

## 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 27, 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 select a text for book club

**Standard:** RL 5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

**Duration:** 30 min

**Activities:**

Attend assigned Google Meet- book options will be presented for book clubs that will form after Spring Break

Complete "Book Club Survey" form posted in Google Classroom

Read SSR books for 20 minutes

Short lesson = a great opportunity to submit any missing assignments

**Turn In:** March 27th

**Notes:** If at all possible, please attend the Google Meet. I will be reviewing the book options. To help prepare, I would like to have book choices before Spring Break. I will be providing the books, more info to come.

**Content Area:** Math-Rotation 1**Learning Target:** I can multiply whole numbers by fractions, and fractions by fractions.**Standard:** 5.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.**Duration:** 45 minutes**Activities:**

- Watch the following video explaining the fraction activity:  
[https://drive.google.com/file/d/1djxb\\_WYLIsohE9EgstP-qwyJaf2EsDuv/view](https://drive.google.com/file/d/1djxb_WYLIsohE9EgstP-qwyJaf2EsDuv/view)
- In Seesaw show your work of multiplying each ingredient by  $\frac{1}{2}$ .
- Optional: Use the recipe to create your favorite dish and share a photo on Seesaw.

**Turn In:** In Seesaw show your work of multiplying each ingredient by  $\frac{1}{2}$  by Saturday, March 28th.**Notes:****Content Area:** Math-Rotation 2**Learning Target:** I can multiply whole numbers by fractions, and fractions by fractions.**Standard:** 5.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.**Duration:** 45 minutes**Activities:**

- Watch the following video explaining the fraction activity:  
[https://drive.google.com/file/d/1djxb\\_WYLIsohE9EgstP-qwyJaf2EsDuv/view](https://drive.google.com/file/d/1djxb_WYLIsohE9EgstP-qwyJaf2EsDuv/view)
- In Seesaw show your work of multiplying each ingredient by  $\frac{1}{2}$ .
- Optional: Use the recipe to create your favorite dish and share a photo on Seesaw.

**Turn In:** In Seesaw show your work of multiplying each ingredient by  $\frac{1}{2}$  by Saturday, March 28th.**Notes:****Content Area:** Math-Rotation 3**Learning Target:** I can multiply whole numbers by fractions, and fractions by fractions.**Standard:** 5.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.**Duration:** 45 minutes**Activities:**

- Watch the following video explaining the fraction activity:  
[https://drive.google.com/file/d/1djxb\\_WYLIsohE9EgstP-qwyJaf2EsDuv/view](https://drive.google.com/file/d/1djxb_WYLIsohE9EgstP-qwyJaf2EsDuv/view)
- In Seesaw show your work of multiplying each ingredient by  $\frac{1}{2}$ .
- Optional: Use the recipe to create your favorite dish and share a photo on Seesaw.

**Turn In:** In Seesaw show your work of multiplying each ingredient by  $\frac{1}{2}$ .

**Notes:**

**Content Area: Social Studies**

**Learning Target:** *I can create a Jeopardy Game 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 Jeopardy Game is due on Friday March 27, 2020.

**Activities:** Please create a Jeopardy game over the Civil War. It must have at least 5 categories and 5 subjects under each category. Please use the Social Studies Alive Text to help you create the game.

Watch the following link to help you create the game:

[https://www.youtube.com/watch?v=\\_EvsMMaM-wY](https://www.youtube.com/watch?v=_EvsMMaM-wY)

<https://jeopardylabs.com/>

**Turn In:** You may turn in your Jeopardy game link in the google classroom under day 7-8. It needs to be turned in by March 27, 2020.

**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)

**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:** Day 7-Day 8

**Activities:** Click on Sun and Stars Activity Kit. Scroll down to A Science Kit Menu. The goal is to complete 2 out of the 4 ideas. You can always do more, but you are required to complete 2. The papers in the kit that follow A Science Kit Menu give you ideas and samples on how you can create them. You can use the samples or come up with your own.

**Turn In:** You can create this on google slides or google doc. Please submit to your google classroom.

**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:** 10 minutes

**Activities:**

Look back at Journal Entry #1, you listed reasons/points about the advantages of staying home.

Capture one of those in a picture and post the pic in Seesaw along with a caption.

For example: If I wrote that I enjoy staying home and playing with my dog, I might take a picture of Winston and create the caption "Winston and I like to sit on the couch while I rub his belly!"

**Turn In:** March 26th

**Notes:**

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