**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** |  **January 18, 2021 – January 22, 2021** | **Topic/Title** | **ELA:****MATH: Use Models and Strategies to Divide Whole Numbers****SCIENCE: Spaceship Earth****SOCIAL STUDIES:**  |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1****1/18/21** | **Martin Luther King Day** | **Martin Luther King Day** | **Martin Luther King Day** | **Martin Luther King Day** | 1/18/21 |
| **Lesson 2****1/19/21** | **Asynchronous Day** | **FINISH UNIT 3, MID-UNIT ASSEMENT in Class Dojo, Answering Pg. 3-4**[**www.classdojo.com**](http://www.classdojo.com)**Spelling City 5th Grade Week 8 Word List:** * **Write each spelling word 3 times.**
* **Look up the definition for each spelling word.**
* **Put each spelling word into a sentence.**

**Grammar Work:**[**www.ixl.com**](http://www.ixl.com)**OO.1. Is the sentence in the past, present, or future tense?****OO.2. Form and use the regular past tense****OO.4. Form and use the simple past, present, and future tense****BB.1. Choose the synonym****BB.3. Choose the antonym** **Writing:****Complete rough draft of New Year’s Resolution for Fifth Grade in Microsoft Word. Use you plan in Class Dojo you created to assist you. Once you have completed your rough draft share with Ms. Walton and Ms. Breitbach’s emails.****Once you have finished your rough draft, reread, revise, and edit. Lastly, rewrite your final draft and share again with Ms. Walton and Ms. Breitbach’s email through Microsoft Word.****Complete any missing work on your To-Do List in Class Dojo**[**www.classdojo.com**](http://www.classdojo.com) | **FINISH UNIT 3, MID-UNIT ASSEMENT in Class Dojo, Answering Pg. 3-4**[**www.classdojo.com**](http://www.classdojo.com)**Spelling City 5th Grade Week 8 Word List:** * **Write each spelling word 3 times.**
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| **Lesson 3** **1/20/21** | **Asynchronous Day** | **FINISH UNIT 3, MID-UNIT ASSEMENT in Class Dojo, Answering Pg. 3-4**[**www.classdojo.com**](http://www.classdojo.com)**Spelling City 5th Grade Week 8 Word List:** * **Write each spelling word 3 times.**
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| **Lesson 4**  **1/21/21** | **Module 3: Unit 1: Lesson 5****I can identify the evidence that supports an author’s opinion.****I can create an organizational structure to record evidence supports the author’s opinion.****I can paraphrase evidence to record on my organizational structure.****I can write a paragraph with an opinion supported by evidence.** | **Do Now:**[**www.ixl.com**](http://www.ixl.com)**Y.1. Words with pre-****Y.2. Words with re-****Y.3 Words with sub-****Y.4 Words with mis-****Nearpod:**[**https://share.nearpod.com/OA5sJrySRcb**](https://share.nearpod.com/OA5sJrySRcb)**Class Code: HBF27****Writing: For students that would like to share their work, we will have a chat and chew while students are sharing and reflect on our New Year’s Resolutions.** | **Review, Revise, and Edit of the Expository Writing Answering the prompt in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)***“Write an essay to a loved one EXPLAINING your New Year’s Resolution for 5th Grade.”*****In Class Dojo, highlight the evidence strips that support your opinion. Be sure you understand WHY you matched that piece of evidence with the opinion. You will be asked to explain your thinking.****Then, find the Opinion and Evidence graphic organizer and Accordion graphic organizer.****Which of the two organizers do you choose to use for your opinion paragraph and why?**[**www.classdojo.com**](http://www.classdojo.com)**If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)**Y.1. Words with pre-****Y.2. Words with re-****Y.3 Words with sub-****Y.4 Words with mis-** | **Exit Ticket in Nearpod:*****What was some new evidence you identified today that supports the opinion that sports are a valuable part of American culture?*** | 1/21/21 |
| **Lesson 5****1/22/21** | **Module 3: Unit 1: Lesson 6****I can identify the evidence that supports an author’s opinion.****I can create an organizational structure to record evidence supports the author’s opinion.****I can paraphrase evidence to record on my organizational structure.****I can write a paragraph with an opinion supported by evidence.** | **Do Now:**[**www.ixl.com**](http://www.ixl.com)**Y.1. Words with pre-****Y.2. Words with re-****Y.3 Words with sub-****Y.4 Words with mis-****Nearpod:**[**https://share.nearpod.com/OA5sJrySRcb**](https://share.nearpod.com/OA5sJrySRcb)**Class Code: HBF27****Writing: For students that would like to share their work, we will have a chat and chew while students are sharing and reflect on our New Year’s Resolutions.**  | **Review, Revise, and Edit of the Expository Writing Answering the prompt in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)***“Write an essay to a loved one EXPLAINING your New Year’s Resolution for 5th Grade.”*****In Class Dojo, highlight the evidence strips that support your opinion. Be sure you understand WHY you matched that piece of evidence with the opinion. You will be asked to explain your thinking.****Then, find the Opinion and Evidence graphic organizer and Accordion graphic organizer.****Which of the two organizers do you choose to use for your opinion paragraph and why?**[**www.classdojo.com**](http://www.classdojo.com)**If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)**Y.1. Words with pre-****Y.2. Words with re-****Y.3 Words with sub-****Y.4 Words with mis-** | **Exit Ticket in Nearpod:*****What was some new evidence you identified today that supports the opinion that sports are a valuable part of American culture?*** | 1/22/21 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1****1/18/21** | **Martin Luther King Day** | **Martin Luther King Day** | **Martin Luther King Day** | **Martin Luther King Day** | 1/18/21 |
| **Lesson 2****1/19/21** | -**I can** divide with zeros in the quotient. | *Lesson: Zeros in the Quotient***Modeling and Number Talk****(Discussion/Conversational Talk)**[www.aaa.math](http://www.aaa.math) basic math facts -division-Visual Learning Video-Guided Practice Zeros in the Quotient  | Do Now! [www.aaamath.com](http://www.aaamath.com) basic facts and [www.ixl.com](http://www.ixl.com)-divide 3-digit by 1 digit-Independent Practice *Zeros in the Quotient* -Homework Reteach *Zeros in the Quotient* -Problem-Solving Reading Mat  | Anecdotal Notes**Exit Slip: Quick Check** *Zeros in the Quotient* | 1/19/21 |
| **Lesson 3** **1/20/21** | -**I can** use distributive rules to determine if a number is divisible by another and to find factor pairs of a given number.- **I can** identify numbers as prime or composite and find the prime factorization of a number. | *Lesson: Understanding Factors and Prime and Composite Numbers***Modeling and Number Talk****(Discussion/Conversational Talk)**[www.aaa.math](http://www.aaa.math) basic math facts -division-Visual Learning Video-Guided Practice *Understanding Factors and Prime and Composite Numbers* | Do Now! Daily Common Core Review and [www.ixl.com](http://www.ixl.com) divide by 1 digit divider-multiply 3-digit by 2 digit-Independent Practice *Understanding Factors and Prime and Composite Numbers* -Homework Reteach *Understanding Factors and Prime and Composite Numbers* -Toss and Talk  | Anecdotal Notes**Exit Slip: Quick Check** *Understanding Factors and Prime and Composite Numbers* | 1/20/21 |
| **Lesson 4**  **1/21/21** | -**I can** use models to find quotients. | **Content** *Lesson 5-3: Use Models to divide with 2 digit divisors***Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share-Look Back! & Convince Me! -Guided Practice 5-3 | [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 5-3-Independent Practice 5-3-Homework 5-3-Problem-solving reading mat 5-3 | -Anecdotal Notes -Exit Slip**:** **Quick Check 5-3** | 1/21/21 |
| **Lesson 5****1/22/21** | -**I can** solve division problems using partial quotients. | **Content** *Lesson 5-4: Use Partial Quotients to Divide***Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share-Look Back! & Convince Me! -Guided Practice 5-4  | [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 5-4-Independent Practice 5-4-Homework 5-4-Center Games 5-4 | -Anecdotal Notes -Exit Slip**:** **Quick Check 5-4** | 1/22/21 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1****1/18/21** | **Martin Luther King Day** | **Martin Luther King Day** | **Martin Luther King Day** | **Martin Luther King Day** | 1/18/21 |
| **Lesson 2****1/19/21** |  |  |  |  | 1/19/21 |
| **Lesson 3** **1/20/21** | -Planets and Solar System-Gravity-Hands-On Activity: Solar System Mobile | * I will facilitate a discussion about the planets, solar system and gravity.
