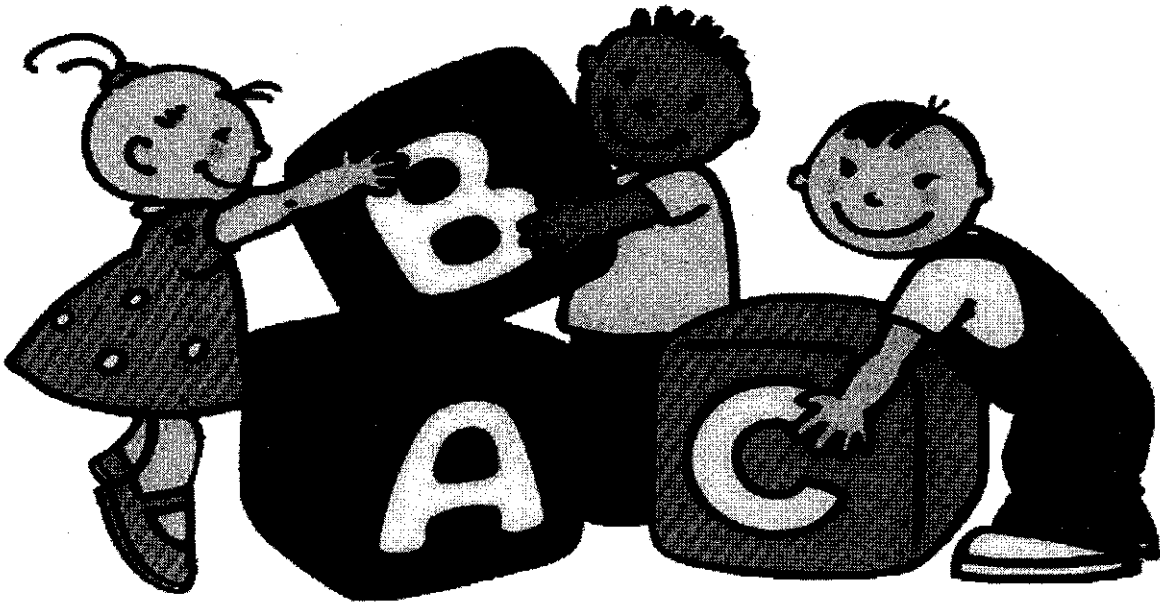


Webster County School
District
Kindergarten ELA



At Home Learning
Packet

Table of Contents

- List of Learning Websites
- Daily Routine
- Phonemic Awareness (Sounds)
- Phonics (Letters)
- Fluency
- Vocabulary
- Comprehension
- Writing

10 Free Learning Websites

- **Sitcheroo Zoo**
 - www.switcheroozoo.com
 - Watch, listen, and play games to learn all about amazing animals!
- **Nat Geo for Kids**
 - www.kids.nationalgeographic.com
 - Learn all about geography and fascinating animals!
- **Into the Book**
 - www.reading.ecb.org
 - Go “into the book” to play games that practice reading strategies!
- **Suessville**
 - www.seussville.com
 - Read, play games, and hang out with Dr. Seuss and his friends!
- **ABC YA**
 - www.abcya.com
 - Practice math and reading skills all while playing fun games!
- **Fun Brain**
 - www.funbrain.com
 - Play games while practicing math and reading skills!
- **PBS Kids**
 - www.pbs.org
 - Hang out with your favorite characters all while learning!
- **Star Fall**
 - www.starfall.com
 - Practice your phonics skills with these read-along stories!
- **Storyline Online**
 - www.storylineonline.com
 - Have some of your favorite stories read to you by movie stars!
- **Highlights Kids**
 - www.highlightskids.com
 - Read, play games, and conduct cool science experiments!

Daily Routine- Kindergarten

There are 5 key components to reading. This packet is designed for you to **pick one activity from each area each day**. These are skills your child should already have and are intended to help them not lose those skills over the break.

Area	Definition
Phonological Awareness	Knowing what sounds each letter makes. (Some letters make more than one sound.)
Phonics (Letters)	Knowing each letter by sight.
Fluency	How quickly a student can recall what they know. (The faster a student can remember what they know the better they understand what they're reading.)
Vocabulary	Knowing a variety of words. (Includes both sight words and words that need to be sounded out.)
Comprehension	Understanding what is read.

Additional Activities

Writing activities are provided as well. **Students should complete ONE of these per day.**

Phonological Awareness Activities

Phonological Awareness Activity 1

Objective

The student will name the beginning sounds in words using objects.

Materials

- Box or any container where student cannot see items
- Objects that begin with letters identified below

Activity

Students determine and say the beginning sounds of objects as they are taken out of a box. (Can be done with two children or with adult and student)

1. Place objects inside the box.
2. Place the box of objects on a flat surface.
3. Working in pairs, student one selects an object from the box and shows the object.
4. Student two names the object and says its initial sound (e.g., “domino, /d/”). Place object aside.
5. Continue until all objects and their initial sounds are identified and box is empty.
6. Repeat daily using different groups of letters each day.

<i>Letter Groups</i>	<i>Objects that begin with letters</i>
1	a m t s i
2	f d r o x
3	g l h u c
4	b n k v e
5	w j p y q z

Other Ways to Use This Activity

- Say the final sound of each object.
- Count the number of syllables of each object.

Phonological Awareness Activity 2

Objective

The student will name the ending sounds in words using objects.

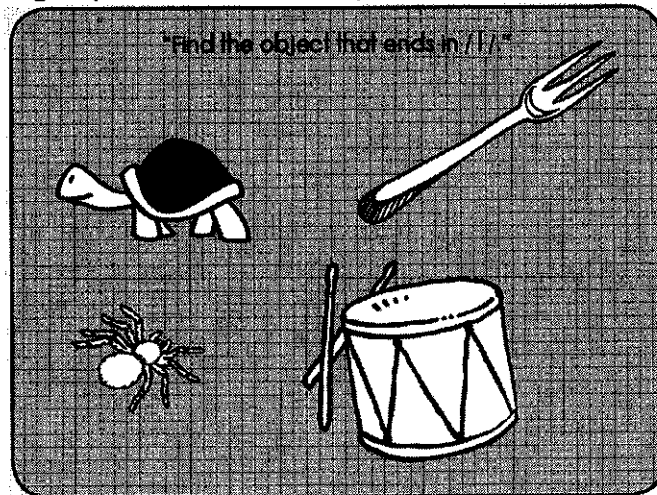
Materials

- Objects that end with letters identified below

Activity

Students use final sound clues to identify the objects. (Can be done with two children or with adult and student)

1. Place objects on a flat surface.
2. Taking turns, student one silently chooses an object without letting the partner know which object they picked.
3. The student then asks the other participant to find the object and says the final sound aloud (e.g., "Find the object that ends in /l/.").
4. Student two looks at the objects and selects the one with the designated final sound. Names the object and says its final sound (i.e., "turtle, /l/").
5. Reverse roles and continue until all objects are identified.
6. Repeat daily using different groups of letters each day.



<i>Letter Groups</i>	<i>Objects that begin with letters</i>
1	a m t s l
2	f d r o x
3	g l h u c
4	b n k v e
5	w j p y q z

Other Ways to Use This Activity

- Use the beginning sound of each object.

Phonological Awareness Activity 3

Objective

The student will identify the middle sounds in words.

Materials

- Move and Tell game board (included in packet)
- Note: Pictures on the game board are: six, rock, pan, hive, bug, cake, moon, fin, cheese, house, hook, cone, tree, chain, girl, kite, book, fish, glue, bed, rope, dice, purse, mouse, ant, shell, feet, fork, duck, mop, and bell.
- Single Dice
- Game pieces (e.g., any small item you have around the house or token from another board game)

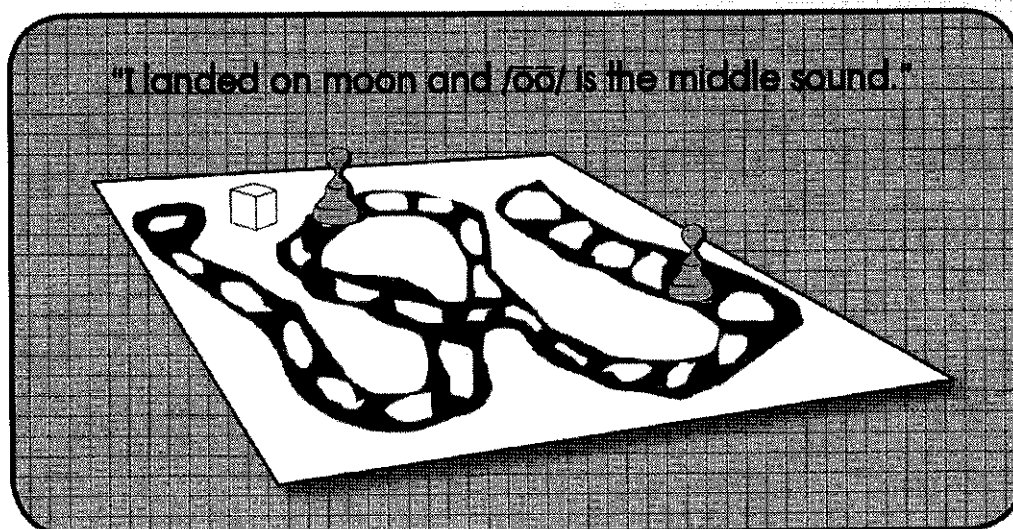
Activity

Students identify the middle sounds of pictures while playing a board game.

1. Place Move and Tell game board and dice on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Name the picture on which it lands and say its medial sound (e.g., "moon, /ōō/").
4. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
5. Continue until both students reach the END space.

Other Ways to Use This Activity

- Use the beginning sound of each picture.
- Use the final sound of each picture.

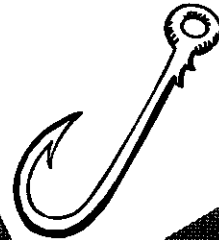
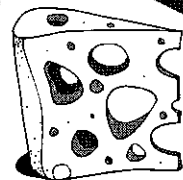
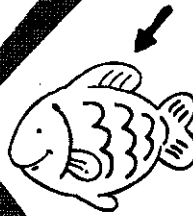
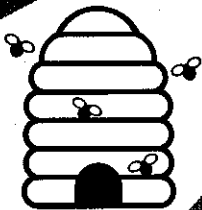
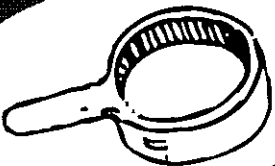


Phonological Awareness

Move and Tell

PA.038.AMIa

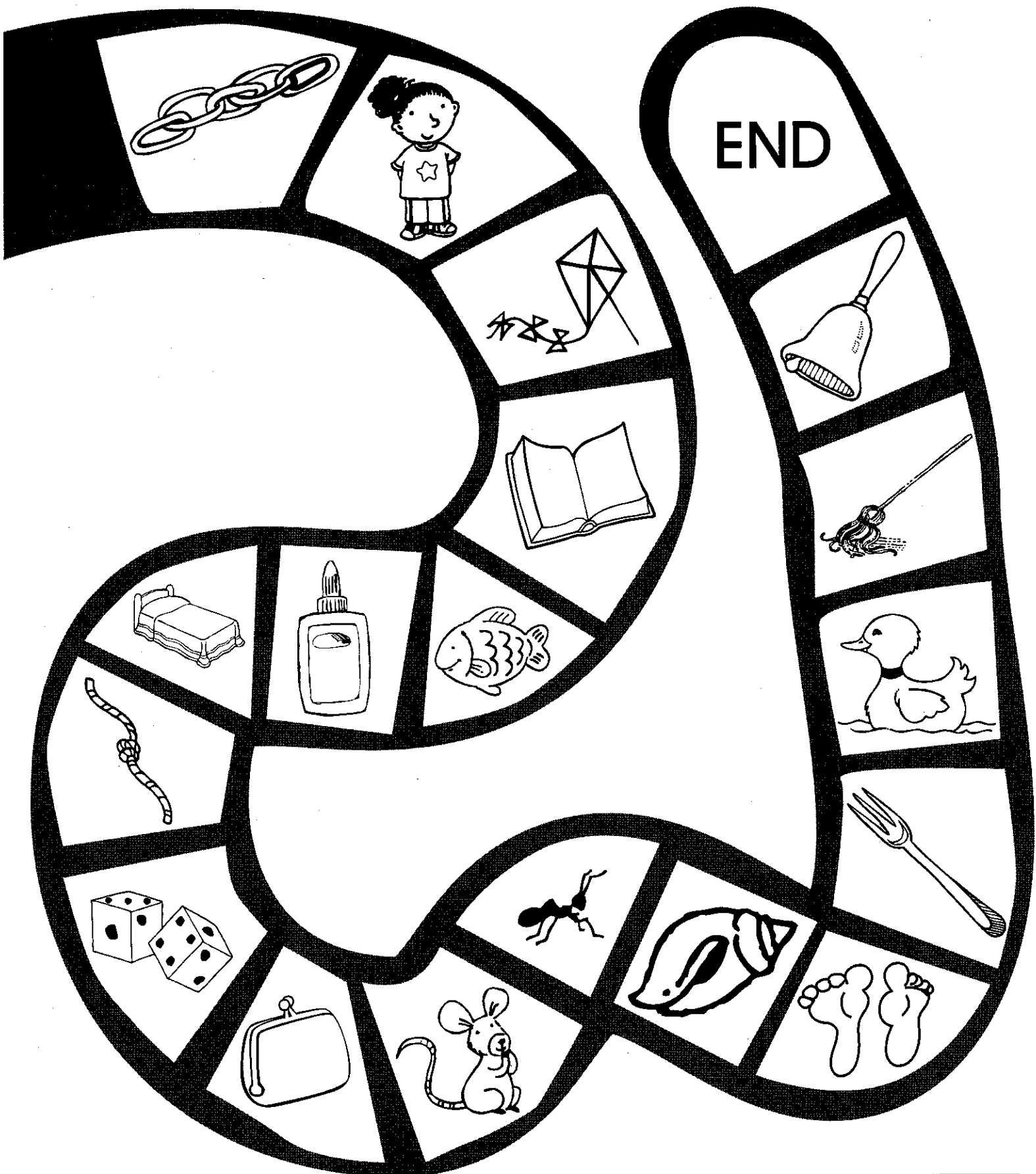
START



Phonological Awareness

PA.038.AM1b

Move and Tell



Phonological Awareness Activity 4

Objective

The student will isolate beginning, ending, and middle sounds in words.

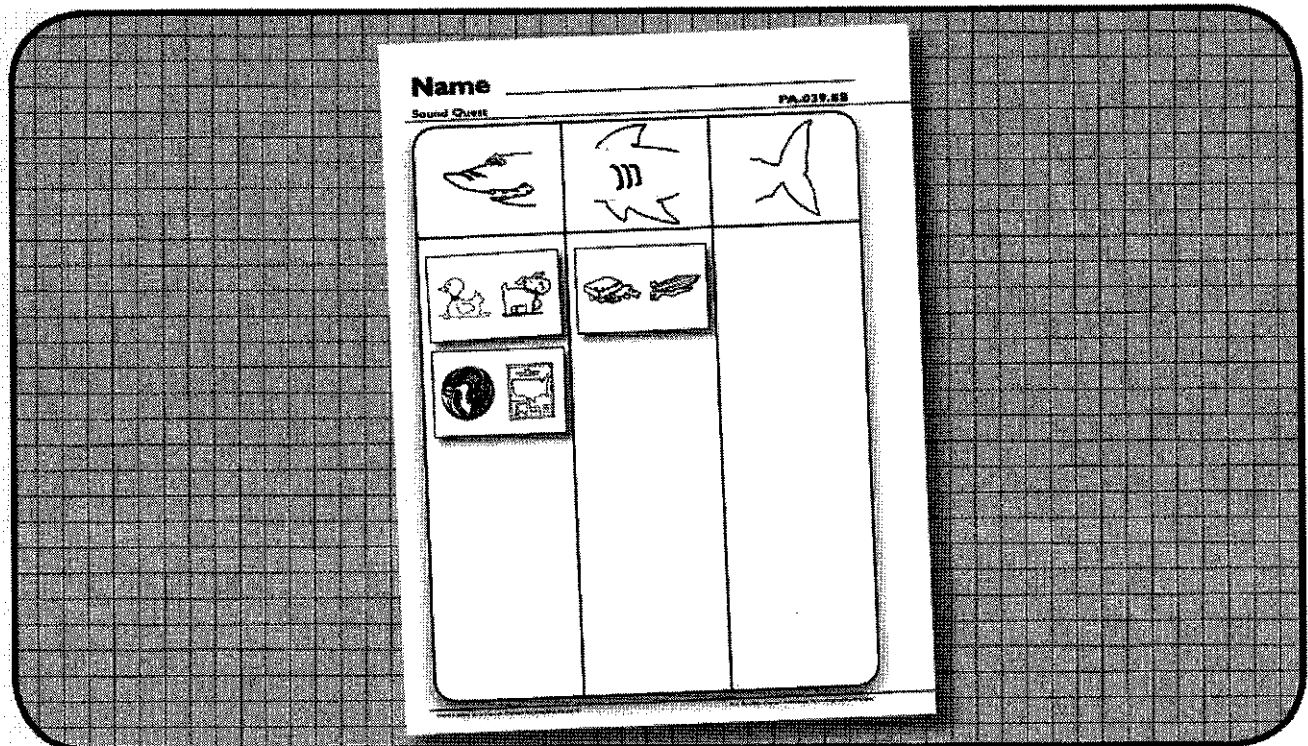
Materials

- Double-picture cards (Activity Master PA.039.AM1)
- Student sheet (Activity Master PA.039.SS)
Note: The head of the shark denotes the beginning sound, the body of the shark denotes the medial sound, and the tail denotes the final sound.
- Scissors
- Glue

Activity

Students sort pictures according to initial, medial, and final sounds.



