

Reading fiction and Nonfiction — Grade 5—May 4 to May 8

In Reading, you will read a fiction chapter book and a nonfiction article and a nonfiction video on tornadoes. Then answer a daily question for both in your reading journal.

For your fiction chapter book, read for 1 hour. Pause after 1 chapter, and write your daily question from the Fiction Packet. Then continue reading for the hour.

For nonfiction, Each day read the article on Tornadoes and answer the daily question in the nonfiction reading packet. On Friday watch one of the videos for the cross text synthesis.

Remember to think about your reading as you read. Don't just read and forget. Think about the daily skill as you are reading. Focus on the information do you need to find and think about before you read.

Working on these goals will prepare you for 6th grade and beyond.

Directions: Record notes and journal entries in your reading journal. Use the packets for information.

1. Study the daily reading goal. This is what you are thinking about as you read.
2. Read your article and chapter each day. Look for your reading goal in the articles and chapters.
3. Stop and journal in your reading journal. Answer the daily journal question.

Schedule: Fiction—Your Chapter Book (1 Hour a day)

Monday — Summary

Tuesday — Analyzing Parts of a Narrative

Wednesday — Analyzing author's Craft Technique

Thursday — Analyzing Multiple Themes

Friday — Compare and Contrast Themes (How are they the same and different)

Schedule: Nonfiction—Tornado articles. (15-20 minutes a day)

Monday — Summary

Tuesday — Analyze Relationships in a Nonfiction Text

Wednesday — Analyze Author's Craft

Thursday — Analyze Author's Perspective

Friday — Compare and Contrast 2 texts (How are they the same and different)

A tornado is a powerful, twisting windstorm and is one of the most deadly weather conditions known to man.

The U.S. is hit by more tornadoes than anywhere else on the planet, usually during the spring and summer. On average, 800 tornadoes strike every year in this country, killing 80 people and injuring another 1,500. The greatest killer tornado ever roared through Missouri, Illinois, and Indiana on March 18, 1925 and killed 689 people. Its path measured about 220 miles long and up to a mile wide. The storm traveled at about 60 miles per hour.

Tornadoes are formed out of extremely violent thunderstorms. These violent storms are created when two air masses collide. Isolated thunderstorms that make tornadoes are called tornadic storms. If the storm is big enough and if the air is turning below, a tornado might be formed.

Tornadoes rarely live for long. The average tornado lasts about seven minutes. Tornadoes are energy, and if the energy dissipates, the tornado will die. Once the funnel can't reach the ground, the tornado can't collect water vapor, and it fades away. The air inside a tornado is still and calm. An eyewitness under a tornado said the bottom of the funnel made a hissing sound. The rotation of the funnel is so fast that it can create its own electricity. The core of the tornado is surrounded by air that is spiraling upward.

A tornado is measured on a Fujita-Pearson scale. (*F* is short for *fujita*.) An F-0 is the weakest tornado with winds up to 40-72 mph. An F-1 has winds up to 73-112 mph, and it causes moderate damage. An F-2 has winds up to 113-157 mph and causes considerable damage. An F-3 causes severe damage and has 157-206 mph winds. An F-4 has winds up to 207-260 mph and causes devastating damage. An F-5, nicknamed the "Finger of God," causes incredible damage and has 261-318 (or more) mph winds.

People should know some things about tornado safety in case one strikes. You should have an emergency storage area in your home that will last about three days. For each person, there should be a blanket or sleeping bag, a change of clothes, three gallons of water in air-tight containers, and dry or canned food. People should replace these supplies every three months. Also have a first-aid kit. If outside or at a place of business during a tornado, don't try to get home. Instead, find the nearest shelter. A storm cellar is best, but a basement is also pretty safe. If there's no cellar or basement, people should lie flat under a bed or table away from windows. If outside, lie face down in a ditch if possible.

Scientists believe one of the worst tornado disasters was on December 28, 1879. A mail train departed for Edinburgh carrying 75-90 passengers. It reached a bridge. The weather was stormy with gale force winds and heavy rain. When the train was halfway across the bridge, 13 spans collapsed and the train fell into the river with no survivors. Even with the winds, the bridge should not have collapsed. Scientists believe the bridge was simultaneously struck by two tornadoes.

People should be very cautious when tornado warnings are issued. If care is not taken, tornadoes can cause serious injury or even death.

Note: To watch the video, click on the link or the picture below. Hold the “Control Key” down as you click. If it does not work, simply copy the link into the address bar

Video Choice A — What is a Tornado? How do Tornadoes Form? Tornadoes for Kids

Link— https://youtu.be/-swnFV_3tVc



Video Choice B — How to Survive a Tornado?

Link— <https://youtu.be/pBKtz2wViGM>



Reading Fiction — Analyze Parts of an Narrative Text—Tuesday

Directions— Read a chapter of your book. Identify the different parts of the text. (Setting, Character, Main Idea, Problem, Rising action, Climax and Resolution). Then choose one part and explain how it supports the main idea. Identify a craft the author used to help support that idea.

Identify the Parts of an Narrative Text

Analyze the parts of the text. Write a short sentence explaining what each part is about.

Setting _____

Main Character and Supporting character _____

Main Idea _____

Problem _____

Rising action _____

Climax _____

Resolution _____

Analyze Part of the Narrative Text

Choose one part and explain how it supports the main idea of the chapter.

