JCPS NTI Kindergarten Mathematics Packet #2

Grade K 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.

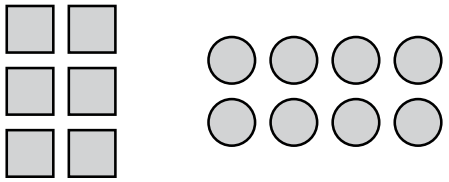
Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

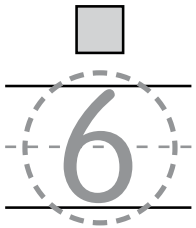
See the Grade K Math concepts covered in this packet!

Comparing Within 10

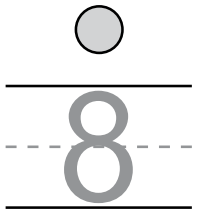
Name _____

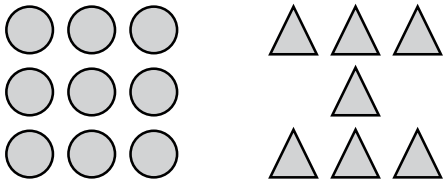
Example

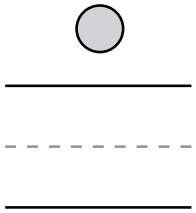




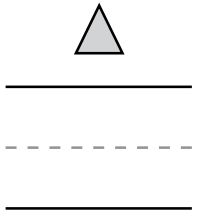
or

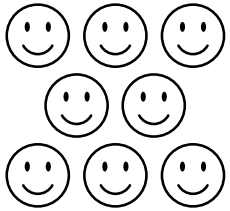


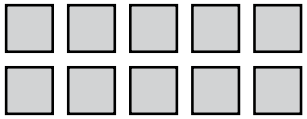


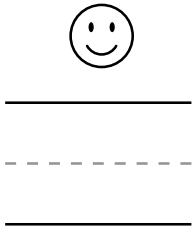


or

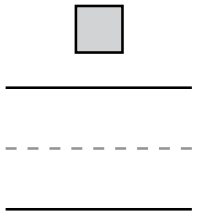








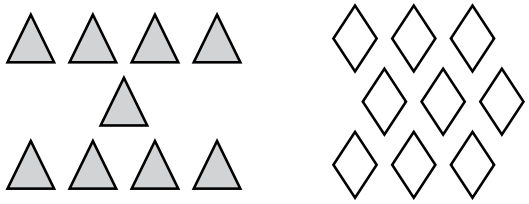
or



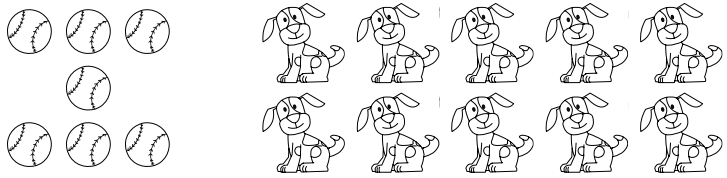
In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Comparing Within 10 *continued*

Name _____



_____ or _____



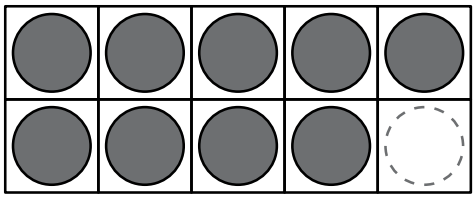
_____ or _____

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

Making 10

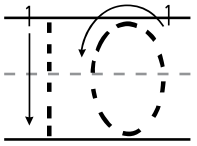
Name _____

Example



? 9

? 1



? _____

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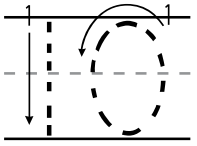
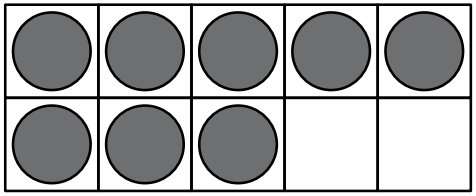
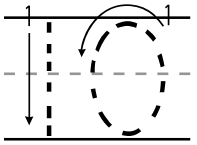




? _____

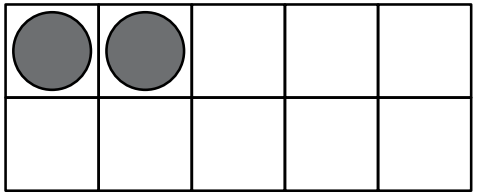
? _____

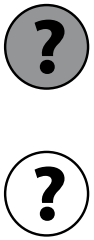


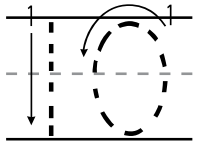
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

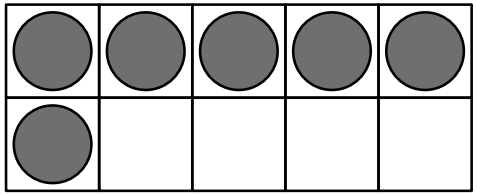
Making 10 *continued*

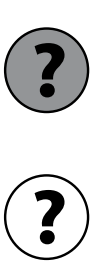
Name _____

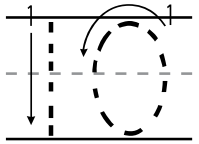


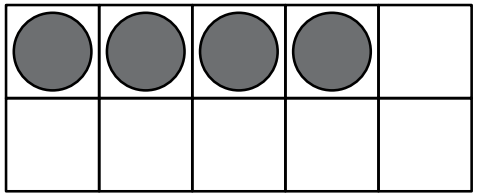


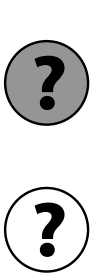


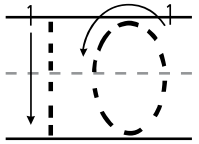








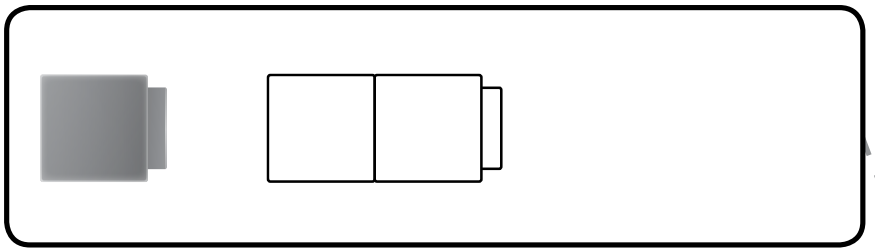


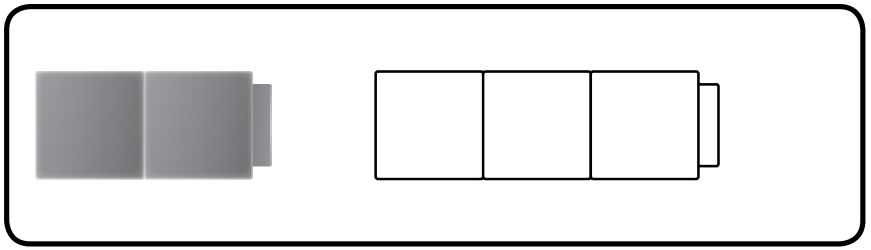


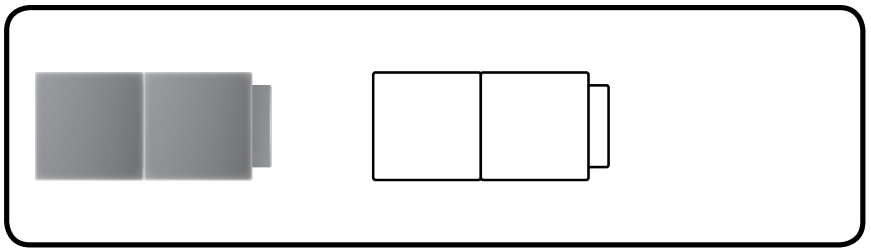
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Understanding Addition

