



KINDERGARTEN
AT HOME
LEARNING PACKET



Name _____

Challenge: Read 20 Books!

Number of Books / Número de libros	Title / Título	Author / Autor	Family Signature / Firma Familiar
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

You did it!

¡Lo hiciste!

Great Comprehension Questions!!

Questions to Ask	If your child is struggling, ask..	A great answer sounds like...
FICTION TEXTS		
<p>What happened in the story?</p>	<p>What happened first? What happened next? What happened last?</p> <p>Check back in the book to find out.</p>	<p><i>First Monkey and Rabbit were rowing in the boat. Next they realized they forgot Little Teddy! Last, they rowed the boat back to get Little Teddy.</i></p>
<p>Who are the characters in the story? How do you know?</p>	<p>Who are the people or animals that the story is all about?</p> <p>Check back in the book to find out.</p>	<p><i>Monkey and Rabbit and Little Teddy are the characters. I know they are characters because they have heads, eyes, and faces.</i></p>
<p>What is the setting in the story? How do you know?</p>	<p>Where are the characters in the story?</p> <p>Check the pictures for clues.</p>	<p><i>The setting is outside at the park. I know because I see a lake, trees, and grass.</i></p>
<p>What is the problem in the story? How do you know?</p>	<p>What does the character need or want in the story?</p> <p>Check the pictures and words for clues.</p>	<p><i>The problem in the story is that Little Teddy wants to go on the boat but he is late and his friends forgot him. I know he wants to go on the boat because when he sees that it is gone he has a frown on his face and he says "Oh no!"</i></p>
<p>What is the solution in the story? How do you know?</p>	<p>How does the character fix the problem? How does the character get what he/she needs or wants?</p> <p>Check the pictures and words for clues.</p>	<p><i>The solution is that Monkey and Rabbit row the boat back to get Little Teddy. I know that solves the problem because I see in the pictures that Little Teddy is getting on the boat. In the words it says "Little Teddy is happy." So I know that he got what he wanted.</i></p>

<p>How did the characters feel in the story? Why? How do you know?</p>	<p>Think about what just happened in the story. How would you feel? How do you think the character feels?</p> <p>Look at the character's face. How do you think he is feeling?</p>	<p><i>Little Teddy is happy at the end of the story because his friends came back to get him. I know he's happy because I see a smile on his face in the picture. The words also say "Little Teddy is happy."</i></p>
<p>Why did the character do _____? How do you know?</p>	<p>What did the character do? How did the character feel? What would you have done? Why do you think the character may have wanted to do that?</p>	<p><i>I think Monkey and Rabbit rowed back to get Little Teddy because they wanted to help their friend. I know because sometimes I try to help my friends too.</i></p>
<p>What kind of character is _____? How do you know?</p>	<p>What did _____ say? What did _____ do? What does that tell you about what kind of character he/she may be?</p> <p>You can also provide choices: Is _____ helpful or selfish?</p>	<p><i>I think Monkey is a thoughtful character. I know he's thoughtful because he goes all the way back to pick up Little Teddy.</i></p>
<p>What lesson did the characters learn in the story? How do you know?</p>	<p>What was the problem in the story? How did the character solve the problem? What do you think they'll do next time?</p>	<p><i>Monkey and Rabbit learn that it's important to take care of your friends and that it's more fun to play with everyone together. I know because they go back to get Little Teddy and at the end they're all smiling and happy because they're playing together.</i></p>
<p>What lesson can you learn from the story? How do you know?</p>	<p>What lesson did the character learn? What can you learn and do in your own life?</p>	<p><i>I can learn that it's important to take care of my friends. I know because in this story Rabbit and Monkey take care of Little Teddy by going back to pick him up. In my life I can help and take care of my friends by playing together with them.</i></p>
<p>Do you have a connection to the story?</p>	<p>Does this story remind you of anything in your own life?</p>	<p><i>This story reminds me of a time when my friend helped me. In the story Monkey and Rabbit help Little Teddy by going back to pick him up. In my life, my friend Gaby helped me by picking up my coat when I dropped it.</i></p>
<p>INFORMATIONAL TEXTS</p>		

<p>What was this book all about? How do you know?</p>	<p>What was on the first page? The next page? The next? The last? What is the same about all of those things?</p>	<p><i>This book is all about things in the forest. I know because I see a tree on the first page and that is in the forest. I see a squirrel on the next page and that is in the forest. On every page there is something that is in the forest.</i></p>
<p>What did you learn from this book?</p>	<p>What information is in this book? Check back and look at the pictures and words.</p>	<p><i>I learned that deer live in the forest. I see a photograph of a deer and it says they are in the forest. I didn't know that they lived there, but the book taught me this.</i></p>
<p>Why did the author write this book?</p>	<p>What information did you learn in this book?</p>	<p><i>The author wrote this book to teach people about the animals that live in the forest. I know because on every page there is an animal that lives in the forest.</i></p>
<p>How did the author help you understand the information in this book?</p>	<p>What text features do you see in the book? How do they help you understand the information?</p>	<p><i>The author helped me understand the information by showing photographs with labels. The photographs helped me see all of the animals in the forest so they helped me understand the topic.</i></p>
<p>FICTION or INFORMATIONAL TEXTS</p>		
<p>Did you like this book? Why or why not?</p>	<p>Do you like the book? What are some things you like or dislike about the book?</p>	<p><i>I liked this book because I learned new facts from the book. I never knew that deer lived in forests, so I thought it was interesting. I also liked that the author included photographs to make the text interesting.</i></p>

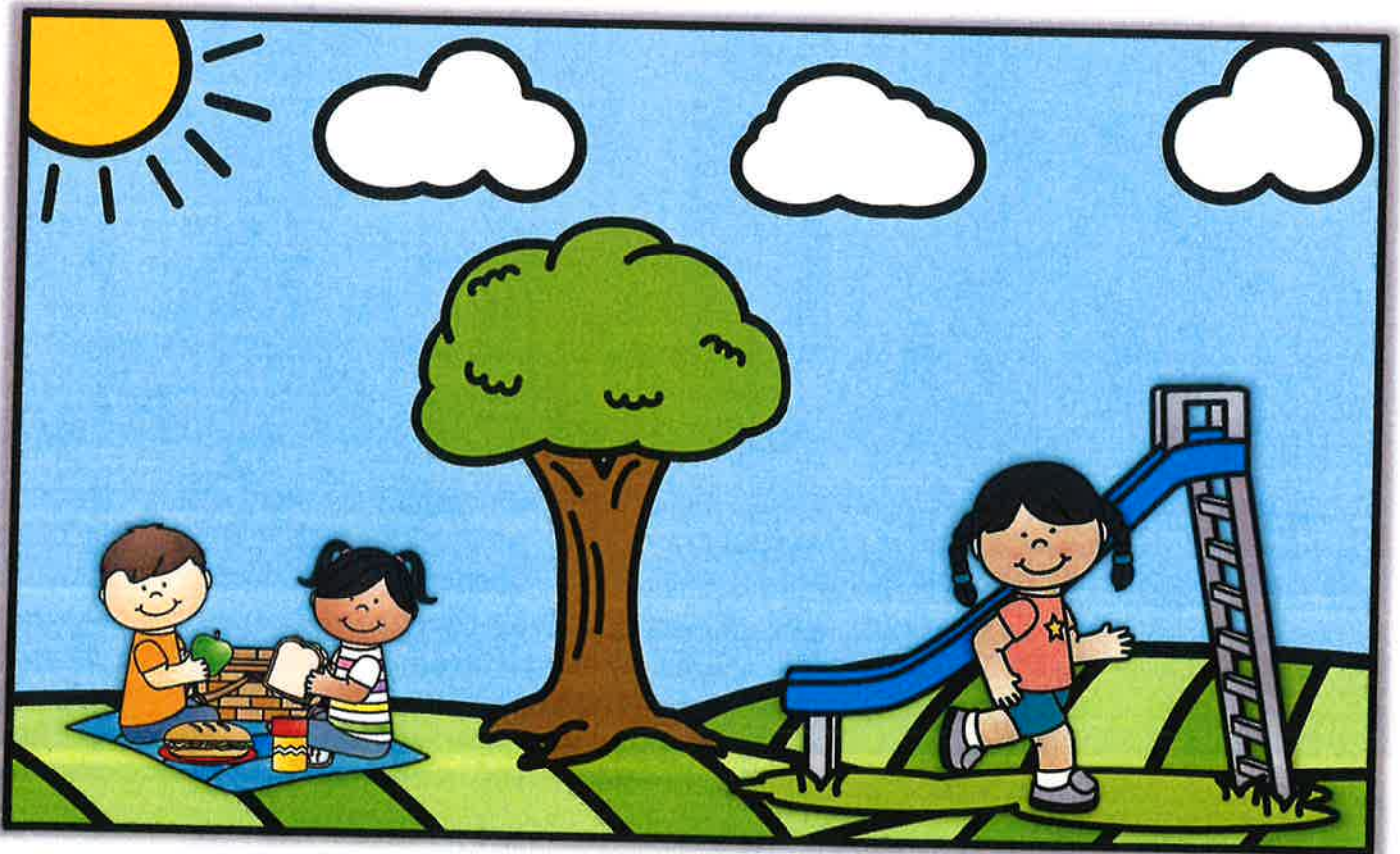


WRITING

- Students should complete one punctuation worksheet and one writing prompt per day.
- Lessons should take roughly 15 to 20 minutes to complete.
- Students will need the support of an adult or older student to complete these lessons.
- Encourage your child to use their word wall (attached) for sight words, sound out words they do not know to the best of their ability, and use capital letters at the beginning of their sentences and periods at the end of their sentences.

Narratives

- 1 Written by the character (I)
- 2 Written about a real life event
- 3 Written with feelings
- 4 Written in sequential order



Sequential Words

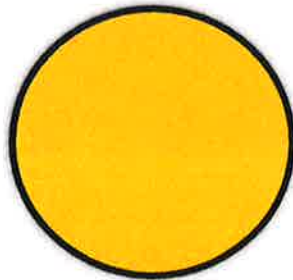
B

First
One day
One time



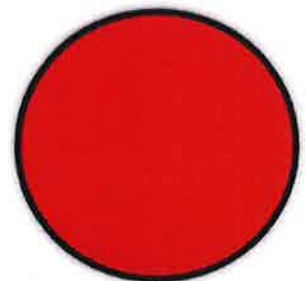
M

Next
Then
but



E

Last
Finally
To end




WORD WALL

Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
no	of	play		run	she	the	up	very	we		you	
now	one	put		ran	said	to	us		was		your	
new	out	please		really	says	too			with		yesterday	
nobody	or	people		ready	saw	two			want			
none	over	place		receive	see	they			were			
nothing	other	picture		something		them			what			
	on	piece			some	this			when			
	our	probably			school	that			where			
	only				special	there			went			
	once				since	then			would			
	often			sometimes		than			who			
necessary					sure	their			why			
						think			will			
						together			watch			
						through			work			
						toward			while			
						these			which			
						though			water			
						thought			whole			
						tomorrow			whether			



Aa Bb Cc Dd Ee Ff



Gg Hh Ii Jj Kk Ll



Mm Nn Oo Pp Qq Rr Ss



Tt Uu Vv Ww Xx Yy Zz

Kindergarten Writing

Capitalization Rules

Authors always use a capital letter for:

☆ The first letter of a sentence

 the race begins at 7:00 a.m.

 The race begins at 7:00 a.m.

☆ The pronoun I (Lonely I)

 My sister and i will run in the race together.

 My sister and I will run in the race together.

End Punctuation

- A **period** follows a telling sentence or statement.

I have a pet dog and cat.



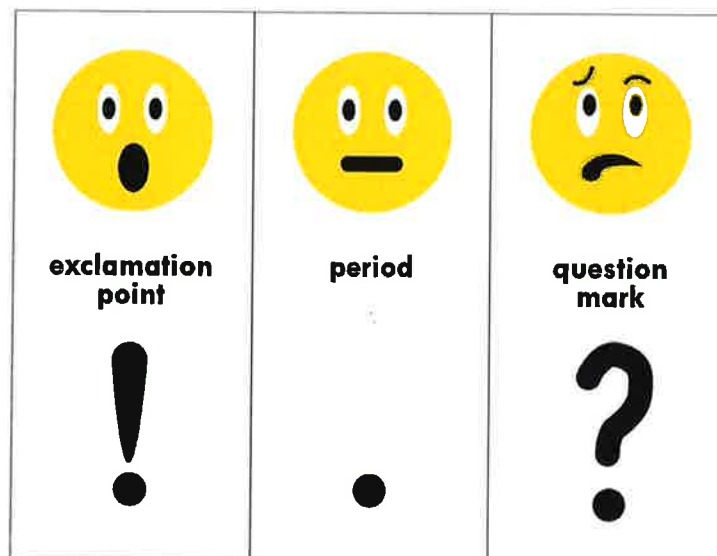
A **question mark** follows a question or asking sentence.

What time will dinner be ready?



An **exclamation point** follows a word or sentence that shows strong feeling.

Hey! You did a great job!



Capitalization Practice

Directions: The following sentences have mistakes with capitalization. Fix the mistakes. Then rewrite each sentence correctly on the lines below.

1. this is my dog.

2. our Dog barks.

3. i love jam.

4. tod loves cats.

5. the pen is reD.

Capitalization Practice

Directions: Fix the mistakes in each sentence. Rewrite each sentence correctly on the lines below.

1. first i ordered.

2. my moM and i went to the Park.

3. are you coming with me to lunch?

4. tod and i love dogs.

5. the pen ls red.

End Mark Practice

Directions: Edit each sentence by adding the right end mark.

(.) (?) (!)

Student practice:

1. I eat tacos
2. Are you sick
3. Books are the best
4. Can you ride a bike
5. Birds can fly
6. When is the party
7. Dance is very fun
8. My cat likes to purr

Directions: The following paragraph contains mistakes with end punctuation. Edit the paragraph by adding or correcting the end punctuation where necessary.

Today I will go to school First we will do math. Next we will read books. Last we do Writing. Writing is the best Do you like school

Capitalization Practice

Directions: Fix the mistakes in each sentence. Rewrite each sentence correctly on the lines below.

1. first i broke my grandma's Flowerpot.

2. then she helped me and i glued the pot back together.

3. i fell down on the playground.

4. it hurt and i Scraped my knee.

5. the teacher Helped me and i felt better.

6. i got into a Fight with my Friend.

End Mark Practice

Directions: Fix the mistakes in each sentence. Rewrite each sentence correctly on the lines below.

1. I lost my phone

2. Ms. Ferry helped me look for it?

3. We found my phone under the books on my desk? 4) I broke my grandma's

4. I broke my grandma's flowerpot?

5. She was very upset.

6. I apologized and she helped me glue it back together?

Prompt: Write about a special moment when you felt big feelings and strong emotions. Make the moment come to life for your reader.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of 12 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Prompt: What do you think would be the best pet to have? Write a book to explain why you think that would be the best pet.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Handwriting practice lines consisting of 12 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Prompt: Think about a time when you had a problem that needed to be solved. Write a story to tell your reader about the problem and how you solved it.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are 10 rows of these lines provided for writing.

Handwriting practice lines consisting of 12 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Prompt: Write a story about a day off from school. What happens? Make your story come to life for your reader.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Handwriting practice lines consisting of 12 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Handwriting practice lines consisting of 12 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

