## Christina School District Assignment Board

**Grade Level:** Grade KN  
**Week of April 20th, 2020**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
</table>
| **ELA** | Read *A Cool Pool.*  
Write: What is the main idea? | Read *A Cool Pool* again to increase fluency.  
Write a sentence for each vocabulary word and draw a picture. | Read *A Cool Pool* again to increase fluency.  
Answer questions 1-4. | Read *A Cool Pool* again to increase fluency.  
Answer questions 5-7 | Write a summary of what *A Cool Pool* is about.  
Make a list. Compare and Contrast yourself to Ava. What are some activities you do at the pool? |
| **Math** | Practice counting from 0-20  
Circle the object that is heavier. | Practice counting from 20-40  
Circle the object that is lighter. | Practice counting from 40-60  
How many circles? | Practice counting from 60-80  
How many circles? | Practice counting from 80-100  
How many circles? |
<p>| <img src="image1.png" alt="Images" /> | <img src="image2.png" alt="Images" /> | <img src="image3.png" alt="Images" /> | <img src="image4.png" alt="Images" /> | <img src="image5.png" alt="Images" /> | <img src="image6.png" alt="Images" /> |</p>
<table>
<thead>
<tr>
<th>Science</th>
<th>Human Bumper Bowling:</th>
<th>How Can We Protect a Mountain Town from Falling Rocks?:</th>
<th>Mountains:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s go bumper bowling! Pretend to bend down and push a bowling ball down the lane. You got a strike! Jump up and down to show everyone how happy you are. Think: What happens when a ball bounces off something? Does it keep going the same way, or does it go someplace new? What other games use balls that get bounced around? Need: 6 plastic/paper cups, 4 books, 1 ball, tape to outline lane Do: Try to knock down or hit as many cups as possible with ball. If you have more family members to help, have each one control a book/bumper. They can slide the books and bump the ball when it’s about to roll out of the alley. They can also keep the ball moving down the alley so it can knock down the pins. If there are not enough family members, try to knock down the “pins” without the “bumpers”.</td>
<td>In the mountains, there are often falling rocks. Think: If a rock tumbles slowly, what do you think will happen if it bumps into a tree? Now say it’s moving fast. What do you think will happen if it bumps into a tree? How is this like a bowling ball? Think: If a giant boulder was tumbling down a mountain, how could you change which way the boulder was rolling, so that it wouldn’t hit the house? Need: some books (to make stack about 3 in. high); 5 push pins or similar, 1 piece of cardboard (about size of piece of paper); 2 paper or plastic cups; tape; ping pong or bouncy ball; tiny houses paper Do: Stack books, use cardboard as ramp. At top corner, tape one cup with ball in it. At bottom opposite corner, tape other cup (this will be “catcher” cup). Set up tiny houses in row next to Catcher at bottom of ramp. First, roll the ball with no push pins in cardboard. What happens to TinyTown? Try to add push pins to act as bumpers so that ball goes</td>
<td>Read or have a grown-up read the passage to you. Do your best to write about what you learned from “Mountains”. Then, draw a mountain. Would you rather draw a mountain that looks like Mount Everest, or Table Mountain? Or both? Why?</td>
<td></td>
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<table>
<thead>
<tr>
<th>4 Simple Physics Experiments (part 1):</th>
<th>4 Simple Physics Experiments (part 2):</th>
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</thead>
<tbody>
<tr>
<td>Choose 1 or 2 investigations to further explore pushes and pulls from the “4 Simple Experiments” paper (see attached).</td>
<td>Choose 1 or 2 different investigations to further explore pushes and pulls from the “4 Simple Experiments” paper (see attached).</td>
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### Christina School District Assignment Board

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Chronological Order</th>
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</thead>
<tbody>
<tr>
<td>What is chronological order?</td>
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<td>What is a schedule?</td>
<td>What is a schedule?</td>
<td>Schedule is a plan. It tells when an event will happen.</td>
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</tr>
<tr>
<td><strong>Chronological</strong>: put events or dates in order.</td>
<td><strong>Chronological</strong>: put events or dates in order.</td>
<td><strong>Schedule</strong> is a plan.</td>
<td><strong>Schedule</strong> is a plan.</td>
<td>Example: the schedule in your classroom</td>
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</tr>
<tr>
<td>Read a story you like or have someone read a story to you.</td>
<td>Draw 3 to 5 pictures from the story you read. Make sure they are in the correct order.</td>
<td>Fill in a missing event:</td>
<td>Fill in a missing event:</td>
<td>Draw a picture schedule of your morning routine.</td>
<td>Draw a picture schedule of your morning routine.</td>
</tr>
<tr>
<td>What happened? 1st, 2nd, 3rd</td>
<td>Draw 3 to 5 pictures from the story you read. Make sure they are in the correct order.</td>
<td>8:00-8:05:</td>
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<td>8:05-8:30:</td>
<td>8:05-8:30:</td>
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<tr>
<td>8:00-8:05: Eat _______</td>
<td>Eat _______</td>
<td>[ ] routine</td>
<td>[ ] routine</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>8:05-8:30: [ ] routine</td>
<td>[ ] routine</td>
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<td>_______</td>
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<tr>
<td>8:30-9:30:</td>
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**Directions:**
- How is a schedule and chronological order the same?
- How are they different?
The day was hot. The sunshine was warm. Ava's mother filled the wading pool.

