Webster County Schools

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Kindergarten

Packet 2

Webster County Schools

For Additional Online Resources, please see the Link to the following resources on the Curriculum page on www.webstercountyschools.org:

MDE Learning-at-Home Resources for Districts

The resources contained on this website contain materials and tools that may be used to provide additional resources to parents or students. This information is only intended to be a general summary of information provided to the public. The Mississippi Department of Education does not endorse or promote any commercial products or services. The views and opinion of authors expressed do not necessarily reflect those of the MDE, and they may not be used for advertising or product endorsement purposes. Please make sure that you choose the tool(s), resource(s) or material(s) that are developmentally appropriate and best fit the needs of your students, school, or district.

Resources have been divided into the following categories:

- Internet Services
- Multiple Content Area Resources
- Arts (Dance, Music, Theatre, Visual Arts) Resources
- Career Pathway Experiences (CPE) Alternative Resources
- English Language Arts Resources
- Mathematics Resources
- Science Resources
- Social Studies Resources
- World Language Resources
- Counselor Resources
- English Learner Resources
- Virtual Learning Resources

Webster County Schools

At-Home Learning Packet Schedule:

- Packet 2- April 20, 2020

- Packet 3- May 4, 2020

- Packet 4- May 18, 2020

Name _____

Example

1 | 2 | 3 | 4

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.

Name _____

Example

2

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.
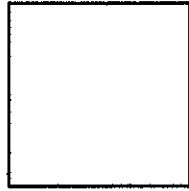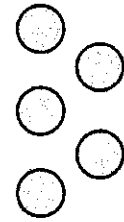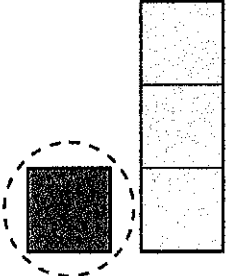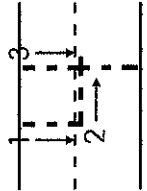
Name _____

Example

4

1
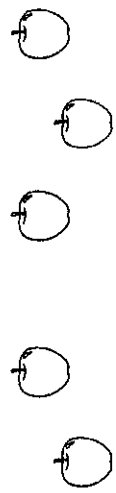
2

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.

Name _____

Example

3   (1)

2   4

3   3

5   2

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.
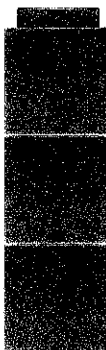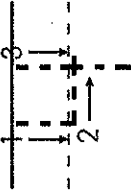
Making 3, 4, and 5

Name _____

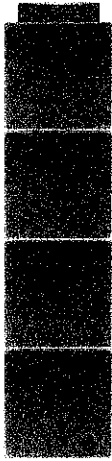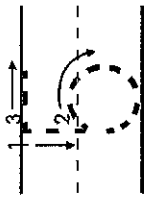### Example
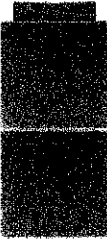
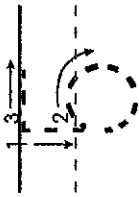1 and _____ 3

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.

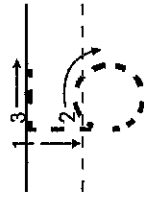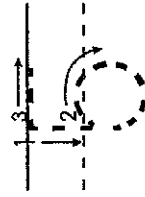i-Ready

Making 3, 4, and 5 *continued*
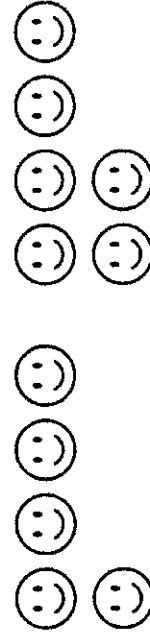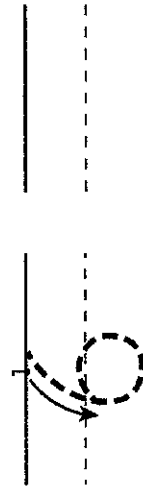
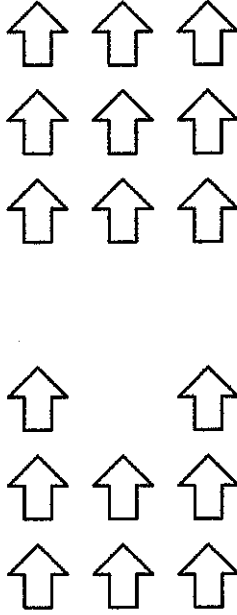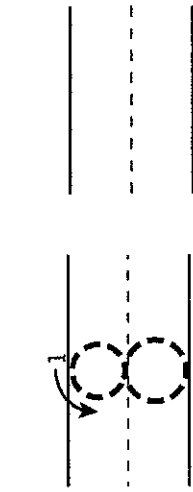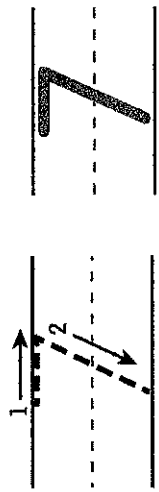Name _____

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.

i-Ready

9

Counting and Writing to 8

Example

☆ ☆ ☆ ☆ ☆ ☆ ☆

7

⬆ ⬆ ⬆ ⬆ ⬆ ⬆ ⬆ ⬆ ⬆

☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺

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.

Counting and Writing to 8 *continued*

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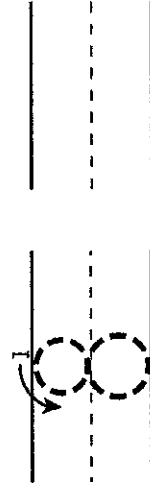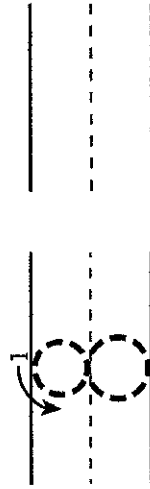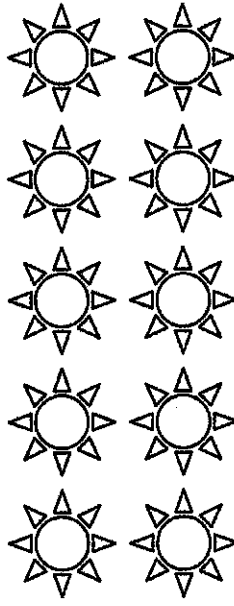
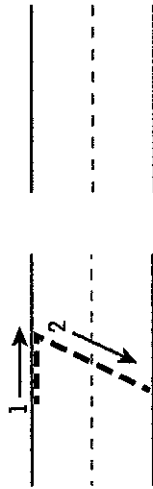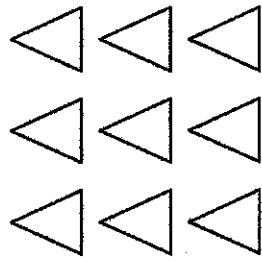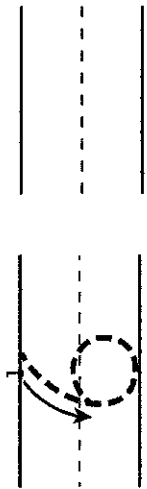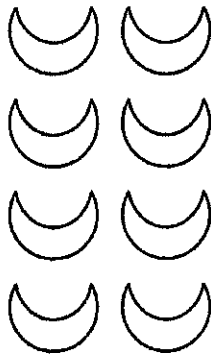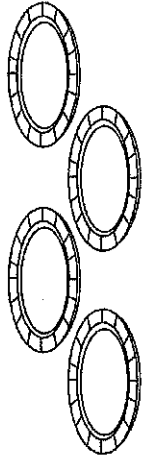**Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects.** For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

i-Ready
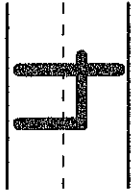
Name _____

Example

	1 More
4	5
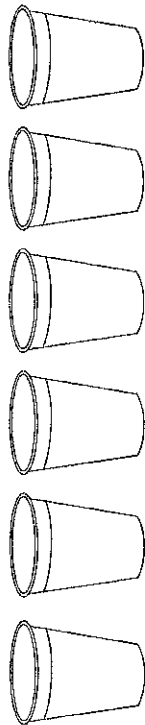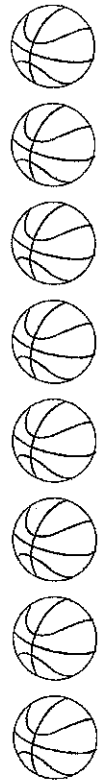
Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

Name _____

Example

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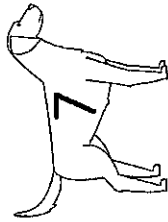
3 | 1 2 3 4 5 6 7 8 9 10

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

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

2 | 1 2 3 4 5 6 7 8 9 10
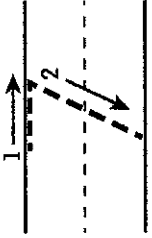
Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

i-Ready

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Making 6 and 7

Name _____

Example

5

1
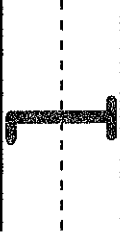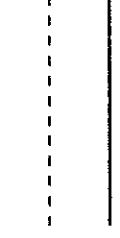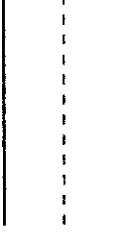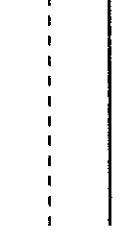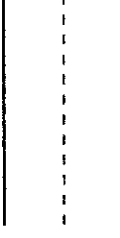
Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7. On the right, have children write the number of gray counters shown and the number of counters drawn to make the total.

