

Garfield Public Schools

Remote Learning

Lesson Plans

“Grade 5- ELA”

Monday, March 30, 2020 - Day #11

OBJECTIVE:

Reading: students will utilize close reading skills and strategies to read both narrative and informational texts. To increase reading stamina, students will continue to read just right books in addition to reading a variety of short texts.

Word Work: Students will be able to understand new, grade level appropriate vocabulary words.

Grammar/Writing: Students will be able to construct a memoir. Strategies to plan their memoirs have been taught, developing a draft. Students will also build on their repertoire of revision and editing strategies.

STANDARD(S):

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

R.I.5.7 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.

R.I.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).

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3. A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

R.F.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

R.F.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TIME FRAME:

Word Work: 25 minutes per day

Reading/Grammar/Writing: 75 minutes per day

IXL: 15 minutes per day (ELA/Math)

Activity Directions:

Reading: Teacher will post on Microsoft TEAMS the instruction for Reading assignment (Newsela) This link is <https://newsela.com/read/dreams-help-cope/id/2000003835> (Take the quiz and write activity and submit it to me!) Use R.A.C.E in open ended question!)
*Students will do 30 minutes of independent reading/stop& jot and write a short summary for each day.

Word Work: Wordly Wise will also be on TEAMS –a link directing the students to the lesson of the week.

http://msmaes.weebly.com/uploads/5/8/9/5/58952277/5th_grade_wordly_wise_lesson_11.pdf

Read story on page 136-139 and complete context clues in notebook.

Grammar/Writing: Students will begin complete the prewriting about their “memoir” (will upload a prewriting sheet on TEAMS) This needs to be completed in their notebook

Modifications:

(Newsela) Reading Level Conversion Chart:	
Read to your closest reading level	
Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above).
*Students know their reading levels and know how to change them. *
- **All** “Newsela” quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**.
“Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- Students will receive a link on TEAMS with their context clues vocabulary.
- Memoir ideas: Remote learning, social distancing, Coronavirus any topic you chose.
- If you have to answer Wordly Wise questions, only answer question’s 1-10. Remember to re-state when answering these questions.

Off You Go into the Wild Blue Yonder

After ten weeks of flying lessons, which is about the average instruction period, you are ready to take your first **solo** flight. Today, your instructor will be on the ground instead of sitting beside you. When you arrive at the airfield, you see her standing outside the **hangar**, and she greets you with a friendly wave. As the two of you chat, you try to sound as **nonchalant** as possible, even though your heart is pounding. She must see how nervous you are because she remarks that she has complete **confidence** in you. That makes you feel better, and you begin to relax a little as the two of you **saunter** over to the plane.

After climbing inside and taking a deep breath, you **methodically** complete the checklist of the plane's controls. Then, you wait for a signal from the control tower to **proceed**. As soon as it comes, your feelings of **anxiety** leave you. You start the engine and release the brake. You open the throttle a little, feeding more gasoline to the engine and causing the propeller to whirl faster. The plane starts to move forward. You taxi onto the runway, facing into the wind, and wait.

A voice from the control tower comes through your headphones, giving you permission to take off. You open the throttle wide, and the plane **accelerates** down the runway. Your right hand rests on the "stick," a control that lifts the plane's nose when pulled back and drops the nose when pushed forward. The plane is now traveling so fast that you can feel it trying to leave the ground. You pull back gently on the stick. The ground suddenly drops away beneath you. You are flying!

You have been told to go no faster than eighty-five miles an hour, although the plane has a **maximum** speed of twice that. You reach an **altitude** of five hundred feet and ease back on the throttle, watching your air speed carefully. If it drops below fifty-five miles an hour, the plane will **stall**. To increase speed, you push the stick forward, dropping the nose slightly. Already, it is time to make the first turn. You push the stick gently to the left, and the wing on that side drops, causing the plane to make a turn, or "bank" as you have learned to call it. There are so many things to think about that you hardly notice the view. After making three more left banks, you are on your final approach.

accelerate

altitude

anxious

brace

confident

contact

exult

hangar

maximum

methodical

nonchalant

proceed

saunter

solo

stall

The control tower clears you for landing. You reduce the amount that the throttle is open and can feel the plane dropping. Not too fast. Not too steep an angle. Come in too high and you'll overshoot the runway; come in too low, and you'll fall short. You **brace** yourself as the runway comes rushing toward you.

When the plane is just inches off the ground, you close the throttle and pull back on the stick to raise the nose. Without power from the engine, the wings no longer support the plane, and it drops. You don't want to be too high when this happens or the plane will bounce as it makes **contact** with the ground. But you make a perfect landing. An **exultant** feeling sweeps over you as you roll down the runway and come to a stop. Flying is fun!

► Answer each of the following questions with a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. What large airport building would be easily seen from the air?

2. What is the **maximum** speed allowed on the flight?

3. What is the meaning of **stall** as it is used in the passage?

4. What might happen if the check of the controls before a flight is less than **methodical**?

5. How does the pilot receive instructions when in the plane?

6. What is the meaning of **confidence** as it is used in the passage?

7. How does the pilot try to hide a feeling of nervousness before the flight?

8. How is it made clear that the pilot didn't hurry over to the plane?

9. What does the pilot need before **proceeding** to take off?

10. How much instruction is usually necessary before one is allowed to fly alone?

11. What happens to the plane's air speed when the throttle is opened wide?

12. What happens to the plane when the pilot closes the throttle?

13. What is the meaning of **brace** as it is used in the passage?

14. How might the pilot **exult** after landing safely?

accelerate

altitude

anxious

brace

confident

contact

exult

hangar

maximum

methodical

nonchalant

proceed

saunter

solo

stall

15. How might you feel if you were a pilot making your first flight alone?

Fun & Fascinating FACTS

- A plane's **altitude** is measured by an instrument called an *altimeter*, which shows the height above sea level, not the distance to the ground below. It does this by measuring the density of the air outside. If the **altitude** of a plane that is flying over the ocean is five thousand feet, that means the plane is literally five thousand feet high in the air. But if the plane is flying over land that is 4,900 feet above sea level, the **altitude** of the plane is still measured as five thousand feet. In the second case, the plane would actually be just barely skimming the ground.
- Don't confuse **hangar**, a large building where aircraft are kept, with *hanger*, a metal, wood, or plastic frame on which clothes are hung. These two words are homophones.
- The opposite of **maximum** is *minimum*. (For many years, most highways in the United States had a *maximum* speed of 55 m.p.h. and a *minimum* speed of 40 m.p.h.)
- In Lesson 7, you learned several words formed from the Latin *solus*, which means "alone; without company." **Solo** is another of those words. A *solo* is an activity, musical or otherwise, performed by one person. A piece of music for two people is called a *duet*; for three people, a *trio*; and for four people, a *quartet*.

☆ Name ☆

MEMOIR PREWRITING

WHO?	Beginning Action:
WHERE AND WHEN?	How I felt:
WHAT HAPPENED?	Middle Action/Climax:
WHY WAS THIS IMPORTANT/MEMORABLE?	How I felt:
	Ending Action:
	How I felt:
What I learned from this experience:	

☆

A memoir is....

- Factual
- Written in 1st person
- Focuses on one particular event in someone's life
- Usually has a theme
- Is emotional
- Captures highlights or meaningful moments in one's life

YOUR memoir should...

Have a narrative structure:

-Setting: Where does it take place?

-Plot: what happened?

-Characterization: who was there? What role did they play?

Imagery: descriptive, vivid language that makes the reader feel as if they are there

-Foreshadowing/flashback: recalling a certain memory of the past

-Dialogue: Internal or external conversation between characters

Students can use these worksheets from class:

Name: _____

Generating Memories:

- Students will reflect on the questions that will help them write a memoir that says, "This is who I am."
- Students will brainstorm and create a list of memories that can be written as short stories.
- STUDENTS ARE NOT TO WRITE THE STORIES TODAY...THEY ARE JUST CREATING A LIST OF IDEAS OF STORIES THAT THEY MAY WANT TO WRITE.
- Students will choose several stories from their lists and create a diagram or picture filled with tiny details of the memory or story.
- All of this work should be completed in the student's notebook.

1) What matters most to me?

- a. Create a list of at least three things that matter to me most.

2) What kind of a person am I?

- a. Create a list of at least three things that describe what kind of person I am.

3) What are some challenges that I have faced in my life?

- a. Create a list of at least three challenges that I have faced in my life.

4) What are some "firsts" that were memorable to me?

Examples:

- a. First time fishing
- b. First time hunting
- c. First time swimming
- d. First time in the snow
- e. First time at school
- f. Create a list of at least three "firsts" that were memorable to me.

- 5) What are some places that are important in my life?
 - a. Create a list of at least three places that are important in my life.
- 6) Who are some people that are important in my life?
 - a. Create a list of at least three people that are important in my life.
- 7) What are some goals that are important in my life?
 - a. Create a list of at least three goals that are important in my life.
- 8) What are some values that are important in my life?
 - a. Create a list of at least three values that are important in my life.

"Grade - Math"

Monday, March 30, 2020 DAY # 11

OBJECTIVE:

Monday, March 30, 2020

Line Plots: Lesson 9.1

Students will make and use line plots with fraction to solve problems. The line plot will display a set of measurements in fractions of a unit. ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$)

STANDARD(S):

5.MD.B.2

TIME FRAME:

60 Minutes

IXL: - 15 Minutes

Activity Directions:

Think Central: Line Plots 9.1 COMPLETE ONLINE https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr5/online_interactive_teacher_book_9780544349100/G5_Chapter_9_L1/launch.html?edition=student&player=goplayer

Think Central: Line Plots 9.1 Homework COMPLETE ONLINE <https://www-k6.thinkcentral.com/wwtb/api/viewer.pl>

IXL: Section W. Data & Graphs Lesson #10 <https://www.ixl.com/signin/garfieldschools>

Modifications:

- Students may use their math/division facts graphic organizer
- Students can have an adult assist with the reading, if the student is struggling.
- Watch this YouTube video for further instruction on fraction line plots

<https://www.youtube.com/watch?v=W9oidm-Tt24>



1 - 12 DIVISION FACTS

$\div 1$	$\div 2$	$\div 3$	$\div 4$
$0 \div 1 = 0$	$0 \div 2 = 0$	$0 \div 3 = 0$	$0 \div 4 = 0$
$1 \div 1 = 1$	$2 \div 2 = 1$	$3 \div 3 = 1$	$4 \div 4 = 1$
$2 \div 1 = 2$	$4 \div 2 = 2$	$6 \div 3 = 2$	$8 \div 4 = 2$
$3 \div 1 = 3$	$6 \div 2 = 3$	$9 \div 3 = 3$	$12 \div 4 = 3$
$4 \div 1 = 4$	$8 \div 2 = 4$	$12 \div 3 = 4$	$16 \div 4 = 4$
$5 \div 1 = 5$	$10 \div 2 = 5$	$15 \div 3 = 5$	$20 \div 4 = 5$
$6 \div 1 = 6$	$12 \div 2 = 6$	$18 \div 3 = 6$	$24 \div 4 = 6$
$7 \div 1 = 7$	$14 \div 2 = 7$	$21 \div 3 = 7$	$28 \div 4 = 7$
$8 \div 1 = 8$	$16 \div 2 = 8$	$24 \div 3 = 8$	$32 \div 4 = 8$
$9 \div 1 = 9$	$18 \div 2 = 9$	$27 \div 3 = 9$	$36 \div 4 = 9$
$10 \div 1 = 10$	$20 \div 2 = 10$	$30 \div 3 = 10$	$40 \div 4 = 10$
$11 \div 1 = 11$	$22 \div 2 = 11$	$33 \div 3 = 11$	$44 \div 4 = 11$
$12 \div 1 = 12$	$24 \div 2 = 12$	$36 \div 3 = 12$	$48 \div 4 = 12$
$\div 5$	$\div 6$	$\div 7$	$\div 8$
$0 \div 5 = 0$	$0 \div 6 = 0$	$0 \div 7 = 0$	$0 \div 8 = 0$
$5 \div 5 = 1$	$6 \div 6 = 1$	$7 \div 7 = 1$	$8 \div 8 = 1$
$10 \div 5 = 2$	$12 \div 6 = 2$	$14 \div 7 = 2$	$16 \div 8 = 2$
$15 \div 5 = 3$	$18 \div 6 = 3$	$21 \div 7 = 3$	$24 \div 8 = 3$
$20 \div 5 = 4$	$24 \div 6 = 4$	$28 \div 7 = 4$	$32 \div 8 = 4$
$25 \div 5 = 5$	$30 \div 6 = 5$	$35 \div 7 = 5$	$40 \div 8 = 5$
$30 \div 5 = 6$	$36 \div 6 = 6$	$42 \div 7 = 6$	$48 \div 8 = 6$
$35 \div 5 = 7$	$42 \div 6 = 7$	$49 \div 7 = 7$	$56 \div 8 = 7$
$40 \div 5 = 8$	$48 \div 6 = 8$	$56 \div 7 = 8$	$64 \div 8 = 8$
$45 \div 5 = 9$	$54 \div 6 = 9$	$63 \div 7 = 9$	$72 \div 8 = 9$
$50 \div 5 = 10$	$60 \div 6 = 10$	$70 \div 7 = 10$	$80 \div 8 = 10$
$55 \div 5 = 11$	$66 \div 6 = 11$	$77 \div 7 = 11$	$88 \div 8 = 11$
$60 \div 5 = 12$	$72 \div 6 = 12$	$84 \div 7 = 12$	$96 \div 8 = 12$
$\div 9$	$\div 10$	$\div 11$	$\div 12$
$0 \div 9 = 0$	$0 \div 10 = 0$	$0 \div 11 = 0$	$0 \div 12 = 0$
$9 \div 9 = 1$	$10 \div 10 = 1$	$11 \div 11 = 1$	$12 \div 12 = 1$
$18 \div 9 = 2$	$20 \div 10 = 2$	$22 \div 11 = 2$	$24 \div 12 = 2$
$27 \div 9 = 3$	$30 \div 10 = 3$	$33 \div 11 = 3$	$36 \div 12 = 3$
$36 \div 9 = 4$	$40 \div 10 = 4$	$44 \div 11 = 4$	$48 \div 12 = 4$
$45 \div 9 = 5$	$50 \div 10 = 5$	$55 \div 11 = 5$	$60 \div 12 = 5$
$54 \div 9 = 6$	$60 \div 10 = 6$	$66 \div 11 = 6$	$72 \div 12 = 6$
$63 \div 9 = 7$	$70 \div 10 = 7$	$77 \div 11 = 7$	$84 \div 12 = 7$
$72 \div 9 = 8$	$80 \div 10 = 8$	$88 \div 11 = 8$	$96 \div 12 = 8$
$81 \div 9 = 9$	$90 \div 10 = 9$	$99 \div 11 = 9$	$108 \div 12 = 9$
$90 \div 9 = 10$	$100 \div 10 = 10$	$110 \div 11 = 10$	$120 \div 12 = 10$
$99 \div 9 = 11$	$110 \div 10 = 11$	$121 \div 11 = 11$	$132 \div 12 = 11$
$108 \div 9 = 12$	$120 \div 10 = 12$	$132 \div 11 = 12$	$144 \div 12 = 12$

