

Brandon Valley School District
District Learning Plan
April 6-10, 2020

Grade 5 ELA



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Novel Project

SUBJECT/GRADE: 5th Grade ELA

DATES: April 6 - 10



<p>What do students need to do?</p> <p><u>Link to BV instructional video for week of April 6-10, 2020</u></p>	<ul style="list-style-type: none"> ● Monday (4/6) <ul style="list-style-type: none"> ○ Complete Skill Assessment: quizizz.com/join?gc=606360 or on paper copy below. Please write your first and last name and team color on your quiz or paper. ○ Make Novel Reading Schedule ○ Begin Novels! ● Tuesday (4/7) <ul style="list-style-type: none"> ○ Read Scheduled Novel Chapters ○ Complete 3 Reading Puzzle Pieces ● Wednesday (4/8) <ul style="list-style-type: none"> ○ Read Scheduled Novel Chapters ○ Complete 3 Reading Puzzle Pieces ● Thursday (4/9) <ul style="list-style-type: none"> ○ Read Scheduled Novel Chapters ○ Completed 3 Reading Puzzle Pieces ● Friday (4/10) No School
<p>What do students need to bring back to school?</p>	<ul style="list-style-type: none"> ● Return or send pictures of completed Reading Puzzle Piece activities (a minimum of 9 pieces) ● Return any library books, textbooks, or magazines you are finished with to the school
<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 a 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 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 read! ● Novel Reading Schedule ● Novel Puzzle ● Puzzle Piece Tracking Sheets (Optional--You can use the organizers to write your work, or you can complete each task on a blank sheet of paper!)

<p>What can students do if they finish early?</p>	<ol style="list-style-type: none"> 1. State Testing Practice: https://sd.portal.airast.org/training-tests.stml 2. Storyline Online: https://www.storylineonline.net/ 3. 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 novel of your choice and completing 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 THREE puzzle piece activities PER DAY. After you complete each activity, have your guardian initial each piece of the puzzle. 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)

Brandon Valley School District

QUIZIZZ

ELA Assessment 4/6

40 Questions

NAME : _____

CLASS : _____

DATE : _____

1. the author wants you to do, buy, or believe something

a) persuade

b) inform

c) entertain

2. the author wants to give you information

a) Entertain

b) Persuade

c) Inform

3. the author wants to amuse you or for you to enjoy the writing

a) Entertain

b) Inform

c) Persuade

4. textbooks, non-fiction books, expository essays, biographies, newspaper articles, and directions are examples of:

a) Persuade

b) Inform

c) Entertain

5. advertisements, persuasive letters, opinions, campaign speeches are all examples of:

a) Persuade

b) Inform

c) Entertain

6. fictions stories, poems, songs, plays, jokes, and narratives are examples of:

a) Persuade

b) Inform

c) Entertain

7. In a novel, the author's purpose is to:

a) Persuade

b) Inform

c) Entertain

8. In directions, the author's purpose is to:

a) Persuade

b) Inform

c) Entertain

9. A child's letter to Santa asking for a bicycle because the child has been good all year is meant to:

a) Persuade

b) Inform

c) Entertain

10. A recipe explaining how to make chicken salad sandwiches is meant to:

a) Persuade

b) Inform

c) Entertain

11. A Garfield comic from the newspaper in which Garfield hates Mondays and likes lasagna

a) Persuade

b) Inform

c) Entertain

12. A five paragraph essay where a student argues that people should recycle and not litter

a) Persuade

b) Inform

c) Entertain

13. an instructional booklet describing how to operate a smart phone

a) Persuade

b) Inform

c) Entertain

14. a section in a history book describing the conditions and causes of the Great Depression

a) Persuade

b) Inform

c) Entertain

15. a story about a family trying to stick together and survive through the Great Depression

- a) Persuade b) Inform
 c) Entertain

16. What is the definition of Author's Purpose?

- a) Why a reading passage was written b) Descriptive details about a person, place, or thing.
 c) Figuring out something that is not directly stated in a reading passage d) figuring out the meaning of unknown words from other words

17. What are the three reasons for writing?

- a) Persuade, Inform, Entertain b) Personal, Interview, Entertain
 c) Persuade, Irony, Entertain d) Personal, Inform, Evolve

18. What would be a possible EFFECT of a student not studying for a test?

- a) The student doing very well on the test b) The student doing very badly on the test
 c) The student doesn't have to take the test d) The teacher smiles

19. At a basketball game the crowd cheers after the home team scores a basket. The cheering is the _____ of the team scoring.

