JCPS NTI Kindergarten Math Packet #3

i-Ready®

Kindergarten Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

The practice problems align to important math concepts your student has worked with so far this year.

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

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

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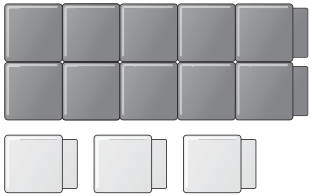
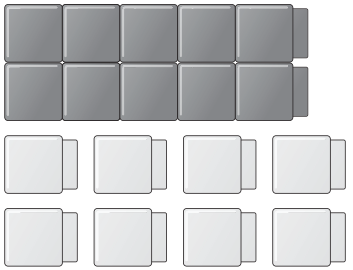
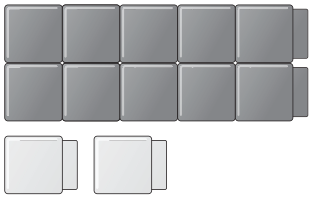
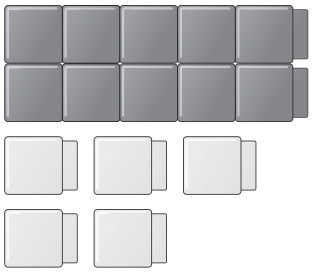
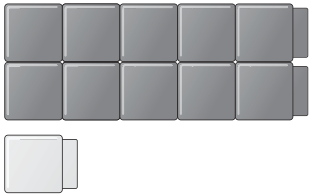
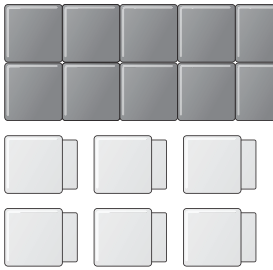
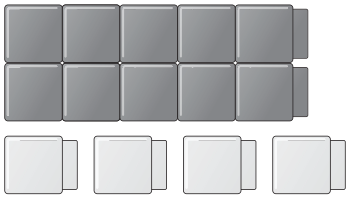
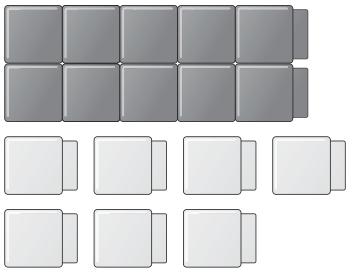
Center Activity K.08 ★★

Pick and Write

What you do

1. Count the number of cubes.
2. Write the number that tells how many cubes there are.

A		_____
B		_____
C		_____
D		_____

E		_____
F		_____
G		_____
H		_____

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Center Activity K.33 ★★

Keep Counting

Check Understanding

Say: *Count by ones from 55.* Stop the child after he or she says the next 10 consecutive numbers.

What You Do

Pick a card.

41

Count by ones.

41, 42, 43, 44, 45, 46, . . .

Mark the numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

What You Need

- crayons in two different colors for each child
- Number Cards for Greater Numbers
- Recording Sheet for each child

What You Do

1. Mix up the cards and stack them facedown.
2. Take turns. Pick a card.
3. Say the number and the next 10 numbers that follow, counting by ones.
4. Have your partner color the numbers you say on his or her **Recording Sheet.** If a number is already colored, circle the number.

Go Further!

Take turns. Count back and forth with your partner. Pick a card. You say the number. Have your partner say the next number. Then you say the next number. Continue until you have counted 10 numbers.

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Center Activity K.33 ★★

Keep Counting

Recording Sheet

Name _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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11	15	24	30
32	41	44	53
65	72	80	84

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Look for Attributes

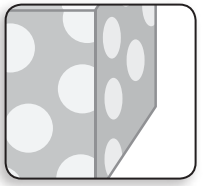
Recording Sheet

Sort the cards to find how many.

Say which does not belong.

Count and write.

tails



spots

stripes

bows

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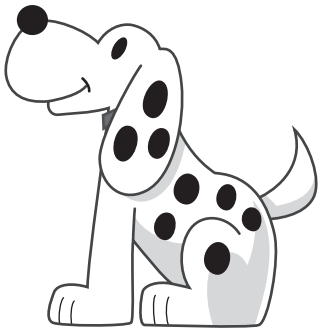
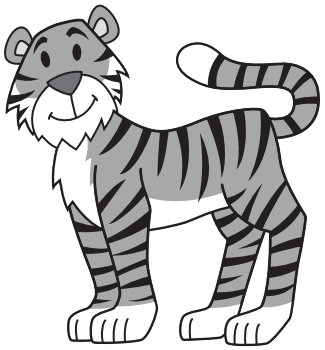
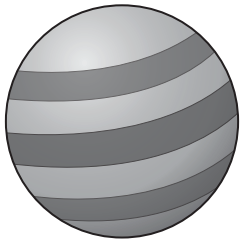
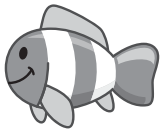
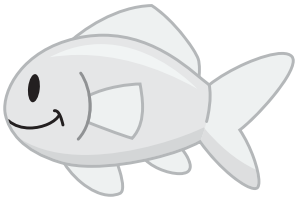
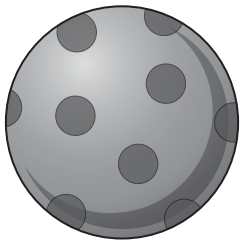
Object Cards for LOOK FOR ATTRIBUTES





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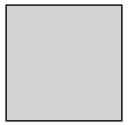
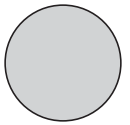
I Spy Shapes
Recording Sheet

1. Look at the shapes on the **Recording Sheet.** Look for objects in your home that are those shapes.
2. Draw the object(s) on the Recording Sheet in the matching shape box.





