

4-5 At-Home Learning Resources (Blue 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>



Objective

The student will produce synonyms and antonyms.

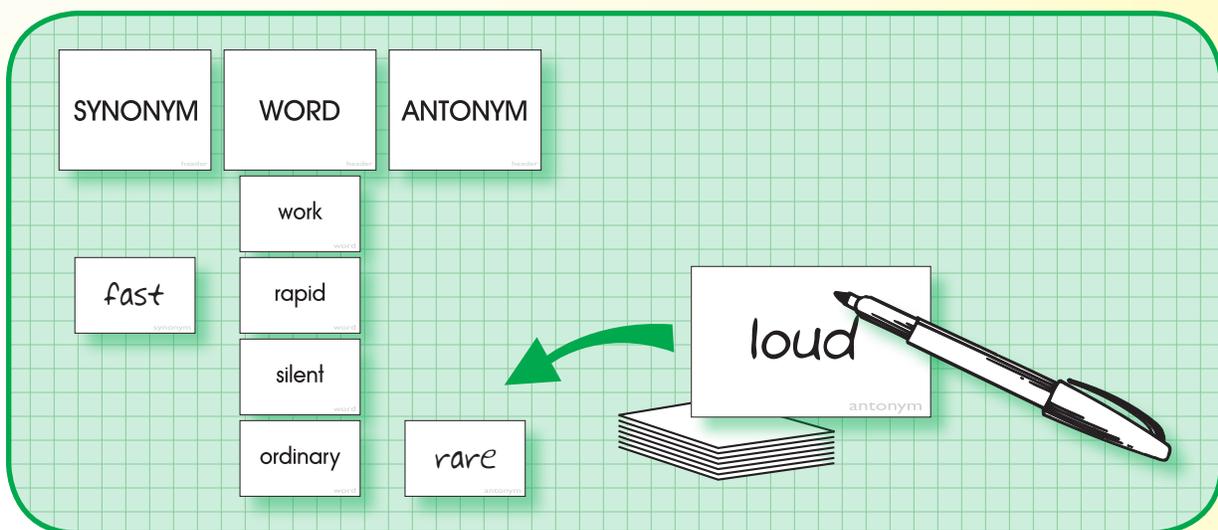
Materials

- ▶ Header cards (Activity Master V.004.AM1)
- ▶ Word cards (Activity Master V.004.AM2)
- ▶ Blank synonym and antonym cards (Activity Master V.004.AM3a - V.004.AM3b)
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write synonyms and antonyms to match words by playing a game.

1. Place header cards face up in a row in the following order: SYNONYM, WORD, ANTONYM. Place word cards face up in a column under the WORD header card. Mix the blank synonym and antonym cards and place face down in a stack.
2. Taking turns, student one selects the top card from the stack and reads the designation at the bottom (e.g., antonym).
3. Chooses one of the words in the word column without telling partner (e.g., silent).
4. Writes synonym or antonym, as designated on card, that corresponds to the chosen word (e.g., loud).
5. Hands card to student two who reads the word written on the card, determines which word it corresponds to, and places it beside the word (i.e., under the ANTONYM header and next to the word *silent*).
6. Reverse roles and continue until all words have both a synonym and an antonym.
7. Peer evaluation



Extensions and Adaptations

- ▶ Record synonyms and antonyms next to the words on student sheet (Activity Master V.004.SS1).
- ▶ Write synonyms and antonyms of target words (Activity Master V.004.SS2).

Vocabulary

Synonym-Antonym Creations

V.004.AMI

SYNONYM

header

ANTONYM

header

WORD

header

header

header cards



Vocabulary

V.004.AM2

Synonym-Antonym Creations

work

word

rapid

word

silent

word

ordinary

word

powerful

word

rich

word

difficult

word

delete

word

word cards



Vocabulary

Synonym-Antonym Creations

V.004.AM3a

synonym	synonym

blank synonym cards



Vocabulary

V.004.AM3b

Synonym-Antonym Creations

	antonym		antonym

blank antonym cards



Name _____

Synonym-Antonym Creations

V.004.SSI

SYNONYM	WORD	ANTONYM
	work	
	rapid	
	silent	
	ordinary	
	powerful	
	rich	
	difficult	
	delete	

Name _____

V.004.SS2

Synonym-Antonym Creations

SYNONYM	WORD	ANTONYM



Objective

The student will identify the author's purpose.

