

2-3 At-Home Learning Resources

(Green Packet)

Week #8

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

For our elementary families:

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

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

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

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



P.014

Phonics

Variant Correspondences

Roll and Read



Objective

The student will identify variant correspondences in words.



Materials

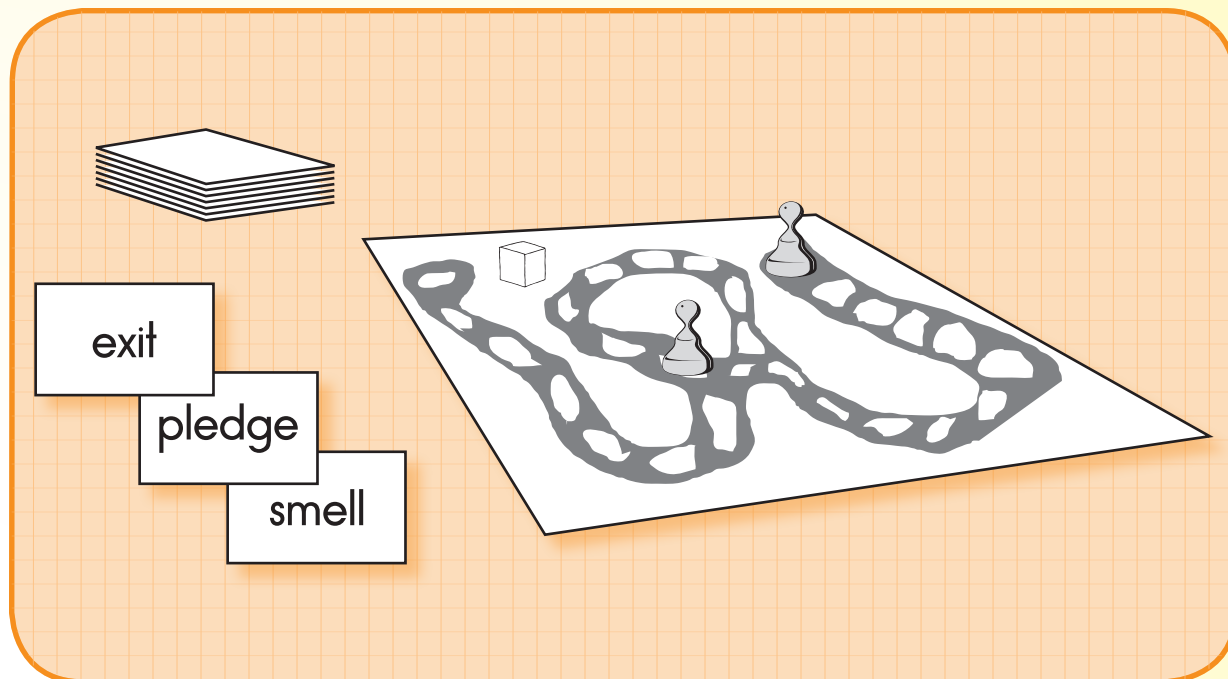
- ▶ Game board (Activity Master P.014.AM1a - P.014.AM1b)
- ▶ Number cube (Activity Master P.012.AM2)
- ▶ Word cards (Activity Master P.014.AM2a - P.014.AM2e)
- ▶ Game pieces (e.g., counters)



Activity

Students read words containing doubled consonants, hard and soft sounds of “g” and “c,” and multiple pronunciations of “x” by playing a board game.

1. Place game board, number cube, and game pieces at center. Place word cards face down in a stack.
2. Taking turns, students roll the cube and pick up the number of word cards as indicated on the cube.
3. Read the words. For every word read correctly, move one space forward. If a word is read incorrectly, move back one space. After all cards are read, return them to the bottom of stack.
4. Continue game until all players reach the end.
5. Peer evaluation



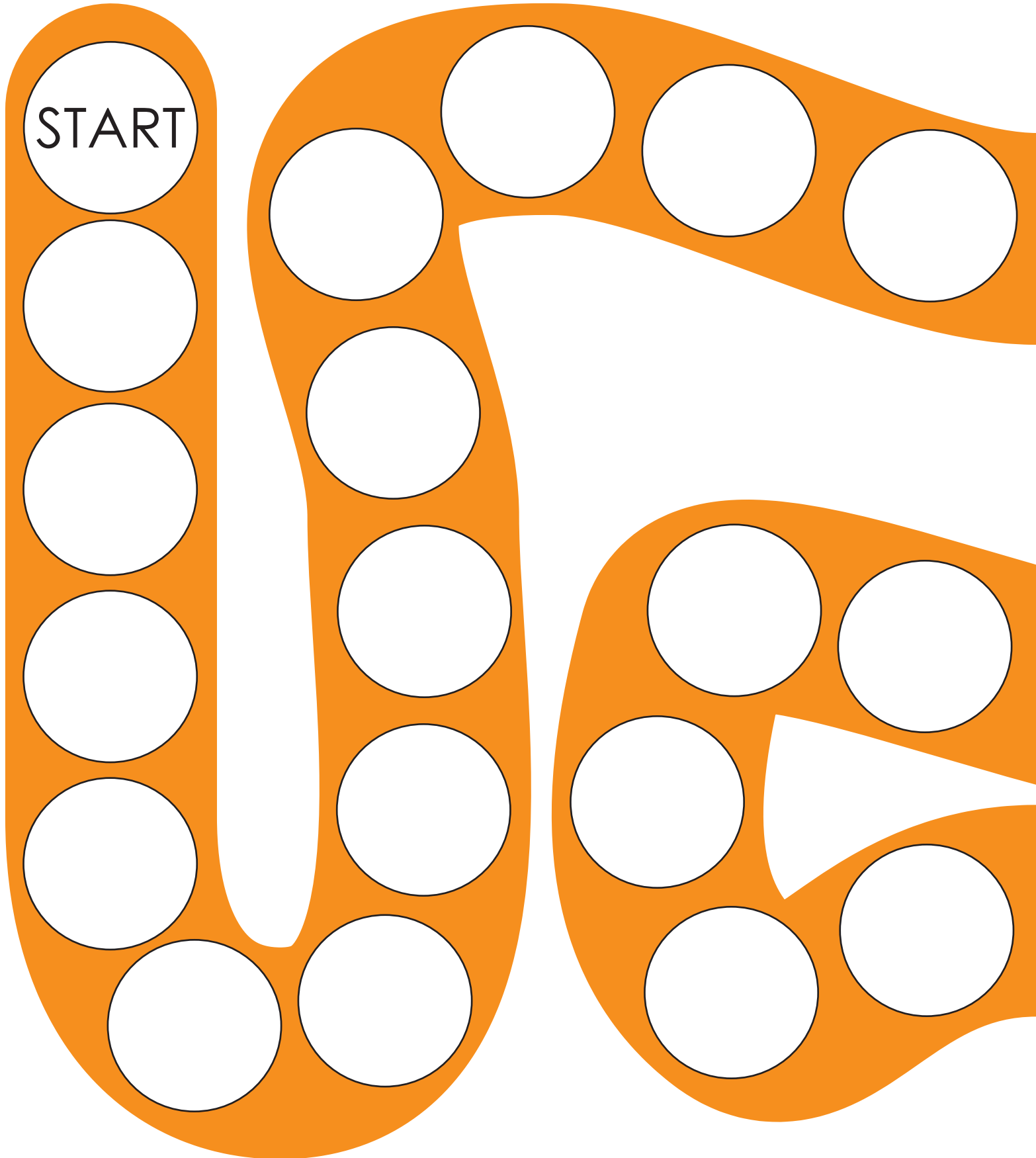
Extensions and Adaptations

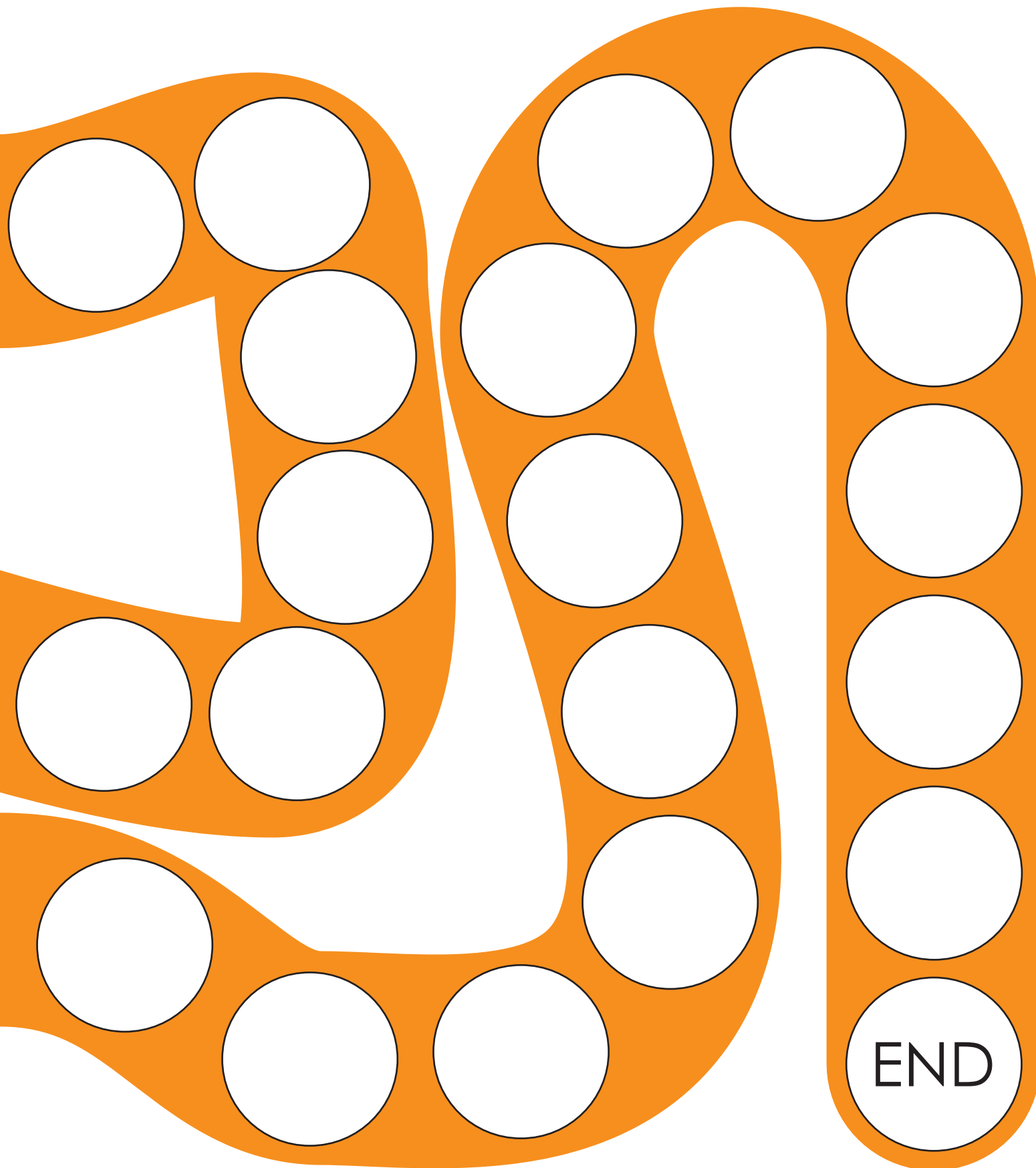
- ▶ Do an open sort with cards.
- ▶ Use other word cards (PHFW.005 – PHFW.064).

