



# Grade K Mathematics

## Student At-Home Activity Packet

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

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

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

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

See the Grade K Math  
concepts covered in  
this packet!



Understanding Counting

Name \_\_\_\_\_

**Example**

1 2 3 4

1 2 3 4



1 2 3 4



1 2 3 4



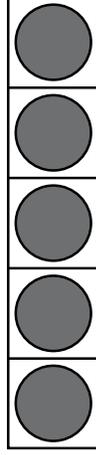
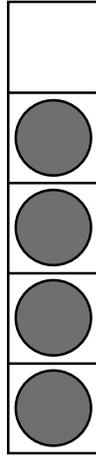
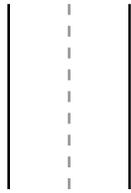
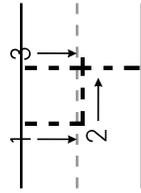
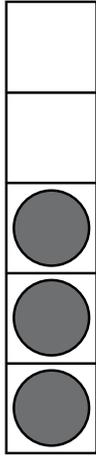
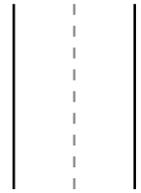
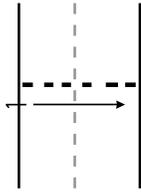
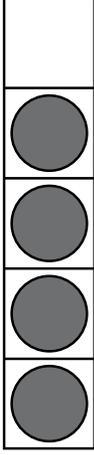
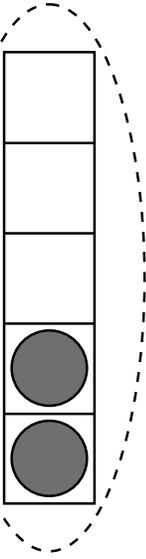
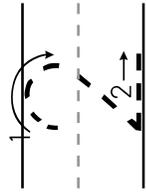
1 2 3 4

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 \_\_\_\_\_

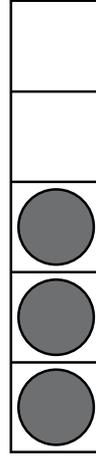
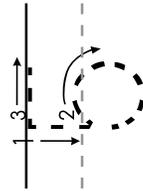
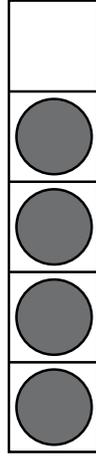
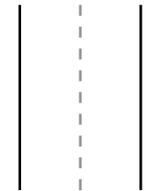
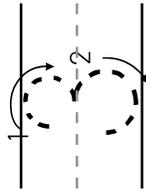
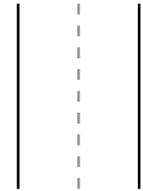
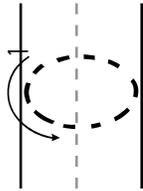
**Example**



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

Numbers 0 to 5 *continued*

Name \_\_\_\_\_

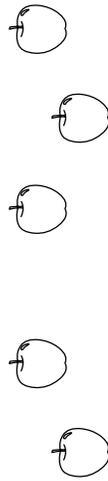


**Have children practice writing the numerals 0–5 and then find the picture that shows that number.** Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Comparing Within 5

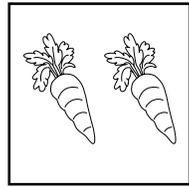
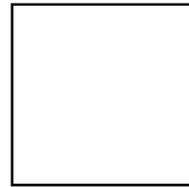
Name \_\_\_\_\_

**Example**



2

3



0

2



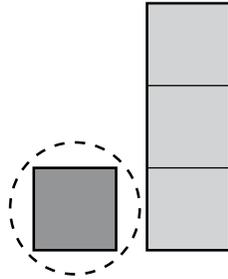
5

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**



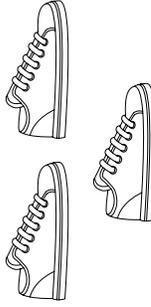
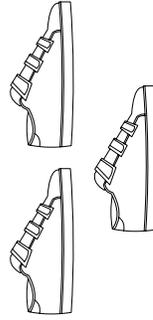
1

3



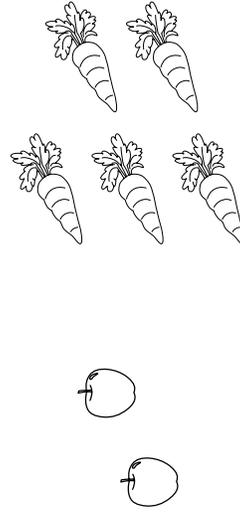
4

2



3

3



2

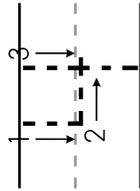
5

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

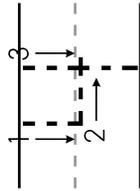
Making 3, 4, and 5

Name \_\_\_\_\_

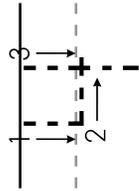
Example



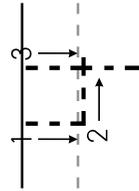
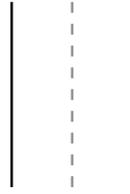
1 and



