**Vision –**

**Mission –**

**Lexington Elementary– Weekly Virtual Learning Planner**

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| **Teacher** | **Kaylyn Breitbach and Timberly Walton** | **Grade** | **Grade 5** | **Subject** | **ELA, Math, Science, Social Studies** |
| **Week of** | **December 14, 2020 – December 18, 2020** | **Topic/Title** | **ELA: Human Rights, Esperanza Rising**  **MATH: Multiplying Whole Numbers**  **SCIENCE: Chemical Magic**  **SOCIAL STUDIES:**  **Westward Expansion, Current Events** | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **12/14/20** | Module 1: Unit 2: Lesson 13  I can compare and contrast Esperanza to another main character in Esperanza Rising.  I can explain the structure of a two-voice poem.  I can use evidence from Esperanza Rising that supports my inferences about two different characters, particularly how the two characters respond to challenge.  **Mini Lesson over Expository Essay 7**  I can develop a three Reason paragraphs of IRC format with 7 sentences for each.   1. Topic Sentence 2. 3 Sentences about A 3. 3 Sentences about B | **Do Now:** [**www.ixl.com**](http://www.ixl.com)  **H.1. Use actions and dialouge to understand characters.**  **H.3. Draw inferences from a text**  **Nearpod:**  <https://share.nearpod.com/Ikq3CPiC0ab>  **Class Code:** **7296U**  **Writing:** Today the students will be learning how to write the “I” paragraph. The I paragraph is the three simple sentences. They will set their I paragraph up the same way for every prompt. | Read Chapter 14: “Las Uvas/Grapes” (pages 234–253) in Esperanza Rising.  Use the Homework: Purpose for Reading, Chapter 14: “Las Uvas/Grapes” question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.  [www.classdojo.com](http://www.classdojo.com)  Assignment titled: “ Esperanza Rising Chapter 14 Reading Questions”  Read Aloud - listen along as you read in your own novel  <https://www.youtube.com/watch?v=4CwxZ_4VXu4>  <https://www.youtube.com/watch?v=deNTl0ulnI0>  How is Esperanza changing? Pay particular attention to rich quotes to include in the two-voice poem. | Exit Ticket in Nearpod:  “1. How is your character similar to Esperanza? Give the page number that has evidence with your response.  2. How is your character different from Esperanza? Give the page number that has this evidence with your response.” | 12/14/20 |
| **Lesson 2**  **12/15/20** | Module 1: Unit 2: Lesson 13  I can compare and contrast Esperanza to another main character in Esperanza Rising.  I can explain the structure of a two-voice poem.  I can use evidence from Esperanza Rising that supports my inferences about two different characters, particularly how the two characters respond to challenge.  **Mini Lesson over Expository Essay 7**  I can develop a three Reason paragraphs of IRC format with 7 sentences for each.   1. Topic Sentence 2. 3 Sentences about A 3. 3 Sentences about B | **Do Now:** [**www.ixl.com**](http://www.ixl.com)  **HH.1. Find words using context**  **HH.2. Determine the meaning of words using synonyms in context**  **Nearpod:**  <https://share.nearpod.com/Ikq3CPiC0ab>  **Class Code:** **7296U**  **Writing:** Today the students will be learning how to write the “I” paragraph. The I paragraph is the three simple sentences. They will set their I paragraph up the same way for every prompt. | Read Chapter 14: “Las Uvas/Grapes” (pages 234–253) in Esperanza Rising.  Use the Homework: Purpose for Reading, Chapter 14: “Las Uvas/Grapes” question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.  [www.classdojo.com](http://www.classdojo.com)  Assignment titled: “ Esperanza Rising Chapter 14 Reading Questions”  Read Aloud - listen along as you read in your own novel  <https://www.youtube.com/watch?v=4CwxZ_4VXu4>  <https://www.youtube.com/watch?v=deNTl0ulnI0>  How is Esperanza changing? Pay particular attention to rich quotes to include in the two-voice poem. | Exit Ticket in Nearpod:  “1. How is your character similar to Esperanza? Give the page number that has evidence with your response.  2. How is your character different from Esperanza? Give the page number that has this evidence with your response.” | 12/15/20 |
