



Name _____

5th Grade ELA Remote Learning Packet

Week 34



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Name: _____

Week 34 Day 1 Date: _____

BCCS Boys

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Do Now

1. Come up with your own definition of “natural disaster”.

2. List at least three examples of natural disasters:

3. Have you even been through one? Explain.

Module 4: Natural Disasters

Standard	RI.5.1: Make inferences based on text. W.5.8: Recall relevant information from text to use in writing.
LEQ	What is the physical impact of natural disasters?
Objective	I can _____ about natural disasters from images, texts, and videos.
Assignment to Submit	Nearpod

Vocabulary Notes:

	Infer	Public Service Announcement (PSA)	Natural Disaster
Definition	To make _____ guesses based on evidence and reasoning.	An announcement made for the _____ of the _____.	A _____ event such as a flood, earthquake, or tornado that causes great _____ or loss of life.
Image			

Poetry Video Notes: What will we be learning about in this module?

	“Hurricane Katrina: Superdome Poem” <i>Teacher Model</i>	“Voices from Haiti: Job” <i>Guided Model</i>
I notice... (things I heard or saw)		
I wonder... (questions I have)		

Application: Notice/Wonder Gallery Walk

	I notice...(things I see)	I wonder...(questions I have)
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		



Name: _____

Week 34 Day 2 Date: _____

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Do Now

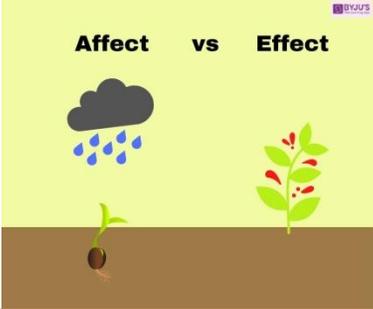
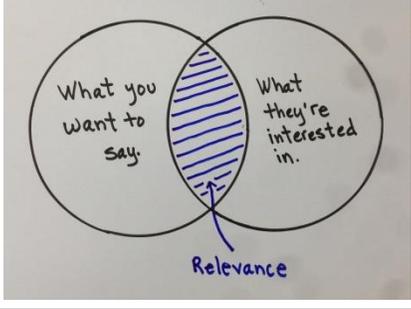
1. Is a house fire an example of a natural disaster? Explain.

2. What is the purpose of a PSA?

Module 4: Natural Disasters

Standard	W.5.7: Conduct short research projects that use several sources. W.5.8: Recall relevant information from text to use in writing.
LEQ	What is the physical impact of natural disaster?
Objective	I can cite _____ from a source to support my answers to my research question.
Assignment to Submit	Nearpod My Nearpod code: _____

Vocabulary Notes:

	Credible	Affect	Relevant
Definition	Able to be _____; Convincing.	Have an effect on; make a _____ to.	Closely connected or _____ to what is being done.
Image			

Write/Share: How do natural disasters affect the people and places that experience them?

Directions: Today you will be conducting research based on the natural disaster that you chose. I will model what to do. Here are the steps:

1. Watch the video provided one time.
2. Take notes by answering the questions in your notecatcher.
3. Watch the video a second time.
4. Complete your notecatcher with any information you may have missed.
5. Put a star next to three details that you consider the most important.
6. Group up with your peers.
7. Take turns sharing relevant details.

Watch as I model these steps.

Research Notecatcher: For YOUR research only (not Teacher Model)

How do natural disasters affect the people and places that experience them?

The natural disaster I am researching is:

Today's Source is:

Describe the natural disaster. What causes it? What happens during it?

Describe the effects of the natural disaster. What can happen because of it?

How can we stay safe during it?

Other relevant facts:



Name: _____

Week 34 Day 3 Date: _____

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Do Now

- 1. Explain how your natural disaster can affect people.**

- 2. Explain how your natural disaster can affect places.**

Module 4: Natural Disasters

Standard	RI.5.1: Make inferences. W.5.7: Conduct short research projects. W.5.8: Recall relevant information from a text to use in writing.
LEQ	What is the physical impact of natural disasters?
Objective	I can _____ an informational text closely and take _____ in order to answer my research question.
Assignment to Submit	Nearpod My Code: _____

Step One: Close Read: Complete a close read of your article on the Nearpod.

Step Two: Jot down the gist of each section of text and write the definition of the unfamiliar words (use the internet if you need to).

