Monday 04/05/2021

Notes

Lesson / Instruction

ORDER OF OPERATIONS AND EXPRESSIONS SUMMATIVE

Math

Standards

MAFS.5.OA.1.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

MAFS.5.OA.1.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (DOK 1)

MAFS.5.OA.1 Write and interpret numerical expressions.

Objectives / Essential Question

LEARNING TARGET: I can write and interpret & evaluate expressions.

ACADEMIC LANGUAGE: braces, brackets, evaluate, grouping symbols, numerical expression, operation, parenthesis, value

ANCHOR CHART(S):

Lesson / Instruction

WHOLE GROUP:

- None

INDEPENDENT PRACTICE:

- Summative assessment
- Begin new centers when finished

CENTERS:

- **Small Group/Remediation:** TW work with students in centers
- **IXL:** T.4 & T.8
- **Instructional Videos:** Number Rock - http://www.youtube.com/watch?v=d6vhjpnfd3c&t=19s
- **FlipGrid:** - None this week -
- **Interactive Notebook:** Coordinate Grid Constellations
- **Math Journal:** Create your own "input/output" table and write a rule for your table
- Example:

  Rule: Multiply 2, add 2

Input	Output
3	8
5	12
6	14
10	22

- **Real World Application:** Real World Graphing Activity page
- **Task Cards:** "I can" cards - coordinates
- **Spiral Review/Word Problem of the Day:** FSA Test Prep - Crunch Time Problems
- **Early Finishers:** Mystery Pictures

- iReady: I lesson + quiz

Attachments

MysteryPictureDinosaur.pdf

MysteryPictureHearts.pdf

MysteryPictureFlowers.pdf

CoordinatePlaneGraphingwithRealWorldProblemsMathCenterActivities-1.pdf

CastlePictureGrids.pdf

CoordinateGridPracticeProblems.pdf

RealWorldGraphing.pdf

CoordinateGrids.pptx

ConstellationCoordinates.pdf

ICANCoordinatePlanes.pdf

OA1and2SUMMATIVE.docx

Science

Standards

SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support. (DOK 2)

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations. (DOK 3)

SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (DOK 2)

Objectives / Essential Question

LEARNING TARGET: I can show what I know by taking the VST 3.

ACADEMIC LANGUAGE: adaptation, camouflage, carnivore, consumer, environment, food chain, herbivore, hibernation, migration, omnivore, predator, prey, producer.

ANCHOR CHART(S):

Lesson / Instruction

WHOLE GROUP:

- **VST 3**

ACTIVITY:

- SW take the VST 3

Attachments

Science05VolusiaScienceTest32020-20211.pdf

Tuesday 04/06/2021

Notes

Math

Standards

MAFS.5.G.1 Graph points on the coordinate plane to solve real-world and mathematical problems.

MAFS.5.G.1.1 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 a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (DOK 1)

