

# K-1 At-Home Learning Resources

## (Yellow Packet)

### Week #9

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 blend syllables in words.



### Materials

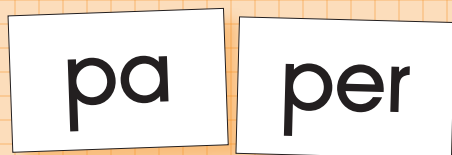
- ▶ Syllable cards (Activity Master P.053.AM1a - P.053.AM1b)
- ▶ Student sheet (Activity Master P.053.SS)
- ▶ Pencils



### Activity

Students combine syllables to form words while playing a matching game.

1. Place the syllable cards face down in rows. Provide each student with a student sheet.
2. Taking turns, students select two cards, read the syllable on each card, blend them, and read the word orally (e.g., "pa – per, paper").
3. Determine if they make a word that corresponds to one of the pictures on the student sheet.
4. If a match is made, place the cards aside and record the word next to the picture on the student sheet. If a match is not made (e.g., "mon-bot, monbot"), return cards to their original positions.
5. Continue until student sheet is complete.
6. Teacher evaluation



Name \_\_\_\_\_

P.053.SS Picture It In Syllables

	paper

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### Extensions and Adaptations

- ▶ Make and use other two syllable cards (Activity Master P.053.AM2).

# Phonics

Picture It In Syllables

P.053.AM I a

pa

per

mon

key

ro

bot

bas

ket

syllable cards



ba

by

rac

coon

chick

en

sand

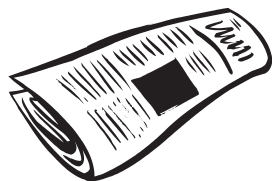
wich



Name \_\_\_\_\_

Picture It In Syllables

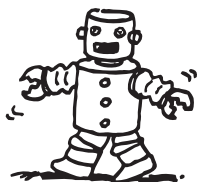
P.053.SS



\_\_\_\_\_



\_\_\_\_\_



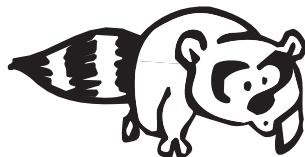
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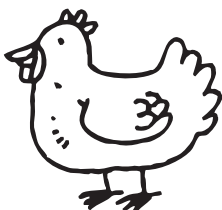
\_\_\_\_\_



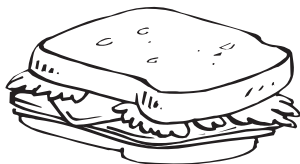
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**P.053.AM2**

Picture It In Syllables


blank cards





### Letter Flash

#### Objective

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

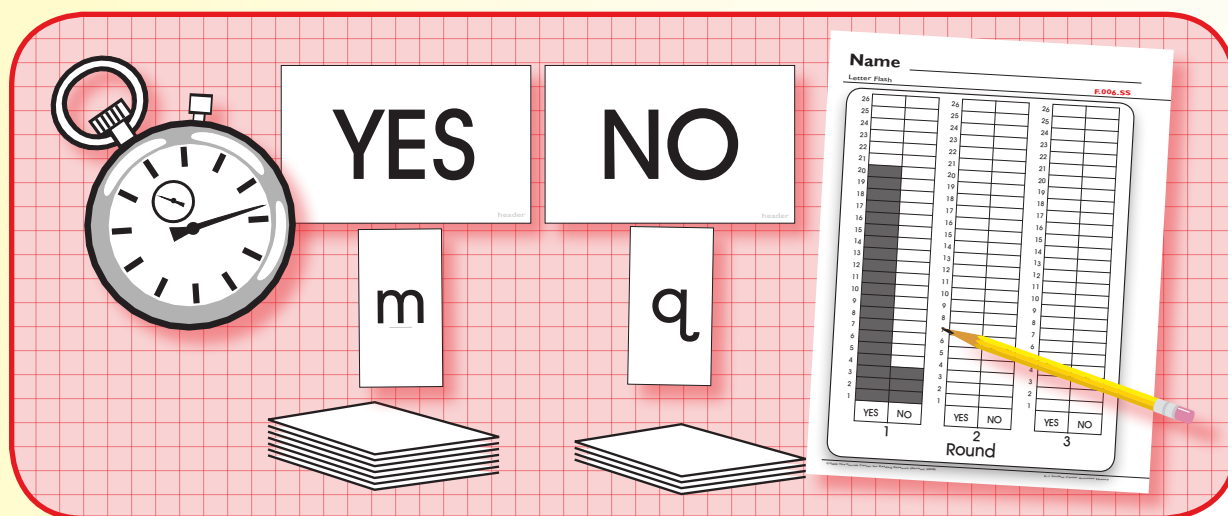
#### Materials

- ▶ Letter cards (Activity Master F.003.AM1a - F.003.AM1i)  
*Choose a complete set of uppercase or lowercase letters.*
- ▶ YES and NO header cards (Activity Master F.006.AM1)
- ▶ YES and NO graph student sheet (Activity Master F.006.SS1a - F.006.SS1c)  
*Choose or make a graph appropriate to students' fluency level.*
- ▶ Timer (e.g., digital)
- ▶ Pencils

#### Activity

Students identify letters and their sounds in a timed activity.

1. Place the letter cards face down in a stack. Place the YES and NO header cards face up next to each other. Place the timer at the center. Provide each student with a YES and NO graph.
2. Working in pairs, student one sets the timer for one minute and tells student two to "begin." Student two selects the top card, names the letter, and says its sound (e.g., "p, /p/").
3. If correct, places the card in a pile under the YES header card. If incorrect, places it in a pile under the NO header card.
4. Continue until the timer goes off. Graph the number of cards in each pile in the corresponding columns on the student sheet.
5. Together, name the letters and say the sounds of the cards in the "NO" pile.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation



#### Extensions and Adaptations

- ▶ Combine uppercase and lowercase letters and repeat activity.

