

**ELearning Plan**  
**Hope Learning Academy**  
**ELA – Writing – Social Studies**  
**Science and Math**  
**5<sup>th</sup> Grade Room 226**  
**April 1, 2020 – May 6, 2020**  
**Ms. Apostolos**

**ELearning Plan**  
**April 13, 2020 – May 6, 2020**

This unit would encompass the following subjects: 1) ELA, and 2) Social Studies. Students should follow the Syllabus and meet the due dates on the Syllabus in order to be successful in the unit.

**Reading/Writing Foundational Skills**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3(e) Provide a conclusion that follows from the narrated experiences or events.

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9(a) Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

W.5.9(b) Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

**Overall Objective: (Reading comprehension and Writing)**

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Cultural Competence Objective:**

- Students will recognize the achievements of Madame C. J. Walker.
- Students will select one long term and one short-term goal and describe the steps necessary to achieve those goals.
- Student will complete their short-term goal and document those goals as well.

Students will have two specific tasks to complete for this assignment:

- 1) Research Madam C.J. Walker
- 2) Develop their own long-term and short-term personal goals

### Daily Learning Plan

Date	Time	Activity
<b>04/13/20</b>	<b>9:25 a.m.</b> <b>9:30 a.m.</b> <b>9:30 – 9:45</b>  <b>9:45 – 9:50</b>  <b>9:50 – 10:10</b>  <b>10:10 –</b>  <b>10:30</b>	Student log in Greeting Students Students talk about what they have been doing through “High-Low” SEL Activity  Go over the ELA syllabus with students Q and A  Talk students through researching process and writing  Student Q and A about their papers Each student will be asked to go over parts of their essay with the teacher  Wrap – Up
<b>04/14/20</b>	<b>9:30 a.m.</b> <b>9:30 – 9:45</b>   <b>9:45 – 9:50</b>   <b>9:50 – 9:10</b>   <b>9:10 – 9:45</b> <b>9:45 – 10:30</b>	SEL - Determination Review Social Studies Syllabus  Have students to select their states  Question and Answers related to Syllabus  Review Expository Essay Review Expository Rubric
<b>04/15/20</b>	<b>9:30 a.m.</b> <b>9:30 – 9:45</b>   <b>9:45 – 9:50</b>	SEL High- Handling Stress    (This day will be guided by previous day discussions)

	<b>9:50 – 9:10</b>	Math and Science discussion of Freckles
	<b>9:10 – 9:45</b>	Math and Science discussion of Freckles
	<b>9:45 – 10:00</b>	Wrap-up
<b>Note</b>		<b>Each ELearning session will follow the above format</b>
		<b>Daily Follow-up Format</b>
<b>Date</b>	<b>Time</b>	<b>Tasks</b>
<b>04/13/20</b>	<b>10:00 – 10:15</b>	Prep time for Dojo posting
	<b>10:15 – 10:30</b>	Posting on Dojo Responding to parent questions
	<b>10:30 – 12:00</b>	Grading papers and giving input to students as follow-up on Google Classroom
	<b>12:00 – 1:00</b>	Review Freckles data – Math, Science and Social Studies assignments Read Theory data– make adjustments to assignments if applicable Update MTSS Learning Plans (if applicable) Check-ins with students

## **Syllabus for Students interdisciplinary Unit**

This unit would encompass the following subjects: 1) ELA, and 2) Social Studies. Students should follow the Syllabus and meet the due dates on the Syllabus in order to be successful in the unit.

### **Common Core Standards: Descriptors**

#### **Reading/Writing Foundational Skills**

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#### **Writing**

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W.5.9(a) Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

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#### **Overall Objective: (Reading comprehension and Writing)**

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### **Cultural Competence Objective:**

- Students will recognize the achievements of Madame C. J. Walker.
- Students will select one long term and one short-term goal and describe the steps necessary to achieve those goals.
- Student will complete their short-term goal and document those goals as well.