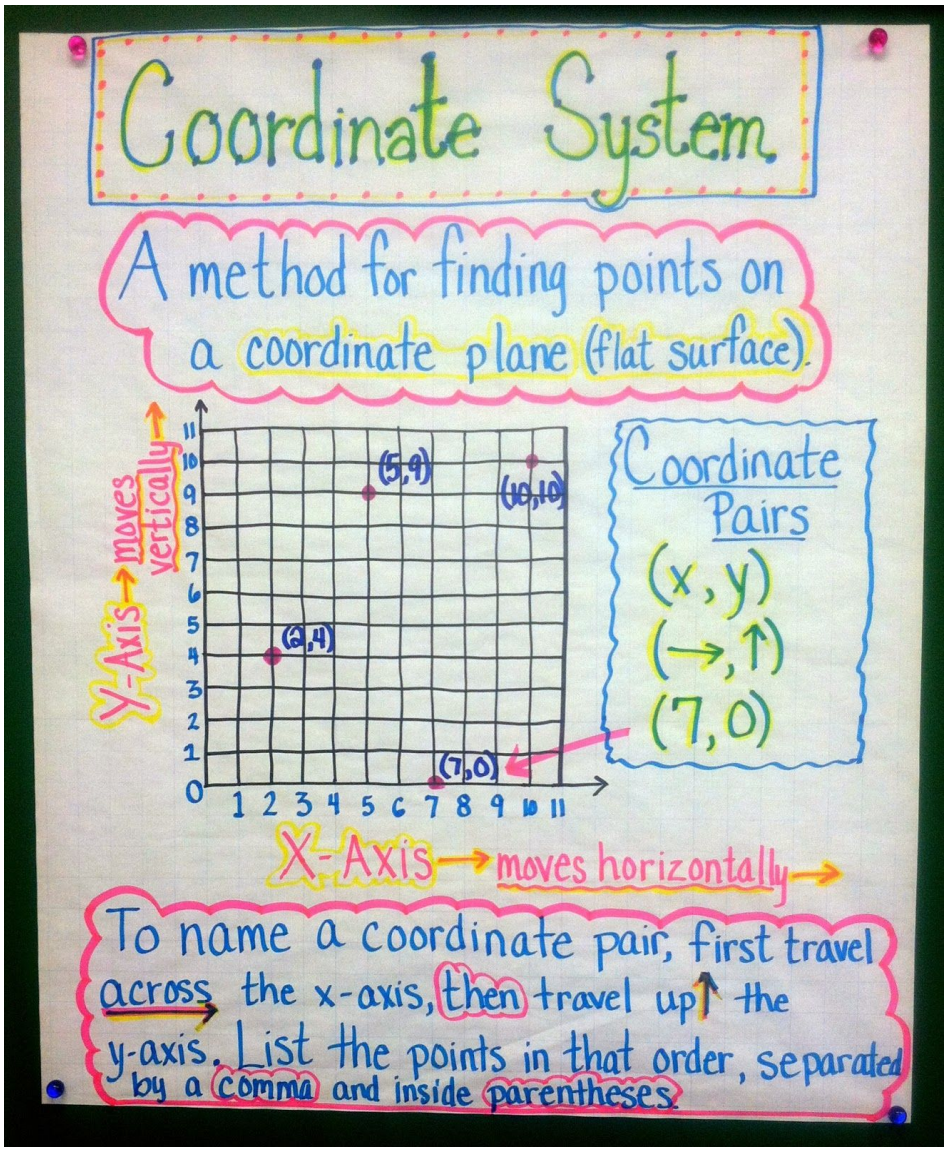
MAFS.5.G.1.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (DOK 2)

