K-2 At-Home Learning Resources

(Yellow Packet)

Week #2

The Richland School District cares deeply about the well-being of our students and families. We highly encourage our students and families to set a daily routine that includes the following:

For our elementary families:

- **Read daily with your child**
- **Play family games (board games, cards, puzzles, charades, pictionary, etc.)**
- **Engage in an outside activity**
- **Cook/bake with your child**
- **Maintain relationships with your child's teacher**

These supplemental activities, readings, and other resources are available to students and families to continue learning and exploring while schools are closed in response to the novel coronavirus.

Students are not required to complete and/or turn in any assignments nor will any of these materials be used to assess students academically. Please feel free to use these optional resources as needed. Additional resources are available at: https://www.rsd.edu/coronavirus/learning-resources.

Encoding and Decoding

Vowel Stars

Objective

The student will blend sounds of letters to make words.

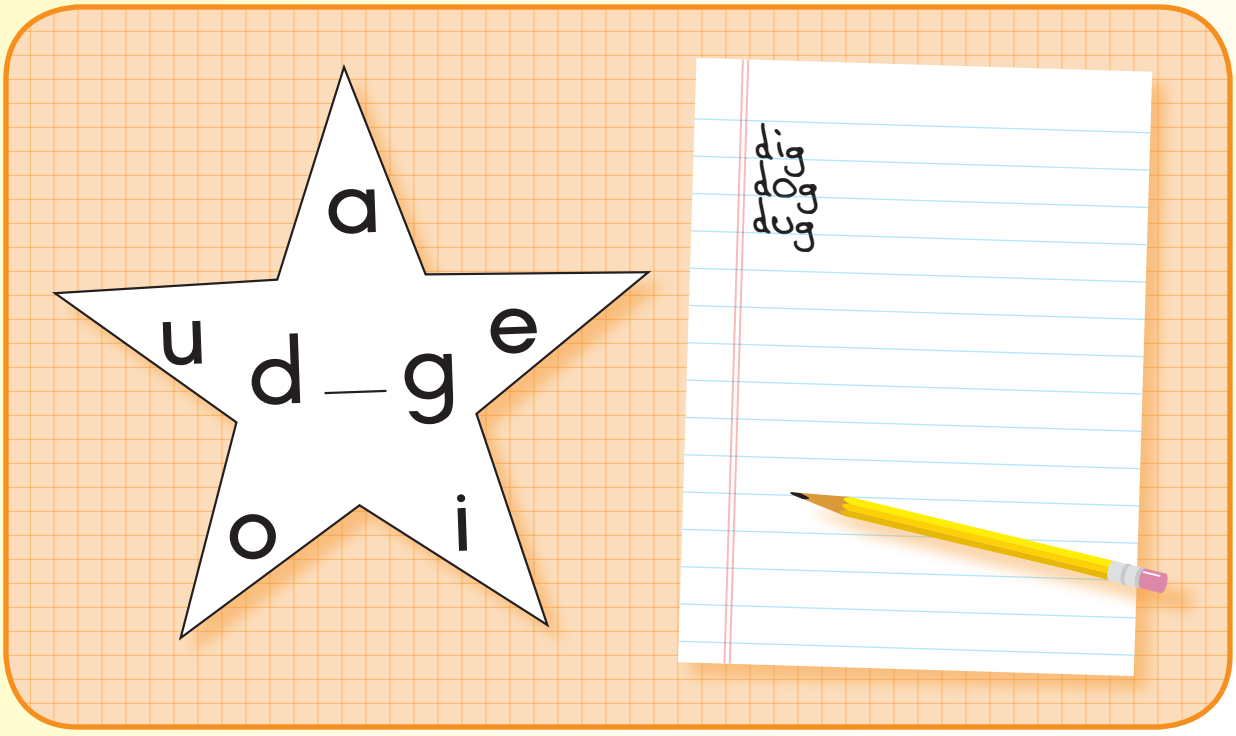
Materials

- Vowel Stars (Activity Master P.034.AM1a - P.034.AM1d)
  Copy on card stock, laminate, and cut.
- Vis-à-Vis® marker
- Paper
- Pencil

Activity

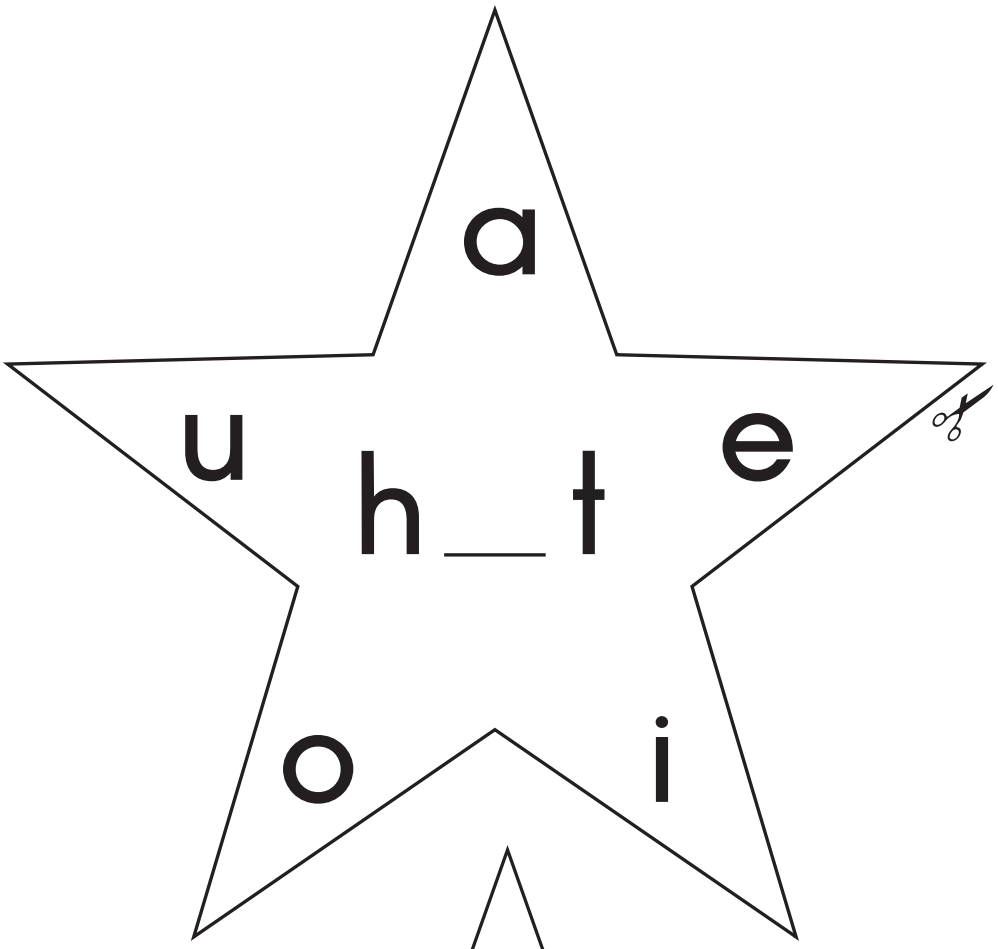
Students combine vowels with consonant combinations to make words.

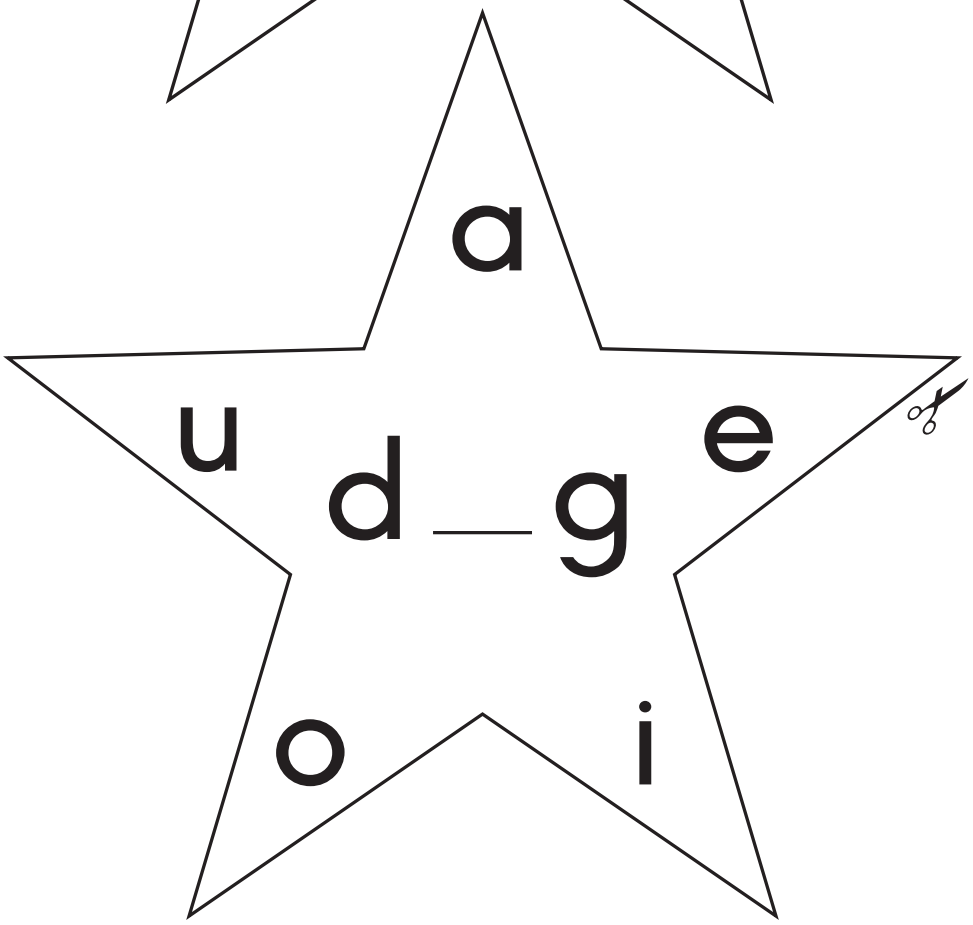
1. Place the Vowel Stars face down in a stack at the center. Provide the student with paper and a Vis-à-Vis® marker.
2. The student selects the top card and writes a vowel in the blank using the Vis-à-Vis® marker.
3. Says the sounds of each letter, blends them, and reads the word orally (e.g., "/d//i//g/, dig").
4. Determines if it is a real word or a nonsense word. If it is a real word records it on the paper.
5. Wipes the vowel off and writes another one.
6. Continue until all cards are used.
7. Teacher evaluation



