

Mrs. Scofinsky's 5<sup>th</sup> Grade **Science and ELA**  
 Lesson Plans  
 Week of October 21, 2019

Day	Learning Target	Procedure	Assessment
Monday  Science	All Force and Motion I Can Statements	Students compare the speed results of the top 4 groups in 5th grade to determine which group had the slowest marble run.  Students continue to work on Discovery Education Simulations to review force and motion standards.  Students log into Study Island to review for Unit test.	Teacher Observations
ELA  SLO Services 9/10	Writers produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience.  Writers write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and ideas.  Writers collect ideas for their writing and follow expectations for Writing Workshop.	Word Study: Day 1 Introduce words (Quizlet) and cursive for Sort 8: Suffixes -ment, -less, -ness  Writing Mini-Lesson: Create Anchor Chart for Writing Workshop Expectations. Discuss using writer's notebook to select ideas for narratives fiction or personal. Student choice.  Writing  Share	Teacher Observations
Tuesday Science	All Force and Motion I Can Statements	Students review for tomorrow's unit assessment over force and motion.  Study Island Challenge Games  Kahoot Review  Whammy Game	Teacher Observations
ELA		Word Study: Day 2 Look Check Spell and Independent Quizlet  Writing Mini-Lesson: Students create chart of leads from various books.	Teacher Observations

	<p>Writers produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience.</p> <p>Writers write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and ideas.</p> <p>Writers collect ideas for their writing and follow expectations for Writing Workshop.</p> <p>Writers begin with a compelling lead to capture the reader's attention.</p>	<p>Discuss importance of a strong lead.</p> <p>Writing—return to writing and experiment with leads for piece you are currently working on.</p> <p>Share</p>	
<p>Wednesday</p> <p>Science</p> <p>Mrs. Ski out of LC PD</p>	<p>All Force and Motion I Can Statements</p>	<p>Force and Motion Post Assessment</p> <p>Students graph their results of the post test.</p> <p>Sound Pre-Assessment</p> <p>Students Graph the results of their Sound -reassessment and set their end goal.</p> <p>Bill Nye Introduction to Sound Unit</p>	<p>*Teacher Observations</p>
<p>ELA</p> <p>Mrs. Ski out for LC PD</p>	<p>Writers produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience.</p> <p>Writers write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and ideas.</p> <p>Writers collect ideas for their writing and follow expectations for Writing Workshop.</p> <p>Writers understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of events, resolution of problem, and ending.</p>	<p>Word Study: Day 3 Word Hunt/Quizlet Live</p> <p>Writing Mini-Lesson: Review structure of narrative.</p> <p>Writing: Work on writing. Work on Flipgrid Book Commercial script.</p> <p>Share</p>	<p>Teacher Observations</p>

	Writers understand that the setting can be current of historical.		
Thursday Science	All Force and Motion I Can Statements	<p>Introduce the new I Can statements for sound energy.</p> <p>Engagement Activity: Sound Bytes with pondering questions.</p> <p>Vocabulary Word Maps for: sound, vibrations, pitch, and frequency</p> <p>Ruler Instruments Activity</p> <p>Teacher Demo: Tuning Forks. Allow students to explore with vibrations and sounds (including pitches).</p> <p>Students make scream machines to explore sound being produced through vibrations. They also explore loosening and tightening the machines to lower and raise the pitch.</p>	*Teacher Observations
ELA	<p>Writers produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience.</p> <p>Writers write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and ideas.</p> <p>Writers collect ideas for their writing and follow expectations for Writing Workshop.</p> <p>Writers use repeated language for particular purposes.</p>	<p>Word Study: Day 4 Test</p> <p>Writing Mini-Lesson: Repeated language.</p> <p>Writing: Experiment with repeating a line in your own work. Watch for repeated lines in your own reading.</p> <p>Share:</p>	Teacher Observations
Friday	No School for Students=> Teacher Work Day		