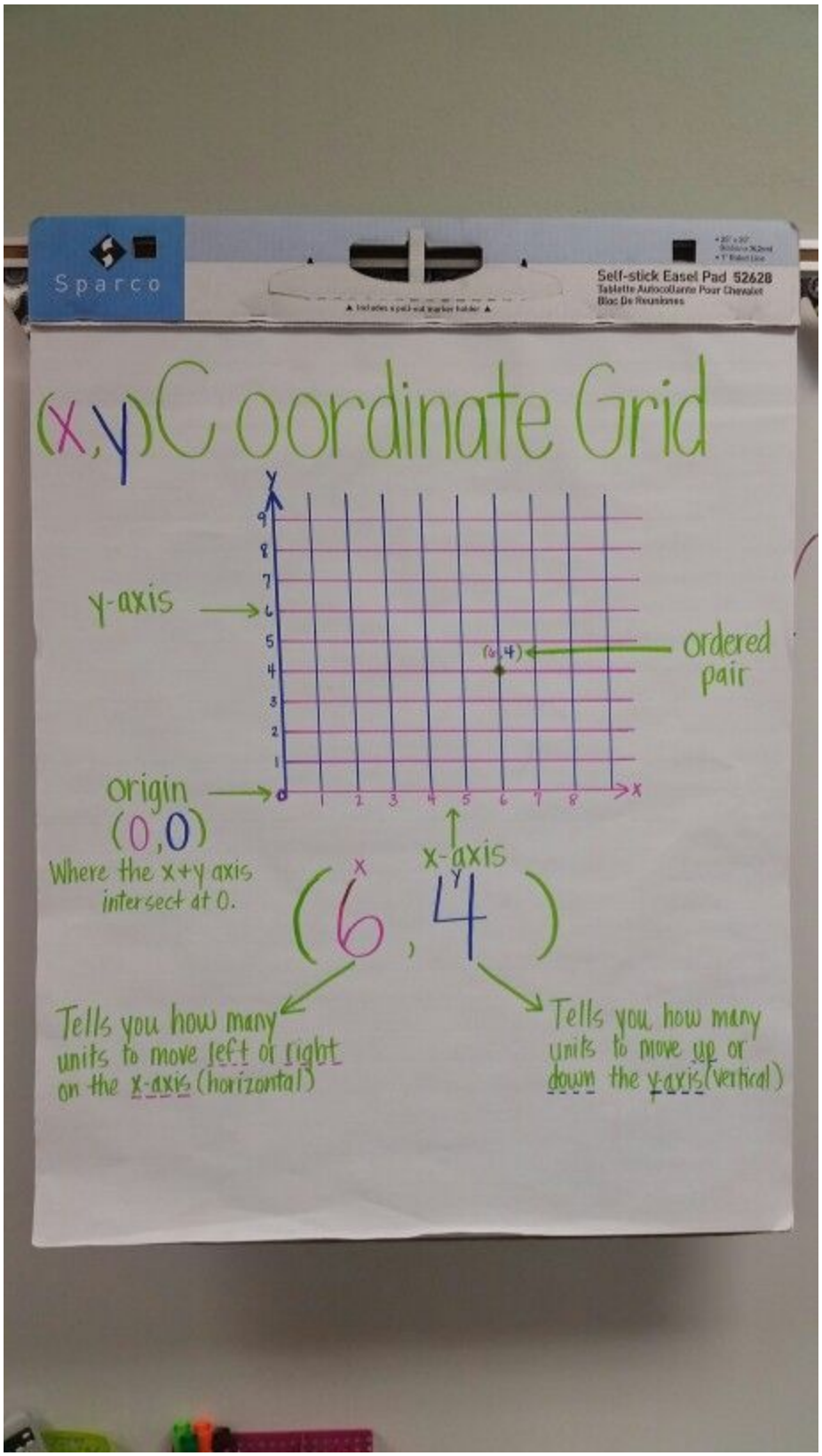
Objectives / Essential Question

LEARNING TARGET: I can graph points on the coordinate plane to solve real-world and mathematical problems.

ACADEMIC LANGUAGE: axes, coordinate grid/plane, corresponding terms, horizontal, plot, ordered pairs, origin, point, quadrant, vertical, x-axis, y-axis, x-coordinate, y-coordinate

ANCHOR CHART(S):


Coordinate System
A method for finding points on a coordinate plane (flat surface).
Y-Axis → moves vertically →
(5,9)
(10,10)
(2,4)
(7,0)
Coordinate Pairs
(x, y)
(→, ↑)
(7,0)
X-Axis → moves horizontally →
To name a coordinate pair, first travel across → the x-axis, then travel up ↑ the y-axis. List the points in that order, separated by a comma and inside parentheses.



Lesson / Instruction

WHOLE GROUP:

- Intro to coordinate grids (notes)

- Practice page - Train the Brain 1

INDEPENDENT PRACTICE:

- Target Practice I

CENTERS:

- Small Group/Remediation: TW work with students in centers
- IXL: T.4 & T.8
- Instructional Videos: Number Rock - http://www.youtube.com/watch?v=d6vhjpnfd3c&t=19s
- FlipGrid: - None this week -
- Interactive Notebook: Coordinate Grid Constellations
- Math Journal: Create your own "input/output" table and write a rule for your table
- Example:

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- Real World Application: Real World Graphing Activity page
- Task Cards: "I can" cards - coordinates
- Spiral Review/Word Problem of the Day: FSA Test Prep - Crunch Time Problems
- Early Finishers: Mystery Pictures
- iReady: I lesson + quiz

Attachments

Coordinatepatterns.pdf

Science

FOOD WEB

Standards

SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (DOK 2)

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations. (DOK 3)