YES

header

NO

header

header cards





# Name \_\_\_\_\_

Letter Flash

**F.006.SS1a**

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		
	YES	NO

1

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		
	YES	NO

2

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		
	YES	NO

3

Round

# Name \_\_\_\_\_

**F.006.SS1b**

Letter Flash

52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		
	YES	NO

1

52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		
	YES	NO

2

52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		
	YES	NO

3

Round

**F.006.SS I c**

[illegible]

NO

[illegible]

NO

[illegible]

NO

3

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### Objective

The student will identify similarities and differences between the meanings of words.



### Materials

- ▶ Word strips (Activity Master V.020.AM1)  
*Copy, laminate, and cut into strips.*
- ▶ Student sheet (Activity Master V.020.SS)
- ▶ Pencil



### Activity

Students compare similar words, distinguish features, and record shared attributes.

1. Place word strips in a stack face down at the center. Provide the student with a student sheet.
2. The student selects a strip and reads the three words (e.g., “ballet, soccer, football”).
3. Determines which two words are similar and why (e.g., “soccer and football are both played using a ball”).
4. Writes the two similar words in the boxes on the student sheet (e.g., soccer/football) and writes the shared attribute beside the words (e.g., ball or games played with a ball.).
5. Continues until student sheet is complete.
6. Teacher evaluation

Name \_\_\_\_\_

Word Connections

V.020.SS

soccer	football	games played with a ball



### Extensions and Adaptations

- ▶ Write the word that is different on the back of the student sheet along with a word that shares a similar attribute.

# Vocabulary

Word Connections

V.020.AMI

ballet

soccer

football

car

bike

boat

house

yard

building

lion

dog

cat

apple

broccoli

peach

blouse

shirt

shoes

pot

bowl

plate

tree

bush

sidewalk

lamp

flashlight

sun

chair

couch

table

word strips



# Name

---

V.020.SS

Word Connections


# 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?

# A Dog Needs



By Clark Ness

Visit [www.clarkness.com](http://www.clarkness.com) and [www.readinghawk.com](http://www.readinghawk.com)  
for more free ebooks and stories.

Reading Level: Flesch-Kincaid Grade Level 3.2

Nonfiction





A dog needs to be  
fed every day.



A dog needs to  
have fresh water  
every day.



A dog needs to  
exercise every day.



A dog needs to  
sleep every day.



A dog needs to  
spend time with  
people every day.



A dog needs to be  
played with every  
day.



A dog needs to be  
hugged every day.



A dog needs to be  
loved every day.

Flesch-Kincaid Grade Level 3.2

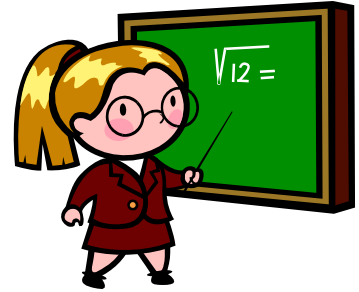
More free ebooks and stories are available at [www.clarkness.com](http://www.clarkness.com) and [www.readinghawk.com](http://www.readinghawk.com).

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# Sarah Wants to be a Teacher

By Clark Ness [www.clarkness.com](http://www.clarkness.com)



"I want to be a teacher," said Sarah one day.

"That is grand," said her mother. "You will be a good teacher."

"Can I be a teacher today?" asked Sarah.

"Yes, you can be a teacher today," said her mother.

So Sarah went out into her yard to be a teacher.

"Teacher, teacher, teacher," said Sarah as she held her magic nickel in her hand.

*Poof!* Sarah was a teacher. She could teach. She looked in her yard, but there was no one to teach.

"I could teach my cats," said Sarah, but her cats were not there.

"I could teach my dog," said Sarah, but her dog was not there.

"Who could I teach?" she asked. Sarah then looked at her feet. She could see about ten ants.

"I will teach these ants," said Sarah. "Teach ants, teach ants, teach ants."

*Poof!* The ten ants were as big as Sarah's dog. They sat in the yard by Sarah.

"We want to read," said the biggest ant.

"OK," said Sarah. "I can teach all of you to read. Sarah went and got ten books. She had the ants see the letters. She had the ants read the letters.

She then had the ants see the words. After that she had them say the words. Soon each ant could read about ten words.

"We can read!" said the smallest ant. "Thank you, Sarah, thank you."

"It is neat that you all want to read," said Sarah.

"Yes, it is fun to read," said one ant. "But we have to go back and do ant work."

"OK," said Sarah. "Ants, ants, ants."

*Poof!* The ants were small ants again. They went back to do their ant work.

"It is cool that I could teach ants to read," said Sarah. She went to tell her mother about teaching ants.

Flesch-Kincaid Grade Level - 1.4

Flesch Reading Ease - 97.4

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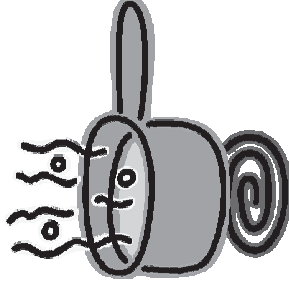
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Sale of this story and clip art is prohibited.

More free stories and books are available at [www.clarkness.com](http://www.clarkness.com).

## The Pot is Hot

Focus: Words in the -ot family



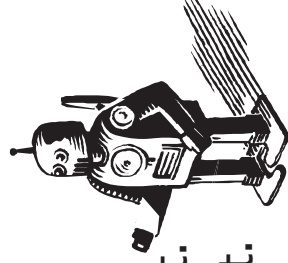
I have got a pot.

The pot is hot.

It is a hot pot.

We all got hot soup from the pot.

Now there is not a lot in my pot.



Scott has got a robot.

His robot has got a spot.