1 - 12 MULTIPLICATION FACTS

$\times 1$	$\times 2$	$\times 3$	$\times 4$
$1 \times 0 = 0$	$2 \times 0 = 0$	$3 \times 0 = 0$	$4 \times 0 = 0$
$1 \times 1 = 1$	$2 \times 1 = 2$	$3 \times 1 = 3$	$4 \times 1 = 4$
$1 \times 2 = 2$	$2 \times 2 = 4$	$3 \times 2 = 6$	$4 \times 2 = 8$
$1 \times 3 = 3$	$2 \times 3 = 6$	$3 \times 3 = 9$	$4 \times 3 = 12$
$1 \times 4 = 4$	$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$
$1 \times 5 = 5$	$2 \times 5 = 10$	$3 \times 5 = 15$	$4 \times 5 = 20$
$1 \times 6 = 6$	$2 \times 6 = 12$	$3 \times 6 = 18$	$4 \times 6 = 24$
$1 \times 7 = 7$	$2 \times 7 = 14$	$3 \times 7 = 21$	$4 \times 7 = 28$
$1 \times 8 = 8$	$2 \times 8 = 16$	$3 \times 8 = 24$	$4 \times 8 = 32$
$1 \times 9 = 9$	$2 \times 9 = 18$	$3 \times 9 = 27$	$4 \times 9 = 36$
$1 \times 10 = 10$	$2 \times 10 = 20$	$3 \times 10 = 30$	$4 \times 10 = 40$
$1 \times 11 = 11$	$2 \times 11 = 22$	$3 \times 11 = 33$	$4 \times 11 = 44$
$1 \times 12 = 12$	$2 \times 12 = 24$	$3 \times 12 = 36$	$4 \times 12 = 48$
$\times 5$	$\times 6$	$\times 7$	$\times 8$
$5 \times 0 = 0$	$6 \times 0 = 0$	$7 \times 0 = 0$	$8 \times 0 = 0$
$5 \times 1 = 5$	$6 \times 1 = 6$	$7 \times 1 = 7$	$8 \times 1 = 8$
$5 \times 2 = 10$	$6 \times 2 = 12$	$7 \times 2 = 14$	$8 \times 2 = 16$
$5 \times 3 = 15$	$6 \times 3 = 18$	$7 \times 3 = 21$	$8 \times 3 = 24$
$5 \times 4 = 20$	$6 \times 4 = 24$	$7 \times 4 = 28$	$8 \times 4 = 32$
$5 \times 5 = 25$	$6 \times 5 = 30$	$7 \times 5 = 35$	$8 \times 5 = 40$
$5 \times 6 = 30$	$6 \times 6 = 36$	$7 \times 6 = 42$	$8 \times 6 = 48$
$5 \times 7 = 35$	$6 \times 7 = 42$	$7 \times 7 = 49$	$8 \times 7 = 56$
$5 \times 8 = 40$	$6 \times 8 = 48$	$7 \times 8 = 56$	$8 \times 8 = 64$
$5 \times 9 = 45$	$6 \times 9 = 54$	$7 \times 9 = 63$	$8 \times 9 = 72$
$5 \times 10 = 50$	$6 \times 10 = 60$	$7 \times 10 = 70$	$8 \times 10 = 80$
$5 \times 11 = 55$	$6 \times 11 = 66$	$7 \times 11 = 77$	$8 \times 11 = 88$
$5 \times 12 = 60$	$6 \times 12 = 72$	$7 \times 12 = 84$	$8 \times 12 = 96$
$\times 9$	$\times 10$	$\times 11$	$\times 12$
$9 \times 0 = 0$	$10 \times 0 = 0$	$11 \times 0 = 0$	$12 \times 0 = 0$
$9 \times 1 = 9$	$10 \times 1 = 10$	$11 \times 1 = 11$	$12 \times 1 = 12$
$9 \times 2 = 18$	$10 \times 2 = 20$	$11 \times 2 = 22$	$12 \times 2 = 24$
$9 \times 3 = 27$	$10 \times 3 = 30$	$11 \times 3 = 33$	$12 \times 3 = 36$
$9 \times 4 = 36$	$10 \times 4 = 40$	$11 \times 4 = 44$	$12 \times 4 = 48$
$9 \times 5 = 45$	$10 \times 5 = 50$	$11 \times 5 = 55$	$12 \times 5 = 60$
$9 \times 6 = 54$	$10 \times 6 = 60$	$11 \times 6 = 66$	$12 \times 6 = 72$
$9 \times 7 = 63$	$10 \times 7 = 70$	$11 \times 7 = 77$	$12 \times 7 = 84$
$9 \times 8 = 72$	$10 \times 8 = 80$	$11 \times 8 = 88$	$12 \times 8 = 96$
$9 \times 9 = 81$	$10 \times 9 = 90$	$11 \times 9 = 99$	$12 \times 9 = 108$
$9 \times 10 = 90$	$10 \times 10 = 100$	$11 \times 10 = 110$	$12 \times 10 = 120$
$9 \times 11 = 99$	$10 \times 11 = 110$	$11 \times 11 = 121$	$12 \times 11 = 132$
$9 \times 12 = 108$	$10 \times 12 = 120$	$11 \times 12 = 132$	$12 \times 12 = 144$

“Grades 5 WINN Math with Mrs. Greenhalgh”

OBJECTIVE:

- Students will be able to accurately and fluently master multiplication skills.

STANDARD(S):

- Grade 5. NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.

TIME FRAME:

- Monday, Tuesday, Thursday and Friday

Activity Directions:

Please complete this activity in a notebook or a piece of paper.

Be sure to use the School #4 heading!

Continue to practice, write, and study the multiplication number you are on.

When you are starting a number for the first time, remember to...

- Write them all 10x (ten times) each a few times.
- Test yourself.
- Have someone else test you.

Any facts that you are not able to answer correctly (within 3 to 5 seconds) must be...

- Written 20x (twenty times) each.
- Test yourself.
- Have someone else test you.
- Once you have mastered the facts you had wrong and wrote them 20x (twenty times)...you may move on to the next number!!!

Note remember that when you are starting a new number you are working on one number from 0 to 10. Example 0x1, 0x2, 0x3, 0x4 till all mastered

If you are on mixed numbers...

- Continue what we do when beginning new number facts.
- Chose a few from each row 0-12 when you are testing yourself.
- Any that you get wrong, you need to write those 20 x (twenty times) each till you master them!
- In order to master them you need to know the correct answer in 3 seconds.

For fun you may want to click on the...

Multiplication Song for Kids/Times Table Song for Kids

<https://www.youtube.com/watch?v=D6ajLh0isG8>

Differentiation Strategies for Remote Learning

English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult.

Special Education- Graphic organizers, Leveled reader/Activity, Extended time, Highlighter, Partner reading with adult

At Risk- Anchor charts / graphic organizer, Extended time, Parent communication, Modified assignments, Leveled readers/Activity

Gifted & Talented- Tiered activities, Independent research / inquiry, Self-directed activities, Leveled readers

“Grade 5- Science”

DAY # 11: Monday, March 30, 2020

OBJECTIVE: Matter: (Mixtures and Solutions) Students understand the components of saturated solutions and how they interact.

STANDARD(S):

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
 5-PS1-3. Make observations and measurements to identify materials based on their properties.
 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.

TIME FRAME: 15 minutes

Activity Directions:

https://newsela.com/read/lib-saturated-solution-overview/id/57462/?collection_id=339

GO TO WWW.NEWSLA.COM DIRECTLY. THE LINKS TO THE EXACT ARTICLE DO NOT ALWAYS WORK.

***Re-read Newsela article: “An Overview of Saturated Solutions” at the 550L.**

***Write down the main idea.**

***Review vocabulary: Use the Activities / Vocabulary and apply context clues while reading.**

Reading Level Conversion Chart for: Resource Room, Self-Contained, 504 & ESL students:

Modifications:

(Newsela) Reading Level Conversion Chart:	
Read to your closest reading level	
Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
- **All** “Newsela” quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**. “Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- **Main idea** is the most important thought about the topic.

“Grade 5 – Social Studies”

DAY # 11: Monday, March 30, 2020

OBJECTIVE: Students understand the purpose of the Louisiana purchase and the effects of this purchase on the United States today.

STANDARD(S):

6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies

6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements

6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

TIME FRAME: 15 minutes

Activity Directions:

https://newsela.com/read/lib-ushistory-louisiana-purchase/id/26819/quiz/question/0/?collection_id=339&collection=339

Read Newsela article: "The Louisiana Purchase" (730L)

Modifications:

(Newsela) Reading Level Conversion Chart:	
Read to your closest reading level	
Reading Level Letter	Newsela # Levels
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JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** "Newsela" Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
- **All** "Newsela" quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**. "Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- **Main idea** is the most important thought about the topic.

"Grade 5 – Music"**Week of March 30, 2020****OBJECTIVE:**

Students will understand how the Blues developed

Students will create an original verse of Twelve Bar Blues lyrics

STANDARD(S):

1.2.5.A.2: Relate common artistic elements that define distinctive art genres in dance, music, theater and visual art

1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theater and visual art from diverse cultures throughout history

TIME FRAME:

One 40-minute period

Activity Directions:

Today we will be using Brainpop. You need to set up your account. Here is the procedure to do that:

1. Go to Brainpop <https://www.brainpop.com/>
2. Click on enter code (top right of page)
3. Enter class code **shirt5124**
4. You will then need to join "Mrs. Lester's Grade 5 Music Class"
5. Enter your name
6. Create a password
7. Log in

Once you are go to "Arts and Music then:

- Click on Musical Genres – Blues: Watch the video (You can take the quiz if you wish but it is not required)
- Click on Worksheet: (Print it out or copy it into your notebook)
- Answer the 3 questions under "Describe It"
- For the "Compose It" section: Write a verse of Twelve Bar Blues lyrics: Remember the form is: 3 lines that are 4 beats long
- The topic must be something sad or "blue" (not tragic though)
- Write line one and repeat it for line 2 (so lines 1 and 2 are the SAME)
- Line 3 finishes the idea of the verse and it MUST RHYME WITH LINES 1 AND 2

Ex. 1. Oh I've got to write some 12 bar blues

2. Oh I've got to write some 12 bar blues

3. The third must rhyme cause those are the rules

If you have any questions or problems, please email me (dlester@gboe.org)

Differentiation Strategies for Remote Learning

English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult.

Special Education- Graphic organizers, Leveled reader/Activity, Extended time, Highlighter, Partner reading with adult

At Risk- Anchor charts / graphic organizer, Extended time, Parent communication, Modified assignments, Leveled readers/Activity

Garfield Public Schools
Remote Learning
Lesson Plans

“Grade 5 - ELA”

Tuesday, March 31, 2020 - Day #12

OBJECTIVE:

Reading: students will utilize close reading skills and strategies to read both narrative and informational texts. To increase reading stamina, students will continue to read just right books in addition to reading a variety of short texts.

Word Work: Students will be able to understand new, grade level appropriate vocabulary words.

Grammar/Writing: Students will be able to construct a memoir. Strategies to plan their memoirs have been taught, developing a draft. Students will also build on their repertoire of revision and editing strategies.

STANDARD(S):

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

R.I.5.7 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.

R.I.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).

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

R.F.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

R.F.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TIME FRAME:

Word Work: 25 minutes per day

Reading/Grammar/Writing: 75 minutes per day

IXL: 15 minutes per day

Activity Directions:

Reading: Teacher will post on Microsoft TEAMS the instruction for Reading assignment (Newsela) - <https://newsela.com/read/lib-regional-climates-united-states/id/55871> (Take the quiz and write activity and submit it to me!) Use R.A.C.E in open ended question!)

*Students will do 30 minutes of independent reading/stop & jot and write a short summary for each day.

Word Work: Wordly Wise will also be on TEAMS –a link directing the students to the lesson of the week.

http://msmaes.weebly.com/uploads/5/8/9/5/58952277/5th_grade_wordly_wise_lesson_11.pdf

Complete 11A practice pg. 132 (Answers in your notebook)

Grammar/Writing: Students will begin writing a draft about their “memoir” in notebooks – Remember to include the elements of a memoir in your story. Write 5 paragraphs!

(Introduction, 3 detail paragraphs and a closing paragraph)

I’ve included a link to remind you of the elements/characteristics of a memoir – Use it as a GUIDE!!!

<https://www.lostal.org/cms/lib/CA01000497/Centricity/Domain/311/Characteristics%20of%20a%20Memoir.pdf>

Modifications:

(Newsela) Reading Level Conversion Chart:

Read to your closest reading level

Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above).
*Students know their reading levels and know how to change them. *
- **All** “Newsela” quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**.
“Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- Students will receive a link on TEAMS, regarding 11A’s Wordly Wise assignment.
- Memoir ideas: Remote learning, social distancing, Coronavirus any topic you chose.

11A

Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 11. Then write the sentence.

1. (a) A plane's hangar is (c) its height above sea level.
(b) the amount of cargo it carries. (d) A plane's altitude is

2. (a) To accelerate an engine is to (c) run it at its lowest speed.
(b) cause it to lose power suddenly. (d) To stall an engine is to

3. (a) a performance by one person. (c) A solo is
(b) A saunter is (d) a support for a broken part.

