

Reading/ ELA

Grade 5



Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons are designed to take approximately one hour each day to complete and each lesson has a direct instruction video that is intended to offer a read aloud of the text and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on www.detroitk12.org/youtube. Within this packet for each week there is a text, daily fluency practice and a lesson activity. Each week is designed for kids to watch a video, read a text daily and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed, and follow a consistent daily structure of read, think, talk, write. After your child has gone through the routine a few times they will become a bit more independent in their learning.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,



April Imperio

Executive Director K-12 Literacy & Early Learning

Weekly Fluency Practice

Reading Fluency Directions:

Each week use the weekly text to practice reading fluency. Follow these steps below:

Day 1: Use a timer (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Day 2: Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Day 3: Practice reading the text with fluency and expression at least two times.

Day 4: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Day 5: Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

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Distance Learning Reading Log

Book Title & Author	Date/# Pages Read	Reading Notes
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Grade 5 ELA/Reading

Daily 3-5 Videos



WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/13/20 to 4/17/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** How do natural disasters affect the people and places that experience them?
How can we prepare for a natural disaster?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W1_L1	<i>What is a Tornado?</i>	Note-catcher
Day 2	ELA_G5_W1_L2	<i>What is a Tornado?</i>	Note-catcher
Day 3	ELA_G5_W1_L3	<i>What is a Tornado?</i>	Note-catcher
Day 4	ELA_G5_W1_L4	<i>What is a Tornado?</i>	Quiz

www.detroitk12.org/youtube

What is a tornado?

By National Oceanic and Atmospheric Administration, adapted by Newsela staff on 02.10.17
Word Count 728

Level 720L



TOP: A category F5 tornado, upgraded from initial estimate of F4, viewed from the southeast as it approached Elie, Manitoba, on June 22, 2007. Photo by: Justin Hobson via Wikimedia. **BELOW:** This map explains why tornadoes so frequently occur in the area of the United States known as Tornado Alley. Image from: Wikimedia.

A tornado is a tube of air that spins. It goes from the bottom of a thunderstorm to the ground. Wind is invisible. Because of that, tornadoes can only be seen if they form a funnel made up of water, dust and debris, like leaves, stones and garbage. Tornadoes are the most violent of all storms.

Tornadoes occur in many parts of the world. Even New Zealand reports about 20 tornadoes each year. Argentina and Bangladesh have the most tornadoes each year after the United States.

About 1,200 tornadoes hit the U.S. each year.

Where is Tornado Alley?

Tornado Alley is a nickname given to an area in the central U.S. It is mostly the area of northern Texas, Oklahoma, Kansas and into Nebraska. Parts of Ohio and Iowa are also in it. A large number of tornadoes form there. But violent or killer tornadoes do happen outside Tornado Alley every year. Florida, Alabama and Illinois get tornadoes.

When are tornadoes most likely?

Tornado season is the time of year with the most tornadoes. The peak tornado season runs from May to July. Tornadoes can happen at any time of year. They can also happen at any time of day or night. Most tornadoes occur between 4 p.m. to 9 p.m.

What is the difference between a Tornado WATCH and a Tornado WARNING?

A Tornado WATCH is announced when weather conditions are right for a tornado. A watch can cover parts of a state or several states.

A Tornado WARNING means there is an actual tornado. It is dangerous for people to be in the path of a tornado. When there is a tornado warning, it is important to find a safe place; a basement is best. A warning can cover several counties.

How is tornado strength rated?

Meteorologists study weather. They rate the strength of a tornado by the amount of damage. From the damage, we can estimate the wind speed. The Enhanced Fujita Scale looks at 28 signs of damage. They include what kind of building was damaged, how it was built and damage to trees.

How do tornadoes form?

We don't completely understand how. The most destructive and deadliest tornadoes come from supercells, which are rotating thunderstorms that move upward. Supercells can also produce hail, high winds, lightning and floods. Scientists think that tornadoes form because of differences in temperature in a storm. We still have lots of work to do before we can really understand them.

What is the difference between supercell and non-supercell tornadoes?

The most common tornadoes come from a supercell thunderstorm. They are often the most dangerous. A rotating updraft is an upward current of air. It is key to a supercell,

and eventually a tornado. There are many ideas about how this rotation begins. One way is from wind shear. This is when winds are at two different levels and blow at different speeds or in different directions. Wind shear can cause an invisible tube of air to rotate. Then, if there is warm, moist air at ground level it will give the storm energy. The storm is fed by the warm, wet air. Then a tornado can form.

Non-supercell tornadoes do not start in thunderstorms. They form from air that begins to spin near the ground from wind shear. Eastern Colorado has non-supercell tornadoes. There, cool air from the Rocky Mountains collides with the hot, dry air of the plains.

One non-supercell tornado is called the gustnado. It is a whirl of dust along the ground. Another non-supercell tornado is a landspout. It has a narrow, rope-like funnel that forms while the thunderstorm cloud is still growing. Waterspouts are like landspouts, except they are over water and usually cause less damage.

What do storm spotters look for when trying to identify a tornado or a dangerous storm?

Storm spotters will look for special kinds of clouds. They show that a tornado is likely. One of these types of clouds is called Inflow bands, which are uneven bands of low puffy clouds.

The beaver's tail is a smooth, flat cloud. It is to the east, outside a rainstorm.

A wall cloud is a cloud at the base of a thunderstorm, where there is no rain. A wall cloud usually exists for 10 to 20 minutes before a tornado appears.

Lesson 1

Target	I can determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Text, Materials, Video Name	<ul style="list-style-type: none">● <u><i>What is a Tornado?</i></u>● Lesson Note-Catcher, Pencil● ELA_G5_W1_L1
Read	<ul style="list-style-type: none">● With a family member, caregiver, or friend, read <u><i>What is a Tornado?</i></u>
Think	<ul style="list-style-type: none">● What is this article about?● What did you learn about tornadoes?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea(s) is/are the big ideas that the author wants you to understand and take away from reading a text. Key details support the main ideas.</p> <ul style="list-style-type: none">● What do you think the main ideas of the article are?● What makes you think that?● What explicit information in the text supports your thinking about the main ideas? (key details)
Write	Using the Lesson 1 Note-Catcher, record the main ideas and key details.
Closing	<ul style="list-style-type: none">● Share your writing with someone and tell why you chose to draw or write what you did.● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 1 Note-Catcher

Directions: Thinking about your conversation, use the Lesson 1 Note-Catcher to record your main ideas and key details.

Main Ideas of, <i>What is a Tornado?</i>	
Main Idea #1	Key Details
Main Idea #2	Key Details

Lesson 2

Target	I can determine the meaning of general and domain specific words phrases as they pertain to the article <i>What is a Tornado?</i> .
Text, Materials, Video Name	<ul style="list-style-type: none"> • <u><i>What is a Tornado?</i></u> • Lesson 2 Note-Catcher, Pencil • ELA_G5_W1_L2
Read	With a family member, caregiver, or friend, read <u><i>What is a Tornado?</i></u> . Closely reread the last 2 sections of the article.
Think	<ul style="list-style-type: none"> • What are the last 2 sections mainly about? • How do they support the main idea of the article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. Reading for the gist, is thinking about what the article is <i>mostly about</i>.</p> <ul style="list-style-type: none"> • What is the gist of each of the last 2 sections? • What does the phrase, "supercell thunderstorm" mean? • What clues can you find in the text that help you understand the meaning of this phrase?
Write	Using the Lesson 2 Note-Catcher, record the meaning of the phrase, "supercell thunderstorm". Then record the gist of the last 2 sections of the text, unfamiliar vocabulary, and the meaning of those vocabulary words.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 2 Note-Catcher

Directions: Finding the Gist and Unfamiliar Vocabulary: What is a Tornado?, focusing on the last two sections of the article.

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Section: "What is the difference between supercell and non-supercell tornadoes?"			
Section: "What do storm spotters look for when trying to identify a tornado or dangerous storm?"			

Lesson 3

Target	I can quote accurately from, <i>the text</i> when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none">• <u><i>What is a Tornado?</i></u>• Lesson Note-Catcher, Pencil• ELA_G5_W1_L3
Read	With a family member, caregiver, or friend, read <u><i>What is a Tornado?</i></u> Carefully reread the first 5 sections of the article.
Think	<ul style="list-style-type: none">• What are these sections mostly about?• How do these sections support the main idea of the article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main ideas are the big ideas that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none">• Discuss where Tornado Alley is.• Discuss when tornadoes are most likely.• Discuss the difference between a tornado watch and a tornado warning.
Write	Using the Lesson 3 Note-Catcher, write about each section in the note catcher, quoting from the text to answer the questions.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 3 Note-Catcher

Directions: Read the first 5 sections of the article, then answer the questions in the sections below.

What (What is a tornado?)	Where (Where do they typically form?)	When (When are tornadoes most likely?)
What (What is the difference between a tornado watch and a tornado warning?)	Who (Who issues a tornado warning?)	How (How is a tornado strength rated?)

Lesson 4

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none">• <u><i>What is a Tornado?</i></u>• Lesson Note-Catcher, Pencil• ELA_G5_W1_L4
Read	With a family member, caregiver, or friend, read <u><i>What is a Tornado?</i></u>
Think	Remember the work you have done this week: <ul style="list-style-type: none">• You have found the main ideas and key details• You defined unknown words and phrases• You quoted evidence accurately from the text
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What are the main ideas of the article?• What are the main ideas of the sections that you reread?• What were some of the important supporting details?
Write	Use the article to answer the questions on the Lesson 4 Quiz.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, caregiver or friend!

Lesson 4 Quiz

Directions: Use the article to answer questions on the Lesson 4 Quiz.

1. According to the article, how do experts find out that a tornado might form soon?

- (A) They watch for flooding
- (B) They issue a warning.
- (C) They look for damage.
- (D) They study the clouds.

2. Based on the article, why might tornadoes be difficult to see?

- (A) because wind is invisible
- (B) because they hit at night only
- (C) because wind speed is hard to measure
- (D) because they rotate quickly

3. Which of the following sections of the article MOST uses the structure of cause and effect?

- (A) "Where is Tornado Alley?"
- (B) "When are tornadoes most likely?"
- (C) How do tornadoes form?
- (D) "What do storm spotters look for when trying to identify a tornado or a dangerous storm?"

4. What is the connection between the first and last section of the article?

- (A) Both sections explain how the most deadly tornadoes are formed.
- (B) Both sections give information about the most common tornadoes.
- (C) The first section describes where tornadoes are found, and the last section explains how they are detected.
- (D) The first section gives an overview of tornadoes, and the last section explains different types of tornadoes.

Grade 5 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 4/20/20 to 4/24/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do natural disasters affect the people and places that experience them?

How can we prepare for a natural disaster?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W2_L5	<i>From battlefield to cornfield: Using drones to track twisters</i>	Note-catcher
Day 2	ELA_G5_W2_L6	<i>From battlefield to cornfield: Using drones to track twisters</i>	Note-catcher
Day 3	ELA_G5_W2_L7	<i>From battlefield to cornfield: Using drones to track twisters</i>	Note-catcher
Day 4	ELA_G5_W2_L8	<i>From battlefield to cornfield: Using drones to track twisters</i>	Quiz
Day 5	ELA_G5_W2_L9	<i>From battlefield to cornfield: Using drones to track twisters</i>	Writing Activity

www.detroitk12.org/youtube

From battlefield to cornfield: Using drones to track twisters



By Los Angeles Times, adapted by Newsela staff on 06.16.13 Word Count 726

Level 890L

Amelia Wilson, Nathan Woody and Alyssa Avery prepare their aircraft for flight at Oklahoma State University. Researchers at OSU are designing and building Kevlar-reinforced drones to fly into the worst storms and send back real-time data to forecasters about how fierce they might become. AP Photo/ Oklahoma State University, Gary Lawson

An advance warning for a tornado means minutes, not hours. People in Moore, Oklahoma, on May 20 got 16 minutes.

In Newcastle it was only five minutes. That was the town nearest to where the tornado first formed. The mile-wide twister killed 24 people.

Tornadoes used to strike without any warning at all. Weather forecasters have worked since the 1970s to get the average warning time to 13 minutes. They use weather balloons, radar and people watching from the ground.

Now they want to give people hours of warning – not just minutes. To do this, they want to send aircraft with no pilots right into a developing storm. Those unmanned aircraft are also called [drones](#). Pulling that off would require more than the right technology. The government would need to be more flexible about rules that block most unmanned flights.

Spying On Storms

Most of the work on unmanned aircraft vehicles has been for military strikes or spying so far. But researchers are looking to use them in science. That includes researching severe weather like tornadoes.

Oklahoma is one of the states leading the charge. That make sense. Nineteen tornadoes touched down there in the last two weeks of May alone. Engineering teachers and students at Oklahoma State University are building and designing special aircraft to survive high winds. Weather researchers at the University of Oklahoma are building sensors and advising the OSU researchers.

“We have the (unmanned aircraft) expertise, we have the weather expertise and, by golly, we have the weather,” said Stephen McKeever, an Oklahoma government and university official. “In many senses, we’re the perfect laboratory to do this kind of thing.”

The small aircraft weigh up to 55 pounds. They can cost from \$10,000 to \$100,000. Pilots on the ground would control them remotely. Sensors would collect data on temperature, humidity and pressure. This is essential information for predicting a tornado.

