

2-3 At-Home Learning Resources

(Green Packet)

Week #9

The Richland School District cares deeply about the well-being of our students and families. We highly encourage our students and families to set a daily routine that includes the following:

For our elementary families:

- Read daily with your child
- Play family games (board games, cards, puzzles, charades, pictionary, etc.)
 - Engage in an outside activity
 - Cook/bake with your child
- Maintain relationships with your child's teacher

These supplemental activities, readings, and other resources are available to students and families to continue learning and exploring while schools are closed in response to the novel coronavirus.

Students are not required to complete and/or turn in any assignments nor will any of these materials be used to assess students academically. Please feel free to use these optional resources as needed. Additional resources are available at:

<https://www.rsd.edu/programs/at-home-learning/pre-k-elementary-resources>



Objective

The student will segment syllables in words.



Materials

- ▶ Ice cream cone header cards (Activity Master P.030.AM1)
Copy, laminate, and cut apart.
- ▶ Word cards (Activity Master P.030.AM2a - P.030.AM2c)
Cards can be left as rectangles and placed on top of the numbered ice cream cone header cards or cut into scoop shapes.
- ▶ Student sheet (Activity Master P.030.SS)
- ▶ Pencils



Activity

Students segment and sort words by the number of syllables.

1. Place ice cream cone headers on a flat surface. Place word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card and read the word (e.g., “insect”).
3. Say the word again segmenting it by syllables (i.e., “in-sect”).
Count the number of syllables (i.e., “2”).
4. Place the card on top of the ice cream cone that corresponds to the number of syllables in the word.
5. Continue until all words are sorted.
6. Record words on student sheet.
7. Teacher evaluation

The diagram illustrates the Syllable Scoops activity. On the left, four ice cream cone headers are shown with scoops labeled 1, 2, 3, and 4. The scoops are labeled with the words: 'drum' and 'grin' on scoop 1, 'pinball' on scoop 2, 'invented' on scoop 3, and 'atmospheric' on scoop 4. An orange arrow points from a stack of word cards labeled 'insect' to the scoop labeled 2. On the right, a student sheet titled 'Name' and 'Syllable Scoops' is shown. It features four ice cream cone headers with scoops labeled 1, 2, 3, and 4, each with a blank space for a word.



Extensions and Adaptations

- ▶ Use cards with other target words.

Phonics

Syllable Scoops

P.030.AMI



header



header



header



header

header cards



grin

blend

trust

strap

drum

quilt

muffin

admit



Phonics

Syllable Scoops

P.030.AM2b

return

number

pinball

insect

finishing

invented

galaxy

basketball



snapdragon

Atlantic

inconsistent

atmospheric

discontented

establishing

subcontracted

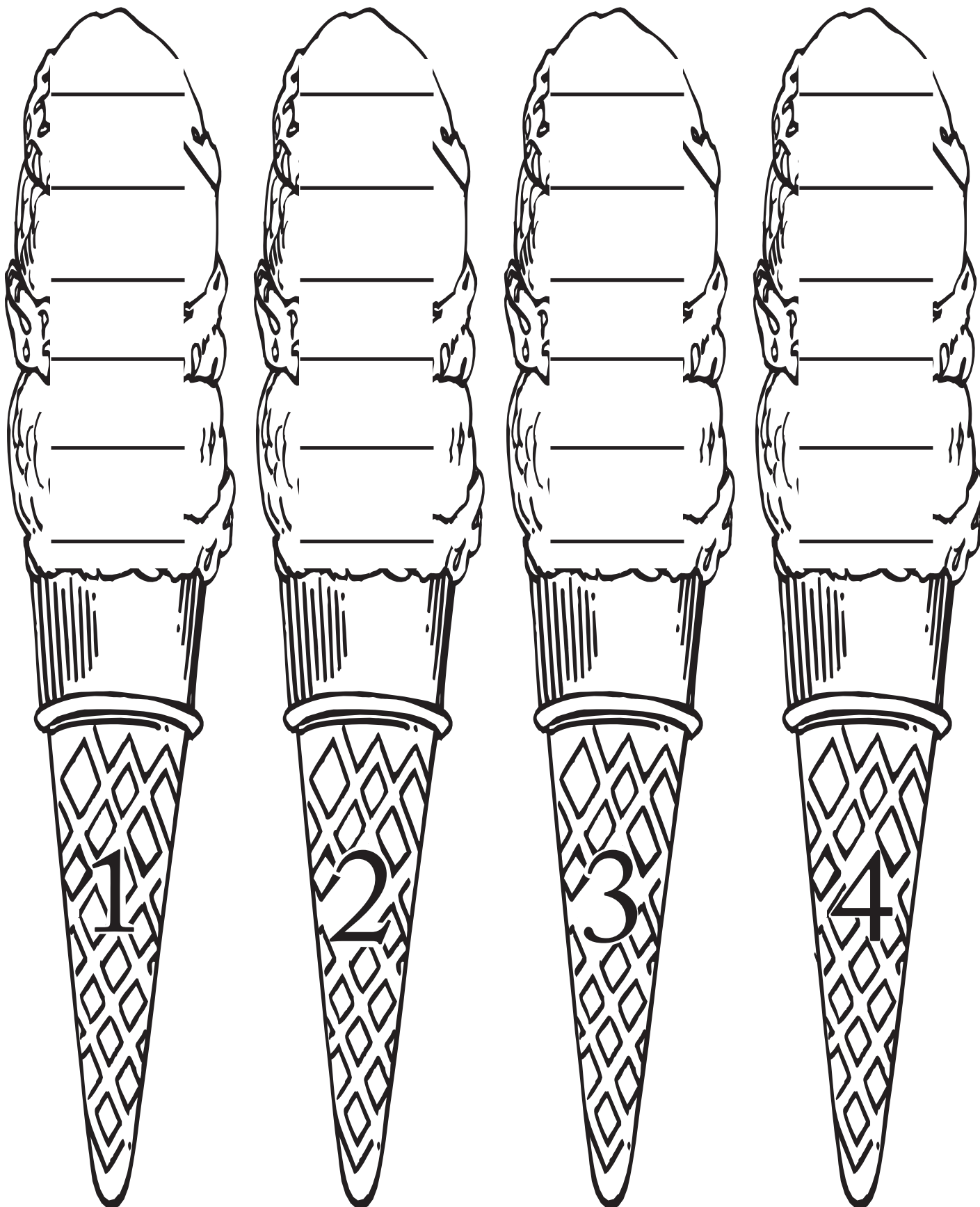
recommended



Name _____

Syllable Scoops

P.030.SS





Objective

The student will identify antonyms.



Materials

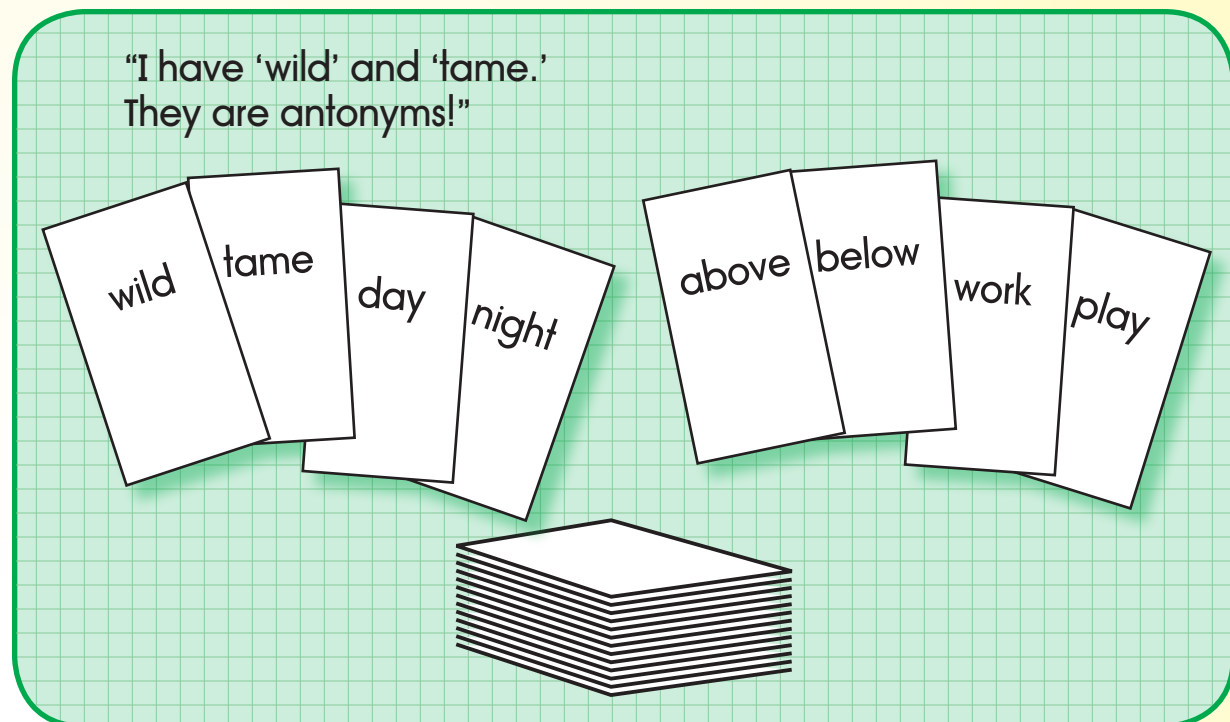
- Word cards (Activity Master V.003.AM1a - V.003.AM1j)



Activity

Students identify antonyms by playing a card game.

