

# K-2 At-Home Learning Resources

## (Yellow Packet)

### Week #3

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/programs/at-home-learning/pre-k-elementary-resources>



### Word Steps

#### Objective

The student will blend sounds of letters to make words.

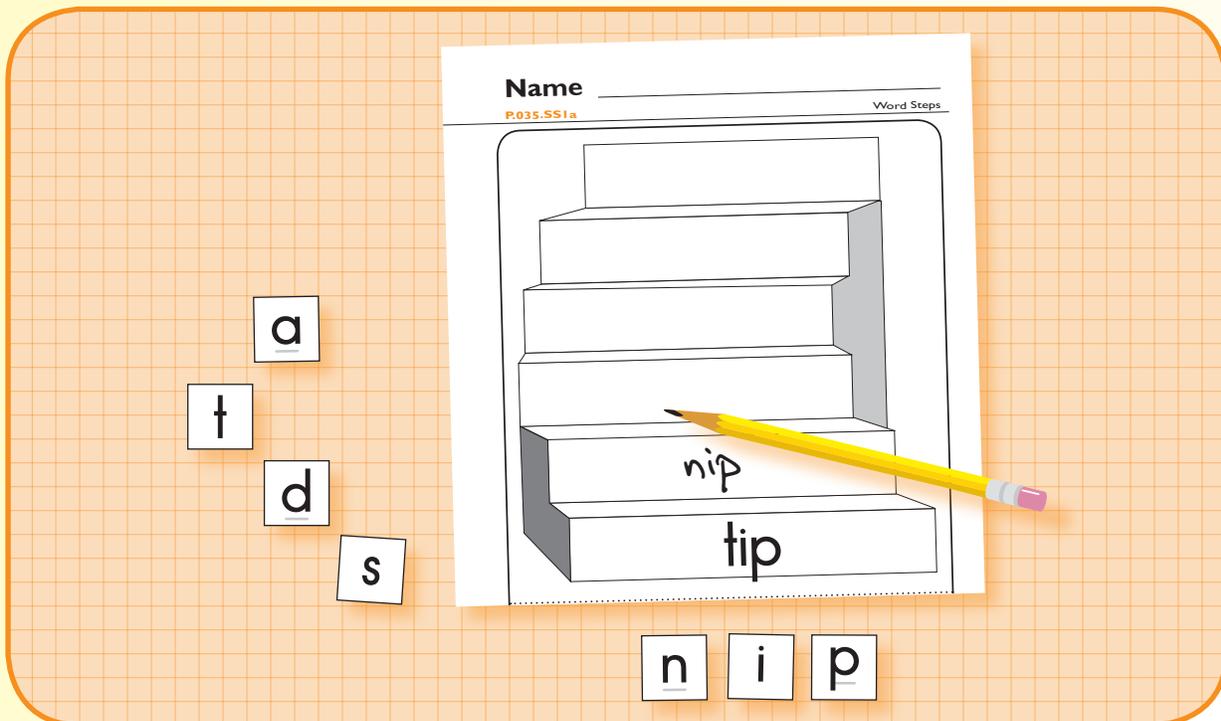
#### Materials

- ▶ Student sheets (Activity Master P.035.SS1a - P.035.SS1d)  
*Choose a target word student sheet.*
- ▶ Pencil
- ▶ Scissors

#### Activity

Students make new words by manipulating one letter at a time.

1. Provide the student with scissors and a target word student sheet.
2. The student cuts the letters from the bottom of the student sheet and places them in a row.
3. Selects the corresponding letters to make the word on the bottom step. Says the sounds of each letter, blends them, and reads the word orally (e.g., “/t//i//p/, tip”).
4. Exchanges one of the letters to make a new real word. Blends them, and reads the new word (e.g., “/n//i//p/, nip”).
5. Records the word on the next step.
6. Continues until all the steps are filled.
7. Teacher evaluation