The spot on the robot is a dot.

Scott put the dot on the robot.

Scott likes his robot a lot.

Name: \_\_\_\_\_

1) Is there a lot in the hot pot?

2) What has Scott got?

3) Does Scott like his robot?

## They Go for a Nice Drive

Focus: Long "i" with \_i\_e Words



Five girls get in the car.

They don't have one, so they use mine.

I let them use it for one dime.

The day is sunny and fine.

They go for a nice drive.



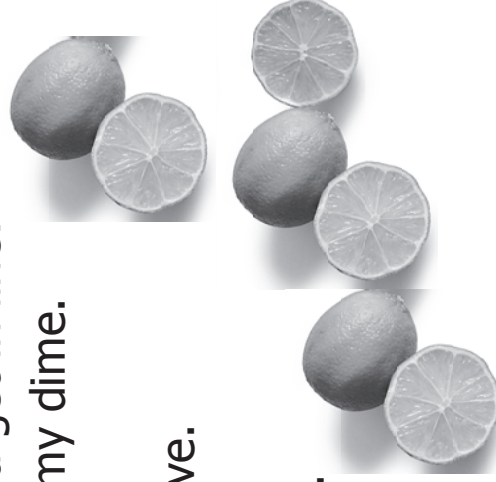
The clock says nine.

They come back in time.

I drive my car, because it is mine.

I go to the store and get in line.

I get five limes for my dime.



They had a nice drive.

I got five limes.

It was a wise trade.

Name: \_\_\_\_\_

1) How many girls go for a drive?

2) What do I get with the dime?

3) Was it a wise trade?

# How soils form

By Encyclopaedia Britannica, adapted by Newsela staff on 02.09.20

Word Count **312**

Level **500L**



A thin layer of soil, called topsoil, can support plant life. Soil develops from a mixture of minerals and organic matter. Photo: Crusenho Iho/Pexels

Soil is needed for life on Earth. People and animals need soil to grow food. Without soil, plants could not grow. Animals could not live.

One kind of soil is topsoil. Topsoil is fertile. This means that plants can grow in it. In most places, the topsoil is only about 15 centimeters (6 inches) thick.

It takes 500 to 1,000 years to form 1 inch of topsoil. That's why people must protect topsoil. One way is to stop erosion. This is when topsoil is removed from land. Erosion is caused by wind, water, and removing trees.

## Minerals And Organisms

Soil is made of minerals and organisms. Minerals are rocks and non-living parts of soil. They are important for helping plants grow. Soil has living and rotting organisms.

Soil is full of holes and tunnels. These help air and water move through soil. The size of soil particles differs. Gravel and sand have larger particles than silt and clay.

Most soil was carried by wind, rivers, or glaciers. It moved from one place to another. Some fine dust and silt was formed by glaciers. It creates soil on prairies. Rivers can also move soil. This soil is good for growth.

Broken down rock can also form soil. It settles in layers.

### **Rain, Snow, Plants And Animals**

Temperature, rain, and snow affect soil. In dry regions, temperatures change from day to night. This causes rocks to crack into small pieces.

The shape of the land also affects the soil. It can lead to erosion. It can also affect how water drains into the soil. Removing trees can cause erosion. Tree roots help soil.

Plants and animals can help soil. Plant roots help water drain into the soil. During dry times, roots can bring water and nutrients back up. Ants and earthworms help mix the soil. Insects fertilize flowers. This spreads plant life.

## Quiz

- 1 What can a reader learn from the caption of Image 1?
  - (A) how soil is made
  - (B) how topsoil looks
  - (C) how to stop erosion
  - (D) how plants help soil
  
- 2 Which answer choice is a section title?
  - (A) Temperature
  - (B) Minerals And Organisms
  - (C) Topsoil is a thin layer of soil.
  - (D) Soil is needed for life on Earth.
  
- 3 What is the section "Rain, Snow, Plants And Animals" MAINLY about?
  - (A) where soil is found
  - (B) why people need soil
  - (C) how soil is formed
  - (D) what makes soil change
  
- 4 What is the article MAINLY about?
  - (A) Soil is important to people, animals and plants.
  - (B) Trees can help to stop soil erosion.
  - (C) Soil is needed to grow plants.
  - (D) Some animals do things that help to improve soil.



# Experiment: Gardens under glass

By Cricket Media, adapted by Newsela staff on 01.06.20

Word Count **393**

Level **560L**



Image 1. A terrarium is a sealed, clear container in which plants are grown. In this activity, you will learn to make your own terrarium. Photo by: Shaiith/Getty Images

London is a city in England. It was once full of smoky factories. Plants couldn't grow well in the dirty air. Then someone made an amazing discovery.

Dr. Nathaniel Ward loved plants and bugs. He grew plants in his London yard. He kept samples of bugs in glass bottles. One day, he put a sample in a bottle. He added some soil. Then he sealed the bottle.

Ward forgot about the bottle. He found it months later. To his surprise, a plant was growing in it. The plant looked healthier than ones in his yard.

Then Ward built a large glass case. He filled it with plants. He sealed it. He sent the plants on a long boat trip. The trip took six months. At the end of the trip, all the plants were healthy.

Ward wrote a book about his gardens under glass. They were called Wardian Cases. People put them in their homes. They protected their plants from coal dust. They also protected plants from cold temperatures.



Today, these cases are called terrariums. They are still popular. Here is how you can make one.

**You need:**

Clear glass jar with lid

Small plants

Pebbles

Powdered charcoal

Clean potting soil

Small rocks or toy animals (optional)

Most of these things can be found at garden stores.