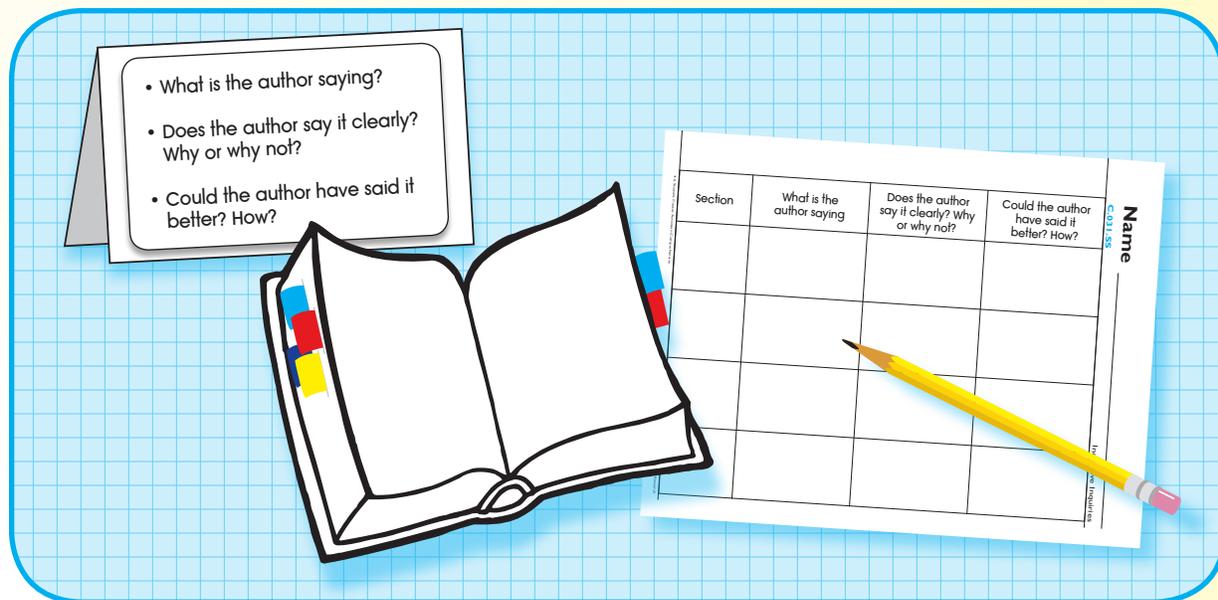
Materials

- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range.
Divide the text into logical one- or two-paragraph sections that will encourage discussion.
- ▶ Sticky notes
Use sticky notes to indicate where students are to stop and ask questions.
- ▶ Question tent card (Activity Master C.031.AM1)
Copy on card stock, cut out, and fold in half.
- ▶ Student sheet (Activity Master C.031.SS)
- ▶ Pencils

Activity

Students answer questions about the text with a partner.

1. Place question tent card so each student can see it. Provide each student with a copy of the text and a student sheet.
2. Working in pairs, student one reads aloud and stops at the sticky note.
3. Student two reads the questions and discusses each answer with student one.
4. Student one writes the page number and answers on his student sheet.
5. Reverse roles and continue until all pages are read.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Read text and discuss questions with a partner (Activity Master C.031.AM2).

- Could the author have said it better? How?
- Does the author say it clearly? Why or why not?
- What is the author saying?

- What is the author saying?
- Does the author say it clearly? Why or why not?
- Could the author have said it better? How?



Name _____

C.031.SS

Inquistive Inquiries

Could the author have said it better? How?				
Does the author say it clearly? Why or why not?				
What is the author saying?				
Page number				

Comprehension

Inquisitive Inquiries

C.03 I.AM2

- What's the big idea the author is trying to get across?
- What does the author assume we already know?
- How does this connect to what the author already said?
- Is there a better way to say it?
- Why did the author say that?
- What is the author's message?

- What is the author's message?
- Why did the author say that?
- Is there a better way to say it?
- How does this connect to what the author already said?
- What does the author assume we already know?
- What's the big idea the author is trying to get across?

question tent card



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?

Branches of Government

Cross-Curricular Focus: History/Social Sciences



There are three different levels of government in the United States: federal, state and local. Officials in each level are elected by the people to serve and protect the people within the **jurisdiction**, or area of authority. The federal government handles relations between the United States and other countries, including war, peace treaties and trade. It is also in charge of printing money and running the military. State governments are responsible for public education, health and safety. Local governments provide services, such as parks, police and fire protection, to members of the community.

The federal government is the national level of government. It is divided into three separate **branches**: the **legislative** branch, the **judicial** branch, and the **executive** branch. The three branches work together to make sure the power is balanced, and no individual branch becomes too powerful. This is known as a system of checks and balances. Congress is the legislative branch. It is responsible for making laws. Congress is made up of two separate chambers: the Senate, and the House of Representatives. Each state is represented in each chamber. A state elects two senators to the Senate. Each state's representation in the House of Representatives is based on the state's population.

The judicial branch is responsible for interpreting laws and for hearing court cases. These court cases decide if a law has been broken or if a law is unjust. The Supreme Court is our nation's highest court and has power over all lower courts when deciding matters concerning in the U.S. Constitution.

The executive branch is responsible for executing, or carrying out, laws. The president of the United States is in charge of this branch and is assisted by his cabinet of advisors. The president signs bills into law and can also veto proposed laws. In addition, the president is commander in chief of the U.S. armed forces.

The three branches of the federal government work together to ensure that the rights of citizens are not lost. The ultimate power in the U.S. government belongs to the people. Citizens entrust their power to government officials by voting to elect them.

Name: _____

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

1) What does a system of checks and balances protect against? _____

2) Which of the branches of the federal government is divided into two separate chambers? What are the chambers? _____

3) What is the difference between representation in the House and representation in the Senate? _____

4) What is the judicial branch responsible for? _____

5) The president of the U.S. is in charge of which branch of government? _____

Stalagmite, Stalactite

Cross-Curricular Focus: Earth Science



Limestone caves often have some unusual rock formations. Rain soaks through the soil and rocks on land. It becomes groundwater, which is water stored below Earth's surface. Sometimes the groundwater is located above a limestone cave. Drops of water find their way through tiny openings and cracks in the roof of the cave. Microscopic particles of limestone from the roof are worn away as the drops of water travel. The water carries the particles along with it. Eventually the water evaporates, leaving the limestone deposit behind. Over time, many drops follow the same path. They add to the limestone formation bit by bit. By the time thousands of years have passed, all the tiny deposits add up to a large **stalactite**. A stalactite is a pointed rock formation. It hangs down from the roof of the cave and points toward the ground.

If the drops of water fall to the ground before they evaporate, the limestone formation starts to build from the floor of the cave upward instead. Drop after drop adds to the formation over many years. When the deposits occur on the floor of the cave pointing up instead of from the roof of the cave pointing down, the limestone formation is called a **stalagmite**. The rarest of all the cave formations occurs when a stalactite and a stalagmite form separately over time, but then meet in the middle and fuse together. This kind of formation is known as a single column.

Carlsbad Caverns in the Guadalupe Mountains of New Mexico is a world famous collection of limestone caves. The vast 46,766 acre collection of caves is home to some of the most amazing stalactites and stalagmites on Earth.

About 1898 a cowboy named Jim White saw smoke rising from the ground. When he went to investigate, he found it was not smoke but a large formation of bats flying upward from the caves. He began to explore the caves and saw the amazing rock formations. Later, the caves were photographed, and visitors began to come from all over the world to see their natural beauty. Carlsbad Caverns became a national park in 1930. In 1995, it was named a World Heritage Site by the United Nations Scientific and Cultural Organization.

