you do? Teach the asterisk. (\*) Create a chart titled “Revising” and list the three revision types that were shared today.

**Independent Writing** 20- 25 minutes

**Explore**

- Each student will work on something from their notebook that they have started.

**Share** 5 minutes

**Explain**

- Have students share out with a partner the revisions they made today on their writing.