Phonics

Roll and Read

P.014.AM1a





Phonics

Roll and Read

P.014.AM2a

dress

fuss

bliss

class

huff

sniff

fluff

stuff



frill

smell

farewell

doorbell

gentle

nudge

stage

giant



Phonics

Roll and Read

P.014.AM2c

germ

igloo

begin

flag

bugle

given

center

price



city

celebrate

trace

coin

care

climb

escape

actor



Phonics

Roll and Read

P.014.AM2e

exit

exact

example

exam

axle

extra

box

extend





Synonym Dominoes



Objective

The student will identify synonyms.



Materials

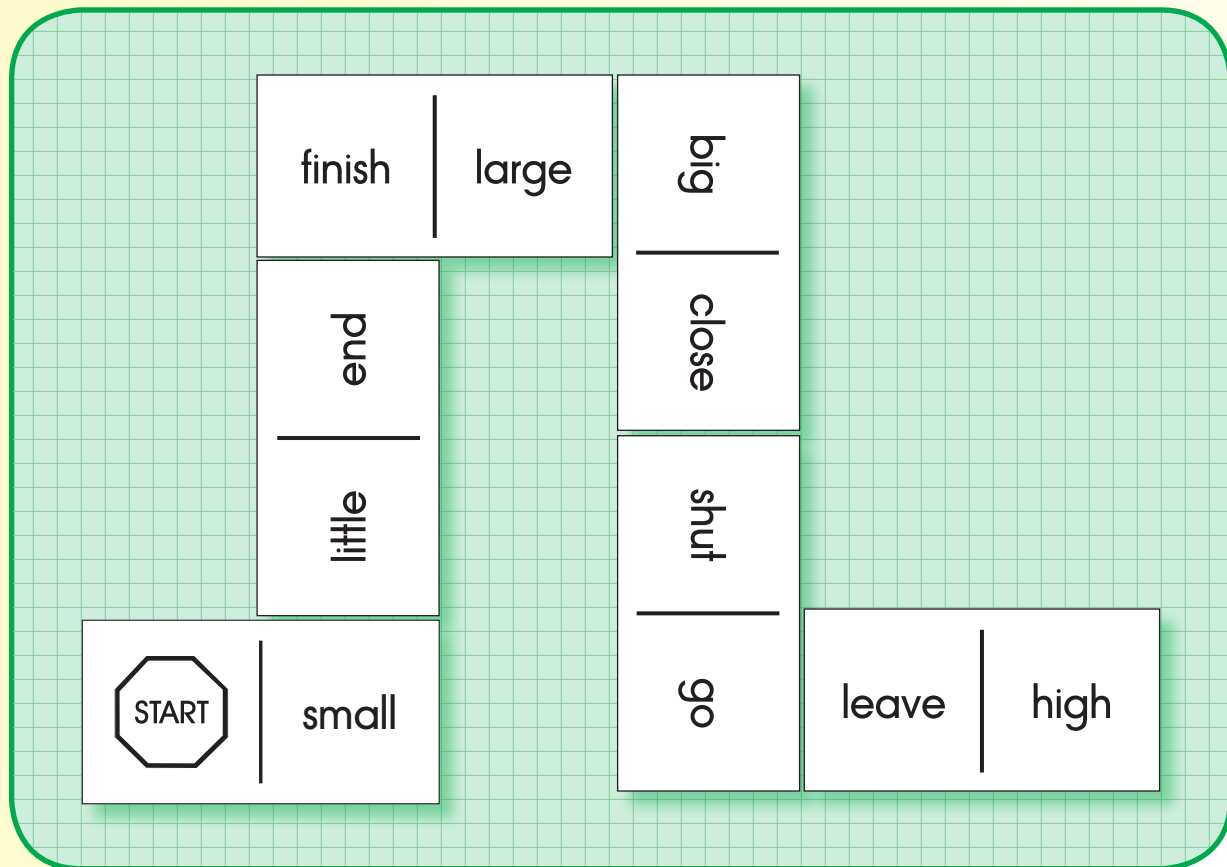
- ▶ Synonym domino cards (Activity Master V.002.AM1a - V.002.AM1b)



Activity

Students identify synonyms by playing a domino game.

1. Scatter synonym domino cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, and reads the word on the other end of the domino (i.e., small).
3. Looks for a domino with a synonym (i.e., little). Connects it to the domino.
4. Student two reads the word on the other side of the domino (i.e., end) and finds the domino with a matching synonym and reads word. Connects it to the domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use antonym dominoes (Activity Master V.002.AM2a -V.002.AM2b).

Vocabulary

V.002.AM1a

Synonym Dominoes

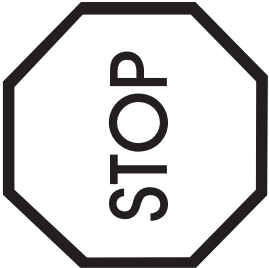
<div>small</div> <div>START</div>	<div>end</div> <div>little</div>	<div>large</div> <div>finish</div>
<div>big</div> <div>close</div>	<div>shut</div> <div>go</div>	<div>leave</div> <div>high</div>

START/small, little/end, finish/large, big/close, shut/go, leave/high

Vocabulary

Synonym Dominoes

V.002.AM1b

make	every	below
tall	build	all
fast	look	
under	quick	see



tall/make, build/every, all/below, under/fast, quick/look, see/STOP

Vocabulary

V.002.AM2a

Synonym Dominoes - Adaptation (Antonyms)

<div>after</div> <div>START</div>	<div>small</div> <div>before</div>	<div>right</div> <div>big</div>
<div>close</div> <div>left</div>	<div>day</div> <div>open</div>	<div>same</div> <div>night</div>

START/after, before/small, big/right, left/close, open/day, night/same

Vocabulary

Synonym Dominoes - Adaptation (Antonyms)

V.002.AM2b

up	different
last	down
small	first
over	large
play	under
STOP	work



different/up, down/last, first/small, large/over, under/play, work/STOP



Comprehension

C.020

Text Analysis

Cause and Effect Match



Objective

The student will identify the relationship between cause and effect.



