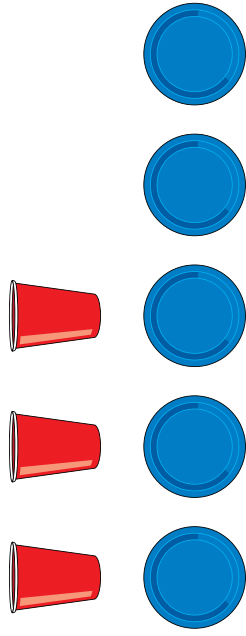




Kindergarten Math

Practice Together

Compare Within 5



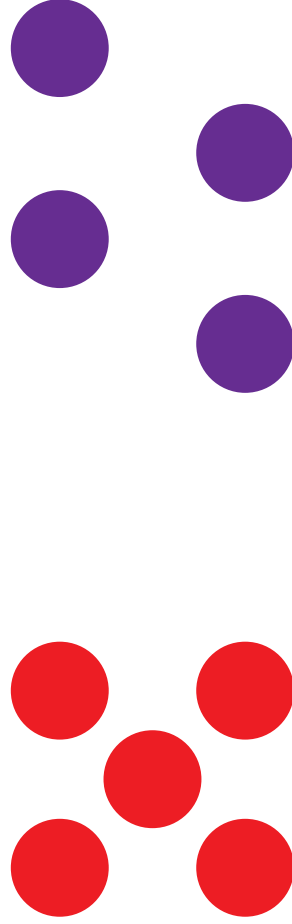
3

5



4

3



5

4

Guide children to compare two groups of objects and circle the group with more.
Have children circle the number that is more. For each problem, ask children to discuss how they can tell which group has more.

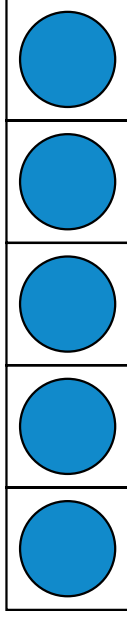
Talk About It Work with a partner. Was it easier for you to compare the plates and cups or to compare the dots? Why?

Practice Together

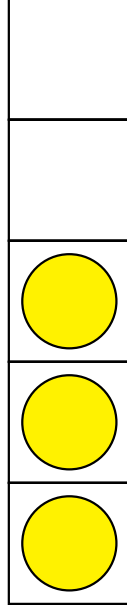
Compare Within 5

Name _____

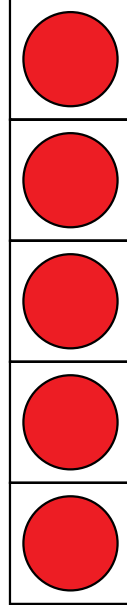
Which is less?



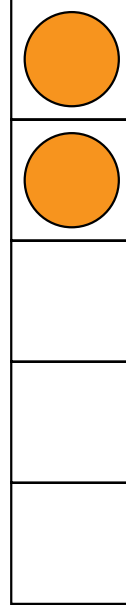
or 4



or 5



or 2



or 3

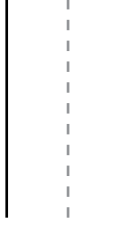
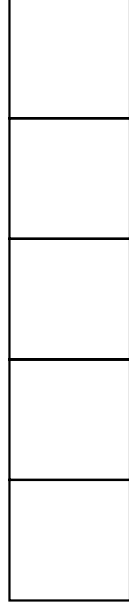
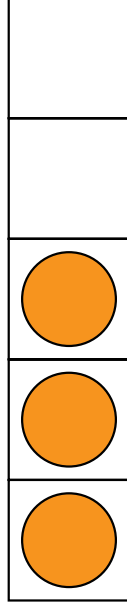
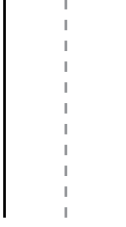
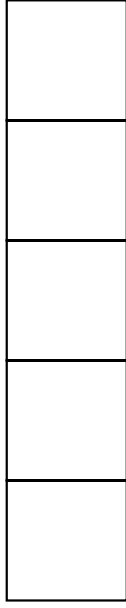
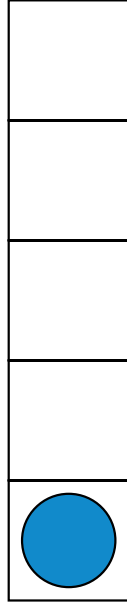
Guide children to count and write how many counters are shown. Ask them to compare that number to the number printed and circle the one that is less. For each problem, ask children to discuss how they can tell which is less.

Talk About It Look at each group of counters. Which group of counters has less than any of the others? How can you be sure?

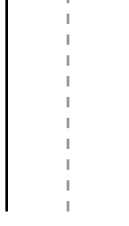
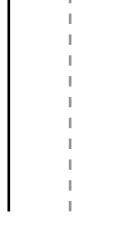
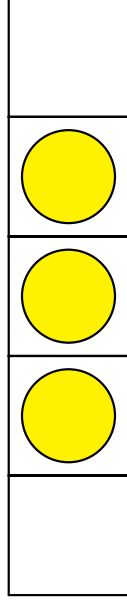
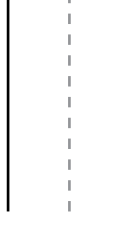
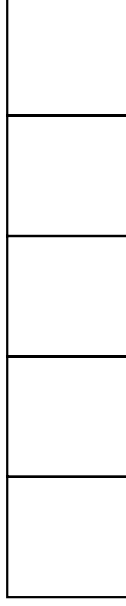
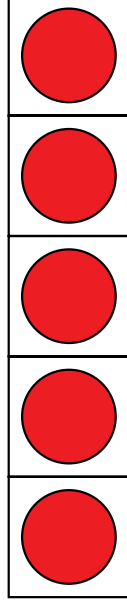
Practice by Myself

Compare Within 5

Draw more.



