**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** | **January 4, 2021 – January 8, 2021** | **Topic/Title** | **ELA:**  **MATH: Use Models and Strategies to Divide Whole Numbers**  **SCIENCE: Spaceship Earth**  **SOCIAL STUDIES:**  **Surplus, Supply and Demand** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **1/4/21** | **Module 3: Unit 1: Lesson 1**  **I can make observations and ask questions during a Gallery Walk about the importance of sports in American culture.**  **I can define the word “observations”.**  **I can use quotes to make inferences about why sports are important in American culture.**  **I can listen effectively to my partner when sharing.**  **I can determine the meaning of new words in quotes using context clues.**  **Mini Lesson over Expository Essay: Introduce New Essay Prompt + Plan for your Writing**  **I can plan for an Expository piece of writing using the IRC format.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **Q.1. Put the sentences in order**  **Q.2. Use coordinating conjunctions**  **Q.3. Choose the best transition**  **Nearpod:**  [**https://share.nearpod.com/vsph/ZmuM0BbtNu**](https://share.nearpod.com/vsph/ZmuM0BbtNu)  ***“In this lesson we will view images and read informational texts to learn about how American athletes broke barriers during the eras in which they lived in.”***  **Class Code: XECHD**  **Writing: Students will be planning for their writing piece while Ms. Breitbach pulls small group to work with.** | **IRC Planning Assignment in Class Dojo for the Prompt:**  ***“Write an essay to a loved one EXPLAINING your New Year’s Resolution for 5th Grade.”***  [**www.classdojo.com**](http://www.classdojo.com)  **(Please reach out to Ms. Walton or Ms. Breitbach for the Class Dojo code if you need to log in)**  **REMEMBER: IRC Format for Planning:**  **I = Introduction**  **1R = Reason 1**  **2R = Reason 2**  **3R = Reason 3**  **C = Conclusion**  **If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)  **Q.1. Put the sentences in order**  **Q.2. Use coordinating conjunctions**  **Q.3. Choose the best transition** | **Exit Ticket in Neapod: Revisit and Revise your Initials Inference:**  ***“Now that you have identified, discussed, and defined new or key terms from the quote on your Tea Party card, revise or rewrite the inference you wrote earlier based on new understandings you have about vocabulary. Why are sports important in American Culture?”*** | 1/4/21 |
| **Lesson 2**  **1/5/21** | **Module 3: Unit 1: Lesson 2**  **I can determine the gist of the first three sections of the article “It’s Not Just a Game!”**  **I can work and contribute positively in my group.**  **I can identify the author’s opinion in an informational article.**  **I can identify the evidence the author uses to support an opinion.**  **Mini Lesson over Expository: Plan for your Writing**  **I can plan for an Expository piece of writing using the IRC format.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **T.1 Distinguish facts from opinions.**  **T.2. Identify an author’s statement of opinion**  **T.3. Choose reasons to support an opinion.**  **Nearpod:**  [**https://share.nearpod.com/qtcBbFe1ibb**](https://share.nearpod.com/qtcBbFe1ibb)  ***“In this lesson students will work in groups to determine the gist of the article “It’s Not Just a Game” and identify the author’s opinion and evidence provided.”***  **Class Code: FPJY8**  **Writing: Students will be planning for their writing piece while Ms. Breitbach pulls small group to work with.** | **Developing the Introduction of the Expository Writing Answering the prompt in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)  ***“Write an essay to a loved one EXPLAINING your New Year’s Resolution for 5th Grade.”***  **Opinion and Evidence Graphic Organizer in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)  **(Please reach out to Ms. Walton or Ms. Breitbach for the Class Dojo code if you need to log in)**  **If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)  **T.1 Distinguish facts from opinions.**  **T.2. Identify an author’s statement of opinion**  **T.3. Choose reasons to support an opinion.** | **Exit Ticket in Nearpod:**  ***“How are sports a valuable part of our lives?”*** | 1/5/21 |
