**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** | **September 14, 2020 – September 18, 2020** | **Topic/Title** | **ELA:Human Rights**  **MATH: Understand Place Value**  **SCIENCE: Matter**  **SOCIAL STUDIES:** **Westward Expansion** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **9/14/20** | STAR ASSESSMENT | STAR ASSESSMENT | STAR ASSESSMENT | STAR ASSESSMENT | 9/14/20 |
| **Lesson 2**  **9/15/20** | **I can effectively engage in a discussion with my peers. (SL.5.1)**    **I can summarize portions of a text when reading or listening to information being presented. (SL.5.2)**    **I can determine the meaning of content words or phrases in an informational text. (RI.5.4)** | * **Revisiting Human Rights, using visuals to produce words to describe Human Rights** * **Discussing events and putting events in chronological order**     **Nearpod + Class Notes** | **Rereading the history of the UDHR and discussing with others helps build the background knowledge and also the speaking & listening standard.** | **Human Rights Thinking Charts**    **Annotated Texts**    **Student Journals**  **Exit Ticket** | 9/16/20 |
| **Lesson 3**  **9/16/20** | **I can determine the main idea(s) of an informational text based on key details (RI.5.2)**    **I can use a variety of strategies to read grade-appropriate words and phrases I don’t know. (L.5.4)**    **I can determine the meaning of academic words or phrases in an informational text (RI.5.4)**    **I can determine the meaning of content words or phrases in an informational text. (RI.5.4)** | * **Introduction to background of Universal Declaration of Human Rights** * **Vocabulary Journal**     **Nearpod + Class Notes** | **Finish any vocabulary words not completed in class.** | **Students’ annotated copies of “A Short History of the UDHR” (homework from lesson 2)**    **Students’ annotated texts “Background on the UDHR”**    **Vocabulary Sketches (on flash cards)** | 9/17/20 |
| **Lesson 4**  **9/17/20** | **I can determine the main idea(s) of an informational text based on key details (RI.5.2)**    **I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI. 5.3)**    **I can determine the meaning of academic words or phrases in an informational text (RI.5.4)**    **I can determine the meaning of content words or phrases in an informational text. (RI.5.4)**  **I can use a variety of strategies to read grade-appropriate words and phrases I don’t know. (L.5.4)** | * **How to find words in context and breaking down with roots** * **Focusing on finding the meaning of words in context**     **Nearpod + Class Notes** | **Students finish up vocabulary & get ready for the Mid Unit Assessment by reviewing notes.** | **Students’ annotated copies of UDHR**    **Exit Ticket** | 9/19/20 |
| **Lesson 5**  **9/18/20** | **I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)**  **I can accurately use academic vocabulary to express my ideas. (L.5.6)**  **I can write for a variety of reasons. (W.5.10)** | * **UDHR Note-Catcher** * **Visualizing Word Meaning** * **Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes** | **Complete Forms Quiz that can be found in Class Notebook.** | **Completed Mid-Unit 1 Assessment** | 9/18/20 |

