

STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

Grade Level: Kindergarten


Week 6 (5.11.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Sometimes one event causes another event to happen. Read <i>Helping a Friend</i> . Write to tell how one event caused another event.	Read <i>Helping a Friend</i> again to increase fluency. Answer questions 1-4.	Read <i>Helping a Friend</i> again to increase fluency. Answer questions 5-7.	Read the Word Study sheet. Use 5 of the words to write your own sentences.	Quotation marks are used to tell the reader when someone is speaking. Circle the quotation marks you find in <i>Helping a Friend</i> .
Math	Greater Than? Less Than? Equal to? 1. Can you name 3 numbers that are greater than 7? 2. Can you name 3 numbers that are less than 12? 3. What number comes after 14? 23? 4. What number comes before 17? 30? 5. Can you show 6 in Legos, cereal pieces or beans? Can you show 13? How about 21? Can you count past 100? Can you count backward from 47? Give it a try!	Combinations to Ten: <i>Please complete the attached activity titled Combinations to Ten pages 1 & 2.</i>	Story Problems 1. 8 eyes. How many frogs? 2. 2 frogs on a log. 5 frogs in the water. How many frogs in all? 3. 7 frogs were sitting on a log. Some jumped into the water. There were 4 frogs left on the log. How many frogs are in the water? 4. 3 frogs on a log. 8 frogs are in the water. How many more frogs are in the water? 5. 6 frogs. How many eyes in all? You can use counters, fingers, cereal, Legos, or you can draw pictures or	Capacity Investigations: Pages 1 & 3 <i>Please complete the activity called Capacity Investigations. Do only page 1 and page 3.</i>	Capacity Investigations: Page 2 <i>Please complete the activity called Capacity Investigations. Do only page 2.</i>

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			numbers to solve these problems!		
Science	Who Lives There? (part 1): Think and write your best answers to the following: Where do animals live? Write and draw an example. Where do animals sleep? Write and draw an example. Where do animals get their snacks (food)? Write and draw an example.	Who Lives There? (part 2):  Draw and write your best answer: Look at the picture of a nest made of clumps of twigs and leaves. It's not a bird's nest. Who do you think lives there? Why do you think that? (Hint: look at the food it eats nearby): Get Up & Move: Stand up and pretend to nibble on an acorn, just like a squirrel. Now, curl up like a squirrel in its nest, full of acorns and safe from dogs.by)	Who Lives There? (part 3): Draw an animal in its home. Don't forget to include its food source nearby. Then copy and finish the following sentences: My animal is a _____. It makes its home in _____.	Go on a Nature Walk: With grown up permission, take a walk around someplace you think you might find some animal homes. Make a list of any animal homes you find and the animal that lives there. Write and/or draw your best answers to the following: What animal(s) did you see? Where do the animals live? How do you know?	Animal Homes Review: Think about the animal homes you learned about or saw this week. Draw and write your best answer to the following: If the animals could talk, what would you ask them? Why?
Social Studies	Complete Activity 1 from the document titled, "Long Ago and Today"	Complete Activity 2 from the document titled, "Long Ago and Today"	Complete Activity 3 from the document titled, "Long Ago and Today"	Complete Activity 4 from the document titled, "Long Ago and Today"	Complete Activity 5 from the document titled, "Long Ago and Today"

Helping a Friend

by ReadWorks



Enzo and Zoe were running a race. Enzo fell. He hurt his knee.

Zoe looked back. She was almost at the finish line. She wanted to win. If she kept running, she would win.

Enzo was her friend. Zoe stopped. She ran back to Enzo. She helped him up.

"Thank you," said Enzo.

"You're welcome," said Zoe. "If I fell, I would want you to help me. I'm glad I could help you."

Name: _____ Date: _____

1. What are Zoe and Enzo doing at the beginning of this story?



playing tag



running a race

2. What happened to Enzo?



He won the race.



He fell and hurt his knee.

