**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 |