| **Lesson 3**  **12/16/20** | Esperanza Fiesta | Esperanza Fiesta | Esperanza Fiesta | Esperanza Fiesta | 12/16/20 |
| **Lesson 4**  **12/17/20** | **Winter Party** | **Winter Party** | **Winter Party** | **Winter Party** | 12/17/20 |
| **Lesson 5**  **12/18/20** | **Record Keeping Day** | **Record Keeping Day** | **Record Keeping Day** | **Record Keeping Day** | 12/18/20 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **12/14/20** | -**I can** use knowledge about place value and multiplying with 2-digit and 3-digit numbers to multiply with zeros. | **Content**  *Lesson 3-4: Multiply Whole Numbers With Zeros*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 3-4 | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review 3-4  -Independent Practice 3-4  -Homework 3-4  -Center Games 3-4 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 3-4** | 12/14/20 |
| **Lesson 2**  **12/15/20** | -**I can** use properties and the standard algorithm for multiplication to find the product of multi-digit numbers. | **Content**  *Lesson 3-5: Multiply Multi-Digit Numbers*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 3-5 | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review 3-5  -Independent Practice 3-5  -Homework 3-5  -Math and Science Activity 3-5 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 3-5** | 12/15/20 |
| **Lesson 3**  **12/16/20** | -**I can** use models and strategies to solve word problems. | **Content**  *Lesson 3-6: Solve Word Problems Using Multiplication*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 3-6 | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review 3-6  -Independent Practice 3-6  -Homework 3-6  -Problem Solving Reading Mat 3-6 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 3-6** | 12/16/20 |
| **Lesson 4**  **12/17/20** | - **I can** critique the reasoning of others by asking questions, looking for flaws, and using prior knowledge of estimating products. | **Content**  *Lesson 3-7: Critique Reasoning*  **Modeling and Number Talk (Discussion/Conversational Talk)**  -Visual Learning Video  -Solve and Share  -Look Back! & Convince Me!  -Guided Practice 3-7 | [www.aaamath.com](http://www.aaamath.com)  -place value  -basic math facts  [www.savvasrealize.com](http://www.savvasrealize.com)  -Do Now! – Daily Common Core Review 3-7  -Independent Practice 3-7  -Homework 3-7  -Display the Digits 3-7 | -Anecdotal Notes  -Exit Slip**:**  **Quick Check 3-7** | 12/17/20 |
| **Lesson 5**  **12/18/20** | **Record Keeping Day** | **Record Keeping Day** | **Record Keeping Day** | **Record Keeping Day** | 12/18/20 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **12/14/20** |  |  |  |  | 12/14/20 |
| **Lesson 2**  **12/15/20** | -Acid, Reactions and Properties of Matter  -Chemical Reactions  -Hands-on Activity: Solubility pg. 26, Signs of a Chemical Reaction ex. Water and Alka-Seltzer or vinegar and baking soda  Identify Materials | * I will facilitate a discussion about acid and chemical reactions. * I will ask probing questions to encourage exploration. * We will discuss signs of a chemical change. * I will engage the students by showing a video about acid, chemical reactions and properties of matter and conversational talk. * I will model lab safety by wearing safety googles. * I will model the steps of lab, as they will do during their lab. * We will explore the lesson by communicating and following the steps of the lab. We will go through the steps of the scientific method.   The students will: Explore, Engage, Explain, Elaborate, Observe, Create, Communicate, Hypothesize | * Do Now! –[www.ixl.com](http://www.ixl.com)   Physical and Chemical Change   * National Geographic * Mystery Doug * [www.mysteryscience.com/student](http://www.mysteryscience.com/student) * [www.mobymax.com](http://www.mobymax.com) * [www.readworks.org](http://www.readworks.org) * [www.getepic.com](http://www.getepic.com) | Exit Slips   * What would happen if you drink a glass of acid? * What do fireworks, rubber and silly putty have in common?   -Mystery Science   * Assessment: Acid Reactions and Properties of Matter. * Assessment: Chemical Reactions | 12/15/20 |