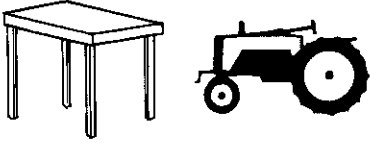

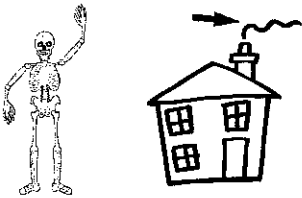


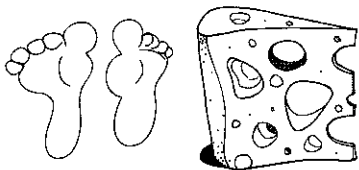
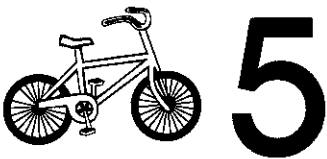
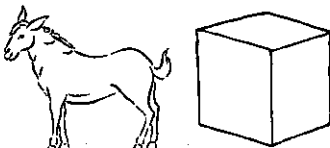

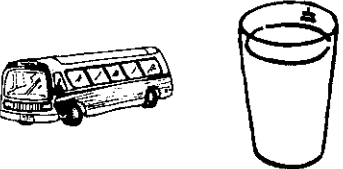
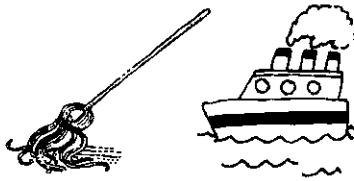


1. Provide the student with a set of double-picture cards and a student sheet. Place scissors and glue at the center.
2. The student cuts out a double-picture card, names both pictures, and determines if the two pictures share the same beginning, middle, and final sound (e.g., "soap, boat; both words have the same middle sound /ō/").
3. Glues the card under the correct heading (i.e., the middle of the shark).
4. Continues until all double-picture cards are glued on student sheet.



Phonological Awareness

PA.039.AMI

Sound Quest

duck/dog
rooster/rainbow
grape/whale
mule/cube
mop/ship

marble/map
skeleton/smoke
feet/cheese
ax/box
stick/rock

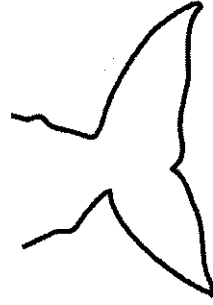
table/tractor
soap/boat
bike/five
bus/glass
elf/leaf



Name _____

Sound Quest

PA.039.SS



Blank space for writing or drawing.

Blank space for writing or drawing.

Blank space for writing or drawing.

Phonics (Letters)

Activities



 **Objective**

The student will name and match letters of the alphabet.

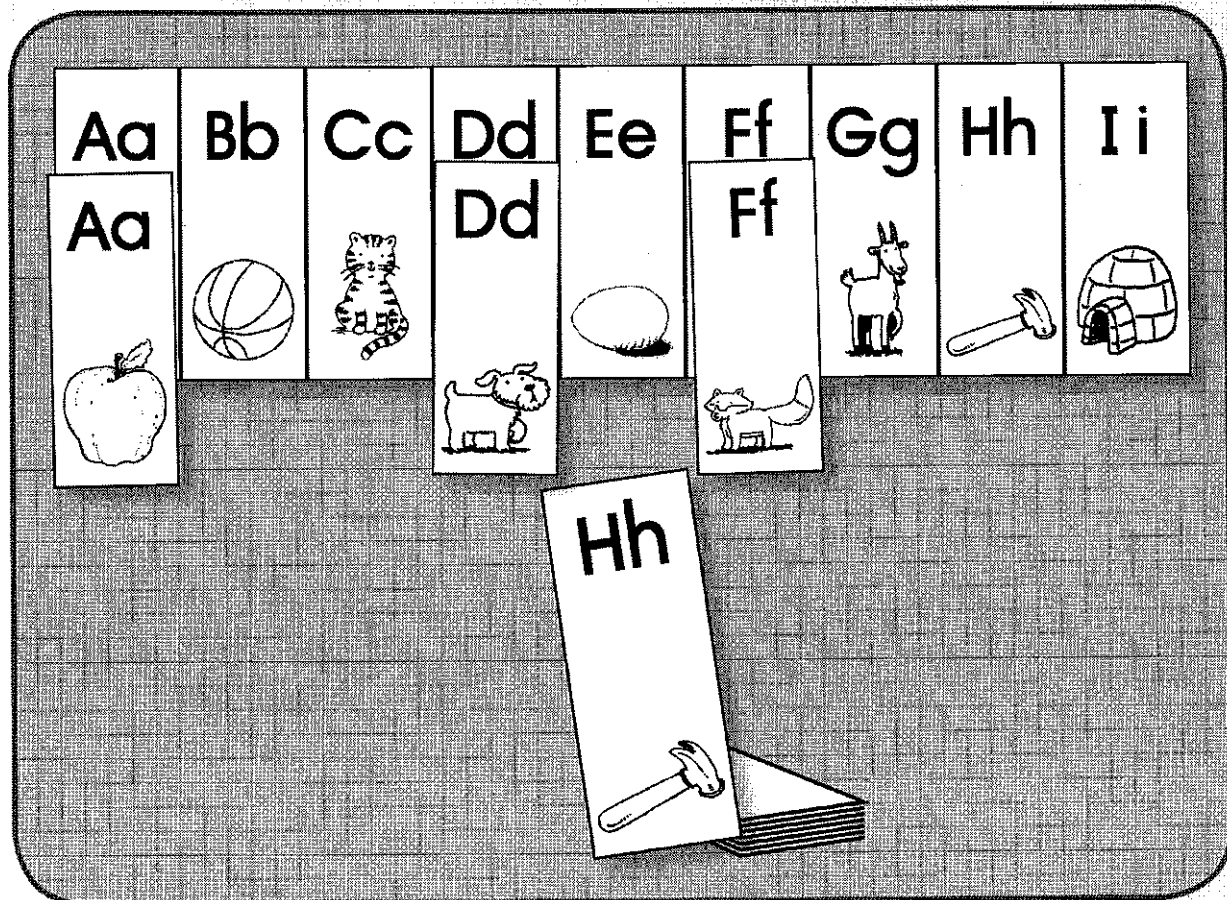
 **Materials**

- ▶ Alphabet bulletin board borders or letter-picture strip (Activity Master P.001.AM1)
Cut one alphabet border or letter-picture strip into individual cards.
Leave one border or strip uncut.

 **Activity**

Students match letter cards to an alphabet border.

1. Place the uncut alphabet bulletin board on a flat surface. Place the border cards face up in a stack.
2. Taking turns, student one selects a card, holds it up, and says the name of the letter (e.g., "h").
3. Student two matches the card to the letter on the alphabet border.
4. Continue until all cards are matched on the uncut border.
5. Peer evaluation



 **Extensions and Adaptations**

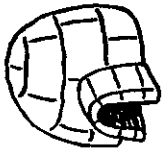
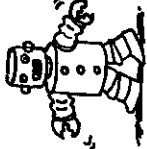

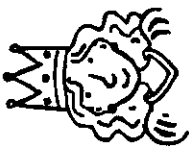
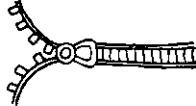





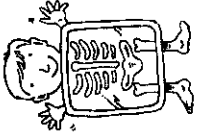








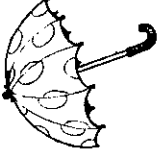



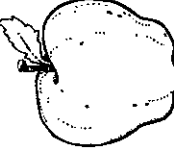

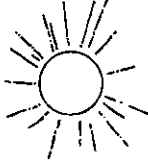
- ▶ Match alphabet cards to letters on an alphabet chart (Activity Master P.001.AM2).
Copy chart twice. Enlarge one copy and cut the other into individual cards.
- ▶ Glue alphabet cereal to corresponding letters on an alphabet chart (Activity Master P.001.AM2).

Phonics

Parents: Cut into Strips

Alphabet Borders

P.001.AMI

glue		glue			
Ii		Rr			
Hh		Qq		Zz	
Gg		Pp		Yy	
Ff		Oo		Xx	
Ee		Nn		Ww	
Dd		Mm		Vv	
Cc		Ll		Uu	
Bb		Kk		Tt	
Aa		Jj		Ss	

letter-picture strip

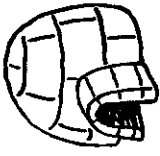
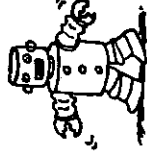


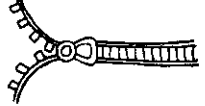





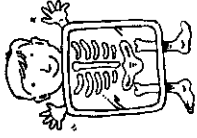








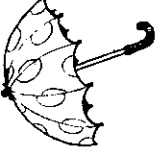



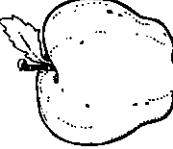

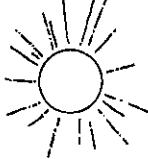


Phonics

Parents: Cut into cards

Alphabet Borders

P.001.AMI

glue		glue			
Ii		Rr			
Hh		Qq		Zz	
Gg		Pp		Yy	
Ff		Oo		Xx	
Ee		Nn		Ww	
Dd		Mm		Vv	
Cc		Ll		Uu	
Bb		Kk		Tt	
Aa		Jj		Ss	

letter-picture strip



Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy	Zz		

alphabet chart



Phonics Letter Activity 2

Objective

The student will name and match letters of the alphabet.

Materials

- Upper case letter cards (attached sheet labeled P.002.AM1a cut into individual cards)
- Lower case letter cards (attached sheet labeled P.002.AM1b cut into individual cards)

Activity

Students match lower case letters to upper case letters using cards.

1. Place the upper case letter cards face up in a stack on a flat surface. Place the lower case letters face up in rows.
2. The student selects a card from the stack and names the letter (e.g., "x").
3. Finds the corresponding lower case letter and places it on the card.
4. Continues until all upper case letters are matched to the lower case letter cards.

Other ways to complete this activity

- Alphabetize the letters.
- Play Go-Fish with the cards

G	N	U	
F	M	T	Z
E	L	S	Y
D	K	R	X
C	J	Q	W
B	I	P	V
A	H	O	

uppercase letter grid



Phonics

Letter Cards

P.002.AM1b

g	n	u	
f	m	t	z
e	l	s	y
d	k	r	x
c	j	q	w
b	i	p	v
a	h	o	

lowercase letter grid





Objective

The student will name and match letters of the alphabet.

Materials

▶ Alphabet Arc (Activity Master P.003.AM1)

~~▶ 12" x 18" construction paper~~

~~▶ Enlarge Alphabet Arc and glue to 12" x 18" construction paper~~

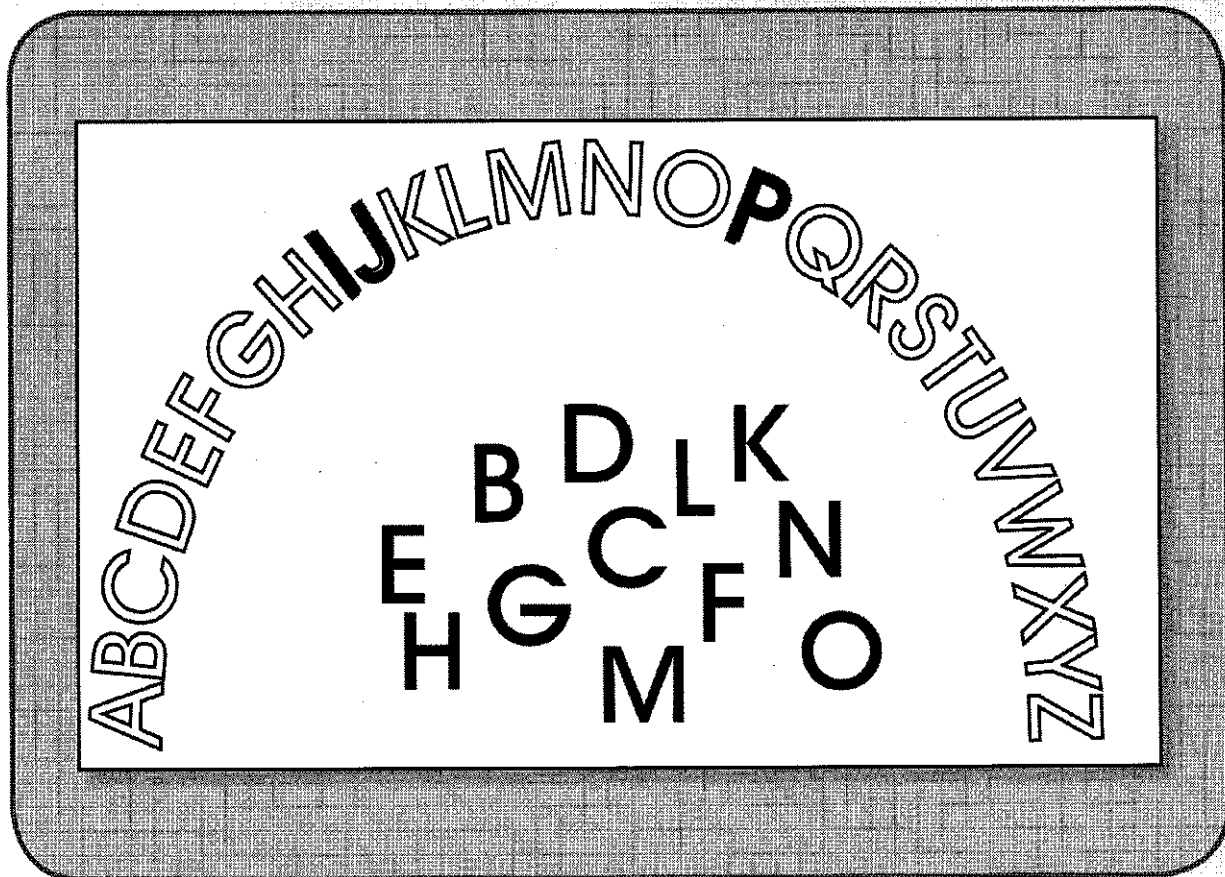
▶ Set of uppercase letters (e.g., foam or plastic)

Parents: If you don't have a set of letters, use the uppercase letter cards from the previous activity

Activity

Students match letters of the alphabet to the Alphabet Arc.

1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check



Extensions and Adaptations

- ▶ Match lowercase alphabet letters to the Arc.
- ▶ Complete partial Alphabet Arc (Activity Master P.003.AM2).
- ▶ Select a letter with eyes closed, attempt to identify it by its shape, and then place it on the corresponding letter on the Alphabet Arc.

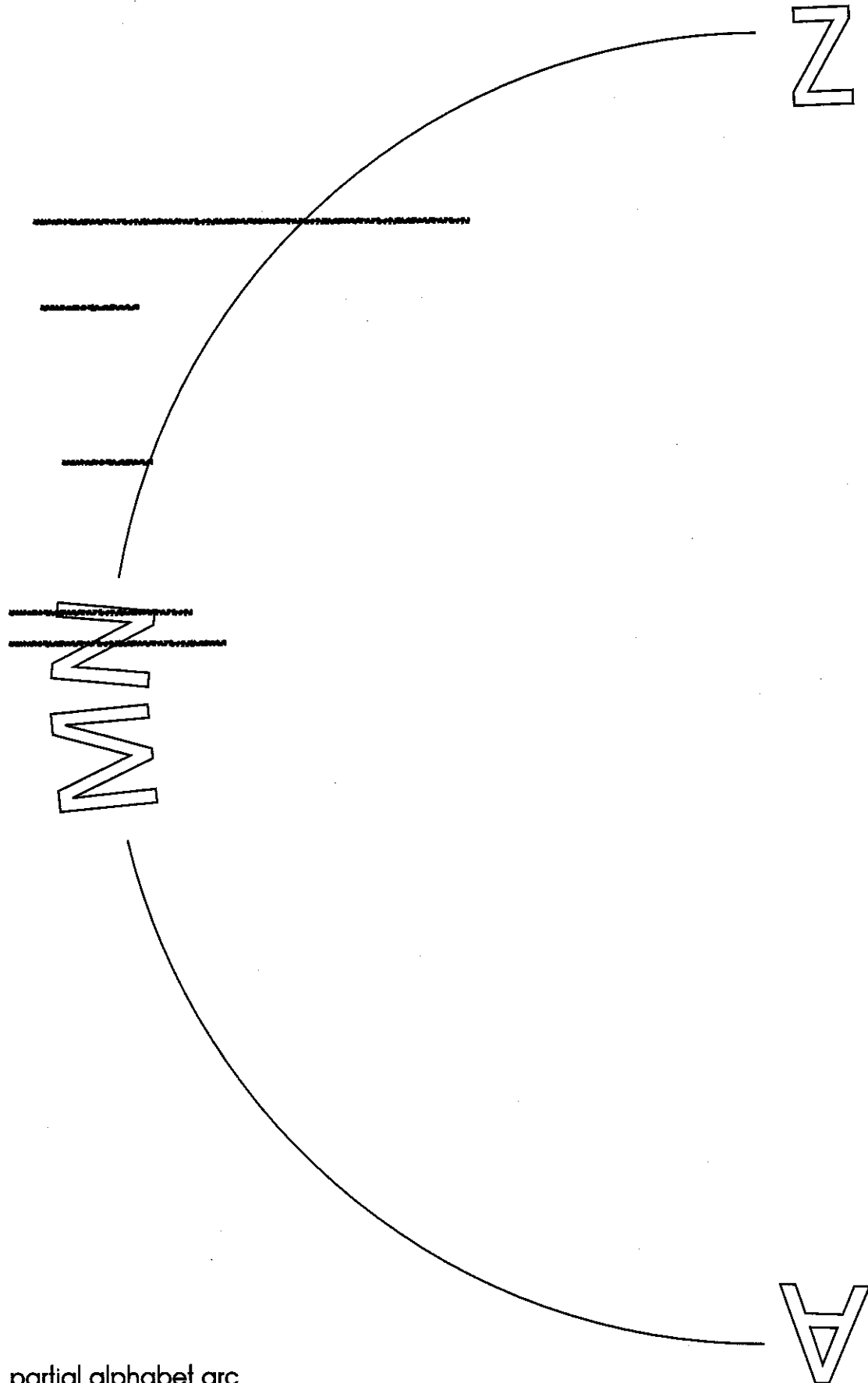
Phonics

Alphabet Arc

P.003.AM I



alphabet arc



partial alphabet arc

Fluency Activities

Fluency Activities

Objective

Student will recognize sight words quickly and fluently.