Researchers also plan to improve forecasting by monitoring the atmosphere before and after storms form.

Twister Delays A Test Flight

Oklahoma State professor Jamey Jacob first started working on drones to explore Mars in the 1980s. His focus has shifted to twisters and the questions still puzzling scientists: how, why and when tornadoes form.

“If you live in Oklahoma, you have an interest in tornadoes,” Jacob said.

Jacob guides teams of students on design and assembly. One team had scheduled for May 20 a test flight for an aircraft built for a government public safety drone program. But that was the day the tornado hit Moore. They delayed the flight by two days and successfully launched the plane into clear skies.

The aircraft also can be used to help fight wildfires, protect crops and inspect pipes. Quiet ones can also be used to locate survivors after a disaster, because they would not drown out cries for help from the wreckage.

The technology is also safer than storm chasing when it comes to confirming there is a tornado. That is a big deal. Three veteran storm chasers and researchers just died in a tornado that struck the Oklahoma City suburb of El Reno.

Oklahoma Gov. Mary Fallin created a committee on unmanned aircraft two years ago.

The committee met May 31, hours before the El Reno storm hit the Oklahoma City area. Committee members discussed the severe weather predicted for that night. They knew what information they could gather if only they could get aircraft in the air.

But right now it is illegal to operate unmanned aircraft in U.S. airspace.

This article is available at 5 reading levels at <https://newsela.com>.

Some groups can ask for a special certificate to fly the aircraft. But then the government requires notice of 48 hours before the aircraft actually goes up. The government also says that the pilot must keep the aircraft in his or her sight at all times. This is impossible when it comes to tornadoes that form within hours and are hidden by rain.

Researchers say they are frustrated at how long it takes to change the rules.

A Christmas Present?

But changes are coming. In a 2012 law, Congress set up a way to let unmanned aircraft into U.S. airspace by September 2015.

The government is preparing to set up six test sites around the nation for the research and development of unmanned aircraft. Officials have received 50 applications from 37 states, including Oklahoma. Decisions are due in December.

Lesson 5

Target	I can determine two or more main ideas of a text and explain how they are supported by key details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • From battlefield to cornfield: Using drones to track twisters • Lesson Note-Catcher, Pencil • ELA_G5_W2_L5
Read	With a family member, caregiver, or friend, read From battlefield to cornfield: Using drones to track twisters .
Think	<ul style="list-style-type: none"> • What is this article about? • What did you learn about using drones to track twisters?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea(s) is/are the big ideas that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What do you think the main ideas of the article are? • What makes you think that? • What explicit information in the text supports your thinking about the main ideas? (key details)
Write	Thinking about your conversation, use the Lesson 5 Note-Catcher, to record your main ideas and key details.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 5 Note-Catcher

Directions: Thinking about your conversation, record your main ideas and key details.

Main Ideas of <i>From battlefield to cornfield: Using drones to track twisters</i>	
Main Idea #1	Key Details
Main Idea #2	Key Details

Lesson 6

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the article <i>From battlefield to cornfield: Using drones to track twisters</i> .
Text, Materials, Video Name	<ul style="list-style-type: none"> • From battlefield to cornfield: Using drones to track twisters • Lesson Note-Catcher, Pencil • ELA_G5_W2_L6
Read	With a family member, caregiver, or friend, read From battlefield to cornfield: Using drones to track twisters .
Think	<ul style="list-style-type: none"> • What are these two sections mainly about? • How do these sections support the main ideas of this article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What does drone mean? • What clues can you find in the text that help you understand the meaning of drone?
Write	On the Note-Catcher, record the meaning of the word “drone”. Then, record the gist for the first 2 sections of the text as well as unfamiliar vocabulary and their meaning.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 6 Note-Catcher

Directions: Read the first 2 sections of the article, *From battlefield to cornfield: Using drones to track twisters*. Record the gist and unfamiliar vocabulary, completing the graphic organizer below.

Text	Gist (What is it mostly about?)	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Section: "From battlefield to cornfield: Using drones to track twisters"			
Section: "Spying on Storms"			

Lesson 7

Target	I can quote accurately when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • From battlefield to cornfield: Using drones to track twisters • Lesson Note-Catcher, Pencil • ELA_G5_W2_L7
Read	With a family member, caregiver, or friend, read From battlefield to cornfield: Using drones to track twisters .
Think	<ul style="list-style-type: none"> • What are these sections mostly about? • How do these sections support the main ideas of the article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main ideas are the big ideas that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • Discuss why using unmanned aircraft would be helpful in predicting tornadoes and saving lives. • Discuss the cost of drones. • Discuss the reasons drones were not able to be used, to track tornadoes.
Write	After closely reading the entire article, write about each section in the Lesson 7 note catcher, quoting from the text to answer the questions.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 7 Note-Catcher

Directions: Read the first 5 sections of *From battlefield to cornfield: Using drones to track twisters* and answer the questions on the note-catcher.

What (What is the average warning time?)	Where (Which state is leading the charge?)	Who (Who is working hard to test drones?)
When (When were changes supposed to take place?)	Additional Fact	Additional Fact

Lesson 8

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none">• From battlefield to cornfield: Using drones to track twisters• Lesson Note-Catcher, Pencil• ELA_G5_W2_L8
Read	With a family member, caregiver, or friend, read From battlefield to cornfield: Using drones to track twisters .
Think	Remember the work that you have done this week: <ul style="list-style-type: none">• You have found the main ideas of this article.• You have found the meaning of words and phrases in the text.• You have quoted accurately from the text, when writing about what the text says.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What are the main ideas of this article?• What are the main ideas of the sections that you reread?• What were some of the important supporting details?
Write	Use the article to answer the questions on the Lesson 8 Quiz.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 8 Quiz

Directions: Use the article to answer the questions on the Lesson 8 Quiz

- 1.) Why did Oklahoma State professor Jamey Jacob first begin working with unmanned aircraft?
 - (A) to extend the tornado warning time
 - (B) to improve weather forecasting
 - (C) to save people's lives
 - (D) to explore Mars

- 2.) According to the article in near what location did a mile-wide tornado that killed 24 people form?
 - (A) El Reno
 - (B) Moore
 - (C) Newcastle
 - (D) Oklahoma city

- 3.) Why would the use of drones be better than helicopters to locate survivors after a disaster?
 - (A) Drones could locate survivors quicker than helicopters.
 - (B) Drones eliminate the danger and risks helicopter pilots encounter.
 - (C) Unlike helicopters, drones would not drown out survivor's cries for help.
 - (D) Drones can carry a larger number of survivors to hospitals than helicopters.

- 4.) Select the paragraph from the article that provides the MOST evidence that the deaths of three storm chasers in El Reno may have been prevented if the government allowed scientists to fly drones. In the article, circle the paragraph you choose.

Lesson 9

Target	I can determine two or more main ideas of a text and explain how they are supported by key details.
Text, Materials, Video Name	<ul style="list-style-type: none">• From battlefield to cornfield: Using drones to track twisters• Lesson Writing Activity, Pencil• ELA_G5_W2_L9
Read	With a family member, caregiver, or friend, read From battlefield to cornfield: Using drones to track twisters .
Think	Think about what the central idea is and key details that backup the central idea. <ul style="list-style-type: none">• What is the central idea of this article?• What are key details that support the central idea?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What is the central idea of this article?• What are key details that support the central idea?
Write	Using the Lesson 9 Writing Activity, write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response. When you are finished with your writing, read it to a family member, caregiver, or friend.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 9 Writing Activity

Directions: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response. When you are finished with your writing, read it to a family member, caregiver, or friend.

Grade 5 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 4/27/20 to 5/1/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do natural disasters affect the people and places that experience them?

How can we prepare for a natural disaster?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W3_L10	<i>Island where monkeys live and are studied was damaged by hurricane</i>	Note-catcher
Day 2	ELA_G5_W3_L11	<i>Island where monkeys live and are studied was damaged by hurricane</i>	Note-catcher
Day 3	ELA_G5_W3_L12	<i>Island where monkeys live and are studied was damaged by hurricane</i>	Note-catcher
Day 4	ELA_G5_W3_L13	<i>Island where monkeys live and are studied was damaged by hurricane</i>	Quiz
Day 5	ELA_G5_W3_L14	<i>Island where monkeys live and are studied was damaged by hurricane</i>	Writing Activity

www.detroitk12.org/youtube

Island where monkeys live and are studied was damaged by hurricane



By Associated Press, adapted by Newsela staff on 10.12.17 Word Count 687

Level 800L

Monkeys move about on Cayo Santiago, known as Monkey Island, in Puerto Rico on October 4, 2017. One of the first places Hurricane Maria hit in the U.S. territory on September 20, 2017, was Monkey Island, a 40-acre outcropping off the east coast that is considered one of the world's most important sites for research into how primates think, socialize and evolve. Photo from AP Photo/Ramon Espinosa

CAYO SANTIAGO, Puerto Rico — On September 20, the island of Puerto Rico was hit by a terrible storm called Hurricane Maria. Puerto Rico is a U.S. territory in the Caribbean Sea. The people of Puerto Rico are American. They suffered much damage from the storm, with wind and rain destroying many homes and roads. Thousands of people still do not have power or water.

The people of Puerto Rico have had a very hard time. Thankfully, many rescue workers have gone to the island to help.

One group that needs help isn't human, though. Off the coast of Puerto Rico is a tiny island called Cayo Santiago. Many know it as Monkey Island, however, as it is home to

more than 1,000 monkeys. The island is like a natural laboratory: It is a place where scientists can study monkeys in the wild.

The scientists are interested in everything from the monkeys' social behavior to their genes. Genes are tiny bits of information that make up DNA. DNA tells animals' bodies how to grow. It also holds clues into the history of how animals have changed over time.

The storm destroyed almost everything on Monkey Island. It wiped out plant life and wrecked the monkeys' metal drinking containers. It also crushed the docks where boats land on the island. As a result, workers have had a lot of trouble getting food for the monkeys to the island.

Will FEMA Come To The Rescue?

"All of our tools were destroyed," said Angelina Ruiz Lambides. She is the director of the Cayo Santiago facility. She wondered who would pay for repairs and rescues.

"Does FEMA cover this?" she asked.

FEMA, which stands for the Federal Emergency Management Agency, is a department of the government. It gives people help after natural disasters like hurricanes.

So far, it does not look like any monkeys died in the storm. They may have stayed safe by climbing to high ground and grouping together under trees.

The island's history as a research center dates all the way back to 1938. That is when a man named Clarence Ray Carpenter brought a group of monkeys to the United States for scientific study.

Monkeys On Island Are Contained Yet Free

Where would he put them? He wanted a place that would be partly cut off, but where they could move freely. The goal was to study the monkeys in the wild without having to track them across long distances. On Monkey Island, the monkeys are free to explore. Since it is an island, though, they cannot get too far.

Carpenter started with about 400 monkeys. That number has more than doubled.

Every animal born on the island is tattooed so that it can easily be identified. Scientists have completely mapped the DNA of about 100 of them. They have mapped out some of the DNA of hundreds more.

Monkey Island draws researchers in from all over the world. Some scientists there study monkeys' eye movements. Others study their genes, and still others look at their social behavior. Their discoveries will be used by scientists working on a number of problems involving both monkeys and humans.

James Higham is a professor at New York University who is studying the monkeys' behavior, brains and communication on Monkey Island. He said that the damage done by Hurricane Maria had never been seen before.

Emergency Food Supplies

Now the people who keep Monkey Island running are rushing to bring bags of monkey food onto the island, bringing them over in a tiny sailboat. The monkeys are only being fed what they need to survive, because there is so little food.

Workers are also trying to put the island's rainwater collectors and drinking containers back together.

Scientists from outside Puerto Rico are bringing in equipment to help out. Their work has been paid for by donations. Many people have given money to help the effort.

The effort has been heroic, but Higham fears that it cannot continue for long.

"They're doing the best they can do under very difficult conditions," he said. "But it needs help and attention."

Lesson 10

Target	I can determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • <u><i>Island where monkeys live and are studied was damaged by hurricane</i></u> • Lesson Note-Catcher, Pencil • ELA_G5_W3_L10
Read	<ul style="list-style-type: none"> • With a family member, caregiver, or friend, read <u><i>Island where monkeys live and are studied was damaged by hurricane.</i></u>
Think	<ul style="list-style-type: none"> • What is this article about?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea(s) is/are the big ideas that the author wants you to understand and take away from reading a text. Key details support the main ideas.</p> <ul style="list-style-type: none"> • What do you think the main ideas of the article are? • What makes you think that? • What explicit information in the text supports your thinking about the main ideas? (key details)
Write	Using the Lesson 10 Note-Catcher, record the main idea and key details.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 10 Note-Catcher

Directions: Read the article and record the main idea and key detail below.

Main Idea
Supporting Details Notes (What explicit information from the text supports your thinking about the main idea?)