Extensions and Adaptations

- Make stars with other consonants (Activity Master P.034.AM2).
- Exchange sheets with another student and compare words.

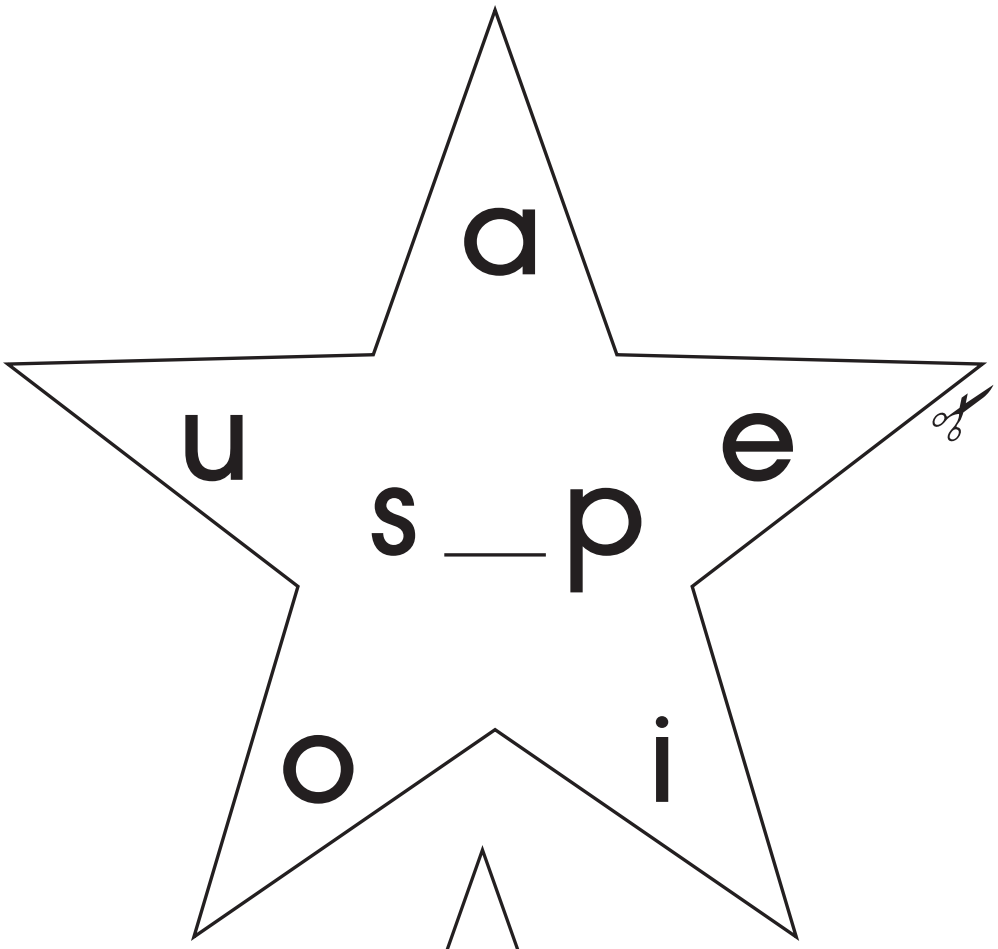


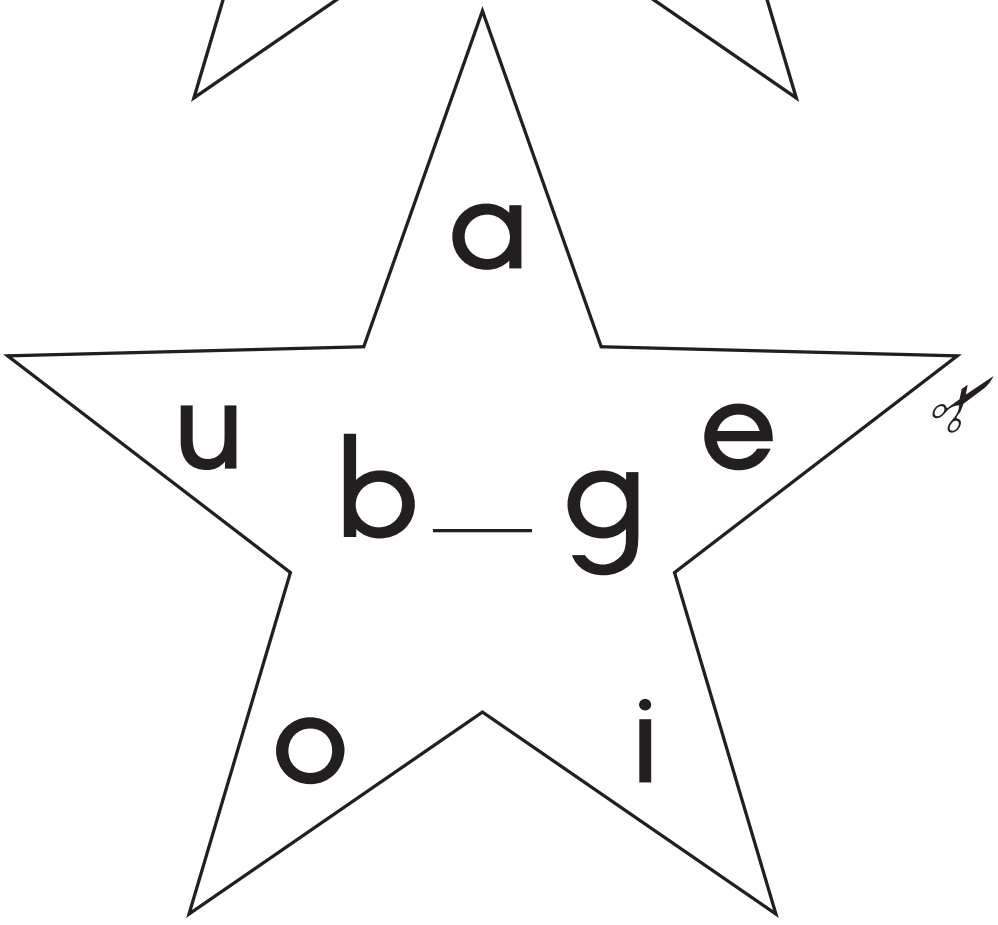


vowel stars