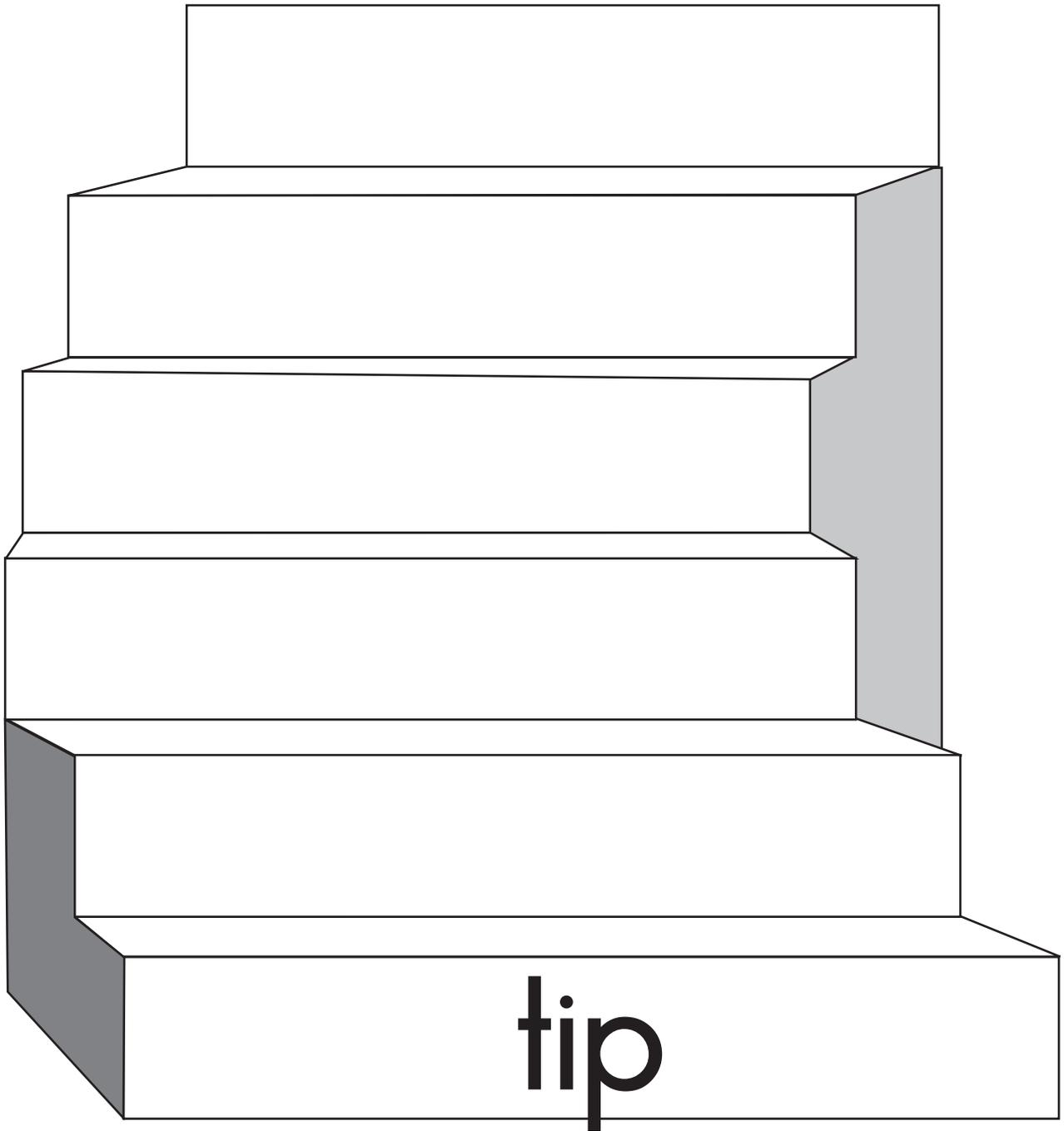
#### Extensions and Adaptations

- ▶ Add letters and/or steps.
- ▶ Use other target word steps (Activity Master P.035.SS1a - P.035.SS1d)
- ▶ Make word steps with other words (Activity Master P.035.SS2).

Name \_\_\_\_\_

P.035.SS1a

Word Steps



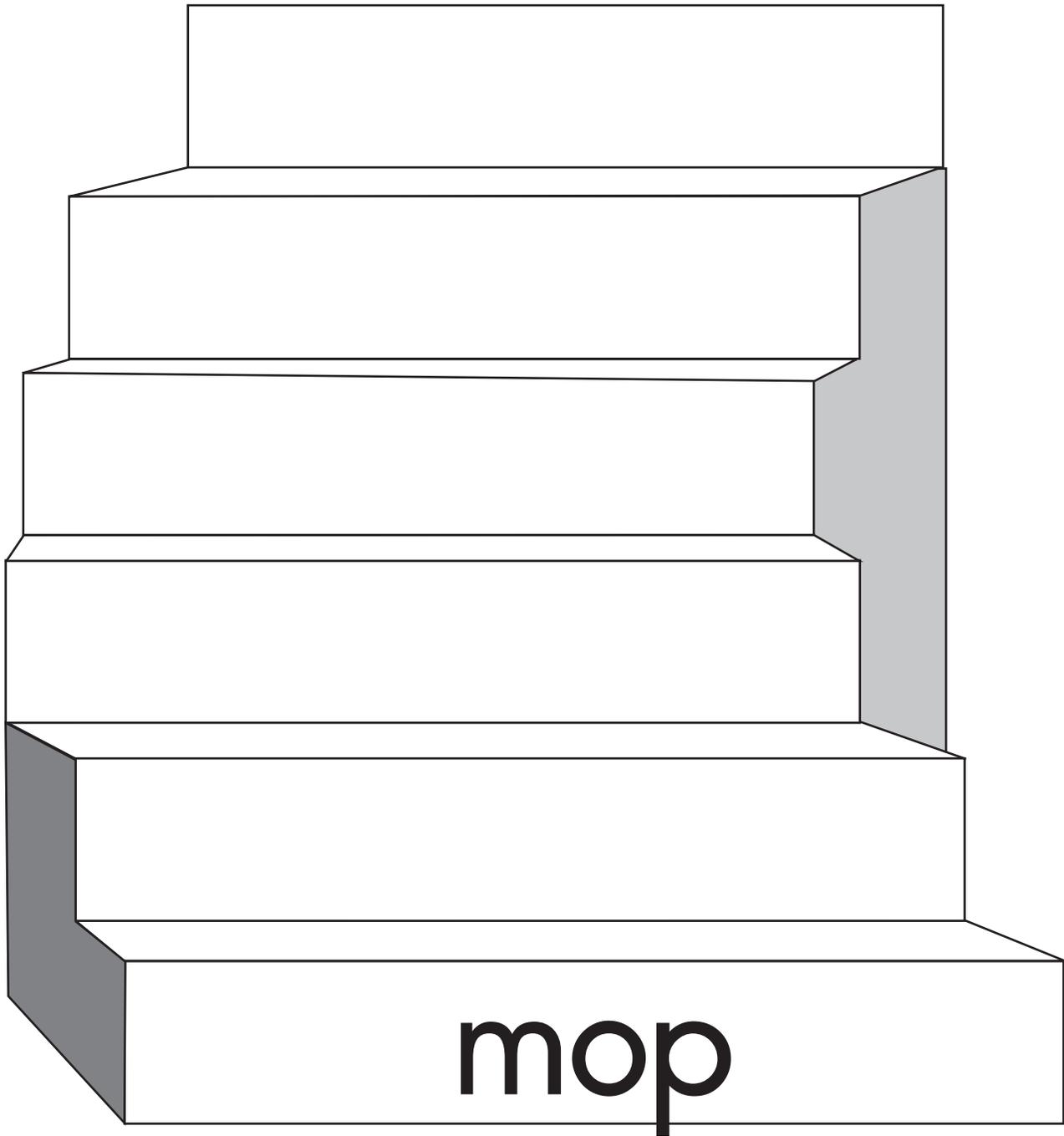
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Name \_\_\_\_\_

