

## Mathematics Gr K

Please try to engage in one Sprint (that includes sides A and B) and complete at least one application problem each day. The directions for the Sprints are included in the packet.

### Additional Grade K Math information

In March you received two math packets for kindergarten – Skills Review and Flash Cards. The Flash Cards packet contained practice cards. Finding a different way to use the cards each day gives students valuable practice with the skills. For example, try sorting out all of the cards with dots, numbers, and number names to play a matching game. Or, sort out the number cards that are answers to the addition cards and play a matching game.

Here are a few additional things you can do with your kindergarten student:

- Gather a mixed group of objects. Have students sort the group of objects into categories and count the number of objects in each category. Have students explain why they grouped the objects together.
- Have students identify and describe shapes, such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. Describe them using their shape names and describe their position in relation to other objects, using terms such as *above*, *below*, *beside*, *in front of*, *behind*, *next to*.
- Have students identify shapes they see around them. Draw pictures of the objects that contain the shapes. Analyze and compare the shapes they see using words to describe their similarities, differences, parts (e.g., number of sides and vertices (“corners”)) and other attributes (e.g., having sides of equal length).
- Have students draw a picture composed of shapes you select.
- Identify the colors of objects students see around them. Draw pictures of the objects and group the pictures by color.
- Play a matching game with a deck of cards. Only use the cards with numbers on them.

## Reading Gr K

These comprehension activities are completed after students have practiced their reading fluency. Please complete one comprehension activity listed below daily to go along with the book they read.

1. **Writing Summaries** (often referred to as IVF statements)
  - Refer to the Writing Summary Sample to help support your child with this activity
  - **Step 1:** Write the IVF statement (Identify the text, Verb, Finish your thought)
  - **Step 2:** Rewrite that statement as a complete sentence
  - **Step 3:** List details from the story (you can look back in the book to do this)
  - **Step 4:** Try to write a summary using the IVF statement and the details.
2. **Sketch, Then Write**
  - After reading a story, draw 4 different pictures to retell what happened in the story (you can look back in the book to do this)
  - Then, write about 2-3 sentences about your pictures as a way to retell the story.

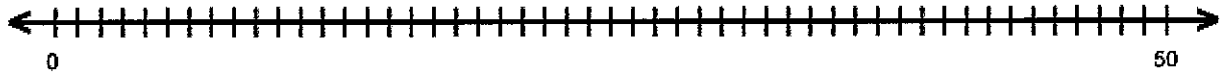
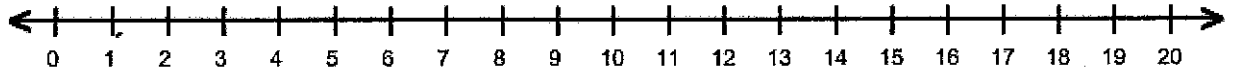
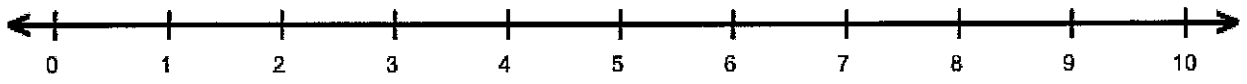
### Suggestions for Math Sprints for Students with Disabilities

- Reduce the number of problems that a student does in one day.
  - For example, have the student do Side A-Column 1 on one day and complete Side A-Column 2 on another day.
  - Use the same method for the Side B problems
  - Fold the paper in half so that only the column that child is working on is displayed
- Extend the time for sprints.
  - For example, if the sprint says complete the sprint in 60 seconds, give the student 2 minutes to complete the sprint

### Suggestions for Application Problems for Students with Disabilities

- For the application problems, students can use number lines, number charts, place value charts, blank paper (for drawing pictures), blank number bonds charts.
  - Use items from around the house (paper clips, coins, buttons, etc.) as math manipulatives when trying to solve math word problems.

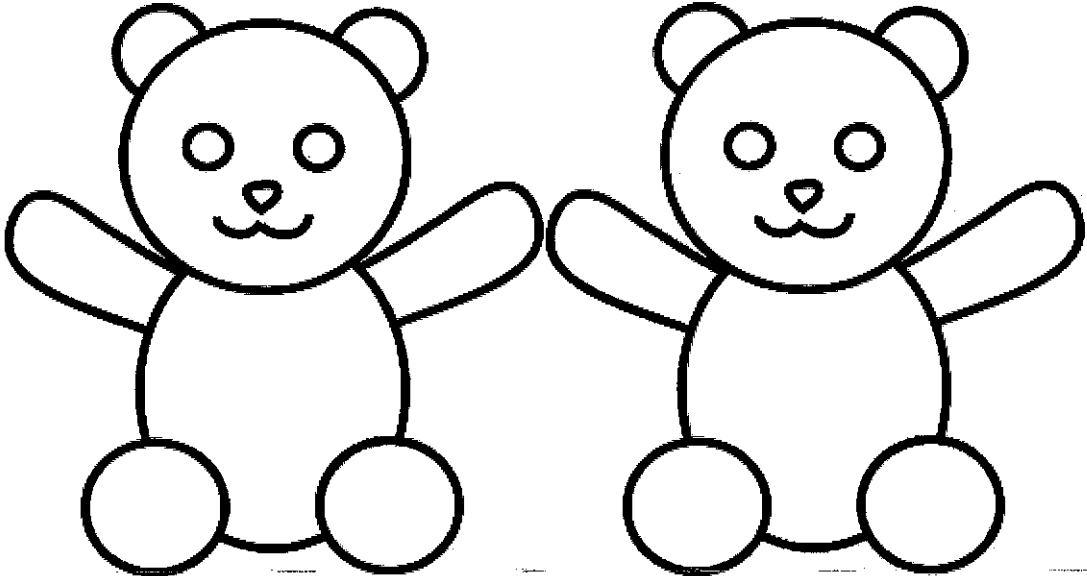
# NUMBER LINE





# Application Problems

## Kindergarten Module 1

Lesson	Problem
1	The teacher will hold up a blue sock. Students, please draw a picture of this sock.
2	Jeremy has 3 marbles. Draw his marbles.
3	Draw two circles that are the same but are a different color.
4	<p>Color the pictures below so that they are exactly the same. Tell a friend how you know that they are exactly alike.</p> 

# Application Problems

18	Make a row of 3 dots. Make another row with 3 dots right under the first one. Count your dots. Tell your friend how many.
19	Draw 5 ice cream cones. Draw 1 more ice cream cone. Count how many ice cream cones you drew on your paper. Write the number.
20	Christopher has a bag of 5 cookies and 2 other loose cookies. Draw the cookies. How many cookies does Christopher have? Then circle the bag of 5 cookies.
21	There were some children playing with marbles on the playground. Draw a circle and show 7 of their marbles in the circle. Count the marbles with your friend. Talk about what would happen if someone gave the children another marble.
22	Draw 2 stacks of 4 blocks each. Count your blocks. How many do you have?
23	Draw a shape that might be a fence for a playground. Draw 8 balls inside the fence. Count the balls.
24	Draw 5 silly shapes. Draw 4 more silly shapes. How many silly shapes do you have?
25	Make a group of 9 smiley faces. Write the number 9. Count the smiley faces by connecting them with lines. Make sure you don't count any of them twice! Discuss what would happen if you had another smiley face in your picture.
26	Let's build a wall! Draw a row of 5 bricks. Build your wall by drawing another row of 5 bricks on top. How many bricks did you draw?
27	Create a snowman that is 5 snowballs high. Make a friend next to him that is also 5 snowballs high. How many snowballs did you use? Write the number.

# Application Problems

## Kindergarten Module 2

Lesson	Problem
2	It's pizza time! On a piece of paper, draw a large pizza pie. Don't forget your favorite toppings! With your crayons, show how you would cut the pizza into enough slices for your family. Describe the shape of a slice to your partner.
3	Design your own dollar bill! Draw your dollar bill on a piece of paper. Whose picture will you put in the center? What is the shape of your bill.
4	Using only triangles and rectangles, design a rocket ship on your paper. Count how many triangles and rectangles you see in your picture.



# Buffalo Public Schools

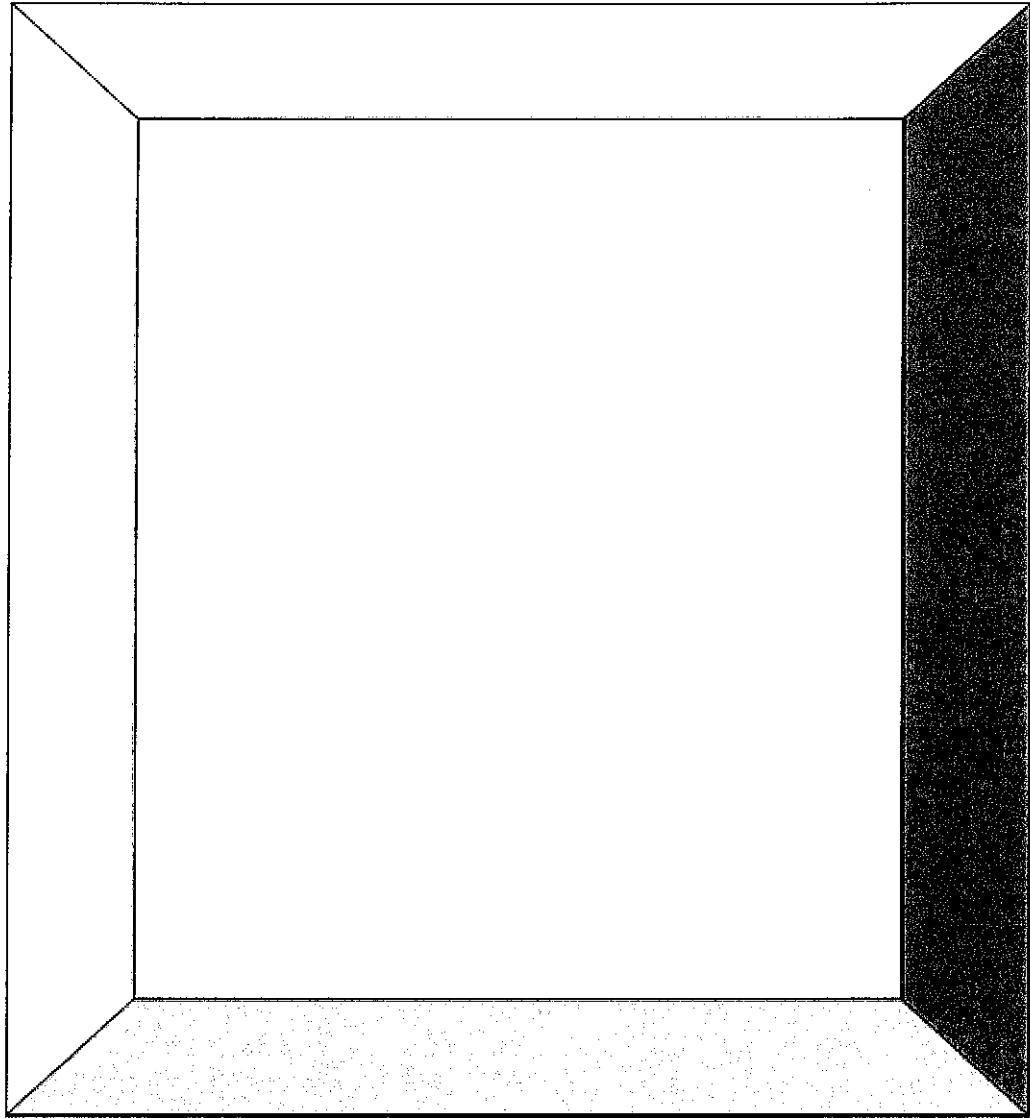
## Reading Log Gr. K



**Directions:** Write what the book was about on the lines below.

A series of ten sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.





# Kindergarten Writing Journal

Draw a picture of yourself.

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

15. What would you do if you found a dinosaur in front of your house? Would you want to keep it as a pet? What would you feed it for dinner? Draw a picture of the dinosaur eating dinner.
16. What would you wish for if you found a genie in a bottle? Draw a picture of the genie and the thing you wished for.
17. Write a thank-you note to someone who has helped you. Include details about what they did and how it made you feel. Be sure to send the person the thank-you letter. Everyone likes to be thanked!
18. Think about your favorite game. Is it a sport, board game, or something else? Where can you play it? Who do you like to play with? Write a story and draw a picture about your favorite game.
19. Write about something that is very special to you and that you always like to have with you. What is it? What does it look like? Who gave it to you? Why is it special to you?
20. What would you catch if you went fishing? Would it be big or small? Write a story and draw a picture about what you might catch if you went fishing.
21. How would your parents describe you? Are you quiet or talkative, shy or outgoing? What would they say about the kind of person you are?
22. What makes you happy? Draw a picture of something or someone that makes you happy. Write a sentence to describe what makes you feel happy.

## Find Specific Sounds

### TARGET SKILLS: Isolate Beginning and Ending Sound

Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the "s" sound or that end with the *k* sound. Have your family members share their heard words and list them on a piece of paper.

Parent: *Let's listen to this show and see how many words we can hear that have the "t" sound. Write (or draw) objects that you hear that begin with that sound. (Family members write or draw words that they hear in the show that begin with that sound. If they write or draw a word that does not begin with that sound, remind them that sound.)*

## Count the Sounds

### TARGET SKILLS: Segment Sounds in Words, Counting Sounds in Words

Help your child count the number of sounds in words. Have your child find pictures of two- and three-sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the picture. Have your child touch a different marker as he or she says each sound.

Parent: *I'm going to show you a picture. Use these coins or blocks to show me how many sounds are in that word. (Show pictures of a two or three sound words, for example a fish. Your child should touch each coin/block while saying the sound, for example f-i-sh- 3). Continue with pictures of other objects such as a shoe (2 sounds), lip (3 sounds), five (3 sounds).*

## Break the Words Apart

### TARGET SKILLS: Segment Sounds in Words, Isolate Beg/Mid/End Sounds in Words, Blending Sounds

Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce *mom* as follows: *mm-o-mm*. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say *sh-ee-p* and your child says *sheep*.

Parent: *I am going to say a word and I want you to listen for the beginning, middle and ending sounds. Mom (child should stretch word to say mm-o-mm) Continue with other simple words such as bed, cat, win, pan, dog, etc.*

Parent: *Now I am going to say words that are already stretched, and I want you to blend the words together. Sh-ee-p (child blends the word to say sheep) Continue to stretch other words for your child to blend such as k-i-d, b-u-s, j-e-t, sh-e-ll, etc.*

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

Tool B2-5a(4)

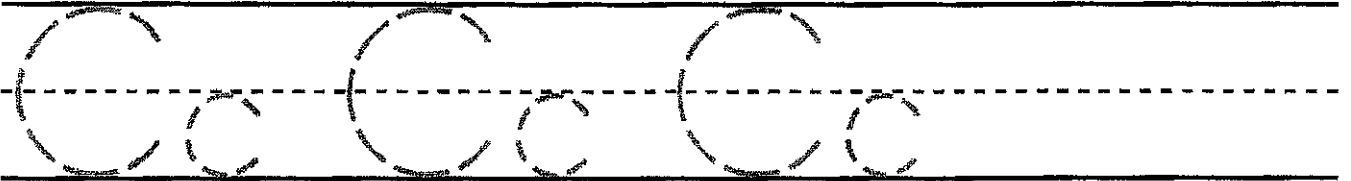
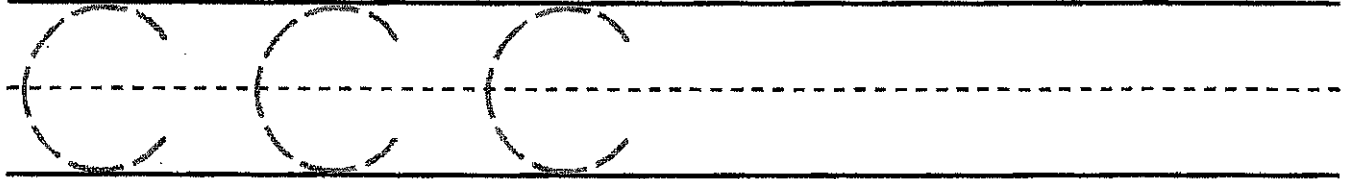
Aa



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

Tool B2-5a(6)

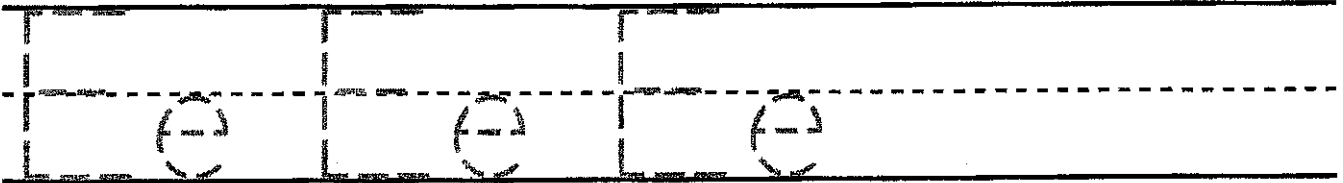
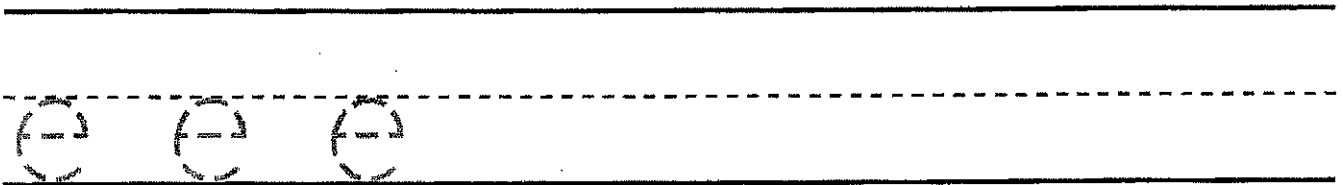
Cc



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

Tool B2-5a(8)

Ee



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

Tool B2-5a(10)