Draw less.



Have children draw more than or less than the number shown in a group of counters. Have children count and write the given number of counters. Allow children to decide how many counters to draw to show more (on the left) or less (on the right).

Talk About It How can you be sure you drew more? How can you be sure you drew less?

Lesson 5 Compare Within 5

Guided Practice

Step By Step

• **Guide children to compare two groups of objects and circle the group with more.**

Provide opportunities for children to compare quantities with activities such as Hands-On Activity 1.

► **Hands-On Activity 1**

- Have children look at the cups and plates. Ask: *Are there more plates or more cups?* If needed, have children draw matching lines between the cups and plates. Guide children to circle the group that has more—the plates.

MP TIP Reason Quantitatively

Matching the items in one group to the items in the other group helps children to make sense of quantities and their relationships. Continue to encourage children to draw matching lines when they are not sure which group has more. (MP 2)

- **Have children circle the number that is more.** Point out the numbers 3 and 5 to the right of the plates. Ask: *What do these numbers show?* Help children see that these are the number of cups and plates. Have children circle the number that is more.

• **For each problem, ask children to discuss how they can tell which group has more.**

Guide them to complete each problem, circling both a group and a number. Note that the dots are not aligned, so the comparisons are not as easy as in the first problem.

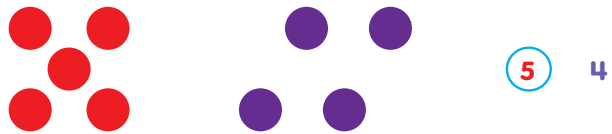
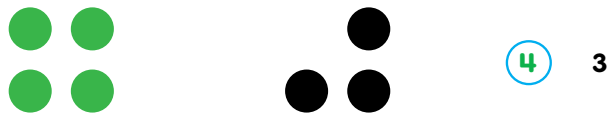
Error Alert Some children may struggle with the last problem. Children sometimes believe a group that is more spread out has more than a group that is compact.

► **Mathematical Discourse 1 and 2**

Ready Mathematics
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 37–38 after students have completed this section.

Practice Together
Compare Within 5



Guide children to compare two groups of objects and circle the group with more. Have children circle the number that is more. For each problem, ask children to discuss how they can tell which group has more.

Talk About It Work with a partner. Was it easier for you to compare the plates and cups or to compare the dots? Why?

► **Mathematical Discourse**

- 1 Talk About It** When children have completed this page, say: *Work with a partner. Was it easier for you to compare the plates and cups or to compare the dots? Why?*

Children might say it was easier to compare the plates and cups because they were aligned. In this set-up, they could readily see which group has more.

- 2 How did you compare the dots?**

Responses might include crossing out a dot in each group or drawing matching lines to find the group that has dots without a match.

► **Hands-On Activity 1**

Compare dots and counters.

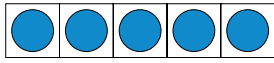
Materials For each child: 10 counters, Dot Cards 2—Small (Activity Sheet 3)

- Use dot cards for 1 through 5. Give each child two dot cards.
- Have children compare dots on their cards to find out which has more. Encourage them to place counters on the dots of each card simultaneously to help determine which card has more. The card with uncovered dots has more.
- Distribute different pairs of cards to children. Repeat the activity.

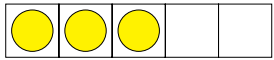
Practice Together
Compare Within 5

Name _____

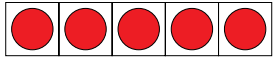
Which is less?



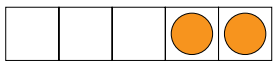
5 or 4



3 or 5



5 or 2



2 or 3

Guide children to count and write how many counters are shown. Ask them to compare that number to the number printed and circle the one that is less. For each problem, ask children to discuss how they can tell which is less.

Talk About It Look at each group of counters. Which group of counters has less than any of the others? How can you be sure?

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Guided Practice • Lesson 5

29

Guided Practice

Step By Step

- **Guide children to count and write how many counters are shown.** Before beginning this page, provide opportunities for children to use a 5-frame to show amounts and decide which is less with activities such as Hands-On Activity 2.

► Hands-On Activity 2

- Have children count and write the number of counters in the 5-frame at the top of the page.
- **Ask them to compare that number to the number printed and circle the one that is less.** Ask: *Is 5 or 4 less?* This problem mixes pictorial and symbolic. If children have trouble comparing, guide them to visualize or draw what 4 might look like on the 5-frame. Then have children circle the lesser number.
- **For each problem, ask children to discuss how they can tell which is less.** Guide children to use what they know about the 5-frame to help them determine which number is less.
- Monitor children's work. The last two problems ask them to compare to 2. If children struggle with this comparison, they may need more practice subitizing.

► Mathematical Discourse 3 and 4

► Fluency Practice

Ready Mathematics
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 39–40 after students have completed this section.

► Hands-On Activity 2

Show numbers and decide which is less.

Materials For each child: 5 counters, 5-Frames (Activity Sheet 13)

- Have children work in pairs. Each child places some of his or her counters on a 5-frame. Any number, 1 through 5, is fine.
- Have pairs compare their frames and decide which shows less. Have children count the number of counters shown and tell which number is less. Repeat several times.

