

Dear Parents,

I am writing at the beginning of December because I know how quickly this month will pass! Hopefully, all of you have had a chance to **check the portal** to review your child's average **for the 1st quarter** as well as **view the comments** from each 5th grade teacher. During this month we will continue working on **CLOSE READING**. I have attached a handout which explains the process that we are using in class. I even made up some *quirky dance moves* to help them internalize and remember this process. Ask your child to show you our four close read dance moves!

I have tied *close reading* in with the skill of **summarizing**. So far, we have practiced summarizing using several different genres. For example: chapters in a novel (Frindle) and short narrative passages (Talent Show, Febold Feboldson and Grandpa Leon) You will find your child's work stapled to this packet. Currently we also have practiced summarizing informational text using a Time For Kids article. I modeled for the students how to close read and annotate (make a mess in the margin) for the article entitled FOOD FOR GOOD. You can see the example below:

COVER WORLD

Caption
A HOT MEAL Chef José Andrés serves food to survivors of California's Camp Fire, in 2018.

Title
FOOD FOR GOOD

Introduction
Meet a chef who's leading hot, freshly made meals to survivors of disasters.

In late August, Hurricane Dorian formed over the Atlantic Ocean. The storm made landfall in the Bahamas on September 8, leveling buildings, flooding neighborhoods, and killing 34 people. Whole communities were left without power or water.

As soon as the storm passed, teams of chefs and other volunteers spring into action. They packed hot-cookers, stoves, toasters, and trucks. They set up makeshift kitchens and began delivering about 30,000 meals a day. Then they started delivering meals to schools, clinics, and churches. Leading the charge was chef José Andrés.

1 Andrés is a popular restaurateur in the United States. He's also the founder of World Central Kitchen (WCK), a nonprofit group that provides freshly made meals to people affected by natural disasters and other emergencies.

2 We will make it to everyone who needs food, one way or another," Andrés told TIME for Kids from the Bahamas. At peak time, WCK had served about 300,000 meals.

3 CHEFS IN ACTION
WCK began the immediate relief phase of its mission in 2017. That's when Hurricane Matthew hit Haiti, leaving many people without access to food.

4 Immediately after an emergency like a hurricane, relief agencies need good people. Some of the food isn't very healthy. Usually, it's about 1,500 calories.

5 Andrés thought he could do better. As a chef, he had experience finding ingredients, creating recipes, and putting a kitchen. And he knew the power of good food. "A hot meal is not just a meal. It represents hope and humanity," he says. "This human connection is so important when people are deeply affected by disaster."

6 The food served by WCK is healthy and budget-friendly. When possible, chefs incorporate local ingredients. Recipes are designed to appeal to the tastes of the region.

7 Over the years, WCK chefs have developed shortcuts for cooking large amounts of food quickly. Andrés grew up in Spain, where cooks use massive pans to make a rice dish called paella. He realized paella pans could be used for all kinds of food. Now WCK cooks up them for everything from pasta to cabbage. They can cook for 500 people at a time this way.

8 When there's a medical emergency, who do you send to? Doctors, of course," says Nate Monk. He is WCK's executive director. "When there's a food emergency, we should send in the people who know food best—and that's chefs."

9 WCK has about 30 staff members, but much of its work is done by volunteers. Many are from the affected areas. Twenty thousand volunteers served almost a million meals after Hurricane Maria hit Puerto Rico, for example.

10 Andrés told TIME about a 10-year-old girl there named Lola. She ran an entire section of the kitchen on her own. "She became a powerful part of my army of volunteers," he says. "She's here."

11 Last year, WCK fed survivors of emergencies around the world.

12 —by Tracy Moore

CLEAN COOKING
In Haiti, it's common for school meals to be cooked indoors over open fires. This can be dangerous. And it's not healthy for the students, teachers, and cooks to breathe smoke from the flames.

TEAM EFFORT World Central Kitchen volunteers feed hungry people in Venezuela earlier this year.

CHEF IN ACTION
A kitchen volunteer transports food by boat to survivors of Hurricane Dorian.

PHOTO
A photo of a young girl eating a meal.

PHOTO
A photo of a chef serving food.

PHOTO
A photo of a chef in a kitchen.

Continue on reverse side...

As the students are underlining key details, they are really creating the basis for their summary. Therefore all they need to do is “lift the lines of text” that were underlined and creatively and briefly determine the 5 W’s (who, what, when, where, why and how) to craft their summaries! Summarizing requires focusing on what is important, and as noted by the amount of text your child may have underlined in their magazine, we quickly learn that our children often think **everything is equally important !**

I invite you to continue to encourage your child to not only read silently for twenty minutes per day, but also orally on certain days. You will be surprised at how their fluency can be improved by reading orally more often. This will be of benefit to them when we begin to practice **ORAL summarizing** using notecards rather than only focusing on summarizing text in writing.

Another concept we will be moving toward in class is **synthesizing**. When we synthesize, we pull together the most important points from our reading, but we move beyond what’s stated by the author. We focus on the *insights* that we gained from reading. We will notice how our thinking changes as we read, so that when we finish, we can put our thinking and learning together in new ways.

This will be evident when we read our next novel **ESPERANZA RISING** by Pam Muñoz Ryan. Students will trace the journey of Esperanza, a young girl born into a comfortable life of privilege in Mexico in the 1930s who is forced to flee to California and must rise above her difficult circumstances. Some of the inquiry questions that will arise are- *What are human rights? Why do we have them and how are they protected?* Students will construct knowledge about these questions while simultaneously building their ability to read challenging text closely. They will apply their new learning about human rights through a case study of how a fictional character (Esperanza) responds to human rights challenges in the novel.

We will not only synthesize within Esperanza, but also across texts using the **Universal Declaration of Human Rights** document. (UDHR). We will take what we learn from various sources and put it together in original ways. The end goal is for our students to do more than repeat or retell what they’ve read. **We want them to grow and change because of what they discover in texts.** As we read aloud portions of the novel, I will be modeling what we are thinking at the beginning, and how our thinking changes throughout the novel.

A couple of friendly reminders:

**Please continue to take time to review your child’s paperwork/planners with them on a daily basis. Your support and input is so valuable.*

**Children need to be reminded to place their wet boots at the bottom of their lockers so as not to damage their Chromebooks and other items stored in their lockers. FYI...Prior to Thanksgiving recess, all 5th graders were given the opportunity to clean out and organize their lockers during 8th period.*

**Students may need to replenish certain school supplies (pencils/gluesticks etc.)*

**We will be using earbuds during the month of December. PLEASE see that your child has a working pair to use at school. Many have been lost or broken.*

Wishing you a merry and bright holiday season!

Mrs. Cichocki