| **Lesson 3**  **1/6/21** | **Module 3: Unit 1: Lesson 3**  **I can determine the gist of the last three sections of the article “It’s Not Just a Game!”**  **I can identify the author’s opinion in an article.**  **I can identify the evidence the author uses to support an opinion.**  **I can determine the meaning of new words and phrases from context in an informational article.**  **Mini Lesson over Expository Essay 7**  **I can write a rough draft of my Expository piece of writing in a paragraph format.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **T.4. Identify supporting details in literary texts.**  **T.5. Identify supporting details in informational texts.**  **Nearpod:**  [**https://share.nearpod.com/yppO6pP8lbb**](https://share.nearpod.com/yppO6pP8lbb)  ***“In this lesson students will work in groups to determine the gist of the article “It’s Not Just a Game” and identify the author’s opinion and evidence provided.”***  **Class Code: 8LSM7**  **Writing: Students will be developing a rough draft of their writing piece while Ms. Breitbach pulls small group to work with.** | **Developing the Introduction of the Expository Writing Answering the prompt and begin writing your ROUGH DRAFT in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)  ***“Write an essay to a loved one EXPLAINING your New Year’s Resolution for 5th Grade.”***  **Opinion and Evidence Graphic Organizer in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)  **(Please reach out to Ms. Walton or Ms. Breitbach for the Class Dojo code if you need to log in)**  **If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)  **T.4. Identify supporting details in literary texts.**  **T.5. Identify supporting details in informational texts.** | **Exit Ticket in Nearpod:**  ***What new information can we add to our Sports in American Culture anchor chart?*** | 1/6/21 |
| **Lesson 4**  **1/7/21** | **Module 3: Unit 1: Lesson 4**  **I can identify the evidence the author uses to support an opinion.**  **I can explain how the evidence I identify supports the author’s opinion.**  **I can determine the meaning of new words and phrases from context in an informational article.**  **I can reflect on my learning about opinions in informational text and how authors use evidence to support an opinion.**  **Mini Lesson over Expository Essay 7**  **I can write a rough draft of my Expository piece of writing in a paragraph format.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **Q. 4. Order items from most general to most specific.**  **Q.5. Organize information by main idea**  **Q.6. Remove the sentence that does not belong**  **Nearpod:** [**https://share.nearpod.com/W8fEawtfEcb**](https://share.nearpod.com/W8fEawtfEcb)  **Class Code: 3I82L**  **Writing: Students will be developing a rough draft of their writing piece while Ms. Breitbach pulls small group to work with.** | **Developing the Introduction of the Expository Writing Answering the prompt and begin writing your ROUGH DRAFT in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)  ***“Write an essay to a loved one EXPLAINING your New Year’s Resolution for 5th Grade.”***  **Read through the article “Roots of American Sports” once thoroughly just to start to understand what the article is about. THEN complete questions below the article in Class Dojo.**  [**www.classdojo.com**](http://www.classdojo.com)  **(Please reach out to Ms. Walton or Ms. Breitbach for the Class Dojo code if you need to log in)**  **If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)  **Q. 4. Order items from most general to most specific.**  **Q.5. Organize information by main idea**  **Q.6. Remove the sentence that does not belong** | **Exit Ticket in Nearpod:**  ***What is one new word or phrase you learned today and what does it mean?*** | 1/7/21 |
| **Lesson 5**  **1/8/21** | **Module 3: Unit 1: Lesson 5**  **I can determine the gist of the article “Sports in American.”**  **I can identify the author’s opinion in an informational article.**  **I can identify evidence the author uses to support an opinion.**  **I can determine the meaning of new words and phrases from context in an informational article.**  **Mini Lesson over Expository Essay 7**  **I can write a rough draft of my Expository piece of writing in a paragraph format.** | **Do Now:**  **Emotional Check-In + Small Groups Answering this Question:**  ***If you could change one thing about the world today, what would it be and why?***  **Nearpod:**  [**https://share.nearpod.com/TbjT3uigDab**](https://share.nearpod.com/TbjT3uigDab)  **Class Code: CSTE7**  **Writing: Students will be developing a rough draft of their writing piece while Ms. Breitbach pulls small group to work with.** | **Developing the Introduction of the Expository Writing Answering the prompt and begin writing your ROUGH DRAFT in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)  ***“Write an essay to a loved one EXPLAINING your New Year’s Resolution for 5th Grade.”***  **Vocabulary Journal in Class Dojo-**  **Complete the following steps:**   1. **Go back into the article to use context clues and apply vocabulary strategies to help you determine the meaning of each word.** 2. **Write a synonym for the word.