

K-2 At-Home Learning Resources

(Yellow Packet)

Week #6

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>



A Digraph A Word

Objective

The student will blend sounds of letters to make words.

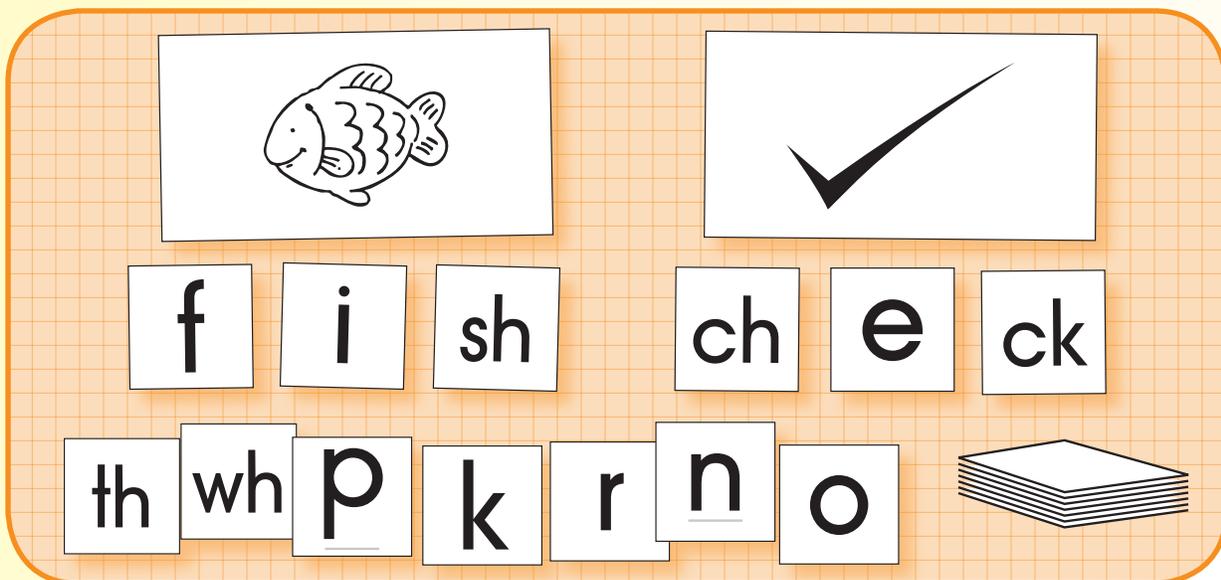
Materials

- ▶ Picture cards (Activity Master P.040.AM1a - P.040.AM1c)
- ▶ Letter tile cards (Activity Master P.009.AM1a - P.009.AM1b)
- ▶ Digraph tile cards (Activity Master P.040.AM2)
- ▶ Paper
- ▶ Pencils

Activity

Students segment names of pictures into phonemes and use the corresponding letter tiles to spell the word.

1. Place the picture cards face down in a stack. Place the letter and digraph tile cards face up in rows. Provide each student with paper.
2. Taking turns, student one selects the top card from the stack, names it, and segments it into individual phonemes (e.g., “fish, /f//i//sh/”).
3. Student two selects the letter tiles that correspond to the phonemes and places them in the correct order (i.e., f-i-sh).
4. Student one says the sounds of each letter(s), blends them, and reads the word orally (i.e., “/f//i//sh/, fish”).
5. Both students record the word on their paper.
6. Continue until all words are recorded.
7. Teacher evaluation



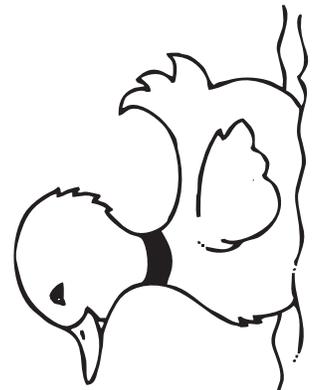
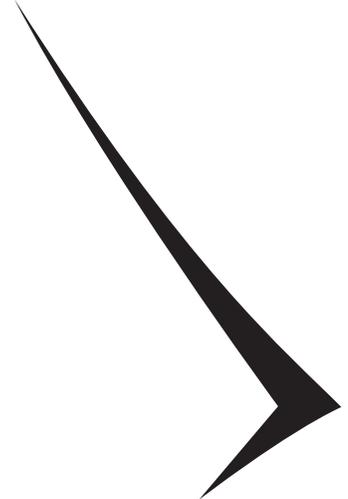
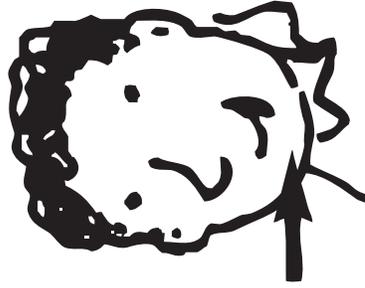
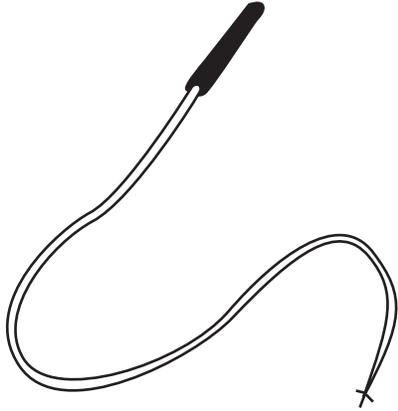
The illustration shows a grid of activity materials. At the top left is a picture card of a fish. To its right is a card with a large checkmark. Below these are two rows of letter tiles. The first row contains tiles for 'f', 'i', 'sh', 'ch', 'e', and 'ck'. The second row contains tiles for 'th', 'wh', 'p', 'k', 'r', 'n', and 'o'. To the right of the second row is a stack of several picture cards.

Extensions and Adaptations

- ▶ Write the word and record the number of graphemes and phonemes.
- ▶ Identify the blends.
- ▶ Use other picture cards.

