



MATH GRADE K

SPRING BREAK LEARNING

MARCH 10-14

2025

**The Department of
Curriculum & Instruction**

Kindergarten Standards-Aligned Tasks

Hello Students,

This resource packet includes multiple tasks that you can work on during Spring Break. Each task can be completed over multiple days and is sequenced to support your current learning. The use of manipulatives is encouraged. Virtual manipulatives can be found here: [https:// www.didax.com/math/virtual-manipulatives.html](https://www.didax.com/math/virtual-manipulatives.html)

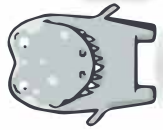
All of these resources are grade-specific and aligned to the Tennessee State Standards for Mathematics.

Use the table of contents on this page to navigate through the project packet.

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Compare within 10	21



Day One	
Kindergarten Math Standards-Aligned Learning: Flat or Solid	
Grade Level Standard(s)	<p>K.G.A.2 Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.</p> <p>K.G.A.3 Identify shapes (squares, circles, triangles, rectangles, and hexagons) as two-dimensional and solids (cubes, cones, cylinders, and spheres) as three-dimensional.</p>
Teacher Support Option	Read and explain directions for activities. Assist as needed with activities.
Materials Needed	Paper, pencil, flat shape cards, solid shape cards
Question to Explore	Is it a Flat or Solid?
Student Directions	Please see each activity for individual directions.



Is It Flat or Solid?

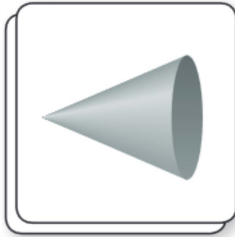
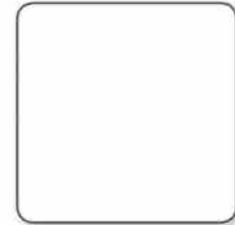
Check Understanding

Display rectangle and cone shape cards, and have the child tell if each is flat or solid.

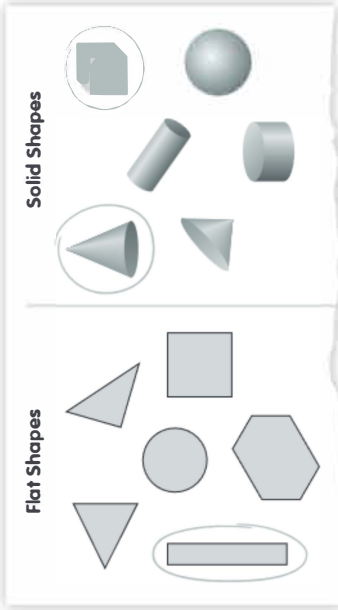
What You Do



Sort your cards.

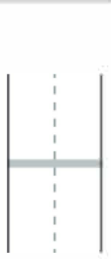


Circle your shapes.



Write the number.

Flat Shapes



Solid Shapes



What You Need

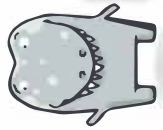
- 1 set of Flat Shape Cards
- 1 set of Solid Shape Cards
- 3 copies of Recording Sheet for each child

What You Do

1. Make a single deck of all the cards. Shuffle the cards and divide them equally between you and your partner.
2. Sort your set of cards into flat shapes and solid shapes.
3. Circle the shapes you have on your **Recording Sheet**.
4. Count and write the number of flat shapes and the number of solid shapes on the Recording Sheet.
5. The player with the most flat shapes wins.
6. Play two more times.

Go Further!

Play again. This time the player with the most solid shapes wins.

