

Brandon Valley School District
District Learning Plan
March 23-27, 2020

Grade 5 ELA



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Reading Street-Units 3-4
2020

SUBJECT/GRADE:

ELA/5th

DATES: March 23-27,



<p>What do students need to do?</p> <p><u>PART ONE link to BV instructional video for week of March 23-27, 2020</u></p> <p><u>PART TWO link to BV instructional video for week of March 23-27, 2020</u></p>	<p>Monday (3/23):</p> <ul style="list-style-type: none"> ● Read “The Wizard of Menlo Park” on pages 180-181 ● Answer text-based questions on WS 180-181 ● Complete WS 179 on Graphic Sources <p>Tuesday (3/24):</p> <ul style="list-style-type: none"> ● Read “The Baseball Mitt” on pages 182-183 ● Answer the text-based questions on WS 182-183 ● Complete WS 178 on Prefixes <p>Wednesday (3/25):</p> <ul style="list-style-type: none"> ● Read “Urban Wildlife” on pages 241-242 ● Answer the text-based questions on WS 241-242 <p>Thursday (3/26):</p> <ul style="list-style-type: none"> ● Read “City Blues” on pages 243-244 ● Answer the text-based questions on WS 243-244 <p>Friday (3/27):</p> <ul style="list-style-type: none"> ● Complete WS 239 on Suffixes ● Complete WS 237 on Unfamiliar Words
<p>What do students need to bring back to school?</p>	<ul style="list-style-type: none"> ● Return WS 179, 178, 239, and 237 on Graphic Sources, Prefixes, Suffixes, and Unfamiliar Words ● 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.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● 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.L.4b: Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
<p>What materials do I need? What extra resources can I use?</p>	<p>Resources You Need:</p> <ul style="list-style-type: none"> ● “The Wizard of Menlo Park” Text: WS 180-181 ● Graphic Sources: WS 179 ● “The Baseball Mitt” Text: WS 182-183 ● Prefixes: WS 178 ● “Urban Life” Text: WS 241-242 ● “City Blues” Text: WS 243-244 ● Suffixes: WS 239 ● Unfamiliar Words: WS 237 <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Prefixes and Suffixes: https://www.youtube.com/watch?v=l170VTskxKA ● Text Features: https://www.youtube.com/watch?v=3mA19QMJJTo

<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. Independent Reading: Read your AR book for 30 minutes. 3. Storyline Online: https://www.storylineonline.net/ 4. 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: Email with any questions you may have!</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Name _____

Main Idea What is the topic of this passage?

Fact and Opinion Is the first sentence of the passage a fact or an opinion? Explain your answer.

Homonyms What is the meaning of the word *light* in paragraph one?

What is another meaning for *light*?

The Wizard of Menlo Park

Every time we turn on a light, we should feel grateful to Thomas Alva Edison. Edison officially created and patented more inventions than anyone in history. Some of these inventions, such as the phonograph, the motion picture camera, and the incandescent light bulb, had a huge impact on American society.

Early Years

Edison was born in 1847 and spent his childhood in Port Huron, Michigan. His mother, a teacher, educated her son at home and exposed him to many different subjects. Edison quickly became a book-lover with a passion for chemistry, machinery, and electricity.

Driven by his interest in locomotives, the young Edison took a job selling newspapers and candy on the train. When he eventually had enough money saved, the ambitious boy bought printing equipment. He then published and sold his own newspapers to the train passengers. In addition to this business, Edison was given permission to set up a small laboratory in the train's baggage car. The eager boy-scientist conducted experiments there, until an accidental fire brought the locomotive lab to an abrupt end.

Telegraphy and Edison's First Invention

In 1862, when Edison was still a teenager, he risked his life to save a three-year-old boy from an oncoming train. The boy's father thanked Edison by teaching him about the telegraph, a way of sending messages over wires using electricity. At the time, the telegraph was the chief method for communicating across long distances. Edison soon became a skilled telegraph operator, working around the country.

In 1869, Edison patented his very first invention: the electric vote-recording machine. Patents are handed out by the United States government. When someone gets a patent for a new invention, it means that he or she will get money if people use their idea. But Edison's vote machine didn't sell. No politicians were interested in using it! Despite this failure, Edison's first official invention taught him a valuable lesson. From that moment on, he would be sure to invent devices that people would use.

