

Brandon Valley School District
District Learning Plan
April 20-24, 2020

Grade 5 ELA



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Novel Project #2

SUBJECT/GRADE: 5th Grade ELA

DATES: April 20-24, 2020



<p>What do students need to do?</p> <p><u>Link to BV instructional video for week of April 20-24, 2020</u></p>	<p>Monday (4/20)</p> <ul style="list-style-type: none"> ● Create a novel reading schedule and read your assigned chapters. ● Complete Journal Entry #1 (see prompts below) and 1 puzzle piece activity. <p>Tuesday (4/21)</p> <ul style="list-style-type: none"> ● Read scheduled novel chapters. ● Complete Journal Entry #2 and 1 puzzle piece activity. <p>Wednesday (4/22)</p> <ul style="list-style-type: none"> ● Read scheduled novel chapters. ● Complete Journal Entry #3 and 1 puzzle piece activity. <p>Thursday (4/23)</p> <ul style="list-style-type: none"> ● Read scheduled novel chapters. ● Complete Journal Entry #4 and 1 puzzle piece activity. <p>Friday (4/24)</p> <ul style="list-style-type: none"> ● Read scheduled novel chapters. ● Pick and complete ONE short novel project from the choice board provided.
<p>What do students need to bring back to school?</p>	<p>Return or send pictures of the following activities:</p> <ol style="list-style-type: none"> 1. Journal Entries #1-4 2. Puzzle Piece Activities (4 total) 3. Final Novel Project <p>*Please return any school library books, classroom library books, or textbooks to the school.</p>
<p>What standards do the lessons cover?</p>	<ul style="list-style-type: none"> ● 5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● 5.RL.2: Determine the theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in the story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. ● 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.
<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"> ● Novel of your choice. Please contact your teacher if you do not have a new novel to begin. ● Novel Reading Schedule ● Novel Puzzle ● Novel Project Choice Board

<p>What can students do if they finish early?</p>	<ol style="list-style-type: none"> 1. Storyline Online: https://www.storylineonline.net/ 2. Open Library: https://openlibrary.org/
<p>Who can we contact if we have questions?</p>	<p>Brandon Valley Intermediate School Principal- Mr. Skibsted- Nick.Skibsted@k12.sd.us Assistant Principal- Mr. Pearson- Rick.Pearson@k12.sd.us ELA Teachers: Ms. Relf- Baylee.Relf@k12.sd.us (white team) Mr. Carroll- Aaron.Carroll@k12.sd.us (red team) Mrs. Klumper- Abby.Klumper@k12.sd.us (silver team) Mrs. Block- Lindsey.Block@k12.sd.us (blue team)</p>
<p>Notes:</p> <p>This week, you will be reading a second novel of your choice and completing journal entries and puzzle pieces to help you reflect on your book. Each day, read the number of chapters you have scheduled on your Novel Reading Schedule. Then, complete ONE puzzle piece activities PER DAY. After you complete each activity, have your guardian initial each piece of the puzzle. You will also be completing ONE journal entry per day. You may choose to write out your journal entries or type your responses and share them with your teacher online. Below, you will find organizers you may use to complete these activities; however, all the activities can be done with a pencil and blank piece of paper as well. Please reach out to your ELA teacher if you have any questions; we'd love to help!</p>	

Instructional materials are posted below (if applicable)

Novel Reading Schedule

Title of the novel you chose to read: (Write it on the line below)

Your name: _____

MONDAY, APRIL 20TH: Chapters _____ to _____

Tuesday, April 21th: Chapters _____ to _____

Wednesday, April 22th: Chapters _____ to _____

THURSDAY, APRIL 23TH: Chapters _____ to _____

Friday, April 24th: Chapters _____ to _____

Sat/Sun, April 25-26th: Chapters _____ to _____

Be sure to fill this out before you begin reading so that you have a set plan for how many chapters to read each day. You can take the number of chapters and divide them by **6** because that is how many days you have to read. If you have any questions, please reach out via email to your ELA teacher.

Week 6: Novel Unit

Directions: This week, you will be reading another novel of your choice, completing some reflection activities, and creating a final novel project. Follow the steps below!

Monday, April 20th

Reading:	Read the chapters on the novel schedule you created for 4/20.
Journal Prompt:	What is the most interesting thing you know about the main character in your book so far? Write a paragraph describing this fact and why you think it will be important in your story.
Novel Puzzle:	Pick one activity from the novel puzzle to complete.

