

Kindergarten - Tuesday, March 31, 2020

Math

Addition Sheet ***Please submit to teacher***

Optional Activity to Accelerate Learning (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 number line. 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.

Instructional Video:

https://drive.google.com/file/d/1CtY4QPhD0uivRi_vSFhKdojt12JxVkfG/view

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

Baby Animals

Watch Video:

<https://www.youtube.com/watch?v=YfV8DIiC3YI>

<https://www.youtube.com/watch?v=z8YsPFcmYoM>

Illustrate your favorite parent & baby animal.

Phonics: Give student the *b, d, m, o, p, r,* and *s* Letter Cards. Have them place all the cards in a row at the top of their work area. Say *rod*, and use it in a sentence. Say, "He fixed the curtain *rod*." Have students say the word. *rod* Ask students what is the first sound they hear in the word *rod*. /r/ Have students pull down Letter Card *r*. Ask students what sound they hear next in *rod*. /o/ Have students pull down Letter Card *o*. Ask students what sound they hear next in *rod*. /d/ Have students pull down Letter Card *d*. Have students put their letter cards back at the top of their desk or table, and repeat the process with the words *rob, sob, mob, mop,* and *mops*.

Phonics: www.lalilo.com Code: AXZJCV (optional)

Optional Activity to Support Learning

Please click on the link for Mrs. Harvel's Office Hours:

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

Learning Target: I can represent addition by putting together groups using drawings, objects, and equations.

Today, you will watch a video that models putting together objects to represent addition. I want you to notice how objects and equations are being used to solve each problem.

<https://www.youtube.com/watch?v=tVHOBVAFjUw> Learn Addition up to 10

Did you notice how objects/drawings (penguins) and equations were used to solve each problem? You can use objects around your house to represent addition. You can use pennies, beans, or even small toys for putting together two groups of objects to find out how many are there altogether. Look at my example below.

$$3 + 3 = 6$$

$$ooo + ooo = 6$$

Can you think of a different way to equal 6 with putting together objects/drawings and writing an equation? Record your answers in your math journal or on a piece of paper.

For Additional Practice: Think of at least two different ways to equal 8 and 10 using objects/drawings and writing an equation.

$$\underline{\quad} + \underline{\quad} = 8, \quad \underline{\quad} + \underline{\quad} = 8, \quad \underline{\quad} + \underline{\quad} = 10, \quad \underline{\quad} + \underline{\quad} = 10$$