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Name _____

Edison's Career Takes Flight

Edison eventually landed a well-paying job, and achieved several successful patents and good business deals. After he had enough money saved, he built what he called "an invention factory" in Newark, New Jersey. He hired dozens of engineers and produced numerous products. His work was so successful that he eventually moved his creative workshop to a larger facility in Menlo Park, New Jersey, and later again to West Orange, New Jersey. As his fame grew, he became known as the "Wizard of Menlo Park."

His Most Famous Inventions

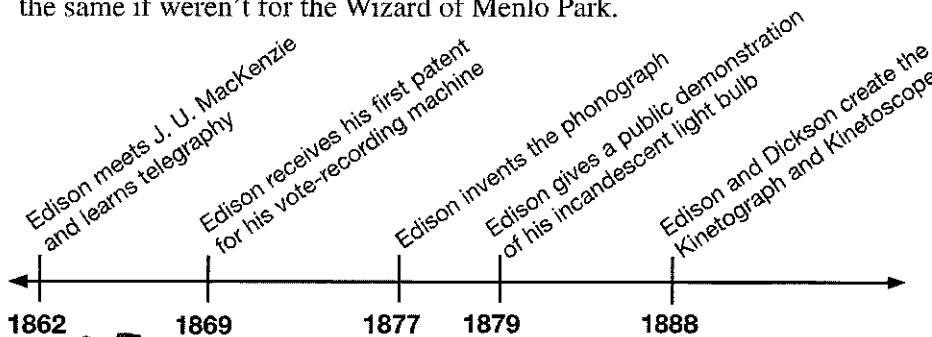
Of the more than 1,000 patents that Edison received during his lifetime, a few of his inventions stand out above the rest. First, he decided to rework Alexander Graham Bell's telephone, improving its sound quality and clarity. Then in 1877, Edison invented the phonograph, or record player, a device that would play back sound.

Edison, though, was most famous for his work on the incandescent light bulb. Other inventors had already discovered that when an electric current was sent through a wire, the wire became hot and glowed. This glowing was known as incandescence—the giving off of light. The wire that people used, however, only lasted for a short time before burning out. It was Edison who discovered that a thin piece of scorched cotton thread would provide light for many hours without burning out too quickly.

After the invention of the incandescent light bulb, Edison also collaborated with his assistant, William Dickson, to create a motion picture camera and viewer, known respectively as the Kinetograph and the Kinetoscope. These early devices helped to lay the groundwork for modern movies.

Over his lifetime, Edison was granted more than 1,000 patents, at times receiving an average of one patent for an invention every five days. He achieved great success and his hard-working philosophy made him famous throughout the world. Today, our cultural landscape would not be the same if weren't for the Wizard of Menlo Park.

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Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 3. Have your child summarize the main ideas of the selection, using the time line to help with the summary.

Antonyms What is an antonym for *numerous*?

Main Idea What is the main idea of the first paragraph?

Prefixes What is the prefix in *rework*?

Greek and Latin Roots What word on this page contains the Greek root *philo-*?

Graphic Sources Circle the date on the time line that tells you when Edison presented his light bulb to the public.

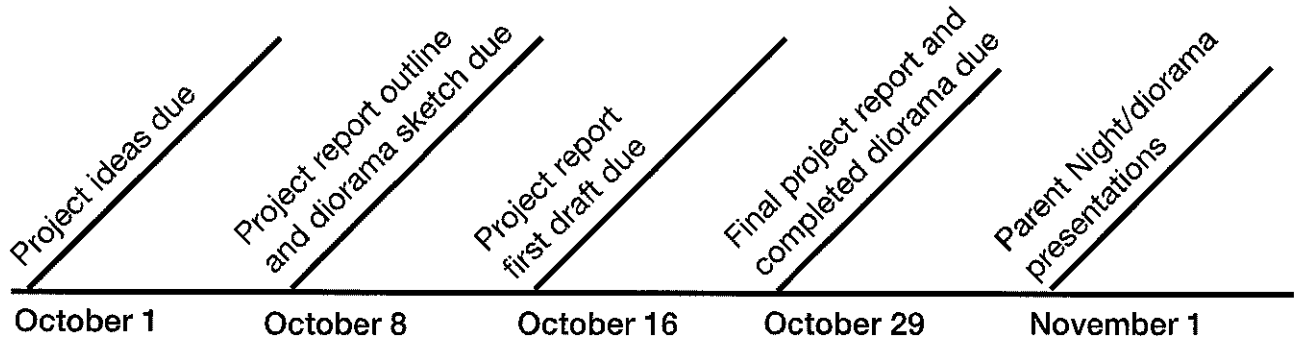
Name _____

Graphic Sources

- **Graphic sources**, such as maps, charts, tables, illustrations, and diagrams, make information easy to understand and use. Graphic sources depict information that would take a great deal to describe in words visually in a small amount of space.

