

4-5 At-Home Learning Resources

(Blue 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>



Antonym Concentration



Objective

The student will identify antonyms.



Materials

- ▶ Antonym cards (Activity Master V.003.AM1a - V.003.AM1c)



Activity

Students match antonyms by playing a memory game.

1. Place the antonym cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Determine if cards match by being antonyms (e.g., appear, vanish). If there is a match, pick up cards and place to the side. If cards do not match, return them to their original places.
4. Continue until all matches are made.
5. Peer evaluation

	appear			
			vanish	



Extensions and Adaptations

- ▶ Make other antonym cards (Activity Master V.001.AM4).
- ▶ Use synonym cards (Activity Master V.003.AM2a - V.003.AM2c).

problem

solution

strong

weak

vanish

appear

show

hide



Vocabulary

Antonym Concentration

V.003.AM1b

raw

cooked

seldom

often

unique

common

vacant

full

antonym cards



deep

shallow

complex

simple

fresh

stale

create

destroy



Vocabulary

Antonym Concentration - Adaptation (Synonyms)

V.003.AM2a

careful

cautious

decrease

lessen

mistake

error

hurry

rush

synonym cards



Vocabulary

V.003.AM2b

Antonym Concentration - Adaptation (Synonyms)

work

labor

ornament

decoration

answer

solution

pain

ache

synonym cards



Vocabulary

Antonym Concentration - Adaptation (Synonyms)

V.003.AM2c

bother

annoy

need

require

leave

depart

faithful

loyal

synonym cards





Comprehension

C.030

Text Analysis

What's the Purpose?



Objective

The student will identify the author's purpose.



Materials

- ▶ Header cards (Activity Master C.030.AM1)
- ▶ Passage cards (Activity Master C.030.AM2a - C.030.AM2c)

If text in this activity is not appropriate for your students, use text that is more applicable.

Note: The numbers of the cards correspond to headers in the following manner:

Persuade - 1, 8, 11, 16; Inform - 3, 5, 9, 14; Entertain - 2, 4, 6, 13; Explain - 7, 10, 12, 15.



Activity

Students determine author's purpose by sorting passages.

1. Place header cards face up in a row. Place passage cards face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Determine the author's purpose.
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation



Extensions and Adaptations

- ▶ Read passages and write author's purpose (Activity Master C.030.SS).
- ▶ Write other passage cards to sort (C.008.AM3).
- ▶ Bring in examples of magazine, newspaper, and other articles to discuss and identify the author's purpose (i.e., persuade, inform, entertain, or explain).

Comprehension

What's the Purpose?

C.030.AMI

Persuade

header

Inform

header

Entertain

header

Explain

header

header cards



Comprehension

C.030.AM2a

What's the Purpose?

If someone says, "Don't look a gift horse in the mouth," that person doesn't really think you will receive a horse or try to open its mouth and look inside. In order to understand what this idiom means it's necessary to know two things. First, a long time ago, people were sometimes given a horse as a gift. Second, it is possible to tell how old a horse is by counting its teeth. If a person was given a horse and then counted its teeth it was considered impolite. This evolved into the current idiom which means when you receive something don't be ungrateful.

7

The doctor told her that she would have to stay in the hospital for a few days until they determined what was causing her stomach pains. He said they ruled out a couple of ailments such as an ulcer and appendicitis. Since there were so many different things that could be causing her pain he told her it would be best for her to stay so the doctors could watch her progress.

10

The water cycle has no real beginning or end. Water in oceans, lakes, and plants changes into water vapor and seems to vanish from the earth. This is called evaporation. The water vapor cools into tiny droplets which then form clouds. This is called condensation. When the clouds become heavy with these droplets, they fall back to the earth as rain, snow, or sleet. Precipitation is the name for this part of the cycle, which then continues.

12

Fishing can be fun. The first thing you need to do is bait the hook. Different types of bait are used depending on what you want to catch. Then you either cast the line or drop it into the water. The third step, which can be the most difficult, is to wait until you feel a tug on the line. Then you try to reel or pull in the line. If you do this all successfully your reward will be waiting on the end of the line.

15

Everyone should learn how to ride a bike. It is a good form of transportation. It can also be an enjoyable and healthy activity. It is something that can be done alone or with others. You can use a bike to compete in a race or go on a leisurely ride. Bike riding is fun for people of all ages.

1

Summer is the best season of the year. You can spend all your time outdoors and not get cold. You can swim and enjoy many sports that you can't when it is winter. There are leaves on the trees and flowers are in bloom. You can leave all the windows open in your house. Summer is so pleasant; too bad it doesn't last all year.

8



Comprehension

What's the Purpose?

C.030.AM2b

Buy this DVD now and learn to play the guitar in less than a month. We guarantee that after using our six-step program you will be performing for all your friends. They will want you to entertain at all the parties. So, hurry before our offer ends, and we'll send you a free guitar pick with the DVD.

11

Cell phones should not be used in public places. They annoy people who are close to the person using the cell phone. Cell phones often ring at inappropriate times. Often the person on the phone speaks too loudly. They can disrupt other people's conversations. If people need to make phone calls in public, they should excuse themselves and go outside.

16

She walked along the beach enjoying how the sand felt between her toes. She gathered many different types of shells. As she bent down to pick up another shell she noticed it wasn't a shell. It was a bottle with a piece of paper inside it. She excitedly opened the bottle took out the paper and began to read what was on it.

2

We all got excited when our teacher said she had an important announcement. She told us that we had won the contest for reading the most pages in the reading marathon. Each of us would receive a gift certificate to use at the local bookstore. Our class will also be treated to a visit by a famous author. This was such exciting news, I ran home to tell my mom.

4

The three boys walked up to the deserted house. It was a dark night and all three were scared, but would not admit it. They timidly walked up the steps. All of a sudden, they heard a loud noise. They turned and ran home. They would never try that again.

6

Charlie knew that he had waited until the last minute to do his report. As he quickly typed away on his computer, all of a sudden the power went out. He hadn't saved his document. He just stared at the screen in disbelief as all his work disappeared. It wouldn't have been so bad if he had saved it earlier, but he hadn't. Charlie promised himself that this would never happen to him again.

13

passage cards



Comprehension

C.030.AM2c

What's the Purpose?

The platypus is a different looking animal that lives in the rivers and coastal regions of Eastern Australia. It is a furry mammal, but it lays eggs. It lives near the water and uses its webbed feet to swim. Its nose resembles a duck's bill which helps it as it gathers food such as shrimp. When the platypus swims underwater it closes both its eyes and ears.

3

Different tools are used to measure various types of things. For example, if you want to measure how fast it takes to run 100 yards you can use a stopwatch. A thermometer is used to measure temperature. If you want to know how many miles you have driven you use an odometer.

5

There are many kinds of books. They can be classified in several ways. One way is to label them nonfiction which means that they contain factual information. Another way is to label them fiction which means that they tell a story. Books can be further classified into categories such as biography, historical fiction, and fantasy.

