

STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

Grade Level: Kindergarten

Week 9 (6.1.20)

	Day 1	CSD PD	Day 2	Day 3	Day 4
ELA	Read <i>When Grandma Was a Girl</i> . Write a summary of what you read.		Read <i>When Grandma Was a Girl</i> again to increase fluency. Answer questions 1-3.	Read <i>When Grandma Was a Girl</i> again to increase fluency. Answer questions 4-7.	Read the Word Study sheet. Use the words to write your own sentences.
Math	Story Problems with Frog & Toad <i>Please complete the attached activity titled Story Problems with Frog & Toad</i>		Hap Hops Again! <i>Please complete the attached activity titled Hap Hops Again!</i>	Can You Find the Match? <i>Please complete the attached activity titled Can You Find the Match?</i>	Numbers & Ten-Frames Bingo! <i>Please play the attached game Numbers & Tens-Frame Bingo! Play more than once! Who won? What strategies did you use? Have a tournament!</i>
Science	Who Lives in That Hole? (part 5): Desiree is still on her forest walk with her dad. She sees another woodpecker hole! She wonders who lives in that hole? She listens. She doesn't hear anything. She looks carefully. She doesn't see anything. She thinks that maybe nobody lives in that hole. Her dad lifts her on his shoulders to take a peek. A tiny mouse		Nature Walk (part 1): With a grown-up's permission, take a nature walk, just like Desiree did. Take some time to sit quietly outside – in a park, on the playground, or wherever you might be able to see the animals that live in your neighborhood. Make a list of the animals that you see and/or hear on your nature walk.	Nature Walk (part 2): With a grown-up's permission, take a nature walk, just like Desiree did. Today, watch for insects in the grass, birds in the trees squirrels scurrying across their path. Make a list and draw pictures with labels of the animals everyone sees.	Nature Explorer: With a grown-up's permission, take a walk and (carefully!) watch for places that animals might make their homes, from nests and tree holes to spaces under logs and rocks. Be sure to stay safe and make sure to look – but don't touch! – as you explore nature. Draw and write one or more of the animal homes you saw and the animal that lives there (or, if you did not see the

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	<p>scurries out of the hole! Desiree realizes that birds aren't the only animals that live in woodpecker holes! Her dad tells her that many birds and animals live in the holes that woodpeckers make. She thinks about all the animals that live in woodpecker holes. Big holes for big birds and little holes for little mice. She wonders if she could help make homes for animals like the woodpecker does. She and her dad build a birdhouse with a hole just the right size for a bird family! Draw and write: If you could make a birdhouse, what would it look like? What animal family would live in your birdhouse?</p>				<p>animal, draw and write what animal you THINK would live there!).</p>
Social Studies	<p>Complete Activity 1, Questions 1 & 2 from the document titled, "Respect for Others"</p>		<p>Complete Activity 2, Scene 1 from the document titled, "Respect for Others"</p>	<p>Complete Activity 2, Scene 2 from the document titled, "Respect for Others"</p>	<p>Complete Activity 2, Scene 3, and Activity 3 from the document titled, "Respect for Others"</p>

When Grandma Was a Girl

by ReadWorks



Jay and Susie opened the door. It was Grandma! They asked her to tell a story. She told them a story about her life. It took place many years ago.

Grandma was a little girl. She lived on a farm. She had three brothers. All of them had chores to do. Grandma fed the chickens and collected their eggs.

One day, Grandma found a rock in one chicken's nest. She was confused. How did that get there?

Then her brothers told her it was a joke. Grandma laughed. When they heard the story, Jay and Susie laughed too.