Students will have two specific tasks to complete for this assignment:

- 3) Research Madam C.J. Walker

4) Develop their own long-term and short-term personal goals

**Note:**

This assignment has been “chunked” to enable you time and the ability to get the work completed. You will need to follow the Syllabus to complete tasks timely

Email to send work to: [m.btiig@gmail.com](mailto:m.btiig@gmail.com) (send all work to this email address please)

**Additional tasks include the following.**

	<b>Tasks</b>	<b>Comment</b>	<b>Due Dates</b>	<b>Teacher</b>
1.	Thoroughly research Madam C.J. Walker	Start your research. If you have an iPhone you can still do the research	03/29/20	
2.	Annotate and take notes from the research		Ongoing	
3.	<p>Write an <b>Expository Essay</b> answering the following questions:</p> <ul style="list-style-type: none"> <li>The key details of Madam C.J. Walker’s life, especially in connection with Indiana</li> <li>Identify Madam C.J. Walker’s business ideas and how they made her a successful entrepreneur, especially in connection with the state of Indiana</li> <li>Students will analyze the lasting impact Madam C.J. Walker made to Indiana’s history and the nation – including her philanthropy, social advocacy and legacy – through writing a persuasive argument</li> <li>Connect Madam C.J. Walker’s entrepreneurial skills with <b>Oprah Winfrey</b></li> </ul>	(Explain that some successful entrepreneurs give back to the community, which supported them by giving money toward important causes or improvements. Make sure you understand that philanthropy should benefit a community and not necessarily the entrepreneur.)	Start your drafts 03/30/20	Teacher respond to materials sent via email and give immediate feedback
4.	Create the title of the paper		04/01/20	
5.	Submit the title of your paper		04/02/20	Teacher respond to materials sent via email and give immediate

				feedback
6.	Create the introductory paragraph		04/03/20	
7.	Submit the Introductory paragraph without the Thesis Statement		04/06/20	Teacher respond to materials sent via email and give immediate feedback
8.	Create the Thesis Statement		04/07/20	
9.	Submit the thesis statement		04/09/20	Teacher respond to materials sent via email and give immediate feedback
10.	Create the 1 <sup>st</sup> body paragraph		04/10/20	
11.	Submit the 1 <sup>st</sup> body paragraph		04/13/20	Teacher respond to materials sent via email and give immediate feedback
12.	Create the 2 <sup>nd</sup> body paragraph		04/14/20	
13.	Submit the 2 <sup>nd</sup> body paragraph		04/16/20	Teacher respond to materials sent via email and give immediate feedback
14.	Create the 3 <sup>rd</sup> body paragraph		04/16/20	
15.	Submit the 3 <sup>rd</sup> body paragraph		04/20/20	Teacher respond to materials sent via email and give immediate feedback
16.	Create the conclusion		04/20/20	
17.	Submit the conclusion		04/22/20	Teacher respond to materials sent via email and give immediate feedback
18.	Final Copy due		04/27/20	
19.	<b>Vocabulary</b> Identify and define key learning terms: Entrepreneur, goods, services, profit, market, risk,		04/27/20 Start 05/01/20 Finish	

	cosmetics, advertise, innovation, philanthropy, social advocate, W.E.B. Dubois, Booker T. Washington, NAACP, National Equal Rights League, millionaire, legacy, primary source, secondary source			
	<b>Must use at least 3 sources</b>			Teacher
	<p><b>Reminders</b></p> <p>Use your expository essay graphic organizer as a guide. If you have misplaced it, I will send an attachment along with the Syllabus</p> <p>Use the rubric in your ELA folder to guide you through this process as well</p> <p>Go through the pre-writing process. When you send me your drafts be sure to double-space it.</p> <p>Proof-read your papers</p>			<p>Discuss daily what I have assessed with student work and answer and questions students may have</p> <p>Use PowerPoint presentations when needed to review skills</p>

**Essay Criteria:**

**Students adhere to the following:**

- Essay addresses the subject
- Has a clear thesis/main idea in the introduction that unifies the essay. The thesis cannot be implied or vague.
- Thesis cannot be a simple fact or a question. Thesis must be debatable.
- Body paragraphs have clear topic sentences that suggest the direction of each paragraph
- Body paragraphs provide textual support (quotes) in each paragraph from the literature being analyzed. (Intro and Conclusion do not have to contain quotes).
- Body paragraphs use sufficient analysis to support the thesis.
- Body paragraphs do not merely summarize the literature.
- Uses proper paper format (MLA)
- Uses proper grammar and spelling.

