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| **5th Grade Learning Activity Ideas** | | |
| Content Area | Standard | Activity Suggestion |
| Reading | **ELAGSE5RI6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **ELAGSE5RL9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | Students use KWHLAQ or Effective Question Chart to create questions comparing points of view, stories, themes, topics, etc. |
| Writing | **ELAGSE5W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **SPAL-ELAGSE5SL5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | -Students create their narratives.  -Students create an illustration and record their narratives in Seesaw or PowerPoint  -Create a QR Code for students to share their stories in the hall & media center for a wider audience.  Or  Students create books to share with other students in the school. |
| Social Studies | **SS5H6 Describe the importance of key people, events, and developments between 1950-1975.**  a. Analyze the effects of Jim Crow laws and practices.  b. Explain the key events and people of the [Civil Rights movement](https://www.neok12.com/Civil-Rights-Movement.htm): *Brown v. Board of Education* (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.  c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.  d. Discuss the significance of the technologies of television and space exploration. | -Students can go on a webquest/ station rotation to learn about the [History concepts](http://www.historyforkids.net/civil-rights.html) (Great Media Center collaboration!)  -Students select a topic to become an expert on, then complete a news report, acting like a reporter, highlighting key elements of their topic. (Record in Seesaw or PowerPoint)  - Students complete a journal from the perspective of one of the key people. Have students upload [images related to their entries](https://techiegalstechtips.weebly.com/images-for-projects.html) to Seesaw or PowerPoint and record their journal entries.  -Then create a QR code to share in the hallway and media center, to share with a wider audience.  - Relate to how can they be a positive activist  -Pose “Would you rather be \_\_\_\_\_\_ or \_\_\_\_\_ related the topics they are learning and have students support with details. Even better, have students create these questions, and pose back to the class about the content. |
| Science | Science: **S5P3. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.** a. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet. (*Clarification statement:* Function is limited to understanding temporary and permanent magnetism.)  b. Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object. (*Clarification statement:* The interaction should include placing materials of various types (wood, paper, glass, metal, and rocks) and thickness between the magnet and the magnetic object.) | -Students learn about magnets and electromagnets through webquest and hands-on investigations. (STEM Lab/ Classroom Activities)  -Students compare and contrast permanent magnets vs. electromagnets as well as interactions  -Students explore examples of magnets and electromagnets in real life and share how they impact our lives.  - Students create a [miniature mode of transportation](https://www.sciencekiddo.com/magnet-powered-car/) that utilizes some form of [magnetism](https://www.instructables.com/id/Magnet-Car/). Their transportation can be on a homemade track or just across a desk,but must show what they’ve learned during this unit. ([Electromagnetic train](https://frugalfun4boys.com/how-to-build-a-simple-electromagnetic-train/)) or  [Lego Magnet Maze](https://www.youtube.com/watch?v=MfDL_9_jxro) |
| Math | **Convert like measurement units within a given measurement system.**  **MGSE5.MD.1** Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.  the length, by viewing the area formula as a multiplication equation with an unknown factor. | Plan a party:  -Students are given the task of [planning a party](https://creativeeducator.tech4learning.com/2014/lessons/plan-an-event) with a [few different recipe items](https://www.foodnetwork.com/recipes/food-network-kitchen/fluffy-confetti-birthday-cake-3362280), except the recipe they receive serves 4 and they will have \_\_\_\_\_ people coming to their party. (Number can vary)  -Students will convert measurements to ensure they have a recipe that works for their number of guests.  -If you get really brave, students can actually create their recipe to see if it turns out.  -This same concept can apply to [party decorations](https://www.partycity.com/birthday-decorations?prefn1=productType&prefv1=Party%20Kits%7CDecorating%20Kits), space needed for tables/ chairs, etc. |