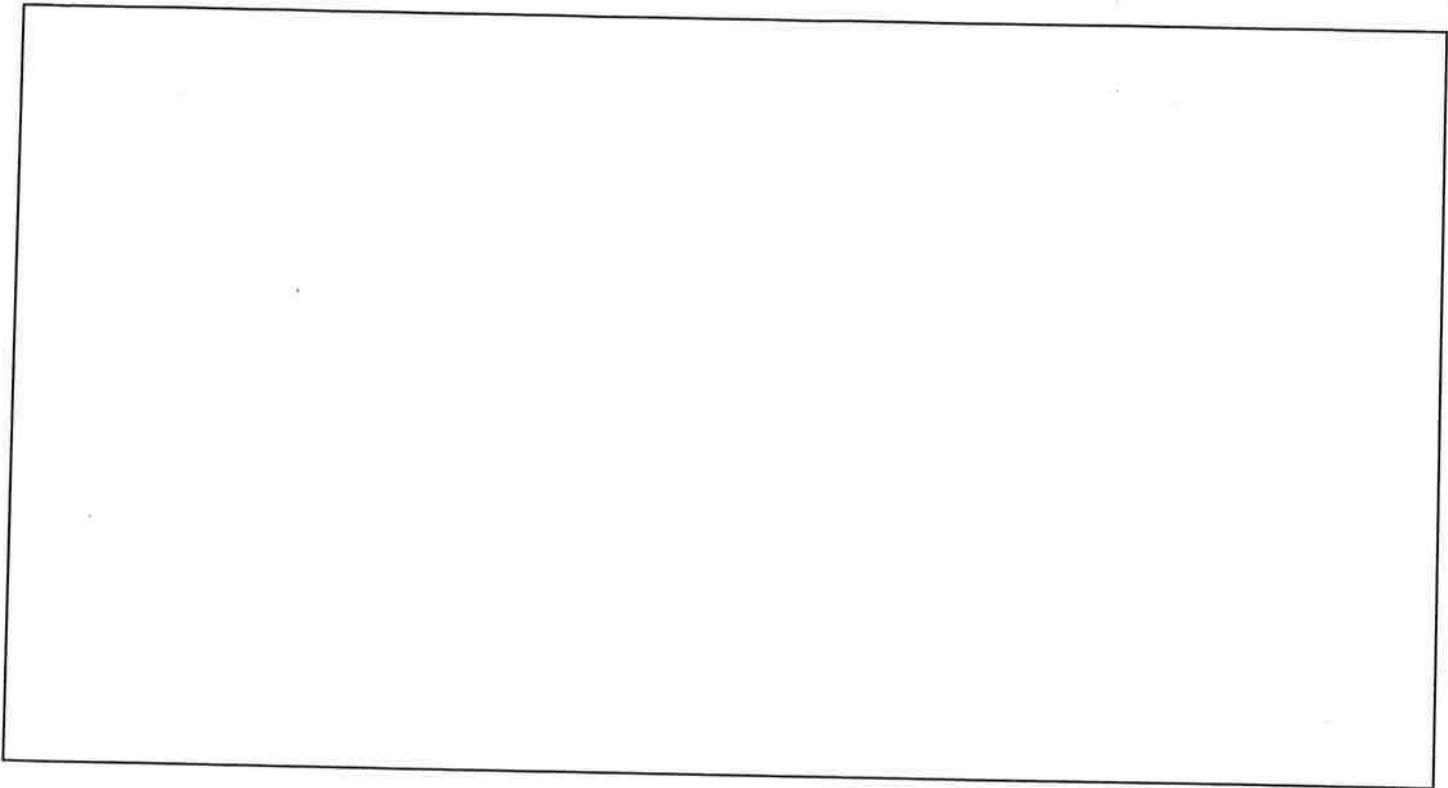


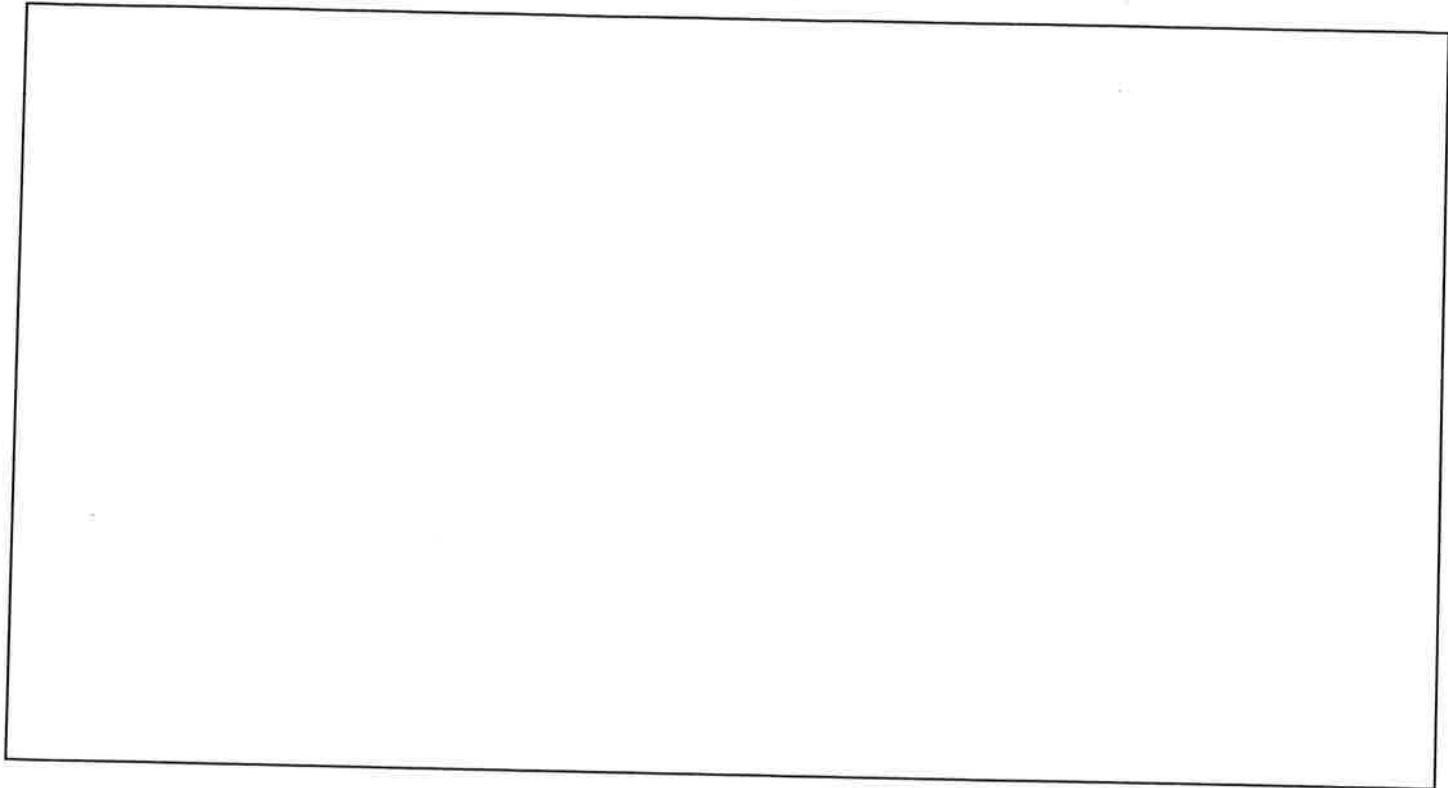
WRITING

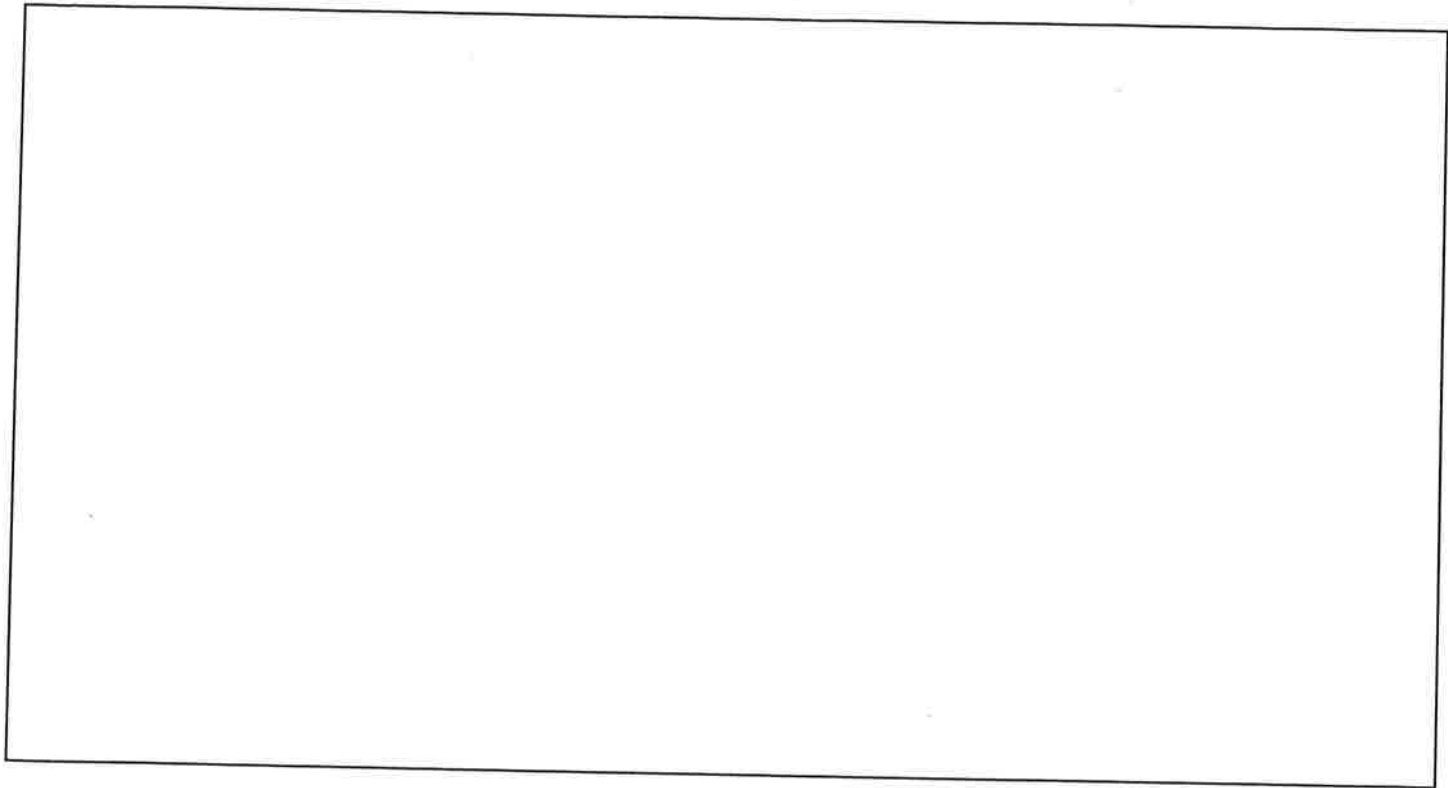
Hello Parents/Guardians,

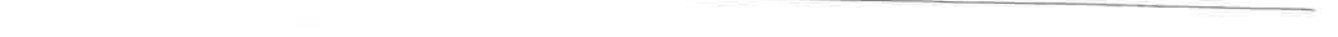
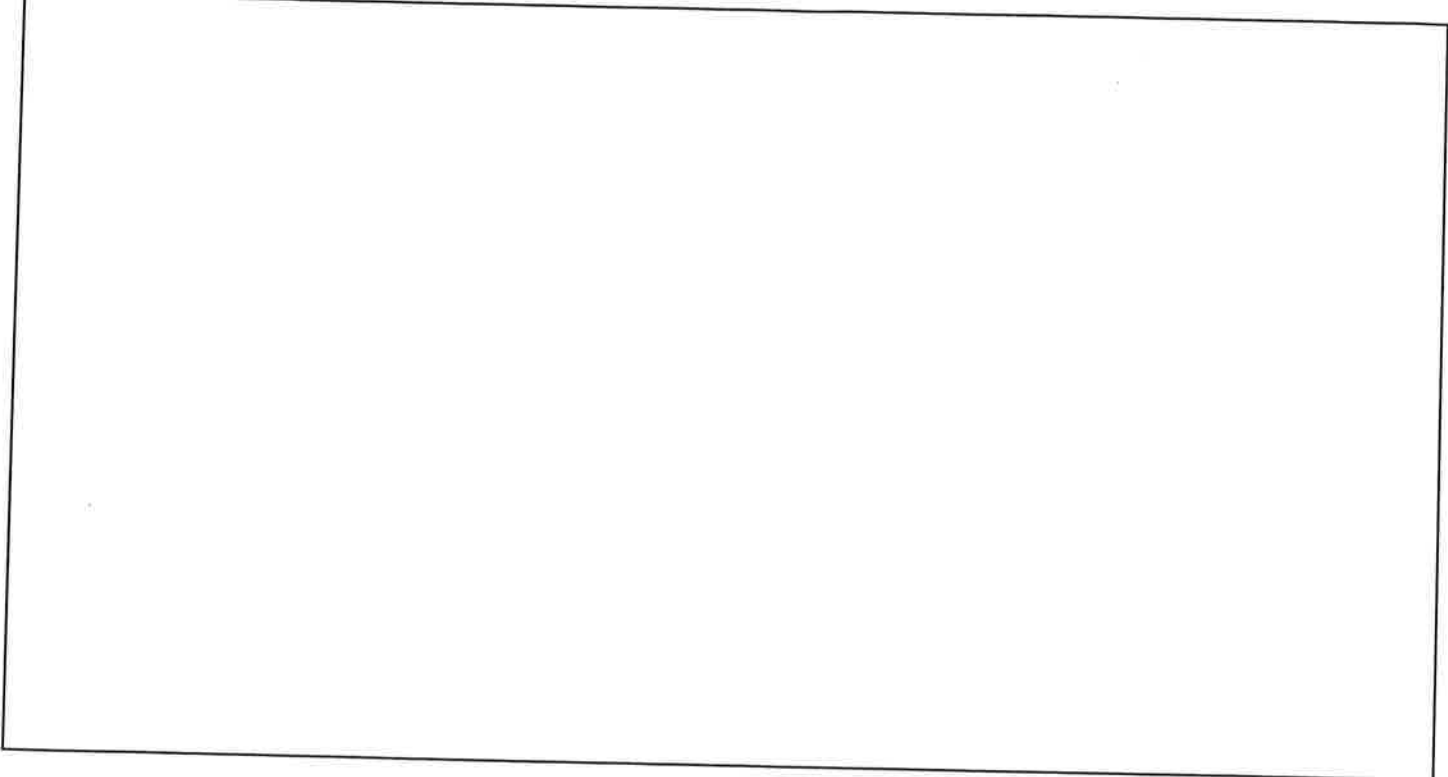
Below you will find writing prompts, one for each day of the week, for the second week of closure. Please read them to your student and have them respond with at least 3 sentences. Encourage them to use their word wall (attached) for sight words, sound out words they don't know to the best of their ability, and use capital letters at the beginning of their sentences and periods at the end of their sentences. Writing should take no longer than 15/20 minutes. Students should also draw a picture after they write.

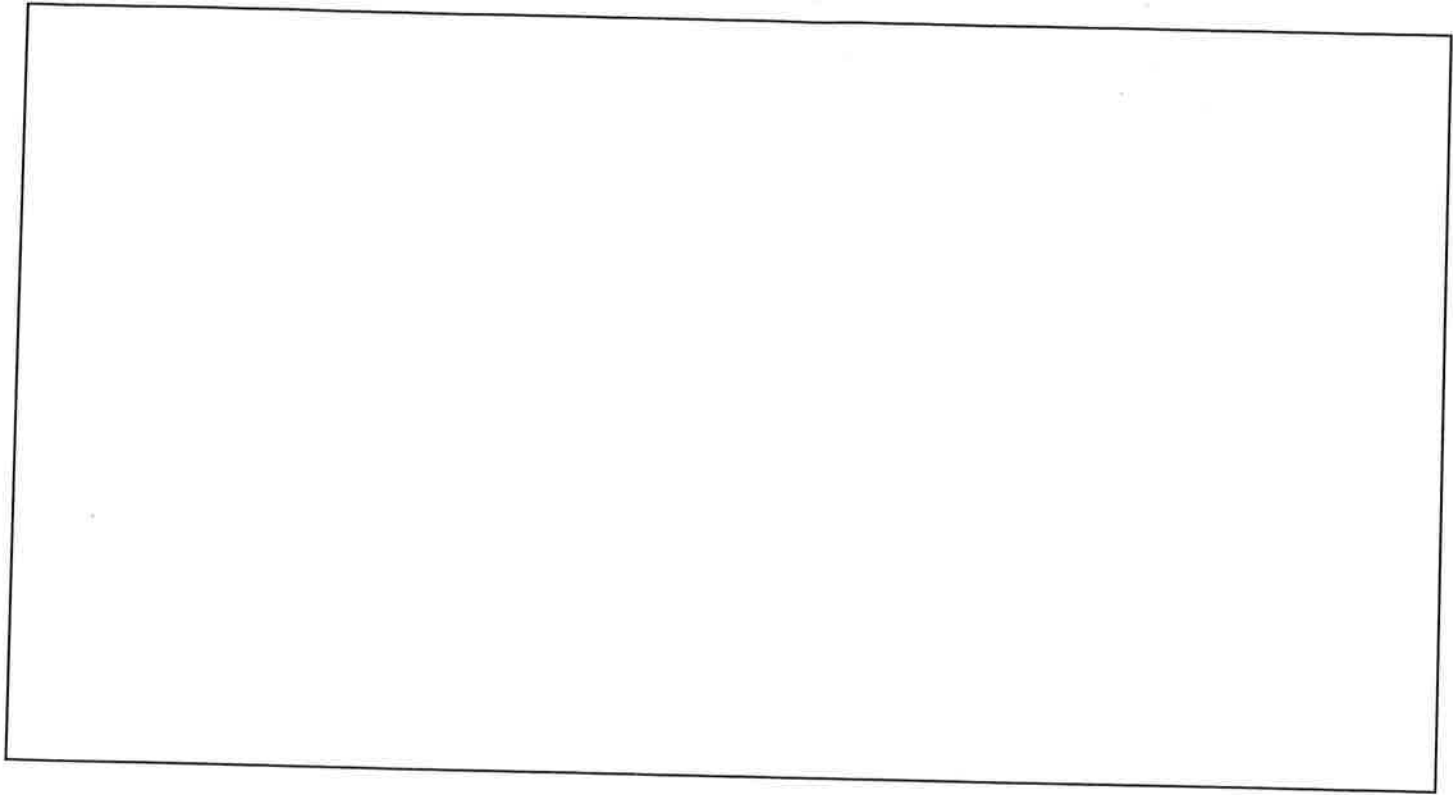
1. Tell me about a time you were mad and why.
(Prompts: Who was there? What was the setting? What happened in the beginning, middle, end?)
2. Tell me about a story with a beginning, middle, and end.
3. Write about a time you went to the zoo.
4. Write about the best day you had at school.
5. Free Write Friday! Students can write about anything they want.











The word "READING" is written in a large, black, sans-serif font. On either side of the word is a cartoon owl. The owls are light green with large white eyes, small black pupils, and blue wings. They are standing on two small yellow feet.

READING

- Complete one lesson each day.
- Lessons should take roughly 15 minutes to complete.
- Students will need the support of an adult or older student to complete these lessons.
- Encourage your child to try their best!

Independent Reading!



See pages
102 and 103
of this
packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

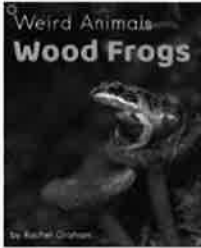


www.storynory.com

www.freekidsbooks.org


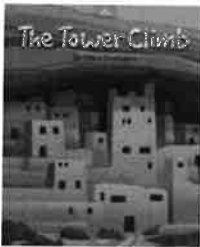
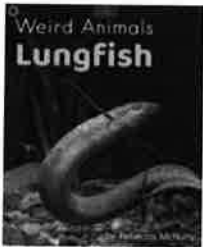
en.childrenslibrary.org

Section 2 Table of Contents

Grade K Reading Activities in Section 2 (Cont.)

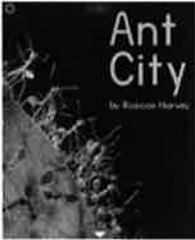


Lesson	Resource	Instructions	Answer Key	Page(s)
4	<p>Ready Reading Skill Overview: Unknown Words</p> <p>i-Ready Passage: "Weird Animals: Wood Frogs"</p> 	<ul style="list-style-type: none"> • Review Unknown Words together. • Next, read "Weird Animals: Wood Frogs." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: a</p> <p>Question 2: a</p> <p>Question 3: b</p> <p>Question 4: c</p> <p>Question 5: b</p> <p>Question 6: a</p> <p>Question 7: b</p> <p>Question 8: a</p>	76, 86-94
5	<p>i-Ready Passage: "I Can Do This"</p> 	<ul style="list-style-type: none"> • Read "I Can Do This" together. 	N/A	95-100
6	<p>Draw or Write Page</p> 	<ul style="list-style-type: none"> • After you read "The Chicken That Laid the Golden Eggs" together, have the child draw or write about what happens at the end of the story. 	N/A	101

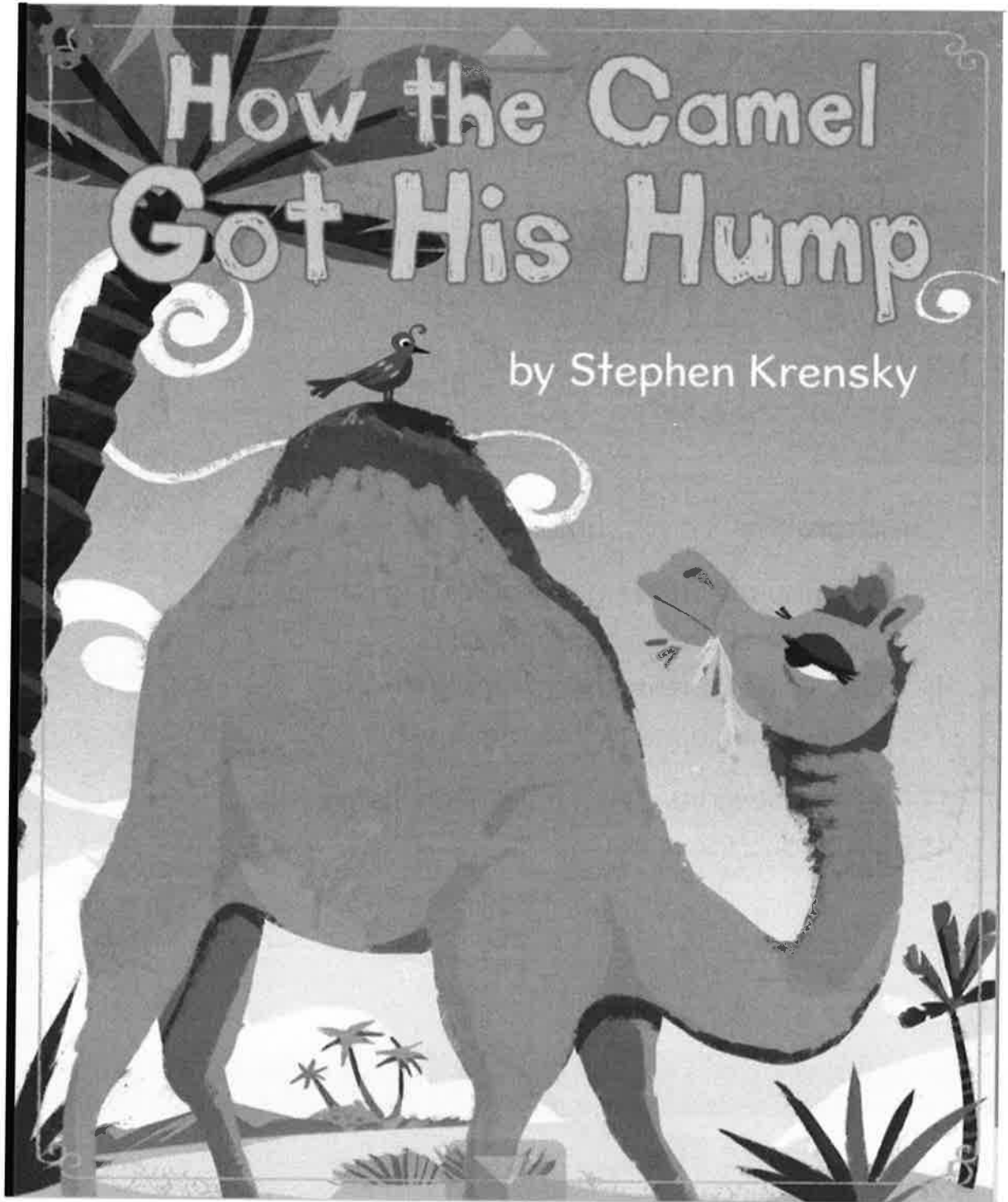
Grade K Reading Activities in Section 2

Lesson	Resource	Instructions	Answer Key	Page(s)
1	<p>Ready Reading Skill Overview: Identifying Setting</p> <p>i-Ready Passage: "The Tallest Girl in the Jungle"</p> 	<ul style="list-style-type: none"> • Read Identifying Setting together. • Next, read "The Tallest Girl in the Jungle." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: c</p> <p>Question 2: c</p> <p>Question 3: c</p> <p>Question 4: b</p> <p>Question 5: a</p> <p>Question 6: a</p>	55–64
2	<p>Ready Reading Skill Overview: Identifying Setting</p> <p>i-Ready Passage: "The Tower Climb"</p> 	<ul style="list-style-type: none"> • Review Identifying Setting together. • Next, read "The Tower Climb." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: a</p> <p>Question 2: c</p> <p>Question 3: c</p> <p>Question 4: c</p> <p>Question 5: a</p> <p>Question 6: a</p> <p>Question 7: c</p> <p>Question 8: a</p>	55, 65–75
3	<p>Ready Reading Skill Overview: Unknown Words</p> <p>i-Ready Passage: "Weird Animals: Lungfish"</p> 	<ul style="list-style-type: none"> • Read Unknown Words together. • Next, read "Weird Animals: Lungfish." • Then, guide the child to choose the correct answer to each question. 	<p>Question 1: c</p> <p>Question 2: a</p> <p>Question 3: b</p> <p>Question 4: a</p> <p>Question 5: a</p> <p>Question 6: c</p>	76–85

Section 1 Table of Contents

Grade K Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
4	Ready Reading Skill Overview: Main Topic i-Ready Passage: "Ant City" 	<ul style="list-style-type: none"> • Review Main Topic together. • Next, read "Ant City." • Then, guide the child to choose the correct answer to each question. 	Question 1: b Question 2: c Question 3: b Question 4: b Question 5: b Question 6: b Question 7: b Question 8: c	29, 38-46
5	i-Ready Passage: "The Chicken That Laid the Golden Eggs" 	<ul style="list-style-type: none"> • Read "The Chicken That Laid the Golden Eggs" together. 	N/A	47-53
6	Draw or Write Page 	<ul style="list-style-type: none"> • After you read "The Chicken That Laid the Golden Eggs" together, have the child draw or write about what happens at the end of the story. 	N/A	54



Listen and Learn

Identifying Characters



A **character** is a person or an animal in a story.


When you are reading or listening to a story, ask:

- What do the characters say?
- What do the characters do?
- How do the characters feel?

Asking questions about characters helps you understand the story.

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Part 1: Introduction • Lesson 2 41



There was once a lazy camel that lived near the desert. He did not live alone.

“Help us gather the hay,” said a horse. “If we wait too long, the wind will blow it away.”

“Humph!” said the camel. He did nothing.



“Help us collect sticks for the fire,” said a dog. “Cold nights are coming.”

“Humph!” the camel said again.

“Help us plow the field,” said an ox. “We need to grow food.”

“Humph!” said the camel. He did nothing.





The next day, a genie came. He said, “I feel something is wrong. What is it?”

“The camel doesn’t help,” said the horse.

“We do all the work,” said the dog.

The ox nodded. “He just stands around.”

The genie said, “Let’s see about that.”





Then the genie appeared next to the camel.

“You need to change your ways,” he said.

“Humph!” said the camel.





“Is ‘humph’ all you can say?” the genie asked.

“Humph! Humph! Humph!”

“Very well. I will give you a ‘humph’ that you will always remember!” the genie yelled.





The genie waved his arms. The camel's back began to puff up. Soon, a big "humph," or hump, stuck out.

"From now on, your hump will remind you of one thing," the genie said. "You care only for yourself."




And camels have had humps ever since.



After-Reading Questions

Question 1 (from p. 1 of passage)

Who gathers hay?

- a. 
- b. 
- c. 

Question 2 (from p. 2 of passage)

The character is the camel in the story? What does the camel do?

- a. The camel plows the field.
- b. The camel collects sticks.
- c. The camel does nothing.

Question 3 (from p. 3 of passage)

What do the animals tell the genie about the camel?

- a. The camel does not help with the work.
- b. The camel will not stand near them.
- c. The camel is not feeling well.

Question 4 (from p. 4 of passage)

Read the underlined sentence. What does the genie want the camel to do?

Then the genie appeared next to the camel.

“You need to change your ways,” he said.

“Humph!” said the camel.



- a. He wants the camel to appear near the animals.
- b. He wants the camel to get mad at the animals.
- c. He wants the camel to help the animals.

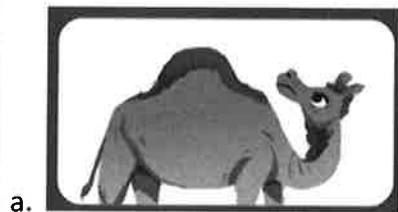
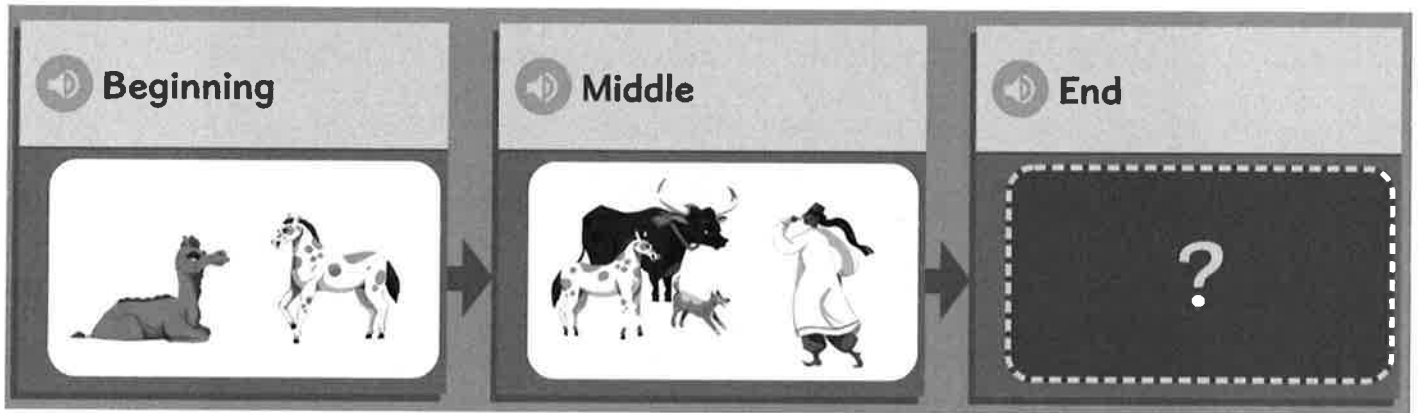
Question 5 (from p. 5 of passage)

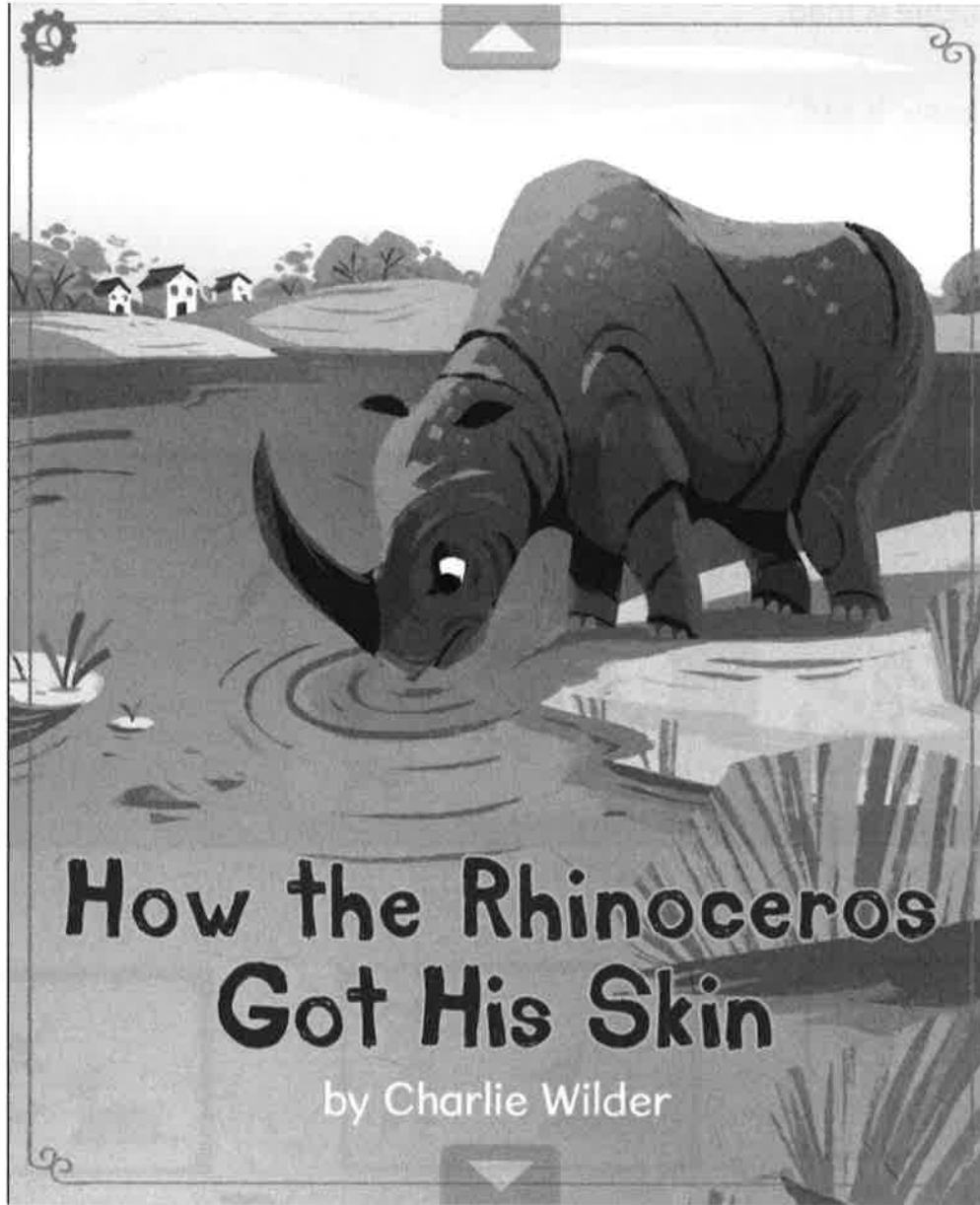
How does the genie feel when the camel says “humph”?

- a. The genie is afraid.
- b. The genie is mad.
- c. The genie is sad.

Question 6 (from p. 6 of passage)

Look at the chart. What happens at the end of the story? Choose the correct picture.







One day a baker made a plum cake. “I’m so happy!” he cried. “It’s perfect!”

But just then, a rhinoceros came along. He was big and did whatever he wanted. So he gobbled up the cake and moved on.

Only a few crumbs were left.





“You destroyed my perfect cake!” the baker shouted after him. “You will pay!”





The next morning was hot, and the rhinoceros went down to the river. In those days, rhinos had smooth skin with buttons.

The rhino undid the buttons and took off his skin. Then he went swimming.