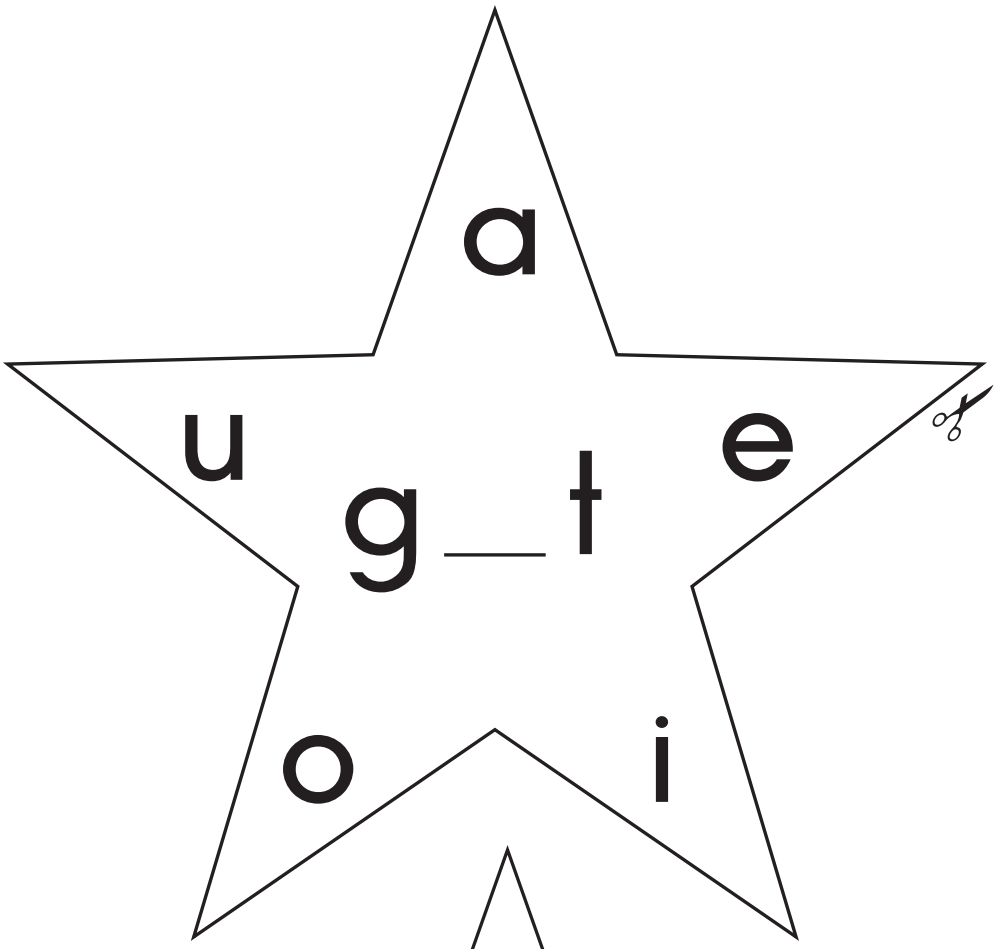
Vowel Stars

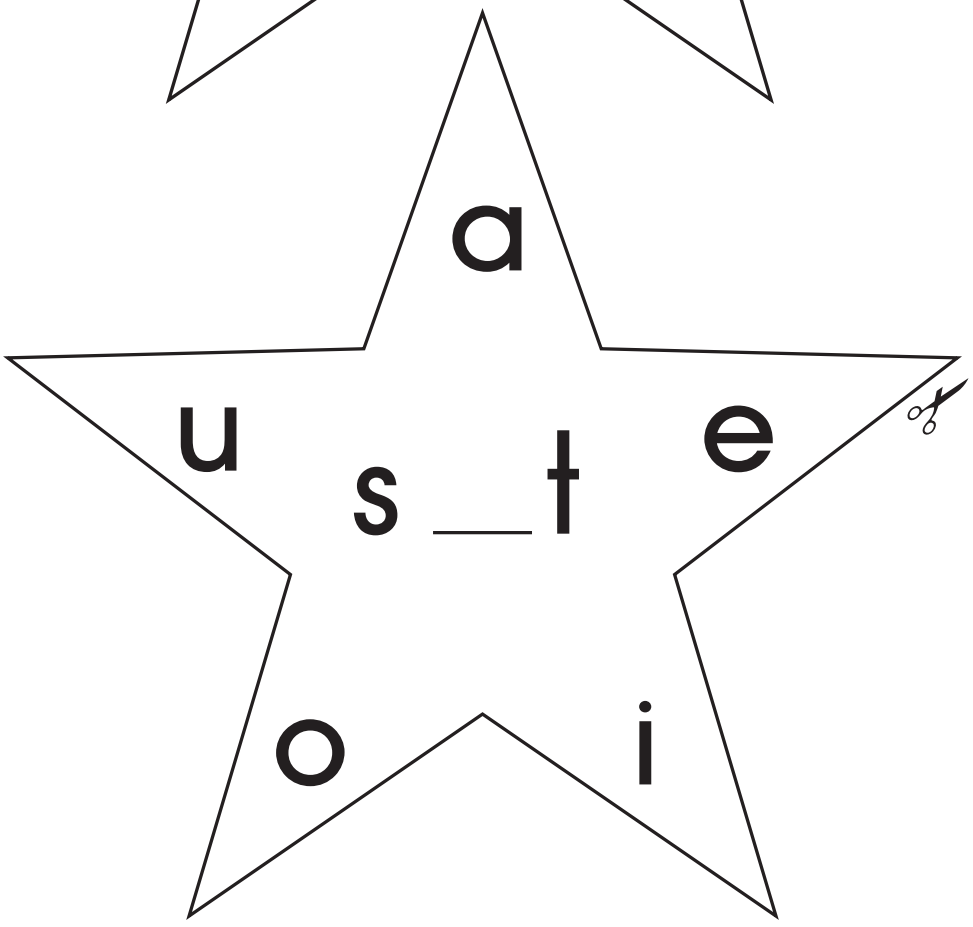
P.034.AM1b



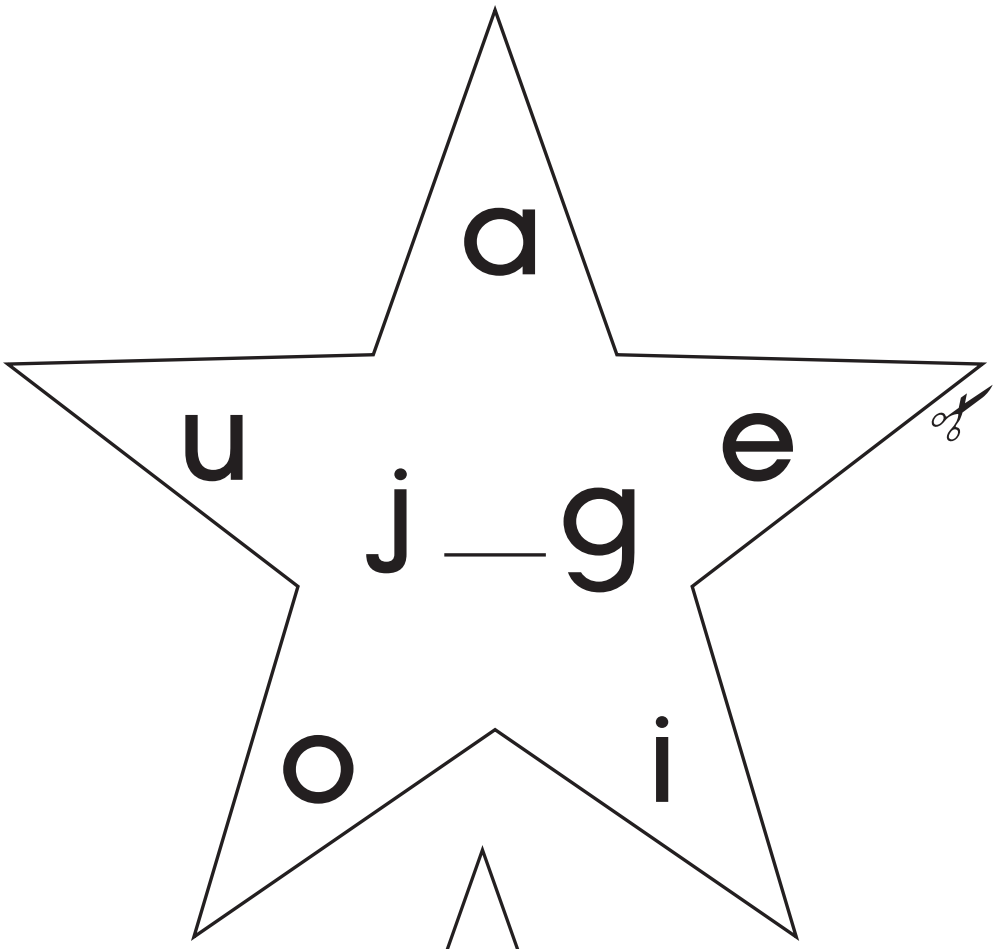


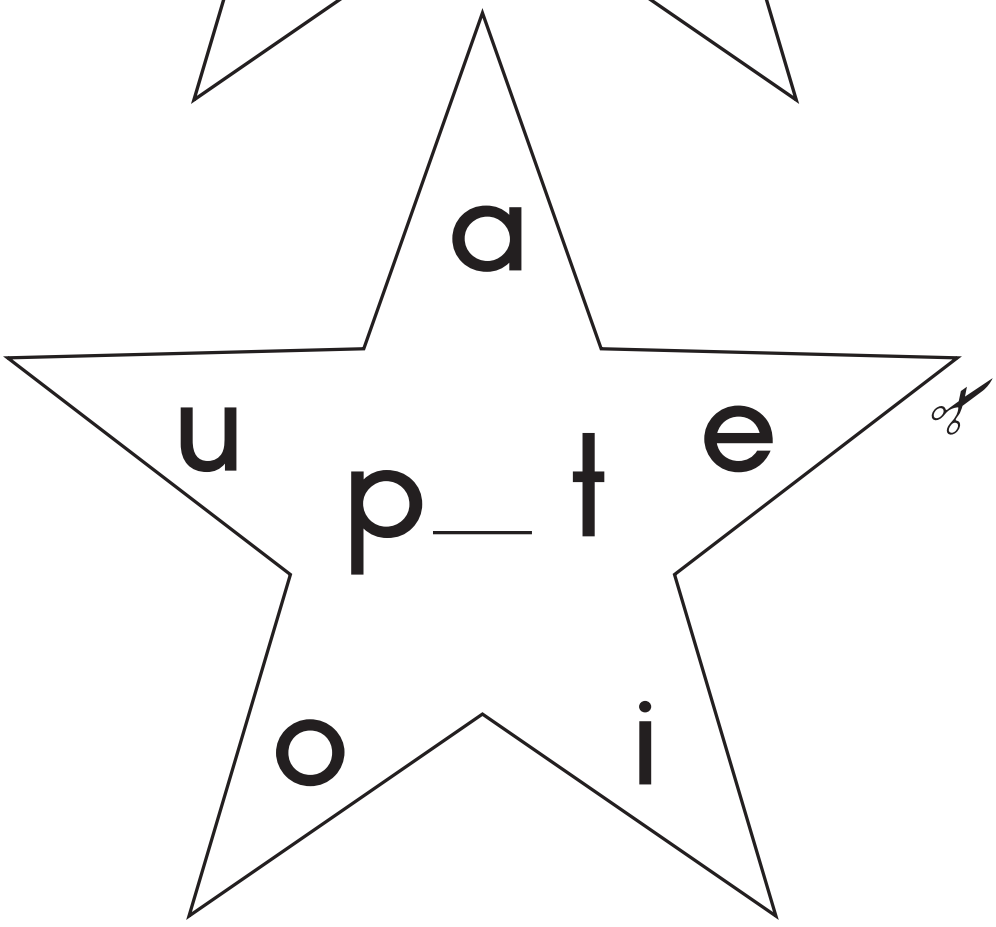
vowel stars





vowel stars





