K-1 At-Home Learning Resources

(Yellow Packet)

Week #8

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

Variant Correspondences

Silent "e" Changes

Objective

The student will identify variant correspondences in words.

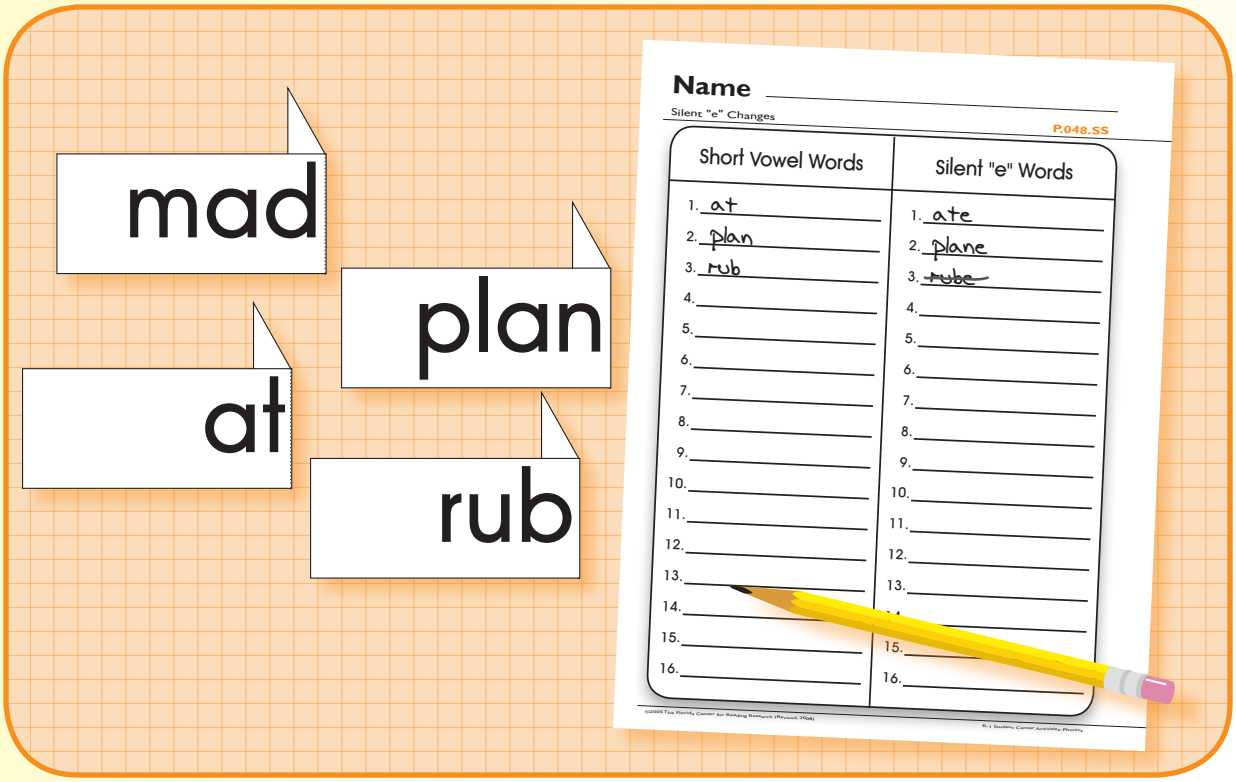
Materials

- Silent “e” word strips (Activity Master P.048.AM1a - P.048.AM1e)
  Copy, laminate, cut, and fold strips on the dotted line.
- Student sheet (Activity Master P.048.SS)
- Pencils

Activity

Students read words with and without the silent “e” pattern.

1. Place silent “e” word strips standing up with “e” folded toward back on a flat surface. Provide each student with a student sheet.
2. Taking turns, students select one of the strips and read the word orally (e.g., “plan”).
3. Turn the “e” to the front of the strip and read the new word orally (i.e., “plane”).
4. Write both words in the corresponding columns on the student sheet. Determine if each word is real or nonsense. If nonsense, cross it out.
5. Continue until all strips are read and recorded.
6. Teacher evaluation



Extensions and Adaptations

- Make more silent “e” word strips (Activity Master P.048.AM2).

©2005 The Florida Center for Reading Research (Revised, 2008)

ate

made

plane

hade

name

shape

silent "e" word strips

©2005 The Florida Center for Reading Research (Revised, 2008)

Silent "e" Changes

P.048.AM1b

cane
state
ase
pete
lete
gete

silent "e" word strips

©2005 The Florida Center for Reading Research (Revised, 2008)

ride
bite
slide
five
side
ine

silent "e" word strips

©2005 The Florida Center for Reading Research (Revised, 2008)

Silent "e" Changes

P.048.AM1d

rode
slope
note
home
hote
rocke

silent "e" word strips

©2005 The Florida Center for Reading Research (Revised, 2008)

cube
cute
use
upe
rube
sune

silent "e" word strips

©2005 The Florida Center for Reading Research (Revised, 2008)

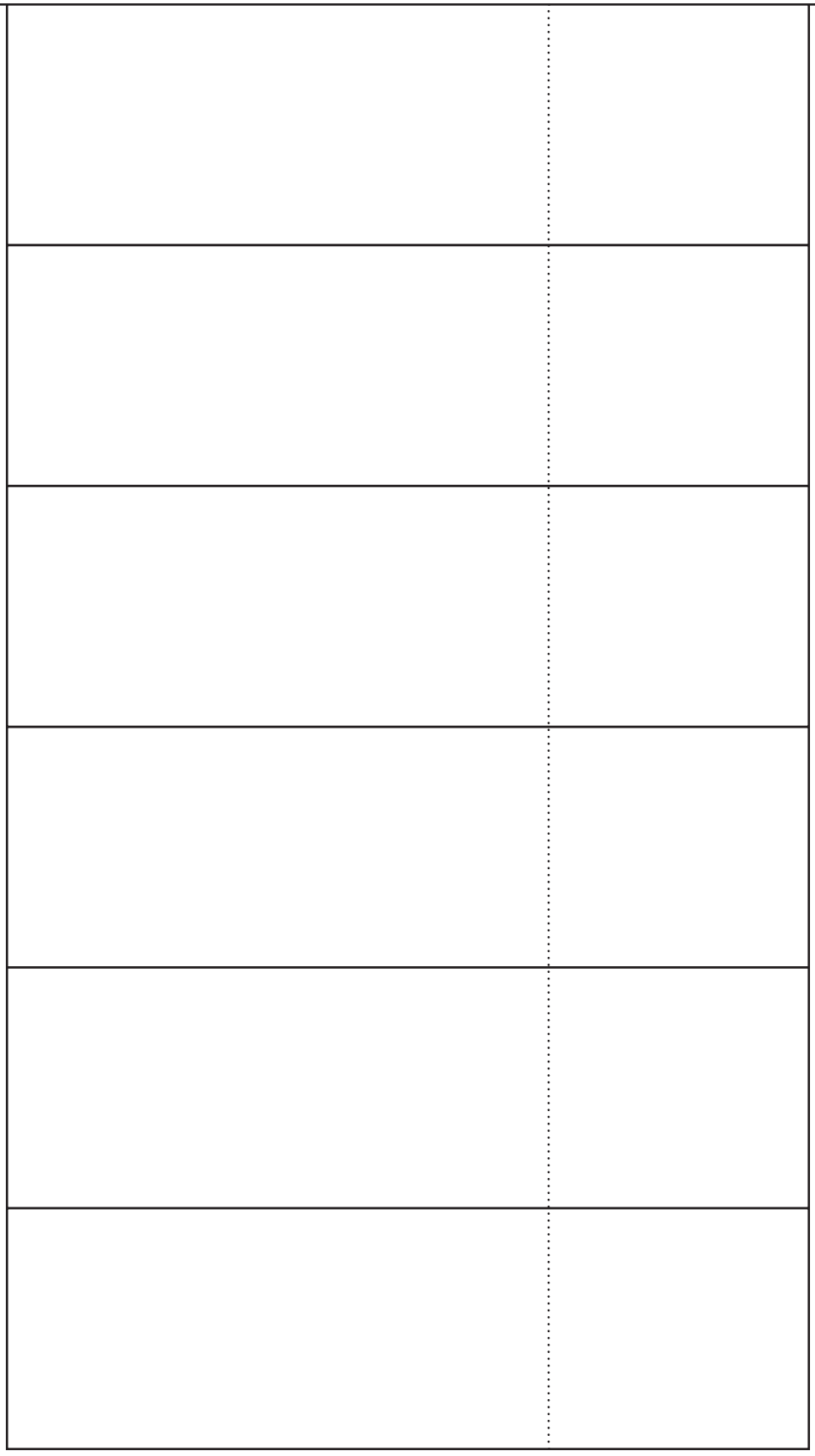
Name _____

Silent "e" Changes

P.048.SS

Short Vowel Words	Silent "e" Words
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____
15. _____	15. _____
16. _____	16. _____

©2005 The Florida Center for Reading Research (Revised, 2008)



blank silent "e" word strips

©2005 The Florida Center for Reading Research (Revised, 2008)

F.005

Letter-Sound Correspondence

Fluency Letter Wheel

Objective

The student will gain speed and accuracy in recognizing letter-sounds.

