**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 9, 2020 – November 13, 2020** | **Topic/Title** | **ELA: Esperanza Rising**  **MATH: Adding and Subtracting Decimals, Multiplying Whole Numbers**  **SCIENCE: Energy, Motion, and Electricity**  **SOCIAL STUDIES:** **Westward Expansion + Current Events** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **11/9/20** | 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.      **Mini-Lesson of Writing:**  Difference between Expository, Narrative, and Opinion types of writing. | **Nearpod:**    <https://share.nearpod.com/gMQqzVMCjab>    **Class Code:** 9JPCY  **Writing:** Today I will be explaining three different types of writing to the students.   * Expository – is when you explain/inform * Narrative—is when you tell a story * Opinion—is when you tell how you feel or what you think | * 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 | 11/9/20 |
| **Lesson 2**  **11/10/20** | Module 1: Unit 2: Lesson 6    I can answer comprehension questions based on text from Esperanza Rising that I have read independently.    I can discuss answers to questions and provide evidence to explains 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, based on evidence from the text.    I can identify metaphors in Esperanza Rising.    I can interpret figurative language in Esperanza Rising. | **Nearpod:**  <https://share.nearpod.com/ARzXPoaqbbb>    **Class Code:** QM6TP  **Writing:** Today I will be teaching the students how to plan for Expository Writing. | * Read chapter 7 of Esperanza Rising. * Catch up on any chapters or work student needs to complete. | Exit Ticket in NearPod | 11/10/20 |
| **Lesson 3**  **11/11/20** | No School / Veteran’s Day | No School / Veteran’s Day | No School / Veteran’s Day | No School / Veteran’s Day | 11/11/20 |
| **Lesson 4**  **11/12/20** | Module 1: Unit 2: Lesson 7    I can use context clues to help me determine why the author chose specific words in Esperanza Rising.    I can determine what metaphors the symbols of the chapter titles represent in Esperanza Rising.  **Mini Lesson over Expository Essay**    Practice planning for Expository Writing using prompts. | **Nearpod:**  <https://share.nearpod.com/WjD4VNTsbbb>    **Class Code:** JY67P  **Writing:** Today the students will practice explaining for expository prompts. They will continue to fill out the IRC outline, but this time they will add A’s and B’s. | * Read Chapter 8, use purpose question to guide student’s reading. * Catch up on any reading or work student needs to complete. | Exit Ticket in NearPod | 11/12/20 |
| **Lesson 5**  **11/13/20** | Module 1: Unit 2: Lesson 8    I can use context clues to help me determine why the author chose specific words in Esperanza Rising.    I can determine what metaphors the symbols of the chapter titles represent in Esperanza Rising.    **Mini Lesson over Expository Essay**    Practice planning for Expository Writing using prompts. | **Nearpod:**  <https://share.nearpod.com/9S8sj8Psbbb>    **Class Code:** 4YUX3  **Writing:** Today the students will be working on expository planning again. I want to make sure they fully understand this well before we begin writing. | * Complete any other homework or assignments that are not in Nearpod.     **Mid Unit 2 Assessment Review** | Exit Ticket in NearPod | 11/13/20 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **11/9/20** | - 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)**  Breakout sessions for Vocabulary preview, pg. 102  Whole group discussion | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Fluency Practice Activity, pg. 101  -Vocabulary preview, pg. 102  -Topic 2 Reteach, pgs. 103-104 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check Topic 2**  **Reteach, pgs. 103-104** | 11/9/20 |
| **Lesson 2**  **11/10/20** | -I can fluently add and subtract decimals and use problem solving strategies. | **Content**  *Mega Math Game*  Teacher will facilitate game  Students will be on teams (girls against boys)  **Modeling and Number Talk (Discussion/Conversational Talk)**  Breakout sessions for Topic 2 Reteach, pgs. 49-50  Whole group discussion | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! –  [www.ixl.com](http://www.ixl.com)  place value  -Independent Practice  Topic 2 Assessment, pgs. 105-106 | -Anecdotal Notes  -Exit Slip**:**  Topic 2 Assessment, pgs. 105-106 | 11/10/20 |
| **Lesson 3**  **11/11/20** | No School / Veteran’s Day | No School / Veteran’s Day | No School / Veteran’s Day | No School / Veteran’s Day | 11/11/20 |
| **Lesson 4**  **11/12/20** | I can use place value understandings and patterns to mentally multiply whole numbers by powers of 10. | **Content**  *Lesson 3-1: Multiply Greater Numbers by Powers of 10*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 3-1 | [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 3-1  -Independent Practice 3-1  -Homework 3-1  -Math and Science Activity 3-1 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 3-1** | 11/12/20 |
| **Lesson 5**  **11/13/20** | **I can** usethe multiplication algorithm to multiply 2 digit by 1 digit. | **Reteach/Review Multiplying 2 digit by 1 digit numbers.**  -Number Talk  -[www.aaa.math](http://www.aaa.math) Multiply 2 digit by 1 digit numbers  -Guided Practice Multiplying 2 digit by 1 digit numbers  -Think together | -Independent Practice Multiplying 2 digit by 1 digit numbers Homework Multiply 2 digit by 1-digit practice | -Anecdotal Notes  -Exit Slip**:**  2 digit by 1 digit multiplication | 11/13/20 |

Science

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| **Lesson 1**  **11/9/20** |  |  |  |  | 11/9/20 |
| **Lesson 2**  **11/10/20** | -Electrical Energy – Mystery Science  -Activity: Build a Flashlight | * I will facilitate a discussion about electrical energy. * I will ask probing questions to encourage exploration. * We will discuss different ways electrical energy can be transferred. * I will engage the students by showing a video about electrical energy 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) 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   * What if there were no electricity?   -Mystery Science   * Hands-On Activity: Build a Flashlight | 11/10/20 |
| **Lesson 3**  **11/11/20** | No School / Veteran’s Day | No School / Veteran’s Day | No School / Veteran’s Day | No School / Veteran’s Day | 11/11/20 |
| **Lesson 4**  **11/12/20** | -Heat Energy and Energy Transfer  -Renewable Energy and Natural Resources | * I will facilitate a discussion about heat energy, transferring energy, renewable energy and natural resources. * I will ask probing questions to encourage exploration. * We will discuss different ways heat energy can be transferred. * I will engage the students by showing a video about heat energy and energy transfer, as well as, renewable energy and natural resources and using conversational talk. | * 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   * How long did it take to travel across the country before cars and airplanes? * Where does energy come from?   -Mystery Science   * Assessment: Energizing Energy: Lesson 7 and 8 | 11/12/20 |
| **Lesson 5**  **11/13/20** |  |  |  |  | 11/13/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **11/9/20** | 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. | 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. | 11/9/20 |
| **Lesson 2**  **11/10/20** | Science Full Lesson | Science Full Lesson | Science Full Lesson | Science Full Lesson | 11/10/20 |
| **Lesson 3**  **11/11/20** | No School / Veteran’s Day | No School / Veteran’s Day | No School / Veteran’s Day | No School / Veteran’s Day | 11/11/20 |
| **Lesson 4**  **11/12/20** | Science Full Lesson | Science Full Lesson | Science Full Lesson | Science Full Lesson | 11/12/20 |
| **Lesson 5**  **11/13/20** | Current Events + Student Council Breakout | Current Events + Student Council Breakout   * <https://www.cnn.com/cnn10> | Current Events + Student Council Breakout  -Graphic Organizer and Write Up | Current Events + Student Council Breakout | 11/13/20 |