GRADES K-2

MATHEMATICS

Remote Learning Activities

Expect great things.

Pittsburgh Public Schools
K-2 Mathematics Remote Learning Activities

Below is a list of activities that students can work on during the unexpected closure of schools. Activities are designed to reinforce the learning already facilitated to students during the 2019-2020 Academic School Year. This Remote Learning Activity Packet was created for a minimum of fourteen (14) days of independent practice.

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Additional Online Resources through Clever

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<td>S.O.S. Mathematics (9-12)</td>
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<td>Math.com (K-12)</td>
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</tr>
</tbody>
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External Online Resources

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<th>External Online Resources</th>
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</tr>
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<td></td>
<td><a href="http://www.mathgametime.com/">http://www.mathgametime.com/</a></td>
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<tr>
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<td><a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a></td>
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<tr>
<td></td>
<td><a href="https://www.stmath.com/coronavirus">https://www.stmath.com/coronavirus</a></td>
</tr>
</tbody>
</table>
Dear PPS Families,

In addition to the print resources enclosed, below are directions to access our online programs to support you and your scholar at home. To access both sites through our single sign-on server, Clever, open your preferred internet browser and go to www.pghschools.org/studentresources.

Click on the "Launch Clever" button. Your child's Username and Password follows the following format:
Username: st(first initial)(last name)#
Password: st(Student ID number) (Grades 3-5)
OR
Password: PPS(student's grade level) (Grades K-2)

**Student Resources**
This year Pittsburgh Public Schools is using Clever as an easy way for your child to access all the learning applications they use at school in one location: the Clever Portal.

Students log on to Clever using their PPS username and password and then select one of their learning tools to launch the application.

**Launch Clever**

Use of the Google Chrome browser is required, and home-based users will be prompted to install the Clever extension the first time a student logs on from home. First time user? Watch our Clever video here!

Need help accessing your student's login credentials? Call or email: 412-429-HELP (4357) | support@pghschools.org

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**ThinkCentral**

ThinkCentral connects with your student's daily math lesson. Each day in school, our teachers introduce the lesson using the ThinkCentral engaging video. You have access the same video. You can use this site to assist you and your scholar with homework or as a review of their learning each night.

Once in the app, select "My Library", then locate and select "GoMath Interactive Student Edition, G_."
Select the Chapter and Lesson from the bottom of the homework page.

Once in the video, you and your child will work through the lesson. There are opportunities to learn and demonstrate their understanding by answering questions.

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**Edmentum**

Edmentum is the district's math intervention program. Each student takes a math assessment three times per year. The assessment provides teachers with information about your scholar's strengths and areas of need. Edmentum provides your child with the opportunity to address the areas of need.

Once in the app, select "Learning Path" along the left-hand side.

Once on this screen, listed along the top in the purple rectangles are skills that are identified needs for your child. Each skill has 3 components: Lesson, Practice, and Quiz. Encourage your child to complete one skill at a time. For each quiz, 80% is a passing score.
Learn the Math

1. Count and tell how many. Write the number.

DIRECTIONS 1–4. Count and tell how many. Write the number.

Response to Intervention • Tier 2 IN31
DIRECTIONS    Trace the numbers.  1–3. Count and tell how many. Write the number.

IN32 Response to Intervention • Tier 2
Count and Write to 20

1

20
twenty

19

20

DIRECTIONS 1. Count and tell how many counters. Draw a dot on each counter as you count them. Trace the numbers as you say them. 2-3. Count and tell how many pieces of fruit. Touch each fruit as you count. Trace the number.
Count and Match

0

 nineteeen

 twenty

 twenty

 eighteen

DIRECTIONS 1. Count the insects in each group. Write the number. Draw a line to match the insects to the correct number word.
Count and Order to 20

DIRECTIONS 1. Count the dots in each set of ten frames. Trace the numbers. Then point to each number as you count in order from 11. 2. Write the number that comes after 15.
Count Marbles

1. Count the marbles. Write the number of marbles in each set.
2. Write the numbers in order.
## Count to 50 by Ones

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
</tbody>
</table>

**DIRECTIONS**  
1. Count forward from 1. Draw a dot on each number as you count. Begin with 47 and count forward to 50. Color those numbers yellow.
**Complete the Fifty Chart**

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<table>
<thead>
<tr>
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</thead>
<tbody>
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<td>1</td>
<td>2</td>
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<td>5</td>
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<td>7</td>
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<td>9</td>
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<td>31</td>
<td>32</td>
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<td>36</td>
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<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
<td></td>
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<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS**

1. Point to each number as you count to 50. Tell and write the missing numbers. Find the number that is greater than 20 and less than 22. Circle the number.
2. Find the number that is greater than 29 and less than 31. Draw a line under the number.
Add and Subtract
Within 20

You can use strategies to add or subtract.
- count on
- doubles
- doubles plus one
- count back
- related facts
- doubles minus one

What is $5 + 6$?
I can use doubles plus one.