Name _____

4 ●
3 (?)

_____ - - - - _____

2 ●
4 (?)

_____ - - - - _____

1 ●
6 (?)

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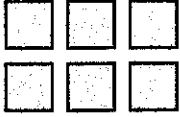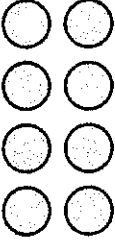
Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.
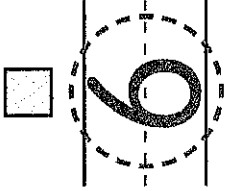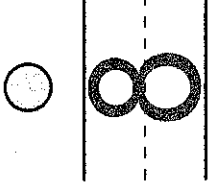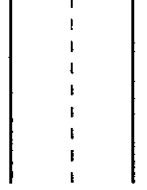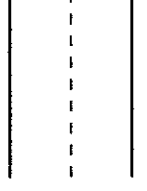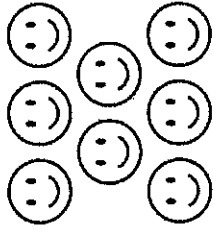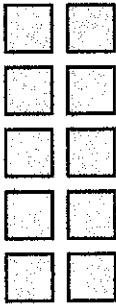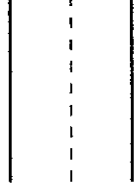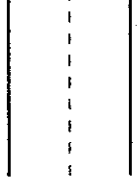
Name _____

Example

⬜	**(6)**

⭕ or **8** ⭕

⭕	△

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 _____

△△△△
△△△
△△

$\triangle$ ____ or ____ $\diamond$
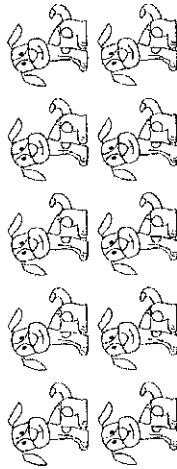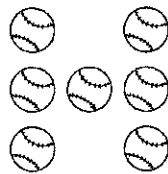
◇◇◇
◇◇◇
◇◇◇

🐶🐶
🐶🐶
🐶🐶
🐶🐶
🐶🐶

⚾⚾
⚾⚾
⚾⚾

⚾ ____ 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.

Name _____

Making 10

Example

9 + 1

[ten frame with 9 dark counters and 1 dashed circle]

_ + _

[empty ten frame with 1 dark counter]

_ + _

[ten frame with 9 dark counters]
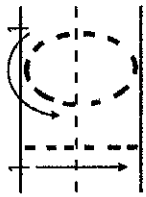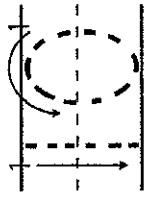
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

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Making 10 *continued*

i-Ready

Understanding Addition

Name _____
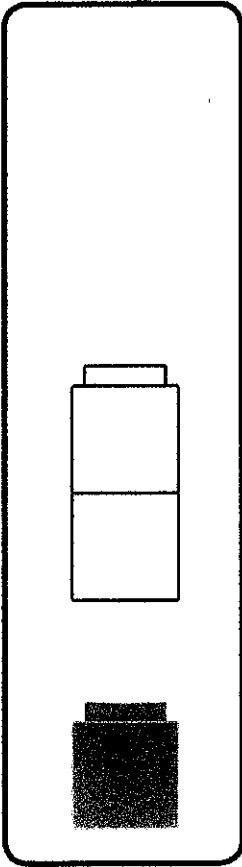
$2 + 3 = 5$
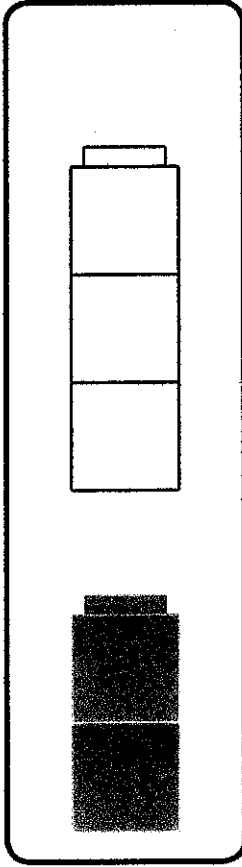
$2 + 2 = 4$
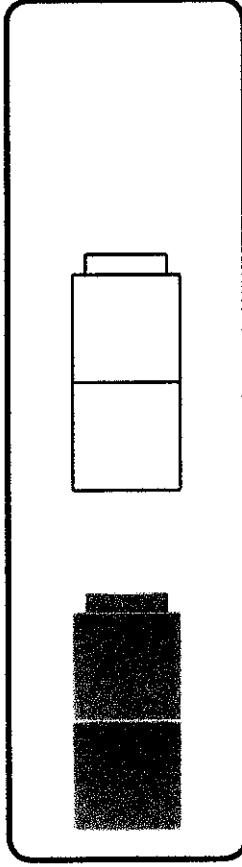
$1 + 2 = 3$
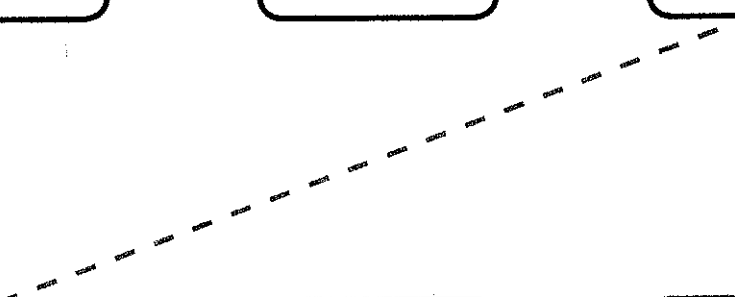
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition *continued*
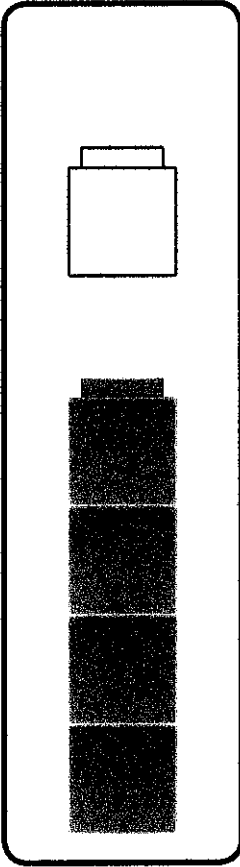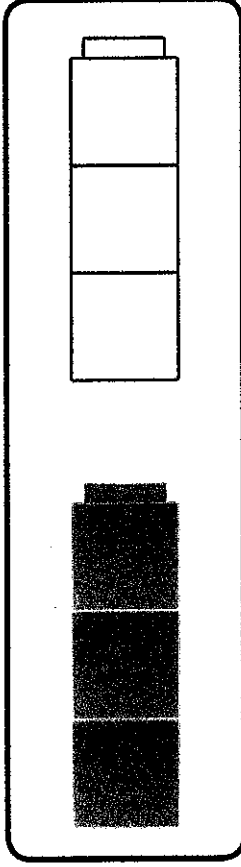
3 + 3 = 6

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.

Name _____

Example

1 + 1 = 2

2 + 1 = _____

4 + 1 = _____

3 + 1 = _____

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

Adding Within 5 *continued*

Name _____
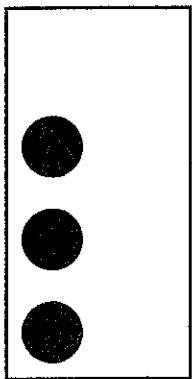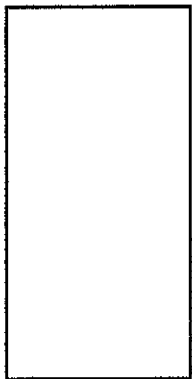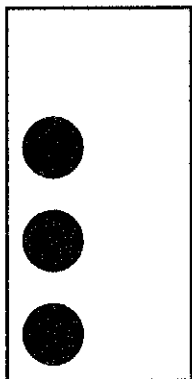
1 + 3 = ------- ____

0 + 3 = ------- ____
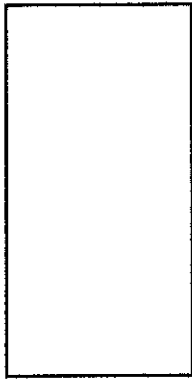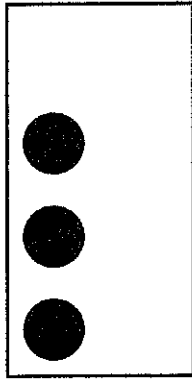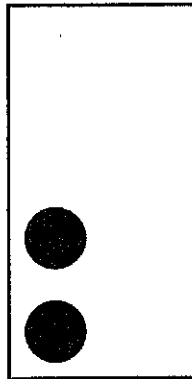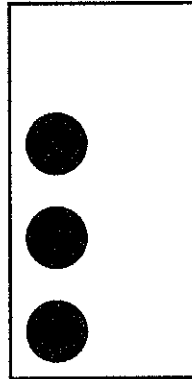
3 + 2 = ------- ____

