2-3 At-Home Learning Resources

(Green Packet)

Week #7

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

P.013

Variant Correspondences

Giraffes, Goats, Cats, and Centipedes

Objective

The student will identify variant correspondences in words.

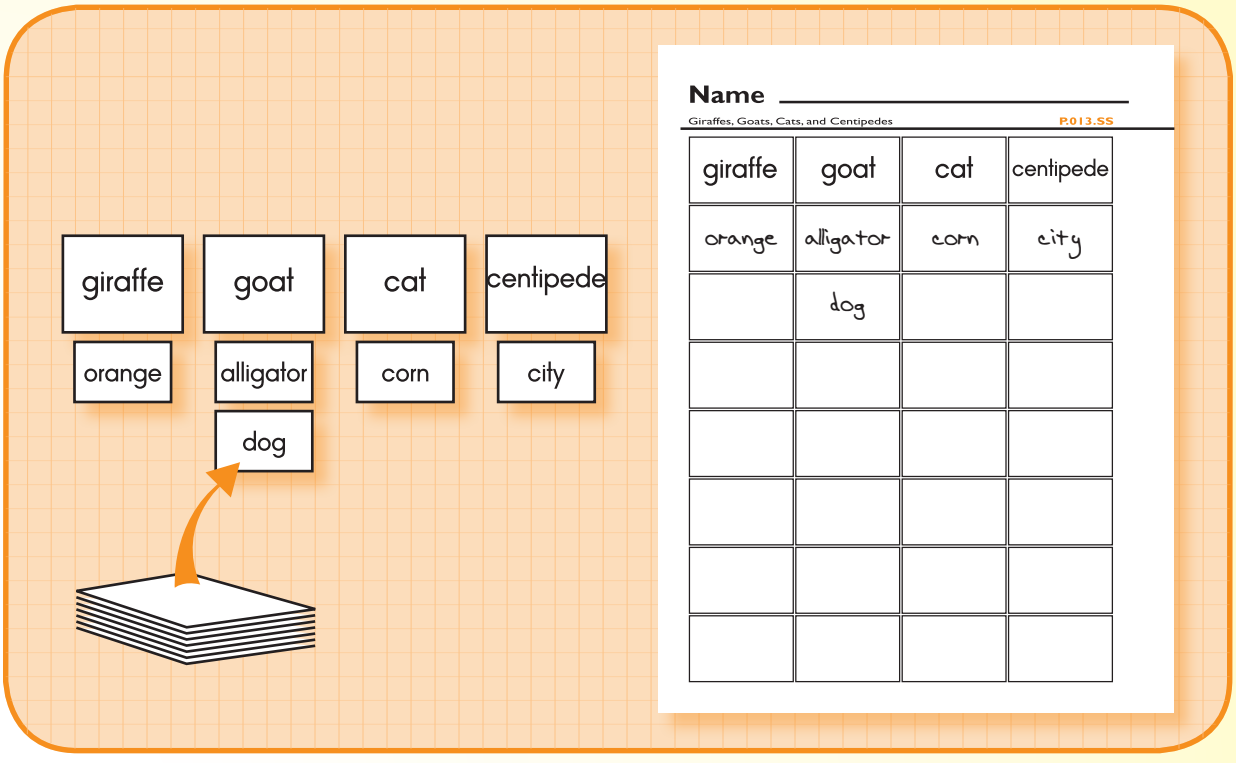
Materials

- Header cards (Activity Master P.013.AM1)
- Word cards (Activity Master P.013.AM2a - P.013.AM2c)
- Student sheet (Activity Master P.013.SS)
- Pencils

Activity

Students read words with hard and soft sounds of "g" and "c" and sort.

1. Place word cards in a stack face down at the center. Place header cards in a row. Provide each student with a student sheet.
2. Taking turns, students select a card and read the word.
3. Determine if the letters "c" or "g" in the word has a hard or soft sound.
4. Place the card under the correct header.
5. Continue until all cards are placed. Read the words.
6. Record the words on the student sheet.
7. Peer evaluation



Extensions and Adaptations

- Make other pattern word cards and play.

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Giraffes, Goats, Cats, and Centipedes

P.013.AM1

header

goat

header

giraffe

header

cat

header

centipede

header cards

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ghost	alligator
giggle	tiger
dog	dragon
gym	genes

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orange	engine
germ	danger
cabin	candle
cave	castle

uncle	corn
celery	center
space	city
cent	pencil

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Name _____

Giraffes, Goats, Cats, and Centipedes **P.013.SS**

giraffe	goat	cat	centipede

Objective

The student will identify contractions.

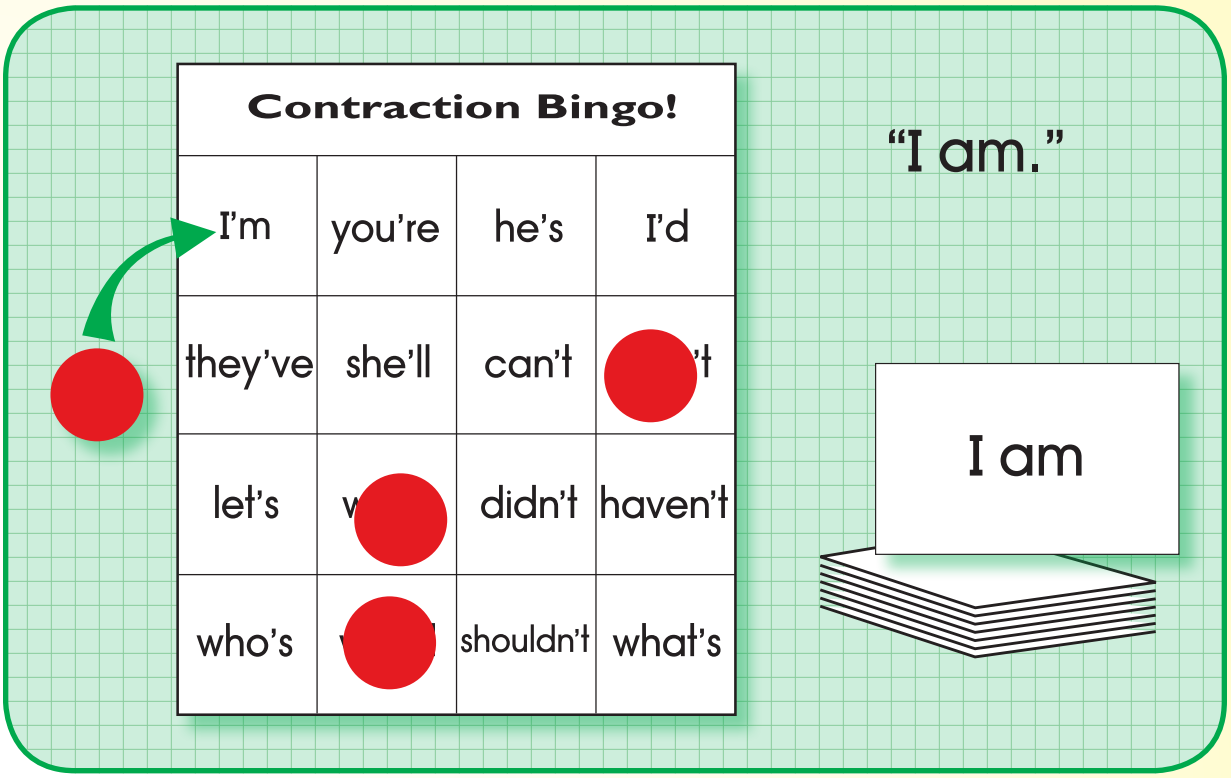
Materials

- Bingo cards (Activity Master V.001.AM1a - V.001.AM1b)
  Each card has different contractions.
- Word cards (Activity Master V.001.AM2a - V.001.AM2d)
- Counters

Activity

Students identify contractions by playing a bingo-type game.