9

Food labels give you many details. The ingredients are listed as well as whether or not the product should be refrigerated. There is one whole section that gives facts about the nutritional components including amount of calories, fat, protein, and carbohydrates. In addition, you'll usually find a date when the product expires and you should throw it away.

14



Name _____

What's the Purpose?

C.030.SS

Text	Purpose Entertain, Explain, Inform, Persuade
<p>Dear Principal Jones,</p> <p>Our class is studying the solar system. We believe that a trip to the planetarium would be a good educational experience and would go along with what we are studying. The planetarium is another way to learn about the solar system and can offer a different experience than we can get in the classroom. We hope you will agree to let us go.</p> <p>Thank you, Mrs. Smith's 4th grade class</p>	
<p>The game of checkers is a game played with two players. There is a game board with 32 dark and 32 light squares. Each player gets twelve game pieces. Players take turns moving diagonally on the dark squares. A player can capture an opponent's piece by jumping over that piece. When the piece is captured it is removed from the board. A player wins when the opponent cannot make a move or has lost all his pieces.</p>	
<p>The family drove across the United States for a vacation. Although there were times that it seemed very long and tiresome, they all enjoyed it. There were many things to see. Some of the places they went to were the Everglades, Mount Rushmore, and Yellowstone National Park. They all agreed that one of the most exciting things they did on the trip was to fly in a plane over the Grand Canyon. This was one trip they would never forget!</p>	
<p>Recycling is something everyone should do. Our earth is becoming more and more polluted. One thing we can do to help with this problem is to recycle. People can take papers, glass, and plastics to recycling centers or some places will pick them up. Another way to recycle is to use things over again. Wash out a paper cup and use it two or three times before throwing it away. Any little bit will help a great deal, so recycle often.</p>	
<p>Glaciers are large masses of snow, ice, and rock that move very slowly. They are formed when the amount of snow that falls over many years is more than the amount that melts. When a piece of a glacier breaks apart and floats in the water it is called an iceberg.</p>	

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 Art of M.C. Escher

Cross-Curricular Focus: Mathematics/Art

Do you enjoy optical illusions? How about drawings of things that could never exist in real life? You may already be familiar with some of M.C. Escher's art. He is famous for his pictures of stairs that go around buildings both upside down and right side up at the same time. He used shading and angles to give us pictures that look realistic and accurate. Yet they also have a little fantasy.

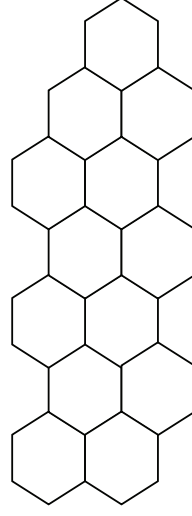
Maurits Cornelis Escher lived from 1898 to 1972. He went to a school for architects where he could learn to design buildings. His teachers there told him he should study graphic arts instead. Many of his sketches and paintings include an architectural flair. He used unique buildings, rooflines or other designs and wove them into the picture. He became a world famous artist whose unusual works are easy to recognize.

As an adult, Escher traveled all over Italy, Spain and Switzerland. He lived in Rome for 11 years with his wife. He took sketchbooks with him when he traveled. He used the sketchbooks to save ideas for his future work.

Escher was famous for his drawings of the **tessellation** of geometric shapes. He often used color or different shades grey to emphasize the alternating shapes and patterns.

Only some geometric shapes can tessellate. A shape tessellates if it can be drawn over and over on the page with no empty space between the shapes. Regular polygons, like squares, triangles and hexagons with sides that are the same length, tessellate easily. Other shapes may require **rotations** (turns) or **reflections** (flips)

to tessellate. Some must be combined with at least one other shape before they will tessellate. Some shapes will not tessellate at all.



A regular hexagon tessellates because it can be drawn repeatedly with no white space showing between the hexagons.

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 did Escher use to help him keep track of his ideas as he traveled?

2) Why did Escher leave architectural school?

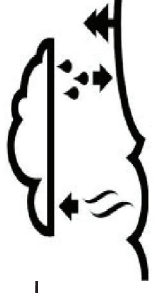
3) What does tessellation mean?

4) What type of shapes are easy to tessellate?

5) Choose a geometric shape and show how it will tessellate here:

The Water Cycle

Cross-Curricular Focus: Earth Science



Water on Earth can be found in three different forms, or states. These states are solid, liquid and gas. When it is frozen, it is solid ice. When it is liquid, it is liquid water. When it is a gas, it is water vapor. The water cycle is the set of processes that water goes through as it changes from one state to another.

When the heat of the sun shines on the water in oceans, lakes, rivers and streams, the water evaporates, rising up into the air as water vapor. As it moves higher into the sky, it cools. The cooled water vapor begins to form liquid drops, which gather together as clouds. This process is called condensation. Little by little, more microscopic drops of water join together in the cloud. Finally, the cloud becomes so heavy that the drops start to fall. Any form of water that falls from the sky is called precipitation.

Precipitation will take on different forms. The form depends on the conditions that exist inside the clouds and the condition of the air the water travels through on its way to the ground. Drops of liquid water fall as rain, the most common form of precipitation. If the drops of water fall through air that is warmer than water's freezing point, they will remain as rain. Sometimes cold temperatures inside clouds produce ice crystals that melt in warmer air on their way down, ending up as rain as well.

If raindrops fall through air that is below the freezing point of water, they form tiny frozen drops known as sleet. If the air inside the cloud and the air on the way down are both below the freezing point, ice crystals will form and fall as snowflakes. There is a lot of variation in snow, depending on how cold it is when it falls. Warmer temperatures mean "wetter" snow, while colder temperatures mean drier, fluffier snow.

Perhaps the most interesting form of precipitation is hail. Hail forms when windy conditions combine with freezing temperatures. Drops of frozen rain begin to fall, and are then repeatedly caught up by the wind and pushed back up through the clouds where they gather more and more layers of ice. When they become too heavy for the wind to lift, they fall to the ground as hail.

No matter what form the precipitation takes, much of it will become runoff and find its way back to the sea. Most of the rest will join surface water in lakes and streams or soak into the ground and become groundwater. Some will spend some time atop tall mountains as ice and snow.

All water awaits its turn to participate once again in each state of the water cycle. Water continually changes from one state to another. The water cycle never ends.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) How does the water cycle ensure that we have water? _____

2) What are the three stages of the water cycle? _____

3) Describe the conditions that are necessary for snow to fall. _____

4) How does precipitation return to the water cycle? _____

5) What is your favorite form of precipitation? Why? _____

Classic Literature: Aesop's The Fox and the Stork

Aesop was an ancient Greek writer. He is said to have written many fables, or short stories that have a moral at the end. Below is one of Aesop's fables. The moral, or lesson, is the last line of the story.

The Fox and the Stork

The Fox one day thought of a plan to amuse himself at the expense of the Stork, at whose odd appearance he was always laughing.