Name _____







$2 + 3 = 5$

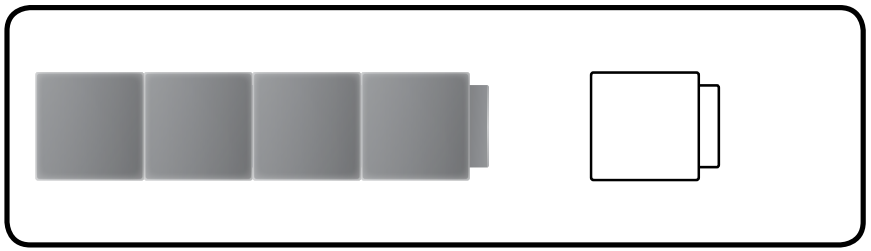
$2 + 2 = 4$

$1 + 2 = 3$

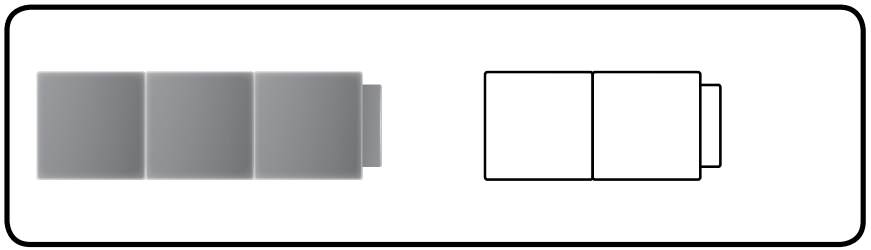
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition *continued*

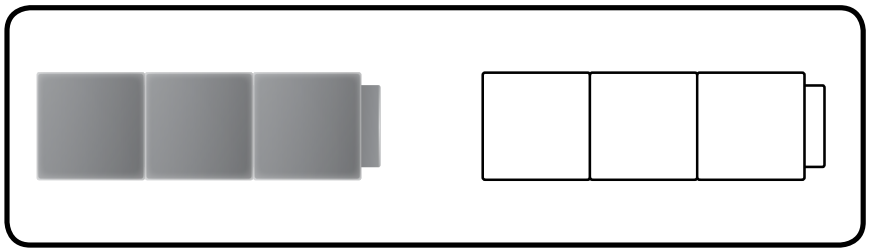
Name _____



$3 + 3 = 6$



$4 + 1 = 5$



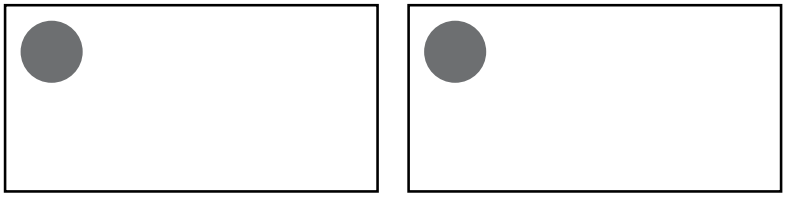
$3 + 2 = 5$

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

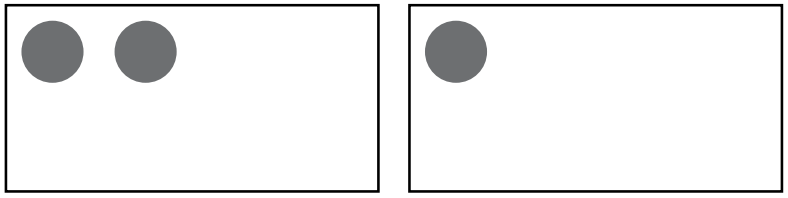
Adding Within 5

Name _____

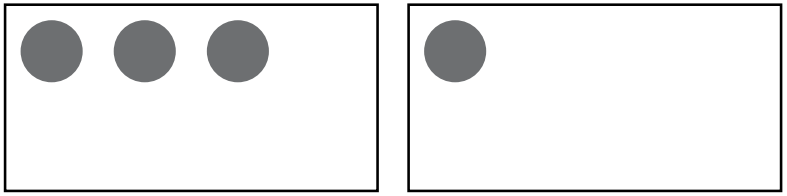
Example



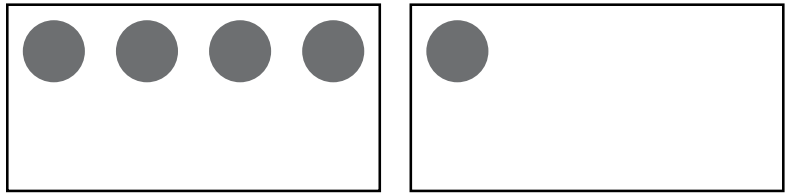
$1 + 1 = \frac{2}{\quad}$



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



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

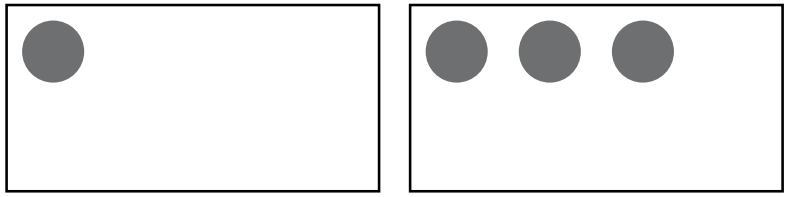


$4 + 1 = \frac{\quad}{\quad}$

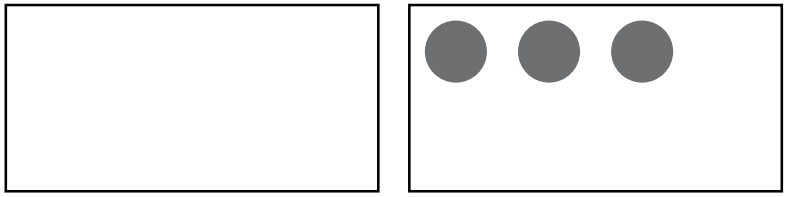
Ask children to write equations to match the dot cards. Have children write the total in each equation.

Adding Within 5 *continued*

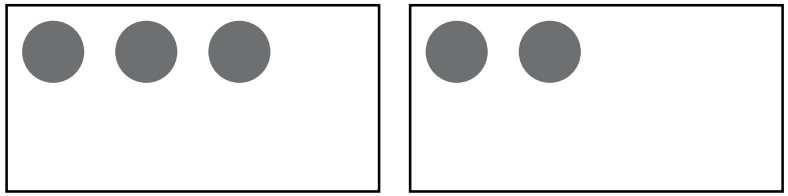
Name _____



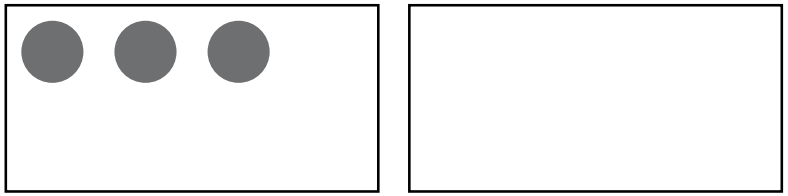
$1 + 3 =$ _____



$0 + 3 =$ _____



$3 + 2 =$ _____



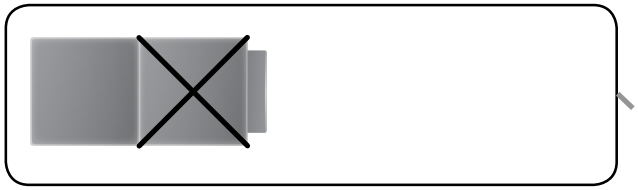
$3 + 0 =$ _____

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

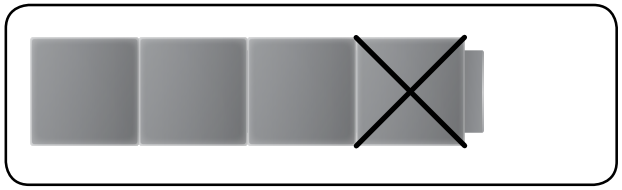
Understanding Subtraction

Name _____

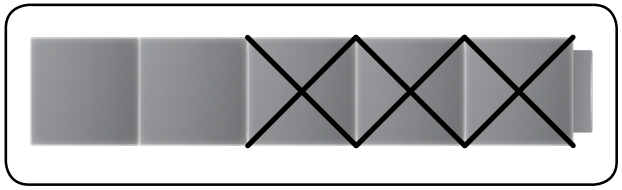
Example



$4 - 1 = 3$



$2 - 1 = 1$

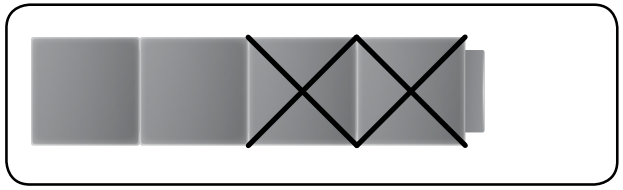


$5 - 3 = 2$

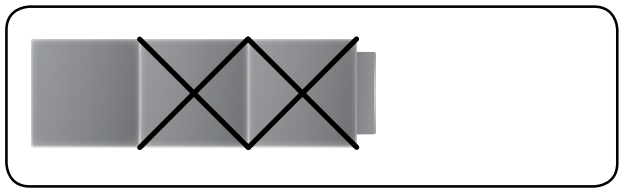
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Understanding Subtraction *continued*

