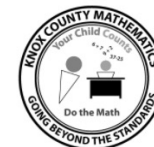




Kindergarten Math

Week of May 4, 2020
knoxschools.org/kcsathome



Name: _____

Grade K Fluency Practice, Week 5

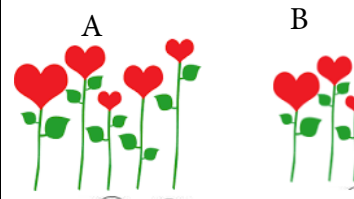
K.NBT.A.1-Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings.
Record the composition or decomposition using a drawing or by writing an equation.
K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality.
K.OA.A.5-Fluently add and subtract within 10 using mental strategies.



How many dots do you see? How do you see them?



How many dots do you see? What if I cover two of the dots with a sticky note. How many are not covered? How do you know?



How many heart flowers do you see in picture A? Jill brought 3 with her from the flower shop.(Picture B) How many does she have in all?

What is a teen number? Show how you would model the number 12. Have students draw dots in the ten frame and two dots below the ten frame.

Susan has 16 cubes. Some are red and some are blue. How many can be red? How many can be blue?

Answers: 1.) 10 dots 2.) 10 dots 3.) 5+3=8 4.) Teen number is counting numbers that represent ten and some numbers. 5.) Combinations of 16



Kindergarten Social Studies

Week of May 4, 2020
knoxschools.org/kcsathome



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: Economics

Goal(s): Students will give examples of wants and needs, goods and services, and community helpers. Students will explain how goods and services are obtained.

Standards: K.03: Distinguish between wants and needs, K.04: Identify how basic human needs of food, clothing, shelter, and transportation are met, K.07: Give examples of how people use money to make purchases

Introduction of Lesson: Students will review the difference between wants and needs as well as the difference between goods and services, and examples of people that provide services. Students will review how money is used to make purchases of goods and services. Students will have the opportunity to complete task(s) related to this review.

Included Text for Students to Read:

Teacher created text

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

- Social Studies Weekly Article Week 27 “Wants and Needs”, Week 28 “We Need Food and Clothing”, and Week 32 “Buying Power”
- Social Studies Weekly Leveled Readers: LR0-9 and LR0-22

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

- Make a chart (using words or pictures) of things that you want and things that you need
- Discuss with your family things that are goods in your home, and what services your family uses
- Make a thank you card or a picture for a community helper

Additional Links for More Information:

Brainpop Jr Goods and Services: <https://jr.brainpop.com/socialstudies/economics/goodsandservices/>

Brainpop Jr Needs and Wants: <https://jr.brainpop.com/socialstudies/economics/needsandwants/>

Lily Learns About Wants and Needs Read Aloud: <https://www.youtube.com/watch?v=54y0WQzoC4Y>

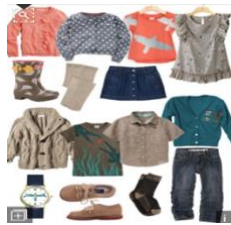
Note: Studies Weekly is the adopted text for Kindergarten and is offering free and open access at this time. You can access these resources and more at <https://app.studiesweekly.com/online/>

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

ELL Support: Students will be given a graphic organizer, visuals, as well as speaking prompt starters, and Spanish English Cognates to help the students better understand the objective. ELL support will be embedded into the document.

What are Needs?

Needs are things we must have to live, like food, water, a place to live, and clothes.



Tell someone one thing you need.
Say "I need _____."

What are Wants? ²

Wants are things we like to have but do not need to live, like electronics and toys.



Tell someone one thing you want.
Say "I want _____."

What are Goods?

Goods are things that we buy or use, like furniture, groceries, and clothes.



Tell someone a good you use. Say "I use ____ and I use it for _____."

What are Services?

Services are jobs people do to help others, like doctors and nurses, hairdressers, and store clerks.



Tell someone about a service you get.
Say, "I use a service and the service I get is _____. It helps me because _____."

How Do We Earn and Use Money?

People work at jobs to earn money.
They are paid for the work they do.



Tell someone what job you would like to do. Say, "I would like to work as a _____ to earn money."

People trade the money to buy
goods or pay for services.



Tell someone what you would buy with money from a job. Say, "I would buy _____ with money because _____."

Use the chart to show things you want and need.⁴
You can write, draw, or glue pictures on the chart.