Materials

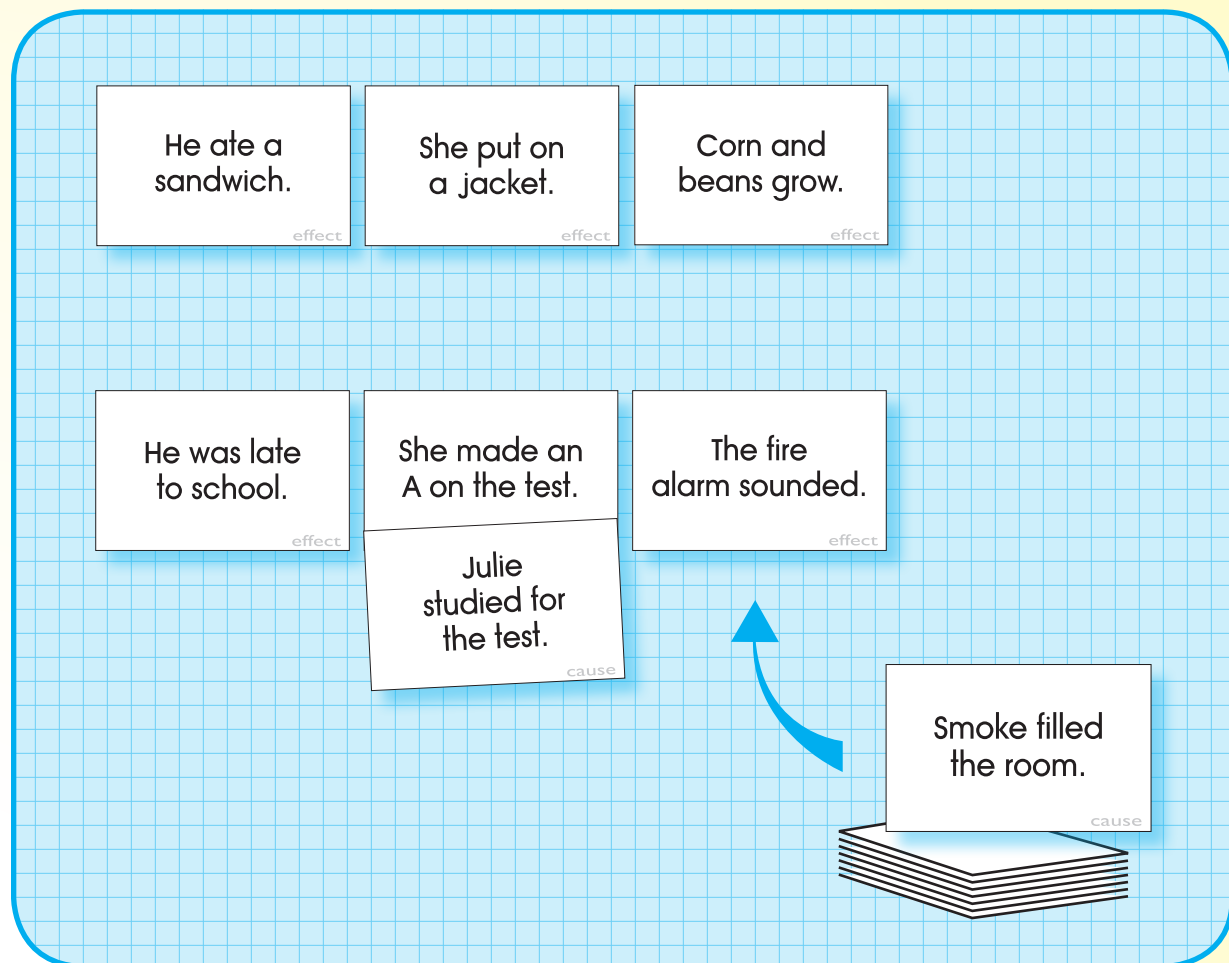
- Cause and effect cards (Activity Master C.020.AM1a - C.020.AM1c)



Activity

Students identify causes and corresponding effects by playing a matching game.

1. Place cause cards in a stack face down at the center. Place effect cards face up in rows.
2. Working in pairs, student one selects top card from cause stack and reads it to partner.
3. Student two looks at effect cards and identifies one that corresponds. Picks up card, reads it and places the two cards side by side. If the effect card is not identified, student one assists.
4. Reverse roles and continue until all cards are matched.
5. Peer evaluation



Extensions and Adaptations

- Make more cause and effect cards to match and sort using header cards (Activity Master C.020.AM2).
- Play memory game with cause and effect cards.

Comprehension

Cause and Effect Match

C.020.AM1a

Billy was
very hungry.

cause

He ate a
sandwich.

effect

It rained for
three days
and nights.

cause

The river
overflowed into
the streets and
houses.

effect

The girl
felt cold.

cause

She put on
a jacket.

effect

The farmer plants
the seeds and
waters them.

cause

Corn and
beans grow.

effect



Comprehension

C.020.AM1b

Cause and Effect Match

<p>The baby cried.</p> <p>cause</p>	<p>The mother picked up the baby.</p> <p>effect</p>
<p>The school bell rang.</p> <p>cause</p>	<p>The students lined up at the classroom door.</p> <p>effect</p>
<p>Julie studied for the test.</p> <p>cause</p>	<p>She made an A on the test.</p> <p>effect</p>
<p>He left the house late and got stuck in traffic.</p> <p>cause</p>	<p>He was late to school.</p> <p>effect</p>



Comprehension

Cause and Effect Match

C.020.AM1c

Smoke filled
the room.

cause

The fire
alarm sounded.

effect

The storm kept
my brother
awake all night.

cause

The next day
he was tired and
took a nap.

effect

He ran fast and
tripped on the
sidewalk.

cause

He scraped his
knee and elbow.

effect

She brushes and
flosses her teeth
everyday.

cause

She has
no cavities.

effect



Cause

header



Effect

header



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?

Fishing

By Clark Ness

www.clarkness.com



One day Olivia was out in her yard.

"I think I will go fishing," said Olivia.

"That would be fun," said one of her cats.

"Yes, I think you should go fishing," said the other cat. "Can we go with you?"

"Yes, you can come with me. We will go fishing," said Olivia.

Olivia went and asked her mother about going fishing. Her mother said it would be okay. Olivia and her two cats then started walking down the road with their fishing poles. Soon they came to a stream.

"There should be fish in this stream," said the bigger cat.

"Look, there is a boat. It would be cool to go fishing in a boat," said the smaller cat.

The three walked up to the boat to get a better look at it.

"Do you like my boat?" asked a turtle that was swimming near by.

"Yes, it is a nice boat. Can we go fishing in your boat?" asked Olivia.

"Yes, you can go fishing in my boat, but only one at a time. It is a small boat," said the turtle.

"Olivia, you can go first," said the smaller cat.
"We can fish from shore."

"Thank you," said Olivia. She put on a PFD¹ that was in the boat.

"This will keep me from sinking if I fall out of this boat," said Olivia. She rowed out into the stream and started fishing. Soon she had a fish on her line. She pulled the fish into the boat.

"Please let me go back into the stream," said the fish. "I want to stay in the water with my friends."

"I think that would be okay," said Olivia.

The bigger cat heard the fish from shore and said, "I think that would be okay, too."

"She seems like a smart fish," said the smaller cat.

Olivia took the hook out of the fish's mouth. She then put the fish back into the stream.

"Thank you," said the fish. "Here is a magic rock. It can sing any song to you that you want to hear."

"Thank you," said Olivia. "I will let it sing to me when I go home."

Olivia then rowed back to shore, tied up the boat, took off the PFD, and put it into the boat.

"Turtle, thank you for letting me use your boat," said Olivia.

"I am glad that you liked it," said the turtle.

Olivia and her two cats walked home. They let the singing rock sing to them all the way back home.

¹ PFD - personal floatation device or life jacket

Flesch-Kincaid Grade Level - 2.7

Flesch Reading Ease - 91.8

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Dan the Basketball

By Clark Ness www.clarkness.com

"Good morning, Mr. Ness," said Dan as he walked into the classroom before school.

"Oh, good morning," said Mr. Ness who was sitting at his teacher's desk. "How can I help you?"

"I want to be a basketball," said Dan.

"Why do you want to be a basketball?" asked Mr. Ness.

"I think it would be fun to fly in the air and then go *swish* through the net," replied Dan.

"O.K.," said Mr. Ness. He reached inside his desk and pulled out his lucky buffalo nickel. "Please come over here."

Dan walked over to Mr. Ness. The teacher held the buffalo nickel above Dan's head and said, "Basketball, basketball, basketball."

There was a loud *poof*, followed by some white smoke, and Dan was a basketball. He sat on the floor looking up at Mr. Ness.

Bill walked into the classroom just at that time. "Bill, do you want to go out and play basketball?" asked Dan the basketball.

Bill stopped right in his tracks and looked at the talking basketball. "How can a basketball talk?" he asked.

"Bill, it's me, Dan," said Dan. "Mr. Ness used his lucky buffalo nickel and turned me into a basketball."

"Boy, you must have done something really bad for Mr. Ness to turn you into a basketball," said Bill.

"No, I didn't. I asked him to turn me into a basketball. I wanted to be a basketball," said Dan.

"You boys can go outside and play," said Mr. Ness. "You have about five minutes before school will start. Bill, just remember to bring Dan back inside."

Bill grabbed Dan the basketball and ran outside with him.

"Cool basketball," said the other kids on the playground.

"It is just me, your friend, Dan," said the basketball.

"Neat," said the kids.

The other kids and Bill played basketball with Dan the basketball.

"Does it hurt being a basketball?" asked Bill.

"Not a bit," said Dan. "Shoot me through the hoop again."

Bill picked up Dan and took a shot. *Swish* went Dan.

"That sure is fun," said Dan. "Thanks, Bill."

The bell for school to begin rang. Bill went back into the classroom with Dan and walked over to Mr. Ness. Mr. Ness held up the lucky buffalo nickel and said, "Dan, Dan, Dan." There was a *poof*, then some white smoke, and Dan was Dan the boy again.

"Thanks, Mr. Ness. It was a lot of fun being a basketball. Maybe tomorrow I can be a baseball," said Dan.

"I am glad you had fun. We can see about you being a baseball tomorrow. Now time for school," said Mr. Ness.

Flesch-Kincaid Grade Level 3.0
Flesch Reading Ease 89.1

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What is a Glyph?

Cross-Curricular Focus: Reasoning Skills



A **glyph** is a special picture. It gives information without using words. The handicapped symbol of the wheelchair is a glyph. The restroom symbols for men's and women's bathrooms are also simple glyphs. You can see glyphs every day. Pay attention to signs and pictures around you the next time you are out with your family.

Glyphs are fun to use in activities with your friends. You can be creative. You can decide what the different parts of your glyph will stand for. Each friend can make his own glyph. Share your glyphs. Have fun comparing your friends' **answers** with your own. You never even have to open your mouths!

You can have a lot of fun **analyzing** each glyph. Decide how each can be **classified**. Use the information you observe to create **charts** or **graphs**. You can show how the glyphs have things that are the same. You can show how some of the things they have are different. Each glyph can be a fun secret code. Who knew math could be so fun?

Name: _____

Follow the directions to create your own star glyph. Compare your star glyph to at least two other students' star glyphs.

