

BALTIMORE CITY PUBLIC SCHOOLS

Bernard C. "Jack" Young
Mayor, City of Baltimore

Linda Chinnia
*Chair, Baltimore City Board of
School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

Grade K Packet Day #4

This packet contains the following activities:

Estimated Time to Complete	Subject
90 Minutes	ELA
90 Minutes	Math
45 Minutes	Science
60 Minutes	Social Studies
30 Minutes Prek-5, 60 Minutes 6-12	Health/PE
Varied	Additional Supports and Optional Activities

Student packets should be returned to school upon return

Name: _____

Date: _____

Fundations® Practice Letter Formation

Handwriting practice for uppercase letter T. The letter is shown on a four-line grid (top solid, middle dashed, bottom solid, bottom-most solid) with decorative icons: clouds at the top, a rocket on the middle dashed line, worms at the bottom, and a frog at the bottom-most line. The letter T is formed by a vertical stroke from the top to the bottom and a horizontal stroke across the top.

Handwriting practice for uppercase letter U. The letter is shown on a four-line grid (top solid, middle dashed, bottom solid, bottom-most solid) with decorative icons: clouds at the top, a rocket on the middle dashed line, worms at the bottom, and a frog at the bottom-most line. The letter U is formed by a vertical stroke from the top to the bottom, curving at the bottom to form a U-shape.

Handwriting practice for uppercase letter V. The letter is shown on a four-line grid (top solid, middle dashed, bottom solid, bottom-most solid) with decorative icons: clouds at the top, a rocket on the middle dashed line, worms at the bottom, and a frog at the bottom-most line. The letter V is formed by two diagonal strokes meeting at the bottom.

Where's That short o Sound?

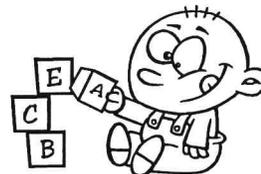
Say the name of each picture. Listen for the sound that *short o* makes. Where do you hear the sound? Write the letter *o* in the box or boxes to show where you hear the sound.



--	--	--



--	--	--



--	--	--



--	--	--



--	--	--



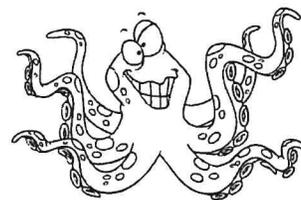
--	--	--



--	--	--



--	--	--



--	--	--

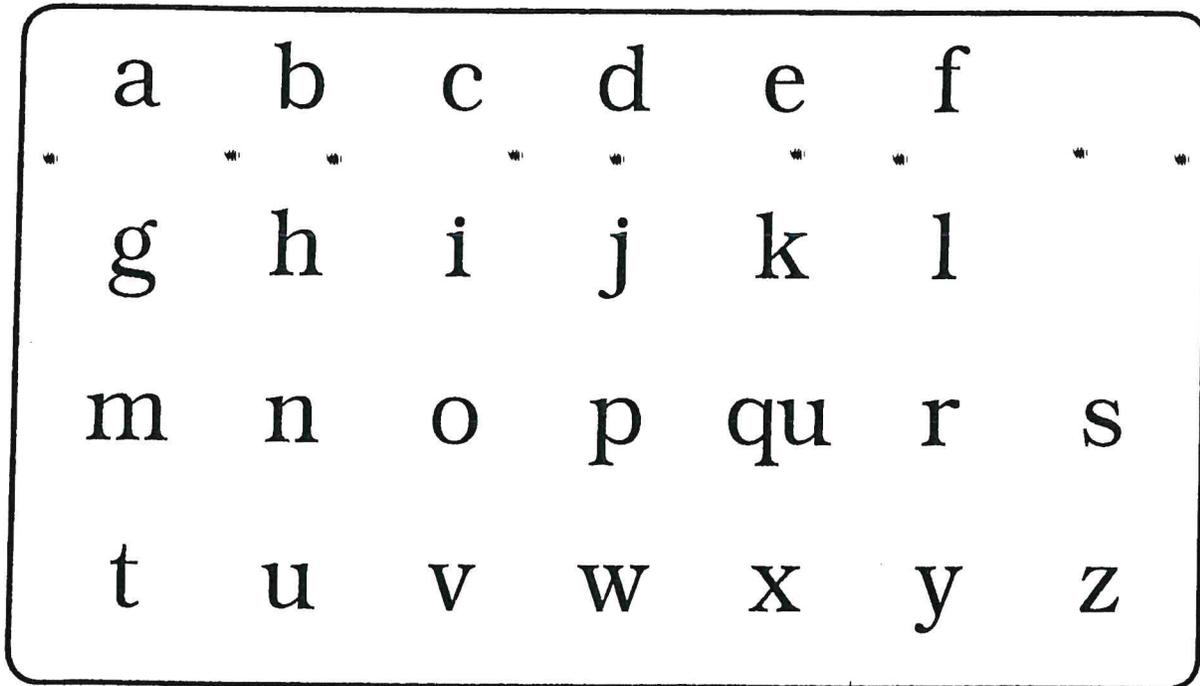


Help Your Child Recognize Sounds at the Beginning and Ending of Words

Review vowel and consonant sounds.
Remember, your child may look in his or her "Alphabet Book" whenever there is a need.

Follow These 4 Steps:

1. Randomly point to a letter and have your child say the letter name.
2. Randomly point to a letter and have your child say the letter sound.
3. Say a word from the list below and have your child point to the letter that begins the word.
4. Say a word and have your child point to the letter that ends the word.