"You must come and dine with me today," he said to the Stork, smiling to himself at the trick he was going to play. The Stork gladly accepted the invitation and arrived in good time and with a very good appetite.

For dinner the Fox served soup. But it was set out in a very shallow dish, and all the Stork could do was to wet the very tip of his bill. Not a drop of soup could he get. But the Fox lapped it up easily, and, to increase the disappointment of the Stork, made a great show of enjoyment.

The hungry Stork was much displeased at the trick, but he was a calm, even-tempered fellow and saw no good in flying into a rage. Instead, not long afterward, he invited the Fox to dine with him in turn.



The Fox arrived promptly at the time that had been set, and the Stork served a fish dinner that had a very appetizing smell. But it was served in a tall jar with a very narrow neck. The Stork could easily get at the food with his long bill, but all the Fox could do was to lick the outside of the jar, and sniff at the delicious odor. And when the Fox lost his temper, the Stork said calmly:

Do not play tricks on your neighbors unless you can stand the same treatment yourself.

Name: _____

The Fox and the Stork: Reading Comprehension

I. Order of Events

Put the following events in the passage in the order they happened. Mark the first event with a 1, the second with a 2 and so on.

- A. _____ The Stork could not eat the dinner.
- B. _____ The Fox got mad.
- C. _____ The Fox invited the Stork to dinner.
- D. _____ The Fox could not eat the dinner.
- E. _____ The Stork invited the Fox to dinner.
- F. _____ The Fox thought of a trick to play on the Stork.

II. Who Was It?

- 1. Who served dinner in a jar? _____
- 2. Who thought the other one looked odd? _____
- 3. Who "saw no good" at getting angry? _____
- 4. Who said the moral of the story? _____
- 5. Who couldn't eat the fish? _____



The Fox and the Stork: Words and Phrases



I. Vocabulary Match

Match each word in Column A with its meaning in Column B.

Column A

1. _____ appetite
2. _____ lapped
3. _____ promptly
4. _____ displeased
5. _____ delicious

Column B

- A. unhappy
- B. desire to eat
- C. good tasting
- D. drank
- E. at the exact time

II. Idioms and Expressions

Below are idioms and expressions from the fable. Write what you think each one means.

1. "amuse himself at the expense of the Stork"

2. "even-tempered fellow"

3. "flying into a rage"

4. "great show of enjoyment"

5. "lost his temper"

Name: _____

Main Idea in The Fox and the Stork

Below is one of the main ideas of the passage. Find three examples from the text that supports this main idea.

The Stork didn't get mad about
the trick played by the Fox.



Name: _____



Characters in The Fox and the Stork

The moral of the fable was, “Do not play tricks on your neighbors unless you can stand the same treatment yourself.” Think about how the moral relates to the characters in the fable. Compare the Fox and the Stork. How are they alike? How are they different? Who was the better sport?

[illegible]

Name: _____

The Fox and the Stork Word Search

Circle each word from the list in the puzzle. The words can go in any direction.

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

APPETITE
CALM
DINNER

FABLE
FISH
FOX

INVITATION
MORAL
SOUP

STORK
TEMPER
TRICK

Character Description: Huck Finn from *The Adventures of Tom Sawyer*

Below is the description of Huckleberry Finn in *The Adventures of Tom Sawyer* by Mark Twain. Read the description and answer the questions below.

Huckleberry was cordially hated and dreaded by all the mothers of the town, because he was idle and lawless and vulgar and bad—and because all their children admired him so, and delighted in his forbidden society, and wished they dared to be like him. Tom was like the rest of the respectable boys, in that he envied Huckleberry his gaudy outcast condition, and was under strict orders not to play with him. So he played with him every time he got a chance. Huckleberry was always dressed in the cast-off clothes of full-grown men, and they were in perennial bloom and fluttering with rags. His hat was a vast ruin with a wide crescent lopped out of its brim; his coat, when he wore one, hung nearly to his heels and had the rearward buttons far down the back; but one suspender supported his trousers; the seat of the trousers bagged low and contained nothing, the fringed legs dragged in the dirt when not rolled up.

Huckleberry came and went, at his own free will. He slept on doorsteps in fine weather and in empty hogsheads in wet; he did not have to go to school or to church, or call any being master or obey anybody; he could go fishing or swimming when and where he chose, and stay as long as it suited him; nobody forbade him to fight; he could sit up as late as he pleased; he was always the first boy that went barefoot in the spring and the last to resume leather in the fall; he never had to wash, nor put on clean clothes; he could swear wonderfully. In a word, everything that goes to make life precious that boy had. So thought every harassed, hampered, respectable boy in St. Petersburg.

Questions:

1. Where did Huck's clothes come from? _____
2. How did Huck hold up his pants? _____
3. How often did Huck have to take a bath? _____
4. Who told Huck what to do? _____
5. When did Huck go barefoot? _____

Dream Jobs: FBI special agent

By USA Today, adapted by Newsela staff on 01.13.20

Word Count **746**

Level **820L**



Image 1. FBI Jacksonville Special Agent Lauren Regucci conducts a landfill search for evidence related to a crime in Folkston, Georgia. After years as a high school counselor, Regucci joined the FBI in 2002. Today, she leads the Jacksonville Evidence Response Team and is an agent on the counterterrorism squad on the Joint Terrorism Task Force. Photo: FBI.

Lauren Regucci works for the Federal Bureau of Investigation, the FBI, in Jacksonville, Florida. She leads a team that does evidence collection. They take clues from crime scenes and save them for later use. She also works on counterterrorism investigations in the Jacksonville area.

USA TODAY interviewed Regucci. The conversation covered a lot of topics, from books to coffee.

Question: How did you get your start with the FBI?

Regucci: When I was 16, I wanted nothing more than to be a high school counselor. After getting all of the necessary education, I fulfilled that dream. I became a school counselor, and I did that job for a few years. After a while, I got curious, anxious to see more of the world. I thought, what other challenges are out there? I really wanted to pursue something that was going to be intellectually challenging and physically challenging, and my friend suggested joining the FBI.

Q: What does a typical workday look like?

Regucci: There's no typical workday, really. About 80 percent of the stuff is honestly boring. Like paperwork and required trainings. Then, there's the stuff that's really exciting — going out on arrests, on searches, doing surveillance, like spying or wiretapping, things like that, which are super fun for me.

Q: What's been your most fascinating field experience on the job?

Regucci: There was one Mafia case I worked in New York City. We found cremated human remains in a septic tank. The victim was murdered and then his body was cut up and put into a furnace and then cremated. The ashes were dumped into a septic tank. We ended up recovering remains out of the tank. It was one of those cases that opened my eyes to the possibilities of evidence collection, and that you can't make assumptions about what's going to be there and what's not going to be there.

Q: How would you explain your job?

Regucci: I basically investigate anything related to international terrorism in and around Jacksonville. Since I'm the senior team leader of the Evidence Response Team here in Jacksonville, I make sure we do all of our evidence collections right. It's important that we follow a strict process so the evidence is not tainted. If the evidence has been changed, it no longer is useful.

