ERIE'S PUBLIC SCHOOLS

March 16, 2020

Hello EPS student (Grade K),

Keeping your head in the game is very important - even when you are not physically in your school building. We've created English Language Arts and Math packets to provide you with opportunities to enhance the skills you've been working on the past several months.

Some of the passages and/or questions may seem easy while others may be a bit challenging. It is important to complete the lessons to the best of your ability. We included a wide variety of topics and activities to keep you engaged.

You can work at your own pace. We don't expect you to complete everything in one day. If you finish the packet, our best advice is to read for pleasure.

When school begins again, simply bring these packets to your teachers for review.

If you need anything or have questions about the school closing, your parents can call our administration building at (814) 874-6000.

Be sure to take care of yourself. Get plenty of rest, eat well, and make sure you are washing your hands with soap and water several times a day.

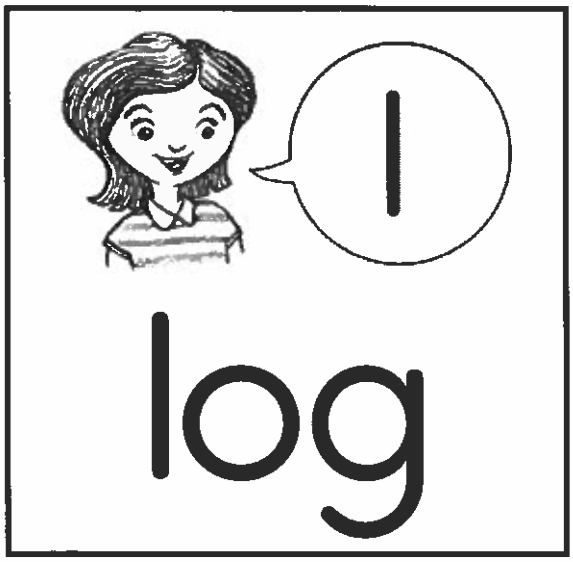
We will see you all after the break.

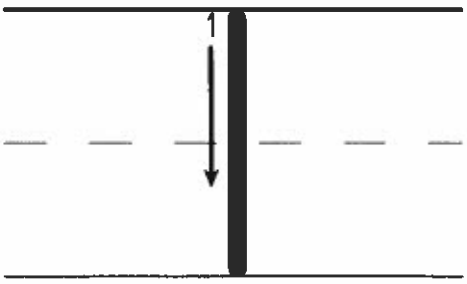
Mr. Polito, Superintendent

Mrs. Habursky, Assistant Superintendent

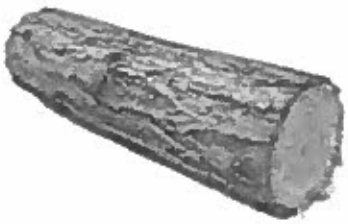
Name: _____

Review the Sound/Spelling 2 (*/l/*)





log

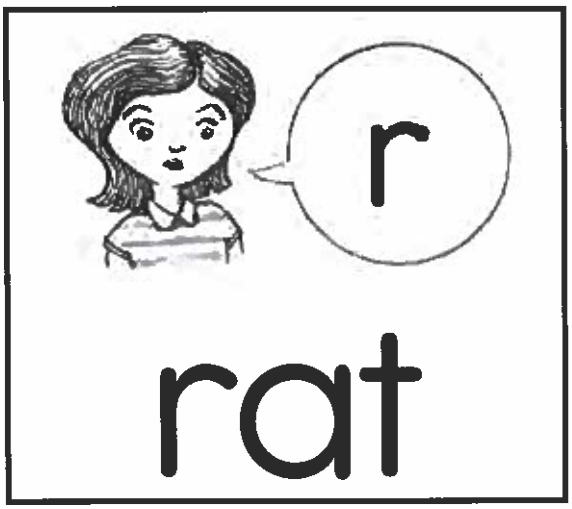


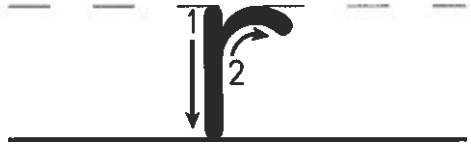
leg

Directions: Students write each word under the matching picture.

Name: _____

Review the Sound/Spelling 3 (/r/)





Directions: Students circle the matching word, then write the word on the line.

ran ram ham

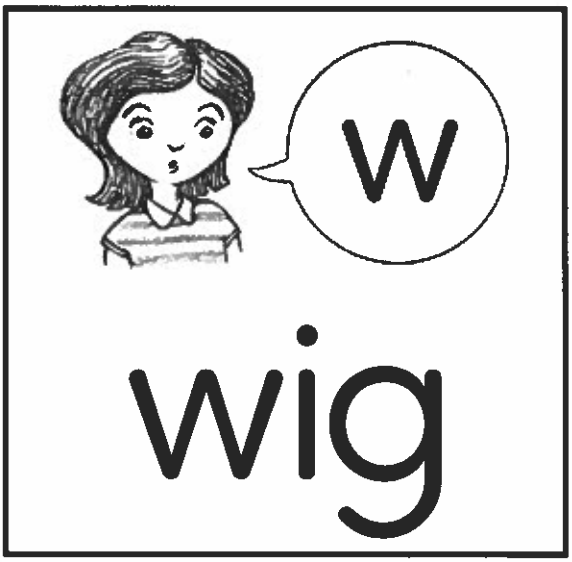
_____

mat rat rag

_____

Name: _____

Review the Sound/Spelling 4 (/w/)



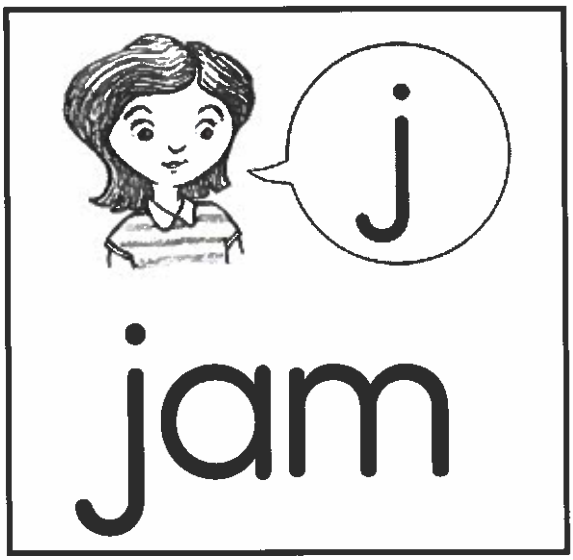
web

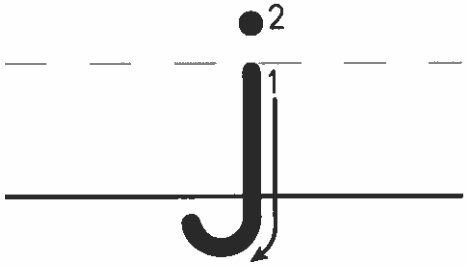
wig

Directions: Students write each word under the matching picture.

Name: _____

Review the Sound/Spelling 5 (/j/)





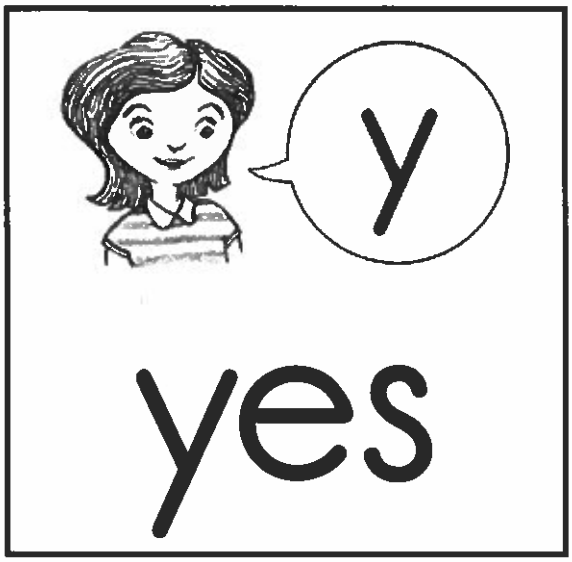
Directions: Students circle the picture and write each word under the matching picture.

