**Vision –**

**Mission –**

 **Lexington Elementary– Weekly Virtual Learning Planner**

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| **Teacher**  | **Kaylyn Breitbach and Timberly Walton** | **Grade** | **Grade 5** | **Subject** | **ELA, Math, Science, Social Studies** |
| **Week of** | **September 7, 2020 – September 11, 2020** | **Topic/Title** | **ELA: Introduction to Human Rights****MATH: Understand Place Value****SCIENCE:****SOCIAL STUDIES:**  **Westward Expansion** |

**ELA**

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 9/7/20)** | No School Labor Day | No School Labor Day | No School Labor Day | No School Labor Day | 9/7/20 |
| **Lesson 2 (9/8/20)** | I can effectively engage in a discussion with my peers. (SL.5.1) I can summarize portions of a text when reading or listening to information being presented. (SL.5.2) I can determine the meaning of content words or phrases in an informational text. (RI.4) | * Navigating Nearpod and Classroom Notebook
* Introduce Universal Declaration of Human Rights (UDHR) Article, read article and guided note taking

 Nearpod + Class Notes | None | Human Rights Thinking Charts Exit Ticket | 9/9/20 |
| **Lesson 3 (9/9/20)** | I can effectively engage in a discussion with my peers. (SL.5.1)  I can summarize portions of a text when reading or listening to information being presented. (SL.5.2)  I can determine the meaning of content words or phrases in an informational text. (RI.5.4) | * Revisiting Human Rights, using visuals to produce words to describe Human Rights
* Discussing events and putting events in chronological order

 Nearpod + Class Notes | Rereading the history of the UDHR and discussing with others helps build the background knowledge and the speaking & listening standard. | Human Rights Thinking Charts Annotated Texts Student Journals Exit Ticket | 9/10/20 |
| **Lesson 4 (9/10/20)** | I can determine the main idea(s) of an informational text based on key details (RI.5.2) I can use a variety of strategies to read grade-appropriate words and phrases I don’t know. (L.5.4) I can determine the meaning of academic words or phrases in an informational text (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) | * 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) | 9/11/20 |
| **Lesson 5 (9/11/20)** | I can determine the main idea(s) of an informational text based on key details (RI.5.2) I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI. 5.3) I can determine the meaning of academic words or phrases in an informational text (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can use a variety of strategies to read grade-appropriate words and phrases I don’t know. (L.5.4) | * 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 | 9/14/20 |

**MATH**

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 9/7/20)** | No School Labor Day | No School Labor Day | No School Labor Day | No School Labor Day | 9/7/20 |
| **Lesson 2 (9/8/20)** | - I can use exponents to write powers of 10 and calculate products. | **Content***Lesson 1-1: Patterns with Exponents and Powers of 10* **Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share-Look Back! & Convince Me! -Guided Practice 1-1  | [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 1-1-Independent Practice 1-1 -Homework 1-1 -Math and Science Activity1-1 | -Anecdotal Notes -Exit Slip**:** **Quick Check 1-1** | 9/8/20 |
| **Lesson 3 (9/9/20)** | - I can read and write whole numbers using standard form, expanded form, and number names. | **Content** *Lesson 1-2: Understand Whole Number Place Value***Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share- Look Back! & Convince Me! -Guided Practice 1-2  | [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 1-2-Independent Practice 1-2-Homework 1-2-Center Games 1-2 | -Anecdotal Notes -Exit Slip**:** **Quick Check 1-2** | 9/9/20 |
| **Lesson 4 (9/10/20)** | - 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** | 9/10/20 |
| **Lesson 5 (9/11/20)** | - 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** | 9/11/20 |

**SCIENCE**

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 9/7/20)** | No School Labor Day | * No School Labor Day
 | No School Labor Day |  | 9/7/20 |
| **Lesson 2 (9/8/20)** | - I can define matter as having mass and taking up space.  | **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! - Journal Writing – Tell me everything you know about matter
* 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 – What is the difference between weight and mass.-Wrap it up, pg. 5 | 9/8/20 |
| **Lesson 3 (9/9/20)** | - The students will be able to describe matter as consisting of particles.  | **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! - Journal Writing – List 4 examples of a solid, liquid and gas.
* 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 – What is the difference between weight and mass.-Wrap it up, pg. 7 | 9/9/20 |
| **Lesson 4 (9/10/20)** | - Students will be able to compare and contrast the properties of solids, iquids, and gases. | **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)
 | -Anecdotal Notes -Exit Slip – What is the difference between weight and mass.-Wrap it up, pg. 9 | 9/10/20 |
| **Lesson 5 (9/11/20)** | - Students will be able to infer that a solution contains particles too small to see. | **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! -** [**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.ixl.com**](http://www.ixl.com)
 | -Anecdotal Notes -Exit Slip – What is the difference between weight and mass.-Wrap it up, pg. 11 | 9/11/20 |

**SOCIAL STUDIES**

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 9/7/20)** | No School Labor Day | No School Labor Day | No School Labor Day | No School Labor Day | 9/7/20 |
| **Lesson 2 (9/8/20)** | Students can outline the territorial expansion of the United States. | Today I want to teach you about the purpose of the Louisiana Purchase and the impact that it had on the United States.  | Examine the map of Louisiana Purchase, “I Notice/I Wonder” Chart in class notebook[Louisiana Purchase Map](https://en.wikipedia.org/wiki/Louisiana_Purchase#/media/File:Louisiana_Purchase.png)  | What was the purpose of the Louisiana Purchase? What was its impact on the United States? | 9/9/20 |
| **Lesson 3 (9/9/20)** | Students can outline the territorial expansion of the United States.Students can examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans. | Today I am going to teach you about how Lewis and Clark began the westward expansion movement of the United States. | Analyze Journal Entry of Lewis and Clark from Thomas Jefferson –Students will annotate and reflect on the impact the exploration and the cultural interactions the explorers have with Native Americans.[Lewis and Clark Journals](https://lewisandclarkjournals.unl.edu/journals) | How did Lewis and Clark begin the Westward expansion movement in the United States? | 9/10/20 |
| **Lesson 4 (9/10/20)** | Students can outline the territorial expansion of the United States.Students 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. | Students create presentation, letter, or picture detailing the events and implications of the Trail of Tears after analyzing primary resources during synchronous time together.[Primary Resources](https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears)  | What is one negative impact of the Westward Expansion? | 9/11/20 |
| **Lesson 5 (9/11/20)** | Students can outline the territorial expansion of the United States.Student 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 Two-Part Lesson) Oregon Trail Simulation | Journal entries to track their learning during the Oregon Trail Simulation.Journal entries will be in Class Notebook[Teams Page](https://teams.microsoft.com/l/team/19%3A33757dac97ca43de96aff975f7121aaa%40thread.tacv2/conversations?groupId=20e94f4d-4371-4aaf-85a7-fffbf4db36b7&tenantId=08e33d6b-a654-486a-80e3-20b190ae22d7) | What was the Oregon Trail and how did it impact the expansion in the west? | 9/14/20 |