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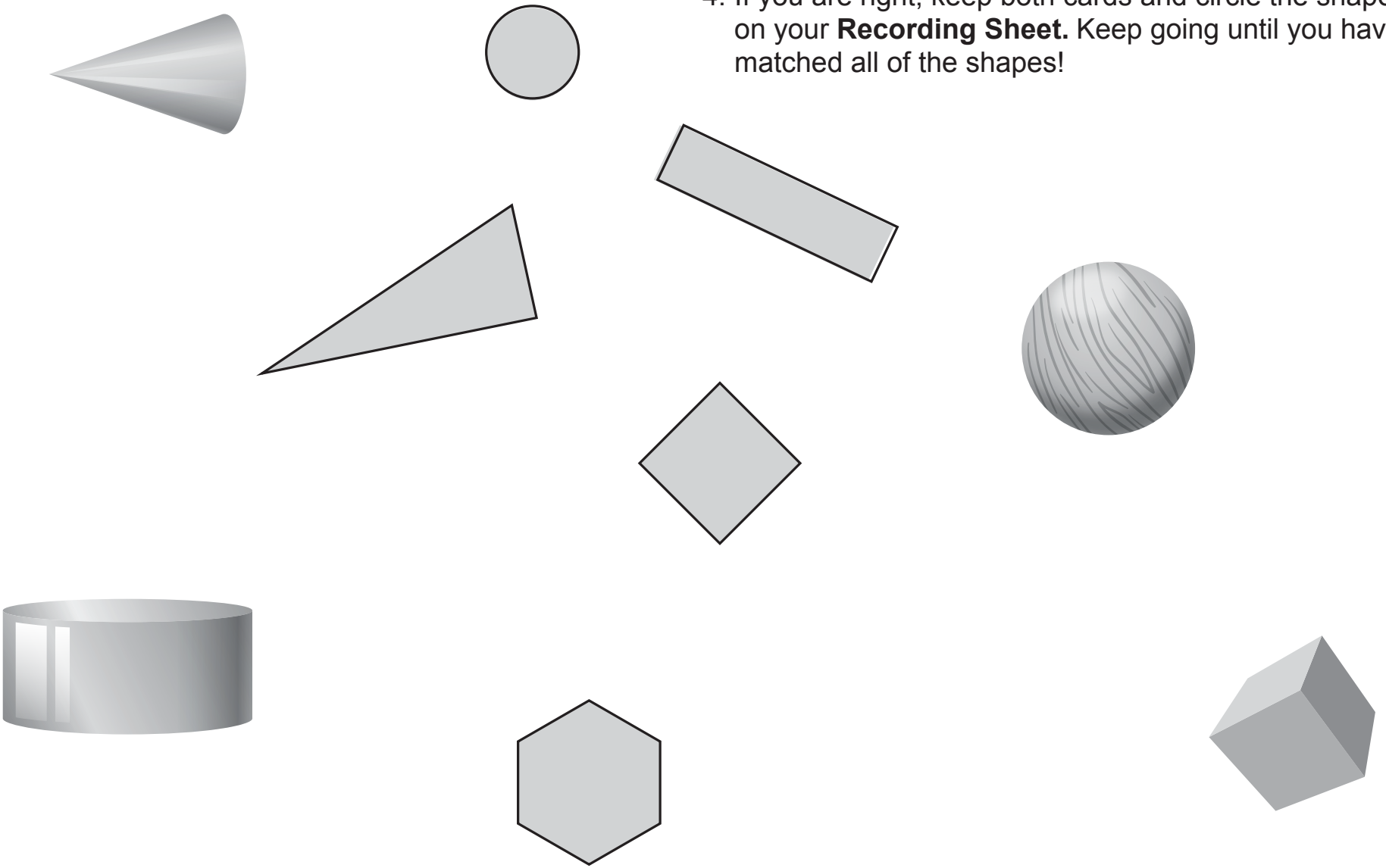
Match and Name Shapes

Recording Sheet

1. Mix all the cards from the next two pages together and place them facedown in rows.
2. Turn over two cards and look for matching shapes.
3. If you have a match, name the shape. Tell whether the shapes are flat or solid. If no match, flip the cards back over.
4. If you are right, keep both cards and circle the shape on your **Recording Sheet.** Keep going until you have matched all of the shapes!



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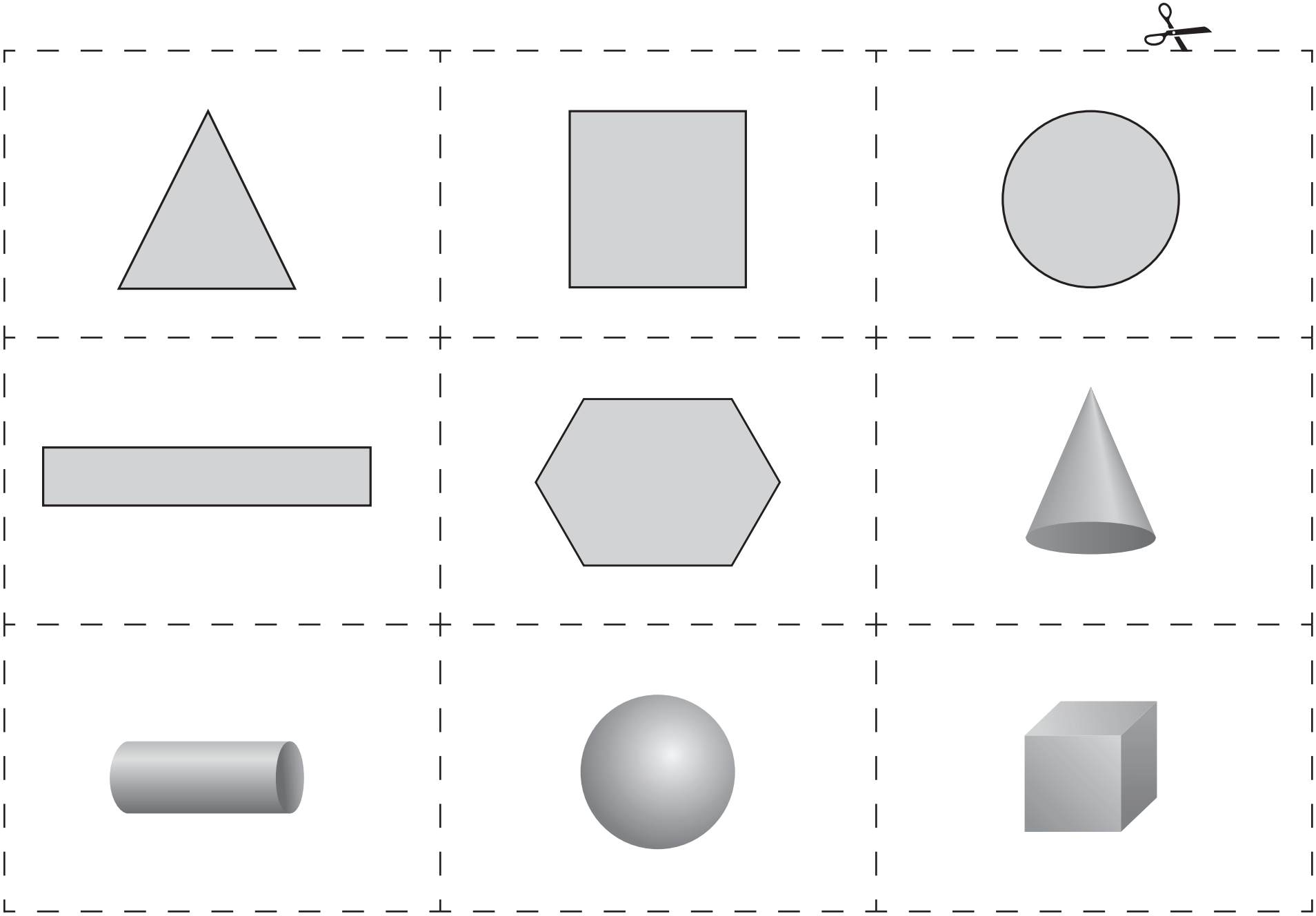
Shape Cards Set 1 for **Match and Name Shapes**



