April 19 Lesson

Bellringer February 12 Weekly Test RL 5.2

In his sophomore year of high school, basketball legend Michael Jordan tried out for the varsity basketball team. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play. The coach cut Jordan from the team. Jordan didn’t let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. The next year, Jordan made the varsity squad. He averaged 25 points a game and went on to become one of the greatest basketball players in history.

The following question has 2 parts. First, answer Part A. Then, answer Part B. (RL 5.2 #39)

Part A

What is the theme of the story?

1. Never give up
2. Always give up.
3. Try another sport.
4. Don’t waste your time.

Which line from the story supports the answer to Part A?

1. Jordan was too short….
2. The coach cut Jordan from the team….
3. The next year, Jordan made the Varsity squad…...
4. But at five feet and eleven inches tall…..

RI 5.2 Objective: Today the students will learn how to determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

SO- Today the students will learn how to determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Real World-In the real-world students need to understand how details can help them throughout life.

Prior Knowledge – What details would you need to know before attending a party?

Direct Instruction- We will read a story. We will answer the I Do, We Do, and You Do. Students will follow along in Schoology with the teacher. Students will submit work in Schoology.

Closing- Students will tell the teacher what they have learned today.

Vocabulary

Analyze means to study or determine something.

Main Idea is what the story is mostly about.

Details is piece of information that supports an idea.

Summarize means to give a brief statement of the main points of something.

Text Evidence is any detail that can be used to support an idea, argument, opinion, or a thought.

A picture containing clipart, doll, toy

Description automatically generated

What is the main idea of this image? What is a detail from this image?

[Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What is Main Idea? - YouTube](https://www.youtube.com/watch?v=mkZo2zVKJR4&t=2s)

[Main Idea BP - YouTube](https://www.youtube.com/watch?v=g8EFK2kLiqc&t=20s)

[What is a main idea? | Reading | Khan Academy - YouTube](https://www.youtube.com/watch?v=4swFGRhQoMI)

I Do We Do You Do Activity

RI 5.2 # 6

I Do

Before you put on that skeleton costume and rove door-to-door pandering for candy, take a minute to reflect on this tradition. Halloween is believed to have come from an ancient Celtic festival dating back some 2,000 years. November 1st was the Celtic New Year and marked the end of summer to the Celts. They celebrated on its eve by wearing costumes made of animal skins and dancing around bon fires. Over the next two millennia, this primitive celebration grew to be the candy fueled costume ball that we know today.

Select two sentences that express the main idea in the passage. (RI 5.2#6)

|  |  |
| --- | --- |
| Sentence | Main Idea |
| The start of Halloween. | A. |
| The celebration of Halloween. | B. |
| The end of Halloween. | C. |
| The costumes worn on Halloween. | D. |

We Do

It is estimated that over twenty million pounds of candy corn are sold in the US each year. Brach’s, the top manufacturer, sells enough candy corn to circle the earth 4.25 times if each piece were laid end to end. That’s a lot of candy corn, but that’s nothing compared to the production of Tootsie Rolls. Over 64 million Tootsie Rolls are produced every day! But even Tootsie Rolls have got nothing on the candy industry’s staple product: chocolate. Confectioners manufacture over twenty billion pounds of chocolate in the United States each year. Now that’s a mouthful!

Select two sentences that express the main idea in the passage. (RI 5.2#6)

|  |  |
| --- | --- |
| Sentence | Main Idea |
| Different types of candy. | A. |
| Different types of popular candy. | B. |
| How much popular candy is produced each year. | C. |
| How much popular candy is eaten each year. | D. |

You Do

Screech! When a driver pushes on the brake pedal, it initiates a process that causes the vehicle to stop in motion. We literally trust braking systems with our lives every time we get into a vehicle or cross at a busy intersection. How does this life-critical process work? It begins when the pedal is pushed. At this moment brake fluid is released into the braking mechanisms. As the fluid collects, this creates a leverage, which causes a friction to be applied. This friction will create a force that will cause the wheels to stop and allow you to reach your destination safely. Beep! Beep!