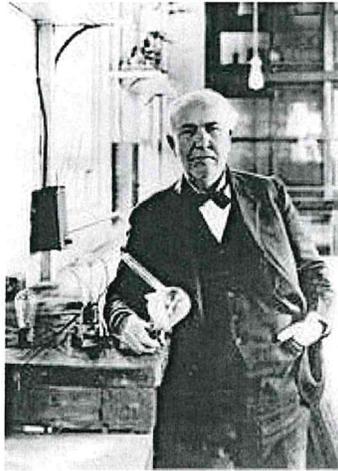


Word List

big	top	hat	zap	tug	lap
dog	mud	jab	wet	pit	hot
rug	met	hip	job	fun	fog

Edison Tried and Tried Again

by ReadWorks

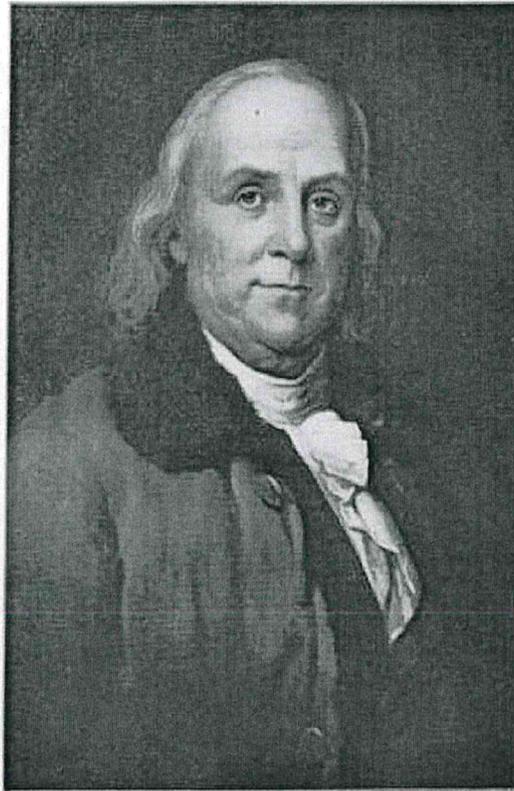


Thomas Edison was a scientist. He was born in 1847. He invented many things. One was a light bulb that could stay lit for hours.

Edison worked very hard. He tried many times to get the light bulb right. Some people say it took 1,000 tries. Edison was asked how he felt about that. He was happy. He said he knew 999 things that do not work. Edison did not give up.

Ben Franklin's Idea

by ReadWorks



BENJAMIN FRANKLIN

Ben Franklin invented things. He liked to read too. He went to the library a lot.

Franklin had a problem. Some books were on high shelves. They were hard to reach.

Franklin had an idea. He made a tool. He called it the long arm. It was a pole with a claw at one end. The claw was like a hand. Franklin pulled a cord to open and close the claw. Now he could reach the high books!

Name: _____ Date: _____

Use the article "Edison Tried and Tried Again" to answer questions 1 to 2.

1. Who invented the light bulb?

2. Thomas Edison worked hard. What is a detail from the article that shows he worked hard?

Use the article "Ben Franklin's Idea" to answer questions 3 to 4.

3. What did Ben Franklin invent to reach books on high shelves?

4. Ben Franklin had a problem. He could not reach books on high shelves. He solved this problem by inventing something to reach the books for him. Based on this information, how can Ben Franklin be described?

Use the articles "Ben Franklin's Idea" and "Edison Tried and Tried Again" to answer questions 5 to 6.

5. What did Ben Franklin and Thomas Edison both do?

6. What makes someone a good inventor? Support your answer with evidence from both texts.

Where's That short o Sound?

Say the name of each picture. Listen for the sound that *short o* makes. Where do you hear the sound? Write the letter *o* in the box or boxes to show where you hear the sound.



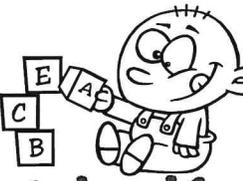
officer

o		
---	--	--



golf

	o	
--	---	--



block

	o	
--	---	--



hotdog

	o	
--	---	--



floss

	o	
--	---	--



off

o		
---	--	--



opera

o		
---	--	--



popcorn

	o	
--	---	--



octopus

o		
---	--	--

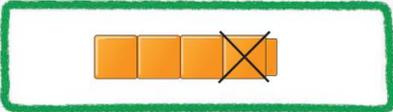
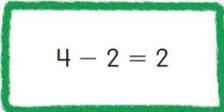
Math: Day 4

Grade: K

Domain: Operations & Algebraic Thinking

Standard: K.OA.A.1 (M)

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Component	Description	Resource
Materials	Child will need a pencil to complete the practice set.	- Pencil
Family Letter <i>Spanish & English</i>	This letter is in Spanish and English	 
Sample Problem	 	
Vocabulary <i>Spanish & English</i>	<ul style="list-style-type: none"> • subtract take away or remove. • minus, — the math term and symbol that means subtract. <p>Review the following key term.</p> <ul style="list-style-type: none"> • equal, equal to, same as the same quantity or amount. 	

No hay vocabulario nuevo. Repase los siguientes términos clave:

- **sumar** juntar dos o más cantidades; hallar el total de dos o más números o hallar cuántos hay en total
- **más, +** el término matemático y el símbolo que significan sumar
- **igual, =** el término matemático y el símbolo que significan *es igual a* o *es lo mismo que*
- **total** el resultado de sumar dos o más grupos o cantidades

VISTAZO GENERAL

Practice Set

Spanish & English

Have your child complete the practice problems for subtraction. Single digit plus single digit within 5. Use the Lesson Overview to help support your child if they are struggling with understanding of the content.

Use What You Know

Name _____

Understand Subtraction

Usa lo que sabes

Nomb _____

Comprende Restar

Answer key

Spanish & English

Teacher Edition (Lesson Overview) resource page includes answers to practice set.

LESSON OVERVIEW

VISTAZO GENERAL

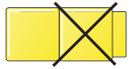
How you can help at home

Spanish & English

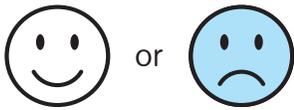
Model counting. Count days of the month, objects in books, art supplies or anything you see around you.

