

# Letter to Kindergarten Parents

Enclosed you will find a packet of materials and resources to support your Kindergartener's mathematical knowledge. These lessons were carefully crafted to support the goals for this year.

Each day your child will do six things:

1. Counting on the 100 Chart
2. Number of the Day
3. Daily Math Problem
4. Number Writing
5. Math Conversation
6. Daily Activity- Select 2

Your child will use the following supplies:

- Pencil
- Crayons
- Scissors
- Around 30 small items to count-
  - Buttons, beans, coins, macaroni, plastic bottle caps, or anything in the home that is safe to hold and count

We have enclosed a weekly schedule to help you organize the work. Your child's teacher will contact you regularly to discuss your progress and answer your questions.

You may want to reflect on any of these questions with your teacher:

- What activities did your child/children enjoy the most?
- Which activity needed more time?
- Which activity will you repeat more often?
- What new vocabulary words might I use next time with my child during math time?

Please use this time to have fun with math! Highlight examples of math in your environment. Talk about measurement when cooking, count items in the house, when folding socks pair them and count by twos. Math is all around us so use the time to notice this!



## **YouTube Video Recommendations**

### **Oral/Rote Counting**

- Learning to Count to 120 - Jack Hartmann
- Count by 10's to 120 - Jack Hartmann
- Counting On by 1's - I Can Count From Any Number (low numbers) – Jack Hartmann
- Counting On by 1's - I Can Count From Any Number (1-20) – Jack Hartmann
- Counting On by 1's - I Can Count From Any Number (high numbers) - Jack Hartmann
- Counting On by 1's - I Can Count From Any Number (open answer version1) - Jack Hartmann
- Counting On by 1's - I Can Count From Any Number (open answer version2) - Jack Hartmann

### **Subitizing**

- The Subitizing Song! (Version 1 - dots, ten frames, fingers, 0-10) – Harry Kindergarten
- Subitize Up to 5 - Jack Hartmann
- Subitize Rock (up to 10) - Jack Hartmann
- Subitize Up to 5 Rap - Jack Hartmann
- Subitize Country Style (up to 10) - Jack Hartmann

### **Number Bonds**

- Number Bonds to 6 - Jack Hartman
- Number Bonds to 7 - Jack Hartmann
- Number Bonds to 8 - Jack Hartmann
- Number Bonds to 9 - Jack Hartmann
- Number Bonds to 10 - Jack Hartmann
- Number Bonds 11-19 - Jack Hartmann
- I Can Say My Number Pairs 10 - Jack Hartmann

### **Teen Numbers**

- Numbers in the Teens They Start With a 1 - Harry Kindergarten
- Numbers in the Teens Have a Group of 10 - Harry Kindergarten

### **Subtraction**

- When You Subtract With a Pirate (up to 10) - Harry Kindergarten

## **Online Game Recommendations**

Greg Tang Math <http://www.gregtangmath.com/games>

- Ten Frames
- How Many?
- Break Apart

PBS Kids: Peg + Cat <https://pbskids.org/peg/games>

- Chicken Dance (patterns)
- The Big Dog Problem (math story)
- Magical Shape Hunt (shapes)

## Math Conversation Directions

### Same But Different Conversation

Show your child two similar pictures or objects and ask these questions:

1. What do you notice when you look at this picture?
2. How are these the same?
3. How are they different?

### Notice and Wonder

Show your child a picture from a magazine, newspaper, or any picture you have access to and ask these questions:

1. What do you **notice** when you look at this picture?
2. What do you **wonder** when you look at this picture?

You might hear your child say:

- I notice squares stacked in a tower.
- I see two towers. One tower has more than the other.
- I wonder how many more squares to make the towers the same height?
- I wonder how many squares there are?

### Dot Images Conversation

*Materials:*

- Number Cards - in packet to be cut out
- Visual Dot Cards - see attached in packet to be cut out

*Directions:*

- Select a number up to 10 and show that number card.
- Select 2 visual dot cards that when added equal that number, cover one of them with an index card or piece of paper.
- Adult Asks:
  - What part of (number) is covered? Uncover and verify or count as needed. Repeat with other visual dot card pairs for the number chosen.
  - How do you know?
  - What is a number sentence that represents this amount?

## Counting Collections

### *Materials:*

- Anything that can be counted (buttons, beans, pencils, cars, toys, leaves, sticks, etc.)

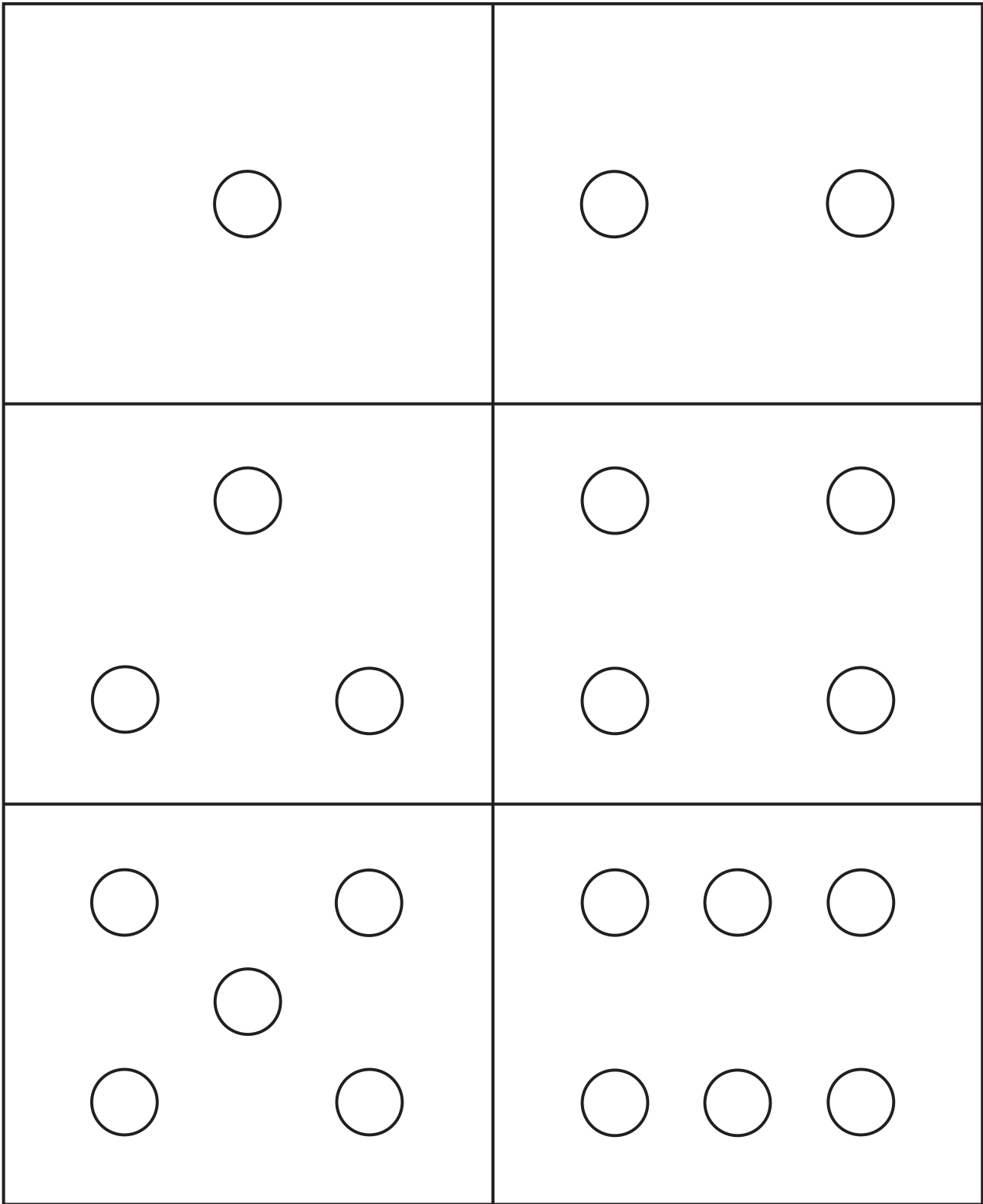
### *Directions:*

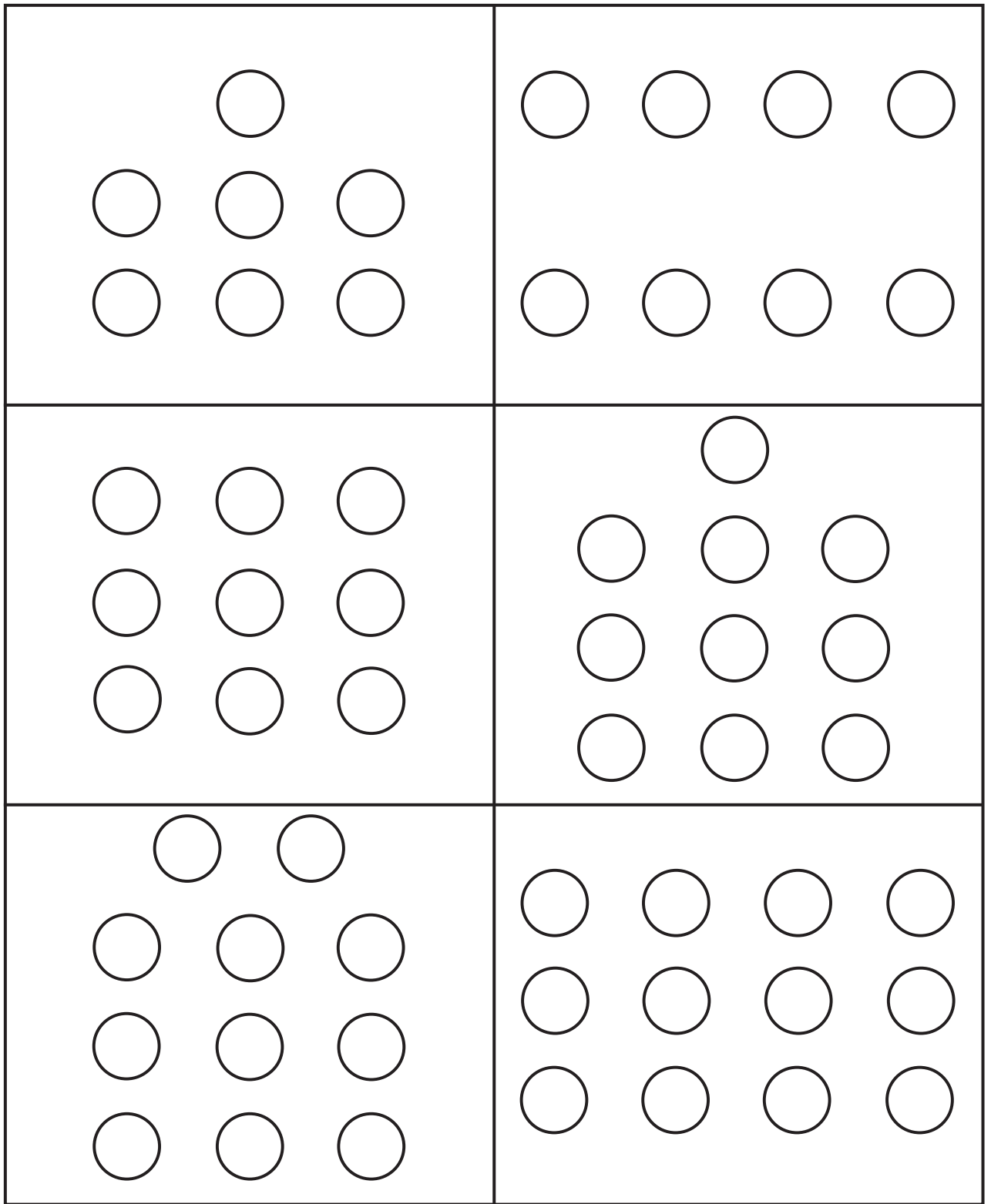
Child counts and organizes in any way they see fit. When discussing a child's thinking, keep the questions supportive, positive, and open ended. Limit the conversation to your child's interest level, do not force them to continue when they are done discussing their count. Some questions you may ask include:

- How are you going to count your collection? What is your plan? How are you counting your collection?
- Can you tell me how you counted your collection?
- How many objects were in your collection? Can you prove that to me?
- Can you draw a picture to show how you counted?
- Can you count your collection a different way? How?
- Are you using a strategy to count your collection efficiently? Why is this way of counting most efficient?
- How can you record something on paper that would show me how you counted your collection?
- Can you think of an equation that matches your thinking?



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





0

1

2

3

4

5

6

7

8

9

10

Kindergarten Lessons Week 1: Monday April 20- Friday April 25					
<b>Overview</b>	Please follow the lesson plan for each day by moving down the column. The materials you need for this week are included.				
<b>Day</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Counting on the 100 Chart</b>	Count from 1 to 20 on the Hundreds Chart	Start at 5 and count to 20 on the Hundreds Chart	Start at 15 and count to 28	Start at 34 and count to 48	Start at 43 and count to 58
<b>Number of the Day</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>31</b>	<b>49</b>
<b>Daily Math Problem</b>	Math Problem #1	Math Problem #2	Math Problem #3	Math Problem #4	Math Problem #5
<b>Number Writing</b>	Complete both pages for the number "1 & 2"	Complete page for the number "3"	Complete page for the number "4"	Complete page for the number "5"	Complete page for the number "6"
<b>Math Conversation</b> *See <b>Math Conversation</b> Section	Counting Collections  <i>Located in the Math Conversation Section. Will be used each week.</i>	Same but Different Images  <i>Located in the Math Conversation Section. Will be used each week.</i>	Notice and Wonder  <i>Located in the Math Conversation Section. Will be used each week.</i>	Dot Images  <i>Located in the Math Conversation Section. Will be used each week.</i>	Counting Collections  <i>Located in the Math Conversation Section. Will be used each week.</i>
<b>Daily Activity Select 2</b>	<ul style="list-style-type: none"> <li>Counting</li> <li>Comparing</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Patterns/Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Measurement</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Decomposition</li> </ul>

Name \_\_\_\_\_

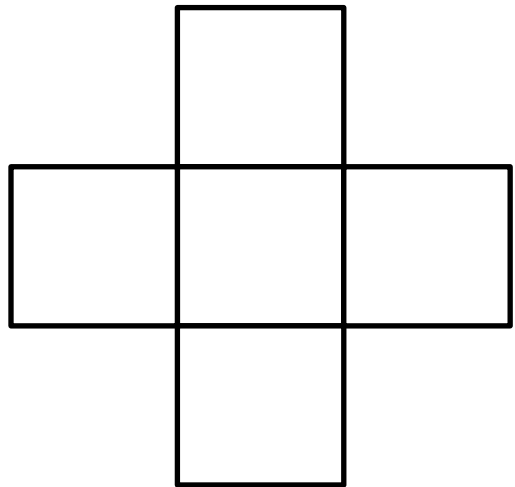
Today's  
number is...

Write It

tens	ones

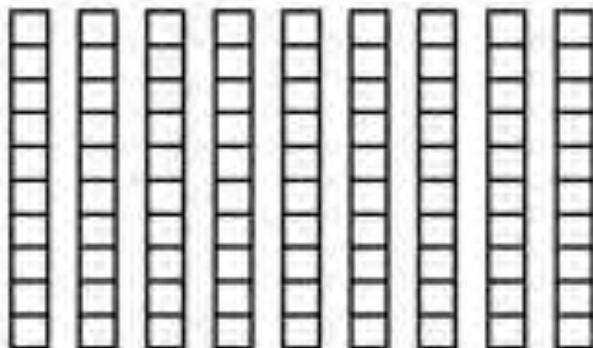
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

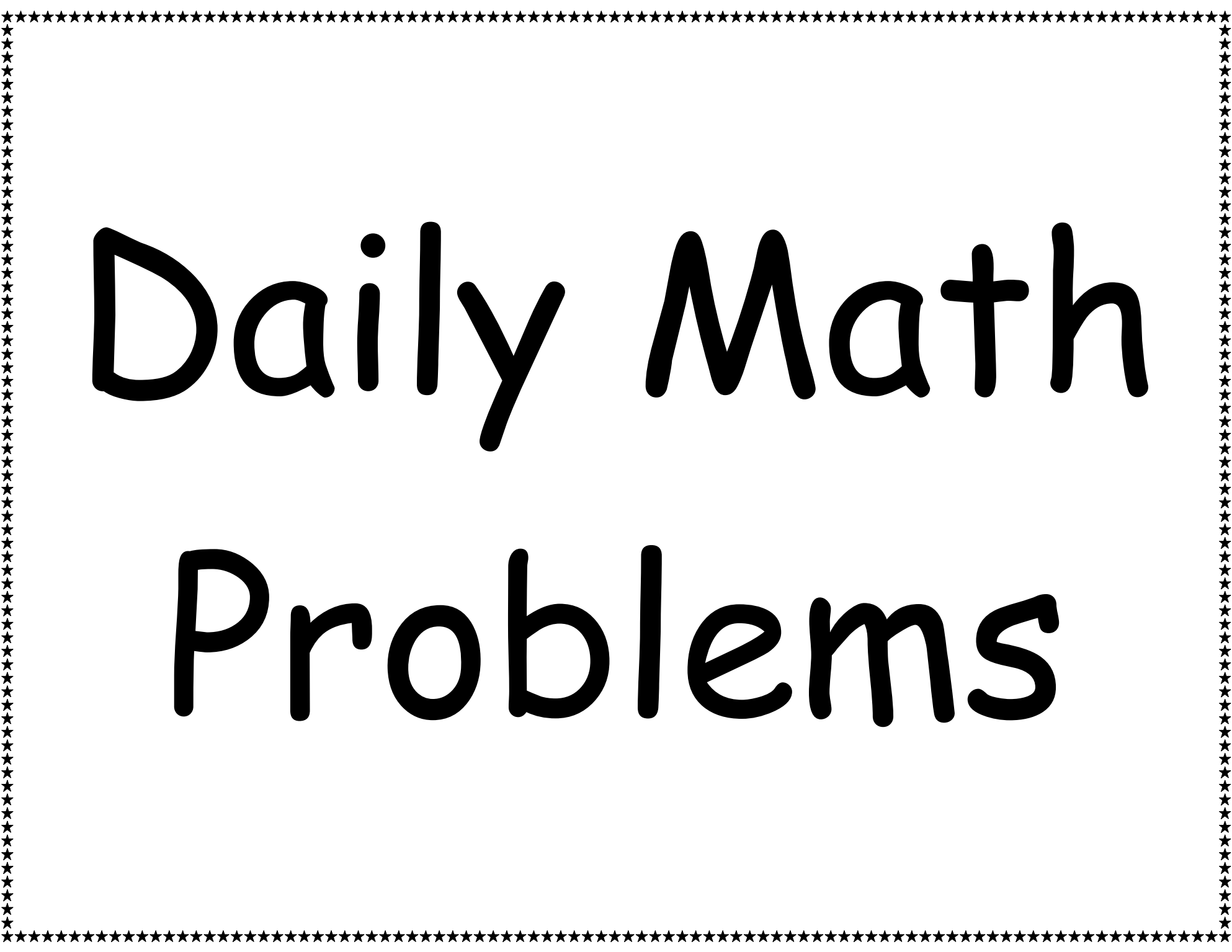
Find It



Make

It





# Daily Math Problems

Week #1



# Math Problem #1

Draw 10 balls. 4 of the balls are big and \_\_\_\_\_  
balls are small. How many balls are small?

# Math Problem #2

John is eight. But, he only has three candles on his cake.  
How many more candles does John need to put on his cake?

# Math Problem #3

Bob has 3 fishbowls. Each fishbowl has 2 fish in it.  
How many fish does Bob have?

# Math Problem #4

There are 4 snakes. Each snake has 3 spots on its body. How many spots are there all together?