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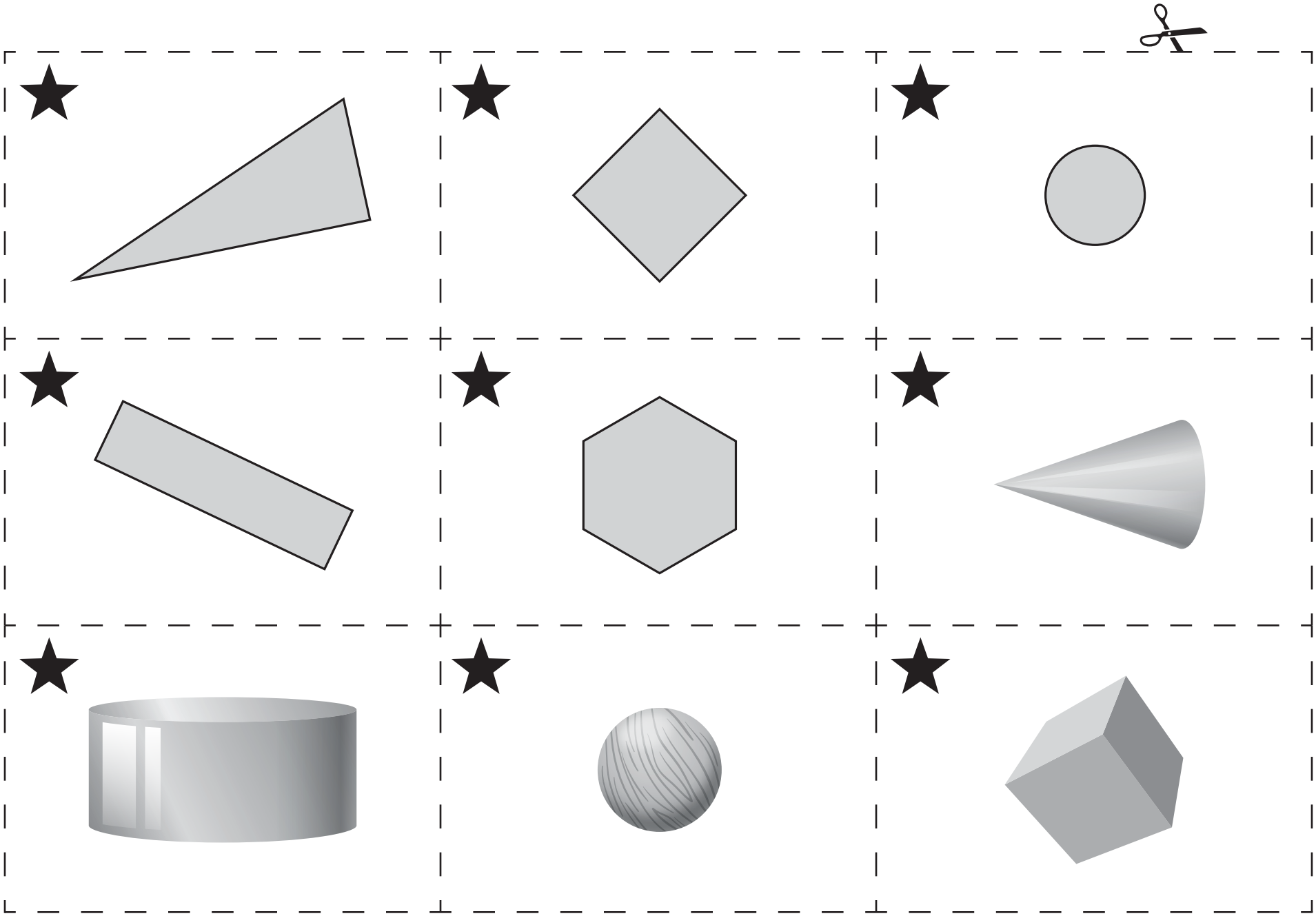
More Shape Cards for **Match and Name Shapes**



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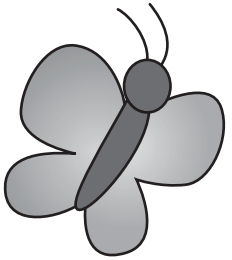
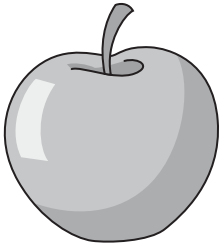
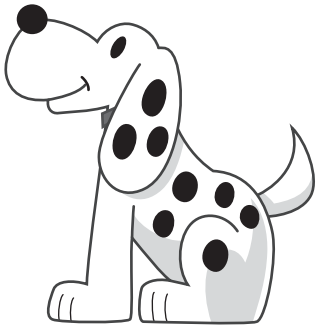
Position and Shape Vocabulary

Recording Sheet

1. Pick a card and place it in an empty space on the Recording Sheet.
2. Describe the position of the shape. Use the words “above,” “below,” “beside,” “in front of,” “behind,” or “next to” to describe the position.
3. Keep going until all the shapes have been used.

