

## **Grade K – Remote Learning / Review**

Day 1: Topic 1 – Cumulative / Review

Day 2: Topic 6 Review

Day 3: Topic 7 Review

Day 4: Topic 8 Fluency Practice Activity & Fluency Practice Assessment (pg. 1 of 6)

Day 5: Topic 9 Fluency Practice Activity & Fluency Practice Assessment (pg. 2 of 6)

Day 6: Topic 10 Fluency Practice Activity & Fluency Practice Assessment (pg. 3 of 6)

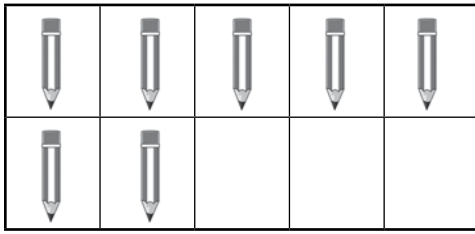
Day 7: Topic 11 Fluency Practice Activity & Fluency Practice Assessment (pg. 4 of 6)

Day 8: Topic 12 Fluency Practice Activity & Fluency Practice Assessment (pg. 5 of 6)

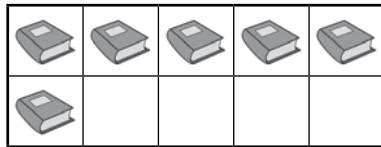
Day 9: Topic 13 Fluency Practice Activity & Fluency Practice Assessment (pg. 6 of 6)

Day 10: Topic 14 Fluency Practice Activity

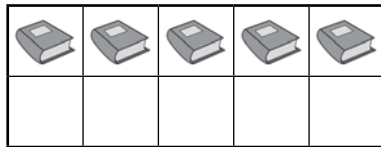
**1**



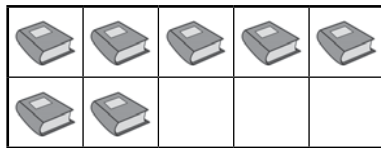
**(A)**



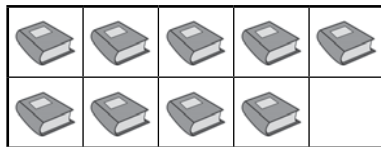
**(B)**



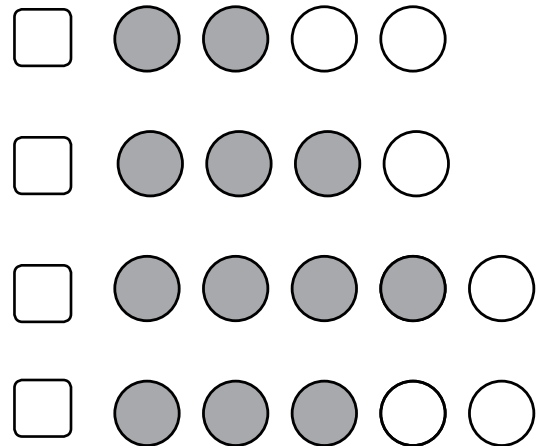
**(C)**



**(D)**



**2**



**3**



**4**

**(A)**

**5**

**(B)**

**6**

**(C)**

**7**

**(D)**

**4**

**8**

**7**

**(A)**

**8**

**(B)**

**9**

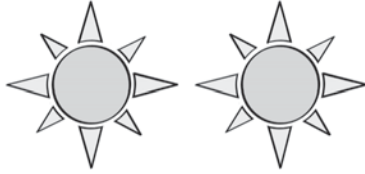
**(C)**

**10**

**(D)**

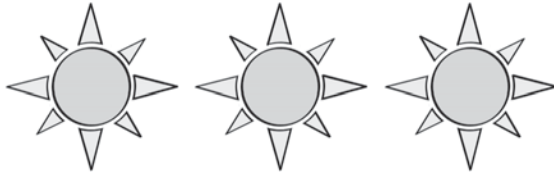
**Directions** Have students mark the best answer. **1** Which group of books is greater in number than the group of pencils? **2** Mark all the ways that show a way to make 4. **3** How many cats are there? **4** Which number is less than the number shown?