1. Divide the word cards into three equal stacks. Each student gets one stack and the remaining stack is the “lake.”
2. Students check their cards for matching antonyms. Read the words and place the matching sets down. For example, “I have wild and tame, they are antonyms.”
3. Student one asks for a specific antonym for one of the cards that he is holding. For example, “Do you have a card that is the opposite of cold?”
4. If yes, student two gives the antonym (i.e., hot) to student one who reads both words. Places match down. If no, student two says, “Go fishing for an antonym!” Student one selects the top card from the “lake” stack.
5. Student two takes a turn.
6. Continue game until all cards are matched.
7. Peer evaluation



Extensions and Adaptations

- Do an open sort with word cards.

Vocabulary

Opposites Attract

V.003.AM1a

over

under

work

play

before

after



last

first

take

give

win

lose



Vocabulary

Opposites Attract

V.003.AM1c

wild

tame

always

never

above

below



no

yes

add

subtract

day

night



Vocabulary

Opposites Attract

V.003.AM1e

long

short

funny

sad

more

less



laugh	cry	new
old	end	begin



Vocabulary

Opposites Attract

V.003.AM Ig

there

here

out

in

pass

fail



fix

break

awake

asleep

fancy

plain



Vocabulary

Opposites Attract

V.003.AM.Ii

cool

warm

sour

sweet

lost

found



push

pull

wet

dry

thin

thick





Incredible Inferences



Objective

The student will identify inferences.



Materials

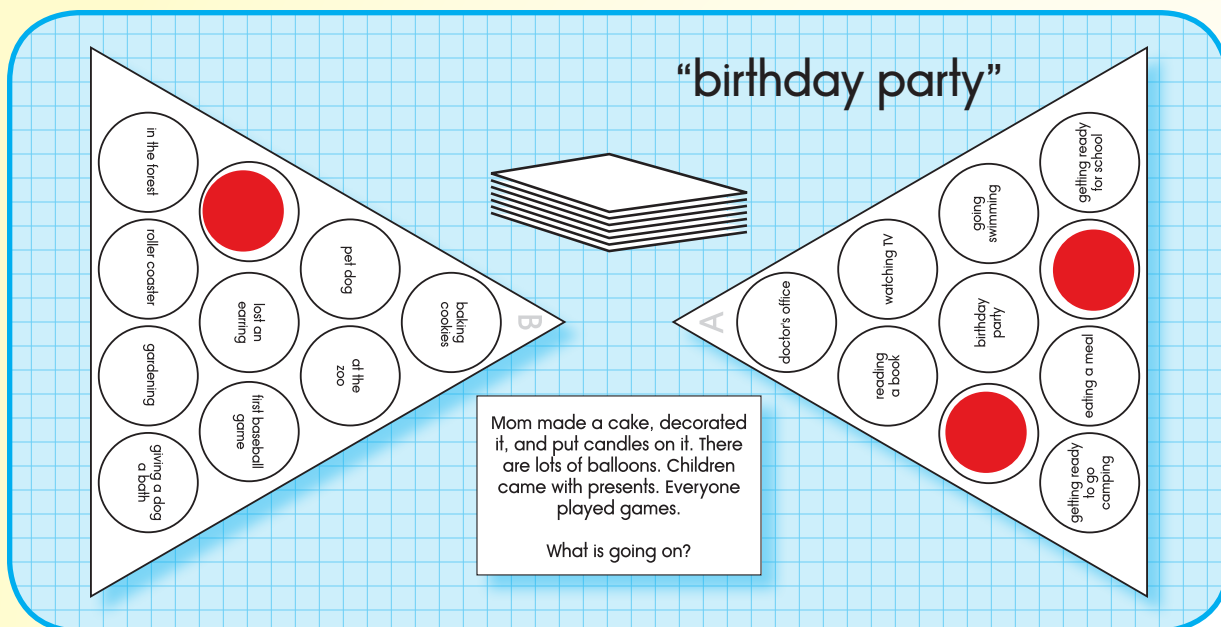
- ▶ Inference triangles (Activity Master C.022.AM1a - C.022.AM1b)
- ▶ Inference cards (Activity Master C.022.AM2a - C.022.AM2c)
- ▶ Answer key (Activity Master C.022.AM3a - C.022.AM3b)
An answer key is provided.
- ▶ Game pieces (e.g., counters)



Activity

Students identify inferences by reading clues.

1. Place inference cards face down in a stack at the center. Provide each student with an Inference triangle and game pieces.
2. Taking turns, students draw a card from the stack and read it. For example, Mom made a cake, decorated it, and put candles on it. There are lots of balloons. Children came with presents. Everyone played games. What is going on?
3. Look for phrase on triangle that answers the question (i.e., a birthday party). Read phrase and place game piece on that spot. Place inference card in a discard pile.
4. If no phrase is found which matches clues, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



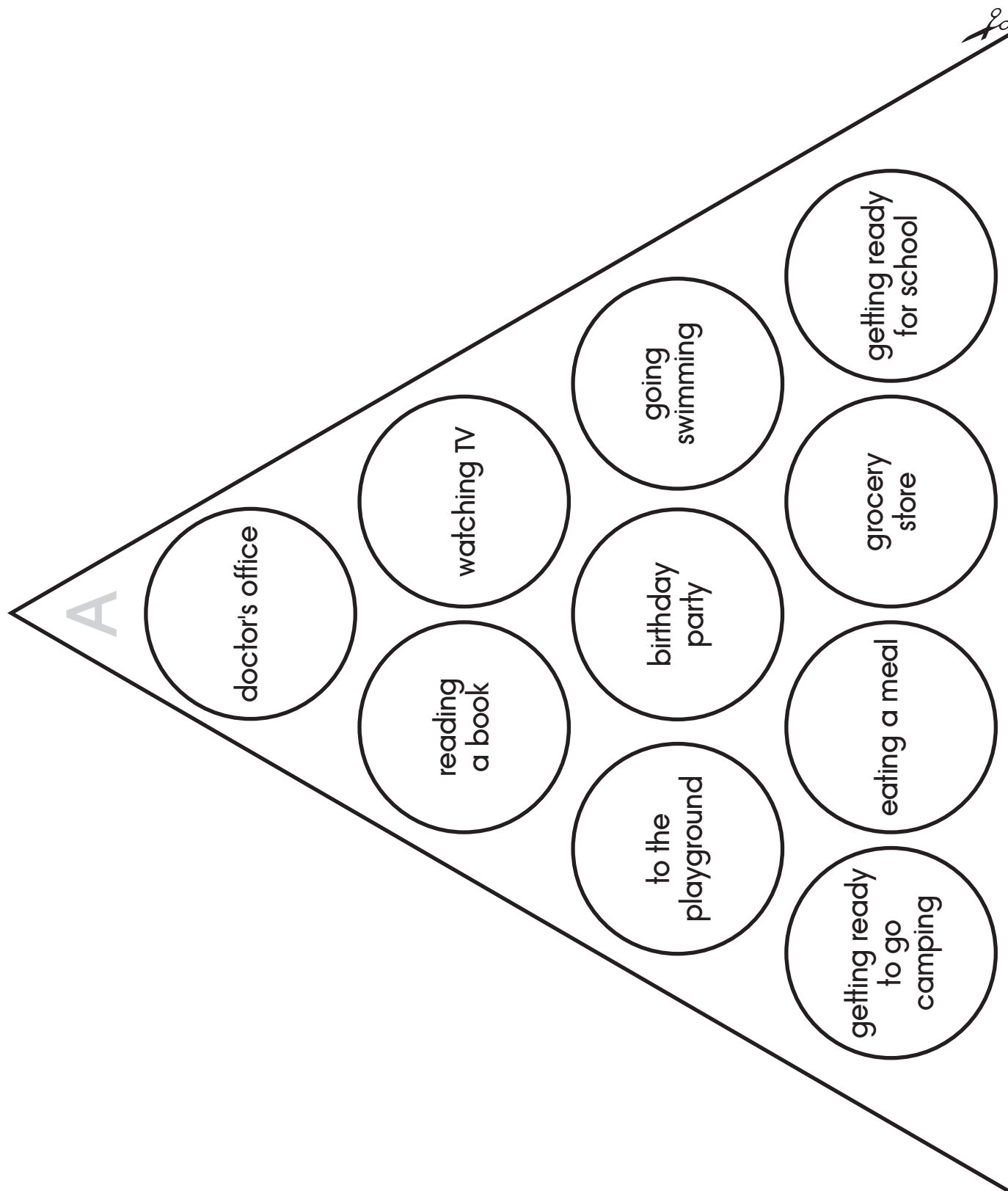
Extensions and Adaptations

- ▶ Make other inference triangles and cards (Activity Master C.022.AM4).