► Fluency Practice

Identify 4 and 5.

Materials For display: Dot Cards
1—Large (Activity Sheet 2), Dot Cards
2—Large (Activity Sheet 4)

- Display several dot cards for 1–5 randomly in an array. Ask a child to find all the cards that show 4.
- Mix up the cards and ask another child to find all the cards that show 5. Then flash the cards one at a time, having children tell how many are shown.

► Mathematical Discourse

3 How can you use the 5-frame to help you compare the numbers?

Responses should indicate that knowing what each number looks like on the 5-frame helps them to decide which number is less.

4 **Talk About It** When children have completed this page, say: *Look at each group of counters. Which group of counters has less than any of the others? How can you be sure?*

Children should identify the group of two as having the least number of counters. Responses might indicate that there are more blank spaces in that 5-frame.

Lesson 5 Compare Within 5

Independent Practice

Step By Step

- Have children draw more than or less than the number shown in a group of counters.
- Have children count and write the given number of counters. Before beginning this page, provide opportunities for children to make groups with the same, more, and less with activities such as the Hands-On Activity.

Hands-On Activity

- Allow children to decide how many counters to draw to show more (on the left) or less (on the right). Have children look at the problem on the top left of the page. Have them count and write how many counters. Then have them draw counters to show more and write that number.
- Explain that there are different ways to solve these problems and more than one correct answer. Have children complete the other problem on the left.
- On the right, have them draw and write a number that is less. Point out that after counting how many are in the group shown, children should draw a group of counters with less or fewer.



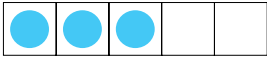

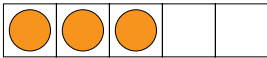
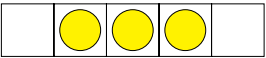
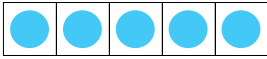

Mathematical Discourse 1 and 2

MP TIP Construct Arguments

Explaining how they decided what to draw helps children construct viable arguments about quantities. Have children listen to their peers' explanations to see how their own explanations are similar or different. (MP 3)

Practice by Myself
Compare Within 5

Pictures will vary. Check that the children draw more counters on the left and less counters on the right and that the numbers written match the number of counters. Possible answers:

Draw more.	Draw less.
 <u>1</u>	 <u>5</u>
 <u>3</u>	 <u>1</u>
 <u>3</u>	 <u>3</u>
 <u>5</u>	 <u>2</u>

Have children draw more than or less than the number shown in a group of counters. Have children count and write the given number of counters. Allow children to decide how many counters to draw to show more (on the left) or less (on the right).

Talk About It How can you be sure you drew more? How can you be sure you drew less?

Mathematical Discourse

- 1 How did you decide how many to draw when you had to draw less?
Responses might include counting the number in the top frame and then drawing a number that comes before that number.
- 2 **Talk About It** When children have completed this page, ask: *How can you be sure you drew more? How can you be sure you drew less?*

Children might say that they can draw matching lines between the counters in the frames to see that the bottom frame in the left column and the top frame in the right column each have unmatched counters. Or, they may understand that the 5-frame with less has empty spots in places where the frame with more has counters.

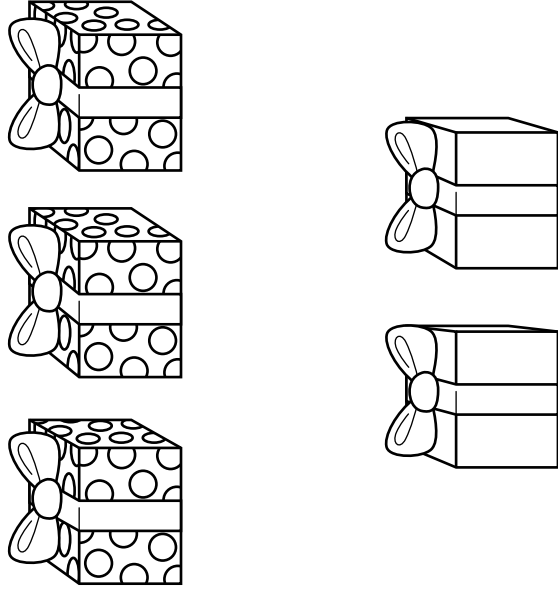
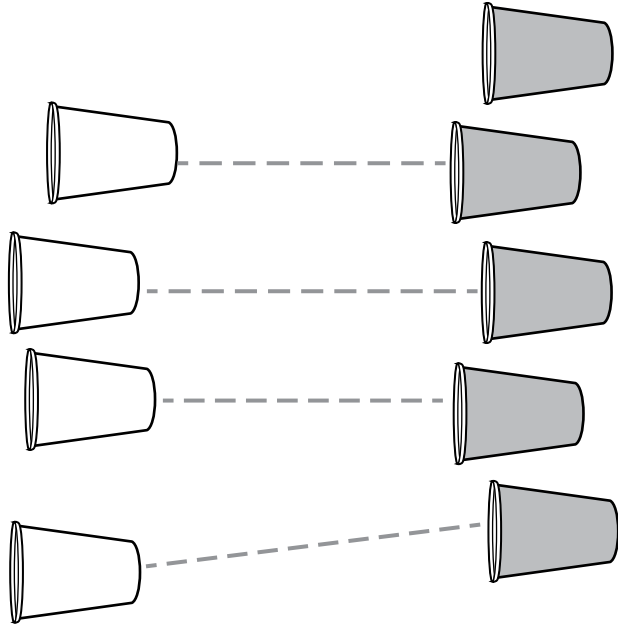
Hands-On Activity

Make groups of more, less, and the same.

