

Nombre: _____ Fecha: _____ # _____

Teleschool - Lectura & Escritura - Semana 5

Instrucciones: Vea los planes diarios de esta semana a continuación. Completa las tareas para cada día de la semana. Póngase en contacto con su maestro si necesita ayuda.

Lectura: Esta semana verás videos de nuestros amigos en Teacher's College sobre no ficción. Cada día tiene instrucciones sobre lo que necesita anotar (a mano o en la computadora) después de ver el video. **Envíe sus anotaciones para el día que elija a través de Microsoft Teams Assignments.** *Tu maestro puede calificar tus notas. Si no tiene un libro de no ficción en casa para usar, puede usar un libro de no ficción en línea o un pasaje de uno de los siguientes sitios web:



- 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 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!

Escritura: Esta semana trabajará en un ensayo informativo. Deberá leer los 2 pasajes que se encuentran al final de este documento llamados "Charles Lindbergh" y "Amelia Earhart". También necesitará usar el aviso y otros recursos de escritura al final de este documento para ayudarlo durante esta semana. Cada día te dice qué pasos completar. Envíe su ensayo informativo a través de **Microsoft Teams Assignments.** * Su maestro puede calificar su ensayo informativo.

Fecha de entrega: Trabajos/Tarea de la Semana 5: **Domingo 26 de Abril antes de 7:00 PM.**

Lunes

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

Es importante notar cuando te confundes y hacer algo para solucionarlo. Mira el video de arriba de la Sra. Katie. Cuando ella te pida que gires y hables, piensa para ti mismo o gira y habla con alguien sobre tus confusiones. Después del video, lee un libro de no ficción durante 15 minutos y observa cuando te confundas. Si eso sucede, detente y usa la tabla de anclaje de lectura de esta semana para ayudarte a resolver tu confusión. Luego, escribe sobre lo que estabas confundido y cómo lo resolviste.

Escritura: Lea el mensaje de escritura y dos pasajes "Charles Lindbergh" y "Amelia Earhart". Elija su declaración de tesis y desarrolle sus razones. Cree su propio recuadro (declaración de tesis) y viñetas (razones) para planificar su ensayo informativo. Use el Organizador gráfico de cuadros y viñetas y el ejemplo a continuación para ayudarlo.

Martes

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

Los lectores establecen objetivos y luego los revisan regularmente para asegurarse de que los están logrando. Mire el video y después de verlo, use la tabla de anclaje de lectura de esta semana y haga una lluvia de ideas de estrategias que usará cuando lea no ficción. Piense en lo que ya está haciendo como lector y en qué cree que debería trabajar como lector. Luego, anote dos o tres objetivos antes de leer un libro de no ficción durante 15 minutos.

Escritura: Comience a redactar su ensayo informativo. Escriba un párrafo de introducción donde indique claramente su declaración de tesis y sus razones. Utilice la tabla de anclaje de ensayos informativos y el ejemplo a continuación para ayudarlo.

Miércoles

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

El comienzo de una sección y características de texto pueden ayudar al lector a descubrir la idea principal de un texto de no ficción. Mire a la Sra. Mandy mientras busca la idea principal de las momias. Después de ver el video, lea un libro de no ficción durante 15 minutos y anote la idea principal de una sección. No olvide centrarse en el comienzo de la sección y las características del texto y preguntarse: "¿Los detalles de la sección se ajustan a la idea principal?"

Escritura: Continúa redactando tu ensayo informativo. Escribe los párrafos y cada uno debe centrarse en una razón clara para su declaración de tesis y estar respaldado por hechos, detalles y ejemplos. Usa palabras de transición para conectar tus ideas. Utiliza la tabla de anclaje de ensayos informativos y el ejemplo a continuación para ayudarte.

Jueves

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

Las partes repetidas en un texto de no ficción pueden conducir a encontrar la idea principal. Mire a la Sra. Mandy leer el libro Toilets. Pare el video a las 6:40 y lea las páginas. Encuentre la idea principal usando palabras repetidas y preguntándose: "¿Por qué son importantes estas palabras? ¿Qué quiere el autor que aprenda? Continúe el video para ver si su idea principal es como la de la Sra. Mandy. Después de ver el video, lea un libro de no ficción durante 15 minutos. Mientras lee, use palabras repetidas y las preguntas anteriores para anotar la idea principal.

Redacción: finalice su ensayo informativo. Escriba una conclusión donde repita su declaración de tesis y sugiera una acción o respuesta. Verifique su escritura en busca de errores (ortografía, puntuación, oraciones completas). Haga que un miembro de la familia lea su trabajo. Utilice la tabla de anclaje de ensayos informativos y el ejemplo a continuación para ayudarlo.