Text Section	Gist: What is it mostly about?	Unfamiliar Vocabulary *at least 1 per section	Meaning
Introduction			

Step Three: Think about our research question and complete the notecatcher based on your article. Be prepared to share out what you find relevant.

Research Notecatcher: For YOUR research only (not Teacher Model)

How do natural disasters affect the people and places that experience them?

The natural disaster I am researching is:

Today's Source is:

Describe the natural disaster. What causes it? What happens during it?

Describe the effects of the natural disaster. What can happen because of it?

How can we stay safe during it?

Other relevant facts:



Name: _____

Week 34 Day 4 Date: _____

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May SPA

Directions: Read the following passages closely and answer the questions that follow. Be sure to use close-reading strategies and RISE.

The Summer of the Cast

by James Folta



Oddly, one of the best summers I ever spent was the summer my little sister broke her arm. She broke it toward the end of the school year and spent the warm summer months unable to swim. My sister, Amanda, didn't mind the broken arm so much. She just hated that it kept her from doing her favorite thing: swimming.

Amanda was the happiest swimmer I have ever seen. She seemed more content in water than she did on land. If we spent a day at the beach or at a pool, Amanda would be in the water the entire day. This is not an overstatement—we would arrive and she would lay out her towel, place her flip flops carefully beside it, then walk into the water. When it was time to head home, one of us would have to walk to the water and fetch her. She would pout and protest, then do one last handstand, walk out of the water, and collect her towel and flip flops, still in the exact place she had left them.

It came as a surprise to all of us that Amanda was the first child in our family to break a bone. She was sweet and smart with messy blond hair. She preferred to sit back and puff up her cheeks, watching everything from a distance rather than get involved. She was active, but remarkably careful. She had a sense of danger that kept her from even bruising herself.

I was almost the complete opposite. My only speed was overenthusiastic, reckless sprinting. I couldn't manage all the energy I had and bounced through my childhood like a pinball. I would wake up singing and jumping and go to bed out of breath. I was always happiest when I was a little scratched up.

So we were all shocked that Amanda was the first in a cast and not me. The break happened after school one spring day on the new playground. Amanda was playing on a slider, which is a handle set into a gently inclined track. When you held onto the handle and dangled, you could slide along the track. Of course, it was more exciting to get a push from a friend and

slide much faster than gravity would pull you.

Unfortunately, Amanda was pushed on the slider much too hard. Her body jerked to and fro as she sped along, clearly out of control. Finally, Amanda lost her grip and fell, arcing up and forward. She fell like a cat, twisting improbably in the air so that she descended facing the ground. For a moment, it seemed that she would be okay and land safely, but she slammed down hard on all fours, wood chips skidding around her. There was a moment of eerie calm. I expected her to burst into tears, but she just whimpered and rolled over to a sitting position. Her knees were scraped up, and her hands had wood chips stuck to them. But there wasn't any blood. She seemed okay.

We walked home and she complained about her wrist. She cradled it delicately with her other hand, as if it were a very full cup of water, but it didn't seem any more swollen or bruised than her other wrist.

When we got home, Mom could immediately tell something was wrong by our faces. "What happened?" she asked.

Mom reached out and touched Amanda's now swollen wrist. Amanda turned as white as snow and her jaw dropped open in silent pain.

"Your wrist hurts?" Mom asked. Amanda could only nod. Mom quickly whisked us into the car.

When we got inside the doctor's office, we were moved through a waiting room and then into "a checking up room," as Amanda called it. I was excitedly babbling, standing on chairs, reading brochures, and peppering everyone with questions about how x-rays worked. I was completely oblivious to the gravity of the situation. This wasn't a fun field trip. My sister was badly hurt. I don't like thinking back on my lack of care for Amanda. These are the kind of moments of childhood that you look back on and feel a pang of shame and embarrassment in your gut.

The x-rays came back-Amanda's wrist had a hairline fracture along her ulna, a forearm bone, close to her hand.

"Nothing terrible, it'll heal very soon," the doctor said nonchalantly. He didn't even look up from the documents he held before him. We were all anxious and upset. Mom was trying not to cry. I was shocked. Amanda sat calmly.

The doctor applied the cast. It looked like an arts and crafts project, more summer camp than medicine. While he set her arm, the doctor explained everything that Amanda would have to avoid to keep her arm from becoming further injured. Amanda, like I, was fascinated by the

process of casting and didn't seem to be paying attention to what the doctor was prescribing. But at some point she started crying, so quietly that we didn't notice immediately.