1. Place the word cards face down in a stack. Provide each student with a bingo card and counters.
2. Taking turns, students select the top card and read the words.
3. Look for the matching contraction on the bingo card. If there is a match, place a counter on that contraction. Return card to the bottom of the stack.
4. The game is finished when one card is covered with counters and a student says "Contraction Bingo!"
5. Peer evaluation



Extensions and Adaptations

- Use other contractions and bingo cards with different words (Activity Master P.004.AM3).

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Contraction Bingo!			
I'm	you're	he's	I'd
they've	she'll	can't	don't
let's	we're	didn't	haven't
who's	who'll	shouldn't	what's

Contraction Bingo!			
she's	you'd	we've	they'll
couldn't	isn't	they're	here's
weren't	that's	I'll	hasn't
there's	aren't	won't	I've

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Contraction Bingo! V.001.AM2a

I am	you are
he is	I would
they have	she will
can not	do not

V.001.AM2b

Contraction Bingo!

let us	we are
did not	have not
who is	who will
should not	what is

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Contraction Bingo! V.001.AM2c

she is	you would
we have	they will
could not	is not
they are	here is

were not	that is
I will	has not
there is	are not
will not	I have

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Text Analysis C.019

Fact or Opinion Football

Objective

The student will identify facts and opinions.

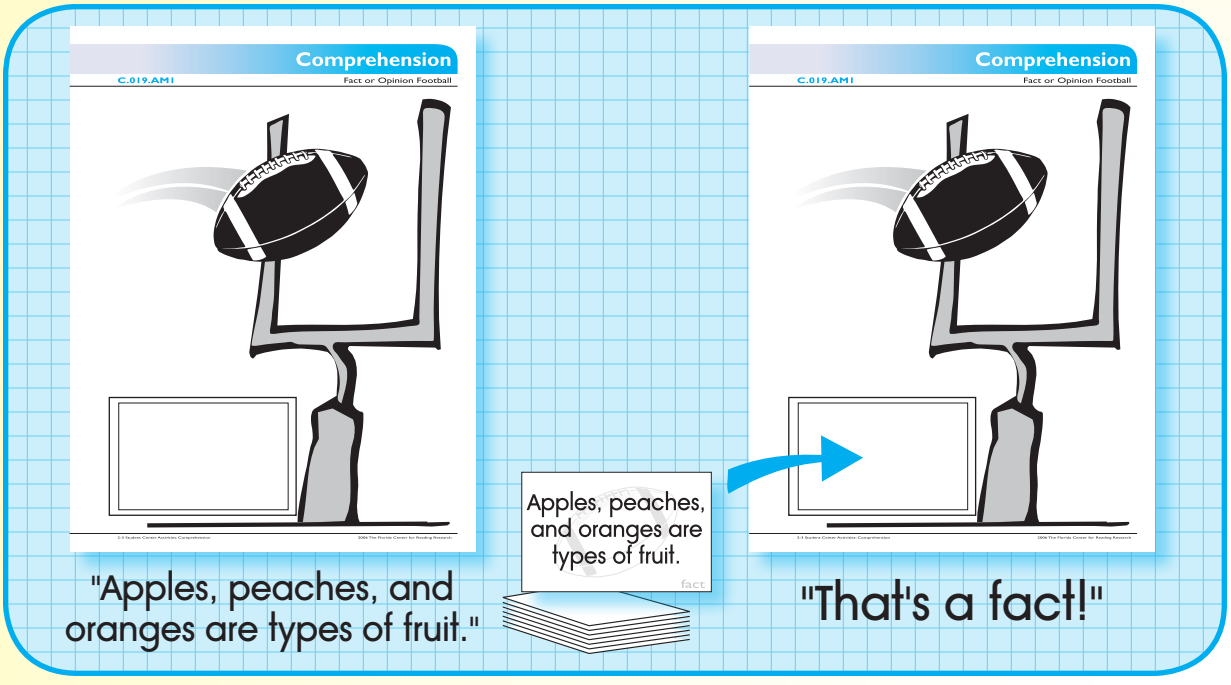
Materials

- Fact or opinion goal posts (Activity Master C.019.AM1)
  Make two copies and laminate.
- Fact or Opinion cards (Activity Master C.019.AM2a - C.019.AM2d)
  Answers are provided on the card.

Activity

Students identify facts and opinions by playing a football game.

1. Place two goal posts at the center. Place fact or opinion cards face down in a stack.
2. Taking turns, student one draws the top card from the stack (without revealing it) and reads the sentence to student two (e.g., "Apples, peaches, and oranges are types of fruit").
3. Student two decides if the sentence is a fact or opinion and responds (i.e., "That's a fact").
4. Student one checks the bottom of the card for the answer (i.e., fact or opinion). If correct, student one gives the card to student two who places it on his goal post. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all cards are placed on goal posts.
7. Peer evaluation

