

Grade Level: Kindergarten

Week 2: of April 14, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	No School	Read <i>The Bicycle Problem</i> . Write a summary of what you read.	Read <i>The Bicycle Problem</i> again to increase fluency. Answer questions 1-4.	Read <i>The Bicycle Problem</i> again to increase fluency. Answer questions 5-7.	Read the Word Study sheet. Choose 3 of the words to write your own sentences.
Math	No School	<p>How much money do I have? 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?) What number comes before? What number comes after? Practice writing the number!</p>	<p>Can you read my Mind? Have a parent or sibling think of a number between 10 and 20. Try to guess the number! The other person will give you clues like, "That number is too high. That number is too low. You are next to the number." After you guess the number, say the number that comes <i>before</i> and the number that comes <i>after</i>. Can you say all of the numbers from 0-30?? Can you count them <i>backwards</i>?</p>	<p>Combinations to 10 Gather 10 beans, pieces of cereal, counters, etc. Put out several pieces and have the student figure out how many he/she needs to get to 10. Repeat several times. Write out the equations. For example: 3 beans are on the table. The student needs to show 7 to make 10. Then write the equation: $3 + 7 = 10$. Play several times and enjoy!</p>	<p>Play Ten & More Bingo! <i>See attached sheets. Cut out the Bingo cards and Game boards. You may want to make more game boards!</i></p>
Science	No School	<p>Wrecking Ball (part 1): Think: How would you knock down a concrete wall? If you use a wrecking ball, how can</p>	<p>Wrecking Ball (part 2): Draw and color a picture of a wrecking ball doing work. Copy and finish the following sentence on</p>	<p>"Paddle a Canoe": A canoe is a small boat. It holds about two people. How do you make a canoe move in the water?</p>	<p>"Stuck in the Snow": Josefina and her dad sat in the car. It would not move. Its tires were deep in snow. A man came by. He said, "I will</p>

		<p>you make it hit harder? And not as hard?</p> <p>Need: Wrecking Ball pages [4 pages], blank paper, tape, yard or meter stick, or similar, 3 solo cups, string or ribbon</p> <p>Prep: Cut out and fold houses. Follow instructions on "Foldable Wrecking Ball" page. Tape it to keep it from unfolding. Attach string with ball to yardstick. Attach yardstick to support (e.g., waste basket, chair leg) at about 45 degree angle so "wrecking ball" is hanging freely. Tape game board to floor, match A with A and B with B. Set up cups and houses. If needed, adjust wrecking ball so it will hit the top of the cups as it swings and tape at correct length.</p> <p>Explore: Pull back the wrecking ball and let go. Try to knock down the wall without hitting houses.</p>	<p>your paper: The ball will hit the wall harder if _____.</p>	<p>Wear a life jacket, so you are safe. Sit down in the canoe. Pick up a paddle. The paddle has a handle at one end. It has a blade (flat part) at the other end.</p> <p>The blade goes into the water. Push the blade against the water. Pushing the blade makes the boat move forward. A bigger push makes the boat go faster. It takes energy to paddle the canoe!</p> <p>Draw a picture of someone canoeing. On the same paper, copy and write what you learned from "Paddle a Canoe": I learned _____.</p>	<p>push the back of the car." He pushed hard. No good. Another man said, "I will help too." They pushed hard. No good. Then a big tow truck came. The driver hooked it to the front of the car. Vroom! The truck gave one really big pull. The car was out!</p> <p>Draw a picture that shows Josefina's car at the end of the passage. On the same paper, copy and write what you learned from "Stuck in the Snow": I learned _____.</p>
Social Studies	No School	Complete Activity 1 from the document titled, "Map a Room"	Begin Activity 2 from the document titled, "Map a Room"	Complete Activity 2 from the document titled, "Map a Room"	Complete Activity 3 from the document titled, "Map a Room"

The Bicycle Problem

by ReadWorks



Jimmy had a problem with his bicycle. He had a flat tire. Maybe he could ride on one good tire? That didn't work. The bike went *bump bump bump*.