Materials

- Fry's First 100 words
- Index Cards, Popsicle Sticks, Anything you can write the words on and make it fun

Activities

Students will read sight words quickly.

- Option 1
 - Use the provided sheet and see how many words the student can read in 1 minute.
 - Record the number they got correct.
 - Keep a list of how many they got right each day and challenge the student to get more each day.
- Option 2
 - Cut up the Fry Word Cards (they have a red border) and use them as flash cards.
 - Record how many the student can read correctly in 1 minute.
 - Add responses to the list
- Option 3
 - Write words on popsicle sticks, poker chips, index cards, or anything else you have around the house. In groups of 10 to 20 place the items together and ask the student to find each word as quickly as possible. (Ex. Words written on poker chips and placed in a "treasure chest." For each piece of treasure they find, they get an M&M or a marshmallow.)

Fry's First 100 Words

1. the	21. at	41. there	61. some	81. my
2. of	22. be	42. use	62. her	82. than
3. and	23. this	43. an	63. would	83. first
4. a	24. have	44. each	64. make	84. water
5. to	25. from	45. which	65. like	85. been
6. in	26. or	46. she	66. him	86. called
7. is	27. one	47. do	67. into	87. who
8. you	28. had	48. how	68. time	88. am
9. that	29. by	49. their	69. has	89. its
10. it	30. words	50. if	70. look	90. now
11. he	31. but	51. will	71. two	91. find
12. was	32. not	52. up	72. more	92. long
13. for	33. what	53. other	73. write	93. down
14. on	34. all	54. about	74. go	94. day
15. are	35. were	55. out	75. see	95. did
16. as	36. we	56. many	76. number	96. get
17. with	37. when	57. then	77. no	97. come
18. his	38. your	58. them	78. way	98. made
19. they	39. can	59. these	79. could	99. may
20. I	40. said	60. so	80. people	100. part

Fry's First 100 Words

Name: _____

Date: _____

Score: _____

/100

- | | | | | |
|------------|-------------|-------------|--------------|--------------|
| 1. __the | 21. __at | 41. __there | 61. __some | 81. __my |
| 2. __of | 22. __be | 42. __use | 62. __her | 82. __than |
| 3. __and | 23. __this | 43. __an | 63. __would | 83. __first |
| 4. __a | 24. __have | 44. __each | 64. __make | 84. __water |
| 5. __to | 25. __from | 45. __which | 65. __like | 85. __been |
| 6. __in | 26. __or | 46. __she | 66. __him | 86. __called |
| 7. __is | 27. __one | 47. __do | 67. __into | 87. __who |
| 8. __you | 28. __had | 48. __how | 68. __time | 88. __am |
| 9. __that | 29. __by | 49. __their | 69. __has | 89. __its |
| 10. __it | 30. __words | 50. __if | 70. __look | 90. __now |
| 11. __he | 31. __but | 51. __will | 71. __two | 91. __find |
| 12. __was | 32. __not | 52. __up | 72. __more | 92. __long |
| 13. __for | 33. __what | 53. __other | 73. __write | 93. __down |
| 14. __on | 34. __all | 54. __about | 74. __go | 94. __day |
| 15. __are | 35. __were | 55. __out | 75. __see | 95. __did |
| 16. __as | 36. __we | 56. __many | 76. __number | 96. __get |
| 17. __with | 37. __when | 57. __then | 77. __no | 97. __come |
| 18. __his | 38. __your | 58. __them | 78. __way | 98. __made |
| 19. __they | 39. __can | 59. __these | 79. __could | 99. __may |
| 20. __I | 40. __said | 60. __so | 80. __people | 100. __part |

Fry's First 100 Words

List 1A

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I

List 1B

at
be
this
have
from
or
one
had
by
words
but
not
what
all
were
we
when
your
can
said

List 1C

there
use
an
each
which
she
do
how
their
if
will
up
other
about
out
many
then
them
these
so

List 1D

some
her
would
make
like
him
into
time
has
look
two
more
write
go
see
number
no
way
could
people

List 1F

my
than
first
water
been
called
who
am
its
now
find
long
down
day
did
get
come
made
may
part

Fry's First 100 Words

List 1A

the
of
and
a
to
in
is
you
that
it

List 1C

at
be
this
have
from
or
one
had
by
words

List 1E

there
use
an
each
which
she
do
how
their
if

List 1G

some
her
would
make
like
him
into
time
has
look

List 1I

my
than
first
water
been
called
who
am
its
now

List 1B

he
was
for
on
are
as
with
his
they
I

List 1D

but
not
what
all
were
we
when
your
can
said

List 1F

will
up
other
about
out
many
then
them
these
so

List 1H

two
more
write
go
see
number
no
way
could
people

List 1J

find
long
down
day
did
get
come
made
may
part

1

the

2

of

3

and

4

a

5

to

6

in

7

is

8

you

9

that

10

it

11

he

12

was

13

for

14

on

15

are

16

as

17

with

18

his

19

they

20

I

21

at

22

be

23

this

24

have

25

from

26

or

27

one

28

had

29

by

30

words

31

but

32

not

33

what

34

all

35

were

36

we

37

when

38

your

39

can

40

said

41

there

42

use

43

an

44

each

45

which

46

she

47

do

48

how

49

their

50

if

51

will

52

up

53

other

54

about

55

out

56

many

57

then

58

them

59

these

60

so

61

some

62

her

63

would

64

make

65

like

66

him

67

into

68

time

69

has

70

look

71

two

72

more

73

write

74

go

75

see

76

number

77

no

78

way

Vocabulary Activities



Another Word

Objective

The student will identify antonyms in context.

Parents: Just a reminder, antonyms are words that are opposites

Materials

- ▶ Sentence strips (Activity Master V.023.AM1a - V.023.AM1b)

Copy on card stock, laminate, and cut apart.

- ▶ Antonym word cards (Activity Master V.023.AM1b)

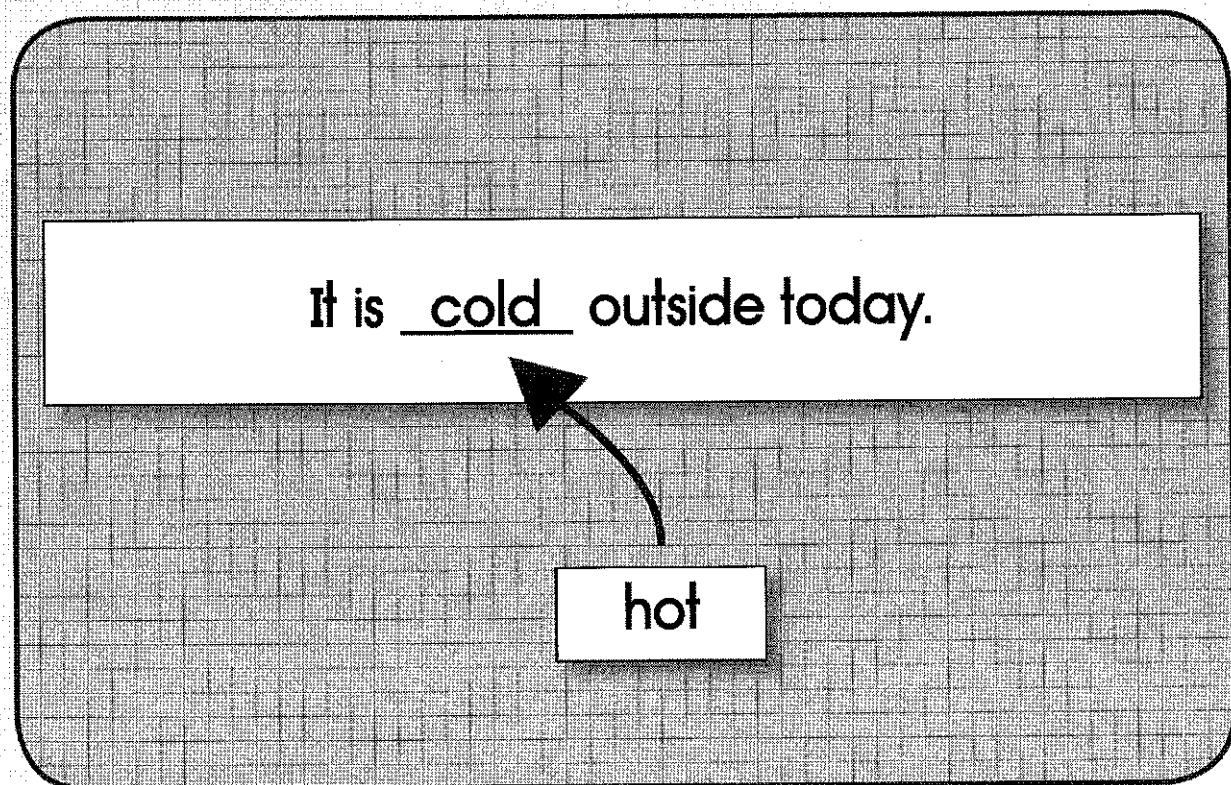
Copy on card stock, laminate, and cut apart.

Activity

Students exchange antonyms for the underlined word in sentences.

1. Place sentence strips face down in a stack and antonym word cards face up in rows on a flat surface.
2. Working in pairs, student one selects a sentence, reads it, and repeats the underlined word (e.g., "It is cold outside today. Cold").
3. Student two reads the word cards, finds the antonym for the underlined word, places it over the underlined word, and reads the new sentence (i.e., "It is hot outside today").
4. Reverse roles and continue until all the antonyms are correctly matched to sentences.

~~5. Peer evaluation~~



Extensions and Adaptations

- ▶ Use synonyms to change words in sentences (Activity Master V.023.AM2).
- ▶ Make other sentences, antonym, and synonym word cards.

Parents: Just a reminder, synonyms are words that mean the same thing

Sam was happy when he got his new puppy.

My homework was very easy.

I helped my friend carry a heavy package.

It is cold outside today.

Sometimes my classroom is very noisy.



Vocabulary

Another Word

V.023.AM1b

The candy tastes sweet.

My jump rope is too long.

I watched the beautiful sunrise.

I saw a big dog running in the park.

hot

short

sad

sour

little

light

quiet

sunset

hard

sentence strips and antonym word cards



glad

simple

hefty

chilly

loud

sugary

lengthy

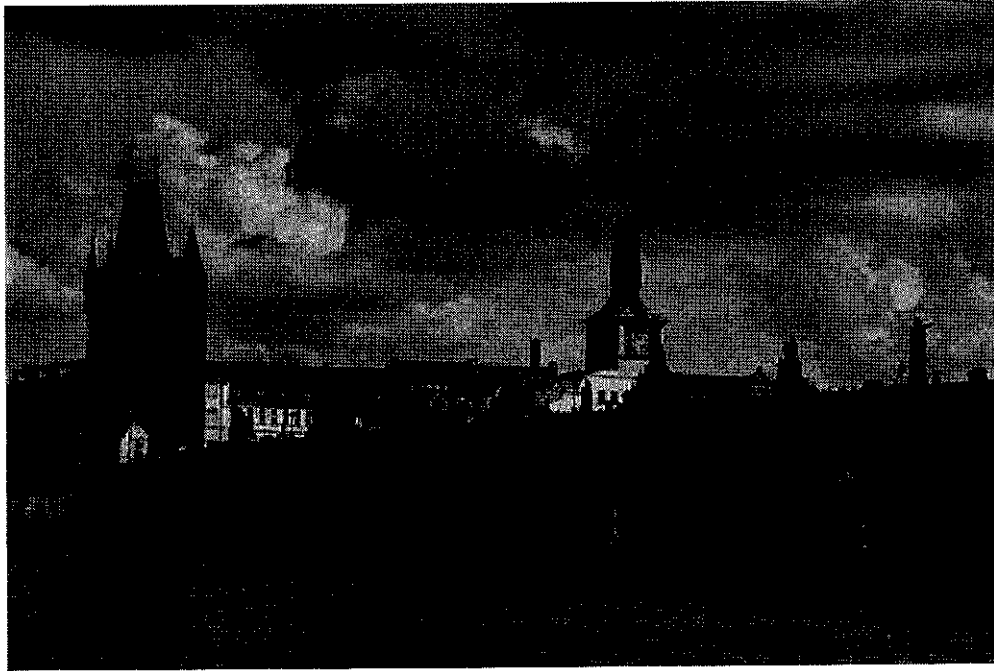
dawn

huge



Reading Comprehension Activities

A Stone Bridge in Prague



Charles Bridge in Prague

In Europe, there is a big city called Prague. Prague is a beautiful and old city. Many people go there.

One thing people can see there is the Charles Bridge. This bridge goes over a big river in Prague. It connects the two sides of the city. People who visit the bridge get great views!

The Charles Bridge was built hundreds of years ago. It is made of stone. It is held up by arches. An arch is a round shape that goes over an open space. This bridge has 16 of them! It also has 30 statues on it. It is a beautiful bridge!

Name: _____ Date: _____

1. Where is Prague?

- A. Europe
- B. North America
- C. Asia

2. The text describes the Charles Bridge. How does the text describe the Charles Bridge?

- A. It is a beautiful bridge.
- B. It is a scary bridge.
- C. It is a tall bridge.

3. Read the following sentences:

"One thing people can see there is the Charles Bridge. This bridge goes over a big river in Prague. It connects the two sides of the city. "

What does this information tell us about how the Charles Bridge helps people in Prague?

- A. People can grow food on the Charles Bridge that they cook and eat.
- B. People can fly on the Charles Bridge to go from one side of Prague to the other side of Prague.
- C. People can cross the Charles Bridge to go from one side of Prague to the other side of Prague.

4. What is the main idea of this text?

- A. The Charles Bridge is made of stone.
- B. The Charles Bridge is a beautiful bridge in Prague.
- C. Prague is a beautiful city in Europe that many people visit.

5. What does the Charles Bridge go over?

The Charles Bridge goes over a big_____.

6. What did you learn from "A Stone Bridge in Prague"?

7. **Class Discussion Question:** Describe the Charles Bridge. Use information from the text to support your answer.

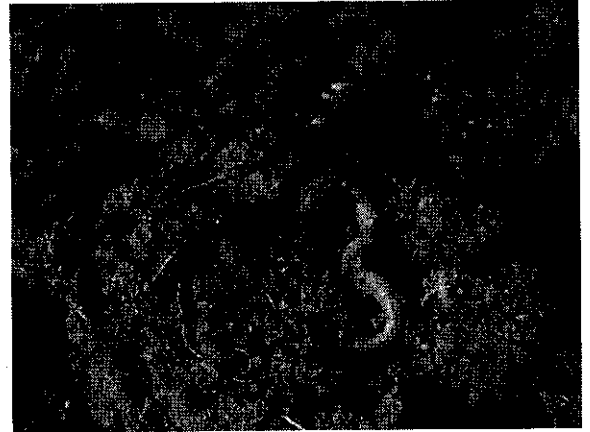
8. Draw a picture of an arch.

Animals Eat Earthworms

by Linda Ruggieri

Some animals eat earthworms.

Many birds eat earthworms. A robin is a bird with an orange breast. It flies to the ground and searches for something to eat. The robin stays still. It looks for an earthworm or the opening to its tunnel in the ground.



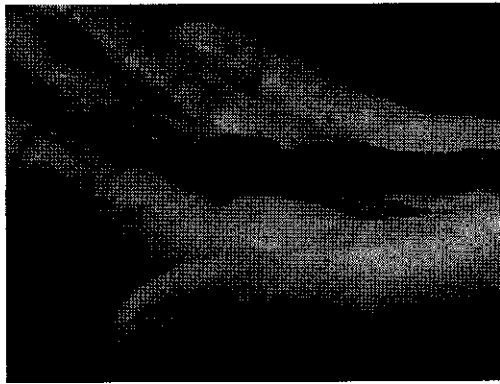
The robin moves into action when it sees an earthworm. It grabs the earthworm with its beak and eats it.

Fish eat earthworms. That is why some people going fishing attach earthworms to their fishing lines.

Spiders, snakes, turtles, and toads eat earthworms, too.

Name: _____ Date: _____

1. What do many birds eat?

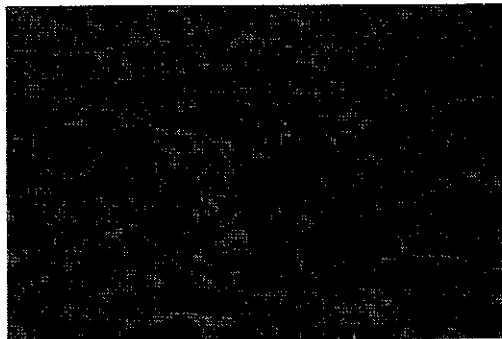


earthworms

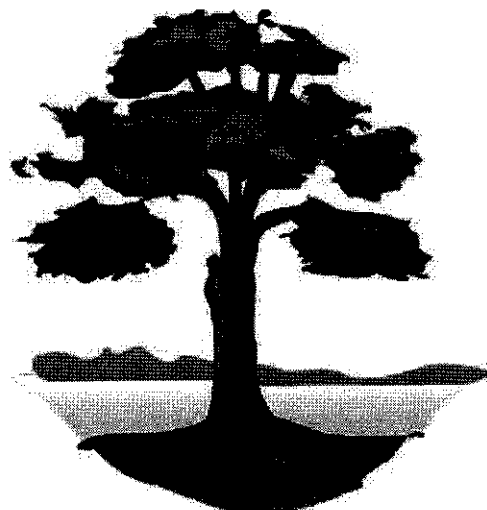


spiders

2. Where do earthworms live?

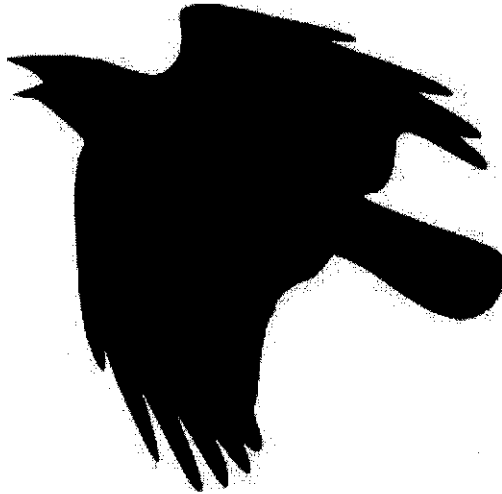


in the ground

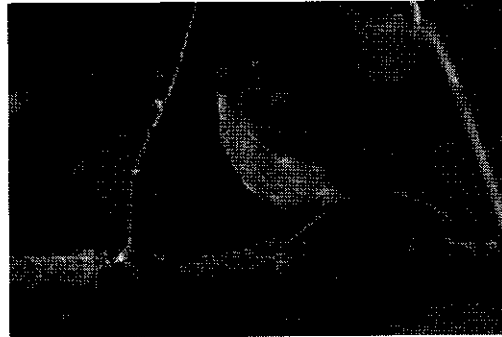


in a tree

3. What does a robin do while it is looking for an earthworm or for an earthworm's tunnel?



It moves fast.