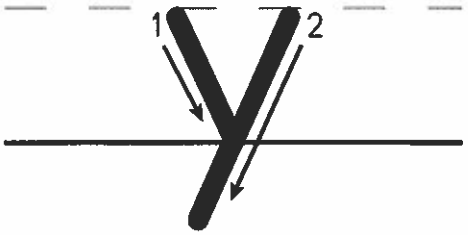
jet

jug

Name: _____

Review the Sound/Spelling 6 (/y/)





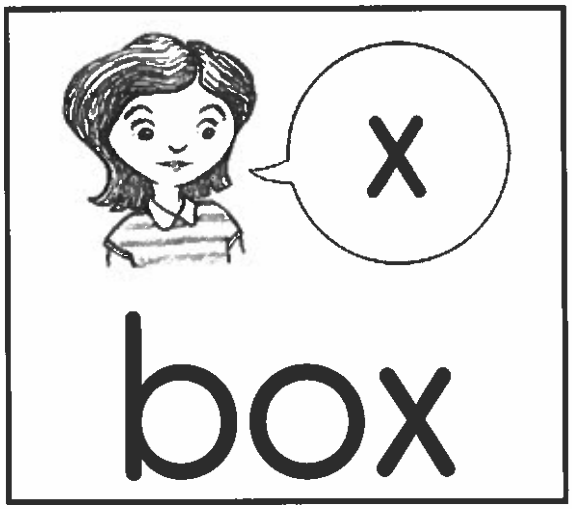
Directions: Students circle the picture and write each word under the matching picture.

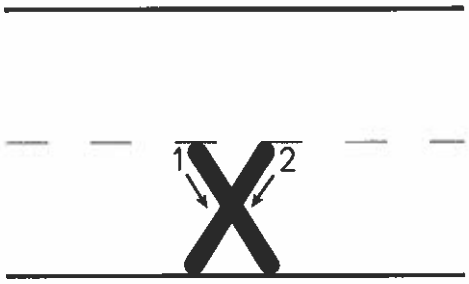
yap

yam

Name: _____

Review the Sound/Spelling 7 (/x/)





Directions: Students circle the picture and write each phrase under the matching picture.

big box

_____

_____

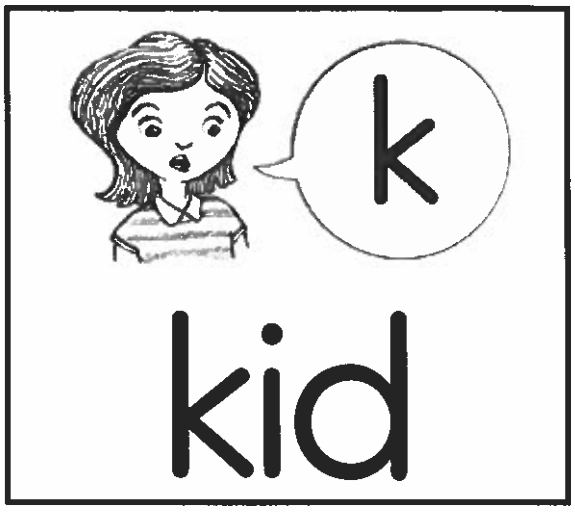
hot wax

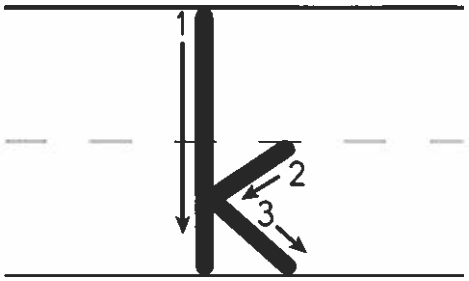
_____

_____

Name: _____

Review the Sound/Spelling 8 (/k/)





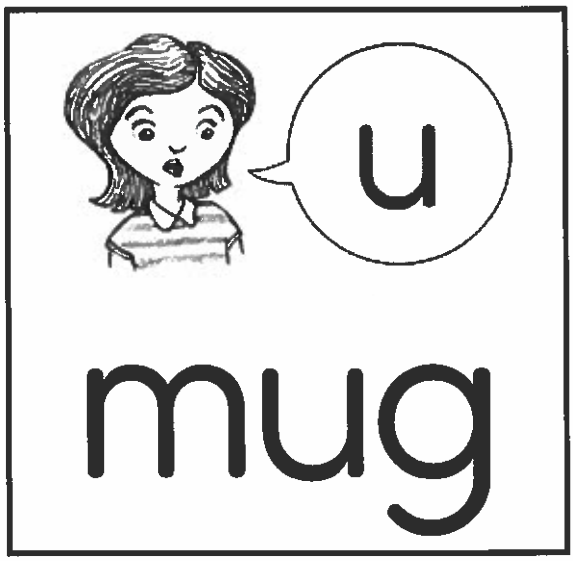
Directions: Students circle the picture and write each phrase under the matching picture.

wig on kid

kid in mud

Name: _____

Review the Sound/Spelling 9 (/u/)



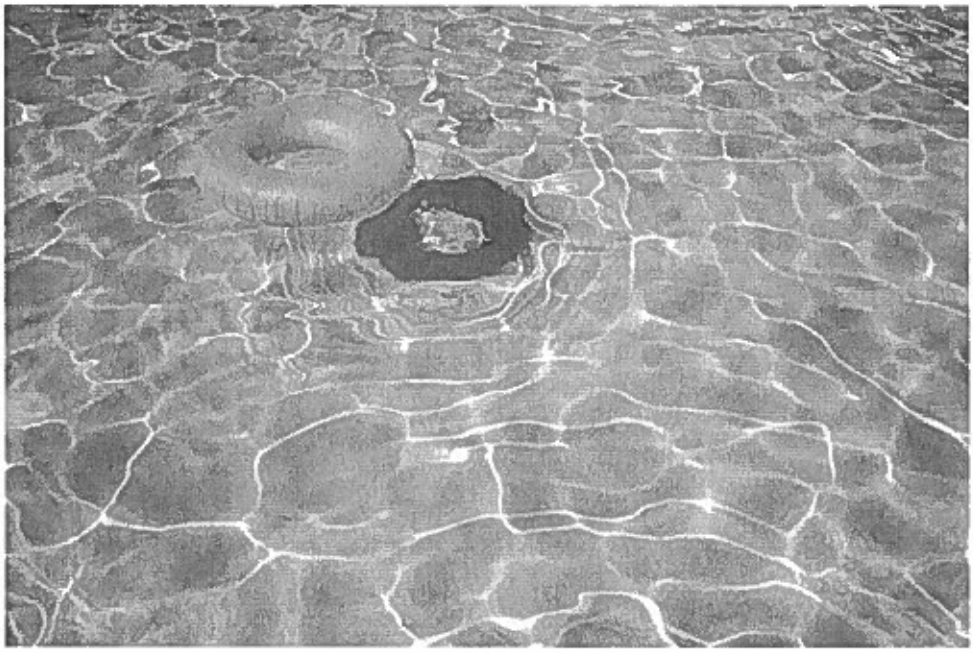
mud

nut

Directions: Students write each word under the matching picture.

A Cool Pool!

by ReadWorks



The day was hot. The sunshine was warm. Ava's mother filled the wading pool.

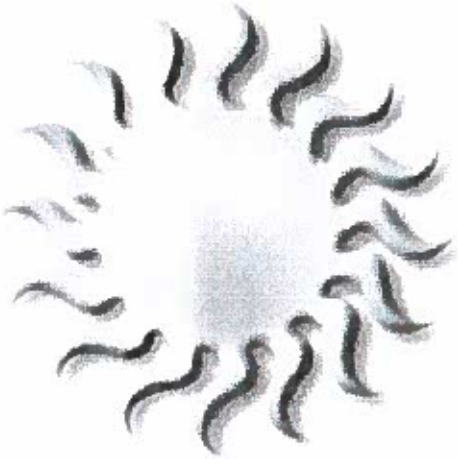
"May I get in?" Ava asked.