Gg

G G G

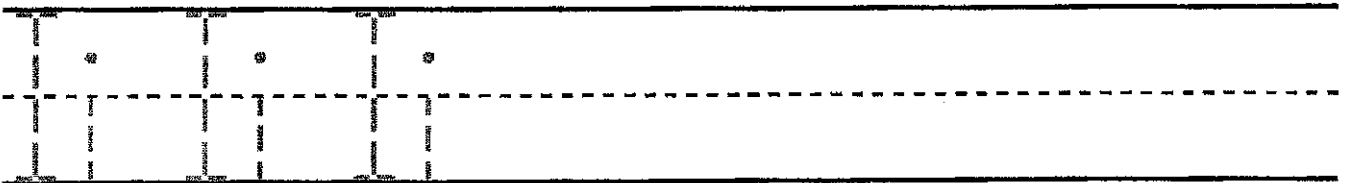
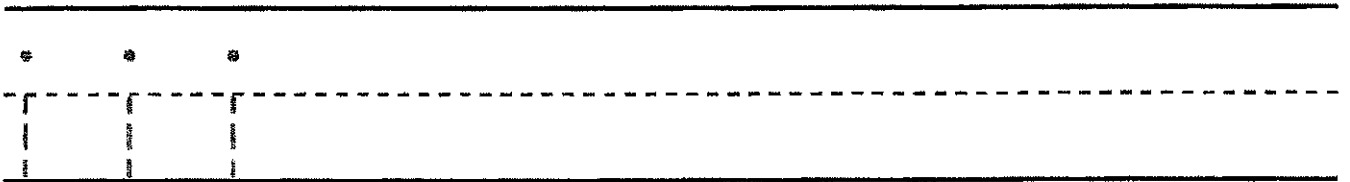
g g g

Gg Gg Gg

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

Tool B2-5a(12)

Ii

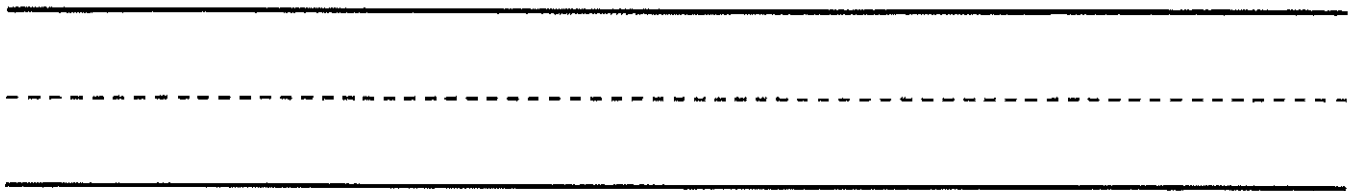
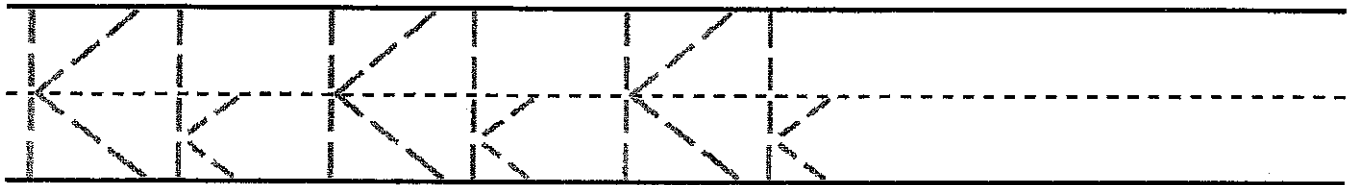
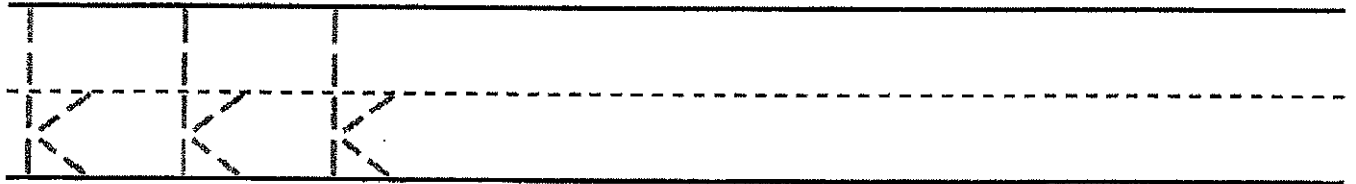
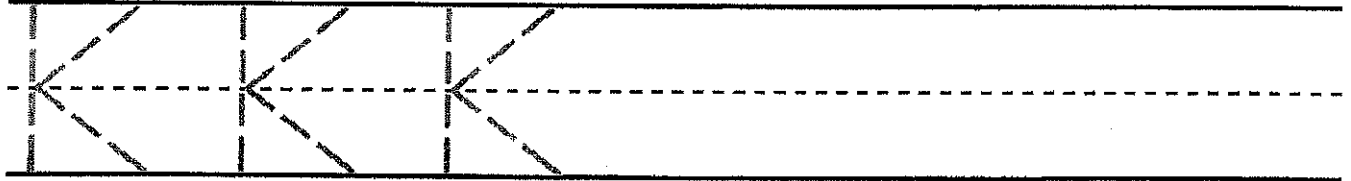




Name: \_\_\_\_\_

Tool B2-5a(14)

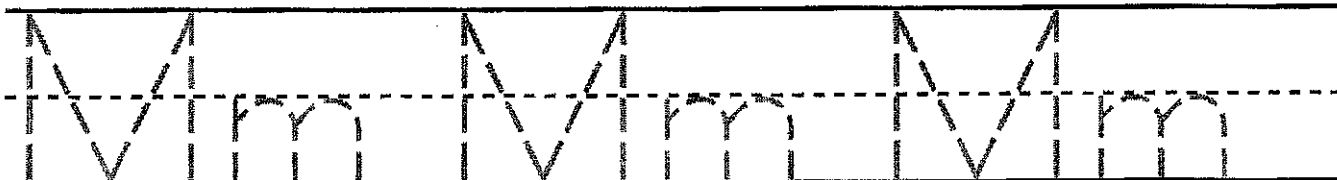
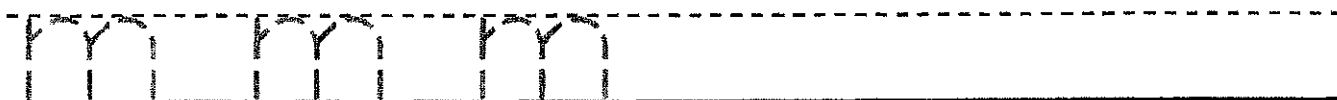
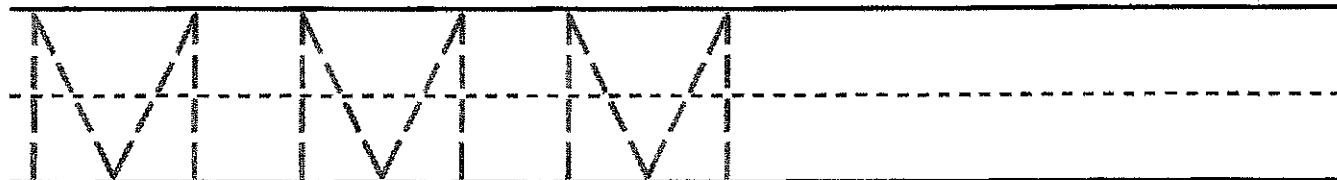
Kk



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

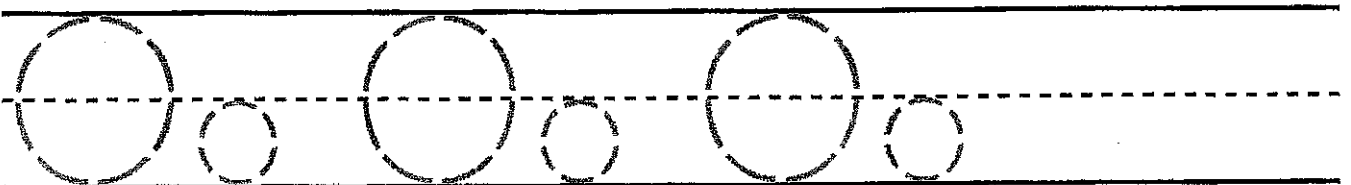
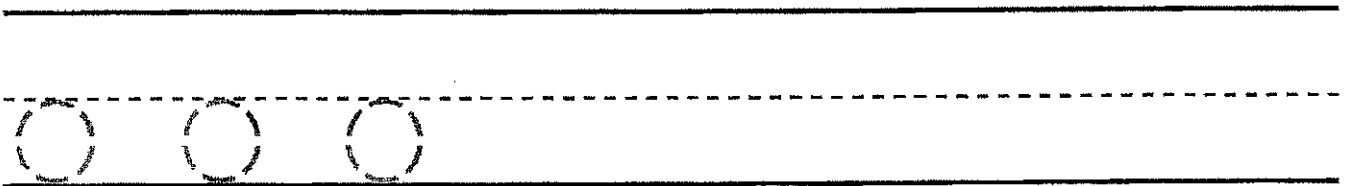
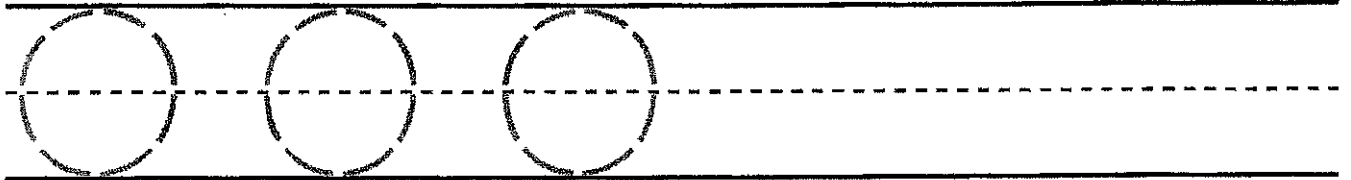
Tool B2-5a(16)

# Mm



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

**Tool B2-5a(18)**



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

Tool B2-5a(20)

Qq

Q Q Q

q q q

Qq Qq Qq

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

Tool B2-5a(22)

Ss

S S S

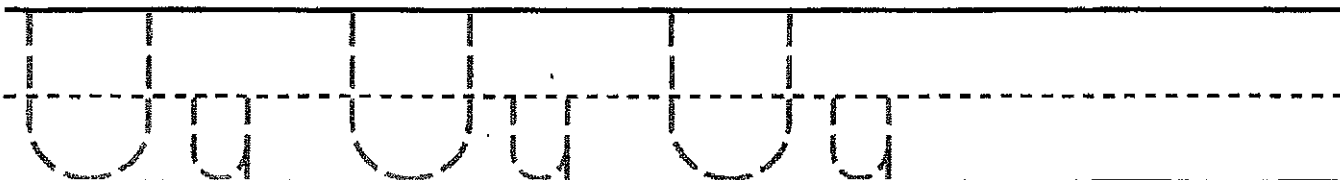
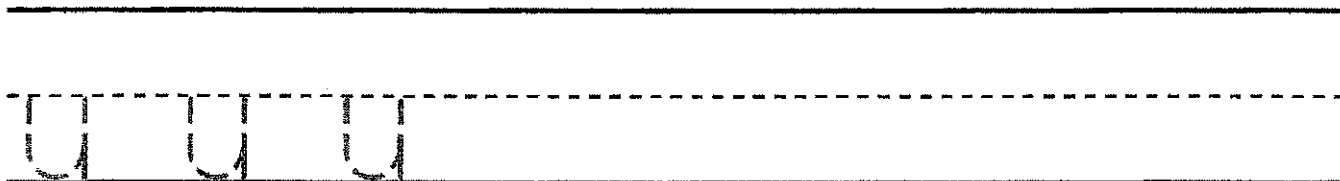
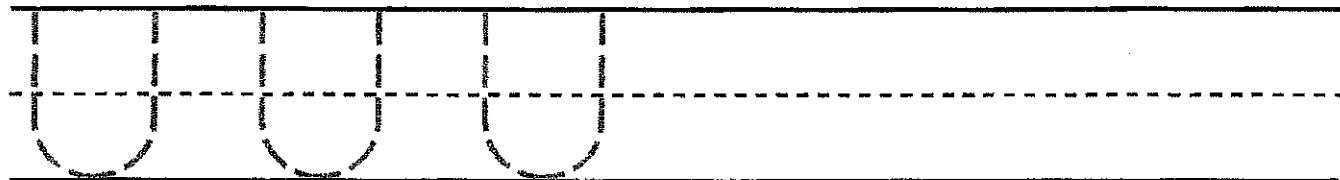
s s s

Ss Ss Ss

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

Tool B2-5a(24)

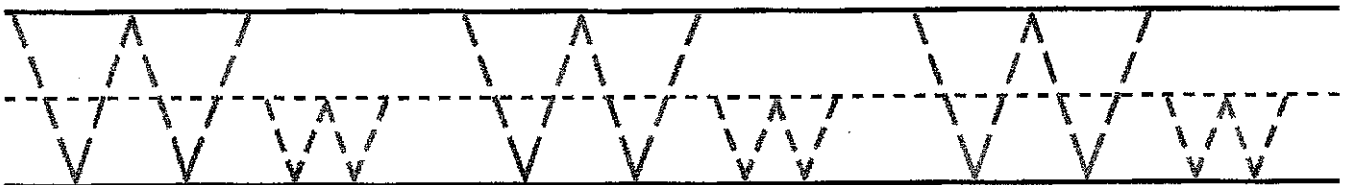
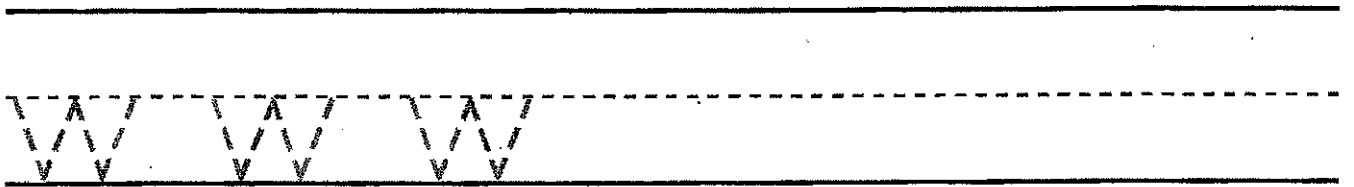
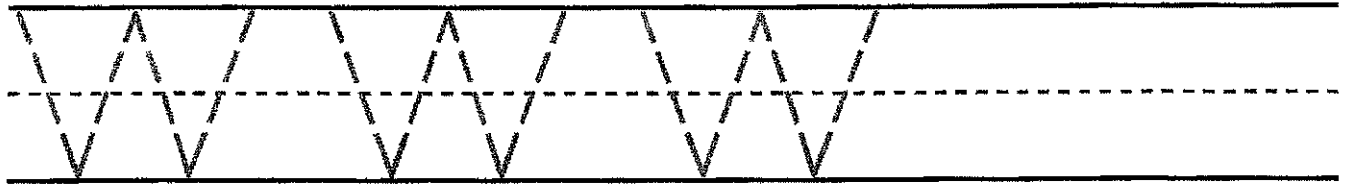
Uu



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

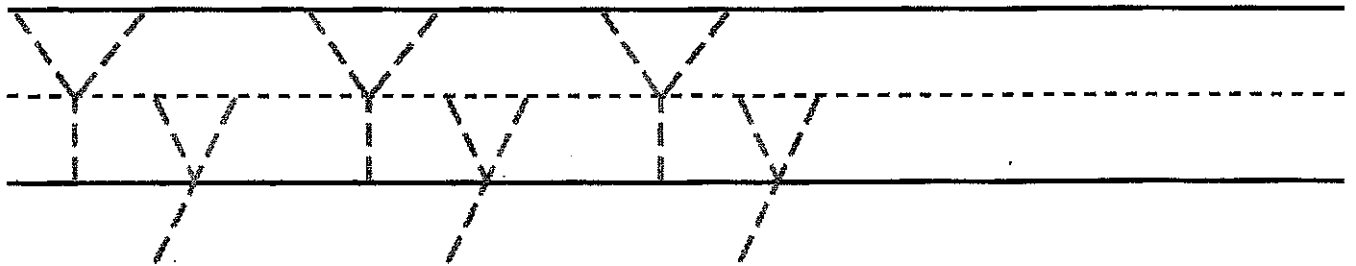
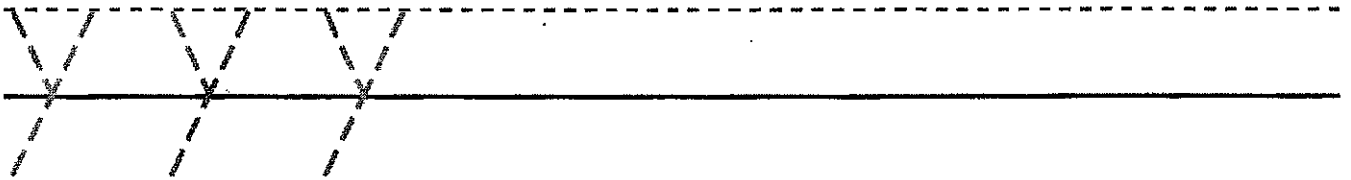
Tool B2-5a(26)

W w



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

Tool B2-5a(28)





# Bob and Nell

A Reading A-Z Decodable Book

Word Count: 173



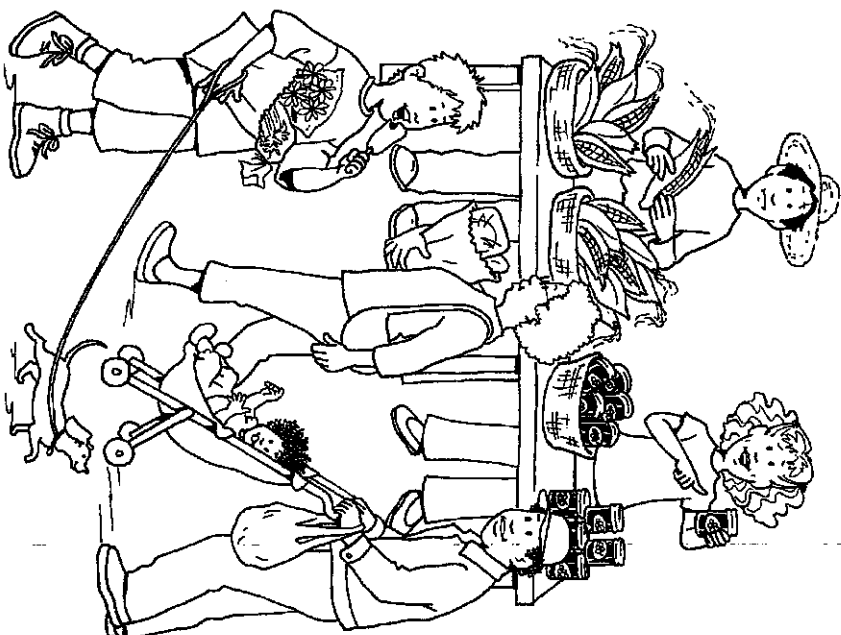
## Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com)

for thousands of books and materials.