Name: _____ Date: _____

1. Who tells Jay and Susie a story about her life when she was a little girl?



the big bad wolf



Grandma

2. Where did Grandma live when she was growing up?



on a farm



in the city

3. What was one of Grandma's chores?



collect chicken eggs



cook dinner

4. What did Grandma find in a chicken's nest that did not belong?



a rock



milk

5. Who put the rock in the chicken's nest?

6. What did you learn from "When Grandma Was a Girl"?


7. Draw a picture of Grandma finding a rock in a chicken's nest.

Focus 29 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 (-ap, -up, -op).

cap	lap	map
up	cup	pup
top	pop	hop

Say It, Move It

High Frequency Words (1 minute)

no	do	down
have	help	look
out	off	take

Fluency sentences (1-2 minutes)

1. The pup likes to hop up and down off her lap.
2. I take my cup out of the top box and look at it.
3. I have a cap and a map to help my Pop.

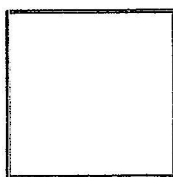
Words with -ap, -up, -op

NAME _____

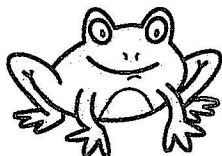
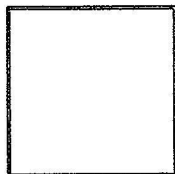
DATE _____

**Story Problems with Frog & Toad**

- 1 Four frogs sat on a big lily pad. Then 3 more frogs came to sit on the lily pad. How many frogs are on the lily pad now? Use cubes, pictures, or numbers to help solve the problem. Show your work. Write your answer in the box.



- 2 Five toads are swimming in the pond. Two of the toads are brown and the rest are green with black spots. How many toads are green with black spots? Use cubes, pictures, or numbers to help solve the problem. Show your work. Write your answer in the box.

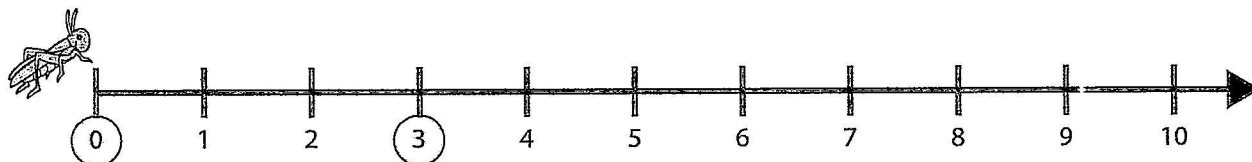




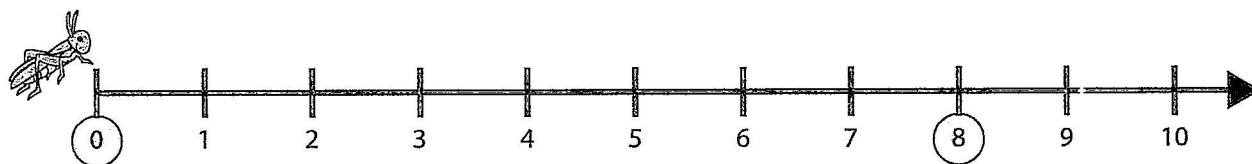
Hap Hops Again!

1 Help Hap hop across the number line. On each of the number lines below:

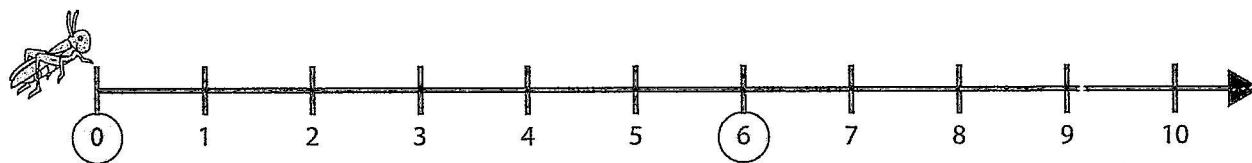
- Hop from the first circle to the second circle. Write the number to show how many hops Hap took. Then keep hopping up to 10. Write the number to show how many *more* hops Hap had to take to reach 10.