P.040.AM1a

A Digraph A Word



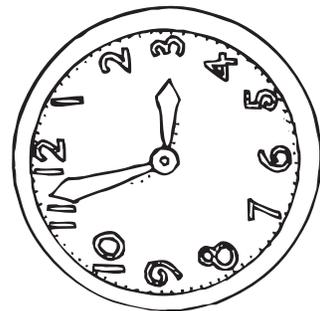
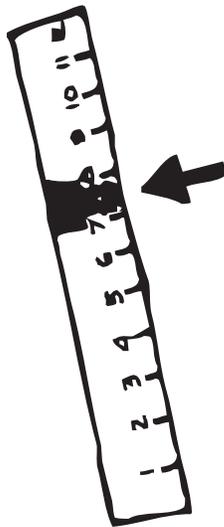
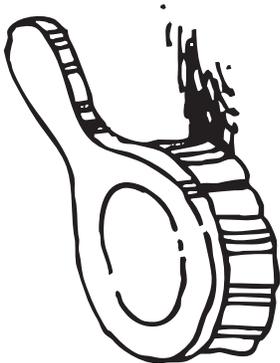
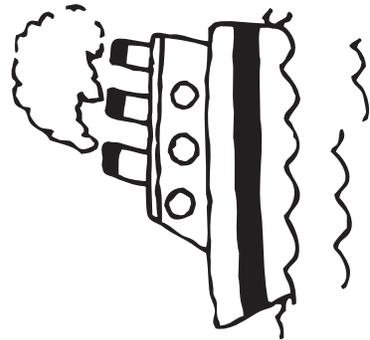
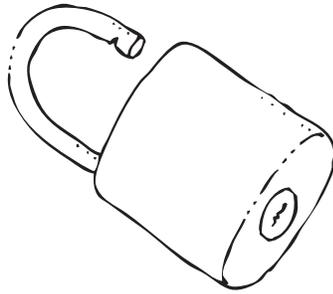
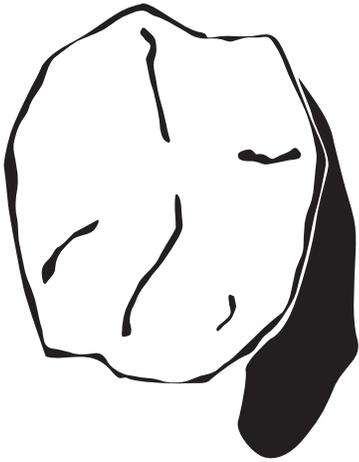
picture cards: whip, chin, check, dish, fish, duck



Phonics

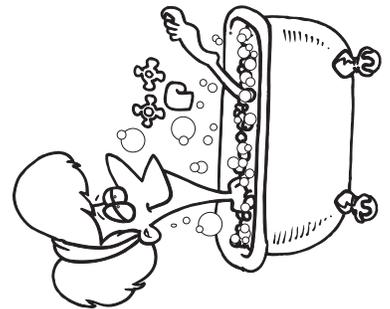
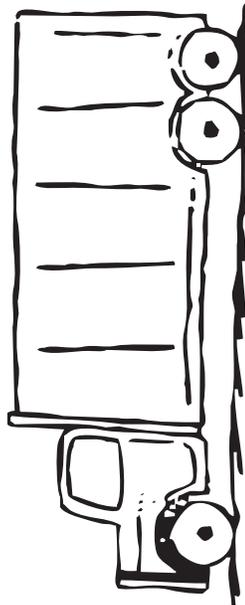
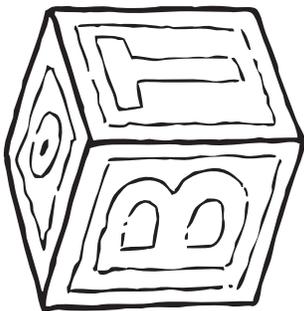
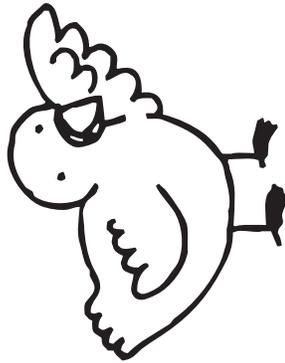
A Digraph A Word

P.040.AM1b



picture cards: rock, lock, ship, brush, inch, clock





picture cards: sled, chick, brick, block, truck, bath



Phonics

A Digraph A Word

P.040.AM2

sh	th	wh	ch	ck
SH	TH	WH	CH	CK



A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				



Phonics

Alphabet Tiles Name Sort

P.009.AM1b

a	<u>b</u>	c	<u>d</u>	e
f	g	h	i	j
k	l	<u>m</u>	<u>n</u>	o
<u>p</u>	q	r	s	t
<u>u</u>	v	<u>w</u>	x	y
z				



lowercase letter tile cards



Word Climb

Objective

The student will gain speed and accuracy in reading words.

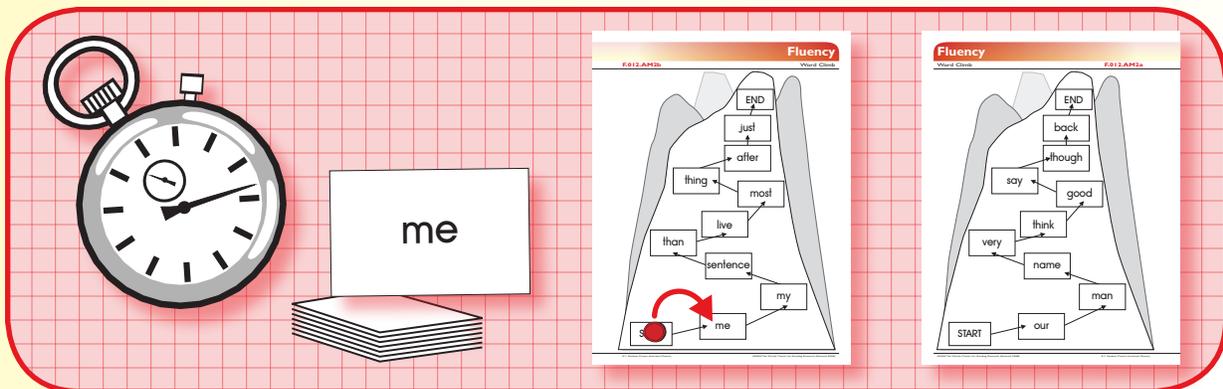
Materials

- ▶ High frequency word cards (Activity Master F.012.AM1a - F.012.AM1e)
- ▶ Game boards (Activity Master F.012.AM2a - F.012.AM2b)
Note: There are 40 high frequency word cards provided. Only 18 are represented on the game boards.
- ▶ Time record student sheet (Activity Master F.003.SS)
- ▶ Timer (e.g., digital)
- ▶ Game pieces (e.g., counters)
- ▶ Pencils

Activity

Students quickly read and match words on a game board.