0 and



2 and



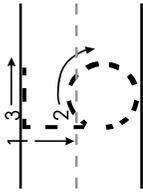
3 and



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

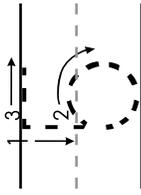
Making 3, 4, and 5 *continued*

Name \_\_\_\_\_



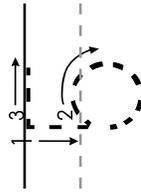
4 and

\_\_\_\_\_  
 - - -  
 \_\_\_\_\_



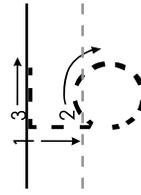
2 and

\_\_\_\_\_  
 - - -  
 \_\_\_\_\_



\_\_\_\_\_  
 - - -  
 \_\_\_\_\_

5 and



3 and

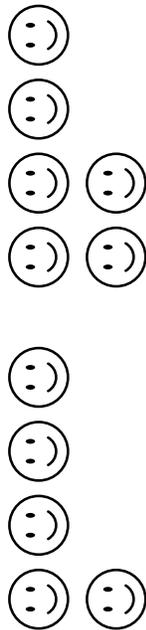
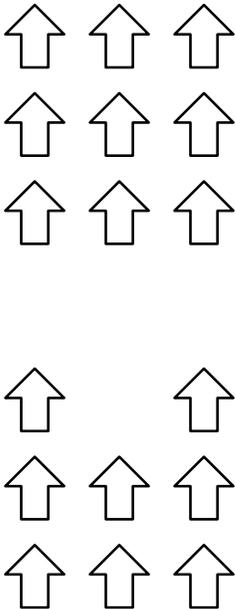
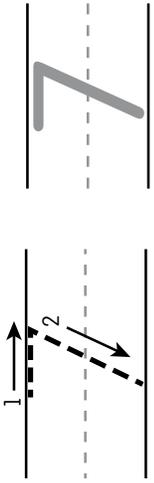
\_\_\_\_\_  
 - - -  
 \_\_\_\_\_

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

Counting and Writing to 8

Name \_\_\_\_\_

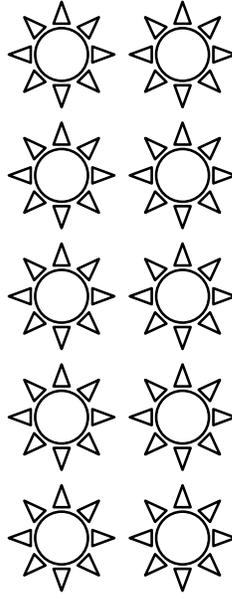
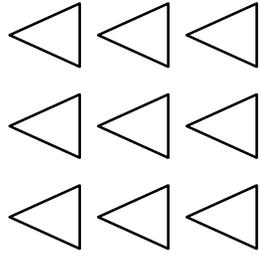
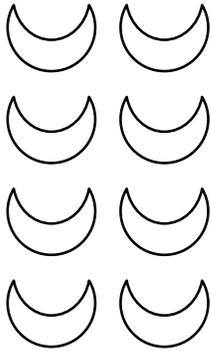
**Example**



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

Counting and Writing to 8 *continued*

Name \_\_\_\_\_

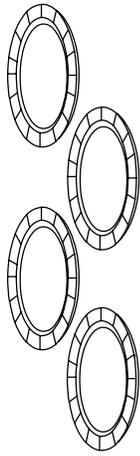


**Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects.** For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

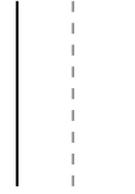
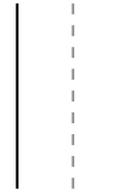
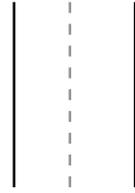
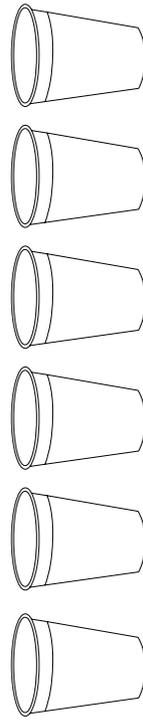
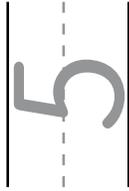
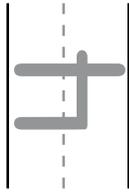
Understanding 1 More

Name \_\_\_\_\_

Example



1 More

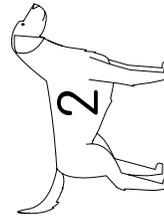
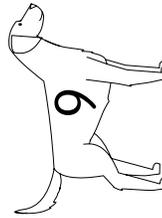
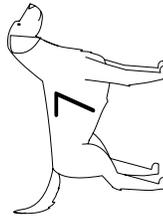
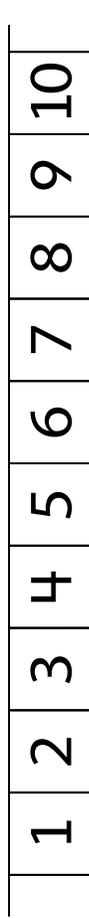
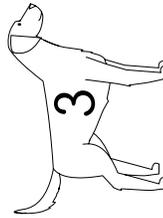
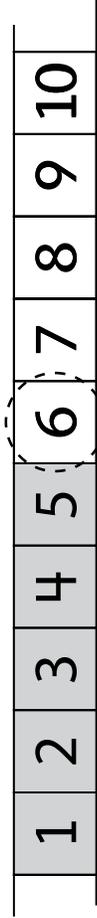
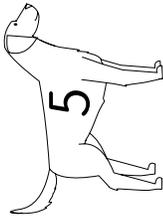


Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

Understanding 1 More *continued*

Name \_\_\_\_\_

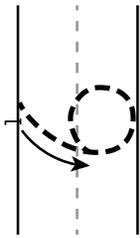
**Example**



**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.

Name \_\_\_\_\_

Example

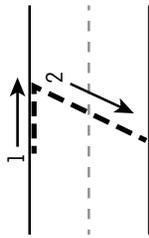


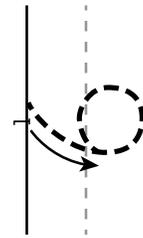



5



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.