"Are you in pain?" Mom asked.

"No."

"Are you uncomfortable?"

"No." But Amanda's face stayed screwed up in pain and discomfort, tears squeezing out of the corners of her eyes. Her legs dangling off the hospital bed kicked restlessly and crinkled the paper pulled across the table she sat on. She was upset but wouldn't say why.

Mom tried to distract Amanda by having her list all the people she wanted to sign her cast. She could only produce names in groups of two or three until she was distracted again by her tears. Mom gave up when the doctor announced that we were all done.

"Any questions?" We shook our heads. Mom signed a few papers, and we were soon back in the car, exhausted and on our way home.

Amanda didn't stop crying, and Mom kept checking in with her, barely able to hold back tears herself.

"Are you in pain?" Mom asked.

"No."

"Are you uncomfortable? Itchy?"

"No."

"Are you sad?"

"Yes," she finally admitted. "I'm not going to be able to swim this summer." She wept even harder after admitting this. In the doctor's directions for care of the cast, he had noted swimming wasn't allowed. Mom and I missed it, but it was the only thing Amanda heard. She had been told that her favorite activity of her favorite season was canceled.

The summer went on. Our fear over Amanda further hurting her arm quickly gave way to a fear of her ruining her cast by plunging it in a pool or diving into the ocean. We became preoccupied with trying to keep Amanda from soaking her cast as she sat by pools the entire summer, staring longingly at the water.

We tried all sorts of things to help her—baths, a kiddie pool in the yard, showers with her cast held out of the curtain. But of course none of this was the same as swimming. Swimming is motion and exploration, not sitting or standing while wet.

We stopped going to pools as often as we used to. I was grouchy about it at first, but then the summer became different. Instead of the usual lazy summer days of swimming and seeing friends, I stayed home more to be with Amanda. We gardened together, staged a play, and, in what would become family lore, we planted a tree that survived both a lightning strike and being hit by a neighbor's car.

When Amanda's arm was finally healed and the cast came off, we threw a big pool party for her and all her friends. As everyone cheered, she jumped back in the pool, swam for six hours straight, and never stopped smiling. It was a great day.

But in the car on the way back home, Amanda was very quiet. After a while, she turned to me and told me how much she missed our garden.

"Maybe we could not go to the pool tomorrow?" she asked.

I told her that sounded very nice.

-
1. **What main problem does Amanda face in the story? RL.5.2**
 - A. She does not get along with the rest of her family.
 - B. She does not want to leave the beach at the end of the day.
 - C. She cannot manage all of the energy she has.
 - D. She cannot go swimming because she broke her arm.

 2. **When she has her cast on, Amanda misses swimming. What evidence from the story best supports this conclusion? RL.5.1**
 - A. At the pool, Amanda stares longingly at the water.
 - B. Amanda's family stops going to the pool as often.
 - C. Amanda staged a play and planted a tree.
 - D. Amanda's family throws a pool party for her and her friends.

 3. **Why does Amanda start crying at the doctor's office? RL.5.1**
 - A. because she is in a lot of pain
 - B. because she can't think of anyone to sign her cast
 - C. because she is tired and wants to go home
 - D. because she won't be able to go swimming

4. What is the story mostly about? RL.5.2
- A. A girl who breaks her arm on the playground.
 - B. Two siblings learn to love swimming over the course of a summer.
 - C. A girl who loves swimming ends her summer of no swimming with a pool party.
 - D. Two siblings spend more time together when one of them breaks her arm.

5. Read the following sentences: "I was excitedly babbling, standing on chairs, reading brochures, and peppering everyone with questions about how x-rays worked. I was completely oblivious to the gravity of the situation. This wasn't a fun field trip. My sister was badly hurt. I don't like thinking back on my lack of care for Amanda."

