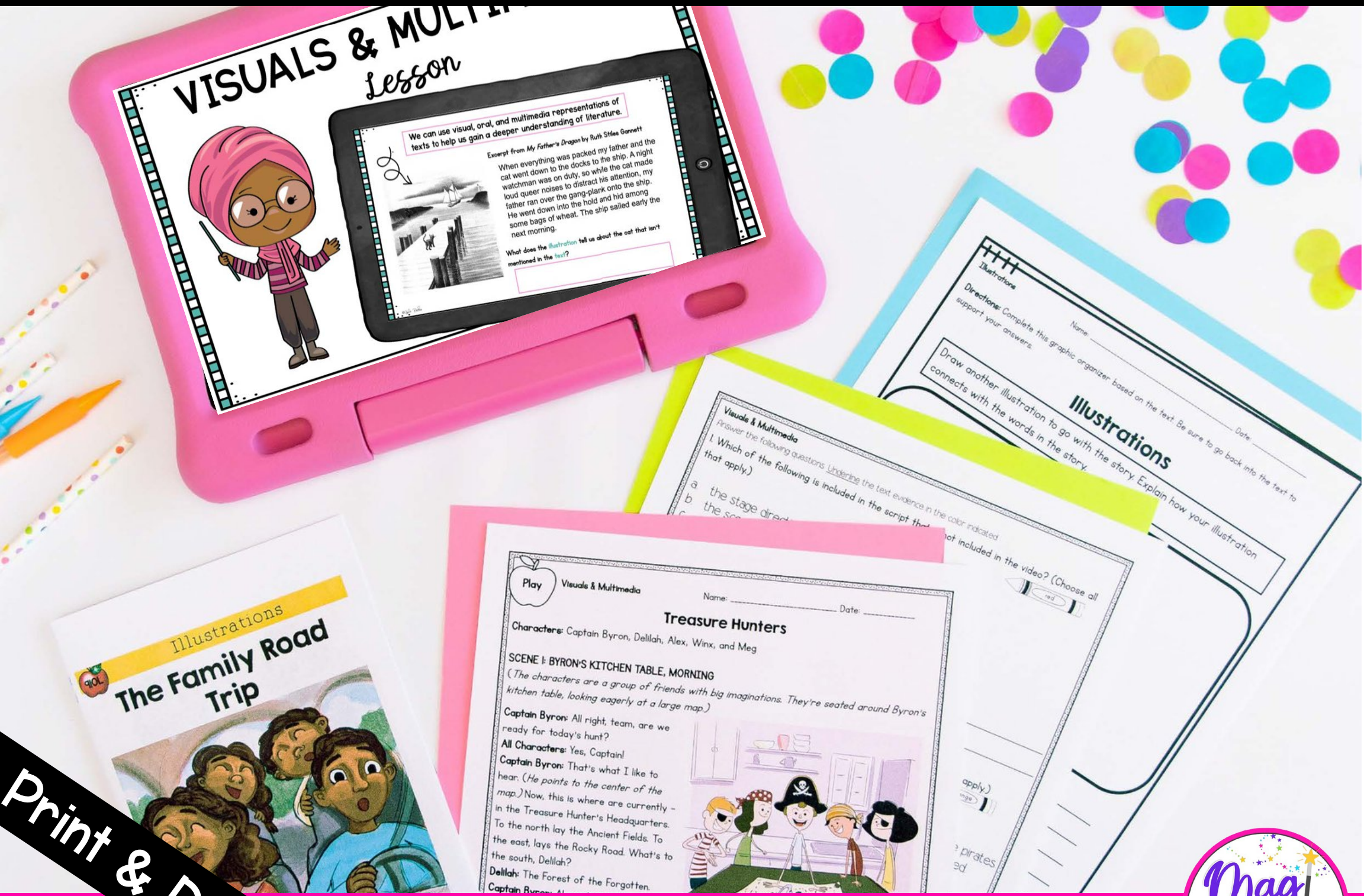
VISUALS & MULTIMEDIA

~ Skill Pack ~



Print & Digital

4th & 5th Grade

LEXILE

MagiCORE

What's Included?

Skill Focused Lesson Plans

- Two weeks of lesson plans built around proven teaching strategies using the resources included in this Skill Pack.

Digital Lessons

- Google Slides format makes this resource flexible for any classroom or distance learning need.

Guided Reading Packet (Digital & Printable)

Skill focused guided reader differentiated on three levels.
- Professionally Lexile leveled original text.
- Printable PDF, digital reader, printable booklet, and Google Slides versions make this perfect for any classroom or distance learning need.

Core Comprehension Passages & Questions (Digital & Printable)

- Lexile® leveled reading comprehension passages and skill-focused question sets.
- Color coding strategy encourages students to learn how to find and use text evidence in their answers.
- Printable PDF & Digital Google Slides versions make this resource perfect for classroom and distance learning.

Task Cards (Digital Boom Card & Printable Formats)

- Set of 30 task cards with short passages and standard aligned multiple choice questions.
- Printable & Boom Card formats included.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. Indicated texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

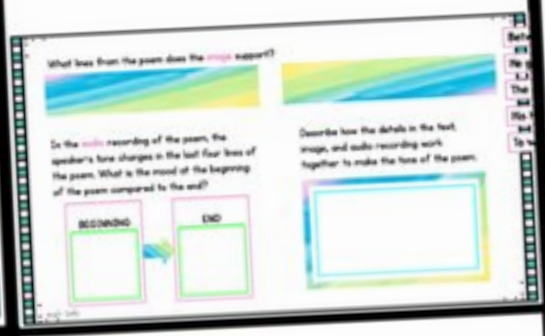
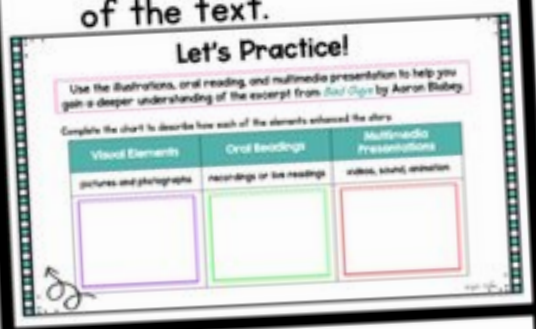
Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

LESSON PLANS

4th & 5th GRADE

COMPREHENSION SKILL: Visual & Multimedia Presentations

Week 1

	LESSON	PRACTICE	GUIDED READING	CEN
MONDAY	• Introduce connections between presentations by watching the video. 	Model making connections between different presentations of the text. 	"The Family Road Trip" leveled guided readers. Meet with two groups and complete "pre-reading" activities."	Task Cards • Analyze 
TUESDAY	Guided Practice Whole Class • Make connections between different presentations of the text. 	Independent Reading • Choice text to read independently and practice making connections between different presentations.	Read pages 1-4 of "The Family Road Trip" leveled guided readers. Complete "During Reading" discussions. 	
TUESDAY	Guided Practice Whole Class • Make connections between different presentations of the	Independent Reading • Choice text to read independently and practice making	Read pages 5-7 of "The Family Road Trip" leveled guided readers. Complete "During Reading" discussions.	