"May I get in?" Ava asked.

She jumped into her pool. Brrrr! It felt cold. This was not fun! Ava's mother called her for lunch. Later, Ava got back into her pool. Now the water felt warm. Ava splashed and laughed.
**fill  fill**

**Definition**

verb

1. to cause to become full; put as much as possible into.

   *He filled the bag with leaves.*

2. to prepare or make up.

   *The pharmacy filled my prescription for cough medicine.*

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**These are some examples of how the word or forms of the word are used:**

1. 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!

2. Try this experiment. Fill a cup with water. Then put it in the freezer at night. In the morning, take out the cup. You will see that the water has turned into ice.

3. A place where they found water was called a well. People lined the inside of the well with stones. They tied a long rope to a pail. A pail is a type of bucket. They dropped the pail down into the well. The pail filled with water.
pool

Definition

noun

1. any small still area of liquid that has collected on something.

A pool of water formed in the basement after the heavy rain.

2. a large, deep container that is filled with water and used to swim in. A pool is often in the ground.

My neighbors invited us to swim in their pool.

These are some examples of how the word or forms of the word are used:

1. The White House has 132 rooms. It has 35 bathrooms. It has a swimming pool and a movie theater.

2. "Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down and at the fish swimming in the pool.

3. The summer sun warmed the cement under Alisa's bare feet as she walked around the edge of the town pool. Her friend Maria was waiting for her by the diving boards. "Come on, Alisa," Maria said. "Let's jump off the high dive."
sunshine  sun·shine

Definition
noun
1. the bright light of the sun when it is not hidden by clouds.

These are some examples of how the word or forms of the word are used:

1. Summer is a time of sunshine and hot weather. In autumn, the weather gets cooler. The leaves fall off trees.
2. Sunflowers grow in fields. They need sunshine and warmth to grow from seed to flower. And sunflowers need lots of water!
1. What is the weather like in the story?

- cool and cloudy
- hot and sunny

2. What is Ava doing today?

- swimming in her pool
- playing at the park
3. How did the water feel when Ava jumped into her pool in the morning?

- warm
- cold
4. How did the water feel when Ava got back into her pool after lunch?

[Images: warm and cold]

5. When does Ava have fun splashing and laughing in her pool?

6. What did you learn from "A Cool Pool"?

7. Draw a picture of Ava splashing and laughing in her pool.
Mountains

The places shown in the photos here are mountains. You can find mountains in countries all over the world.

Mountains can be very, very tall! The highest place above the ground is on a mountain. This mountain is called Mount Everest.

Table Mountain in South Africa

Not all mountains have a pointy shape at the top like Mount Everest. Take a look at the mountain below. It's called Table Mountain. It's in South Africa. South Africa is a country in Africa. Can you guess why it's called Table Mountain?
4 Simple Experiments to Introduce Kids to Physics

This quick series of physics experiments is perfect for introducing little learners to concepts of push and pull! In the experiments that follow, kids will investigate how they can change the speed and direction of objects by applying varying degrees of strength. It’s a great way to get young students excited about physics and STEM in general.

Step 1: Introduce the Physics Experiments

First, connect motion to what the children already know. Ask them, “How do we move?” Have children raise their hands and demonstrate. Next, drop a stuffed animal on the ground. Ask students, “How can I make the stuffed animal move?” They will think about their past experiences with moving objects to derive an answer. Then, explain that a push and a pull are both forces. Force makes an object move or stop moving. When we push something, we are moving it away from us. When we pull something, we are moving it closer to us. (Act out motions with students: push = palms out, push away from body, and pull = two fists on top of each other, pull toward body.)

Brainstorm: Create a t-chart, write down objects that can be pushed or pulled (objects at home, in the classroom, on the playground).

Step 2: Do Small-Group Instruction (Stations):

PHYSICS EXPERIMENT #1: SODA BOTTLE BOWLING

Push: Children experiment with pushing a ball hard and with less force to knock over soda bottles. They can compare a big push to a small push. What kind of push made the ball move the fastest? They will see how when objects collide (ball and soda bottle), they push on one another and can change motion.

PHYSICS EXPERIMENT #2: CHAIR PULLEY

Pull: Loop a lightweight rope around the back of two chairs. Hang a small basket within the loop to send back and forth by pulling. Kids will experiment with pulling the rope hard and then gently. What kind of pull moved the basket the farthest?

PHYSICS EXPERIMENT #3: RAMPS AND MATCHBOX CARS

Push: Children create ramps using flat, rectangular wooden blocks and Duplo Lego bricks. They will investigate how the height of a ramp can change how fast and far their Matchbox car can go. They will also compare the distance and speed of the car on the ramp to using no ramp.

PHYSICS EXPERIMENT #4: SORTING PUSH AND PULL

Sort: Put out a paper bag that contains various real-world objects. Children collaborate and sort the objects using a Venn diagram (hula hoops). Children place the objects in the appropriate groups using this free printable” push, pull or both.