

[illegible]

Online Learning Opportunities

Moby Max:

Students can continue math practice on mobymax.com. Please email your teacher if you need username/password information for Moby Max. Students may also use Moby Max for additional practice on other subjects such as language, reading and science.

Raz-Kids:

Students can continue to practice reading on their BAS level (independent reading level) on raz-kids.com. The program asks that they record themselves reading the online books. The students will then answer comprehension questions. This is a great way to keep their independent reading skills strong. Please email your teacher if you need username/password information for Raz-Kids.

Learning.com:

Student can continue to practice keyboarding and computer literacy skills using their learning.com account. Please email you teacher if you need username/password information for learning.com.

A Cool Pool!

by ReadWorks

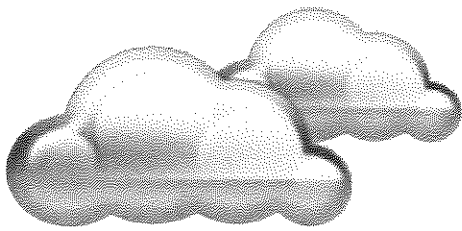
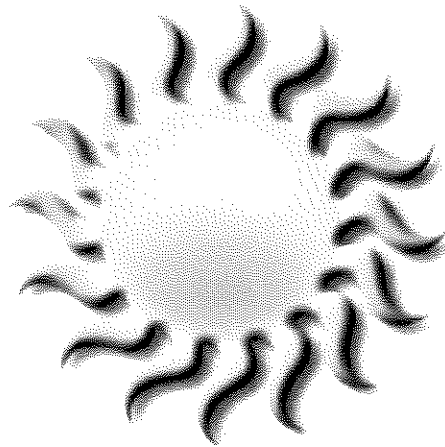


The day was hot. The sunshine was warm. Ava's mother filled the wading pool.

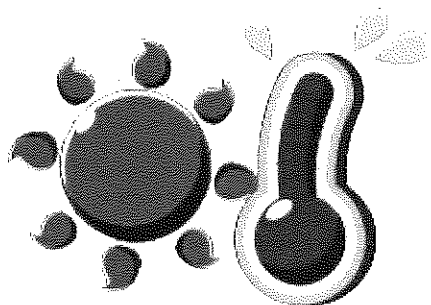
"May I get in?" Ava asked.

She jumped into her pool. Brrrr! It felt cold. This was not fun! Ava's mother called her for lunch. Later, Ava got back into her pool. Now the water felt warm. Ava splashed and laughed.

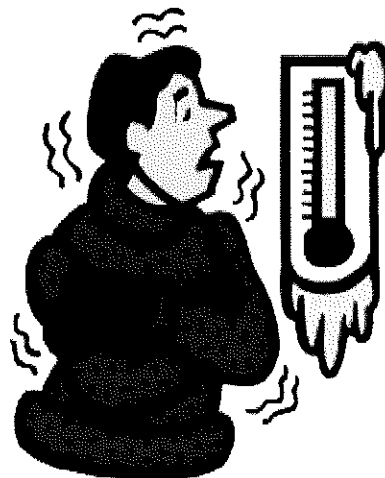
Name: _____ Date: _____

1. What is the weather like in the story?*cool and cloudy**hot and sunny***2. What is Ava doing today?***swimming in her pool**playing at the park*

3. How did the water feel when Ava jumped into her pool in the morning?

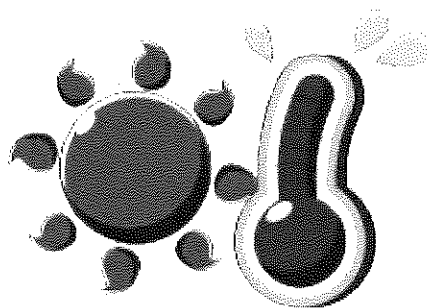


warm

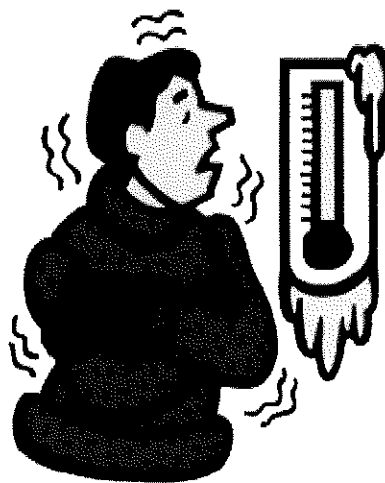


cold

4. How did the water feel when Ava got back into her pool after lunch?



warm



cold

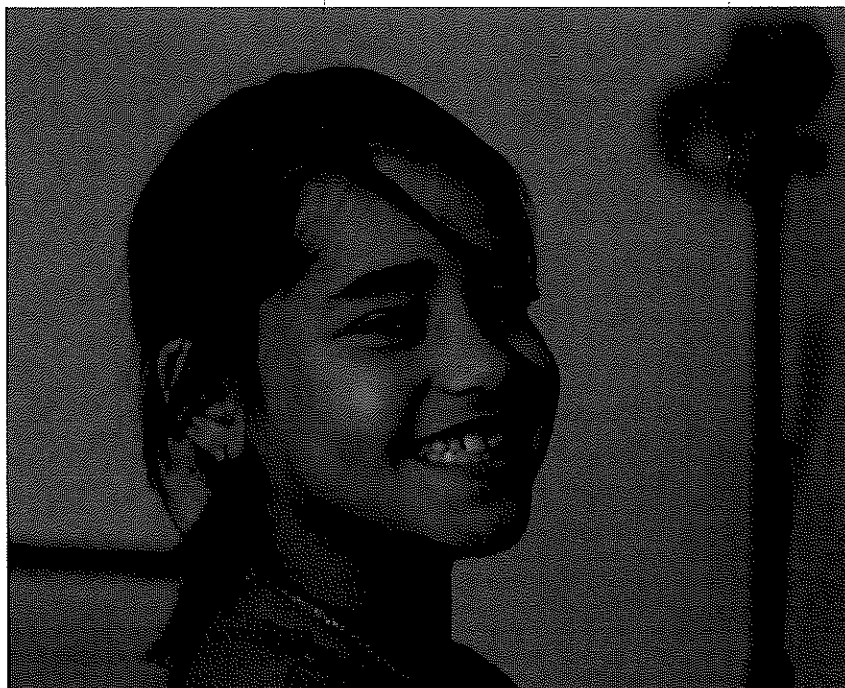
5. When does Ava have fun splashing and laughing in her pool?

