Christina School District Assignment Board

Grade Level: K **Week 3: of April 20, 2020**

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *A Cool Pool!* Write to tell the sequence of events in order.	Read *A Cool Pool!* again to increase fluency. Answer questions 1-4.	Read *A Cool Pool!* again to increase fluency. Answer questions 5-7.	Read the Word Study sheet. Use the words to write your own sentences.	Prepositions are words that give information about the position of something or someone. Circle the prepositions you find in *A Cool Pool!*
Math	**Let's Do Some Problems!** 1. There are 3 students who have long hair. There are 2 students who have short hair. How many students in all? How many more students are needed to get to 10? 2. There are some turtles in an aquarium. Joey bought 2 more. He now has 7. How many did he have to start with? How many more till he has 10? 3. There are 4 cats sleeping in the sun. Some cats come in to join them. Now there are 8 sleeping in the sun. How many came in? How many more till there are 10? Can you write an equation for each	**Race You to 20¢** *Play the game with the attached sheets. Remember to answer the questions at the end!*	**Let's Do Some 5+ Problems!** 1. Sam has 5 baseballs. He buys 3 more. How many baseballs does he have? How many more to 10? 2. Giana has 5 crayons. She pulled 2 more out of her box. How many crayons does Giana have? How many more to get to 10? 3. Sophia has 5 cookies. She gets 4 more out of the box. How many cookies does she have now? How many more to 10? You can draw a picture, use items like cereal or toys, or count on a number line. Can you write the equations? Practice writing the numbers 1-25!	**Play: Race You to 20¢!** Play the game with the attached sheets. Remember to answer the questions at the end!	**Create Your Own Word Problem!** Create your own word problem that adds to 10 or more! You can use pictures, drawings, cereal, coins, or anything around to count! Share it with a family member! Can you count to 100? Can you count BACKWARDS? Practice counting both ways! Try to count from 37 to 100. Can you count backwards from 43? Give it a try!

Christina School District Assignment Board

	problem? Can you create a problem of your own? Practice writing your numbers from 1-20!				
Science	**Human Bumper Bowling:** 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".	**How Can We Protect a Mountain Town from Falling Rocks?:** 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 into Catcher and saves Tiny Town. Have fun saving the town!	**Mountains:** 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?	**4 Simple Physics Experiments (part 1):** Choose 1 or 2 investigations to further explore pushes and pulls from the "4 Simple Experiments" paper (see attached).	**4 Simple Physics Experiments (part 2):** Choose 1 or 2 different investigations to further explore pushes and pulls from the "4 Simple Experiments" paper (see attached).
Social Studies	Complete Activity 1 from the document titled, "Maps and Globes"	Complete Activity 2 from the document titled, "Maps and Globes"	Complete Activity 3 from the document titled, "Maps and Globes"	Complete Activity 4 from the document titled, "Maps and Globes"	Complete Activity 5 from the document title, "Maps and Globes"

A Cool Pool!

by ReadWorks

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.

Name: _____ **Date:** _____

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?

warm

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.

Focus 23 Word Study Warm Up (1 minute)

Words that mean more than one usually end in s.

pan	pans	cap
caps	top	tops
pit	pits	

Say It, Move It		
		

High Frequency Words (1 minute)

for	as	had
make	play	said
good	she	all

Fluency sentences (1-2 minutes)

1. She said, "I put all the pans on top."
2. The caps are good for us to play with.
3. We had to look for the pits.

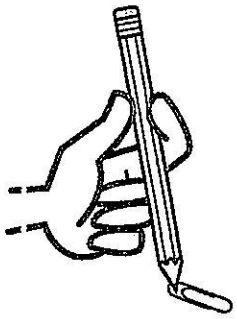
NAME | DATE

Race You to 20¢ page 1 of 4

Note to Families

Be sure to save this game board — you'll be using it again in the next Home Connection.

Materials



- Race You to 20¢, pages 1–4
- 40 pennies (or any other small item) for 2 players to share
- paperclip and pencil (for use as a spinner)

