# 2-3 At-Home Learning Resources

# (Green Packet)

# Week #10

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 segment syllables in words.

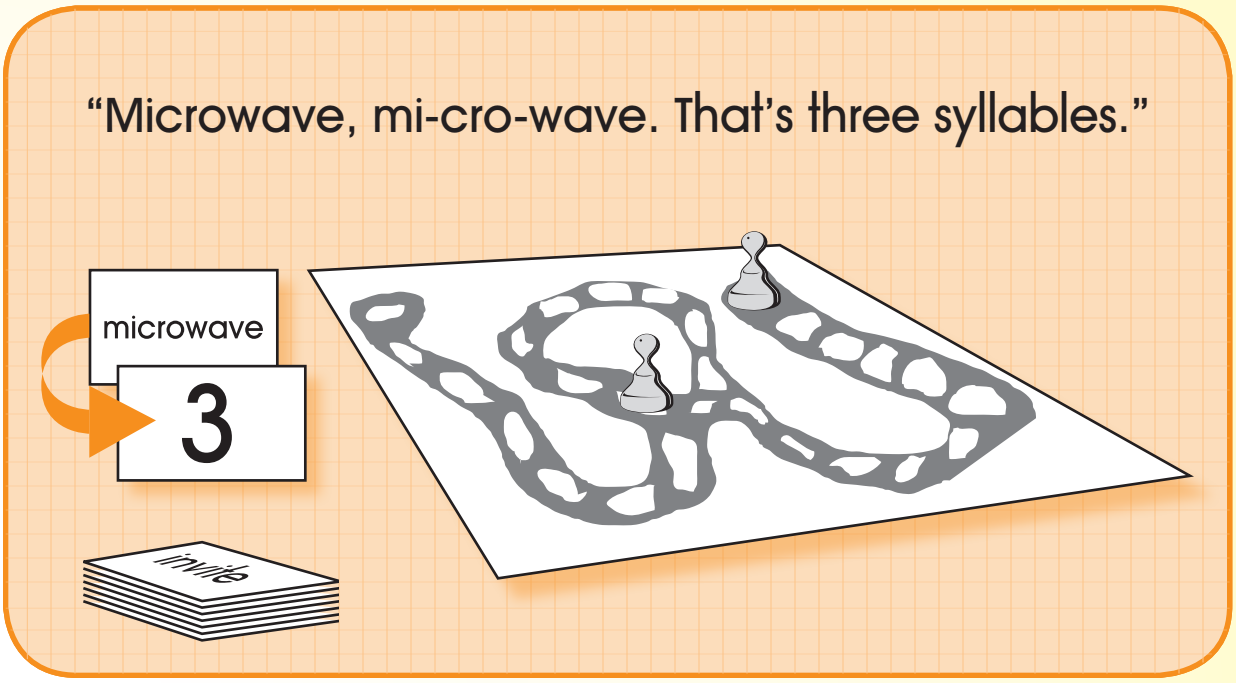
## Materials

- Syllable Snake game board (Activity Master P.031.AM1a - P.031.AM1b)
- Word cards (Activity Master P.031.AM2a - P.031.AM2e)
  *Write the number of syllables on the back of the word cards.*
- Game pieces (e.g., counters)

## Activity

**Students count syllables in words by playing a game.**

1. Place game board and stack of word cards face up on a flat surface.
2. Students place game pieces at START on the game board.
3. Taking turns, students select the top card and read the word.
4. Say the word again segmenting it by syllables. Count and state the number of syllables.
5. Check the back of the card for the number of syllables. If correct, move game piece the same number of spaces on game board as the number of syllables in the word. If incorrect, leave game piece where it is and next student takes turn. Word cards are placed at the bottom of the stack to be used again.
6. Game continues until all students reach the end of the game board.
7. Peer evaluation

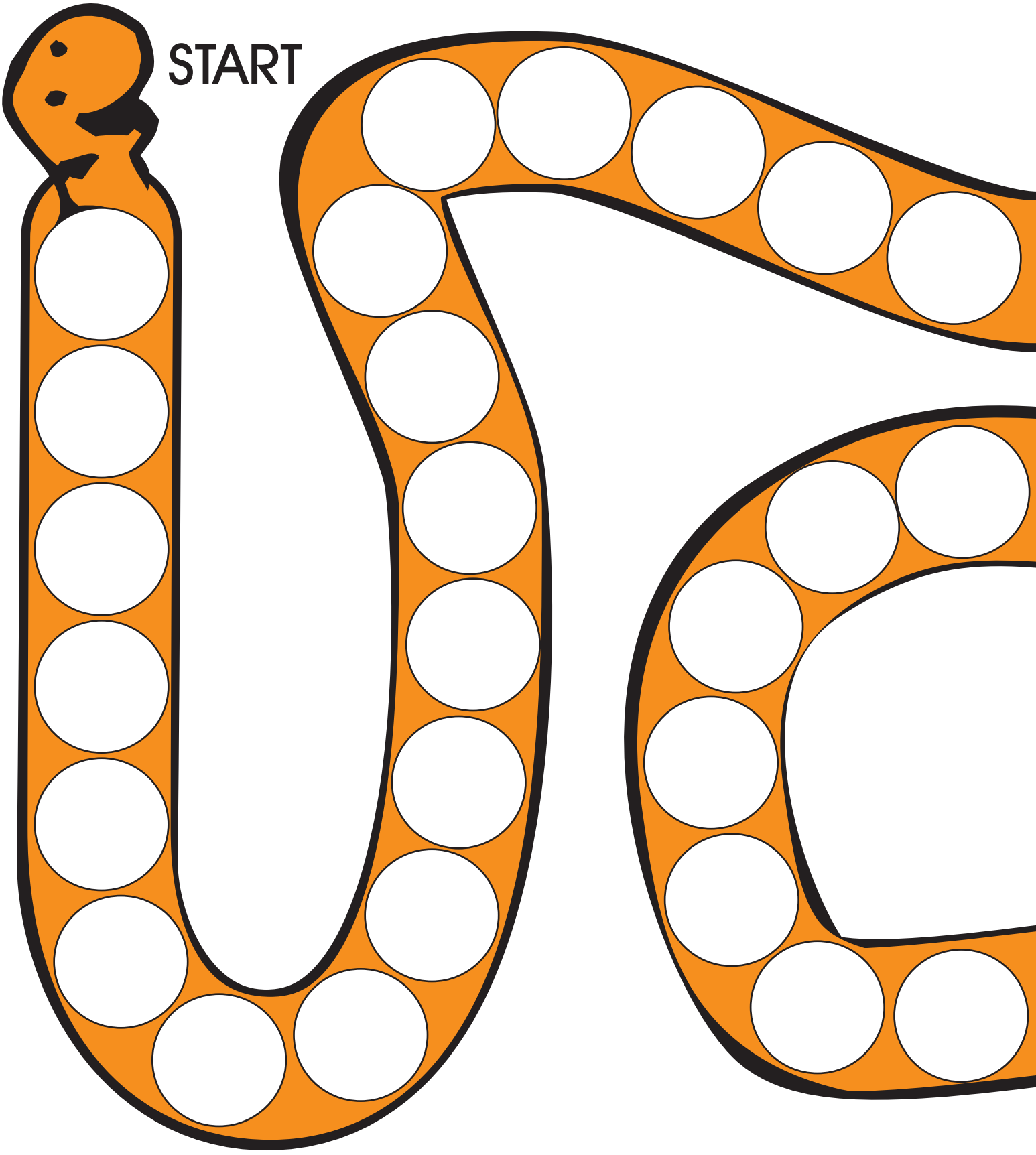



## Extensions and Adaptations

- Make other word cards to use in game.

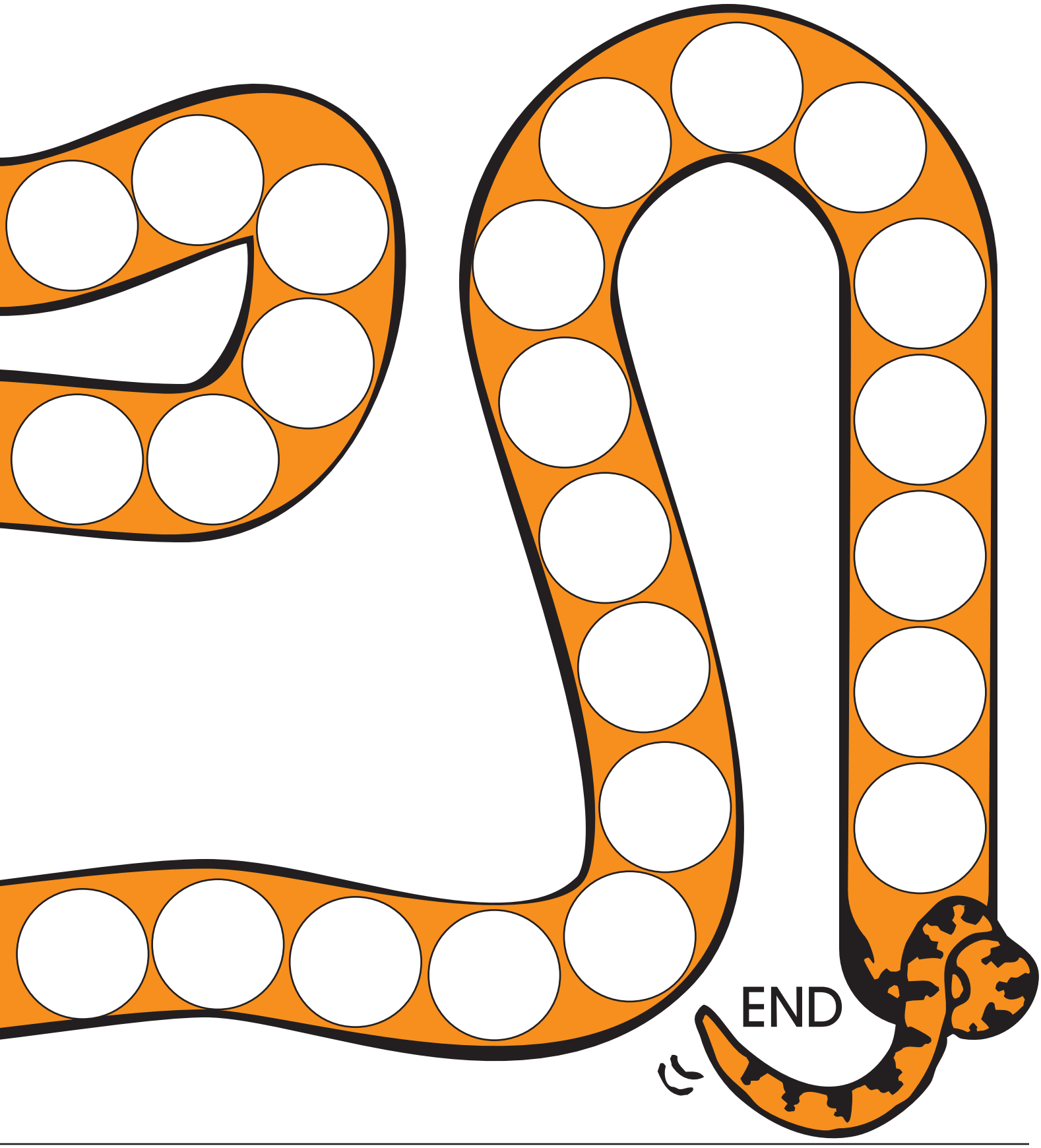
Syllable Snake

P.031.AM1a



P.031.AM1b

Syllable Snake



Syllable Snake

P.031.AM2a

| | |
|---|---|
| straight | watch |
| game | plus |
| pave | thought |
| extend | mistake |

| | |
|---|---|
| invite | install |
| jigsaw | awake |
| bodyguard | hesitate |
| contemplate | candidate |

Syllable Snake

P.031.AM2c

| | |
|---|---|
| microwave | summertime |
| transportation | information |
| confidential | prohibited |
| experience | permanently |

| | |
|---|---|
| chuckle | mermaid |
| cartoon | normal |
| cellar | valley |
| mushroom | whirlwind |

Syllable Snake

P.031.AM2e

| | |
|---|---|
| vertical | accidental |
| monument | hospital |
| instrument | celebrate |
| mystify | quadruple |

# Vocabulary

## Word Analysis

V.021

### Word Wake-Up

## Objective

The student will identify more precise alternatives for overused words.