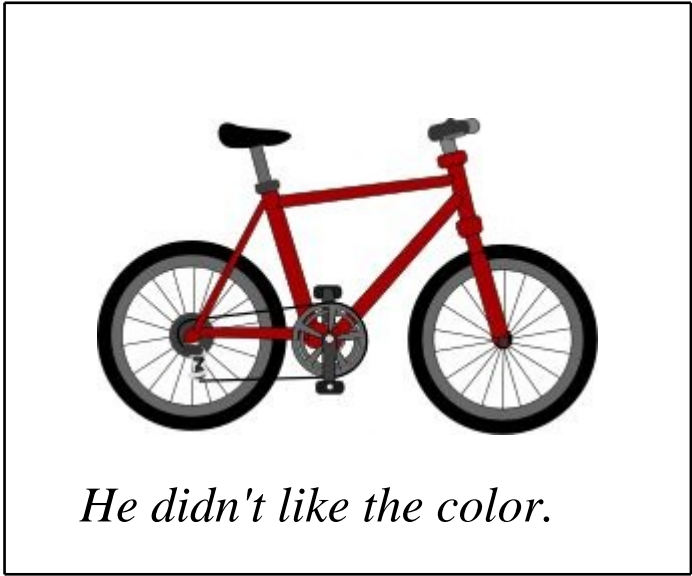
Well, he could buy a new tire. But how could he get to the store? His bike didn't work!

Then Lashona came along with an idea. She showed Jimmy how to take off the flat tire. She had a patch to fix a hole in the tire.

Jimmy put the tire back on the bike. Then he used Lashona's pump to fill the tire with air again. Now his bike was ready to go!

Name: _____ Date: _____

1. What problem does Jimmy have with his bicycle?



2. Can Jimmy ride his bike with one good tire?

- A. No
- B. Yes

3. Why can't Jimmy buy a new tire?



He doesn't have money.



He can't get to the store.

4. How does Lashona want to solve Jimmy's problem?



buy him a new bike



patch the flat tire

5. What do Jimmy and Lashona use to fix the hole in Jimmy's tire?

6. What did you learn from "The Bicycle Problem"?

7. Draw a picture of Jimmy and Lashona fixing Jimmy's bike.


Focus 22 Word Study Warm Up (1 minute)

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

fox	log	pot
hop	top	lock
doll	box	mom

Say It, Move It

--	--	--



High Frequency Words (1 minute)

or	go	for
as	had	make
play	said	good

Fluency sentences (1-2 minutes)

1. The fox put a pot and a box on top of a log.
2. Mom said to go make a good doll in art.
3. The cat had to hop and play.

NAME _____

DATE _____



Ten & More Bingo page 1 of 4

Note to Families

When you're playing bingo with your child, encourage counting the cubes on the cards in different ways (by 10s and 1s, by 10s and 5s and 1s, and simply by 1s). It takes some students many times of counting by 1s to really trust that there are 10 in the row.

Materials

- Ten & More Bingo, pages 1–4
- game markers (pennies, dry beans, pieces of cereal, etc.)
- an envelope for storing the cards

