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. |
| 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. |
| 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. |
| 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. |
| Health and Physical Education | * Fitness | * Create a list of physical activities to engage in daily. |
| 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. |
| 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. |
| 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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| For more information, please contact: | |
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