1. Place high frequency word cards face down in a stack. Place the timer and game pieces at the center. Provide each student with a different game board and a time record.
2. Students place game pieces on START on their game boards.
3. Taking turns, student one starts the timer, selects the top card, and holds it up. Student two reads the word with student one providing assistance as needed.
4. If the word on the card matches the word in the first box on the game board (e.g., me, me), moves game piece into that box. If the word on the card does not match the word in the box (e.g., me, too), keep reading cards as they are shown until a match is made. Return the cards to the bottom of the stack.
5. Continues until student reaches the END of the game board. Student one stops the timer and student two records time on his time record.
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

- ▶ Exchange game boards and play again.
- ▶ Make and use other game boards (Activity Master F.012.AM3) and words (Activity Master F.011.AM.3).
- ▶ Use word cards as flash cards.

me

my

sentence

than

live

most

thing

after



Fluency

Word Climb

F.012.AM1b

just

our

man

name

very

think

good

say

high frequency word cards



though

back

give

great

much

where

before

help



Fluency

Word Climb

F.012.AM1d

mean

line

old

right

any

too

same

follow

high frequency word cards



tell

came

boy

want

farm

show

three

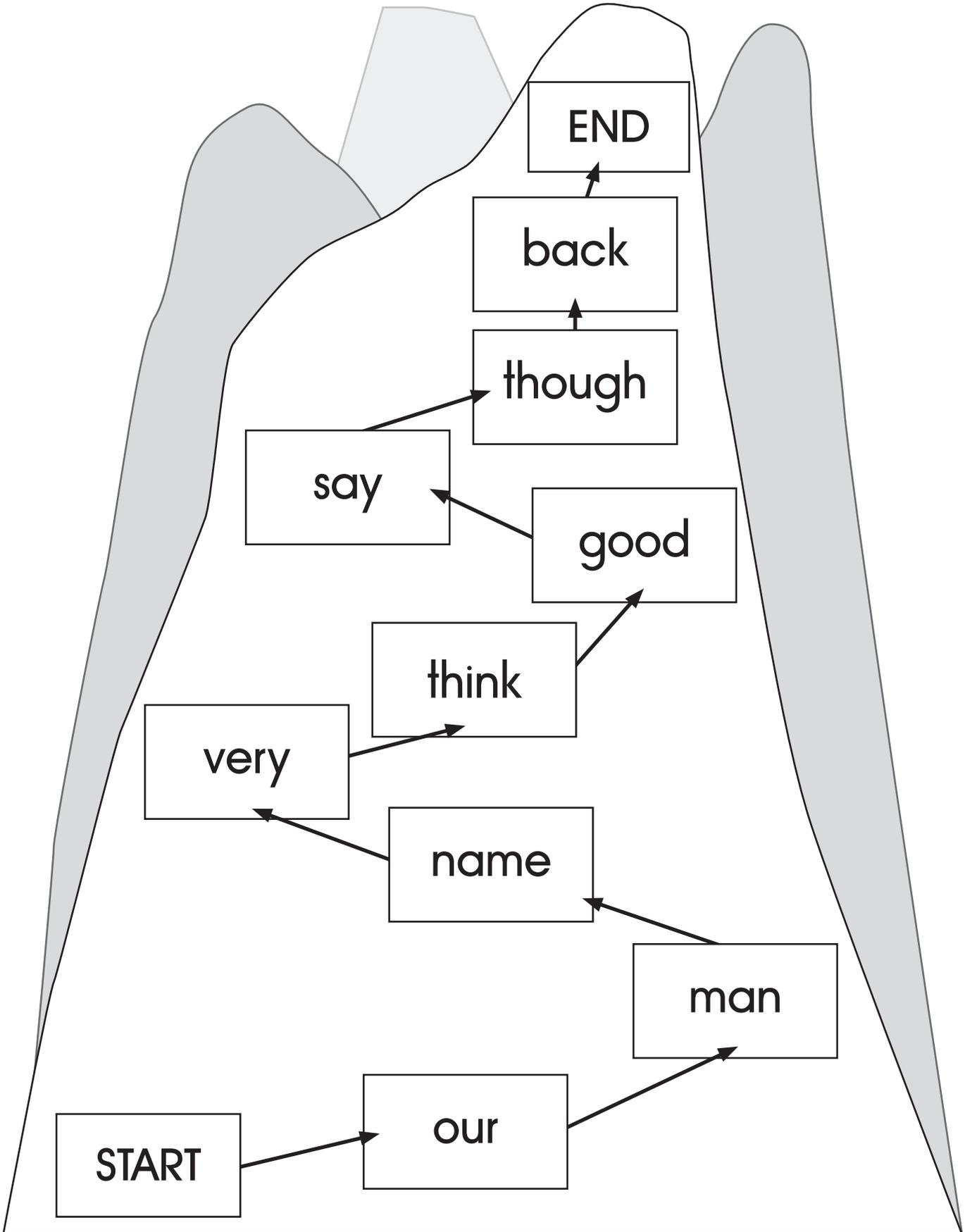
also

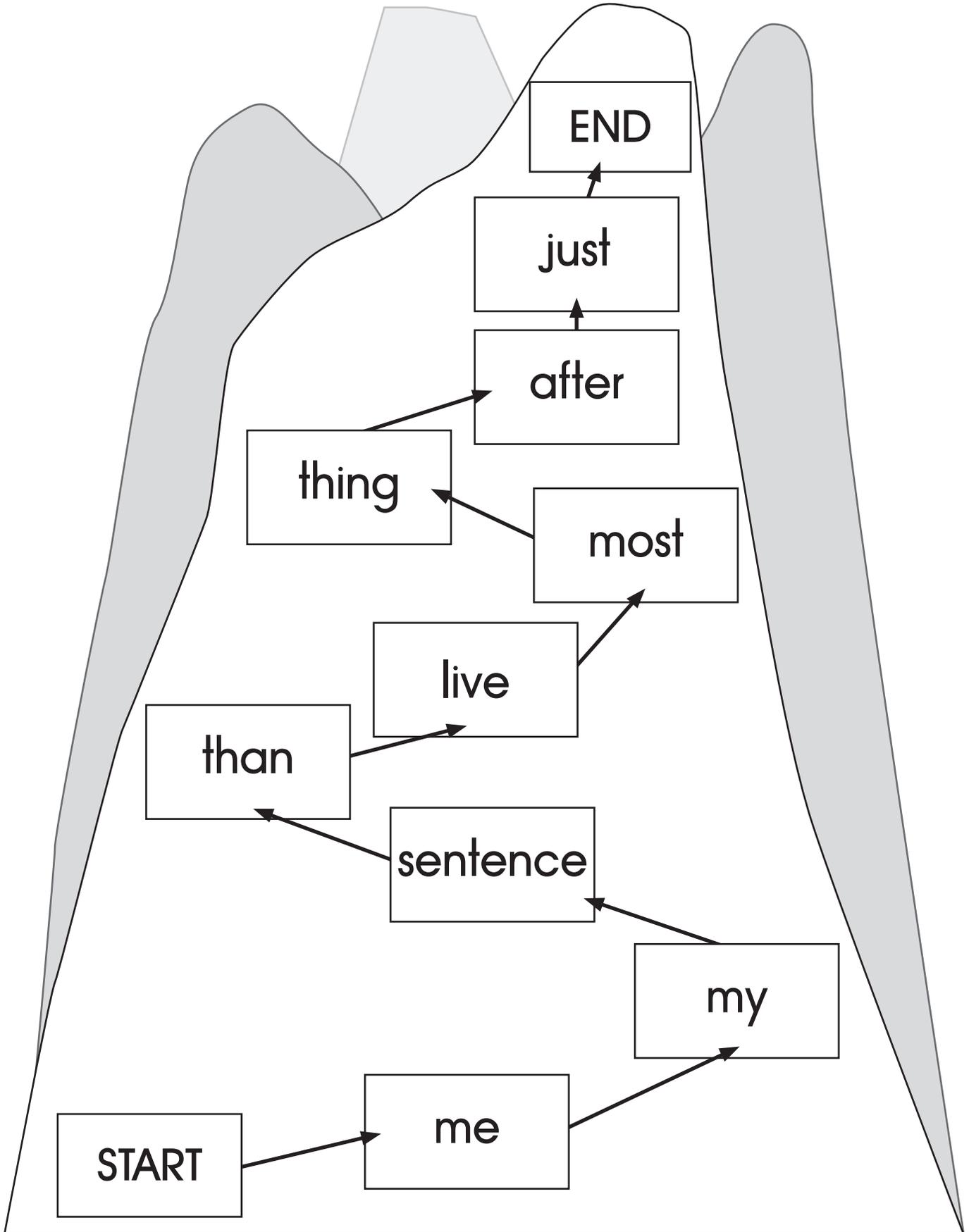


Fluency

Word Climb

F.012.AM2a

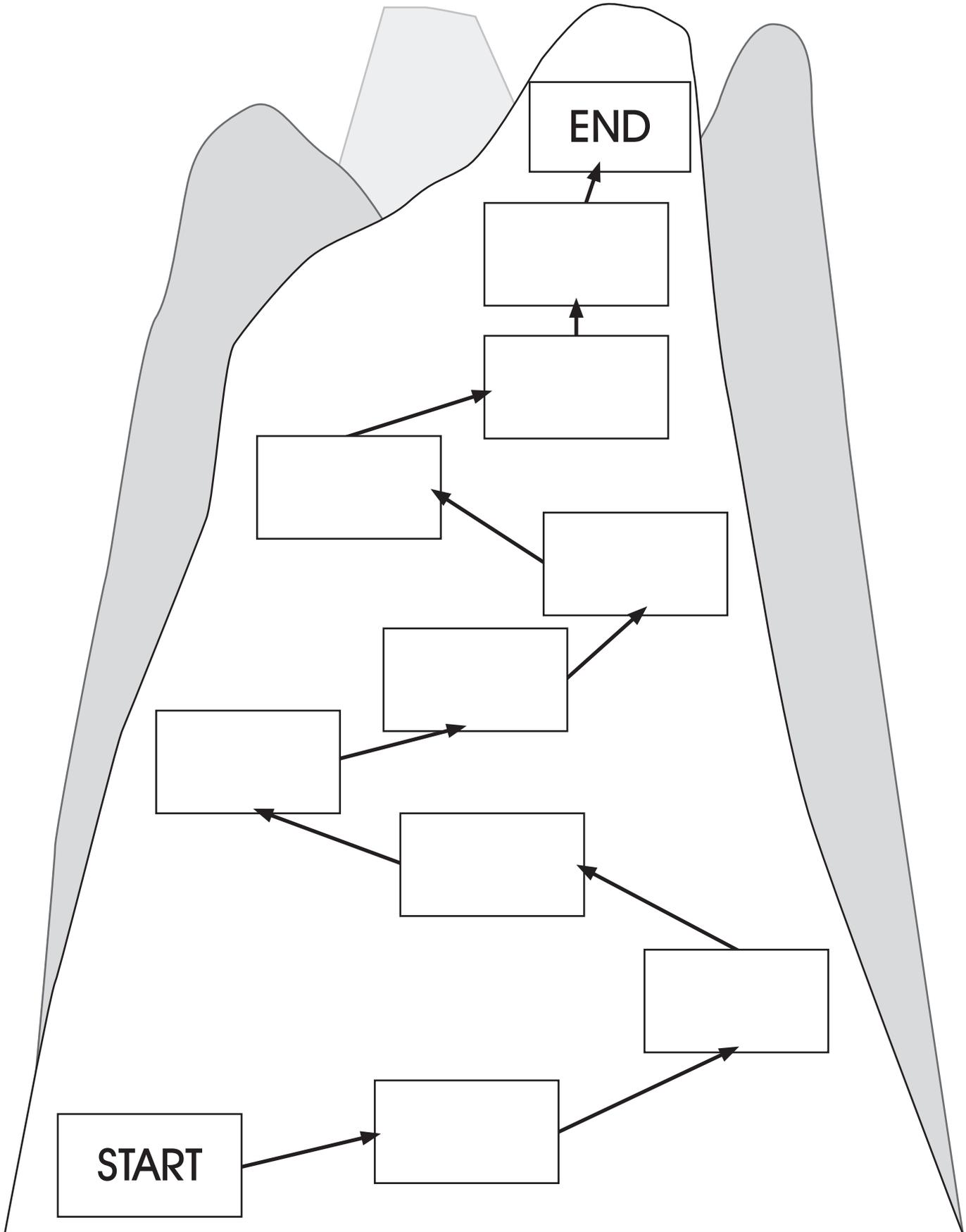




Fluency

Word Climb

F.012.AM3



Name _____

F.003.SS

Tap Stack

Time Record

	Minutes	Seconds
1 st Try	_____ : _____	_____
2 nd Try	_____ : _____	_____
3 rd Try	_____ : _____	_____
4 th Try	_____ : _____	_____
5 th Try	_____ : _____	_____



About Me



Objective

The student will use adjectives to describe.



Materials

- ▶ About Me sentence word board (Activity Master V.006.AM1)
Copy, cut, assemble, and laminate.
- ▶ Adjective word cards (Activity Master V.006.AM2a - V.006.AM2d)



Activity

Students complete a sentence using descriptive words.

1. Place the About Me sentence word board and adjective word cards at the center.
2. The student reads all the word cards, selects three that describe himself, and places them on the sentence strip covering the blank spaces. Reads the sentence (e.g., “I am smart, caring, and cheerful.”).
3. Chooses five other students and completes the About Me sentence word board using three adjectives that describe each of them. Reads each sentence.
4. Self check

I am , , and .



Extensions and Adaptations

- ▶ Write and use other adjective word cards (Activity Master V.006.AM3).
- ▶ Read the sentences to a classmate.
- ▶ Write and use the sentences to make a class big book.

