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!



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Grade K Math concepts covered in this packet

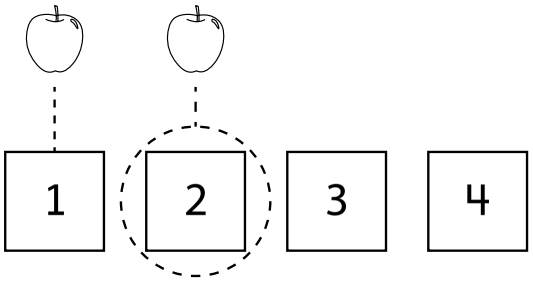
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Understanding Counting

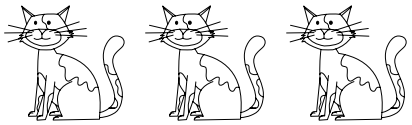
Name _____

Example





1 2 3 4



1 2 3 4



1 2 3 4



1 2 3 4



1 2 3 4

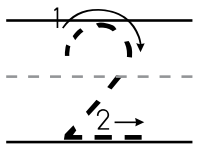
Have children match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1 and continuing in order. Ask children to circle the number that tells how many objects are in each group.

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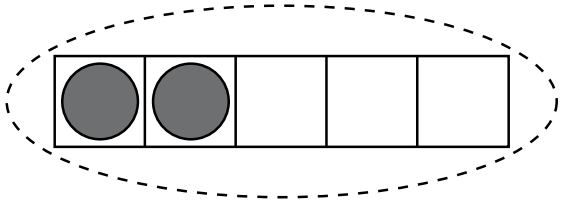
Numbers 0 to 5

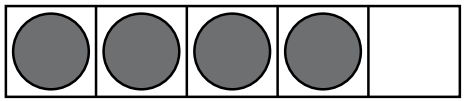
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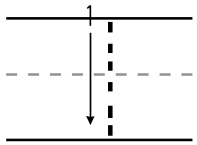
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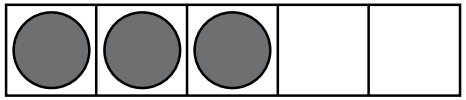


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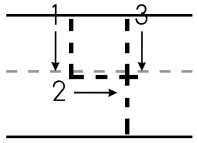


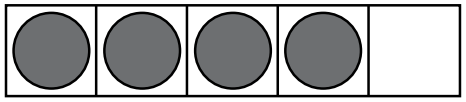


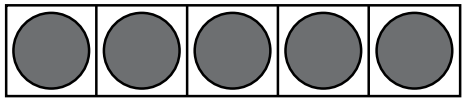










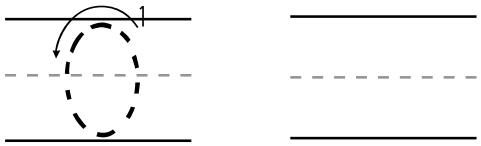


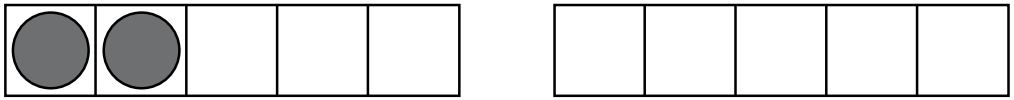
Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

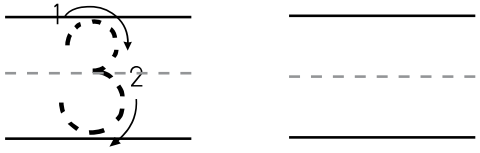
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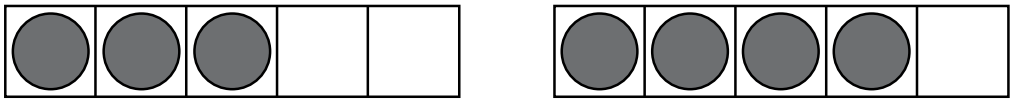
Numbers 0 to 5 *continued*

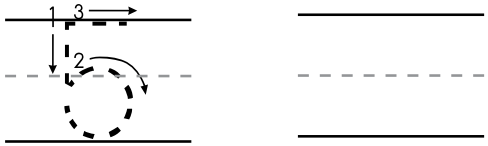
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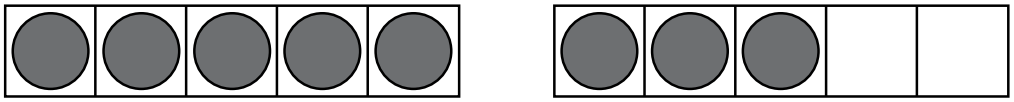












Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

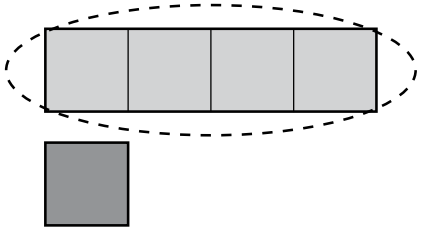
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Comparing Within 5

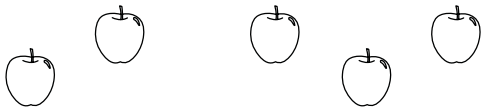
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Example