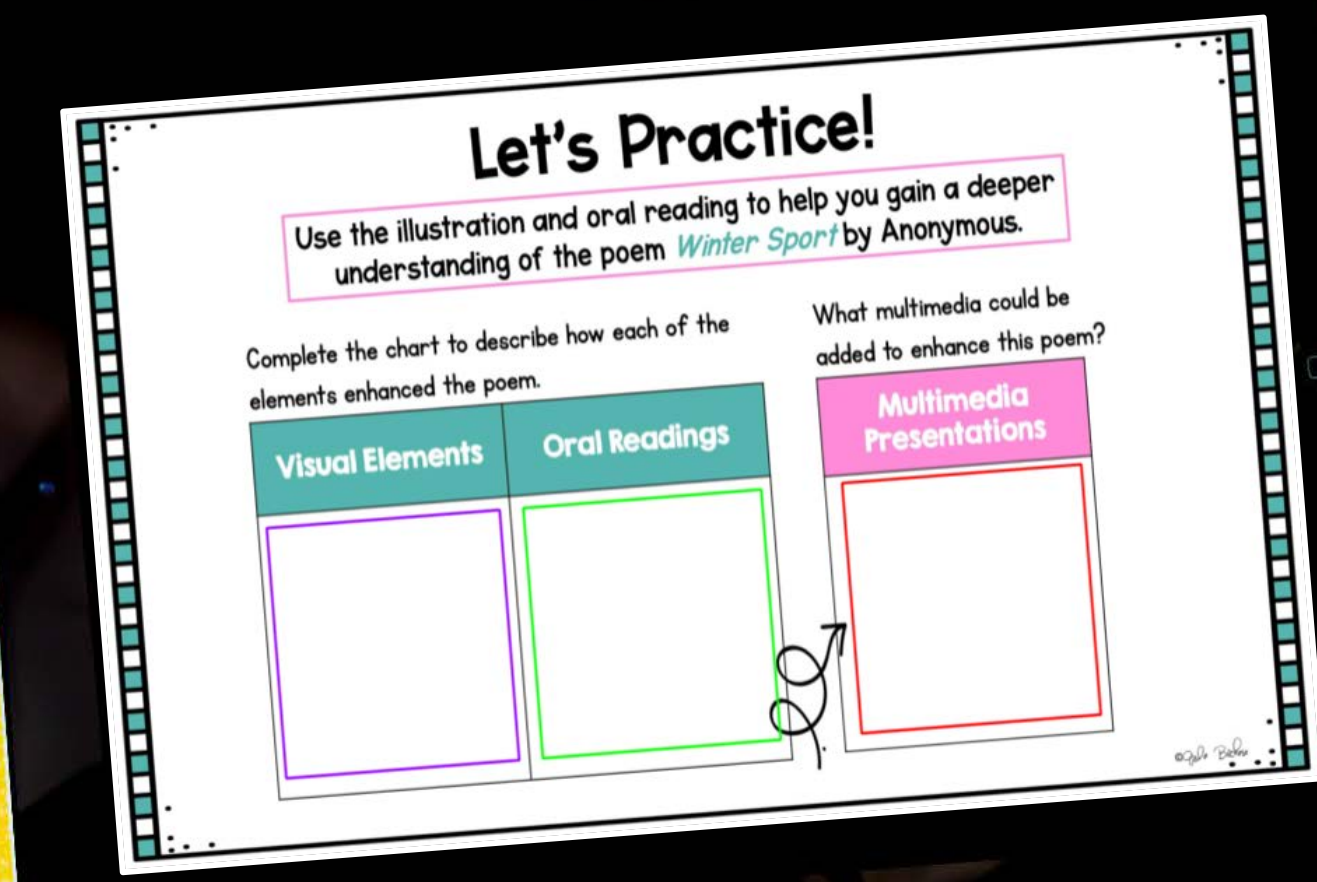
4th & 5th Grade

Visuals & Multimedia

DIGITAL Mini lessons

MagiCORE


Let's Listen!
Listen to an excerpt from The Bad Guys by Aaron Blabey.
AARON BLABEY
the BAD GUYS
SCHOLASTIC

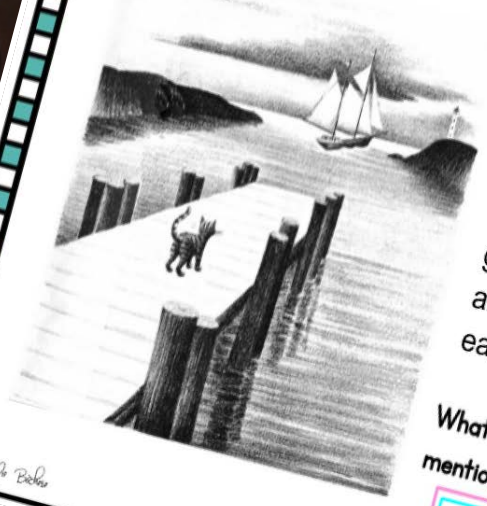

Let's Practice!
Use the illustration and oral reading to help you gain a deeper understanding of the poem Winter Sport by Anonymous.
Complete the chart to describe how each of the elements enhanced the poem.
What multimedia could be added to enhance this poem?
Visual Elements
Oral Readings
Multimedia Presentations

Visual, Oral, & Multimedia Presentations

Hearing literature or seeing plays or videos gives readers different _____ than reading texts. When you look at visual multimedia or oral presentations, other people have included their interpretations. Narrators, actors, and artists may even change or add _____ or include sound effects.

