

Mrs. Scofinsky's 5<sup>th</sup> Grade **Science and ELA**  
Lesson Plans  
Week of November 4, 2019

Day	Learning Target	Procedure	Assessment
<p>Monday</p> <p>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>	<ol style="list-style-type: none"> <li>1. Review I Can statements for Sound.</li> <li>2. Review Sound Reading Packet</li> <li>3. Add to Vocabulary Map: volume, medium, audible</li> <li>4. Introduce New Centers</li> <li>5. Begin Sound Station #6 in Google Classroom.</li> </ol>	<p>Teacher Observations</p> <p>Student Responses</p>
<p>ELA</p> <p>SLO Services 9/10</p>		<p>Alta Presentation on Mental Health</p> <p>Read Aloud: John Henry</p> <p>Independent Reading/Share</p> <p>Read cards and how to access e-books from the library.</p>	<p>Teacher Observations</p>
<p>Tuesday</p> <p>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>	<ol style="list-style-type: none"> <li>1. Review the I Can Statements for Sound Energy.</li> <li>2. Students rotate through 6 activities to explore volume and that sound can travel through solids, liquids, and gases.</li> </ol>	<p>Teacher Observations</p> <p>Student Responses</p>
<p>ELA</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>Book Fair. LLI (1 group 1-2, 2 groups 9-10)</p> <p>Mini-Lesson</p>	<p>Teacher Observations</p> <p>Student Responses</p>

		<p>Guided Reading/LLI</p> <p>IRA: Beaver: Master Builder</p> <p>Have To: How did the text features help to support your understanding of the subject?</p> <p>Conferences</p> <p>Share</p>	
<p>Wednesday</p> <p>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>	<ol style="list-style-type: none"> <li>1. Review the I Can Statements for Sound Energy.</li> <li>2. Students rotate through 6 activities to explore volume and that sound can travel through solids, liquids, and gases.</li> </ol>	<p>*Teacher Observations</p> <p>Student Responses</p>
<p>ELA</p>	<p>Readers think across texts to compare and expand understanding of content and ideas from academic disciplines: ex. Social responsibility, environment, climate, history, social and geological history, and cultural groups.</p>	<p>LLI (1 group 1-2, 2 groups 9-10)</p> <p>Mini-Lesson</p> <p>Guided Reading/LLI</p> <p>IRA Skydiving Beavers</p> <p>Have To: How did this narrative genre expand your understanding of beavers?</p> <p>Conferences</p> <p>Share</p>	<p>Teacher Observations</p> <p>Student Responses</p>
<p>Thursday</p> <p>Science</p>	<p>I can discuss how sound is a form of energy that behaves in predictable ways.</p>	<ol style="list-style-type: none"> <li>1. Review the I Can Statements for Sound Energy.</li> <li>2. Students rotate through 6 activities to explore volume and that sound can travel through solids, liquids, and gases.</li> </ol>	<p>Teacher Observations</p> <p>Student Responses</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>		
ELA	<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: Bloodsucking Lampreys</p> <ol style="list-style-type: none"> <li>1. How does the author organize the text and why?</li> </ol> <p>Conferences</p> <p>Share</p>	<p>Teacher Observations</p> <p>Student Responses</p>
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"> <li>1. Review the I Can Statements for sound energy.</li> <li>2. Sound Station Wrap Up to discuss what we learned.</li> <li>3. Discuss reading packets.</li> <li>4. Quick Quiz over Volume and Mediums</li> <li>5. Students use the remaining time to go to Study Island and start reviewing the Sound Energy topic in game mode .</li> </ol>	<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 The Animal Book (Making Books) Steve Jenkins</p> <p>Readers choose a book on Storia to read. Sticky Note: Title/Author. Identify 1<sup>st</sup> or 2<sup>nd</sup> hand account and give evidence to support that choice.</p>	<p>Sticky Note Formative Assessment</p> <p>Teacher Observations</p> <p>Student Responses</p>

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