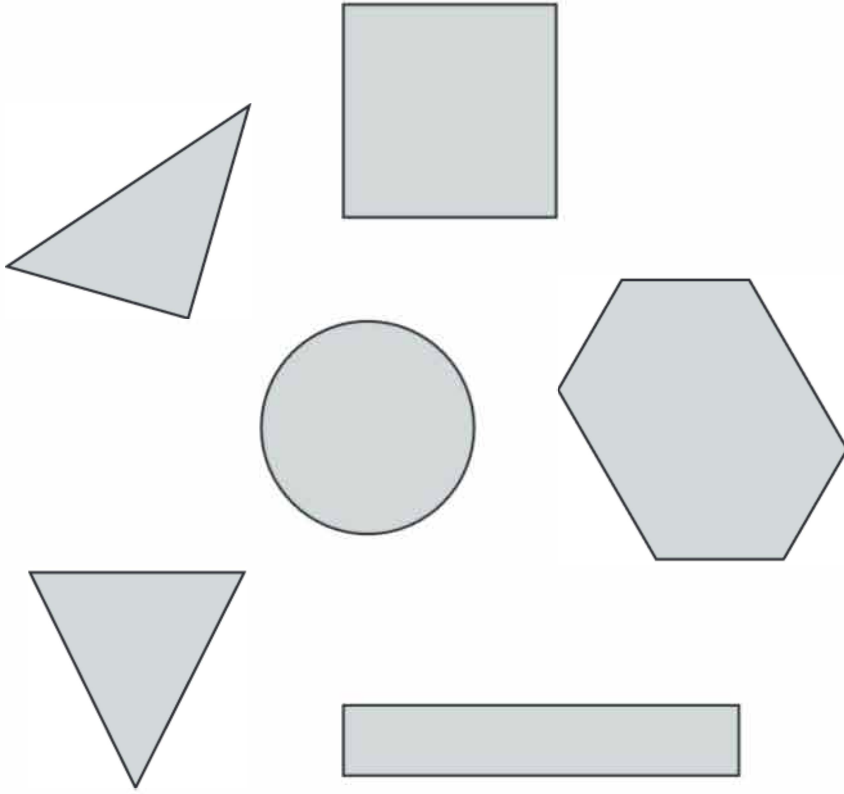


Is It Flat or Solid?

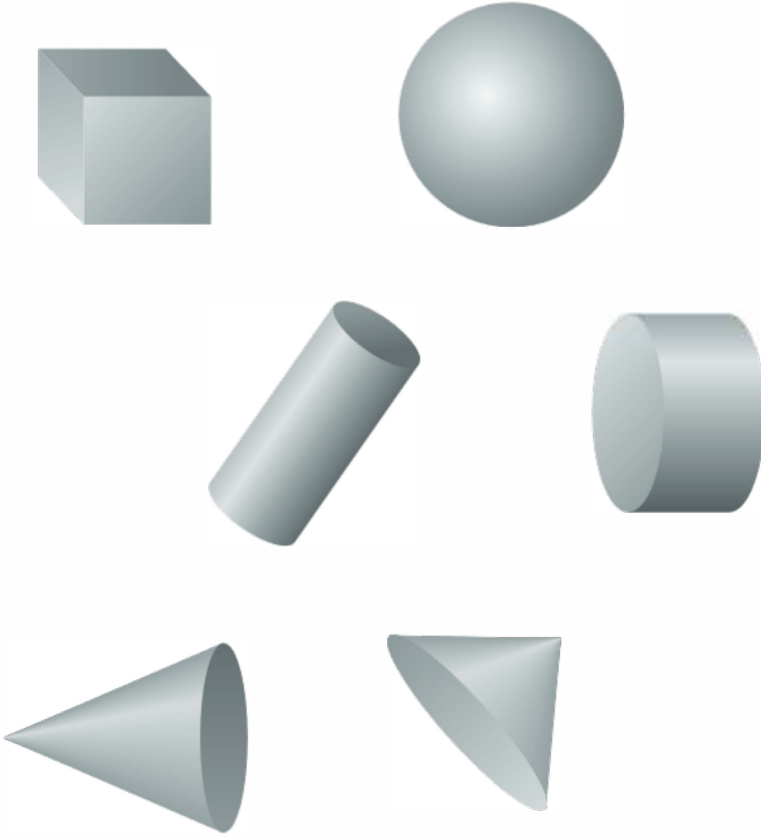
Recording Sheet

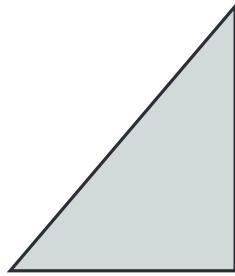
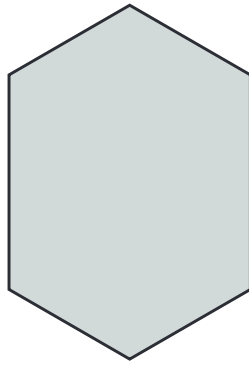
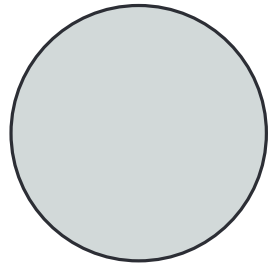
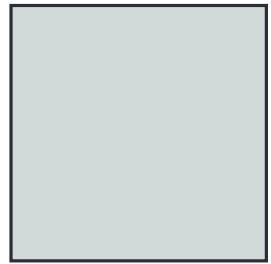
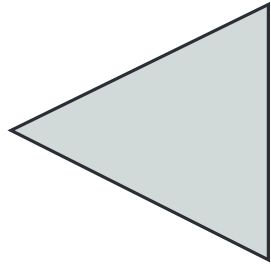
Name _____

