

Name: \_\_\_\_\_ Date: \_\_\_\_\_ # \_\_\_\_\_

# Digital Learning - Reading & Writing - Week 5

**Directions:** See this week's day-to-day plans below. Complete the tasks for each day of the week. Contact your teacher if you need assistance.

**Reading:** This week you will watch videos from our friends at Teacher's College on nonfiction. Each day has directions on what you need to jot about (either by writing or typing) after watching the video. **Submit your jots for whichever day you choose through Microsoft Teams Assignments.** *\*Your teacher may grade your jots.* If you do not have a nonfiction book at home to use, you may use an online nonfiction book or passage from one of the websites below:



- [https://www.tumblebooklibrary.com/auto\\_login.aspx?U=tumble735&P=books](https://www.tumblebooklibrary.com/auto_login.aspx?U=tumble735&P=books)

Username: tumble735

Password: books

- <https://www.getepic.com/app/user-collection/10639307>
- [Readworks.org](https://www.readworks.org)
- [Newsela.com](https://www.newsela.com)
- [MyOn.com](https://www.myon.com) (This is an App in Classlink.)

Getting started is easy!

1. Go to [www.myon.com/login/index.html](https://www.myon.com/login/index.html) to login and start reading.
  - a. School Name: Get Georgia Reading  
*(type the first few letters and select from the drop-down menu)*
  - b. Username: fultoncounty
  - c. Password: read
2. Click the *Sign In* button and start reading!

**Writing:** This week you will work on an informational essay. You will need to read the 2 passages that are at the bottom of this document called "Charles Lindbergh" and "Amelia Earhart." You will also need to use the prompt and other writing resources at the bottom of this document to help you throughout this week. Each day tells you which steps to complete. **Submit your informational essay through Microsoft Teams Assignments.** *\*Your teacher may grade your informational essay.*

**Due Date:** Week 5 work is due on **Sunday, April 26<sup>th</sup> by 7:00 PM.**

## Monday

**Reading Lesson 5 (Taking Action To Clear Up Confusion):** <https://vimeo.com/361034204>

It's important to notice when you get confused and to do something to fix it. Watch the video above from Ms. Katie. When she asks you to turn and talk, think to yourself or turn and talk to a sibling or guardian about your confusions. After the video, read a nonfiction book for 15 minutes and notice when you get confused. When you get confused, stop and use this week's reading anchor chart below to help you solve your confusion. Then, jot about what you were confused about and how you solved it.

**Writing:** Read the writing prompt and two passages "Charles Lindbergh" and "Amelia Earhart." Choose your thesis statement and develop your reasons. Create your own box (thesis statement) and bullets (reasons) to plan your informational essay. Use the Boxes and Bullets Graphic Organizer and Example below to help you.

## Tuesday

**Reading Lesson 6 (Taking Stock & Setting Goals):** <https://vimeo.com/361034267>

Readers set goals and then check them regularly to make sure they are achieving them. Watch the video above from Ms. Katie. After watching the video, use this week's reading anchor chart below and brainstorm strategies you'll use when reading nonfiction. Think about what you're already doing as a reader and what you think you should work on as a reader. Then, jot down two or three goals before you read a nonfiction book for 15 minutes.

**Writing:** Begin drafting your informational essay. Write an introduction paragraph where you clearly state your thesis statement and reasons. Use the Informational Essay Anchor Chart and Example below to help you.

## Wednesday

**Reading Lesson 7 (Introductions & Text Features Are Clues To Main Ideas):** <https://vimeo.com/361034337>

The start of a section and text features can help a reader figure out the main idea of a nonfiction text. Watch Ms. Mandy as she looks for the main idea of *Mummies*. After watching the video, read a nonfiction book for 15 minutes and jot down the main idea of a section. Don't forget to focus on the beginning of the section and the text features and to ask yourself, "Do the details of the section fit with the main idea?"

**Writing:** Continue drafting your informational essay. Write your body paragraphs. Each body paragraph should center around a clear reason for your thesis statement and be supported by facts, details, and examples. Use transition words to connect your ideas. Use the Informational Essay Anchor Chart and Example below to help you.

## Thursday

**Reading Lesson 8 (Repeated Parts Can Be Clues To The Main Idea):** <https://vimeo.com/361034424>

Repeated parts in a nonfiction text can lead to finding the main idea. Watch Ms. Mandy read the book *Toilets*. Stop the video at 6:40 and read the pages. Find the main idea by using repeated words and asking yourself, "Why are these words important? What does the author want me to learn?" Continue the video to see if your main idea is like Ms. Mandy's. After watching the video, read a nonfiction book for 15 minutes. As you read, use repeated words and the questions above to jot down the main idea.

