

## 5th Grade Daily Learning Plan

Teacher: Rosie Robinette, Laura Broyles, and Bridget Just

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

Date: April 13, 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.

**Content Area:** Reading

**Learning Target:** I can use a variety of strategies to comprehend text.

**Standard:** 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:** 40 minutes

**Activities:**

[Johnny Tremain](#) Finish Chapter #2 pgs 28-35. Answer comprehension questions via Google Forms posted in the Book Club Classroom. Vocabulary Slide deck will be explained and completed during Google Meet

[The Mixed Up Files of Basil E Frankweiler](#)- Read pgs 43-middle of 56 and answer comp questions via Google Forms posted in the Book Club Classroom.

[Wonder](#)-Read pgs 37-48 and answer comprehension questions via Google Forms posted in the Book Club Classroom.

**Turn In: Submit Google Form**

**Due: April 13**

**Notes:** All assignments are posted in the Book Club Classrooms

**Content Area:** Math-Rotation 1

**Learning Target:** I can compare the size of the product to the size of the factors.

**Standard:** 5.NF.5 Interpret multiplication as scaling (resizing), by: a) Comparing the size of a product to the size of one factor on the basis of size of the other factor, without performing the

indicated multiplication. b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1. 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 23**

- Watch the following video:  
[https://drive.google.com/file/d/110Ms28fUGxV4C33poKiiP\\_g4FLCEh5c0/view](https://drive.google.com/file/d/110Ms28fUGxV4C33poKiiP_g4FLCEh5c0/view)
- Complete the Problem Set page 259-263 of the “blue” practice book.
- Complete the Exit Ticket on page 265.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

**Turn In: Due April 13th. 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.

Optional: Complete the Lesson 23 Homework p.191-192 in your red book.

**Content Area:** Math-Rotation 2

**Learning Target:** I can solve word problems using fraction and decimal multiplication.

**Standard:** 5.NF.5 Interpret multiplication as scaling (resizing), by: a) Comparing the size of a product to the size of one factor on the basis of size of the other factor, without performing the indicated multiplication. b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1. 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 24**

- Watch the following video:  
<https://drive.google.com/file/d/1-muqXvq-ZQGO1dJGISXrWgnPTn2VYLVw/view>
- Complete the Problem Set page 267-269 of the “blue” practice book.
- Complete the Exit Ticket on page 271.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

**Turn In: Due April 13th. 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)

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Optional: Complete the Lesson 24 Homework in your red book.

**Content Area:** Math-Rotation 3

**Learning Target:** I divide a whole number by a unit fraction.

**Standard:** 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

**Duration:** 60 minutes

**Activities:** Module 4 Lesson 25

- Watch the following video:  
<https://drive.google.com/file/d/1lhMXHvdvRE1kZucs33SFmBNxBWDgU6mb/view>
- Complete the Problem Set page 273-278 of the “blue” practice book.
- Complete the Exit Ticket on page 279.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

**Turn In:** Due April 13th. 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.

Optional: Complete the Lesson 25 in your red book.

**Content Area:** Social Studies

**Learning Target:** *I can learn about the America Industrial Revolution*

**Standard:**

5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.

5.E.MA.2 Explain how the United States developed into a market economy.

**Duration:** 2 Day Assignment- This is due on Monday at the end of the day.

Activities:

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

Click on Chapter 22. ***The American Industrial Revolution***

Click on the Vocabulary Section. Go through each of the vocabulary words. The front says the word and the back tells you what the word means. **You don’t** have to make cards today, just read the words and what they mean before you read the chapter. Then read the whole chapter (pages 313-321). You **do not** have to complete any of the questions on the website.

Make a Google Slide Show of each section. You should have a slide for the following sections: Introduction, Early Industrialization, The Assembly Line, Changes in American Life, Big Business, World Trade, Building a Global Economy, and a Conclusion. Each slide needs to have facts about

the topic and pictures of the topic.

**Turn In:** Please turn into Social Studies Google Classroom.

**Notes:**

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

**Learning Target:** I can grow in my understanding and application of Reading 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 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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**\*\* 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 learn about Earth and our Solar System.

**Standard:** 5.ESS1.6

Use tools to describe how stars and constellations appear to move from the Earth's perspective throughout the seasons.

5.ESS1.B Earth and our Solar System

**Duration:** **This is due on Monday April 13, 2020 by the end of the day.**

**Activities:** Review the book from yesterday called *Our Solar System*. Create a poster or model of our Solar System. Make sure you have the following in your model or poster: The Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. You need to have a brief description of each planet.

**Turn In:** Take a picture of your poster or model. Submit it to Science Google Classroom under Poster or Model of our Solar System.

**Notes:**

<b>Content Area:</b> ELA (English Language Arts)
<b>Learning Target:</b> I can create a character for narrative writing
<b>Standard:</b> Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
<b>Duration:</b> This is a 2 day assignment
<b>Activities:</b> This week we will integrate the knowledge we are gaining about characters in our Book Clubs with narrative writing. Open the Google Slides “ <b>Character Project</b> ” posted in the ELA Google Classroom Students will respond to the prompts and record answers in the Google Slides. <b>Note:</b> The prompts are on one page and <i>students respond on the blank slide after the prompt.</i>
<b>Turn In:</b> <b>Due April 16th</b> Please do submit until slides are <u>complete</u> via Google Classroom
<b>Notes:</b> Students will create a narrative with this character the end of the week and next.

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