She jumped into her pool. Brrrr! It felt cold. This was not fun! Ava's mother called her for lunch. Later, Ava got back into her pool. Now the water felt warm. Ava splashed and laughed.

Name: _____ Date: _____

1. What is the weather like in the story?

cool and cloudy



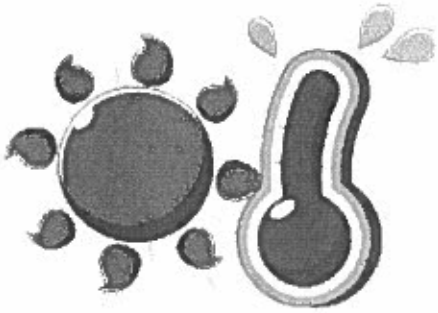
hot and sunny

2. What is Ava doing today?

swimming in her pool

playing at the park

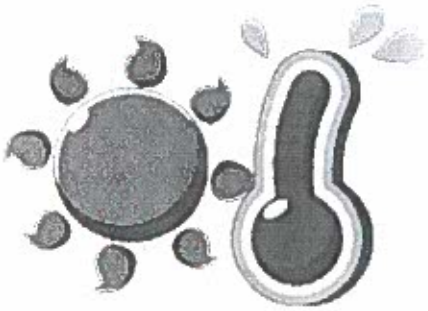
3. How did the water feel when Ava jumped into her pool in the morning?



warm

cold

4. How did the water feel when Ava got back into her pool after lunch?



warm

cold

5. When does Ava have fun splashing and laughing in her pool?

6. What did you learn from "A Cool Pool"?

7. Draw a picture of Ava splashing and laughing in her pool.

A Dog Is a Mammal

by Rachelle Kreisman

Every dog is a mammal. All mammals have hair on their bodies. People, horses, and elephants are also mammals.

Hair protects a mammal's skin. The hair keeps skin from getting scraped. Hair also protects mammals from cold and heat.

What else makes an animal a mammal? Here are some examples.

Every mammal has a backbone. That bone is also called the spine.

Mammals are warm-blooded. That means the temperature in their bodies is warm and usually stays the same.

Female mammals make milk in their bodies. They feed the milk to their babies.

Name: _____ Date: _____

1. What does every mammal have?

A. hair and a backbone

B. scales

C. a tail

2. This text describes the characteristics of mammals. Which of the following animals are mammals?

A. birds, eagles, and penguins

B. people, horses, and elephants

C. snakes, lizards, and crocodiles

3. Mammals have hair and backbones. Dogs are mammals. Based on this information, what is true about dogs?

A. Dogs have hair. Dogs do not have backbones.

B. Dogs have both hair and backbones.

C. Dogs have backbones. Dogs do not have hair.

4. What is "A Dog Is a Mammal" mostly about?

A. how hair protects mammals

B. dogs and other pets

C. the characteristics of mammals

5. Name something that dogs and people have in common.

One thing that dogs and people have in common is

6. What did you learn from "A Dog Is a Mammal"?

7. Class Discussion Question: Explain whether a mammal's backbone or a mammal's hair would help it stay warm in cold weather. Use information from the text to support your answer.

8. Draw a picture of a mammal. Try to label something that makes it a mammal.

Take Care of Your Teeth

by ReadWorks

You need healthy teeth. Do you know why? Your teeth help you eat. They help you talk.

Here are some ways to care for your teeth:

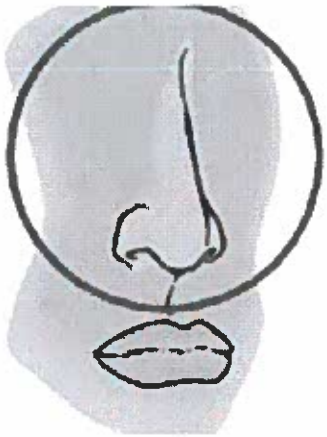
- Brush your teeth after you eat.
- Eat healthful foods.
- Have a grown-up help you floss your teeth.
- Visit the dentist two times each year.

And don't forget to smile!

Name: _____ **Date:** _____

1. What do you need to help you eat and talk?

healthy teeth



your nose

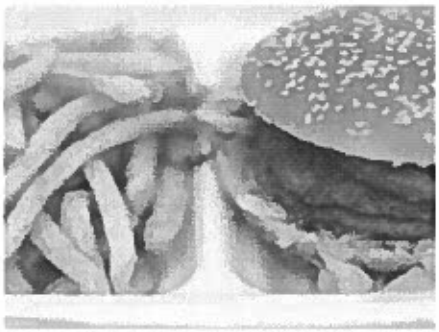
2. What should you do after you eat to care for your teeth?

drink soda

brush your teeth

3. What kind of food should you eat?

healthy food



junk food

4. Who can help you floss your teeth?

a grown-up

your dog

5. How many times should you visit the dentist each year?

6. What did you learn from "Take Care of Your Teeth!"?

7. Draw a person caring for his or her teeth.

Fluency Practice

Page

Counting

Skills Practice

Counting to 5 302
Counting to 10 303
Counting to 20 304
Counting to 50 305
Counting to 100 306

Repeated Reasoning

Find Patterns in Counting by Tens 307
Find Patterns in Counting by Ones 308

Number Pairs

Skills Practice

Number Pairs to 3 309
Number Pairs of 4 and 5 310
Number Pairs Within 5 311

Repeated Reasoning

Find Number Partners for 3 312
Find Number Partners for 4 313

Page

Add

Skills Practice

Find Sums to 3 314
Find Sums of 4 and 5 315
Find Sums Within 5 316

Repeated Reasoning

Find Patterns When Adding 1 . . . 317
Find Patterns When Adding 0 . . . 318

Subtract

Skills Practice

Subtract Within 3 319
Subtract from 4 and 5 320
Subtract Within 5 321

Repeated Reasoning

Find Patterns with Differences of 1 322
Find Patterns When Subtracting from 4 323

Addition Facts

Skills Practice

Find Sums to 3 324
Find Sums of 4 and 5 325
Find Sums Within 5 326

Page

Addition Facts continued

Repeated Reasoning

Find Patterns with Sums to 5 327
Find Patterns in Number Partners 328

Subtraction Facts

Skills Practice

Subtract Within 3 329
Subtract from 4 and 5 330
Subtract Within 5 331

Repeated Reasoning

Find Patterns When Subtracting from 5 332
Find Patterns with Differences of 2 and 3 333

