

Brandon Valley School District
District Learning Plan
March 16-19, 2020

Grade 5 ELA



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Reading Street-Units 1-2
2020

SUBJECT/GRADE:

ELA/5th

DATES: March 16 - 19,



<p>What do students need to do?</p>	<p>Monday (3/16):</p> <ul style="list-style-type: none"> ● Read "A Real Winner" on page 60-61 ● Answer text-based questions on pages 60-61 <p>Tuesday (3/17):</p> <ul style="list-style-type: none"> ● Read "The Big Game" on page 58-59 ● Answer text-based questions on pages 58-59 ● Complete WS 53 on Theme and Setting <p>Wednesday (3/18):</p> <ul style="list-style-type: none"> ● Read "Franklin Delano Roosevelt" on pages 119-120 ● Answer text-based questions on pages 119-120 ● Complete WS 116 on Author's Purpose <p>Thursday (3/19):</p> <ul style="list-style-type: none"> ● Read "Augie's Present" on pages 121-122 ● Answer text-based questions on pages 121-122 ● Complete WS 113 on Greek and Latin Roots
<p>What do students need to bring back when school resumes?</p>	<ul style="list-style-type: none"> ● Return WS 53, 113, and 116 on Theme and Setting, Greek and Latin Roots, and Author's Purpose to your ELA teacher. ● Bring back any library books, textbooks, or magazines belonging 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 a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. ● 5.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● 5.L.4b: Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
<p>What materials do students need? What extra resources can students use?</p>	<p>Resources You Need:</p> <ul style="list-style-type: none"> ● "A Real Winner" Text: WS 60-61 ● "The Big Game" Text: WS 58-59 ● Theme and Setting: WS 53 ● "Franklin Delano Roosevelt" Text: WS 119-120 ● Author's Purpose: WS 116 ● "Augie's Present" Text: WS 121-122 ● Greek and Latin Roots: WS 113 <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Author's Purpose: https://www.youtube.com/watch?v=dsQC4nEERYo ● Greek and Latin Roots: https://www.youtube.com/watch?v=jWyX8vl6kMs

What can students do if they finish early?	<ol style="list-style-type: none">1. State Testing Practice: https://sd.portal.airast.org/training-tests.stml2. Independent Reading: Read your AR book for 30 minutes.3. Storyline Online: https://www.storylineonline.net/4. Open Library: https://openlibrary.org/
Who can we contact if we have questions?	Ms. Relf: Baylee.Relf@k12.sd.us Mr. Carroll: Aaron.Carroll@k12.sd.us Mrs. Klumper: Abby.Klumper@k12.sd.us Mrs. Block: Lindsey.Block@k12.sd.us Mrs. Johnson: Jamie.Johnson@k12.sd.us Ms. Woodard: Kathy.Woodard@k12.sd.us Mrs. Grage: Marette.Grage@k12.sd.us Ms. Murtha: Christine.Murtha@k12.sd.us Mr. Skibsted: Nick.Skibsted@k12.sd.us
<p>Notes:</p> <p>Have a great week!</p>	

Name _____

Fact and Opinion Is the last sentence in Paragraph 2 a fact or an opinion?

Cause and Effect Underline the cause of Jackie going to military court.

Multiple-Meaning Words What does *scout* mean as it's used in the selection?

What is another definition of *scout*?

Antonyms What is an antonym for *terrible*?

A Real Winner

Jack Roosevelt Robinson faced challenges all his life. They started soon after he was born in rural Georgia in 1919. The Robinson family moved to Pasadena, California, in 1920, but circumstances didn't make them feel welcome. Many businesses, schools, and even professional sports teams kept white people apart from black people. This was called *segregation*.

Jack, better known as "Jackie," was a natural athlete and team leader. Through high school and junior college Jackie excelled at football, basketball, track, and baseball. In 1939 he won a scholarship to the University of California in Los Angeles, where he was the first student to win a letter in all four sports.