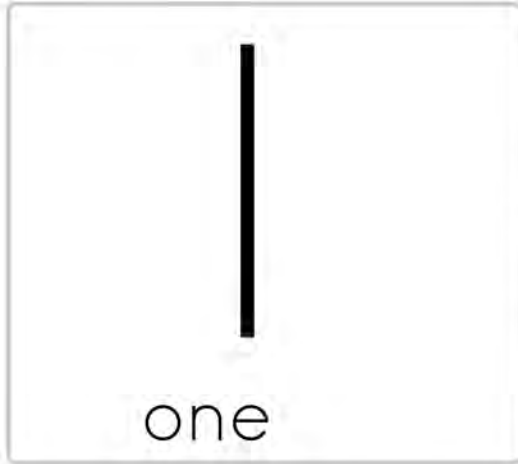
# Math Problem #5

Draw 4 circles on the ten frame below.  
How many more circles do you need to fill the frame?


# Number of the Day

Name: \_\_\_\_\_

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one

one

Tracing practice lines for the number 1, showing dashed outlines for tracing.

Count



Counting area with a bee illustration.

Draw

Blank box for drawing.

Tally

Blank box for tally marks.

Stack

Blank box for stacking blocks.

# Number of the Day

Name: \_\_\_\_\_

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2

two

two

two

Count



Draw

Tally

Build

0

1

3

4

5

6

# Number of the Day

Name: \_\_\_\_\_

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3

three

three  
three

Count



3 3  
3 3  
3 3

Draw

Tally

Build

← 0 — 1 — 2 —  — 4 — 5 — 6 →



# Number of the Day

Name: \_\_\_\_\_

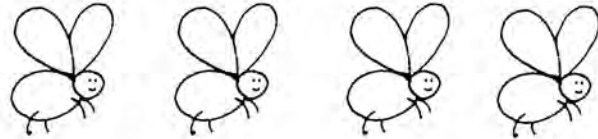
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4

four

four  
four

Count



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Draw

Tally

Build

# Number of the Day

Name: \_\_\_\_\_

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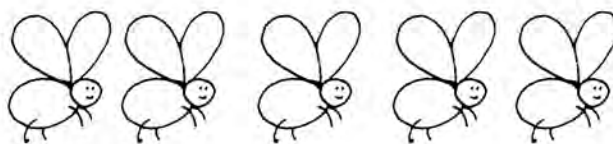
5

five

five

five

Count



Draw

Tally

Build

2

3

4

6

7

8

# Number of the Day

Name: \_\_\_\_\_

WWW.KINDERGARTENMOM.COM

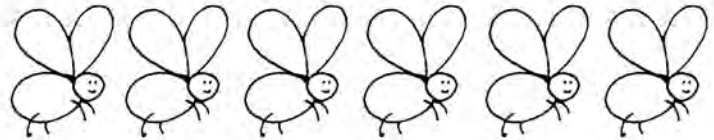
6

Six

six

six

Count



Draw

Tally

Build

3

4

5

7

8

9

Name \_\_\_\_\_

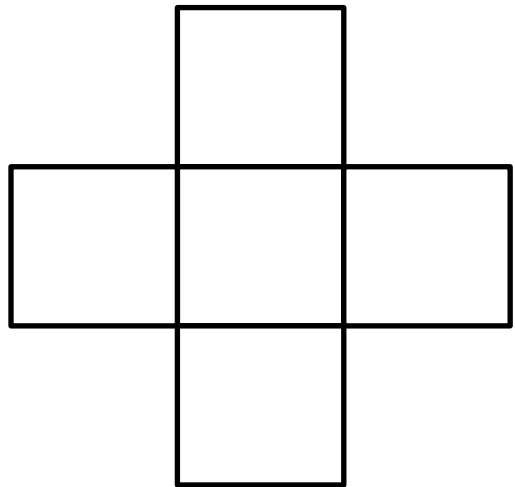
Today's  
number is...

Write It

tens	ones

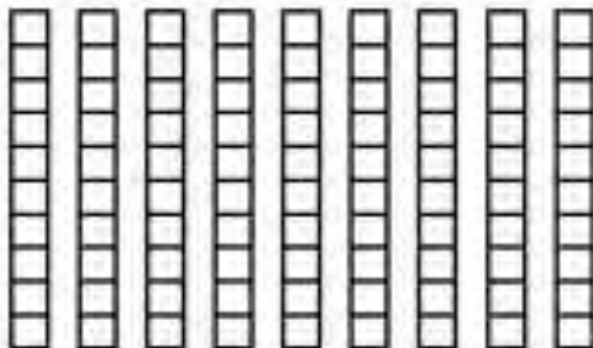
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41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Find It



Make

It



## Kindergarten Lessons Week 2: Monday April 27- Friday May 1

<b>Overview</b>	Please follow the lesson plan for each day by moving down the column. The materials you need for this week are included.				
<b>Day</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Counting on the 100 Chart</b>	Start at 50 and count to 63	Start at 55 and count to 64	Start at 75 and count to 85	Start at 72 and count to 84	Start at 88 and count to 100
<b>Number of the Day</b>	<b>62</b>	<b>56</b>	<b>34</b>	<b>45</b>	<b>18</b>
<b>Daily Math Problem</b>	Math Problem #6	Math Problem #7	Math Problem #8	Math Problem #9	Math Problem #10
<b>Number Writing</b>	Complete page for the number "7"	Complete page for the number "8"	Complete page for the number "9"	Complete page for the number "10"	Complete page for the number "11"
<b>Math Conversation</b>	Counting Collections	Same but Different Images	Notice and Wonder	Dot Images	Counting Collections
<b>Daily Activity Select 2</b>	<ul style="list-style-type: none"> <li>Counting</li> <li>Comparing</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Patterns/Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Measurement</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Decomposition</li> </ul>

Week #2

# Math Problem #6

Draw 2 trees. Make one tree have more  
more apples than the other tree. Write a number sentence for how many  
total apples are in the trees.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

# Math Problem #7

Sara is five. What number is one more?  
What number is one less?

More

Less



# Math Problem #8

Tom had 7 flowers in his yard. Three of his flowers were yellow and the rest were purple. How many flowers are purple?

# Math Problem #9

Jack had 6 pieces of cake. He now has 2 left.  
How many pieces of cake were eaten?

# Math Problem #10

Write the number 11-20. How many numbers  
come between 12 and 17?

# Number of the Day

Name: \_\_\_\_\_

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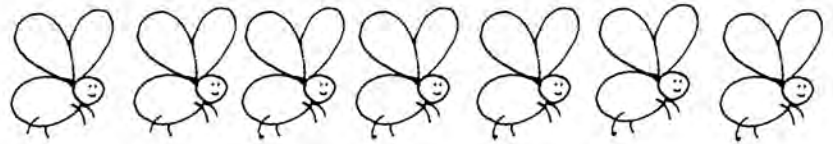
7

seven

seven

seven

Count



Draw

Tally

Build

# Number of the Day

Name: \_\_\_\_\_

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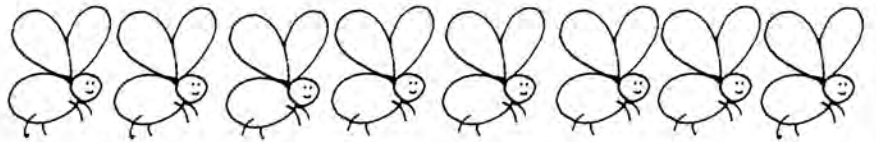
8

eight

eight

eight

Count



Draw

Tally

Build

# Number of the Day

Name: \_\_\_\_\_

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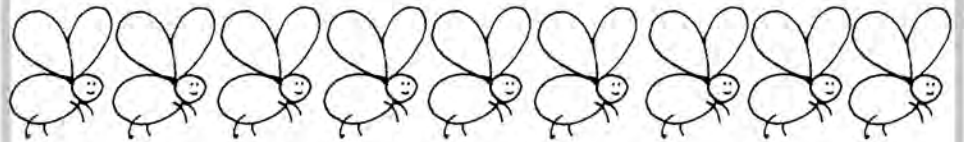
9

nine

nine

nine

Count



Draw

Tally

Build

6

7

8

10

11

12

# Number of the Day

Name: \_\_\_\_\_

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10

ten

ten

ten

10

10

8 9 10

Count



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Draw

Tally

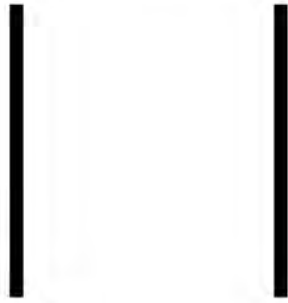
Build

← 7 — 8 — 9 —  — 11 — 12 — 13 →

# Number of the Day

Name: \_\_\_\_\_

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eleven

eleven

eleven

Count



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Draw

Tally

Build

← 8 — 9 — 10 —  — 12 — 13 — 14 →



## Kindergarten Lessons Week 3: Monday, May 4 - Friday, May 8

<b>Overview</b>	Please follow the lesson plan for each day by moving down the column. The materials you need for this week are included.				
<b>Day</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Counting on the 100 Chart</b>	Start at 10 and count by 10's on the Hundred Chart	Start at 20 and count by 10's on the Hundred Chart	Start at 72 and count to 87	Start at 31 and count to 46	Start at 10 and count up by 10's, then start at 100 and count down by 10's.
<b>Number of the Day</b>	<b>70</b>	<b>43</b>	<b>35</b>	<b>57</b>	<b>81</b>
<b>Daily Math Problem</b>	Math Problem #11	Math Problem #12	Math Problem #13	Math Problem #14	Math Problem #15
<b>Number Writing</b>	Complete both pages for the number "12"	Complete both pages for the number "13"	Complete both pages for the number "14"	Complete both pages for the number "15"	Complete both pages for the number "16"
<b>Math Conversation</b>	Counting Collections	Same but Different Images	Notice and Wonder	Dot Images	Counting Collections
<b>Daily Activity Select 2</b>	<ul style="list-style-type: none"> <li>Counting</li> <li>Comparing</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Patterns/Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Measurement</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Decomposition</li> </ul>

Name \_\_\_\_\_

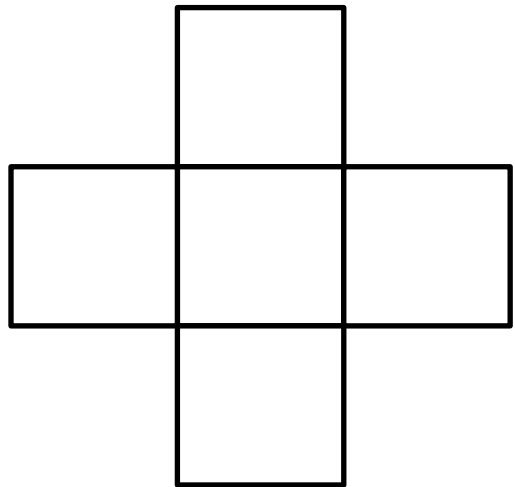
Today's  
number is...