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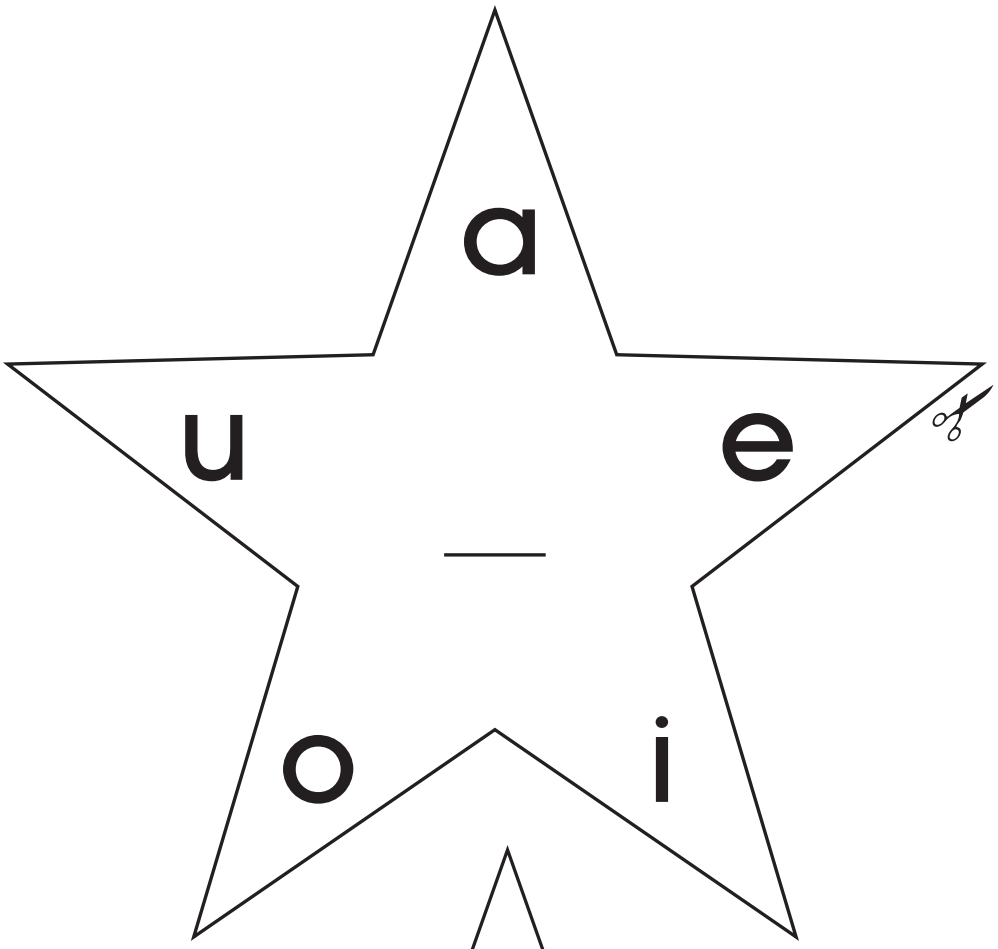
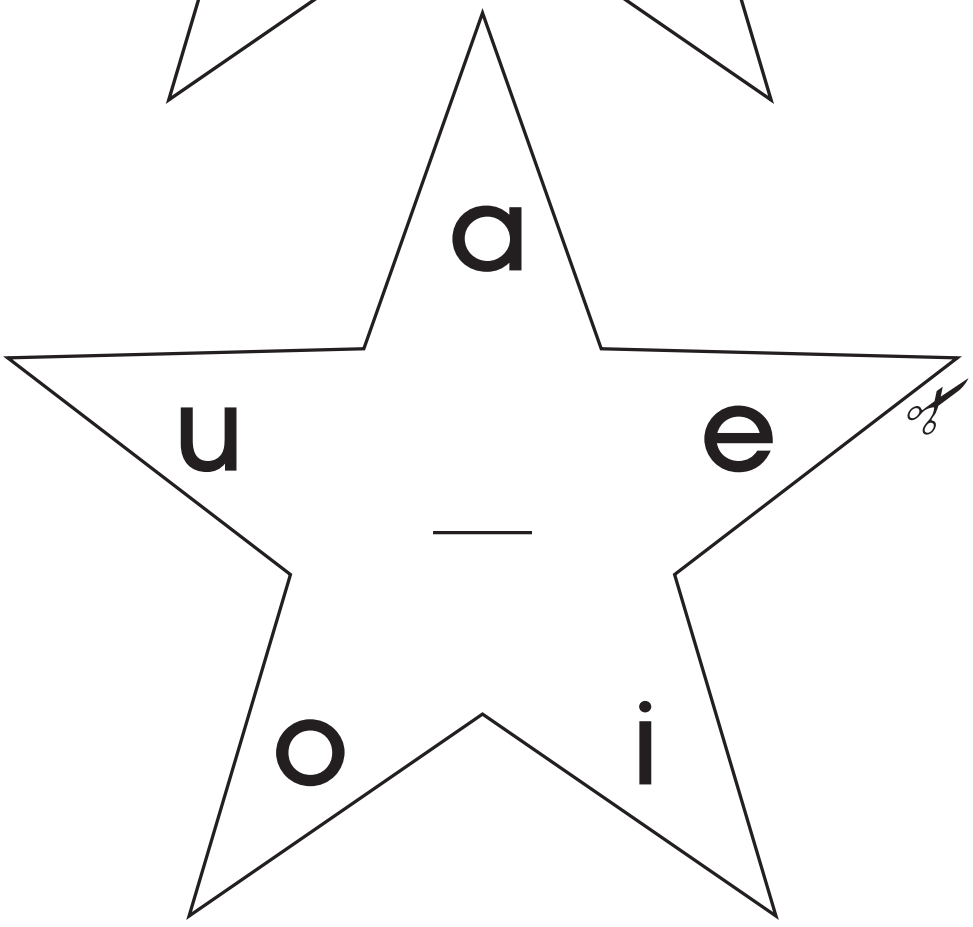




vowel stars

Vocabulary

Words in Context

V.024

Word Fill-In

Objective

The student will identify the meaning of words in context.

