

Brandon Valley School District

District Learning Plan

May 4-8, 2020

Grade 5 ELA



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Skill Review

SUBJECT/GRADE: ELA/5th

DATES: May 4-8

<p>What do students need to do?</p> <p><u>Link to BV Instructional video for week of May 4-8, 2020</u></p>	<p>Monday (5/4)</p> <ul style="list-style-type: none"> Complete the Figurative Language Quizizz. You can either complete the quiz on paper copy or through the link below. Use this code to play: 071553 https://quizizz.com/login?q=%2Fadmin%2Freports%2F5e8b4bddd145ac001beed2dc%2Fplayers When finished, read your independent reading book for 20 minutes. <p>Tuesday (5/5)</p> <ul style="list-style-type: none"> Choose 3 common idioms from the list provided. Create an illustration for each idiom. (See direction sheet for more details!) <p>Wednesday (5/6)</p> <ul style="list-style-type: none"> Complete the “Make-Your-Own Mad-Lib” project. Do all steps on the front and back of the page (including the CHALLENGE!) <p>Thursday (5/7)</p> <ul style="list-style-type: none"> Read the directions for “Letter to a 4th Grader” Write paragraphs 1 and 2: Introduction and Description of 5th Grade <p>Friday (5/8)</p> <ul style="list-style-type: none"> Write paragraph 3 of your letter to a 4th grader: Advice Revise and your writing! You may turn in a copy of your letter through Google Classroom to your ELA teach or on paper copy.
<p>What do students need to bring back to school?</p>	<ol style="list-style-type: none"> Figurative Language Quizizz Make-Your-Own Mad Lib Activity Idiom Illustrations Letter to a 4th Grader (final copy only)
<p>What standards do the lessons cover?</p>	<p>5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.L.5: Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <p>5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Need:</p> <ul style="list-style-type: none"> Figurative Language Quizizz (link OR paper copy) Make-Your-Own Mad Lib Activity Idiom Illustration Activity Letter to a 4th Grader Directions

What can students do if they finish early?	<ol style="list-style-type: none"> 1. Storyline Online: https://www.storylineonline.net/ 2. Open Library: https://openlibrary.org/ 3. Independent Reading
Who can we contact if we have questions?	Brandon Valley Intermediate School Principal- Mr. Skibsted- Nick.Skibsted@k12.sd.us Assistant Principal- Mr. Pearson- Rick.Pearson@k12.sd.us ELA Teachers: Ms. Relf- Baylee.Relf@k12.sd.us (white team) Mr. Carroll- Aaron.Carroll@k12.sd.us (red team) Mrs. Klumper- Abby.Klumper@k12.sd.us (silver team) Mrs. Block- Lindsey.Block@k12.sd.us (blue team)
Notes: This week, you have the opportunity to review some language skills we have worked on throughout the year. You also get to share your wisdom about 5th grade by writing a letter to a 4th grader about all the insights you have on the year. Please be sure to read the directions carefully for each activity. As always, reach out to your teachers with questions. We miss you!	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Figurative Language

21 Questions

1. Comparison that does not include the word like or as

- | | |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> a) simile | <input type="checkbox"/> b) hyperbole |
| <input type="checkbox"/> c) metaphor | <input type="checkbox"/> d) idiom |

2. comparison that includes the word like or as

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> a) metaphor | <input type="checkbox"/> b) simile |
| <input type="checkbox"/> c) personification | <input type="checkbox"/> d) hyperbole |

3. extreme exaggeration used to make a point

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> a) idiom | <input type="checkbox"/> b) hyperbole |
| <input type="checkbox"/> c) personification | <input type="checkbox"/> d) oxymoron |

4. the act of giving human qualities to animals or inanimate objects

- | | |
|--|---|
| <input type="checkbox"/> a) idiom | <input type="checkbox"/> b) personification |
| <input type="checkbox"/> c) alliteration | <input type="checkbox"/> d) onomatopoeia |

5. an expression whose meaning is different from the meaning of its individual words

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> a) idiom | <input type="checkbox"/> b) alliteration |
| <input type="checkbox"/> c) hyperbole | <input type="checkbox"/> d) imagery |

