

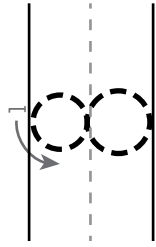
**KCS**  **home**

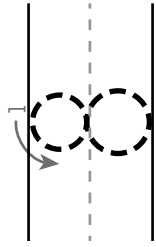
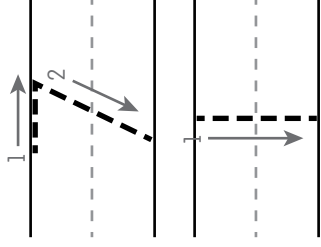
# Kindergarten Math

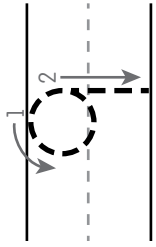
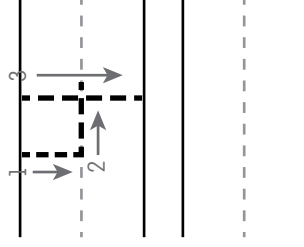
# Make 8 and 9

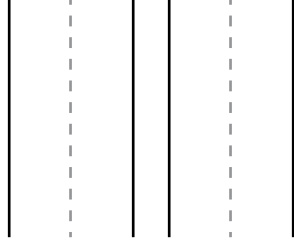
Name \_\_\_\_\_

## Example

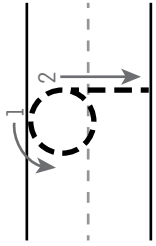


Guide your child to trace the numbers on the left and draw more counters in the 10-frames to show a total of 8 or 9. On the right, have your child write the number of gray counters shown and the number of counters that he or she drew to make the total.



●	●	●	●	●	
●	●	●	●	●	●



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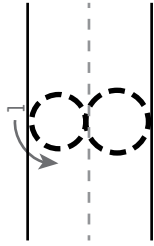
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●	●	●	●	●	
●	●			●	



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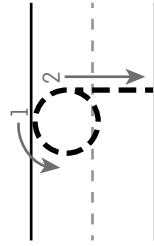
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**Guide your child to trace the numbers on the left and draw more counters in the 10-frames (if needed) to show a total of 8 or 9.** For the first two rows, have your child write the number of gray counters shown and the number of counters that he or she drew to make the total. For the last row, have your child use two colors to draw counters that show another way to make 9 and write the number pair.

# Problem Solving Connection

Teacher-Toolbox.com

Make 8 and 9 Problem Solving Connection

Problem 1

There are 8 candles.  
Someone takes 3 candles away.  
How many candles are left?



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Make 8 and 9 Problem Solving Connection

Problem 2

There are 5 jars of jam on a shelf.  
3 more are put on the shelf.  
How many jars of jam are on the shelf now?



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Make 8 and 9 Problem Solving Connection

Problem 3

There are 9 flowers.  
5 are yellow and the rest are pink.  
How many are pink?



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Unit 3 Making 8 and 9  
Curriculum Associates

Show your work

## Solutions

### Problem 1

Take From, result unknown

$$8 - 3 = \boxed{5}$$

### Problem 2

Add To, result unknown

$$5 + 3 = \boxed{8}$$

### Problem 3

Put Together, addend unknown (Challenge)

$$9 = 5 + \boxed{4}$$

# Problem Solving Connection

 Modeled Instruction

## Teacher-Toolbox.com

Make 8 and 9 Problem Solving Connection

Problem 1

**There are 8 candles.**  
**Someone takes 3 candles away.**  
**How many candles are left?**



Read the problem as a class. Have children work independently to solve the problem, allowing sufficient time for them to work through the problem on their own. Invite children to share their answers and discuss as a class.  
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Make 8 and 9 Problem Solving Connection

Problem 2

**There are 5 jars of jam on a shelf.**  
**3 more are put on the shelf.**  
**How many jars of jam are on the shelf now?**



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Make 8 and 9 Problem Solving Connection

Problem 3

**There are 9 flowers.**  
**5 are yellow and the rest are pink.**  
**How many are pink?**



Read the problem as a class. Have children work independently to solve the problem, allowing sufficient time for them to work through the problem on their own. Invite children to share their answers and discuss as a class.  
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### At A Glance

Children solve and discuss problem-solving situations. The problems are located on the online Teacher-Toolbox as individual PDFs for use as whole class instruction.