** 3. **Write a short definition of the word.**   [**www.classdojo.com**](http://www.classdojo.com)  **(Please reach out to Ms. Walton or Ms. Breitbach for the Class Dojo code if you need to log in)**  **If you did not answer the Do Now Question,**  ***If you could change one thing about the world today, what would it be and why?***  **please type up your answer and email it to me at** [**kaylyn.breitbach@slps.org**](mailto:kaylyn.breitbach@slps.org) | **Exit Ticket in Nearpod:**  ***What was some new information we learned today about how sports are valuable in American culture?*** | 1/8/21 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **1/4/21** | -I can use place value and mental math to find quotients. | **Content**  *Lesson 5-1: Use Patterns and Mental Math to Divide*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 5-1 | [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 5-1  -Independent Practice 5-1  -Homework 5-1  -Center Games 5-1 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 5-1** | 1/4/21 |
| **Lesson 2**  **1/5/21** | -**I can** find quotients using the model of sharing money. | *Lesson: Connecting Models and Symbols*  **Modeling and Number Talk**  **(Discussion/Conversational Talk)**  [www.aaa.math](http://www.aaa.math)  basic math facts  -Visual Learning Video  -Guided Practice Connecting Models and Symbols | Do Now! Complete do now from Monday and [www.ixl.com](http://www.ixl.com)  -multiply 2-digit by 2 digit  -Independent Practice Connecting Models and Symbols  -Homework Reteach Connecting Models and Symbols  -Toss and Talk | Anecdotal Notes  **Exit Slip: Quick Check Connecting Models and Symbols** | 1/5/21 |
| **Lesson 3**  **1/6/21** | -**I can** divide three digit whole numbers by one digit divisors. | *Lesson: Dividing by 1-digit Divisors*  **Modeling and Number Talk**  **(Discussion/Conversational Talk)**  [www.aaa.math](http://www.aaa.math)  basic math facts -division  -Visual Learning Video  -Guided Practice Dividing by 1-digit divisors | Do Now! Complete do now from Monday and [www.ixl.com](http://www.ixl.com)  -multiply 3-digit by 2 digit  -Independent Practice Dividing by 1 digit divisors  -Homework Reteach Dividing by 1 digit divisors  -Math and Science Activity | Anecdotal Notes  **Exit Slip: Quick Check** Dividing by 1 digit divisors | 1/6/21 |
| **Lesson 4**  **1/7/21** | -**I can** divide with zeros in the quotient. | *Lesson: Zeros in the Quotient*  **Modeling and Number Talk**  **(Discussion/Conversational Talk)**  [www.aaa.math](http://www.aaa.math)  basic math facts -division  -Visual Learning Video   * -Guided Practice Zeros in the Quotient | Do Now! Daily Spiral Review  -divide 3-digit by 1 digit  -Independent Practice *Zeros in the Quotient*  -Homework Reteach *Zeros in the Quotient*  -Problem-Solving Reading Mat | Anecdotal Notes  **Exit Slip: Quick Check** *Zeros in the Quotient* | 1/7/21 |
| **Lesson 5**  **1/8/21** | -**I can** use distributive rules to determine if a number is divisible by another and to find factor pairs of a given number.  - **I can** identify numbers as prime or composite and find the prime factorization of a number. | *Lesson: Understanding Factors and Prime and Composite Numbers*  **Modeling and Number Talk**  **(Discussion/Conversational Talk)**  [www.aaa.math](http://www.aaa.math)  basic math facts -division  -Visual Learning Video  -Guided Practice *Understanding Factors and Prime and Composite Numbers* | Do Now! [www.mobymax.com](http://www.mobymax.com) – math  -Independent Practice *Understanding Factors and Prime and Composite Numbers*  -Homework Reteach *Understanding Factors and Prime and Composite Numbers*  -Center Games | Anecdotal Notes  **Exit Slip: Quick Check** *Understanding Factors and Prime and Composite Numbers* | 1/8/21 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **1/4/21** | -Day, Night & Earth’s Rotation  Hands-on Activity: Spinning Earth | * I will facilitate a discussion about days, night and Earth’s rotation. * I will ask probing questions to encourage exploration. * We will discuss how Earth rotates on its axis. * I will engage the students by showing a video about days, nights and Earth’s rotation and using 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! – Epic [www.getepic.com](http://www.getepic.com)   The Solar System   * 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 fast does Earth Spin?   -Mystery Science  Assessment: Night & Earth’s Rotation | 1/4/21 |
| **Lesson 2**  **1/5/21** |  |  |  |  | 1/5/21 |
