**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 12, 2020 – October 16, 2020** | **Topic/Title** | **ELA: Human Rights**  **MATH: Adding and Subtracting Decimals**  **SCIENCE: Forces and Matter**  **SOCIAL STUDIES:** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/12/20** | **Scantron Perfomance Assessment** | **Scantron Perfomance Assessment** | **Scantron Perfomance Assessment** | **Scantron Perfomance Assessment** | 10/12/20 |
| **Lesson 2**  **10/13/20** | **Scantron Perfomance Assessment** | **Scantron Perfomance Assessment** | **Scantron Perfomance Assessment** | **Scantron Perfomance Assessment** | 10/13/20 |
| **Lesson 3**  **10/14/20** | 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) | 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? | 10/14/20 |
| **Lesson 4**  **10/15/20** | I can complete my **Asynchronous** assignments. | **Near Pod: *Point of View***  [**https://share.nearpod.com/pYrgL2FLvab**](https://share.nearpod.com/pYrgL2FLvab)  **Code: 4Z8BS** | **Asynchronous Work:**  **10/15 ELA Do Now in Teams under Assignments**  **Journal Entry in Teams under Assignments**    **ReadWorks Article and Quiz**  [www.readworks.org/student](http://www.readworks.org/student)  Class Code: 7UHLQW  Pin: 1234   * DIRECTIONS: The article will be in your assignments, it is titled “Winning the Vote” | Asynchronous Work | 10/15/20 |
| **Lesson 5**  **10/16/20** | I can complete my **Asynchronous** assignments. | **Near Pod: Point of View Continued**  [**https://share.nearpod.com/pYrgL2FLvab**](https://share.nearpod.com/pYrgL2FLvab)  **Code: 4Z8BS** | **Asynchronous Work:**    **10/16 ELA Do Now in Teams**  **Journal Entry in Team under Assignments**    **Spelling City Unit 4:**   * Write all spelling words three times and put 5 spelling words into sentences! * <https://www.spellingcity.com/users/timbo77> | Asynchronous Work | 10/16/20 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/12/20** | **Scantron Perfomance Assessment** | **Scantron Performance Assessment** | **Scantron Perfomance Assessment** | **Scantron Perfomance Assessment** | 10/12/20 |
| **Lesson 2**  **10/13/20** | **Scantron Perfomance Assessment** | **Scantron Performance Assessment** | **Scantron Perfomance Assessment** | **Scantron Perfomance Assessment** | 10/13/20 |
| **Lesson 3**  **10/14/20** | - 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** | 10/14/20 |
| **Lesson 4**  **10/15/20** | I can complete my **Asynchronous** assignments. | **Near Pod / Flip Grid** | [www.aaamath.com](http://www.aaamath.com)  -basic math facts  Addition – 100 correct  Subtraction – 100 correct  Multiplication – 100 correct  Division – 100 correct  -Addition  Add four digit numbers – 15 correct  Subtraction  Subtract four digit numbers – 15 correct  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review: **1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2**  -Independent Practice **1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2**-Homework: **1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2**  **-**Practice Buddy: **1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2**  [www.ixl.com](http://www.ixl.com)  A.Placee Value  3  [Compare numbers up to billions](https://www.ixl.com/math/grade-5/compare-numbers-up-to-billions)  8  [Rounding](https://www.ixl.com/math/grade-5/rounding)  E. Exponents   1. 1   [Understanding powers of ten](https://www.ixl.com/math/grade-5/understanding-powers-of-ten)   1. https://www.ixl.com/img/spacer.gif2   [Evaluate powers of ten](https://www.ixl.com/math/grade-5/evaluate-powers-of-ten)   1. https://www.ixl.com/img/spacer.gif3   [Write powers of ten with exponents](https://www.ixl.com/math/grade-5/write-powers-of-ten-with-exponents) | -Anecdotal Notes  -Exit Slip**:**  **Quick Check: 1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2** | 10/15/20 |
| **Lesson 5**  **10/16/20** | I can complete my **Asynchronous** assignments. | **Near Pod / Flip Grid** | [www.aaamath.com](http://www.aaamath.com)  -basic math facts  Addition – 100 correct  Subtraction – 100 correct  Multiplication – 100 correct  Division – 100 correct  -Addition  Add four digit numbers – 15 correct  Subtraction  Subtract four digit numbers – 15 correct  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review: **1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2**  -Independent Practice **1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2**-Homework: **1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2**  **-**Practice Buddy: **1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2**  [www.ixl.com](http://www.ixl.com)  A.Placee Value  3  [Compare numbers up to billions](https://www.ixl.com/math/grade-5/compare-numbers-up-to-billions)  8  [Rounding](https://www.ixl.com/math/grade-5/rounding)  E. Exponents   1. 1   [Understanding powers of ten](https://www.ixl.com/math/grade-5/understanding-powers-of-ten)   1. https://www.ixl.com/img/spacer.gif2   [Evaluate powers of ten](https://www.ixl.com/math/grade-5/evaluate-powers-of-ten)   1. https://www.ixl.com/img/spacer.gif3   [Write powers of ten with exponents](https://www.ixl.com/math/grade-5/write-powers-of-ten-with-exponents) | -Anecdotal Notes  -Exit Slip**:**  **Quick Check: 1-1, 1-2, 1-3,1-4, 1-5, 1-6, 2-1, 2-2** | 10/16/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/12/20** | 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 | 10/12/20 |