Estimada familia:

Dear Family,



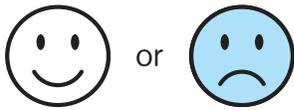
$$2 - 1 = 3 \quad ?$$



$$2 - 1 = \underline{1}$$



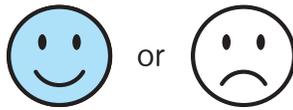
$$3 - 1 = 3 \quad ?$$



$$3 - 1 = \underline{2}$$



$$4 - 1 = 3 \quad ?$$



$$4 - 1 = \underline{3}$$

Guide children to decide if each number sentence is correct or not. Discuss whether each picture matches the number sentence shown. Have children color the happy face if correct, the sad face if not. Then guide children to complete the number sentence correctly.

Talk About It Explain how you figured out how to fix each mistake you found.

©Curriculum Associates, LLC Copying is not permitted.

Step By Step

- **Guide children to decide if each number sentence is correct or not.** Before completing this page, use Hands-On Activity 2 to provide opportunities for children to model subtraction and identify incorrect number sentences.

► Hands-On Activity 2

- **Discuss whether each picture matches the number sentence shown.** Encourage children to justify their response using words and physical models.
- **Have children color the happy face if correct, the sad face if not.**
- **Then guide children to complete the number sentence correctly.**

► Mathematical Discourse 2

Misconception Alert Watch for children who struggle to understand the action involved in subtraction. In a subtraction number sentence such as “ $3 - 1 = \underline{\quad}$,” they may add 1 and then remove or cross it out. Provide these children with many opportunities to act out subtraction stories with real-life objects and situations.

SMP TIP Attend to Precision

Engage children in justifying responses and challenging those that don't make sense. Young children struggle to articulate their thoughts and strategies clearly. As they describe drawings, encourage children to repeat or rephrase the idea presented. Guide them to use mathematical language as appropriate to reinforce their developing vocabulary. (SMP 6)

► Hands-On Activity 2

Analyze number sentences.

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

- Write “ $4 - 1 = 4$ ” on the board and ask children if the number sentence makes sense.
- Have 4 volunteers act out the situation to help children justify. Have 4 children stand up and say: *4 children are standing. If one child sits down [instruct a child to sit], how many children are left still standing?*
- Have each child individually place 4 counters on the 5-frame and then remove 1 to model what they see acted out.
- Be sure children conclude that $4 - 1$ cannot equal 4.

► Mathematical Discourse

2 Talk About It When children have completed the page, say: *Explain how you figured out how to fix each mistake you found.*

Some children may suggest acting out the problem with counters or tell a story about the subtraction. Others may respond that the number of counters that are not crossed out show the answer.

Assign *Practice and Problem Solving* pages 139–140 after students have completed this section.

Understand Subtraction



Children explore the meaning of subtraction by making connections between concrete and verbal representations. Invite 3 children to the front of the room. Have children act out 3 take away 2. Have children use counters

to model the problem on the workmat. Write “3 take away 2” on the board. Repeat with other number pairs with totals within 5. Introduce *subtract* as a term for breaking apart numbers.

Use What You Know

Understand Subtraction



3 minus 2

_____	○	_____
-----		-----
_____		_____

4 minus 1

_____	○	_____
-----		-----
_____		_____

4 minus 2

_____	○	_____
-----		-----
_____		_____

5 minus 3

_____	○	_____
-----		-----
_____		_____

Children are introduced to the minus sign to represent subtraction. Tell children that *minus* is a word that can be used instead of *take away*. Read each take-away statement aloud, then read again, this time replacing

take away with *minus*. Introduce the minus sign as the symbol that stands for *minus*. Guide children to complete each expression using the minus sign. Have children model each expression using fingers.

Explore Together

Understand Subtraction

Name _____

Why do you subtract?

$$3 - 1$$



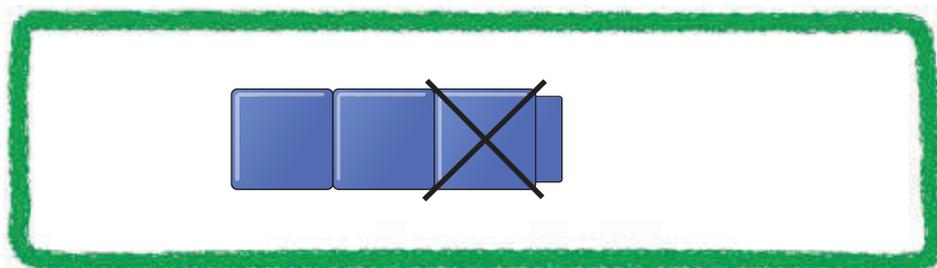
Ask children to draw a picture that could show 3 take away 1. For example, they might draw 3 books with 1 book crossed out. Have children share and discuss their drawings, using the terms *take away*, *minus*, and *subtract*.

Talk About It Why did you take away one of the objects in your drawing?

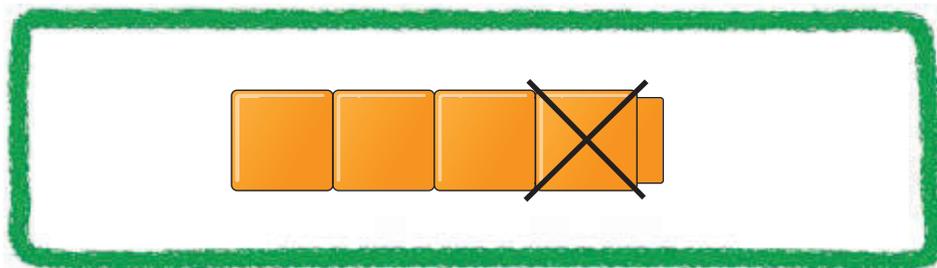
Explore Together

Understand Subtraction

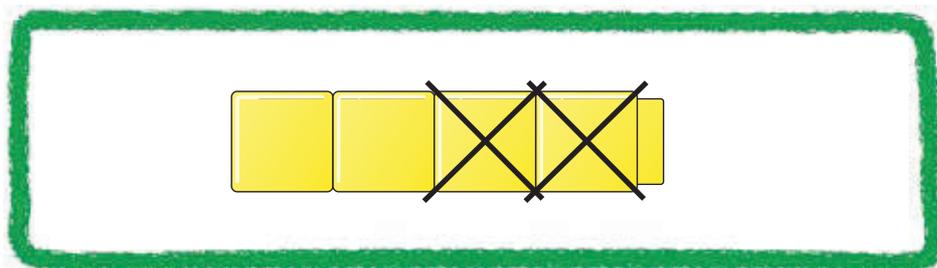
Match.