- a) CAUSE b) EFFECT

20. If you spill your milk, what is a possible EFFECT of that action?

- a) You have to clean it up b) You leave school early
 c) You tripped d) The milk is in the cooler

21. What could be a possible CAUSE of buying new clothes?

- a) Your old ones had holes in them
- b) You outgrew your old ones
- c) Your mom said you needed to
- d) All of the above

22. Cause: Effect: I got in trouble.

- a) I gave my mom a rose I picked.
- b) I did my homework after school.
- c) I cleaned my room.
- d) I lied to my mom.

23. Cause: My brother added lots of sugar to his drink. Effect:

- a) It was too sour to drink.
- b) It was too sweet to drink.
- c) He broke the cup.
- d) He had to clean the dishes.

24. Cause: Effect: The plant died.

- a) The plant did not get enough water.
- b) The girl took care of the plant.
- c) The plant got plenty of sun.
- d) The plant was pretty.

25. Cause: Jill left a glass of water outside when it was very cold. Effect:

- a) The glass turned blue.
- b) It turned into orange juice.
- c) The water was poured out.
- d) The water froze.

26. How many paragraphs are in the body of a 5-paragraph essay?

- a) Three
- b) Two
- c) Four
- d) Five

27. Sequence of events that happen in a story is

- a) theme
- b) tone
- c) index
- d) plot

28. conclusion reached from prior knowledge and evidence from text

- a) sequence
- b) compare/contrast
- c) inference
- d) main idea

29. order of events in chronological order

- a) sequence
- b) glossary
- c) theme
- d) tone

30. reason why something happens

- a) cause
- b) effect

31. what happens as a result

- a) cause
- b) effect

32. Every paragraph needs a strong _____ to begin

- a) concluding sentence
- b) topic sentence
- c) dialogue
- d) run-on

33. Main purpose of a concluding sentence is to

- a) give you the 5th sentence in a paragraph
- b) wrap up your paragraph
- c) make the reader confused
- d) add more information

34. What is a person, place, or thing?

a) verb

c) noun

b) adjective

d) imagery

35. What means the problem of a story?

a) climax

c) exposition

b) conflict

d) resolution

36. What part of the story does the main character face the problem? Reader's Highest Interest

a) conflict

c) resolution

b) climax

d) exposition

37. What part of a story does the plot build?

a) exposition

c) rising action

b) conflict

d) climax

38. What type of story is written about a person but by someone else

a) autobiography

c) fantasy

b) biography

d) poetry

39. unhappy.....un is the what?

a) prefix

c) suffix

b) base word

40. disappear....what is appear?

a) prefix

c) suffix

b) root or base word

Novel Reading Schedule

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

Your name: _____

MONDAY, APRIL 6TH: Chapters _____ to _____

Tuesday, April 7th: Chapters _____ to _____

Wednesday, April 8th: Chapters _____ to _____

THURSDAY, APRIL 9TH: Chapters _____ to _____

Friday, April 10th: Chapters _____ to _____

Sat/Sun, April 11-12th: Chapters _____ to _____

Monday, April 13th: 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 **7** because that is how many days you have to read. If you have any questions, please reach out via email to your ELA teacher.

Vocab Lab!

* Pick 4 NEW

words from your novel and fill in the vocabulary organizer! :)

Write a short letter from one character in your novel to another. Be sure to include the parts of a good letter!

SETTING

Draw out the setting of your novel. Add color!

THEME TEAM:

Identify the main theme of your novel. Fill out the organizer to help you!

Read aloud

one chapter

to someone!

Complete

WS 358

on Compare + Contrast.

Complete

WS 354

on Drawing Conclusions!

Read aloud one chapter to someone!

Write a

chapter summary of one

chapter in your novel. Use the organizer to help you!

Character Traits:

Identify 4 traits of a character in your novel. Use the organizer to help you.

Complete

WS 356

on Main Idea + Details.