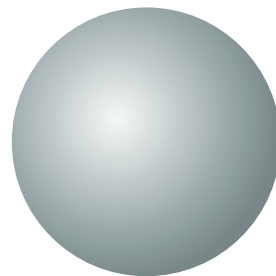
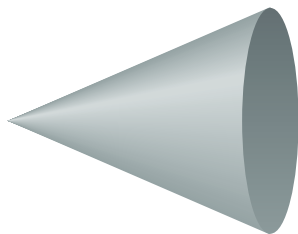
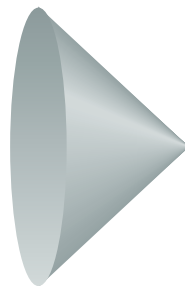
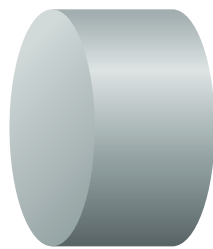
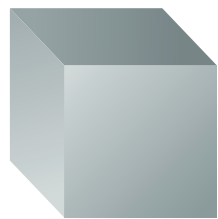
Flat Shapes



Solid Shapes









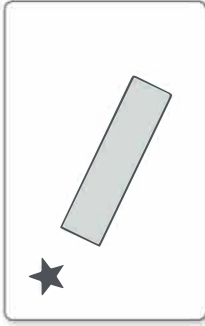
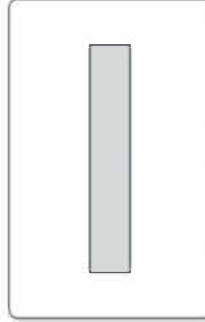
Match and Name Shapes

Check Understanding
Hold up one of the cards.
Ask: *What shape is this? Is it flat or solid?*

What You Do



Turn two cards and find a match.

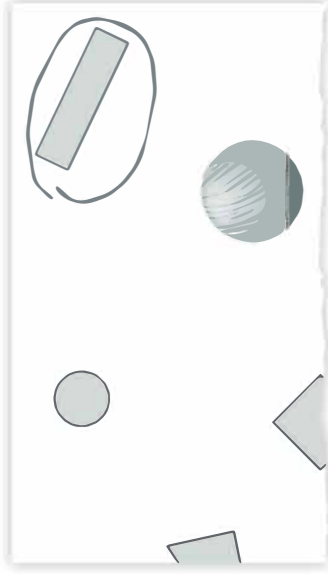


Name the shape.

These shapes are rectangles.
Rectangles are flat.



Circle.



What You Need

- 2 crayons, one color for each child
- Shape Cards
- More Shape Cards
- Recording Sheet

What You Do

1. Mix all the cards together and place them facedown in rows.
2. Take turns. Turn over two cards and look for matching shapes.
3. If you have a match, name the shape. Tell whether the shapes are flat or solid. Have your partner check. If no match, you lose your turn.
4. If you are right, keep both cards and circle the shape on your **Recording Sheet**. The partner with more circled shapes wins.

Go Further!

Find and name 3 flat shapes and 3 solid shapes in your classroom.

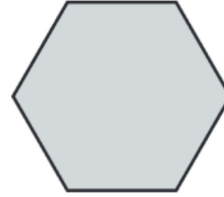
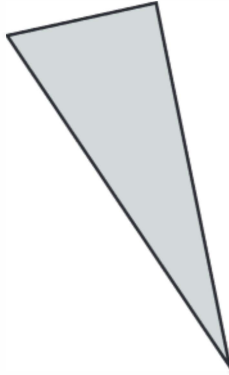
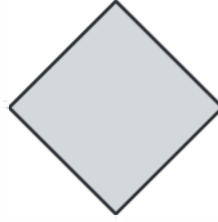
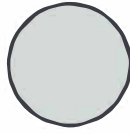
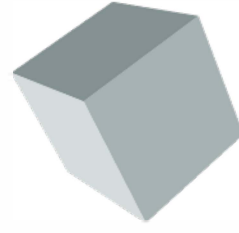
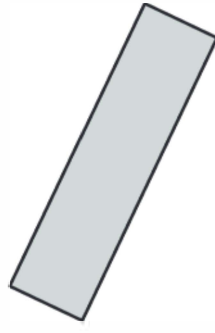


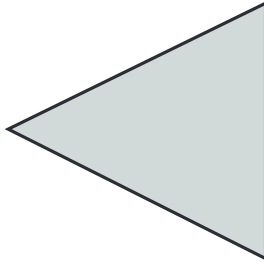
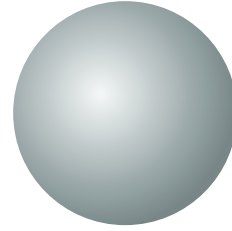
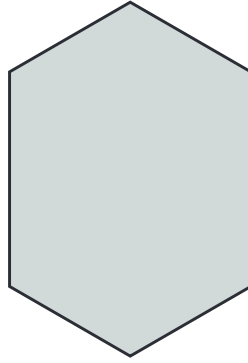
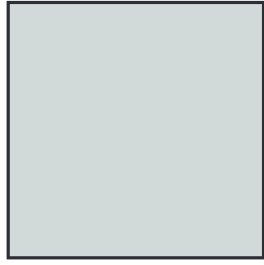
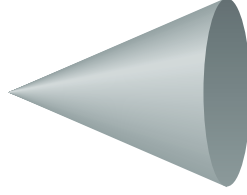
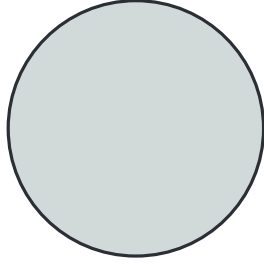
Match and Name Shapes