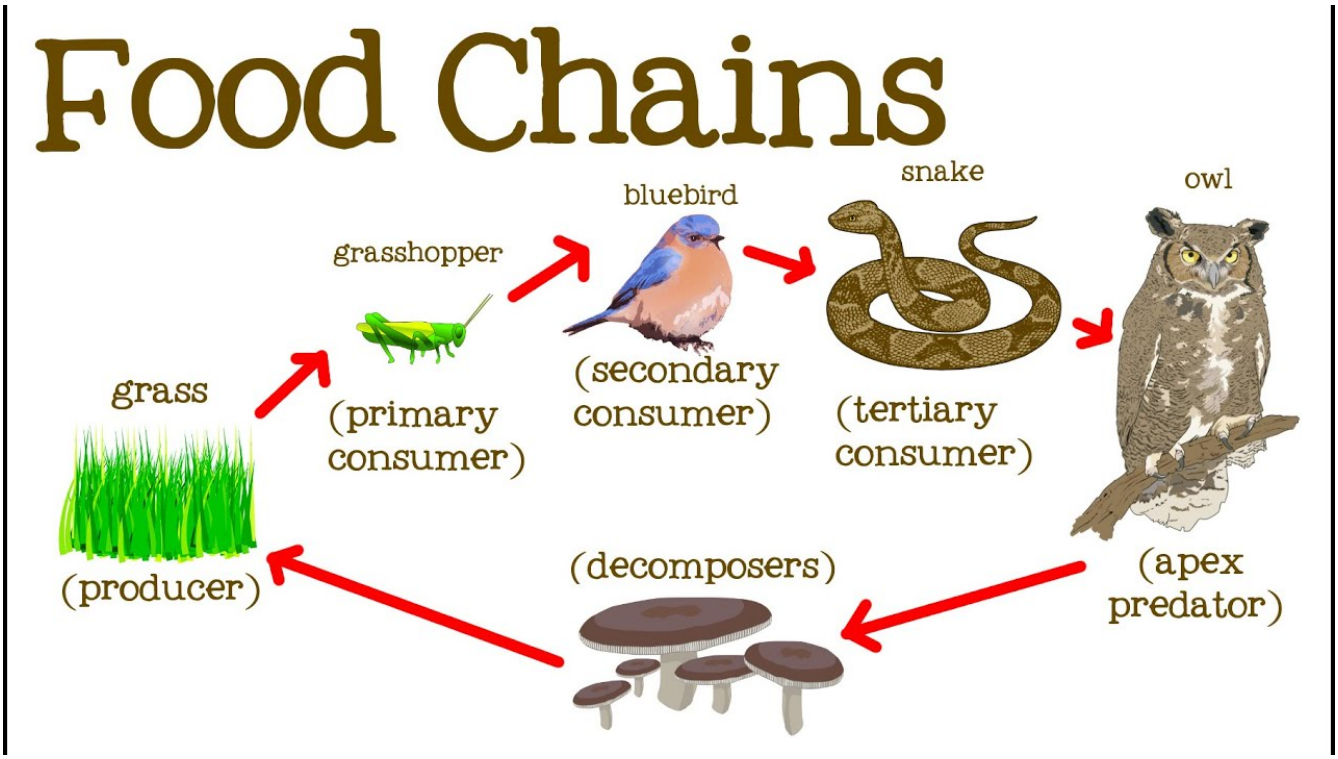
SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support. (DOK 2)

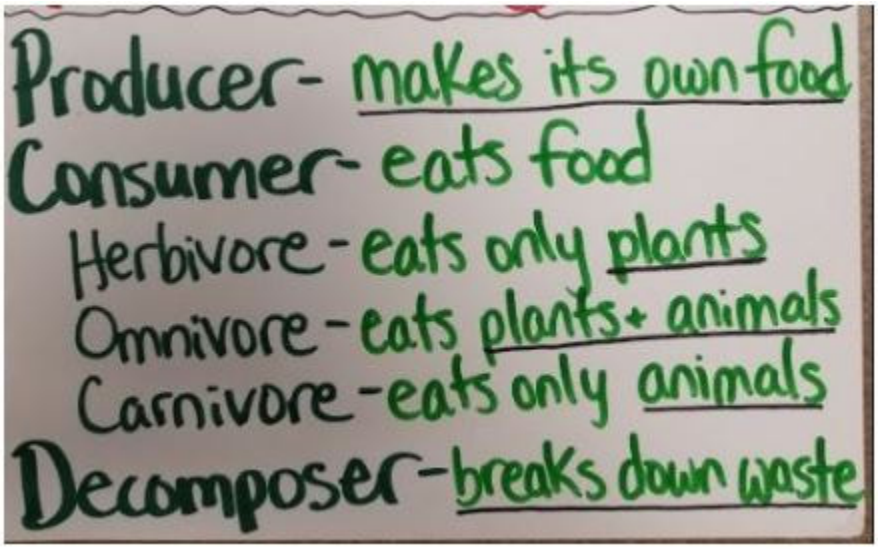
Objectives / Essential Question

LEARNING TARGET: I can explain the process of a food web and the difference between a producer and a consumer.

ACADEMIC LANGUAGE: adaptation, camouflage, carnivore, consumer, environment, food chain, herbivore, hibernation, migration, omnivore, predator, prey, producer.

ANCHOR CHART(S):





Lesson / Instruction

WHOLE GROUP:

- SW cut out and glue the life cycle foldable about decomposers, omnivores, carnivores, herbivores, and producers.
- TW use the food web worksheet to explain and review the path of a food web. SW answers questions with T.
- Review producers/consumers and have students complete practice page.
- http://www.generationgenius.com/videolessons/food-webs-video-for-kids/ complete kahoot for activity after video

ACTIVITY:

- complete practice page.