3 + 0 = ------- ____

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

Lesson 3 Skills Practice

Understanding Subtraction

Example

	$4 - 1 = 3$
	$2 - 1 = 1$
	$5 - 3 = 2$
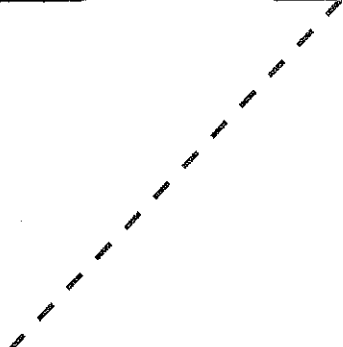
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

i-Ready

Understanding Subtraction *continued*
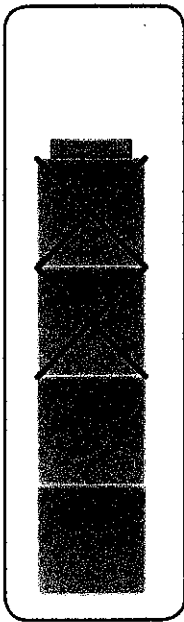
$$5 - 4 = 1$$
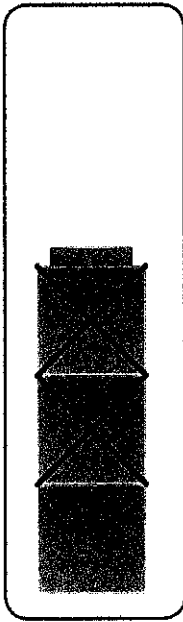
$$4 - 2 = 2$$
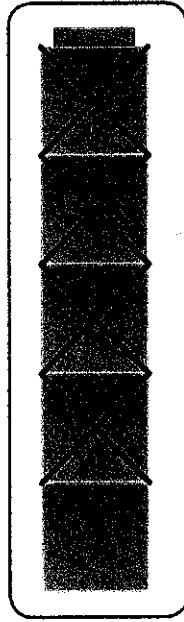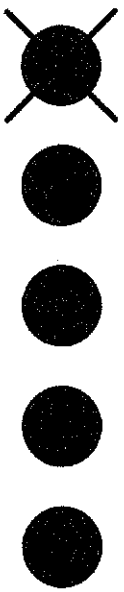
$$3 - 2 = 1$$

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

$$5 - 1 = \underline{4}$$

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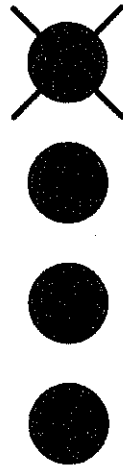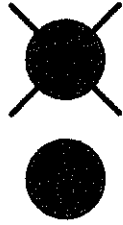
$$4 - 1 = \underline{\hspace{1cm}}$$

$$2 - 1 = \underline{\hspace{1cm}}$$

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

i-Ready

Subtracting Within 5 continued

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

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

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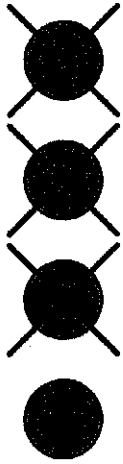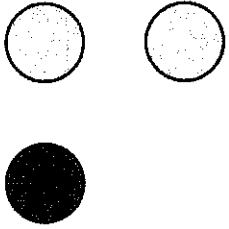
$$4 - 4 = \underline{\quad}$$

Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.
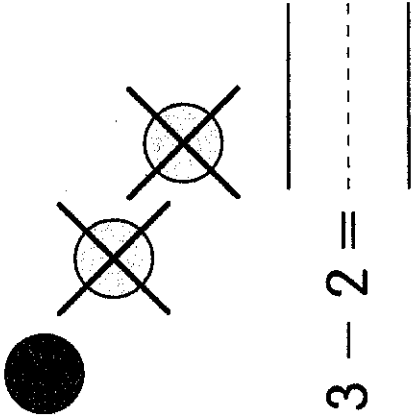
Facts to 5

Name _____

Example

$1 + 2 = \underline{3}$

$3 - 2 = \underline{}$

$1 + 3 = \underline{}$

$4 - 3 = \underline{}$

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.

i-Ready

Name _____

$0 + 4 =$ _____

$4 - 4 =$ _____

$3 + 2 =$ _____

$5 - 2 =$ _____
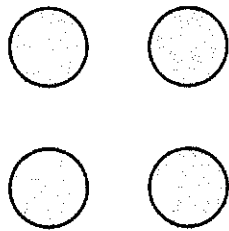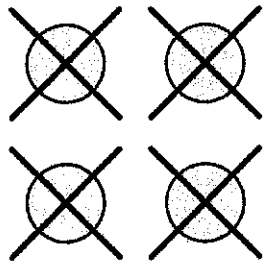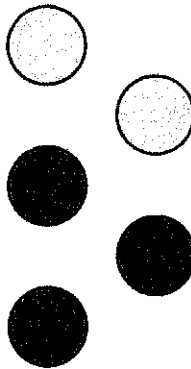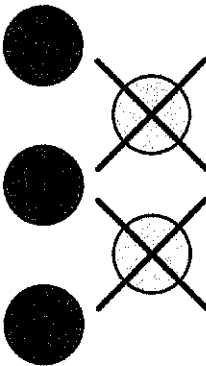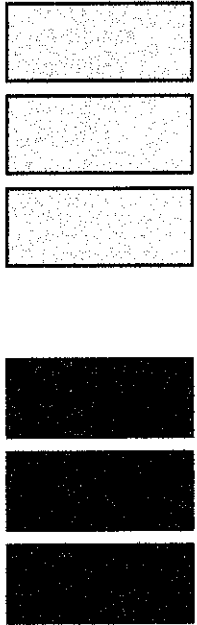
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

Name _____

Example

3 + 3 = ___6___

3 + 4 = _____

4 + 4 = _____

5 + 4 = _____

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 _____

$5 + 5 =$ ----- ____

$5 + 4 =$ ----- ____

$2 + 6 =$ ----- ____
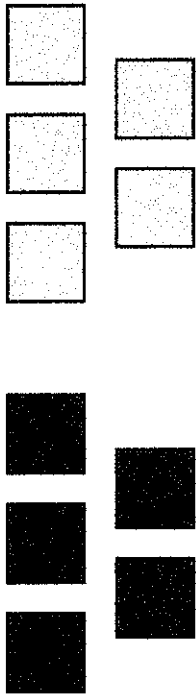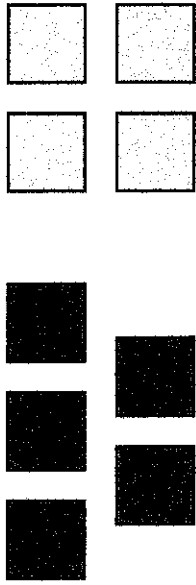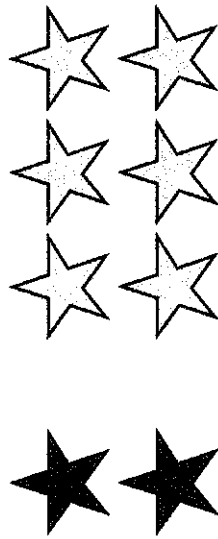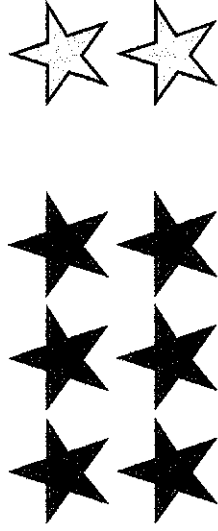
$6 + 2 =$ ----- ____

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.

Independent Reading!

> What is the main topic of this text? How do you know?
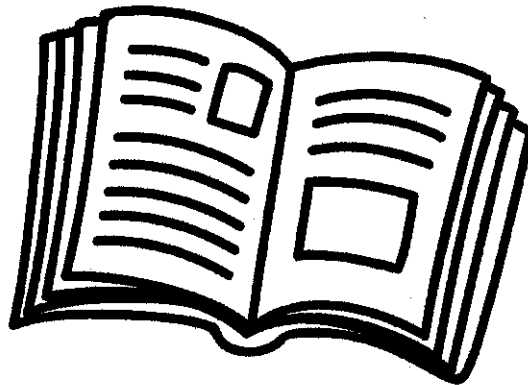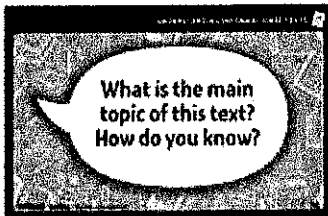
Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Listen and Learn

Identifying Characters
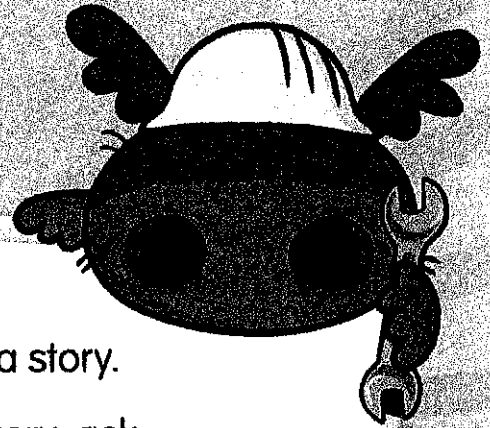
A **character** is a person or an animal in a story.

When you are reading or listening to a story, ask:
- What do the characters say?
- What do the characters do?
- How do the characters feel?

Asking questions about characters helps you understand the story.

