**Riverwood Elementary Optional School**



**Mathematics – Kindergarten**

**Quarter 1**

**Remote Learning**

**Practice and Enrichment Packet**



**Quarter 1 Kindergarten Standards-Aligned Tasks**

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Mathematics and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding. The use of manipulatives is encouraged. Virtual manipulatives can be found here: <https://www.didax.com/math/virtual-manipulatives.html>

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

**Shapes are Everywhere 2**

**Under the Sea 5**

**Count and Match to 3 8**

**Counting up to 5 13**

**Learning in the Sky 19**

**Counting 6 and 7 23**

**Counting 8 and 9 27**

**Counting up to 10 35**

**Making 10 41**

|  |  |
| --- | --- |
| **Week 1** | |
| **Kindergarten Math Standards-Aligned Learning: Shapes are Everywhere** | |
| **Grade Level Standard(s)** | **K.MD.C.4** Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size.  **K.G.A.1** Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.  **K.G.A.2**  Correctly name shapes regardless of their orientations or overall size. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Ask your child questions about what was learned in activity. (See Questions to Explore below.) |
| **Materials Needed** | Pencil and crayons |
| **Question to Explore** | How can you tell if a shape is a circle?  How do you draw a square?  How do you draw a triangle? |
| **Student Directions** | Please see directions for each individual activity. |

# Activity 1

# A picture containing text Description automatically generated

**Color the circles.**

# A close up of a map Description automatically generated

**Color the circles.**

# Activity 2

# A close up of a bicycle Description automatically generated

|  |  |  |
| --- | --- | --- |
| **Week 2** | | |
| **Kindergarten Math Standards-Aligned Learning: Under the Sea** | | |
| **Grade Level Standard(s)** | **K.MD.C.4** Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Specifically, your child will need support when using scissors and glue. Ask your child questions about what was learned in activity. (See Questions to Explore below.) | |
| **Materials Needed** | Scissors, glue, red and yellow crayons | |
| **Question to Explore** | How did you sort the sea creatures?  Which sea creature had the most? How did you know?  How many hearts did you color? | |
| **Student Directions** | Please see each activity for individual directions. | |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# Activity 2

# Color the hearts red

# Color the stars yellow

# A close up of a logo Description automatically generated

|  |  |
| --- | --- |
| **Week 3** | |
| **Kindergarten Math Standards-Aligned Learning: Count and Match to 3** | |
| **Grade Level Standard(s)** | **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, using one-to-one correspondence.  b. Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Specifically, students will need help when using scissors. Ask your child questions about what was learned in activity. (See Questions to Explore below.) |
| **Materials Needed** | Pencil, recording sheet, gameboard, number cards, two different colored crayons, scissors and counters (any household object such as cotton balls, paper clips or dried beans would work.   * Virtual counters can be accessed here: <http://www.didax.com/apps/two-color-counters/> |
| **Question to Explore** | How do you know the difference between 2 and 3?  How do you know the difference between 1 and 2? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# A close up of a logo Description automatically generated

# A picture containing clock Description automatically generated

# Activity 2

# A screenshot of a cell phone Description automatically generated

# A picture containing screenshot, map Description automatically generated

# A screenshot of a cell phone Description automatically generated

|  |  |
| --- | --- |
| **Week 4** | |
| **Kindergarten Math Standards-Aligned Learning: Counting Up to Five** | |
| **Grade Level Standard(s)** | **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, using one-to-one correspondence.  b. Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Assist with activities. Specifically, students will need help when using scissors. Ask your child questions about what was learned in activity. (See Questions to Explore below.) |
| **Materials Needed** | Pencil, dot cards, recording sheet, scissors and picture cards |
| **Question to Explore** | Does it matter which way you count the dots? How do you know?  How many fish are there?  How many hats are there? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# 

# Activity 2

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# A close up of text on a white background Description automatically generated

# A close up of text on a white background Description automatically generated

|  |  |
| --- | --- |
| **Week 5** | |
| **Kindergarten Math Standards-Aligned Learning: In the Sky** | |
| **Grade Level Standard(s)** | **K.OA.A.3** Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., 5 = 2 + 3 and 5 = 4 + 1) by using objects or drawings. Record each decomposition using a drawing or writing an equation. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Specifically, you child will need help when using scissors. Ask your child questions about what was learned in activity. (See Questions to Explore below.) |
| **Materials Needed** | Pencil, crayons (2 colors), dot cards, scissors and recording sheet. |
| **Question to Explore** | How do you know how many clouds there are?  How do the dot cards help you make 5?  Name one way to make 5. |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

