



Local District South
Elementary Mathematics

Grade K



10 Days of Math – Take Home Packet

Name:

Estimado Padre o Guardián,

El Distrito Local del Sur está dedicado en poder apoyar a sus hijos y familias. Este recurso esta diseñado para proveer una lección diaria de matemáticas para alumnos de Kinder.

Hay 10 actividades de matemáticas para completar en 10 días. Cada día tiene dos secciones:

- Un repaso de destrezas básicas
- Resolver problemas

Páginas extras están incluidas al final de este paquete.

También recomendamos los siguientes sitios del internet para apoyar las destrezas:

- **ABCYA**
<https://www.abcya.com/grades/k/numbers>
- **PBS KIDS**
<https://pbskids.org/games/123/>
- **Splash Learn**
<https://www.splashlearn.com/math-games-for-kindergarteners>
- **Disfruta las Matemáticas**
<https://www.disfrutalasmatematicas.com>
- **Happy Numbers**
<https://www.happynumbers.com>

Dear Parent or Guardian,

Local District South is committed to supporting our students and their families. This resource is designed to provide daily math practice and review for your Kindergarten student.

There are a total 10 days of math activities. Each day has two different sections:

- Daily review of basic math skills
- Problem Solving

Extra practice pages are also included at the end of the packet.

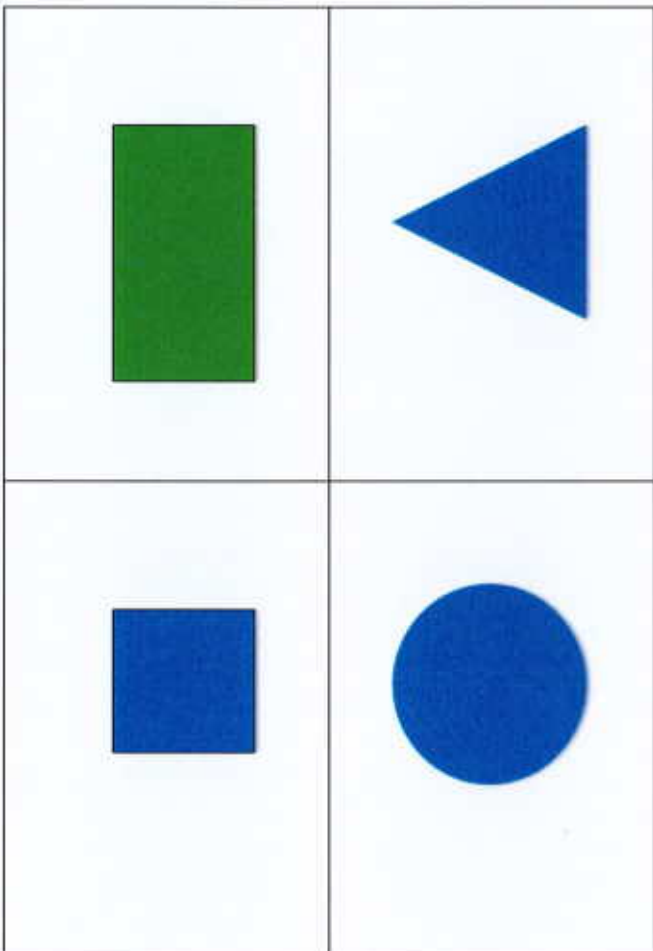
We also recommend the following online resources:

- **ABCYA**
<https://www.abcya.com/grades/k/numbers>
- **PBS KIDS**
<https://pbskids.org/games/123/>
- **Splash Learn**
<https://www.splashlearn.com/math-games-for-kindergarteners>

Thank you for your continued partnership!

Day 1

One of these things doesn't belong with the others.



Why?

Day 1

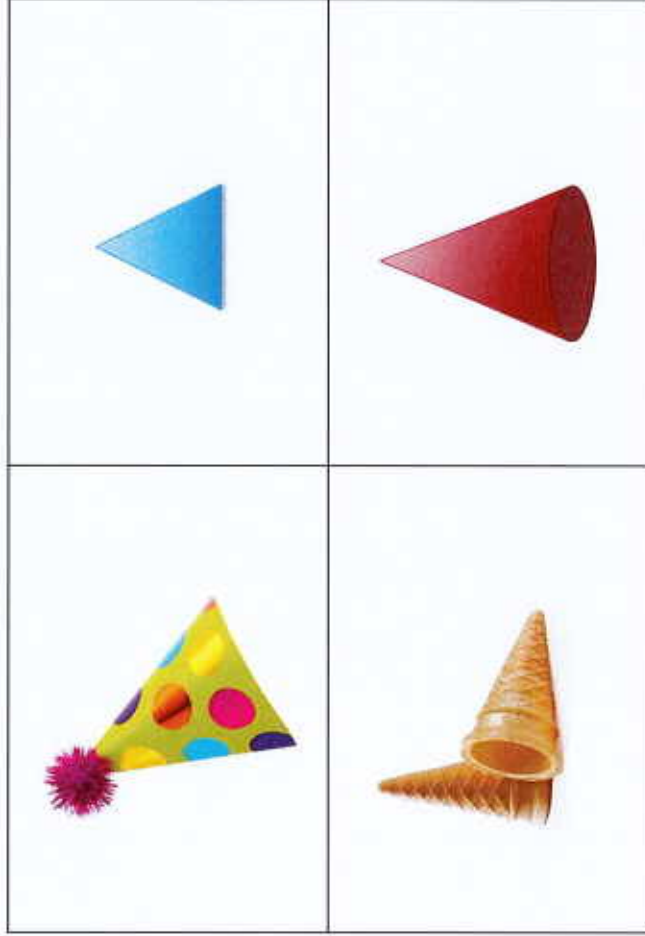
There were 4 candles on your birthday cake. You put 1 more candle on your cake. How many candles are on your cake now?

A large empty rectangular box with a black border, intended for a student to draw a picture representing their thinking about the problem.

This is the picture I drew to represent my thinking.