In the spring of 1941 Jackie left college to get a job. In December of that year, Pearl Harbor in Hawaii was attacked, and the United States entered World War II. Jackie enlisted in the army in 1942 and went to Fort Riley, Kansas. He wanted to become an officer, but African American soldiers weren't allowed to be officers at the time. However, he met Sgt. Joe Lewis. Joe Lewis was the world heavyweight boxing champion. Sgt. Lewis spoke up, and Jackie and several other black servicemen were admitted to Officers' Candidate School.

Later Jackie was sent to Fort Hood, Texas. Though military regulations said that any soldier could sit anywhere on a military bus, one day Jackie was told by a higher-level officer to move to the back. Because he refused and stood his ground, he was sent to military court. He was found innocent in 1944 and then asked for, and received, an honorable discharge.

In April 1945 Jackie was hired to play shortstop with the Kansas City Monarchs, a team in the Negro Leagues. Black baseball players who were not allowed to play in white major league ball clubs had created this league. The low pay and terrible conditions he faced in the league discouraged Jackie, but this did not get him down. Soon his reputation as a star player caught the attention of major league baseball scouts.

Branch Rickey, general manager of the Brooklyn Dodgers, had sent scouts to observe Jackie in action. Mr. Rickey wanted to build the best team he could. Rickey was told of the talent and confidence of Jackie Robinson. When the two men met in August of 1945, Rickey told Jackie he was looking for a unique player "with guts enough not to fight back" against the attacks of bullies. Jackie accepted his assignment. Rickey advised him to marry his college sweetheart, Rachel Isum, so that he would have someone by his side during rough times.

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Name _____

In 1946, Jackie played with the Montreal Royals, the Dodgers' minor league "farm" team. In many U.S. cities, the newcomer to a baseball team was jeered and called terrible names. The sound of the crowd was sometimes deafening. Jackie and his wife got hate mail and threats. But with Jackie on the team, the Royals won the minor league pennant.

In 1947 the Dodgers announced that Jackie would play first base for them as Number 42. He later played second and third base and even the outfield. He was a powerful hitter and set records for stealing bases. He was named National League Rookie of the Year the first year on the team. But it wasn't easy. Some of his own teammates wrote a petition to get rid of him. Branch Rickey stood his ground and kept Jackie on the team.

In 1949 Jackie was named Most Valuable Player. In his ten years with the Dodgers, the team won the National League pennant six times and also the 1955 World Series.

When Jackie retired in 1956, he won the Spingarn Medal for his work with black youth. In 1962 he was the first African American named to the Baseball Hall of Fame. He worked hard for the civil rights of all Americans until his death in 1972.

Jackie Robinson is still honored for opening most professional sports to all athletes. In 1997, Number 42 was retired forever. From that point forward, no one entering the league will wear that number.

Fact and Opinion Tell how you know this statement is a fact:

Jackie Robinson was named Most Valuable Player in 1949.

How can you prove this is a fact?

Cause and Effect What is the effect of Jackie Robinson's number being retired?

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Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 1. Have your child summarize the selection and identify facts as well as causes and effects.

Name _____

Setting Underline the words in the first paragraph that help you visualize how the setting looks, smells, and feels.

Character Circle words and phrases that show Berta's personality.

Homographs What does *close* mean as it's used in paragraph 6?

Name a homograph of *close* and define it.

Cause and Effect What causes Marisol to play in the game?

Homonyms What does the word *shot* mean as it is used in this story?

The Big Game

Marisol strolled innocently into the Middlebrook school gym and inhaled the fresh pine scent that sprang from the sparkling clean floors of the basketball court. *The gym is like an icebox this early in the morning*, she thought. *I'll probably spend the entire game freezing on the sidelines.* She zipped up her Middlebrook Stingrays sweatshirt and took her regular place on the bench. She had no idea of the devastation to come.

Today was the Stingrays' big game against the Prairie View Lions. The Stingrays were guaranteed to win since Berta was on the team. Marisol glanced at the court and saw Berta skillfully dribbling the ball. As usual, the group of players who worshipped Berta surrounded her.

"Watch this, I can dribble the ball through my legs," Berta boasted. The obedient group was impressed.

I wish I could play like that, Marisol grumbled.