These provide problem-solving opportunities beyond the Student Book. They may be used along with the *Explore Together* scene in the Student Book. They may also be used with the corresponding black-and-white scene in *Practice and Problem Solving* for a more open-ended approach.

### Step By Step

- **Read the problem as a class.** Display a problem and read it aloud. Discuss the problem with children to make sure they understand what it is asking before having them think about ways to solve it.
- **Have children work independently to solve the problem, allowing sufficient time for them to work through the problem on their own.**

#### MP TIP Persevere in Problem Solving

Allowing children sufficient time to think through the problem on their own encourages them to try different approaches if their first or second attempt does not work. This builds confidence in finding ways to use what they learned from those attempts to revise their thinking on subsequent attempts. (MP 1)

- **Invite children to share their answers and discuss as a class.** Encourage children to explain how their answers are alike and how they are different. Ask if anyone got a different answer to assess understanding and help children avoid common errors.

### Solutions

#### Problem 1

Take From, result unknown

$$8 - 3 = \boxed{5}$$

#### Problem 2

Add To, result unknown

$$5 + 3 = \boxed{8}$$

#### Problem 3

Put Together, addend unknown (Challenge)

$$9 = 5 + \boxed{4}$$



# Kindergarten Social Studies

## Kindergarten Social Studies Maps and Globes

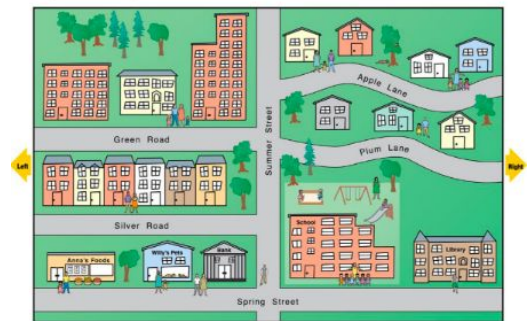
A globe is a model of the Earth. It shows water and land. Some globes show countries and others show landforms.



A map is a flat picture that shows where things are or different



Neighborhood Map



## TASK

Read a story. When you finish, imagine the setting or where the story is taking place. Draw a map on the back of this paper of the setting of the story.

Remember to include the character's homes, the streets the characters live on, and important places in the story.



# Kindergarten

## ELA



There will be a short video lesson with 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.

- Read the words below (hot and him)
- In the boxes below, please have your student write the words hat, hit, and hop. Write one letter per sound box.
- Ask your student to write the following sentence: "I have a little hat."
- Your student will write the sentence on the dotted line provided below.
- Parents, as you review your student's work, these are the sentence criteria we look for.
- These tasks align with Kindergarten Foundational Literacy standards and the decodable reader "I Have" that students may have read the week of April 6.

 **5 star writing** 

	Capital letter to start my sentence. → I see a dog.
	Punctuation to end my sentence. Where is the dog?
	Use finger spaces. The dog is brown.
	Use neat handwriting. Kk
	My sentence makes sense. 

hot

him

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**KCS @ home**

# **Kindergarten Science**

# Kindergarten Science: Week 2

## Going on a Scavenger Hunt!



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Guide your child through this activity using the step by step directions below or have your child follow along with a featured KCS teacher on the KCS YouTube channel at: <https://bit.ly/3bLsK8X>

**STEP 1:** Go on a Scavenger Hunt with your child to find 10 treasures. You'll need to find one of each of the following: t-shirt, paperclip, straw, paper, toy, rock, small stick, flower/grass, pinecone/acorn/seed, and a leaf; or you can use the included picture cards as your treasures. If you chose to use the included picture cards as your treasures for the Scavenger Hunt this is a great chance for your child to practice using scissors to cut on the line, to practice writing/letters, and coloring the pictures.