How the Camel Got His Hump

by Stephen Krensky
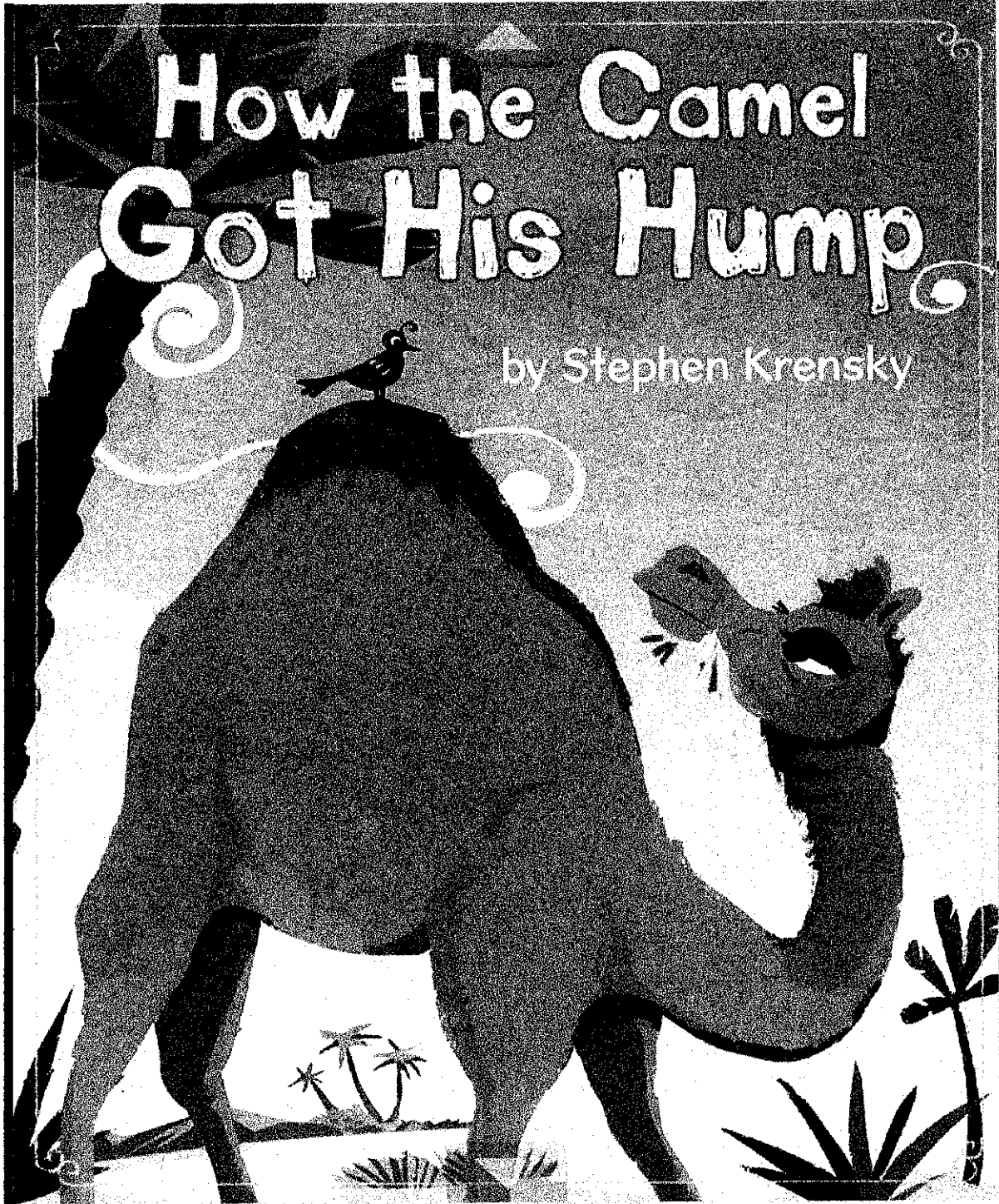
There was once a lazy camel that lived near the desert. He did not live alone.

"Help us gather the hay," said a horse. "If we wait too long, the wind will blow it away."

"Humph!" said the camel. He did nothing.

i-Ready

"Help us collect sticks for the fire," said a dog. "Cold nights are coming."

"Humph!" the camel said again.

"Help us plow the field," said an ox. "We need to grow food."

"Humph!" said the camel. He did nothing.
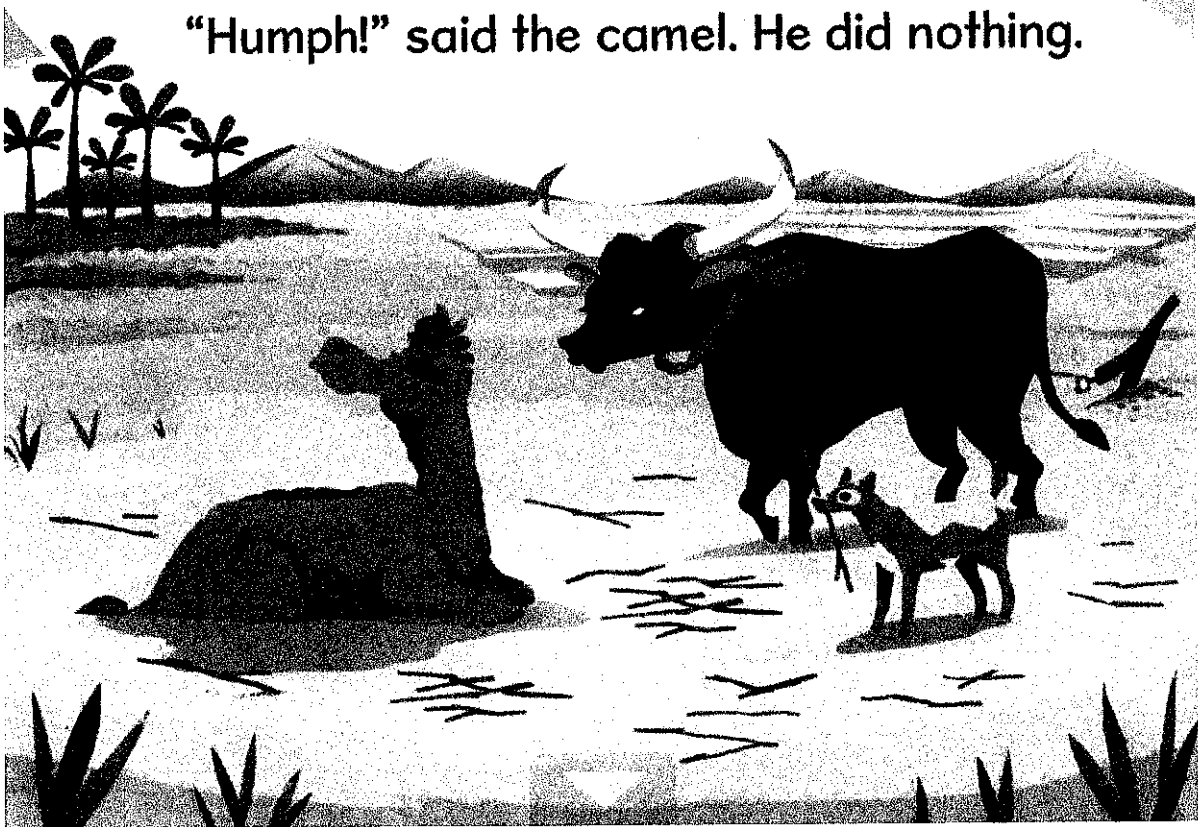
The next day, a genie came. He said, "I feel something is wrong. What is it?"

"The camel doesn't help," said the horse.

"We do all the work," said the dog.

The ox nodded. "He just stands around."

The genie said, "Let's see about that."

i-Ready

Then the genie appeared next to the camel.

"You need to change your ways," he said.

"Humph!" said the camel.

"Is 'humph' all you can say?" the genie asked.

"Humph! Humph! Humph!"

"Very well. I will give you a 'humph' that you will always remember!" the genie yelled.

The genie waved his arms. The camel's back began to puff up. Soon, a big "humph," or hump, stuck out.

"From now on, your hump will remind you of one thing," the genie said. "You care only for yourself."
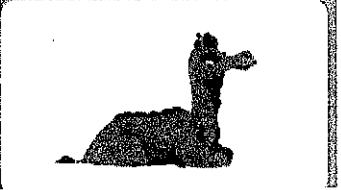
And camels have had humps ever since.

After-Reading Questions

Question 1 (from p. 1 of passage)

Who gathers hay?

a.

b.

c.

Question 2 (from p. 2 of passage)

The character is the camel in the story? What does the camel do?

a. The camel plows the field.

b. The camel collects sticks.

c. The camel does nothing.

Question 3 (from p. 3 of passage)

What do the animals tell the genie about the camel?

    a. The camel does not help with the work.

    b. The camel will not stand near them.

    c. The camel is not feeling well.

Question 4 (from p. 4 of passage)

Read the underlined sentence. What does the genie want the camel to do?

Then the genie appeared next to the camel.

"You need to change your ways," he said.

"Humph!" said the camel.

    a. He wants the camel to appear near the animals.
    b. He wants the camel to get mad at the animals.
    c. He wants the camel to help the animals.

Question 5 (from p. 5 of passage)

How does the genie feel when the camel says "humph"?

    a. The genie is afraid.

    b. The genie is mad.

    c. The genie is sad.

