

Brandon Valley School District

District Learning Plan

April 13-17, 2020

Grade 5 ELA



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Research: Bird Book

SUBJECT/GRADE: 5th Grade ELA

DATES: April 13-17

<p>What do students need to do?</p> <p><u>Link to important video message</u></p> <p><u>Link to BV instructional video for week of April 13-17, 2020</u></p>	<p>Monday (4/13)</p> <ul style="list-style-type: none"> No school <p>Tuesday (4/14)</p> <ul style="list-style-type: none"> Complete the Story Map for your novel. Be sure to write in complete sentences for each element. Read the expectations for the Bird Book Narrative Project and “Birds According to Abby” by Mrs. Klumper (included in your packet). Begin your work on Bird Story #1 and illustration. <p>Wednesday (4/15)</p> <ul style="list-style-type: none"> Complete Bird Story #2 and illustration. <p>Thursday (4/16)</p> <ul style="list-style-type: none"> Complete Bird Story #3 and illustration. <p>Friday (4/17)</p> <ul style="list-style-type: none"> Complete Bird Story #4 and illustration.
<p>What do students need to bring back to school?</p>	<ul style="list-style-type: none"> Please turn in or send pictures of your ELA teacher: <ul style="list-style-type: none"> Story Map Completed Bird Book Project Return any school library books, classroom library books, or textbooks to the school.
<p>What standards do the lessons cover?</p>	<ul style="list-style-type: none"> 5.RL.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 5.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. 5.RI.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences. 5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<p>What materials do students need? What extra resources can students use?</p>	<p>Resources You’ll Need:</p> <ul style="list-style-type: none"> Story Map Bird Book Project Directions “Birds According to Abby” by Mrs. Klumper (Included) Blank or Lined Paper

What can students do if they finish early?	<ol style="list-style-type: none"> 1. Storyline Online: https://www.storylineonline.net/ 2. Open Library: https://openlibrary.org/
Who can we contact if we have questions?	<p><u>Brandon Valley Intermediate School</u></p> <p>Principal- Mr. Skibsted- Nick.Skibsted@k12.sd.us</p> <p>Assistant Principal- Mr. Pearson- Rick.Pearson@k12.sd.us</p> <p>ELA Teachers:</p> <p>Ms. Relf- Baylee.Relf@k12.sd.us (white team)</p> <p>Mr. Carroll- Aaron.Carroll@k12.sd.us (red team)</p> <p>Mrs. Klumper- Abby.Klumper@k12.sd.us (silver team)</p> <p>Mrs. Block- Lindsey.Block@k12.sd.us (blue team)</p>
<p><u>Notes:</u></p> <p>This week, you have the opportunity to create a Bird Book, either using the resource Mrs. Klumper has made, the Audubon webpage, OR your own observations of birds! Please be sure each of your Bird Book stories has at least two paragraphs and includes the six pieces of information listed in the directions. You may research more than 4 birds if you so choose. Reach out to your ELA teacher if you have any specific questions. We would love to help you!</p>	