Day 2

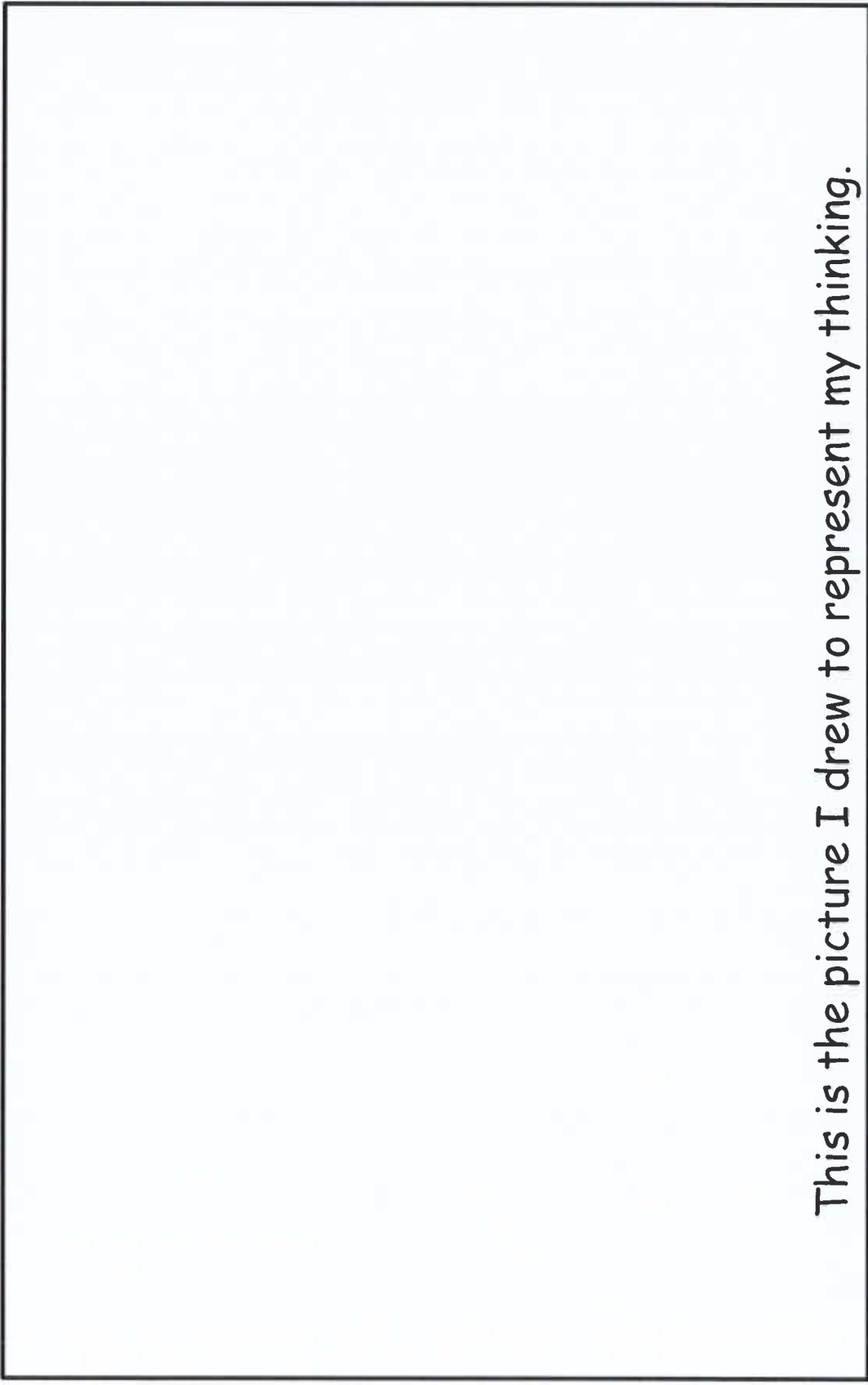
One of these things doesn't belong with the others.



Why?

Day 2

There were 3 apples in the tree. The wind blew 1 apple off the tree.
Now how many apples are in the tree?

A large, empty rectangular box with a black border, intended for a student to draw a picture representing their solution to the math problem.

This is the picture I drew to represent my thinking.

Day 3

Trace the numbers. Write the missing numbers.

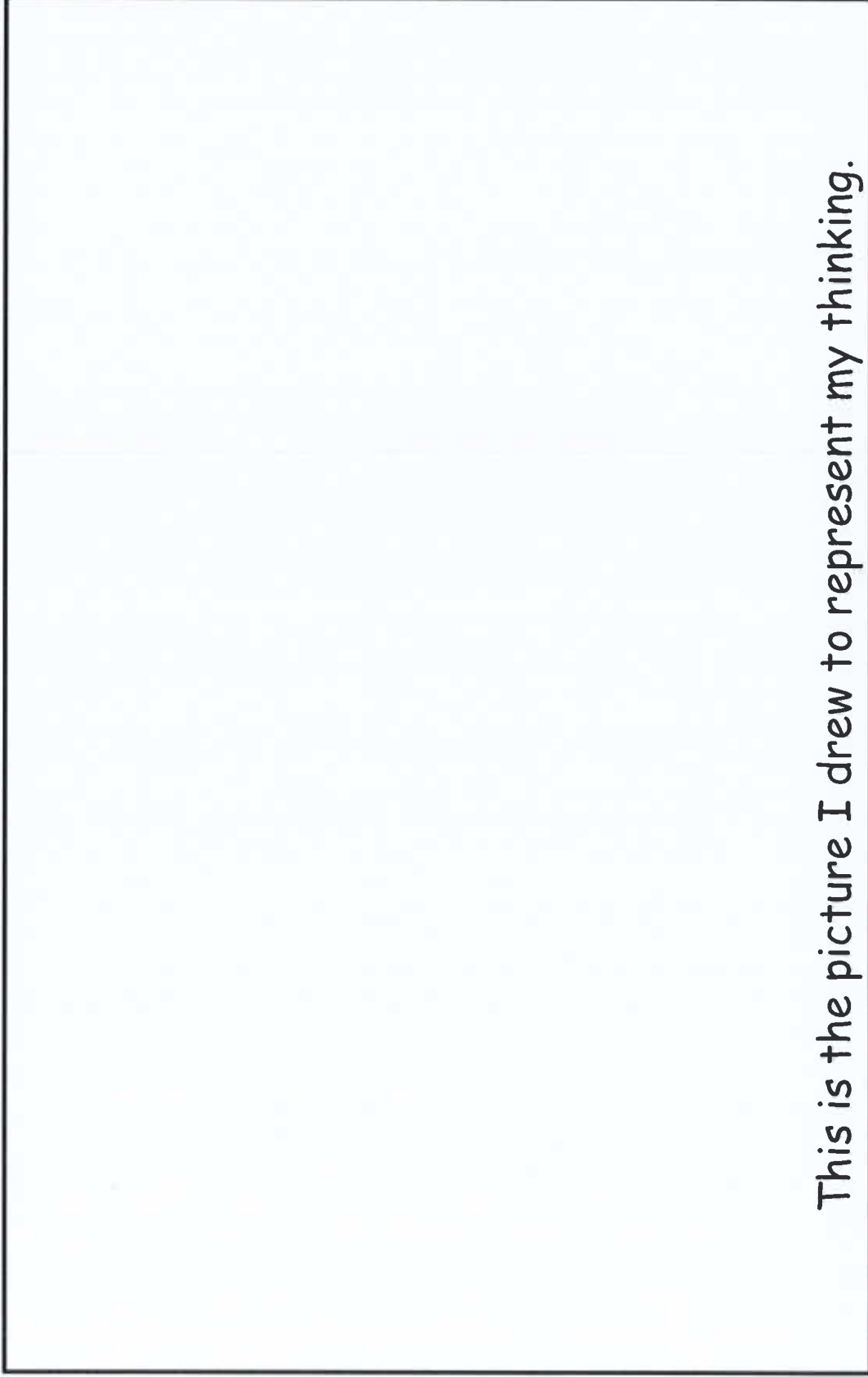
1 3 5

6 7 9 10

11 12 14 15

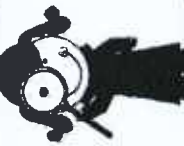
Day 3

There were 7 pencils on the table. Your teacher put 5 more pencils on the table. Now how many pencils are on the table?

A large, empty rectangular box with a black border, intended for a student to draw a picture representing their solution to the problem.

This is the picture I drew to represent my thinking.

Day 4



Number Detectives



Write me in word(s):

Show ways to make me with addition:

Show my place value and write me in expanded form:

Show ways to make me with subtraction:

Show me with tally marks:

Draw something with this many of me.