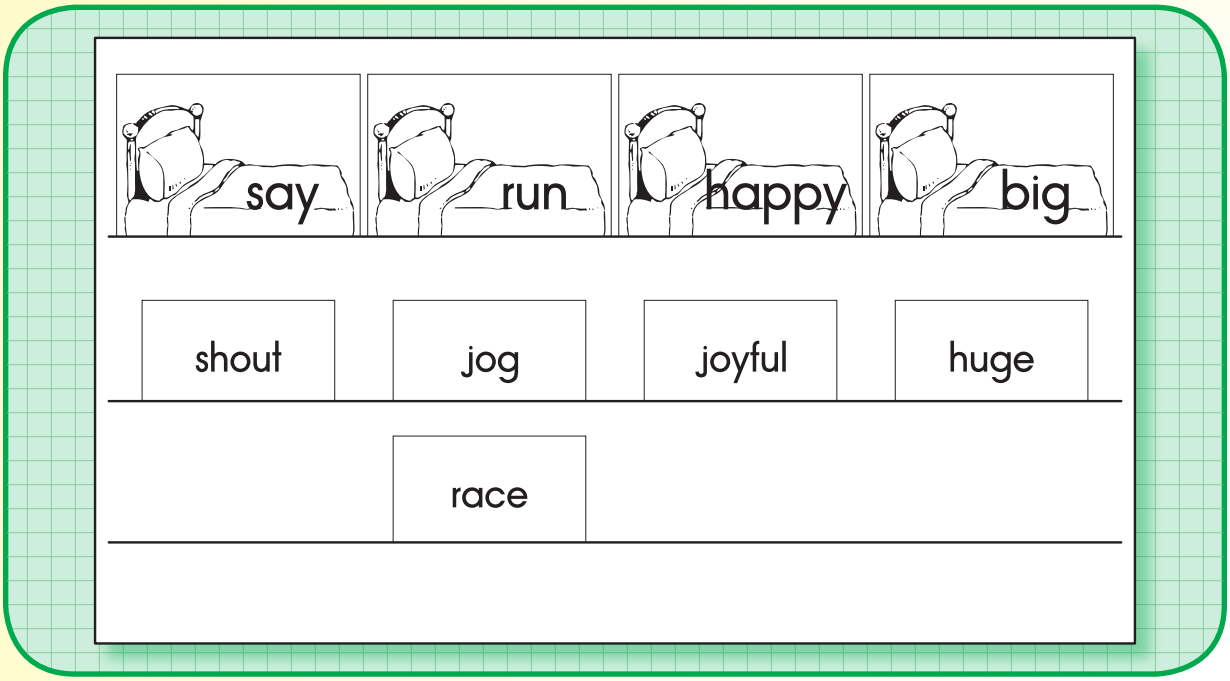
## Materials

- Pocket chart
- Word Wake-Up header cards (Activity Master V.021.AM1)
- Word cards (Activity Master V.021.AM2a - V.021.AM2b)
- Student sheet (Activity Master V.021.SS1).
- Pencils

## Activity

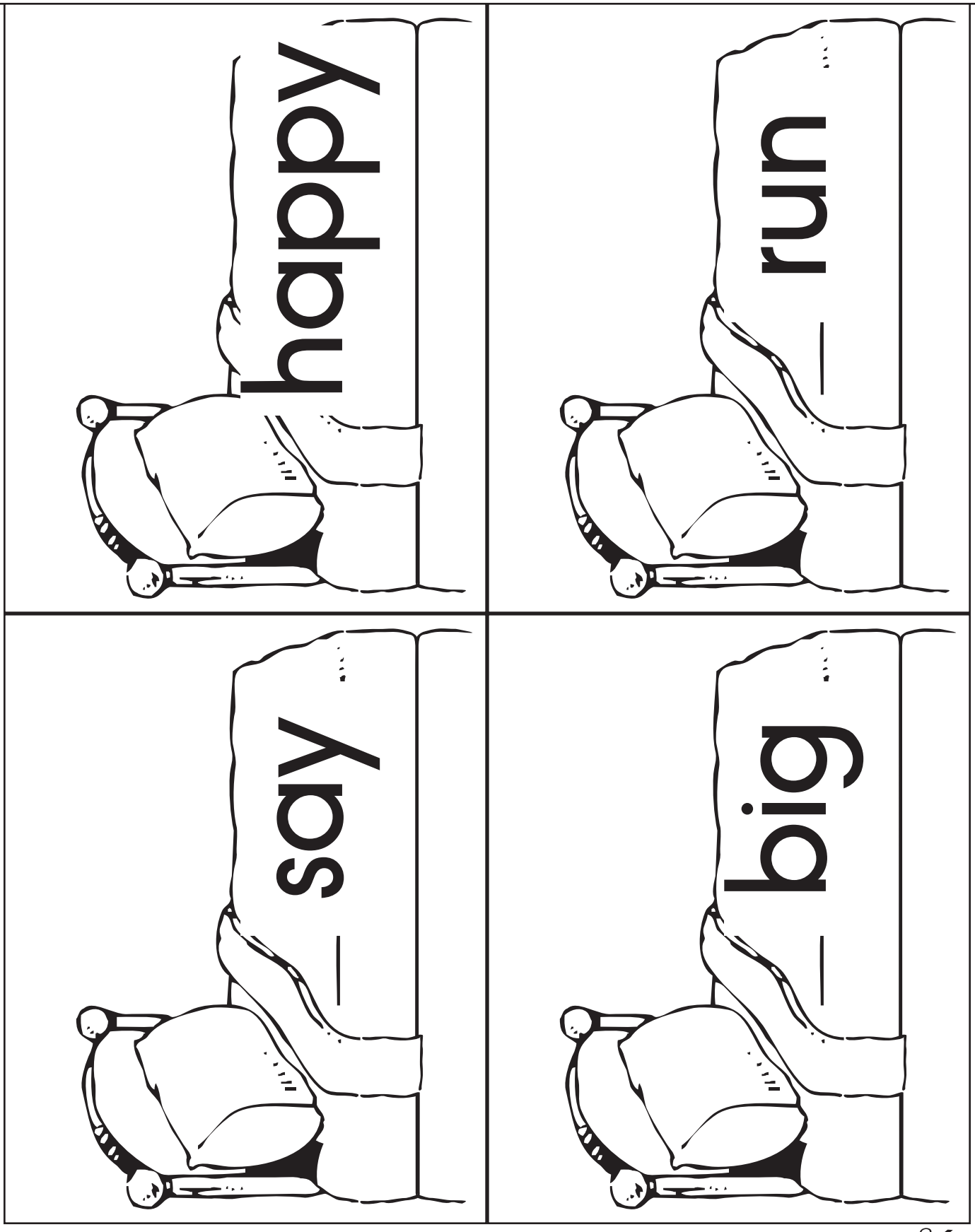
**Students identify more precise words for overused words by playing a sorting game.**

1. Place header cards in a row on the pocket chart. Place word cards face down in a stack at the center. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read the word (e.g., joyful).
3. Look at the overused words on the headers.
4. Match the word card to the corresponding overused word (i.e., happy).
5. Place word under corresponding header and read all words in column.
6. Continue until all words are sorted.
7. Record information on a student sheet.
8. Teacher evaluation




## Extensions and Adaptations

- Produce more precise alternatives for other overused words (Activity Master V.021.AM3 and Activity Master V.021.SS2).
- Write sentences using some of the alternative words.




header cards

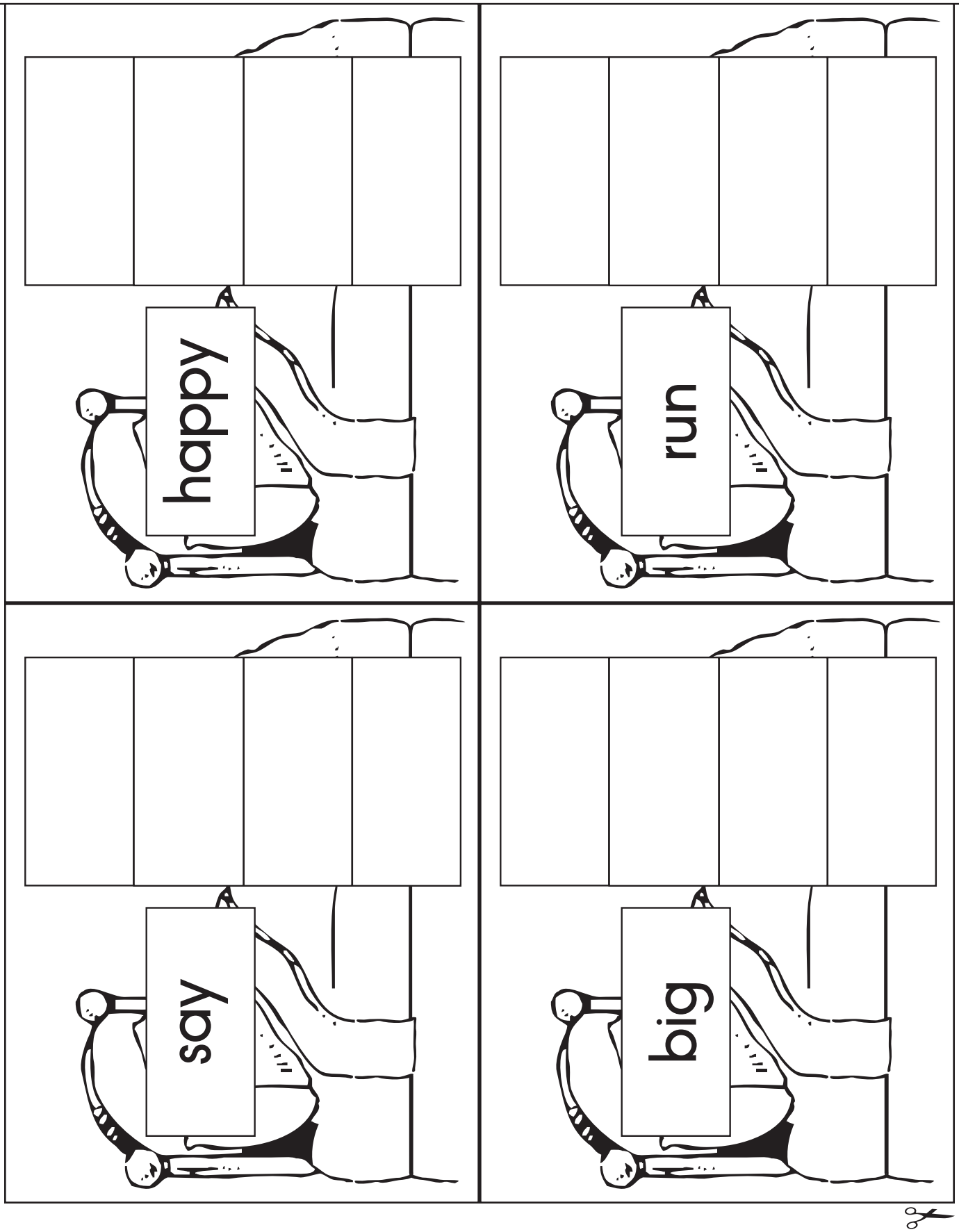
| | |
|---|---|
| state | shout |
| speak | explain |
| huge | large |
| giant | immense |

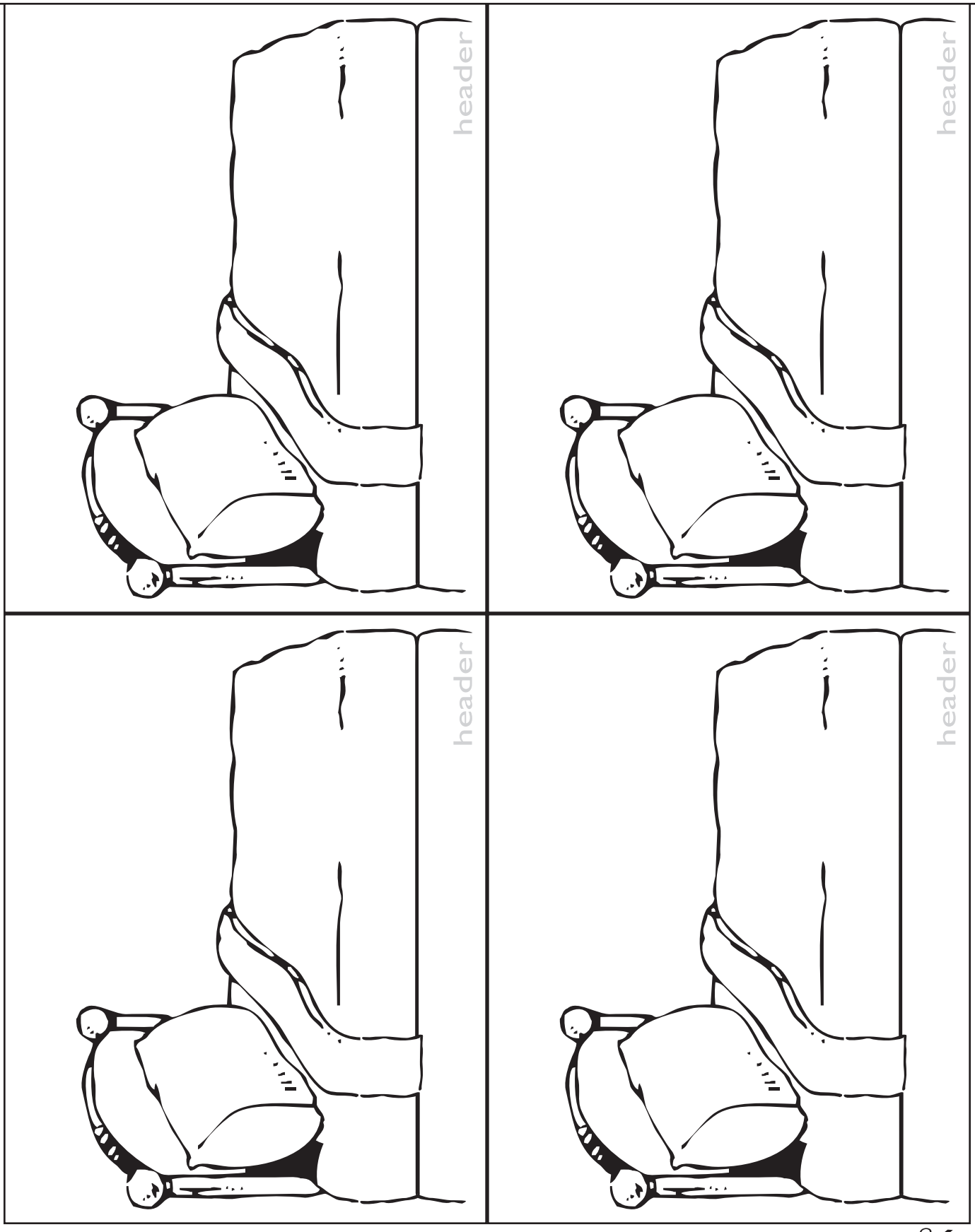
| | |
|---|---|
| cheerful | content |
| pleased | joyful |
| jog | sprint |
| dash | race |