The referee's whistle brought Marisol back to reality. Both teams took their positions on the court. Marisol stayed on the bench. The scoreboard blasted its horn, and the crowd cheered for the Stingrays. The ball echoed as it slapped against the wood floors, and the athletes' shoes squeaked with every sudden move. The gym buzzed with the intensity of a swarming beehive.

Berta was definitely the star of the show, sinking one ball after another. With two minutes left in the fourth quarter, the score was close: Berta: 29 Lions: 28. Suddenly, Marisol heard a horrified gasp from the crowd. Marisol was stunned to see Berta on the floor clutching her ankle in pain.

"Marisol! Looks like you'll finally have the chance to get acquainted with the court. You're going in for Berta," the coach said. "Do you see Number 6? Cover her like peanut butter on jelly."

Wow, thanks for the great advice, Marisol thought sarcastically. She felt her stomach drop, and she willed herself to walk onto the court. For a moment she thought she might faint. The two guards for the Lions quickly dribbled the ball down the court, and the *thump* pounded in Marisol's ears. *Just follow Number 6. Just follow Number 6*, she repeated to herself.

The ball whizzed back and forth. Number 6 faked left and then right. Marisol jumped right and then left. The point guard threw the ball over Marisol's head. Number 6 caught it, pivoted toward the basket, and shot. The ball bounced off the rim and flew straight toward Marisol.

"Rebound!" the crowd screamed.

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Name _____

Without thinking, Marisol stuck her hands out and caught the ball. Her mind raced. *What do I do now?* Behind the sound of her heartbeat, she could hear the crowd cheering her on. Number 6 was moving toward her. Marisol turned toward the basket and set up her shot. The crowd went wild. *What are they saying?* Marisol thought. *Go? Go?* Marisol threw the ball and watched with amazement as it swished through the basket. *I made it! I made my first basket!* Marisol was overjoyed.

The sound of the buzzer ended the game, and the crowd grew strangely silent. Marisol heard the slow *thump* of the ball as it bounded away on its own. Then the Lions formed a circle and chanted, "We're number one!" All at once, it hit Marisol. She had scored two points for the Lions. Her team had lost the game because of her.

Marisol left the gym quickly. Her embarrassment and disappointment gnawed at her and she mumbled, "How could I have done something like that?"

"Hey, Marisol, wait up!" Berta limped over. "What an awesome shot! You know that was an impossible angle to shoot from."

"Really? It would have been better if I'd shot it in the right basket," Marisol said dryly.

"Well, if I hadn't been so busy showing off, I might not have hurt myself and could have stayed in the game. Or if we'd made all of our free throws, we might still have won by a point."

"I hadn't thought of it that way."

"Hey, want to practice with me?" asked Berta. "The angle you shot from is my weakness."

"Sure, that would be great," Marisol answered. *I guess it takes a whole team to win or lose a game,* she thought as she skipped home.

What is another meaning of *shot*?

Cause and Effect What is the effect of Marisol's shot?

Plot Draw a box around the climax of the story.

Unknown Words Use a dictionary to find the meaning of *awesome*.

Theme What is the theme of the story?

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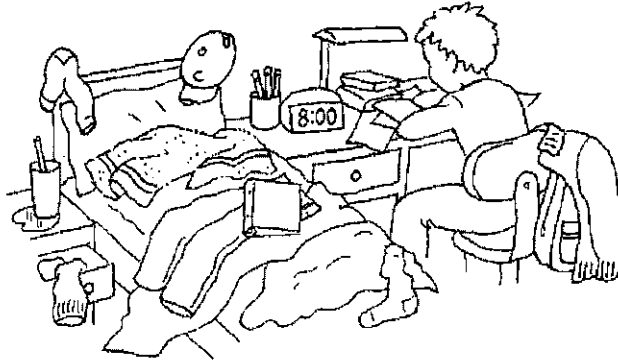


Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 1. Have your child retell the selection and identify the characters and plot.

Name _____

Theme and Setting

- The **theme** is the “big idea” of a story. The reader determines theme from the events and characters in a story.
- The **setting** is the time and place in which a story takes place.



Practice Think about Matt’s story from this week. Look at the picture. Answer the questions.