Recording Sheet


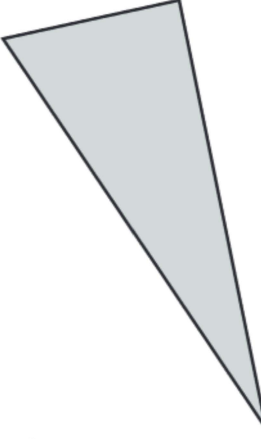

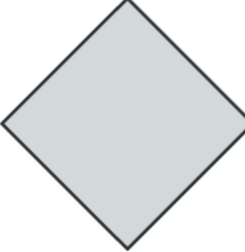

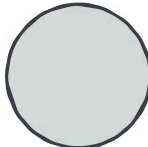

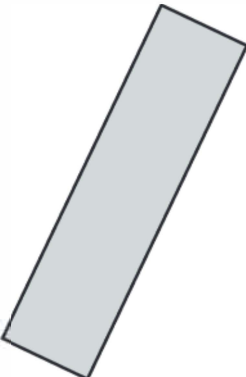

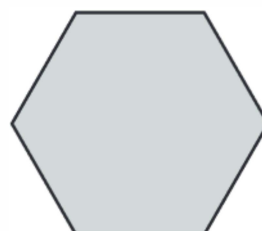








Partner A _____

Partner B _____







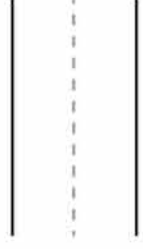
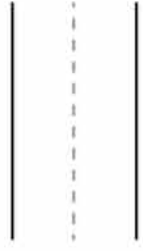
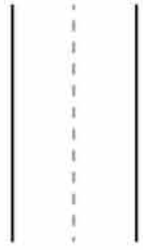
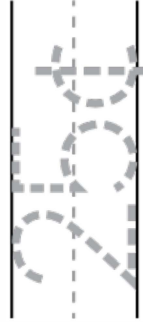
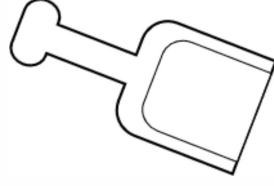
Day Two

Kindergarten Math Standards-Aligned Learning: Identify Coins

Grade Level Standard(s)	<p>K.MD.B.3 Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each.</p> <p>K.MD.C.4 Sort a collection of objects into a given category, with 10 or fewer in each category. Compare the categories by group size</p>
Teacher Support Option	Read and explain directions for activities. Assist as needed with activities.
Materials Needed	Paper, pencil, and Crayons
Questions to Explore	<ul style="list-style-type: none">• How can coins be identified?• How can coins be sorted?
Student Directions	Please see each activity for individual directions.

Identify Coins

Name _____



Have your child write the price of each object by writing the value of each coin. Review the names and values of the coins.



1¢



5¢



10¢



25¢

Have your child name each coin and tell its value. Then have your child draw lines to match each coin to its value.

Identify Coins

Name _____

Example



Guide your child to identify attributes of a penny and a nickel. Ask your child to ring (circle) all the pennies in the top row, all the nickels in the middle row, and all the pennies in the bottom row.







Guide your child to identify the value of a penny and a nickel. Ask your child to draw the number of counters that equal the value of each coin and then write the number value.

Identify Coins

Name _____

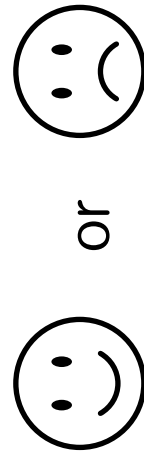
Example



Guide your child to identify attributes of a dime and a quarter. Ask your child to ring (circle) all the dimes in the top row, all the quarters in the middle row, and all the dimes in the bottom row.



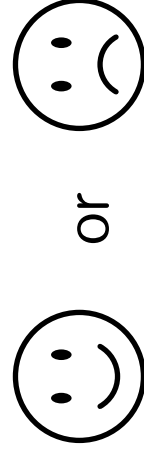
Table with 2 rows and 5 columns of circles.



or



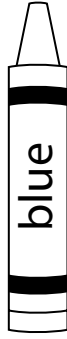
Three 2x5 grids of circles, with the first two filled and the third empty.



or

Guide your child to identify and write the values of a dime and a quarter. Have your child count the number of counters in the 10-frames. Then ask your child to color the correct face to show that the value is correct or not correct for the dime and the quarter.