Practice Read the questions and then answer them on the lines below.

Science Project Timetable: Ms. Carter's Class



1. On what date do Ms. Carter's students have to give her their project ideas?

2. What is due to Ms. Carter on October 8?

3. By what date must the students hand in their completed dioramas?

4. At what event will the class present their projects?

On Your Own Use what you know about graphic sources as you read "The Wizard of Menlo Park."

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Home Activity Your child reviewed graphic sources. Flip through a magazine or newspaper and count how many different graphic sources you can find.

Name _____

Sequence Did Rico's dad remind him of baseball practice before or after breakfast?

The Baseball Mitt

Rico woke up on Monday morning when his bed tossed him onto the floor. *I guess I'll need to do some work on my mattress alarm*, he thought while rubbing his head. Then he looked at his watch and yelped. He was running fifteen minutes behind schedule! Quickly, he activated his A.M. Machine and watched his room slip into action. His bedroom light flipped on, his bureau drawer flew open, and his bedspread rolled neatly into place. Within minutes, Rico was dressed, his room was tidy, and he was ready to head down for breakfast.

"Morning, Rico," his mother said, handing him a piece of toast. Rico ate it hungrily and gathered his things for school. In the corner of the kitchen, his little brother sat in a high chair busily coating himself in oatmeal. Rico made a mental note to invent some stain-resistant fabric for later.

Right before Rico left for school, his father called him over. "Don't forget, kiddo," his dad said. "Baseball practice starts today. I'll see you on the field."

Rico gave a weak smile and stared uncomfortably at his feet. Rico's father was the baseball coach, and this year, he'd signed up his son for the team. Rico hadn't had the heart to tell his father he would rather be home working on whatever new project he'd invented. That was more fun for him than running bases or fielding balls.

At least Rico had one new invention that might help him out on the baseball field. He ducked into the garage and carefully slipped his secret baseball glove into his backpack. Already he was dreading the afternoon practice, but there was nothing he could do to stop it.

At lunch, Rico sat with his friend, Jamil, discussing his practice game plan. "All I need to do is flip the glove's switch," Rico said, "and the vacuum will suck up the ball. I'll never have to worry about catching a thing. The glove will do it all for me."

"Let's hope it works," Jamil said. "If it does, I'm hiring you to make me some special baseball running shoes."

The rest of the day passed by in a blur. When the school bell rang, Rico dragged himself down to the boys' locker room and slowly got dressed for practice. Everyone around him, including Jamil, was excited for the start of the baseball season. It seemed like Rico was the only one wishing he were somewhere else. Carefully, he pulled his secret glove out of his backpack and headed for the baseball diamond.

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Name _____

When the team had assembled on the field, Rico’s dad began to speak. “Okay, guys. Let’s try some fielding. Everyone get out there and show your stuff!” Rico swallowed hard. He felt like a prisoner awaiting his sentence.

When no one was looking, he flipped the switch on his glove. It made a noise like a small vacuum cleaner, but none of his teammates seemed to notice. For several minutes, Rico waited for a ball. He was just beginning to wonder if one would come his way when suddenly a pop fly began plummeting in his direction. *Please work*, he thought to himself as he squeezed his eyes shut and held up his glove.

A moment later, Rico felt a hard and solid thud in his hand. He opened his eyes to see the ball resting firmly in his glove. “Nice job, Rico,” his father called from home plate. Rico stared in astonishment. His invention had worked!

“Here comes one more,” his father yelled. In a flash, Rico’s glove grabbed the second ball, too. Now Rico began to panic. He hadn’t expected so many baseballs to fly at him all at once. In desperation, he held out his mitt, accidentally sucking up two more pop flies meant for other teammates.

