

3-5 At-Home Learning Resources

(Blue 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>



Objective

The student will identify facts and opinions.



Materials

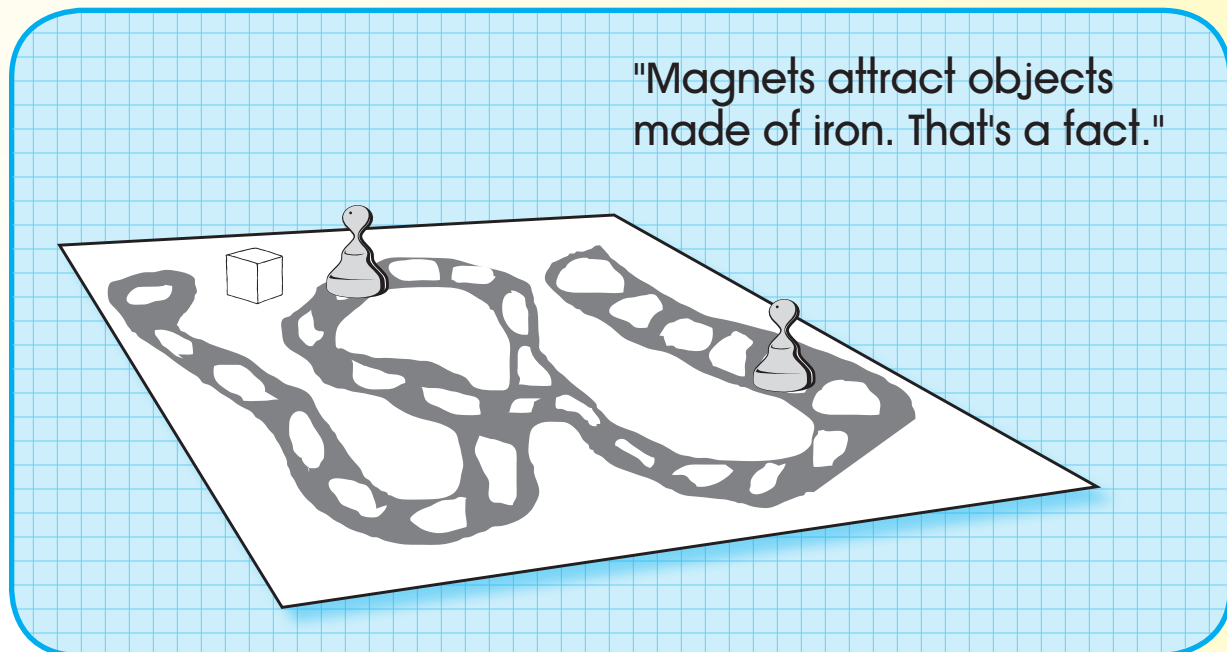
- ▶ Game board (Activity Master C.026.AM1a - C.026.AM1b)
Note: If facts and opinions in this activity are not appropriate for your students, provide an answer key or use statements that are more applicable and make game board using Activity Master V.029.AM2a - V.029.AM2b.
- ▶ Number cube (Activity Master C.026.AM3)
- ▶ Game pieces (e.g., counters)



Activity

Students determine facts and opinions by reading statements on a game board.

1. Place game board, number cube, and game pieces on a flat surface.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown on the number cube.
3. Read statement. For example, Magnets attract objects made of iron.
4. State whether the statement is a fact or an opinion (i.e., fact).
5. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
6. Continue until both students reach the end.
7. Peer evaluation



Extensions and Adaptations

- ▶ Play game by rolling number cube and stating a fact or opinion (Activity Master C.026.AM2a - C.026.AM2b).
- ▶ Circle or highlight facts and opinions in different colors on copies of text.

Comprehension

Fact or Opinion Game

C.026.AM1a

START

A triangle is
a three-sided
figure.

It's boring to
be inside on a
rainy day.

The Atlantic
Ocean and
Pacific Ocean
border the
United States.

Hurricanes
cause more
damage than
earthquakes.

Roll again.

Football is more
interesting to watch
than basketball.

Dogs, cows,
and whales
are all
mammals.

Planes can
be delayed
due to bad
weather.

Calculators
are useless
now that
there are
computers.

**Move back
two spaces.**

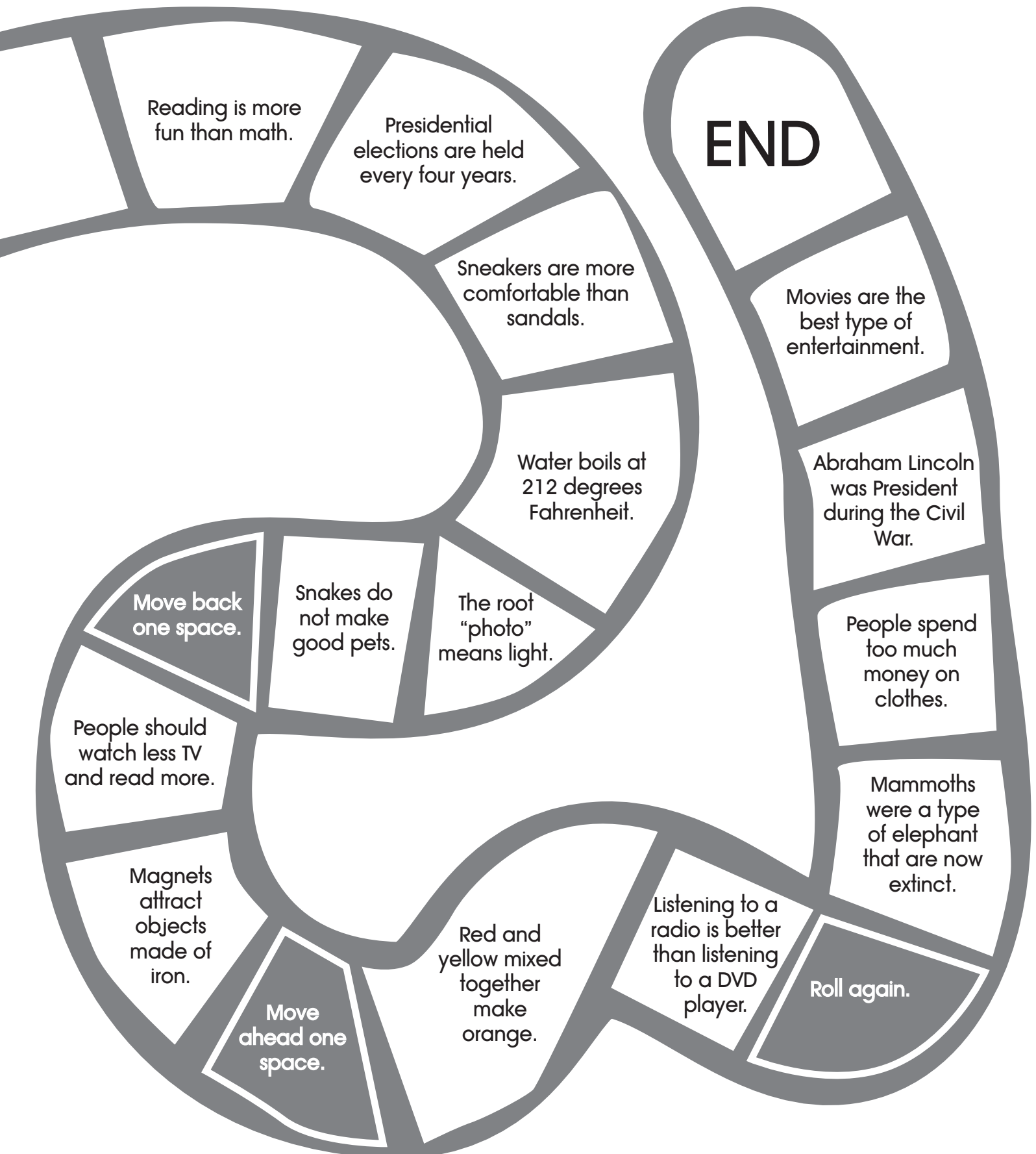
Everyone
should learn
to play the
piano.