Things I Want	Things I Need



Kindergarten

ELA

KINDERGARTEN ELA WEEK 5 – LET’S GO EXPLORING

A video lesson of a Knox County kindergarten teacher that accompanies this text is available on KCS YouTube Channel and KCS TV.



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

TOPIC: Let’s Go Exploring

ESSENTIAL QUESTION: What adventures can animals have?

MY WORDS TEXT:

Read the words with beginning consonant blends:

- clap
 - crab
 - spot
 - trap
- If your child needs help reading these words, have him say the sound each letter represents and then blend the sounds together quickly.
 - Read the high frequency words: three, one, two, you, like, can
 - You may choose to take turns reading *My Words* with your child, read the text at the same time, or have your child read independently.

BUILDING BACKGROUND KNOWLEDGE:

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.). Today, they will be listening to a story about animals that go on adventures. They will listen to the story to be able to retell key details about one of the animals in the text. *You will read the story aloud to your child.*

READING THE TEXT: *Adventurous Animals*

- *You will read the story aloud to your child.*

TASK:

Draw and label a picture of one of the animals on its adventure. Write one or two sentences using key details from the text. Remember to refer to the *5-Star Writing Rubric*!

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. K k
	My sentence makes sense.

EXTENSION IDEAS:

Think about a pet or if you had a pet. What adventure would you take? Tell a parent or friend about the adventure you would like to take or about an adventure you’ve already had with your pet.

Name _____

My Words

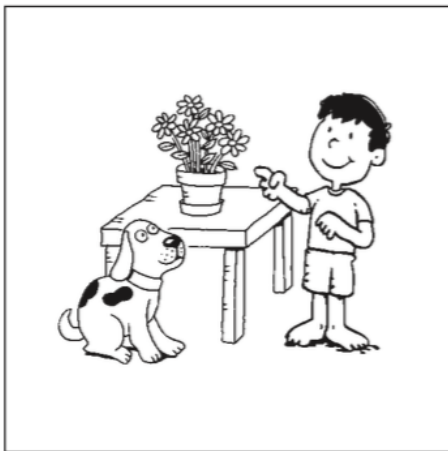


I have one cap.
Cap is like clap.
Can you clap?



I see one cab.
Cab is like crab.
Can you see three?

1 2



I can see one pot.
Pot is like spot.
Do you see two?



I can tap.
Tap is like trap.
Do you see one trap?

3 4

Adventurous Animals
Sleuth, Kindergarten, Unit 4
Let's Go Exploring!
What adventures can animals have?

People love adventures. They travel long distances and explore the world. So do some cats and dogs. Sometimes pets travel with their human owners. Other times they go off on journeys by themselves.

More than 200 years ago, Meriwether Lewis, William Clark, and their team explored the West, from Missouri to Montana to Oregon. One team member was Lewis's dog. Seaman was a Newfoundland, a large, gentle breed. He was an excellent watchdog. In his journal, Lewis described a bear that came to camp looking for food. He said, "My dog seems to be in a constant state of alarm with these bears and keeps barking all night."

Maybe Doug Dashiell's dog Moon had heard about Seaman's adventure. She took off on her own Western trip. Doug was on a weekend trip with his three dogs. Moon, a Siberian husky, ran off. After Doug couldn't find her, he drove back to his home in Ely, Nevada. Days later, Doug got a phone call from a vet in town. Moon had been found! In one week she had walked 77 miles, crossing a desert, a river, and mountains. Doug said she was fine, except for her unpleasant smell. Apparently, she encountered a skunk on her trip!

Dogs aren't the only adventurous animals. Emily the cat lived in Appleton, Wisconsin. Apparently, she crept into a cargo container at an Appleton business. The container was sent to Chicago and then on a boat to Belgium- with Emily inside! She was spotted at a business in France. Luckily, she was wearing tags that identified her vet. After some phone calls, Emily's relieved owners were located. An American airline shipped Emily back to Wisconsin- in a seat normally reserved for people. Do you think Emily enjoyed her trip to Europe?

These animals were smart, tough, and lucky. Those are good qualities for all explorers and adventurers.

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

Day 1

Read Together

Say each pair of words and have your child tell which word has a blend: *Fran, ran, crib, rib; Sid, slid; cap, clap; pan, plan; dip, drip; stop, top; pot, spot; tap, trap; lip, flip*. Help your child make silly sentences with the words.