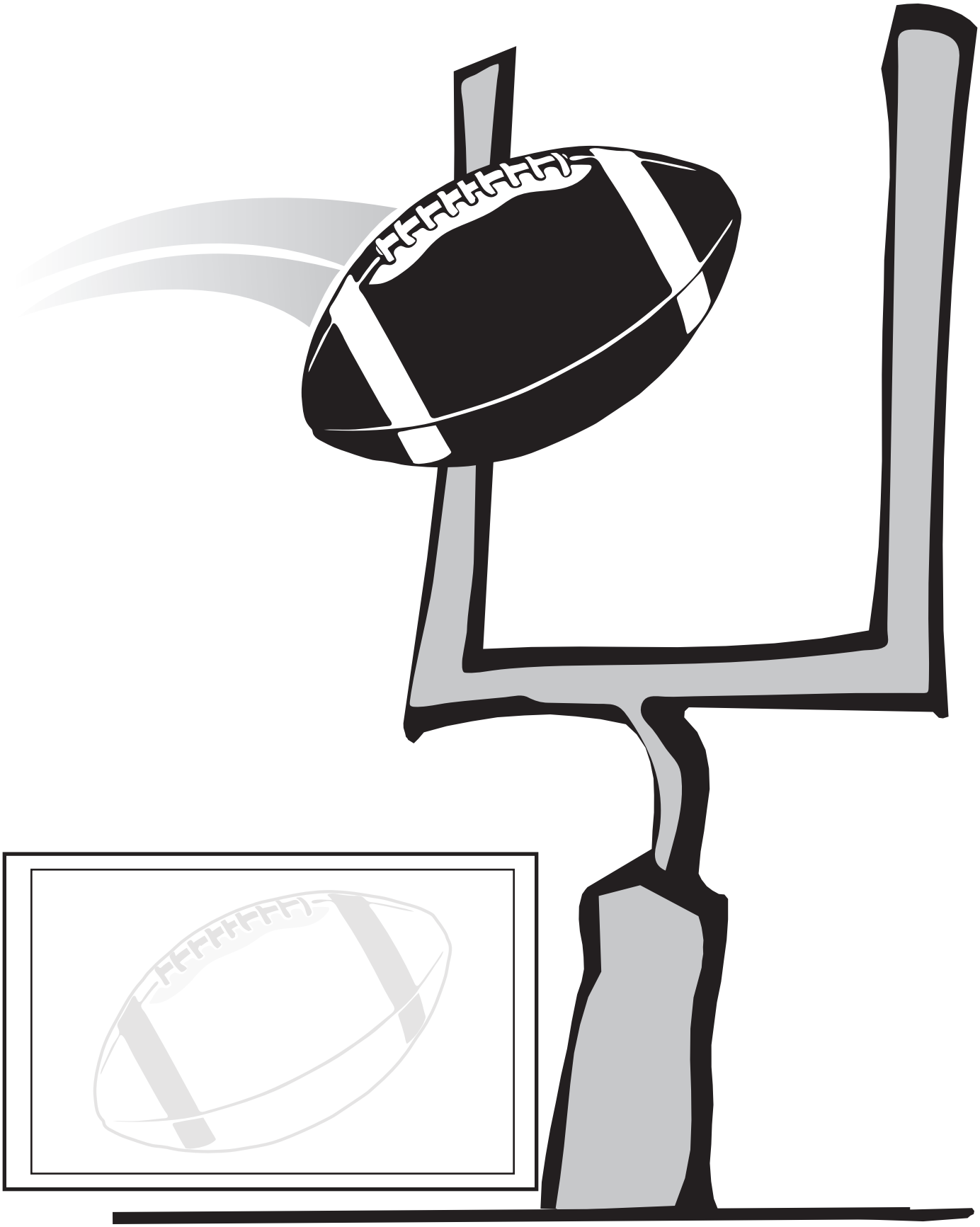


Extensions and Adaptations

- Make other fact or opinion cards and sort using Fact and Opinion header cards (Activity Master C.019.AM3).

C.019.AM1

Fact or Opinion Football



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Fact and Opinion Football

C.019.AM2a

Bread is made from flour. fact	There are 12 months in a year. fact
The sun rises in the east and sets in the west. fact	Spiders have eight legs. fact
Apples, peaches, and oranges are types of fruit. fact	We live in the United States. fact
Dogs bark. fact	The earth revolves around the sun. fact

C.019.AM2b

Fact or Opinion Football

Water freezes at 32 degrees Fahrenheit. fact	There are 12 inches in a foot. fact
The President lives in Washington, D.C. fact	Elephants are bigger than dogs. fact
George Washington was our first President. fact	Ketchup is made from tomatoes. fact
The sun is a star. fact	Zebras have stripes. fact

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Fact and Opinion Football

C.019.AM2c

Cats are the best pets. opinion	All children like to ride skate boards. opinion
Chocolate ice cream is better than vanilla ice cream. opinion	Everyone should eat pizza every day. opinion
Spiders are scarier than snakes. opinion	It feels good to walk barefoot. opinion
Riding a bike is more fun than swimming. opinion	Green is the prettiest color. opinion

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C.019.AM2d

Fact or Opinion Football

Hamburgers are better than hotdogs. opinion	July is the best month of the year. opinion
Math is easier than reading. opinion	Being an airplane pilot is the hardest job. opinion
Cell phones are the greatest invention. opinion	Football should be played all year. opinion
Camping is not fun. opinion	Trucks are big and noisy. opinion

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Fact and Opinion Football C.019.AM3

Fact

header

Opinion

header

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?

It is Hot Out

By Clark Ness www.clarkness.com

"Mom, it is hot out here in the yard," said Michael on a hot summer day.

"If you are hot, then use the magic nickel to cool yourself off," said Michael's mother who was weeding her flowers.

Michael went and got the magic nickel.

"I need to think about how I can cool off," he said to himself. "I have got it. Ice cream, ice cream, ice cream."

Poof! Michael was an ice cream cone. He was just nine inches tall. He had two legs and two arms.

"Oh, that feels a lot better," he said. "Look, Mom. I feel cooler now."

Michael's mother looked up from her flowers. "Oh, I see you are an ice cream cone. Have fun," said Michael's mother.

Michael was a lot cooler. He went about the yard looking at the trees and flowers. He stopped and looked at a big red flower. He looked down and there were a lot of ants.

"Hello, ants," said Michael. The ants looked up.

"Are you made of ice cream?" asked one of the ants.

"Yes, I am, and I feel so cool on this hot day," said Michael.

The ant made some ant sounds, and about 500 ants came over by Michael.

"We would like to show you our ant nest," said the first ant.

"Ok," said Michael.

The ants all picked up Michael and took him to their nest. Michael was too big to go into the nest so they sat him down next to the nest's opening. The ants all stood around him. They began to sing to him ant songs.

A drop of melted ice cream fell from Michael's ice cream hair. The ants cheered and many took a lick of the sweet ice cream.

"Thank you, thank you, thank you," yelled the ants.

Michael was happy that the ants liked the ice cream. He shook his head and drops of melted ice cream rained down on the ants. The ants went crazy licking the ice cream.

A big ant came up to Michael. It was the queen ant.

"Thank you for giving us some of your ice cream. You are a very nice ice cream cone. Please come back and see us again," said the queen ant.

"I am glad you all like ice cream. I will come back and see you again," said Michael. "Now, I need to turn back into a boy."

Michael shook his head one more time. Many drops of ice cream came down on the ants. The ants cheered and cheered. He walked away from the ants' nest and got the magic nickel.

Michael picked up the nickel and said, "Michael, Michael, Michael."

Poof! Michael was Michael the boy again. He went to tell his mother about the nice ants in their yard.

Flesch-Kincaid Grade Level - 2.2
Flesch Reading Ease – 94.4

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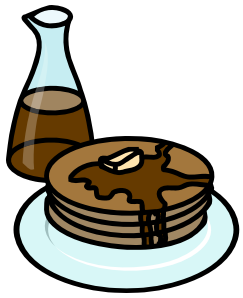
Jacob is a Pancake

By Clark Ness www.clarkness.com



"I think I will be a pancake today," said Jacob to his dog. His dog wagged its tail and seemed to think that would be a good thing.

"Pancake, pancake, pancake," said Jacob as he held his magic nickel.

Poof! Jacob was a pancake. He was a small pancake about six inches tall and had two legs and two arms.

"It feels good to be a pancake," he said to his dog. Jacob's dog seemed to like pancakes. It looked at Jacob for a little bit, and then it picked him up in its mouth and ran outside.

"Put me down, put me down," said Jacob the pancake as they were outside. Jacob's dog put him down by a tree.

"You can't play with me when I am a pancake," said Jacob the pancake. "You might eat me." Jacob's dog looked a little sad.

A blackbird was up in that very tree. It could see Jacob the pancake talking to his dog. In a wink, it flew down and picked Jacob up.

"Put me down, put me down," said Jacob the pancake. The blackbird just flew on up into the sky away from Jacob's home.

"Put me down, bird," said Jacob the pancake. The blackbird kept going and going. This made Jacob mad.

He opened his pancake mouth and bit the blackbird on the leg.

"Caw!" said the blackbird, and it let go of Jacob. Down fell Jacob the pancake.

"Oh, no," said Jacob the pancake. "I think I am going to crash."

He started to flap his arms. It worked! Jacob was so flat as a pancake that he started to fly. He flapped and flapped his arms and went across the sky.

"I am a flying pancake," he said with a grin. He flapped his arms and flew back home. He landed by his dog and the magic nickel.

"Now that was fun," said Jacob the pancake. His dog looked at him and seemed to grin.

"I think I need to be Jacob again," he said. "Jacob, Jacob, Jacob," said Jacob the pancake as he put his hand on his magic nickel.

Poof! Jacob was Jacob again. His dog looked at him and wagged its tail.

Flesch-Kincaid Grade Level - 2.9
Flesch Reading Ease - 89.2

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Poetry Uses Rhyme

Cross-Curricular Focus: ELA Genre Structure

Many poems use words that rhyme. Two words rhyme when they have the same ending sound. The words *think* and *pink* rhyme. They both end with the "ink" sound. Poems do not have to words that rhyme at the end of their lines. Many of them do, though. Two lines of poetry that rhyme with each other at the end are called a rhyming couplet.

Writing rhyming poetry can be difficult. You need to choose words that rhyme. You also have to choose words that have meaning. Even though some poems are short, you have to think extra long about which words to choose. Here is an example of a short rhyming poem:

He was only a bug, but he was the **king**.

She smiled at him when he gave her a **ring**.

He forgot to be careful of one little **thing**.

His queen was a bee, and she could **sting**!

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 does it mean when two words rhyme?

_____

_____

2) **Identify** two words on this page that rhyme with each other.

_____

_____

3) Why is poetry sometimes hard to write?

_____

_____

4) Do all poems have to rhyme?

_____

_____

5) Add two more rhyming lines to the poem:

_____

_____

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Location, Location, Location

Cross-Curricular Focus: History/Social Sciences

Name: _____

The world's population lives in many different countries on Earth. However, they are not divided evenly between all the countries. There are some countries that are very overcrowded. There are other countries that seem like they have very few people living in them. Why are people spread around the world so unevenly? There are advantages, or good things, about living in a certain place. There are also disadvantages, or bad things, about the same place.

The two main factors that influence people who are deciding on a location to live are climate and resources. Climate is the usual weather conditions in a region. Areas that have extreme weather are not very popular places to live. The North Pole and South Pole at the top and bottom of the world are good examples. They are beautiful in their rugged, natural way. However, the disadvantage of the very cold and windy conditions usually keeps people away.

Natural resources are things that we get from nature that help us survive. Each region offers different resources. Each region attracts different groups of people. People who enjoy the beach can make their living from the ocean. They can catch and sell fish and other sea creatures. Some people prefer to farm. They can take advantage of rich soil in valleys near rivers.

People may be willing to put up with the disadvantages of an area if the advantages are good. The desert is very hot and dry, but it often has valuable mineral deposits. If the resources are worth enough, people may be willing to live in the desert heat.

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) Based on what you have read, what is the difference between an advantage and a disadvantage? _____

_____

2) Name one reason someone might choose to live near the coast. _____

_____

3) Why don't many people live near the north or south poles? _____

_____

4) What is a natural resource? _____

_____

5) What natural resources are there in your local community? _____

_____

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When you say "here Kitty," your cat knows you are calling it, right?

By Associated Press, adapted by Newsela staff on 04.21.19
Word Count **398**
Level **720L**

Image 1. A new study out of Japan suggests that cats can respond to the sound of their own names. Photo: Alvegaspar/Wikimedia Photo: Damian Dovarganes/AP

Hey Kitty! Yes, you. Do you recognize the sound of your own name? A new study suggests you do.

That's probably no surprise to you, Kitty. Most cat owners will not be surprised either. Japanese scientists say they have come up with the first real proof that cats can distinguish between words.

Dogs' communication with people has been studied a lot more than cats'. Scientists say dogs can learn to recognize hundreds of words if they are carefully trained. Cats might be able to do the same. Sorry if the comparison makes you mad, Kitty!

We'll Answer To Any Name If There Are Treats

Scientist Atsuko Saito led the new cat study. She says there is no proof that cats understand the meaning of our words, including their own names. Instead, they have learned that when they hear their names they often get rewards like food or play. Cats hear their name a lot. So the sound of it becomes special, even if they don't really understand that it refers to them.

Saito and her team ran four experiments with 16 to 34 animals. Each cat heard a recording of its owner's voice or another person's voice. The voices in the recordings slowly recited a list of four nouns or other cat's names. These words were then followed by the cat's own name.

Many cats reacted right away when they first heard the voices. For example, they moved their heads, ears or tails. Over time, though, they lost interest as the words were read. The key question was whether they would respond more to their name.

Sure enough, most of the cats perked up when they heard their own name.

"Cats Are Paying Attention To You"

American scientist Kristyn Vitale studies cats and the cat-human relationship. The results of the Japanese study "make complete sense to me," she says.

In her own work, Vitale has trained cats to respond to spoken commands. She agrees that the new results don't mean that cats realize their name refers to them. It's more like being trained to recognize a sound, she says.

American scientist Monique Udell also studies cats. The new study shows that "cats are paying attention to you, what you say and what you do," she says. "And they're learning from it."

This article is available at 5 reading levels at https://newsela.com.

Quiz

1 Read the paragraph below from the section "Cats Are Paying Attention To You"

American scientist Kristyn Vitale studies cats and the cat-human relationship. The results of the Japanese study "make complete sense to me," she says.

What conclusion can the reader make based on this paragraph?

(A) Kristyn Vitale also worked on the Japanese study of cats.

(B) Kristyn Vitale has seen some similar behavior from cats in her own studies.

