Week of May 11th, 2020

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<tr>
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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td><strong>ELA</strong></td>
<td><strong>Read <em>Cindy Goes to Salvador.</em></strong></td>
<td><strong>Read <em>Cindy Goes to Salvador</em> again to increase fluency.</strong></td>
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<td><strong>Draw and sketch a model of a place you have traveled or would like to travel to.</strong></td>
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<td><strong>Review each vocabulary word and write a sentence using each word.</strong></td>
<td><strong>Compare and Contrast each character in the story.</strong></td>
<td><strong>Answer comprehension questions 1-5.</strong></td>
<td><strong>Answer comprehension questions 6-10.</strong></td>
<td><strong>Write a description about your sketch/model.</strong></td>
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<tr>
<td><strong>Math</strong></td>
<td><strong>Solve the following word problems. Show your work.</strong></td>
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<td>1. Sally was given 321 candy bars to sell. She sold 187 candy bars. How many candy bars were left?</td>
<td>1. Madison has 652 pieces of candy. If she gives 43 pieces of candy away, how many pieces of candy will she have left?</td>
<td>1. A drone costs 288 dollars. If Jason has 200 dollars. How much money will he have to earn in order to buy the drone?</td>
<td>1. It is 90 miles to the nearest park. If Mark has already driven 30 miles, how many more miles does Mark have left to drive?</td>
<td><strong>Create two of your own double digit and triple digit word problems. You’ve got this!</strong></td>
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<td>2. Solve the following word problems. Show your work.</td>
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2. The green table found 37 polygons in the classroom. The pink table found 89 polygons in the classroom. How many polygons did they find altogether?

2. Anna has 36 flowers. If she picks 107 more flowers, how many flowers does Anna have in all?

2. There are 285 seats in a movie theater. If 62 seats are empty in the theater, how many seats are full?

2. The Fourth Grade class is having a book reading marathon. They read 288 books in three weeks with a week to go. If they read 40 more books by the end of the deadline, how many books will they have read in all?

Science
Animal Sounds at Night:
Think and Write: Do you ever hear any animal sounds at night where you live? What are they or, what do you think they are? One sound you may have heard before is the sound of frogs at night. Sometimes, they make a lot of noise. Write: Why do you

Frogs, Frogs and More Frogs:
Different frogs each have different sounds they use to communicate with each other. Imagine you are a scientist and wanted to figure out how many different species of frogs there were in a pond without having to catch them. What could you do? If you wanted to compare

Sounds Around:
Nature provides us with many unforgettable sounds. Breezes whistling through leaves, birds singing early in the morning, and streams gurgling over rocks. Find a safe, comfortable outdoor space where you can sit quietly. Close your eyes and listen to the sounds

A New Kind of Parrot:
Read the article and meet a scientist in Mexico who found a new kind of parrot by following a bird call he had never heard before. Write your best answers to the following: What is the article mostly about? How are blue-winged Amazons different

Become a Citizen Scientist:
Learning animal sounds is fun - and it’s also a scientific tool. Scientists can tell how healthy a lake or pond is by finding out which frogs live there. And they often do this with the help of “citizen scientists”...like you!
Read the article and write your best
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Writing the Story of the Past Part 2</th>
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<tbody>
<tr>
<td>Artifact or Document</td>
<td>Artifact or Document</td>
<td>Artifact or Document</td>
<td>Questions</td>
<td>Complete the Conclude and Infer Graphic Organizer</td>
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<tr>
<td>Look at picture 1 and 2.</td>
<td>Look at picture 3 and 4.</td>
<td>Using the documents from Monday and Tuesday answering the questions below:</td>
<td>Using the documents from Monday and Tuesday answering the questions below:</td>
<td>Attached</td>
</tr>
<tr>
<td>Is it an artifact or document?</td>
<td>Is it an artifact or document?</td>
<td>What can historians learn from studying these artifacts and documents?</td>
<td>What can historians learn from studying these artifacts and documents?</td>
<td>What conclusion can you make from the artifact or document?</td>
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<tr>
<td>What can historians learn from studying these artifacts and documents?</td>
<td>What can historians learn from studying these artifacts and documents?</td>
<td>Which artifact or document provided the greatest amount of information? Explain your answer.</td>
<td>Which artifact or document provided the greatest amount of information? Explain your answer.</td>
<td>What can you infer about the artifact and document?</td>
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Answers to the following:
Why do scientists want volunteers to help look for plants and insects? What is causing scientists to worry?

