

Christina School District Assignment Board

Grade Level: Kindergarten

Week of 4.27.20

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>Enjoying the Outdoors</i> . Write to tell what happened in the story.	Read <i>Enjoying the Outdoors</i> again to increase fluency. Answer questions 1-4.	Read <i>Enjoying the Outdoors</i> again to increase fluency. Answer questions 5-7.	Read the Word Study sheet. Use the words to write your own sentences.	Adjectives are words that add detail to nouns and pronouns. Circle the adjectives you find in <i>Enjoying the Outdoors</i> .
Math	Can You Show and Tell a Math Story? You can use any kind of counters you want! Toys, cereal, beans, straws, pebbles... Now make a story to fit the following problems: a. $5 + 3 =$ b. $__ + 5 = 10$ c. $9 = 4 + __$ d. $2 + __ = 9$ e. Make your own equation, tell a story and show/draw out the story. Show it to a family member or friend!	Can you Count to 100? Can you count back down to 1? Count to 100! Every time you come to a "ten" (like 10, 20, 30, etc.) raise your hands High! Then count BACKWARDS! Can you do it? What numbers give you problems? How Heavy? Do you have a soup can or can of veggies? Can you find something you think is <i>lighter</i> (less heavy) than the can? Can you find something <i>heavier</i> ? How do you know?	Can you Count to 100, but start at a DIFFERENT number? Try counting to 100 but start from 25. Then start from 50! Pick a number and count to 100 from that one? Can you count <i>backward</i> from 50? Can you count <i>backward</i> from 25? How Heavy? Do you have a small toy? Can you find something heavier? Can you find something <i>lighter</i> ? Pick another toy? Can you find something <i>heavier/lighter</i> ?	Race You to Zero! <i>Please play the attached game, Race You to Zero!</i>	Measuring Handfuls Find something like cereal or beans. Something you can make a handful of. Next grab a handful! Can you make a guess (an estimation) of how many you have? Once you have made a guess, lay out the pieces of cereal like you would at school in a 10-frame. How many do you really have? Was your estimate close (within 2 or 3) or was it way off? Do this a minimum of 5 times. How were your estimates? What happens if you pick something else to grab a handful? Will the estimate go up (will you have more?) or will it go down (have less)?

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Science	<p>Be An Inventor: An inventor is someone who comes up with ways to solve problems or make tasks easier. Suppose you wanted to be an inventor and build a trap to catch something without hurting it. What would your trap look like? Draw a picture of your trap. Write one sentence to describe what your trap would be used for.</p>	<p>Dishwasher Invention: A woman named Josephine Cochran invented the dishwasher so she didn't have to do the dishes. Think: Do you have a chore that a machine could help you do? Choose a chore you want a machine to help you with. Then act it out - pretend to do the chore. Think about how a machine could help with your chore or even do the chore for you. Draw a picture of your machine and write 1 sentence to describe what it does.</p>	<p>Find the Inventions All Around You: Walk around your home and look for inventions. Talk about the inventions with a family member. Inventions from your classroom might have included things such as paper and pencils; tape; pushpins, crayons; lights and switches, etc. What are some inventions around your home? Are there some inventions at home that you might also find in your classroom? Make a list of the inventions you find.</p>	<p>Engineer a Backscratcher: Think: Why is it hard to scratch your back? Why are new products often made? (They solve a problem or fill a need.) Using materials such as tape, string, scrap cardboard, paper towel tubes, scissors, glue, and any other materials you wish, create an invention that will get "that pesky itch in the center of your back". Before you build, be sure to draw a picture of what your backscratcher will look like and label all of its parts.</p>	<p>Make An Invention Box: Create your own "Invention Box" by taking some materials that could be recycled, such as cereal boxes, egg carton, toilet paper rolls, berry baskets and packaging materials. Put them in a box or crate so they are ready to be used for inventing. Pick an Idea Starter Card and have fun picking and choosing materials to create a new invention! Remember, there is no right or wrong way of doing things! This activity can be continued throughout the year. Enjoy!</p>
Social Studies	Complete Activity 1 from the document titled, "How to Study About the Past"	Complete Activity 2, Questions 1 & 2 from the document titled, "How to Study About the Past"	Complete Activity 2, Question 3 from the document titled, "How to Study About the Past"	Complete Activity 3, Questions 1 & 2 from the document titled, "How to Study About the Past"	Complete Activity 3, Question 3 from the document titled, "How to Study About the Past"

Enjoying the Outdoors



Do you spend a lot of time outdoors?