Materials For each child: 9 counters, Dot Cards 2—Small (Activity Sheet 3)

- Give each child a dot card for 2, 3, or 4.
- Have children make two groups of counters—one that is more than the number of dots on their dot card, and one that is less.
- Discuss with children how they know that one group shows more and the other group shows less. Some children might make a group of counters that is the same as the dot card and then add a counter to make a group with more or take away a counter to make a group with less.

Example

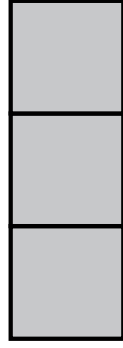


Have your child draw lines to match objects. In the Example problem, point out to your child that there are more shaded cups than white cups. For the problem on the right, ask your child to draw lines to match objects and then color the group with more presents.

Compare Within 5

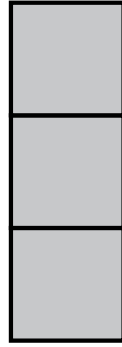
Name _____

Example



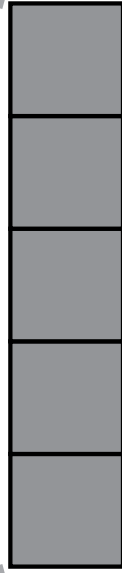
3

4



4

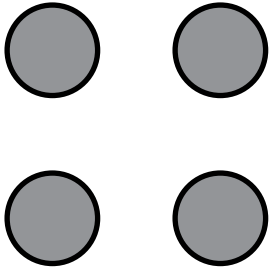
5



5

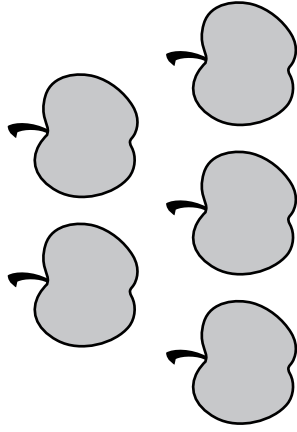
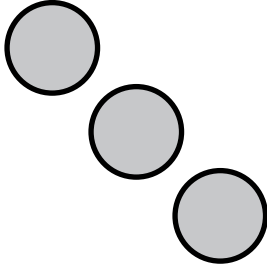
3

Have your child compare the two groups of shapes and circle the group with more. Then ask your child to circle the number that is more.



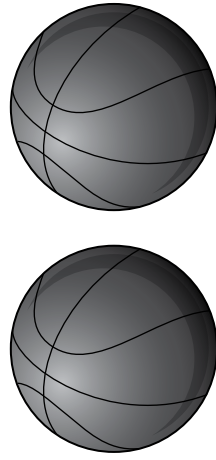
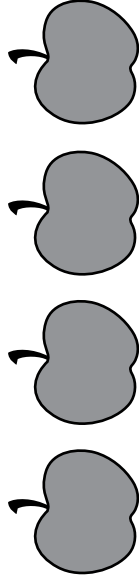
4

3



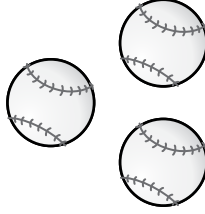
5

4



2

3



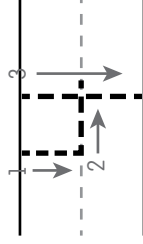
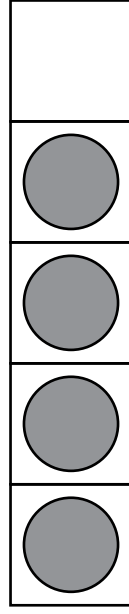
Have your child compare the two groups of shapes or objects and circle the group with more. Then ask your child to circle the number that is more.

Compare Within 5

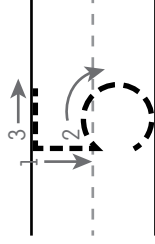
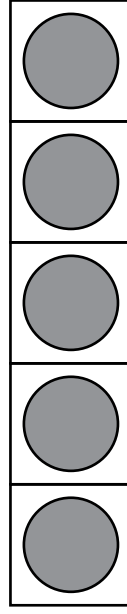
Name _____

Example

Which is less?

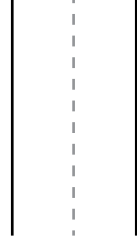
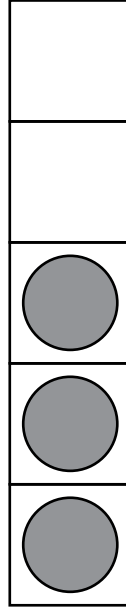


or



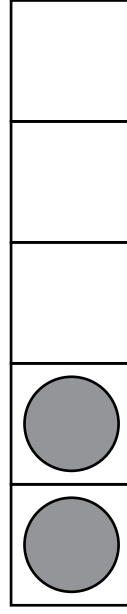
2

or



5

or



3

or

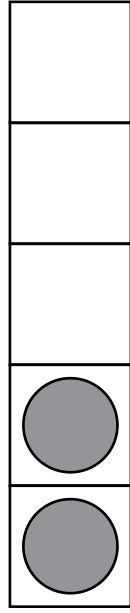
Have your child count and write how many counters are shown. Ask your child to compare the number he or she wrote with the number on the right. Have your child circle the number that is less, as shown in the Example.