Tuesday, April 21st

Reading:	Read the chapters on the novel schedule you created for 4/21.
Journal Prompt:	Think about the setting in your book. Describe it. If you were in the setting, what are some things that you would see?
Novel Puzzle:	Pick one activity from the novel puzzle to complete.

Wednesday, April 22nd

Reading:	Read the chapters on the novel schedule you created for 4/22.
Journal Prompt:	List and describe three events (in order) that move the plot along in the book. Explain why those events are significant in your novel.
Novel Puzzle:	Pick one activity from the novel puzzle to complete.

Thursday, April 23rd

Reading:	Read the chapters on the novel schedule you created for 4/23.
Journal Prompt:	What is a theme in your novel? Explain the theme using evidence from the text to support your answer.
Novel Puzzle:	Pick one activity from the novel puzzle to complete.

Friday, April 24th

Reading:	Read the chapters on the novel schedule you created for 4/24.
Novel Project:	Pick one activity from the NOVEL PROJECT CHOICE BOARD to complete. (Note: this board is <u>separate</u> from the novel puzzle).

NOVEL PUZZLE

<p>Vocab Lab!</p> <p>* Pick 4 NEW words from your novel and fill in the vocabulary organizer!</p> <p>*</p>	<p>Character Traits:</p> <p>Identify 4 traits of a character in your novel. Use the organizer to help you!</p> <p>Complete the practice WS on punctuation!</p>	<p>Complete WS 23 on "This, That, These, + Those"</p> <p>Write a chapter summary of <u>one</u> chapter in your novel.</p>	<p>Listen to <u>one</u> chapter read aloud! (ask a family member or listen to a recording)</p> <p>Feel free * to do more if you'd like!</p>
<p>You must pick 4 total tasks this week.</p> <p>*</p>	<p>SKETCH # A SCENE!</p>	<p>Complete WS 21 on Contractions + Negatives</p>	<p>Identify 5 Cause + Effect relationships in your novel.</p> <p>*</p>

Name _____

Definition or synonym	Antonym
Vocabulary Word	
Use it in a sentence	Picture

Definition or synonym	Antonym
Vocabulary Word	
Use it in a sentence	Picture

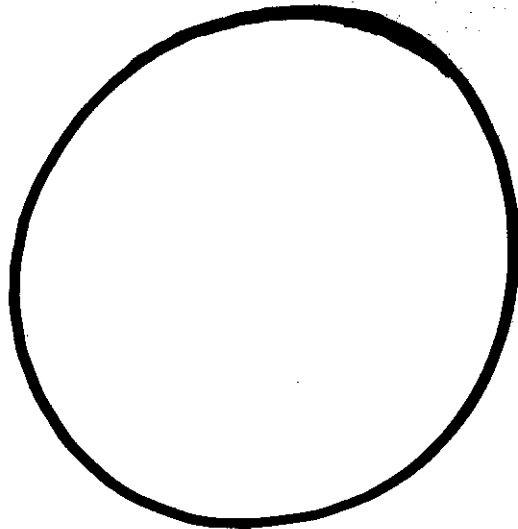
Definition or synonym	Antonym
Vocabulary Word	
Use it in a sentence	Picture

Definition or Synonym	Antonym
Vocabulary Word	
Use it in a sentence	Picture

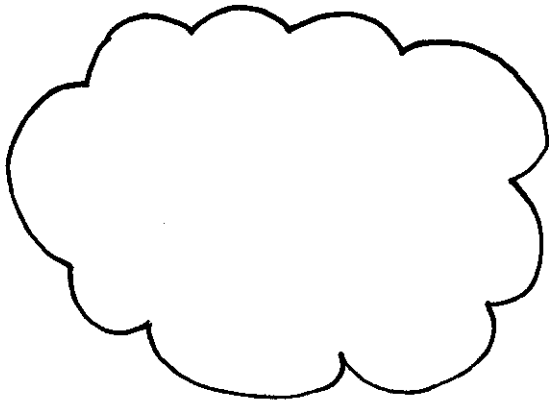
NAME: _____

Character Traits...

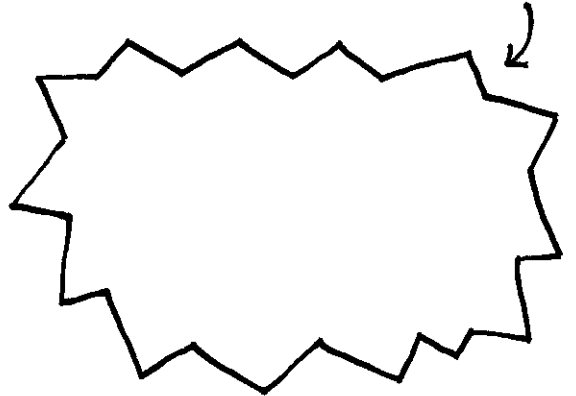
Illustrate your character!
Use color.



