

STUDENT FIRST & LAST NAME: _____

SCHOOL: _____ GRADE: _____ ID# / LUNCH# _____

Christina School District Assignment Board

Grade Level: Kindergarten

Week 10 (6.8.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>Lily Makes Lemonade</i> . Write to tell what happened.	Read <i>Lily Makes Lemonade</i> again to increase fluency. Answer questions 1-4.	Read <i>Lily Makes Lemonade</i> again to increase fluency. Answer questions 5-7.	Read the Word Study sheet. Use 5 of the words to write your own sentences.	Pronouns are words used in place of a noun when writers do not want to repeat a noun, such as he and she. Circle the pronouns you find in <i>Lily Makes Lemonade</i> .
Math	Counting on a Hundreds Chart! Can you count to 100 by 10s? Can you count by tens <i>backwards</i> from 100? Give it a try! Now look on the hundreds chart. What do you notice? What do you wonder about? Do you see any patterns?	Count the Cubes Pages 1 & 2 <i>Please complete the attached activity titled Count the Cubes pages 1 and 2.</i>	Find What's Missing Pages 1 & 2 <i>Please complete the attached activity titled Find What's Missing Pages 1 and 2.</i>	Frog & Toad Probability Pages 1 & 2 <i>Please complete the attached activity titled Frog & Toad Probability Pages 1 and 2</i>	Frog Story Problems Pages 1 & 2 <i>Please complete the attached activity titled Frog Story Problems pages 1 and 2.</i>
Science	Animal Tree Home: Complete the activity page (attached). Draw an animal making its home in the tree, color, and complete the sentence.	Plant Sitters: Think and write your best answer to the following: Why would you need a plant sitter to take care of your plants while you're away on vacation for two weeks? Draw a picture of a plant in your home or if you do not have one, draw a picture	Big Tree, Little Tree: Think about this: Once there was a big tree that grew in a field. There was a little tree next to it, but the little tree didn't really grow very much. One day, a big storm knocked the big tree over. Over time, the little tree started to really grow and grow, until	Seed Investigation (part 1): Using two paper cups, plant some seeds (radish seeds work well) in some soil. Place one cup in a sunny area and the other in a dark area where there is NO sunlight (for example, you can wrap	Seed Investigation (part 2): One friend says, "I think the seeds in the LIGHT will grow best – just like the little tree we learned about." Another friend says, "I think the seeds in the DARK will grow best –

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		of a plant you might like to have in your home.	it was almost as big as the big tree had been. Write and draw your best answer: Why do you think the little tree started to grow when the big tree fell over? (What changed?)	the cup in aluminum foil to make it totally dark). *For the next four days, spray your seeds with water every day. Don't forget to put the seeds that were in the dark back in the dark after spraying them.	because seeds grow underground where it's dark." Write: Who do you agree with? Why do you think that? Draw a picture of what you THINK might happen with each of the seeds. *(After four days, do the following): <u>Draw the Radishes:</u> On the "Draw the Radishes" handout (attached), draw and color what you see in each cup (if you used different seeds than radishes, that is ok too). Which plants are healthier? Why do you think that? Continue with the experiment for more days if you would like to continue to see what happens. Enjoy!
Social Studies	Complete Activity 1 from the document titled, "Knowing What it Means to be a Citizen"	Complete Activity 2, Part 1 from the document titled, "Knowing What it Means to be a Citizen"	Complete Activity 2, Part 2 from the document titled, "Knowing What it Means to be a Citizen"	Complete Activity 2, Part 3 from the document titled, "Knowing What it Means to be a Citizen"	Complete Activity 3 from the document titled, "Knowing What it Means to be a Citizen"

Lily Makes Lemonade

by ReadWorks



Lily's friends are visiting her today. Olivia bakes oatmeal cookies. Sharon brings chips and dip.

Lily makes lemonade. She squeezes four lemons into a pitcher. Next she adds four cups of water. Finally she mixes one teaspoon of sugar into the pitcher. Lily tastes it.

"This lemonade is too sour," she says.

She adds more sugar. She tastes it again. Now it is much better!