Lesson 11

Target	I can determine the meaning of general and domain specific words phrases as they pertain to the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • <u><i>Island where monkeys live and are studied was damaged by hurricane</i></u> • Lesson Note-Catcher, Pencil • ELA_G5_W3_L11
Read	With a family member, caregiver, or friend, read the article <u><i>Island where monkeys live and are studied was damaged by hurricane</i></u> . Closely reread the first 2 sections of the article.
Think	<ul style="list-style-type: none"> • What are these sections mainly about? • How does this section support the main idea of the whole text?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. Reading for the gist, is thinking about what the article is <i>mostly about</i>.</p> <ul style="list-style-type: none"> • What does the phrase “natural laboratory” mean? • What clues can you find in the text that help you understand the meaning of this phrase?
Write	Using the Lesson 11 Note-Catcher, record your answers to the questions in the graphic organizer.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 11 Note-Catcher

Directions: Read the first page of the article, record your work below.

What is the meaning of the phrase, "the island is a natural laboratory"?

What clues from the text support your answer?

What is a synonym (a word that means the same thing) for the word natural?

How does this phrase support the main idea of the text?

Lesson 12

Target	I can explain how an author uses reasons and evidence to support particular points in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • <i>Island where monkeys live and are studied was damaged by hurricane</i> • Lesson Note-Catcher, Pencil • ELA_G4_W3_L12
Read	With a family member, caregiver, or friend, read <i>Island where monkeys live and are studied was damaged by hurricane</i> .
Think	<ul style="list-style-type: none"> • What word choice does the author use to show opinion? • What evidence, based on facts and details did the author include? • What reasons does the author use to support an opinion?
Talk	<p>With your family member review and clarify the following vocabulary as necessary:</p> <ul style="list-style-type: none"> • <i>opinion</i> (what a person thinks about something or someone; this thinking can be based on facts, feelings, experience, or a combination of all three) • <i>reasons</i> (an explanation for why an author thinks something is true) • <i>evidence</i> (facts and details based on research or observations that support a reason) <p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What words does the author use to show their opinion about how a natural disaster affected the monkeys and what should be done moving forward. • What is the author's opinion about the research taking place on the island? • What reasons and evidence does the author give to support their opinion?
Write	Use the text to answer the questions on the Lesson 12 Note-Catcher.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to

	<p>draw or write what you did.</p> <ul style="list-style-type: none">• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 12 Note-Catcher

Directions: Use the article to answer the questions below.

What word choices does the author use to show their opinion? Write those words in the box below.

What is this author’s opinion about the research taking place on Monkey Island and what needs to be done moving forward after Hurricane Maria?

Lesson 13

Target	I can use the text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • <i>Island where monkeys live and are studied was damaged by hurricane</i> • Lesson Quiz, Pencil • ELA_G5_W3_L13
Read	With a family member, caregiver, or friend, read <i>Island where monkeys live and are studied was damaged by hurricane</i> .
Think	Remember the work that you have done this week: <ul style="list-style-type: none"> • You have found the main idea of the article. • You have found the meaning of words and phrases in the text. • You have thought about the author's opinion and how they supported the opinion with reasons and evidence.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • What is the main idea of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details?
Write	Using the text to complete the Lesson 13 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 13 Quiz

Directions: Read the article and answer the questions below.

1.) Read the paragraph from the introduction.

One group that needs help isn't human, though. Off the coast of Puerto Rico is a tiny island called Cayo Santiago. Many know it as Monkey Island, however, as it is home to more than 1,000 monkeys. The island is like a natural laboratory: It is a place where scientists can study monkeys in the wild.

Which phrase from the paragraph helps the reader to understand the meaning of "laboratory"?

- (A) group that needs help
- (B) Off the coast of Puerto Rico
- (C) where scientists can study
- (D) monkeys in the wild

2.) Read the sentence from the section "Monkeys On Island Are Contained Yet Free."

The goal was to study the monkeys in the wild without having to track them across long distances.

Which of the following words, if it replaced the word "track" in the sentence above, would CHANGE the meaning of the sentence?

- (A) follow
- (B) chase
- (C) pursue
- (D) hunt

3.) Read the section "Will FEMA Come To The Rescue?"

Select the paragraph that BEST supports the conclusion that the monkeys were able to survive the hurricane on their own. Circle that paragraph in the text.

4.) Read the paragraph from the section "Emergency Food Supplies."

Now the people who keep Monkey Island running are rushing to bring bags of monkey food onto the island, bringing them over in a tiny sailboat. The monkeys are only being fed what they need to survive, because there is so little food.

Which of the following is the MOST accurate explanation of this paragraph?

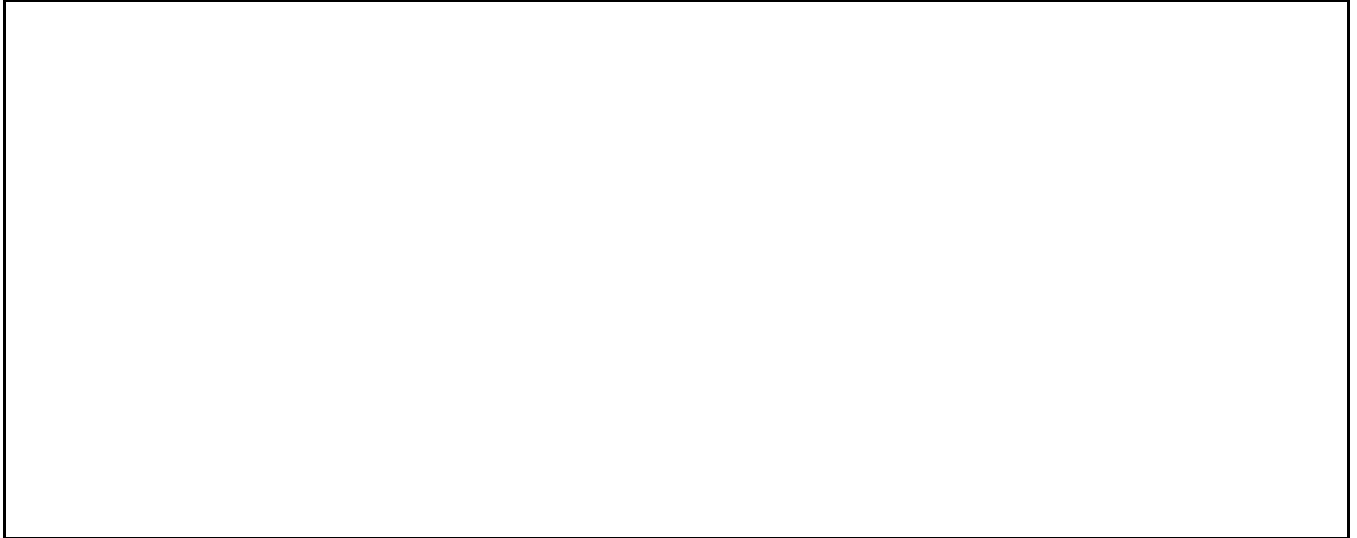
- (A) There are no other monkeys that can be studied as easily as these.
- (B) Sailboats are the fastest and easiest way to bring supplies to the island.
- (C) Monkey Island is very important to scientific research all over the world.
- (D) The effects of the hurricane have made it hard to help the monkeys.

Lesson 14

Target	I can include multimedia components (e.g., graphics, images) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
Text, Materials, Video Name	<ul style="list-style-type: none"> • <u><i>Island where monkeys live and are studied was damaged by hurricane</i></u> • Lesson Writing Activity, Pencil • ELA_G5_W3_L14
Read	With a family member, caregiver, or friend, read <u><i>Island where monkeys live and are studied was damaged by hurricane.</i></u>
Think	<p>Think about what other pictures or graphs would be helpful to enhance the understanding of this article.</p> <ul style="list-style-type: none"> • What graphics or tables would be helpful to the reader and enhance the meaning of the article? • What images or pictures would be helpful to the reader and enhance the meaning of the article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What graphics or tables would be helpful to the reader and enhance the meaning of the article? • What images or pictures would be helpful to the reader and enhance the meaning of the article?
Write	If you were going to add another picture or a chart to this article to help readers better understand the main ideas, what would it be and why? Draw an example below, write about why you would add your graphic, and then discuss with a family member or caregiver what you wrote. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 14 Writing Activity

Directions: If you were going to add another picture or a chart to this article to help readers better understand the main ideas, what would it be and why? Draw an example below, write about why you would add your graphic, and then discuss with a family member or caregiver what you wrote. Remember to speak clearly and fluently!



Grade 5 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/4/20 to 5/8/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do natural disasters affect the people and places that experience them?

How can we prepare for a natural disaster?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W4_L15	<i>Hurricane Matthew causes major damage to parts of Haiti</i>	Note-catcher
Day 2	ELA_G5_W4_L16	<i>Hurricane Matthew causes major damage to parts of Haiti</i>	Note-catcher
Day 3	ELA_G5_W4_L17	<i>Hurricane Matthew causes major damage to parts of Haiti</i>	Note-catcher
Day 4	ELA_G5_W4_L18	<i>Hurricane Matthew causes major damage to parts of Haiti</i>	Quiz
Day 5	ELA_G5_W4_L19	<i>Hurricane Matthew causes major damage to parts of Haiti</i>	Writing Activity

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Hurricane Matthew causes major damage to parts of Haiti



By Associated Press, adapted by Newsela staff on 10.06.16 Word Count 624

Level 900L

People stand on the coast watching the surf produced by Hurricane Matthew on the outskirts of Kingston, Jamaica, October 3, 2016. A hurricane warning is in effect for Jamaica, Haiti and the Cuban provinces of Guantanamo, Santiago de Cuba, Holguin, Granma and Las Tunas, as well as the southeastern Bahamas. AP Photo/Eduardo Verdugo

PORT-AU-PRINCE, Haiti — Hurricane Matthew roared into the southwestern coast of Haiti on Tuesday. The storm threatened a largely undeveloped corner of the poor Caribbean country with devastating storm conditions. Matthew was heading north toward Cuba and the eastern coast of Florida.

The dangerous storm hit land around the time the sun rose on Haiti's southern coast. Many people live along that coast in shacks of wood or simple concrete blocks. Those homes cannot withstand the force of winds that can reach 145 mph.

Matthew was causing significant damage. How much was not immediately known, however, according to Marie Alta Jean-Baptiste, the head of the country's Civil Protection Agency.

"It's much too early to know how bad things are," Jean-Baptiste told The Associated Press. "We do know there are a lot of houses that have been destroyed or damaged in the south."

This article is available at 5 reading levels at <https://newsela.com>.

Forty Inches Of Rain

Haitian officials tried to remove people from the most dangerous areas ahead of the storm. Many hesitated to leave their property. Some tried to find shelter only after the worst of the storm had already started.

Matthew was expected to bring between 1 and 2 feet of rain, and up to 40 inches of rain in some places, said Dennis Feltgen, a weather expert for the U.S. National Hurricane Center in Miami. Feltgen said Matthew is giving Haiti everything a hurricane can.

The storm was moving along the Windward Passage between Haiti and Jamaica. It was also dumping heavy rain that caused flooding in parts of Jamaica. Matthew was headed for southeastern Cuba and then into the Bahamas.

Big Waves And Big Winds

As the sun rose, people in the south coast tourist town of Port Salut described what they experienced. Winds howled. Big waves slammed the beaches and washed over the coastal road.

"The winds are making so many bad noises. We're just doing our best to stay calm," said Jenniflore Desrosiers. She huddled with her family in her delicately built home, which had gotten many leaks from the forceful rain.

A Haitian government official said a number of south coast towns partially flooded overnight. Landslides and downed trees on roadways were preventing people from traveling in many areas. A few places seemed to have lost power. Cellphones could not always find service.

Stay, Pray And Hope For The Best

Haitian officials spent Monday trying to persuade many people living in the shantytowns to take advantage of shelters being set up. Many of them refused.

"If we lose our things we are not going to get them back!" said Toussaint Laine. Laine is unemployed and lives with his family in a shack in Tabarre, near Haiti's capital of Port-au-Prince.

A sprawl of shacks sits on hillsides near the northern edge of the capital. Some poor families there tried to strengthen their tin-and-tarp homes and hoped for the best.

"I know my house could easily blow away. All I can do is pray and then pray some more," Ronlande Francois said. She lives in a tarp-walled shack with her unemployed husband and three children.

Three People Have Died

Haiti's civil protection agency earlier reported one death. It was a fisherman who drowned in rough water churned up by the storm. That raised Matthew's death total to at least three.

Cuba's government gave a hurricane warning for the eastern part of the country. Workers took down traffic lights in the city of Santiago to keep them from falling when the storm hit.

Matthew is the region's strongest hurricane since Felix in 2007. The hurricane was expected to make landfall in Cuba about 50 miles east of the U.S. Navy base at Guantanamo Bay. Officials there flew out about 700 family members of Navy service members.

Lesson 15

Target	I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Hurricane Matthew causes major damage to parts of Haiti • Lesson Note-Catcher, Pencil • ELA_G5_W4_L15
Read	With a family member, caregiver, or friend, read Hurricane Matthew causes major damage to parts of Haiti .
Think	Remember to think about the following questions as you read: <ul style="list-style-type: none"> • What is this article mostly about? • How has Hurricane Matthew impacted the country of Haiti: it's people, the economy and the physical land?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • How did Hurricane Matthew impact the physical environment (the land) in Haiti? • How did Hurricane Matthew impact the people of Haiti? • How did Hurricane Matthew impact the economy in Haiti? • What did the Hatian government attempt to do before the Hurricane hit, to help the people of Haiti?
Write	Use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 15 Note-Catcher to write additional notes, ideas, and unknown vocabulary.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 15 Note-Catcher

Directions: Use a pencil to take notes from the article on each of the topics in the box below. Use the lines of the Lesson 15 Note-Catcher to write additional notes, ideas, and unknown vocabulary.

