




Christina School District Assignment Board

Grade Level: Kindergarten

Week 5 (of 5.4.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>Murals</i> . There are captions under each picture. Write to tell why the author included captions.	Read <i>Murals</i> again to increase fluency. Answer questions 1-4.	Read <i>Murals</i> again to increase fluency. Answer questions 5-7.	Read the Word Study sheet. Use the words to write your own sentences.	A verb tells what the subject of a sentence is doing, being, or feeling. Circle the verbs you find in <i>Murals</i> .
Math	How Many to Make 5? <i>Please do the attached sheet titled How Many to Make 5? Can use counters like beans, cereal, or Legos to help with counting.</i>	Fill it to Five Game! <i>Please play the game, Fill it to Five! (pages 1 & 2) Play multiple times. Who has won the most? Can you write equations that show what you are doing in the game?</i>	Fill it to Five! Page 3 <i>Please complete page 3 of Fill it to Five. Review facts with 5.</i>	Make it Five! Game <i>Please play the game, Make it Five! Pages 1-3. You will need 2 crayons of different colors. Can you tell the difference between a cylinder, a cube, and a cone? Can you give examples of each? Are these 2D or 3D shapes?</i>	Make it Five Review <i>Please do page 4 of Make it Five. You can use counters or five frames to help you out.</i>
Science	Animals in the Forest (part 1): Pretend you are going on a forest walk. A quail is a bird that lives on the ground instead of in the trees:  If you saw a quail, you might see it scratching the ground with it's feet and then looking where it scratched. Why do	Animals in the Forest (part 2): You are taking another pretend forest walk. You see some tracks that look like this:  They belong to a raccoon! You see the raccoons in shallow water, scratching in the mud. Why do you think they might be doing that? Stand up and get ready	Animals in the Forest (part 3): Pretend you are taking another forest walk. Suddenly, you hear a knocking sound. It's a woodpecker, pecking at  a log! Why do you think it might be doing that? Stand up and get ready to be a woodpecker. Make a beak with your	Animals in the Forest (part 4): When you went on your forest walks the past 3 days, you found 3 different animals, but they weren't just sitting there, they were each doing things. Think: What do you think was SIMILAR about what they were doing? Each of the animals had different behaviors, but there was a PATTERN in each of their behaviors. They would	Animals in the Forest (part 5): On a piece of paper, draw an animal eating its food. Copy and finish the following sentences below your picture: My animal is a _____. It eats _____. Then with a grown-up, take and walk and watch for animals. Make a list of how many different animals you see. What are they doing? Why do you think that?

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	<p>you think it might be doing that? Stand up and get ready to be a quail. A quail is a bird so you don't have hands. You have wings. Flap your wings. Your feet have claws for scratching in the dirt. Scratch with your feet. Your mouth is a beak, good for pecking. Try pecking. Your feet are also good for running. Quail run more than they fly. Try running in place. Try to put it all together: "I flap my wings. I scratch the ground. I peck and peck, and I run around."</p>	<p>to be a raccoon. Imagine you're in a pond. Walk in the water like a raccoon. Raccoons have paws like your hands. Use your raccoon paws to dig up and mash the mud. Now jump and splash in the water like a raccoon! Try to put it all together: "I grab some mud and I mash, mash, mash. I walk in the water, and I jump and splash!"</p>	<p>hands. Then practice pecking, and looking around: "I peck and peck, and then I look around. I peck and peck, what have I found?" What do you think the woodpecker will find in the wood?</p>	<p>repeat the actions over and over. These actions were helpful because they were looking for food. Animals spend a lot of time looking for food because it is one of their needs. They NEED to eat to survive. Think: What other behaviors might you see animals in the forest doing? Why? What needs might they have? Draw a picture of an animal you might find in the forest. Label the picture. Make sure you show it doing something and write a sentence explaining what it is doing and why.</p>	
Social Studies	Complete Activity 1 from the document titled, "Interviews & Learning About the Past"	Complete Activity 2 from the document titled, "Interviews & Learning About the Past"	Complete Activity 3 from the document titled, "Interviews & Learning About the Past"	Complete Activity 4 from the document titled, "Interviews & Learning About the Past"	Complete Activity 5 from the document titled, "Interviews & Learning About the Past"

Murals

A mural is a very big picture painted on a wall. It can also be painted on a ceiling. Have you ever seen a mural on a building?



a mural on a ceiling



a mural on a wall

Murals might show people. They might show animals. They might show things you've never seen before!



a mural of animals in the ocean

Some murals are made with many colors. Some are made with just a few colors.