$$4 - 1 = 3$$



$$4 - 2 = 2$$



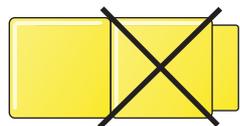
$$3 - 1 = 2$$

Guide children to match each picture to a number sentence. Discuss the number of cubes in each picture, and how many are taken away. Read and discuss the meaning of each number sentence. Then have children draw lines to match.

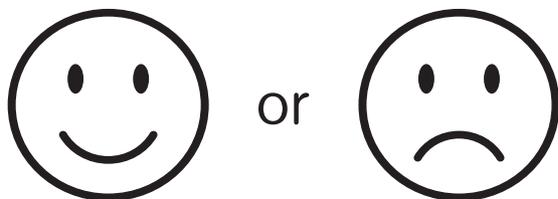
Talk About It How can you check your answers to make sure the picture matches the number sentence you chose?

Think and Check Understand Subtraction

Name _____



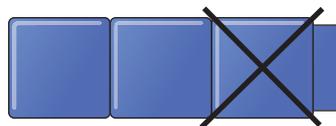
$$2 - 1 = 3 \quad ?$$



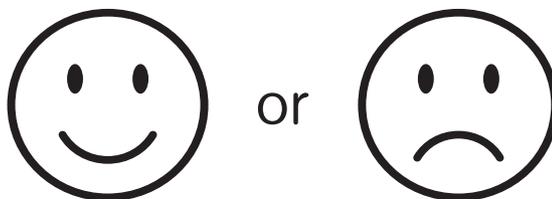
$$2 - 1 = \underline{\hspace{2cm}}$$

$$ \text{---}$$

$$ \underline{\hspace{2cm}}$$



$$3 - 1 = 3 \quad ?$$



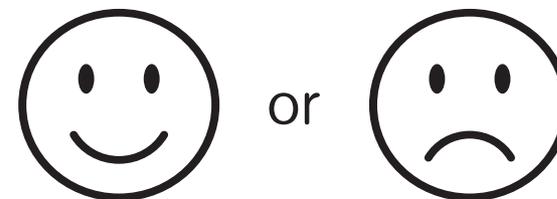
$$3 - 1 = \underline{\hspace{2cm}}$$

$$ \text{---}$$

$$ \underline{\hspace{2cm}}$$



$$4 - 1 = 3 \quad ?$$



$$4 - 1 = \underline{\hspace{2cm}}$$

$$ \text{---}$$

$$ \underline{\hspace{2cm}}$$

Guide children to decide if each number sentence is correct or not. Discuss whether each picture matches the number sentence shown. Have children color the happy face if correct, the sad face if not. Then guide children to complete the number sentence correctly.

Talk About It Explain how you figured out how to fix each mistake you found.

Show What I Know

Understand Subtraction

Draw $4 - 3 = 1$.

Have children draw a picture to show that 4 minus 3 is 1. Afterward, have children hold up their pictures to share. Encourage children to find what is the same about all the drawings.

Talk About It What is a story you could tell about your picture?

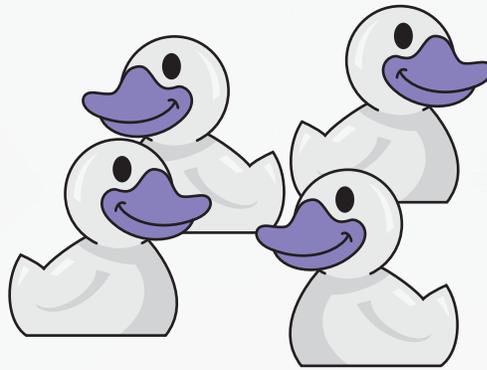
Subtracting Activity

Materials: 5 animal-shape crackers or animal toys (or any small objects such as buttons or blocks)

Show your child groups of 2 to 5 animals. Tell subtraction stories such as the one below. Help your child use the objects to act out each story and solve the problem.

Example:

- *4 ducks were in a pond.* (Have your child count the toy ducks.)
- *1 duck swam away.* (Remove 1 duck from the group.)
- *How many ducks are left?* (Have your child count and tell how many ducks are left.)



If you do not have small objects shaped like animals, you can use any small objects and explain that you will pretend they are ducks (or any animal that is your child's favorite).



Science: Day 4

Grade: Kindergarten

Disciplinary Core Idea: Life Sciences

Standard: K-LS1-1. B PS1: Adult plants and animals can have young called offspring.