Name: _____ Date: _____

1. Who is visiting Lily's today?



Lily's grandmother



Olivia and Sharon

2. What is Lily making?



lemonade



cookies

3. What does Lily use to make lemonade?



*lemons, water, and
sugar*



apples and milk

4. What does Lily do to make her lemonade taste better?



add sugar



squeeze more lemons

5. How does Lily's lemonade taste at the end of the passage?

6. What did you learn from "Lily Makes Lemonade"?

7. Draw a picture of Lily and her friends sharing their snacks.

Focus 30 Word Study Warm Up (1 minute)

Words with different vowel sounds are spelled with different vowels.

hat	pan	six
bed	net	lid
sun	cup	log

Say It, Move It

High Frequency Words (1 minute)

no	do	down
have	help	look
out	off	take

Fluency sentences (1-2 minutes)

1. I have a hat on my bed for out in the sun.
2. I help take the lid off the pan.
3. I look at the net and take it down off the log.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

NAME _____

DATE _____



Count the Cubes page 1 of 2

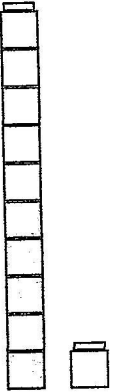
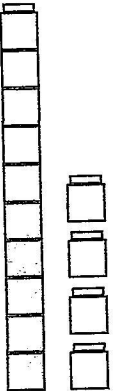
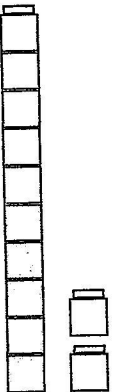

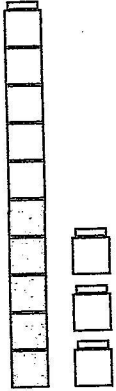
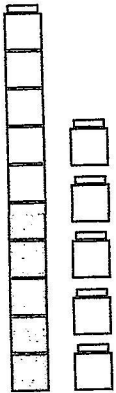
Note to Families

In these activities your child will record numbers in 10s and 1s. Encourage counting on from 10 ("10, 11, 12, 13, 14"), rather than counting by 1s.

1 Trace each number.

10 11 12 13 14 15

2 Count the cubes in each set and record the number.

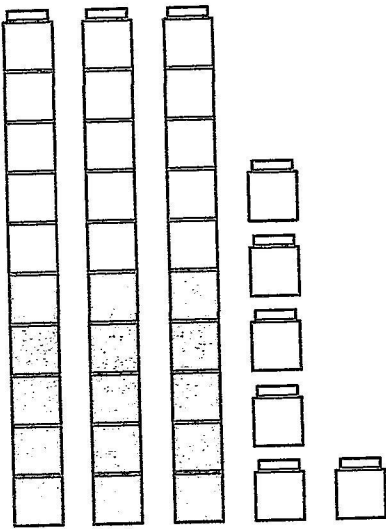
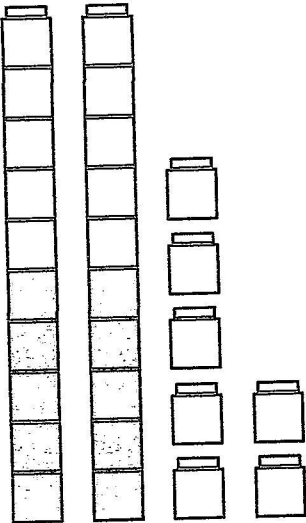
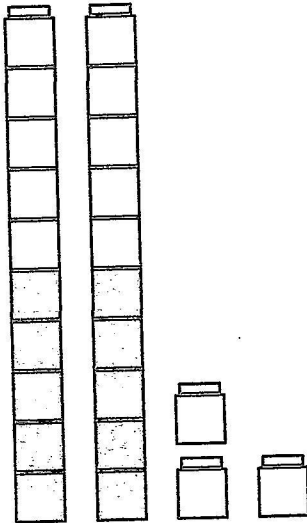
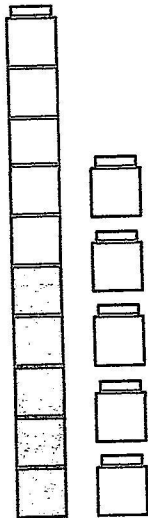
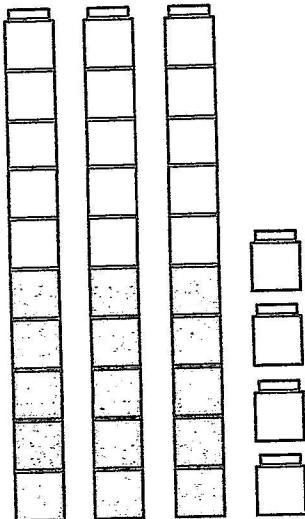
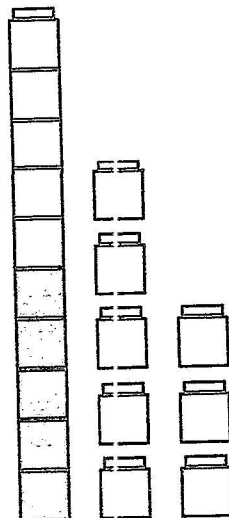
		
		

(continued on next page)

NAME _____

DATE _____

Count the Cubes page 2 of 2**3** How many cubes in each set?

