

Student Name: _____ School Name: _____ Teacher Name: _____

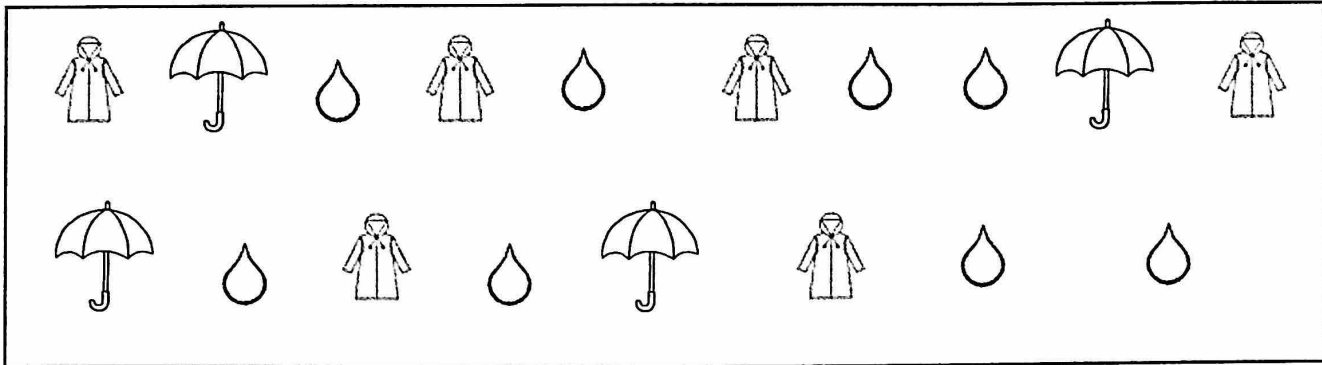
Kindergarten Math Project: April Showers Bring May Flowers	
Estimated Time	Total Time 60 - 70 minutes Work at the pace that works best for you and your child.
Grade Level Standard(s)	K.CC.A: Know number names and the count sequence. K.CC.B: Count to tell the number of objects. K.CC.C: Compare numbers K.OA.A: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Caregiver Support Option	Read and explain directions for activities. Assist with activities. Ask your child questions about what was learned in activity. (See Questions to Explore below.)
Materials Needed	Paper, pencil (crayons or coloring pencils are optional)
Question to Explore	<ul style="list-style-type: none">• To find out how many altogether, do you need to add or subtract?• Which number is between 6 and 8?• What does it mean to have less?• Which number comes before 9?• To find how many are left, do you need to add or subtract?
Student Directions	Each activity below has directions for you to follow.




Student Name: _____ School Name: _____ Teacher Name: _____

April Showers

Day 1: How many do you see?

Have your child identify the objects in the picture box below (raincoats, umbrellas, and raindrops). In the chart below the picture, have your child record how many he/she sees of each object. Then, ask your child each question below the picture. Your child may color the pictures, if desired.



- How many raincoats are there in all? _____
- How many umbrellas are there in all? _____
- How many raindrops are there in all? _____
- How many umbrellas and raincoats are there altogether?

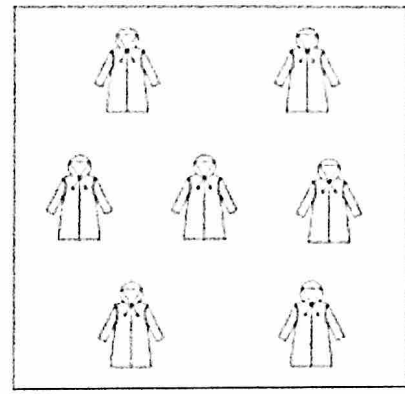
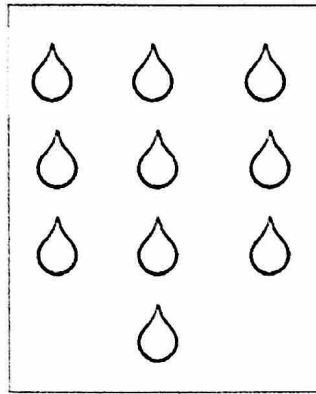
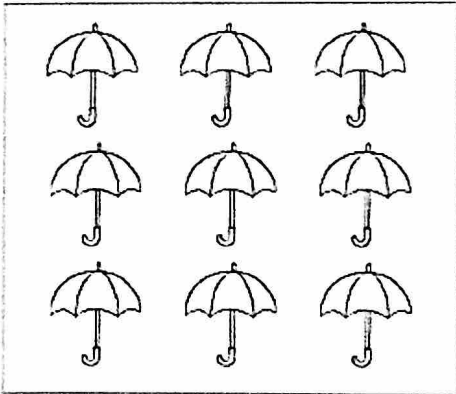
Extension Activity:

Using the same or different picture, draw a picture box with different amounts (up to 10) for each item. (For example, draw 8 umbrellas, 9 raindrops, and 4 raincoats). Then, have your child answer the same questions above by writing the numbers on paper.