By now, a curious crowd had gathered in a circle. “What’s going on, Rico?” his father shouted over the noise of the vacuum.

Finally, Rico flipped the glove’s switch and four baseballs promptly fell to the ground. “I invented this glove,” Rico said. “It makes the catch for you.”

His father’s eyes were thoughtful as he started inspecting the mitt. “Rico, this is a fabulous invention—I’m proud that you made it! But it wouldn’t be fair to use it when we’re playing. We all need to use our own skills—not a glove that does the work for us.”

“I know,” Rico admitted. “But maybe I can use the mitt to collect the baseballs after fielding practice is over.”

Rico’s father laughed. “Sounds like a deal,” he said. “Now everyone,” he continued, turning to his team, “let’s play ball!”

Multiple-Meaning Words What is the meaning of *sentence* as it is used in the passage?

What is another meaning for *sentence* not used in the passage?

Sequence When did Rico’s special glove start to work?

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Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 3. Have your child retell the selection, focusing on the author’s viewpoint and bias regarding the characters.

Name _____

Prefixes

- A **prefix** is a word part added to the beginning of a word to change its meaning. The prefix *pre-* means “before” or “the opposite of.” The prefix *re-* means “again” or “back.”

Practice Add the prefix *pre-* or *re-* to the words below and write the new words formed. Then write a definition for each new word.

re + cycle = _____
 pre + record = _____
 pre + teen = _____
 re + new = _____

Words to Know

background
 landscape
 miniature
 prehistoric
 reassembled

Practice Read the following sentences. Fill in the blanks with one of the Words to Know. Then answer the question about the underlined word in each sentence.

1. For their science diorama of a _____ era, Lashawn and Queen went online to review depictions of early mammals.

Review probably means: a. look at again b. repeat

2. They were fascinated by a Web site that re-created a _____ where _____ horses lived.

Re-created probably means: a. made previously b. made again

3. Because the clay trees they made drooped, they _____ the background, using precut broccoli crowns from the grocery store.

Precut probably means: a. cut again b. cut before

On Your Own As you read “The Wizard of Menlo Park,” look for antonyms and how they are used in the story. Make a list of the antonyms you find.



Home Activity Your child reviewed prefixes. Choose a common prefix and see who can list the most words with the prefix in a minute.

Name _____

Urban Wildlife

If you've ever noticed a pigeon flying past city buildings or a cockroach scuttling along the kitchen floor, then you've witnessed urban wildlife. Sure, pigeons and cockroaches aren't the most glamorous of animals, but when you think about how these creatures have made their homes in our cities, it's easy to see how remarkably talented they are.

Plenty of species are visible right outside our doors. Birds, squirrels, deer, raccoons, bats, insects, and mice are just a few of the animals that suburban- and urban-dwellers are likely to see on any given day. But there are countless other species too. Some are living in, under, or on top of our homes! Scientists believe, in fact, that the number of urban species is increasing due to cities' expansion and improved urban environmental actions.

Where exactly do these wild animals make their homes? Our streets, buildings, gardens, streams, and railroads are just some of the places they choose to live. What's more, plentiful food supplies—including our steady stream of garbage—provide creatures with a choice of tasty snacks and meals.

Amazingly, some animals whose numbers have dwindled in their natural habitats have made a comeback in urban areas. One such animal is the redstart bird, which has recently been found throughout abandoned factories and city rooftops in London. Peregrine falcons have also made a comeback, particularly in New York City. These swift birds can hurtle down toward their prey, traveling at over one hundred fifty miles per hour! Many people have helped these extraordinary creatures by placing special peregrine nesting boxes on ledges high off the ground.

Birds will find places to roost in just about every urban nook and cranny. Look at highway overpasses, train tunnels, hidden corners in churches and skyscrapers—even streetlights and stoplights—for signs of these animals. Beneath the skies and in the waters, the number of fish and waterfowl has also increased thanks to cleaner rivers and other waterways.

But the news isn't always good. One of the reasons that animals have moved into our neighborhoods is because we have encroached on their territory. As our cities grow past their limits, natural habitats can become scarce.

Generalize After you read the first page of "Urban Wildlife," write a sentence that makes a generalization about the information.

Draw Conclusions Why does garbage attract animals?