Question 6 (from p. 6 of passage)

Look at the chart. What happens at the end of the story? Choose the correct picture.

a.   b.   c.
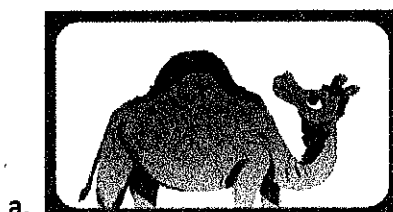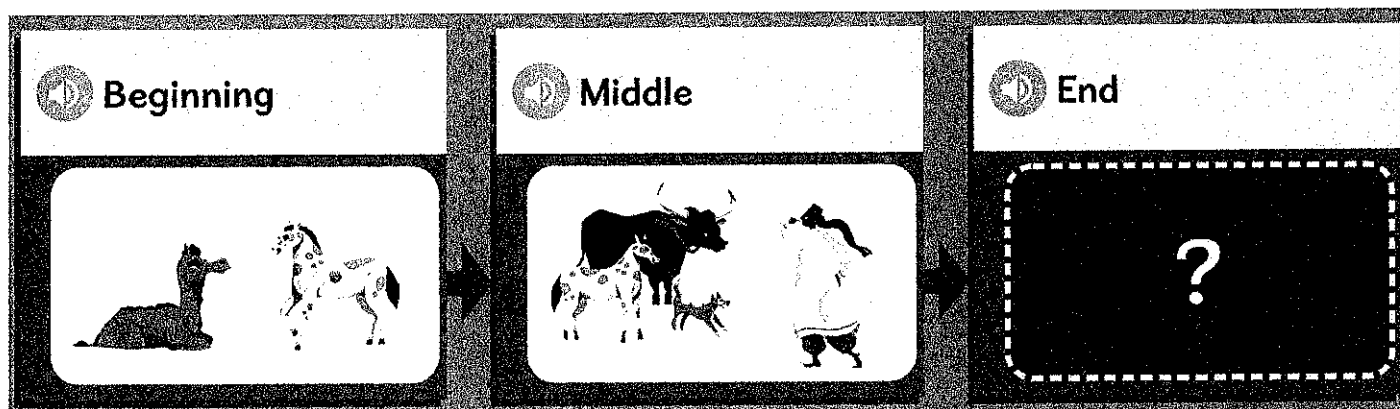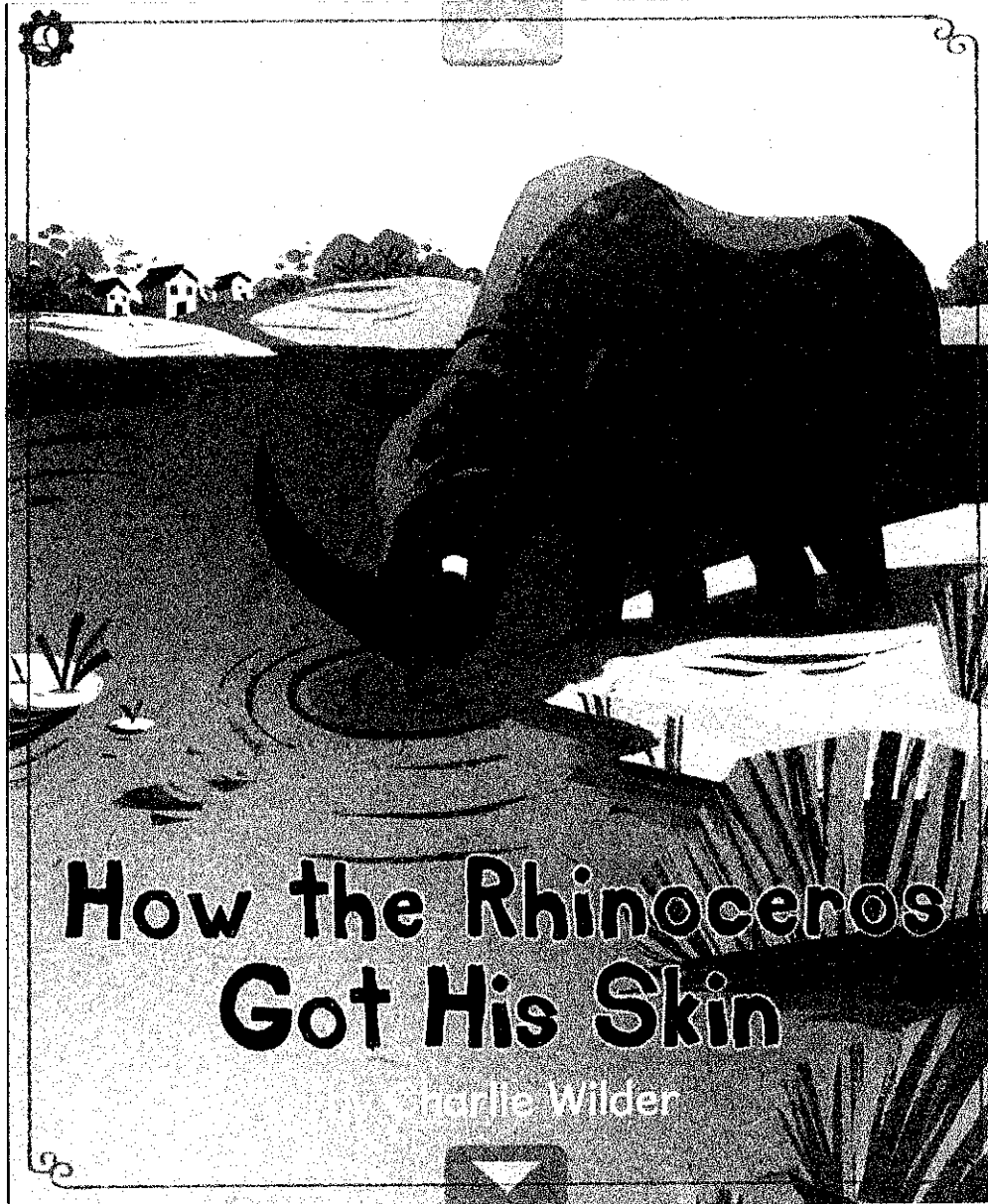
How the Rhinoceros Got His Skin

Charlie Wilder

One day a baker made a plum cake. "I'm so happy!" he cried. "It's perfect!"

But just then, a rhinoceros came along. He was big and did whatever he wanted. So he gobbled up the cake and moved on.

Only a few crumbs were left.

"You destroyed my perfect cake!" the baker shouted after him. "You will pay!"

i-Ready

The next morning was hot, and the rhinoceros went down to the river. In those days, rhinos had smooth skin with buttons.

The rhino undid the buttons and took off his skin. Then he went swimming.

i-Ready

The baker saw the rhinoceros's skin lying on the ground.

"Hee, hee!" he laughed. He had an idea.

The baker gathered the cake crumbs from the perfect plum cake. He dropped them inside the rhino's smooth skin.

When the rhino came out of the river, he put his skin back on. His skin tickled. And it itched!

The rhinoceros rolled around. He rubbed against a tree. His skin got rumpled and wrinkled.

But the itching did not stop.

Soon, his rubbing broke off the buttons. The rhinoceros couldn't take off his skin anymore.

From that day on, every rhinoceros has had folds in its skin — and a bad temper, too.

After-Reading Questions

Question 1 (from p. 1 of passage)

What does the rhinoceros do?

    a. He steps on the cake.

    b. He bakes the cake.

    c. He eats the cake.

Question 2 (from p. 2 of passage)

How does the baker feel in this part of the story?

    a. The baker is surprised.

    b. The baker is mad.

    c. The baker is scared.

Question 3 (from p. 3 of passage)

What does the rhinoceros do at the river?

    a. He takes off his skin to swim.

    b. He washes his skin in the water.

    c. He pulls the buttons off his skin.

Question 4 (from p. 3 of passage)

What is the skin of the rhino like?

    a. His skin is dirty.

    b. His skin is small.

    c. His skin is smooth.

Question 5 (from p. 4 of passage)

What does the baker do in this part of the story?

    a. He gathers crumbs to make a cake.

    b. He puts crumbs inside the skin.

    c. He drops crumbs on the ground.
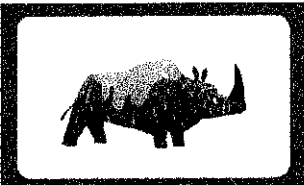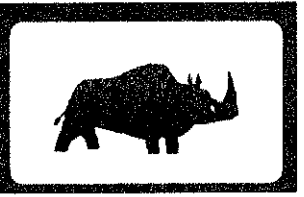
Question 6 (from p. 5 of passage)

How does the rhino feel after he puts on his skin?

    a. He feels hot.

    b. He feels itchy.

    c. He feels wet.

Question 7 (from p. 5 of passage)

What happens to the rhino's skin? Choose the picture that shows what happens to the rhino's skin.

a.

b.

c.

Question 8 (from p. 6 of passage)

Look at the chart. What happens at the end of the story? Choose the correct picture.

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🔊 Beginning	🔊 Middle	🔊 End
		?

a.

b.

c.
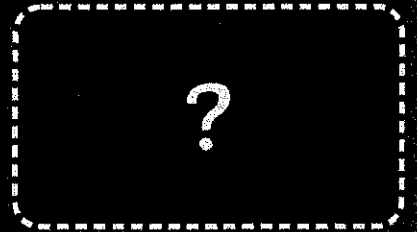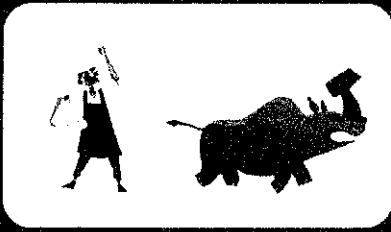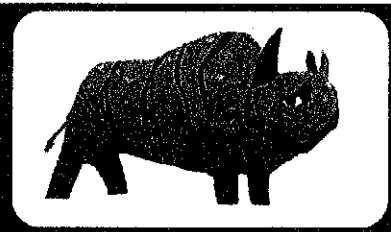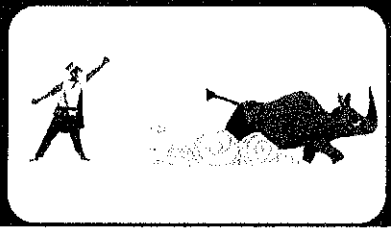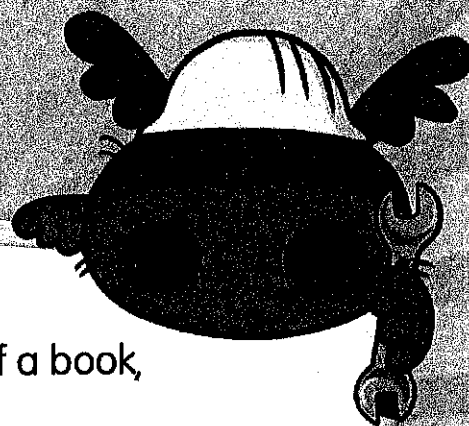
Main Topic

The **main topic** is what a book, or part of a book, is all about.

