**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** | **August 31 – September 4** | **Topic/Title** | **First Week of School – Expectations and Procedures** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 (8/31)** | **Students will be able to understand and execute the expectations and procedures for ELA.** | **ELA Expectations and Procedures – Virtual Whole Group Instruction** | **Student paced Nearpod in the last ten minutes of class, assessing them on the expectations, procedures, and having them set a goal for Reading and Writing this year.** | **What are three expectations or procedures for our whole group ELA time together?** | **In Class** |
| **Lesson 2 (9/1)** | **Students will be able to identify and demonstrate what qualities make up a good listener.** | **Introduce Nearpod – Create Anchor Chart Based on Student Answers for the question: How do you know someone is a good listener? How does it make you feel? How can you demonstrate these listening skills this year?** | **Developing a personalized “Good Listener” Oath to follow and reflect on throughout the year through class notebook.**  **What good listening will look like for the student personally, how they will meet their goal day to day, and who will need to help them.** | **Food for Thought Exit Slip:**  **What did you do today that made you a good listener?** | **In Class** |
| **Lesson 3 (9/2)** | **Students will be able to understand and demonstrate the purpose of a Reading Workshop.** | **Virtual Reading Workshop and the Concept of Reading Workshop**  **-**  **Expectations and Procedures for Virtual Reading Workshop**  **Logging into Epic.** | **Exploring Epic!** | **What is the purpose of a Reading Workshop?** | **In Class** |
| **Lesson 4 (9/3)** | **Students will be able to identify and execute when and how to share responses and questions with the whole group.** | **Sharing: When and How**  **Sharing: Responses and Questions**  **Logging into Read Works** | **Exploring Read Works** | **How and when is it appropriate to share responses and questions?** | **In Class** |
| **Lesson 5 (9/4)** | **Students will be able to determine what qualities to look for when discovering a “Just Right” book.** | **Let’s figure out what your “Just Right” Book looks like.**  **Finish with Kahoot.** | **Student paced Nearpod discovering and articulating what a student’s “Just Right” book would look like.** | **What do we look for when finding our “Just Right” books?** | **In Class** |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 (8/31/20)** | **MATH Expectations and Procedures – Virtual Whole Group Instruction**    ***I can understand and execute the expectations and procedures for MATH.*** | * **Whole group instruction will consist of modeling how students should sit and engage when we begin Math.** * **Next activities will be a discussion of what our Math class should look and sound like as the teacher is talking, a student is sharing, there is a group breakout, and during asynchronous time.** * **Following this activity, I will have number talk about place value through hundred thousandths. The students will engage in conversational talk discussing the difference between place and value. This will allow the students to make connections with different digits in a multi-digit number. The main focus will be on modeling discussion behaviors.** * **We will practice attention signals and timers with transitions. Following the five minute timer, students should be attentive and following expectations.** | [www.aaamath.com](http://www.aaamath.com/) – place value  [www.savvasrealize.com](http://www.savvasrealize.com/) | **What are three expectations or procedures for MATH?** | 8/31/20 |
| **Lesson 2 (9/1/20)** | **Demonstrate expectations of virtual learning classroom and group expectations. Introduce Zoom breakout sessions. How does it make you feel?**    ***I can identify and demonstrate expectations of virtual learning and rotation stations.***  ***I can add whole numbers.*** | * **A Flipgrid or Nearpod will be created to introduce the features of Zoom breakout sessions and allow the students to become familiar with the platform that we will be using for Math Workshop.** * **Following the introduction to Zoom breakout sessions, there will be discussion boards the students will engage with in the presentation: How do you log in to Zoom meeting and participate in breakout sessions? How does it make you feel?** * **Discuss how we can be a good listener virtually.** * **Anchor chart to align with our discussion points.** | [www.aaamath.com](http://www.aaamath.com/) –adding whole numbers  [www.savvasrealize.com](http://www.savvasrealize.com/) | **Name 4 rotation stations you will be allowed to go to during math workshop and three expectations during breakout session/math workshop.** | 9/1/20 |