Word Steps

P.035.SS1b

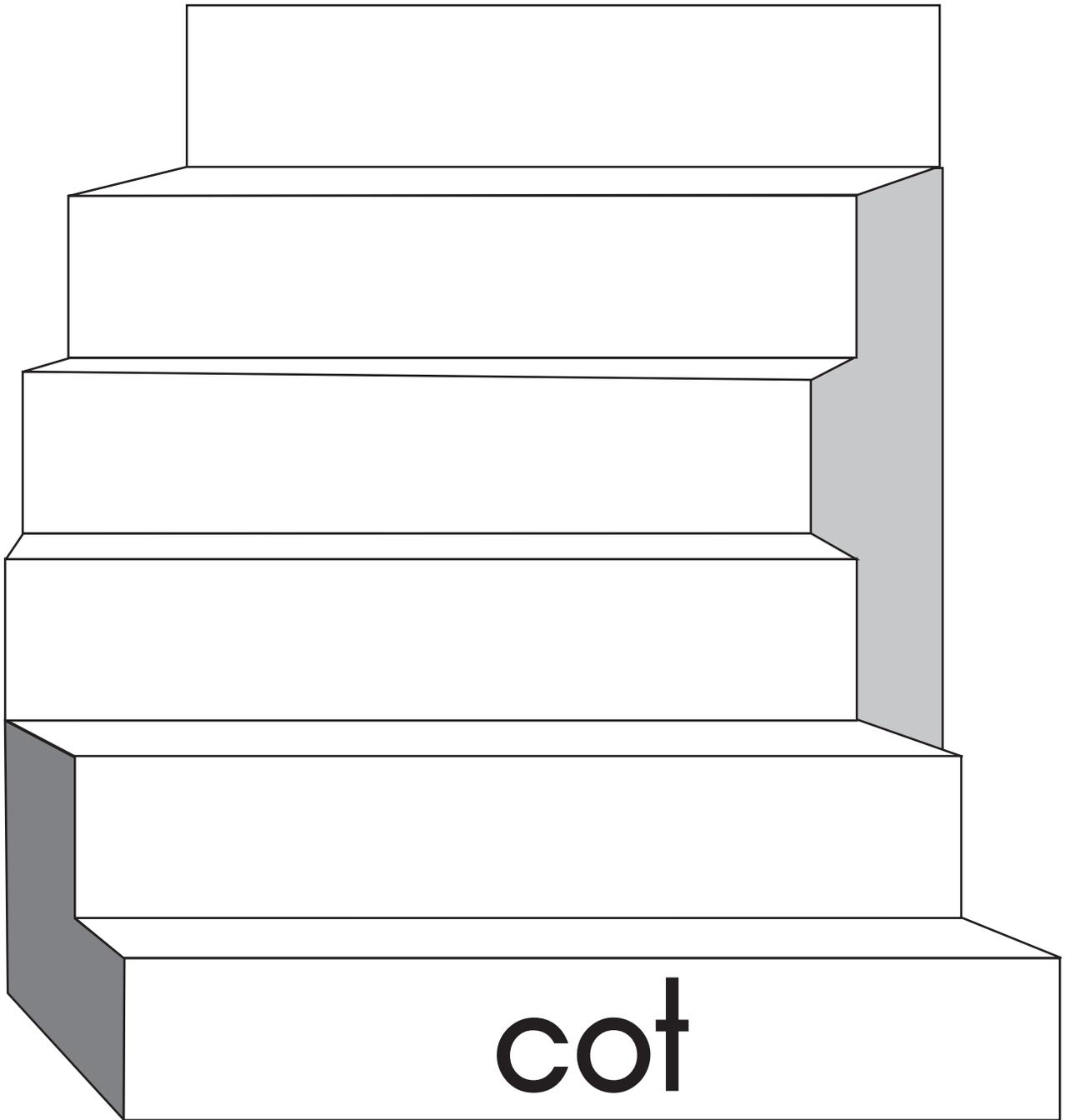


m o p u h i t g

Name \_\_\_\_\_

P.035.SS1c

Word Steps



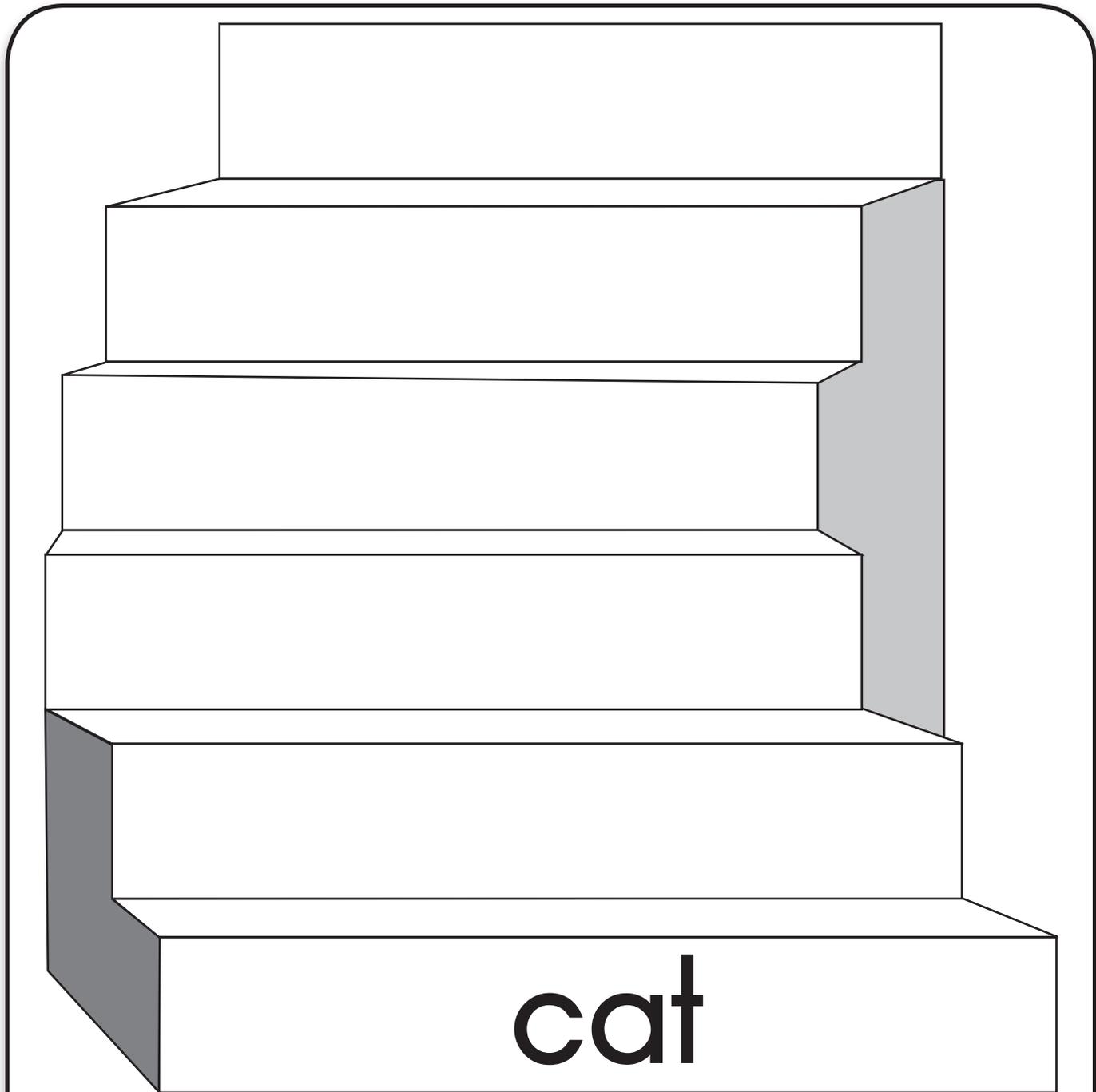
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|---|---|---|----------|---|---|----------|---|
| c | o | t | <u>d</u> | g | l | <u>u</u> | h |
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Name \_\_\_\_\_

Word Steps

P.035.SSId



c a t s e  
p m b i







#### Objective

The student will gain speed and accuracy in reading words.

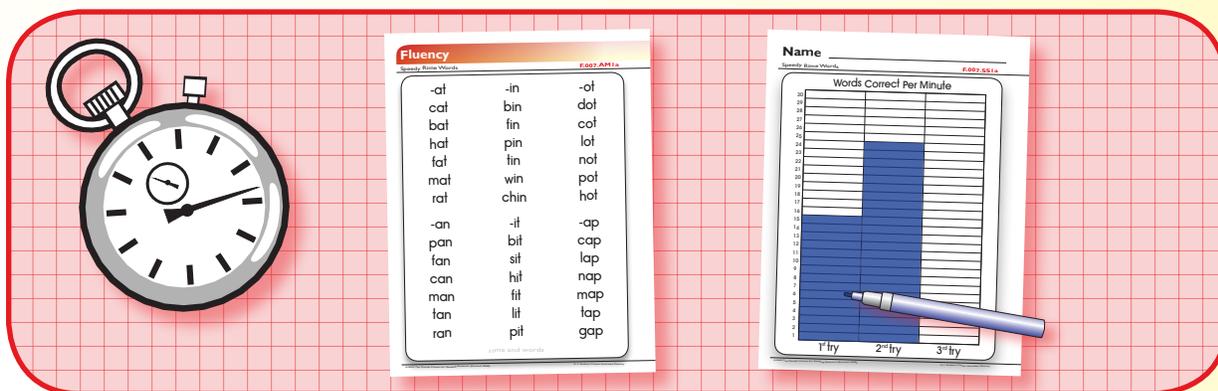
#### Materials

- ▶ Rime word practice sheets (Activity Master F.007.AM1a - F.007.AM1b)  
*Select target practice sheet, make two copies, and laminate.*
- ▶ Words correct per minute graph student sheet (Activity Master F.007.SS1a - F.007.SS1d)  
*Choose or make a graph appropriate to students' fluency level.*
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

#### Activity

Students quickly read words with the same rime in a timed activity.

1. Place two copies of the target rime word practice sheet, timer, and Vis-à-Vis® marker at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the rimes and words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to “begin.” Student two reads down the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all the words on the sheet are read, goes back to the top and continues reading.
4. When the timer goes off, student one circles the last word read. Counts the number of rimes and words read correctly.
5. Student two graphs the number of rimes and words read correctly on his words correct per minute graph.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use different words for these rimes.
- ▶ Use other rimes and words.

# Fluency

Speedy Rime Words

F.007.AM1a

-at

cat

bat

hat

fat

mat