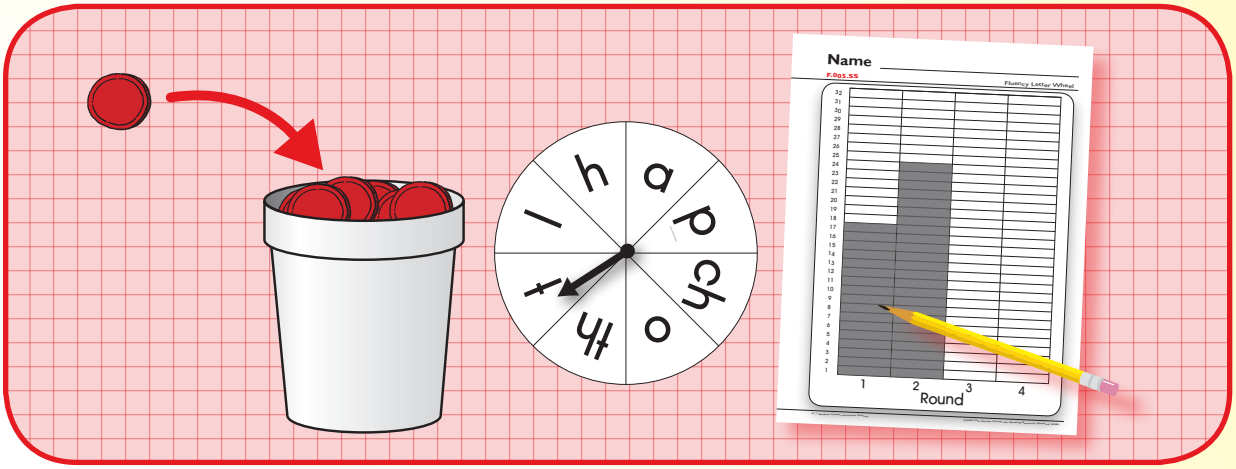
Materials

- Letter wheel spinner (Activity Master F.005.AM1)
  Copy on card stock and cut.
- Brad
  Attach arrow to the spinner with the brad.
- Letter-sound graph student sheet (Activity Master F.005.SS)
- Cup
- Counters
- Timer (e.g., digital)
- Pencils

Activity

Students say sounds of letters on a spinner in a timed activity.

1. Place the letter wheel spinner, cup, counters, and timer at the center. Provide the students with one letter-sound graph.
2. Working in pairs, student one sets the timer for one minute and says "begin." Student two spins the arrow on the spinner, names the letter, and says its sound (e.g., "t, /t/").
3. If correct, student one places one counter in the cup. If incorrect, no counter is placed in the cup.
4. Reverse roles and continue until the timer goes off. Count and graph the number of counters in the cup.
5. Repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation



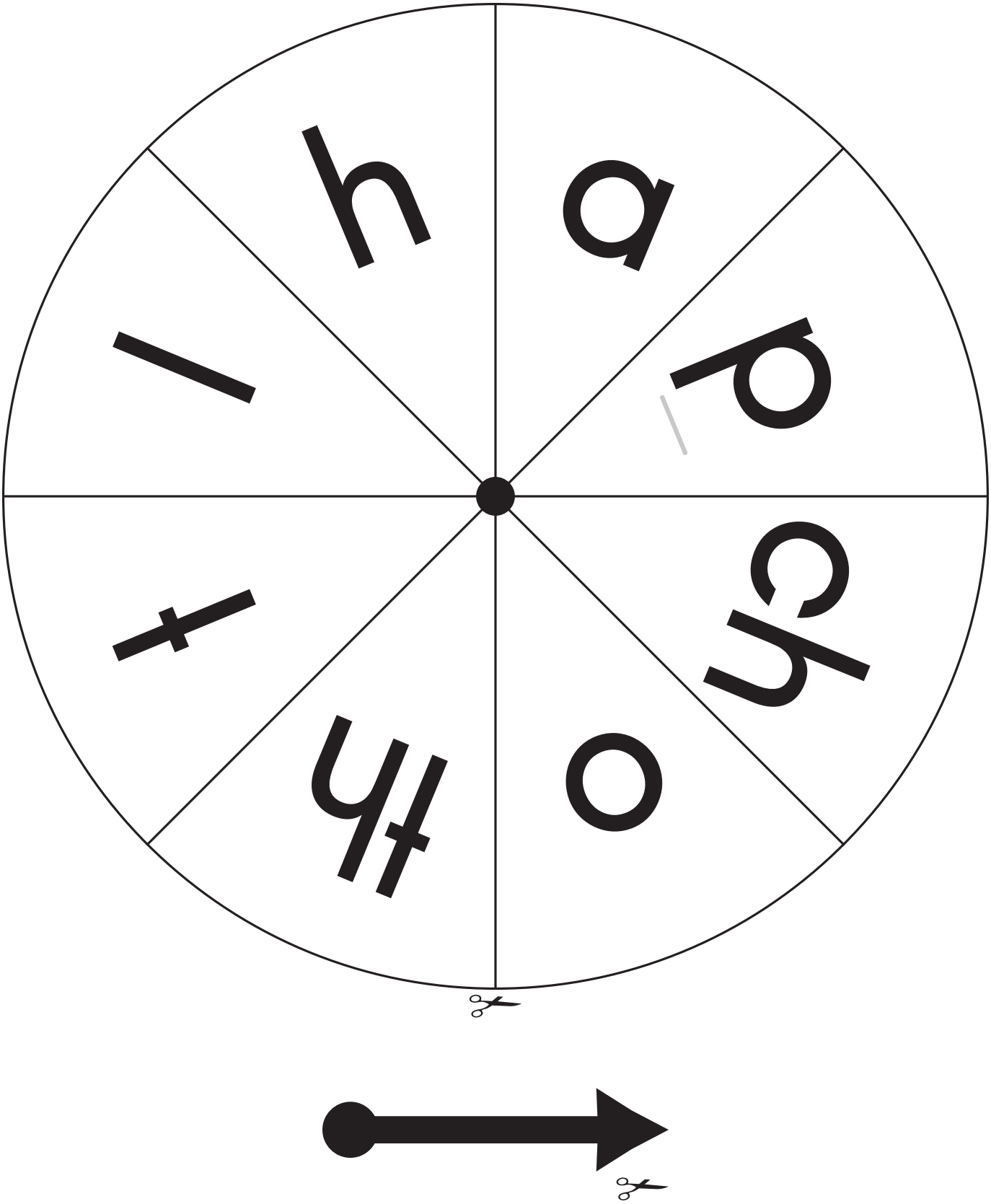
Extensions and Adaptations

- Use other letter wheel spinners. (Activity Master F.005.AM2a – F.005.AM2c)
- Make and use a wheel spinner with other letter combinations (F.005.AM3).

©2005 The Florida Center for Reading Research (Revised, 2008)

Fluency Letter Wheel

F.005.AM1



letter wheel spinner

©2005 The Florida Center for Reading Research (Revised, 2008)