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) In your own words, explain how a stalactite forms:

2) Explain how a stalagmite differs from a stalactite.

3) What is the formation called when a stalagmite and stalactite join together?

4) What mistake led to Jim White exploring the caves?

5) Carlsbad Caverns is located in what state?

Lad: A Dog

by Albert Payson Terhune

Name: _____

Lad: A Dog was written by Albert Payson Terhune and published in 1919. It was based on a true story of a collie dog named Lad. In the book Lad lives with his Master and Mistress on a farm called “The Place.” He is well-loved by the Master and Mistress. The story is sometimes told from Lad’s point of view. In the passage below, Master and Mistress have taken Lad to a dog show. They have never been to a show before, and have no idea what to expect.

Chapter V. For A Bit of Ribbon

Around the ring, at the judge’s order, the Novice collies were paraded. Most of them stepped high and fast and carried their heads proudly aloft—the thin choke-collars cutting deep into their furry necks. One entered was a harum-scarum puppy who writhed and bit and whirled about in ecstasy of terror.

Lad moved solemnly along at the Mistress’ side. He did not pant or curvet or look showy. He was miserable and every line of his splendid body showed his misery. The Mistress, too, glancing at the more spectacular dogs, wanted to cry—not because she was about to lose, but because Lad was about to lose. Her heart ached for him. Again she blamed herself bitterly for bringing him here.

McGilead, hands in pockets, stood sucking at an empty brier pipe, and scanning the parade that circled around him. Presently he stepped up to the Mistress, checked her as she filed past him, and said to her with a sort of sorrowful kindness:

“Please take your dog over to the far end of the ring. Take him into the corner where he won’t be in my way while I am judging.”

Yes, he spoke courteously enough, but the Mistress would rather have had him hit her across the face. Meekly she obeyed his command. Across the ring, to the very farthest corner, she went—poor beautiful Lad beside her, disgraced, weeded out of the competition at the very start. There, far out of the contest, she stood, a drooping little figure, feeling as though everyone were sneering at her dear dog’s disgrace.

Lad seemed to sense her sorrow. For, as he stood beside her, head and tail low, he whined softly and licked her hand as if in encouragement.

She ran her fingers along his silky head. Then, to keep from crying, she watched the other contestants.

No longer were these parading. One at a time and then in twos, the judge was standing them on the platform. He looked at their teeth. He pressed their heads between his hands. He “hefted” their hips. He ran his fingers through their coats. He pressed his palm upward against their underbodies. He subjected them to a score of such annoyances, but he did it all with a quick and sure touch that not even the crankiest of them could resent.

Then he stepped back and studied the quartet. After that he seemed to remember Lad’s presence, and, as though by way of earning his fee, he slouched across the ring to where the forlorn Mistress was petting her dear disgraced dog.

Lazily, perfunctorily, the judge ran his hand over Lad, with absolutely none of the thoroughness that had marked his inspection of the other dogs. Apparently there was no need to look for the finer points in a disqualified collie. The sketchy examination did not last three seconds. At its end the judge jotted down a number on a pad he held.

Then he laid one hand heavily on Lad’s head and curtly thrust out his other hand at the Mistress.

“Can I take him away now?” she asked, still stroking Lad’s fur.

“Yes,” rasped the judge, “and take this along with him.”

In his outstretched hand fluttered a little bunch of silk—dark blue, with gold lettering on it.

The blue ribbon! First prize in the Novice class! And this grouchy little judge was awarding it— to Lad!



Name: _____

Understanding Lad: A Dog

Part I. Order of Events

Place the following actions in the story in the correct order by writing 1 in front of the first thing that happened, 2 in front of the second thing that happened, and so on.

- A. _____ The judge carefully examined the other dogs.
- B. _____ The judge sent Mistress and Lad to the corner.
- C. _____ The judge gave Lad the blue ribbon.
- D. _____ The Novice collies paraded around the ring.
- E. _____ The judge examined Lad.
- F. _____ The Mistress asked the judge if she can take Lad away.

Part II. Short Answer

Answer each question below.

1. When Lad paraded around the ring he looked _____.
2. What did Mistress do to keep from crying? _____
3. What was something the judge look at when he examined the other dogs? _____
4. How long did the judge's examination of Lad last? _____
5. When did the Mistress know Lad had won? _____



Name: _____

Vocabulary in Lad: A Dog

I. Vocabulary Match

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

Column A

- _____ curvet
- _____ sneering
- _____ writhed
- _____ hefted
- _____ perfunctorily
- _____ curtly
- _____ harum-scarum
- _____ weeded
- _____ ecstasy
- _____ whined

Column B

- twisted and squirmed
- quickly; without much thought
- sudden strong feeling
- jump gracefully
- reckless and uncontrolled
- cried softly with unhappiness
- lifted
- abruptly or gruffly
- showing scorn or dislike
- removed something unwanted or without value

Part II. Meaning in Context

Below are phrases from the text. Circle the correct meaning of the underlined word.

- “There, far out of the contest, she stood, a drooping little figure...”
A. small or tiny B. sagging without energy C. far away D. proud; noble
- “Lad moved solemnly along at the Mistress’ side.”
A. seriously B. slowly C. happily D. closely
- “The sketchy examination did not last three seconds.”
A. friendly; easy B. calm; undisturbed C. artistic; creative D. not complete; brief
- “Most of them stepped high and fast and carried their heads proudly aloft.”
A. in an eager way B. up in the air C. close to the ground D. to one side
- “Meekly she obeyed his command. ”
A. politely; with grace B. proudly; defiant C. humbly; without spirit D. quickly; without delay

