

## Grade 5 Plainfield Public Schools Remote Learning Framework

### Week 30

April 12- 16 , 2021



#### Method of Delivery

Google Classroom ([click here](#))

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<b>C.C. Standards:</b> RI5.1:Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI5.2:Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI5.3: 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. RI5.6:Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI5.8: 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				
	<a href="#">Lesson 5- The Boston Massacre</a> *Students will complete the activity within the lesson in order to make inferences about what they think really happened during the Boston Massacre.	<b>The Boston Tea Party</b> Pages 30-35 of EPIC book  <a href="#">Lesson 6: Boston Tea Party</a>	Continue with Boston Tea Party activities.	<b>The Intolerable Acts</b> Page 35 of EPIC book  <a href="#">Copy of Lesson 7: All About the Intolerable Acts</a>	Finish Lesson 7/lessons from this week  <b>Optional- Kahoot:</b> <a href="#">The Boston Tea Party</a>  <a href="#">Wonderopolis: What Were the Intolerable Acts?</a>

	<p>*Reading EPIC book will help them to determine whether or not their inferences were correct. Continue Reading Epic book:</p> <p><a href="#">The Causes of the American Revolution</a> pages 26-29 information about the Boston Massacre</p>				
Writing	<p><b>C.C. Standards:</b></p> <p><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.</p> <p><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.</p> <p><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.</p> <p><u>CCSS.ELA-LITERACY.W.5.3.C</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><u>CCSS.ELA-LITERACY.W.5.3.D</u> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>CCSS.ELA-LITERACY.W.5.3.E</u> Provide a conclusion that follows from the narrated experiences or events</p> <p><u>CCSS.L.5.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>				
	Lesson Activities and Assignments				
	<p><b>Personal Narrative Writing Unit: Stretch Your Sentences”</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>-Read the short paragraph on slide 1 and have students help you to improve it. <a href="#">Paragraph</a></li> <li>-Use the anchor</li> </ul>	<p><b>Personal Narrative Writing Unit: Performing Surgery (Revision)</b></p> <p><b>Two Day Lesson</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>-Model for students how to perform “surgery” on their draft, cutting out extra information and weaving together interwoven stories.</li> </ul>	<p><b>Personal Narrative Writing Unit: Catch Up and/or Student Conferences</b></p> <ul style="list-style-type: none"> <li>1) St. use this time in Writer’s Workshop to get caught up on any of this week’s assignments.</li> <li>2) T. can conference with st.</li> </ul>	<p><b>Personal Narrative Writing Unit: Performing Surgery (Revision)</b></p> <p><b>Two Day Lesson</b></p> <p><b>Continue with Tuesday’s Lesson</b></p> <p><b>Spelling Unit (Optional)</b></p> <p>Word Study/practice</p>	<p><b>Personal Narrative Writing Unit: Revision Checklist</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>-Students will use a revision checklist (see slide in digital notebook) to be sure that their narrative includes all of the</li> </ul>

	<p>chart on slide 2 to guide students into strengthening each of the weak sentences.</p> <p>-Students complete the “Strengthening Sentences” slide in their digital notebooks.</p> <p><b>Independent Writing:</b> Students look through their draft to find short and choppy sentences that can be strengthened and stretched. Students highlight these stretched sentences.</p> <p><b>Optional Video:</b> <a href="#">Expanding Sentences</a></p> <p><b>Sharing:</b> Select a few students to share some of the sentences they stretched.</p> <p><b>Spelling Unit</b> Connections to Thinking</p>	<p>Guide students through practice of this on the “Surgery Practice 1” slide in digital notebooks.</p> <p>-Practice in either a whole group or individually by using the “Surgery Practice 2” slide.</p> <p><b>Independent Writing:</b> Students attempt to perform surgery on their draft.</p> <p><b>Sharing:</b> Select 1-2 students to share how they were able to organize and create a sharper focus in their writing by performing surgery.</p> <p><b>Spelling Unit</b> Connections to Vocabulary</p>	<p>about their narratives in their digital notebooks.</p> <p>3) St. who have all work complete and are not conferencing can journal (free-writing) or share writing with a partner.</p> <p><b>Spelling Unit</b> Connections to Reading</p>	<p>words on</p>	<p>elements of good writing. Model to students how to use the checklist.</p> <p><b>Optional Video:</b> <a href="#">Revising for Kids</a></p> <p><b>Independent Writing:</b> Students assess their work using the revision checklist. This will give students practice seeking these elements in their writing before submitting their final piece.</p> <p><b>Sharing:</b> Select a few students to share how they assessed themselves using the revision checklist.</p> <p><b>Spelling Unit</b> Assessment on Google Form</p>
Math	<p><b>C.C. Learning Objectives:</b></p> <p>Use equivalent fractions as a strategy to add and subtract fractions. CCSS.MATH.CONTENT.5.NF.A.1</p> <p><b>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</b></p>				

	Lesson Activities and Assignments				
	LCM and GCF	Lesson 7-3 Add Fractions with Unlike Denominators	Lesson 7-4 Subtract Fractions with Unlike Denominators	Lesson 7-5 Add and Subtract Fractions	Review activities/ Kahoot about fractions
	<a href="#">Flocabulary</a> <a href="#">Flocabulary Video</a>	<a href="#">Visual Learning</a>	<a href="#">Visual Learning</a>	<a href="#">Visual Learning</a>	<a href="#">GCF and LCM Kahoot!</a>
	<a href="#">Flocabulary Quiz</a>	<a href="#">Quick Check</a> <a href="#">Practice Buddy</a>	<a href="#">Quick Check</a> <a href="#">Practice Buddy</a>	<a href="#">Quick Check</a> <a href="#">Practice Buddy</a>	<a href="#">Factors and Multiples Jeopardy</a>
	<b>Learning Objectives: 2</b> Students who demonstrate understanding can: 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.				
	Lesson Activities and Assignments				

Science

	<p>Intro to Boston Tea Party STEM Challenge.</p> <p>If additional background if needed, show</p> <p><a href="#">Boston Tea Party</a></p> <p>Introduce Stem challenge by posing the following question:</p> <p>Can you design a crate that will keep your tea bag dry the longest in water?</p> <p>Provide/Present students with challenge parameters and materials.</p> <p>(Teacher Packet Provided)</p>	<p>Boston Tea Party Stem Challenge: Design Day:</p> <p>Students will generate design ideas with peers. Each student will then sketch their own tea crate ideas, including labels with required materials.</p> <p>Teacher will approve the plan and distribute the student's necessary supplies.</p> <p>Teachers may choose to use a design planning sheet in a packet.</p>	<p>Recommendation: SBAC AVA Trial: Cat &amp; Flashlight</p> <p>Interim Elementary School Physical Science: Waves and their Application 4-PSA4-2</p>	<p>Boston Tea Party Stem Challenge: Build Day:</p> <p>Students build their crate that they previously designed.</p>	<p>Boston Tea Party Stem Challenge: Test Day:</p> <p>Students may require additional build time.</p> <p>Or:</p> <p>Teacher leads the Boston Tea Party test.</p> <p>Students will float their labeled crate in a pool or bin of water.</p> <p>Teachers may assign the STEM challenge summary, extension or self-reflection, if desired.</p>
Specials	Learning Objectives:				
	Lesson Activities and Assignments				
	ART:				

	<a href="https://www.youtube.com/watch?v=dqwNR7DbTxA">https://www.youtube.com/watch?v=dqwNR7DbTxA</a>  Draw eyes without a face. Watch my recorded lesson and follow the directions.				
Remedial Reading/ Guidance Support	Learning Objectives:				
	Lesson Activities and Assignments				