**STEP 2:** Ask your child how they would group these items. Allow them to group and regroup the items as many times as they like.

**STEP 3:** Discuss with your child some of the ways they grouped the items in Step 2. For example, if they grouped them by color you can explain that: *When you grouped the items by color you only looked to see what color they were. It didn't matter what they were made of or where they came from because the color was the most important property. An item's properties are things we can see and feel like: color, texture (is it rough or smooth), how hard or soft they are, or whether or not it can bend.*

**STEP 4:** Did you notice when you sorted your items earlier that sometimes an item could fit into more than group? Now use your sense of touch and sight to group your items by its properties. Use the table below to record your observations. What color is your item? (color in the box) Feel the texture of your items circle if it is rough or smooth. Feel the hardness of your items and circle if they hard or soft. Carefully try to bend your item. Circle Yes if it bends and No if it doesn't. If you are using the picture cards talk with your child about the item's color, texture, hardness, and bendability then fill out the table on the next page.

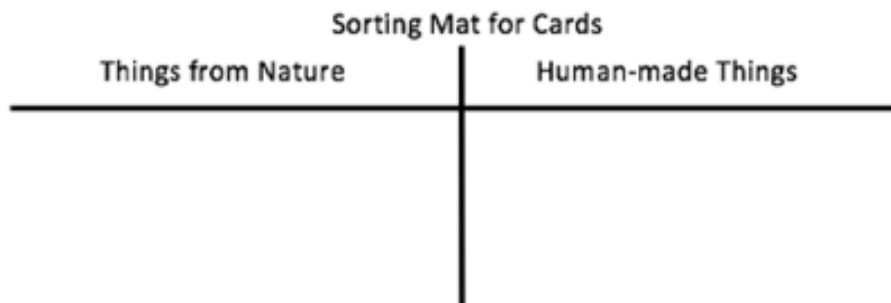
Item	Color	Texture		Hardness		Bends	
		Circle One	Circle One	Circle One	Circle One	Circle One	Circle One
shirt		rough	smooth	hard	soft	Yes	No
paper clip		rough	smooth	hard	soft	Yes	No
straw		rough	smooth	hard	soft	Yes	No
paper		rough	smooth	hard	soft	Yes	No
toy		rough	smooth	hard	soft	Yes	No
rock		rough	smooth	hard	soft	Yes	No
stick		rough	smooth	hard	soft	Yes	No
grass/flower		rough	smooth	hard	soft	Yes	No
acorn		rough	smooth	hard	soft	Yes	No
leaf		rough	smooth	hard	soft	Yes	No

**STEP 5:** Now that we've looked at and touched our items we're going to figure out what they're made of. Help your child decide if the items are made of cloth, paper, wood/plant, metal, plastic, or rock based on their properties and put a check in the box to record your answer.

Materials Table

Item	Wood/Plant	Plastic	Metal	Cloth	Paper	Natural	Human-Made
shirt							
paper clip							
plastic straw							
paper							
toy							
rock							
stick							
grass/flower							
acorn							
leaf							

**STEP 6: Putting It All Together:** All things have properties. We can use an item's properties to help us figure out what it's made of. Knowing what it's made of can help us figure out if it came from nature or is human-made. We know that all plastic, cloth, and paper are human-made, even though sometimes we use stuff from nature to make it. We know that metal, rocks, and wood occur in nature but can be used by humans to make things. We can use an item's properties to figure out what it's made of and that can help us to decide if it is human-made or comes from nature.



Scavenger Hunt Pictures which can be cut out and used instead of actual items.