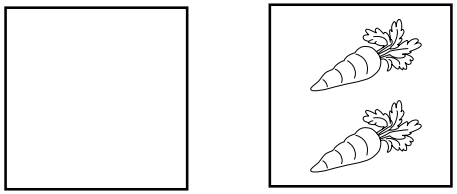
4

1



2

3



0

2



5

4

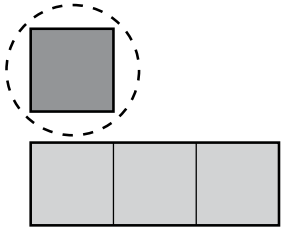
Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

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Comparing Within 5 *continued*

Name _____

Example



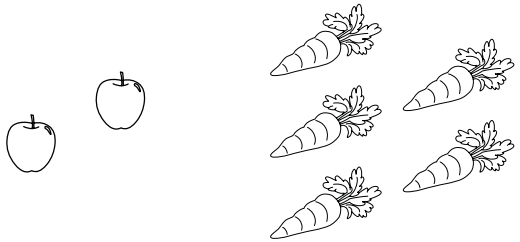
1 3



4 2



3 3



2 5

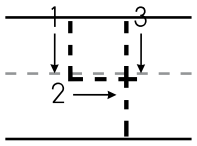
Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that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

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Making 3, 4, and 5

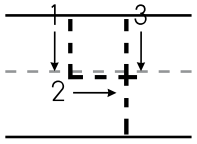
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Example



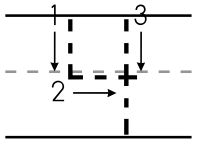



1 and 3



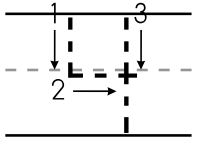


0 and _____






2 and _____





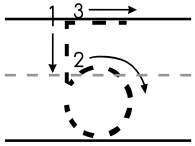

3 and _____

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.

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Making 3, 4, and 5 *continued*

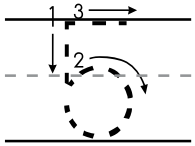
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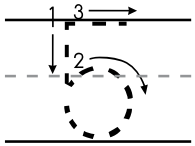
4 and _____





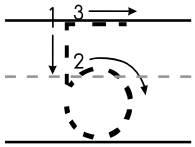


2 and _____





5 and _____







3 and _____

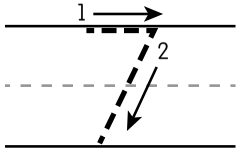
Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.

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Counting and Writing to 8

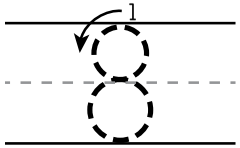
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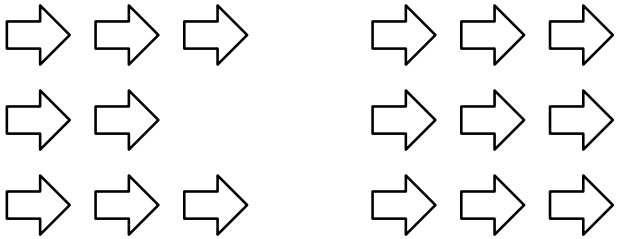
Example

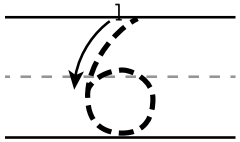


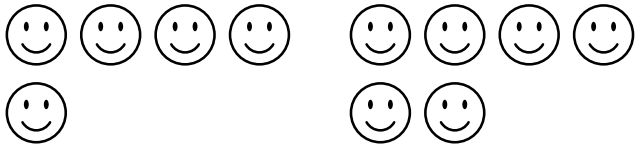
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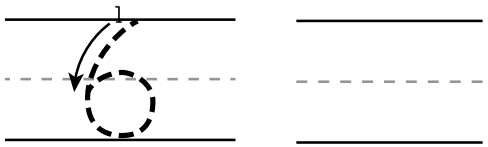


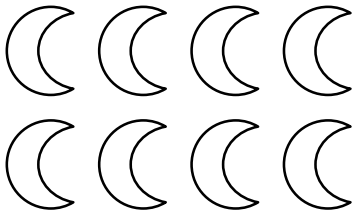
Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

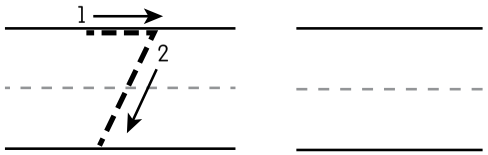
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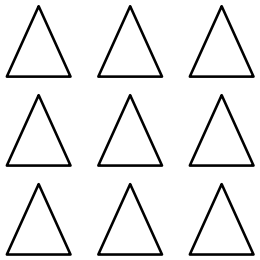
Counting and Writing to 8 *continued*