Name _____

F.005.SS

Fluency Letter Wheel

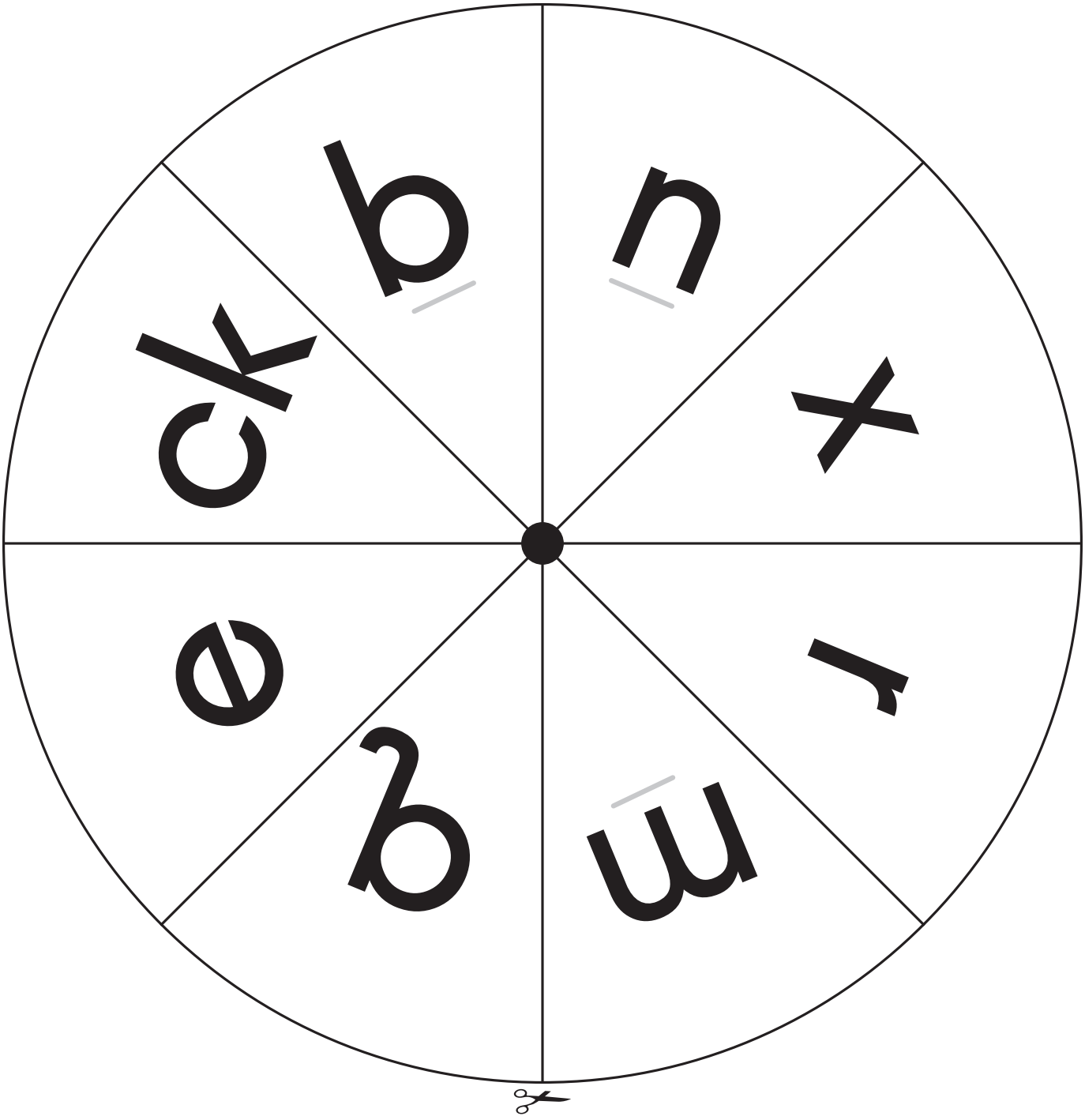
	1	2	3	4
32				
31				
30				
29				
28				
27				
26				
25				
24				
23				
22				
21				
20				
19				
18				
17				
16				
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

Round

©2005 The Florida Center for Reading Research (Revised, 2008)

Fluency Letter Wheel

F.005.AM2a

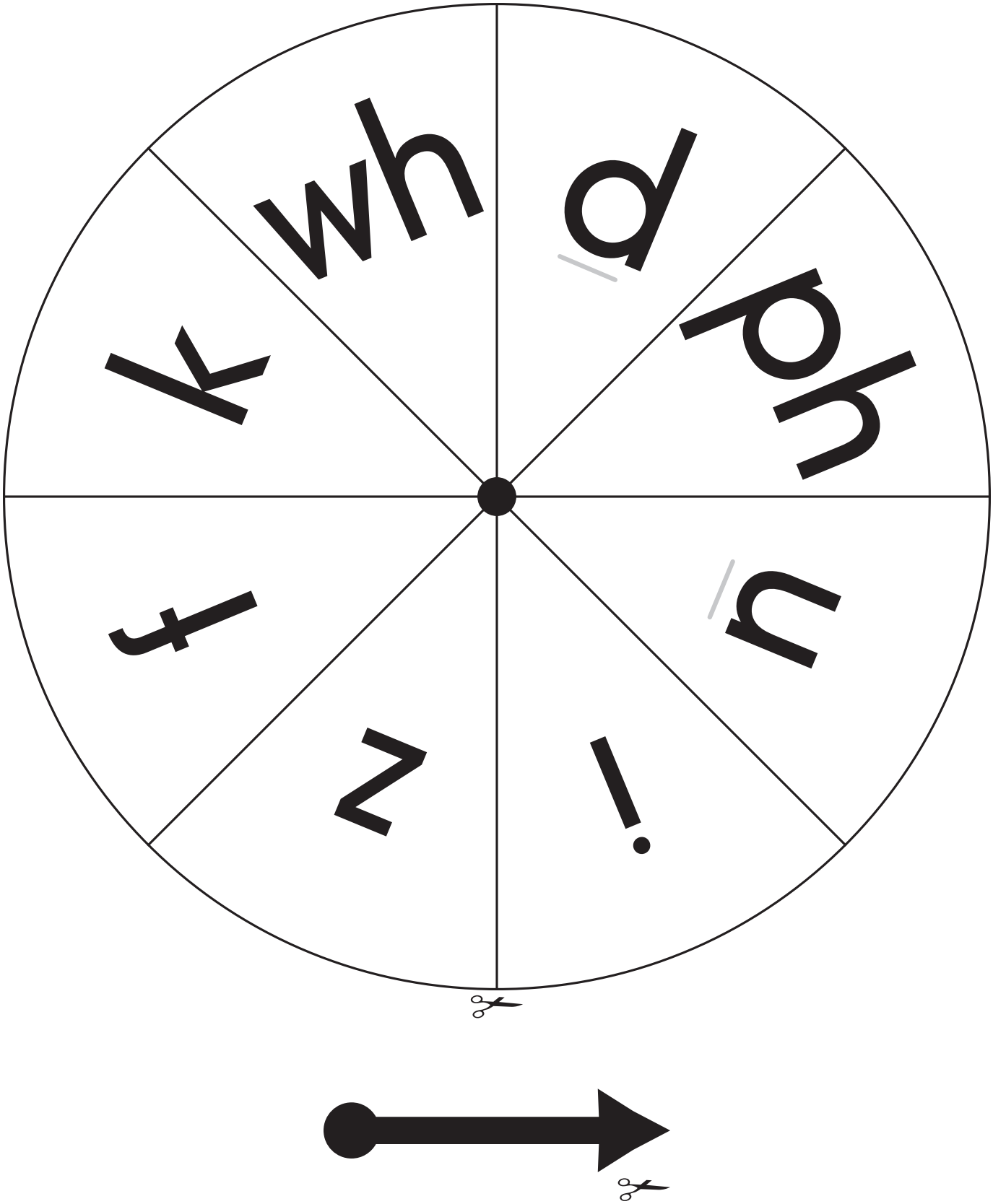


letter wheel spinner

©2005 The Florida Center for Reading Research (Revised, 2008)

F.005.AM2b

Fluency Letter Wheel

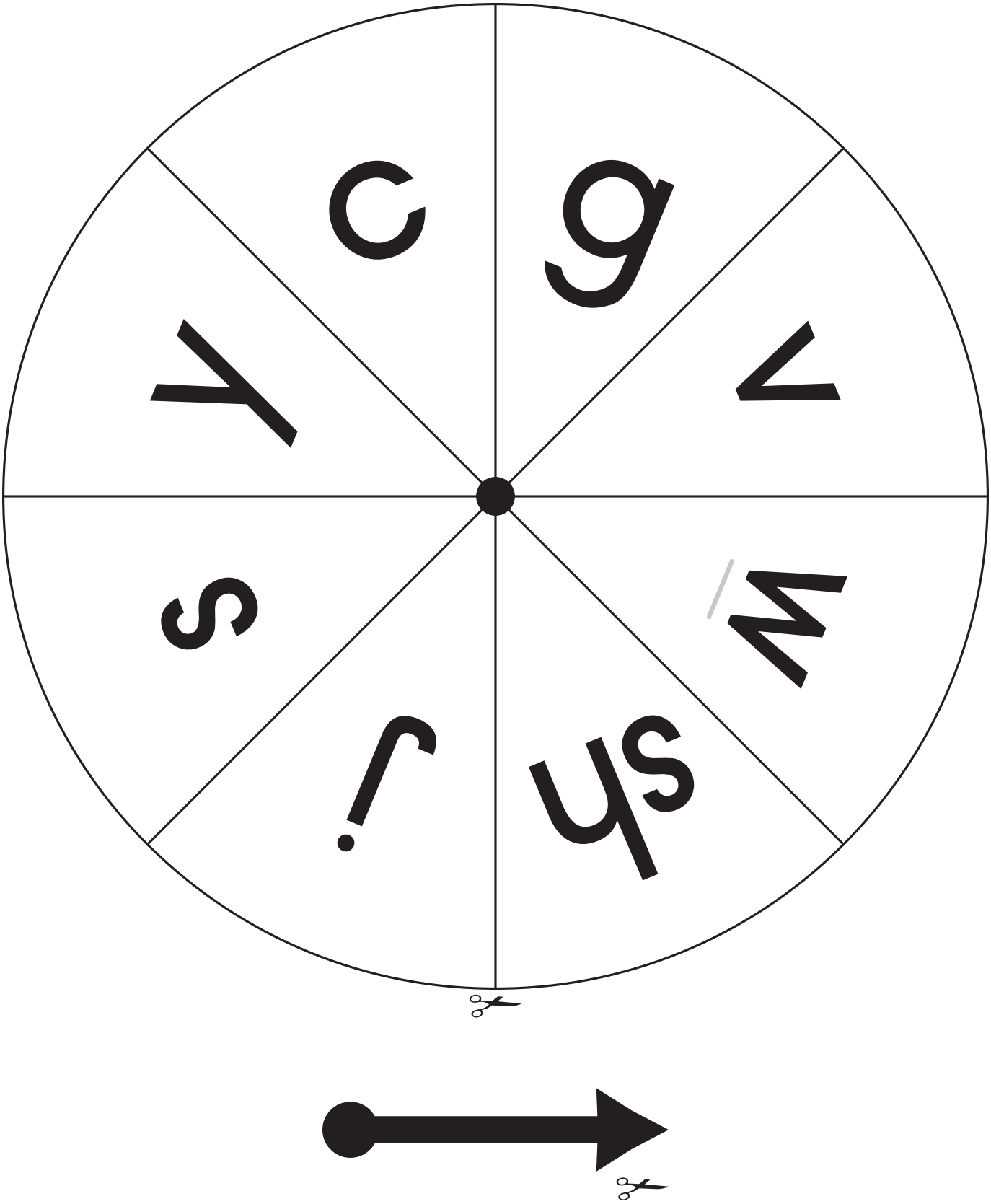


letter wheel spinner

©2005 The Florida Center for Reading Research (Revised, 2008)

