

# Grade 5 Plainfield Public Schools Remote Learning Framework

## Week 27

March 22- 26 , 2021



### Method of Delivery

Google Classroom ([click here](#))

Monday

Tuesday

Wednesday

Thursday

Friday

### Reading

#### C.C. Standards:

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

#### Lesson Activities and Assignments

Optional Review of 13 colonies: [13 American Colonies | US History | Kids Academy](#)

Video: [The French & Indian War - Educational Social Studies History Video for Elementary Students & Kids](#)

1.) Review vocabulary students will learn in passage [Copy of Vocabulary](#)

Copy of article and text dependent questions. *Second reading is independent:*

[Copy of Text Dependent Questions French and Indian War](#)

[Teacher Copy Questions & Summary](#)

Independent Option for students after work is done this week: [Colonial America for Kids: French](#)

#### Parent Conferences

1.) Summarize Video: [Summarizing nonfiction | Reading \(video\)](#)

2.) Powerpoint sent in Email.

3.) [Into The Book: Summarizing: A Pirate's Life \(ecb.org\)](#)

Extra Practice: 4.) [mmarize Practice: Woodpeckers Su](#)

Nonfiction Summary practice:

There are two different organizers for summarizing. Your choice... Delete what you don't want.

Third Reading of text & Summarize: [Copy of Organizer and Summary French and Indian War](#)

[Copy of Organizer and Summary French and Indian](#)

	<p><a href="#">Definitions French and Indian War</a></p> <p>2.) Read the nonfiction passage with the students as a <i>first</i> reading. Note vocabulary words and help students annotate the text.</p> <p>Google Slide Presentation for nonfiction passage <a href="#">Copy of Nonfiction Passage French and Indian War</a></p> <p>Student copy: <a href="#">Copy of 1-2-3 Graphic Organizer French and Indian War</a></p>	<p><a href="#">and Indian War</a> (article can be read: students scroll to bottom to hit play under Activities)</p>			<p><a href="#">War</a></p>
<p>Writing</p> <p><b>Note:</b> Students will complete this recording sheet like they completed “Ways to Begin a Narrative” and will focus on one strategy each day.</p>	<p><b>C.C. Standards:</b> <u>CCSS.ELA-LITERACY.W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>CCSS.ELA-LITERACY.W.5.3.A</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>CCSS.ELA-LITERACY.W.5.3.B</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>CCSS.ELA-LITERACY.W.5.3.C</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <u>CCSS.ELA-LITERACY.W.5.3.D</u> Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>CCSS.ELA-LITERACY.W.5.3.E</u> Provide a conclusion that follows from the narrated experiences or events</p>				
	<p>Lesson Activities and Assignments</p>				
	<p><b>Personal Narrative Writing Unit: Satisfying Ending - Day One</b> <b>Mini Lesson:</b> Discuss the importance of a story having</p>	<p><b>Personal Narrative Writing Unit: Satisfying Ending - Day Two</b> <b>Mini Lesson:</b> Review how to end a narrative with a circular</p>	<p>Parent Conferen ces</p>	<p><b>Personal Narrative Writing Unit: Satisfying Ending - Day Three</b> <b>Mini Lesson:</b> Review how to end a narrative with the two</p>	<p><b>Personal Narrative Writing Unit: Catch Up and/or Student Conferences</b> 1) St. use this time in Writer’s Workshop to get caught up</p>