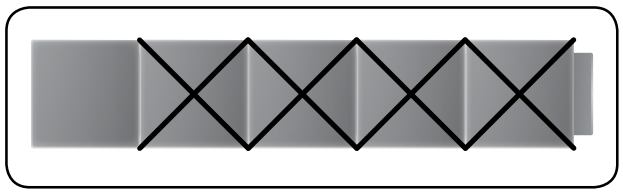
Name _____



$5 - 4 = 1$



$4 - 2 = 2$



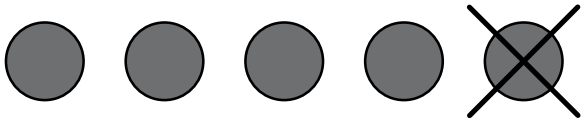
$3 - 2 = 1$

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

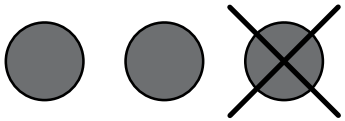
Subtracting Within 5

Name _____

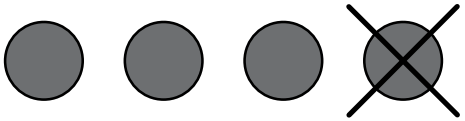
Example



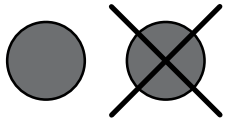
$5 - 1 =$ ~~_____~~ 4 _____



$3 - 1 =$ _____ _____



$4 - 1 =$ _____ _____

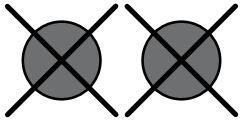


$2 - 1 =$ _____ _____

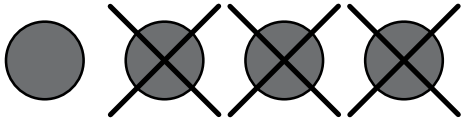
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Subtracting Within 5 *continued*

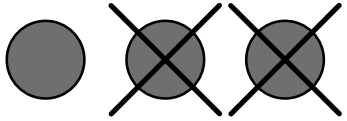
Name _____



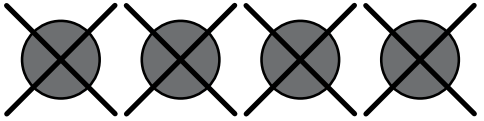
$2 - 2 =$ _____



$4 - 3 =$ _____



$3 - 2 =$ _____



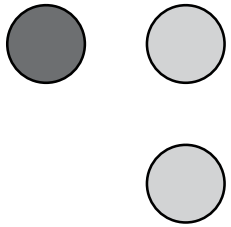
$4 - 4 =$ _____

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

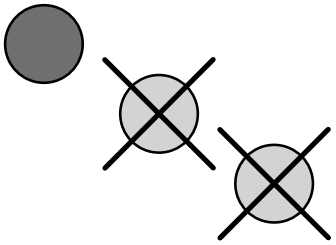
Facts to 5

Name _____

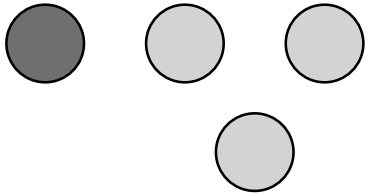
Example



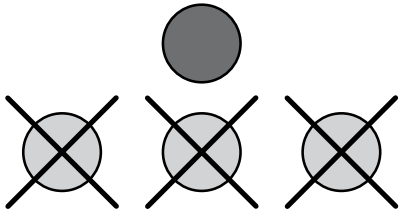
$1 + 2 = \frac{3}{}$



$3 - 2 = \frac{}{}$



$1 + 3 = \frac{}{}$

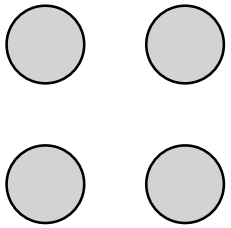


$4 - 3 = \frac{}{}$

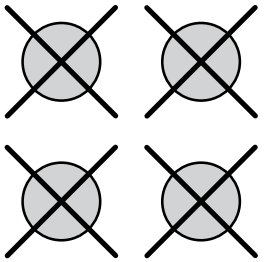
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, 1 + 2 = 3, so if you start with 3 and take away 2, you have 1 left.

Facts to 5 *continued*

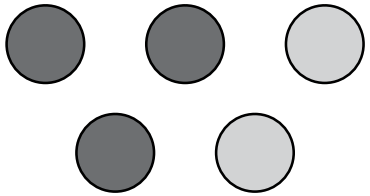
Name _____



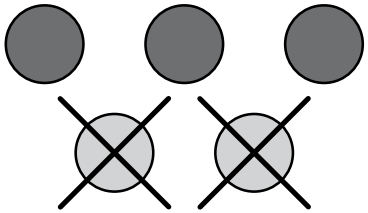
$0 + 4 =$ _____ - - - - - - - - - _____



$4 - 4 =$ _____ - - - - - - - - - _____



$3 + 2 =$ _____ - - - - - - - - - _____



$5 - 2 =$ _____ - - - - - - - - - _____

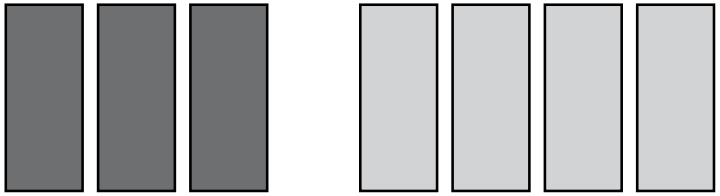
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

Adding Within 10

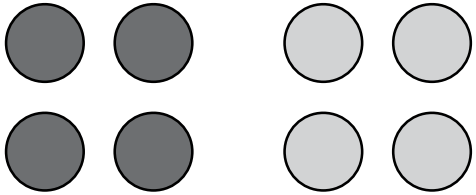
Name _____

Example

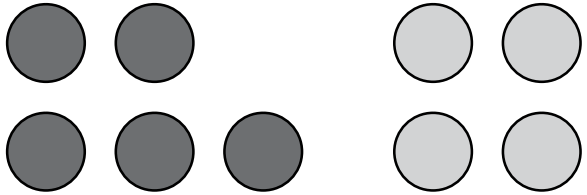
$3 + 3 =$ 6



$3 + 4 =$ _____



$4 + 4=$ _____

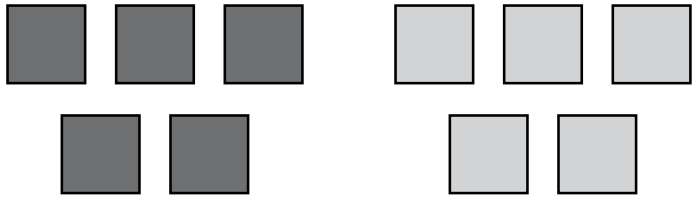


$5 + 4 =$ _____

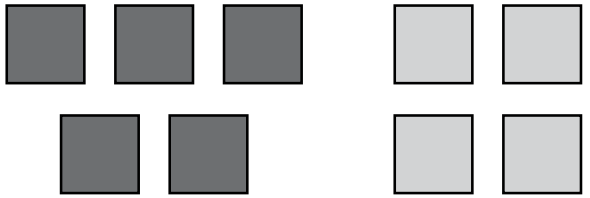
Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

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.