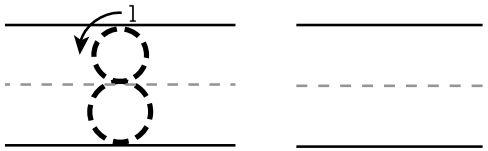
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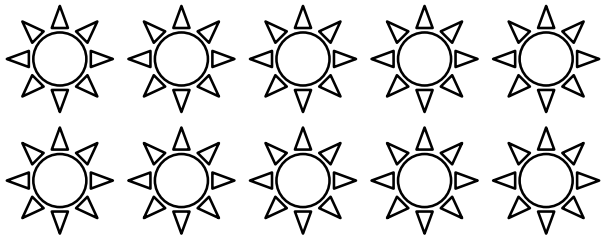














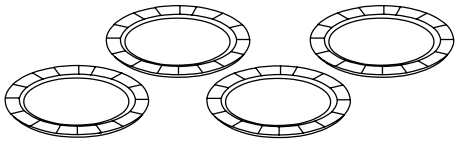
Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

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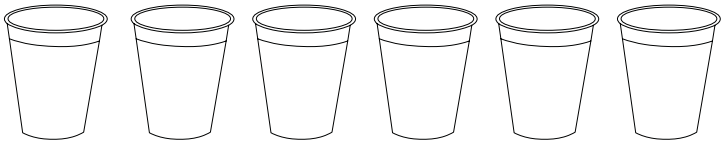
Understanding 1 More

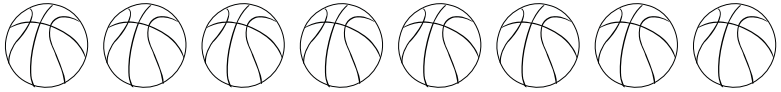
Name _____

Example



	1 More
4	5





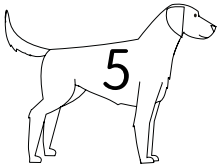
Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

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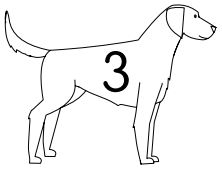
Understanding 1 More *continued*

Name _____

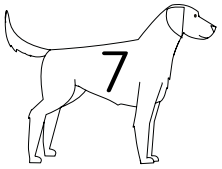
Example



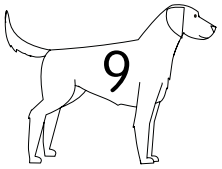
1	2	3	4	5	6	7	8	9	10



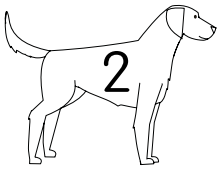
1	2	3	4	5	6	7	8	9	10



1	2	3	4	5	6	7	8	9	10



1	2	3	4	5	6	7	8	9	10



1	2	3	4	5	6	7	8	9	10

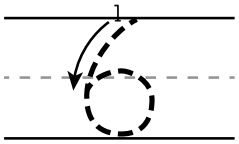
Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

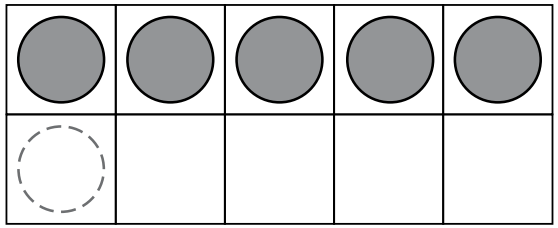
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Making 6 and 7