6. What did you learn from "A Cool Pool"?

7. Draw a picture of Ava splashing and laughing in her pool.

Take Care of Your Teeth

by ReadWorks



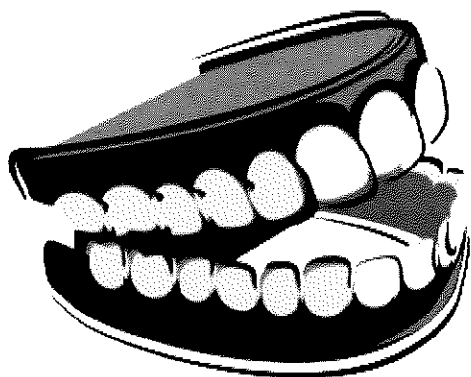
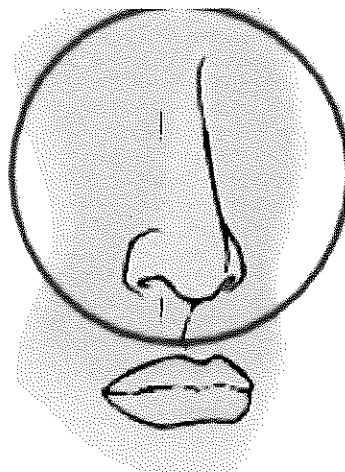
You need healthy teeth. Do you know why? Your teeth help you eat. They help you talk.

Here are some ways to care for your teeth:

- Brush your teeth after you eat.
- Eat healthful foods.
- Have a grown-up help you floss your teeth.
- Visit the dentist two times each year.

And don't forget to smile!

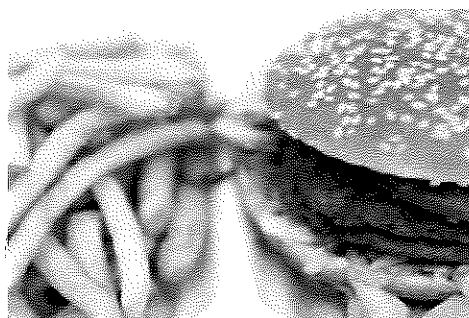
Name: _____ Date: _____

1. What do you need to help you eat and talk?*healthy teeth**your nose***2. What should you do after you eat to care for your teeth?***drink soda**brush your teeth*

3. What kind of food should you eat?



healthy food

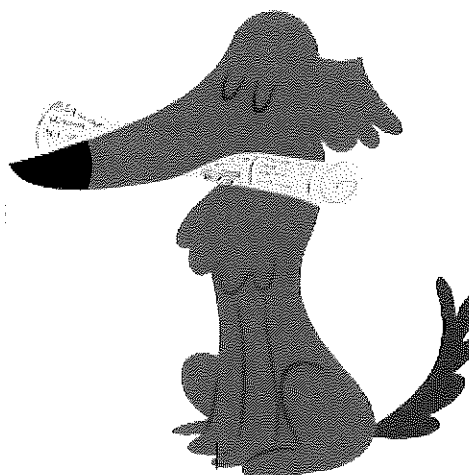


junk food

4. Who can help you floss your teeth?



a grown-up



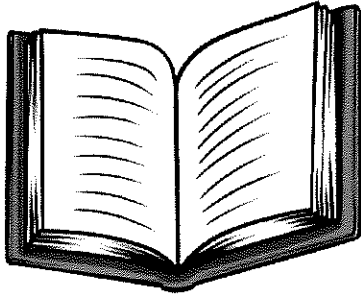
your dog

5. How many times should you visit the dentist each year?

6. What did you learn from "Take Care of Your Teeth!"?

7. Draw a person caring for his or her teeth.

Reading Log



Date: _____

Title of
Book: _____

How Many Pages Did You Read? _____

How Long Did You Read? _____ minutes

Write A Brief Description of What You Read



Grade K Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet includes 15 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Specific instructions to guide your student are found at the bottom of each page.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade K Math
concepts covered in
this packet!



Grade K Math concepts covered in this packet

Concept	Practice	Fluency and Skills Practice
Exploring Numbers to 5	1	Understanding Counting 3
	2	Numbers 0 to 5..... 4
	3	Comparing Within 5 6
	4	Making 3, 4, and 5 8
Exploring Numbers to 10	5	Counting and Writing to 8 10
	6	Understanding 1 More 12
	7	Making 6 and 7..... 14
	8	Comparing Within 10..... 16
	9	Making 10 18
Understanding Addition and Subtraction	10	Understanding Addition..... 20
	11	Adding Within 5 22
	12	Understanding Subtraction..... 24
	13	Subtracting Within 5 26
	14	Facts to 5..... 28
	15	Adding Within 10..... 30

Understanding Counting

Name _____

Example

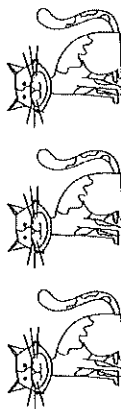


1

2

3

4



1

2

3

4



1

2

3

4



1

2

3

4

1

2

3

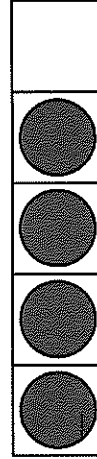
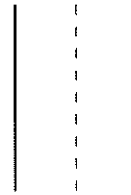
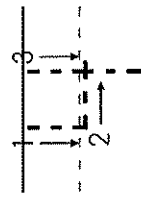
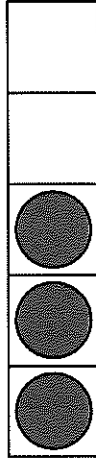
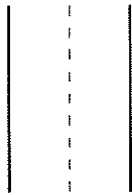
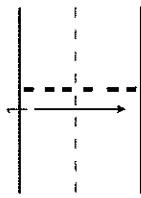
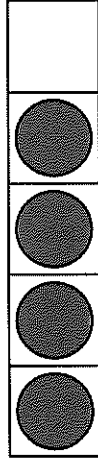
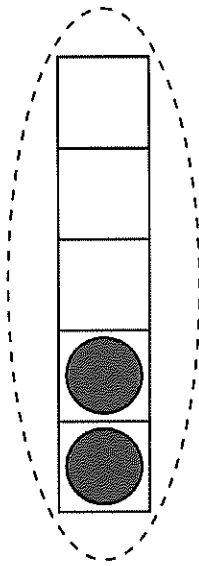
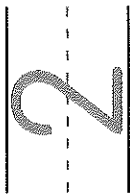
4

Have children match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1 and continuing in order. Ask children to circle the number that tells how many objects are in each group.