 <p>36</p>		
		

DATE _____

NAME _____

Find What's Missing page 1 of 2

1 Trace each number.

0 1 2 3 4 5 6 7 8 9

2 Fill in the missing numbers.

[illegible]

3 CHALLENGE Fill in the missing numbers.

[illegible]

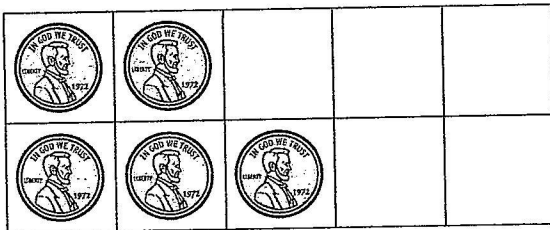
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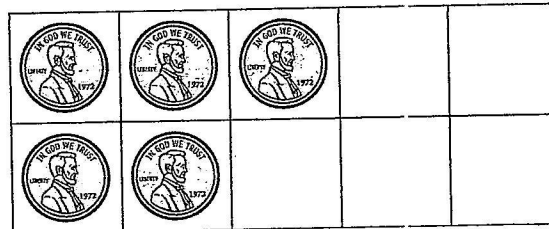
DATE _____

Find What's Missing page 2 of 2

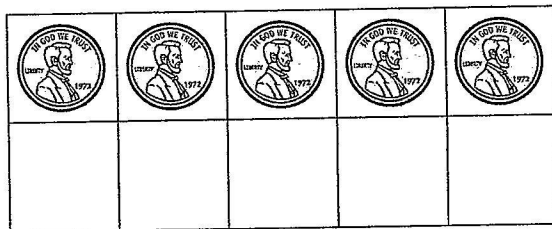
4 Fill in the missing numbers. Use the pictures to help.



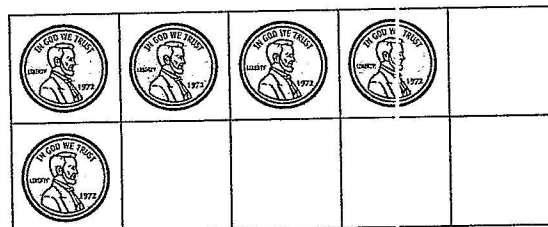
$$\underline{\hspace{2cm}} \text{ ¢} + 3\text{ ¢} = 5\text{ ¢}$$



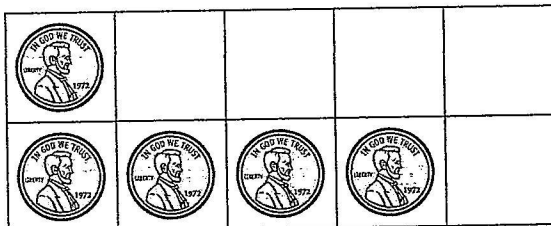
$$\underline{\hspace{2cm}} \text{ ¢} + 2\text{ ¢} = 5\text{ ¢}$$



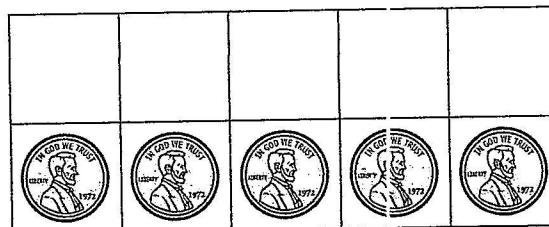
$$\underline{\hspace{2cm}} \text{ ¢} + 0\text{ ¢} = 5\text{ ¢}$$



