**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** | **November 2, 2020 – November 6, 2020** | **Topic/Title** | **ELA: Esperanza Rising**  **MATH: Adding and Subtracting Decimals**  **SCIENCE: Energy, Motion, and Electricity**  **SOCIAL STUDIES:** **Pony Express** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **11/2/20** | Module 1: Unit 2: Lesson 2  I can discuss answers to questions with my triad and provide evidence to explain my ideas.    I can answer questions about the setting of the novel *Esperanza Rising* based on evidence from the text.    I can answer questions about the main character, Esperanza. | Nearpod:    <https://share.nearpod.com/vsph/llt97MmkNu>    Class Code: VFYRK | Read Chapter 3: “Las Papayas/Papayas” (pages 23–28).    Use the question from the Homework: Purpose for  Reading, Chapter 3: “Las Papayas/Papayas” to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.    What challenges do the main characters in this chapter face? | Exit Ticket in NearPod | 11/2/20 |
| **Lesson 2**  **11/3/20** | No School / Election Day | No School / Election Day | No School / Election Day | No School / Election Day | 11/3/20 |
| **Lesson 3**  **11/4/20** | Module 1: Unit 2: Lesson 3  I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.    I can identify situations in *Esperanza Rising* where a character’s human rights are challenged.    I can make inferences from the text about Esperanza, Mama, Abuelita.    I can use context clues to help me determine the meaning of words *Esperanza Rising*.    I can write to explain my thinking about the characters in *Esperanza Rising*. | Nearpod:    <https://share.nearpod.com/pMIfQEg9Oab>    Class Code: PQ7SA | Answer the text dependent questions for Chapter 3. Use text evidence and complete sentences.    Read Chapter 4 "Los Higos (Figs)" pages 30-57 in Esperanza Rising    Use the Homework: Purpose for Reading worksheet in your ELA class notebook to guide your reading and look out for key details    Use sticky notes to mark the specific areas in the chapter that support your answer | Exit Ticket in NearPod | 11/4/20 |
| **Lesson 4**  **11/5/20** | Module 1: Unit 2: Lesson 4    I can answer comprehension questions based on text from Esperanza Rising that I have read independently.    I can identify situations in Esperanza Rising where a character’s human rights are challenged.    I can make inferences from the text about the characters of Esperanza Rising.    I can use context clues to help me determine the meaning of words in Esperanza Rising.    I can write to explain my thinking about the characters in Esperanza Rising. | Nearpod:    <https://share.nearpod.com/eZKD265FZab>    Class Code: EK2WI | * Answer the text dependent questions for chapter 4 "Los Figos (Figs)" use anchor charts from our discussion to help guide your answers      * Read chapter 5 "Las Guayabas (Guavas)" pages 58-80      * Use the Purpose for Reading question to guide your reading, answer the question after you have read the chapter | Exit Ticket in Nearpod | 11/5/20 |
| **Lesson 5**  **11/6/20** | Module 1: Unit 2: Lesson 5    I can answer comprehension questions based on text from Esperanza Rising that I have read independently.    I can summarize the main ideas in an informational text about California in the 1930s. | Nearpod:    <https://share.nearpod.com/gMQqzVMCjab>    Class Code: 9JPCY | * Open your ELA class notebook, Lesson 5      * Find the 3 pages that say - AC: California, AC: Immigrating from Mexico, AC: The Great Depression of the 1930s      * Type out anything you may now about these 3 categories on the virtual anchor chart      * After you made your first post on each AC, open the Resource pages to learn more about each subject      * Post 1 new fact on each AC after you do research | Exit Ticket in Nearpod | 11/6/20 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **11/2/20** | - I can add and subtract decimals. | **Content**  *Lesson 2-6: Add and Subtract Decimals*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 2-6 | [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 2-6  -Independent Practice 2-6  -Homework 2-6  -Problem Solving Reading Mat 2-6 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-6** | 11/2/20 |
| **Lesson 2**  **11/3/20** | No School / Election Day | No School / Election Day | No School / Election Day | No School / Election Day | 11/3/20 |
| **Lesson 3**  **11/4/20** | - I can use prior knowledge and equations or bar diagrams to solve problems. | **Content**  *Lesson 2-7: Math Practices and Problem Solving: Model With Math*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 2-7 | [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 2-7  -Independent Practice 2-7  -Homework 2-7  -Display the Digits 2-7 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-7** | 11/4/20 |
| **Lesson 4**  **11/5/20** | - I can use prior knowledge and equations or bar diagrams to solve problems. | **Content**  *Lesson 2-7: Math Practices and Problem Solving: Model With Math*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 2-7 | [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 2-7  -Independent Practice 2-7  -Homework 2-7  -Display the Digits 2-7 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-7** | 11/5/20 |