Making 6 and 7 *continued*

Name \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_


4 ?

3 ?

\_\_\_\_\_

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\_\_\_\_\_


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.



# Grade K Reading

## Student Packet 1

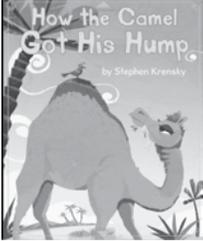
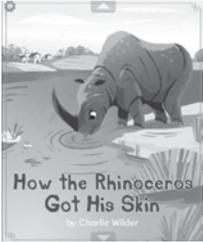
Children will need the support of an adult or older student to complete these lessons, unless they can read independently.

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!

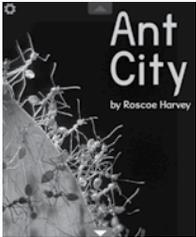
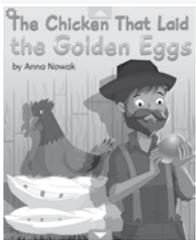
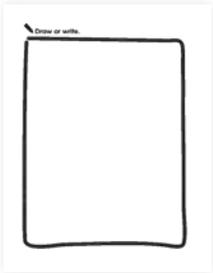
Flip to see the Grade K  
Reading activities  
included in this packet!



# Grade K Reading Activities Packet #1

Lesson	Resource	Instructions	Page(s)
1	<p>Ready Reading Skill Overview: Identifying Characters</p> <p>i-Ready Passage: "How the Camel Got His Hump"</p> 	<ul style="list-style-type: none"> <li>• Read Identifying Characters together.</li> <li>• Next, read "How the Camel Got His Hump."</li> <li>• Then, guide the child to choose the correct answer to each question.</li> </ul>	<b>7-17</b>
2	<p>Ready Reading Skill Overview: Identifying Characters</p> <p>i-Ready Passage: "How the Rhinoceros Got His Skin"</p> 	<ul style="list-style-type: none"> <li>• Review Identifying Characters together.</li> <li>• Next, read "How the Rhinoceros Got His Skin."</li> <li>• Then, guide the child to choose the correct answer to each question.</li> </ul>	<b>7, 18-28</b>
3	<p>Ready Reading Skill Overview: Main Topic</p> <p>i-Ready Passage: "Birds Build Big"</p> 	<ul style="list-style-type: none"> <li>• Read Main Topic together.</li> <li>• Next, read "Birds Build Big."</li> <li>• Then, guide the child to choose the correct answer to each question.</li> </ul>	<b>29-37</b>

## Grade K Reading Activities (Cont.)

Lesson	Resource	Instructions	Page(s)
4	<p>Ready Reading Skill Overview: Main Topic</p> <p>i-Ready Passage: "Ant City"</p> 	<ul style="list-style-type: none"> <li>• Review Main Topic together.</li> <li>• Next, read "Ant City."</li> <li>• Then, guide the child to choose the correct answer to each question.</li> </ul>	<b>29, 38–46</b>
5	<p>i-Ready Passage: "The Chicken That Laid the Golden Eggs"</p> 	<ul style="list-style-type: none"> <li>• Read "The Chicken That Laid the Golden Eggs" together.</li> </ul>	<b>47–53</b>
5	<p>Draw or Write Page</p> 	<ul style="list-style-type: none"> <li>• After you read "The Chicken That Laid the Golden Eggs" together, have the child draw or write about what happens at the end of the story.</li> </ul>	<b>54</b>

# Independent Reading!



See pages  
102 and 103  
of this  
packet.



**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](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.storynory.com](http://www.storynory.com)