$$\underline{\hspace{2cm}} \text{ ¢} + 1\text{ ¢} = 5\text{ ¢}$$



$$\underline{\hspace{2cm}} \text{ ¢} + 4\text{ ¢} = 5\text{ ¢}$$



$$\underline{\hspace{2cm}} \text{ ¢} + 5\text{ ¢} = 5\text{ ¢}$$

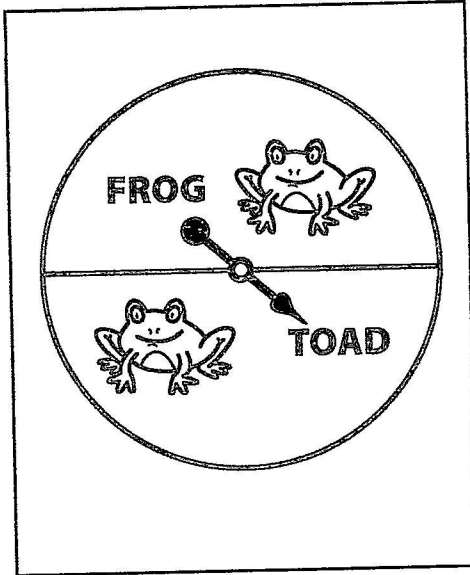
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DATE _____

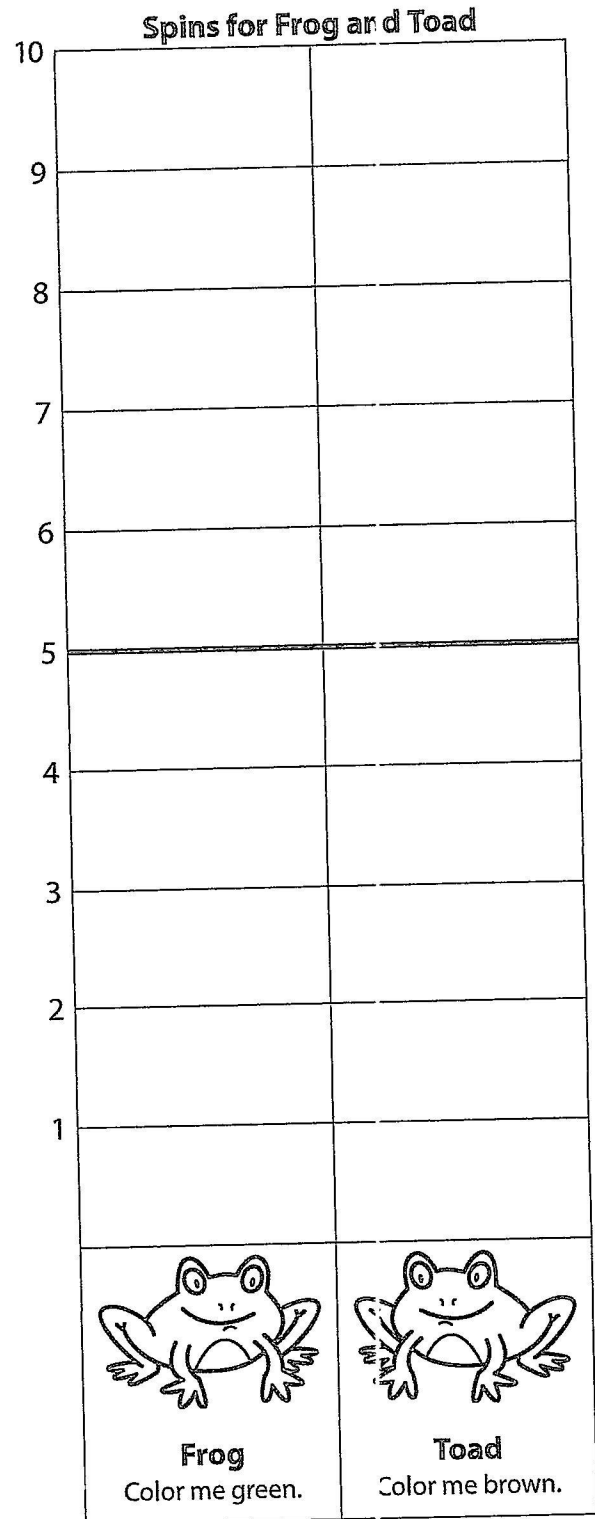


Frog & Toad Probability page 1 of 2

- 1 On the spinner below, Frog got 6 spins. Toad got 4 spins. Color the graph to show.



- 2 How many more spins did Frog get than Toad?
- 3 How many spins did Frog and Toad get in all?



(continued on next page)

NAME _____

DATE _____

Frog & Toad Probability page 2 of 2

You will need a pencil and a paperclip for the spinner below, and green and brown crayons.

4 Spin the spinner 10 times.

a Each time it lands on Frog, color one of Frog's boxes on the graph green, starting at the bottom.

b Each time it lands on Toad, color one of Toad's boxes on the graph brown.