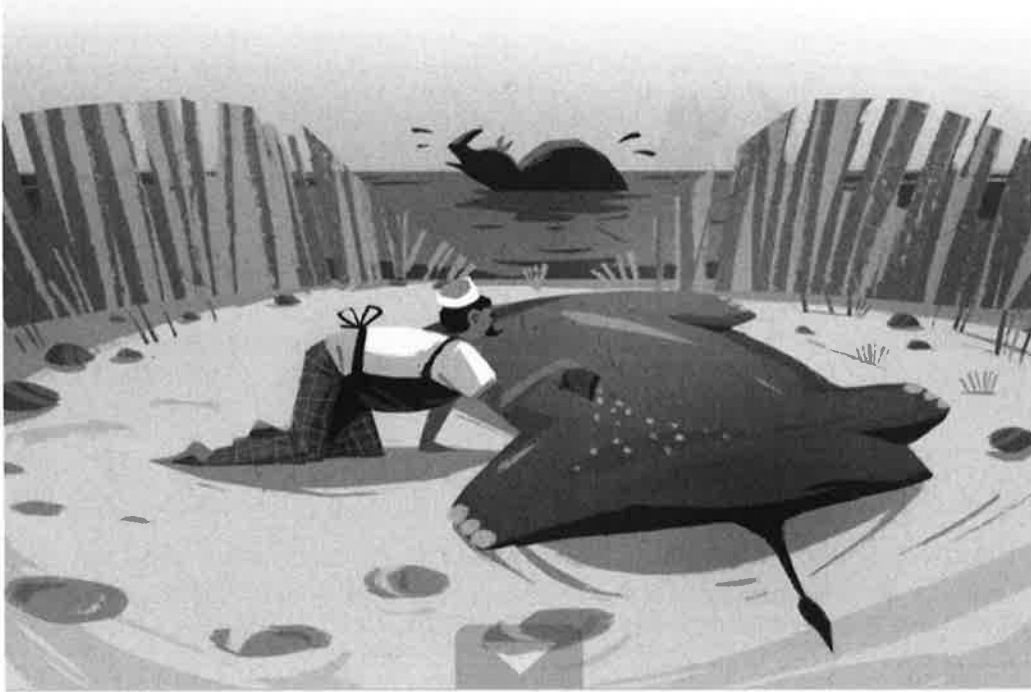




The baker saw the rhinoceros's skin lying on the ground.

"Hee, hee!" he laughed. He had an idea.

The baker gathered the cake crumbs from the perfect plum cake. He dropped them inside the rhino's smooth skin.





When the rhino came out of the river, he put his skin back on. His skin tickled. And it itched!

The rhinoceros rolled around. He rubbed against a tree. His skin got rumped and wrinkled.

But the itching did not stop.





Soon, his rubbing broke off the buttons.
The rhinoceros couldn't take off his skin
anymore.

From that day on, every rhinoceros has
had folds in its skin – and a bad temper, too.



After-Reading Questions

Question 1 (from p. 1 of passage)

What does the rhinoceros do?

- a. He steps on the cake.
- b. He bakes the cake.
- c. He eats the cake.

Question 2 (from p. 2 of passage)

How does the baker feel in this part of the story?

- a. The baker is surprised.
- b. The baker is mad.
- c. The baker is scared.

Question 3 (from p. 3 of passage)

What does the rhinoceros do at the river?

- a. He takes off his skin to swim.
- b. He washes his skin in the water.
- c. He pulls the buttons off his skin.

Question 4 (from p. 3 of passage)

What is the skin of the rhino like?

- a. His skin is dirty.
- b. His skin is small.
- c. His skin is smooth.

Question 5 (from p. 4 of passage)

What does the baker do in this part of the story?

- a. He gathers crumbs to make a cake.
- b. He puts crumbs inside the skin.
- c. He drops crumbs on the ground.

Question 6 (from p. 5 of passage)

How does the rhino feel after he puts on his skin?


- a. He feels hot.
- b. He feels itchy.
- c. He feels wet.

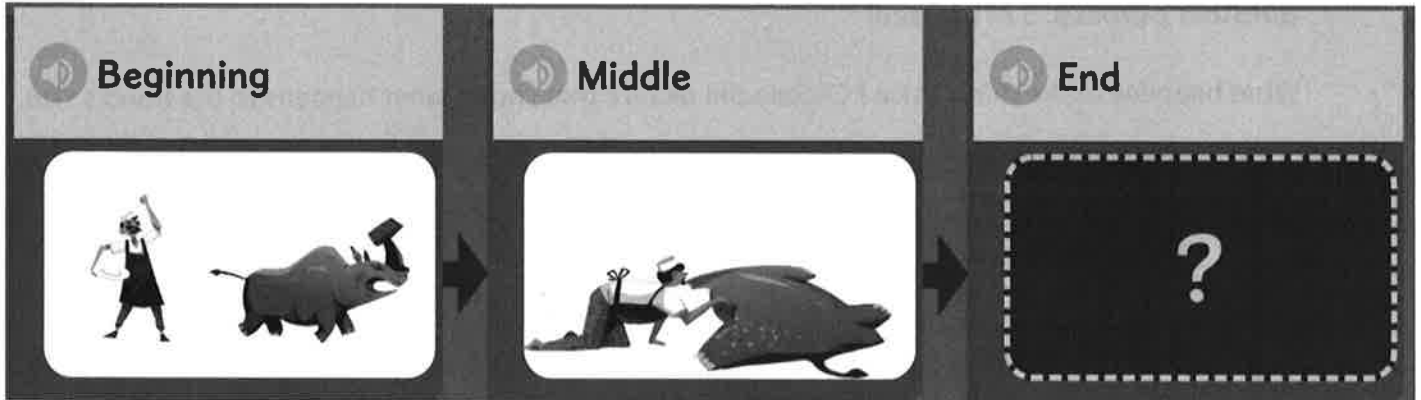
Question 7 (from p. 5 of passage)

What happens to the rhino's skin? Choose the picture that shows what happens to the rhino's skin.



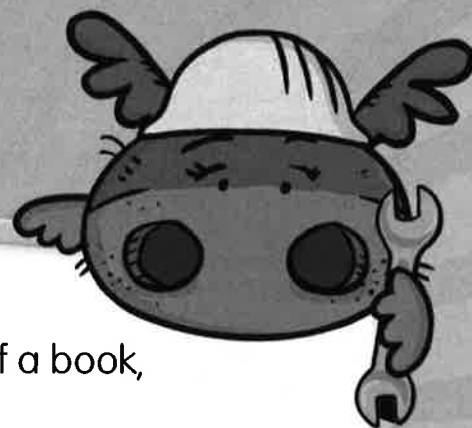
Question 8 (from p. 6 of passage)

 Look at the chart. What happens at the end of the story? Choose the correct picture.



Listen and Learn

Main Topic

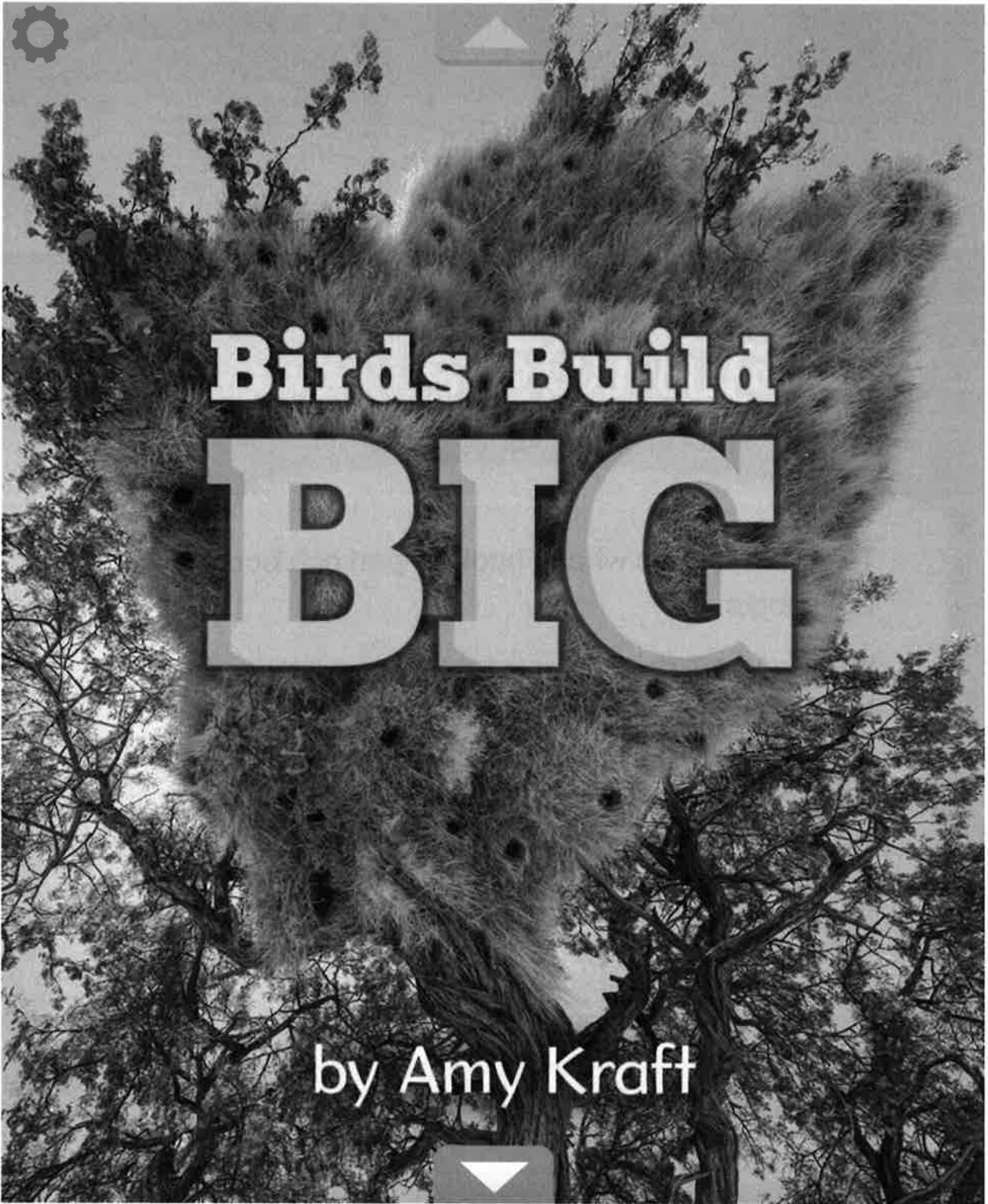


The **main topic** is what a book, or part of a book, is all about.

When you are reading or listening to an information book, ask:

- What is this book all about?
- What are the key details?

The main topic is what the key details are all about.





Have you ever
been in an
apartment building?
It is a big building
with many small
homes inside it.



apartment building

Some birds
make nests this
way, too. They are
called weaver birds.



weaver bird nest





Weaver birds live in the desert in Africa. These little birds build **BIG** nests. More than 400 birds might live in one nest!

Each bird family has its own room. The birds make tunnels to connect the rooms. The nest is like an apartment building.



This nest has many small rooms inside it.





Weaver birds work together. They use straw to make a nest. The birds stuff straw into the sides and bottom of the nest. This makes the nest bigger.

The birds work on a nest for years. One nest might be as big as your classroom!



Many weaver birds work together on a nest.





A big nest protects weaver birds and their eggs. Snakes and hawks want to eat the eggs. The sharp, spiky straw in the big nest keeps them away.



The spiky straw keeps the snake out.





The big nest makes shade that keeps the birds cool. Feathers and grass in each room keep the birds warm. Rain runs off the slanted roof. The birds stay dry.

Weaver birds know how to work and live together. They know how to build big.



A big nest protects weaver birds.



Question 1 (for p. 1 of passage)

What are inside both a weaver bird nest and an apartment building?

- a. many people
- b. weaver birds
- c. small homes

Question 2 (for p. 2 of passage)

How many birds live in a weaver bird nest?



Question 3 (for p. 3 of passage)

How do weaver birds build their nest?

- a. Weaver birds work alone.
- b. Weaver birds work together.
- c. Weaver birds work in classrooms.

Question 4 (for p. 4 of passage)

What makes the nest a safe place for weaver birds?

- a. The nest is made with sharp, spiky straw.
- b. The nest has many eggs inside it.
- c. The nest is home for hundreds of birds.

Question 5 (for p. 5 of passage)

How does the nest keep weaver birds dry?

- a. The nest makes shade.
- b. The nest has feathers.
- c. The nest has a roof.

Question 6 (for p. 5 of passage)

What is the whole text mostly about?

- a. Weaver birds learn to live in the desert.
- b. Weaver birds like living in apartments.
- c. Weaver birds build and live in big nests.



Ant City

by Roscoe Harvey





Would you look down or up to find a city of ants? In the rainforest, look up. An ant city might be in the trees!

Weaver ants build nests in trees. A nest can be as big as a soccer ball. An ant city might have 100 nests. A half million tiny weaver ants might live there.



There are two weaver ant nests in this tree.





Weaver ants work in teams to build nests. The worker ants pull leaves together.

They use their mouths and legs. The ants are strong.



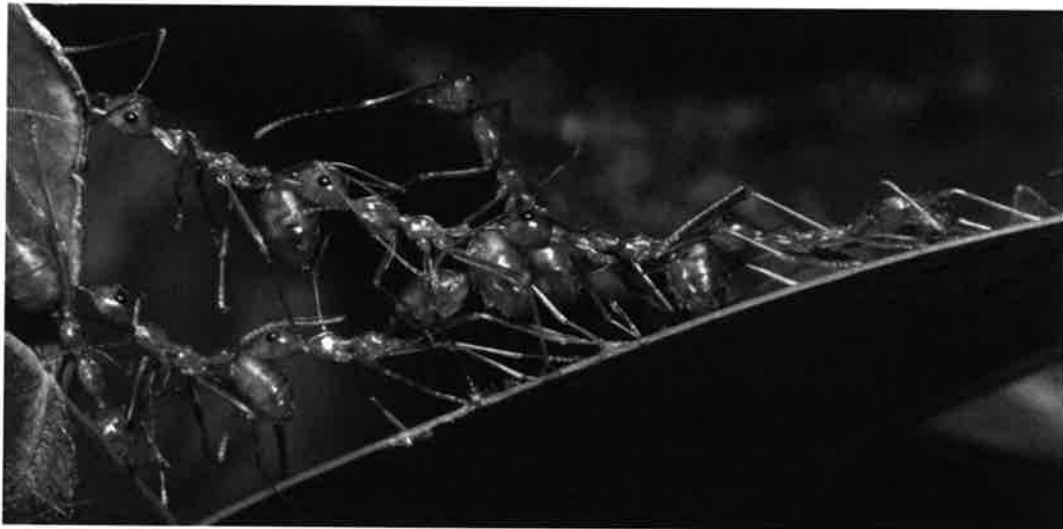
A team of ants works together.





If a leaf is too far away, the ants crawl over each other. Each ant grabs the middle of another ant. They hold each other up. It is an ant chain!

More ants go across the chain to get to the next leaf. Then the ants pull the two leaves together.



The ants are making an ant chain.





Now the worker ants wait. They need help. Soon other ants come. They bring worms that have hatched from ant eggs.

Each ant taps and squeezes its worm. The worm makes sticky spit. The spit is like glue. It sticks the leaves together. Leaves and spit make a good nest.



An ant squeezes a worm.





Each nest is part of a whole city of ants.
The ants build an ant city in the trees.



Weaver ants work together.



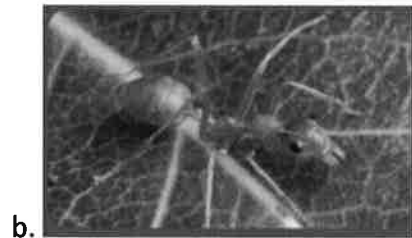
Question 1 (from p. 1 of passage)

Where do weaver ants build their nests?

- a. in the city
- b. in trees
- c. on the ground

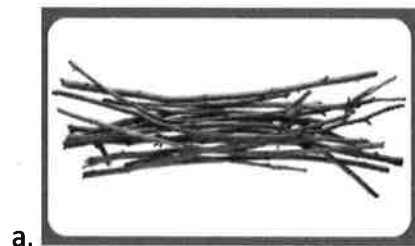
Question 2 (from p. 2 of passage)

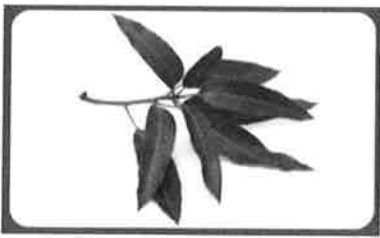
Which picture shows how many weaver ants work on a nest?



Question 3 (from p. 2 of passage)

What do weaver ants need to make their nests?





b.



c.

Question 4 (from p. 3 of passage)

Why do ants build an ant chain?

- a. so they can get stronger
- b. so they can reach leaves
- c. so they can climb a tree

Question 5 (from p. 4 of passage)

What do the ants get from the hatched eggs?

- a. birds
- b. worms
- c. leaves

Question 6 (from p. 4 of passage)

What do the ants do with the worm spit?

- a. The ants clean the eggs with worm spit.
- b. The ants stick leaves together with worm spit.
- c. The ants build an ant chain with worm spit.

Question 7 (from p. 5 of passage)

Look at the photo. What does it show?



- a. an egg
- b. a nest
- c. a city

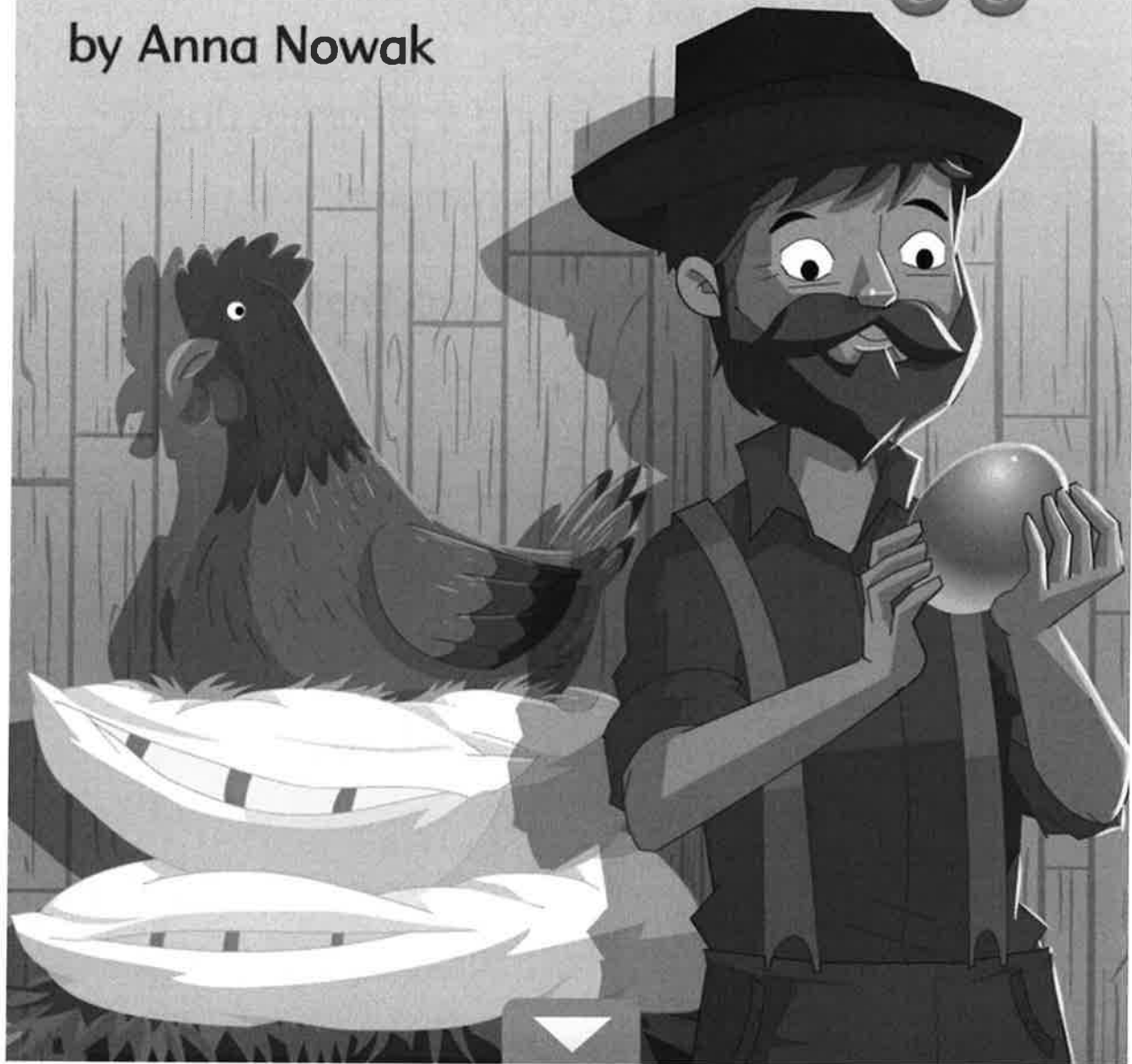
Question 8 (from p. 5 of passage)

What is this text mostly about?

- a. Weaver ants are strong ants in the rainforest.
- b. Weaver ants protect the eggs in their nest.
- c. Weaver ants work as a team to build their nests.

The Chicken That Laid the Golden Eggs

by Anna Nowak





Jasper was a gold miner. He went to Alaska to dig for gold. Jasper dug and dug. But he did not find any gold.

One day, Jasper found a chicken. Jasper said, “Maybe my luck is changing.”

Jasper’s luck did change! That chicken laid a golden egg!





“Gold! I found gold!” Jasper bragged. The other miners got mad. They had not found any gold.

The next day, Jasper’s chicken laid another golden egg. Jasper went to brag again. But the other miners did not listen. They had found a lot of gold.





Jasper was jealous. And he was greedy. He wanted more gold. Jasper yelled at the chicken. “I want ALL your golden eggs now!”

The next day, the chicken laid a new egg. This egg BROKE when Jasper grabbed it.

“This is not a golden egg! Where is my golden egg?” Jasper yelled.





Jasper tried being kind. He fed the chicken the fattest worms. He let it sleep in his bed.

But it was too late. The chicken laid an egg each day. But it did not lay any more golden eggs.





Jasper got tired of eating eggs. The eggs piled up. They got rotten and smelly. Jasper shouted at the chicken, “You must have more golden eggs! Lay them for me.”

The chicken squawked and flapped away. “Fine!” Jasper said. Then he went to sleep.





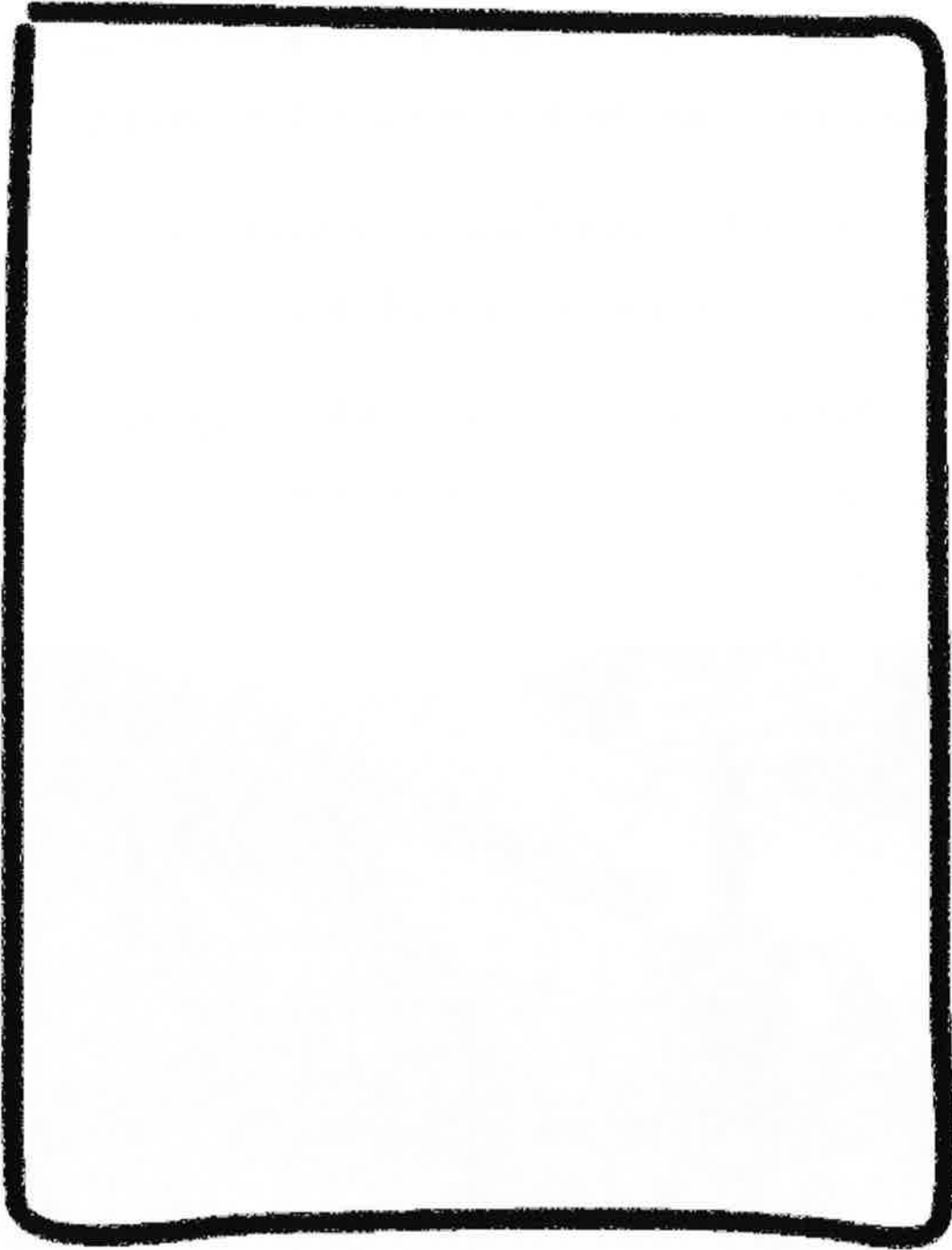
Jasper was hungry when he woke up. He looked for the chicken. He wanted an egg.

But the chicken had gone away. Now Jasper had no new eggs of any kind.