How did Hurricane Matthew impact the physical environment (the land) in Haiti?	How did Hurricane Matthew impact the people of Haiti?
How did Hurricane Matthew impact the economy in Haiti?	What did the Haitian government attempt to do before the Hurricane hit to help the people of Haiti?

Additional Notes and Vocabulary from the article:

Lesson 16

Target	I can determine the main idea and key details of a text
Text, Materials, Video Name	<ul style="list-style-type: none"> • Hurricane Matthew causes major damage to parts of Haiti • Lesson Note-Catcher, Pencil • ELA_G5_W4_L16
Read	With a family member, caregiver, or friend, read Hurricane Matthew causes major damage to parts of Haiti.
Think	<ul style="list-style-type: none"> • What is this article mainly about? • What key details support the main idea? • What type of impact did Hurricane Matthew have on Haiti?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea(s) is/are the big ideas that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What do you think the main ideas of the article are? • What makes you think that? • What explicit information in the text supports your thinking about the main ideas? (key details)
Write	Using the Lesson 16 Note-Catcher, record the main idea and key details from the article. These notes will support your writing assignment at the end of the week.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 16 Note-Catcher

Directions: Using the Lesson 16 Note-Catcher, record the main idea and key details from the article. These notes will support your writing assignment at the end of the week.

Main Idea 1:
Key Detail:
Key Detail:
Key Detail:

Lesson 17

Target	I can determine the meaning of general and domain specific words phrases as they pertain to the first 3 sections of the article, <i>Hurricane Matthew causes major damage to parts of Haiti</i> .
Text, Materials, Video Name	<ul style="list-style-type: none"> • First 3 sections of Hurricane Matthew causes major damage to parts of Haiti • Lesson Note-Catcher, Pencil • ELA_G5_W4_L17
Read	With a family member, caregiver, or friend, read the first 3 sections of Hurricane Matthew causes major damage to parts of Haiti .
Think	<ul style="list-style-type: none"> • What are these sections mainly about? • How do these sections support the main ideas of this article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • How did Hurricane Matthew affect the people of Haiti? • What clues can you find in the text that help you understand the impact Hurricane Matthew had?
Write	On the Note-Catcher record the gist for the first 3 sections of the text, as well as unfamiliar vocabulary and their meaning.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 17 Note-Catcher

Directions: Read the first 3 sections of the article, *Hurricane Matthew causes major damage to parts of Haiti*. Record the Gist and unfamiliar vocabulary into the graphic organizer below.

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Section: Hurricane Matthew causes major damage to parts of Haiti			
Section: "Forty Inches of Rain"			
Section: "Big Waves and Big Wind"			

Lesson 18

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Hurricane Matthew causes major damage to parts of Haiti • Lesson Quiz, Pencil • ELA_G5_W4_L18
Read	With a family member, caregiver, or friend, read Hurricane Matthew causes major damage to parts of Haiti.
Think	<ul style="list-style-type: none"> • What have you learned about Hurricane Matthew and how it impacted Haiti? • How did the Haitian government try to warn the people of Haiti?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to reference back to the article to review concepts before taking today's quiz.</p> <ul style="list-style-type: none"> • How did Hurricane Matthew impact Haiti? • How did Hurricane Matthew affect the people of Haiti?
Write	Use the article to answer the questions on the Lesson 18 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 18 Quiz

Directions: Read the article and answer the questions below.

1. Which selection shows the MOST dangerous aspect of Hurricane Matthew for the people who live in areas where it hit?
 - (A) Workers took down traffic lights in the city of Santiago to keep them from falling when the storm hit.
 - (B) Big waves slammed the beaches and washed over the coastal road.
 - (C) Landslides and downed trees on roadways were preventing people from traveling in many areas.
 - (D) Those homes cannot withstand the force of winds that can reach 145 mph.
2. Which section of the article highlights the course that Hurricane Matthew would take?
 - (A) "Forty Inches Of Rain"
 - (B) "Big Waves And Big Winds"
 - (C) "Stay, Pray And Hope For The Best"
 - (D) "Three People Have Died"
3. What is the relationship between Hurricane Matthew and Hurricane Felix?
 - (A) They happened at the same time.
 - (B) They damaged the same homes.
 - (C) They affected the same areas.
 - (D) They harmed the same people.
4. Based on information from the section "Stay, Pray And Hope For The Best," how has Hurricane Matthew affected the people in Haiti?
 - (A) The hurricane has left people both fearful and hopeful that there won't be too much damage.
 - (B) The hurricane has made people sell their tin-and-tarp homes as well as their belongings.
 - (C) The hurricane has forced people to leave their homes and to move to shelters with their families.
 - (D) The hurricane has motivated people to go to church and pray for the best outcome.

Lesson 19

Target	<ul style="list-style-type: none">• I can determine two or more main ideas of a text and explain how they are supported by key details.• I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none">• Hurricane Matthew causes major damage to parts of Haiti• Lesson Writing Activity, Pencil• ELA_G5_W4_L19
Read	With a family member, caregiver, or friend, read Hurricane Matthew causes major damage to parts of Haiti .
Think	Consider what you have read this week about Hurricane Matthew. <ul style="list-style-type: none">• How can a government better want it's people?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• Review the main idea and key that recorded on the Lesson 16 Note-Catcher.
Write	Using the Lesson 19 Writing Activity, write a short paragraph that explains the main idea of the article. Use at least two key details from the article to support your response. When you are finished with your writing, read it to a family member or caregiver
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 19 Writing Activity

Directions: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Grade 5 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/11/20 to 5/15/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do natural disasters affect the people and places that experience them?

How can we prepare for a natural disaster?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W5_L20	<u>Below-zero temperatures to hit much of U.S.</u>	Note-catcher
Day 2	ELA_G5_W5_L21	<u>Below-zero temperatures to hit much of U.S.</u>	Note-catcher
Day 3	ELA_G5_W5_L22	<u>Below-zero temperatures to hit much of U.S.</u>	Note-catcher
Day 4	ELA_G5_W5_L23	<u>Below-zero temperatures to hit much of U.S.</u>	Quiz
Day 5	ELA_G5_W5_L24	<u>Below-zero temperatures to hit much of U.S.</u>	Writing Activity

www.detroitk12.org/youtube

Below-zero temperatures to hit much of U.S.



By Associated Press, adapted by Newsela staff on 01.06.14 Word Count 761

Level 860L

A man spreads salt on an icy sidewalk in Chicago, Friday, Jan. 3, 2014. The snowstorm may finally have left town, but a "polar vortex" will push temperatures below zero in much of the country. AP Photo/Nam Y. Huh

CHICAGO — A weather condition called a "polar vortex" was forecast to bring below-zero temperatures to much of the nation. It was expected to be colder than it has been in years.

Snow-covered roads, high winds and ice already made driving dangerous Sunday from the Dakotas to Missouri to Delaware.

School was called off Monday for the entire state of Minnesota. Cities in Wisconsin, Illinois and Indiana also canceled classes.

A polar vortex is a pool of cold, dense air. It will affect more than half of the country Sunday through Tuesday. Warnings about the cold stretched from Montana to Alabama. The forecast was startling: 25 degrees Fahrenheit below zero in Fargo, N.D.,

minus 31 in International Falls, Minn., and 15 below in Indianapolis and Chicago. Some places could see record-breaking low temperatures.

Frostbite And Hypothermia

This article is available at 5 reading levels at <https://newsela.com>.

"It's just a dangerous cold," said Butch Dye of the National Weather Service.

Several states in the Midwest were getting up to a foot of new snow. People shoveled out and stocked up on groceries before bitterly cold temperatures set in overnight.

In Chicago, temperatures were expected to hit around minus 15, Ed Fenelon of the National Weather Service said. Temperatures were likely to set a daily record, he said. Earlier Sunday, the National Weather Service reported temperatures in the 20-below range in Minnesota and North Dakota.

It hasn't been this cold for almost 20 years in many parts of the country. Because of that, medical experts were reminding people that frostbite and hypothermia can happen quickly at 15 to 30 below zero. They warned people to dress in layers, hats and gloves. Hypothermia is a dangerous medical condition. It happens when your body loses heat faster than it can replace the heat, according to the Mayo Clinic.

In St. Louis, grocery stores sold out of the essentials before Sunday's bad weather.

"The problem is the bread is sold out. We're out of milk. We sold out of chips, chicken wings, some meats," Issa Arar of Salama Supermarket said.

People in Michigan also jammed stores to stock up on supplies.

"I made my husband go grocery shopping last night," said Kim Tarnopol of the Detroit suburb of Huntington Woods. Tarnopol was picking up cold medicine Sunday for her daughter Emma.

Deep Freeze In Deep South

Travel problems started early Sunday. In New York City, a plane slid into snow on a taxiway. No one was hurt. But the airport temporarily suspended operations because of icy runways.

About 1,200 flights had been canceled Sunday in Chicago, officials said. Flights were also canceled in Boston and Tennessee.

Roads in the Midwest were particularly dangerous. Indiana State Police said Interstate 70 in the western part of the state was snow-covered. Officials in Missouri warned it was too cold for rock salt to work very well.

Southern states were bracing for possible record temperatures, too. Single-digit highs were expected Tuesday in Georgia and Alabama.

In western Kentucky, farmer David Nickell moved extra hay to the field. He also moved his animals out of the wind. The instructor at West Kentucky Community and Technical College had also stocked up on batteries and gas and loaded up the pantry and freezer. The 2009 ice storm that paralyzed the state was fresh in his mind.

He compared the ice storm with living in the 1800s. "Personally, I thought the ice storm should become an annual event. It definitely taught people to be prepared and appreciate normalcy.

Cold Kickoff In Green Bay

The cold wasn't threatening the citrus at Stella Plantation in Louisiana. But manager Hugh French had hoped to harvest navel oranges through January.

"We pick our A-1 fruit first," he said. What's left is not the best looking fruit. "But it still tastes good," he said.

The season for satsumas, a sweet mandarin orange and a big part of Louisiana's citrus crop, was already over. And the plantation only has a few grapefruit trees.

"We're toward the end of the season now," he said. Any losses will not be that bad, he said.

In Green Bay, Wis., it was 5 degrees at kickoff Sunday afternoon inside Lambeau Field. The Green Bay Packers played the San Francisco 49ers in a sold-out playoff game. It was one of the coldest ever played.

"We suited up, we brought all the snowboarding gear we use ... and added to it," said 49ers fan Jeff Giardinelli of Fresno, Calif. "Without the wind, which isn't here yet, we're good. When it gets windy, we'll be ready for it."

The 49ers beat the Packers 23-20.

Lesson 20

Target	I can determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> ● <u><i>Below-zero temperatures to hit much of U.S.</i></u> ● Lesson Note-Catcher, Pencil ● ELA_G5_W5_L20
Read	<ul style="list-style-type: none"> ● With a family member, caregiver, or friend, read <u><i>Below-zero temperatures to hit much of U.S.</i></u>
Think	<ul style="list-style-type: none"> ● What is this article about? ● What did you learn about a polar vortex?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea(s) is/are the big ideas that the author wants you to understand and take away from reading a text. Key details support the main ideas.</p> <ul style="list-style-type: none"> ● What do you think the main ideas of the article are? ● What makes you think that? ● What explicit information in the text supports your thinking about the main ideas? (key details)
Write	Using the Lesson 20 Note-Catcher, record the main ideas and key details.
Closing	<ul style="list-style-type: none"> ● Share your writing with someone and tell why you chose to draw or write what you did. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 20 Note-Catcher

Directions: Thinking about your conversation, use the Lesson 20 Note-Catcher to record your main ideas and key details.

Main Ideas of <i>Below zero temperatures to hit much of U.S.</i>	
Main Idea #1	Key Details
Main Idea #2	Key Details

Lesson 21

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Below-zero temperatures to hit much of U.S. • Lesson Note-Catcher, Pencil • ELA_G5_W5_L21
Read	With a family member, caregiver, or friend, read the first 2 sections of Below-zero temperatures to hit much of U.S.
Think	<ul style="list-style-type: none"> • What are these 2 sections mainly about? • How do these sections support the main idea of the whole text?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. Reading for the gist, is thinking about what the article is <i>mostly about</i>.</p> <ul style="list-style-type: none"> • What does the phrase, “polar vortex” mean? • What clues can you find in the text that help you understand the meaning of this phrase?
Write	Using the Lesson 21 Note-Catcher, record the meaning of the phrase, “polar vortex”. Then record the gist for the last 2 sections of the text, unfamiliar vocabulary, and their meaning.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 21 Note-Catcher

Directions: Complete the following Note-Catcher, using the first 2 sections of the text.