I am _____,

_____ and _____.

glue

about me sentence word board



Vocabulary

About Me

V.006.AM2a

cranky

charming

annoyed

pleasant

nice

considerate

good

glad

adjective word cards



happy

calm

cooperative

tall

short

heroic

strong

smart



Vocabulary

About Me

V.006.AM2c

tearful

sad

wonderful

kind

overjoyed

cheerful

hilarious

magnificent

adjective word cards



outstanding

terrified

timid

shy

nervous

fancy

graceful

caring



Vocabulary

About Me

V.006.AM3

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

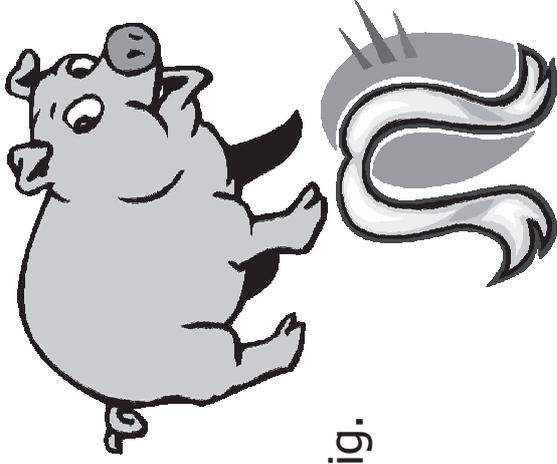
- What is happening so far?
- What does the word _____ mean on this page?
- What do you think the author is trying to communicate in this part?
- What do you think was important in this section? Why do you think it was important?
- What can you infer from this part of the text?
- Where is the story taking 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?

The Big Pig

Focus: Words in the -ig family



This is a pig.
It is a big pig.
The big pig can dig.
This is a wig.
The big pig has a wig.

Is the pig big?
Yes, the pig is big.
Can the big pig dig?
Yes, the big pig can dig.
Does the pig have a wig?
Yes, the pig has a wig.

Name: _____

1) Is it a big pig?

2) What does the big pig have?

3) What can the big pig do?

Mom Will Find the Fox

Focus: Short "o" Words



Mom went to the shop.
She got me a pet.
The pet Mom got from the
pet shop was a fox.
But the fox got out of the box.

Mom said not to be sad.
She will find the fox.
She took the box.
Mom was gone for a long time.

Now Mom is back.
She did find the fox!
The fox is in the box.
Mom has to chop food for the fox.
I can sit with the fox.

Name: _____

1) What did Mom get at the pet shop?

2) What will Mom do?

3) Where is the fox?

Congruent Geometric Shapes

Cross-Curricular Focus: Mathematics



Geometric shapes are two-dimensional. This means they are flat. There are many different kinds of shapes. There are circles, squares, rectangles, triangles, pentagons, and more. Geometric shapes with only straight edges are called polygons. Circles and other shapes with curves are not polygons.

It is fun to play with different geometric shapes. You can compare them to see if they are the same or different. Two shapes can be compared to see if they are **congruent**. They are congruent if they are the same size and the same shape.

Congruent shapes can be turned. They can be flipped. They can slide into a new position. As long as they are the same size and shape, they are congruent.

For example:



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) If you have a big square and a little square, are they congruent? Explain. _____

- 2) If you have two triangles the same size and shape. One of them has been turned so its top point is now facing toward the side, are they still congruent? Explain. _____

- 3) If you have a little square, and a little triangle about the same size, are they congruent? Explain. _____

- 4) What makes two shapes congruent? _____

- 5) Draw two congruent rectangles. _____



Good luck getting this out of your head. (Pinkfong)

Before "Baby Shark" made the Hot 100, "Silly Symphonies" were all the rage



By Jackie Mansky *Smithsonian Magazine* | [March 12, 2020](#) |

Do you love the song "Baby Shark"? Thank a South Korean educational content brand. They produced a popular version of the catchy song.

It was a little over a decade ago when "Baby Shark" teased its true potential. That's when a video of the song went viral. It went viral in Germany.

That turned out to be small potatoes. That's compared to the Pinkfong remix. The brand has made tens of thousands of children's videos. This includes multiple takes on "Baby Shark." One of these versions went supernova. This was after it was published to YouTube. That was in 2016.

The company laid a K-pop beat underneath the vocals. They cast two children. They did the hand motions. The motions go with the lyrics for the video.

Pinkfong's "Baby Shark" mania hit. It gave the #babys sharkchallenge. That's thanks to people like Ellen DeGeneres and James Corden.

Bob Cunningham tried to pin down just what made the Pinkfong song so very listenable. Cunningham is an educator. He is a senior adviser. He works for a nonprofit consortium. It's called Understood.org.

He described the formula to the Associated Press. He said it had a "catchy rhythm." It had "silly sounds." It had "colorful and cute animation." It is similar to the first children's hits.

Children's music has been part of the music industry since the get-go. "Ever since there has been a music business, there has been a children's music business." That's what Simon Frith said in his collection of essays. It's called Taking Pop Music Seriously. Frith is a professor of music.

Thomas Edison debuted the phonograph in 1877. An unknown employee of the Edison company made a recording. He sang "Twinkle, Twinkle Little Star." It was for the company's talking dolls. That recording was found in the desk of an assistant. That was in the 1960s. It earned the nursery rhyme the note of being the earliest-known children's recording. It is also the earliest-known commercial recording. It might even be "the first recording to be made by someone who was paid to perform for a sound recording." That's according to the Library of Congress.

"Baby Shark" stands in the shoes of Walt Disney's Silly Symphonies. These also matched music to animation. They had great success. They used catchy rhythms. They used silly sounds. They used colorful animation. They used cute animation. That's when the technology allowed. The animations were eye-catching.

This "musical novelty" series of short films was different from "Baby Shark." They were released from 1929 to 1939. They had critical success. That was in addition to popular success. The Sillies did so by marrying clever animation with a range of music. That music encompassed "classical melodies." It included "traditional folk tunes." It included "operatic themes." And it included "popular songs." That's what J.B. Kaufman explains in Animation World Magazine. Kaufman is a film scholar.

Silly Symphonies came just at the right moment. Composers and graphic artists were exploring. They were testing the frontiers of animation. This was in the 1920s and '30s.

"What all these experimenters shared was a common interest in, indeed a fascination for" finding the "rhythm" between sight and sound on screen. That's according to Jon Newsom. He is a music scholar. He was writing for the Quarterly Journal of the Library of Congress.

That balancing act was a big deal at Disney HQ. The studio's synchronization of music and animated movement had a nickname. It was referred to within the industry as "mickey mousing."

Carl W. Stalling was a theater organist. He was an orchestra leader. He was a big part of how that came to be. He engineered a way to allow his musicians to hear what was happening in an animated sequence. This was through an ingenious "click track." Stalling was also the one who convinced Disney to let him score the Sillies. He did so before they were animated. This began with the very first mini-musical. It was called "The Skeleton Dance." It debuted in 1929.

The alchemy of the music inspiring the animation was groundbreaking. Stalling famously used whatever music he thought fit the bill for his work.

There was a true "going viral" moment. It was for the Sillies. It came with the debut of "The Three Little Pigs." This was at New York's Radio City Music Hall. This was on May 27, 1933.