5



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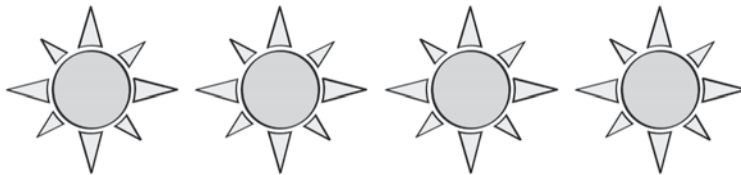
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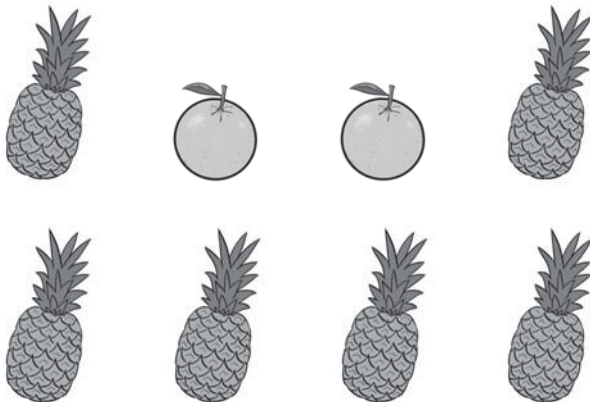
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6



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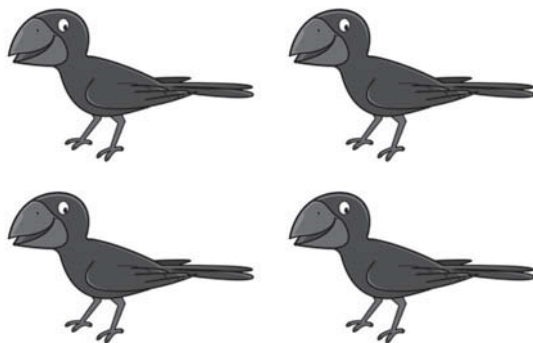


7

9

**Directions** Have students: make a math argument about how many suns are in each row, and then write the numbers to tell how many; count the pineapples and oranges, write the numbers to tell how many, and then mark an X on the number that is less than the other number; read the number, and then draw flowers to show how many.

8



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9



\_\_\_\_\_

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\_\_\_\_\_ and \_\_\_\_\_

**Directions** Have students: **8** count the birds, and then color the boxes to show how many; **9** color the cars red and blue to show a way to make 5, and then write the numbers to tell how many red and blue cars.

10

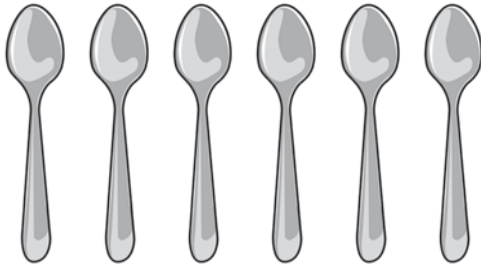



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\_\_\_\_\_ and \_\_\_\_\_

11



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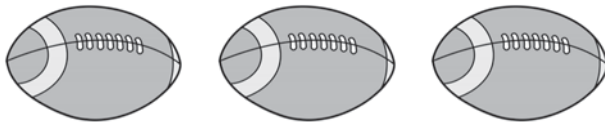
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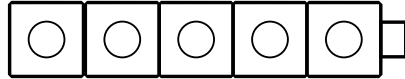
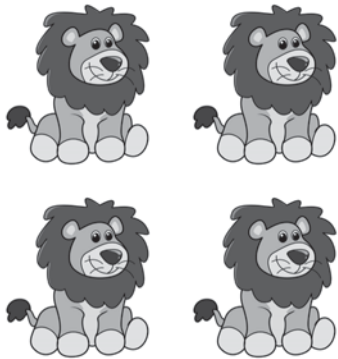
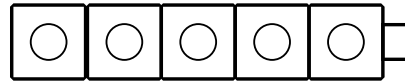
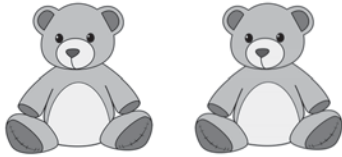
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12