Numbers 0 to 5

Name _____

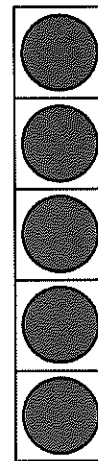
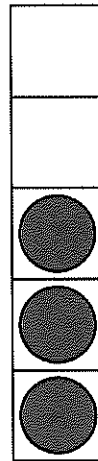
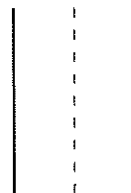
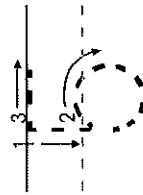
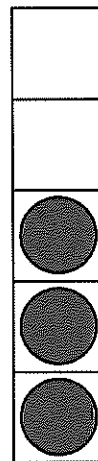
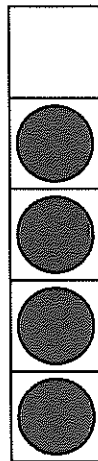
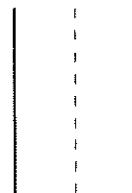
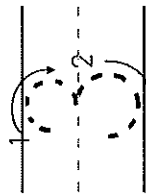
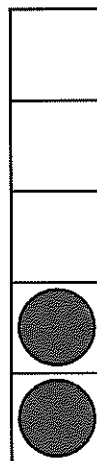
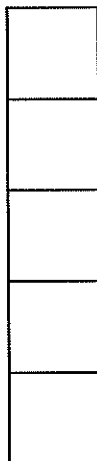
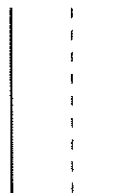
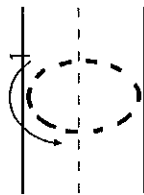
Example



Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Numbers 0 to 5 *continued*

Name _____

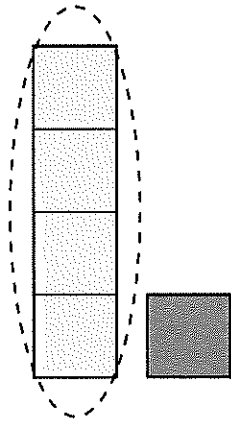


Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Comparing Within 5

Name _____

Example



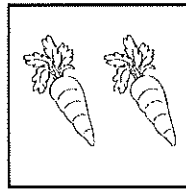
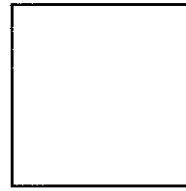
1

4



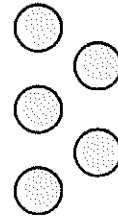
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3

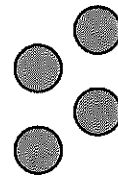


0

2



5



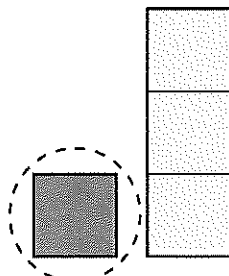
4

Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

Comparing Within 5 *continued*

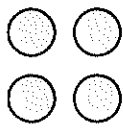
Name _____

Example



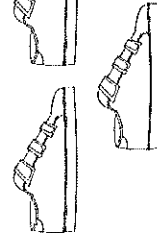
1

3



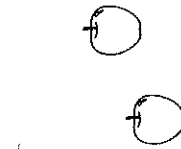
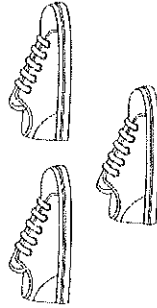
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2



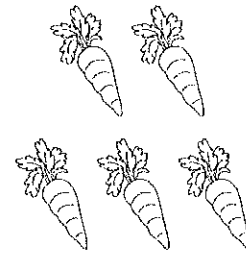
3

3



2

5

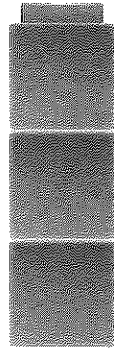
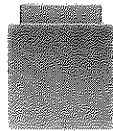
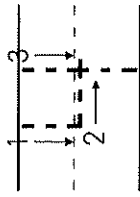


Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that is less.

Making 3, 4, and 5

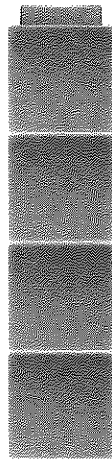
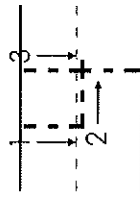
Name _____

Example

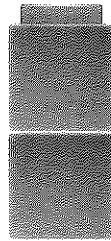
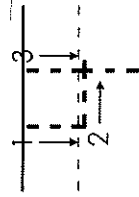


1 and

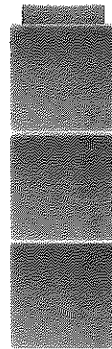
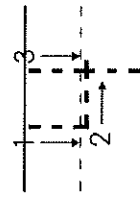
3



0 and



2 and

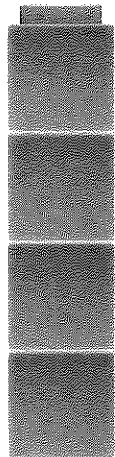
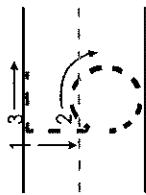


3 and

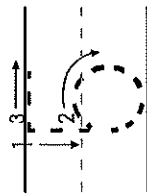
Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.

Making 3, 4, and 5 continued

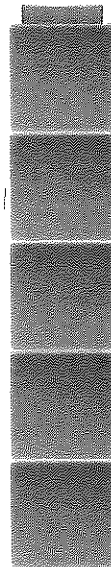
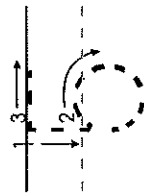
Name _____



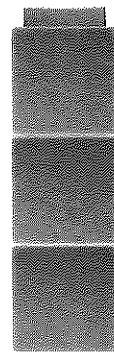
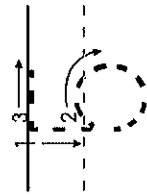
4 and



2 and



5 and



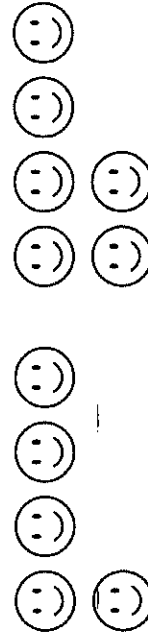
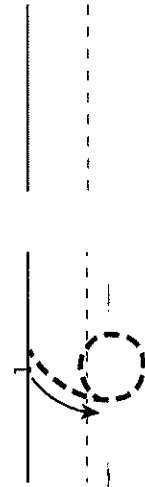
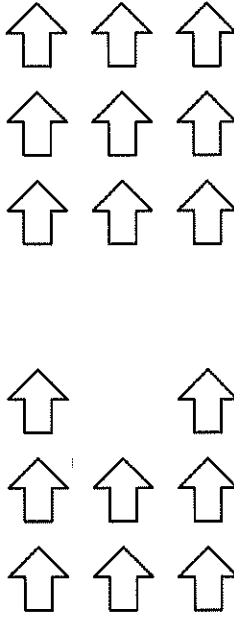
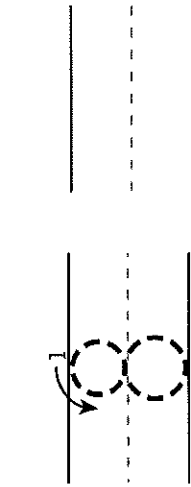
3 and

Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.

Counting and Writing to 8

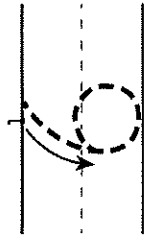
Name _____

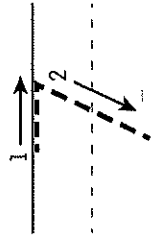
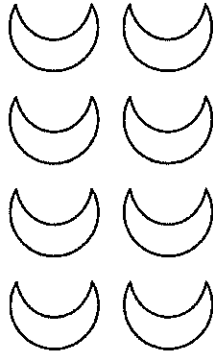
Example

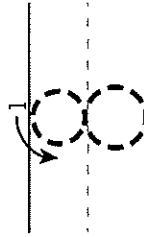
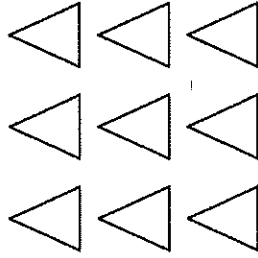


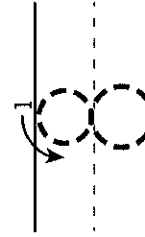
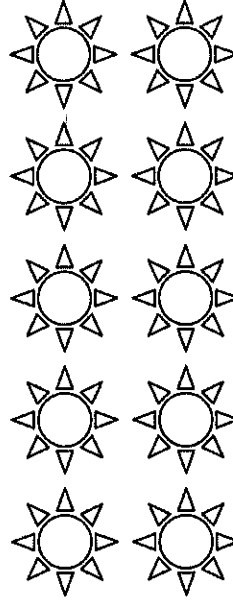
Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

Name _____







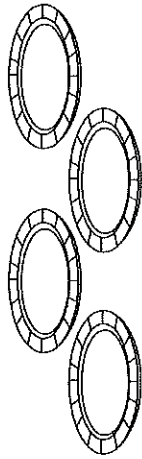


Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

Understanding 1 More

Name _____

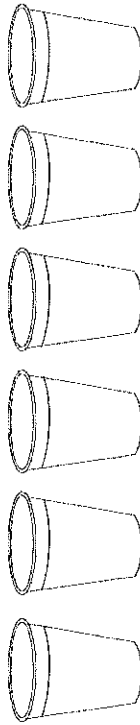
Example



1 More

4

5

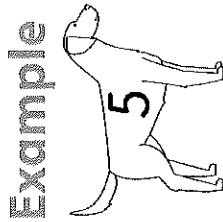




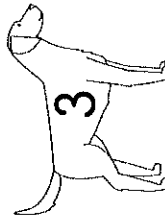
Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

Understanding 1 More continued

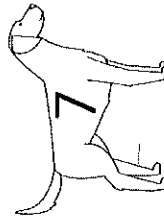
Name _____



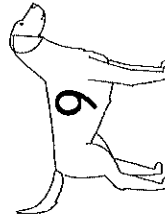
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



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



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



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



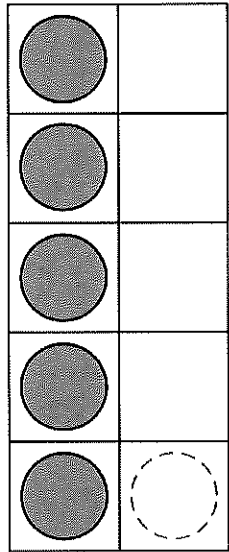
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

Making 6 and 7

Name _____

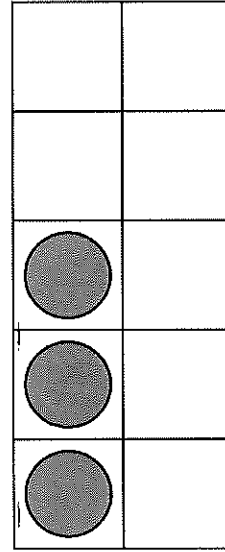
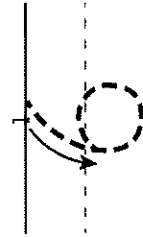
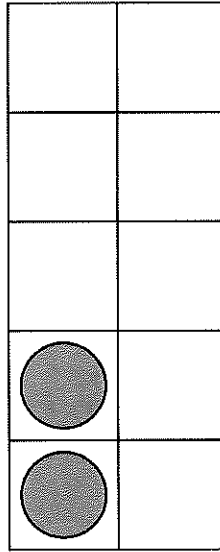
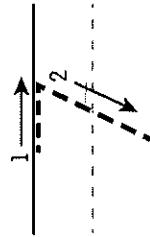
Example



5



1



Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7.

On the right, have children write the number of gray counters shown and the number of counters drawn to make the total.

Name _____

4 3



2 4



1 6

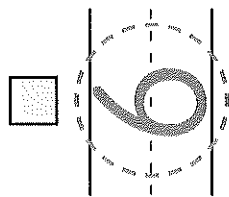
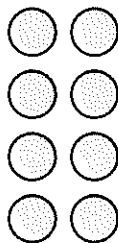
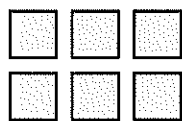


Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.

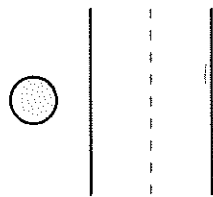
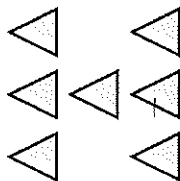
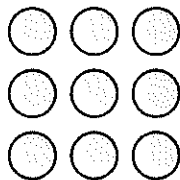
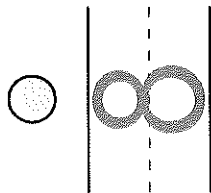
Comparing Within 10

Name _____

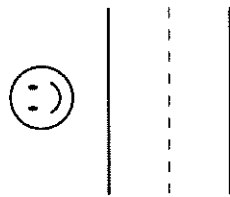
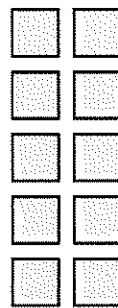
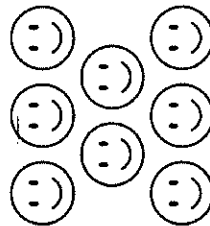
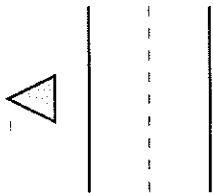
Example



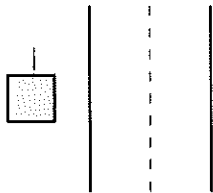
or



or



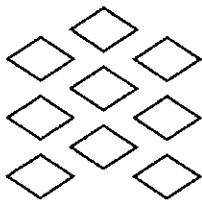
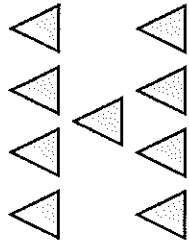
or



In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

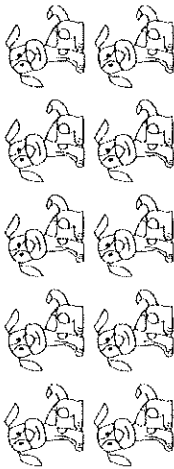
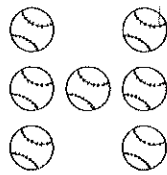
Comparing Within 10 continued

Name _____



or





or



In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Making 10

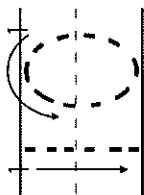
Name _____

Example

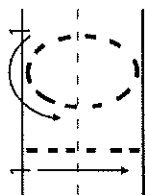
						
---	---	---	---	---	---	---



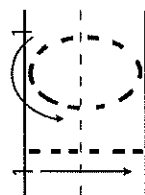
9 1



						
---	--	--	--	--	--	--



						
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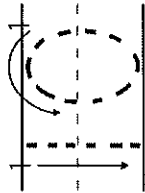
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Making 10 continued

Name _____

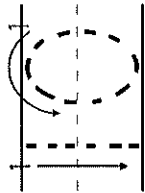
			





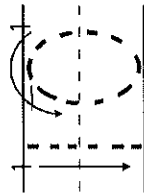
				
				





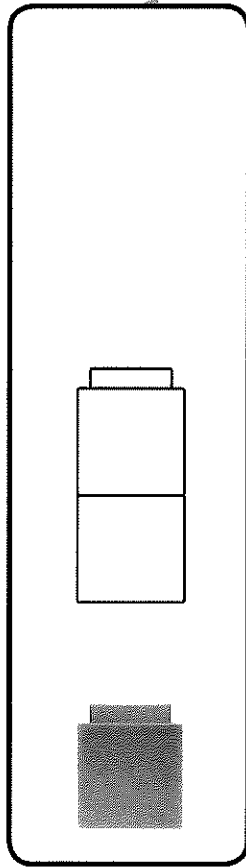




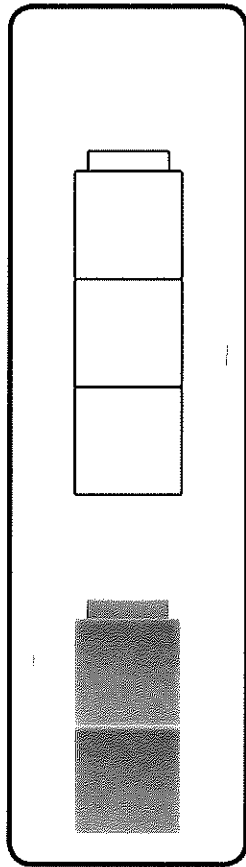
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Understanding Addition