# Name _____

Word Wake-Up

V.021.SS1



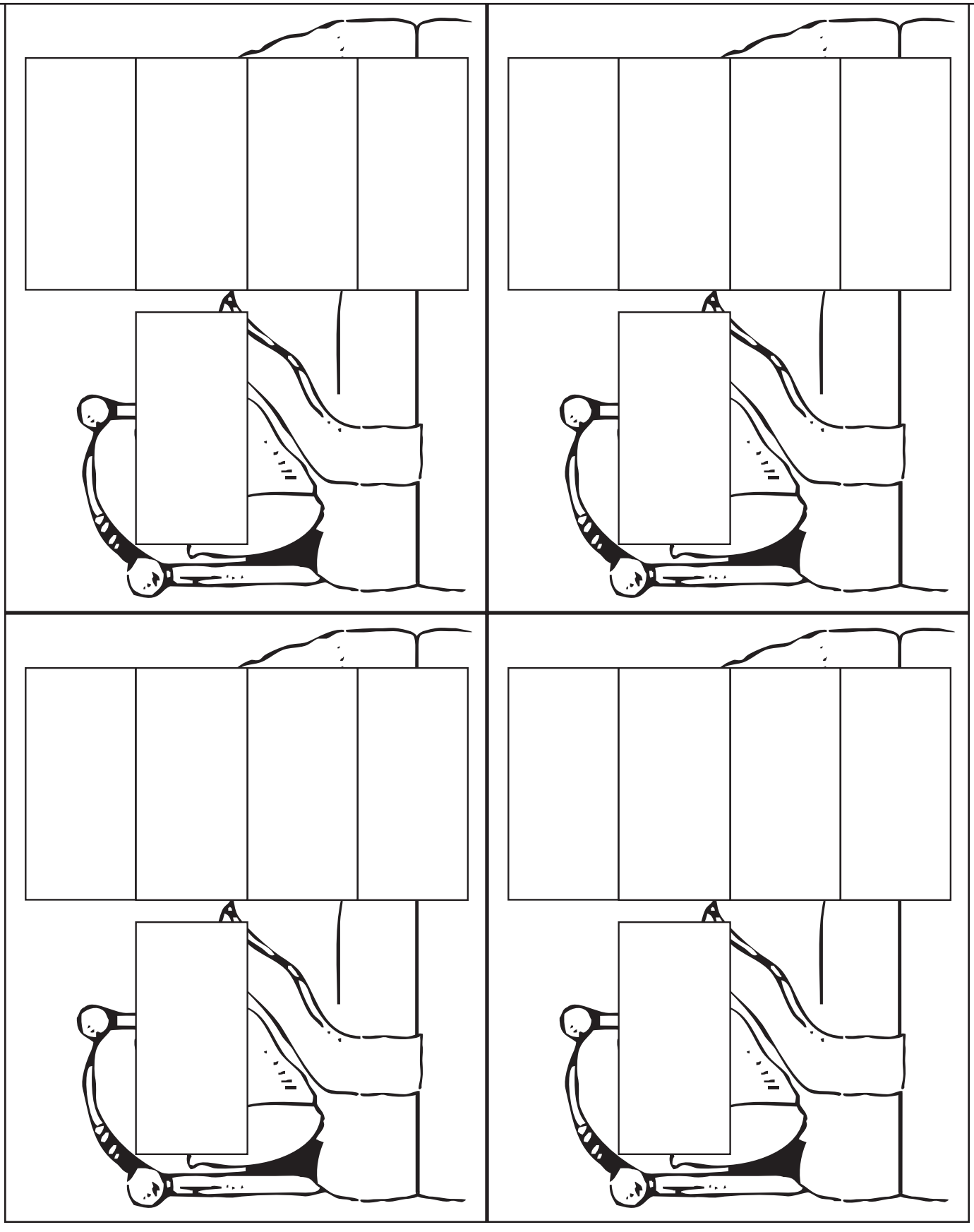



header cards

# Name _____

Word Wake-Up

V.021.SS2



# Persuade, Inform, and Entertain Sort

## Objective

The student will identify the author's purpose.

## Materials

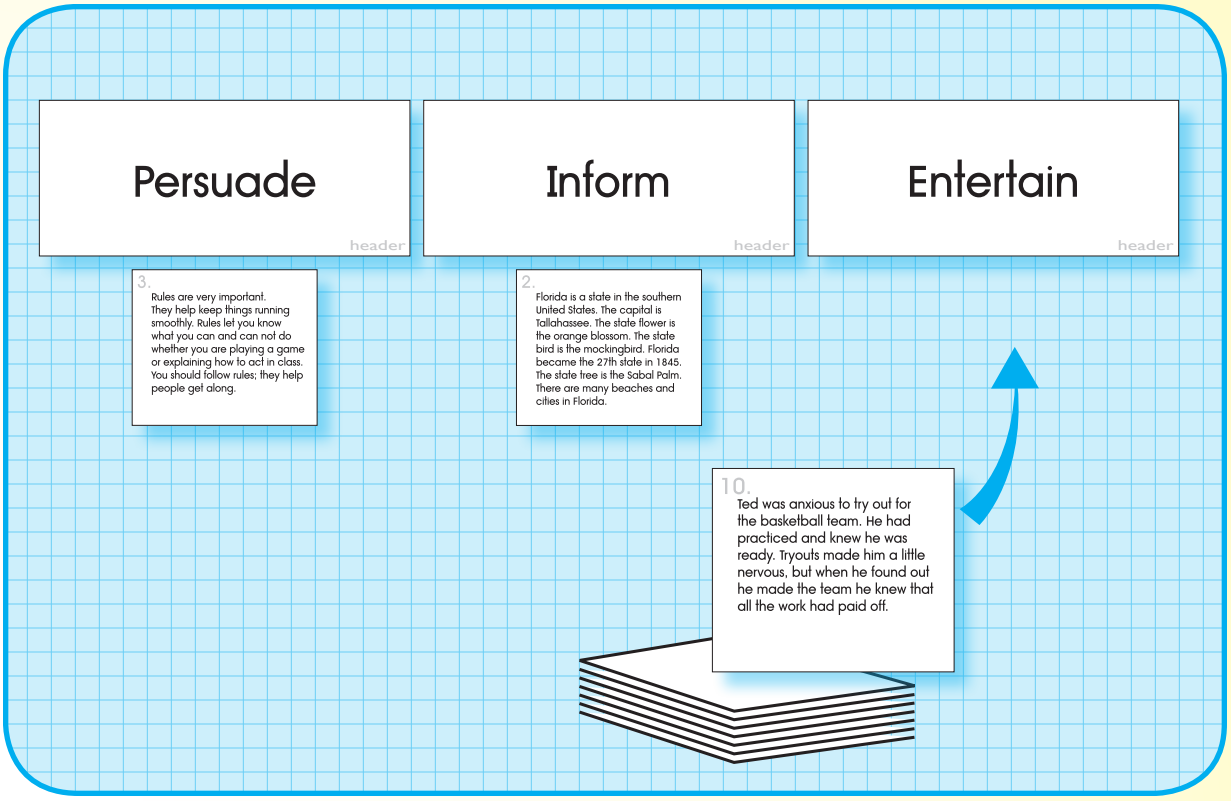
- Header cards (Activity Master C.023.AM1)
- Passage cards (Activity Master C.023.AM2a - C.023.AM2b)

*If text in this activity is not appropriate for your students, use text that is more applicable.*
*Note: The numbers of the cards correspond to headers in the following manner:*
*Persuade - 3, 8, 1, 5; Inform - 2, 9, 12, 7; Entertain - 10, 11, 4, 6.*

## Activity

**Students determine author's purpose by sorting passages.**

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




## Extensions and Adaptations

- Write other passage cards to sort.

Persuade, Inform, and Entertain Sort C.023.AM1

Persuade

header

Inform

header

Entertain

header

3.

Rules are very important. They help keep things running smoothly. Rules let you know what you can and can not do whether you are playing a game or explaining how to act in class. You should follow rules; they help people get along.

8.

Do you want to be an artist? Just enroll in "The Awesome Artists" program. Don't let this opportunity or your talent slip away. We guarantee you will be painting like the masters in two weeks for a low cost of $59.95.

1.

What you learn in school will help you later in life. It will also help you get a job. If you work hard in school and make good grades, you may be able to go to college and have a career.

5.

Volunteering is a very rewarding experience. There are many ways you can volunteer. For example, you can help clean up a playground. Volunteering benefits other people and also will make you feel good about yourself.

9.

Abraham Lincoln was the 16th President of the United States. He was born on February 12, 1809 in Kentucky. He was married to Mary Todd and they had four children. One of his famous speeches was the Gettysburg Address.

2.

Florida is a state in the southern United States. The capital is Tallahassee. The state flower is the orange blossom. The state bird is the mockingbird. Florida became the 27th state in 1845. The state tree is the Sabal Palm. There are many beaches and cities in Florida.

12.

Animals are divided into categories. They are grouped according to things they have in common. One category is birds. All birds have feathers. They are warm-blooded. Birds lay eggs and they have wings. Most birds fly, but there are some that do not.

7.

The Food Group Pyramid tells how to eat healthy. It shows how food is divided into six groups. It is important to eat foods that belong to each group every day. The pyramid helps show how much of each you should eat.

10.

Ted was anxious to try out for the basketball team. He had practiced and knew he was ready. Tryouts made him a little nervous, but when he found out he made the team he knew that all the work had paid off.

11.

Beth and her mom went to the circus. This was a special day because she had never been to a circus before. They bought peanuts and went to their seats. She saw clowns, jugglers, and people on trapezes. There were elephants, lions, and tigers. It was a very exciting day for Beth.

4.

The boys were happy when they woke up to find that it was windy outside. It would be a perfect day to fly a kite. They grabbed their kites and went to the park. They spent the whole day there having kite contests and races. The best part was that no one broke or lost his kite.

6.

I walked up to my house when I saw balloons on the front porch. So I walked faster and went inside the house. All of a sudden I heard "Surprise!" and all my friends jumped out with presents in their hands. My birthday wasn't until next week so I was really surprised and happy.

# 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

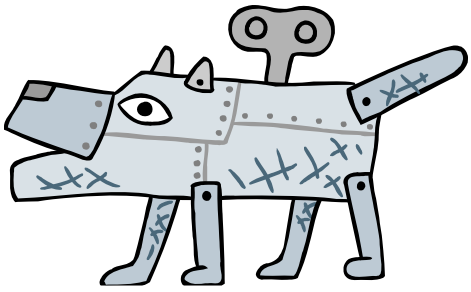
- What is happening so far?
- What does the word _____ mean on this page?
- What do you think the author is trying to communicate in this part?
- What do you think was important in this section? Why do you think it was important?
- What can you infer from this part of the text?
- Where is the story taking 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 Robot Dog

By Clark Ness www.clarkness.com



One day Andrew and his dog Rocky went for a walk. They walked and walked. After a little bit, they walked past a big tree.

*Poof!* Rocky was a robot dog.

"Woof, woof," barked Rocky the robot dog.

"What is going on?" asked Andrew. "Who turned my dog into a robot dog?"

Andrew looked all around him. He looked up the street. He looked down the street. He looked behind the tree. He looked up into the tree. No one was there. He stopped and stood still.