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Section: "Below-zero temperatures to hit much of U.S."			
Section: "Frostbite and Hypothermia"			

Lesson 22

Target	I can quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Below-zero temperatures to hit much of U.S. • Lesson Note-Catcher, Pencil • ELA_G5_W5_L22
Read	With a family member, caregiver, or friend, read Below-zero temperatures to hit much of U.S. Closely reread the last 2 sections of the article.
Think	<ul style="list-style-type: none"> • What are these sections mostly about? • How do these sections support the main ideas of the article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main ideas are the big ideas that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • Discuss what a polar vortex is. • Discuss what hypothermia is and how it happens. • Discuss how people all over the U.S. were affected by the freezing temperatures.
Write	Complete the Lesson 22 Note-Catcher, answering the questions with evidence from the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 22 Note-Catcher

Directions: Complete the Note-Catcher, answering the questions with evidence from the text.

How (How does frostbite happen?)	Where (Where was school canceled, due to the freezing temps?)	When (When can hypothermia take place?)
How (How did the freezing temperatures affect the people in Michigan?)	What (What did a farmer in Kentucky do to prepare for the freezing temperatures?)	Where (Where was the football game played?)

Lesson 23

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Below-zero temperatures to hit much of U.S. • Lesson Quiz, Pencil • ELA_G5_W5_L23
Read	With a family member, caregiver, or friend, read Below-zero temperatures to hit much of U.S.
Think	<ul style="list-style-type: none"> • What have you learned about below freezing temperatures and how it affects people? • What have you learned about how people can prepare for freezing temperatures and stay safe?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember to reference back to the article to review concepts before taking today's quiz.</p> <ul style="list-style-type: none"> • What is the main idea and key details of this article? • Review new vocabulary words. • Talk about the questions you answered on the Lesson 23 note catcher.
Write	Use the article to answer the questions on the Lesson 23 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 23 Quiz

Directions: Read the article and answer the questions below.

1. Which of these sections confirms that the article discusses the dangerous effects of the weather on traveling?

- (A) Introduction [paragraphs 1-4]
- (B) "Frostbite And Hypothermia"
- (C) "Deep Freeze In Deep South"
- (D) "Cold Kickoff In Green Bay"

2. Based on which of these selections from the article can it be concluded that some people were not severely affected by the polar vortex?

- (A) People shoveled out and stocked up on groceries before bitterly cold temperatures set in overnight.
- (B) In western Kentucky, farmer David Nickell moved extra hay to the field. He also moved his animals out of the wind.
- (C) But manager Hugh French had hoped to harvest navel oranges through January.
- (D) The Green Bay Packers played the San Francisco 49ers in a sold-out playoff game.

3. Which of the following words could replace "startling" in the sentence below?

Warnings about the cold stretched from Montana to Alabama. The forecast was startling: 25 degrees Fahrenheit below zero in Fargo, N.D., minus 31 in International Falls, Minn., and 15 below in Indianapolis and Chicago. Some places could see record-breaking low temperatures.

- (A) comforting
- (B) annoying
- (C) surprising
- (D) encouraging

4. Which of the following is the definition of "record" as used in the sentence below?

In Chicago, temperatures were expected to hit around minus 15, Ed Fenelon of the National Weather Service said. Temperatures were likely to set a daily record, he said. Earlier Sunday, the National Weather Service reported temperatures in the 20-below range in Minnesota and North Dakota.

- (A) an official document that records the acts of a public body
- (B) set down in writing or some other permanent form for later reference
- (C) the best or most remarkable event of its kind that has been officially measured and noted
- (D) a thin plastic disk carrying recorded sound, especially music, in grooves on each surface

Lesson 24

Target	I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Below-zero temperatures to hit much of U.S. • Lesson Writing Activity, Pencil • ELA_G5_W5_L24
Read	With a family member, caregiver, or friend, read Below-zero temperatures to hit much of U.S.
Think	<ul style="list-style-type: none"> • How were people affected by the below-zero temperatures throughout the U.S.? Compare the similarities and differences.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember, people are affected by natural disasters differently.</p> <ul style="list-style-type: none"> • In what ways were people all over the U.S. affected by the below-zero temperatures?
Write	On the Lesson 24 Writing Activity, write a statement about how people were affected differently or similarly by the below-zero temperatures. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 24 Writing Activity

Directions: Directions: Write a statement about how people were affected differently or similarly by the below-zero temperatures. Cite two pieces of evidence from the article. Use your work from your Note-Catchers this week to support your thinking.

Grade 5 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/18/20 to 5/22/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do natural disasters affect the people and places that experience them?

How can we prepare for a natural disaster?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W6_L25	<i>Everyday Mysteries: Can it rain frogs, fish and other objects?</i>	Note-catcher
Day 2	ELA_G5_W6_L26	<i>Everyday Mysteries: Can it rain frogs, fish and other objects?</i>	Note-catcher
Day 3	ELA_G5_W6_L27	<i>Everyday Mysteries: Can it rain frogs, fish and other objects?</i>	Note-catcher
Day 4	ELA_G5_W6_L28	<i>Everyday Mysteries: Can it rain frogs, fish and other objects?</i>	Quiz
Day 5	ELA_G5_W6_L29	<i>Everyday Mysteries: Can it rain frogs, fish and other objects?</i>	Writing Activity

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Everyday Mysteries: Can it rain frogs, fish and other objects?



By Library of Congress, adapted by Newsela staff on 01.17.17 Word Count 630

Level 870L

Water spouts (tornado) hit the Black Sea in the Arhavi district of Turkey's northeastern province of Artvin on June 8, 2016. Photo: Tamer Arslan/Anadolu Agency/Getty Images

Question: Can it rain frogs, fish and other objects?

Answer: There have been reports of raining frogs and fish dating back to ancient times. Of course, it doesn't rain frogs or fish in the sense that it rains water. No one has ever seen frogs or fish appear out of the sky. However, some winds are powerful enough to lift animals, people, trees and houses. These strong winds usually appear during tornadoes and hurricanes. It is possible that they could suck up fish or frogs and drop them elsewhere.

Scientists Spell It Out

Many scientists think that something called tornadic waterspouts might be the cause of animal rainfalls. These are tornadoes that travel over the water. They are not as

strong as land-based tornadoes, which can reach up to 310 miles per hour. But tornadic waterspouts can reach 100 miles per hour, which can still be quite destructive.

A popular misunderstanding is that waterspouts "rise out of the sea." Actually, they begin in the air and descend toward the water's surface. The first visible sign of a tornadic waterspout is usually a dark spot on the surface of the water. This is caused by a spinning column of air stirring up the water. As the spinning column of air, or vortex, becomes stronger, the surrounding water is pulled into a spiral pattern of light and dark bands.

Eventually a ring of spraying water forms around the base. Then the funnel extending from the sky toward the water's surface becomes visible. At this point, the waterspout is considered to be a mature storm.

Like a tornado, a waterspout has a central vortex and a rotating funnel of wind. The vortex is strong enough to "suck up" small objects like a vacuum. Later, these objects fall like rain.

Animals That Go Up, Must Come Down

Waterspouts are the most common explanation for animal rainfalls. Some scientists think that a very strong updraft could also lift small animals into the sky. An updraft is a type of wind current. During thunderstorms, updrafts can reach speeds of more than 60 miles per hour.

Scientists have used updrafts to explain several animal rainfalls. For example, scientists said a tornado made it rain frogs in Missouri in 1873. They said an updraft made it hail frogs in Iowa in 1882. No one has actually seen an updraft lifting frogs off the ground. Still, it is scientifically possible. Updrafts regularly pick up lightweight objects and carry them long distances.

Not all scientists agree about reports of raining animals. For one reason, some reports might not be true. Some people falsely report an animal rainfall after seeing large numbers of little creatures on the ground after a storm. However, they did not fall from the sky. Instead, storms drove small animals out of their homes. People who live in cities tend to underestimate the number of animals that live around them. So they might think the animals came from the sky rather than their natural homes.

Fish Falling "All Over The Place"

Although scientists remain uncertain, a number of eyewitness reports strongly suggest animal rainfalls on occasion. For example:

<https://www.detroitk12.org/>

On October 23, 1947, a scientist was eating breakfast at a restaurant in Louisiana when the waitress told him that fish were falling from the sky. "Automobiles and trucks were running over them. Fish also fell on the roofs of houses. ... I personally collected ... a large jar of perfect specimens," he said.

In February 2010, people in a small town in Australia saw hundreds of fish fall from the sky. Christine Balmer was walking home when they started raining down. "These fish fell in their hundreds and hundreds all over the place. The locals were running around everywhere to pick them up," she said.

Lesson 25

Target	I can determine two or more main ideas of a text and explain how they are supported by key details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Everyday Mysteries: Can it rain frogs, fish and other objects? • Lesson Note-Catcher, Pencil • ELA_G5_W6_L25
Read	With a family member, caregiver, or friend, read Everyday Mysteries: Can it rain frogs, fish and other objects? .
Think	<ul style="list-style-type: none"> • What is this article about? • What did you learn about tornadic waterspouts?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big ideas that the author wants you to understand and take away from reading a text. Key details support the main ideas.</p> <ul style="list-style-type: none"> • What do you think the main ideas of the article are? • What makes you think that? • What explicit information in the text supports your thinking about the main ideas? (key details)
Write	Using the Lesson 25 Note-Catcher, record the main ideas and key details.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 25 Note-Catcher

Directions: Thinking about your conversation, use the Lesson 25 Note-Catcher to record your main ideas and key details.

Main Ideas of <i>Everyday Mysteries: Can it rain frogs, fish and other objects?</i>	
Main Idea #1	Key Details
Main Idea #2	Key Details

Additional Notes and Vocabulary from the article:

Lesson 26

Target	I can determine the meaning of general and domain specific words phrases as they pertain to the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Everyday Mysteries: Can it rain frogs, fish and other objects? • Lesson Note-Catcher, Pencil • ELA_G5_W6_L26
Read	With a family member, caregiver, or friend, read Everyday Mysteries: Can it rain frogs, fish and other objects? .
Think	<p>There's some challenging vocabulary in this article. To determine the main idea and supporting details, it's important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u>approve) • use a dictionary <p>Think about the two challenges words that you noticed from the text. What might their definitions be? Think of some synonyms for your words. Remember that synonyms are words that mean the same thing.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the definitions of the words you picked out? • What are some synonyms of the words you picked out? • What strategy did you use to figure out the meaning of your words?
Write	Using the Lesson 26 note-catcher, research your two words and record a definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 26 Note-Catcher

Directions: For each word, record the definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch.

Word #1:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Word #2:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Lesson 27

Target	I can quote accurately when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none">● Everyday Mysteries: Can it rain frogs, fish and other objects?● Lesson Note-Catcher, Pencil● ELA_G5_W6_L27
Read	With a family member, caregiver, or friend, read Everyday Mysteries: Can it rain frogs, fish and other objects?
Think	<ul style="list-style-type: none">● What are the essential questions that we should be able to answer after the close reading of a text?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">● What is this article about?● Where does the action of this article take place?● When does it occur?● Who is involved?● Why are we investigating this topic?
Write	After closely reading the entire article, respond to the questions on the Lesson 27 Note-Catcher. Include a direct quote for each.
Closing	<ul style="list-style-type: none">● Share your writing with someone and tell why you chose to draw or write what you did.● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 27 Note-Catcher

Directions: After closely reading the entire article, respond to the questions on the Lesson 27 Note-Catcher. Include a direct quote for each.

What (What has been reported, back to ancient times?)	Where (Where do tornadic waterspouts travel?)	When (When is a waterspout considered a mature storm?)
Who (Who reported fish falling from the sky?)	Why (Why don't all scientists agree about reports of raining animals?)	What (What is an updraft?)

Lesson 28

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none">• Everyday Mysteries: Can it rain frogs, fish and other objects?• Lesson Quiz, Pencil• ELA_G5_W6_L28
Read	With a family member, caregiver, or friend, read Everyday Mysteries: Can it rain frogs, fish and other objects?
Think	Remember the work that you have done this week: <ul style="list-style-type: none">• You have found the main ideas of this article.• You have found the meaning of words and phrases in the text.• You have quoted accurately from the text.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What are the main ideas of this article?• What were some of the important supporting details?
Write	Use the article to answer the questions on the Lesson 28 Quiz.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 28 Quiz

Directions: Use the article to answer the questions on the Lesson 28 Quiz

1. Which two of the following are MAIN ideas of the article?

1. *Scientists do not agree about reports of animal rainfalls.*
2. *Very few people have ever seen an animal rainfall.*
3. *Animal rainfalls are most likely caused by some kinds of strong winds.*
4. *People who live in cities may falsely report animal rainfalls.*

- (A) 1 and 2
- (B) 1 and 3
- (C) 2 and 4
- (D) 3 and 4

2. Which sentence from the article would be MOST important to include in a summary of the article?

- (A) Many scientists think that something called tornadic waterspouts might be the cause of animal rainfalls.
- (B) They are not as strong as land-based tornadoes, which can reach up to 310 miles per hour.
- (C) People who live in cities tend to underestimate the number of animals that live around them.
- (D) In February 2010, people in a small town in Australia saw hundreds of fish fall from the sky.

3. Read the paragraph from the section "Scientists Spell It Out."

Like a tornado, a waterspout has a central vortex and a rotating funnel of wind. The vortex is strong enough to "suck up" small objects like a vacuum. Later, these objects fall like rain.

Which word from the paragraph helps the reader understand what a "vortex" does?

