

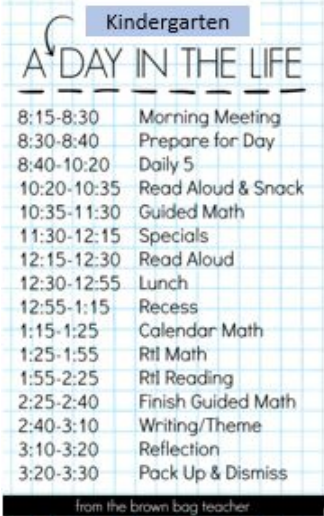
# Christina School District Assignment Board

Grade Level: KN

Week of April 6<sup>th</sup>, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ELA</b>	Read <i>Ant and Grasshopper</i> together. Draw and write to tell what happened.	Read <i>Ant and Grasshopper</i> together again to increase fluency. Answer questions 1-3.	Read <i>Ant and Grasshopper</i> together again to increase fluency. Answer questions 4-7.	Read the Word Study sheet. Choose 3 words to write your own sentences.	<b>No School</b>
<b>Math</b>	<b>Mystery Number!</b> One person picks a number from 1-20. The others try to guess the number from the clues that are given! (For example: My number is even. My number is greater/less than your guess.) Count from 0-20 forwards and BACKWARDS!	<b>How much money do I have?</b> Using a dime and some pennies place several of the coins on the table. How many coins do you have? How much money do you have? (What is the value of a dime? Of a penny? How much money do you have altogether? How much more till you get to 20?) Practice writing the number!	<b>Mystery Number!</b> One person picks a number from 1-20. The others try to guess the number from the clues that are given! (For example: My number is even. My number is greater/less than your guess.) Count from 0-20 forwards and BACKWARDS!	<b>How much money do I have?</b> Using a dime and some pennies place several of the coins on the table. How many coins do you have? How much money do you have? (What is the value of a dime? Of a penny? How much money do you have altogether? How much more till you get to 20?) Practice writing the number!	<b>No School</b>
<b>Science</b>	<b>Helpful Machines:</b> Think about: What machines help people in your home or school? Try to think of at least three machines. Act out what those machines do, and say the work words as you act (for example; grind, scrub, push, pull). Choose one machine to draw and color on a piece of paper. Write and complete these sentences on the paper: My machine is a(n) _____.	<b>Be a Digging Machine:</b> Think about: How long would it take for YOU to dig a hole all by yourself for a pool? Activity: Stand up, and find a safe spot where you have space to move. Get a pretend shovel. Put one end on the ground and get ready to "dig": PUSH down, LIFT up, MOVE it over, and DUMP it out. Do this 3 times (for 3 "scoops" of dirt). Super job! But you only dug a small hole. It's going to take a lot more	<b>Big Machines at Work:</b> Think about: Why do builders need big machines? Besides the excavator you pretended to be yesterday, can you think of any other machines that help build houses? Get Up & Move: Act like your favorite machine: TILT like a dumb truck. LIFT like a crane. PUSH like a bulldozer. SPIN like a cement mixer.	<b>Invent a machine:</b> Think about the machines you have acted out and learned about this week. Remember to also think about the work they did, including "work words" such as: PUSH, TILT, SPIN, LIFT, DIG, PULL. Activity: Invent a new machine that helps solve a problem. Draw and color your machine. Copy and write your answers to the following: My machine is called a _____. The work it does is _____.	<b>No School</b>

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	<p>The work it does is _____.</p>	<p>work to dig a hole for a pool. Could a digging machine help? Now you are going to pretend to be an excavator. Standing up, STRETCH OUT your two arms together, so they are the "bucket", PUSH DOWN the "bucket", LIFT the soil, TURN your body, and DUMP the soil in a pile behind you. Do this 3 times. Super job! This time you were able to dig a much BIGGER hole! Only a few more "scoops" and you'll have a pool! Copy and complete the following: If I had to dig a big hole, I would rather be a (choose one: <u>shovel</u> OR <u>scooper machine (excavator)</u>). Draw and color a picture of yourself acting out your choice.</p>	<p>Choose ONE of the following, draw a picture, and write your best answer to the question: a) What does the dump truck do? b) What does the crane do? c) What does the bulldozer do?</p>	<p>(choose a work word from the above, or add your own word)</p>	
<b>Social Studies</b>	<p>Hist 1a: Chronology STEP 1: Read a story you like or have someone read a story to you. Next, put the story in order (sequence) or in a chronology. Chronology is when you put events or dates in the order they happened.</p>	<p>Hist 1a: Chronology STEP 2: Draw 3 to 5 pictures from the story you read. Make sure they are in the correct order.</p>	<p>Hist 1a: Schedule A schedule is a plan. It tells when an event will happen. You probably use a schedule every day in school. STEP 1: Go over your schedule from school or the schedule you are on at home. <b>Sample schedule:</b> 8:00-9:00 Morning Routine 9:00-10:00 Morning School Time 10:00-11:30 Snack &amp; Outside 11:30-1:00 Lunch &amp; Specials 1:00-2:00 Reading Lessons 2:00-3:00 Creative Play 3:00-4:00 Read Alouds &amp; Snacks 4:00-5:00 Free Time 5:00-7:00 Evening Routine</p>	<p>Hist 1a: Schedule STEP 2: Make your own schedule  <b>Sample kindergarten at school schedule:</b></p>  <p>The image shows a sample kindergarten at school schedule titled "A DAY IN THE LIFE" on a grid background. At the top, it says "Kindergarten". The schedule lists times and activities: 8:15-8:30 Morning Meeting, 8:30-8:40 Prepare for Day, 8:40-10:20 Daily 5, 10:20-10:35 Read Aloud &amp; Snack, 10:35-11:30 Guided Math, 11:30-12:15 Specials, 12:15-12:30 Read Aloud, 12:30-12:55 Lunch, 12:55-1:15 Recess, 1:15-1:25 Calendar Math, 1:25-1:55 Rtl Math, 1:55-2:25 Rtl Reading, 2:25-2:40 Finish Guided Math, 2:40-3:10 Writing/Theme, 3:10-3:20 Reflection, and 3:20-3:30 Pack Up &amp; Dismiss. At the bottom, it says "from the brown bag teacher".</p>	<b>No School</b>

# Ant and Grasshopper

by ReadWorks



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One day a grasshopper hopped along a road and saw an ant. The ant was carrying a big ear of corn.

"Hey, stop and talk to me," Grasshopper said.

"I am getting food for the winter," Ant said. "You should too."

"It is summer. I have food," said Grasshopper.

Soon winter came. Grasshopper had no food. Ant and his friends had corn to eat. Grasshopper learned a lesson: it is wise to get ready for the future.

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

## 1. Who is this story about?



*an ant and a  
grasshopper*



*a mouse*

## 2. What was Ant doing at the beginning of the story?



*playing*



*getting food (for winter)*

3. Did Grasshopper get food during the summer?

A. yes

B. no

4. What is the lesson of this story?



*Get ready for the future.*



*Play as much as possible.*

**5.** What did Ant and his friends have in the winter that Grasshopper did not have?

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**6.** What did you learn from "Ant and Grasshopper"?

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**7.** Draw a picture of ant and grasshopper *in the winter*.

## Short o Word Study

The short vowel sound /o/ is usually spelled with o.

doll	got	fox
not	rob	sock
cod	mop	log

## High Frequency Words (1 minute)

had	make	play
said	good	she
all	he	no

## Fluency sentences (1-2 minutes)

1. “The doll can play on top of the bed,” she said.
2. He had the log on the top.
3. The fox can make a good net.