Dear Parents,

As you have already heard by now, we will be out of school following Governor Hogan’s announcement about the closing of all Maryland public schools from Monday, March 16th – Friday, March 27th.

We would like to provide work for our students to continue their learning during this period of time. Students should continue to complete their March homework packet and continue to complete work in reading and math on I-ready.

Students should also continue to work on their March Literacy project. We will present these projects in class, when we return back to school.

We are also sending home a reading, math and science workbook that students can work on during this time. Students may complete any pages in these workbooks as review while we are out of class.

In addition, an enrichment activity packet will be available by Wednesday, March 18th on the PGCPS website, https://www.pgcps.org/.

I hope everyone has a safe break, and I look forward to seeing everyone very soon.

Sincerely,

Ms. Anita Booth
Ms. Olive Lennox
Ms. Twinda Harvey
Common Core Standards Practice

K.CC.A.1 Count to 100 by ones and by tens.

To the Teacher: Read the items below aloud to children.

What number comes next? Write the number in the empty box.

1. ___ 2 ___ 3 ___ 4 ___

2. 29 30 31 32 ___

3. 66 67 68 69 ___
To the Teacher: Read the items below aloud to children.

1. Count by 10s. What number comes next? Write the number in the empty box.

- 10
- 30
- 60
- 90
- 30
- 40
- 70
Name

Common Core Standards Practice

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

1. 12  13  14

2. 77  78  79

3. 63  64

4. 54  55

To the Teacher: Read the items below aloud to children.

What number comes next? Write the number in the empty box.
To the Teacher: Read the items below aloud to children.

What number comes next? Write the number in the empty box.
Common Core Standards Practice

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

To the Teacher: Read the items below aloud to children.

1. Write the number 8 on the line.
2. Write the number 13 on the line.
3. Write the number 9 on the line.
4. Write the number 16 on the line.
To the Teacher: Read the directions for each item aloud to children.

5 How many cubes are there? Count the cubes and write the number on the line.

6 How many apples are there? Count the apples and write the number on the line.
K.CC.B.4a Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

1. Look at the trees. Count the trees and write the number that you say on the line below each tree.

2. Look at the apples. Count the apples and write the number that you say on the line below each apple.

To the Teacher: Read the directions for each item aloud to children.
To the Teacher: Read the directions for each item aloud to children.

Count the pears. On the line, write how many pears you counted.

Count the cars in the first box. On the line, write how many cars you counted. Then count the cars in the second box. On the line, write how many cars you counted. Which box has more cars? (Children should notice that both boxes have the same number of cars.)
K.CC.B.4c Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.

To the Teacher: Read the directions for each item aloud to children.

⭐ – ⭐ Look at the two numbers. Which number is greater? Circle the number that is greater.
To the Teacher: Read the directions for each item aloud to children.

1. Look at the two numbers. Which number is greater? Circle the number that is greater.

40  41

50  49

88  89
Name

Common Core Standards Practice

K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

1. How many carrots are there? Count the carrots and write the number on the line.

   ______________________

   ______________________

2. How many balls are there? Count the balls and write the number on the line.

   ______________________

   ______________________

3. How many plants are there? Count the plants and write the number on the line.

   ______________________

   ______________________

To the Teacher: Read the directions for each item aloud to children.

★ How many carrots are there? Count the carrots and write the number on the line.

★ How many balls are there? Count the balls and write the number on the line.

★ How many plants are there? Count the plants and write the number on the line.

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To the Teacher: Read the directions for each item aloud to children.

Write the number 11 on the line. Then draw 11 circles in the box.

Write the number 15 on the line. Then draw 15 squares in the box.
**K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

**1.** Are there more strawberries or peaches? Match each strawberry to one peach. Draw a line from one strawberry to one peach. Did you match all of the strawberries? (Yes) Did you match all of the peaches? (No). Circle the fruit that has more.

**2.** Are there more puppies or dishes? Match each puppy to one dish. Draw a line from one puppy to one dish. Did you match all of the puppies? (No) Did you match all of the dishes? (Yes). Circle the picture that has fewer.

