

# Daily Launch Day 5

## Do Now: Text Feature Scavenger Hunt



Open the new book, *War Heroes*. Your job is to see how many of the items listed below you can find in the book. Some items occur in many places, while others only occur once. You only need to find one example of each item! When you find an example, check it off and list the page where you found it.

You don't have to find these items in order. If you can't find an item, move on to the next. The goal is to locate as many as possible!

<u>Text Features</u>	<u>Checkbox</u>	<u>Page Number</u>
Title page	<input type="checkbox"/>	_____
Table of contents	<input type="checkbox"/>	_____
Illustration (photo)	<input type="checkbox"/>	_____
Illustration (drawing)	<input type="checkbox"/>	_____
Photo caption	<input type="checkbox"/>	_____
Headings (titles)	<input type="checkbox"/>	_____
Footnote	<input type="checkbox"/>	_____
Framed text (text in a box)	<input type="checkbox"/>	_____
Bold words	<input type="checkbox"/>	_____
Other text features I noticed:		_____







# Daily Launch Day 6

## Do Now: Text Walk through Two Books about Heroes

As your independent project for this unit, you will have an opportunity to get creative in presenting a real-life hero from one of these books: *Heroes* and *Heroes of the Environment*.



Skim through the Tables of Contents in both books. Read the lists of heroes whose lives are presented in each one. Are there any names that you have already heard of? Write their names in the box below.

**Some heroes that I have already heard of:**

Next, read through the short titles that go with each name (for example, “Raising Food in the City” for Will Allen). Which titles make you curious? Which would you like to know more about? List at least three heroes that you want to learn more about below--either people you have heard of, or heroes who are new to you!

**Some heroes that I would like to learn more about:**

Finally, leaf through the books. Notice the illustrations and captions. If you see one that makes you curious, you can add that hero’s name to the list of those you want to learn more about.

If you have time, browse more of the books in your classroom library to see if you discover other heroes that you’d like to learn about. You can write their names here:









R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

### Wordology Activity #1: Synonym Search

**Instructions:** A **synonym** is a word that means the same or almost the same as another word.

**Rewrite** each sentence without changing its meaning. Choose a synonym from the Word Bank to replace the **bolded** word or phrase in each sentence.

The firefighting **unit** near Green Street had been out all morning and was returning to the station.

---

“Can you please **move around** the fire truck so that it’s facing the street?” asked the chief of the station.

---

It is **necessary** to have the trucks ready to go in a moment’s notice.

---

In fact, a few minutes later, the station’s radio **shared** a message: there was a fire in a nearby apartment building!

---

All of the station **crew** quickly got into special protective gear and rushed into their firetrucks.

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The apartment’s fire escape was broken, so the fire fighters **switched in** their ladder to get people out.

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**Word Bank:**

essential   transmitted   reposition   battalion   personnel   substituted   hesitation

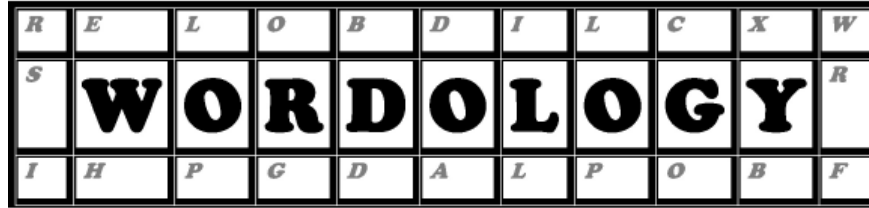






Name \_\_\_\_\_ Date \_\_\_\_\_

Heroes Days 5, 6, 7, 8



### Wordology Activity #2: Emergency Preparedness Memo

**Instructions:** Heroes work together to help people in many dangerous situations. They even practice ahead of time to prepare for emergencies that might occur. What kind of emergency do you think heroes in your community need to prepare for? Write at least six instructions for an emergency practice drill for firefighters, police officers, or National Guard members in your city or region. Use as many vocabulary words as you can!