Visual Elements	Oral Readings	Multimedia Presentations
• Add details to words • Help reader	• Readers hear expression and tone • Adds • Creates a mood	• Readers hear expression and tone • Adds excitement • Creates a

We can use visual, oral, and multimedia representations of texts to help us gain a deeper understanding of literature.



Excerpt from *My Father's Dragon* by Ruth Stiles Gannett

When everything was packed my father and the cat went down to the docks to the ship. A night watchman was on duty, so while the cat made loud queer noises to distract his attention, my father ran over the gang-plank onto the ship. He went down into the hold and hid among some bags of wheat. The ship sailed early the next morning.

What does the illustration tell us about the cat that isn't mentioned in the text?

GUIDED READERS

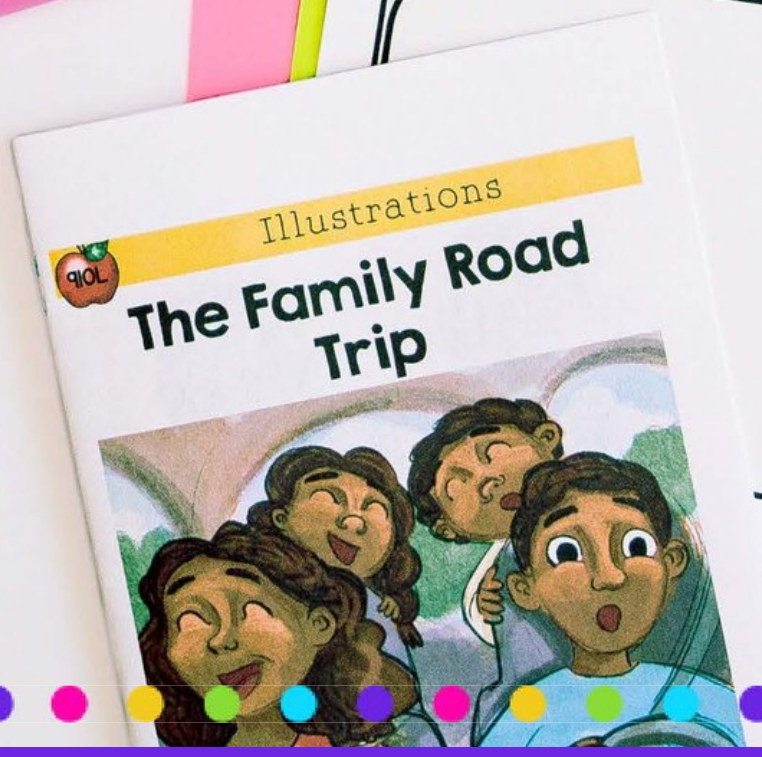
Printable & Digital

LEXILE®

4th & 5th Grade





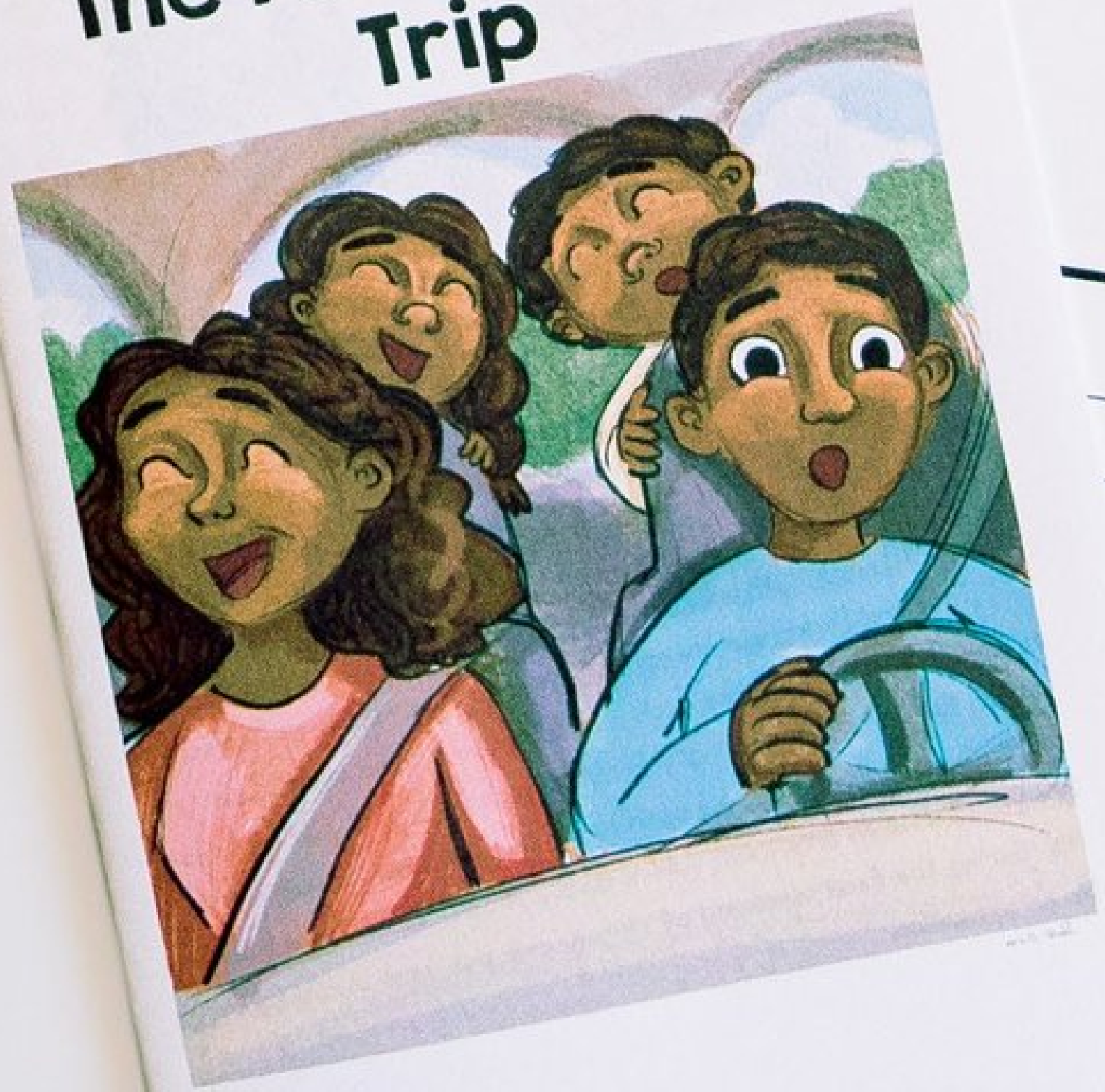


MagiCORE

illustrations

Illustrations

The Family Road Trip





Julia and Pedro quickly sprang up from their beds with excitement. It seemed like such a long week as they waited for Saturday to arrive. "Grand Canyon, here we come!" shouted Pedro as he eagerly rushed downstairs for breakfast. It was a Valdez family tradition to take a road trip during the first weekend of spring. This year would surely be no exception.