Name _____

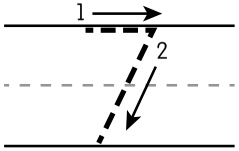
Example

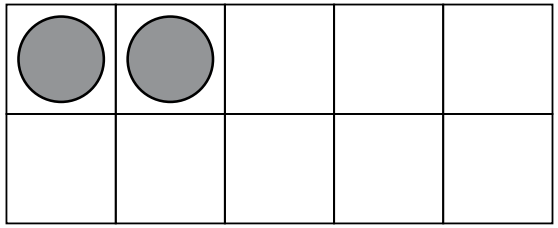




? 5

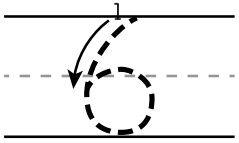
? 1

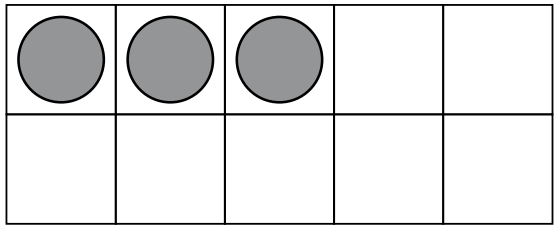




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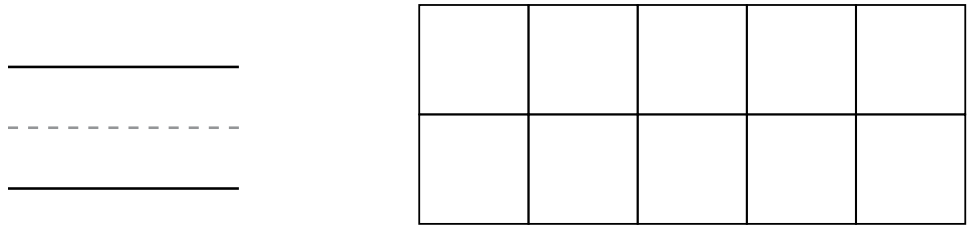
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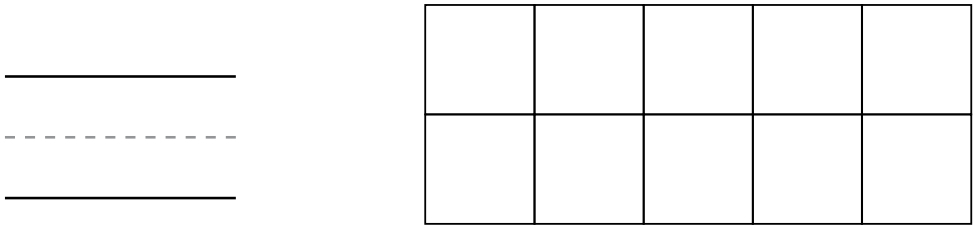
Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7.
On the right, have children write the number of gray counters shown and the number of counters drawn to make the total.

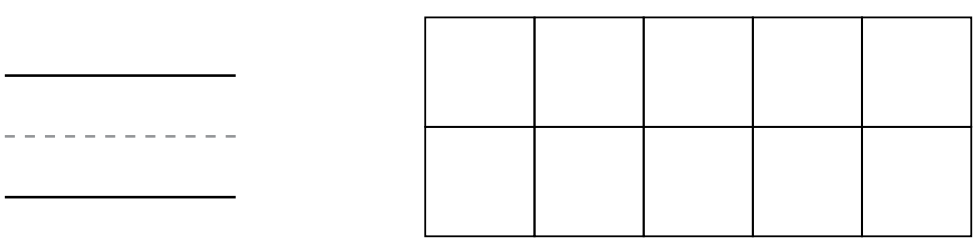
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Making 6 and 7 *continued*

Name _____







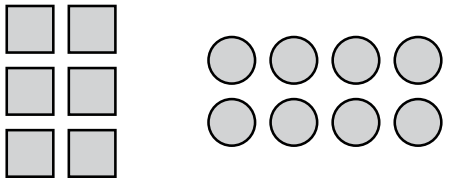
Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.

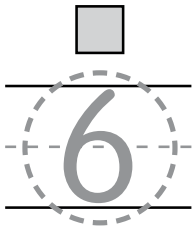
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Comparing Within 10

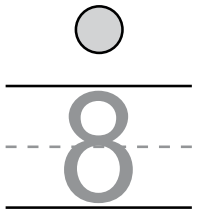
Name _____

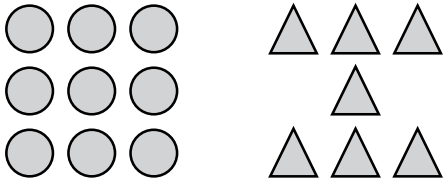
Example





or





_____

_____

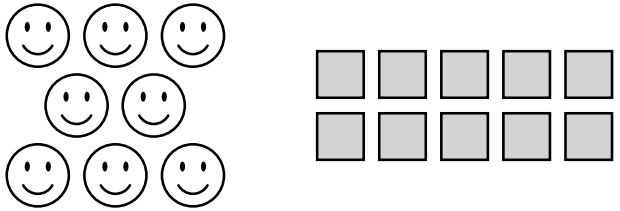
_____

or

_____

_____

_____



_____

_____

_____

or

_____

_____

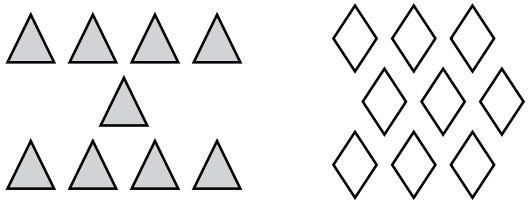
_____

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

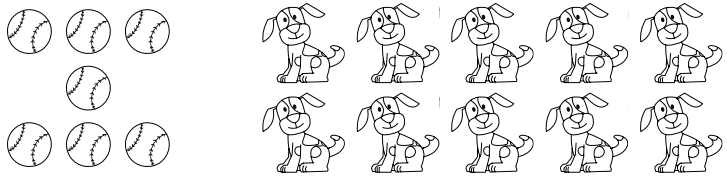
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Comparing Within 10 *continued*

Name _____



_____ or _____



_____ or _____

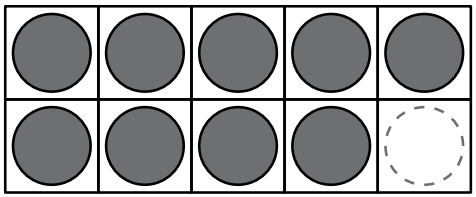
In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

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Making 10

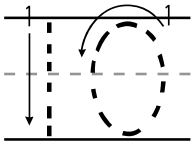
Name _____

Example



? 9

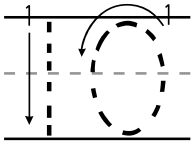
? 1

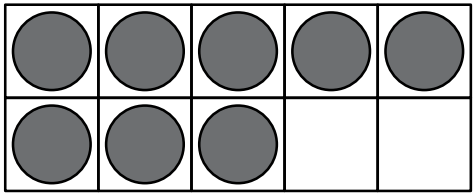




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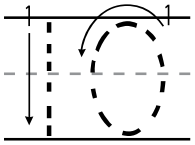
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?