* I will ask probing questions to encourage exploration.
* We will discuss gravitational force affects the planets orbits in the Solar System.
* I will engage the students by showing a video about planets, solar system and gravity and use 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! –Research details about each planet.
* 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* What are the wandering stars?
* Why is gravity different on other planets?

-Mystery Science * Assessment: Planets and Solar System
* Assessment: Gravity
 | 1/20/21 |
| **Lesson 4**  **1/21/21** |  |  |  |  | 1/21/21 |
| **Lesson 5****1/22/21** | -Star Brightness & Habitable PlanetsHands-on Activity: Star Explorer | * I will facilitate a discussion about star brightness and habitable planets.
* I will ask probing questions to encourage exploration.
* We will discuss stars brightness in relationship to distance from Earth and habitable planets
* I will engage the students by showing a video about star brightness and habitable planets and use 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) – solar system
* 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* Could there be life on other planets?

-Mystery Science * Assessment: Star Brightness and Habitable Planets
 | 1/22/21 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1****1/18/21** | **Martin Luther King Day** | **Martin Luther King Day** | **Martin Luther King Day** | **Martin Luther King Day** | 1/18/21 |
| **Lesson 2****1/19/21** | **I can identify political, economic, and social causes and consequences of the Great Depression.****I can explain the factors, past and present, that influence changes in regional economies.** | **Do Now:**[**www.ixl.com**](http://www.ixl.com)**N.3. Opportunity Cost*****Opportunity Cost******Today I am going to teach you how there is always something lost when you spend money. This is referred to as opportunity cost.*****I will show the TED Video “Don’t Eat the Marshmallow”. After viewing the video, I will talk to the students about what the children gave up by eating the marshmallow before the 15 minutes was over. I will make another connection to opportunity cost and talk about times where the students gave up one thing in order to have another. I will connect this to real life experience for the students—if you buy this lego now, you can’t go to that movie later.** | **“What is the definition of opportunity cost?” Assignment in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)**(Please reach out to Ms. Walton or Ms. Breitbach for the Class Dojo code if you need to log in)****If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)**N.3. Opportunity Cost** | **Exit Ticket in Class Dojo:** ***What is the definition of opportunity cost in your own words?***[**www.classdojo.com**](http://www.classdojo.com) | 1/19/21 |
| **Lesson 3** **1/20/21** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | 1/20/21 |
| **Lesson 4**  **1/21/21** | **I can identify political, economic, and social causes and consequences of the Great Depression.****I can explain the factors, past and present, that influence changes in regional economies.** | **Do Now:**[**www.ixl.com**](http://www.ixl.com)**N.3. Opportunity Cost*****Opportunity Cost******Today I am going to teach you how there is always something lost when you spend money. This is referred to as opportunity cost.*****I will show the TED Video “Don’t Eat the Marshmallow”. After viewing the video, I will talk to the students about what the children gave up by eating the marshmallow before the 15 minutes was over. I will make another connection to opportunity cost and talk about times where the students gave up one thing in order to have another. I will connect this to real life experience for the students—if you buy this lego now, you can’t go to that movie later.** | **“Identifying Opportunity Cost” Assignment in Class Dojo:** [**www.classdojo.com**](http://www.classdojo.com)**(Please reach out to Ms. Walton or Ms. Breitbach for the Class Dojo code if you need to log in)****If you did not complete your IXL Do Now, please complete those skills:** [**www.ixl.com**](http://www.ixl.com)**N.3. Opportunity Cost** | **Exit Ticket in Class Dojo:** ***What is the definition of opportunity cost in your own words?***[**www.classdojo.com**](http://www.classdojo.com) | 1/21/21 |
| **Lesson 5****1/22/21** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | **Full Science Lesson** | 1/22/21 |