rat

-in

bin

fin

pin

tin

win

chin

-ot

dot

cot

lot

not

pot

hot

-an

pan

fan

can

man

tan

ran

-it

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hit

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-ap

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nap

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tap

gap

rime and words

-ake

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-et

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let

-ock

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lock

dock

clock

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-op

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top

mop

pop

shop

stop

-ug

bug

hug

dug

rug

tug

jug

-ip

sip

rip

tip

hip

lip

dip

rime and words

Name \_\_\_\_\_

Speedy Rime Words

**F.007.SS1a**

## Words Correct Per Minute

|    |  |  |  |
|----|--|--|--|
| 30 |  |  |  |
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| 1  |  |  |  |

1<sup>st</sup> try

2<sup>nd</sup> try

3<sup>rd</sup> try

Name \_\_\_\_\_

**F.007.SS1b**

Speedy Rime Words

## Words Correct Per Minute

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| 32 |                     |                     |                     |
| 31 |                     |                     |                     |
|    | 1 <sup>st</sup> try | 2 <sup>nd</sup> try | 3 <sup>rd</sup> try |

Name \_\_\_\_\_

Speedy Rime Words

**F.007.SS1c**

## Words Correct Per Minute

|    |  |  |  |
|----|--|--|--|
| 90 |  |  |  |
| 89 |  |  |  |
| 88 |  |  |  |
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| 62 |  |  |  |
| 61 |  |  |  |

1<sup>st</sup> try

2<sup>nd</sup> try

3<sup>rd</sup> try





### If the Word Fits



#### Objective

The student will identify the meaning of words in context.