Q: What do you credit your success to?

Regucci: Being organized and being flexible. You have to have an organized mindset. You have to think about many things at once, not just one after the other. You're actually kind of thinking about a scene altogether, how the parts — the people, the evidence — are going to interrelate.

Q: How do you balance family, life and such a busy schedule?

Regucci: I think that you have to take moments for yourself when you can. You have to set aside that family time and preserve that as much as you can.

Q: What advice do you have for someone who wants to follow in your footsteps?

Regucci: Do what it is that you're passionate about first. You need to have three years' worth of work experience outside of the Bureau anyway. Go be good at what it is that you are interested in, and then apply. Bring those skills to the Bureau, because you'll need them here as well, and that way you bring a different perspective in.

Quick Hits

What is your coffee order? A large coffee, light and sweet

What is your favorite book? "Jane Eyre" by Charlotte Brontë

What is your favorite song of the moment? "Superposition" by Young the Giant

Who is one of your biggest mentors? One is a case agent I worked with. He was just prepared for every situation. There was nothing that would happen where he wouldn't say, 'oh yeah, I've got that form in my car, or those supplies that we need.' I learned just about everything about evidence

collection from a team leader in New York City. The leader also pushed me into being a team leader and into teaching — and those two things have really changed the path of my career.

What is the coolest thing you've ever done? There was a small team that went over to train Dubai's police force. I had the opportunity to train that team, and they arranged for us to go to the top of the Burj Khalifa, which was the tallest building in the world at the moment. That was really a thrill.

Quiz

1 Read the following paragraph from the article.

Do what it is that you're passionate about first. You need to have three years' worth of work experience outside of the Bureau anyway. Go be good at what it is that you are interested in, and then apply. Bring those skills to the Bureau, because you'll need them here as well, and that way you bring a different perspective in.

Which sentence from the paragraph supports the conclusion that the FBI values diverse experiences and opinions?

- (A) Do what it is that you're passionate about first.
- (B) You need to have three years' worth of work experience outside of the Bureau anyway.
- (C) Go be good at what it is that you are interested in, and then apply.
- (D) Bring those skills to the Bureau, because you'll need them here as well, and that way you bring a different perspective in.

2 Read the following paragraph from the article.

There's no typical workday, really. About 80 percent of the stuff is honestly boring. Like paperwork and required trainings. Then, there's the stuff that's really exciting — going out on arrests, on searches, doing surveillance, like spying or wiretapping, things like that, which are super fun for me.

Which of the following is an accurate explanation of what this paragraph means?

- (A) It is impossible to predict what each workday will be like at the FBI.
- (B) Working at the FBI is a combination of office work and field work.
- (C) Regucci is disappointed with the amount of paperwork she has to do.
- (D) Those who want an exciting career should apply to work for the FBI.

3 Read the following sentence from the article.

What do you credit your success to?

Which answer choice uses the word "credit" in the SAME way as the sentence above?

- (A) The student asked her teacher if she could complete extra credit to raise her grade.
- (B) The customer handed the cashier his credit card to pay for this week's groceries.
- (C) The scientist gave his teammate credit for coming up with a great idea.
- (D) The bank let the client know she had good credit and was approved to buy a house.

Read the following paragraph from the article.

I basically investigate anything related to international terrorism in and around Jacksonville. Since I'm the senior team leader of the Evidence Response Team here in Jacksonville, I make sure we do all of our evidence collections right. It's important that we follow a strict process so the evidence is not tainted. If the evidence has been changed, it is no longer is useful.

Which word from the paragraph helps the reader to understand the meaning of the word "tainted"?

- (A) investigate
- (B) collections
- (C) changed
- (D) useful

Dream Jobs: Cartoonist

By Hailee Romain, adapted by Newsela staff on 01.31.20

Word Count **888**

Level **960L**

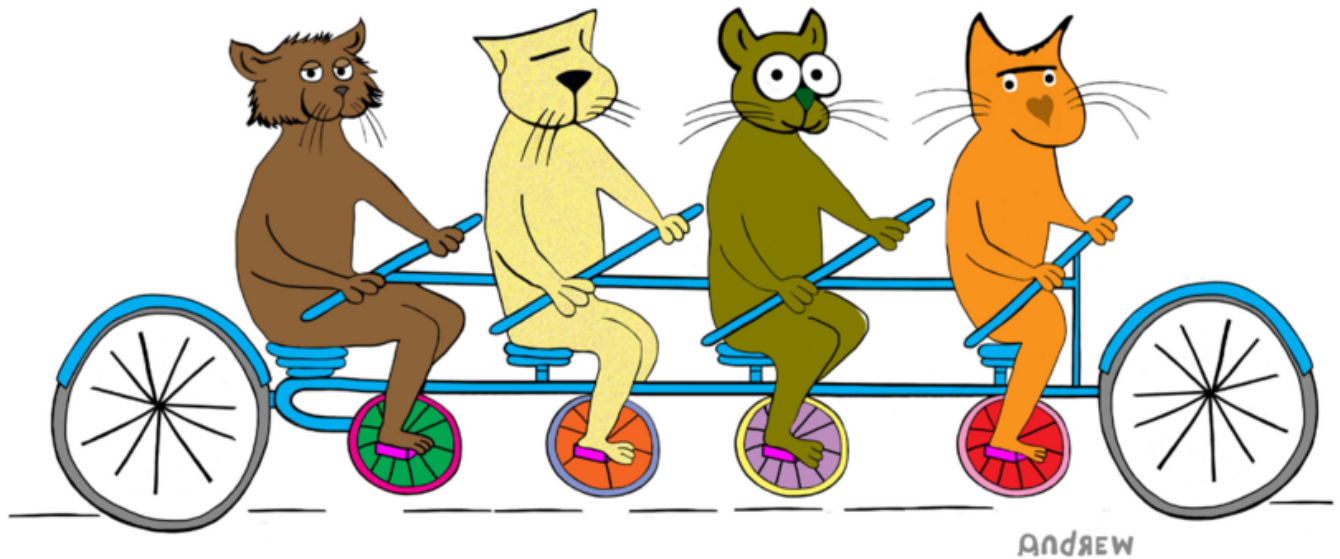


Image 1. One of Andrew Grossman's illustrations shows his cat characters riding a tandem bike for four. Illustrations: Andrew Grossman

Andrew Grossman has spent the last 30 years creating illustrations. They have been featured in magazines, newspapers and business publications all over the world. There's a good chance you've seen his work before! His cartoons focus on everyday topics like pets, office life and family relationships. In this interview, Grossman talks about what it's like to be a cartoonist.

Question: How and why did you first become interested in creating cartoons?

Grossman: While I was always a fan of cartoons, what I was really into was literature, especially poetry. I actually got a degree in English from Penn State University in central Pennsylvania. However, poetry doesn't usually provide a stable income. So my main desire in starting a career was to find a creative way to make money. I wanted financial stability as well as flexibility.

