

COHORT 5			
Learning Task Name	Learning Task Expected Duration	Learning Task Description	Assessment Task Duration
ELA			
Cohort 5 Folktales and Myths	Up to three hours should be allotted for this task.	In this task students will read folktales and myths from diverse cultures. Students will determine the central message and explain how it is conveyed through key details in the text. Students will describe characters in the story, explain how their actions contribute to the sequence of events and tell how illustrations contribute to the story.	30 minutes
Cohort 5 Meeting a Challenge	This task should take the equivalent of four class periods, including time for reflection and discussion within these sessions.	In this task, students will read literary and informational texts in order to determine how characters meet challenges and to compare stories in different media.	30 minutes
Cohort 3 Using Water Well	This task should take up to three classroom hours.	Students will read websites, view diagrams and watch a video about Earth's water cycle. Students will respond in short answer and paragraph form to prompts based on information from the varied sources.	30 minutes
Math			
G5 Camping Trip LT	Two to three 45-minute class periods	Students will use their multiplication and division skills to plan how much water hikers can pack in their backpacks. Students will use different strategies to multiply, divide, check their answers, and interpret remainders when creating and solving story problems.	30 to 45 minutes
G4 Family Day Bike Race LT	Three to four 45-minute class periods	The student will complete a table to generate number patterns and describe features in the patterns. The student will look at a repeating pattern and a growing pattern and describe each of them. Then the student will design his or her own shape pattern and compare it to the two patterns that were given.	30 minutes
G4 Kate's Garden LT	Three to four 45-minute class periods	The student will practice creating an area model to represent multiplication using an interactive website. The student will use base-10 blocks and graph paper to solve multiplication and division problems and interpret remainders. The student will solve multi-step word problems in the context of gardens.	30 to 45 minutes
G3 Raising Chickens LT	Two to three 45-minute class periods	The student will solve two-step word problems using play money involving addition and subtraction. The student will calculate the cost to buy baby chickens and food for the chickens. The students will look at a table that shows the cost to buy and ship housing for the chickens and determine which operation to use to find the pattern.	30 to 45 minutes
G3 The Fancy Grill LT	Three to four 45-minutes class periods	The student will find the totals of different amounts of play money. Then the student will create a menu with whole number prices and use that menu to calculate the cost of different orders and the change received for an order when paying for it with a given piece or pieces of play money.	40 minutes
Science			
Cohort 5 Earth's Living History	Session 1: 45–60 minutes Session 2: 45–60 minutes Session 3: 45–60 minutes Session 4: 45–60 minutes	Students will use hands-on and online activities to learn how fossils form, how fossil evidence can be used to make inferences about the past, and to compare fossils to one another and to present-day organisms. Finally, students will observe fossils commonly found in Ohio and compare them to animals and plants that are alive today.	30 minutes

Cohort 5 Forces and Motion	Session 1: 45–60 minutes Session 2: 45 minutes Session 3: 45–60 minutes Session 4: 45 minutes	Cars and ramps is a mini-unit on force and motion to be completed in 3-4 class periods. Students will use hands-on activities and graphing to observe and explore the motion of a matchbox car when different forces act on it.	AT1: 60 minutes AT2: 20 minutes
Cohort 5 Landforms	Session 1: 30 minutes Session 2: 60 minutes Session 3: 30 minutes Session 4: 60 minutes Session 5: 10 minutes	Students in groups will investigate water erosion. Students will work with stream tables to explore water flow, slope and stream topography. Online animations and games will reinforce the basic ideas of erosion and landforms.	60 minutes
Cohort 5 Life Cycles	Session 1: 30 - 45 minutes Session 2: 45 minutes Session 3: 45 minutes	The task allows students to explore the similarities and differences among plant and animal life cycles. The first session requires students to examine various life cycles, ordering the stages within each. In the second session students conduct a scaffolded investigation of the effect of temperature on the life cycle of radishes. In the third and fourth sessions, students collect, organize and interpret their data, and draw conclusions from this data.	30 minutes
CT 5 Cycles and Patterns in the Solar System	Session 1: 40 minutes Session 2: 90 minutes (may break into two sessions—30 minutes without computers and 60 minutes with computers) Session 3: 90 minutes (may break into two sessions—45 minutes without computers and 45 minutes with computers)	The Ohio Grade 5 Earth and Space standards focus on cycles and patterns in the solar system. The predictable patterns of night/day and the seasons require an understanding of two cyclical Earth motions that begin with an r: rotation and revolution (Earth’s orbit). Learning Task 1 is designed to help students develop the scientific terminology and conceptual understanding related to these two motions and their occurrence as repeated cycles (note: related vocabulary words from the Grade 5 curriculum map used in this learning task include: rotation, orbits, revolves, elliptical, spherical, sun, night/day, tilted axis). Studies have shown that students commonly get these two “r” words, and hence their motions, mixed up when describing Earth’s motion. Therefore this task is designed to help students conceptually distinguish between these two terms using a constructivist activity as a prerequisite to the lessons on cycles and predictable patterns that follow this task.	60 minutes
Social Studies			
C5 SST Aztecs	3 hours	Students explore web sites to read and see images about the Aztec empire prior to the arrival of the Europeans. Students will draw conclusions about the life of the Aztecs based on provided evidence.	1 hour
C5 SST Consumers and Producers	1 hour and 40 minutes	Students study the varied resources used in production. Students evaluate decisions they could make as an entrepreneur. Students evaluate risks taken to make a profit and understand competition from other producers.	45 minutes
C5 SST Declaration of Independence	3 hours and 20 minutes	Students study how the 13 colonies came together around a common cause of liberty and justice.	30 minutes
C5 SST Local Community Responsibilities	1 hour and 30 minutes	Students consider the social responsibilities of civil behavior and identify opportunities to promote the common good in the community.	50 minutes
C5 SST Understanding Maps	3 hours	Students use map keys, grid references and cardinal directions. Students apply these skills to interpret and create maps.	45 minutes