Attachments

food-chain-questionsWQRMB.pdf

producer-consumerWQRQR.pdf

food-web-worksheetWQRQM.pdf

Wednesday 04/07/2021

Notes

EARLY RELEASE

Math

Lesson / Instruction

FSA WRITING ASSESSMENT

Science

FSA Writing

Standards

SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (DOK 2)

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations. (DOK 3)

SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support. (DOK 2)

SC.4.L.16.1 Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination. (DOK 2)

Objectives / Essential Question

LEARNING TARGET: I can label and identify parts of a flower and explain the differences between vertebrates and invertebrates.

ACADEMIC LANGUAGE:
exoskeleton, food production, invertebrates, ovary/egg, pistil, pollen/sperm, reproduction, stamen, vertebrates

ANCHOR CHART(S):

Lesson / Instruction

WHOLE GROUP:

- FSA WRITING ASSESSMENT
- . TW review invertebrate and vertebrate they will complete the scavenger hunt.

ACTIVITY:

- Scavenger hunt on vertebrates and invertebrates.

Attachments

flower-anatomy-basicBZNJK.pdf

flower-anatomy-basic-fillblankABZHN.pdf

scavenger-hunt-invertebrateGTSYA.pdf

Thursday 04/08/2021

Notes

Math

Objectives / Essential Question

PRACTICE FSA TEST

Lesson / Instruction

- Go through FSA PPT - discuss expectations, rules, bubbling, etc.
- FSA item types (video): http://files.portal.cambiumast.com/florida/Media/Grades+3%E2%80%936+FSA+Mathematics_PBT+Preso_Spring+2021_FINAL.mp4?web=1&wdLOR=cE62B925D-D970-4B0C-AF4A-1634A7E887C8
- Item types: http://fsassessments.org/core/fileparse.php/3031/urlt/FSA-PBT-Mathematics-Item-Type-PowerPoint-Handout_Spring-2021_FINAL.pdf
- Rules and instructions: http://fsassessments.org/students-and-families/practice-tests/studentpowerpoints.stml
- Practice bubble sheet

FSA PRACTICE TEST (Session 1)

Attachments

FSASimulationfor5thGradeMath64qstsNOPREPDistanceLearningPacket-11.pdf

Science

Ecosystem rotations

Standards

SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (DOK 2)

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations. (DOK 3)

SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support. (DOK 2)

Objectives / Essential Question

LEARNING TARGET: I can learn about ecosystems and food webs.

ACADEMIC LANGUAGE: adaptation, camouflage, carnivore, consumer, environment, food chain, herbivore, hibernation, migration, omnivore, predator, prey, producer.

ANCHOR CHART(S):

ANIMALS

Vertebrates

Mammals
- hair/fur
- born alive
- warm-blooded
- lungs
- milk

Reptiles
- scaly skin
- cold-blooded
- live on land and water

Fish
- live in water
- use gills and lay eggs
- cold-blooded

Birds
- have a beak and feathers
- lungs
- lay eggs
- warm-blooded

Invertebrates
(no backbone)
- anthropods
- worms
- sponges
- mollusks

Amphibians
- Spend part of life on land and in water
- born with gills, grow lungs and legs
- cold blooded

Lesson / Instruction

WHOLE GROUP:

- SW rotate through ecosystem centers to review what has been learned so far.

ACTIVITY:

- SW use the recording sheet to record answers from the ecosystem centers.

Attachments

EcosystemsandFoodWebsStationsABigScienceStationsUnit.pdf

Friday 04/09/2021

Notes

Lesson / Instruction

SEND HOME SUMMATIVE REVIEW-also word search with word bank for an extra point on test

Attachments

AnimalAdaptationsandLifeScience-SummativeREVIEW2.docx

PlantandAnimalAdaptations45-12.pdf

Math

FSA MATH PRACTICE TEST 2

Lesson / Instruction

FSA PRACTICE TEST (Session 2)

Science

Ecosystem rotations

Standards

SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (DOK 2)

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations. (DOK 3)

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Objectives / Essential Question

LEARNING TARGET: I can learn about ecosystems and food webs.

ACADEMIC LANGUAGE:

adaptation, camouflage, carnivore, consumer, environment, food chain, herbivore, hibernation, migration, omnivore, predator, prey, producer.