DECODABLE • 35

# Bob and Nell



Written by Susan Hartley  
Illustrated by D.J. Simison

[www.readinga-z.com](http://www.readinga-z.com)

## ELEMENTS USED IN THIS BOOK

Phonograms -ell, -ob

Phonogram words bell, fell, jell, Nell, sell, tell, well, yell, Bob, cob, job, rob, mob

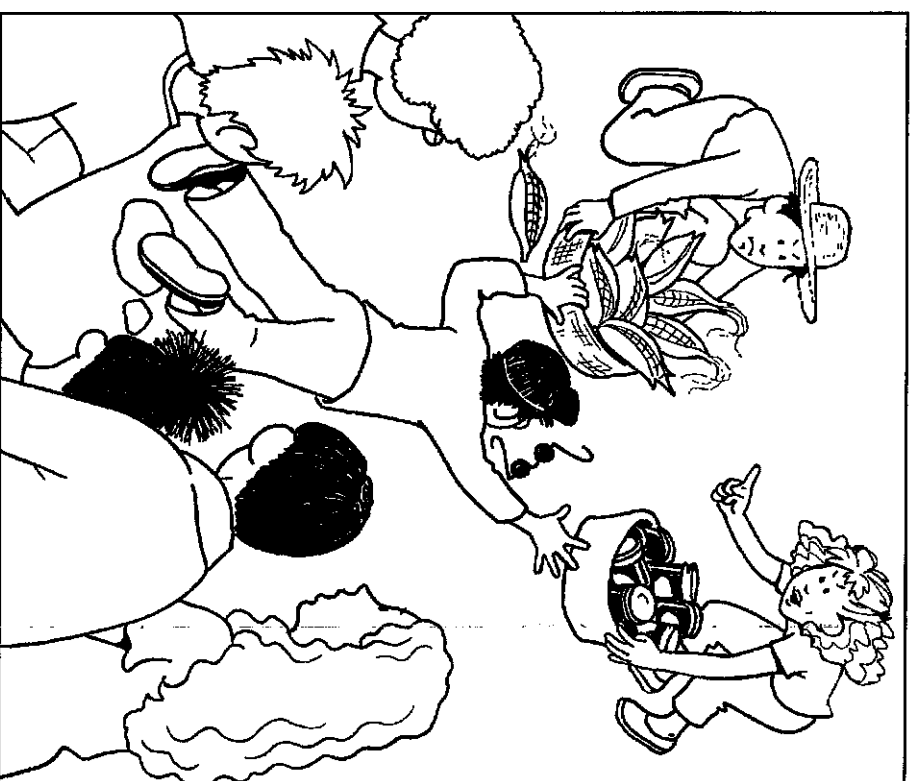
Reviewed phonic elements n, a, m, s, t, o, d, e, f, g, i, b, c, r, u, l, w, j, y, z

Reviewed story word after

New high-frequency words help, made

Reviewed high-frequency words a, good, has, he, her, his, is, make, out, put, said, saw, she, some, the, to, was, went, will

Special considerations plural ending -s; inflectional ending -ed



Buzz fell, and Bob got  
his cobs.

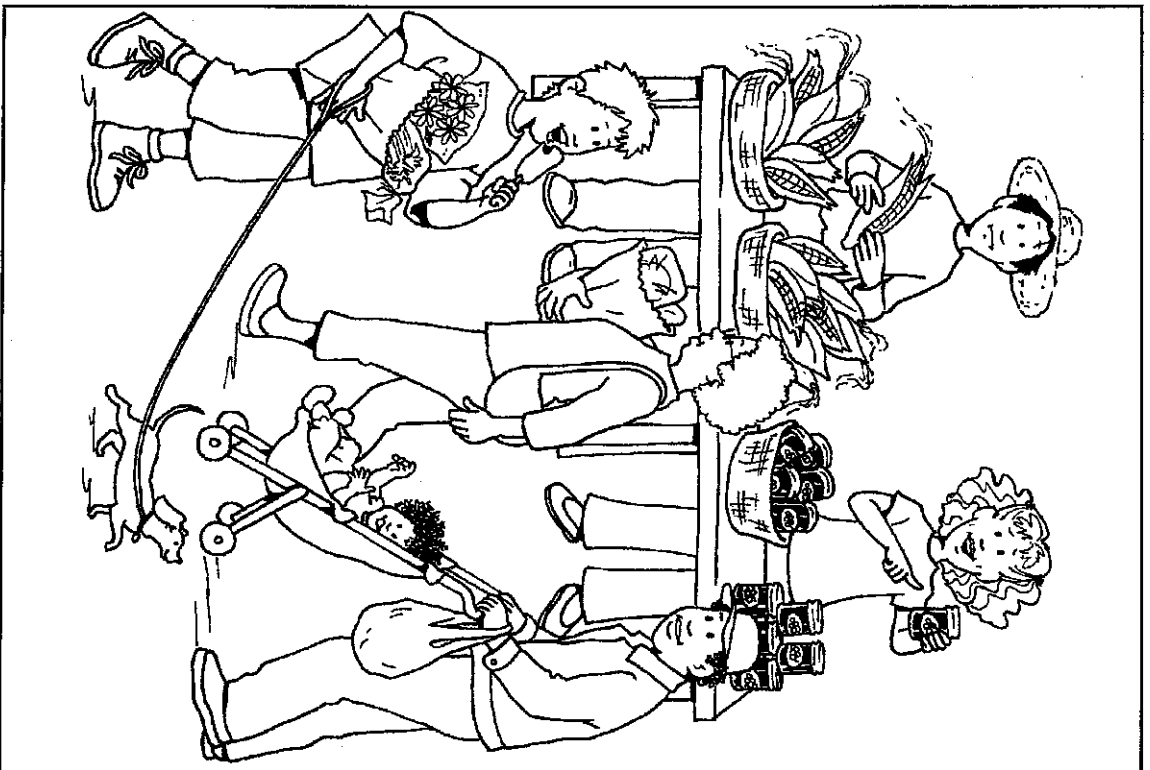
Nell got her jell.  
A mob saw the cobs  
and the jell.



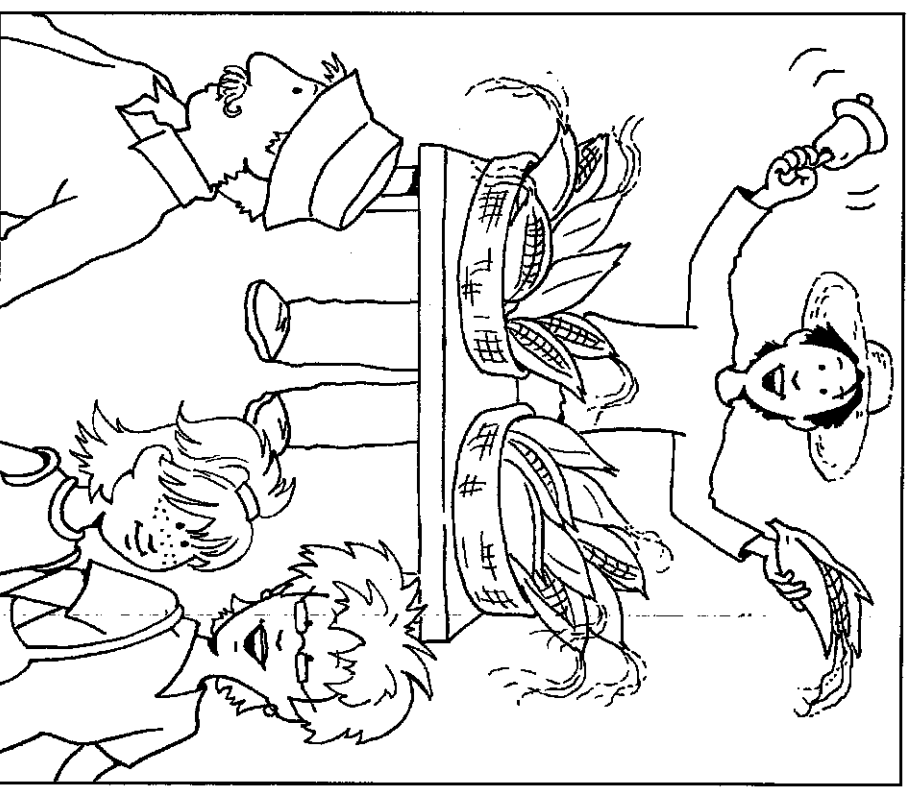
Bob put out the cobs.  
But his cobs did not sell.



Buzz was a bad man.  
He saw the cobs  
and the jell.  
He went to rob Bob  
and Nell.

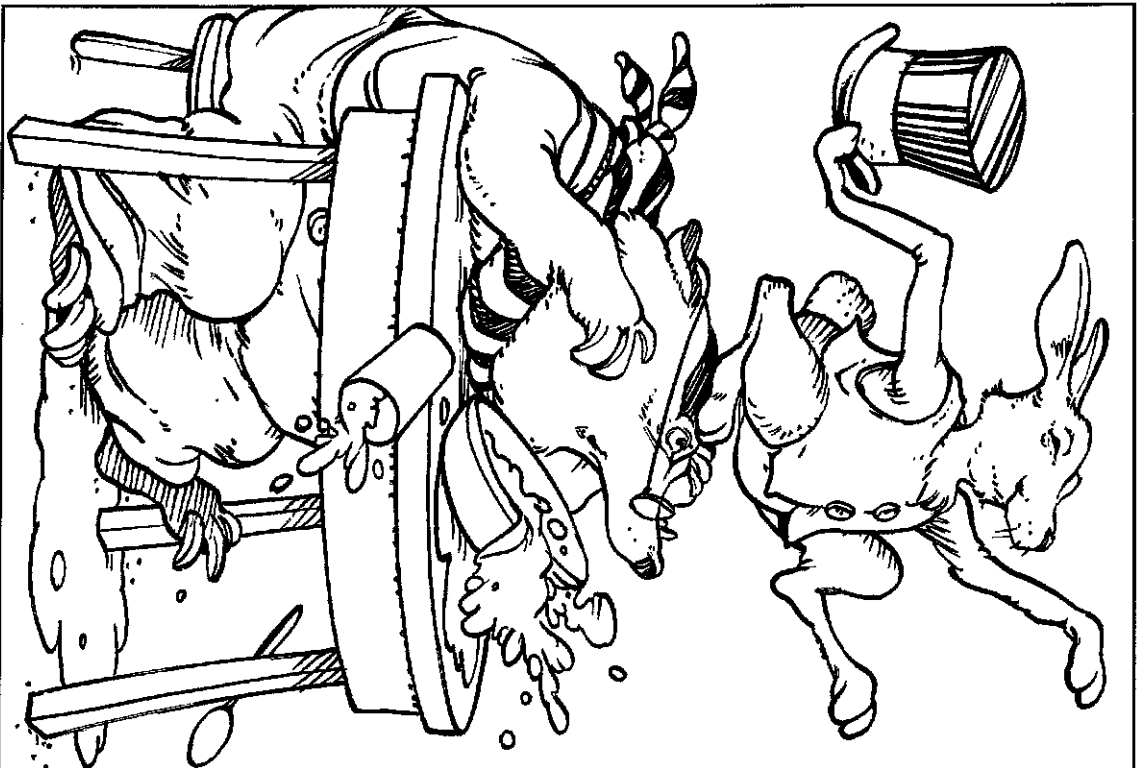


Nell put out her jell.  
But her jell did not sell.

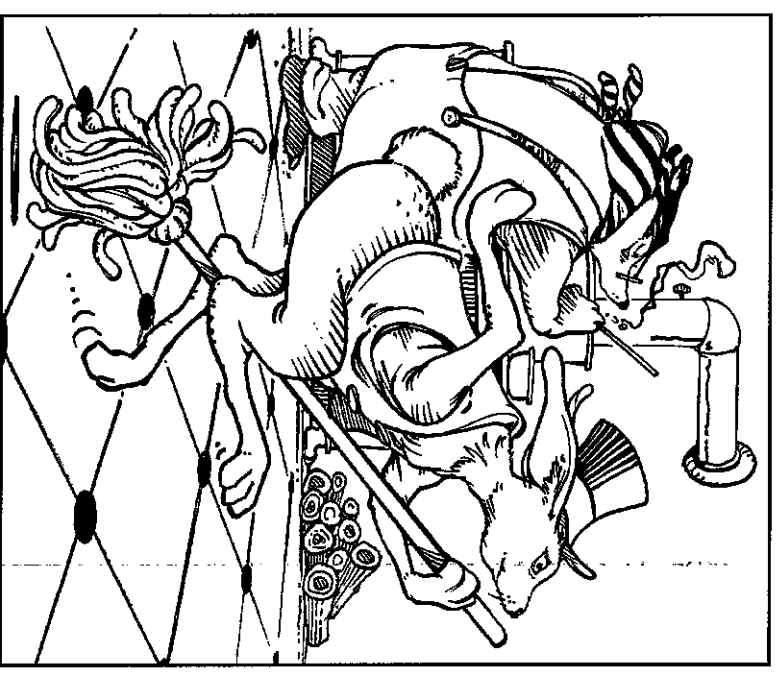


Bob got a bell.  
“Get some cobs!”  
he yelled.  
“I tell you, my cobs are  
good.”

# I Can Hop

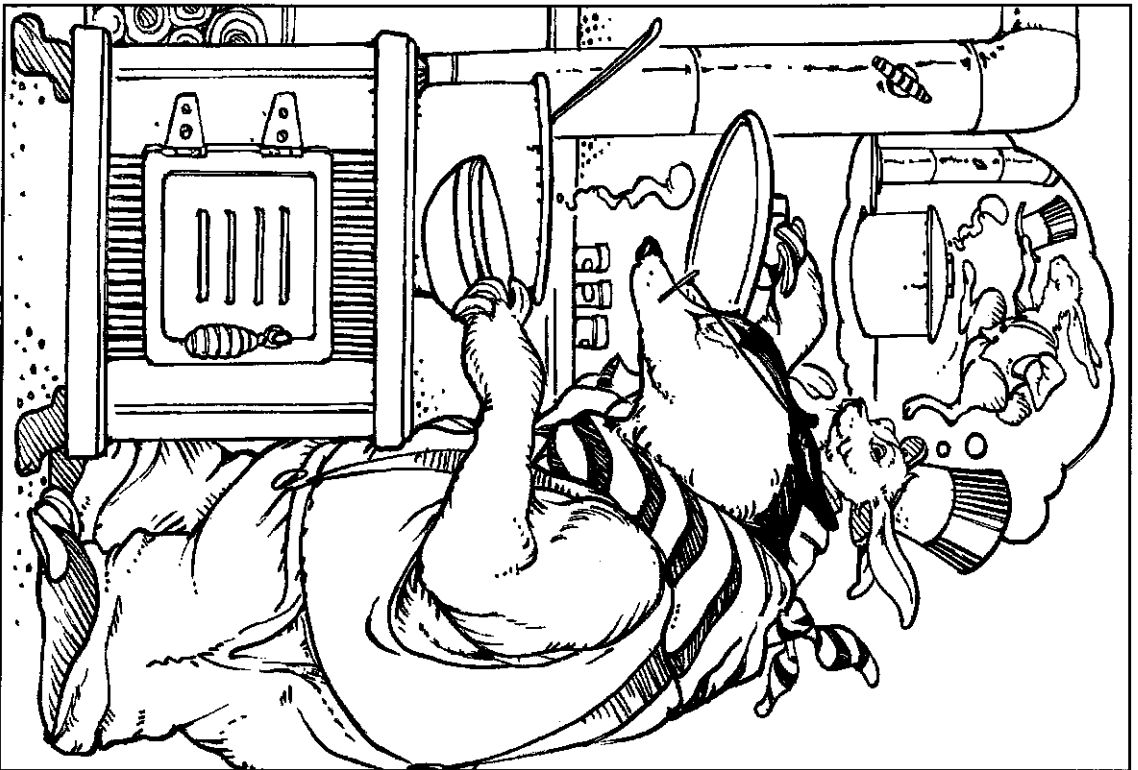


I can hop on Pop.  
See me hop on Pop.