Addition and Subtraction Within 5

Skills Practice

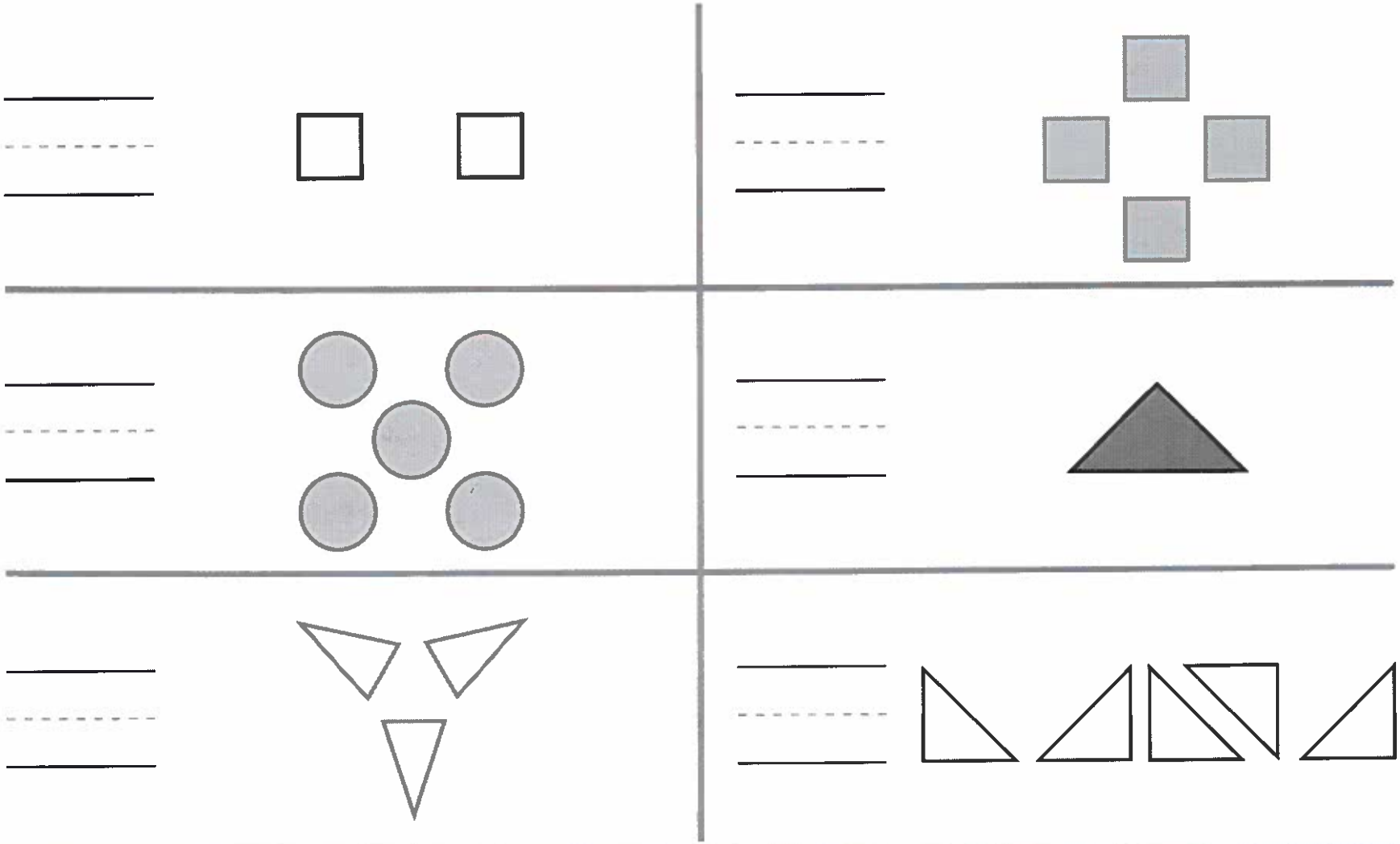
Add or Subtract Within 3 334
Add or Subtract from 4 and 5 . . . 335
Add or Subtract Within 5 336

Repeated Reasoning

Find Patterns in Addition 337
Find Patterns in Subtraction 338

Counting to 5

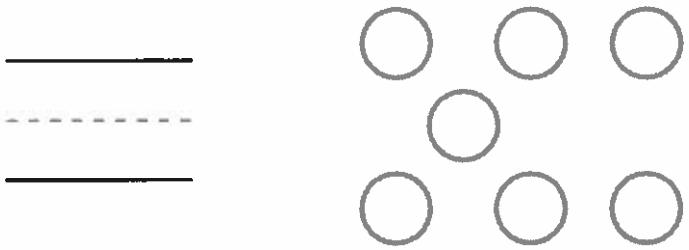
Name _____

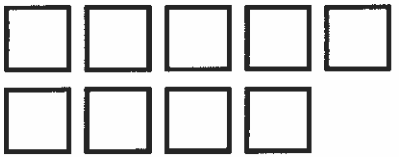


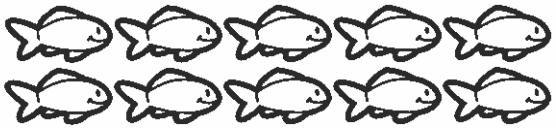
Have children count the number of objects in each group and write the number.

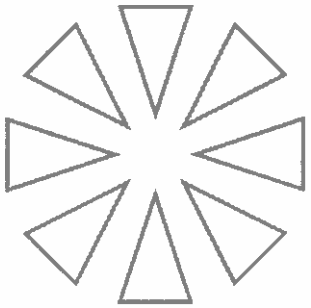
Counting to 10

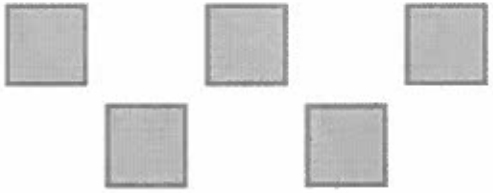
Name _____

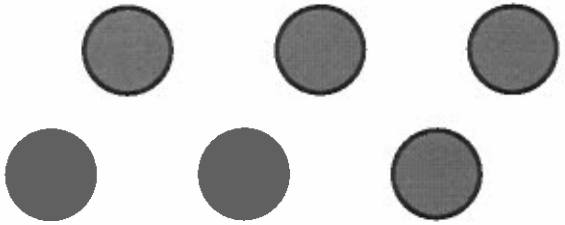








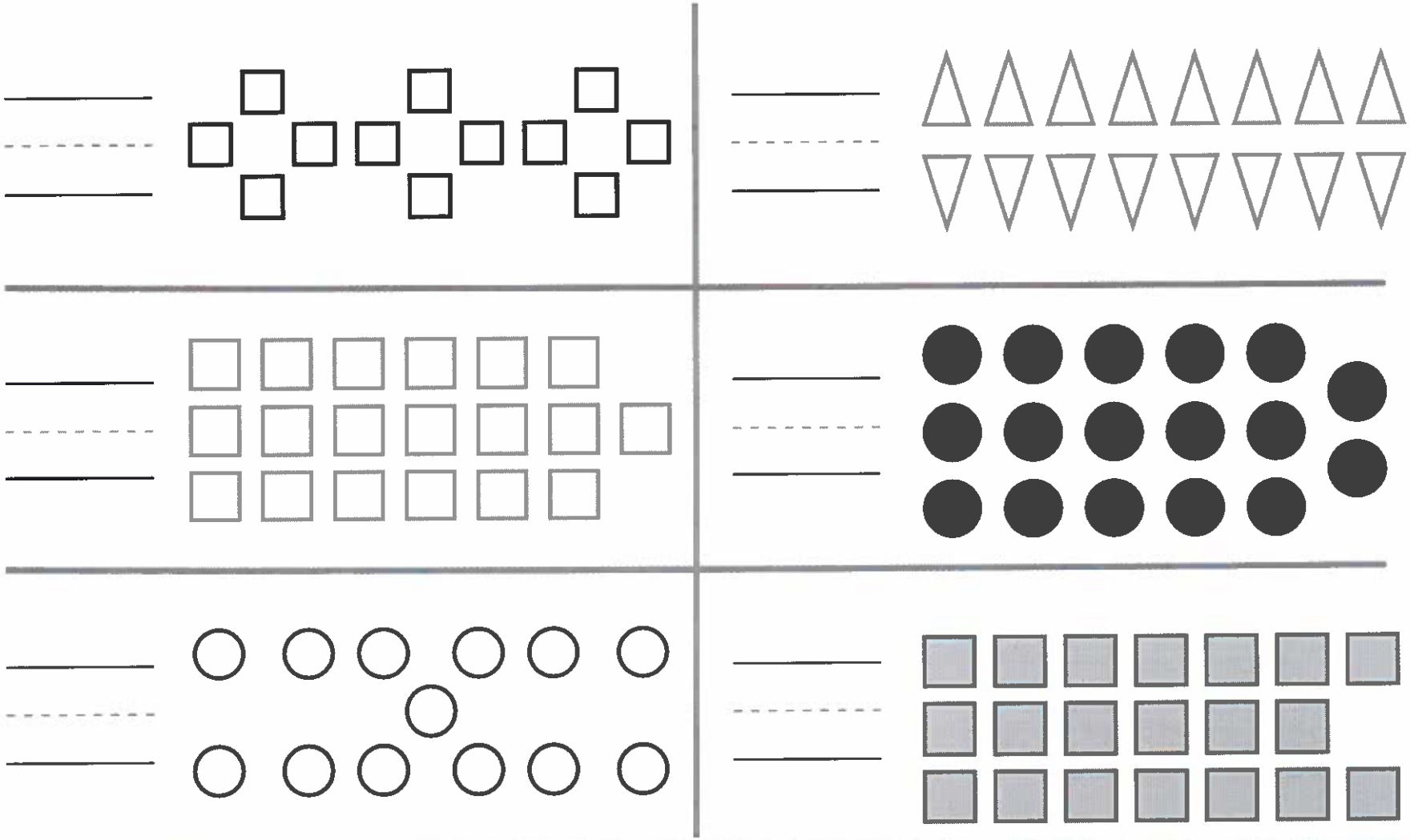




Have children count the number of objects in each group and write the number.

