

K-2 At-Home Learning Resources

(Yellow Packet)

Week #5

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 blend sounds of letters to make words.

Materials

- ▶ Letter cards (Activity Master P.037.AM1a - P.037.AM1c)
 - ▶ Student sheet (Activity Master P.037.SS)
 - ▶ Pencils

Activity

Students use consonant and vowel cards to make words.

1. Place the consonant cards face down in one stack and vowel cards face down in another stack. Provide each student with a student sheet.
 2. Taking turns, students select two cards from the consonant stack and one card from the vowel stack.
 3. Place the vowel card between the two consonant cards. Say the sound of each letter, blend them, and read the word orally (e.g., “/b//u//g/, bug”).
 4. Determine if the word is real or nonsense and record it in the corresponding column on the student sheet. Return the cards to the bottom of the appropriate stacks. Select two more consonant cards and one more vowel card.
 5. Continue until at least ten words are recorded.
 6. Teacher evaluation

Extensions and Adaptations

- ▶ Switch letters with other students to change nonsense words to real words.
 - ▶ Sort the words by vowel.

Phonics

Three-In-One

P.037.AM1a

a

b

c

d

e

f

g

h

i

letter cards



Phonics

P.037.AM1b

Three-In-One

j

k

l

m

n

o

p

q

r

letter cards



Phonics

Three-In-One

P.037.AM1c

S

t

u

V

W

X

Y

Z

letter cards



Name _____

P.037.SS

Three-In-One

Real Words

Nonsense Words

Handwriting practice lines for writing real words.

Handwriting practice lines for writing nonsense words.

Fluency



Words

F.011

I Read, You Point

Objective

The student will gain speed and accuracy in reading words.

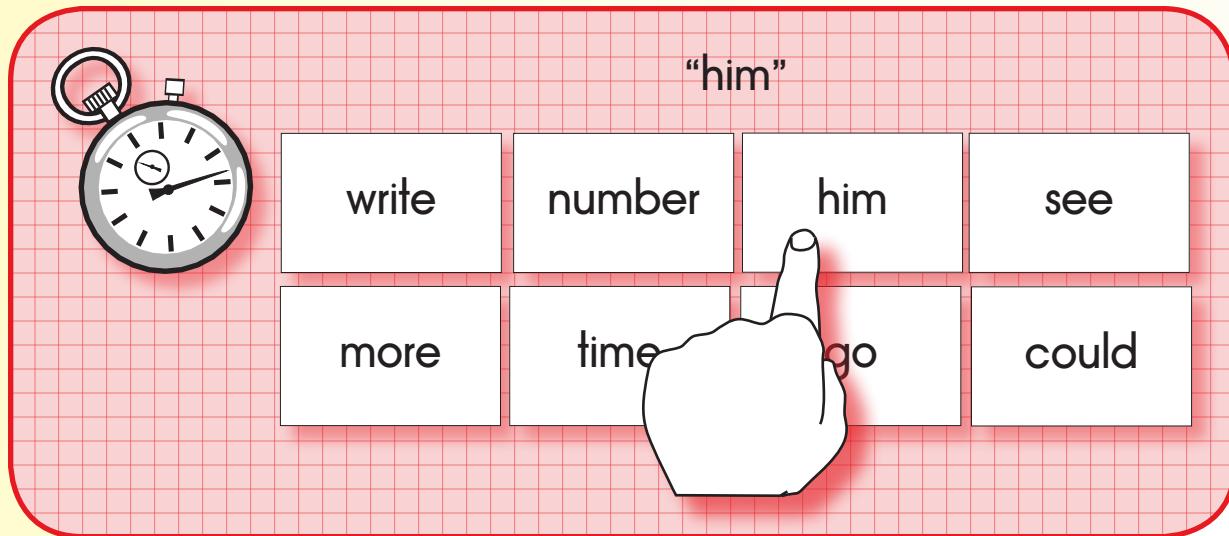
Materials

- High frequency word cards (Activity Master F.011.AM1a - F.011.AM1b)
- List of words (Activity Master F.011.AM2)
Note: There are 16 words that are repeated on this sheet.
- Time record student sheet (Activity Master F.003.SS)
- Timer (e.g., digital)
- Pencils

Activity

Students quickly identify words as they are read to them by a partner.