[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

Listen and Learn

# Identifying Characters



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

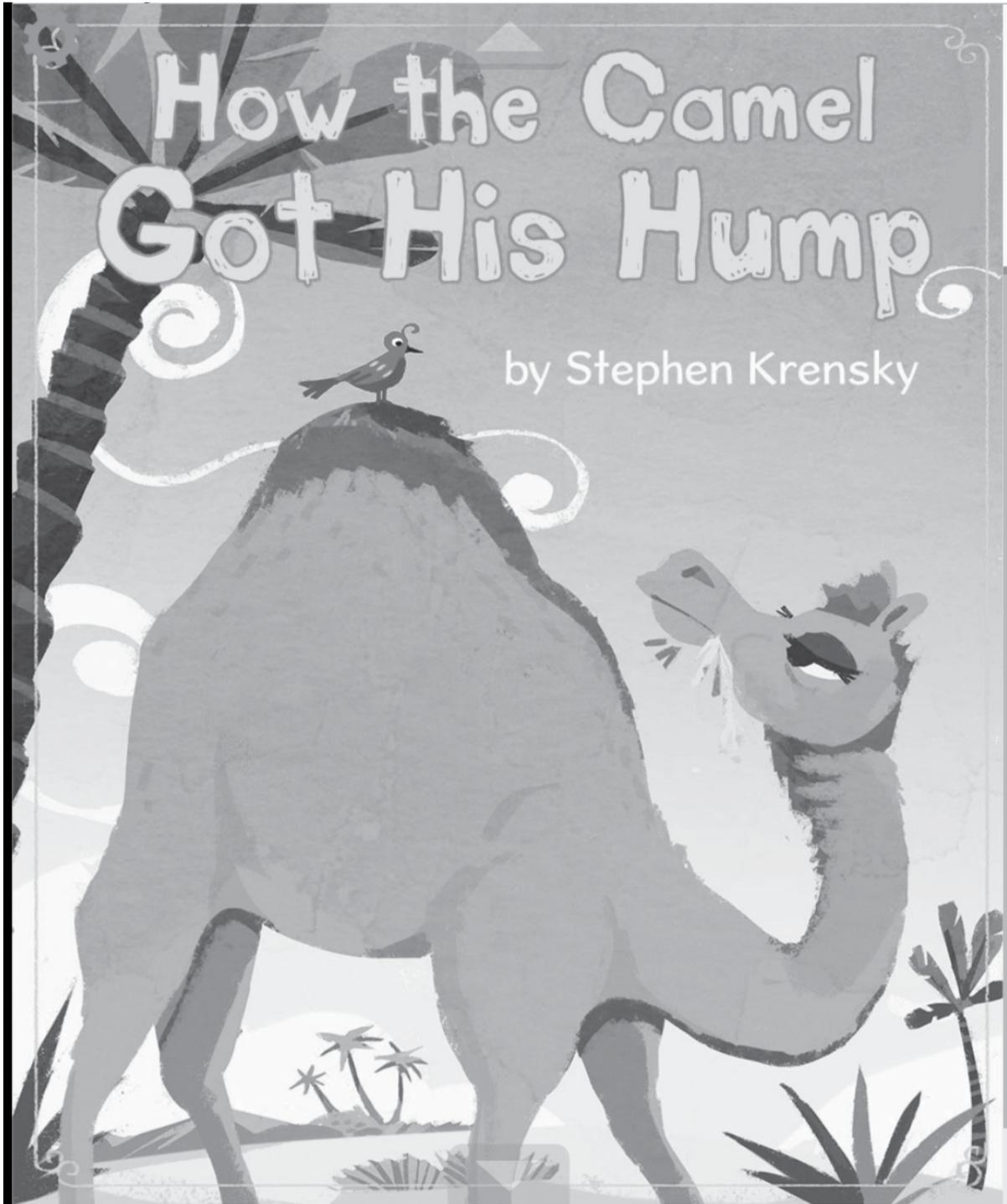
When you are reading or listening to a story, ask:

- 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.



“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.”





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.

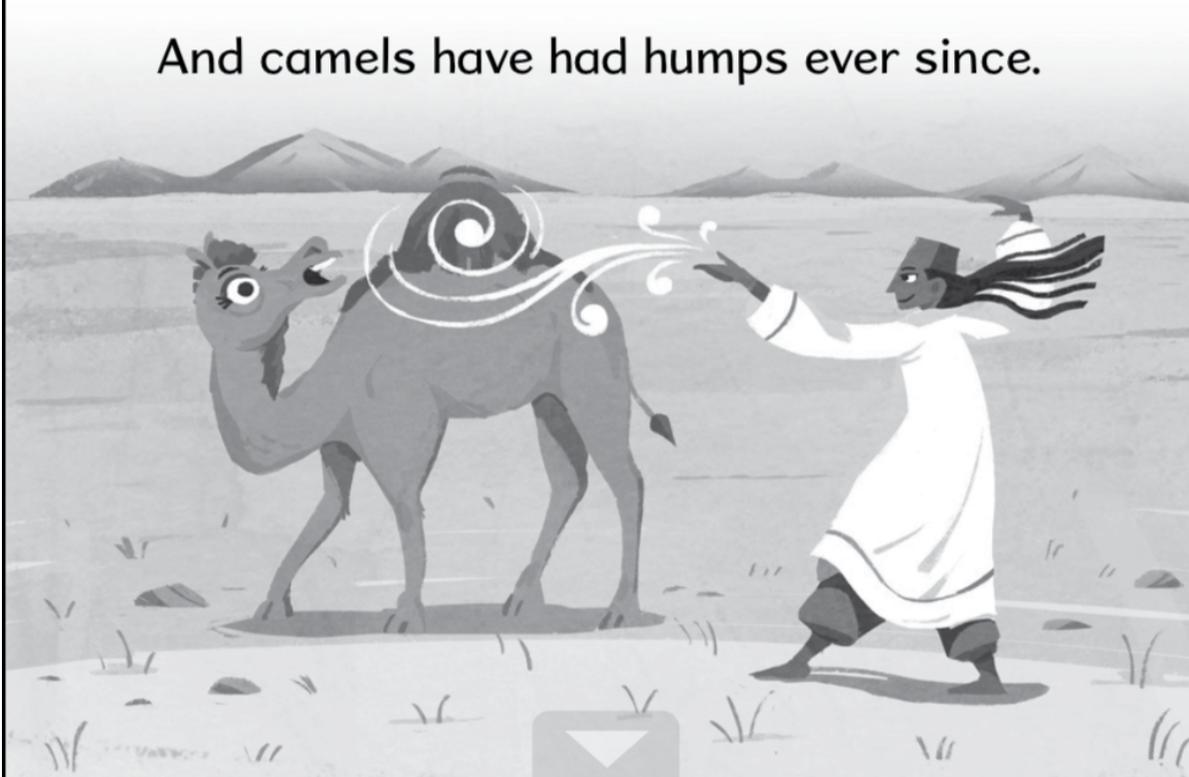




The genie waved his arms. The camel's back began to puff up. Soon, a big “humph,” or hump, stuck out.

