

**Pro-Vision Academy Charter School**  
**Fifth Grade Distance Learning Plan**  
**Week of April 13-17, 2020**

**Reading, Writing, Social Studies Activities**  
**(Suggested: 45 minutes of off-line activities)**

**Submit assignments to [reagleton@pvacademy.org](mailto:reagleton@pvacademy.org)**

**Monday- April 13. 2020**

[Scholastic Learn at Home](#) (website)  
[ReadingIQ](#) (website)

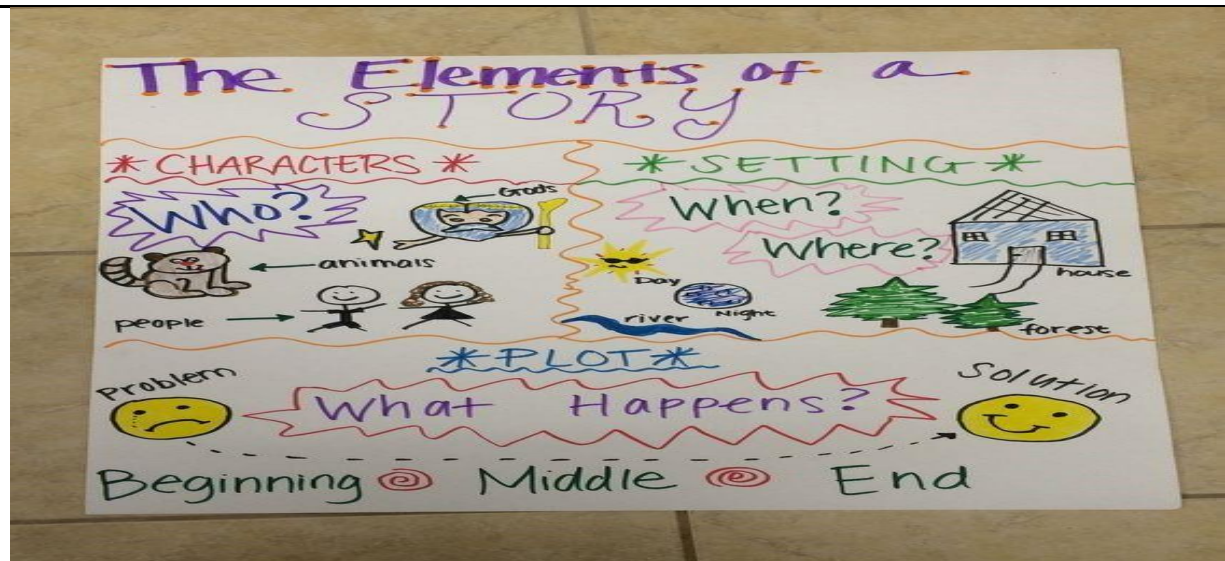
TEKS: 5.6f, 5.8c, 5.9a, 5.3A-B

**Writing a Story**

**Students will read a book of choice. Students will answer the questions below.**

**Parents help your child organize his/her writing using the questions below.**

- Who are the characters in their story? They can be people, pets, imaginary creatures, etc.
- What character traits will the characters have?
- Where does the story take place? Think of places like the backyard, school library, and other places your child is familiar with.
- What is the plot of the story? What happened at the beginning of the story? What happened next? What happened at the end of the story?
- How can you add a surprise ending to your story?




Tuesday- April 14, 2020

## Fables

Reading Objective: Identifying the Story Element of a short story (Fable)  
**(Remember a fable is a short story that teaches a moral lesson.)**

- Read the fable (short story), "The Two Crabs"
- Use the graphic organizer as a guide to identify the story elements of the fable. Write your story element on a blank sheet of paper



### The Two Crabs

An Aesop Fable

One fine day two Crabs came out from their home to take a stroll on the sand. "Child," said the mother, "Your walk is very crooked. You should be walking straight forward without twisting from side to side." "Yes, mother," said the young one, "but please show me how. I have only been walking the same way you do."

**Leading by example is the best rule.**

Name \_\_\_\_\_



## Parts of a Fable



Fable Title \_\_\_\_\_

**Characters**

(beginning)

**Setting**

(beginning)

**Problem**

(middle)

**Solution**

(end)

