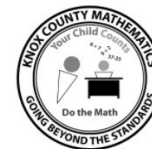




Kindergarten Math

Name: _____



Kindergarten Week 3

K.OA.A.2- Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.

K.CC.A.1-Count to 100 by ones, fives and tens. Count backward from 10.

K.CC.A.2-Count forward beginning from a given number within the known sequence.

K.MD.B.3-Identify the penny, nickel, dime, and quarter and recognize the value of each.

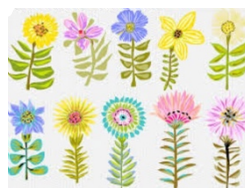
K.OA.A.5-Fluently add and subtract within 10 using mental strategies.

Teacher will point to a numbers chart and have students count to 100 by fives and by tens.

Teacher will point to the number 50.

Students will begin counting from 51 to 70.

Students will count backward from ten.



Diane had 10 flowers. The rabbit ate 4 of the flowers. How many does she have left?



Chloe has 6 flowers. Jane brings 2 more flowers to add to Chloe's flowers. How many flowers are there altogether?



What is the name of the first coin? What is the value of the first coin? What is the name of the second coin? What is the value of the second coin?



What is the name of this coin?
What is the value of this coin?

What is the name of this coin? What is the value of this coin?



Kindergarten Social Studies



Social Studies Review

*There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.

Grade: Kindergarten

Topic: Government: Rules and Responsibilities

Goal(s): Students will give examples of rules and responsibilities, how they are different at school and home, and why they are important.

Standards: K.11 Students will give examples of the following concepts: authority, fairness, responsibility, and rules.

Introduction of Lesson:

Students will review the importance of rules and responsibilities and how they differ from home and school. Students can watch brief videos. Students will respond to questions about rules and responsibilities at home and school. Student opportunities will include creating a foldable, illustrating personal responsibilities, and discussing what they have learned with a family member/partner.

Included Text for Students to Read:

Teacher created text including vocabulary

Available online at <https://app.studiesweekly.com/online/>

- Social Studies Weekly Article Week 13
- Social Studies Weekly Leveled Readers-LRO-21
 - Approaching: Right or Responsibility?
 - On Level: Responsibilities
 - Above: We Have Rights

Task(s) for Students to Complete (Choose one or all):

- Your task for this week is to create a foldable to show your responsibilities at home.
 - Fold a piece of paper in half from top to bottom.
 - Cut only the top half to make four equal flaps.
 - On the two of the flaps write "home". On the other two flaps write "school".
 - Under each flap, illustrate a rule or responsibility at home or school to match.
 - Label or write about each one.
- Good Citizens Worksheet: You can illustrate different responsibilities you have at different settings—home, school, playground, community—that show you are a good citizen.
- Discuss what you know about rules and responsibilities with a family member.
- If you could make up any rule—for home or school—what would it be? Is it fair? Illustrate and write to tell about your new rule.

Additional Links for More Information:

- Brainpop Jr. Rights and Responsibilities

<https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>

- I Just Forgot by Mercer Mayer Read Aloud

https://www.youtube.com/watch?v=vtiJXg--D6M&list=PLUT_OGHSn8xzZrsrpGKJRq_rmoaaUaF_f

- Social Studies Weekly Week 13, Work, Then Play!



<https://app.studiesweekly.com/online/publications/170127/units/170207#/articles/174406>

Note: Studies Weekly is the adopted text for Kindergarten and is offering free and open access at this time. You can access these resources and more at <https://app.studiesweekly.com/online/>

- BrainPop Jr. is currently providing free access to their website. You can request free access at <https://jr.brainpop.com/>

What Are Rules?

Rules are a guide that shows how to behave in **different places**. Rules keep order. Everyone must follow rules. Sometimes kids don't think rules are fair. **Fair means just, or equal**. Rules help everyone do well. Following rules is part of being fair.

Grown-ups make the rules at home.	Teachers make the rules at school.
	

What Are Responsibilities

Being responsible is when you do things that are **expected of you**. Good citizens are responsible. What are you responsible for at home? What are you responsible for at school?

Name: _____

Tennessee Studies Weekly

Date: _____

Worksheet 2 Week 13

Good Citizens

Good citizens are responsible. They follow the rules. They are kind and helpful. Read each sentence. Draw a picture of how you are a good citizen. Discuss with a group how you are good citizens. Share your pictures.

**I am a good citizen at school
because I ...**

**I am a good citizen on the
playground because I ...**

**I am a good citizen at home
because I ...**

**I am a good citizen in my
community because I ...**



Kindergarten

ELA

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 Lad and Me

- Read the words- **do, are, they, you, Lad, lap, lot, lid.**
 - 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 Lad and Me with your child, read the text at the same time, or have your child read independently.

Finally, your child will meet the "Super Sleuthound." 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 is a lucky adventure?