1. What is the theme of Matt’s story?

2. Writers use details such as sights and sounds to describe the setting. List what you would see and hear if you were in Matt’s room.

3. Imagine if the setting were Matt’s dining room at dinner. What might the sights and sounds be?

4. If Matt were an organized person, what might his room look like?

On Your Own Use what you know about theme and setting as you read “The Big Game.” Write a statement of what the theme and setting are in the passage.



Home Activity Your child reviewed theme and setting. Name the title of a favorite book or movie. Have your child explain the theme and identify the setting of it.

Name _____

Franklin Delano Roosevelt

The only thing we have to fear is fear itself." So said one of our country's most brilliant and well-spoken Presidents, Franklin Delano Roosevelt. This brave leader was President of the United States from 1933 to 1945. He was elected to serve an extraordinary four terms in office when no other President had served more than two. Millions of Americans listened to Roosevelt's radio broadcasts, known as "fireside chats." His voice carried across the darkness, traveling through the radio to people who were hungry, afraid, and poor. Americans listened to their President and heard a voice that would lead them to a brighter future.

From the moment he was born, Franklin Delano Roosevelt was given wealth and privileges. His rich parents educated him at home until the age of 14. He then went to Groton, a private school in Massachusetts, and then went to college at Harvard University. Franklin was accustomed to having money, but he was also taught to be generous to others. While at Harvard, he became inspired by his fifth cousin, President Theodore Roosevelt. It was Theodore who first turned Franklin's attention to politics and economics.

Franklin later met Theodore's niece, Eleanor. Eleanor and Franklin were soon engaged, and the young couple married in 1905. Eleanor, who worked with the poor in New York City, opened Franklin's eyes to the problems of hunger and poverty in America.

Franklin Delano Roosevelt went into politics and was elected to the New York Senate in 1910. He was reelected in 1912, and later became Assistant Secretary of the Navy in 1913. During World War I, Roosevelt proved he was a capable leader who strengthened and organized the navy.

Then disaster hit. While vacationing at Campobello Island in Canada, the healthy young Roosevelt was struck down with polio, a dangerous disease that causes paralysis. At the time, no cure or vaccine for polio existed. Roosevelt would have to spend the rest of his life in a wheelchair or leg braces.

Despite these intense difficulties, Franklin was able to continue his political career, thanks in part to the help of Eleanor and others. In 1928, he was elected as New York governor, and he went on to serve several years in that position. As governor, Franklin worked to provide tax relief, cheaper utilities, employment, and help to those in need. His achievements as governor paved the way for his election to the presidency in 1932.

Sequence Were Franklin and Eleanor Roosevelt married before or after Roosevelt went into politics?

Unknown Words Find the word *accustomed* in the second paragraph and circle it. Can you tell what it means? Check a dictionary for its definition.

Author's Purpose What do you think is the author's purpose in this passage?

Unfamiliar Words Circle the words in the fifth paragraph that help you understand the meaning of the word *paralysis*.

Author's Purpose What does the author try to persuade you of in the first paragraph?

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Name _____

Unfamiliar Words

What words help you to understand the meaning of *neutrality* in the fourth paragraph?

Sequence What event happened after Pearl Harbor was bombed?

Endings Find examples of words from the story with the inflected endings, *-s*, *-ed*, and *-ing*. Write them on the lines.

Author's Purpose Do you think the author's purpose was achieved?

When Franklin was elected President in 1932, the United States was in deep trouble. A time of poverty and hardship called the Great Depression was ravaging the country. People were out of work, farmers couldn't earn a living, and banks were closing. For many, food was scarce and money was tight. Americans were in desperate need of a good leader.

As his first order of business, President Roosevelt started the New Deal, a series of programs and policies that helped farmers and the unemployed. Roosevelt stabilized the banks, created more jobs, and provided aid to those in need. When it was time for reelection in 1936, Roosevelt won by a landslide.

The Great Depression left many Americans focused only on their problems at home. But in Europe and Asia, more troubles were brewing. Roosevelt became increasingly worried about the political environment in Germany, Italy, and Japan. Then in 1939, World War II erupted in Europe. Americans hoped to distance themselves from the violence overseas, but Roosevelt knew this would be difficult. He offered as much assistance to the Allied Forces as he could, short of officially entering the war.