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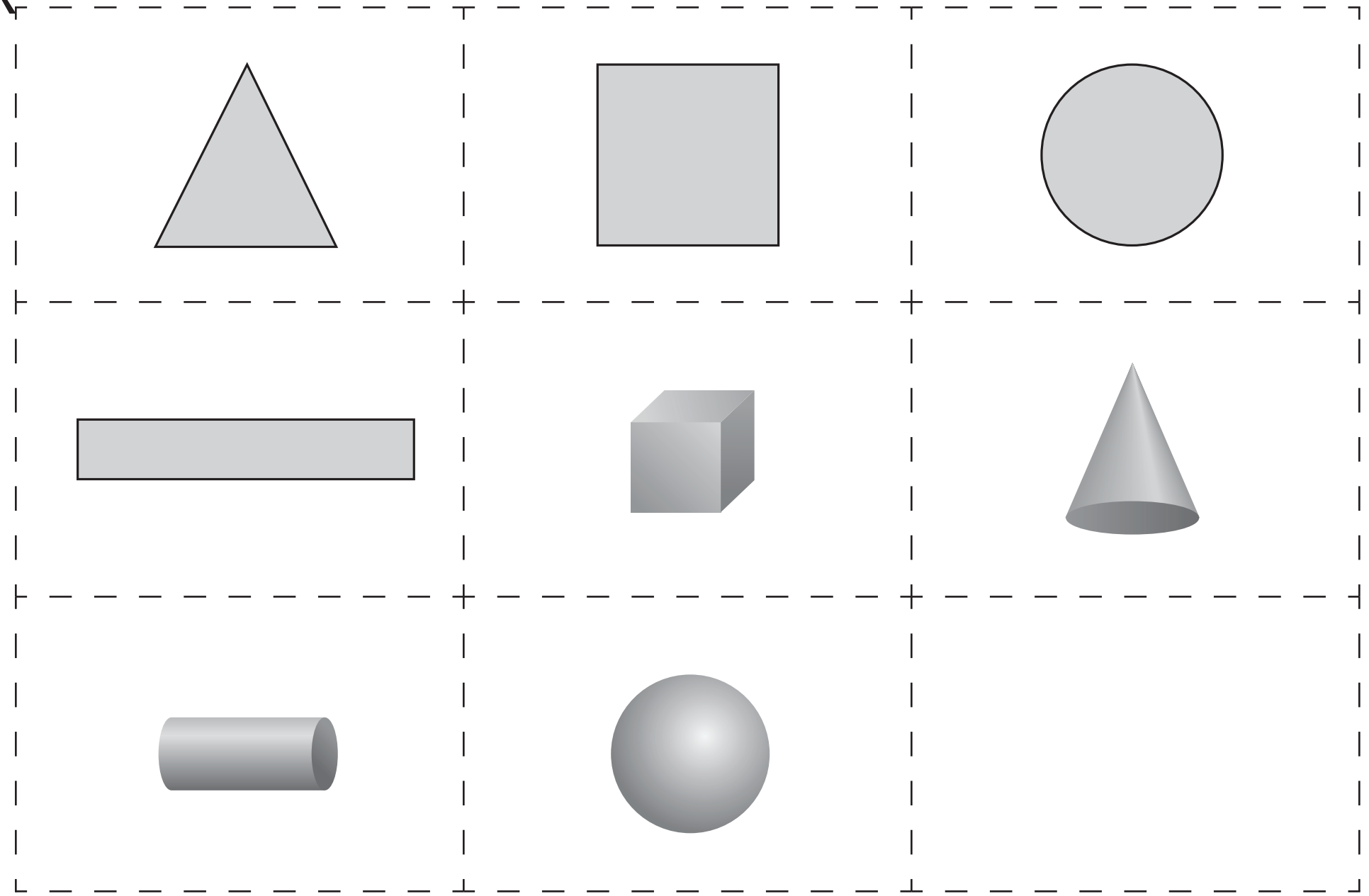
Shape Cards for Position and Shape Vocabulary



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JCPS NTI Kindergarten Reading Packet #3

Grade K Reading

Student At-Home Activity Packet 3

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.
Children will need the support of an adult or older student to complete these lessons, unless they can read independently. A teacher will also be in touch soon to assist your child throughout the week.
Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade K Reading activities included in this packet!

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Listen and Learn

Asking Questions

Asking questions helps you understand important information in a story.

When you are reading or listening to a story, you should ask questions. Begin each question with one of these words:

Who	**Where**	**What**
When	**Why**	**How**

Finding answers to your questions helps you understand the story.

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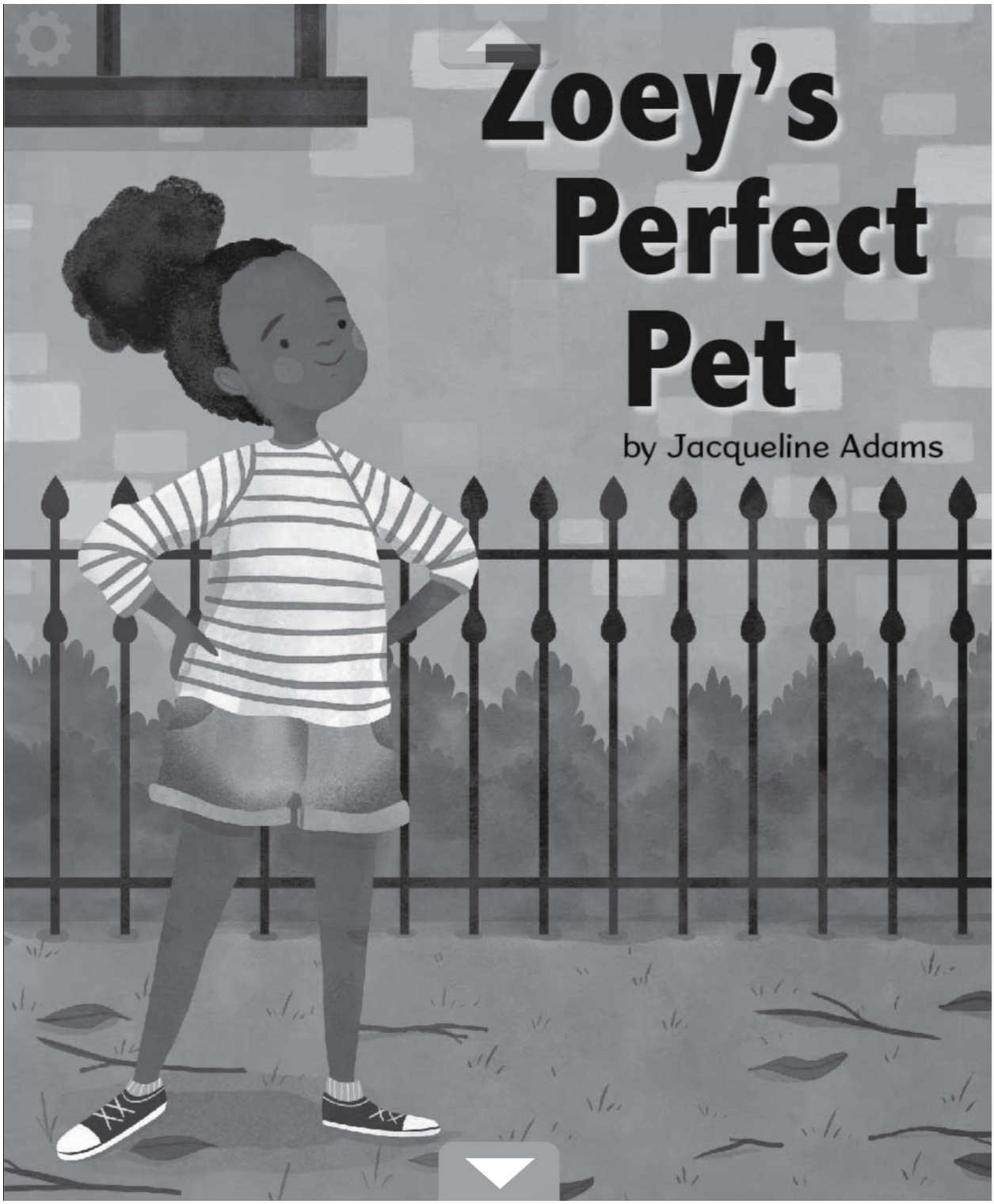

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"I want a monkey," Zoey told her big sister.