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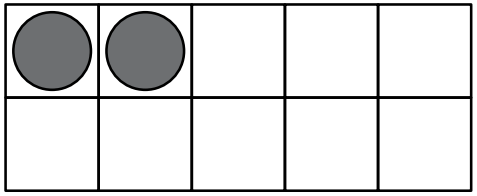


Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

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Making 10 *continued*

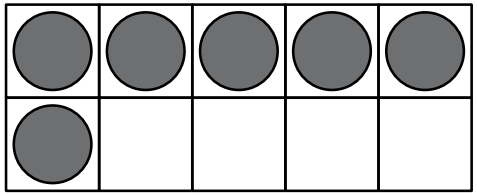
Name _____





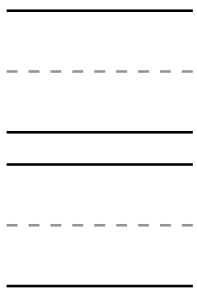


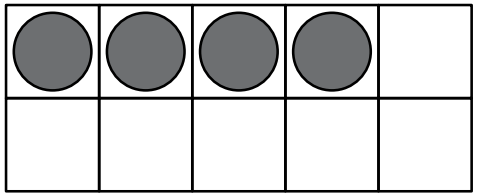






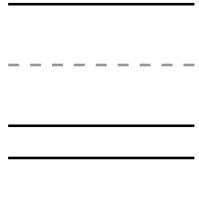










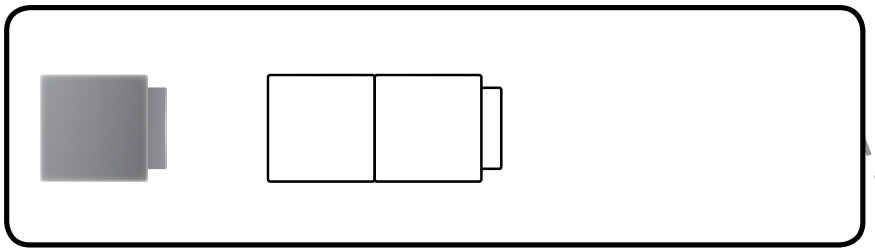


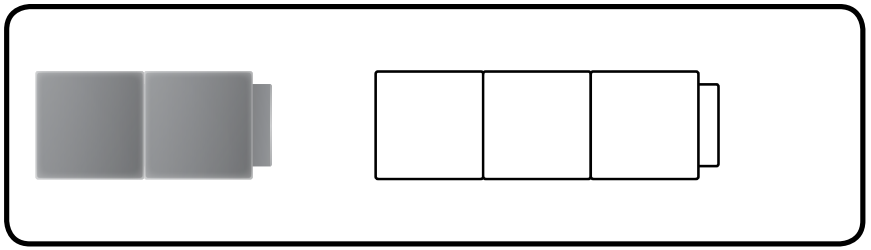
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

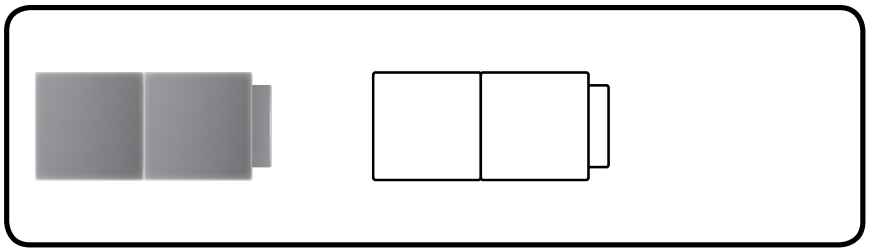
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Understanding Addition

Name _____







$2 + 3 = 5$

$2 + 2 = 4$

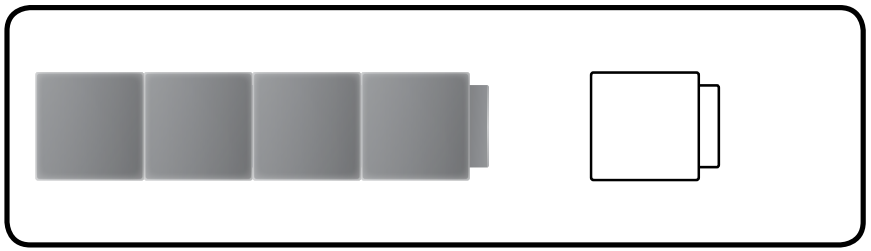
$1 + 2 = 3$

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

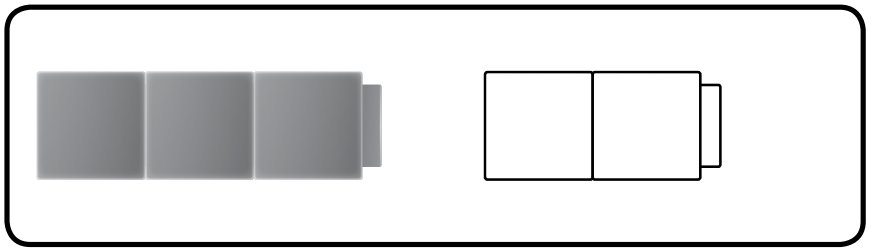
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Understanding Addition *continued*