When you are reading or listening to an information book, ask:

- What is this book all about?
- What are the key details?

The main topic is what the key details are all about.
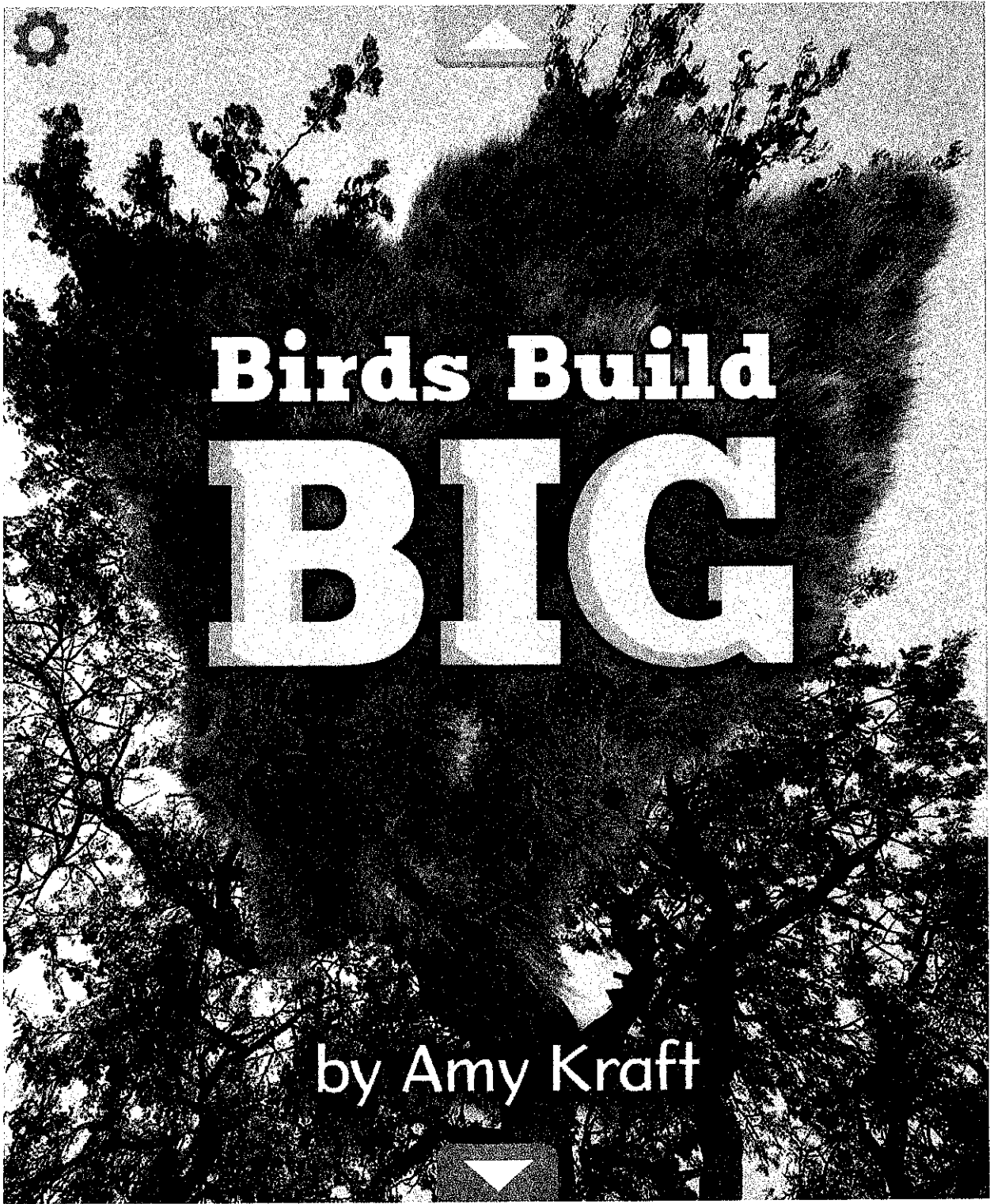
Birds Build BIG

by Amy Kraft

Have you ever been in an apartment building? It is a big building with many small homes inside it.
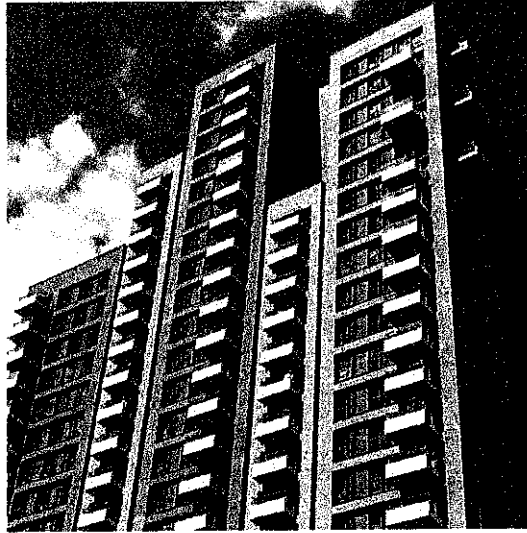
apartment building

Some birds make nests this way, too. They are called weaver birds.

weaver bird nest

Weaver birds live in the desert in Africa. These little birds build BIG nests. More than 400 birds might live in one nest!

Each bird family has its own room. The birds make tunnels to connect the rooms. The nest is like an apartment building.

This nest has many small rooms inside it.

Weaver birds work together. They use straw to make a nest. The birds stuff straw into the sides and bottom of the nest. This makes the nest bigger.

The birds work on a nest for years. One nest might be as big as your classroom!

Many weaver birds work together on a nest.

A big nest protects weaver birds and their eggs. Snakes and hawks want to eat the eggs. The sharp, spiky straw in the big nest keeps them away.

The spiky straw keeps the snake out.

The big nest makes shade that keeps the birds cool. Feathers and grass in each room keep the birds warm. Rain runs off the slanted roof. The birds stay dry.

Weaver birds know how to work and live together. They know how to build big.

A big nest protects weaver birds.

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Question 1 (for p. 1 of passage)

What are inside both a weaver bird nest and an apartment building?

a. many people
b. weaver birds
c. small homes

Question 2 (for p. 2 of passage)

How many birds live in a weaver bird nest?

a.

b.

c.
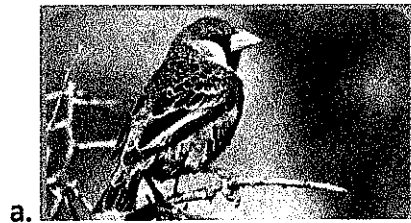
Question 3 (for p. 3 of passage)

How do weaver birds build their nest?

a. Weaver birds work alone.
b. Weaver birds work together.
c. Weaver birds work in classrooms.

Question 4 (for p. 4 of passage)

What makes the nest a safe place for weaver birds?

a. The nest is made with sharp, spiky straw.
b. The nest has many eggs inside it.
c. The nest is home for hundreds of birds.

Question 5 (for p. 5 of passage)

How does the nest keep weaver birds dry?

a. The nest makes shade.
b. The nest has feathers.
c. The nest has a roof.

Question 6 (for p. 5 of passage)

What is the whole text mostly about?

a. Weaver birds learn to live in the desert.
b. Weaver birds like living in apartments.
c. Weaver birds build and live in big nests.
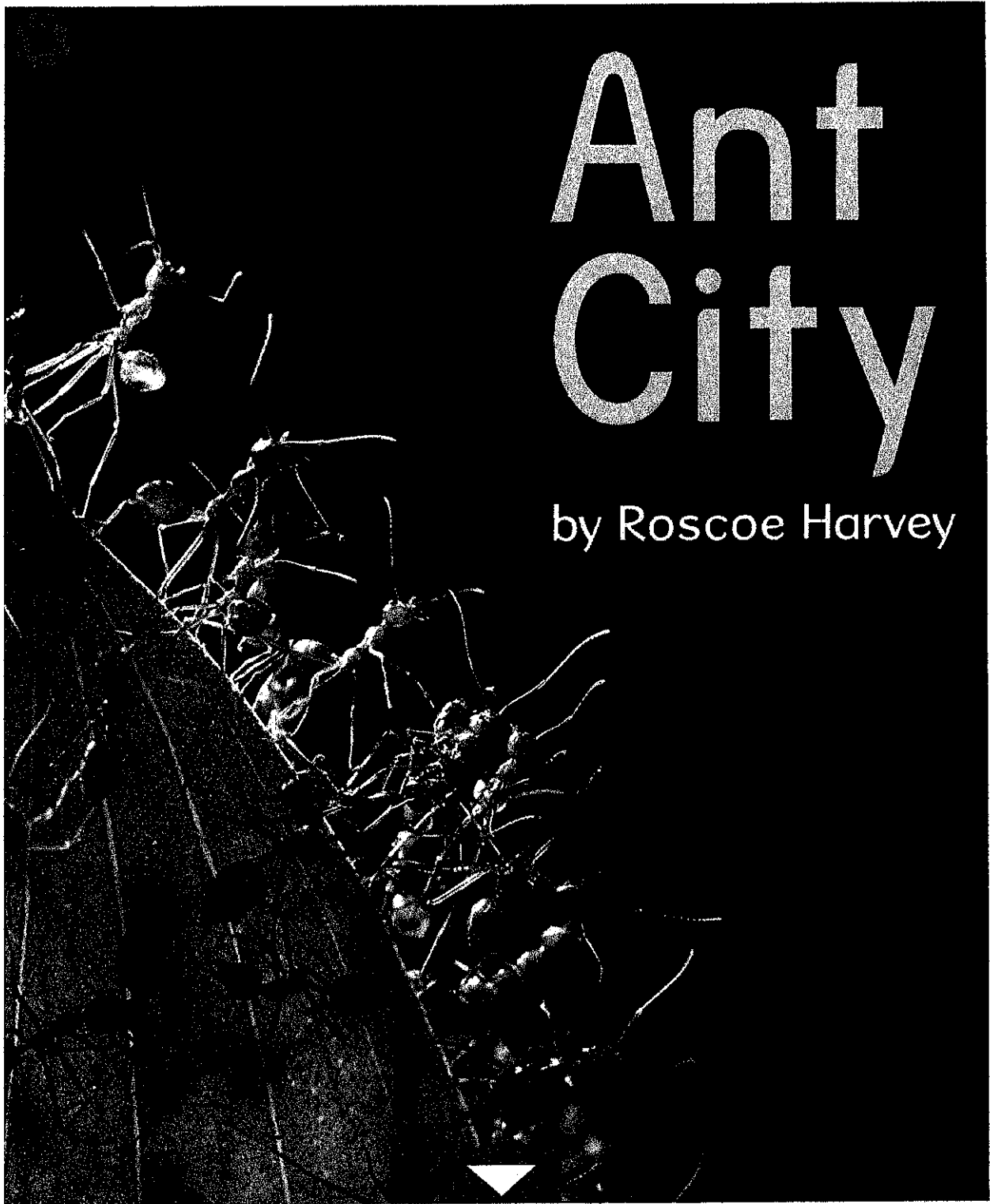
Ant City

