

Elementary Distance Learning Pacing Guide - Spring 2020

Grade: 5

Suggested Student Work Schedule:

Complete your work daily for the following subjects:

- Specialists : Pick up 1 activity every day
- Morning Meeting
- Reading
- Writing
- Word Work
- Read Aloud
- Math

Plan for Daily Interactions:

- All teachers are available by email and phone to answer parent's questions or concerns.
- Teachers will contact students and their families to check in.
- Teachers will be checking and commenting on Schoology assignments and Google Docs.
- Teachers will hold a morning meeting video conference.
- Teachers will set up one on one conference times with each student (once a week).

Week 1 Pacing (April 6th - 10th)

Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	5.2.4.4 5.2.2.2	<p>Day 1: <i>Objective:</i> Today I want to teach you that readers can identify words they don't know. Readers can also determine the meaning of words they don't know when reading nonfiction texts. <i>Method/Student work:</i> Video of teacher modeling and Schoology discussion</p> <p>Day 2: <i>Objective:</i> Today I want to teach you that readers can chunk an article, find the main idea for each chunk and highlight details that support the main idea. <i>Method/Student work:</i> Video of teacher modeling and a Google doc assignment on Schoology linked here</p> <p>Day 3: <i>Objective:</i> Today I want to teach you that readers can identify words they don't know. Readers can also determine the meaning of words they don't know when reading nonfiction texts. <i>Method/Student work:</i> Video of teacher modeling and Schoology discussion</p> <p>Day 4: <i>Objective:</i> Today I want to teach you that readers can chunk an article, find the main idea for each</p>

		<p>chunk and highlight details that support the main idea. <i>Method/Student work:</i> Video of teacher modeling and a Google doc assignment on Schoology linked here</p> <p>Day 5: <i>Objective:</i> Today I want to remind you that readers summarize a text by chunking, finding the main idea of each chunk and the details that support that main idea. <i>Method/Student Work:</i> Teacher will create video to model and students will do similar assignment on Schoology</p>
Writing	5.6.2.2	<p>Day 1: <i>Objective:</i> Today I want to teach you that writers determine what information they are missing. Then writers go research to find the answers. <i>Method/Student Work:</i> Teacher will create a video to model and students will research and fill out an organizer</p> <p>Day 2: <i>Objective:</i> Today I want to teach you that writers determine what information they are missing. Then writers go research to find the answers. <i>Method/Student Work:</i> Teacher will create a video to model and students will research and fill out an organizer</p> <p>Day 3: <i>Objective:</i> Today I want to teach you that writers organize their notes into 3 chunks. Then writers write a paragraph for each chunk with a topic sentence and details. <i>Method/Student Work:</i> Teacher will create a video to model and students will type up their body paragraph in a Google doc</p> <p>Day 4: <i>Objective:</i> Today I want to teach you that writers organize their notes into 3 chunks. Then writers write a paragraph for each chunk with a topic sentence and details. <i>Method/Student Work:</i> Teacher will create a video to model and students will type up their body paragraph in a Google doc</p> <p>Day 5: <i>Objective:</i> Today I want to teach you that writers organize their notes into 3 chunks. Then writers write a paragraph for each chunk with a topic sentence and details. <i>Method/Student Work:</i> Teacher will create a video to model and students will type up their body paragraph in a Google doc</p>
Math	5.2.1.2 5.2.1.1	<p>Day 1 Objective: I can locate points and graph points on a coordinate grid using ordered pairs. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 2 Objective: I can use an equation to determine ordered pairs and graph those pairs on a coordinate plane. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 3 Objective: I can solve real-world problems by graphing points. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will</p>

		<p>complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 4 Objective: I can review how to locate points, graph points, and solve real word problems by graphing on a coordinate grid. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 5 Objective: I can review how to locate points, graph points, and solve real world problems by graphing on a coordinate grid. I can take a test to show what I know about how to locate points, graph points, and solve real word problems by graphing on a coordinate grid. <i>Method/Student Work:</i> Teachers will review with students who are struggling with the standards before they take a test to show what they know about locating points, graphing points, and solving real world problems on a coordinate grid.</p>
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Week 2 Pacing (April 13th - 17th)

Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	5.2.4.4 5.2.6.6 5.2.2.2	<p>Day 1: <i>Objective-</i> Today I want to remind you that readers determine the meaning of a word they don't know using the clues around the world. <i>Method/Student work-</i>teacher will create a video to model. Students will do a similar assignment on Schoology</p> <p>Day 2: <i>Objective-</i>Today I want to remind you that readers compare and contrast the point of view of two articles. <i>Method/Student work-</i>teacher will create a video to model. Students will do a similar assignment on Schoology</p> <p>Day 3: <i>Objective-</i> Today I want you to show what you've learned as a reader about writing a summary. <i>Method/Student work-</i> Students will answer the test question on Schoology</p> <p>Day 4: <i>Objective-</i> Today I want you to show what you've learned as a reader about figuring out what a word means. <i>Method/Student work-</i> Students will answer the test question on Schoology</p> <p>Day 5: <i>Objective-</i> Today I want you to show what you've learned as a reader about comparing and contrasting the point of view of 2 articles. <i>Method/Student work-</i> Students will answer the test question on Schoology</p>

<p>Writing</p>	<p>5.6.2.2 5.6.3.3</p>	<p>Day 1: <i>Objective</i>-Today I want to teach you that writers begin their research papers with an introduction paragraph. Introduction paragraphs have a hook, transition sentence and a thesis statement. <i>Method/Student Work</i>: Teacher will create a video to model and students will type up their introduction in a Google doc</p> <p>Day 2: <i>Objective</i>- Today I want to teach you that writers end their research paper with a conclusion. A conclusion repeats the thesis statement and a concluding statement. <i>Method/Student Work</i>: Teacher will create a video to model and students will type up their conclusion in a Google doc</p> <p>Day 3: <i>Objective</i>- Today I want to give writers time to finish typing your papers. <i>Method/Student Work</i>: Teacher will go into the student's Google docs and make comments/edits to the students papers. Students will finish typing, make changes/edits, add sources, add pictures with captions (if they have time)</p> <p>Day 4: <i>Objective</i>- Today I want you to celebrate your writing. <i>Method/Student Work</i>- Teacher will create video modeling how students will celebrate their work. Students will make a flip grid video, share writing to their classmates or some other form of remote celebration</p> <p>Day 5: <i>Objective</i>- Today I want to teach you that writers observe fantasy books and identify what they have. <i>Method/Student Work</i>- Teacher will create a video of them modeling. Students will add to a discussion board of characteristics they observe in fantasy stories.</p>
<p>Math</p>	<p>5.2.1.2 5.2.1.1</p>	<p>Day 1 Objective: I can analyze numerical patterns using a table. <i>Method/Student Work</i>: Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 2 Objective: I can use tables to identify relationships between patterns. <i>Method/Student Work</i>: Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 3 Objective: I can analyze patterns and graph ordered pairs generated from number sequences. <i>Method/Student Work</i>: Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 4 Objective: I can review analyzing numerical patterns, identifying relationships between patterns, and graphing ordered pairs. <i>Method/Student Work</i>: Teachers will create a video or do a live video to teach the lesson. Students will</p>

		<p>complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 5 Objective: I can take a test to show what I know about analyzing numerical patterns, identifying relationships between patterns, and graphing ordered pairs. <i>Method/Student Work: Teachers will review with students who are struggling with the standards before they take a test to show what they know about analyzing numerical patterns, identifying relationships between patterns, and graphing ordered pairs.</i></p>
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Week 3 Pacing (April 20th - 24th)

Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	<p>5.2.7.7 5.1.3.3 5.1.5.5</p>	<p>Day 1: <i>Objective-</i> Today I want to teach you that readers can research the origin of their fantasy story and any key events or people within the story. <i>Method/Student Work-</i> Teacher will create video model. Students will use short story PDF (on Schoology, teachers will assign) and add work to Google doc</p> <p>Day 2: <i>Objective-</i> Today I want to teach you that readers determine the setting of a story using the clues in the text. <i>Method/Student Work-</i> Teacher will create a modeling video. Students will do work on a Google doc with their story from the previous day.</p> <p>Day 3: <i>Objective-</i> Today I want to teach you that readers identify traits of the main character by looking at what the characters say, do and think. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 4: <i>Objective-</i> Today I want to teach you that readers identify problems their characters are facing, how they solve the problem and what they learn from it. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 5: <i>Objective-</i> Today I want to teach you that readers identify why a character does what they do. Readers also reflect on how this changes their view of the character. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p>

<p>Writing</p>	<p>5.6.3.3</p>	<p>Day 1: <i>Objective-</i> Today I want to teach you that writers brainstorm many different story ideas by thinking about their own lives. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 2: <i>Objective-</i> Today I want to teach you that writers describe their setting using their senses. Writers also develop the setting throughout the story. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 3: <i>Objective-</i> Today I want to teach you that writers describe what they characters look like and what traits they will have. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 4: <i>Objective-</i> Today I want to teach you that writers describe the problem their characters will face and why they must face it. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 5: <i>Objective-</i> Today I want to teach you that writers describe how their character will solve their problem. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p>
<p>Math</p>	<p>5.1.1.4 5.1.1.3</p>	<p>Day 1 <i>Objective-</i> I can read and write whole numbers using standard form, expanded form, and number names. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 2 <i>Objective-</i> I can represent decimals to the thousandths place as fractions with denominators of 1,000 as decimals. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 3 <i>Objective-</i> I can read and write decimals through thousandths in different ways including equivalent decimals. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p>

		<p>Day 4 <i>Objective-</i> I can use place value to compare and order decimals through the thousandths place. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 5 <i>Objective-</i> I can round decimals to the nearest tenth, hundredth, thousandth and whole number. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p>
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Week 4 Pacing (April 27th - May 1st)		
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Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	5.6.10.10 5.1.3.3 5.1.2.2	<p>Day 1: <i>Objective-</i> Today I want to teach you that readers reflect on how their book club is doing and what they can do to make it a stronger book club. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 2: <i>Objective-</i> Today I want to teach you that readers go back into their story to find a part of the story that shows their characters. Then they use character archetypes to help them infer what will happen. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 3: <i>Objective-</i> Today I want to teach you that readers identify other issues their characters face beyond the major problem in the text. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 4: <i>Objective-</i> Today I want to teach you that readers identify external and internal quests their characters face. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 5: <i>Objective-</i> Today I want to teach you that readers identify themes in their stories. Readers also think about how these themes could apply to their lives. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in</p>

		Google Assignment
Writing	5.6.3.3	<p>Day 1: <i>Objective-</i> Today I want to teach you that writers create a story map including the major events in the story. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 2: <i>Objective-</i> Today I want to teach you that writers identify the events that will lead to the story's problem. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 3: <i>Objective-</i> Today I want to teach you that writers identify the events that will solve the problem and end the story. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 4 :<i>Objective-</i> Today I want to teach you that writers identify and explain why a character has certain traits and why they act the way they do. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p> <p>Day 5: <i>Objective-</i> Today I want to teach you that writers determine why and how a character changes in the story. Writers also determine where the changes will happen in their story. <i>Method/Student Work-</i> Record and post video of Modeling steps. Students will complete a graphic organizer in Google Assignment</p>
Math	5.1.1.4 5.1.1.3	<p>Day 1 <i>Objective-</i> I can estimate sums and differences of decimals. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 2 <i>Objective-</i> I can model sums and differences of decimals. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 3 <i>Objective-</i> I can add and subtract decimals. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p>

		<p>Day 4 <i>Objective-</i> I can use mental math to multiply a whole number by a power of 10. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p> <p>Day 5 <i>Objective-</i> I can estimate products using mental math. <i>Method/Student Work:</i> Teachers will create a video or do a live video to teach the lesson. Students will complete their work on Pearson Realize (solve & share, visual learning, practice buddy), IXL, daily reflection and exit ticket in Schoology.</p>
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