With the world in turmoil, Roosevelt was elected in 1940 to a third term in office. Then on December 7, 1941, Japan bombed Pearl Harbor, a naval base on Honolulu, Hawaii. More than 2,500 people died in the bombing. That was the end of the United States's neutrality. The very next day, President Roosevelt declared war.

During the war, Roosevelt worked hard to strengthen his relationships with the representatives of Britain and the Soviet Union. He was elected to his final term as President in 1944. Roosevelt worked constantly to bring an end to the war, but his health was beginning to fail. He died on April 12, 1945, leaving behind a country that would mourn the loss of its beloved and fearless leader.

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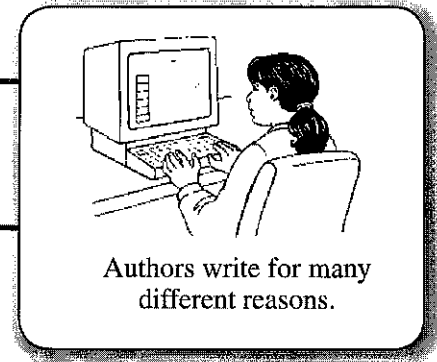


Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 2. Have your child summarize the selection using sequence words and identifying facts and opinions.

Name _____

Author's Purpose

- The **author's purpose** is the reason the author wrote the text. Authors write to entertain, to inform, to persuade, and to express their feelings and ideas.



Practice Draw a line from the kind of writing to the author's purpose for writing it.

- | | |
|---------------------|-------------------------------|
| Newspaper editorial | to inform |
| Poem | to express himself or herself |
| User's Guide | to entertain |
| Novel | to persuade |

Practice Read the sentence or sentences after each number below. On the lines below, write what the author's purpose is, and tell how you know.

1. The dog growled at Stacy. She shuddered. Then, to her amazement, the dog said, "Hey, why are you so scared?"

2. If you use this brand of shampoo, you will have the most beautiful hair.

3. The firefighters responded to the report of a fire at 822 North Street at 6:30 P.M.

4. I just want to thank you for the gift—it was such a nice surprise!

5. Looking to the trees/The happy breeze/Sets my mind at ease.

On Your Own After reading "Franklin Delano Roosevelt," write a sentence describing what you think the author's purpose was for writing it.



Home Activity Your child reviewed the purposes authors have for writing. Flip through a newspaper and discuss the purposes of the people who wrote letters to the editor, the articles, and the columns.

Augie's Present

The year was 1942. I looked through my dirty window at the even dirtier gray sky beyond it. Nothing felt right anymore, not since my brother Augie had joined the army and left for Europe nearly three months ago. His birthday was coming up soon. I hoped he'd have a chance to celebrate somehow.

On the street down below, cars and people were beginning to stir. *Stay safe today, Augie*, I thought to myself.

The smell of porridge curled through the air, and Ma was soon knocking on my bedroom door. "Get up, Susan," she told me. "Breakfast will be ready soon, and you need to get to school."

I sighed and pulled myself out of bed. That was Ma—practical to a fault. Nothing worried or scared her.

By the time I was ready to leave, Ma was halfway through cleaning our small apartment. She was always bustling through life, working hard to make ends meet. We didn't have much, but we had enough to get by.

"Out you go," Ma told me, kissing me on the cheek. "And don't you forget—learning is a privilege and a luxury. I won't have you missing school and moping about just because you're thinking of your brave brother overseas. He did the right thing by leaving."

I nodded quietly. "His birthday's coming up soon, Ma," I said. "We have to find a way to make it special."

"I know, honey," she told me. "We will." Then she shooed me out the door.

The school day went by quickly. Mrs. Heaton passed out some arithmetic homework and gave us a reading assignment. Then at recess, my friends and I gossiped about the war. It was all anyone ever talked about. After a few more hours of writing and geography, it was time to head back home.

I wandered slowly toward our apartment, thinking all the while about Augie. Ma and I had received a brief letter from him last week. *All's well*, he had written. *Surely sister Susie's staying sweet*. It was something Augie often wrote—a tongue twister with extra meaning. Both my brother and I had a terrible sweet tooth.