4. (a) a place where goods are sold. (c) A brace is
(b) a place where planes are kept. (d) A hangar is

5. (a) stop suddenly. (c) go faster.
(b) To accelerate is to (d) To exult is to

6. (a) does things in an orderly way. (c) An anxious person
(b) is filled with happiness. (d) A methodical person

7. (a) A contact is (c) a support for a broken part.
(b) A brace is (d) a place where business is done.

accelerate

altitude

anxious

brace

confident

contact

exult

hangar

maximum

methodical

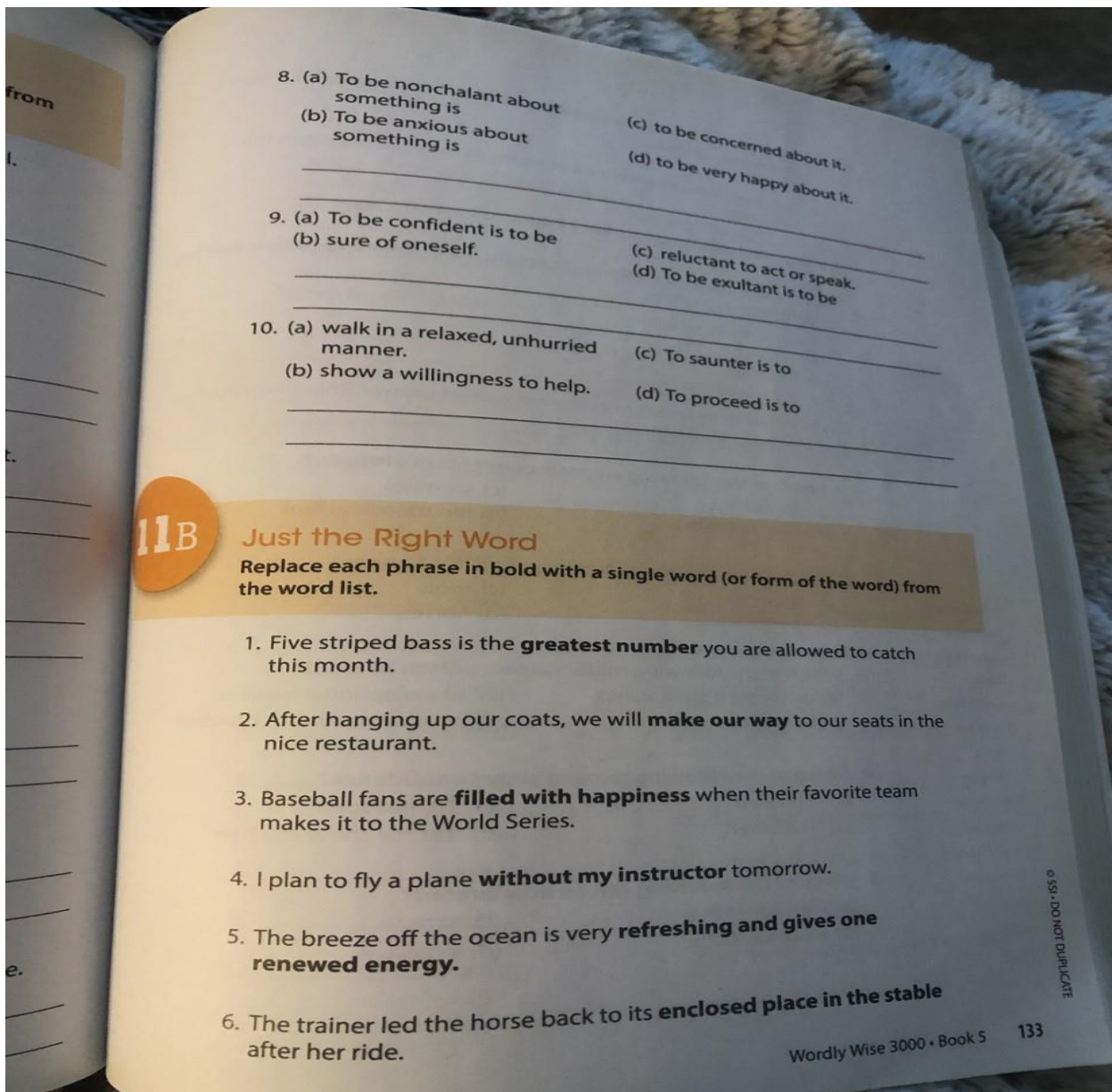
nonchalant

proceed

saunter

solo

stall



"Grade 5 - Math"

DAY # 12 Tuesday, March 31, 2020	
OBJECTIVE: Tuesday, March 31, 2020 Line Plots: Lesson 9.1 Students will make and use line plots with fraction to solve problems. The line plot will display a set of measurements in fractions of a unit. ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$)	
STANDARD(S): 5.MD.B.2	
TIME FRAME:	

60 minutes

IXL: - 15 Minutes

Activity Directions:

Think Central: Line Plots Enrich Pages 9-5 & 9-6 ONLY https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/gr5/chapter_resource_book_9780544416659/_pdfs/G5_C09_Reteach_Enrich.pdf#page=1

IXL: Section W. Data & Graphs Lesson #11 <https://www.ixl.com/signin/garfieldschools>

Modifications:

- Students may use their math/division facts graphic organizer
- Students can have an adult assist with the reading, if the student is struggling.
- Watch this YouTube video for further instruction on fraction line plots
<https://www.youtube.com/watch?v=W9oidm-Tt24>

Name _____

Line Plots

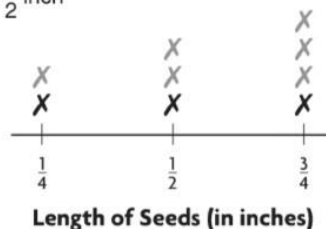
A **line plot** is a graph that shows the shape of a data set by placing Xs above each data value on a number line. You can make a line plot to represent a data set and then use the line plot to answer questions about the data set.

Students measure the lengths of several seeds.
The length of each seed is listed below.

$\frac{1}{2}$ inch, $\frac{3}{4}$ inch, $\frac{1}{2}$ inch, $\frac{1}{4}$ inch, $\frac{3}{4}$ inch, $\frac{3}{4}$ inch, $\frac{3}{4}$ inch, $\frac{1}{4}$ inch, $\frac{1}{2}$ inch

What is the combined length of the seeds that are $\frac{1}{4}$ inch long?

Step 1 To represent the different lengths of the seeds, draw and label a line plot with the data values $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$. Then use an X to represent each seed. The line plot has been started for you.



Step 2 There are 2 Xs above $\frac{1}{4}$ on the line plot.

Multiply to find the combined length of the seeds:

$$2 \times \frac{1}{4} = \frac{2}{4}, \text{ or } \frac{1}{2} \text{ inch}$$

The combined length of the seeds that are $\frac{1}{4}$ inch long is $\frac{1}{2}$ inch.

You can use the same process to find the combined lengths of the seeds that are $\frac{1}{2}$ inch long and $\frac{3}{4}$ inch long.

Use the data and the line plot above to answer the questions.

1. What is the total length of all the seeds that the students measured?
2. What is the average length of one of the seeds that the students measured?

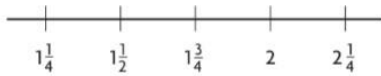
Name _____

Exploring the Average

For 12 days, Keisha keeps track of how much water she drinks per day. Her results are shown below.

$1\frac{1}{2}$ quarts, $2\frac{1}{4}$ quarts, 2 quarts, $1\frac{1}{2}$ quarts, $1\frac{3}{4}$ quarts, $1\frac{1}{2}$ quarts,
 $1\frac{1}{4}$ quarts, 2 quarts, $2\frac{1}{4}$ quarts, $1\frac{1}{2}$ quarts, 2 quarts, $1\frac{1}{2}$ quarts

1. Use the data to make a line plot.



Keisha's Daily Water Consumption (in quarts)

2. What is the total amount of water that Keisha drinks during the 12 days?

3. What is the average amount of water that Keisha drinks per day?

4. On how many days did Keisha drink at least the average amount of water?

5. **Stretch Your Thinking** On Day 13, Keisha drinks 1 quart of water. How does this affect the average amount of water she drinks? **Explain.**



1 - 12 DIVISION FACTS

÷ 1	÷ 2	÷ 3	÷ 4
0 ÷ 1 = 0	0 ÷ 2 = 0	0 ÷ 3 = 0	0 ÷ 4 = 0
1 ÷ 1 = 1	2 ÷ 2 = 1	3 ÷ 3 = 1	4 ÷ 4 = 1
2 ÷ 1 = 2	4 ÷ 2 = 2	6 ÷ 3 = 2	8 ÷ 4 = 2
3 ÷ 1 = 3	6 ÷ 2 = 3	9 ÷ 3 = 3	12 ÷ 4 = 3
4 ÷ 1 = 4	8 ÷ 2 = 4	12 ÷ 3 = 4	16 ÷ 4 = 4
5 ÷ 1 = 5	10 ÷ 2 = 5	15 ÷ 3 = 5	20 ÷ 4 = 5
6 ÷ 1 = 6	12 ÷ 2 = 6	18 ÷ 3 = 6	24 ÷ 4 = 6
7 ÷ 1 = 7	14 ÷ 2 = 7	21 ÷ 3 = 7	28 ÷ 4 = 7
8 ÷ 1 = 8	16 ÷ 2 = 8	24 ÷ 3 = 8	32 ÷ 4 = 8
9 ÷ 1 = 9	18 ÷ 2 = 9	27 ÷ 3 = 9	36 ÷ 4 = 9
10 ÷ 1 = 10	20 ÷ 2 = 10	30 ÷ 3 = 10	40 ÷ 4 = 10
11 ÷ 1 = 11	22 ÷ 2 = 11	33 ÷ 3 = 11	44 ÷ 4 = 11
12 ÷ 1 = 12	24 ÷ 2 = 12	36 ÷ 3 = 12	48 ÷ 4 = 12
÷ 5	÷ 6	÷ 7	÷ 8
0 ÷ 5 = 0	0 ÷ 6 = 0	0 ÷ 7 = 0	0 ÷ 8 = 0
5 ÷ 5 = 1	6 ÷ 6 = 1	7 ÷ 7 = 1	8 ÷ 8 = 1
10 ÷ 5 = 2	12 ÷ 6 = 2	14 ÷ 7 = 2	16 ÷ 8 = 2
15 ÷ 5 = 3	18 ÷ 6 = 3	21 ÷ 7 = 3	24 ÷ 8 = 3
20 ÷ 5 = 4	24 ÷ 6 = 4	28 ÷ 7 = 4	32 ÷ 8 = 4
25 ÷ 5 = 5	30 ÷ 6 = 5	35 ÷ 7 = 5	40 ÷ 8 = 5
30 ÷ 5 = 6	36 ÷ 6 = 6	42 ÷ 7 = 6	48 ÷ 8 = 6
35 ÷ 5 = 7	42 ÷ 6 = 7	49 ÷ 7 = 7	56 ÷ 8 = 7
40 ÷ 5 = 8	48 ÷ 6 = 8	56 ÷ 7 = 8	64 ÷ 8 = 8
45 ÷ 5 = 9	54 ÷ 6 = 9	63 ÷ 7 = 9	72 ÷ 8 = 9
50 ÷ 5 = 10	60 ÷ 6 = 10	70 ÷ 7 = 10	80 ÷ 8 = 10
55 ÷ 5 = 11	66 ÷ 6 = 11	77 ÷ 7 = 11	88 ÷ 8 = 11
60 ÷ 5 = 12	72 ÷ 6 = 12	84 ÷ 7 = 12	96 ÷ 8 = 12
÷ 9	÷ 10	÷ 11	÷ 12
0 ÷ 9 = 0	0 ÷ 10 = 0	0 ÷ 11 = 0	0 ÷ 12 = 0
9 ÷ 9 = 1	10 ÷ 10 = 1	11 ÷ 11 = 1	12 ÷ 12 = 1
18 ÷ 9 = 2	20 ÷ 10 = 2	22 ÷ 11 = 2	24 ÷ 12 = 2
27 ÷ 9 = 3	30 ÷ 10 = 3	33 ÷ 11 = 3	36 ÷ 12 = 3
36 ÷ 9 = 4	40 ÷ 10 = 4	44 ÷ 11 = 4	48 ÷ 12 = 4
45 ÷ 9 = 5	50 ÷ 10 = 5	55 ÷ 11 = 5	60 ÷ 12 = 5
54 ÷ 9 = 6	60 ÷ 10 = 6	66 ÷ 11 = 6	72 ÷ 12 = 6
63 ÷ 9 = 7	70 ÷ 10 = 7	77 ÷ 11 = 7	84 ÷ 12 = 7
72 ÷ 9 = 8	80 ÷ 10 = 8	88 ÷ 11 = 8	96 ÷ 12 = 8
81 ÷ 9 = 9	90 ÷ 10 = 9	99 ÷ 11 = 9	108 ÷ 12 = 9
90 ÷ 9 = 10	100 ÷ 10 = 10	110 ÷ 11 = 10	120 ÷ 12 = 10
99 ÷ 9 = 11	110 ÷ 10 = 11	121 ÷ 11 = 11	132 ÷ 12 = 11
108 ÷ 9 = 12	120 ÷ 10 = 12	132 ÷ 11 = 12	144 ÷ 12 = 12

1 - 12 MULTIPLICATION FACTS

× 1	× 2	× 3	× 4
1 × 0 = 0	2 × 0 = 0	3 × 0 = 0	4 × 0 = 0
1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40
1 × 11 = 11	2 × 11 = 22	3 × 11 = 33	4 × 11 = 44
1 × 12 = 12	2 × 12 = 24	3 × 12 = 36	4 × 12 = 48
× 5	× 6	× 7	× 8
5 × 0 = 0	6 × 0 = 0	7 × 0 = 0	8 × 0 = 0
5 × 1 = 5	6 × 1 = 6	7 × 1 = 7	8 × 1 = 8
5 × 2 = 10	6 × 2 = 12	7 × 2 = 14	8 × 2 = 16
5 × 3 = 15	6 × 3 = 18	7 × 3 = 21	8 × 3 = 24
5 × 4 = 20	6 × 4 = 24	7 × 4 = 28	8 × 4 = 32
5 × 5 = 25	6 × 5 = 30	7 × 5 = 35	8 × 5 = 40
5 × 6 = 30	6 × 6 = 36	7 × 6 = 42	8 × 6 = 48
5 × 7 = 35	6 × 7 = 42	7 × 7 = 49	8 × 7 = 56
5 × 8 = 40	6 × 8 = 48	7 × 8 = 56	8 × 8 = 64
5 × 9 = 45	6 × 9 = 54	7 × 9 = 63	8 × 9 = 72
5 × 10 = 50	6 × 10 = 60	7 × 10 = 70	8 × 10 = 80
5 × 11 = 55	6 × 11 = 66	7 × 11 = 77	8 × 11 = 88
5 × 12 = 60	6 × 12 = 72	7 × 12 = 84	8 × 12 = 96
× 9	× 10	× 11	× 12
9 × 0 = 0	10 × 0 = 0	11 × 0 = 0	12 × 0 = 0
9 × 1 = 9	10 × 1 = 10	11 × 1 = 11	12 × 1 = 12
9 × 2 = 18	10 × 2 = 20	11 × 2 = 22	12 × 2 = 24
9 × 3 = 27	10 × 3 = 30	11 × 3 = 33	12 × 3 = 36
9 × 4 = 36	10 × 4 = 40	11 × 4 = 44	12 × 4 = 48
9 × 5 = 45	10 × 5 = 50	11 × 5 = 55	12 × 5 = 60
9 × 6 = 54	10 × 6 = 60	11 × 6 = 66	12 × 6 = 72
9 × 7 = 63	10 × 7 = 70	11 × 7 = 77	12 × 7 = 84
9 × 8 = 72	10 × 8 = 80	11 × 8 = 88	12 × 8 = 96
9 × 9 = 81	10 × 9 = 90	11 × 9 = 99	12 × 9 = 108
9 × 10 = 90	10 × 10 = 100	11 × 10 = 110	12 × 10 = 120
9 × 11 = 99	10 × 11 = 110	11 × 11 = 121	12 × 11 = 132
9 × 12 = 108	10 × 12 = 120	11 × 12 = 132	12 × 12 = 144

“Grades 5 WINN Math with Mrs. Greenhalgh”

OBJECTIVE:

- Students will be able to accurately and fluently master multiplication skills.