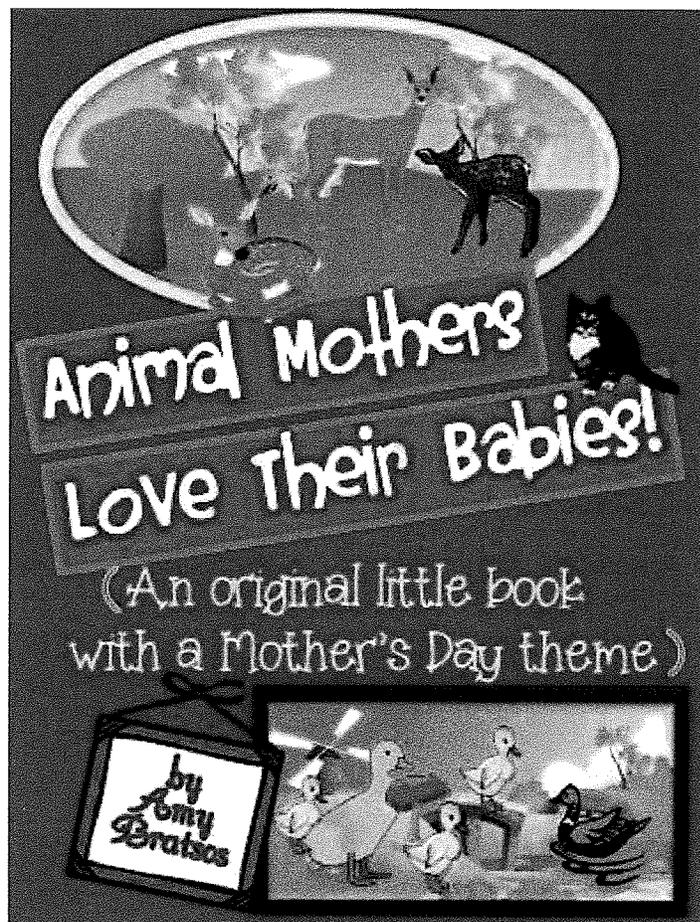
Component	Description	Resource
Materials	If possible, students will need the following materials:	<ul style="list-style-type: none">• Scissors• stapler
Reading	Read the Animal Mothers? Love Their Babies! "make-a-book"	- Amy Bratsos "make-a-book"
Question Set	No question set for this reading	-
Answer Key	Animal baby names should be written next to their parent name	- Answer key
Activity	Students write the name of the animal baby next to the matching animal parent.	- Animal baby Matching activity

Teaching Tip:

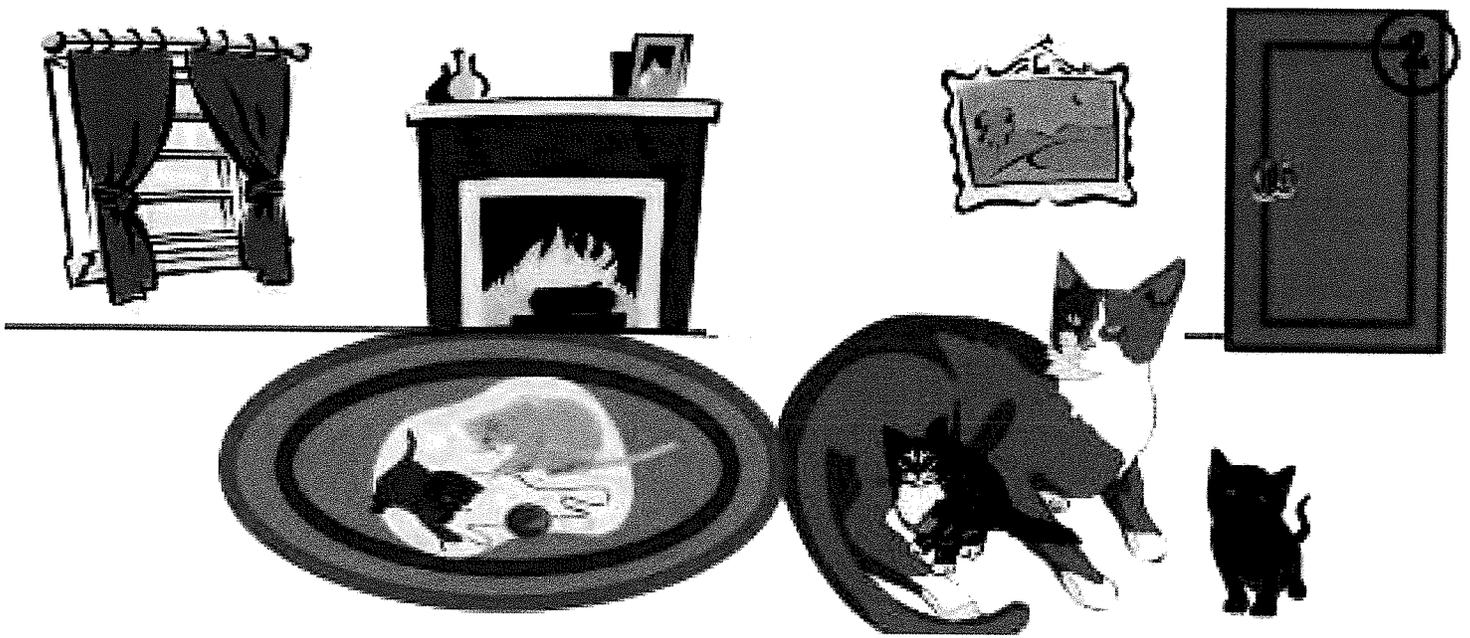
If your child is unable to write the baby names, they can draw lines to match the young to their parents.

Additional optional resources:

- Easy English: Baby Animal Names and Sound-
<https://youtu.be/W2MYLnuf00g>

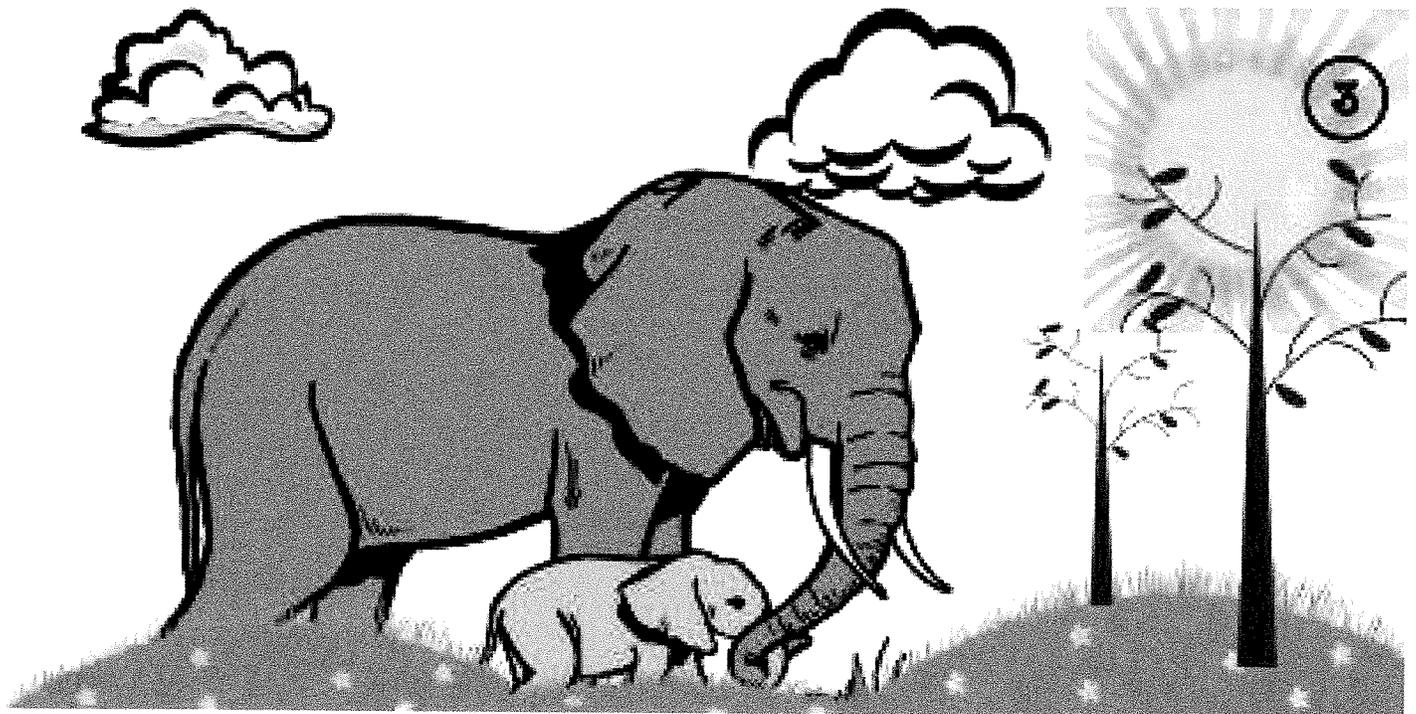


Mother cows love their babies very much.
They help their calves stand on wobbly legs to drink milk.



Mother cats love their babies very much.
They keep their kittens safe and warm while they play
and rest.

Amy Bratsos
©2014



Mother elephants love their babies very much.
They wind their trunk around their calf to keep it close.

Amy Bratsos
©2014

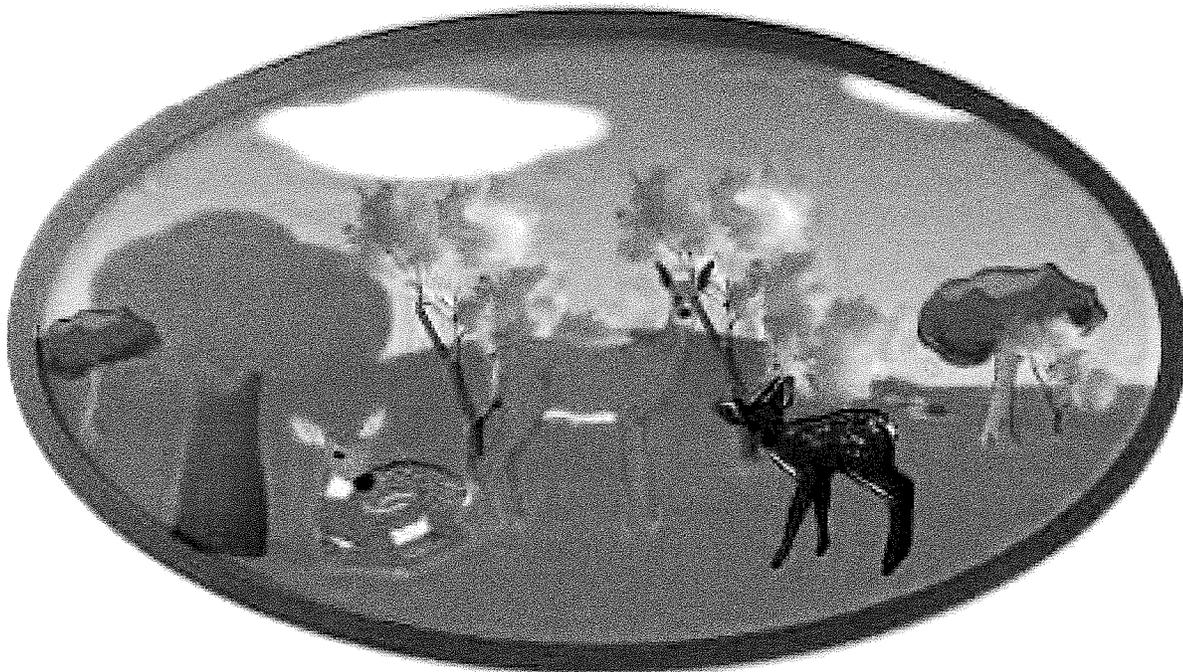
4.



Mother chickens love their babies very much.
They keep their chicks nice and warm in the
chicken coop.

Amy Bratsos
©2014

5



Mother deer love their babies very much.
They hide their fawns so predators can't catch them
while they look for food.