“From now on, your hump will remind you of one thing,” the genie said. “You care only for yourself.”

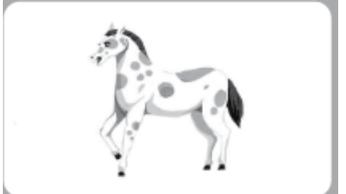
And camels have had humps ever since.



## After-Reading Questions

### Question 1 (from p. 1 of passage)

Who gathers hay?



### 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.

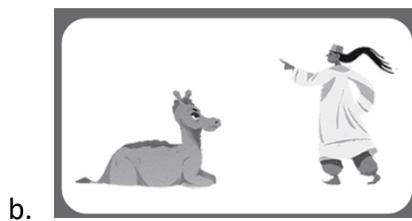
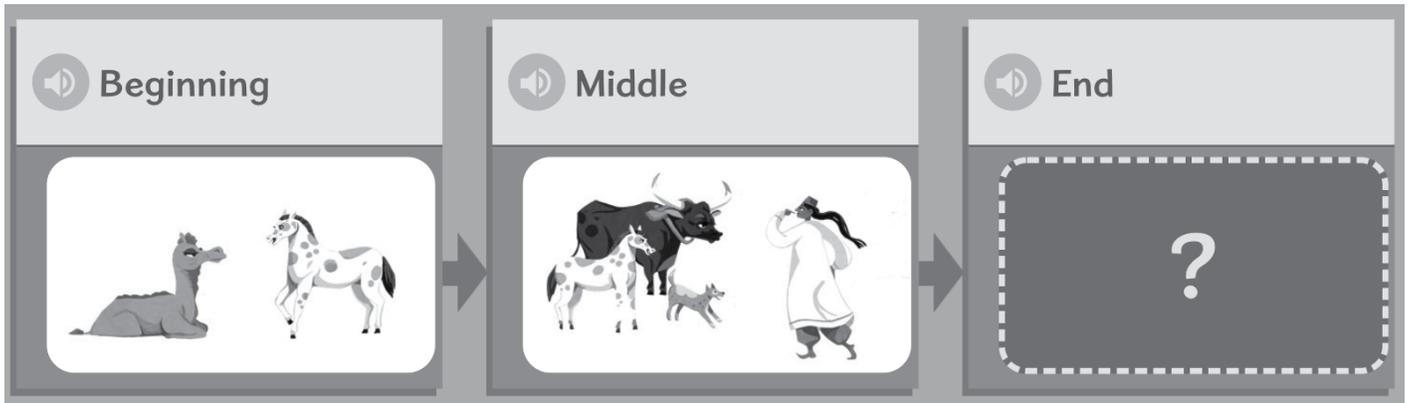
**Question 5** (from p. 5 of passage)

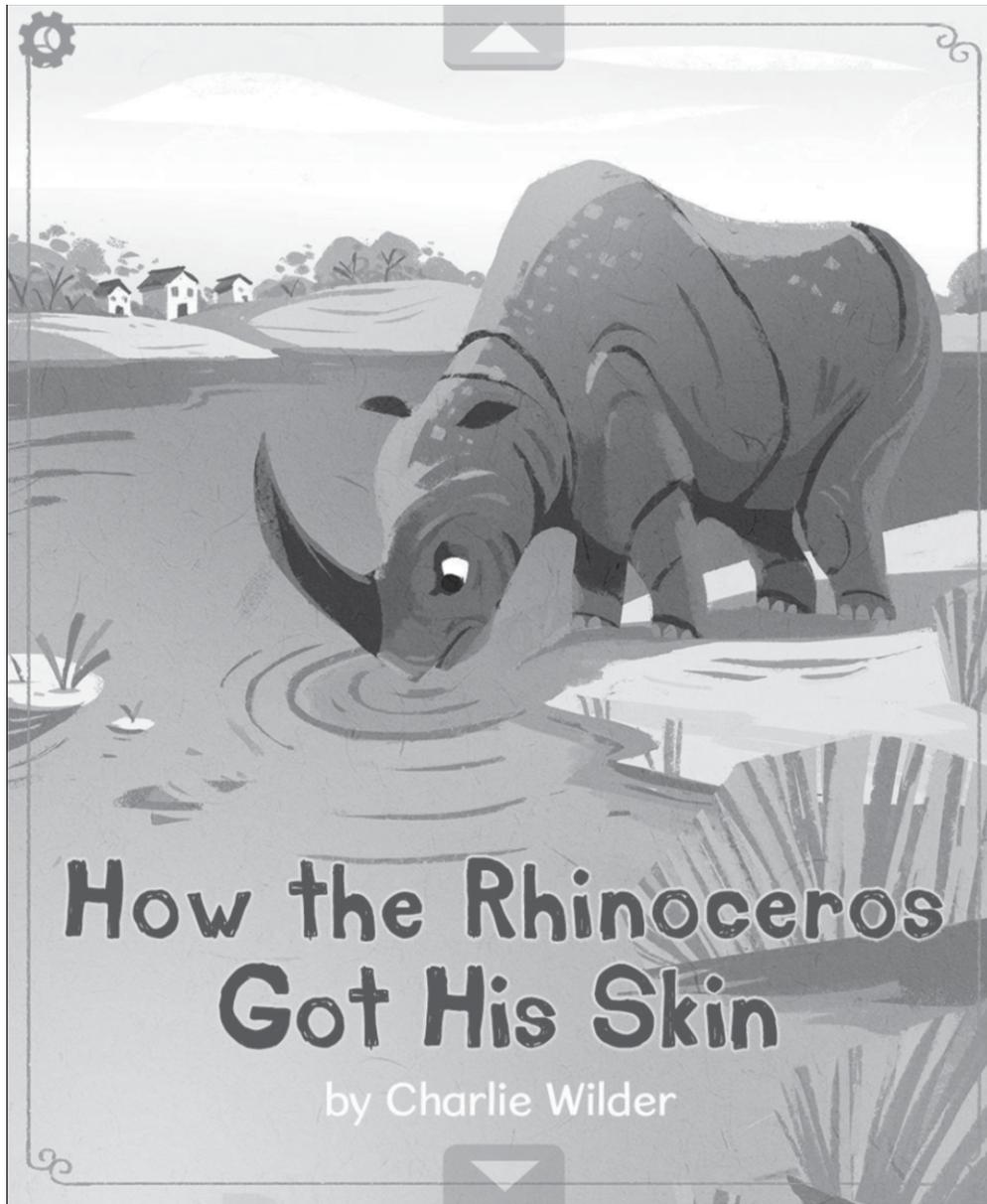
How does the genie feel when the camel says “humph”?