Twelve times
three equals
thirty-six.

Comprehension

C.026.AM1b

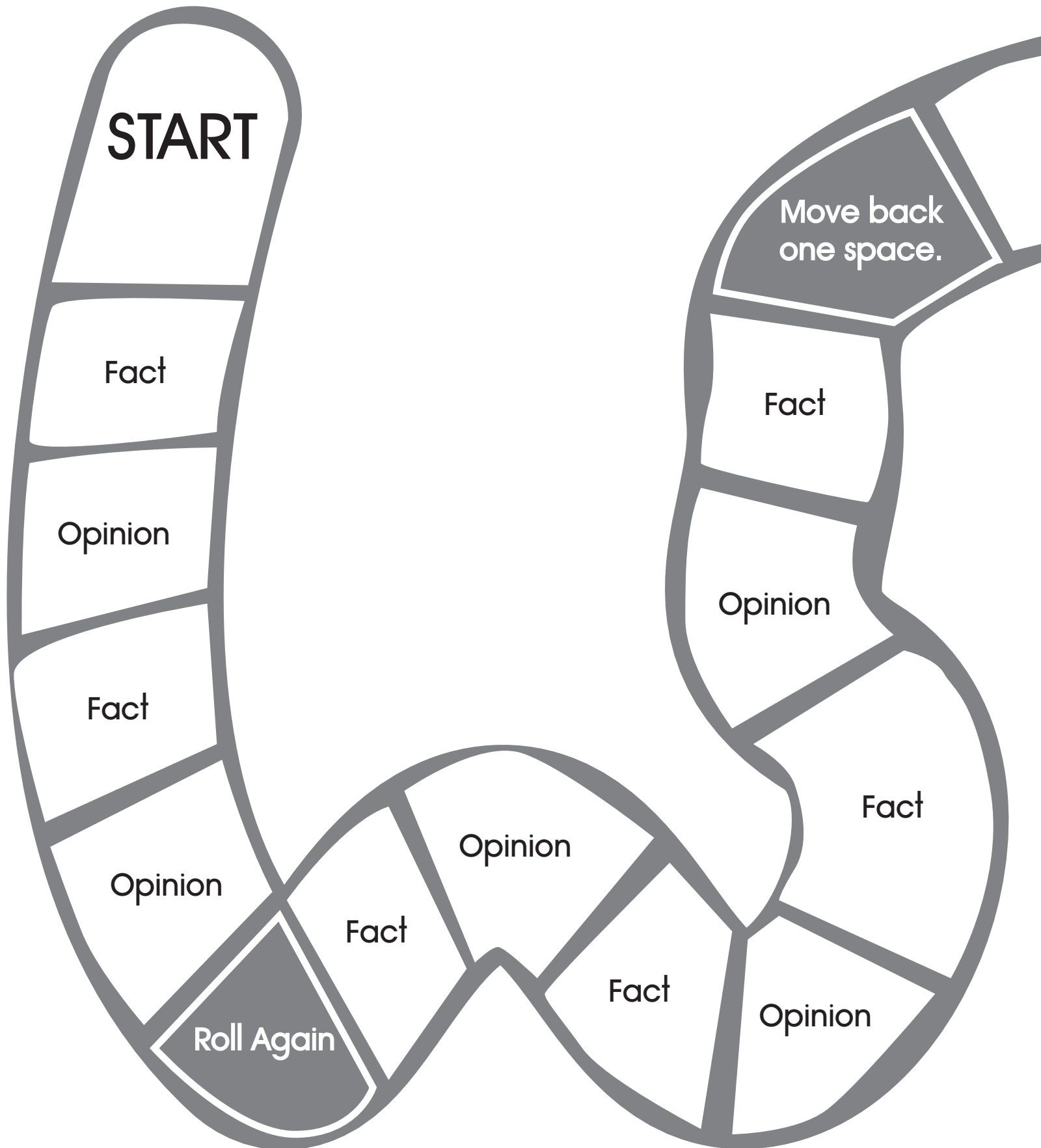
Fact or Opinion Game



Comprehension

Fact or Opinion Game

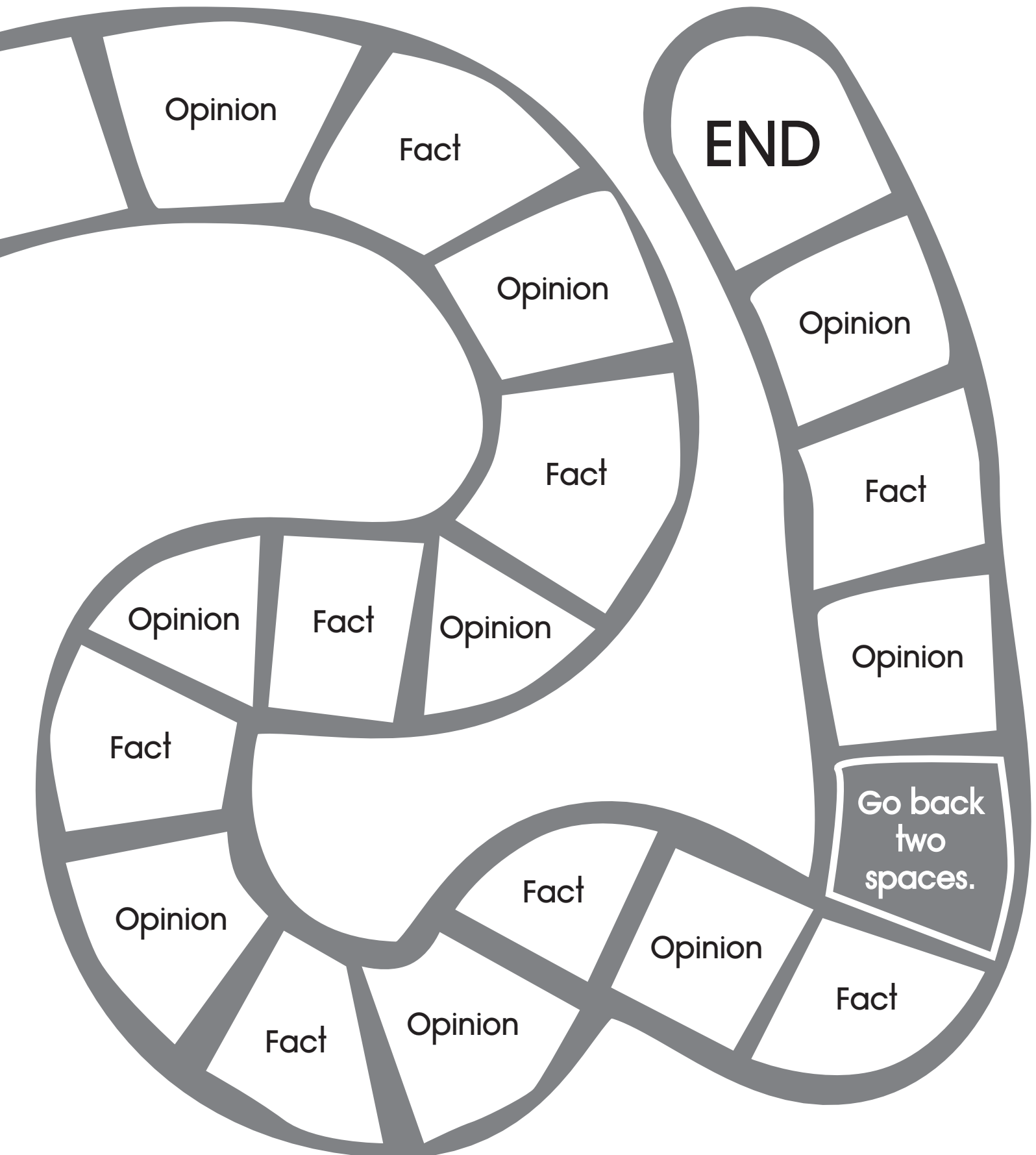
C.026.AM2a



Comprehension

C.026.AM2b

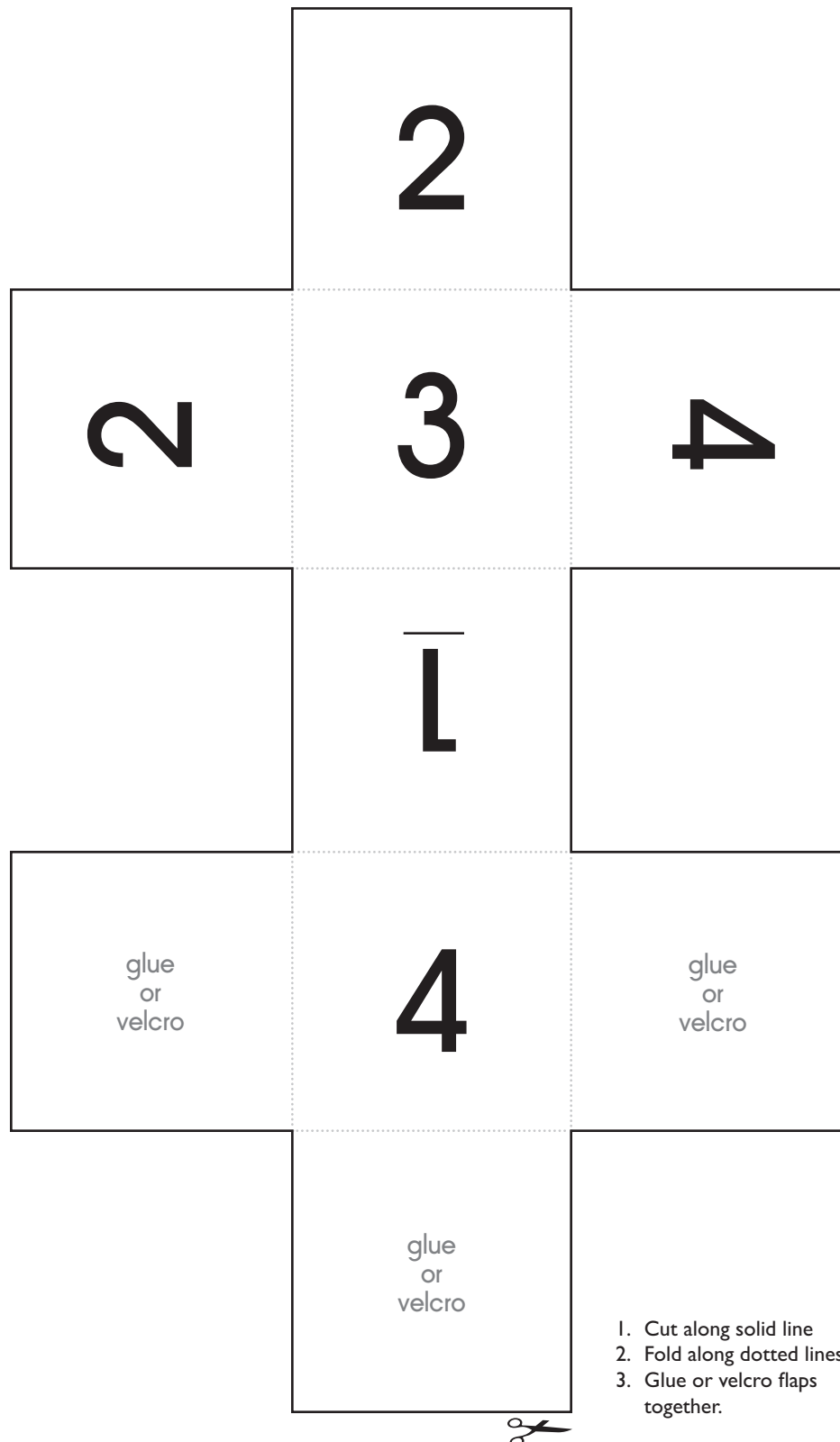
Fact or Opinion Game



Comprehension

Fact or Opinion Game

C.026.AM3



number cube

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?

What Causes Reflections?

Cross-Curricular Focus: Physical Science



Light from the sun or a light bulb moves in straight waves. When the light waves hit an object, they bounce off of it. This action is called **reflection**. For most objects, the light bounces in many directions at the same time. When this happens, it allows us to see the object. A picture of the object is sent to the brain from the eye. The brain helps us understand what we see.

Light waves also bounce when they hit a smooth, shiny surface. Hitting a surface like a **mirror** makes the light waves bounce directly back to your eyes. This movement allows you to see yourself. It creates a reflection. You see the objects around it instead of the mirror itself. Anything shiny may act like a mirror when the light hits it. Have you ever seen your face reflected in the rounded side of a pot or pan? You can even see reflections on the surface of water if it is smooth and still. You have probably seen beautiful pictures of mountain scenes. Often the mountains and sky are reflected on the smooth surface of the lake.

Water and glass have a special ability. They can refract, or bend, light. That's why a spoon in a clear glass of water will look bent when it really is not. The ability of glass to refract light has given us some useful products. Eyeglasses help us see clearly. Magnifying glasses enlarge our view of an object.

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) How does light travel?

2) Why can we see objects?

3) How do light waves act when they hit a smooth or shiny surface?

4) Will a lake filled with people boating and swimming act like a mirror? Why, or why not?

5) What ability of glass allows us to magnify, or make things larger?

Water Carves the Land

Cross-Curricular Focus: Earth Science



