

Kindergarten Math Packet

Week 1

Remember to do 30 minutes of math work every day!	
Monday	Complete: <ul style="list-style-type: none">• Sensemaking Word Problem• Counting Practice• Math Activity
Tuesday	Complete: <ul style="list-style-type: none">• Sensemaking Word Problem• Counting Practice• Math Activity
Wednesday	Complete: <ul style="list-style-type: none">• Sensemaking Word Problem• Counting Practice• Math Activity
Thursday	Complete: <ul style="list-style-type: none">• Sensemaking Word Problem• Counting Practice• Math Activity
Friday	Complete: <ul style="list-style-type: none">• Sensemaking Word Problem• Counting Practice• Math Activity

Parent Resource

What is sensemaking?

The purpose of sensemaking is to give students the opportunity to build strategies to develop their contextual understanding of word problems.

What does a typical sensemaking lesson look like?

The lesson starts out with a launch. Read the story problem to your scholar, perhaps more than one time. Have your scholar **retell** the story to you.

How can I check for understanding?

You can ask your scholar a **comprehension question** based on the story problem. Story problem example: "Kareem had 4 starburst. Then Dareon gave him 3 more. How many starburst does Kareem have now?" The comprehension question would be *does Kareem have more or less than 4 starbursts?*

Tip

Push your scholar to think about what is happening, and not the key words in the story. Example: "what in the story makes you think?" Great mathematicians always think about what is happening in the beginning, middle, and end of stories.

Solving

Students will then solve the problem and write a **number sentence** that matches their work. The number sentence to match the example above would be $4 + 3 = 7$. Students are asked to **represent** their work on their paper.

Share

You can have your scholar share how she arrived at her answer. What if my scholar does not come up with the correct answer?

Questions to guide thinking

Alternatives to giving your scholar the answer:

What is happening in the story? Should your answer be bigger or smaller? What do you already know from the story?

What do you need to find out?

Please feel free to reach out to your scholar's point of contact if you have any questions!

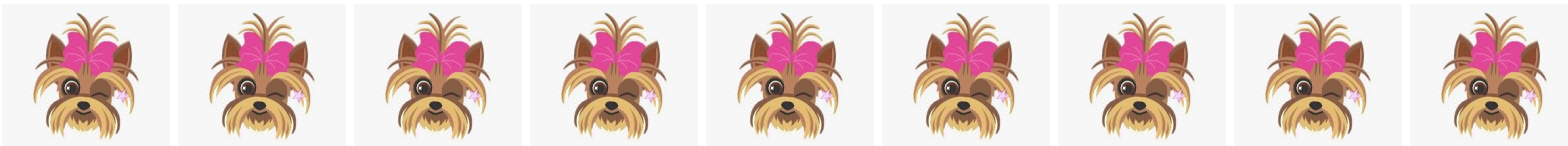
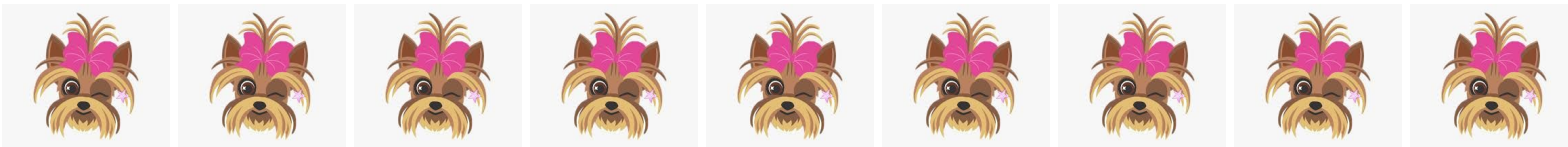
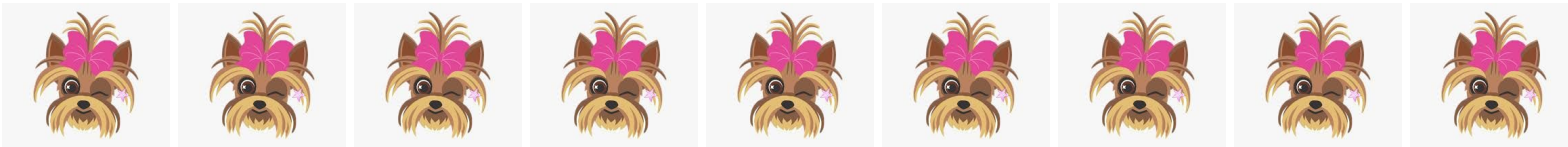
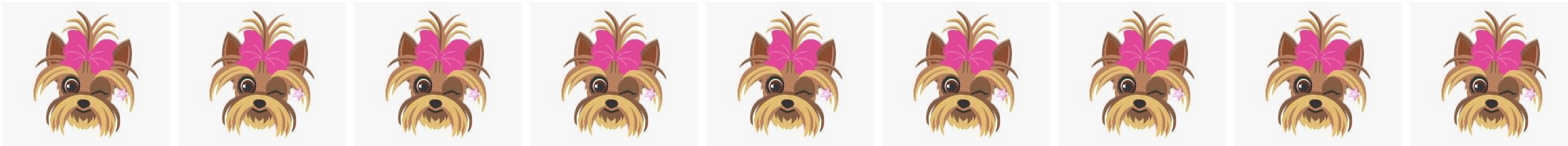
Monday Math Work