It stays still.

4. What does a robin use to grab and eat an earthworm?



its beak



its feet

5. What do some people attach to their fishing lines to catch fish?

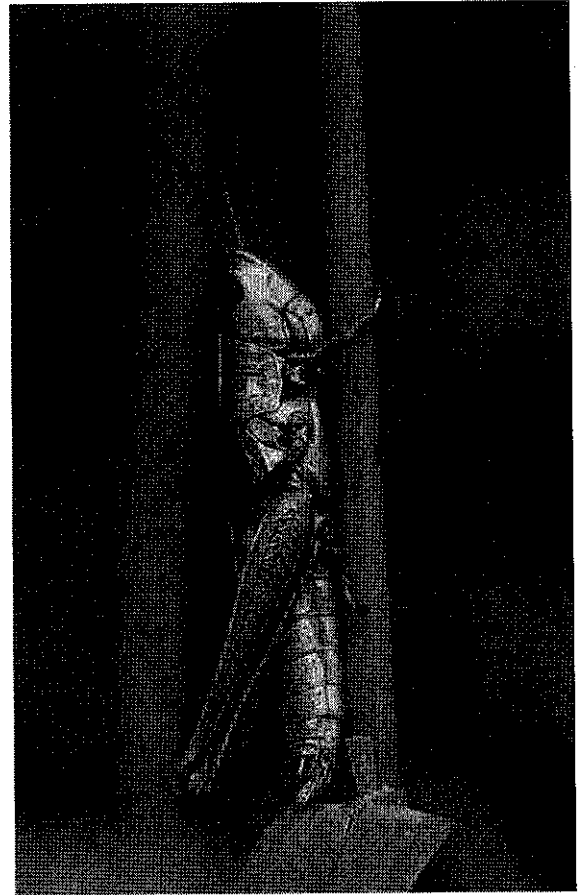
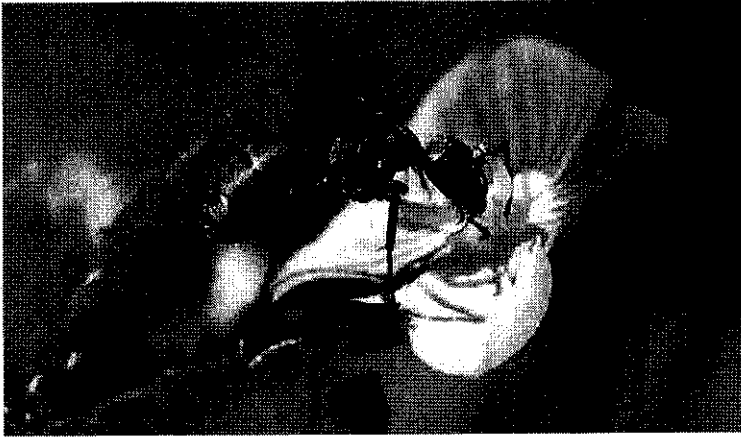
Some people attach

6. What did you learn from "Animals Eat Earthworms"?

7. Draw an animal eating an earthworm.

Ant and Grasshopper

by ReadWorks



One day a grasshopper hopped along a road and saw an ant. The ant was carrying a big ear of corn.

"Hey, stop and talk to me," Grasshopper said.

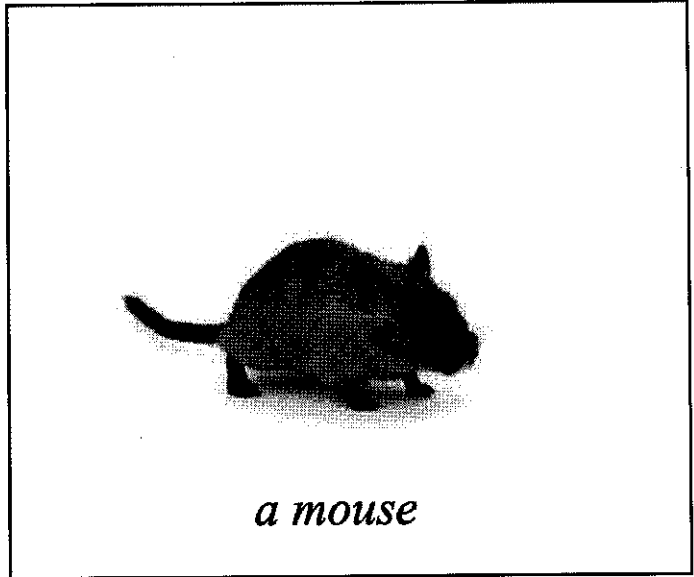
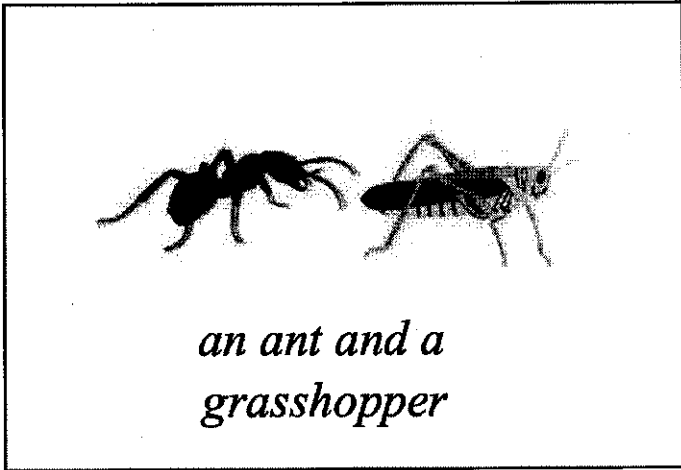
"I am getting food for the winter," Ant said. "You should too."

"It is summer. I have food," said Grasshopper.

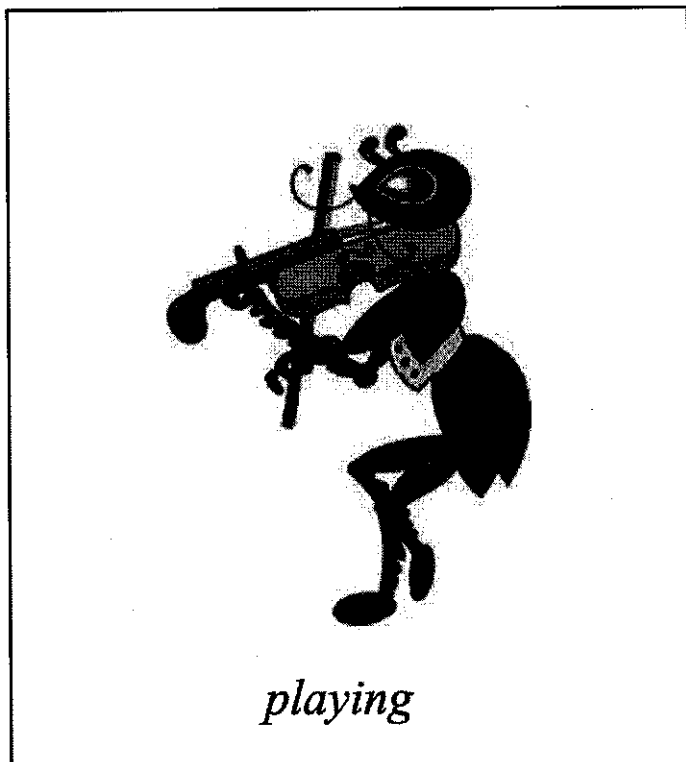
Soon winter came. Grasshopper had no food. Ant and his friends had corn to eat. Grasshopper learned a lesson: it is wise to get ready for the future.

Name: _____ Date: _____

1. Who is this story about?



2. What was Ant doing at the beginning of the story?



3. Did Grasshopper get food during the summer?

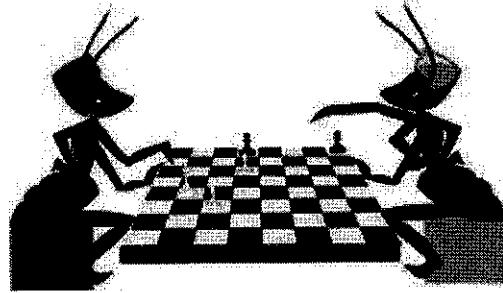
A. yes

B. no

4. What is the lesson of this story?



Get ready for the future.



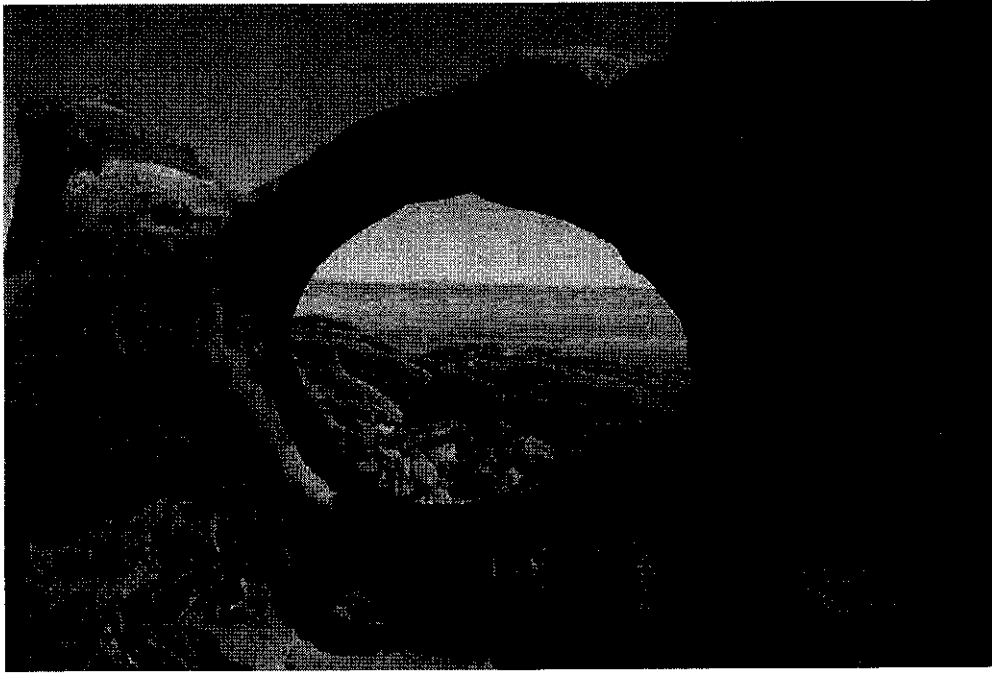
Play as much as possible.

5. What did Ant and his friends have in the winter that Grasshopper did not have?

6. What did you learn from "Ant and Grasshopper"?

7. Draw a picture of ant and grasshopper *in the winter*.

Arches of Stone



Stone arch

An arch is a round shape over an open space. You may have seen one in a doorway. Or you may have seen one on a bridge.

There are also arches in nature. In Utah, there is an area full of arches. These arches are made from stone. But people didn't make them. Water and nature did!

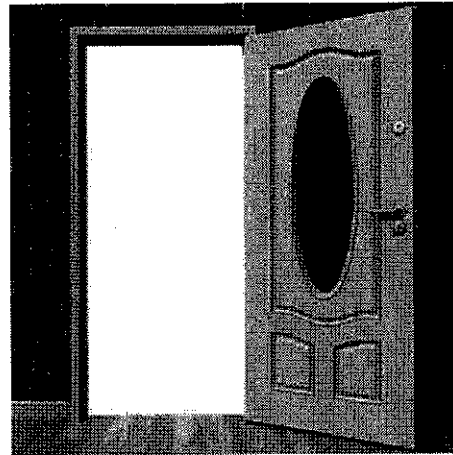
Here's how the arches were made. Rain went into the rocky ground. The water wore some rock away. When it got cold, it became ice. Ice takes up more space than water. The ice made spaces between rocks. Over time, the spaces got bigger. Those rocks became arches!

Name: _____ Date: _____

1. What do we call a round shape over an open space?

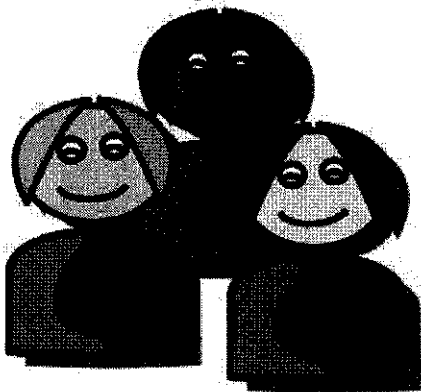


an arch



a door

2. What made the stone arches in Utah?

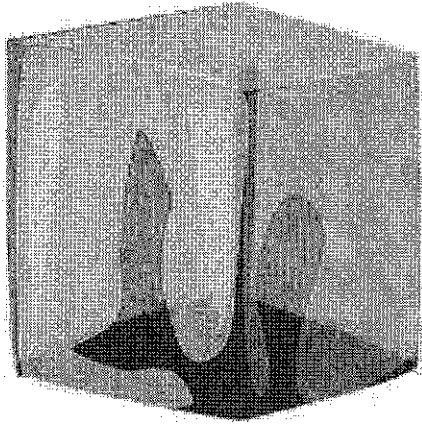


people



water

3. What does water become when it gets cold?

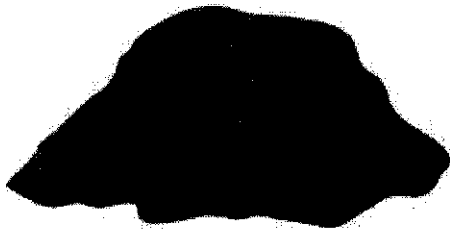


ice



a rock

4. What does ice make between rocks?



dirt



spaces

5. Where might you have seen an arch?

You might have seen an arch in a _____.

6. What did you learn from "Arches of Stone"?

7. Draw a stone arch.

The Bicycle Problem

by ReadWorks



Jimmy had a problem with his bicycle. He had a flat tire. Maybe he could ride on one good tire? That didn't work. The bike went *bump bump bump*.

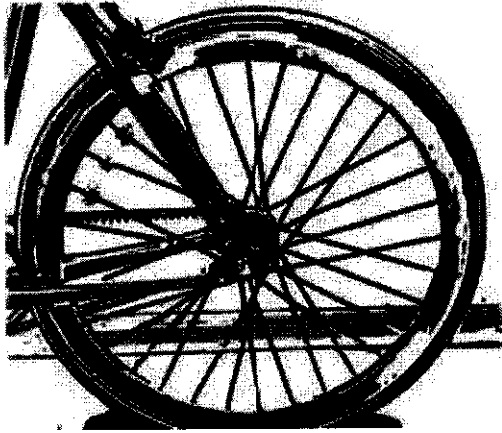
Well, he could buy a new tire. But how could he get to the store? His bike didn't work!

Then Lashona came along with an idea. She showed Jimmy how to take off the flat tire. She had a patch to fix a hole in the tire.

Jimmy put the tire back on the bike. Then he used Lashona's pump to fill the tire with air again. Now his bike was ready to go!

Name: _____ Date: _____

1. What problem does Jimmy have with his bicycle?



He had a flat tire.



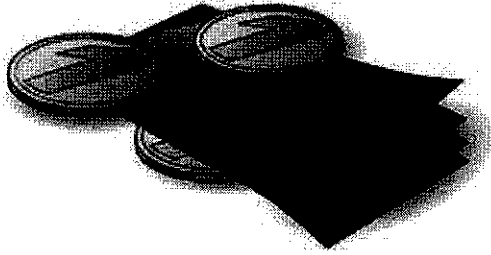
He didn't like the color.

2. Can Jimmy ride his bike with one good tire?

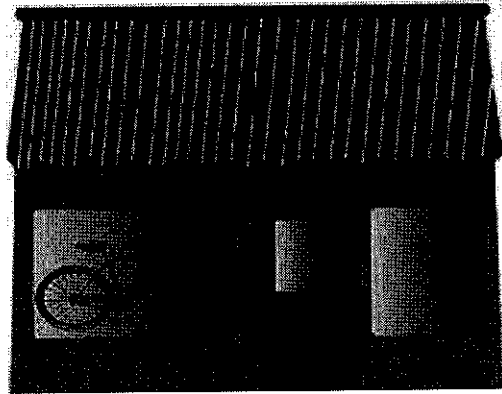
A. No

B. Yes

3. Why can't Jimmy buy a new tire?



He doesn't have money.