#### Materials

- ▶ Sentence cards (Activity Master V.025.AM1a - V.025.AM1b)

*If words in this activity are not appropriate for your students, make and use sentence cards that are more applicable.*

*Note: The first underlined word is the target word and the second underlined word is the answer.*



#### Activity

Students identify the meaning of target words by using the context of the sentence.

1. Place sentence cards face down in a stack at the center.
2. Working in pairs, student one selects the top card from the stack and reads the sentence to student two without showing the card (e.g., “The cloud was so enormous it seemed to cover the whole sky. Was it huge or little?”).
3. Student two states the answer (i.e., “it was huge”). Student one checks to see if the answer is correct by looking at the second underlined word or phrase.
4. If correct, student one gives the card to student two. If incorrect, student one states the correct answer, shows the card to student two, and places it at the bottom of the stack.
5. Reverse roles and continue until all cards are read.
6. Peer evaluation

“The cloud was so enormous that it seemed to cover the whole sky. Was the cloud huge or little?”

The cloud was so enormous  
it seemed to cover the  
whole sky.

Was the cloud huge or little?



#### Extensions and Adaptations

- ▶ Make and use other sentence cards (Activity Master V.025.AM2).

# Vocabulary

V.025.AM1a

If the Word Fits

The cat was very curious  
and tried to discover what  
was making the noise.

Did the cat want to find out  
what was making the noise  
or want to go to sleep?

The bike gained speed  
as it went down the hill.

Did the bike lose  
or add speed?

The cloud was so enormous  
it seemed to cover the  
whole sky.

Was the cloud huge or little?

I can't find my dog.  
He just disappeared.

Is the dog eating or  
unable to be seen?

sentence cards



# Vocabulary

If the Word Fits

V.025.AM1b

The girl's reply to the question was right.

Did she repeat or answer the question?

I need to go to sleep now because I am very drowsy.

Am I thirsty or tired?

He was eager to go downstairs and open his gifts.

Was he scared or excited?

Autumn is the season before winter when the weather turns cooler.

Is the season fall or spring?

sentence cards



# Vocabulary

V.025.AM2

If the Word Fits

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|  |  |  |  |

blank 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?

## Tap on the Map

Focus: Words in the -ap family

That is the map.

Tap on it.

Tap on the map.

That is the man.

He has a cap.

Tap on the cap.

He had a nap.

His nap was on the map.

He can nap on the map.



Name: \_\_\_\_\_

1) What is that?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) What does the man have?

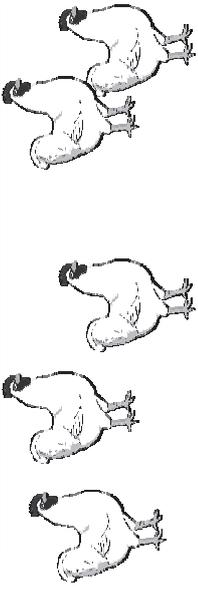
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) What can the man do?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Ten Hens in a Pen

Focus: Words in the -en family



The men have some hens in a pen.  
See them go running in the pen.  
They run from the men when the  
men go in.



The men want to count the hens.  
There are ten hens in the pen.  
The men write the number ten.



The number of hens  
in the pen is ten.  
The men have ten hens.

Name: \_\_\_\_\_

1) What do the men have?

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why do the men go in the pen?

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

3) What do the men write?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

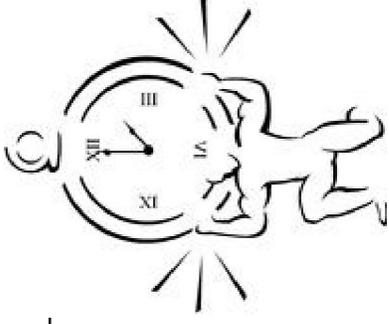
## Have You Got the Time?

Cross-Curricular Focus: Mathematics

People today are always thinking about the time. There never seems to be enough time to do all the things we want to do. Believe it or not, there was a time before time was so important. It was enough to know that the sun was out. That meant it was daytime. During these days when the clock seems to control us, doesn't that sound kind of nice?

Time can mean a lot of different things. That's one way we know how important it is for us. We have so many words about it! The smallest amount of time we can measure is called a **second**. When you put 60 seconds together, you get one **minute**. If you take 60 minutes, you get one **hour**. The hands of the clock go all the way around twice in 24 hours, giving us one **day**.

If you want to look at time beyond one day, you leave the clock and look at a calendar instead. There are about 30 days in one **month**. Some months have an extra day; February has a couple less. There are 12 months in one **year**. Time never stops.



Name: \_\_\_\_\_

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 are people always thinking about these days?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2) We have lots of different words about time. What does that show?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3) How many hours are in one day?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4) How many seconds are in one minute?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 5) How many months are in one year?  
 \_\_\_\_\_  
 \_\_\_\_\_

# A short, sweet history of chocolate

By Cricket Media, adapted by Newsela staff on 12.08.19

Word Count **437**

Level **610L**



Different cultures enjoy different ingredients in their hot chocolate. Today, chocolate, sugar and marshmallows are common. Sometimes, spices such as cinnamon, chili powder or vanilla are added. Photo by: Katya Austin/Unsplash

No one really knows how chocolate was discovered. It comes from the seeds of cacao trees. The Olmec people in southern Mexico might have been the first to plant cacao farms. That was 3,000 years ago.

Maybe the Maya people enjoyed chocolate first. That was about 2,000 years ago. We do know that people in Mexico and Central America loved a drink made from cacao.

## **Early Cocoa Drinks Were Spicy**

The drinks were spicy and frothy. It was different from the hot cocoa we drink today. The Maya and Aztecs made a mixture. They combined two ingredients: cacao and cold water. They often drank it unsweetened. Sometimes, they mixed in a little honey. They also mixed in vanilla and chili peppers for more flavor. Cornmeal made the drink thicker.