5 Who got more spins?

☐ Frog

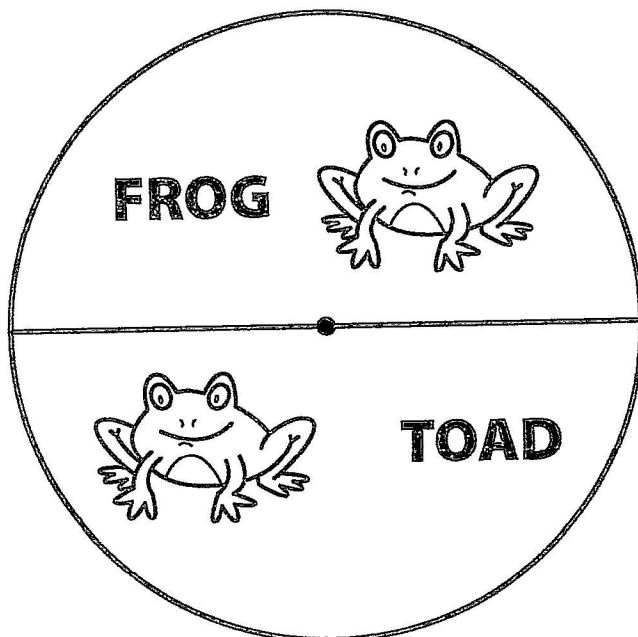
☐ Toad

How many more? _____

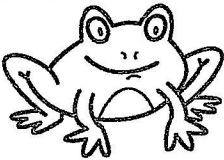
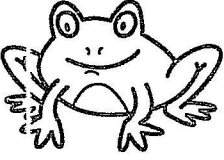
6 How many spins did Frog and Toad get in all? _____

a How many more would Frog need to get 10? _____

b How many more would Toad need to get 10? _____



Spins for Frog and Toad

10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
	 <p>Frog Color me green.</p>	 <p>Toad Color me brown.</p>

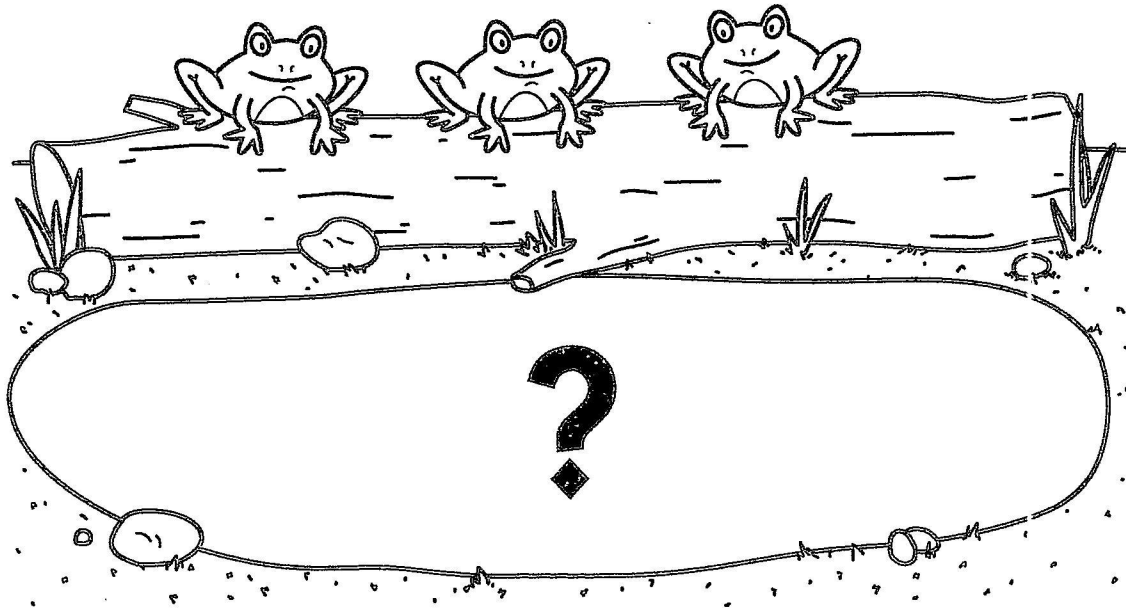
NAME _____

DATE _____

**Frog Story Problems** page 1 of 2

Use pictures and numbers to show how you solve the problem.