Week 1

Henry had 5 books on his reading log. Then he put 13 more books on his reading log. How many books are on Henry's reading log now?

Answer: _____

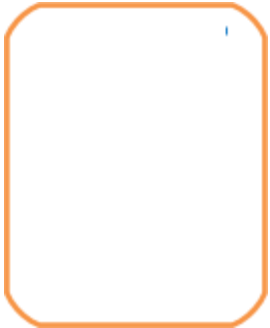
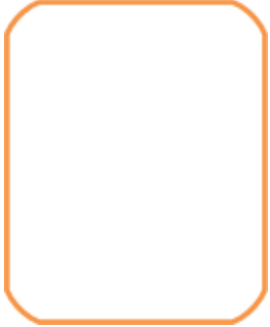
Count and Label the Objects:



I have _____ dogs

Write	Make	Expand	Base 10
<div>12</div>	<div><div></div><div><div></div><div></div></div></div>	<div>tens</div> <div>ones</div> <div>+ =</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div>
<div>16</div>		<div>tens</div> <div>ones</div> <div>+ =</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div>
<div>19</div>		<div>tens</div> <div>ones</div> <div>+ =</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div>

Make Your Own!

Write	Make	Expand	Base 10																				
		tens ones + =	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>																				
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Tuesday Math Work

Week 1

Ms. Brown had 17 dinosaur toys in her office. Dr. Kirkland gave Ms. Brown 5 more dinosaur toys.

How many dinosaur toys does Ms. Brown have now?

Answer: _____

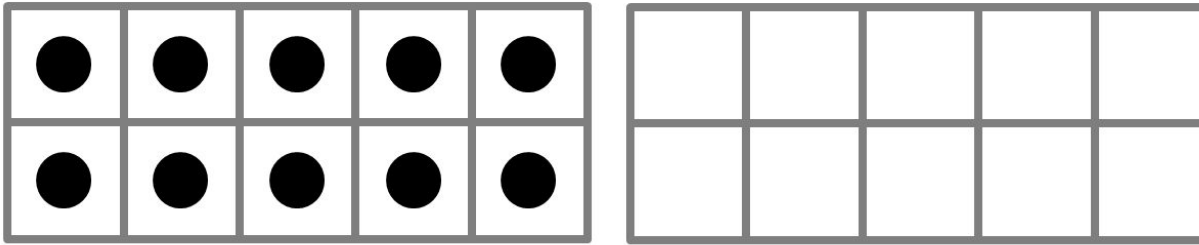
Count and Label the Objects:



I have _____ pots of gold.