Fluency Letter Wheel

F.005.AM2c

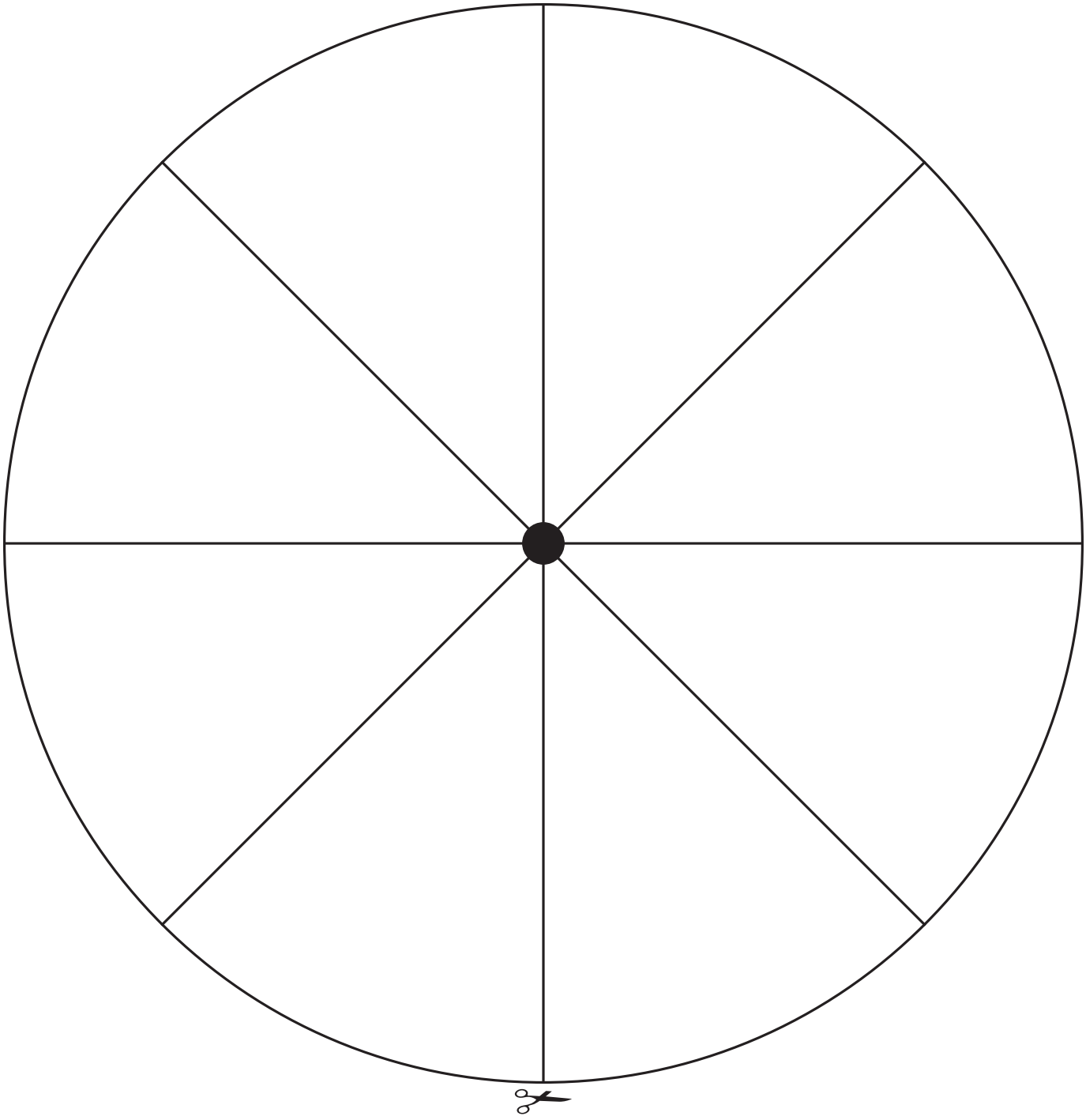


letter wheel spinner

©2005 The Florida Center for Reading Research (Revised, 2008)

F.005.AM3

Fluency Letter Wheel



blank spinner

©2005 The Florida Center for Reading Research (Revised, 2008)

Objective

The student will sort words by categories.

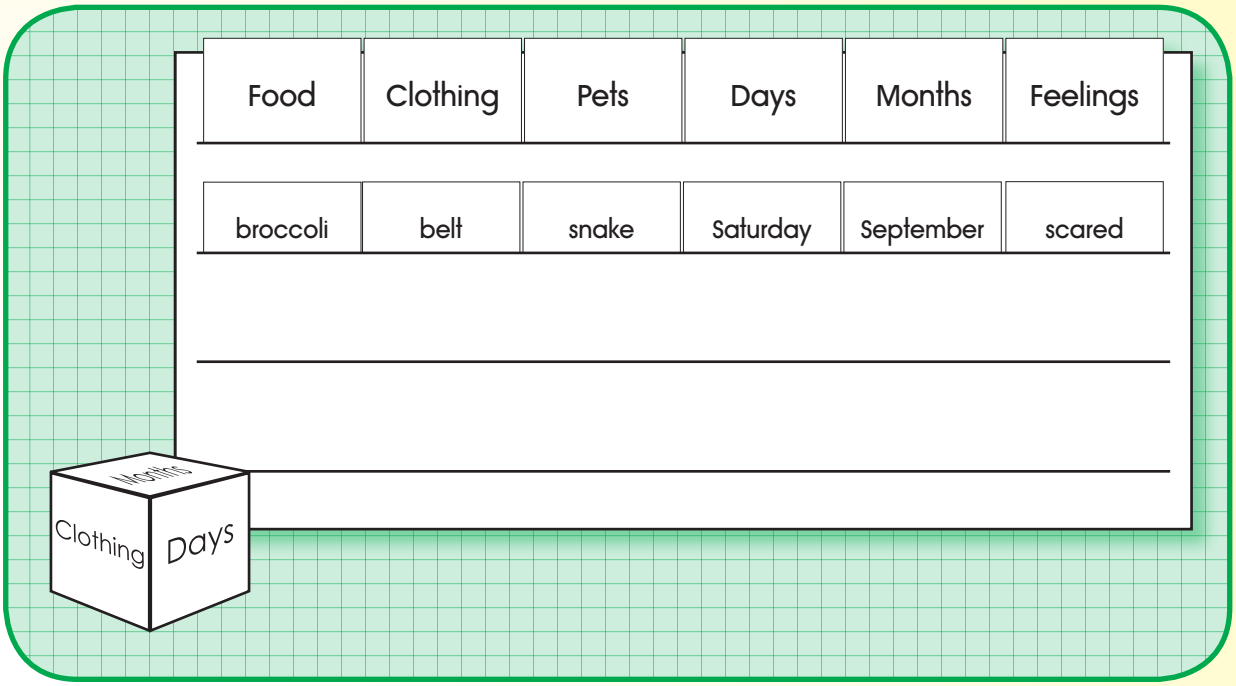
Materials

- Pocket chart
- Category header cards (Activity Master V.018.AM1)
- Category cube (Activity Master V.018.AM2)
  Copy on card stock, laminate, cut, and assemble.
- Category word cards (Activity Master V.018.AM3a - V.018.AM3g)

Activity

Students sort words while playing a category cube game.

1. Place category header cards across the top row of the pocket chart. Place the category word cards face up in rows and the category cube at the center.
2. Taking turns, student one reads the words on the top row of the pocket chart. Student two rolls the category cube, reads the word, selects a word card which belongs in that category, and places it under the corresponding word on the pocket chart (e.g., student two rolls and says the word "food," then selects the "steak" word card, and places it in the column under "food" on the pocket chart).
3. Continue until all the word cards are sorted.
4. Peer evaluation



Extensions and Adaptations

- Choose a category, draw, and label a picture of each item.
- Use food category header cards (Activity Master V.018.AM4), category spinner (Activity Master V.018.AM5), and category word cards (Activity Master V.018.AM6a - V.018.AM6c) to complete another sort.