a colorful mural

Name: _____ Date: _____

1. What do we call a very big painting?



a mosaic



a mural

2. Where are murals painted?



walls



paper

3. Can a mural show something you have never seen before?



yes

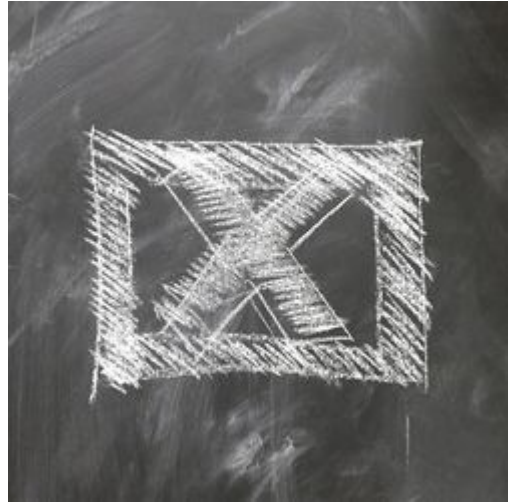


no

4. Do murals have color?



yes



no

5. What might a mural show?

Murals might show _____.

6. What did you learn from "Murals"?

7. Draw a picture of a mural.

Word Study Warm Up (1 minute)

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

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

doll	top	fox
net	web	sock
bed	ten	leg

Say It, Move It

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 his leg on the web.
3. The fox can make a good net.

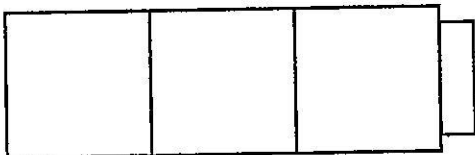
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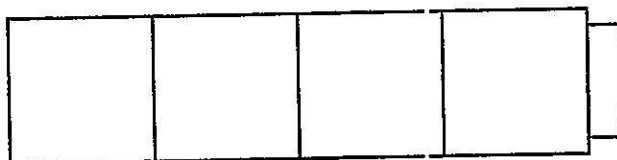
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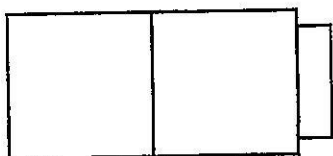


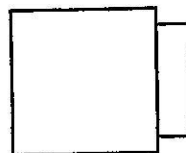
How Many to Make Five?

- 1 Count the cubes in each group. How many more would it take to make 5?
Write the number.

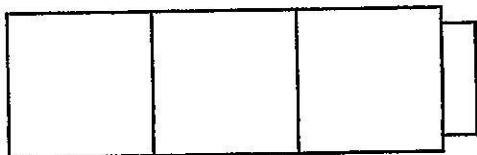








- 2 Count the cubes. How many more to make 5? Write an equation on the line to show how many cubes in all.



_____ + _____ = _____

NAME _____

DATE _____



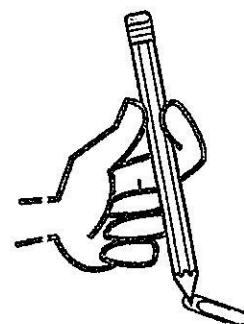
Fill It to Five page 1 of 3

Note to Families

Your child has played this game in school. Students practice adding numbers to 5 and writing equations.

Materials

- Fill It to Five, pages 1–3
- pencil and paperclip (for the spinner)



Instructions

- 1 Spin the spinner and add the number to 5.

Child I spun 4.

Adult How much is 5 and 4 more?

Child I know it's 5... 6, 7, 8, 9.

- 2 Starting with the bottom box in the appropriate column, write an equation to represent the sum.

Adult Where should you write the equation?

Child Here. (Points to the bottom box of the column labeled "5 + 4.")

I'm going to write $5 + 4 = 9$.

- 3 Keep spinning and writing equations until one column is filled.

- 4 Once the game is complete, think about these questions:

- Which equation did I write the most? How many times?
- Which equation did I write the least? How many times?

- 5 **CHALLENGE** Once your child has determined the sum, ask:

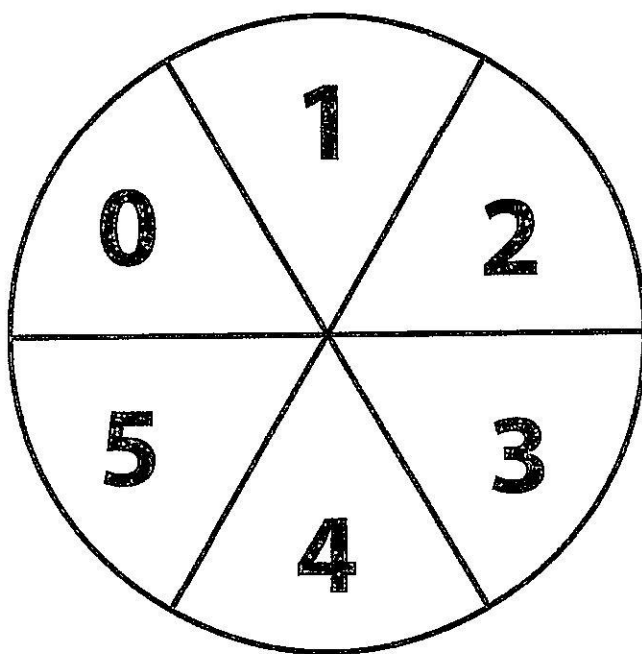
- "How many more to make 10?" or "How many more to make 20?"
- "What is __ minus __?" (For example, if the child spins 4, she writes the equation $5 + 4 = 9$. Then ask, "What is 9 minus 4?" and "What is 9 minus 5?")

- 6 Complete the worksheet on page 3 and return it to your teacher.

(continued on next page)

NAME _____

DATE _____

Fill It to Five page 2 of 3

5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5

(continued on next page)

NAME _____

DATE _____

Fill It to Five page 3 of 3

Add (+) or subtract (-). Use counters, ten-frames, or draw pictures if you wish.

1 Solve each addition problem.

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

2 Solve each subtraction equation.

$5 - 0 = \underline{\quad}$

$5 - 4 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

$5 - 5 = \underline{\quad}$

$5 - 1 = \underline{\quad}$

3 CHALLENGE Add (+) or subtract (-).

$5 + 5 = \underline{\quad}$

$\underline{\quad} = 5 + 3$

$10 - 4 = \underline{\quad}$

$\underline{\quad} = 10 - 2$

NAME _____

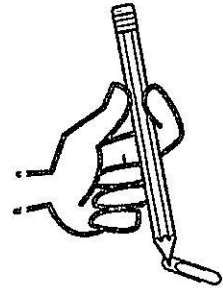
DATE _____



Make It Five page 1 of 4


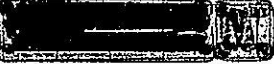

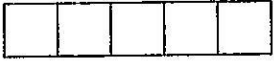


Materials

- Make It Five, pages 1–4
- 2 crayons of different colors
- pencil and paperclip (for use as a spinner)



Instructions

- 1 Players write their names on the record sheet on page 3, one above the top section and one above the bottom section.
- 2 Player 1 uses the spinner on the next page to spin, and finds the five-frame next to the shape indicated on the record sheet.
 - Color in the number of boxes with one color crayon.
 - Write the number in the first space of the empty equation next to the five-frame. (For example, if you roll “2 cylinders,” color in two boxes of the cylinder five-frame and then write the number 2 in the first space of the empty equation line.)
- 3 Player 2 takes a turn, following the directions in Step 2.
- 4 Players continue taking turns spinning the spinner and coloring in the number of boxes indicated.
 - Once you have used one crayon color in a five-frame, use the second color to fill in the rest of the boxes.
 - When a five-frame is complete, finish the equation.

Unit 7 Module 2 Session 2	
NAME	DATE
Make It Five page 3 of 4	
Player 1 _____	
 	$4 + 1 = 5$
 	$___ + ___ = ___$
 	$___ + ___ = ___$

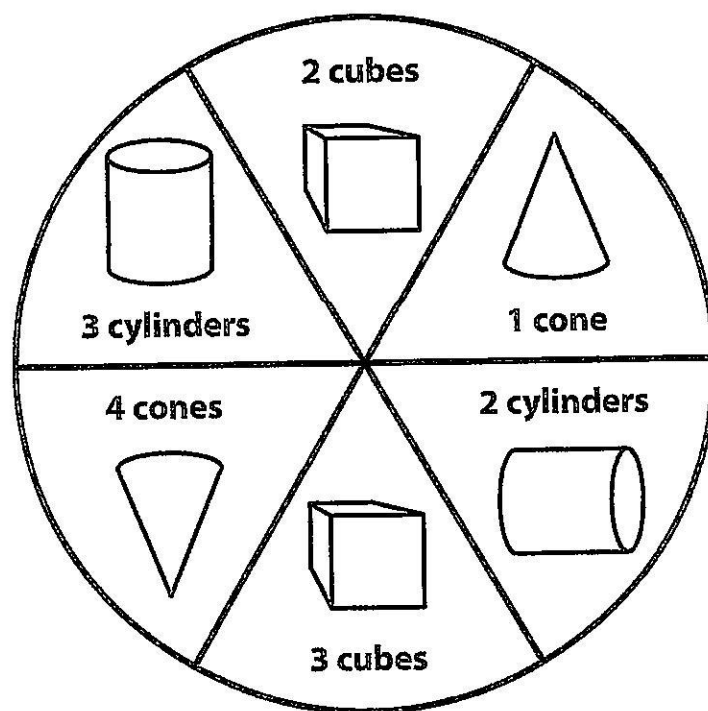
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NAME _____