| **Lesson 5**  **11/6/20** | - I can show my understanding of mental math, adding and subtracting decimals, and problem-solving. | **Content**  *Review/Reteach*  *Lesson 2-1 to lesson 2-7*  **Modeling and Number Talk (Discussion/Conversational Talk)**  Whole group discussion | [www.savvasrealize.com](http://www.savvasrealize.com)  -Quick Check: 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7  -Practice Buddy: Independent Practice and Homework = 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7  [www.ixl.com](http://www.ixl.com)  H.1: Add Decimals  H.2: Subtract Decimals | Exit Slip  [www.ixl.com](http://www.ixl.com)  -H.3: Add and Subtract Decimals | 11/6/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **11/2/20** | -Biodiversity & Adaptions: What is the world’s biggest spider?  -Energy Transfer and Engineering Part II – Mystery Science  -Activity: My Paper Skull | * I will facilitate a discussion about transferring energy. * I will ask probing questions to encourage exploration. * We will discuss different ways energy can be transferred. * I will engage the students by showing a video about energy transfer and conversational talk. * I will engage the students by showing a video about energy transfer and conversational talk 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.   The students will: Explore, Engage, Explain, Elaborate, Observe, Create, Communicate, Hypothesize | * Do Now! – [www.getepic.com](http://www.getepic.com) and [www.readworks.org](http://www.readworks.org) * 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) | Exit Slips   * Could you knock down a building using only dominoes?   -Mystery Science   * Hands-On Activity: My Paper Skull | 11/2/20 |
| **Lesson 2**  **11/3/20** | No School / Election Day | No School / Election Day | No School / Election Day | No School / Election Day | 11/3/20 |
| **Lesson 3**  **11/4/20** | -Bones, Animal Structure– Mystery Science  -Energy Transfer and Engineering Part III – Mystery Science  -Activity: Skeleton Hand | * I will facilitate a discussion about transferring energy. * I will ask probing questions to encourage exploration. * We will discuss different ways energy can be transferred. * I will engage the students by showing a video about energy transfer and conversational talk. * I will engage the students by showing a video about energy transfer and conversational talk 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.   The students will: Explore, Engage, Explain, Elaborate, Observe, Create, Communicate, Hypothesize | * Do Now! – [www.getepic.com](http://www.getepic.com) and [www.readworks.org](http://www.readworks.org) * 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) | Exit Slips   * Why do our skeletons have so many bones? * Can you build a chain reaction machine?   -Mystery Science   * Hands-On Activity: Skeleton Hand | 11/4/20 |
| **Lesson 4**  **11/5/20** |  |  |  |  | 11/5/20 |
| **Lesson 5**  **11/6/20** | -Energy Transfer and Engineering Part II. – Mystery Science  -Energy Transfer and Engineering Part III – Mystery Science | * I will facilitate a discussion about transferring energy. * I will ask probing questions to encourage exploration. * We will discuss different ways energy can be transferred. * I will engage the students by showing a video about energy transfer and conversational talk. * I will engage the students by showing a video about energy transfer and conversational talk 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.   The students will: Explore, Engage, Explain, Elaborate, Observe, Create, Communicate, Hypothesize | * Do Now! – [www.mobymax.com](http://www.mobymax.com) * 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) | Exit Slips  -Mystery Science Assessment: Energizing Everything – Mystery 4 & 5   * Hands On Activity: Build and Chain Reaction (Part 1) * Hands On Activity: Build and Chain Reaction (Part 2) | 11/6/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **11/2/20** | Science Full Lesson | Science Full Lesson | Science Full Lesson | Science Full Lesson | 11/2/20 |
| **Lesson 2**  **11/3/20** | No School / Election Day | No School / Election Day | No School / Election Day | No School / Election Day | 11/3/20 |
| **Lesson 3**  **11/4/20** | Science Full Lesson | Science Full Lesson | Science Full Lesson | Science Full Lesson | 11/4/20 |
| **Lesson 4**  **11/5/20** | I can describe what it was like to be a Pony Express Rider and their role in the Westward Expansion. | Today we are going to learn about the Pony Express and how it started to change communication in our country.    We will analyze the primary source The Pony Express Rider by Mark Twain. The students could discover what it was like to be a Pony Express Rider and their role in Westward Expansion.    The Pony Express Rider Excerpt from Roughing It by Mark Twain (EE #8) <http://www.twainquotes.com/PonyExpress.html> | Graphic Organizer and Write Up in Microsoft Teams | Exit Slip: What was a Pony Express Rider and what was their role in the Westward Expansion. | 11/5/20 |
| **Lesson 5**  **11/6/20** | Science Full Lesson | Science Full Lesson | Science Full Lesson | Science Full Lesson | 11/6/20 |