©2005 The Florida Center for Reading Research (Revised, 2008)

Cube Word Sort

V.018.AM1

Food header	Clothing header
Pets header	Days header
Months header	Feelings header

category header cards

©2005 The Florida Center for Reading Research (Revised, 2008)

category cube

©2005 The Florida Center for Reading Research (Revised, 2008)

Cube Word Sort

V.018.AM3a

bread	steak
peas	corn
potato	lettuce
peaches	broccoli

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

hat	shoes
pants	shirt
socks	belt
dress	coat

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

Cube Word Sort

V.018.AM3c

cat	dog
bird	hamster
fish	gerbil
horse	snake

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

Sunday	Monday
Tuesday	Wednesday
Thursday	Friday
Saturday	

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

Cube Word Sort

V.018.AM3e

January	February
March	April
May	June
July	August

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

V.018.AM3f

Cube Word Sort

September	October
November	December

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

Cube Word Sort

V.018.AM3g

happy	sad
angry	scared
excited	proud
shy	delighted

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

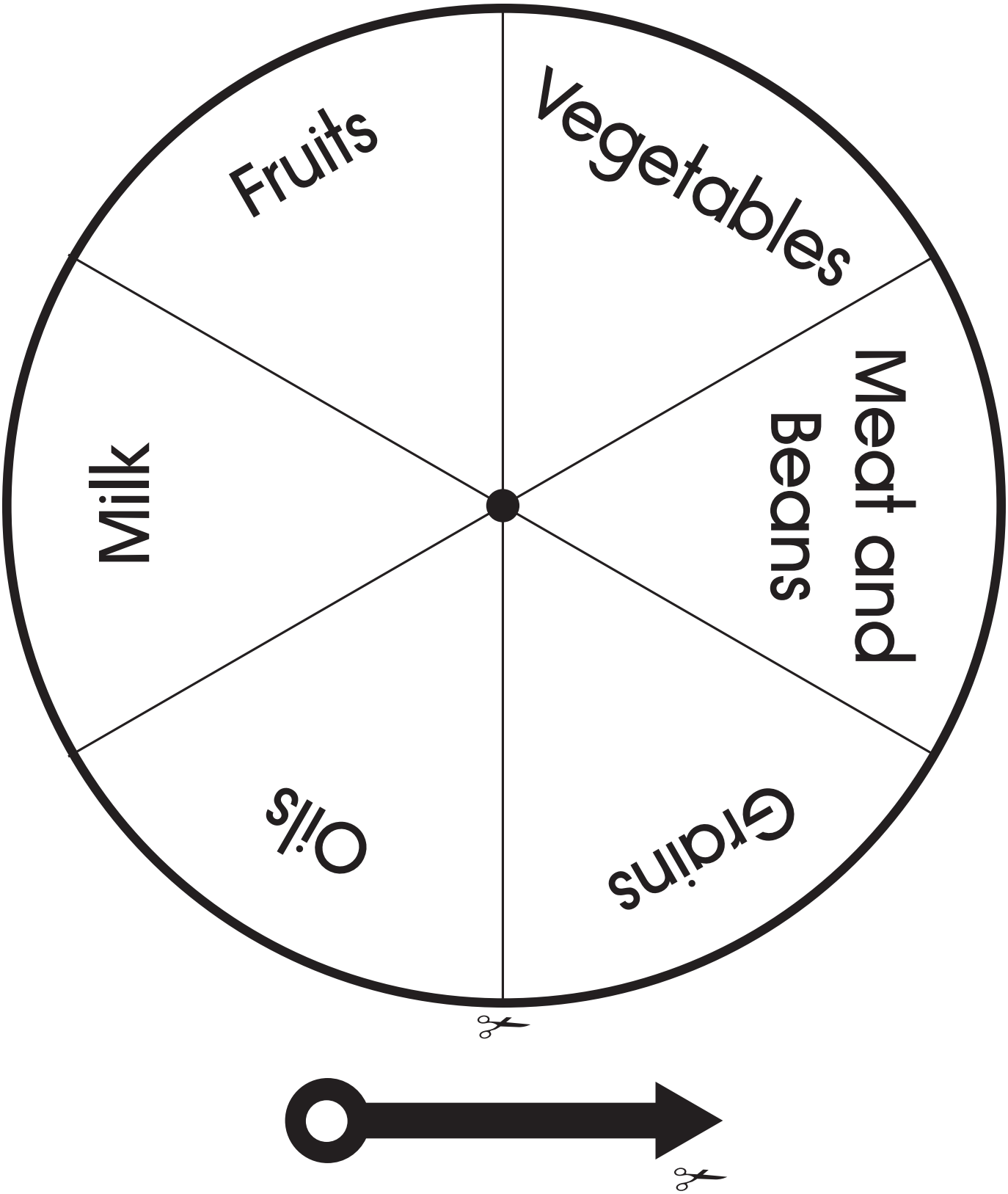
Fruits header	Vegetables header
Meat and Beans header	Grains header
Oils header	Milk header

category header cards

©2005 The Florida Center for Reading Research (Revised, 2008)

Cube Word Sort

V.018.AM5



category spinner

©2005 The Florida Center for Reading Research (Revised, 2008)

sunflower oil	yogurt
cheese	ice cream
soy beans	strawberries
beef	cottonseed oil

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

Cube Word Sort

V.018.AM6b

fish	chocolate milk
bread	lima beans
broccoli	carrots
potatoes	spinach

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

cabbage	oatmeal
apples	bananas
brown rice	grapes

category word cards

©2005 The Florida Center for Reading Research (Revised, 2008)

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?

Rode a Bicycle

By Clark Ness

Visit www.clarkness.com and www.readinghawk.com
for more free ebooks and stories.

Reading Level: Flesch-Kincaid Grade Level 3.1

Nonfiction

This boy rode a bicycle.

This girl rode a bicycle by the ocean.

This boy rode a bicycle on the grass.

This girl rode a bicycle with her dad.

This girl rode a bicycle with her friend.

This boy rode a bicycle with his helmet.

This girl rode a bicycle with her helmet.

This boy rode a bicycle and was happy.

More free ebooks and stories are available at www.clarkness.com and www.readinghawk.com.
Text Copyright © 2013 by Clark Ness. Images are from Microsoft Office Images unless otherwise noted.
Permission is granted for printing, photocopying, emailing, recording, storing in a retrieval system, and transmitting this story in any form, or by any means, mechanical and/or electronic. Sale of this story and/or uploading to a commercial bookstore or commercial website is strictly forbidden without prior written permission.

The Lucky Buffalo Nickel

By Clark Ness

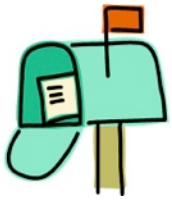
Visit www.clarkness.com and www.readinghawk.com
for more free ebooks and online stories.

Reading Level: Flesch-Kincaid Grade Level 1.1

A Fiction Chapter Book
8 pages, 487 words

Chapter 1 - Mail

The kids in Ms. Smith's class were sitting at their desks.



"I got something in the mail," said Ms. Smith.

"What did you get?" asked Jacob.

"It is a buffalo nickel," said Ms. Smith. She held it up for her students to see.

"I saw one of those before," said Beth. "It has a buffalo on it."

"I saw a real buffalo once," said Abby.

Chapter 2 - A Neat Coin

“That is a neat coin, Ms. Smith,” said Hannah.

“Yes, it is neat. A friend sent it to me. She says this nickel has special powers.”

“What kind of powers?” asked Olivia.

“I don’t know,” said Ms. Smith.

“Do you think that it has special powers?” asked Ashley.

“I am not sure,” said Ms. Smith.

Chapter 3 - The Note

“How is it supposed to work?” asked Dan.

“It came with a note that tells us,” said Ms. Smith.

“Can you read the note to us?” asked Sami.

Ms. Smith set the nickel down on her desk. She picked up the note and read it.

“Hold the lucky buffalo nickel in your hand. Tell it what you want three times. To go back to normal say: Normal, normal, normal.”

Chapter 4 - Sounds Easy

“That sounds easy,” said Andy.

“Can we try it now?” asked Matt.

“Yes, we can try it,” said the teacher.

“I hope it works,” said Sarah.

All of the students carefully watched Ms. Smith. She picked up the lucky buffalo nickel. She held it in her hand. She then said, “Cookie, cookie, cookie.”

P*oof!* Three cookies were now on the top of Ms. Smith’s desk.

Chapter 5 - Wow

“Wow!” said the kids.

“Oh, my gosh! That is really something,” said Ms. Smith.

“I love cookies,” said Willy.

“Are they real cookies?” asked Grace.

“They sure look real,” said Dave.

Ms. Smith touched one. She then picked it up. “It feels like a real cookie,” she said. She took a little bite. “It tastes like a real cookie. They must be real cookies.”

“Oh, this is cool. I wonder if it can make milkshakes. I love milkshakes,” said Josh.

