Math Assignments for the Week 2

Calendars – Please complete at least one of the tasks that are given on each day of the calendar. You may do more if you wish. Please check the box or boxes you do each day.

Play Car Race with a family member. Use any object that you have at home as your “car”. If you don’t have dice, cut squares of paper and write numbers on them.

Begin a Penny Jar for estimation and counting practice for the month of April. You may use a different small object if you don’t have pennies.

As always, we want you to help Jiji complete more puzzles in ST Math. Remember to play the gray and record your progress.

Visit gregtangmath.com and have fun completing the challenges.
Calendarios: complete al menos una de las tareas que se dan en cada día del calendario. Puede hacer más si lo desea. Por favor marque la casilla o cajas que hace cada día.

Juega a Car Race con un miembro de la familia. Utilice cualquier objeto que tenga en casa como su "coche". Si no tienes dados, corta cuadrados de papel y escribe números en ellos.

Comience un Penny Jar para la práctica de estimación y conteo para el mes de abril. Puede usar un objeto pequeño diferente si no tiene centavos.

Como siempre, queremos que help Jiji complete más puzzles en ST Math. Recuerda tocar el gris y grabar tu progreso.

Visita gregtangmath.com y diviértete completar los desafíos.
Kalandriye-Tanpri ranpli omwen youn nan travay yo ke yo bay sou chak jou nan kalandriye a. Ou ka fe plis si ou vle. Tanpri tcheke Bwat la oswa bwat ou fe chak jou.

Jwe kous machin ak yon manm fanmi. Sevi ak nenpot obje ke ou gen lakay ou kom "machin". Si ou pa gen dice, koupe kare papye ak ekri nimewo sou yo.

Komanse yon peni bokal pou estimasyon ak konte pratik pou mwa avril la. Ou ka sevi ak yon obje diferan ti si ou pa gen pennies.

Kom toujou, nou vle ou help Jiji ranpli plis pezeul nan St matematik. Sonje pou ou jwe gri ak dosye pwogre ou.

Ale nan gregtangmath.com epi yo gen p ranpli defi yo.
ST Math Log

Record the date, the number of puzzles you solved, and the time working in the program. The goal is to spend 20 minutes in the program for two times each week. You can spend more time playing with Jiji if you wish.

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<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Number of Puzzles Solved</th>
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Car Race

What You Need
- Car Race gameboard
- die
- counters

What To Do
1. Put a counter (race car) on the 0 space (Start) on each track.
2. Roll the die.
3. Move one counter (car) that number of spaces, or split the number across two or more counters (cars).
4. Play until all 3 counters (cars) have moved to 10. Which car was first? Second? Last?
Car Race
Gameboard (3 Tracks)
Start a penny jar to collect your family’s pennies.

Once a week, estimate how many coins are in the jar:
- Take a small handful of pennies and count them.
- Compare the number in your hand with the number in the penny jar. \textit{How many pennies do you think are in the jar?}
- Count the pennies in the jar and then record the number. \textit{How close was your estimate?}
- \textit{How many pennies do you think will be in your jar next week?} Keep track of how the number changes.
## Kindergarten Math Calendar Week 2

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<tbody>
<tr>
<td>Use objects to show a set of 13 on the double ten frame.</td>
<td>You have 7 toys and your friend gives you 3 more toys. How many toys do you have?</td>
<td>There are 9 ants. 3 ants crawl away. How many ants are left?</td>
<td>Write the numbers 0 - 20 on the sheet of paper. Cut them apart and order them from least to greatest.</td>
<td>Start counting at 45 and count to 70.</td>
</tr>
<tr>
<td>What is zero more than 13?</td>
<td>Draw a picture to solve the problem. Write an equation to match.</td>
<td>Draw a picture to solve the problem. Write an equation to match your picture.</td>
<td>Save the numbers for tomorrow!</td>
<td>Start counting at 85 and count to 100.</td>
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<tr>
<td>What is 13 - 13?</td>
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<td>Start counting at 60 and count by 10s to 100.</td>
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<tr>
<td>What is one more than 13?</td>
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<td></td>
<td>Start counting at 10 and count by 10s to 100.</td>
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<tr>
<td>What is 13 + 1</td>
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<tr>
<td>Save your double ten frame for later in the week.</td>
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<tr>
<td>Show 14 two different ways. (Examples would be 10+4 or 15-1)</td>
<td>Use small objects to practice counting to 20.</td>
<td>Use math vocabulary to compare the weight of a giraffe and the weight of a kitten.</td>
<td>I have 13 candies and add one more.</td>
<td>Place your number cards in a stack. Pick a number card and show it on your double ten frame.</td>
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<tr>
<td>What is 14 subtract all?</td>
<td>What number comes before 20?</td>
<td>What is 13 minus all?</td>
<td>How many would I have?</td>
<td>Write an equation for your number.</td>
</tr>
<tr>
<td>What is zero more than 14?</td>
<td>What is zero plus 20?</td>
<td>What is 13 minus all?</td>
<td>Write an equation to match both problems.</td>
<td>(example: 14= 10+4)</td>
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<tr>
<td></td>
<td>Start at 20 and count as high as you can.</td>
<td></td>
<td></td>
<td>Repeat 3 times.</td>
</tr>
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</table>

An equation is a number sentence where one side equals the other.
Double Ten-Frame Mat
Monday
Box 1- 13,0,14,14
Box 2- Examples 10+4 or 15-1, 0, 14

Tuesday
Box 1- 4
Box 2- 19,20

Wednesday
Box 1- 6

Thursday
Box 1- 0,1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20
Box 2- 14, 0
Greg Tang’s Kindergarten
Spring Math Challenge

START

- Play Ten Frame Mania for 10 minutes
- Play Math Limbo (Learn mode) for 5 minutes
- Play How Much How Many for 10 minutes
- Read The Grapes of Math

SPRING

- Play Numskill (Easy / 2 sets) for 5 minutes
- Play Kakooma + (Practice, 4 number, Sun) for 10 minutes
- Play NumTanga Jr for 10 minutes
- Play Math Limbo (Learn mode) for 10 minutes

FINISH

Instructions:
1. Go to: gregtangmath.com
2. Click the buttons at the top to go to Books and Games.
3. Mark off each square on the game board as you complete the activity.
4. Try to get to the finish line by May 10th!

Notes:
- Have someone older, like Mom or Dad, help if you need it.
- If the games are too easy, move to a harder level!
Write the numbers 0-20

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |