**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** |  **February 22, 2021 – February 26, 2021** | **Topic/Title** | **ELA: Jackie Robinson****MATH: Use Equivalent Fractions to Add and Subtract Fractions****SCIENCE: Spaceship Earth****SOCIAL STUDIES:**  **Black History Month Museum Exhibits** |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1** **2/22/21** | **Module 3: Unit 2: Lesson 2****I can determine the main idea of a timeline and explain how the main idea is supported by key details.****I can determine the main idea of a passage of text from Promises to Keep and explain how the main idea is supported by key details.****I can synthesize information from a timeline and passage of text to write a summary statement.****I can quote accurately from the text to explain segregation laws in America.** |  **Do Now:**[**www.ixl.com**](http://www.ixl.com)**PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?****Nearpod:**[**https://share.nearpod.com/XItNpuCu6bb**](https://share.nearpod.com/XItNpuCu6bb)**Class Code: SFCV6****Writing:*****Beginning of Poetry Unit*****TARGETED STRATEGY: What is a Haiku?** | **Rereading + Summarizing: “A Black and White World” 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 have not completed the skills in IXL, please work on the following:****PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?**[**www.ixl.com**](http://www.ixl.com) | **Exit Ticket in Nearpod:****What was life like in the United States for Black people before Jackie Robinson?** | 2/22/21 |
| **Lesson 2****2/23/21** | **Module 3: Unit 2: Lesson 3****I can find main ideas and key details in a Readers Theater script about the Great Migration.****I can compare and contrast different peoples’ experiences of the Great Migration.****I can determine the meaning of new words and phrases about the Great Migration from context.****I can explain the links between the Robinson family’s personal history and the Great Migration.** |  **Do Now:**[**www.ixl.com**](http://www.ixl.com)**PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?****Nearpod:**[**https://share.nearpod.com/cYl7PDxzZdb**](https://share.nearpod.com/cYl7PDxzZdb)**Class Code: PH4YR****Writing:*****Poetry*****TARGETED STRATEGY: What is a Haiku?**  | **“The Great Migration Venn Diagram” 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 have not completed the skills in IXL, please work on the following:****PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?**[**www.ixl.com**](http://www.ixl.com) | **Exit Ticket in Nearpod:****Now that you know a little bit about the Great Migration, virtual turn and talk to your same partner about how Jackie Robinson’s family was part of this period in history.** | 2/23/21 |
| **Lesson 3** **2/24/21** | **Module 3: Unit 2: Lesson 4****I can find main ideas and key details in a Readers Theater script about the Great Migration.****I can compare and contrast different peoples’ experiences of the Great Migration.****I can determine the meaning of new words and phrases about the Great Migration from context.****I can explain the links between the Robinson family’s personal history and the Great Migration.** | **Do Now:**[**www.ixl.com**](http://www.ixl.com)**PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?****Nearpod:**[**https://share.nearpod.com/JXrFZGAE6ab**](https://share.nearpod.com/JXrFZGAE6ab)**Class Code: PBV59****Writing:*****Poetry*****TARGETED STRATEGY: Learn and break apart popular Haikus.** | **“Gist Statement + Vocabulary Words” Assignment in Class Dojo**[**www.classdojo.com**](http://www.classdojo.com)**If you have not completed the skills in IXL, please work on the following:****PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?**[**www.ixl.com**](http://www.ixl.com) | **Exit Ticket in Nearpod:****How did the Great Migration affect Jackie Robinson’s life?** | 2/24/21 |
| **Lesson 4****2/25/21** | **Module 3: Unit 2: Lesson 5****I can describe the influences on Jackie Robinson’s life in the 1930s.****I can explain what caused Americans to believe that there was ‘victory over racism’ in the 1930s.** | **Do Now:**[**www.ixl.com**](http://www.ixl.com)**PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?****Nearpod:**[**https://share.nearpod.com/nuGIy9CsIab**](https://share.nearpod.com/nuGIy9CsIab)**Class Code: CIUB6****Writing:*****Poetry*****TARGETED STRATEGY: Brainstorm and plan your writing for your Haiku.** | **“Cause and Effect Note-Catcher” 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 have not completed the skills in IXL, please work on the following:****PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?**[**www.ixl.com**](http://www.ixl.com) | **Exit Ticket in Nearpod:****Name two influences in Jackie Robinson’s life and why it is important for us to know them.** | 2/25/21 |