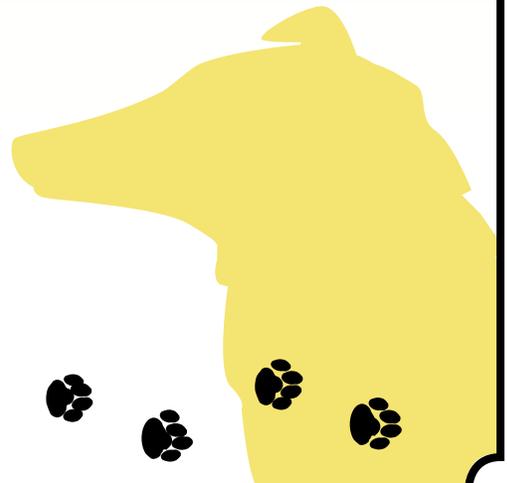
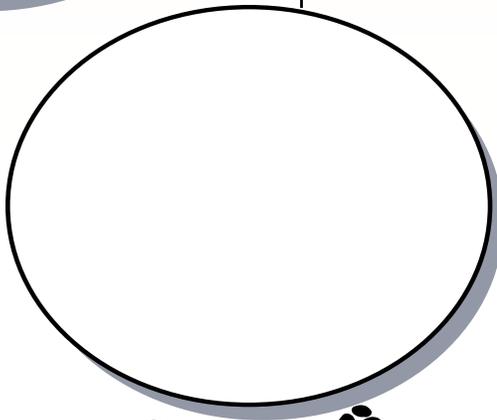
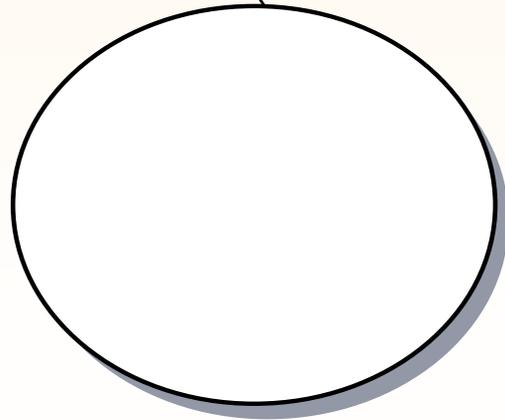
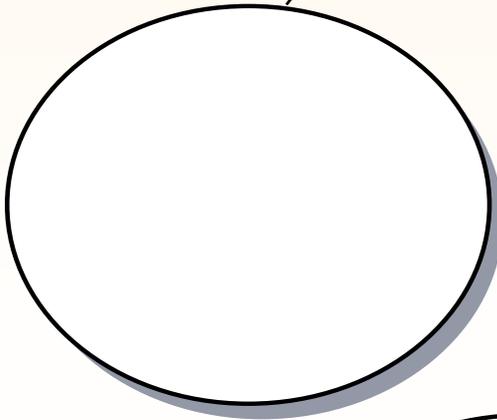
Name: _____



Lad: A Dog Supporting Evidence

Below is one of the main ideas of the passage. Write three quotations from the passage that support this main idea.

The Mistress thought that Lad was not going to win the ribbon.



Name: _____



Lad: a Dog - Word Search

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

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

BLUE
COLLIE

DOGS
EXAMINATION

JUDGE
LAD

MISTRESS
NOVICE

RIBBON
SHOW

Character Traits and Black Beauty

Black Beauty, written by Anna Sewell, was published in 1877. It is the story of a black horse called Black Beauty. Using personification, the story is told from the horse's point of view.

Below is a passage from the novel. Beauty is talking to another horse named Ginger.

Black Beauty

by Anna Sewell

Chapter 7 Ginger

One day when Ginger and I were standing alone in the shade, we had a great deal of talk; she wanted to know all about my bringing up and breaking in, and I told her.

“Well,” said she, “if I had had your bringing up I might have had as good a temper as you, but now I don’t believe I ever shall.”

“Why not?” I said.

“Because it has been all so different with me,” she replied. “I never had any one, horse or man, that was kind to me, or that I cared to please, for in the first place I was taken from my mother as soon as I was weaned, and put with a lot of other young colts; none of them cared for me, and I cared for none of them. There was no kind master like yours to look after me, and talk to me, and bring me nice things to eat. The man that had the care of us never gave me a kind word in my life. I do not mean that he ill-used me, but he did not care for us one bit further than to see that we had plenty to eat, and shelter in the winter. A footpath ran through our field, and very often the great boys passing through would fling stones to make us gallop. I was never hit, but one fine young colt was badly cut in the face, and I should think it would be a scar for life. We did not care for them, but of course it made us more wild, and we settled it in our minds that boys were our enemies. We had very good fun in the free meadows, galloping up and down and chasing each other round and round the field; then standing still under the shade of the trees. But when it came to breaking in, that was a bad time for me; several men came to catch me, and when at last they closed me in at one corner of the field, one caught me by the forelock, another caught me by the nose and held it so tight I could hardly draw my breath; then another took my under jaw in his hard hand and wrenched my mouth open, and so by force they got on the halter and the bar into my mouth; then one dragged me along by the halter, another flogging behind, and this was the first experience I had of men’s kindness; it was all force. They did not give me a chance to know what they wanted. I was high bred and had a great deal of spirit, and was very wild, no doubt, and gave them, I dare say, plenty of trouble, but then it was dreadful to be shut up in a stall day after day instead of having my liberty, and I fretted and pined and wanted to get loose. You know yourself it’s bad enough when you have a kind master and plenty of coaxing, but there was nothing of that sort for me.

List 10 character traits of Ginger.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Bonus question:

What are three character traits of the men and boys Ginger talks about?

1. _____
2. _____
3. _____

Building a house with gingerbread: He starts baking business to buy home

By Orange County Register, adapted by Newsela staff on 08.31.16

Word Count 746

Level 870L



Jalen Bailey, 8, pulls a tray of fresh peanut butter cookies out of the oven after baking them at his family's home recently in Fresno, California. Craig Kohlruss/Fresno Bee/TNS

FRESNO, Calif. — Eight-year-old Jalen Bailey was saving some of his money. He wanted to buy a KitchenAid stand mixer. It mixes cookie and cake batter.

His mom taught him to save for the "good stuff" and he's running a bakery. Someone recently gave him the mixer he wanted. Now he's back to saving up for the rest of the good stuff on his good list.

