**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 25, 2021 – January 29, 2021** | **Topic/Title** | **ELA: Sports in American Culture**  **MATH: Use Models and Strategies to Divide Whole Numbers**  **SCIENCE: Spaceship Earth**  **SOCIAL STUDIES:**  **Opportunity Cost and Black History** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **1/25/21** | **Module 3: Unit 1: Lesson 6**  **I can identify the evidence that supports an author’s opinion.**  **I can create an organizational structure to record evidence supports the author’s opinion.**  **I can paraphrase evidence to record on my organizational structure.**  **I can write a paragraph with an opinion supported by evidence.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **Y.1. Words with pre-**  **Y.2. Words with re-**  **Y.3 Words with sub-**  **Y.4 Words with mis-**  **Nearpod:**  [**https://share.nearpod.com/OA5sJrySRcb**](https://share.nearpod.com/OA5sJrySRcb)  **Class Code: HBF27** | **Review, Revise, and Edit of the Expository Writing Answering the prompt in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)  **In Class Dojo, highlight the evidence strips that support your opinion. Be sure you understand WHY you matched that piece of evidence with the opinion. You will be asked to explain your thinking.**  **Then, find the Opinion and Evidence graphic organizer and Accordion graphic organizer.**  **Which of the two organizers do you choose to use for your opinion paragraph and why?**  [**www.classdojo.com**](http://www.classdojo.com)  **If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)  **Y.1. Words with pre-**  **Y.2. Words with re-**  **Y.3 Words with sub-**  **Y.4 Words with mis-** | **Exit Ticket in Nearpod:**  ***What was some new evidence you identified today that supports the opinion that sports are a valuable part of American culture?*** | 1/25/21 |
| **Lesson 2**  **1/26/21** | **Module 3: Unit 1: Lesson 7**  END OF UNIT 1 ASSESSMENT  **I can write an opinion about the importance of sports in American culture.**  **I can identify and organize evidence to support my opinion.**  **I can write a paragraph with related evidence to support my opinion.**  **I can reflect on my learning about how evidence is used to support an opinion.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **Y.1. Words with pre-**  **Y.2. Words with re-**  **Y.3 Words with sub-**  **Y.4 Words with mis-**  **Nearpod:**  [**https://share.nearpod.com/WDsebZrhoab**](https://share.nearpod.com/WDsebZrhoab)  **Class Code: 8VC62** | **END OF UNIT 1 ASSESSMENT in Class Dojo**  [**www.classdojo.com**](http://www.classdojo.com) | **END OF UNIT 1 ASSESSMENT in Class Dojo**  [**www.classdojo.com**](http://www.classdojo.com) | 1/26/21 |
| **Lesson 3**  **1/27/21** | **Module 3: Unit 1: Lesson**  **7**  **END OF UNIT 1 ASSESSMENT**  **I can write an opinion about the importance of sports in American culture.**  **I can identify and organize evidence to support my opinion.**  **I can write a paragraph with related evidence to support my opinion.**  **I can reflect on my learning about how evidence is used to support an opinion.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **Y.1. Words with pre-**  **Y.2. Words with re-**  **Y.3 Words with sub-**  **Y.4 Words with mis-**  **Nearpod:**  [**https://share.nearpod.com/WDsebZrhoab**](https://share.nearpod.com/WDsebZrhoab)  **Class Code: 8VC62** | **END OF UNIT 1 ASSESSMENT in Class Dojo**  [**www.classdojo.com**](http://www.classdojo.com) | **END OF UNIT 1 ASSESSMENT in Class Dojo**  [**www.classdojo.com**](http://www.classdojo.com) | 1/27/21 |
| **Lesson 4**  **1/28/21** | **Module 3: Unit 2: Lesson 1**  **I can describe the features of a biographical text.**  **I can draw inferences about Jackie Robinson from the photographs in the Introduction to Promises to Keep.**  **I can determine the meaning of new words and phrases from context in Promises to Keep.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **Y.1. Words with pre-**  **Y.2. Words with re-**  **Y.3 Words with sub-**  **Y.4 Words with mis-**  **Nearpod:**  [**https://share.nearpod.com/R2am3mv9tbb**](https://share.nearpod.com/R2am3mv9tbb)  **Class Code: 6ASEC** | **Building Background Knowledge: Reading the Introduction of Promises Assignment in Class Dojo**  **+**  **Key Vocabulary 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)** | **Exit Ticket:**  **Time to Climb Reading Questions in Nearpod** | 1/28/21 |