"Hee, hee, hee," he heard. It came from the tree.

"Woof, woof," barked Rocky the robot dog at the tree.

Andrew looked at the tree. He could not see anything different about this tree. He could not think of what to do.

"Tree, are you a real tree?" asked Andrew. The tree did not say anything.

Rocky the robot dog came over and smelled the tree.

"Woof, woof," he barked at it again.

Andrew was mad. He did not like it that Rocky was a robot dog. Andrew walked over to the tree and tickled it.

"Stop that," said the tree. "Why did you tickle me?"

"I think you turned my dog into a robot dog," said Andrew.

"Maybe I did, and maybe I didn't," said the tree who was holding his branches in front of himself so Andrew could not tickle him again. "It is kind of funny to see a dog become a robot."

Andrew got real mad this time and went up to the tree. He pushed away the tree's branches and tickled him some more.

"Oh, stop, stop," said the tree. "I don't want to be tickled anymore."

"I still think you turned Rocky into a robot dog," said Andrew who was about to tickle the tree again.

"Okay, okay," said the tree. "I turned your dog into a robot dog. Just don't tickle me anymore."

"Well, I don't think it is funny," said Andrew. "Now turn Rocky the robot dog back into Rocky the real dog."

"Okay," said the tree.

*Poof!* Rocky was Rocky the real dog again.

"Now don't do that anymore," said Andrew. "Someone might get mad and tickle you again. You would not like that."

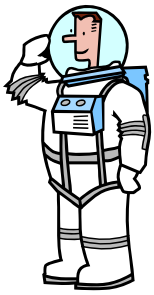
"Okay, I won't turn dogs into robot dogs anymore," said the tree.

Andrew and Rocky walked home. The tree never turned any more dogs into robots, but every now and then, Andrew would see a robot butterfly go flying past his home.

Flesch-Kincaid Grade Level – 2.9
Flesch Reading Ease – 87.9

# Andrew Has a Space Suit

By Clark Smith www.clarkness.com



Andrew walked into the classroom one day. He had on a space suit. He walked over to his teacher Mr. Smith. Mr. Smith was sitting and reading at his teacher's desk.

"What are you reading?" asked Andrew the astronaut. Mr. Smith looked up.

"Why are you in a space suit?" asked Mr. Smith.

"I have to take my spaceship on a mission," said Andrew.

"I didn't know you were an astronaut," said Mr. Smith.

"I became an astronaut last week," said Andrew.

*Ring, ring* went Andrew's space phone. Andrew answered it. He listened for a little while.

"Yes, I will go right away," said Andrew. He then hung up his space phone.

"I need to go. I will be right back," said Andrew the astronaut.

"Where are you going?" asked Mr. Smith.

"I am going to fly my spaceship to the Moon," said Andrew.

Andrew and Mr. Smith walked out of the classroom. They went out to the school's parking lot. There sat Andrew's spaceship. He hopped in it.

*Vroom* went the spaceship as it went up into the sky. Then *zoom* and the spaceship flew away. It was soon out of sight.

Mr. Smith stood and watched. He had never had a student who was an astronaut before.

After about ten minutes, Andrew came flying back. He landed his spaceship in the school parking lot. He hopped out. A dog got out of the spaceship, too. It was a robot dog.

"Woof, woof," said the robot dog. Andrew and the robot dog walked up to Mr. Smith.

"Here is a robot dog from space. His name is Robot Dog," said Andrew.

"Nice to meet you, Robot Dog," said Mr. Smith.

"Woof, woof," said Robot Dog.

"Robot Dog is very nice," said Andrew. "He just needed a ride from the Moon to Earth."

"Now I have to take him to Washington, D.C. Robot Dog needs to talk with the President," said Andrew.

Andrew and Robot Dog went back to the spaceship and got in it. *Zoom* and the spaceship flew up into the sky. Andrew was on his way to Washington, D.C. with Robot Dog. They were going to see the President.

Flesch-Kincaid Grade Level 3.2
Flesch Reading Ease 85.1

# Making Connections to Text

**Cross-Curricular Focus: Thinking Skills**

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.**

You read all the time. Sometimes you read just for fun. Other times you read for schoolwork. No matter what you are reading, what you read has meaning. You can **connect** to what you read.

Making connections is important. It's giving your brain a place to store what you read. Your brain is like a file box. The new information is kept in a safe place. You can think about it later. When you want to use the information, it's there in your brain. The more connections you make, the better. If you have a lot of connections your brain can work faster. If you have many ways to think about something, the information will be easier to find.

There are different ways to connect as you read. One kind of connection is **self**-to-text. This is when you realize something you read in a story has happened to you in your own life. Usually, this kind of connection comes with the emotions you felt at that time. It may make you feel happy, afraid, or sad. Another kind of connection is **text**-to-text. This is when reading a story reminds you about a story you read before. The last kind of connection is text-to-**world.** It reminds you of something you have seen happen to someone you know or have seen in the news.

1) Why is it important to connect to the text when you read?

_____

_____

2) How do connections make it easier for your brain to find information? _____

_____

3) What is a self-to-text connection?

_____

_____

4) What is a text-to-text connection?

_____

_____

5) What is a text-to world connection?

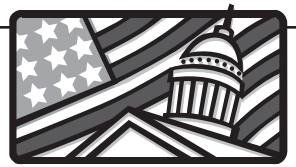
_____

_____

_____

# Three Levels of Government

**Cross-Curricular Focus: History/Social Sciences**



There are three different levels of government: local, **state** and **federal**. Each level of government has its own elected officials who have specific jobs to do. Adult American citizens have a voice in all three levels of government. Their voice is their vote.

Local government is the level that is closest to the community. People in the neighborhood elect a mayor and city council members. Town meetings allow the people to bring their concerns to their elected leaders. The mayor and city council members pass **laws**. The laws affect the city and the people who live there.

State government is in charge of writing and enforcing laws for all the people within one state. The people of the state elect a governor and representatives who handle business for the state. Special state departments handle issues for the state. They protect the health and safety of state citizens.

The federal government is in charge of writing and enforcing laws for the people in the United States. The people of the United States elect a president, senators, and representatives. These officials handle business that affects the whole country. The federal level of government is able to do some things the other levels cannot. It can print money. It can negotiate with other countries. It can declare war on another country.

Each level of government has specific officials and duties. The people entrust their power to their leaders. It is their responsibility to protect the interests and safety of the people.

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 are the three levels of government?

_____

_____

2) How does the average person have a voice in government? _____

_____

3) Which level of government has the ability to print money? _____

_____

4) Which level of government has a governor?

_____

_____

5) Which level of government is closest to the community? _____

_____

# The Pacific Ring of Fire, home to 452 volcanoes

By National Geographic Society, adapted by Newsela staff on 04.17.19
Word Count **541**
Level **570L**

Image 1. Steam rising as lava from Kilauea flows into the Pacific Ocean in Hawaii, September 2016. Lava levels of one of the worlds most active volcanoes rose quickly and showed no signs of slowing down. Kilauea volcano in Hawaii had seen a rise in its magma chamber in recent months with its lava lake visible to all visitors to the Hawaii Volcanoes National Park. Photo by Marc Szeglat / Barcroft Media via Getty Images

A volcano is a kind of mountain. Sometimes, it erupts. When that happens, hot melted rock comes out of the top.

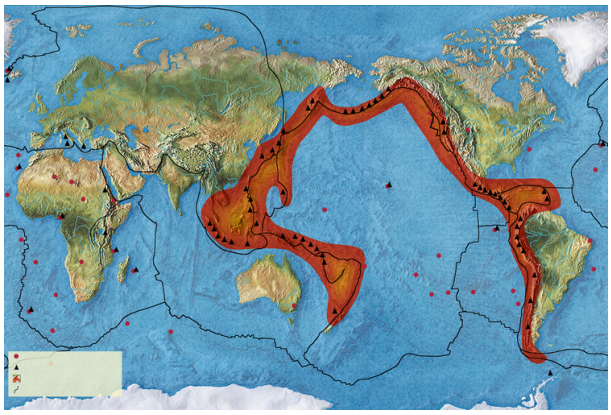
A group of 452 volcanoes goes all around the Pacific Ocean. They form the Ring of Fire. Three out of every four live volcanoes on Earth are here. Almost all earthquakes happen here, too.

The Ring of Fire is 25,000 miles long. That's nine times the width of the United States.

### Plate Boundaries?

The top part of Earth is called the crust. It's like the planet's skin. The Ring of Fire is formed by huge pieces of crust called tectonic plates. The plates are as large as continents. They are always

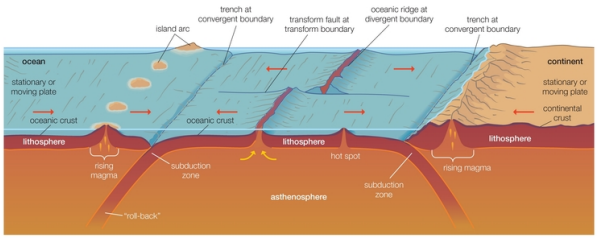
moving. They move very slowly, though.



### Convergent Boundaries

Sometimes, plates crash into each other. When that happens, the edge, or boundary, is called convergent. The heavier plate can slip under the lighter plate. The rock on the bottom gets so hot that it melts. The melted rock is called magma. The magma rises through the crust to create volcanoes.

### Divergent Boundaries

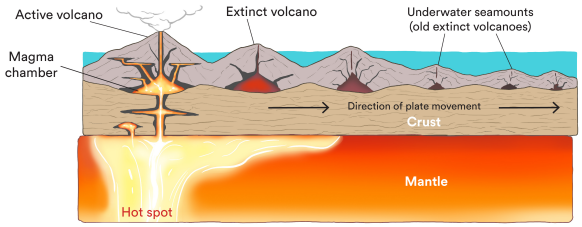



Other times, plates pull away from each other. This is called a divergent boundary. Magma comes up through a volcano to fill in the space. Then, cold seawater cools the magma. The cooled magma forms new crust.

### Transform Boundaries

Plates can slide past each other, too. Parts of these plates break as they rub against each other. The plates push forward and cause earthquakes. These edges are called transform boundaries. The parts where earthquakes happen are called faults.

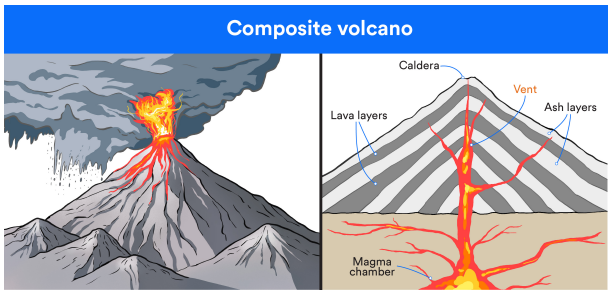
### Hot Spots




The Ring of Fire also has hot spots deep inside Earth. Heat rises from the hot spots. The rock around them turns into magma. The magma pushes through cracks in the crust to form volcanoes.

### Active Volcanoes In The Ring Of Fire

There are many famous volcanoes along the Ring of Fire. Krakatoa is an island volcano in Indonesia. The country of Indonesia is between South Asia and Australia.




Mount Fuji is Japan's tallest and most famous mountain. It is also a volcano. Mount Fuji sits where three tectonic plates meet.

Mount St. Helens is a volcano in the U.S. state of Washington. It lies on a weak part of crust. That makes it erupt more often.

### Fast Facts:

### Jolting Japan

Japan is one of the busiest places on Earth for volcanoes. One out of every 10 eruptions happens here.

### Cooling Ring

The Pacific Plate is a busy tectonic plate. The younger parts of the plate are cooling off. They are the busiest parts of the Ring of Fire.

## Quiz

1 Which ocean is surrounded by the Ring of Fire?

(A) Atlantic Ocean

(B) Indian Ocean

(C) Pacific Ocean

(D) Southern Ocean

2 Read the introduction [paragraphs 1-3].

Which sentence from the introduction explains WHY part of the Pacific is called the Ring of Fire?

(A) A volcano is a kind of mountain.

(B) When that happens, hot melted rock comes out of the top.

(C) Three out of every 4 live volcanoes on Earth are here.

(D) The Ring of Fire is 25,000 miles long.

3 Earth's crust is similar to which human body part?

(A) hair

(B) nails

(C) skin

(D) bones

4 Read the paragraph below from the section "Hot Spots."

> *The Ring of Fire also has hot spots deep inside Earth. Heat rises from the hot spots. The rock around them turns into magma. The magma pushes through cracks in the crust to form volcanoes.*

Which question is answered by this paragraph?

(A) How do hot spots create volcanoes?

(B) Why are there hot spots inside Earth?

(C) When did the last volcano happen?

(D) Where is the Ring of Fire found?