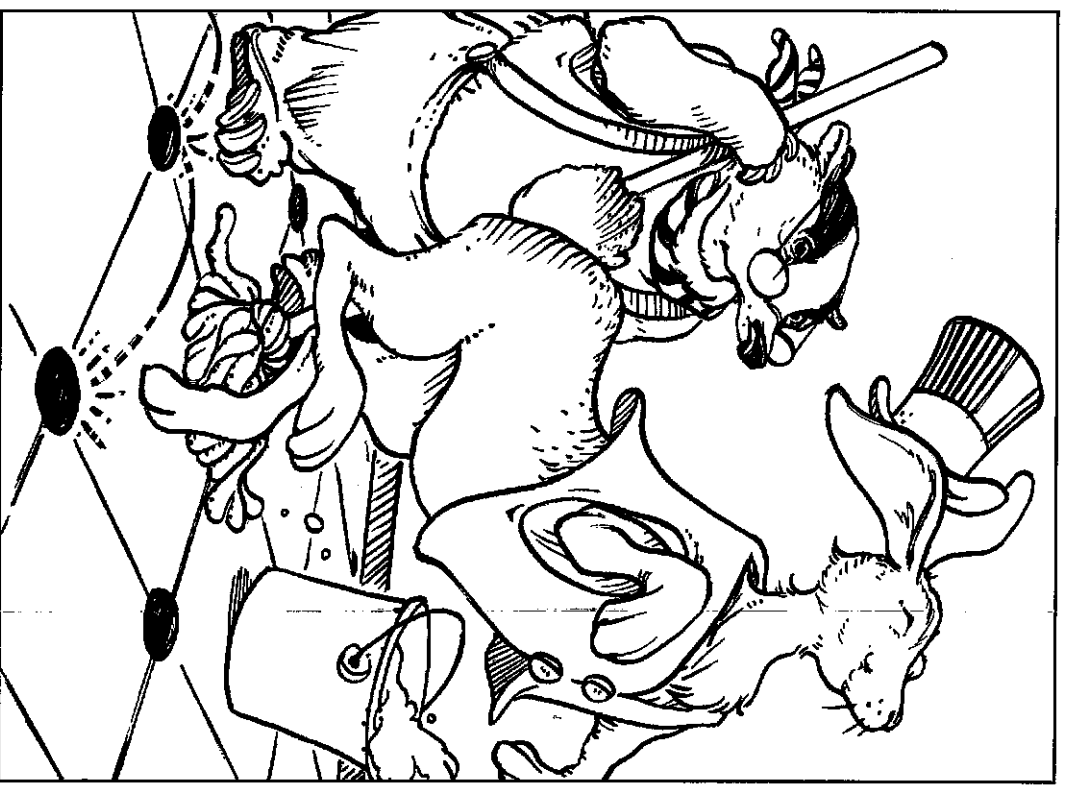


Written by Oliver Henderson  
Illustrated by Joel Snyder

[www.readinga-z.com](http://www.readinga-z.com)



Can I hop on top  
of a pot?



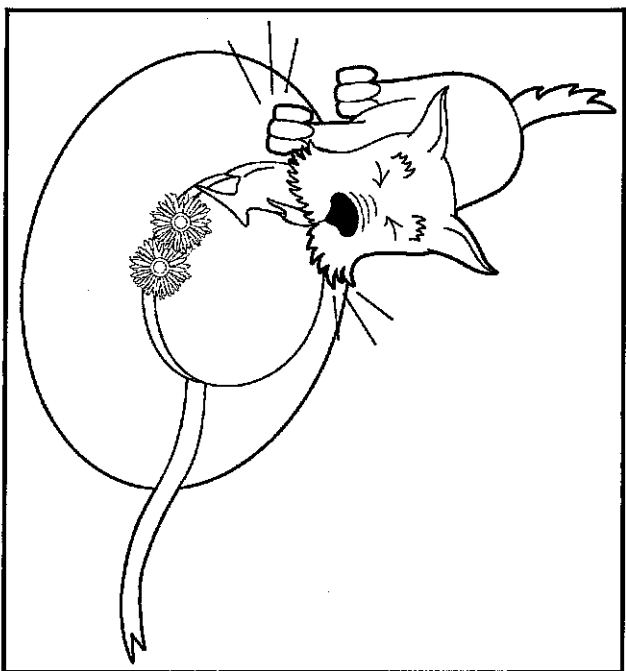
I can hop.  
Pop cannot hop.  
See me hop on the dots.

# The Pin with

## a Tin Fin

A Reading A-Z Decodable Book

Word Count: 97



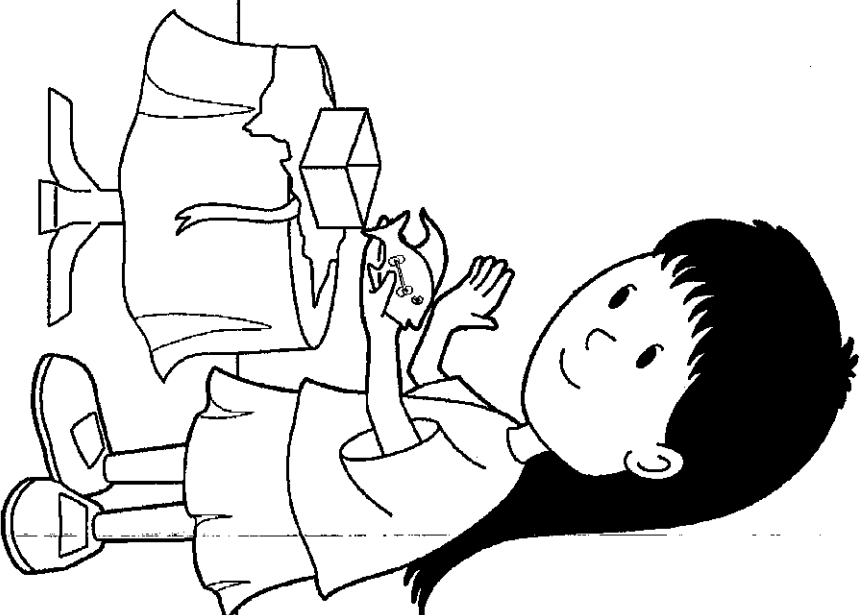
# Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com)

for thousands of books and materials.

DECODABLE • 18

# The Pin with a Tin Fin



Written by Susan Hartley • Illustrated by Signe Nordin

[www.readinga-z.com](http://www.readinga-z.com)

## ELEMENTS USED IN THIS BOOK

Phonograms -in, -it

Phonogram words bit, fit, hit, it, pit, sit, fin, in, Min, pin, tin

Reviewed phonic elements n, a, p, m, s, t, o, d, e, h, f, g, i, b

New high-frequency words her, look

Reviewed high-frequency words a, and, do, he, in, like, me, on, said, the, they, was, with

Special considerations possessive 's;  
inflectional ending -ed



Min looked.

“Who bit my hat?”

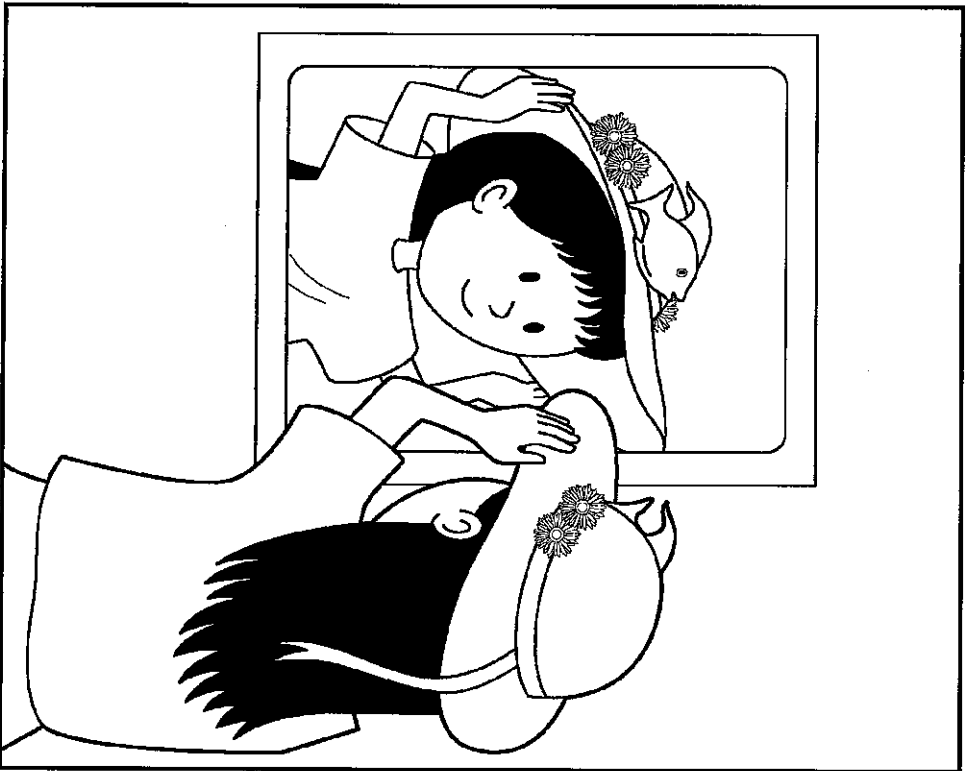
Was it you Nip?” she said.

“Bad Nip.”

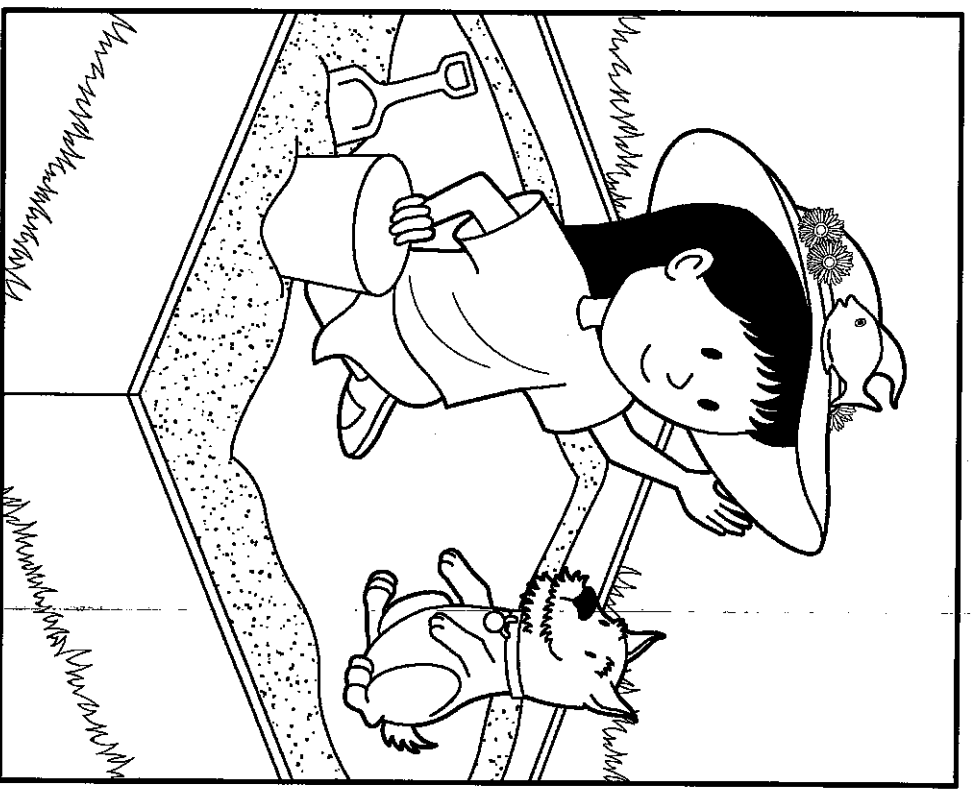
The Pin with a Tin Fin  
Decodable Book 18  
© Learning A-Z  
Written by Susan Hartley  
Illustrated by Signe Nordin  
All rights reserved.

[www.readinga-z.com](http://www.readinga-z.com)

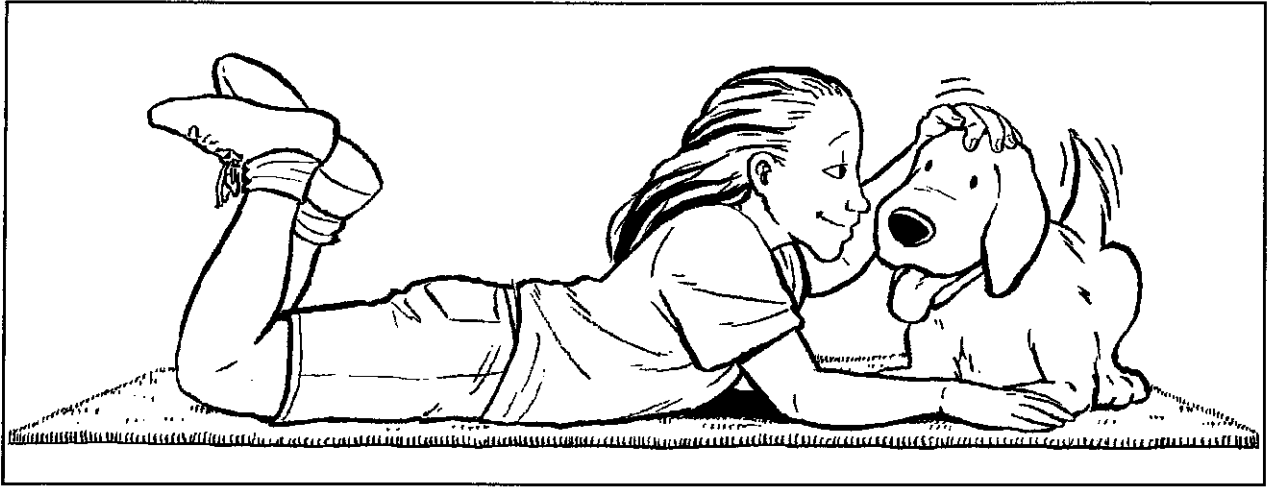




The pin fit on her hat.  
The hat fit Min.  
Min liked the pin with  
a tin fin.



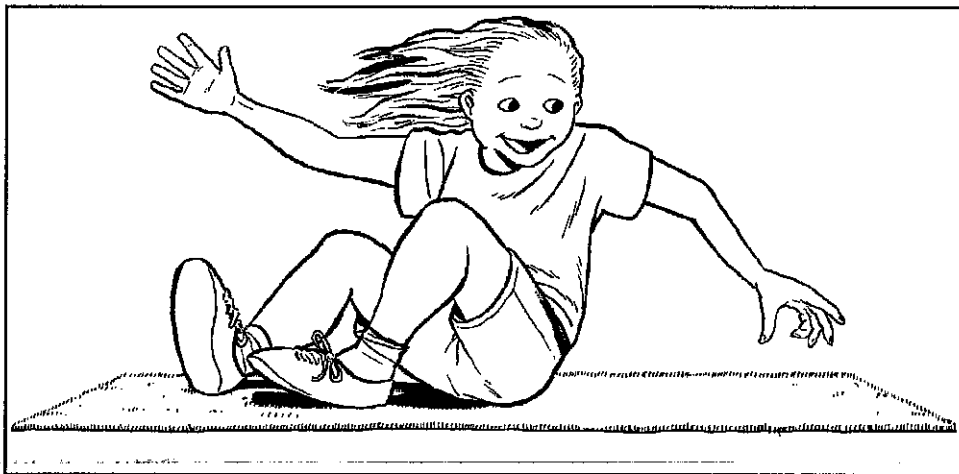
Nip was in the pit  
with Min.  
They sat on a mat  
in the pit.



Pam is at the mat.  
Sam is at the mat.  
Pam pats Sam.

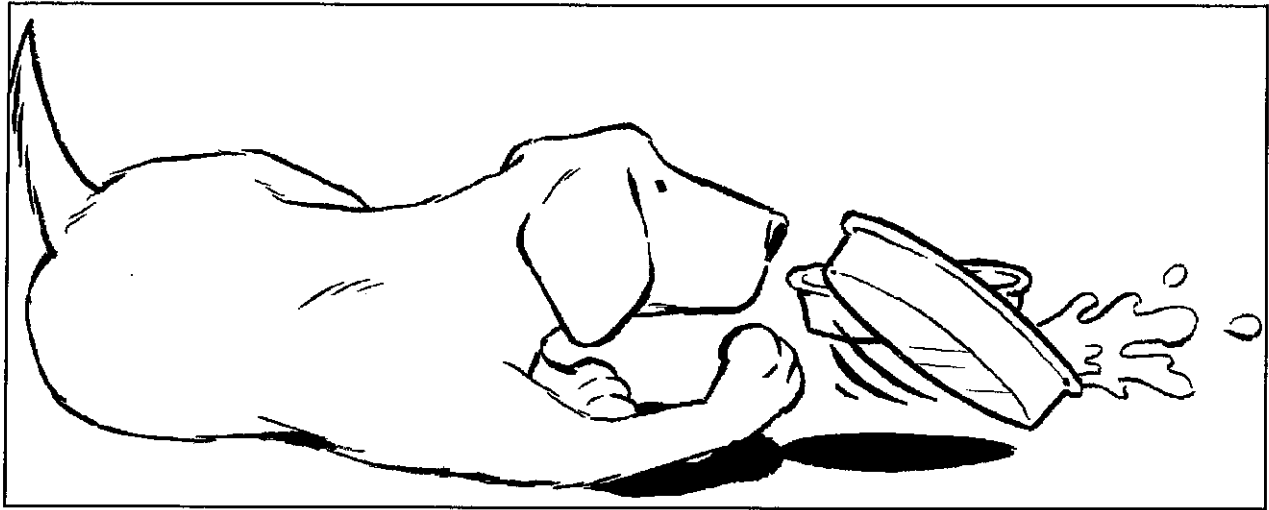
8

# A Tap and a Pat



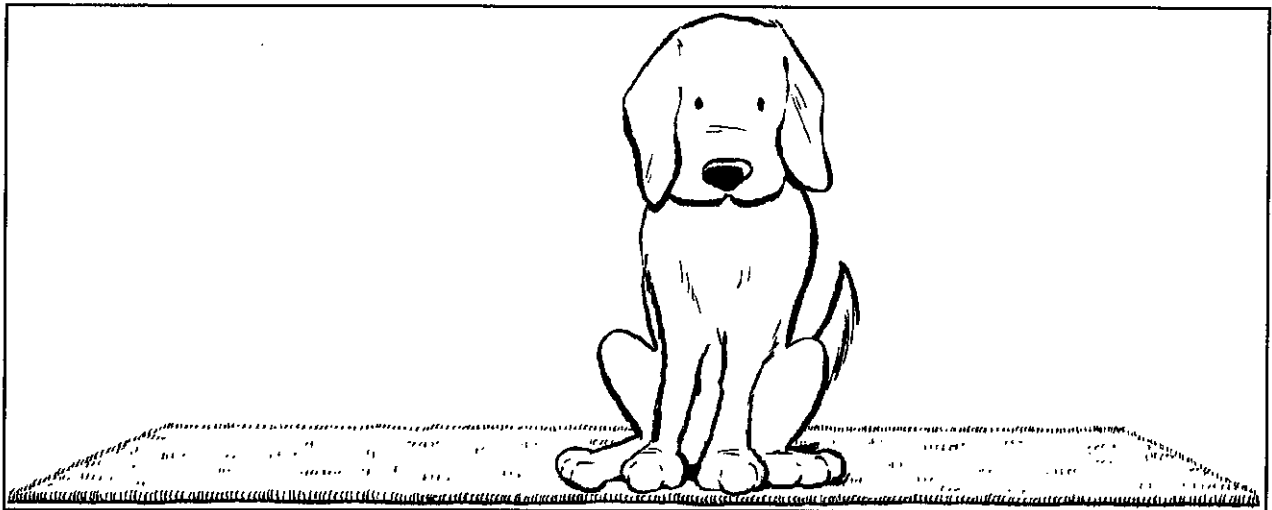
Written by Lili Henderson  
Illustrated by Chris Baldwin

[www.readinga-z.com](http://www.readinga-z.com)



Sam is at the pan.  
Sam taps the pan.