1. Place high frequency word cards face up in rows on a flat surface. Place the list of words and timer at the center. Provide each student with a time record.
2. Working in pairs, student one picks up the list of words and student two sits in front of the word cards.
3. Student one starts the timer and reads the first word on the list of words. Student two looks for and points quickly to the corresponding word card.
4. If correct, student one reads the next word. If incorrect, student one provides assistance.
5. Continue until all words are read and identified. Student one stops timer and student two records the time on his student sheet.
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

- Make and use other words (Activity Master F.011.AM3) and list of words (Activity Master F.011.AM4).
- Use word cards as flash cards.

like

him

into

time

has

look

two

more

high frequency word cards



Fluency

I Read, You Point

F.O.I.I.A.M.I.b

write

go

see

number

no

way

could

people

high frequency word cards



like

him

into

time

has

look

two

more

write

go

see

number

no

way

could

people

see

time

like

write

him

no

way

number

into

people

look

has

more

two

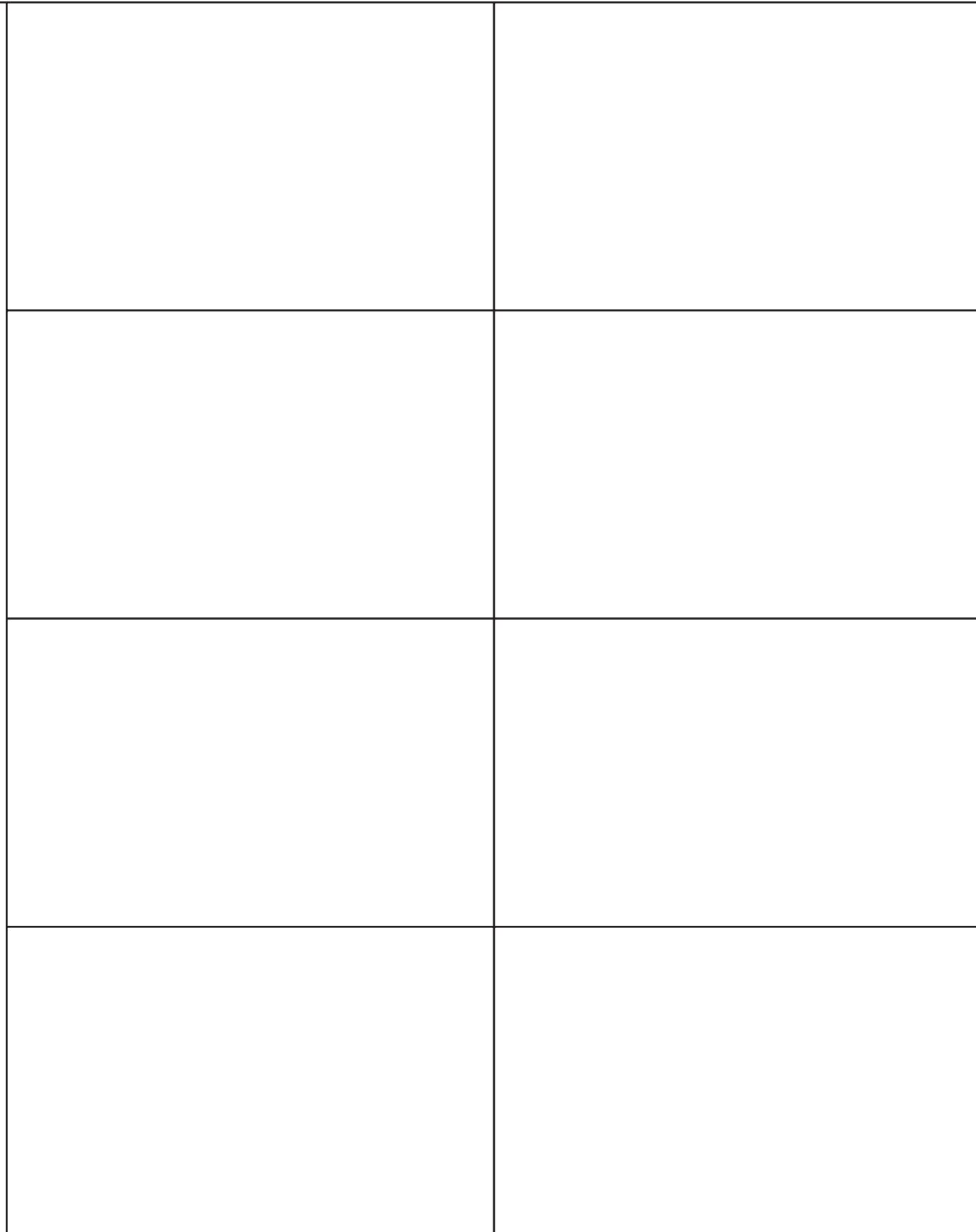
could

go

Fluency

I Read, You Point

F.O.I.I.A.M3



blank cards



Fluency

F.OII.AM4

I Read, You Point

This image shows a template for a blank word list. It consists of four columns and four rows of horizontal lines. Each row contains four lines: a solid top line, a dashed middle line, a solid bottom line, and a blank space below the bottom line for notes or definitions. The entire template is enclosed in a dark border.



Vocabulary

V.005

Word Knowledge

Go Fish for Homophones

Objective

The student will identify homophones.

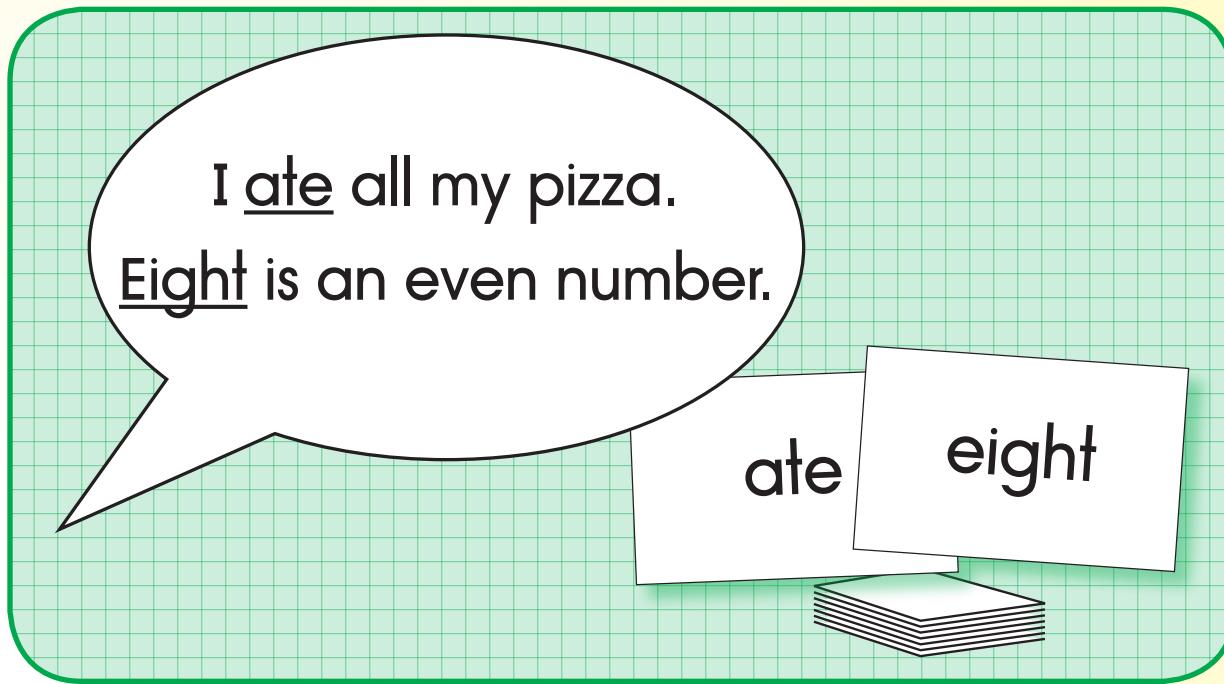
Materials

- Homophone word cards (Activity Master V.005.AM1a - V.005.AM1f)

Activity

Students match homophones while playing a “Go Fish” game.