As used in this sentence, what does the word gravity mean? RL.5.4

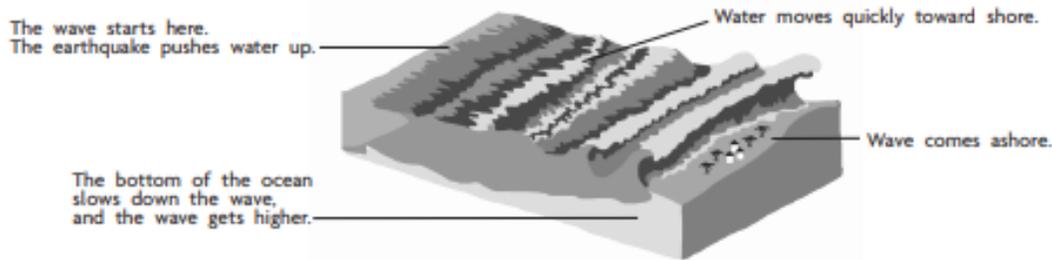
- A. happiness
 - B. discomfort
 - C. seriousness
 - D. excitement
6. What is the point of view of "The Summer of the Cast"? RL.5.6
- A. first person
 - B. second person
 - C. third person limited
 - D. third person omniscient
7. If the story were told from Amanda's perspective, how would it be different? RL.5.6
- A. We would learn if her sibling was a sister or brother.
 - B. We would learn Amanda's inner thoughts instead of relying on her siblings' interpretation.
 - C. We would learn more about swimming.
 - D. We would have a better sense of what the siblings did that summer.

Tsunami!

On that Sunday morning in December 2004, a huge wave in the Indian Ocean was moving toward shore. By the time it reached the beach, it was more than a wave. It was a tsunami!

What Causes a Tsunami?

What is a tsunami? How does it form? Let's take a look at the 2004 tsunami that hit several parts of Asia. It started with an earthquake. The quake pushed water up toward the surface, and the wave began moving toward shore. The wave gathered speed and soon got closer to land. Then it slowed down, but at the same time it grew higher. Last, the wave hit the shore.



Effects of a Tsunami

A tsunami destroys almost everything in its path. Waves crash against the shore and smash buildings. Whole towns are destroyed.

In the 2004 tsunami, more than 200,000 people died, and many more were missing. People lost their homes, their loved ones, and their farms and stores. A tsunami is a great disaster.

Deadliest Tsunamis		
Date	Location	Lives Lost
Dec. 26, 2004	Indian Ocean	200,000+
Nov. 1, 1755	Atlantic Ocean	60,000
May 22, 1782	Pacific Ocean	40,000
Aug. 27, 1883	Indian Ocean	36,500
Sept. 20, 1498	Pacific Ocean	31,000

10. Which is the best summary of this passage? RI.5.2
- A. Both the causes and effects of a tsunami can be deadly.
 - B. A tsunami is a series of waves that move toward shore.
 - C. In 2004, an earthquake caused a deadly tsunami in the Indian Ocean.
 - D. A tsunami crashed against the shore and smashes everything.
11. In what part of the passage would you look to find out what a tsunami does to the land? RI.5.5
- A. Effects of a Tsunami
 - B. What Causes a Tsunami?
 - C. Deadliest Tsunamis
 - D. the introduction
12. Why does a tsunami slow down as it gets closer to shore? RI.5.1
- A. The wave grows higher.
 - B. The bottom of the ocean slows it down.
 - C. The surface cools down.
 - D. The wind pushes the water up.
13. Using the information from the chart, what can you conclude about the 2004 tsunami? RI.5.1
- A. It was the deadliest tsunami in the last 500 years.
 - B. The 2004 tsunami did not cause a great amount of damage.
 - C. It was the only tsunami that occurred in the Indian Ocean.
 - D. The 2004 tsunami lasted longer than any other tsunami.



Name: _____

Week 34 Day 5 Date: _____

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Do Now

1. In your opinion, how should communities prepare for your natural disaster?

2. Who is responsible for making sure that people are prepared for natural disasters? Why?

Module 4: Natural Disasters

Standard	RI.5.1: Make inferences. W.5.7: Conduct short research projects. W.5.8: Recall relevant information from a text to use in writing.
LEQ	What is the physical impact of natural disasters?
Objective	I can read an _____ text closely and take notes in order to answer research questions.
Assignment to Submit	Nearpod

Vocabulary Notes:

	State Agency	Federal Agency	Private Agency
Definition	An _____ run by a state government.	An organization run by the _____ government.	An organization run by an _____ person or group of people.
Image			

What is the point of the article?

Reason	Evidence

“How Well Is Your Community Prepared?”

In July of 1989, a family of fierce tornadoes swirled into Hamden, Connecticut. More than 40 buildings were destroyed. Power and phone lines were downed, and hundreds of uprooted trees and severed branches blocked most major roadways.

