

# Kindergarten - Thursday, April 16, 2020

## Math

### Addition Dice Game

Materials: 2 Dice and Recording Sheet or paper

First person rolls the 2 dice. Record the largest number first and then the other number. Add the 2 numbers to record for your answer. The player with the largest number wins that round.

PE: <https://schoolwires.henry.k12.ga.us/Page/130238>

#### Music:

<https://schoolwires.henry.k12.ga.us/Domain/10581>

## Sight Words

Practice your sight words from your list. Meet with your teacher during her office hours to read them!

### Daily Reading

Read for 20 minutes.  
Record on Reading Log

### Compass Math

Log in and work on Compass Math

## Science

HMH Unit 3 Lesson 10  
What Plants Need  
Read pages 39-42

Draw the 5 things plants need to grow **Submit for a grade.**

I can compare the similarities and differences in groups of plants.

## Phonics: I can blend sounds together to write words.

Display the word *pine* on cards. Have student sound out /p/, then /i/, then /n/. Use the blending motion to blend all three sounds, and have students say the word *pine*. Have students reread the word *pine* as they would speak it. Repeat the routine with the words on cards: *ripe*, *unripe*, and *unlike*. Have students tell which words have the prefix *un-*. *unripe*, *unlike*. Have students tell the meaning of the word *unripe* and *unlike*. *Unripe* means not ripe or not ready to eat. *Unlike* means not like or different. Have students contrast the short- and long-vowel sounds in the words *pin/pine* and *rip/ripe*. Remind students that the letter pattern, or spelling, *i\_e* makes the vowel sound for Long *Ii*.

Dictate this sentence to your child: Can you pin the rip?

Have students write the sentence calling attention to capitalization, punctuation, and spacing.

Help students extend the sentences by asking questions such as *Where?* and *How?* For example:

Student: *My pants have a rip.*

Teacher: Where?

Student: *My pants have a rip in the knee.*

Teacher: How?

Student: *My pants have a rip in the knee from the fence.*

Skill Sheet 192

## **Perryman:**

**Learning Target (1.OA.3):** I can apply properties of operations and the relationship between addition and subtraction.

**Task:** Practice adding and subtracting on a number line. Print [number line handout](#) or create your own on a separate sheet of paper. Roll two dice and add the sum of the two numbers. Use dice from home or use these [virtual dice](#). For example, if I rolled a 5 and 6 I would have 11. Then, roll one dice. For example, I may roll a 4. Then, subtract the two numbers on a numberline. See instructional video below. Write the numbers as an equation. For example,  $11 - 4 = 7$ . Now encourage your child to turn this equation into an addition problem. Start at 7, then add 4 on the number line. Write this addition problem as an equation. For example  $7 + 4 = 11$ . For more of a challenge, roll three dice for your starting number and two dice to subtract.

**Bonus Challenge:** Roll three dice to start. Add all three dice together. For example  $3 + 4 + 6 = 13$ . Then roll two dice. Add the two dice together. For example  $5 + 4 = 9$ . Subtract both numbers,  $13 - 9 = 4$ .

**Instructional Video:** [https://drive.google.com/file/d/1CtY4QPhDOuivRi\\_vSFhKdojtI2JxVkfG/view](https://drive.google.com/file/d/1CtY4QPhDOuivRi_vSFhKdojtI2JxVkfG/view)

**Mrs. Perryman's Office Hours:**

9:30-10:30 (<https://meet.google.com/qxz-cdet-pyx>)

12:00-1:00 (<https://meet.google.com/cux-zjrh-bdj>)

## **Harvel / Eadie:**

Remediation:

**Optional Activity to Support Learning**

**Math Learning Target: I can subtract numbers within 10.**

**Task:** Today, you will solve subtraction problems using one of the subtraction strategies on the instructional video. You may record the problems in your math journal or write the problems on a piece of paper. Write the equation, and draw a picture of the math strategy used to solve each problem.

**Instructional Video for Subtraction**

**Strategies:** <https://drive.google.com/file/d/1RZ87czNeaWNttTohFabREVg8dzeKTVGj/view>

**Subtraction Problems:**

1. Katie has 8 Easter eggs. She gives 3 eggs to her sister. How many eggs does Katie have left?
2. Mike was given 10 candy bars. He gave 5 away. How many candy bars does he have left?
3. Create your own subtraction problem.

[Please click on the link for Mrs. Harvel's Office Hours:](#)

<https://schoolwires.henry.k12.ga.us/Domain/3165>