_____ hops + _____ hops = 10 hops

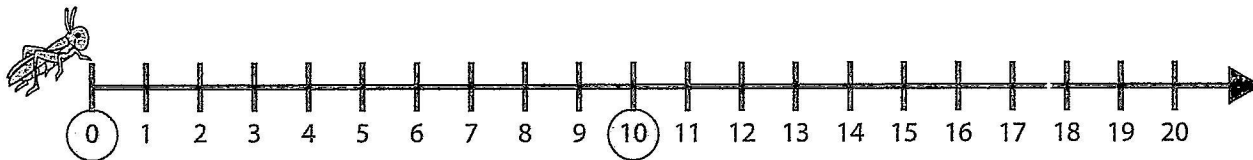


_____ hops + _____ hops = 10 hops

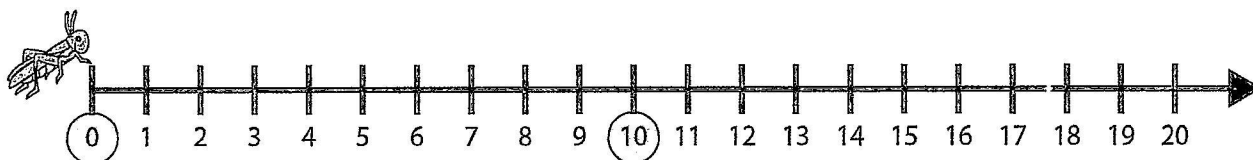


_____ hops + _____ hops = 10 hops

2 Hap took 10 hops across the number line. Then he hopped some more. Show Hap's hops on the line. Write how many hops in all.