Select two sentences that express the main idea in the passage. (RI 5.2#6)

|  |  |
| --- | --- |
| Sentence | Main Idea |
| Different types of brakes. | A. |
| How we use brakes. | B. |
| How many times a day we use our brakes. | C. |
| The process of brakes. | D. |

April 19 Homework

Being a clown isn't all fun and games. Rodeo clowns expose themselves to great danger every time they perform. When cowboys dismount or bulls buck them off, rodeo clowns jump in front of the bulls and motion wildly to get their attention. In this way rodeo clowns provide an alternate target, and in doing so protect the rider. Of course, this is a very dangerous thing to do. So you see, sometimes clowning around can be serious business.

Select two sentences that express the main idea in the passage. (RI 5.2#6)

|  |  |
| --- | --- |
| Sentence | Main Idea |
| Clowns don’t always live a fun life. | A. |
| Clowns experience danger. | B. |
| Clowns only deal with fun things. | C. |
| Clowns never experience danger. | D. |

The following question has 2 parts. First, answer Part A. Then, answer Part B. (RL 5.2 #39)

Part A

What is the theme of the story?

1. Even though something may seem fun it also may be dangerous.
2. Life is always fun.
3. In life you don’t have to experience danger.
4. Life can always be a game.

Which line from the story supports the answer to Part A?

1. Rodeo clowns expose themselves to great danger every time they perform.
2. Being a clown isn't all fun and games.
3. sometimes clowning around can be serious business.
4. this is a very dangerous thing to do.

Which statement best summarizes the story? (RL 5.2 #40)

1. Clowns experience danger every time they perform because they have to be the target for the bull when the cowboy is mounted off the bull.
2. Being a clown is always fun and games.
3. Being a clown isn’t all fun and games.
4. Clowns experience danger every time they perform.

April 20 Lesson

Bell Ringer Bellringer February 12 Weekly Test RL 5.2

In his sophomore year of high school, basketball legend Michael Jordan tried out for the varsity basketball team. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play. The coach cut Jordan from the team. Jordan didn’t let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. The next year, Jordan made the varsity squad. He averaged 25 points a game and went on to become one of the greatest basketball players in history.

Which statement best summarizes the story? (RL 5.2 #40)

1. Michael tried out for the basketball team at his school and didn’t make it because he was too short but he continued to work hard and made the team the next year.
2. Michael gave up after he didn’t make it the first time.
3. Michael made the team the first time he tried out.
4. Michael was tall enough for the team the first time.

RI 5.2 Objective: Today the students will learn how to determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

SO- Today the students will learn how to determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Real World-In the real-world students need to understand how details can make a situation clearer.

Prior Knowledge – If I wanted you to describe a dog to me what details would you use?

Direct Instruction- We will read a story. We will answer the I Do, We Do, and You Do. Students will follow along in Schoology with the teacher. Students will submit work in Schoology.

Closing- Students will tell the teacher what they have learned today.

Vocabulary

Analyze means to study or determine something.

Main Idea is what the story is mostly about.

Details is piece of information that supports an idea.

Summarize means to give a brief statement of the main points of something.

Text Evidence is any detail that can be used to support an idea, argument, opinion, or a thought.

Graphical user interface, website

Description automatically generated

What is the main idea of this image? What is a detail from this image?

[Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What is Main Idea? - YouTube](https://www.youtube.com/watch?v=mkZo2zVKJR4&t=2s)

[Main Idea BP - YouTube](https://www.youtube.com/watch?v=g8EFK2kLiqc&t=20s)

[What is a main idea? | Reading | Khan Academy - YouTube](https://www.youtube.com/watch?v=4swFGRhQoMI)

I Do We Do You Do Activity

RI 5.2 #4

I Do

Before you put on that skeleton costume and rove door-to-door pandering for candy, take a minute to reflect on this tradition. Halloween is believed to have come from an ancient Celtic festival dating back some 2,000 years. November 1st was the Celtic New Year and marked the end of summer to the Celts. They celebrated on its eve by wearing costumes made of animal skins and dancing around bon fires. Over the next two millennia, this primitive celebration grew to be the candy fueled costume ball that we know today.

