**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 16, 2020 – November 20, 2020** | **Topic/Title** | **ELA:****MATH: Multiplying Whole Numbers****SCIENCE: Energy, Motion, and Electricity****SOCIAL STUDIES:**  |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1** **11/16/20** | 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 | 11/16/20 |
| **Lesson 2****11/17/20** | 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 really 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 | 11/17/20 |
| **Lesson 3** **11/18/20** | **Module 1: Unit 2: Lesson 9** I can try my best on my Mid-Unit 2 Assessment. I can interpret the “blanket” metaphor in Esperanza Rising. I can identify themes in Esperanza Rising. | **Mid-Unit 2 Assessment****Nearpod:** <https://share.nearpod.com/vsph/tag2bodmMu> **Class Code:** HYRQK | **Mid-Unit 2 Assessment**Read Chapter 10, “Las Papas/Potatoes” (pages 158–179), in Esperanza Rising.  While reading, note examples of where a character’s human rights might be challenged and their responses. Use the Homework: Purpose for Reading, Chapter 10: “Las Papas/Potatoes” question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.  ***How is Esperanza changing?*** Read Aloud - listen while you read in your own book <https://www.youtube.com/watch?v=DAT7sq4tcgg> <https://www.youtube.com/watch?v=BkcqDfsvCyE> | **Mid-Unit 2 Assessment** | 11/18/20 |
| **Lesson 4****11/19/20** | **Module 1: Unit 2: Lesson 10** I can answer comprehension questions based on text from Esperanza Rising that I have readindependently. I can make inferences from the text about Esperanza and Mama in Esperanza Rising. I can begin to describe how Esperanza is changing. I can interpret big metaphors in Esperanza Rising. I can identify themes in Esperanza Rising.**Mini Lesson over Expository Essay** Practice planning for Expository Writing using prompts. | **Nearpod:**<https://share.nearpod.com/TKwhTwl2mbb> **Class Code:** WM2PG  **Writing:** Today the students will be working on expository planning again. We want to make sure they fully understand this really well before we start writing. | Read Chapter 11: “Los Aguacates/Avocados” (pages 179–199) in Esperanza Rising. Use the Homework: Purpose for Reading, Chapter 11: “Los Aguacates/Avocados” question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.  ***What challenges to human rights do characters face in Chapter 11? How do they respond?*** | Exit Ticket in Nearpod | 11/19/20 |
| **Lesson 5** **11/20/20** | **Module 1: Unit 2: Lesson 11**I can answer comprehension questions based on text from Esperanza Rising that I have read independently. I can identify examples of human rights that have not been protected in Esperanza Rising.  I can explain what a strike is.  I can explain why workers go on strike.   **Mini Lesson over Expository Essay** Developing an Introduction paragraph of IRC format.1. Hook
2. 3 Reasons