Write It

tens	ones

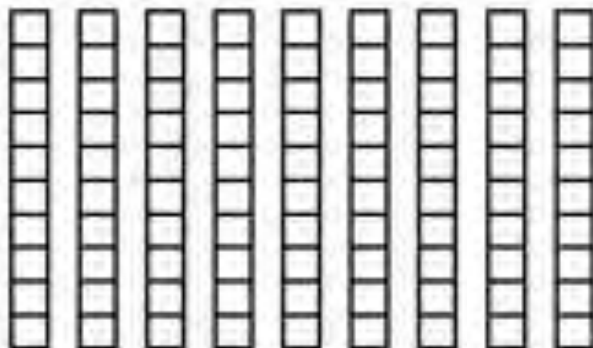
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Find It



Make

It



Week #3

# Math Problem #11

There are 2 cats. Draw 6 whiskers on 1 cat's face. Make the same amount of whiskers on the other cat. How many whiskers are there?

# Math Problem #12

Kelly has eight books. She gave one to her friend.  
How many books does Kelly have?

# Math Problem #13

A lot of baby birds are born in the spring. A mother bluebird had 4 baby birds in her nest. One baby bird flew away to play with its friends.  
How many baby birds were left in the nest? How do you know?

# Math Problem #14

Roll 2 dice. Build a tower to match each number on the dice.  
Put the towers in order from least to greatest.

# Math Problem #15

I have 12 flowers. Some are red, some are yellow.  
What could the flowers look like?



# Number of the Day

Name: \_\_\_\_\_

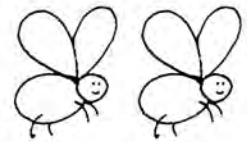
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12

twelve

twelve  
twelve

Count



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Draw

Tally

Build

← 9 — 10 — 11 —  — 13 — 14 — 15 →

# Number of the Day

Name: \_\_\_\_\_

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13

thirteen

thirteen

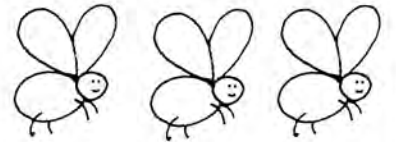
thirteen

13

13

12 13

Count



Draw

Tally

Build

← 10 — 11 — 12 —  — 14 — 15 — 16 →

# Number of the Day

Name: \_\_\_\_\_

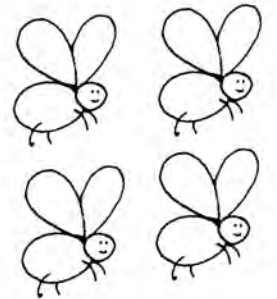
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14

fourteen

fourteen  
fourteen

Count



IMAGES BY JUPITER CO.

Draw

Tally

Build

← 11 — 12 — 13 —  — 15 — 16 — 17 →

# Number of the Day

Name: \_\_\_\_\_

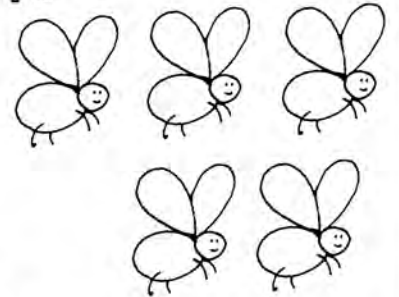
WWW.KINDERGARTENMOM.COM

15

fifteen

fifteen  
fifteen

Count



Draw

Tally

Build

← 12 — 13 — 14 —  — 16 — 17 — 18 →

# Number of the Day

Name: \_\_\_\_\_

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16

sixteen

sixteen

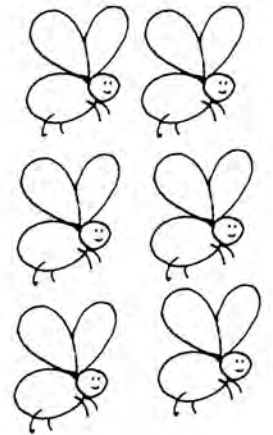
sixteen

16

16

15 16

Count



IMAGES BY SHUTTERSTOCK

Draw

Tally

Build

13

14

15

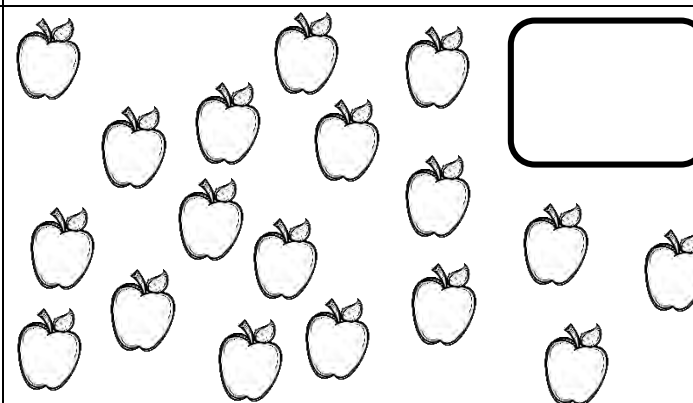
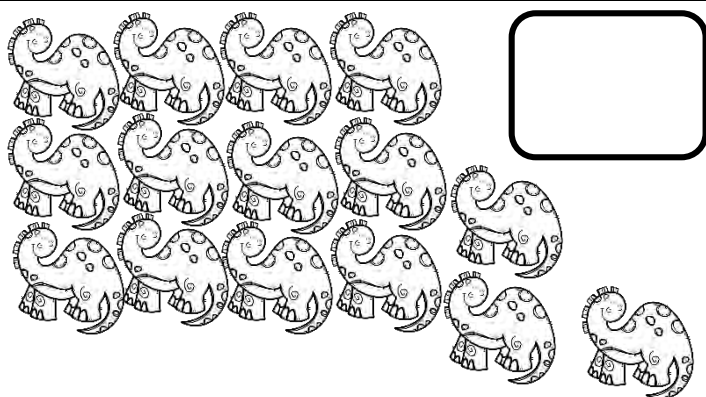
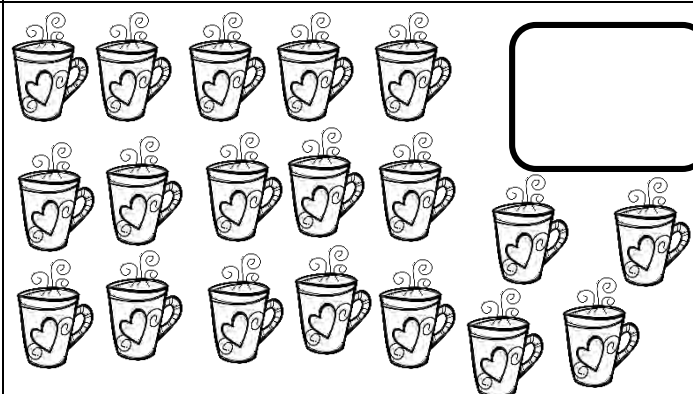
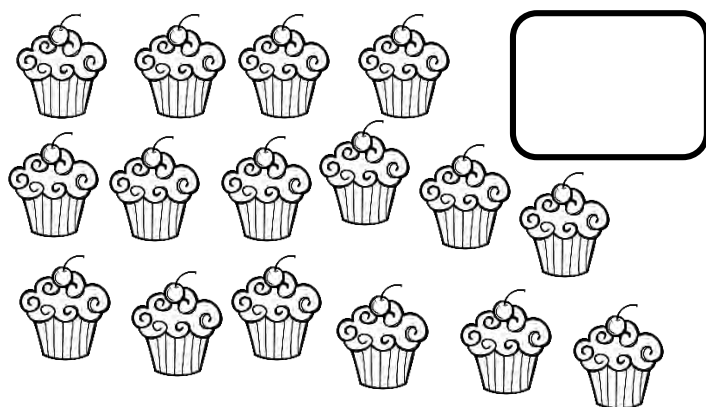
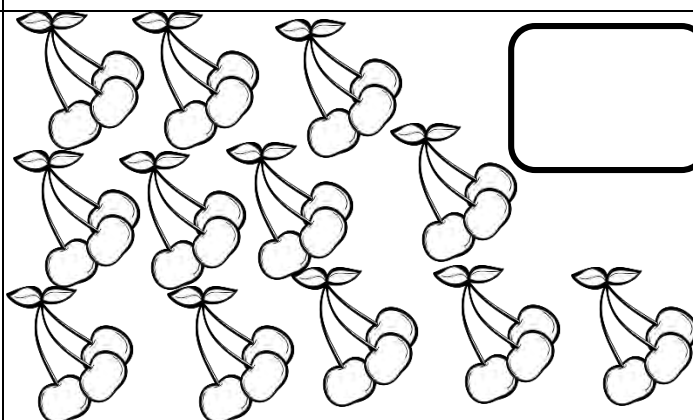
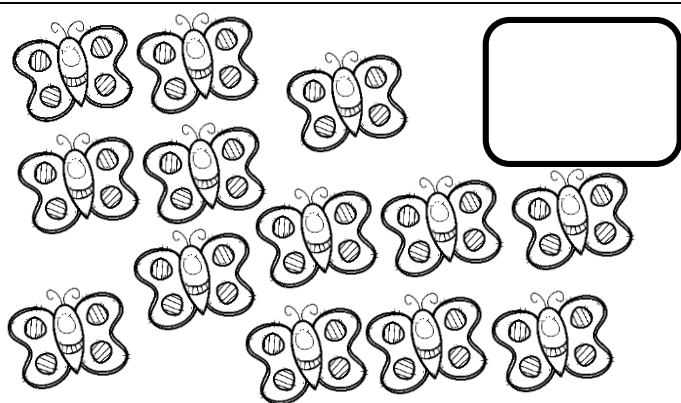
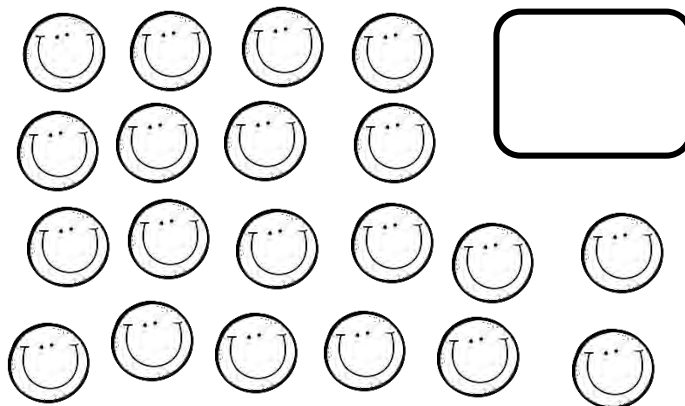
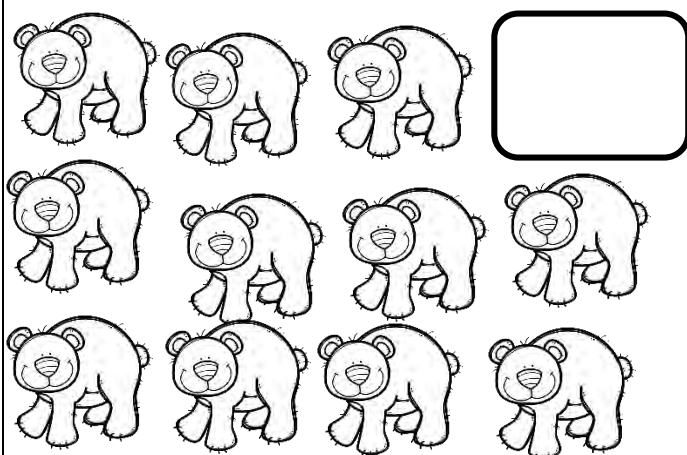
17

