

# 4-5 At-Home Learning Resources

## (Blue Packet)

### Week #12

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>

# IMAGINE YOUR STORY

## SUMMER READING CHALLENGE

Featuring challenges, prizes, and more for every age!

Babies



Children




Middle & High Schoolers



Adults



## June 1 - August 31, 2020

Register and log your reading online at  
[richland.beanstack.org](http://richland.beanstack.org) and with the  Beanstack app  
on your phone or tablet



**RICHLAND  
PUBLIC LIBRARY**

For More Information, visit:  
[www.richland.lib.wa.us](http://www.richland.lib.wa.us)























**collaborative**  
summer library program™



Can't log online? Get started on this log!

Each space in the grid counts as 30 minutes. Date each space as you read.





















Name \_\_\_\_\_ Are you a Child \_\_\_\_ Teen \_\_\_\_ or Adult \_\_\_\_

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

Is there another person in your family who wants to start logging reading minutes?

Use this grid:

Name \_\_\_\_\_ Child \_\_\_\_ Teen \_\_\_\_ Adult \_\_\_\_

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

Bring this sheet to the library to find out which prizes you are eligible for.



**RICHLAND  
PUBLIC LIBRARY**



### Analogy Soccer

#### Objective

The student will identify words to complete analogies.

#### Materials

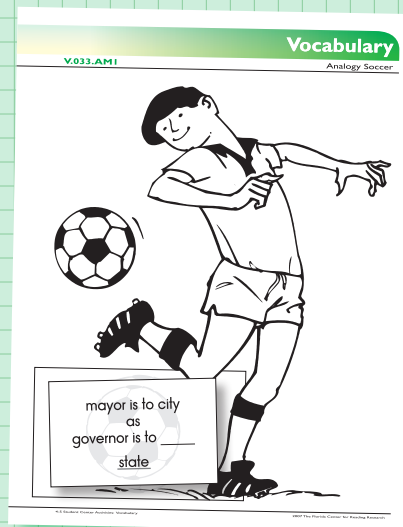
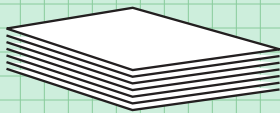
- ▶ Analogy Soccer player (Activity Master V.033.AM1)  
*Make two copies and laminate.*
- ▶ Analogy cards (Activity Master V.033.AM2a - V.033.AM2b)  
*Answers are provided at the bottom of the card with word underlined.*

#### Activity

Students make analogies by playing a completion game.

1. Place analogy soccer cards face down in a stack. Provide each student with a soccer player.
2. Taking turns, student one draws the top card from the stack and reads the phrase to student two (without revealing the answer shown at the bottom of the card). For example, “Mayor is to city as governor is to blank.”
3. Student two says a word to fill in the blank (i.e., state) and repeats the phrase with the answer. For example, “Mayor is to city as governor is to state.”
4. Student one checks the answer given on the bottom of the card. If correct, student one gives the card to student two who places it on his soccer player. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all analogies are completed.
7. Peer evaluation

“Mayor is to city  
as governor is  
to blank.”



“Mayor is to city  
as governor is  
to state.”

#### Extensions and Adaptations

- ▶ Make other analogy cards (Activity Master V.033.AM3).
- ▶ Write other analogies (Activity Master V.033.SS1 and Activity Master V.033.SS2).
- ▶ Read the analogies leaving out other words. For example, smile is to blank as wink is to eyes.



# Vocabulary

Analogy Soccer

V.033.AM2a

fiction is to fact  
as  
laugh is to \_\_\_\_\_  
cry

plus is to add  
as  
minus is to \_\_\_\_\_  
subtract

insect is to six  
as  
dog is to \_\_\_\_\_  
four

teacher is to student  
as  
pilot is to \_\_\_\_\_  
passenger

cafeteria is to eat  
as  
playground is to \_\_\_\_\_  
play

blue is to color  
as  
square is to \_\_\_\_\_  
shape

car is to road  
as  
train is to \_\_\_\_\_  
tracks

microscope is to scientist  
as  
stethoscope is to \_\_\_\_\_  
doctor

analogy cards



# Vocabulary

V.033.AM2b

Analogy Soccer

necklace is to jewelry  
as  
couch is to \_\_\_\_\_  
furniture

flood is to water  
as  
avalanche is to \_\_\_\_\_  
snow

mayor is to city  
as  
governor is to \_\_\_\_\_  
state

teacher is to faculty  
as  
student is to \_\_\_\_\_  
class

inch is to foot  
as  
minute is to \_\_\_\_\_  
hour

character is to book  
as  
ingredient is to \_\_\_\_\_  
recipe

smile is to lips  
as  
wink is to \_\_\_\_\_  
eyes

write is to wrote  
as  
hide is to \_\_\_\_\_  
hid

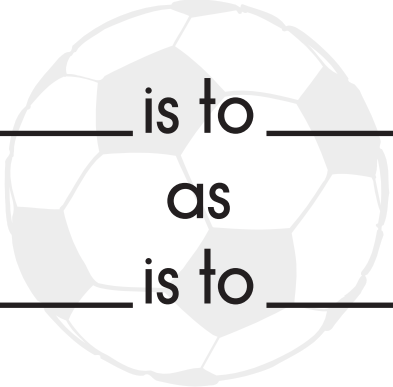
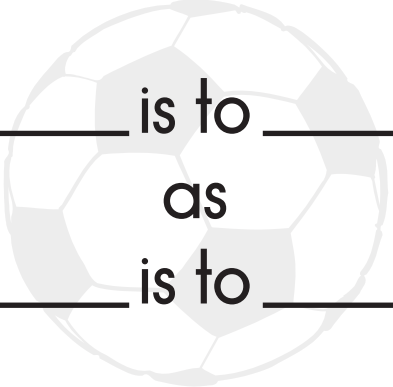
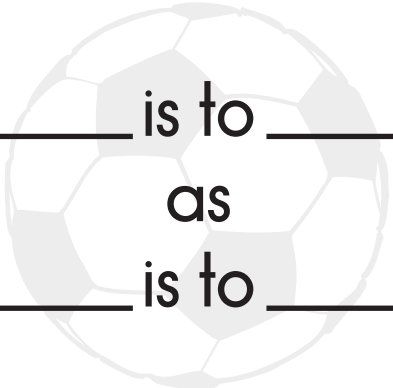
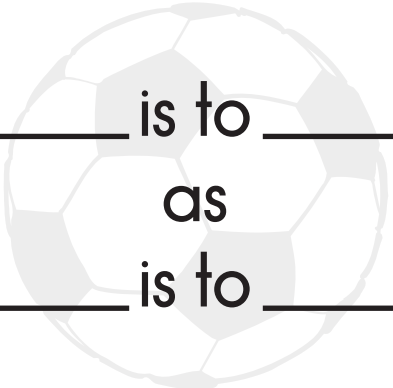
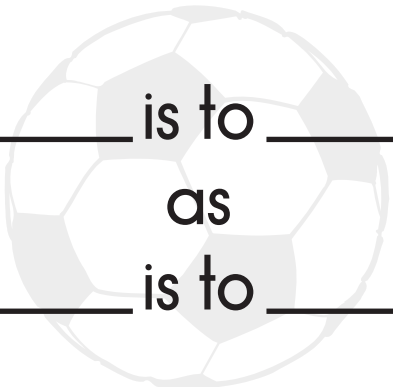
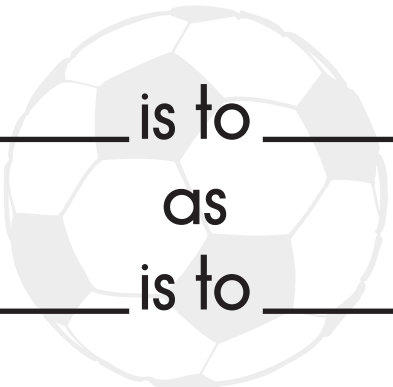
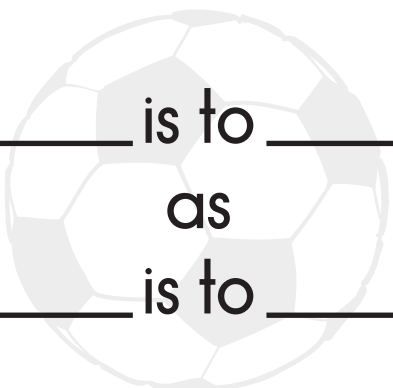
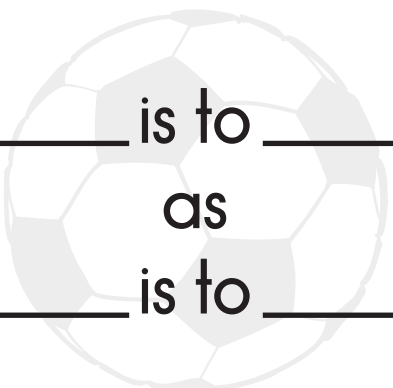
analogy cards



# Vocabulary

Analogy Soccer

V.033.AM3

 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>
 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>
 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>
 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>

blank analogy cards





Name \_\_\_\_\_

V.033.SSI

Analogy Soccer

## Analogy

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

\_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_ .

Name \_\_\_\_\_

Analogy Soccer

V.033.SS2

## Analogy

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_



### Objective

The student will use multiple strategies to comprehend text.