Instructions

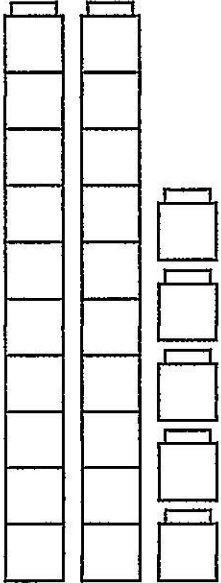
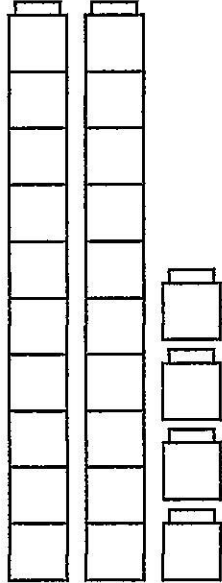
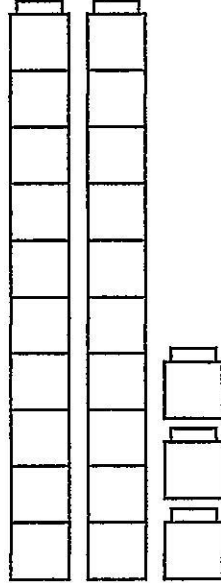
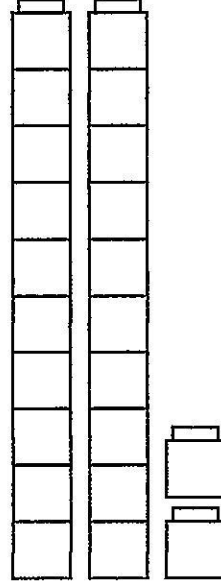
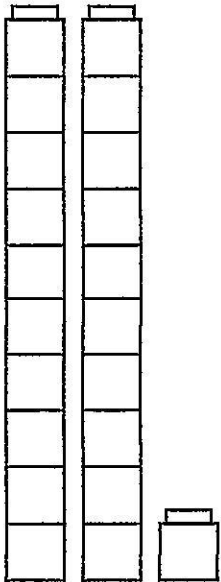
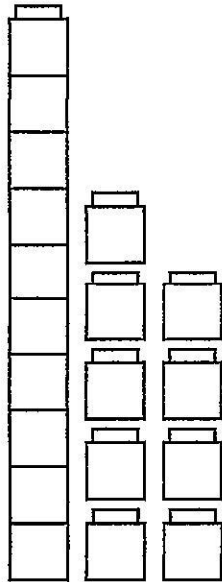
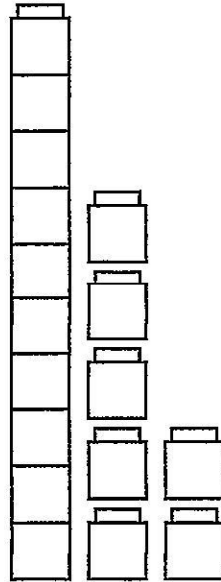
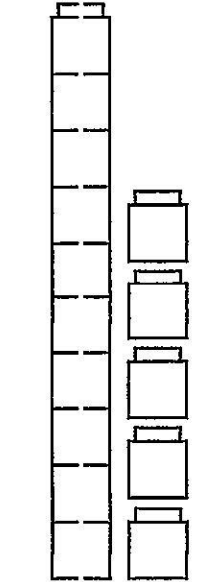
- 1 Cut apart the cards on pages 2 and 3 and put them in an envelope.
- 2 Cut apart the bingo boards on page 4 and give one to each player.
- 3 Cover the “FREE” spot on each board with a game marker.
- 4 Take turns reaching into the envelope for a card.
 - How many cubes are on the card?
 - How did you count them?
 - Is there another way to count them?
- 5 Both players cover the number on their bingo boards.
- 6 The first player to get four in a row in any direction wins the game.
- 7 Play the game several times this week.
- 8 **CHALLENGE**
 - Play to “blackout”—that’s when the entire board is covered.
 - Write equations for the different ways you can count the cubes on a card. For example, for a card that shows 16, you could write “ $16 = 10 + 1 + 1 + 1 + 1 + 1 + 1$,” or “ $10 + 5 + 1 = 16$,” or “ $10 + 6 = 16$,” and so on.