**Plant list:**

Choose small plants that grow slowly. The plants shouldn't flower. They should grow in medium light. Make sure the plants can fit in your jar. Here are some that should work:

Aluminum plant

Small ivies

Small ferns

Ficus

Peperomia

Prayer plant

**Directions:**

1. Wash your jar. Rinse it several times with water. Dry it completely.
2. Wash the pebbles. Drain them. Add a 1/2 inch of pebbles to the jar.
3. Add a thin layer of charcoal on top of the pebbles.
4. Add 2 to 3 inches of potting soil on top of the charcoal. Make a small hole for each plant in the soil. Place the plants in the holes. Pat the soil around them.
5. Add the stones or toys, if you like.
6. Water until the soil is moist. Close the lid. Place the jar in a room with medium sunlight. Water only when the soil feels dry.



## Quiz

- 1 Which sentence from the introduction [paragraphs 1-6] explains a reason WHY the Wardian Cases became popular in England?
- (A) Then someone made an amazing discovery.
  - (B) Ward wrote a book about his gardens under glass.
  - (C) People put them in their homes.
  - (D) They protected their plants from coal dust.
- 2 Which question is answered in the section "Plant list:"?
- (A) How many plants can fit in a jar?
  - (B) Where should the jar be placed?
  - (C) Which plants can grow in the jar?
  - (D) When should the plants be watered?
- 3 Which step comes LAST in making a terrarium?
- (A) Add water until the soil is moist.
  - (B) Wash your jar a few times.
  - (C) Add a thin layer of pebbles.
  - (D) Place your plants in the holes.
- 4 How does placing plants in a sealed container affect their growth?
- (A) Plants grow better because they are protected from bugs.
  - (B) Plants grow better because they are protected from dirty air.
  - (C) Plants do not grow because they do not get enough water.
  - (D) Plants do not grow because they do not get enough sunlight.

# English Language Learner Supplement K-1

Excerpt from **The Star**

By Ann Taylor and Jane Taylor

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, all the night.

Poem in the Public Domain

**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 why you think the stars don't come out while the sun is shining.

**Writing:** Write the rhyming words from the poem.

Star and \_\_\_\_\_

High and \_\_\_\_\_

Gone and \_\_\_\_\_

Light 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.

**Lectura:** lee el poema con ayuda.

Extracto de **La Estrella**  
Por Ann Taylor y Jane Taylor

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

Brilla brilla pequeña estrella,  
¡Cómo me pregunto lo que  
eres!

Por encima del mundo tan  
arriba,  
Como un diamante en el  
cielo.

Cuando se va el sol abra-  
sador,  
Cuando nada brilla sobre,  
Entonces muestras tu  
lucecita,  
Centelleo, centelleo, toda la  
noche.

Poema en el Dominio Público

**Hablando:** Dile a alguien en inglés por qué crees que las estrellas no salen mientras el sol está brillando.

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

Star y \_\_\_\_\_

High y \_\_\_\_\_

Gone y \_\_\_\_\_

Light y \_\_\_\_\_

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

## Writing Ideas K-1 Elementary Week #9

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**

- What makes you happy? Think of a time when something or someone made you really happy! 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**

- What is your favorite holiday? Write an opinion piece on your favorite holiday. Add reasons, examples, and/or details to support your opinion.

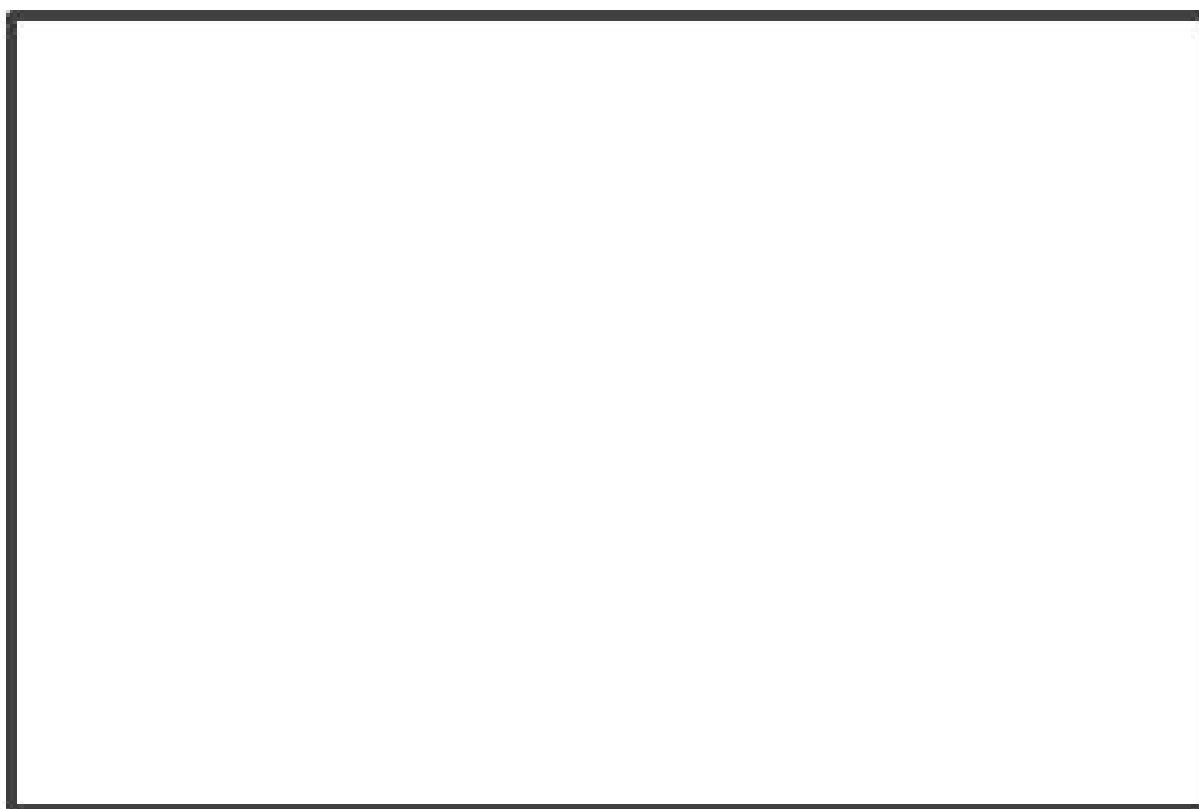
### **Informational/Explanatory**

- Did you know there are many different kinds of flags! There are state flags, country flags, military flags, and many others. Talk to someone in your family or do some research to find out more about flags. Pick your favorite flag and write an informational piece about it. Learn as much as you can about that flag. Introduce your flag 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!