### Materials

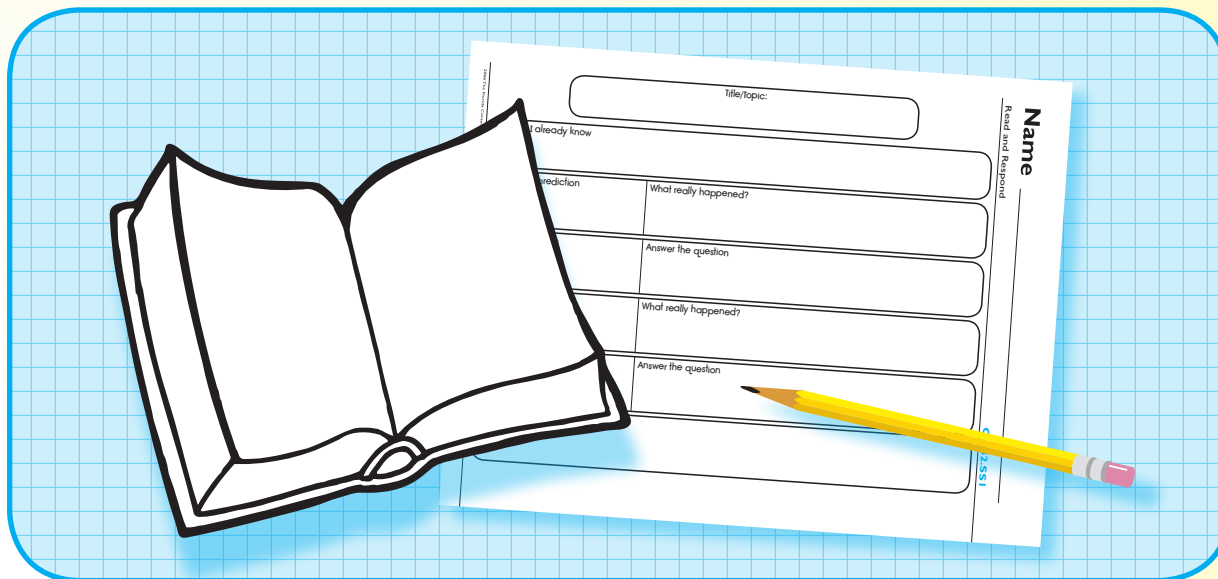
- ▶ Narrative or Expository text  
*Choose text within students' instructional-independent reading level range.*  
*Select text that is appropriate for multiple strategy use.*
- ▶ Student sheet (Activity Master C.042.SS1)
- ▶ Pencil



### Activity

Students use multiple comprehension strategies and complete a graphic organizer.

1. Provide each student with a copy of the text and a student sheet.
2. Student writes title or topic and what is already known about the topic before beginning to read.
3. Begins to read text. Stops after two or three paragraphs, makes a prediction, and records on the student sheet. Writes verification of prediction when confirmed by reading the text.
4. Continues to read. Stops after two or three paragraphs and asks a question (e.g., to clarify any confusion or satisfy curiosity). Reads until question is answered and records on student sheet.
5. Continues to read text. Stops to make a prediction, and records on the student sheet. Writes verification of prediction when confirmed by reading the text.
6. Continues to read. Stops and asks a question (e.g., to clarify any confusion or satisfy curiosity). Reads until question is answered and records on student sheet.
7. Finishes reading text and writes a summary on the student sheet in the designated area.
8. Teacher evaluation



### Extensions and Adaptations

- ▶ Insert prompt cards in text to guide students where to stop (Activity Master C.042.AM1).
- ▶ Use prompt cards inserted in the text by teacher at appropriate spots and complete graphic organizer (Activity Masters C.042.SS2, C.042.AM2 and C.042.SS3, C.042.AM3).
- ▶ Complete chart while reading text (Activity Master C.042.SS4).

Name \_\_\_\_\_

Read and Respond

C.042.SS I

Title/Topic:

What I already know	
Make a prediction	What really happened
Ask a question	Answer the question
Make a prediction	What really happened
Ask a question	Answer the question
Summary	

# Comprehension

C.042.AMI

Read and Respond

What I  
already know

Make a  
prediction

What really  
happened

Ask a  
question

Answer the  
question

Make a  
prediction

What really  
happened

Ask a  
question

Answer the  
question

Summary

prompt cards

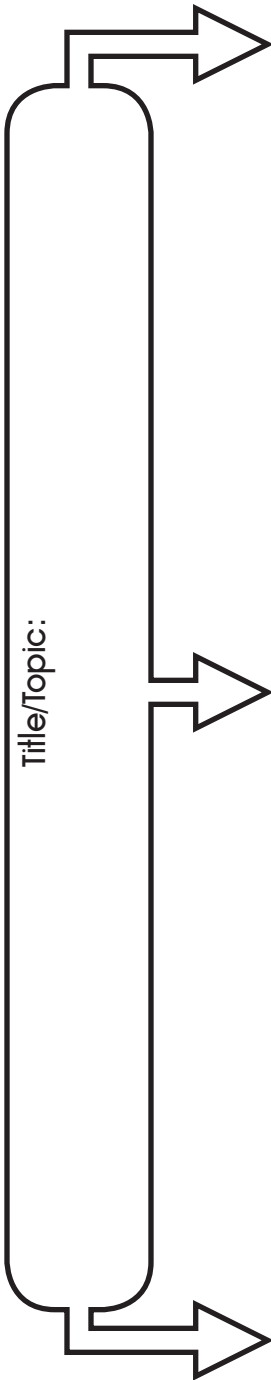


# Name \_\_\_\_\_

Read and Respond

C.042.SS2

Title/Topic:



Summary:

Ask a question	Answer the question
Ask a question	Answer the question
Ask a question	Answer the question
Ask a question	Answer the question

What I already know:

# Comprehension

C.042.AM2

Read and Respond

What I  
already know

Ask a  
question

Answer the  
question

Ask a  
question

Answer the  
question

Ask a  
question

Answer the  
question

Ask a  
question

Answer the  
question

Summary

prompt cards



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

Read and Respond

C.042.SS3

Title/Topic:

Summary:

Make a prediction  
What really happened

Make a prediction  
What really happened

Make a prediction  
What really happened

What I already know:



# Comprehension

C.042.AM3

Read and Respond

What I  
already know

Make a  
prediction

What really  
happened

Make a  
prediction

What really  
happened

Make a  
prediction

What really  
happened

Summary

prompt cards



Name \_\_\_\_\_

Read and Respond

C.042.SS4

Title/Topic: \_\_\_\_\_

Predict	Ask and Answer Questions	Clarify
Prediction _____ _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____ _____	Confusing part _____ _____ Clarification _____ _____ _____
Prediction _____ _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____ _____	Confusing part _____ _____ Clarification _____ _____ _____
Prediction _____ _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____ _____	Confusing part _____ _____ Clarification _____ _____ _____
Summary _____ _____ _____ _____ _____		

# 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?

# Ecology: Taking Care of Earth

**Cross-Curricular Focus: Life Science**



The term **ecology** comes from a Greek word that means “the study of the house.” Ecology is the study of how all living things interact with their environments. In a way, Earth is the house of all living things. We all live together on this planet and it is our home. Today, we also understand ecology to mean taking care of the Earth so that humans, plants and animals can all thrive. However, we can damage the environment. Sometimes the damage is **irreversible**.

Ecology is a huge area of study. It covers every part of a living creature’s ecosystem that affects its ability to live. Ecology considers how a living thing reacts to climate, soil conditions. It also studies how much clean water is available and the amount natural resources. By learning about how living things, including humans, affect each other, we can make smart decisions that protect all living things and the resources they need.

There are many things that children can do to help make sure that their world stays healthy. The decisions you are making today can affect the future.

Conservation is one area of ecology where we can all make a difference. It does not matter how old we are or where we live. Conservation means using Earth’s limited resources wisely so that they don’t run out. When you are home, take a moment to think about how you use resources. Many people waste resources. Leaking toilets, half-filled dishwashers or clothes washers, and unattended hoses all waste precious water. If you leave lights on and appliances running in rooms where they are not being used, you are wasting energy.

There’s another way we can help conserve Earth’s resources. We can show our support of businesses that make their products using methods and materials that do not damage Earth. By buying their products, we are telling them that we appreciate their efforts to be Earth-friendly.

We need to take the time to learn about how to save resources. More importantly, we must then put into practice what we learn. Children can do their part. They can show their families some ways to save resources. Together, we can all make a difference.

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) The passage compares Earth to a house. How are they alike?

\_\_\_\_\_

\_\_\_\_\_

2) What does ecology study?

\_\_\_\_\_

\_\_\_\_\_

3) Sometimes Earth-friendly products are a little more expensive. Why should you buy them anyway?

\_\_\_\_\_

\_\_\_\_\_

4) Why do you think people leave lights on when they are not using them?

\_\_\_\_\_

\_\_\_\_\_

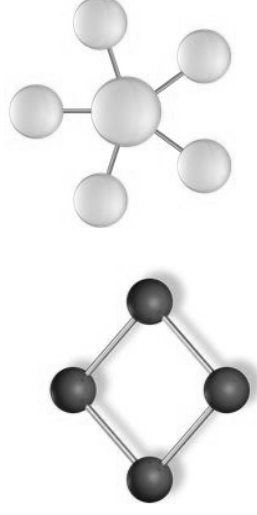
5) What is one thing that you, personally, could do today to help conserve resources?