So he traded his two golden eggs for a ham sandwich and a train ticket out of Alaska.



 Draw or write.



Listen and Learn

Identifying Setting



The **setting** is when and where a story takes place.

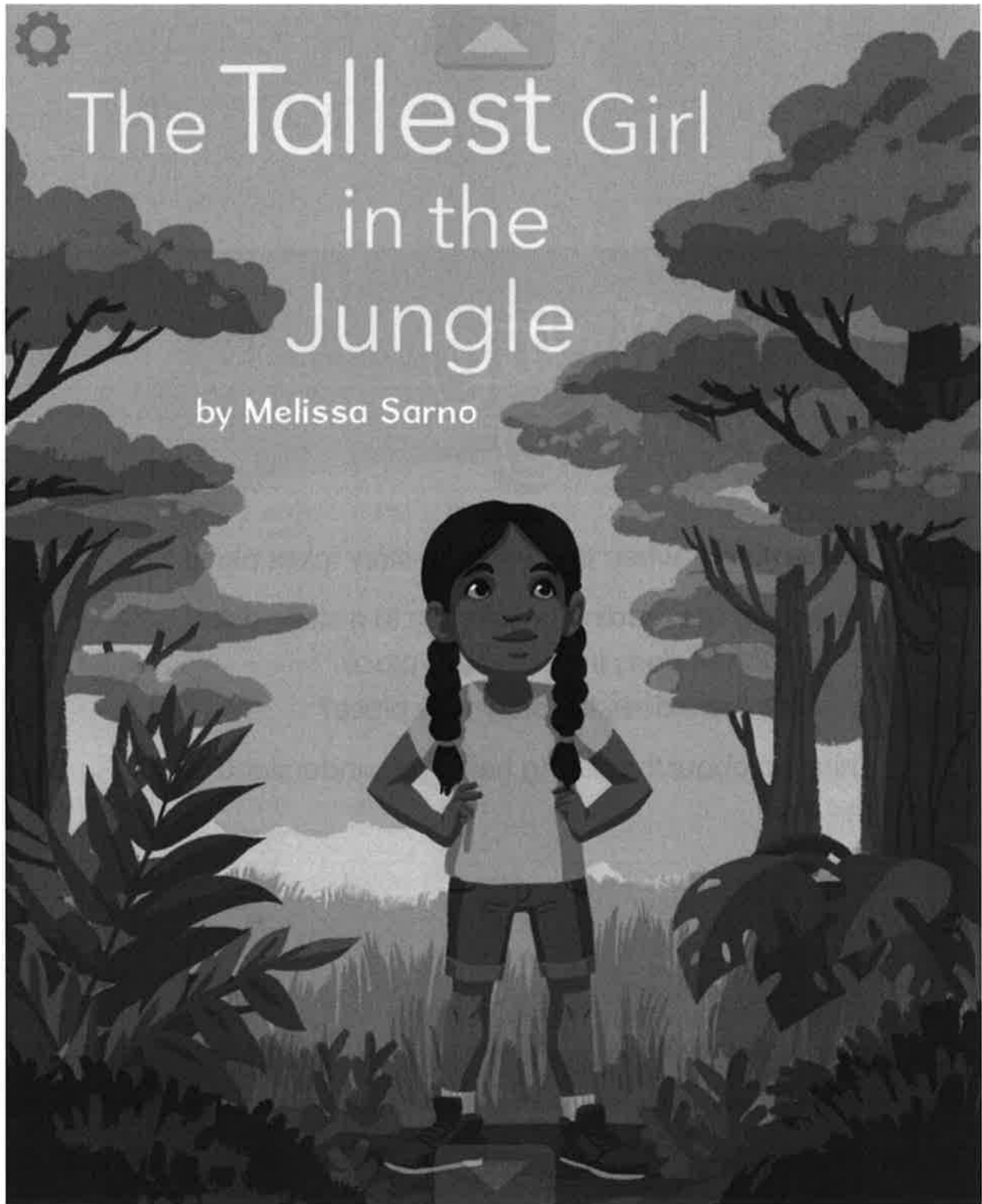
When you are reading or listening to a story, ask:

- When does the story take place?
- Where does the story take place?

Thinking about the setting helps you understand the story.

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Part 1: Introduction • Lesson 3 45





Ana was the smallest girl in her class. Her friends teased her all the time. “Ana, you are so short! We can not see you over the grass,” they laughed.

The tall grass tickled the top of Ana’s head.





Ana frowned. She hated being teased for being small. She looked up at the sky and listened. Monkeys chattered. Birds tweeted. She wanted to join them. She wanted to be as tall as the towering trees.

Ana had an idea. “Wait until you see how tall I can be,” she called to her friends.





Ana stepped into the trees. She saw a long, thick hanging vine. She reached for it.

“What are you doing?” her friends asked.

“I am going to climb,” she said.

Ana grabbed the vine with her hands. She pulled herself up. She used her feet, too.





“Wow! Look at her go!” the kids shouted. Ana was fast. Soon she was in the green leaves of the trees. Monkeys munched on coconuts as she went by. She saw giant fruits, large nuts, and colorful tree frogs.

“Look how high she is!” cried the kids.

“I will climb even higher!” called Ana.





Ana looked up to the tree tops. “Can I make it to the canopy?” she wondered. She took a deep breath. “Of course I can,” she whispered.

Ana climbed higher. She moved from branch to branch. Up and up she climbed.





Soon Ana saw a bird with so many colors that it looked like a rainbow! She was in the canopy.

Ana waved and smiled. Her friends cheered. They could not tease her for being small now. She had done it. Ana was the tallest girl in the jungle!



Question 1 (for p. 1 of passage)

Why are Ana's friends teasing her?

- a. She is the most ticklish.
- b. She is lost in the grass.
- c. She is the shortest one

Question 2 (for p. 2 of passage)

Where does this part of the story happen?

- a. Up in the sky with the birds.
- b. In the trees by the monkeys.
- c. On the ground near the jungle.

Question 3 (for p. 3 of passage)

How does Ana use the vine?

- a. She uses it to catch a monkey.
- b. She uses it to help her friends.
- c. She uses it to climb the tree.

Question 4 (for p. 4 of passage)

Why are Ana's friends excited?

- a. Ana has hit a coconut.
- b. Ana has climbed high.
- c. Ana has saved a frog.

Question 5 (for p. 5 of passage)

Where will Ana go next?

- a. She will go up to the top.
- b. She will go find a fruit.
- c. She will go back down.

Question 6 (for pp. 1-6 of passage)

What happens at the beginning of the story?



The Tower Climb

by Claire Covington





Hugo looked all around. He saw walls, tunnels, and paths dug into the cliff.

People had lived here long ago. Hugo and his dad loved exploring this place.





Hugo crawled into a tunnel. The tunnel led him up and up. Hugo saw a ladder. It went almost straight up! Hugo climbed.

Suddenly, Hugo felt the sun. He was in a high tower!





Hugo heard a tiny sound. He saw a little animal. “What is that?” he asked.

“It looks like a spotted owl,” said Dad.

Hugo frowned. “Look! The owl has a broken wing. Can we take it with us? We can get help at the bottom.” His dad said yes.





“It’s a long way down, Dad. How can I keep the owl safe?”

Dad said, “Well, the people who lived here long ago carried babies on their backs. They used flat boards or baskets.”

Hugo said, “I know what to do!”





Hugo got his backpack. He put the owl inside it. “Stay safe,” he whispered.

Then Hugo led the way down. He did not slip on the ladder. He did not bump the walls of the tunnel. He did not trip on the path.





Hugo and his dad were at the bottom of the cliff. Hugo gently opened his backpack. The tiny owl was safe.

“Come on, little one. Let’s fix that broken wing,” Hugo said.



Question 1 (for p. 1 of passage)

Where are Hugo and his dad in this part of the story?

- a. They are outside an old town.
- b. They are beside a long path.
- c. They are inside a big tunnel.

Question 2 (for p. 2 of passage)

Where is Hugo when he feels the sun?

- a. Hugo is inside the tunnel.
- b. Hugo is on the ground.
- c. Hugo is up in the tower.

Question 3 (for p. 3 of passage)

Why does the owl need Hugo's help?

- a. The owl is lost.
- b. The owl is hot.
- c. The owl is hurt.

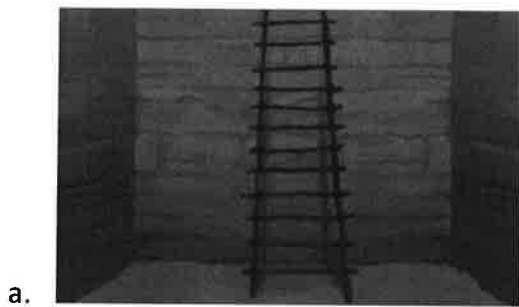
Question 4 (for p. 4 of passage)

Where does Hugo need to take the owl?

- a. Higher in the tower.
- b. Back into the tunnel.
- c. Down to the ground.

Question 5 (for p. 5 of passage)

What does Hugo do first on his way down?



Question 6 (for p. 5 of passage)

Why is Hugo careful as he comes down from the tower?

- a. He is worried about the hurt owl.
- b. He is worried about getting lost.
- c. He is worried about the ladder.

Question 7 (for p. 6 of passage)

Where are Hugo and his dad now?



- a. They are in the tower.
- b. They are on the ladder.
- c. They are on the ground.

Question 8 (for pp. 1–6 of passage)

What happens at the beginning of the story?





c.

Listen and Learn

Unknown Words



Sometimes you hear or read a word you do not know. You can ask questions about the word to find out what it means.

Here are some questions you can ask:

- What clues can I find in the other words?
- What clues can I find in the pictures?

Finding the meaning of new words can help you understand an information book.

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Part 1: Introduction • Lesson 12 81



Weird Animals

Lungfish



by Rebecca McNulty



Have you ever heard of a fish that can survive outside of water? It sounds like something that is made up.

But one fish is able to do that. It has a special way to stay alive outside of water. It is the lungfish.



This lungfish is on land.





Rainy Season

Lungfish live in Africa. Africa has a rainy season. It is a rainy, wet time of the year.

Lungfish live in small lakes called ponds during the rainy season. They swim and eat and rest like other fish.



This lungfish is in water.

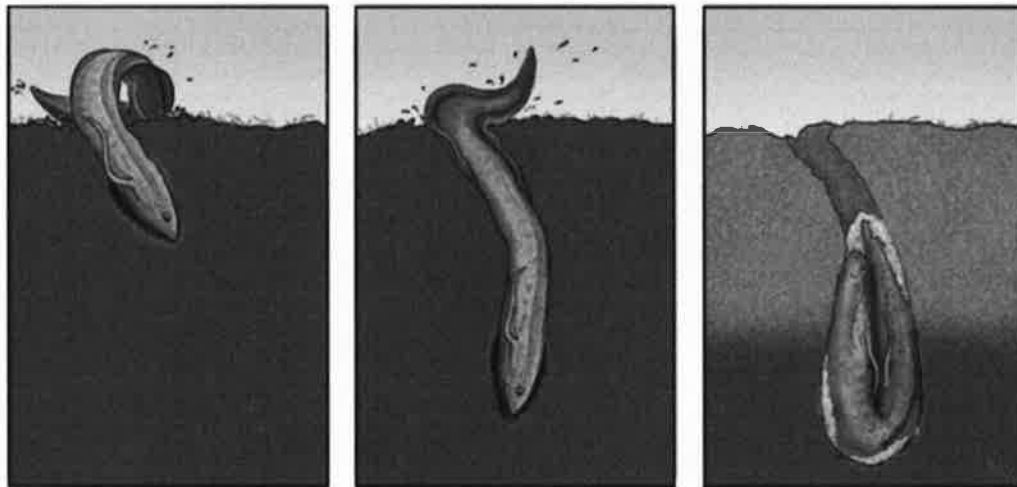




Dry Season

Africa also has a dry season. No rain falls. Ponds dry up. That is when lungfish do something special.

Lungfish burrow into the bottom of the pond. They dig into the mud. They make a cocoon that covers and protects them.



A lungfish makes its cocoon in the mud.

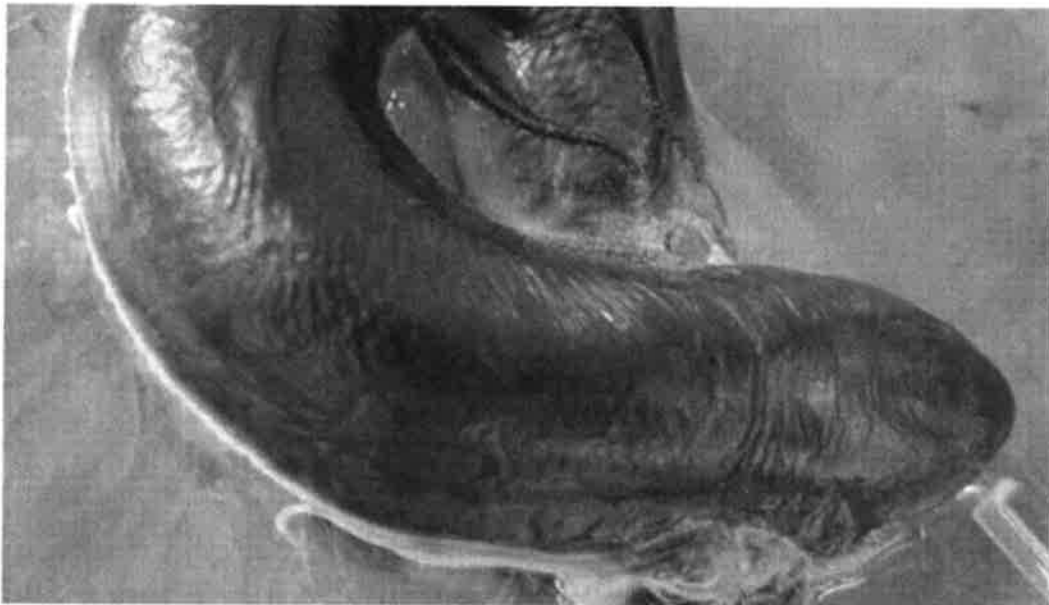




Resting in Slime

The cocoon is filled with sticky slime. It keeps the fish wet so they don't die.

Lungfish rest in the cocoon during the dry season. It lasts for half of the year. That is a long time to live without water!



A lungfish rests in its slime-filled cocoon.





The Rain Comes Back

Then the dry season ends. Ponds fill with water. The cocoon melts away. It becomes soft and disappears.

The lungfish dig out of the mud. Soon they swim like other fish again!



This lungfish is out of the mud.



Question 1 (for p. 1 of passage)

Read the first sentence. What does the word **survive** mean?

- a. swim
- b. play
- c. live

Question 2 (for p. 1 of passage)

What is special about a lungfish?

- a. It can live out of water.
- b. It can swim in water.
- c. It can drink water.

Question 3 (for p. 2 of passage)

Which picture shows what a pond is?





c.

Question 4 (for p. 3 of passage)

Look at the word **burrow**. Which other word in the text helps you understand what **burrow** means?

- a. dig
- b. make
- c. fall

Question 5 (for p. 4 of passage)

What is slime like?

- a. Slime is sticky.
- b. Slime is hard.
- c. Slime is dry.

Question 6 (for p. 5 of passage)

Which picture shows what happens after the dry season, when the rain comes back?



Can you think of something that gets hard and freezes when it is very cold? Water turns to ice. But did you know some frogs can freeze, too?

Wood frogs freeze when it gets cold. Then, when it warms up, they warm up, too.



A wood frog can freeze when it gets cold.





Finding a Safe Place

Wood frogs rest when they are frozen.
They sleep all winter.

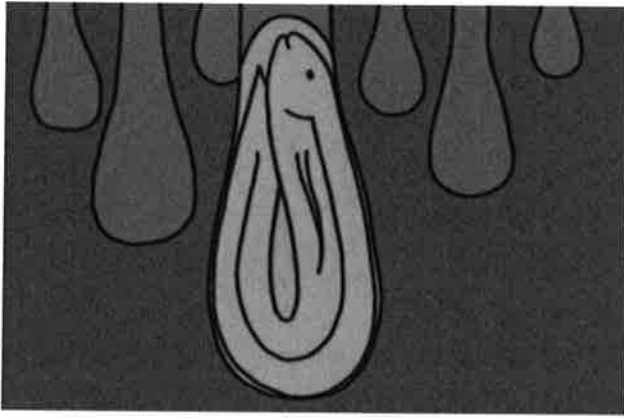
A wood frog finds a spot to rest in the fall. This place must be safe. The frog will stay there all winter.



This frog has found a good place to rest.



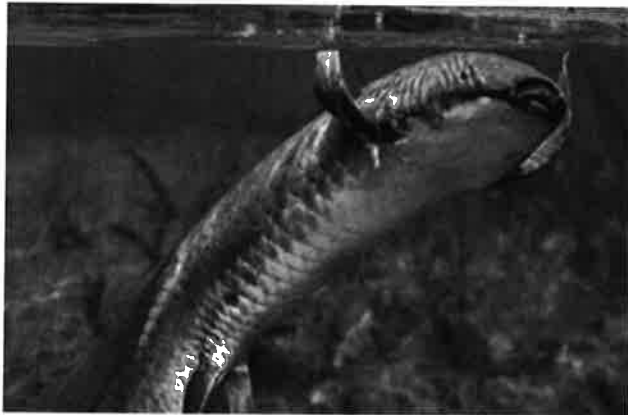
a.



b.



c.





Weird Animals

Wood Frogs



by Rachel Graham



Winter in Ice

Winter is cold. Lots of things freeze.

Ice can go all around a wood frog. It covers its whole body. Much of the water in a wood frog's body turns to ice. But the frog just sleeps.



Ice can go all around a wood frog.





Frozen Frogs

A frozen wood frog feels hard like a rock. Its body stays very still. It does not move.

Wood frogs can stay frozen for a very long time.



This wood frog is frozen.





Spring Warm Up

Spring comes. The frozen wood frog warms up. It starts to move again.

The frog hops back to the pond where it was born. It returns every spring. It eats, jumps, and swims until the next winter. Then it freezes again!



This wood frog is swimming.



Question 1 (for p. 1 of passage)

Read the first sentence. What does the word **freezes** mean?

- a. turns to ice
- b. turns to water
- c. turns to wood

Question 2 (for p. 1 of passage)

What can wood frogs do?

- a. Wood frogs can freeze in the cold.
- b. Wood frogs can make hard ice.
- c. Wood frogs can stay warm all year.

Question 3 (for p. 2 of passage)

Which picture shows what the word **rest** means?





c.

Question 4 (for p. 2 of passage)

What does the word **spot** mean?

- a. safe
- b. fall
- c. place

Question 5 (for p. 3 of passage)

What does the word **whole** mean?

- a. some time
- b. every part
- c. any place

Question 6 (for p. 4 of passage)

Look at the word **still**. Which other words in the text help you understand what **still** means?

- a. does not move
- b. very long time
- c. wood frog feels

Question 7 (for p. 5 of passage)

What does the word **returns** mean?

- a. goes away

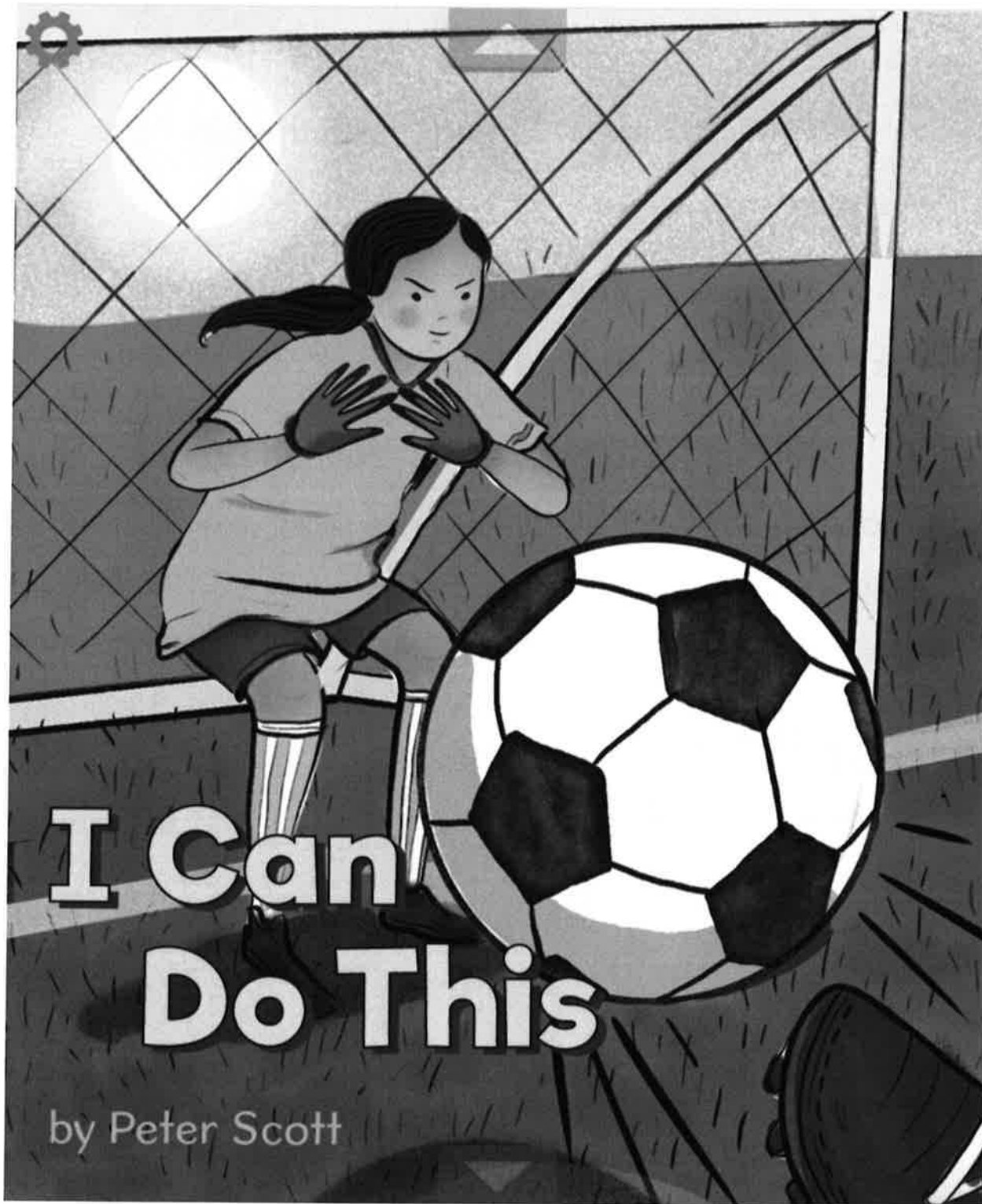
- b. goes back
- c. goes over

Question 8 (for p. 5 of passage)

Look at the chart. What happens in the spring?

Fall	Winter	Spring
The wood frog finds a safe spot.	The wood frog freezes.	

- a. The wood frog wakes up.
- b. The wood frog stays still.
- c. The wood frog goes to sleep.





“Abby, go in for Emma,” Coach said. “She is hurt.”

Emma was the team goalie. She could not play after she hurt her wrist.

“All right, Coach,” said Abby. She ran onto the soccer field. But she was worried about playing goalie.





Abby's team was the Wildcats. They were playing the Hawks. The Wildcats were winning by one.

The game was almost over. The Wildcats were excited. They could win!

"I can not let the Hawks score!" said Abby to herself.





Abby stood in goal.

“I can do this,” she thought. She had to keep the Hawks from scoring.

“Watch the ball,” Abby said to herself.
“Don’t let it get past you.”





The game started again. The Hawks had the ball. They quickly kicked it up the field.

A player kicked the ball left, then right. Then she kicked it up high toward the goal.

Abby reached up. She punched the ball hard!





The ball bounced away from the goal. Abby could not believe it. She did it! The Hawks did not score.

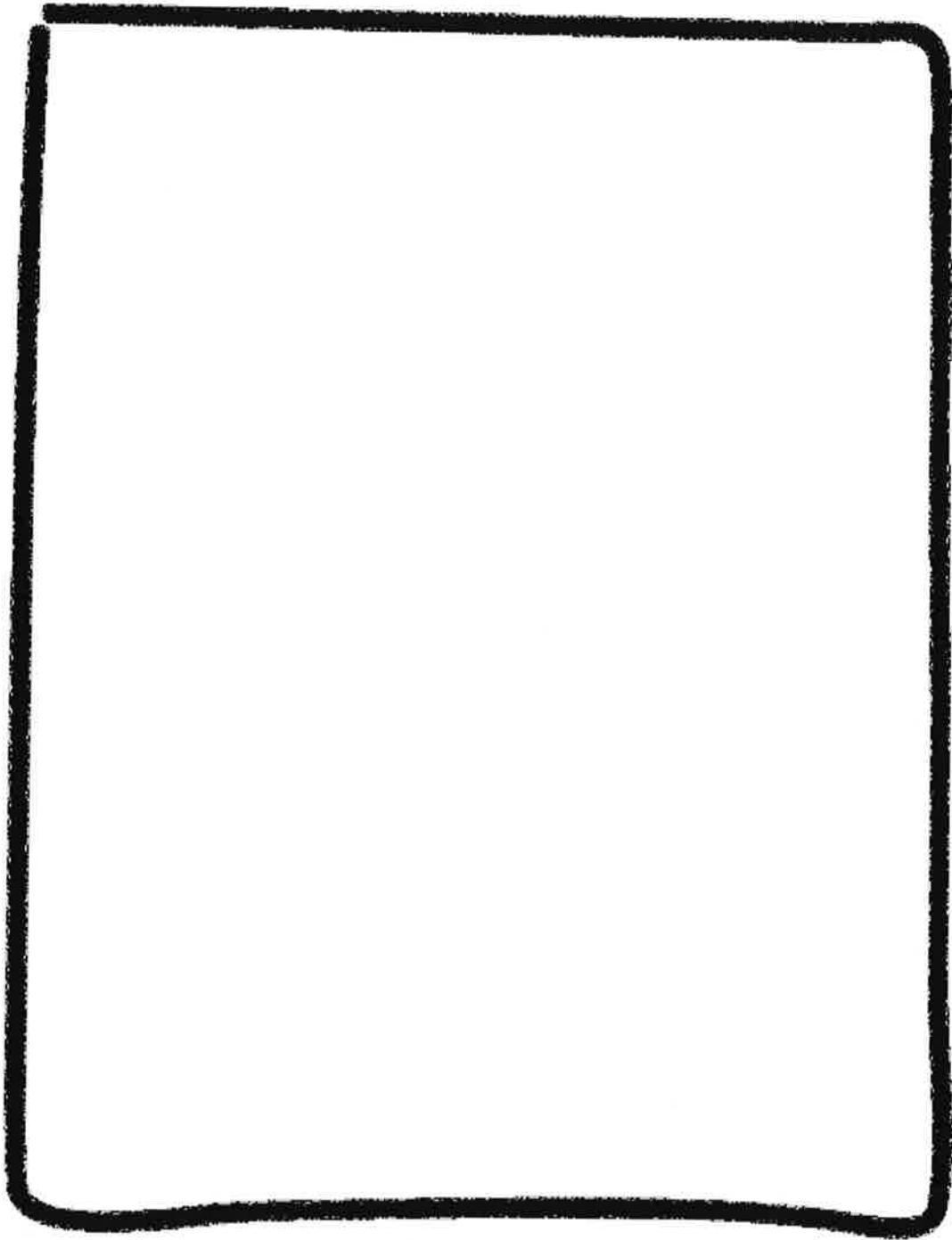
The whistle blew. The game was over. The Wildcats won! The team cheered and ran toward Abby.