After all the ingredients were added, they stirred it. They poured it back and forth between two cups to make it frothy. Today, we prefer whipped cream or marshmallows to make cocoa frothy.

## **A Little Bit Of Vanilla Or Chili Powder Or Lemon**

Spanish explorers went to Mexico in the 1500s. They did not like the cacao drink at first. It was too bitter and spicy. They grew to like it and sent it back to Spain. There, the people heated the cacao and added sugar and cinnamon. The Spanish and their Portuguese neighbors were the only Europeans who had chocolate. Then in the early 1600s, rich Italians began drinking it. It spread from there to other countries.

The chocolate drinks became popular. At the time, coffee and tea were new in Europe. Soda did not exist. Over the next 50 years, chocolate cafés became popular in European cities. They served hot chocolate mixed with sugar. The cafés added many other ingredients. Vanilla, nutmeg and chili powder added flavor. Anise seed added a licorice taste. Even nuts and lemon peels were used. There were as many chocolate drinks as there are coffee drinks now.

### **New Ways Of Drinking Chocolate**

The drinks continued to be popular in the 1700s. People in England mixed hot chocolate with milk. Almost everyone liked it sweet and thick. They even ate it with a spoon. Kind of like a milkshake.

Instant cocoa mixes were available in the 1800s. A milk chocolate mix used powdered milk. It made the chocolate less bitter. These helped chocolate become a drink enjoyed by almost everyone. It was especially popular at breakfast.

### **Fast Fact**

The first chocolate-covered ice cream bar was created by accident around 1920 when a high school science teacher dropped a scoop of ice cream into a vat of melting chocolate.

## Quiz

- 1 If readers are looking for information on how chocolate came to Europe, which section should they read?
- (A) Introduction [paragraphs 1-2]
  - (B) "Early Cocoa Drinks Were Spicy"
  - (C) "A Little Bit Of Vanilla Or Chili Powder Or Lemon"
  - (D) "New Ways Of Drinking Chocolate"
- 2 Select the selection in the article that explains how the ancient people of Mexico and Central America made their cacao drinks.
- (A) No one really knows how chocolate was discovered. It comes from the seeds of cacao trees. The Olmec people in southern Mexico might have been the first to plant cacao farms. That was 3,000 years ago.
  - (B) Maybe the Maya people enjoyed chocolate first. That was about 2,000 years ago. We do know that people in Mexico and Central America loved a drink made from cacao.
  - (C) They combined two ingredients: cacao and cold water. They often drank it unsweetened. Sometimes, they mixed in a little honey. They also mixed in vanilla and chili peppers for more flavor. Cornmeal made the drink thicker.
  - (D) There, the people heated the cacao and added sugar and cinnamon. The Spanish and their Portuguese neighbors were the only Europeans who had chocolate. Then in the early 1600s, rich Italians began drinking it.
- 3 Which question is answered in the section "New Ways Of Drinking Chocolate"?
- (A) When did instant cocoa mixes become available?
  - (B) When were chocolate-covered ice cream bars invented?
  - (C) When did chocolate cafés start becoming popular?
  - (D) When did people start adding whipped cream to hot chocolate?
- 4 Which sentence from the section "A Little Bit Of Vanilla Or Chili Powder Or Lemon" explains that chocolate cafés had a lot of different drinks to choose from?
- (A) Then in the early 1600s, rich Italians began drinking it.
  - (B) The chocolate drinks became popular.
  - (C) They served hot chocolate mixed with sugar.
  - (D) There were as many chocolate drinks as there are coffee drinks now.



Tootsie Rolls contain small amounts of cocoa and also an ingredient you might not expect—orange extract. (Matanya/Wikimedia Commons/Apium/flickr)

## Tootsie Rolls were WWII energy bars



By [Kat Eschner](#) *Smithsonian.com* | [January 10, 2020](#) |

It was February 23, 1896, when Leo Hirschfield opened his shop. It was in New York City. He was a candymaker. He was from Austria. Never heard of him? You've surely heard of his work.

Here's the story. It was in that shop Hirschfield came up with the Tootsie Roll. It is one of the twentieth century's classic candies. Then he merged with Stern & Saalberg Co. They were going to make the candies on a bigger scale. They did this after seeing how popular his candy was.

The wax-paper-wrapped sweet was made in NYC beginning in 1905. It was the first candy to solve two sugary issues. It had a chocolatey taste. But it didn't melt. And it was individually wrapped.

This was at a time before there was A/C. And there were no refrigerators. Candy-sellers spent the hot summers trying to sell candies like taffy and marshmallows. They could stand some heat without melting. But chocolate was a different story. It was nothing but a sticky mess in the summer weather.

"The genius of Tootsie Roll was to create a summer candy that was a flavor never before seen in summer candies. The flavor of chocolate." That's according to "Candy Professor" Samira Kawash. She wrote a book about the history of candy.

The patent linked with the Tootsie Roll-making process tells how Hirschfield made that hard-but-not-too-hard texture. The Tootsie Roll is the same today.

The Tootsie Roll is a pulled candy. Most pulled candies are “light and porous” after being made. But the Tootsie Roll was baked at a low temperature. It was baked for about two hours. Afterwards it would be shaped. Then it was packaged. The idea was to give the treat “a peculiar mellow consistency.” The patent reads that the texture would help it maintain its shape. It would also keep it from melting.

The Tootsie Roll wasn't that chocolatey. Its recipe is pretty much the same today. But say you had a craving. It was better than anything else for sale. And it was cheap. This was an important factor in helping candy growth. The Tootsie Pop came along in the early 1930s. It quickly became a Depression-era favorite. This is according to Retroland.

Then WWII happened. Food historians remember the war as a turning point in the history of processed food. The Tootsie Roll was right there on the front lines. This gave the candy company an early form of a government contract. This is according to the Dodge Legal Group. It kept them going while the war effort shut down many other sweet makers. It also helped confirm Americans love for the candy.