Comprehension

C.022.AM1a

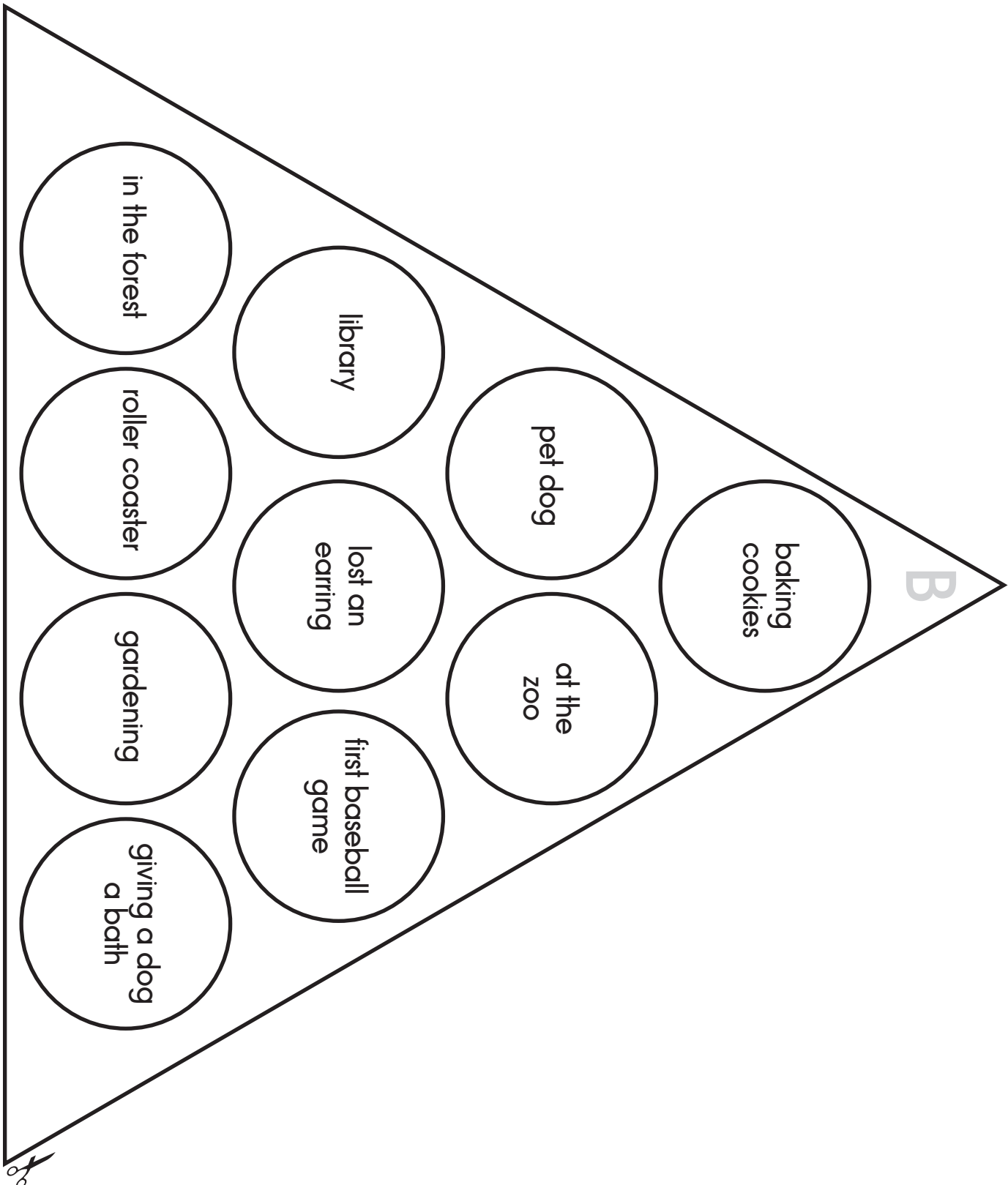
Incredible Inferences



Comprehension

Incredible Inferences

C.022.AM1b



Comprehension

C.022.AM2a

Incredible Inferences

A person takes your temperature.
Another person listens to your
heart and asks how you are
feeling.

Where are you?

You watch the screen. You
see a man telling what the
weather will be tomorrow. You
switch the channel to watch a
cartoon.

What are you doing?

The boy looked at the cover and
read the title. He looked at the
pictures and some of the words.
He went back to the beginning
and began.

What is the boy doing?

The girl changed her clothes.
She grabbed a towel and
sunscreen. When she got there
she walked to the edge, took a
deep breath, and jumped in.

What is the girl doing?

Mom made a cake, decorated
it, and put candles on it. There
are lots of balloons. Children
came with presents. Everyone
played games.

What is going on?

My brother woke up early
and got dressed. After he ate
breakfast, he waited for the bus.
He and all the other children
arrived as the bell was ringing.

What is my brother doing?

Dad put the tent and sleeping
bags in the back of the car.
Mom put the food in a cooler.
The family got in the car and
headed for the mountains.

What is the family doing?

The family took a cart and
pushed it to the first row. They
chose vegetables and fruit. Next
they picked out meat and
tomato sauce. Then they paid for
it all and a lady put it in bags.

Where did the family go?



Comprehension

Incredible Inferences

C.022.AM2b

<p>The children lined up at the door. Some took a ball and others took jump ropes. They ran out and began playing games.</p> <p>Where did the children go?</p>	<p>He put meat, broccoli, and french fries on his plate. He picked up his knife and fork, cut the meat, put it in his mouth and began to chew.</p> <p>What is he doing?</p>
<p>The children read the directions. They got out a bowl and pans. They put sugar, flour, and butter in a bowl. They rolled it into balls, and put them in the oven.</p> <p>What are they making?</p>	<p>The family saw many animals. First, they saw the giraffes. Then they went to the bear den. They thought the monkeys were very fun to watch.</p> <p>Where is this family?</p>
<p>You have to give it plenty of food and water. It needs to go outside and get fresh air and sunshine. You need to pet it and play with it.</p> <p>What do you have?</p>	<p>It was very quiet when we entered. There were people at tables. Others stood at shelves. We saw many books.</p> <p>What building were you in?</p>
<p>She cried and cried. She made a poster and offered a reward. She wasn't sure when it had happened. She did not know if it had just fallen off or if she had dropped it when she put it on.</p> <p>Why is she crying?</p>	<p>It was the night before. He was excited and could not sleep. His uniform lay on the bed. He had practiced with his bat and ball. The coach said this was going to be a great season.</p> <p>What is happening the next day?</p>



Comprehension

C.022.AM2c

Incredible Inferences

<p>He heard a sound of twigs breaking. He was startled when an owl hooted. He walked through the trees and came to a creek.</p> <p>Where is he?</p>	<p>We have tickets. We go to our seat and strap ourselves in. The cars start to move very slowly up the hill. Finally, we are at the top and then we quickly race down.</p> <p>Where are they?</p>
<p>The man made rows and put one type in each. He covered them and watered the rows every day. Soon he saw sprouts and he was able to pick them.</p> <p>What is the man doing?</p>	<p>The boy ran the water. He called Skippy. Skippy hopped in and splashed. He got the soap, scrubbed Skippy, and rinsed him off. Skippy barked and shook himself off.</p> <p>What was happening?</p>



Answer Key A

Where are you?	doctor's office
What is the boy doing?	reading a book
What are you doing?	watching TV
Where did the children go?	to the playground
What is going on?	birthday party
What is the girl doing?	going swimming
What is the family doing?	getting ready to go camping
What is he doing?	eating a meal
Where did the family go?	grocery store
What is my brother doing?	getting ready for school

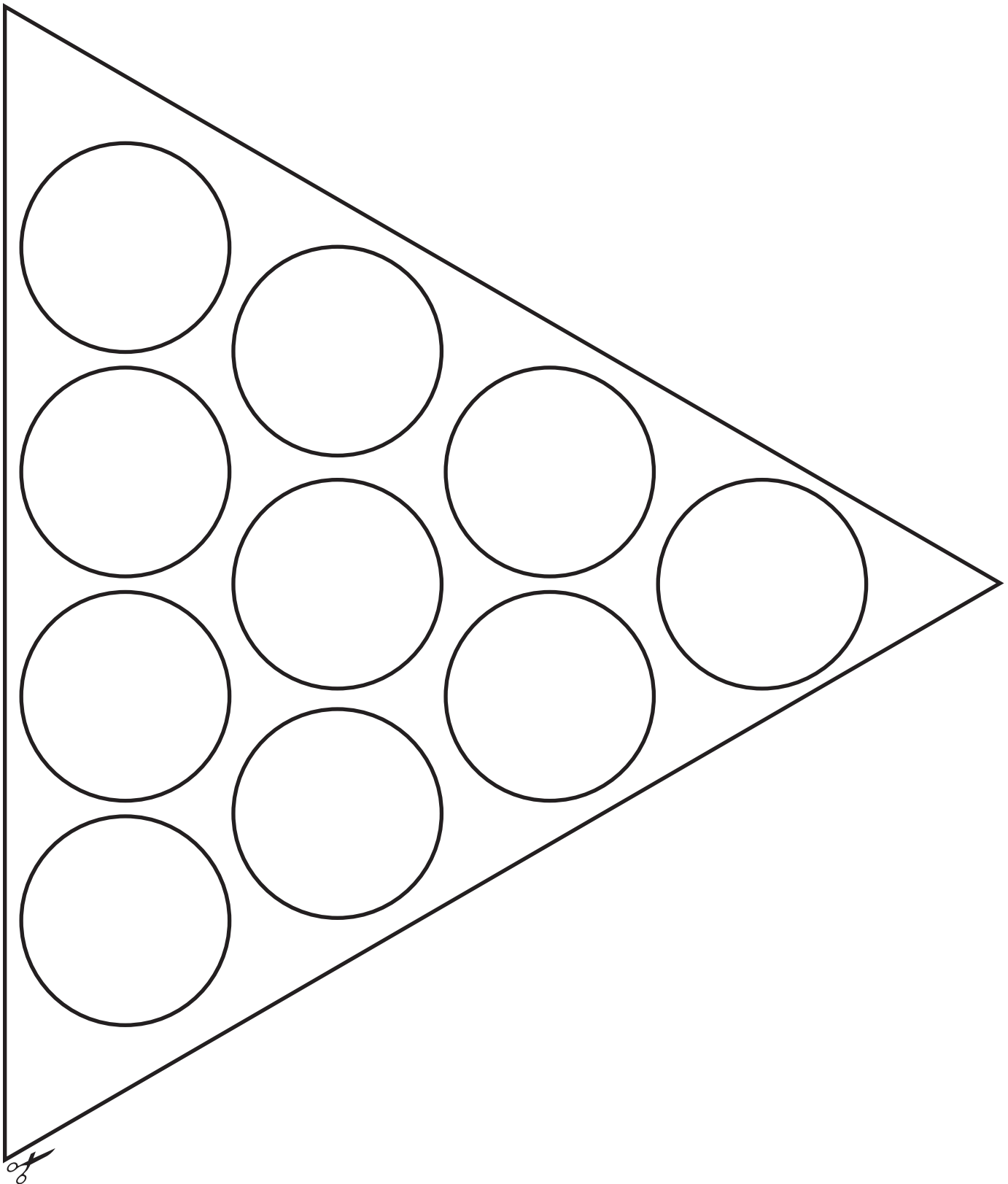
Answer Key B

What are they making?	baking cookies
Where is the family?	at the zoo
What do you have?	pet dog
What building were you in?	library
Why is she crying?	lost an earring
What is happening the next day?	first baseball game
Where is he?	in the forest
Where are they?	roller coaster
What is the man doing?	gardening
What was happening?	giving a dog a bath

Comprehension

Incredible Inferences

C.022.AM4



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.

