

Kindergarten - Thursday, April 2, 2020

Math:

Subtraction sheet - **turn in for assessment ***

- **Learning Target:** I can apply properties of operations and the relationship between addition and subtraction.

Learning Target: I can blend sounds together to read words.

Phonics: Unit 10 Lesson 3 Day 5

Give each student the *d, i, m, n, s, t (2), and w Letter Cards*. Have them place all the cards in a row at the top of their work area. Say *wind*, and then use it in a sentence. Say, "The *wind* is blowing." Have students say the word. Ask students what is the first sound they hear in the word *wind*. /w/ Have students pull down *Letter Card w*. Ask students what sound they hear next in *wind*. /i/ Have students pull down *Letter Card i*. Ask students what sound they hear next in *wind*. /n/ Have students pull down *Letter Card n*. Ask students what sound they hear next in *wind*. /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 *win, twin, twist, and mist*.

Phonics: www.lalilo.com

Code: AXZJCV (Optional Resource)

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: Animal Characteristics

- >Choose a live animal—a pet or one from outside (bugs & critters)
- >Choose from one of the following activity: take a picture, draw a picture of the animal, make a video or a poster explaining the characteristics of that animal. Include the following: its body covering, how it moves, how many legs it has, and any other characteristics it may have.

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

Music: <https://schoolwires.henry.k12.ga.us/Page/130776>

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 subtraction problems within 10 using objects and drawings.

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

<https://www.youtube.com/watch?v=Rnw5ixvU074> Learn to Subtract

When we take objects away, we are showing subtraction. We use the minus sign (-) to indicate something is being taken away. We also use the equal sign (=) to show that numbers on both sides of the equation are equal. Parents print and use the [Vehicle Subtraction](#) activity for your child to practice what he/she has learned today.

Additional Practice if Needed -There are 7 children playing on the playground. There are 4 children wearing red shirts and 3 children wearing yellow shirts. The 3 children wearing the yellow shirts went home. How many are left? Use objects, drawings, and an equation to solve the problem. $7 - \underline{\quad} = \underline{\quad}$ *Record your answer in your math journal or on a piece of paper.

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 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.

Instructional Video: https://drive.google.com/file/d/1CtY4QPhDOuivRi_vSFhKdojtI2JxVkfG/view