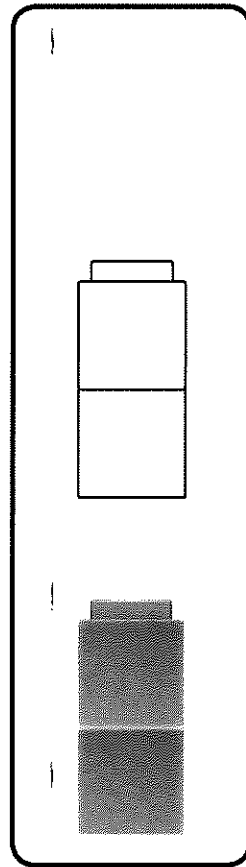
Name _____



$$2 + 3 = 5$$



$$2 + 2 = 4$$

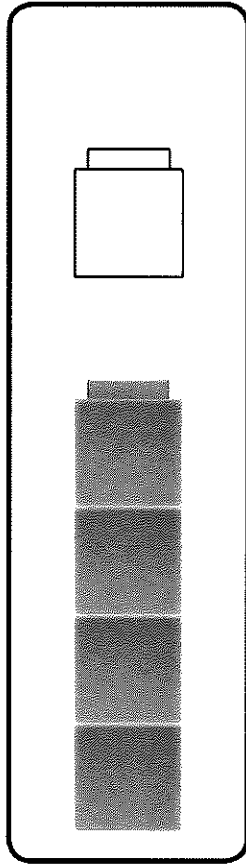


$$1 + 2 = 3$$

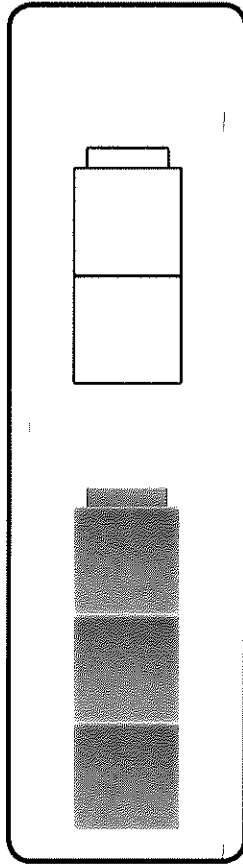
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition continued

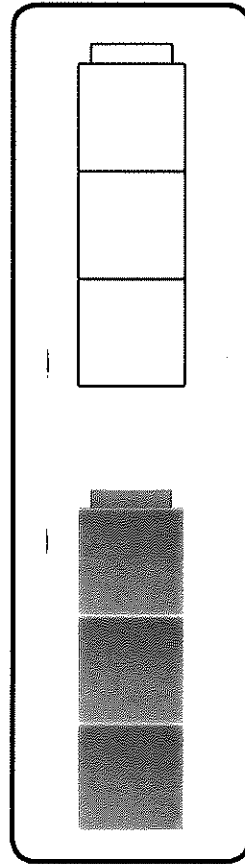
Name _____



$$3 + 3 = 6$$



$$4 + 1 = 5$$



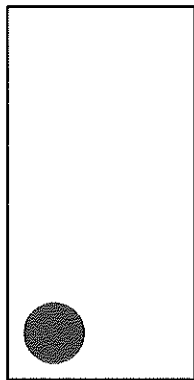
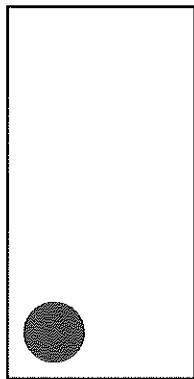
$$3 + 2 = 5$$

Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

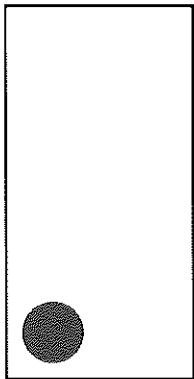
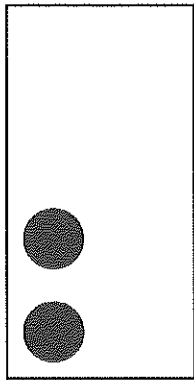
Adding Within 5

Name _____

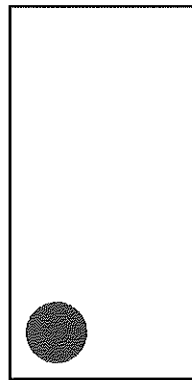
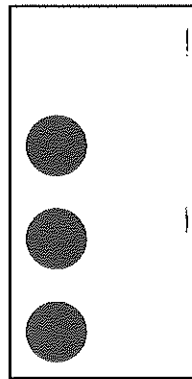
Example



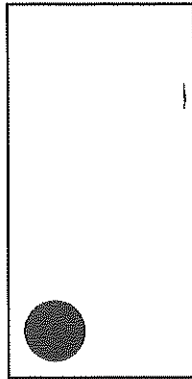
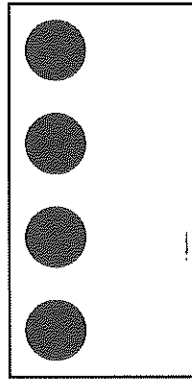
$$1 + 1 = \underline{\quad 2 \quad}$$



$$2 + 1 = \underline{\quad \quad}$$



$$3 + 1 = \underline{\quad \quad}$$

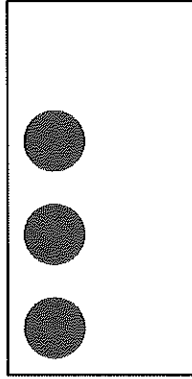
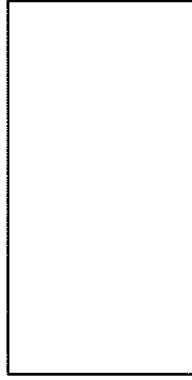
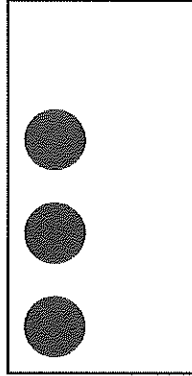
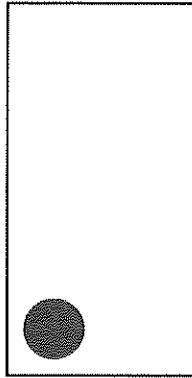


$$4 + 1 = \underline{\quad \quad}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