5 Why are so many volcanoes found in the Ring of Fire?

(A) the mantle is thicker there

(B) it is where land and ocean meets

(C) there are lots of islands found there

(D) there is lots of tectonic plate movement there

6 Read the following paragraph from the section "Plate Boundaries?"

*The top part of Earth is called the crust. It's like the planet's skin. The Ring of Fire is formed by huge pieces of crust called tectonic plates. The plates are as large as continents. They are always moving. They move very slowly, though.*

What does the author mean by "plates"?

(A) dishes that people put food on

(B) continents formed by volcanoes

(C) moving parts of the Earth's crust

(D) coverings over the Ring of Fire

7 What makes Mt. St. Helens erupt often?

(A) It sits on an extra-hot place.

(B) It sits on a transform boundary.

(C) It sits on a weak part of Earth’s crust.

(D) It sits at the boundary of three plates.

8 Read the selection below from the section "Convergent Boundaries."

*Sometimes, plates crash into each other. When that happens, the edge, or boundary, is called convergent. The heavier plate can slip under the lighter plate.*

Which word from the selection helps the reader to understand the meaning of "boundary"?

(A) crash

(B) edge

(C) heavier

(D) lighter

# Magma's role in the rock cycle

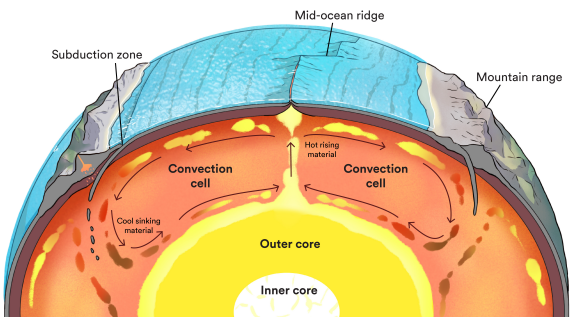
By National Geographic, adapted by Newsela staff on 10.31.19
Word Count **882**
Level **750L**

Image 1. A lava breakout on Kilauea, Hawaii. Lava is magma that reaches Earth's surface through a volcano vent. Photo: Justinreznick via Getty Images

Magma is a melted and partially melted rock mixture found under the surface of the Earth. Magma is very hot, between 700 degrees and 1,300 degrees Celsius (1,292 degrees and 2,372 degrees Fahrenheit). This heat makes magma very fluid, or liquid-like. It is able to create new landforms. It can undergo physical and chemical changes.

### How Magma Forms

Earth is divided into three general levels. The core is the super-hot center. The mantle is the thick, middle level. The crust is the top level.




Magma comes from the lower part of the Earth's crust and upper part of the mantle. The mantle and crust have different pressures. They also are different temperatures. These cause magma to form in different ways.

### Decompression Melting

Decompression melting happens when the Earth's mostly solid mantle moves up. Pressure is the downward force on something. Hot material rises to areas of lower pressure. Areas of lower pressure have a lower melting point. This decrease in pressure is called decompression. Decompression allows the mantle rock to melt and form magma.

Decompression melting often happens where tectonic plates separate. When they move, it causes the magma below to float up. They fill spaces of lower pressure. The rock then cools into new crust.

### Transfer Of Heat

Magma can also be created by moving heat. Hot, melted rock pushes into Earth's cold crust. The melted rock solidifies. It loses its heat to the crust. This movement of heat is called heat transfer. Like hot chocolate fudge poured over ice cream, heat transfer can melt the surrounding rock (the "ice cream").

Heat transfer often happens where tectonic plates are crashing together. The denser tectonic plate sinks below the less-dense tectonic plate. Then hot rock from below pushes into the cooler plate above. This transfers heat. It creates magma.

### Flux Melting

Sometimes water or carbon dioxide are added to rock. These make the rock melt at lower temperatures. It creates magma. This is called flux melting.

Flux melting happens where tectonic plates meet. Water above the seafloor lowers the melting temperature of the mantle.

### Magma Escape Routes

Magma leaves the upper mantle and crust in two major ways: intrusions or extrusions.

Intrusions happen within the Earth's crust. They can make formations such as dikes. Dikes are large slices of magmatic material that have intruded into other rock bodies. Intrusions can also form xenoliths. Xenoliths are pieces of rock trapped in other types of rock.

Extrusions form above the crust's surface. The best-known way for magma to escape, or extrude, is as lava. Lava eruptions can be "fire fountains" of melted rock. They can also be thick, slow-moving rivers of melted material.

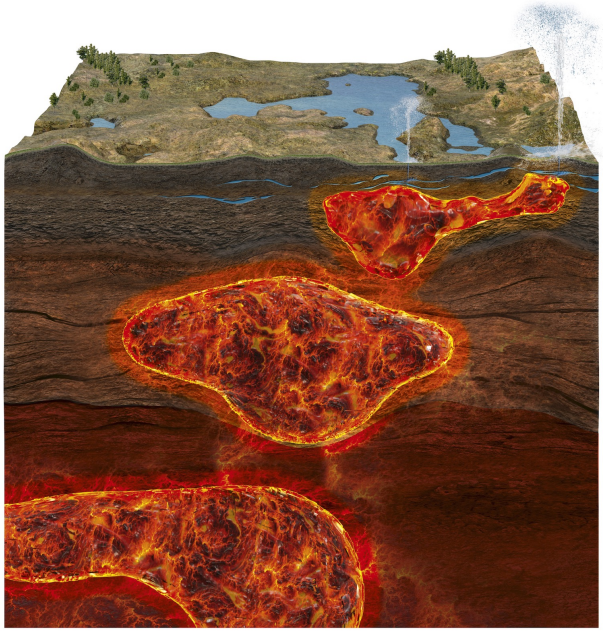
Magma can also extrude as part of an explosive volcanic eruption.

### Magma Chamber

In areas with the right environment, magma collects in closed-in spaces. These are called magma chambers. Most magma chambers sit far beneath Earth's surface.

In a magma chamber, the least-dense magma rises to the top. The densest magma sinks near the bottom.

Many volcanoes sit over magma chambers. When a volcano's magma chamber experiences great pressure, the volcano may erupt. An eruption reduces pressure.



### Types Of Magma

Oxygen and silicon are the most common elements in magma. Scientists define magma types by how much silica they contain. Differences in magma's makeup relate to how much gas it contains. They relate to the magma's temperature. They also relate to its thickness.

### Mafic Magma

Mafic magma has a relatively low amount of silica. It contains about 50 percent. This type of magma has a low amount of gas. It is less thick. Mafic magma also has a high mean temperature, between 1000 degrees and 2000 degrees Celsius (1832 degrees and 3632 degrees Fahrenheit).

Decreased thickness means mafic magma flows the most easily of any type of magma. It erupts non-explosively. It flows very quickly when it reaches Earth's surface.

### Intermediate Magma

Intermediate magma has higher amount of silica than mafic magma, roughly 60 percent. This results in a higher amount of gas. It is thicker as well. Its mean temperature ranges from 800 degrees to 1000 degrees Celsius (1472 degrees to 1832 degrees Fahrenheit).

Intermediate magma builds up pressure below the Earth's surface. Only then can it escape as lava. This is because of its greater thickness and gas content. This lava often explodes violently.

### Felsic Magma

Felsic magma has the highest amount of silica of all magma types. It contains between 65 and 70 percent. It has the highest amount of gas. It is the thickest type of magma. It also has the lowest mean temperature. Its temperature is between 650 degrees and 800 degrees Celsius (1202 degrees and 1472 degrees Fahrenheit).

Slow-moving felsic magma can trap gas bubbles. These trapped bubbles can cause strong eruptions. Felsic magma is usually found where tectonic plates come together. There, heat transfer and flux melting create large volcanoes.

## Quiz

1 Read the paragraph below.

*Oxygen and silicon are the most common elements in magma. Scientists define magma types by how much silica they contain. Differences in magma's makeup relate to how much gas it contains. They relate to the magma's temperature. They also relate to its thickness.*

How does this paragraph support the MAIN idea of the article?

(A) It explains how different types of magma are determined.

(B) It tells what oxygen and silicon are.

(C) It defines different types of magma.

(D) It shows the different temperatures of magma.

2 Select the sentence that summarizes the article.

(A) When a volcano's magma chamber experiences great pressure, the volcano may erupt.

(B) Magma leaves the upper mantle and crust in two major ways: intrusions or extrusions.

(C) Hot, melted rock pushes into Earth's cold crust.

(D) Magma is a melted and partially melted rock mixture found under the surface of the Earth.

3 Read the following sentence from the section "Magma Escape Routes."

*Magma can also extrude as part of an explosive volcanic eruption.*

Which word could replace "extrude" WITHOUT changing the meaning of the sentence?

(A) break

(B) remain

(C) leave

(D) die

4 Read the sentence below from the section "Magma Chamber."

*The densest magma sinks near the bottom.*

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

(A) the most crowded

(B) the thickest or heaviest

(C) the most complicated

(D) the slowest or dullest

# English Language Learner Supplement 2-3

Excerpt from **Foreign Lands**

By Robert Louis Stevenson

Up into the cherry tree,

Who should climb but little me?

I held the trunk with both my hands,

And looked abroad on foreign lands.

I saw the next door garden lie,

Adorned with flowers, before my eye,

And many pleasant places more

That I had never seen before.

Poem in the Public Domain

**Reading:** Read the poem once to yourself and once to someone at home. Circle any words that are new to you, and get help finding out what they mean.

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

**Speaking:** Tell someone at home what the poem is saying in your own words.

**Writing:** In the space below, pretend you have climbed up a tree and describe all the things that you see. Use as many describing words as you can.

_____

_____

_____

_____

***Suplemento para***

***Estudiantes que Aprenden Inglés 2-3***

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

Extracto de **Tierras Extranjeras**

Por Robert Louis Stevenson

Arriba en el cerezo,
¿Quién debería escalar sino el pequeño yo?
Sostuve el baúl con ambas manos,
Y miró al extranjero en tierras extranjeras.

Vi la mentira del jardín de al lado,
Adornado con flores, ante mis ojos,
Y muchos lugares agradables más
Eso nunca lo había visto antes.

Poema en el Dominio Público

**Lectura:** Lee el poema una vez para ti y otra para alguien en casa. Encierre en un círculo las palabras que son nuevas para usted y obtenga ayuda para descubrir lo que significan.

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

**Hablando:** Dile a alguien en casa lo que dice el poema con tus propias palabras.

**Escritura:** En el espacio a continuación, finge que has subido a un árbol y describe todas las cosas que ves. Usa tantas palabras descriptivas como puedas.

_____

_____

_____

_____

# Writing Ideas 2-3 Elementary Week #10

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

**Narrative**

- What does it mean to be kind? Think of a time when you or someone you know did something kind. 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**

- What is or would be your favorite pet? Write an opinion piece on your favorite pet and why that pet is the best pet to have. 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**

- Did you know there are many different bodies of water! Oceans, lakes, and ponds are just a few! Talk to someone in your family or do some research to find out more about bodies of water. Pick your favorite body of water and write an informational piece about it. Learn as much as you can about that body of water. 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 your own silly story about your adventures if you had a robot dog! Be sure to have an introduction, a conclusion, and details. For additional fun, you could pick a different type of robot animal and write an adventure about that! | Want to learn more about the three levels of government? Conduct some additional research on it? In a letter to a friend or family member, describe what you found out about the three levels of government. For more fun watch the video at https://bit.ly/3d2SVsT | Did you have any connections to this week's text? Was it text-to-self, text-to-text, or text-to-world? Write about your connections. For more information on making connections watch the short video at https://bit.ly/2ZBbPTL |
| What was something important that you learned from this week's readings? Write about what you thought was important and why. Use details from the reading to help explain why you think it is important. | WRITER'S CHOICE | Create a Prezi, PowerPoint, Poster, and/or infographic about something you learned from the reading selections. Include some vocabulary from the reading selections as well! Present what you learned to a family member. |
| Would you like to learn more about volcanoes? Write an informational piece about volcanoes. For more fun, watch the video on volcanoes at https://bit.ly/2XAxXLA | Write about how the two reading selections **The Pacific Ring of Fire, home to 452 volcanoes** and **Magma's role in the rock cycle** are similar and/or different. | If you were the author of **Andrew has a Space Suit**, how would you have written the story? Write your own version of this story and share it with a family member. |

# Base Ten Concentration

**Materials:** Base Ten Concentration cards

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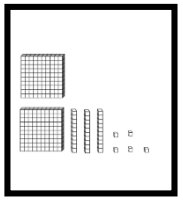
1. Work with a partner. Place the Base 10 Concentration cards facedown on the table.

2. Player A: Turn over one card. Tell your partner what you need to turn over next to have a matching card.

3. Player A: Turn over a second card. If your two cards match keep them. If the cards do not match turn them facedown again.