Hap took 5 more hops after he landed on the 10. How many hops in all? _____



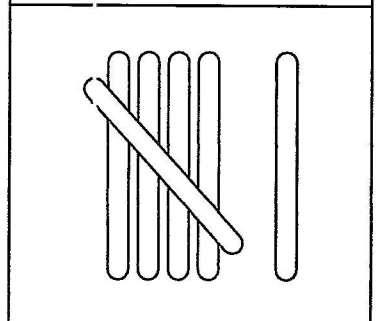
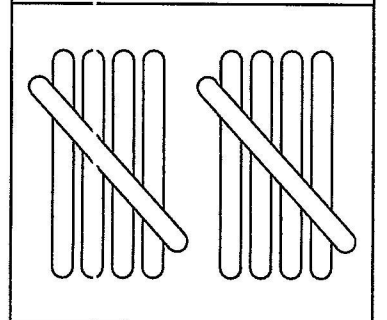
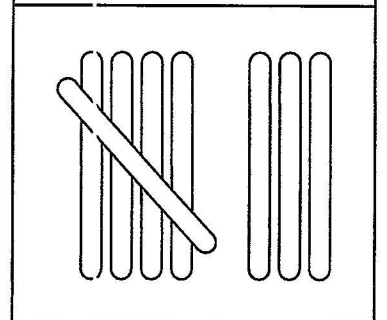
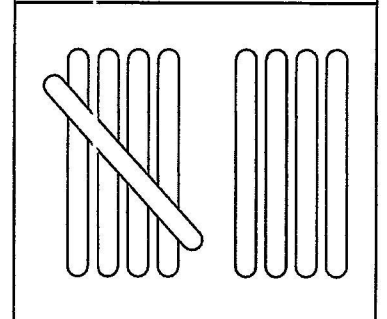
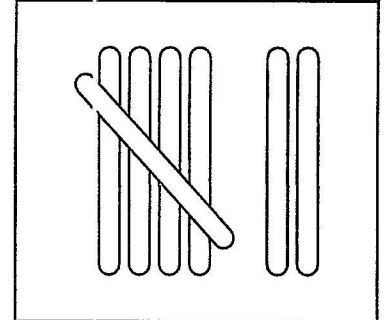
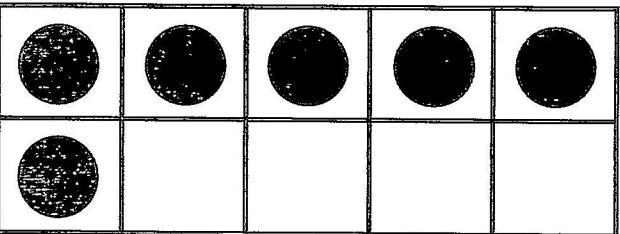
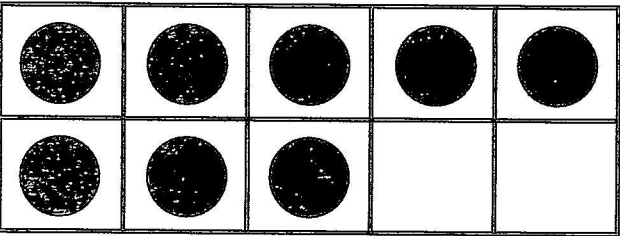
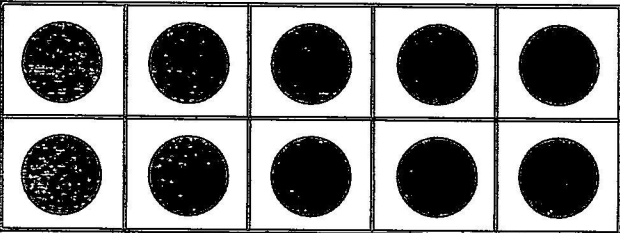
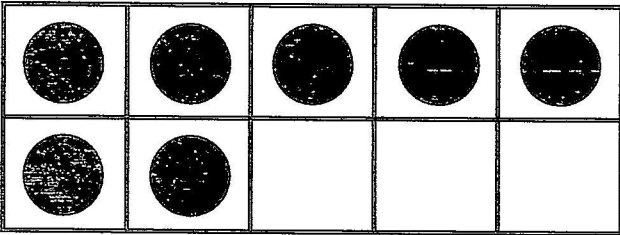
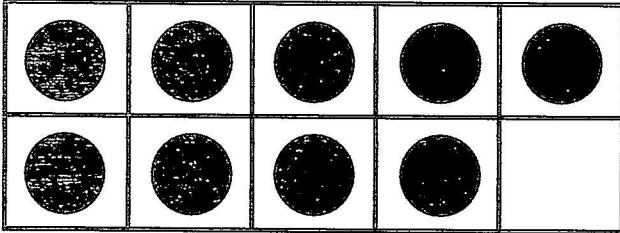
Hap took 7 more hops after he landed on the 10. How many hops in all? _____

NAME _____

DATE _____

Can You Find the Match?

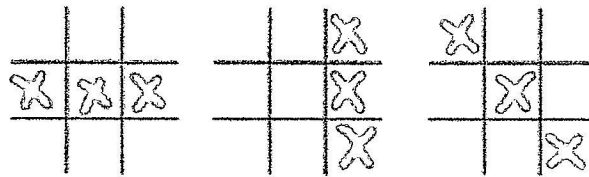
Draw a line from the ten frame to the tally sticks that match.



Numbers & Ten-Frames Bingo



Object of the Game

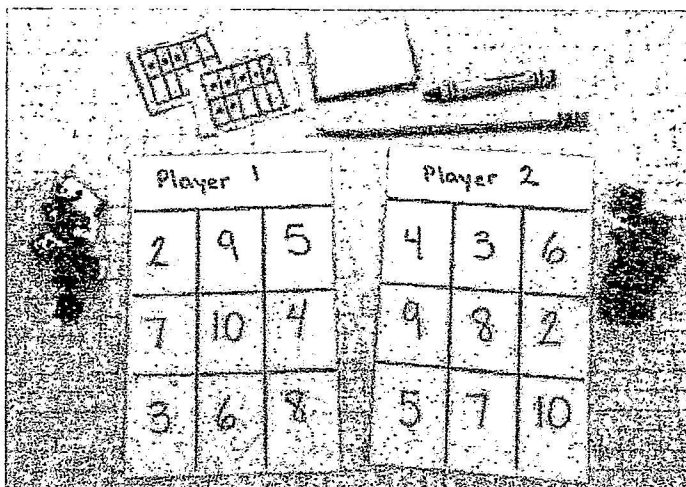
Be the first player to claim 3 spaces in a row, column, or on the diagonal to win the game.