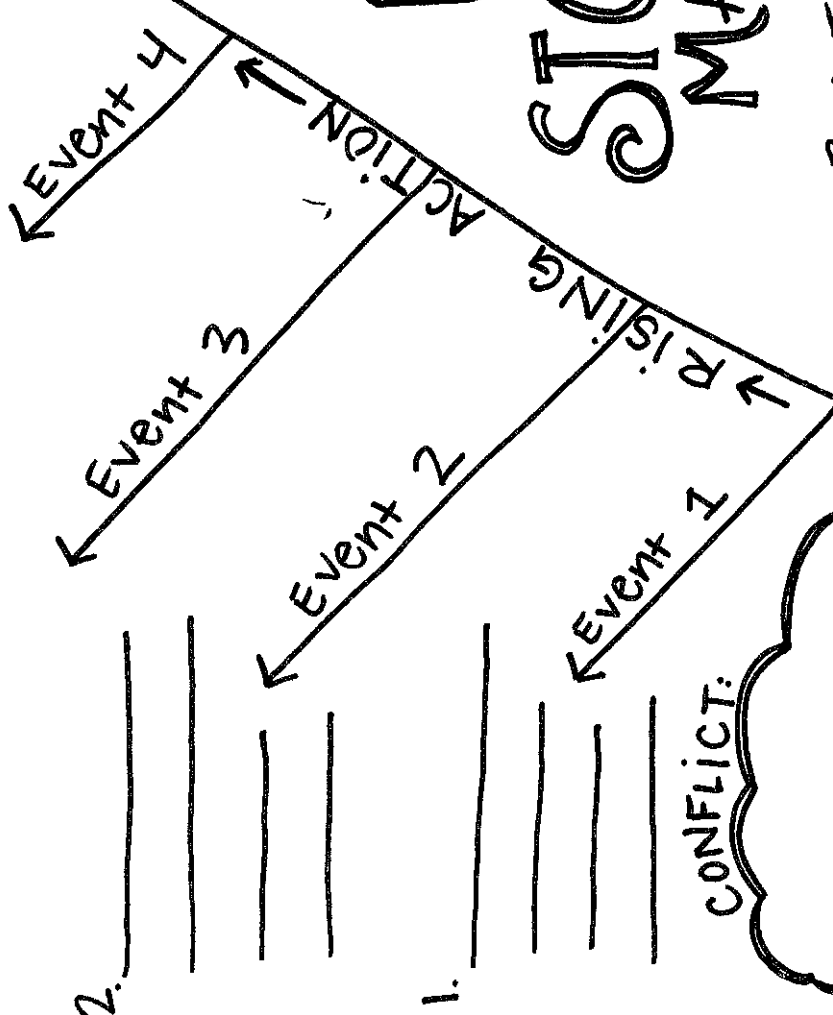
Instructional materials are posted below (if applicable)

Brandon Valley School District

STORY MAP

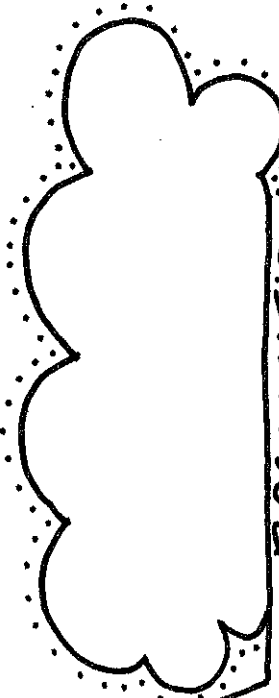


- 1. _____
- 2. _____
- 3. _____
- 4. _____



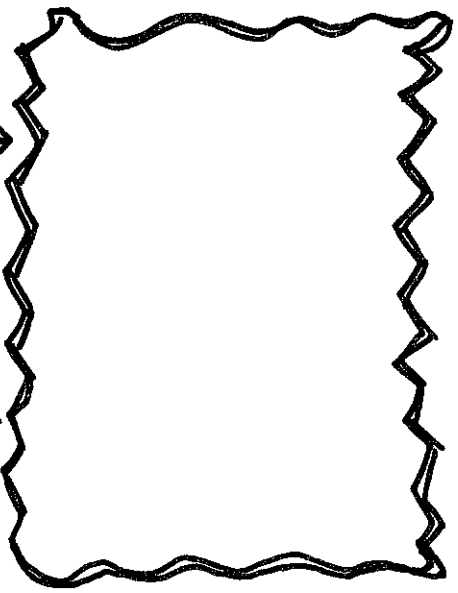
Falling action

CLIMAX



RESOLUTION

THEME



BOOK TITLE:

YOUR NAME:

Setting

CONFLICT:

Bird Book Project

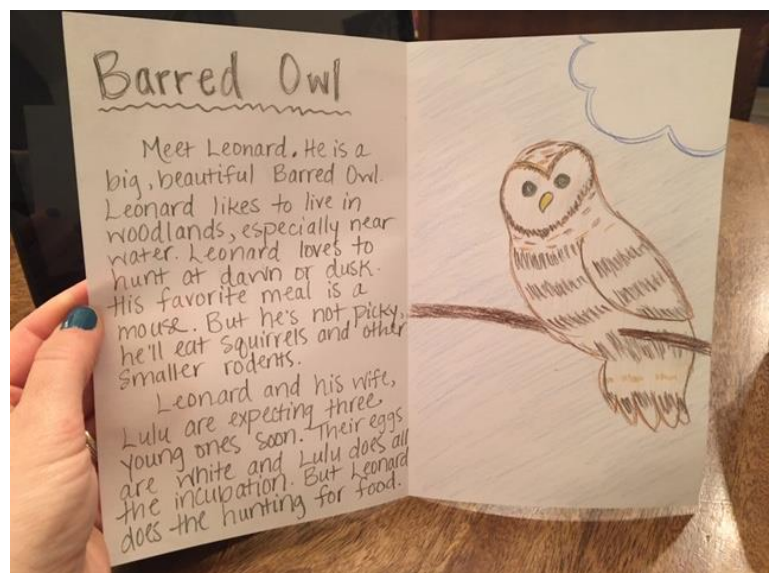
Description: For this project, you get to become an ornithologist (a bird expert!) and craft **4** stories based on your observations. Your stories must be one to two paragraphs long and include the following information:

- The type of bird you are describing
- Where the bird mainly lives
- What the bird eats
- How many young the bird produces
- The size and color of the birds' eggs
- Who is responsible for feeding the young (male or female)

Process: Follow the steps below to create your Bird Book!

1. The first step in gathering information for your magnificent Bird Book is to read through Mrs. Klumper's field guide called "Birds According to Abby." To help you keep track of the information about each bird, you may write facts and other details in the Bird Book Organizer included in this week's packet. This organizer is **optional**.
2. For extra information or more bird options, you may also choose to visit the Audubon's Guide to North American Birds on their website (www.audubon.org/bird-guide) and write about any of those birds as well.
3. If you'd like to take your research one step further, check out Cornell's website called "All About Birds." (<https://www.allaboutbirds.org/cams/barred-owls/>). On this page, you can watch different bird cams to make observations about bird behavior.
4. Once you have gathered all the necessary information about your **4 birds**, you may begin writing a short story about each bird. You may choose to create your Bird Book on blank computer paper or lined notebook paper. **Use the example below for a guide as you write.** Use descriptive adjectives and imagery, complete sentences, correct spelling, and proper punctuation in your stories.
5. Once your stories are complete, draw an illustration of each bird and add color to enhance your picture. You may also choose to draw what the birds' eggs and nests would look like as well.

This example describes the Barred Owl!



Birds: According to Abby (Mrs. Klumper)

Red-winged Blackbird: This small black bird with red tipped wings are fierce little birds. They are known to swoop and attack people when they feel threatened. Red-winged Blackbirds spend a lot of time in marsh areas or wet fields. They are quite commonly seen in this area. A Red-winged Blackbird eats seeds (grass and wheat seeds) and also some small berries when they can find them. They also like to eat insects like grasshoppers, snails, spiders, caterpillars and beetles. This bird nests in marshy areas and the nests which are made of grasses can be found in saplings or in tall grassy areas. They always nest near water. The female lays 3-4 eggs which are a pale bluish green color and have small specks of black, purple and brown on them. Both the male and female birds feed the young, but the female feeds them more often than the male.