- (A) central
- (B) objects
- (C) vacuum
- (D) rain

4. Read the sentence from the section "Animals That Go Up, Must Come Down."

Instead, storms drove small animals out of their homes.

Which of the following words could BEST replace the word "drove" without changing the meaning of the sentence above?

- (A) helped
- (B) forced
- (C) allowed
- (D) supported

Lesson 29

Target	I can determine two or more main ideas of a text and explain how they are supported by key details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Everyday Mysteries: Can it rain frogs, fish and other objects? • Lesson Writing Activity, Pencil • ELA_G5_W6_L29
Read	With a family member, caregiver, or friend, read Everyday Mysteries: Can it rain frogs, fish and other objects? .
Think	<p>Think about what the central idea is and key details that backup the central idea.</p> <ul style="list-style-type: none"> • What is the central idea of this article? • What are key details that support the central idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the central idea of this article? • What are key details that support the central idea?
Write	Using the Lesson 29 Writing Activity, write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response. When you are finished with your writing, read it to a family member, caregiver, or friend.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 29 Writing Activity

Directions: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response. When you are finished with your writing, read it to a family member, caregiver, or friend.

Grade 5 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/26/20 to 5/29/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do natural disasters affect the people and places that experience them?

How can we prepare for a natural disaster?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W7_L30	<i>Emergency crews get ready in case huge earthquake hits U.S. Northwest</i>	Note-catcher
Day 2	ELA_G5_W7_L31	<i>Emergency crews get ready in case huge earthquake hits U.S. Northwest</i>	Note-catcher
Day 3	ELA_G5_W7_L32	<i>Emergency crews get ready in case huge earthquake hits U.S. Northwest</i>	Note-catcher
Day 4	ELA_G5_W7_L33	<i>Emergency crews get ready in case huge earthquake hits U.S. Northwest</i>	Quiz

www.detroitk12.org/youtube

Emergency crews get ready in case huge earthquake hits U.S. Northwest



By Associated Press, adapted by Newsela staff on 01.28.16 Word Count **652**

Level **850L**

U.S. Air Force personnel exit and unload a C-17 at Joint Base Lewis-McChord in Washington state on June 18, 2015, as part of Exercise Evergreen Tremor, a rehearsal of the emergency management and military response in the event of a catastrophic Cascadia Subduction Zone earthquake. 2nd Lt. Hans Zeiger/Washington State Army National Guard via AP

PORTLAND, Ore. — Military helicopters ferry search and rescue teams over the Pacific Northwest. Below lies disaster from a giant earthquake that could strike at any time.

Tidal waves called tsunamis cover cities on the coast. Buildings, bridges and roads are in ruins. Fires burn out of control. Survivors stand on rooftops, cling to floating debris or are trapped inside wrecked buildings.

Scientists are worried about the possibility of scenes like these. They say a great crack in a 650- mile-long offshore fault could open. It goes from Northern California to Canada. No one knows if or when it will happen. However, scientists say it might. Emergency officials are busy preparing for the worst.

The "Big One" Could Happen

Federal, state and military agencies are working together for when the "Big One" happens. More than 14,000 people could die and those injured could reach 30,000. Thousands would be left homeless. Businesses and jobs could be lost for years.

The planners would use civilian and military people and equipment to respond to the greatest natural disaster that has occurred in the U.S.

"The response will be greater than that for Hurricane Katrina or Super Storm Sandy," said Lt. Col. Clayton Braun of the Washington State Army National Guard.

Since 2013, Braun has led a team working on a military response plan for Washington state. The plan would use all government agencies.

Thousands Of Helpers Would Be Needed

The plan would include cargo planes, helicopters and ships. Thousands of soldiers, police officers, firefighters, engineers and medical workers would be called in.

Oregon also has a response plan, called the Cascadia Playbook. It's named after the offshore fault. "That playbook is never more than 100 feet from where I am," said Andrew Phelps, head of the Oregon Office of Emergency Management. When he goes out to dinner, he keeps the playbook in his car.

A measured 9.0 earthquake and tsunami destroyed parts of Japan in 2011. The same thing can happen in the Pacific Northwest. Scientists made an estimate for the next 50 years. They say there is a 10 to 14 percent chance it could hit the Pacific Northwest in that time. That equals about a 1-in-10 or 1-in-7 chance of happening.

Phelps said that the Japanese quake made everybody start thinking about planning for

disasters. While it is impossible to fully prepare for an earthquake, planners are making progress.

The plans call for large cargo planes to land at large airports with workers and supplies. Smaller airplanes would bring help to smaller airfields near the disaster areas.

Ships Would Move Supplies, People

Helicopters would be used in towns on the coast because roads and bridges would have been destroyed. Ships would also be needed to bring emergency supplies, help the injured and move the homeless.

Emergency hospitals would be set up because those on the coast probably would be too damaged to use. Hotels, college dorms, and sports arenas would be used as temporary shelters.

Base camps would be set up for emergency workers from across the country. There would be centers for supplies such as water, food, tents, blankets and medicine.

Clean water systems and emergency communication would be brought in.

Buildings, Bridges Could Collapse

Seattle, Portland and other cities could face great damage. Older buildings would collapse. City search and rescue teams would be sent to look for survivors in the ruins of destroyed buildings.

Engineers would be sent in to begin repairing roads and bridges. People say more than 1,000 bridges in Oregon and Washington state could be damaged.

Coastal highways like U.S. Route 101 would be closed in some areas. Interstate 5, an important highway, would have large cracks in the road.

Phelps said he has learned to live with the threat. Still, he said, "it's a little unsettling to know that in five minutes I might have to grab that playbook and call the governor."

Lesson 30

Target	I can determine two or more main ideas of a text and explain how they are supported by key details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Emergency crews get ready in case huge earthquake hits U.S. Northwest • Lesson Note-Catcher, Pencil • ELA_G5_W7_L30
Read	With a family member, caregiver, or friend, read Emergency crews get ready in case huge earthquake hits U.S. Northwest .
Think	<ul style="list-style-type: none"> • What is this article about? • What did you learn about how people are preparing for an earthquake and/or tsunami on the west coast?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea(s) is/are the big ideas that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What do you think the main ideas of the article are? • What makes you think that? • What explicit information in the text supports your thinking about the main ideas? (key details)
Write	Thinking about your conversation, use the Lesson 30 Note-Catcher, to record your main ideas and key details.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 30 Note-Catcher

Directions: Thinking about your conversation, record your main ideas and key details.

Main Ideas of <i>Emergency crews get ready in case huge earthquake hits U.S. Northwest</i>		
Main Idea #1	Key Details	Key Details
Main Idea #2	Key Details	Key Details

Lesson 31

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the article <i>Emergency crews get ready in case huge earthquake hits U.S. Northwest</i> .
Text, Materials, Video Name	<ul style="list-style-type: none"> • Emergency crews get ready in case huge earthquake hits U.S. Northwest • Lesson Note-Catcher, Pencil • ELA_G5_W7_L31
Read	With a family member, caregiver, or friend, read Emergency crews get ready in case huge earthquake hits U.S. Northwest .
Think	<ul style="list-style-type: none"> • What is this article mainly about? • How do the different sections support the main ideas of this article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What are natural disasters? • What is a tsunami?
Write	On the Note-Catcher, record the meaning of the word "tsunami". Write the gist for the first 2 sections of the text, as well as any unfamiliar vocabulary and their meaning.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 31 Note-Catcher

Directions: Read the article, *Emergency crews get ready in case huge earthquake hits U.S. Northwest* Record the gist and unfamiliar vocabulary, completing the graphic organizer below.

Text	Gist (What is it mostly about?)	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
1st Section: "Emergency crews get ready in case huge earthquake hits U.S. Northwest"			
Section: "The "Big One" Could Happen"			

Lesson 32

Target	I can quote accurately when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Emergency crews get ready in case huge earthquake hits U.S. Northwest • Lesson Note-Catcher, Pencil • ELA_G5_W7_L32
Read	With a family member, caregiver, or friend, read Emergency crews get ready in case huge earthquake hits U.S. Northwest .
Think	<ul style="list-style-type: none"> • What is each section about? • How do these sections support the main ideas of the article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main ideas are the big ideas that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • Discuss why tsunamis could be so dangerous. • Discuss why scientists are worried. • Discuss Oregon's response plan and how people are preparing for "The Big One".
Write	After closely reading the entire article, write about each section in the Lesson 32 note catcher, quoting from the text to answer the questions.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 32 Note-Catcher

Directions: Complete each section of the Note-Catcher, quoting from the text to answer each question.

Why (Why are scientists worried?)	What (What are cargo planes and what is their role in the emergency plan?)	How (How are people preparing for a possible earthquake or tsunami?)
Where (Where would people stay that needed emergency shelter?)	Who (Who is likely to be most affected by an earthquake in the Pacific Ocean?)	What (What does unsettling mean?)

Lesson 33

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Emergency crews get ready in case huge earthquake hits U.S. Northwest • Lesson Quiz, Pencil • ELA_G5_W7_L33
Read	With a family member, caregiver, or friend, read Emergency crews get ready in case huge earthquake hits U.S. Northwest.
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You have found the main ideas of this article. • You have found the meaning of words and phrases in the text. • You have quoted accurately from the text, when writing about what the text says.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the main ideas of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details?
Write	Use the article to answer the questions on the Lesson 33 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 33 Quiz

Directions: Use the article to answer the questions on the Lesson 33 Quiz

- 1.) Read the quote from the article.

Still, he said, "it's a little unsettling to know that in five minutes I might have to grab that playbook and call the governor."

Which phrase from the article helps you understand the meaning of "unsettling"?

- (A) civilian and military
- (B) busy preparing for
- (C) scientists are worried
- (D) bring emergency supplies

- 2.) Read the sentence from the article.

Below lies disaster from a giant earthquake that could strike at any time.

How does using the word "strike" affect the tone of the sentence above?

- (A) It creates an alarming tone.
- (B) It creates a depressing tone.
- (C) It creates a hopeful tone.
- (D) It creates an upbeat tone.

- 3.) Select the paragraph from the section "Thousands Of Helpers Would Be Needed" that uses cause and effect in its structure. Circle the paragraph in your text.

- 4.) Read the paragraphs from the section "The Big One Could Happen."

Federal, state and military agencies are working together for when the "Big One" happens. More than 14,000 people could die and those injured could reach 30,000. Thousands would be left homeless. Businesses and jobs could be lost for years. The planners would use civilian and military people and equipment to respond to the greatest natural disaster that has occurred in the U.S.

Which answer choice BEST describes the overall structure of the two paragraphs?

- (A) compare and contrast
- (B) sequence
- (C) description
- (D) problem and solution

Grade 5 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 6/01/20 to 6/05/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do natural disasters affect the people and places that experience them?

How can we prepare for a natural disaster?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W8_L34	<i>Private boat owners volunteer time and vessels to rescue Harvey victims</i>	Note-catcher
Day 2	ELA_G5_W8_L35	<i>Private boat owners volunteer time and vessels to rescue Harvey victims</i>	Note-catcher
Day 3	ELA_G5_W8_L36	<i>Private boat owners volunteer time and vessels to rescue Harvey victims</i>	Note-catcher
Day 4	ELA_G5_W8_L37	<i>Private boat owners volunteer time and vessels to rescue Harvey victims</i>	Quiz
Day 5	ELA_G5_W_L38	<i>Private boat owners volunteer time and vessels to rescue Harvey victims</i>	Writing Activity

www.detroitk12.org/youtube

Private boat owners volunteer time and vessels to rescue Harvey victims



By Rory Carroll, The Guardian, adapted by Newsela staff on 09.05.17 Word Count **723**

Level **790L**

Volunteers in boats rescue people and their pets from their homes in Houston, Texas. Rising water from Hurricane Harvey pushed thousands of people to rooftops or higher ground as they had to flee their homes. Photo by: Jabin Botsford/The Washington Post via Getty Images

John Brown brought his battered 16-foot fishing boat. He piloted it around flooded streets, looking for strangers to rescue.

Dale Montalban brought his wetsuit. He waded into the churning, murky waters, helped people into boats, and hauled their bags.

Cassandra Luna brought a life vest that she bought at Walmart — in case someone, anyone, might need it.

All three were among the many, many volunteers who fanned across flooded areas in and around Houston, Texas on Monday. They vowed to stay and help all week as Hurricane Harvey poured more and more rain on the city.

How much rain did Harvey bring?

Hurricane Harvey was the biggest hurricane to hit the U.S. in more than 10 years. It dumped a huge amount of rain on and around Houston, Texas. It is hard to imagine how much rain Harvey brought. These numbers may help you understand the strength of the storm.

20 trillion gallons



This is how much rain fell on the Houston area in Texas. It is enough water to fill about 30 million Olympic sized swimming pools.

51.88 inches



This is how much rain fell in Cedar Bayou, Texas, in fewer than five days. This total is over four feet of water, and it broke a rainfall record.

50 feet



This is how deep the deepest floodwaters were in the Houston area. Fifty feet is about as tall as three giraffes stacked up.

Sources: ABC News, National Weather Service, The Washington Post

Historic Floods Draw Volunteers

No one sent the volunteers to Houston. And no one paid them. In order to help people they had never met, they subjected themselves to pelting rain and dangerous conditions. Officials had warned that the storm would continue to cause destruction in the area.