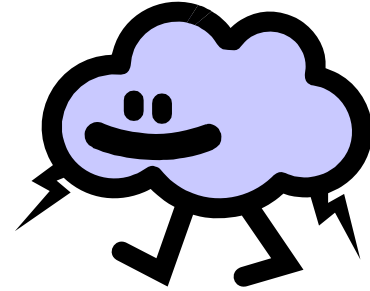
After Reading

- 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?

Emily is a Cloud

By Clark Ness

www.clarkness.com



One day Emily went out into her yard. It was dry out in her yard. It had not rained for days and days. The trees needed rain. The flowers needed rain. The grass needed rain.

"It is dry out here," said Emily to her dog. "I need to help. I need to think about what I can do." Emily sat down by one of the trees in her yard.

After a little while she said, "I know what to do. I will be a cloud." Emily went and got her magic nickel.

"Cloud, cloud, cloud," she said. *Poof!* Emily was a cloud.

"This feels cool," said Emily the cloud to her dog as she floated above her yard. Her dog looked a little sad.

"Do you want to be a cloud, too?" she asked. Her dog wagged its tail and looked happy.

"OK," said Emily the cloud. She put her cloud hand on the magic nickel. "My dog is a cloud, my dog is a cloud, my dog is a cloud."

Poof! Emily's dog was a cloud. It wagged its cloud tail and seemed to like being a cloud.

"Now let's go get some water. Come with me," said Emily the cloud. She flew up into the sky with her dog the cloud right behind her. They flew over dry land. On and on they went. After a little while they were over the ocean.

"We will fill up with water here," said Emily the cloud. She could see other clouds filling up with water over the ocean.

"See those clouds," she said to her dog the cloud. "The sun shines on the water in ocean and some of the water goes up into the air. It becomes clouds. Those clouds will go over the land. The water will then fall out of them as rain."

Her dog wagged its cloud tail. The two clouds went out over the ocean. They started to fill up with water. More clouds came over by them.

"This is fun being a cloud," said Emily the cloud.

"I am glad you are having fun. I like being a cloud, too" said one of the clouds.

"Can all of you clouds come and rain on the land near my home?" asked Emily the cloud. "It is so dry there."

"Yes, I think we could do that," said another cloud. Soon Emily the cloud, her dog the cloud and all of the other clouds were full of water. They all flew back over land to the dry land near Emily's home. Then they started to let it rain. It rained and rained. Soon the land was no longer dry.

"Thanks for raining on the land near my home," said Emily to the other clouds. "I see that the trees are happy, the flowers are happy, and the grass is happy. I need to go back home now."

"We are glad we could help," said the other clouds.

Emily the cloud and her dog the cloud flew back to Emily's home. When she got there, she put her cloudy hand on the magic nickel.

"Emily, Emily, Emily. Emily's dog, Emily's dog, Emily's dog," she said.

Poof! Emily was a girl again and her dog was a dog again.

"That was a lot of fun being a cloud. It was nice that the other clouds helped us so it would not be dry any more," said Emily. "Now we need to go in. It is still raining."

Flesch-Kincaid Grade Level - 2.8
Flesch Reading Ease - 89.4

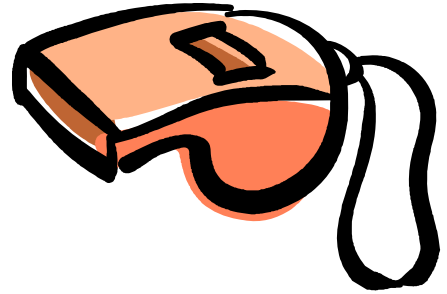
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Joshua Wants a Whistle

By Clark Ness

www.clarkness.com



"I want a whistle," said Joshua one day.

"OK. Take the magic nickel and get a whistle," said his mother. Joshua got the magic nickel.

"Whistle, whistle, whistle," he said.

Poof! Joshua had a whistle in his hand. He blew into it.

"*Tweet, tweet!*" went the whistle. He blew into it again.

"*Tweet, tweet!*" went the whistle again.

"Joshua, why don't you take your whistle outside? It is a little loud," said Joshua's mother.

"OK," said Joshua, and he went outside with his new whistle.

"*Tweet, tweet, tweet,*" went the whistle as Joshua blew into it. Joshua started to walk around out in front of his home blowing on his whistle.

"*Tweet, tweet, tweet,*" went the whistle. After a little bit, Joshua looked back and there were two flowers following him and the whistle.

"Why are you following me?" Joshua asked the flowers.

"We like your new whistle," said one flower.

"It makes us feel like walking," said the other flower.

"You are flowers. You should not be walking," said Joshua.

"We know that, but the whistle must have put us under a magic spell. Can we please keep following you?" asked the first flower.

"I think that would be OK," said Joshua. So Joshua kept walking out in front of his home blowing on his whistle.

"Tweet, tweet," went the whistle.

After a little bit, he looked back. Now there were ten flowers and three trees following him.

"Trees, you should not be walking," said Joshua.

"We know that, but your whistle makes us want to walk behind you," said the biggest tree.

"Well, OK," said Joshua. You can walk behind me if you want. Joshua started walking down his street and blowing on his whistle again. After a little bit, he looked back.

Now there were 100 flowers, 20 trees, 15 shrubs, and all of the grass in his yard following him and his whistle. He could see his yard way back

where he had started. There was nothing there but dirt.

"This is so cool to have a plant parade," said Joshua. "I think I will walk all the way to school with my plant friends."

"Yes, we should all walk to school," said the flowers.

"We want to walk to school, too," said the trees.

"This is going to be fun," said the shrubs.

"We want to go, too," said the grass.

Joshua and the plants started to walk to school. They had walked about 10 steps when Joshua heard his mother yell.

"Joshua, what are you doing?" yelled his mother. Joshua's mother saw the long line of plants behind Joshua and came walking up to him.

"We are having a plant parade," said Joshua with a big grin. "We are going to walk to school."

"Joshua, you can't walk to school with all of these plants. There is only dirt in our yard now. These plants need to get back to their job of growing," said Joshua's mother.

"Well, OK," said Joshua. "We can have a parade back to my home."

"Tweet, tweet, tweet," went the whistle as Joshua led the plants back to his yard.

"Thanks for letting us have a plant parade," said the plants as they jumped back into their spots in the yard. Soon all of the dirt in the yard was covered back up, and the plants started to grow again.

"That was fun even if we didn't get to walk to school," said Joshua.

"I am glad you had a good time," said his mother. "Now come inside. It is time for lunch."

Flesch-Kincaid Grade Level - 3.1
Flesch Reading Ease - 88.7

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Extending Patterns

Cross-Curricular Focus: Mathematics



Name: _____

There are many different kinds of patterns. They are all around you. If you look for them, they will be easy to find. You can see shapes like circles, squares, triangles and rectangles in the shapes of buildings. They can be used in a pattern to make the building beautiful or interesting. Shapes can also be seen in every day objects. Look around you and see if you can find any patterns.

If you make jewelry, you use patterns, too. When you string beads on a thread, you choose the color of the bead that should come next. Many beautiful bracelets and necklaces follow a pattern. The pattern can be simple or complex. A simple pattern could be one red, one blue, one red, one blue and so on until the string is done. A more complex pattern is red, blue, red, red, blue. A pattern is any color grouping that repeats.

Patterns can be extended on paper. You can play with them like puzzles. Patterns on paper can be shapes or drawings. They can also be numbers. Counting by 2s is a pattern. You count 2, 4, 6, 8, 10, 12, going up by 2 each time. Patterns are a fun and creative part of math.

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) Why are patterns used on buildings?

2) If you already have beads on the string that are red, blue, red, blue, red, what should the next four beads be?

3) If you have a number pattern that starts 5, 10, 15, 20, what should the next four numbers be?

4) If you have a shape pattern that begins   , what should the next four shapes be?

5) Make a repeating pattern of your own:

World Climates

Cross-Curricular Focus: Earth Science



Earth's atmosphere is the layers of gases that surround our planet. A climate is the usual condition of the atmosphere in a certain area. The climate of a certain area can change a little from day to day. A climate is what the weather is usually.