6. a word whose sound suggests its meaning

☐ a) onomatopoeia

☐ b) imagery

☐ c) hyperbole

☐ d) alliteration

7. the repetition of consonant sound at the beginning of words

☐ a) oxymoron

☐ b) idiom

☐ c) metaphor

☐ d) alliteration

8. vivid description that includes details that appeal to the senses

☐ a) simile

☐ b) personification

☐ c) imagery

☐ d) idiom

9. a combination of contradictory words. Words that go against each other

☐ a) idiom

☐ b) oxymoron

☐ c) alliteration

☐ d) hyperbole

10. Tyler is like a pig at supper.

☐ a) metaphor

☐ b) simile

☐ c) imagery

☐ d) personification

11. My friend is a Shakespeare when in English class.

☐ a) simile

☐ b) metaphor

☐ c) personification

☐ d) oxymoron

There was a silent noise coming from the attic.

12. ☐ a) alliteration

☐ b) oxymoron

☐ c) idiom

☐ d) hyperbole

13. That suitcase weighs over 3 tons!

☐ a) idiom

☐ b) personification

☐ c) metaphor

☐ d) hyperbole

14. The shadow of the moon danced on the lake.

☐ a) hyperbole

☐ b) imagery

☐ c) personification

☐ d) metaphor

15. Bill has a chip on his shoulder.

☐ a) idiom

☐ b) oxymoron

☐ c) personification

☐ d) alliteration

16. Bang! Charlie slammed his book down.

☐ a) onomatopoeia

☐ b) hyperbole

☐ c) simile

☐ d) oxymoron

17. Craig cries constantly during cat commercials.

☐ a) onomatopoeia

☐ b) alliteration

☐ c) imagery

☐ d) personification

The blue, gigantic bird flew and ate a juicy worm.

18.

☐ a) personification

☐ b) simile

☐ c) metaphor

☐ d) imagery

19. Kennedy is a cheetah when running.

☐ a) metaphor

☐ b) simile

☐ c) personification

☐ d) oxymoron

20. The wind kissed my cheek as I walked outside.

☐ a) oxymoron

☐ b) idiom

☐ c) personification

☐ d) simile

21. I drink coffee once in a blue moon.

☐ a) personification

☐ b) idiom

☐ c) hyperbole

☐ d) alliteration

Make-Your-Own Mad Lib!

Name:

Date:

We're going to explore a fun side of parts of speech today by creating your own Mad Lib! "Mad Libs" is a word replacement game. There's a few ideas you must review before you jump into writing, so follow each direction step by step and have fun! ☺

STEP 1: Parts of Speech Review

Directions: Brush up on your knowledge of parts of speech. Match each part of speech with its correct definition. Use the examples to help you!

Part of Speech	Definition and Examples
1. ___ noun	A. A word that shows an action (run, jump, play)
2. ___ adjective	B. A short word or phrase that expresses emotion (Ouch!; No!)
3. ___ verb	C. A word that describes a noun (smelly, green, alive)
4. ___ adverb	D. A person, place, or thing (living room, cup, rocks)
5. ___ interjection	E. A word that describes HOW you do an action (quickly, gracefully, badly)

STEP 2: Make a List of Examples

Directions: Use the prompts below to help you come up with a list of specific parts of speech or types of words. (You'll use them by number in the next step!)

1. Interjection:	10. Verb ending in -s:
2. Sound word (onomatopoeia):	11. A food or drink (noun):
3. Adjective:	12. Number (adjective):
4. Noun:	13. Color (adjective):
5. A month (proper noun):	14. Another color (adjective):
6. Rewrite #2:	15. Another number (adjective):
7. Rewrite #3:	16. Plural noun:
8. Rewrite #4:	17. Plural noun:
9. Verb ending in -s:	18. Number:

STEP 3: Fill in the Mad Lib

Directions: Match the examples you created in STEP 2 to the numbers and blanks in the story below.

The Great New Toy!