STANDARD(S):

- Grade 5. NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.

TIME FRAME:

- Monday, Tuesday, Thursday and Friday

Activity Directions:

Please complete this activity in a notebook or a piece of paper.

Be sure to use the School #4 heading!

Continue to practice, write, and study the multiplication number you are on.

When you are starting a number for the first time, remember to...

- Write them all 10x (ten times) each a few times.
- Test yourself.
- Have someone else test you.

Any facts that you are not able to answer correctly (within 3 to 5 seconds) must be...

- Written 20x (twenty times) each.
- Test yourself.
- Have someone else test you.
- Once you have mastered the facts you had wrong and wrote them 20x (twenty times)...you may move on to the next number!!!

Note remember that when you are starting a new number you are working on one number from 0 to 10. Example 0x1, 0x2, 0x3, 0x4 till all mastered

If you are on mixed numbers...

- Continue what we do when beginning new number facts.
- Chose a few from each row 0-12 when you are testing yourself.
- Any that you get wrong, you need to write those 20 x (twenty times) each till you master them!
- In order to master them you need to know the correct answer in 3 seconds.

For fun you may want to click on the...

Multiplication Song for Kids/Times Table Song for Kids

<https://www.youtube.com/watch?v=D6ajLh0isG8>

Differentiation Strategies for Remote Learning

English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult.

Special Education- Graphic organizers, Leveled reader/Activity, Extended time, Highlighter, Partner reading with adult

At Risk- Anchor charts / graphic organizer, Extended time, Parent communication, Modified assignments, Leveled readers/Activity

Gifted & Talented- Tiered activities, Independent research / inquiry, Self-directed activities, Leveled readers

“Grade 5 - Science”

DAY # 12: Tuesday, March 31, 2020

OBJECTIVE:

Students understand the components of saturated solutions and how they interact.

Students understand that components of a mixture and a solution can be separated.

STANDARD(S):

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
 5-PS1-3. Make observations and measurements to identify materials based on their properties.
 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.

TIME FRAME: 15 minutes**Activity Directions:**

View the following 2 (two) videos on www.youtube.com

Mixtures vs. Solutions/Know the Difference (by 2 minute Classroom)

<https://www.youtube.com/watch?v=Tck943uH2o>

Separating Mixtures and Solutions (by Michele Holmes)

<https://www.youtube.com/watch?v=KORaKEYU9LU>

***Listen for the main idea.**

***Write the main idea for each video in your notebook. (Write the name of the video, then the main idea.)**

***Give 2 (two) examples of mixtures and 2 examples of solutions you have in your daily life.**

***Give (1) one example of a mixture and a solution which can be easily separated.**

Modifications:

(Newsela) Reading Level Conversion Chart:

Read to your closest reading level

Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
- **All** “Newsela” quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**. “Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- **Main idea** is the most important thought about the topic.
- Remember to put the heading on the page and in notebook should look like this:

Mixtures vs. Solutions/Know the Difference

The Main idea is _____.

2 Examples of mixtures

- 1.
- 2.

2 Examples of solutions

- 1.
- 2.

1 example of a mixture and a solution which can be easily separated is _____.

-----skip a line -----

Separating Mixtures and Solutions

The Main idea is _____.

2 Examples of mixtures

- 1.
- 2.

2 Examples of solutions

- 1.
- 2.

1 example of a mixture and a solution which can be easily separated is _____.

“Grade 5 – Social Studies”

DAY # 12: Tuesday, March 31, 2020

OBJECTIVE:

Students identify the effects of the Louisiana Purchase on the United States today and write a 5-paragraph essay.

STANDARD(S):

6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies
6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements
6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

TIME FRAME: 15 minutes

Activity Directions:

https://newsela.com/read/lib-ushistory-louisiana-purchase/id/26819/quiz/question/0/?collection_id=339&collection=339

***Refer to Newsela article: “The Louisiana Purchase”**

***Go to the right-hand side of the article and open “Activities: Click on the Social Studies Writing.
*Read the prompt. Write a 5 (five) paragraph essay. Organize your thoughts in a rough draft in your notebook. Edit and Revise.**

Modifications:

(Newsela) Reading Level Conversion Chart:***Read to your closest reading level***

Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
 - **All** “Newsela” quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**. “Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
 - Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
 - Students can have an adult assist with the reading, if the student is struggling.
 - **Modified Writing Assignment:**
 - The two groups affected were: 1. The Americans and 2. The French.
 - **Introduction paragraph-** 1. Discuss what the Louisiana purchase was and who was involved in the deal.
 - **2nd paragraph-** 1. Discuss why the Americans wanted to make the deal with the French. 2. What benefits would they get? 3. Why did they want the land?
 - **3rd paragraph-** 1. Discuss why the French didn’t want the U.S. using the land at first. 2. What made them change their mind? 3. How did they benefit from the deal?
 - **Conclusion:** 1. Restate the groups involved and 2. explain what the Louisiana purchase was.
 - *Write the “Writing Assignment” in your notebook.
 - You will be given instruction on “TEAMS”, on how to upload your “Writing Assignment on there.
- *(Remember to use details from the text) ***

Physical Education**March 31**

OBJECTIVE: Students will be able to attend to appropriate types and amounts of physical activity to enhance personal health

STANDARD(S):

2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health related fitness.

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

TIME FRAME: 21 Minutes

Activity Directions: Each day has its own workout. Please find a clean, safe area to exercise. Please rest in between exercises and try to complete the workout to the best of your ability. A link to supplemental activities can be found on my website listed under staff directory or by typing: <https://sites.google.com/view/phys-ed-remote-learning/home>

Workout 1

Do the exercise for 1-minute and then take a 1-minute rest after each exercise before moving onto the next exercise.

-jumping jacks -squats -push ups
 -mountain climbers -High knees in place

Workout 2

1 min - Run in place

20 squats

20 crunches

20 mountain climbers

20 lunges -crunches: 20

-mountain climbers: 20 -lunges: 20 each leg

-Take a 2 min rest and repeat

"Instrumental Music"

Week of March 30th
OBJECTIVE: Students will be able to play page 8 in the Tradition of Excellence book.
STANDARD(S): 9.1A 9.4C4
TIME FRAME: Students should be practicing a minimum of 15 minutes per day.
Activity Directions: Practice playing the music on page 8 in the book. If you are not sure how to play a note, the answers are in the green box at the top of the page. If you have any questions please email me at rwilson@gboe.org .

Differentiation Strategies for Remote Learning
English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult.
Special Education- Graphic organizers, Leveled reader/Activity, Extended time, Highlighter, Partner reading with adult
At Risk- Anchor charts / graphic organizer, Extended time, Parent communication, Modified assignments, Leveled readers/Activity
Gifted & Talented- Tiered activities, Independent research / inquiry, Self-directed activities, Leveled readers

“Grade 5 - ELA”

Wednesday, April 1, 2020 - Day #13

OBJECTIVE:

Reading: students will utilize close reading skills and strategies to read both narrative and informational texts. To increase reading stamina, students will continue to read just right books in addition to reading a variety of short texts.

Word Work: Students will be able to understand new, grade level appropriate vocabulary words.

Grammar/Writing: Students will be able to construct a memoir. Strategies to plan their memoirs have been taught, developing a draft. Students will also build on their repertoire of revision and editing strategies.

STANDARD(S):

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

R.I.5.7 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.

R.I.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).

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

R.F.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

R.F.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TIME FRAME:

Word Work: 25 minutes per day

Reading/Grammar/Writing: 75 minutes per day

IXL: 15 minutes per day (ELA/Math)

Activity Directions:

Reading- Teacher will post on Microsoft TEAMS the instruction for Reading assignment (Newsela) <https://newsela.com/read/elem-record-breaking-roller-coaster/id/45431>

(Take the quiz and write activity and submit it to me!) Use R.A.C.E in open ended question!)

*Students will do 30 minutes of independent reading/stop & jot and write a short summary for each day.

Word Work: Wordly Wise will also be on TEAMS –a link directing the students to the lesson of the week.

http://msmaes.weebly.com/uploads/5/8/9/5/58952277/5th_grade_wordly_wise_lesson_11.pdf

Complete 11B practice pg. 133-134 (Answers in your notebook)

Grammar/Writing Day: Students will have an adult reread their draft and make any corrections needed to their “memoir” in notebooks (teacher will upload an editing checklist to TEAMS) Begin typed memoir and send to me via email for grade. - DUE FRIDAY!

Modifications:

(Newsela) Reading Level Conversion Chart:	
Read to your closest reading level	
Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above).
*Students know their reading levels and know how to change them. *
- **All** “Newsela” quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**.
“Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- Students will receive a link on TEAMS, regarding 11B’s Wordly Wise assignment.
- Students will receive a link on TEAMS, regarding how to submit Memoir for revisal.

8. (a) To be nonchalant about something is
(b) To be anxious about something is
(c) to be concerned about it.
(d) to be very happy about it.

9. (a) To be confident is to be
(b) sure of oneself.
(c) reluctant to act or speak.
(d) To be exultant is to be

10. (a) walk in a relaxed, unhurried manner.
(b) show a willingness to help.
(c) To saunter is to
(d) To proceed is to

11B

Just the Right Word

Replace each phrase in **bold** with a single word (or form of the word) from the word list.

1. Five striped bass is the **greatest number** you are allowed to catch this month.
2. After hanging up our coats, we will **make our way** to our seats in the nice restaurant.
3. Baseball fans are **filled with happiness** when their favorite team makes it to the World Series.
4. I plan to fly a plane **without my instructor** tomorrow.
5. The breeze off the ocean is very **refreshing and gives one renewed energy**.
6. The trainer led the horse back to its **enclosed place in the stable** after her ride.

7. I lost **the possibility to communicate** with my friends after they moved out of state.
8. The skiers were **showing no concern** as they started down the steep slope.
9. Jayesh was up at dawn, **very eager** to be on his way.
10. I am telling you what the teacher told me in **the expectation that you will keep it a secret.**

11C

Applying Meanings

Circle the letter or letters next to each correct answer. There may be more than one correct answer.

- Which of the following are measurements of **altitude**?
 - three tons
 - twenty dollars
 - six miles
 - ten thousand feet
- Which of the following might you find in a **hangar**?
 - airplanes
 - spare parts
 - tools
 - horses
- Which of the following might cause a person to **exult**?
 - receiving a scholarship
 - being liberated
 - an exceptional harvest
 - being thrown into bondage
- Which of the following remarks shows **confidence**?
 - "I give up."
 - "I can do it."
 - "I'm not sure."
 - "Let me show you how."
- Which of the following can be **accelerated**?
 - plant growth
 - an automobile
 - a route
 - a crevice

accelerate

altitude

anxious

brace

confident

contact

exult

hangar

maximum

methodical

nonchalant

proceed

saunter

solo

stall

Name: _____

Date: _____

MEMOIR: EDITING CHECKLIST

Editing = Fix the Grammar

Directions: Use the checklist below to edit your memoir. **Important!** — **YOU** check your own paper **FIRST**. Fix any errors you spot. Only then may you ask a peer to do an edit for you.

What I need to look for and change in my memoir...	Me ✓	Peer ✓
Read the paper <u>backwards</u> , one word at a time. Check for spelling errors. Circle any word that doesn't look right or that you feel may be misspelled.		
Every time you spot one of the following ask: Is the correct one used? <input type="checkbox"/> their/there/they're (" <i>belonging to them</i> " vs. " <i>not here...there</i> " vs. " <i>they are</i> ") <input type="checkbox"/> it's/its (" <i>it is</i> " vs. " <i>belonging to it</i> ")		
Is the first word of every sentence capitalized?		
Are all proper nouns capitalized? <input type="checkbox"/> Names of people <input type="checkbox"/> Specific places <input type="checkbox"/> Personal pronoun: <i>I</i> <input type="checkbox"/> All other proper nouns		
Is each sentence a complete sentence? Have you fixed any sentences that start with and , because , so , and but ?		
Is there end punctuation after each sentence?		
Is your writing divided into paragraphs? Is each paragraph indented? (<i>hint</i> : press tab)		
With dialogue, have you started a new paragraph every time a different person speaks?		

"Grade 5 - Math"**DAY # 13 Wednesday, April 1, 2020****OBJECTIVE:**

Wednesday, April 1, 2020

Line Plots: Lesson 9.1

Students will make and use line plots with fraction to solve problems. The line plot will display a set of measurements in fractions of a unit. ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$)

STANDARD(S):

5.MD.B.2

TIME FRAME:

60 Minutes

IXL: - 15 Minutes

Activity Directions:

Think Central: Line Plots 9.1 Practice and Homework [https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/gr5/student edition ebook 9780544348868 /html5/index.html?page=537](https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/gr5/student%20edition%20ebook%209780544348868/html5/index.html?page=537)

IXL: Section W. Data & Graphs Lesson #12 <https://www.ixl.com/signin/garfieldschools>

Modifications:

- Students may use their math/division facts graphic organizer
- Students can have an adult assist with the reading, if the student is struggling.
- Remember when adding or subtracting fractions, you need a **common denominator**.
- When multiplying fractions, just multiply across.
- When multiplying a fraction and a whole number, remember to put a one underneath the whole number. (Example: $\frac{3}{8} \times 5$ should be $\frac{3}{8} \times \frac{5}{1}$)

Practice and Homework

Lesson 9.1

537

Name _____

Line Plots



COMMON CORE STANDARD—5.MD.B.2
Represent and interpret data.

Use the data to complete the line plot. Then answer the questions.

A clerk in a health food store makes bags of trail mix. The amount of trail mix in each bag is listed below.

$$\frac{1}{4} \text{ lb}, \frac{1}{4} \text{ lb}, \frac{3}{4} \text{ lb}, \frac{1}{2} \text{ lb}, \frac{1}{4} \text{ lb}, \frac{3}{4} \text{ lb},$$

$$\frac{3}{4} \text{ lb}, \frac{3}{4} \text{ lb}, \frac{1}{2} \text{ lb}, \frac{1}{4} \text{ lb}, \frac{1}{2} \text{ lb}, \frac{1}{2} \text{ lb}$$

1. What is the combined weight of the $\frac{1}{4}$ -lb bags? 1 lb

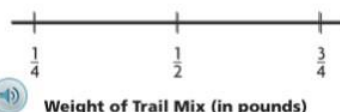
Think: There are four $\frac{1}{4}$ -pound bags.