| **Lesson 2**  **10/13/20** | -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 | 10/13/20 |
| **Lesson 3**  **10/14/20** | -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 | 10/14/20 |
| **Lesson 4**  **10/15/20** | I can complete my **Asynchronous** assignments. | * Watch mystery science videos to complete assessments and exploration activities. | [**www.mysteryscience.com/student**](http://www.mysteryscience.com/student)   * Build a paper tower challenge. * Build a bridge challenge. * Build a house out of paper. * Magnet Exploration. * Build and door and lock.   [**www.ixl.com**](http://www.ixl.com)  **G. Motion**   1. 1   [Identify directions of forces](https://www.ixl.com/science/grade-5/identify-directions-of-forces)   1. https://www.ixl.com/img/spacer.gif2   [How do balanced and unbalanced forces affect motion?](https://www.ixl.com/science/grade-5/how-do-balanced-and-unbalanced-forces-affect-motion)  **H. Magnets**   1. 1   [Identify magnets that attract or repel](https://www.ixl.com/science/grade-5/identify-magnets-that-attract-or-repel)   1. https://www.ixl.com/img/spacer.gif2   [Label magnets that attract or repel](https://www.ixl.com/science/grade-5/label-magnets-that-attract-or-repel)     * [**www.mobymax.com**](http://www.mobymax.com)   Science   * [**www.readworks.org**](http://www.readworks.org)   Read assigned books and complete assigned assessments | Exit Slips   * What makes bridges so strong? * Could you build a house out of paper? * How can you go faster down a slide? * What is a habitat? * How can you knock down the most bowling pins? * What can magnets do?   Mystery Assessments   * Materials Properties and Engineering * Classify Materials, Insulators and Properties * Heating and Cooling and Phases of Matter * Balanced Forces and Engineering * Friction and Patterns of Motion * Magnets and Forces * Magnets and Engineering * Do Bats Really Drink Blood * Speed and Direction of Force | 10/15/20 |
| **Lesson 5**  **10/16/20** | I can complete my **Asynchronous** assignments. | * 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. | [**www.mysteryscience.com/student**](http://www.mysteryscience.com/student)   * Build a paper tower challenge. * Build a bridge challenge. * Build a house out of paper. * Magnet Exploration. * Build and door and lock.   [**www.ixl.com**](http://www.ixl.com)  **G. Motion**   1. 1   [Identify directions of forces](https://www.ixl.com/science/grade-5/identify-directions-of-forces)   1. https://www.ixl.com/img/spacer.gif2   [How do balanced and unbalanced forces affect motion?](https://www.ixl.com/science/grade-5/how-do-balanced-and-unbalanced-forces-affect-motion)  **H. Magnets**   1. 1   [Identify magnets that attract or repel](https://www.ixl.com/science/grade-5/identify-magnets-that-attract-or-repel)   1. https://www.ixl.com/img/spacer.gif2   [Label magnets that attract or repel](https://www.ixl.com/science/grade-5/label-magnets-that-attract-or-repel)     * [**www.mobymax.com**](http://www.mobymax.com)   Science   * [**www.readworks.org**](http://www.readworks.org)   Read assigned books and complete assigned assessments | Exit Slips   * What makes bridges so strong? * Could you build a house out of paper? * How can you go faster down a slide? * What is a habitat? * How can you knock down the most bowling pins? * What can magnets do?   Mystery Assessments   * Materials Properties and Engineering * Classify Materials, Insulators and Properties * Heating and Cooling and Phases of Matter * Balanced Forces and Engineering * Friction and Patterns of Motion * Magnets and Forces * Magnets and Engineering * Do Bats Really Drink Blood   Speed and Direction of Force | 10/16/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/12/20** | I can collaborate with peers and positively engage in class discussion | Student Council Nominations    Beginning Campaign    Steps of Election | Label the Steps of an Election    Brainstorm things that you CARE about! | Exit Slip about Election | 10/12/20 |
| **Lesson 2**  **10/13/20** | 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.  Create a PowerPoint presentation of your findings | What are situations where people in our country migrate today? | 10/13/20 |
| **Lesson 3**  **10/14/20** | 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.  Create a PowerPoint presentation of your findings | What are situations where people in our country migrate today? | 10/14/20 |
| **Lesson 4**  **10/15/20** | I can complete my **Asynchronous** assignments. | Near Pod with Directions  <https://share.nearpod.com/2wKABGOMvab>  Code: 6WP58 | Finish PowerPoint Presentation | Asynchronous Work | 10/15/20 |
| **Lesson 5**  **10/16/20** | I can complete my **Asynchronous** assignments. | Near Pod with Directions | Current Event Write Up!  Assignment in Teams   * Pick from a list of current events that you would want to learn about. Read the article, pick out three facts that you learned and write your opinion on the current event! * Articles are in Newsela. If you are not already signed up for my Newsela class, please click below or use our class code. If you did not do so last week, then you will need to create an account.   <https://newsela.com/quickjoin/#/WH8V75>  Class Code: WH8V75 | Asynchronous Work | 10/16/20 |