\_\_\_\_\_

\_\_\_\_\_

# It's Elemental

Cross-Curricular Focus:  
Physical Science



All of the "stuff" around us that takes up space is called a **UHYF** Matter is made out of **Y'Ya Ybtrg**. An element cannot be taken apart chemically to make any other substances. Elements are made up of microscopic parts called **Urca g'** Those atoms have all the **dfcdYrfrYg** of the element. A property is a characteristic. How is the element experienced with the senses? What does it look like, feel like, taste like, sound like, or smell like? How does it act under certain conditions? How does it act when it is mixed with other elements? When you answer these questions, you are describing an element's properties. Atoms join together to make elements. Then those elements join together to make matter. The kind of atoms that connect, and the way they join, determines the properties of each element. The whole process is like building something out of blocks that connect together.

In the early days of scientific study, scientists started writing down what they were observing about elements. There were probably as many different ways to write it all down as there were people. Just think about the differences between the way you and your friends take notes in class! It was hard for scientists to share information and build on each other's studies. Information had to be organized in a standard way that scientists could all use. Of course there were changes and adjustments along the way, but we finally ended up with a chart called the **dYfjcXJWUWY**. In 1869, a Russian chemist named Dmitri Mendeleev arranged all the known elements based on their properties and the number of **dfchrbg** (positively charged particles) found in one atom of each element. Mendeleev noticed a pattern in these numbers, and was even able to use the pattern to predict future elements before scientists discovered them!

Today, we know of about 100 different elements. There are 18 elements that are found in the largest amounts on Earth. You have probably heard the names of these 18 before: Hydrogen, Helium, Lithium, Beryllium, Boron, Carbon, Nitrogen, Oxygen, Fluorine, Neon, Sodium, Magnesium, Aluminum, Silicon, Phosphorus, Sulfur, Chlorine, and Argon. When it comes down to the building blocks of matter, it's elemental!

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

5bqk Yf'h Y'Z'ck Jb[ 'ei YgfcbgVUgYX'cb'h Y'fYUXJb[ 'dUggJ Y''8cbZcf Yhrc[ c'VUWY'h'h Y'dUggJ Y' k \ YbYj Yf bYVWggJrmtc'Zjbx'cf VabZjfa nei f'Ubgk Yfg''

1. What is the main idea of this reading passage?  
\_\_\_\_\_  
\_\_\_\_\_
2. If you discovered a new element, how would you know where it should go on the periodic table of elements?  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you think it is a good idea for all scientists to use the same periodic table of elements? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
4. State the definition of an element in your own words:  
\_\_\_\_\_  
\_\_\_\_\_
5. Explain how atoms and elements differ from one another.  
\_\_\_\_\_  
\_\_\_\_\_

# The Lost World

by Sir Arthur Conan Doyle

*Sir Arthur Conan Doyle is most famous for creating the fictional detective, Sherlock Holmes. He also wrote novels such as his 1912 adventure book The Lost World. In it, the narrator is Edward Malone, a reporter who is traveling with scientists in South America. They have discovered an area filled with strange creatures including dinosaurs. In this passage Malone is in a forest where he finds himself being hunted.*

## Chapter XII: It was Dreadful in the Forest

**A**ll was quiet as in a dream landscape. Silver clearings and the black patches of the bushes—nothing else could I see. Then from out of the silence, imminent and threatening, there came once more that low, throaty croaking, far louder and closer than before. There could no longer be a doubt. Something was on my trail, and was closing in upon me every minute.

I stood like a man paralyzed, still staring at the ground which I had traversed. Then suddenly I saw it. There was movement among the bushes at the far end of the clearing which I had just traversed. A great dark shadow disengaged itself and hopped out into the clear moonlight. I say “hopped” advisedly, for the beast moved like a kangaroo, springing along in an erect position upon its powerful hind legs, while its front ones were held bent in front of it. It was of enormous size and power, like an erect elephant, but its movements, in spite of its bulk, were exceedingly alert. For a moment, as I saw its shape, I hoped that it was an iguanodon, which I knew to be harmless, but, ignorant as I was, I soon saw that this was a very different creature. Instead of the gentle, deer-shaped head of the great three-toed leaf-eater, this beast had a broad, squat, toad-like face like that which had alarmed us in our camp. His ferocious cry and the horrible energy of his pursuit both assured me that this was surely one of the great flesh-eating dinosaurs, the most terrible beasts which have ever walked this earth.



As the huge brute loped along it dropped forward upon its fore-paws and brought its nose to the ground every twenty yards or so. It was smelling out my trail. Sometimes, for an instant, it was at fault. Then it would catch it up again and come bounding swiftly along the path I had taken.

Even now when I think of that nightmare the sweat breaks out upon my brow. What could I do? My useless fowling-piece was in my hand. What help could I get from that? I looked desperately round for some rock or tree, but I was in a bushy jungle with nothing higher than a sapling within sight, while I knew that the creature behind me could tear down an ordinary tree as though it were a reed. My only possible chance lay in flight. I could not move swiftly over the rough, broken ground, but as I looked round me in despair I saw a well-marked, hard-beaten path which ran across in front of me. We had seen several of the sort, the runs of various wild beasts, during our expeditions. Along this I could perhaps hold my own, for I was a fast runner, and in excellent condition. Flinging away my useless gun, I set myself to do such a half-mile as I have never done before or since. My limbs ached, my chest heaved, I felt that my throat would burst for want of air, and yet with that horror behind me I ran and I ran and ran. At last I paused, hardly able to move. For a moment I thought that I had thrown him off. The path lay still behind me. And then suddenly, with a crashing and a rending, a thudding of giant feet and a panting of monster lungs the beast was upon me once more. He was at my very heels. I was lost.

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

# Supporting the Main Idea: The Lost World

For the main idea listed in the rectangle, write three examples from the text that support the main idea.

Edward thought the dinosaur  
was hunting him.

```
graph TD; A[Edward thought the dinosaur was hunting him.] --- B1([ ]); A --- B2([ ]); A --- B3([ ])
```

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

# THE LOST WORLD

The selection is from the point of view of the newspaper reporter, Edward Malone, who is being hunted by a dinosaur in the forest. Now it's time to switch narrators. Write the same scene but this time with the dinosaur as the narrator and from its point of view. Why is it chasing Edward? What is it thinking as it chases him?

[illegible]



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

# The Lost World: Do You Understand?

## I. Making Inferences

Below are sentence and phrases from *The Lost World*. What do they below tell you about the events in the story? Circle the letter of the best answer.

1. "It was smelling out my trail."  
A. The dinosaur was scared. B. The dinosaur was bored.  
C. The dinosaur wanted to find Edward. D. The dinosaur was dumb.
2. "Even now when I think of that nightmare the sweat breaks out upon my brow."  
A. He's still tired from running. B. It was all a dream.  
C. He's hot. D. It was a frightening experience.
3. "I looked desperately round for some rock or tree, but I was in a bushy jungle with nothing higher than a sapling..."  
A. He wanted to throw something at the dinosaur. B. There was no place to hide.  
C. He wanted to build a house. D. It was time to start a fire.
4. "...I knew that the creature behind me could tear down an ordinary tree as though it were a reed."  
A. The dinosaur was strong enough to pull down a tree. B. The dinosaur was smart.  
C. The dinosaur could chop wood. D. The trees in the jungle were weak.

## II. Order of Events

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

- |  |   |
|--|---|
| A. _____ The dinosaur finds Edward on the path.        | C. _____ Edward thinks he escaped the dinosaur. |
| B. _____ The dinosaur starts following Edward's smell. | D. _____ Edward runs.                           |

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

# Vocabulary in The Lost World

## I. Metaphors and Similes

Below are quotations from the passage from "The Lost World." For each one, decide if it is a metaphor or a simile. Write an "M" in the blank if it is a metaphor and an "S" in the blank if it is a simile. Then on the line below each one, rewrite the sentence or phrase without using a metaphor or simile.

1. \_\_\_\_\_ "All was quiet as in a dream landscape."

\_\_\_\_\_

2. \_\_\_\_\_ "Silver clearings..."

\_\_\_\_\_

3. \_\_\_\_\_ "I stood like a man paralyzed..."

\_\_\_\_\_

4. \_\_\_\_\_ "It was of enormous size and power, like an erect elephant..."

\_\_\_\_\_

## II. Context: Discover the Meaning

Below are phrases from the passage. Use the context to discover its meaning of meaning of the underlined phrase. Circle the letter of the correct meaning.

1. "...at the far end of the clearing which I had just traversed..."

A. I had just avoided    B. I had just crossed    C. I had just looked at    D. I had just explored

2. "It was smelling out my trail. Sometimes, for an instant, it was at fault."

A. it looked away    B. it was lucky    C. it was correct    D. it was mistaken

3. "As the huge brute loped along..."

A. big monster ran    B. big lizard walked    C. scary lizard crept    D. large beast circled

4. "My limbs ached, my chest heaved..."

A. I was breathing easily.    B. my arms hurt    C. my chest stuck out    D. I was breathing hard.

5. "And then suddenly, with a crashing and a rending..."

A. a thundering    B. a booming    C. a tearing    D. a rush

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



## Secret Word

Write the answers to each clue in the spaces. The circled letters will spell a secret word.