Synonyms What is a synonym for *swift*?

Suffixes What is the suffix in *expansion*?

Unfamiliar Words Underline the words in the passage that help you understand the meaning of *encroached*.

Name _____

Generalize Write a sentence that makes a generalization about why wild animals move away from their old habitats.

Draw Conclusions How might foreign species affect native species?

Graphic Sources According to the chart, what types of animals might you see in the air?

Another reason that animals have moved away from their natural habitats is because of the chemicals and pesticides being used on farmland. Due to these poisons, open meadows and forests are no longer as friendly to living creatures as they once were. Plants are disappearing, along with the species that relied on them. Fortunately for us, some types of animals, such as butterflies and beetles, are finding their needed food sources in the woody parts of suburbs, where pesticides and other chemicals are not widely used.

Some urban wildlife may also be affected by non-native species that have shifted to the area. For example, two birds—the house sparrow and the starling—were originally brought to the United States in the 1800s and have since multiplied in cities and suburbs across North America. Some people believe they have brought down the numbers of other native birds, such as bluebirds and woodpeckers.

Yet regardless of whether species are native or foreign, nature conservationists agree that it is important to care for all wildlife. Several organizations throughout the United States provide resources and information for people interested in getting to know their wild neighbors. Are you curious about what lives in your region? Then hit the streets and see what urban animals you can find.

City Slickers in the Limelight Wild animals live among us in our cities and towns. Which animals can you find near you?

On Land	In the Sky	In the Water
Skunks	Bats	Fish
Mice	Birds	Frogs
Lizards	Butterflies	Turtles

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Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 4. Have your child summarize the selection, drawing conclusions about the author's viewpoint and bias.

City Blues

At five in the morning, Jada woke up to the sound of a motorcycle revving its loud engine down her busy street. She moaned and pulled the pillows over her head. Sleeping would be so much easier if she could simply turn off the noises of the city.

Moments later, when the deafening sound of a garbage truck rumbled beneath her window, Jada threw her pillows onto her bed and decided it was time to get up. She grabbed her journal and got herself some cereal. Then she sat on her parents' new couch that still smelled like the furniture store.

Day 5, Jada wrote in her journal. Note to self: buy earplugs. Still miss Gran and her garden. Living here is the pits.

Jada stared out of her tenth-story apartment window at the highway just a few blocks away. Leaving Gran behind had been the worst part of Jada's move. Back at home, it was Gran who had taken Jada for fish tacos and root beer at the Cactus Café. It was Gran who had explained the ins and outs of every soap opera episode and the strategies behind game shows. And it was Gran who had taught Jada about the desert plants that grew across her dusty backyard.

Now Jada was living three hours away in a new civilization, one that was full of concrete and cars. There wasn't so much as a single cactus in sight. The only thing cities were good for were sirens and office buildings.

Just as Jada was finishing her last bite of breakfast cereal, her mother padded into the living room. "Morning, honey," she yawned. "You're up early, again."

"Couldn't sleep," Jada said. She turned on her dad's computer and began checking her e-mail, where she found a new message from Gran. *Dear Jays, she read. My cactus, George, is missing you. It's hotter than blue blazes here. Hope you're keeping cool. Love, G.*

Jada sighed. A twinge of envy rippled through her body. How she wished she were with Gran on her back porch, staring at the brown and jagged mountain skyline.

A few hours later, when the sun had risen high overhead, Jada's father asked her if she wanted to go for a swim. "There's a new pool at the recreation center down the street," he explained. "Might as well take advantage of it, now that we're here!"

Suffixes What is the suffix in *moaned*?

Draw Conclusions Why does Jada want to buy earplugs?

Generalize Look at the fifth paragraph. Underline the generalization that Jada makes about the city.

Unfamiliar Words What do you think *jagged* means?

What nearby words help you to determine the meaning of *jagged*?

Name _____

Draw Conclusions

Why do you think Jada is so upset when her book gets wet?

Generalize Before Jada meets George, how do you think she feels? Make a generalization about her attitude.

"I guess so," Jada said, though she wasn't too convinced.