"Now, which trail should we visit first?" asked Julia. "I say we start things off at the South Rim Trail."

"I don't think so!" replied Pedro. "Grandview Trails should be first on the list for sure. It has the best view, lots of huge rocks, and the freshest air."

"Settle down and enjoy your pancakes," said Mom. "Besides, everyone knows that Hermit Trail is the best place for hiking."

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Illustrations

Name: _____ Date: _____

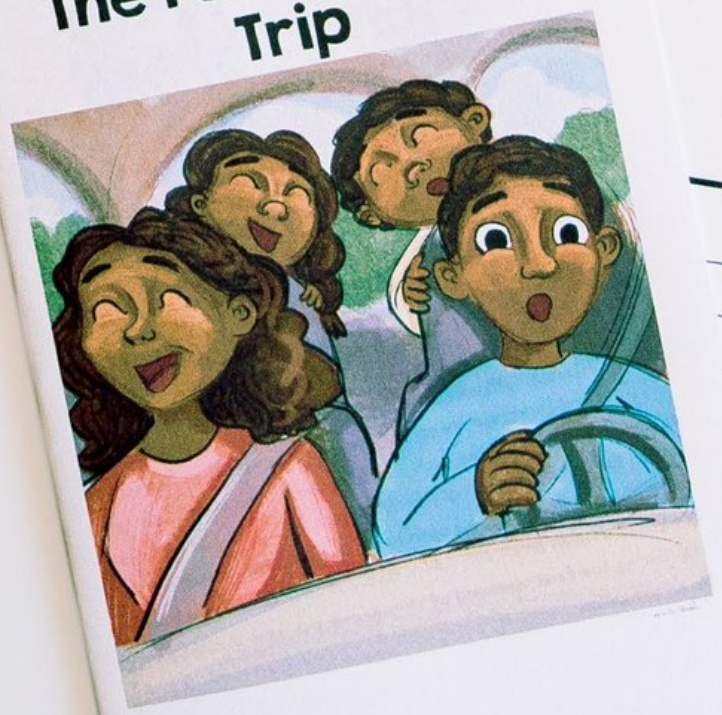
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Illustrations

Draw another illustration to go with the story. Explain how your illustration connects with the words in the story.