**Vocabulary Words**

ambush	battalion	intercepting	essential	substitute
hesitation	personnel	transmit	reposition	

TO: First responders in \_\_\_\_\_

SUBJECT: Practice drill to prepare for \_\_\_\_\_

Please follow the guidance below for our emergency practice drill this Thursday.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

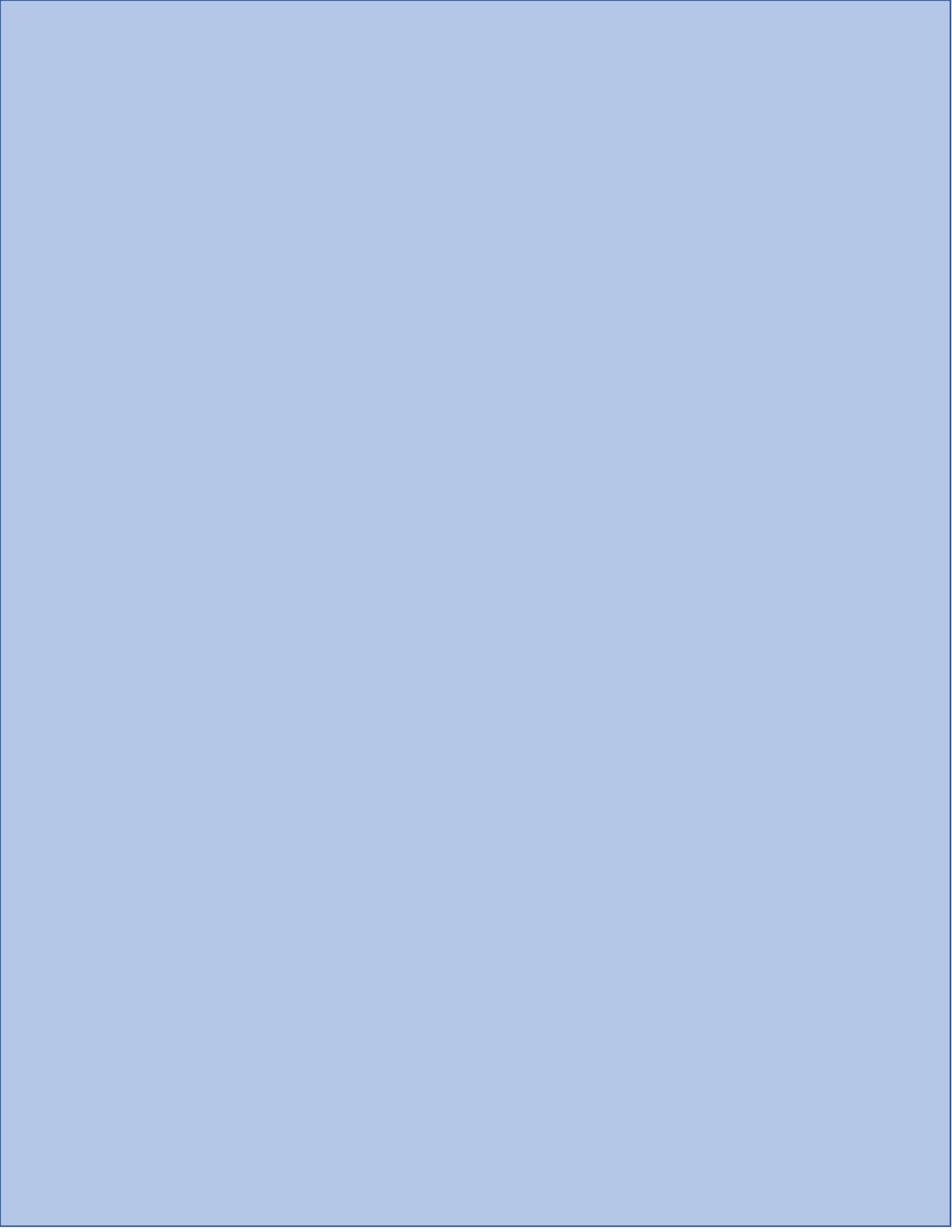
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_









R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

**Wordology Activity #3: Cryptogram Puzzle**

**Instructions:** This puzzle is called a **Cryptogram**. At the bottom, there is a message in code. Every number stands for a letter. A few of the letters have been filled in. To solve the puzzle, you need to figure out which letters go with the other numbers. Once you figure out a letter, you can add it to the Key, and everywhere in the message that you see that number (for example, 26 always stands for "G," so everywhere that 26 appears, "G" is filled in). Looks for short, familiar words to get you started, and use logic to figure it out! **(PSSST: Keep the answer a secret from the class!)**