$\begin{array}{c}
\begin{array}{c}
\text{I can use}
\
\text{doubles plus one.}
\end{array}
\end{array}$

$\begin{array}{c}
\begin{array}{c}
5 + 5 = 10
\end{array}
\end{array}$

$\begin{array}{c}
\begin{array}{c}
\text{So, } 5 + 6 = 11.
\end{array}
\end{array}$

What is $12 - 4$?
I can use a related fact.

$\begin{array}{c}
\begin{array}{c}
8 + 4 = 12
\end{array}
\end{array}$

So, $12 - 4 = 8$.

Add or subtract.

1. $12 - 3 = \underline{9}$
2. $8 + 9 = \underline{17}$

3. $10 - 5 = \underline{5}$
4. $13 - 7 = \underline{6}$

5. $7 + 8 = \underline{15}$
6. $6 + 6 = \underline{12}$
Good Strategy!

Write any number from 3 to 9 in the box. Choose a strategy to help you find the sum or difference. Then write the strategy you used. Try to use each strategy.

1. \( 11 - \square = \) _____
   Strategy: ____________

2. \( 6 + \square = \) _____
   Strategy: ____________

3. \( 8 + \square = \) _____
   Strategy: ____________

4. \( 12 - \square = \) _____
   Strategy: ____________

5. \( 9 - \square = \) _____
   Strategy: ____________

6. \( 7 + \square = \) _____
   Strategy: ____________

Writing and Reasoning For Exercise 4, explain why you chose the strategy you used.
Add Tens

What is $10 + 30$?

1 ten + 3 tens = $\underline{4}$ tens

$10 + 30 = \underline{40}$

Use $\underline{\hspace{1cm}}$. Start with 1 ten. Add 3 more tens. Draw the tens.

Use $\underline{\hspace{1cm}}$. Draw to show tens. Write how many tens. Write the sum.

1. $10 + 80 = \underline{\hspace{1cm}}$

2. $40 + 30 = \underline{\hspace{1cm}}$

3. $2$ tens + $6$ tens = $\underline{\hspace{1cm}}$ tens

4. $5$ tens + $3$ tens = $\underline{\hspace{1cm}}$ tens

$20 + 60 = \underline{\hspace{1cm}}$

$50 + 30 = \underline{\hspace{1cm}}$
Treasure Tens

Each ♻️ stands for 10. Draw the missing ♻️. Write the missing numbers. Then write a number sentence.

1. 

3 tens + 1 ten = ___ tens

___ + 10 = ___

2. 

5 tens + ___ tens = ___ tens

___ + ___ = ___

3. 

4 tens + ___ tens = 6 tens

___ + ___ = ___

Writing and Reasoning Each ♻️ has 10 ♻️. Tom has 10 ♻️ and 1 ♻️. How many ♻️ does Tom have in all?
# Subtract Tens

What is $60 - 40$?

![Diagram of tens]

6 tens - 4 tens = $\underline{2}$ tens

$60 - 40 = 20$

Use _______. Draw to show tens.
Write how many tens. Write the difference.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 tens - 4 tens = ____ tens</td>
<td>9 tens - 5 tens = ____ tens</td>
</tr>
<tr>
<td>$70 - 40 = ___$</td>
<td>$90 - 50 = ___$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 tens - 2 tens = ____ tens</td>
<td>8 tens - 7 tens = ____ ten</td>
</tr>
<tr>
<td>$50 - 20 = ___$</td>
<td>$80 - 70 = ___$</td>
</tr>
</tbody>
</table>
Different Difference

Solve. Cross out the subtraction in each row with the difference that does not match.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$80 - 30 = 50$</td>
<td>$60 - 20 = 40$</td>
</tr>
<tr>
<td>2.</td>
<td>$70 - 50 =$</td>
<td>$30 - 20 =$</td>
</tr>
<tr>
<td>3.</td>
<td>$90 - 30 =$</td>
<td>$70 - 10 =$</td>
</tr>
<tr>
<td>4.</td>
<td>$60 - 40 =$</td>
<td>$90 - 80 =$</td>
</tr>
<tr>
<td>5.</td>
<td>$40 - 20 =$</td>
<td>$60 - 30 =$</td>
</tr>
<tr>
<td>6.</td>
<td>$90 - 20 =$</td>
<td>$70 - 10 =$</td>
</tr>
<tr>
<td>7.</td>
<td>$80 - 40 =$</td>
<td>$60 - 20 =$</td>
</tr>
</tbody>
</table>

Writing and Reasoning  How could you change one number in Exercise 1 to make each difference match? Explain.
Darius drew 16 pictures. Greg drew 28 pictures. How many pictures did they draw in all?

Add. 16
+ 28

**Step 1**
Add the ones. Are there 10 ones to regroup?

- yes
- no

**Step 2**
Regroup. 14 ones is the same as 1 ten 4 ones.

Write the regrouped ten. Write how many ones are in the ones place now.

**Step 3**
Add the tens. Then write the tens.

So, they drew ____ pictures in all.
Do the Math

Regroup if you can. Write the sums.

1. \[
\begin{array}{c}
22 \\
+ 18
\end{array}
\]

- Can you make a ten? _____
- Regroup 10 ones as _____ ten.
- Write the regrouped ten.
- Write how many ones are in the ones place now.
- Add the tens. Then write the tens.

2. \[
\begin{array}{c}
39 \\
+ 38
\end{array}
\]

3. \[
\begin{array}{c}
18 \\
+ 38
\end{array}
\]

4. \[
\begin{array}{c}
51 \\
+ 13
\end{array}
\]

5. \[
\begin{array}{c}
24 \\
+ 37
\end{array}
\]

6. \[
\begin{array}{c}
42 \\
+ 16
\end{array}
\]

7. \[
\begin{array}{c}
57 \\
+ 28
\end{array}
\]

8. Jose has 24 marbles. Sandra gives him 18 marbles. How many marbles does Jose have in all?

_____ marbles

IN48 Response to Intervention • Tier 2
### Dimes, Nickels, and Pennies

<table>
<thead>
<tr>
<th>Coin</th>
<th>Count by</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dime</td>
<td>Tens</td>
<td>10¢, 20¢, 30¢</td>
</tr>
<tr>
<td>Nickel</td>
<td>Fives</td>
<td>5¢, 10¢, 15¢</td>
</tr>
<tr>
<td>Penny</td>
<td>Ones</td>
<td>1¢, 2¢, 3¢</td>
</tr>
</tbody>
</table>

Count on to find the total value.

1. [Coins] [Coins] [Coins]

   [Total Value]

2. [Coins] [Coins] [Coins] [Coins] [Coins]

   [Total Value]
Find the Total Cost

Make a list of at least 3 items to put in each case. Draw coins needed to buy the items. Then write the total cost of the items in each case.

Case 1

<table>
<thead>
<tr>
<th>Pencils</th>
<th>Markers</th>
<th>Erasers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1¢ each</td>
<td>5¢ each</td>
<td>10¢ each</td>
</tr>
</tbody>
</table>

total cost: __________

Case 2

total cost: __________

Writing and Reasoning Describe a set of 4 items above that costs more than 20¢. What is the total cost?
Quarters

Count by twenty-fives.

1 quarter
25¢

25¢, 50¢, 75¢


25¢, 50¢, 60¢, 61¢

Total value

Count on to find the total value.

1.

2.

Total value
# What Is the Missing Coin?

Draw and label the coins listed. Then draw the missing coin.

1. Jimmy has 2 quarters, 2 dimes, and another coin. He has 75¢ in all. What is the other coin?  

   [ Missing coin ]

2. Tisha has 2 pennies, 3 nickels, and another coin. She has 27¢ in all. What is the other coin?  

   [ Missing coin ]

3. Ed has 1 dime, 3 nickels, and another coin. He has 50¢ in all. What is the other coin?  

   [ Missing coin ]

**Writing and Reasoning** How did you find the missing coin in Exercise 3?
Arrange and Count Coins

Sort the coins by drawing them in the correct places in the chart below. Write the total value for each group of coins.

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>DIME</th>
<th>NICKEL</th>
<th>PENNY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total value:</td>
<td>total value:</td>
<td>total value:</td>
<td>total value:</td>
</tr>
<tr>
<td>____¢</td>
<td>____¢</td>
<td>____¢</td>
<td>____¢</td>
</tr>
</tbody>
</table>

**Writing and Reasoning** Does a group with a greater number of coins always have a greater value? Explain.