



# **Fifth Grade**

## **ELA**

## GRADE 5 ELA ACTIVITY 1 – ADVENTURERS

A video lesson of a Knox County 5<sup>th</sup> grade teacher that accompanies this text is available on KCS YouTube Channel and KCS TV.



In this text, your child will be looking for specific clues about:

**TOPIC:** Adventurers

**ESSENTIAL QUESTION:** Who goes seeking adventure and why?

**BACKGROUND KNOWLEDGE FOR WORD COMPOSITION:** Morphology will be referenced throughout the lesson; below is additional information to support students if needed.

Morpheme	Meaning	Examples
• prefix	affix attached to beginning	re- dis-
• base word	can stand alone	change
• root	cannot stand alone	struct rupt
• suffix	affix attached to end	-s -ing -less -tion

Explain to students that recognizing common prefixes, roots, and suffixes will help them decode words, understand their meanings, and spell words more easily, as well as help with grammar.

### **BUILDING BACKGROUND KNOWLEDGE:**

- Adventurers  
Have your child make a verbal list of adventurers they have studied in school. How were the places they explored unique?
- Technology  
Ask your child how technology would help someone succeed in an unfamiliar environment. What are some pieces of technology that help your family when you are traveling?
- Ocean exploration  
What challenges might someone face when on an ocean adventure?

### **READING THE TEXT:** *Technology and Treasure*

- You may choose to take turns reading the text with your child, read the text at the same time, or have your child read independently.

### **ASK QUESTIONS:**

- What questions about the *Atocha* shipwreck or Mel Fisher's discovery of its treasure would you be interested in researching? Where would you look to learn more about the subject?

**PROMPT:**

It took 16 years for Mel Fisher to find the *Atocha*. How long do you think it took to recover all the objects from the wreckage? Use text evidence to explain the steps that Fisher and his team would have taken.

**EXEMPLAR:**

Mel Fisher and his crew located the wreckage of the Spanish ship, *Atocha*, after working on the recovery project for 16 years. According to *Technology and Treasure*, once the adventurers found the ship, they had to work for years to retrieve all artifacts from the site. First, members of the crew took high-resolution photographs of the entire wreck and used the images to create a map of the site. Next, workers used a variety of tools to retrieve objects from the shipwreck: baskets on pulleys, cranes, robotic arms, and a special tool similar to a vacuum cleaner. Finally, conservationists delicately cleaned the recovered objects in order to preserve them. Based on these required steps, Mel Fisher's team must have spent years completing their recovery work after first locating the *Atocha* in 1985.

**OPTIONAL ACTIVITIES WITH EXEMPLAR:**

- Focus and Organization: Label the author's opinion with an "O" and conclusion with a "C"
- Development: Underline text evidence used by the author to support her opinion.
- Language: make a list of domain-specific vocabulary used in the exemplar. Circle three transitional words the author uses, and generate a different transitional word that could be substituted for each of them.
- Conventions: Why are the words "Technology and Treasure" and "Atocha" italicized in the paragraph? Find two commas and explain their purpose.

**EXTENSION:**

At the end of the passage, the author poses the question: "Is it worth it?" Do you believe the work involved in finding and recovering shipwrecks is worth the effort and expense? Write an opinion essay explaining your position. Provide reasons for your position and use textual evidence to support those reasons.

# TECHNOLOGY and TREASURE

Historians estimate that about three million shipwrecks lie on the ocean floor. Many contain gold, silver, or precious gems. Why not grab a snorkel and fins, take a few diving lessons, and head into the ocean to find a treasure? Unfortunately, it's not that simple. Famous treasure hunter Mel Fisher and his crew spent 16 years searching for the wreck of the seventeenth-century Spanish ship *Atocha* (ah TOE cha) before locating it in 1985.

High-tech electronic equipment has made the task of finding underwater treasure—like the more than 100,000 silver coins found in the *Atocha*—a lot easier than it once was. Consider the steps that many modern treasure hunters take.