DATE _____

Make It Five page 2 of 4

- 5 Play until both players have completed all three equations.
- 6 **CHALLENGE** After the student has colored in some boxes of the five-frame, cover up the five-frame and ask, "How many more to make 5?"
- 7 **CHALLENGE** Without the five-frames visible, ask the following questions
- What goes with 2 to make 5?
 - What goes with 4 to make 5?
 - What goes with 3 to make 5?
 - What goes with 0 to make 5?
 - What goes with 1 to make 5?
 - What goes with 5 to make 5?
- 8 Complete the worksheet on page 4 and return it to your teacher.

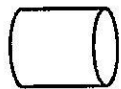
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NAME _____

DATE _____

Make It Five page 3 of 4

Player 1 _____

**Cylinders**

--	--	--	--	--

_____ + _____ = _____

**Cubes**

--	--	--	--	--

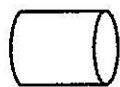
_____ + _____ = _____

**Cones**

--	--	--	--	--

_____ + _____ = _____

Player 2 _____

**Cylinders**

--	--	--	--	--

_____ + _____ = _____

**Cubes**

--	--	--	--	--

_____ + _____ = _____

**Cones**

--	--	--	--	--

_____ + _____ = _____

(continued on next page)

NAME _____

DATE _____

Make It Five page 4 of 4

Add (+) or subtract (-). Use counters or five-frames, or draw pictures if you wish.

1 Solve each addition (+) and subtraction (-) problem.

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

2 Complete each equation.

$5 + 0 = \underline{\quad}$

$\underline{\quad} = 5 - 1$

$2 + 3 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$\underline{\quad} = 5 - 3$

$4 + 1 = \underline{\quad}$

$5 - 4 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

3 **CHALLENGE** Complete each equation.

$5 + \underline{\quad} = 8$

$5 + \underline{\quad} = 10$

$10 = 6 + \underline{\quad}$

$5 + \underline{\quad} = 7$

Interviews & Learning 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, oral history/historians

~Modified & Added to by CSD for use at home~

Interviews help us learn about the past



Historians use artifacts and documents to learn about the past. Oral history is another way. Oral means using your voice. **Oral history** is when someone asks a person questions about their life or an event. **Oral historians** are the

people who ask questions and use the answers and figure out about the past. They are able to learn about an event from different points of view.

ACTIVITY 1:

Think about something you want to learn about. Maybe it is, what was school like in the past or what did you do for fun when you were a kid?

Topic/Question: _____

Ask someone older than you. Maybe a family member, like a grandparent.

Person's name: _____

ACTIVITY 2:

Pick 3 questions you can ask about your topic. Write each question in the "Question" blank below. Interview the person, and after you ask your question, put the answer in the space below the question.

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Thank the person you interviewed!

ACTIVITY 3:

What did you learn about the person you interviewed?

Making Conclusions

Standard Benchmark	History 3a: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
Grade Band	K-3
Vocabulary	Historian, oral history/historians, conclusion

~Modified and Added to by CSD for use at home~

ACTIVITY 4:



Congratulations on becoming an oral historian. You asked questions and were given answers about a topic. You learned about the past from someone's point of view. The next step is to make a conclusion about what you learned. When you make a **conclusion** you are figuring something out.

You need to think about what makes the most sense. You may have questions about some of the answers. You may wonder, why did people do certain things? Historians also look for how things changed and what stayed the same.

Let's practice making a conclusion!

Charlie threw a tennis ball across the yard and said. "Fetch, Pebbles!"

That probably means:

	Charlie is playing with his dog.
	Charlie is playing soccer with his friend Carlos.

On a sunny day, Charlie was playing outside and came back inside to change his wet shoes.

What probably happened?

	It started to rain.
	Charlie fell into a pond behind his house.

If you picked the second answer for both scenarios, you are correct and now you are ready to make your own conclusions!

ACTIVITY 5:

Now you are going to make a conclusion about your interview. Based on the answers to all the questions, what overall thought can you say about the information the person you interviewed gave you.?

That thought is your conclusion. Write a conclusion you can make from your interview.

Write 1-2 questions you still have from your interview.

I wonder, _____

I wonder, _____