The coastlines of North America have a beautiful, but unusual shape. The ocean waves are responsible for weathering away bits of soil, rock, and sand wherever the water meets the land. Some beaches change more than others. Those that experience severe storms or frequent winds change the most. Water carries the sediment, or sand, soil and rocks, and drops it along another part of the coast.

A **bay** is formed when wears away the land in a natural curve. This creates a body of water that has a wide opening to the sea, but is partly enclosed by land. The waters of a bay are usually calm.

Ocean waves aren't the only water sources that pick up and redeposit sediment. River systems are made up of many different rivers. They join up on their journey toward the ocean. They all eventually join a major river that will take them all the way to the ocean. One example of this is the Mississippi River system. It eventually empties into the Gulf of Mexico. At the mouth of the river, deposits of sediment build up over time. This forms a large land area called a **delta**.

Sometimes people change the path that water naturally follows. Man-made lakes are created by building dams. The lake that forms is called a **reservoir** and stores the region's fresh water supplies. In some areas, the dam may also use the force of gravity to make electricity. Water rushing from a high place to a low one turns huge turbines, or wheels, creating and storing electricity for the region's power system. Water from reservoirs can also be used in irrigation projects that help farmers get enough water to grow crops.

Water often shapes our land. Humans also shape and control the water sources of the Earth.

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 is sediment?

2) What happens when sediment builds up over time?

3) What is responsible for the unusual shape of a coastline?

4) What is an example of people changing the way water flows?

5) What is one benefit of building a dam?

Extreme Weather

Cross-Curricular Focus: Earth Science



Severe storms happen in low-pressure weather systems. Warm, wet air begins rising into the air. The higher it rises, the cooler it becomes. Water vapor in the air forms drops. This process is called condensation. The drops join together to form clouds. Precipitation in the form of rain, sleet, snow or hail falls down to Earth's surface.

