**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 19, 2020 – October 23, 2020** | **Topic/Title** | **ELA: Human Rights**  **MATH: Adding and Subtracting Decimals**  **SCIENCE: Forces and Matter**  **SOCIAL STUDIES:**  **Westward Expansion + Student Council Elections** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/19/20** | 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? | 10/19/20 |
| **Lesson 2**  **10/20/20** | 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? | 10/20/20 |
| **Lesson 3**  **10/21/20** | Module 1. Unit 1. Lesson 9.    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 explain how specific articles of the UDHR relate to this first hand account.    I can cite examples of where human rights were upheld or challenged in “Teaching Nepalis to Read, Plant, and Vote.” | **Using Nearpod presentation to demonstrate the following:**   * Read and annotate “Teaching Nepalis to Read, Plant, and Vote” * Introduce vocabulary word “Upheld” and “Challenged”   Introduce strategy “Chunking the Text” | Reread for the gist of paragraphs 2-4 and answer questions in Nearpod.   * Annotate the text to help you   Reread paragraphs 1-4 for vocabulary words or phrases that connect to the UDHR document.    Reread for the gist of paragraphs 5-7, write down any questions you may have. What are some connections between the UDHR Document and paragraphs 5-7.    Reread for the gist of paragraphs 8-10, write down any questions you may have. What are some connections between the UDHR Document and paragraphs 8-10.    Reread for the gist of paragraphs 11-13, write down any questions you may have. What are some connections between the UDHR Document and paragraphs 11-13 | Exit Ticket:    **How does something that happened 70 years ago in a country on the other side of the world relate to me? Why should I care?”** | 10/21/20 |
| **Lesson 4**  **10/22/20** | Module 1. Unit 1. Lesson 9.    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 explain how specific articles of the UDHR relate to this first hand account.    I can cite examples of where human rights were upheld or challenged in “Teaching Nepalis to Read, Plant, and Vote.” | **Using Nearpod presentation to demonstrate the following:**   * Read and annotate “Teaching Nepalis to Read, Plant, and Vote” * Introduce vocabulary word “Upheld” and “Challenged”   Introduce strategy “Chunking the Text” | Reread for the gist of paragraphs 2-4 and answer questions in Nearpod.   * Annotate the text to help you   Reread paragraphs 1-4 for vocabulary words or phrases that connect to the UDHR document.    Reread for the gist of paragraphs 5-7, write down any questions you may have. What are some connections between the UDHR Document and paragraphs 5-7.    Reread for the gist of paragraphs 8-10, write down any questions you may have. What are some connections between the UDHR Document and paragraphs 8-10.    Reread for the gist of paragraphs 11-13, write down any questions you may have. What are some connections between the UDHR Document and paragraphs 11-13 | Exit Ticket:    How does something that happened 70 years ago in a country on the other side of the world relate to me? Why should I care?” | 10/22/20 |
| **Lesson 5**  **10/23/20** | Module 1. Unit 1. Lesson 10.  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 cite examples of where human rights were upheld or challenged in “teaching Nepalis to Read, Plant, and Vote.”    I can explain how specific articles of the UDHR relate to this firsthand account. | **Using Nearpod presentation to demonstrate the following:**   * Nicknaming articles can help us locate articles and information quickly.   The main focus of this lesson is to find specific connections between firsthand accounts and the UDHR you have been studying throughout Unit 1. | Pairing activity in Nearpod along with discussion questions. | Exit Ticket:    *“How did working with the evidence strips help you understand this firsthand account?” Next week during your end of unit assessment, you will have a chance to again practice closely reading a firsthand account and supporting your point of view with evidence. You will read a new firsthand account and relate it to an article from the UDHR.* | 10/23/20 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/19/20** | -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** | 10/19/20 |
| **Lesson 2**  **10/20/20** | - 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** | 10/20/20 |
| **Lesson 3**  **10/21/20** | - 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** | 10/21/20 |
| **Lesson 4**  **10/22/20** | - I canshow my understanding of adding, subtracting and estimating decimals. | **Content**  **-Common Core Assessment: 2-1 to 2-5**  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Practice Buddy: Independent Practice | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Center Games  -IXL  -Moby Max  -Prodigy  -Anecdotal Notes | -Anecdotal Notes  -Exit Slip: Math and Science Activity | 10/22/20 |
| **Lesson 5**  **10/23/20** | - I can add and subtract decimals. | **Content**  *Lesson 2-6: Add and Subtract Decimals*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 2-6 | [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 2-6  -Independent Practice 2-6  -Homework 2-6  -Problem Solving Reading Mat 2-6 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-6** | 10/23/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/19/20** | -Do Bats Really Drink Blood  -Speed and Energy – Mystery Science | * I will facilitate a discussion about speed and energy. * I will ask probing questions to encourage exploration. * We will discuss different types of energy * I will engage the students by showing a video about speed and energy and conversational talk. | * Do Now! – What is thermal energy? * 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) * www.getepic.com | -Anecdotal Notes  -Exit Slip – How is your body similar to a car?  -Mystery Science Assessment | 10/19/20 |
| **Lesson 2**  **10/20/20** | -Sound and Animal Communication  -Collision and Energy Transfer – Mystery Science | **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) * [www.readworks.org](http://www.readworks.org) * www.getepic.com | -Anecdotal Notes  -Exit Slip – What makes a roller coaster go so fast?  -Mystery Science Assessment | 10/20/20 |
| **Lesson 3**  **10/21/20** | -How do things glow in the dark?  -Energy Transfer and Engineering Part I – Mystery Science | * I will facilitate a discussion about transferring energy. * I will ask probing questions to encourage exploration. * We will discuss different ways energy can be transferred. * I will engage the students by showing a video about energy transfer 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) * www.getepic.com | -Anecdotal Notes  -Exit Slip – Why is the first hill of a roller coaster always the highest?  -Mystery Science Assessment | 10/21/20 |
| **Lesson 4**  **10/22/20** | Energy Transfer and Engineering Part II. | * I will facilitate a discussion about transferring energy. * I will ask probing questions to encourage exploration. * We will discuss different ways energy can be transferred. * I will engage the students by showing a video about energy transfer 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) | Exit Slips   * Could you knock down a building using only dominoes?   -Mystery Science Assessment | 10/22/20 |
| **Lesson 5**  **10/23/20** | Energy Transfer and Engineering Part III | * I will facilitate a discussion about transferring energy. * I will ask probing questions to encourage exploration. * We will discuss different ways energy can be transferred.   I will engage the students by showing a video about energy transfer 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) * [www.getepic.com](http://www.getepic.com) | Exit Slips   * Can you build a chain reaction machine?   -Mystery Science Assessment | 10/23/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/19/20** | I can evaluate and describe the stages of an election and the importance of an election to democracy. | Beginning Campaign    Steps of Election | Label the Steps of an Election    Brainstorm things that you CARE about | |  | | --- | | Exit Slip about Election | | 10/19/20 |
| **Lesson 2**  **10/20/20** | 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? | 10/20/20 |
| **Lesson 3**  **10/21/20** | 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? | 10/21/20 |
| **Lesson 4**  **10/22/20** | 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 | Present PowerPoint! | Present PowerPoint! | What are situations where people in our country migrate today? | 10/22/20 |
| **Lesson 5**  **10/23/20** | I can reflect on current events. | Current Events  CNN 10 | Current Events  Current Events Discussion Sheet | How do current events effect our day to day lives? | 10/23/20 |