

Learn at Home Resource Packet – General Overview

Kindergarten

This New York State Next Generation Learning Standards aligned packet of resources is designed for students and their parents who wish to support in-school learning with activities that can be done independently and/or with a partner at home. The packet includes five activities that support the major mathematical work of the grade with a particular focus on building grade level numeracy. In Kindergarten, students' ability to fluently add and subtract numbers within 5 is required as it supports their ability to engage conceptually with important content of the year. These activities should each take 40-60 minutes (although many can be extended) and may be completed in any order.

How to use this guide - For each activity, you will find:

- information about the standards both content and practice that the activity supports;
- a description and/or instructions for the activity;
- materials required;
- one or more focus or discussion questions that will help deepen the learning of the activity;
- and suggestions for extending or adjusting the activity.

Activity A :

Roll and Record 3

From Investigations 3

Next Generation Mathematics Learning Standard (s)

Know number names and the count sequence

NY-K.CC.1- Count to 100 by ones and by tens

Count to tell the number of objects

NY-K.CC.4a- When counting objects, say the number names in the standard order, pairing each object with ones and only one number name and each number name with one and only one object (1:1 correspondence)

NY-K.CC.4b- Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.

Count to tell the number of objects.

NY-K.CC.5a- Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.

Mathematical Practice(s)

- MP1 Make sense of problems and persevere in solving them.
-

Description:

“Roll and Record 3” is a game that builds fluency in counting and combining small amounts up to 12.

Materials:

- Two die or number cards (included in packet)
- Roll and Record 3 recording sheet
- Pencil

NAME _____

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Roll and Record 3 Directions

You need

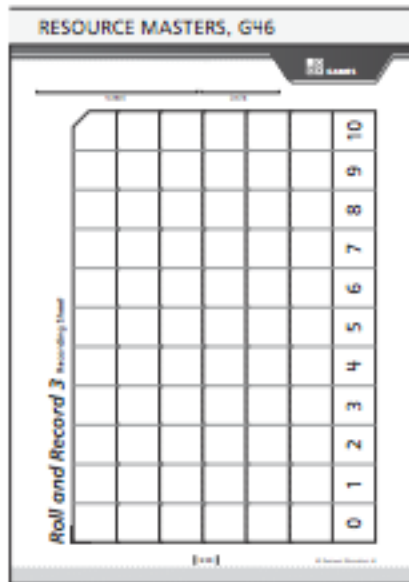
- two 0–5 dot cubes
- Recording Sheet (G46)
(1 per player)



Play alone or with a partner.

- 1** Roll two cubes.  
- 2** Add the numbers.
- 3** Write the total on the recording sheet.

						6				
0	1	2	3	4	5	6	7	8	9	10



- 4** The game is over when one column is full.

More Ways to Play

- Play with 1 dot cube and 1 number cube.



NAME _____

DATE _____

Roll and Record 3 Recording Sheet

											0
											1
											2
											3
											4
											5
											6
											7
											8
											9
											10

Cut the cards below to use with the game if you do not have two dice.

1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5

Activity B:

More or Less

Next Generation Mathematics Learning Standard (s)

Compare Numbers

NY-K.CC.7:

Compare two numbers between 1 and 10 presented as written numerals.

Mathematical Practice(s)

- MP1 Make sense of problems and persevere in solving them.

Description:

“More or Less” is a partner game that builds fluency in recognizing numbers and comparing their values.

Materials:

- one coin
- deck of cards (Number cards only. You can use the Primary number cards included.)
- scratch paper, pen, and pencil.

Question(s) for parents to ask while playing:

- How can you tell who has more?

Possible extensions/adjustment

Increase the challenge of “More or Less” by asking each player pulling two cards and adding them. Which sum is more? How much more? How much less?

Note: This game is more commonly known as the classic card game, “War”

More or Less

What you'll need

- one coin
- deck of cards (Number cards only. You can use the numeral cards included.)
- scratch paper, pen, and pencil.

What to do

Two players will play a card game where each will draw a card. The players will compare cards to see who wins that round. Before you begin, flip the coin and call "heads" or "tails" to see if the winner of each round will be the person with a greater value card (heads) or a smaller value card (tails).

1. To begin the game, divide the cards evenly between the two players.
2. Place the cards face down. Each player turns over one card at a time and compares: Is mine more or less? How many more? How many less? The player with the greater or smaller value card (depending on whether heads or tails was tossed) takes both cards.
3. The winner of the game is the player with more cards when all the cards are gone from the stack.

Activity C :

Racing Bears

From Investigations 3

Next Generation Mathematics Learning Standard (s)

Count to tell the number of objects

NY-K.CC.4a- When counting objects, say the number names in the standard order, pairing each object with ones and only one number name and each number name with one and only one object (1:1 correspondence)

NY-K.CC.4b- Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.

Mathematical Practice(s)

- MP1 Make sense of problems and persevere in solving them.

Description:

“Racing Bears” can be played alone or with a partner. The goal of the game is to move the ‘Teddy Bear’ (you may use four of the same coins, for example dimes, at home in place of teddy bear counters) on the gameboard to reach the end and capture the penny.