"It received a sensational public response as it was shown in neighborhood theaters, becoming the most phenomenal short cartoon of its time." That's according to Devon Baxter. He is a classic cartoon researcher.

Disney had imagined the cartoon. They saw it as a light operetta. It was humorous. This is according to Baxter. The dialogue was sung in rhythm. It was sung by the pigs. The pigs bob. They sway. They work against their foil. That foil is the Big Bad Wolf. It is a cheery cartoon. It is very watchable. Americans were weathering the Great Depression. The cartoon had a happy-go-lucky tone. It was just what children needed. Adults needed it, too.

Ann Ronell was with Tin Pan Alley. She had previously worked with Disney. She worked with composer Frank Churchill. They on

"Who's Afraid of the Big Bad Wolf." Their result was pieced together throughout the cartoon.

Sol Bourne was general manager of Irving Berlin Music, Inc. He believed he had a massive hit on his hands. He knew it when he heard the song on screen. Irving Berlin Music negotiated to get Disney Studio's music rights.

"Who's Afraid of the Big Bad Wolf?" made a statement. TIME magazine declared it was one of the year's "catchiest songs." More than 201,000 copies of sheet music for were sold. This happened in the second half of 1933.

Kaufman and film and media scholar Russell Merritt wrote a Silly Symphonies companion book. They said that before 1934 had even begun, "the song had been widely recorded and had set a new precedent by introducing the Disney studio into the world of popular music."

Elementary kids are loving their violin and cello lessons

By San Diego Union-Tribune, adapted by Newsela staff on 06.04.19

Word Count **436**

Level **460L**



Image 1. Students (from left) Heido Olivo, Deylany Jimenez and Gabriel Vargasin in the after-school violin class at Conway Elementary School watch and listen to instructor Isabel Friedrich. Photo: Charlie Neuman/San Diego Union-Tribune/TNS

Escondido is a town in California. It is near the city of San Diego.

There are four grade schools in Escondido. They all now have music programs. The music lessons take place after school.

It is part of a trend. Many schools had cut music and art classes. Now, they are coming back.

Two times a week students gather. They play the violin. All of them are in elementary school. They are in third and fourth grade. There are also fifth grade students. They also can learn to play the cello. It is another string instrument. The students will later have a chance to join a youth orchestra.

Kids Could Not Wait To Sign Up

The program began with help from a local couple. They donated money. Schools used the money to buy instruments. They also used it to pay teachers.

From the start, many families were interested. The program leaders had planned to start with 50 to 60 students. The program now gives lessons to 130 students!

Classes began in February 2019.

Music Lessons Also Help Kids With Other Subjects

At Rock Springs Elementary last week, children practiced the cello. They carefully watched their instructor. Her name is Mary Alice Hendricks. She plays the cello for a living.

D'Anne Kiley's daughter Grace joined the program. She said it has already helped her musical skills. It has also helped Grace to do better in school.

Make Room For More Arts Classes

The four schools are working to have even more music programs. So are other schools nearby.

In the past, school officials said they did not have the money for art and music. The arts are coming back now. This program is helping.

Music lessons can cost a lot of money. A kids' violin costs a few hundred dollars. Private lessons can be around \$40 per half hour.

Lessons Are Relaxing

For many children, music lessons cost too much money. Many students in Escondido schools are from poorer families.

This program changes that, parents say. Kids can explore music without the high price.

Vanessa Le's daughter is Analise Ly. She is 8 years old. She is learning to play the violin.

Ms. Le's children are not very interested in sports. Music is a good activity choice, she said.

For students, the lessons are not just a way to learn music. It is also a way to relax.

Kendra Sichareun is a fourth-grader. The classes calm her when she is stressed, Kendra said.



Quiz

1 What is a reason why Escondido now has music classes?

- (A) The families can pay more money.
- (B) A couple gave money to the school.
- (C) A teacher wanted kids to relax.
- (D) The students are good at the violin.

2 Who in the article enjoys taking music lessons at school?

- (A) Mary Alice Hendricks
- (B) D'Anne Kiley
- (C) Vanessa Le
- (D) Kendra Sichareun

3 What is the main topic of the article?

- (A) a problem with music classes
- (B) ways to play the violin and cello
- (C) the cost of private music lessons
- (D) new music programs in schools

4 Read the following paragraph from the section "Lessons Are Relaxing."

For many children, music lessons cost too much money. Many students in Escondido schools are from poorer families.

What is the focus of this paragraph?

- (A) why some kids do not take music lessons
- (B) why some kids like taking music classes
- (C) how schools can pay for music programs
- (D) how much it costs to teach music in schools

English Language Learners K-2

Reading

- Read the poem “Ten Little Caterpillars” by yourself or with someone in your family.
- Did you know caterpillars turn into butterflies?

Speaking

- Tell someone in your family about the poem.
- Talk about what you know about caterpillars and butterflies.
- Do you know of any other animals that go through a life cycle like caterpillars and butterflies?

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 what you know about caterpillars and butterflies.

Ten Caterpillars

Ten caterpillars in cocoons tight
Slept snugly both day and night.
When they awoke, to their surprise
They'd turned into ten butterflies.

Illustrate a picture for the poem

What do you know about the life cycle of a butterfly?

Writing Ideas K-2 Elementary Week #6

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

- April showers bring May flowers! Tell about a time when you had a raining day adventure or create a new story of a rainy day adventure! You can add characters and a setting! Be sure to include details and have a beginning, middle, and end.

Opinion/Argument

- What is your favorite season? Winter, Spring, Summer, or Fall? Write an opinion piece on your favorite season. Why is this season your favorite? Add reasons, examples, and/or details to support your opinion.

Informational/Explanatory

- Mother's day is coming up soon! Interview someone you know who is a mother! It can be anyone you know. Brainstorm a list of questions you want to ask them about being a mom. You can call them on the phone or email them. Learn as much as you can about that person and write an informational piece on them. Introduce the person and add facts, information, and/or details.

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!

What else can you find out about two-dimensional shapes? Try drawing a two-dimensional shape yourself. Write directions on how you drew the shape. To watch a video on how to draw 2D shapes, go to this link

<https://bit.ly/3cLhKsJ>

Music is fun and there are lots of fun songs to learn and sing! Learn more about your favorite song! Who wrote it and what does the song make you think about? Draw a picture of the mental images you see when you hear the song and write about them!

Write about how the two reading selections **Before "Baby Shark" made the Hot 100, "Silly Symphonies" were all the rage and Elementary kids are loving their violin and cello lessons are similar and/or different**

Rhyming words is fun! Write your own rhyming sentences, paragraphs, poem, song, or story that has words that end with -ig and/or -ox!

WRITER'S CHOICE

There are so many interesting things to learn about musical instruments! Pick an instrument that you would like to learn more about! Write an informational paper about what you learned.