Which is less?



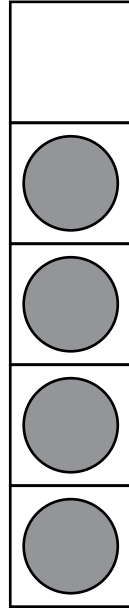
2

or



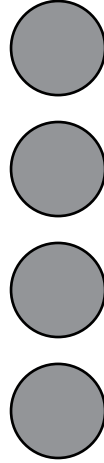
4

or



3

or



5

or

Have your child count and write how many counters are shown. Ask your child to compare the number he or she wrote with the number on the right. Have your child circle the number that is less.



You may wish to assign the following pages for practice after completing the Modeled Instruction in *Ready Mathematics*.

Lesson 5

Compare Within 5 Check that children have colored a group of more than 4 similar objects green, and a group of fewer than 4 similar objects orange.

Have your child find a group of more than 4 similar objects and color those objects green. Then have your child find a group of fewer than 4 similar objects and color those objects orange. Ask your child to color the rest of the picture using different colors.

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Lesson 5 Compare Within 5 **35**

Example The lines drawn may vary. Children should draw lines from any two presents at the top to the presents at the bottom.

B

M

Have your child draw lines to match objects. In the Example problem, point out to your child that there are more shaded cups than white cups. For the problem on the right, ask your child to draw lines to match objects and then color the group with more presents.

36 Lesson 5 Compare Within 5

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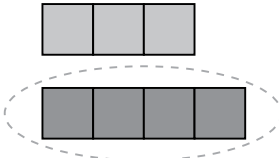
You may wish to assign the following pages for practice after completing the first Guided Practice in *Ready Mathematics*.

Lesson 5

Compare Within 5

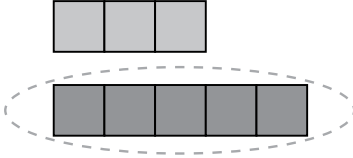
Name _____

B Example



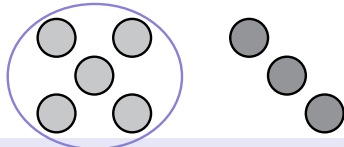
3 4

B



4 5

M



5 3


Have your child compare the two groups of shapes and circle the group with more. Then ask your child to circle the number that is more.

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Key

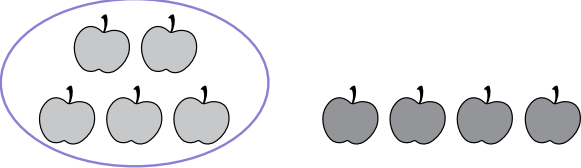
- B** Basic
- M** Medium
- C** Challenge

M




4 3

M



5 4

C



2 3

Have your child compare the two groups of shapes or objects and circle the group with more. Then ask your child to circle the number that is more.

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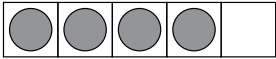
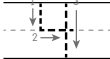

You may wish to assign the following pages for practice after completing the second Guided Practice in *Ready Mathematics*.

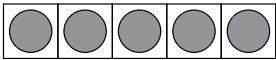
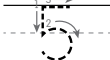

Lesson 5

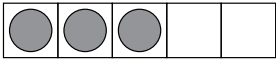

Compare Within 5

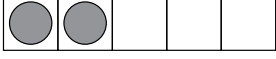

Name _____

Which is less?

B   or 



B   or 



M   or 5

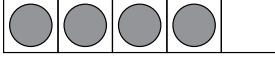


M   or 3



Have your child count and write how many counters are shown. Ask your child to compare the number he or she wrote with the number on the right. Have your child circle the number that is less, as shown in the Example.

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M   or 2

M   or 4

M   or 

C   or 5

Have your child count and write how many counters are shown. Ask your child to compare the number he or she wrote with the number on the right. Have your child circle the number that is less.

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Kindergarten Social Studies

Kindergarten

Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location. This will develop geographical awareness while using a variety of resources.

Task options:

- Draw and label a map of your neighborhood or home
- Practice writing your address
- With a family member discuss the maps provided

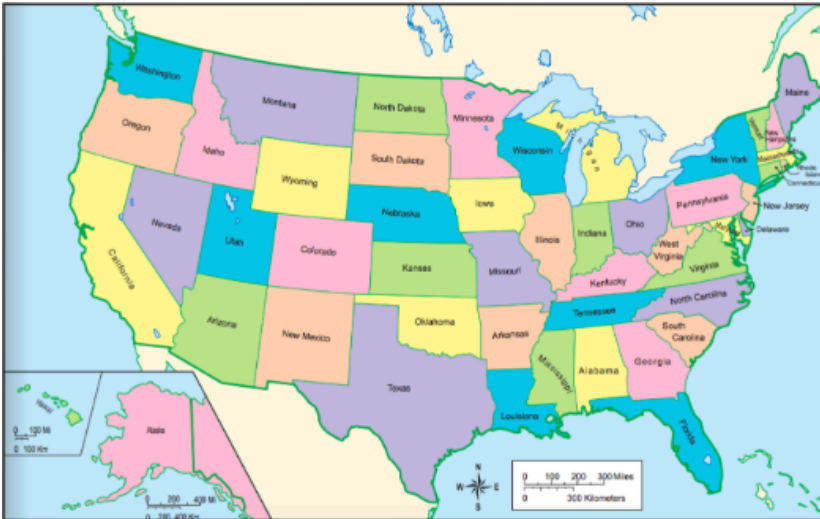
Globes



A globe is a model of the Earth; it shows water and land. Some globes show countries and others show landforms.