Key:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		6				26		10	1	23							5			20		19			

Message:

" \_ \_ \_ \_ G U \_ G \_ W \_ \_ \_ \_ W \_ \_ \_ O \_"  
 11 16 22 24 17 26 20 24 26 9 19 24 18 11 16 19 9 24 21 4 17  
 - \_ \_ \_ I \_ P \_ \_ \_ E R \_ \_ \_ ,  
 25 24 7 10 25 21 24 15 15 9 5 18 4 17  
 \_ A V \_ \_ \_ C \_ \_ \_ \_ L \_ \_ R  
 17 24 7 24 1 4 6 4 25 9 15 24 22 23 9 5

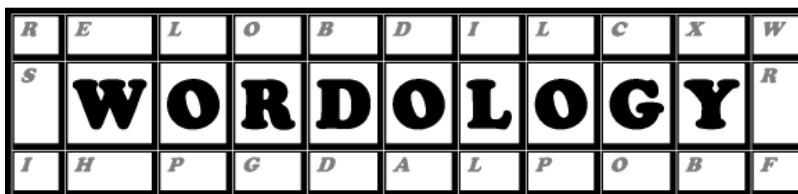


Figure 1. Photo by JERRY McBRIDE/Herald









### Wordology Activity #4: Texting Language Letter Activity

When writing letters, it is important to remember to use Standard English, *not* Internet or texting language. Texting is like a code because it is not understood by everyone—for example, your grandparent or great-grandparent might not be able to read it!

While codes are fine to use between friends or in certain settings, letters that are mailed should be written in Standard English (as should all school reports or papers). The email on the next page is written using texting language. Using the Internet Glossary provided below, translate the email into a letter using Standard English.