JCPS NTI Kindergarten Reading Packet #2

i-Ready

Grade K Reading

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.

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!

Listen and Learn

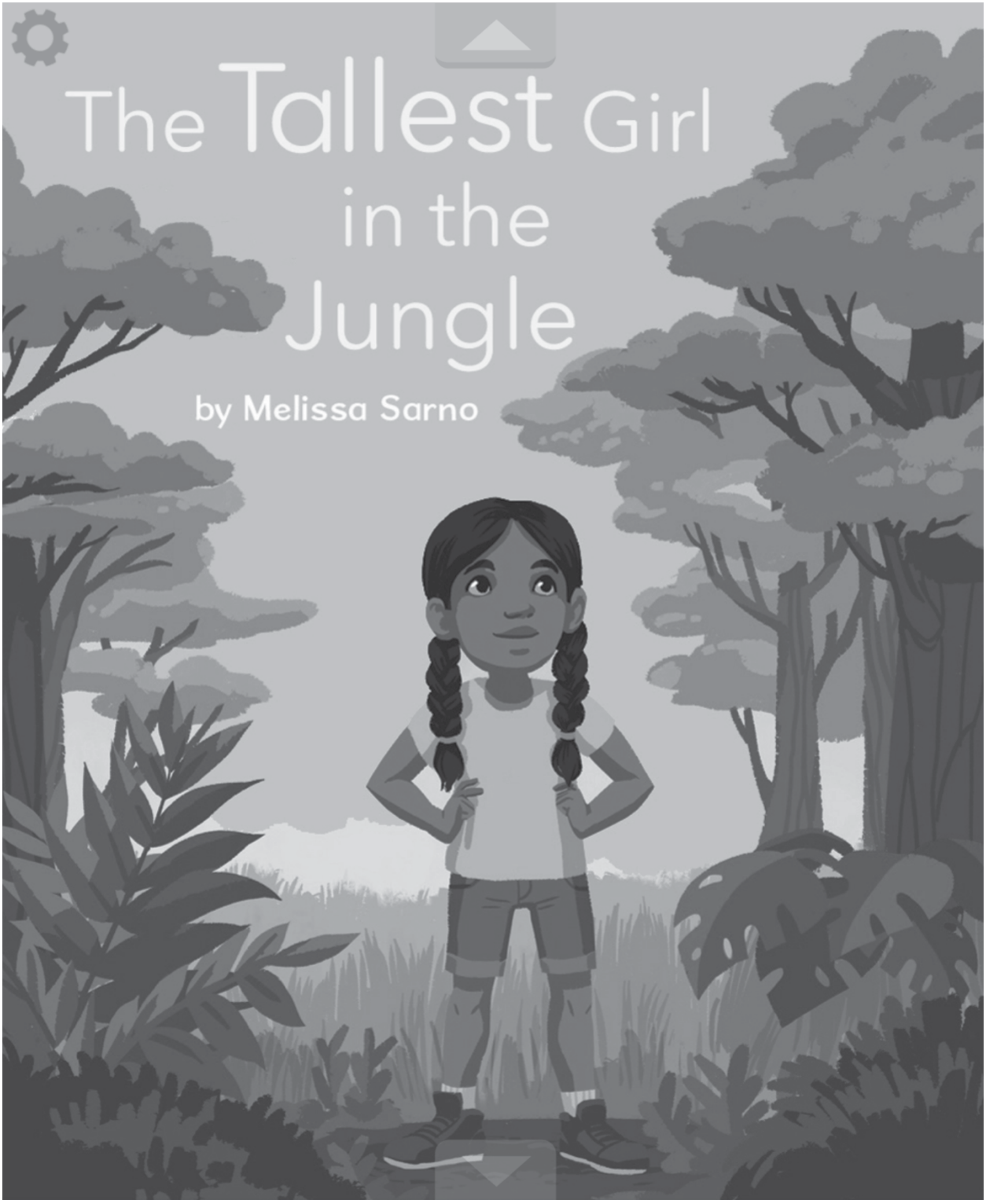
Identifying Setting

The **setting** is when and where a story takes place.

When you are reading or listening to a story, ask:

- When does the story take place?
- Where does the story take place?

Thinking about the setting helps you understand the story.



Ana was the smallest girl in her class. Her friends **teased** her all the time. "Ana, you are so short! We can not see you over the grass," they laughed.

The tall grass tickled the top of Ana's head.

Ana frowned. She hated being teased for being small. She looked up at the sky and listened. Monkeys chattered. Birds tweeted. She wanted to join them. She wanted to be as tall as the towering trees.

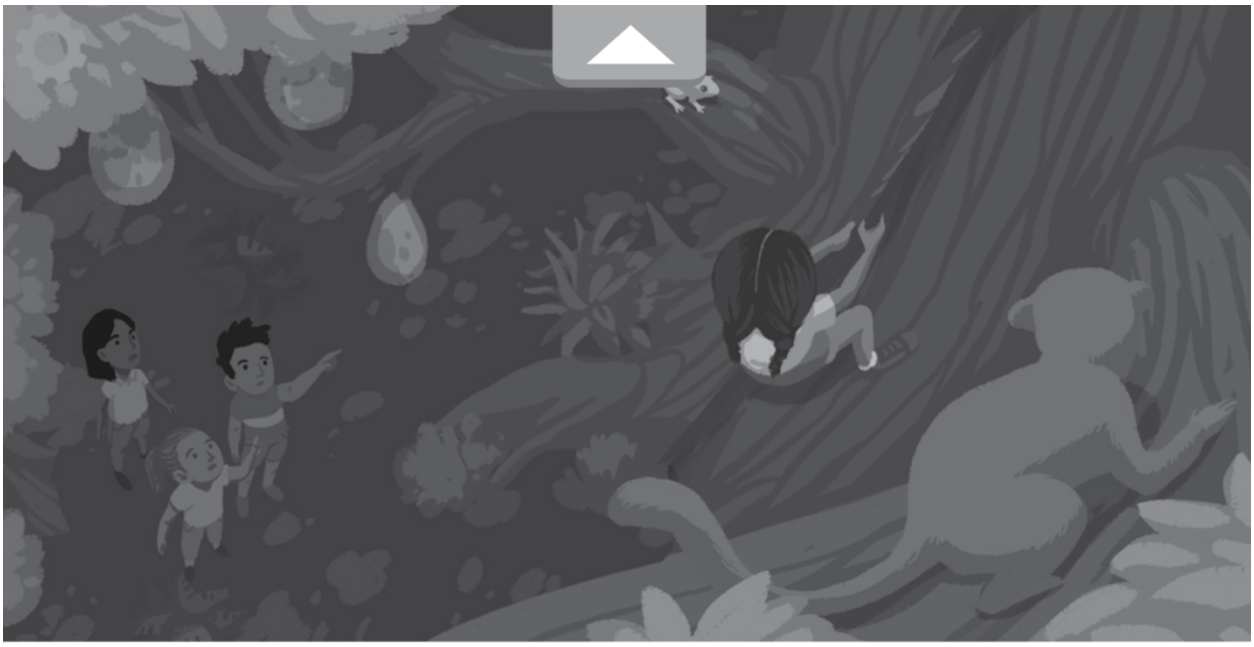
Ana had an idea. "Wait until you see how tall I can be," she called to her friends.

Ana stepped into the trees. She saw a long, thick hanging **vine**. She reached for it.

"What are you doing?" her friends asked.

"I am going to climb," she said.

Ana grabbed the vine with her hands. She pulled herself up. She used her feet, too.



"Wow! Look at her go!" the kids shouted. Ana was fast. Soon she was in the green leaves of the trees. Monkeys munched on coconuts as she went by. She saw giant fruits, large nuts, and colorful tree frogs.

"Look how high she is!" cried the kids.

"I will climb even higher!" called Ana.

Ana looked up to the tree tops. "Can I make it to the canopy?" she wondered. She took a deep breath. "Of course I can," she whispered.

Ana climbed higher. She moved from branch to branch. Up and up she climbed.

Soon Ana saw a bird with so many colors that it looked like a rainbow! She was in the canopy.

Ana waved and smiled. Her friends cheered. They could not tease her for being small now. She had done it. Ana was the tallest girl in the jungle!

