**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 26, 2020 – October 30, 2020** | **Topic/Title** | **ELA: Human Rights**  **MATH: Adding and Subtracting Decimals**  **SCIENCE: Energy, Motion, and Electricity**  **SOCIAL STUDIES:**  **Westward Expansion + Current Events** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/26/20** | Asynchronous + Nearpod   * Spooky Story Contest     Procedures +Guidelines for In-Person Students    Finish Robot Writing | Asynchronous + Nearpod   * Spooky Story Contest     Procedures +Guidelines for In-Person Students    Finish Robot Writing | Asynchronous + Nearpod   * Spooky Story Contest     Procedures +Guidelines for In-Person Students    Finish Robot Writing | Asynchronous + Nearpod   * Spooky Story Contest     Procedures +Guidelines for In-Person Students    Finish Robot Writing | 10/26/20 |
| **Lesson 2**  **10/27/20** | Asynchronous + Nearpod   * Spooky Story Contest     Procedures +Guidelines for In-Person Students    Finish Robot Writing | Asynchronous + Nearpod   * Spooky Story Contest     Procedures +Guidelines for In-Person Students    Finish Robot Writing | Asynchronous + Nearpod   * Spooky Story Contest     Procedures +Guidelines for In-Person Students    Finish Robot Writing | Asynchronous + Nearpod   * Spooky Story Contest     Procedures +Guidelines for In-Person Students    Finish Robot Writing | 10/27/20 |
| **Lesson 3**  **10/28/20** | Module 1: Unit 2: Lesson 1    I can define historical fiction.    I can describe the geographical setting of Esperanza Rising.    I can describe the historical setting of Esperanza Rising. | Nearpod:    <https://share.nearpod.com/9VWfUcX8Oab>    Class Code: IF2LJ      Support Resources for Esperanza:  Chapter 1 - "Aguascalientes, Mexico 1924" p.1-3    <https://www.youtube.com/watch?v=rWyhMoNEkro>    Chapter 2 "Las- Uvas (Grapes) p. 4-22    <https://www.youtube.com/watch?v=yj3hgkcGQHI>  <https://www.youtube.com/watch?v=SRmZqNU8tqk> | Reread Chapter 1 and do a “first draft” read of Chapter 2: “Las Uvas/Grapes.”    As you read, think about these questions. Use your sticky notes to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.    1. Describe the geographical setting of Esperanza Rising. What is it like where Esperanza lives? Use details from the text to support your answer.  2. What is Esperanza’s relationship with her papa like? How do you know?  3. What is Esperanza’s life like in Mexico? | Exit Ticket | 10/28/20 |
| **Lesson 4**  **10/29/20** | Module 1: Unit 2: Lesson 2  I can discuss answers to questions with my triad and provide evidence to explain my ideas.    I can answer questions about the setting of the novel *Esperanza Rising* based on evidence from the text.    I can answer questions about the main character, Esperanza. | Nearpod:    <https://share.nearpod.com/vsph/llt97MmkNu>    Class Code: VFYRK | Read Chapter 3: “Las Papayas/Papayas” (pages 23–28).    Use the question from the Homework: Purpose for  Reading, Chapter 3: “Las Papayas/Papayas” to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.    What challenges do the main characters in this chapter face? | Exit Ticket | 10/29/20 |
| **Lesson 5**  **10/30/20** | Module 1: Unit 2: Lesson 3  I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.    I can identify situations in *Esperanza Rising* where a character’s human rights are challenged.    I can make inferences from the text about Esperanza, Mama, Abuelita.    I can use context clues to help me determine the meaning of words *Esperanza Rising*.    I can write to explain my thinking about the characters in *Esperanza Rising*. | Nearpod:    <https://share.nearpod.com/pMIfQEg9Oab>    Class Code: PQ7SA | Answer the text dependent questions for Chapter 3. Use text evidence and complete sentences.    Read Chapter 4 "Los Higos (Figs)" pages 30-57 in Esperanza Rising    Use the Homework: Purpose for Reading worksheet in your ELA class notebook to guide your reading and look out for key details    Use sticky notes to mark the specific areas in the chapter that support your answer | Exit Ticket | 10/30/20 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/26/20** | - 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** | 10/26/20 |
| **Lesson 2**  **10/27/20** | - 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** | 10/27/20 |
| **Lesson 3**  **10/28/20** | - I can use prior knowledge and equations or bar diagrams to solve problems. | **Content**  *Lesson 2-7: Math Practices and Problem Solving: Model With Math*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 2-7 | [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 2-7  -Independent Practice 2-7  -Homework 2-7  -Display the Digits 22-7 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 2-7** | 10/28/20 |
| **Lesson 4**  **10/29/20** | - I can show my understanding of mental math, adding and subtracting decimals, and problem-solving. | **Content**  *Review/Reteach*  *Lesson 2-1 to lesson 2-7*  **Modeling and Number Talk (Discussion/Conversational Talk)**  Breakout sessions for Vocabulary preview, pg.   * 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. 101  -Vocabulary preview, pg. 102  -Topic 2 Reteach, pgs. 103-104 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check Topic 2**  **Reteach, pgs. 103-104** | 10/29/20 |
| **Lesson 5**  **10/30/20** | -I can fluently add and subtract decimals and use problem solving strategies. | **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 2 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 2 Assessment, pgs. 105-106 | -Anecdotal Notes  -Exit Slip**:**  Topic 2 Assessment, pgs. 105-106 | 10/30/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/26/20** |  |  |  |  | 10/26/20 |
| **Lesson 2**  **10/27/20** | -Collision and Energy Transfer – Mystery Science  -Energy Transfer and Engineering Part I – Mystery Science | **Content**   * I will facilitate a discussion throughout the science exploratory lab. * I will ask probing questions to encourage exploration. * 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 talkI 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?  -Exit Slip – Why is the first hill of a roller coaster always the highest?  -Mystery Science Assessment | 10/27/20 |
| **Lesson 3**  **10/28/20** |  |  |  |  | 10/28/20 |
| **Lesson 4**  **10/29/20** | -Structure and Function: What would happen if you didn’t have skull?  -Energy Transfer and Engineering Part II. – Mystery Science  -Energy Transfer and Engineering Part III – 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. * I will engage the students by showing a video about energy transfer and conversational talk 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.getepic.com](http://www.getepic.com) and [www.readworks.org](http://www.readworks.org) * 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? * Can you build a chain reaction machine?   -Mystery Science Assessment | 10/29/20 |
| **Lesson 5**  **10/30/20** |  |  |  |  | 10/30/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10/26/20** | 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? | 10/26/20 |
| **Lesson 2**  **10/27/20** | Science Full Lesson | Science Full Lesson | Science Full Lesson | Science Full Lesson | 10/27/20 |
| **Lesson 3**  **10/28/20** | 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 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? | 10/28/20 |
| **Lesson 4**  **10/29/20** | Science Full Lesson | Science Full Lesson | Science Full Lesson | Science Full Lesson | 10/29/20 |
| **Lesson 5**  **10/30/20** | Current Events | Current Events  <https://www.cnn.com/cnn10> | Current Events  Current Events Discussion Sheet | Current Events:  How do current events effect our day to day lives? | 10/30/20 |