Point to the water. Point to the land. What do you notice about these globes? How are they the same and how are they different?

Maps



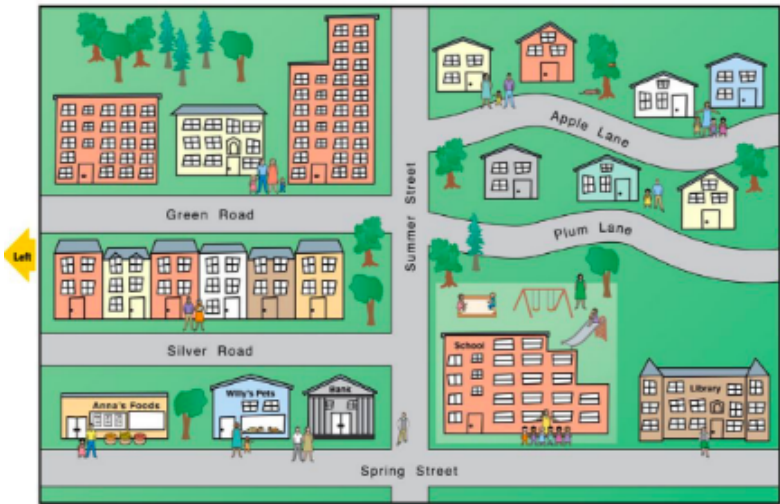
A map is a flat picture that shows where things are or different landforms. These are maps of the United States. What do you notice about these two maps? How are they the same and how are they different? Can you find the state you live in?

Maps

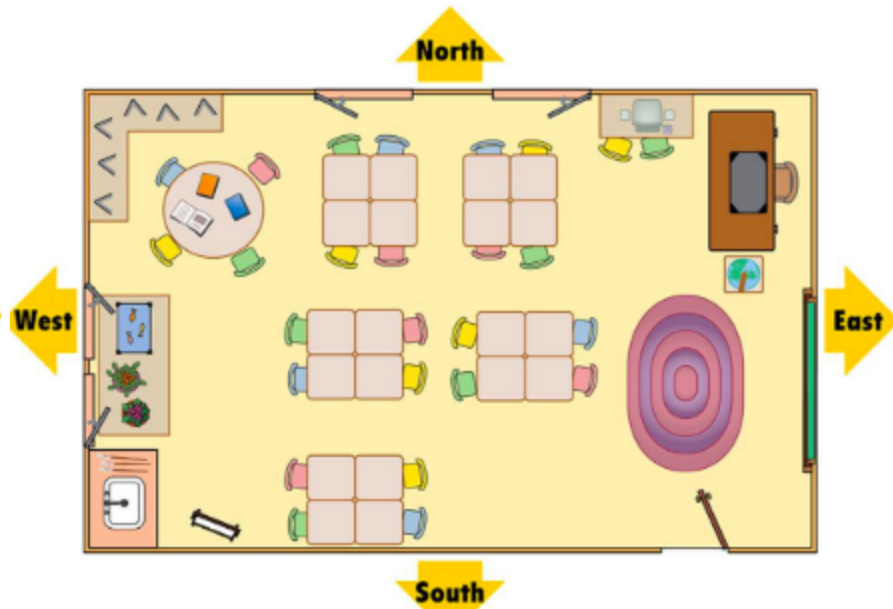


Above is a map of the state you live in and to the right is a map of downtown Knoxville. One shows landforms and one shows roads and buildings. Which map would you use if you wanted to find the SunSphere?

Neighborhood Map



Classroom Map



What do you notice about the map of a neighborhood and the map of a classroom? How do maps help us? What things would you include on a map of your street or house?

Task:

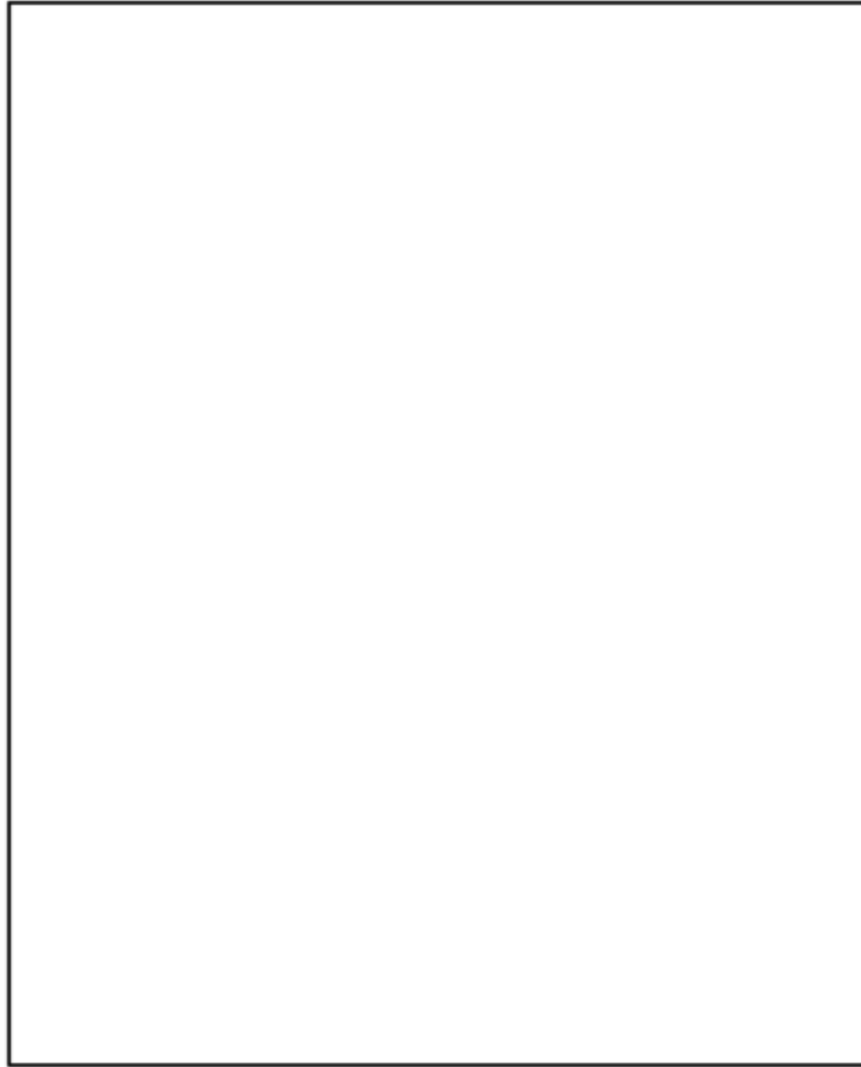
Your task for this week is to draw and label a map of your neighborhood or home.