### Clues

1. First name of Malone, the narrator.      \_    \_ \_ \_ \_
2. Malone traveled with these people.      \_ \_    \_ \_ \_ \_ \_
3. Chase something for food or as a sport      \_ \_    \_
4. Go across an unknown land      \_ \_ \_ \_    \_ \_
5. Opposite of found      \_ \_    \_
6. Continent: South \_\_\_\_\_         \_ \_ \_ \_ \_
7. Move very quickly as in a race      \_ \_    \_
8. Planet, such as Earth      \_ \_    \_ \_
9. Area of thick trees      \_ \_ \_ \_    \_

**Secret Word:**

\_\_\_\_\_



# Discovering the Elements of the Story

Below is a passage from *Alice's Adventures in Wonderland* by Lewis Carroll. Read the story and answer the questions.

*In her journey through Wonderland, Alice has become very small. She knows she needs to become her normal size again, but she's not sure how to do that.*

## from *Alice's Adventures in Wonderland*

**I**t sounded an excellent plan, no doubt, and very neatly and simply arranged; the only difficulty was, that she had not the smallest idea how to set about it; and while she was peering about anxiously among the trees, a little sharp bark just over her head made her look up in a great hurry.

An enormous puppy was looking down at her with large round eyes, and feebly stretching out one paw, trying to touch her. 'Poor little thing!' said Alice, in a coaxing tone, and she tried hard to whistle to it; but she was terribly frightened all the time at the thought that it might be hungry, in which case it would be very likely to eat her up in spite of all her coaxing.

Hardly knowing what she did, she picked up a little bit of stick, and held it out to the puppy; whereupon the puppy jumped into the air off all its feet at once, with a yelp of delight, and rushed at the stick, and made believe to worry it; then Alice dodged behind a great thistle, to keep herself from being run over; and the moment she appeared on the other side, the puppy made another rush at the stick, and tumbled head over heels in its hurry to get hold of it; then Alice, thinking it was very like having a game of play with a cart-horse, and expecting every moment to be trampled under its feet, ran round the thistle again; then the puppy began a series of short charges at the stick, running a very little way forwards each time and a long way back, and barking hoarsely all the while, till at last it sat down a good way off, panting, with its tongue hanging out of its mouth, and its great eyes half shut.

This seemed to Alice a good opportunity for making her escape; so she set off at once, and ran till she was quite tired and out of breath, and till the puppy's bark sounded quite faint in the distance.

1. **Setting:** Where do you think Alice is?
2. **Characters:** Who are the characters in the passage?
3. **Problem:** What is the problem Alice faces?
4. **Solution:** How does Alice solve the problem?

# The story of tsunamis

By National Oceanic and Atmospheric Administration, adapted by Newsela staff on 02.24.17

Word Count **698**

Level **870L**



TOP: Large waves seen at Point Lobos, California. Photo by: Amit Patel via flickr. BELOW: Usually, tsunamis are generated by earthquakes. The movement of the ocean floor releases energy which leads to larger-than-usual waves. Image from: Wikimedia.

A tsunami is a set of large ocean waves. It is caused when the sea's surface is suddenly and strongly disturbed. When a tsunami is formed, it can destroy nearby coastal communities within minutes. A very large tsunami can also travel great distances across the ocean and destroy other communities thousands of miles away. Tsunami is a Japanese word that means "harbor wave."

Tsunamis are one of the deadliest kinds of natural disaster. Since 1850, they have killed more than 420,000 people and have caused billions of dollars of damage. Tsunamis happen around once a year somewhere in the world.

Scientists have no way of knowing when and where the next tsunami will strike. However, once a tsunami begins to form, it can be tracked. That allows scientists to come up with good guesses about where it is headed and how strong it will be.

## **Tsunamis Usually Happen In The Pacific Ocean**



Tsunamis are most commonly caused by underwater earthquakes. The biggest tsunamis are produced by large, shallow earthquakes. Such earthquakes are caused by shifts in oceanic and continental plates. These plates are enormous slabs of solid rock. They are many thousands of miles across, and cover the ocean floor.

Tsunamis are common in the Pacific Ocean. They happen when dense oceanic plates slide under the lighter continental plates. When sections of a plate crack they can snap upward. As they move they cause waves in the ocean water.

This occurred on Dec. 26, 2004, when a huge earthquake struck the coastal region of Indonesia. The moving of the sea floor produced a tsunami more than 100 feet high. More than 130,000 people along the shoreline were killed. The tsunami then began to spread across the ocean. Within two hours, it had killed 58,000 people in Thailand, Sri Lanka and India.

Underwater landslides can also cause tsunamis. A July 17, 1998 tsunami began after an earthquake caused a large underwater landslide. Three waves more than 23 feet high struck a six-mile stretch of Papua, New Guinea coastline within 10 minutes of the earthquake. Three villages were completely swept away. Around 2,200 people were killed.

Volcanoes can also cause tsunamis. The eruption of the Krakatoa volcano in Indonesia on August 27, 1883 produced a 98-foot-high tsunami. It killed over 36,000 people.

### **Earthquake Activity Determines The Possibility Of Tsunamis**

Since 1946, the tsunami warning system has provided warnings of possible tsunami danger. The system keeps track of earthquake activity and wave behavior. However, it cannot say how strong a tsunami will be at a particular place.

By keeping track of underwater earthquakes, scientists are able to tell if a tsunami is possible. If a tsunami seems likely, a warning is issued. Once a tsunami begins to form, scientists then study ocean water levels. That information allows them to see how strong the tsunami is and where it is going.

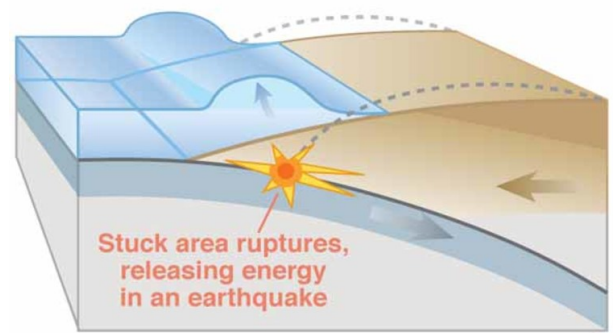
However, it is still difficult to say how dangerous a tsunami will be in a particular place. The shape of a coastline can make a big difference in the strength of a tsunami. So can the depth and shape of the nearby ocean floor.

### **Warning Systems And Evacuation Plans Have Saved Lives**

In recent years, two things have helped reduce the number of deaths caused by tsunamis. One is computer modeling, which can predict how a tsunami will behave. The other is the deep-ocean tsunami detector.

Still, it is very important for people to be educated about tsunamis. In addition, warning systems and evacuation plans are necessary. A good evacuation plan gets people away from the coast as quickly as possible.

*Earthquake starts tsunami*



Compare two communities hit by tsunamis.

In 1993, the town of Aonae, Japan, was hit by a tsunami. In this case, the population was educated about tsunamis, a warning was given and evacuation plans were developed. As a result, only around 15 out of every 100 people at risk died.

The story was very different when a tsunami hit Warapa, Papua New Guinea, in 1998. About 40 out of every 100 people at risk died. In this case, the population was not educated about tsunamis and there was no warning system or evacuation plan.

## Quiz

- 1 Which statement about tsunamis is true?
- (A) A tsunami is one giant wave.
  - (B) It is impossible for scientists to track tsunamis.
  - (C) Tsunamis only affect nearby coastal communities.
  - (D) Tsunamis can travel many miles across the ocean.
- 2 Read the second section, "Tsunamis Usually Happen In The Pacific Ocean."  
Read the final section, "Warning Systems And Evacuation Plans Have Saved Lives."  
How does the second section relate to the final section?
- (A) Both sections provide specific examples of the effects of tsunamis.
  - (B) Both sections compare and contrast different causes of tsunamis.
  - (C) The second section describes problems with studying tsunamis. The final section describes how scientists discovered a solution to the problems.
  - (D) The second section describes scientists' predictions about tsunamis. The final section provides information about whether they were correct.
- 3 What are the causes of tsunamis?
- 1. *earthquakes*
  - 2. *volcanoes*
  - 3. *landslides*
  - 4. *hurricanes*
- (A) 1, 2 and 3
  - (B) 2, 3, and 4
  - (C) 1, 2 and 4
  - (D) 1, 3 and 4
- 4 Read the section "Earthquake Activity Determines The Possibility Of Tsunamis."  
Select the paragraph that uses order of events in its structure.
- 5 When a tsunami is headed toward a coastline, why does the shape of the coastline matter?
- (A) It affects people's ability to evacuate.
  - (B) It affects the strength of the tsunami.
  - (C) It affects the deep-ocean tsunami detector.
  - (D) It affects the overall ocean water levels.



- 6 Look at the graphic "Earthquake starts tsunami."  
What does the blue arrow pointing upward represent?
- (A) the flow of broken oceanic plates sliding into the ocean floor
  - (B) the flow of trapped heat from the sun causing a tsunami wave to form
  - (C) the direction of continental plates traveling deeper into the ocean
  - (D) the direction of released energy moving to create a tsunami wave
- 7 What conclusion can be drawn from comparing the events at Aonae, Japan and Warapa, Papua New Guinea?
- (A) The deep-ocean tsunami detector can save lives.
  - (B) A warning system and evacuation plan can save lives.
  - (C) Scientists cannot predict how dangerous each tsunami will be.
  - (D) Scientists are using computer models to predict tsunami behavior.
- 8 Use the graphic and the article to select the TRUE statement below.
- (A) Tsunamis are caused when shifting continental plates crack.
  - (B) Tsunamis are most commonly caused by landslides.
  - (C) Tsunamis are the result of ocean temperatures that create waves.
  - (D) Tsunamis are usually the reason why earthquakes happen.