- 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.







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!”





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.





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 rumped 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.



**Question 8** (from p. 6 of passage)

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

Beginning	Middle	End
		



Listen and Learn

# Main Topic



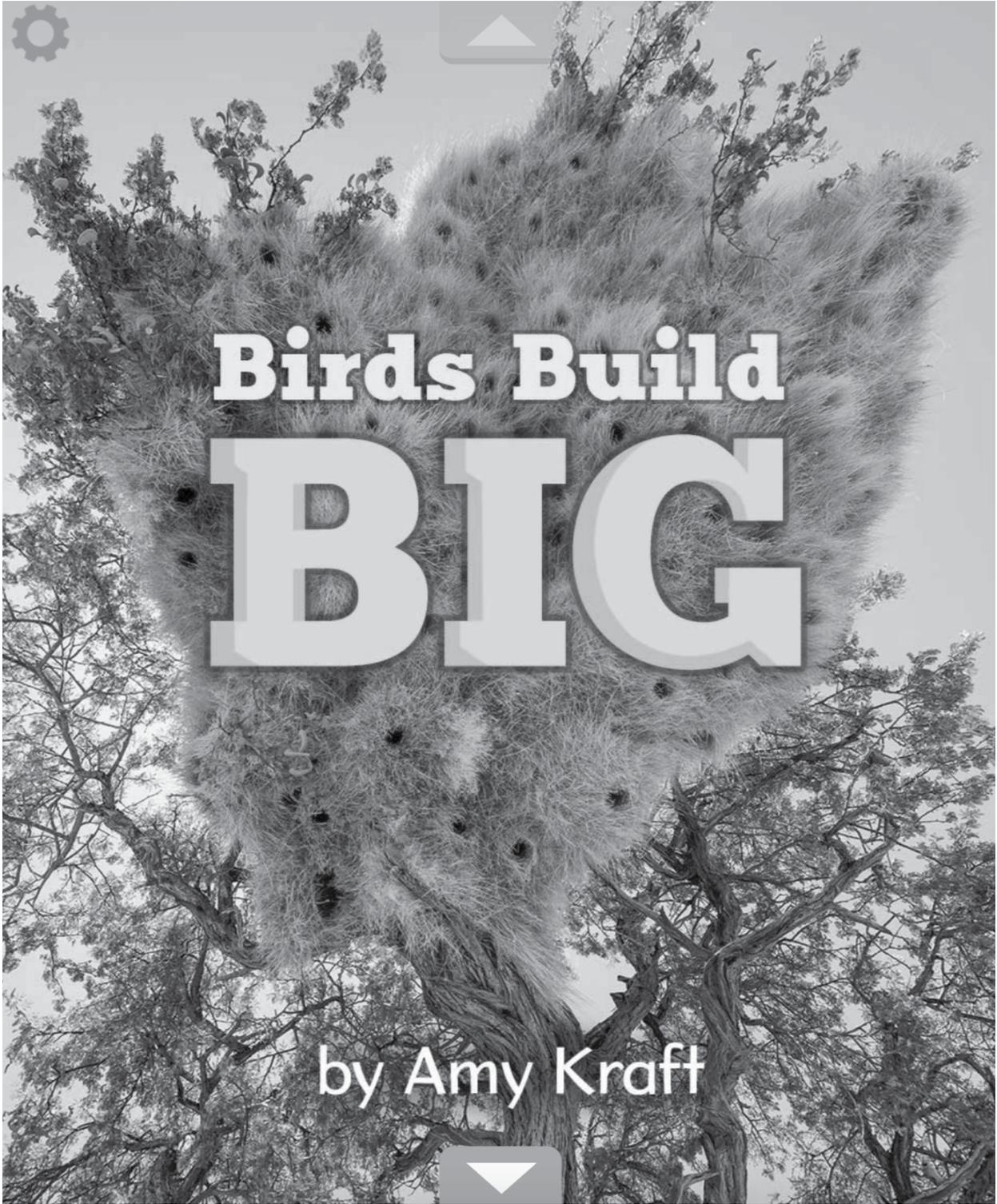
The **main topic** is what a book, or part of a book, is all about.