Math

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| **Lesson 1**  **9/14/20** | STAR ASSESSMENT | STAR ASSESSMENT | STAR ASSESSMENT | STAR ASSESSMENT | 9/14/20 |
| **Lesson 2**  **9/15/20** | - I can read and write whole numbers using standard form, expanded form, and number names. | **Content**  *Lesson 1-2: Understand Whole Number Place Value*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  - Look Back! & Convince Me!  -Guided Practice 1-2 | [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 1-2  -Independent Practice 1-2  -Homework 1-2  -Center Games 1-2 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-2** | 9/15/20 |
| **Lesson 3**  **9/16/20** | - I can represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals. | **Content**  *Lesson 1-3: Decimal to Thousandths*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 1-3 | [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 1-3  -Independent Practice 1-3  -Homework 1-3  -Center Games 1-3 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-3** | 9/16/20 |
| **Lesson 4**  **9/17/20** | - I can read and write decimals through thousandths in different ways. | **Content**  *Lesson 1-4: Understand Decimal Place Value*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 1-4 | [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 1-4  -Independent Practice 1-4  -Homework 1-4  -Center Games 1-4 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-4** | 9/17/20 |
| **Lesson 5**  **9/18/20** | - I can use place value to compare decimals through thousandths. | **Content**  *Lesson1-5: Compare Decimals*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 1-5 | [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 1-5  -Independent Practice 1-5  -Homework 1-5  -Math and Science Activity 1-5 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-5** | 9/18/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **9/14/20** | STAR ASSESSMENT | * STAR ASSESSMENT | STAR ASSESSMENT | STAR ASSESSMENT | 9/14/20 |
| **Lesson 2**  **9/15/20** | - I can define matter as having mass and taking up space.  -Materials Properties and Engineering – Mystery Science | **Content**   * I will facilitate a discussion about the matter. * I will engage the students by tapping into their prior knowledge. * I will ask probing questions to encourage exploration. * I will show a video about matter. * The students will answer questions written (words, pictures, and charts) and verbally. * The students will: Observe, Communicate, Hypothesize | * Do Now! - Journal Writing – Tell me everything you know about matter * The students will record their answers to the Wrap It Up questions in their notebook. * The students will research mass vs. weight. * National Geographic * Mystery Doug * [www.mysteryscience.com/student](http://www.mysteryscience.com/student) * [www.mobymax.com](http://www.mobymax.com) * [www.ixl.com](http://www.ixl.com) | -Anecdotal Notes  -Exit Slip – What is the difference between weight and mass.  -Wrap it up, pg. 5  -Mystery Science Assessment | 9/15/20 |
| **Lesson 3**  **9/16/20** | - The students will be able to describe matter as consisting of particles.  -Classify Materials, Insulators and Properties – Mystery Science | **Content**   * I will facilitate a discussion about the states of matter. * I will ask probing questions to encourage exploration. * I will engage the students by pouring the same volume of water into 3 different containers of different shapes. * The students will answer questions written (words, pictures, and charts) and verbally. * The students will: Observe, Communicate, Hypothesize * We will explore the lesson by communicating about the title of the lesson. We will chorally read pages 6-7. We will describe the arrangement and activity of particles in a solid, liquid, and gas, as well as give some examples of   each state of matter. | * Do Now! - Journal Writing – List 4 examples of a solid, liquid and gas. * The students will record their answers to the Wrap It Up questions in their notebook. * The students will research mass vs. weight. * National Geographic * Mystery Doug * [www.mysteryscience.com/student](http://www.mysteryscience.com/student) * [www.mobymax.com](http://www.mobymax.com) * [www.ixl.com](http://www.ixl.com) | -Anecdotal Notes  -Exit Slip – What is the difference between weight and mass.  -Wrap it up, pg. 7  -Mystery Science Assessment | 9/16/20 |
| **Lesson 4**  **9/17/20** | - Students will be able to compare and contrast the properties of solids, iquids, and gases.  -Heating and Cooling and Phases of Matter – Mystery Science | **Content**   * I will facilitate a discussion throughout the science exploratory lab. * I will ask probing questions to encourage exploration. * I will engage the students by displaying a balloon with air and without air. * We will discuss the characteristics and properties of both balloons. * If the students have a balloon at home the can do the experiment with me. * 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. | * **Do Now! -** [**www.ixl.com**](http://www.ixl.com) * **The students will record their answers to the Wrap It Up questions in their notebook.** * **The students will research mass vs. weight.** * **National Geographic** * **Mystery Doug** * [**www.mysteryscience.com/student**](http://www.mysteryscience.com/student) * [**www.mobymax.com**](http://www.mobymax.com) | -Anecdotal Notes  -Exit Slip – What is the difference between weight and mass.  -Wrap it up, pg. 9  -Mystery Science Assessment | 9/17/20 |
| **Lesson 5**  **9/18/20** | - Students will be able to infer that a solution contains particles too small to see.  -How do I become a great inventor? – Mystery Doug | **Content**   * I will facilitate a discussion throughout the science exploratory lab. * I will ask probing questions to encourage exploration. * 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. | * **Do Now! -** [**www.mobymax.com**](http://www.mobymax.com) * **The students will record their answers to the Wrap It Up questions in their notebook.** * **The students will research mass vs. weight.** * **National Geographic** * **Mystery Doug** * [**www.mysteryscience.com/student**](http://www.mysteryscience.com/student) * [**www.ixl.com**](http://www.ixl.com) | -Anecdotal Notes  -Exit Slip – What is the difference between weight and mass.  -Wrap it up, pg. 11  -Mystery Science Assessment | 9/18/20 |

Social Studies

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| **Lesson 1**  **9/14/20** | STAR ASSESSMENT | STAR ASSESSMENT | STAR ASSESSMENT | STAR ASSESSMENT | 9/14/20 |
| **Lesson 2**  **9/15/20** | **Students can outline the territorial expansion of the United States.**  **Students can examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans.** | **Today I am going to teach you about how Lewis and Clark began the westward expansion movement of the United States.** | **Analyze Journal Entry of Lewis and Clark from Thomas Jefferson –Students will annotate and reflect on the impact the exploration and the cultural interactions the explorers have with Native Americans.** | **How did Lewis and Clark begin the Westward expansion movement in the United States?** | 9/16/20 |
| **Lesson 3**  **9/16/20** | **Students can outline the territorial expansion of the United States.**  **Students can examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans.** | **Today I am going to teach you one of the negative impacts of westward expansion, The Trail of Tears.** | **Students create presentation, letter, or picture detailing the events and implications of the Trail of Tears after analyzing primary resources during synchronous time together.** | **What is one negative impact of the Westward Expansion?** | 9/17/20 |
| **Lesson 4**  **9/17/20** | **Students can outline the territorial expansion of the United States.**  **Student can describe the impact of migration on immigrants and the United States.** | **Today I am going to teach you about the Oregon Trail and how it impacted expansion in the west. (Part 1 of a Two Part Lesson)**    **Oregon Trail Simulation** | **Journal entries to track their learning during the Oregon Trail Simulation.** | **What was the Oregon Trail and how did it impact the expansion in the west?** | 9/1820 |
| **Lesson 5**  **9/18/20** | **Students can outline the territorial expansion of the United States.**  **Student can describe the impact of migration on immigrants and the United States.** | **Today I am going to teach you about the Oregon Trail and how it impacted expansion in the west. (Part 2 of a Two Part Lesson)**    **Oregon Trail Simulation** | **Journal entries to track their learning during the Oregon Trail Simulation.** | **What was the Oregon Trail and how did it impact the expansion in the west?** | 9/21/20 |