Red-winged Blackbird

Mourning Dove: Mourning Doves are named after the melancholy sound they make. It almost sounds like a sad song. This bird can adapt to change in landscape so you will probably see a lot of them around our community. They like to live in open areas. They can be found outside homes possibly sitting in your shrubs, along roadsides, in forests or grasslands. They aren't picky about where they hang out. Mourning Doves like to eat seeds. They live almost entirely on grass seeds, wheat seeds and ragweed seeds. When a Mourning Dove nests they male and female work together. The male brings little twigs and the female assembles the nest. The nest is flimsy though, and can be found in small trees, shrubs and sometimes in taller grass. The female lays two white eggs and both male and female incubate the eggs and both parents also feed the young. They feed the young crop milk which is regurgitated food/milk that comes from inside their mouths. This is different from how most birds feed their young.



Mourning Dove

American Robin. The American Robin can easily be seen around our town right now. Often these birds will be seen eating grass seed in your yard or in open areas around town. They aren't terribly afraid of people and will oftentimes land on your deck or windowsill. American Robins like to eat insects, berries and worms. They nest in trees or shrubs but they may also nest in spaces around your house or on your decks and porches. The nest a Robin makes is from grass and then lined with mud at the bottom of the nest. The female builds most of the nest but the male does help a little bit. Most of the time a Robin lays four teal colored eggs. They are bright and pretty eggs. The female incubates the eggs but both parents help find food for the young.



American Robin

Northern Cardinal: The Northern Cardinal is a brightly colored, red bird. The female cardinal is not as bright as the male, however. You may find a Cardinal in wooded areas, thickets and semi open areas. Cardinals hop around on the ground to find seeds and insects to eat. They also like to eat berries when they can find them. If you put Sunflower Seeds in a bird feeder, you will likely attract Cardinals. A female Cardinal makes the nest which is compiled of grass, mud, twigs and tree bark. She hides her nest really well deep inside shrubs or trees in thick wooded areas. The female Cardinal will lay 3-5 eggs which are a pale greenish white color. The female always incubates the eggs alone, but when the young hatch, the male and female help feed the young.



Northern Cardinal

American Goldfinch: The American Goldfinch is a beautiful and bright yellow bird. The male is more colorful than the female, like most birds. The Goldfinch likes to live in meadows or on the edge of wooded areas and especially like to be near streams. They can easily climb on thistles and sit there while they find seeds to eat. They also love to eat seeds from bird feeders and are not afraid to fly and perch close by to humans. The Goldfinch will eat buds off new growth on trees and they will also eat sap from Maple Trees. The female Goldfinch makes the nest and she will weave plant fibers and thistles together to make a compact nest that can even hold water! She lays 4-6 eggs that are a light bluish white color. Both parents take turns feeding the young.



American Goldfinch

Bird Book Organizer

Bird #1:	
Location:	
Diet:	
# of Young:	
Eggs:	
Primary Feeder:	

Bird #2:	
Location:	
Diet:	
# of Young:	
Eggs:	
Primary Feeder:	

Bird #3:	
Location:	
Diet:	
# of Young:	
Eggs:	
Primary Feeder:	

Bird #4:	
Location:	
Diet:	
# of Young:	
Eggs:	
Primary Feeder:	

Bird Book Rubric

Name: _____

	Meets Expectation (5)	Approaches Expectation (3)	Attempts Expectation (1)
Content	Each story reports the six pieces of information from the project description (name of the bird, where it lives, what it eats, egg information, young, and feeding).	Each story reports at least four pieces of information from the project description.	Each story reports at least two pieces of information from the project description.
Creativity	Each story includes a detailed illustration that is colored.	Three out of four stories include a detailed illustration that is colored.	Two or fewer stories include a detailed illustration that is colored.
Writing Conventions	Each story features correct spelling, grammar, and punctuation; complete sentences; correct use of capitalization.	Each story has few spelling errors; correct punctuation; complete sentences.	Each story has some spelling and grammar errors; most sentences have punctuation and are complete; uses upper- and lower-case letters.