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.

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# 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.



**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)

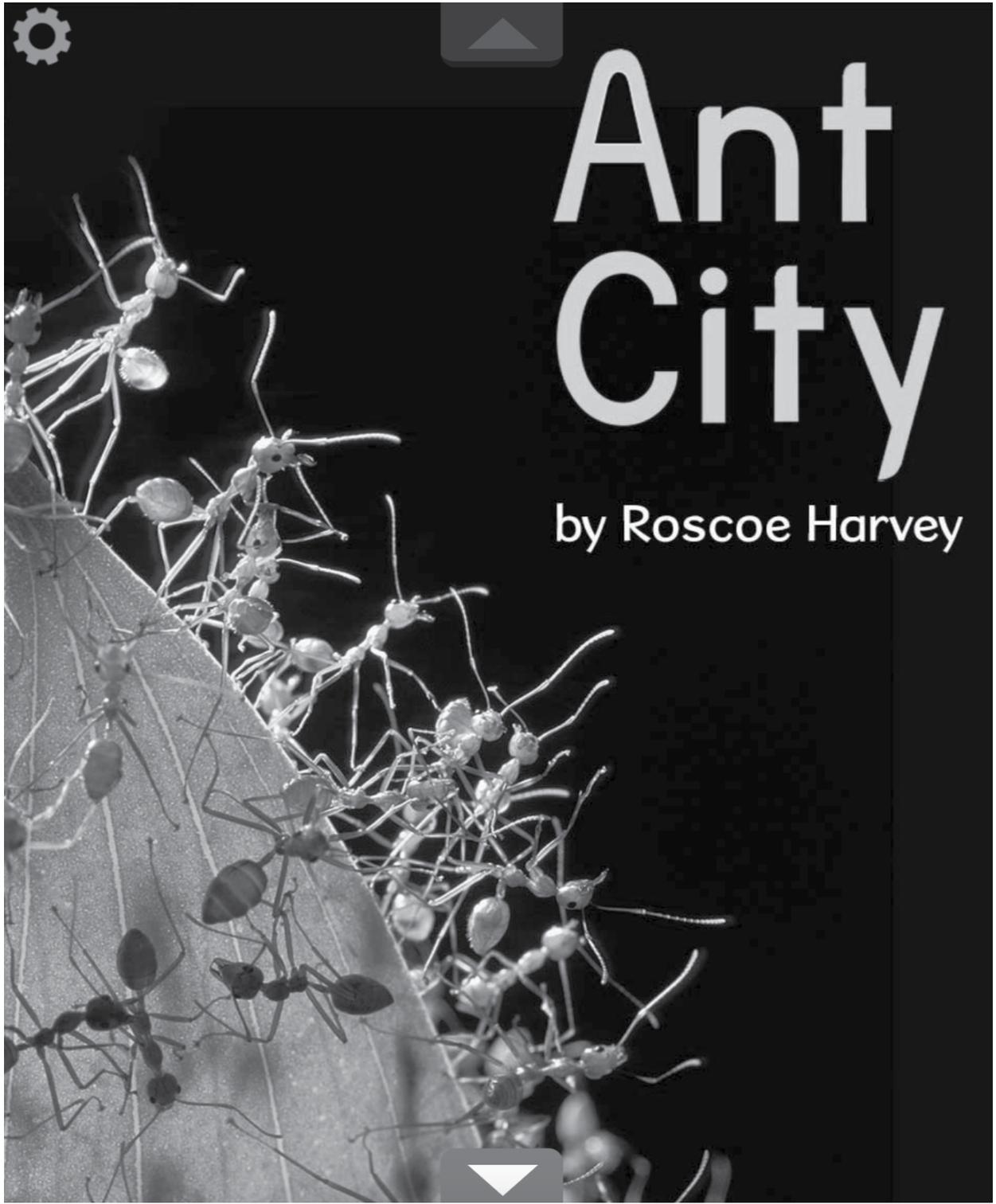
How does the nest keep weaver birds dry?

- 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.



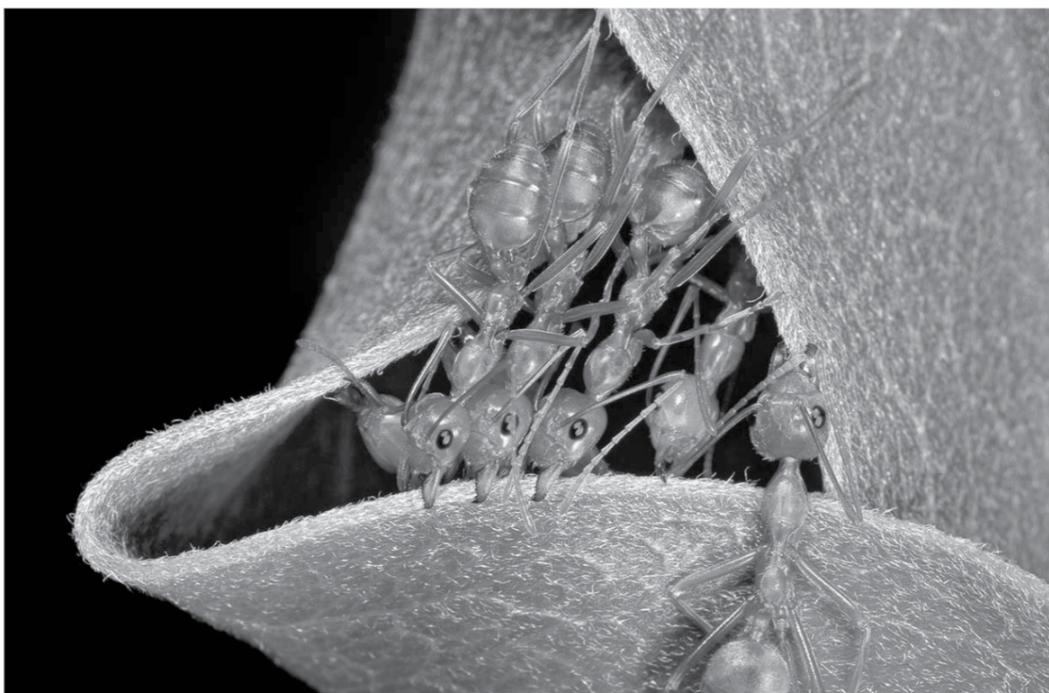
There are two weaver ant nests in this tree.





