

# 5th Grade

## Daily Learning Plan

Teacher: Rosie Robinette, Laura Broyles, and Bridget Just

Date: March 18, 2020

**Content Area:** Reading

**Learning Target:** I can accurately identify/select text evidence

**Standard:** 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Duration:** 70 minutes

**Activities:**

**Distance Lesson Lesson #1**

Open Reading Classroom and locate assignment Distance Lesson #1

Students will read "Attack from Outer Space"

Complete "Find the Evidence"

Answer multiple choice questions

**Turn In:** Due Friday, March 20th

**Notes:** Please read your SSR (self selected reading) book for 20 minutes.

**Content Area:** Math-Rotation 1

**Learning Target:** I can multiply unit fractions by non-unit fractions.

**Standard:** 5.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.6 Solve real world problems involving multiplication of fraction models or equations to represent the problem.

**Duration:** 60 minutes

**Activities:**

- Watch the following video on Khan Academy about multiplying fractions by fractions. <https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-multiply-fractions/v/visualizing-fraction-products>
- Another video for support: [https://www.youtube.com/watch?v=Hne-hh4XasM&feature=emb\\_logo](https://www.youtube.com/watch?v=Hne-hh4XasM&feature=emb_logo)
- Complete the Problem Set page 201-202 of the "blue" practice book.
- Complete the Exit Ticket on page 203.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

**Turn In:** Take a picture and turn in problem set pages and exit ticket on Seesaw.

**Notes:**

**Content Area:** Math-Rotation 2

**Learning Target:** I can multiply unit fractions by non-unit fractions.

**Standard:** 5.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.6 Solve real world problems involving multiplication of fraction models or equations to represent the problem.

**Duration:** 60 minutes

**Activities:**

- Watch the following video on Khan Academy about multiplying fractions by fractions. <https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-multiply-fractions/v/visualizing-fraction-products>
- Another video for support: [https://www.youtube.com/watch?v=7XW90xg-z5Y&feature=emb\\_logo](https://www.youtube.com/watch?v=7XW90xg-z5Y&feature=emb_logo)
- Complete the Problem Set page 207-208 of the “blue” practice book.
- Complete the Exit Ticket on page 209.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

**Turn In:** Take a picture and turn in problem set pages and exit ticket on Seesaw.

**Notes:**

**Content Area:** Math-Rotation 3

**Learning Target:** I can multiply non-unit fractions by non-unit fractions.

**Standard:** 5.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.6 Solve real world problems involving multiplication of fraction models or equations to represent the problem.

**Duration:** 60 minutes

**Activities:**

- Watch the following video on multiplying fractions. [https://www.youtube.com/watch?v=xUx6zHw0wiE&feature=emb\\_logo](https://www.youtube.com/watch?v=xUx6zHw0wiE&feature=emb_logo)
- Complete the Problem Set page 211-214 of the “blue” practice book.
- Complete the Exit Ticket on page 215.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

**Turn In:** Take a picture and turn in problem set pages and exit ticket on Seesaw.

**Notes:**

Teacher's E-mail: [laura.broyles@anchorage.kyschools.us](mailto:laura.broyles@anchorage.kyschools.us)  
Remember you can also send me a note on Seesaw.

**Content Area: Social Studies**

**Learning Target:** *I can learn about the causes of the Civil War.*

**Standard:** 5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States. G: Human Interactions and Interconnections 5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States. 5.G.HI.2 Analyze how and why cultural characteristics diffuse and blend with migration and settlement. G: Human Environment Interaction 5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.

**Duration: 60 minutes**

**Activities:** Go to the following website: [https://student.teachtci.com/student/sign\\_in](https://student.teachtci.com/student/sign_in)

Click on **Chapter 20 The Causes of the Civil War.**

1. Go to the side bar on the left labeled vocabulary. Click on **Vocabulary**. Read the front and back of each vocabulary word for this Chapter. Make flash cards for each word. Put the word on the front and what it means on the back.
2. Click on the **Text** bar on the left side. Read page 283. When you are finished reading that page make sure to answer all the questions on this page before you click on- next section.
3. Read the page The Differences Grow Between North and South. Complete Check for Understanding and Read the Story Section. Make sure and complete all 4 steps on Read the Story Section. Then click on- next section.
4. Read the Missouri Compromise. Complete all the Check for Understanding Activities and Read the Story Section. Make sure and complete steps 1-4 on the Read the Story Section.

**Turn In:** Mrs. Robinette will be able to get on the website and check what you have answered for each question on the website. I will be checking for understanding and completion of these assignments on the website.

**Notes:** Please go to the following website: [https://student.teachtci.com/student/sign\\_in](https://student.teachtci.com/student/sign_in)

**Teachers email is:** [rosie.robinette@anchorage.kyschools.us](mailto:rosie.robinette@anchorage.kyschools.us)

**Username** is the first letter of their first name and their whole last name. It is all in lowercase letters with no spaces. Except for two students. Lainey Miller is laineymiller instead of lmilller because Logan has that. Jess Officer is jessofficer instead jofficer, because jofficer was already taken. The password for everyone is **abc123**.

**Content Area:** LEAPS-Broyles, Just, Robinette, and Bowman

**Learning Target:** I can grow in my understanding and application of math concepts.

**Standard:** Students will be working on a variety of standards based on individual learning needs.

**Duration:** 30 minutes

**Activities:** Go to the following website: [www.ixl.com](http://www.ixl.com)  
Today students will be working on individualized assignments. Students will need to spend 30 minutes in the **Diagnostic Arena of Math**.

**Turn In:** Teachers will be able to monitor time and score for each student on the website.

**Notes:** Please contact your LEAPS teacher with any questions.

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[laura.broyles@anchorage.kyschools.us](mailto:laura.broyles@anchorage.kyschools.us)

[bridget.just@anchorage.kyschools.us](mailto:bridget.just@anchorage.kyschools.us)

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**Content Area:** Science

**Learning Target:** I can describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

**Standard:** 5ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

**Duration:** 60 minutes

**Activities:**

Go to the link below watch the video on Earth's spheres interactions. Read through the **"Reading Material"** tab below the video. Then go to the **Classwork** tab of the Google Classroom and complete the questions and submit.

[www.generationgenius.com/?share=383D2](http://www.generationgenius.com/?share=383D2)

**Turn In:** Please submit your work through your Homeroom Teacher's Science Google Classroom by **Thursday, March 19th**.

**Notes:**

There is a DIY Activity, if you would like to try it (not required), then submit a picture/video of your activity on Seesaw.

**Content Area:** ELA (English Language Arts)

**Learning Target:** I can identify the elements of a personal narrative

**Standard:** 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Duration:** 40 minutes

**Activities:**

[Distance Lesson Lesson #1](#)

Open ELA Classroom and locate assignment [Distance Lesson Lesson #1](#)

**IMPORTANT:** Title the slides "Your Name Narrative" for example mine would be "Bridget Narrative" and share with your teacher

**Pg. 2-**Students will read to define personal narratives

**Pg.3-**Use the link to read and highlight the mentor text

**Pg. 4-** Answer questions about the mentor text

**Turn In:** **DUE Friday March 20th**

**Notes:**

It will only be necessary to share the slides once, after that teachers will have access to the slides to monitor/grade work.

**Please Note:** Daily Learning Plans for Essential Arts, Special Education and LEAPS will be delivered directly by those teachers.