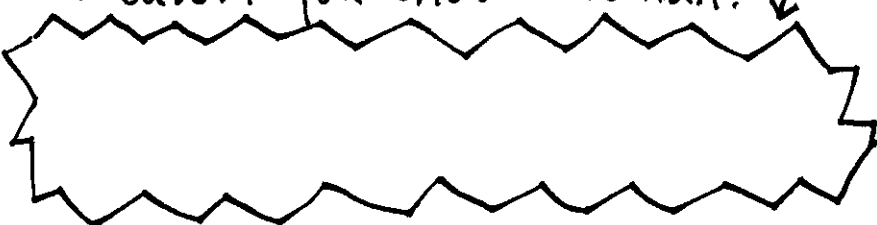
1. _____
Reason you chose this trait? ↘



2. _____
Reason you chose this trait? ↘



3. _____
Reason you chose this trait? ↘



4. _____
Reason you chose this trait? ↘



This, That, These, and Those

The adjectives *this*, *that*, *these*, and *those* tell which one or which ones. *This* and *that* modify singular nouns. *These* and *those* modify plural nouns. *This* and *these* refer to objects that are close by. *That* and *those* refer to objects farther away.

This classroom is brighter than that one across the hall.

These students at our table are my friends. Those students over there are new.

This, *that*, *these*, and *those* can also be pronouns.

This is a book about space. These are books about space.

- Do not use *here* or *there* after *this*, *that*, *these*, or *those*.

No: This here book is about astronauts. That there one is about space.

Yes: This book is about astronauts. That one is about space.

- Do not use *them* in place of *these* or *those*.

No: She wrote them books for children.

Yes: She wrote those books for children.

Directions Underline the word in () that completes each sentence correctly.

1. (That, Those) movie tells about the flight of *Apollo 13*.
2. (This, These) is a story about how three astronauts survived.
3. (That, This) picture I am holding is dramatic.
4. It was the 1960s, and in (these, those) days space travel was new.
5. The Apollo program included (this, those) flights that took us to the moon.
6. (That, Those) idea of space travel was hard for people to imagine.
7. (These, This) are pictures of a space capsule.
8. Will you proofread (these, this) report on space travel?

Directions Write each sentence correctly.

9. This here book is about Ellen Ochoa.

10. I found it when I returned them books last week.

11. It was with those there books in the library.

Rewrite the sentence correctly by adding in commas, capital letters and punctuation marks.

1. aaron a farmer from south dakota liked to chase his cows with a stick

2. Herman a 12 inch long worm scared all of the children at sentoma park

3. I love putting sausage pepperoni green peppers and onions on my pizza

4. a hard worker grace knew what it took to get the job done.

5. My favourite farm animals are horses sheep and goats.

Rewrite the sentence correctly by adding in commas, quotation marks and the correct punctuation.

6. Harper said I hope we don't have rain today

7. Bryce asked Do we need to bring any tools

8. When can we see the new dog asked Johnny

9. I plan to pick it up on Friday said Mom

10. Did they cancel your trip asked Baylee or is it still a go

11. We were almost there Hazel sighed when we got flat tire

Writing a Chapter Summary

Directions: Use the organizer below to help you write a summary of ONE chapter from your novel. Write your summary in **complete sentences**. Be sure to answer each question: **WHO? WHAT? WHERE? WHEN? WHY?**

WHO?	
WHAT?	
WHERE?	
WHEN?	
WHY?	

Contractions and Negatives

A **contraction** is a shortened form of two words. An **apostrophe** is used to show where one or more letters have been left out. Some contractions are made by combining pronouns and verbs: *I + will = I'll*; *she + is = she's*. Other contractions are formed by joining a verb and *not*: *do + not = don't*; *are + not = aren't*.

- *Won't* and *can't* are formed in special ways (*can + not = can't*; *will + not = won't*).

Negatives are words that mean "no" or "not": *no, not, never, none, nothing*. Contractions with *n't* are negatives too. To make a negative statement, use only one negative word.

No: Don't never get in his way. There wasn't nobody here.

Yes: Don't ever get in his way. There wasn't anybody here.

- Use positive words instead of the negative in a sentence with *not*:

Negative	Positive	Negative	Positive
nobody	anybody, somebody	nothing	anything, something
no one	anyone, someone	nowhere	anywhere, somewhere
none	any, all, some	never	ever, always

Directions Write the contraction for each pair of words.