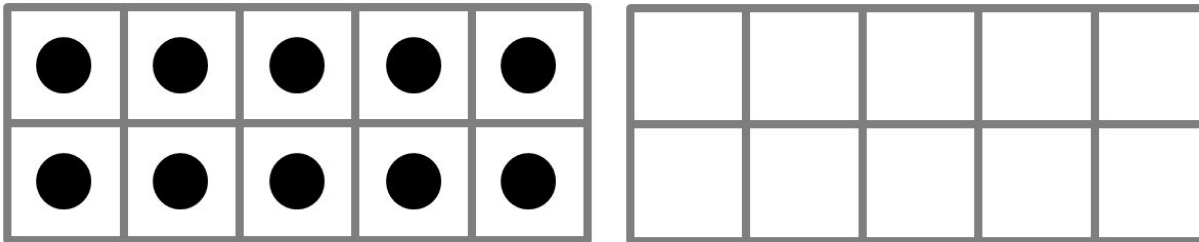
Read the sentence below the ten frames and put the correct number of dots in the second ten frame to make the teen number.

1



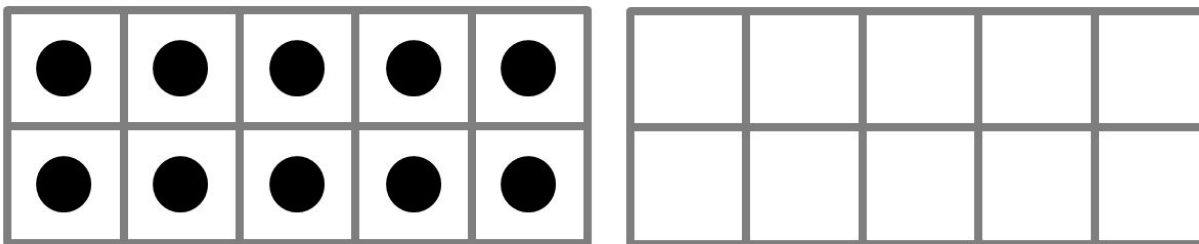
15 is 10 and _____

2

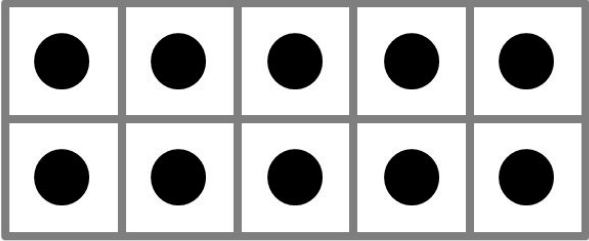
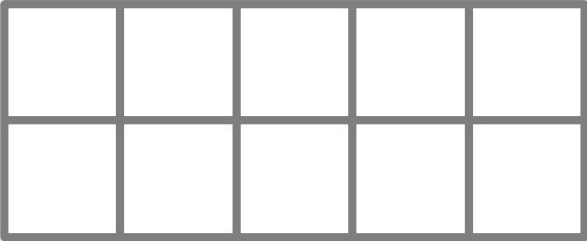