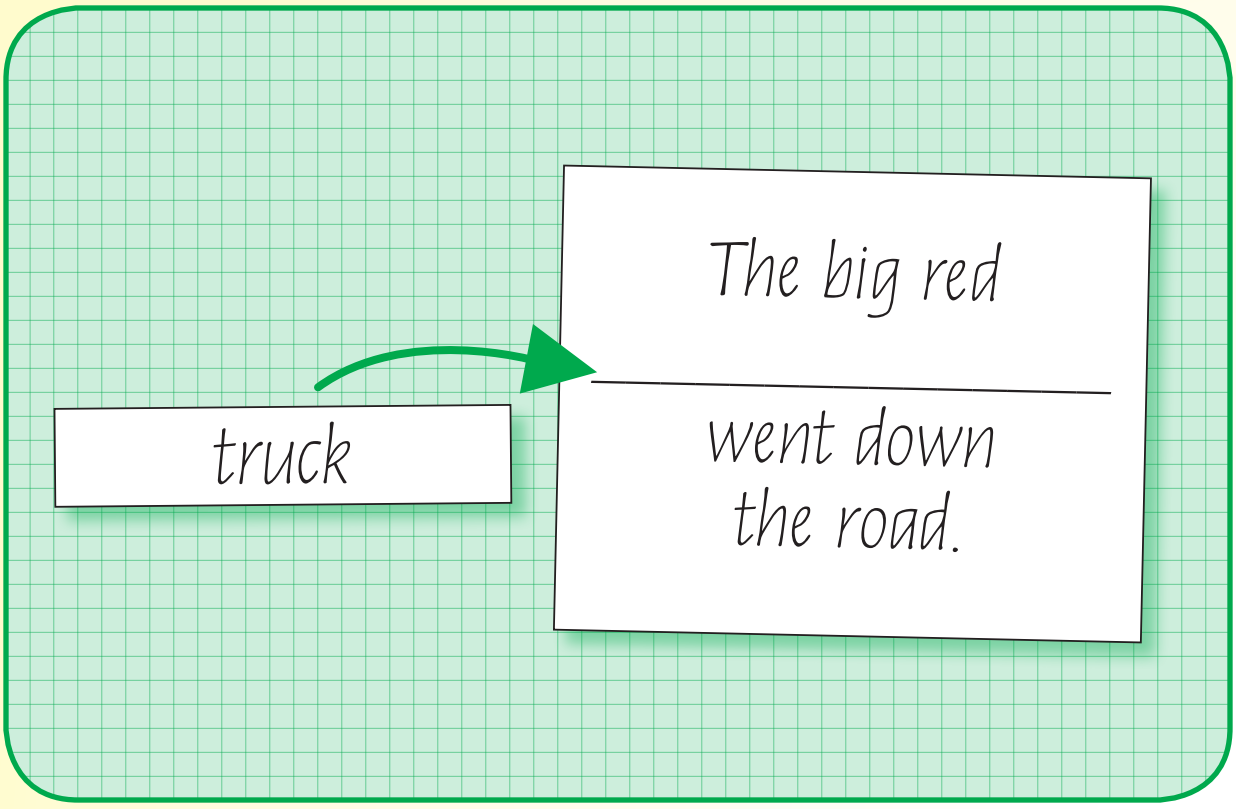
Materials

- Sentence strips
  Write sentences using selected target vocabulary with one word missing. For example, Mary brushed her _____ before she went to bed.
- Index cards or construction paper rectangles
  Write the missing words from the sentences on the cards.

Activity

Students choose words to complete sentences.

1. Place sentence strips face down in a stack and index cards face up in rows on a flat surface.
2. Taking turns, student one selects a sentence, and reads it saying "blank" for the missing word.
3. Student two reads the index cards, finds the missing word, places it over the blank, and reads the sentence.
4. Reverse roles and continue until all the words are correctly matched to sentences.
5. Peer evaluation



Extensions and Adaptations

- Make other word cards that complete the sentences. For example, The big red [car] went down the road.
- Use other sentence (Activity Master V.024.AM1a- V.024.AM1b) and word cards (Activity Master V.024.AM2).

V.024.AM1a

Word Fill-In

We must _____ so we don't miss the bus.

He was _____ to be in the parade.

Mary brushed her _____ before going to bed.

All the students were in school. No one was _____.

sentence cards

Everyone makes mistakes. No one is _____.	The jar was _____, but we filled it up quickly with cookies.
My brother is _____ than me. I am ten and he is twelve.	She _____ at the funny joke.

sentence cards

teeth
hurry
absent
excited
perfect
empty
older
laughed

word cards

Questions to Ask Before, During, and After Reading

These are questions to help engage students in discussions and conversations about reading. These questions are just suggestions and other questions can be added to this list based upon the type of reading students are involved in.

Before Reading

- What is the title of the book or text?
- What does this title make you think about?
- What do you think you are going to read about? (Make a Prediction)
- Does this remind you of anything?
- Are you wondering about the text or do you have any questions before reading?
- Skim through the article. Do any pictures, key words, and/or text features stand out to you?

During Reading

- What is happening so far?
- What does the word _____ mean on this page?
- What do you think the author is trying to communicate in this part?
- What do you think was important in this section? Why do you think it was important?
- What can you infer from this part of the text?
- Where is the story taking place?
- Who are the characters so far?
- What do you think will happen next?
- What does this part make you think about?
- What questions do you have?
- What words help you visualize what the author is saying?
- Is there a word that you struggled with? What is the word? Let's break the word into parts and look at context clues.

After Reading

- What was this text about?
- What was the main idea? What details from the text helped you determine the main idea?
- What did you learn from this text?
- How did the author communicate his/her ideas?
- What does this text remind you of?
- What was your favorite part and why?
- Did this text have a problem? If so, what was the problem and what was the solution?
- What is your opinion about this text? What are some parts that helped you make that opinion?
- What are some questions you still have about the text?
- Does this text remind you of other texts you have read? How are they alike and/or different?
- What is a cause and effect from the text you read?

The Man Has a Can

Focus: Words in the -an family

Name:_____

Can you see the man?
He has a van.
In the van, he has a can.

He is a man.
He has a can.
The can is in the van.

He has a can and a pan.
He ran to the van with his pan.
The can is in the pan.

1) Who has a van?

2) What is in the van?

3) What did the man do?

My First Hat

Focus: Short "a" Words

Name:_____

I had never had a hat.
I wanted one, so I told my dad.
He said he was glad to get me
my first hat.

When I saw it, I was mad.
It was a bad hat.
I did not like it.
I put it in the water
so it went away.

My dad was mad.
He said I was bad to lose the hat.
I got a new hat.
I like it more than my first hat.

1) What did his dad get?

2) Why was he mad when he saw it?

3) Which hat does he like more?

Using a Timeline

1776 1892 1990 2020

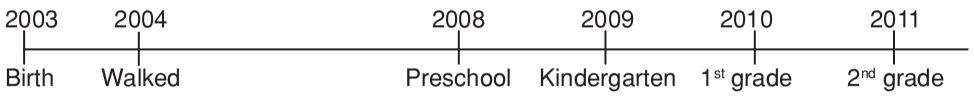
Cross-Curricular Focus: History/Social Sciences

Name: _____

A timeline is a tool that we can use to help us understand history. It can tell us what happened at different times. It can tell us how much time there was between two events. It can give us a picture of dates in our minds. That helps us see how they all fit together.

Timelines aren't only for old events. People still use them today. They help us keep track of important dates in our lives. You can even make a timeline for yourself.

A timeline looks a lot like a number line when you begin. Draw a straight line across the page. Make little marks for the important events in your life. Your timeline might begin with your birth. Include things like the first time you walked, and when you started school. It might show the year that you were in each grade. The year goes on one side of each mark. The event goes on the other side. Here is a sample timeline:



Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is a timeline?

_____

_____

2) Why do people use timelines?

_____

_____

3) What kind of events should be on your timeline?

_____

_____

4) What is on a timeline besides the events?

_____

_____

5) Make a timeline that shows three events from your own life.

The mystery of the humpback whale songs

By Brigit Katz, Smithsonian.com, adapted by Newsela staff on 09.01.19
Word Count **421**
Level **MAX**

Scientists have discovered a special spot where humpback whales gather to trade songs. Photo by: Christopher Michel via Flickr

The humpback is a kind of whale. It has long fins and a bumpy head. These whales are famous for their songs. To our ears, they sound like cries. One song can go on for hours.

Humpback songs travel through the sea. A single song may cross thousands of miles of ocean!

Scientists have made a discovery. They found a special humpback whale spot. The whales gather there. They come together to share their songs.

The spot is in the South Pacific Ocean. It is near the island country of New Zealand.

Sharing Songs?

Humpback whales spend the summer in the north. In winter, they migrate. They swim down to warmer waters. They stop when they reach the south. The whales have their babies there. Each place where the whales meet to have babies has its own special song.

Scientists noticed something. Sometimes, the song in one place sounded like the song from another ocean spot. It was like the whales were sharing. How were they learning each other's

tunes?

The scientists knew humpback whales like to get together by a small island. It is called Raoul Island. It sits in the South Pacific Ocean. Many groups of whales gather there.

There is something strange about this spot. It is kind of out of the way. The whales do not swim by it when they migrate. They must make a special trip.

The scientists wondered about this. Maybe the whales were going there to hear and learn songs.

Whales May Learn Each Other's Tunes

So the scientists started recording whale songs. They made recordings in many different ocean spots. Then they wrote out the songs.

Clare Owen is a scientist. She led the study. She said writing out the songs was a big job. At first, the songs sounded strange, she said. Then she started to notice patterns.

"It really was like learning a new language," she said.

The scientists learned there were three kinds of songs. They came from different parts of the sea. Some whales were singing a mix of songs, though. This was surprising.

The scientists think those whales were switching between songs. They say that is rare. It suggests that the whales can learn each other's songs. They can add the parts they like into their own songs!

The scientists think that may be why the whales make a trip to Raoul Island. There could be other sing-a-long spots like it, too. Scientists need to do more studying. The mystery of whale song lives on.

Quiz

1 Read the selection from the article.

Humpback whales spend the summer in the north. In winter, they migrate. They swim down to warmer waters. They stop when they reach the south.

What does the word "migrate" mean?

(A) eat

(B) move

(C) sleep

(D) play

2 Read the selection from the article.

Sometimes, the song in one place sounded like the song from another ocean spot. It was like the whales were sharing. How were they learning each other's tunes?

What is a "tune"?

(A) a song

(B) a whale

(C) a place

(D) an ocean

3 What question does the author want to answer in this article?

(A) Why do humpback whales have their babies in warmer waters?

(B) Why did Clare Owen decide to study humpback whales?

(C) Why are the songs of humpback whales so famous?

(D) Why might humpback whales make a special trip to Raoul Island?

4 Why did the author write this article?

(A) to describe to the reader what a scientist does

(B) to persuade the reader to learn more about an animal

(C) to inform the reader of a scientific discovery

(D) to entertain the reader with a story about an animal

5 Read the following paragraph from the article.

The scientists knew humpback whales like to get together by a small island. It is called Raoul Island. It sits in the South Pacific Ocean. Many groups of whales gather there.