- | | |
|---------------------|--------------------|
| 1. you have _____ | 7. has not _____ |
| 2. could have _____ | 8. did not _____ |
| 3. he would _____ | 9. I will _____ |
| 4. who has _____ | 10. who will _____ |
| 5. will not _____ | 11. I am _____ |
| 6. she is _____ | 12. has not _____ |

Directions Underline the contraction. Write the two words used to form it.

13. We've been digging in the dirt. _____
14. Maybe we shouldn't have dug this hole. _____
15. Isn't that a skunk I smell? _____
16. When Pa finds out, he'll be mad. _____

Directions Circle the word in () that correctly completes each sentence.

17. The boys weren't (nowhere, anywhere) to be found.
18. They didn't tell (anybody, nobody) about their hole.

Cause and Effect

Directions: Use the organizer below to identify **FOUR** cause and effect relationships in your novel. Remember, an **EFFECT** is an event that takes place. The **CAUSE** is the reason for that event. What happened? Why did it happen?

Cause:	Effect:
Cause:	Effect:
Cause:	Effect:
Cause:	Effect:
Cause:	Effect:

Novel Project Choice Board

Directions: Choose **ONE** of the following novel projects to demonstrate your understanding of your story. Review the descriptions in each box and the rubric to help you.

<p>Awesome Action</p> <p>With your siblings and family members, act out one of the most important scenes in your story. Remember to include dialogue and feel free to add props to help you! Record your scene using FlipGrid or another similar recording system and sent it to your ELA teacher!</p>	<p>Interesting Illustrations</p> <p>Imagine you were hired to be an illustrator for this book. What are the most important scenes you would need to draw? Complete three drawings of main events in the novel and put them in sequential order. Add color to bring your illustrations to life!</p>	<p>Jolly Journals</p> <p>Put yourself in the main character's shoes. Now that the book has ended, write a journal entry as if you were the main character after the resolution of the book. What is the main character doing now? How are they feeling? Your journal entry must be at least 3 paragraphs.</p>
<p>Persuasive Practice</p> <p>Now that you have finished your novel, reflect on what you liked about the book. Write a letter to a friend persuading them to read the book. Be sure to include three major reasons. Your letter should be at least 3 paragraphs. However, be sure that you do not spoil the ending!</p>	<p>Dedicated Designer</p> <p>Your job is to create a new book jacket AND title for your novel. Be sure to include a cover illustration relating to the book, a catchy, interesting title, and a short summary for the back of the book. You may also choose to include reviews of your novel and an illustration of the author.</p>	<p>Make a Model</p> <p>Create a miniature model of the setting of the story by using materials you might find at home. If your story takes place in more than one setting, choose the place where the most important events happen.</p>
<p>Start a Spinoff</p> <p>Write a pitch for a new story that would be a spinoff of this book. The new story should center around another character from your novel. Be sure to include the title of the spinoff, the main character, the setting, the plot, and whether the story would be a prequel or a sequel to the novel you read. Your pitch should be at least 3 paragraphs.</p>	<p>Amazing Articles</p> <p>Write a newspaper article about an important event from the story. Include a headline (title), illustration, and caption for your story. Also be sure to give your newspaper a name that best represents the setting of the story. Write in complete sentences and use proper spelling and punctuation. Your article should be at least 3 paragraphs.</p>	<p>Character Q&A</p> <p>Imagine that you get the opportunity to interview a character from the story. What questions would you ask? How do you think that character would answer? Write 7 questions and answers for your interview. Be sure to use complete sentences, correct spelling, and proper punctuation.</p>

Novel Project Rubric

Name: _____

Element	Meets (5)	Approaches (3)	Attempts (1)
Literary Understanding	The project shows a thorough understanding of the novel. It includes the title and author of the novel. The project also includes details of the novel's plot and descriptions of the characters.	The project shows a good understanding of the novel. It includes some parts of the plot and some descriptions of the characters.	The project demonstrates some understanding of the novel, but it is missing evidence of comprehension of the text.
Creativity	The project reflects great time and effort. It creatively and neatly displays information about the book.	The project reflects time and effort. There is evidence of creative thought. Most information is displayed neatly.	The project reflects some time and effort.
Presentation	All elements of the project are included. If applicable, written portions include complete sentences, descriptive details from the novel.	Most elements of the project are included. If applicable, written portions include some complete sentences and descriptive details from the novel.	Some elements of the project are included. If applicable, written portions include few complete sentences and descriptive details.