Conditions must be very specific for a thunderstorm to develop. Even so, thunderstorms remain the most common kind of extreme weather. Before a thunderstorm can develop, there have to be three conditions present. First, the air has to be full of moisture. Next, there must be either an approaching cold front or an intensely heated piece of Earth's surface sending warm air up quickly. Finally, the warm air that rises must be warm enough to stay warmer than the air it passes through. When these conditions are met, the moisture in the rising air condenses. Clouds form, and a storm begins.

A cold front happens when cold air is moving near the surface of Earth, and it pushes warm air up very quickly. This is often the beginning of a thunderstorm. Clouds form, and heavy rains begin falling. Opposite electrical charges inside storm clouds separate. This causes lightning to flash towards Earth. Lightning has enough energy to heat the air all around it. This sudden burst of heat is what causes the noise we know as thunder.

Thunderstorms often bring disasters with them. This can be in the form of floods, fires caused by lightning, damage from hailstones or strong winds, and even tornadoes. A **tornado** is a spinning mass of air over land that can destroy virtually everything in its path.

A **blizzard** is a combination of strong winds and extremely low temperatures. Snowfall increases until it is so heavy it is difficult or impossible to see. People can become lost in the snow and freeze to death. Homes can be covered over with snow, trapping people indoors.

A **hurricane** is the most powerful storm known on Earth. It forms over warm ocean waters off the coast of the tropics, becoming a gigantic swirling mixture of air and water. It can grow to between 100 and 900 miles wide. Wind speeds can average 75 miles per hour or more. Hurricanes do the most damage to coastal cities because they quickly lose their strength as they move over land. Hurricanes are so large and powerful that their swirling clouds can be seen from space.

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 kind of weather system encourages a thunderstorms to develop?

2) Why does thunder usually occur during storms that have lightning?

3) What is one of the conditions necessary for a thunderstorm to develop?

4) Name one danger associated with blizzards.

5) Which kind of extreme weather do you think would be the most difficult to face? Why?

Weather and Climate: The seasons

By Encyclopaedia Britannica, adapted by Newsela staff on 04.27.17

Word Count **721**

Level **810L**



Summer brings wildflowers to Washington's Mount Rainier National Park. Yet the mountain remains cold and snowy on top. Photo by: Peter Stevens via Flickr.

During the year, the weather changes in a predictable way. This cycle of weather changes is divided into four parts, known as the seasons. The four seasons are winter, spring, summer and autumn, or fall.

The differences between seasons are not the same everywhere on Earth. In the regions close to the equator, temperatures stay warm all year. In the areas by the poles, the temperatures stay cold all year. The seasonal changes are most obvious in the regions between the equator and the poles.

Autumn

Autumn, or fall, is the season when temperatures cool off, from warm summer to cold winter. Autumn begins on the fall equinox. An equinox is when the hours of daylight are equal to the hours of darkness. In the Northern Hemisphere the fall equinox is on September 22 or 23, while in the Southern Hemisphere it is on March 20 or 21.

Autumn is a time of change. Leaves change color and fall from trees, and animals prepare for winter. They grow thicker coats or store food for the coming months. Some birds migrate toward

the equator, where it will stay warmer.

Autumn is also when many crops are harvested, or gathered. All around the world this is a time of festivals. People observe the equinox or celebrate the harvest.

Winter

Winter falls



between autumn and spring and is the coldest season. Winter means "time of water" in old German, because rain and snow often fall. Winter begins on the winter solstice. Winter solstice is the day of the year with the fewest hours of sunlight. In the Northern Hemisphere it happens on December 21 or 22. In the Southern Hemisphere it falls on either June 21 or 22.

Winter is a quiet season. Some animals hibernate, or sleep until spring. Some plants die and leave their seeds, while others stop growing until spring.

Many people enjoy participating in winter sports such as ice skating, skiing and sledding. But some people feel sad because there is less sunlight during the winter. Since ancient times, humans have been celebrating during winter to spread cheerfulness.

For example, the ancient Romans celebrated Saturnalia. Saturnalia took place December 17–24 and was their merriest festival. All work stopped and people exchanged presents.

The Christian holiday of Christmas, celebrated on December 25, is closely tied to this festival.

Hanukkah, or The Feast of Lights, is a joyous Jewish celebration. It lasts for eight days in December. The Chinese New Year takes place in late January or early February and is an important holiday for the Chinese people.

Spring

Spring is the season when temperatures warm up. They shift from the cold of winter into the warmth of summer. Spring begins on the spring equinox. Just like the fall equinox, this day has equal hours of sunlight and darkness. Spring equinox is on March 20 or 21 in the Northern Hemisphere. In the Southern Hemisphere it is on September 22 or 23.

Spring is when plants grow and animals become active again after the winter. Animals nest and reproduce, or have babies. In many cultures people celebrate this return to growth with festivals. In some religions, the spring equinox marks the beginning of the new year.

For example, the Zoroastrian and Baha'i religions of Iran and India call this day Noruz (also spelled Nauruz or Nowruz). In Europe, May Day began as a spring festival.

Summer

Summer,
the



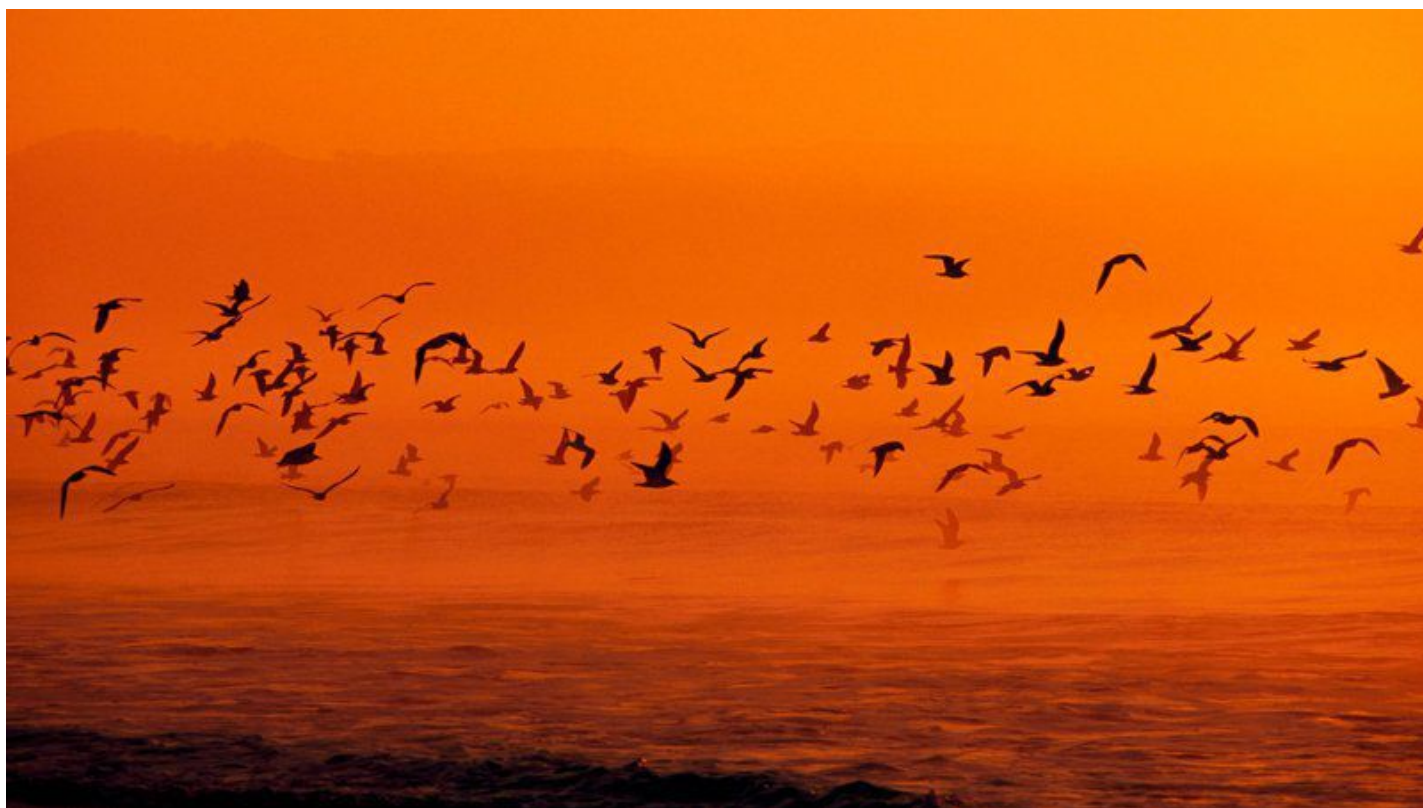
warmest season of the year, falls between spring and autumn. Summer begins on the summer solstice. Summer solstice is the day of the year with the most hours of sunlight. In the Northern Hemisphere this day is either June 21 or 22. In the Southern Hemisphere it is either December 22 or 23.