What is the focus of this paragraph?

(A) what humpback whales look like

(B) where humpback whales like to gather

(C) why humpback whales share their songs

(D) how many whales get together near an island

6 What is the article MAINLY about?

(A) how humpback whales live in the South Pacific Ocean near New Zealand

(B) how humpback whales spend summers in the north and winters in the south

(C) how it was difficult for scientists to record and write out humpback whale songs

(D) how scientists think humpback whales can learn each other's songs

7 Which sentence from the article describes what scientists found out?

(A) Scientists have made a discovery.

(B) Scientists noticed something.

(C) The scientists learned there were three kinds of songs.

(D) Scientists need to do more studying.

8 How did scientists study the whale songs?

(A) They recorded the songs in different ocean spots.

(B) They went down in the ocean and listened to the songs.

(C) They brought whales to labs and wrote out the songs.

(D) They swam with whales and listened to the songs.

How dolphins communicate with whistles and clicks

By Highlights, adapted by Newsela staff on 03.08.20
Word Count **662**
Level **420L**

Image 1. Dolphins use sound to communicate. Two kinds of sounds — whistles and clicks — are a big part of dolphin life. In fact, dolphins are so good at using these sounds that many studies have been designed to find out how dolphins use them. Photo: Howard Hall/Photophile
Howard Hall/Photophile

Dolphins make sounds. They listen too. Dolphins use sound to communicate. They use it to tell what's around them. They also use it to find food. They can even tell if other animals are nearby.

Dolphins make different sounds. One of the sounds they make is a whistle. A whistle can last a few seconds. The whistles can have different patterns. Each dolphin has a pattern of whistle to tell others where it is.

Another dolphin sound is the click. It is a very fast sound. It is mostly ultrasonic. This means that it is too high for humans to hear. Dolphins use the click for sonar. This technique uses sound waves to tell what is around. Sonar works very well in water. That's because sound moves about five times faster in water than it does in air.

About Dolphin Sonar

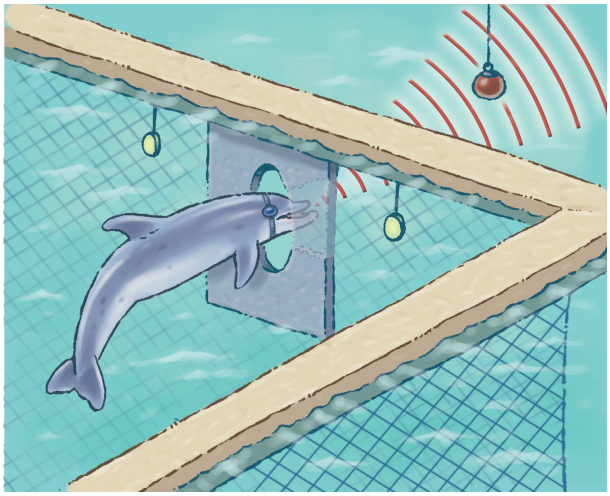
How does dolphin sonar work? First, dolphins make a loud click. The sound goes through the water. It bounces off objects in the water. The object could be another dolphin. It could be a ball.

The dolphins listen for the sound to bounce back. This is called a reflection or echo. The echo can tell the dolphin a lot about the object. It can tell the direction of the object. It can tell how far away it is. It can even tell what kind of object it is.

Scientists Study Sonar

Dolphins are good at using sonar. Many scientists study dolphin sonar. They teach the dolphins to detect a ball. Sometimes the ball is in the water. Sometimes, it's not. Then, they see if the dolphin can tell.

The scientists put rubber cups on the dolphin's eyes. This is so that it can't see. It can only tell what's around it by using its clicks. The scientists set up a ball in the distance. The ball is the target.



The dolphin starts in a special position. Its head is in a hoop. The dolphin starts clicking. If the dolphin hears an echo, it pushes one paddle. If it does not hear an echo, it pushes another paddle. If the dolphin is right, the scientists give it a fish. If it is wrong, it starts again.

When the ball is close, the dolphin is usually right. The scientists give it a fish. But when the ball if far away, the game is harder. The echoes are weaker.

The scientists put the ball 230 feet away. That is about half as long as a football field. The dolphin detected it almost every time. Then, the scientists moved the ball 10 feet farther. The echoes were harder to hear. The dolphins could only detect the ball about half the time.

Dolphins Can Find Small Objects In Large Pools

Whitlow Au is a scientist in Hawaii. He studies dolphins and whales. He studies how they make and hear sounds.

He played the game with a dolphin named Sven. He put a ping pong ball in a large pool. Sven found it. This showed that dolphins can find small things in the water.

Au wrote a book about his dolphin studies. The dolphins learned to listen to echoes from something like a ball. Then Au changed the ball. He used different shapes and other kinds of things. The dolphins could tell when the objects changed.

Au wants to know how dolphins use echoes to tell what something is like: Is it round or flat? Is it rough or smooth? Is it hard or soft?

Today, people use sonar machines. They use them to tell where submarines are. But Au says dolphin sonar is much better. He hopes to learn more about dolphin sonar. Then, we can make

man-made sonar as good as theirs.

Quiz

1 What is the MAIN topic of the article?

(A) what objects dolphins can see

(B) how dolphins use their sonar

(C) why scientists give dolphins fish

(D) where dolphins use their whistles

2 What is the section "Dolphins Can Find Small Objects In Large Pools" MAINLY about?

(A) how Sven got his name from Whitlow Au

(B) what kinds of shapes dolphins can tell apart

(C) how humans can make sonar as good as dolphins'

(D) what Whitlow Au studied and learned about dolphins

3 Read the list of steps in order for dolphins to use sonar.

1. *A dolphin makes a loud click.*
2. *?*
3. *The click bounces off objects.*
4. *A dolphin listens for an echo.*

Which answer option goes second?

(A) An object changes its direction.

(B) Whistles tell where the dolphin is.

(C) A dolphin learns an object's size.

(D) The sound goes through the water.

4 Why did scientists put rubber cups on the dolphin's eyes?

(A) to make it easier for the dolphin to get a fish

(B) to make sure the dolphin can only use its clicks

(C) to keep the dolphin from being afraid of the hoop

(D) to keep the dolphin from moving too far away

Writing Ideas K-2 Elementary Week #2

Students can draw pictures and/or compose sentences and/or paragraphs to respond to the prompts and ideas below. This will vary depending on their grade level.

Narrative

- Write about a time when you helped another person out. How did you help this person? Include details to describe your actions, thoughts, and/or feelings.

Opinion/Argument

- Write an opinion piece on why you like a certain book or story. Be sure to include the title, your opinion, and a beginning, middle, and end. Use details to support your opinion.

Informational/Explanatory

- What are some measures that kids can take to keep themselves safe and healthy? Write a paper providing information about this topic. Add enough facts and/or details so your reader can learn what they can do to stay safe and healthy?

Writing in Response to Reading Bingo

Complete the Bingo board by engaging in various writing ideas from this week's reading selections. Try to get 3-in-a row!

Rhyming words is fun! Write your own rhyming sentences, paragraphs, poem, song, or story that has words that end with –an and/or –at!	Select some vocabulary words from the reading that you do not know or understand. Research these words to find their meaning. Use them in a sentence or paragraph!	Select one of the reading selections and draw a picture or pictures of some of the mental images that you had while reading. Use your picture(s) to write your own story, poem, song, or play.
Whales sing songs and dolphins click and whistle. How do other animals communicate? Research a different animal and how that animal communicates. Write an informational/explanatory piece about what you learned.	WRITER'S CHOICE	Write a story about the adventures of a hat! Describe your hat and what happens to it.
Create your own timeline about your life! Start with when you were born and highlight events that have happened up until your current age. Using this timeline, write a personal narrative about yourself!	Want to learn more about whales and/or dolphins? Do some research and write an informative paper sharing what you learned!	Write about how the two reading selections **The Mystery of the Humpback Whale Songs** and **How Dolphins Communicate with Whistles and Clicks** are similar and/or different?

English Language Learners K-2

Reading

- Read the poem “Rain” by yourself or with someone in your family.
- Think about how you feel when it rains.

Speaking

- Tell someone in your family about what you do when it rains.
- Does it rain much where you live?
- Have you ever lived in another place? If yes, talk about what the spring time weather was like in your previous home.
- How is rain helpful to you and our earth?

Listening

- Have someone else in your family read the poem aloud to you.
- Close your eyes while you listen to the poem and imagine pictures in your mind that match the words in the poem.

Writing

- In the box under the poem, illustrate a picture to go with the poem.
- Label your picture

Rain

By Loanne Guenther

Dripsy Dropsy,

Pitter patter

Falling

To the

Ground.

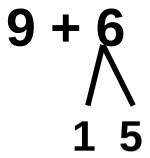
Fast then slow

Until it stops.

Oh what a welcomed sound.