I had no formal arts education. However, one day I realized that someone gets paid to create the comics and cartoons in magazines and newspapers. I thought it would be fun to try creating those cartoons myself.

Q: How does the cartoon business work?

Grossman: First of all, I draw my cartoons on the computer instead of by hand, which is actually much faster. There are fewer printed publications out there compared to when I first started. At the same time, the audience for my work is much wider thanks to the internet. I have thousands of images constantly available on my website. I own the publishing rights to the images I create, and people pay me for permission to use my work in different ways.

Q: What is a typical day at work like?

Grossman: I've always worked at home because it's the place I feel most comfortable and where there are the least amount of distractions. I usually get up and go to my home office by about 8 in the morning. I work until around noon. Then, I run errands, get lunch, go to the gym, and come back to work for another three or four hours.

Q: How do you get inspired?

Grossman: I think the main way that I get inspiration is to just think about what my characters are saying to each other. I've worked with these characters for a long time. At this point, they have ongoing relationships, and the way they chat with each other drives a lot of my work.

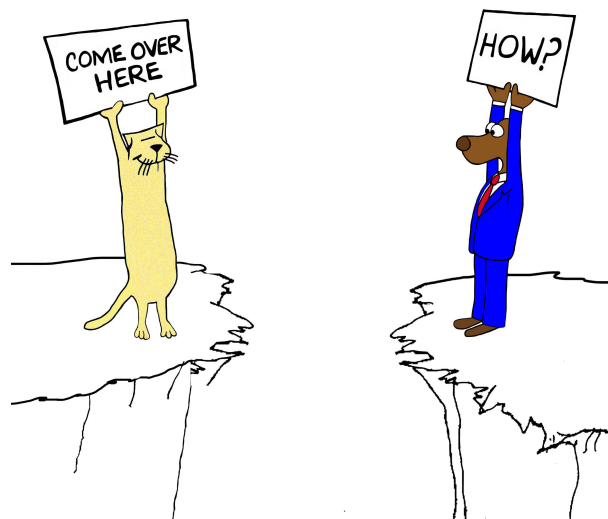
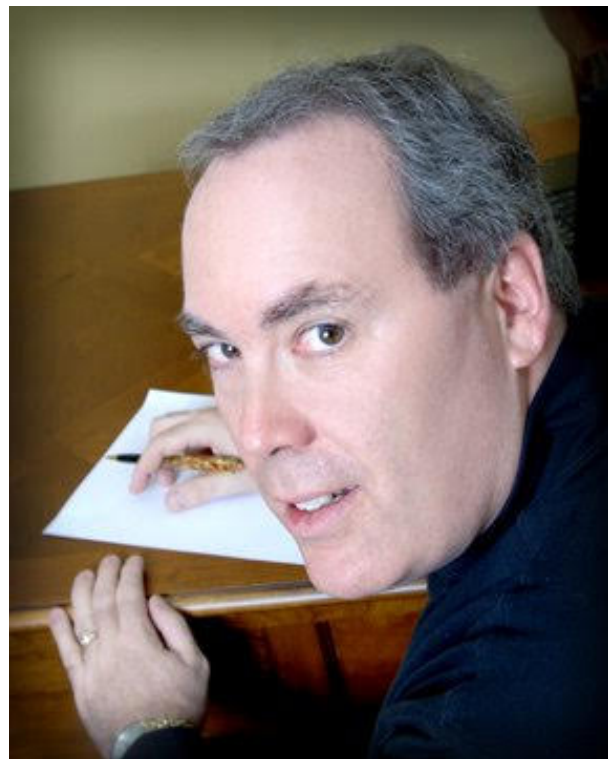
I enjoy my cat and dog characters the most, especially this one cat character simply named Yellow Cat. It's not a very complicated drawing, but as a cat owner, it's fun to play with the character's attitude. The character of Yellow Cat has a semi-sarcastic, independent personality. It reminds me of my own pet, and I really loved that cat.

The characters are like friends of mine. It's like I'm having an ongoing conversation with someone that I know, and a lot of the humor naturally stems from that.

There are influences that come from the real world, too. My wife is a marketing executive, and she has given me a peek into the world of corporate America. A lot of the topics in my cartoons are inspired by hearing her talk about her day and things that are going on at work. I'm fascinated by that world, and I think that's why so many of my cartoons are purchased by businesses.

Q: Do you think that communication via cartoons can be more effective than other means of communication?

Grossman: One benefit of cartoons, and images in general, is that they do not rely on words, which means they can overcome many of the barriers of geography and language. In many of the



cartoons that I do, the humor is visual, which allows it to be understood anywhere. As a result, my cartoons sell all over the world.

Q: What is your favorite part of your job?

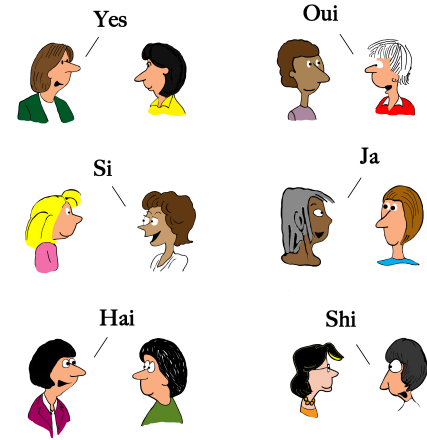
Grossman: The best part of cartooning for me is the idea of making somebody laugh. The driving force behind everything I do is the hope that readers will be happier as a result of looking at my cartoons.

Q: Do you have any advice for kids who might want to become cartoonists?

Grossman: An important part of starting a career as a cartoonist is to get your work out there. New cartoonists should think of themselves as entrepreneurs. That means it's up to you to sign up with an image hosting website where you upload your work so that other people can see it and maybe choose to buy it. From there, you can see what kind of work sells the best and create more of that.

I think studying what other cartoonists do is definitely helpful. I would also say it's very important to read and be curious about the world, especially people. That way you can get an idea for the daily situations that people are in and especially get a feeling for the importance of entertainment. Anyone who wants to be a cartoonist should be driven to lighten other people's days a little bit.

WAYS TO SAY YES



Quiz

1 Read the inference below.

The fact that cartoon images can be understood by people all over the world makes them a valuable tool for communicating ideas.

Which sentence from the article provides the BEST support to the statement above?

- (A) I own the publishing rights to the images I create, and people pay me for permission to use my work in different ways.
- (B) My wife is a marketing executive, and she has given me a peek into the world of corporate America.
- (C) One benefit of cartoons, and images in general, is that they do not rely on words, which means they can overcome many of the barriers of geography and language.
- (D) The driving force behind everything I do is the hope that readers will be happier as a result of looking at my cartoons.

2 Read the section "Q: How does the cartoon business work?"

Select the sentence from the section that suggests a cartoonist's work can be viewed by more people today than in the past.