From the other parrots living in the area?
<table>
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<th>First Name ______________________________</th>
<th>Last Name ______________________________</th>
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<tr>
<td>School__________________________________</td>
<td>Grade_____________ Lunch/ID Number________</td>
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Christina School District Assignment Board

|                |                |                |                |
Joanna said, "Cindy is going to Brazil next Friday." Mona and Lydia had come to her house for a play date. Her big sister, Beth, was with them too. Cindy hadn't come yet. Her mother wanted her to get started on packing. They were going to Salvador on the northeast coast of Brazil. Cindy's father had been talking about it for six months. But the girls thought it wouldn't happen. And now she was going. They could not stop her. Cindy was very sad when she came.
She said she didn't want to go. She didn't even know where Salvador was. But she knew it was very far and she wouldn't see her friends every day. How would she get there? How would she take all her books and toys, and clothes? And she could not take her house. Or her dog Biscuit. Where would she live? Cindy wanted to hide in Joanna's house, so her parents couldn't take her away. But wouldn't they find her sometime? How would Cindy find out more about what it would be like?

"It's easy. There are a number of ways to solve problems like this. We can use designs, sketches, or physical models to figure it out," said Beth.

Joanna took the atlas out. It was a book with many maps. Beth helped them find Salvador: "See Cindy! Here we are-in North America. And Salvador is in Brazil; in South America."

"It's not so far," Cindy said, looking at the map.

"No, it isn't," Mona added. "And look here, São Paulo is in Brazil too! They have a pancake festival there every year in the summer."

Cindy was excited now. "I love pancakes!"

## Draw a Sketch

Lydia took out a sketch pad and some pencils, and gave them to Cindy. "Now imagine," she said to her. "You will be living in a new house. Isn't that wonderful?"

Joanna said, "Let's see how we want your new home to be."

The girls started drawing. "Well, that's what people do before they build a
new house!" said Beth.

They drew many rooms: for Cindy's books, her clothes, and her new dog (who would also be called Biscuit). Cindy looked at the drawing. She decided to take it home for her parents. They needn't worry about the new house now. She had a plan!

Design a Model

"But how will I get there? And will I be able to take all my things?"

The girls knew she would be going in an airplane. But none of them had ever traveled in one. Does a plane have wings? How does it fly? Will it carry all of Cindy's things too?

Now Beth gave them each a colored origami paper. They made their own airplanes! As they were doing that, Beth explained to them how airplanes worked: where the engine was, where the pilot sat, and where Cindy's books and toys would be kept. They saw the wings—just like a bird's! They flew them all around the room. Cindy would be flying too! All the way to Salvador.

"Now wouldn't that be fun?" Lydia asked.

Cindy could imagine São Paulo, the pancakes, the plane, and another Biscuit. She was finally excited!

Just then, Joanna's mother walked in with the phone. Cindy's father wanted to know when he could pick her up.

"Now!" she said.
design  de·sign

Definition

verb
1. to draw plans for the form or structure of something.

_He designed an addition to his house._

_She designs and makes her own clothes._

noun
1. a plan that shows how to build something.

_The city council approved the design for the new library._

2. a drawing made by an artist as a model of something.

_She drew some new designs for winter coats._

3. a drawing that uses a pattern.

_Our curtains have a design of flowers on them._

Advanced Definition

transitive verb
1. to make or draw plans for, esp. the structure or form of.

_She designed all the costumes for the play._

_The architect who designed the museum also designed the city hall._

_The government is attempting to design a new welfare system._

2. to conceive; invent.

_They designed a plan to increase business traffic in the downtown area._

3. to intend for a specific goal or purpose.

_The program was designed to educate the public._

intransitive verb
1. to create plans or designs.
noun
1. a plan or outline showing how something is to be built or carried out.

   The architect showed us his designs for the new office building.

2. an artistic rendering; drawing.

   His apartment is filled with designs done by favorite local artists.

   She looked at many dress designs before going to stores to look for a wedding dress.

3. pattern.

   The curtains have a floral design across the top.

4. the art of creating drawings.

5. end; purpose.

   The town council's design had been to improve conditions in the neighborhoods.

6. (often pl.) scheme or plot.

   Marrying her was all part of his design to obtain wealth and power.

7. purposeful intention, real or inferred, to which the nature of events or things can be attributed.

   We found each other and fell in love, as if by some design.

Spanish cognate

diseño: The Spanish word diseño means design.

These are some examples of how the word or forms of the word are used:

1. "You are a boy...with a sour tooth." He reached behind him, to the highest shelf on a rickety bookcase, and presented Tommy with a star-shaped, tiny yellow candy. "Try this. A Sunburst Express-a sour candy of my own design."