Chapter 6 - Testing

“Ask the nickel to make something else,” said Emily.

“First, we need to finish testing it,” said Ms. Smith.

“Good idea,” said Mike.

Ms. Smith held up the lucky buffalo nickel again. She said, “Normal, normal, normal.”

Poof! The three cookies were gone.

“That is amazing. Tell it to do something else,” said Emma.

Chapter 7 - Enough

“I think that is enough for today,” said Ms. Smith. “We can see that this is a powerful nickel. We have to be careful with it. We can try it again tomorrow.”

“I can hardly wait,” said Ethan.

Ms. Smith opened the top drawer of her desk. She carefully put the lucky buffalo nickel into it.

“I always like coming to school. This will make school even better,” said Chris.

Chapter 8 - From Then On

From then on Ms. Smith and her class used the lucky buffalo nickel almost every day. It became the most amazing thing in the whole school.

Text Copyright © 2013 by Clark Ness. Buffalo Nickel Photograph Copyright © 2013 by Clark Ness. Other images are from Microsoft Office Images. Permission is granted for printing, photocopying, emailing, recording, storing in a retrieval system, and transmitting this ebook in any form, or by any means, mechanical and/or electronic. Sale of this ebook and/or uploading to a commercial bookstore or commercial website is strictly forbidden without prior written permission.

Kick the Brick

Focus: Words in the -ick family

Name:_____

This is a brick.
The brick is thick.
The girl can kick the brick.
She can kick the thick brick.

This is a stick.
The stick is not thick.
The boy can pick the stick.
He picks a thin stick.
He does a trick with the stick.

The baby licks the stick.
The baby can get sick.
Quick! Take the stick.
Take the stick so the baby is not sick.

1) What can the girl do?

The girl can kick the thick brick.

2) What does the boy do?

The boy does a trick with the stick.

3) Who licks the stick?

The baby licks the stick.

Copyright ©2011 K12Reader - http://www.k12reader.com

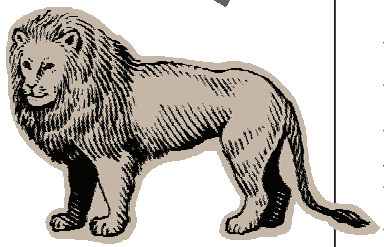
Make the Same Shape

Focus: Long "a" with _a_e Words

Name:_____

Jane makes a shape on her page.
Shane makes the same shape.
Jane prints her name on her page.
Shane prints his name on his page.
Shane wants to be the same as Jane.

A horse has a mane.
A lion has a mane, too.
The horse is a tame animal.
The lion is not tame.
If the horse and lion race,
The ground will shake.



Jane and Shane see them race.
They watch the race from a safe space.
They face the tape at the finish line.
They see the lion win first place.

1) Why does Shane print his name?

2) Which animal is tame?

3) Who sees the lion win first place?

Copyright ©2011 K12Reader - http://www.k12reader.com

Honeybees are amazing at teamwork; here is how they do their jobs

By National Geographic Society, adapted by Newsela staff on 09.16.19
Word Count **582**
Level **540L**

With brains the size of sesame seeds, honeybees have to work together in different capacities to maintain a healthy nest. Photo: Rick Bowmer/Associated Press

Every honeybee has a job to do. Some bees are nurses. They take care of the brood. Some bees clean the hive. Others gather nectar to make honey.

Honeybees have brains the size of sesame seeds. On their own, they could not survive. Together, though, they are amazing. They work to run a complicated honeybee society.

The Queen Bee Chooses Her Drones

A bee's job is based on its sex. Male bees are called drones. In a colony, about 1 in every 10 bees are drones. These bees do not do any work. They spend their lives eating honey and waiting to mate. They all want to mate with the queen bee.

When the queen is ready to mate, the drones fly after her. They try to mate with her in the air. Some will be successful. Those drones will then die.

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

The queen will mate with up to 20 drones. She stores their spermatozoa in her body. Later, the queen will lay eggs. She will use the stored spermatozoa to fertilize these eggs.

So Many Honeybee Eggs!

Female bees are known as worker bees. They make up most of a hive's population. They do all the work to keep it going. They care for the nest and the other bees.

The queen decides each bee's sex. For two to five years, she lays eggs every day. She lays about 1,500 eggs a day during this time! She lays them in tiny spaces in the hive. These are called cells.

The queen lays some eggs in worker bee cells. She fertilizes these by releasing spermatozoa. These eggs will hatch into female bees.

The queen lays some eggs in drone cells. For these, the queen does not release any spermatozoa. These eggs develop into male drones.

The Bees Follow Their Instructions

A worker bee becomes an adult after 21 days. The first thing she does as an adult is to clean her cell. She gets it ready for the queen's next round of eggs.

Worker bee bodies release special hormones. These hormones are like signals. They turn on parts of the worker bee's genes. Genes are sequences of DNA. DNA tells our bodies how to grow and function. It is like a set of instructions for every living thing.

In the worker bee, different genes connect to tasks. The hormones turn on a certain gene. Then the worker bee switches to a new job in the hive.

The worker bee's second job is nursing. After cleaning her cell, she starts caring for the hive's larvae. These are the baby bees. Each worker bee spends about a week of nursing.

After that, the worker bee moves to the edge of the nest. She builds cells for another week. She also stores food.

Gathering Nectar Is A Dangerous But Important Job

Around her 41st day, the bee's final phase begins. Now it is time for her to gather nectar. This is called foraging. It is a dangerous job for a bee. It is only done by older bees.

A worker bee gathers nectar for about four weeks. Soon, she senses that she will die. She leaves the hive. If she dies inside, other bees will have to remove her body. Worker bees do not want to trouble the rest of the hive.

The life of a female honeybee is not relaxing. She works from birth to death. As a result, honeybees are very successful collaborators. Their teamwork is incredible to see.

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

Quiz

1 According to the section "So Many Honeybee Eggs!" why does the queen bee release spermatozoa into some bee cells?

(A) to give the cells stronger walls

(B) to give the eggs something to eat

(C) to make the eggs hatch drone bees

(D) to make the eggs hatch female bees

2 Which event happened first in the section "The Bees Follow Their Instructions"?

(A) The worker bee moves to the edge of the nest.

(B) The worker bee builds cells and stores food.

(C) The worker bee cleans her cell for new eggs.

(D) The worker bee begins to nurse the larvae.

3 Read the selection from the section "The Queen Bee Chooses Her Drones."

> *Male bees are called drones. In a colony, about 1 in every 10 bees are drones.*

Fill in the blank. A "colony" is a ____.

(A) group of bees that live together

(B) group of only male drone bees

(C) bee that mates with the queen

(D) bee that works for its whole life

4 Read the paragraph from the section "Gathering Nectar Is A Dangerous But Important Job."

> *The life of a female honeybee is not relaxing. She works from birth to death. As a result, honeybees are very successful collaborators. Their teamwork is incredible to see.*

What is the definition of "collaborators" based on the context clues?

(A) animals that die from their work

(B) creatures that work together

(C) females that make honey

(D) bees that relax often

This 2015 photo provided by Edwige Moyroud shows a Hibiscus trionum flower. The region at the base of the petals contains a dark pigment but appears blue at certain angles due to an optical effect on the surface of the cells. The color makes flowers more visible to the bees. (Edwige Moyroud via AP)

Some flowers create blue halo to attract bees

By Malcolm Ritter *Associated Press* | October 20, 2017 |

Some flowers have found a nifty way to get the blues.

They create a blue halo. They create it to attract bees. That's what scientists reported. Flowers need bees for pollination. Bees are drawn to the color blue. But it's hard for flowers to make that color in their petals.

Some flowers use a trick. It is a trick of physics. They make a blue halo. They make it when sunlight strikes a series of tiny ridges. They are in their thin waxy surfaces. The ridges change how the light bounces back. This affects the color that one sees.

The halos appear over colored areas of a flower. People can see them over darkly colored areas. This is true if they look from certain angles.

The halo trick is uncommon among flowers. But many tulip species are among those that can do it. Some kinds of daisies and do it. And some peonies can do it. That's according to Edwige Moyroud. She works at of Cambridge University. It is in England.

Moyroud and others analyzed the flower surfaces. They used artificial flowers. They did this to show that bumblebees can see the halos. The study was published last Wednesday. It was published by the journal Nature.

An accompanying commentary said the paper shows how flowers that aren't blue can still use that color to attract bees. Further work should see whether the halo also attracts other insects, wrote Dimitri Deheyn. He is with the Scripps Institution of

work should see whether the halo also attracts other insects, wrote Dimitri Deheyn. He is with the Scripps Institution of Oceanography. It is in La Jolla. That is in California.

English Language Learner Supplement K-1

Good-Bye, Winter

By Becky Spence

Good-Bye, Winter!
Spring is in the air.
Flowers are in bloom.
You see colors everywhere.

Birds build their nest
In branches way up high.
But out my window, that loud bird
Woke me up *again*...sigh!

From www.thisreadingmama.com

Reading: Read the poem with help.