Sibyl sighed. "Monkeys need to climb, Zoey. We do not have a place for a monkey."

"Well, I can fix that," Zoey said.

Zoey grabbed some sticks and took them into the house.

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Zoey used a bunch of Sibyl's hair bands to hold the sticks together. It was a climbing tree!

Sibyl stomped in. "What did you do?"

"A monkey needs to climb," Zoey said.

"Get this mess out of here!" Sibyl **ordered**. "And forget the monkey!"

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Zoey dragged the sticks outside. But she did not **give up**.

"A pig would be a good pet," Zoey declared. "A pig needs mud."

Zoey could not find any mud. "I can fix that," she said.

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Zoey dug a hole in the yard. She added water. Mud!

Sibyl walked outside. Sploosh! Splat! Mud was all over Sibyl.

"Zoey!" Sibyl yelled.

So Zoey filled in the hole. But she did not give up.

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Zoey said, “Maybe I do not want a pig. What pet can I try now? A bird? A rat?”

Something rubbed against Zoey’s leg.

“Oh, a cat!” Zoey picked up the scruffy, skinny kitty and ran inside. “I want a cat!” she told Sibyl.

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Sibyl opened her mouth to speak. Zoey stopped her. “A cat does not need sticks or mud,” she said. “That means no more messes.”

“But that cat is a mess!” Sibyl said.

Zoey smiled. “We can fix that.”

And they did.

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After-Reading Questions

Question 1 (from p. 1 of passage)

What does Zoey want? Circle the picture that shows what she wants.

a.

b.

c.

Question 2 (from p. 2 of passage)

What does Sibyl tell Zoey to do about the monkey?

a. Make a bigger tree for the monkey.
b. Get the monkey out of the house.
c. Forget about a monkey.

Question 3 (from p. 3 of passage)

What does Zoey want now?

a. She wants mud for a pig.
b. She wants sticks for a pile.
c. She wants a pet for her sister.

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Question 4 (from p. 4 of passage)

What does Sibyl do?

a. Sibyl gets mad at Zoey.
b. Sibyl digs a hole.
c. Sibyl cleans up the mud.

Question 5 (from p. 5 of passage)

What does Zoey want now?

a. Zoey wants a bird.
b. Zoey wants a rat.
c. Zoey wants a cat.

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.

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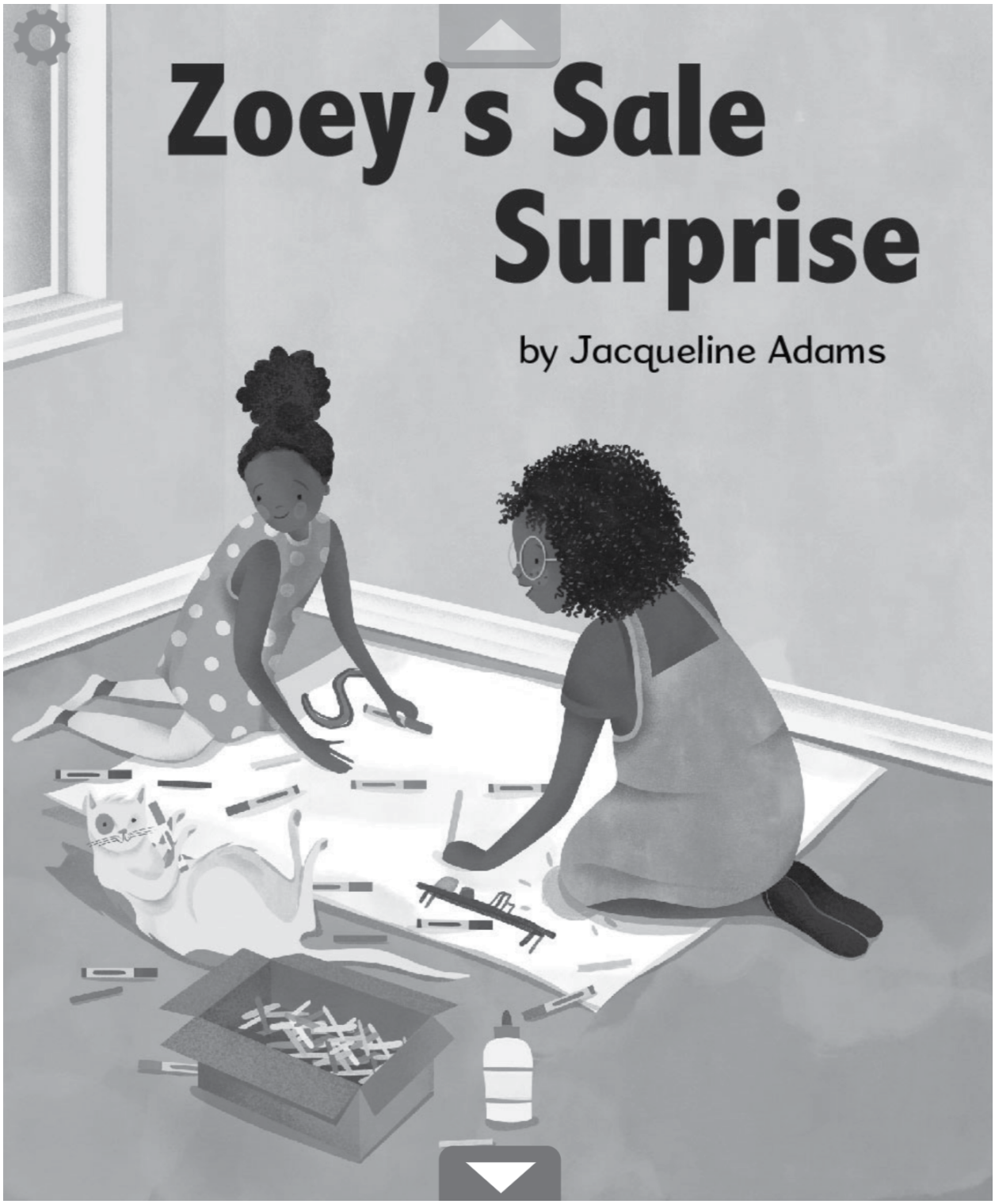

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Zoey was looking for something.

"Zoey, what are you doing?" her big sister Sibyl asked.

"I need something to sell at the big sale," Zoey said. "What will people want to buy?"

Zoey saw seed packets on a shelf. "I will grow plants!" she said. "People like plants."

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Zoey put the seeds on the table. Just then, the cat jumped up. He played with the seeds. He swished them all over the table.

"Your seeds are mixed up!" Sibyl said.

Zoey looked at a seed.

"You have no idea what it is!" Sibyl said.

"Well, I can fix that," Zoey said.

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Zoey planted the seeds in the cups. "I will see what grows," she said.

Little plants started to grow. But they all looked the same.

Zoey looked at a plant. "What is this?" she asked.