Amy Bratsos
©2014

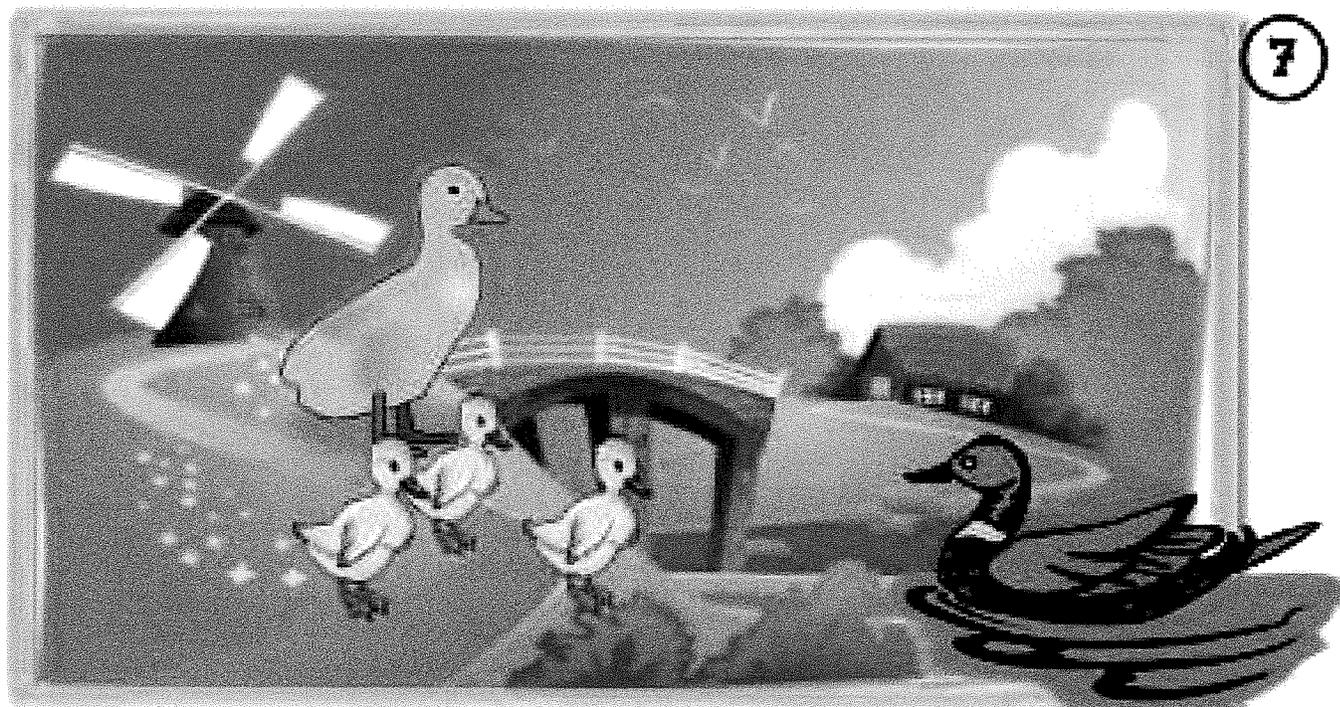
6



Mother robins love their babies very much.
They bring their baby birds worms to eat.

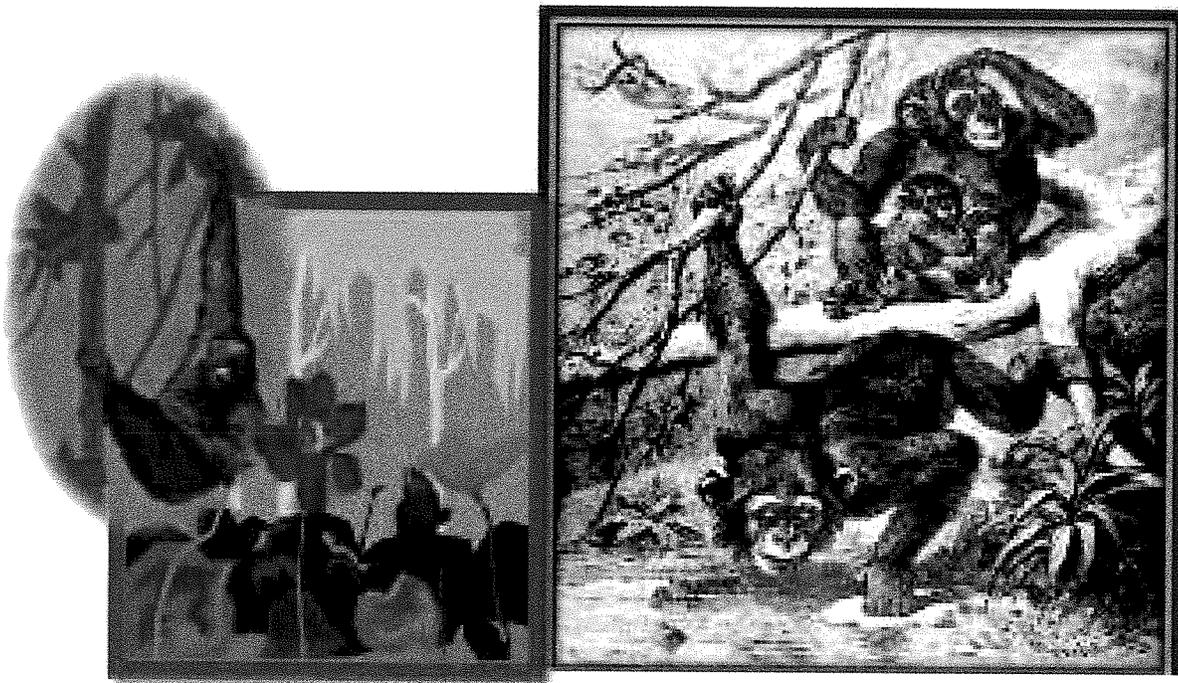
Amy Bratsos
©2014

7



Mother ducks love their babies very much.
They teach their ducklings how to swim and hunt for
food.

Amy Bratsos
©2014



Mother monkeys love their babies very much.
They hold their babies on their laps and groom their hair.

Amy Bratsos
©2014



Mothers love their children very much.