**There were 6 frogs
but some jumped into the pond.
How many jumped into the pond?**

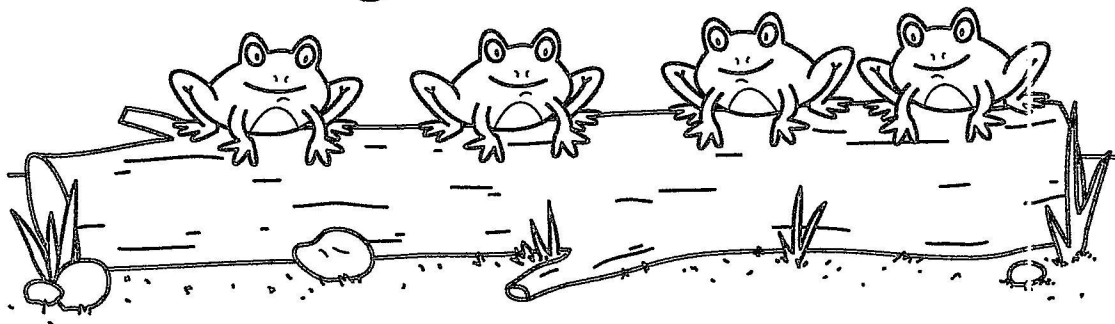
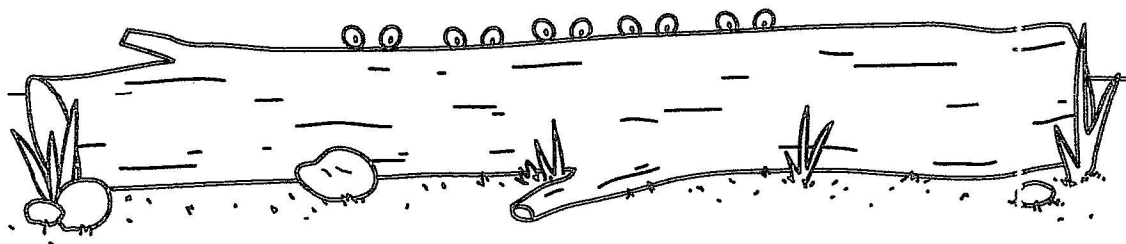
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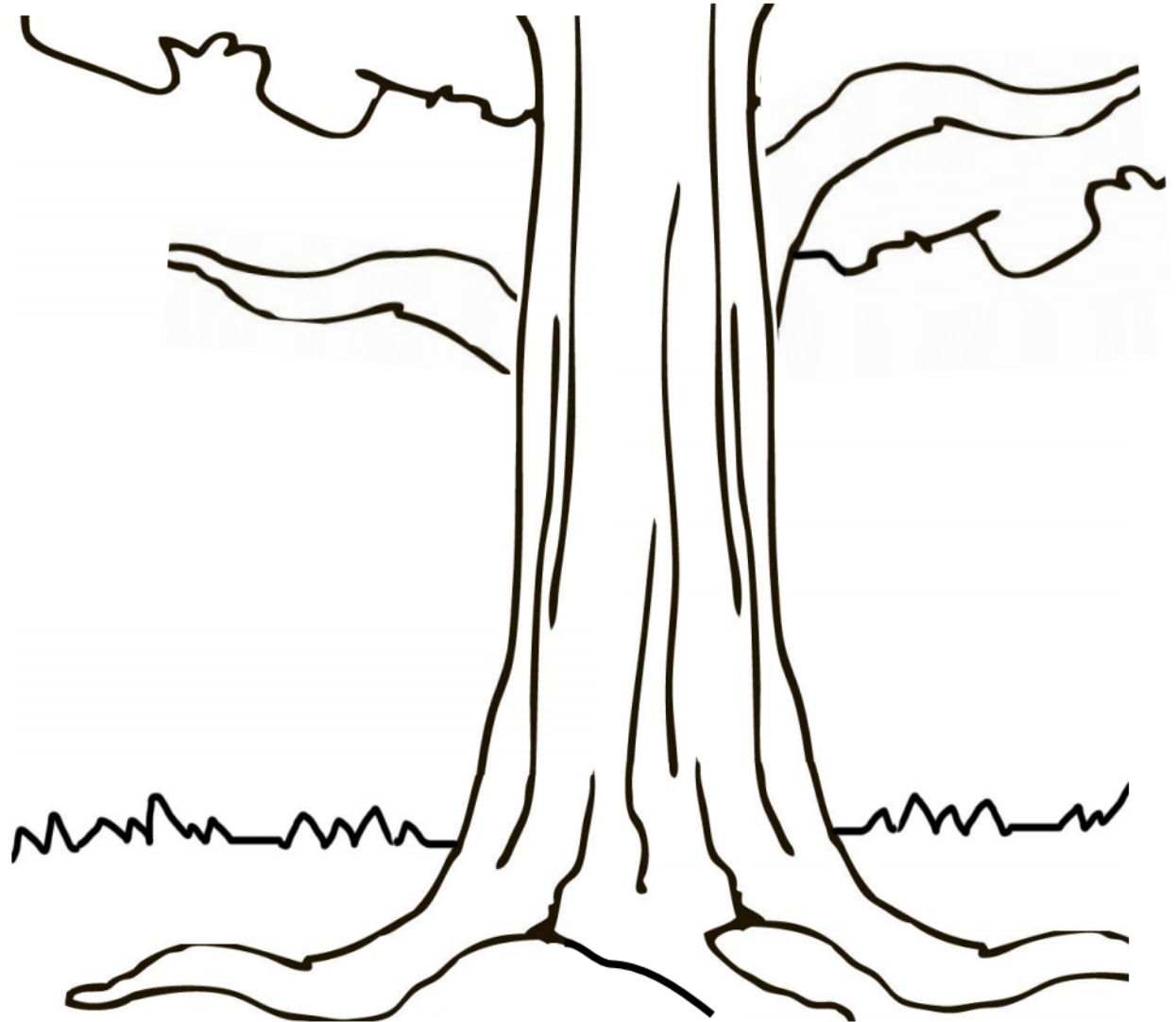
Frog Story Problems page 2 of 2