There are quite a few different **climates** found in the world. Scientists have identified 11 different climates on Earth. They are named either for the region where they occur or for the weather found there. The polar regions of Earth are the areas near the North Pole and the South Pole. They have two extremely cold climates, called ice caps and tundra. The regions near the equator are warm and tropical. They have three separate climates, known as monsoon, wet and savannah/grasslands. The subtropical regions are between the tropical regions and the polar regions. They have six different climates. These are called dry summer, dry winter, humid, marine west coast, Mediterranean and wet.

Why are the warmest climates found near the equator? Earth is shaped like a sphere. The equator is the line that is equal distance from the North Pole and the South Pole. The sun shines directly on the equator when Earth is facing the sun. The surface of the Earth curves as it moves away from the equator. Those curved areas receive less direct sunlight. The poles, at the top and bottom of Earth, receive the least direct sunlight of all. The poles don't get enough warmth from the sun. That's why they have a layer of ice all year.

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 is a climate? _____
- 2) What is the climate of the region where you live? _____
- 3) Why is it coldest in the polar regions? _____
- 4) How does the shape of Earth affect the climate of different regions? _____
- 5) Are you more likely to have a warm climate in Canada or in Mexico? Why? _____

The biggest dinosaur ever found was named Scotty, and he is huge!

By Smithsonian.com, adapted by Newsela staff on 04.04.19

Word Count **533**

Level **420L**



Image 1. The towering and battle-scarred Tyrannosaurus rex nicknamed Scotty, reported by University of Alberta paleontologists is now the world's biggest T. rex and the largest dinosaur skeleton ever found in Canada. Photo: Amanda Kelley/University of Alberta

A special dinosaur walked on the Earth millions of years ago. It was a T. rex. Like all T. rexes, it was deadly. This dino might have been extra scary, though. Scientists think it was one of the biggest. They say it was longer than a school bus. It was almost as heavy as two elephants.

Scott Persons is a scientist. He studies dinosaurs. He learns about them by looking at fossils. Fossils are the remains of living things from long ago.

Mr. Persons studied the fossils of the giant T. rex. He said this dinosaur lived a long, hard life. Its fossils show it was in many fights. It died in its 30s. That is old for a T. rex.

Scotty's Bones Were Hard To Dig Out

Scientists first found the T. rex's bones in 1991. That was about 30 years ago. They found the fossil in Canada. This country sits to the north of the United States. The scientists gave their discovery a nickname. They called it "Scotty."

Digging out Scotty's bones was not easy. It took more than 20 years. The bones were so big! They were stuck in very hard rock.

Mr. Persons said Scotty was worth it. He was in charge of studying Scotty's bones. He wanted to know how big Scotty really was. T. rexes could be many sizes. Some were smaller. Some were bigger.

Measuring Scotty Was Tricky

Mr. Persons and his team wanted to find out Scotty's size. So they measured the fossils. First, they measured how long the bones were. They used that information to guess Scotty's length. By measuring his bones, they think Scotty was 42 feet long.

The scientists also measured how thick the leg fossils were. Thicker legs can hold more weight. Scotty's leg bones were thick. The scientists think Scotty weighed more than 19,000 pounds!

This would make Scotty the heaviest T. rex ever found.

Which T. Rex Gets The "Biggest" Prize?

Sue is the name of another famous T. rex fossil. She was found in 1990. Sue used to be the heaviest T. rex. Scientists believe Sue weighed 18,000 pounds. Mr. Persons says Scotty weighs 1,000 pounds more than Sue.

Does Scotty deserve to be called the "biggest?" Not everyone agrees. It is hard to say which T. rex is really the "biggest."

Brian Switek is a science writer. He wrote that "biggest" can mean different things. It could mean heaviest. It could mean the longest. Or, it could mean a mix of both.

The scientists say Scotty is the biggest based on weight. They are not sure about length.

A World Of Giant Dinosaurs

We might never agree if Scotty is the "biggest." It is still a special fossil, though. Scotty lived a long life for a T. rex. This might have something to do with his size, too.

Most other T. rexes did not live as long. Imagine if they did. Maybe they would have been just as big. Or maybe they would have been even bigger than Scotty!

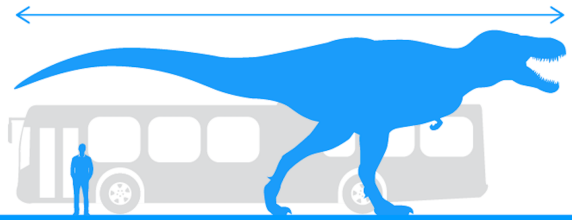
Scotty: The world's largest T. rex fossil

T-Rex age

About **28 years old** when it died

Length

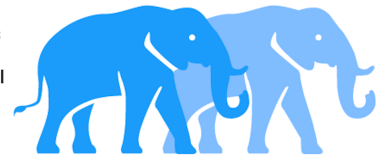
42 feet long



Weight

More than **9.7 tons**

That's almost equal
to the weight of
2 elephants:
10 tons (5 tons ea.)



SOURCE W. Scott Persons, The Anatomical Record

Quiz

- 1 Why did the author write this article?
- (A) to inform the reader about a very large T. rex that was found
 - (B) to entertain the reader with a story about a character named Scotty
 - (C) to persuade the reader to look for dinosaur fossils
 - (D) to explain how T. rexes were different from other dinosaurs
- 2 What question does the author want to answer in this article?
- (A) How many T. rex fossils have been found?
 - (B) What type of food did Scotty like to eat?
 - (C) Where did scientists dig up the first T. rex?
 - (D) Why is Scotty such a special discovery?
- 3 How did scientists figure out how much Scotty weighed?
- (A) They counted all of the bones they found.
 - (B) They used his age to find out his weight.
 - (C) They looked at the length of each of his bones.
 - (D) They measured how thick his leg bones were.
- 4 When did scientists find Scotty's fossil?
- (A) 1990
 - (B) 1991
 - (C) 20 years ago
 - (D) millions of years ago

Teeny skull trapped in amber belongs to smallest dinosaur ever found

By Washington Post, adapted by Newsela staff on 03.24.20

Word Count **643**

Level **760L**



Image 1. Burmese amber with the tiny dinosaur skull nearly perfectly preserved inside. Photo: Lida Xing

It appears researchers have found the tiniest dinosaur ever.

Imagine a hummingbird with fangs. That would be about the size of this dinosaur, which lived 99 million years ago.

Paleontologists study fossils. An international team of paleontologists named this dinosaur *Oculudentavis khaungraae*. The first name is its genus. It uses Latin words that mean "eye-teeth-bird." The second word represents its species. It was named after a person, Khaung Ra. Ra donated the skull to China's Hupoge Amber Museum. Amber is hardened tree sap. The skull and its toothy beak were found inside amber. Both were described in the journal *Nature* on March 12.

Minus the snout, the skull measures about one-fourth of an inch long. This dino head could easily fit atop a triple-A battery.

Even Smaller Than A Hummingbird Skull

"It's smaller than the skulls that we find in hummingbirds," said study author Lars Schmitz. He is a paleobiologist at the Keck Science Center in California, studying ancient life. Birds are living dinosaurs. Of that group, bee hummingbirds are the tiniest. But, estimating its body size from its skull, this newly discovered dinosaur compares in size with the bee hummingbird.

Its large eyes, rounded skull and slender snout are characteristics of dinosaurs. More specifically, they look like ancient birds. Without a skeleton to study, though, the scientists do not know whether the dinosaur could fly.

The fossil has a strange mixture of lizard and birdlike traits. Fossils are remains of living things from long ago.

Lawrence Witmer is an expert in dinosaur heads at Ohio University. He was not involved with the research. Witmer wants to know "what kind of body was attached to that weird skull."

In the past, when describing fossils, paleontologists have mistaken young animals for species that just happened to be small. But *Oculudentavis*' bone structure sure looks like it could be a mature adult, Witmer says.

Seeing Well Meant Eating Well

The skull's bony plates look to be well stitched together. Such a pattern is a hint that this dinosaur was likely an adult, Witmer says.

Schmitz saw a digital scan of the dinosaur's skull. "I was like, holy moly, this is really interesting," he said. The fossil has an incredible amount of detail, said Schmitz.

Seeing well was important to this animal, said Schmitz. He is an eye expert. The size of the skull's eyehole suggests the dinosaur hunted during the day.

Hummingbirds eat nectar. *Oculudentavis* was different. Each jaw sprouted about 30 sharp teeth per side. The dinosaur probably ate insects, Schmitz said.

"A Little Hummingbird-Like Critter With Teeth!"

The skull was dug up in the Southeast Asian country Myanmar.



Amber is very good at preserving small life forms, Schmitz said. This dinosaur head joins other animals found in amber. An ancient spider was frozen while attacking a wasp. Old frogs have been found too, even the nib of a feathered dinosaur tail.

"It blows my mind," said ReBecca Hunt-Foster. She is a park paleontologist at Dinosaur National Monument in Utah. She was not part of the research team. Miniature bones such as this are "so delicate," she said. They would "not have a chance" to survive the petrifying process. The petrifying process happens when natural matter turns to stone under layers of sediment, or soil. That creates large dinosaur fossils we see at museums.

Paleontologists expect that small dinosaurs would have lived alongside the bigger dinos. *Oculudentavis* helps us understand how many different kinds of dinosaurs there were, Hunt-

Foster said.

Though it was but little, perhaps it was fierce. As Hunt-Foster pointed out, small creatures can often be fighters. Hummingbirds, for example, will bully other birds away from flowers.

"A little hummingbird-like critter with teeth!" Hunt-Foster said. "Can you imagine a flock of these guys?"