His No. 1 thing on his wish list is a house for himself and his single mom. They live in a small apartment they rent in central Fresno.

Jalen says he wants a house with a bigger kitchen. It would let him bake more things and make more memories with his mom.

"House, College, Puppy And Savings"

“I have so many big things for him, you know,” Mahan says, “and I’m just like, ‘I want you to try your best. Just figure out what it is that you like, and whatever it is that you like, I’m going to support you completely.’”

Right now, that means helping Jalen run a bakery from their apartment.

Customers can order Jalen’s baked goods — or a Jalen’s Bakery T-shirt — online. Jalen will deliver the goods locally. Mahan says the health department approved a number of goodies, including cookies, cakes and banana nut bread. Customers can order other treats, but Jalen needs to like it first.

Quiz

- 1 Select the sentence from the section "Helping Children With School Supplies" that BEST explains Jalen's concern for homeless children.
- (A) Jalen also has a GoFundMe website where people can give money.
 - (B) "My mommy told me about how there are a lot of homeless people in the world," Jalen says.
 - (C) "I didn't want anybody to feel left out, because there are a lot of kids walking home with their backpacks with all their school supplies."
 - (D) He started collecting supplies for these children when he was 5 years old. He wants to give them much more.
- 2 Read the introduction [paragraphs 1-4]. Select the paragraph that BEST explains why Jalen wants a house.
- 3 Read the section "House, College, Puppy And Savings." What is the MOST likely reason why Jalen tried to take back what he said about buying a house?
- (A) He decided saving money for college was more important.
 - (B) He thought the most important thing was baking with his mom.
 - (C) He decided it would take too long to save money for a house.
 - (D) He thought his mom would feel bad about their apartment.
- 4 Read the section "Early Start In Business." Which answer choice accurately explains why Mahan wants Jalen to learn how to manage money?
- (A) She wants him to avoid the mistakes that she made when she was younger.
 - (B) She wants him to make good choices and have a successful future.
 - (C) She wants him to make a lot of money and buy their family a house.
 - (D) She wants him to be able to get into a good university.

Teens' fishing-lure business is a big success — hook, line and sinker

By The Wichita Eagle, adapted by Newsela staff on 07.31.17

Word Count 772

Level 930L



Five styles of plastic lures (left) and two kinds of jigs (right) are currently sold by Gabe Backhus and his teen-owned Double B Baits, in Herington, Kansas. The company also sells t-shirts, hats and hoodies. Photo: Michael Pearce/Wichita Eagle/TNS

HERINGTON, Kansas — A national high-school business class competition just took place in California. And three 16-year-olds from this Kansas town just beat about 90 percent of participants.

The business model they designed for their fishing-lure company was up against those of many older students. The competition took place at the Future Business Leaders of America conference in Anaheim, California.

Now, the teens are back in Kansas. Their goal is to grow the company by improving the product, packaging and promotions.

Gabe Backhus, McKenzie Shippy and Emilie Roe are talking about ways this business experience will help them later in life.

The business is called Double B Baits, and its slogan is "Kickin' Bass & Takin' Names."

He's Been Fishing His Whole Life

"This is really very impressive, what they're accomplishing," said Lisa Beye, a business teacher at Herington High School.

Backhus began fishing with his dad when he was 2. By the time he was 10 he was entering youth bass-fishing tournaments. It wasn't long until he started thinking about making his own fishing lures.

Backhus is a tall kid who is shy at first but gets excited when the talk turns to bass fishing and bass lures. "My mom gave me a lure-making kit for Christmas one year and I started making plastics. Things just grew from there."

Rather than copying what was already being made, Backhus looked for ways to make his lures more attractive to fish.

His plastic lures include imitation crawdads or crayfish and wormlike senkos. They look and smell like something a bass would want to eat.

That Makes Scents To Me

"I'd heard when a bass bites, that tasting some scent will get them to hold onto it longer," Backhus said. "So I found some scents online and mix it into the baits."

Backhus has continued to experiment with making new lures. He tests his creations at a lake in his backyard.

Last school year he enrolled in a business class taught by Beye. Backhus and Beye sought other students who could add talents to the company.

Shippy signed on as marketing manager. Roe joined the team to help with accounting.

Beye said the project got a boost when a local grocery store owner offered help with pricing. Then, the store started stocking Double B Baits lures.

Tammie Roe, Emilie's mother, who is an accountant, helped make a business plan.

They've Got Merch

One of the company's biggest successes came with the idea of marketing T-shirts and hoodies. They have the business logo and "Kickin' Bass & Takin' Names" slogan on them.

"I told them they have to get that one approved by the principal. I wasn't going to do it," Beye said. "They did, and I think every kid in school has at least a shirt. It was amazing to see how many kids stood in line to buy those things."

Much of the school year the students worked to improve the business plan they used to place third in the Kansas Future Business Leaders of America competition. In California, they made it to the round of 14 finalists out of 112 schools. They weren't called for the final 10.

Now students and teacher are working to increase demand for the lure line. Backhus has some improvements in mind and hopes more fishers ask them for custom-made lures. "I'm pretty sure we can make about anything," he says.

It's The Experience That Matters

Lures average about \$6 a package, and all profit goes to Backhus. Shippy and Roe will be paid in money for scholarships to go to college when they graduate in two years.

Shippy said she's fine with that arrangement and feels she is getting paid for her efforts in other ways.

"Getting to talk to so many people in so many places has really made me branch out. Just the whole experience of going to California and presenting our business plan to so many people was really good for me," Shippy said.

She said she could start applying to colleges for a possible career in sports marketing.

He's Only Just Begun

Backhus hopes to keep the company going, and growing, through his college career. His current idea is to head to Kansas State University to join the school's bass fishing team.

Beye has confidence he'll succeed.

"Even a year ago I don't think he could have done what he did at the national competition, to get up and talk with people like that," she said. "Of course there's a lot he doesn't know, but if he stays with this there will probably be opportunity after opportunity."