Use pictures and numbers to show how you solve each problem.

4 frogs. How many eyes?**10 eyes. How many frogs?**

Name: _____

Draw an animal making its home in the tree.



My animal is a... _____

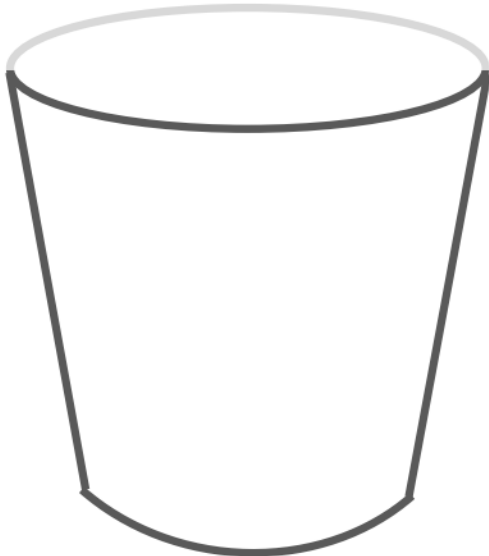
Draw a picture.

MYSTERYscience

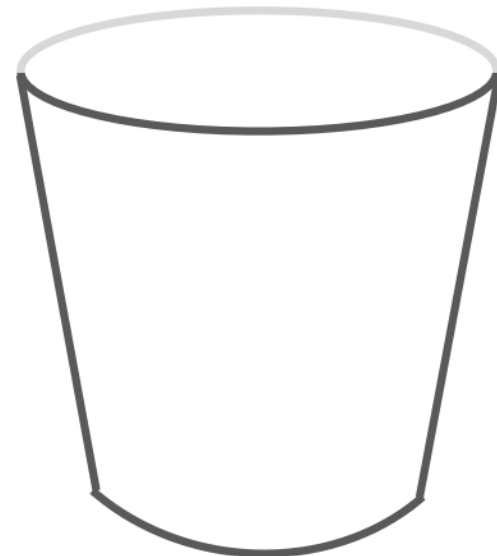
Plant & Animal Secrets | Mystery 5

Name: _____

In sun



In dark



Knowing What it Means to be a Citizen

Social Studies Home Learning Activities

Standard Benchmark Civics 3	Students will understand that American citizens have distinct rights, responsibilities, and privileges.
Grade Band	K-3
Vocabulary/Key Concepts	Rights, Responsibilities, Privileges

*~This lesson was created by the University of Delaware's Democracy Project
– modified by CSD for use at home~*

Activity 1: Read to Understand Citizenship

A citizen is an official member of a country. A person becomes a citizen simply by being born in a country. If you were born in the United States, you are a citizen of the United States.

People who are not born in the United States can also become citizens of our country if they meet certain requirements such as promising that they will be loyal to our country and passing a citizenship test. The test shows that people who were not born in our country understand what our country is all about.

