**Vision –**

**Mission –**

**Lexington Elementary– Weekly Virtual Learning Planner**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher** | **Kaylyn Breitbach and Timberly Walton** | **Grade** | **Grade 5** | **Subject** | **ELA, Math, Science, Social Studies** |
| **Week of** | **September 21, 2020 – September 25, 2020** | **Topic/Title** | **ELA: Human Rights**  **MATH: Understand Place Value**  **SCIENCE: Matter**  **SOCIAL STUDIES:** **Westward Expansion** | | |

ELA

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **9/21/20** | I can summarize what informational text says, citing evidence from the text and incorporating a relevant quote. (5.R.1.A.a)    I can apply techniques for introducing a topic (e.g, example, declarative sentence, question). (5.W.1.A.a) | * Introduction to background of Universal Declaration of Human Rights * Vocabulary Journal     Nearpod + Class Notes | Finish any vocabulary words not completed in class. | Students’ annotated copies of “A Short History of the UDHR” (homework from lesson 2)    Students’ annotated texts “Background on the UDHR”    Vocabulary Sketches (on flash cards) | 9/22/20 |
| **Lesson 2**  **9/22/20** | I can draw inferences from informational text, citing evidence from text and incorporating a relevant quote. (5.R.1.A.a)    I can form an opinion on a topic or text. (5.W.1.A.a) | * How to find words in context and breaking down with roots * Focusing on finding the meaning of words in context     Nearpod + Class Notes | Students finish up vocabulary & get ready for the Mid Unit Assessment by reviewing notes | Students’ annotated copies of UDHR    Exit Ticket | 9/23/20 |
| **Lesson 3**  **9/23/20** | I can justify the choice of a quote and how it supports an explanation of informational text. (5.R.1.A.a)      I can determine how to logically group ideas, information, and reasons that support my opinion. (5.W.1.A.a) | * UDHR Note-Catcher * Visualizing Word Meaning     Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes | Complete Forms Quiz that can be found in Class Notebook. | Completed Mid-Unit 1 Assessment | 9/24/20 |
| **Lesson 4**  **9/24/20** | I can explain to a partner why your chosen quote best supports your inference. (5.R.1.A.a)    I can discuss with a partner your opinion on a topic and your reasons to support your point of view. Use an organizational structure to list reason that support your point of view. (5.W.1.A.a)    I can explain to the class your purpose for writing and how your structure is logical and supports that goal. (5.W.1.A.a) | * Using Nearpod presentation to demonstrate:   \*\*\*Comparing and contrasting ideas helps students see different perspectives.  \*\*\*Organizing information into smaller chunks while giving students ability to read larger texts closely.  \*\*\*Figuring out words using strategies with practice.  \*\*\*Building the skill the summarize a text, use sketches to build background knowledge. | Finishing any ELA assignments from the week. | Exit Slip / Check-In | 9/25/20 |
| **Lesson 5**  **9/25/20** | No School / Professional Development | No School / Professional Development | No School / Professional Development | No School / Professional Development | 9/25/20 |

Math

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **9/21/20** | - I can represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals. | **Content**  *Lesson 1-3: Decimal to Thousandths*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 1-3 | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review 1-3  -Independent Practice 1-3  -Homework 1-3  -Center Games 1-3 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-3** | 9/21/20 |
| **Lesson 2**  **9/22/20** | - I can read and write decimals through thousandths in different ways. | **Content**  *Lesson 1-4: Understand Decimal Place Value*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 1-4 | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review 1-4  -Independent Practice 1-4  -Homework 1-4  -Center Games 1-4 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-4** | 9/22/20 |
| **Lesson 3**  **9/23/20** | - I can use place value to compare decimals through thousandths. | **Content**  *Lesson1-5: Compare Decimals*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 1-5 | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review 1-5  -Independent Practice 1-5  -Homework 1-5  -Math and Science Activity 1-5 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-5** | 9/23/20 |
| **Lesson 4**  **9/24/20** | - I can round decimals to different places. | **Content**  *Lesson 1-6: Round Decimals*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 1-6 | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review 1-6  -Independent Practice 1-6  -Homework 1-6  -Problem Solving Reading Mat 1-6 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-6** | 9/24/20 |
| **Lesson 5**  **9/25/20** | No School / Professional Development | No School / Professional Development | No School / Professional Development | No School / Professional Development | 9/25/20 |