| **Lesson 5** **2/26/21** | **Module 3: Unit 2: Lesson 6****I can describe the influences on Jackie Robinson’s life in the 1930s.****I can explain what caused Americans to believe that there was ‘victory over racism’ in the 1930s.****I can make connections between Jackie Robinson’s personal history and the desegregation movement in America.** |  **Do Now:**[**www.ixl.com**](http://www.ixl.com)**PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?****Nearpod:**[**https://share.nearpod.com/vsph/RVkPeT4QLu**](https://share.nearpod.com/vsph/RVkPeT4QLu)**Class Code: AZTFR****Writing:*****Poetry*****TARGETED STRATEGY: Brainstorm and plan your writing for your Haiku.** | **“Rules for Riding Desegregated Bus – Venn Diagram” 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 have not completed the skills in IXL, please work on the following:****PP.3. Identify adverbs****PP.4. Use relative adverbs****PP.5. Choose between adjectives and adverbs.****PP. 6. Is the word an adjective or adverb?**[**www.ixl.com**](http://www.ixl.com) | **Exit Ticket in Nearpod:****Name one connections between Jackie Robinson’s personal history and the desegregation movement in America.** | 2/26/21 |

Math

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1** **2/22/21** | - I can use models and computational procedures to add and subtract fractions with like denominators. | **Content***Lesson7-1: Add and Subtract Fractions with like Denominators* **Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share-Look Back! & Convince Me! -Guided Practice 7-1  | [www.ixl.com](http://www.ixl.com) L.20[www.savvasrealize.com](http://www.savvasrealize.com)-Do Now! – Daily Common Core Review 7-1-Independent Practice 7-1 -Homework 7-1 -Math and Science Activity 7-1 | -Anecdotal Notes -Exit Slip**:** **Quick Check 7-1** | 2/22/21 |
| **Lesson 2****2/23/21** | - I can find common denominators for fractions with unlike denominators. | **Content** *Lesson 7-2: Find Common Denominators***Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share- Look Back! & Convince Me! -Guided Practice 7-2  | [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 7-2-Independent Practice 7-2-Homework 7-2-Center Games 7-2 | -Anecdotal Notes -Exit Slip**:** **Quick Check 7-2** | 2/23/21 |
| **Lesson 3** **2/24/21** | -I can add fractions with unlike denominators using equivalent fractions with a common denominator.  | **Content** *Lesson 7-3: Add Fractions with Unlike Denominators***Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share-Look Back! & Convince Me! -Guided Practice 7-3 | [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 7-3-Independent Practice 7-3-Homework 7-3-Center Games 7-3 | -Anecdotal Notes -Exit Slip**:** **Quick Check 7-3** | 2/24/21 |
| **Lesson 4****2/25/21** | -I can subtraction fractions with unlike denominators. | **Content** *Lesson 7-4: Subtract Fractions with Unlike Denominators***Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share-Look Back! & Convince Me! -Guided Practice 7-4  | [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 7-4-Independent Practice 7-4-Homework 7-4-Center Games 7-4 | -Anecdotal Notes -Exit Slip**:** **Quick Check 7-4** | 2/25/21 |
| **Lesson 5** **2/26/21** | - I can write equivalent fractions to add and subtract fractions with unlike denominators. | **Content** *Lesson 7-5: Add and Subtract Fractions***Modeling and Number Talk (Discussion/Conversational Talk)**-Visual Learning Video-Solve and Share-Look Back! & Convince Me! -Guided Practice 7-5 | [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 7-5-Independent Practice 7-5-Homework 7-5-Math and Science Activity 7-5 | -Anecdotal Notes -Exit Slip**:** **Quick Check 7-5** | 2/26/21 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1** **2/22/21** | Hydrosphere & The Roles of Water | * I will facilitate a discussion about Earth’s hydrosphere
* We will discuss different types of water on Earch.