**Personal Goals: All goals must have a start and a complete date**

1.	Create one short-term goal you would set for yourself	Must be written in correct sentence structure
2.	Create one long-term goal you would set for yourself	Must be written in correct sentence structure
	<p><b>Must use the correct writing format</b></p> <p>Name on left side of paper  Date on the right side of paper  4 spaces down  Write the title of the assignment  2 spaces down start with #1  Single-spaced  Time New Roman Font  12 points</p>	

## Social Studies United States Project

### Goal:

The goal of this project is to understand and know the fifty, (50) states of the United States of America. Knowing the different states will enhance your knowledge but it will also enhance your appreciation of each.

### Part I Project Structure:

Your tasks are listed below; the timeline or due dates are there to help you time yourself in doing this project:

	<b>Answer the following Questions:</b>	<b>Due Date</b>	<b>Teacher</b>
1.	Identify a state. History of that state – what year did it come into the union? What role did it play during the Civil War? What is the state’s flower/mascot?	04/16/20	Teacher review of 50 States via PowerPoint
2.	State’s motto? What is the state known for? What is the population of the state (demographics)? Who represents that state in Washington D.C.?	04/17/20	Teacher review RE methods
3.	What role did the state play during the Civil Rights Movement? Who is the current governor of that state? Is the state a “red” or “blue” state?	04/20/20	Teacher review How To’s in developing good PowerPoint
4.	What is the state flag? Why is the state more significant than all the other states, what sets it apart?	04/22/20	Teacher review power points with students
5.	Be prepared to give me an outline for your PowerPoint presentation	04/25/20	Teacher goes over Outlines with students
6.	Submit rough draft of PowerPoint presentation	04/30/20	Teacher discuss student concerns about PPT.
7.	Final Presentation due	05/06/20	

### Part II Project Presentation

Students are responsible for preparing a presentation for their state. That presentation must be on a PowerPoint. Students **MUST and are required** to follow the rubric when preparing their presentations. Students are required to do their research on their own time as there will only be three computer lab days set aside for students.

**Due Date:** May 6, 2020

Science and Math are assigned via Freckles – Students are also doing 15 minutes a day on both CBL Programs. Each week I reset in ReadTheory and Update based on RIT and progress for Freckles.

**Math: ALL MATH BENCHMARKS ARE ALIGNED WITH COMMON CORE STANDARDS  
(Pearson is aligned with NWEA RIT data)**

Math assignments are made through Freckles. I have assigned student work based on NWEA RIT, which indicates areas of deficiency. While all students have shown in the past some problem with math fluency, our assignments range from basic to more complicated math skills.

We review math reports that are scheduled for 5<sup>th</sup> Grade each Sunday which gives us an opportunity to review data along with our daily review of student progress.

**Scaffolding:**

We have decided to host small groups on Tuesday and Wednesday. On those days I will review a broad-range of skills with students including math where I see students are struggling (based on the data from Freckles).

Continued practice is key for students during the social distancing even far reaching than a lesson. We believe targeting specific skills where the data indicates there is a need, then implementing a mini-lesson would serve students best which means, I am guided by the data.

Students must logon to in order for us to make an assessment. We have asked parents to monitor the time spent on both CBL Programs and have asked that 15 Minutes be spent per program a day. Some parents have indicated they are giving students more time and that is great.

**Science:**

Science like math will be assigned through Freckles aligned with the unit we have already created for 5<sup>th</sup> Grade using the Common Core Standards. Students will be assigned specific reading materials that would also serve as an interdisciplinary method across subjects including ELA, Science and Social Studies. We will be able to review and gauge student progress in Science as well on Freckles and scaffold in areas where needed based on data.