Have your child touch and count each cloud below and write the number on the line to complete each sentence. Then, help your child read each sentence aloud. Your child could color the clouds, if desired.

|  |
| --- |
| **Sam saw \_\_\_\_\_\_\_\_\_\_\_ clouds** |
| **Nia saw \_\_\_\_\_\_\_\_\_\_\_ clouds** |
| **Jesse saw \_\_\_\_\_\_\_\_\_\_\_ clouds** |
| **Kai saw \_\_\_\_\_\_\_\_\_\_\_ clouds** |
| **Ryan saw \_\_\_\_\_\_\_\_\_\_\_ clouds** |

# Activity 2

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# A picture containing food Description automatically generated

|  |  |
| --- | --- |
| **Week 6** | |
| **Kindergarten Math Standards-Aligned Learning: Counting 6 and 7** | |
| **Grade Level Standard(s)** | **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, using one-to-one correspondence.  b. Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.  **K.OA.A.3** Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., 5 = 2 + 3 and 5 = 4 + 1) by using objects or drawings. Record each decomposition using a drawing or writing an equation. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Specifically, you child will need help when using scissors. Ask your child questions about what was learned in activity. (See Questions to Explore below.) |
| **Materials Needed** | Pencil, counters (or other small objects to count such as cotton balls, paper clips or dried beans) 2 small paper cups, recording sheet, scissors and domino cards   * Virtual counters can be accessed here: <http://www.didax.com/apps/two-color-counters/> |
| **Question to Explore** | What is the difference between 6 and 7?  How can you make 6?  How can you make 7? |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# A close up of a clock Description automatically generated

# Activity 2

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# A close up of a mans face Description automatically generated

|  |  |
| --- | --- |
| **Week 7** | |
| **Kindergarten Math Standards-Aligned Learning: Counting 8 and 9** | |
| **Grade Level Standard(s)** | **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, using one-to-one correspondence.  b. Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.  **K.OA.A.3** Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., 5 = 2 + 3 and 5 = 4 + 1) by using objects or drawings. Record each decomposition using a drawing or writing an equation. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Ask your child questions about what was learned in activity. (See Questions to Explore below.) |
| **Materials Needed** | Pencil, number cards, dot cards, recording sheet, counters, work mat and scissors.   * Virtual counters can be accessed here: <http://www.didax.com/apps/two-color-counters/> |
| **Question to Explore** | Does it matter which way the dots are arranged on the cards?  How can you make an 8?  How can you make a 9?  Count to 9. (Ask student to count to any number up to and including 9) |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# A close up of a device Description automatically generated

# A close up of a mans face Description automatically generated

# A screenshot of a cell phone Description automatically generated

# Activity 2

# A screenshot of a cell phone Description automatically generated

# A close up of a device Description automatically generated

# A picture containing table Description automatically generated

# 

|  |  |
| --- | --- |
| **Week 8** | |
| **Kindergarten Math Standards-Aligned Learning: Counting up to 10** | |
| **Grade Level Standard(s)** | **K.CC.A.1** Count to 100 by ones, fives, and tens. Count backward from 10.  **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, using one-to-one correspondence.  b. Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Specifically, your child will need help when using scissors. Ask your child questions about what was learned in activity. (See Questions to Explore below.) |
| **Materials Needed** | Pencil, recording sheet, ten frame cards, number cards and scissors |
| **Question to Explore** | Does the 5-frame help you count? Why or why not?  What is the difference between a 5- frame and a 10 frame?  Give a specific example of how you used each. |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# Activity 2

