**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 28, 2020 – October 2, 2020** | **Topic/Title** | **ELA: Human Rights**  **MATH: Understand Place Value / Adding and Subtracting Decimals**  **SCIENCE: Forces and 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**  **9/28/20** | I can justify the choice of a quote and how it supports an explanation of informational text. (5.R.1.A.a)      I can determine how to logically group ideas, information, and reasons that support my opinion. (5.W.1.A.a) | * 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 | 9/28/20 |
| **Lesson 2**  **9/29/20** | Module 1. Unit 1. Lesson 5.    I can explain to a partner why your chosen quote best supports your inference. (5.R.1.A.a)    I can discuss with a partner your opinion on a topic and your reasons to support your point of view. Use an organizational structure to list reason that support your point of view. (5.W.1.A.a)    I can explain to the class your purpose for writing and how your structure is logical and supports that goal. (5.W.1.A.a) | Using Nearpod presentation to demonstrate:   * Comparing and contrasting ideas helps students see different perspectives. * Organizing information into smaller chunks while giving students ability to read larger texts closely. * Figuring out words using strategies with practice. * Building the skill the summarize a text, use sketches to build background knowledge. | Finishing any ELA assignments from the week. | Exit Slip / Check-In | 9/30/20 |
| **Lesson 3**  **9/30/20** | Module 1. Unit 1. Lesson 6.    I can summarize what informational text says, citing evidence from the text and incorporating a relevant quote. (5.R.1.A.a)    I can draw inferences from informational text, citing evidence from text and incorporating a relevant quote. (5.R.1.A.a)    I can paraphrase information from text. (5.R.1.A.a) | Using Nearpod presentation to demonstrate the following:   * Summarize Articles 2 and 3 of the UDHR * Use context to determine the meaning of words * Visualize what the authors of the UDHR wanted for all people | Sketching and paraphrasing articles 2 and 3. | Exit Ticket:    “One human right I learned more about today is…” | 10/1/20 |
| **Lesson 4**  **10/1/20** | Module 1. Unit 1. Lesson 7.    I can summarize what informational text says, citing evidence from the text and incorporating a relevant quote. (5.R.1.A.a)    I can draw inferences from informational text, citing evidence from text and incorporating a relevant quote. (5.R.1.A.a)    I can paraphrase information from text. (5.R.1.A.a) | Using Nearpod presentation to demonstrate the following:   * Summarizes articles of UDHR (choice of articles 6, 14, 16, 17, 20, 23, 25, 26) * Use context clues to determine the meaning of words   Visualize what the authors of the UDHR wanted for all people | Jigsaw and share articles 6, 14, 16, 17, 20, 23, 25, 26 of the UDHR document. | What did the authors of the UDHR want for all people? | 10/2/20 |
| **Lesson 5**  **10/2/20** | Module 1. Unit 1. Lesson 8.    I can draw inferences from informational text, citing evidence from text and incorporating a relevant quote. (5.R.1.A.a)    I can justify the choice of a quote and how it supports an explanation of informational text. (5.R.1.A.a)      I can determine how to logically group ideas, information, and reasons that support my opinion. (5.W.1.A.a) | Using Nearpod presentation to demonstrate the following:   * Explain why certain words in the original UDHR are repeated. * Compare the original UDHR, to the Plain Language Version, and my own summaries of specific UDHR articles by focusing on specific word choice. * Skim and scan the original UDHR looking for repeated words. | Complete homework and other assignments from the week.    Homework: Show someone at home both versions of the UDHR: the original and the Plain Language Version. Discuss which version you prefer and why.  This assignment will be in Teams. | What were the “important” words in the UDHR? | 10/5/20 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **9/28/20** | - I can round decimals to different places. | **Content**  *Lesson 1-6: Round Decimals*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 1-6 | [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 1-6  -Independent Practice 1-6  -Homework 1-6  -Problem Solving Reading Mat 1-6 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-6** | 9/28/20 |
| **Lesson 2**  **9/29/20** | - I can use the structure of the decimal place value system to solve problems involving patterns. | **Content**  *Lesson 1-7: Problem Solving – Look For and Use Structure*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 1-7 | [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 1-7  -Independent Practice 1-7  -Homework 1-7  -Display the Digits 1-7 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 1-7** | 9/29/20 |
| **Lesson 3**  **9/30/20** | - I can show my understanding of place value.  - I can build my understanding of place value.  - I can use the structure of the decimal place value system to solve problems involving patterns.  - I can fluently add and subtract multi-digit whole numbers using the standard algorithm. | **Content**  *Review/Reteach*  *Lesson 1-1 to lesson 1-7*  **Modeling and Number Talk (Discussion/Conversational Talk)**  Breakout sessions for Vocabulary preview, pg. 48  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.47  -Vocabulary preview, pg. 48  -Topic 1 Reteach, pgs. 49-50 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check Topic 1 Reteach, pgs. 49-50** | 9/30/20 |
| **Lesson 4**  **10/1/20** | - I can use exponents to write powers of 10 and calculate products.  - I can read and write whole numbers using standard form, expanded form, and number names.  - I can represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals.  - I can read and write decimals through thousandths in different ways.  - I can use place value to compare decimals through thousandths.  - I can show my understanding of place value.  - I can build my understanding of place value.  - I can round decimals to different places.  - I can use the structure of the decimal place value system to solve problems involving patterns. | **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 1 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 1 Assessment, pgs. 51-52 | -Anecdotal Notes  -Exit Slip**:**  Topic 1 Assessment, pgs. 51-52 | 10/1/20 |