Counting to 20

Name _____



Have children count the number of shapes in each group and write the number.

Counting to 50

Name _____

24 25 _____	_____ 41 42
43 _____ 45	33 34 _____
_____ 38 39	29 _____ 31
27 _____ 29	48 49 _____

Guide children to count and find the missing number. Have children write the missing number in each list.

Counting to 100

Name _____

52 53 _____	79 _____ 81
76 _____ 78	_____ 64 65
_____ 70 71	98 99 _____
87 88 _____	58 _____ 60

Guide children to count and find the missing number. Have children write the missing number in each list.

Find Patterns in Counting by Tens—Repeated Reasoning

Name _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Guide children to point to the numbers in the far right column of the chart as they count by tens to 100. When they get to a blank box, have children write the missing number on the lines next to that box.

Talk About It Look at the numbers in the top row of the chart. Then look at the numbers in the far right column. How is counting by tens like counting by ones?

Find Patterns in Counting by Ones—Repeated Reasoning

Name _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16		18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33		35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58		60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

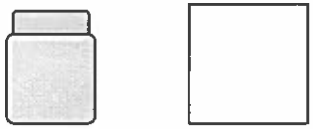
Guide children to point to the numbers on the chart as they count by ones to 100. When they get to a blank box, have children write the missing number on the lines next to that row.

Talk About It How are the numbers in each row alike? How are the numbers in each column alike? What patterns do you see in the numbers as you count to 100?

Number Pairs to 3

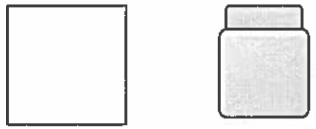
Name _____

1

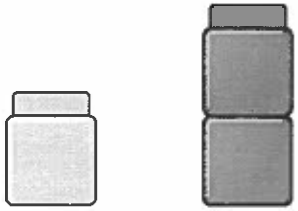


1 0

0 1

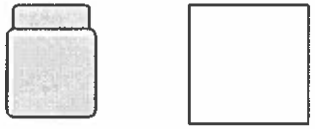


2

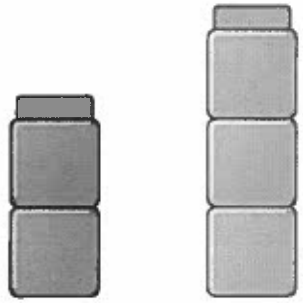


1 2

1 0

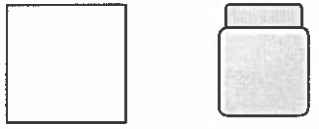


3



2 3

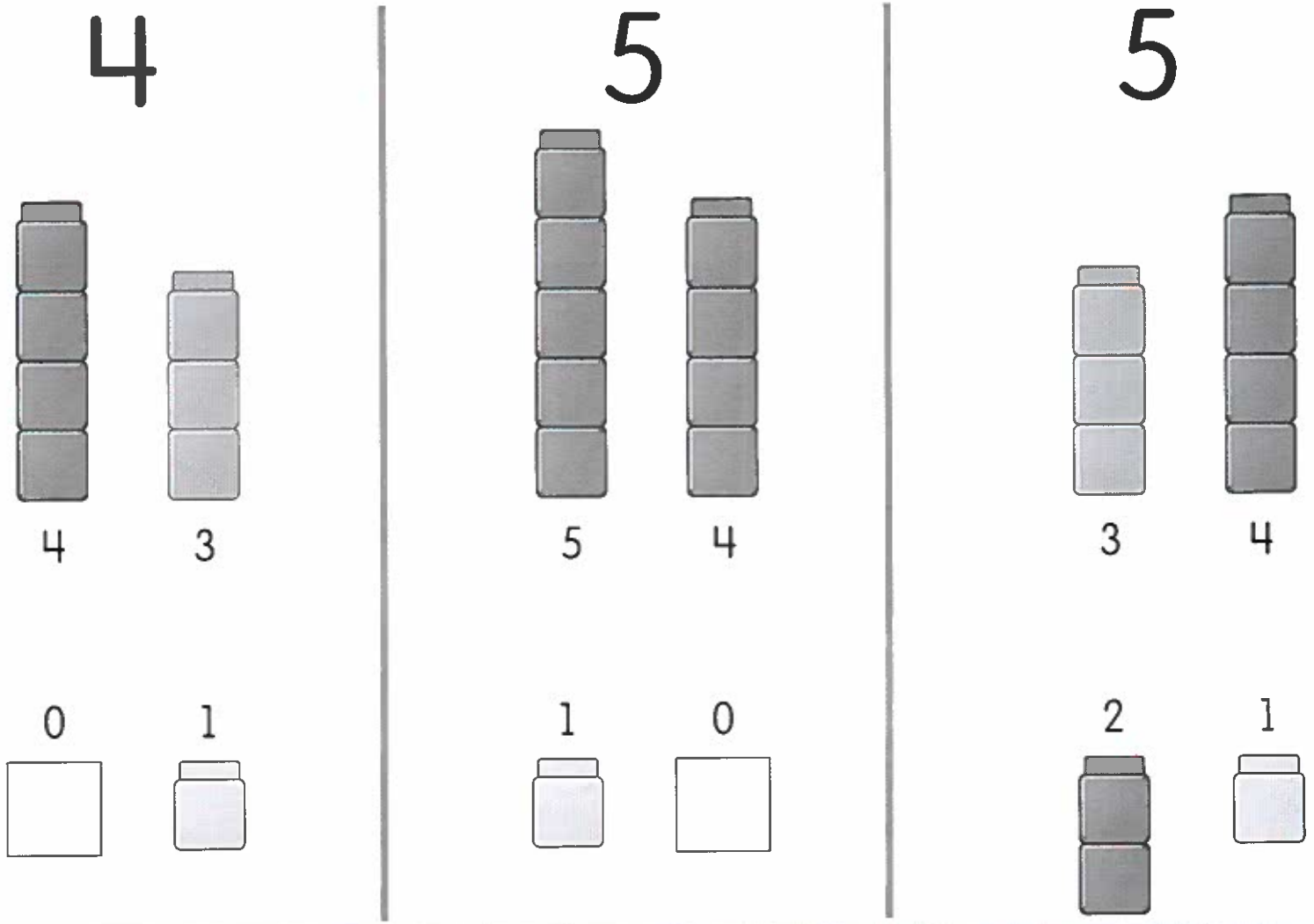
0 1



Guide children to draw lines that connect pieces at the top to pieces at the bottom to make trains of 1, 2, and 3.

Number Pairs of 4 and 5

Name _____



Guide children to draw lines that connect pieces at the top to pieces at the bottom to make trains of 4 and 5.

Number Pairs Within 5

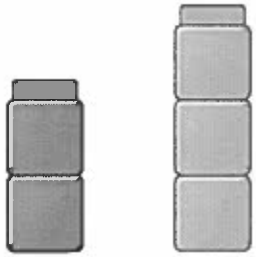
Name _____

3

2 3

0 1

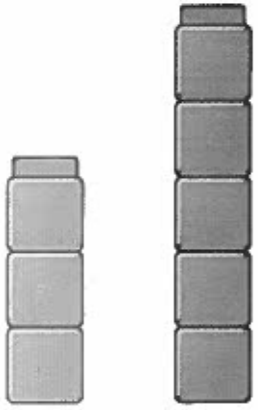
4



2 3

1 2

5



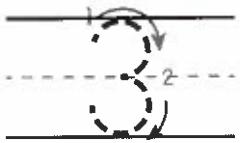
3 5

2 0

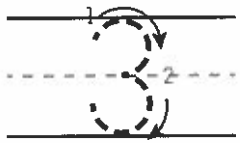
Guide children to draw lines that connect pieces at the top to pieces at the bottom to make trains of 3, 4, and 5.