Question 1 (for p. 1 of passage)

Why are Ana's friends teasing her?

a. She is the most ticklish.
b. She is lost in the grass.
c. She is the shortest one

Question 2 (for p. 2 of passage)

Where does this part of the story happen?

a. Up in the sky with the birds.
b. In the trees by the monkeys.
c. On the ground near the jungle.

Question 3 (for p. 3 of passage)

How does Ana use the vine?

a. She uses it to catch a monkey.
b. She uses it to help her friends.
c. She uses it to climb the tree.

Question 4 (for p. 4 of passage)

Why are Ana's friends excited?

a. Ana has hit a coconut.
b. Ana has climbed high.
c. Ana has saved a frog.

Question 5 (for p. 5 of passage)

Where will Ana go next?

a. She will go up to the top.
b. She will go find a fruit.
c. She will go back down.

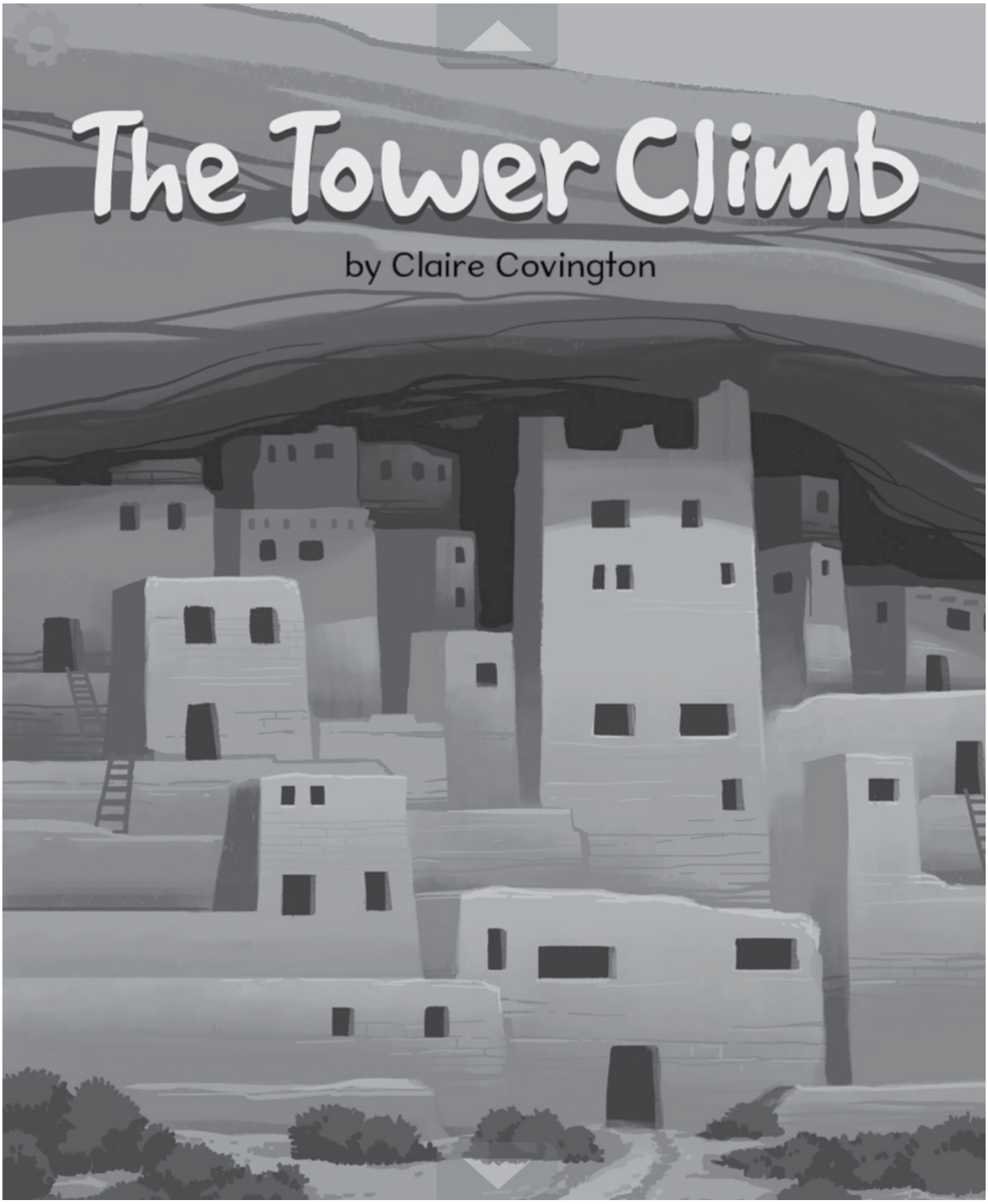
Question 6 (for pp. 1-6 of passage)

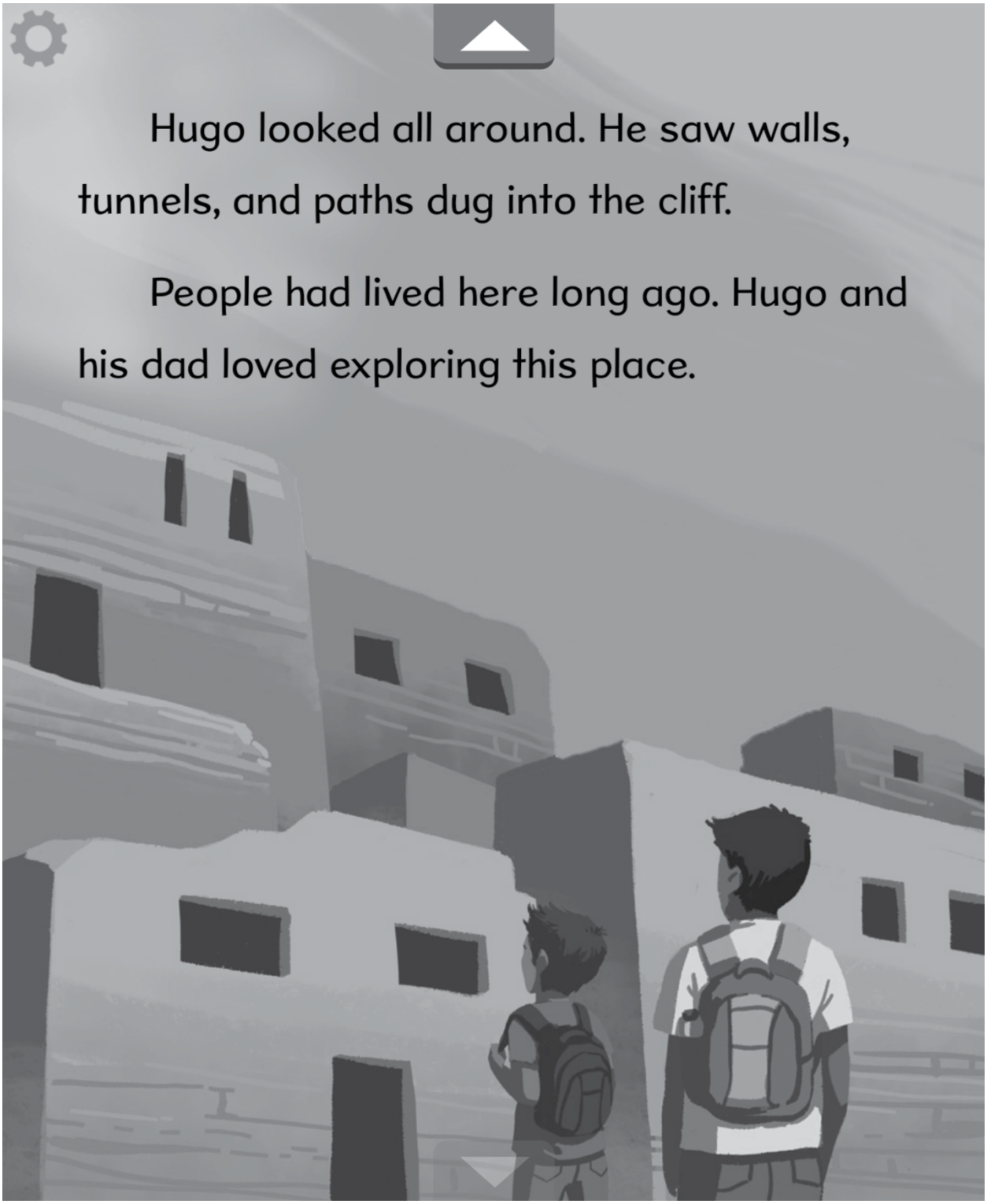
What happens at the beginning of the story?

a.

b.

c.