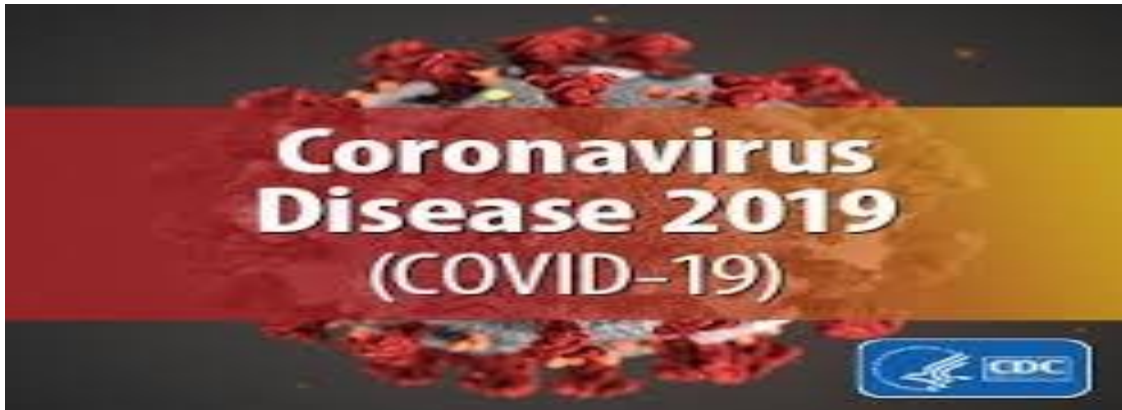
**Moral**

Wednesday- April 15, 2020

### Writing

#### **Writing Assignment: Personal Narrative**

Write a story about what you have learned from dealing with Covid-19 (Coronavirus). Your story will be about you with events told in order. It should include a title, topic sentence, events and conclusion. Remember to write your name, date, and class period on your assignment.



**Thursday- April 16, 2020**

### **Reading**

[Scholastic Learn at Home](#) (website)

[ReadingIQ](#) (website)

[sites.google.com](#)

- **Read a book independently for at least 30-45 minutes. Share your story with a family member**
- **Remember to write your name, date and class period on your assignment below**

### **CONTEXT CLUES**

**Use context clues to determine or clarify the meaning of unfamiliar words.**

**Directions:** Read the paragraph below from a STAAR passage, then answer the STAAR Stem Question below:

Cook began to learn sign language, and he used an interpreter on the sidelines to convey messages to players on the court. He soon realized that what he had thought was an obvious disadvantage—players lipreading on the court—had the possibility to be a strength as well. Though players looking away from the game in order to communicate would continue to cost the team some points, it would also give the players a competitive advantage.

Teams with nondeaf players depended on hearing one another on noisy courts in loud arenas. The Bison, on the other hand, had only to briefly glance at one another to know the next play. The other team's players would also not be able to overhear the upcoming plays, often communicated through sign like gestures and mouth movements. And when the opposing team's coach called a play, sometimes Cook could communicate that message to his team. In contrast, few opposing coaches understood sign language and were therefore not **privy** to the Bison playbook.

**In the paragraph, the phrase privy to means —**

- A knowledgeable of
- B amused by
- C happy with
- D worried about

**Dictionary Skill:** Use a dictionary or online computer to determine the meaning of a word. Write a definition for the word **privy**, then use the word in a sentence.

**Friday- April 17, 2020**

**Students will read a fiction book of choice or pick a book from the website at [www.readingIQ.com](http://www.readingIQ.com) or [www.scholasticlearnathome.com](http://www.scholasticlearnathome.com) for 30-45 minutes.**

Discuss your favorite character with a family member.

Remember to write your name, date and class period on your assignment below.

**STAAR Stem Question**

**Objective:** Reading and Vocabulary Development.

**Directions:** Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciation alternate word origins and parts of speech of words.

**Read the following dictionary entry.**

run \r ne\ n

1. an established route or course
2. a series of similar events
3. a continued effort
4. a flow of liquid

**On a separate sheet of paper, write three sentences for each definition in the dictionary entry box. Remember to write your name, date, and class period on assignment.**

**A Definition 1:** \_\_\_\_\_

**B Definition 2:** \_\_\_\_\_

**C Definition 3:** \_\_\_\_\_

**D Definition 4:** \_\_\_\_\_

**Please contact Mr. Eagleton with any questions at [reagleton@pvacademy.org](mailto:reagleton@pvacademy.org)**



**Social Studies Activities**  
**(Suggested: 25 minutes of off-line activities)**  
**Submit completed assignments to [reagleton@pvacademy.org](mailto:reagleton@pvacademy.org)**

**Monday- Friday**

**Current Events / Updates: Covid -19 (Coronavirus)**

**Monday:** Talk to your family about the Coronavirus Crisis.

- In your own words write a paragraph about the Coronavirus

**Tuesdays - Thursdays:**

- Each day pick a time of day when you will look at the morning or evening news.
- Write down four important facts that you learned about the Coronavirus
- News Channels 13, 11, 2, 26
- Cable Channels CNN, MSNBC

**Friday:**

- Writing Activity: Write a letter to your school principal telling him or her how you are feeling about not being able to attend school due to the Covid- 19 (Coronavirus). Make sure you give reason to support your feelings.

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