Skip Count to me:

Show a # greater than and a # less than me:

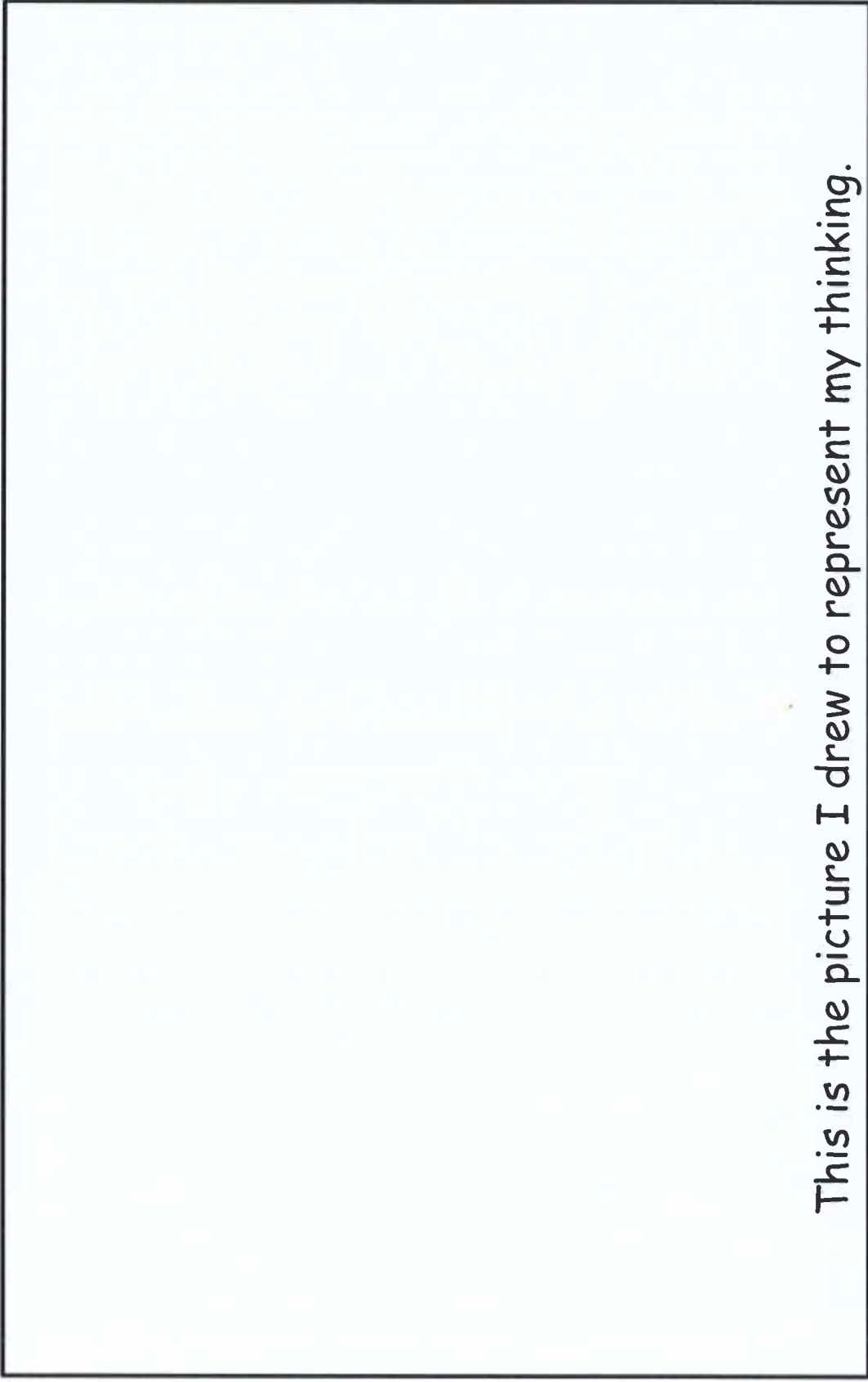


> _____ >

> _____ >

Day 4

A family made 12 sandcastles. 4 sandcastles were knocked down by a wave. How many sandcastles were left?

A large empty rectangular box with a black border, intended for a student to draw a picture representing their solution to the math problem.

This is the picture I drew to represent my thinking.

Day 5

Trace the numbers. Write the missing numbers.

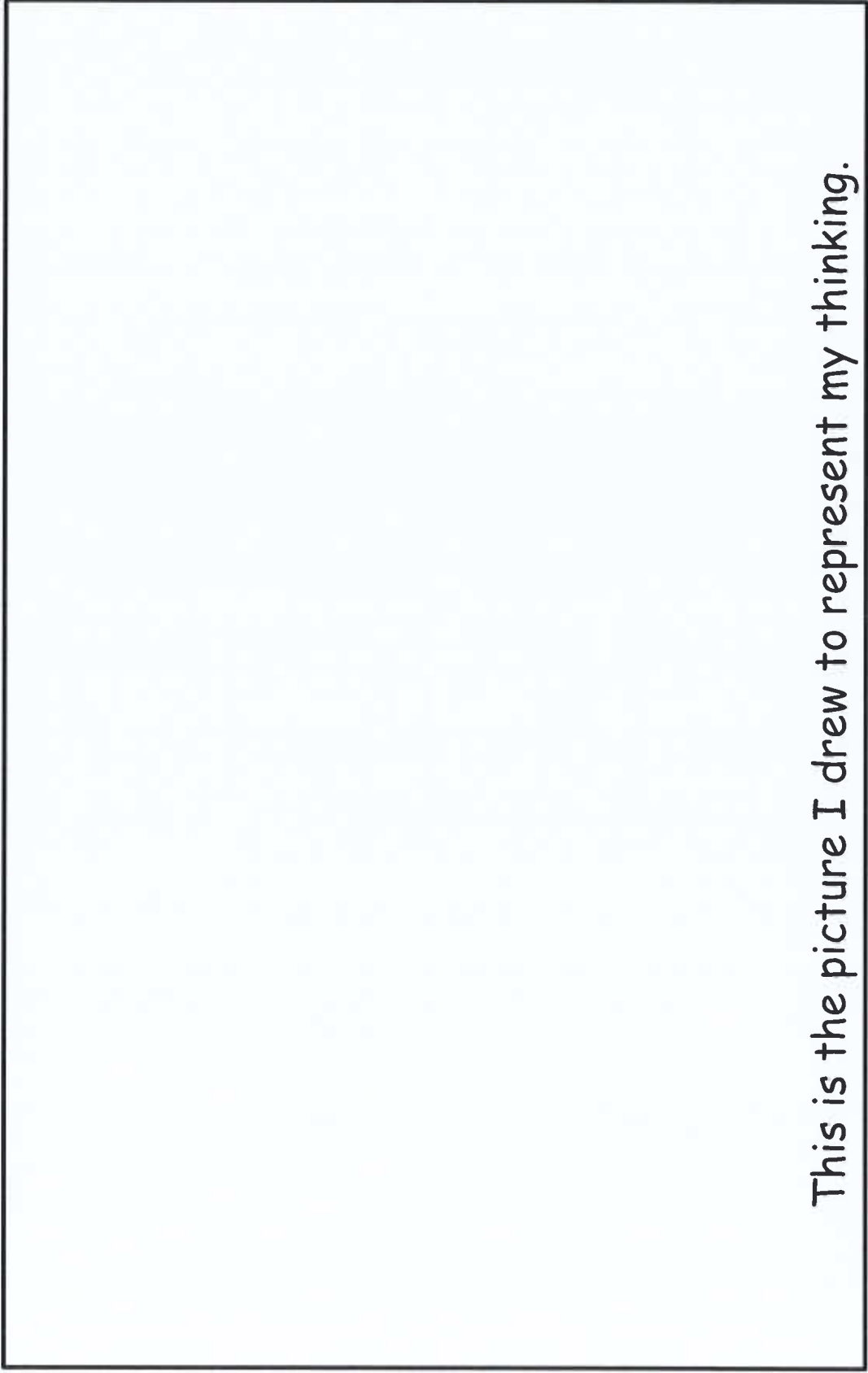
1 3 5

6 7 9 10

11 14 15

Day 5

10 raindrops fell on my friend and me. If 6 raindrops fell on my friend, how many raindrops fell on me?