1. Draw or trace the outline of a star on the back of this page, or on a blank piece of paper. (Look at the star on this paper as a guide, but do not draw the face or tail on your star yet.)
2. Draw a circle in the center of your star. This will become a face.
3. If you are a boy, draw round eyes on your star's face. If you are a girl, draw heart-shaped eyes on your star's face.
4. If you like blue more than red, draw a nose shaped like a triangle. If you like red more than blue, draw a nose shaped like a square.
5. If you like hamburgers more than hot dogs, draw a big, wide, smile. If you like hot dogs more than hamburgers, draw a tiny smile.
6. If you can't wait for vacation, draw a tail on your star. If you're glad to be in school, do not draw a tail.

Storytelling & Folklore

Cross-Curricular Focus: History/Social Sciences



Think about all the history and stories of our culture. We preserve them by writing them down in books. Today, we also have technology to use. In the early days, though, people did not have a language that could be written. They had only their own voices. They used their voices to pass down their history. They told special stories and spoke about their customs. These stories are called **folklore**.

Early Native American groups did not have a written language. Many of their stories were in the form of myths that explained mysteries of nature. Some were legends about past heroes of their culture. Many of the stories included elements of **religion** and magic. Modern methods of storytelling are available today. However, many tribes choose to continue the custom of oral storytelling and folklore. It is part of their cultural experience.

Many Native American tribes have a history of believing in spirits. They believe that the spirits often take the form of animals found in nature. The animal spirits watch over them. However, they also see the ancient gods as animal tricksters. A trickster is a character who plays tricks and jokes on others. A trickster often causes trouble or inconvenience. It really doesn't mean any terrible harm, though.

Many traditional Native American ceremonies use animal costumes. The ceremonies honor the animals in the hopes that they will save their tricks for someone else. Other ceremonies are held to help the tribe prepare for a special event. They celebrate things like marriages, births, battles, harvests or hunts.

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) If the only way you had to save your family history was by using your voice, what stories would you choose to tell? _____
- 2) Why do you think many Native Americans continue storytelling even though other methods are available today? _____
- 3) What is something in nature that might be fun to explain through a mythical story _____
- 4) What is a trickster? _____
- 5) Why do the Native American ceremonies include animal costumes? _____

Why did the Titanic sink?

By History.com, adapted by Newsela staff on 04.18.18

Word Count **426**

Level **580L**



Image 1. A watercolor illustration of the sinking of the RMS Titanic by German artist Willy Stower in 1912. Image from Shutterstock

On May 31, 1911, the world's largest ocean liner was launched. The huge ship was called the Titanic. It was 882 feet long and 175 feet high. It weighed 46,000 tons. A car weighs about 3 or 4 tons. The Titanic weighed as much as 150,000 cars.

The Titanic was traveling from England to New York City. The Titanic was supposed to be "unsinkable." Yet on the night of April 14, 1912, something terrible happened. The Titanic struck an iceberg near Canada and sank. An iceberg is a huge piece of ice.

More than 1,500 people drowned.

Today, we still do not know why the ship went down. There were probably several reasons. Here are some possible ones.

Speed May Have Been A Factor

Some people blame the Titanic's captain, E.J. Smith. They say the huge ship was sailing too quickly. Smith knew there were many icebergs in the area. The ship should have been going more slowly.

Shortly before the Titanic crashed, another ship radioed a warning. It said there was ice ahead. The Titanic's radio operator didn't think the warning was important. He didn't bother to pass it along.

Louise Patten's grandfather was on the Titanic. He was rescued.

Wrong Turn Toward Iceberg

Patten says her grandfather said the crash was caused by one of the ship's crewmembers. He was ordered to quickly steer the ship to the right after the iceberg was spotted. Instead, he turned left. His mistake sent the ship directly toward the ice.

The Titanic was not built as well as it should have been. Badly made rivets were used to save money. A rivet is a pin used to hold steel plates together.

When the ship hit the iceberg, the rivets may have split. That could have caused the steel plates to break apart.

The sky was very hazy on the night of the sinking. That might have made it harder to spot the iceberg.

No Binoculars And Too Few Lifeboats

Binoculars help you see things from far away. They are used on ships to spot icebergs. The Titanic had binoculars, but they couldn't be used. The key to the room where they were stored was left behind by mistake.

Fewer people might have died if the ship had brought enough lifeboats. The ship only had 20 lifeboats. The 20 lifeboats could only hold 1,178 people.

More than 1,500 people were left behind when the ship went down.



Quiz

- 1 Which section of the article gives the reader information about when the Titanic sunk?
- (A) introduction [paragraphs 1-4]
 - (B) "Speed May Have Been A Factor"
 - (C) "Wrong Turn Toward Iceberg"
 - (D) "No Binoculars And Too Few Lifeboats"
- 2 What does the section "No Binoculars And Too Few Lifeboats" show the reader?
- (A) how many binoculars were locked away on the Titanic
 - (B) how many people could fit on each lifeboat
 - (C) how many people were not able to get off the Titanic
 - (D) how many minutes it took for the ship to sink
- 3 Why did the author write this article?
- (A) to describe what it was like to be on the Titanic
 - (B) to explain what might have made the Titanic sink
 - (C) to show how expensive it was to build the Titanic
 - (D) to tell about the passengers who were on the Titanic
- 4 Which selection from the introduction [paragraphs 1-4] shows the author's purpose for writing?
- (A) On May 31, 1911, the world's largest ocean liner was launched.
 - (B) The Titanic weighed as much as 150,000 cars.
 - (C) The Titanic was supposed to be "unsinkable." Yet on the night of April 14, 1912, something terrible happened.
 - (D) Today, we still do not know why the ship went down. There were probably several reasons. Here are some possible ones.

Primary Sources: The Titanic, the Wireless Operator's Story

By New York Times, adapted by Newsela staff on 01.05.17

Word Count **799**

Level **660L**



A photograph of RMS Titanic, the "unsinkable" passenger ship of the White Star Line that sank the night of April 14-15, 1912. (Photo by: Universal History Archive/UIG via Getty Images)

__Editor's Note: The Titanic was a huge boat built in the early 1900s. At the time, it was the largest ship ever made. __

__On the morning of April 10, 1912, the Titanic set off on an ocean voyage. Some of the richest people in the world were onboard. __

__The Titanic was equipped with a telegraph machine. It allowed the boat to send and receive messages. __

__There were two telegraph operators onboard. They worked the telegraph machine. Harold Bride was one of the two operators. He was 22 years old and had just learned to use a telegraph machine. __

__On the night of April 14, 1912, something terrible happened. The Titanic hit an iceberg. __

_The enormous hunk of ice punched several holes in the ship. Soon, the Titanic began sinking. It went under very quickly and more than 1,500 people drowned. _

Bride was one of the lucky ones. He was rescued just in time. Bride tells his story below. He told it to the New York Times newspaper.

"You Had Better Send Out A Call For Help"

I became a telegraph operator last July.

My job on the Titanic was to take over for the main telegraph operator. His name was Phillips. I filled in for him from midnight until the early morning. That night I was standing by Phillips telling him to go to bed when the captain showed up.

"We've struck an iceberg," the captain said. "You had better send out a call for help."

The crew had spotted the iceberg. However, they thought it was further away than it actually was. The captain told us the blow was in the middle of the ship.

"The Front Of The Ship Began Sinking"

Suddenly, the front of the ship began sinking, and soon the whole ship began to tilt forward.

By then Phillips had telegraphed two nearby ships, the Frankfurt and the Carpathia. Both were on their way to help us. Phillips kept in touch with them to let them know where we were and what was happening.

Soon, the crew began putting women and children into lifeboats.

I noticed that the boat was tilting more and more. The water had almost reached the boat deck by then. How poor Phillips worked through it right to the end I do not know.

"I Will Never Forget The Work Of Phillips"

He was a brave man. He stuck to his work while everybody else was running about. I will never forget the work of Phillips during the last awful 15 minutes.

As the boat kept sinking, I ran to my cabin to grab my lifebelt. When I returned I saw Phillips standing on the deck. He was still sending telegraph messages to the Carpathia, telling them how we were doing.

I went to the place I had seen a lifeboat on the boat deck. To my surprise, I saw the boat and a group of men still trying to push it off. I guess there wasn't a sailor in the crowd, and they just couldn't do it. I went up to them to help when a large wave washed over the deck.

The big wave carried the boat off the deck, and me along with it.

"I Was Underwater"

But that was not all. The boat landed in the water upside down, with me trapped under it. And I remember I realized that whatever happened I must not breathe, for I was underwater.

How I got out from under the boat I do not know, but I took a breath of air at last. There were hundreds of men in the water all around me, trying to keep from drowning.

I felt I simply had to get away from the ship. She was gradually turning on her nose, just like a duck does that goes down for a dive. I knew I had to avoid being pulled in when she went down.

Soon, the Titanic was sticking straight up in the air, and she began to slowly disappear. Then, I saw her vanish altogether beneath the waves.

I began swimming toward a nearby lifeboat and as I came up to it someone pulled me aboard. There was just enough room left in it for me to roll onto the edge.

"At Last The Carpathia Arrived"

At last the Carpathia arrived. Our boat drew near, and one by one the men were taken off of it.

One man onboard our lifeboat was dead. It was Phillips, who had waited to the last minute to save himself. He had died from the cold and from overwork, I guess.

I will never forget the way Phillips kept sending messages after the captain told him he could leave. He was a true hero.