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“Zoey, it is time to sell the plants!” Sibyl said. “How will people know what the plants are?”

“I will make a sign," Zoey said. "It will tell what the plants are.”

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Zoey and Sibyl set up the sign. A woman stopped to look. “What kind of plant is this?” she asked.

"You will find out when it grows," Zoe said. "It is a surprise!"

The woman smiled. “I will take one surprise, please.”

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Zoey sold all her plant surprises. She got her cat a toy with the money she made.

And all the sale surprises grew and grew.

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After-Reading Questions

Question 1 (from p. 1 of passage) What is Zoey looking for?

a. something to fix
b. something to eat
c. something to sell

Question 2 (from p. 1 of passage) What does Zoey find?

a.

b.

c.

Question 3 (from p. 2 of passage) What happened to the seeds?

a. The seeds got mixed up.
b. The cat ate the seeds.
c. The seeds got too small.

Question 4 (from p. 3 of passage) Where does Zoey put the seeds?

a. on dishes
b. in cups
c. in gardens

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Question 5 (from p. 3 of passage) What is Zoey looking at when she says, “What is this?”

a. a flower
b. a seed
c. a plant

Question 6 (from p. 4 of passage) What will Zoey’s sign tell people?

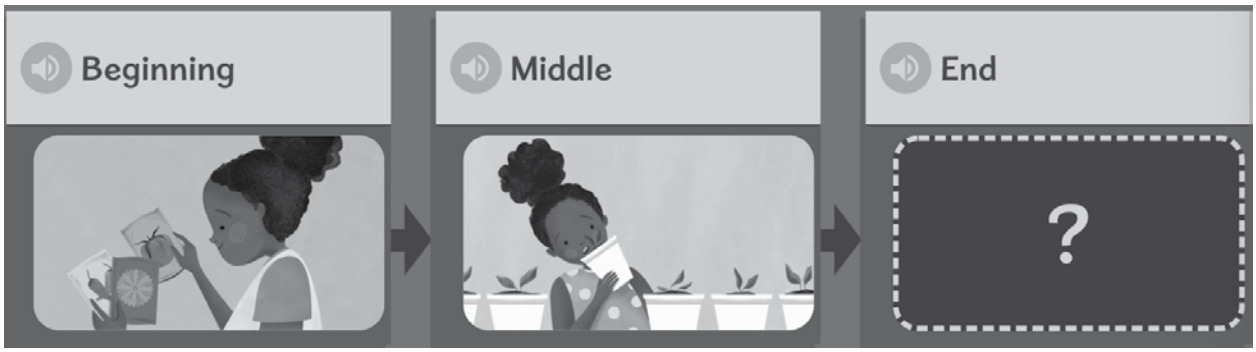
a. how to care for the plants
b. how much water the plants need
c. what the plants are

Question 7 (from p. 5 of passage) What does the woman buy?

a. a plant
b. a sign
c. a seed

Question 8 (from p. 6 of passage)

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



a.

b.

c.

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Listen and Learn

Asking Questions

A **key detail** is an important piece of information. Asking questions helps you understand key details.

When you are reading or listening to an information book, you should ask questions. Begin each question with one of these words:

Who	**Where**	**What**
When	**Why**	**How**

Finding answers to your questions helps you understand an information book.

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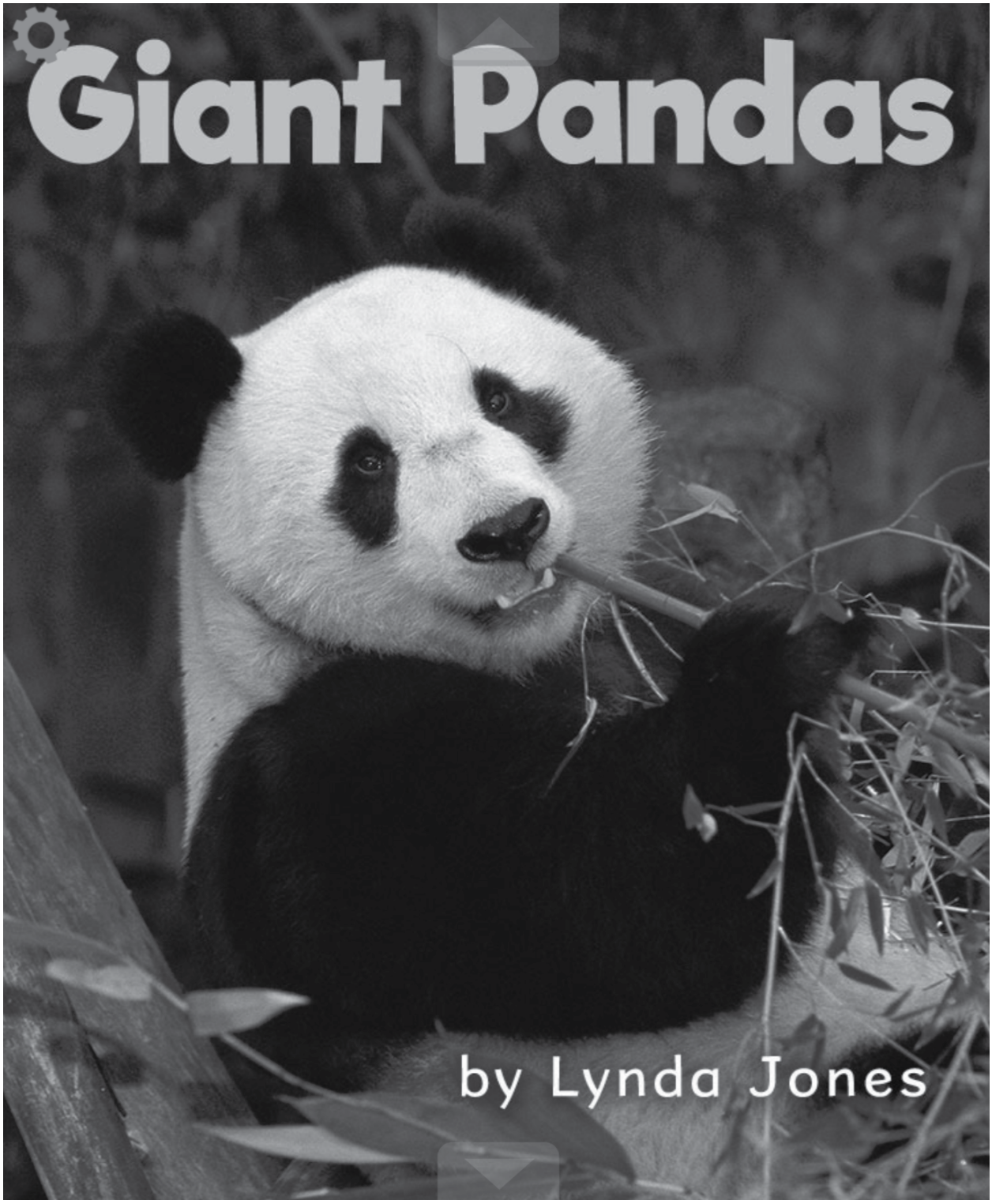

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Bamboo at Every Meal

What if you ate the same food at every meal? That is what giant pandas do. They eat bamboo. It is their favorite.