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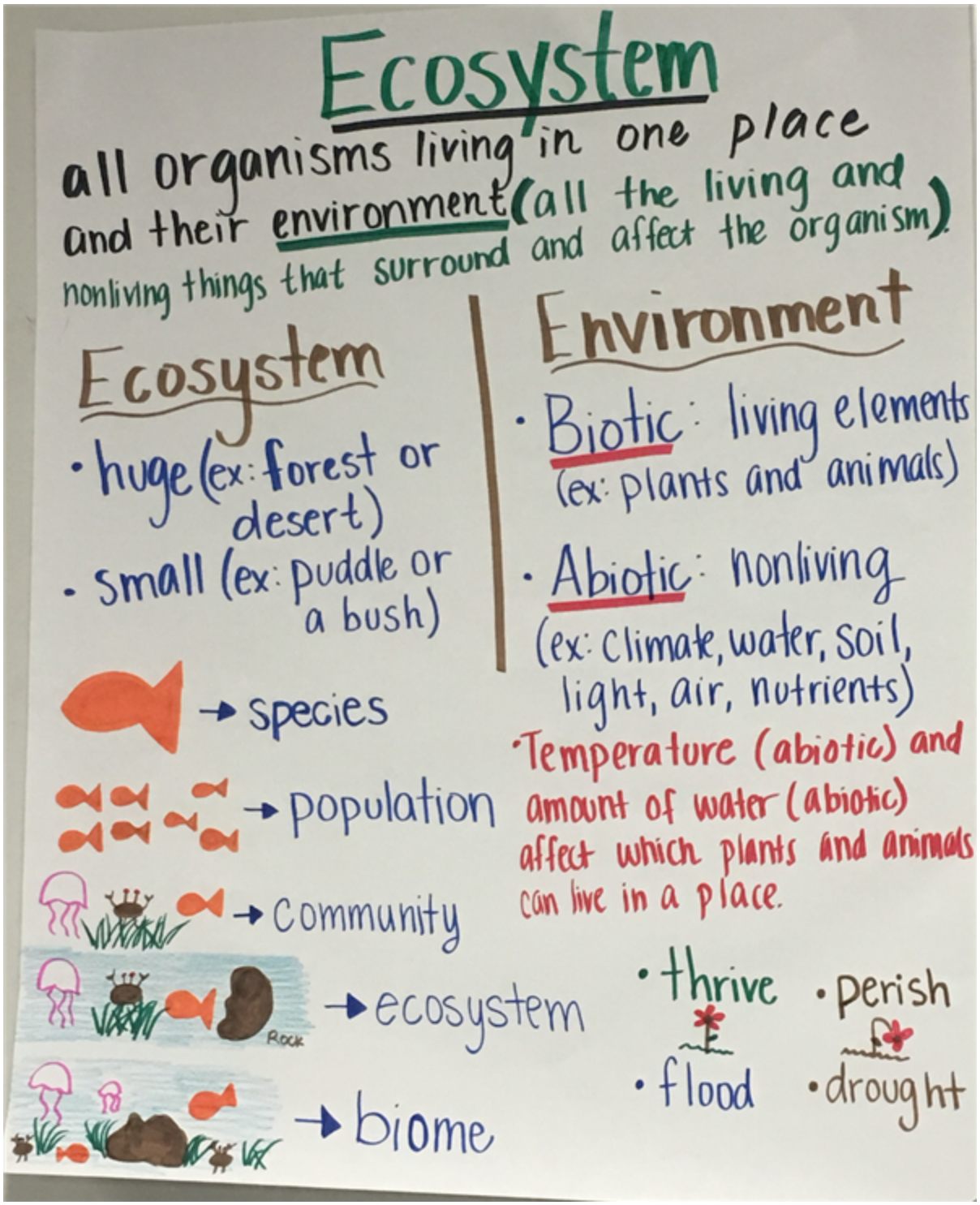

Lesson / Instruction

WHOLE GROUP:

- SW finish the rotations for ecosystem centers to review what has been learned so far.
- http://www.generationgenius.com/videolessons/ecosystems-video-for-kids/ ecosystems

ACTIVITY:

- SW use the recording sheet to record answers from the ecosystem centers.

Formative

Benchmark 17.1 on adaptations

Attachments

EcosystemsandFoodWebsStationsABigScienceStationsUnit.pdf

AnswerKeyEvaluateSC.5.L.17.1.docx

EvaluateSC.5.L.17.1.docx