Illustrations

The Family Road Trip



FICTION

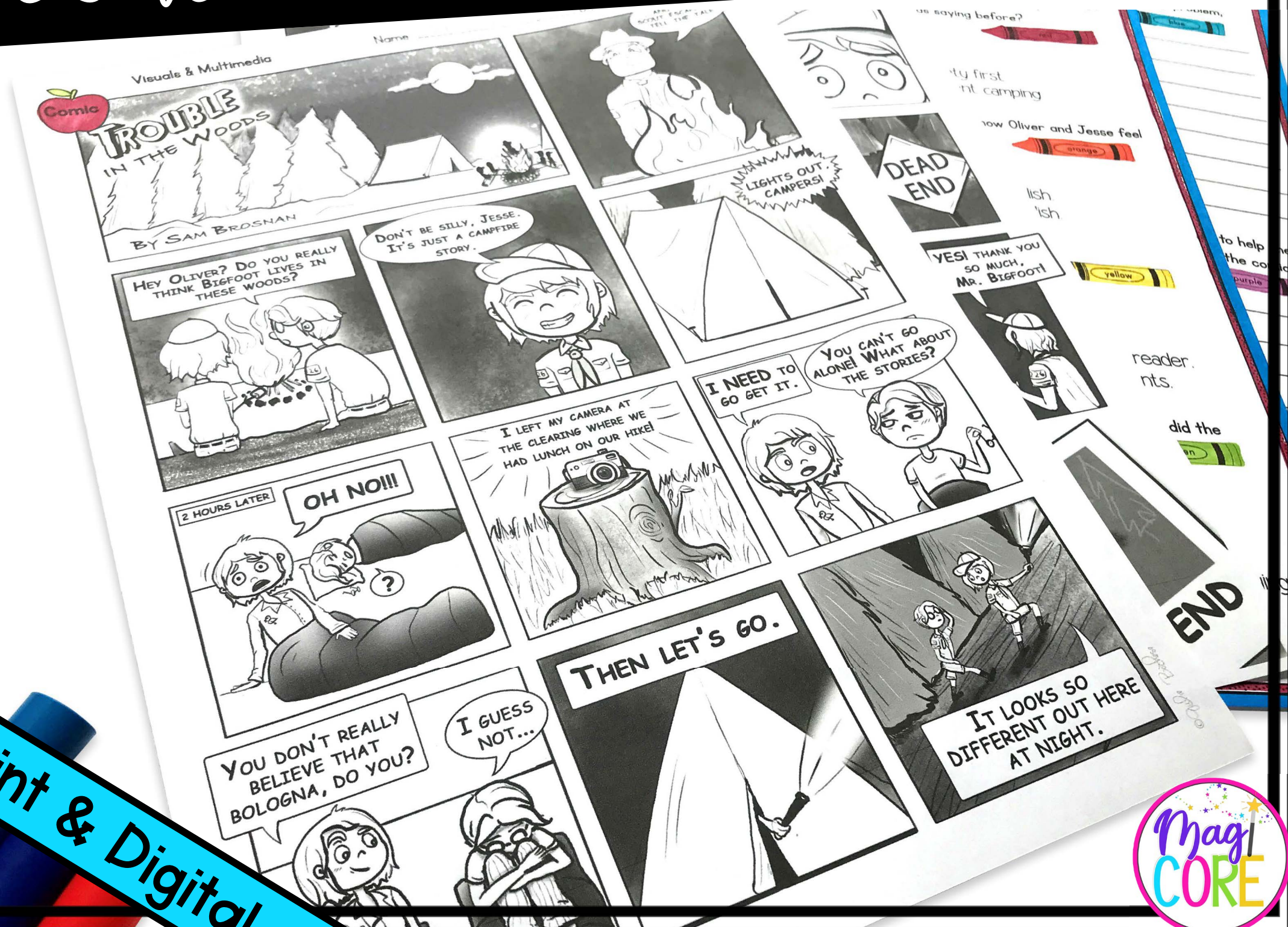
4TH & 5TH GRADE

RL.4.7/ 5.7

VISUALS & MULTIMEDIA

contribute to text

LEXILE®



Print & Digital

MagiCORE

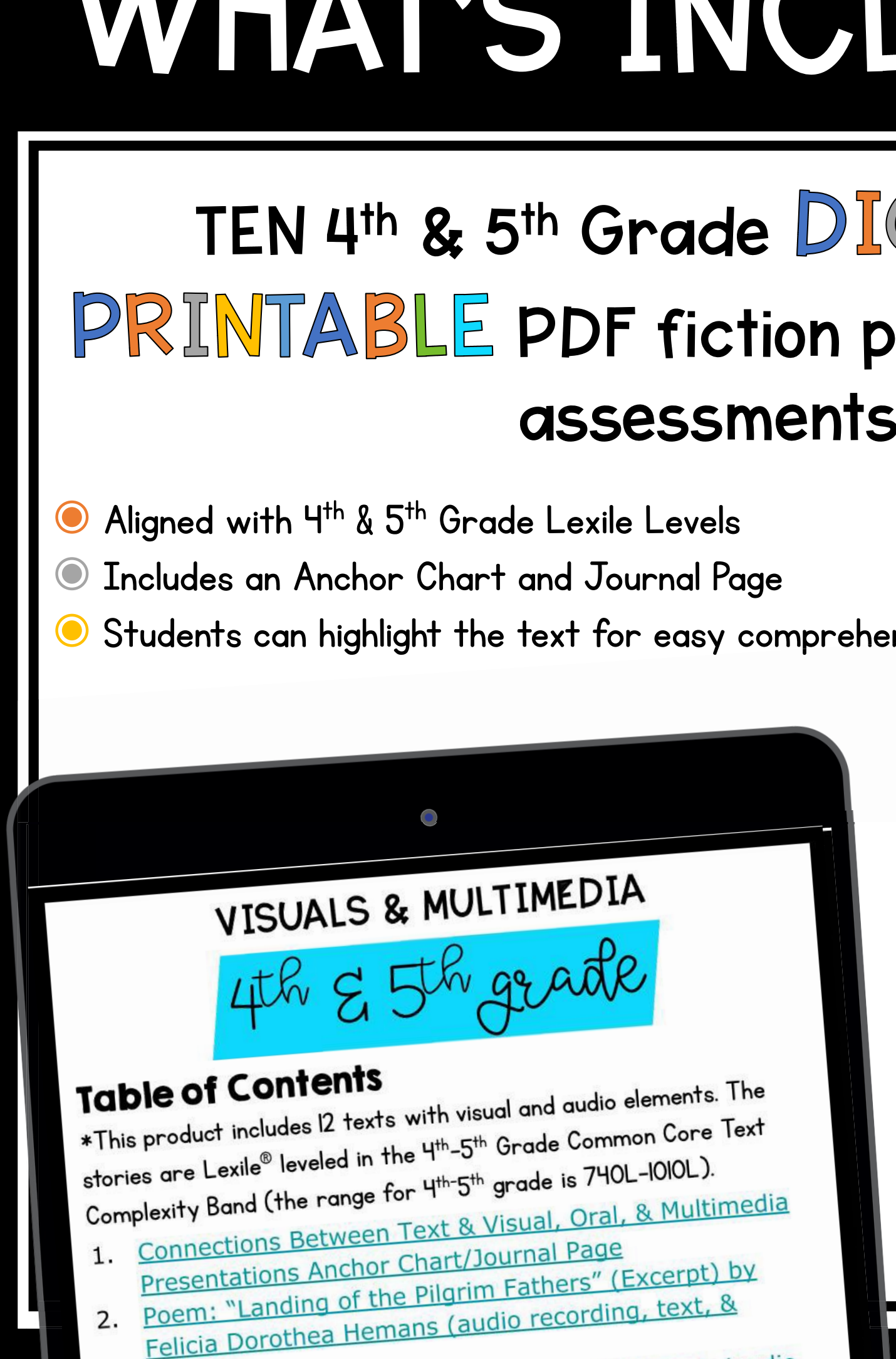
WHAT'S INCLUDED?

TEN 4th & 5th Grade DIGITAL and PRINTABLE PDF fiction passages & TWO assessments!

- Aligned with 4th & 5th Grade Lexile Levels
- Includes an Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension

Created with GOOGLE SLIDES

LEXILE®



FICTION PASSAGES

Poem

Visuals & Multimedia Name: _____ Date: _____

Landing of the Pilgrim Fathers (Excerpt)

by Felicia Dorothea Hemans

THE breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;

And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear;
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free.

This poem was recorded in November 2005 by Grant Raymond Barrett.
https://commons.wikimedia.org/wiki/File:Landing_Of_The_Pilgrims_Poem.ogg

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!
Includes audio and visual resources too!

Visuals & Multimedia

Answer the following questions. Underline the text evidence in the color indicated.

1. Which line from the poem is supported by Image A? red

a. "THE breaking waves dashed high"
b. "When a band of exiles moored their bark
c. "They shook the depths of the desert gloom"
d. "Amidst the storm they sang,"

2. Which lines from the poem are supported by Image B? (Choose all that apply.) orange

a. "THE breaking waves dashed high"
b. "On a stern and rock-bound coast,"
c. "And the woods against a stormy sky"
d. "To the anthem of the free."

3. In the audio recording, the speaker emphasizes certain words in the poem. In stanza four, the words "silence", "fear", and "cheer" are emphasized. How does the emphasis put on these words help the readers comprehend the poem in a different way than if they had read the poem silently? yellow

Students type their answers right in the text box.

4. In the audio recording, the speaker of the poem changes the volume and tone of her voice when she reads the final line, "To the anthem of the free". How does this change the mood? green

a. This line is read with a softer, steadier tone. This creates a confident mood.
b. This line is read more loudly and with a stronger tone. This creates a proud mood.
c. This line is read with a louder and anxious tone. This creates a fearsome mood.
d. This line is read with a louder, unsteady tone. This creates a nervous mood.