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!	Going for a drive with your family can be fun! Draw a picture of you or someone you know going for a ride! Write a story to go with it!	What else can you find out about dogs? Draw a picture and label the parts of a dog. Do some research on dogs and write an informational piece about your findings.
Write about how the two reading selections <b>How soils form</b> and <b>Experiment: Gardens under glass</b> are similar and/or different. For more fun, watch the video about soils at <a href="https://bit.ly/2yao2nc">https://bit.ly/2yao2nc</a>	<b>WRITER'S CHOICE</b>	Asking questions about what we read can help us better understand what we read! Make a list of questions you have about one or more of the reading selections from this week. Ask a family member or do some research to try to find answers to your questions. Visit <a href="https://bit.ly/3bvJZKY">https://bit.ly/3bvJZKY</a> for more information.
Rhyming words is fun! Write your own rhyming sentences, paragraphs, poem, song, or story that has words that end with -ot, -ice and/or -ive!	What would it be like if you were a teacher? Write a story about your adventures as a teacher! Add characters, a setting, and a beginning, middle, and end.	What do you know about soil? Do you have soil that you can look at where you live? Look closely at the soil and write about what you see. Do some research on soil and include that in your writing.



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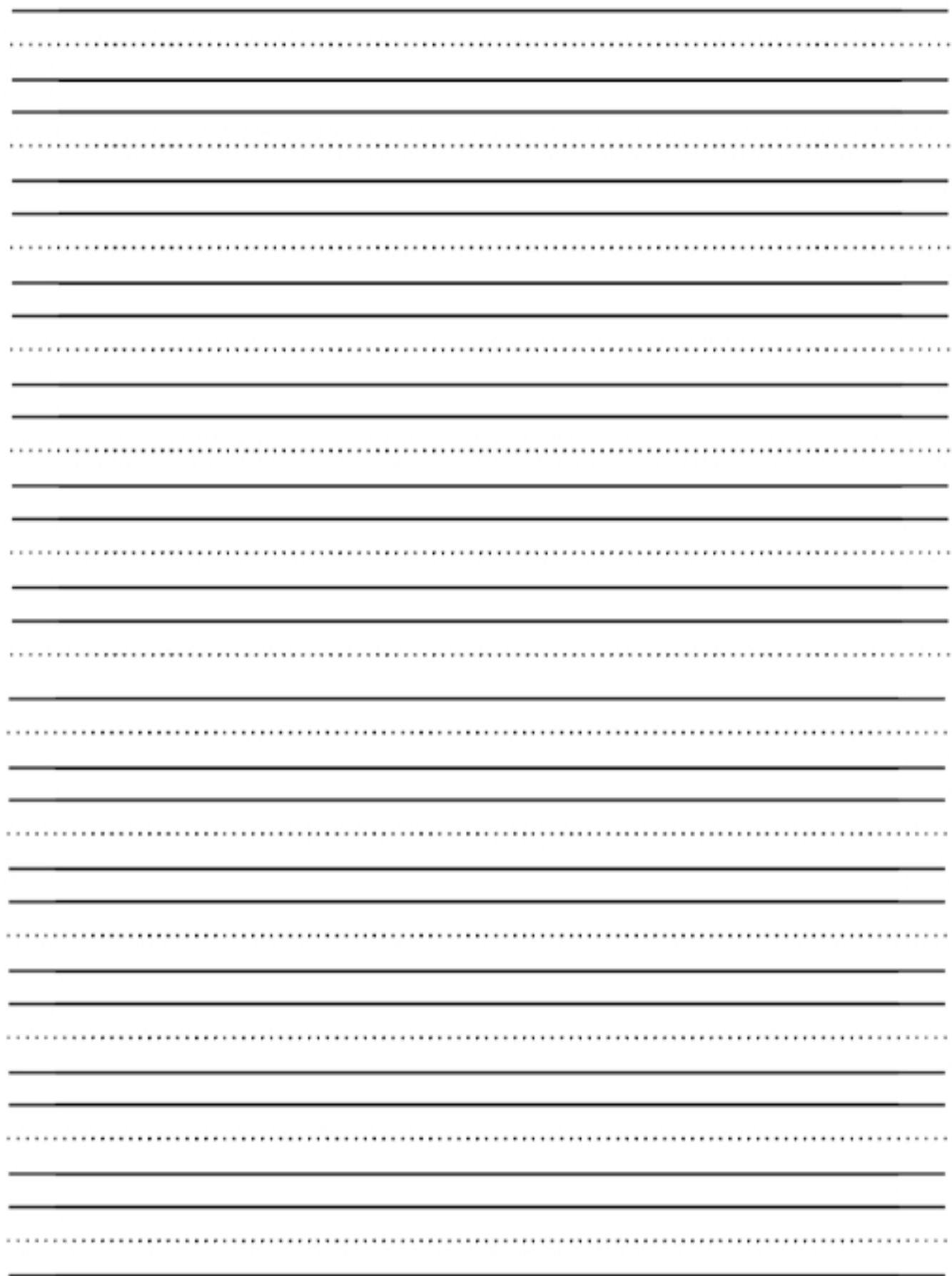
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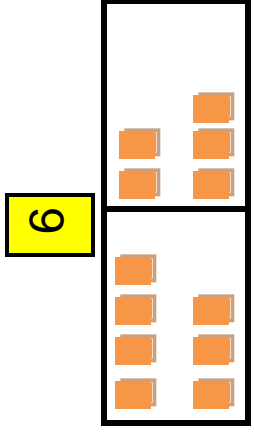
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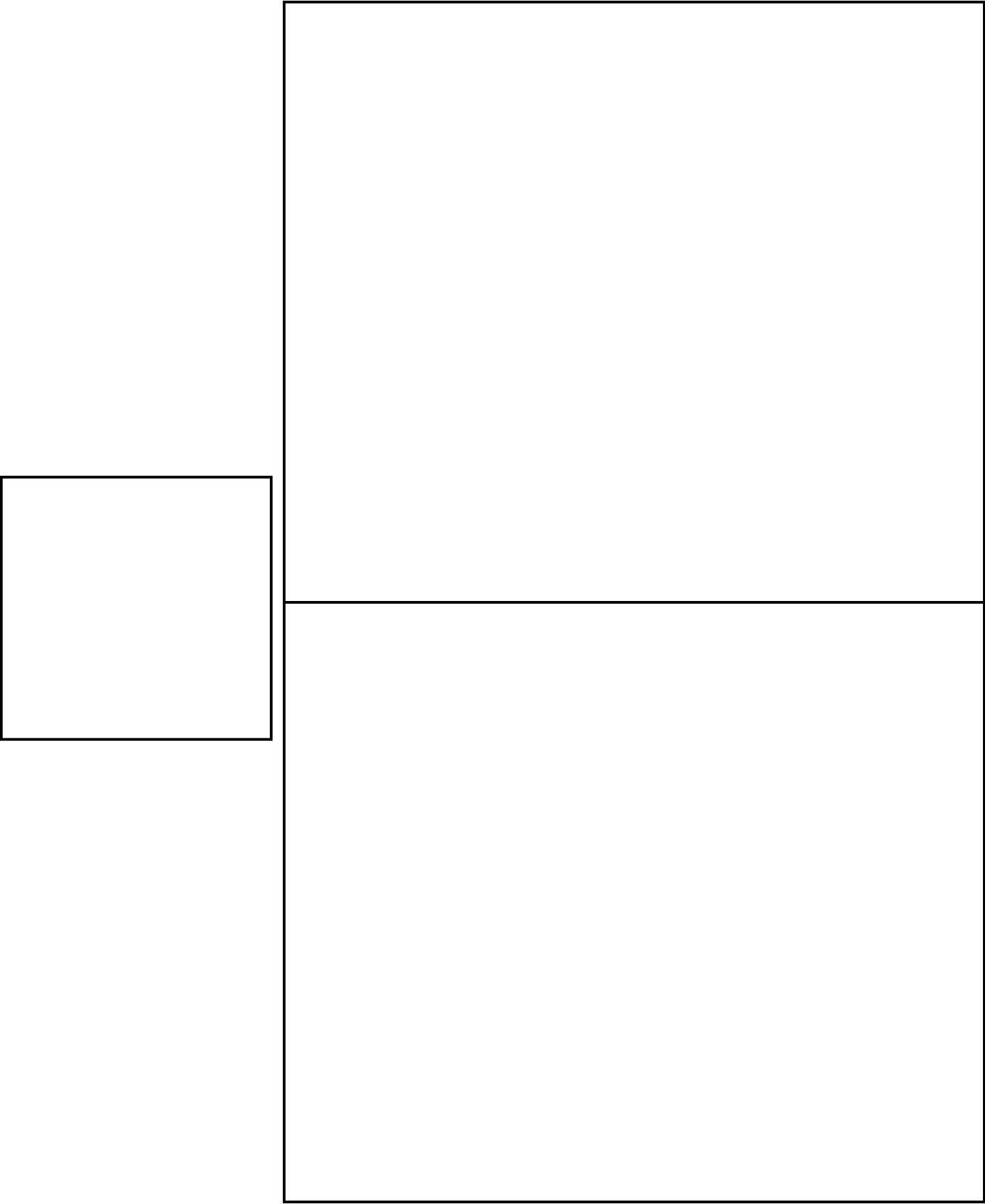


## Part-Whole Mat

**Materials:** Part-Whole Mats, numeral cards (1-10), counters

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1. Choose a numeral card and place it above your Part-Whole Mat.
2. How many different pairs of numbers can you find to equal the number above your Part-Whole Mat?
3. Record your work using pictures, numbers or words.



□□□ r□□□ rd□□

1

2

3

4

5

6

7

8

9

10

11

12

# Math Fact Sort

More than 10	Less than 10	Equal to 10
$8 + 3$	$6 + 3$	$5 + 5$
$5 + 2$		

**Materials:** set of Math Fact Sort cards

---

1. Work with a partner. Place the three header cards in a row.  
Put all the other cards facedown in a stack.
2. Take turns to turn over a card from the stack and decide where it belongs. Explain your thinking.
3. Keep taking turns until you have sorted all the cards.
4. Draw or write about how you sorted the cards.