Find Number Partners for 3—Repeated Reasoning

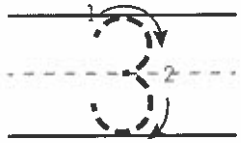
Name _____



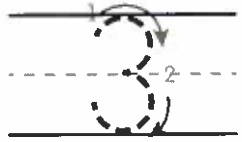
0 and _____



1 and _____



2 and _____



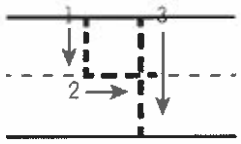
3 and _____

Guide children to write pairs of numbers that make 3. Have children trace the 3. Then ask them to write the missing number that is used to make 3 in each picture.

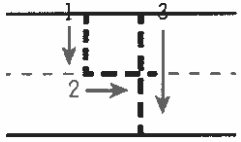
Talk About It How does the first number in the number pair change from row to row? How does the second number change from row to row?

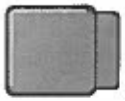
Find Number Partners for 4—Repeated Reasoning

Name _____

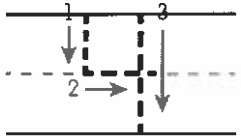


0 and _____

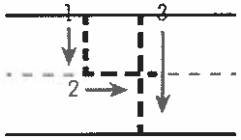


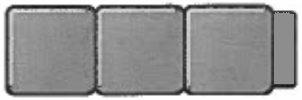


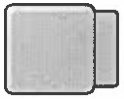
1 and _____



2 and _____







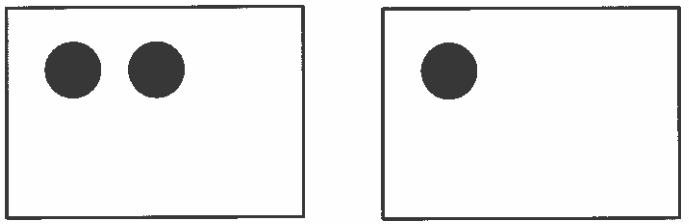
3 and _____

Guide children to write pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.

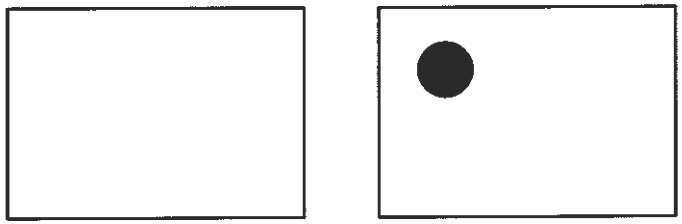
Talk About It How does the first number in the number pair change from row to row? How does the second number change from row to row?

Find Sums to 3

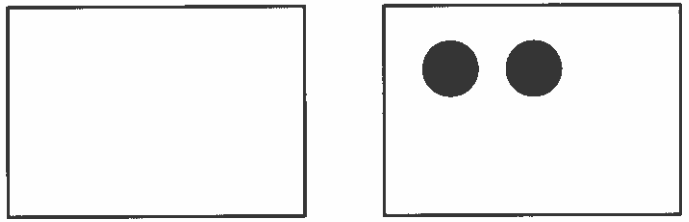
Name _____



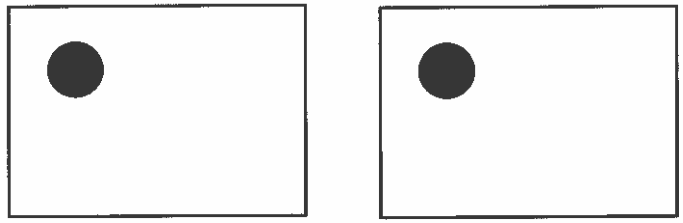
$2 + 1 = \_\_\_\_$



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



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

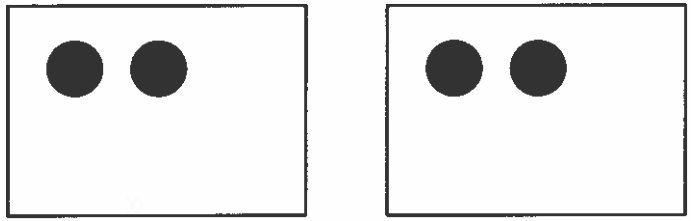


$1 + \_\_\_\_ = 2$

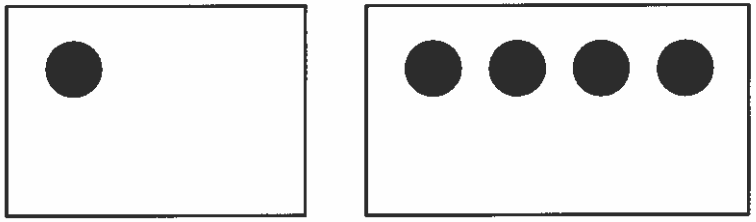
Guide children to write number sentences to match the dot cards. Have children write the missing number in each number sentence.

Find Sums of 4 and 5

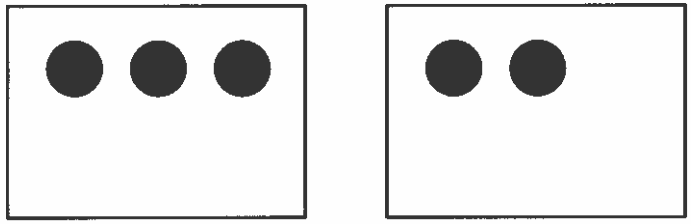
Name _____



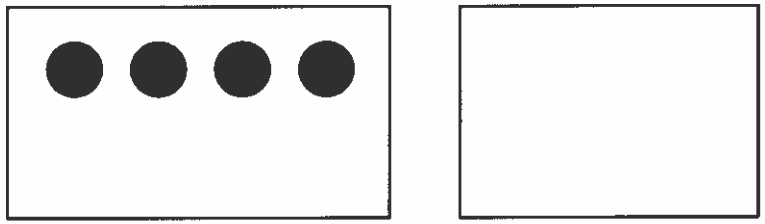
$2 + 2 = \square$



$\square + 4 = 5$



$3 + \square = 5$

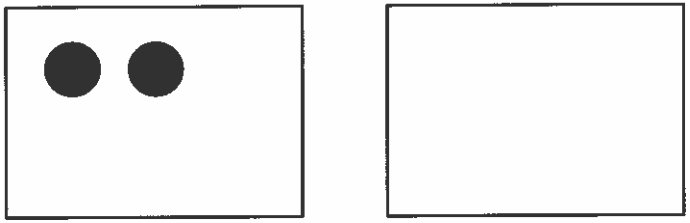


$4 + 0 = \square$

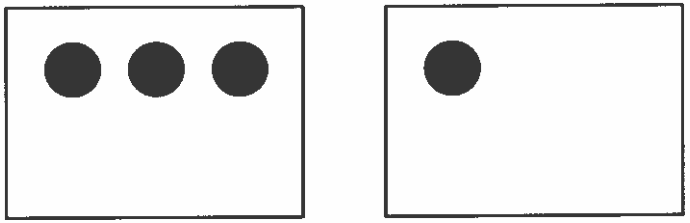
Guide children to write number sentences to match the dot cards. Have children write the missing number in each number sentence.

