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 9, 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 min
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-** Read pgs 9-20 of chapter #1. Answer Comp 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 chapter #2 pgs. 19-27   Answer comp questions via Google Forms posted in the Book Club Classroom **Wonder** -Students read pages 15-23 and answer comprehension questions via Google Forms posted in the Book Club Classroom
Turn In: April 11th
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 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 x a)/(n x 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/1VDNwtL4QzbnUmhvhD1oyP7SlRwM5q1eJ/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 9th. 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 22 Homework p.187-188 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 x a)/(n x 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

- **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 9th. Take a picture and turn in problem set pages and exit ticket on Seesaw.

Notes: Teacher's E-mail: laura.broyles@anchorage.kyschools.us
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Optional: Complete the Lesson 23 Homework p.191-192 in your red book.

Content Area: Math-Rotation 3

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 9th. 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: Social Studies

Learning Target: I can review what I have learned 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: 60 minutes

Activities: Please sign into your IXL account. www.ixl.com
Click on Social Studies, then 5th grade. Then click on Civil War.

Complete the following: **The Civil War- The Beginning of the War** **The Civil War- The Battle of Bull Run to Gettysburg**
Turn In: I will be checking IXL Website to make sure you have completed the three tasks above.
Notes:

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 **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 learn about the Earth and the 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.** **5ESS1.B Earth and Solar System**
Duration: 60 minutes
Activities: Read the book called _Our Solar System_. It is attached in the Science Google Classroom. Then click on the discussion question in Science Google Classroom. Answer the following questions: What causes a day to last longer on Mercury than on Earth? What is one opinion given in the conclusion of the book? Do you agree with it? Why or why not?
Turn In: After you answer the questions in the Question Tab in Science Google Classroom, press submit.

Notes: Make sure and read the whole book so that you can answer the questions. We will be using this book for tomorrow's lesson.

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
Activities: In a Google Doc, write a 3.8 paragraph in response to the following prompt: **WHAT ACTIVITIES ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN IN YOUR COMMUNITY (e.g hearts in windows, chalk notes on sidewalk, etc)**
Turn In: April 9th Via Google Classroom
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.