Identify

5 Cause + Effect relationships in your novel!

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

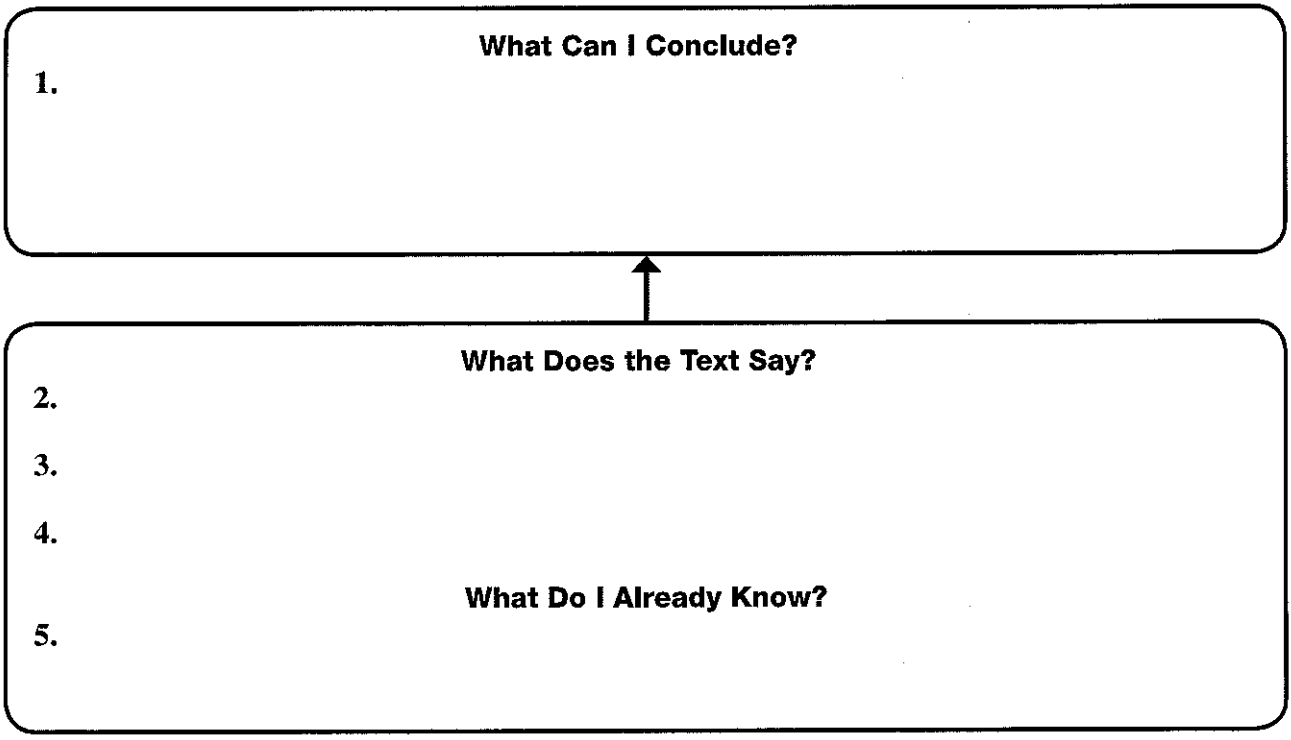
Name _____

Draw Conclusions

- Active readers **draw conclusions**, or make decisions, based on information in the text and their own knowledge.
- Examine your own conclusions as you read. Ask yourself, "Can I support them with information from the text or with facts I already know?"

Directions Read the following story. Then complete the diagram by writing a conclusion and listing details from the story that support your conclusion.

<p>On most summer weekends, Tina went to the beach with her aunt and younger cousins. She built sand castles with her cousins and watched the kids carefully as they toddled near the shore. If they waded into the water, Tina held their hands. She taught them to watch out for big waves, and she showed the older</p>	<p>cousins how to swim. She also brought snacks for all the children to share. When it was time to go home, Tina carried the youngest cousins to keep their feet from burning on the sand. On the way home, she was already looking forward to the next day at the beach.</p>
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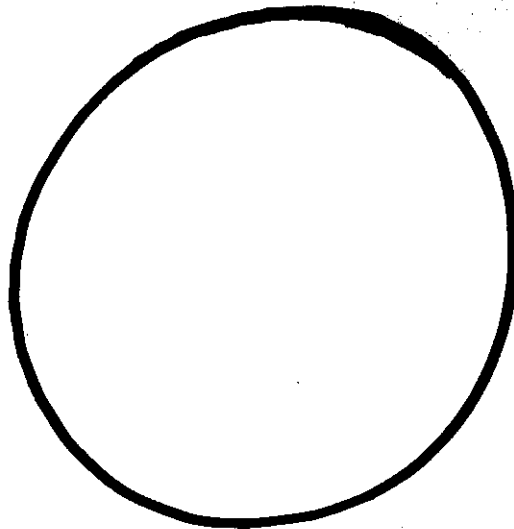


Home Activity Your child drew a conclusion based on the details of a passage. Together, read a story about children. Work with your child to draw one or more conclusions about a character or event, using the text and prior knowledge.