| **Lesson 3 (9/2/20)** | **Virtual Math Workshop**  **-**  **Expectations and Procedures for Virtual Math Workshop**    **Logging into Prodigy.**    ***I can understand and demonstrate the purpose of Math Workshop.***  ***I can subtract whole numbers.*** | * **We will begin with telling the students that a “very important piece of Math during our time together each week, we will have Math Workshops. Our focus today though, will be on Math Workshop. Can anyone raise their hand by clicking the raise hand option on Zoom and tell me what they think may happen during these workshops?”** * **Throughout this discussion we will be making an anchor chart together that highlights the three components of the Workshop: Mini-Lesson, Conversational Talk and Rotation Stations.** * **In the whole group-instruction we will be emphasizing the expectations and procedures for Virtual Math Workshop.** * **The remainder of the class time will be used getting student logged into Prodigy! And exploring the resources on their own.** | [www.aaamath.com](http://www.aaamath.com/) – subtracting whole numbers  [www.savvasrealize.com](http://www.savvasrealize.com/)  [www.prodigy.com](http://www.prodigy.com/) | **What is the purpose of a Math Workshop?**    **What are the 3 features of Microsoft Teams we discussed today? (calendar, assignments, channels, classes/teams)** | 9/2/20 |
| **Lesson 4 (9/3/20)** | **Sharing: When and How**  **Sharing: Responses and Questions**    **Logging into SavvasRealize**    ***Students will be able to identify and execute when and how to share responses and questions with the whole group.*** | * **The focus of the synchronous is to explore acceptable responses and questions when sharing with a partner and whole group.** * **I will begin by stating their will be a lot of opportunity in Math to share. We will have a discussion and develop an anchor chart incorporating ways that we can help us better understand the way our classmates think.** * **Anchor Chart Information: “Responses and Questions to Ask When Sharing” – What did you mean when you said… I am wondering if you thought…Did I hear you say…I agree because… I disagree because…** * **The remainder of the class time will be used getting student logged into SavvasRealize and exploring the resources.** | [www.aaamath.com](http://www.aaamath.com/) – basic multiplication facts multiply 2-digity by 1-digit  [www.savvasrealize.com](http://www.savvasrealize.com/) | **How and when is it appropriate to share responses and questions?**    **What are the steps to log into SavvasRealize?** | 9/3/20 |
| **Lesson 5 (9/4/20)** | **Logging into IXL and MobyMax**    **Finish with Kahoot.**    ***I can divide and tell time to the hour and minute. I can log into IXL and MobyMax.*** | **The purpose of this synchronous work is to have a discussion on how to log in to IXL and MobyMax.** | [www.aaamath.com](http://www.aaamath.com/) – basic division facts and telling time.  [www.savvasrealize.com](http://www.savvasrealize.com/)  [www.ixl.com](http://www.ixl.com/)  [www.mobymax.com](http://www.mobymax.com/) | **What do you love about math?** | 9/4/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 (8/31/20)** | **SCIENCE Expectations and Procedures – Virtual Whole Group Instruction**    ***I can understand and execute the expectations and procedures for SCIENCE.*** | * **Whole group instruction will consist of modeling how students should sit and engage when we begin Science.** * **Next activities will be a discussion of what our Science class should look and sound like as the teacher is talking, a student is sharing, there is a group breakout, and during asynchronous time.** * **Following this activity, I will show a video from Mystery Doug – Why are flamingos pink? The students will engage in conversational talk. This will allow the students to make connections. The main focus will be on modeling discussion behaviors.** * **We will practice attention signals and timers with transitions. Following the five minute timer, students should be attentive and following expectations.** | National Geographic  [www.mysteryscience.com](http://www.mysteryscience.com/)  National Geographic  [www.mysteryscience.com](http://www.mysteryscience.com/) | **What are three expectations or procedures for MATH?**    **Why are flamingos pink?** | 8/31/20 |
| **Lesson 2 (9/1/20)** | **Demonstrate expectations of virtual learning classroom and group expectations. Introduce Zoom breakout sessions. How does it make you feel?**    ***I can identify and demonstrate expectations of virtual learning and rotation stations.*** | **Demonstrate expectations of virtual learning classroom and group expectations. Introduce Zoom breakout sessions. How does it make you feel?**    ***I can identify and demonstrate expectations of virtual learning and rotation stations.*** | National Geographic  [www.mysteryscience.com](http://www.mysteryscience.com/) | **Name 4 rotation stations you will be allowed to go to during math workshop and three expectations during breakout session/math workshop.**    **Why do cats purr?** | 9/1/20 |