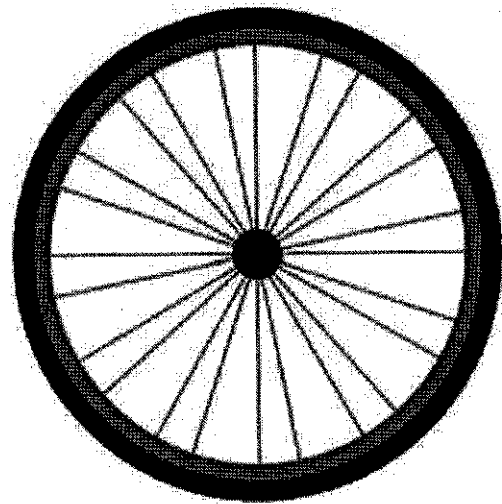


He can't get to the store.

4. How does Lashona want to solve Jimmy's problem?



buy him a new bike



patch the flat tire

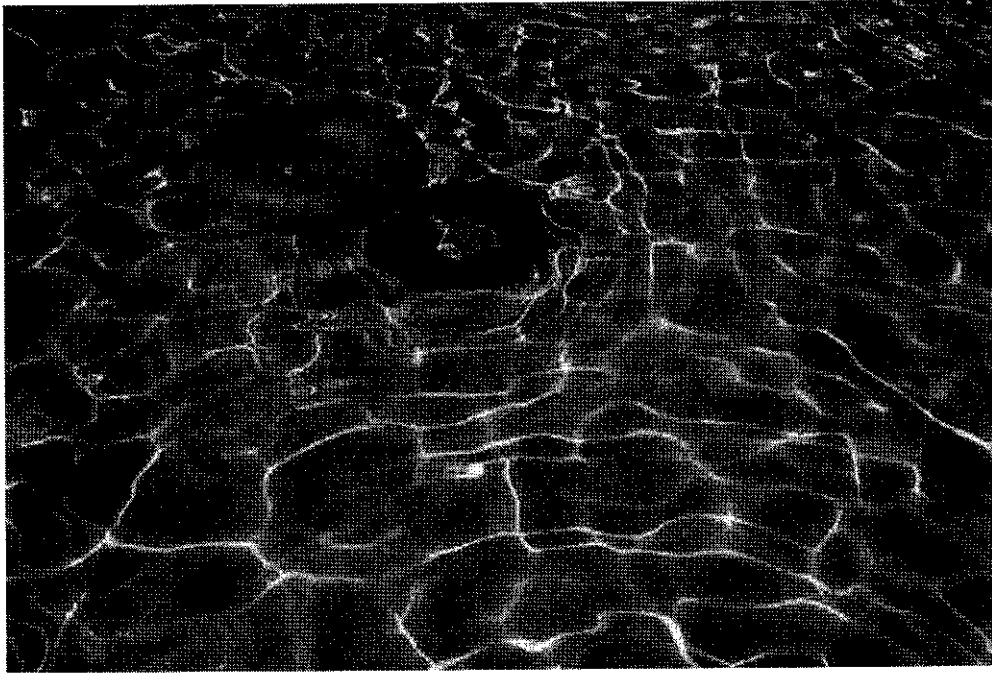
5. What do Jimmy and Lashona use to fix the hole in Jimmy's tire?

6. What did you learn from "The Bicycle Problem"?

7. Draw a picture of Jimmy and Lashona fixing Jimmy's bike.

A Cool Pool!

by ReadWorks



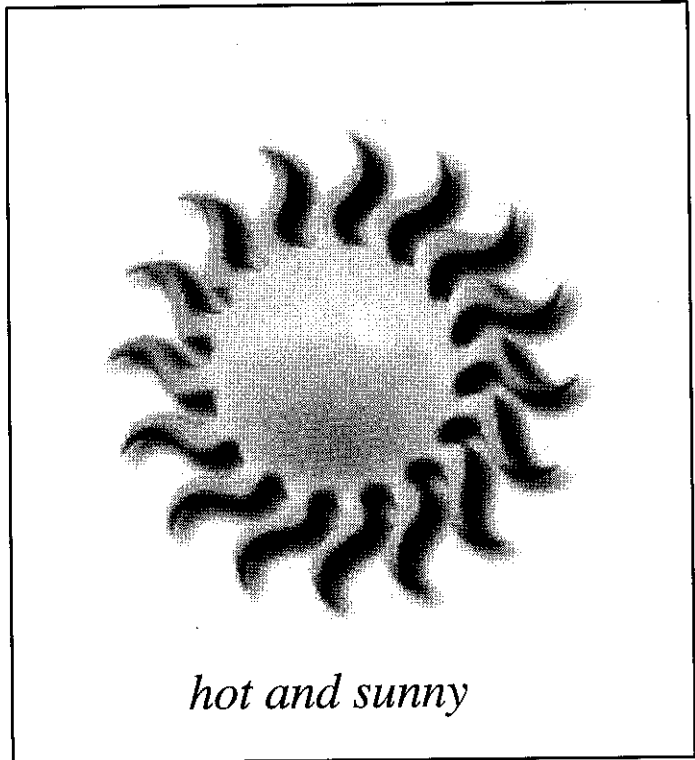
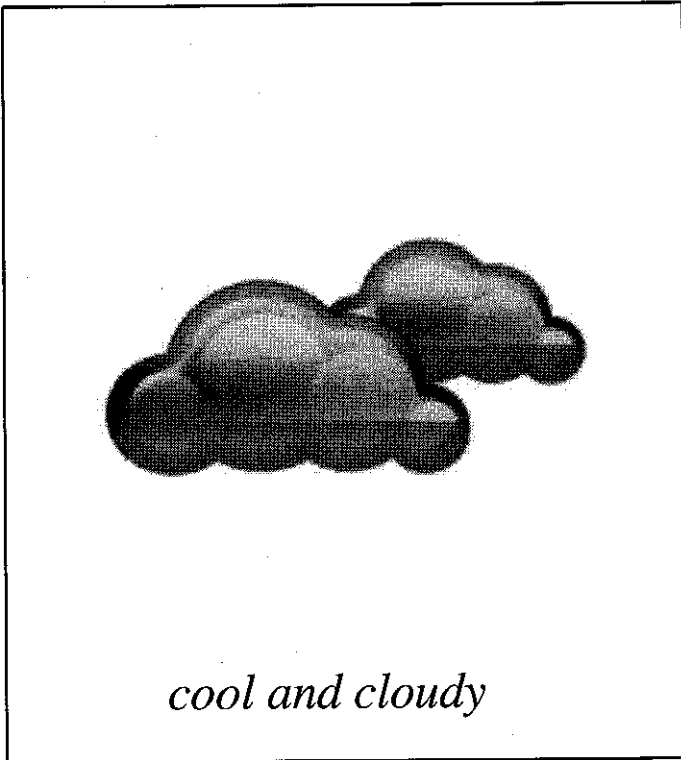
The day was hot. The sunshine was warm. Ava's mother filled the wading pool.

"May I get in?" Ava asked.

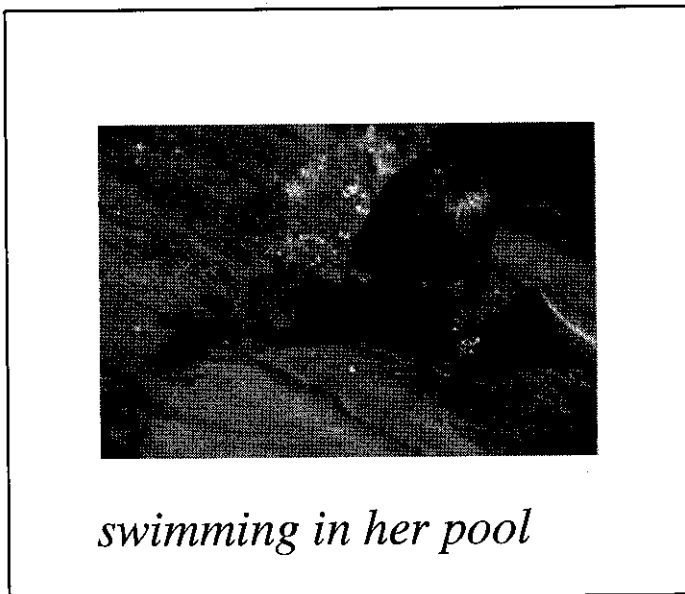
She jumped into her pool. Brrrr! It felt cold. This was not fun! Ava's mother called her for lunch. Later, Ava got back into her pool. Now the water felt warm. Ava splashed and laughed.

Name: _____ Date: _____

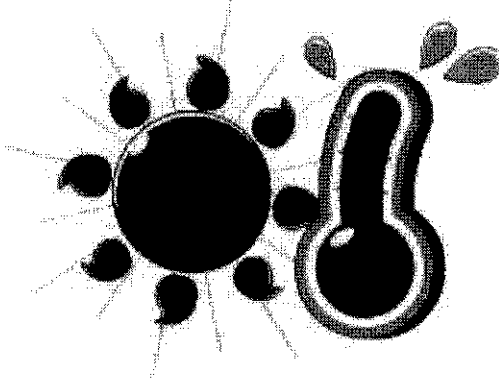
1. What is the weather like in the story?



2. What is Ava doing today?



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

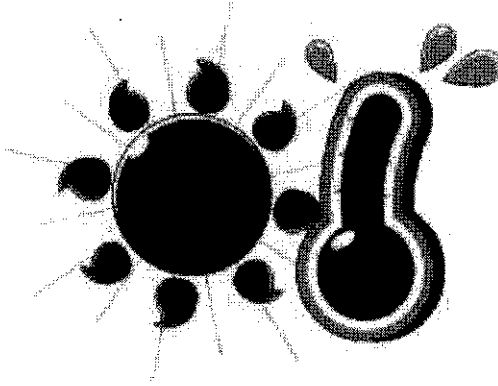


warm



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.





At Home Math Activities



Counting and Cardinality

- ❖ count items in the house such as toys, books, or cookies.
- ❖ move and count (e.g. jumping jacks, bouncing balls, etc.).
- ❖ sort snacks (e.g. by size, shape, color, etc.).
- ❖ put objects into groups to count and compare how many are in each group (e.g. forks and spoons, shoes, etc.).
- ❖ draw a picture and count groups of items in the picture (e.g. How many family members? toys? pets? flowers?).
- ❖ identify patterns in the environment (e.g. clothing, music, decorations, packages).
- ❖ create patterns using toys, pictures, words, or movements.
- ❖ describe patterns by their repeating unit (e.g. AB, ABB, ABC).
- ❖ copy and extend patterns created by someone else.
- ❖ create a pattern, count the units of the pattern, and record the number.
- ❖ count from 1 to 100.
- ❖ practice using numbers by:
 - counting objects (e.g. windows, doors).
 - drawing a picture to show how many were counted.
 - writing the numeral to show how many.
 - counting two different sets of objects and comparing the amounts.
- ❖ trace a shoe or hand. Estimate how many items (e.g. pennies, pasta) will cover the space. Write the numeral that tells how many.
- ❖ count up from a given number other than 1 (e.g. count up from 6: 6, 7, 8, 9, 10...). Try counting up from numbers greater than 30.
- ❖ use objects (e.g. plates, utensils, crayons) to show quantities through 10.
- ❖ line up toys and then tell which toy is first, next or last. Explain why.
- ❖ draw a picture of family members in a line and tell the position of each person (Who is first? next? last?).
- ❖ count by 10s through 100.
- ❖ sort coins into pennies, nickels, and dimes. Then count how many of each coin.
- ❖ play "store". Label prices on objects (19¢ or less) and show the coins needed to purchase each object.

Measurement and Data

- ❖ create a yes/no question to ask others (e.g. Do you like pizza? Do you have a pet?); record and analyze data collected.
- ❖ organize objects (e.g. shoes, hair accessories, toys) by attributes and explain the sorting rule.
- ❖ collect daily weather data and organize the data in a chart.
- ❖ choose a household object (e.g. cereal box) and explain how it can be measured (e.g. height, length, weight).
- ❖ compare the measurements of two objects using math vocabulary (longer than, shorter than, lighter, heavier).
- ❖ use pennies as a non-standard unit of measurement to measure the length of objects. Choose a new non-standard unit of measurement such as blocks or spoons to measure the length of the

objects. (Remember that non-standard units of measurement need to be lined up end to end.)

- ❖ use a shoe and find objects that are longer and shorter than the shoe. Make a chart to record the results. Then try finding objects that are lighter or heavier than the shoe.
- ❖ identify where, when, and why objects are weighed.
- ❖ compare the weight of two objects when holding one object in each hand.

Geometry

- ❖ describe positions of objects in the house.
- ❖ sort objects to the top, middle, or bottom of shelves (e.g. in the pantry, refrigerator, bookshelf).
- ❖ play a game following positional directions to place a stuffed animal in different locations (e.g. above the book, between the chair and table).
- ❖ describe the shape of objects (e.g. The door is a rectangle.).
- ❖ use sticks/straws and play dough/clay to make shapes.
- ❖ describe the shapes of food when eating.
- ❖ create a picture by cutting out circles, triangles, squares, and rectangles.
- ❖ cut out pictures from a magazine or sale advertisement and sort by shape.
- ❖ collect items and sort them into groups of 2D or 3D shapes. Explain the placement of each item.

Operations and Algebraic Thinking

- ❖ make a tower of objects (e.g. Legos, blocks, cans). Break the tower into two parts. Tell how many are in each part and then how many there are altogether.
- ❖ show ways to make a number by:
 - drawing a picture of boys and girls to show different combinations of 5. Repeat this for other numbers through 10.
 - using small toys to show ways to make a group of 5. Repeat this for other numbers through 10.
- ❖ use stuffed animals to act out a story problem (e.g. There are 3 teddy bears at the park. Then 1 went home. How many are still at the park?).
- ❖ use flash cards, playing cards, or dice to solve basic addition and subtraction facts within 5, building knowledge toward memory.
- ❖ create and solve story problems about the neighborhood (e.g. There are 3 kids at the park. Then 2 more kids come to the park. How many kids are at the park?).
- ❖ solve basic addition and subtraction facts within 5, from memory by:
 - making and using flash cards.
 - using sidewalk chalk to write and solve equations.

Numbers and Operations in Base Ten

- ❖ make a number 11 through 19 by using straws or sticks to show a group of ten and some more ones. Explain how straws or sticks are organized.
- ❖ play the game "What Number Am I?" Create a number (11 through 19) using straws or sticks. Then write the number shown with the sticks or straws. Take turns creating the number.

10 Free Math Learning Websites

- **ABC YA**
 - www.abcya.com
 - Practice math and reading skills all while playing fun games!
- **IXL**
 - <https://www.ixl.com/inspiration/family-learning>
 - Math practice on each and every math skill.
- **Khan Academy**
 - <https://www.khanacademy.org/signup?isparent=1>
 - Math practice and interactive videos to help your child learn math.
- **Eureka Math**
 - <https://gm.greatminds.org/en-us/knowledgeonthego>
 - Content videos and student practice on math skills.
- **Fun Brain**
 - www.funbrain.com
 - Play games while practicing math and reading skills!
- **Star Fall**
 - <https://teach.starfall.com/lv/>
 - Math practice and interactive games to keep you child learning while having fun!
- **Cool Math**
 - <https://www.coolmathgames.com/>
 - Cool math games for learning!
- **Hooda Math**
 - <https://www.hoodamath.com/>
 - Math games by grade level for math learning fun!
- **Splash Learn**
 - <https://www.splashlearn.com/>
 - Math games for kids that make learning fun.
- **Cool Math 4 Kids**
 - <https://www.coolmath4kids.com/>
 - Math games with learning.