(C) Kristyn Vitale understands the Japanese study but doesn't agree with the results.

(D) Kristyn Vitale has found that cats in her own studies understand exactly what their names mean.

2 Which sentence from the article supports the idea that cats recognize certain words?

(A) She says there is no proof that cats understand the meaning of our words, including their own names.

(B) Many cats reacted right away when they first heard the voices.

(C) Sure enough, most of the cats perked up when they heard their own name.

(D) She agrees that the new results don't mean that cats realize their name refers to them.

3 Read the selection from the section "We'll Answer To Any Name If There Are Treats."

Saito and her team ran four experiments with 16 to 34 animals. Each cat heard a recording of its owner's voice or another person's voice. The voices in the recordings slowly recited a list of four nouns or other cat's names. These words were then followed by the cat's own name.

Many cats reacted right away when they first heard the voices. For example, they moved their heads, ears or tails. Over time, though, they lost interest as the words were read. The key question was whether they would respond more to their name.

Sure enough, most of the cats perked up when they heard their own name.

What is the structure of this selection?

(A) cause and effect

(B) compare and contrast

(C) different opinions

(D) problem and solution

4 Read the paragraph in the section “We'll Answer To Any Name If There Are Treats.”

Scientist Atsuko Saito led the new cat study. She says there is no proof that cats understand the meaning of our words, including their own names. Instead, they have learned that when they hear their names they often get rewards like food or play. Cats hear their name a lot. So the sound of it becomes special, even if they don't really understand that it refers to them.

What is one thing this paragraph does in the article?

(A) It details the seriousness of the problem scientists are trying to solve.

(B) It explains the solution to the problem of training cats.

(C) It illustrates one of the main effects of the experiment.

(D) It describes something that causes a response from cats.

New study shows that cats are just as attached to their owners as dogs

By Smithsonian.com, adapted by Newsela staff on 10.02.19
Word Count **363**
Level **560L**

A boy strokes a stray cat in Old City Baku, Azerbaijan, on September 18, 2019. Photo by: Natalia Fedosenko/TASS/Getty Images

Cats are not like dogs. They do not wag their tails or lick your face to show affection.

That does not mean they do not care, though.

Cats Show Signs Of Closeness

A new study found that cats show signs of closeness, too.

There was a similar study in the 1970s. That study measured the bonds between parents and babies.

A mother and baby would go into a new room. They would stay together for a few minutes. Then the mother would leave. Scientists watched to see how the baby would do.

Babies who were strongly bonded would get upset when their mother left. They would calm down easily when she came back, though.

Babies with weaker bonds fell into two groups. Some had mixed responses. They could not be calmed. Some got clingy toward their moms. Others did not react when their moms left.

The scientists wanted to know how cats would behave. They studied 79 kittens.

The kittens each spent two minutes in a new space with their owner. Then the owner would leave for a bit and come back.

Many kittens got upset when their owners left. They would make unhappy sounds.

Almost all kittens seemed to show a specific bond type.

More Than Half Had Strong Bonds

More than half were strongly bonded to their owner. That meant that they seemed happier when the owner came back. They also split their time between their owner and the new room.

A few continued to be upset when their owners returned. They were the "insecure" group. Some clung to their owners. They would not even look around the room. Others avoided their owners completely.

The number of secure and insecure cats was similar to the number of secure and insecure dogs. It was also the same for children.

Look To Humans For Comfort

The study could not tell if cats like their owners or not. It only showed that many cats seemed to look to humans for comfort.

The study also did not test how the cats responded to strangers. So it is hard to know if the cats were responding to their owners or people in general.

This article is available at 5 reading levels at https://newsela.com.

Quiz

1 WHY did scientists do a study on kittens?

(A) They wanted to learn whether kittens can calm themselves down.

(B) They wanted to learn whether kittens were afraid of strangers.

(C) They wanted to learn whether kittens liked to explore new places.

(D) They wanted to learn whether kittens bond with their owners.

2 What happened FIRST in the study that scientists did on kittens?

(A) Owners left their kittens in the new space for a short time.

(B) Kittens spent two minutes in a new space with their owners.

(C) Owners returned to the new space where their kittens were.

(D) Kittens had different reactions when their owners came back.

3 What can readers learn by looking at the article's section titles?

(A) how many cats were close with their owners

(B) the best way to calm a cat that is upset

(C) what cats did to show they like their owners

(D) the similarities between cats, dogs and babies

4 If readers are looking for information about the study on bonds between parents and babies, which section should they read?

(A) Introduction [paragraphs 1-2]

(B) "Cats Show Signs Of Closeness"

(C) "More Than Half Had Strong Bonds"

(D) "Look To Humans For Comfort"

English Language Learner Supplement 2-3

Snakes

By Mariah Deitrick

A snake can glide from side to side.
They're really long and like to hide.

They have long backbones, but no hair.
They use their tongues to taste the air.

They taste your scent if you are near,
And hiss a threat for you to hear.

It's wise of you to clear their way,
So you don't have an awful day!

Reading: Read the poem once to yourself and once to someone at home.

Listening: Ask someone at home to read you the poem out loud while you close your eyes and listen. Try to picture what the words are saying in your mind.

Speaking: Tell someone at home if you do or do not like snakes. Make sure to tell them why!

Writing: In the space below, write three facts about snakes from the poem.

Facts About Snakes

1. _____

_____

2. _____

_____

3. _____

_____

Suplemento para

Estudiantes que Aprenden Inglés 2-3

Se recomienda que los niños completen la página en inglés para practicar las habilidades en inglés.

Serpientes

por Mariah Deitrick

Una serpiente puede deslizarse de lado a lado.

Son muy largas y les gusta esconderse.

Tienen columna vertebral larga, pero no tienen cabello.

Usan sus lenguas para saborear el aire.

Saben tu aroma si estás cerca,

Y silba una amenaza para que escuches.

Es sabio de tu parte despejar su camino,

¡Entonces no tienes un día horrible!

Lectura: Lee el poema una vez para ti mismo y otra vez para alguien en casa.

Escuchar: Pídele a alguien en tu casa que te lea el poema en voz alta mientras cierra los ojos y escuchas. Intenta imaginar en tu mente lo que las palabras están diciendo.

Hablando: Dile a alguien en tu casa si te gustan las serpientes o no te gustan. ¡Asegúrate de decirles por qué!

Escritura: En el espacio a continuación, escribe tres hechos sobre las serpientes en el poema.

Hechos Sobre las Serpientes

1. _____

_____

2. _____

_____

3. _____

_____

Writing Ideas 2-3 Elementary Week #7

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

- Write your own animal story! Be sure to include characters, sequence of events, details, descriptions, and the setting. Establish an introduction, middle, and conclusion.

Opinion/Argument

- What is your favorite movie? Write an opinion piece on your favorite movie. Why is this movie the best? Add reasons, examples, and/or details to support your opinion. Be sure to have an introduction and a conclusion that relates to the opinion stated.