Name _____



Guide children to circle each coin at the top of the page in the color indicated. Then have children circle all the other coins on the page using those colors. Children should circle the pennies in red, nickels in blue, dimes in green, and the quarters in yellow.



Name _____









Have children write the value of each coin in cents on the lines.



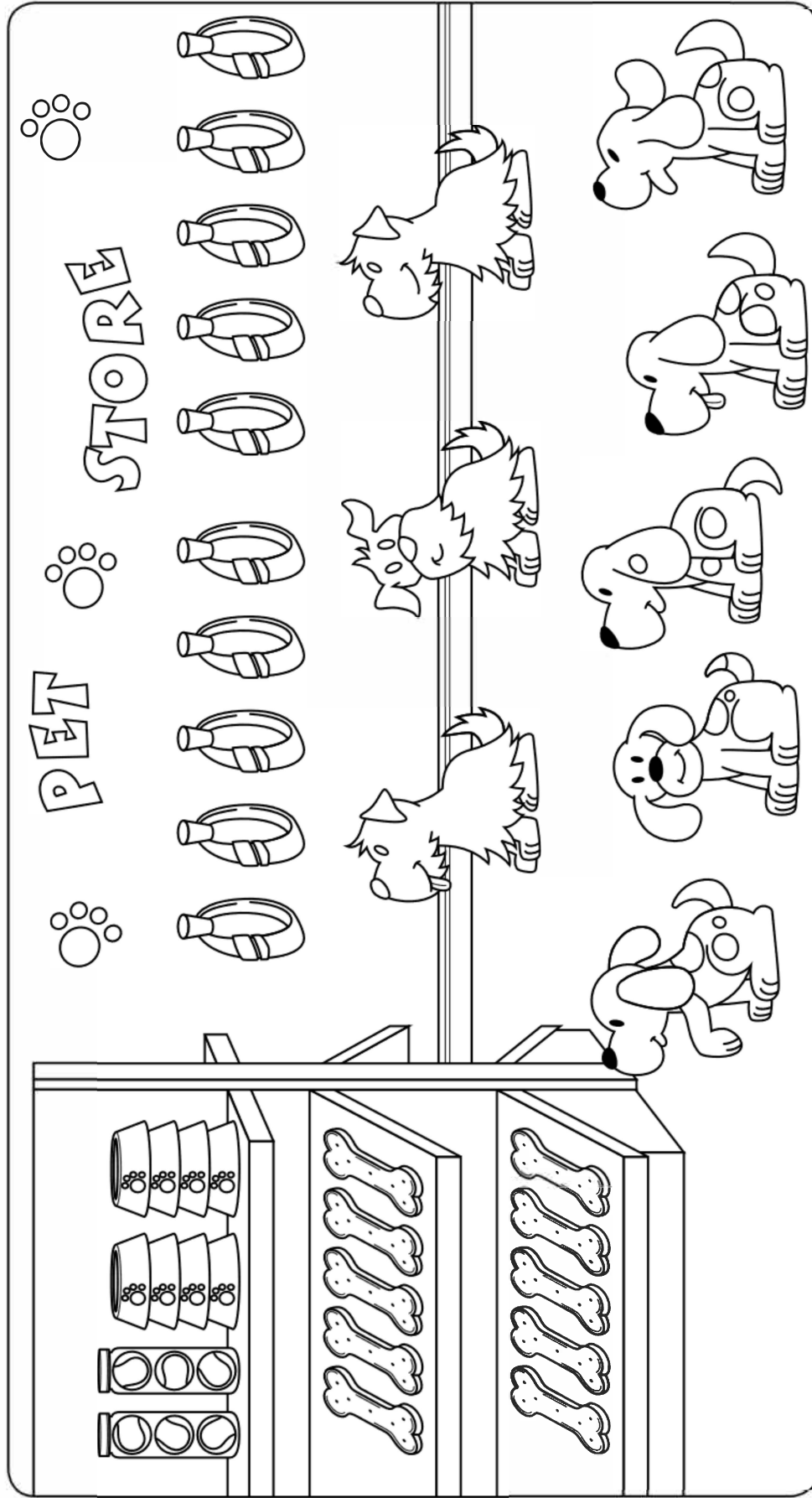
Day Three

Kindergarten Math Standards-Aligned Learning: Compare within Ten

Grade Level Standard(s)	K.CC.C.7 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
Teacher Support Option	Read and explain directions for activities. Assist as needed with activities.
Materials Needed	Pencil, Crayons, 10-frame, Counters, Number Cards 1-10, Two Groups of Objects or Drawings of Objects
Question to Explore	How can you use the 10-frame to help you compare numbers?
Student Directions	Please see each activity for individual directions.

