

5th Grade

Daily Learning Plan

Teacher: Rosie Robinette, Laura Broyles, and Bridget Just

Office Hours: 8:00 a.m. - 3:00 p.m.

Date: March 19, 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: **Note: this is NOT a new lesson**

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: Module 4 Lesson 14

- Watch the following video:
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. Due March 19th.

Notes: **Teacher's E-mail:** laura.broyles@anchorage.kyschools.us

Remember you can also send me a note on Seesaw.

*Optional: Complete the Lesson 14 Homework pages 155-156 in your red book.

Content Area: Math-Rotation 2

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: Module 4 Lesson 15

- Watch the following video on multiplying fractions.
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: Due March 19th. Take a picture and turn in problem set pages and exit ticket on Seesaw.

Notes: Teacher’s E-mail: laura.broyles@anchorage.kyschools.us
Remember you can also send me a note on Seesaw.

Optional: Complete the Lesson 15 Homework pages 159-160 in your red book.

Content Area: Math-Rotation 3

Learning Target: I can solve word problems using tape diagrams and fraction-by-fraction multiplication.

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: Module 4 Lesson 16

- Watch the following video on multiplying fractions with word problems.
https://www.youtube.com/watch?v=tdDFiCF7gMc&feature=emb_logo
- Complete the Problem Set page 217-218 of the “blue” practice book.
- Complete the Exit Ticket on page 219.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

Turn In: Due March 19th. Take a picture and turn in problem set pages and exit ticket on Seesaw.

Notes: Teacher’s E-mail: laura.broyles@anchorage.kyschools.us
Remember you can also send me a note on Seesaw.

Optional: Complete the Lesson 16 Homework p.163-164 in your red book.

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: 2 Day Lesson (Thursday and Friday)

Activities: Go to the following website: https://student.teachtci.com/student/sign_in

Click on **Chapter 20 The Causes of the Civil War. (2 Day Lesson)**

Read Abolitionists and the Underground Railroad page 287. Complete Check for Understanding Section and Read the Story Below steps 1-4. Read The Compromise of 1850 page 288. Complete the Check for Understanding Section and Read The Story below steps 1-4. Read “Bleeding Kansas” page 289. Complete the Check for Understanding Section and Read The Story Below steps 1-4. Read the Election of Abraham Lincoln pages 290-291. Complete the Check for Understanding Section and Read the Story Below steps 1-4. Read Lesson Summary page 291. Complete Check for Understanding Section and Write an Editorial Section. Make sure and follow all the directions on the Write an Editorial Section. Then play the Lesson Game. This is a 2 day lesson, it is due on Friday March 20, 2020.

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

Teachers email is: 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 of 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 English Language Arts

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
Today students will be working on individualized assignments. Students will need to spend 30 minutes in the **Diagnostic Arena of ELA**.

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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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: 20 minutes

Activities: Play the following jeopardy game with your parents or siblings.

<https://jeopardylabs.com/play/earths-spheres>

Turn In: Write a reflection in google classroom on how playing the Jeopardy game with family members went.

Notes:

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: **Note: this is NOT a new lesson**

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.