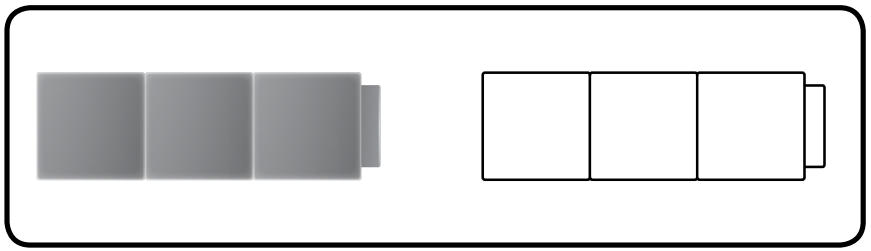
Name _____



$3 + 3 = 6$



$4 + 1 = 5$



$3 + 2 = 5$

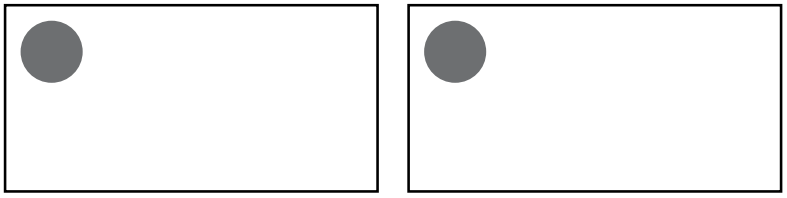
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

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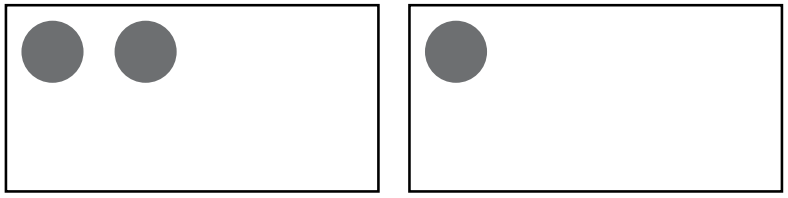
Adding Within 5

Name _____

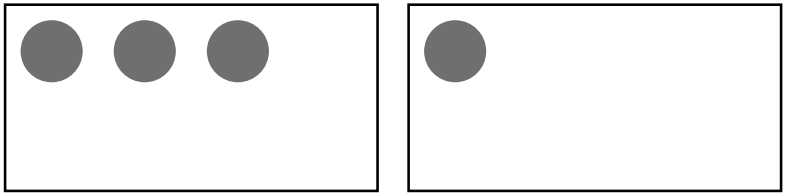
Example



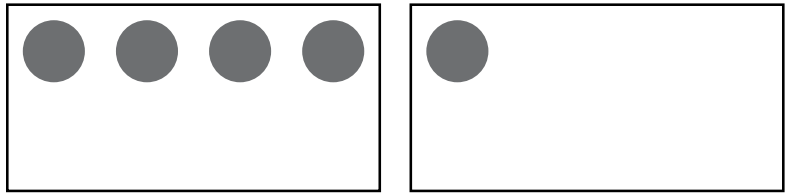
$1 + 1 = \underline{2}$



$2 + 1 =$ _____



$3 + 1 =$ _____



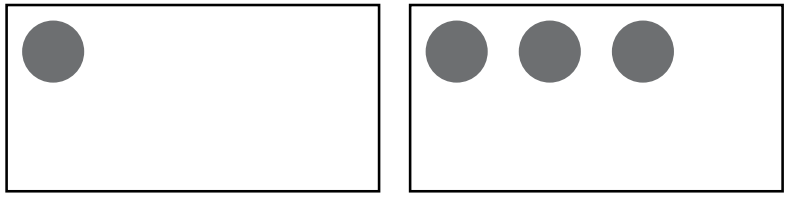
$4 + 1 =$ _____

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

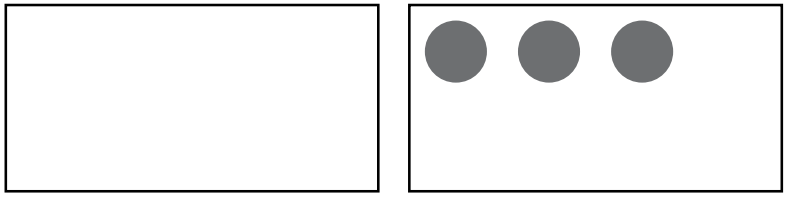
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Adding Within 5 *continued*