- (A) First of all, I draw my cartoons on the computer instead of by hand, which is actually much faster.
- (B) There are fewer printed publications out there compared to when I first started.
- (C) At the same time, the audience for my work is much wider thanks to the internet.
- (D) I have thousands of images constantly available on my website.

3 Read the paragraph from the section "Q: How do you get inspired?"

I enjoy my cat and dog characters the most, especially this one cat character simply named Yellow Cat. It's not a very complicated drawing, but as a cat owner, it's fun to play with the character's attitude. The character of Yellow Cat has a semi-sarcastic, independent personality. It reminds me of my own pet, and I really loved that cat.

Why did the author include this idea?

- (A) to encourage readers to skip Grossman's cartoons about Yellow Cat
- (B) to elaborate on the relationship Grossman feels with his characters
- (C) to introduce different things Grossman's characters say to each other
- (D) to illustrate how much Grossman misses the cat that used to be his pet

4 Which answer choice accurately characterizes Grossman's reaction to young people who want to become cartoonists?

- (A) Grossman says young people should stop thinking about being entrepreneurs creating their own websites and think only about making people laugh.
- (B) Grossman says young people should go to college and get a degree in cartooning or visual arts before attempting to start a career as a cartoonist.
- (C) Grossman says young people should be concerned about the fact that there are fewer printed publications for cartoonists' work now than there used to be.
- (D) Grossman says young people should focus on promoting their work where people can see it as well as have curiosity about the world and other cartoonists.

ELL Supplement for Grades 4-5

I saw my Teacher at the Grocery Store!

I saw my teacher at the grocery store,
I could not believe my eyes!
It made me really wonder...
What would she even buy?

I saw my teacher at the grocery store,
Why was she even there?
I thought teachers lived at school
And used pencils to do their hair!

I saw my teacher at the grocery store,
And I followed her down the aisle.
She filled her cart with regular things,
Then turned and gave me a big smile!

I saw my teacher at the grocery store,
Her quarantine mask was cool.
From 6 feet away, I got a virtual hug...
I can't wait to go back to school!

By Wendy Holsten

¡Vi a mi profesor en la tienda de comestibles!

Vi a mi maestra en el supermercado,
¡No podía creer lo que veía!
Me hizo realmente maravillar...
¿Qué compraría?

Vi a mi maestra en el supermercado,
¿Por qué estaba allí?
Pensé que los maestros vivían en la escuela
¡Y usaron lápices para peinarse!

Vi a mi maestra en el supermercado,
Y la seguí por el pasillo.
Llenó su carrito de compras con cosas normales,
¡Entonces se volvió y me dio una sonrisa grande!

Vi a mi maestra en el supermercado,
Su máscara de cuarentena era chévere.
Desde 6 pies de distancia, recibí un abrazo virtual...
¡No puedo esperar para volver a la escuela!

Por Wendy Holsten

Illustrate a picture that goes along with the poem
above.

Ilustre una imagen que vaya junto con el poema de arriba.

Write a letter to your teacher explaining what you did during the month of April.

Escriba una carta a su maestro explicando lo que hizo durante el mes de abril.

Dear _____,

From _____

<p>Reading</p> <p>*Read the poem "I saw my Teacher at the Grocery Store" by yourself or with someone in your family.</p> <p>*Highlight or circle any words in the poem that are new to you. Look up their definitions.</p>	<p>Lectura</p> <p>*Lea el poema "Vi a mi maestro en la tienda de comestibles" por sí mismo o con alguien de su familia.</p> <p>*Resaltar o rodear cualquier palabra en el poema que sea nueva para usted. Busca sus definiciones.</p>
<p>Speaking</p> <p>*Read the poem aloud to someone in your family.</p> <p>*Talk about what you would do if you saw your teacher at the grocery store.</p> <p>*Ask someone in your family about the words that are new to you.</p>	<p>Hablando</p> <p>*Lea el poema en voz alta a alguien de su familia.</p> <p>*Hable sobre lo que haría si viera a su maestro en la tienda de comestibles.</p> <p>*Pregúntale a alguien de tu familia sobre las palabras que son nuevas para ti.</p>
<p>Listening</p> <p>*Have someone else in your family read the poem aloud to you.</p> <p>*Close your eyes while you listen to the poem and imagine pictures in your mind that match the words in the poem.</p>	<p>Escuchar</p> <p>*Haz que alguien más de tu familia te lea el poema en voz alta.</p> <p>*Cierra los ojos mientras que escuchas el poema e imaginas imágenes en tu mente que coincidan con las palabras del poema.</p>
<p>Writing</p> <p>*In the box below the poem, illustrate a picture that goes with the poem.</p> <p>*Write a letter to your teacher. Add details and explanations.</p>	<p>Escritura</p> <p>*En el cuadro debajo del poema, ilustre una imagen que vaya con el poema.</p> <p>*Escriba una carta a su maestro. Agregue detalles y explicaciones.</p>

Writing Ideas 4-5 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 a situation and use narrative techniques like dialogue and descriptions. 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!

Just like Huck Fin was described in the reading, you could pick a character from one of your favorite stories and describe that character to someone else. What does that character look like and act like? What kind of individual is that character? Draw a picture of the character and describe them in writing.	Write about how the two reading selections Dream Jobs: FBI special agent and Dream Jobs: Cartoonist are similar and/or different.	What would your dream job be? Do some research on your dream job! Then use the information you find out that dream job to write your own story about the adventures you could have in that job!
Want to learn more about FBI Agents? Do some research and find more information about them. Write an informative piece about your findings.	WRITER'S CHOICE	Create a Prezi, PowerPoint, Poster, and/or infographic about something you learned from the reading selections. Present what you learned to a family member!
Want to learn more about M.C. Escher! Write your own informational piece on your findings. Maybe for some extra fun, try creating some artwork in the style of M.C. Escher!	Want to learn more about cartoonists? Conduct some additional research on them or pick one in particular and learn about him/her? In a letter to a friend or family member, describe what you found out about cartoonists.	Just like the Fox and the Stork , you can write your own fable! Learn more about fables and create your own!



