**Swainsboro Elementary School Instructional Framework Lesson Plan**

**Tiger Time Lesson Plan**

**Grade 5**

***Immigration***

**September 21-25, 2015**

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| **Standard(s)/Elements:****FOCUS/POWER STANDARD** |

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| **ELAGSE5RI3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  |

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| **ELAGSE5W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logicallyb. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. |

**Comprehension and Collaboration****ELAGSE5SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.**Grammar: (Insert this week’s grammar standard here).** |

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| **I can….** | Monday- I can engage effectively in a range of collaborative discussions about the text by building on others’ ideas and expressing my own ideas clearly.Tuesday- I can restate the writing prompt by locating key words that introduce the writing topic based on the passage.Wednesday- I can answer the writing prompt by including all parts of the question.Thursday- I can cite evidence from the passage by citing what led me to my thoughts and ideas; I can give supporting evidence by using quotes from the text.Friday-“I can explain how the relationship between America and Great Britain can be characterized during Madison’s presidency.” |
| **Activator/****Vocabulary** | **amendment invasion**  |
| **Work Session** |
| **Small Group** **(Differentiated****Instruction)** | **R. A. C. E. Template****Monday:** Introduce the vocabulary terms and read the text aloud to the class. **K-W-L Chart about James Madison**Discuss the passage as its being read. Introduce the writing prompt: **How can the relationship between America and Great Britain be characterized during Madison’s presidency? Use evidence from the text to support your answer.**Monday- I can engage effectively in a range of collaborative discussions about the text by building on others’ ideas and expressing my own ideas clearly.**Tuesday:**  Summarize the text and assist students in **restating** the writing prompt.Tuesday- I can restate the writing prompt by locating key words that introduce the writing topic based on the passage.**Wednesday:**Review the text and assist students in answering the writing prompt.Wednesday- I can answer the writing prompt by including all parts of the question.**Thursday:**Cite evidence from the text: The teacher will guide the students in citing evidence from the text. Thursday- I can cite evidence from the passage by citing what led me to my thoughts and ideas; I can give supporting evidence by using quotes from the text.**Friday**:Explain: The teacher will guide the students in explaining how the quote(s) or paraphrase(s) the student pointed out support his/her idea.Friday-“I can explain how the relationship between America and Great Britain can be characterized during Madison’s presidency.”**Restate****Answer****Cite Evidence from Text****Answer** |
| **Closing** |
| **Assessment (Ticket out the Door)** | MondayTuesdayWednesdayThursdayFriday |
| **Target Students/****Interventions:** |  |