by Roscoe Harvey

Would you look down or up to find a city of ants? In the rainforest, look up. An ant city might be in the trees!

Weaver ants build nests in trees. A nest can be as big as a soccer ball. An ant city might have 100 nests. A half million tiny weaver ants might live there.

There are two weaver ant nests in this tree.

Weaver ants work in teams to build nests. The worker ants pull leaves together.

They use their mouths and legs. The ants are strong.
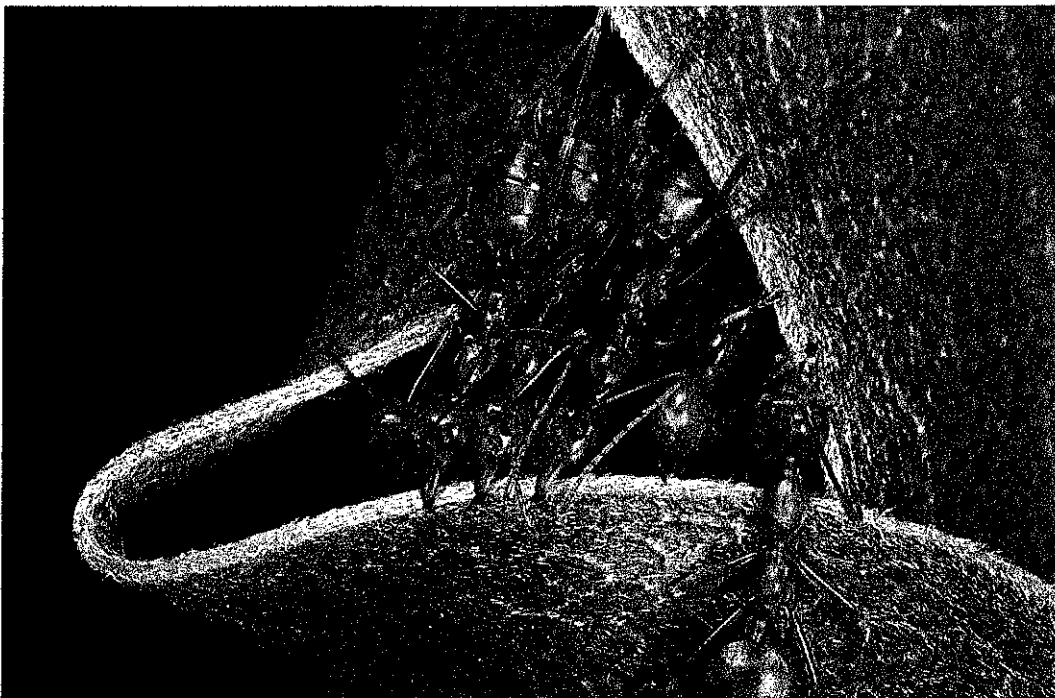
A team of ants works together.

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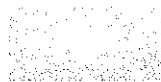
If a leaf is too far away, the ants crawl over each other. Each ant grabs the middle of another ant. They hold each other up. It is an ant chain!

More ants go across the chain to get to the next leaf. Then the ants pull the two leaves together.
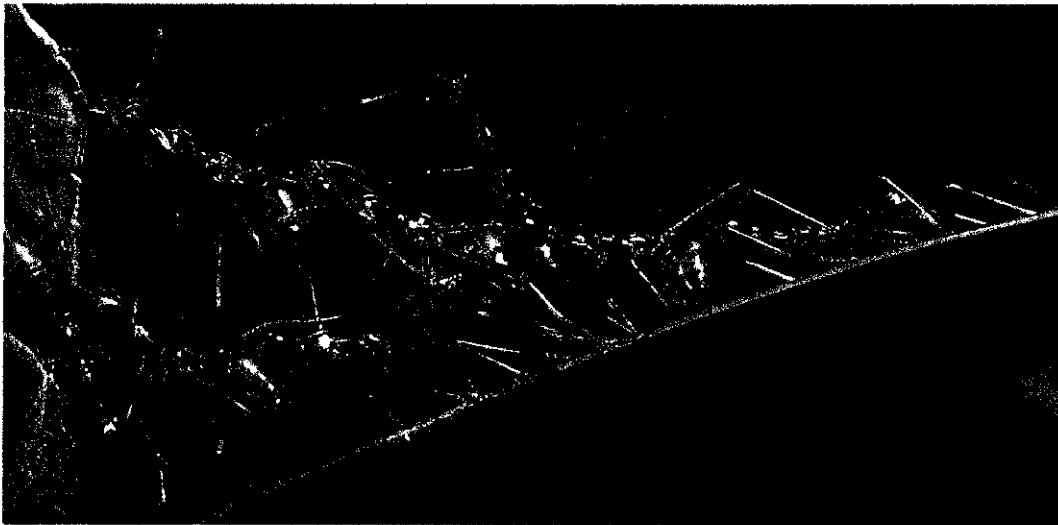
The ants are making an ant chain.
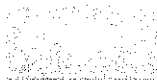
Now the worker ants wait. They need help. Soon other ants come. They bring worms that have hatched from ant eggs.

Each ant taps and squeezes its worm. The worm makes sticky spit. The spit is like glue. It sticks the leaves together. Leaves and spit make a good nest.
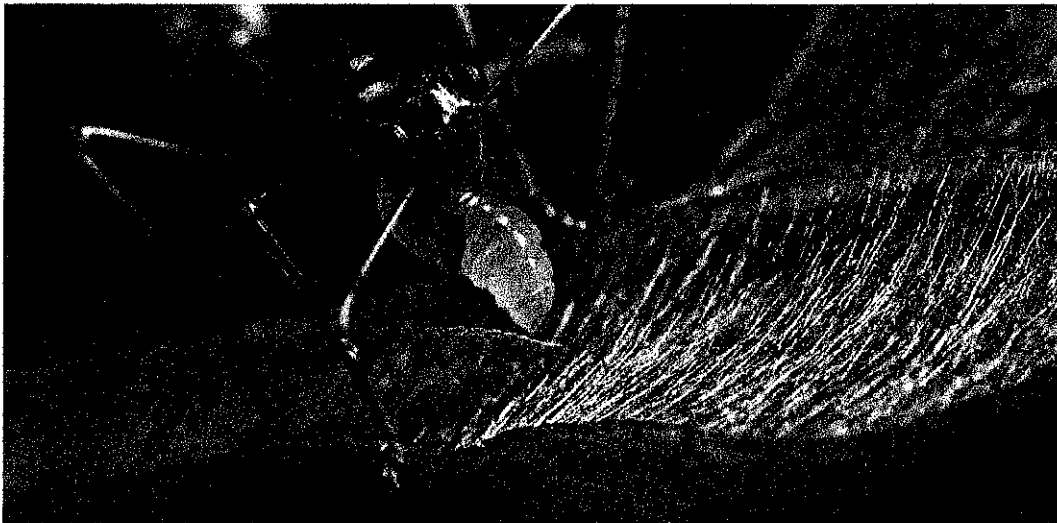
An ant squeezes a worm.
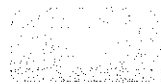
Each nest is part of a whole city of ants.

The ants build an ant city in the trees.

Weaver ants work together.
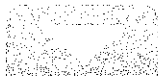
Question 1 (from p. 1 of passage)

Where do weaver ants build their nests?

a. in the city
b. in trees
c. on the ground

Question 2 (from p. 2 of passage)

Which picture shows how many weaver ants work on a nest?

a.

b.

c.
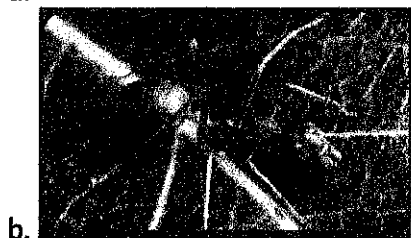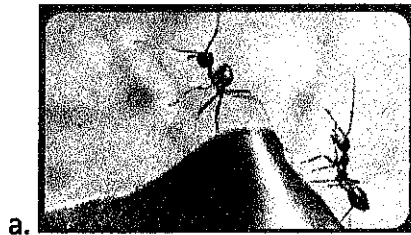
Question 3 (from p. 2 of passage)

What do weaver ants need to make their nests?

a.
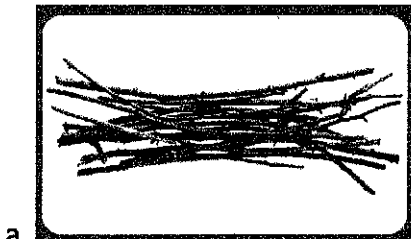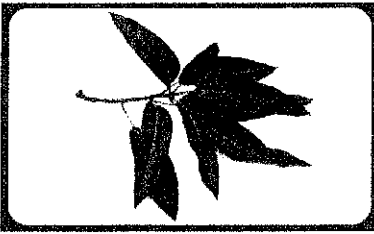
b.

c.