Hugo crawled into a tunnel. The tunnel led him up and up. Hugo saw a ladder. It went almost straight up! Hugo climbed.

Suddenly, Hugo felt the sun. He was in a high tower!

Hugo heard a tiny sound. He saw a little animal. "What is that?" he asked.

"It looks like a spotted owl," said Dad.

Hugo frowned. "Look! The owl has a broken wing. Can we take it with us? We can get help at the bottom." His dad said yes.

"It's a long way down, Dad. How can I keep the owl safe?"

Dad said, "Well, the people who lived here long ago carried babies on their backs. They used flat boards or baskets."

Hugo said, "I know what to do!"

Hugo got his backpack. He put the owl inside it. "Stay safe," he whispered.

Then Hugo led the way down. He did not slip on the ladder. He did not bump the walls of the tunnel. He did not trip on the path.

Hugo and his dad were at the bottom of the cliff. Hugo gently opened his backpack. The tiny owl was safe.

"Come on, little one. Let's fix that broken wing," Hugo said.

Question 1 (for p. 1 of passage)
Where are Hugo and his dad in this part of the story?

a. They are outside an old town.
b. They are beside a long path.
c. They are inside a big tunnel.

Question 2 (for p. 2 of passage)

Where is Hugo when he feels the sun?

a. Hugo is inside the tunnel.
b. Hugo is on the ground.
c. Hugo is up in the tower.

Question 3 (for p. 3 of passage)

Why does the owl need Hugo's help?

a. The owl is lost.
b. The owl is hot.
c. The owl is hurt.

Question 4 (for p. 4 of passage)

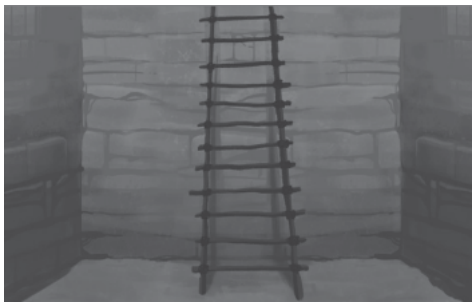
Where does Hugo need to take the owl?

a. Higher in the tower.
b. Back into the tunnel.
c. Down to the ground.

Question 5 (for p. 5 of passage)

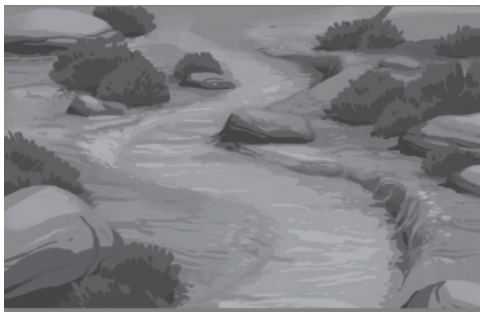
What does Hugo do first on his way down?

a.



b.

c.



Question 6 (for p. 5 of passage)
Why is Hugo careful as he comes down from the tower?

a. He is worried about the hurt owl.
b. He is worried about getting lost.
c. He is worried about the ladder.

Question 7 (for p. 6 of passage)

Where are Hugo and his dad now?

a. They are in the tower.
b. They are on the ladder.
c. They are on the ground.

Question 8 (for pp. 1–6 of passage)

What happens at the beginning of the story?

a.

b.

c.

Listen and Learn

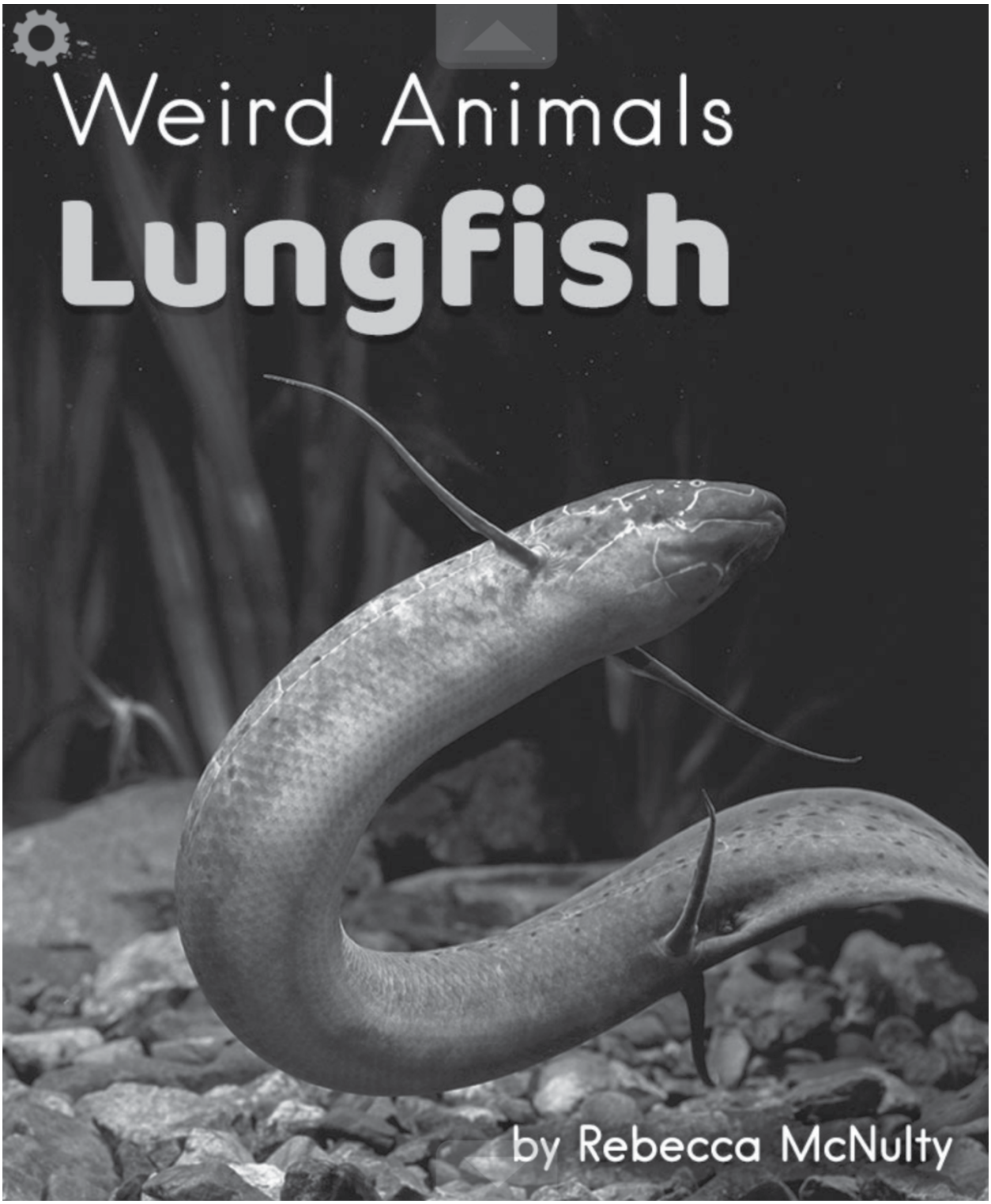
Unknown Words

Sometimes you hear or read a word you do not know. You can ask questions about the word to find out what it means.

Here are some questions you can ask:

- What clues can I find in the other words?
- What clues can I find in the pictures?

Finding the meaning of new words can help you understand an information book.



Have you ever heard of a fish that can survive outside of water? It sounds like something that is made up.

But one fish is able to do that. It has a special way to stay alive outside of water. It is the lungfish.

This lungfish is on land.

Rainy Season

Lungfish live in Africa. Africa has a rainy season. It is a rainy, wet time of the year.