4. Player B: Complete steps 2-3.

5. Keep taking turns until all pairs of cards have been found.



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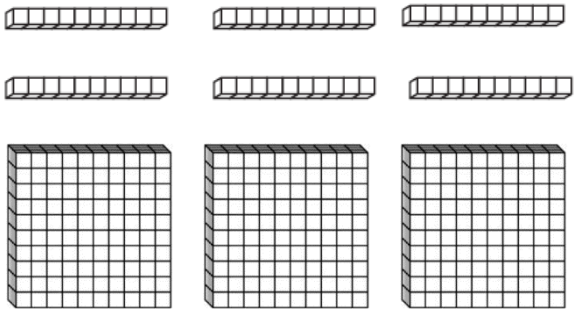
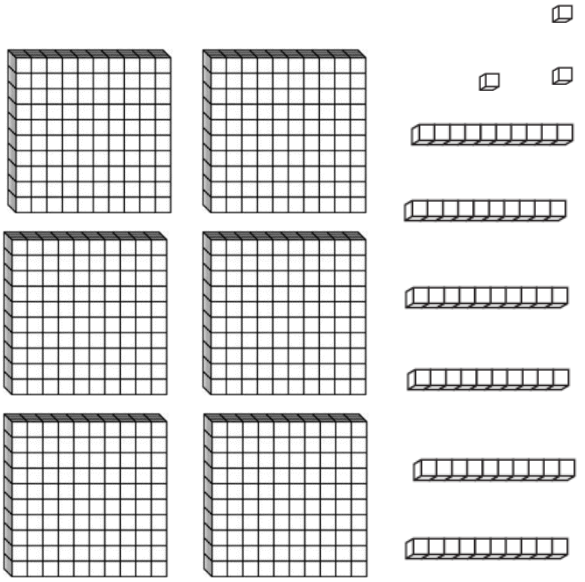
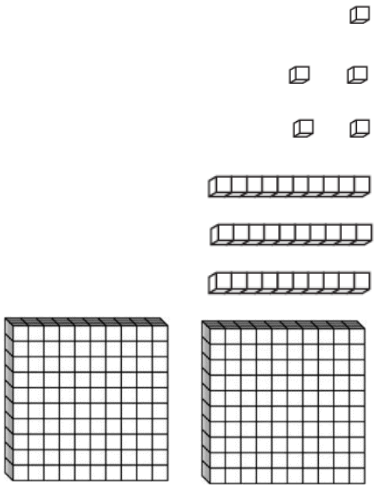
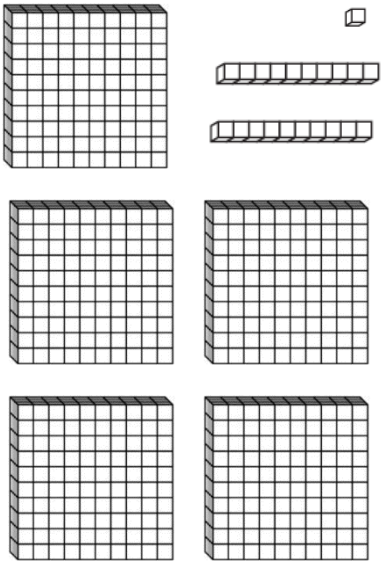
I know that __ hundreds, __ tens and __ ones equals __ .

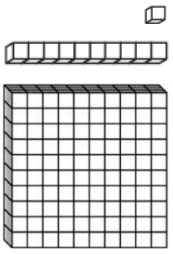


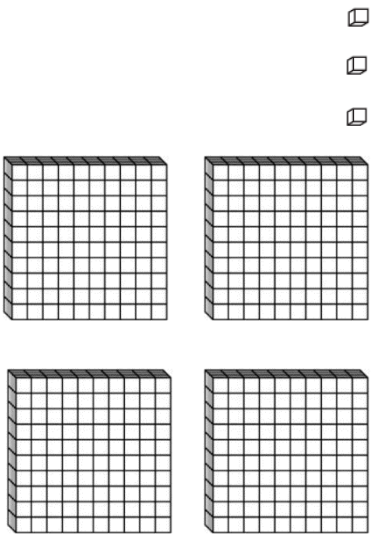


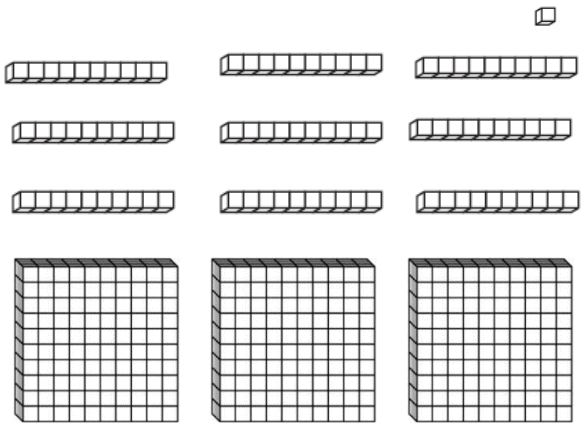


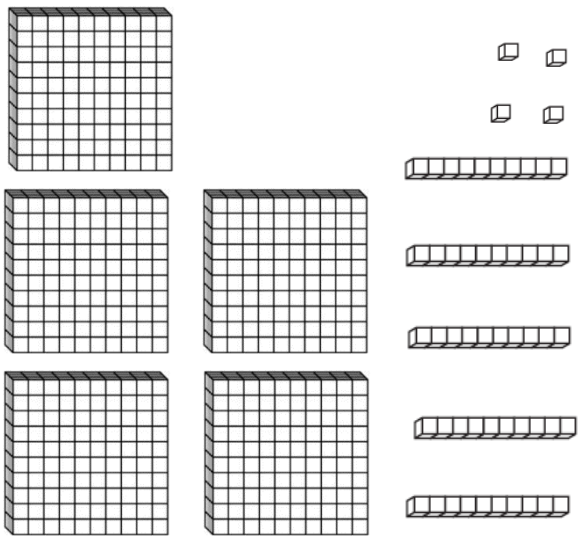




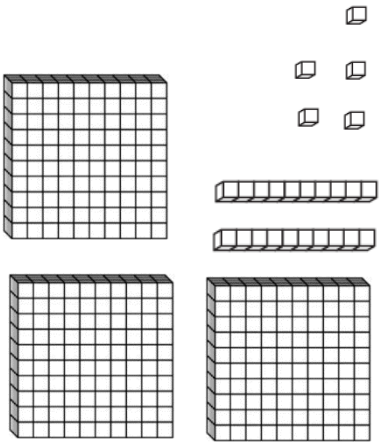


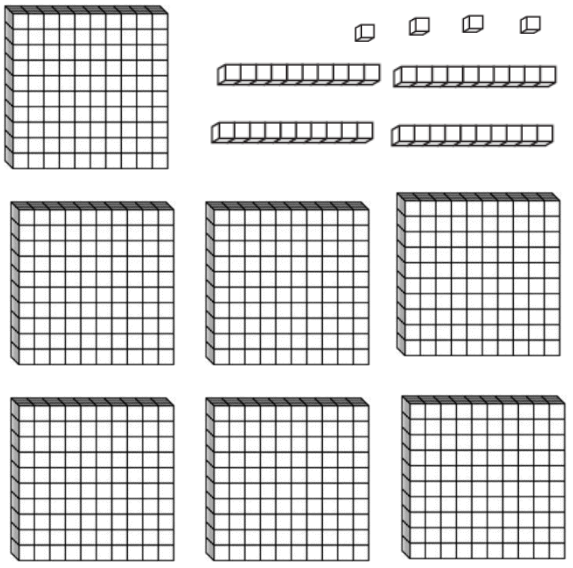


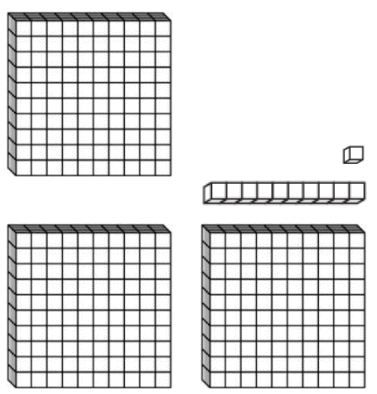


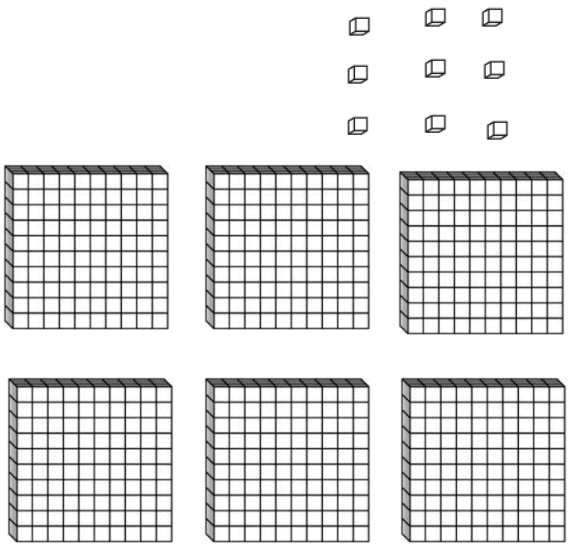










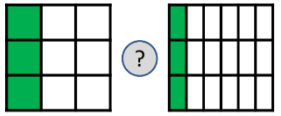


| | | |
|---|---|---|
| 111 | 235 | 360 |
| 403 | 521 | 663 |

| | | |
|---|---|---|
| 311 | 325 | 391 |
| 609 | 744 | 554 |

# Compare Fractions of a Whole

**Materials:** fraction cards showing two models

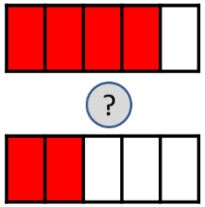



1. Choose a fraction card. Look closely at each model to determine how many total parts are in the whole (denominator) and how many equal parts are shaded (numerator).

2. Compare the fractions using the symbols <, >, or =. Explain your reasoning using pictures, words and numbers.

3. Repeat with other cards.

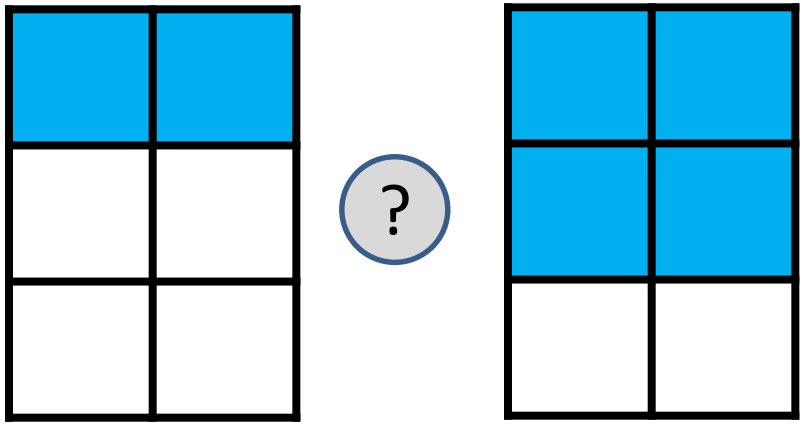
**Example:**




$\frac{4}{5} > \frac{2}{5}$ because 4 pieces that are fifths are more than 2 pieces that are fifths.

4. How can you compare two fractions with the same denominator that refer to the same whole? How can you compare two fractions with the same numerator that refer to the same whole? Explain.

A.