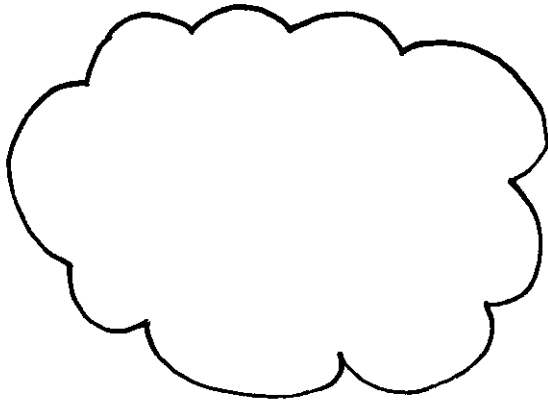
NAME: _____

Character Traits...

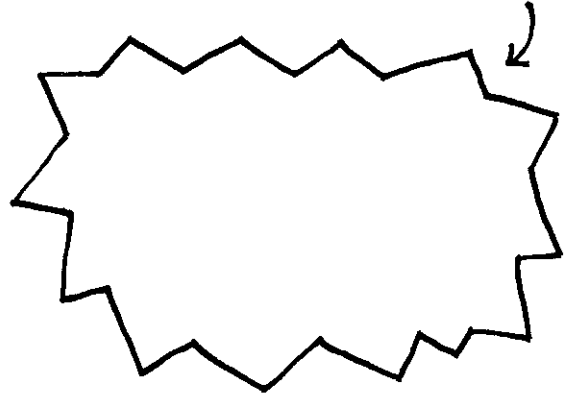
Illustrate your character!
Use color.