Maybe on a nice, sunny day you go out for recess. You may play with your friends and run around. There are other ways to enjoy being outside.

You can go for walks at a park near your home. Look at the trees. Listen to the birds singing.

You can play sports outside. You can play sports like tennis, soccer, and baseball outside. It's also a great way to exercise!

You can also visit other beautiful places outside. You can visit a mountain and hike with your family. You can go to the beach and swim with your family.

Name: _____ Date: _____

1. What kind of weather is good for recess?



rainy weather



sunny weather

2. What can you do at a park?



swim



walk

3. Where could you go with your family to hike?



the beach



a mountain

4. Where could you go with your family to swim?



the beach



a mountain

5. What is a sport that you can play outside?

One sport that you can play outside is _____.

6. What did you learn from "Enjoying the Outdoors"?

7. Draw a picture of yourself outdoors.

Focus 24 Word Study Warm Up (1 minute)

Rhyming words, or words that have the same sounds at the end, often have the same letter patterns at the end (*-at, -it, -ot*).

bat	cat	hat
sit	hit	kit
hot	dot	pot

Say It, Move It

High Frequency Words (1 minute)

had	make	play
said	good	she
all	he	no

Fluency sentences (1-2 minutes)

1. He had to sit and make a dot.
2. She said the bat hit the hot pot.
3. The good cat likes to play with the hat and the kit.

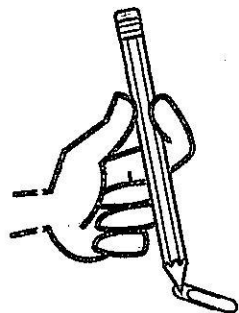
Words with -at, -it, -ot

NAME _____

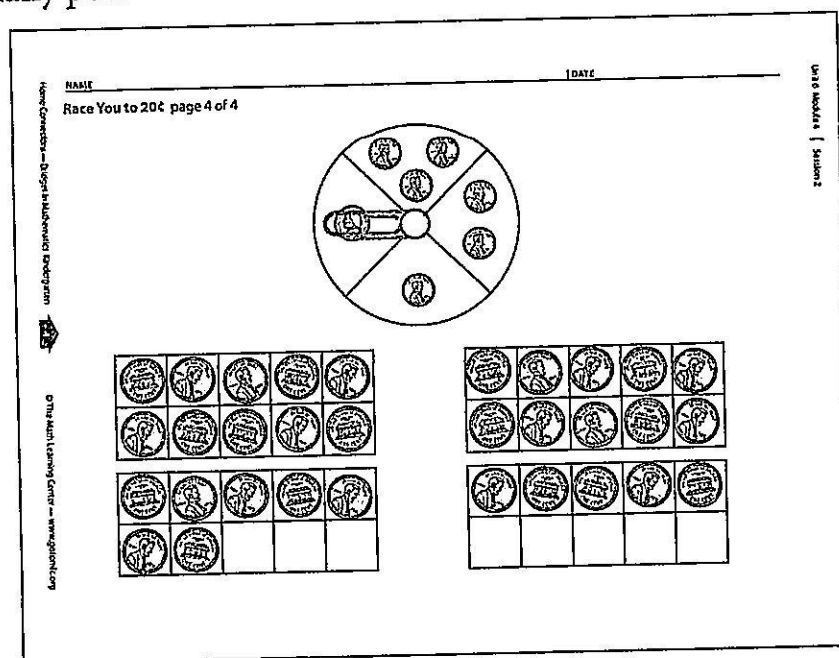
DATE _____

**Race You to Zero** page 1 of 3**Materials**

- Race You to Zero, pages 1–3
- Race You to 20¢ game board (saved from the last Home Connection)
- 40 pennies (or any small item) for 2 players to share
- paperclip and pencil (for use as a spinner)

**Instructions**

- 1 Set 20 pennies on each player's side of the Race You to 20¢ game board to begin the game.
- 2 Take turns spinning the spinner and removing that number of pennies from your side of the board. If you land on a nickel, you get to remove 5 pennies.
- 3 Be sure to wait until one player has finished a turn before spinning again.
- 4 Count and compare pennies after each round.
 - Who has fewer pennies?
 - How many fewer?
 - How many pennies still need to be taken away before each player reaches 0?