- Make sure to include important places on your map.
- If it is a neighborhood map, you could include your home, your street, or your friend's home.
- If you are making a map of your home,
 - you could include your room,
 - your favorite room in your home,
 - or your favorite part of the outside of your home.

On the back of your map, write your address.

- Make sure your address includes your street name and home number, city name, and state.

Map of Home or Neighborhood



My Address

Number

Street

City

State

Picture of my home!



Optional Extension Resources for Kindergarten Social Studies

Brain pop Jr. Reading Maps

<https://jr.brainpop.com/socialstudies/geography/readingmaps/>

Me on the Map Book

<https://www.youtube.com/watch?v=b0cjSXC2rHE>

Social Studies Weekly Maps and Globes

<https://app.studiesweekly.com/online/publications/170127/units/170158#/articles/173916>

Social Studies Weekly What's Your Address?

<https://app.studiesweekly.com/online/publications/170127/units/170195#/articles/173924>

Studies Weekly is the adopted textbook for Kindergarten and is offering free and open access to their resources during this time. You can access Studies Weekly by going to [Studiesweekly.com](https://www.studiesweekly.com)



Kindergarten

ELA

K. ELA. Week 1

There will be a short video lesson of a Knox County Kindergarten Teacher to accompany this text available on the KCS YouTube Channel and KCS TV.

Tennessee's English Language Arts (ELA) standards ask students to read, talk, and write about a variety of texts. In this activity packet, your child will have the chance to do just that as they work to read a simple decodable text and listen to complex text to solve a mystery.

First, your child will practice reading words in order to read the decodable text I Have!

- Read the words- **hat, hit, hot, him, and hop.**
 - If your child needs help reading these words have him say the sound each letter represents and then blend the sounds together quickly
- You may choose to take turns reading I Have! with your child, read the text at the same time, or have your child read independently.

Finally, your child will meet the "Super Sleuthhound." Tell your child that a sleuth is like a detective. Detectives look for clues to help them solve a mystery.

In this week's text, your child will be looking for specific clues about:

TOPIC: Let's Go Exploring

ESSENTIAL QUESTION: What can we learn from our adventures?

Remind your child that an adventure is an unusual or exciting new experience. Adventures can happen almost anywhere (at home, in a park, on a trip, etc.) Ask your child what adventures they've been on. Tell them as they read, they'll be looking for clues to explain how an adventure can help us learn something. ***You will read the story aloud to your child.***

At the end of the text, there is a "Be a Sleuth" section containing questions to discuss and write about the text.

- Look for Clues – ***What reasons does the author give to support the idea that we should explore our world?***
 - You may help your child to underline evidence for this question or you can discuss the reasons why the author says we should explore the world. Be sure that students refer back to the details in the text. Also, refer back to the essential question – What can we learn from our adventures?
- Ask Questions – ***How can the author make this opinion piece stronger? What other questions do you think the author should answer?***
 - As your child generates a question, you may choose to add a question you have as well. If your child struggles to ask a question, you may make a question as a model and then create one together.
- Prove It! – ***Draw a picture of Lewis and Clark discovering a new plant, animal, or land feature. Label your picture with one or two key details from the text. You may write a sentence.***
- Extended Challenge: ***Pretend you're an explorer (just like Lewis and Clark). What is something that you discovered? A new flower, animal, insect, or anything. What does it look like? Smell like? Feel like? What can it do? Draw a picture about your discovery and if you can, dictate or write a short sentence about your new discovery.***
 - Both the Make Your Case and Extended Challenge are written tasks. Your child should be able to create an illustration, label the picture, and write 1-2 sentences about the topic.

Color pictures that begin with /h/.

Name _____



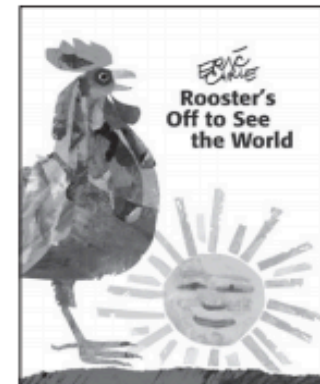
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Family Times

You are your child's first teacher!