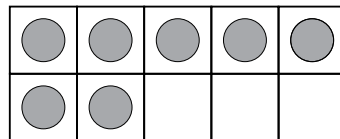
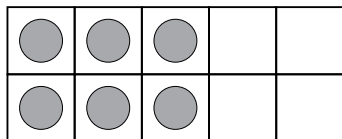
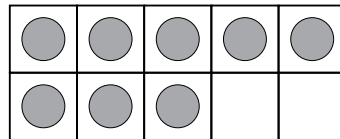
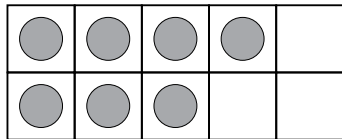


**Directions** Have students: 10 draw and color counters red and yellow to show one way to make 10, color the hats red and yellow to show that way, and then write the numbers; 11 count the spoons in the group, draw a group of circles that is less in number than the group of spoons shown, and then write the numbers to tell how many; 12 draw a group of footballs that is equal in number to the group of footballs shown.































13



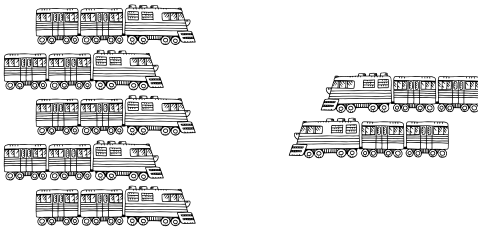
14



**Directions** 13 Say: Joanie has 2 toy bears and 4 toy lions. Color the cubes to show how many of each type of toy, and then draw a circle around the cube train that is greater in number than the other cube train. 14 Have students draw a circle around the ten-frames that do NOT show 7 counters.

_____		_____
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_____		_____
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_____		_____
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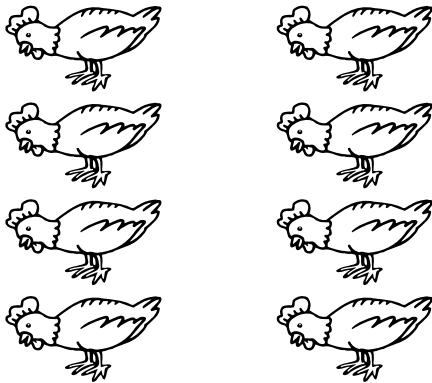
**Directions** 15 Have students use green and orange crayons to complete the pattern showing six ways to make 5, and then write the numbers.

**1**

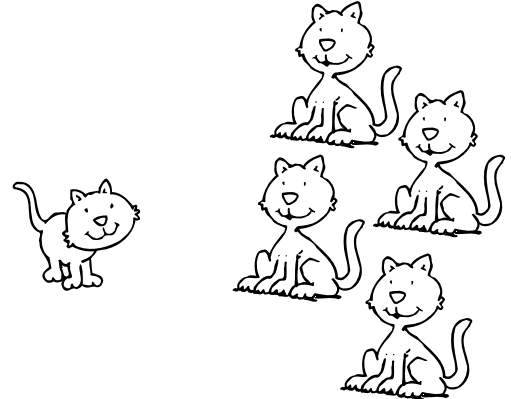
- Ⓐ 4 in all
- Ⓑ 6 in all
- Ⓒ 7 in all
- Ⓓ 9 in all

**2**

- Ⓐ 3 and 2 is 5.  
 $3 + 2 = 5$
- Ⓑ 2 and 5 is 7.  
 $2 + 5 = 7$
- Ⓒ 3 and 1 is 4.  
 $3 + 1 = 4$
- Ⓓ 2 and 6 is 8.  
 $2 + 6 = 8$

**3**

- Ⓐ 8 and 1 is 9.
- Ⓑ 4 and 4 is 8.
- Ⓒ 4 and 5 is 9.
- Ⓓ 2 and 2 is 4.

