Week 3 of Continuous Learning at Home –April 27- May 1

Mrs. Conley’s Fifth Grade

## **Directions**

This weekly overview will help you support your child’s continuous learning experience. As your child learns from home, we have created a schedule that considers a child’s developmental readiness for learning at each grade level and the time commitment required of families to support that learning.

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| Week at a Glance | Family Guidance |
| Language Arts  | * Read “Native Americans of the Plains”
* Take notes on “Native Americans of the Plains” (at least 15 facts)
* Use “Native Americans” passage and write a summary on one or more of the sections (one paragraph in your own words)
* Complete Drawing Conclusions 1 and 2 (front and back)- use inferencing skills
 | * Support your child with listening to them read the passage aloud
* Invite your child to share their questions with you about their topic
* Help them to tell the difference between facts and opinions
* Remind them that a summary is the information from the passage put into their own words
* Encourage your child to read their summary aloud and revise as needed
* Ensure your child reads daily for at least 20 minutes.
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| Math | * Classifying angles- obtuse, right, and acute angles
* Lesson 29: Quadrilaterals Complete questions 1-10 using the resource page provided
* Categories and subcategories of Figures
* One key question you might want to explore this week is: Why is a square a rectangle but a rectangle is NOT a square?
 | * The resource on quadrilaterals in your child’s packet outlines how they can categorize various kinds of quadrilaterals.
* Review vocabulary words such as parallel lines and right angles to ensure understanding.
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| Social Studies | * Complete latitude and longitude worksheet
* Timeline- George Washington
* World Geography- Countries
 | * This week students will be asked to interpret a map using latitude and longitude, as well as identify countries throughout the world.
* Students will also answer various questions using information on a timeline.
* Consider assisting your student by reading through their work and offering support on their finished products.
* A world map is provided as a resource.
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| Science | * What is Electricity?
* Unit 7 Lesson 4 Read p.317- 325 and fill out blanks within lesson
* Unit 7 lesson 4- Complete p.326-330 (tear out and turn in)
* How do electric circuits, conductors, and insulators work?
* Unit 7 lesson 5 Read p. 331-339 and fill out blanks within lesson
* Complete p.340-344 (tear out and turn in)
 | * Explore static electricity on different surfaces using balloons
* Review the lesson vocabulary by making flash cards
* Discuss ways to stay safe when there are lightning strikes.
* Find electrical items within your home and try to determine what kind of circuit it has.
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| Health and Physical Education  | * Fitness
 | * Create a list of physical activities to engage in daily.
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| Arts | * Create a collage of words or interesting pictures from the newspaper or sale ads.
* Make an alien-like creature out of recyclable materials
 | * Students will need assistance in gathering possible materials such as:
	+ newspaper
	+ a glue stick
	+ scissors
* Optional other materials: crayons, markers, colorful paper, liquid glue, empty containers, empty toilet paper rolls, etc.
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| Music | * Students will explore a song that relays their emotions during this “stay at home” time.
* Research the lyrics of the song to see if they accurately match the emotions you feel during this time.
 | * Discuss with your child why and how they relate to the song chosen and if the lyrics matched what they thought they were.
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| Special Considerations for Special Populations | Extended time, frequent breaks, scaffolding, chunked assignments, use of graphic organizers, use of manipulatives, oral retell, repeated directions |

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|  | Approximate Time Per Day | Ideas for Student Activities |
| **3rd – 5th grade** | 20 minutes  | 20 minutes of independent reading |
| 35 Minutes | Reading/Research/Writing Lesson, Task, or Prompt focused on a particular text, genre, craft technique, or writing strategy followed by 15 minutes of independent writing based on the assignment at hand |
| 30 Minutes | Combination of Math Lesson, Activities, Application practice or Games focused on concepts, skills, or content of unit *(i.e. number sense, computation, problem solving, etc.)* |
| 20 Minutes | Science/Social Studies activity or lesson connected to an overarching project or topic of study. |
| Flexible | Specials (PE, Music, Art) |

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