Abby smiled. Then she cheered, too.





Draw or write.



Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.

Then, the character _____.

5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

14

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

37

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

40

ACADEMIC TALK

I'm curious about _____.

70

ACADEMIC TALK

Can you tell me more about _____?

77

Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.

Luego, el personaje _____.

5

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

14

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

16

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____.

32

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

33

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____.

Lo aprendí _____.

37

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

40

LENGUAJE ACADÉMICO

Siento curiosidad por _____.

70

LENGUAJE ACADÉMICO

¿Puedes decirme algo más sobre _____?

77



PHONICS

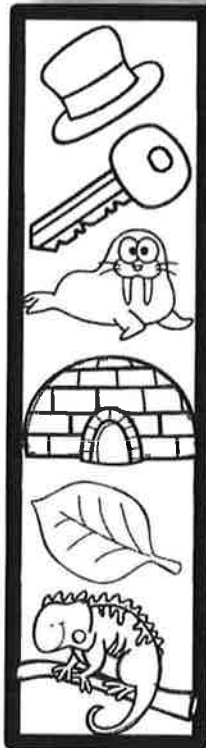
- Complete 2 worksheets each day.
- Lessons should take roughly 15 minutes to complete.
- Students will need the support of an adult or older student to complete these lessons.
- Encourage your child to try their best!

Name: _____

1



Color the pictures that begin with the i sound.



Trace the sound.

i

i

i

i

i

i

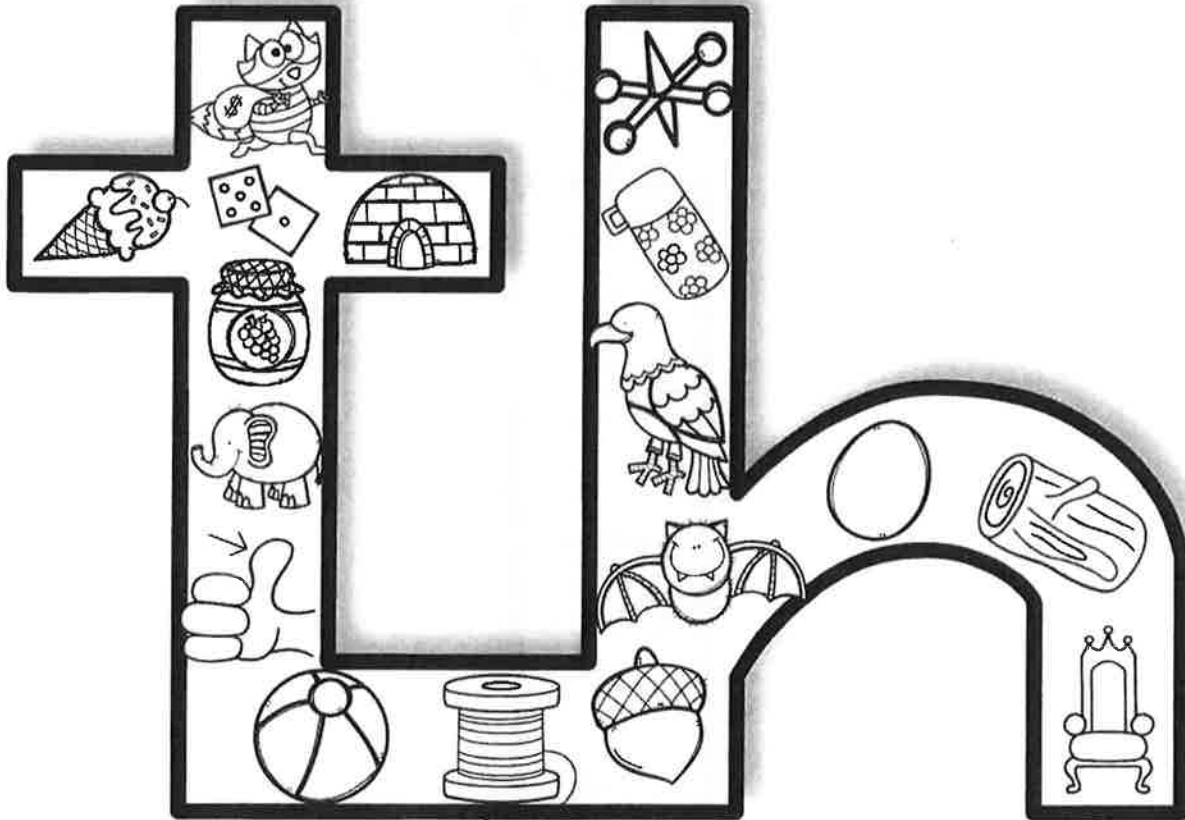
i

Name: _____

1



Color the pictures that begin with the th sound.



Trace the sound.

th

th

th

th

th

th

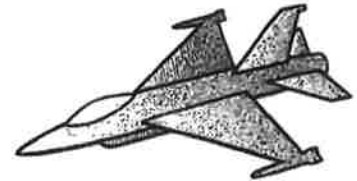
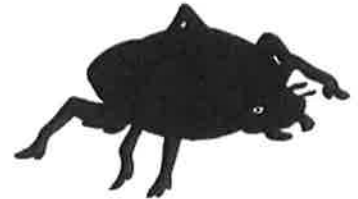
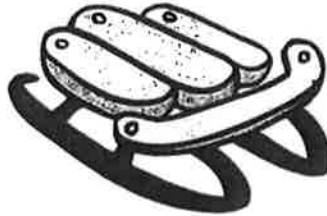
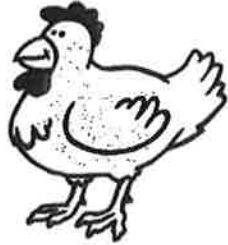
th

NAME _____

Lesson 17 The Short e Sound

①

Say the name of each picture. Circle the pictures that have the short e sound, like you hear in **dress**



Lesson 16 The Short **a** Sound

①

Say the name of each picture. Fill in the missing letter for each word.



m _____ sk



l _____ mp



c _____ p



p _____ n



b _____ g



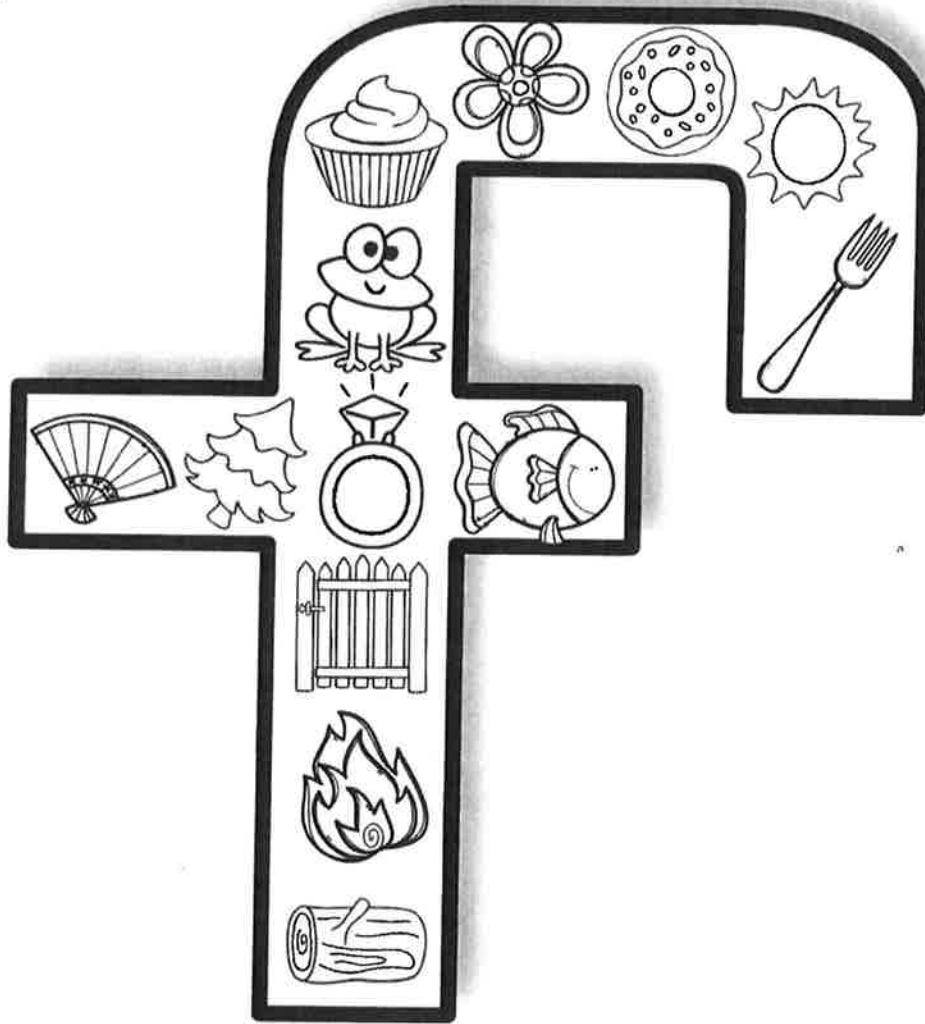
f _____ n

Name: _____

2



Color the pictures that begin with the f sound.



Trace the sound.

f

f

f

f

f

f

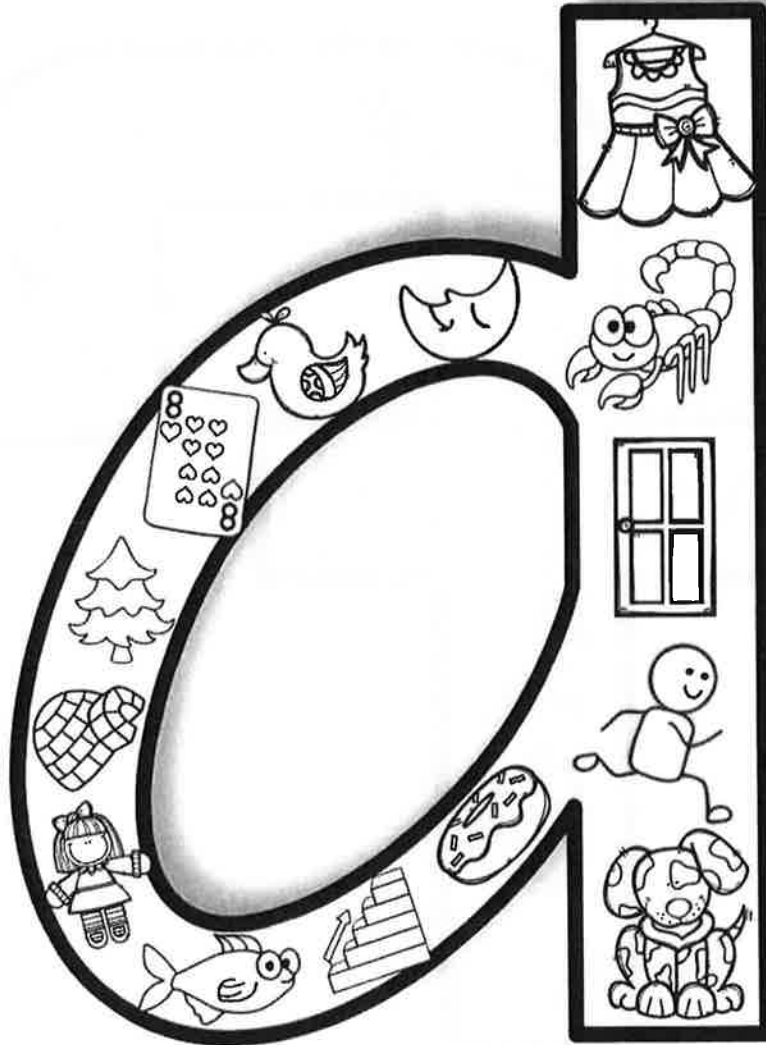
f

Name: _____

2



Color the pictures that begin with the d sound.




Trace the sound.

d d d d
d d d

Lesson 17 The Short e Sound


②

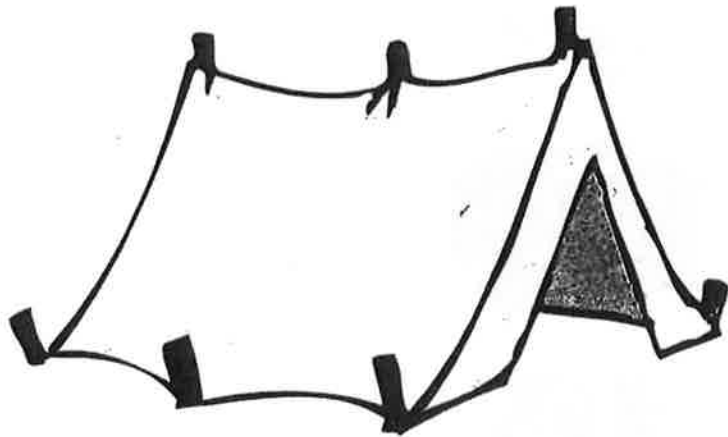
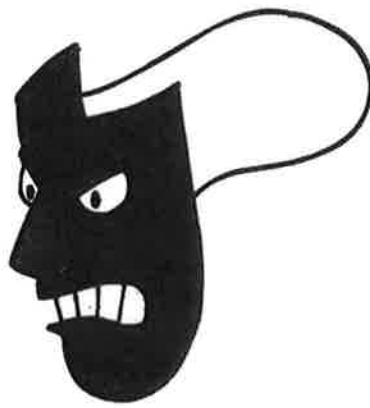
Draw a line to match the pictures to the words. In each word, circle the short e sound, like you hear in **egg** .

**shell****ten****nest****bed****10****desk****bell**

Review Lessons 16-17

Say each picture name. Circle the pictures that have the short **e** sound, like you hear in **ten** **10**.

Cross out the pictures that have the short **a** sound, like you hear in **pan** .

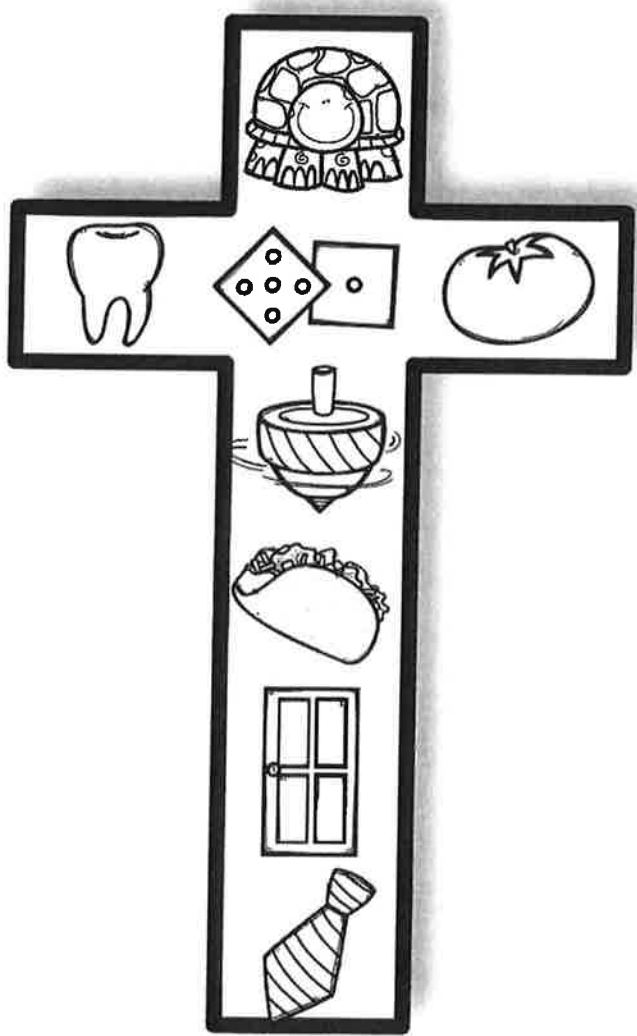


Name: _____

2



Color the pictures that begin with the + sound.



Trace the sound.



Name: _____

(n)



Color the pictures that begin with the n sound.



Trace the sound.

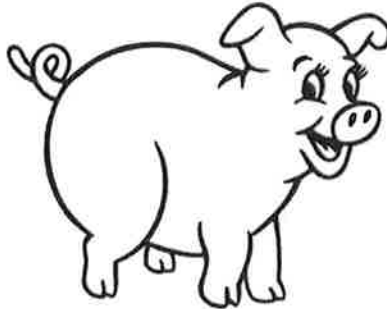
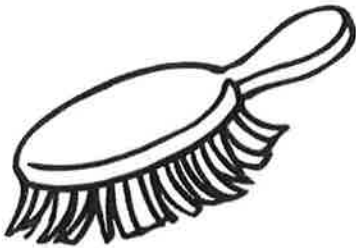
n n n n
n n n

NAME _____

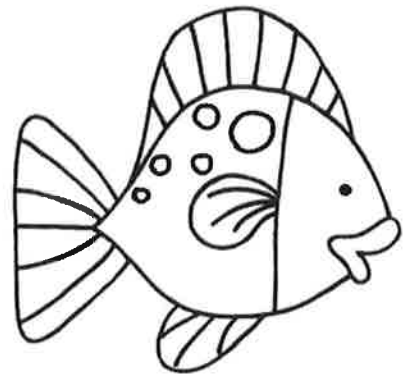
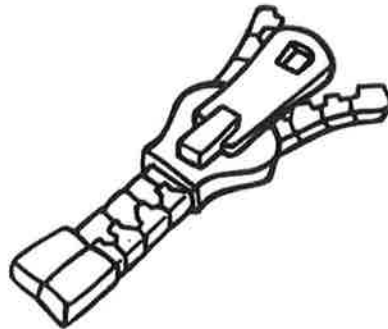
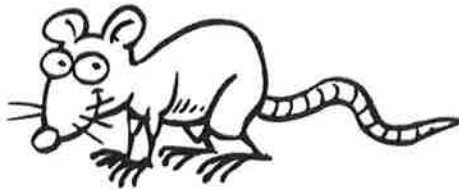
(2)

Lesson 18 The Short i Sound

Say the name of each picture. Color the pictures that have the short i sound, like you hear in **pink** .




short i



Review Lessons 16-17

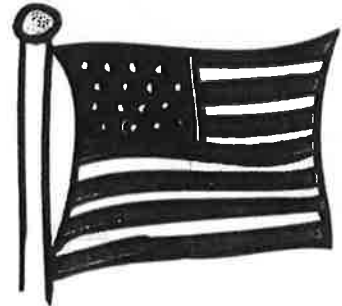
(2)

Say each picture name. Circle the vowel sound you hear in each word. Circle **a** for the sound you hear in **apple** 

Circle **e** for the sound you hear in **hen** 



e a



e a



e a



e a



e a



e a

Name: _____

4



Color the pictures that begin with the C sound.



Trace the sound.

C

C

C

C

C

C

C

Name: _____



Color the pictures that begin with the O sound.




Trace the sound.



Lesson 19 The Short **o** Sound

④

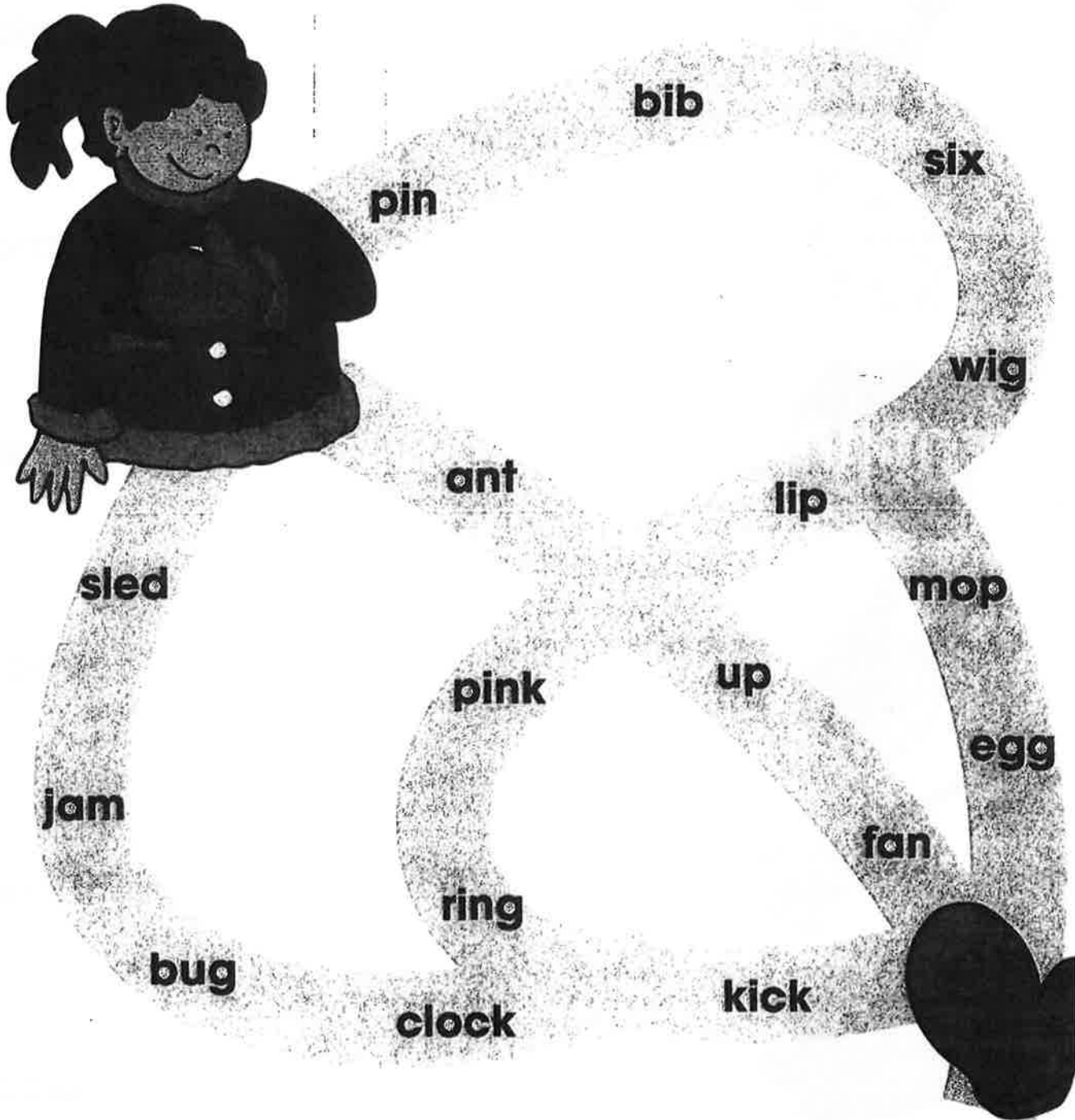
Draw a line to match the pictures to the words. In each word, circle the short **o** sound, like you hear in **log** .

**stop****mop****fox****lock****frog****clock**

Lesson 18 The Short **i** Sound

4

Help the girl find her missing mitten. Follow the words with the short **i** sound, like you hear in **fish** .

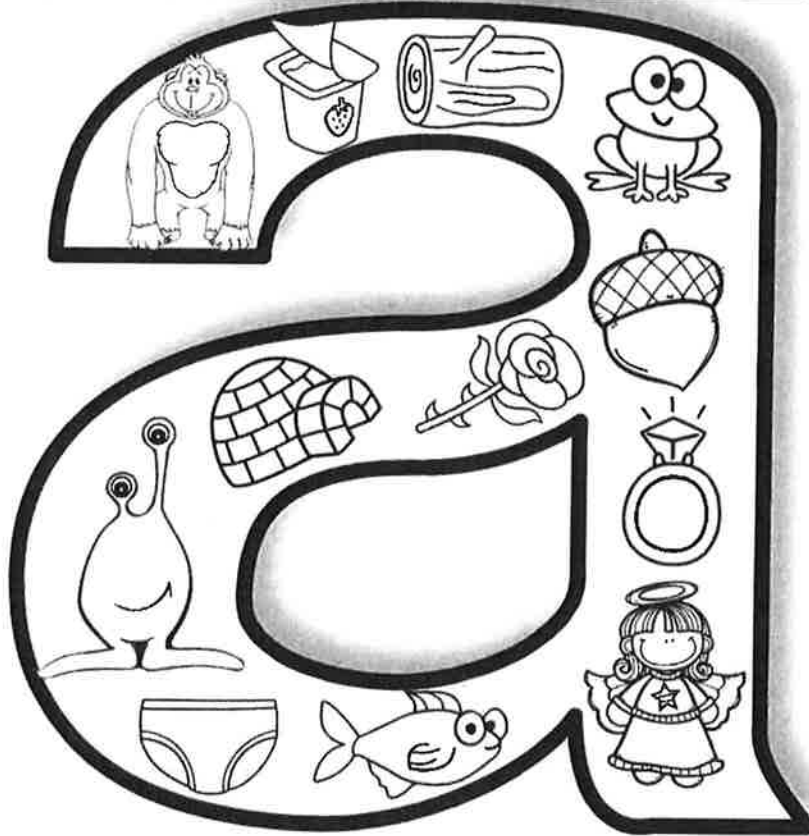


Name: _____

9



Color the pictures that begin with the a sound.