# Big Questions: What are the biggest waves in history?

By Smithsonian Magazine, adapted by Newsela staff on 03.28.17

Word Count **504**

Level **810L**



Surfers on a big wave in Todos Santos, Mexico. Photo from: Boone Speed via Wikimedia Commons.

The biggest, baddest waves aren't born that way. Winds at sea generate waves that average 10 feet high. During storms, 30-footers are common. But what creates waves the size of office buildings, including the ones big-wave surfers dream of, and coastal dwellers fear? In a word, land.

A wave approaching a shoreline meets shallower and shallower water. This slows the wave's leading edge. Now much of the energy that had been propelling the wave forward has nowhere to go but up. Thus, the wave grows taller.

Unlike the waves we enjoy at the beach, tsunami waves don't break because they don't get steep enough. A tsunami wave is caused by a landslide, earthquake or volcano eruption. Energy spreads all through the wave. The wave can stretch 100 miles in length. Tsunami waves arrive as huge, strong masses of water.

**25 Feet**

In Teahupo'o, Tahiti, waves are modest in height. Still, surfers call the thick lips the world's "heaviest."

### **29 Feet**

As the tide comes in on Hangzhou, China, a wave called the Silver Dragon travels up the Qiantang River. It moves opposite the direction of the river's flow. This wave is largest in September.

### **30 Feet**

The Banzai Pipeline in Oahu, Hawaii, gets our vote for the most dangerous wave to surf. It tosses surfers directly into a shallow reef. At least 10 people are believed to have died there.

### **50 Feet**

The Indian Ocean tsunami in 2004, traveled at speeds reaching 500 miles per hour. It flowed up to a mile inland. It killed about 200,000 people, making it the deadliest wave known.



### **78 feet**

Garrett McNamara holds the record for the largest wave ever surfed. He set the record in 2011, in Nazare, Portugal. McNamara has claimed to have surfed a 100-footer also at Nazare. That wave's height hasn't been confirmed.

### **84 Feet**

Until 1995, most scientists dismissed rogue waves as a sea myth. Rogue waves are sudden, surprise swells that seem to come out of nowhere. But on New Year's Day 1995, a monitoring platform off Norway's coast recorded a single 84-foot wave. It was surrounded by 20-footers. There is a simple explanation for these monsters. Two or more waves meet and line up in such a way that they make one larger wave.

### **100 Feet**

The tallest tsunami ever documented happened in Alaska's Lituya Bay in 1958. An earthquake followed by a landslide created a wave 100 feet high. When the wave reached shore, it snapped trees 1,700 feet above sea level. Five deaths were recorded. There was not too much property damage because there were few cities or towns nearby.



## Quiz

- 1 Read the summary of the article. Choose the answer that BEST fits into the blank to complete the summary.
- Ocean waves can become very large when they near the shore, because their built-up energy has nowhere else to go but up.
- \_\_\_\_\_
- Large waves, especially tsunamis, can be very destructive and deadly.
- (A) The world's biggest waves range from 25 feet to 100 feet high.
  - (B) Surfers in Hawaii, Tahiti and Portugal enjoy these huge rogue waves.
  - (C) China is home to the Silver Dragon wave, which is largest in September.
  - (D) The tallest wave was recorded off the coast of Norway in 1995.
- 2 What effect does land have on the height of waves?
- (A) Landslides cause the tallest waves to form.
  - (B) Land slows down waves, and the waves get taller.
  - (C) Waves that get close to land combine to form taller waves.
  - (D) Land near reefs experiences the tallest waves.
- 3 Which sentence from the article BEST supports the idea that large waves can be deadly?
- (A) But what creates waves the size of office buildings, including the ones big-wave surfers dream of, and coastal dwellers fear?
  - (B) Tsunami waves arrive as huge, strong masses of water.
  - (C) It tosses surfers directly into a shallow reef.
  - (D) When the wave reached shore, it snapped trees 1,700 feet above sea level.
- 4 Select the sentence that BEST shows how the tallest wave was created.
- (A) A wave approaching a shoreline meets shallower and shallower water.
  - (B) It moves opposite the direction of the river's flow.
  - (C) Two or more waves meet and line up in such a way that they make one larger wave.
  - (D) An earthquake followed by a landslide created a wave 100 feet high.

## English Language Learner Supplement 4-5

### Young Night-Thought

By Robert Louis Stevenson

All night long and every night,

When my mama puts out the light,

I see the people marching by,

As plain as day, before my eye.

Armies and emperors and kings,

All carrying different kinds of things,

And marching in so grand a way,

You never saw the like by day.

So fine a show was never seen

At the great circus on the green;

For every kind of beast and man

Is marching in that caravan.

At first they move a little slow,

But still the faster on they go,

And still beside them close I keep

Until we reach the town of Sleep.

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

**Speaking:** Read the poem aloud to someone at home. Tell them what the poem means in your own words.

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

**Writing:** Write about a favorite dream you have had. Include as many details as you can.

---

---

---

---

---

---

---

---

---

---

## Suplemento para

### Estudiantes que Aprenden Inglés 4-5

#### Joven Pensamiento Nocturno

Por Robert Louis Stevenson

Toda la noche y todas las noches  
Cuando mi mamá apaga la luz  
Veo a la gente marchando,  
Tan claro como el día, ante mis ojos.  
Ejércitos y emperadores y reyes,  
Todos llevan diferentes tipos de cosas,  
Y marchando de una manera tan grandiosa,  
Nunca viste algo así durante el día.  
Tan bien, nunca se vio un espectáculo  
En el gran circo en el green;  
Para todo tipo de bestia y hombre  
Está marchando en esa caravana.  
Al principio se mueven un poco despacio,  
Pero aún así, cuanto más rápido avanzan,  
Y aún al lado de ellos cerca sigo  
Hasta que lleguemos al pueblo de Sleep.

Poema en el Dominio Público

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

**Lectura:** Lee el poema solo o con alguien en casa. Encierra en un círculo cualquier palabra del poema que sea nueva para ti y busca sus definiciones.

**Hablando:** Lea el poema en voz alta a alguien en casa. Diles lo que significa el poema en tus propias palabras.

**Escuchando:** Haz que alguien en casa te lea el poema en voz alta. Cierra los ojos y trata de hacer dibujos en tu mente para que coincidan con las palabras del poema.

**Escritura:** Escribe sobre un sueño favorito que hayas tenido. Incluye tantos detalles como puedas.

---

---

---

---

---

---

---

---

---

---

## Writing Ideas 4-5 Elementary Week #12

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

### **Narrative**

- The first day of summer is June 20! Write a narrative story about a summer day! You should include when and where your story takes place and who and/or what is involved. Be sure to include a sequence of events, details, descriptions, and the setting. Establish an introduction, middle, and conclusion.

### **Opinion/Argument**

- If you could have a super power what would it be? Write an opinion piece on what super power would be the best and why? 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**

- Father's day is coming up on June 21! Interview someone you know who is a father! It can be anyone you know. Brainstorm a list of questions you want to ask them about being a dad. You can call them on the phone or email them. Learn as much as you can about that person. 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!

Describe the situation that Alice finds herself in from <b>Alice's Adventures in Wonderland</b> ? How does the author let us know that Alice has become very small? Use evidence from the text to support your reasoning.	When we read, we try to figure out what the central message or main idea is! Pick one of the reading selections from this week and tell someone in your family what the central message was. Then write about it. For a video on main ideas go to <a href="https://bit.ly/3c1OpcQ">https://bit.ly/3c1OpcQ</a>	Write about how the two reading selections <b>The story of tsunamis</b> and <b>Big Questions: What are the biggest waves in history?</b> are similar and/or different.
Want to learn more about elements? Conduct some research and find out more information. Pick two elements and compare and contrast them. Write an informative piece about your findings. For more information visit <a href="https://bit.ly/3dcL8ZC">https://bit.ly/3dcL8ZC</a>	<b>WRITER'S CHOICE</b>	From what we learn of Edward in <b>The Lost World</b> , how do you think he feels during his time in the dreadful forest? Write about how he might be feeling and use clues and evidence from the text to support your reasoning and writing
Tsunamis are very massive! Learn more about tsunamis and write an informational piece on your findings! For more information on tsunamis visit <a href="https://bit.ly/3exfQg8">https://bit.ly/3exfQg8</a>	Want to learn more about ecology? Conduct some research and find out more information. Write an informative piece about your findings. For additional fun, watch the video on ecology at <a href="https://bit.ly/3gg5QHk">https://bit.ly/3gg5QHk</a>	Vocabulary words are fun! Write a story, song, or poem using some of the words from this week's reading! Want additional fun, create your own game like bingo or memory using this week's words!





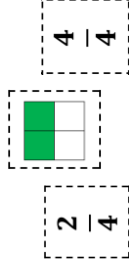






# Comparing Fractions to a Benchmark

**Materials:** one Comparing Fractions Board per partnership, fraction cards



1. Work with a partner. Shuffle the fraction cards and place them facedown in a pile. Take one card each from the top of the pile.
2. Partner 1: Place your card under the appropriate heading on the board and explain your reasoning. Partner 2: Say whether you agree or disagree with Partner 1's reasoning. If you disagree, you must both discuss your thinking until you reach consensus.
3. Partner 2: Place your card on the board and repeats steps 1-2.
4. Continue to take turns until all cards have been place on the board.
5. In your notebook describe the strategies you used when determining where to place three different fractions on the board.