17 is 10 and _____

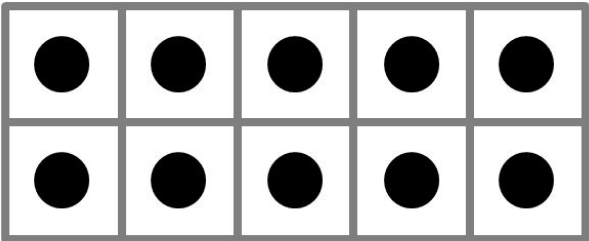
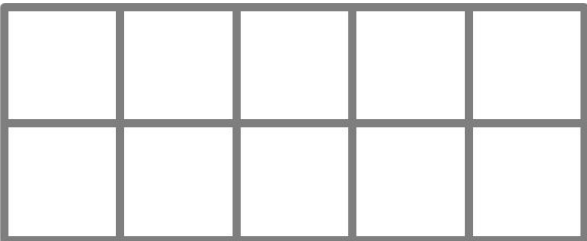
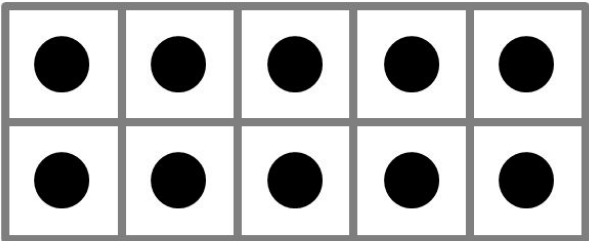
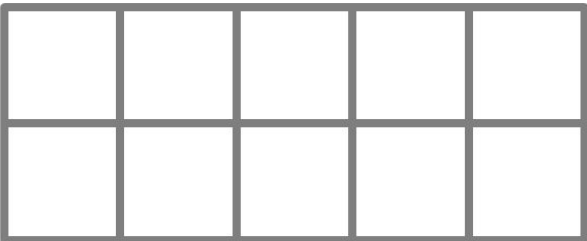
3



13 is 10 and _____

4		
	11 is 10 and _____	

Read the sentence below the ten frames, put the correct number of dots in the second ten frame, and write the teen number that makes.

1		
	10 and 6 make _____	
2		

	10 and 2 make _____
3	<div><div><div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div></div><div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div>10 and 4 make _____</div>
4	<div><div><div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div></div><div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div>10 and 8 make _____</div>

Wednesday Math Work

Week 1

Nicole had 20 marbles in a bag. 9 marbles fell out. How many marbles are left in her bag?

Answer: _____

Build it ! Draw it ! Write it!

First, use objects (pennies, buttons, crayons etc.) to build the number (using group of 10s and 1s only)

Next, draw the number, representing 10s and 1s.

Last, write a number sentence to represent the number.

Number	Draw It	Write a Number Sentence
12		
15		
17		
16		
18		

Challenge Numbers

First, use your objects to build the number (using group of 10s and 1s only)

Next, draw the number, representing 10s and 1s.

Last, write a number sentence to represent the number.