2. What is the combined weight of the $\frac{1}{2}$ -lb bags? _____

3. What is the combined weight of the $\frac{3}{4}$ -lb bags? _____

4. What is the total weight of the trail mix used in all the bags? _____

5. What is the average amount of trail mix in each bag? _____



Julie uses crystals to make a bracelet. The lengths of the crystals are shown below.

$$\frac{1}{2} \text{ in.}, \frac{5}{8} \text{ in.}, \frac{3}{4} \text{ in.}, \frac{1}{2} \text{ in.}, \frac{3}{8} \text{ in.}, \frac{1}{2} \text{ in.}, \frac{3}{4} \text{ in.},$$

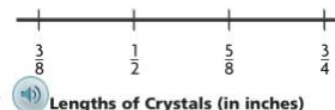
$$\frac{3}{8} \text{ in.}, \frac{3}{4} \text{ in.}, \frac{5}{8} \text{ in.}, \frac{1}{2} \text{ in.}, \frac{3}{8} \text{ in.}, \frac{5}{8} \text{ in.}, \frac{3}{4} \text{ in.}$$

6. What is the combined length of the $\frac{1}{2}$ -in. crystals? _____

7. What is the combined length of the $\frac{5}{8}$ -in. crystals? _____

8. What is the total length of all the crystals in the bracelet? _____

9. What is the average length of each crystal in the bracelet? _____

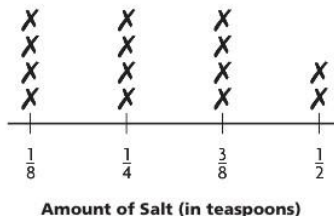


10. **WRITE Math** Describe the steps you can use to find an average of fractional amounts.



Lesson Check (5.MD.B.2)

A baker uses different amounts of salt when she bakes loaves of bread, depending on which recipe she is following. The amount of salt called for in each recipe is shown on the line plot.



Amount of Salt (in teaspoons)



1. Based on the line plot, how many recipes call for more than $\frac{1}{4}$ tsp of salt?



2. What is the average amount of salt called for in each recipe?



Spiral Review (5.NBT.A.4, 5.NF.A.1, 5.NF.B.4a, 5.NF.B.7c)



3. Ramona had $8\frac{3}{8}$ in. of ribbon. She used $2\frac{1}{2}$ in. for an art project. How many inches of ribbon does she have left? Find the difference in simplest form.



4. Ben bought $\frac{1}{2}$ pound of cheese for 3 sandwiches. If he puts the same amount of cheese on each sandwich, how much cheese will each sandwich have?



5. What is 92.583 rounded to the nearest tenth?



6. In Yoshi's garden, $\frac{3}{4}$ of the flowers are tulips. Of the tulips, $\frac{2}{3}$ are yellow. What fraction of the flowers in Yoshi's garden are yellow tulips?





1 - 12 DIVISION FACTS

÷ 1	÷ 2	÷ 3	÷ 4
0 ÷ 1 = 0	0 ÷ 2 = 0	0 ÷ 3 = 0	0 ÷ 4 = 0
1 ÷ 1 = 1	2 ÷ 2 = 1	3 ÷ 3 = 1	4 ÷ 4 = 1
2 ÷ 1 = 2	4 ÷ 2 = 2	6 ÷ 3 = 2	8 ÷ 4 = 2
3 ÷ 1 = 3	6 ÷ 2 = 3	9 ÷ 3 = 3	12 ÷ 4 = 3
4 ÷ 1 = 4	8 ÷ 2 = 4	12 ÷ 3 = 4	16 ÷ 4 = 4
5 ÷ 1 = 5	10 ÷ 2 = 5	15 ÷ 3 = 5	20 ÷ 4 = 5
6 ÷ 1 = 6	12 ÷ 2 = 6	18 ÷ 3 = 6	24 ÷ 4 = 6
7 ÷ 1 = 7	14 ÷ 2 = 7	21 ÷ 3 = 7	28 ÷ 4 = 7
8 ÷ 1 = 8	16 ÷ 2 = 8	24 ÷ 3 = 8	32 ÷ 4 = 8
9 ÷ 1 = 9	18 ÷ 2 = 9	27 ÷ 3 = 9	36 ÷ 4 = 9
10 ÷ 1 = 10	20 ÷ 2 = 10	30 ÷ 3 = 10	40 ÷ 4 = 10
11 ÷ 1 = 11	22 ÷ 2 = 11	33 ÷ 3 = 11	44 ÷ 4 = 11
12 ÷ 1 = 12	24 ÷ 2 = 12	36 ÷ 3 = 12	48 ÷ 4 = 12
÷ 5	÷ 6	÷ 7	÷ 8
0 ÷ 5 = 0	0 ÷ 6 = 0	0 ÷ 7 = 0	0 ÷ 8 = 0
5 ÷ 5 = 1	6 ÷ 6 = 1	7 ÷ 7 = 1	8 ÷ 8 = 1
10 ÷ 5 = 2	12 ÷ 6 = 2	14 ÷ 7 = 2	16 ÷ 8 = 2
15 ÷ 5 = 3	18 ÷ 6 = 3	21 ÷ 7 = 3	24 ÷ 8 = 3
20 ÷ 5 = 4	24 ÷ 6 = 4	28 ÷ 7 = 4	32 ÷ 8 = 4
25 ÷ 5 = 5	30 ÷ 6 = 5	35 ÷ 7 = 5	40 ÷ 8 = 5
30 ÷ 5 = 6	36 ÷ 6 = 6	42 ÷ 7 = 6	48 ÷ 8 = 6
35 ÷ 5 = 7	42 ÷ 6 = 7	49 ÷ 7 = 7	56 ÷ 8 = 7
40 ÷ 5 = 8	48 ÷ 6 = 8	56 ÷ 7 = 8	64 ÷ 8 = 8
45 ÷ 5 = 9	54 ÷ 6 = 9	63 ÷ 7 = 9	72 ÷ 8 = 9
50 ÷ 5 = 10	60 ÷ 6 = 10	70 ÷ 7 = 10	80 ÷ 8 = 10
55 ÷ 5 = 11	66 ÷ 6 = 11	77 ÷ 7 = 11	88 ÷ 8 = 11
60 ÷ 5 = 12	72 ÷ 6 = 12	84 ÷ 7 = 12	96 ÷ 8 = 12
÷ 9	÷ 10	÷ 11	÷ 12
0 ÷ 9 = 0	0 ÷ 10 = 0	0 ÷ 11 = 0	0 ÷ 12 = 0
9 ÷ 9 = 1	10 ÷ 10 = 1	11 ÷ 11 = 1	12 ÷ 12 = 1
18 ÷ 9 = 2	20 ÷ 10 = 2	22 ÷ 11 = 2	24 ÷ 12 = 2
27 ÷ 9 = 3	30 ÷ 10 = 3	33 ÷ 11 = 3	36 ÷ 12 = 3
36 ÷ 9 = 4	40 ÷ 10 = 4	44 ÷ 11 = 4	48 ÷ 12 = 4
45 ÷ 9 = 5	50 ÷ 10 = 5	55 ÷ 11 = 5	60 ÷ 12 = 5
54 ÷ 9 = 6	60 ÷ 10 = 6	66 ÷ 11 = 6	72 ÷ 12 = 6
63 ÷ 9 = 7	70 ÷ 10 = 7	77 ÷ 11 = 7	84 ÷ 12 = 7
72 ÷ 9 = 8	80 ÷ 10 = 8	88 ÷ 11 = 8	96 ÷ 12 = 8
81 ÷ 9 = 9	90 ÷ 10 = 9	99 ÷ 11 = 9	108 ÷ 12 = 9
90 ÷ 9 = 10	100 ÷ 10 = 10	110 ÷ 11 = 10	120 ÷ 12 = 10
99 ÷ 9 = 11	110 ÷ 10 = 11	121 ÷ 11 = 11	132 ÷ 12 = 11
108 ÷ 9 = 12	120 ÷ 10 = 12	132 ÷ 11 = 12	144 ÷ 12 = 12

1 - 12 MULTIPLICATION FACTS

× 1	× 2	× 3	× 4
1 × 0 = 0	2 × 0 = 0	3 × 0 = 0	4 × 0 = 0
1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40
1 × 11 = 11	2 × 11 = 22	3 × 11 = 33	4 × 11 = 44
1 × 12 = 12	2 × 12 = 24	3 × 12 = 36	4 × 12 = 48
× 5	× 6	× 7	× 8
5 × 0 = 0	6 × 0 = 0	7 × 0 = 0	8 × 0 = 0
5 × 1 = 5	6 × 1 = 6	7 × 1 = 7	8 × 1 = 8
5 × 2 = 10	6 × 2 = 12	7 × 2 = 14	8 × 2 = 16
5 × 3 = 15	6 × 3 = 18	7 × 3 = 21	8 × 3 = 24
5 × 4 = 20	6 × 4 = 24	7 × 4 = 28	8 × 4 = 32
5 × 5 = 25	6 × 5 = 30	7 × 5 = 35	8 × 5 = 40
5 × 6 = 30	6 × 6 = 36	7 × 6 = 42	8 × 6 = 48
5 × 7 = 35	6 × 7 = 42	7 × 7 = 49	8 × 7 = 56
5 × 8 = 40	6 × 8 = 48	7 × 8 = 56	8 × 8 = 64
5 × 9 = 45	6 × 9 = 54	7 × 9 = 63	8 × 9 = 72
5 × 10 = 50	6 × 10 = 60	7 × 10 = 70	8 × 10 = 80
5 × 11 = 55	6 × 11 = 66	7 × 11 = 77	8 × 11 = 88
5 × 12 = 60	6 × 12 = 72	7 × 12 = 84	8 × 12 = 96
× 9	× 10	× 11	× 12
9 × 0 = 0	10 × 0 = 0	11 × 0 = 0	12 × 0 = 0
9 × 1 = 9	10 × 1 = 10	11 × 1 = 11	12 × 1 = 12
9 × 2 = 18	10 × 2 = 20	11 × 2 = 22	12 × 2 = 24
9 × 3 = 27	10 × 3 = 30	11 × 3 = 33	12 × 3 = 36
9 × 4 = 36	10 × 4 = 40	11 × 4 = 44	12 × 4 = 48
9 × 5 = 45	10 × 5 = 50	11 × 5 = 55	12 × 5 = 60
9 × 6 = 54	10 × 6 = 60	11 × 6 = 66	12 × 6 = 72
9 × 7 = 63	10 × 7 = 70	11 × 7 = 77	12 × 7 = 84
9 × 8 = 72	10 × 8 = 80	11 × 8 = 88	12 × 8 = 96
9 × 9 = 81	10 × 9 = 90	11 × 9 = 99	12 × 9 = 108
9 × 10 = 90	10 × 10 = 100	11 × 10 = 110	12 × 10 = 120
9 × 11 = 99	10 × 11 = 110	11 × 11 = 121	12 × 11 = 132
9 × 12 = 108	10 × 12 = 120	11 × 12 = 132	12 × 12 = 144

"Grade 5 - Science"

DAY # 13: Wednesday, April 1, 2020

OBJECTIVE: Students display comprehension of the concepts of mixtures and solutions.

STANDARD(S):

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

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.

TIME FRAME: 15 minutes

Activity Directions:

https://newsela.com/read/lib-saturated-solution-overview/id/57462/?collection_id=339

GO TO WWW.NEWSLA.COM DIRECTLY. THE LINKS TO THE EXACT ARTICLE DO NOT ALWAYS WORK.

***Go to Newsela article: “An Overview of Saturated Solutions” (550L)**

On the right-hand side, Activities / Click on “Lesson Sparks”, then Click on “Introduction to Solutions”.

You will see “Reflection Questions”.

***Read the FIRST BULLET.**

***Write the question and then the answer for each of these questions. Write in your notebook.**

Modifications:

(Newsela) Reading Level Conversion Chart:

Read to your closest reading level	
Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
- **All** “Newsela” quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**. “Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- For Lesson Sparks “Reflection Questions”, **ONLY** do the **first bullet (1 question)**.
*Write the ONE Reflection Question in your notebook and answer it in your notebook.
*You will be given instruction on “TEAMS”, on how to upload your question and answer on there.

“Grade 5 – Social Studies”

DAY # 13: Wednesday, April 1, 2020

OBJECTIVE:

(continued) Students identify the effects of the Louisiana Purchase on the United States today and write a 5-paragraph essay.

STANDARD(S):

6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies
6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements
6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

TIME FRAME: 15 minutes

Activity Directions:

Email your final copy to me at dcapizzi@gboe.org. Type and submit final copy.

Modifications:

(Newsela) Reading Level Conversion Chart:	
Read to your closest reading level	
Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
- **All** “Newsela” **quizzes and writing activities** **MUST** be taken **YOUR** appropriate **reading level**. “Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.

Modified Writing Assignment that will to be submitted today:

- **The two groups affected were:** 1. The Americans and 2. The French.
- **Introduction paragraph-** 1. Discuss what the Louisiana purchase was and who was involved in the deal.
- **2nd paragraph-** 1. Discuss why the Americans wanted to make the deal with the French. 2. What benefits would they get? 3. Why did they want the land?
- **3rd paragraph-** 1. Discuss why the French didn't want the U.S. using the land at first. 2. What made them change their mind? 3. How did they benefit from the deal?
- **Conclusion:** 1. Restate the groups involved and 2. explain what the Louisiana purchase was.
- **You will be given instruction on “TEAMS”, on how to upload your FINAL COPY of your “Writing Assignment” on there.**

“Grade 5–Art ”

Wednesday, April 1, 2020
OBJECTIVE:
STANDARD(S):
TIME FRAME:
Activity Directions:

Differentiation Strategies for Remote Learning
English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult. Special Education- Graphic organizers, Leveled reader/Activity, Extended time, Highlighter, Partner reading with adult At Risk- Anchor charts / graphic organizer, Extended time, Parent communication, Modified assignments, Leveled readers/Activity Gifted & Talented- Tiered activities, Independent research / inquiry, Self-directed activities, Leveled readers

Garfield Public Schools
Remote Learning
Lesson Plans

“Grade 5 - ELA”

Thursday, April 2, 2020 - Day #14
OBJECTIVE: <u>Reading:</u> students will utilize close reading skills and strategies to read both narrative and informational texts. To increase reading stamina, students will continue to read just right books in addition to reading a variety of short texts. <u>Word Work:</u> Students will be able to understand new, grade level appropriate vocabulary words. <u>Grammar/Writing:</u> Students will be able to construct a memoir. Strategies to plan their memoirs have been taught, developing a draft. Students will also build on their repertoire of revision and editing strategies.
STANDARD(S):

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

R.I.5.7 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.