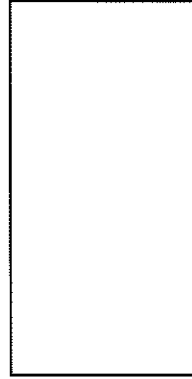
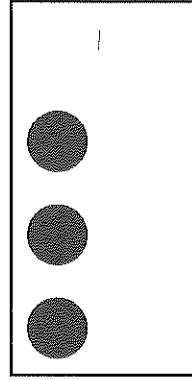
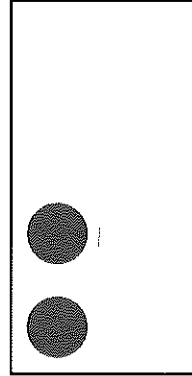
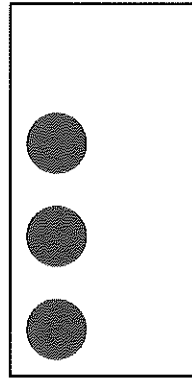
Adding Within 5 *continued*

Name _____



$$\underline{\quad} + 3 = \underline{\quad}$$

$$0 + 3 = \underline{\quad}$$



$$\underline{\quad} + 2 = \underline{\quad}$$

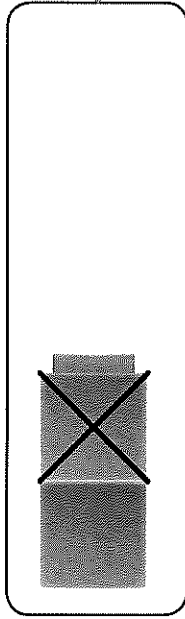
$$\underline{\quad} + 0 = \underline{\quad}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

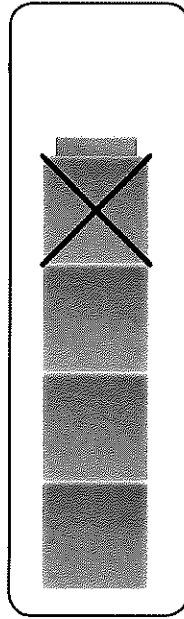
Understanding Subtraction

Name _____

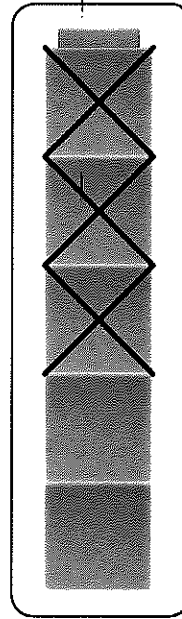
Example



$$4 - 1 = 3$$



$$2 - 1 = 1$$

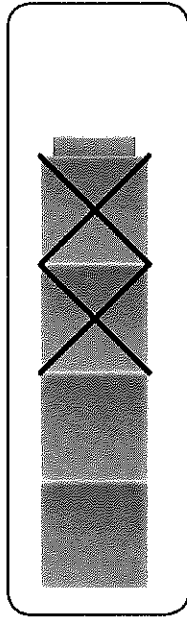


$$5 - 3 = 2$$

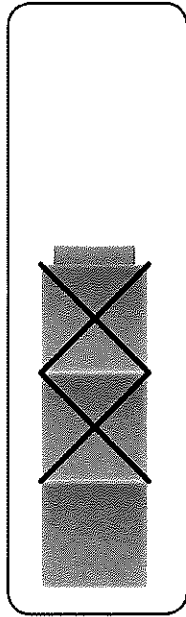
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Understanding Subtraction continued

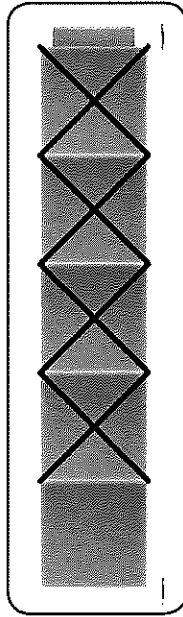
Name _____



$$5 - 4 = 1$$



$$4 - 2 = 2$$



$$3 - 2 = 1$$

Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Subtracting Within 5

Name _____

Example

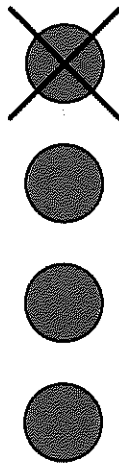


$$5 - 1 =$$

4



$$3 - 1 =$$



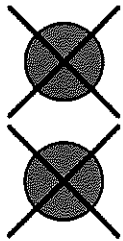
$$4 - 1 =$$



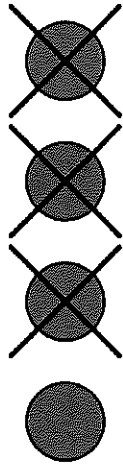
$$2 - 1 =$$

Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

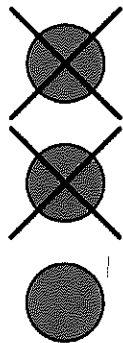
Name _____



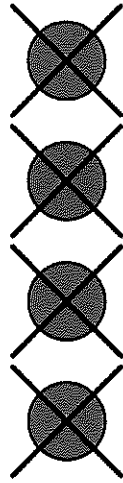
$$\begin{array}{r} \underline{\hspace{1cm}} \\ 2 - 2 = \text{---} \\ \underline{\hspace{1cm}} \end{array}$$



$$\begin{array}{r} \underline{\hspace{1cm}} \\ 4 - 3 = \text{---} \\ \underline{\hspace{1cm}} \end{array}$$



$$\begin{array}{r} \underline{\hspace{1cm}} \\ 3 - 2 = \text{---} \\ \underline{\hspace{1cm}} \end{array}$$



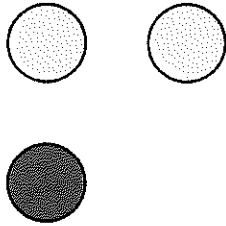
$$\begin{array}{r} \underline{\hspace{1cm}} \\ 4 - 4 = \text{---} \\ \underline{\hspace{1cm}} \end{array}$$

Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

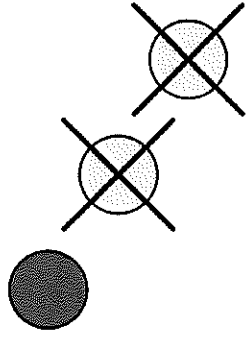
Facts to 5

Name _____

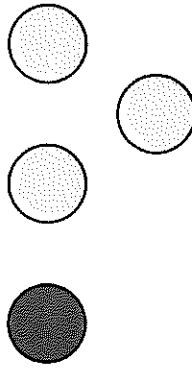
Example



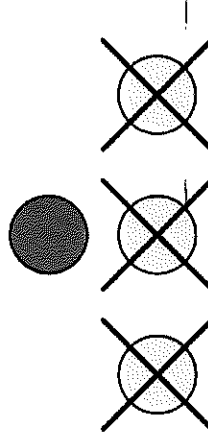
$$1 + 2 = \underline{\quad 3 \quad}$$



$$3 - 2 = \underline{\quad \quad}$$



$$1 + 3 = \underline{\quad \quad}$$

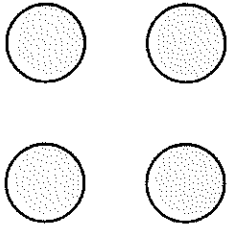


$$4 - 3 = \underline{\quad \quad}$$

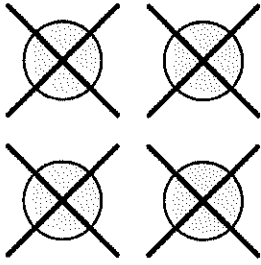
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

Facts to 5 continued

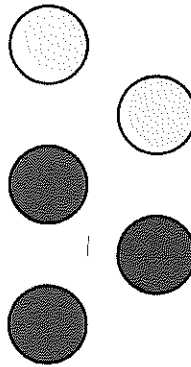
Name _____



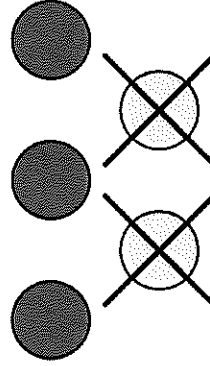
$$0 + 4 = \underline{\hspace{2cm}}$$



$$4 - 4 = \underline{\hspace{2cm}}$$



$$3 + 2 = \underline{\hspace{2cm}}$$



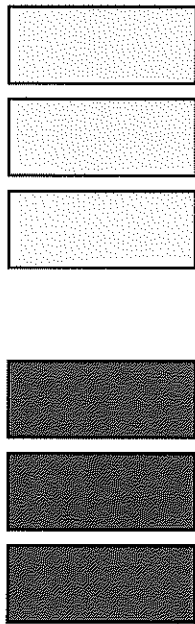
$$5 - 2 = \underline{\hspace{2cm}}$$

Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

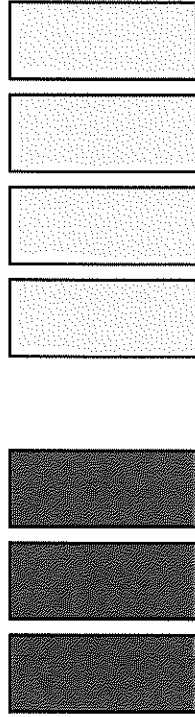
Adding Within 10

Name _____

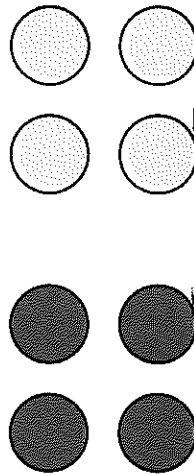
Example



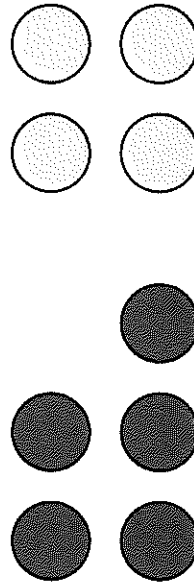
$$3 + 3 = \underline{6}$$



$$3 + 4 = \underline{\hspace{1cm}}$$



$$4 + 4 = \underline{\hspace{1cm}}$$

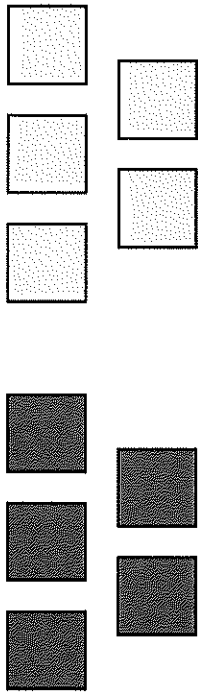


$$5 + 4 = \underline{\hspace{1cm}}$$

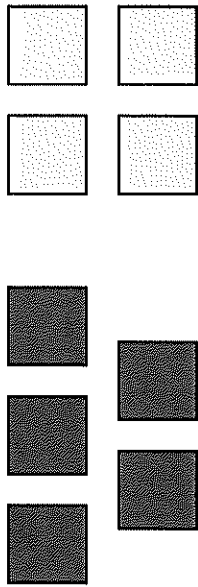
Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

Adding Within 10 *continued*

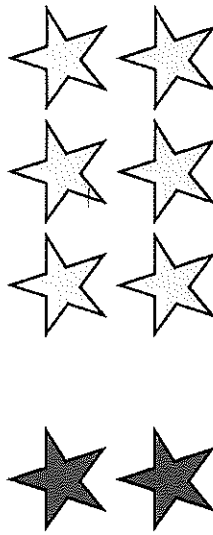
Name _____



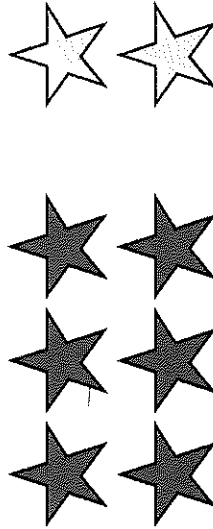
$$5 + 5 = \underline{\hspace{2cm}}$$



$$5 + 4 = \underline{\hspace{2cm}}$$



$$2 + 6 = \underline{\hspace{2cm}}$$



$$6 + 2 = \underline{\hspace{2cm}}$$

Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.