Number	Draw It	Write a Number Sentence
35		
46		
22		
21		
33		

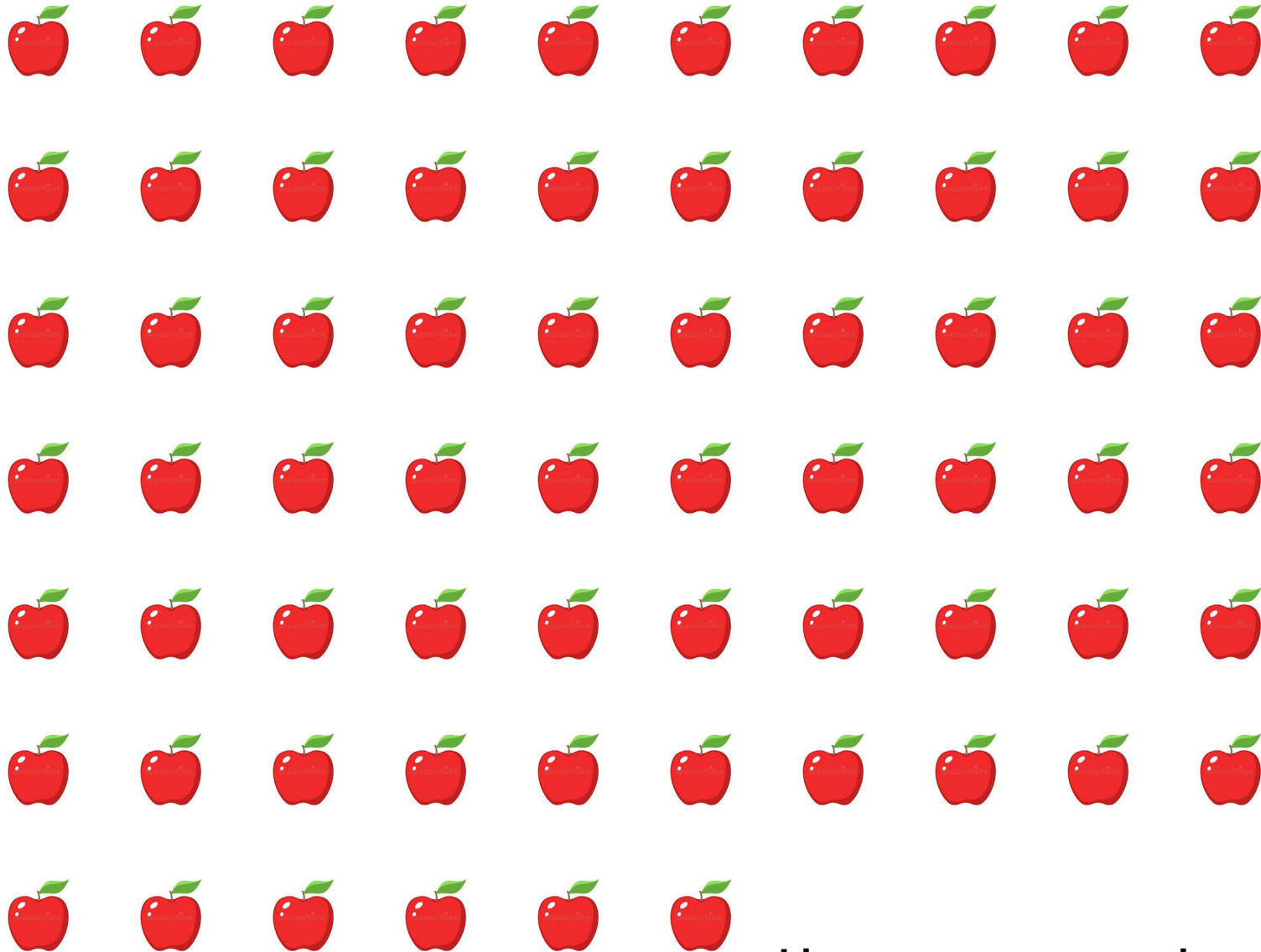
Thursday Math Work

Week 1

19 children were at a birthday party. 12 children went home. How many children are left at the party?

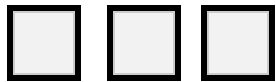
Answer: _____

Count and Label the Objects:



I have _____ red apples.