A combination of adults and kids were swimming in the pool by the time Jada and her parents got there. Jada had to admit that the cool water looked inviting, but she knew she had better things to do with her time. Finding a chair in a shady spot, she sat down to browse through her new book on desert plants. The book had been a good-bye present from Gran. *By the time you come back to visit me, she'd said, you'll be telling me what to do with my garden.*

Jada was in the midst of admiring the pictures when a piercing voice rang through the air. "Cannonball!" the voice cried. Instantly, Jada was splashed from head to toe by a boy who had jumped into the pool. She looked down at her new book to find it sopping wet.

"Sorry about that!" she heard someone say. Jada looked up to see the boy standing in front of her with water dripping down his hair and nose. She felt like fleeing back to her apartment and bit her lip to hold back the tears.

"You ruined my book," she said quietly.

The boy's face fell. "Hey, I'm sorry. I didn't mean to." He stared at the wet pages apologetically, then noticed the book's photographs and took a closer look. "Actually," he said in surprise, "my dad has lots of books like this one. He gets them from working at the botanical gardens. He'd let you borrow one if you want."

"There are botanical gardens here?" Jada asked in astonishment. "I thought nothing grew in the city."

"Of course things grow," the boy said. "This isn't the planet Mars, you know. Are you new here or something?"

Jada flushed. "Kind of," she said.

"Well, come over any time," the boy told her, "and I'll show you some of my dad's books. My name's George, by the way."

Just like Gran's cactus, Jada thought to herself, with a small smile. Then she introduced herself and looked toward the pool. "Maybe I'll go in," she said. "I've already gotten wet anyway."

"How about a water race?" George asked with a gleam in his eye.

"You're on," Jada said, leaping into the pool.

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Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 4. Have your child retell the selection, making generalizations and drawing conclusions about the characters.

Name _____

Suffixes

- A **suffix** is attached to the end of a word to change its meaning. The suffix *-ish* means "similar to something, or like something." The suffix *-ion* means "the act or state of being."

Practice Read the following sentences. Fill in the blanks with one of the Words to Know. Then choose the meaning of each underlined word. You can use a dictionary to help you.

- Chris asked Sara to teach her _____, and Sara found herself _____ at the request because Chris lacks coordination.
 - a person who is coordinated
 - the state of being coordinated
- Yet Sara agreed without _____ because Chris is her dearest friend, even though Sara knew the gymnastics lesson might be nightmarish.
 - the opposite of a nightmare
 - similar to a nightmare
- After tumbles and _____, Chris tried a disastrous _____ and stood up holding her arm. Her fascination with gymnastics had turned a bit painful!
 - the state of being fascinated by something
 - a good reason to be fascinated by something
- Chris admitted that her arm was _____, but she didn't want to be childish, so she didn't cry.
 - similar to or like a child
 - much older than a child
- A few weeks later, to show her appreciation for the gymnastics lesson, Chris taught Sara to skate. Now Chris was in the _____, while Sara was clumsy as she _____ across the _____ ice and fell.
 - the act of appreciating something
 - not ever appreciating anything

Words to Know

bluish
cartwheels
gymnastics
hesitation
limelight
skidded
somersault
throbbing
wincing

On Your Own As you read "City Blues," look for words that have suffixes. List them and remove the suffix, then look up the base word in the dictionary.



Home Activity Your child reviewed suffixes. Work together to list as many words as you can that end with suffixes you know. Discuss the suffixes' meanings.

Name _____

Unfamiliar Words

- When you come across an **unfamiliar word**, look at the words and sentences around it. These context clues can help you figure out its meaning.

Practice Read the following sentences. Fill in the blanks using the Words to Know. Then use context clues to figure out the meaning of the underlined word.

Words to Know

cavities
combination
demonstrates
episode
profile
strict

- Kelsey once again forgot her locker _____, and to Mr. Hall that _____ that she is in dire need of getting organized.
 - bland
 - professional
 - serious
- After that mortifying _____, Kelsey tried to keep a low _____ in school.
 - attractive
 - embarrassing
 - rowdy
- However, Mr. Hall is _____ when he wants a student to do something. He followed up with Kelsey by providing her with a school agenda, to help her organize her time and activities each day.
 - list of topics
 - motive
 - planner
- "This will help fill any _____ in your memory," Mr. Hall asserted.
 - laughed
 - said slowly
 - said with certainty

On Your Own As you read "City Blues," look for words unfamiliar to you and use context clues to figure out their meanings. Check your ideas in the dictionary.