After reading, students type their answers in the text boxes using text evidence.

ASSESSMENTS

750L **Visuals & Multimedia** Name: _____ Date: _____

TEST: Journey on the Oregon Trail

"Storm's a comin'," sighed Pa.
"I can smell it."

Play **Visuals & Multimedia** Name: _____ Date: _____

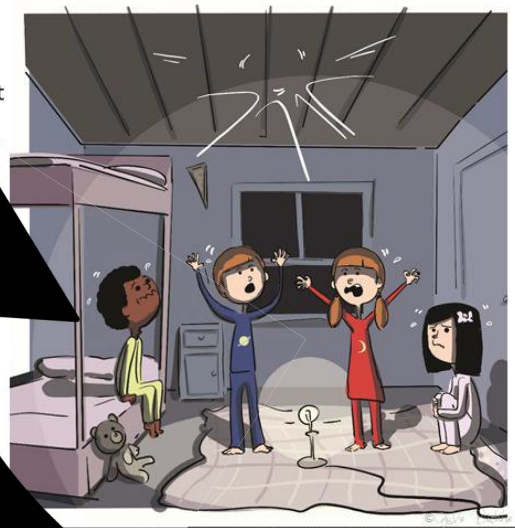
TEST: The Ghost in the Attic

Characters: Joey, Zoe, Mandy, Jerome, and Joey and Zoe's father

SCENE 1: JOEY AND ZOE'S BEDROOM, NIGHT
(Joey and Zoe are twins, and they are having their friends Mandy and Jerome over for a birthday sleepover. They're all sitting in the twins' room as Joey and Zoe tell ghost stories.)

Joey: This next story we're about to tell you is the scariest one of all...because it's *true*. It's the story of the ghost in the attic...
Zoe*:* ...the attic right above our heads.
Jerome: *(trembling)* There's a ghost in your attic?!
Mandy: Shh, Jerome... It might hear you!
Zoe: *(nodding seriously)* See, this house used to be where the old stationmaster lived, back when the railway lines ran through our yard...
Jerome: *(interrupting)* Did you hear that? I swear that noises are coming from upstairs.

(They stop to listen and hear thuds and bangs coming from the attic.)
Mandy: It's him! It's the ghost of the old stationmaster.
Zoe: He must know th…'re telling his story. N…t settle until w…
Jerom…
Joey: …stationmas… because he had … sleepwalking. At … would be sleepin… in his bed, which w… ere the attic is now, …his mind was sleepi… would wake up a… house. Sometime… even end up all th… outside.



Color coded highlighting can also be done on the assessments!

Visuals & Multimedia
Answer the following questions. Underline the text evidence in the color indicated.

1. Which of the following is included in the script that is not included in the video? (Choose all that apply.) red

a. the stage directions
b. the scene descriptions
c. the names of the characters talking
d. the dialogue the characters say

Why are your choices above left out of the video?

2. How does the first picture help the reader's comprehension? (Choose all that apply.) orange

a. This picture shows that the twins are brave.
b. This picture shows that Jerome and Mandy are frightened.
c. This picture shows what the ghost in the attic looks like.
d. This picture helps the reader understand what the characters look like.

3. In the video, the speaker uses expression to distinguish characters and to show how the characters are feeling. Give an example from the video in which the speaker portrays a character's feelings or emotions in a certain manner. yellow

Students type their answers right in the text box.

This resource also includes TWO tests with different Lexile Levels for student assessment.

Name

Visuals & Multimedia

TROUBLE IN THE WOODS

BY SAM BROSNAN

HEY OLIVER? DO YOU REALLY THINK BIGFOOT LIVES IN THESE WOODS?

DON'T BE SILLY, JESSE. IT'S JUST A CAMPFIRE STORY.

MMMMMM LIGHTS OUT. CAMPERS!

2 HOURS LATER

OH NO!!!

?

I LEFT MY CAMERA AT THE CLEARING WHERE WE HAD LUNCH ON OUR HIKE!

I NEED TO GO GET IT.

YOU CAN'T GO ALONE! WHAT ABOUT THE STORIES?

YOU DON'T REALLY BELIEVE THAT BOLOGNA, DO YOU?

I GUESS NOT...

THEN LET'S GO.

IT LOOKS SO DIFFERENT OUT HERE AT NIGHT.

DEAD END

YES! THANK YOU SO MUCH, MR. BIGFOOT!

ty first
nt camping

low Oliver and Jesse fee

lish
'ish

orange

yellow

Visuals & Multimedia

Visuals & Multimedia

Hattie: (*excited*) This is it. This

Play

Visuals & Multimedia

Name: _____ Date: _____

Wanted: New Familiars

Characters: Willa, Wildy, Hattie the Horse, Renley the Rat, Horace the Hound, and Orla the Owl

SCENE 1: OUTSIDE WILLA AND WILDY'S HUT IN THE WOODS, DUSK

(*Willa and Wildy are witch sisters who live together in their hut in the woods. They are standing in front of two freshly dug graves, weeping.*)



Willa: (*sniffling*) We are gathered here today to celebrate the lives of our beloved familiars, who have sadly been taken to the Otherworld.

Wildy: Demeter and Diana were more than just cats. They were our sisters, and they provided us with more magical support, guidance, and comfort over this last decade than anyone will ever know.

Willa: I wouldn't be the witch I am today without Demeter.

Wildy: Nor I without Diana.

Willa: Bound free into the misty lands of the Otherworld, oh sacred familiars.

Wildy: (*lighting a candle*) May the flame of the fire guide you into the next plane of existence.

(*The sisters bow their heads for a moment until the candle flickers out.*)

Willa: (*sighing*) Well, now I suppose we must begin our search for our new familiars. Where do we start?