1. Place the homophone word cards face down in a stack at the center.
2. Student one gives seven cards to each player and places the remaining cards face down in a stack.
3. Students check their cards for matching homophones, read them, and place the matching sets down.
4. Taking turns, student one asks for a specific homophone for one of the cards he is holding (e.g., “Do you have a card that says “eight?””)
5. If yes, the card is given to student one who reads each homophone. Holds each card up separately and uses in a sentence (i.e., “Ate, I ate all my pizza. Eight, eight is an even number”). Takes another turn. If no, student two says, “Go Fish.” Student one selects the top card from the stack.
6. Reverse roles and continue until all cards are matched.
7. Peer evaluation



Extensions and Adaptations

- Use cards to play a homophone memory game.

Vocabulary

Go Fish for Homophones

V.005.AM1a

dear

deer

ate

eight

cent

sent

flower

flour

homophone word cards



Vocabulary

V.005.AM1b

Go Fish for Homophones

here

hear

I

eye

meet

meat

no

know

homophone word cards



Vocabulary

Go Fish for Homophones

V.005.AM1c

one

won

pair

pear

red

read

sale

sail

homophone word cards



Vocabulary

V.005.AM1d

Go Fish for Homophones

see

sea

so

sew

some

sum

to

two

homophone word cards



Vocabulary

Go Fish for Homophones

V.005.AM1e

tale

tail

wood

would

way

weigh

their

there

homophone word cards



Vocabulary

V.005.AM If

Go Fish for Homophones

son

sun

here

hear

seem

seam

right

write

homophone 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?

He Bit the Pit

Focus: Words in the -it family

Name: _____

1) What did the man do?

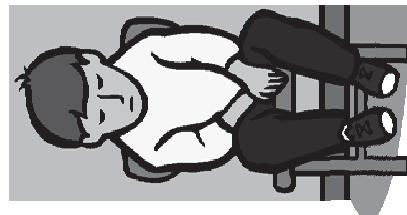


This is a peach.
It has a pit.

The man bit the peach.
He bit the pit.
He spit out the pit.



2) What does the boy like to do?



This is a boy.
He likes to hit.
He hit the girl.
Now he has to sit.
He got mad and had a fit.
He does not like to sit.

3) What does the boy have to do?

The Kid Will Win a Ship

Focus: Short “i” Words

Name: _____



A man called to say
There was a contest.
He made a pirate ship.
Kids can make up pirate stories.
He will pick the best story.
The winner of the contest will
win the ship.

The kid who has a thin lip
will win the contest.
He made up a story about
pirates who spilled oil.
The man picked his story.
It was the best.
Now the kid will win a ship.

1) What did the man make?

2) What will the winner win?

3) Which kid will win a ship?

3-D: It's Not Just For Movies

Cross-Curricular Focus: Mathematics

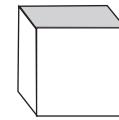


Name: _____

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.

You may have heard of 3-D movies. You may have even seen one. The *D* in 3-D stands for dimensional. A dimension is a direction that something can be measured. Flat things can be measured in two ways. They can be measured by length and by width. That's why flat things are sometimes called 2-D or two-dimensional. Three-dimensional things can be measured in three ways. They can be measured by length and width like flat things. They can also be measured by their height. Height is what lets them come up off the paper or the screen. Three-dimensional shapes in math are called solids. Let's look at some of the most common solids.

A **cube** has six square sides. The sides are called faces.

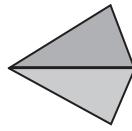


A **rectangular prism** has six sides that are all shaped like rectangles.



A **sphere** is shaped like Earth. It is also like a playground ball.

A **square pyramid** has a square on the bottom, and four triangle-shaped sides.



1) What is a dimension?

2) How can flat, two-dimensional things be measured?

3) What are three-dimensional shapes called in math

4) What shape are the sides of a cube?

5) What does a sphere look like?



Good luck, Tira! You've surely earned your spots. (Courtesy of Frank Liu/Marieke IJsendoorn-Kuijpers/Flickr)

Spotted in Kenya: a baby zebra with polka dots



By Bright Katz Smithsonian Magazine | September 26, 2019 |

Zebras have black-and-white stripes. They are striking. They boast one of the most well-known coats of the animal kingdom. Some zebras don't fit the striped mold. Antony Tira is a tour guide. He is a photographer. He works at the Masai Mara National Reserve. It is in Kenya. He recently caught sight of an odd foal. The zebra had deep black coat. But he was covered with white spots.