#### Internet Glossary:

**AFAIK:** As Far As I Know

**AFK:** Away From Keyboard

**AIUI:** As I Understand It

**ASAP:** As Soon As Possible

**ATM:** At The Moment

**B2B:** Back To Back

**BBS:** Be Back Soon

**BCNU:** Be Seein' You.

**BRB:** Be Right Back

**BRT:** Be Right There

**BTDT:** Been There Done That

**CU or CYA:** See You (See Ya)

**DIY:** Do It Yourself

**F2F:** Face To Face ("in real life")

**FOAF:** Friend Of A Friend

**FWIW:** For What It's Worth

**FYI:** For Your Information

**GMTA:** Great Minds Think Alike

**HAND:** Have a Nice Day

**HTH:** Hope This/That Helps or  
Happy To Help

**IDK:** I Don't Know

**IIRC:** If I Recall Correctly

**IM:** Instagram Message

**IMO:** In My Opinion

**IMHO:** In My Humble Opinion  
(sometimes 'Honest')

**IMNSHO:** In My Not So  
Humble Opinion

**IOW:** In Other Words

**IRL:** In Real Life

**ISTM:** It Seems To Me

**IYKWIM:** If You Know What I  
Mean

**JK or j/k:** Just Kidding

**KTHNX/KTHNXBYE:** Ok  
Thanks/ Ok Thanks Bye

**k:** OK

**LOL:** Laugh Out Loud

**LMK:** Let Me Know

**MOTD:** Message Of The Day

**MYOB:** Mind Your Own Business

**NEWayz:** Anyway

**NM or N/M:** Not Much.

**NVM:** Never Mind

**NP:** No Problem

**O RLY:** Oh Really?

**OIC:** Oh, I See

**OT:** Off Topic

**P2P:** Person To Person

**PLMK:** Please Let Me Know

**Rehi (or just re):** Hello again

**RL:** Real Life

**RO(T)FL:** Rolling On (The)  
Floor Laughing