* I will ask probing questions to encourage exploration.
* I will engage the students by showing a video about Earth’s Hydrosphere 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, Hypothesiz | * Do Now! –[www.ixl.com](http://www.ixl.com) – water cycle
* National Geographic
* Mystery Doug
* [www.mysteryscience.com/student](http://www.mysteryscience.com/student)
* [www.mobymax.com](http://www.mobymax.com) – earth science
* [www.readworks.org](http://www.readworks.org)
* [www.getepic.com](http://www.getepic.com)

Write a lab report for Universe in a Box and Shadow Clock. | Exit Slips* How much water is in the world?
 | 2/22/21 |
| **Lesson 2****2/23/21** |  |  |  |  | 2/23/21 |
| **Lesson 3** **2/24/21** | -Hands-on Activity: Make a shadow clock-Hands-on Activity: Phases of the Moon | * I will facilitate a discussion about Earth’s rotation and shadow patterns.
* We will discuss different seasonal patterns and Earth’s orbit.
* I will ask probing questions to encourage exploration.
* We will why shadow patterns change throughout the day.
* I will engage the students by showing a video about Earth’s Rotation and daily shadow patterns 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, Hypothesiz | * Do Now! –[www.ixl.com](http://www.ixl.com) – force, motion, gravity
* National Geographic
* Mystery Doug
* [www.mysteryscience.com/student](http://www.mysteryscience.com/student)
* [www.mobymax.com](http://www.mobymax.com) – earth science
* [www.readworks.org](http://www.readworks.org)
* [www.getepic.com](http://www.getepic.com)
* Write a lab report for Universe in a Box and Shadow Clock.
 | Exit Slips* Write Conclusion to Lab Report for Shadow Clock
 | 2/24/21 |
| **Lesson 4****2/25/21** |  |  |  |  | 2/25/21 |
| **Lesson 5** **2/26/21** | -Star Brightness & Habitable Planets-Hands-on Activity: Star Explorer-Hands-on Activity Phase of the Moon | * 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
* Write Lab Report for Phases of the Moon
 | 2/26/21 |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1** **2/22/21** | **I can research and record the life of a significant person in Black History.****I can work independently and productively on my Black History exhibit.** | **RESEARCH DAY!****Students will get this time to research and record their findings of the person they chose for Black History Month.****By the end of the day students should have all questions answered and ready to begin their artifact.**  | **Black History Biography Write Up in Class Dojo**[**www.classdojo.com**](http://www.classdojo.com) | **Black History Biography Write Up in Class Dojo**[**www.classdojo.com**](http://www.classdojo.com) | 2/22/21 |
| **Lesson 2****2/23/21** | **Science Full Lesson** | **Science Full Lesson**  | **Science Full Lesson** | **Science Full Lesson** | 2/23/21 |
| **Lesson 3** **2/24/21** | **I can research and record the life of a significant person in Black History.****I can work independently and productively on my Black History exhibit.** | **RESEARCH DAY!****Students will get this time to research and record their findings of the person they chose for Black History Month.****By the end of the day students should have all questions answered and ready to begin their artifact.**  | **Black History Biography Write Up in Class Dojo**[**www.classdojo.com**](http://www.classdojo.com) | **Black History Biography Write Up in Class Dojo**[**www.classdojo.com**](http://www.classdojo.com) | 2/24/21 |
| **Lesson 4****2/25/21** | **Science Full Lesson** | **Science Full Lesson**  | **Science Full Lesson** | **Science Full Lesson** | 2/25/21 |
| **Lesson 5** **2/26/21** | **I can demonstrate appropriate public speaking skills to present my Black History Museum Exhibit.****I can demonstrate appropriate listening skills when my classmates are presenting their Black History Museum Exhibit.** | **Students will have the opportunity to share their reports and what they learned about their Black History Museum Exhibit with the class.** | **Students will have the opportunity to share their reports and what they learned about their Black History Museum Exhibit with the class.** | **Students will have the opportunity to share their reports and what they learned about their Black History Museum Exhibit with the class.** | 2/26/21 |