Student Name: _____ School Name: _____ Teacher Name: _____

Day 2: Comparing Numbers

Count the number of objects in each box. Write how many objects there are on the lines below the boxes. Your child may color the pictures, if desired.



_____ umbrellas

_____ raindrops

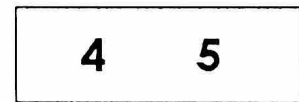
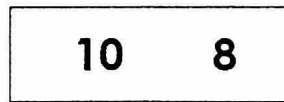
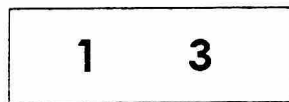
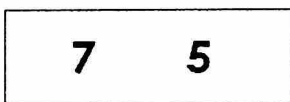
_____ raincoats

- Circle the number that tells which has the most.
- Draw an X on the number that tells which has the least.

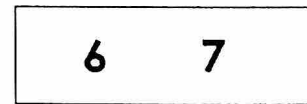
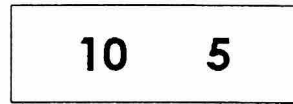
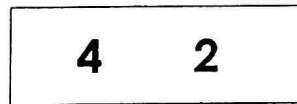
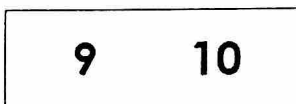
Have your child answer the following questions:

- How many more umbrellas are there than raincoats? How do you know?
- How many less coats are there than raindrops? How do you know?

Circle the number in each box below that is more. Discuss how you know which is more.



Circle the number in each box below that is less. Discuss how you know which is less.



Extension Activity:

Have your child write two random numbers on paper. Ask him/her to identify the number that is more. Have your child identify the one that is less. Ask your child how he/she knows the number is more or less.

Student Name: _____ School Name: _____ Teacher Name: _____

Day 3: Missing Numbers

Using the number line below, have your child touch and say the numbers in order from 1 – 10. Have him/her touch and say the numbers in the opposite order from 10 – 1.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Have your child look at the row of numbers below and write the missing numbers on the lines. Then, say all of the numbers in the row aloud. Your child can use the number line above, as needed, to identify the numbers that are missing.



3 _____ _____ 6 _____ _____ 9



_____ _____ 3 _____ 5 _____ 7



4 _____ 6 _____ 8 _____ 10

Extension Activity:

Have your child identify and write the missing numbers from in the rows below.



10 _____ _____ 7 _____ 5



_____ 6 _____ 4 _____ _____




5 _____ _____ _____ _____ 1

Student Name: _____ School Name: _____ Teacher Name: _____

Activity 2: May Flowers

Day 4: Adding Sunflowers

Have your child solve the subtraction problems below, using the sunflowers for counting, as needed. Then, write the answers in the chart below and say the problem aloud. Ask your child if he/she notices any patterns. If so, ask your child to share his/her observations. For example, $0 + 2$ and $2 + 0$ both equal 2. Another pattern is the numbers going down on the left side of each problem are in order from 0 to 4 (the first number of each problem is in order - 0, 1, 2, etc.). Your child may color the flowers, if desired.


	
$0 + 4 =$	$0 + 5 =$
$1 + 3 =$	$1 + 4 =$
$2 + 2 =$	$2 + 3 =$
$3 + 1 =$	$3 + 2 =$
$4 + 0 =$	$4 + 1 =$
	$5 + 0 =$

Extension Activity: Ask your child to write and solve addition problems with answers of other numbers between 6 – 10 and tell what pattern he/she notices. For example, if your child selects 9, some addition problems would be: $7 + 2$, $2 + 7$, $6 + 3$, $3 + 6$. One pattern is that the addition problems with the same addends have the same answer when they are reversed (i.e., $6 + 3$ and $3 + 6$).

Student Name: _____ School Name: _____ Teacher Name: _____

Day 5: Subtracting Tulips

Have your child solve subtraction problems below, using the tulips for counting, as needed. Then, write the answers in the chart below and say the problem aloud. If he/she notices any patterns. If so, ask your child to share his/her observations. For example, looking down the columns of problem, the first numbers of each addition problem are in the same order as counting backwards - 10, 9, 8, 7, etc. Your child may color the flowers, if desired.