Quiz

- 1 Which question does the primary source answer?
- (A) Why did the captain sail among icebergs?
 - (B) What did passengers do when the Titanic sank?
 - (C) Why did the captain of the Titanic hit an iceberg?
 - (D) Are there large ships in use like the Titanic today?
- 2 Which sentence from the article BEST explains how the Titanic disaster occurred?
- (A) "We've struck an iceberg," the captain said. "You had better send out a call for help."
 - (B) The captain told us the blow was in the middle of the ship.
 - (C) Suddenly, the front of the ship began sinking, and soon the whole ship began to tilt forward.
 - (D) Soon, the crew began putting women and children into lifeboats.
- 3 Why is it important to learn about the perspective of Harold Bride?
- (A) Bride describes how the ship called for help but did not think the ship would sink.
 - (B) Bride describes how the crew put women and children into lifeboats first.
 - (C) Bride describes the fog that prevented the crew from seeing the iceberg.
 - (D) Bride describes how he trained to become a telegraph operator and worked at night.
- 4 Read the section "You Had Better Send Out A Call For Help."
- Based on information in the article, which of these statements is TRUE?
- (A) The crew on the Titanic did not see the iceberg before the accident.
 - (B) The captain of the Titanic had asked the narrator to take over Phillips' job.
 - (C) The narrator's job on the Titanic was to send telegraphs during the late night hours.
 - (D) The iceberg struck the front of the ship, causing it to immediately start to sink.
- 5 What made Harold Bride and others joke after the Titanic hit an iceberg?
- (A) They felt a large bump that stopped the telegraph.
 - (B) They never thought the iceberg would sink the ship.
 - (C) They thought the ship might sink at any minute.
 - (D) They believed the iceberg damaged the ship.
- 6 Read the section "At Last The Carpathia Arrived."
- Why was the Carpathia important to survivors of the Titanic?
- (A) The Carpathia helped rescue survivors from the cold ocean water.
 - (B) The Carpathia helped prevent the Titanic from fully sinking.
 - (C) The Carpathia sent telegrams to other ships to come help the Titanic.
 - (D) The Carpathia brought food and clothes to the people from the Titanic.

- 7 Why is it important to learn about Phillips?
- (A) He waited to call for help until the ship tilted forward.
 - (B) He does not joke in the beginning with the rest of the crew.
 - (C) He left his post earlier, boarded a lifeboat and survived.
 - (D) He kept in contact with nearby ships that rescued passengers.

- 8 Read the section "I Was Underwater."

According to the article, how did the narrator survive the disaster?

- (A) He safely got off the ship onto a lifeboat when it first started to sink.
- (B) He swam away from the sinking ship toward a lifeboat so he wouldn't be sucked underwater.
- (C) The people in the water around him helped prevent him from drowning.
- (D) He held his breath until the lifeboat turned right-side up, then got in and helped other people.

English Language Learner Supplement 2-3

Who Has Seen the Wind

By Christina Rossetti

Who has seen the wind?
Neither I nor you.
But when the leaves hang trembling,
The wind is passing through.
Who has seen the wind?
Neither you nor I.
But when the trees bow down their
heads,
The wind is passing by.

Reading: Read the poem 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 you think the author means when she says “the trees bow down their heads”.

Writing: In the space below, write how we know the wind is there even though we can't see it.

Suplemento para

Estudiantes que Aprenden Inglés 2-3

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

Quién Ha Visto el Viento

Por Christina Rossetti

¿Quién ha visto el viento?

Ni yo ni tú.

Pero cuando las hojas cuelgan temblando,

El viento está pasando.

¿Quién ha visto el viento?

Ni tu ni yo.

Pero cuando los árboles se inclinan,

El viento pasa.

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 crees que quiere decir la autora cuando dice "los árboles se inclinan".

Escritura: En el espacio de abajo, escribe cómo sabemos que el viento está allí aunque no podamos verlo.

Writing Ideas 2-3 Elementary Week #8

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

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

Opinion/Argument

- Do you think friendship is important? Write an opinion piece on why or why not. Add reasons, examples, and/or details to support your opinion. Be sure to have an introduction and a conclusion that relates to the opinion stated.

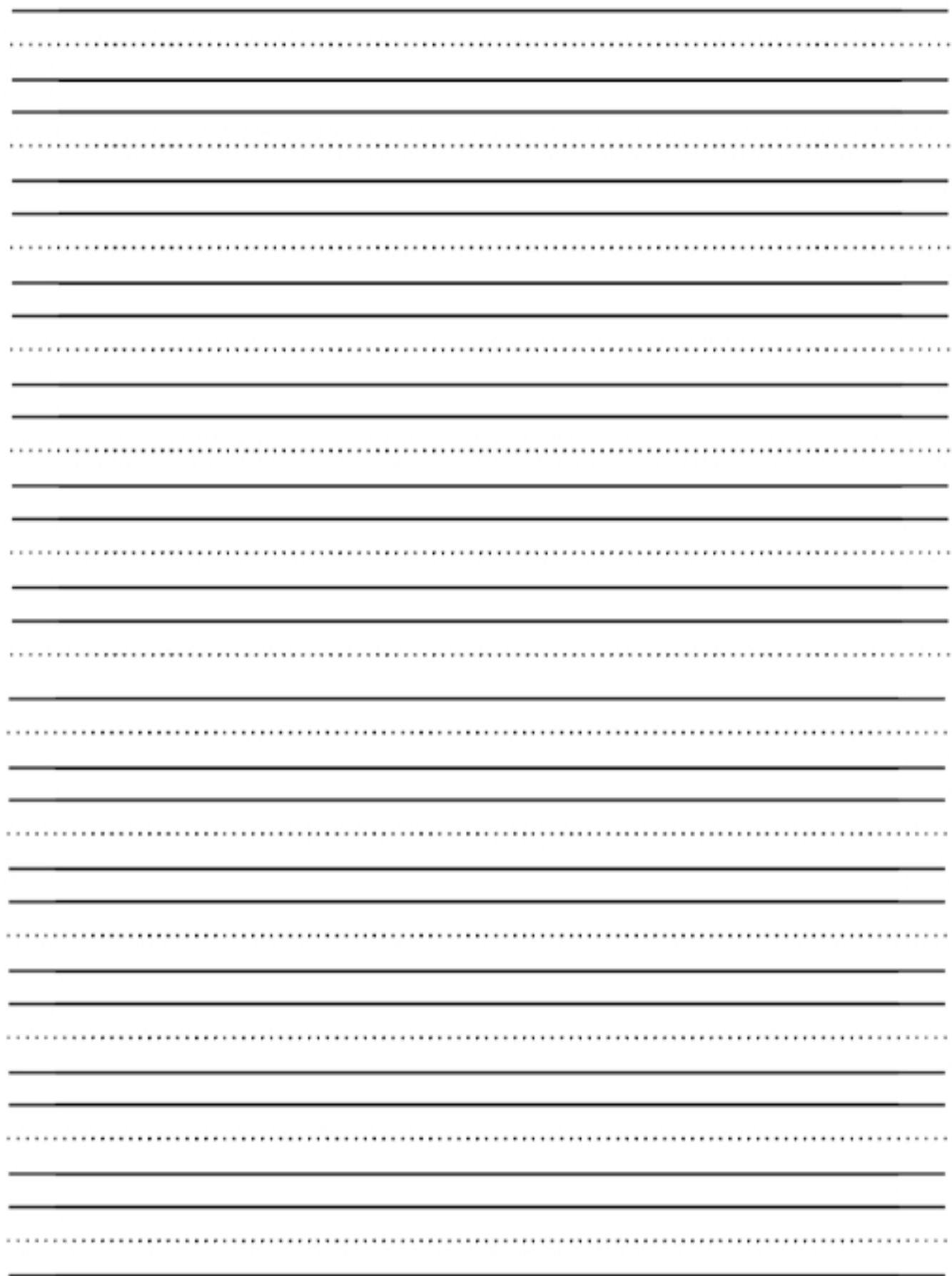
Informational/Explanatory

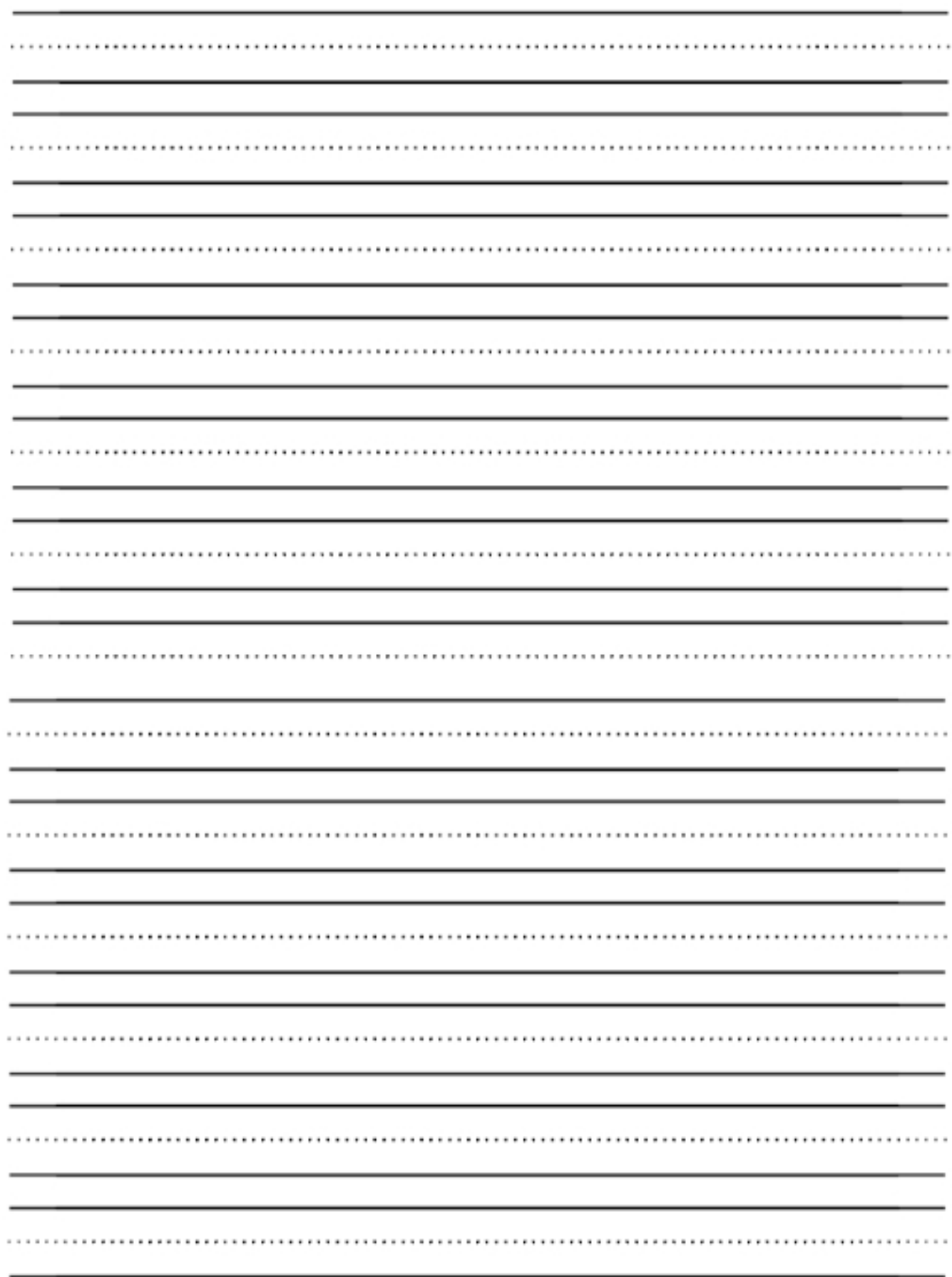
- Memorial Day is Monday, May 25. Do you know why we recognize Memorial Day as a federal holiday? Talk to someone in your family or do some research to find out more about Memorial Day. Learn as much as you can about this holiday and write an informational piece on it. Be sure to add enough facts, information, and/or details. Introduce your topic and have a conclusion.