Science

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **9/21/20** | - I can define matter as having mass and taking up space.  -Classify Materials, Insulators and Properties – Mystery Science | **Content**   * I will facilitate a discussion about the matter. * I will engage the students by tapping into their prior knowledge. * I will ask probing questions to encourage exploration. * I will show a video about matter. * The students will answer questions written (words, pictures, and charts) and verbally. * The students will: Observe, Communicate, Hypothesize | * Do Now! – [www.readworks.org](http://www.readworks.org) * The students will record their answers to the Wrap It Up questions in their notebook. * The students will research mass vs. weight. * National Geographic * Mystery Doug * [www.mysteryscience.com/student](http://www.mysteryscience.com/student) * [www.mobymax.com](http://www.mobymax.com) * [www.ixl.com](http://www.ixl.com) | -Anecdotal Notes  -Exit Slip –  -Wrap it up, pg. 5  -Mystery Science Assessment | 9/21/20 |
| **Lesson 2**  **9/22/20** | - The students will be able to describe matter as consisting of particles.  -Heating and Cooling and Phases of Matter – Mystery Science | **Content**   * I will facilitate a discussion about the states of matter. * I will ask probing questions to encourage exploration. * I will engage the students by pouring the same volume of water into 3 different containers of different shapes. * The students will answer questions written (words, pictures, and charts) and verbally. * The students will: Observe, Communicate, Hypothesize * We will explore the lesson by communicating about the title of the lesson. We will chorally read pages 6-7. We will describe the arrangement and activity of particles in a solid, liquid, and gas, as well as give some examples of   each state of matter. | * Do Now! - [www.mobymax.com](http://www.mobymax.com) * The students will record their answers to the Wrap It Up questions in their notebook. * The students will research mass vs. weight. * National Geographic * Mystery Doug * [www.mysteryscience.com/student](http://www.mysteryscience.com/student) * [www.mobymax.com](http://www.mobymax.com) * [www.ixl.com](http://www.ixl.com) | -Anecdotal Notes  -Exit Slip –  -Wrap it up, pg. 7  -Mystery Science Assessment | 9/22/20 |
| **Lesson 3**  **9/23/20** | - Students will be able to compare and contrast the properties of solids, iquids, and gases.  -Could you build a house out of paper? | **Content**   * I will facilitate a discussion throughout the science exploratory lab. * I will ask probing questions to encourage exploration. * I will engage the students by displaying a balloon with air and without air. * We will discuss the characteristics and properties of both balloons. * If the students have a balloon at home the can do the experiment with me. * I will model lab safety by wearing safety googles. I will model the steps of lab, as they will do during their lab. * We will explore the lesson by communicating and following the steps of the lab. We will go through the steps of * the scientific method. | * **Do Now! -** [**www.ixl.com**](http://www.ixl.com) * **The students will record their answers to the Wrap It Up questions in their notebook.** * **The students will research mass vs. weight.** * **National Geographic** * **Mystery Doug** * [**www.mysteryscience.com/student**](http://www.mysteryscience.com/student) * [**www.mobymax.com**](http://www.mobymax.com) * **www.readworks.org** | -Anecdotal Notes  -Exit Slip –  -Wrap it up, pg. 9  -Mystery Science Assessment | 9/23/20 |
| **Lesson 4**  **9/24/20** | - Students will be able to infer that a solution contains particles too small to see.  -Balanced and Unbalanced Forces | **Content**   * I will facilitate a discussion throughout the science exploratory lab. * I will ask probing questions to encourage exploration. * I will model lab safety by wearing safety googles. I will model the steps of lab, as they will do during their lab. * We will explore the lesson by communicating and following the steps of the lab. We will go through the steps of * the scientific method. | * **Do Now! – What is a force?** * **The students will record their answers to the Wrap It Up questions in their notebook.** * **The students will research mass vs. weight.** * **National Geographic** * **Mystery Doug** * [**www.mysteryscience.com/student**](http://www.mysteryscience.com/student) * [**www.ixl.com**](http://www.ixl.com) * [**www.mobymax.com**](http://www.mobymax.com) * [**www.readworks.org**](http://www.readworks.org) | -Anecdotal Notes  -Exit Slip –  -Wrap it up, pg. 11  -Mystery Science Assessment | 9/24/20 |
| **Lesson 5**  **9/25/20** | No School / Professional Development | No School / Professional Development | No School / Professional Development | No School / Professional Development | 9/25/20 |

Social Studies

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **9/21/20** | I can outline the territorial expansion of the United States.  I can examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans. | Today I am going to teach you one of the negative impacts of westward expansion, The Trail of Tears.    Create timeline together of what we have learned: Louisiana Purchase, Lewis and Clark, Trail of Tears. (Thinking timeline and events of the Westward expansion) | Students create presentation, letter, or picture detailing the events and implications of the Trail of Tears after analyzing primary resources during synchronous time together.    Share primary resources. | What is one negative impact of the Westward Expansion? | 9/22/20 |
| **Lesson 2**  **9/22/20** | I can outline the territorial expansion of the United States.  I can describe the impact of migration on immigrants and the United States. | Today I am going to teach you about the Oregon Trail and how it impacted expansion in the west. (Part 1 of a 2 Part Lesson)    Oregon Trail Simulation | Journal entries to track their learning during the Oregon Trail Simulation. | What was the Oregon Trail and how did it impact the expansion in the west? | 9/23/20 |
| **Lesson 3**  **9/23/20** | I can outline the territorial expansion of the United States.  I can describe the impact of migration on immigrants and the United States. | Today I am going to teach you about the Oregon Trail and how it impacted expansion in the west. (Part 2 of a 2 Part Lesson)    Oregon Trail Simulation | Journal entries to track their learning during the Oregon Trail Simulation. | What was the Oregon Trail and how did it impact the expansion in the west? | 9/24/20 |
| **Lesson 4**  **9/24/20** | I can outline the territorial expansion of the United States.  I can describe the impact of migration on immigrants and the United States.  I can examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans | Today we are going to learn about why we had a Gold Rush in the United States and the impact it had on our country. | The students would analyze the letter to discover what the purpose of the Gold Rush. Also, they would work to understand why people would leave their homes and families and take the journey on the California Trail. | What impact did the Gold Rush have on the United States? | 9/25/20 |
| **Lesson 5**  **9/25/20** | No School / Professional Development | No School / Professional Development | No School / Professional Development | No School / Professional Development | 9/25/20 |