	<p>an ending. An effective way to end a story is through a reflective ending. Model this for students using the mentor text “Wilfred Gordon McDonald Partridge”. <a href="#">Wilfred Gordon McDonald Partridge</a>. Discuss the ending with students, then, have students complete the first row of the “Ways to End a Narrative” slide in their digital notebooks..</p> <p><b>Independent Writing:</b> Students determine if their narratives have a satisfying ending and should revise/rewrite if needed.</p> <p><b>Share:</b> Select 1-2 students who have written a satisfying ending to share their writing with the class.</p>	<p>ending. Students look at the “Ways to End a Narrative” recording sheet, and share that authors can also end a story with a hope or wish. Students pay attention to this while listening to the mentor text, “Strong to the Hoop”. <a href="#">Strong to the Hoop</a></p> <p>Then, students write a new ending on the recording sheet.</p> <p><b>Independent Writing:</b> Students revisit some of their previous pieces of writing to see if those narratives end with a satisfying ending. If they don’t, have students try to rewrite the Ending.</p> <p><b>Share:</b> Select 1-2 students who ended their writing with a hope or wish to share their writing.</p>		<p>types of endings previously discussed. Next, students look at the “Ways to End a Narrative” recording sheet, and share that authors can also end a story with a moral or lesson Learned. Students listen to the mentor text, “Oma’s Quilt”, identifying the moral. <a href="#">Oma’s Quilt</a></p> <p>Then, students write a new ending on the recording sheet.</p> <p><b>Independent Writing:</b> Students revisit some of their previous pieces of writing to see if those narratives end with a satisfying ending. If they don’t, have students try to rewrite the Ending.</p> <p><b>Share:</b> Select 1-2 students who ended their writing with a moral or lesson learned to share their writing.</p>	<p>on any of this week’s assignments. 2) T. can conference with st. about their narratives in their digital notebooks. Focus on leads and endings. 3) St. who have all work complete and are not conferencing can journal (free-writing) or share writing with a partner</p>
Math	<p><b>C.C. Learning Objectives:</b>  CCSS.MATH.CONTENT.5.NBT.A.2  <b>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number</b></p>				

	<p>exponents to denote powers of 10.</p> <p>CCSS.MATH.CONTENT.5.NBT.B.7</p> <p><b>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</b></p>				
	Lesson Activities and Assignments				
	6.8 Continue to Divide with Decimals  <a href="#">Visual Learning</a>  <a href="#">Quick Check</a>  <a href="#">Practice Buddy</a>	<a href="#">Long Division with Decimals Task Cards</a>	Parent Conferences	Review Pages 361-364 in workbook Questions 1, 2, 3, 4, 5, 9, 11, 16  (Just a quick sampling of the topic- we need to keep moving on)	Online test (Questions are pretty straightforward and mirror the practice from yesterday.)  Customize your test and keep questions 1, 2, 3, 4, 5, 9, 11, and 16.
	Learning Objectives:				
	Lesson Activities and Assignments				

Science

	<p>Nutrients and Minerals in soil Day 3:</p> <p>Review the 6 essential nutrients on teacher slide (or anchor, if created)</p> <p>Review the <a href="#">The 6 Essential Nutrients</a> with the class.</p> <p>Students will be taking notes on slide 8 in their notebook.</p> <p>Or: Optional Discuss and assign slide 10 in the student notebook.</p>	<p>Unit Study Guide:</p> <p>Students may work with a partner to complete the study guide for the end of the unit.</p> <p><a href="#">Where Do Plants Get the Material They Need for Growth? Study Guide</a></p>	<p>Parent Conferences</p>	<p>Complete and Review study guide</p> <p>Or Assign Unit quiz</p> <p><a href="#">Where Do Plants Get the Material They Need for Growth? Assessment</a></p>	<p>Complete or Assign unit quiz.</p> <p>If kids are finished they may choose to complete one of the following:</p> <p><a href="#">Plants Virtual Field Trip</a></p> <p><a href="#">Greenhouse Virtual Field trip</a></p> <p><a href="#">Photosynthesis: Blinded By The Light</a></p>
Specials	<b>Learning Objectives:</b>				
	<b>Lesson Activities and Assignments</b>				
	<p>ART:</p> <p>Into to Cubism. Shamrocks in a cubist style.</p> <p>Artist Connection: Picasso</p>	<p>PE:</p> <p>Complete the following workout</p> <p><a href="https://youtu.be/YvrtftiOOVw">https://youtu.be/YvrtftiOOVw</a></p> <p>2 sets of 20 curl-ups</p>	<p>Parent Conferences</p>	<p>Music:</p> <p>Please join us on zoom.</p> <p>Scale Swan Song Morning Has Come</p> <p>The Goat</p> <p>Count on Me</p>	

	<a href="https://www.youtube.com/watch?v=u3usor5n-8s">https://www.youtube.com/watch?v=u3usor5n-8s</a>			Wrong Side of the Bed  Sallywag Over and Under Foot Fell Asleep Brain Freeze Peace Round	
Remedial Reading/ Guidance Support	Learning Objectives:				
	Lesson Activities and Assignments				
			Parent Conferen ces		