

Blacker's Bulletin #19

Class News

Khan Academy: If you have not already done so, please connect with our class on Khan Academy. We will be using this for our math instruction going forward. Login information was sent in a message on Class Dojo. Please let me know if you have trouble connecting.

Distance Learning Packets: This week, our packets will include a Reading Menu, cursive practice pages, a graphic organizer for practicing the reading focus skill and a leveled reader. This week, we will use the leveled reader for fluency practice and skill practice.

Fluency Practice: This means repeated reading out loud of the first section of the text. Please read out loud with your student each day from the leveled reader, pages two through five. Repeated reading of the same passage builds reading fluency.

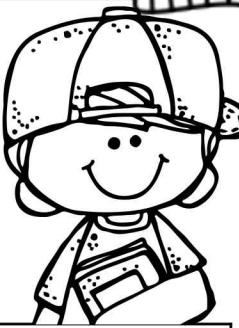
Skill Practice: This week we are practicing identifying text features and describing the purpose of the text feature. Text features are things like illustrations, diagrams, captions, tables, charts, graphs, or headings. Please support your student with completing the column chart identifying three text features you find in the leveled reader and give the author's purpose for including these features.

Homework

1. Khan Academy math assignments
2. Read leveled reader pages 2-5 each day out loud
3. Finish leveled reader at least once
4. Complete graphic organizer "Column Chart: Text and Graphic Features"
5. Reading Menu 24
6. Cursive T-F-L-D-H-X-Y
7. Read at least 20 minutes each day

READING MENU 24

After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.



1. What is the problem in the story? Explain a time that you had a similar problem.	2. Write about a part of the story that was surprising to you.	3. If you were giving a gift to the main character, what would you give? Why?
4. Who is important to the main character? Explain how you know.	5. If you were the author, what would you change about the story? Why?	6. Find words in your text that have prefixes or suffixes. Explain their meaning.
7. What was the most surprising fact that the author shared? Why did it surprise you?	8. How does the author show that he or she is an expert on the topic? Give examples.	9. Write a one sentence summary about each chapter in the book.

SELF CHECK

- I answered the entire question that I chose.
- I wrote in complete sentences.
- I used evidence and examples from the text to support my answer.
- I edited my work to make sure that it makes sense.

Name: _____

Book Title: _____

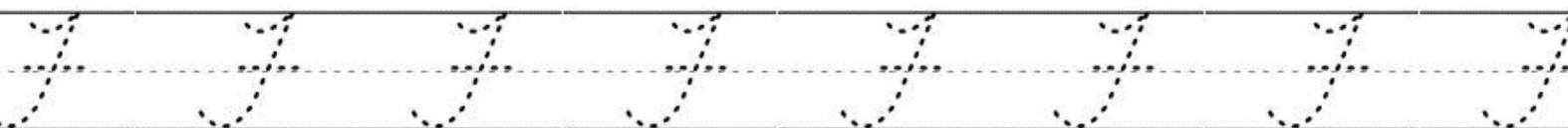
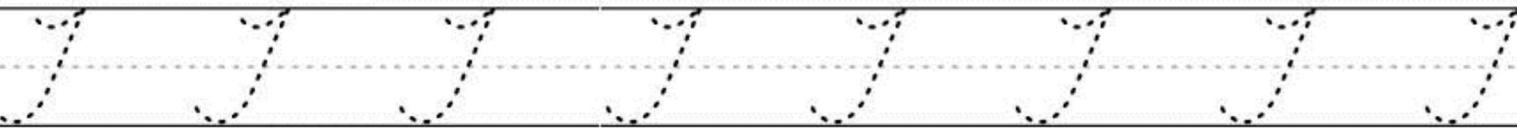
Book Author: _____

	0	1	2
Completion	Question is not answered.	Question is partially answered.	Answer is complete.
Sentences	Answer is not incomplete sentences.	Answer is in complete sentences.	Answer is in complete sentences and part of the question is used in the answer.
Thoughtfulness	Answer shows little effort or thought.	Answer shows limited thought.	Answer is thoughtful.
Text Evidence	Answer does not include text evidence.	Answer has limited use of text evidence.	Answer is supported with significant text evidence.
Editing	Answer has many errors.	Answer has some errors.	Answer has very few errors.

T/J and F/J

Name _____

Trace the dashed letters.



Write the letters on the lines. Try to make your letters look like the models.

J

J

Write the connected words. Remember not to lift up your pencil until you get to a space!

Tell

Flip

L/L and D/D

Name _____

Trace the dashed letters.