R.I.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).

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

R.F.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

R.F.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TIME FRAME: Word Work: 25 minutes per day
Reading/Grammar/Writing: 75 minutes per day
IXL: 15 minutes per day (ELA/Math)

Activity Directions:

Reading: Teacher will post on Microsoft TEAMS the instruction for Reading assignment (Newsela) This link is <https://newsela.com/read/how-to-train-your-dragon/id/49789> (Take the quiz and write activity and submit it to me!) Use R.A.C.E in open ended question!) *Students will do 30 minutes of independent reading/stop& jot and write a short summary for each day.

Word Work: Wordly Wise will also be on TEAMS –a link directing the students to the lesson of the week.
http://msmaes.weebly.com/uploads/5/8/9/5/58952277/5th_grade_wordly_wise_lesson_11.pdf
Complete 11C pg. 134-135 (Answers in your notebook)

Grammar/Writing: Students will continue typing memoir and send to me via email for grade (Due Friday).

Modifications:

(Newsela) Reading Level Conversion Chart:

Read to your closest reading level

Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above).
*Students know their reading levels and know how to change them. *
- **All** “Newsela” quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**.
“Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- Students will receive a link on TEAMS, regarding 11C’s Wordly Wise assignment.
- Students will receive a link on TEAMS, regarding how to submit Memoir for revisal.

7. I lost **the possibility to communicate** with my friends after they moved out of state.
8. The skiers were **showing no concern** as they started down the steep slope.
9. Jayesh was up at dawn, **very eager** to be on his way.
10. I am telling you what the teacher told me in **the expectation that you will keep it a secret.**

11C

Applying Meanings

Circle the letter or letters next to each correct answer. There may be more than one correct answer.

1. Which of the following are measurements of **altitude**?
 - (a) three tons
 - (b) twenty dollars
 - (c) six miles
 - (d) ten thousand feet
2. Which of the following might you find in a **hangar**?
 - (a) airplanes
 - (b) spare parts
 - (c) tools
 - (d) horses
3. Which of the following might cause a person to **exult**?
 - (a) receiving a scholarship
 - (b) being liberated
 - (c) an exceptional harvest
 - (d) being thrown into bondage
4. Which of the following remarks shows **confidence**?
 - (a) "I give up."
 - (b) "I can do it."
 - (c) "I'm not sure."
 - (d) "Let me show you how."
5. Which of the following can be **accelerated**?
 - (a) plant growth
 - (b) an automobile
 - (c) a route
 - (d) a crevice

accelerate

altitude

anxious

brace

confident

contact

exult

hangar

maximum

methodical

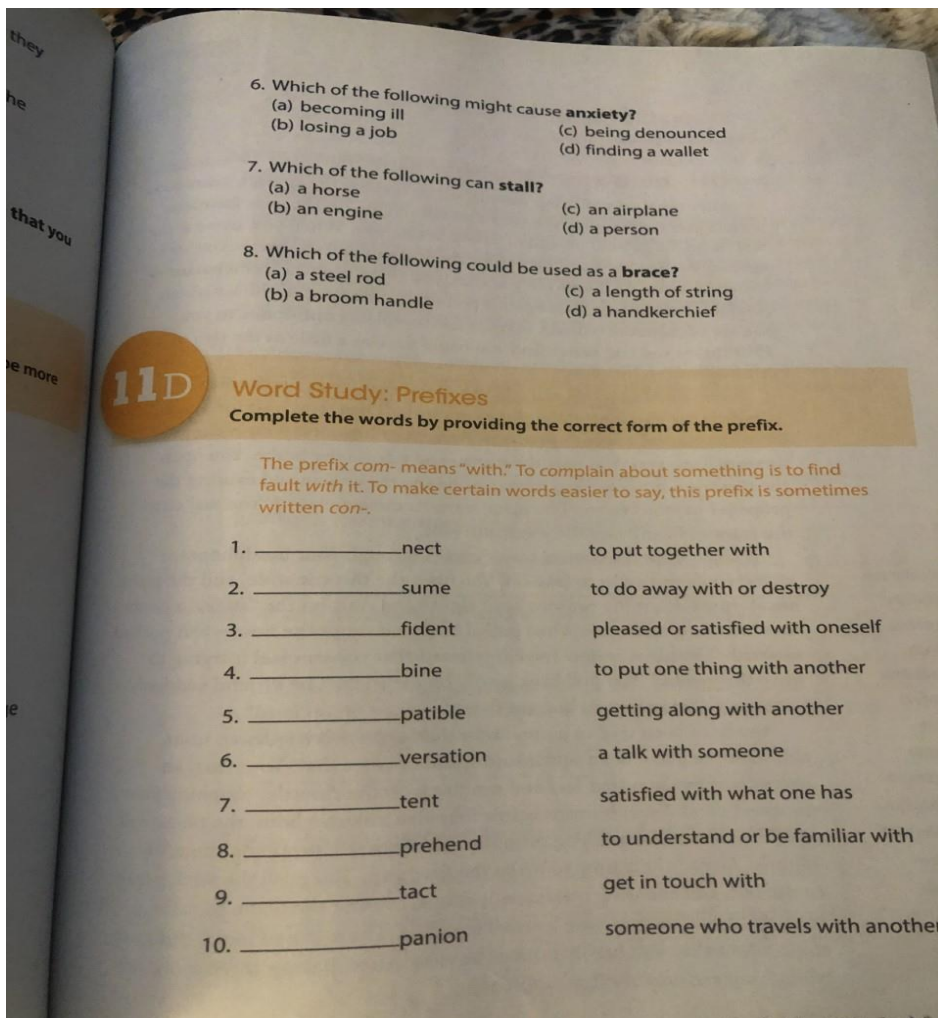
nonchalant

proceed

saunter

solo

stall



"Grade - Math"

DAY # 14 Thursday, April 2, 2020

OBJECTIVE:

Ordered Pairs Lesson 9.2

Students will Graph & name points on a coordinate grid using ordered pairs. Use a pair of perpendicular number lines, called axes to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and given point in the plane located by using an ordered pair of numbers called it's coordinates. Understand the x-axis & y-axis

STANDARD(S):

5.G.A.1

TIME FRAME:

60 Minutes

IXL: - 15 Minutes

Activity Directions:

Think Central: Ordered Pairs https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr5/online_interactive_teacher_book_9780544349100/G5_Chapter_9_L2/launch.html?edition=student&player=goplayer

Think Central: Ordered Pairs Homework <https://www-k6.thinkcentral.com/wwtb/api/viewer.pl>

IXL: Section U Coordinate Plane #1 <https://www.ixl.com/signin/garfieldschools>

Modifications:

- Students may use their math/division facts graphic organizer.
- Students can have an adult assist with the reading, if the student is struggling.
- Remember in ordered pairs the x axis always goes first the y axis always follows.
- Use this YouTube video to: Help you learn about ordered pairs and how to plot them.
<https://www.youtube.com/watch?v=tHkrfwcH6Hc>



1 - 12 DIVISION FACTS

$\div 1$	$\div 2$	$\div 3$	$\div 4$
$0 \div 1 = 0$ $1 \div 1 = 1$ $2 \div 1 = 2$ $3 \div 1 = 3$ $4 \div 1 = 4$ $5 \div 1 = 5$ $6 \div 1 = 6$ $7 \div 1 = 7$ $8 \div 1 = 8$ $9 \div 1 = 9$ $10 \div 1 = 10$ $11 \div 1 = 11$ $12 \div 1 = 12$	$0 \div 2 = 0$ $2 \div 2 = 1$ $4 \div 2 = 2$ $6 \div 2 = 3$ $8 \div 2 = 4$ $10 \div 2 = 5$ $12 \div 2 = 6$ $14 \div 2 = 7$ $16 \div 2 = 8$ $18 \div 2 = 9$ $20 \div 2 = 10$ $22 \div 2 = 11$ $24 \div 2 = 12$	$0 \div 3 = 0$ $3 \div 3 = 1$ $6 \div 3 = 2$ $9 \div 3 = 3$ $12 \div 3 = 4$ $15 \div 3 = 5$ $18 \div 3 = 6$ $21 \div 3 = 7$ $24 \div 3 = 8$ $27 \div 3 = 9$ $30 \div 3 = 10$ $33 \div 3 = 11$ $36 \div 3 = 12$	$0 \div 4 = 0$ $4 \div 4 = 1$ $8 \div 4 = 2$ $12 \div 4 = 3$ $16 \div 4 = 4$ $20 \div 4 = 5$ $24 \div 4 = 6$ $28 \div 4 = 7$ $32 \div 4 = 8$ $36 \div 4 = 9$ $40 \div 4 = 10$ $44 \div 4 = 11$ $48 \div 4 = 12$
$\div 5$	$\div 6$	$\div 7$	$\div 8$
$0 \div 5 = 0$ $5 \div 5 = 1$ $10 \div 5 = 2$ $15 \div 5 = 3$ $20 \div 5 = 4$ $25 \div 5 = 5$ $30 \div 5 = 6$ $35 \div 5 = 7$ $40 \div 5 = 8$ $45 \div 5 = 9$ $50 \div 5 = 10$ $55 \div 5 = 11$ $60 \div 5 = 12$	$0 \div 6 = 0$ $6 \div 6 = 1$ $12 \div 6 = 2$ $18 \div 6 = 3$ $24 \div 6 = 4$ $30 \div 6 = 5$ $36 \div 6 = 6$ $42 \div 6 = 7$ $48 \div 6 = 8$ $54 \div 6 = 9$ $60 \div 6 = 10$ $66 \div 6 = 11$ $72 \div 6 = 12$	$0 \div 7 = 0$ $7 \div 7 = 1$ $14 \div 7 = 2$ $21 \div 7 = 3$ $28 \div 7 = 4$ $35 \div 7 = 5$ $42 \div 7 = 6$ $49 \div 7 = 7$ $56 \div 7 = 8$ $63 \div 7 = 9$ $70 \div 7 = 10$ $77 \div 7 = 11$ $84 \div 7 = 12$	$0 \div 8 = 0$ $8 \div 8 = 1$ $16 \div 8 = 2$ $24 \div 8 = 3$ $32 \div 8 = 4$ $40 \div 8 = 5$ $48 \div 8 = 6$ $56 \div 8 = 7$ $64 \div 8 = 8$ $72 \div 8 = 9$ $80 \div 8 = 10$ $88 \div 8 = 11$ $96 \div 8 = 12$
$\div 9$	$\div 10$	$\div 11$	$\div 12$
$0 \div 9 = 0$ $9 \div 9 = 1$ $18 \div 9 = 2$ $27 \div 9 = 3$ $36 \div 9 = 4$ $45 \div 9 = 5$ $54 \div 9 = 6$ $63 \div 9 = 7$ $72 \div 9 = 8$ $81 \div 9 = 9$ $90 \div 9 = 10$ $99 \div 9 = 11$ $108 \div 9 = 12$	$0 \div 10 = 0$ $10 \div 10 = 1$ $20 \div 10 = 2$ $30 \div 10 = 3$ $40 \div 10 = 4$ $50 \div 10 = 5$ $60 \div 10 = 6$ $70 \div 10 = 7$ $80 \div 10 = 8$ $90 \div 10 = 9$ $100 \div 10 = 10$ $110 \div 10 = 11$ $120 \div 10 = 12$	$0 \div 11 = 0$ $11 \div 11 = 1$ $22 \div 11 = 2$ $33 \div 11 = 3$ $44 \div 11 = 4$ $55 \div 11 = 5$ $66 \div 11 = 6$ $77 \div 11 = 7$ $88 \div 11 = 8$ $99 \div 11 = 9$ $110 \div 11 = 10$ $121 \div 11 = 11$ $132 \div 11 = 12$	$0 \div 12 = 0$ $12 \div 12 = 1$ $24 \div 12 = 2$ $36 \div 12 = 3$ $48 \div 12 = 4$ $60 \div 12 = 5$ $72 \div 12 = 6$ $84 \div 12 = 7$ $96 \div 12 = 8$ $108 \div 12 = 9$ $120 \div 12 = 10$ $132 \div 12 = 11$ $144 \div 12 = 12$

1 - 12 MULTIPLICATION FACTS

$\times 1$	$\times 2$	$\times 3$	$\times 4$
$1 \times 0 = 0$ $1 \times 1 = 1$ $1 \times 2 = 2$ $1 \times 3 = 3$ $1 \times 4 = 4$ $1 \times 5 = 5$ $1 \times 6 = 6$ $1 \times 7 = 7$ $1 \times 8 = 8$ $1 \times 9 = 9$ $1 \times 10 = 10$ $1 \times 11 = 11$ $1 \times 12 = 12$	$2 \times 0 = 0$ $2 \times 1 = 2$ $2 \times 2 = 4$ $2 \times 3 = 6$ $2 \times 4 = 8$ $2 \times 5 = 10$ $2 \times 6 = 12$ $2 \times 7 = 14$ $2 \times 8 = 16$ $2 \times 9 = 18$ $2 \times 10 = 20$ $2 \times 11 = 22$ $2 \times 12 = 24$	$3 \times 0 = 0$ $3 \times 1 = 3$ $3 \times 2 = 6$ $3 \times 3 = 9$ $3 \times 4 = 12$ $3 \times 5 = 15$ $3 \times 6 = 18$ $3 \times 7 = 21$ $3 \times 8 = 24$ $3 \times 9 = 27$ $3 \times 10 = 30$ $3 \times 11 = 33$ $3 \times 12 = 36$	$4 \times 0 = 0$ $4 \times 1 = 4$ $4 \times 2 = 8$ $4 \times 3 = 12$ $4 \times 4 = 16$ $4 \times 5 = 20$ $4 \times 6 = 24$ $4 \times 7 = 28$ $4 \times 8 = 32$ $4 \times 9 = 36$ $4 \times 10 = 40$ $4 \times 11 = 44$ $4 \times 12 = 48$
$\times 5$	$\times 6$	$\times 7$	$\times 8$
$5 \times 0 = 0$ $5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$ $5 \times 11 = 55$ $5 \times 12 = 60$	$6 \times 0 = 0$ $6 \times 1 = 6$ $6 \times 2 = 12$ $6 \times 3 = 18$ $6 \times 4 = 24$ $6 \times 5 = 30$ $6 \times 6 = 36$ $6 \times 7 = 42$ $6 \times 8 = 48$ $6 \times 9 = 54$ $6 \times 10 = 60$ $6 \times 11 = 66$ $6 \times 12 = 72$	$7 \times 0 = 0$ $7 \times 1 = 7$ $7 \times 2 = 14$ $7 \times 3 = 21$ $7 \times 4 = 28$ $7 \times 5 = 35$ $7 \times 6 = 42$ $7 \times 7 = 49$ $7 \times 8 = 56$ $7 \times 9 = 63$ $7 \times 10 = 70$ $7 \times 11 = 77$ $7 \times 12 = 84$	$8 \times 0 = 0$ $8 \times 1 = 8$ $8 \times 2 = 16$ $8 \times 3 = 24$ $8 \times 4 = 32$ $8 \times 5 = 40$ $8 \times 6 = 48$ $8 \times 7 = 56$ $8 \times 8 = 64$ $8 \times 9 = 72$ $8 \times 10 = 80$ $8 \times 11 = 88$ $8 \times 12 = 96$
$\times 9$	$\times 10$	$\times 11$	$\times 12$
$9 \times 0 = 0$ $9 \times 1 = 9$ $9 \times 2 = 18$ $9 \times 3 = 27$ $9 \times 4 = 36$ $9 \times 5 = 45$ $9 \times 6 = 54$ $9 \times 7 = 63$ $9 \times 8 = 72$ $9 \times 9 = 81$ $9 \times 10 = 90$ $9 \times 11 = 99$ $9 \times 12 = 108$	$10 \times 0 = 0$ $10 \times 1 = 10$ $10 \times 2 = 20$ $10 \times 3 = 30$ $10 \times 4 = 40$ $10 \times 5 = 50$ $10 \times 6 = 60$ $10 \times 7 = 70$ $10 \times 8 = 80$ $10 \times 9 = 90$ $10 \times 10 = 100$ $10 \times 11 = 110$ $10 \times 12 = 120$	$11 \times 0 = 0$ $11 \times 1 = 11$ $11 \times 2 = 22$ $11 \times 3 = 33$ $11 \times 4 = 44$ $11 \times 5 = 55$ $11 \times 6 = 66$ $11 \times 7 = 77$ $11 \times 8 = 88$ $11 \times 9 = 99$ $11 \times 10 = 110$ $11 \times 11 = 121$ $11 \times 12 = 132$	$12 \times 0 = 0$ $12 \times 1 = 12$ $12 \times 2 = 24$ $12 \times 3 = 36$ $12 \times 4 = 48$ $12 \times 5 = 60$ $12 \times 6 = 72$ $12 \times 7 = 84$ $12 \times 8 = 96$ $12 \times 9 = 108$ $12 \times 10 = 120$ $12 \times 11 = 132$ $12 \times 12 = 144$