- 5 To win, a player must have exactly 0. If you spin more than you need to take away, you must wait until your next turn to spin again.

(continued on next page)

NAME _____

DATE _____

Race You to Zero page 2 of 3

6 Play the game several times this week.

7 Complete the What Comes Before? worksheet on page 3 and return it to your teacher.

8 CHALLENGE

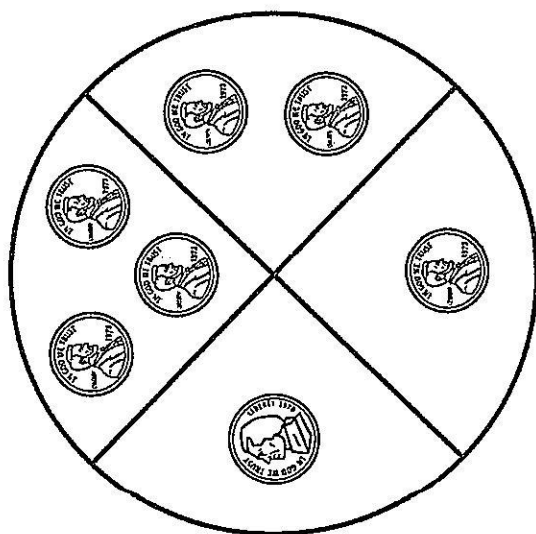
- Write equations that show the amount of pennies you still have and the amount you have removed. For example, for the game shown above, the player on the left would write $17 + 3 = 20$ and the player on the right would write $15 + 5 = 20$.
- Write “greater than” and “less than” statements to compare the amounts of the two players. For example, for the game shown above, the statements would be $17 > 15$ and $15 < 17$.

(continued on next page)

DATE _____

NAME _____

Race You to 20¢ page 3 of 4



NAME _____

DATE _____

Race You to Zero page 3 of 3**What Comes Before?**

Write the number that comes before when you are counting.

8	9	2
6	10	
4	1	
8	3	
5	7	

Challenge

13	17
15	20

DESIGN A MACHINE THAT WILL
CLEAN UP YOUR ROOM

MAKE YOUR IDEAL PET

MAKE A ROCKETSHIP THAT WILL
TAKE YOU TO THE MOON

BUILD YOUR DREAM PLAYROOM

BUILD A LEPRECHAUN TRAP FOR
ST. PATRICK'S DAY

MAKE A TOWER AS TALL
AS YOU ARE

BUILD A CASTLE FOR YOUR
FAVORITE PRINCE OR PRINCESS

BUILD A VEHICLE THAT CAN
DRIVE ON LAND OR WATER

How to Study About the Past

Standard Benchmark	History 2a: Students will use artifacts and documents to gather information about the past.
Grade Band	K-1
Vocabulary	Historian, artifact, document

Modified by Christina School District for Home



How do we know about people who lived long ago? If people didn't leave behind any written records, how do we know what food they ate or what clothes they wore? **Historians** are people who try to figure out what happened long ago. They use documents and artifacts. An **artifact** is a thing, anything made by a person. A **document** is a written or printed paper that gives information about something. A document could

even be a picture! Documents and artifacts give us information about the past.

ACTIVITY 1: Complete the table.

What is an artifact? (Answer in your own words):	Draw or find a picture of an artifact.
What is a document? (Answer in your own words):	Draw or find a picture of a document.

ACTIVITY 2: This is a picture from long ago. The woman is spinning and sewing clothes in her kitchen. This is how people made clothes long ago.



1. What do you see in this picture?

2. What is not in this picture?

3. What can be learned from this picture about women in the 1800s? Support your answer with details from the picture.

ACTIVITY 3: This is a picture from long ago. It is a picture of people arriving in Charleston by boat or bateau in the early 1900s.



1. What do you see in this picture?

2. What is not in this picture?

3. What can be learned from this picture about how people moved around in the 1900s? Support your answer with details from the picture.