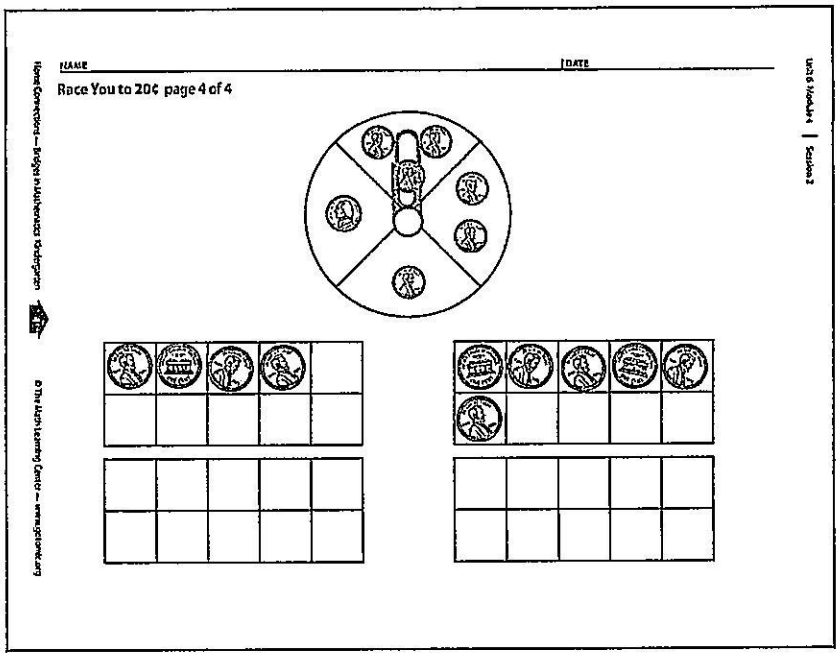
Instructions

1. Decide which side of the game board (page 3) each player will use and who will go first.
2. Take turns spinning the spinner and collecting that number of pennies. If you land on a nickel, you get to collect 5 pennies.
3. Set the pennies into the boxes on your side of the game board.
4. Be sure to wait until one player has finished a turn before spinning again.
5. Count and compare pennies after each round.
   - Who has more pennies?
   - How many more?
   - How much would the other player need to catch up?
   - How many more pennies until each player has 10¢? 15¢? 20¢?

(continued on next page)

NAME | DATE

Race You to 20¢ page 2 of 4



6 To win, a player must have exactly 20¢. If you spin more than you need, you must wait until your next turn to spin again.

7 Play the game several times this week.

8 Complete the What Comes Next? worksheet on page 4 and return it to your teacher.

Note Save the game board and pennies for the next Home Connection.

9 **CHALLENGE**

- Write equations that show the amount you have and the amount you still need. For example, for the game shown above, the player on the left would write $4 + 16 = 20$ and the player on the right would write $6 + 14 = 20$.
- 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 $4 < 6$ and $6 > 4$.

(continued on next page)

NAME _____ DATE _____

Race You to 20¢ page 3 of 4

NAME | DATE

Race You to 20¢ page 4 of 4

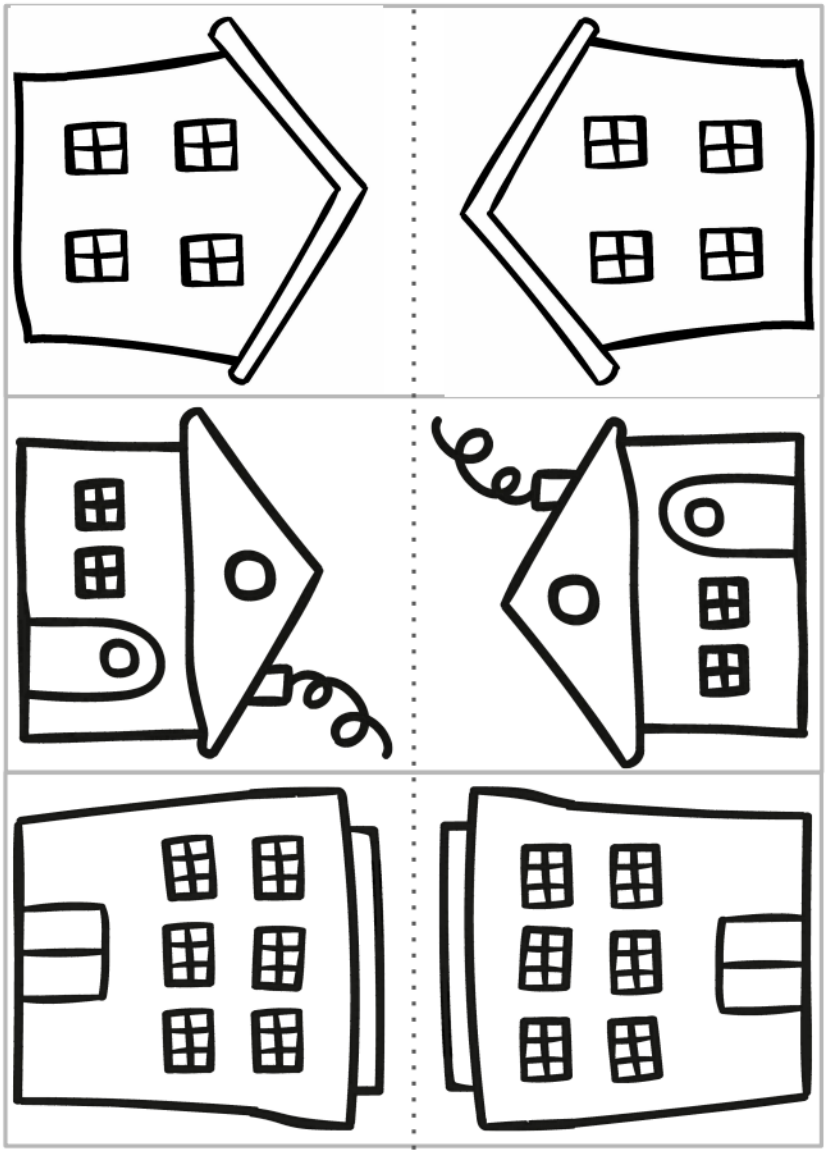
What Comes Next?

