

Kindergarten - Wednesday, April 29, 2020

Math

I can add together 2 sums to get a total.

Addition War

Materials: deck of cards; 2 players

Directions:

1. Cards needed: A=1, 2, 3, 4, 5
2. Shuffle cards
3. Divide deck in half each player receives half the cards.
4. Each player flips up 2 cards from their deck.
5. Add cards together.
6. The player with the higher number wins all four cards.
7. Continue game until flipping 2 cards.
8. **War:** both players have same amount. Each flips 2 more cards to break the tie.
9. The player with the most cards.

Extension: Use all cards except face cards A-10)

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:

Plants: Grow and Change
Watch Video: Seed to

Flower <https://www.simplykinder.com/videos-about-plants/>

Plant a seed. Watch it grow and change over the next two weeks. (See examples sent by your teacher).

Phonics:

Unit 11 Lesson 2 Day 3

I can blend sounds to read words.

Use the letter cards, **d, e, l, m, n, o, s**

Students will use letter cards to create new words. Say the word moles. What sounds do you hear? Put the letters in front of you. What do you hear first? /m/ Next? /o/ **What letter and letter pattern make the /ō/ sound?" o and o_e** Tell students the /ō/ in *stone* is spelled **o_e**. Have students pull down **Letter Cards o and e**, leaving a space between them. Last sound you hear? /l/ What do you hear at the end of the word moles? /s/ Blend it together to read word moles. Using the same routine, continue with the following words:

Have students put their letter cards back at the top of their work space and repeat the process with the words ***mold, told, and lone***.

BLENDING Have students blend the words **lost, lone, globe, and slot**

Perryman:

Learning Target (1.OA.1): I can solve word problems within 20.

Task: Watch the instructional video on how to solve addition problems using a number line. Then, complete the [word problems extension questions](#). Use a [number line handout](#) and [equation template](#) to solve each problem. If a printer is unavailable, write number lines and equations on a separate sheet of paper. Share your work with your teacher or Ms. Perryman (tara.perryman@henry.k12.ga.us).

Additional Extension: Addition and subtraction are related operations. Prompt your child to turn each question into a subtraction problem. What would the problem say? What would the equation look like?

Guiding Questions

- How many pennies does ____ have in their hand?
- How many does ____ have all together? What does all together mean?
- What do we not know in this problem? How could we find this missing information?
- Can you write an addition equation?
- Can you write a subtraction equation?

Instructional Video: [Click Here](#)

Harvel / Eadie

Remediation: [Optional Activity to Support Learning](#)

Learning Target: I can use different combinations of numbers to represent the same quantity(total).

Instructional Video: https://drive.google.com/file/d/1PDiPhi_C54vm5YBsrIPV_QEehjMTq3ZM/view

Task: Dropping Pennies (GA Framework Task for Wednesday and Thursday)

Materials: 10 pennies, Dropping Pennies Recording Sheet, and a pencil

Dropping Pennies (10) Recording Sheet: <https://drive.google.com/file/d/1DbQAPUC9Wfgj2RpdgEg9N2zE-2dTxZOg/view?usp=sharing> After you click on the link, go straight to the download symbol on the right. Click to download and copy. If you open it before you download the sheet, the columns will not appear on the document. If you do not have access to a printer, you may make your own recording sheet if needed.

Simply draw three columns on a piece of paper. Draw lines across to make several rows. Write the headings at the top of your chart (Heads, Tails, and Total).

Dropping Pennies:

Sam dropped 10 pennies on the ground. Some were heads up and some were tails up. How might the pennies have fallen? Show all the ways the coins have landed on the ground.

1. Put 10 pennies in a cup and shake it up. Drop the pennies on a surface.
2. Sort the pennies by heads and tails.
3. Count how many pennies with heads and how many with tails. Record the numbers on your recording sheet along with the total number of pennies. Do this six more times to see how many different combinations you get of heads and tails to make the sum of 10.
4. Reflection questions to answer to an adult: How many different combinations of numbers did I use to represent the sum of 10? Were some of the combinations the same? What strategies did I use to add the numbers to make the sum of 10? Did you find all the combinations of numbers to make 10? How do you know?

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

My link for both office hours: <https://meet.google.com/maw-xhxf-mux>

K: 10:00-10:20, 2:00-2:20