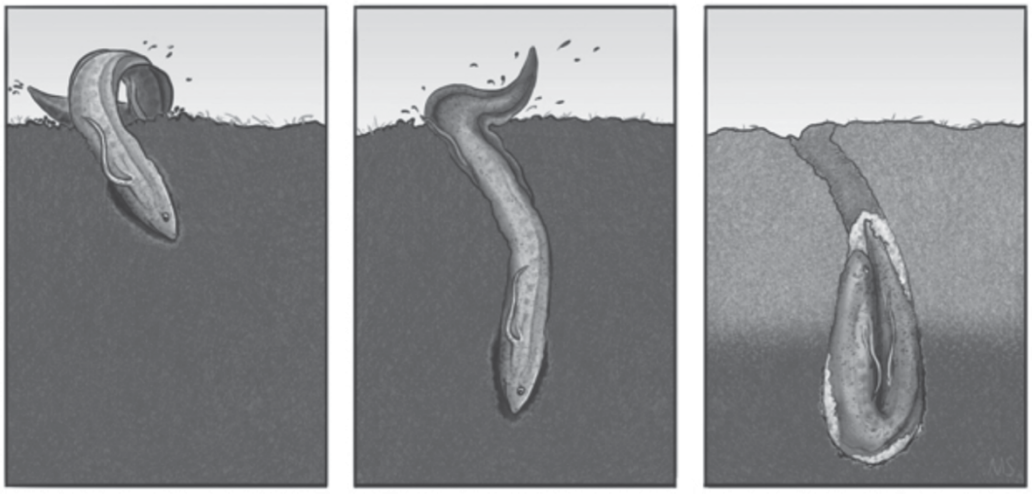
Lungfish live in small lakes called ponds during the rainy season. They swim and eat and rest like other fish.

This lungfish is in water.

Dry Season

Africa also has a dry season. No rain falls. Ponds dry up. That is when lungfish do something special.

Lungfish burrow into the bottom of the pond. They dig into the mud. They make a **cocoon** that covers and protects them.

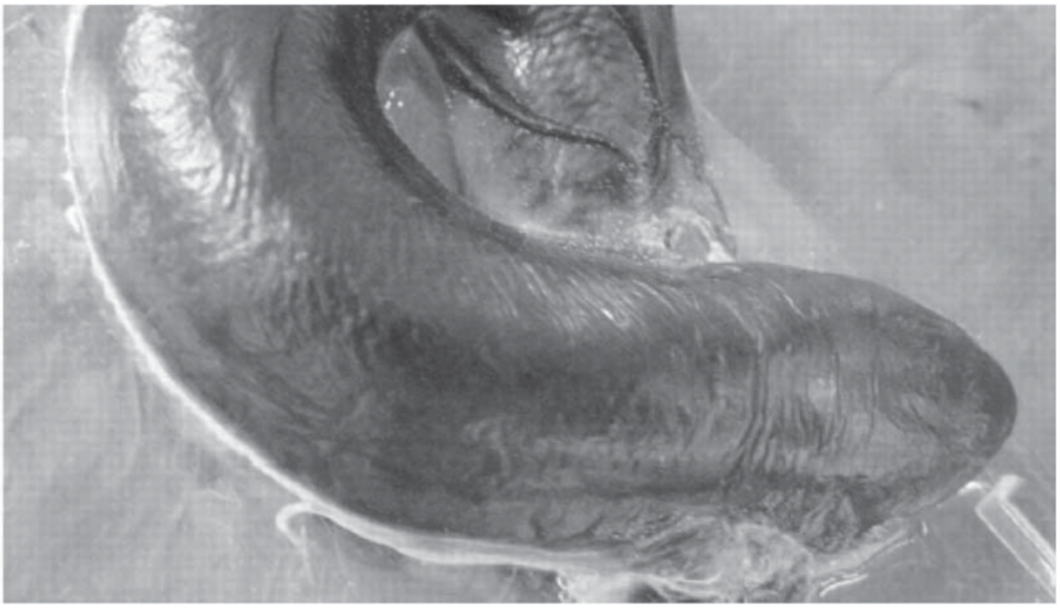


A lungfish makes its cocoon in the mud.

Resting in Slime

The cocoon is filled with sticky slime. It keeps the fish wet so they don't die.

Lungfish rest in the cocoon during the dry season. It lasts for half of the year. That is a long time to live without water!



A lungfish rests in its slime-filled cocoon.

The Rain Comes Back

Then the dry season ends. Ponds fill with water. The cocoon melts away. It becomes soft and disappears.

The lungfish dig out of the mud. Soon they swim like other fish again!

This lungfish is out of the mud.

Question 1 (for p. 1 of passage)

Read the first sentence.

What does the word **survive** mean?

a. swim
b. play
c. live

Question 2 (for p. 1 of passage)

What is special about a lungfish?

a. It can live out of water.
b. It can swim in water.
c. It can drink water.

Question 3 (for p. 2 of passage)

Which picture shows what a pond is?

a.

b.

c.

Question 4 (for p. 3 of passage)

Look at the word **burrow**. Which other word in the text helps you understand what **burrow** means?

a. dig
b. make
c. fall

Question 5 (for p. 4 of passage)

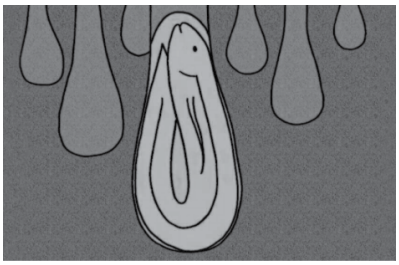
What is slime like?

a. Slime is sticky.
b. Slime is hard.
c. Slime is dry.

Question 6 (for p. 5 of passage)

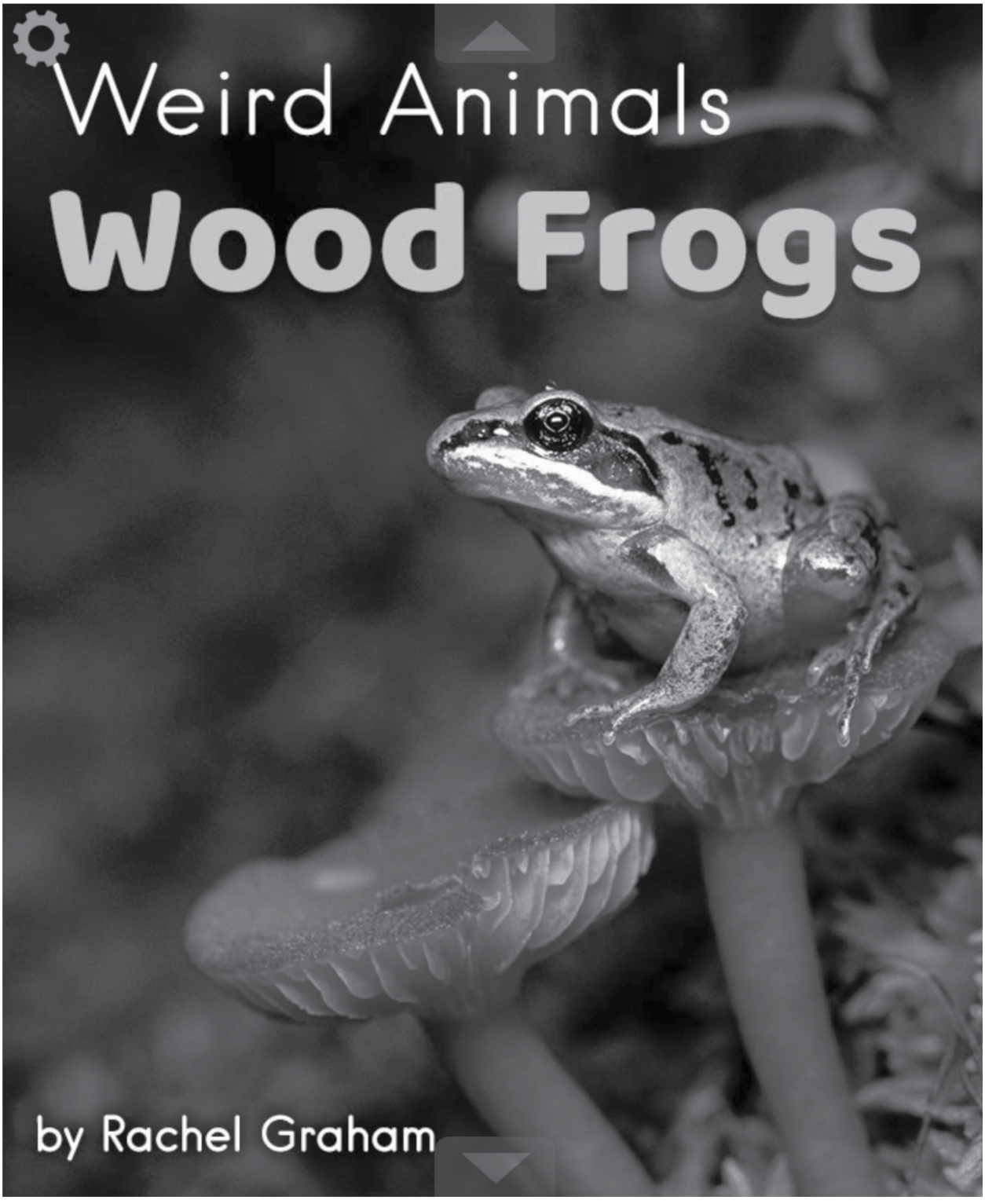
Which picture shows what happens after the dry season, when the rain comes back?

a.



b.

c.