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

|  |  |
| --- | --- |
| **Week 9** | |
| **Kindergarten Math Standards-Aligned Learning: Making 10** | |
| **Grade Level Standard(s)** | **K.OA.A.3** Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., 5 = 2 + 3 and 5 = 4 + 1) by using objects or drawings. Record each decomposition using a drawing or writing an equation.  **K.OA.A.4** Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Specifically, your child will need help when using scissors. Ask your child questions about what was learned in activity. (See Questions to Explore below.) |
| **Materials Needed** | Pencil, 2 different colored crayons, recording sheet, 10 counters (2 different colors ), number cards, work mat and scissors |
| **Question to Explore** | Is there more than one way to make a 10?  How do you know?  Give an example of how you might make a 10. |
| **Student Directions** | Please see each activity for individual directions. |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# Activity 2

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

**Kindergarten**



**Quarter 1**

**Remote Learning**

**Practice and Enrichment Packet**

# 

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Social Studies and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

**Table of Contents**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Page Number** | **Suggested Pacing** |
| All About Me | 3 | Week 1 |
| What’s Fair | 4 | Week 2 |
| Chores | 5 | Week 3 |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **All About Me** | |
| **Grade Level Standard(s)** | K. 1 Students will describe familiar people, places, things, and events within a student’s home, school, and community. |
| **Caregiver Support Option** | Provide students will be tracing templates or assist students in labeling family members. |
| **Materials Needed** | Paper, pencil, crayons or markers, magazines, glue, and scissors |
| **Question to Explore** | What makes me special? What are things I like to do? Who make up my family? |
| **Student Directions** | Students will draw pictures and cut and paste to share information about their family. |

# Student Instructional Task

# Students will take the opportunity to think about the people that make up their family.

# Activity 1: Me in the Mirror

# Students will take a look in the mirror and draw a picture of themselves.

# Students will draw pictures of items that represent things they love such as their favorite cartoons, snacks, books, movies, animal, sport, game, etc.

# Students will then write their name under their picture.

# Activity 2: My Family

# Students will draw a family portrait.

# Students will then label members of their family.

# Cut pictures from magazines or newspapers that represent things the family likes to do.

# Paste the selected pictures around the drawing of the family.

|  |  |
| --- | --- |
| **What’s Fair?** | |
| **Grade Level Standard(s)** | K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules. |
| **Caregiver Support Option** | Review vocabulary: fairness, responsibility. Parents may also want to assist the student in writing the words fair and unfair on their paper. |
| **Materials Needed** | Paper, pencil, and crayons or markers |
| **Question to Explore** | Why is it important to be fair to others? |
| **Student Directions** | Students will draw picture of people being fair and unfair to compare and contrast the two actions. |

# Student Instructional Task

# People should always wok to be fair to others. It is important the y we treat people the way we would like to treated. You will draw pictures to demonstrate fair and unfair treatment.

# Activity 1: Fair vs. Unfair

# Fold a piece of paper in evenly half

# Label one side fair.

# Label the other side unfair.

# On the side labeled fair, draw a picture of a person being treated fairly.

# On the side labeled unfair, draw a picture of a person being treated unfairly.

# Activity 2: Fair with a Friend

# Using a sheet of paper, draw a picture of you being fair to a friend or family member.

# Share the story about the picture with a family member or friend.

|  |  |
| --- | --- |
| **Chores** | |
| **Grade Level Standard(s)** | K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules. |
| **Caregiver Support Option** | Review the terms: chores and responsibilities. Parent may want to assist students in listing different tasks and writing responsible and irresponsible on their paper. |
| **Materials Needed** | Pencil and paper |
| **Question to Explore** | What are my responsibilities at home? What are the responsibilities of my family members? |
| **Student Directions** | Students will think about and discuss the different responsibilities their family members have. |

# Student Instructional Task

# We all have responsibilities. You will have interview 3 members of your family and have them to write down two or three chores they are responsible for at home. Students will also show a comparison of when chores are completed and when chores are not completed.

# Activity 1: Break it Down

# Fold a sheet of paper into fourths

# Draw pictures of you doing two or three chores

# Go to 3 family members and have them to list two or three chores they do at home.

# Activity 2: Responsible or Irresponsible

# Fold evenly in half.

# Label one side Responsible and the other side Irresponsible.

# On the side labeled Responsible, draw a picture of how things look when you complete a chore. (Clean dishes, taking the trash out)

# On the side labeled Irresponsible, draw a picture of how things look when chores are not completed. (Piles of dirty dishes, trash all around)