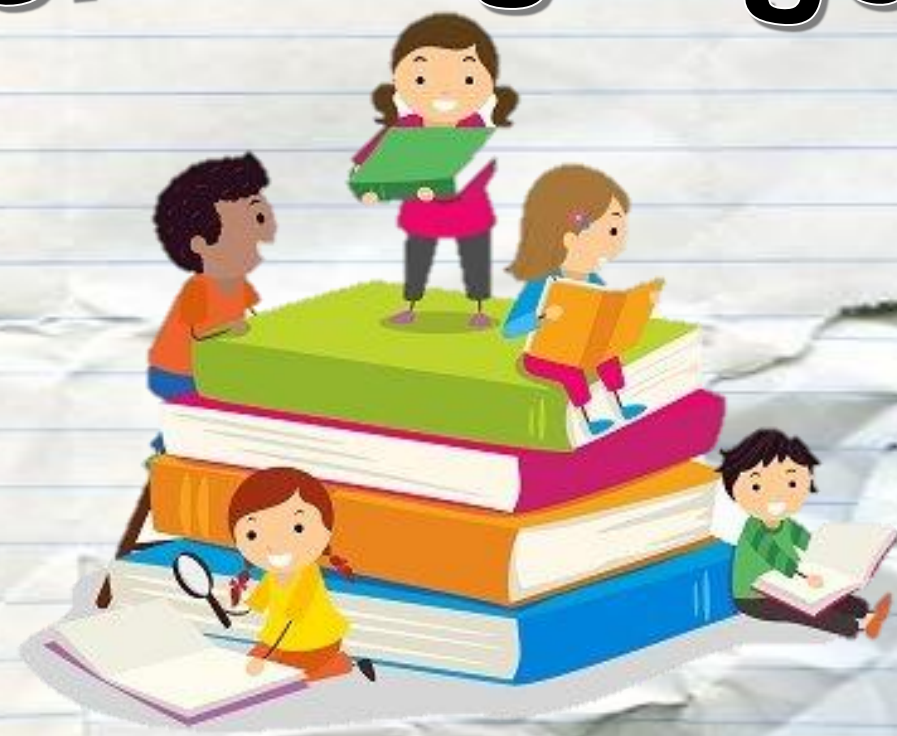


**5th Grade eLearning**

**AAP**

# English Language Arts



# AAP ELA Grade 5

## Week 2 Part I

### *I Can...*

- **I can** identify the central idea and key details of a text

### *Standard(s)*

**5.RI.5.1** Quote accurately from a text to analyze meaning in and beyond the text

**5.RI.6.1** Summarize a text with two or more central ideas; cite key supporting details.

**Standard 4:** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

### *Essential Question:*

What strategies do readers use to comprehend texts?

### *Materials and Resources:*

1. Laptop
2. eLearning Day Five PowerPoint

### *Activities:*

1. Interactive Read Along: Space Camp
2. Independent Reading
3. Independent Reading Response



# ELA

*Today we are going to read fiction text and examine how an author develops a theme.*

**Let's review...** Explain the terms below to your parent, grandparent, brother, sister, or friend.

- **Central idea**
- **Key Details**



Please continue to read your Dystopian novels. I have set up a Team space for you use as your book talk conversation. Each person will need to sign on at least three times this week and respond your teams questions or to one another. For this week will use Padlet as our discuss site. Each week I will load new Padlet for a new discussion based your calendars. We will start discussion on Wednesday.

Those of your who are a part of the The Hunger Games group. You will need to pick up a book. I will not have enough books. I placed the Enders Game on the table once The Hunger games run out or your parents can purchase your book for you. You will need to return the books.



**ELA**

Book Reviews :

For those who will not be using the computer I have attached a book log for your complete daily.

# AAP ELA Grade 5

## Week Two Part 2

### *I Can...*

- **I can** identify the central idea and key details of a text

### *Standard(s)*

**5.RI.5.1** Quote accurately from a text to analyze meaning in and beyond the text

**5.RI.6.1** Summarize a text with two or more central ideas; cite key supporting details.

**Standard 4:** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

### *Essential Question:*

What strategies do readers use to comprehend informational texts?

### *Materials and Resources:*

1. Laptop
2. eLearning Day Five PowerPoint

### *Activities:*

1. Interactive Read Along: Space Camp
2. Independent Reading
3. Independent Reading Response



# ELA

*Today we are going to read non-fiction text and examine how an author develops a theme.*


**Let's review...** Explain the terms below to your parent, grandparent, brother, sister, or friend.

- **Central idea**
- **Key Details**
- **Greek and Latin Roots**



# AAP Teams Access



First sign on to Microsoft Teams using Outlook through the Richlandone.org home page. See directions. 

Complete the assignments outline on teams in the PBL folder located in our class notebook. The directions will tell you to upload your completed activities under the **assignment** tab . You will have to exit the class notebook and click on the assignment tab. Each assignment will be listed separately. You will be able to upload your written documents in the folder. Again if you have any questions please feel free to contact me via email or teams post.