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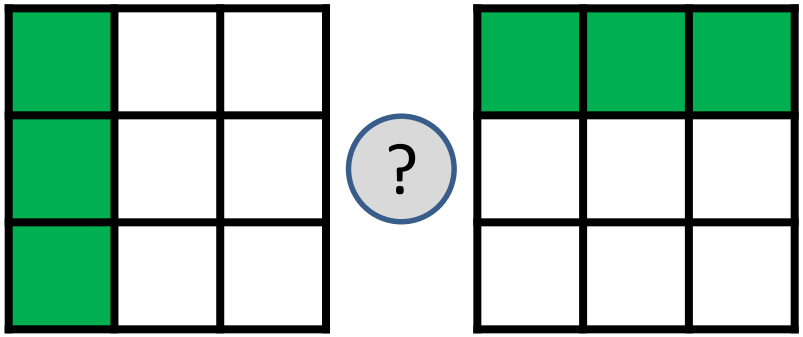

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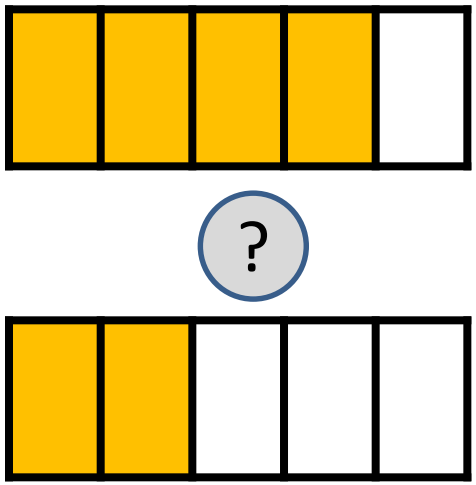
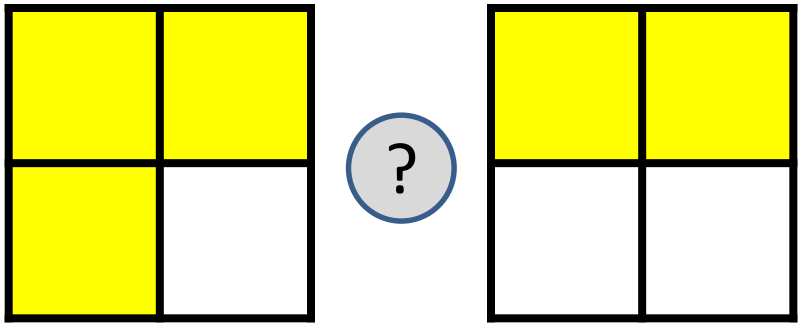
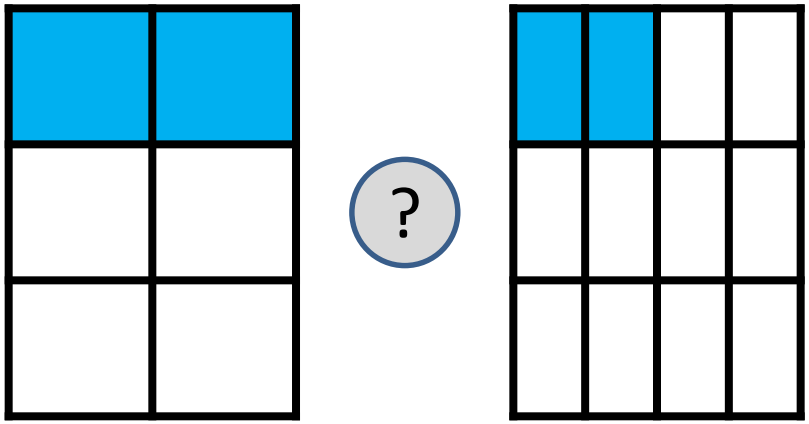


D.



E.



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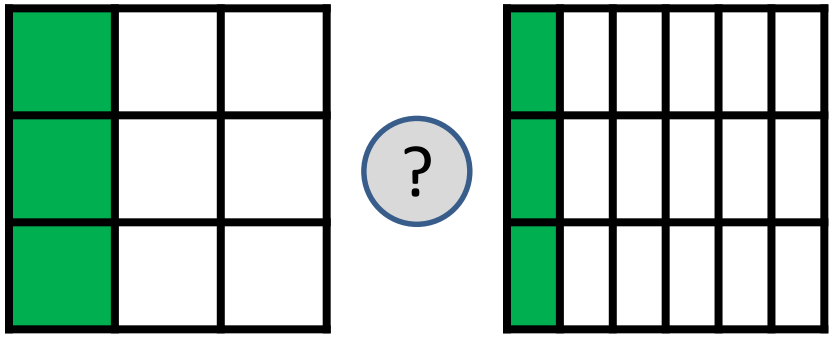

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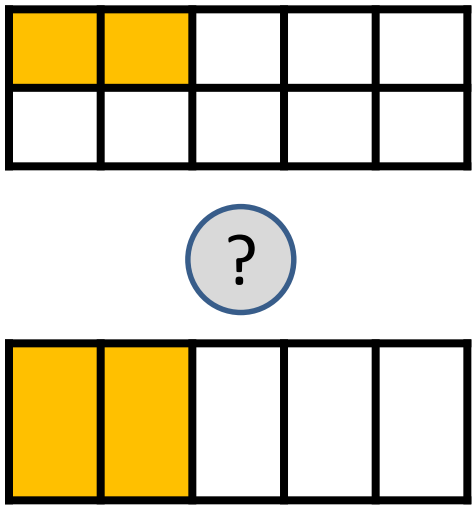

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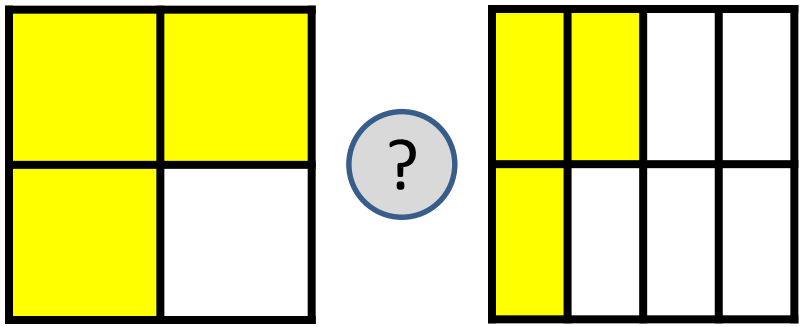

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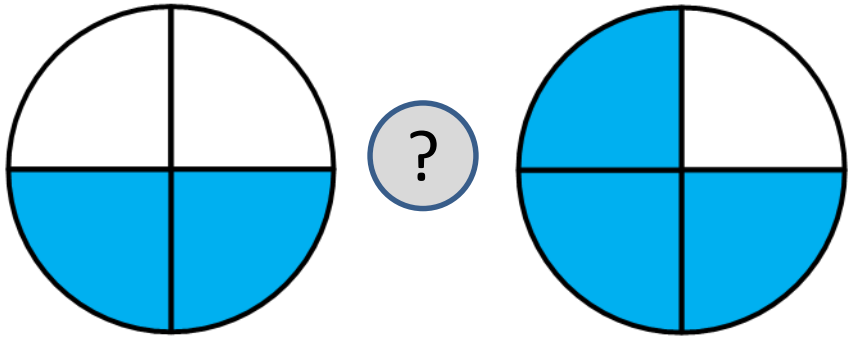


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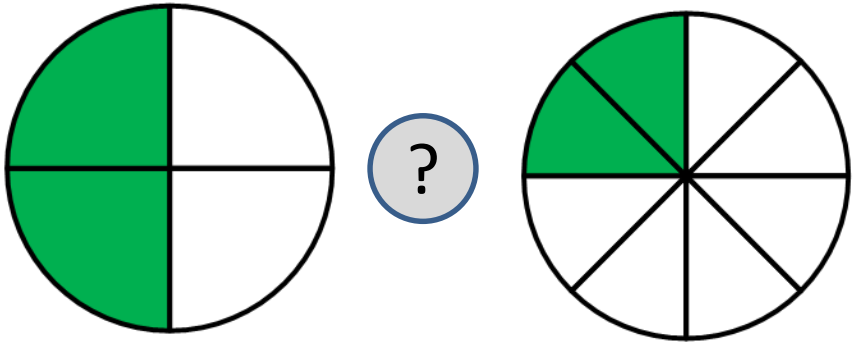
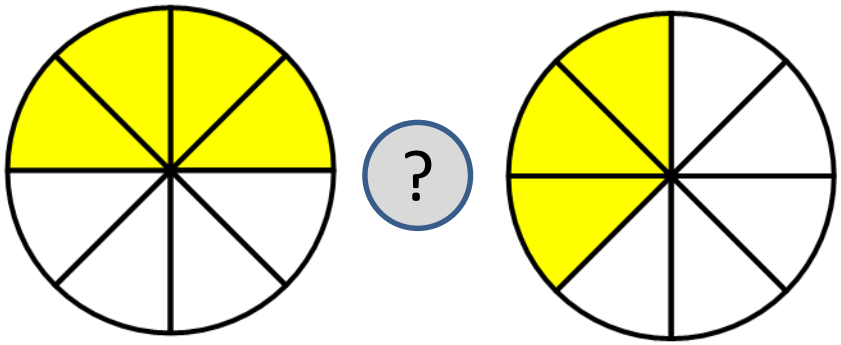
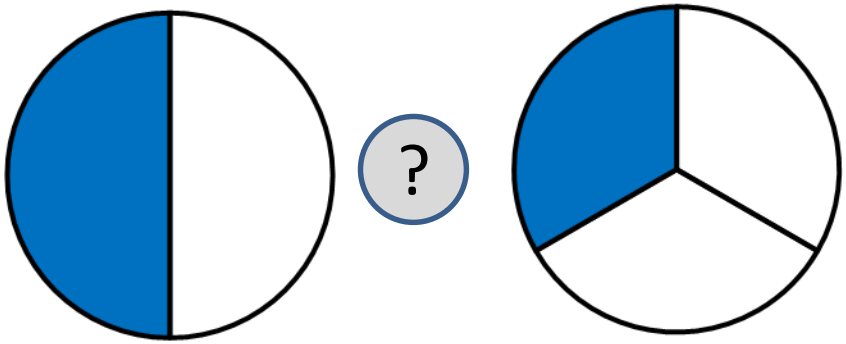



K.




L.



# Lesson 3: My Robotic Friends Jr.

## Overview

Using a set of symbols in place of code, students will design algorithms to instruct a "robot" to stack cups in different patterns. Students will take turns participating as the robot, responding only to the algorithm defined by their peers. This segment teaches students the connection between symbols and actions, the difference between an algorithm and a program, and the valuable skill of debugging.

## Purpose

This unplugged lesson brings the class together as a team with a simple task to complete: get a "robot" to stack cups in a specific design. This activity lays the groundwork for the programming that students will do throughout the course as they learn the importance of defining a clearly communicated algorithm.

## Agenda



# Teaching Guide

## Warm Up (5 min)

### Discussion Goal

The goal of this quick discussion is to call out that while robots may seem to behave like people, they're actually responding only to their programming. Students will likely refer to robots from movies and TV that behave more like humans. Push them to consider robots that they've seen or heard of in real life, like Roombas, or even digital assistants like Amazon Alexa.

### Talking to Robots

Display: Watch one of the videos below to give students context for the types of things that robots can do:

- Asimo by Honda (3:58)
- Egg Drawing Robot (3:15)
- Dancing Lego Robot (1:35)

Discuss: Refer to the video that you chose and ask students how they think that the robot knew what to do. Does a robot really “understand” what you say? Is it worried about getting in trouble if it doesn't do what it's told?

Say: Robots can only do what they've been told to do, but we don't just tell them using words. In order to do something, a robot needs to have a list of steps that it can read. Today, we are going to learn what it takes to make that happen.

## Activity (30 min)


Pick Up Cup

Put Down Cup

Step Forward

Step Backward

## Introduction and Modeling

Teaching Tip

## Handy Rules:

- Up means that the cup automatically goes up as high as it needs to
- Down means that it automatically goes down until it lands on something
    - The hand automatically returns to cup stack after setting down a cup
- Forward means the robot moves one step (1/2 cup width) forward
- Backward means the robot moves one step (1/2 cup width) Backward
    - Note: Students may not use backward at this age unless they want to build the cup stacks in reverse (which is also okay)
- Programmers are not allowed to talk when the robot is working. This includes blurting out answers or pointing out when the robot has done something wrong
- Programmers should raise their hand if they see a bug

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## Differentiation Options:

Simplify: Does this all feel a little complicated for your students?

Don't forget to model this in front of the class until students understand all of the rules. If it's still confusing, try running this whole activity together as a classroom using volunteers as robots, instead of breaking up into groups!

Intensify: Are your students more advanced? Do you want this lesson to relate more closely to the online puzzles? Here are some modifications that you can make:

- One arrow corresponds to one movement
    - When a cup is removed from the stack, it returns to table-level before moving
    - Students need to use multiple "up" arrows to lift the cup multiple levels
    - Students need to use multiple "down" arrows to lower the cups multiple levels
    - Students need to use the "back" arrows to get back to the cup stack

Set Up: Have stacks of cups or cut paper trapezoids available for groups.

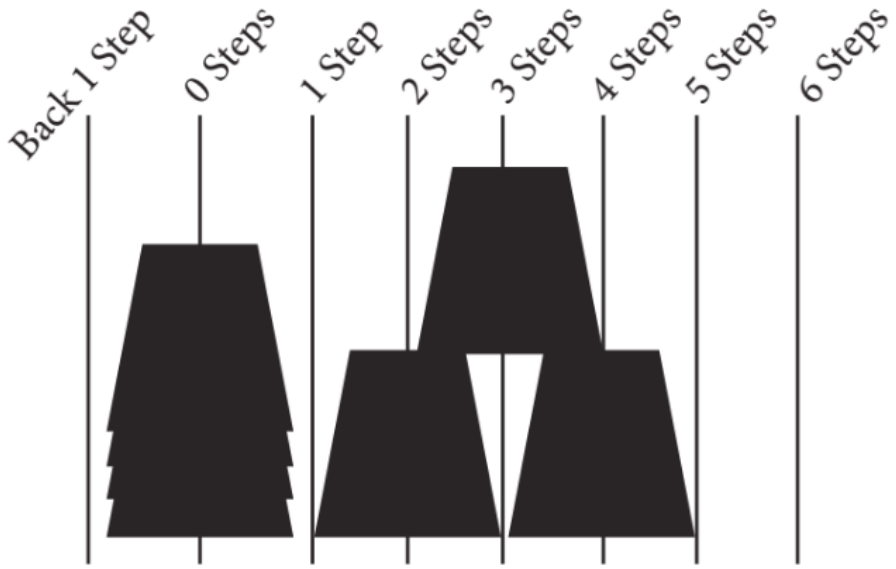
Display: Display My Robotic Friends - Symbol Key or write the allowed actions on the board - make sure these are in a place where they can be seen for the whole activity. Explain to the class that these will be the only four actions that they can use for this exercise. For this task, they will instruct their “robot” friend to build a specific cup stack using only the commands listed on the key.