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NAME _____

| DATE _____

Ten & More Bingo page 2 of 4

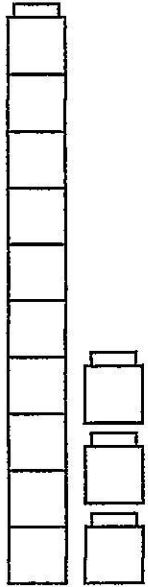
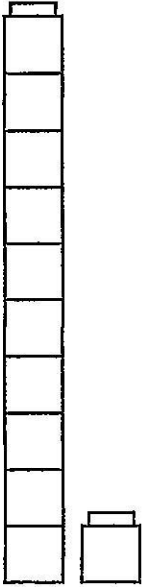
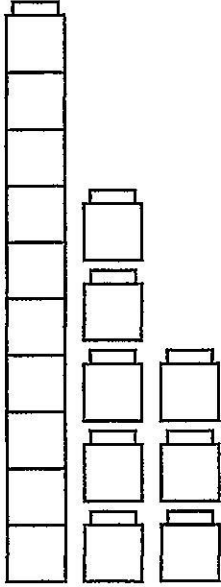
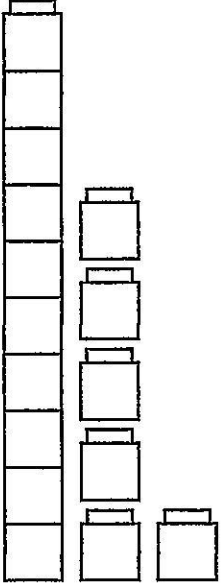
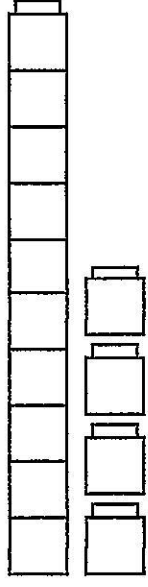
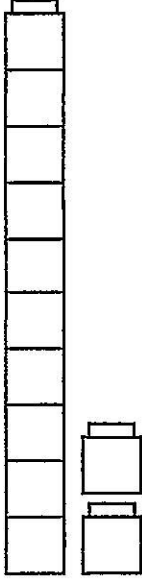
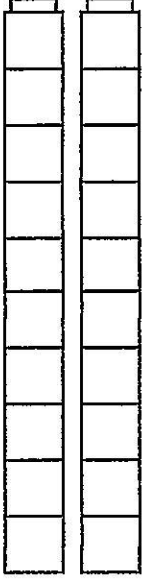
			
			