**Writing:** Finalize your informational essay. Write a conclusion where you restate your thesis statement and suggest an action or response. Check your writing for errors (spelling, punctuation, complete sentences). Have a family member read over your work. Use the Informational Essay Anchor Chart and Example below to help you.

## Friday






Have a Reading Marathon! Read any book or work on iReady-Reading for 40 minutes without stopping.

**\*What Is Due?** Submit **your jots from one day this week & your informational essay** to Microsoft Teams Assignments.

**\*When Is It Due?** Sunday, April 26<sup>th</sup> by 7:00 PM

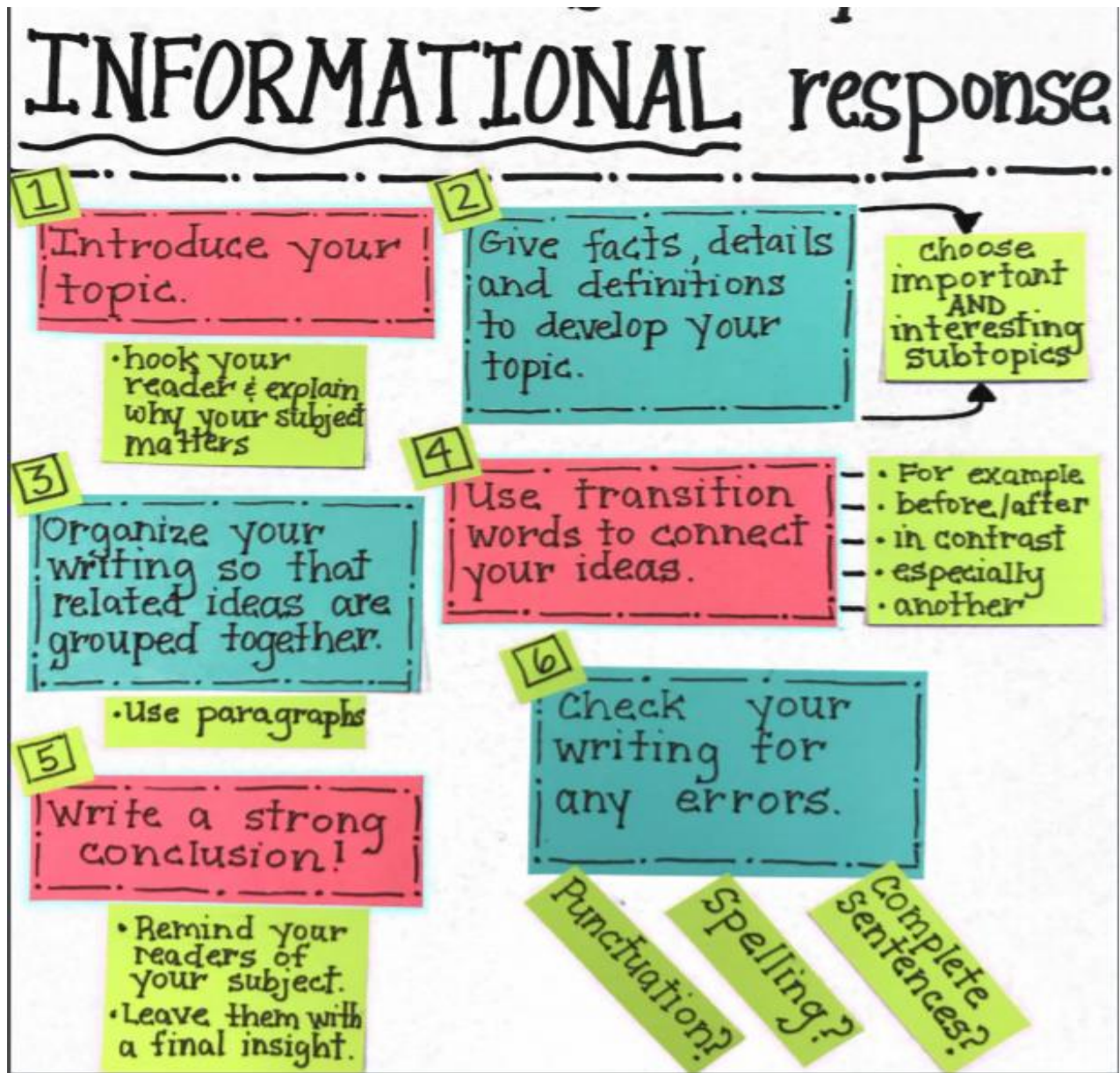
# Reading Resources

## *This Week's Reading Anchor Chart*

<p>Powerful Nonfiction Readers...</p>	<p>Choose to be fascinated, thinking...</p> 
<p>Read intensely, thinking...</p> 	<p>Choose books that are just right</p> 
<p>Check back in with predictions, thinking...</p> 	<p>Notice confusion and reread to clear things up</p> 

# Writing Resources

## *Informational Essay Anchor Chart*



# Writing Prompt and Passages

Think about the ideas in the two passages. Then write an informational essay explaining the ways in which Charles Lindbergh and Amelia Earhart were similar and how they were different.