A large, empty rectangular box with a black border, intended for a drawing that represents the student's thinking about the problem.

This is the picture I drew to represent my thinking.

Day 6



Number Detectives



Write me in word(s):

Show ways to make me with addition:

Show my place value and write me in expanded form:

Show ways to make me with subtraction:

Show me with tally marks:

Draw something with this many of me.

Skip Count to me:

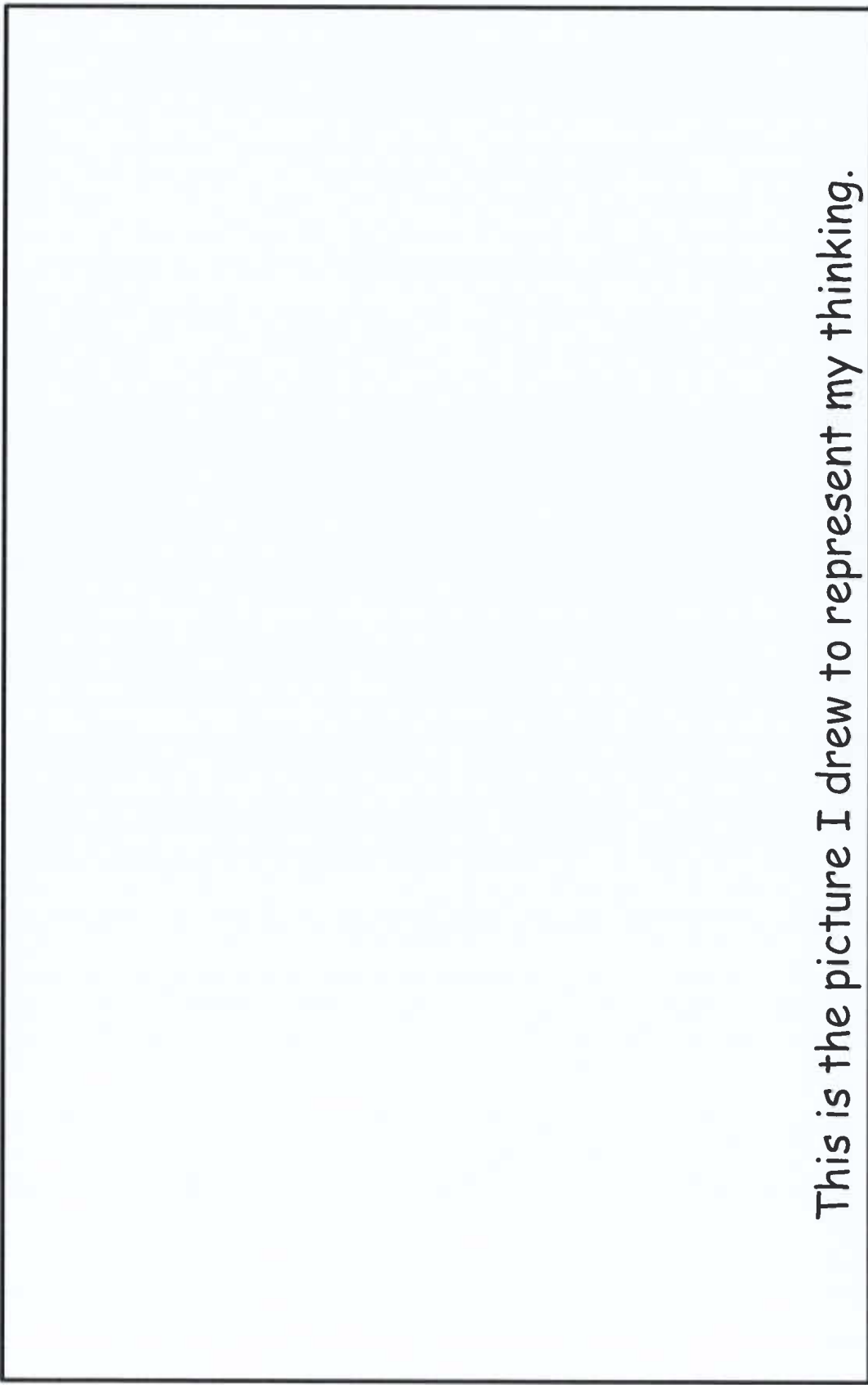
Show a # greater than and a # less than me:

12

> _____ >
> _____ >

Day 6

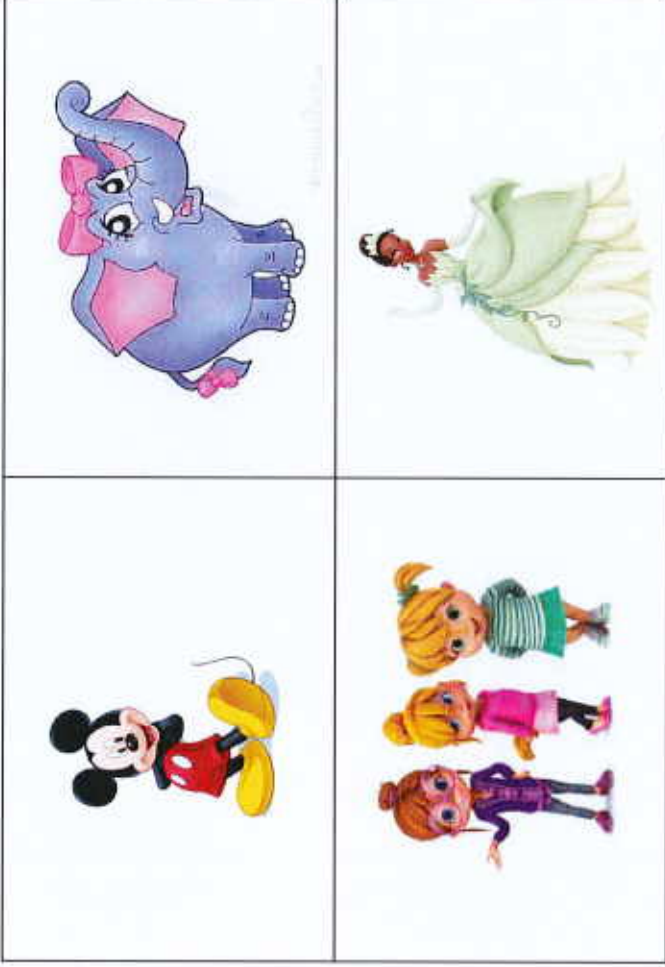
I left 9 carrots on my plate. My dog ate some of them. Now there are 3 carrots on my plate. How many cookies did my dog eat?