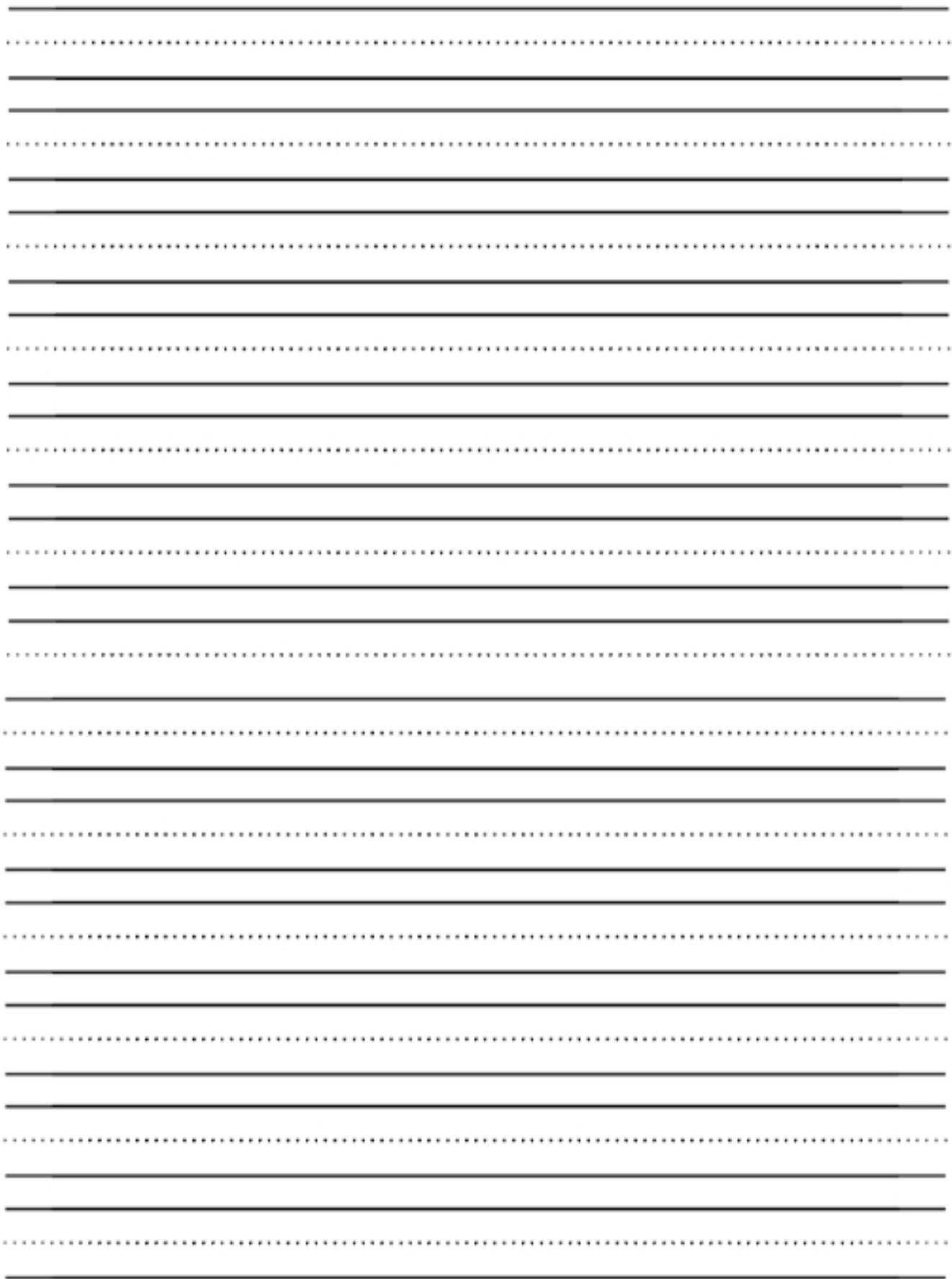
Vocabulary words are fun! Write a poem or song with some of the words from this week's readings! You can also create a bingo board with the words or draw pictures to go with each word and make your own word/picture memory game!

Write Your own silly song! You can put it to the tune of a song you already know! You can make your own picture book of your song and sing it for someone in your family!

What do you know about pigs or foxes? Do some research to learn about one or both! Where do they live and what do they eat? Draw a picture of a pig and/or fox and label the parts! Write a play, poem, or story about a pig and/or fox!



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



START

$1 + 1 =$	$2 + 2 =$	Miss a Turn	$3 + 3 =$
-----------	-----------	-------------	-----------

Doubles Path

Players: 2

Materials: Numeral Cards (1- 5)

Take turns to turn over a numeral card and move that number of spaces. Say and write each doubles fact that you land on. Keep taking turns until one player reaches the end of the path.

$4 + 4 =$

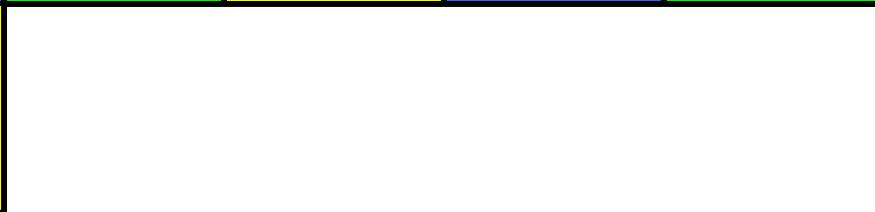
$5 + 5 =$

Go back 3 spaces

$3 + 3 =$	$9 + 9 =$	$8 + 8 =$	$7 + 7 =$	$6 + 6 =$
-----------	-----------	-----------	-----------	-----------

END

$4 + 4 =$



$5 + 5 =$

$5 + 5 =$



$4 + 4 =$

$9 + 9 =$

$8 + 8 =$

Go back 6 spaces

$6 + 6 =$

$2 + 2 =$

$7 + 7 =$

Doubles Bump!

Players: 2 Materials: Snap cubes of 2 different colors, numeral cards (1-10)

Each player takes 10 snap cubes of one color. Take turns to flip over a numeral card, double the number and say the doubles fact aloud. Place a snap cube on the sum on the board. If your partner's cube is on the number BUMP it off. If your cube is on the number link the two cubes together to FREEZE the spot. Keep going until one player has used all 10 cubes.

4

6

20

16

2

18

12

8

10

14

Doubles Cover Up

Materials:  marked 1-6, counters, pencil and paper

1. Work with a partner. Sit on opposite sides of the gameboard. Take turns to roll a .
2. Double the number rolled. Say and write the doubles fact. Use a counter to cover the sum on your side of the board.

5

Double 5 is 10.

3. Keep playing until one player had covered all the numbers on his/her side of the board.

Double ___ is ___.