Which quotation from the passage BEST supports the main idea of the passage? (RI 5.2 #4)

1. “Halloween is believed”
2. “They celebrated on it eve”
3. “Over the next two millennia”
4. Before you put on that skeleton”

We Do

It is estimated that over twenty million pounds of candy corn are sold in the US each year. Brach’s, the top manufacturer, sells enough candy corn to circle the earth 4.25 times if each piece were laid end to end. That’s a lot of candy corn, but that’s nothing compared to the production of Tootsie Rolls. Over 64 million Tootsie Rolls are produced every day! But even Tootsie Rolls have got nothing on the candy industry’s staple product: chocolate. Confectioners manufacture over twenty billion pounds of chocolate in the United States each year. Now that’s a mouthful!

Which quotation from the passage BEST supports the main idea of the passage? (RI 5.2 #4)

1. “ It is estimated”
2. “That’s a lot of candy corn”
3. “Now that’s a mouthful”
4. “Brach’s the top manufacturer”

You Do

Screech! When a driver pushes on the brake pedal, it initiates a process that causes the vehicle to stop in motion. We literally trust braking systems with our lives every time we get into a vehicle or cross at a busy intersection. How does this life-critical process work? It begins when the pedal is pushed. At this moment brake fluid is released into the braking mechanisms. As the fluid collects, this creates a leverage, which causes a friction to be applied. This friction will create a force that will cause the wheels to stop and allow you to reach your destination safely. Beep! Beep!

Which quotation from the passage BEST supports the main idea of the passage? (RI 5.2 #4)

1. “Screech”
2. When a driver pushes on the brake pedal”
3. We literally trust braking systems”
4. How does this life-critical process work”

April 20 Homework

Wolverines are medium sized mammals. They weigh no more than 50 lbs. Yet they have earned their reputation for ferocity by killing prey many times their size. But why do they get in so many fights? The reason why wolverines have so many conflicts with other animals (including wolves, cougars, and even bears) is probably because of the wolverine's preferred hunting style. Rather than chasing down or tricking its prey like most hunters, the wolverine prefers to take its meals directly from other hunters. So while a polar bear or a lone wolf might be enjoying a hard earned carcass, a hungry wolverine may try to take his lunch. As you might imagine, this style of hunting get the wolverine in plenty of fights.

The following question has 2 parts. First, answer Part A. Then, answer Part B. (RL 5.2 #39)

Part A

What is the theme of the story?

1. Stealing is equal to success.
2. Stealing can lead to danger.
3. Stealing leads to good situations.
4. The more you steal the better animal you will be.

Which line from the story supports the answer to Part A?

1. “the reason why wolverines have so many conflicts”
2. “wolverines are medium sized”
3. “they weigh no man than”
4. “yet they have earned their reputation”

Which statement best summarizes the story? (RL 5.2 #40)

1. Wolverines get into many fights.
2. Wolverines kill prey many times their size.
3. Wolverines experience many fights because of their hunting style.
4. Wolverines don’t chase down their prey.

Select two sentences that express the main idea in the passage. (RI 5.2#6)

|  |  |
| --- | --- |
| Sentence | Main Idea |
| Wolverines get into many fights. | A. |
| Wolverines lives a dangerous life. | B. |
| Wolverines experience many fights because of their hunting style. | C. |
| Wolverines hunting styles is to take meals from other hunters. | D. |

Which quotation from the passage BEST supports the main idea of the passage? (RI 5.2 #4)

1. “is probably because of the wolverine's preferred hunting style”
2. “Wolverines are medium sized mammals”
3. “Yet they have earned their reputation”
4. “But why do they get in so many fights”

April 21 Lesson

Bellringer January 14 Lesson RL 5.1-Inferences

Zara and Uncle Eben sat quietly in the boat out on Lake Erie. Uncle Eben had put the worm on the hook for Zara. Now she sat there, holding the pole, and waiting for something to happen. Suddenly, there was a jerk on the line. She felt her pole moving around in her hand. She got a strong grip, and then reeled the line. Uncle Eben grabbed the net and helped Zara. She had done it! It was the biggest one they caught all day.