Question 4 (from p. 3 of passage)

Why do ants build an ant chain?

a. so they can get stronger
b. so they can reach leaves
c. so they can climb a tree

Question 5 (from p. 4 of passage)

What do the ants get from the hatched eggs?

a. birds
b. worms
c. leaves

Question 6 (from p. 4 of passage)

What do the ants do with the worm spit?

a. The ants clean the eggs with worm spit.
b. The ants stick leaves together with worm spit.
c. The ants build an ant chain with worm spit.

Question 7 (from p. 5 of passage)

Look at the photo. What does it show?

a. an egg
b. a nest
c. a city

Question 8 (from p. 5 of passage)

What is this text mostly about?

a. Weaver ants are strong ants in the rainforest.
b. Weaver ants protect the eggs in their nest.
c. Weaver ants work as a team to build their nests.

The Chicken That Laid the Golden Eggs

by Anna Nowak
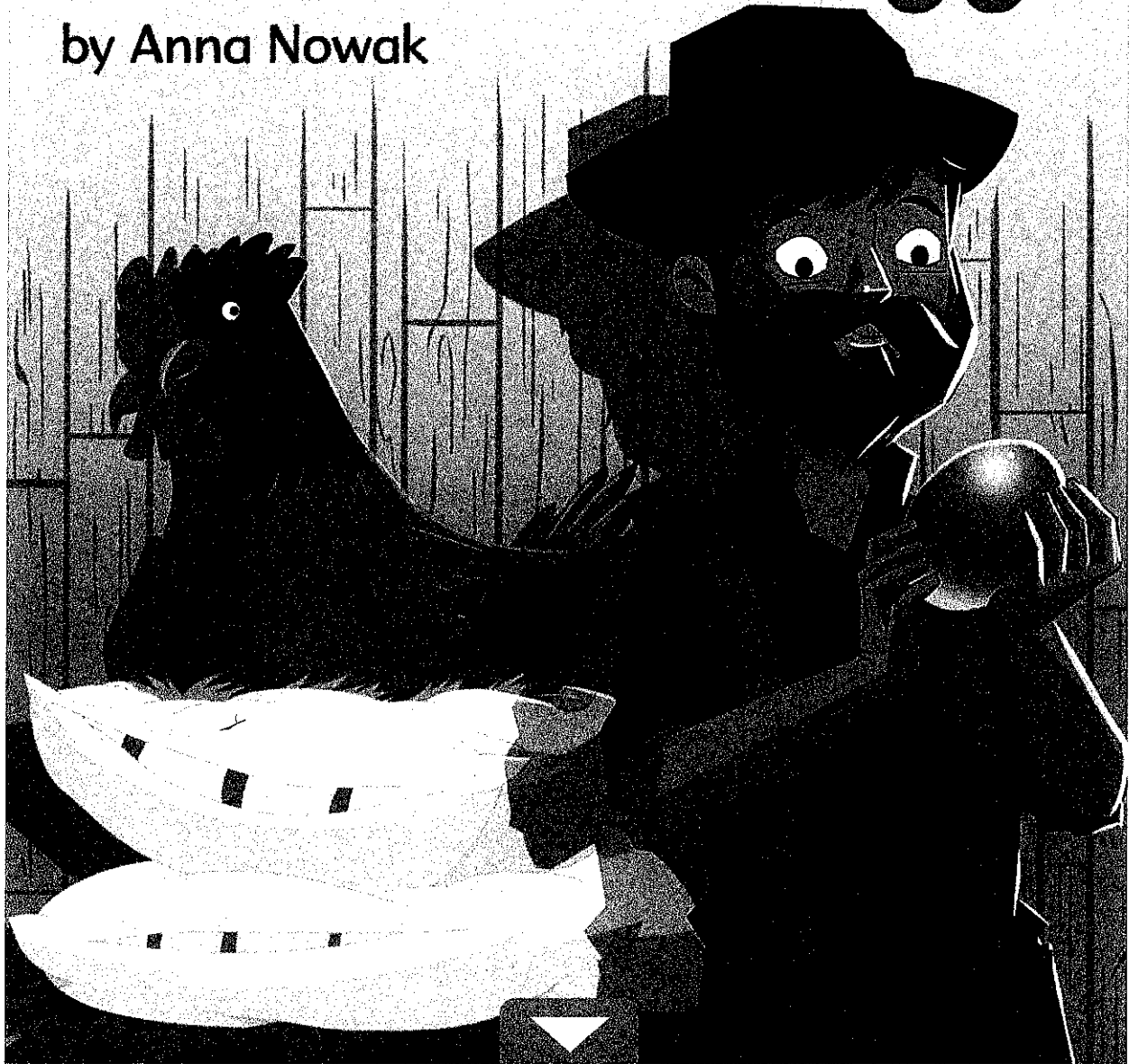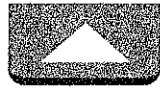
Jasper was a gold miner. He went to Alaska to dig for gold. Jasper dug and dug. But he did not find any gold.

One day, Jasper found a chicken. Jasper said, "Maybe my luck is changing."

Jasper's luck did change! That chicken laid a golden egg!

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"Gold! I found gold!" Jasper bragged. The other miners got mad. They had not found any gold.

The next day, Jasper's chicken laid another golden egg. Jasper went to brag again. But the other miners did not listen. They had found a lot of gold.

Jasper was jealous. And he was greedy. He wanted more gold. Jasper yelled at the chicken. "I want ALL your golden eggs now!"

The next day, the chicken laid a new egg. This egg BROKE when Jasper grabbed it.

"This is not a golden egg! Where is my golden egg?" Jasper yelled.
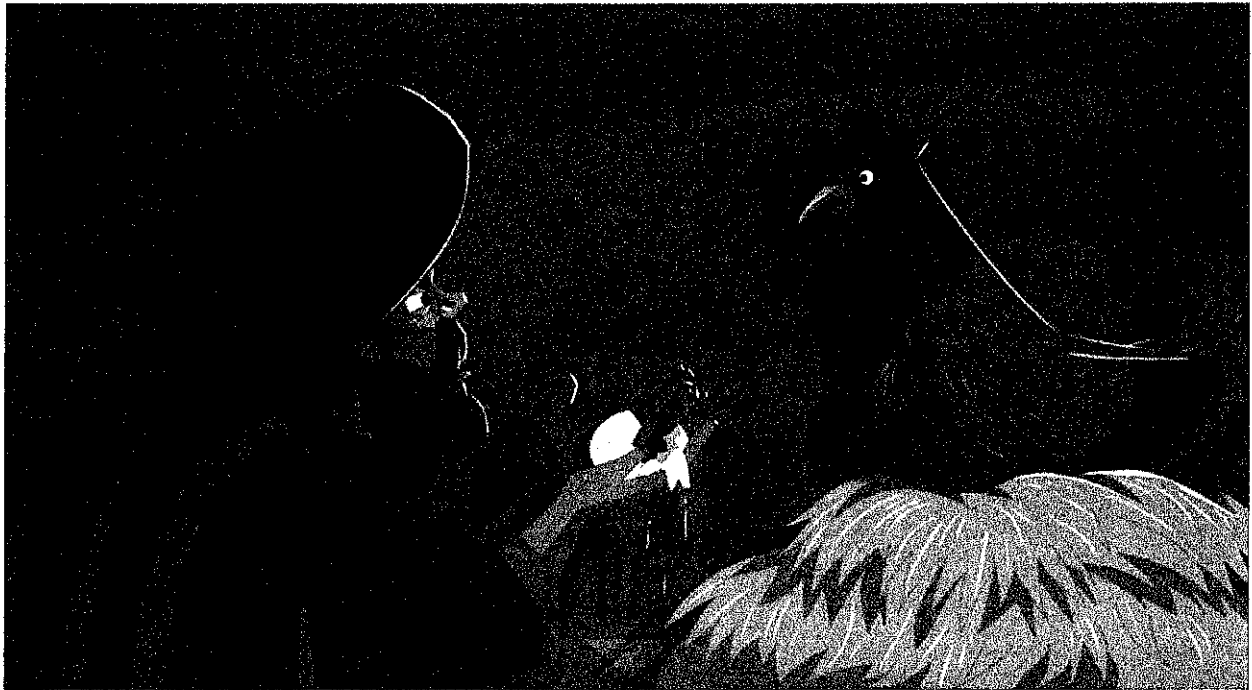
Jasper tried being kind. He fed the chicken the fattest worms. He let it sleep in his bed.

But it was too late. The chicken laid an egg each day. But it did not lay any more golden eggs.

Jasper got tired of eating eggs. The eggs piled up. They got rotten and smelly. Jasper shouted at the chicken, "You must have more golden eggs! Lay them for me."

The chicken squawked and flapped away. "Fine!" Jasper said. Then he went to sleep.

Jasper was hungry when he woke up. He looked for the chicken. He wanted an egg.

But the chicken had gone away. Now Jasper had no new eggs of any kind.

So he traded his two golden eggs for a ham sandwich and a train ticket out of Alaska.

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Draw or write.