"At first I thought it was a zebra that had been captured and painted or marked for purposes of migration." That's what Tira told George Sayagie. He works for the Daily Nation. It is a Kenyan newspaper. "I was confused when I first saw it."

The baby zebra has been named Tira. He has a genetic condition. It is known as "pseudomelanism." It causes oddities in zebra stripe patterns. Ren Larison is a biologist. She works at the University of California, Los Angeles. She explained the phenomenon to Katie Stacey of National Geographic. Zebras are dark skinned animals. Their stripes arise from specialized skin cells. These are called melanocytes. These transfer melanin into some of their hairs. The hairs that have melanin appear black. Those without it appear white. But sometimes things go wrong. The melanin does not show up as stripes.

"There are a variety of mutations that can disturb the process of melanin synthesis. And in all of those disorders, the melanocytes are believed to be normally distributed. But the melanin they make is abnormal." That's what Greg Barsh told Stacey. He is a

are believed to be normally distributed. But the melanin they make is abnormal. That's what Greg Barsh told Stacey. He is a geneticist. He works at the HudsonAlpha Institute for Biotechnology.

Genetic quirks can lead to other strange coat patterns. Natasha Daly is with National Geographic. She reported on a "blonde" zebra. It was at Tanzania's Serengeti National Park. That was earlier this year. The animal appeared to have partial albinism. These zebras have reduced melanin. It causes their stripes look pale and golden.

Tira's appearance marks the first time that a spotted zebra has been seen at Masai Mara. That's according to Sayagie. But others like it have been observed in Botswana's Okavango Delta. News of the unusual foal spread on social media. Tourists began flocking to Masai Mara. They came "in droves." They wanted to catch a glimpse of him.

The future may not be bright for this little zebra. Scientists have many thoughts on the function of zebra stripes. Theories include camouflage. They include social-signaling. And they include temperature control. Many now think that the black-and-white pattern actually serves as a fly repellent. Flies carry a number of diseases in Africa. These are fatal to zebras. Their thin coats make them very easy to bite. Zebras' stripes seem to confuse flies. This makes it difficult for them to stick their landing. Tira may be more prone to dangerous bites. That's without the standard coat pattern.

But Tira might do just fine. That's if he can withstand the flies. Zebras are accepting of difference. That's according to Stacey. Research suggests that animals with odd coat patterns fit right into the herd.

Caught on Camera: Extremely rare albino zebra lives in the wild in Africa

By National Geographic, adapted by Newsela staff on 04.22.19

Word Count **365**

Level **410L**



Image 1. An extremely rare zebra with partial albinism walks through a valley in Serengeti National Park in Tanzania. A small number of zebras with the condition live in captivity, but this sighting confirms that at least one "golden" zebra also lives in the wild. Photo by Sergio Pitamitz

Sergio Pitamitz waited with his camera. He was near a watering hole in Tanzania. Tanzania is a country in East Africa. He wanted to take pictures of zebras. He spotted a strange one. Its stripes were a lighter color.

He wondered if this zebra was just dusty. Then it went in the water. The dust did not wash off. Excited, he started taking picture after picture.

Scientists think the zebra may be part-albino. An albino animal has less melanin. Melanin is a pigment. It gives color to skin and hair. Animals with less melanin are often pale. Sometimes they are all white. Part-albino zebras are very rare.

Unusual Zebra Is Just One Of The Gang

Greg Barsh is a geneticist. He studies how animals pass color and other traits to their children. The photos of the zebra excited him. They proved two things. First, they showed part-albino zebras can survive in the wild. They also proved other zebras accept them. The lighter zebra was seen with other zebras. It looked a bit different. Still, it seemed to do normal zebra stuff!

Scientists want to learn more about zebras' stripes. Do they help zebras survive? They have learned some surprising things already. For instance, the stripes do not stop predators. They do not help zebras hide, either.