The Tootsie Pop had its moment on early television. This was after the war. It had a well-known ad. It featured Mr. Owl and friends.

The official Tootsie Roll website says this 1970 ad was the first to ask the “How Many Licks” question. But by far it was not the last.

The candy is still around today. Many other candies made around the same time have fallen out of style. One such candy was Bromangelon Jelly Powder. “Jelly desserts were all the rage at the turn of the century,” writes Kawash. She wrote this in a separate piece. “Jell-O is the only one we remember. But around 1900 you could have your pick of such temptations as Jellycon, Tryphora and Bro-Man-Gel-On.”

Kawash has done a lot of research. She thinks that Hirschfield may have been working for the Stern & Saalberg company well before the invention of his famous candy. She also thinks he invented Bro-Man-Gel-On/Bromangelon.

A four-syllable name for “Jello”? No wonder it didn't stick.

# English Language Learners K-2

## Reading

- Read the poem “Thunderstorm” by yourself or with someone in your family.
- Think about how you feel during a thunderstorm. Have you ever seen a thunderstorm?

## Speaking

- Tell someone in your family about what you do when a thunderstorm comes. Do they happen very often 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. Were there thunderstorms?

## 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

# Thunderstorms

When the air is wet and warm,

There may be a thunderstorm.

When you see lightning in the sky,

You know that thunder is nearby.

Start to count when lightning flashes.

How long until the thunder crashes?

Illustrate a picture for the poem

**Write how you feel during a thunderstorm...**

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# Writing Ideas K-2 Elementary Week #3

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**

- Spring is here! Write a personal narrative or story about a spring day! What did you see and do in your story? Add details to describe what happened on the spring day. Include a beginning, middle, and end.

## **Opinion/Argument**

- Write an opinion piece on your favorite food. Why is this your favorite food? Add examples and details to support your opinion.

## **Informational/Explanatory**

- How do kids learn? Write an informational piece on how kids learn new information. Add enough facts, information, and/or details so your reader will understand how kids learn.

## Writing in Response to Reading Bingo

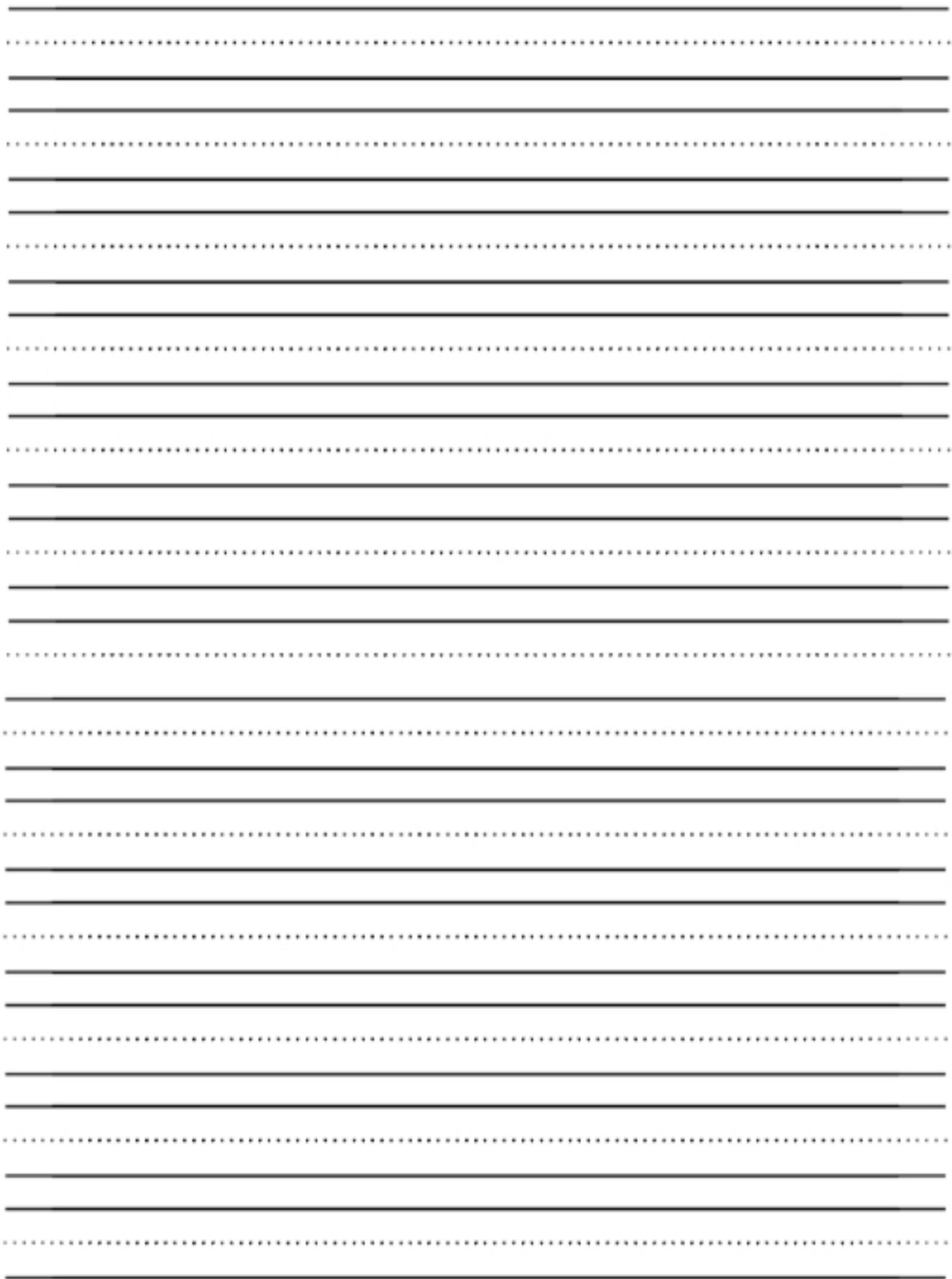
Complete the Bingo board by engaging in various writing ideas from this week's reading selections. Try to get 3-in-a row!