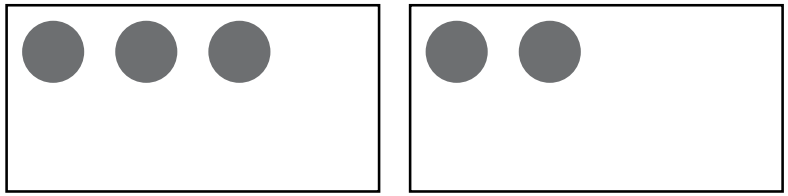
Name _____



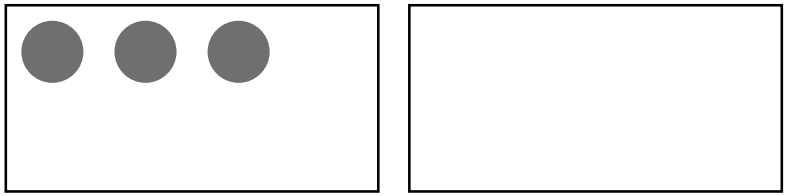
$1 + 3 =$ _____



$0 + 3 =$ _____



$3 + 2 =$ _____



$3 + 0 =$ _____

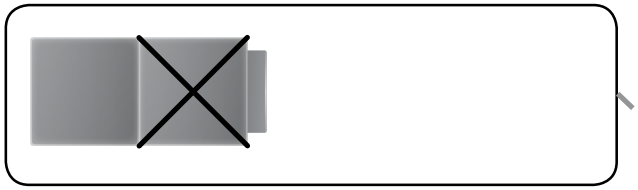
Ask children to write equations to match the dot cards. Have children write the total in each equation.

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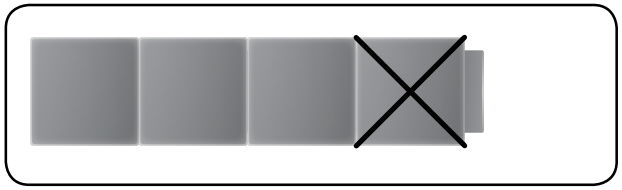
Understanding Subtraction

Name _____

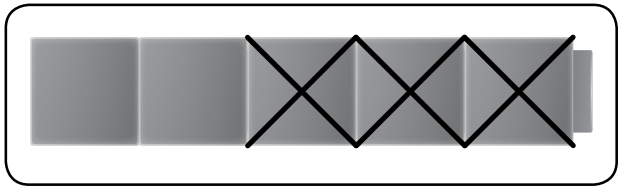
Example



$4 - 1 = 3$



$2 - 1 = 1$



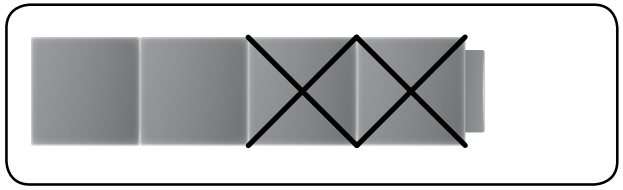
$5 - 3 = 2$

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

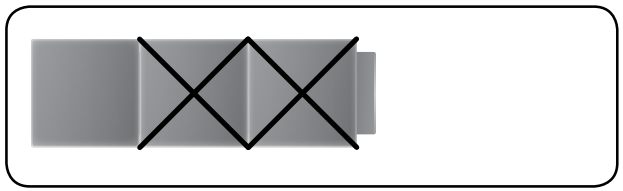
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Understanding Subtraction *continued*

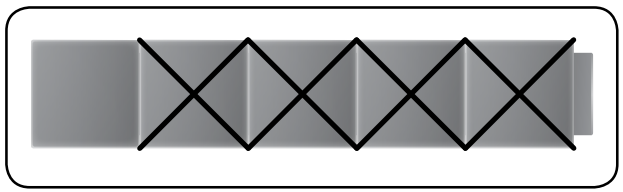
Name _____



$5 - 4 = 1$



$4 - 2 = 2$



$3 - 2 = 1$

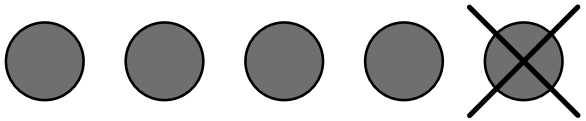
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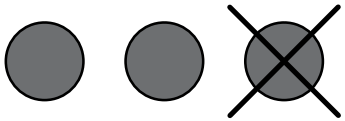
Subtracting Within 5

Name _____

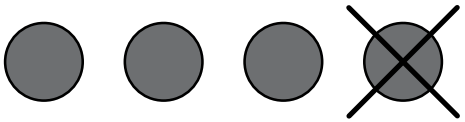
Example



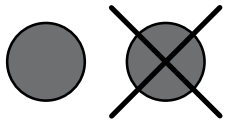
$5 - 1 =$ ____ 4 ____



$3 - 1 =$ _____



$4 - 1 =$ _____



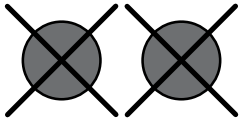
$2 - 1 =$ _____

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

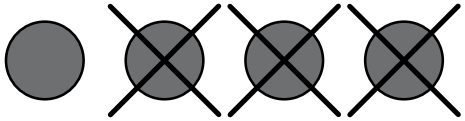
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Subtracting Within 5 *continued*