2. "Well, I'll ask your mother what she thinks. And I want to know that you're serious about it. So how about this: you do some research into how we're actually going to build this thing, and come back to me in a week with a design."

3. The next step is to make a design. A design is a plan that says how your possible solution is going to look and work. You might have more than one design, and usually there is more than
one possible solution that could work for your problem.

4. We drove to a stranger’s home in Providence, Rhode Island, where I grew up. The woman had a beautiful, dark wood piano from Russia. It’s called an upright piano because it was tall. It had a slick, modern **design**. It was so shiny it looked like it was wet.

5. Then, the science teacher, Mr. Moose, decided that the school should have a paper airplane contest. Every student would **design** a paper airplane. They would stand in a line in the playground behind the school. The students would take turns throwing their airplanes. The student whose airplane went the farthest would win.

6. Art and architecture took off during the Renaissance. Many new ideas influenced **design**. The Duomo, with its grand dome, is a perfect example of new ideas and innovation.

7. "This project is taking me forever!" Mia replied. "I have to **design** a website page for my computer class."

8. Cars are built each year. If a car is a new **design**, it has to be tested. The carmaker needs to make sure its new car is safe.
imagine  im·ag·ine

Definition
verb
1. to form a picture in the mind of something.

   Can you imagine having a million dollars?

Advanced Definition
transitive verb
1. to create mental images of (something not known, not real, or not yet real).

   I could not imagine what my real father might look like.
   
   Can you imagine living in an underwater world?

   The teacher asked the students to imagine what their lives would be like in the future.

   The hotel room was not what I had imagined.

2. to guess or assume; suppose.

   I imagine that he will be here tomorrow, but I can't really say for sure.

intransitive verb
1. to create mental images of things not present to the senses.

Spanish cognate

imaginar: The Spanish word *imaginar* means imagine.

These are some examples of how the word or forms of the word are used:

1. The ocean wasn't as bad as she imagined it would be, she thought, sitting down and digging her toes into the sand. Her parents came to join her where she sat, and the three built the largest sandcastle on the beach.

2. She glanced over to the other side of the yard. She was reluctant to admit it, even to herself, but the snow looked sort of... refreshing. She imagined racing her siblings to the bottom of that frosted mountain. Perhaps skiing with her family wouldn't have been so terrible? She was
flushed and bored, but most of all she missed them.

3. Through his binoculars, he watched a robin build its nest near the top of an oak tree. He **imagined** the robin catching insects to bring back to the nest to feed her chicks.

4. Have you ever watched a classmate being teased or pushed around, without intervening? **Imagine** that victim was your little brother or a close friend. How would you feel about the situation then? It takes both courage and empathy to confront a bully or to report an incident to a teacher.

5. Bianca felt good to be able to love someone else’s cat this way, and wondered if Chopsticks had the same kind of love from the neighbors. She never really saw the next-door neighbors so she couldn’t **imagine** Chopstick’s life with them. As usual, Bianca started dreaming about what happened next door. She imagined the neighbors were at work all day and never home to look after the cat.

6. True to their word, Sarah’s parents made her popcorn as soon as they got to the house in the late afternoon. Her mom put one of her favorite movies on the TV, covered her in a blanket and sat in the kitchen. Her father brought things into the house, and then disappeared into the garage for a long time. She heard banging. She could not **imagine** what was going on.
model  mod·el

Definition

noun
1. a small copy of something.

   We make a model of a new machine before we build it full size.

2. a particular type or style of a product.

   The salesman showed us a newer model of car.

3. a person whose job is to show new clothing by wearing it for customers or for photographs.

   Magazines show photographs of models wearing beautiful clothes.

Advanced Definition

noun
1. a standard that is suitable for or worthy of imitation or comparison.

2. a representation or copy, often smaller than the original and used as a guide to making a thing in full size.

3. a particular type or style of a product.

4. a person who poses for a visual artist.

5. a person employed to display clothing by wearing it for customers or posing for photographic advertisements.

adjective
1. serving as a pattern for imitation or comparison.

   a model parent

2. being a model.

   a model airplane

transitive verb
1. to plan or form according to a pattern.

2. to form or shape.

   He modeled the clay.
3. to display by wearing.

*She models clothing.*

**intransitive verb**

1. to serve or work as a fashion model or subject for visual artists.

2. to construct a model or models.

**Spanish cognate**

*modelo:* The Spanish word *modelo* means model.

