

Mrs. Scofinsky's 5th Grade **Science and ELA**
 Lesson Plans
 Week of October 27, 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.</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. Magic School Bus: Haunted House video with video guide. 3. Students create Kazoos to explore sound as a form of energy produced through vibrations and how pitch can be changed by tightening and loosening the rubber band in the middle of the kazoo. 4. Graph post and pre data. 5. Bill Nye Sound Video 	<p>Teacher Observations</p> <p>Student Responses</p>
<p>ELA</p> <p>SLO Services 9/10</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>I can write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Writers write engaging leads and first sections that orient their readers and provide an introduction to the topic.</p> <p>Writers notice the role of punctuation in the craft of writing in order to create and sustain the readability of the text for their readers.</p>	<p>Word Study: Day 1 Introduce words (Quizlet) and cursive for Sort 11 Suffixes: -al, -ial, -ic</p> <p>Writing Mini-Lesson: Narrative Lead Examples (12) -quick. Main: Add punctuation guidelines to Writing Resource Folder. Discuss periods and quotation marks.</p> <p>Writing</p> <p>Share</p>	<p>Teacher Observations</p> <p>Student Writing Samples</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.</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 I Can Statements for sound energy. 2. Introduce the Sound Station Learning activities. 3. Students work through two rotations of activities to explore sound through vibration and changing pitch. 4. Exit Ticket: Explain one way that you changed pitch today. 	<p>Teacher Observations Student Responses</p>
<p>ELA</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>I can write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Writers spell over 500 familiar high-frequency words correctly in their writing in order to maintain the readability of the text for their readers.</p>	<p>Word Study: Day 2 Look Check Spell and Independent Quizlet</p> <p>Writing Mini-Lesson: Story Structure (32) + Add High Frequency Words to Writing Resource Folder.</p> <p>Writing:</p> <p>Share:</p>	<p>Teacher Observations Student Writing Samples</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.</p>	<ol style="list-style-type: none"> 1. Review the I Can statements for sound energy. 2. Vocabulary Word Map: Frequency 3. Students work through two more rotations of activities to explore sound through vibration and changing pitch. 4. Exit ticket: Explain one way you changed pitch today. 	<p>*Teacher Observations Student Responses</p>

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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>I can write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Word Study: Day 3 Word Hunt/Quizlet Live</p> <p>Writing Mini-Lesson: Developing a Character (33) +Synonyms for said (Introduce connotation.)</p> <p>Writing:</p> <p>Share</p>	<p>Teacher Observations</p> <p>Student Writing Samples</p>
Thursday Science	<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.</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. Students work through two more rotations of activities to explore sound through vibration and changing pitch. 3. Exit ticket: Explain one way you changed pitch today. 	<p>*Teacher Observations</p> <p>Student Responses</p>
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>Word Study: Day 4 Test</p> <p>Writing Mini-Lesson: The Main Character (30)</p> <p>Writing:</p> <p>Share:</p>	<p>Teacher Observations</p> <p>Student Writing Samples</p>

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Friday Science Reward Day- Shortened Periods	<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.</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 Station Wrap Up to discuss what we learned. 3. Quick Quiz over Pitch and Vibrations. 4. Begin Volume I can statements and vocabulary word maps if time. 	Teacher Observations Quick Quiz
Friday ELA Reward Day- Shortened Periods	<p>I can present an opinion, sequencing ideas logically and including descriptive details to support my opinion while speaking clearly at an understandable pace.</p> <p>I can plan and organize information for the intended readers.</p> <p style="text-align: center;">****</p> <p>I can infer the poet's message in a poem and use inferences as a basis for interpretation in performance.</p> <p>I can notice how the writer reveals the underlying theme of the text through dialogue and language including the connotation of words chosen. (Chamber vs bedroom) and repetition of words or lines (Quoth the Raven, Nevermore).</p> <p>I can understand and write about themes and ideas that are mature issues and require experience and/or prior reading to interpret.</p> <p>I can tell how the perspective of the narrator and the setting affect the mood of the poem.</p>	<p>Film Flip Grids</p> <p>Cheese Tasting and Flip Grid Viewing</p> <p>Poetry Lesson: The Raven</p>	<p>Flip Grid Assignment</p> <p>Pop Out Test Questions: Poetry</p>