A tornado in Connecticut is as rare as a snowstorm in south Florida. But thanks to a well-organized emergency response plan, Hamden’s town leaders and emergency workers were prepared. They handled the disaster with a minimum of confusion and outside help. Nobody was killed or seriously injured. And within days of the twisters, the town’s usual peaceful atmosphere was restored.

Natural disasters can’t be prevented. Often, they can’t even be predicted. Phenomena such as earthquakes and tornadoes strike suddenly. Hurricanes can abruptly change course. An afternoon shower can turn into flooding rains. Harmless snow storms can explode into mighty blizzards.

Relief Agencies

There are several state, federal, and private agencies standing by to help communities when disaster strikes. But these organizations, like the Federal Emergency Management Agency (FEMA) and the American Red Cross, can take days to arrive at the scene.

In the most critical early phase of a disaster, a community will usually have to rely on its own resources to handle acute problems. The seriously injured must be rescued and treated. Fires must be extinguished. Threatened neighborhoods must be evacuated. And it’s vital that local emergency forces prepare themselves with regular drills and exercises.

“Until we had serious floods, in 1982, our emergency plans were gathering dust in someone’s office. We thought nothing could ever happen to us,” says Hamden’s deputy fire chief, Walter MacDowell. “We were totally unprepared for those floods. But after that, we made sure we knew what we were doing. When the tornadoes hit, we were ready.”

Is your community vulnerable to a natural disaster? How well would your community cope? What can you do to help?

Any community can be prepared. And by understanding what your community is doing — or should be doing — to brace for disaster, you can become an important part of your community’s preparedness effort.

Community Plan

Every community in America has a disaster response plan. And you can learn about the plan in your area by contacting the officials in charge of local emergency preparedness.

If you live in a large community, chances are there’s an emergency preparedness office in your town. Smaller communities coordinate these services through the police or fire department. You can also get in touch with the emergency preparedness office in your state [capital](#), or with FEMA via their website.

Emergency preparedness officials can tell you what they’ve been doing to prepare for disasters. But even more important, they can help you understand what you can do to prepare yourself.

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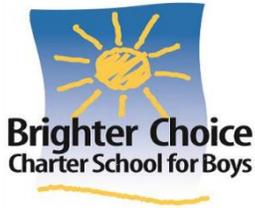
Glossary:

- *acute*: very serious, important, critical
- *agency*: an organization that works for a purpose
- *critical*: very important
- *federal*: of or relating to such a central authority, often as opposed to state or local authority
- *local*: having to do with a particular place such as a neighborhood, community, or town
- *private*: of funds or other resources, not coming from the government
- *phase*: stage
- *rely*: depend on
- *state*: pertaining to one of the areas belonging to a federation; in this case, pertaining to one of the fifty states in the United States.
- *vital*: very important, necessary

Language Dive: Break down a sentence in order to paraphrase it!

Sentence: *But these organizations, like the Federal Emergency Management Agency (FEMA) and the American Red Cross, can take days to arrive at the scene.*

But these organizations,	
Deconstruct	<p><i>What is this sentence about?</i></p> <p><i>Why did the author write “But”?</i></p>
like the Federal Emergency Management Agency (FEMA)	
Deconstruct	<p><i>Why did the author write “like”?</i></p> <p><i>“the Federal Emergency Management Agency (FEMA)” What does this chunk tell us?</i></p> <p><i>Why is FEMA in parenthesis?</i></p>
and the American Red Cross,	
Deconstruct	<i>What does this chunk tell us?</i>
can take days to arrive at the scene.	
Deconstruct	<p><i>What does this chunk tell us about the relief organizations?</i></p> <p><i>Why did the author use the word “can”?</i></p> <p><i>What if we replace “can” with “will”?</i></p>
Practice	<i>Write about something in your life that could take days to accomplish.</i>
Reconstruct	<p><i>How can I write this sentence in my own words?</i></p> <p><i>Do you think that is a <u>reason</u> that communities should be prepared or <u>evidence</u>?</i></p>



Name _____

5th Grade ELA Remote Learning Packet

Week 35



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Name: _____

Week 35 Day 1 Date: _____

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Do Now

1. **Have you used a website for research before?** _____
2. **What are some of the challenges you face when using a website for research?**

Module 4: Natural Disasters

Standard	RI.5.1: Make inferences. W.5.7: Conduct short research projects. W.5.8: Recall relevant information from a text to use in writing. SL.5.1: Engage effectively in discussions with prepared material.
LEQ	What is the physical impact of natural disasters?
Objective	I can use a website to research and prepare for a _____ _____.
Assignment to Submit	Nearpod

Research Notecatcher: For YOUR research only (not Teacher Model)

How do natural disasters affect the people and places that experience them?