Scientists have proved one thing. The stripes keep away flies. Are darker stripes better? Researchers want to answer those questions.



It Is Hard To Study Zebras In The Wild

Scientists have studied albino animals at zoos. Zebras are hard to study, though. They are very jumpy. It is hard to do tests on them.

Mr. Pitamitz's photos are useful. They are helping scientists. They are showing scientists more about part-albino zebras.

Mr. Pitamitz feels lucky he got the pictures. He says it was like winning a big prize. Getting pictures of wild animals is never easy, he says. It takes hard work. It takes patience, too. "But sometimes luck helps!"

Quiz

- 1 Which detail in the article shows what scientists learned about part-albino zebras by looking at the photos?
- (A) He wanted to take pictures of zebras. He spotted a strange one. Its stripes were a lighter color.
- (B) First, they showed part-albino zebras can survive in the wild. They also proved other zebras accept them.
- (C) Scientists have studied albino animals at zoos. Zebras are hard to study, though.
- (D) Mr. Pitamitz feels lucky he got the pictures. He says it was like winning a big prize.
- 2 What is a reason why it is hard to study zebras?
- (A) They are jumpy.
- (B) They can hide very well.
- (C) They live in zoos.
- (D) They have dark stripes.
- 3 How are part-albino zebras different from other zebras?
- (A) Part-albino zebras have more stripes.
- (B) Part-albino zebras have less stripes.
- (C) Part-albino zebras have darker stripes.
- (D) Part-albino zebras have lighter stripes.
- 4 Why did Mr. Pitamitz feel lucky to get the pictures?
- (A) because he got a lot of money for taking the pictures
- (B) because it is not easy to get pictures of wild animals
- (C) because it was his first time taking pictures of zebras
- (D) because he was not planning to take a picture that day

English Language Learners K-2

Reading

- Read the poem “Gravity” by yourself or with someone in your family.
- Have you heard of gravity before?

Speaking

- Tell someone in your family about the poem.
- Talk about what you know about gravity. How does gravity impact 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 under the poem, illustrate a picture to go with the poem and label your picture.
- Write about how gravity impacts you. What would happen if there was no gravity on earth?

Gravity

High tide rolls in,
Low tide rolls out,
Each day in the deep blue sea.
Why do oceans act this way?
Because of gravity.

Illustrate a picture for the poem

How does gravity impact you?

Writing Ideas K-2 Elementary Week #5

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

- What is one of your favorite cartoon characters? Use that character to write your own story! Be sure to include details and have a beginning, middle, and end.

Opinion/Argument

- Write an opinion piece on your favorite outdoor activity. Why is this outdoor activity your favorite? Add reasons, examples, and/or details to support your opinion.