**4**

- Ⓐ  $2 + 1$
- Ⓑ  $1 + 4$
- Ⓒ  $4 + 0$
- Ⓓ  $1 + 5$

**Directions** Have students mark the best answer. **1** Luke has 5 trains. His mom gives him 2 more trains. Which tells how many trains Luke has in all? **2** Jack has 3 pails. Jill brought 2 more. Which number sentence and equation tells how many they have in all? **3** Which number sentence tells about adding the groups of chickens? **4** Which addition expression tells about the picture?





3 and 2 is \_\_\_\_\_ in all.







\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.



\_\_\_\_\_ and 3 is 7.

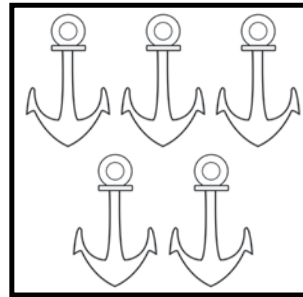
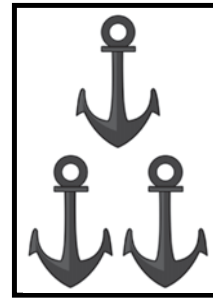
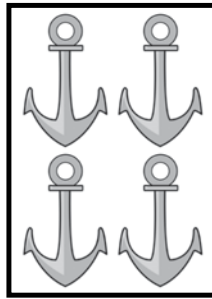


\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.

**Directions** Have students:  listen to the story, and then do all of the following to show each part to find how many in all: clap and knock, hold up fingers, and give an explanation of a mental image. Ask them to color the number of each part, and then write the number to tell how many in all. *Meg buys 3 red apples. She buys 2 yellow apples. How many apples does she buy in all?*  draw two groups of flowers to show 8 in all, and then write a number sentence to match the drawing;  draw the number of cubes needed to make 7 cubes in all, and then complete the number sentence;  listen to the story, use counters to model putting together the groups, draw the counters to show what is happening, and then write an equation for the story. Say: *There are 3 black kittens in a yard and 6 tiger kittens in a yard. How many kittens are there in all?*

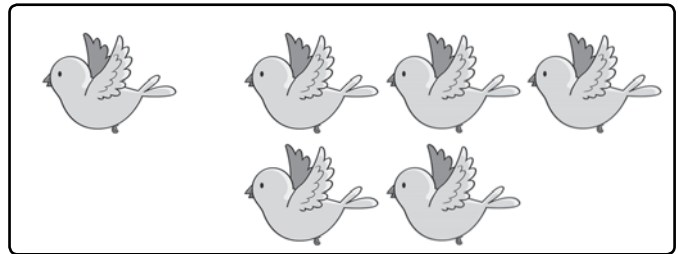
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9

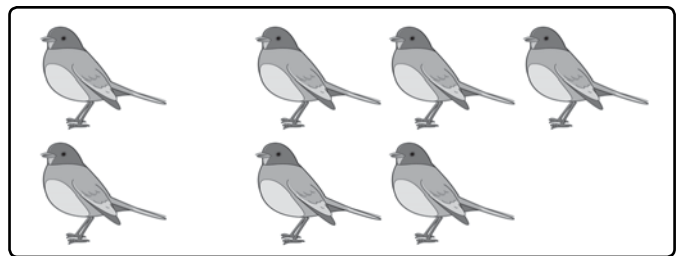


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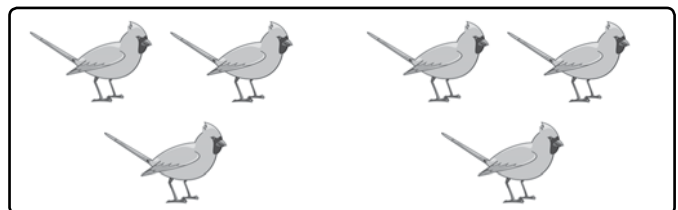
$$2 + 5 = 7$$



$$3 + 3 = 6$$



$$1 + 5 = 6$$



**Directions** Have students: 9 draw a circle around two groups to put them together to show the number on the card; 10 match the pictures with the equation that shows the correct parts and how many in all.



