Math
At-Home Practice
Kindergarten

*The following can be completed by students to review and practice at home.
Use a pencil or marker. Trace all the numbers 2 times.

Write the numbers 1–10.

On the Back Write the number 8, and draw 8 trees.
Write the number.

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5. Write the numbers 1–10.

   □ □ □ □ □ □ □ □ □ □

On the Back  Draw the pictures.
Draw 7 apples.

Draw 9 squares.
Write the number.

1.

2.

3. Write the number.

On the Back Write the numbers 1-16.
Write the number.

1. [Diagram of shapes representing numbers]

2. [Diagram of shapes representing numbers]

3. [Diagram of shapes representing numbers]

4. [Diagram of shapes representing numbers]


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1. Write the number. Draw it using the 5-group.

2. Use the 5-group. Draw to show the number.

   7 = [drawings]

   6 = [drawings]

   8 = [drawings]

   10 = [drawings]

   10 = [drawings]

   6 = [drawings]

3. Write the number.

   [Drawings and corresponding numbers]

   On the Back: Draw 16 bananas. Then write the numbers 1 to 16.
Homework

Draw an X over the shape that does not belong.

On the Back Write the numbers 1-16.
1. Use the 5-group. Draw to show the number.

10 = [image]

7 = [image]

8 = [image]

5 = [image]

6 = [image]

9 = [image]

2. Write the number.

[Fill in the blank spaces with the corresponding number of objects.]

On the Back Show a 5-group by drawing a hand with 5 fingers. Then write the numbers 1–16.
1. Draw circles for 1–10. Show the 5-groups.

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2. Use the 5-group. Draw to show the number.

\[
\begin{align*}
6 &= \begin{array}{c:c}
\hline
\hline
\end{array}
\end{align*}
\]

\[
\begin{align*}
8 &= \begin{array}{c:c}
\hline
\hline
\end{array}
\end{align*}
\]

\[
\begin{align*}
9 &= \begin{array}{c:c}
\hline
\hline
\end{array}
\end{align*}
\]

\[
\begin{align*}
10 &= \begin{array}{c:c}
\hline
\hline
\end{array}
\end{align*}
\]

3. Write the number.

\[
\begin{array}{c:c}
\hline
\hline
\end{array}
\]

\[
\begin{array}{c:c}
\hline
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\[
\begin{array}{c:c}
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\begin{array}{c:c}
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\end{array}
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\[
\begin{array}{c:c}
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\end{array}
\]

4. On the Back Draw 7 different rectangles. Then write the numbers 1–16.
Write the number.

1. 

2. 

3. 


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On the Back Draw 14 socks.
Draw circles to show the partners.

5

\[ \begin{array}{c}
4 + 1 \\
\end{array} \]

5

\[ \begin{array}{c}
2 + 3 \\
\end{array} \]

6

\[ \begin{array}{c}
2 + 4 \\
\end{array} \]

6

\[ \begin{array}{c}
3 + 3 \\
\end{array} \]

7

\[ \begin{array}{c}
4 + 3 \\
\end{array} \]

7

\[ \begin{array}{c}
6 + 1 \\
\end{array} \]

On the Back Write the numbers 1-10 in all different sizes.
1. Draw a circle around a group of 10.

Count how many in all. ____

2. Draw 1 apple for each horse.

On the Back Draw a circle around every teen number.
1. Write the number. Draw it using the 5-group.

2. Use the 5-group. Draw to show the number.

3. Write the number.

On the Back Use shapes to make a picture.
Fill in the partners to complete the partner equation.

\[
\begin{align*}
7 &= \square + \square \\
7 &= \square + \square \\
7 &= \square + \\
6 &= \square + \square \\
6 &= \square + \square \\
6 &= \square + \\
10 &= \square + \square \\
10 &= \square + \\
\end{align*}
\]

On the Back: Draw a picture for the equation \( 7 = 6 + 1 \).
Complete one of the activities below (either through discussion or in writing) and mark it off with an X. The next time you do an activity, mark it with an O. Switch back and forth between X and O until you have a tic tac toe!

| Explain how you are like one of the characters from the story. | What character in your story would you like to invite over to your house? Explain why. | Design a new cover for the book. Include title and author. |
| Explain why you chose this book to read? | Tell, or write, a three-sentence summary of what you read. Be sure to include the details in order. | If you were the author, what is one thing you would change about the book and why? |
Nonfiction Reading Response

Tic-Tac-Toe K-2

Complete one of the activities below (either through discussion or in writing) and mark it off with an X. The next time you do an activity, mark it with an O. Switch back and forth between X and O until you have a tic tac toe!

<table>
<thead>
<tr>
<th>What do you already know about this topic?</th>
<th>Why do you think the author organized the text the way he/she did?</th>
<th>How do you know this book is a non-fiction text?</th>
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<td>How can you use the information you learned from the text in other parts of your life?</td>
<td>What have you learned from the illustrations, graphics or photos in the text?</td>
<td>What was one fact from the book that surprised you?</td>
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<td>What is the most important part of the text you have read so far? Why?</td>
<td>What questions would you want to ask the author of this text?</td>
<td>If you were the author of the text, what else would you have included in the book?</td>
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Swinging on the Tire Swing


Time to stop! You push the ground. You push again. The tire swing slows. It stops.

Now you are moving faster! You swing back. You swing forth. You spin. You move high. The tire swing is fun!

Will you ride the tire swing tomorrow?