3. What did Zoe *want* to do when she saw that Enzo had fallen?



win the race



help Enzo

4. What did Zoe *decide* to do when she saw that Enzo had fallen?



win the race



help Enzo

5. What happened to Enzo during the race?

6. What did you learn from "Helping a Friend"?

7. Draw a picture of Zoe helping Enzo.

Word Study Warm Up (1 minute)

Rhyming words, or words that have the same sounds at the end, often have the same letter patterns at the end (-et, -en).

jet	net	pet
wet	hen	pen
ten	men	

Say It, Move It

High Frequency Words (1 minute)

play	said	good
she	all	he
no	do	down

Fluency sentences (1-2 minutes)

1. She said the good hen can play down in the pen.
2. The ten men can all go on the jet.
3. He said, "No!" when the wet pet got a net.

Words with -et and -en

NAME _____

DATE _____



Combinations to Ten page 1 of 2

Note to Families

Students have been using ten-frames to help learn the number combinations to 10.

Draw a line from each ten-frame to the matching equation.

$$5 + 5 = 10$$

$$5 + 2 = 7$$

$$5 + 4 = 9$$

$$5 + 1 = 6$$

$$5 + 0 = 5$$

$$5 + 3 = 8$$

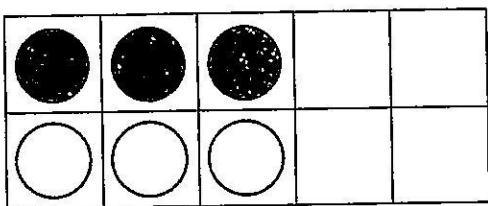
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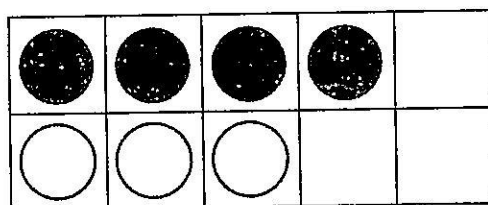
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Combinations to Ten page 2 of 2

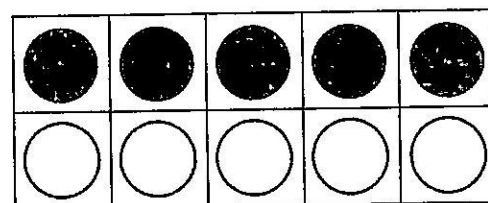
Write an equation for each ten-frame. The first one has been done for you.



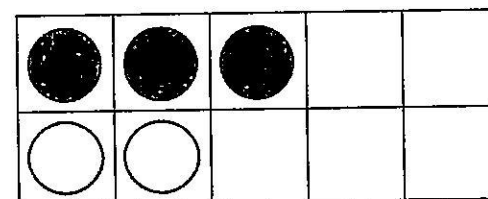
$$\underline{3} + \underline{3} = \underline{6}$$



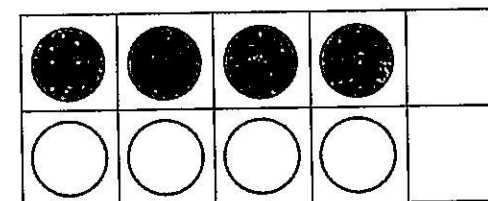
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



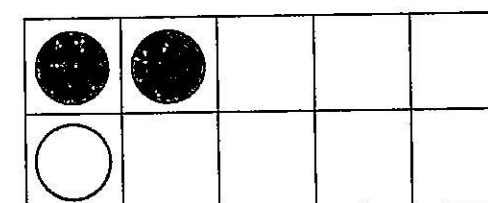
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



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



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



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

NAME _____

DATE _____



Capacity Investigations page 1 of 3

Note to Families

You will need to have the four containers for this activity cleaned and ready ahead of time. Help your child find them or ask neighbors or relatives if they have some. You may need to read the story problems on the Add & Subtract worksheet for your child.