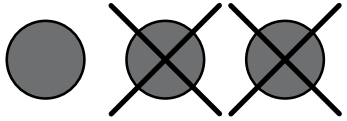
Name _____



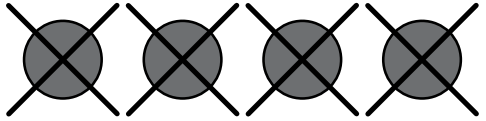
$2 - 2 =$ _____



$4 - 3 =$ _____



$3 - 2 =$ _____



$4 - 4 =$ _____

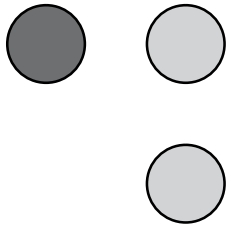
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

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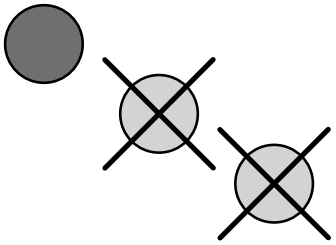
Facts to 5

Name _____

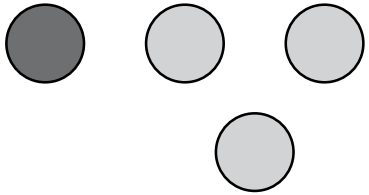
Example



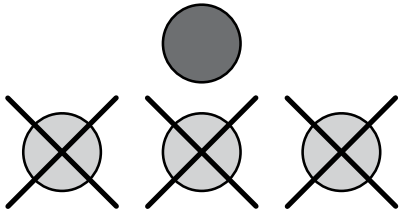
$1 + 2 = ___$ 3



$3 - 2 = ___$



$1 + 3 = ___$



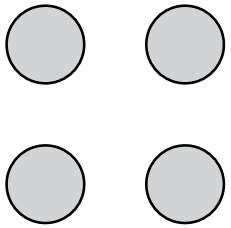
$4 - 3 = ___$

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

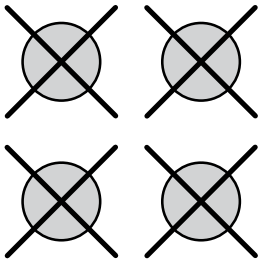
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Facts to 5 *continued*

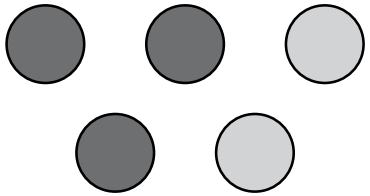
Name _____



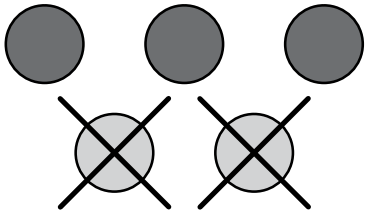
$0 + 4 =$ _____ / - - - - - - - - / _____



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



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



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

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

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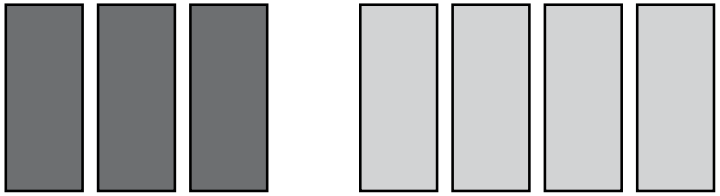
Adding Within 10

Name _____

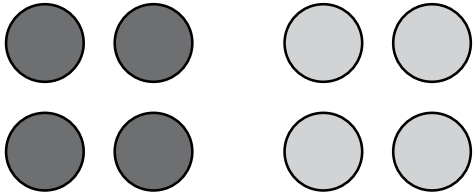
Example



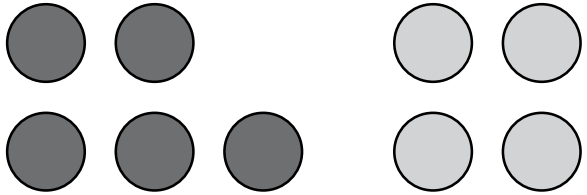
$3 + 3 =$ 6



$3 + 4 =$ _____



$4 + 4 =$ _____



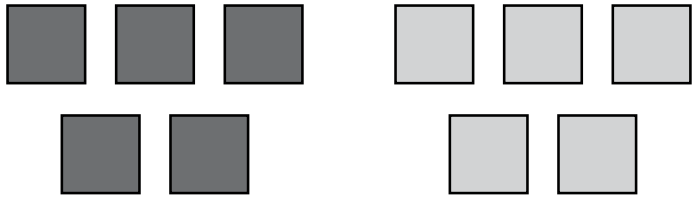
$5 + 4 =$ _____

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

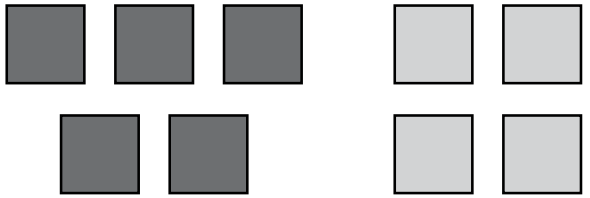
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Adding Within 10 *continued*

Name _____



5 + 5 = _____



5 + 4 = _____



2 + 6 = _____



6 + 2 = _____

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

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