Quiz

- 1 Read the section "They've Got Merch."
Which paragraph supports the conclusion that Backhus plans to expand his business further?
- 2 Which sentence from the article shows Lisa Beye's MAIN opinion about the students running Double B Baits?
- (A) "This is really very impressive, what they're accomplishing," said Lisa Beye, a business teacher at Herington High School.
- (B) Beye said the project got a boost when a local grocery store owner offered help with pricing.
- (C) "I told them they have to get that one approved by the principal. I wasn't going to do it," Beye said.
- (D) "Even a year ago I don't think he could have done what he did at the national competition, to get up and talk with people like that," she said.
- 3 Which sentence from the introduction [paragraphs 1-5] BEST introduces the success of the teens in Double B Baits to the reader?
- (A) A national high-school business class competition just took place in California.
- (B) And three 16-year-olds from this Kansas town just beat about 90 percent of participants.
- (C) The business model they designed for their fishing-lure company was up against those of many older students.
- (D) Their goal is to grow the company by improving the product, packaging and promotions.
- 4 Out of the following, which is the MOST LIKELY reason the author included information about HOW Backhus makes his lures?
- (A) to illustrate the importance of using scent if you want to lure bass
- (B) to compare Backhus' lures to lures made by larger businesses and groups
- (C) to encourage readers to make their own lures at home and show them how to do it
- (D) to show how a young person learned the skills for his business and what makes his product unique

English Language Learner Supplement 4-5

Who Has Seen the Wind

By Christina Rossetti

Who has seen the wind?

Neither I nor you.

But when the leaves hang trembling,

The wind is passing through.

Who has seen the wind?

Neither you nor I.

But when the trees bow down their
heads,

The wind is passing by.

Reading: Read the poem by yourself or with someone at home. Circle any words in the poem that are new to you and look up their definitions.

Speaking: Read the poem aloud to someone at home. Talk to someone about what you think the author means when she says “the trees bow down their heads”.

Listening; Have someone at home read the poem aloud to you. Close your eyes and try to make pictures in your mind to match the words in the poem.

Writing: How do we know the wind is there even though we can't see it? Include examples from the poem and from your own experience.

Writing Ideas 4-5 Elementary Week #8

Students can compose one or multiple paragraphs to respond to the prompts and ideas below. This will vary depending on their age/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 a sequence of events, details, descriptions, and the setting. Establish an introduction, middle, and conclusion. .

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. Be sure to have an introduction and a conclusion that relates to the opinion stated.

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. 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!

Write about how the two reading selections **Building a house with gingerbread: He starts baking business to buy home** and **Teens' fishing-lure business is a big success — hook, line and sinker** are similar and/or different.

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/2A30Oif> to create a digital storyboard!

Vocabulary words are fun! Write a story, song, or poem using some of the words from this week's reading! Want additional fun, create your own game like bingo or memory using this week's words!

If you were going to start your own business what would it be? Conduct some research on that business and write an opinion piece on what business you would start and why?

WRITER'S CHOICE

Want to learn more about the branches of government? Select a branch you would like to learn more about. Do some research and find out more information. Write an informative piece about your findings.

Stalagmites and Stalactites are fascinating formations! Learn more about these and write an informational piece on your findings! For more information on caves and stalagmites and stalactites, watch the video at <https://bit.ly/3ftgxbG>

If you were the author of **Black Beauty** how would you continue the story from where it left off? Using personification, write several paragraphs to continue the story from where it left off.

Why do you think the judge awarded the first place prize to Lad in **Lad: A Dog**? Use evidence from the text to support your reasoning. Want to learn more about a dog show, watch the video clip from the 2020 Westminster Kennel Club <https://bit.ly/3ckNaGM>









Compare

998,765,411
986,551

Materials: set of numeral cards

Number of Players: 2

1. Shuffle the cards and place them facedown in a pile.
2. Take turns to pick up a card from the pile and write the number on your place value chart. Your goal is to make the greatest 6-digit number possible. Once you have chosen a place value position it cannot be changed.
3. After you have both recorded six digits, compare your numbers. Record the result of your comparisons using $<$, $>$, or $=$. The player with the greater number wins the round.
4. Play three rounds.
5. Repeat steps 1- 4 with the goal of making the greatest 8-digit number possible. Play three rounds.
6. Repeat steps 1- 4 with the goal of making the greatest 9-digit number possible. Play three rounds.

Place Value Chart	Hundred-millions				
	Ten-millions				
	Millions				
	Hundred-thousands				
	Ten-thousands				
	Thousands				
	Hundreds				
	Tens				
	Ones				

1

2

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12

Place Value Concentration

$\frac{1}{10}$ of 300

30

Materials: Place Value Concentration cards

Number of Players: 2

1. Shuffle the cards and place them facedown on the playing surface in four rows of six.
2. Take turns to turn over two cards. If the two cards are a matching pair, the player must justify how they know the cards have an equal value before picking them up. Partners should check each other for accuracy. If the two cards do not match, the player turns the cards back over. The next player then takes a turn.
3. Play continues until all cards have been picked up. The player with the most pairs of cards wins the game.

$\frac{1}{10}$ of 300

30

A number
that is 10
times greater
than 30

300

A number
that is 100
times greater
than 3

300

$\frac{1}{10}$ the value
of 0.3

0.03

$\frac{1}{10}$ of 3

0.3

A number
that is 10
times greater
than 300

3,000

$\frac{1}{10}$ of 3,000

300

A number
that is 10
times greater
than 0.03

0.3

A number
that is 1000
times greater
than 3

3,000

$\frac{1}{10}$ the value
of 30

3

$\frac{1}{100}$ of 3

0.03

A number
that is 10
times greater
than 0.3

3

Lesson 3: Relay Programming

Overview

This activity will begin with a short lesson on debugging and persistence, then will quickly move to a race against the clock as students break into teams and work together to write a program one instruction at a time.

Purpose

Teamwork is very important in computer science. Teams write and debug code with each other, instead of working as individuals. In this lesson, students will learn to work together while being as efficient as possible.