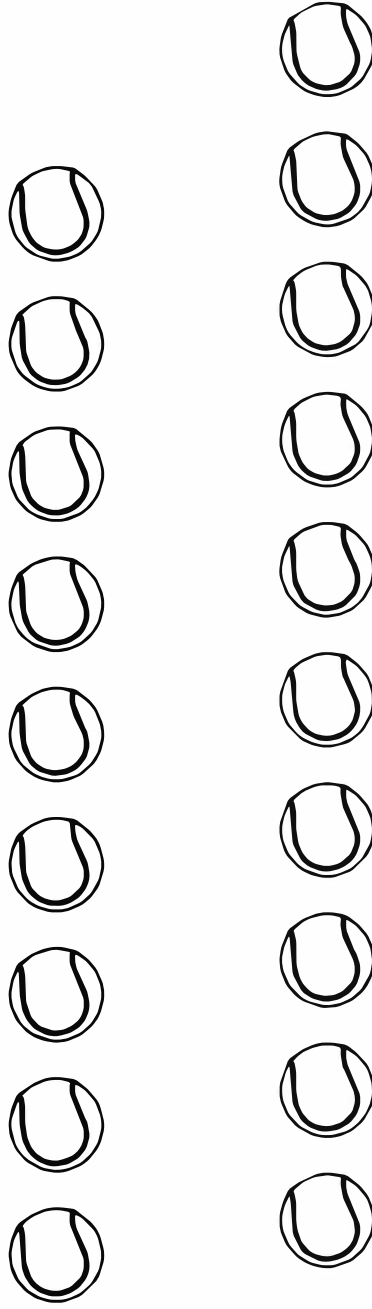
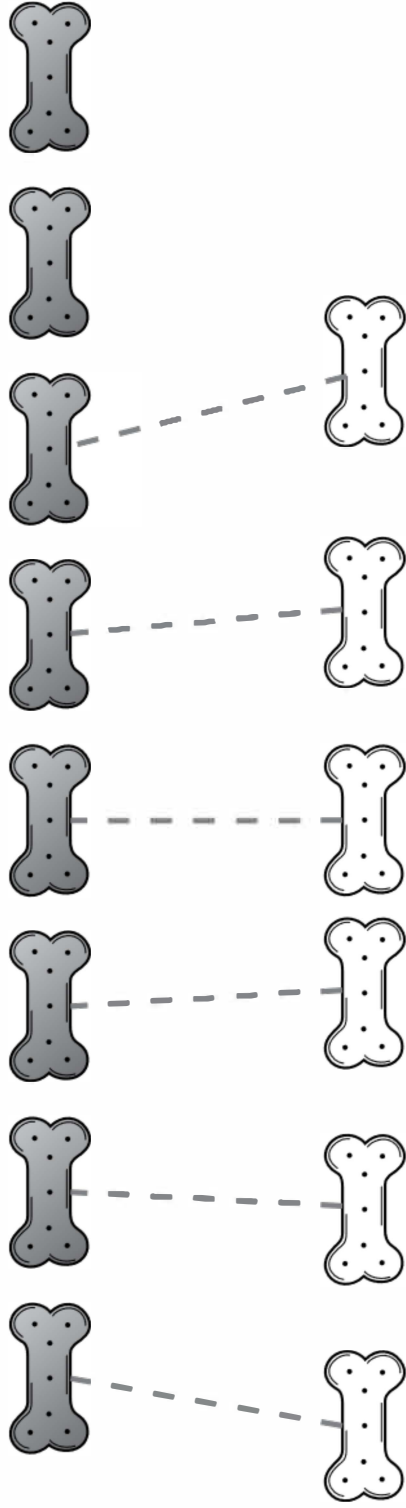
Compare Within 10

Name _____



Have your child count and color the 8 dogs. Have your child color green a group that has less than 8. Have your child color brown a group that has more than 8. Then have your child color the rest of the picture.

Example

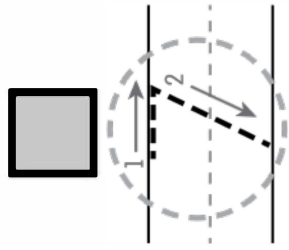
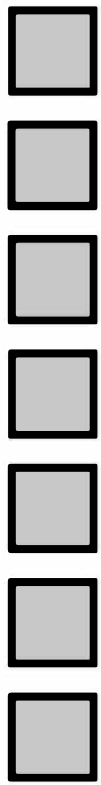


Have your child draw lines to match objects. On the top, have your child trace the lines and color the group with more biscuits. On the bottom, have your child draw lines and then color the group with fewer balls.