Be sure to use information from BOTH passages as you write your essay that informs or explains. **Write your answer on the lines provided.**

## Charles Lindbergh

In 1927, Charles Lindbergh became the first person to fly nonstop across the Atlantic Ocean. This was a famous event in an event-filled life.

Lindbergh was born in 1902. At that time, flying was in its early days. Young Lindbergh found flight fascinating. He left college to go to flight school. After two years, he went into the U.S. Army. He became a pilot for the U.S. Army Air Corps.

After the army, Lindbergh flew for the U.S. Postal Service. He flew a mail plane from St. Louis to Chicago. During this time, he earned his nickname, "Lucky Lindy." He had to jump out of his plane four times. He got lucky and lived every time!

In 1919, a man named Raymond Orteig started a contest. He offered \$25,000 to the first person who could fly across the Atlantic Ocean. Lindbergh spent the next eight years getting the right plane. He named the plane the *Spirit of St. Louis*. Then, in May 1927, he made his famous flight across the Atlantic.

Lindbergh received many awards in his life. One was a Pulitzer Prize for a book he wrote about his life. Lindbergh died at the age of 72.

## Amelia Earhart

Amelia Earhart was born in 1898 in Kansas. She was a good student. However, she left college at the age of 19. Soon afterward, Earhart went to an air show in Long Beach, California. It was there that she took her first airplane ride. It changed her life forever. She started taking flying lessons. Earhart spent the next couple of years learning all about flying. She even bought her own plane.

Unfortunately, Earhart ran out of money and had to sell her plane. She went back to school for a while. Then she worked as a teacher and a social worker. In 1927, Charles Lindbergh made his famous flight across the Atlantic Ocean. People began asking, "Who will be the first woman?" In 1928, Earhart was a passenger on a flight across the Atlantic. She was the first woman to fly across the Atlantic. She later wrote a book about the experience. But being a passenger wasn't enough for Amelia.

In 1935, Earhart became the first person to fly from Hawaii to the U.S. mainland. The U.S. government gave her a medal for this. In 1937, she decided to try to fly around the world. She made it to an island in the Pacific Ocean. But then her plane disappeared. She was never found. Earhart will always be remembered, though. She showed the world what women pilots can do.

# ***Boxes and Bullets Graphic Organizer and Example***

<b>Main Idea:</b>
<b>Supporting Details</b>
•
•
•

(Thesis statement) because (reason 1), (reason 2), and most of all, because (reason 3).

I love ice cream because it is flavorful, it comes in a cone, and most all, because you can add toppings to it.

- One reason that I love ice cream is that it is flavorful. For example, you can mix flavors, it comes in a variety of flavors, and each flavor has a unique taste.
- Another reason that I love ice cream is because it comes in a cone. For example, you can choose different sizes of cones, cones can be dipped in chocolate and there are different flavors of the cones.

## Informational Essay Example

Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

Have you ever wondered how sound in movies changed the lives of many people? If you did, come along with me and I'll tell you the answer.

First of all, silent films had absolutely no sound at all. So instead, to set the mood there was sometimes music playing in the background. According to the text, there were many action scenes like swordfights, so the audience didn't really need sound anyways. The actors in the story also learned to tell the story with face expressions and body movement.

As technology got more and more advanced, movies also got better. Starting in 1903, title cards were invented. From the reading, I know that they're frames of film with words to hold dialogue or important information needed to understand the story line of the movie. These kinds of films were entertaining to us for almost 50 years.

The author wrote that by the early 1930s, most movie studios had switched from silent films to "talkies". As you might guess, this was a term that was used for movies with sound. This change was very exciting for some people. New jobs opened up in moviemaking. Of course, new actors got hired. Musicals hired more singers and dancers. New sound crews were also brought in to fix the microphones. Sound effects also got into use.



Who would watch a horror movie with no sound? Maybe some people, but not a lot. They're not fun until you hear screams, boos, thunder, and footsteps, right? But these sounds were not recorded while the movie was being filmed. They were recorded on a sound stage later, or a place where sounds are only recorded. The person who makes these sounds is called a foley artist. They make sounds out of everyday things, such as a coconut or gloves.

"Talkies" changed the lives of millions of people. New jobs, entertainment, and true fun was introduced. It took a long time to accomplish, but it was more than people expected. It was something incredible that happened in the 1930s.