This activity also provides a sense of urgency that will teach students to balance their time carefully and avoid mistakes without falling too far behind. This experience can be stressful (which is expected!) Make sure you provide students with the tools to deal with potential frustration.

Agenda

- [Warm Up \(15 min\)](#)
 - [Where did I go wrong?](#)
- [Main Activity \(20 min\)](#)
 - [Relay Programming](#)
- [Wrap Up \(15 min\)](#)
 - [Journaling](#)
- [Extended Learning](#)

Teaching Guide

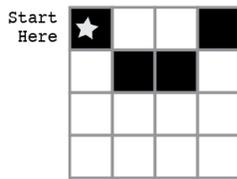
Warm Up (15 min)

Recall that in "Graph Paper Programming" we guided our teammate's Automatic Realization Machine (ARM) using arrows. This warm up will bring back these ideas, which will be needed in the main activity.

Where did I go wrong?

Goal: In this lesson, we want to help students learn to identify and fix bugs in their own programs. The easiest way to do that is to first present students with a program that contains bugs that are not their fault. Once they've helped you fix "your" program, share with them how frustrating it can be to make mistakes, and help them see that those feelings are completely normal and they shouldn't feel embarrassed by them.

Display: Show your students the provided Relay Programming - Teacher Debugging Image.



Discuss: Get the attention of the class and let them know that you are stuck! You have this challenge, and you thought you had solved it, but it doesn't seem to be working. Your program has a bug, can they help you fix it?

Take a moment to walk them through the rules: - Start at the star - Follow the instructions step-by-step - End when all of the right squares are filled in

Optional: Follow along by filling in a blank grid. Express frustration when the picture doesn't turn out the way that you wanted it to.

Think: Can you figure out why my program doesn't work?

Pair: Let students work together to see if they can figure out what the program is supposed to say.

Share: Ask students if anyone was able to figure out a way to solve the problem. When you get a correct answer, let the students know that they are great at "debugging"!

Content Corner

For more on persistence and frustration, try reading [Stevie and the Big Project](#) to your students. It will help them spot moments of frustration. It will also help give them the tools to deal with it.

If you do not read the book, take a moment to cover tips on frustration and persistence as a class:

Tips to Help With Frustration

- Count to 10
- Take deep breaths
- Journal about them
- Talk to a partner about them
- Ask for help

Tips for Being Persistent

- Keep track of what you have already tried
- Describe what is happening
- Describe what is supposed to happen
- What does that tell you?
- Make a change and try again

Discuss: Ask the students if they could tell how you were feeling when you couldn't figure out the answer. They might suggest that you were "mad" or "sad". Instead of telling them "no", describe that you were feeling a little bit mad, a little bit sad, and a little bit confused. When you put all of those emotions together, it makes a feeling called "frustration". When you are "frustrated" you might think you are mad, sad, or confused -- and you might be tempted to give up -- but frustration is a natural feeling and it's a big hint that you are about to learn something! Instead of quitting, practice persistence. Keep trying over and over again. After a few times, you will start to understand how to debug your problems!

Distribute: To make sure that students understand the idea of finding and fixing errors (debugging) pass out the Relay Programming - Worksheet and have students complete the task in pairs.

Optional: If you want to move the activity along more quickly, feel free to complete these as a class, instead.

Transition: Now it's time to play the game!

Main Activity (20 min)

Relay Programming

With Graph Paper Programming in mind, it's time to split up into teams and prepare to run the activity as a relay!

Set-Up: Prepare the Relay Programming - Activity Packet by printing out one copy for each team of 4-5 students. Cut or fold each page along the center dotted line.

Clarifications

Here are some clarifications that need to be shared from time to time:

- Only one person from each group can be at the image at one time.
- It is okay to discuss algorithms with the rest of the group in line, even up to the point of planning who is going to write what when they get to the image.
- When a student debugs a program by crossing out an incorrect instruction (or a grouping of incorrect instructions) this counts as their entire turn. The next player will need to figure out how to correct the removed item.

Go over the rules of the game with your class:

- Divide students into groups of 3-5.
- Have each group queue up relay-style.
- Place an identical image at the other side of the room/gym/field from each team.
- Have the first student in line dash over to the image, review it, and write down the first symbol in the program to reproduce that image.
- The first student then runs back and tags the next person in line, then goes to the back of the queue.
- The next person in line dashes to the image, reviews the image, reviews the program that has already been written, then either debugs the program by crossing out an incorrect symbol, or adds a new one. That student then dashes back to tag the next person, and the process continues until one group has finished their program.

First group to finish with a program that matches the image is the winner! Play through this several times, with images of increasing difficulty.

Go through the game as many times as you can before time runs out or your students begin feeling exhausted.

Transition: Once the game is over, circle everyone up to share lessons learned.

Discuss: What did we learn today?

- What if each person on a team were allowed to do five arrows at a time?
 - How important would it be to debug our own work and the work of the programmer before us?
 - How about with 10 arrows?
 - 10,000? Would it be more or less important?
- Do you think a program is better or worse when more than one person has worked on it?
- Do you think people make more or fewer mistakes when they're in a hurry?
- If you find a mistake, do you have to throw out the entire program and start over?

Wrap Up (15 min)

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 did you feel during today's lesson?
- How did teamwork play a role in the success of writing today's program?
- Did you start to get frustrated at any point? What did you do about it?

Extended Learning

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

Pass the paper

- If you don't have the time or room for a relay, you can have students pass the paper around their desk grouping, each writing one arrow before they move the paper along.

Fill It, Move It

- As the teacher, draw an image with as many filled squares as children in each group.
- Have the students write as many arrows in the program as it takes to get to a filled-in square (including actually filling that square in) before passing to the next person.

Debugging Together

Draw an image on the board. Have each student create a program for the image. Ask students to trade with their elbow partner and debug each other's code.