A large, empty rectangular box with a black border, intended for a drawing that represents the student's thought process for solving the problem.

This is the picture I drew to represent my thinking.

Day 7

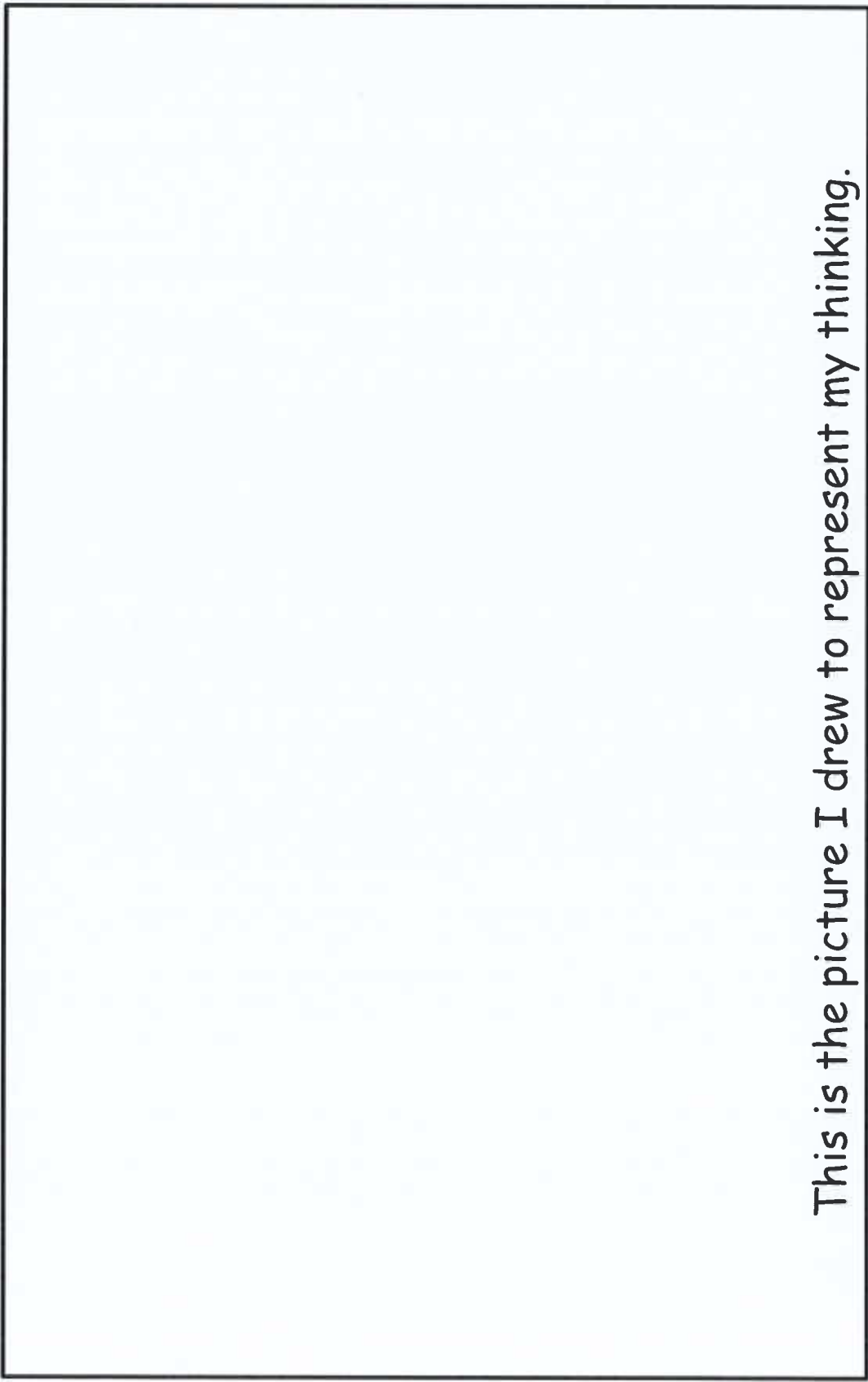
One of these things doesn't belong with the others.



Why?

Day 7

The black cat has 8 toys. The orange cat has 6 toys. How many more toys does the black cat have than the orange one?

A large empty rectangular box with a black border, intended for a student to draw a picture representing their solution to the math problem.

This is the picture I drew to represent my thinking.

Day 8



Number Detectives



Write me in word(s):

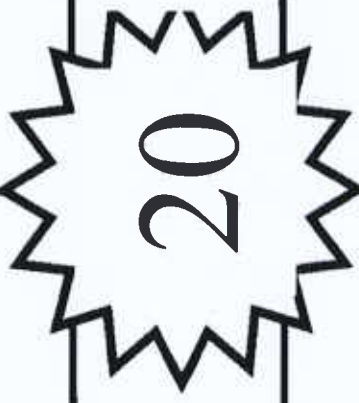
Show ways to make me with addition:

Show my place value and write me in expanded form:

Show ways to make me with subtraction:

Show me with tally marks:

Draw something with this many of me.



Skip Count to me:

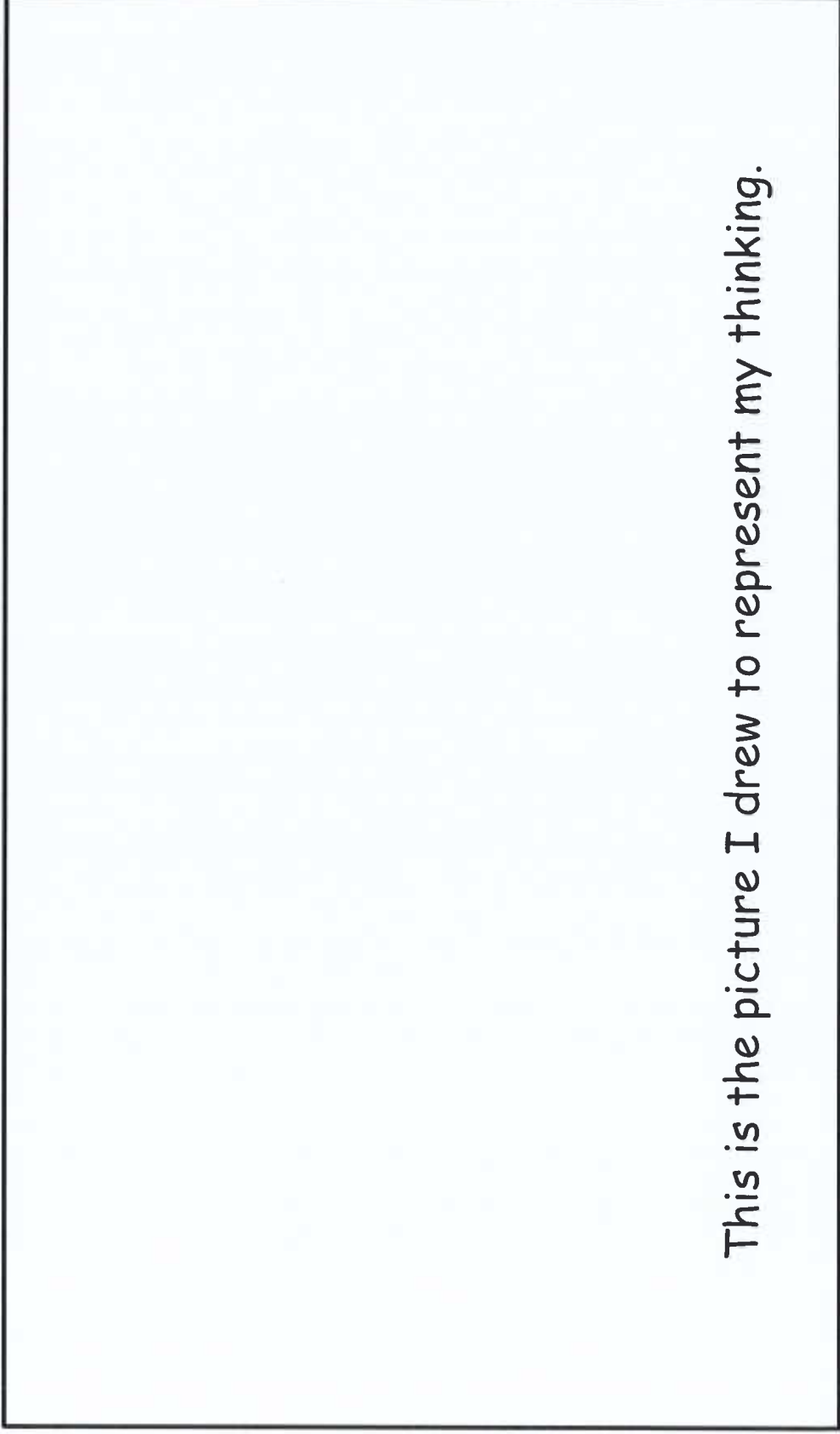
Show a # greater than and a # less than me:

> _____ >

> _____ >

Day 8

My mom made 15 cookies. Some were shaped like circles and some were shaped like triangles. How many could be circles and how many could be triangles? Try to show as many different possibilities as you can.

A large empty rectangular box with a black border, intended for drawing a picture to represent the student's thinking.

This is the picture I drew to represent my thinking.

Day 9

Trace the numbers. Write the missing numbers.

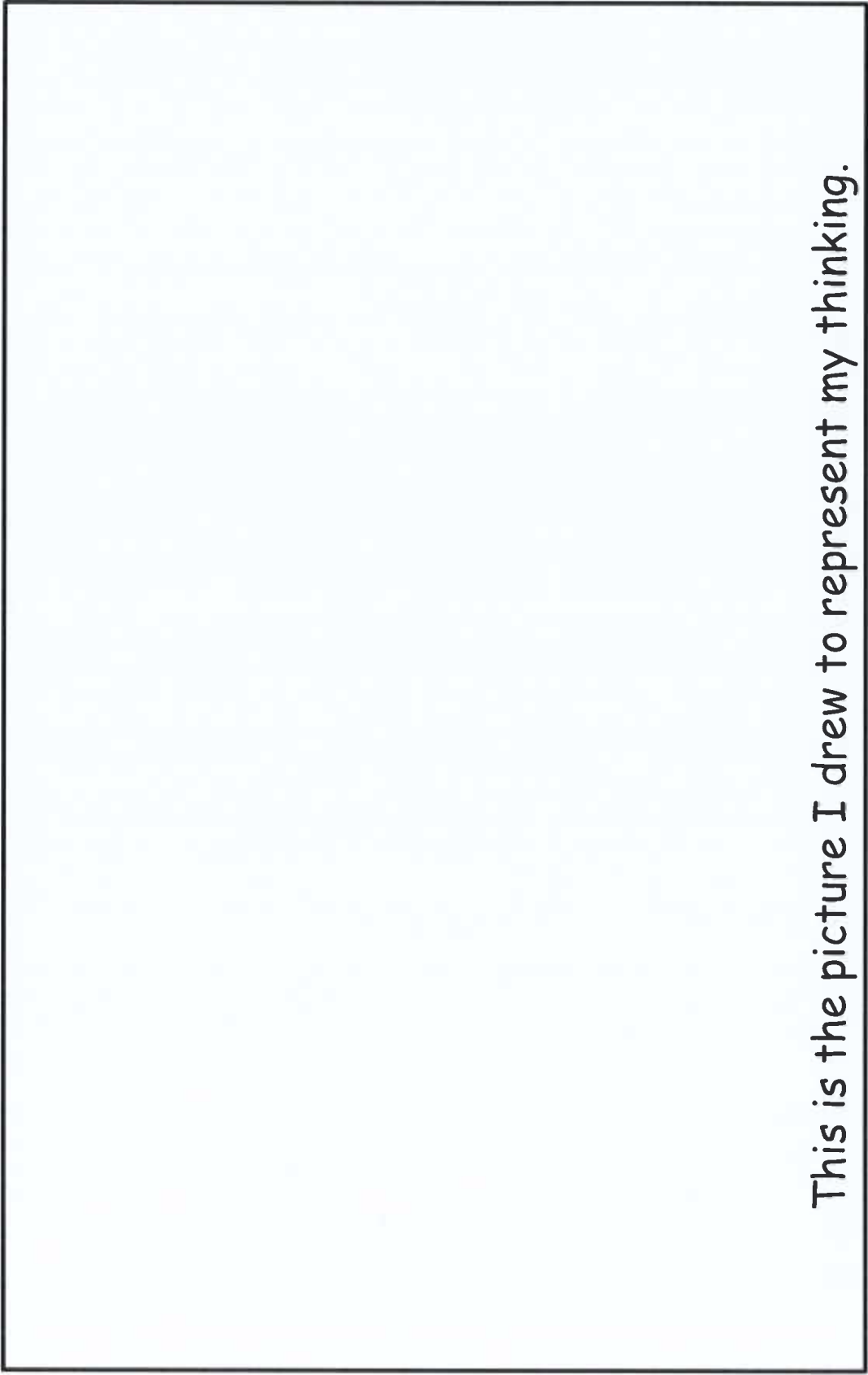
11 12 15

27 28 30

5 7 9

Day 9

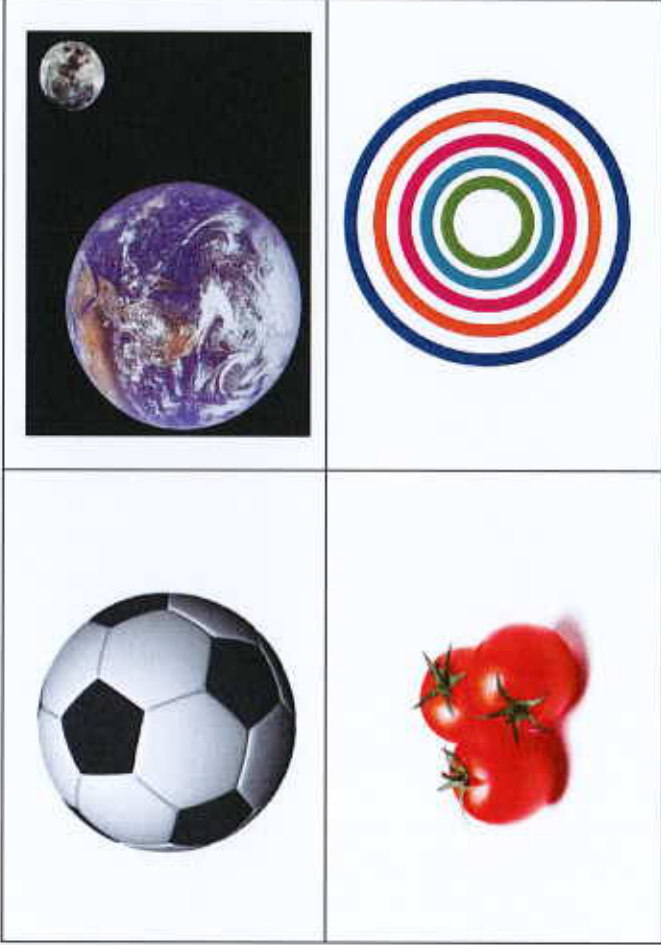
My teacher has 7 pencil boxes. She wants to put 2 pencils in each box. How many pencils does she need to fill the pencil boxes?