Name: _____

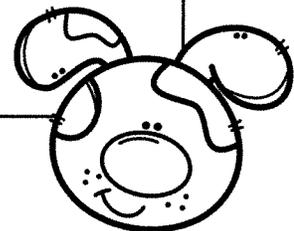
Date: _____

Animal Babies Matching

Use the words in the Word Bank to write the animal baby next to the correct animal parent.

Animal Parent	Animal Baby
dog	
cat	
pig	
cow	
duck	
chicken	

Word Bank		
duckling	calf	piglet
kitten	puppy	chick



WHY DO I HAVE TO BE RESPONSIBLE?

So far, you have learned that:

- I have to be responsible because it is the right thing to do.
- I have to be responsible because it helps other people.
- If I am responsible, then things get done.
- I don't have to be responsible for everything, but I can be for some things.
- I can be responsible now, but I'll be more responsible when I am grown up.

Next, think about a service project that shows your responsibility to your local community. This could include collecting donations for a local shelter, making holiday cards for kids in a local shelter, or cleaning up a local park.

Draw a picture of what your project will be:

A large, empty rectangular box with a thin blue border, intended for a child to draw a picture of a service project. The box is currently blank.

Drop Everything and Move!

Name:	Teacher:
-------	----------

Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Today, choose at least two DEAM activities to complete from the list below with a family member (or with adult supervision).

Directions:

After a student completes an activity, an adult should make a check mark and initial in the space provided. Complete as many as you can and return to your physical education teacher.

✓ Done	#	DEAM Activity
	1	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	2	Do as many curl-ups as you can.
	3	Do 10 burpees and 10 sit-ups.
	4	Say your math facts while doing reverse lunges.
	5	Take a walk.
	6	Think: I will be the best I can be! Live this motto all day!
	7	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	8	Hold a plank position during TV commercials. (No TV? Challenge someone at home to see who can hold a plank the longest).
	9	Do as many trunk-lifts as you can.
	10	Do 20 jumping jacks and 20 plank jacks.
	11	Do push-up shoulder taps while reciting your spelling words.
	12	Do as many push-ups as you can.
	13	Think: I can do hard things! Live this motto all day!
	14	Stretch a muscle or muscle group two different ways.
	15	Hold a wall-sit during TV commercials. (No TV? Challenge someone at home to see who can hold a wall-sit the longest).
	16	Do as many squats as you can.
	17	Do 30 mountain climbers and 30 bicycle crunches.
	18	Perform squat-jumps while naming the continents.
	19	Crab walk and hold a plank as you count to 40.
	20	Write a brief reflection on your experiences with fitness. What did you like? What did you not enjoy? What are your favorite activities?

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.
- ✓ Be safe but have fun!



Rubric

Core Concepts

Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

Characteristics of Student Work

CC is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

Key Criteria

Specific criteria for student work is based largely on the following:

- accuracy
- comprehensiveness
- relationships among concepts shown
- conclusions drawn

Concept Rubric

4	The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
3	The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
2	The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
1	The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

Rubric

Self Management Skills Rubric

Health Education Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Characteristics of Student Work

This category address students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress.

Skill Cues

- identifies healthful behaviors
 - stress management and coping strategies
- demonstrates healthful behaviors, habits, and/or techniques
- identifies protective behaviors
 - first aid techniques
 - safety steps
 - strategies to avoid/manage unhealthy or dangerous situations
- lists steps in correct order is appropriate

Generic Skills Rubric

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.

BALTIMORE CITY PUBLIC SCHOOLS

Bernard C. “Jack” Young
Mayor, City of Baltimore

Linda Chinnia
*Chair, Baltimore City Board of
School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

Supplemental Information for Parents of Students with Disabilities in Specialized Academic Programs

As Chief Executive Officer Dr. Santelises announced in the COVID-19 Press Conference on Friday, March 13, 2020, Voluntary Instructional Activities designed by City Schools Instructional Leaders will be provided for all City Schools' students and distributed at schools during the week of March 16-19, 2020.

To support students with disabilities who are currently enrolled in specialized academic programs, the Office of Special Education is providing instructional activities that are aligned to the Maryland Alternate Academic Achievement Standards. Modifications have been made to the curriculum materials to better support your child's learning needs. Parents/Guardians can assist with reading and encourage work effort while students complete activities. If you have any further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561.**

BALTIMORE CITY PUBLIC SCHOOLS

Bernard C. "Jack" Young
Mayor, City of Baltimore

Linda Chinnia
Chair, Baltimore City Board of
School Commissioners

Dr. Sonja Brookins Santelises
Chief Executive Officer

Supplemental Information for Parents of Students with Disabilities

As Chief Executive Officer Dr. Santelises announced in the COVID-19 Press Conference on Friday, March 13, 2020, Voluntary Instructional Activities designed by City Schools Instructional Leaders will be provided for all City Schools' students and distributed at schools during the week of March 16-19, 2020.

To support students with disabilities, activities will be accompanied by materials such as scaffolded texts, graphic organizers, word banks, process charts, sample/model problems, differentiated writing prompts, and sentence starters. Below are additional resources that your family can utilize to better meet the needs of your child as they work to maintain their learning outside of the classroom:

English Language Arts Strategies and Resources

- Reading Supports: Reading aloud and asking questions about what your child is reading
- Online Reference Sheets: Do a quick web search for reading and writing graphic organizers (examples: Venn Diagrams, story maps, summary charts)
- i-Ready At Home: Organized by grade level (PK-8)
(<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Writing Supports: Journal writing, personal dictionaries, writing conferences

Mathematics Strategies and Resources

- Khan Academy: Search by subject or topic for specific supports (examples: Algebra I, division, comparing fractions) (<https://www.khanacademy.org/math>)
- i-Ready At Home: Organized by grade level (PK-8)
(<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Online Reference Sheets: Do a quick web search for multiplication tables, fraction charts, formula lists, sample problems, etc.
- Manipulatives: Household items like beads, paperclips, beans, and other small items (can be used for counting, sorting, solving basic arithmetic equations)

We appreciate your dedication to your children(s)'s academic success. If you have further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561**.