Citizens of the United States enjoy many benefits. We are free to do a lot of things. Our country builds schools, hospitals, roads that we use. Our country also has police and an army to keep us safe.



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Citizens of the United States also enjoy many rights. **Rights** are benefits that we are entitled to. Unless a citizen does something pretty bad, our rights cannot be taken away. For example, citizens have a right to freedom of speech. We can also choose our own religion. Adult citizens can vote in elections, own homes and cars, and travel freely.

In exchange for all of these benefits, citizens have responsibilities. **Responsibilities** are things that you are expected to do. For example, citizens of our country are expected to obey laws and pay taxes to help pay for things like schools and hospitals. By fulfilling responsibilities, we make our country a better place.

Citizens also enjoy certain privileges. **Privileges** are like rights, but we have to earn privileges. For example, driving a car is a privilege. Citizens do not automatically have a right to drive a car. Normally we have to be a certain age and pass tests that prove you know the laws and can drive safely.

All of us are also "citizens" of our homes, schools, and communities where we also have rights, responsibilities, and privileges just as we do in our countries.

It is really important for citizens to know the differences among rights, responsibilities, and privileges. Why? So that we know what we can do and what we cannot do, and so that our country is a place where it is nice and safe to live.





Check Your Understanding - match the features of citizenship in the left-hand column with their definitions in the right-hand column.

- | | |
|------------------------|-----------------------------------------------------------------------------------|
| 1. ____ right | a. something that a citizen has to earn |
| 2. ____ privilege | b. something that a citizen is expected to do |
| 3. ____ responsibility | c. something that a citizen is entitled to do and it usually cannot be taken away |

Activity 2: Put Your Rights, Responsibilities and Privileges in Categories

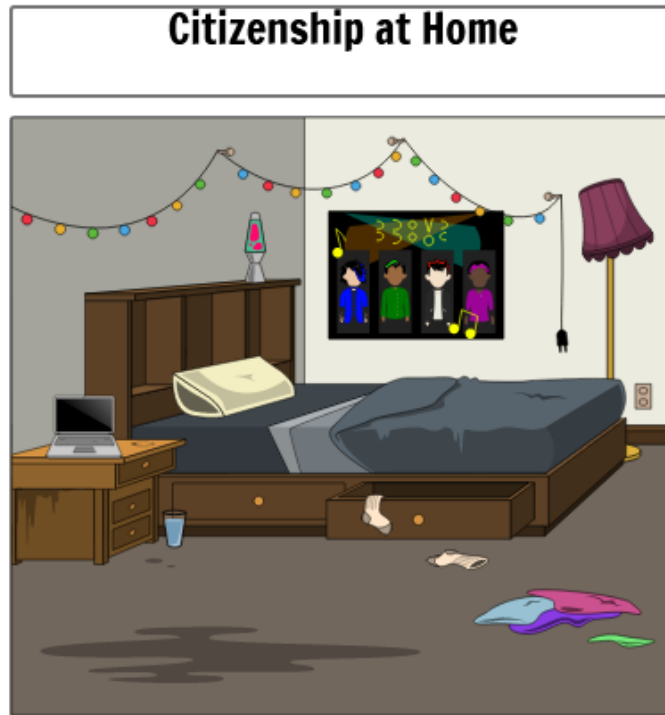
- On the next three pages you will find cartoons showing a home, a school, and a community. These are **Activity 2, Parts 1, 2, & 3**.
- Below each cartoon there are numbered lists of rights, responsibilities, and privileges that you have in each of those places.
- Write each one in the category under which it belongs. Is it a right, a responsibility, or a privilege?

Activity 3: Prove that You Understand

When you finish putting things in categories, ask yourself "why should I do the things that a citizen is supposed to do?"



Activity 2, Part 1



1. Clean my room
2. Stay up late
3. Play video games
4. Sleep
5. Do my schoolwork
6. Sing-along with music

Rights

Responsibilities

Privileges



Activity 2, Part 2



1. Listen to the teacher
2. Ask questions
3. Receive a homework pass
4. Do my work
5. Obey classroom rules
6. Participate in discussions
7. Be a table leader

Rights

Responsibilities

Privileges



Activity 2,
Part 3

Citizenship in My Community



1. Play sports
2. Pick up my trash
3. Help others
4. Respect my neighbors
5. Keep my dog on a leash
6. Choose my friends
7. Own a pet

Rights

Responsibilities

Privileges