Kindergarten Math Choice Board

Mathematics

<p>Draw a picture using squares, circles, rectangles, and triangles. Then count how many of each shape you used.</p>	<p>Find a bag of beans, peas, raisins, seeds, pennies, beads (something small) and make ten piles of ten objects. Count by tens to make one-hundred.</p>	<p>Pick a number between 1-10. Double it. Keep doubling it as far as you can go. Look at your list of increasing numbers. What do you notice about them?</p>	<p>List the months of the year. Find out how many days are in each month.</p>
<p>Make a calendar of this month and label it with the days of the week and dates. Write in things you've done or want to do on your calendar.</p>	<p>With an adult, read the clocks at different times of the day. Write down a daily log. At what time do you wake up? Eat breakfast, lunch, etc.? Make a timeline of your day.</p>	<p>Draw or trace all of the hands in your family. Count the fingers. Count again, counting by fives. Count them by tens!</p>	<p>Count to one hundred. Count by 2's to 50. Counts by 10's to 100. Count by 5's.</p>
<p>Create a number line that goes to 50. How would you use your number line to count by 5's? 3's? Point to the numbers as you skip count.</p>	<p>Create a number line that goes to 100. Roll two dice and write down a number you make with the dice. Roll the dice again to make a second number. Use the number line to tell you which number is greater than the other. What is the difference between your two numbers?</p>	<p>Find the spare change in the house. How many coins did you find? What kinds of coins do you have? How much money is it? Count it with a family member.</p>	<p>Count all the inside doors in your house. Count all the outside doors in your house. How many doors do you have in all? Write a number sentence to show this. Are there other number sentences you could write using household items?</p>
<p>Make a hundreds chart. (1-10 in the first row, 11-20, etc.) What patterns do you see? Color the multiples of ten a color. Color odd numbers a different color. Point to a random number. What is 5 more? How do you know?</p>	<p>Use a ruler or tape measure to determine the length of a table. What is the width? Height? Measure other objects in your home. Are you using inches, centimeters?</p>	<p>Collect 5 different containers in your house. Order them with the one that holds the most first. How do you know it has the largest capacity? Design a test to check your thinking.</p>	<p>Roll two dice and use the two numbers to write an addition equation. (ie: $5+4=9$) Keep rolling the dice. How many different number sentences can you make? What's the highest sum you can make?</p>

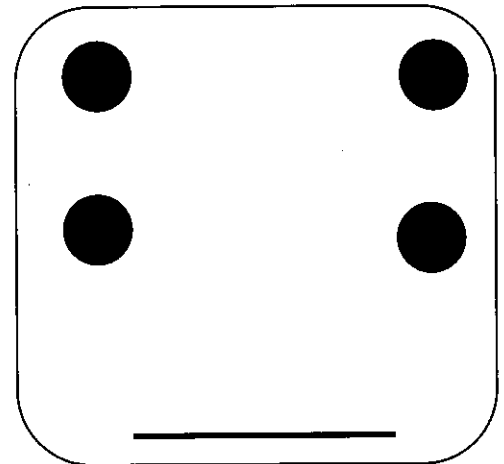
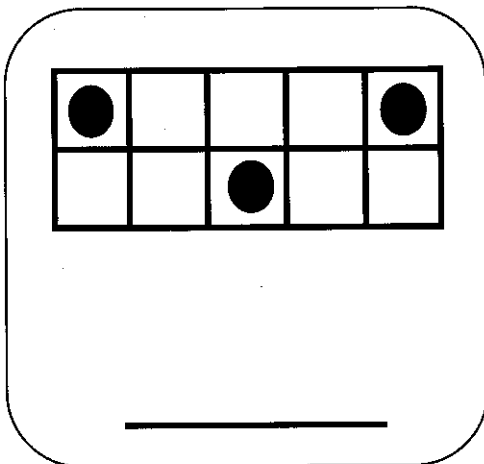
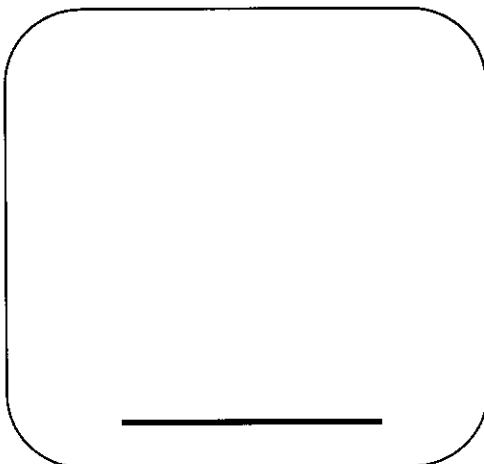
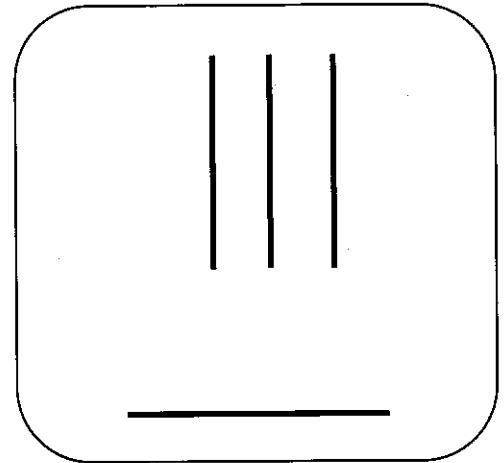
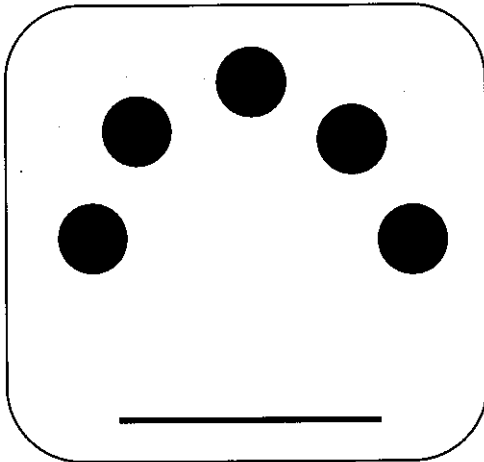
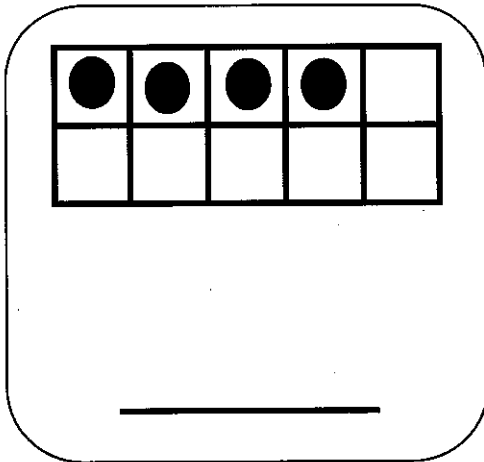
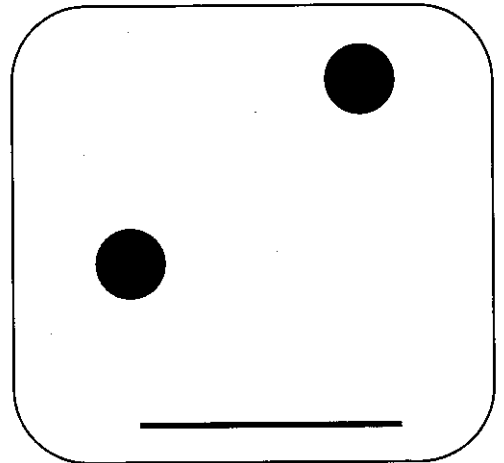
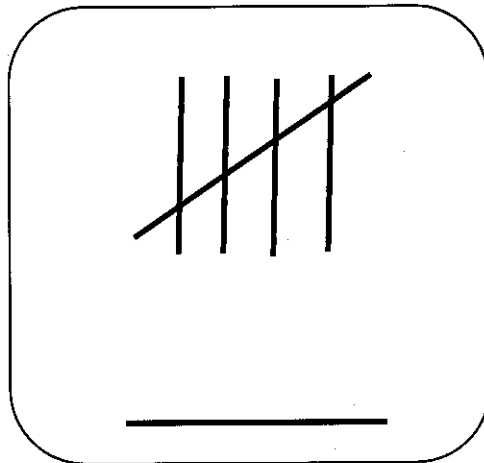
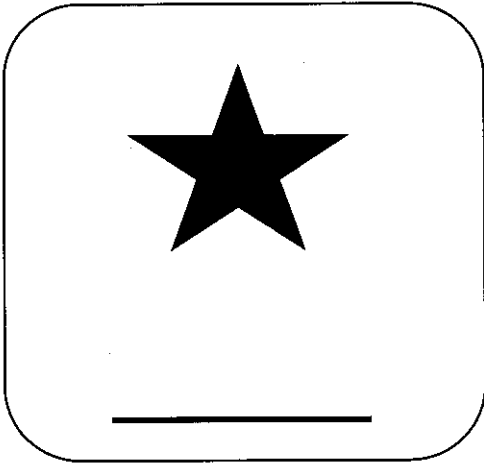
Name: _____

Date: _____

Common Core Math Standards: K.CC.A.3 , K.CC.B.4, K.CC.B.5

Write numbers zero to five.

Count the number of objects. Write the number on the line.



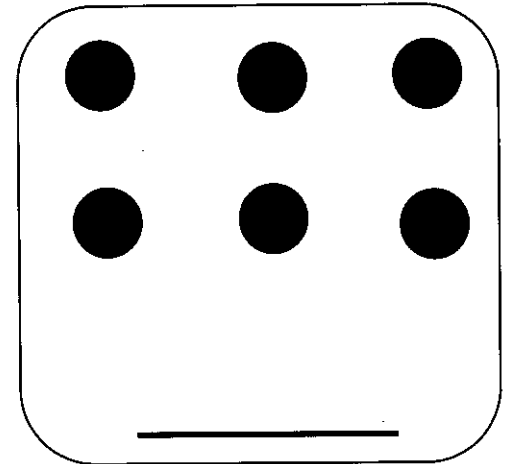
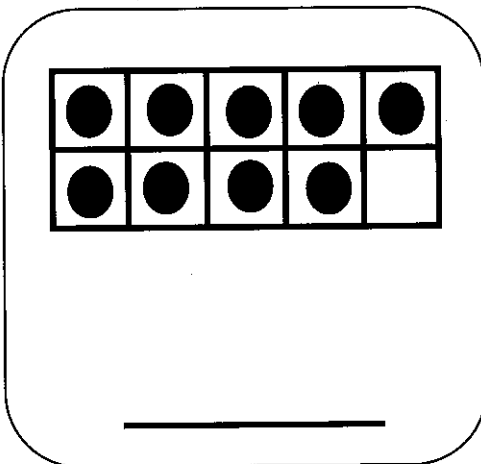
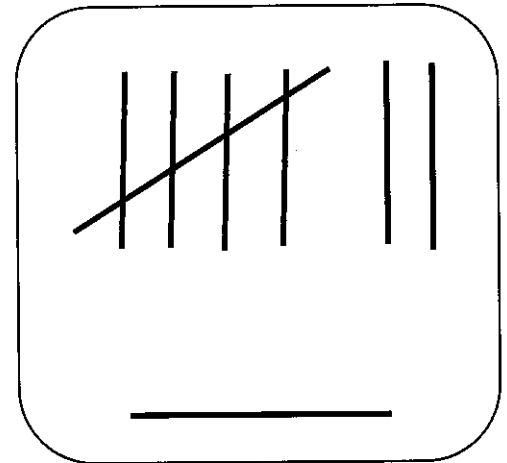
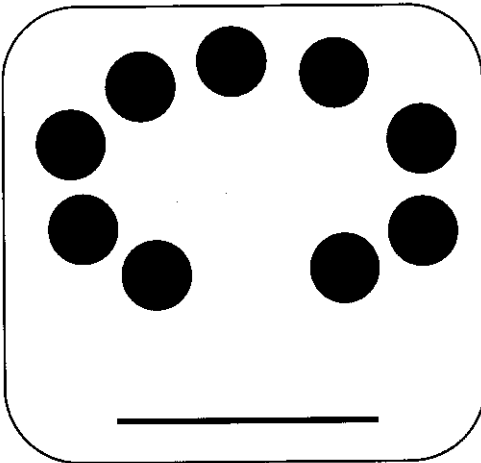
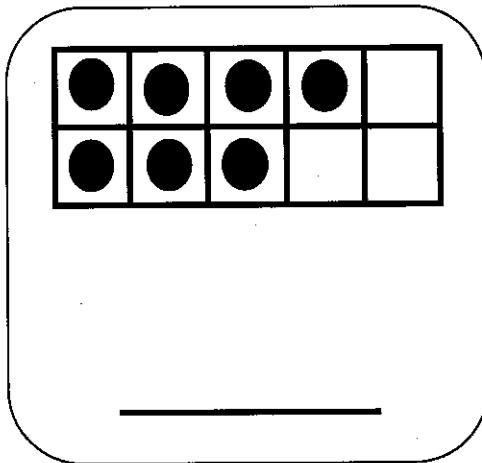
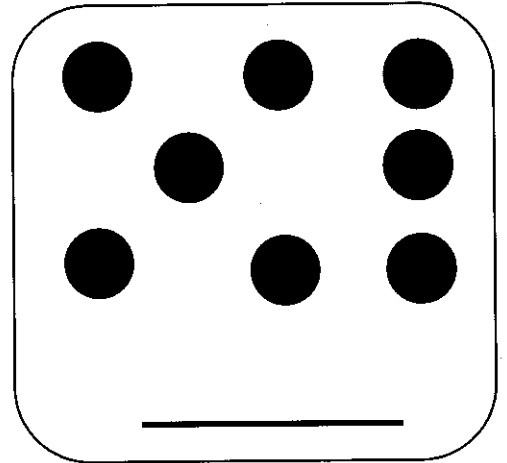
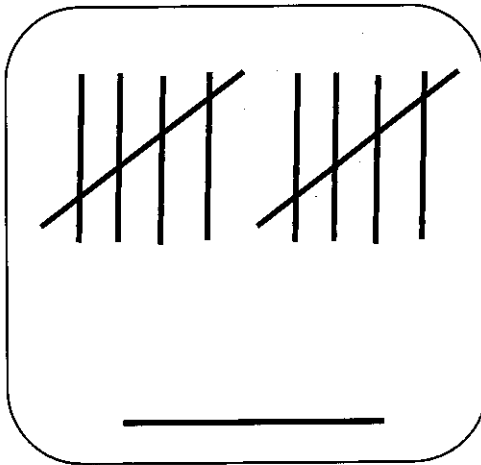
Name: _____

Date: _____

Common Core Math Standards: K.CC.A.3 , K.CC.B.4, K.CC.B.5

Write numbers six to ten.

Count the number of objects. Write the number on the line.



Kindergarten Math Fluency

K.OA.5 Add and Subtract within 5

ADDITION:

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

ADDITION KEY:

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

FLASH CARDS FOR ASSESSMENTS

$0 + 1$

$2 + 0$

$0 + 2$

$2 + 1$

$0 + 3$

$2 + 2$

$0 + 4$

$2 + 3$

$$0 + 5$$

$$3 + 0$$

$$1 + 0$$

$$3 + 1$$

$$1 + 1$$

$$3 + 2$$

$$1 + 2$$

$$4 + 0$$

$$1 + 3$$

$$4 + 1$$

$$1 + 4$$

$$5 + 0$$

SUBTRACTION:

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

SUBTRACTION KEY:

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

SUBTRACTION – FLASH CARDS FOR ASSESSMENTS

$1 - 1$

$2 - 0$

$2 - 2$

$3 - 1$

$3 - 3$

$4 - 2$

$4 - 4$

$5 - 3$

$$5 - 5$$

$$3 - 0$$

$$1 - 0$$

$$4 - 1$$

$$2 - 1$$

$$5 - 2$$

$$3 - 2$$

$$4 - 0$$

$$4 - 3$$

$$5 - 1$$

$$5 - 4$$

$$5 - 0$$

Name - _____

one

1. Print the word.

2. Color the word.



3. Circle the word.

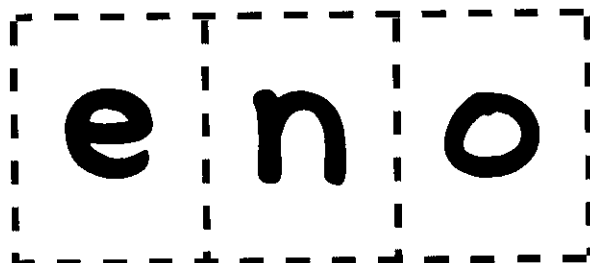
Six	one	ten	five	
One	seven	two	one	eight
One	three	nine	two	one

4. Trace the word.



5. Cut and glue the word

--	--	--



Name - _____

two

1. Print the word.

2. Color the word.

two two two

3. Circle the word.

Six	two	ten	five	
two	seven	two	one	eight
One	three	nine	two	one

4. Trace the word.

two

5. Cut and glue the word

--	--	--

w t o

Name - _____

three

1. Print the word.

2. Color the word.

three three

3. Circle the word.

six	one	three	five	
three	seven	two	one	eight
one	three	nine	two	three

4. Cut and glue the word

--	--	--	--	--

h e t e r

Name - _____

four

1. Print the word.

2. Color the word.

four four four

3. Circle the word.

Six	four	ten	five	
two	seven	two	four	eight
four	three	four	two	four

4. Trace the word.

four

5. Cut and glue the word

--	--	--	--

u o f r

Name - _____

five

1. Print the word.

2. Color the word.

five five five

3. Circle the word.

Six	four	ten	five	
two	five	two	two	five
four	three	five	two	eight

4. Trace the word.

five

5. Cut and glue the word

--	--	--	--

five

Name - _____

Six

1. Print the word.

2. Color the word.

Six

Six

Six

3. Circle the word.

Six	two	ten	five	
two	seven	two	one	eight
One	three	nine	two	one

4. Trace the word.

Six

5. Cut and glue the word

--	--	--

Six

Name - _____

Seven

1. Print the word.

2. Color the word.

Seven

Seven

3. Circle the word.

six	one	seven	five	
three	seven	two	one	eight
seven	three	nine	two	seven

4. Cut and glue the word

--	--	--	--	--

s e n e v

Name - _____

eight

1. Print the word.

2. Color the word.

eight

eight

3. Circle the word.

six	eight	three	five	
eight	seven	two	eight	eight
one	eight	nine	two	three

4. Cut and glue the word

--	--	--	--	--

i e g t h

Name - _____

nine

1. Print the word.

2. Color the word.

nine nine nine

3. Circle the word.

nine	four	ten	five	
two	seven	nine	four	eight
nine	three	four	two	nine

4. Trace the word.

nine

5. Cut and glue the word

--	--	--	--

e n i n

Name - _____

ten

1. Print the word.

2. Color the word.

ten ten ten

3. Circle the word.

six	ten	two	five	
two	ten	one	one	eight
One	three	ten	ten	one

4. Trace the word.

ten

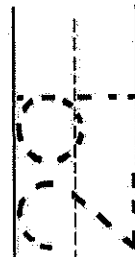
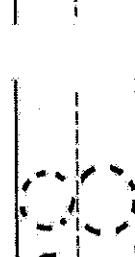
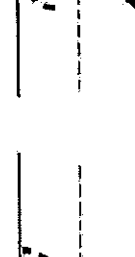
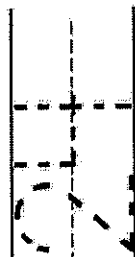
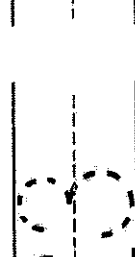
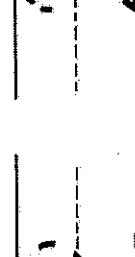
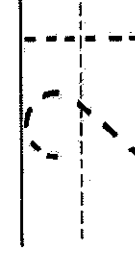
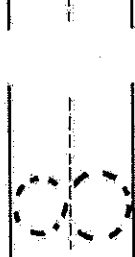
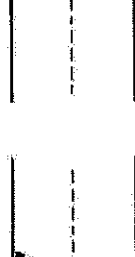
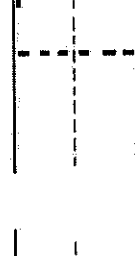
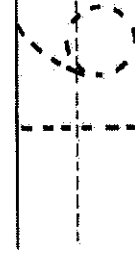
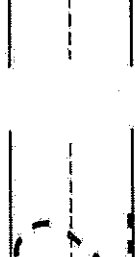
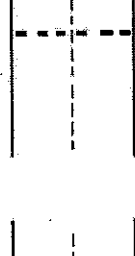
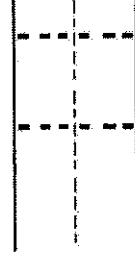
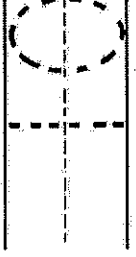
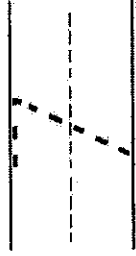
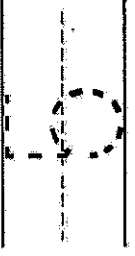
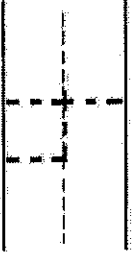
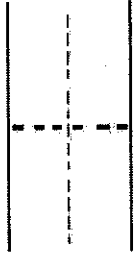
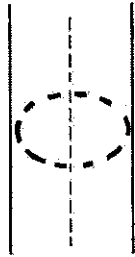
5. Cut and glue the word

--	--	--

ten

Trace the numbers as shown.