| **Lesson 3**  **1/6/21** | -Earth’s Rotation & Daily Shadow Patterns  -Hands-on Activity: Make a shadow clock | * I will facilitate a discussion about Earth’s rotation and shadow patterns. * I will ask probing questions to encourage exploration. * We will why shadow patterns change throughout the day. * I will engage the students by showing a video about Earth’s Rotation and daily shadow patterns and use 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.ixl.com](http://www.ixl.com) – force, motion, gravity * National Geographic * Mystery Doug * [www.mysteryscience.com/student](http://www.mysteryscience.com/student) * [www.mobymax.com](http://www.mobymax.com) – earth science * [www.readworks.org](http://www.readworks.org) * [www.getepic.com](http://www.getepic.com) | Exit Slips   * Who set the first clock?   -Mystery Science   * Assessment: Earth’s Rotation and Daily Shadow Patterns | 1/6/21 |
| **Lesson 4**  **1/7/21** |  |  |  |  | 1/7/21 |
| **Lesson 5**  **1/8/21** | -Seasonal Changes and Shadow Length  -Hands-On Activity: Guess the Season | * I will facilitate a discussion about the different states of matter. * I will ask probing questions to encourage exploration. * We will discuss different gases and the particles of gases. * I will engage the students by showing a video about gases and the particles of models 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.mobymax.com](http://www.mobymax.com)   Earth Science   * National Geographic * Mystery Doug * [www.mysteryscience.com/student](http://www.mysteryscience.com/student) * [www.ixl.com](http://www.ixl.com) * [www.getepic.com](http://www.getepic.com) * [www.readworks.org](http://www.readworks.org) | Exit Slips   * How can the Sun tell you the season?   -Mystery Science   * Assessment: Seasonal Changes and Shadow length. | 1/8/21 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **1/4/21** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | 1/4/21 |
| **Lesson 2**  **1/5/21** | **I can identify political, economic, and social causes and consequences of the Great Depression.**  **I can explain the factors, past and present, that influence changes in regional economies.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **P.1. Understand quantity supplied and quantity demanded.**  **P.2. Understand overall supply and demand.**  ***Scarcity***  ***Today I am going to teach you what happens when items are in low supply and how it impacts our economy through prices. This concept is known as scarcity.***  **I will be letting students know that I only have a 10 spots in a breakout room for class today. I will tell the students that they have to come up with a solution to fix the problem. I will allow the students time to give suggestions and hold a vote to decide which on to follow through for the day.** | **Frayer Vocabulary Model in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)  **(Please reach out to Ms. Walton or Ms. Breitbach for the Class Dojo code if you need to log in)**  **If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)  **P.1. Understand quantity supplied and quantity demanded.**  **P.2. Understand overall supply and demand.** | **Exit Ticket: Completing the Frayer Model Vocabulary Graphic Organizer for the word Scarcity in Class Dojo.** | 1/5/21 |
| **Lesson 3**  **1/6/21** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | 1/6/21 |
| **Lesson 4**  **1/7/21** | **I can identify political, economic, and social causes and consequences of the Great Depression.**  **I can explain the factors, past and present, that influence changes in regional economies.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **P.4. Identify shortage and surplus.**  ***Supply and Demand***  ***Today I am going to teach when items become scare or abundant in the economy how it impacts the price of the items known as supply and demand.***  **I will begin this lesson about talking about the “Spots in Class” activity from our last lesson. I will say, “If I were to put a price on a spot in class to buy, would you all spend your money to buy a spot for the day? What should the price be for the spot in class when there is a short supply?” Then we will discuss the situation was switched around—if there were double of the amount of spots in class. “Would you spend money to buy a spot? How much would the spot be worth now that there is an excess amount?”** | **“This or That: Identifying Supply and Demand” Assignment in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)  **(Please reach out to Ms. Walton or Ms. Breitbach for the Class Dojo code if you need to log in)**  **If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)  **P.4. Identify shortage and surplus.** | **Exit Ticket in Class Dojo:**  ***What is supply and demand? How does it affect our everyday lives?***  [**www.classdojo.com**](http://www.classdojo.com) | 1/7/21 |
| **Lesson 5**  **1/8/21** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | 1/8/21 |