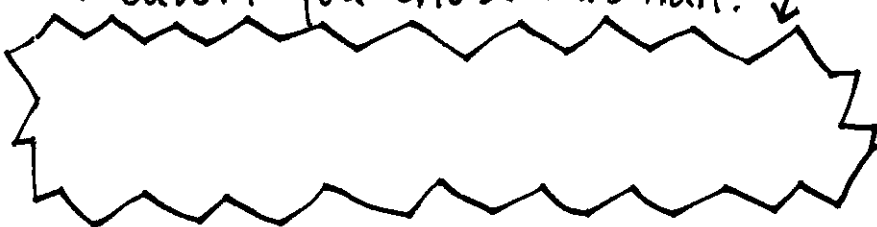
1. _____
Reason you chose this trait? ↘



2. _____
Reason you chose this trait? ↘



3. _____
Reason you chose this trait? ↘

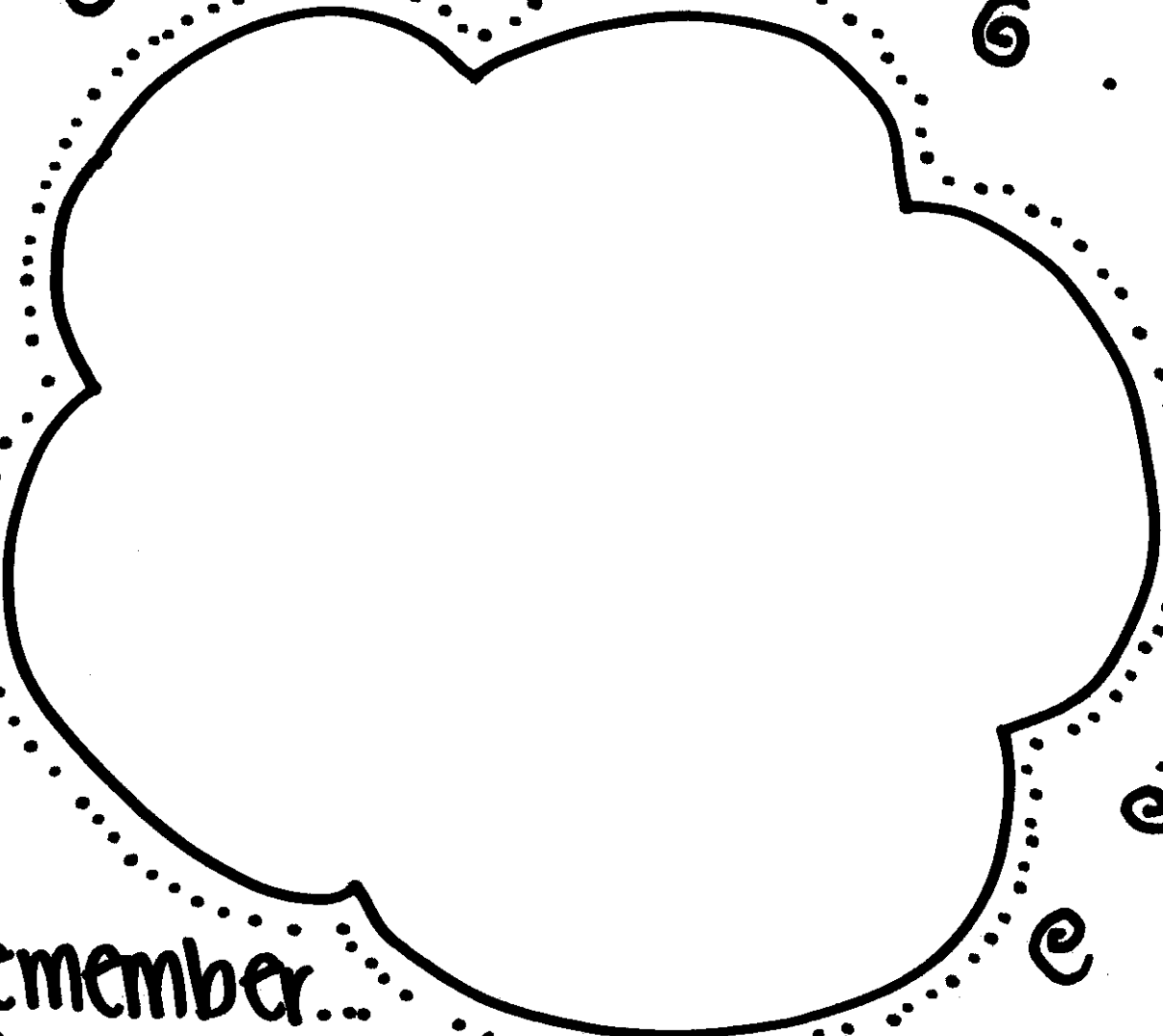


4. _____
Reason you chose this trait? ↘



WHAT'S THE

THEME?



Remember...

A theme is the lesson you learned from the story.

Name _____

Main Idea and Details

- The **main idea** of a text is what it is mostly about.
- **Details** support and expand on the main idea.

Practice Read the passage and answer the questions below.

<p>Despite the cold of the tundra, it is home to a variety of wildlife. Large herbivores, or plant-eaters, such as caribou and musk-ox, live in herds. Smaller plant-eaters, such as mice, shrews, and hares, live here too. The predators of the</p>	<p>tundra include wolves, bears, foxes, and wolverines. No matter whether predator or prey, nearly all these animals suffer from the biting insects, such as mosquitoes, black flies, and deer flies.</p>
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1. What is the main idea of the passage?

2. What details support the main idea?

3. Which of the following sentences would also support the main idea?

- a. Birds such as snowy owls, ducks, and geese also find a home in the tundra.
- b. The tundra becomes very cold during the winter.

On Your Own Use what you know about main idea as you read “Dirty Snowballs.” List details in the passage that support the main idea.

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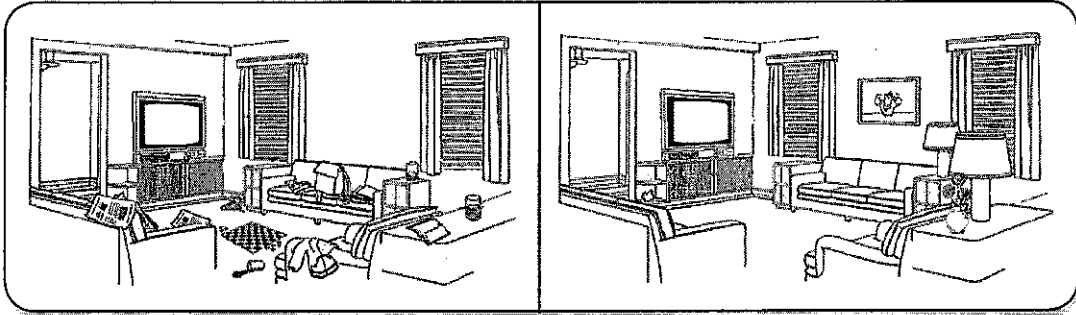


Home Activity Your child reviewed main idea and details. Together, read a newspaper article and ask your child to point out the main idea and details.

Name _____

Compare and Contrast

- When you **compare** two things, you tell how they are alike.
- When you **contrast** them, you tell how they are different.



Practice Look at the pictures above. Then answer the questions.

1. Describe the room in the first picture. What do you see?

2. Describe the room in the second picture. What do you see?

3. How is the room the same in the both pictures?

4. How is the room different?

On Your Own Use what you know about compare and contrast as you read “The Comet Racer.” Write one thing that compares and one that contrasts in the passage.



Home Activity Your child reviewed comparing and contrasting. Together, compare and contrast two of your family's favorite places.

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?