*To the Teacher: Read the directions for each item aloud to children.*
To the Teacher: Read the directions for each item aloud to children.

3. Count the balls in each box. Write the number below each box. Which box has fewer balls? Circle the box that has fewer balls.

4. Match each bird to one nest. Are there more birds or nests? Circle the picture that has more.
Common Core Standards Practice

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

To the Teacher: Read the directions for each item aloud to children.

★ Which number is greater? Circle the number that is greater.
★ Which number is less? Circle the number that is less.
★ Which number is greater? Circle the number that is greater.
To the Teacher: Read the directions for each item aloud to children.

Which number is less? Circle the number that is less.

Which number is greater? Circle the number that is greater.

Which number is less? Circle the number that is less.
To the Teacher: Read the items below aloud to children.

1. Jana has 3 fish and Ara has 5 fish. Draw Jana’s fish in the first bowl and Ara’s fish in the second bowl. How many fish did you draw? Write that number on the line.

2. Hanna put 3 flowers in the pot. Then she put 4 more flowers in the pot. Draw Hanna’s flowers in the pot. Write that number on the line.
To the Teacher: Read the items below aloud to children.

Ed has 6 balloons. Then 2 balloons pop. Draw balloons to match the story.

Elena has 8 crayons. Then she lost 3 crayons. Draw crayons to match the story.
Common Core Standards Practice

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

To the Teacher: Read the items below aloud to children.

Hayley has 6 bows. Her sister has 3 bows. How many bows do Hayley and her sister have? Show the answer in the box. Use numbers or drawings.

William has 5 footballs. He gives 2 footballs to his friends. How many footballs does he have now? Show the answer in the box. Use numbers or drawings.
To the Teacher: Read the items below aloud to children.

Aida has 7 beads. Her mother gives her 4 more beads. Show all of Aida's beads in the box. Use numbers or drawings.

Frieda sees 5 stars in the sky. Then she sees 4 more stars. Show all of the stars Frieda sees in the box. Use numbers or drawings.
To the Teacher: Read the items below aloud to children.

1. Look at the first row of boxes. How many boxes are there? (6) How many are shaded? (2) How many are not shaded? (4) 2 and 4 make 6. Color some boxes in green and some in yellow to show two other ways to make 6.

2. Look at the row of circles. How many circles are there? (7) Color some circles in red and some circles in blue to show two ways to make 7.
To the Teacher: Read the items below aloud to children.

Look at the triangles. How many triangles are in the first box? (6) How many are in the second box? (3) How many triangles are there in all? (9). Show two other ways to make 9.
K.OA.A.1 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

To the Teacher: Read the items below aloud to children.

🌟 Look at the hats. How many hats are there? (4) How many more do you need to make 10? Draw that many hats. Write the number of hats that you drew on the line.

셨 Look at the crowns. How many crowns are there? How many more do you need to make 10? Draw that many crowns. Write the number of hats that you drew on the line.
To the Teacher: Read the items below aloud to children.

6. Look at the stars in the ten-frame. How many more stars do you need to make 10? Draw that many stars. Write the number of stars you drew on the line.

7. Look at the counters in the ten-frame. How many more counters do you need to make 10? Draw that many counters. Write the number of counters you drew on the line.
Name

Common Core Standards Practice

K.OA.A.5 Fluently add and subtract within 5.

1 1 + 4 = _____

2 3 - 2 = _____

3 3 + 1 = _____

4 4 - 2 = _____

5 3 + 2 = _____

6 4 - 3 = _____

To the Teacher: Read the items below aloud to children.

1. Find the sum.
2. 3. 4. Find the difference.
To the Teacher: Read the items below aloud to children.

1. Find the sum.
2. Find the difference.

1. \(1 + 2 = \) 

2. \(4 - 1 = \) 

3. \(1 + 1 = \) 

4. \(3 - 1 = \) 

5. \(2 + 2 = \) 

6. \(2 - 1 = \)