More than 10

$$6 + 5$$

$$5 + 6$$

Less than 10

$$4 + 5$$

$$4 + 4$$

Equal to 10

$$0 + 10$$

$$1 + 9$$

Math Fact Sort Cards: Set 1

$$7 + 4$$

$$3 + 3$$

$$2 + 8$$

$$6 + 6$$

$$3 + 4$$

$$3 + 7$$

$$8 + 3$$

$$5 + 2$$

$$4 + 6$$

Math Fact Sort Cards: Set 1

$$4 + 7$$

$$4 + 3$$

$$5 + 5$$

$$9 + 2$$

$$5 + 4$$

$$6 + 4$$

$$3 + 8$$

$$6 + 2$$

$$7 + 3$$

Math Fact Sort Cards: Set 1

$$6 + 5$$

$$2 + 2$$

$$8 + 2$$

$$7 + 7$$

$$2 + 3$$

$$9 + 1$$

$$8 + 8$$

$$4 + 2$$

$$10 + 0$$



Doubles

$$2 + 2$$

$$3 + 3$$

Near Doubles

$$2 + 3$$

$$3 + 4$$

Count On

$$4 + 2$$

$$5 + 3$$

Math Fact Sort Cards: Set 2

$$4 + 4$$

$$4 + 5$$

$$6 + 1$$

$$5 + 5$$

$$5 + 6$$

$$7 + 3$$

$$6 + 6$$

$$4 + 5$$

$$3 + 2$$

Math Fact Sort Cards: Set 2

$$7 + 7$$

$$6 + 7$$

$$8 + 2$$

$$8 + 8$$

$$7 + 8$$

$$7 + 1$$

$$9 + 9$$

$$8 + 9$$

$$9 + 3$$

# Addition Train

**Materials:** set of Addition Train Cards

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Start	$7 + 2$	$5 + 4$	$6 + 1$
-------	---------	---------	---------

1. Work with a partner. Shuffle the cards and deal six to each player.
2. The player with the card labeled **Start** places it in the center of the table.
3. Take turns to look for a card with an equal sum to place on the addition train. Explain your thinking.
4. Keep taking turns until all cards have been used.

\_\_\_ + \_\_\_ and \_\_\_ + \_\_\_  
both equal \_\_\_.

Start

$$7 + 2$$

$$5 + 4$$

$$6 + 1$$

$$3 + 4$$

$$2 + 3$$

$$1 + 4$$

$$3 + 0$$

$$2 + 1$$

$$1 + 1$$

$$0 + 2$$

$$3 + 1$$

$$2 + 2$$

$$5 + 1$$

$$3 + 3$$

$$6 + 2$$

$$3 + 5$$

$$7 + 3$$

$$8 + 2$$

$$6 + 6$$

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$$9 + 3$$

$$5 + 6$$

$$9 + 2$$

$$5 + 0$$

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## Lesson 6: Getting Loopy

□ □ **r** □ □ □ □ □ □

As we start to write longer and more interesting programs, our code often contains a lot of repetition. In this lesson, students will learn about how loops can be used to more easily communicate instructions that have a lot of repetition by looking at the repeated patterns of movement in a dance.

**rrrrrr**

At this point in the course, students should have developed comfort with programming a set of linear instructions. Frequently the linear set of instructions includes patterns that are repeated multiple times and as students want to write more complex and interesting programs, manually duplicating that code becomes cumbersome and inefficient. To enable students to write more powerful programs, we'll need to rely on structures that break out of the that single linear list. `if` allow for students to structure their code in a way that repeats. In this lesson, we will focus on identifying patterns in physical movement before moving back onto the computer to look for patterns in our code.

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- □ □ r □ □ □ □ 5 □ □ □
  - □ R □ □ □ □ □ □ □ □ r M □
- □ M □ □ □ □ □ □ □ □ □ 15 □ □ □
  - □ D □ □ □ □ □ □ r □ □
- □ □ □ □ □ □ □ □ □ □ 10 □ □ □ □
- □ r □ □ □ □ □ □ 15 □ □ □ □
  - □ □ □ □ □ □ □ □ r □
  - □ □ □ □ □ □ □ □ □ □ □ □ □ □ d d □ □ □ □ r □ □
  - □ □ □ □ r □ □ □ □ □
- □ □ □ □ □ d d □ □ □ r □ □ □ □
  - □ □ □ M □ □ □ □
  - □ □ □ □ □ □ □ □ □ □ □ □ □ □

# Teaching Guide

r   **5**

R□□□□□□□ □□□□rM□□

Model Ask for a volunteer and have them stand.

- ☐ Instruct your volunteer to walk around the table (or their chair, or a friend).
- ☐ When they finish, instruct them to do it again, using the exact same words you did before.
- ☐ When they finish, instruct again.
- ☐ Then again.

□r□□ □□ Would it have been easier for me to just ask you to go around the table four times?

□□□□ What if I wanted you to do it ten times? How would you reword my instructions so that they were more efficient and I didn't have to repeat myself so much? Feel free to write your instructions down on a piece of scrap paper.

□□r□□ Ask a few students to share their instructions with the class, pointing out how each approach has simplified the overall approach to giving instructions.

## Remarks

Today we're going to work on finding ways to make giving lots of instructions easier, especially when those instructions repeat themselves a lot. This will be really useful when we go back to the computers and have to write lots of instructions in our programs.

M □□□□ □□□□□□□□□□ 15 □□ □□□□



D □□□□□□ □r□□□

Lesson Tip:

□□□□□□□r□□□ □□□□d□ □□□□ Here are some great places to find some:

- □ [Rd□□D□□□□](#)
- □ [□□□Rd□](#)
- □ [□d□□□Rd□](#)