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.





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?



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

What do weaver ants need to make their nests?





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

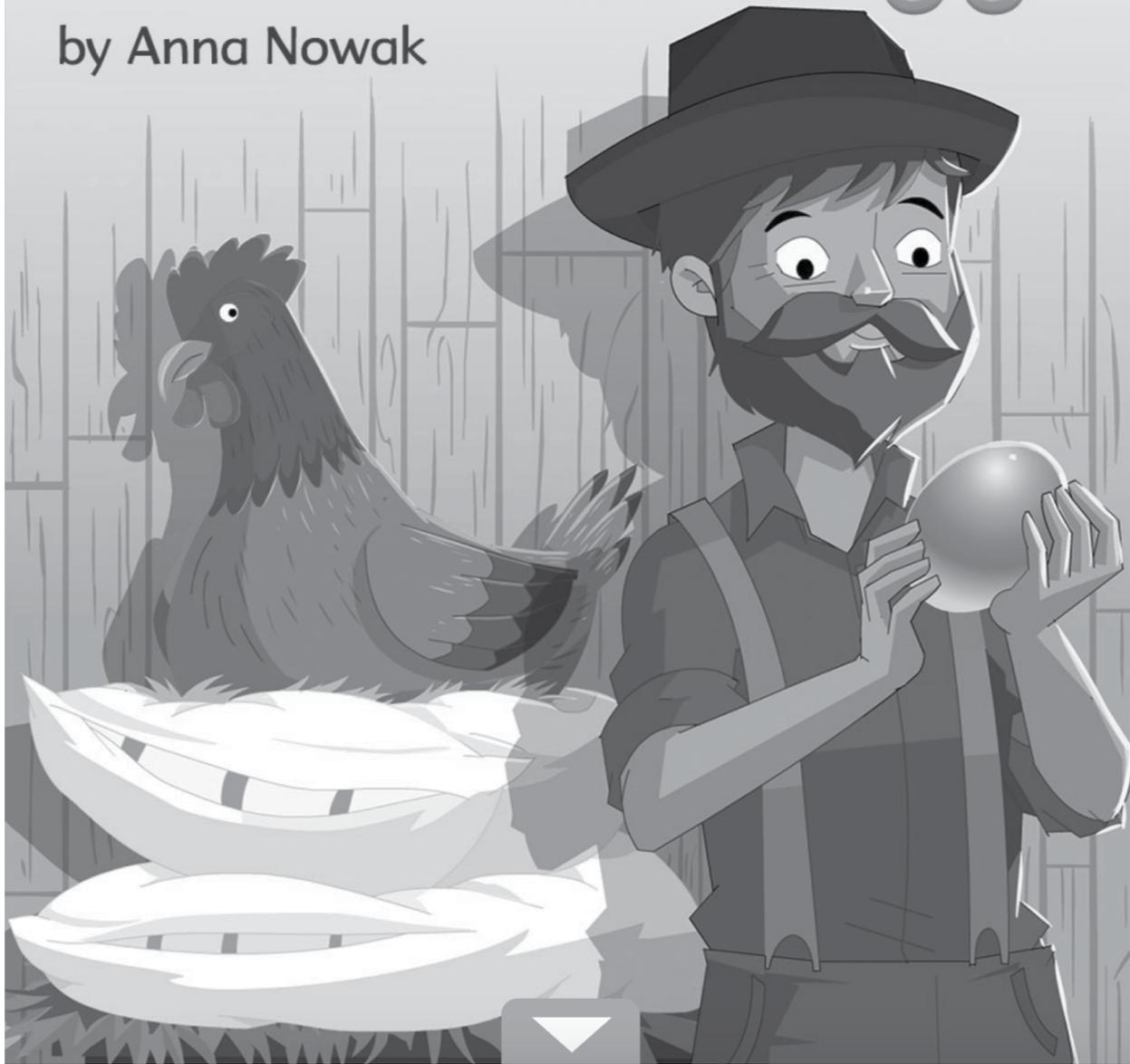
**Question 8** (from p. 5 of passage)

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!





“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.





**Draw or write.**

After you read "The Chicken That Laid the Golden Eggs" together, have the child draw or write about what happens at the end of the story.

A large, empty rectangular box with a thick, black, hand-drawn style border. The box is intended for a child to draw or write their response to the story.