**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** | **October 5, 2020 – October 9, 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**  **10/5/20** | 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? | 10/5/20 |
| **Lesson 2**  **10/6/20** | 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? | 10/8/20 |
| **Lesson 3**  **10/7/20** | 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? | 10/8/20 |
| **Lesson 4**  **10/8/20** | Module 1. Unit 1. Lesson 9    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:   * Explain how specific articles of the UDHR relate this firsthand account.   Cite examples of where human rights were upheld or challenged in “Teaching Nepalis to Read, Plant, and Vote | Reread paragraphs 5 -7. Paragraph 5 starts with "Dinesh is Bitnu's ..." and paragraph 7 ends with "...in this condition"    Annotate your copy in class notebook. Each paragraph should be annotated for the gist. Write down any questions you may have. | Exit Slip: Human Rights in Context, Making Connections | 10/8/20 |
| **Lesson 5**  **10/9/20** | Module 1. Unit 1. Lesson 9    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:   * Explain how specific articles of the UDHR relate this firsthand account.   Cite examples of where human rights were upheld or challenged in “Teaching Nepalis to Read, Plant, and Vote | Reread paragraphs 8 - 10. Paragraph 8 starts with "While they'd set ..." and paragraph 10 ends with "...and human rights."    Annotate your copy in class notebook. Each paragraph should be annotated for the gist. Write down any questions you may have. | Exit Slip: Human Rights in Context, Making Connections | 10/12/20 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/5/20** | - I can use properties of addition and strategies to solve problems mentally. | **Content**  *Lesson 2-1: Mental Math*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 2-1 | [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 2-1  -Independent Practice 2-1  -Homework 2-1  -Math and Science Activity2-1 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-1** | 10/5/20 |
| **Lesson 2**  **10/6/20** | - I can use rounding or compatible numbers to estimate sums and differences. | **Content**  *Lesson 2-2: Estimate Sums and Differences*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  - Look Back! & Convince Me!  -Guided Practice 2-2 | [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 2-2  -Independent Practice 2-2  -Homework 2-2  -Center Games 2-2 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-2** | 10/6/20 |
| **Lesson 3**  **10/7/20** | -I can model sums and differences of decimals. | **Content**  *Lesson 2-3: Use Models to Add and Subtract Decimals*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 2-3 | [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 2-3  -Independent Practice 2-3  -Homework 2-3  -Center Games 2-3 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-3** | 10/7/20 |
| **Lesson 4**  **10/8/20** | - I can add decimals to the hundredths using the standard algorithm | **Content**  *Lesson 2-4: Add Decimals*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 2-4 | [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 2-4  -Independent Practice 2-4  -Homework 2-4  -Center Games 2-4 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-4** | 10/8/20 |
| **Lesson 5**  **10/9/20** | - I can subtract decimals to the hundredths using the standard algorithm. | **Content**  *Lesson 2-5: Subtract Decimals*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 2-5 | [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 2-5  -Independent Practice 2-5  -Homework 2-5  -Math and Science Activity 2-5 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-5** | 10/9/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/5/20** | -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 | 10/5/20 |
| **Lesson 2**  **10/6/20** | -Science Hands-On Activities – Mystery Science   1. Feel the Heat | **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 | 10/6/20 |
| **Lesson 3**  **10/7/20** | -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 | 10/7/20 |
| **Lesson 4**  **10/8/20** | -Do Bats Really Drink Blood and Speed and Direction of Force – 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 knock down the most bowling pins?  -Mystery Science Assessment | 10/8/20 |
| **Lesson 5**  **10/9/20** | Virtual Field - Trip the Great Lakes | * 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 – What is a habitat?  -Mystery Science Assessment | 10/9/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/5/20** | 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? | 10/6/20 |
| **Lesson 2**  **10/6/20** | 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? | 10/6/20 |
| **Lesson 3**  **10/7/20** | 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? | 10/8/20 |
| **Lesson 4**  **10/8/20** | 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? | 10/8/20 |
| **Lesson 5**  **10/9/20** | 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? | 10/9/20 |