18

19

Name: \_\_\_\_\_

Count how many objects in each box. Label your counting and double check your work. Write the number in the box.



Name: \_\_\_\_\_

Fill in the tens frames. Double check your answers

17


20


11


15


19


13


16


18


## Kindergarten Lessons Week 4: Monday, May 11 - Friday, May 15

<b>Overview</b>	Please follow the lesson plan for each day by moving down the column. The materials you need for this week are included.				
<b>Day</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Counting on the 100 Chart</b>	Starting at 100 count down by 10's on the Hundred Chart	Start at 20 and count down to 1 on the Hundred Chart	Start at 86 and count to 100	Start at 5 and count by 5's to 30 on the Hundred Chart	Start at 5 and count by 5's to 45 on the Hundred Chart
<b>Number of the Day</b>	<b>95</b>	<b>28</b>	<b>50</b>	<b>79</b>	<b>100</b>
<b>Daily Math Problem</b>	Math Problem #16	Math Problem #17	Math Problem #18	Math Problem #19	Math Problem #20
<b>Number Writing</b>	Complete page for the number "17"	Complete page for the number "18"	Complete page for the number "19"	Complete page for the number "20"	Complete page for the number "21"
<b>Math Conversation</b>	Counting Collections	Same but Different Images	Notice and Wonder	Dot Images	Counting Collections
<b>Daily Activity Select 2</b>	<ul style="list-style-type: none"> <li>Counting</li> <li>Comparing</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Patterns/Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Measurement</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Decomposition</li> </ul>



Name \_\_\_\_\_

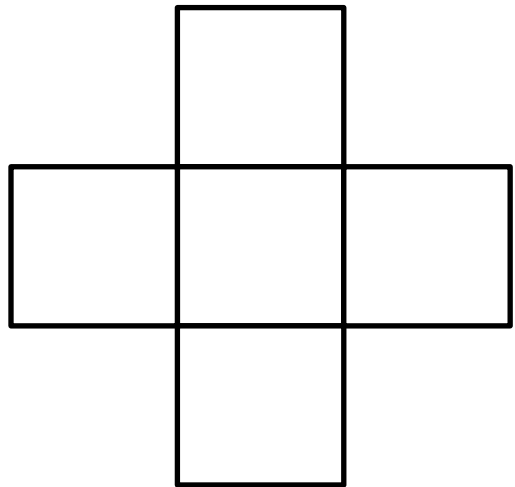
Today's  
number is...

Write It

tens	ones

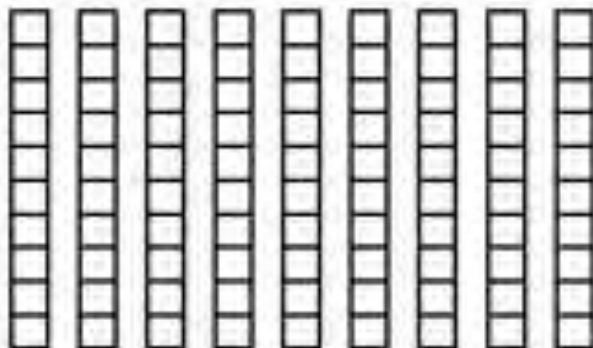
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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93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

Find It



Make

It



Week #4

# Math Problem #16

I put 10 circles on my ten frame.

Some are orange and some are blue.

Use color crayons to show what the ten frame could look like.


What is another way the ten frame could look?


# Math Problem #17

Roll the dice. Build a tower of blocks to match the number on the dice.  
Draw and number the tower.

# Math Problem #18

I visited a farm and saw 8 legs.

Draw the animals they could belong to.

# Math Problem #19

Judy has a triangle and Shawn has a square.  
Draw the both shapes and circle which has more sides.

# Math Problem #20

Eleven cows were playing in the grass. Two were tired and took a nap.  
How many cows are still awake?

# Number of the Day

Name: \_\_\_\_\_

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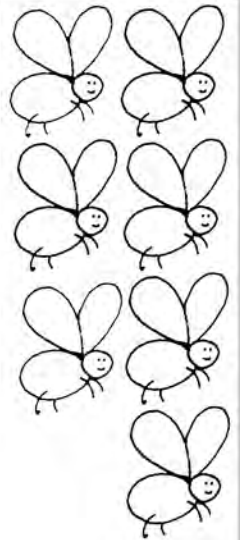
17

seventeen

seventeen

seventeen

Count



IMAGES BY JUPITER CO.

Draw

Tally

Build

← 14 — 15 — 16 —  — 18 — 19 — 20 →



# Number of the Day

Name: \_\_\_\_\_

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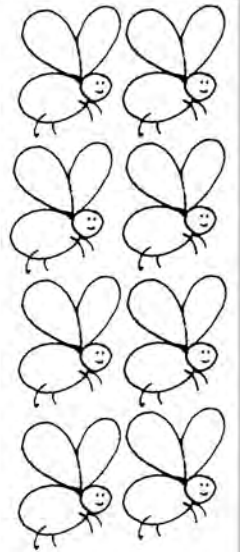
18

eighteen

eighteen

eighteen

Count



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Draw

Tally

Build

← 15 — 16 — 17 —  — 19 — 20 — 21 →

# Number of the Day

Name: \_\_\_\_\_

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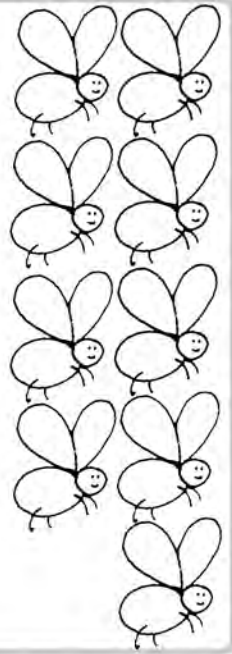
19

nineteen

nineteen

nineteen

Count



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Draw

Tally

Build

← 16 — 17 — 18 —  — 20 — 21 — 22 →

# Number of the Day

Name: \_\_\_\_\_

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# 20

twenty

twenty

twenty

## Count



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## Draw

## Tally

## Build

← 17 — 18 — 19 —  — 21 — 22 — 23 →

# Number of the Day

Name: \_\_\_\_\_

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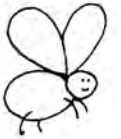
21

twenty-one

twenty

one

Count



Draw

Tally

Build

18

19

20

22

23

24

## Kindergarten Lessons Week 5: Monday, May 18 - Friday, May 22

<b>Overview</b>	Please follow the lesson plan for each day by moving down the column. The materials you need for this week are included.				
<b>Day</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Counting on the 100 Chart</b>	Count by 5's starting with 10 and ending with 40 on the Hundred Chart	Count by 5's starting with 20 and ending with 55 on the Hundred Chart	Start at 20 and count down to 1	Start at 59 and count to 71	Count by 10's starting with 5 and ending with 65 on the Hundred Chart
<b>Number of the Day</b>	<b>61</b>	<b>20</b>	<b>99</b>	<b>11</b>	<b>59</b>
<b>Daily Math Problem</b>	Math Problem #21	Math Problem #22	Math Problem #23	Math Problem #24	Math Problem #25
<b>Number Writing</b>	Complete page for the number "18"	Complete page for the number "19"	Complete page for the number "20"	Complete page for the number "21"	Complete page for the number "22"
<b>Math Conversation</b>	Counting Collections	Same but Different Images	Notice and Wonder	Dot Images	Counting Collections
<b>Daily Activity Select 2</b>	<ul style="list-style-type: none"> <li>Counting</li> <li>Comparing</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Patterns/Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Measurement</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Decomposition</li> </ul>

Name \_\_\_\_\_

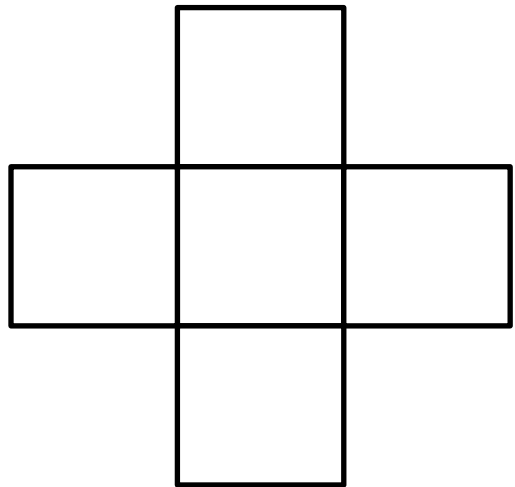
Today's  
number is...

