

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 25, 2020

Please follow the Google Meet Times for each rotation.

Homeroom: 10:00 a.m.

1st Rotation: 10:30 a.m.

2nd Rotation: 11:00 a.m.

3rd Rotation: 11:30 a.m.

Passwords for Google Meet:

Broyles: Broyles Anchors

Just: just223

Robinette: Robinette 15

Content Area: Reading

Learning Target: I can use text evidence to infer character traits.

Standard: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Duration: 55 minutes

Activities:

Students will read The Daring Escape of Henry Box Brown (link posed in Google Classroom)
Google Doc is posted in the Classroom- identify 2 character traits and **support with text evidence.**
Students may use the list of character traits in the link below

http://www.readwritethink.org/files/resources/lesson_images/lesson807/traits-list.pdf

Turn In: March 25th

Notes:

Content Area: Math-Rotation 1

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.(Also posted in Google Classroom)
<https://drive.google.com/file/d/1T85VnvHki70ZvUPnyzN0-D677kLRWx9F/view>
https://drive.google.com/file/d/1WoXvubFyUESHJ_ZZ4rSRlc-k7TJv91N9/view
- 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 25th. 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: Math-Rotation 2

Learning Target: I can relate decimal fraction and 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 18

- Watch the following video on multiplying decimal numbers.
https://drive.google.com/file/d/1mNhXQaSKsGt45BavA_seL0aQhcnISq31/view
https://drive.google.com/file/d/1vGAYc8uXjIBHZJhl_oCZL1xi0kcUerJR/view
- Complete the Problem Set page 229-232 of the “blue” practice book.
- Complete the Exit Ticket on page 233.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

Turn In: Due March 25th. 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 18 Homework p.171-172 in your red book.

Content Area: Math-Rotation 3

Learning Target: I can convert measures involving whole numbers, and solve multi-step word problems.

Standard: 5.MD.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions to solve multi-step real world problems. 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 19/20

- Watch the following video on multiplying decimal numbers.
<https://drive.google.com/file/d/1HiLweYNKy-ZTFoxoNlkR8BiQ9PzixrBh/view>
- Complete the Problem Set page 235, 237, 243, 244 of the “blue” practice book.
- Complete the Exit Ticket on page 245.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

Turn In: Due March 25th. 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 20 Homework p.179-180 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: 2 day lesson (Tuesday and Wednesday)

Activities: Go to the following website: https://student.teachtci.com/student/sign_in
Click on **Chapter 21 The Civil War.**

Read Medical Care page 303. Complete the Check for Understanding Section and the Draw and Describe section for both armies. Read Food and Drink page 304. Complete the Check for Understanding Section and Draw and Describe Section. Read Conditions on the Home Front page

305. Complete the Check for Understanding Section and Draw and Describe Section. Read From Gettysburg to Appomattox pages 306-307. Complete the Check for Understanding Section. Read Lesson Summary page 307. Complete the Check for Understanding Section.

Then write a letter to a family member from the point of view of a soldier who just fought in the Battle of Gettysburg. In the letter, you should include:

- a date and salutation.
- a paragraph that identifies whether you are fighting for the North or the South and the reason you are fighting in the Civil War.
- a second paragraph that describes what the combat, health, and food conditions are for soldiers.
- writing that is free from spelling and grammatical errors.
- words, phrases, and clauses such as *in contrast* or *especially* that link ideas within and across categories of information.
- a concluding statement or section related to the topic.

Play the Lesson Game.

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 Appomattox

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. This is a two day lesson. Needs to be completed by March 25, 2020.

If you did the Google Slide- Show please turn it in the Google Classroom by the end of the day on March 25, 2020.

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.

robin.bowman@anchorage.kyschools.us

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: 30-45 minutes

Activities: Using your Individualized Blue- Print, Create a model that demonstrates the differences in the brightness of the sun and other stars. Explain how it works.

Turn In: Take a picture of your model and email it to your homeroom teacher. (Broyles Homeroom upload to Seesaw). Make sure and explain how it works.

Notes:

Content Area: ELA (English Language Arts)

Learning Target: I can create a journal to capture my memories of COVID 19.

Standard: C5.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences

Duration: 20 minutes

Activities:

All instructions and links are posted in Google ELA classroom

Watch short video to introduce the assignment.

https://drive.google.com/file/d/16RMrRhDPEEf7jktVUAJwVSJ_itOZ6tLq/view?ts=5e7a51ea

Create a Google doc to respond to the following prompt: What do you like most about staying at home with your family?

Each prompt should be at least 8 sentences.

Use the ExTeam to develop your ideas: include examples, explanations, and experiences

Title the doc "yourname journal" example "winston journal"

Share your Google Doc with your homeroom teacher.

Turn In: March 25th

Notes: Students will respond to prompts in the same doc to create a journal .

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