Find Sums Within 5

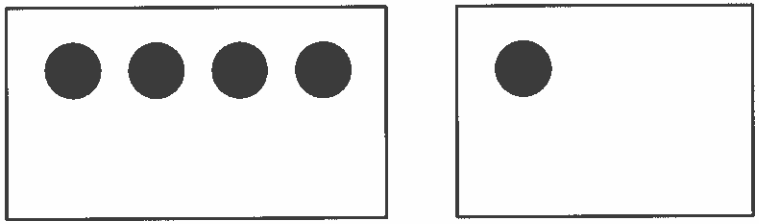
Name _____



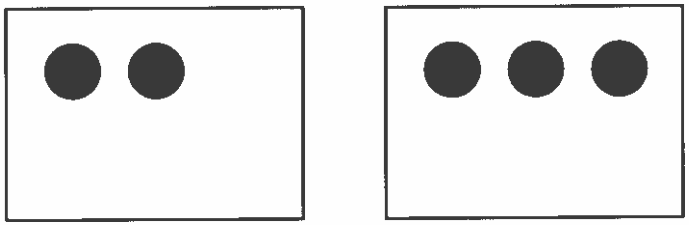
$2 + 0 = \_\_\_$



$3 + \_\_\_ = 4$



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

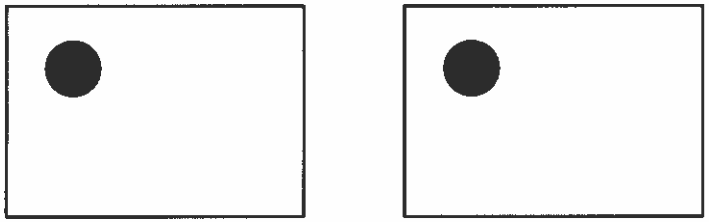


$2 + 3 = \_\_\_$

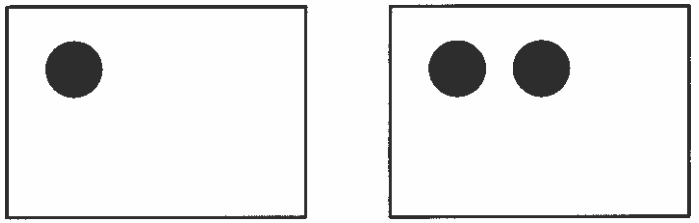
Guide children to write number sentences to match the dot cards. Have children write the missing number in each number sentence.

Find Patterns When Adding 1—Repeated Reasoning

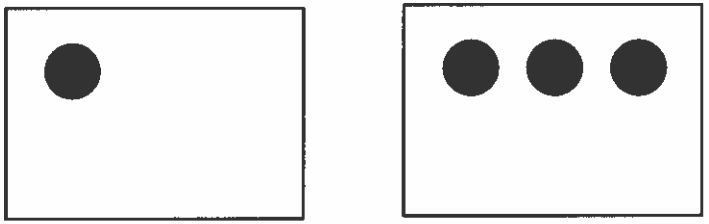
Name _____



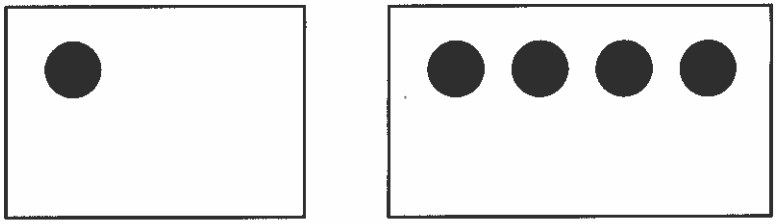
$1 + 1 =$ _____ ---------- _____



$1 + 2 =$ _____ ---------- _____



$1 + 3 =$ _____ ---------- _____



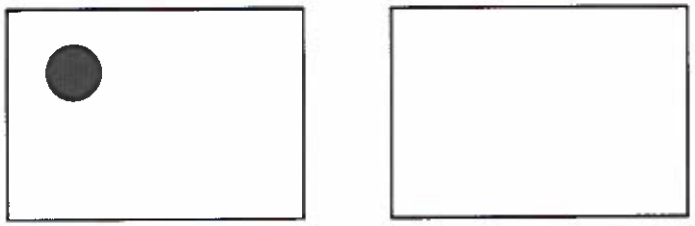
$1 + 4 =$ _____ ---------- _____

Guide children to write number sentences to match the dot cards. Have children write the total in each number sentence.

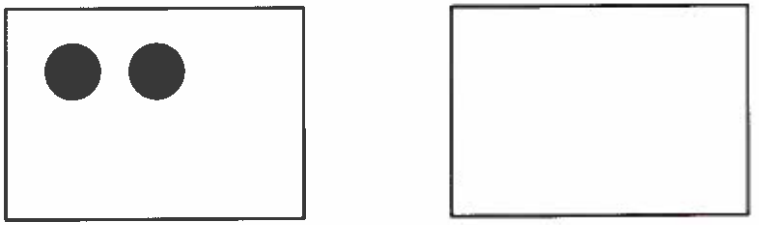
Talk About It What number is added in every problem? How do the other numbers being added change from problem to problem? How do the totals change from problem to problem?

Find Patterns When Adding 0—Repeated Reasoning

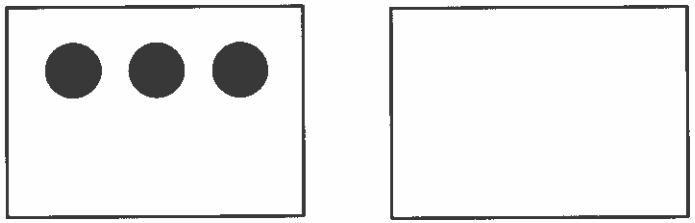
Name _____



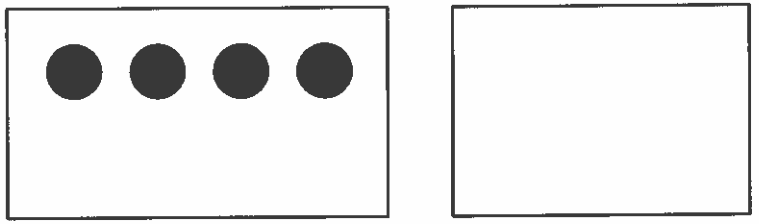
$1 + 0 =$ _____



$2 + 0 =$ _____



$3 + 0 =$ _____



$4 + 0 =$ _____

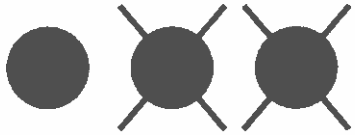
Guide children to write number sentences to match the dot cards. Have children write the total in each number sentence.

Talk About It What number is added in every problem? How do the other numbers being added change from problem to problem? What is the total when you add 0 to a number?

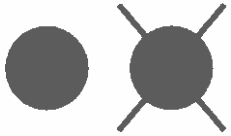
Subtract Within 3

Name _____

$3 - 1 = \square$



$\square - 2 = 1$



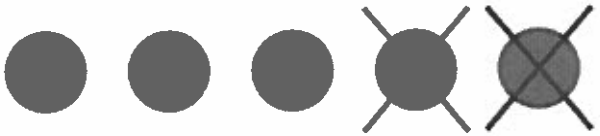
$2 - \square = 1$

$1 - 1 = \square$

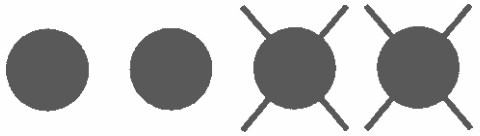
Guide children to write number sentences to match the pictures. Have children write the missing number in each subtraction sentence.

Subtract from 4 and 5

Name _____

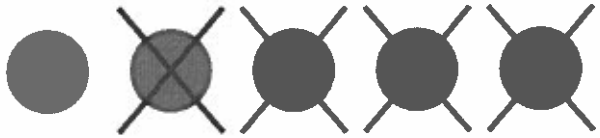


$5 - 2 = \_\_\_\_$



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

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

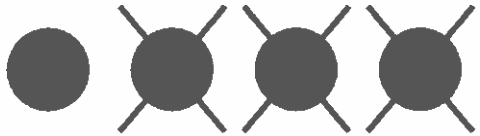


$5 - \_\_\_\_ = 1$

Guide children to write number sentences to match the pictures. Have children write the missing number in each subtraction sentence.