Summer is the time of the greatest plant growth. The warm weather and long days make it easy for people to get together. Widespread festivals and celebrations take place all summer long.

Quiz

- 1 Weather changes in a predictable cycle throughout the year. This cycle has four parts called seasons. The seasons are not the same everywhere on Earth. Some areas of Earth do not experience big seasonal changes while other areas do. What areas on Earth would the changes in seasons be most obvious?
- (A) Regions by the north pole.
 - (B) Regions by the south pole.
 - (C) Regions between the equator and poles.
 - (D) Regions close to the equator.
- 2 Which sections of the article highlight the significance of the equinox?
- (A) "Winter" and "Summer"
 - (B) "Autumn" and "Spring"
 - (C) "Summer" and "Spring"
 - (D) "Winter" and "Autumn"
- 3 You notice the temperatures are starting to cool off from the warm summer. You also notice the leaves are changing color and are falling from trees. Many of the animals are growing thicker coats and preparing for the cooler months to come. What season are you experiencing?
- (A) winter
 - (B) spring
 - (C) summer
 - (D) autumn
- 4 Based on information in the article, which of these statements is TRUE?
- (A) An equinox is when there is more sunlight than darkness.
 - (B) The seasons change closest to the equator.
 - (C) The word "winter" comes from the German language.
 - (D) Christmas used to be called Saturnalia.
- 5 During this season, some plants stop growing and may even die. People enjoy activities such as skiing and sledding. What season is this?
- (A) winter
 - (B) spring
 - (C) summer
 - (D) autumn

- 6 Which of the following are two MAIN ideas from the article?
- (A) Each season has its own special characteristics; the weather is predictable due to the changes in seasons.
 - (B) The four seasons are winter, spring, summer and fall; autumn and winter are the two seasons with the most holidays.
 - (C) The change of the seasons is harder to notice close to the equator; the seasons do not change at the Earth's poles.
 - (D) There are places where the temperature stays warm all year round; the four seasons change in a different pattern every year.
- 7 Summer is the time when temperatures are warmest. This season starts at a specific time of year called summer solstice. What does summer solstice mean?
- (A) Summer solstice is the day of the year where there are the most hours of sunlight.
 - (B) Summer solstice is the day of the year with the least number of sunlight hours.
 - (C) Summer solstice is the day of the year when the number of daylight and darkness hours are equal.
 - (D) Summer solstice is when there is total darkness and no hours of sunlight.
- 8 Which sentence from the article is MOST important to include in its summary?
- (A) This cycle of weather changes is divided into four parts, known as the seasons.
 - (B) The seasonal changes are most obvious in the regions between the equator and the poles.
 - (C) Since ancient times, humans have been celebrating during winter to spread cheerfulness.
 - (D) The Christian holiday of Christmas, celebrated on December 25, is closely tied to this festival.



Point Reyes National Seashore is one of the best birding spots in the country, boasting nearly 500 species. (Macduff Everton/Corbis/Fred Bavendam/Minden Pictures/Corbis)

Get out your binoculars—birds are making their annual trek north



By Jennifer Nalewicki [Smithsonian.com](https://www.smithsonian.com) | [March 16, 2020](#) |

Daffodils, cherry blossoms and tulips aren't the only things brightening up the thawing landscape. Spring is nearly here. It begins March 19. Right now, dozens of species of birds have left their winter homes in the south. They are embarking on their annual journey north. It is part of spring migration. In the coming weeks, even more will spread their wings. They will follow the same route their ancestors did.

Spring is a particularly wonderful time for bird watching. This is according to Timothy Guida. He is a research technician at the Smithsonian Migratory Bird Center. He spoke with Smithsonian.com.

"During the spring, the males have on their beautiful plumage to attract mates," he says. "So you'll see birds at their most vibrant."

Another bonus to spring migration is that it occurs as a mass movement. It takes place over a shorter timeframe than its fall counterpart. That is because birds are ready to reach their breeding grounds and begin mating.

"During the fall, the timespan for migration is much broader. Birds typically start leaving once the temperature drops and there's a lack of food," says Guida. "But in the spring, you'll see more of a blitz over the span of several weeks. Timing is more imperative for birds to begin reproducing and raising young."

Birds already on their epic odyssey include pectoral sandpipers, great egrets and ospreys. Western kingbirds, scissor-tailed flycatchers and brown thrashers are also on the move. This is according to a report published by BirdCast. It is a subsection of The Cornell Lab of Ornithology.

Birds aren't the only species in migration mode. Monarch butterflies are also leaving their winter homes. They are heading north.

With all the diversity to be seen among spring migrators, you might worry about how to make the most of your bird watching trip.

"My advice is to not stress out by trying to see everything at once. But instead, focus on one or two species. And see if you can identify them," Guida says.

"I think people know more about birds than they realize. By comparing the birds you're seeing to the ones you already know, you can start piecing everything together by color or size and develop birding skills that way."

English Language Learners 3-5

Reading

- Read the poem “My Planet” by yourself or with someone in your family.
- Think about what you know about Earth compared to other planets. What makes Earth an important planet?
- Highlight or circle any words in the poem that are new to you.

Speaking

- Read the poem aloud to someone in your family.
- Talk about planets with someone in your family. What other planets do you know about?
- Ask someone in your family about the words that are new to you.

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 next to the poem, illustrate a picture that goes with the poem.
- Write about how you think the author feels about the planet Earth.

My Planet

I live on Earth.

The weather's just right.

Not too close or too far

From the sun's red hot light.

Mercury's next to the sun's

Scorching glare.

It's too hot for people.

I couldn't live there.

Neptune's the farthest.

It's made up of air.

It's too cold for people.

I couldn't live there.

But the sunlight on Earth

Is just right for a tree.

It grows perfect willows,

And maples, and me.

Illustrate a picture to go with the poem My Planet

How does the author of this poem feel about Earth? How do you know they feel that way?

Writing Ideas 3-5 Elementary Week #3

Students can compose sentences and/or paragraphs to respond to the prompts and ideas below. This will vary depending on their age/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? Describe the setting. Add details and/or dialogue 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? Convince your reader why this is the best food. Add examples and details to support your opinion. Be sure to have an introduction and a conclusion.

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. Introduce your topic and have a conclusion.

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!