Writing in Response to Reading Bingo

Complete the Bingo board by engaging in various writing ideas from this week's reading selections. Try to get 3-in-a row!

Have you ever been fishing before? If not, maybe you want to learn more about fishing. Write a narrative or informational piece about fishing.	Write about how the two reading selections Why did the Titanic sink? and Primary Sources: The Titanic, the Wireless Operator's Story are similar and/or different.	Want to learn more about Glyphs? Conduct some additional research on them? In a letter to a friend or family member, describe what you found out about glyphs.
Write your own silly story about turning into a basketball! Be sure to have an introduction, a conclusion, and details. For additional fun, you could pick a different type of sports equipment and write an adventure about that!	WRITER'S CHOICE	Want to learn more about the Titanic? Do some additional research and write your own informational piece about your findings. For extra information watch the National Geographic video at https://bit.ly/3baUSlb
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!	Create a storyboard for one of the reading selections. A storyboard shows pictures of what might happen if you turned the reading into a movie! For more fun, visit https://bit.ly/2A30Ojf to create a digital storyboard!	There are so many different kinds of folklore. Do some research to find out more about folklore. Write an informational piece on your findings. For more fun, watch a video on Tale Tales – American Folklore https://bit.ly/2zjDgGy







Number Relationship Mat

Materials: laminated mats, dry erase markers

1 tens	10 ones	1 ten	10 ones
100 ones	10 tens	100 ones	10 tens
1000 ones	100 tens	1000 ones	100 tens
10000 ones	1000 tens	10000 ones	1000 tens

10000 ones = 1000 tens = 100 tens = 10 tens = 1 ten = 10 ones

1. Work with a friend. Each of you needs to collect a mat and dry erase marker.
2. Choose a number between 6 and 20 that you will both write inside the star on your mat.
3. Fill in all the sections on your mats.
4. Compare your mats. What is the same about your mats? What is different?

1 more

1 less

10 more

2 less

How far from 5?

How far from 10?

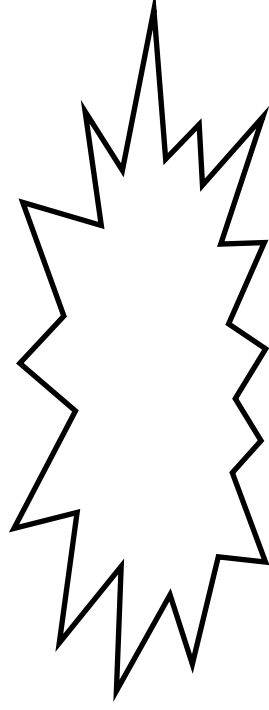
Double

Near Double

Even or Odd?

3 Subtraction Facts that Equal this Number

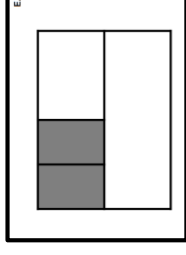
Ten Frame Pattern



3 Addition Facts that Equal this Number

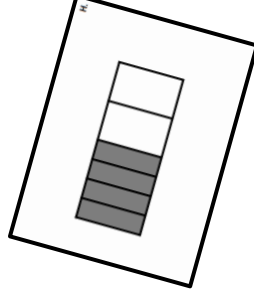
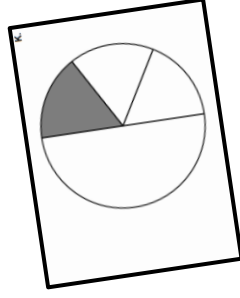
Base 10 Blocks

Name the Fraction

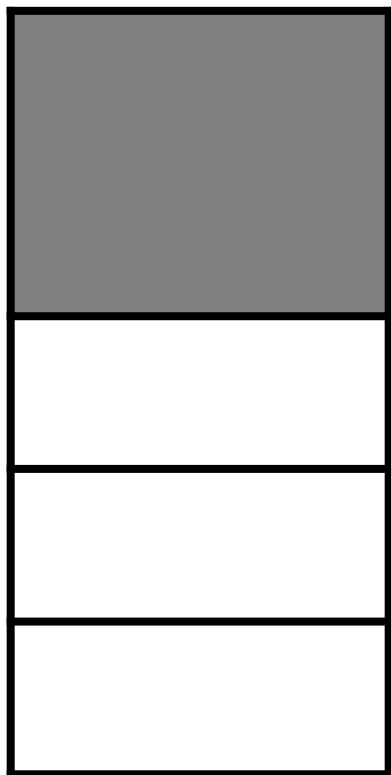


Materials: Name the Fraction cards

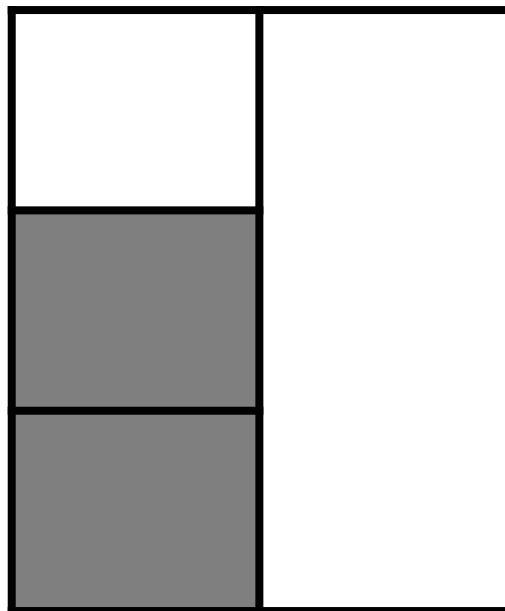
1. Choose a card. Sketch the shape.
2. What fraction of the shape is shaded? What fraction of the shape is not shaded? Explain your thinking.
3. Repeat with other cards from the pack.
4. After you have completed all cards in the set discuss your work with a classmate. Use mathematical reasoning to justify your answers.



