

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 14, 2020

Please follow the Google Meet Times for each rotation.

Homeroom: 10:00 a.m.

1st Rotation: 10:15 a.m.

2nd Rotation: 10:30 a.m.

3rd Rotation: 10:45 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](#) Read Chapter #3 36-43. Answer comprehension questions via Google Forms posted in the Book Club Classroom. Complete assigned slide in the Vocabulary Slide deck. Slide deck and assignments posted in Google Classroom

[The Mixed Up Files of Basil E Frankweiler](#)- Read chapter 4 (middle of pg.56- 66) 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 14

Notes: All assignments are posted in the Book Club Classrooms

Content Area: Math-Rotation 1

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 14th. 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 24 Homework in your red book.

Content Area: Math-Rotation 2

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 14th. 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 25 in your red book.

Content Area: Math-Rotation 3**Learning Target:** I can divide a unit fraction by a whole number.**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 26**

- **Watch the following video:**
<https://drive.google.com/file/d/16D2UMRidcfJo4XpEBKVq2KrwIO64qzsW/view>
- Complete the Problem Set page 281-286 of the “blue” practice book.
- Complete the Exit Ticket on page 287.
- Spend 15 minutes on Zearn reviewing Module 4 concepts OR on IXL Section H/I concepts.

Turn In: Due April 14th. 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 26 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: Board Game on American Industrial Revolution is due on Friday April 17, 2020 by the end of the day.**Activities:**Read the book ***Labor Day***. It is in the Social Studies Google Classroom.

Then use the information you learned from the book and Chapter 22 on the TCI Website about The American Industrial Revolution. Create a board game. The following requirements must be met for your game.

- You must have at least **20** question and answer cards with information from the book ***Labor Day*** and Chapter 22 on the TCI website.
- You must have step by step rules on how to play the game.
- You also need to give your game a name.
- On a Google Doc please have a picture of you playing the game with family members, the name of the game, a reflection on how the game went, and step by step rules on how to play the game.

Turn In: On a Google Doc please have a picture of you playing the game with family members, the name of the game, a reflection on how the game went, and step by step rules on how to play the game.

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
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: 45 minutes

Activities:

Read the book ***Life in Space Book.***

Then, on a Google Docs write 10 facts you learned about Life in Space.

Turn In: Turn in your Google Doc about 10 facts you learned about life in Space to the Science Google Classroom.

Notes: **It is very important that you read this book. You will need to know this information for the Science lesson on Thursday.**

Content Area: ELA (English Language Arts)
Learning Target: I can create a character for narrative writing
Standard: 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.
Duration: This is a 3 day assignment.
Activities: This week we will integrate the knowledge we are gaining about characters in our Book Clubs with narrative writing. Open the Google Slides “ Character Project ” posted in the ELA Google Classroom Students will respond to the prompts and record answers in the Google Slides. Note: The prompts are on one page and <i>students respond on the blank slide after the prompt.</i>
Turn In: Due April 16th Please do submit until slides are <u>complete</u> via Google Classroom
Notes: 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.