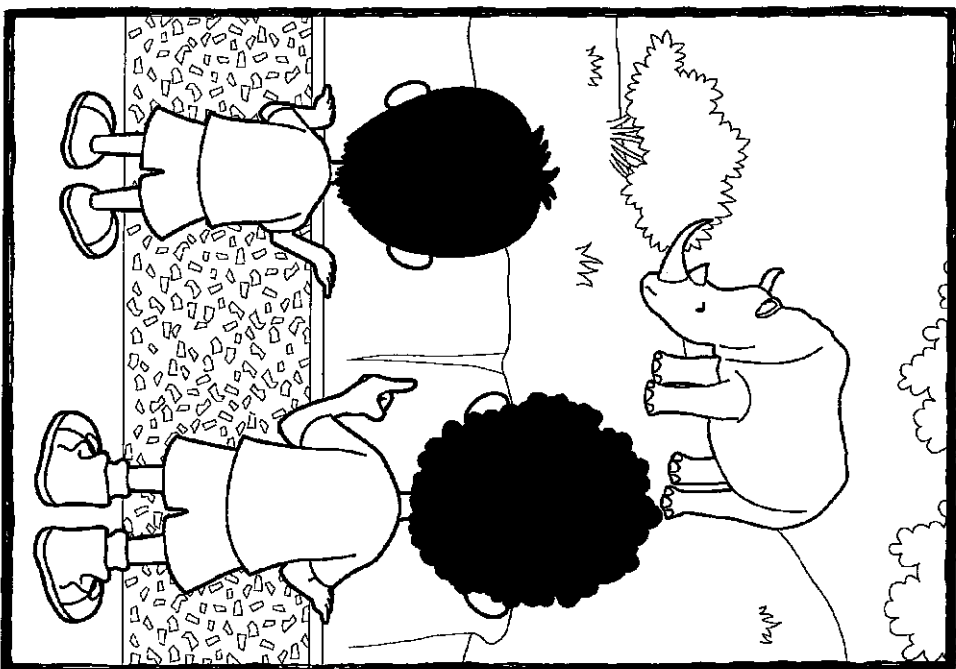
6



This is Sam.  
Sam sat on the tan mat.

# Ten Pets

A Reading A-Z Decodable Book  
Word Count: 104

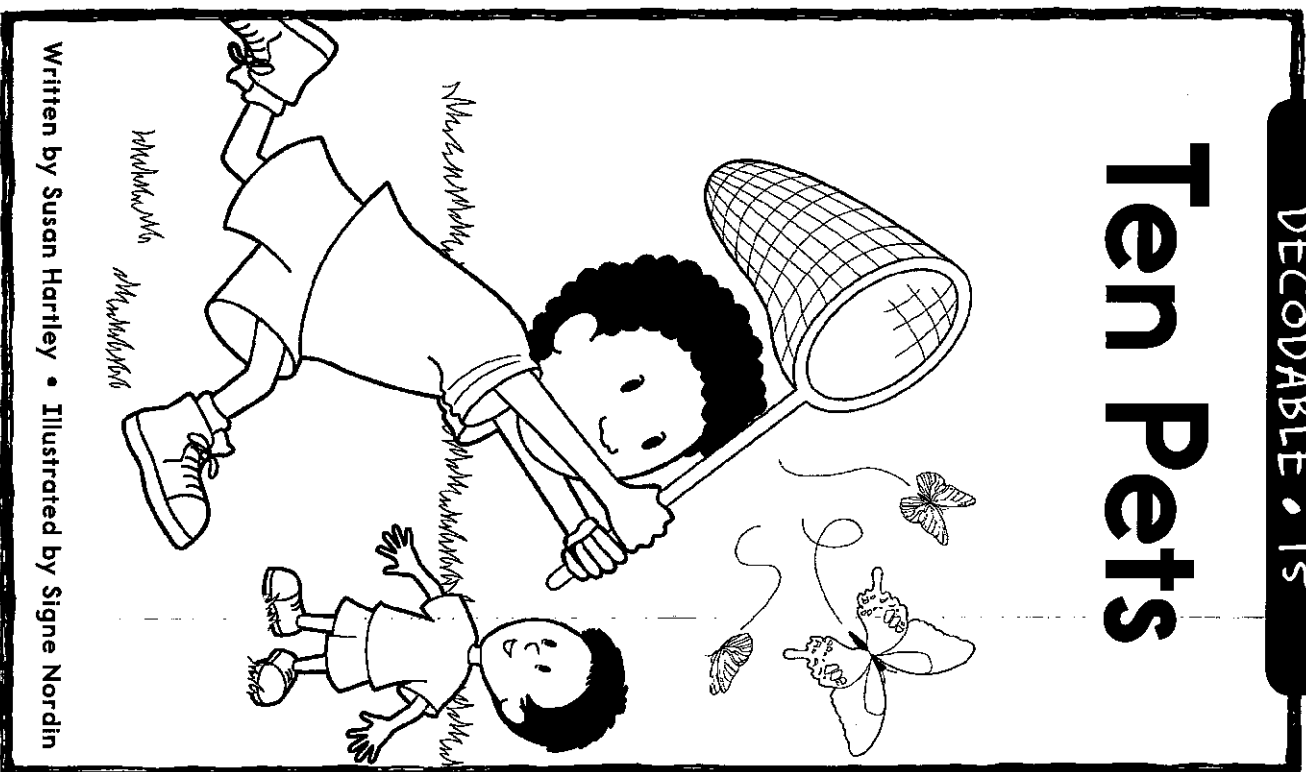


# Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

DECODABLE • 15

# Ten Pets



Written by Susan Haroley • Illustrated by Signe Nordin

[www.readinga-z.com](http://www.readinga-z.com)

## ELEMENTS USED IN THIS BOOK

**Phonograms** -en, -et

**Phonogram words** den, get, hen, men, met,  
net, pen, pet, ten

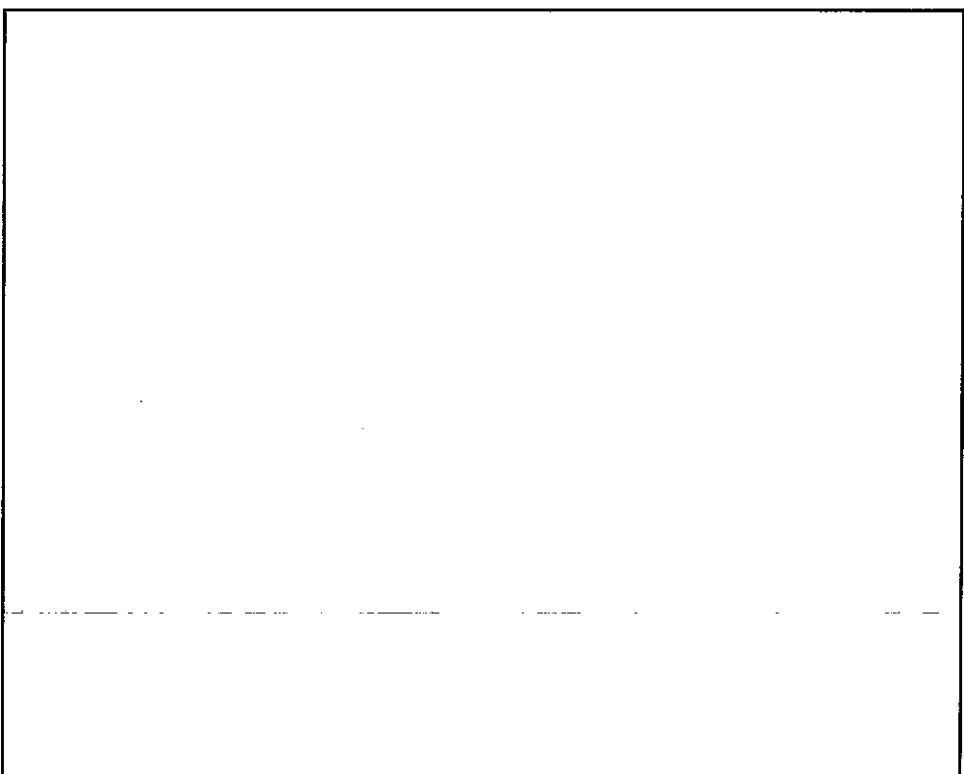
**Reviewed phonic elements** n, a, p, m, s, t, o, d, e, h, g

**Story words** bird, bear

**New high-frequency words** this, you

**Reviewed high-frequency words** a, and, are, can, cannot,  
for, get, has, I, is, me, on,  
said, see, the

**Special considerations** plural ending -s,  
inflectional ending -s



Ten Pets

Decodable Book 15

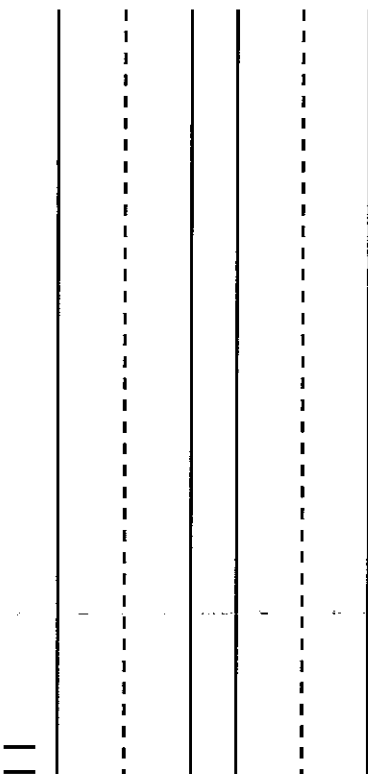
© Learning A-Z

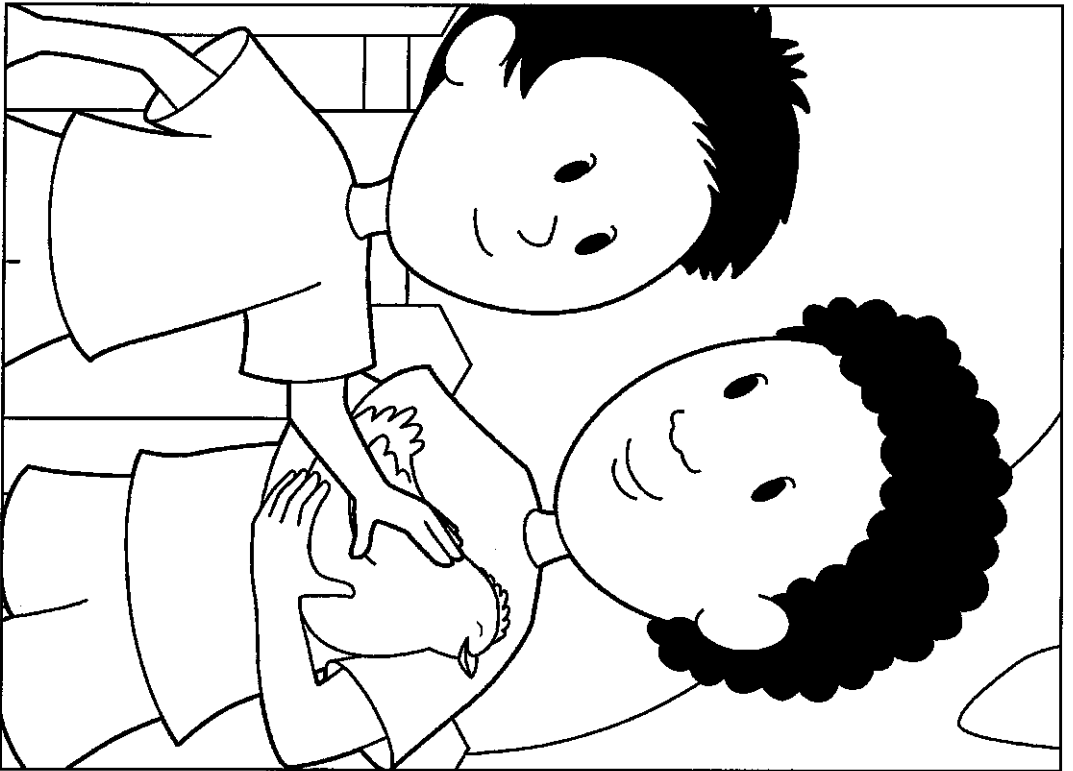
Written by Susan Hartley

Illustrated by Signe Nordin

All rights reserved.

www.readinga-z.com



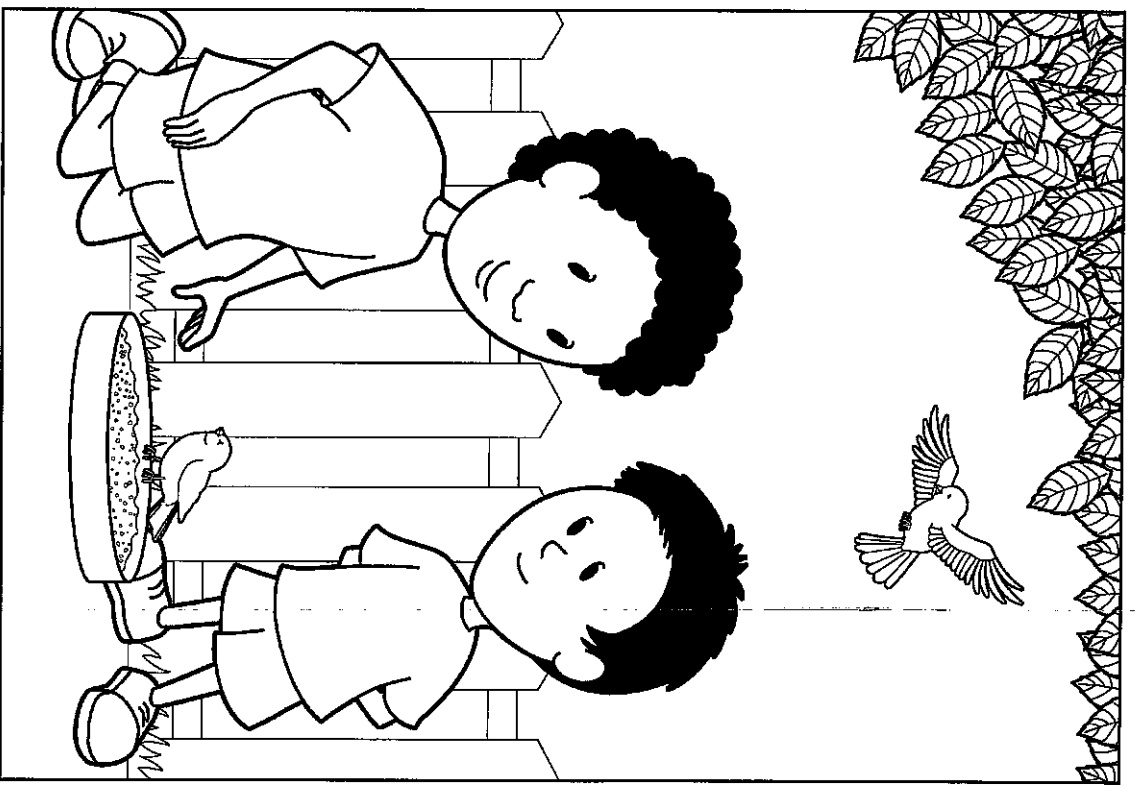


“Can I get a pet?”

said Ned.

“Can you get me a pet?”

4

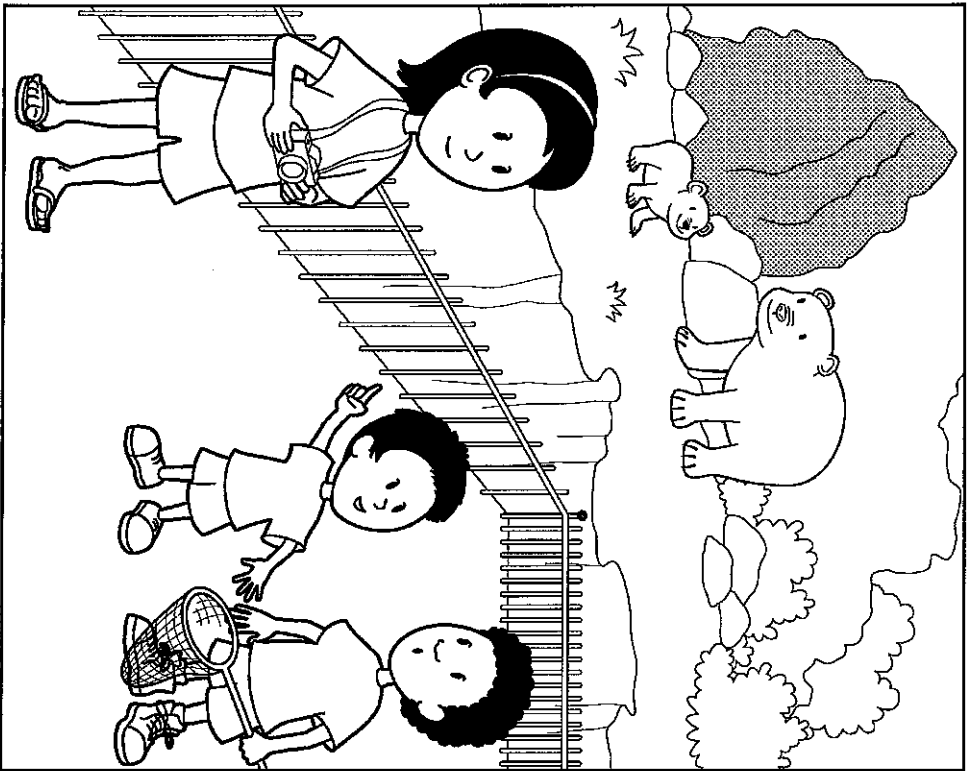


Dan sees a pan.