L L L L L L L L

D D D D D D D D

Write the letters on the lines. Try to make your letters look like the models.

L

D

Write the connected words. Remember not to lift up your pencil until you get to a space!

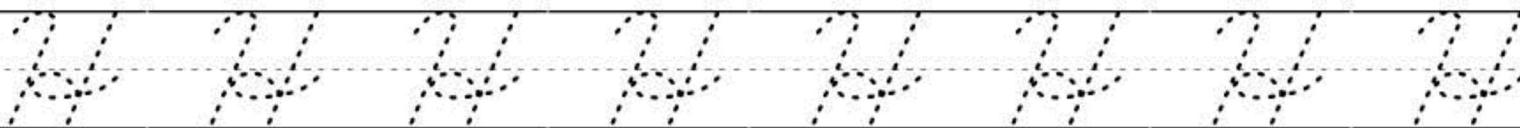
Lift

Door

H/H

Name _____

Trace the dashed letters.



Write the letter on the lines. Try to make your letters look like the model.

H

Write the connected words. Remember not to lift up your pencil until you get to a space!

Help

Hat

Helping

Happiness

X/X and Y/Y

Name _____

Trace the dashed letters.

X X X X X X X X X

Y Y Y Y Y Y Y Y Y

Write the letters on the lines. Try to make your letters look like the models.

X

Y

Write the connected words. Remember not to lift up your pencil until you get to a space!

X-ray

Yo

Name _____ Date _____

Column Chart: Text and Graphic Features

The Power of Corn
Graphic Organizer 1

Title *The Power of Corn*

Feature diagram	Feature	Feature
Purpose	Purpose	Purpose
shows how roots grow		



The Power of Corn

by Julian Stone
illustrated by Joanne Renaud

HOUGHTON MIFFLIN HARCOURT



The cornfield stretches as far as you can see. Tall green stalks stand straight in perfect rows. Corn is one of America's most important products.



Corn is also one of the oldest crops in America. Corn fed Native Americans, and they shared it with the first settlers. Corn fed pioneers and their cattle and pigs.

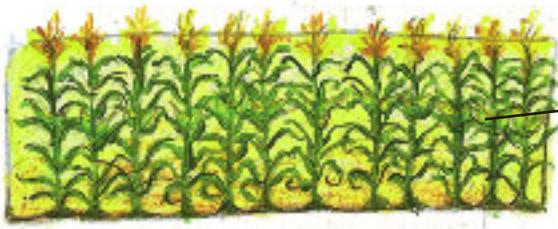




A bushel of corn
weighs 56 pounds.



An acre is about the
size of a football field.



An acre grows
between 140 and
180 bushels of corn.

Today corn is more important than ever. About 80 million acres of corn are grown every year in the United States. Farmers pick about nine billion bushels. That's more than twice as much as any other grain crop.

Americans make more things from corn than you ever imagined. More than three thousand different products come from corn.



Of course, you can eat corn just as it is, but there is corn in other things you eat, too. Peanut butter, salad dressing, cookies, baby food, soup, and many other foods have corn products in them.



You also drink corn. Fruit juices and soda use corn syrup to make them sweet. Some new types of tires are made from corn. Fuel made from corn can be added to gas for cars and trucks.



Many products are made from corn.