Want to learn more about reflections? Do some research and find more information about reflections. Write an informative piece or poem about your findings.	What are some other land formations that have been changed over time by water? Conduct some additional research and write an informative piece on this topic.	Other animals besides birds migrate. Research another animal that migrates and write an informational piece about that animal.
In your opinion, what is the most extreme type of weather? Write an opinion piece defending your opinion using facts and details.	WRITER'S CHOICE	Weather can be very unpredictable and extreme! Write a narrative story about a character or character(s) that encounter extreme weather. Include descriptive details and be sure to have a beginning, middle, and end.
Create a Prezi, PowerPoint, Poster, and/or infographic about something you learned from the reading selections. Present what you learned to a family member!	Write about how the two reading selections Weather and Climate: The Seasons and Get Out Your Binoculars – Birds are Making Their Annual Trek North are similar and/or different?	Select various vocabulary words from the reading you did and use those words to write a poem, song, or play!







Make the Largest Sum

9	7	6	3	2
8	6	4	2	1

+ _____

Materials: numeral cards 0-9 (4 of each), calculator

1. Work with a partner. Shuffle the cards and place them facedown in a stack.
2. Take ten cards each from the top of the stack and use them to create a 5-digit plus 5-digit addition problem. Arrange your cards to make the largest sum possible.
3. Write and solve your addition problem.
4. Use a calculator to check each other's work. The player with the largest sum scores one point. Subtract one point for an incorrect answer.
5. Continue play. The first player to reach five points wins the game.

Make the Smallest Sum

1	2	3	4	7
1	2	3	5	9

+ _____

Materials: numeral cards 0-9 (4 of each), calculator

1. Work with a partner. Shuffle the cards and place them facedown in a stack.
2. Take ten cards each from the top of the stack and use them to create a 5-digit plus 5-digit addition problem. Arrange your cards to make the smallest sum possible.
3. Write and solve your addition problem.
4. Use a calculator to check each other's work. The player with the smallest sum scores one point. Subtract one point for an incorrect answer.
5. Continue play. The first player to reach five points wins the game.

0

1

2

3

4

5

6

7

8

9

10

2. Binary Cards

This activity introduces the binary system, which is the language that computers understand, to anyone who can count.

ASCII BINARY ALPHABET			
A	1000001	N	1001110
B	1000010	O	1001111
C	1000011	P	1010000
D	1000100	Q	1010001
E	1000101	R	1010010
F	1000110	S	1010011
G	1000111	T	1010100
H	1001000	U	1010101
I	1001001	V	1010110
J	1001010	W	1010111
K	1001011	X	1010111
L	1001100	Y	1011001
M	1001101	Z	1011010

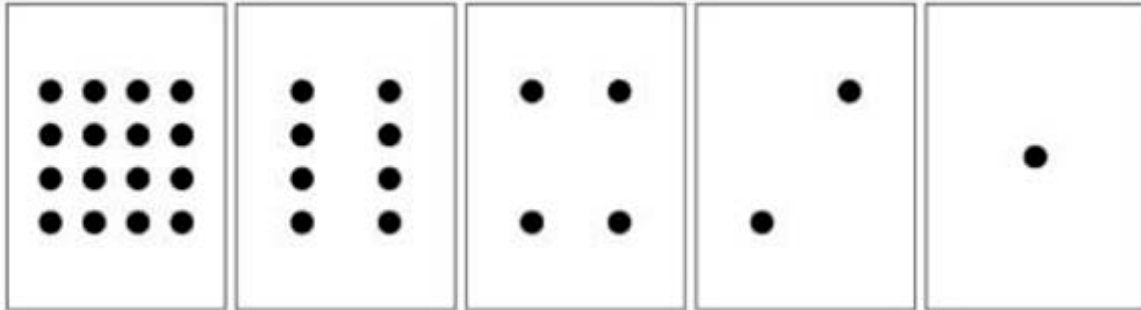
Photo by [Mama Smiles](#)

Materials Needed

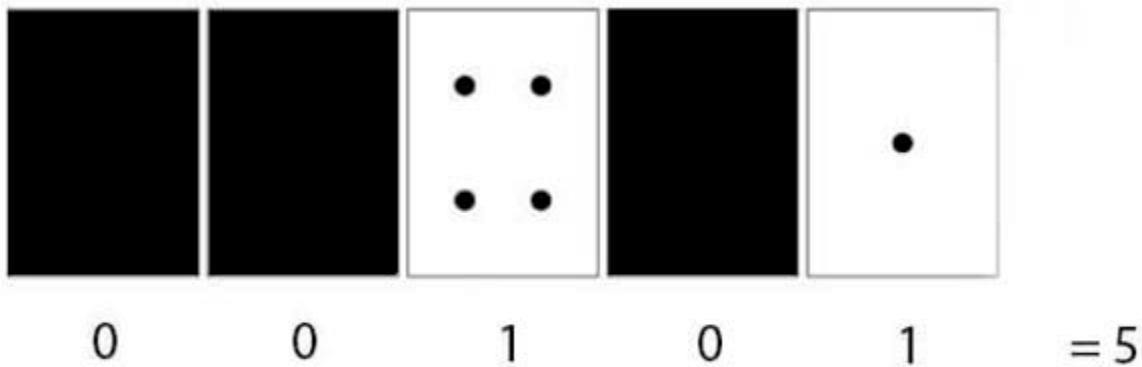
A set of cards with 1, 2, 4, 8 and 16 dots. Available at the end of this document. There's also more in-depth instructions and additional activities to try out!

How to Play

Step 1: Cut out the cards on your sheet and lay them out with the 16-dot card on the left. Make sure the cards are placed in exactly the same order.



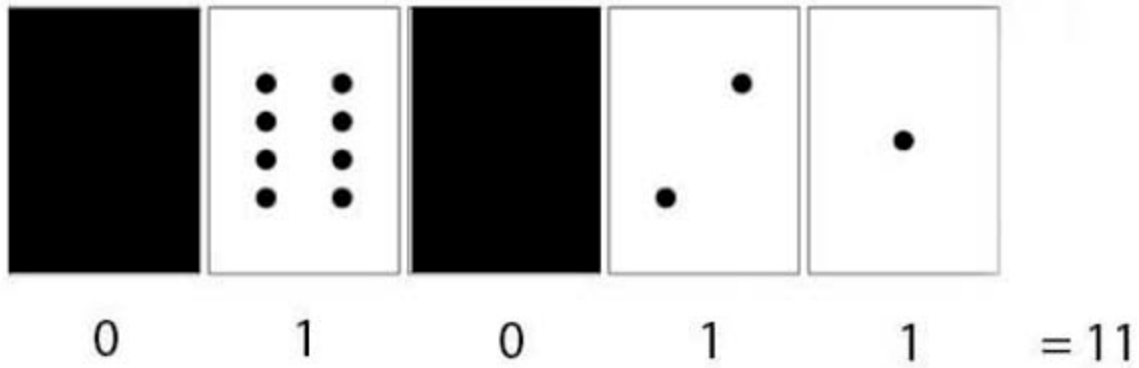
Step 2: Now flip the cards so exactly 5 dots show—keep your cards in the same order!



So, the binary number for 5 is 00101 or 101.

When a binary number card is not showing, it is represented by a zero. When it is showing, it is represented by a one. This is the binary number system.

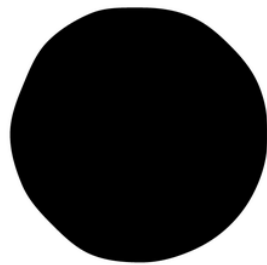
Here's another example showing how to work out the number 11 in binary:



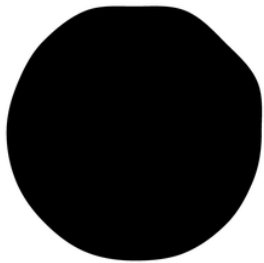
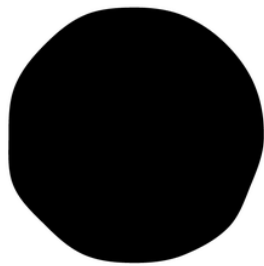
So the binary number for 11 is 01011 or 1011.