# Comparing Fractions to a Benchmark

Between  $0 - \frac{1}{2}$

--

Equal to  $\frac{1}{2}$

--

Between  $\frac{1}{2} - 1$

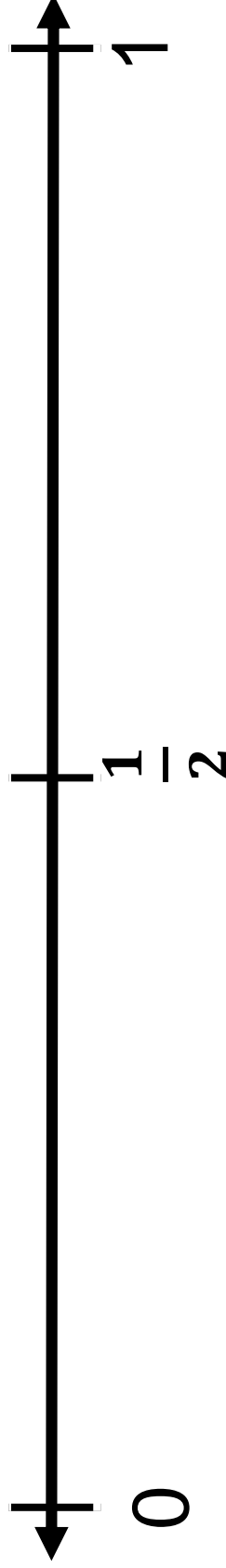
--

Equal to 1

--

Greater than 1

--



# Comparing Fractions to a Benchmark

Between  $0 - \frac{1}{2}$

--

Equal to  $\frac{1}{2}$

--

Between  $\frac{1}{2} - 1$

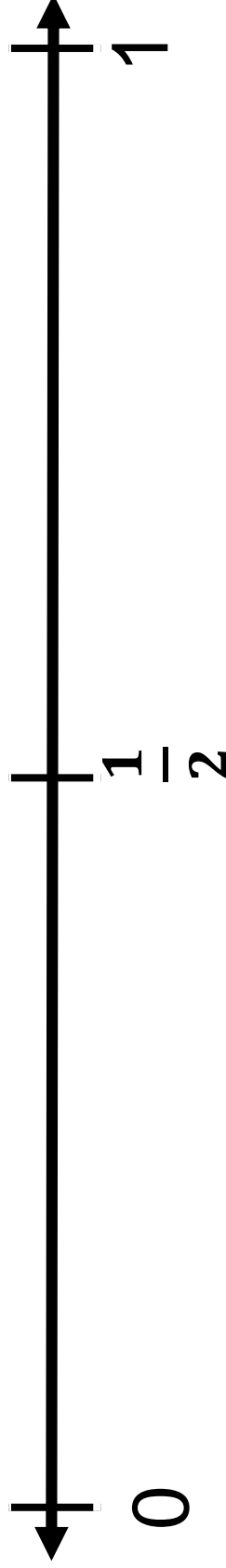
--

Equal to 1

--

Greater than 1

--

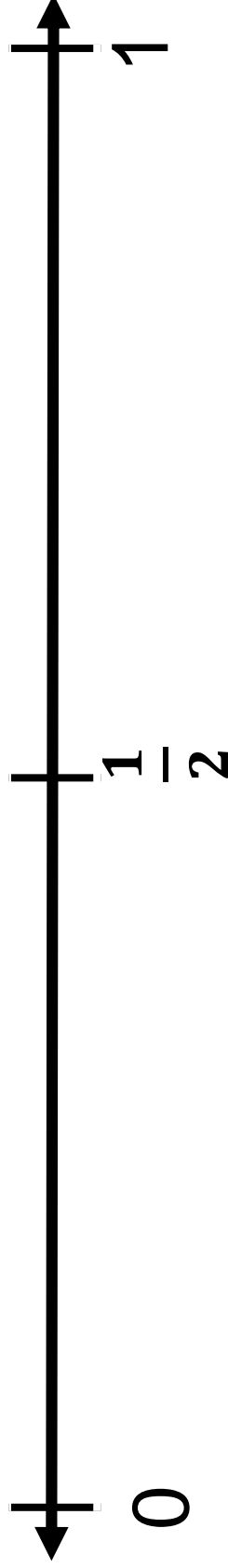


# Comparing Fractions to a Benchmark

Less than  $\frac{1}{2}$

Equal to  $\frac{1}{2}$

Greater than  $\frac{1}{2}$



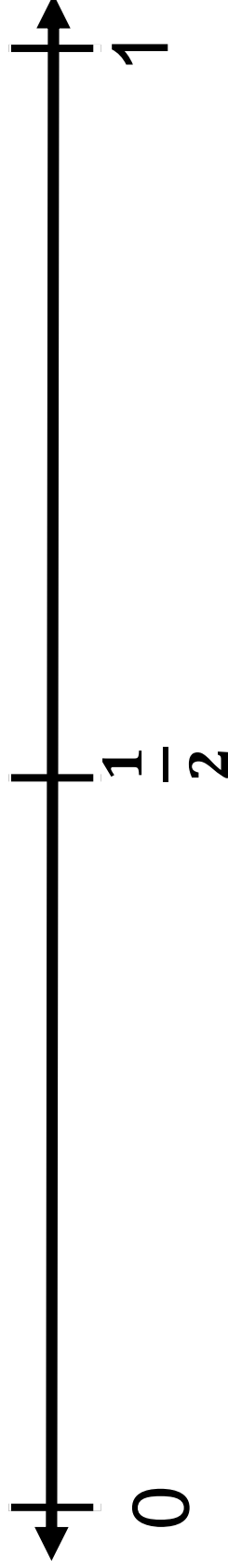


# Comparing Fractions to a Benchmark

Less than  $\frac{1}{2}$

Equal to  $\frac{1}{2}$

Greater than  $\frac{1}{2}$



Comparing Fractions to a Benchmark Cards: Set 1

$$\frac{2}{4}$$

$$\frac{1}{4}$$

$$\frac{2}{6}$$

$$\frac{5}{10}$$

$$\frac{3}{4}$$

$$\frac{7}{8}$$

$$\frac{3}{3}$$

$$\frac{4}{4}$$

$$\frac{5}{4}$$

$$\frac{12}{8}$$

$$1\frac{2}{6}$$

$$\frac{4}{8}$$

Comparing Fractions to a Benchmark Cards: Set 2

$$\frac{3}{6}$$

$$\frac{3}{8}$$

$$\frac{3}{10}$$

$$\frac{6}{12}$$

$$\frac{5}{6}$$

$$\frac{6}{8}$$

$$\frac{2}{2}$$

$$\frac{3}{3}$$

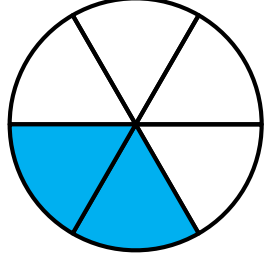
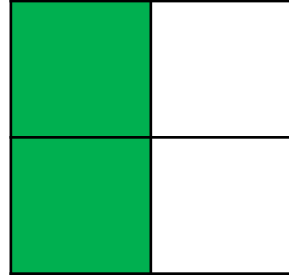
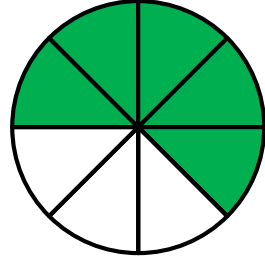
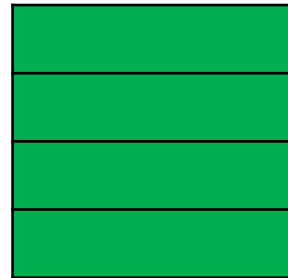
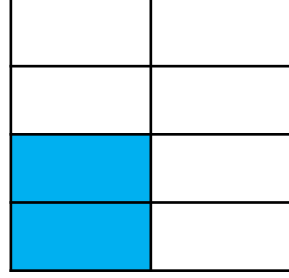
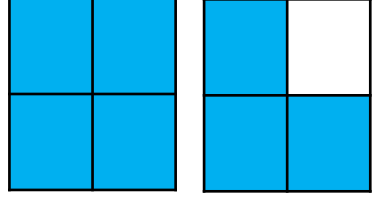
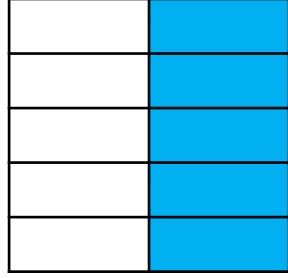
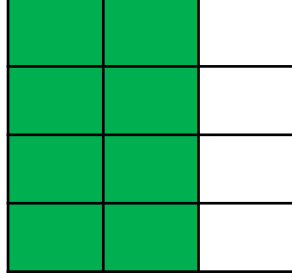
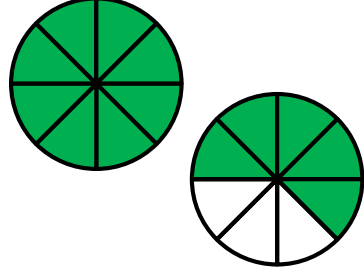
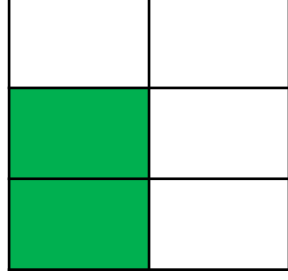
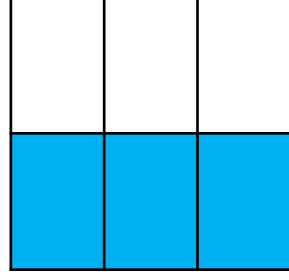
$$\frac{5}{5}$$