2 4 6 8 10 12

Doubles Cover Up

2 4 6 8 10 12

Double ___ is ___.

Doubles Plus Two

Materials: Doubles Plus Two cards (2 sets), gameboard, counters, pencil and paper

1. Work with a partner. Sit on opposite sides of the gameboard.
2. Take turns to turn over the top card in the deck and use the doubles plus two strategy to solve the problem. Cover the sum on your side of the board with a counter. Record the equation.

$$5 + 7$$

I know that double 5 is 10 and
5+7 is 2 more, so $5+7=12$.

3. Keep playing until one player had covered all the numbers on his/her side of the board.

$2 + 4$

$3 + 5$

$4 + 6$

$5 + 7$

$6 + 8$

$7 + 9$

$8 + 10$

$9 + 11$

$10 + 12$

6 8 10 12 14 16 18 20 22
27

Doubles Plus Two

6 8 10 12 14 16 18 20 22
27

Unplugged: Sink A Ship

In this activity, you will practice using a coordinate grid.

The game Sink A Ship is perhaps the most fun a student can have practicing using a coordinate grid. The original Sink A Ship game is a 10x10 grid with numbers on one axis and letters on the other.

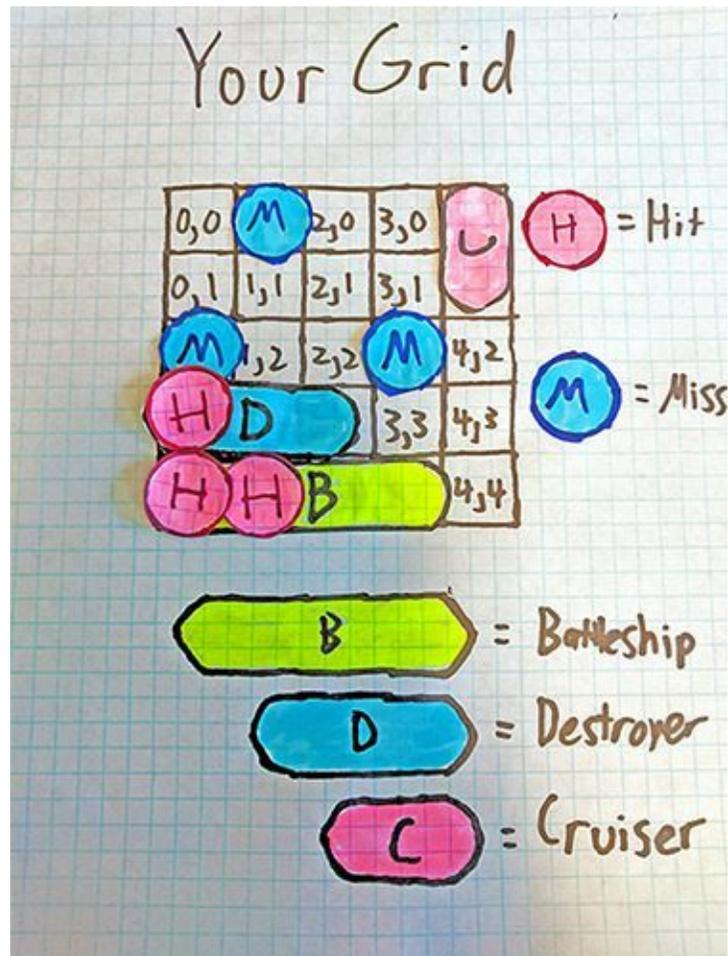
This will help us practice using the correct x and y coordinates instead of letters and numbers. Each student should make two grids. One grid is for placing their own ships and keeping track of their opponent's hits and misses and the other grid is for keeping track of their own hits and misses while trying to determine the location of their opponent's ships.

Each player gets 3 ships:

- A battleship (4x1)
- A destroyer (3x1)
- A cruiser (2x1)

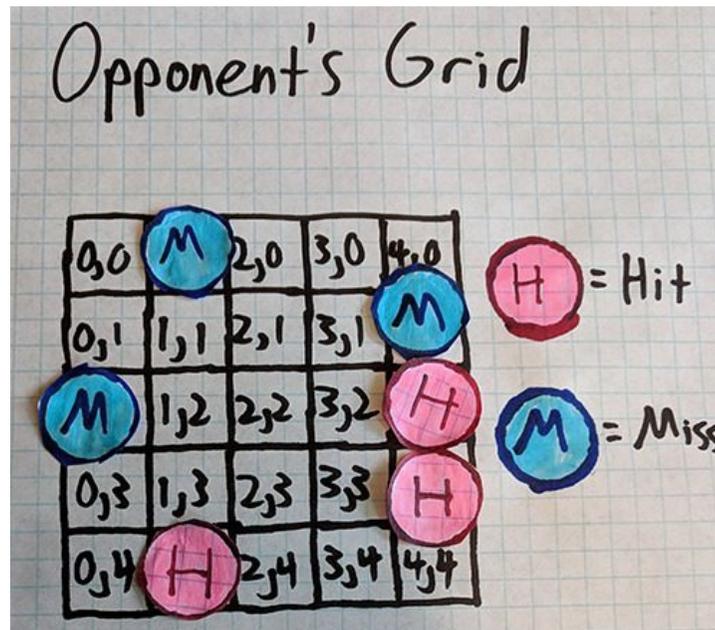
Your grid: Mark where your ships are and keep track of your opponent's hits and misses.

(0,0)	(1,0)	(2,0)	(3,0)	(4,0)
(0,1)	(1,1)	(2,1)	(3,1)	(4,1)
(0,2)	(1,2)	(2,2)	(3,2)	(4,2)
(0,3)	(1,3)	(2,3)	(3,3)	(4,3)
(0,4)	(1,4)	(2,4)	(3,4)	(4,4)



Opponent's grid: Keep track of your hits and misses while trying to locate your opponent's ships.

(0,0)	(1,0)	(2,0)	(3,0)	(4,0)
(0,1)	(1,1)	(2,1)	(3,1)	(4,1)
(0,2)	(1,2)	(2,2)	(3,2)	(4,2)
(0,3)	(1,3)	(2,3)	(3,3)	(4,3)
(0,4)	(1,4)	(2,4)	(3,4)	(4,4)



Pair up with another student. Conceal your ships on your 5x5 grid.

Take turns trying to guess where your opponent's ships. Use x and y coordinates, in proper order to convey where your guess is. Make sure to record where you have guessed so that you don't accidentally guess the same square twice.

If your opponent guesses a square that one of your ships occupy, then you say "Hit" and you record that the square was hit. Otherwise, the shot misses and you say "Miss". If the entire length of a ship is hit, it is sunk and that ship is removed from play.

The winner is the player who sinks all of their opponent's ships.

Teacher Material (</courses/csintro1/about/teachers>)