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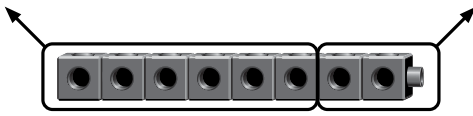


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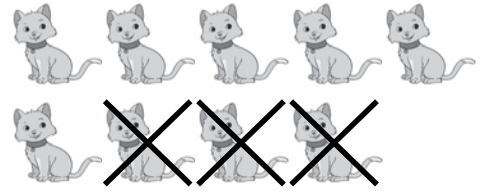


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**Directions**  Have students color the boxes to complete the pattern of ways to make 5, and then write an equation to match the boxes.

**1**

- Ⓐ 4 and 2  
Ⓑ 5 and 2  
Ⓒ 6 and 2  
Ⓓ 6 and 3

**2**

- Ⓐ 3  
Ⓑ 4  
Ⓒ 5  
Ⓓ 6

**3**

- Ⓐ 4 take away 2 is 2.  
 $4 - 2 = 2$   
Ⓑ 4 take away 3 is 1.  
 $4 - 3 = 1$   
Ⓒ 3 take away 1 is 2.  
 $3 - 1 = 2$   
Ⓓ 5 take away 2 is 2.  
 $5 - 2 = 2$

**4**

- Ⓐ  $5 - 2 = 3$   
Ⓑ  $5 - 3 = 2$   
Ⓒ  $7 - 2 = 5$   
Ⓓ  $7 - 3 = 4$

**Directions** Have students mark the best answer. **1** Which numbers tell the parts? **2** Which number tells how many are left? **3** Which sentence and equation matches the picture? **4** Which equation matches the picture?

5

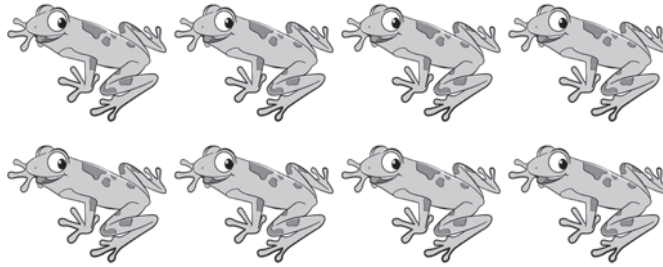


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ take away \_\_\_\_\_ is \_\_\_\_\_.

6

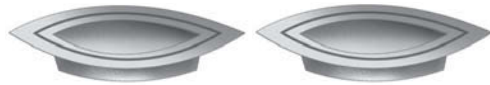


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ are left.

7



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

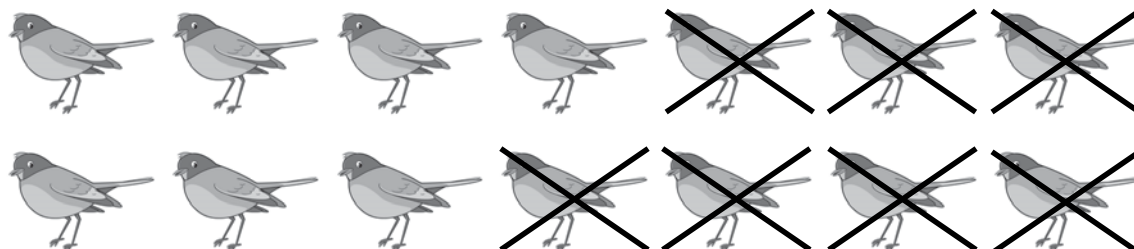
\_\_\_\_\_ and \_\_\_\_\_

**Directions** Have students listen to the story, and then complete the sentence to tell how many are left. Say: *Brad sees 10 turtles at the zoo. 3 turtles crawl away. How many turtles are left?* Have students count the frogs. Have them mark Xs on some of the frogs, and then write the number to tell how many are left. Say: *Renee has 9 apples. She puts the apples on 2 plates. Draw apples to show how many Renee could put on each plate. Then write the numbers to tell the parts.*