Quiz

- 1 Which selection from the article helps the reader understand how rare the small fossil is?
- (A) Imagine a hummingbird with fangs. That would be about the size of this dinosaur, which lived 99 million years ago.
 - (B) In the past, when describing fossils, paleontologists have mistaken young animals for species that just happened to be small. But *Oculudentavis*'s bone structure sure looks like it could be a mature adult, Witmer says.
 - (C) The skull's bony plates look to be well stitched together. Such a pattern is a hint that this dinosaur was likely an adult, Witmer says.
 - (D) Miniature bones such as this are "so delicate," she said. They would "not have a chance" to survive the petrifying process.

- 2 Read the paragraph below from the section "Even Smaller Than A Hummingbird Skull."

Its large eyes, rounded skull and slender snout are characteristics of dinosaurs. More specifically, they look like ancient birds. Without a skeleton to study, though, the scientists do not know whether the dinosaur could fly.

What inference can the reader make based on this paragraph?

- (A) Birds are modern day dinosaurs.
 - (B) Some dinosaurs had bird-like feathers.
 - (C) A skeleton can show if a dinosaur was able to fly.
 - (D) All dinosaurs had rounded skulls and slender snouts.
- 3 What happened as a result of Khaung Ra donating the skull to China's Hupoge Amber Museum?
- (A) The skull was removed from the amber for study.
 - (B) The skull was examined by specialists in California.
 - (C) Paleontologists named the new species of dinosaur for him.
 - (D) Paleontologists searched for similar dinosaur fossils to study.
- 4 Why does Lars Schmitz feel amazed about the tiny dinosaur skull?
- (A) It was trapped in amber.
 - (B) It was found in Myanmar.
 - (C) It is extremely old and fragile.
 - (D) It contains a lot of detail to study.

English Language Learner Supplement 2-3

Clouds

By Anonymous

White sheep, white sheep,
On a blue hill,
When the wind stops,
You all stand still.
When the wind blows,
You walk away slow.
White sheep, white sheep
Where do you go?

Poem in the Public Domain

Reading: Read the poem once to yourself and once to someone at home.

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 are a cloud and describe where you will go. Use words like first, next, then, and last.

Suplemento para

Estudiantes que Aprenden Inglés 2-3

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

Nubes

Por Anónimo

Oveja blanca, oveja blanca,
En una colina azul,
Cuando el viento se detiene,
Todos ustedes se quedan quietos.
Cuando el viento sopla,
Te alejas despacio.
Oveja blanca, oveja blanca
¿A donde vas?

Poema en el Dominio Público

Lectura: Lee el poema una vez para ti mismo y otra vez para alguien en casa.

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 eres una nube y describe a dónde irás. Use palabras como primero (*first*), siguiente (*next*), luego (*then*), y ultimo (*last*).

Writing Ideas 2-3 Elementary Week #9

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 makes you happy? Think of a time when something or someone made you really happy! Write a personal narrative to tell about that time. You should include when and where it happened and who and/or what was involved. Be sure to include a sequence of events, details, descriptions, and the setting. Establish an introduction, middle, and conclusion.

Opinion/Argument

- What is your favorite holiday? Write an opinion piece on your favorite holiday and why that holiday is the best. 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.

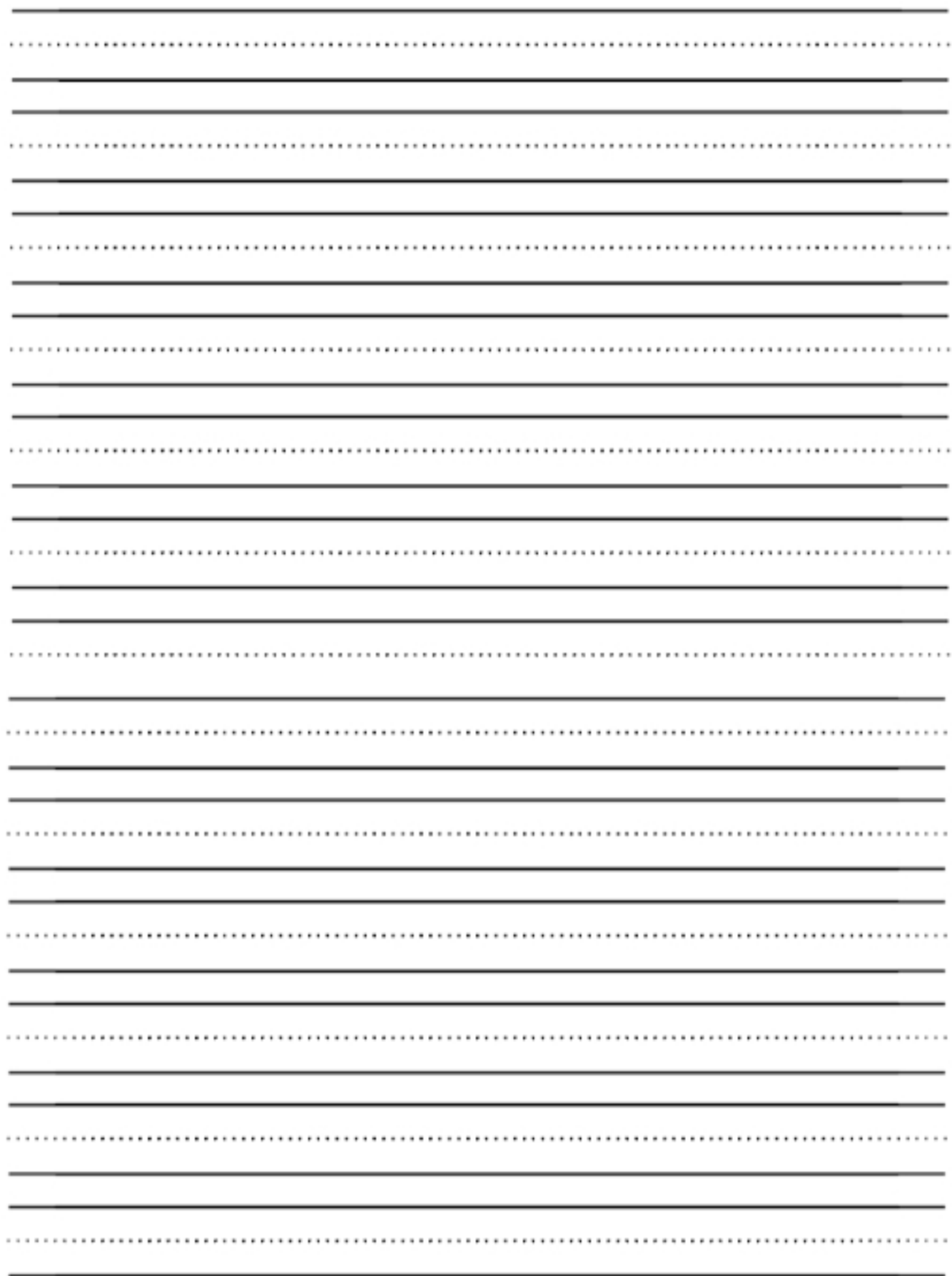
Informational/Explanatory

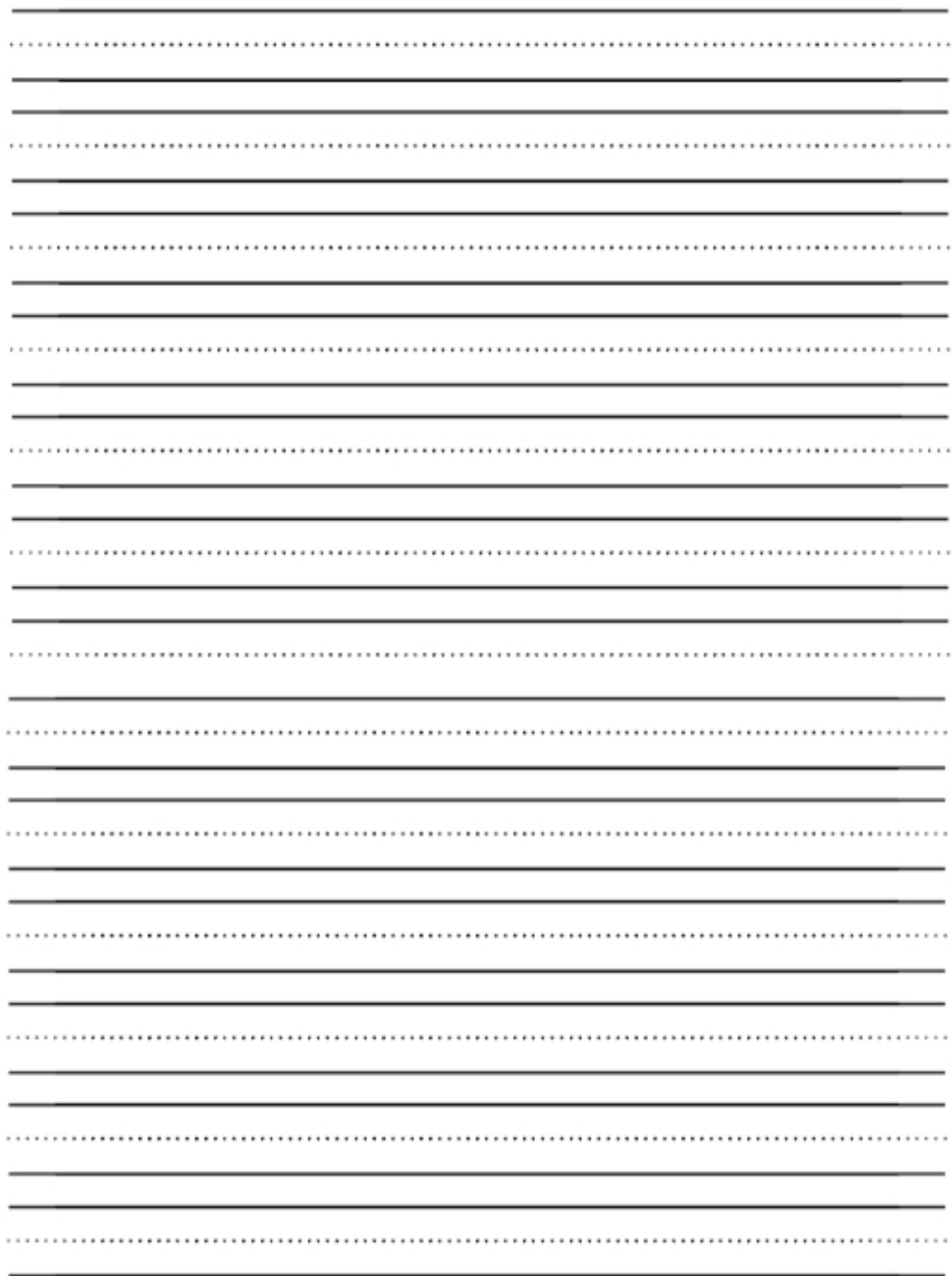
- Did you know there are many different kinds of flags! There are state flags, country flags, military flags, and many others. Talk to someone in your family or do some research to find out more about flags. Pick your favorite flag and write an informational piece about it. Learn as much as you can about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