**FIND THE WRECK** Sonar devices towed behind ships send out sound waves, which bounce off the ocean floor and back to the ship. A computer creates a three-dimensional map that can be used to locate hidden wrecks. Even ships completely covered by sand can be detected.

**GET TO THE WRECK** Divers use SCUBA (Self-Contained Underwater Breathing Apparatus) gear to explore wrecks in shallow water. The diver, breathing a mixture of gases held in tanks, carries a light, safety equipment, and tools. In deep water, searchers operate sophisticated robotic devices, including Remotely Operated Vehicles (ROVs).

**LOCATE BURIED OBJECTS** Sand shifts with ocean currents, so divers may use submersible detectors to locate metals below the ocean floor. Other devices similar to leaf blowers move sand and sediment away from objects. Reversing the flow of air can vacuum small items directly up to the recovery ship.



**MAP THE SITE** Divers use powerful lights and high-definition cameras to take thousands of photographs. These are assembled into a detailed map of the wreck.

**RECOVER OBJECTS** Crews on recovery ships lower baskets to bring up small objects. Cranes or robotic arms move larger items. The water dredge is another useful excavation tool. With a long tube, it functions much like an underwater vacuum cleaner.

**CONSERVE ARTIFACTS** Objects exposed to sea water for centuries are often covered with minerals. Conservation experts use everything from dental picks to air-powered chisels to expose the treasure underneath the crust.

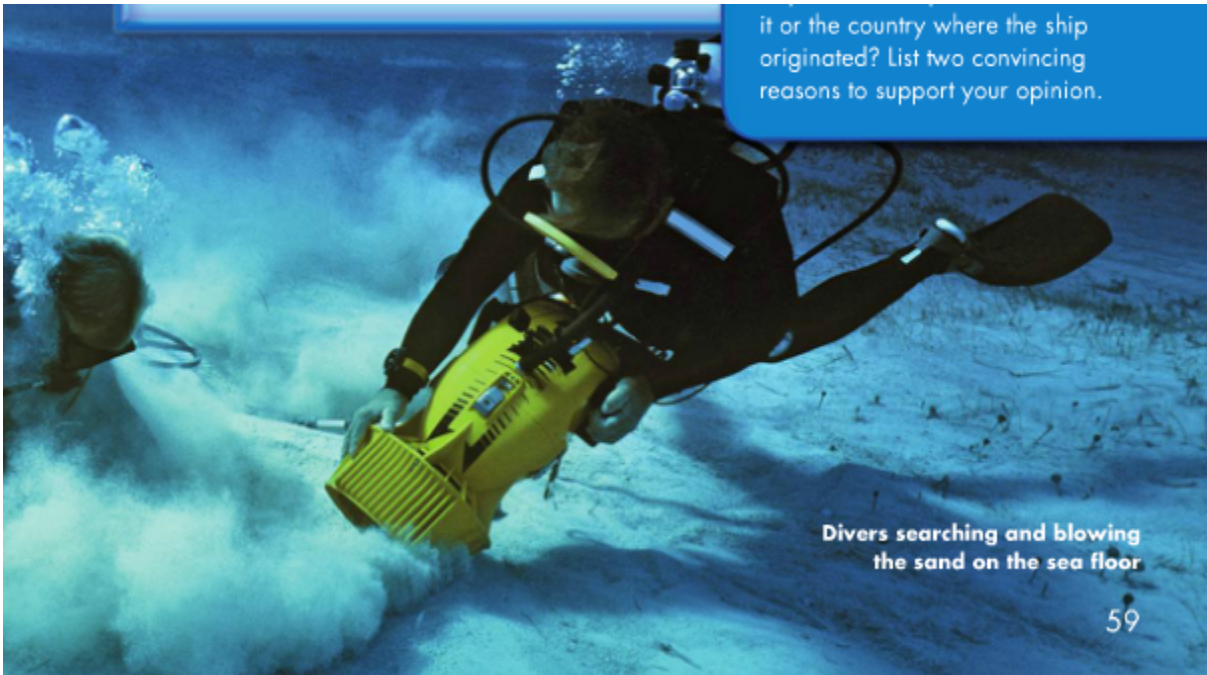
All this technology is not cheap. Mel Fisher spent over \$58 million in his search for the *Atocha*. Is it worth it? Many marine treasure hunters think so. Like a buried time capsule, shipwrecks may hold valuable treasures and also provide a fascinating window into the past.