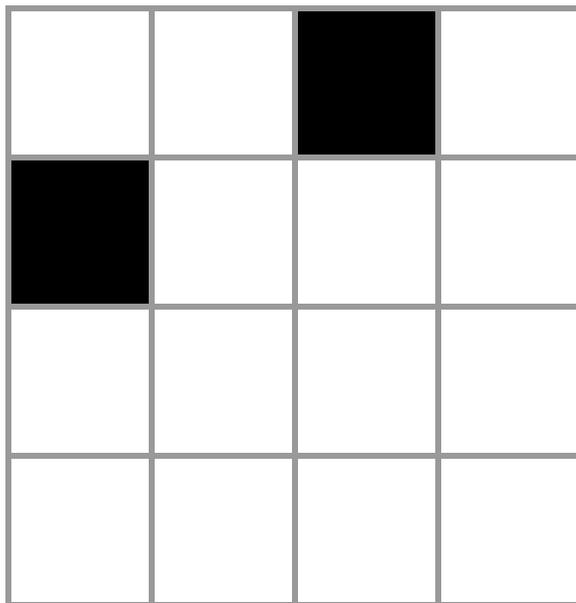
- Circle the first incorrect step, then pass it back.
- Give the students another chance to review and debug their own work.
- Ask for a volunteer to share their program.

Ask the class:

- How many students had the same program?
- Anyone have something different?

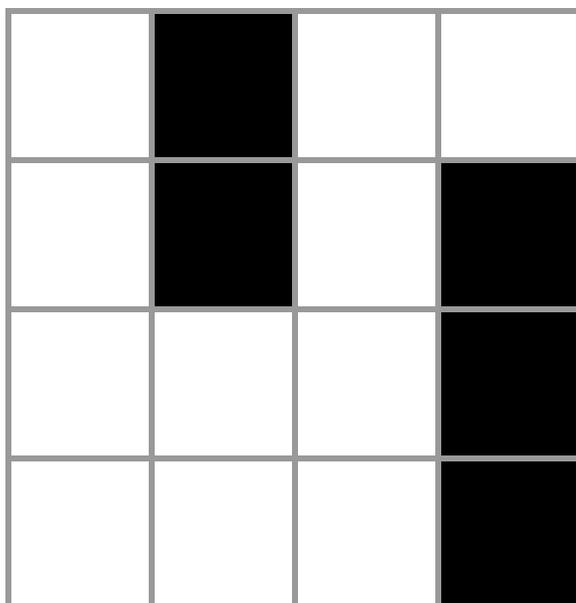
Relay Programming

Relay Image 1



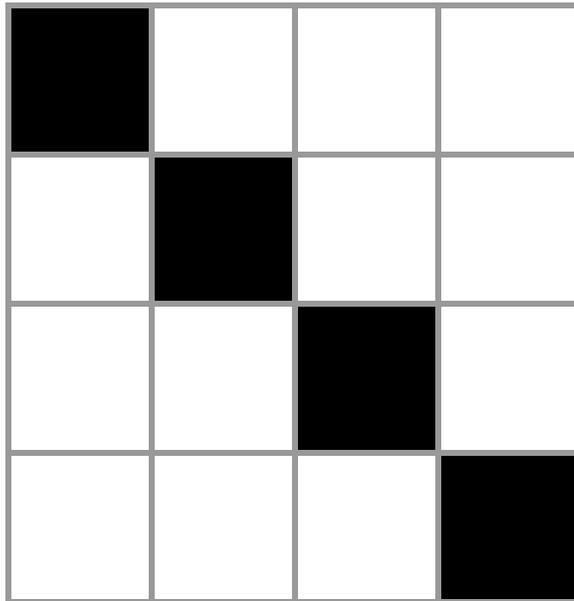
Relay Programming

Relay Image 2



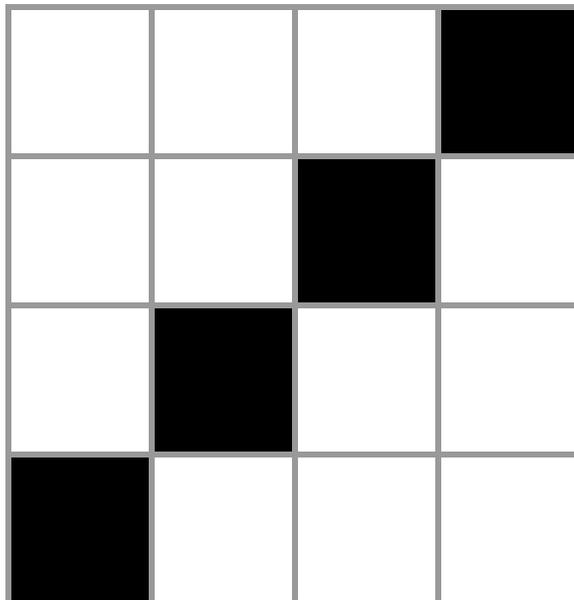
Relay Programming

Relay Image 3



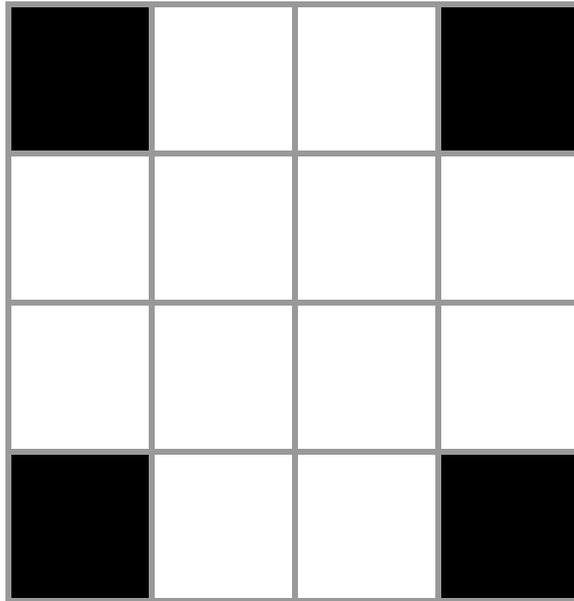
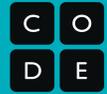
Relay Programming

Relay Image 4



Relay Programming

Relay Image 5



Relay Programming

Relay Image 6