"I think it's beautiful, everybody coming together to do this," said Brown, who is 41 years old. He is a metalworker.

Brown was surrounded by a grim scene. Flood waters rushed through Woodlands, a community just north of Houston, stranding hundreds of families in their homes. The wealthy High Oaks neighborhood was especially badly hit. There, leafy streets and avenues were turned into waist-high bayous.

Yet Brown had left his own home 30 miles away to offer his boat and expertise to people in need. He did this even though parts of his own town were flooded.

Plenty Of Help Arrived



Montalban felt the same urgency. He worked for hours surrounded by rising waters to deliver families, property and pets to relatively dry land, where vehicles carried them to safe shelters.

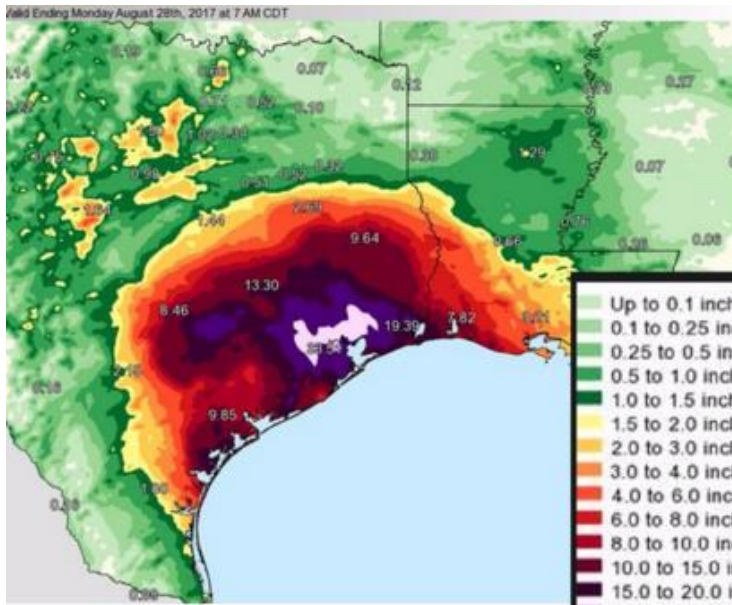
Luna, who is 25 years old, turned up with her offering of an orange life vest. The \$9.95 price tag was still on it. "I was imagining there wasn't going to be any help," she said. "But there are so many people here."

Together, the volunteers demonstrated an important

American ideal: one nation, indivisible, where citizens

look out for each other. Everyone could see a crisis was happening, and everyone wanted to be a part of the response.

There was unity among the rescuers and rescued, despite their different races, backgrounds and income groups. And there was remarkable calm.



Record-breaking Rain

The National Weather Service (NWS) had to add two new colors to its maps to show how much rain fell in Texas. Usually, this government group only uses 13 colors for its maps. For Harvey, the NWS had to add two new colors – purple and pink. Purple showed 20 to 30 inches of rain. Pink showed more than 30 inches of rain.

Source: National Weather Service

Privately Owned Boats Lead Rescue Operation

The storm continued to rage. Across Texas, 20 people died in the storm, and hundreds of thousands were left without power. Much of the landscape was unrecognizable, but the rescue operation in High Oaks unfolded with calmness and flashes of humor.

It was all the more amazing because only two of the

seven boats that pulled residents to safety belonged to the fire department. Private individuals owned and operated the rest.

"The private response has been tremendous," said David Polnick, a lieutenant with the Woodlands fire department. "I've even had to turn help away because there's been so much. Everything's going good so far. About a hundred people have come out."

"Why do I do this?" Brown wondered as he directed his boat past a lamppost and some fallen trees. "Well, why not?" He had picked up more than 50 people by early afternoon and planned to continue until after dark.

One boat returned with an elderly couple, Dora and Ted Perez. Ted was in a wheelchair. Another boat came loaded with dogs. A man named Mario Aguirre used an inflatable pool to transport food and kitchenware through the water.

Claire Torres, who is 29 years old, climbed out of a boat cradling an infant. She was smiling. "It's all good. We have a place to stay."

In another boat, a grandmother arrived holding a newborn baby, named Alexia, in a blanket. "I hear you, pumpkin," she said.

Volunteers worked across the city of Woodlands, offering a helping hand.

A family in a black SUV got stuck in a downpour on a major highway and risked being swept away. Then they were spotted and pulled out by Nick and Jeremy Hicks, brothers who own a tow-truck business.

Would they be doing any more rescues? "You bet," Nick said. "It feels good, man."

Lesson 34

Target	I can determine two or more main ideas of a text and explain how they are supported by key details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Private boat owners volunteer time and vessels to rescue Harvey victims • Lesson Note-Catcher, Pencil • ELA_G5_W8_L34
Read	With a family member, caregiver, or friend, read Private boat owners volunteer time and vessels to rescue Harvey victims .
Think	<ul style="list-style-type: none"> • What is this article about? • What did you learn about volunteers and their role in hurricane relief?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big ideas that the author wants you to understand and take away from reading a text. Key details support the main ideas.</p> <ul style="list-style-type: none"> • What do you think the main ideas of the article are? • What makes you think that? • What explicit information in the text supports your thinking about the main ideas? (key details)
Write	Using the Lesson 34 Note-Catcher, record the main ideas and key details.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 34 Note-Catcher

Directions: Thinking about your conversation, use the Lesson 34 Note-Catcher to record your main ideas and key details.

Main Ideas of Private boat owners volunteer time and vessels to rescue Harvey victims	
Main Idea #1	Key Details
Main Idea #2	Key Details

Additional Notes and Vocabulary from the article:

Lesson 35

Target	I can determine the meaning of general and domain specific words phrases as they pertain to the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Private boat owners volunteer time and vessels to rescue Harvey victims • Lesson Note-Catcher, Pencil • ELA_G5_W8_L35
Read	With a family member, caregiver, or friend, read Private boat owners volunteer time and vessels to rescue Harvey victims .
Think	<p>There's some challenging vocabulary in this article. To determine the main idea and supporting details, it's important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u>approve) • use a dictionary <p>Think about the two challenge words that you noticed from the text. What might their definitions be? Think of some synonyms for your words. Remember that synonyms are words that mean the same thing.</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the definitions of the words you picked out? • What are some synonyms of the words you picked out? • What strategy did you use to figure out the meaning of your words?
Write	Using the Lesson 35 note-catcher, research your two words and record a definition in your own words, some synonyms, what strategy you used to determine the definition, and a quick sketch.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 35 Note-Catcher

Directions: For each word, record the definition in your own words. Include synonyms, what strategy you used to determine the definition, and a quick sketch.

Word #1:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Word #2:	
Definition in your own words	Synonyms (words that mean the same)
Strategy (context, affixes, root, dictionary)	Sketch

Lesson 36

Target	I can quote accurately when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Private boat owners volunteer time and vessels to rescue Harvey victims • Lesson Note-Catcher, Pencil • ELA_G5_W8_L36
Read	With a family member, caregiver, or friend, read Private boat owners volunteer time and vessels to rescue Harvey victims .
Think	<ul style="list-style-type: none"> • What are the essential questions that we should be able to answer after the close reading of a text?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is this article about? • Where does the action of this article take place? • When does it occur? • Who is involved? • Why are we investigating this topic?
Write	After closely reading the entire article, respond to the questions on the Lesson 36 Note-Catcher. Include a direct quote for each.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 36 Note-Catcher

Directions: After closely reading the entire article, respond to the questions on the Lesson 36 Note-Catcher. Include a direct quote for each.

What (What are some of the statistics (numbers) about Hurricane Harvey?)	Where (Where did 51.88 inches of rain fall in 4 days?)	What (What does stranding mean?)
What (color on the map shows more than 30 inches of rainfall?)	How (How was Claire Johnson's attitude?)	Who (Who rescued a family stuck in an SUV on the highway?)

Lesson 37

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none">● Private boat owners volunteer time and vessels to rescue Harvey victims● Lesson Quiz, Pencil● ELA_G5_W8_L37
Read	With a family member, caregiver, or friend, read Private boat owners volunteer time and vessels to rescue Harvey victims .
Think	Remember the work that you have done this week: <ul style="list-style-type: none">● You have found the main ideas of this article.● You have found the meaning of words and phrases in the text.● You have quoted accurately from the text.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">● What are the main ideas of this article?● What were some of the important supporting details?
Write	Use the article to answer the questions on the Lesson 37 Quiz.
Closing	<ul style="list-style-type: none">● Share your writing with someone and tell why you chose to draw or write what you did.● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 37 Quiz

Directions: Use the article to answer the questions on the Lesson 37 Quiz

1. Which detail MOST clearly shows that volunteers were putting their lives at risk to help others?

- (A) All three were among the many, many volunteers who fanned across flooded areas in and around Houston, Texas on Monday.
- (B) Officials had warned that the storm would continue to cause destruction in the area.
- (C) Across Texas, 20 people died in the storm, and hundreds of thousands were left without power.
- (D) A man named Mario Aguirre used an inflatable pool to transport food and kitchenware through the water.

2. Read the selection from the section "Plenty Of Help Arrived."

Together, the volunteers demonstrated an important American ideal: one nation, indivisible, where citizens look out for each other. Everyone could see a crisis was happening, and everyone wanted to be a part of the response.

Which of the following is the MOST accurate explanation of this paragraph?

- (A) People who do not volunteer to help others are not being good citizens.
- (B) Too many people wanted to volunteer, and officials had to turn some away.
- (C) Volunteering is something that people in the United States do not do too often.
- (D) The volunteers in Houston are showing what it means to be a true citizen.

3. How did John Brown become involved with helping people in Woodlands, Texas?
- (A) He was asked by officials to bring his fishing boat to rescue people.
 - (B) He has rescued people with his boat before in other big hurricanes.
 - (C) He thought using his boat to rescue people was the right thing to do.
 - (D) He lived in a town that was flooded and didn't have anywhere to go.
4. Read the selection from the article.

It was all the more amazing because only two of the seven boats that pulled residents to safety belonged to the fire department. Private individuals owned and operated the rest.

Why did the author include this selection?

- (A) to highlight the important work firefighters do in dangerous weather situations
- (B) to provide information to readers on how they can help those affected by the hurricane
- (C) to show why readers should own boats if they live near cities that get lots of flooding
- (D) to illustrate how volunteers played a huge role in rescuing people from the flooding

Lesson 38

Target	I can determine two or more main ideas of a text and explain how they are supported by key details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Private boat owners volunteer time and vessels to rescue Harvey victims • Lesson Writing Activity, Pencil • ELA_G5_W8_L38
Read	With a family member, caregiver, or friend, read Private boat owners volunteer time and vessels to rescue Harvey victims
Think	<p>Think about what the central idea is and key details that backup the central idea.</p> <ul style="list-style-type: none"> • What is the central idea of this article? • What are key details that support the central idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the central idea of this article? • What are key details that support the central idea?
Write	Using the Lesson 38 Writing Activity, write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response. When you are finished with your writing, read it to a family member, caregiver, or friend.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 5 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 6/08/20 to 6/12/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do natural disasters affect the people and places that experience them?

How can we prepare for a natural disaster?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W9_L39	<i>Not just adults: Kids can help during natural disasters</i>	Note-catcher
Day 2	ELA_G5_W9_L40	<i>Not just adults: Kids can help during natural disasters</i>	Note-catcher
Day 3	ELA_G5_W9_L41	<i>Not just adults: Kids can help during natural disasters</i>	Note-catcher
Day 4	ELA_G5_W9_L42	<i>Not just adults: Kids can help during natural disasters</i>	Quiz
Day 5	ELA_G5_W9_L43	<i>Not just adults: Kids can help during natural disasters</i>	Writing Activity

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Not just adults: Kids can help during natural disasters



Children from families forced from their homes due to flooding from Hurricane Harvey play with donated toys at the NRG Center in Houston, Texas, August 31, 2017. Photo from: Getty

By Washington Post, adapted by Newsela staff on 09.15.17 Word Count 491

Level 780L

Photos showing the damage done by Hurricane Harvey saddened 11-year-old Arianna Cope. She is a sixth-grader in Fairfax, Virginia. Seeing the devastation in Houston, Texas, made her want to help. So she asked if her school could adopt a school in Houston and help replace its students' supplies.

"We often discuss the concept of 'greater good,'" says Arianna's mom, Anastasia Cope. "If you help even one person, then it is worthwhile."

It's natural to want to help people who are suffering. Sometimes, however, it can be hard to figure out how, especially when you are a kid. Adults often think that children are too young to get involved, but that isn't true. Here are some ways that you can serve others both near and far from home.

Find Someone Who Needs Help

Practice small acts of kindness. A natural disaster isn't the only time kids can make a difference. Look around and you'll likely find someone in your life who needs a helping hand. Sit by a new classmate at lunch, or take out the garbage for an elderly neighbor. Encourage friends and family members to do the same.

Compassion can take on many forms. In Houston, two boys helped sort and fold clothes donated to flood victims. One of the boys even cleared a path through mud to a home damaged by the flood. Because of his effort, repair people could get in and out of the house safely.

Redirect your compassion. Don't give up on helping just because your first idea is not doable. For example, you might want to travel to Houston to help cleanup efforts. That probably is not possible. Instead, maybe think of what you would need or miss most if you were affected by the hurricane. With your parents' help, look for a well-known charity fulfilling that need. Support the group by collecting items that it can deliver to people affected by the storm.