## SLEUTH WORK

**Gather Evidence** Why did the author write this selection? List three clues that help you understand the author's purpose.

**Ask Questions** What questions about the *Atocha* shipwreck or Mel Fisher's discovery of its treasure would you be interested in researching? Where would you look to learn more about the subject?

**Make Your Case** Who do you think has the greater claim on a shipwreck—the person who finds it or the country where the ship originated? List two convincing reasons to support your opinion.



Divers searching and blowing the sand on the sea floor



# ELEMENTARY READING

## 5th GRADE- ACTIVITY 1

Handouts can be found under the ***Student Resource Tab*** on The Knox County Schools website - [www.knoxschools.org](http://www.knoxschools.org)

**KCS**  **home**  
*Summer Edition*



1. Turn on closed captions, if available.



2. Adjust the playback speed to slow down the video.



3. Consider watching short clips then pause, listen, and watch again.



4. Ask someone in your home to watch the video with you. Stop frequently and talk to your partner about what you heard and understood.

If this video  
is hard to  
understand:

# ADVENTURERS

**Essential Question:** Who goes seeking adventure and why?

- **Learning Target:** Read closely to explain the process of recovering shipwrecks.
- **Success Criteria:**
  - Make a reasonable estimate.
  - Explain how shipwrecks are recovered.
  - Use multiple pieces of text evidence.
  - Follow conventions of standard written English.



# KNOWLEDGE BUILDING

- Ocean Adventurers
- Technology and Treasure
- What does it take to find and uncover underwater shipwrecks?

# PREFIXES AND SUFFIXES

e-/ ex-

out, away

de-

not, opposite  
away from

re-

again

-(s)ion/- (t)ion

act,  
process of

-able/ -ible

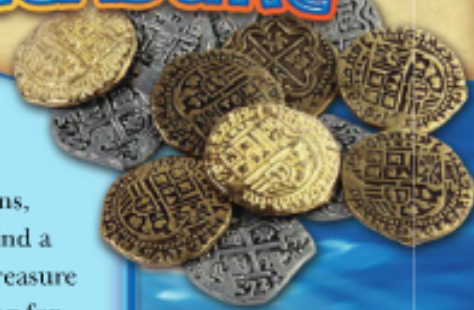
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act, state of

# TECHNOLOGY AND TREASURE

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**LOCATE BURIED OBJECTS** Sand shifts with ocean currents, so divers may use submersible detectors to locate metals below the ocean floor. Other devices similar to leaf blowers move sand and sediment away from objects. Reversing the flow of air can vacuum small items directly up to the recovery ship.

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**CONSERVE ARTIFACTS** Objects exposed to sea water for centuries are often covered with minerals. Conservation experts use everything from dental picks to air-powered chisels to expose the treasure underneath the crust.

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17 C

1600s

# ACCESSING THE WRECK

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1  
2  
3

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# IS IT WORTH IT?

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# ADVENTURERS

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- **Success Criteria:**
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## **QUICK WRITE- MAKE YOUR CASE**

It took 16 years for Mel Fisher to find the Atocha. How long do you think it took to recover all the objects from the wreckage? Use text evidence to explain the steps that Fisher and his team would have taken.

# RECAP

**Essential Question:** Who goes seeking adventure and why?

- **Learning Target:** Read closely to explain the process of recovering shipwrecks.
- **Writing Tasks:**
  - Quick write – opinion paragraph
  - Extension – opinion essay

# EXTENSION

At the end of the passage, the author poses the question: “Is it worth it?” Do you believe the work involved in finding and recovering shipwrecks is worth the effort and expense? Write an opinion essay explaining your position. Provide reasons for your position and use textual evidence to support those reasons.



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**ELEMENTARY READING**  
**Caitlin McAloon**  
**Inskip Elementary School**

