

5th Grade

Daily Learning Plan

Teacher: Rosie Robinette, Laura Broyles, and Bridget Just

Office Hours: 8:00 a.m.-11:30 and 1:00 p.m.-2:00 p.m.

Date: March 23, 2020

Please follow the Google Meet Times for each rotation.

8:40-8:55-1st Rotation

9:30-9:45-2nd Rotation

10:30-10:45-3rd Rotation

Passwords for Google Meet:

Broyles: Broyles Anchors

Just: just233

Robinette: Robinette 15

Content Area: Reading

Learning Target: I can compare a character's thoughts/action from the beginning of a story to the end of the story.

Standard: RL 5.3 Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.

Duration: 80 minutes

Activities:

This is a 2 Day Lesson

1. Watch the instructional video posted on Google Classroom
2. Read Silver Dollar Dream posted on Google Classroom (password is just 223)
3. Complete "All About Alex" activity via Google Form posted in Google Classroom. Students must include **text evidence** in all responses.
4. Students will write a brief script to introduce the main character Alex (Use the Google Doc posted in the Google Classroom) Use the script to create a video and post in SeeSaw.
* If students haven't registered for the reading Seesaw classroom, the class code is posted on the Google Classroom stream*

Turn In: March 24th

Notes: This assignment is posted in the Google Reading Classroom

Content Area: Math-Rotation 1

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 posted in Math 1 Google Classroom.
- Complete the Problem Set page 212-214 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 23rd. 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 2

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 posted in Math 2 Google Classroom.
- 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 23rd. 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: Math-Rotation 3

Learning Target: I can relate decimal and fraction multiplication.

Standard: 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the

relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 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 17

- Watch the following video on multiplying decimal numbers posted in Math 3 Google Classroom.
- Complete the Problem Set page 221-224 of the “blue” practice book.
- Complete the Exit Ticket on page 225.
- Spend 15 minutes on Zearn reviewing Module 4 concepts. (You need to be getting close to Lesson 17)

Turn In: Due March 23rd. 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 17 Homework p.167-168 in your red book.

Content Area: Social Studies

Learning Target: *I can learn about 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

Watch the following videos about the Civil War:

<https://www.youtube.com/watch?v=Bc3bb779SZs>

<https://www.youtube.com/watch?v=e4SRKnqqpj0>

Talk to a person in your house about the two videos. What happened in the Civil War? What are you thinking about the Civil War?

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

Click on Chapter 21 The Civil War.

Click on the Vocabulary Section on the left side. Go over each of the Vocabulary Words and make flash cards for them.

Read the Introduction page 297. Complete the preview section.

Read The Union and Confederate Armies page 298-299. Complete the Check for Understanding Section and the Venn Diagram. Read Key Battles in the North page 300-301. Complete the Check for Understanding Section and Explain why each battle was a turning point in the war section.

Read Military Tactics and Technology page 301. Complete the Check for Understanding Section

and draw a simple trench next to the Union soldier. Then explain why trenches were useful to Union soldiers in battle. Then complete a telegraph pole with wires next to the Confederate soldier. Then explain how the South used the telegraph during the Civil War. Read Combat Conditions page 302. Complete the Check for Understanding Section and the At the end of the Union soldier's rifle, draw a simple bayonet. Then explain why a Union soldiers might have feared a bayonet charge. Near to the Confederate soldier, draw a simple picture of cannonballs exploding. Then explain what Confederate soldiers experienced during artillery shelling.

Or

Read pages 297-307

Make a **Google Slide- Show**

You need to have one page for the following topics:

The Union and Confederate Armies

Key Battles in the North

Military Tactics and Technology

Combat Conditions

Medical Care

Food and Drink

Conditions on the Home Front

From Gettysburg to Appromattox

Each slide you need to describe the topic. You can add pictures to each slide. This is a 3 day plan. You don't need to turn it in until Wednesday at the end of the day.

Please post your slide show in the Google Classroom on Wednesday or before when you are finished. That way you can look at other students' slide- shows that they have created.

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.
If you are completing the Slide Show please turn it in the Social Studies Google Classroom.

Notes: Please go to the following website: https://student.teachtci.com/student/sign_in

Teachers email is: rosie.robinette@anchorage.kyschools.us

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 either go to **recommended skills** or work on skills previously assigned in LEAPS class.

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

bridget.just@anchorage.kyschools.us

rosie.robinette@anchorage.kyschools.us

**** If you are in Mrs. Turner or Phillips LEAPS classes, you will receive a separate e-mail with assignments.**

Content Area: Science

Learning Target: I can compare and contrast the brightness of the sun to other stars.

Standard: 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

Duration: 30 minutes

Activities:

Re-read the following information.

link::<https://www.generationgenius.com/sun-and-other-stars-reading-material/>

Read/listen to the information. Then create using a google doc, Claim, Evidence, and Reasoning. Remember that a Claim needs to be a one sentence statement. For your evidence, you need to use at least 3-4 numbers to support your claim. Reasoning is connecting your evidence with background knowledge to support your claim.

Turn In: Turn in your google doc. in google classroom.

Notes: Check out the following link to help you write your Claim, Evidence, and Reasoning.
<https://www.youtube.com/watch?v=faSAI0Anf9E>

Content Area: ELA (English Language Arts)

Learning Target: I can select a topic for my 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: 20 minutes

Activities:

A video is posted reviewing the previous lessons and today's.

Review slides 6-7

Slide #7 select 3 stories you think would make the best personal narrative.

Slide #9 Complete "Planning"

Slide #10 Complete "Narrowing the Focus"

Turn In: March 24th

Notes: Students are using the same slides shared Day #1 (March 18th)

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