This week we're ...

Reading *Rooster's Off to See the World*



Talking About Adventures

Learning About /h/ Spelled *Hh*
Sequence

Here are ways to help your child practice skills while having fun!

Day 1 **Read Together**

Read the poem below and help your child make a list of words that start with /h/.

**Harry the heavy hippo
had a huge house.
He hid in the house
afraid of a helpless mouse.**

Day 2 **Read Together**

Have your child read Decodable Story *I Have!* Find /h/ words.

Day 3 **Initial Hh**

Write *hat*, *hop*, and *him* on paper. Have your child change the last letter in each word to make new words. List all the new words your child makes.

Day 4 **Naming Parts**

Think of things in and around your home that start with *Hh*. Have your child identify and say the words while you list them. Then together use the words as subjects, or naming parts, of sentences. For example, *The hair dryer blows hot air.*

Day 5 **Practice Handwriting**

Have your child practice writing words that start with *Hh*.

hot hit him hop ham

Words to talk about

**world lonely trip
horizon journey homesick**

Words to read

**are that do
me with she
hop hot him
hat hid hit**

Name _____

I Have!



I have a hat.

The hat is little.

That is my hat.



The hat is on me.

It is my little hat.

Do you have a little hat?

2

1



I can hop with the hat.
I can hit with the hat.

3

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I like my hat.
Do you like my hat?

4

Decodable Story *I Have!*
Target Skill /h/ Spelled Hh

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Hi, Sleuthhounds!

In this unit we will look for clues about adventures and where adventures can take us. Here are some tips to help you.

Let's Go Exploring

Sleuth Tips:

- **Look for Clues:**
 - How do Sleuths remember clues?
 - Write a list
 - Draw a picture
- **Ask Questions:**
 - Why do Sleuths ask questions?
 - To gather facts
 - Find out information they want to know more about
- **Make Your Case:**
 - How do Sleuths work with other Sleuths?
 - Share their ideas with others
 - Listen to others' ideas
- **Prove It!:**
 - What do Sleuths think about before showing what they've learned?
 - Think about what they've learned
 - Decide what is important and what is not
 - Share only important info

Let's Explore Our World

Suppose you are on a hike. You see a kind of bird no one has ever seen before. How would you feel? You would be excited and proud. This is why you should explore the world. You can learn new things and have great adventures.

People have always been curious about the world. Their curiosity has led to some amazing adventures. One of the greatest adventures was the Lewis and Clark Expedition more than 200 years ago. President Thomas Jefferson asked two men, Meriwether Lewis and William Clark, to explore the western part of our country. The United States had just purchased this huge territory, which stretched from the Mississippi River to the Pacific Ocean. President Jefferson wanted to know about the land, animals, plants, and people of the West.



The trip lasted two years. Lewis and Clark and their 31 men traveled west on boats on the Missouri River. Sometimes they hiked or rode horses. They found many plants that scientists didn't know about. They drew pictures of the plants. They saw unfamiliar animals such as coyotes and grizzly bears. Lewis and Clark were amazed by the Rocky Mountains. They were high and rugged and unlike any mountains in the East. The explorers saw an enormous waterfall: the Great Falls of the Missouri River. They met around 50 Native American tribes. They finally saw the Pacific Ocean. Lewis and Clark learned so much about the land, animals, plants, and people of the West. They reported their findings when they returned to Washington, D.C. They helped all Americans better understand our world.



You may never discover a new plant, animal, or waterfall, but you can still have interesting adventures. You can go on hikes and find plants and animals that are new to you. You might even see a waterfall or a high mountain. Everyone should explore our world!

Look for Evidence What reasons does the author give to support the idea that we should explore our world?

Ask Questions How can the author make this opinion piece stronger? What other questions do you think the author should answer?

Prove It! Performance Task Have children draw a picture of Lewis or Clark discovering a new plant, animal, or land feature. Ask children to label the picture with one or two key details from the text. Children may write or dictate a short phrase or sentence.



KCS @ home

Kindergarten Science



Can You Build a Better Nest Than a Bird?

Directions: Read the passage below with an adult and then follow the directions.



It is spring time in Tennessee and you may have noticed a lot of birds chirping and singing outside. Those birds are busy building their nests. Birds build their nests in the spring because it is warm and birds can find the food and nest building materials they need. Bird nests are made of many different materials. Some birds weave together grass and twigs. Other

birds use mud and water to hold the nest together. In this design challenge you will build a bird nest using only natural materials that you find outside.

Your Challenge: Build a bird nest that can safely hold one egg. You can only use natural materials that you find outside.

Step 1: Make a plan. What materials do you think would make a good nest? What can you collect outside that will keep an egg warm are safe? Draw your idea in the box below. Label important parts of your nest.

Step 2: Go outside to collect materials for your nest. Can you spot things birds need to have in their habitat? Check the box of the things you find. Adult supervision required.

Things to eat:

- Worm
- Nuts or seeds
- Insects like a beetle or caterpillar

Nest Materials:

- Thin sticks or twigs
- Grass, straw, leaves
- Water or mud
- Find something the size of an egg like a pinecone or small rock.


A place to live (a shelter):

- Nest




Step 3: Build a nest that can safely hold one egg.

Step 4: Test your nest. Gently blow on your nest like the wind.

	Circle one	
Did the egg fall out?	YES	NO
Did your nest fall apart?	YES	NO

Step 5: How could you make your nest better? Draw your idea for a better nest.

 You can share your nest with us by tweeting a picture to @KCSScience