Write It

tens	ones

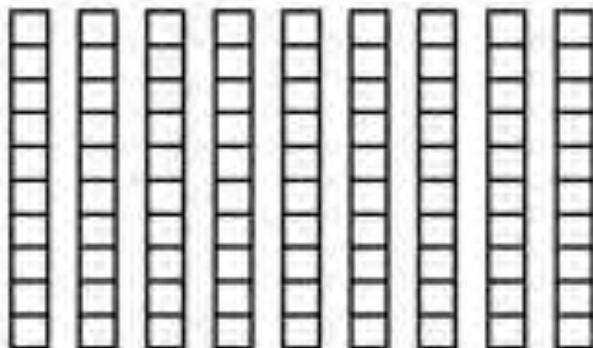
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Find It



Make

It



Week #5

# Math Problem #21

Stephanie saw ten flowers in the garden. She picked four to give to her dad. How many flowers are left in the garden?



# Math Problem #22

Draw a repeating pattern using a circle and square.

# Math Problem #23

Draw sand next to a pond. Draw four people in the sand. Draw three ducks in the pond.

# Math Problem #24

Make 3 houses. Draw 2 windows on each house.

How many windows are on the houses all together?

# Math Problem #25

Tom got seven balloons for his birthday. Two of the balloons popped! How many balloons does Tom have left?

# Number of the Day

Name: \_\_\_\_\_

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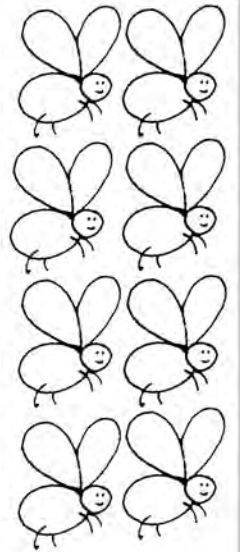
18

eighteen

eighteen

eighteen

Count



IMAGES © JUPITER CO.

Draw

Tally

Build

← 15 — 16 — 17 —  — 19 — 20 — 21 →

# Number of the Day

Name: \_\_\_\_\_

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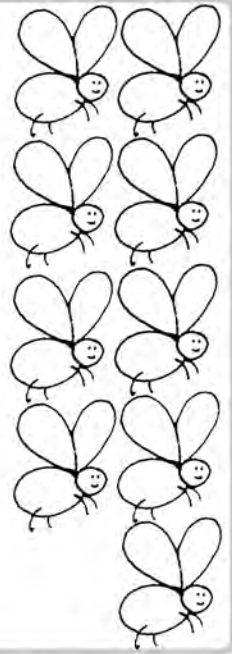
19

nineteen

nineteen

nineteen

Count



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Draw

Tally

Build

← 16 — 17 — 18 —  — 20 — 21 — 22 →

# Number of the Day

Name: \_\_\_\_\_

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# 20

twenty

twenty

twenty

## Count



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## Draw

## Tally

## Build

← 17 — 18 — 19 —  — 21 — 22 — 23 →

# Number of the Day

Name: \_\_\_\_\_

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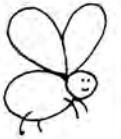
21

twenty-one

twenty

one

Count



Draw

Tally

Build

18

19

20

22

23

24



# Number of the Day

Name: \_\_\_\_\_

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# 22

twenty-two

twenty-

two

## Count



## Draw

## Tally

## Build

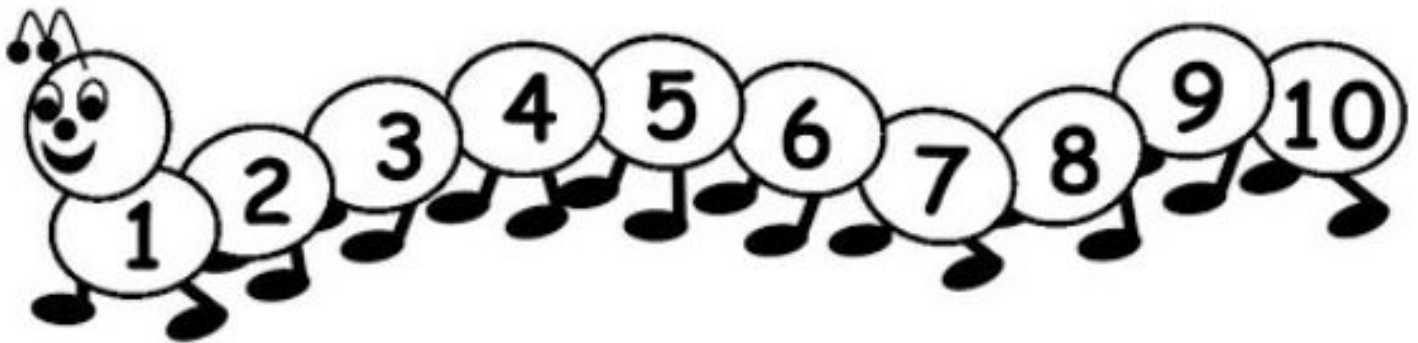
← 19 — 20 — 21 —  — 23 — 24 — 25 →

# Kindergarten Math Activities

The weekly schedule will identify an activity category. Select 1-2 activities from the specified categories each day.

The goal is for your child to do the thinking, problem solving, and math work. Please engage your child in conversation about their math thinking and ask guiding questions as they work on the activity.

Place your initials next to the activity once it has been completed.



## Counting

- ☐ Count the number of body parts. (1 nose, 2 eyes, 2 ears, 10 fingers) Add them up to find the total of body parts.
- ☐ Count the number of people in the room, sitting at a table, walking around.
- ☐ Count buttons, pockets on clothes.
- ☐ Count the number of people in the room (or on TV) wearing red, green, blue or yellow.
- ☐ Draw a pie or a cookie for each person in your house. Count how many pies or cookies you drew.
- ☐ Go on a walk. Count what you see. "I see three ants."
- ☐ Go on a walk, pick a category: birds, dogs, trees, flowers, etc. Count what you see. "I see 6 birds."
- ☐ Place a few small items (rocks, buttons, or Cheerios) in a bag or under a bowl. Have children estimate "How many do you think there are?" Then have the child count the items. Were they close? Was their estimate more or less than the actual amount?
- ☐ Place 5 random **Number Cards** on the table. Have the child put the number cards in order from least to greatest. Repeat 2 more times.
- ☐ Match the **Number Cards** to the **Visual Cards** with the same amount least to greatest.
- ☐ Count to 20 while they jump, clap, skip etc.
- ☐ Build a tower with blocks, Legos or cups. Count how many items were used to build the tower.
- ☐ Have the child write numbers with chalk outside. Say the numbers as you write them.
- ☐ Count how many doors, windows, chairs, or beds are in the house.
- ☐ Count while walking in a circle.
- ☐ Count while walking to the mailbox.

## Comparing

- ☐ Make a collection of items gathered from around the house or outside. *Count* how many are in the collection. *Sort* the collection. *Compare* items in the collection.
- ☐ Compare two different quantities using words like “more or less/fewer”
- ☐ Jump 2 times. Jump 1 more. How many jumps altogether? Repeat with other movements: hop, bend, stretch.
- ☐ Hide 4 or 5 small objects in your hand or under a piece of paper; then show your child quickly and have them guess how many you have.
- ☐ Make two groups, each containing 5 to 10 items. Have your child estimate if one group has more, fewer, or the same as the other group. Ask, “How can we be sure?”
- ☐ Have the child draw a house. Then ask them to draw a dog smaller than the house. Draw a tree bigger than the house. Repeat with other drawings starting with: a car, a tree, a person.
- ☐ See how many different ways your child can make 9 with objects. (Five and four objects, one and eight objects, three and six objects, etc.) Repeat with 7, 8, and 6.
- ☐ Choose 2 of the following: doors, windows, chairs, beds. Count and write the number of each and compare. How many more/ less of one than the other.

## Patterns and Sorting

- ☐ Chant a pattern. “Clap, snap, snap, clap” or “head, shoulders, shoulders, head”
- ☐ Sort socks into pairs. Once the pairs are sorted, count the socks by 2 to find the total number of socks.
- ☐ Sort various items by color, shape, size. Sort them a second way.
- ☐ Draw a pattern using a square and a triangle.
- ☐ Draw a pattern using a rectangle and a circle.
- ☐ Draw a pattern using two different colors.
- ☐ Look for patterns while on a walk. When back home, draw a picture of the pattern.

## Measurement

- ☐ Have your child build two towers. Which is taller?
- ☐ Arrange items by height. (books, boxes, people)
- ☐ Arrange items by which is longer. (crayons, shoes, carrots)
- ☐ Go on a walk and compare. "This rock feels heavier than that rock." "That red car looks longer than the blue car." "Pick up a rock and a piece of bark. What do you notice?"
- ☐ Outline your child with chalk on the sidewalk. Use an item (a shoe, a book, a can) to measure their length. "You are 12 shoes tall" Ask what would happen if we measured again with a different item. "You are 16 cans tall. Why are the measurements different?"
- ☐ Give your child 2 canned food items to hold. Which is heavier, which is lighter?
- ☐ Give your child 2 boxed food items. Which box holds more, which box holds less?

## Shapes (See **Shapes** handouts)

- ☐ Have your child point out shapes around the house. "That window is a rectangle"
- ☐ (squares, rectangles, circles, cylinders, spheres, cones)
- ☐ Practice cutting shapes with scissors.
- ☐ Take several food items out of the pantry. Sort by shape. Ask, "How is a box different from a can?"
- ☐ Count sides of different shapes. "A square has 4 sides"
- ☐ Use sticks, straws, or toothpicks to make different shapes.
- ☐ Place some objects on a table and direct your child to place them above, below, beside, in front of, behind, or next to each other. This can also be done by having family members line up in these different positions.
- ☐ Go on a walk and describe where objects are located. "The car is **on** the driveway." "The house is **next to** the tree, the cat is **under** the tree."

