

## 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 7, 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 identify the point of view from which the story is told

**Standard:** Describe how a narrator's or speaker's point of view influences how events are described.

**Duration:** 45 minutes

**Activities:** Each Book club has their assignment posted in a NEW Google Classroom specific to each book. If your child did not add the new classroom, the codes are listed in the notes

**Johnny Tremain-** During Google Meet, we will review point of view. Read **pgs 1-9** of chapter #1. Answer comp questions via Google Forms posted in the Book Club Classroom

**The Mixed Up Files of Basil E Frankweiler-** During Google Meet, we will review point of view. Read Chapter 1 pgs 5-18. Answer comprehension questions via Google Forms posted in the Book Club Classroom

**Wonder-** During Google Meet, we will review point of view. Students read pages 3-14 and answer comprehension questions via Google Forms posted in the Book Club Classroom

**Turn In:** April 7th

**Notes:** Google Classroom Codes

**Johnny Tremain** [xl5q6dm](#)

**The Mixed Up Files of Basil E Frankweiler** [5j5klih](#)

**Wonder-** [lna6ml3](#)

**Content Area:** Math-Rotation 1

**Learning Target:** I can explain the size of the product, and relate fraction and decimal equivalence to multiplying a fraction by 1.

**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 21**

- Watch the following video:  
<https://drive.google.com/file/d/1fEWQfkUcbMjtjQyQJzHnDidP6HnVowdGM/view>
- Complete the Problem Set page 247, 249-250 of the “blue” practice book.
- Complete the Exit Ticket on page 251.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

**Turn In: Due April 7th. 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 21 Homework p.183-184 in your red book.

**Content Area:** Math-Rotation 2

**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 22**

- Watch the following video:  
<https://drive.google.com/file/d/1VDNwtL4QzbnUmhvhd1oyP7SIRwM5q1eJ/view>
- Complete the Problem Set page 253-256 of the “blue” practice book.
- Complete the Exit Ticket on page 257.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

**Turn In: Due April 7th. Take a picture and turn in problem set pages and exit ticket on Seesaw.**

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Optional: Complete the Lesson 22 Homework p.187-188 in your red book.

**Content Area:** Math-Rotation 3

**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 7th. Take a picture and turn in problem set pages and exit ticket on Seesaw.

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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:** Social Studies

**Learning Target:** *I can learn about Abraham Lincoln.*

**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 This lesson is due on April 7, 2020 by the end of the day.

**Activities:** Please read the book about Abraham Lincoln that I have placed in the Social

**Studies Google Classroom.** Then create a song about Abraham Lincoln. It needs to be 8 Stanza 's long. Each Stanza needs to be 4 lines. Submit a paper version to Social Studies Google Classroom.

**400 Extra Credit Points:** Present the song you created in a video. You can get any family members you want to help you present the song. Send the video to my phone.

**615-961-1199.**

**This is due on Tuesday April 7, 2020 by the end of the day.**

**Turn In:** Please submit the paper version of the song to Social Studies Google Classroom. Everything from now on needs to be turned into Social Studies Google Classroom. If you don't know how to do it, ask a friend.

**Notes:** Please submit the paper version of the song to Social Studies Google Classroom. Everything from now on needs to be turned into Social Studies Google Classroom. If you don't know how to do it, ask a friend.

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

**Learning Target:** I can grow in my understanding and application of Math 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.

[robin.bowman@anchorage.kyschools.us](mailto:robin.bowman@anchorage.kyschools.us)

[laura.broyles@anchorage.kyschools.us](mailto:laura.broyles@anchorage.kyschools.us)

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[rosie.robinette@anchorage.kyschools.us](mailto: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 learn about Earth's Orbit Rotation.

**Standard:** 5.ESS1.6

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

**Duration: 60 minutes**

**Activities: Read the material called Read About Earth's Orbit and Rotation. It is in the Science Google Classroom. Then create the following:**

Earth's Orbit Rotation

1. Cut three pieces of string. Measure and cut one piece to be 15 cm long. Measure and cut the second piece to be 25 cm long. Measure and cut the third piece to be 30 cm long.
2. Construct a planet using paper and crayons or colored pencils.
3. Attach the planet to the 15 cm piece of string. Then tape the free end of the string to the top of a pencil.
4. Hold the pencil in place. Rotate the planet around the pencil. Place the planet on a piece of paper. Hold the planet in place and use the pencil to draw the orbit of the planet. Measure the resulting circle and write down your observations.
5. Repeat steps 3 and 4 using the 25 cm piece of string and the 30 cm piece of string.
6. Write down your observations.

**Take a picture of your orbit and observations and upload to the Science Google Classroom.**

**Turn In: Take a picture of your orbit and observations and upload to the Science Google Classroom.**

**Notes:**

**Content Area: ELA (English Language Arts)**

**Learning Target: I can use strong word choice in my writing**

**Standard: C.5.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences**

**Duration: 20 minutes**

**Journal Activity:**

**Who is the ONE person you are most looking forward to seeing after the quarantine?**

**Write a 3.8 paragraph that includes 3 points/reasons and support with the Exteam.**

**Include strong word choice. **Highlite at least 3 words that demonstrate strong word choice.****

**Hint: use an on-line thesaurus!**

**Turn In: April 7th**

**Notes:**

**EA - ESSENTIAL ARTS WEEKLY LEARNING PLANS FOR APRIL 6-17**

CLICK HERE ---> [APRIL 6-17](#)

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