Viernes






¡Ten un maratón de lectura! Lea cualquier libro o trabajo en i-Ready-Reading durante 40 minutos sin parar.

*¿Qué se debe? Envíe sus notas de un día de esta semana y su ensayo informativo a Microsoft Teams Assignments.

*¿Cuándo? Sunday, April 26th by 7:00 PM

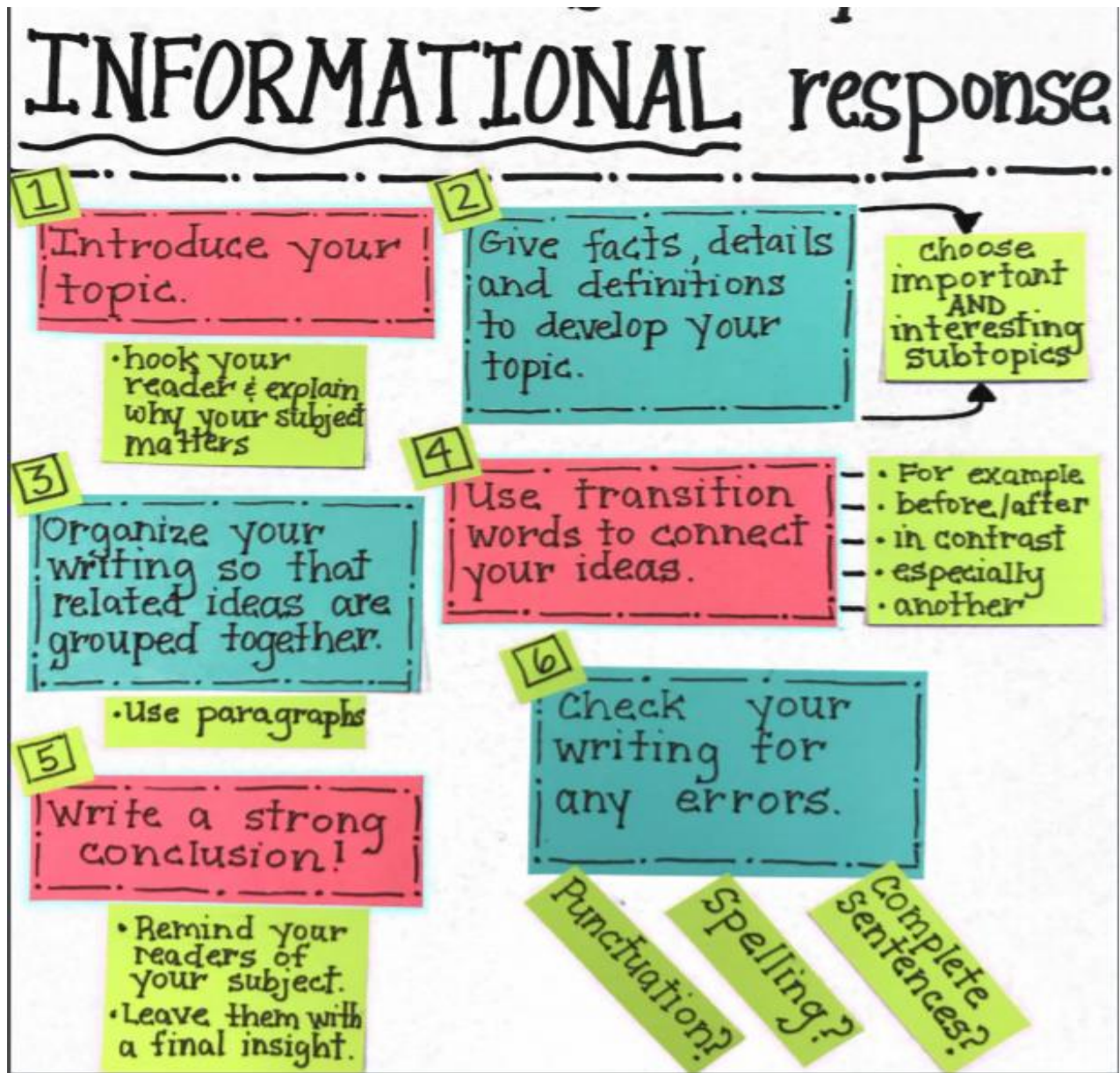
Reading Resources

This Week's Reading Anchor Chart

<p>Powerful Nonfiction Readers...</p>	<p>Choose to be fascinated, thinking...</p> 
<p>Read intently, 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

Main Idea:
Supporting Details
•
•
•

(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.