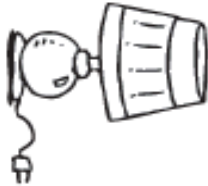
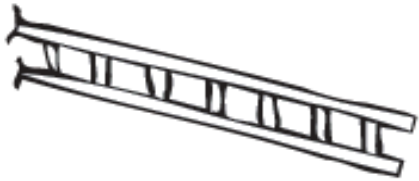
Sleuth Text: *A Lucky Guy*

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 the word lucky means. Tell them as they read, they'll be looking for clues to explain how an adventure can be lucky. ***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 events in the past make Percy expect to win the art contest?***
 - You may help your child to underline evidence for this question or you can discuss the events that make Percy expect to win. Be sure that students refer back to the details in the text. Also, refer back to the essential question – What is a lucky adventure?
- Ask Questions – ***What questions would you ask Percy at the end of the story?***
 - 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.
- Make Your Case- Prove It! – ***Draw a picture of Percy when he finds out he didn't win the art contest. Label the picture using one or two key details from the text. Write or dictate a short phrase or 1-2 sentences.***
- Extended Challenge: ***(1) Draw and/or write about a time when you had a lucky adventure. (2) Pretend you are a reporter, ask someone in your family about a time when they had a lucky adventure.***
 - 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/dictate 1-2 sentences about the topic.

Color pictures that begin with /l/.



Name _____

Family Times

You are your child's first teacher!

This week we're ...

Reading *My Lucky Day*



Talking About Adventures

Learning About *N* Spelled *Ll*

Lad and Me



Lad is my cat.
Lad is little.
Do you like Lad?

1



I like Lad.
Lad can sit in my lap.
Lad can sit a lot.

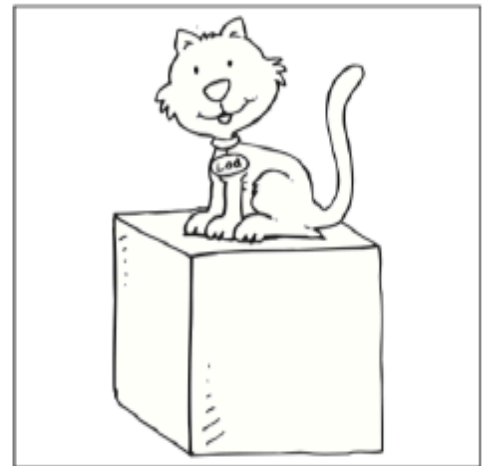
2



Lad can hop.
Lad can hop a lot.
I can do that.

3

© Pearson Education, Inc., K



Lad can hop on the lid.
I can do that.
Are we on the lid?

4

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Reading Street Sleuth

Unit 4

A Lucky Guy

Percy Bly was a very lucky guy. When a twenty-dollar bill landed on the sidewalk, Percy found it. When anyone offered a reward for anything, Percy got it. When a store was giving \$1,000 to its one-millionth customer, Percy walked through the door at just the right moment. Horns sounded, and confetti fell.

“How does it feel to be so lucky?” asked a newspaper reporter.

“It’s no big deal,” Percy said modestly. “Everyone is lucky sometimes.”

But Percy knew no one was as lucky as he was. He was lucky so often that he started to depend on his luck. Why should he do anything when his luck would bring him everything?

One day the town held an art contest. The top prize was a trip to Italy. Percy slapped some colorful blotches on a sheet of paper and submitted it to the contest. Then he started packing his suitcase because he expected to win as usual.

“And the top prize goes to—Imelda Osment for her work titled ‘Sunset on the Plains.’”

Percy sat with his mouth hanging open. How could this happen? He always won. He walked over to look at Imelda’s painting. It *was* beautiful. The clouds in the sky and the grass on the plains were made of many tiny strokes of paint in dozens of colors. Next to Imelda’s painting his slapdash picture looked, well, awful. Percy stood for a long time looking at the two pictures.

“Congratulation, Imelda,” Percy said. “Your painting is wonderful. It’s definitely the best one.”

“Why, thank you, Percy,” Imelda said. “It took a lot of time and work, but it was worth it.” She looked at her painting with pride.

Moral: What you get from your own efforts is more rewarding (and reliable) than what you get from luck.

KCS @ home

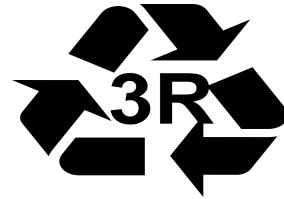
Kindergarten Science



How can you help protect the Earth?

THINK ABOUT IT:

Look at the picture, what does it mean to you or make you think about? →



WORDS TO KNOW

Reduce- to use less of something

Reuse- to use something again

Recycle- to make something new from something old

YOUR CHALLENGE:

Make a poster (on any size paper) to tell how you will help protect the earth. Use any combination of words, sentences, pictures, etc. to make your poster. An example sentence stem you can use is:

I help when I _____.