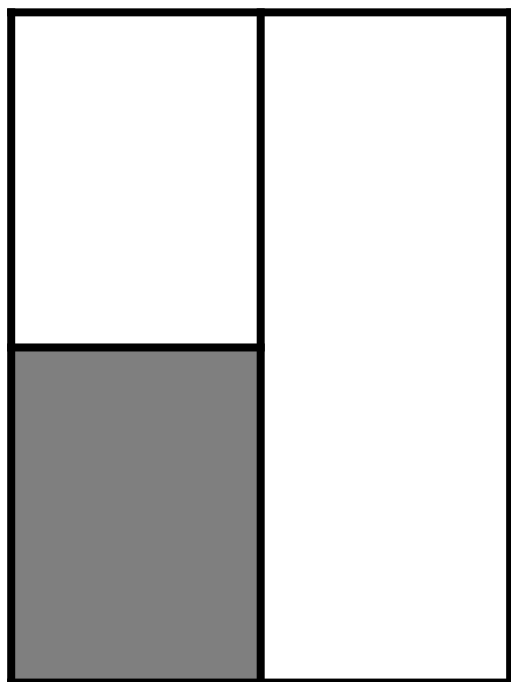
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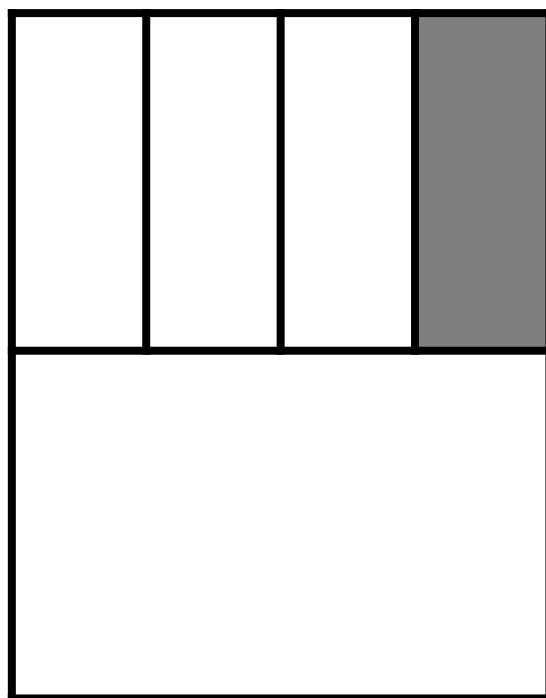
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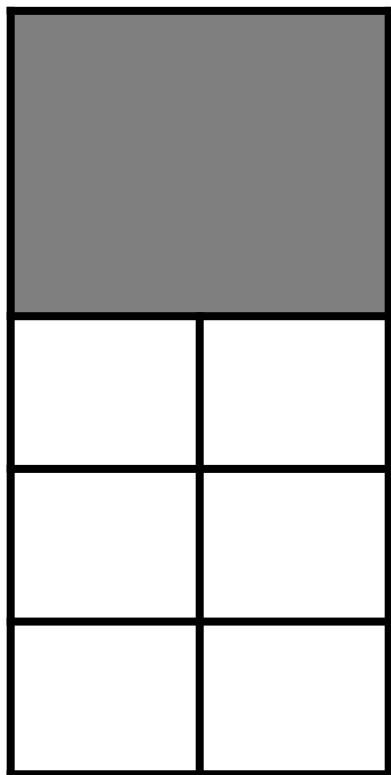
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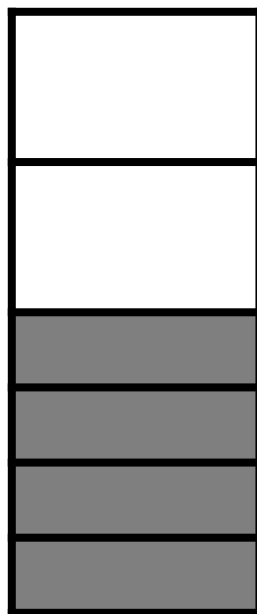
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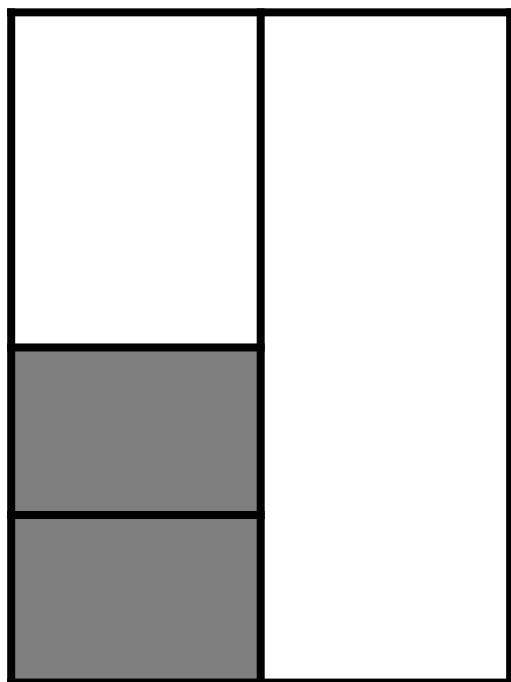
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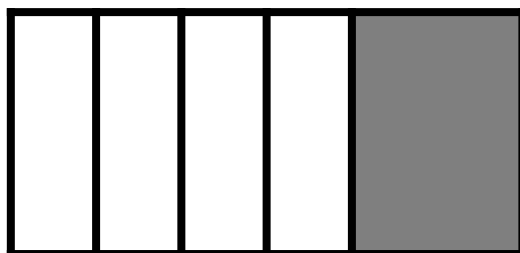
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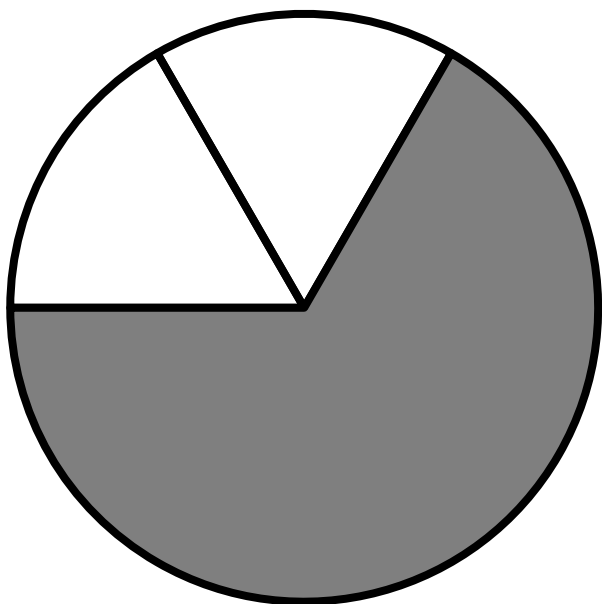
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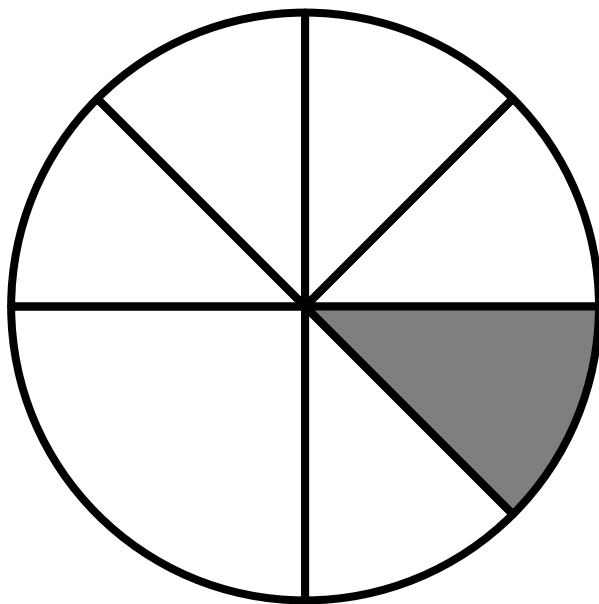
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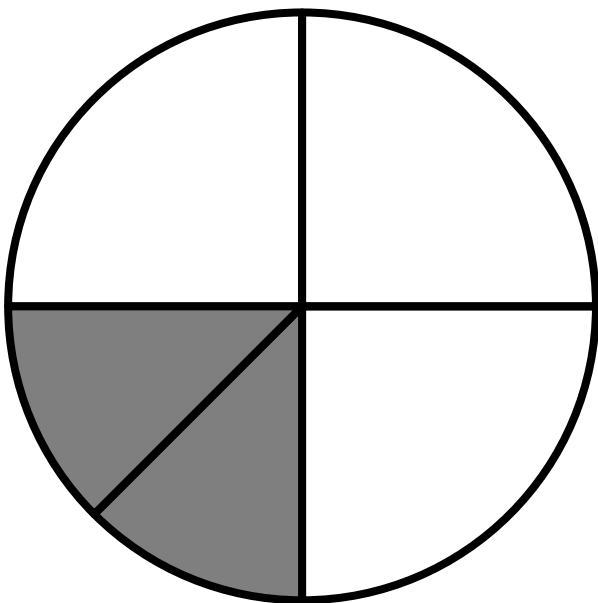
J.



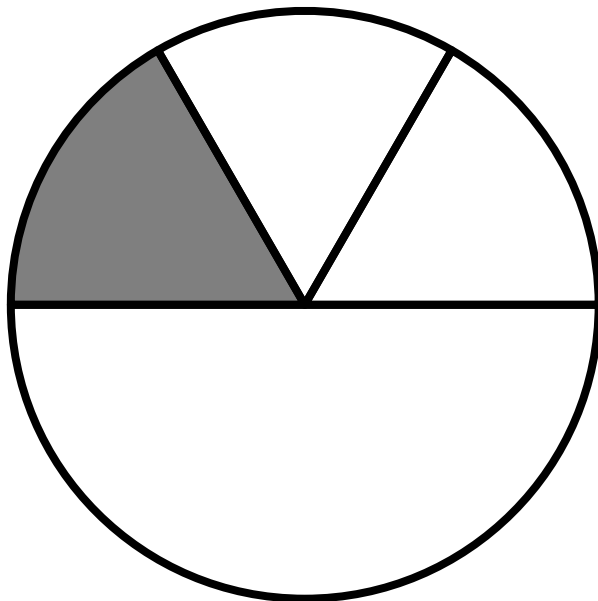
L.



I.



K.



Lesson 11: The Big Event Jr.

Overview

Events are a great way to add variety to a pre-written algorithm. Sometimes you want your program to be able to respond to the user exactly when the user wants it to. That is what events are for.

Purpose

Today, students will learn to distinguish events from actions. The students will see activities interrupted by having a "button" pressed on a paper remote. When seeing this event, the class will react with a unique action. Events are widely used in programming and should be easily recognizable after this lesson.

Agenda

- [Warm Up \(15 min\)](#)
 - [Vocabulary](#)
 - [A Series of Events](#)
- [Main Activity \(15 min\)](#)
 - [The Big Event](#)
- [Wrap Up \(10 min\)](#)
 - [Reflection](#)
- [Assessment \(10 min\)](#)
- [Extended Learning](#)

Teaching Guide

Warm Up (15 min)

Vocabulary

This lesson has one new and important vocabulary word:

- Event - Say it with me: E-vent

An action that causes something to happen.

A Series of Events

- Prep your class to answer a question:
 - "I'm going to ask you a question. I want you to raise your hand if you want me to call on you for the answer."
 - Ask a simple question that most of your students should be able to answer, such as:
 - How many thumbs do I have?
 - What is bigger, a bird or a horse?
 - Call on a student who has their hand raised and let them give their answer.