Bamboo is a tough, tall grass. It grows as high as a tree.

This bamboo is tall like a tree.

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Big, Hungry Bears

Giant pandas live in forests in China. Bamboo grows there. Pandas spend many hours eating bamboo. Pandas are big bears, so they need to eat a lot.

This panda is eating bamboo.

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Bamboo Feast

Pandas have a bamboo feast. They grab a stalk. They nibble on the leaves. Then they bite the stem with their sharp teeth.

Snap!

Bamboo is soft inside. Pandas eat it up.

This panda has a stalk of bamboo.

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Taking It Easy

Pandas rest after meals. They nap every day. They may poop 40 times as they sleep!

Pandas are often quiet and shy. But they can sound like sheep. They call other pandas. Their sounds mean, “Hi!”

Pandas rest after they eat.

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Staying Safe

Pandas must watch out. Leopards or jackals can sneak up. But pandas can bark like a dog! They scare other animals away.

Pandas may also climb or swim away. Pandas stay safe. Then they eat some more.

Pandas climb trees.

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After-Reading Questions

Question 1 (from p. 1 of passage)

Which picture shows a panda's favorite meal? Circle the picture.

a.

b.

c.

Question 2 (from p. 2 of passage)

Why do pandas eat so much bamboo?

a. because pandas live in forests
b. because pandas are from China
c. because pandas are huge bears

Question 3 (from p. 3 of passage)

What helps pandas eat bamboo?

a. Pandas enjoy big feasts.
b. Pandas have sharp teeth.
c. Pandas can nibble stems.

Question 4 (from p. 4 of passage)

What do pandas do after they eat bamboo?

a. Pandas chew.
b. Pandas play.
c. Pandas rest.

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Question 5 (from p. 4 of passage)

Why do pandas make sounds?

a. They want to scare away the sheep.
b. They want to be friendly to each other.
c. They want other pandas to stay away.

Question 6 (from p. 5 of passage)

What do pandas to do stay safe? Circle the picture that shows how they stay safe.

a.

b.

c.

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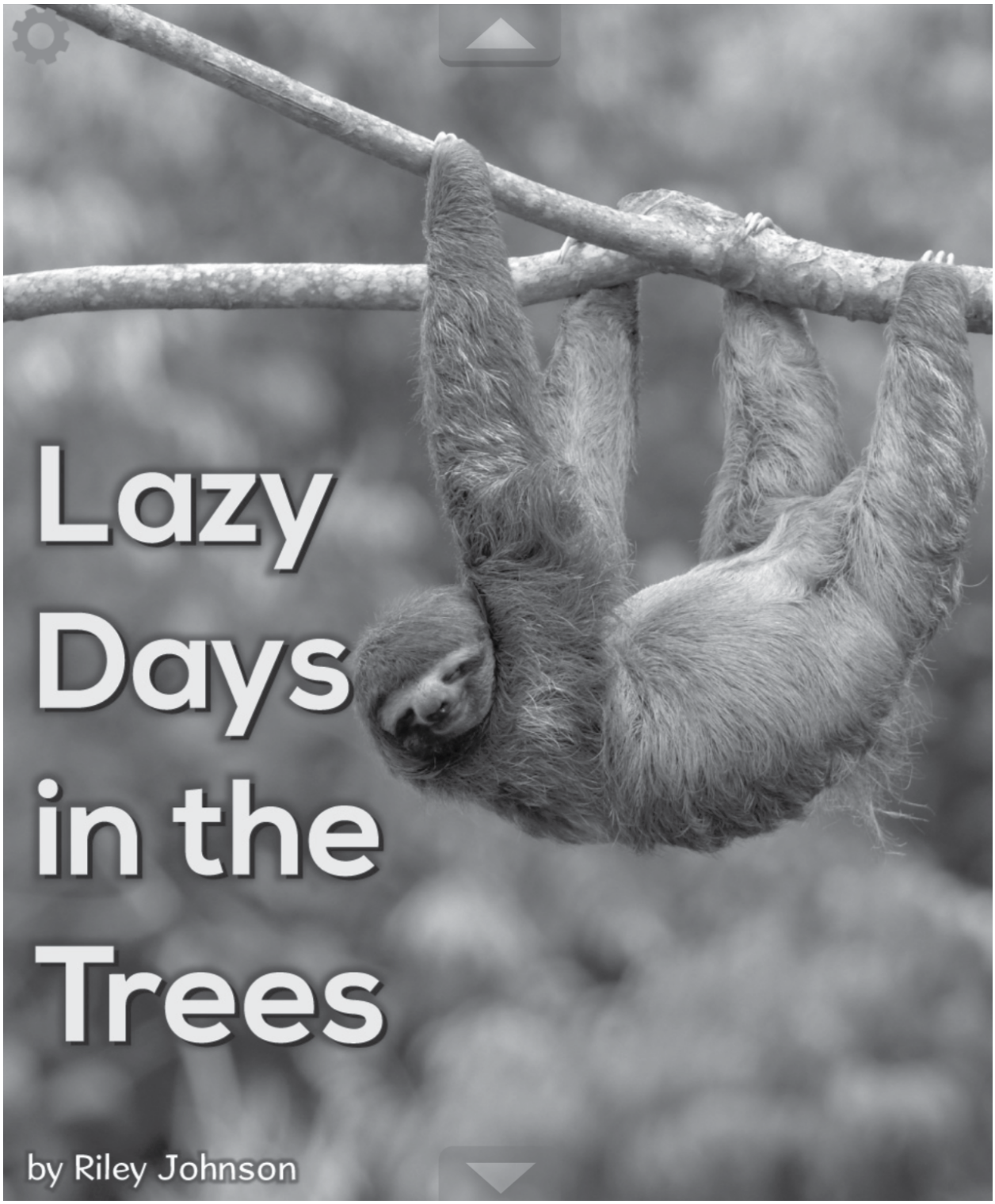

Lazy Days in the Trees

by Riley Johnson

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Tree Life

Trees are important to sloths. Sloths live in the treetops of rainforests.

The animals climb trees. They eat the leaves. They curl up in the branches to sleep.

A sloth lives in trees.

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Trumpet Trees

Some sloths like the trumpet tree. It looks like an umbrella!

A trumpet tree has a long trunk and large leaves. Sloths eat the juicy leaves. They hang on the tree while they eat.

Sloths eat the leaves on trees.

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Long, Strong Claws

Sloths hang onto trees with their claws. Their claws are sharp and long. They bend like hooks. Claws help sloths hang from branches. Sloths use them to grab and eat leaves. They use them to move around.

