

5th Grade

Daily Learning Plan

Teacher: Rosie Robinette, Laura Broyles, and Bridget Just

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

Date: April 6, 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 build background knowledge about my book

Standard: Employ, develop and refine schema to understand and create text.

Duration: 30 minutes

Activities: Each book club has the assignment posted in the Google Reading Classroom.

Johnny Tremain: The setting of the book is Boston during the Revolutionary War. Use this link to learn more about historic sites in Boston <https://www.thefreedomtrail.org/trail-sites>. Choose at least 3 sites along the Freedom Trail that you would like to visit. Use the 3.8 template posted in to write a paragraph about the Freedom Trail.

The Mixed Up Files of Basil E Frankweiler- The setting of this book is the Metropolitan Museum of Art in New York City. Use the link to take a virtual tour of the museum's great hall.

<https://www.metmuseum.org/art/online-features/met-360-project>. Imagine spending the night in a museum, use the attached Google [The Met 360° Project](#) doc to write a story about spending the night in a museum with your sibling/friend and no parents. The story should be at least 8 sentences and include strong word choice and sentence fluency.

Wonder- use the link to preview the movie trailer https://youtu.be/fgB7_KpBDss

Choose ONE of the options below to write a 3.8 paragraph, the template is posted in Google Classroom

1. The narrator in the trailer says that he does "ordinary things" and that he "feels ordinary inside." What are the things you do or like that make you an ordinary kid?
2. The narrator says that "the only reason I'm not ordinary is that no one sees me that way." Do you ever feel like people don't see you the way you see yourself? How so? Explain.
3. The narrator says "you can't exactly blend in when you were born to stand out." Have you ever been in a situation where you wanted to blend in, but instead you stood out? Describe the situation

and explain how standing out made you feel.

Turn In: Monday, April 6th

Notes: During the Google Meets, students will be given a class code to create a Google Classroom specific to their Book Club

Content Area: Math-Rotation 1

Learning Target: I can convert measures involving whole numbers, and solve multi-step word problems.

Standard: 5.MD.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions to solve multi-step real world problems. 5.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 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 19/20

- Watch the following video on multiplying decimal numbers.
<https://drive.google.com/file/d/1HiLweYNKy-ZTFoxoNlkR8BiQ9PzixrBh/view>
- Complete the **Problem Set page 235, 237, 243** of the “blue” practice book.
- Complete the **Exit Ticket on page 245**.
- Spend 15 minutes on Zearn reviewing Module 4 concepts.

Turn In: Due April 6th. 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 20 Homework p.179-180 in your red book.

Content Area: Math-Rotation 2

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/1fEWQfkUcbMtjQyQJzHnDidP6HnVowdGM/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 6th. 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 21 Homework p.183-184 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 $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ 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 located on the Math 3 Google Classroom.
- 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 6. 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: Social Studies

Learning Target: *I can learn about Abe 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 assignment is due on Tuesday 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
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 patterns in the sky.

Standard: 5.ESS1.6

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

Duration: 40 minutes

Activities: Watch the video about patterns in the sky.

<https://www.generationgenius.com/videolessons/patterns-in-the-sky-video-for-kids/>

Watch the following video about how stars and constellations appear to move from Earth's perspective.

<https://www.generationgenius.com/videolessons/earths-orbit-and-rotation-video-for-kids/>

The username is Anchorage. The password is science.

Then answer the following questions in Science Google Classroom:

The Shadow of the groundhog (or anything else) is determined by what?

Why do we have leap year in our calendar every four years?

Turn In: In the Science Google Classroom answer the two questions in the question section. Submit your answers there.

Notes: The username is Anchorage. The password is science.

Content Area: ELA (English Language Arts)

Learning Target: I can use strong verbs 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: 25 minutes

Activities: Now that you're staying healthy at home, what is your favorite activity? Good writers include strong verbs. Use the link

<https://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/105/4-5%20handbook%20strong%20vivid%20verbs%20for.pdf> and include **at least 2 of the verbs** in a 3.8 paragraph.

Highlight the strong verbs in your paragraph.

Turn In: Monday, April 6th

Notes: This is a continuation of the journal we started prior to Spring Break, students may create a new doc or add to the previous entries.

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