

Mrs. Scofinsky's 5th Grade **Science and ELA**
Lesson Plans
Week of November 11, 2019

Day	Learning Target	Procedure	Assessment
<p>Monday</p> <p>Science</p> <p>Assembly schedule for Veteran's Day</p>	<p>I can discuss how sound is a form of energy that behaves in predictable ways.</p> <p>I can show how sound is produced by vibrating objects and requires a medium to travel through.</p> <p>I can describe the general relationship between the rate of vibration and the pitch of the sound.</p> <p>I can show and describe what materials absorb sound.</p> <p>I can discuss how sound is a form of energy that behaves in predictable ways. It can be transmitted, reflected and absorbed.</p>	<p>Introduce I Can Statements for Absorption</p> <p>Vocabulary Map pages</p> <p>Study Guide and packets returned. Test Friday.</p> <p>Video Learning</p> <p>Introduce project</p>	<p>Teacher Observations</p> <p>Student Responses</p>
<p>ELA</p> <p>Assembly Schedule for Veteran's Day</p> <p>SLO Services 9/10</p>	<p>Readers notice, use, and understand the purpose of some text resources outside the body (peritext): ex. Sidebars, captions, quiz, glossary, and writing prompts.</p>	<p>LLI (1 group 1-2, 2 groups 9-10)</p> <p>Mini-Lesson: Share examples of good Writing About Reading from Friday. Create anchor chart of different text features.</p> <p>Guided Reading/LLI</p> <p>IRA: Leaf Litter Critters</p> <p>Have To: Students revise responses from Friday about text features as needed.</p> <p>Conferences</p> <p>Share</p>	<p>Teacher Observations</p> <p>Reading Responses</p>

<p>Tuesday Science</p>	<p>I can discuss how sound is a form of energy that behaves in predictable ways.</p> <p>I can show how sound is produced by vibrating objects and requires a medium to travel through.</p> <p>I can describe the general relationship between the rate of vibration and the pitch of the sound.</p> <p>I can discuss how sound is a form of energy that behaves in predictable ways. It can be transmitted, reflected and absorbed.</p>	<ol style="list-style-type: none"> 1. Review the I Can statements for sound energy. 2. Sound Practice #2-Conference with students while the remainder work in partners to review sound concepts. 3. Review Mediums: Transmit, Reflect and Absorb Sound. 4. Unit Challenge: Students research material to be used to create a sound proof box. 	<p>Teacher Observations Student Responses</p>
<p>ELA</p>	<p>Reader's notice language that expresses the author's attitude or feelings toward a subject reflected in the style of writing (tone): eg. Lighthearted, ironic, earnest, affectionate, formal.</p>	<p>Mini-Lesson: Refer to yesterday's IRA: Leaf Litter Critters. Look for examples within text that express author's attitude or feelings toward the animals and insects. Anchor Chart: Tone</p>	<p>Teacher Observations Student Responses</p>
<p>Wednesday Science</p>	<p>I can discuss how sound is a form of energy that behaves in predictable ways.</p> <p>I can show how sound is produced by vibrating objects and requires a medium to travel through.</p> <p>I can describe the general relationship between the rate of vibration and the pitch of the sound.</p> <p>I can discuss how sound is a form of energy that behaves in predictable ways. It can be transmitted, reflected and absorbed.</p>	<ol style="list-style-type: none"> 1. Review the I Can statements for sound energy. 2. Students work in teams to create the most sound proof box by testing different materials that can absorb sound the best. 3. Record data and then analyze the results to determine why the winner had the softest volume. 	<p>*Teacher Observations Student Responses</p>
<p>ELA</p>	<p>Readers express opinions in writing about the characters in a story and support with evidence in order to demonstrate a deeper understanding of the text. (Examples: evil,</p>	<p>LLI (1 group 1-2, 2 groups 9-10)</p> <p>Mini-Lesson: Finding evidence in a text to support character traits. Brainstorm character traits of John Henry. Each group takes a page of the</p>	<p>Teacher Observations Student Responses: T-Chart for Character Traits</p>

<p>Miss Huttner is teaching this lesson for the 9-10 class.</p>	<p>brave, dishonest, loyal, clever, sly, greedy, loyal, helpful)</p> <p>Readers describe the significance of heroic or larger than life characters in fantasy that represent the symbolic struggle of good and evil.</p>	<p>text and searches for evidence to support these. Record on sticky notes. Share and add to anchor chart. (Introduce T-Chart).</p> <p>Have to: Students tape a Character Trait T-chart into their Reader's Notebook. They have the rest of the week to read _____ on Epic and complete the T-Chart for a grade.</p> <p>Guided Reading/LLI</p> <p>IRA: House</p> <p>Conferences</p> <p>Share</p>	
<p>Thursday Science</p>	<p>I can discuss how sound is a form of energy that behaves in predictable ways.</p> <p>I can show how sound is produced by vibrating objects and requires a medium to travel through..</p> <p>I can describe the general relationship between the rate of vibration and the pitch of the sound.</p> <p>I can discuss how sound is a form of energy that behaves in predictable ways. It can be transmitted, reflected and absorbed.</p>	<ol style="list-style-type: none"> 1. Review I can statements 2. Study Island Challenge Game for Review 3. Kahoot Sound Review 4. Study Island Sound Energy Game Mode practice 	<p>Teacher Observations</p> <p>Student Responses</p>
<p>ELA</p>	<p>Readers follow and understand non-fiction texts with clearly defined overall structure, categories, and subcategories and connect the structure to the Table of Contents.</p>	<p>LLI (1 group 1-2, 2 groups 9-10)</p> <p>Mini-Lesson</p> <p>Guided Reading/LLI</p> <p>IRA: We Are Grateful</p> <p>Conferences</p>	<p>Teacher Observations</p> <p>Student Responses</p>

		Share	
Friday	<p>I can discuss how sound is a form of energy that behaves in predictable ways.</p> <p>I can show how sound is produced by vibrating objects and requires a medium to travel through.</p> <p>I can describe the general relationship between the rate of vibration and the pitch of the sound.</p>	<ol style="list-style-type: none"> 1. Review the I Can statements for sound energy. 2. Sound Post Assessment 3. Students graph results. 4. Students take the Light Pre-assessment and graph their results and set their learning goal. 5. Bill Nye: Light with video guide. 	<p>Teacher Observations</p> <p>Sound Station Packet</p> <p>Sound Station Reading</p> <p>Quick Quiz</p>
Friday ELA	<p>Readers evaluate the writer's qualifications for writing on a topic by determining whether the source is a first-hand or a second-hand account.</p>	<p>Mini-Lesson</p> <p>Guided Reading</p> <p>IRA Thank You Sarah</p> <p>Share</p>	<p>Teacher Observations</p> <p>Student Responses</p>