Informational/Explanatory

- Pick an object and learn about how it is made! It can be anything you use in your daily life. Some ideas might be a pencil, crayon, toothbrush, cup, baseball, or a shoe. Learn as much as you can about that object and how it is made. Write an informational piece about the item and how it is made. Be sure to add enough facts, information, and/or details. Introduce your topic and have a conclusion.

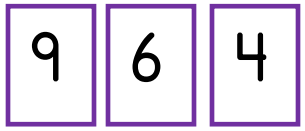
Writing in Response to Reading Bingo

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 poetry? Maybe you want to learn about the different types of poems or learn about some famous poets! Do some research and find more information about poetry. Write an informational piece about your findings.	Write about how the two reading selections **When you say "here Kitty," your cat knows you are calling it, right?** and **New study shows that cats are just as attached to their owners as dogs** are similar and/or different.	Want to learn more about Cats? Conduct some additional research on them? In a letter to a friend or family member, describe what you found out about cats.
Write your own silly story about turning into a pancake! Be sure to have an introduction, a conclusion, and details. For additional fun, you could pick another food item and write and adventure about that!	WRITER'S CHOICE	Vocabulary words are fun! Write a story, song, or poem using some of the words from this week's reading! Want additional fun, create your own game like bingo or memory using this week's words!
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 your own narrative story about a hot day! Include characters and a setting and describe what happens.	Pick a location that you would like to live in someday! Write an informational piece on your findings! Include what that location is like and why you would want to live there!

Near 20

Materials: numeral cards (1-9)



1. Shuffle a pack of numeral cards and deal five to each player.

2. Each player chooses three cards that add to 20, or as near to 20 as possible, and records the equation.

3. Find your score by calculating the difference between the sum of your cards and 20.

Example: Mario picks the cards 9, 6, and 4 and writes 9+6+4=19. He subtracts 19 from 20 for a score of 1 because 20-19=1.
Lisa picks the cards 8, 9, and 5 and write 8+9+5=22. She subtracts 20 from 22 for a score of 2 because 22-20=2.

4. Play ten rounds. At the end of the game add the scores for each player. The player with the lowest total is the winner.

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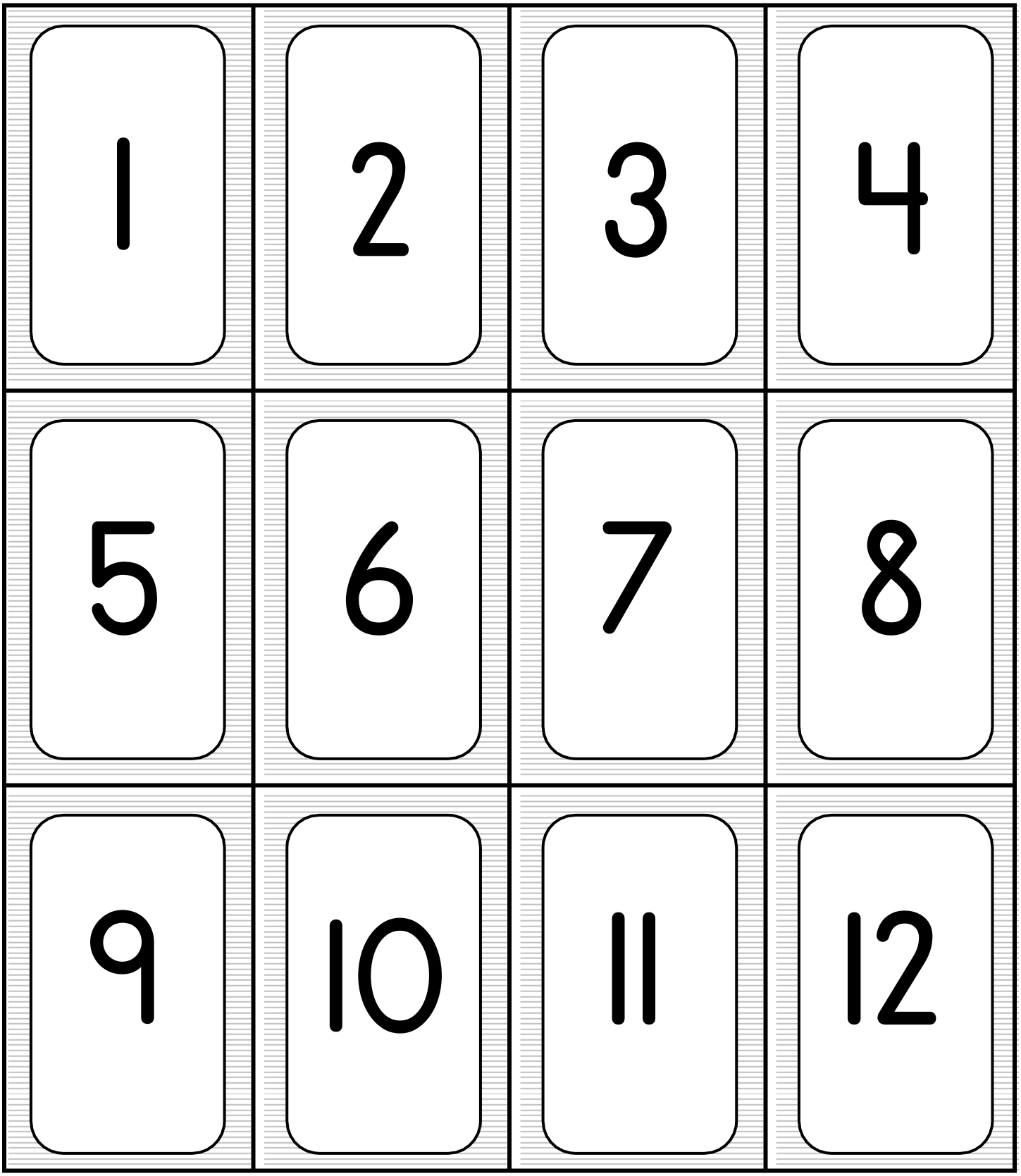
Nume ral rd



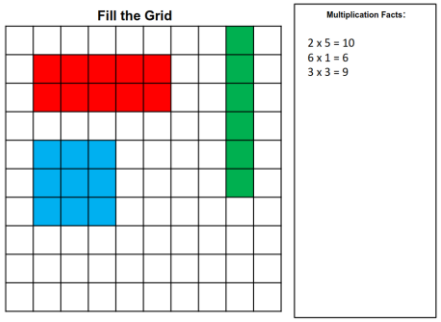
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]


Fill the Grid
Multiplication Facts:
2 x 5 = 10
6 x 1 = 6
3 x 3 = 9

r d

M [illegible]:

Lesson 3: Happy Maps

[illegible]

This unplugged lesson brings together teams with a simple task: get the "flurb" to the fruit. Students will practice writing precise instructions as they work to translate instructions into the symbols provided. If problems arise in the code, students should also work together to recognize bugs and build solutions.