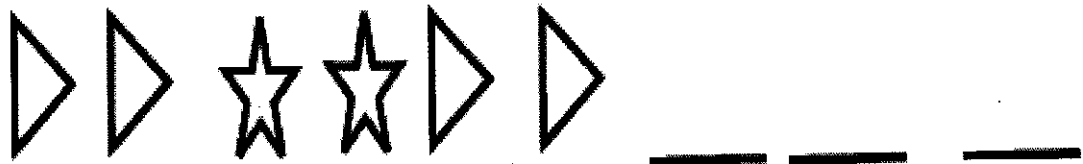
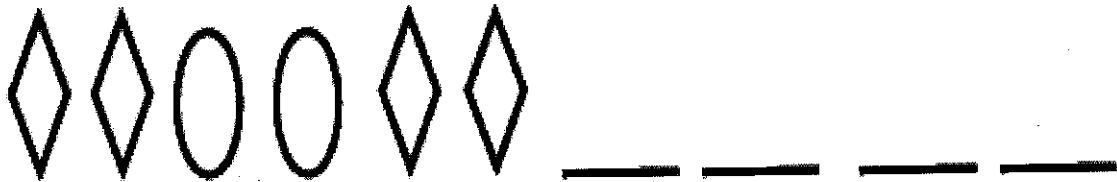
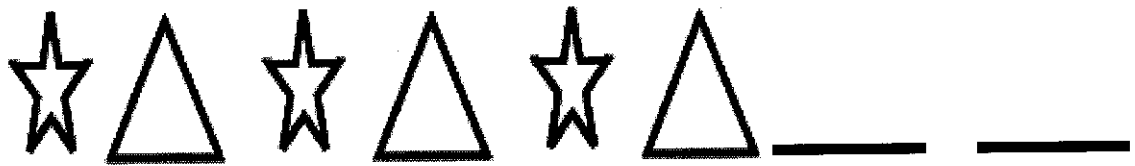
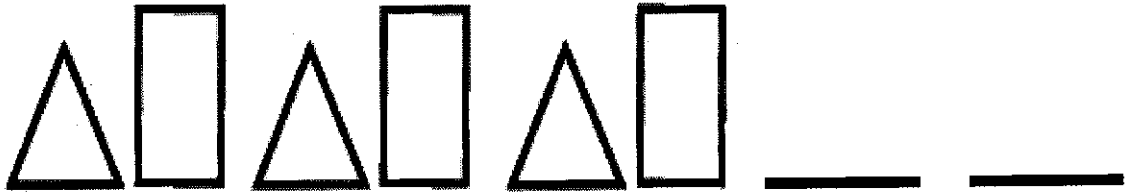
Name _____



Name: _____

Numbers 1-20

Complete the patterns:



Counting

1. Count. Write the number in the box.



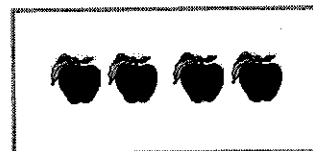
a.



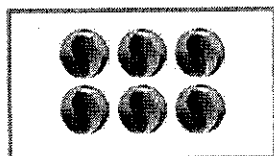
b.



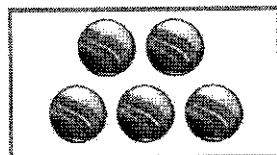
c.



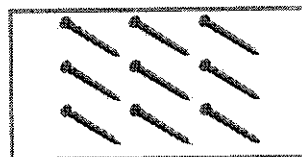
d.



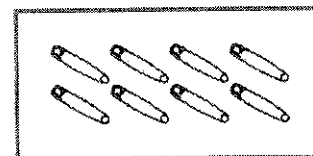
e.



f.

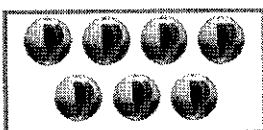


g.

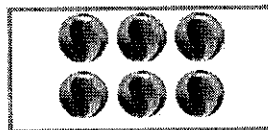


h.

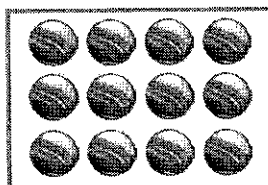
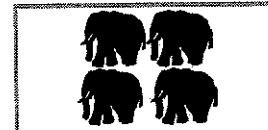
2. Count. Write the number. Then circle the number that is MORE.



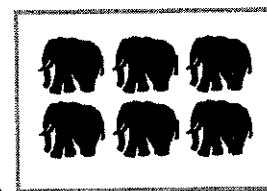
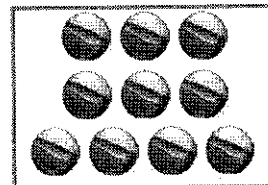
a.



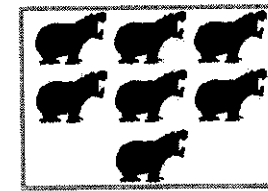
b.



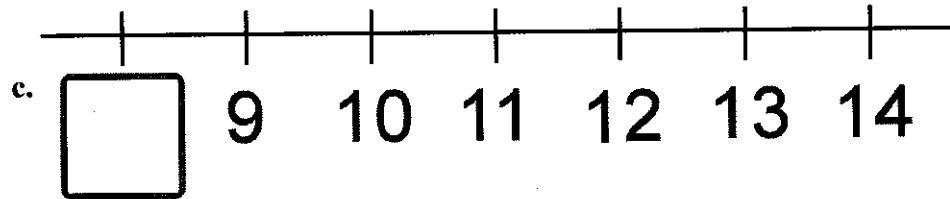
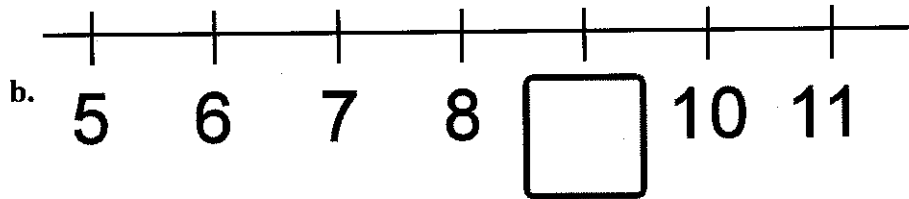
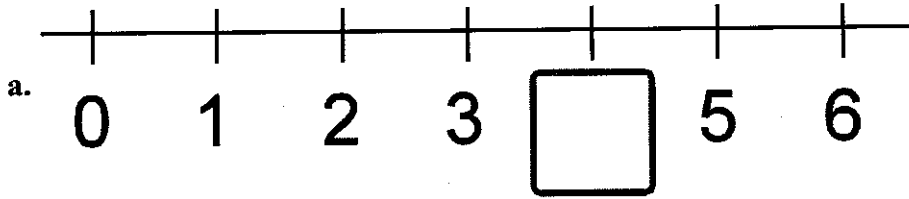
c.



d.



3. Write the missing number below the number line.

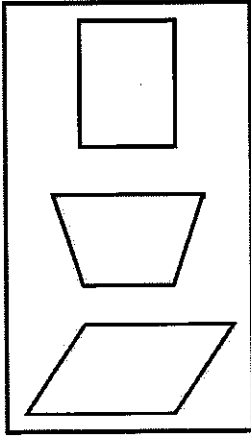


4. Circle the group that has more things. Then count ALL (both groups).
Write the number in the box below.

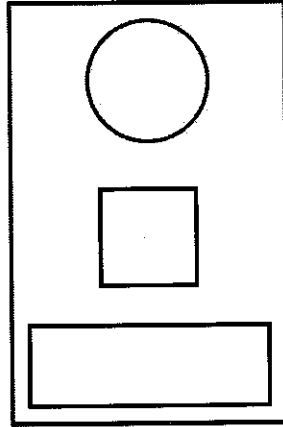
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<p>d. <input type="text"/></p>	<p>e. <input type="text"/></p>	<p>f. <input type="text"/></p>

Position Words, Colors, and Shapes

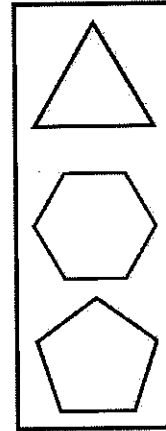
1. a. Color the top shape RED.



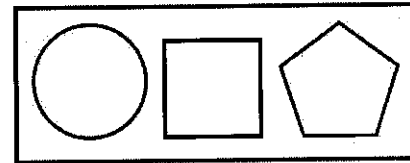
b. Color the bottom shape BLUE.



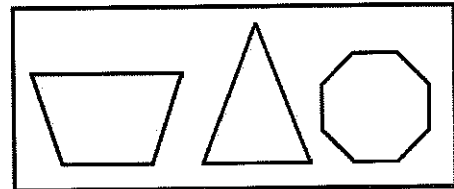
c. Color the middle shape YELLOW.



2. a. Color the shape on the right GREEN.



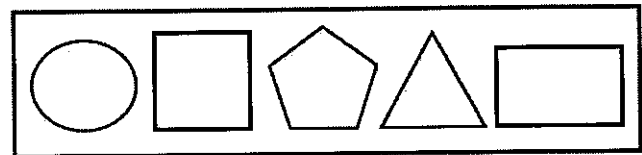
b. Color the shape in the middle BLUE.



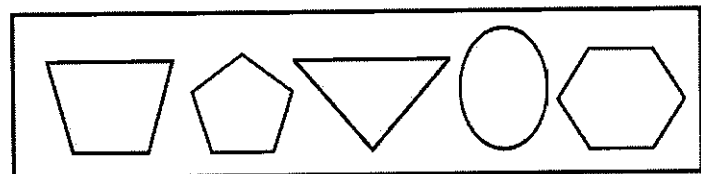
c. Color the shape on the left YELLOW.




d. Color the two shapes on the right ORANGE.




e. Color the two shapes on the left PURPLE.





2 and 2










“Two and two makes four.”



1 and 4

“One and four makes five.”

5. Write how many are in each group. Write the total in the box.

<p>a. </p> <p>___ and ___ <input type="text"/></p>	<p>b. </p> <p>___ and ___ <input type="text"/></p>	<p>c. </p> <p>___ and ___ <input type="text"/></p>
<p>d. </p> <p>___ and ___ <input type="text"/></p>	<p>e. </p> <p>___ and ___ <input type="text"/></p>	<p>f. </p> <p>___ and ___ <input type="text"/></p>
<p>g. </p> <p>___ and ___ <input type="text"/></p>	<p>h. </p> <p>___ and ___ <input type="text"/></p>	<p>i. </p> <p>___ and ___ <input type="text"/></p>

6. Draw circles for each number. Write the total in the box.

<p>a. 2 and 2 <input type="text"/></p>	<p>b. 3 and 1 <input type="text"/></p>
<p>c. 3 and 3 <input type="text"/></p>	<p>d. 1 and 4 <input type="text"/></p>

Name _____

Date _____

Number Sense

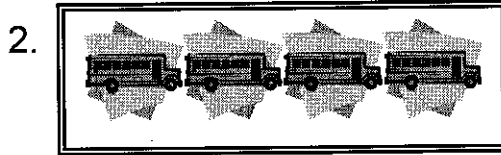
NK.1.2b Name and recognize numbers to: _____ (30)

0 6 1 4 5 3 9 8 7
2 10 12 15 19 11 16 13 18
14 17 20 25 22 29 21 23 24
27 26 28 30

NK.1.2c Match quantity to symbols to 30.



1 5



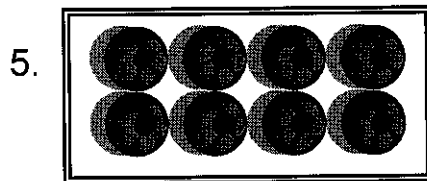
4 0



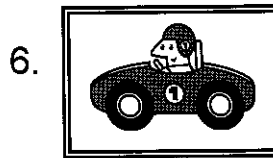
8 3



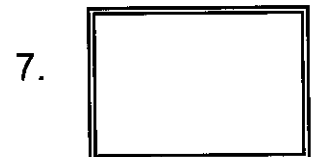
2 6



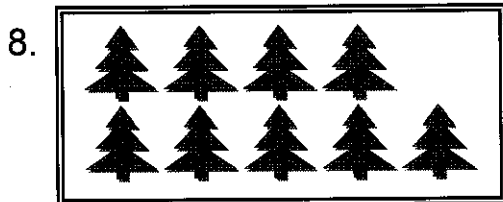
8 3



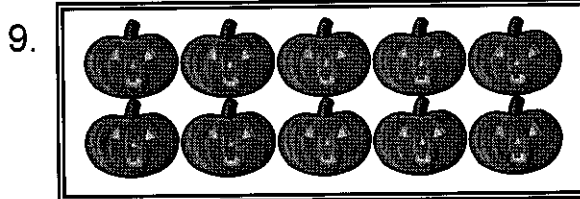
9 1



0 7



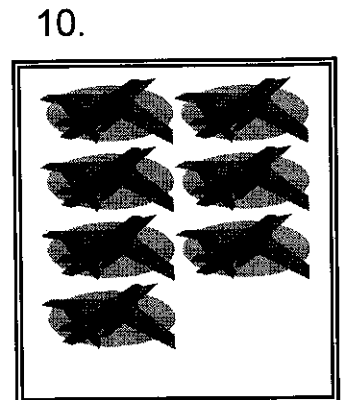
8 9



10 8



5 6



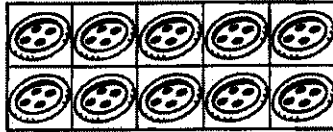
7 5

Name _____

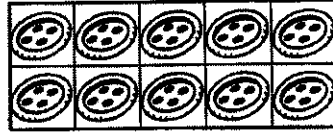
Date _____

NK.1.2c Match quantity to symbols to 30. (continued)

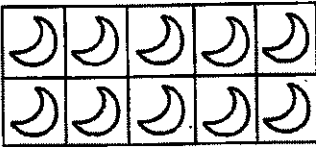
12.



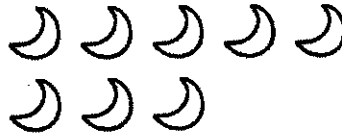
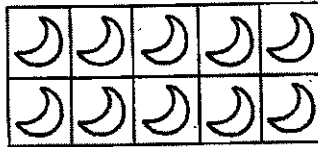
13.



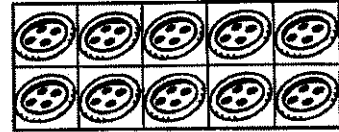
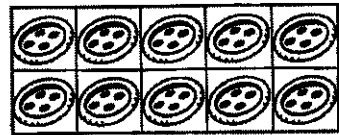
14.



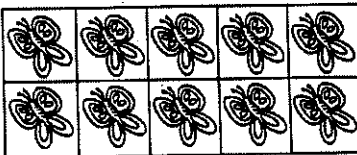
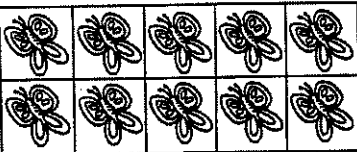
15.



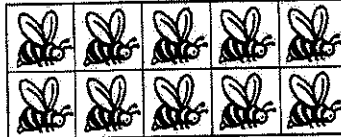
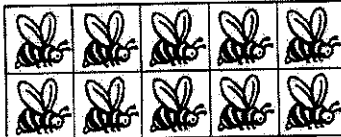
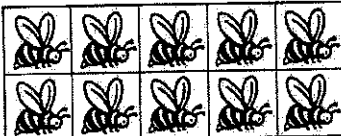
16.



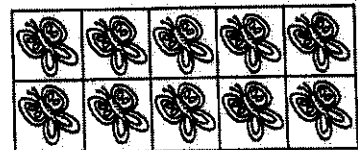
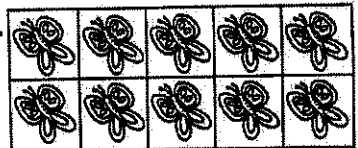
17.



18.



19.

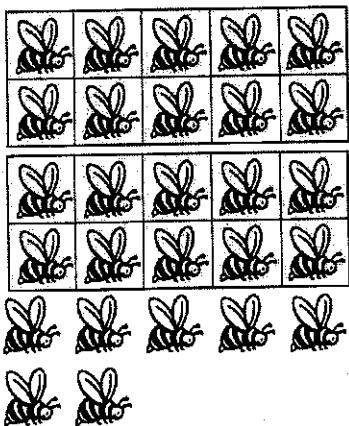


Name _____

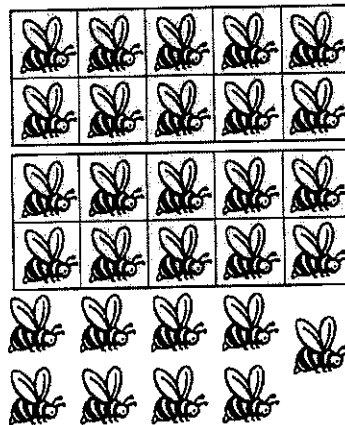
Date _____

NK.1.2c Match quantity to symbols to 30. (continued)

20.