	
$10 - 6 =$	$10 - 5 =$
$9 - 5 =$	$9 - 4 =$
$8 - 4 =$	$8 - 3 =$
$7 - 3 =$	$7 - 2 =$
$6 - 2 =$	$6 - 1 =$
$5 - 1 =$	$5 - 0 =$
$4 - 0 =$	

Extension Activity: Ask your child to write and solve subtraction problems with answers of other numbers between 6 – 10 and tell what pattern he/she notices. For example, if your child selects 9, some problems would be: $10 - 1$, $9 - 0$. One pattern noticed is that the first number of each subtraction problem is in order when counting backwards - 10, 9, 8, etc.

Student Name: _____ School Name: _____ Teacher Name: _____

Day 6: Adding and Subtracting Roses

Have your child solve the addition and subtraction problems below, using the roses for counting, as needed. Then, write the answers in the chart below and say the problem aloud. Ask your child does he/she notice any patterns. If so, ask your child to share his/her observations. For example, $0 + 2$ and $2 + 0$ both equal 2. Another pattern is the numbers going down on the left side of each problem are in order from 0 to 4, etc. Your child may color the flowers, if desired.

	
$2 + 2 =$	$1 + 4 =$
$6 - 2 =$	$9 - 4 =$
$1 + 3 =$	$2 + 3 =$
$7 - 3 =$	$8 - 3 =$
$0 + 4 =$	$3 + 2 =$
$8 - 4 =$	$7 - 2 =$


Extension Activity: Ask your child to write and solve addition and subtraction problems with answers of other numbers between 1 – 10 and tell what pattern he/she notices. For example, if your child selects 9, some of the addition and subtraction problems could be: $7 + 2$, $2 + 7$, $10 - 1$, $9 - 0$, $6 + 3$, $3 + 6$. One pattern noticed for the addition problems with the same addends have the same answer when they are reversed (i.e., $6 + 3$ and $3 + 6$). There are only two subtraction problems with answers that equal 9.

Student Name: _____ School Name: _____ Teacher Name: _____


Activity 3: In the Sky

Day 7: Clouds in the Sky


Have your child touch and count each cloud below and write the number on the line to complete each sentence. Then, help your child read each sentence aloud. Your child could color the clouds, if desired.




Sam saw _____ clouds.




Nia saw _____ clouds.



Jesse saw _____ clouds.



Kai saw _____ clouds.



Ryan saw _____ clouds.

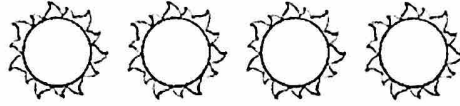
Extension Activity: Have your child look in the sky and count the clouds he/she sees. Then, have your child draw the clouds on paper and write the number that tells how many were seen. This activity may be repeated for 3 – 4 days.

Student Name: _____ School Name: _____ Teacher Name: _____

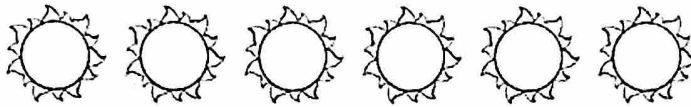
Day 8: Sunny Days

Have your child solve each subtraction problem and write the answer on the line. Use the pictures of the sun to show your work. For example, $3 - 1 = 2$. Have your child cross off one sun to show that it is being subtracted from the 3 suns. Your child may color the suns, if desired.

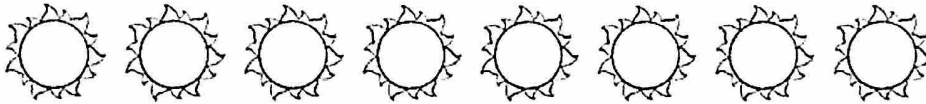
$$4 - 2 = \underline{\quad}$$



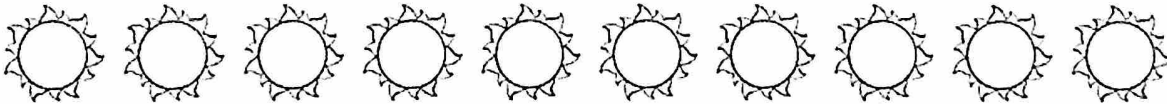
$$6 - 3 = \underline{\quad}$$



$$8 - 2 = \underline{\quad}$$



$$10 - 5 = \underline{\quad}$$



Extension Activity: Have your child write and solve his/her own subtraction problems using numbers 1-10 and draw his/her own pictures on paper to match the problems.