**Directions for Online Teams Folder Access Teams folder by logging on to Outlook( email) using District home page.**



**Type in student email address User name and @r1student.org Example : [jam.san1111@r1student.org](mailto:jam.san1111@r1student.org)**



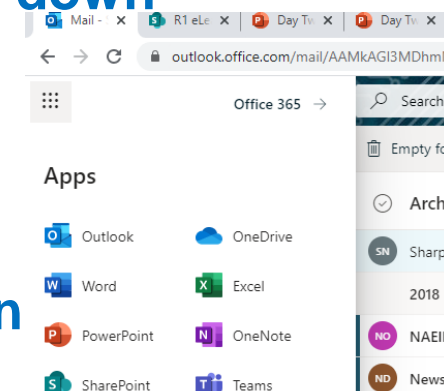
**Students use the same password used to sign on computer.**

**Once you open the email. Click the waffle sign in the top left hand corner.**

**Click on the Teams tab in the drop down menu. Click on your class.**

**Read the note, then click on class notebook and your name and the PBL-tab to access your assignments. Follow the direction**

**On the PBL tab.**







# Research

*Today you are going to use your research skills to record information about your chosen topic using one of two formats. Cornell notes or Constructive response sheets. See the links below. You will be focused on Summarize key details and ideas to support analysis of central ideas presented in the topics you have chosen.*

**Let's review...** Explain the terms below to your parent, grandparent, brother, sister, or friend.

➤ **Two Column Notes ( See PBL Tab )**

➤ **Constructive Response ( See PBL Tab )**



# Research



## ACTIVITIES



From your PBL Project tab in Teams begin working you Super Species research project You will turn in at least two sets of research notes for today, using either two column notes or Constructive response on the animals you have chosen to research.

Complete the reading project below if you can not access TEAMS.

### Research Tools (You can access these also from districts home page)



Tool	Password
	Username: discuss2020 Password: learn1!
	Username: student sign on Password: student sign on
	Use district site .

# AAP ELA Grade 5

## Day one Part -2 Writing

### *I Can...*

- I can read and use my research skills to gather information.
- I can use my note taking skills to support my writing.
- I can clearly introduce a topic and organize my ideas for an informative/explanatory written piece.
- I can write and group my ideas using paragraphs.
- I can format my ideas using headings and illustrations to help my reader understand what I wrote.
- I can develop my topic with facts, definitions, and details. I can connect my thoughts using linking (transition) words. I can use vocabulary related to my topic.
- I can write a concluding statement.

### *Standard(s)*

Standard 6: Summarize key details and ideas to support analysis of central ideas. 6.1 Summarize multi-paragraph texts using key details to support the central idea.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### *Essential Question:*

How does a writer write informative texts that are focused on researched topics clearly?

### *Materials and Resources:*

1. Laptop
2. eLearning Day One PowerPoint
3. Teams- PBL Folder

### *Activities:*

1. Research Topic
2. Record notes take on topic
3. Write an essay on topic



# Writing

*Today you are going to use your research skills and note taking skills from the previous lesson to create a informative essay about your chosen topic. ( See the PBL – Thriving vs Surviving*

*Please remember to share where you gathered your information from about your topic. ( See Citing Resource Document in Teams folder- PBL)*

**Let's review...** Explain the terms below to your parent, grandparent, brother, sister, or friend.

- **Summarizing ( See PBL – Tab )**
- **Essay Writing Strategies ( See PBL tab)**



# Research Project

## **Super Species ( Creating your own Creatures)**

### **Driving Question:**

If you could create the ultimate species, what would it look like and how would its physical traits help it to survive in its environment?

### **Project Overview:**

You will draw a picture of an imaginary hybrid animal that could never actually happen in real life. You should carefully select certain physical (structural) traits from multiple animal species in order to create a super species that is well adapted to your imaginary environment. Note: This is a made-up situation.



# Research Project

## Super Species ( Creating your own Creatures)

### Requirements:

Create your ultimate species out of no more than THREE, real animal species.

Research 3 different animals.

Record the following for each animal:

Describe the animal's habitat

Describe the animal's diet and how it gets food

Describe the animal's physical characteristics

Describe the animal's defenses or natural weapons

**Draw** and color a picture of your hybrid super-species as neatly as possible.

Label and describe how at least FOUR physical traits (adaptations) contribute to the success of your species. Remember that adaptations are behaviors or structures that help the organism survive by getting food, moving, and protecting itself.



# Research Project

## Super Species ( Creating your own Creatures)

Give your super-species a common and scientific name.

Write a detailed essay describing the following:

Paragraph 1-Introduction

Paragraph 2-Animal #1 (See #2 above for paragraph details)

Paragraph 3-Animal #2

Paragraph 4-Animal #3

Paragraph 5-Conclusion (New animal-habitat, its adaptations and how these help it survive)

Double check all of your work with the rubric before turning in your assignment



# Writing



# ACTIVITIES



Under the Content Tab: Thriving vs Surviving  
 Open the Super Species Research Requirements Tab to see your research assignment.

### Website Resources:

- <http://www.switchzoo.com/animallist.htm>
- <http://www.rainforest-alliance.org/kids/species-profiles>
- <http://www.answersingenesis.org/kids/animals/>

## Research Tools (You can access these also from districts home page)



Tool	Password
	Username: discuss2020 Password: learn1!
	Username: student sign on Password: student sign on
	Use district site .





# Word Work

*Today you are going to continue to work on your personal word work review skills of Latin and Greek roots. You will turn-in each of your assignments on teams. I have posted the List and the Tic-Tac-Toe and Teams. Please try not to complete some of the same stems you have completed early. If you do you, no worries, it will be a great review.*

**Let's review...** Explain the terms below to your parent, grandparent, brother, sister, or friend.

- **Greek and Latin Stems**
- **The activities on the Tic-Tac-Toe that support your learning.**