Subtract Within 5

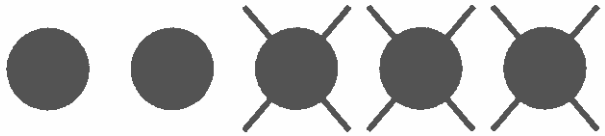
Name _____



4 − 3 = _____

_____ − 0 = 2

3 − _____ = 0

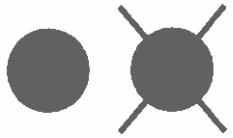


_____ − 3 = 2

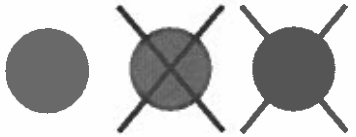
Guide children to write number sentences to match the pictures. Have children write the missing number in each subtraction sentence.

Find Patterns with Differences of 1—Repeated Reasoning

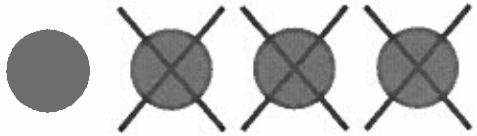
Name _____



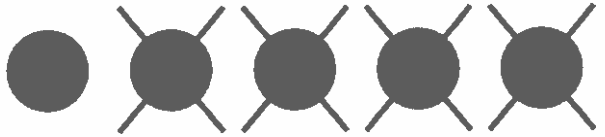
$2 - 1 =$ _____



$3 - 2 =$ _____



$4 - 3 =$ _____



$5 - 4 =$ _____

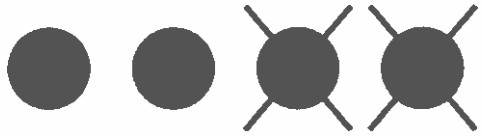
Guide children to write number sentences to match the pictures. Have children write the number they get for each subtraction sentence.

Talk About It How are the problems alike? How does the number you start with change from problem to problem? How does the amount taken away change from problem to problem?

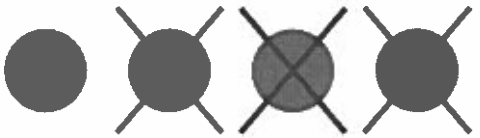
Find Patterns When Subtracting from 4—Repeated Reasoning

Name _____

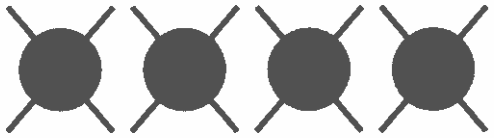
4 − 1 = _____



4 − 2 = _____



4 − 3 = _____



4 − 4 = _____

Guide children to write number sentences to match the pictures. Have children write the number they get for each subtraction sentence.

Talk About It How are the problems alike? Look at the amounts taken away and the numbers you get. What patterns do you see?

Find Sums to 3

Name _____

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

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

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

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

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

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

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

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

Have children write the missing number in each addition sentence.

Find Sums of 4 and 5

Name _____

$0 + 4 = \square$

$5 + \square = 5$

$\square = 3 + 1$

$\square + 3 = 5$

$\square = 3 + 2$

$\square + 3 = 4$

$2 + \square = 4$

$1 + 4 = \square$

Have children write the missing number in each addition sentence.

Find Sums Within 5

Name _____

$2 + 0 = \square$

$2 + \square = 3$

$\square = 2 + 2$

$\square + 5 = 5$

$\square = 4 + 1$

$\square + 1 = 2$

$0 + \square = 3$

$1 + 3 = \square$

Have children write the missing number in each addition sentence.

Find Patterns with Sums to 5—Repeated Reasoning

Name _____

$2 + 0 =$ _____

$2 + 1 =$ _____

$2 + 2 =$ _____

$2 + 3 =$ _____

$3 + 0 =$ _____

$3 + 1 =$ _____

$3 + 2 =$ _____

Have children write the total for each addition sentence. Encourage children to look for patterns in the numbers being added and the totals.

Talk About It How do the numbers being added change in each column? How are the numbers being added in each row different? What patterns do you see in the totals in each column? in the rows?

Find Patterns in Number Partners—Repeated Reasoning

Name _____

$5 + 0 =$ _____

$4 + 1 =$ _____

$3 + 2 =$ _____

$0 + 5 =$ _____

$1 + 4 =$ _____

$2 + 3 =$ _____

Have children write the total for each addition sentence. Encourage children to look for patterns in the numbers being added.

Talk About It How do the numbers being added change going down each column? How are the numbers being added in each row alike? How are they different?

Subtract Within 3

Name _____

$3 - 3 = \square$

$2 - \square = 0$

$\square - 1 = 0$

$\square = 3 - 0$

$\square = 3 - 1$

$0 - \square = 0$

$2 - 1 = \square$

$\square - 2 = 1$

Have children write the missing number in each subtraction sentence.

Subtract from 4 and 5

Name _____

$4 - 3 = \square$

$5 - \square = 0$

$\square - 0 = 4$

$\square = 5 - 3$

$\square = 5 - 1$

$4 - \square = 2$

$4 - 1 = \square$

$\square - 2 = 3$

Have children write the missing number in each subtraction sentence.

Subtract Within 5

Name _____

$4 - 4 = \square$

$5 - \square = 1$

$\square - 2 = 1$

$\square = 1 - 0$

$\square = 4 - 1$

$2 - \square = 2$

$5 - 0 = \square$

$\square - 1 = 1$

Have children write the missing number in each subtraction sentence.

Find Patterns When Subtracting from 5—Repeated Reasoning

Name _____

$5 - 5 =$ _____

$5 - 4 =$ _____

$5 - 3 =$ _____

$5 - 2 =$ _____

$5 - 1 =$ _____

$5 - 0 =$ _____

Have children write the number they get for each subtraction sentence.

Talk About It How are the problems alike? How does the amount taken away change from problem to problem? How does the number you get change from problem to problem?

Find Patterns with Differences of 2 and 3—Repeated Reasoning

Name _____

$5 - 3 =$ _____

$4 - 2 =$ _____

$3 - 1 =$ _____

$5 - 2 =$ _____

$4 - 1 =$ _____

$3 - 0 =$ _____

Have children write the number they get for each subtraction sentence.

Talk About It How are the problems in each column alike? What patterns do you see in the numbers you start with and the numbers being subtracted in each column?

Add or Subtract Within 3

Name _____

$0 + 2 = \square$

$1 - \square = 0$

$\square - 2 = 1$

$\square = 1 + 0$

$\square = 2 - 1$

$\square - 0 = 0$

$3 - 1 = \square$

$2 + \square = 3$

Have children write the missing number in each number sentence.

Add or Subtract from 4 and 5

Name _____

$2 + 3 = \square$

$\square = 4 + 0$

$4 - \square = 4$

$\square - 1 = 4$

$\square = 4 - 3$

$5 - 3 = \square$

$\square + 2 = 5$

$3 + \square = 4$

Have children write the missing number in each number sentence.

Add or Subtract Within 5

Name _____

$2 + 0 = \square$

$\square - 3 = 0$

$\square = 4 + 1$

$4 - \square = 3$

$\square = 5 - 2$

$2 + \square = 4$

$\square + 2 = 3$

$2 - 2 = \square$

Have children write the missing number in each number sentence.

Find Patterns in Addition—Repeated Reasoning

Name _____

$2 + 3 =$ _____	$3 + 2 =$ _____
$3 + 1 =$ _____	$1 + 3 =$ _____
$1 + 2 =$ _____	$2 + 1 =$ _____
$0 + 2 =$ _____	$2 + 0 =$ _____

Have children write the totals for the addition sentences in each row.

Talk About It How are the problems in each row alike? What do you notice about the numbers being added in each row?

Find Patterns in Subtraction—Repeated Reasoning

Name _____

$5 - 5 =$ _____

$4 - 4 =$ _____

$3 - 3 =$ _____

$2 - 2 =$ _____

$5 - 0 =$ _____

$4 - 0 =$ _____

$3 - 0 =$ _____

$2 - 0 =$ _____

Have children write the number they get for each subtraction sentence.

Talk About It How are the problems in the left column alike? How are the problems in the right column alike? What patterns do you see?