Trace the sound.

ā

ā

ā

ā

ā

ā

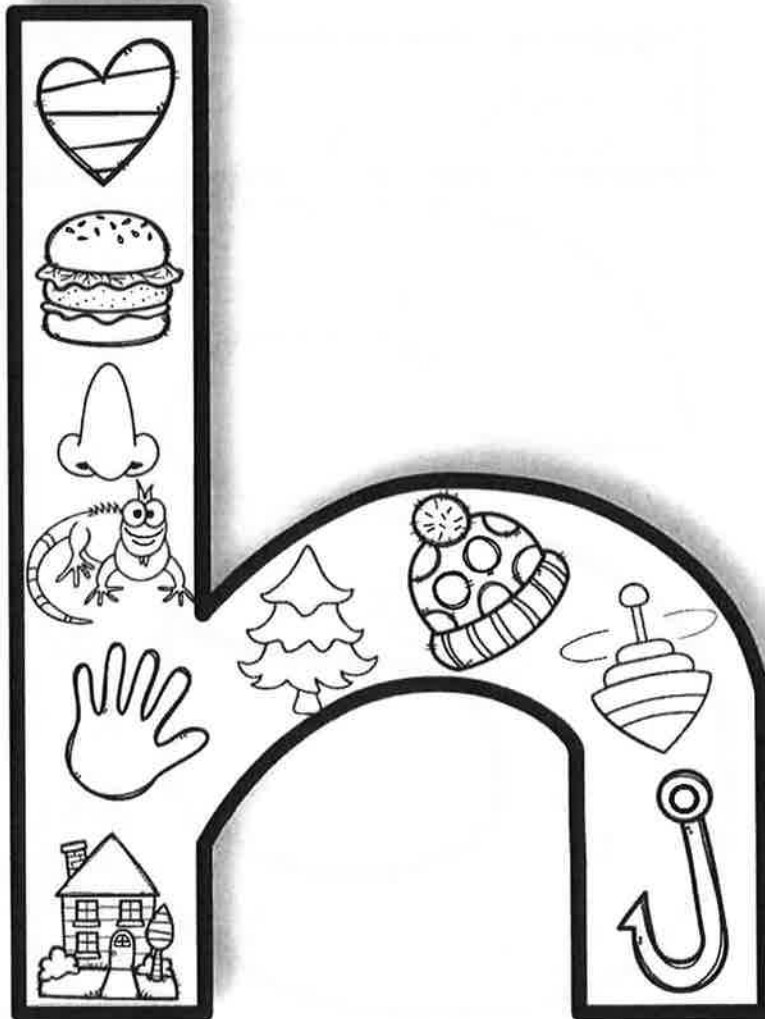
ā

Name: _____

5



color the pictures that begin with the h sound.



Trace the sound.

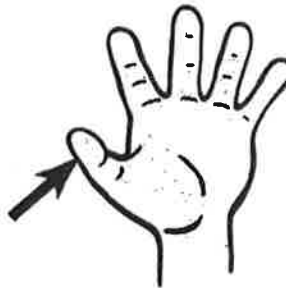
h h h h
h h h

NAME _____

Lesson 20 The Short u Sound

9

Say the name of each picture. Circle the pictures in each row that have the short u sound, like you hear in **cup**



NAME _____

Lesson 19 The Short **o** Sound



Say the name of each picture. Fill in the missing letter for each word.



_____ **t** _____ **p**



_____ **h** _____ **t**



_____ **b** _____ **x**



_____ **s** _____ **ck**



_____ **p** _____ **p**



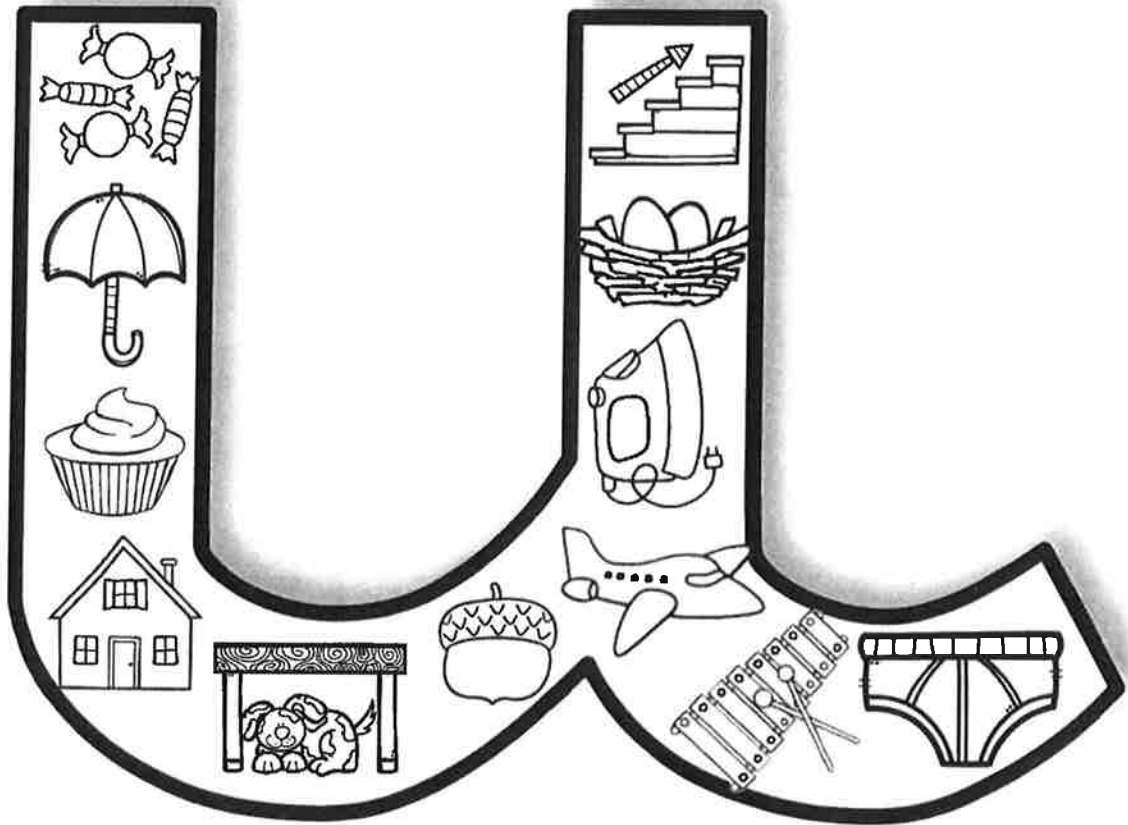
_____ **bl** _____ **cks**

Name: _____

6



Color the pictures that begin with the u sound.



Trace the sound.

u

u

u

u

u

u

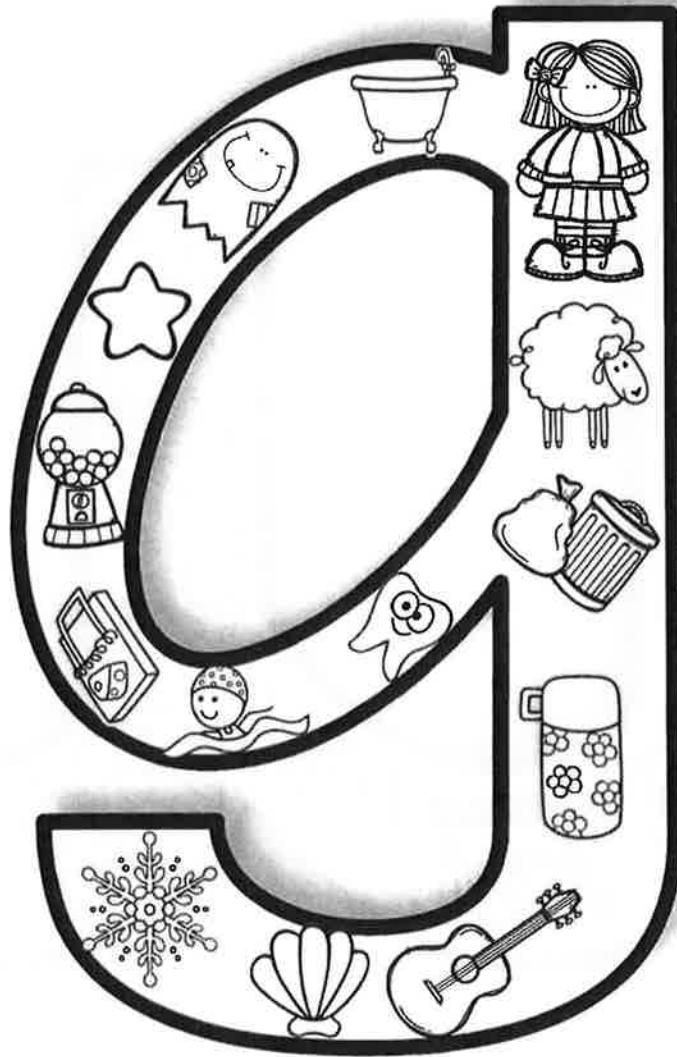
u

Name: _____

6



color the pictures that begin with the g sound.



Trace the sound.

g

g

g

g

g

g

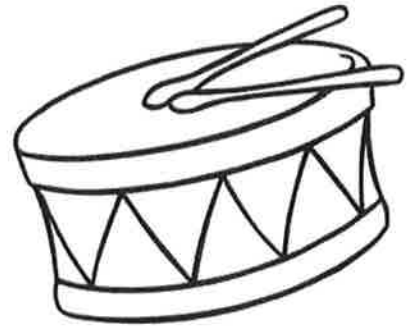
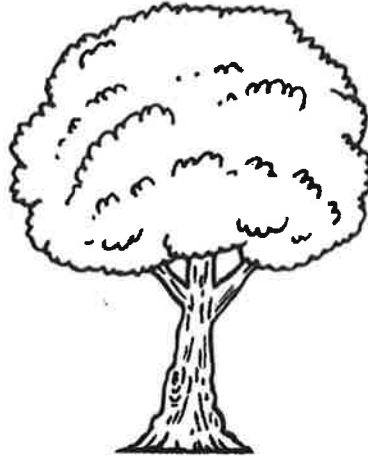
g

NAME _____

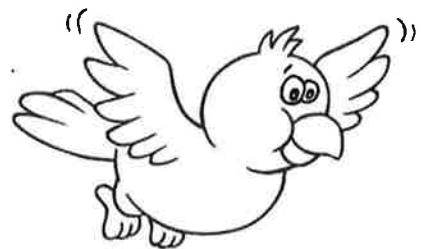
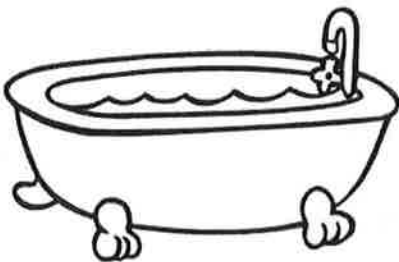
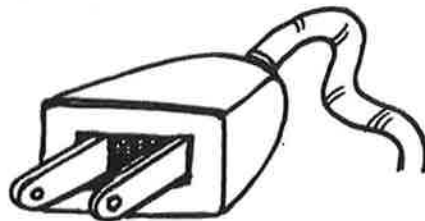
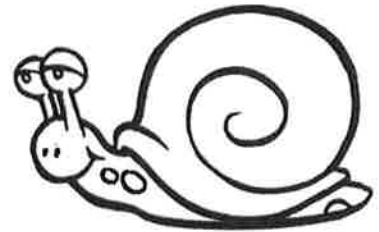
6

Lesson 20 The Short u Sound


Say the name of each picture. Color the pictures that have the short u sound, like you hear in **nut** .

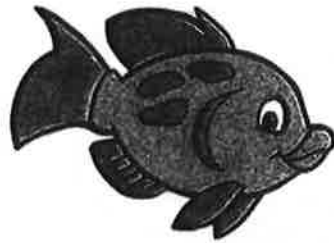


short u




Review Lessons 18-20


Say the name of each picture. Circle the pictures in each row that have the short **i** sound, like you hear in **pin** .



LESSONS 18-20 REVIEW

Say the name of each picture. Circle the pictures in each row that have the short **o** sound, like you hear in **lock** .



Say the name of each picture. Circle the pictures in each row that have the short **u** sound, like you hear in **bug** .



Name: _____

①



Color the pictures that begin with the I sound.



Trace the sound.

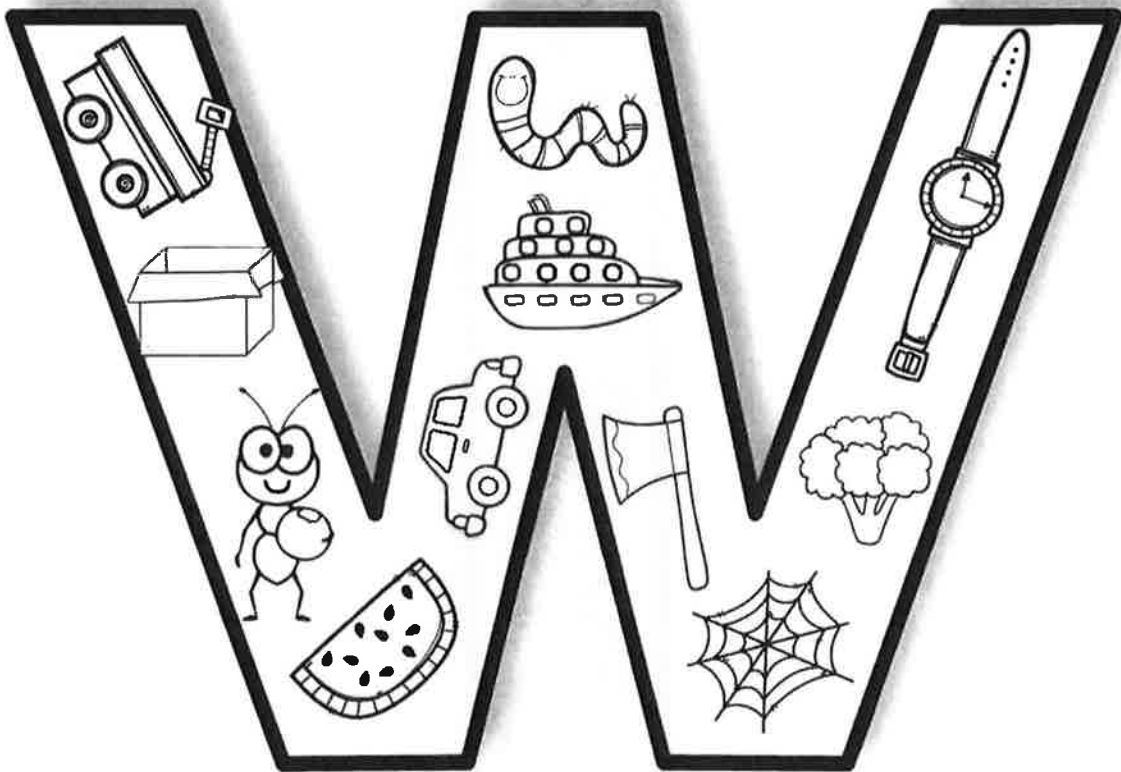


Name: _____

1



Color the pictures that begin with the w sound.



Trace the sound.

W

W

W

W

W

W

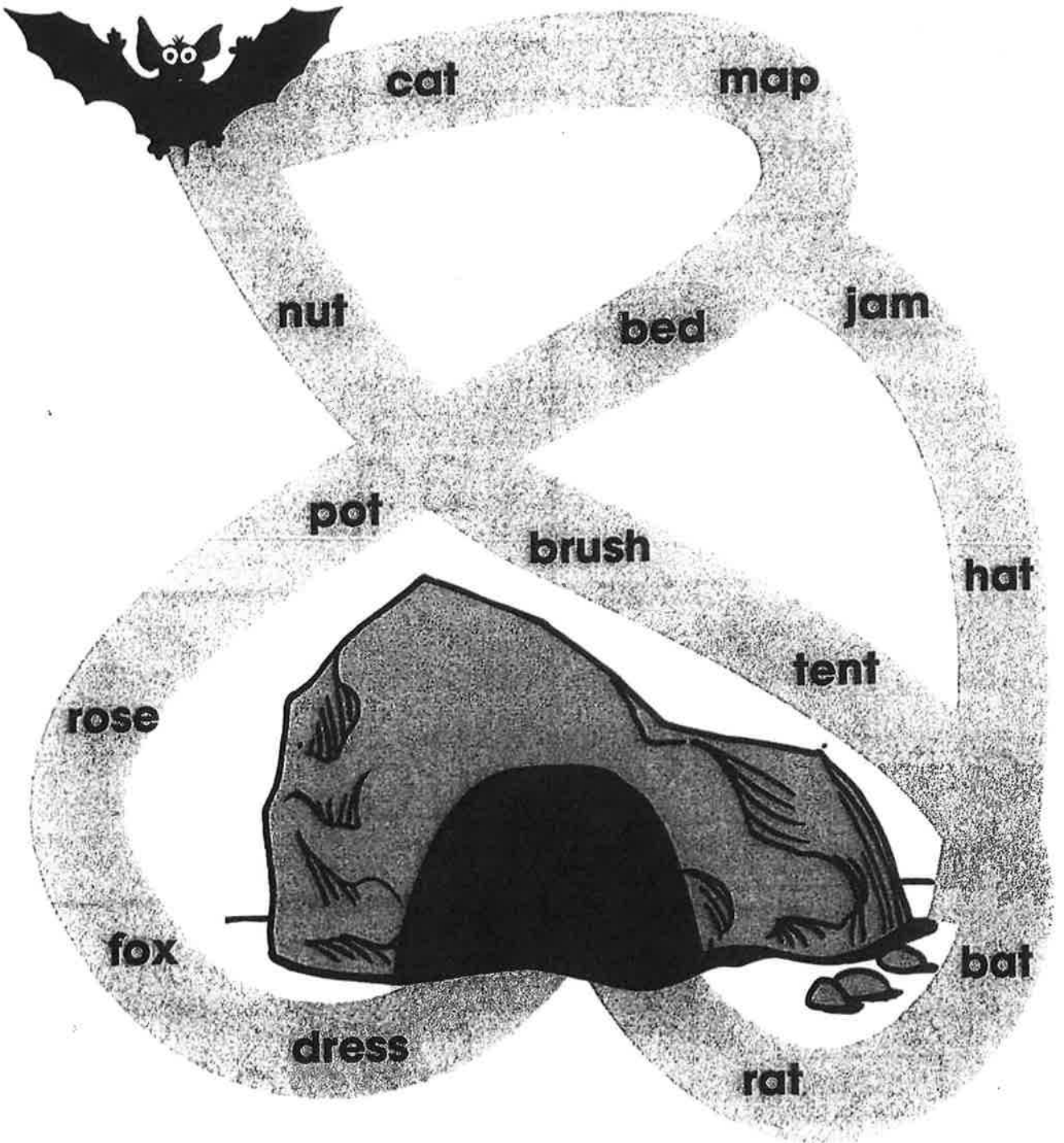
W

NAME _____

1

Lesson 16 The Short a Sound

Help the bat find its cave. Follow the words that have the short a sound, like you hear in **pan** .

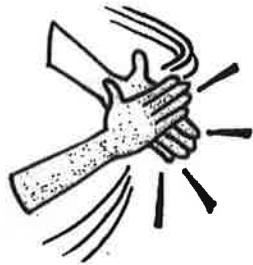


The maze starts with a bat at the top left. The path is formed by the following words: **cat**, **map**, **nut**, **bed**, **jam**, **pot**, **brush**, **hat**, **tent**, **fox**, **dress**, **rat**, and **bat**. The path ends at a cave illustration at the bottom right.

Lesson 15 Ending Sounds /p/, /n/, /x/

⑦

Say the name of each picture. Fill in the missing letter for each word.



cla _____



fo _____



spoo _____



sou _____



si _____

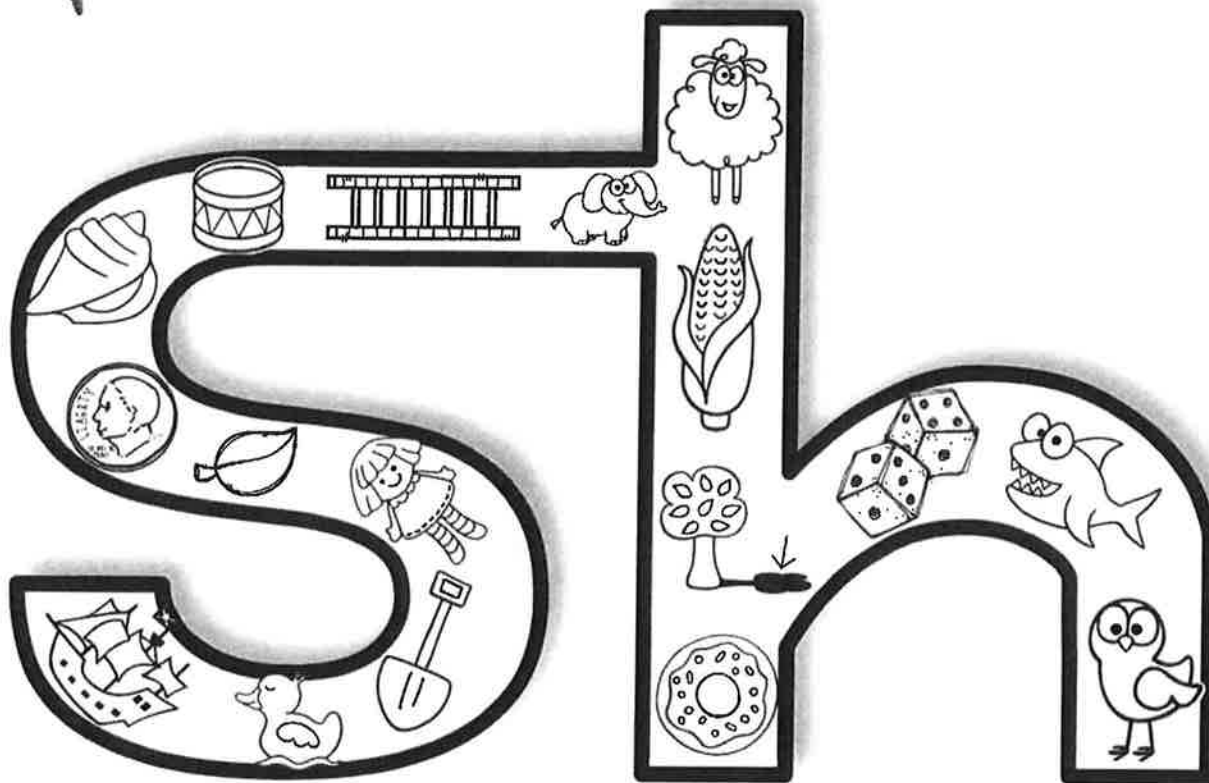


quee _____

Name: _____



Color the pictures that begin with the sh sound.



Trace the sound.

sh

sh

sh

sh

sh

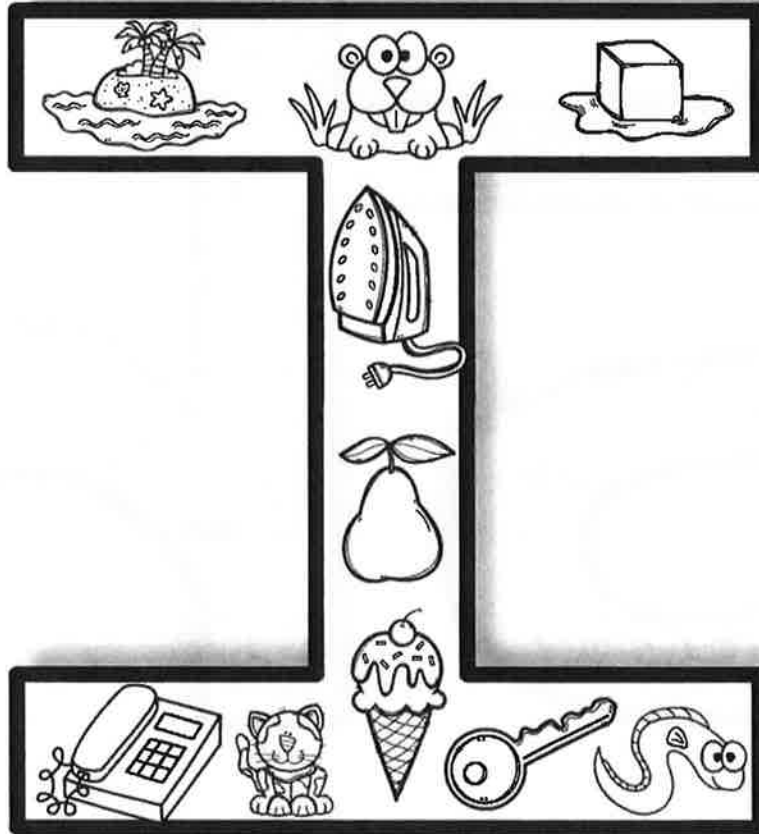
sh

sh

Name: _____



Color the pictures that begin with the I sound.



Trace the sound.