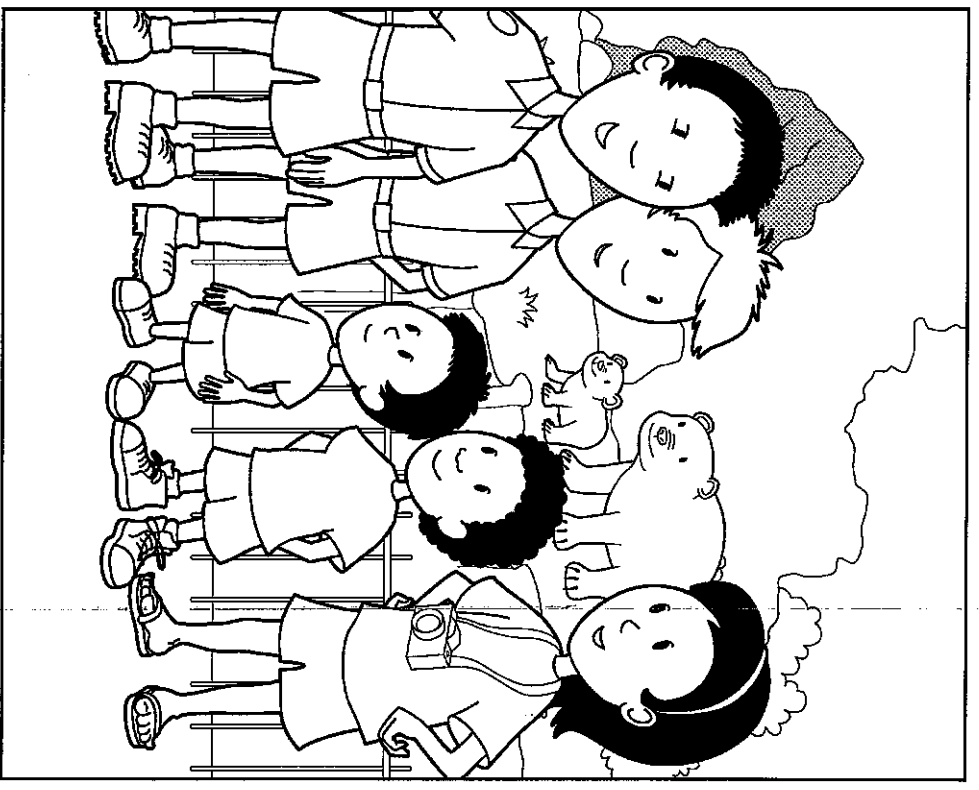
A bird is on the pan.

Ten Pets • Word Families -et, -en

9



Dan and Ned see a bear.  
The bear is by its den.  
“Can you get me this pet?”  
said Ned.

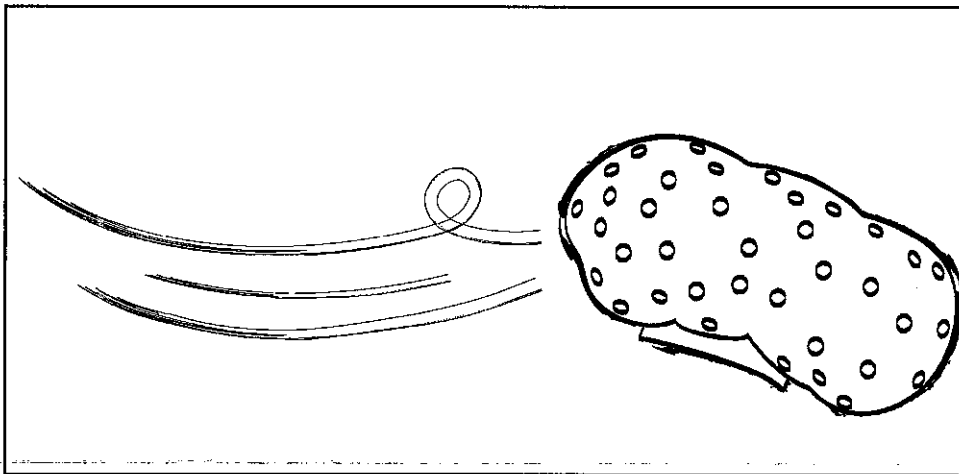


The men see  
Dan and Ned.  
“You cannot get this pet,”  
the men said.

Notes

12

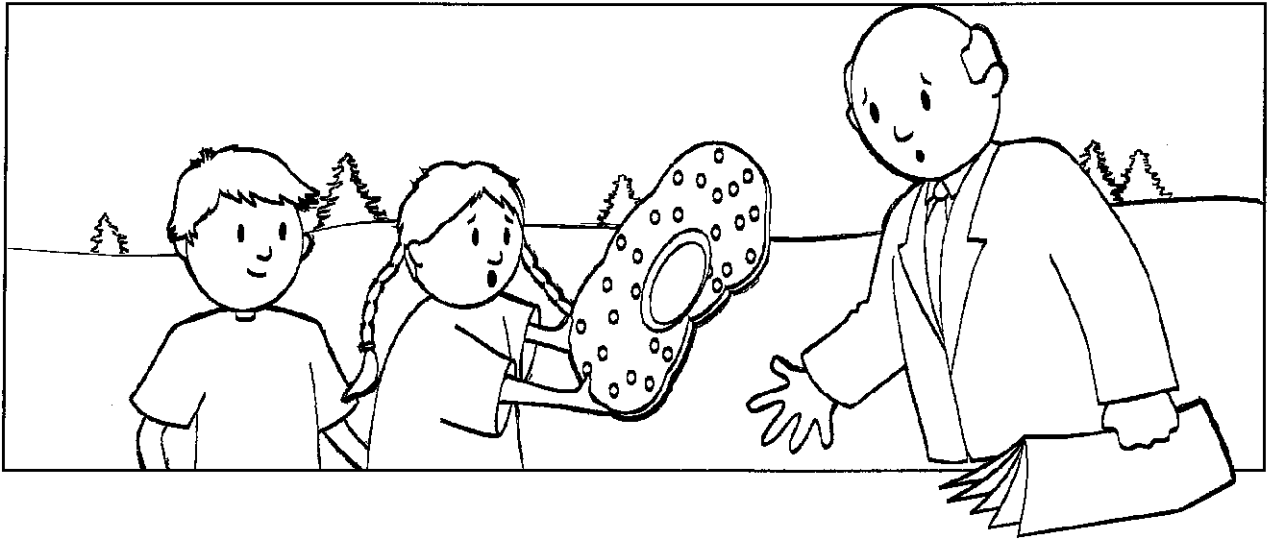
# A Fat Hat



Written by Robert Charles  
Illustrated by Signe Nordin

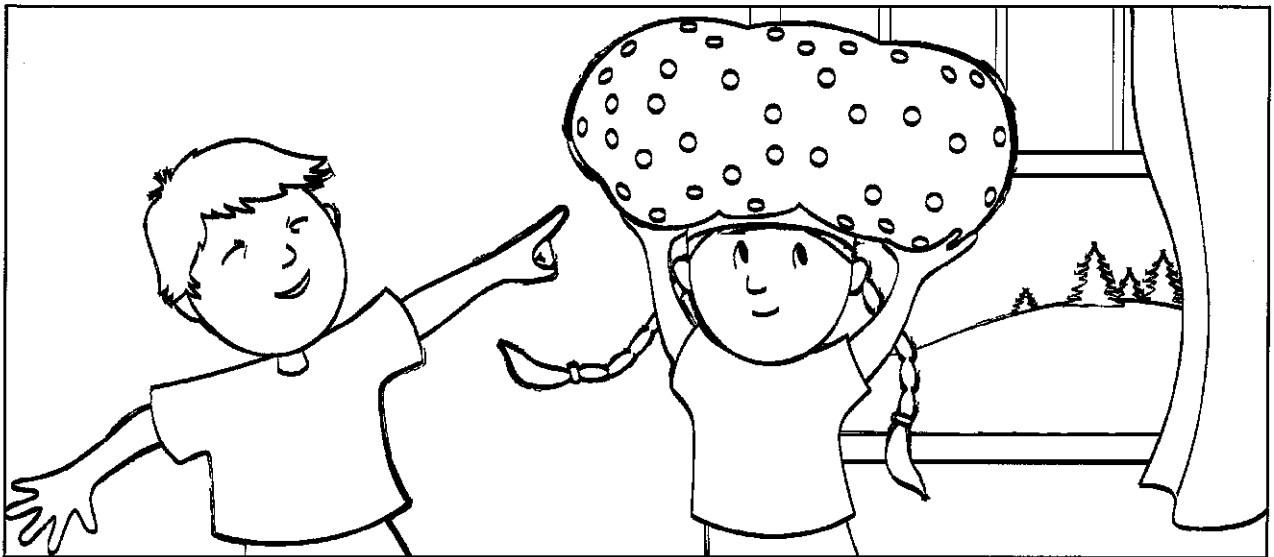
[www.readinga-z.com](http://www.readinga-z.com)



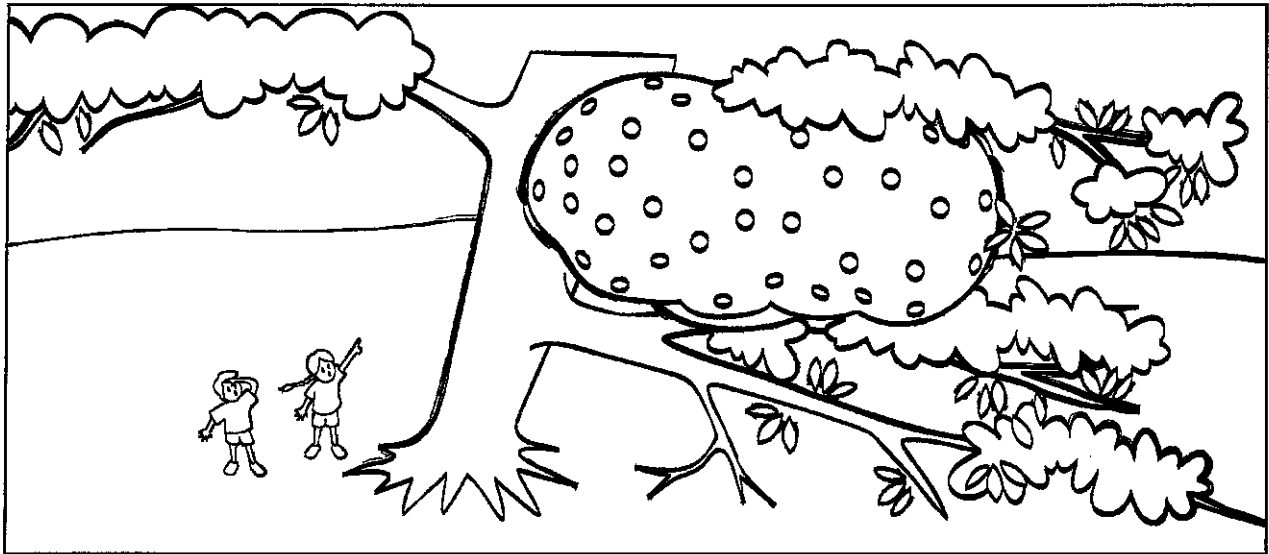


“The hat is not fat,” said Pam.  
Tom said, “The hat is flat.  
A flat hat is not the fad.”

10

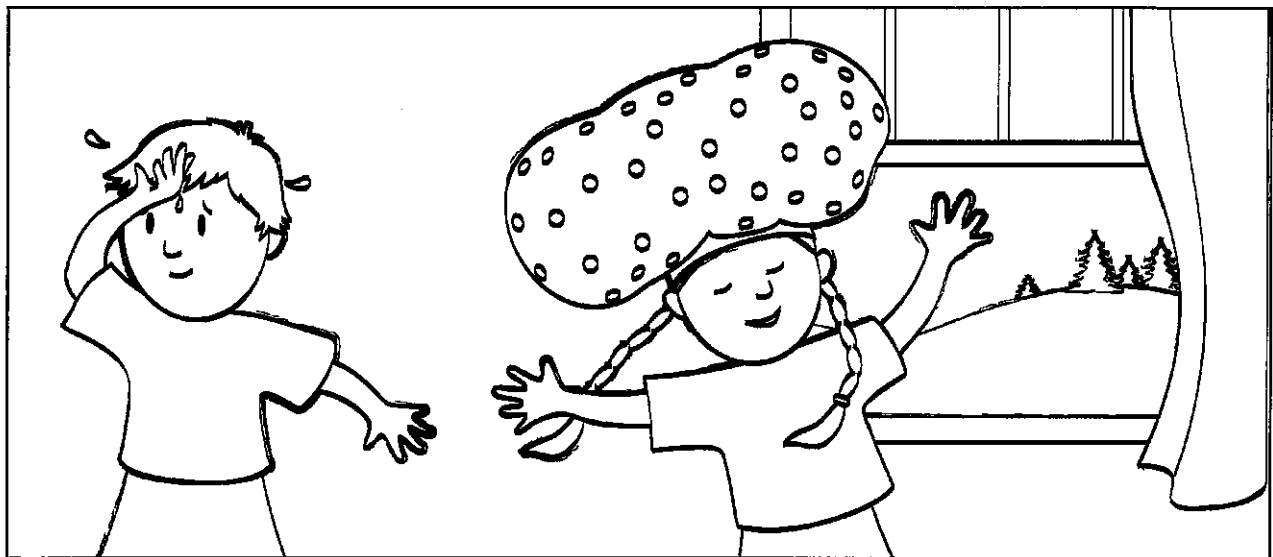


The hat is on Pam.  
“That hat is fat,” said Tom.



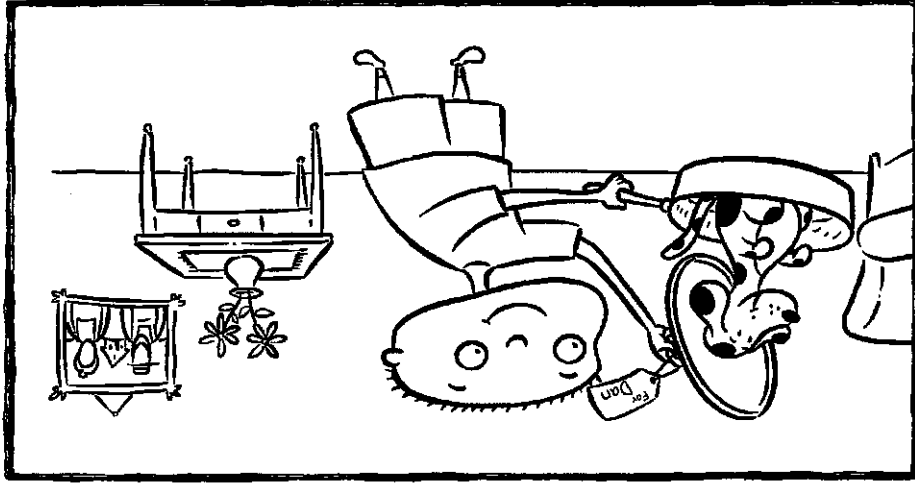
Pam said, "Get the hat, Tom."  
"I cannot," said Tom.

8



Pam said, "A hat that has dots  
is the fad."

# Reading A-Z

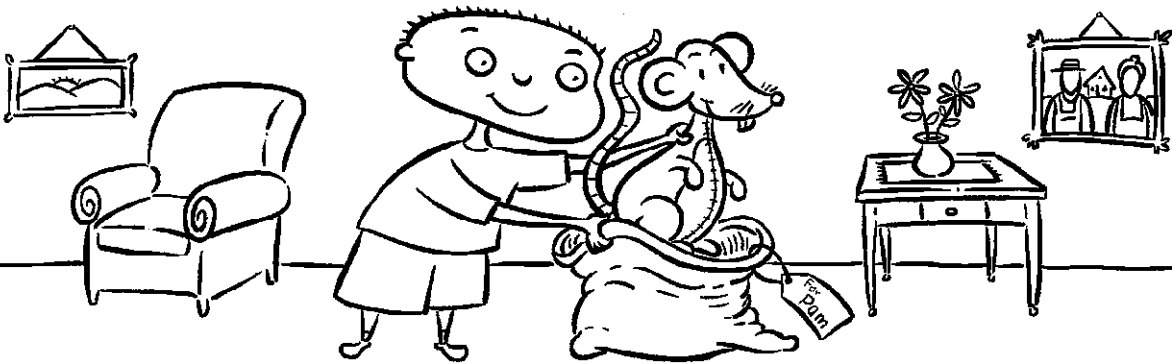


A Reading A-Z Decodable Book • Word Count: 113

## Get the Gag

DECODABLE #17

# Get the Gag



Written by Cheryl Ryan • Illustrated by Manuel King

**ELEMENTS USED IN THIS BOOK**

New phonic element *g*

Words with new phonic element *gag, get, got, hog, tag*

Reviewed phonic elements *n, a, p, m, s, t, o, d, e, f, h*

New high-frequency words *do, for, like*

Reviewed high-frequency words *a, he, I, in, is, it, put, said, the, to, with*

Special considerations plural ending *-s*

Get the Gag

Decodable Book #1

© Learning A-Z

Written by Cheryl Ryan

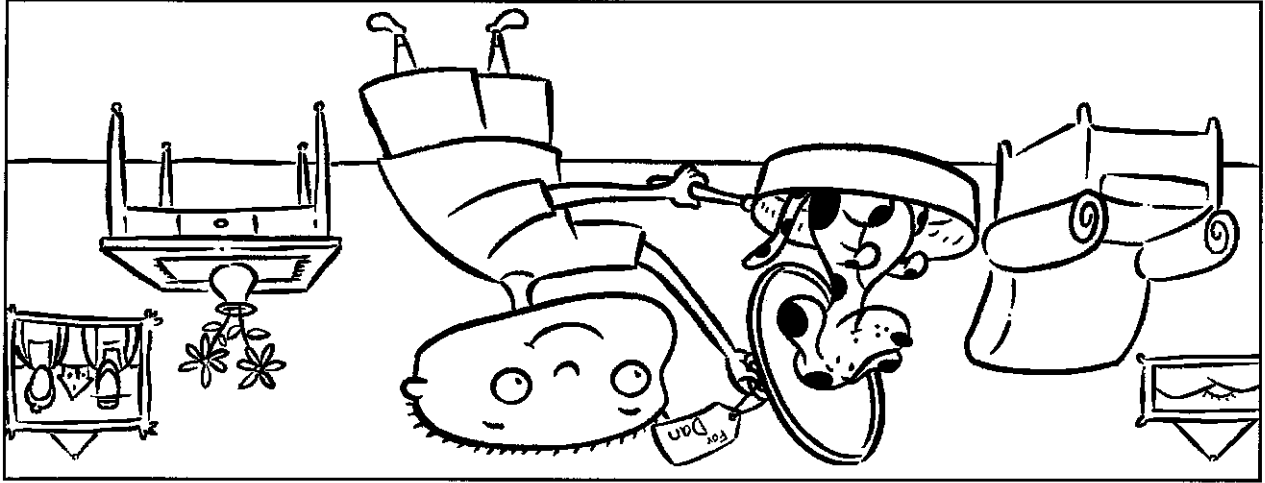
Illustrated by Manuel King

All rights reserved.