$$\frac{12}{6}$$

$$1\frac{1}{3}$$

$$1\frac{1}{8}$$

# Comparing Fractions to a Benchmark Cards: Set 3



# Cover Up: Fractions

$\frac{1}{2}$ of 24	$\frac{1}{4}$ of 12	$\frac{1}{5}$ of 15	$\frac{1}{7}$ of 30	$\frac{1}{8}$ of 25	$\frac{1}{9}$ of 40
$\frac{1}{3}$ of 12	$\frac{1}{6}$ of 18	$\frac{1}{10}$ of 60		$\frac{1}{12}$ of 60	$\frac{1}{15}$ of 50
$\frac{1}{6}$ of 36	$\frac{1}{9}$ of 18			$\frac{1}{14}$ of 40	$\frac{1}{18}$ of 60
$\frac{1}{8}$ of 16	$\frac{1}{12}$ of 42			$\frac{1}{16}$ of 36	$\frac{1}{20}$ of 60
$\frac{1}{10}$ of 30	$\frac{1}{24}$			$\frac{1}{33}$	$\frac{1}{48}$
$\frac{1}{12}$ of 60	$\frac{1}{60}$	$\frac{1}{60}$	$\frac{1}{60}$	$\frac{1}{70}$	$\frac{1}{21}$

**Materials:** Cover Up: Fractions board and cards

**Number of Players:** 2-3

1. Shuffle the cards. Deal five cards to each player and place the remaining cards facedown in a pile.
2. The first player uses one answer card to cover a space on the board and explains his/her reasoning.
3. The next player must then place an answer card with one side touching the first card. A player who is unable to place a card adjacent to another card must pick up a card from the pile.
3. Players continue to take turns. The first player to place all his/her cards on the board wins the game.

## Cover Up: Fractions

$\frac{1}{2}$ of 24	$\frac{1}{4}$ of 12	$\frac{1}{5}$ of 15	$\frac{1}{3}$ of 30	$\frac{1}{5}$ of 25	$\frac{1}{2}$ of 40
$\frac{1}{3}$ of 12	$\frac{1}{2}$ of 18	$\frac{1}{3}$ of 90	$\frac{1}{4}$ of 48	$\frac{1}{2}$ of 80	$\frac{1}{5}$ of 50
$\frac{1}{6}$ of 36	$\frac{1}{3}$ of 18	$\frac{1}{4}$ of 60	$\frac{1}{3}$ of 6	$\frac{1}{5}$ of 40	$\frac{1}{4}$ of 80
$\frac{1}{4}$ of 16	$\frac{1}{2}$ of 42	$\frac{1}{6}$ of 18	$\frac{1}{2}$ of 38	$\frac{1}{4}$ of 36	$\frac{1}{2}$ of 60
$\frac{1}{6}$ of 30	$\frac{1}{4}$ of 24	$\frac{1}{2}$ of 90	$\frac{1}{3}$ of 33	$\frac{1}{5}$ of 60	$\frac{1}{6}$ of 48
$\frac{1}{2}$ of 50	$\frac{1}{6}$ of 60	$\frac{1}{3}$ of 60	$\frac{1}{4}$ of 32	$\frac{1}{2}$ of 70	$\frac{1}{3}$ of 21

Cover Up: Fractions Cards

12

3

3

10

5

20

4

9

30

12

40

10

6

6

15

2

8

20

4

21

3

19

9

30

5

6

45

11

12

8

25

10

20

8

35

7

# Lesson 11: For Loop Fun

## Overview

We know that loops allow us to do things over and over again, but now we're going to learn how to use loops that have extra structures built right in. These new structures will allow students to create code that is more powerful and dynamic.

## Purpose

At this point, students have become masters of loops. Today, they will learn about another loop commonly used in programming. The for loop repeats commands a certain number of times, but also keeps track of the values it is iterating over. For example, a for loop that begins at 4, ends with 8, and has a step value of 1 will repeat 4 times, but the values 4, 5, 6, and 7 will also be captured for use elsewhere. Using this structure with variables can create some pretty fantastic programs. Today, students will simply be learning the basics of a for loop before diving into programming with them next time!

## Agenda

- [Warm Up \(20 min\)](#)
  - [Vocabulary](#)
  - [For One and All](#)
- [Main Activity \(20 min\)](#)
  - [For Loop Fun - Worksheet](#)
- [Wrap Up \(15 min\)](#)
  - [Flash Chat: What did we learn?](#)
  - [Journaling](#)
- [Assessment \(5 min\)](#)
  - [For Loop Fun - Assessment](#)
- [Extended Learning](#)

## Teaching Guide

### Warm Up (20 min)

#### Vocabulary

This lesson has one new and important word:

- For Loop - Say it with me: For-Loop

Loops that have a predetermined start, stop, and step value.



## For One and All

- Point out that there are certain loops that happen very frequently, for example, loops where you need to keep track of how many times you have been through
  - Sometimes, you don't want to start with one
  - Sometimes, you don't want to count by ones
  - "for" loops give you a powerful way to keep a counter that starts when you want, ends when you want, and increases by whatever size step that you want

Here, you can jump right into a sample of the game (example in English)

**ROUND 1**

**Player 1** For values of X from 3 to 12 step by 4  
starting value    stopping value    step

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

**Player 2** For values of X from 2 to 14 step by 2  
starting value    stopping value    step

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

**SCORE**  
21  
56

**ROUND 2**

**Player 1** For values of X from 1 to 18 step by 3  
starting value    stopping value    step

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

**Player 2** For values of X from 5 to 12 step by 5  
starting value    stopping value    step

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

**SCORE**  
51  
15

**ROUND 3**

**Player 1** For values of X from 2 to 10 step by 4  
starting value    stopping value    step

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

**Player 2** For values of X from 3 to 16 step by 4  
starting value    stopping value    step

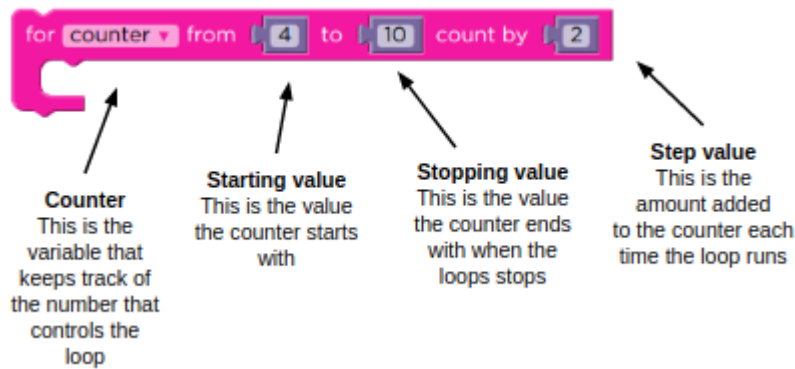
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

**SCORE**  
18  
36

## Main Activity (20 min)

### For Loop Fun - Worksheet

Sometimes we want to repeat things a certain number of times, but we want to keep track of values as we do. This is where a "for" loop comes in handy. When you use a "for" loop, you know right from the start what your beginning value is, what your ending value is, and how much the value changes each time through the loop.



## Lesson Tip

When you play this game, it's as if you're running through a loop like this

```
for (x=startValue; x <= stopValue; x = x + step){
  circle currentXvalue;
  add currentXvalue to roundScore;
}
```

"for" Loop block (in English)

Directions:

## Lesson Tip

If any of the values rolled are outside the bounds of the game (like rolling a start value of 6 but then rolling 2, 1, 2 for the end value), have the student re-roll everything.

It may be difficult for young students to understand this written in pseudocode, but it may be helpful to have you explain out loud (and perhaps with a diagram) what they will be using as the content of a "for" loop.

- Divide students into pairs
- To start the round, each student rolls three times:
  - One die to determine the starting value of X
  - Three dice to determine the stopping value for X
  - One die to determine the stepping value of X each time through
- Use one of the provided number lines to trace the "for" loop that they've made
  - Start at the starting value of X
  - Count down the number line, circling the numbers at the rolled interval
  - Stop when you get to the predetermined stopping value
- Add all of the circled values to your score, then let the other player take a turn
- Best 2 out of 3 wins

## Wrap Up (15 min)

### Flash Chat: What did we learn?

## Lesson Tip

Flash Chat questions are intended to spark big-picture thinking about how the lesson relates to the greater world and the students' greater future. Use your knowledge of your classroom to decide if you want to discuss these as a class, in groups, or with an elbow-partner.

- What would your interval need to be if you wanted to count from 4 to 13 by threes?
- What kinds of things do you think you could do with a for loop?
- Can you reproduce a normal loop using a for loop?
- What would you need to do?

## Journaling

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

### *Journal Prompts:*

- What was today's lesson about?
- How do you feel about today's lesson?
- What is a "for" loop?
- Why would you use a "for" loop instead of a "repeat" loop or a "while" loop?