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| DATE _____

Ten & More Bingo page 3 of 4

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NAME _____

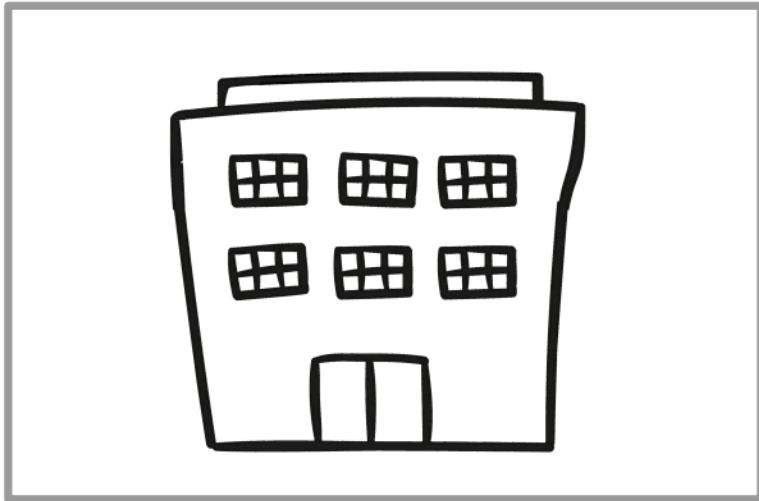
DATE _____

Ten & More Bingo page 4 of 4

12	19	17	20
21	15	24	13
25	11	23	18
22	14	16	FREE

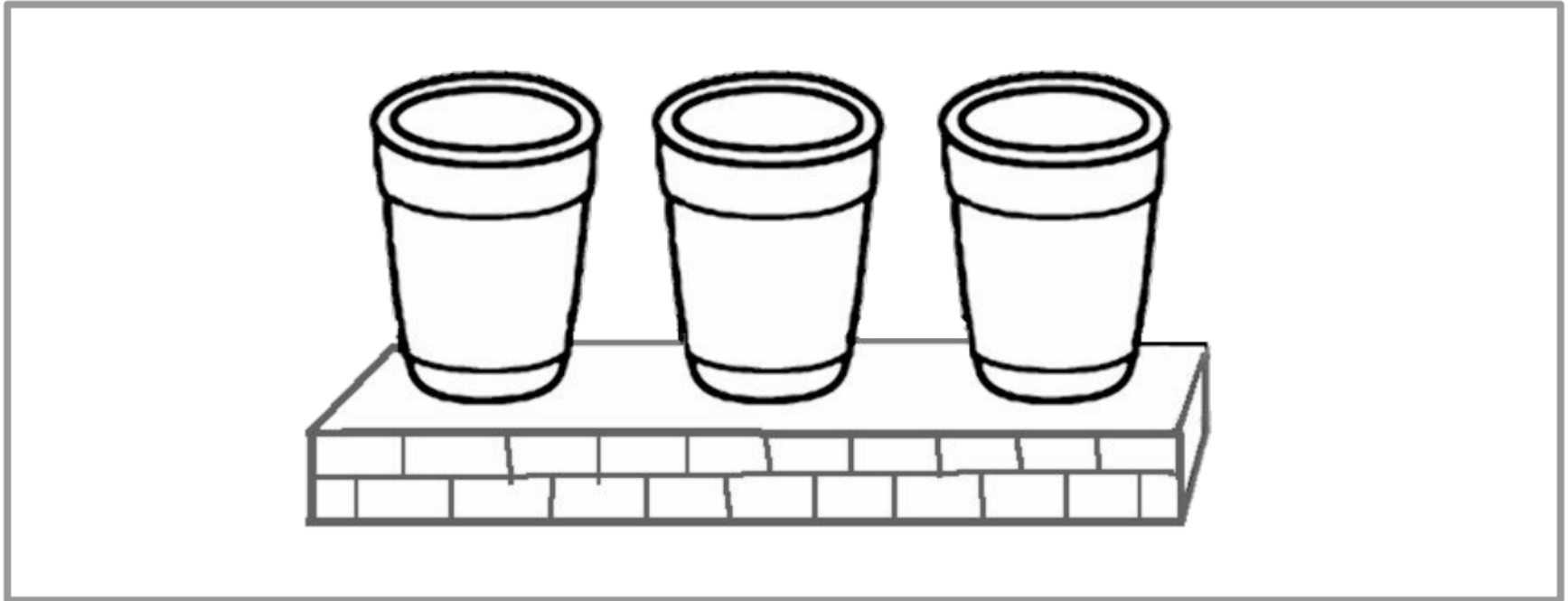
11	14	23	21
22	16	19	18
17	20	24	12
25	13	15	FREE

house



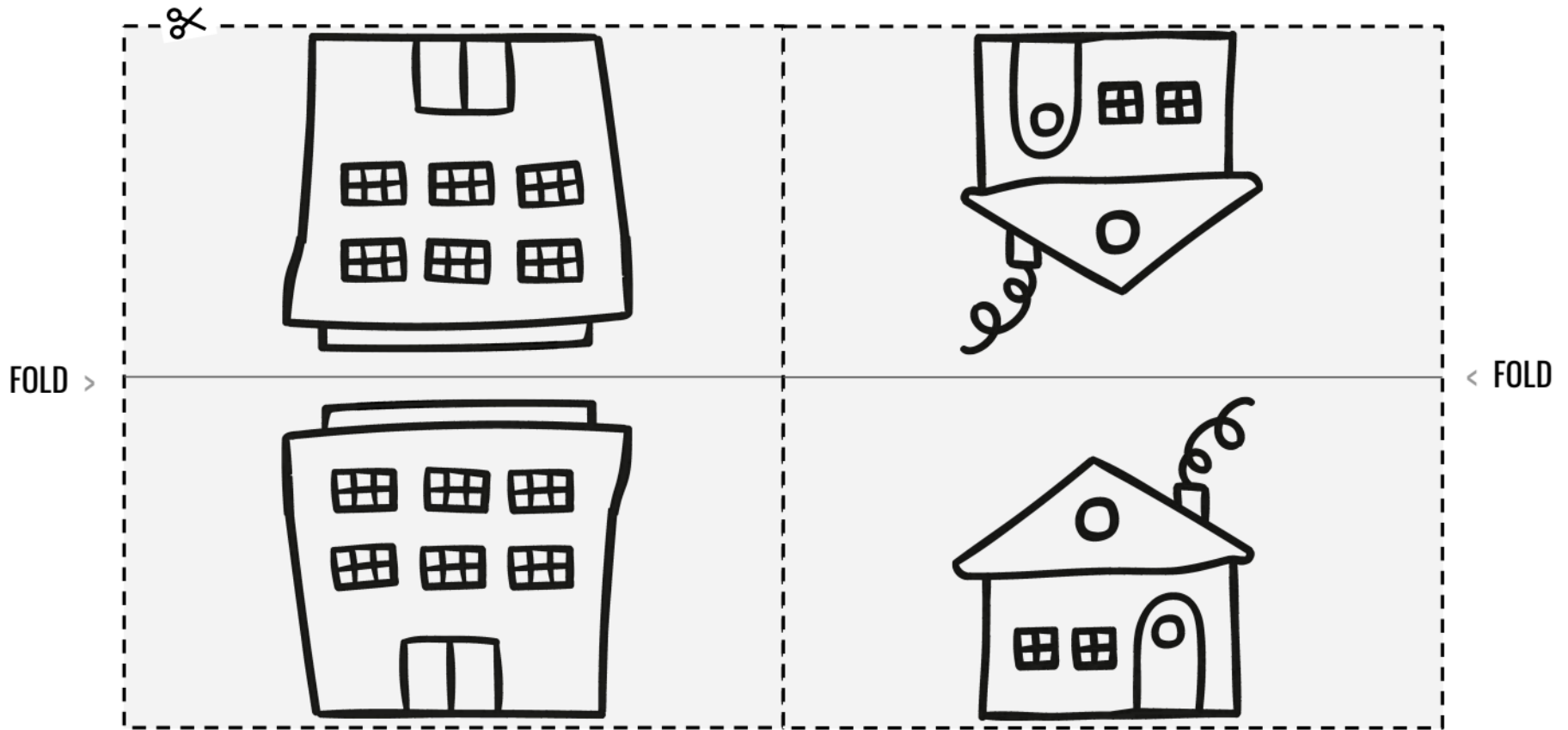
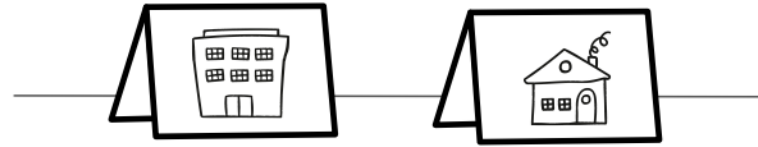
house