A large empty rectangular box with a black border, intended for a student to draw a picture representing their solution to the problem.

This is the picture I drew to represent my thinking.

Day 10

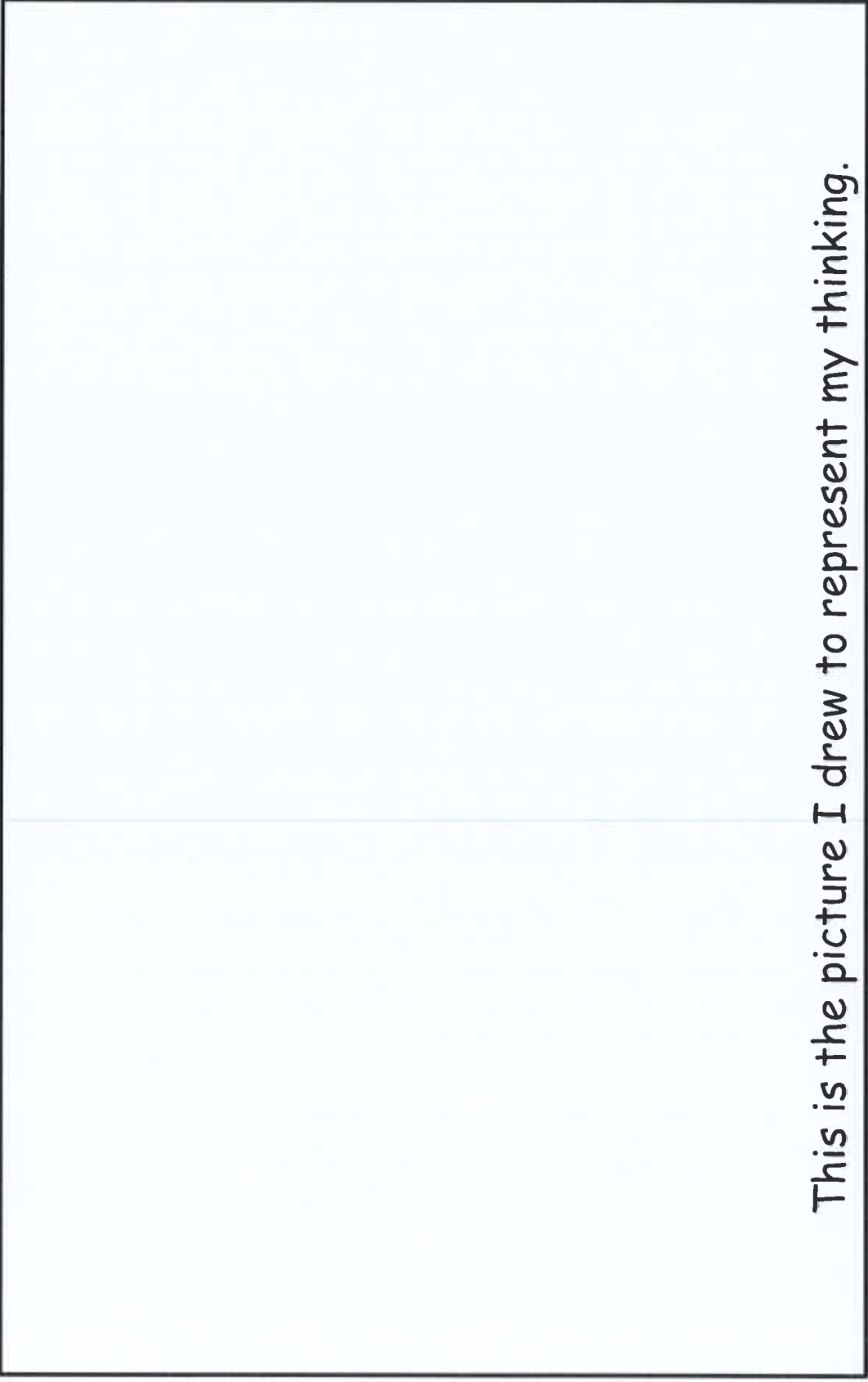
One of these things doesn't belong with the others.



Why?

Day 10

There were 9 crackers in a bag. My teacher said 3 of us could share the crackers equally. How many crackers did we each get?

A large empty rectangular box with a black border, intended for a student to draw a picture representing their solution to the problem.

This is the picture I drew to represent my thinking.

EXTRA PRACTICE

GR. K

Draw more circles so you have 10 circles. Write the numbers.



$$2 + \underline{\quad} = \underline{10}$$



$$6 + \underline{\quad} = \underline{10}$$



$$4 + \underline{\quad} = \underline{10}$$



$$9 + \underline{\quad} = \underline{10}$$



$$3 + \underline{\quad} = \underline{10}$$

EXTRA PRACTICE

GR. K

Benjamin had 10 bananas. He dropped some of the bananas. Fill in the number bond to show Benjamin's bananas.

A number bond diagram with a central circle containing the number 10 and two empty circles on either side. Below the number bond are 10 individual banana illustrations.

Savannah has 10 pairs of glasses. 5 are green, and the rest are purple. Color and fill in the number bond.

A number bond diagram with a central circle and two empty circles on either side. Below the number bond are 10 pairs of glasses.

Xavier had 10 baseballs. Some were white, and the rest were gray. Draw the balls, and color to show how many may be white and gray. Fill in the number bond.



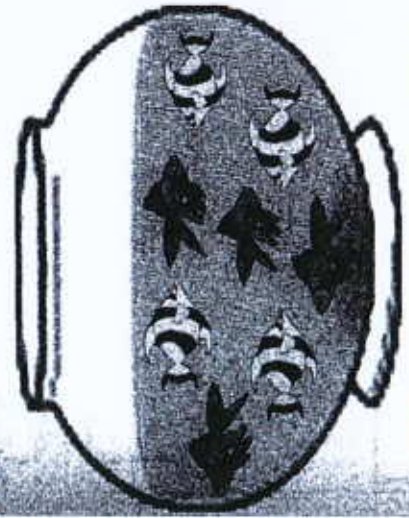
A number bond diagram with a central circle and two empty circles on either side.

EXTRA PRACTICE

GR. K

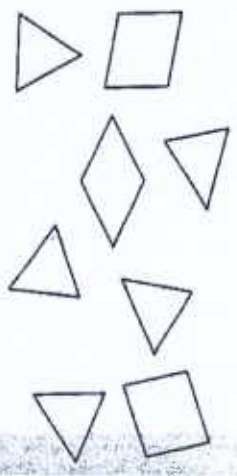
Fill in the number sentences.