Step 3: Find out how to get 4, 10, 12. Is there more than one way to get any number?

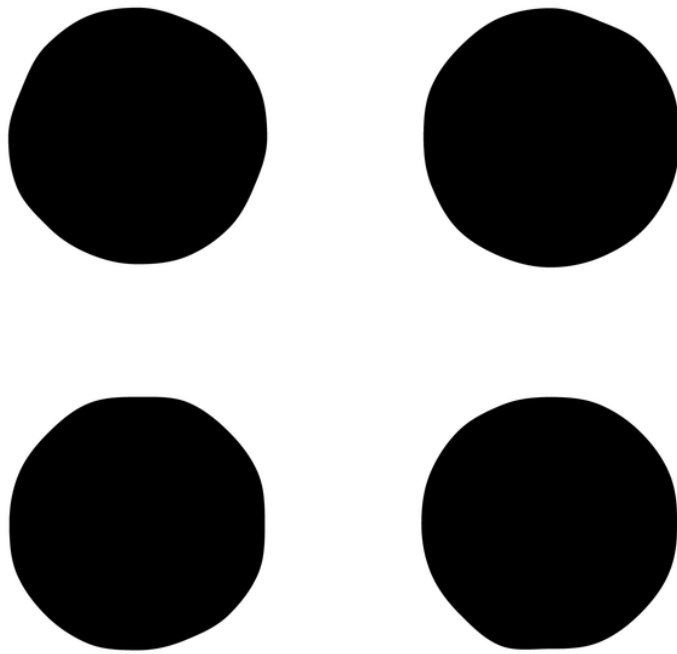
What is the biggest number you can make? What is the smallest? Is there any number you can't make between the smallest and biggest numbers?