[illegible]

The bridge from algorithms to programming can be a short one if students understand the difference between planning out a sequence and encoding that sequence into the appropriate language. This activity will help students gain experience reading and writing in shorthand code.

[illegible]

- [illegible] 5 [illegible]
  - [illegible]
- [illegible] 40 [illegible]
  - [illegible]
  - [illegible]
- [illegible] 8 [illegible]
  - [illegible]
  - [illegible]
- [illegible]

[illegible] 40 [illegible]

[illegible]

In this exercise, the class will get map cards that have a pre-defined start space (Flurb) and end space (fruit). Students will need to get the Flurbs to the fruit on each card, using the arrows provided.

[illegible] Select one of the intermediate maps from the Happy Maps Cards worksheet (e.g., #3). Display it for the class and work through the puzzle together.

Have students look at the puzzle, then think-pair-share their solution for how they would get the Flurb to the fruit.

[illegible] This Flurb needs to take two steps to get to the fruit. Work with your elbow partner to decide what you think those two steps are.

[illegible] Have students discuss with neighbors for about 90 seconds.

[illegible] Ask a few students to describe their algorithm to the class. Move your finger along the displayed map as the students read their steps. Once you have a solution, ask if anyone else came up with a different idea that also works.

Now, share with the students that the magic step of changing an algorithm into a "program" happens when the code is written down using symbols. Do the students see any symbols on the display?

[illegible] Challenge students to encode the algorithm that they came up with before into symbols, and to write those symbols down in their journals (or on a piece of paper.)

[illegible] Once students have written down their symbols, ask them to swap with a partner to see if they can follow each others' instructions.

[illegible] Ask for volunteers to come draw their arrows on the board. If the original code doesn't work, spend some time debugging as a class. Students should be familiar with the idea of "debugging" from previous lessons, so be sure to use the vocabulary to get them comfortable with it.

Once the code has been successfully written on the board, congratulate the class on writing their first program together!

[illegible]

[illegible] If your class is comfortable, place students into small groups of 2-3. Otherwise, you can continue solving these problems as a class and having them think-pair-share to write programs.

[illegible] Pass out one of the images from the [illegible] to each group as needed. [illegible] If you start noticing that students are ready for more, use the provided [illegible] and let students choose their own start and finish destinations on the blank map.

Encourage the students to follow these steps:

- Discuss an algorithm to get the Flurb to the fruit.
- Encode the algorithm into arrows in their journals.
- Try their code to see if everything works as expected.
- Debug any issues and fix their code until it works correctly.

[illegible] When the lesson is done, offer to let groups share out the most difficult maps that they solved. If you had time, ask them to share their solutions as well.

[illegible]

[illegible]

[illegible] When it’s time to wind down, ask students if they can tell the difference between an algorithm and a program. Both are a list of steps, but a program (code) has been encoded in a way that can be run by a machine (or a kindergartener!)

- Do you think that someone who speaks another language would be able to run your program?
- Why or why not?

[illegible]

Students should be encouraged to capture their thoughts in their journal after each activity (with text or images.) Choose a journal prompt that will help students remember the purpose of this exercise.

Journal Prompts:

- What was today's lesson about?
- Draw one of the [illegible] that shows how you felt about today's lesson in the corner of your journal page.
- Can you draw your own Flurb map?
- What would the code be to solve your map?

□□□□d □d □□□r □□□□

Use these activities to enhance student learning. They can be used as outside of class activities or other enrichment.

□□□□□M□□□

- □ Create a life-size grid on the rug with tape and have student bring stuffed animals to school.
- □ Now students can program friends to move their actual stuffies as directed in the programs.

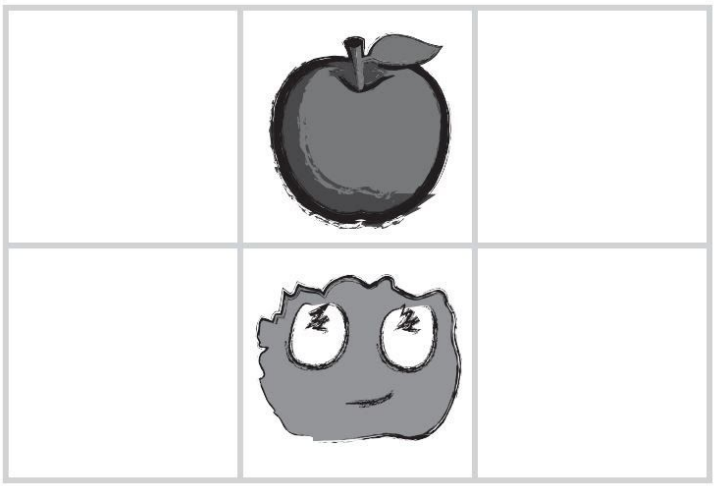
□r□□□□□□r□□ □□

- □ Have students create their own maps.
- □ Have other students solve them using programs.

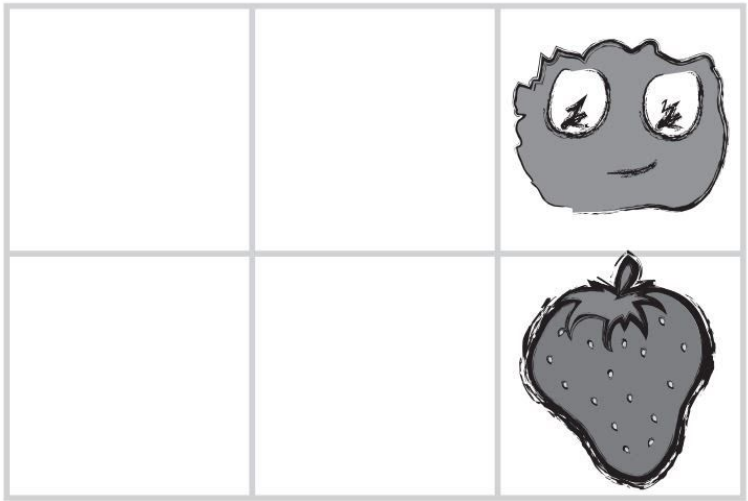
Name(s)_____ Period _____ Date _____

Happy Maps

1. Which way should the Flurb step to get to the fruit?



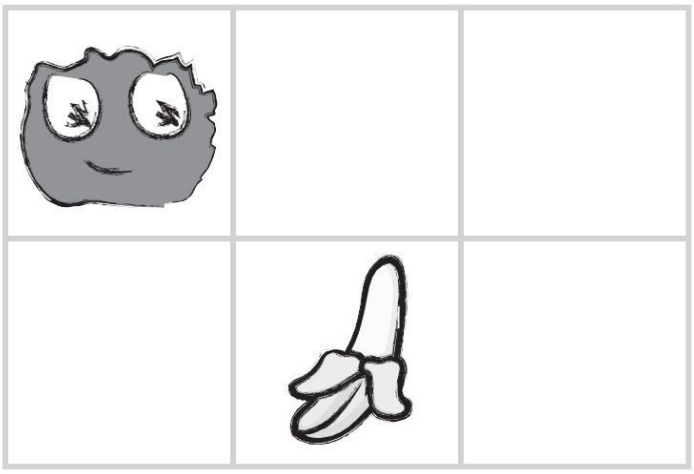
2. Which way should the Flurb step to get to the fruit?