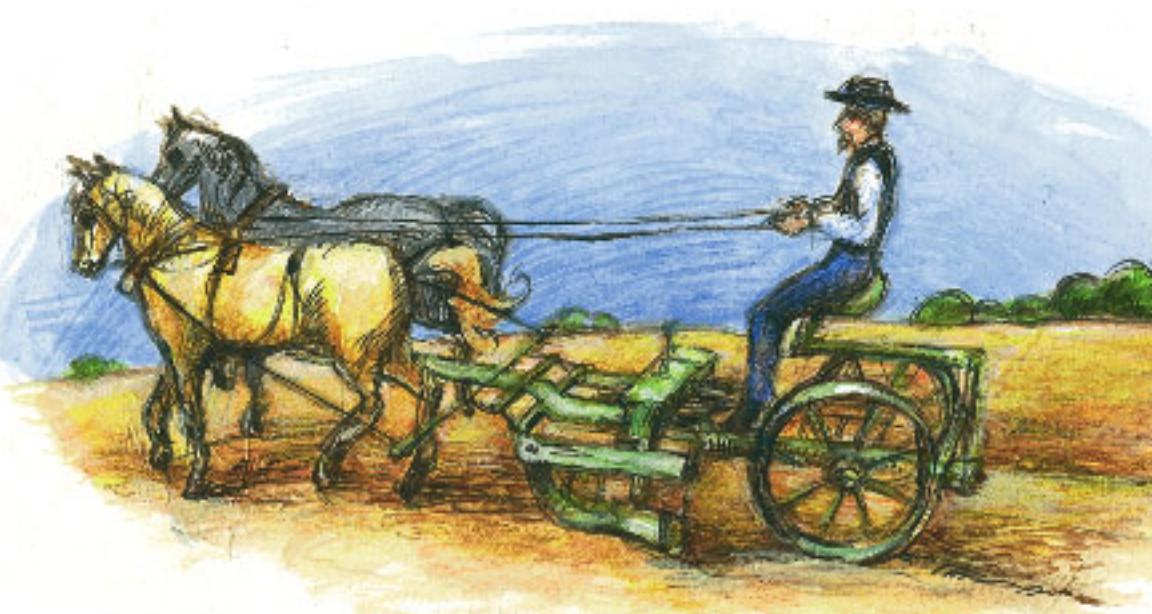


Corn was not always the plant that it is today. More than seven thousand years ago, Native Americans ate grains of a plant called maize. Maize was different from today's corn. Maize plants were shorter. The grains were smaller. Early farmers saved the best and biggest grains to plant each year. Over many hundreds of years, the plants and grains got bigger and became the corn we know today.



Native Americans planted maize.





Early machines helped farmers plant corn.



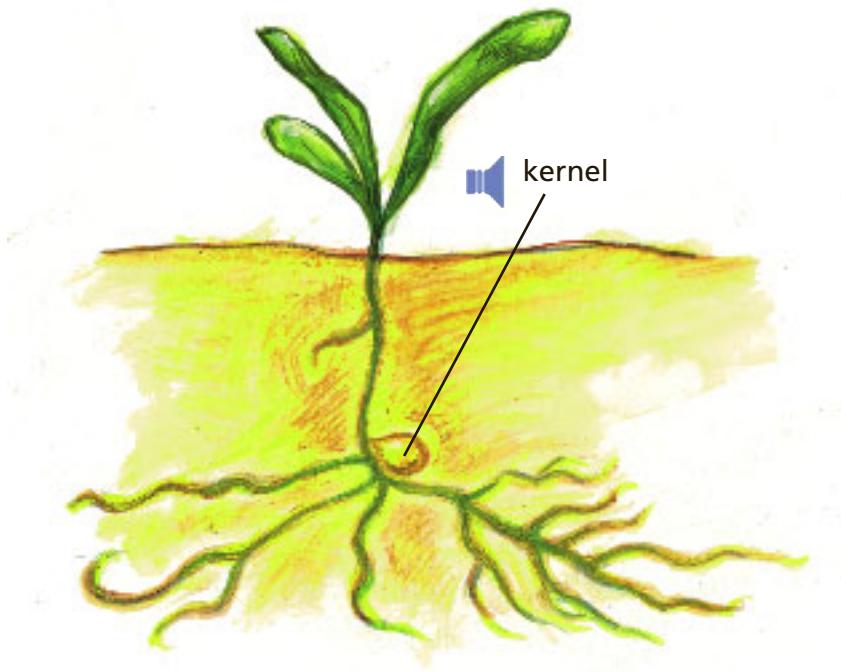
When settlers arrived in America, they had never seen maize. Native Americans showed them how to grow it.



Over the years, farmers kept learning how to grow better corn. They learned how to make it grow faster. They learned how to grow more per acre. They learned how to store the corn over the winter. They built new machines to help plant and harvest the corn.



Today's corn may look different from maize, but it still needs water, good soil, and good weather. It still starts as a small kernel, or seed. New corn plants grow from corn kernels.