“Grades 5 WINN Math with Mrs. Greenhalgh”

OBJECTIVE:

- Students will be able to accurately and fluently master multiplication skills.

STANDARD(S):

- Grade 5. NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.

TIME FRAME:

- Monday, Tuesday, Thursday and Friday

Activity Directions:

Please complete this activity in a notebook or a piece of paper.

Be sure to use the School #4 heading!

Continue to practice, write, and study the multiplication number you are on.

When you are starting a number for the first time, remember to...

- Write them all 10x (ten times) each a few times.
- Test yourself.
- Have someone else test you.

Any facts that you are not able to answer correctly (within 3 to 5 seconds) must be...

- Written 20x (twenty times) each.
- Test yourself.
- Have someone else test you.
- Once you have mastered the facts you had wrong and wrote them 20x (twenty times)...you may move on to the next number!!!

Note remember that when you are starting a new number you are working on one number from 0 to 10. Example 0x1, 0x2, 0x3, 0x4 till all mastered

If you are on mixed numbers...

- Continue what we do when beginning new number facts.
- Chose a few from each row 0-12 when you are testing yourself.
- Any that you get wrong, you need to write those 20 x (twenty times) each till you master them!
- In order to master them you need to know the correct answer in 3 seconds.

For fun you may want to click on the...

Multiplication Song for Kids/Times Table Song for Kids

<https://www.youtube.com/watch?v=D6ajLh0isG8>

Differentiation Strategies for Remote Learning

English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult.

Special Education- Graphic organizers, Leveled reader/Activity, Extended time, Highlighter, Partner reading with adult

At Risk- Anchor charts / graphic organizer, Extended time, Parent communication, Modified assignments, Leveled readers/Activity

Gifted & Talented- Tiered activities, Independent research / inquiry, Self-directed activities, Leveled readers

“Grade 5- Science”

DAY # 14: Thursday, April 2, 2020

OBJECTIVE:

(continued) Students display comprehension of the concepts of mixtures and solutions.

STANDARD(S):

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
 5-PS1-3. Make observations and measurements to identify materials based on their properties.
 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.

TIME FRAME: 15 minutes

Activity Directions:

https://newsela.com/read/lib-saturated-solution-overview/id/57462/?collection_id=339

GO TO WWW.NEWSLA.COM DIRECTLY. THE LINKS TO THE EXACT ARTICLE DO NOT ALWAYS WORK.

***Go to Newsela article: “An Overview of Saturated Solutions” (550L)**

On the right-hand side, Click on “Lesson Sparks”, then Click on “Introduction to Solutions”. You will see “Reflection Questions”.

***Read the SECOND BULLET.**

***Write the question and then the answer for each of these questions. Write in your notebook.**

Modifications:

(Newsela) Reading Level Conversion Chart:	
Read to your closest reading level	
Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
- **All** “Newsela” **quizzes** and **writing activities** **MUST** be taken **YOUR** appropriate **reading level**. “Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- For Lesson Sparks “Reflection Questions”, **ONLY** do the **second bullet (1 question)**.
 *Write the ONE Reflection Question in your notebook and answer it in your notebook.
 *You will be given instruction on “TEAMS”, on how to upload your question and answer on there.

“Grade 5 – Social Studies”

DAY # 14: Thursday, April 2, 2020

OBJECTIVE: Students display comprehension of the Louisiana Purchase.

STANDARD(S):

6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies

6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements

6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

TIME FRAME: 15 Minutes**Activity Directions:****Assessment:***Complete: IXL: Social Studies H.1**Modifications:****(Newsela) Reading Level Conversion Chart:**

Read to your closest reading level

Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** "Newsela" Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
- **All** "Newsela" quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**. "Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- **IXL S.S. H.1 Assessment** will automatically be modified to your appropriate level.

"Grade – 5 Physical Education"**April 2nd****OBJECTIVE:** Students will be able to attend to appropriate types and amounts of physical activity to enhance personal health**STANDARD(S):**

- 2.6.6.A.2** Determine to what extent various activities improve skill-related fitness versus health related fitness.
- 2.6.6.A.3** Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.5** Relate physical activity, healthy eating, and body composition to personal fitness and health.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

TIME FRAME: 21 Minutes

Activity Directions: Each day has its own workout. Please find a clean, safe area to exercise. Please rest in between exercises and try to complete the workout to the best of your ability. A link to supplemental activities can be found on my website listed under staff directory or by typing: <https://sites.google.com/view/phys-ed-remote-learning/home>

Workout #1

2 mins - Running in place / 20 Jumps - Line jumps (side to side) / 20 Push ups / 20 Crunches / 20 Mountain Climbers

Workout #2

Perform the Exercises for 1 min and take a 1 min rest before the next exercise

High knees in place / squats / plank / jumping jacks / lunges

Differentiation Strategies for Remote Learning

English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult.

Special Education- Graphic organizers, Leveled reader/Activity, Extended time, Highlighter, Partner reading with adult

At Risk- Anchor charts / graphic organizer, Extended time, Parent communication, Modified assignments, Leveled readers/Activity

Gifted & Talented- Tiered activities, Independent research / inquiry, Self-directed activities, Leveled readers

Garfield Public Schools

Remote Learning

Lesson Plans

“Grade 5- ELA”

Friday April 3, 2020 - Day #15

OBJECTIVE:

Reading: students will utilize close reading skills and strategies to read both narrative and informational texts. To increase reading stamina, students will continue to read just right books in addition to reading a variety of short texts.

Word Work: Students will be able to understand new, grade level appropriate vocabulary words.

Grammar/Writing: Students will be able to construct a memoir. Strategies to plan their memoirs have been taught, developing a draft. Students will also build on their repertoire of revision and editing strategies.

STANDARD(S):

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

R.I.5.7 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.

R.I.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).

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

R.F.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

R.F.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TIME FRAME:

Word Work: 25 minutes per day

Reading/Grammar/Writing: 75 minutes per day

IXL: 15 minutes per day (ELA/Math)

Activity Directions:

Reading: Teacher will post on Microsoft TEAMS the instruction for Reading assignment (Newsela) This link is <https://newsela.com/read/elem-stinky-animals/id/45386> (Take the quiz and write activity and submit it to me!) Use R.A.C.E in open ended question!) *Students will do 30 minutes of independent reading/stop& jot and write a short summary for each day.

Word Work: Wordly Wise will also be on TEAMS –a link directing the students to the lesson of the week.

http://msmaes.weebly.com/uploads/5/8/9/5/58952277/5th_grade_wordly_wise_lesson_11.pdf

Complete 11D pg. 135 (Answers in your notebook)

Grammar/Writing: Students will finalize their memoir and submit it to me via email for grade.

Modifications:

(Newsela) Reading Level Conversion Chart:	
Read to your closest reading level	
Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above).

*Students know their reading levels and know how to change them. *

- All “Newsela” quizzes and writing activities MUST be taken YOUR appropriate reading level. “Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on ALL writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- Students will receive a link on TEAMS, regarding 11D’s Wordly Wise assignment.
- Students will receive a link on TEAMS, regarding how to finalize and submit Memoir.

6. Which of the following might cause **anxiety**?
(a) becoming ill (c) being denounced
(b) losing a job (d) finding a wallet
7. Which of the following can **stall**?
(a) a horse (c) an airplane
(b) an engine (d) a person
8. Which of the following could be used as a **brace**?
(a) a steel rod (c) a length of string
(b) a broom handle (d) a handkerchief

11D

Word Study: Prefixes

Complete the words by providing the correct form of the prefix.

The prefix *com-* means "with." To complain about something is to find fault *with* it. To make certain words easier to say, this prefix is sometimes written *con-*.

- | | |
|-------------------|-----------------------------------|
| 1. _____nect | to put together with |
| 2. _____sume | to do away with or destroy |
| 3. _____fident | pleased or satisfied with oneself |
| 4. _____bine | to put one thing with another |
| 5. _____patible | getting along with another |
| 6. _____versation | a talk with someone |
| 7. _____tent | satisfied with what one has |
| 8. _____prehend | to understand or be familiar with |
| 9. _____tact | get in touch with |
| 10. _____panion | someone who travels with another |

"Grade 5 - Math"

DAY # 15 Friday April 3, 2020

OBJECTIVE:

Ordered Pairs Lesson 9.2

Students will Graph & name points on a coordinate grid using ordered pairs. Use a pair of perpendicular number lines, called axes to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and given point in the plane located by using an ordered pair of numbers called it's coordinates. Understand the x-axis & y-axis

STANDARD(S):

5.G.A.1

TIME FRAME:

60 Minutes

IXL: - 15 Minutes

Activity Directions:

Think Central: Ordered Pairs Enrich Page 9-7 & 9-8 Only https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/gr5/chapter_resource_book_9780544416659/_pdfs/G5_C09_Reteach_Enrich.pdf#page=1

IXL: Section U Coordinate Plane #2 <https://www.ixl.com/signin/garfieldschools>

Modifications:

- Students may use their math/division facts graphic organizer.
- Students can have an adult assist with the reading, if the student is struggling.
- Watch this YouTube video about ordered pairs and how to plot them:
<https://www.youtube.com/watch?v=tHkrfwcH6Hc>
- Remember x axis always gets plotted first, y axis gets plotted next
*Helpful hint: You always walk down the hall, then go up the stairs.

Name _____

Ordered Pairs

A coordinate grid is like a sheet of graph paper bordered at the left and at the bottom by two perpendicular number lines. The **x-axis** is the horizontal number line at the bottom of the grid. The **y-axis** is the vertical number line on the left side of the grid.

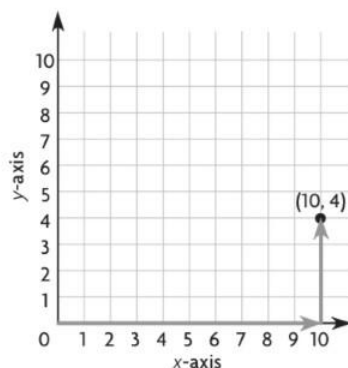
An ordered pair is a pair of numbers that describes the location of a point on the grid. An ordered pair contains two coordinates, x and y . The **x-coordinate** is the first number in the ordered pair, and the **y-coordinate** is the second number.

$(x, y) \longrightarrow (10, 4)$

Plot and label $(10, 4)$ on the coordinate grid.

To graph an ordered pair:

- Start at the origin, $(0, 0)$.
- Think: The letter x comes before y in the alphabet. Move across the x -axis first.
- The x -coordinate is 10, so move 10 units right.
- The y -coordinate is 4, so move 4 units up.
- Plot and label the ordered pair $(10, 4)$.



Use the coordinate grid to write an ordered pair for the given point.

1. G _____ 2. H _____

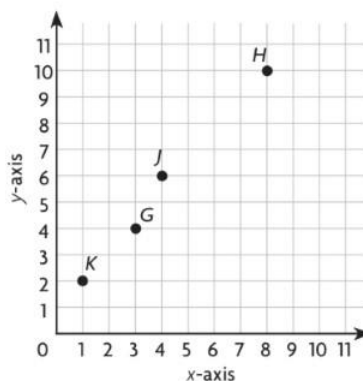
3. J _____ 4. K _____

Plot and label the points on the coordinate grid.

5. $A(1, 6)$ 6. $B(1, 9)$

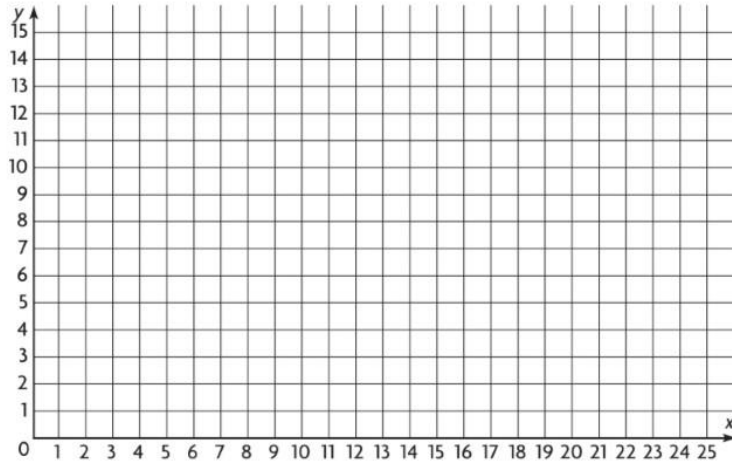
7. $C(3, 7)$ 8. $D(5, 5)$

9. $E(9, 3)$ 10. $F(6, 2)$



Coordinate Grid Graphing Riddle

Plot the ordered pairs on the coordinate grid below.
Then connect points 1–14 in the order in which you plotted them.