The natural disaster I am researching is:

Today's Source is:

Describe the natural disaster. What causes it? What happens during it?

Describe the effects of the natural disaster. What can happen because of it?

How can we stay safe during it?

Other relevant facts:

Teacher Model: Science Talk Graphic Organizer

Question: How do natural disasters affect the people and places that experience them?

Preparation: Look back in your texts about natural disasters to find evidence to help you answer the Science Talk question.

<p>When I read or see that (evidence) ...</p>	<p>It makes me think that natural disasters affect the people and places that experience them by...</p>
<p>(Example) "More than 40 buildings were destroyed. Power and phone lines were downed, and hundreds of uprooted trees and severed branches blocked most major roadways." ("How Well Is Your Community Prepared?")</p>	<p>(Example) Natural disasters can be very destructive.</p>

Application: Science Talk Graphic Organizer

Question: How do natural disasters affect the people and places that experience them?

Preparation: Look back in your texts about natural disasters to find evidence to help you answer the Science Talk question.

When I read or see that (evidence)...	It makes me think that natural disasters affect the people and places that experience them by...



Name: _____

Week 35 Day 2 Date: _____

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Mid-Unit Assessment

Directions: Complete a close-read of the article “On Shaky Ground” by Britt Norlander and answer the questions that follow.

Topic: _____

Central Idea: _____

On Shaky Ground

By Britt Norlander

Powerful earthquakes struck Haiti and Chile this year. Find out what caused them, and how teens are helping survivors.

Darlene Etienne was 16 years old when she almost died. She was at her cousin’s house in Haiti when a powerful earthquake struck. The house crashed down around her.

Darlene was trapped. Fifteen days passed before neighbors heard her calling. A rescue team dug her out.

Darlene was lucky to survive. More than 220,000 people died in the earthquake that struck Haiti in January.

Less than two months later, another earthquake shook the ground in Chile. The quake was more powerful than the one in Haiti. But fewer than 1,000 people died.

The two earthquakes were very different. But they both started the same way.

Moving Rocks

Underneath the Earth’s surface are rock **plates**. These giant slabs of rock are always slowly moving. The shifting rocks meet along the edges of the plates. Where they meet, there are underground cracks called **faults**. Both Haiti and Chile are located near faults.

The rocks don't move smoothly along a fault. They rub against each other and get stuck. Over time, pressure builds up along the stuck parts of the fault.

When the pressure becomes too high, the rocks snap. The sudden breaking apart shakes the ground, causing an earthquake.

Built to Last

Scientists measure the strength of an earthquake based on how much shaking occurs. The earthquake in Haiti had a **magnitude** of 7.0. The earthquake in Chile had a magnitude of 8.8. Even though the quake in Chile was stronger, it caused less damage than the one in Haiti.

One reason for the difference in damage is that the buildings in Chile are stronger. Quakes hit Chile often. Buildings there are made to stand up to shaking. There hadn't been an earthquake in Haiti in more than 200 years. Buildings there weren't as strong.

Danger Zone

The Haiti earthquake also caused more damage because of its location. An earthquake's **epicenter** is the point on Earth's surface directly above the spot where the quake starts.

"Usually, the epicenter is where the shaking is the strongest," explains Michael Hamburger, a **geologist** at Indiana University.

The epicenter of the Chile earthquake was located away from places where many people live. In Haiti, the epicenter was only 10 miles from the capital city of Port-au-Prince. "The area of highest shaking was very close," says Hamburger. The violent shaking destroyed more than half of the city's buildings.

Helping Hands

People in Haiti and Chile are trying to clean up the ruins and help the victims. In Haiti, the quake left about 1.5 million people homeless. All those people need food and other supplies.

Teens at schools around the U.S. are working to help the victims. At Evans High School in Orlando, Florida, students have been gathering supplies to send to Haiti. "We have collected a lot of canned goods, water, and other items," says Rosemonde Emile, 17.

Many students in the school are originally from Haiti. Others, like Rosemonde, have family members who live there. "Everyone is coming together to help," says Rosemonde.