3 ways to win!

Materials

- A deck of Ten-Frame Cards
Print the Ten-Frame Cards  or make your own by drawing ten-frames and dots on pieces of paper or cardboard. Cereal and cracker boxes make great cards.
- 2 Bingo boards (1 for each player)
Print the Bingo boards  or use paper and pencil to make your own.
- 18 objects to use as game markers for covering numbers on the Bingo board (9 for each player) You can use dried beans, buttons, coins, paper scraps, small toys such as building blocks, etc.).
- Pencil, pen, crayon, or marker



Skills

This game helps us practice

- Identifying numbers 2–10
- Matching groups of dots to the correct number
- Counting carefully when needed

How to Play

1. Get ready to play:
 - Print or draw a Bingo board. If making your own boards, write numbers from 2–10 in random order in the boxes.
 - Mix up the Ten-Frame Cards and place them facedown in a stack.
 - Decide who will go first.
2. Player 1 turns over a Ten-Frame Card. Then the player identifies the number of dots shown on the card and looks for a space to claim on the Bingo board. If either player has the number that matches the number of dots on their board, the player covers the number with a game marker.
3. Player 2 takes a turn drawing a card and identifying the number of dots. If either player has the number that matches the number of dots on their board, the player covers the number with a game marker.
4. Players continue turning over Ten-Frame Cards to claim spots on their Bingo boards. With each turn, both players look for the number on their Bingo board.
5. The first player to get 3 spaces in a row, column, or on then diagonal calls, “Bingo!” and wins!
6. Have fun!

Tips for Families

Before the game:

- Ask your child to name the numbers on their Bingo board. Not sure? Say the numbers together.
- Show your child a couple of the ten-frame cards and ask them how many dots do they see?
- If not using the printed Bingo boards, help your child set up their Bingo board. You might write the numbers for your child, and then have your child trace over your writing with a marker or crayon.

During the game:

- Ask your child to tell you how they know how many dots are on the cards. Since the ten-frame cards are often familiar from preschool or kindergarten, your child may have ways to recognize the quantities without counting. Small sets of dots such as 2, 3, or 4, they may be able to just see. (In education we call this subitizing.) They may know that if a row is completely filled with dots, that's 5 dots. They may know that if every box is filled with dots, that's 10 dots. If they count each dot, that's okay, too.
- Ask your child to read the number on the board before covering it up.
- Talk about strategy. Ask: *What number do you hope to get on your next turn? What would it look like?*

After the game:

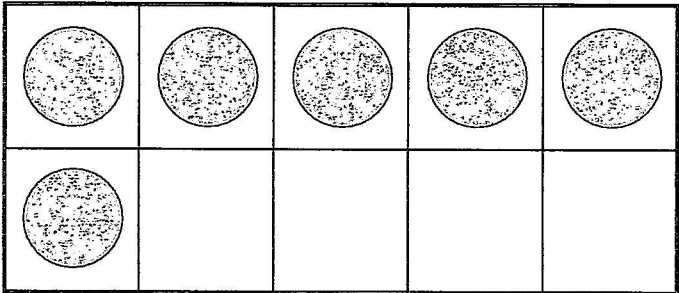
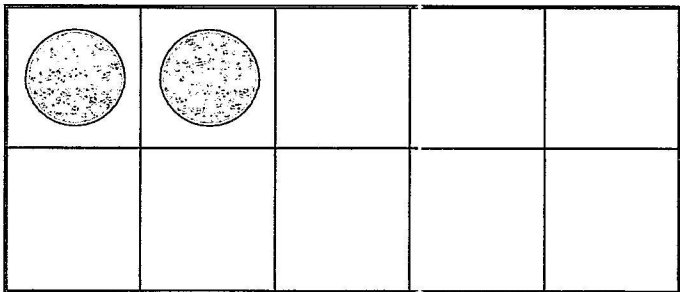
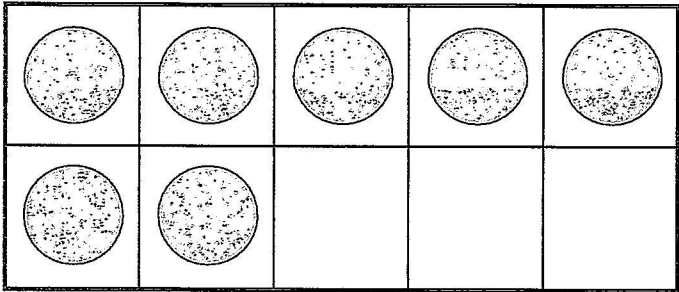
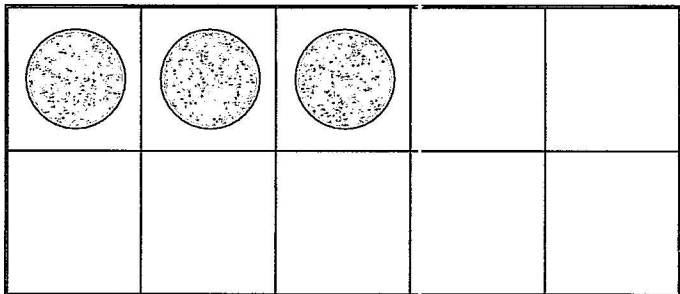
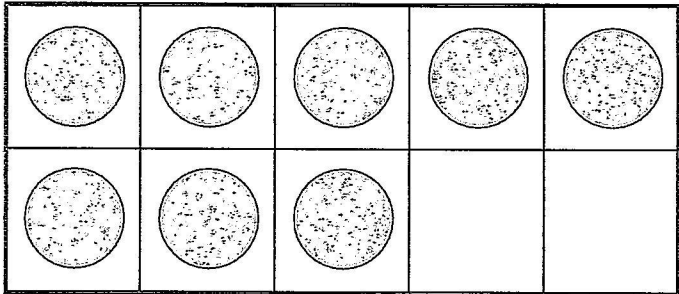
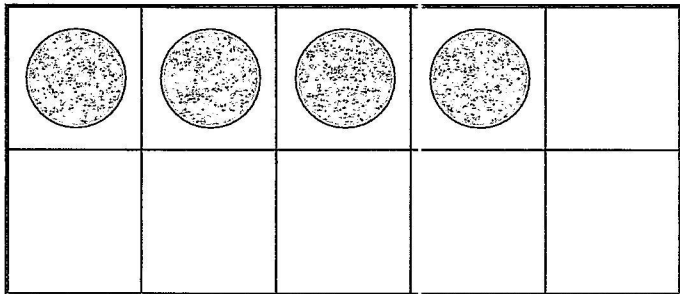
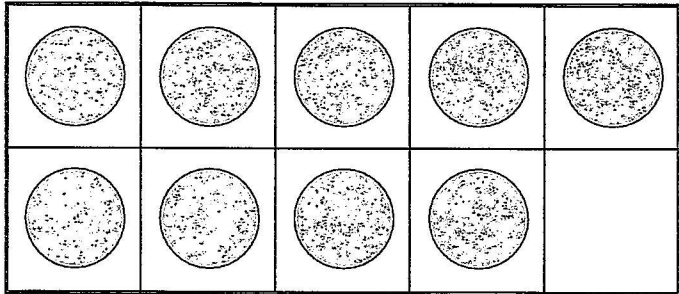
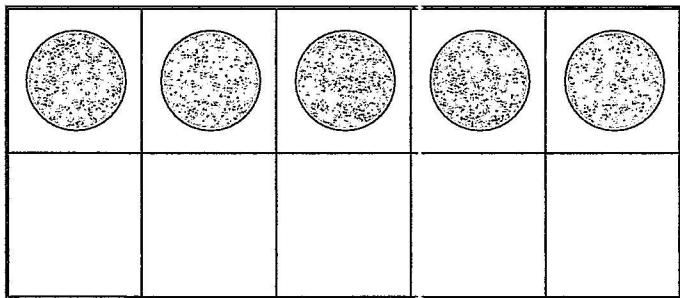
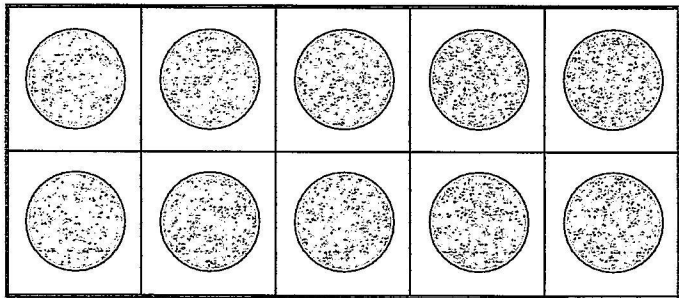
- Count how many numbers were covered and how many were not covered.
- Have your child read the numbers as each one is uncovered.

Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.

- After claiming a spot, have the player hop or do another action as many times as the number claimed.
- Play with 3 or more players. You'll need to print or make additional Bingo boards.

TEN-FRAME CARDS



NUMBERS & 10-FRAMES BINGO

2	9	5
7	10	4
3	6	8

NUMBERS & 10-FRAMES BINGO

4	3	6
9	8	2
5	7	10

Social Studies Home Learning Activities

Standard Benchmark Civics 2	Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.
Grade Band	K-3
Vocabulary/Key Concepts	Civil, respect, opinion, property

Do this, Don't do that!

Activity 1: Reading

Respect is important. It involves treating other people in ways that make them feel good about themselves. We show respect when we treat other people the same way that we want them to treat us.



Why should we show respect? First, it is the right thing to do. Second, if you treat other people with respect, they will probably show you respect.

Also, places where people treat one another with respect are very nice places to live and go to school. They are places where everyone feels important. They are places where no one acts as if they are better than other people.





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They are also places where we...

Do this...	Don't do that...
	
Treat other people the same way you want to be treated	Be mean to people who are different
Are nice to people who have opinions that are different than your opinion.	Say mean things to those who have different opinions
Take care of property that does not belong to you	Take or damage property that belongs to other people

And, they are places where we...

Say this...	Don't say that...
	
<i>"I like how you are different."</i>	<i>"You are really strange."</i>
<i>"I disagree with you but I still like you."</i>	<i>"That is really dumb."</i>
<i>"I will be very careful with your property."</i>	<i>"I don't care what happens to it because it is not mine."</i>



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1. Describe one thing that you could do to show respect at home or at school.

I could do this _____

2. Describe one thing that you could say to someone at home or at school to show respect.

I could say this _____

Activity 2: There are three cartoon scenes below. Read and look at each scene then...

- a. write down what a person who has respect would say or do
- b. write down what a person who does not have respect would say or do.

Activity 3: When you finish, ask yourself - why should people show respect for others, their opinions, and their property?



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Scene 1

Showing Respect for Others



Michelle looks different from everyone else.

What Might the Students Say to Michelle to Show Respect for Her?	What Might Students Say that Would <u>Not</u> Show Respect for Michelle?



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Scene 2

Showing Respect for Opinions



William and Savannah have different opinions.

What Might a Person Say to William to Show Respect for Him?	What Might a Person Say that Would Not Show Respect for Him?



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Scene 3

Showing Respect for Property



Jose is borrowing books from the library

What Might Jose do to Show Respect for Property?	What Might Jose do that Would <u>Not</u> Show Respect for Property?



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