| **Lesson 5**  **10/2/20** | -I can add and subtract whole numbers. | Review – What you know! Chapter 2, pgs. 53-54 | [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 1 Assessment, pgs. 51-52 | -Anecdotal Notes  -Exit Slip**:** Vocabulary Word Cards for Chapter 2  Topic 1 Assessment, pgs. 51-52 | 10/2/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **9/28/20** | -Balanced Forces 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 forces. * The students will answer questions written (words, pictures, and charts) and verbally. * The students will: Observe, Communicate, Hypothesize | * Do Now! – [www.readworks.org](http://www.readworks.org) * 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 makes bridges so strong?  -Mystery Science Assessment | 9/28/20 |
| **Lesson 2**  **9/29/20** | -Science Hands-On Activities – Mystery Science   1. Feel the Heat 2. Candy Melt 3. Paper Towers | **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. * The students will: Explore, Engage, Explain, Elaborate, Observe, Create, Communicate, Hypothesize | * 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.mobymax.com](http://www.mobymax.com) * [www.ixl.com](http://www.ixl.com) | -Anecdotal Notes  -Exit Slip – Could you build a house out of paper?  -Mystery Science Assessment | 9/29/20 |
| **Lesson 3**  **9/30/20** | -Friction and Patterns of Motion – Mystery Science | **Content**   * I will facilitate a discussion about forces and friction. * I will ask probing questions to encourage exploration. * We will discuss the patterns of motion. * I will engage the students by showing a video about friction and the patterns of motion and conversational talk. | * **Do Now! -** [**www.ixl.com**](http://www.ixl.com) * **National Geographic** * **Mystery Doug** * [**www.mysteryscience.com/student**](http://www.mysteryscience.com/student) * [**www.mobymax.com**](http://www.mobymax.com) * **www.readworks.org** | -Anecdotal Notes  -Exit Slip – How can you go faster down a slide?  -Mystery Science Assessment | 9/30/20 |
| **Lesson 4**  **10/1/20** | -Magnets and Forces – Mystery Science | **Content**   * I will facilitate a discussion about magnetism. * I will ask probing questions to encourage exploration. * We will discuss the properties of magnetism. * I will engage the students by showing a video about magnets and forces and conversational talk. | * **Do Now! – What is a force?** * **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) | -Anecdotal Notes  -Exit Slip – What can magnets do?  -Mystery Science Assessment | 10/1/20 |
| **Lesson 5**  **10/2/20** | -Magnets and Engineering – Mystery Science | * I will facilitate a discussion about magnetism. * I will ask probing questions to encourage exploration. * We will discuss the properties of magnetism. * I will engage the students by showing a video about magnets and forces and conversational talk. | * **Do Now! – What are the properties of magmetism?** * **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) | -Anecdotal Notes  -Exit Slip – How can you unlock a door using a magnet?  -Mystery Science Assessment | 10/2/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **9/28/20** | I can outline the territorial expansion of the United States.  I can describe the impact of migration on immigrants and the United States.  I can examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans | Today we are going to learn about why we had a Gold Rush in the United States and the impact it had on our country.    <https://www.pbs.org/weta/thewest/resources/archives/three/swain2.html> | The students will analyze the letter to discover what the purpose of the Gold Rush. Also, they would work to understand why people would leave their homes and families and take the journey on the California Trail. | What impact did the Gold Rush have on the United States? | 9/29/20 |
| **Lesson 2**  **9/29/20** | I can outline the territorial expansion of the United States.  I can describe the impact of migration on immigrants and the United States.  I can examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans | Today we are going to discuss the causes and effects of the Mexican-American War.    We will be analyzing two quotes discussing the Mexican-American War, one from the time of the war and one is a more recent quote.    <https://docs.google.com/document/d/1NwHiPGxFW4HtrU8H8DIJGADneKyTDAtzNQPTFggYkAY/edit> | The students will have guided notes to fill out as we analyze the Then and Now quotes about the Mexican-American War.    The students will answer these questions during their asynchronous time: What was the purpose of the Mexican-American War? What were the long-term effects of the Mexican-American War?   * This will need to be in paragraph format (4-5 complete sentences) | What were the causes and effects of the Mexican-American War? | 9/30/20 |
| **Lesson 3**  **9/30/20** | I can outline the territorial expansion of the United States.  I can describe the impact of migration on immigrants and the United States.  I can examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans | Today I am going to teach you about situations where people migrate in our country today.    Research Time! | The students will research and discuss situations where Americans have to migrate today. Some ideas that you may discuss: natural disasters, poverty, economy, cost of living, etc.    The students will create a presentation outlining their findings to share with the class. | What are situations where people in our country migrate today? | 10/1/20 |
| **Lesson 4**  **10/1/20** | I can outline the territorial expansion of the United States.  I can describe the impact of migration on immigrants and the United States.  I can examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans | Today I am going to teach you about situations where people migrate in our country today.    Research Time! | The students will research and discuss situations where Americans must migrate today. Some ideas that you may discuss natural disasters, poverty, economy, cost of living, etc.    The students will create a presentation outlining their findings to share with the class. | What are situations where people in our country migrate today? | 10/2/20 |
| **Lesson 5**  **10/2/20** | I can examine current events and connect to our communities. | Current Event Friday | Students will participate in a class discussion about the current events for the week. | What is one current event and how does it relate to our lives? | 10/5/20 |