Reading Nonfiction — Analyze Relationships in Nonfiction Text — Grade 5 —Tuesday

Directions— Read one of your nonfiction articles. Explain the relationship between two idea in the text. The relationship can be between two people, two objects or two events. Then share your opinion on this relationship and explain why.

Identify Relationship in a Non Fiction Text

Idea 1 _____

Relationship to idea 2: _____

Idea 1 _____

Relationship to idea 2: _____

Your Opinion: _____

Analyze Part of the Narrative Text

Choose one part and explain how it supports the main idea of the article.

Reading Nonfiction — Analyze Author’s Craft — Grade 5 — Wednesday

Directions—Read one of your nonfiction articles. Identify a craft technique the author uses and explain why the author used this technique to support the main idea. Then explain how the author could have used a different technique and explain how it would have affected the text.

Article _____

Main Idea _____

See Anchor Chart “Some Author’s Craft Techniques” page at the back of the packet.

Organization	Make a Comparison	Raise Questions (And sometime answer them)
Give an example/Anecdote	Address the reader directly	Quote an authority
Provide a surprising fact or statistic	Choose words/phrases that lead the reader to think one way or another	Repeat Use parallelism
Use text features and/or provide a visual	Define key terms and use technical vocabulary	Incorporate humor

Analyze Author’s Craft

Reading Nonfiction — Compare and Contrast — Grade 5 — Friday

Directions—Read two of your nonfiction articles that are on the same topic. Briefly explain how the articles are the same and how they are different.

Note: Things to compare and contrast might be author’s perspective, author’s craft technique or the structure of the article.

Article 1 _____ Main Idea _____ Same: _____ _____ Different _____	Article 2 _____ Main Idea _____ Same: _____ _____ Different _____
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Compare and contrast 2 text

Some Common Themes

Family

I see a pattern of family relationship.
I learn lessons on how family relates.

Determination

I see a pattern of people persevering
I learn lessons on why persevering is important.

Identity

I see a pattern of people learning who they are.
I learn lesson on how people
figure out who they are

Bravery

I see a pattern of people acting brave.
I learn lessons on why bravery is important.

Friendship

I see a pattern of friendships.
I learn lessons on how friends relate.

Hard Work

I see a pattern of characters working hard..
I learn lessons on why hard work is important.

Death

I see a pattern of death.
I learn lessons on how death affects us.

Kindness

I see a pattern of characters acting kind.
I learn lessons on why kindness is important.

Taking a Stand

I see a pattern of standing up for what is right.
I learn lessons on why we need to stand up for
what is right.

Growing Up

I see a pattern of characters growing up.
I learn lessons about growing up.

Cooperation

I see a pattern of people working together
to solve problems.
I learn lessons on working together.

Suffering

I see a pattern of suffering.
I learn lessons on how suffering affects us.

Jealousy

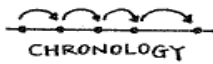
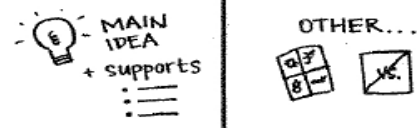


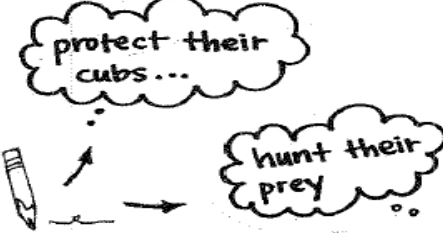
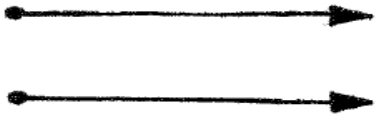

I see a pattern of people acting jealous.
I learn lessons how jealousy affects us.

Anger

I see a pattern of characters getting angry.
I learn lessons on how anger affects us.

Some Author's Craft Techniques

Writers of Informational Texts Use
Techniques Such As:

<p style="text-align: center;">Organize</p>  <p>CAUSE / EFFECT</p>  <p>CHRONOLOGY</p>  <p>MAIN IDEA + supports</p> <p>OTHER...</p>	<p style="text-align: center;">Make a comparison</p> 	<p style="text-align: center;">Raise questions (and sometimes answer them)</p> 
<p style="text-align: center;">Give an example/anecdote</p> 	<p style="text-align: center;">Address the reader directly</p> <p>Imagine that you are...</p> <p>YOU</p> <p>what if you...</p> <p>Have you ever...</p> 	<p style="text-align: center;">Quote an authority</p> 
<p style="text-align: center;">Provide a surprising fact or statistic</p> 	<p style="text-align: center;">Choose words/phrases that lead the reader to think one way or another</p> <p>protect their cubs...</p> <p>hunt their prey</p> 	<p style="text-align: center;">Repeat Use parallelism</p> 
<p style="text-align: center;">Use text features and/or provide a visual</p> <p>FACTS</p> <p>Details</p> <p>Glossary Goal-when the ball is kicked into the net.</p> <p>How to score</p> <ol style="list-style-type: none"> 1. First 2. Next 3. Finally <p>Be careful!</p> 	<p style="text-align: center;">Define key terms and use technical vocabulary</p> <p>which means...</p> 	<p style="text-align: center;">Incorporate humor</p>  <p>HA! HA! HA!</p>