Materials:

- Racing Bears game board
- 4 dimes
- 10 pennies
- One die or only the 1-6 Primary Number Cards (remove the 0, 7, 8, 9, 10, wild cards)

Directions

- 1) **To set up the gameboard, put one dime on each “Start” work. Put one penny in each box that has a circle in it.**
- 2) **Roll the die or pick a card.**
- 3) **Move any amount of teddy bears (or dimes) on the gameboard. The total number of spaces moved should match the number rolled or picked.**
- 4) **Repeat steps 1 and 2 until you reach the end of a track and reach a penny. When you reach a penny, collect it and replace it with another penny.**
- 5) **Continue to play until you have collected all 10 pennies.**





































NAME _____

DATE _____

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Primary Number Cards



















































































































































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Primary Number Cards



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















































































































































































































































NAME _____

DATE _____

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Primary Number Cards



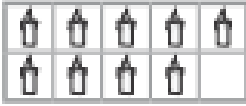
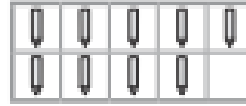


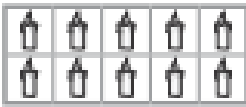
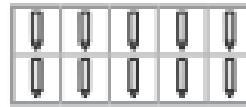


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NAME _____

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Primary Number Cards



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<p>10</p> 	<p>10</p> 	<p>10</p> 	<p>10</p> 
<p>Wild Card</p>	<p>Wild Card</p>	<p>Wild Card</p>	<p>Wild Card</p>

NAME _____

DATE _____

Racing Bears Gameboard

10	○	○	○	○
9				
8				
7				
6				
5				
4				
3				
2				
1				
0	☆ Start	☆ Start	☆ Start	☆ Start

Activity D:

Race to the Sun

From Investigations 3

Next Generation Mathematics Learning Standard (s)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

NY-K.OA.1- Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies

NY-K.OA.2- Add and subtract within 10

NY-K.OA.5- Fluently add and subtract within 5.

Mathematical Practice(s):

- MP1 Make sense of problems and persevere in solving them.

Materials:

- Race to the Sun Gameboard
- Fluency within Five Cards
- Two different coins, buttons, objects

Description:

Race to the Sun is a partner game that helps students to practice basic addition and subtraction problems within 5.

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Race to the Sun Directions

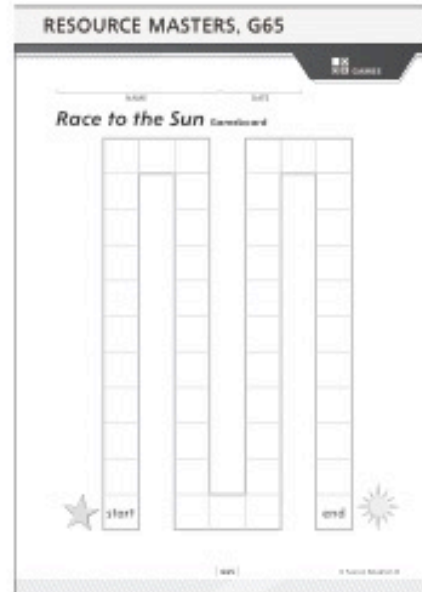
You need

- Fluency within Five Cards
- Teddy bear or other counters
- *Race to the Sun* Gameboard (G65)

5 - 4

2 + 3

2 + 2



Play with a partner.

- 1 Player 1 takes a card.

2 + 2

- 2 Player 1 solves the problem and moves their counter that many spaces.
 $2 + 2 = 4$
- 3 Player 2 takes a turn, using Steps 1–2.
- 4 The game is over when one player reaches the sun.

More Ways to Play

- Play until both players reach the sun.

NAME _____

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Fluency within Five Cards



$1 + 1$

$1 + 2$

$1 + 3$

$1 + 4$

$2 + 2$

$2 + 3$

$5 - 1$

$5 - 2$

$5 - 3$

$5 - 4$

$4 - 1$

$4 - 2$

$4 - 3$

$3 - 2$

$3 - 1$

$2 - 1$

$2 + 1$

$3 + 1$

$4 + 1$

$3 + 2$

Activity E:

Double Compare

From Investigations 3

Next Generation Mathematics Learning Standard (s)

Compare numbers.

NY-K.CC.6- Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.

Mathematical Practice(s):

- MP1 Make sense of problems and persevere in solving them.

Materials:

- Double Compare Directions
- Primary Number Cards

Description:

Double Compare is a partner game that allows students the opportunity to compare quantities.

Questions for parents to ask your child:

- How did you know which player had more?

NAME _____

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Double Compare

Directions

You need

- Deck of Primary Number Cards (without Wild Cards)



Play with a partner.

- 1 Deal the cards facedown.
- 2 Both players turn over their top two cards.
- 3 The player with the larger total says “Me!” and takes the cards. If the totals are the same, both players turn over two more cards.



- 4 Keep turning over two cards. Each time, the player with the larger total says “Me!” and takes the cards.
- 5 The game is over when there are no more cards to turn over.

More Ways to Play

- The player with the **smaller** total says “Me!”
- Play with 3 players.
- Play with the Wild Cards. A Wild Card can be any number.