Listening: Listen as someone reads the poem to you. Make pictures in your mind of what is happening in the poem.

Speaking: Tell someone in English what your favorite part about Spring is.

Writing: Write the rhyming words from the poem.

Air and _____

High and _____

Writing: Draw a picture of what is happening in the poem.

Suplemento para

Estudiantes que Aprenden Inglés K-1

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

Adios Invierno
Por Becky Spence

¡Adiós, invierno!
La primavera está en el aire.
Las flores están en flor.
Ves colores por todas partes.

Las aves construyen su nido
En ramas muy altas.
Pero por mi ventana, ese pájaro ruidoso
Me despertó de nuevo ... suspiro!

De www.thisreadingmama.com

Lectura: lee el poema con ayuda.

Escucha: escucha mientras alguien te lee el poema. Haz fotos en tu mente de lo que está sucediendo en el poema.

Hablando: Dile a alguien en inglés cuál es tu parte favorita de primavera.

Escritura: Escribe las palabras que riman de la versión inglesa del poema.

air y _____

high y _____

Escritura: Haz un dibujo de lo que está sucediendo en el poema.

Writing Ideas K-1 Elementary Week #8

Students can draw pictures and/or compose sentences and/or paragraphs to respond to the prompts and ideas below. This will vary depending on their grade level.

Narrative

- Have you ever been surprised before? Think of a time when something or someone surprised you! Write a personal narrative to tell about that time. You should include when and where it happened and who and/or what was involved. Be sure to include details and have a beginning, middle, and end.

Opinion/Argument

- Do you think friendship is important? Write an opinion piece on why or why not. Add reasons, examples, and/or details to support your opinion.

Informational/Explanatory

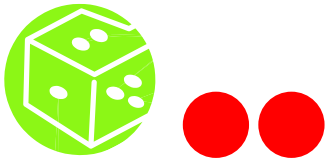
- Memorial Day is Monday, May 25. Do you know why we recognize Memorial Day as a federal holiday? Talk to someone in your family or do some research to find out more about Memorial Day. Learn as much as you can about this holiday and write an informational piece on it. Introduce the topic and add facts, information, and/or details.

Writing in Response to Reading Bingo

Complete the Bingo board by engaging in various writing ideas from this week's reading selections. Try to get 3-in-a row!

What else can you find out about honeybees? Draw a picture and label the parts of a honeybee. Do some research on honeybees and write an informational piece about your findings. For extra fun, watch a video on how bees make honey! https://bit.ly/2zlLEVW	Write about how the two reading selections **Honeybees are amazing at teamwork; here is how they do their jobs** and **Some flowers create blue halo to attract bees** are similar and/or different.	Vocabulary words are fun! Write a poem or song with some of the words from this week's readings! You can also create a bingo board with the words or draw pictures to go with each word and make your own word/picture memory game!
If you found a lucky, magical buffalo nickel what would you do with it? Write a make-believe story about your adventures! Add characters, a setting, and a beginning, middle, and end.	WRITER'S CHOICE	Create a storyboard for one of the reading selections. A storyboard shows pictures of what might happen if you turned the reading into a movie! For more fun, visit https://bit.ly/2A30Ojf to create a digital storyboard!
Riding bikes is fun! Draw a picture of you or someone you know riding a bike! Write a story to go with it!	Rhyming words is fun! Write your own rhyming sentences, paragraphs, poem, song, or story that has words that end with –ick and/or –ake!	What do you know about flowers? Do some research on flowers. Do you have a favorite? Draw a picture of your favorite flower and write a poem or song about it!

Who Has More?



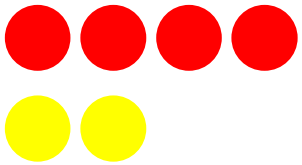
Materials: die, two-color counters

---

1. Partner A: Roll the die. Take the number of counters shown on the die.

2. Partner B: Roll the die. Take the number of counters shown on the die.

3. Compare your sets of counters.



__ is more than ___.

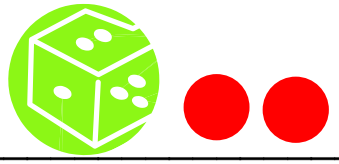
4. The player with the greater number of counters takes both sets of counters and uses the math talk sentence.

5. After 5 rounds count how many counters you each have. Who has more?

©K-5MathTeachingResources.com

Who Has Less?

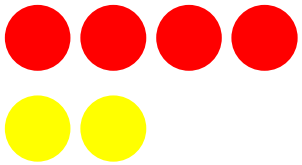
Materials: die, two-color counters



1. Partner A: Roll the die. Take the number of counters shown on the die.

2. Partner B: Roll the die. Take the number of counters shown on the die.

3. Compare your sets of counters.



__ is less than ___.

4. The player with the least number of counters takes both sets of counters and uses the math talk sentence.

5. After 5 rounds count to see how many counters you each have. Who has less?

©K-5MathTeachingResources.com

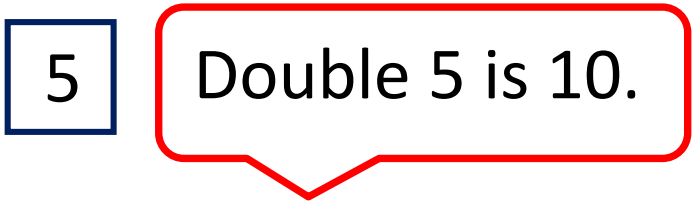
Doubles Cover Up

Materials:  marked1-6, counters, pencil and paper

---

1. Work with a partner. Sit on opposite sides of the gameboard. Take turns to roll a  .

2. Double the number rolled. Say and write the doubles fact. Use a counter to cover the sum on your side of the board.



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

©K-5MathTeachingResources.com

Doubles Cover Up

2	4	6	8	10	12
12	10	8	6	4	2

Double ___ is ___.

Double ___ is ___.

©K-5MathTeachingResources.com

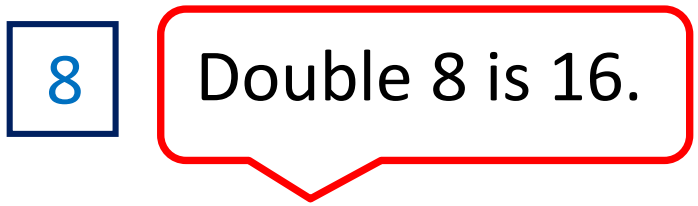
Doubles Cover Up

Materials: numeral cards 1-10, counters, pencil and paper

---

1. Work with a partner. Sit on opposite sides of the gameboard. Take turns to turn over a numeral card.

2. Double the number shown on the card. Say and write the doubles fact. Use a counter to cover the sum on your side of the board.



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

©K-5MathTeachingResources.com

Doubles Cover Up

2	4	6	8	10	12	14	16	18	20

Double ____ is ____.

2	4	6	8	10	12	14	16	18	20

Double ____ is ____.

©K-5MathTeachingResources.com

Lesson 11: The Big Event Jr.

Overview

Events are a great way to add variety to a pre-written algorithm. Sometimes you want your program to be able to respond to the user exactly when the user wants it to. That is what events are for.

Purpose

Today, students will learn to distinguish events from actions. The students will see activities interrupted by having a "button" pressed on a paper remote. When seeing this event, the class will react with a unique action. Events are widely used in programming and should be easily recognizable after this lesson.

Agenda

- **Warm Up (15 min)**
  - Vocabulary
  - A Series of Events
- **Main Activity (15 min)**
  - The Big Event
- **Wrap Up (10 min)**
  - Reflection
- **Assessment (10 min)**
- **Extended Learning**

Teaching Guide

Warm Up (15 min)

Vocabulary

This lesson has one new and important vocabulary word:

- Event - Say it with me: E-vent

An action that causes something to happen.

A Series of Events

- Prep your class to answer a question:
  - "I'm going to ask you a question. I want you to raise your hand if you want me to call on you for the answer."
  - Ask a simple question that most of your students should be able to answer, such as:
    - How many thumbs do I have?
    - What is bigger, a bird or a horse?
  - Call on a student who has their hand raised and let them give their answer.

    - Upon finishing that display, ask the class how you knew that the student wanted you to call on them.
        - Your class will likely mention the raising of the hand.
    - Explain to everyone that when students raise their hand, it is an "event" that causes you to know that they want to be called on.
- Ask the class if they can think of any other events that give signals.
    - You may need to remind them that you're not talking about an event like a birthday party or a field trip.
    - If they have trouble, you can remind them that an event is an action that causes something to happen.
        - What about an alarm clock going off? What does that make happen?
        - What about pressing "Start" on the microwave? What does that do?
        - What about pressing the power button on your tv remote?
- Today, we're going to create programs with events.

