

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: Monday, April 20, 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-Finish Chapter #4 60-70 and answer comprehension questions posted in Google Classroom. Add assigned slides to the Vocabulary Deck (posted in Google Classroom)

The Mixed Up Files of Mrs. Basil E. Frankweiler- Chapter 6 pgs. 88-95 and answer comprehension questions posted in Google Classroom and research Michelangelo and write 2 facts and post 2 pics of his work (you may use a google doc or google slides) post via Google Classroom

Wonder-Read pgs.91-104 and answer Extended Response Question (ERQ) via Google Forms posted in the Google Classroom

Due: April 20th

Notes: All assignments are posted in the Book Club Classrooms

Content Area: Math-Rotation 1

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 27

- Watch the following video:
<https://drive.google.com/file/d/17SyLFPPrkJ8I6A1Is7FC7UrCzgilxmLg-/view>
- Complete the Problem Set page 289-292 of the “blue” practice book.
- Complete the Exit Ticket on page 293.
- Spend 15 minutes on Zearn reviewing Module 4 concepts OR on IXL Section G concepts.

Turn In: Due April 20th. 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: Math-Rotation 2

Learning Target: I can connect division by a unit fraction to division by 1 tenth and 1 hundredth.

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 29

- Watch the following video:
https://drive.google.com/file/d/1RP6NWcxPFsJkpkhO0sNKyki0RCE_fL2X/view
- Complete the Problem Set page 299-302 of the “blue” practice book.
- Complete the Exit Ticket on page 303.
- Spend 15 minutes on Zearn reviewing Module 4 concepts OR on IXL Section G/H concepts.

Turn In: Due April 20th. 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 29 in your red book.

Content Area: Math-Rotation 3

Learning Target: I can divide decimal dividends by non-unit decimal divisors.

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 30 <ul style="list-style-type: none"> • Watch the following video: https://drive.google.com/file/d/1drRb3xU9MpBsD0KNPbgw-JQ8Kr4Gqghw/view • Complete the Problem Set page 305-309 of the “blue” practice book. • Complete the Exit Ticket on page 311. • Spend 15 minutes on Zearn reviewing Module 4 concepts OR on IXL Section H/I concepts.
Turn In: Due April 20th. 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 30 in your red book.
Content Area: Social Studies
Learning Target:
Standard:
Duration:
Activities: No Social Studies today. Work on Science.
Turn In:
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 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 Tuesday April 21, 2020 by the end of the day.

Activities:

STEM Challenge: You must design, build, and test a crew exploration vehicle, or CEV, using the Engineering Design Process that will safely return toy astronauts to Earth. Your CEV will need to be able to land in water, float, and keep water out. You will test your small scale model by dropping it into a water basin.

Criteria for Success:

1. The CEV must safely land in water and remain floating for 1 minute without leaking after being dropped from 61 cm (approximately 2 feet).
2. The CEV must land and remain top-side up.
3. The CEV must securely hold 2 cm tall astronaut figures seated inside the CEV. You can use lego figures or create them.
4. The CEV must have a hatch on top that opens and closes (or can be removed) and is large enough for a 2 cm tall astronaut figure to pass through.

When designing your CEV, consider the following –

- Balance and center of mass
- Total mass (must be less than 100g)
- Waterproofing techniques
- Vehicle shape
- Entrance/exit

Suggested Materials (**but not required**) that may be used to build your CEV:

- cotton balls
- cardboard
- paper index cards (cardstock)
- craft sticks
- tape (clear or masking)
- glue

- sandwich bags or zip lock backs
- plastic wrap
- Tin Foil

But you can use whatever materials you can find around the house.

Design an Individual Blue Print of your CEV.

Build your CEV.

Test your CEV.

Turn In: In a Google Doc, take a picture of CEV. Then, describe the testing results.

Notes: **When you test your CEV, make sure a parent is around to help you.**

Content Area: ELA (English Language Arts)

Learning Target: I can use a story plot to plan my 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: 40 minutes **This is a 2 Day Assignment (DUE today)**

Activities:

Students will use their “Character Project” and select a conflict.

Next, students will draw a story plot on a piece of paper and plan the major events of their narrative.

The narrative should include the character they created earlier this week and focus on one central conflict

A video and sample will be posted in the Google Classroom.

PLEASE encourage students to watch the video, it will help with the planning of their own story plot

Due: **Monday, April 20**

Turn In: Broyles/Just: Take a pic of completed story plot and post in Seesaw

Robinette: Take a pic and post via Google Classroom

Notes: Story plot has been reviewed during reading and has been introduced in previous grades.

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