**These are some examples of how the word or forms of the word are used:**

1. On their first attempt, they tied two branches together and went back to the river to test the length. The branches barely reached the center of the swirling water. After tying two more branches together to the initial branches, Alex and Maria were able to get the thin makeshift *model* bridge to touch the far bank.

2. "Because of gravitational forces," he said, "the planets and their moons have fixed orbits, and so they end up being the same distance from each other every so often. Once we have enough of these numbers written down, and have been tracking these planets' trajectories for enough time, we can create *models* that predict where these planets, and their moons, are going to be one month from now, or one year from now-how far from each other, how far from planet Earth, our moon and our sun."

3. Violent songs are a bad influence. They make kids think that violence is cool. Rap artists have become role *models*. They shouldn't support bad behavior.

4. Jana's parents bought a new house. The house was still being built. The builder showed the family a *model* of the house. The builder also showed them a photograph of the house.

5. Thompson is a role *model* for millions of people with physical disabilities. Her message to kids is simple. "Try," she said. "Really try. If you want to do something, give it your best effort. If you really want to do something, you can find a way to do it."
Cindy Goes to Salvador - Comprehension Questions

Name: ___________________________________ Date: _______________

1. To where is Cindy moving?
   A. North America
   B. Salvador, Brazil
   C. São Paulo, Brazil

2. What does Cindy learn about throughout the story?
   A. the geography of Brazil and how airplanes work
   B. the weather in Brazil
   C. how to build a new house

3. Read the following sentences: "How would Cindy find out more about what [the move] would be like? 'It's easy. There are a number of ways to solve problems like this. We can use designs, sketches, or physical models to figure it out,' said Beth."

What conclusion can be made about Beth?
   A. Beth does not like Cindy
   B. Beth is not very smart.
   C. Beth wants to help Cindy learn about her move.

4. Why are sketches and models useful?
   A. because they can help us imagine and learn new things
   B. because they are mathematical tools
   C. because they are confusing to most people

5. What is the story mostly about?
   A. Beth teaching the girls about the pancake festival
   B. the girls playing with Cindy's dog Biscuit
   C. Cindy learning more about her move to Brazil
6. Read the following sentences: "'Now imagine,' she said to her. 'You will be living in a new house. Isn't that wonderful?"'

As used in this sentence, what does the word "imagine" mean?

A. pretend
B. take a picture of
C. listen carefully

7. Choose the answer that best completes the sentence below.

Cindy wanted to hide in Joanna's house _______ she wouldn't have to move to Brazil.

A. but
B. because
C. so

8. At the beginning of the story, how does Cindy feel about her move to Brazil?

9. How does Joanna's sister Beth help Cindy learn more about her upcoming move?

10. How does Cindy's attitude towards her move to Brazil change over the course of the story? What caused this change?
Week May 11th 2nd and 3rd Grade

Activity 1:

Picture 1

Picture 2:

Girls’ basketball team, Milton, North Dakota, 1908.
Five girls in uniforms standing around a seated man, presumably the coach. One girl has foot resting on basketball with lettering "M.H.S. '08."
Taken in a studio with backdrop. No identification of people given
Rural school near Milton, North Dakota, 1913: Miss Margaret McKay, teacher. Schoolchildren in a circle holding hands, likely playing a game. In background is a woman standing in school doorway.

Frances Benjamin Johnston. Tuskegee History Class. Copyprint, 1902.
## Conclude and Infer Graphic Organizer

<table>
<thead>
<tr>
<th>To Conclude</th>
<th>To Infer</th>
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<tbody>
<tr>
<td><strong>Definition:</strong> What we <strong>know</strong> by looking at the artifacts and documents</td>
<td><strong>Definition:</strong> What we <strong>think or what we can figure out</strong> by looking at the artifacts and documents (using clues)</td>
</tr>
<tr>
<td>Graphic: (Draw a picture of what this means to you)</td>
<td>Graphic: (Draw a picture of what this means to you)</td>
</tr>
<tr>
<td>Choose one of the artifacts or documents that you used from last week. Which one did you choose ________________? Write a conclusion about it:</td>
<td>Choose one of the artifacts or documents that you used from last week. Which one did you choose ________________? Write an inference about it</td>
</tr>
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A New Type of Parrot Found in Mexico

Miguel Gómez Garza is from Mexico. He is an expert on birds. In 2014, he was in the forest in Mexico. He was collecting information for a new book. The book is all about parrots.

Suddenly, Mr. Gómez Garza heard a strange noise. It was a group of parrots. Yet they sounded very different. He never heard their call before.