SCENE 2: THE VILLAGE SQUARE, MORNING

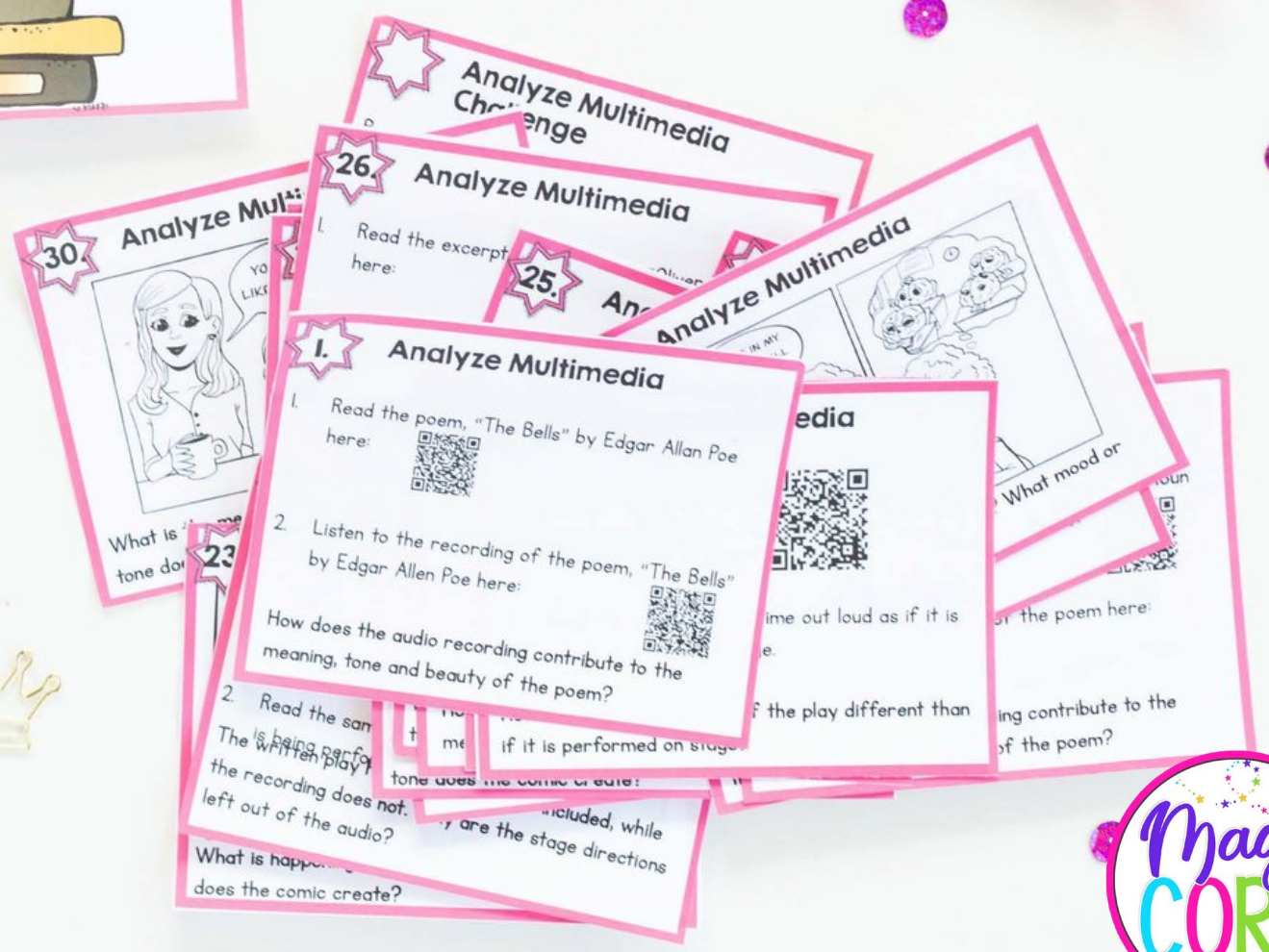
(*A poster has been attached to the village bulletin board, announcing that the witches Willa and Wildly are searching for two new familiars. Gathered around the sign are Hattie the Horse, Horace the Hound, Renley the Rat, and Orla the Owl.*)

ANALYZE MULTIMEDIA

task cards

4th & 5th GRADE





Analyze Multimedia



Analyze Multimedia

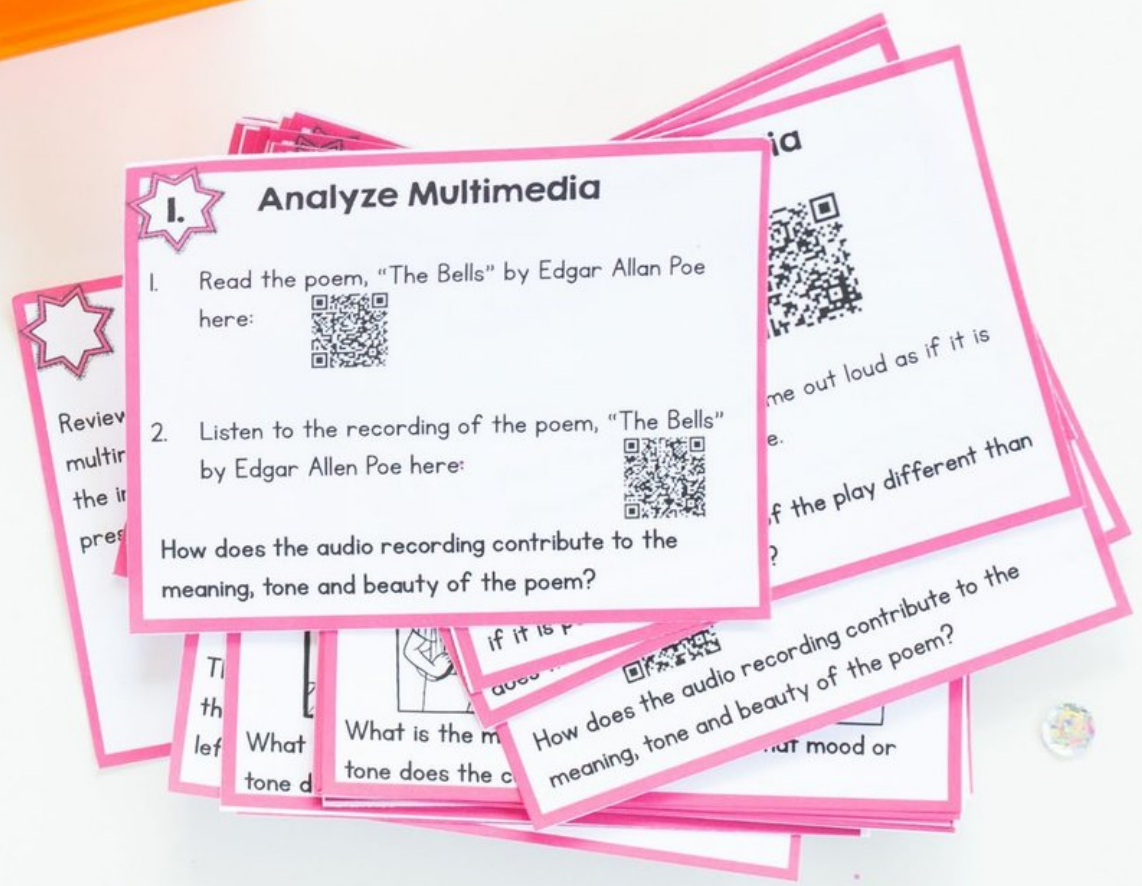
I.