Illustrate a picture for the poem

Make a Ten



9 + 1 + 5 = 15

Materials: counter for each player, Make a Ten gameboard

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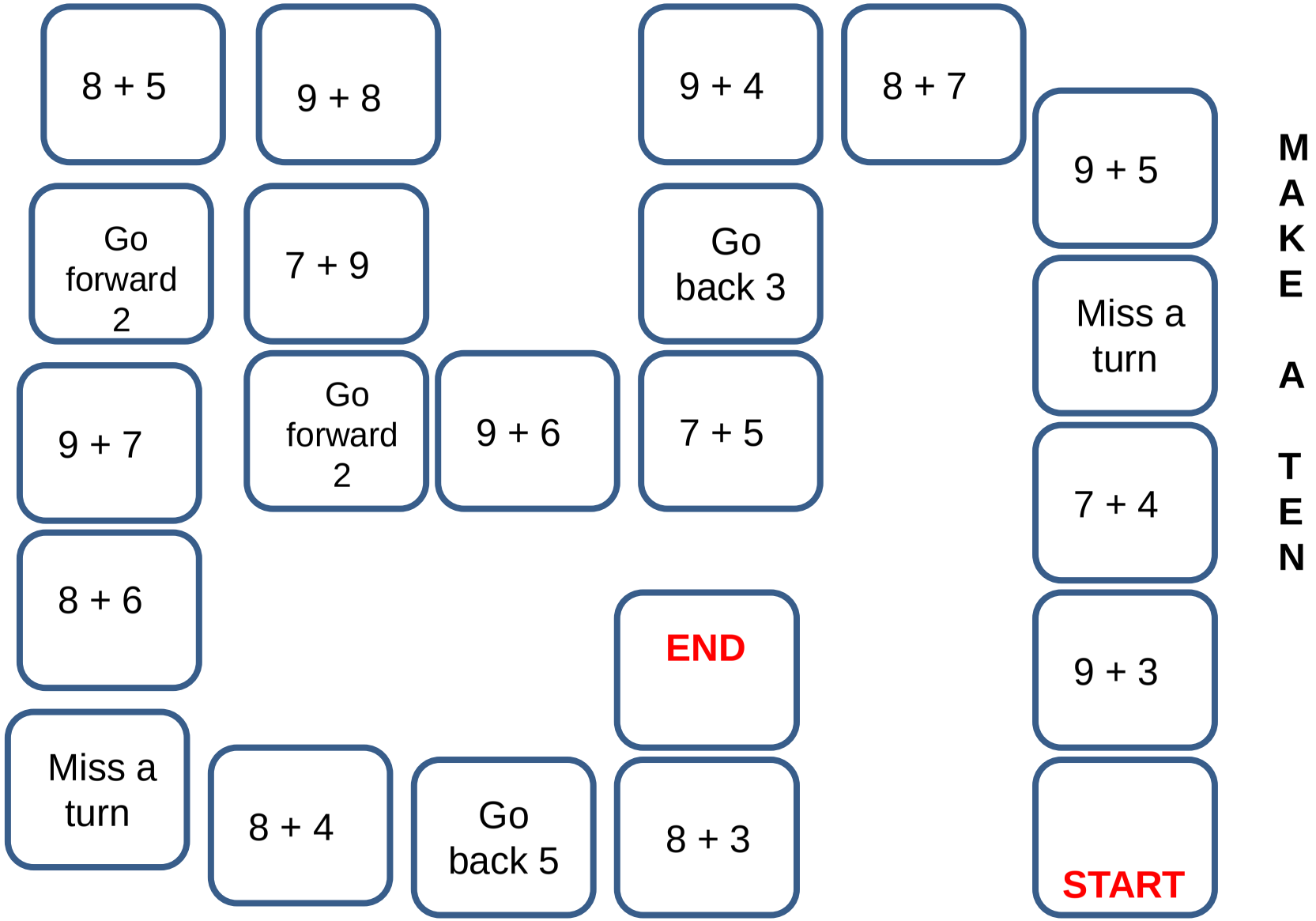
1. Each player puts a counter on START. Take turns to roll a die and move that many spaces.

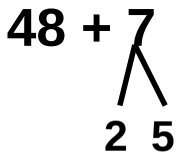
2. Solve the problem you land on by breaking apart the smaller addend to make a ten. Then add and write the sum.

3. Players check each other's work. Keep taking turns until one player reaches the spot marked END.

ver. 1



Make a Ten



48 + 2 + 5 = 55

Materials: counter for each player, Make a Ten gameboard

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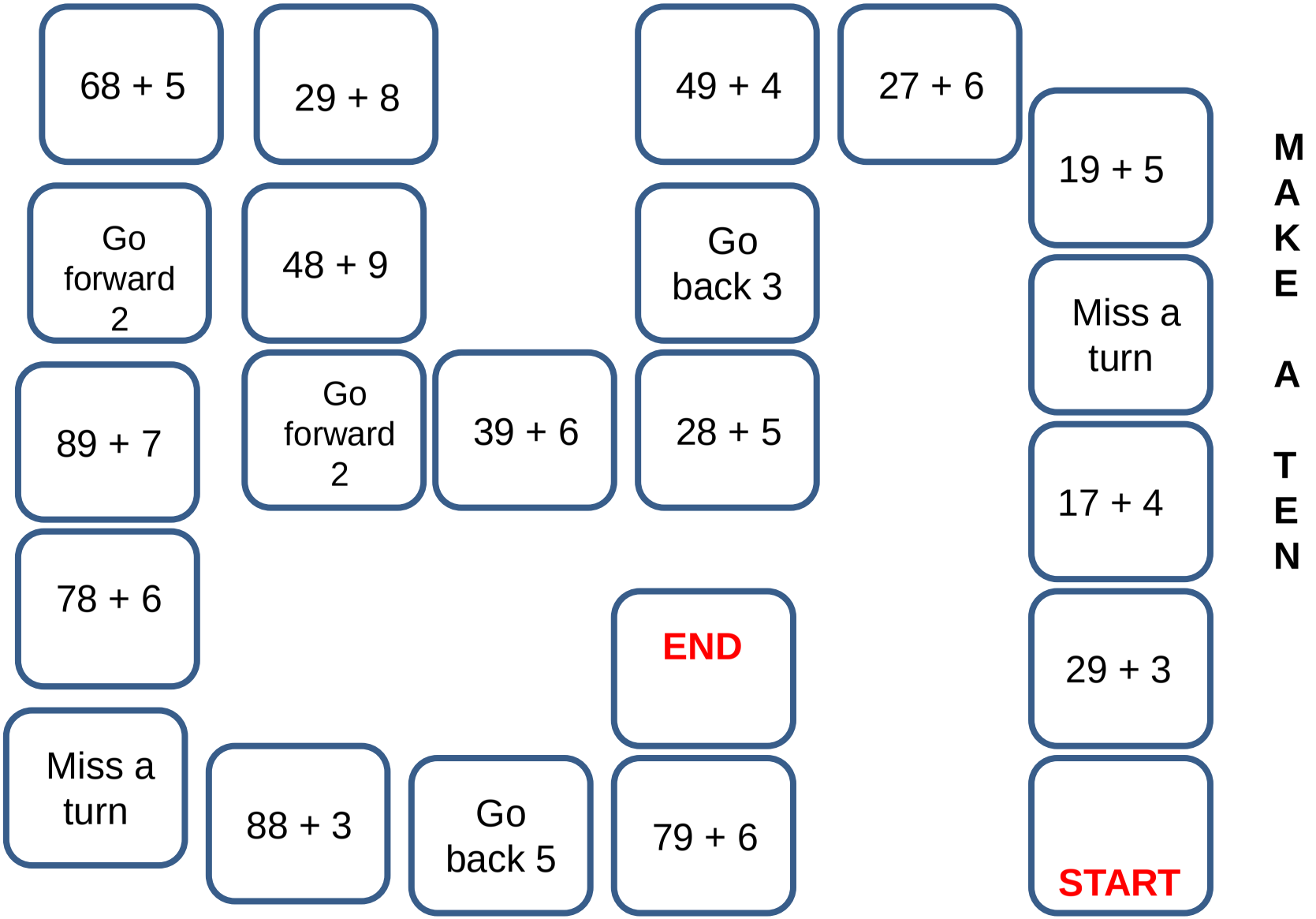
1. Each player puts a counter on START. Take turns to roll a die and move that many spaces.