Words in Action

Content-Area Vocabulary

plates: giant slabs of rock that slowly move under the surface of Earth

faults: giant cracks under Earth's surface

magnitude: a number that describes the strength of an earthquake

epicenter: the point on Earth's surface directly above the place where an earthquake starts

geologist: a scientist who studies rocks

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1. What evidence supports the author's point that the earthquake in Haiti was more destructive than the earthquake in Chile? (RI.5.8)
 - A. Only Haiti is near a fault line.
 - B. The earthquake in Haiti had a magnitude of 7.0.
 - C. More than 220,000 people died in Haiti.
 - D. Haiti had not had an earthquake in 200 years.

2. According to the author, which of the following reasons explain why the earthquake in Haiti caused more damage than the earthquake in Chile? Underline all that apply. (RI.5.8)
 - A. The earthquake in Haiti had a higher magnitude.
 - B. The buildings in Chile are stronger.
 - C. The epicenter of the earthquake in Haiti was near the capital city.
 - D. Haiti is located near a fault line.

3. What evidence supports the author's point that location was one reason that the earthquake in Haiti caused so much damage? (RI.5.8)
 - A. Haiti is located in the Western Hemisphere.
 - B. 1.5 million people are homeless.
 - C. The earthquake's epicenter was 10 miles away from Port-au-Prince.
 - D. The shaking destroyed more than half of the buildings in the capital city.

4. Read the following quote from the text and answer the question that follows:

“The earthquake in Haiti had a magnitude of 7.0. The earthquake in Chile had a magnitude of 8.8.”

How does the author use this evidence in the article? (RI.5.8)

- A. to support the point that the earthquake in Chile was more destructive
 - B. to support the points that location and building strength were major factors in the destruction in Haiti
 - C. to support the point that both countries are located on fault lines
 - D. to support the point that all earthquakes are extremely powerful and dangerous
5. Read this sentence from the section “Moving Rocks”:

“Underneath the surface are rock **plates**.”

- a. What is the meaning of the word **plates** as it is used in this sentence? Underline the correct answer. (RL.5.4, L.5.4a)
 - A. a dish from which food is served or eaten
 - B. a metal tag containing numbers or letters used to identify a vehicle
 - C. large, moving pieces under the Earth’s land and water
 - D. a thin sheet of metal

- b. Which phrase in the text best helps you understand the meaning of the word **plate**? (RL.5.4, L.5.4a)
 - A. “Where they meet, there are underground cracks called faults.”
 - B. “The giant slabs of rock are always slowly moving.”
 - C. “When the pressure becomes too high, the rocks snap.”
 - D. “The violent shaking destroyed more than half of the city’s buildings.”

6. Read this sentence from the section “Built to Last”:

“The earthquake in Haiti had a **magnitude** of 7.0.”

- a. What is the meaning of the word **magnitude** as it is used in this sentence? Underline the correct answer. (RL.5.4, L.5.4a)
- A. a measure of how many square miles an earthquake affects
 - B. a measure of how long an earthquake lasts
 - C. a measure of the strength of an earthquake
 - D. a measure of how much damage an earthquake causes
- b. Which phrase in the text best helps you understand the meaning of the word **magnitude**? (RL.5.4, L.5.4a)
- A. “The earthquake in Chile had a magnitude of 8.8.”
 - B. “Scientists measure the strength of an earthquake based on how much shaking occurs.”
 - C. “Buildings there weren’t as strong.”
 - D. “The violent shaking destroyed more than half of the city’s buildings.”



Name: _____

Week 35 Day 3 Date: _____

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Do Now

1. What is a Science Talk?

2. What are you going to talk about in the Science Talk?

Module 4: Natural Disasters

Standard	SL.5.1: Engage effectively in discussions with prepared material.
LEQ	What is the physical impact of natural disasters?
Objective	I can use a website to research and prepare for a _____ _____.
Assignment to Submit	Nearpod

Science Talk Notes and Goals

My Science Talk Notes: Ideas and Questions

Key Ideas:

Science Talk Notes and Goals

My Conclusions:

My Goals for the Next Science Talk:

My Teacher's Feedback:



Name: _____

Week 35 Day 4 Date: _____

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Do Now

1. What do you think makes a PSA effective? Why?

Module 4: Natural Disasters

Standard	W.5.2: Write an informative text to convey ideas. W.5.4: Produce clear writing.
LEQ	What is the physical impact of natural disasters?
Objective	I can _____ a model in order to generate criteria for an effective PSA.
Assignment to Submit	Nearpod

Characteristics of a PSA

A public service announcement (PSA) is a message directed toward people in a community, used to help them become aware of a social issue

PSAs...