Day 2

Read Together

Have your child read Decodable Story *My Words*. Make a list of words with blends. Help your child use the words in sentences.

Day 3

Blends

Have your child choose the word in each pair with a final consonant blend. Say these pairs: *sad, sand; dip, disk; mask, mat; mill, milk; rag, rat*.

Day 4

Sentences

Have your child tell you the story *One Little Mouse* using complete sentences to tell about the events in the story.

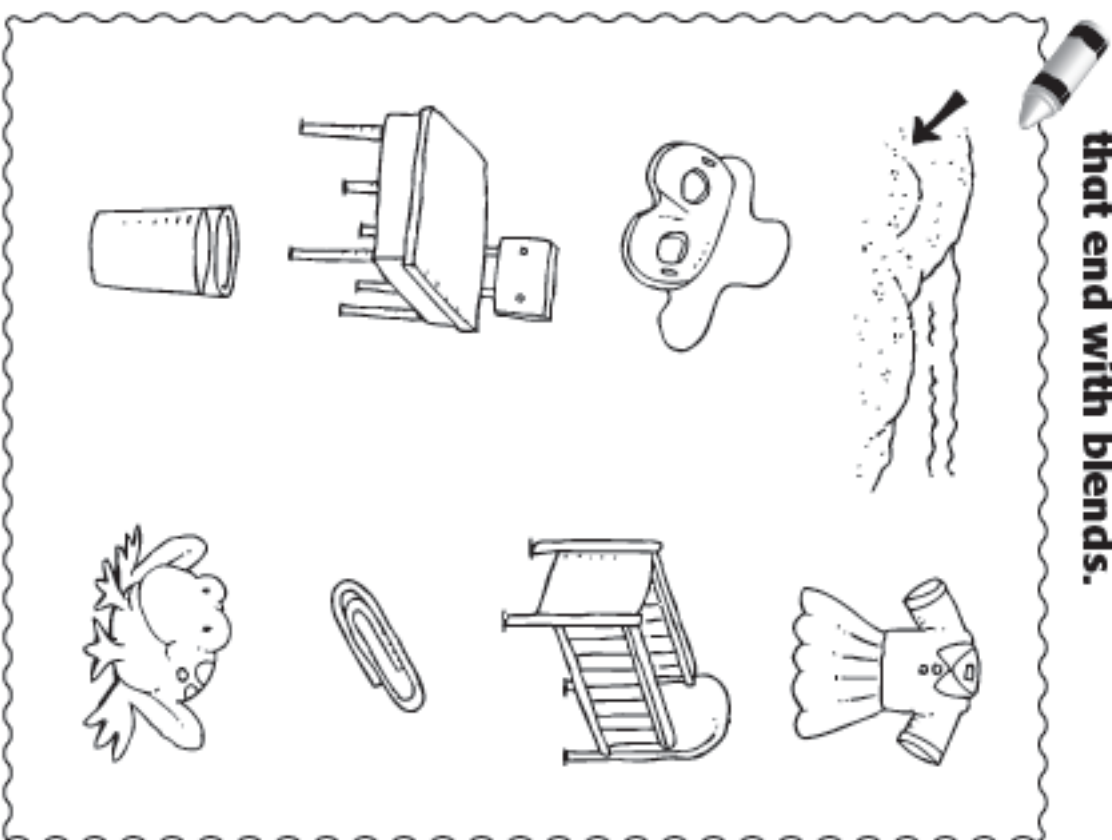
Day 5

Practice Handwriting

Have your child practice writing words with blends.

clap drop flat stop
milk band fast desk

Color the pictures that begin with blends. Circle the pictures that end with blends.



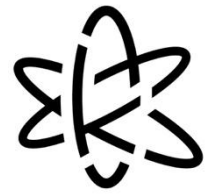


Kindergarten Science

Week of May 4, 2020
knoxschools.org/kcsathome

Kindergarten Science: Week 5, May 4

Living and Nonliving Things



Directions: This handout goes with a KCS Teacher Video. If you have access to the video, watch the video before doing this activity. You can find the videos at <https://www.knoxschools.org/Page/21816>

Read below with your child.

Our world is made of living and non-living things.
How are living things and non-living things different?



Use the back of this page to make a poster of living and non-living things outside your home. Draw and label 3 living things and 3 non-living things on your poster.



Talk about it: Tell a family member about your poster any why each thing is living or non-living.