Closing Statement | **Nearpod:**<https://share.nearpod.com/nVUnQuqx0ab> **Class Code:** DLSA3 **Writing:** Today the students will be learning how to write the “I” paragraph. The I paragraph is the three simple sentences. They will set their I paragraph up the same way for every prompt. | Read Chapter 12, “Los Espárragos/Asparagus” (pages 199–213), in Esperanza Rising.  Use the Homework: Purpose for Reading, Chapter 12: “Los Espárragos/Asparagus” question to focus your reading. This can be found in your ELA Class Note book, Module 1, Unit 2, Lesson 11 Use evidence flags to mark the specific areas in the book that support your answer.  On page 195, near the end of Chapter 11, Marta’s mother tells Esperanza: “We all do what we have to do.” Think about this comment as you read Chapter 12.  ***Should the workers strike?*** Read Aloud - listen as you follow along in your novel<https://www.youtube.com/watch?v=ac51JdlRheM> <https://www.youtube.com/watch?v=L6TeM7GDvPE> | Exit Ticket in Nearpod | 11/20/20 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1** **11/16/20** | - **I can** use place value understandings and patterns to mentally multiply whole numbers by powers of 10. | **Content***Lesson 3-1: Multiply Great 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** | 11/16/20 |
| **Lesson 2****11/17/20** | **-I can** usethe multiplication algorithm to multiply 2 digit by 1 digit*.* | **Reteach/Review Multiplying 2 digit by 1 digit numbers.** **Modeling and Number Talk****(Discussion/Conversational Talk)**-Visual Learning Video-Guided Practice Multiplying 2 digit by 1 digit numbers | -Do Now! [www.aaa.math](http://www.aaa.math) -basic facts-Multiply 2 digit by 1 digit numbers-Independent Practice Multiplying 2 digit by 1 digit numbers -Homework Multiply 2 digit by 1 digit practice=Think together | Anecdotal Notes**Exit Slip** | 11/17/20 |
| **Lesson 3** **11/18/20** | **-I can** use properties and the standard algorithm for multiplication to find the product 2 digit by 2 digit numbers. | **Reteach/Review Multiplying 2 digit by 2 digit numbers.** **Modeling and Number Talk****(Discussion/Conversational Talk)**[www.aaa.math](http://www.aaa.math) basic math facts-Visual Learning Video-Guided Practice Multiplying 2 digit by 2 digit numbers | Do Now! [www.ixl.com](http://www.ixl.com)-multiply 2-digit by 1 digit-Independent Practice Multiplying 2 digit by 2 digit numbers -Homework Multiply 2 digit by 2 digit practice-Toss and Talk  | Anecdotal Notes**Exit Slip** | 11/18/20 |
| **Lesson 4****11/19/20** | - **I can** use rounding and compatible numbers to estimate products. | **Content** *Lesson 2-2: Estimate Products***Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share- Look Back! & Convince Me! -Guided Practice 3-2  | [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 3-2-Independent Practice 3-2-Homework 3-2-Center Games 3-2 | -Anecdotal Notes -Exit Slip**:** **Quick Check 3-2** | 11/19/20 |
| **Lesson 5** **11/20/20** | - **I can** multiply 3-digit by 2-digit numbers by combining equal groups and adding partial products..  | **Content** *Lesson3-3: Multiply 3-Digit by 2-Digit Numbers***Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share-Look Back! & Convince Me! -Guided Practice 3-3 | [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 3-3-Independent Practice 3-3-Homework 3-3-Center Games 3-3 | -Anecdotal Notes -Exit Slip**:** **Quick Check 3-3** | 11/20/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1** **11/16/20** | -Animal Traits and Behaviors – Mystery Science-Activity: Gobble Wobbler and Build a Flashlight | * I will facilitate a discussion about animal traits/behaviors and electrical energy.
* I will ask probing questions to encourage exploration.
* We will discuss different animal traits/behaviors and electrical circuits.
* I will engage the students by showing a video about animal traits and behavior, as well as, electrical circuits and conversational talk.
* 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.

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* What if there were no electricity?
* What’s that red thing on a turkey?

-Mystery Science * Hands-On Activity: Gobble Wobbler and Build a Flashlight
 | 11/16/20 |
| **Lesson 2****11/17/20** |  |  |  |  | 11/17/20 |
| **Lesson 3** **11/18/20** | -How is syrup made? – Mystery Science-Heat Energy and Energy– Mystery Science-Activity: Heat Spinner | * 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* How long did it take to travel across the country before cars and planes?