What can reader infer about Zara? (RL 5.1 #7)

A. She is was happy about the fish she caught.

B. She was sad about the fish she caught.

C. She threw the fish back into the lake.

D. She killed the fish.

RI 5.3 Objective: Today the students will learn how to explain the relationship 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.

Can the student understand that authors include specific information to explain events, procedures, ideas, and concepts in scientific, technical and historical texts and why they occur.

SO- Today the students will learn how to explain the relationship 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.

Real World-In the real-world students need to be able to figure out why certain events took place in history.

Prior Knowledge – Why do you think it is important to learn about trade? What do you know about trade?

Direct Instruction- We will read a story. We will answer the I Do, We Do, and You Do. Students will follow along in Schoology with the teacher. Students will submit work in Schoology.

Closing- Students will tell the teacher what they have learned today.

A person playing with a ball

Description automatically generated with low confidence

What is the relationship between the mother and daughter?

What is the interaction between the mother and daughter?

[(109) Character Relationships Mini Lesson - YouTube](https://www.youtube.com/watch?v=QS6pM-Pk0aY)

[(109) eSpark Learning: Connecting Ideas in Nonfiction Texts Instructional Video (5.RI.3) - YouTube](https://www.youtube.com/watch?v=NMP3RYVaUVY)

[(109) eSpark Learning: Interactions Between Two Ideas Instructional Video (5RI3, FA13) - YouTube](https://www.youtube.com/watch?v=66f7kkTH0pU) (Start here)

Vocabulary

Explain- make clear to someone by describing it in more detail or revealing relevant facts or ideas.

Analyze- examine something.

Summarize- give a brief statement of the main points of something.

Relationship- the way in which two or more concepts, objects, or people are connected, or the state of being connected.

Interaction- communication or direct involvement with someone or something.

Event- a thing that happens, especially one of importance and a planned public or social occasion.

Idea- a thought or suggestion as to a possible course of action.

Concept- a plan or intention or an idea or invention

Text Structure- refers to how the information within a written **text** is organized. This strategy helps students understand that a **text** might present a main idea and details; a cause and then its effects; and/or different views of a topic.

Ancient Saharan Trade Routes

1 The Sahara is a vast desert in northern Africa. It stretches from the Atlantic Ocean in the west to the Red Sea in the east. Its size and harsh conditions make travel hazardous. Nevertheless, trade thrived here from the 700s to the 1500s. It continues to this day.

2 Long ago, Berber merchants established a network of trade routes across the Sahara. These routes linked markets in North Africa, the Middle East, and Europe with markets in West Africa. The merchants regularly crossed the Sahara to African settlements on the fringes of the desert. In those settlements, they traded salt, horses, cloth, and later, books for gold, metals, spices, and other items from farther south. Berber and African merchants made profits, so trade increased. As a result, the African settlements grew to become important centers of trade. And as trade increased, so did the wealth and power of the West African rulers.

3 To Berber merchants, the dangerous journey across the Sahara was worth the risk. For safety, merchants traveled together in large groups known as caravans. Using camels to transport their goods, caravans walked about 200 miles a week. Even at that pace, however, the trip took more than three months.

4 The merchants’ use of camels made it possible for them to cross the Sahara. These hardworking animals could carry heavy loads with ease over scorching, shifting sands. During long journeys, they had the ability to conserve water. Camels were called “ships of the desert” because they hauled trade goods across the desert, just as ships carried cargo across the sea.

I Do We Do You Do Activity

RI 5.3 # 5

I Do

What is the author’s reason for including paragraph 1 in the passage? (RI 5.3 #5)

1. To explain that the Sahara Desert is in Africa.
2. To explain how far the Sahara Desert stretches.
3. To show where the Sahara Desert is located on a map.
4. To show the size of the Sahara Desert on a map.

