

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: Tuesday, May 5, 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.

Please note: Only the Mixed Up Files of Mrs. Basil E Frankweiler will meet today during the reading rotations

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 10 pgs 170-175 students will complete “Cloze Reading” activity where they choose the correct word to fill-in the blank of a chapter summary. This activity is posted in the google Classroom. **NO GOOGLE MEET TODAY**

The Mixed Up Files of Mrs. Basil E. Frankweiler-Students will be given a choice of project options (posted in Google Classroom). I will explain the project options during the Google Meet. **PLEASE ATTEND THE GOOGLE MEET**

Wonder-Read pgs. 231-248 and answer comprehension questions via Google Forms posted in the Google Classroom **NO GOOGLE MEET TODAY**

Turn In: May 5

Notes:

Content Area: Math-Rotation 1

Learning Target: I can find the volume of rectangular prisms.

Standard: 5.MD.4-Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. 5.MD.5- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Duration: 60 minutes

Activities: Volume

- Watch the following videos on volume:
<https://www.youtube.com/watch?v=E8tuMaDxgJM>
<https://www.youtube.com/watch?v=LZxXUb9iAZc>
- Work on the following IXL questions until you hit the Smart Score of 100.
<https://www.ixl.com/math/grade-5/volume-of-cubes-and-rectangular-prisms>

Turn In: I will be able to see your work on IXL. There is nothing to turn into Seesaw.

Notes: Teacher's E-mail: laura.broyles@anchorage.kyschools.us
Remember you can also send me a note on Seesaw.

Content Area: Math-Rotation 2

Learning Target: I can find the volume of rectangular prisms.

Standard: 5.MD.4-Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. 5.MD.5- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Duration: 60 minutes

Activities: Volume

- Watch the following video on measuring volume:
<https://drive.google.com/file/d/1CR-Flt8PIKQFVKR-mrOCuQYWc2BRDIP0/view>
- Complete 10 problems on
<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Cubes/>
- Choose 3 rectangular prisms in your house to measure and find the volume. Measure the length, width, and height of each object and then find the Volume. Take a picture of your objects and turn into Seesaw.

Turn In: Due May 5th. Turn in pictures and measurements of 3 rectangular prisms in Seesaw.

Notes: Teacher's E-mail: laura.broyles@anchorage.kyschools.us
Remember you can also send me a note on Seesaw.

Content Area: Math-Rotation 3

Learning Target: I can find the combined volume of two rectangular prisms.

Standard: 5.MD.5- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 5.MD.5C Recognize volume as additive.

Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Duration: 60 minutes

Activities: Volume

- Watch the following videos on combined volume:
<https://www.pbslearningmedia.org/resource/mgbh.math.md.addvol/volume-of-shapes-composed-of-right-rectangular-prisms/>

<https://drive.google.com/file/d/1aax1mnGkkJ844vE5j0wqZGsxEiA7zB03/view>
- Complete pages 43-45 in the Module 5 “Blue Book.”

Turn In: Due May 5th. Take a picture of your work and turn into Seesaw.

Notes: Teacher’s E-mail: laura.broyles@anchorage.kyschools.us
Remember you can also send me a note on Seesaw.

Content Area: Social Studies

Learning Target: *I can learn about The Great Depression.*

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:

Activities:

Work on your Great Depression Choice Board. This is due on Friday, May 8, 2020.

Turn In: Turn into the Social Studies Google Classroom. This is due on Friday, May 8, 2020. Make sure and complete 3 out of the 6 choices.

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 physical and chemical changes in matter.

Standard: 5-PS1-3 Make observations and measurements to identify materials based on their properties.

Duration: This is due on Tuesday May 5, 2020 by the end of the day.

Activities:

Watch the videos in the Science Google Classroom. Username is Anchorage. Password is Science.

Read the passage about Physical and Chemical Changes that is attached in the Science Google Classroom.

Experiment:

1. Start by mixing 2 tablespoons of baking soda into one cup of water. It's okay if the baking soda doesn't all dissolve.
2. Dip one end of a cotton swab into baking soda mixture and tap off any drips. Use the moistened cotton swab to write a message on the center of the paper. This works best if you keep the message short.
3. Let the paper dry for about 10 minutes. The writing should disappear.
4. Share the paper with a family member. Tell them they can reveal the secret message using a blackberry.
5. Instruct your family member to rub the blackberry back and forth across paper without pressing too hard. The smeared purple juice should reveal the secret message!

What happened?

After you write on the paper with the baking soda and water mixture, the water evaporates leaving baking soda crystals that form your letters. The purple pigment from the blackberry reacts with the baking soda forming

a new, blue substance
where your letters appear! Since a new substance is formed, this is a chemical reaction.

1. Write a Reflection on how the experiment worked? Upload it to Science Google Classroom. Keep in mind sometimes experiments don't work. That is ok, along as you give it a try and see what happens.

2. Create a poster comparing and contrasting a Physical Change and Chemical Change. Take a picture of it and upload it to the Science Google Classroom.

Turn In: Turn into Science Google Classroom by Tuesday May 5th at the end of the day.

Notes:

Materials needed:

2 Tablespoons of baking soda

Cup of Water

Cotton Swab or Q-Tips

Paper

Blackberry (other fruit you could try- blueberry, raspberry or any type of berries).

Content Area: ELA (English Language Arts)

Learning Target: I can create a character/setting 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: 40 minutes

Activities:

This week students will begin planning and drafting a historical fiction narrative

Open the Google Slides "**Historical Fiction Character Activity**" 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 *students respond on the blank slide after the prompt.*

Turn In: **Due May 5th**

Please do submit until slides are **complete** via Google Classroom

Notes:

EA - ESSENTIAL ARTS WEEKLY LEARNING PLANS FOR MAY 4-15th

CLICK HERE ---> [MAY 4th-15th](#)



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