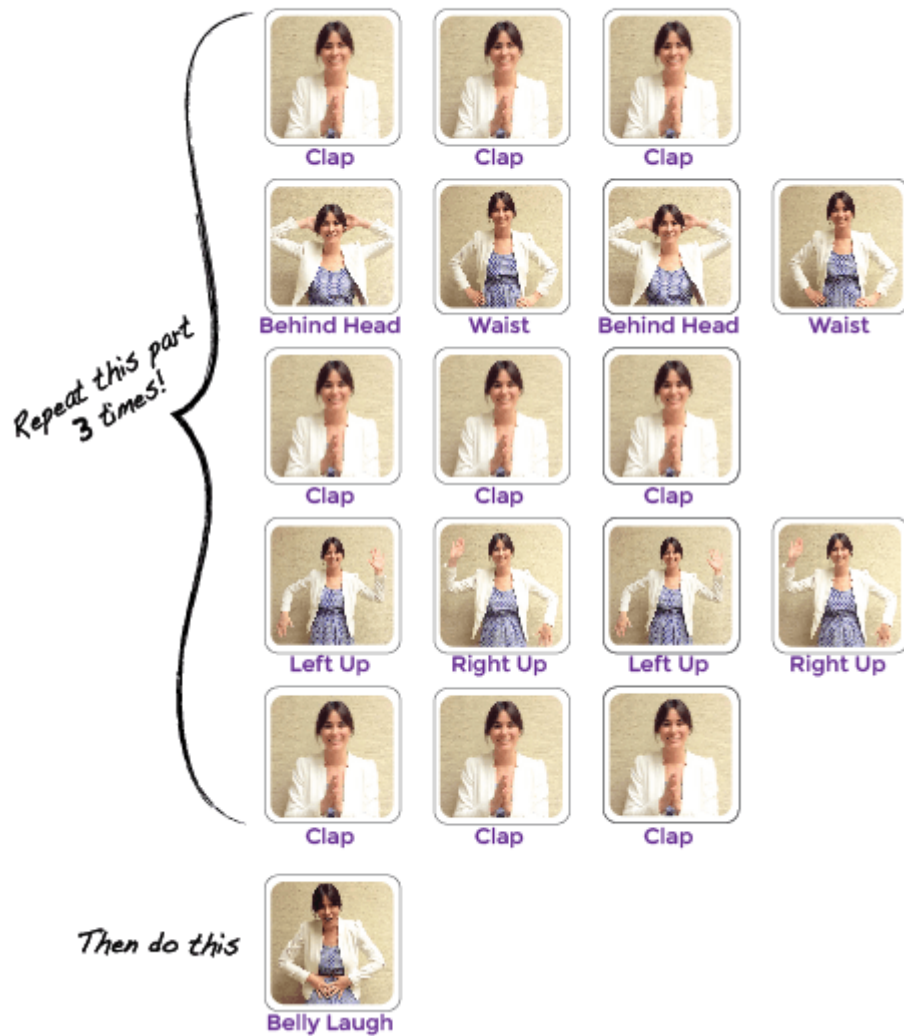
Please be advised that some of these stations may display ads with third-party content. If you find that displayed ads are inappropriate, you may want to direct students to a different site, or research ad-blockers that can prevent this content.

□□□ Introduce the main activity by letting the class know that we will be having a dance party. In order to have that party, we'll need to know what all of the steps in the dance are, and how many times we should do them.

D □□□□□ Show the □ □□□□□□□□□□□ □r□□□□□ so that all students can see it. Talk through the different sections of the dance as a class. Point out the section that repeats, in particular.



# The Iteration



M□□□ Show the class what the entire dance looks like done at full-speed. Then run through the dance slowly, asking a different student to call out each line of instructions. Next, have the students perform the dance along with you, saying the instructions aloud as they get to each move.

□r□□□ Ask students to work with a neighbor to find all of the sections of the dance that repeat.

□□r□□ Ask a few students to share the repeating patterns that they found. As a class, talk through how you might rework the instructions to be even shorter by repeating those patterns.




Finally, help them understand a symbology for capturing these loops on their picture program, since the assessment will utilize this same method. Here is an

example:



□ □ □ □ □ □ □ □ □ □ 10 □ □ □ □ □ □ □ □

Ending with an assessment sheet will help solidify this lesson for your students.

**D**istribute: Hand out the    to each student. Allow students to complete the activity independently after the instructions have been well explained. This should feel familiar, thanks to the previous activities.

r **15**

□ □ □ □ □ □ □ **r** □ □

D  Present the vocab for this lesson, loop. Ask the class to point out the main loop that was in the dance. Why do you think we call it a loop?

[illegible]

- ☐ Do you think it is easier to add more pictures to the screen or change the number of times we loop?
  - ☐ Would your answer be the same if we wanted to loop 100 times?
- ☐ Could we use these same loops with different dance moves?
- ☐ Do you know any dances that are done inside a loop?
- ☐ What was your favorite part about that activity?

□ □ r □ □ □ □ □

Having students write or draw 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?
- ☐ Draw a picture of you dancing today. Draw the loops that you did, like clapping three times.
- ☐ What else can you use a loop for?

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

□ □ **M** □ □ □ □ □ □

- □ Give the students pictures of actions or dance moves that they can do.
- □ Have students arrange moves and add loops to choreograph their own dance.
- □ Share the dances with the rest of the class.

□ □ □ □ □ □ □ □ □ □ □ □ □ □

- □ Find some YouTube videos of popular dances that repeat themselves.
- □ Can your class find the loops?
- □ Try the same thing with songs!

# Getting Loopy

Unplugged Loops Activity



## The Iteration



Clap



Clap



Clap



Behind Head



Waist



Behind Head



Waist



Clap



Clap



Clap



Left Up



Right Up



Left Up



Right Up



Clap



Clap



Clap



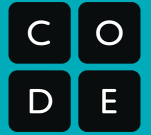
Belly Laugh

*Repeat this  
part 3  
times!*

*Then do  
this!*

# Getting Loopy



















## Unplugged Loops Activity



Looping can save space! What if we wanted to take The Iteration dance below and make more loops inside? Can you circle the actions that we can group into a loop and cross out the ones that we don't need anymore? Write a number next to each circle to let us know how many times to repeat the action.

The first line has been done for you.

*Repeat this part 3 times!*

			
Clap	Clap	Clap	
			
Behind Head	Waist	Behind Head	Waist
			
Clap	Clap	Clap	
			
Left Up	Right Up	Left Up	Right Up
			
Clap	Clap	Clap	
			
Belly Laugh			

*Then do this!*

# Getting Loopy

Unplugged Loops Activity