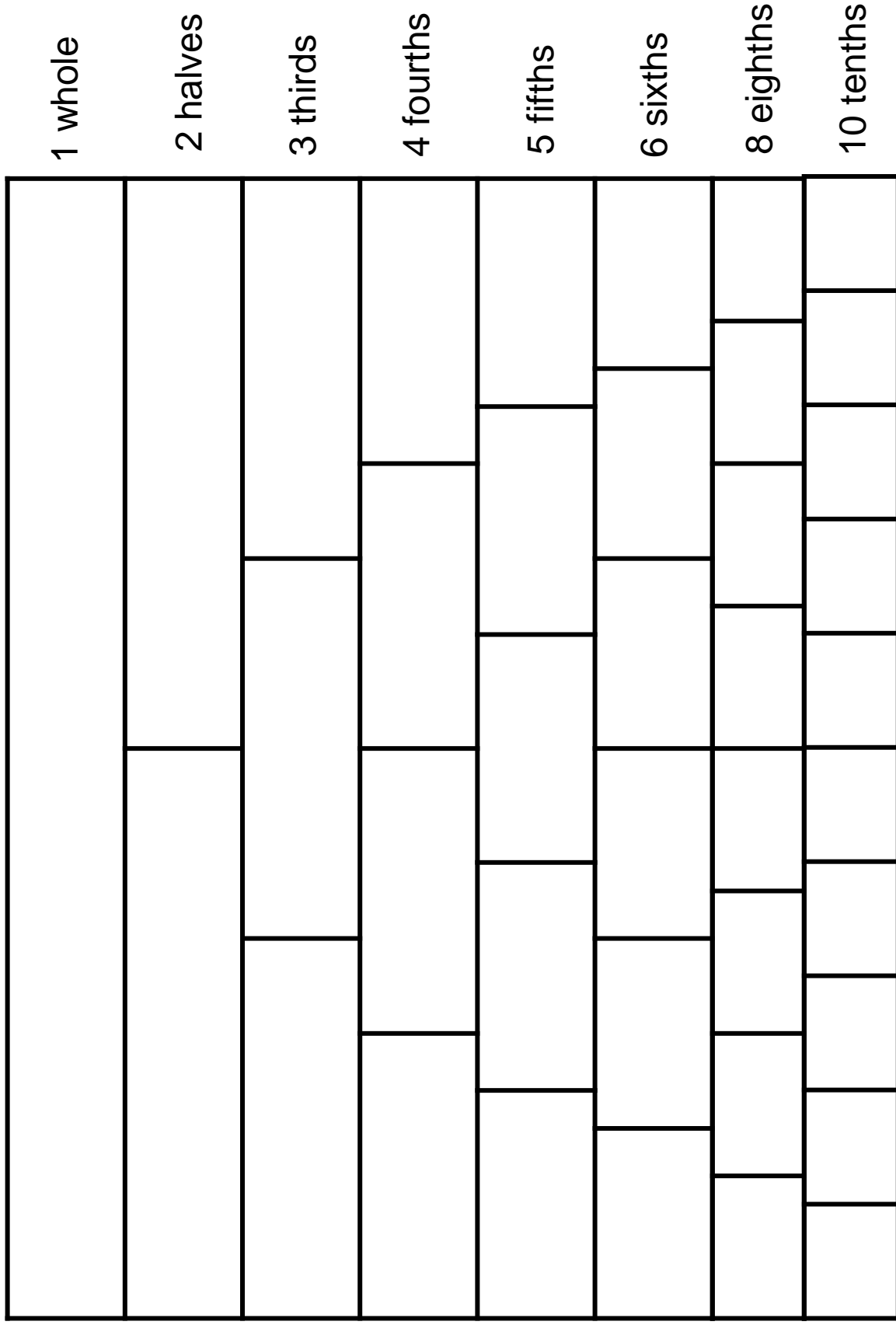
Build a Fraction Wall

Materials: gameboard per player, Build a Fraction Wall cards

Number of Players: 2

1. Place the cards facedown in two piles. Put all the numeral cards in one pile and the fraction word cards in another pile.
2. Take turns to turn over one card from each pile to create a fraction. Write your initials on a brick, or bricks, on your fraction wall with that value. You may use equivalent fractions. For example, if you turn over 2 thirds you can write your initials on 2 one-third bricks or 4 one-sixth bricks because $\frac{2}{3} = \frac{4}{6}$.
If you use an equivalent fraction explain your thinking.
3. If you do not have bricks on your wall to match the fraction on your cards you must wait until your next turn. If you turn over a card marked 'Free Choice Denominator' you may choose any denominator.
4. Continue playing until all cards have been picked up. The player with the greater number of completed rows of bricks on the wall (wholes) wins the game.

Build a Fraction Wall



1

2

3

4

5

1

2

3

4

5

2

2

Free
Choice
Denominator

Free
Choice
Denominator

half/
halves

third/s

fourth/s

fifth/s

sixth/s

eighth/s

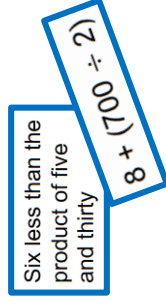
tenth/s

third/s

fourth/s

fifth/s

Equivalent Expressions Match



Materials: Equivalent Expressions Match cards

Number of Players: 2

1. Shuffle the cards and place them facedown in three rows of six.
2. Take turns to turn over two cards and determine if they are a match. If a match is made the player may take another turn. If a match is not made the cards must be returned to their original position. Play then passes to the next player.
3. Continue playing until all equivalent expression cards have been matched. The player with the most cards wins the game.

Three times as
much as one
hundred thirty
plus fifty

Seven more than
ten minus four

Ten times the
number that is
one less than
nine

Twice the sum of
nine and six

Three times the
result of subtracting
three from eight

Six less than the
product of five
and thirty

Eight plus the
difference of ten
and three

Add nine to the
product of six
and four

Eight more than
the result of
dividing seven
hundred by two

$$3 \times (130 + 50)$$

$$7 + (10 - 4)$$

$$10 \times (9 - 1)$$

$$2 \times (9 + 6)$$

$$3 \times (8 - 3)$$

$$(5 \times 30) - 6$$

$$8 + 10 - 3$$

$$6 \times 4 + 9$$

$$8 + (700 \div 2)$$

Lesson 15: Binary Images

Overview

Though many people think of binary as strictly zeros and ones, students will be introduced to the idea that information can be represented in a variety of binary options. This lesson takes that concept one step further as it illustrates how a computer can store even more complex information (such as images and colors) in binary, as well.

Purpose

In this lesson students will learn how information is represented in a way such that a computer can interpret and store it. When learning binary, students will have the opportunity to write code and share it with peers to view as images. This can then be related back to how computers read a program, translate it to binary, use the information in some way, then reply back in a way humans can understand. For example, when we type a sentence into a document then press "save", a computer translates the sentence into binary, stores the information, then posts a message indicating the document has been stored.

Agenda

- [Warm Up \(10 min\)](#)
 - [Vocabulary](#)
 - [Introduction to Binary](#)
- [Main Activity \(20 min\)](#)
 - [Binary Images - Worksheet](#)
- [Wrap Up \(10 min\)](#)
 - [Flash Chat: What did we learn?](#)
 - [Journaling](#)
- [Assessment \(10 min\)](#)
 - [Binary Images - Assessment](#)
- [Extended Learning](#)

Teaching Guide

Warm Up (10 min)

Vocabulary

This lesson has two new terms:

- Binary - Say it with me: Bi-nare-ee

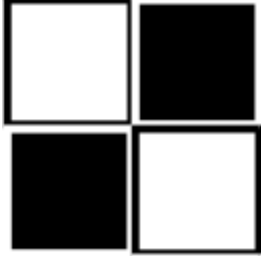
A way of representing information using only two options.

- Binary Alphabet - Say it with me: Bi-nare-ee Al-fa-bet

The two options used in your binary code.