**RSN:** Real Soon Now (sarcastic)

**Snail Mail:** post office mail

**TBH:** To Be Honest

**TNX (or THX):** Thanks

**TTBOMK:** To The Best Of My  
Knowledge

**TTFN:** Ta Ta For Now

**TTYL:** Talk To You Later

**TYT:** Take Your Time

**TY:** Thank You

**TYVM:** Thank You Very Much

**W/:** With

**W/O:** Without

**WB:** Welcome Back/ Write Back

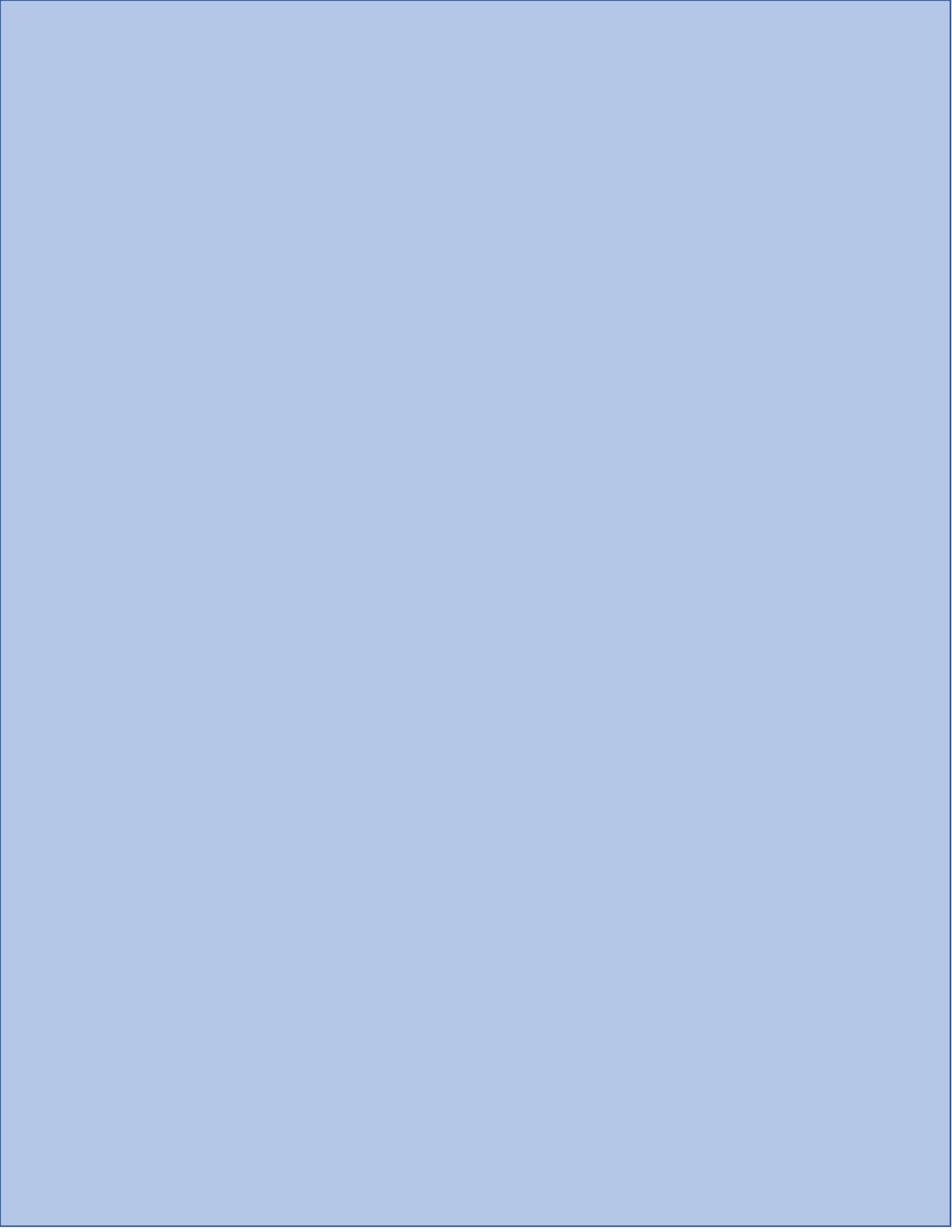
**WTH:** What The Heck

**WYSIWYG:** What You See Is  
What You Get

**YA RLY:** Yeah really (usually  
used as a reply to O RLY)

**YW:** You're Welcome











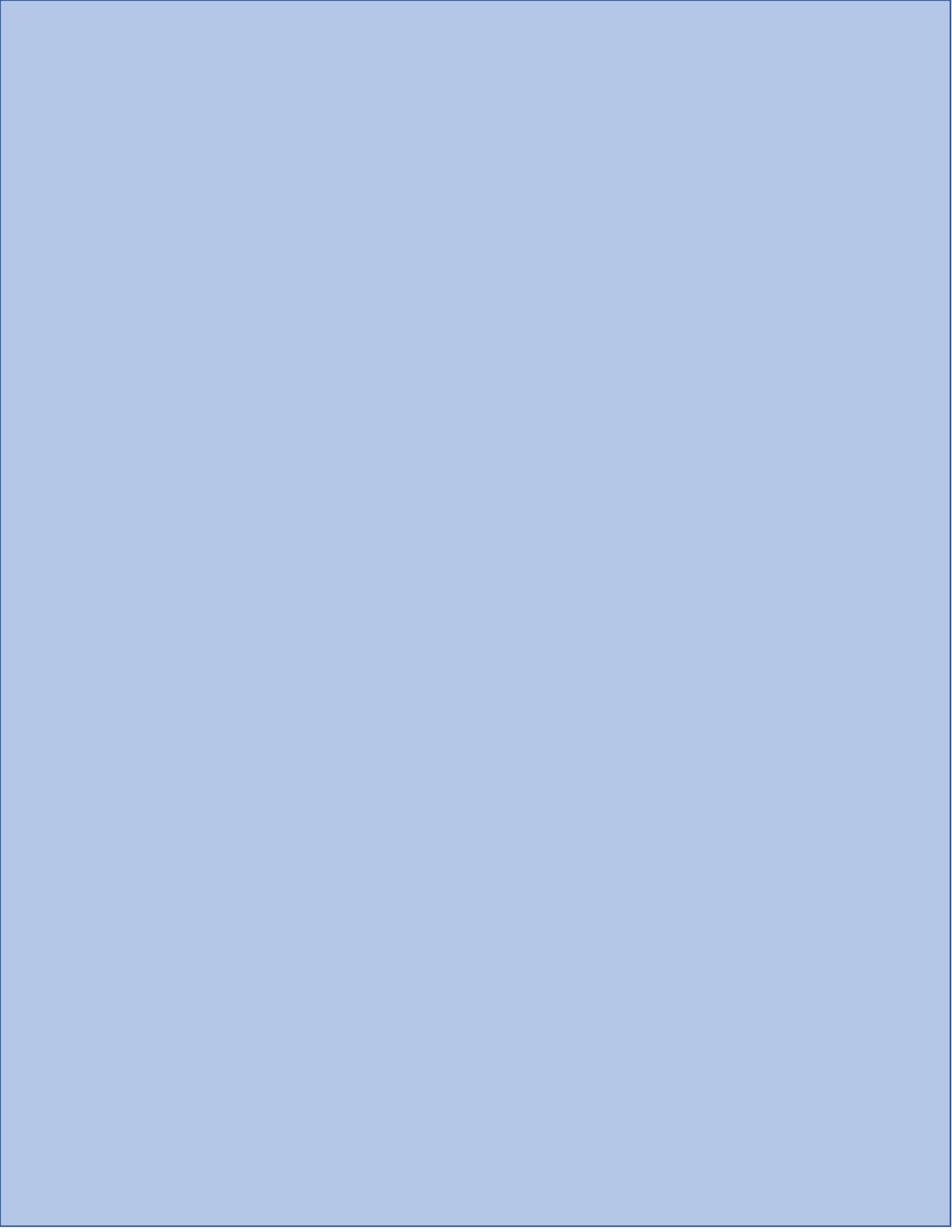
























Name \_\_\_\_\_ Date \_\_\_\_\_

Heroes Days 5 and 6



# Media Madness

## Media Madness

### *Researching Navajo Code Talkers on the Internet*

While books and magazines are a great way to learn about heroes, you can also find many interesting details on the Internet. Soon you will be using the Internet to research a hero for your individual project. Refresh your skills by using the Internet to learn about Navajo Code Talkers.

Open the search engine your teacher recommends. Do a search for "Navajo Code Talker." Open three or four of the websites listed and choose one that you think will be fun to use. Then, use the website you chose to find answers to the following questions. Write your answers in the spaces provided on the graphic organizer.

Who were the Navajo Code Talkers?	How did they help our country?
Navajo Code Talkers	
Where and when did they serve?	Why were their services important?