- Upon finishing that display, ask the class how you knew that the student wanted you to call on them.
 - Your class will likely mention the raising of the hand.
 - Explain to everyone that when students raise their hand, it is an "event" that causes you to know that they want to be called on.
- Ask the class if they can think of any other events that give signals.
 - You may need to remind them that you're not talking about an event like a birthday party or a field trip.
 - If they have trouble, you can remind them that an event is an action that causes something to happen.
 - What about an alarm clock going off? What does that make happen?
 - What about pressing "Start" on the microwave? What does that do?
 - What about pressing the power button on your tv remote?
- Today, we're going to create programs with events.

Main Activity (15 min)

The Big Event

Lesson Tip

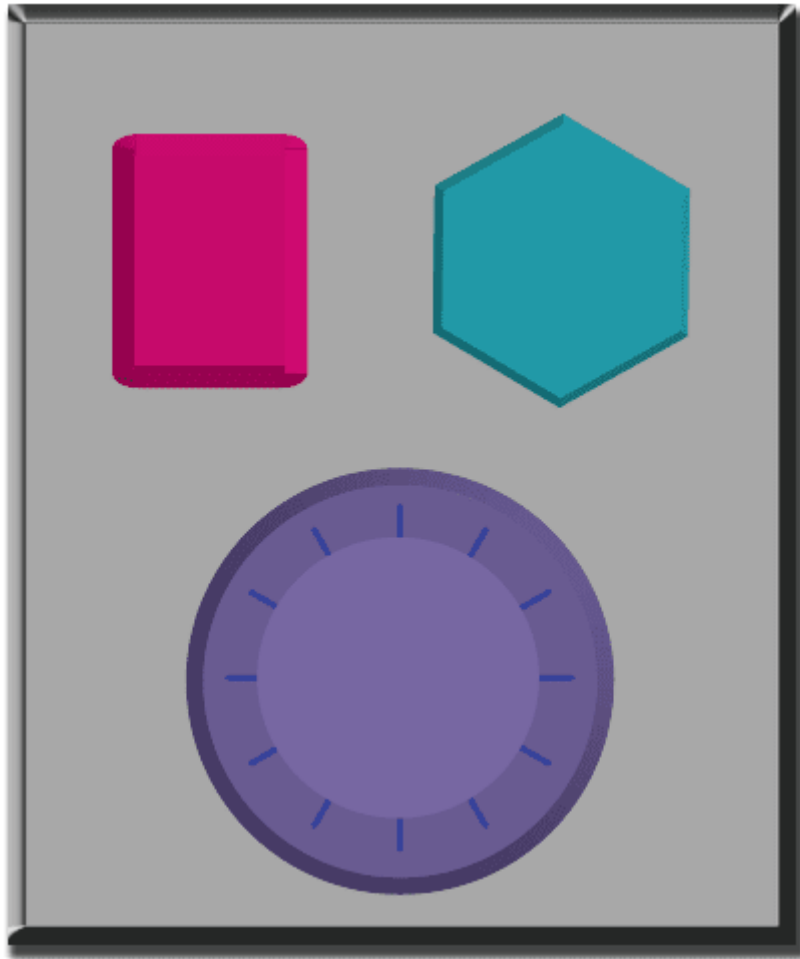
If your students seem confused, talk about their favorite games and all of the ways that they let the characters know what they're supposed to do. Point out how the game would be really boring if it ran from start to finish without any events required.

- Do you remember helping the Flurbs find fruit?
 - In that exercise, you knew in advance exactly where you wanted your Flurb to end up, so you could make a program that took them from start to finish without any interruptions.
 - In most real programs, we can't do that because we want to have options, depending on what the user needs.
 - Say that I only want my character to move when my finger is on the screen of my phone. I would need to program the character to only move when I put my finger on the screen of my phone.
 - Putting my finger on the screen would then become an "event" that tells my character to move.

In earlier lessons, we created algorithms that allowed us to control a friend or Flurb for several steps at a time. It was fun and useful, but what happens when you don't know everything that you want your friend to do in advance? This is where events come in!

Directions:

- Project The Big Event (Courses A, B) - Controller Image onto your classroom screen.



- Decide with your class what each button does. We suggest:
 - Pink Button -> Say "Wooooo!"
 - Teal Button -> "Yeah!"
 - Purple Dial -> "Boom!"
- Practice tapping the buttons on the overhead and having your class react.
- Add some button sequences into the mix and have the students try to keep up with their sounds.
- Let your class know that every time you push a button, it is an "event" that lets them know what they are expected to do next.
- Get the class started on a planned task before interrupting them again with the buttons. We suggest:
 - Counting to 10
 - Singing "Old MacDonald"
- Once their plan is underway, interject button presses sporadically.
- Continue the blend until they understand the difference between actions that are guided by a plan and those that are event driven.

Wrap Up (10 min)

Reflection

Discuss: Ask students to reflect on what they have learned through the following prompts:

- Why do we need to be able to handle events in a program?

- What are some other kinds of events that you can think of?

Journal: In their Think Spot Journals, ask students to write and draw with the following questions in mind:

- What was today's lesson about?
- Draw one of the Feeling Faces - Emotion Images that shows how you felt about today's lesson in the corner of your journal page.
- Draw an event that caused an action today.
- Draw an action that was caused by an event that happened today.

Assessment (10 min)

Distribute: Hand out one The Big Event - Assessment to each student and allow them to complete it 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.

One Person's Event is Another One's Reaction

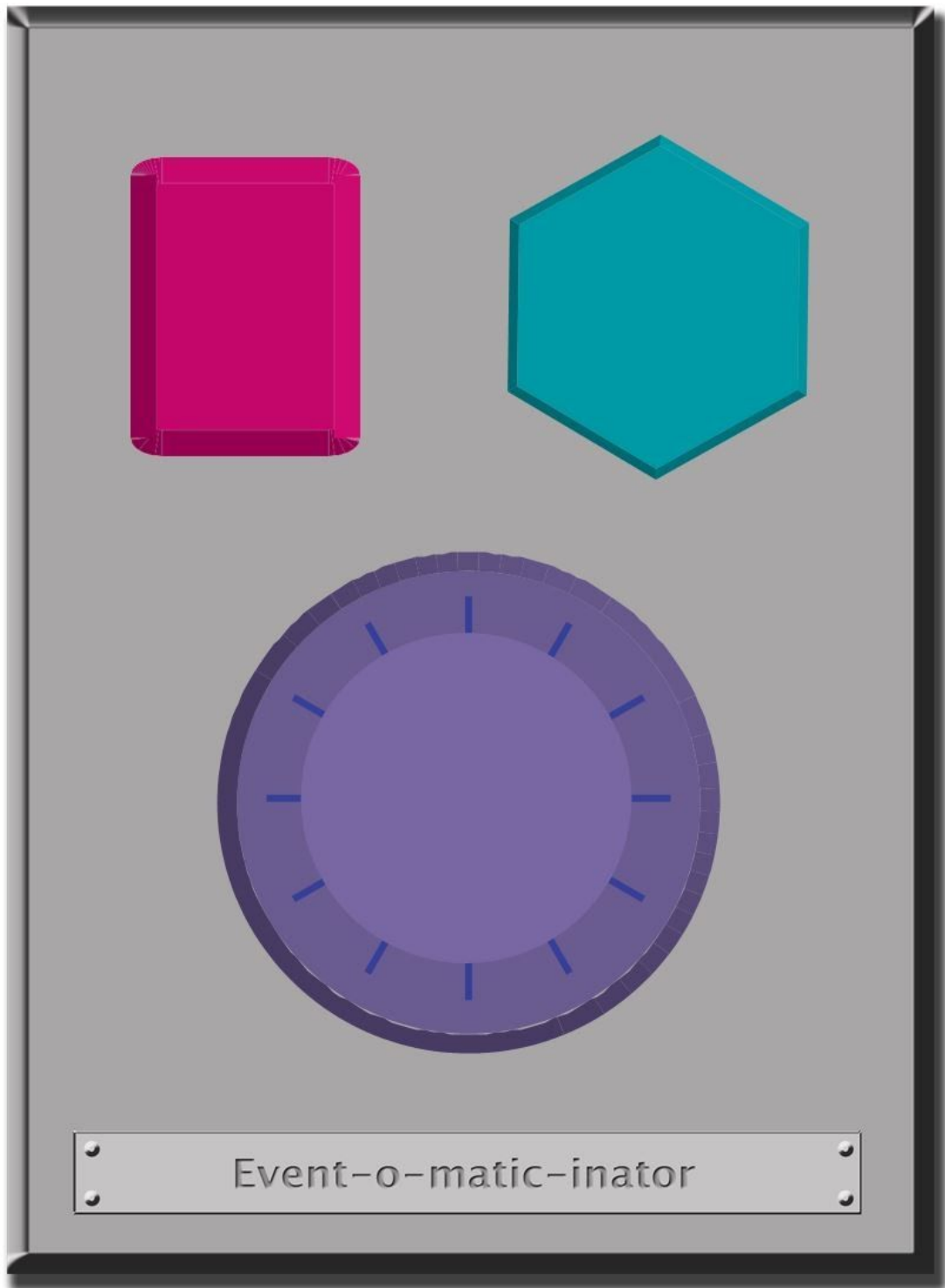
Assign each student an event to watch out for, and an appropriate reaction to that event. Chain the actions so that each child's reaction becomes an event that triggers the reaction of another student. Keep assigning until everyone has something to do and everyone makes someone react.

Eventopalooza

Break the class up into groups. Using the Events Controller, assign each group a different reaction to the same button. Do this for all three buttons, then watch the chaos!

The Big Event (Courses A-B)

Event Controller



The Big Event



You've been given a magical controller that changes the picture on the frame on your desk. Take a look below to see what each button does. Can you figure out which series of button events will cause your frame to show the pictures on the right?

Draw a line from each set of pictures to the button combination that causes it. The first one has been done for you.