We Do

What is the author’s reason for including paragraph 2 in the passage? (RI 5.3 #5)

1. To explain the relationship between the Berber and African Merchants.
2. To explain the trade routes across the Sahara Desert.
3. To show the trade routes across the Sahara Desert on a map.
4. To show how the West African rulers gained wealth and power.

You Do

What is the author’s purpose for including paragraph 3 in the passage? (RI 5.3 #5)

1. To show the route the Berber merchants took to get to the Sahara Desert.
2. To show how the camels would transport the good that were bought by the Berber merchants.
3. To explain how long the journey would take.
4. To explain how long and dangerous the journey would be.

What is the author’s purpose for including paragraph 4 in the passage? (RI 5.3#5)

1. To explain why Camels were called ships of the desert.
2. To explain why Camels were used to cross the Sahara Desert.
3. To show how Camels drank water on the journey.
4. To show how Camels would walk over scorching sand.

April 21 Homework

1. During the Middle Ages, much of Africa was a mystery to Europeans. A few travelers, however, told tales of wealthy African kingdoms and endless supplies of gold. But was this true? Could fortunes be made there?
2. By the 1400s, improvements to European sailing ships made long ocean trips possible. So, Portuguese sailors began exploring along Africa’s coastline. They set up trading posts in ports along the way, and other Europeans soon followed. This was because the Portuguese had discovered the stories to be true. Indeed, there was wealth to be had. Europeans could trade their goods for salt, spices, ivory, and yes, even gold!
3. What is the author’s reason for including paragraph 1 in the passage?

(RI 5.3#5)

1. To tell the readers where the gold is in Africa.
2. To tell the readers that African was a mystery.
3. To raise a question on the truth of Africa having gold.
4. To explain why Africa had endless supplies of gold.
5. What is the author’s reason for including paragraph 2 in the passage?

(RI 5.3#5)

1. To show the readers that Africa did have gold.
2. To show the readers the route the Portuguese took to get to Africa.
3. To explain how the Portuguese found out Africa had gold.
4. To explain why Portuguese traded salt.

April 22 Lesson

Bell Ringer

1. During the Middle Ages, much of Africa was a mystery to Europeans. A few travelers, however, told tales of wealthy African kingdoms and endless supplies of gold. But was this true? Could fortunes be made there?
2. What is the author’s reason for including paragraph 1 in the passage?

(RI 5.3#5)

1. To tell the readers where the gold is in Africa.
2. To tell the readers that African was a mystery.
3. To raise a question on the truth of Africa having gold.
4. To explain why Africa had endless supplies of gold.

RI 5.3 Objective: Today the students will learn how to explain the relationship 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.

Can the student understand that authors include specific information to explain events, procedures, ideas, and concepts in scientific, technical and historical texts and why they occur.

SO- Today the students will learn how to explain the relationship 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.

Real World-In the real-world students need to be able to figure out why relationships and interactions go together.

Prior Knowledge – What do you know about the word interaction? What was the last interaction you had with someone and who was it?

Direct Instruction- We will read a story. We will answer the I Do, We Do, and You Do. Students will follow along in Schoology with the teacher. Students will submit work in Schoology.

Closing- Students will tell the teacher what they have learned today.

A couple of men playing basketball

Description automatically generated with medium confidence

What is the relationship between the father and son?

What is the interaction between the father and son?

[(109) Character Relationships Mini Lesson - YouTube](https://www.youtube.com/watch?v=QS6pM-Pk0aY)

[(109) eSpark Learning: Connecting Ideas in Nonfiction Texts Instructional Video (5.RI.3) - YouTube](https://www.youtube.com/watch?v=NMP3RYVaUVY)

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Vocabulary

Explain- make clear to someone by describing it in more detail or revealing relevant facts or ideas.

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Relationship- the way in which two or more concepts, objects, or people are connected, or the state of being connected.

Interaction- communication or direct involvement with someone or something.

Event- a thing that happens, especially one of importance and a planned public or social occasion.