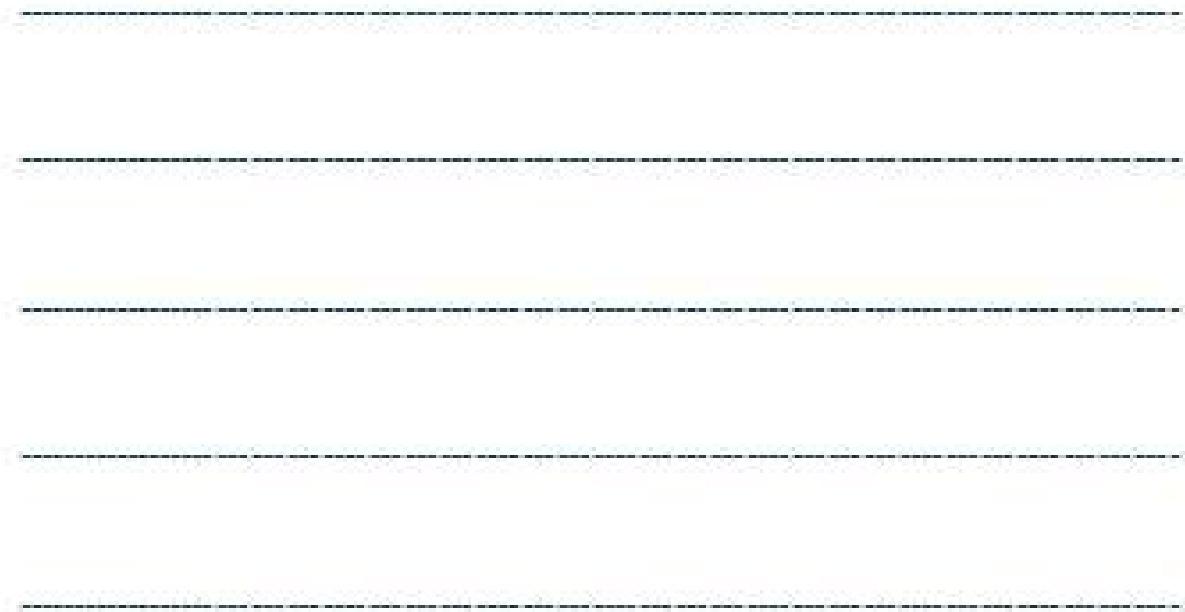
Informational/Explanatory

- Who is the author and/or illustrator of your favorite book? Do some research and find out about that author. Write an informational piece about what you learned. Introduce the author/illustrator and add facts, information, and/or details. Be sure to 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!

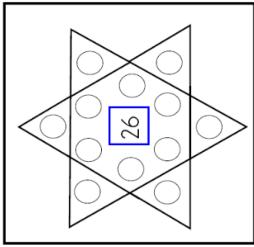
WRITER'S CHOICE		
<p>There are so many interesting things to learn about animals and their markings! Pick an animal that has unique or different markings and learn more about it! Write an informational paper about what you learned.</p> <p>Write a story and create your own picture book about a pirate and his adventures! Create characters, a setting, a problem and a solution. Write your story and be sure to add lots of details to bring your pirate adventure to life!</p> <p>What do you know about ships? Do some research to learn about different kinds of ship. Draw a picture of a ship and label the parts! Write a play, poem, or story about adventures you can have on a ship.</p>	<p>Write about how the two reading selections Spotted in Kenya: a Baby Zebra with Polka Dots and Caught on Camera: Extremely Rare Albino Zebra Lives in the Wild in Africa are similar and/or different</p> <p>WRITER'S CHOICE</p> <p>Rhyming words is fun! Write your own rhyming sentences, paragraphs, poem, song, or story that has words that end with –it and/or –ip!</p>	<p>What else can you find out about 3-D shapes? Try drawing a 3-D shape yourself. Write directions on how you drew the shape. To watch a video on how to draw 3D shapes, go to this link https://bit.ly/3et7gQs</p> <p>What do you know about peaches and how they grow? Do some research about peaches and create a poster or write a poem about peaches!</p> <p>Vocabulary words are fun! Write a poem or create some word art with some new or interesting vocabulary from this week's reading! For extra fun, explore https://wordart.com/create</p>



Handwriting practice lines featuring a solid top line, a dashed midline, and a solid bottom line.