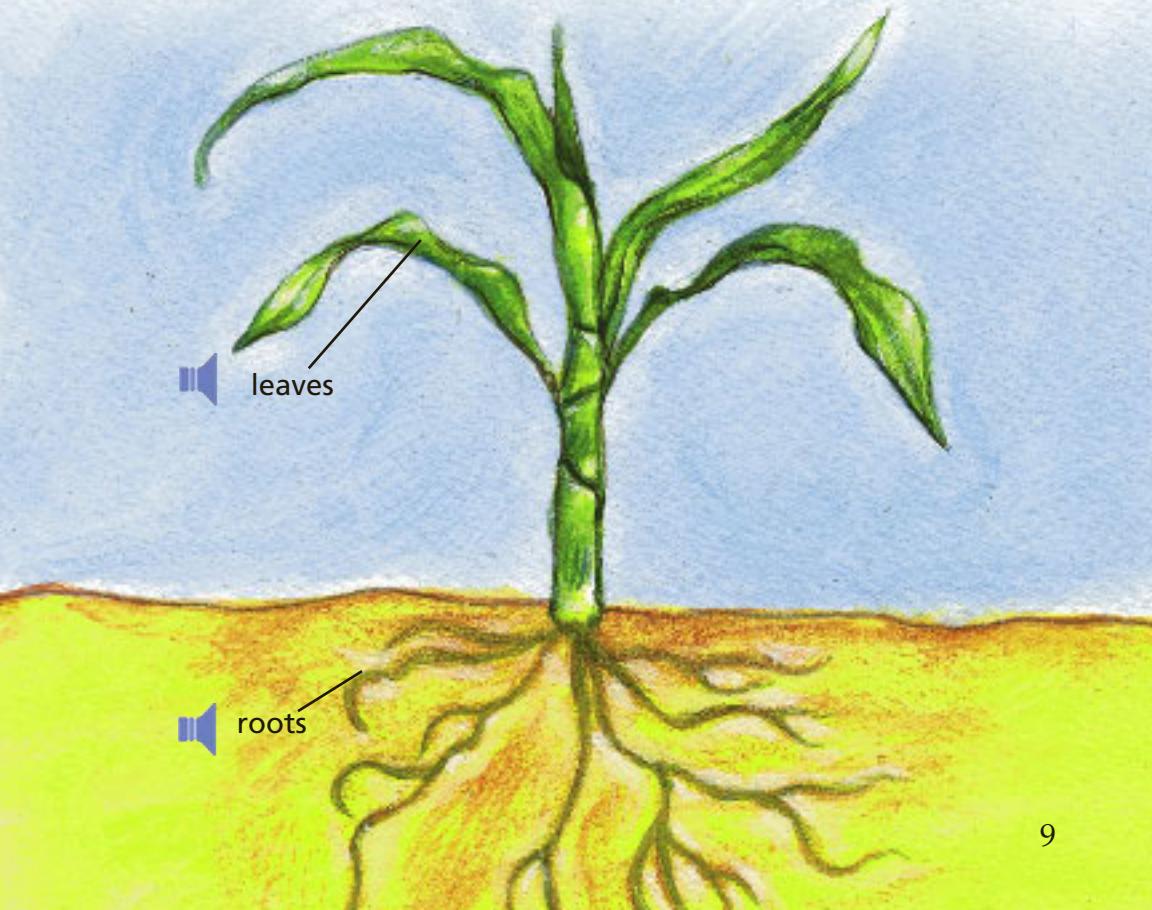
A kernel of corn contains the food supply for the plant to get started. The kernel soaks up water, swells, and bursts. Then the roots begin to grow down. The roots absorb water and food for the plant.

Next the corn plant sprouts above ground. A single green stalk appears. New corn stalks in a field look like spines. Inside each stalk, the shoot will soon grow. The shoot is the part of the plant that will become the ear. For now, the stalk protects the shoot.



The plant begins to grow quickly. The leaves absorb sunlight and air to help the plant make its own food.

The roots are growing, too. Some roots grow down into the soil. They pull up water and minerals.





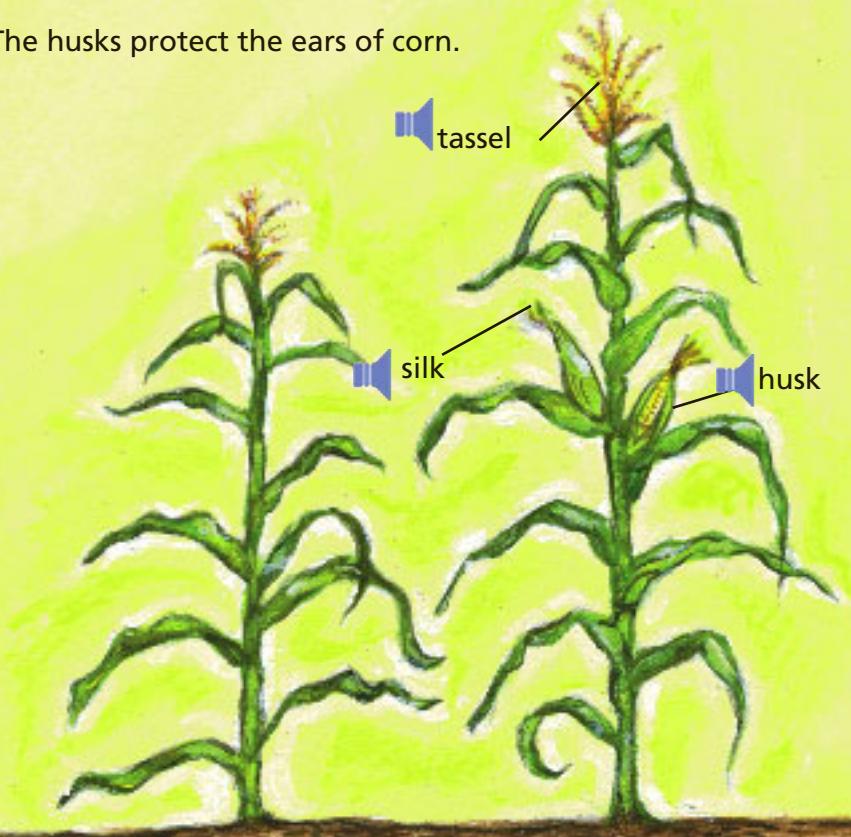
The corn plant grows taller in the summer sun. As it grows, it begins to make a tassel on top. It also makes small coverings called husks that protect the ears of corn as they grow.