| **Lesson 5**  **1/29/21** | **Module 3: Unit 2: Lesson 2**  **I can determine the main idea of a timeline and explain how the main idea is supported by key details.**  **I can determine the main idea of a passage of text from Promises to Keep and explain how the main idea is supported by key details.**  **I can synthesize information from a timeline and passage of text to write a summary statement.**  **I can quote accurately from the text to explain segregation laws in America.** | **Do Now:**  [**www.ixl.com**](http://www.ixl.com)  **Y.1. Words with pre-**  **Y.2. Words with re-**  **Y.3 Words with sub-**  **Y.4 Words with mis-**  **Nearpod:**  [**https://share.nearpod.com/1VstsiOslbb**](https://share.nearpod.com/1VstsiOslbb)  **Class Code: AT5DU** | **Rereading + Summarizing: “A Black and White World” 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)** | **Exit Ticket in Nearpod:**  **What was life like in the United States for Black people before Jackie Robinson?** | 1/29/21 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **1/25/21** | -**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! Daily Common Core Review and [www.ixl.com](http://www.ixl.com) divide by 1 digit divider  -multiply 3-digit by 2 digit  -Independent Practice *Understanding Factors and Prime and Composite Numbers*  -Homework Reteach *Understanding Factors and Prime and Composite Numbers* -Toss and Talk | Anecdotal Notes  **Exit Slip: Quick Check** *Understanding Factors and Prime and Composite Numbers* | 1/25/21 |
| **Lesson 2**  **1/26/21** | -**I can** use models to find quotients. | **Content**  *Lesson 5-3: Use Models to divide with 2 digit divisors*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 5-3 | [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 5-3  -Independent Practice 5-3  -Homework 5-3  -Problem-solving reading mat 5-3 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 5-3** | 1/26/21 |
| **Lesson 3**  **1/27/21** | -**I can** solve division problems using partial quotients. | **Content**  *Lesson 5-4: Use Partial Quotients to Divide*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 5-4 | [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 5-4  -Independent Practice 5-4  -Homework 5-4  -Center Games 5-4 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 5-4** | 1/27/21 |
| **Lesson 4**  **1/28/21** | -**I can** find the quotient when the divisor is a multiple of 10. | **Content**  *Lesson 5-5: Divide by Multiples of 10*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 5-5 | [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 5-5  -Independent Practice 5-5  -Homework 5-5  -Math and Science Activity 5-5 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 5-5** | 1/28/21 |
| **Lesson 5**  **1/29/21** | -**I can** decide where to place the first digit of the quotient when dividing whole numbers, | **Content**  *Lesson 5-6: Use Estimation to place the first digit of the quotient*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!   1. -Guided Practice 5-6 | [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 5-6  -Independent Practice 5-6  -Homework 5-6  -Problem Solving Reading Mat 5-6 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 5-6** | 1/29/21 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **1/25/21** |  |  |  |  | 1/25/21 |
| **Lesson 2**  **1/26/21** | -Planets and Solar System  -Gravity  -Hands-On Activity: Solar System Mobile | * I will facilitate a discussion about the planets, solar system and gravity. * I will ask probing questions to encourage exploration. * We will discuss gravitational force affects the planets orbits in the Solar System. * I will engage the students by showing a video about planets, solar system and gravity 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! –Research details about each planet. * 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   * What are the wandering stars? * Why is gravity different on other planets?   -Mystery Science   * Assessment: Planets and Solar System * Assessment: Gravity | 1/26/21 |
| **Lesson 3**  **1/27/21** |  |  |  |  | 1/27/21 |