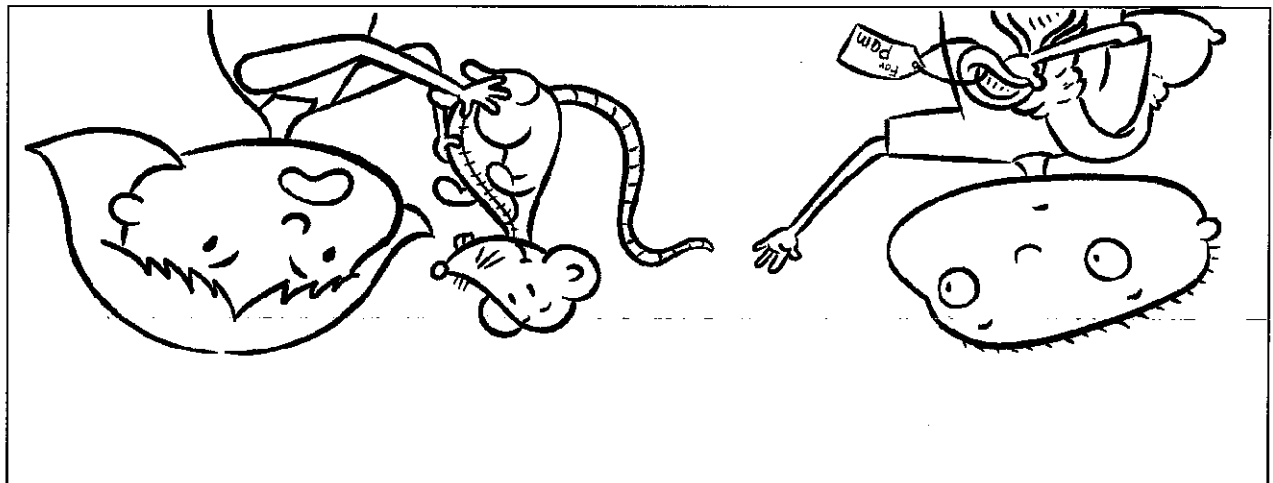
[www.readinga-z.com](http://www.readinga-z.com)

Notes

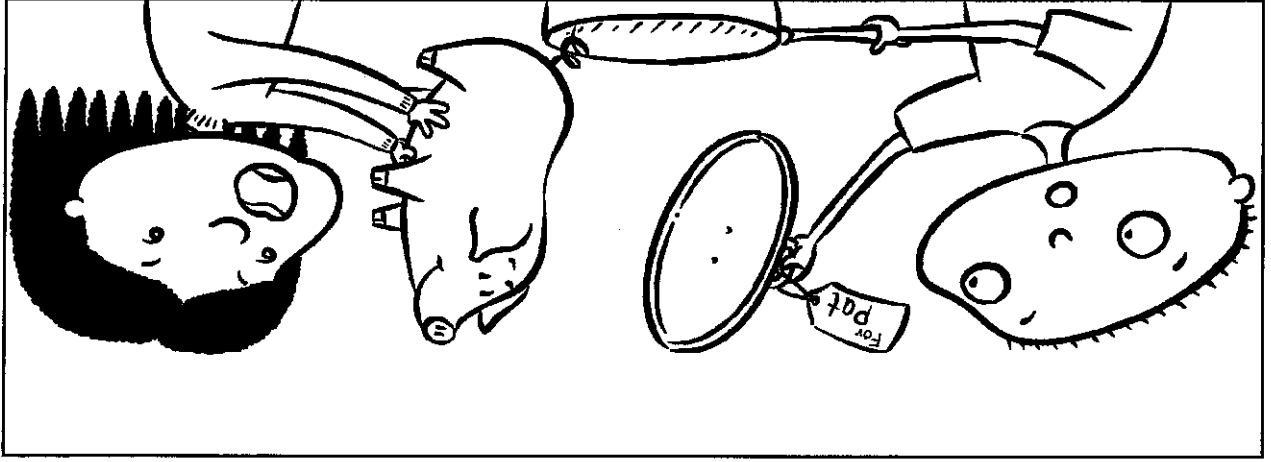
Sam got a gag for Dan.  
He put it in a pan with a top.  
The tag said, "For Dan."



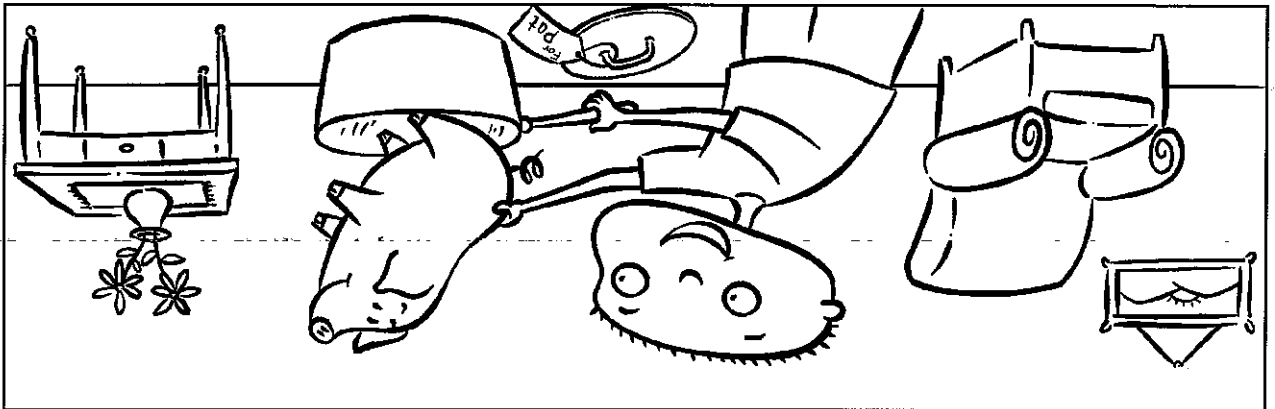
Pam said, "I do not like the gag.  
I am mad."



Pat said, "I do not like the fat hog.  
I am mad."



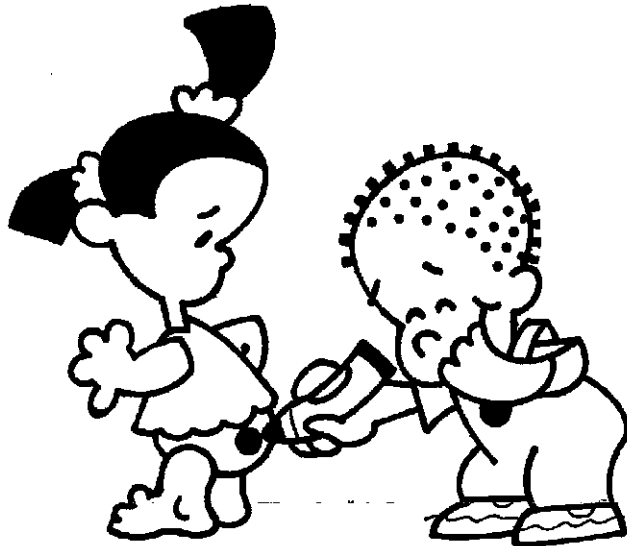
Sam got a fat hog for Pat.  
He put the hog in a pot with a top.  
He put the tag on the pot.



Notes

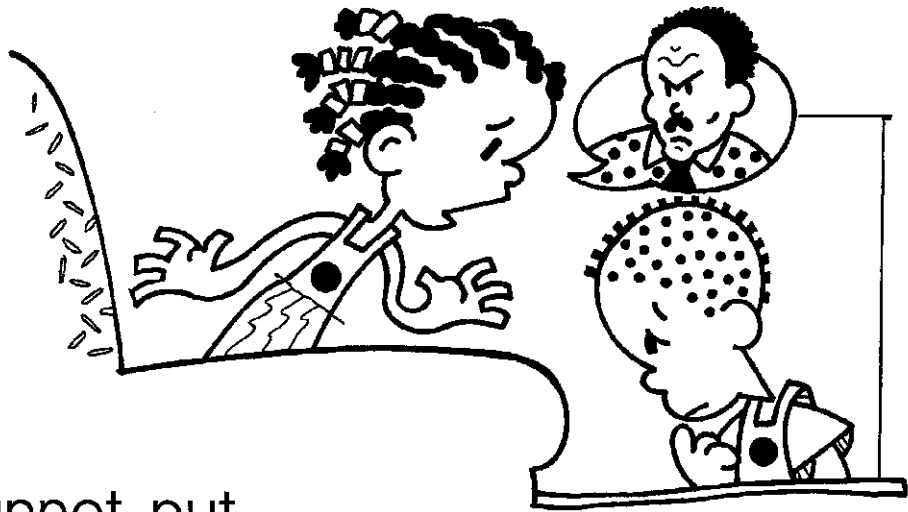
12

# Don and Dots



Written by Veronica Angel  
Illustrated by John Kastner

[www.readinga-z.com](http://www.readinga-z.com)



Don cannot put  
dots on Dad.  
Dad is mad.  
Don is sad.

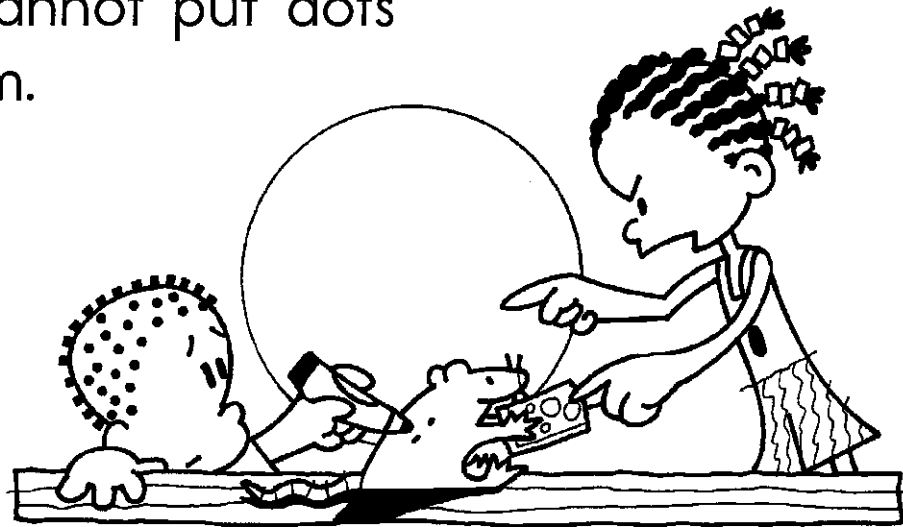
10



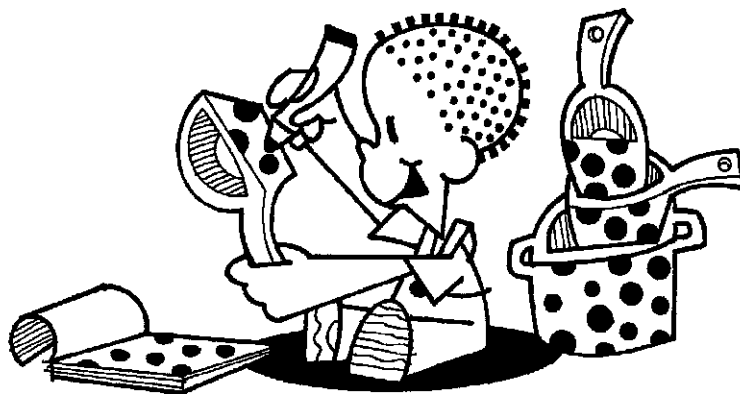
Don sees dots.  
He sees dots on a pad.



Can Don put dots  
on Tom the rat?  
Don cannot put dots  
on Tom.

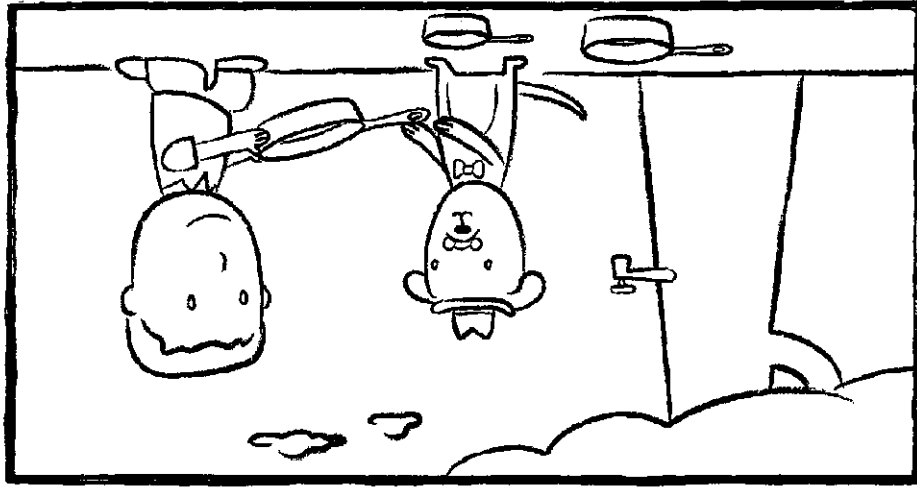


8



Don puts dots on  
a pot and on a pan.  
He puts dots on a pad.

# Reading A-Z

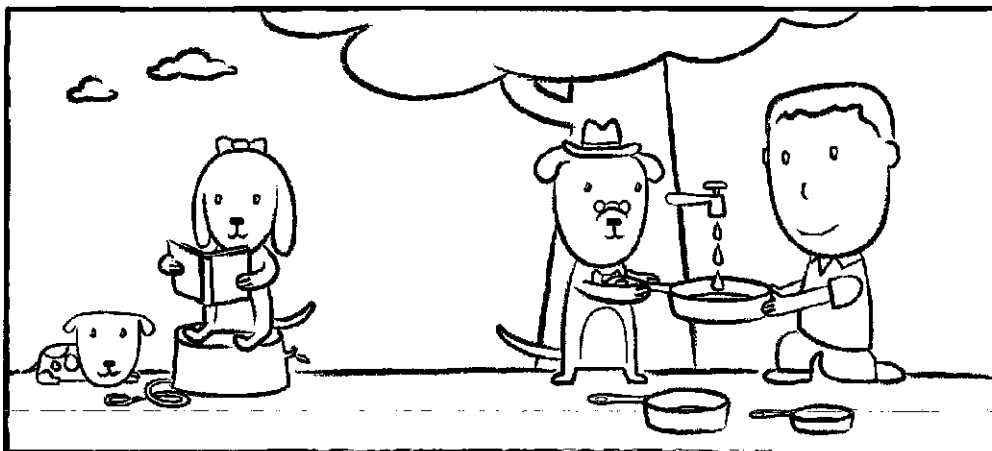


A Reading A-Z Decodable Book • Word Count: 37

## Sam and the Sap

DECODABLE • \$

# Sam and the Sap



Written by Lili Henderson • Illustrated by Fred Volke

**ELEMENTS USED IN THIS BOOK**

New phonic element *s*

Words with new phonic element *sap, Sam*

Reviewed phonic elements *n, a, p, m*

New high-frequency words *the, get*

Reviewed high-frequency words *a, and, in*

Special considerations *inflectional ending -s*

Sam and the Sap

Decodable Book 5

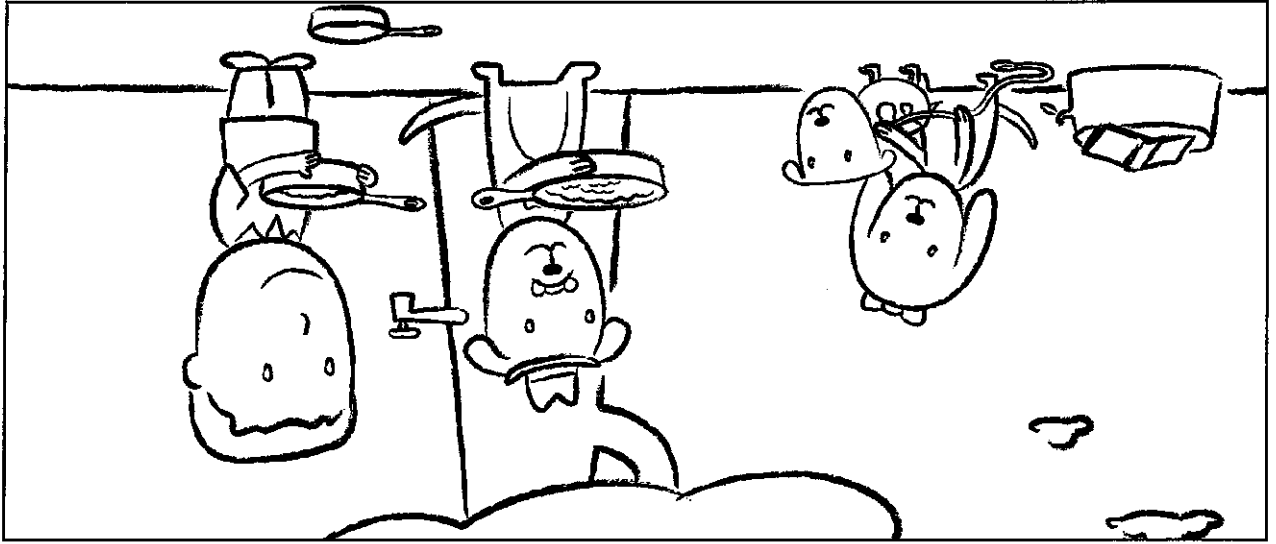
© Learning A-Z

Written by Lill Henderson

Illustrated by Fred Volke

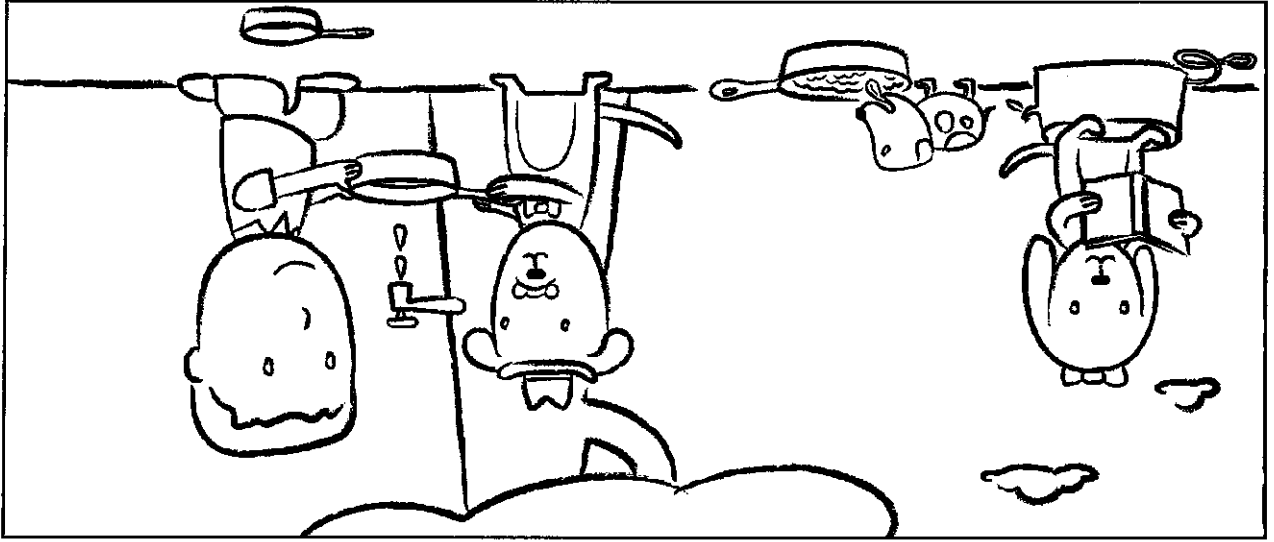
All rights reserved.