Materials

- Capacity Investigations, pages 1–3
- 4 containers similar to the ones pictured at the bottom of page 3
- a $\frac{1}{2}$ cup measure
- scissors and glue

Instructions

- 1 Look at the pictures on the right side of the record sheet on page 3.
- 2 Do you have some containers that look like this in your refrigerator or in the cupboard? After the food or drink is used, rinse four containers and save them.
- 3 When you have your four containers, cut out the matching pictures and glue them in the boxes on the left of the record sheet (page 3).
- 4 For your first container, fill the $\frac{1}{2}$ cup measure to the top and pour it in. Do it again until the container is full, counting each $\frac{1}{2}$ cup.
- 5 How many $\frac{1}{2}$ cups did you use to fill the container? Write the number next to the picture. (You may need an adult to write the numbers if you are getting too wet.)
- 6 Do it again for the other three containers. Before you start, estimate (use your best guess) how many $\frac{1}{2}$ cup measures it will take.
- 7 **CHALLENGE** Do the activity again with one or more of the containers, using a 1-cup measure. First determine how many $\frac{1}{2}$ cups it takes to fill the full cup. Look at the worksheet to see how many $\frac{1}{2}$ cups it took to fill the container, and estimate how many 1-cup measures it will take.
- 8 Complete the worksheet on page 2 and return it to your teacher.

(continued on next page)

NAME _____

DATE _____

Capacity Investigations page 2 of 3

- 1** Add (+) or subtract (-). Use counters or draw pictures if you wish.

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

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

$7 + 2 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

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

$\underline{\quad} = 6 - 3$

- 2** Read the story problems and find out how many.

- a** Katy poured 5 cups of water into the aquarium. The water wasn't high enough so she added 4 more cups.

How many cups of water in all? _____

- b** Aaron put 2 cups of water in his water bottle. Then he added 2 more cups.

How many cups of water in all? _____

- c** The pitcher of juice had 10 cups in it this morning. Marla's family drank 6 cups of juice.

How many cups of juice are left? _____

- d** Darren put 6 cups of water in his dog's water bowl. The dog drank 4 cups of the water.

How many cups of water are left? _____

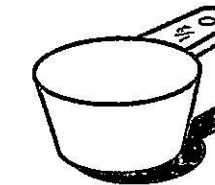
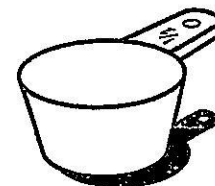
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NAME _____

DATE _____

Capacity Investigations page 3 of 3

How many half-cups does each container hold?



Find 4 containers in your home similar to those below. Cut around the 4 boxes that picture the containers you'll use for your measuring. Glue them in the boxes to the left.



Long Ago and Today

Benchmark Standard	History 1a: Students will use clocks, calendars, schedules, and written records to record or locate events in time.
Grade	K
Vocabulary / Key Concepts	Long ago; today

~This is a Winterthur Museum and Garden lesson, modified by CSD for use at home~

People who lived long ago were like us in many ways. They needed help to see in the dark. They enjoyed toast for breakfast. They liked to look neat and tidy. They used special materials for starting fires. As years go by, the materials or items from long ago, change with the times.

ACTIVITY 1:

Circle the objects that were used long ago. Cross out the objects that are used today.



Tinder Box



Flashlight



Box Iron



Matches



Iron



Kick toaster



Lantern



Toaster

ACTIVITY 2: Now write the names of the objects that were used long ago on the left. Pair them with the modern objects on the right.

Word Bank:

Tinder Box

Iron

Matches

Lantern

Matches

Flashlight

Kick toaster

Box Iron

Objects used long ago

Objects used today

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

ACTIVITY 3:

For every object that was used long ago, is there a similar item that is used today?

Why do you think the objects from long ago look different than the objects from today?

ACTIVITY 4: Draw the pictures (on the next page)

ACTIVITY 5: Answer the questions (on the next page)

Draw a picture of the objects used today in the correct box.

Objects used during the daytime.

Why do you use these objects during the day?

Objects used at night.

Why do you use these objects at night?