| **Lesson 4**  **1/28/21** | -Star Brightness & Habitable Planets  Hands-on Activity: Star Explorer | * I will facilitate a discussion about star brightness and habitable planets. * I will ask probing questions to encourage exploration. * We will discuss stars brightness in relationship to distance from Earth and habitable planets * I will engage the students by showing a video about star brightness and habitable planets 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) – solar system * 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   * Could there be life on other planets?   -Mystery Science   * Assessment: Star Brightness and Habitable Planets | 1/28/21 |
| **Lesson 5**  **1/29/21** |  |  |  |  | 1/29/21 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **1/25/21** | **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)  **N.3. Opportunity Cost**  ***Opportunity Cost***  ***Today I am going to teach you how there is always something lost when you spend money. This is referred to as opportunity cost.***  **I will show the TED Video “Don’t Eat the Marshmallow”. After viewing the video, I will talk to the students about what the children gave up by eating the marshmallow before the 15 minutes was over. I will make another connection to opportunity cost and talk about times where the students gave up one thing in order to have another. I will connect this to real life experience for the students—if you buy this lego now, you can’t go to that movie later.** | **“What is the definition of opportunity cost?” 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)  **N.3. Opportunity Cost** | **Exit Ticket in Class Dojo:**  ***What is the definition of opportunity cost in your own words?***  [**www.classdojo.com**](http://www.classdojo.com) | 1/25/21 |
| **Lesson 2**  **1/26/21** | **Science Full Lesson** | **Science Full Lesson** | **Science Full Lesson** | **Science Full Lesson** | 1/26/21 |
| **Lesson 3**  **1/27/21** | **I can make connections between history and current events.**  **I can analyze primary sources and draw conclusions.**  **I can research historic events and explain them in my own words.** | **BEGINNING OF BLACK HISTORY MONTH**  **Introduce New Vocabulary Word: *Propaganda,* using the Frayer Model**  **We will begin Black History Month with a gallery walk analyzing primary Civil Rights, Freedom Movement Posters.**  **Students are to record:**   * **What they KNOW about the poster.** * **What they WONDER about the poster.**   **AND THEN, following their exploration into the historical context of the poster, the students will record:**   * **What they LEARNED about poster and historical event.**   **The students will then use their findings to recreate the poster (photograph, drawing, painting, etc.) The recreation of the posters will be accompanied with a one paragraph summary of the historical context behind the poster in their own words.** | **KWL Chart for the Gallery Walk in Class Dojo**  **Civil Rights, Freedom Movement Poster Recreations**  **Historical Context Summary Write Up 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)** | **Exit Ticket in Class Dojo:**  ***What is propaganda and how does it influence our society?***  [**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)** | 1/27/21 |
| **Lesson 4**  **1/28/21** | **Science Full Lesson** | **Science Full Lesson** | **Science Full Lesson** | **Science Full Lesson** | 1/28/21 |
| **Lesson 5**  **1/29/21** | **I can make connections between history and current events.**  **I can analyze primary sources and draw conclusions.**  **I can research historic events and explain them in my own words.** | **BEGINNING OF BLACK HISTORY MONTH**  **Introduce New Vocabulary Word: *Propaganda*, using the Frayer Model**  **We will begin Black History Month with a gallery walk analyzing primary Civil Rights, Freedom Movement Posters.**  **Students are to record:**   * **What they KNOW about the poster.** * **What they WONDER about the poster.**   **AND THEN, following their exploration into the historical context of the poster, the students will record:**   * **What they LEARNED about poster and historical event.**   **The students will then use their findings to recreate the poster (photograph, drawing, painting, etc.) The recreation of the posters will be accompanied with a one paragraph summary of the historical context behind the poster in their own words.** | **KWL Chart for the Gallery Walk in Class Dojo**  **Civil Rights, Freedom Movement Poster Recreations**  **Historical Context Summary Write Up 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)** | **Exit Ticket in Class Dojo:**  ***What is propaganda and how does it influence our society?***  [**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)** | 1/29/21 |