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.	Write about how the two reading selections The biggest dinosaur ever found was named Scotty, and he is huge! and Teeny skull trapped in amber belongs to smallest dinosaur ever found are similar and/or different.	Want to learn more about patterns? Do some additional research and write your own informational piece about your findings. For extra information on patterns in art and nature watch the Khan Academy video at https://bit.ly/362dvXC
Good Readers ask questions when they read. What are some of the questions you have about the reading selections from this week? Make a list of your questions and then try to answer them. For more information watch https://bit.ly/3bvJZKY	WRITER'S CHOICE	Write your own silly story about your adventures if you were a cloud! Be sure to have an introduction, a conclusion, and details. For additional fun, you could pick a different type of weather feature and write an adventure about that!
Have you ever explored what is known about dinosaurs? If not, maybe you want to learn more about them. Write a narrative or an informational piece about dinosaurs. For more fun, watch the video at https://bit.ly/3fN1rOZ	Want to learn more about Climate? Conduct some additional research on it? In a letter to a friend or family member, describe what you found out about climate.	If you were the author of Joshua wants a Whistle , how would you have written the story? Write your own version of this story and share it with a family member.

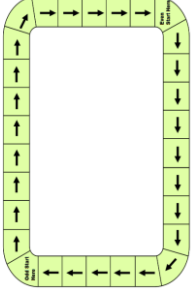








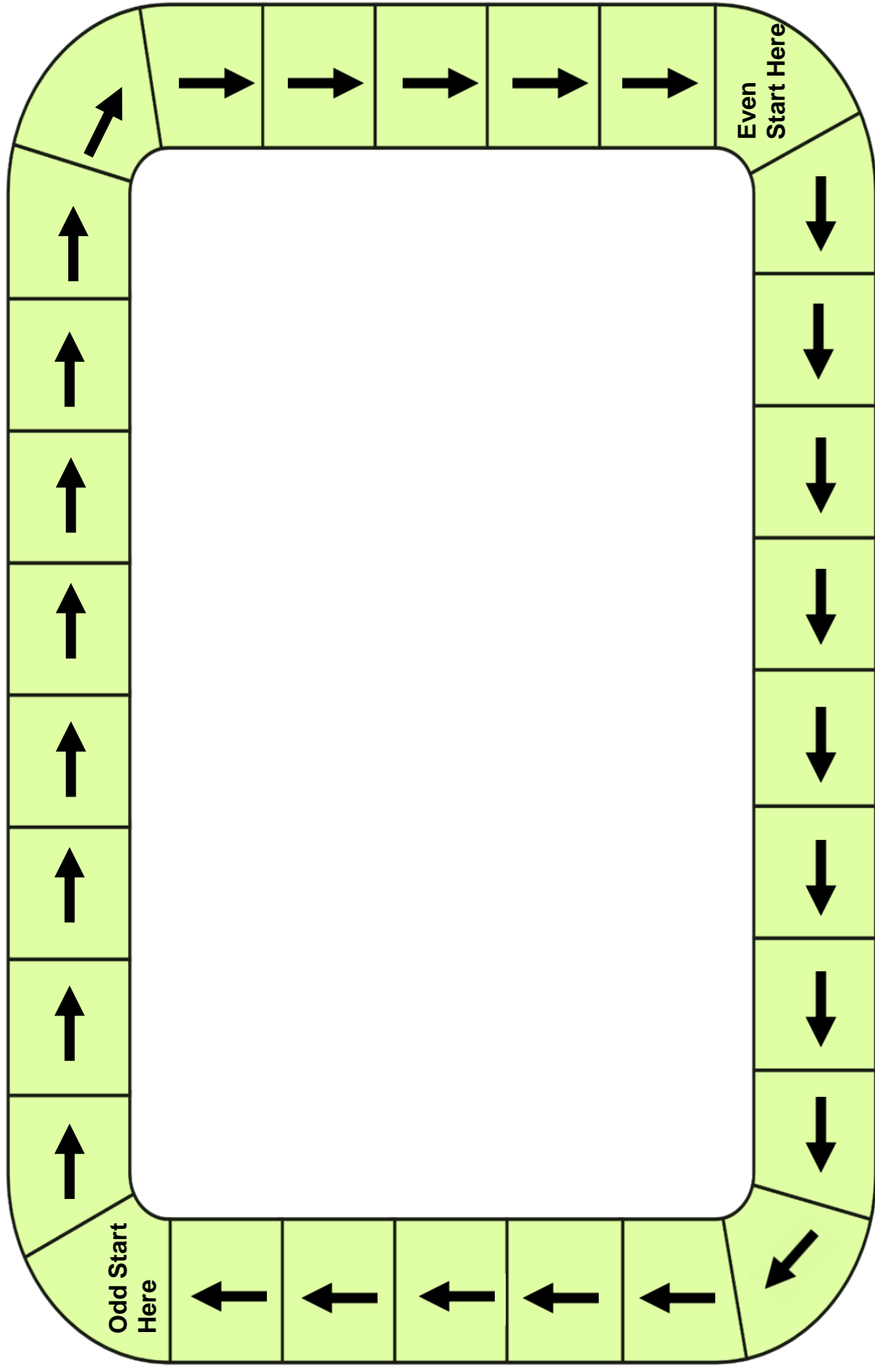
Odd and Even Chase



Materials: Odd and Even Chase gameboard, 2 dice marked 1-6, 2 counters

1. Work with a partner. Decide who will be the odd player and who will be the even player. Place a counter on your start position.
2. Take turns to roll two dice. If the sum of the dice roll is an odd number the odd player moves forward that many spaces. If the sum of the dice roll is an even number the even player moves forward that many spaces. Explain how you know whether the sum is even or odd.
3. The winner is the first player to land on or overtake their opponent.

Odd and Even Chase



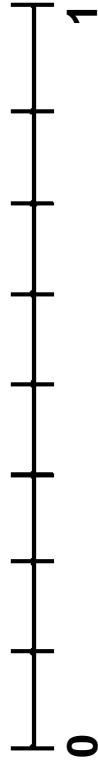
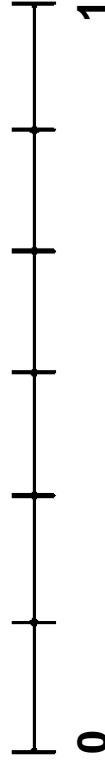
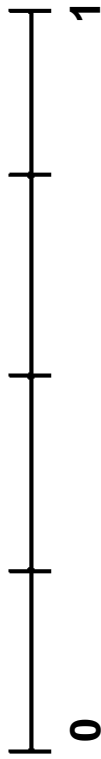
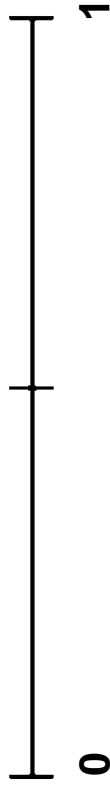
Roll a Fraction

Materials: Roll a Fraction boards, 2 number cubes (1 -10)

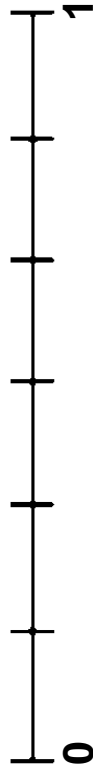
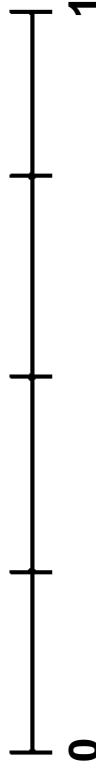
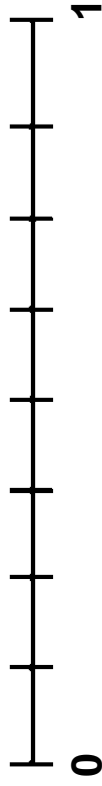
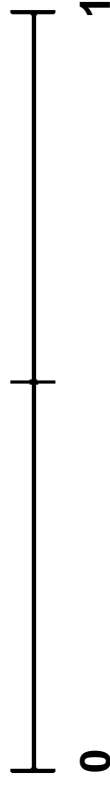
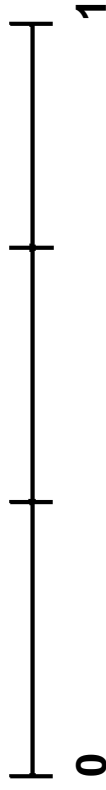
Number of Players: 2

1. Each player chooses a board. Take turns to roll two number cubes to create a fraction. You may decide which number will be the numerator and which number will be the denominator.
2. If the fraction you rolled belongs on a number line on your board write it below the appropriate point and explain your thinking. If the fraction does not belong on any of your number lines you must wait until your next turn. You may use equivalent fractions. For example, if you roll $\frac{1}{2}$ you may record $\frac{2}{4}$, $\frac{3}{6}$ or $\frac{4}{8}$ because all of these fractions are equivalent to $\frac{1}{2}$.
3. The first player to label ten points on the number lines on his or her board wins the game.