I

I

I

I

I

I

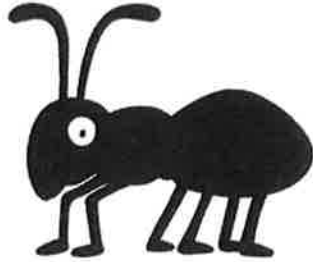
I

NAME _____

Lesson 13 Ending Sounds /d/, /t/, /m/

8

Say the name of each picture. Fill in the missing letter for each word.



an _____



swi _____



re _____



boo _____



dru _____



clou _____

NAME _____



Review Lessons 18-20

Say the name of each picture. Fill in the missing letter for each word.



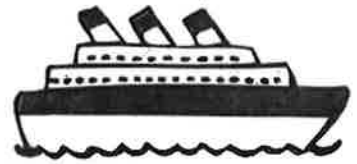
n _ _ t



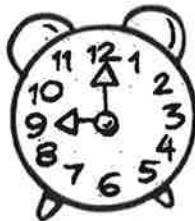
f _ _ x



s _ _ n



sh _ _ p



cl _ _ ck



cr _ _ b

LESSONS 18-20 REVIEW

Name: _____

9



Color the pictures that begin with the r sound.



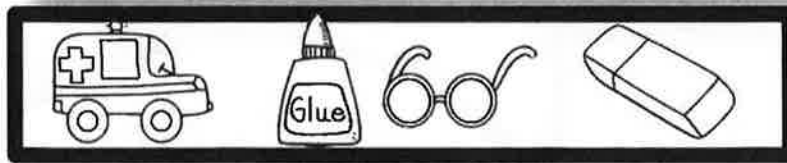
Trace the sound.

r r r r
r r r

Name: _____



Color the pictures that begin with the e sound.



Trace the sound.

e

e

e

e

e

e

e

NAME _____

9

Lesson 21 Rhyming Words

Fill in the missing letters for each pair of rhymes.

clock





frog



d_____



top



m_____



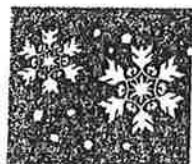
box



f_____



snow



b_____



Lesson 11 Beginning Sounds /r/, /k/, //

Say the name of each picture. Fill in the missing letter for each word.



 _____og



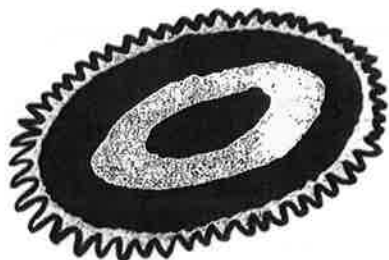
 _____ite



 _____ing



 _____emon

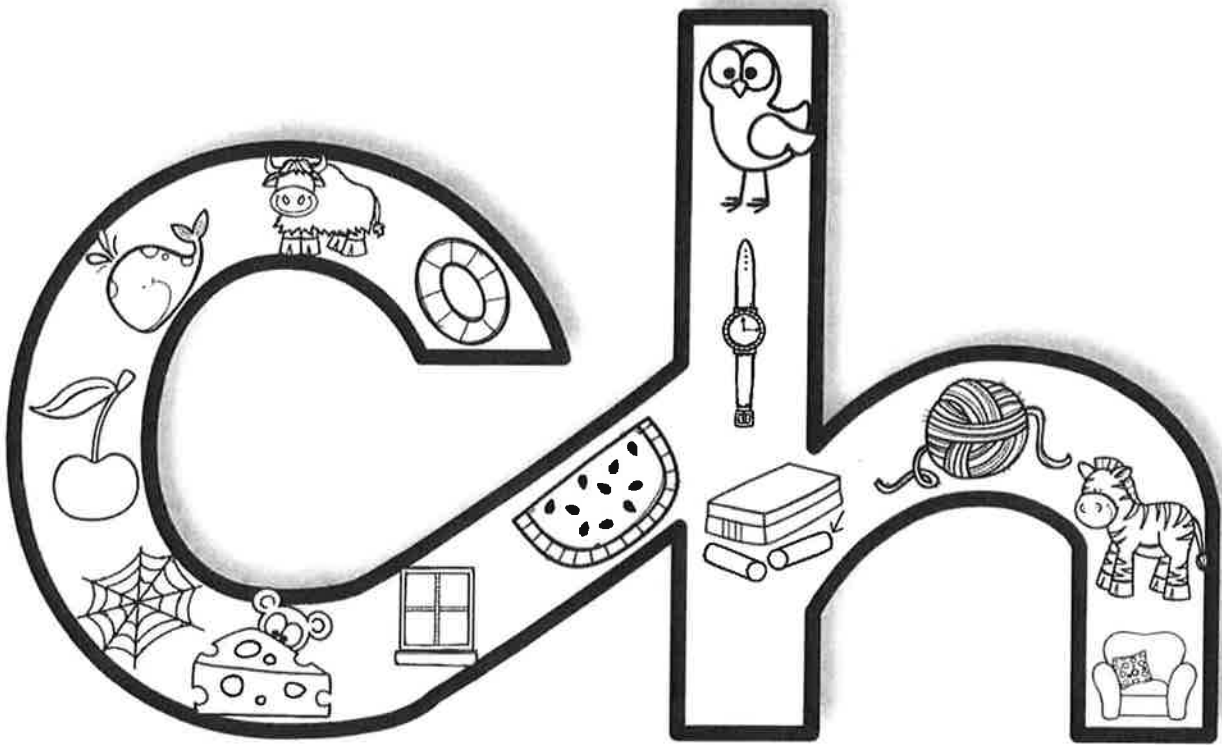


 _____ug

Name: _____



Color the pictures that begin with the ch sound.



Trace the sound.

ch

ch

ch

ch

ch

ch

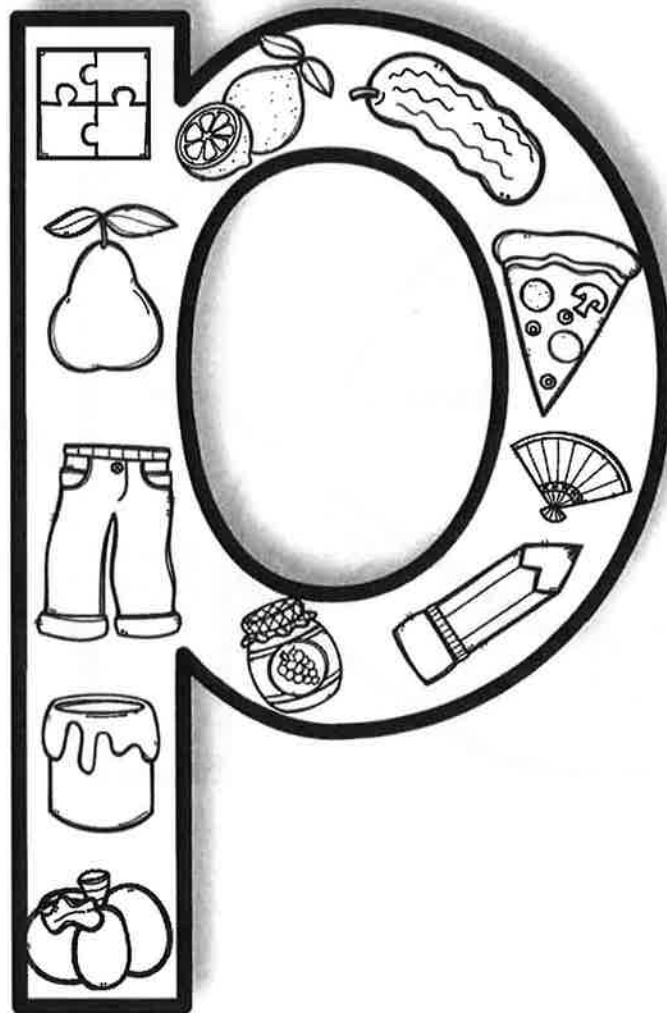
ch

Name: _____

12



Color the pictures that begin with the p sound.



Trace the sound.

p

p

p

p

p

p

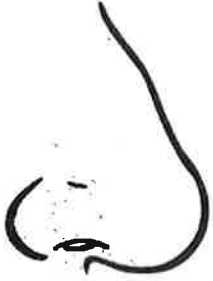
p

NAME _____

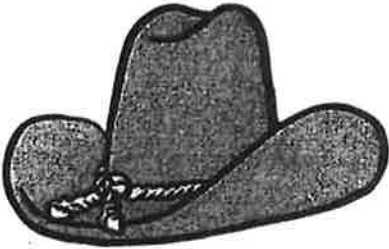
Review Lessons 9-10

10

Say the name of each picture. Fill in the missing letter for each word.



_____ ose



_____ at



_____ ot



_____ eb



_____ oose

LESSONS 9-10 REVIEW

NAME _____

Review Lessons 13-15

10

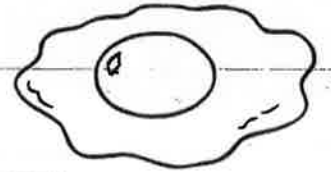
Say the name of each picture. Fill in the missing letter for each word. Choose from the letters in the box.

m x p g b n

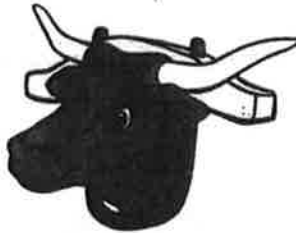
cu _____



eg _____



o _____



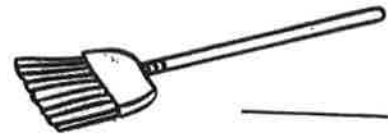
lio _____



tu _____



broo _____

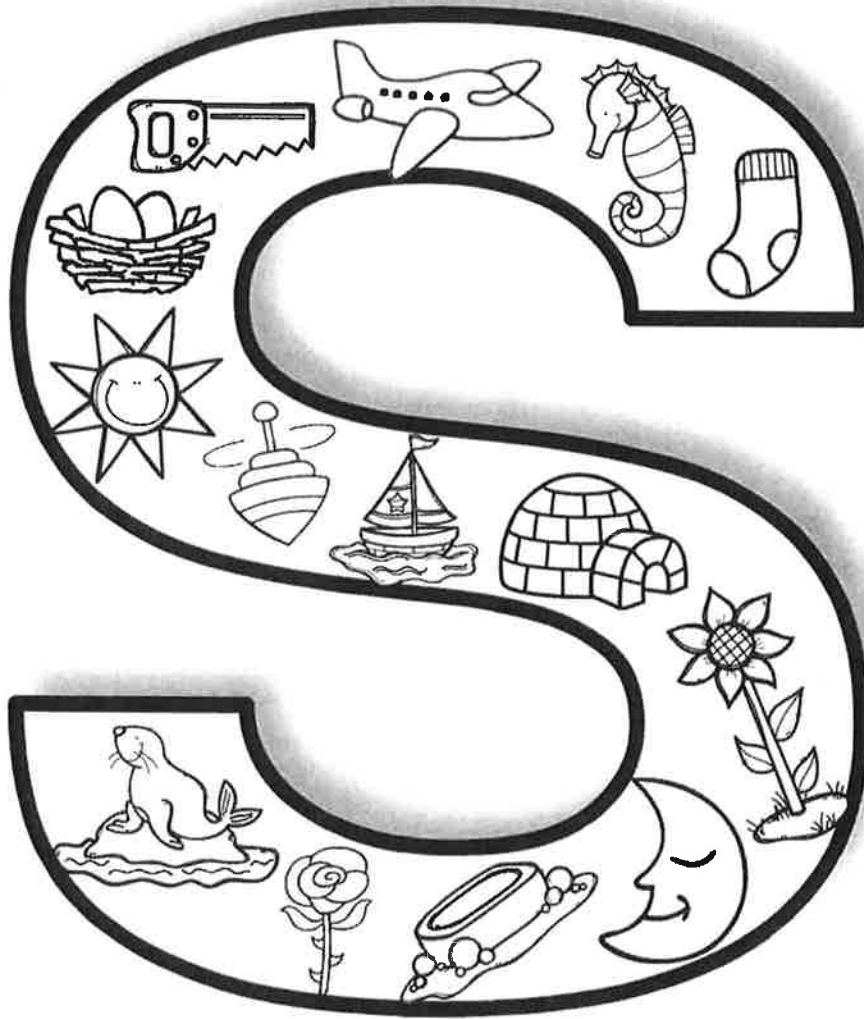


LESSONS 13-15 REVIEW

Name: _____



Color the pictures that begin with the S sound.



Trace the sound.

S

S

S

S

S

S

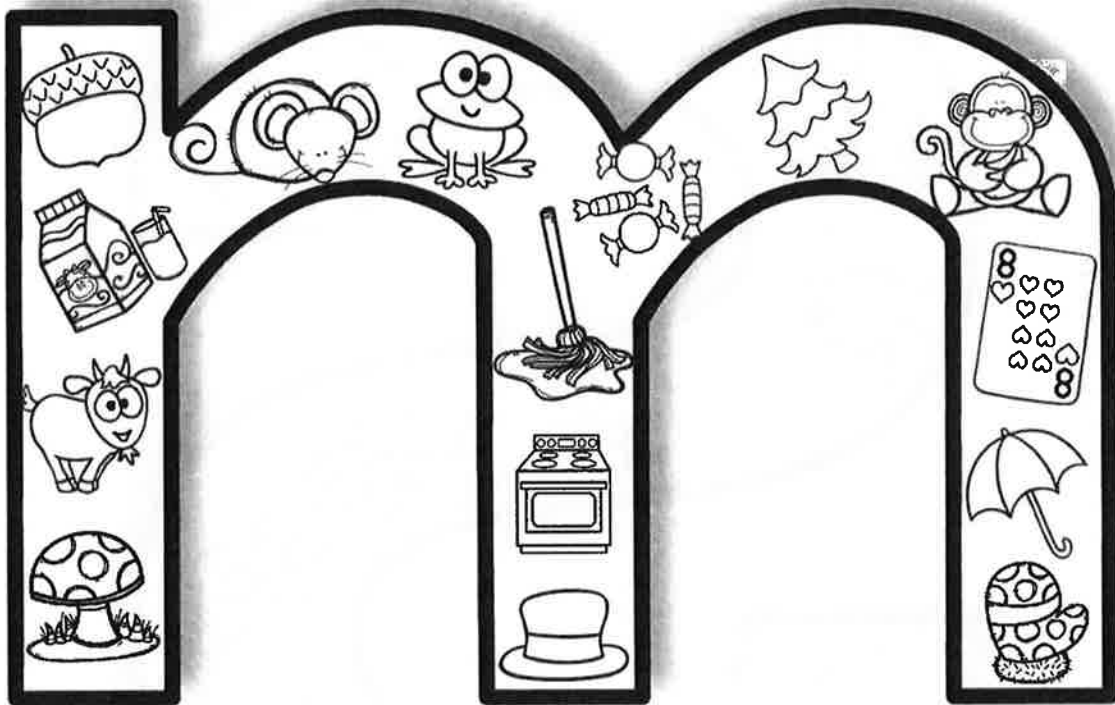
S

Name: _____

11



Color the pictures that begin with the m sound.



Trace the sound.

m

m

m

m

m

m

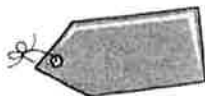
m

Name _____

Short a



Directions: Say the name of each picture. Draw lines to match each picture with its name.



van

hat

bag

ant

pan

cap

map

apple

tag

lamp

Name _____

Short a



Directions: Say the name of each picture. Write a word from the Word Box that names each picture.

stamp

pan

can



Directions: Write a word from the Word Box to complete each sentence.

hat

sat

man

1. Our dog _____ on the mat.

2. That _____ is my dad.

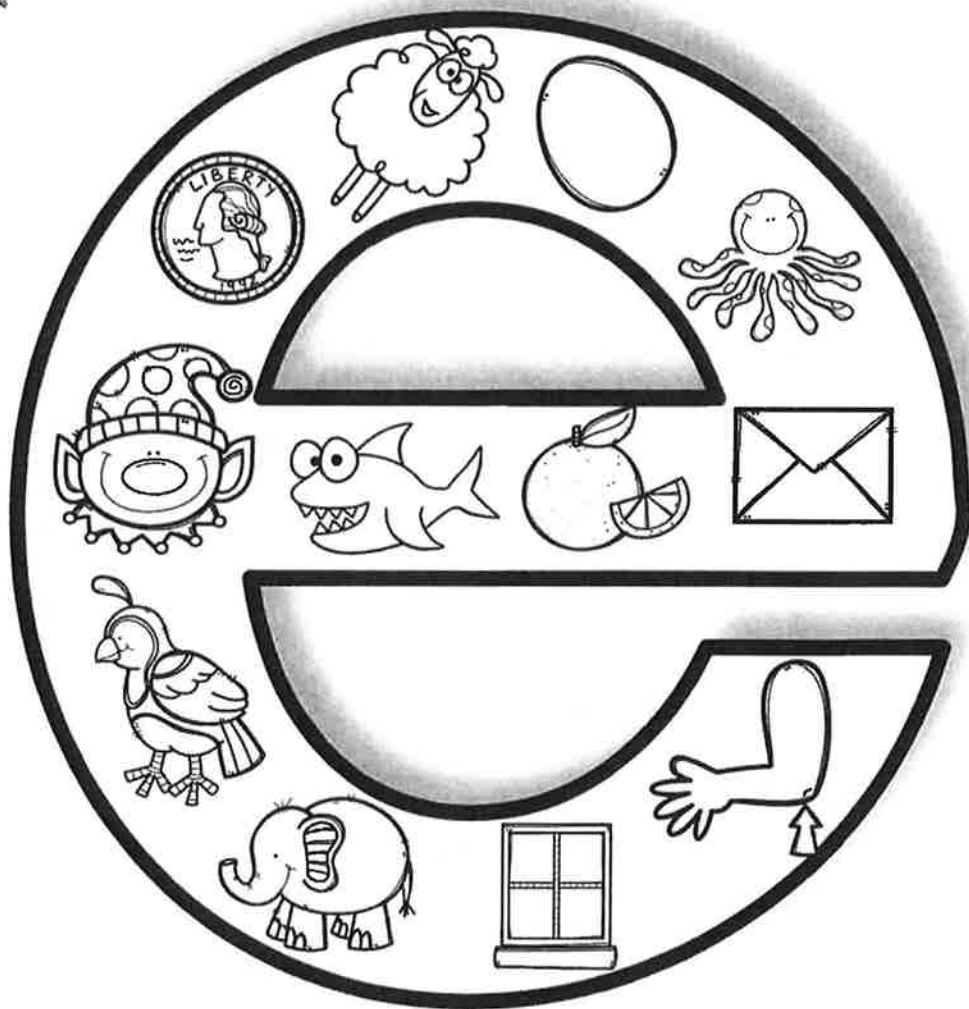
3. I like my new _____.

Name: _____

12



Color the pictures that begin with the e sound.



Trace the sound.

e

e

e

e

e

e

e

Name: _____

12



color the pictures that begin with the b sound.



Trace the sound.

b

b

b

b

b

b

b

Name _____

12

Review: Vowel Pairs With A and E

Directions: Say the name of each picture. Write a word that rhymes with each word on the left.



pail





bee



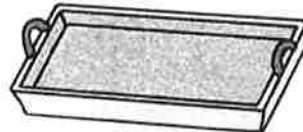


train





hay





snail



Name _____

Vowel Pairs: OA and OW

12

The vowel pairs **oa** and **ow** make the sound of long **o**.

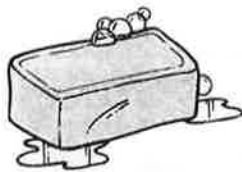


coat



window

Directions: Say the name of each picture. Draw lines to match each picture with its name.



float

goat

bowl

snow

soap

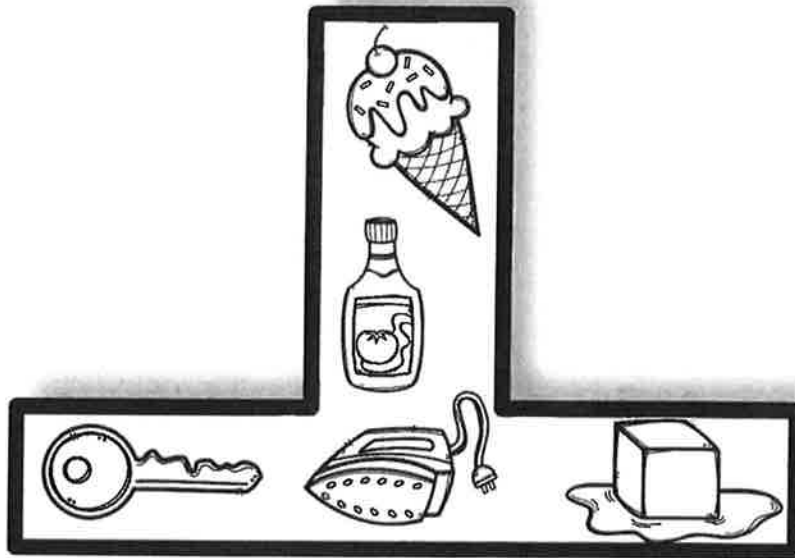
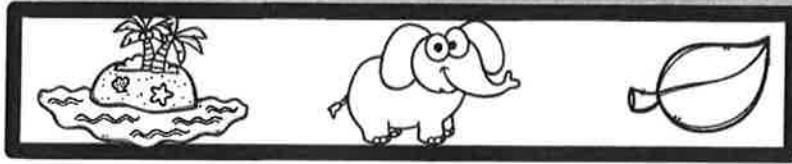
crow

Name: _____

13



Color the pictures that begin with the i sound.



Trace the sound.

i

i

i

i

i

i

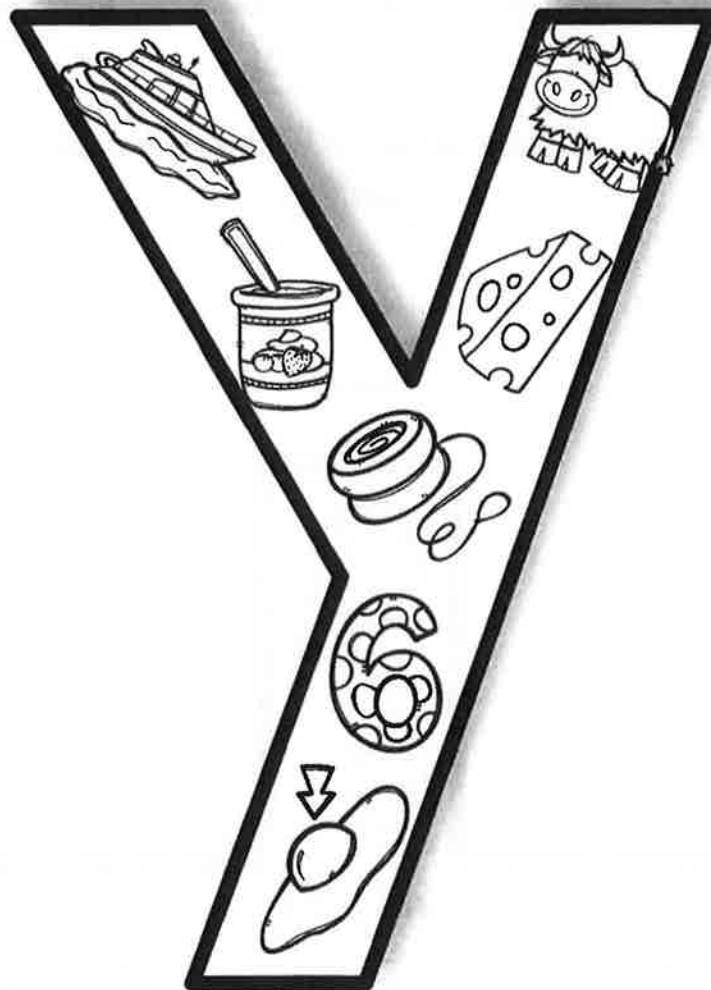
i

Name: _____

13



Color the pictures that begin with the Y sound.



Trace the sound.

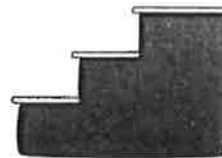
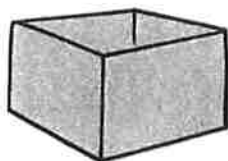
Y Y Y Y
Y Y Y

Name _____

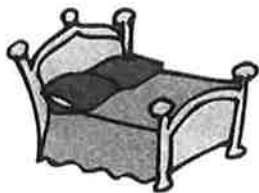
Short e

13

Directions: Say the name of each picture. Write the letter **e** below each picture that has the short **e** sound.



Directions: Say the name of each picture. Write the letter **e** to complete each word.



v _ st

b _ d

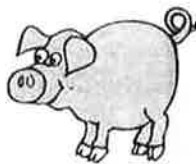
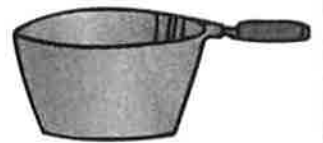
b _ lt

Name _____

Short e

12

Directions: Say the name of each picture. Draw an X through each picture that does not have the short e sound.