Magic Star Puzzle

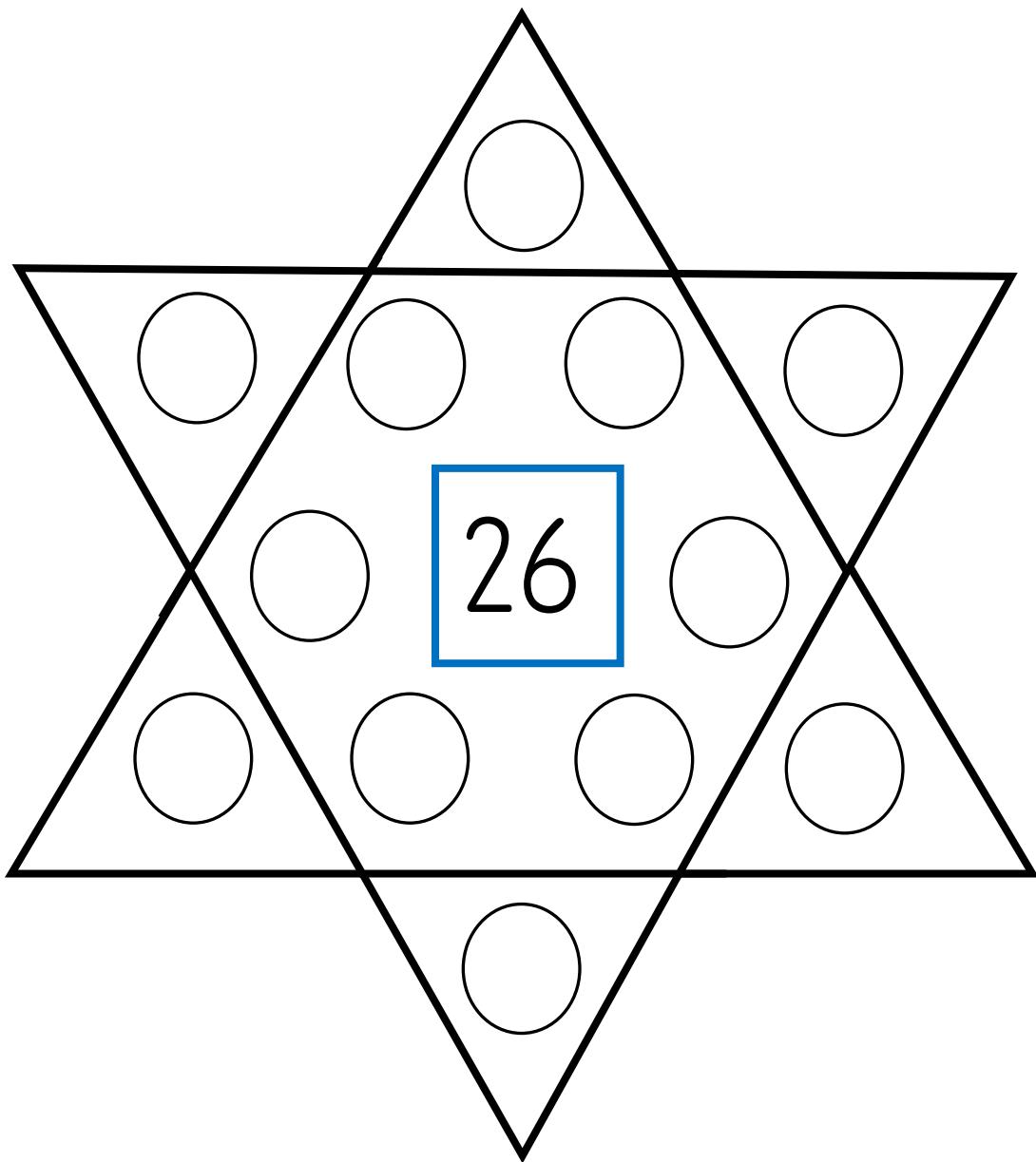
Materials: Magic Star Puzzle mat, counters marked 1-12



1. Position the counters marked 1-12 in the star so that each row and diagonal has a sum of 26.
2. Record each equation.
3. Draw a diagram of your completed puzzle.

Challenge: Find more than one solution to the puzzle.

Magic Star Puzzle ---



5. Build Your Own Robot

This unplugged activity teaches children two very basic concepts of coding: **algorithm** and **sequence**. An algorithm refers to a set of step by step instructions for performing a task. A sequence refers to the order of steps in an algorithm.

The objective of this game is to build a lego figure (robot) correctly while only listening to the Programmer's verbal instructions.

Materials Needed

Lego bricks or any other building bricks

Partition wall (like a piece of cardboard)

Desk

How to Play



Step 1: Build a Lego figure using the lego bricks.

Step2: Make the two kids sit opposite to each other on two ends of the desk. Place the partition wall or the cardboard piece in the middle of the desk. Give the completed Lego figure to one child (the Programmer) but make sure that the other child (the Computer) doesn't see it.

Step 3: Give the desired pieces of Legos to the other child (the Computer)

Step 4: Then ask the Programmer to give one instruction at a time to the Computer to build his robot.

Step 5: The job of the computer is to build his robot without seeing the model and only listening to the Programmer's instructions.

If they are unable to recreate the Lego robot with the given instructions, they will realize that there is something wrong with the instructions and need to go back and check them again. This is a key concept of coding called debugging.

The difficulty level of this game can be increased by giving the Computer more than the desired Lego pieces. The computer has to choose only the desired pieces and reject the undesired pieces according to the Programmer's instructions.