Sloths use their claws to eat and climb.

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Slow Days

The word sloth means lazy. It is a good name for these animals. Sloths take a long time to move a short way. They are the slowest animals on Earth!

Sloths move slowly in the trees.

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When sloths are not moving, they are sleeping. Sloths sleep 20 hours a day!

They only climb down when they need to poop. They do that once a week. Then they go back to resting in the trees.

Sloths sleep in the trees.

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After-Reading Questions

Question 1 (from p. 1 of passage)

Where do sloths live?

a. by hills
b. in grass
c. in trees

Question 2 (from p. 1 of passage)

Where do sloths sleep?

a. in branches
b. in water
c. on the ground

Question 3 (from p. 2 of passage)

What do sloths eat from a trumpet tree?

a. the branches
b. the trunk
c. the leaves

Question 4 (from p. 3 of passage)

What do sloths use to climb trees?

a. leaves
b. fur
c. claws

Question 5 (from p. 3 of passage)

What does a sloth use to hang from branches?

a. its mouth
b. its tail
c. its claws

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Question 6 (from p. 4 of passage)

How do sloths move?

a. slowly
b. suddenly
c. quickly

Question 7 (from p. 5 of passage)

Why do sloths come down from trees?

a. to sleep
b. to climb
c. to poop

Question 8 (from p. 5 of passage)

What do sloths do most of the time? Circle the correct picture.

a.

b.

c.

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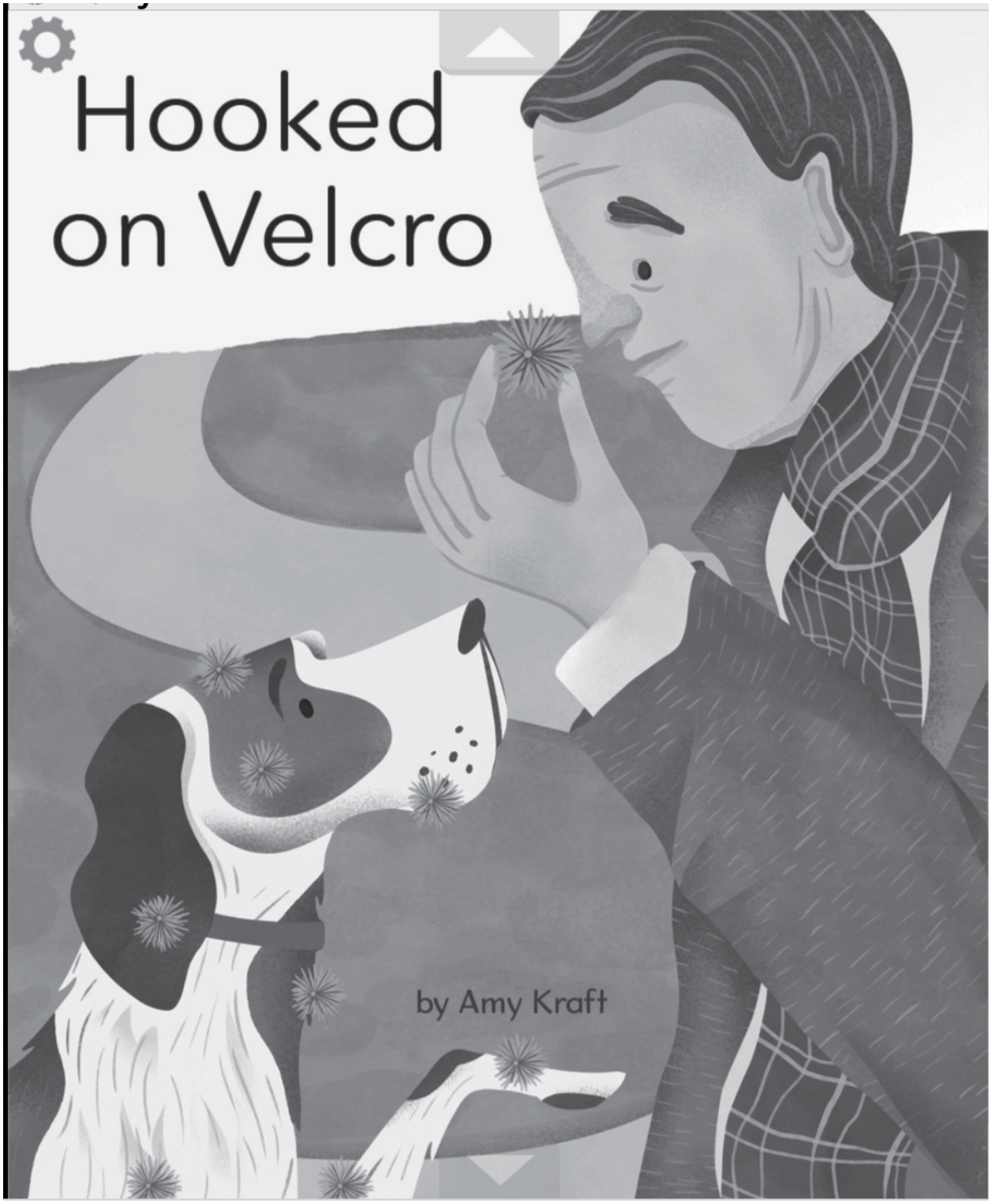

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A Sticky Idea

Prickly seeds called burrs gave George de Mestral an idea. They stuck to his dog after a walk. Burrs stuck to his pants, too.

The burrs were hard to pull off. George thought something sticky might be useful.

The burrs stuck to George and his dog.

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Hooks and Loops

George wanted to make something sticky like the burrs. He looked closely at the burrs. Each one had many tiny hooks.

He saw that his pants **fabric** had tiny loops. The burr hooks caught the pant loops.

George saw tiny hooks and loops.

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George started to make hooks and loops. But it was not easy. He wanted his invention to be strong. He tried many different **materials**.

George worked for eight years. At last he got his invention just right. He named it Velcro.

George named his invention Velcro.

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Uses for Velcro

George thought Velcro would work well in clothes. Forget buttons, snaps, and zippers. You could use Velcro instead!

But people who made clothes thought Velcro was ugly. They did not want to use it.

Some people did not like Velcro.

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Astronauts thought Velcro was useful. In space, things float everywhere. Astronauts used Velcro to keep things in place.

Then a sneaker company used Velcro on shoes. Soon everyone wanted Velcro shoes. They were so easy to put on and take off!

Velcro made shoes easy to wear.

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Velcro Everywhere

Today you can find Velcro in homes, schools, and hospitals. Velcro is everywhere!

Think about George and his dog when you wear anything with Velcro. Maybe you will get an invention idea, too!

Velcro is everywhere now.

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Draw or write.

After you read “Hooked on Velcro” together, have the child write a question they have about the topic of the passage.

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