8

$$\begin{array}{rcl}
 5 & - & 1 \\
 \hline
 & & \\
 & & \\
 \hline
 & & \\
 \hline
 \end{array}
 \quad
 \begin{array}{rcl}
 5 & - & 2 \\
 \hline
 & & \\
 & & \\
 \hline
 & & \\
 \hline
 \end{array}$$

9

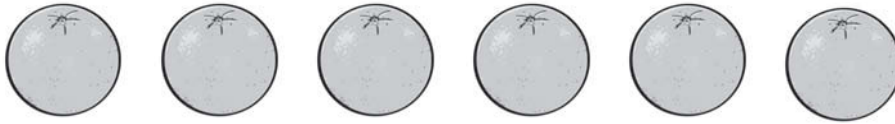


_____		_____		_____
_____		_____		_____
_____		_____		_____

**Directions** Have students: 8 complete each equation to find the pattern; 9 listen to the story, draw a circle around the picture that shows the story, and then write a matching equation. Say: *There are 7 birds on a branch. 3 birds fly away. How many birds are left?*



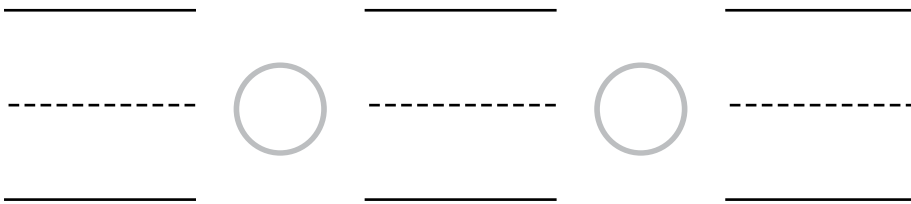
Take apart 6.



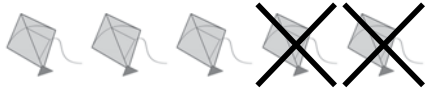
\_\_\_\_\_

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\_\_\_\_\_ and \_\_\_\_\_



$$5 - 1 = 4$$



$$5 - 3 = 2$$



$$5 - 5 = 0$$



$$5 - 2 = 3$$



$$5 - 4 = 1$$

**Directions** Have students: 10 take apart the group of oranges. Have them draw a circle around the parts they made, and then write the numbers to tell the parts; 11 listen to the story, draw a picture, use counters or other objects to help solve the problem, and then write the equation. *Karen collects 8 shells. She gives 6 away. How many shells does Karen have left?* 12 match each equation with a row of kites to find the pattern.

1

$1 + 2$	$5 - 2$	$4 - 1$	$3 + 0$	$3 - 0$
$5 - 3$	$4 + 1$	$0 + 3$	$2 + 2$	$1 + 0$
$2 - 1$	$5 - 4$	$5 - 2$	$0 + 0$	$1 + 4$
$3 + 2$	$3 - 1$	$4 - 1$	$5 - 1$	$4 - 0$
$3 - 3$	$2 + 0$	$2 + 1$	$2 + 3$	$1 + 1$

2



**Directions** Have students: 1 color each box that has a sum or difference that is equal to 3; 2 write the letter that they see.


**I can ...**


add and subtract fluently to 5.