21.

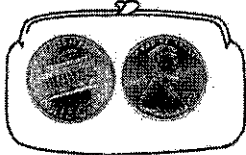
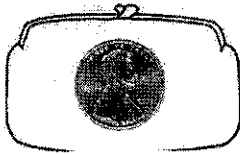



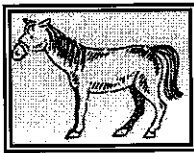
Name _____

Date _____

NK.1.2d Write numerals to _____ (30).

NK.2.1a Use manipulatives to perform basic addition of numbers under 10.

1.  +  _____

2.  +  _____

3. 

+ 

4. 

+ 



5. 

+ 

Name _____



Date _____

NK.2.1a Use manipulatives to perform basic addition of numbers under 10. (continued)

6.  +  = _____

7.  +  = _____

8.  +  = _____


9.  +  = _____

10.  + = _____


Name _____

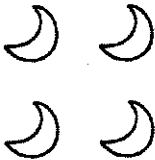
Date _____


NK.2.1b Use manipulatives to perform basic subtraction of numbers under 10.

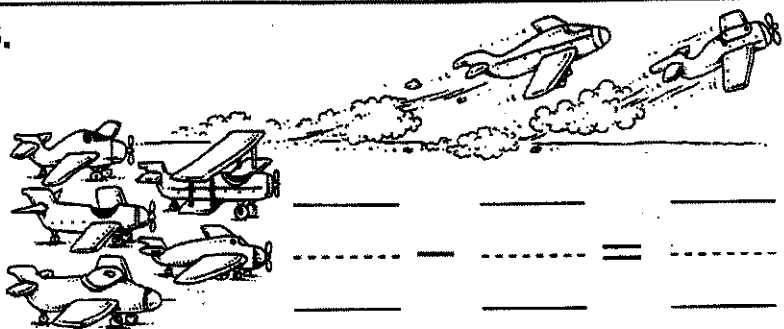
1. 
 $3 - 1 = \underline{\quad}$

2.  $5 - 3 = \underline{\quad}$











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

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

5.  $5 - 1 = \underline{\quad}$

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

7.

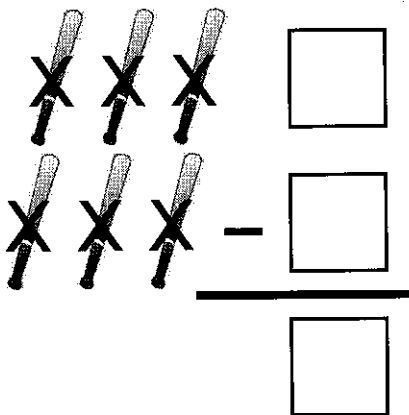
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Name _____

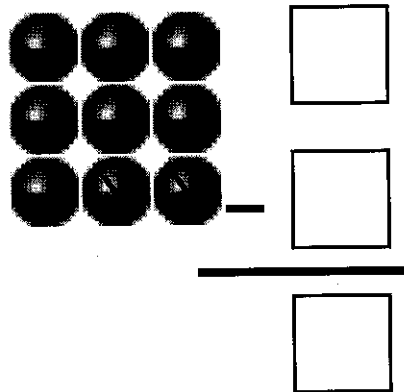
Date _____

NK.2.1b Use manipulatives to perform basic subtraction of numbers under 10. (continued)

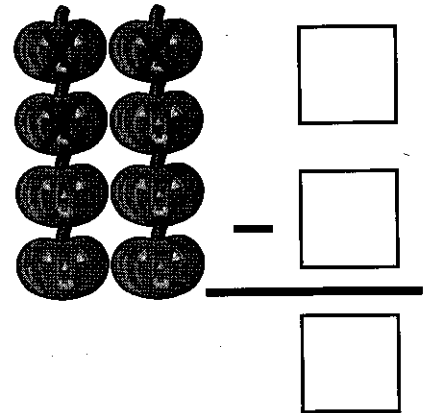
8.



9.



10.



Algebra and Functions

AK.1.1 Sort and classify by common attributes and describes categories.

- Given attribute blocks, student can sort by:

Color _____

Shape _____

Size _____

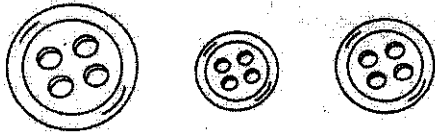
Name _____

Date _____

Measurement and Geometry

MK.1.1 Compare length, weight, and capacity of objects using direct comparisons with reference objects.

1.



Circle the button that is smallest.

2.



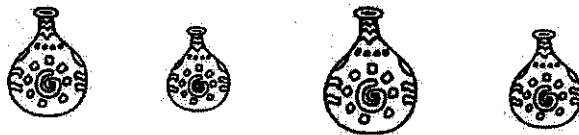
Circle the shape that is the same as the one on the right.

3.



Color in the circle that is the same size as the one on the left.

4.



Circle the vase that will hold the most water.

5.

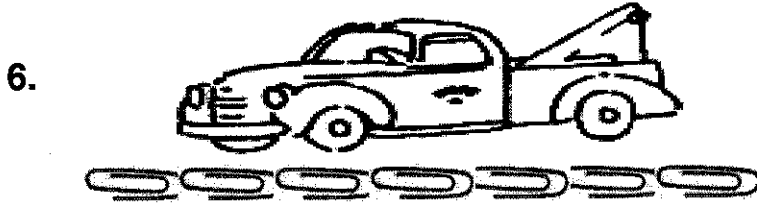


Circle the star that is largest.

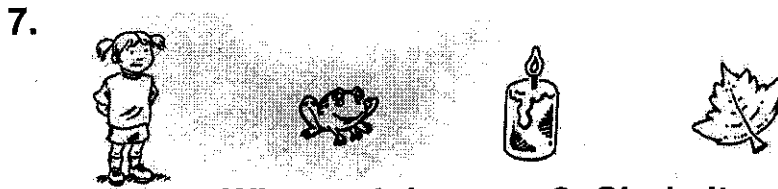
Name _____

Date _____

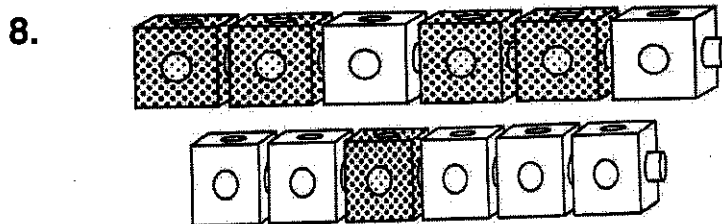
MK.1.1 Compare length, weight, and capacity of objects using direct comparisons with reference objects. (continued)



The tow truck is _____ paperclips wide.

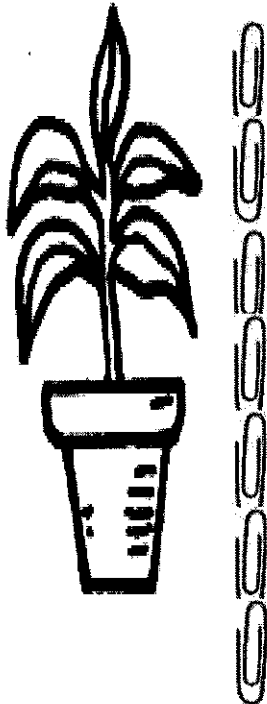


What weighs more? Circle it.



Circle the longer one.

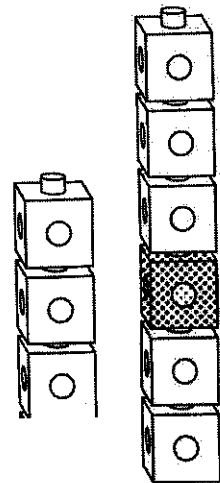
9.



What is the height of the plant?

_____ paperclips

10.



Circle the shorter one.

Name _____

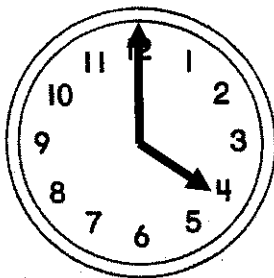
Date _____

MK.1.2 Demonstrate an understanding of concepts of time and tools that measure time.

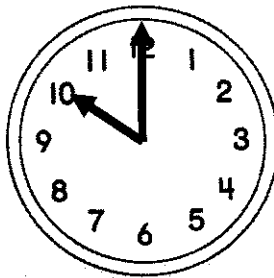
- **Note: Teacher can read and write in answers and/or record on checklist.**

1. What do you use to tell time? _____
2. What do you use to check the day of the week? _____
3. What time of day do you get up and go to school? _____
4. What time of day do you get home from school? _____
5. What time of day do you eat dinner? _____
6. What do people wear on their wrist to tell time? _____
7. What would you use to check what day of the month it is? _____
8. What do you do in the morning? _____
9. What do you do in the afternoon? _____
10. What do you do in the evening/night time? _____

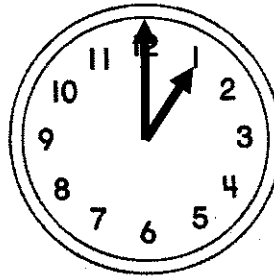
MK.1.4 Identify time to the hour.



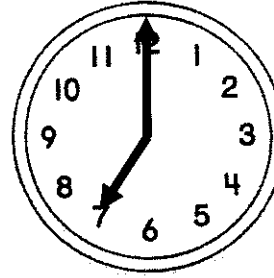
■
■



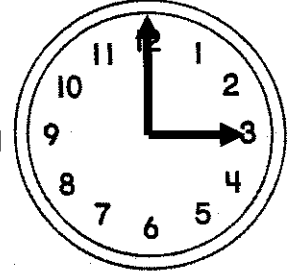
■
■



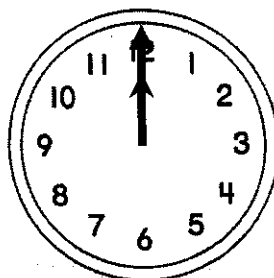
■
■



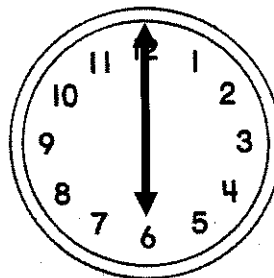
■
■



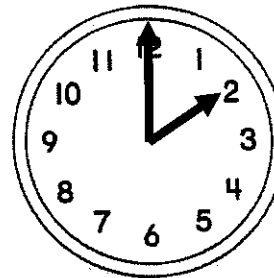
■
■



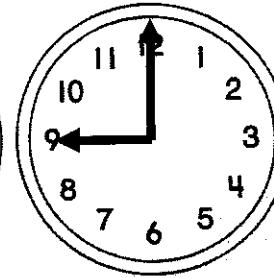
■
■



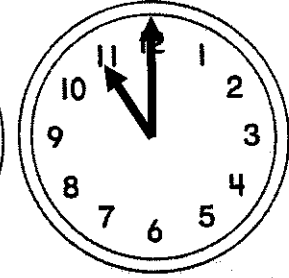
■
■



■
■



■
■

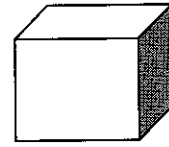


■
■

Name _____

Date _____

MK.2.1 Name the seven basic shapes.



Statistics Data, Analysis and Probability

SK.1.1 Given a question on real life scenario and data collected through class activity, student will record data on a pictograph.

- Note: can use class activity or assessment graphs below.

Graph the eye color of your classmates.

Blue Brown Green

Graph the pets of your classmates.

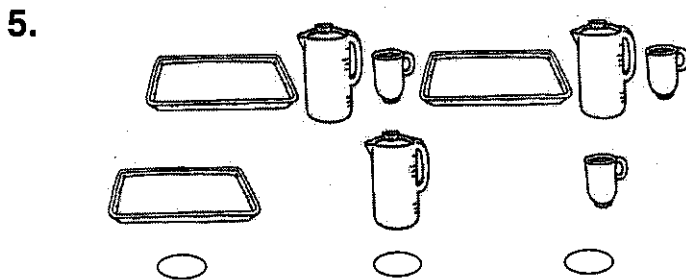
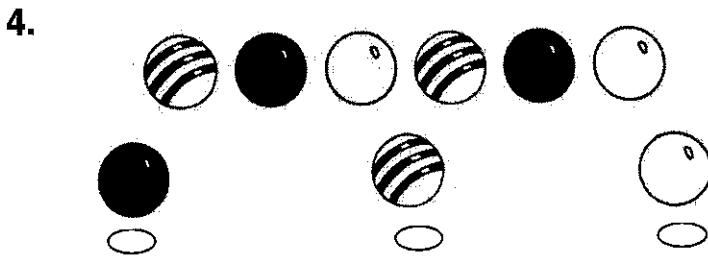
Cat Dog Horse Birds Other

Name _____

Date _____

SK.1.2 Identify, describe and extend simple patterns by referring to their shapes, sizes, or colors.

- **Directions:** Fill in the oval bubble next to the object that finishes the pattern.



Name _____

Date _____

Mathematical Reasoning

RK.2.1 Student can explain and make accurate solutions to problems using concrete manipulatives and/or pictorial representations.

Directions: Fill in the for the correct answer.

1. Which number sentence shows the addition story in the picture?



$3 + 3 = 6$



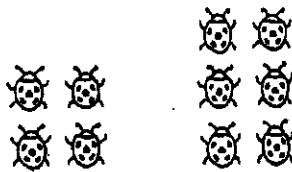
$4 + 4 = 8$



$3 + 4 = 7$



2. Which number sentence shows the addition story in the picture?



$5 + 5 = 10$



$4 + 6 = 10$

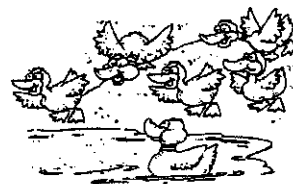
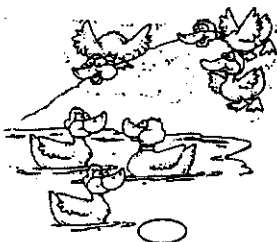


$2 + 8 = 10$



3. Which pictured addition story could you write the number sentence below?

$4 + 2 = 6$



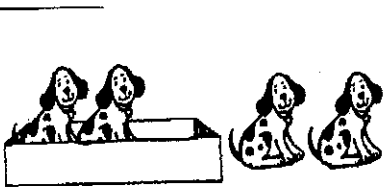
Name _____

Date _____

RK.2.1 Student can explain and make accurate solutions to problems using concrete manipulatives and/or pictorial representations. (continued)

Directions: Fill in the correct answer.

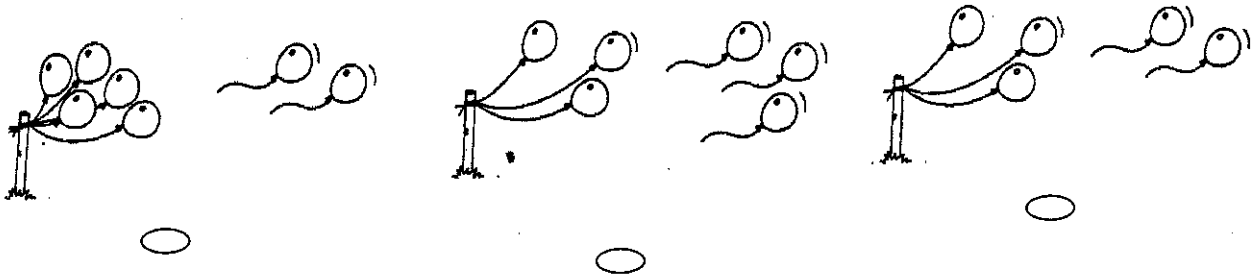
4. Which number sentence shows the subtraction story in the picture?



$$\begin{array}{r} 2 - 2 = 0 \\ 0 \end{array} \quad \begin{array}{r} 4 - 2 = 2 \\ 0 \end{array} \quad \begin{array}{r} 4 - 3 = 1 \\ 0 \end{array}$$

5. For which pictured addition story could you write the number sentence below?

$$5 - 2 = 3$$



Name _____

Date _____

R K.2.2 Make precise calculations and check the validity of the results in the context of the problems.

Directions: Teacher can read problems, but may not assist in student's calculations. Use only one Form (or set of questions) per testing session.

Form A

1. Alex has 1 dog and 2 cats.
How many pets does Alex have?
2. Joseph has 1 guinea pig, 3 fish,
and 1 dog. How many pets does
Joseph have?
3. Who has more pets, Alex or
Joseph?
4. How many more pets does
_____ have?
5. How many pets do they have all
together?

Form B

1. Cindy has 10 apple stickers. She
gives 4 stickers away to her
friends. How many stickers does
she have left?
2. Tatania has 8 star stickers. She
gives 4 stickers to her friends.
How many stickers does she have
left?
3. Are there more apple stickers left
or more star stickers left?
4. Who has more stickers left,
Tatania or Cindy?
5. Tatania and Cindy decide to put
the left over apple and star
stickers together in a sticker
book. How many stickers will
they have all together?

1. Complete the 100's chart.

1		3	4	5	6	7	8	9	10
11	12	13	14		16	17		19	20
21	22	23	24	25	26	27	28	29	
31	32	33		35	36	37	38	39	40
	42	43	44	45	46	47	48		50
51	52	53	54	55		57	58	59	60
61	62	63	64	65	66	67	68	69	70
71		73	74		76	77	78	79	
81	82	83	84	85	86	87		89	90
	92		94	95	96	97	98		100

2. Write the missing number.

46, 47, _____, 49, 50

3. Count the stars. How many? _____

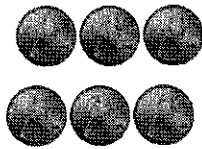
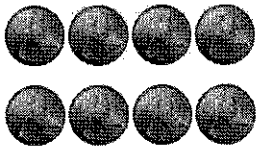


4. Which number shows how many frogs?



- a. 1
- b. 3
- c. 6
- d. 10

5. Circle the group with more than seven coins.



6. Circle the number that is less.



7. Which shows ten?