Main Activity (15 min)

The Big Event

Lesson Tip

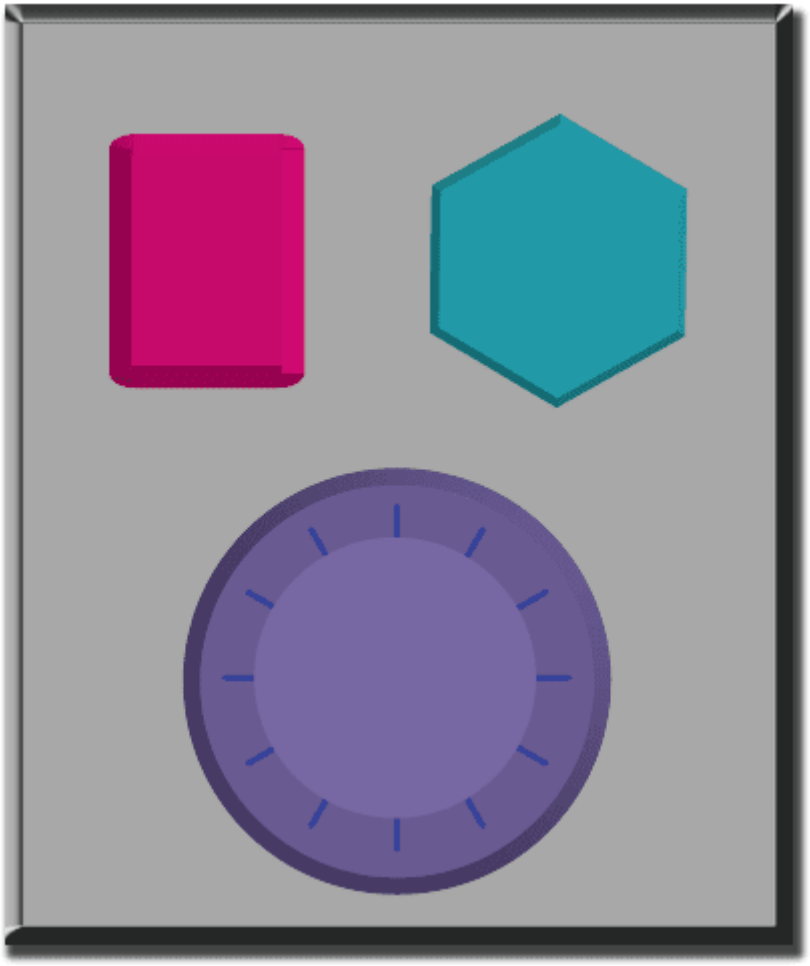
If your students seem confused, talk about their favorite games and all of the ways that they let the characters know what they're supposed to do. Point out how the game would be really boring if it ran from start to finish without any events required.

- Do you remember helping the Flurbs find fruit?
    - In that exercise, you knew in advance exactly where you wanted your Flurb to end up, so you could make a program that took them from start to finish without any interruptions.
    - In most real programs, we can't do that because we want to have options, depending on what the user needs.
        - Say that I only want my character to move when my finger is on the screen of my phone. I would need to program the character to only move when I put my finger on the screen of my phone.
        - Putting my finger on the screen would then become an "event" that tells my character to move.

In earlier lessons, we created algorithms that allowed us to control a friend or Flurb for several steps at a time. It was fun and useful, but what happens when you don’t know everything that you want your friend to do in advance? This is where events come in!

Directions:

- Project The Big Event (Courses A, B) - Controller Image onto your classroom screen.



- Decide with your class what each button does. We suggest:
    - Pink Button -> Say “Wooooo!”
    - Teal Button -> “Yeah!”
    - Purple Dial -> “Boom!”
- Practice tapping the buttons on the overhead and having your class react.
- Add some button sequences into the mix and have the students try to keep up with their sounds.
- Let your class know that every time you push a button, it is an “event” that lets them know what they are expected to do next.
- Get the class started on a planned task before interrupting them again with the buttons. We suggest:
    - Counting to 10
    - Singing “Old MacDonald”
- Once their plan is underway, interject button presses sporadically.
- Continue the blend until they understand the difference between actions that are guided by a plan and those that are event driven.

Wrap Up (10 min)

Reflection

Discuss: Ask students to reflect on what they have learned through the following prompts:

- Why do we need to be able to handle events in a program?

- What are some other kinds of events that you can think of?

Journal: In their Think Spot Journals, ask students to write and draw with the following questions in mind:

- What was today's lesson about?
- Draw one of the Feeling Faces - Emotion Images that shows how you felt about today's lesson in the corner of your journal page.
- Draw an event that caused an action today.
- Draw an action that was caused by an event that happened today.

Assessment (10 min)

Distribute: Hand out one The Big Event - Assessment to each student and allow them to complete it independently after the instructions have been well explained. This should feel familiar, thanks to the previous activities.

Extended Learning

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

One Person's Event is Another One's Reaction

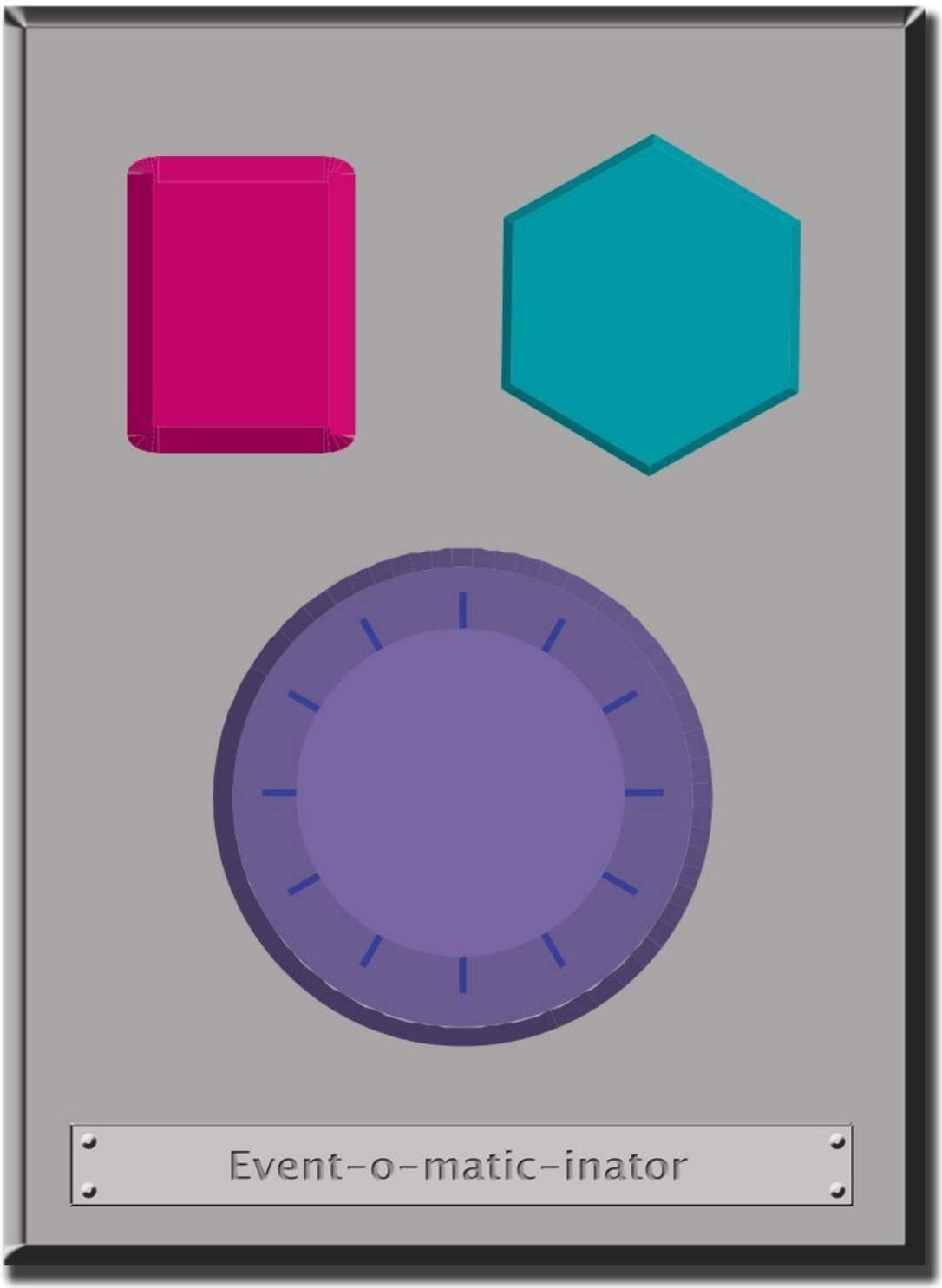
Assign each student an event to watch out for, and an appropriate reaction to that event. Chain the actions so that each child's reaction becomes an event that triggers the reaction of another student. Keep assigning until everyone has something to do and everyone makes someone react.

Eventopalooza

Break the class up into groups. Using the Events Controller, assign each group a different reaction to the same button. Do this for all three buttons, then watch the chaos!

The Big Event (Courses A-B)

Event Controller



Name(s)_____ Period _____ Date _____

The Big Event

You've been given a magical controller that changes the picture on the frame on your desk. Take a look below to see what each button does. Can you figure out which series of button events will cause your frame to show the pictures on the right?

Draw a line from each set of pictures to the button combination that causes it. The first one has been done for you.