There are 8 fish. There are 4 striped fish and 4 goldfish.

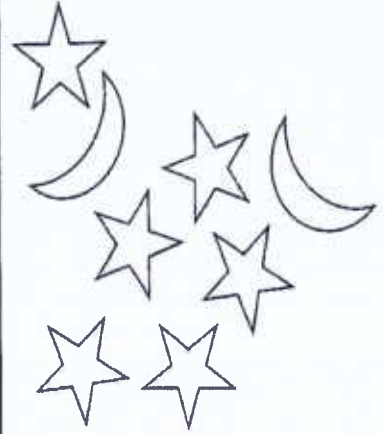


$$\square = \square + \square$$
$$\square + \square = \square$$

There are 8 shapes. There are 5 triangles and 3 diamonds.



$$\square = \square + \square$$
$$\square + \square = \square$$



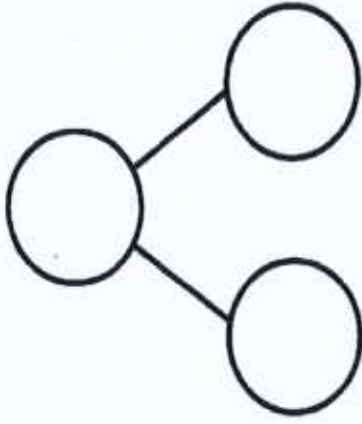
There are 6 stars and 2 moons.
There are 8 shapes.

$$\square + \square = \square$$
$$\square + \square = \square$$

EXTRA PRACTICE

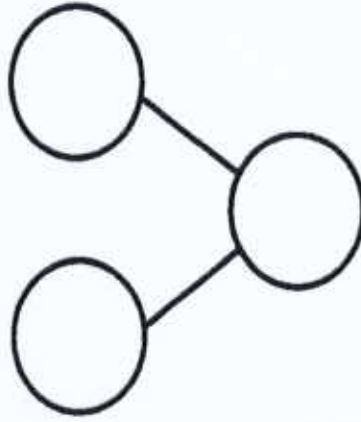
GR. K

There are 7 animals. There are 5 giraffes and 2 elephants.



$$\square = 5 + 2$$

At the store, there was 1 big bear and 6 small bears. There were 7 bears.

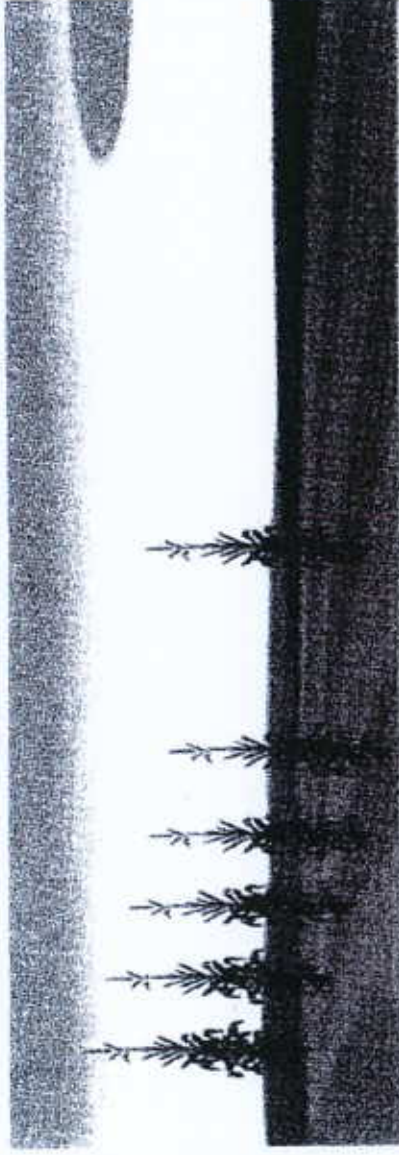


$$1 + 6 = \square$$

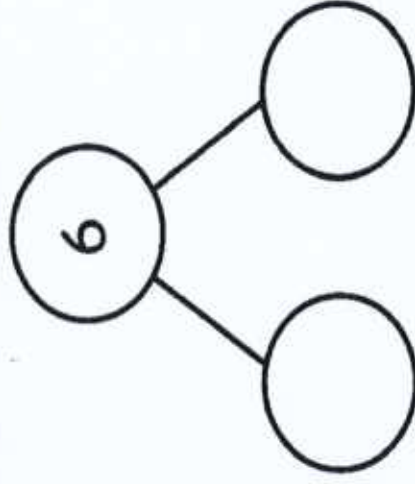
$$\square = 2 + 5$$

▲▲ ●●●●●●

Fill in the number bond and number sentences.



There are 6 cornstalks. 5 cornstalks are in the first row. 1 cornstalk is in the second.



$$6 = \square + \square$$

There are 6 cars on the road. 2 cars are big, and 4 are small.

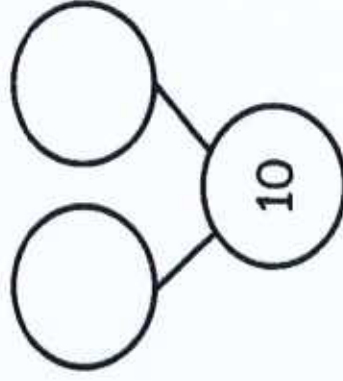
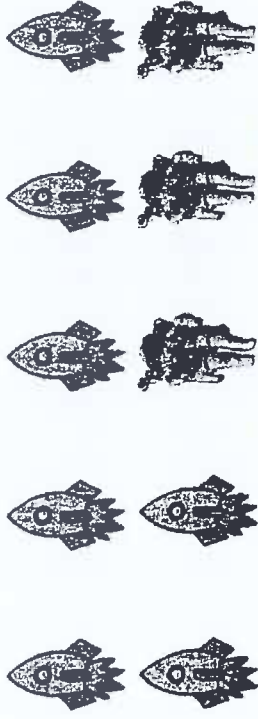
\square is \square and \square

\square = \square + \square

The complex block contains an illustration of six cars: two large cars and four small cars. Below the illustration are two mathematical sentences. The first sentence is " \square is \square and \square ", where the first square is positioned above the two large cars and the second square is positioned above the four small cars. The second sentence is " \square = \square + \square ", where the first square is positioned above the two large cars and the second square is positioned above the four small cars.

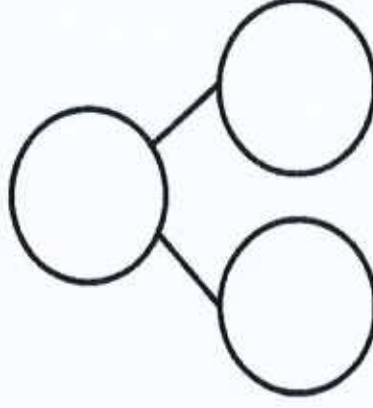
Fill in the number bonds, and complete the number sentences.

Ricky has 10 space toys. He has 7 rockets and 3 astronauts.



$$10 = \square + \square$$

Bianca has 4 pigs and 6 sheep on her farm. She has 10 animals altogether.



$$\square + \square = \square$$