## 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 it's 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 $40-72 \mathrm{mph}$. An $\mathrm{F}-1$ has winds up to $73-112 \mathrm{mph}$, 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


What is a Tornado? I How do Tornadoes Form? | Tornadoes for Kids
19,237 views • Dec 16, 2019
16 79 \& $11 \rightarrow$ SHARE

## Video Choice B - How to Survive a Tornado?

Link—https://youtu.be/pBKtz2wViGM


## Reading Fiction - Fiction Summary - Grade 5 - Monday

## Directions - Read a chapter of your book. Write a summary.

## Reading - Narrative Parts

SUMMARY: A summary is a short retelling of your chapter. It has three parts. The main idea of the chapter which is the problem or goal the character is trying to solve. Then there is the rising action, which is the main steps the character is taking to solve the problem. Finally, there is the conclusion, which is how the character solves the goal or problem at the end.

Book / Chapter $\qquad$
Sentence 1 Main idea $\qquad$
Sentence 2 First, $\qquad$
Sentence 3 Next, $\qquad$
Sentence 4 Then, $\qquad$
Sentence 5 Finally $\qquad$

## Write a summary

Write a summary for one your chapter.

## Reading Nonfiction - Nonfiction Summary - Grade 5 - Monday

Directions - Read one of your nonfiction articles. Write a summary.

## Reading - Nonfiction Parts

SUMMARY: A summary is a short retelling of the article. It has three parts. The main idea of the article. Then there are the important details or subtopics the author uses to support the main idea. Finally, there is the conclusion, which is a lesson or goal the author wants the reader to do. In 5th grade you need to identify and support 2 main ideas from the article.

Article Title $\qquad$
Sentence 1 Main idea $\qquad$
Sentence 2 Detail 1 , $\qquad$
Sentence 3 Detail 2, $\qquad$
Sentence 4 Second Main Idea, $\qquad$
Sentence 5 Detail 1, $\qquad$
Sentence 6 Detail 2, $\qquad$
Sentence 7 Conclusion/Lesson $\qquad$
Write a summary

## 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 $\qquad$
Main Idea $\qquad$
Problem $\qquad$
Rising action $\qquad$
Climax $\qquad$
Resolution $\qquad$

## 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 $\qquad$ Idea 1

Relationship to idea 2: $\qquad$
Relationship to idea 2: $\qquad$
$\qquad$

Your Opinion: $\qquad$

## Analyze Part of the Narrative Text

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

## Reading Fiction - Author's Craft - Grade 5 - Wednesday

Directions—Read a chapter of your book. Identify a technique the author used in one part of chapter. Explain how that technique helps the main idea of the chapter. Then, explain how a different technique could have been used. See the attached Author's Craft Sheet for examples.

## Analyze Author's Craft

## 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

$\qquad$

## Main Idea

$\qquad$

See Anchor Chart "Some Author's Craft Techniques" page at the back of the packet.

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

## Analyze Author's Craft

## Reading Fiction - Theme - Grade 5 - Thursday

A Theme is an idea that repeats throughout a story. There are lesson or lessons for the character and reader to be learned that connected to each theme. The 5th grade objective is understanding that stories have multiple themes. Here are some common themes.

Directions—Read a chapter of your book. Identify two important themes in this chapter. Provide two examples to support each theme. Provide a lesson to be learned from each theme.

## Analyzing Themes

## Reading Nonfiction - Analyze Author's Perspective - Grade 5 - Thursday

Directions-Read one of your nonfiction articles. What is the author's point of view in the article? Explain how the author's bias affects the information in the text.

Author's Perspective: There are two parts to studying Author's Perspective. The Point of View and the Bias.
Point of View - Firsthand Account: The author was there and experienced the account.
Secondhand Account: The author wasn't there, but researched if from people who were.

Bias: Bias is when you are FOR or AGAINST a topic. Every author who writes a piece is either for or against the topic. To identify the author's bias notice who the author is, what groups they belong to, and whether the facts favor the topic or go against the topic.

## Point of View

$\qquad$
Author's Groups $\qquad$
Bias Is the author FOR or AGAINST? $\qquad$
Example 1: $\qquad$
Example 2: $\qquad$

## Analyze Character Perspective.

## Reading Fiction - Compare Theme - Grade 5 - Friday

Directions—Read a chapter of your book. Identify a theme in this chapter. Then identify a movie, tv show or another book with a similar theme. Explain the similarities and differences between how the theme was presented in the chapter and the tv show. Discuss a craft technique the author used in both. Use the common theme's sheet from the previous day.

## Comparing Themes

## 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 | Article 2 |
| :---: | :---: |
| Main Idea | Main Idea |
| Same: | Same: |
| Different | Different |

## Compare and contrast 2 text

## Some Common Themes

## Family

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

## Identity

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

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

## Death

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

## 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.

## Cooperation

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

## Jealousy

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

## Determination

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

## Bravery

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

## Hard Work

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

## Kindness

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

## Growing Up

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

Suffering<br>I see a pattern of suffering.<br>I learn lessons on how suffering 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

|  | Make a comparison | Raise questions (and sometimes answer them) |
| :---: | :---: | :---: |
| Give an example/anecdote |  | 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 <br> which <br> means... | Incorporate humor <br> HP! <br> HA! <br> HA: |