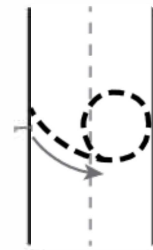
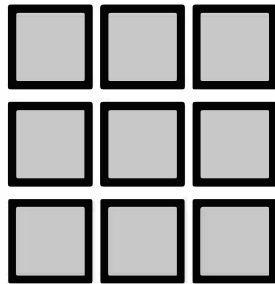
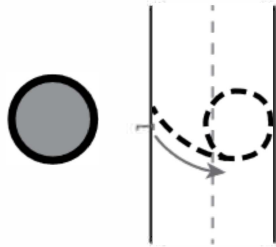
Compare Within 10

Name _____

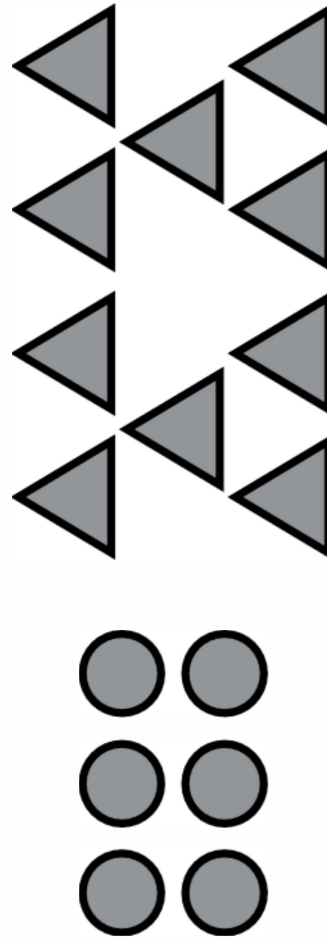
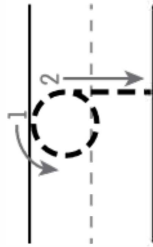
Example



or



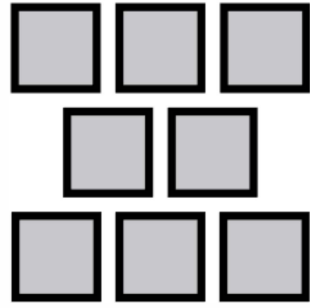
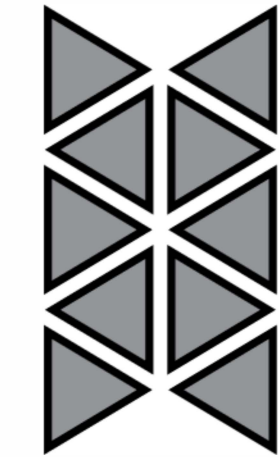
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or

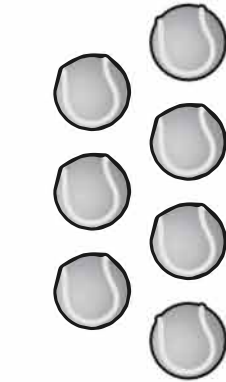
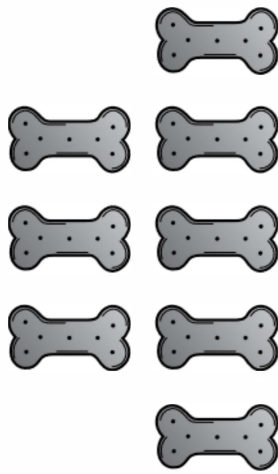


In each problem, guide your child to compare the numbers of objects. Have your child write how many are in each group and then circle the number that is more.



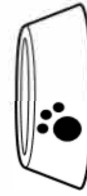
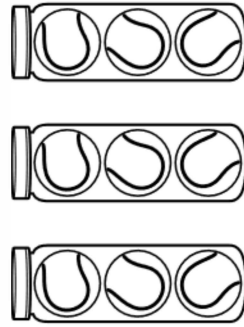
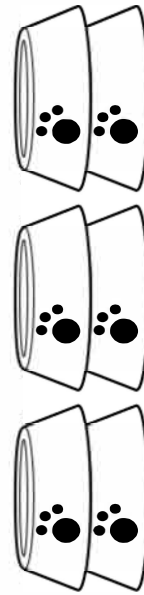
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or





or



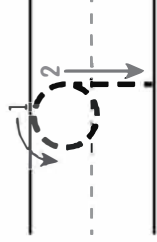
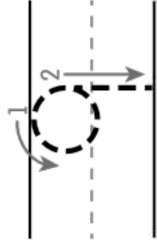
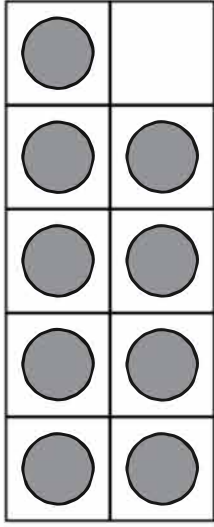
In each problem, guide your child to compare the numbers of objects. Have your child write how many are in each group and then circle the number that is more.