Look In Your Own Backyard

Raise money. Donate part of your allowance to disaster relief. Earn extra money by running a lemonade stand, walking your dog or doing other chores. Your parents can help you find a charity that will use your donation wisely.



Kids can help raise money for people in need by starting a lemonade stand. Photo: Flickr.

Look in your own backyard. Communities hit by Harvey and other disasters definitely need aid. Places nearby do, too. Find out what touches your heart, then connect with an area charity. Donate toys to a shelter, or organize a supply drive for an animal rescue.

Send a personal message. Handmade cards and letters can lift a person's spirits in difficult times. Area hospitals and nursing homes are two good places to bring them. Firefighters and other emergency service workers will appreciate them, too. If you belong to a scout group, send cards to fellow members in an affected area. It is sure to put a smile on their faces.

Lesson 39

Target	I can determine two or more main ideas of a text and explain how they are supported by key details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Not just adults: Kids can help during natural disasters • Lesson Note-Catcher, Pencil • ELA_G5_W7_L39
Read	With a family member, caregiver, or friend, read Not just adults: Kids can help during natural disasters
Think	<ul style="list-style-type: none"> • What is this article about? • What did you learn about how kids can help during natural disasters?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea(s) is/are the big ideas that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What do you think the main ideas of the article are? • What makes you think that? • What explicit information in the text supports your thinking about the main ideas? (key details)
Write	Thinking about your conversation, use the Lesson 39 Note-Catcher, to record your main ideas and key details.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 39 Note-Catcher

Directions: Thinking about your conversation, record your main ideas and key details.

Main Ideas of <i>Not just adults: Kids can help during natural disasters</i>		
Main Idea #1	Key Details	Key Details
Main Idea #2	Key Details	Key Details

Lesson 40

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the article <i>Not just adults: Kids can help during natural disasters</i> .
Text, Materials, Video Name	<ul style="list-style-type: none"> • Not just adults: Kids can help during natural disasters • Lesson Note-Catcher, Pencil • ELA_G5_W7_L40
Read	With a family member, caregiver, or friend, read the first 2 sections of, Not just adults: Kids can help during natural disasters .
Think	<ul style="list-style-type: none"> • What are these two sections mainly about? • How do the different sections support the main ideas of this article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • How can kids help during a natural disaster? • What does it mean to have <i>compassion</i>?
Write	On the Note-Catcher, record the meaning of the word "compassion". Write the gist for the first 2 sections of the text, as well as any unfamiliar vocabulary and their meaning.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 40 Note-Catcher

Directions: Read the article, *Not just adults: Kids can help during natural disasters*
Record the gist and unfamiliar vocabulary, completing the graphic organizer below.

Text	Gist (What is it mostly about?)	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
1st Section: <i>“Not just adults: Kids can help during natural disasters”</i>			
2nd Section: “Find Someone Who Needs Help”			

Lesson 41

Target	I can quote accurately when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Not just adults: Kids can help during natural disasters • Lesson Note-Catcher, Pencil • ELA_G5_W7_L41
Read	With a family member, caregiver, or friend, read Not just adults: Kids can help during natural disasters .
Think	<p>Remember an issue is a problem for discussion and impact is having a strong effect on something or someone. Use the article, to think about the questions below. Remember to look back in the text when thinking about your answers.</p> <ul style="list-style-type: none"> • What is the issue people are facing due to flooding from Hurricane Harvey? • How does the problem affect people? • What is a way to solve the issue? • Why is it important to solve the problem?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions and where in the text you found your answers using the first paragraph and “Water Filters Will Make Water Safer” section:</p> <ul style="list-style-type: none"> • What is the issue people are facing due to flooding from Hurricane Harvey? • How does the problem affect people? • What is a way to solve the issue? • Why is it important to solve the problem?
Write	Using the Lesson 41 Note-Catcher, use the text to answer the questions.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 41 Note-Catcher

Directions: Use the article, *Not just adults: Kids can help during natural disasters* to answer the questions.

Issue	Impact
<p>What is the issue people are facing due to flooding from Hurricane Harvey?</p> <p>The issues are:</p>	<p>How does the problem affect people?</p> <p>It affects people by:</p>
Action	Call to Action
<p>What is a way to solve it?</p> <p>A way to solve the issue is:</p>	<p>Why is it important to solve the problem?</p> <p>It is important to solve the problem because:</p>

Lesson 42

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Not just adults: Kids can help during natural disasters • Lesson Quiz, Pencil • ELA_G5_W7_L42
Read	With a family member, caregiver, or friend, read Not just adults: Kids can help during natural disasters
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You have found the main ideas of this article. • You have found the meaning of words and phrases in the text. • You have quoted accurately from the text, when writing about what the text says.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the main ideas of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details?
Write	Use the article to answer the questions on the Lesson 42 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 42 Quiz

Directions: Use the article to answer the questions on the Lesson 42 Quiz

1 Which of the following are two MAIN ideas from the article?

(A) There are lots of ways for kids to help in their communities; kids can help people in their school who do not have any friends.

(B) Kids have found ways to help people affected by Hurricane Harvey; Arianna Cope collected school supplies.

(C) Kids can help others in their communities; kids have found many different ways to help hurricane victims.

(D) Arianna Cope started collecting school supplies for kids in Houston; kids can help others in their communities.

2 How does the information in the section "Look In Your Own Backyard" support the MAIN idea of the article?

(A) It gives examples of ways kids can help others.

(B) It tells ways kids have helped their communities.

(C) It explains how to donate money to a charity.

(D) It shows why gifts like cards are good donations.

3. What effect did Hurricane Harvey have on Arianna Cope?

(A) She became upset that people had to leave their homes

(B) She decided to collect clothes for people who lost their homes.

(C) She has a lemonade stand to buy school supplies.

(D) She wanted to help people who lost their belongings.

4 According to the section "Find Someone Who Needs Help," how can kids help others?

- (A) Kids can send money to people who need help.
- (B) Kids can go to Houston to help with hurricane cleanup.
- (C) Kids can do kind things for people they already know.
- (D) Kids can collect clothes and send them to Houston.

Lesson 43

Target	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Not just adults: Kids can help during natural disasters • Lesson Writing Activity, Pencil • ELA_G5_W9_L43
Read	With a family member, caregiver, or friend, read Not just adults: Kids can help during natural disasters .
Think	<p>Think about what the main idea is and key details that backup the main idea.</p> <ul style="list-style-type: none"> • What is the main idea of this article? • What are key details that support the main idea? • What are possible solutions to these problems?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of this article? • What are key details that support the main idea? • What are possible solutions to these problems?
Write	Using the Lesson 43 Writing Activity, write a short paragraph using the main idea and supporting details from the text to explain the biggest issue in the article and possible solutions. Use at least two details from the article to support your response. When you are finished with your writing, read it to a family member, caregiver, or friend.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 5 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 6/15/20 to 6/19/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: How do natural disasters affect the people and places that experience them?
How can we prepare for a natural disaster?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G5_W10_L44	Selected Article	Note-catcher
Day 2	ELA_G5_W10_L45	Selected Article	Note-catcher
Day 3	ELA_G5_W10_L46	Selected Article	Note-catcher
Day 4	ELA_G5_W10_L47	Selected Article	Note-catcher
Day 5	ELA_G5_W10_L48	Selected Article	Presentation

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Lesson 44

Target	I can use a text to answer questions.
Text, Materials, Video Name	<ul style="list-style-type: none"> ● Water on Earth, Lesson 1 ● Shrinking Freshwater Resources, Lesson 5 ● Facing Pressure, More Schools Scramble to Get Lead Out of Water, Lesson 10 ● No More Plastic: Restaurants Shift to paper Straws, Even Twizzlers, Lesson 15 ● Earth's Systems: Natural Resources, Lesson 20 ● PRO/CON: Should We Stop Recycling Our Trash?, Lesson 25 ● Many Animals Are in Danger of Extinction, But Kids Can Help, Lesson 30 ● Millions of Four-Legged Friends Are Homeless, Lesson 34 ● Viral Videos of "Cute" Animals Can Have Negative Effects, Lesson 39 ● Lesson Note-Catcher, Pencil ● ELA_G3_W10_L44
Read	<p>You have been learning about different issues and ways to take action to help solve the issues.</p> <p>For this project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to sell your idea with information and a viewing experience that changes the way people feel.</p> <p>Choose the two articles you found most interesting or enjoyable. You will use one of these articles to create your PSA.</p> <p>Today, reread one of the articles you selected.</p>
Think	<p>Think about the issue in the article you just reread and one action people can take to help solve the issue. This action can be one from the text or one that you have thought up. Think about why the issue is important and why people should take the action you picked out.</p> <p>Review the note-catchers from the week that you read the article you chose.</p>

Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> ● What is the issue from the text? ● Why is the issue important? ● What is an action that people can take to help solve the issue? ● Why should people take that action?
Write	<p>Using the Lesson 44 note-catcher, answer the questions using the article you read today.</p>
Closing	<ul style="list-style-type: none"> ● Tell a family member, caregiver, or friend about your project [presentation, speech, etc.] and that you will be sharing your progress and asking for their feedback on your work this week. ● After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 44 Note-Catcher

Directions: Answer the questions using the article you read today.

Article Title:		Lesson #:	
What is the issue?		Why is the issue important?	
What is an action to help solve the issue?		Why should people take the action you picked out?	

Lesson 45

Target	I can identify the argument and specific claims in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 2 • Lesson Note-Catcher, Pencil • ELA_G5_W10_L45
Read	<p>Remember that you are gathering background information that you will then use to write your Public Service Announcement.</p> <p>With a family member, caregiver, or friend, reread the second focus article you selected.</p>
Think	<ul style="list-style-type: none"> • What is the gist, the basic sense of what this text is about? • How do you know this?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the general argument being made in this article? • What specific claims are made to support that argument? • Do you agree with this argument? Why or why not?
Write	Using the Lesson 45 note-catcher, write the argument and supporting claims that you identified from your selected article.
Closing	<ul style="list-style-type: none"> • Tell a family member, caregiver, or friend about the progress you have made toward completing your project. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 45 Note-Catcher

Directions: Write the argument and supporting claims that you identified from your selected article. State whether you agree or disagree with the argument and why.

Title and Lesson Number of Selected Article:

Argument:
Claim:
Claim:

Lesson 46

Target	I can cite text-based evidence to support an analysis of informational text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts 1 & 2 • Lesson Note-Catcher, Pencil • ELA_G5_W10_L46
Read	<p>Now that you have reviewed some background information, it's time to frame your PSA message and start collecting supporting evidence.</p> <p>With a family member, caregiver, or friend, reread your selected articles.</p>
Think	<ul style="list-style-type: none"> • What is important for everyone to know about these articles? • Who needs to hear this message? • What types of claims and evidence will help convince them of what you are saying?
Talk	<p>With a family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What pieces of evidence does the author introduce in each of these articles? • What pieces of evidence will best support your PSA message?
Write	Using the Lesson 46 Note-Catcher, draft your PSA message. Select evidence from each of your articles that support your message.
Closing	<ul style="list-style-type: none"> • Share your work with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 46 Note-Catcher

Directions: Draft your PSA message. Select claims and evidence from each of your articles that supports your message.

PSA Message:

Supporting claims and evidence from your selected articles:

Lesson 47

Target	I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none">● Self-selected Focus Texts 1 & 2● Lesson Quiz, Pencil● ELA_G5_W10_L47
Read	<p>Today, you will be outlining your Public Service Announcement. You will be finalizing your message and organizing your selected claims and supporting evidence.</p> <p>With a family member, caregiver, or friend, reread your selected articles.</p>
Think	Remember your PSA message. As you are rereading your articles, consider what claims and evidence best support your thinking.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none">● What claims will you use from the articles for your PSA?● What supporting evidence will you use?● How will you organize them?● Why will these be effective in motivating your audience.
Write	Using the Lesson 47 Note-Catcher, outline your PSA message by completing each box.
Closing	After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 47 Note-Catcher

Directions: Outline your PSA message by completing each box below.

Topic Background:
Your Message:
Claim #1:
Supporting Evidence:
Claim #1:
Supporting Evidence:
Closing (Restate your Message):

Lesson 48

Target	I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
Text, Materials, Video Name	<ul style="list-style-type: none">• Self-selected Focus Texts 1 & 2• Lesson Note-Catcher, Pencil• ELA_G5_W10_L48
Read	Today, you will be completing and presenting your PSA. With a family member, caregiver, or friend, reread your selected articles.
Think	Review your outline. <ul style="list-style-type: none">• Is your message important to your audience?• Do you have enough supporting evidence?
Talk	Share your PSA with a family member, caregiver, or friend. <ul style="list-style-type: none">• Are they convinced of your argument?• If not, what would help change their mind?
Write	Time to write your final draft PSA. Make sure that you write in complete sentences, and include everything from your outline. When you are finished, present it for your family member, caregiver, or friend. If you are able to, record your announcement with a cell phone.
Closing	<ul style="list-style-type: none">• Find a family member, friend, or caregiver. Tell them you would like to present what you have learned about [insert topic] over the past several weeks.• Present your work and be proud of what you have accomplished!