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Name \_\_\_\_\_


1   $4 - 0 =$  \_\_\_\_\_


2   $0 + 0 =$  \_\_\_\_\_


3   $1 + 2 =$  \_\_\_\_\_


4   $0 + 1 =$  \_\_\_\_\_


5   $2 + 2 =$  \_\_\_\_\_

6   $0 + 5 =$  \_\_\_\_\_

7   $5 - 4 =$  \_\_\_\_\_

8   $3 - 2 =$  \_\_\_\_\_

9   $4 - 1 =$  \_\_\_\_\_

10   $5 - 0 =$  \_\_\_\_\_

**Directions** Have students add or subtract to solve each problem.

1

$2 + 3$

$5 - 1$

$2 + 2$

$1 + 3$

$4 - 0$

$5 - 2$

$0 + 4$

$0 + 3$

$2 + 1$

$1 + 4$

$2 - 1$

$3 + 1$

$5 - 1$

$4 + 0$

$1 + 3$

$3 + 0$

$2 + 2$

$5 - 3$

$5 - 4$

$2 + 0$

$1 - 1$

$4 - 0$

$2 - 0$

$3 + 2$

$1 + 0$

2



**Directions** Have students: 1 color each box that has a sum or difference that is equal to 4; 2 write the that letter they see.

**I can ...**

add and subtract fluently to 5.

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Name \_\_\_\_\_

1  $2 + 0 =$  \_\_\_\_\_

2  $3 - 0 =$  \_\_\_\_\_

3  $0 + 2 =$  \_\_\_\_\_

4  $1 + 1 =$  \_\_\_\_\_

5  $2 + 3 =$  \_\_\_\_\_

6  $3 + 1 =$  \_\_\_\_\_

7  $4 - 3 =$  \_\_\_\_\_

8  $5 - 5 =$  \_\_\_\_\_

9  $5 - 0 =$  \_\_\_\_\_

10  $4 - 1 =$  \_\_\_\_\_

**Directions** Have students add or subtract to solve each problem.



Name \_\_\_\_\_

TOPIC  
10

# Fluency Practice Activity



1

O

$$2 + 3$$

G

$$4 - 2$$

D

$$5 - 2$$

2

W

$$2 - 1$$

C

$$2 + 2$$

O

$$1 - 1$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$4 - 1$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$4 + 1$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$1 + 1$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$1 + 3$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$0 + 0$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$5 - 4$$


**Directions** 1 and 2 Have students find a partner. Have them point to a clue in the top row, and then solve the addition or subtraction problem. Then have them look at the clues in the bottom row to find a match, and then write the clue letter above the match. Have students find a match for every clue.


**I can ...**


add and subtract fluently within 5.


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Name \_\_\_\_\_


 1 - 0 = \_\_\_\_\_


 2 0 + 5 = \_\_\_\_\_


 3 1 + 2 = \_\_\_\_\_


 4 1 + 1 = \_\_\_\_\_


 5 3 + 2 = \_\_\_\_\_

 6 4 + 0 = \_\_\_\_\_

 7 3 - 3 = \_\_\_\_\_

 8 5 - 3 = \_\_\_\_\_

 9 3 - 0 = \_\_\_\_\_

 10 5 - 2 = \_\_\_\_\_

**Directions** Have students add or subtract to solve each problem.



Name \_\_\_\_\_

1

**G**

$$4 + 1$$

**B**

$$2 + 2$$

**I**

$$3 - 1$$

2

**T**

$$0 + 3$$

**A**

$$4 - 3$$

**C**

$$5 - 5$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$3 + 1$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$4 - 2$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$2 + 3$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$3 - 3$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$5 - 4$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$1 + 2$$

**Directions** ★ and 2 Have students find a partner. Have them point to a clue in the top row, and then solve the addition or subtraction problem in the clue. Then have them look at the clues in the bottom row to find a match, and then write the clue letter above the match. Have students find a match for every clue.

**I can ...**

- add and subtract fluently within 5.