Base Ten Blocks



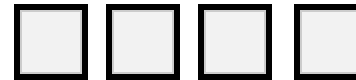
____ tens ____ ones
____ in all



____ tens ____ ones
____ in all



____ tens ____ ones
____ in all



____ tens ____ ones
____ in all

Base Ten Blocks



____ tens ____ ones
____ in all



____ tens ____ ones
____ in all



____ tens ____ ones
____ in all

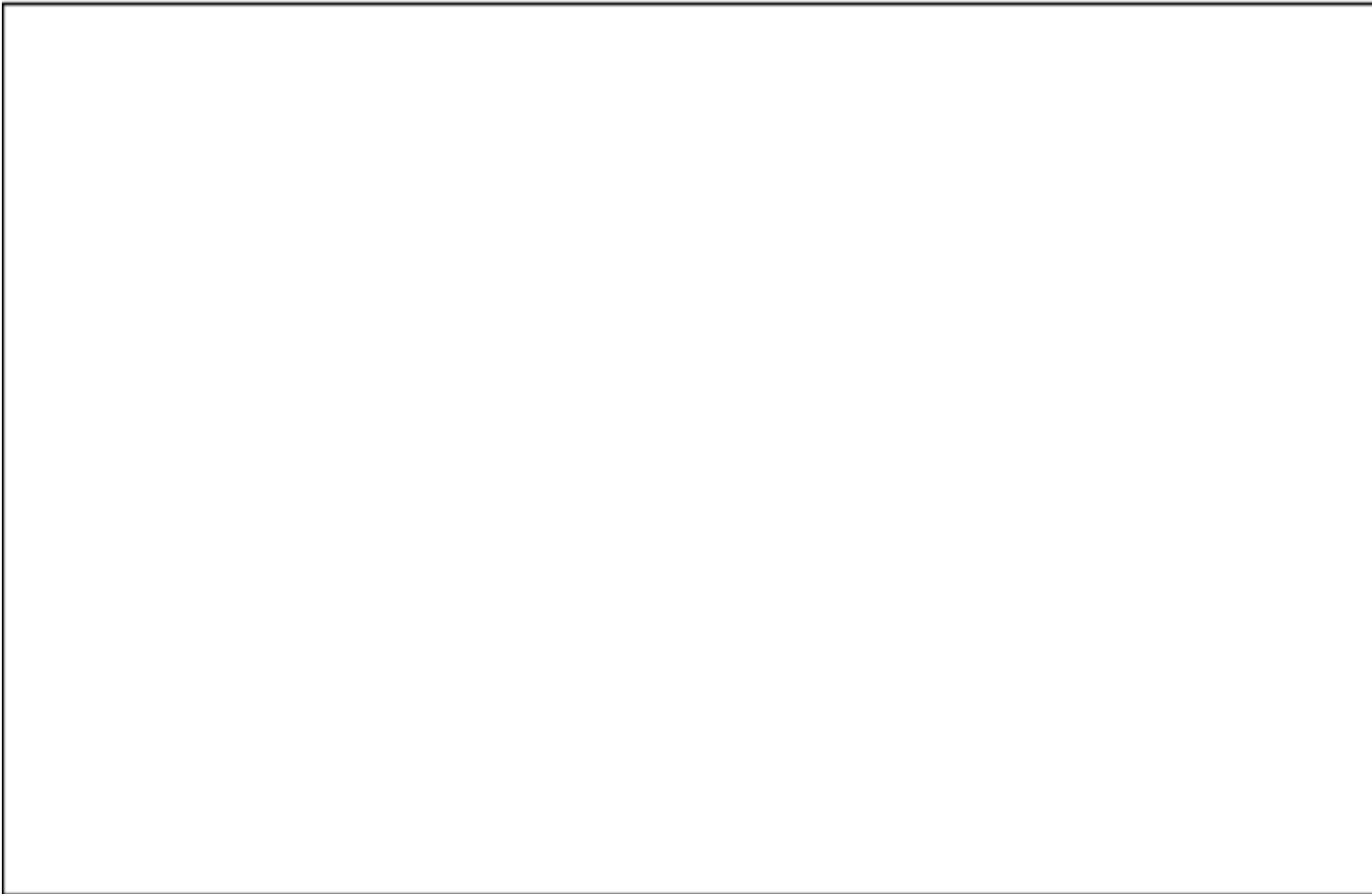


____ tens ____ ones
____ in all

FRIYAY!
Math Work

Week 1

Amir bought 4 bags of donuts. There are 3 donuts in each bag. How many donuts does Amir have?

A large, empty rectangular box with a thin black border, intended for a student to draw a visual representation of the problem or show their work.

Answer: _____

Count and Label the Objects:



I have _____ green apples.

Math Fact Frenzy!

Challenge: See how many math facts you can answer in 1 minute!

$2+1= \underline{\hspace{2cm}}$

$3+5= \underline{\hspace{2cm}}$

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

$4+1= \underline{\hspace{2cm}}$

$5+5= \underline{\hspace{2cm}}$

$6+2= \underline{\hspace{2cm}}$

$8+3= \underline{\hspace{2cm}}$

$1+2= \underline{\hspace{2cm}}$

$7+3= \underline{\hspace{2cm}}$

$4+6= \underline{\hspace{2cm}}$

$2+8= \underline{\hspace{2cm}}$

$7+4= \underline{\hspace{2cm}}$