- | | | |
|----------------|----------------|--|
| 1. $T(2, 11)$ | 2. $C(4, 9)$ | 3. $U(7, 10)$ |
| 4. $P(10, 12)$ | 5. $N(12, 10)$ | 6. $R(20, 9)$ |
| 7. $A(21, 8)$ | 8. $L(20, 7)$ | 9. $F(21, 6)$ |
| 10. $J(16, 5)$ | 11. $I(13, 4)$ | 12. $Z(13, 6)$ |
| 13. $S(4, 7)$ | 14. $K(2, 5)$ | 15. $H(19, 8)$
(H is a separate point) |

After you've connected points 1–14, use the names of the points in the odd-numbered exercises to spell the answer to the riddle.

Riddle: What marine animal can tune musical instruments?

A _ _ _ _ _



1 - 12 DIVISION FACTS

÷ 1	÷ 2	÷ 3	÷ 4
0 ÷ 1 = 0	0 ÷ 2 = 0	0 ÷ 3 = 0	0 ÷ 4 = 0
1 ÷ 1 = 1	2 ÷ 2 = 1	3 ÷ 3 = 1	4 ÷ 4 = 1
2 ÷ 1 = 2	4 ÷ 2 = 2	6 ÷ 3 = 2	8 ÷ 4 = 2
3 ÷ 1 = 3	6 ÷ 2 = 3	9 ÷ 3 = 3	12 ÷ 4 = 3
4 ÷ 1 = 4	8 ÷ 2 = 4	12 ÷ 3 = 4	16 ÷ 4 = 4
5 ÷ 1 = 5	10 ÷ 2 = 5	15 ÷ 3 = 5	20 ÷ 4 = 5
6 ÷ 1 = 6	12 ÷ 2 = 6	18 ÷ 3 = 6	24 ÷ 4 = 6
7 ÷ 1 = 7	14 ÷ 2 = 7	21 ÷ 3 = 7	28 ÷ 4 = 7
8 ÷ 1 = 8	16 ÷ 2 = 8	24 ÷ 3 = 8	32 ÷ 4 = 8
9 ÷ 1 = 9	18 ÷ 2 = 9	27 ÷ 3 = 9	36 ÷ 4 = 9
10 ÷ 1 = 10	20 ÷ 2 = 10	30 ÷ 3 = 10	40 ÷ 4 = 10
11 ÷ 1 = 11	22 ÷ 2 = 11	33 ÷ 3 = 11	44 ÷ 4 = 11
12 ÷ 1 = 12	24 ÷ 2 = 12	36 ÷ 3 = 12	48 ÷ 4 = 12
÷ 5	÷ 6	÷ 7	÷ 8
0 ÷ 5 = 0	0 ÷ 6 = 0	0 ÷ 7 = 0	0 ÷ 8 = 0
5 ÷ 5 = 1	6 ÷ 6 = 1	7 ÷ 7 = 1	8 ÷ 8 = 1
10 ÷ 5 = 2	12 ÷ 6 = 2	14 ÷ 7 = 2	16 ÷ 8 = 2
15 ÷ 5 = 3	18 ÷ 6 = 3	21 ÷ 7 = 3	24 ÷ 8 = 3
20 ÷ 5 = 4	24 ÷ 6 = 4	28 ÷ 7 = 4	32 ÷ 8 = 4
25 ÷ 5 = 5	30 ÷ 6 = 5	35 ÷ 7 = 5	40 ÷ 8 = 5
30 ÷ 5 = 6	36 ÷ 6 = 6	42 ÷ 7 = 6	48 ÷ 8 = 6
35 ÷ 5 = 7	42 ÷ 6 = 7	49 ÷ 7 = 7	56 ÷ 8 = 7
40 ÷ 5 = 8	48 ÷ 6 = 8	56 ÷ 7 = 8	64 ÷ 8 = 8
45 ÷ 5 = 9	54 ÷ 6 = 9	63 ÷ 7 = 9	72 ÷ 8 = 9
50 ÷ 5 = 10	60 ÷ 6 = 10	70 ÷ 7 = 10	80 ÷ 8 = 10
55 ÷ 5 = 11	66 ÷ 6 = 11	77 ÷ 7 = 11	88 ÷ 8 = 11
60 ÷ 5 = 12	72 ÷ 6 = 12	84 ÷ 7 = 12	96 ÷ 8 = 12
÷ 9	÷ 10	÷ 11	÷ 12
0 ÷ 9 = 0	0 ÷ 10 = 0	0 ÷ 11 = 0	0 ÷ 12 = 0
9 ÷ 9 = 1	10 ÷ 10 = 1	11 ÷ 11 = 1	12 ÷ 12 = 1
18 ÷ 9 = 2	20 ÷ 10 = 2	22 ÷ 11 = 2	24 ÷ 12 = 2
27 ÷ 9 = 3	30 ÷ 10 = 3	33 ÷ 11 = 3	36 ÷ 12 = 3
36 ÷ 9 = 4	40 ÷ 10 = 4	44 ÷ 11 = 4	48 ÷ 12 = 4
45 ÷ 9 = 5	50 ÷ 10 = 5	55 ÷ 11 = 5	60 ÷ 12 = 5
54 ÷ 9 = 6	60 ÷ 10 = 6	66 ÷ 11 = 6	72 ÷ 12 = 6
63 ÷ 9 = 7	70 ÷ 10 = 7	77 ÷ 11 = 7	84 ÷ 12 = 7
72 ÷ 9 = 8	80 ÷ 10 = 8	88 ÷ 11 = 8	96 ÷ 12 = 8
81 ÷ 9 = 9	90 ÷ 10 = 9	99 ÷ 11 = 9	108 ÷ 12 = 9
90 ÷ 9 = 10	100 ÷ 10 = 10	110 ÷ 11 = 10	120 ÷ 12 = 10
99 ÷ 9 = 11	110 ÷ 10 = 11	121 ÷ 11 = 11	132 ÷ 12 = 11
108 ÷ 9 = 12	120 ÷ 10 = 12	132 ÷ 11 = 12	144 ÷ 12 = 12

1 - 12 MULTIPLICATION FACTS

× 1	× 2	× 3	× 4
1 × 0 = 0	2 × 0 = 0	3 × 0 = 0	4 × 0 = 0
1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40
1 × 11 = 11	2 × 11 = 22	3 × 11 = 33	4 × 11 = 44
1 × 12 = 12	2 × 12 = 24	3 × 12 = 36	4 × 12 = 48
× 5	× 6	× 7	× 8
5 × 0 = 0	6 × 0 = 0	7 × 0 = 0	8 × 0 = 0
5 × 1 = 5	6 × 1 = 6	7 × 1 = 7	8 × 1 = 8
5 × 2 = 10	6 × 2 = 12	7 × 2 = 14	8 × 2 = 16
5 × 3 = 15	6 × 3 = 18	7 × 3 = 21	8 × 3 = 24
5 × 4 = 20	6 × 4 = 24	7 × 4 = 28	8 × 4 = 32
5 × 5 = 25	6 × 5 = 30	7 × 5 = 35	8 × 5 = 40
5 × 6 = 30	6 × 6 = 36	7 × 6 = 42	8 × 6 = 48
5 × 7 = 35	6 × 7 = 42	7 × 7 = 49	8 × 7 = 56
5 × 8 = 40	6 × 8 = 48	7 × 8 = 56	8 × 8 = 64
5 × 9 = 45	6 × 9 = 54	7 × 9 = 63	8 × 9 = 72
5 × 10 = 50	6 × 10 = 60	7 × 10 = 70	8 × 10 = 80
5 × 11 = 55	6 × 11 = 66	7 × 11 = 77	8 × 11 = 88
5 × 12 = 60	6 × 12 = 72	7 × 12 = 84	8 × 12 = 96
× 9	× 10	× 11	× 12
9 × 0 = 0	10 × 0 = 0	11 × 0 = 0	12 × 0 = 0
9 × 1 = 9	10 × 1 = 10	11 × 1 = 11	12 × 1 = 12
9 × 2 = 18	10 × 2 = 20	11 × 2 = 22	12 × 2 = 24
9 × 3 = 27	10 × 3 = 30	11 × 3 = 33	12 × 3 = 36
9 × 4 = 36	10 × 4 = 40	11 × 4 = 44	12 × 4 = 48
9 × 5 = 45	10 × 5 = 50	11 × 5 = 55	12 × 5 = 60
9 × 6 = 54	10 × 6 = 60	11 × 6 = 66	12 × 6 = 72
9 × 7 = 63	10 × 7 = 70	11 × 7 = 77	12 × 7 = 84
9 × 8 = 72	10 × 8 = 80	11 × 8 = 88	12 × 8 = 96
9 × 9 = 81	10 × 9 = 90	11 × 9 = 99	12 × 9 = 108
9 × 10 = 90	10 × 10 = 100	11 × 10 = 110	12 × 10 = 120
9 × 11 = 99	10 × 11 = 110	11 × 11 = 121	12 × 11 = 132
9 × 12 = 108	10 × 12 = 120	11 × 12 = 132	12 × 12 = 144

“Grades 5 WINN Math with Mrs. Greenhalgh”

OBJECTIVE:

- Students will be able to accurately and fluently master multiplication skills.

STANDARD(S):

- Grade 5. NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.

TIME FRAME:

- Monday, Tuesday, Thursday and Friday

Activity Directions:

Please complete this activity in a notebook or a piece of paper.

Be sure to use the School #4 heading!

Continue to practice, write, and study the multiplication number you are on.

When you are starting a number for the first time, remember to...

- Write them all 10x (ten times) each a few times.
- Test yourself.
- Have someone else test you.

Any facts that you are not able to answer correctly (within 3 to 5 seconds) must be...

- Written 20x (twenty times) each.
- Test yourself.
- Have someone else test you.
- Once you have mastered the facts you had wrong and wrote them 20x (twenty times)...you may move on to the next number!!!

Note remember that when you are starting a new number you are working on one number from 0 to 10. Example 0x1, 0x2, 0x3, 0x4 till all mastered

If you are on mixed numbers...

- Continue what we do when beginning new number facts.
- Chose a few from each row 0-12 when you are testing yourself.
- Any that you get wrong, you need to write those 20 x (twenty times) each till you master them!
- In order to master them you need to know the correct answer in 3 seconds.

For fun you may want to click on the...

Multiplication Song for Kids/Times Table Song for Kids

<https://www.youtube.com/watch?v=D6ajLh0isG8>

Differentiation Strategies for Remote Learning

English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult.

Special Education- Graphic organizers, Leveled reader/Activity, Extended time, Highlighter, Partner reading with adult

At Risk- Anchor charts / graphic organizer, Extended time, Parent communication, Modified assignments, Leveled readers/Activity

Gifted & Talented- Tiered activities, Independent research / inquiry, Self-directed activities, Leveled readers

“Grade 5 - Science”

DAY # 15: Friday: April 3, 2020

OBJECTIVE: Assessment: Students are assessed on their knowledge of mixtures and solutions.

STANDARD(S):

5-PS1-1.Develop a model to describe that matter is made of particles too small to be seen.
 5-PS1-2.Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
 5-PS1-3.Make observations and measurements to identify materials based on their properties.
 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.

TIME FRAME: 15 minutes

Activity Directions:

*****STUDENT ASSESSMENT*****:

https://newsela.com/read/lib-saturated-solution-overview/id/57462/?collection_id=339

GO TO WWW.NEWSLA.COM DIRECTLY. THE LINKS TO THE EXACT ARTICLE DO NOT ALWAYS WORK.

Part 1: *Go to Newsela article: “An Overview of Saturated Solutions” (550L) : QUIZ
Complete the QUIZ questions and SUBMIT.

Part 2: *Complete IXL: Mixtures : E1

Modifications:

(Newsela) Reading Level Conversion Chart:	
Read to your closest reading level	
Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** “Newsela” Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
- **All** “Newsela” quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**. “Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- **Take Newsela Quiz Online** - “An Overview of Saturated Solutions”. It **MUST** be taken **YOUR** appropriate **reading level**.
- **IXL: Mixtures: E1** online work will automatically be modified to your appropriate level.

“Grade 5 – Social Studies”

DAY # 15: April 3, 2020

OBJECTIVE: (continued) Students display comprehension of the Louisiana Purchase.

STANDARD(S):

6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies

6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements

6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

TIME FRAME: 15 minutes

Activity Directions:

https://newsela.com/read/lib-ushistory-louisiana-purchase/id/26819/quiz/question/0/?collection_id=339&collection=339

***Refer to Newsela article : "The Louisiana Purchase"**

Assessment: Complete the Quiz.

Modifications:

(Newsela) Reading Level Conversion Chart:

Read to your closest reading level

Reading Level Letter	Newsela # Levels
A-I	100-400 L
JKM	300-600 L
NOP	500-800 L
QRS	600-900 L
SUV	800-1050 L

- **Change all** "Newsela" Levels **to match YOUR** appropriate **reading level** (see chart above). *Students know their reading levels and know how to change them. *
- **All** "Newsela" quizzes and writing activities **MUST** be taken **YOUR** appropriate **reading level**. "Newsela quizzes and writing levels will automatically be modified, once you choose your appropriate level.
- Use **R.A.C.E** on **ALL** writing assignments. (On paper and online)
- Students can have an adult assist with the reading, if the student is struggling.
- **ASSESSMENT: Take Newsela Quiz Online** - "**Westward Expansion: The Louisiana Purchase**". It **MUST** be taken **YOUR** appropriate **reading level**.

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“Computers”

April 3, 2020 (week of 3.30)
OBJECTIVE: to evaluate news stories and websites
STANDARD(S): 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using word processing to enhance text and include graphics, symbols, and/or pictures 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue 8.1.5.D.2 Analyze the resource citations in online materials for proper use. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TIME FRAME: 2 weeks
Activity Directions: (45 minutes) When you log into TEAMS you will see your assignment. Click on it and <u>save a copy</u> as your own. Name it as we usually do: name.realorfake.gradeandclass Work your way through the powerpoint being sure to click on all the links and answer the questions. When you are done submit it. Activity #2 Directions (Type for about 10-20 minutes): <p>I have set up a "Team" for each class in 5th Grade. Once you join my team click on the file link. This will have a document for usernames and passwords for typing.com. I will be able to track your progress. Once you log in to www.typing.com, if you are not prompted to change your password, please go to the gear in the top righthand corner and change your password.</p> <p>Please make it your grade, class and your birth month:</p> <p>5moctober , 5fseptember, 5capril</p> <p>remember your password is case sensitive - make it ALL lowercase.</p>