Mr. Gómez Garza was curious. He decided to wait by a tree. He hoped the birds would come closer.

Soon, he got his wish. About six parrots flew over. They had bright red foreheads. Their wings had beautiful blue feathers. They looked very different from any parrot he had seen.

A Totally New Type of Bird!

Mr. Gómez Garza could not believe it. He found a new species of parrot. It was a totally new type of bird!

The new Amazon parrot discovered is different from its relatives. The Amazon parrot stands out because it has blue colored feathered tips on its wings. Photo: Tony Silva

Scientists are calling it the blue-winged Amazon. The bird is about 10 inches tall. It has a loud, short call. Sometimes, it sounds like a hawk. This is a bit strange. Hawks hunt parrots. Scientists are not sure why the parrot tries to sound like a hawk. They have some ideas, though. Maybe the parrot wants to scare away other birds. Then, there will be more food for the parrot.

Mr. Gómez Garza captured two of the birds. One was male. The other was female. Then, he teamed up with two other scientists. They studied the two parrots. The scientists measured the birds. They also collected feather and blood samples.
Protecting Rare Parrot

The scientists learned some important things. First, they learned that the blue-winged Amazon is a new species. It became a species long ago. The scientists think this happened 120,000 years ago.

Second, the parrot is related to the local parrots. These parrots still live in the area. They have white foreheads.

The blue-winged Amazon is very rare. There are only about 100 of them in the world, said Pavel Mackiewicz. He is a bird scientist. He helped Mr. Gómez Garza study the birds.

Mr. Gómez Garza said Mexico will protect the parrot. The country is making a plan, he said. It will work to keep the birds safe.

Parrots are in danger, said Mr. Gómez Garza. The places where they live are being destroyed. This is true all around the world. Sometimes, wild parrots are stolen from their nests. They are sold for a lot of money. This is against the law. Yet it still happens.

Mr. Gómez Garza said people must learn more about parrots. They must learn about the dangers, too. This is important. It is the first step to saving parrots.
Volunteers track the effects of climate change in the Northwest

MOUNT RAINIER NATIONAL PARK, Washington — Scientists can't go everywhere. There are not enough of them.

So they ask people for help. People who help them are called volunteers. Volunteers go to the mountains or fields. They look for plants or insects. Many are not scientists. But, they do scientist work. The volunteers are called citizen scientists.

Tucker Grigsby caught an orange and black butterfly. He was with a group of volunteers. The group is called the Cascades Butterfly Project. They were on a hike.

The hikers looked at the marks on the butterfly. They said it was called an Edith's Checkerspot.

Scientists Look For Plants And Butterflies

These people look at the butterflies. They did not keep them. They let them go. With their help, scientists hope to learn more about butterflies.

The hikers look at different kinds of plants, too. This summer the volunteers will go to 10 places. All of them are in the Cascade Range.

Regina Rochefort works for a large park. She said scientists can look at what plants and butterflies are doing. They can learn from them. They have questions about climate change.

The Earth is heating up. This is called climate change. Scientists think that it is because of the fuel that people use. People burn these fuels to make energy. Many things from cars to electric lights run on this energy.
Scientists are asking for help. They want to learn about climate change.

**Volunteers Help Scientists Find Animals**

The Mountaineers is a club in Seattle, Washington. People in the club climb mountains. The club has been teaching its members about pika. Pika are animals that look like rabbits. They have Mickey Mouse ears and live in the mountains.

Pika do not like hot weather. They live in rock piles for shade. Scientists are afraid the rock piles will get too hot.

Volunteers help to tell scientists where pika live. Scientists will know where to study more.

**Algae Can Make The Snow Melt**

In snowy parts of the mountains, skiers and climbers help, too. They look for pink snow algae. Algae is like a plant. It has no roots, stems or leaves. Too much algae can cause problems. The algae can make snow melt more.

Robin Kodner is a professor. People do not know much about the algae, she said.

They do not know how snow algae got there, Kodner said. She wants to know where the algae are blooming.

Volunteers scoop up the algae. It gives Robin more to study.

**Catching Butterflies Gives Citizen Scientists A Purpose**

For those adding to citizen science, catching butterflies or tracking pika gives purpose to their adventures.

Sam McNerney is a high school student. He sees pika all the time. "I'd like to help these guys out," he said. Earlier this summer, he joined The Mountaineers. He is learning how to spot pika.

"Scientists can't be everywhere," Kathy Moorhouse said. She is Sam's mother. "Plus, it's better than finding Pokemon."