[www.readinga-z.com](http://www.readinga-z.com)

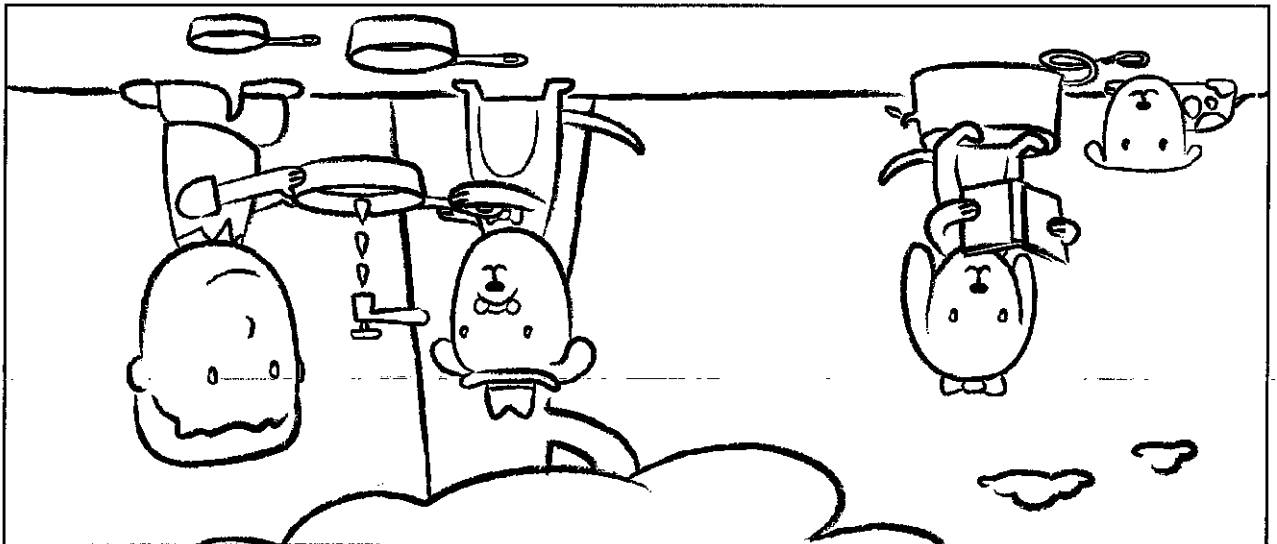


Pam gets Sam.

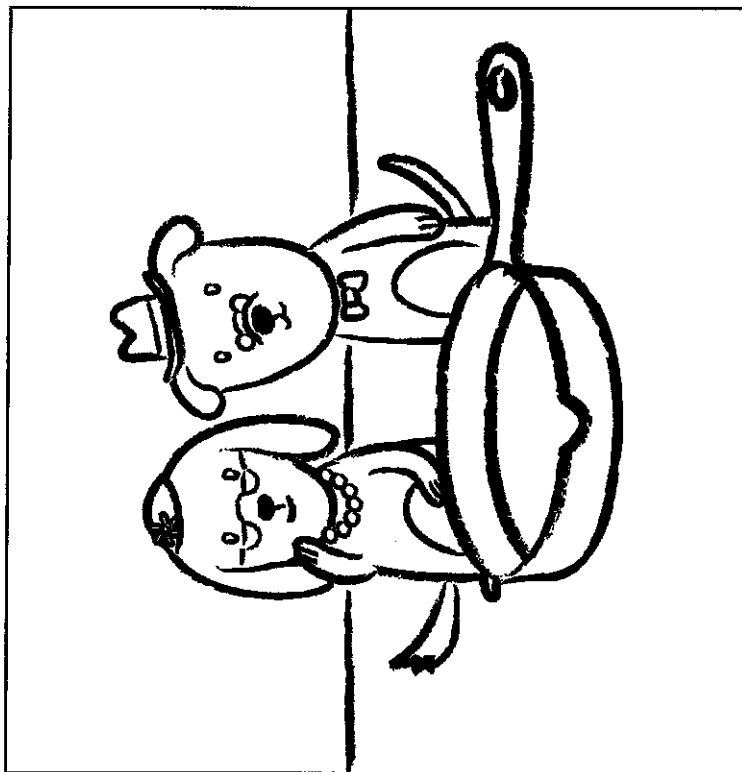
Sam gets the sap.



Pap and the man get the sap in the pan.

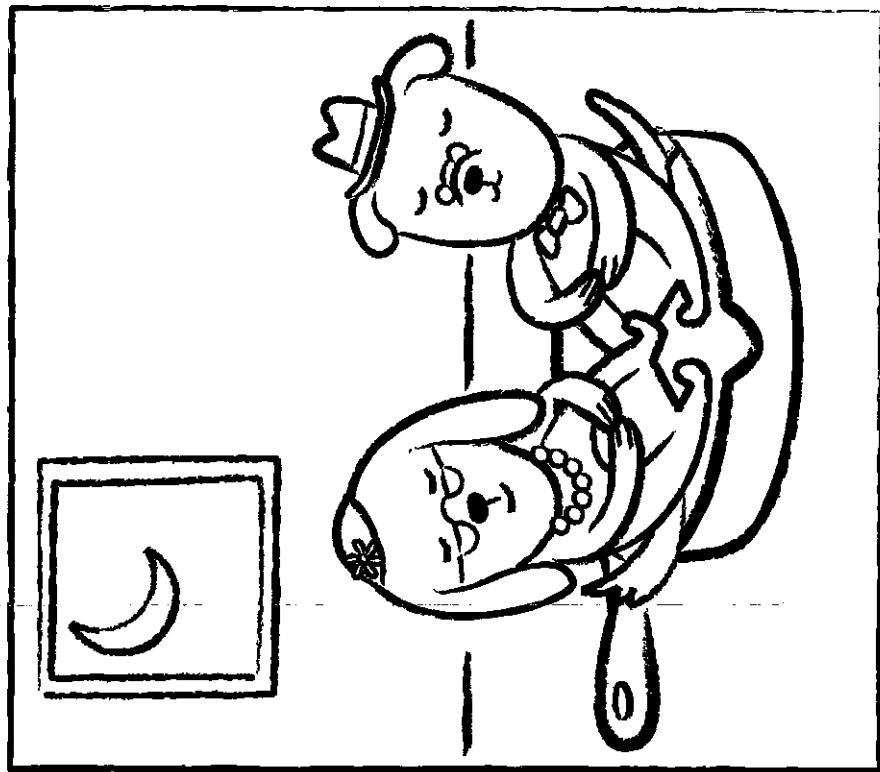


# Nan and Pap

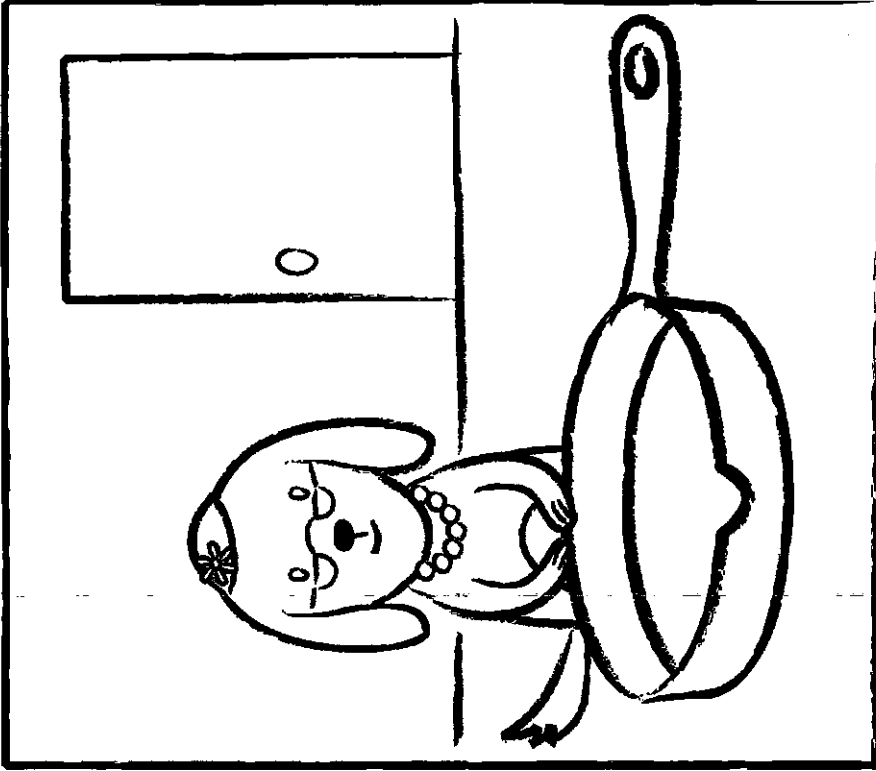


Written by Veronica Angel  
Illustrated by Fred Volke

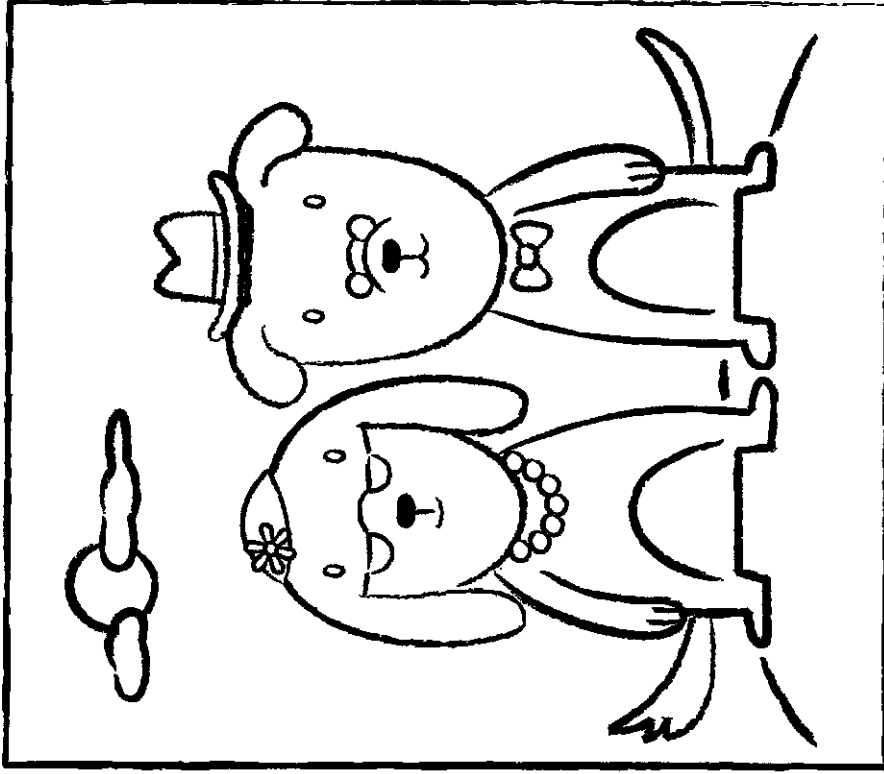
[www.readinga-z.com](http://www.readinga-z.com)



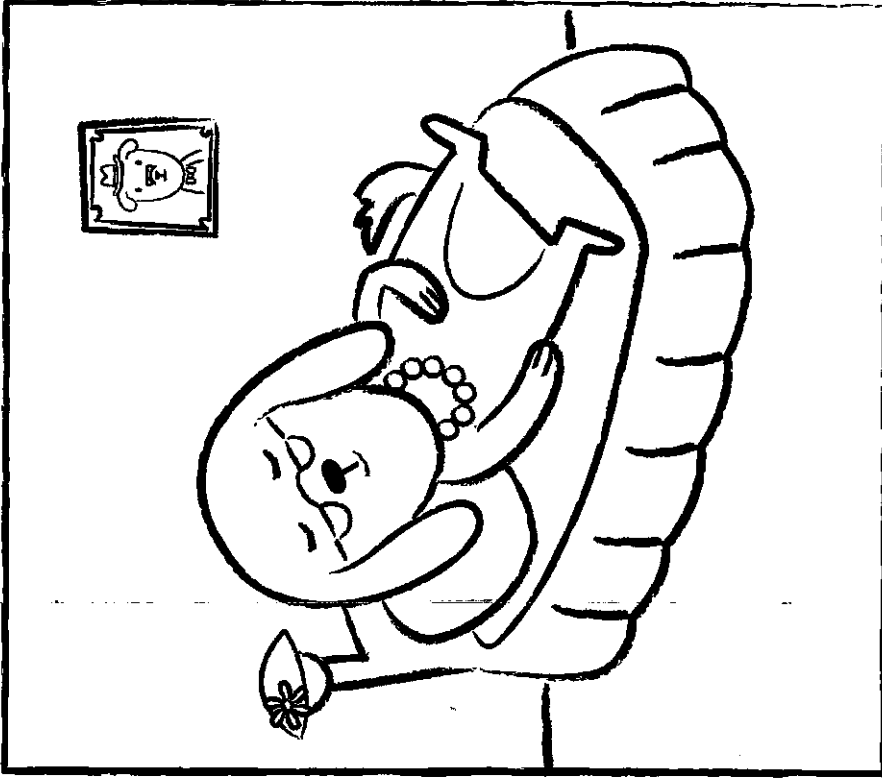
Nan and Pap  
can nap.



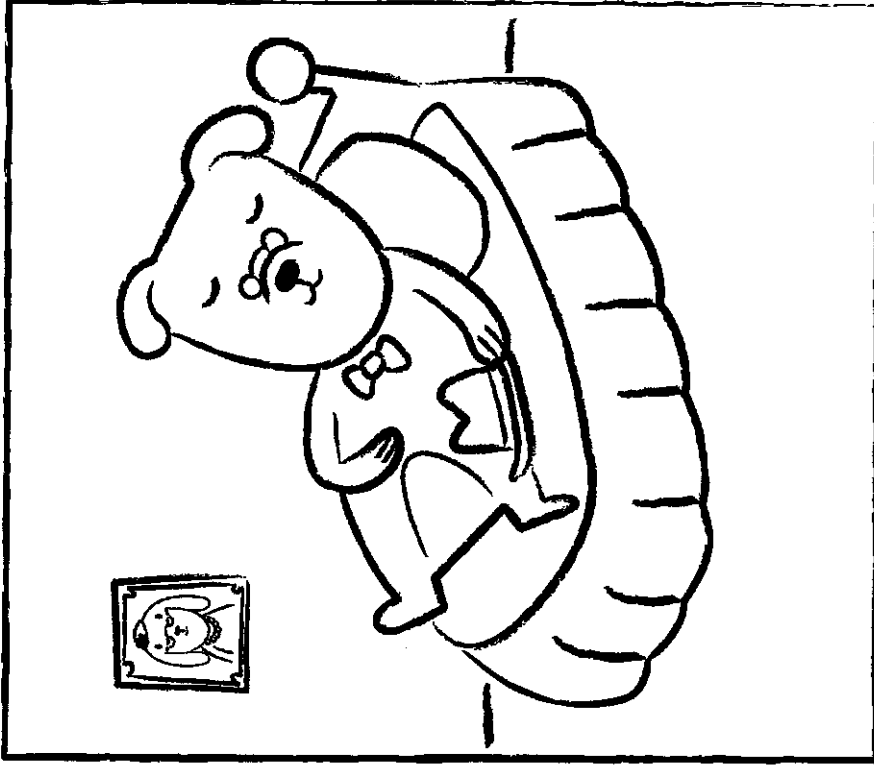
Nan and a pan.



Nan and Pap.



Nan can nap.



Pap can nap.