## Assessment (5 min)

### For Loop Fun - Assessment

Hand out the assessment worksheet and allow students to complete the activity independently after the instructions have been well explained. This should feel familiar, thanks to the previous activities.

## Extended Learning

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

### Run it Backward

- Try this activity again, but this time have the start number be selected using three dice, and the stop number with only one. Make sure to have a negative increment!

### Hop Scotch

- Using chalk, draw a hop scotch diagram outside on the blacktop
  - Number the squares from bottom to top
  - Have students give each other a start square, stop square, and how many at a time they need to jump
  - When the jumper is done, have them write down the loop they just performed
  - Start adding additional activities to be done at each square, this will add complexity to the written portion, as well

# For Loop Fun

## Number Lines and Score Sheet



### Directions:

- Use the number lines to trace the “for loop” for each turn
  - Start at the starting value of X
  - Count down the number line, circling the numbers at the correct step
  - Stop when you get to the stopping value
- Add all of the circled values to get the score for your round
- Best 2 out of 3 Wins

### ROUND 1

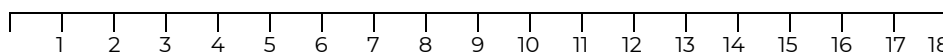
**Player 1**

For values of **X** from \_\_\_\_\_ to \_\_\_\_\_ step by \_\_\_\_\_

starting value    stopping value

step

**SCORE**



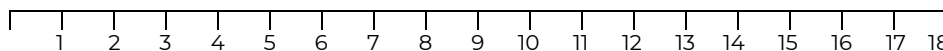
\_\_\_\_\_

**Player 2**

For values of **X** from \_\_\_\_\_ to \_\_\_\_\_ step by \_\_\_\_\_

starting value    stopping value

step



\_\_\_\_\_

### ROUND 2

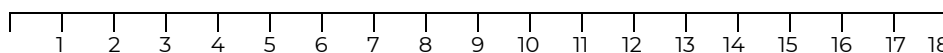
**Player 1**

For values of **X** from \_\_\_\_\_ to \_\_\_\_\_ step by \_\_\_\_\_

starting value    stopping value

step

**SCORE**



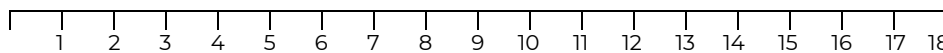
\_\_\_\_\_

**Player 2**

For values of **X** from \_\_\_\_\_ to \_\_\_\_\_ step by \_\_\_\_\_

starting value    stopping value

step



\_\_\_\_\_

### ROUND 3

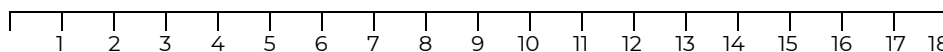
**Player 1**

For values of **X** from \_\_\_\_\_ to \_\_\_\_\_ step by \_\_\_\_\_

starting value    stopping value

step

**SCORE**



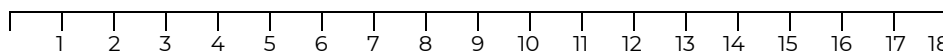
\_\_\_\_\_

**Player 2**

For values of **X** from \_\_\_\_\_ to \_\_\_\_\_ step by \_\_\_\_\_

starting value    stopping value

step



\_\_\_\_\_

Name(s) \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

# For Loop Fun

## Assessment Worksheet



Below, you will find three rounds of the For Loop Game, along with what each player rolled during their turn. Fill out the number lines and tally the scores for each round. Who won the game?

### ROUND 1

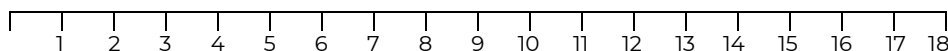
**Player 1**

For values of **X** from 1 to 18 step by 4

starting value    stopping value

step

**SCORE** \_\_\_\_\_



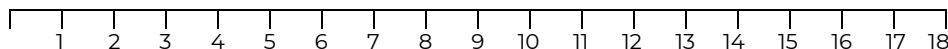
**Player 2**

For values of **X** from 3 to 11 step by 2

starting value    stopping value

step

\_\_\_\_\_



### ROUND 2

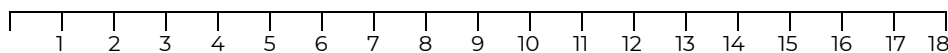
**Player 1**

For values of **X** from 3 to 17 step by 5

starting value    stopping value

step

**SCORE** \_\_\_\_\_



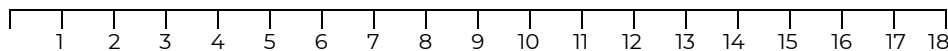
**Player 2**

For values of **X** from 5 to 17 step by 3

starting value    stopping value

step

\_\_\_\_\_



### ROUND 3

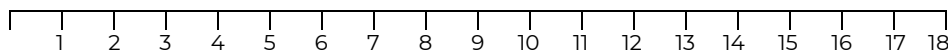
**Player 1**

For values of **X** from 6 to 11 step by 1

starting value    stopping value

step

**SCORE** \_\_\_\_\_



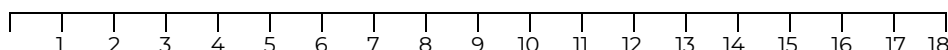
**Player 2**

For values of **X** from 2 to 15 step by 6

starting value    stopping value

step

\_\_\_\_\_



**WHO WON?**

**PLAYER #** \_\_\_\_\_

## For Loop Fun

Number Lines and Score Sheet



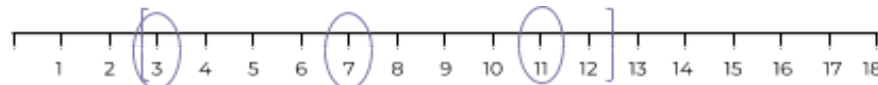
SAMPLE

ROUND 1

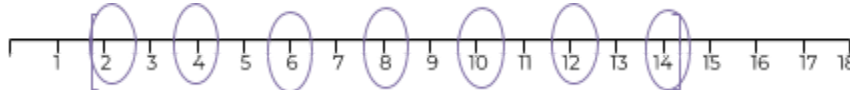
Player 1

 For values of **X** from 3 to 12 step by 4  
starting value    stopping value    step

SCORE

21

Player 2

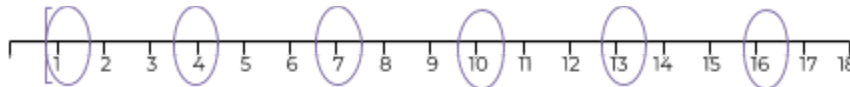
 For values of **X** from 2 to 14 step by 2  
starting value    stopping value    step
56

ROUND 2

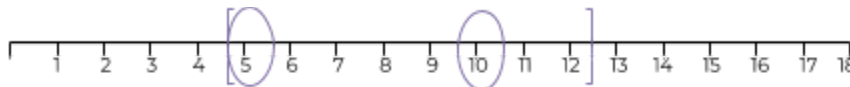
Player 1

 For values of **X** from 1 to 18 step by 3  
starting value    stopping value    step

SCORE

51

Player 2

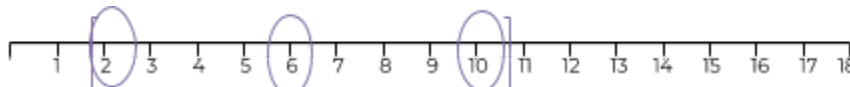
 For values of **X** from 5 to 12 step by 5  
starting value    stopping value    step
15

ROUND 3

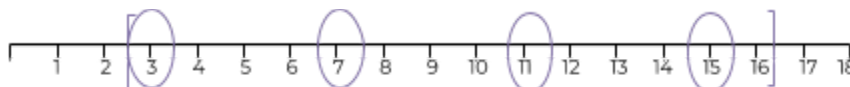
Player 1

 For values of **X** from 2 to 10 step by 4  
starting value    stopping value    step

SCORE

18

Player 2

 For values of **X** from 3 to 16 step by 4  
starting value    stopping value    step
36

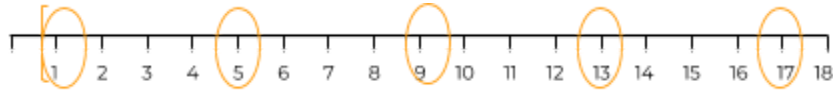
## For Loop Fun

Assessment Worksheet



ROUND 1

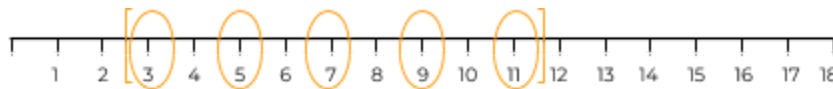
Player 1

 For values of **X** from 1 to 18 step by 4  
starting value    stopping value    step


SCORE

45

Player 2

 For values of **X** from 3 to 11 step by 2  
starting value    stopping value    step
35

ROUND 2

Player 1

 For values of **X** from 3 to 17 step by 5  
starting value    stopping value    step


SCORE

24

Player 2

 For values of **X** from 5 to 17 step by 3  
starting value    stopping value    step
55

ROUND 3

Player 1

 For values of **X** from 6 to 11 step by 1  
starting value    stopping value    step


SCORE

51

Player 2

 For values of **X** from 2 to 15 step by 6  
starting value    stopping value    step
24

WHO WON?

PLAYER # 1