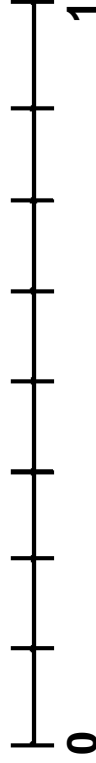
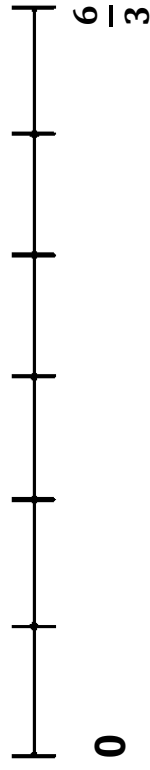
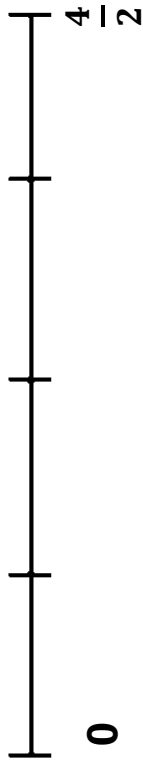
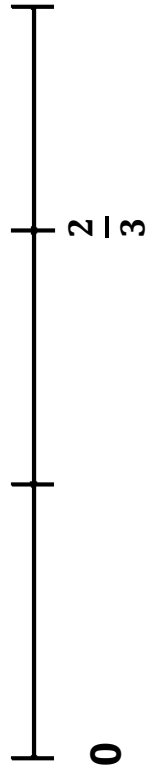
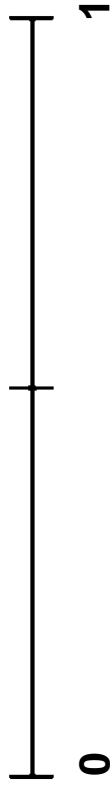
Roll a Fraction



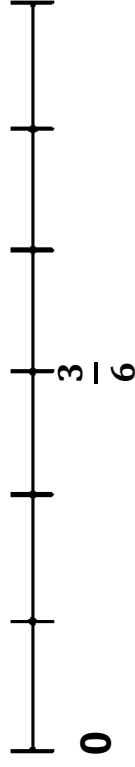
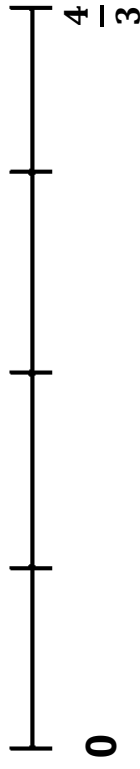
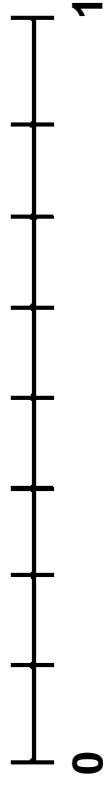
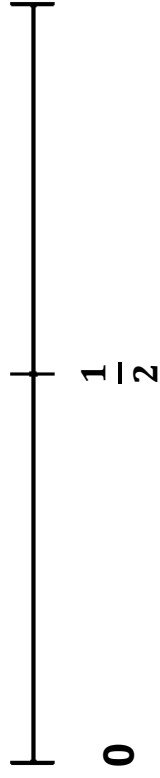
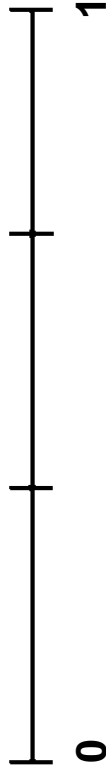
Roll a Fraction



Roll a Fraction



Roll a Fraction



Lesson 6: Getting Loopy

Overview

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

Purpose

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

Agenda

- [Warm Up \(5 min\)](#)
 - [Repeat After Me](#)
- [Main Activity \(15 min\)](#)
 - [Dance Party](#)
- [Assessment \(10 min\)](#)
- [Wrap-Up \(15 min\)](#)
 - [Vocabulary](#)
 - [Flash Chat: What did we learn?](#)
 - [Journaling](#)
- [Extended Learning](#)
 - [So Moving](#)
 - [Connect It Back](#)

Teaching Guide

Warm Up (5 min)

Repeat After Me

Model: Ask for a volunteer and have them stand.

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

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

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

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

Remarks

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

Main Activity (15 min)



Dance Party

Lesson Tip:

Looking for some good music? Here are some great places to find some:

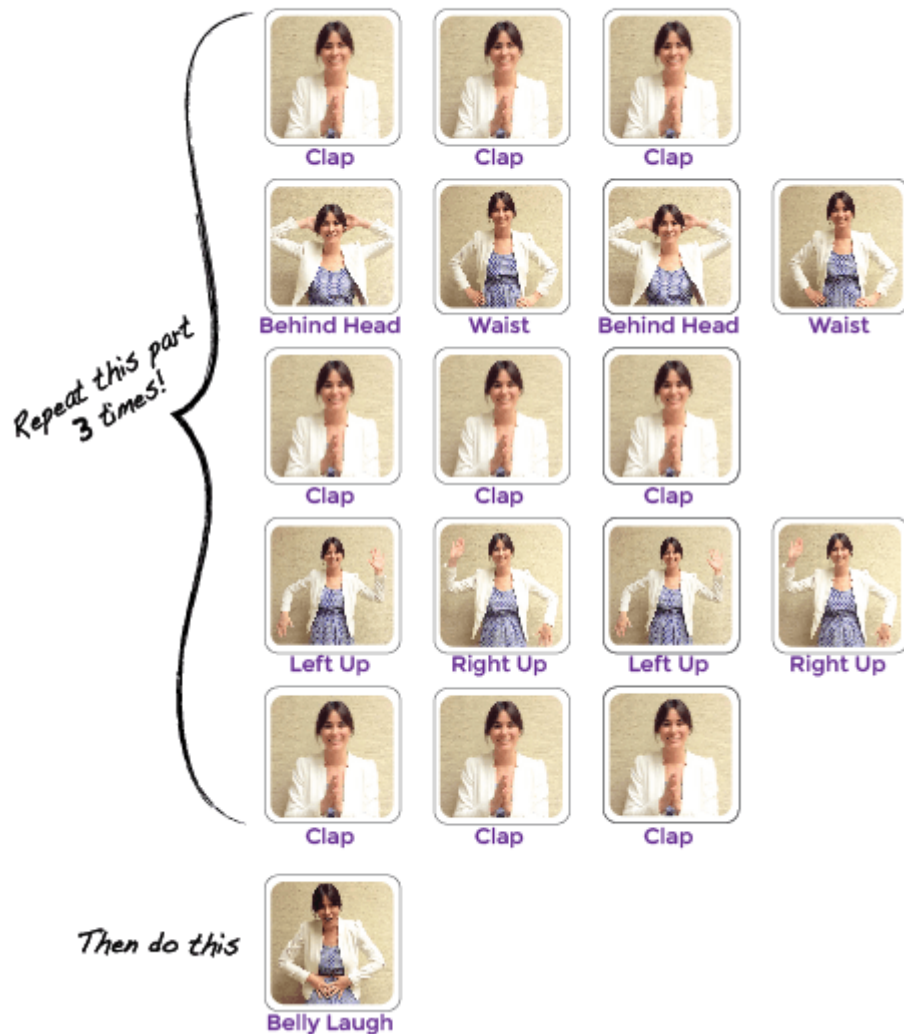
- [Radio Disney](#)
- [Nick Radio](#)
- [Kidz Bop Radio](#)

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

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

Display: Show the Getting Loopy - Worksheet so that all students can see it. Talk through the different sections of the dance as a class. Point out the section that repeats, in particular.

The Iteration



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

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

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

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

example:



Assessment (10 min)

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

Distribute: Hand out the Getting Loopy - Assessment to each student. Allow students to complete the activity independently after the instructions have been well explained. This should feel familiar, thanks to the previous activities.

Wrap-Up (15 min)

Vocabulary

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

Flash Chat: What did we learn?

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

Journaling

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

Journal Prompts:

- What was today's lesson about?
- How did you feel during today's lesson?
- Draw a picture of you dancing today. Draw the loops that you did, like clapping three times.
- What else can you use a loop for?

Extended Learning

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

So Moving

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

Connect It Back

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

Getting Loopy

Unplugged Loops Activity



The Iteration



Clap



Clap



Clap



Behind Head



Waist



Behind Head



Waist



Clap



Clap



Clap



Left Up



Right Up



Left Up



Right Up



Clap



Clap



Clap



Belly Laugh

*Repeat this
part 3
times!*

*Then do
this!*

Getting Loopy



















Unplugged Loops Activity



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

The first line has been done for you.

Repeat this part 3 times!

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

Then do this!

Name: _____ Date: _____

Getting Loopy

Unplugged Loops Activity