Introduction to Binary

What if we had a picture like this, where there's only two color options for each square, black or white.



How might we encode this so that someone else could recreate the picture without seeing it?

- Some students might think back to the Graph Paper Programming lesson. While there could be a lot of similarities, let them know that this is different enough that they should not use that lesson to guide this one

You may hear suggestions like: "Say 'white, black, white, black'."

- "That's a great suggestion! Now I'm going to break you up into pairs. Work with your teammate to decide on a binary alphabet."

Decide whether you want your pairs to share their encodings with the other groups ahead of time, and tell them if they will be creating a key, or keeping their methods secret.

- "Now, let's encode some images, just like a computer would!"

Main Activity (20 min)

Binary Images - Worksheet

Now it's the students' turn!

Activity Directions:

1. Divide students into pairs.
2. Have them choose an image with their partner.
3. Encourage them to figure out what their binary alphabet is going to be.
4. Have them encode their image using their new binary alphabet.
5. Instruct students to trade encodings with another team and see if they can figure out which picture the other worked on.
6. Choose a Level
 - Easy: Let the other team know what your encoding method was
 - Tough: Have the other team guess your encoding method.

Wrap Up (10 min)

Flash Chat: What did we learn?

- What did we learn today?
- What kind of binary alphabet did you create?
- Can you think of how you could encode an image using only your fingers?
- Do you think you could create a binary alphabet out of sounds?

Journaling

Having students write about what they learned, why it's useful, and how they feel about it can help solidify any knowledge they obtained today and build a review sheet for them to look to in the future.

Journal Prompts:

- What was today's lesson about?
- How do you feel about today's lesson?
- What is a binary alphabet?
- What kind of information can you share using binary?

Assessment (10 min)

Binary Images - Assessment

Pass out this assessment for students to do individually. Try to save time at the end to go over answers.

Extended Learning

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

Storing Color Images

- If your class really gets the idea behind storing binary images, they may want to know how to do color images.
 - First, you'll need to discuss how color works using binary (as in [Binary Baubles - Thinkersmith Lesson](#), page 21).
 - Then, introduce some images that use combinations of those colors
- Encourage your students to come up with ways to code these color images.



Hexadecimal

- Take the idea of color one step further to introduce [hexadecimal color codes](#).

Binary Images

Worksheet



Here are six images. Work with a partner to figure out how you can encode them into binary in such a way that another team can use the code to figure out what image you selected.

DIRECTIONS

1. Choose an image with your partner.
2. Figure out what your binary alphabet is going to be.
3. Encode your image using your new binary alphabet.
4. Trade your encoding with another team and see if you can figure out which picture they worked on.
5. Choose a Level

* Easy: Let the other team know what your encoding method was

* Tough: Have the other team guess your encoding method.

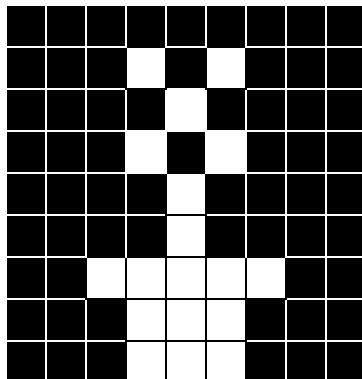


Image 1

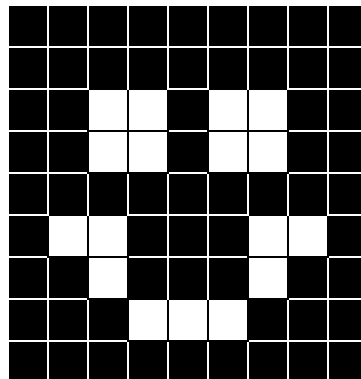


Image 2

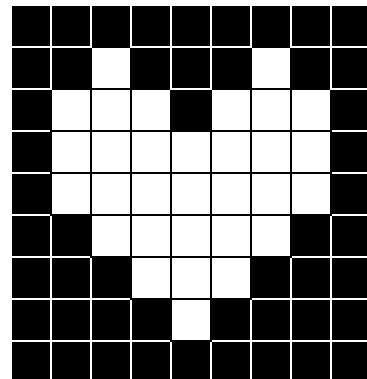


Image 3

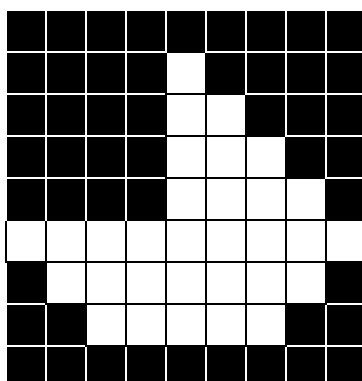


Image 4

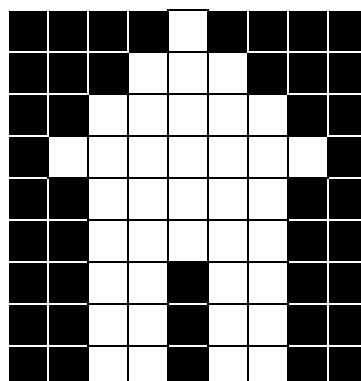


Image 5

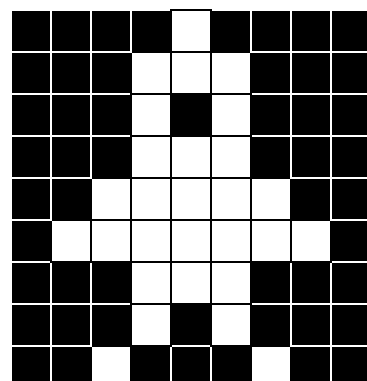


Image 6

Binary Images

Assessment



Match the image to the binary code that describes it. In order to get the images correct, you will need to figure out the binary alphabet for each encoding.

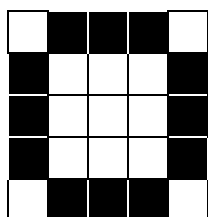


Image 1

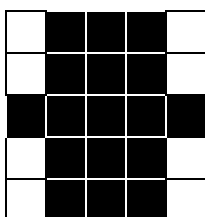


Image 2

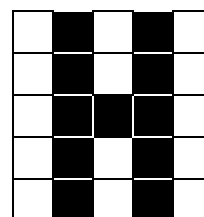


Image 3

A) ★ □ □ □ ★ ★ □ □ □ ★ □ □ □ □ ★ □ □ □ ★ ★ □ □ □ ★

□ = _____ ★ = _____ This encodes image # _____

B) ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪

♪ = _____ ♪ = _____ This encodes image # _____

C) ▲ ✱ ▲ ✱ ▲ ▲ ✱ ▲ ✱ ▲ ▲ ✱ ✱ ✱ ▲ ▲ ✱ ▲ ✱ ▲ ▲ ✱ ▲ ✱ ▲

▲ = _____ ✱ = _____ This encodes image # _____

How do you know that your answers are correct?