Credit: Monkey Business Images/Shutterstock.com
Activity A: Finding Things That Move

Vocabulary

In science class, your student is beginning to build an understanding of the word force. A force is an interaction, such as a push or pull, that changes the speed or direction of an object. For example, push on a ball and the ball moves. The ball moves in a straight line until another force stops it or changes its direction. The bigger the push, the farther and faster the ball travels.

When students identify the force that moves an object, they simply determine the push or pull that gets the thing moving.

Game

1. Ask your student to look around the house and find the following objects. Encourage others to join you.

Find an Object That:

- Rolls
- Turns
- Pulls open
- Moves back and forth
- Spins

2. Talk with your student about what force moves each object. Ask what words can tell about the object and how it moves. Can your student move like one of the objects?

3. Ask your child to choose two objects from the list and draw, dictate, or write how the object moves. (Your child may enjoy cutting pictures out of old magazines or catalogs to record items that roll, turn, pull open, etc.)
This is one thing I found.

I found .

It moves .
Falling Tree

You saw a tree in the forest. It was tall. It was wide. It was huge!

It rained hard. The wind blew.

The tree tumbled over! The tree fell onto smaller trees.

They had thin trunks. The smaller trees tumbled, too. The smaller trees fell on bushes. The bushes tumbled.

The rain stops. The Sun comes out. Birds start to sing.
Pull-Back Car

You got a new toy. It is a pull-back car! Put it on the floor. Pull it back. Hear it wind up. Hold it! Now let go! The wheels spin. The car moves away. This toy doesn’t need a push.

Try again. Pull it back far. The car moves fast. Pull it back a little. The car barely moves.

Have a race. Which car will win?
I used a push or a pull to
Activity B: Finding Pushes and Pulls

**Vocabulary**

A **force** is an interaction such as a push or a pull that changes the speed or direction of an object. A child pushes a toy truck and the truck moves. The harder the push, the farther the move.

**Gravity** is an invisible force that pulls on objects that are on or near Earth's surface. Gravity pulls objects toward the ground unless something else gets in the way. For example, a force (a push) knocks a cup of milk off the table. Gravity pulls the cup and the milk to the ground unless something else stops it. What might stop the cup? Mom's quick catch or a well-placed chair.

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**Activity**

1. Choose an activity you do every day, such as getting ready for bed, fixing breakfast, getting dressed for school, or reading a storybook.

2. While doing that activity, help your student call out every time a force (such as a push or a pull) is needed to get the job done. Talk about the motion and what moves because of the push or pull.

**Example: Brushing Your Teeth**

- **Pull** open the cabinet or drawer. **Push** it closed. The movement? *(The door swings [the drawer slides] open and closed.)*

- **Push** on the tube of toothpaste. *(The toothpaste moves out of the tube; it moves slowly or maybe squirts out fast.)*

- The toothpaste misses the toothbrush and lands on the sink. What force **pulled** on the toothpaste? *(Gravity. Gravity pulls everything down unless something stops it. What stopped the toothpaste from being pulled to the floor? The sink.)*

3. Ask your student to draw a picture on the next page about finding pushes and pulls at home.

4. This is a perfect time for bright ideas and lots of conversation. Encourage students to use words that describe movement (slide, roll, twist, and bounce) and force (push, pull, tug, twist).
Teacher Sheet: Science in the News Article Report

To help students understand a concept, it is often helpful to associate it with an event or phenomenon. Depending on the topic, students may be able to draw connections to recent events in the news or to historical events in your area. Using a literacy tool like an article report is a helpful way to bring in literacy, reading comprehension, and science topics at any grade level.

Science in the News articles can be assigned at any point during a unit to assist students in seeing the “real-world connection” to a particular concept. These articles should be provided by the teacher in lower grades, but students in grades 3–5 may be ready for the challenge of selecting their own articles independently. The following guidelines will help you find appropriate articles. If you ask students to locate their own articles, you may wish to provide some of these guidelines along with the specific requirements for the assignment. Students at all grades are provided with an article report sheet to help them analyze their article and draw connections between it and the unit concepts. For students in grades 3–5, a rubric is provided in this appendix to help them to evaluate an article for bias and credibility.

1. Choose a topic that aligns with content
   - Look for an article that will be engaging to students. It might be helpful to use local news sources or current events. Try to find a topic that students will be able to relate to and find interesting. For example, students will find greater interest in relating chemical reactions to cooking than in a laboratory setting.

2. Seek appropriate articles
   - Typical news sites contain text that is likely too complex for elementary students. Use a search engine to find websites that provide kid-friendly news. Many of these websites align their content by grade level and cover a variety of topics.
   - Though news is more frequently updated on websites, it is also possible to use text sources, such as kid-friendly newspapers or magazines.

3. Determine the credibility of the source
   - It is very important to choose an article from a credible source to avoid bias and false news. Use the credibility rubric to assess sources before selecting articles.

4. Read the article
   - Once you have chosen an article of interest, read it to determine its connection to the unit content. Take note of any new or unfamiliar terms so they can be reviewed later.

5. Ask students to read the article and complete an article report sheet. Remind them to:
   - Provide information about where the article was found.
   - Answer questions about the current event and draw connections to what they have learned during the unit.
Name: ___________________ Date: ___________________

Draw a picture of what happened in the article.
Ten Frames

Teachers: This is an empty ten frame template for you to use in your own way. Students could collect items, write or draw objects to make a collection of 100 things.
Make a Number Sentence

+ =

__  __  __
# My Hundreds Chart

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