There is a new toy on the market that has everyone saying "_____!" (1). It is called the _____ (2) _____ (3) _____ (4) box and it will be in stores in _____ (5). The _____ (2/6) _____ (3/7) _____ (4/8) box is a new gadget that lets you do just about anything! It _____ (9), it _____ (10), and it even serves _____ (11)! It is easy to operate and requires no instructions! You can also have it custom made to be any size you want up to _____ (12) inches and _____ (13) or glow in the dark with no extra charge. The original product is pocket-sized and _____ (14). There are _____ (15) jacks on the product for 6V DC power and for upgrades and add-ons. You can add headphones, _____ (16), monitors, _____ (17), and more, and use them all at the same time. You can purchase this new toy for the low price of _____ (18) dollars!

CHALLENGE: Make-Your-Own Mad Lib

Directions: Now it's your turn! Make your own Mad Lib and have someone at your home fill in the blanks to create another fun, goofy story.

- 1. Write your own silly story.** Using the story above as a model, write a short story (1-2 paragraphs). Your story could be about a holiday event, Spring or Summer, sports, a vacation, or your family. Be creative! Add a title when you are complete.
- 2. Choose words to take out.** Reread your story and choose 1-3 words to take out of each long sentence. If written in pencil, you can just erase them from the sentence. No need to erase a word from shorter sentences.
- 3. Label the parts of speech for missing words.** Make a note telling what part of speech fits under each word you erase. In some cases, you might want to make your description more specific. For example, you might want to write "color" or "number" instead of just "adjective."
- 4. Reread your story!** Go back through your story, saying "blank" instead of the original words that you erased. If funny ideas start popping into your head, you'll know you've done it right!
- 5. Play with a partner!** Have a family member fill in the blanks without reading the story. When complete, read the finished story aloud. Enjoy! ☺

Idiom Illustrations

Name:
Date:

An **IDIOM** is a common phrase that means something different than its literal meaning. For this activity, you will pick 3 **idioms** from the list provided and use your artistic talents to illustrate both the literal meaning and the figurative meaning of the idiom. For example, if you picked the idiom "it's raining cats and dogs" for the literal illustration, you would draw cats and dogs falling from the sky. For the figurative illustration, you would draw the meaning of the idiom: a picture showing that it's raining very hard outside.

Idiom:	Idiom:	Idiom:

Common Idioms and their Meanings

- A grey area - Something unclear
- Have second thoughts - Have doubts
- A rip-off - Too expensive
- In hot water - Be in trouble
- Add fuel to the fire - To add more to an existing problem
- In the same boat - Be in the same situation
- As easy as ABC - Something is very easy
- It's in the bag - It's a certainty
- Call it a day - Time to quit
- I've got your number - To say you can't be fooled by someone since you have them figured out
- Cool as a cucumber - To be very calm under stress
- Miss the boat - You missed your chance
- Crack a book - Open up a book and study
- Mumbo jumbo - To call something total nonsense
- Down to the wire - At the last minute
- Out of the blue - With no warning
- Draw a blank - Can't remember
- Pass with flying colors - To succeed at something easily
- Fill in the blanks - Provide more information
- Piece of cake - Something very easy
- Get a kick out of it - Really enjoy/like something
- Read between the lines - Find the hidden meaning
- Get your act together - Behave properly
- Second to none - The best
- Give it a shot - To try to do something
- The icing on the cake - Something additional that turns good into great
- Have mixed feelings - Be unsure of how you feel

Letter to a 4th Grader

Name:

Date:

As a 4th quarter 5th grader, you know what it takes to be successful at Brandon Valley Intermediate School. For this project, you will be sharing all of your insights and wisdom about 5th grade with a current 4th grader by writing them a letter!

1st Paragraph: Introduce yourself! Share your name, team color and teachers, hobbies, interests, and activities. You may choose to add other information as well!

2nd Paragraph: Describe 5th grade! Think about core classes, encore classes, lunch, recess, extra activities. Be as descriptive as possible so your reader knows what to expect from 5th grade.

3rd Paragraph: Give your 4th grade reader **THREE** pieces of advice about being a 5th grader. What do you wish you would have known at the start of the year?

You may choose to add extra information besides what is listed above. Be creative!

Your letter must be written in friendly letter format. It must include the date, a greeting, body, and closing. Each paragraph must be at least **5 sentences** and use proper spelling, grammar, and punctuation.