-Mystery Science Assessment: Energizing Everything – Mystery 7* Hands-On Activity: Heat Spinner
 | 11/18/20 |
| **Lesson 4****11/19/20** |  |  |  |  | 11/19/20 |
| **Lesson 5** **11/20/20** | -Why do people eat turkey on Thanksgiving? -Renewable Energy and Natural Resources – Mystery Science-Hands-on Activity – Power This Town Mystery Science | * I will facilitate a discussion about renewable energy and natural resources.
* 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 renewable energy and natural resources and conversational talk.
* I will ll 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-Where does energy come from?-Mystery Science Assessment: Energizing Everything – Mystery 8* Hands On Activity: Power this Town
 | 11/20/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1** **11/16/20** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | 11/16/20 |
| **Lesson 2****11/17/20** | I can analyze a primary source document to get a picture of what it was like being a Pony Express rider in the 1860s.  I can explain the difference between a primary and secondary source and give an example of each.  I can plot important events of the history of the United States on a timeline in chronological order. I can use a Frayer Model to support vocabulary development.  I can plot the trail of the Pony Express riders across the western part of the United States.  I break down complex language from a previous period in history to analyze the text. I can identify the main idea and locate supporting details from a primary source document.  I can summarize what I read into meaningful bits of information.  I can describe what it was like to be a Pony Express Rider and their role in Westward Expansion by creating a want ad for a Pony Express rider in 1861.  I can use a KWL chart to support what I have learned about the Pony Express and its riders.  |  Do Now: (3-5 minutes) Complete the K and W of the KWL chart. What do you know about the Pony Express? What do you want to know about the Pony Express?   Nearpod: <https://share.nearpod.com/yd0Xw12Ymbb> I Do: (5-7 minutes)  Introduce the timeline in relation to past and current events. Begin timeline with students. Add relevant events discussed in class. We Do: (10-15 minutes)  Analyze primary source document with students. Say: This is a primary source document. How is a primary source different than a secondary source?  | You Do: Revisit the KWL chart, complete the L column. Add 2 new questions to what I want to know chart after learning some about the Pony Express. Look back to article for support.  <http://www.twainquotes.com/PonyExpress.html>   Add Mark Twain to the timeline November 30, 1835 – April 21, 1910    Students draw the Pony Express path on a map from the eastern to the western United States.     Complete a Frayer Model for the following words: stagecoach, procession, flying  | KWL Chart  Timeline   Map of the Pony Express route  Frayer Model Vocabulary | 11/17/20 |
| **Lesson 3** **11/18/20** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | 11/18/20 |
| **Lesson 4****11/19/20** | I can analyze a primary source document to get a picture of what it was like being a Pony Express rider in the 1860s.  I can explain the difference between a primary and secondary source and give an example of each.  I can plot important events of the history of the United States on a timeline in chronological order. I can use a Frayer Model to support vocabulary development.  I can plot the trail of the Pony Express riders across the western part of the United States.  I break down complex language from a previous period in history to analyze the text. I can identify the main idea and locate supporting details from a primary source document.  I can summarize what I read into meaningful bits of information.  I can describe what it was like to be a Pony Express Rider and their role in Westward Expansion by creating a want ad for a Pony Express rider in 1861.  I can use a KWL chart to support what I have learned about the Pony Express and its riders. |

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Do Now (3 – 5 minutes) Look at the following quote from Mark Twain as he continues to write about what it was like during the Pony Express. In your own words, what does this quote mean?  Nearpod: <https://share.nearpod.com/yd0Xw12Ymbb>I do: (5-7 minutes) Read paragraph, summarize for students.We Do: (15-20 minutes) Summarize the paragraph below. Then complete the main idea and details graphic organizer with students. Discuss Frayer Model (Asynchronous) from the previous day; words – Stagecoach, procession, flying (To support today’s asynchronous activity.)  | You Do: Read the following paragraph, then complete the Main Idea & Details graphic organizer.  “The stagecoach traveled about a hundred to a hundred and twenty-five miles a day (twenty-four hours), the pony-rider about two hundred and fifty. There were about eighty pony-riders in the saddle all the time, night and day, stretching in a long, scattering procession from Missouri to California, forty flying eastward, and forty toward the west, and among them making four hundred gallant horses earn a stirring livelihood and see a deal of scenery every single day in the year.” | My Summary T-Chart Graphic Organizer  Main Idea Graphic Organizer | 11/19/20 |
| **Lesson 5** **11/20/20** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | 11/20/20 |