Compare Within 10

Name _____

Example

How many?

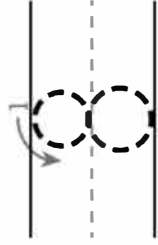
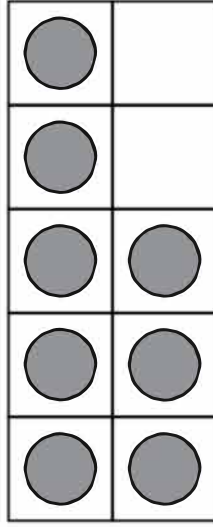


Which is less?

or

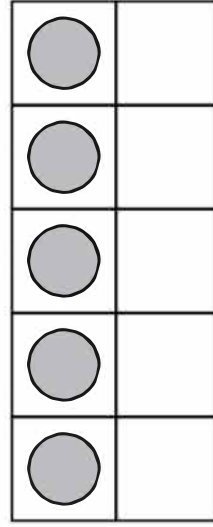


26



or

6

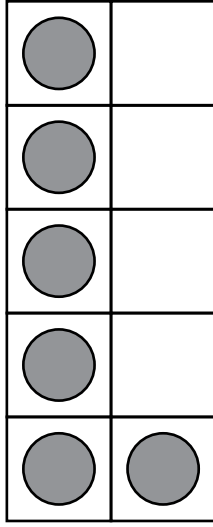


or

10

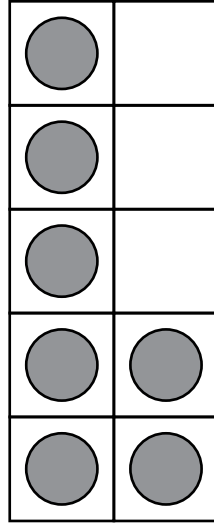
Guide your child to compare the number of counters in a 10-frame with a given number and tell which is less. Have your child count and write the number of counters in the 10-frame. Ask him or her to compare that number to the number shown on the right. Circle the number that is less.

How many?

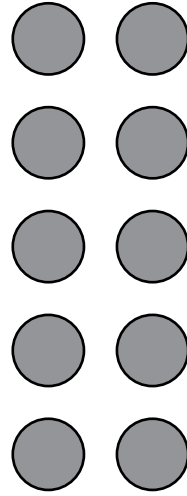


Which is less?

or 7



or 8



or 9

Guide your child to compare a number of counters with a given number and tell which is less. Have your child count, write the number of counters, and compare that number to the number shown on the right. Circle the number that is less.

Check Understanding

Display a 10-frame with 8 counters.
 Have child count and name the number.
 Ask: *Which is more, 8 or 10?*

What You Do



Show your cards.



Say which is more.

3 is more than 2.



Write which is more.



What You Need

- Number Cards 1–10
- Recording Sheet for each child

What You Do

1. Shuffle the cards. Give each other the same number of cards. Stack them facedown.
2. Turn over the top card at the same time as your partner.
3. If you have the greater number, say, “___ is more than ___” and keep both cards. Complete the number sentence on your **Recording Sheet**.
4. Play until one partner’s Recording Sheet is complete. The player with more cards wins.

Go Further!

Play again. This time the player with the number that is less takes the cards.



Which Is More?

Recording Sheet

Name _____

_____ is more than _____.

_____ is more than _____.

_____ is more than _____.

_____ is more than _____.

_____ is more than _____.



1

2

3

4

5

6

7

8

9

10

K.CC Which number is greater? Which number is less? How do you know?

Alignments to Content Standards: K.CC.C.6

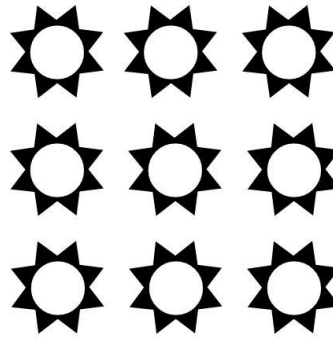
Task

Action:

This task should be done as a whole group. * The teacher will show the class two groups of objects or drawings of objects.



6



9

* The class will chorally count the two groups and the teacher or a student can record the number below the group. * The teacher will then ask the class to chorally say which number is greater and which number is less. * The teacher will then instruct students to turn to their talking partner and tell them how they know which number is greater or less than the other number. It can be helpful if students have preassigned "talking partners." This is not necessary, but will make the lesson go more smoothly as students will quickly know who they should turn and talk with.

IM Commentary

The purpose of this task is for students to explain how they know one quantity is greater or less than another quantity. Students will easily be able to identify which number is greater or less. However, explaining their reasoning will help them solidify their number sense skills. The teacher should sometimes ask "which number is greater?" and sometimes "which number is less?" so that students gain skill with the