Idea- a thought or suggestion as to a possible course of action.

Concept- a plan or intention or an idea or invention

Text Structure- refers to how the information within a written **text** is organized. This strategy helps students understand that a **text** might present a main idea and details; a cause and then its effects; and/or different views of a topic.

The Model T

1 When the first cars were produced, only wealthy people could afford them. Henry Ford wanted to build a car that the average working person could afford. In 1908, the Ford Motor Company introduced a new, low-cost car. It was called the Model T and sold for $825. Although the car was reasonably priced, Ford kept thinking of ways to make it even cheaper. He knew that the lower the price, the more customers he would gain and the more money he would make.

2 Ford’s early cars were all handcrafted. This meant that each automobile was slightly different from the next. It also meant that each took a long time to make. Ford decided his cars would no longer be handcrafted. They would be put together in the same way, saving time and money. In 1913, Ford began producing cars with the help of a moving assembly line.

3 The moving assembly line achieved Ford’s goal of turning out a car faster and for increasingly lower prices. In time, Ford’s factory was turning out one automobile every 90 minutes. By 1915, the Ford Motor Company was earning record profits. And by 1918, half of all cars in the United States were Model Ts. Almost overnight, the United States became a nation on wheels.

I Do We Do You Do Activity

RI 5.3#19

I Do

According to the passage “The Model T,” what is the purpose of the moving assembly line?

(RI 5.3#19)

1. To create jobs for people.
2. To save money and time.
3. To decrease the workload for the people building the cars by hand.
4. To create cars that look the same and save money and time.

We Do

According to the passage “The Model T,” what is the purpose of the automobile being created in 90 minutes? (RI 5.3#19)

1. To show the assembly line was a success.
2. To show the assembly line was unsuccessful.
3. To show how fast the assembly line workers can work.
4. To show that Henry Ford needs to create another assembly line factory.

You Do

According to the passage “The Model T,” what is the purpose of the automobile being sold for $825? (RI 5.3#19)

1. To persuade himself (Henry Ford) to create an affordable car for the average working person.
2. To show that only wealthy people could afford the car.
3. To show that anyone could afford the first car.
4. To show that Henry Ford could make an even more expensive car.

April 22Homework

The Model T

1 When the first cars were produced, only wealthy people could afford them. Henry Ford wanted to build a car that the average working person could afford. In 1908, the Ford Motor Company introduced a new, low-cost car. It was called the Model T and sold for $825. Although the car was reasonably priced, Ford kept thinking of ways to make it even cheaper. He knew that the lower the price, the more customers he would gain and the more money he would make.

2 Ford’s early cars were all handcrafted. This meant that each automobile was slightly different from the next. It also meant that each took a long time to make. Ford decided his cars would no longer be handcrafted. They would be put together in the same way, saving time and money. In 1913, Ford began producing cars with the help of a moving assembly line.

3 The moving assembly line achieved Ford’s goal of turning out a car faster and for increasingly lower prices. In time, Ford’s factory was turning out one automobile every 90 minutes. By 1915, the Ford Motor Company was earning record profits. And by 1918, half of all cars in the United States were Model Ts. Almost overnight, the United States became a nation on wheels.

According to the passage “The Model T,” what is the purpose of Henry Ford no longer creating handcrafted cars? (RI 5.3#19)

1. To save time.
2. To save money.
3. To fire the workers that created the cars.
4. To save money and time.

According to the passage “The Model T,” what is the purpose of the United States becoming a nation on wheels? (RI 5.3#19)

1. To show that the Model T was a success.
2. To show that the first car was too expensive.
3. To show that Henry Ford could create a more expensive car than the first.
4. To show that the wealthy people could only afford the Model T.

According to the passage “The Model T,” what is the purpose of the Motor Company earring record profits? (RI 5.3#19)

1. To show that the Model T was a success.
2. To show that everyone could afford the Model T.
3. To show that the Model T was affordable, and the average working person could afford the car.
4. To show that only the wealthy people could afford the Model T.