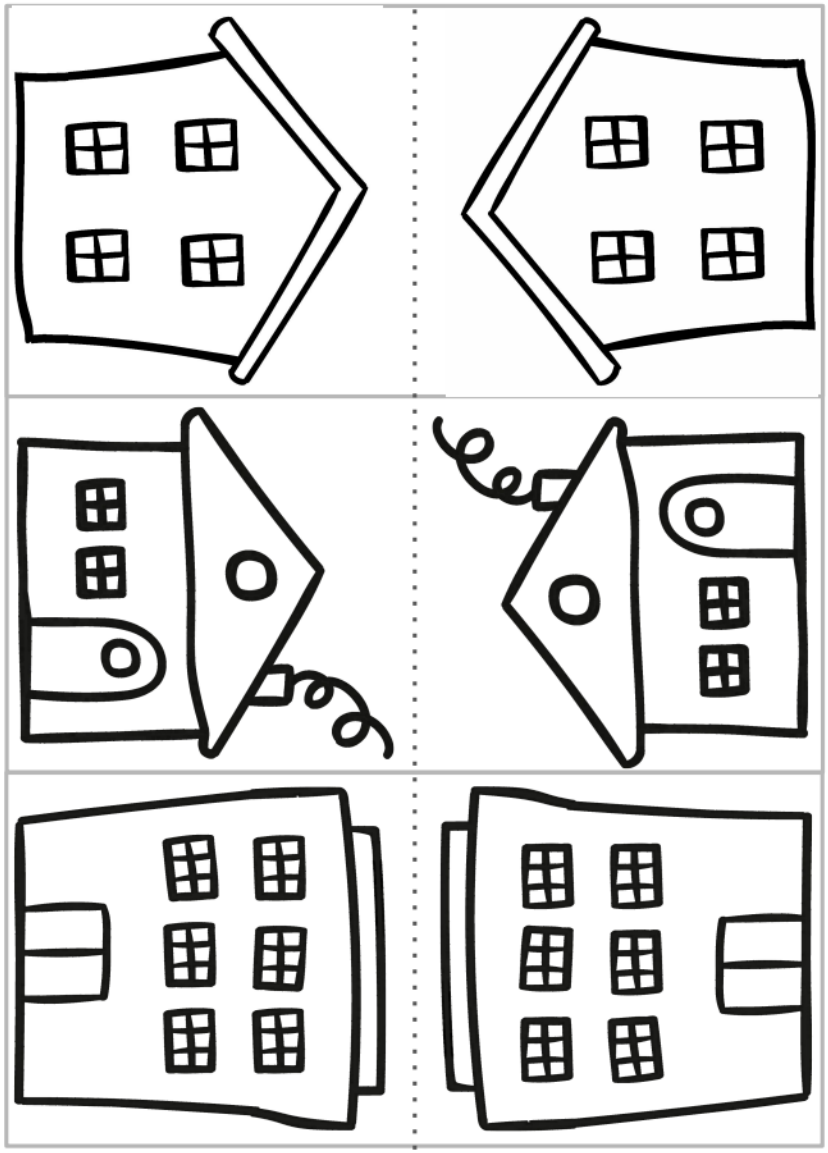
Write the number that comes next when you are counting.

9 10	2
6	0
4	1
8	3
5	7

Challenge

13	17
15	20





Mountains

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

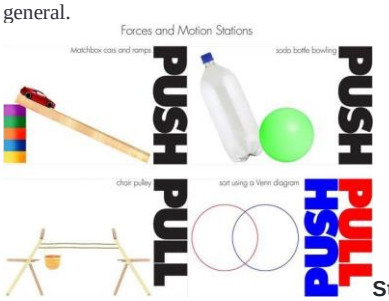
Mountains can be very, very tall! The highest place above the ground is on a mountain. This mountain is called Mount Everest.

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.

Maps and Globes

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

Introductory Video: (if cell phone is available)
https://www.youtube.com/watch?v=x7k7CeWDtWs

Activity 1:

This is a picture of a **globe**. A globe is a model of the Earth. A globe shows us where there is land and where there is water. It also shows us sizes of land areas and bodies of water. Usually the water is colored blue and the land is colored green. You can tell which is the land because it has a shape. The water surrounds the land.

Describe what a globe looks like.

- What shape is a globe?
- Is it flat or is it round?
- What other things describe a globe?

Activity 2:

On the picture of a globe below, color the land green and water blue.

Activity 3: Intro Video: (If cell phone is available)

https://www.youtube.com/watch?v=_pOKoIAnybg

Maps are small pictures of places on the Earth. Although the Earth is round, a map is usually drawn on a flat surface. Like a treasure map, a map can tell you where things are located. A map colors the water blue and the land green. You can tell which is the land because it has a shape. The water surrounds the land.

Describe a map.

- What shape is a map?
- Is it flat or is it round?
- What other things describe a map?

Activity 4:

On the picture of a map below, color the land green and water blue.

Activity 5:

Extend your thinking:

- What is the difference between a map and a globe?
- What is a similarity between a map and a globe?
- Which would you use to go to the store?
- Which do you think best and why?