- are high quality.
- use specific vocabulary that get straight to the point.
- are engaging. The audience wants to listen to the end and will remember it.
- use short, simple sentences
- urge the audience to take action by saying: "Do this!" rather than "You could do this."
- are appropriate for their target audience

**PSAs for children will related to things children are interested in and will feature children.*

**PSAs for young adults will relate to things young adults are interested in and contain more complex language and details.*

**PSAs for adults will relate to things adults are interested in and will feature adults.*

Natural Disasters PSA Prompt

Task: You have been learning about natural disasters and how they affect the people and places that experience them. Write a script for a PSA raising awareness about staying safe during the natural disaster you researched. Other students, parents, and people in your community will listen to your PSA to learn more about natural disasters.

Directions:

Write a script for a PSA about what someone should do to stay safe during a natural disaster. Be sure to describe the natural disaster and offer some things the audience can do to keep themselves safe. Choose the most important facts and details from your research about your natural disaster. Then write a script that has a clear introduction, facts and details to describe what to do if the disaster occurs and explain how these actions can help to keep someone safe, and a conclusion.

The PSA should:

Be a high-quality product so people trust it

Describe the natural disaster and its impact

Explains that it is important to know what to do if the natural disaster occurs

Suggest some possible actions that can help keep someone safe

Be engaging so that people remember the information

Be no more than one minute long when read aloud

REMEMBER: A well-written informational piece:

Clearly states a focus and stays focused throughout the piece

Use accurate and relevant facts, examples, and details to explain your thinking

Has a short introduction and conclusion

Groups information logically, in a way that makes your thinking clear to the reader.

Follows rules of writing (spelling, punctuation, and grammar)

Model PSA

Did you know that almost everyone in the United States can be affected by blizzards and extreme cold? These storms can bring destructive winds, icing, sleet, and freezing rain. They can knock out heat and power for days. Snow and ice can cause serious accidents, and people can get badly hurt from being out in the cold for too long. It's important to know what to do if a blizzard occurs. Yes, even kids can prepare for blizzards. Here are some things you can do to keep yourself safe.

Before the blizzard, make sure you have an emergency kit, dress warmly, and have extra blankets in case you lose power. Sprinkle sand on sidewalks and walkways outside to help make them less slippery from ice. Be prepared!

During the storm, stay inside if you can. If you have to go outside, wear a hat and mittens, and cover your mouth with a scarf. This will help protect you from the wind and snow. Pay attention to your fingers, toes, ears, and nose—if you can't feel them or they appear pale white, tell someone. You might have frostbite! Do your best to protect yourself from the bitter cold while the blizzard is happening.

Blizzards sound scary, don't they? But they don't have to be! Make sure you have a plan so you know what to do and where to go if there is one. The more you know about blizzards and what to do during one, the better you can deal with it if one happens, and the safer you will be!



Name: _____

Week 35 Day 5 Date: _____

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Do Now

1. What is a PSA?

2. How do you write an effect PSA?

Module 4: Natural Disasters

Standard	W.5.2: Write an informative text to convey ideas. W.5.4: Produce clear writing.
LEQ	What is the physical impact of natural disasters?
Objective	I can plan and begin _____ a PSA that raises awareness of how to stay safe during a natural disaster/
Assignment to Submit	Nearpod

Characteristics of a PSA

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Natural Disasters PSA Prompt

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Write a script for a PSA about what someone should do to stay safe during a natural disaster. Be sure to describe the natural disaster and offer some things the audience can do to keep themselves safe. Choose the most important facts and details from your research about your natural disaster. Then write a script that has a clear introduction, facts and details to describe what to do if the disaster occurs and explain how these actions can help to keep someone safe, and a conclusion.

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Follows rules of writing (spelling, punctuation, and grammar)

Natural Disaster:	
Target Audience:	
Introduction	
Context about the natural disaster <ul style="list-style-type: none"> • share a compelling fact • briefly describe what it is 	
Tell why actions needs to be taken: <ul style="list-style-type: none"> • How does this disaster affect the people and places that experience it? 	
Focus Statement: Tell your audience that being prepared is what keeps you safe.	
Key Point:	Elaboration: How does that point show how you can stay safe during the natural disaster?