2. Solve the problem you land on by breaking apart the smaller addend to make a ten. Then add and write the sum.

3. Players check each other's work. Keep taking turns until one player reaches the spot marked END.

ver. 2


68 + 5
29 + 8
49 + 4
27 + 6
19 + 5
Go forward 2
48 + 9
Go back 3
Miss a turn
89 + 7
Go forward 2
39 + 6
28 + 5
17 + 4
78 + 6
END
29 + 3
Miss a turn
88 + 3
Go back 5
79 + 6
START
MAKE A TEN

Make a Ten

198 + 26

2 24

198 + 2 + 24 = 224

Materials: counter for each player, Make a Ten gameboard

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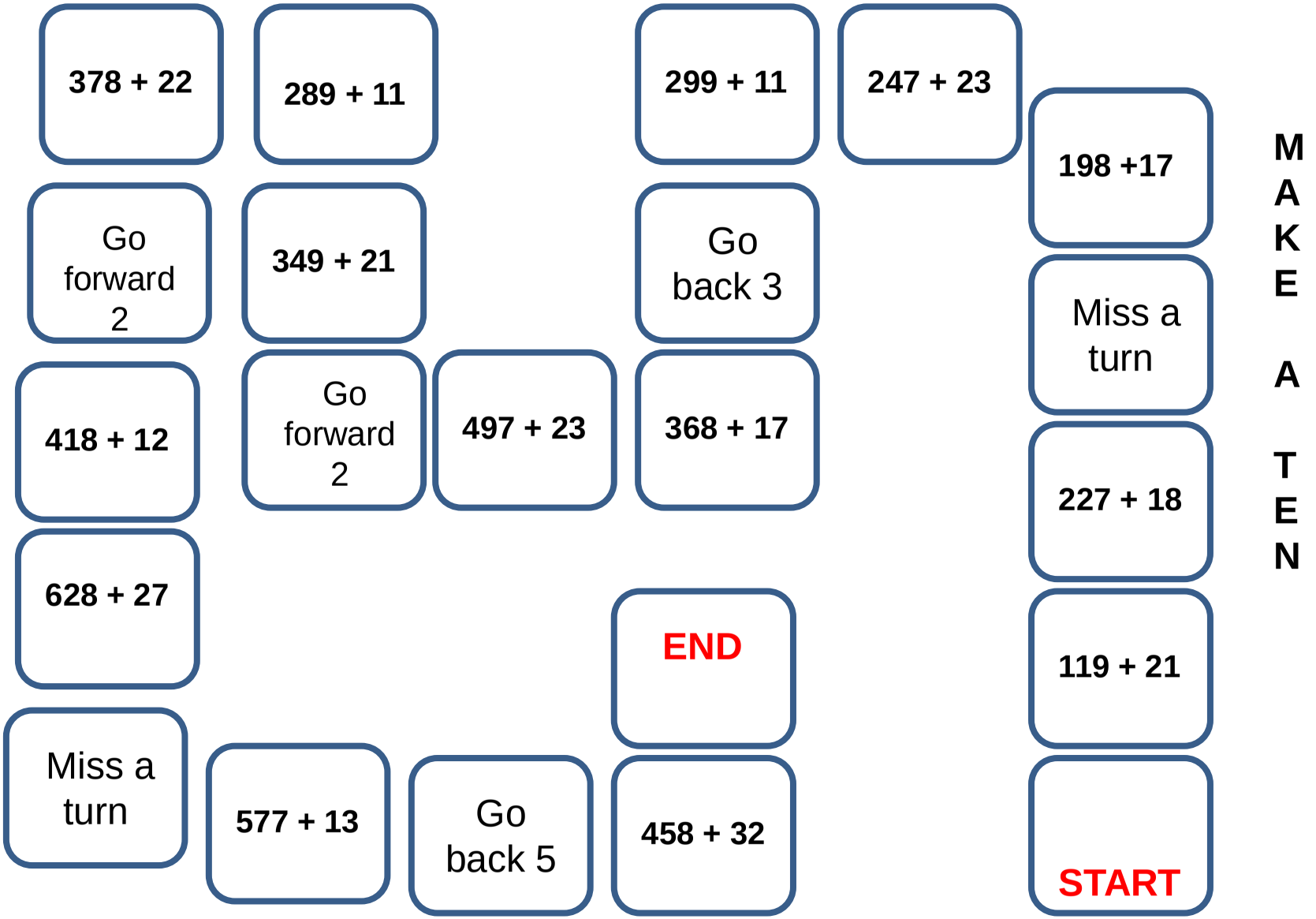
1. Each player puts a counter on START. Take turns to roll a die and move that many spaces.

2. Solve the problem you land on by breaking apart the smaller addend to make a ten. Then add and write the sum.

3. Players check each other's work. Keep taking turns until one player reaches the spot marked END.

ver. 3


378 + 22
289 + 11
299 + 11
247 + 23
198 +17
MAKE A TEN
Go forward 2
349 + 21
Go back 3
Miss a turn
418 + 12
Go forward 2
497 + 23
368 + 17
227 + 18
628 + 27
END
119 + 21
Miss a turn
577 + 13
Go back 5
458 + 32
START

Make a Ten Cover Up

Materials: Make a Ten Cover Up game board for each player, set of 18 cards

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1. Work with a partner. Shuffle the cards and place them in a stack facedown on the table.

2. Take turns to turn over a card. Use the *Make a Ten* strategy to find the sum.

$$9 + 5 = \begin{matrix} \wedge \\ 1 \quad 4 \end{matrix}$$

Think: 9 + 1 = 10
10 + 4 = 14

3 Say the addition fact and explain how you used the *Make a Ten* strategy. Cover the sum on your game board. If the sum is already covered miss a turn.

4. Keep taking turns until one player has covered all the spaces on his/her game board.

5. Swap boards and play again.

I know that ___ plus ___ equals ___ because ……...

I know that ___ plus ___ equals ___ because ……...

To find the sum of ____ + ____ I can use the make a ten strategy by ……...

To find the sum of ____ + ____ I can use the make a ten strategy by ……...

ver.1

Make a Ten Cover Up

13	14	15
12	16	11
12	13	16

ver.1

Make a Ten Cover Up

13	17	14
12	16	13
14	13	15

ver.1

Make a Ten Cover Up cards- cut out

8 + 5 =	8 + 6 =	6 + 9 =
9 + 3 =	9 + 7 =	7 + 4 =
4 + 8 =	9 + 4 =	7 + 9 =

ver.1

Make a Ten Cover Up cards – cut out

4 + 9 =	9 + 8 =	6 + 8 =
9 + 3 =	7 + 9 =	8 + 5 =
9 + 5 =	9 + 4 =	9 + 6 =

Make a Ten Cover Up

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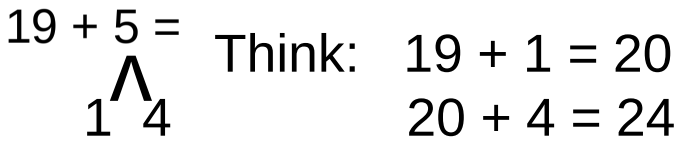

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I know that ___ plus ___ equals ___ because ……...

I know that ___ plus ___ equals ___ because ……...

To find the sum of ____ + ____ I can use the make a ten strategy by ……...

To find the sum of ____ + ____ I can use the make a ten strategy by ……...

ver. 2

Make a Ten Cover Up

23	34	26
22	35	21
22	23	32

ver. 2

Make a Ten Cover Up

23	37	34
22	25	33
33	21	25

ver. 2

Make a Ten Cover Up cards- cut out

18 + 5 =	28 + 6 =	19 + 7 =
19 + 3 =	29 + 6 =	17 + 4 =
18 + 4 =	19 + 4 =	27 + 5 =

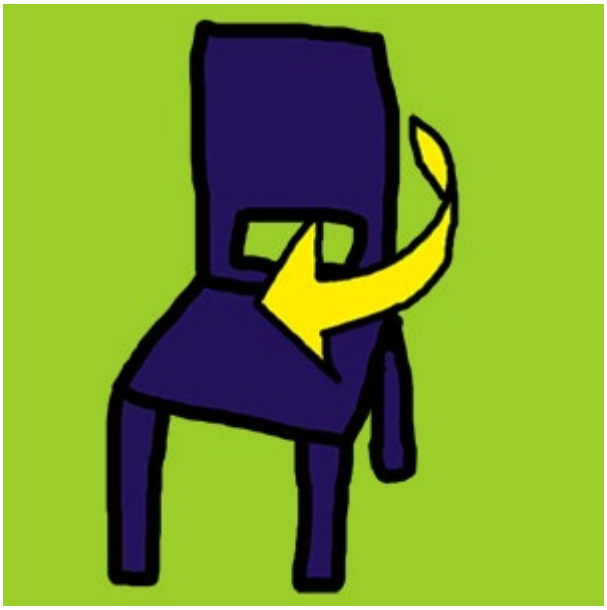
ver. 2

Make a Ten Cover Up cards – cut out

19 + 4 =	29 + 8 =	28 + 6 =
19 + 3 =	18 + 7 =	28 + 5 =
29 + 4 =	17 + 4 =	19 + 6 =

Unplugged: Circle a Chair

In this activity, you will give someone specific instructions to do a simple action.



1. Place a chair somewhere in the room
2. Have either your teacher or a group member stand with their back to the back of a chair
3. Have the person demonstrate the task of walking around the chair and sitting down
4. Come up with instructions or pseudocode that this person needs to follow in order to get from standing behind the chair to sitting in the chair
5. The person can only follow one instruction at a time so they need to be step-by–step. Examples of instructions are:
    - Turn left
    - Turn right
    - Step forward
    - Step backward
6. Have the person follow your instructions/algorithm
7. Did it Work? If not, try to come up with different pseudocode. Code often doesn't work the first time
8. Examine your instructions. Does anything repeat? Whenever you have code that repeats, you have an opportunity to use a loop to simplify your code.
    - What lines are repeated?
    - How many times are they repeated?
    - So how could we rewrite this code?
9. Have the person stand with their back to the chair again. This time, have them follow your revised code

There! They have just rewritten many lines of code with just a few lines of code, by using a loop.

The 'repeat' command creates a loop. The code within the loop gets repeated a certain number of times until a condition is met. The condition in this algorithm is that the code in the loop is repeated 4 times. Once this condition is met, the program exits the loop.

1. Work in small groups to form additional examples and pseudocode.

https://arcade.makecode.com/courses/csintro1/loops/unplugged