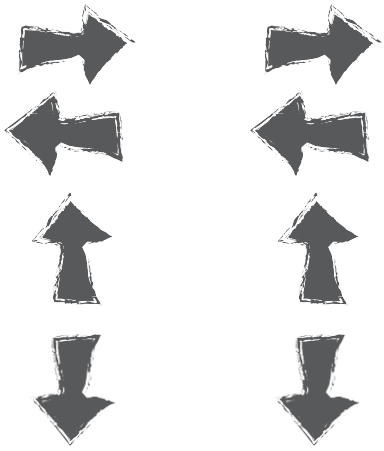


Name(s)_____ Period _____ Date _____

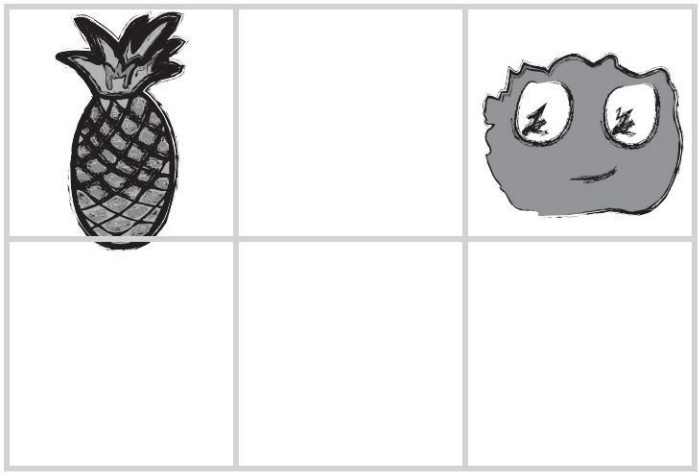
Happy Maps

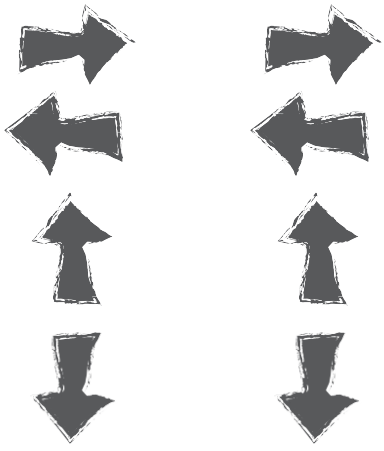
3. Which two ways should the Flurb step to get to the fruit?





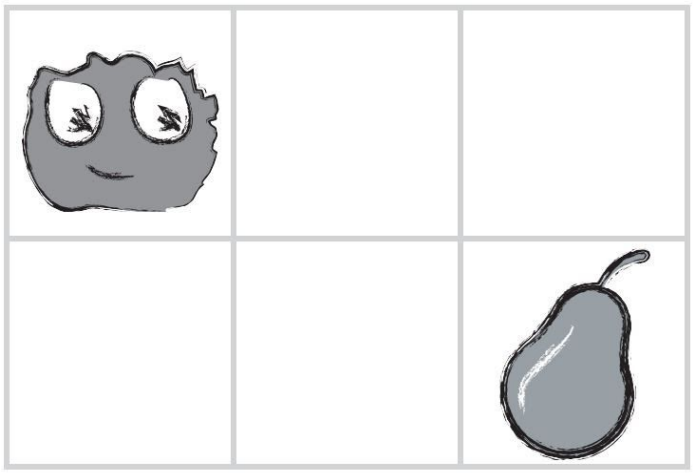
4. Which two ways should the Flurb step to get to the fruit?



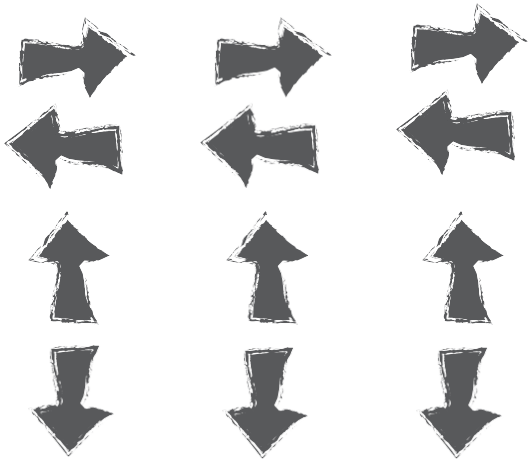


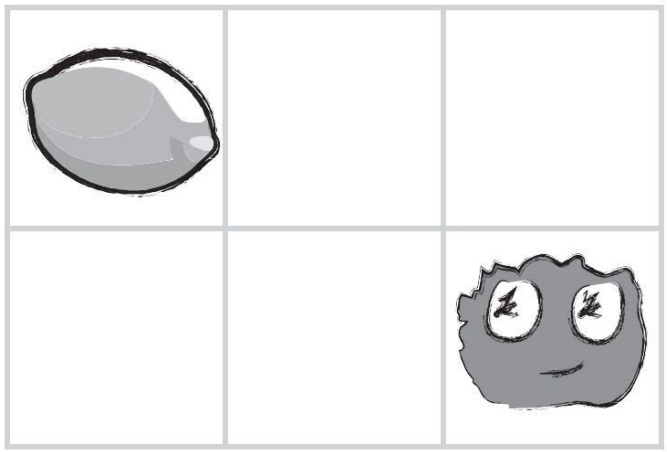
Name(s)_____ Period _____ Date _____

Happy Maps

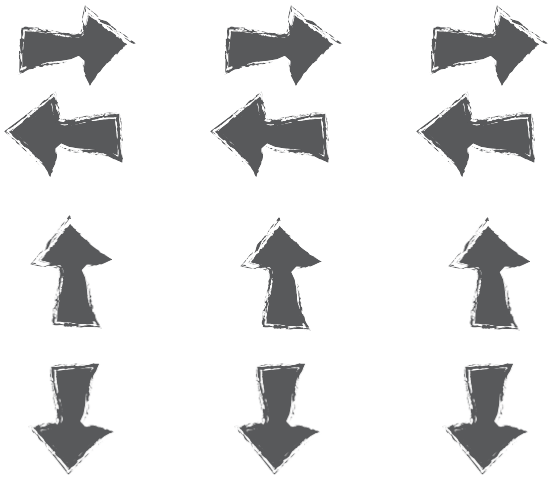


5. What should the Flurb do to get to the fruit?





6. What should the Flurb do to get to the fruit?



Name(s)_____ Period _____ Date _____

Happy Maps

Happy Maps Game Pieces