Model: In order to explain how the instructions are intended to work, model for the class how to create and follow an algorithm for replicating a simple pattern. Place a single stack of cups in front of you to start.

Display: Hold up the pattern you plan to model. A simple three cup pattern is a great place to start.

Prompt: Ask the class what the first instruction should be, using only the four instructions allowed. The first move should be to "pick up cup." If students suggest something else from the list, perform that action and allow them to see their error. If they suggest something not from the list, make a clear malfunction reaction and let them know that the command is not understood.

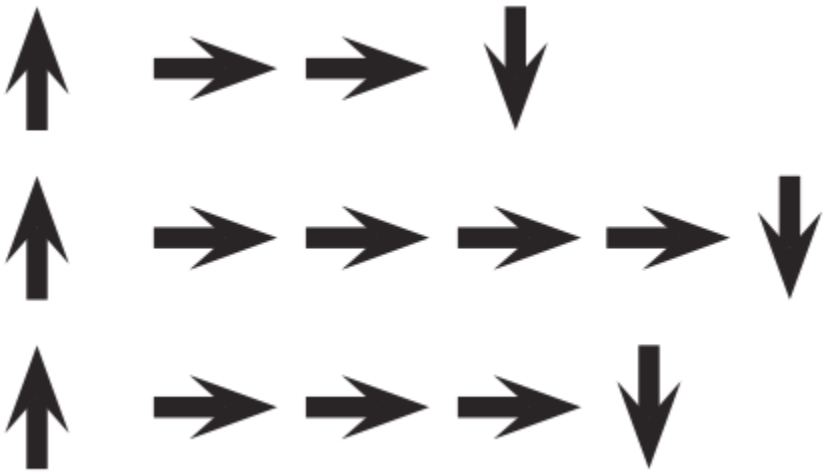
With cup in hand, ask the class to continue giving you instructions until the first cup is placed. This is a great place to clarify that "step forward" and "step backward" each imply moving half a cup width. See the image below for reference.




Continue asking for instructions from the classroom until you have completed the entire design.

Once your stack is complete, point out that they just gave you a list of steps for completing a task. That's an algorithm. Algorithms are great for sharing ideas, but spelling them out word by word can take a long time. That's what the symbols are for! When you change an algorithm into symbols that a robot (or computer) understands, that's called programming.

Ask the class to help you write the "program" for that first move by changing the text into an arrow. Then work with them to write down the rest of the moves necessary to complete the pattern. Depending on the confidence of your students, you might switch back and forth frequently between acting as the "robot" and writing down the code, or you might push them to write the whole program before you will implement it. One possible solution looks like this:



Volunteer: Once the class has completed the model program, ask one of the students to come up and act as the "robot" to ensure that the program really works. Encourage them to say the instructions out loud as they "run" the code.

## Programming Your Robots

Group: Place students into groups of 4. Each group should then further break down into two pairs - each pair will develop their own program to be "run" by the other pair.

Distribute: Give each group one stack of cups or paper cutouts.

Display: Show My Robotic Friends - Cup Stacking Ideas to the class or hand out individual copies for groups to use. Have each pair (not group) choose which idea they would like their robots to do. Try to push for an easier idea for the first time, then have them choose a more complex design later on. Encourage pairs to keep their choice secret from the other half of their group.

Discuss: Give each pair time to discuss how the stack should be built, using only the provided symbols. Make sure each group writes down the "program" somewhere for the "robot" to read later.

Do: Once both of the group's pairs have completed their programs, they can take turns being "robots" for each other by following the instructions the other pair wrote. Encourage students to watch their "robot" closely to ensure that they are following instructions. If a student sees a bug and raises their hand, have the robot finish the instructions to the best of their ability. Afterward, have the students discuss the potential bug and come up with solutions. Continue repeating until the stack is built properly.

Circulate: Look for groups who are trying to take shortcuts by adding extra things (like numbers) to their code. Praise them for their ingenuity, but remind them that for this exercise, the robots do not understand anything but the provided symbols. If you like, you can hint that they should save their brilliant solution for the next time they play this game, since they might get the chance to use their invention soon!

Iterate: Depending on the time available, mix up the pairs and give them a chance to do a different pattern. Each time groups repeat the process, encourage them to choose a more challenging pattern.

### Discussion Goal

Sense making: The goal of this discussion is to give students space to make sense of their experience both as robot and programmer. The questions are intentionally broad, but designed to get students thinking about the challenges of writing a clear program and the constraints of a robot or computer in interpreting your instructions.

Discuss: After everyone has had a chance to be the robot, bring the class back together to discuss their experience. In particular, discuss as a class:

- What was the most difficult part of coming up with the instructions?
- Did anyone find a bug in your instructions once your robot started following them?
    - What was the bug?
    - Why do you think you didn't notice it when writing the program?
- When you were the robot, what was the hardest part of following the instructions you were given?

# Wrap Up (10 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:***

- 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 your own stack of cups that you would like to see a robot build.

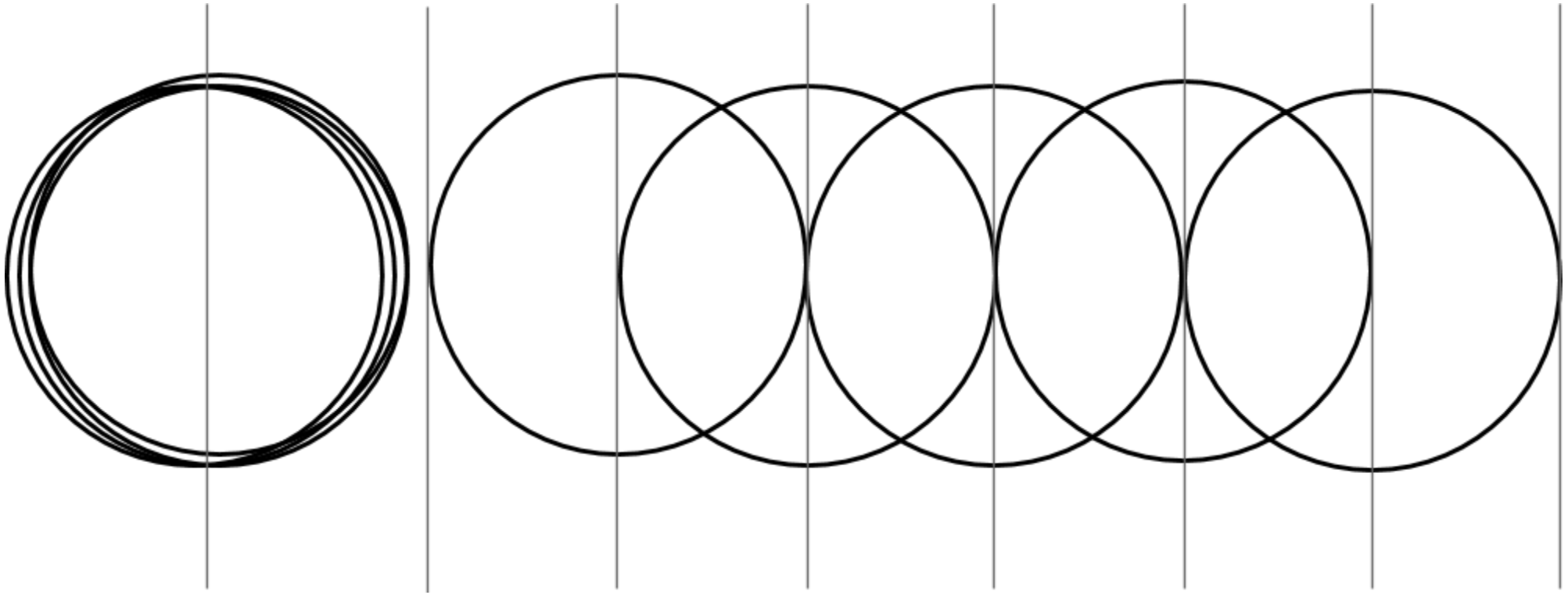
- Can you create a program for that cup stack?

*Print at 100% for 2.5" diameter cups*

# My Robotic Friends

Cup Spacing

## CUP STACK



Steps 0 1 2 3 4 5 6 7

Great

Good

Okay

Bad

Sad

Angry

Frustrated

Confused

# My Robotic Friends

Symbol Key

**Pick Up Cup**

**Put Down Cup**

**Step Forward**

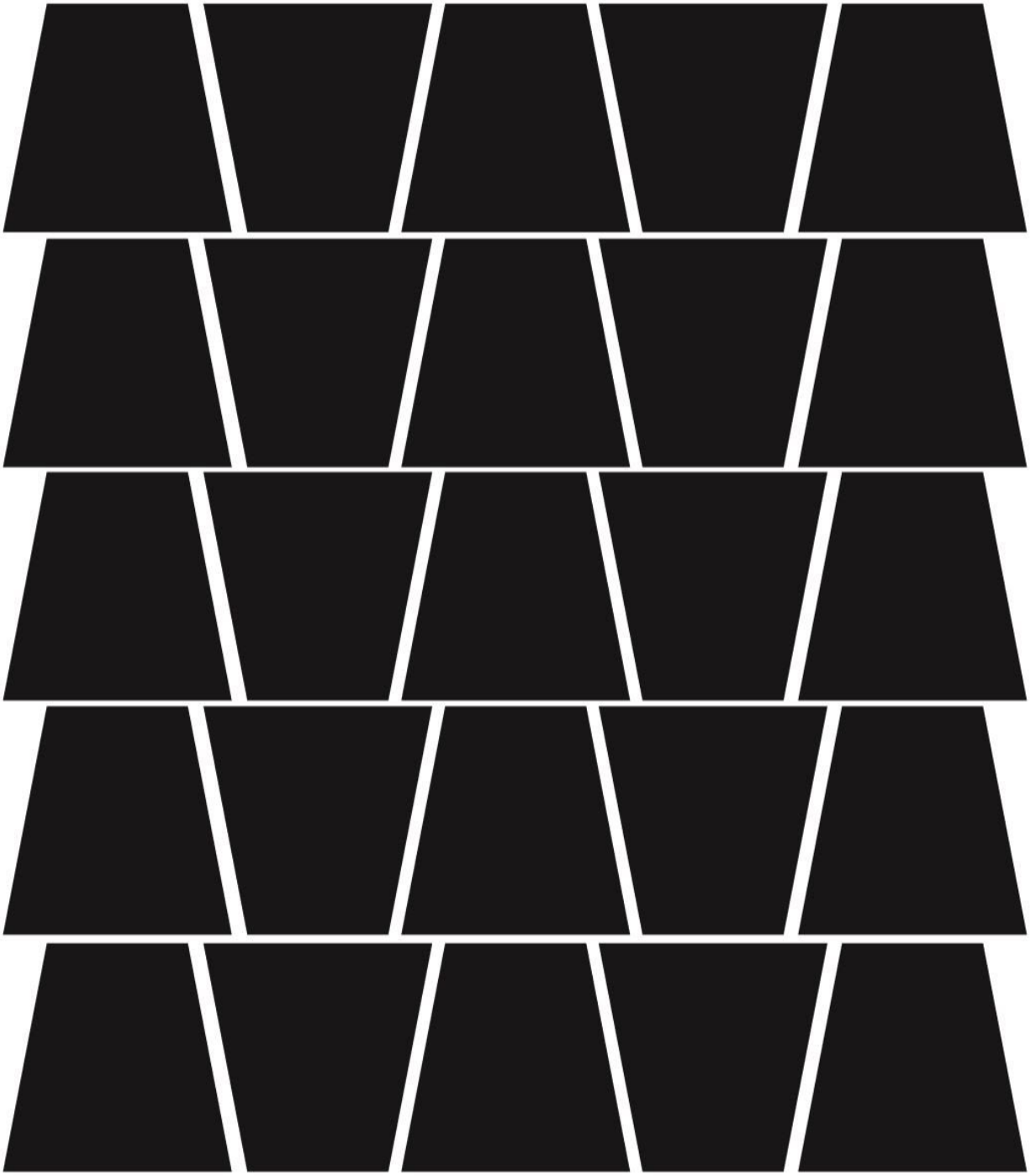
**Step Backward**

# My Robotic Friends

Paper Trapezoids

**To cut quickly:**

First cut in horizontal strips, then snip along lines to make trapezoids.



# My Robotic Friends

Cup Stack Ideas

# My Robotic Friends

Cup Stack Ideas