wall

PREP THE HOUSES: Cut the dotted lines so you have 2 house templates. Fold on the solid lines so they stand up like this:



The Foldable Houses

The Foldable Wrecking Ball

PREP THE WRECKING BALL:

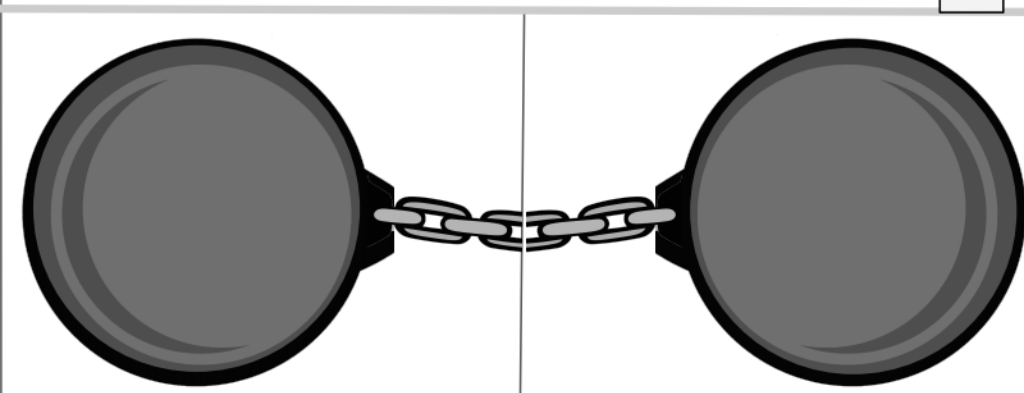
1. **Put a blank sheet of paper behind this one** -- you'll be folding both sheets at once in the next few steps.
2. **Fold** the two sheets in half on line A (with the wrecking ball on the outside).
3. **Fold** the rest of the lines (line B, C, etc.)
4. **Tie a string or ribbon** around the last fold as shown in the illustration. Then **tape the wrecking ball on the sides** so it stays folded. You're done!

A

B



C



Map a Room

Standard Benchmark	Geography 1a: Students will understand the nature and uses of maps, globes, and other geo-graphics.
Grade Band	K-1
Vocabulary	Map

Map a room!

Maps are small versions of places on the Earth. A map is usually drawn on a flat surface. Like a treasure map, a map can tell you where to go.