I was walking past a bakery when an idea began to form inside my head. I peered into the window at a large case full of pastries and cookies. I was sure they cost more than we could afford, but perhaps I could find a way to earn them.

Compare and Contrast How does Augie's being in Europe affect the way Susan behaves? How does this compare to the way Ma behaves?

Unfamiliar Words Circle the word that helps you to understand the meaning of *luxury*.

Compare and Contrast What do Augie and Susan have in common?

Name _____

Greek and Latin Roots The Latin root *gratus* means "pleasing." What word in this story has this root?

Compare and Contrast Compare and contrast how Susan feels at the beginning of the story to how she feels at the end.

A large man inside was sweeping up the dust and flour off the floor. He coughed and grumbled to himself, obviously annoyed by his work. When he saw me standing at the window of his shop, he frowned and continued sweeping. I'm sure he could tell just by looking at me that I hadn't a spare cent to buy anything. But I wasn't going to let that stop me. I took a deep breath and entered the store. The doorbell rang softly above my head.

I cleared my throat and watched the man keep sweeping. "Excuse me, sir," I said to him.

Finally, he looked up. "What is it?" His broom continued to kick clouds of flour dust into the air.

"Could you use some help?" I paused, seeing his unsmiling face, then kept talking. "I could sweep for you, if you like."

"I'm quite capable of doing it myself, young lady," he said sternly, emptying a dustpan.

"Oh, I'm sure you are," I told him. "But you'd probably like to be doing other things...like baking, or..." My voice trailed off. This wasn't working. The baker stopped sweeping for a moment to look at me. He narrowed his eyes and waited. "I'd work for cookies," I said.

The man looked me up and down. Then he tossed me the broom. "I guess you could use a few cookies, kid," he said. "You're awfully skinny. Tell you what. You sweep for me every day this week, and by Friday, you'll have yourself a big box of cookies to take home."

With gratitude, I began sweeping what was left of the mess.

Later when I got home, Ma eyed me suspiciously. "You're late," she told me. "What happened?"

My eyes twinkled. "I found a present for Augie. Something absolutely delicious."

Ma looked at me, astonished. "Well, young lady, just how do you think we'll afford that?"

I told her about my brand-new job. She smiled and patted me on the shoulder. "Your brother will love his present," she told me. I nodded happily. Soon Augie would have his cookies and a birthday message to keep him company all the way across the ocean.

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Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 2. Have your child retell the selection, comparing and contrasting the characters.

Name _____

Greek and Latin Roots

- **Greek and Latin roots** are used in many English words. When you find a word you don't know, being familiar with its Greek or Latin root may help you understand what the word means.

Practice Read the following sentences and fill in the blanks with the Words to Know. Then circle the correct meaning of each underlined word.

- My family is Chinese-American, and we benefit from having many interesting Chinese _____. For example, we burn paper money to show _____ to our ancestors.
 - get something good from
 - get nothing good from
- I left a big gratuity, or tip, for the waiter in the restaurant. My family was _____ until I explained that he had done a great job and that I wanted to thank him for his considerate _____.
 - money that someone gives to show they are pleased
 - money that someone has to pay even if they don't want to
- The villagers made a long _____ through their town to check on the _____ of food to everyone. All the families who were hungry felt grateful for this kindness.
 - helpful
 - thankful
- In some parts of the world, cows are considered beneficial and _____, so people will not kill or eat them.
 - something that needs help
 - something that is good for all
- You have been such a generous _____ to my family and me. Can you _____ a way for us to pay you back and show our gratefulness?
 - a feeling of being pleased or thankful
 - a feeling of needing help from someone

Words to Know

astonished
behavior
benefactor
distribution
gratitude
procession
recommend
sacred
traditions

On Your Own As you read "Augie's Present," look for words that have Greek or Latin roots. Make a list of the words you find.



Home Activity Your child reviewed Greek and Latin roots, which are often parts of English words. Discuss with your child the roots he or she learned about and look for words with similar roots in magazines and newspapers.