### Decomposition (Breaking sets apart)

- ☐ Have your child place up to 10 small objects on the table then split the set into 2 groups. Write a number sentence that matches the arrangement. Repeat 2 more times.
- ☐ Draw a line down the middle of a piece of paper. Place up to 10 small objects in a paper cup. Cover, shake, and spill the cup of objects out onto the paper. Write a number sentence that matches the arrangement. Repeat several times.
- ☐ Open a carton of eggs, or muffins, or other food that comes in separate sections and count how many there are. Arrange them into 2 groups. Write a number sentence that matches the arrangement. Repeat 1 more time.
- ☐ Using the double ten frame have your child place a collection of 20 or less in the ten frames. Write a number sentence that matches the arrangement.
- ☐ Have your child gather 2 groups with 6 or more small objects in each group. Add the 2 groups together. Use the double ten frame to make a ten and some more.
- ☐ Gather your container of small objects and **Number Cards 11-19**. Lay the cards face down on the table. Have your child pull one and build the number on the ten frames. Repeat several times.



4

0

5

1

6

2

7

3



12	8
13	9
14	10
15	11

16

17

18

19

20

21

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26

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35

44	40
45	41
46	42
47	43

+

48

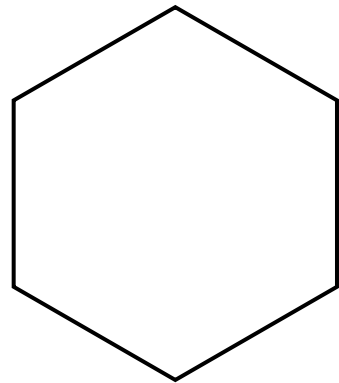
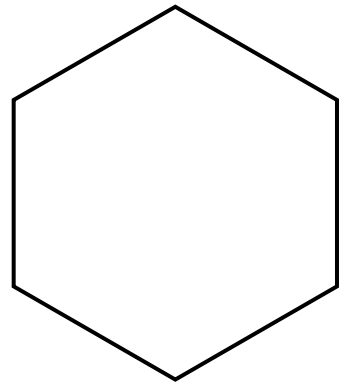
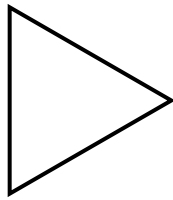
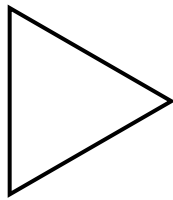
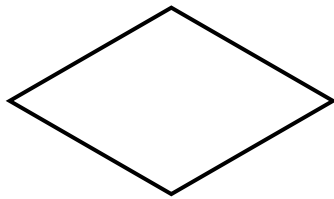
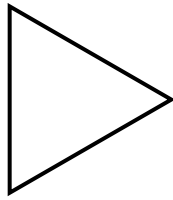
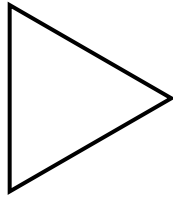
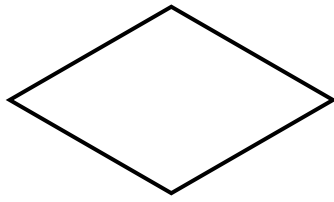
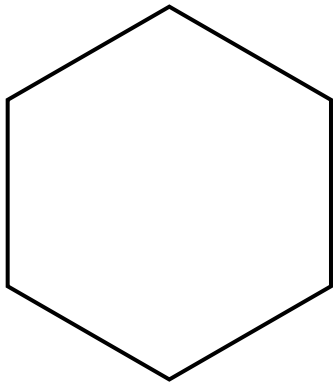
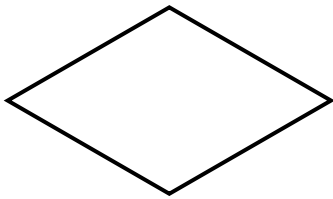
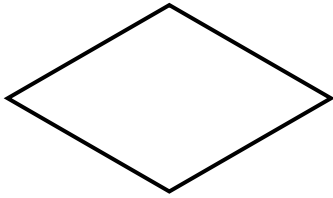
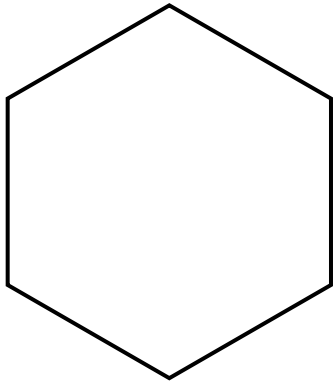
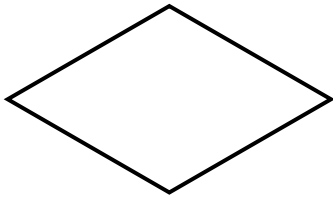
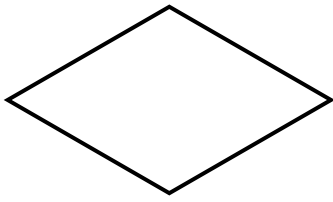
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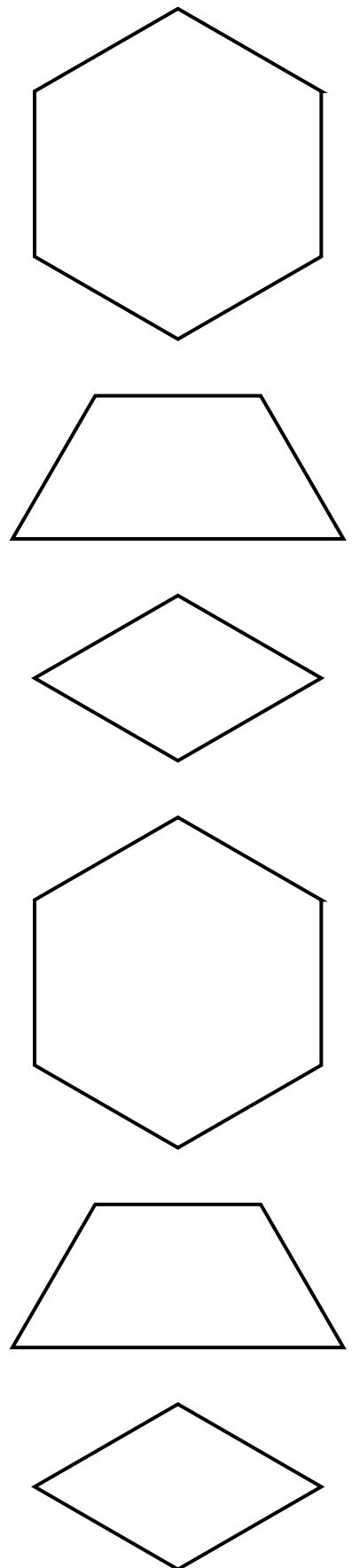
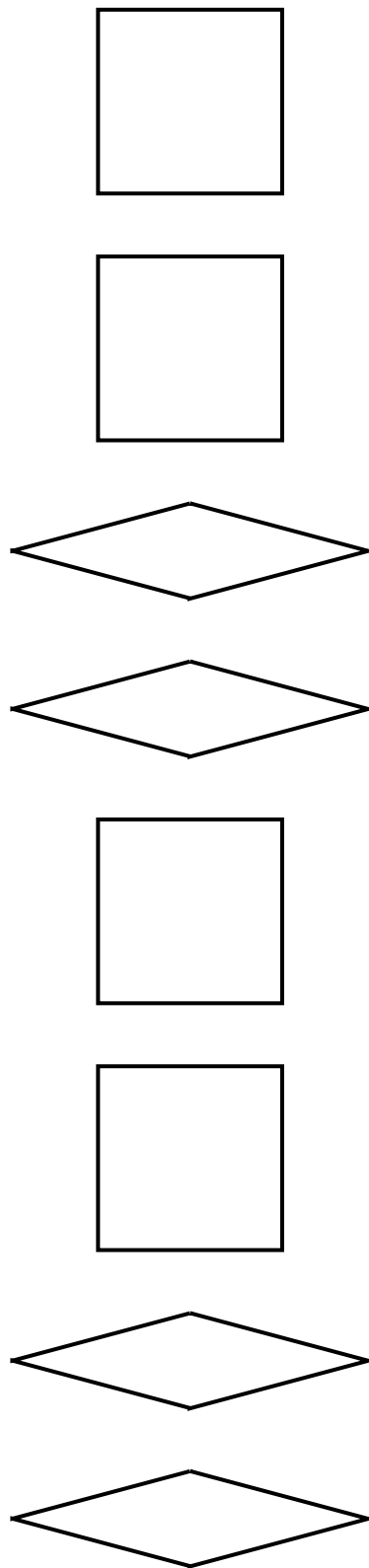
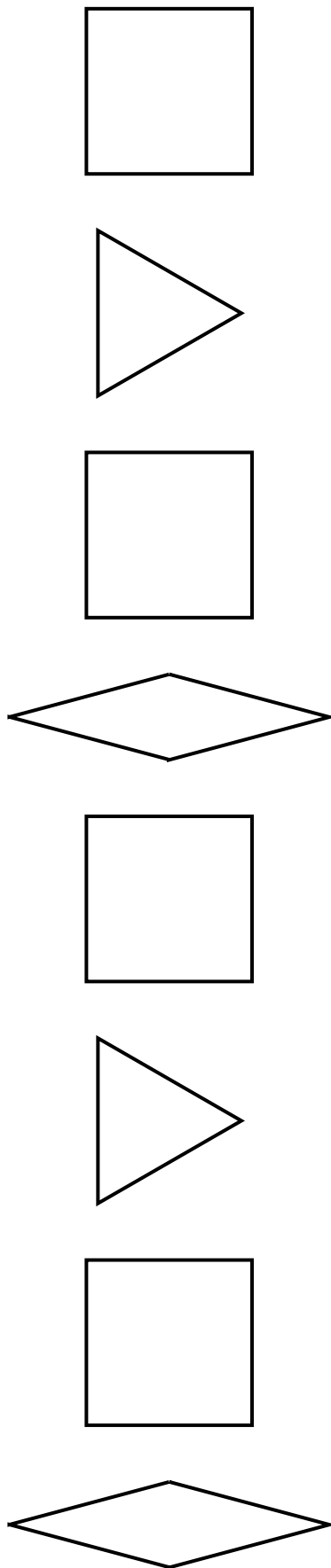
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50