Can you think of something that gets hard and freezes when it is very cold? Water turns to ice. But did you know some frogs can freeze, too?

Wood frogs freeze when it gets cold. Then, when it warms up, they warm up, too.

A wood frog can freeze when it gets cold.

Finding a Safe Place

Wood frogs rest when they are frozen. They sleep all winter.

A wood frog finds a spot to rest in the fall. This place must be safe. The frog will stay there all winter.

This frog has found a good place to rest.

Winter in Ice

Winter is cold. Lots of things freeze.

Ice can go all around a wood frog. It covers its whole body. Much of the water in a wood frog's body turns to ice. But the frog just sleeps.

Ice can go all around a wood frog.

Frozen Frogs

A frozen wood frog feels hard like a rock. Its body stays very still. It does not move.

Wood frogs can stay frozen for a very long time.

This wood frog is frozen.

Spring Warm Up

Spring comes. The frozen wood frog warms up. It starts to move again.

The frog hops back to the pond where it was born. It returns every spring. It eats, jumps, and swims until the next winter. Then it freezes again!

This wood frog is swimming.

Question 1 (for p. 1 of passage)
Read the first sentence. What does the word **freezes** mean?

a. turns to ice
b. turns to water
c. turns to wood

Question 2 (for p. 1 of passage)

What can wood frogs do?

a. Wood frogs can freeze in the cold.
b. Wood frogs can make hard ice.
c. Wood frogs can stay warm all year.

Question 3 (for p. 2 of passage)

Which picture shows what the word **rest** means?

a.


b.


c.


Question 4 (for p. 2 of passage)

What does the word **spot** mean?

a. safe
b. fall
c. place

Question 5 (for p. 3 of passage)

What does the word **whole** mean?

a. some time
b. every part
c. any place

Question 6 (for p. 4 of passage)
Look at the word **still**. Which other words in the text help you understand what **still** means?

a. does not move
b. very long time
c. wood frog feels

Question 7 (for p. 5 of passage)

What does the word **returns** mean?

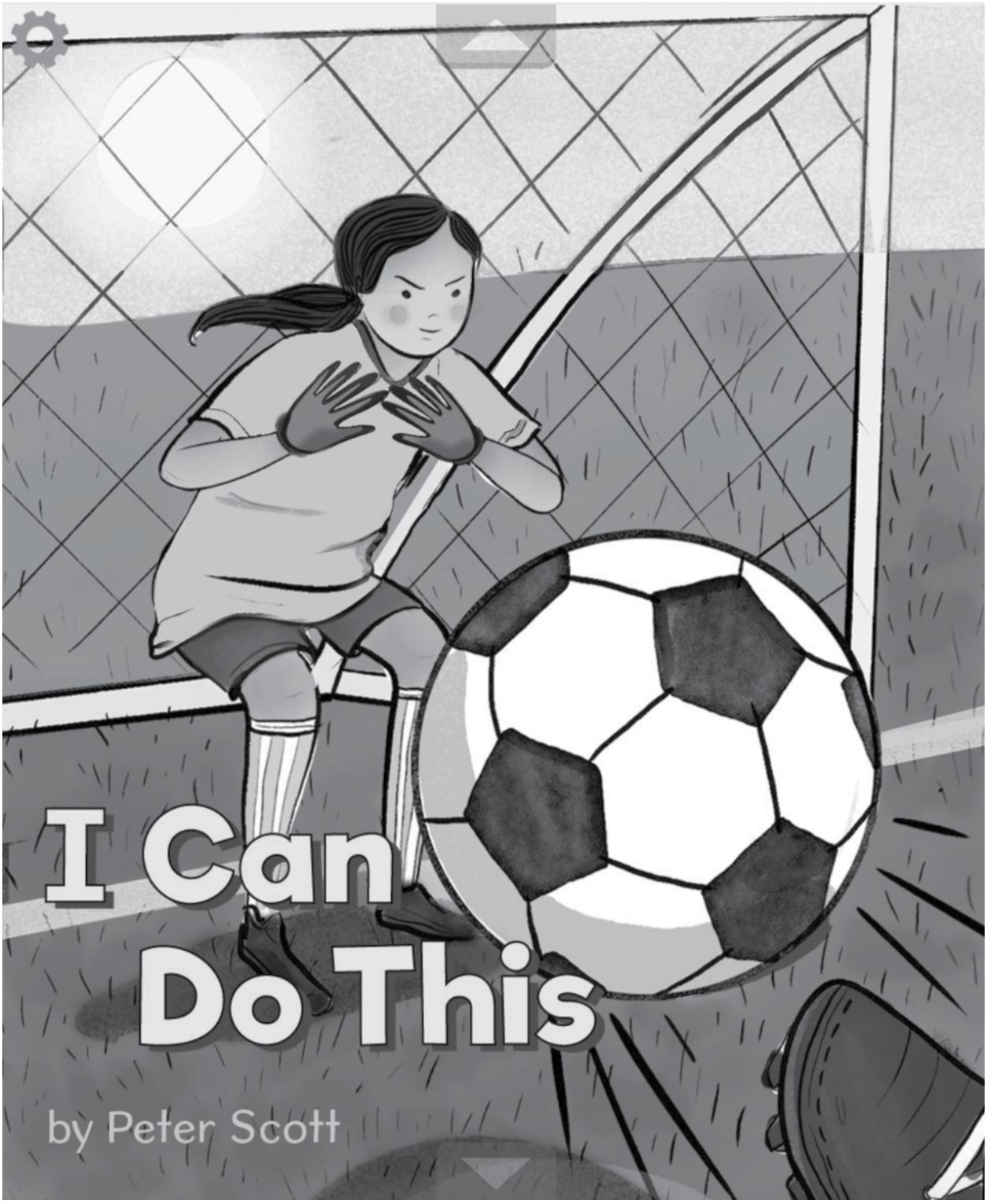
a. goes away
b. goes back
c. goes over

Question 8 (for p. 5 of passage)

Look at the chart. What happens in the spring?

Fall	Winter	Spring
The wood frog finds a safe spot.	The wood frog freezes.	

a. The wood frog wakes up.
b. The wood frog stays still.
c. The wood frog goes to sleep.



"Abby, go in for Emma," Coach said. "She is hurt."

Emma was the team goalie. She could not play after she hurt her wrist.

"All right, Coach," said Abby. She ran onto the soccer field. But she was worried about playing goalie.

Abby's team was the Wildcats. They were playing the Hawks. The Wildcats were winning by one.

The game was almost over. The Wildcats were excited. They could win!

"I can not let the Hawks score!" said Abby to herself.

Abby stood in goal.

"I can do this," she thought. She had to keep the Hawks from scoring.

"Watch the ball," Abby said to herself. "Don't let it get past you."

The game started again. The Hawks had the ball. They quickly kicked it up the field.

A player kicked the ball left, then right. Then she kicked it up high toward the goal.

Abby reached up. She punched the ball hard!

The ball bounced away from the goal. Abby could not believe it. She did it! The Hawks did not score.

The whistle blew. The game was over. The Wildcats won! The team cheered and ran toward Abby.

Abby smiled. Then she cheered, too.

After you read "I Can Do This" together, have the child draw or write about what happens at the end of the story.

Draw or write.