After about two months, the corn plant is ready to make kernels on the ear. Thin strings called silks grow from the husks. Bits of pollen from the tassels of other corn plants fall on the silks. Once pollen lands on the silks, the kernels begin to grow inside the husk. It takes another two months for the kernels to finish growing.



The husks protect the ears of corn.





Today huge machines are used to harvest corn.



Today's machines make harvesting, or picking, corn easier. Machines cut the stalk and pull the ear from the plant. Then they strip the husk from each ear. Clumps of stalks, husks, and cobs go back on the field. They slowly dissolve into the soil and make the soil healthier. The kernels go into a tank until they are unloaded into a truck.



Cows are fed corn to make them grow.



What happens to corn next depends on what is to be made from it. Most corn becomes food for animals. Cows, pigs, sheep, chickens, ducks, turkeys, and even fish are fed corn as they grow. Other corn is ground up and goes into the thousands of corn products you use.



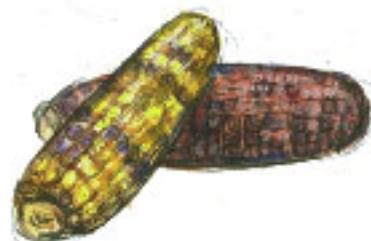
There are four main kinds of corn. Sweet corn is the kind you eat.



sweet corn



Field corn is used for feeding animals and making products. Sometimes field corn is planted in a maze. Then visitors can walk through the **passages** to find their way out.



flint corn



field corn



popcorn



In many ways, the story of our country is the story of corn. It was here with the first people. It helped the settlers who came later. It feeds people and animals in both cold and hot, **tropical** climates.



Today, corn is still very important **throughout** the United States and much of the rest of the world. New uses for corn are invented every day. Of course, most people's favorite use for corn is eating corn on the cob every summer!



► Responding



► TARGET SKILL Text and Graphic

Features The author uses text and graphic features to explain facts about corn. Copy this chart. Then write two more features. Under each feature, explain that feature's purpose.

Feature diagram	Feature ?	Feature ?
shows how roots grow	?	?
Purpose shows how roots grow	Purpose ?	Purpose ?



Write About It

Text to Text Think about a science book you have read about a food crop. Describe a problem about growing the crop. Explain how farmers or scientists solved the problem.

HOME LEARNING MENU

week 5



Choose ___ activities to do at home this week..

1. What was the last movie you watched? Type up a review of your thoughts on the movie and if you recommend it for others.	2. Read an article on Timeforkids.com Then write what you thought about the article. Did you enjoy it? What did you learn?	3. plan a backyard field day. First draw out your obstacle course. Then set it up in your backyard. Have a family member try it out with you.
4. Make dinner for the family. Create a menu that shows a detailed picture and word description for each food item. Serve your family like you're the waiter.	5. Create an exercise video for kids. Plan your workout and each exercise you'll do. Record yourself instructing your workout.	6. Put some shaving cream on a cookie sheet. Grab a stack of math flash cards. Write the answers in the shaving cream with your finger.
7. Spend 30 minutes watching videos and playing games on: highlightskids.com	8. Acrostic Name Poem- Write your first and last name vertically on a paper. Use each letter in your name to begin a sentence about yourself.	9. Go on a geometric shape hunt around your home. What can you find that is shaped like a cube, pyramid, sphere, cylinder or rectangular prism?