| **Lesson 3**  **12/16/20** |  |  |  |  | 12/16/20 |
| **Lesson 4**  **12/17/20** | -Gases and Particles of Models  -Hands-On Activity: Bag of Bubbles | * I will facilitate a discussion about the different states of matter. * I will ask probing questions to encourage exploration. * We will discuss different gases and the particles of gases. * I will engage the students by showing a video about gases and the particles of models and conversational talk. * I will model lab safety by wearing safety googles. * I will model the steps of lab, as they will do during their lab. * We will explore the lesson by communicating and following the steps of the lab. We will go through the steps of the scientific method.   The students will: Explore, Engage, Explain, Elaborate, Observe, Create, Communicate, Hypothesize | * Do Now! –[www.mobymax.com](http://www.mobymax.com)   Science   * National Geographic * Mystery Doug * [www.mysteryscience.com/student](http://www.mysteryscience.com/student) * [www.ixl.com](http://www.ixl.com) * [www.getepic.com](http://www.getepic.com) * [www.readworks.org](http://www.readworks.org) | Exit Slips   * Why do things explode?   -Mystery Science   * Assessment: Gases and Particles of Models | 12/17/20 |
| **Lesson 5**  **12/18/20** | **Record Keeping Day** | **Record Keeping Day** | **Record Keeping Day** | **Record Keeping Day** | 12/18/20 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **12/14/20** | I can explain the difference between a primary and secondary source and give an example of each.  I can compare two perspectives in history and provide evidence.  I can identify how events in history effects people, places, and communities.  I can plot important events of the history of the United States on a timeline in chronological order.  I break down complex language from a previous period in history to analyze the text.  I can outline the territorial expansion of the United States  I can identify the main idea and locate supporting details from a primary source document.  I can summarize what I read into meaningful bits of information. | **Do Now (5-10 min): Part 3 + Wrap Up**  Observe the cover of *“Death of an Iron Horse”.* What do you think this story will be about? How do you think it connects to the events of the Westward Expansion?  **I Do (15 min):**  I will be doing a read aloud of “*Death of an Iron Horse*”. As I read we will examine the relationship between the United States and Native Americans, as well as the two different perspectives.  Our two questions we will be able to answer by the end of the lesson are:   1. How did the country benefit from the railroad? 2. How did the railroad continue to impact the relationship between the United States and Native Americans?   I demonstrate what to do with comparing the perspectives first, one time.  **T-Chart Graphic Organizer to Compare Perspectives.**  See the source image  **We Do (15 min):**  I will then work together with the students, stopping as I read, so they can identify the parts of the story that show perspective. | **You Do (20 min):**  Take the information from your t-chart and in one paragraph, summarize how the development of the Railroad System affected the United States and Native Americans. Cite certain events in the book that shows each of their perspectives.  [www.classdojo.com](http://www.classdojo.com)  Assignment titled: “Railroad System Write-Up”  Add Railroad System to the timeline- 1862.    [www.classdojo.com](http://www.classdojo.com)  Assignment titled: “Westward Expansion Timeline” | T-Chart Graphic Organizer to Compare Perspectives in Class Dojo  [www.classdojo.com](http://www.classdojo.com) | 12/14/20 |
| **Lesson 2**  **12/15/20** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | 12/15/20 |
| **Lesson 3**  **12/16/20** | Current Events  I can examine current events and connect to our communities. | Current Events + Breakout   * <https://www.cnn.com/cnn10> | Current Events  Graphic Organizer and Write Up | Current Events | 12/16/20 |
| **Lesson 4**  **12/17/20** | **Winter Party** | **Winter Party** | **Winter Party** | **Winter Party** | 12/17/20 |
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