|   |  |  |
|---|--|--|
| Write a narrative story about time. What if you could slow time or speed time up? What would you make go by fast and what would you slow down?  | Draw a map of your room, house, or neighborhood! Write a poem, song or paragraph about your map!   | There are so many different kinds of maps! Find two different maps. Write a paper about how the maps are the same and different.                       |
| What is your favorite kind of candy? Do some research about that candy and write an informational piece. Include details like how and where it is made, what flavor it is, what it looks like and smells like, and/or when it was first made. | <b>WRITER'S CHOICE</b>   | Rhyming words is fun! Write your own rhyming sentences, paragraphs, poem, song, or story that has words that end with -ap and/or -en!                  |
| Write about how the two reading selections <b>A Short, Sweet History of Chocolate</b> and <b>Tootsie Rolls were WWII Energy Bars</b> are similar and/or different?  | 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! | What do you know about Hens? Do some research about hens and write an informational piece about what you learned? Add facts and details to your piece. |



Handwriting practice lines consisting of six horizontal dashed lines, evenly spaced, for writing practice.





# Addition Fact Sort

**Materials:** Addition Fact Sort board and set of cards

---

1. Work with a partner. Shuffle the cards and place them facedown in a stack.
2. Take turns to turn over a card and place it on the board. Explain how you could Count On, Use Doubles, or Make a Ten to solve this problem.
3. Keep taking turns until you have placed all cards on the board.

**Count On**

**Use Doubles**

**Make a Ten**

$9 + 6$

$8 + 5$

$7 + 4$

$5 + 7$

$7 + 9$

$6 + 7$

$9 + 2$

$8 + 3$

$6 + 1$

$$9 + 4$$

$$8 + 6$$

$$7 + 5$$

$$5 + 5$$

$$6 + 6$$

$$7 + 8$$

$$7 + 1$$

$$5 + 3$$

$$4 + 2$$

# Addition Fact Sort

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3. Keep taking turns until you have placed all cards on the board.
4. Draw a picture in your notebook to show how you sorted the cards. Think of two more problems for each column.

**Count On**

**Use Doubles**

**Make a Ten**

$19 + 6$

$48 + 5$

$37 + 4$

$20 + 22$

$30 + 31$

$50 + 50$

$54 + 3$

$68 + 2$

$69 + 1$

# Addition Fact Sort

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---

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3. Keep taking turns until you have placed all cards on the board.
4. Draw a picture in your notebook to show how you sorted the cards. Think of two more problems for each column.

**Count On**

**Use Doubles**

**Make a Ten**

$199 + 16$

$238 + 22$

$169 + 14$

$150 + 149$

$200 + 201$

$320 + 322$

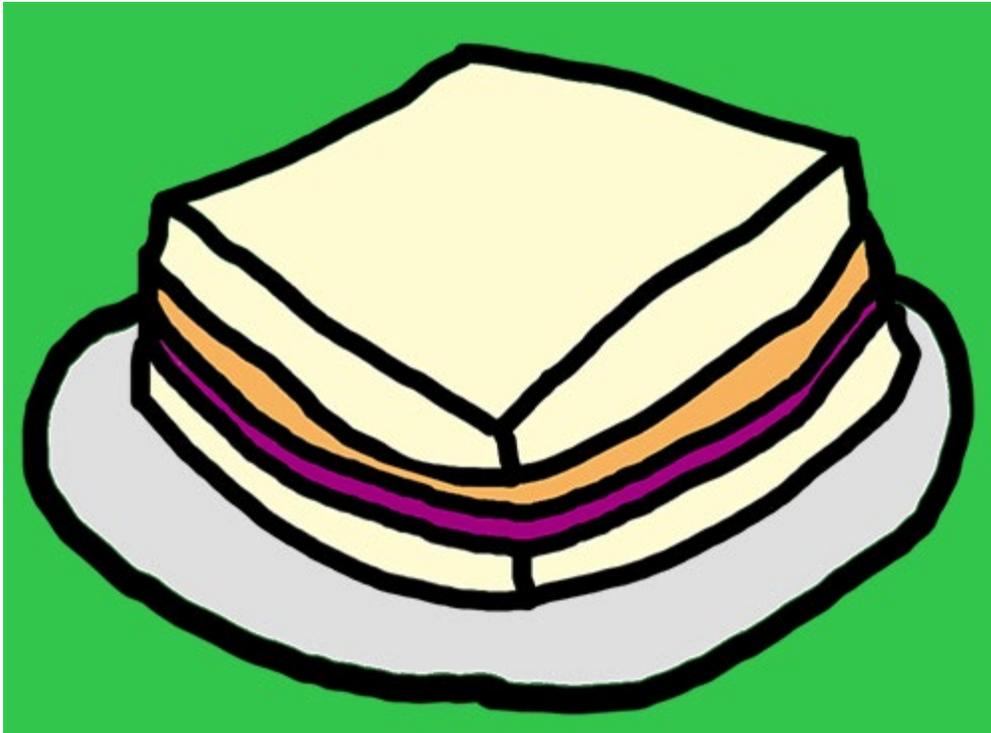
$179 + 2$

$488 + 3$

$597 + 1$

# Unplugged: Making a Sandwich

In this activity, you will learn about functions by writing code that makes a peanut butter and jelly sandwich.



Let your teacher (or a partner) be a “robot.” Pair up with another student and write pseudocode (written language instructions) for making a peanut butter and jelly sandwich. The idea is that when the instructions are given to your “robot”, they will be able to follow them exactly and make a peanut butter and jelly sandwich.

Give your pseudocode to the “robot” and watch as they act out the instructions.

Did it work? Was the “robot” able to successfully make a peanut butter and jelly sandwich? If not, try to rewrite your pseudocode. This time make sure to ask what functions the “robot” already knows how to do. This way, you don’t have to write instructions for something the “robot” already knows how to do.

Give your revised pseudocode functions back to the “robot” and have them act it out.

Keep revising until the “robot” is able to successfully make a peanut butter and jelly sandwich.