Activity 1:

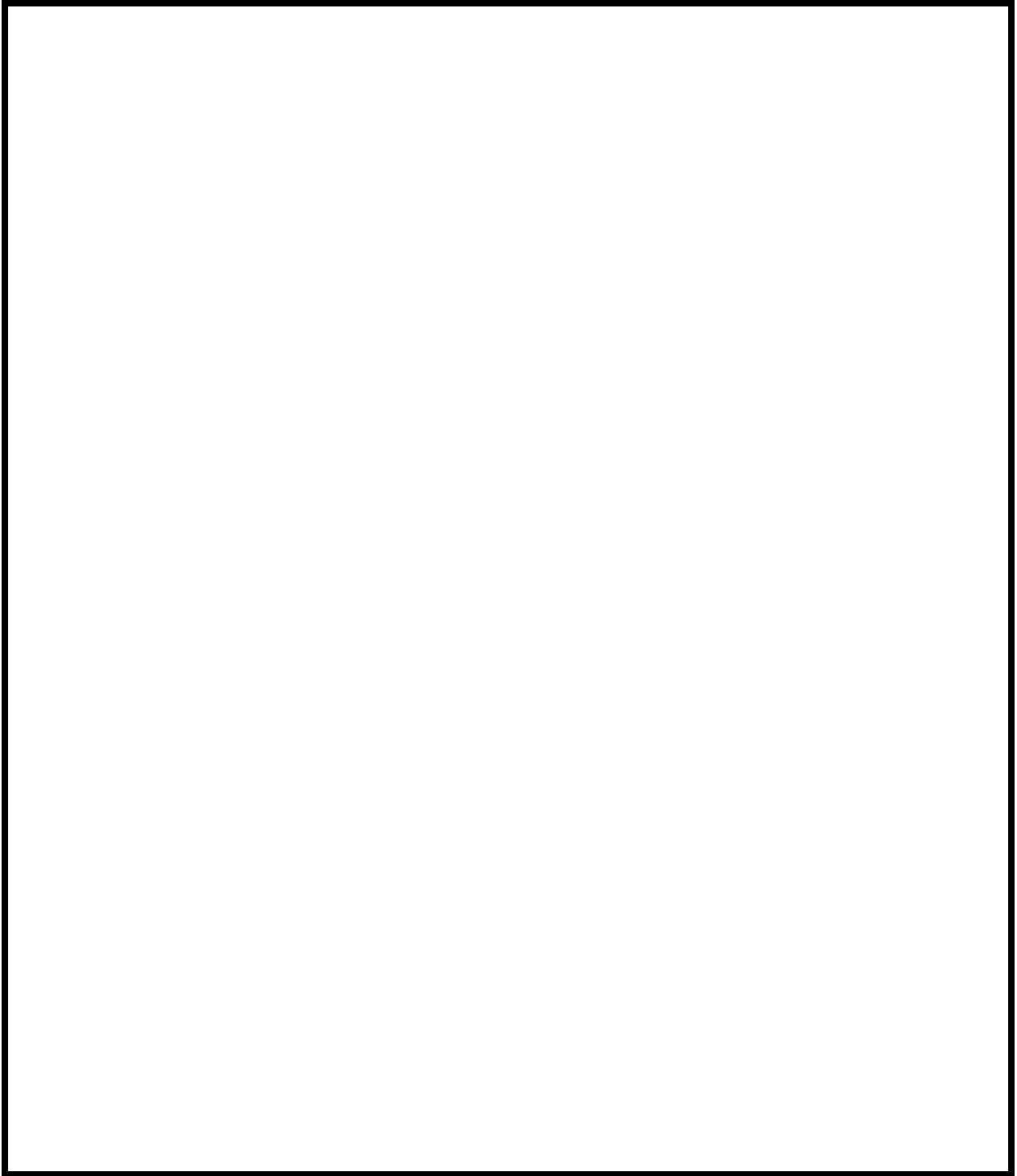
Pick a room where you live and try to answer the following questions about the room.

- What objects are in the room?

- Where are the objects in the room?

- Are some objects bigger or smaller than each other?

Activity 2: Draw what the room looks like in the box below.



Activity 3:

For fun! After you draw your map, hide something and then have someone use your map to find what you hid.