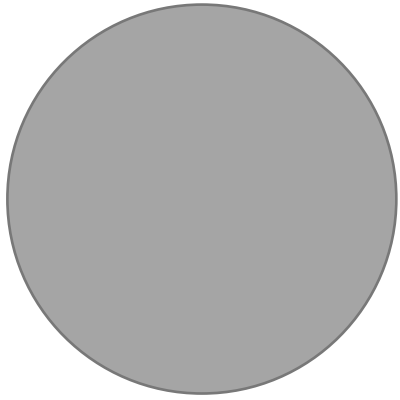
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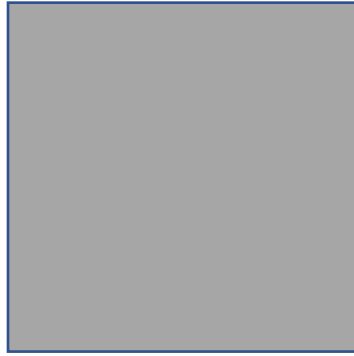




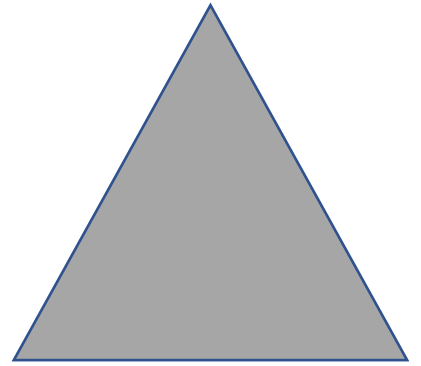
# SHAPES



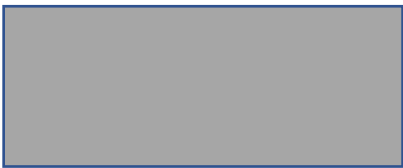
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square



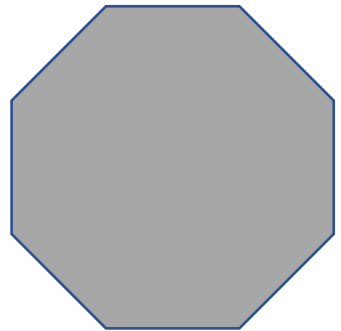
triangle



rectangle

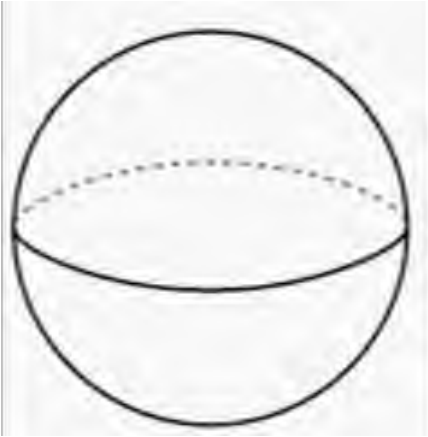


trapezoid

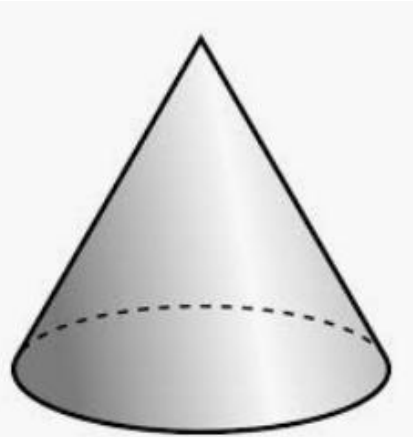


octagon

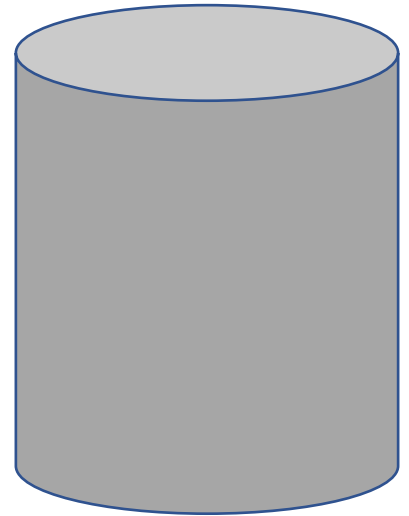
# 3 Dimensional Shapes



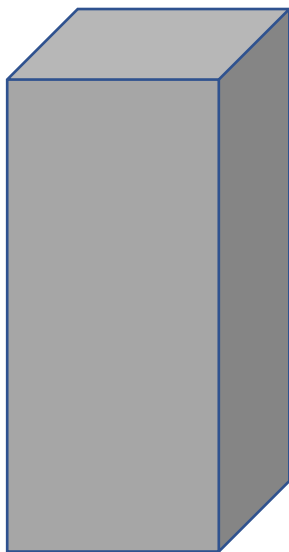
sphere



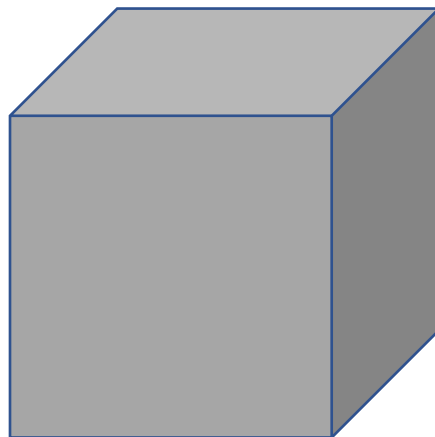
cone



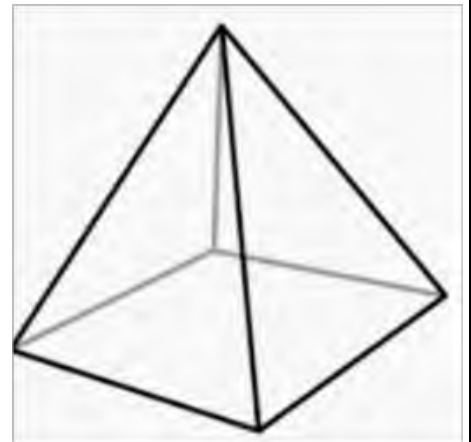
cylinder



rectangular  
prism



cube



pyramid

## **Final Assessment and Instructions**

Parents- Please reserve the final pages in this packet. Your child's teacher will give you directions regarding this page in the final week of May.

Please remember to check the activities your child has experienced and save this completed packet to return to your child's teacher.



# Kindergarten Distance Learning Assessment

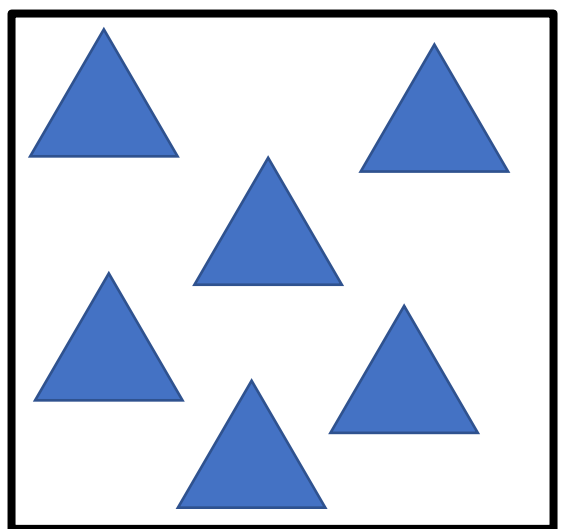
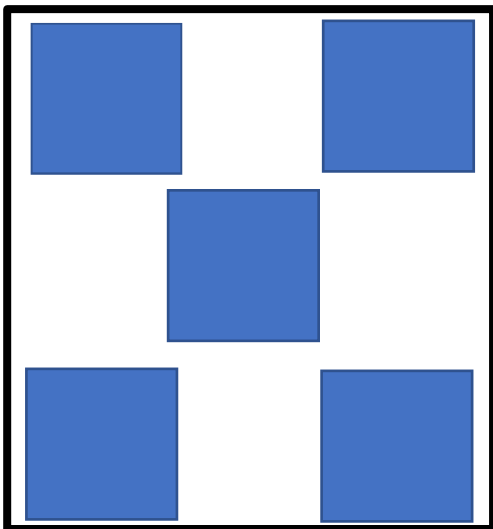
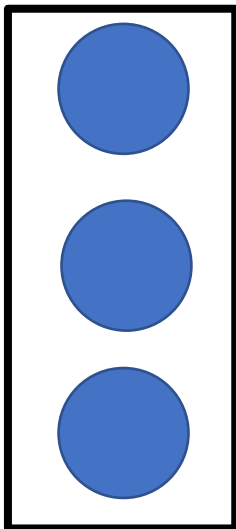
1) Counting

2)

11, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

23, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3)



4)

6

10

3

5)



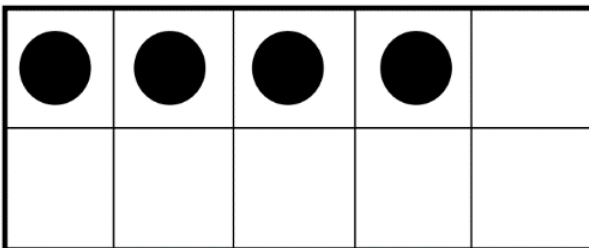
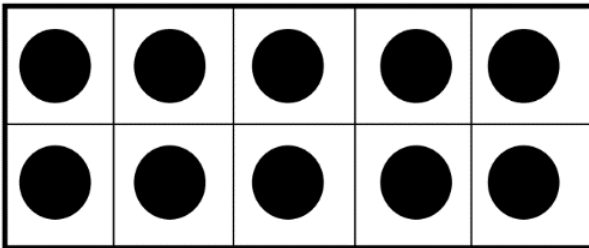
$$2+3= \underline{\hspace{2cm}}$$



$$7 - 3 = \underline{\quad}$$

6)


7)



$$\underline{10} + \underline{\quad} = 14$$

10)

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

9)

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

8)

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