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Name \_\_\_\_\_

1  $3 + 0 =$  \_\_\_\_\_

2  $0 - 0 =$  \_\_\_\_\_

3  $1 + 2 =$  \_\_\_\_\_

4  $2 + 0 =$  \_\_\_\_\_

5  $4 + 1 =$  \_\_\_\_\_

6  $1 + 3 =$  \_\_\_\_\_

7  $2 - 1 =$  \_\_\_\_\_

8  $4 - 4 =$  \_\_\_\_\_

9  $4 - 0 =$  \_\_\_\_\_

10  $5 - 1 =$  \_\_\_\_\_

**Directions** Have students add or subtract to solve each problem.

1

$5 - 2$ 
 $3 - 1$ 
 $1 - 1$ 
 $2 + 0$ 
 $5 - 4$

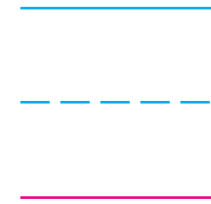
$5 - 0$ 
 $0 + 2$ 
 $3 + 1$ 
 $2 - 0$ 
 $1 + 2$

$1 + 4$ 
 $2 + 0$ 
 $4 - 2$ 
 $5 - 3$ 
 $4 - 0$

$0 + 1$ 
 $1 + 1$ 
 $4 - 3$ 
 $3 - 1$ 
 $4 - 1$

$3 + 2$ 
 $4 - 2$ 
 $0 + 3$ 
 $1 + 1$ 
 $4 - 4$

2



**Directions** Have students: ★ color each box that has a sum or difference that is equal to 2; 2 write the letter that they see.

**I can ...**

add and subtract fluently within 5.

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Name \_\_\_\_\_

1 5 - 0 = \_\_\_\_\_

2 1 + 0 = \_\_\_\_\_

3 3 + 0 = \_\_\_\_\_

4 2 + 1 = \_\_\_\_\_

5 0 + 4 = \_\_\_\_\_

6 4 + 1 = \_\_\_\_\_

7 2 - 2 = \_\_\_\_\_

8 3 - 1 = \_\_\_\_\_

9 5 - 2 = \_\_\_\_\_

10 4 - 0 = \_\_\_\_\_

**Directions** Have students add or subtract to solve each problem.

1

P

$$1 + 0$$

T

$$5 - 2$$

O

$$3 + 2$$

2

T

$$5 - 1$$

H

$$1 + 1$$

A

$$2 - 2$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$1 + 2$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$4 + 1$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$4 - 3$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$3 - 1$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$5 - 5$$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

$$2 + 2$$


**Directions** ★ and 2 Have students find a partner. Have them point to a clue in the top row, and then solve the addition or subtraction problem in the clue. Then have them look at the clues in the bottom row to find a match, and then write the clue letter above the match. Have students find a match for every clue.


**I can ...**


add and subtract fluently within 5.


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Name \_\_\_\_\_


  $0 + 4 =$  \_\_\_\_\_


  $2 - 0 =$  \_\_\_\_\_


  $0 + 3 =$  \_\_\_\_\_

  $1 + 0 =$  \_\_\_\_\_


  $5 + 0 =$  \_\_\_\_\_

  $2 + 2 =$  \_\_\_\_\_

  $4 - 2 =$  \_\_\_\_\_

  $1 - 1 =$  \_\_\_\_\_

  $5 - 1 =$  \_\_\_\_\_

  $3 - 0 =$  \_\_\_\_\_

**Directions** Have students add or subtract to solve each problem.

1

$5 - 1$     $2 + 3$     $1 + 2$     $1 + 1$     $4 - 4$

$5 - 5$     $1 + 4$     $0 + 1$     $0 + 3$     $2 + 1$

$2 - 1$     $5 + 0$     $5 - 3$     $1 + 3$     $3 - 0$

$4 + 0$     $3 + 2$     $5 - 2$     $5 - 4$     $2 + 0$

$1 - 1$     $0 + 5$     $2 + 3$     $4 + 1$     $5 - 0$

2



**Directions** Have students: ★ color each box that has a sum or difference that is equal to 5; 2 write the letter that they see.

**I can ...**

add and subtract fluently within 5.

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