1. Read the poem, "The Bells" by Edgar Allan Poe here:

2. Listen to the recording of the poem, "The Bells" by Edgar Allen Poe here:

How does the audio recording contribute to the meaning, tone and beauty of the poem?


Analyze Multimedia


1.
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LAVABLE
Crayola
Crayola.com

Make Connections to Multimedia
Digital Task Cards

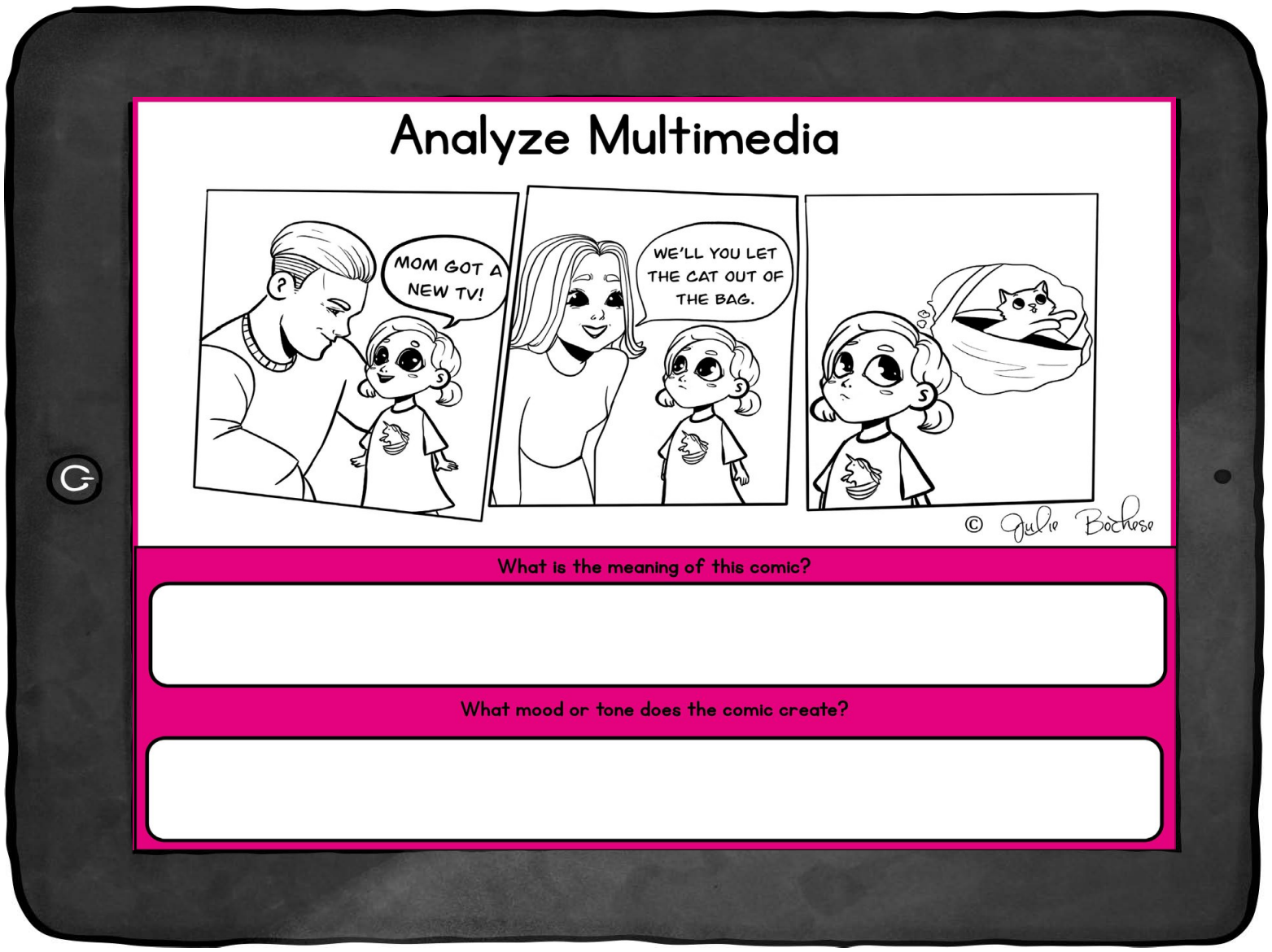


30 Cards
Includes an audio reading of each passage.

Hosted at boomlearning

BOOM CARDS

MAKE CONNECTIONS TO MULTIMEDIA BOOM CARDS



BOOM! LEARNING

Click Here for a Playable Preview!

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

You may be eligible for a free trial from Boom Learning. Read here for details: http://bit.ly/BoomTrial. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

MAKE CONNECTIONS TO MULTIMEDIA BOOM CARDS

Analyze Multimedia

Read the poem, "The Bells" by Edgar Allan Poe:

© Julie Bocheso

I. HEAR the sledges with the bells --
Silver bells !
What a world of merriment their melody foretells !
How they tinkle, tinkle, tinkle,
In the icy air of night !
While the stars that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight ;
Keeping time, time, time,
In a sort of **Runic** rhyme,
To the **tintinnabulation** that so musically wells
From the bells, bells, bells, bells,
Bells, bells, bells --
From the jingling and the tinkling of the bells.

II. Hear the mellow wedding bells
Golden bells!
What a world of happiness their harmony foretells!
Through the balmy air of night
How they ring out their delight !
From the molten-golden notes,
And all in tune,
What a liquid ditty floats
To the turtle-dove that listens, while she gloats
On the moon !
Oh, from out the sounding cells,
What a gush of **euphony voluminously** wells !
How it swells !
How it dwells
On the Future ! how it tells
Of the **rapture** that impels
To the swinging and the ringing
Of the bells, bells, bells,
Of the bells, bells, bells, bells,
Bells, bells, bells --
To the rhyming and the chiming of the bells !