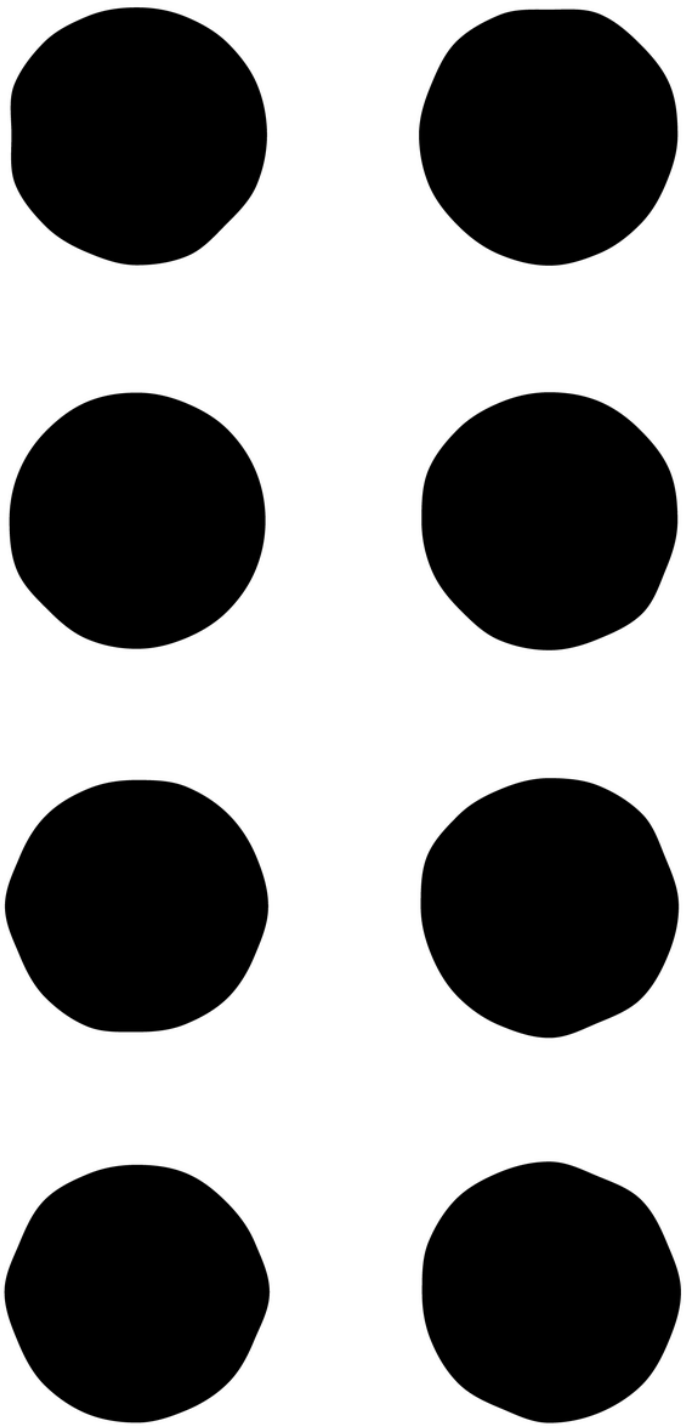
1



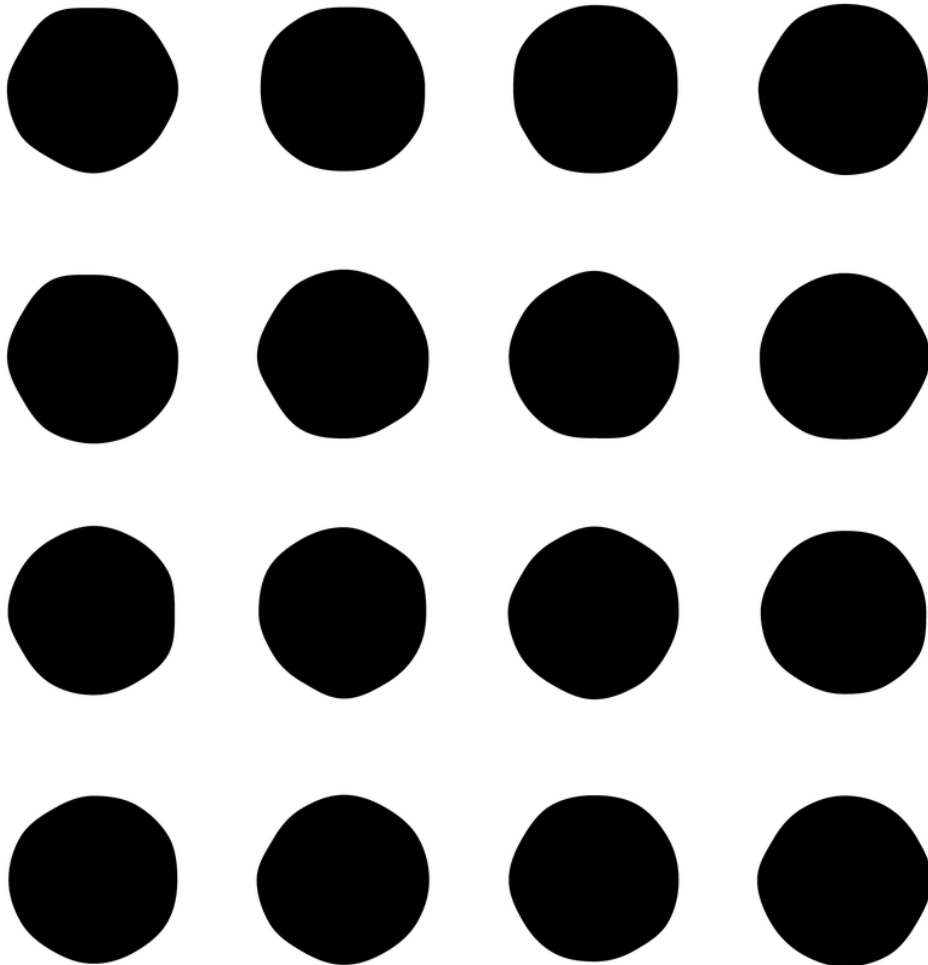
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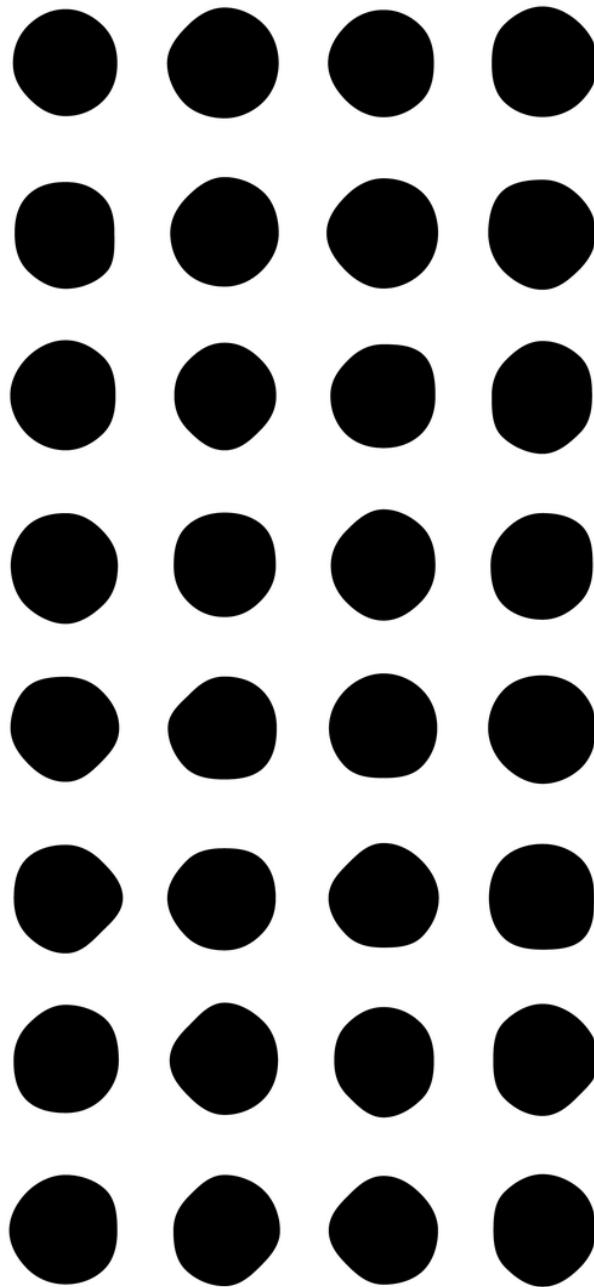
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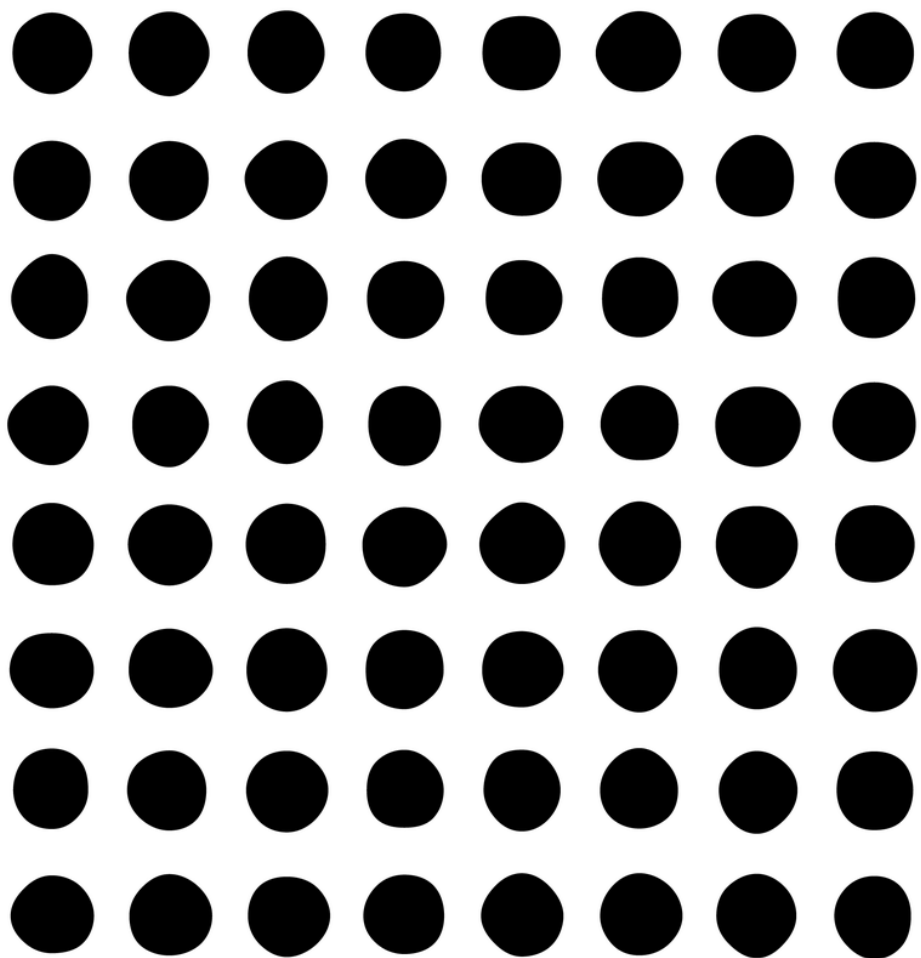
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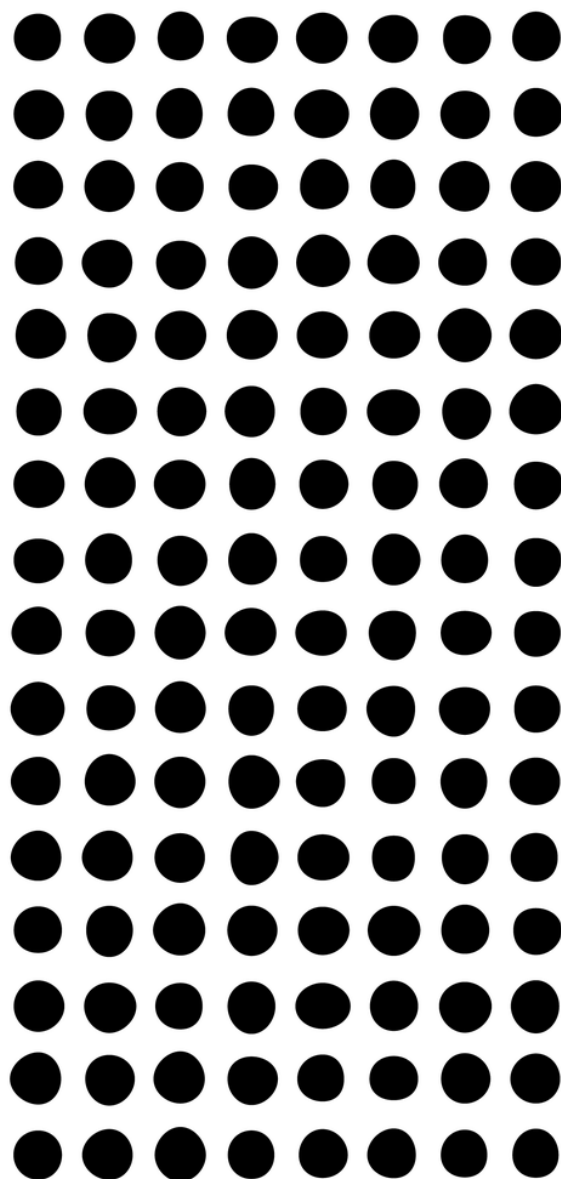
16



32



64



128