| **Lesson 3 (9/2/20)** | **Virtual Science Investigations**  **-**  **Expectations and Procedures for Virtual Science investigations**    **Logging into National Geographic.**    ***I can understand and demonstrate the purpose of science investigations.*** | * **We will begin with telling the students that a “very important piece of Reading and Writing are the workshops, during our time together each week, we will have Reading Workshops and Writing Workshop. Our focus today though, will be on Math Workshop. Can anyone raise their hand by clicking the raise hand option on Zoom and tell me what they think may happen during these workshops?”** * **Throughout this discussion we will be making an anchor chart together that highlights the three components of the Workshop: Mini-Lesson, Conversational Talk and Rotation Stations.** * **In the whole group-instruction we will be emphasizing the expectations and procedures for Virtual Science Investigations.** * **Following this activity, I will show a video from Mystery Doug – How do scientist know so much? The students will engage in conversational talk. This will allow the students to make connections. The main focus will be on modeling discussion behaviors.** | National Geographic  [www.mysteryscience.com](http://www.mysteryscience.com/) | **What is the purpose of a Science Investigations?**    **What are the 3 features of Microsoft Teams we discussed today? (calendar, assignments, channels, classes/teams)**    **How do scientist know so much?** | 9/2/20 |
| **Lesson 4 (9/3/20)** | **Sharing: When and How**  **Sharing: Responses and Questions**    **Logging into Mystery Science**    ***Students will be able to identify and execute when and how to share responses and questions with the whole group.*** | * **The focus of the synchronous is to explore acceptable responses and questions when sharing with a partner and whole group.** * **I will begin by stating their will be a lot of opportunity to share in Science.** * **Following this activity, I will show a video from Mystery Doug – How to become an inventor? The students will engage in conversational talk. This will allow the students to make connections. The main focus will be on modeling discussion behaviors.** * **The remainder of the class time will be used getting student logged into Mystery Science and exploring the resources.** | National Geographic  [www.mysteryscience.com](http://www.mysteryscience.com/) | **How and when is it appropriate to share responses and questions?**    **What are the steps to log into Mystery Science?**    **How can you become an inventor?** | 9/3/20 |
| **Lesson 5 (9/4/20)** | **Logging into IXL and MobyMax**    **Finish with Kahoot.**    ***I can log into IXL and MobyMax.*** | * **The purpose of this synchronous work is to have a discussion on how to log in to IXL and MobyMax.** * **Following this activity, I will show a video from Mystery Doug – Why is Mars red? The students will engage in conversational talk. This will allow the students to make connections. The main focus will be on modeling discussion behaviors.** | National Geographic  [www.mysteryscience.com](http://www.mysteryscience.com/)  [www.ixl.com](http://www.ixl.com/)  [www.mobymax.com](http://www.mobymax.com/) | **What do you love about science?**    **Why is Mars red?** | 9/4/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 (8/31)** | **Students will be able to understand and execute the expectations and procedures for Social Studies.** | **Social Studies Expectations and Procedures – Virtual Whole Group Instruction** | **Answering the question in Notebook, what else do we need to do for you to be successful during Social Studies?** | **What are three expectations or procedures for our whole group Social Studies time together?** | **In Class** |
| **Lesson 2 (9/1)** | **Students will be able to understand and define what Social Studies is and how it can affect our everyday life.** | **What is Social Studies? How does it benefit us?** | **Generating two “I know” and “I wonder” each for Social Studies though class notebook.** | **Explain one reason why Social Studies is important for us to learn about.** | **In Class** |
| **Lesson 3 (9/2)** | **Students will be able to write a goal for themselves this year in Social Studies.** | **Over view of Social Studies for the Year** | **Create personal goals or jot down what they want out of social studies this year** | **Tell me what you want out of Social Studies this year.** | **In Class** |
| **Lesson 4 (9/3)** | **Student will be able to log in to all Social Studies.** | **Introduction to Social Studies Resources + Logins** | **Explore the Social Studies Resources.** | **What are the steps when logging into our Social Studies resources?** | **In Class** |
| **Lesson 5 (9/4)** | **Students will be able to demonstrate the expectations and procedures for group projects. Students will be able to appropriately transition in and out of group breakouts.** | **Expectations and Procedures for Group Projects – Introduce Breakouts** | **Answering the question in Notebook, what else do we need to do for you to be successful during Group-work?** | **List three important expectations when working in Group Projects.** | **In Class** |