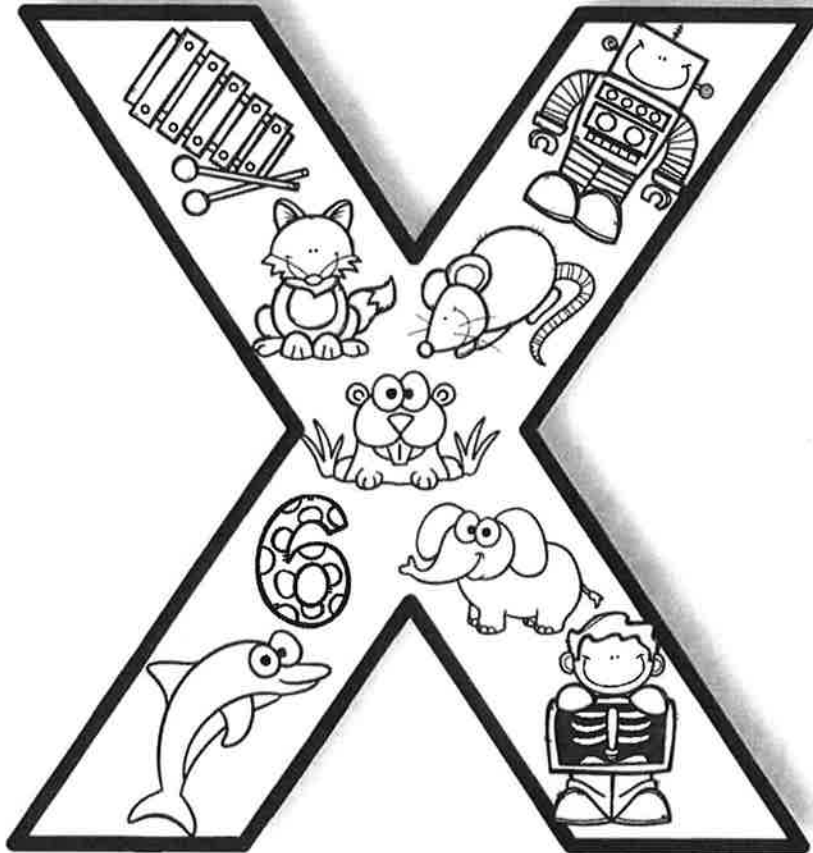


Name: _____

14



color the pictures that begin with the X sound.



Trace the sound.

X

X

X

X

X

X

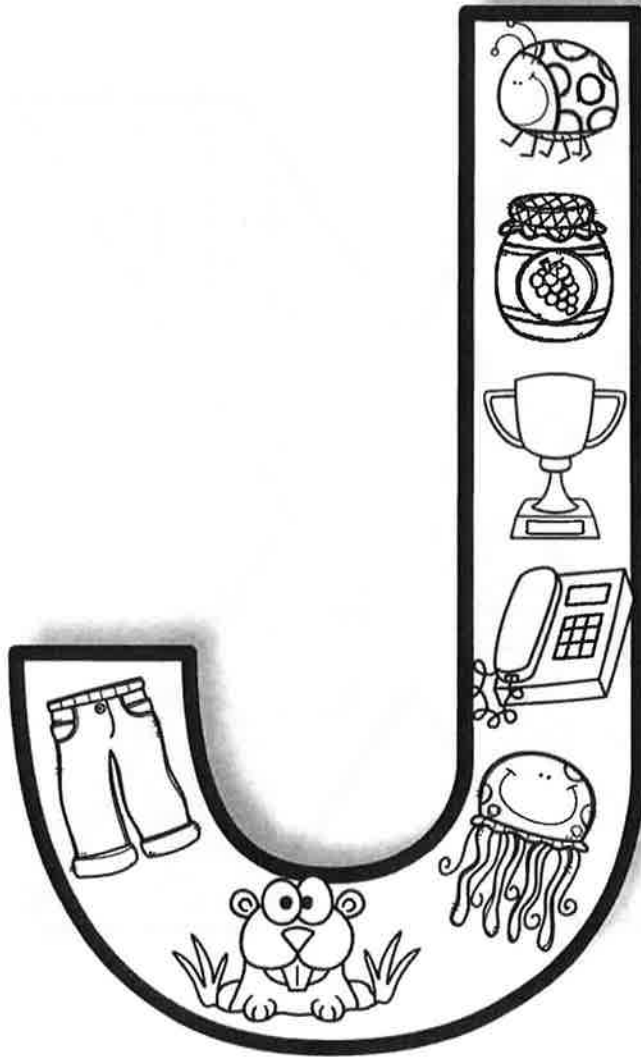
X

Name: _____

14



Color the pictures that begin with the j sound.



Trace the sound.



Name _____

Short e

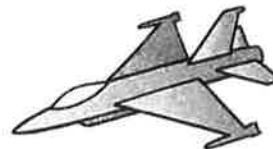
14

Directions: Say the name of each picture. Write a word from the Word Box that names each picture.

egg

net

jet



Directions: Write a word from the Word Box to complete each sentence.

bed

hen

beg

1. The _____ sat on an egg.

2. It is time for _____.

3. My dog can _____.

Name _____

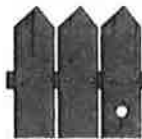
Short e

14

Directions: Say the name of each picture. Draw lines to match each picture with its name.



10



desk

hen

bell

ten

bed

sled

fence

well

check

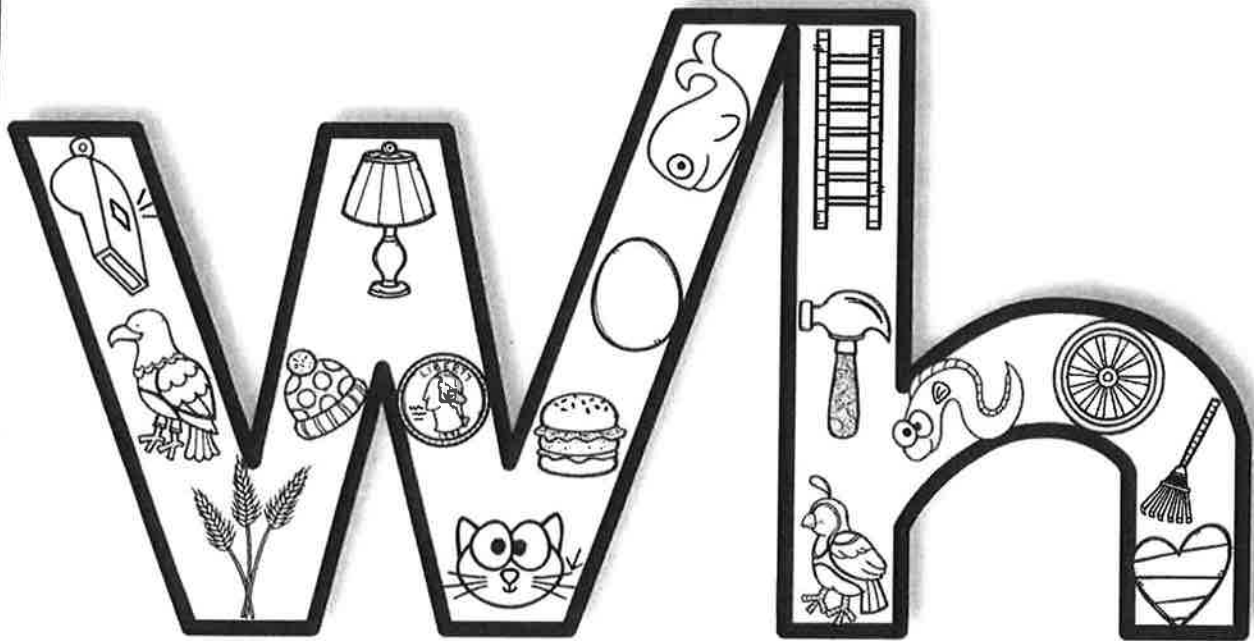
step

Name: _____

19



Color the pictures that begin with the wh sound.



Trace the sound.

Wh Wh Wh Wh

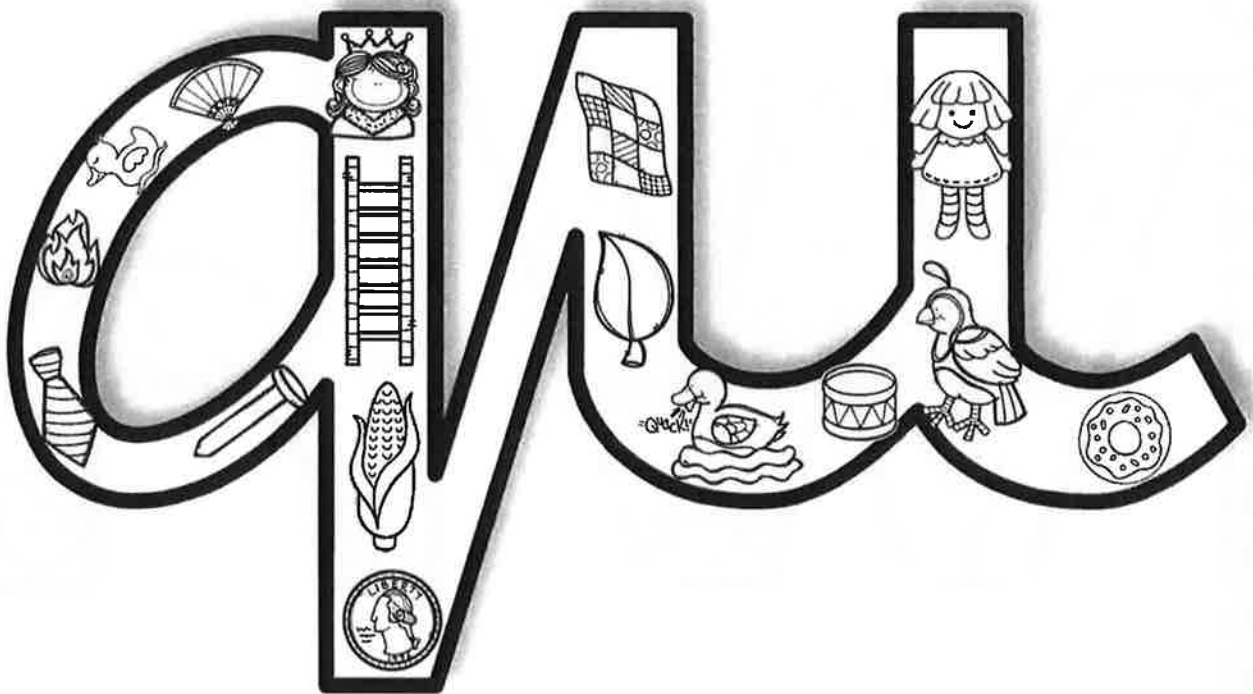
Wh Wh Wh

Name: _____

19



Color the pictures that begin with the qu sound.



Trace the sound.

qu qu qu qu

qu qu qu

Name _____

Short i

19

Directions: Say the name of each picture. Draw lines to match each picture with its name.

6



win

hit

six

mix

dig

milk

bib

brick

mitt






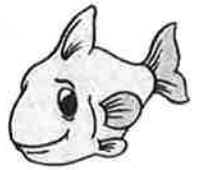
fish

Name _____

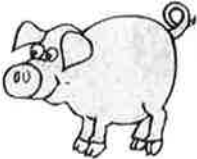


Short i

15

Directions: Say the name of each picture. Write the letter i below each picture that has the short i sound.

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Directions: Say the name of each picture. Write the letter i to complete each word.

 _____ p _ g	 _____ l _ ps	 _____ l _ d
---	---	---

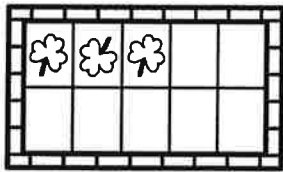
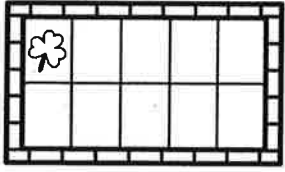


- Students should complete 2-3 worksheets per day.
- Lessons should take roughly 15 to 20 minutes to complete.
- Students will need the support of an adult or older student to complete these lessons.
- Encourage your child to try their best!

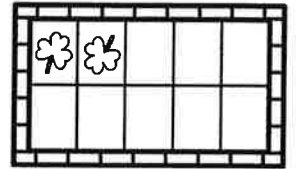
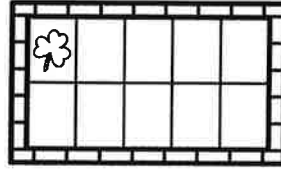
Name: _____

Lucky Charms

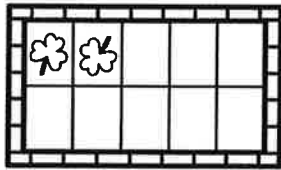
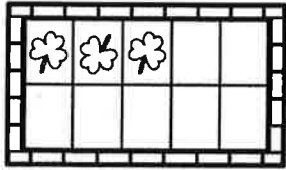
Addition 1-5



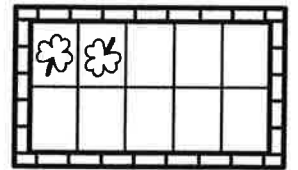
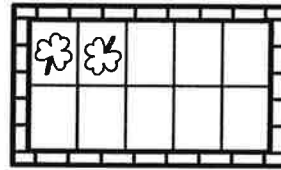
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



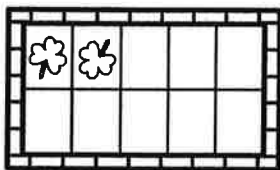
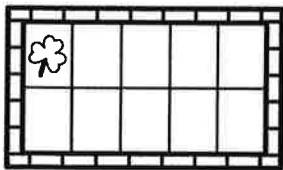
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



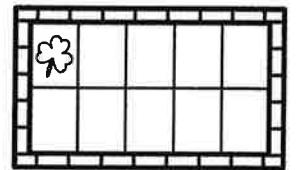
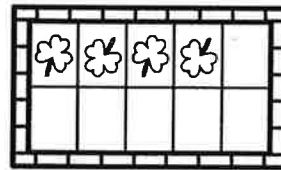
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



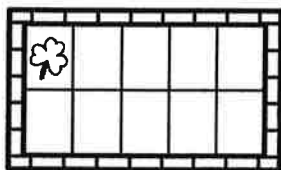
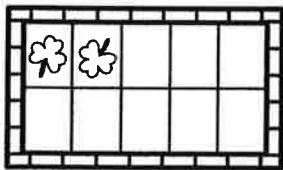
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



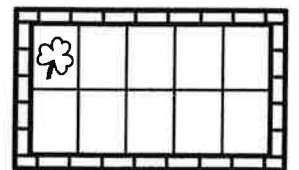
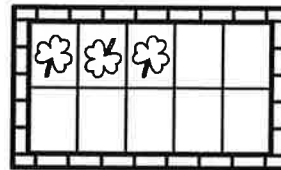
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

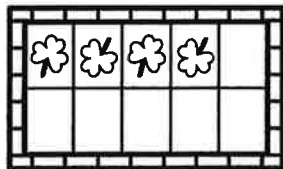
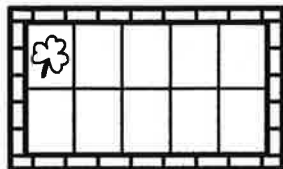


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

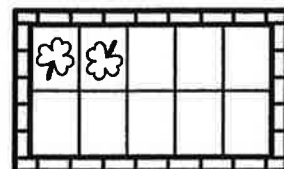
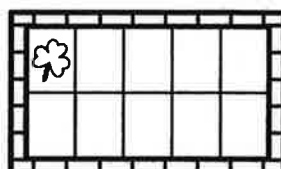
Name: _____

Lucky Charms

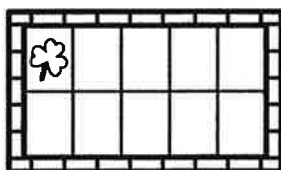
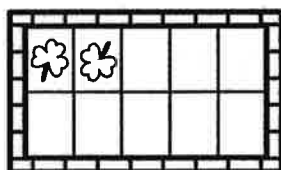
Addition 1-5



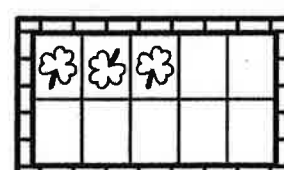
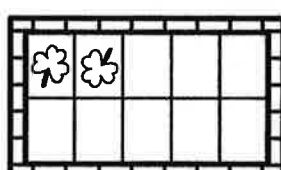
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



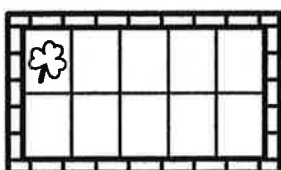
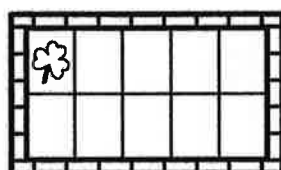
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



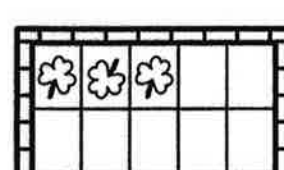
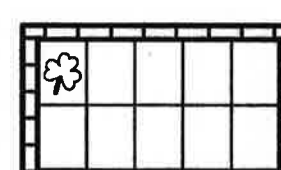
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



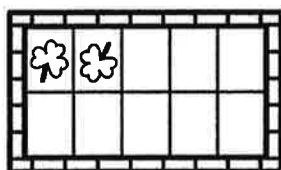
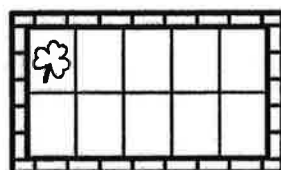
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



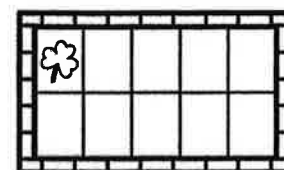
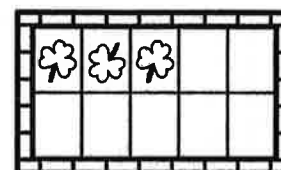
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



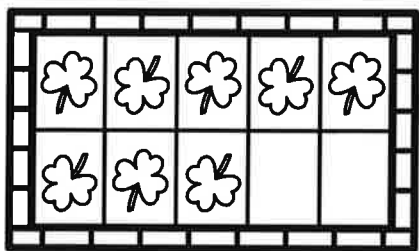
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



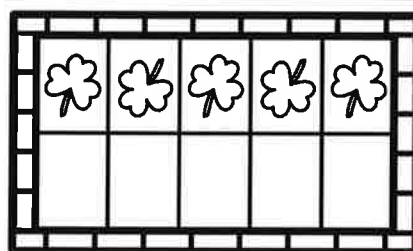
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name: _____

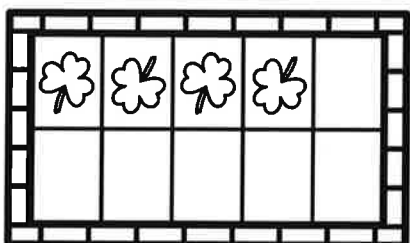
Lucky Subtraction



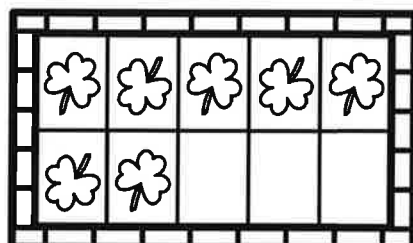
$$\underline{\quad\quad} - 7 = \underline{\quad\quad}$$



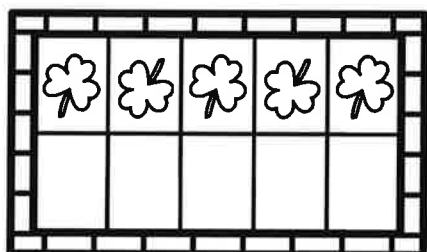
$$\underline{\quad\quad} - 2 = \underline{\quad\quad}$$



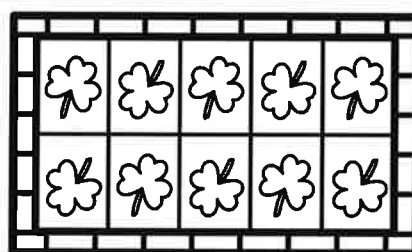
$$\underline{\quad\quad} - 3 = \underline{\quad\quad}$$



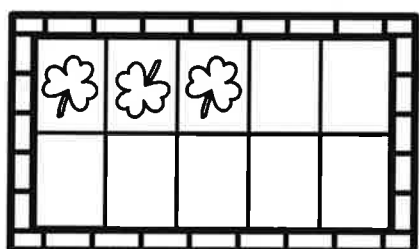
$$\underline{\quad\quad} - 5 = \underline{\quad\quad}$$



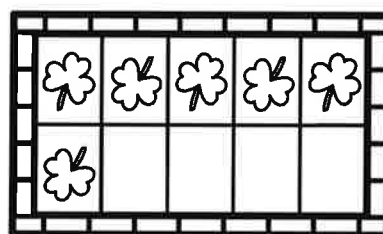
$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$



$$\underline{\quad\quad} - 6 = \underline{\quad\quad}$$



$$\underline{\quad\quad} - 3 = \underline{\quad\quad}$$

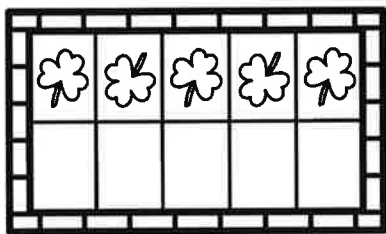


$$\underline{\quad\quad} - 4 = \underline{\quad\quad}$$

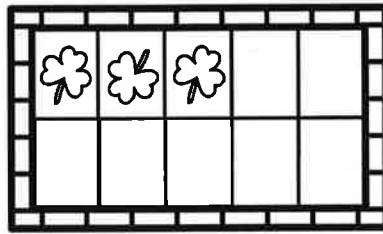
Name: _____

.....

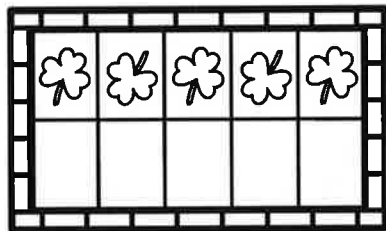
Lucky Subtraction



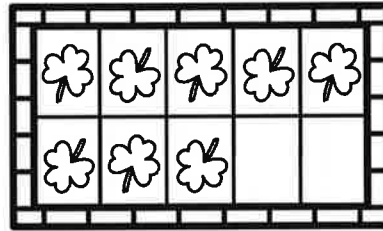
$$\underline{\quad} - 2 = \underline{\quad}$$



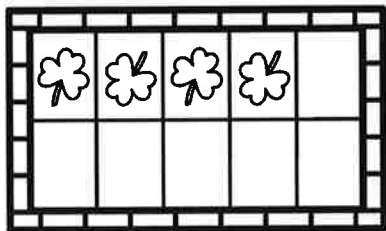
$$\underline{\quad} - 1 = \underline{\quad}$$



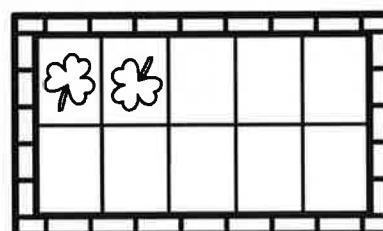
$$\underline{\quad} - 4 = \underline{\quad}$$



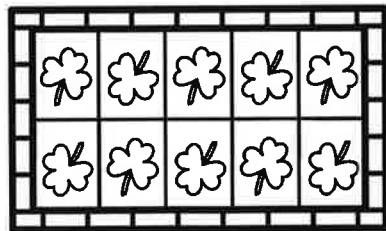
$$\underline{\quad} - 6 = \underline{\quad}$$



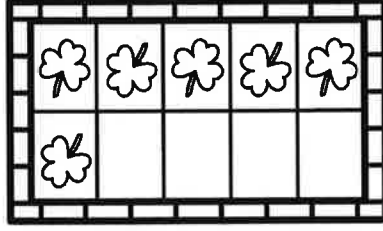
$$\underline{\quad} - 3 = \underline{\quad}$$



$$\underline{\quad} - 1 = \underline{\quad}$$

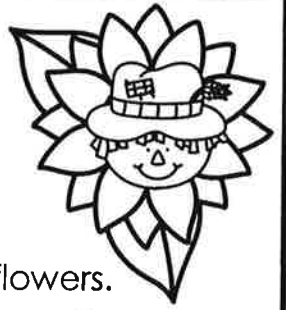


$$\underline{\quad} - 5 = \underline{\quad}$$



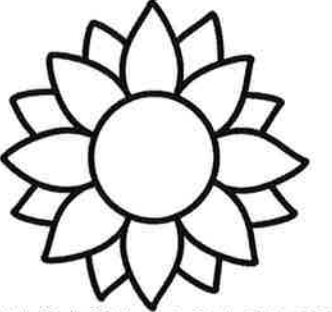
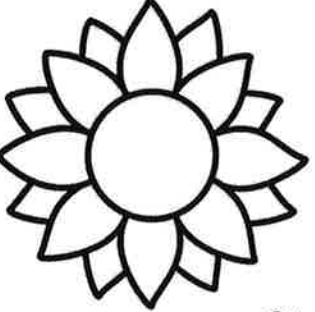
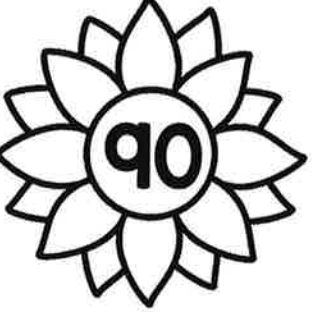
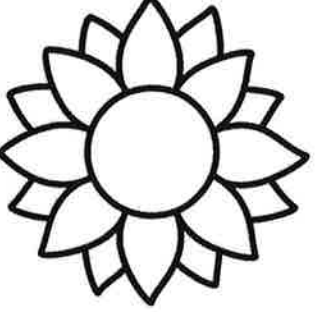
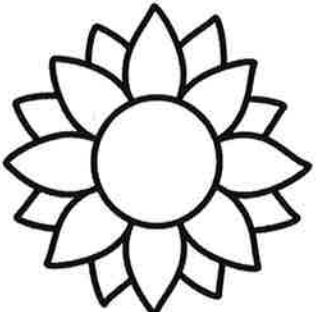
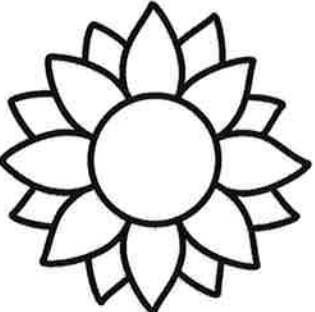
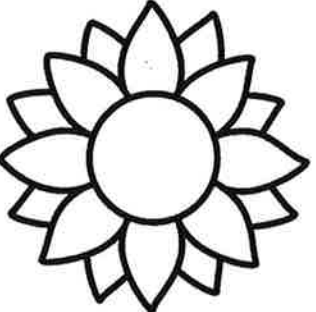
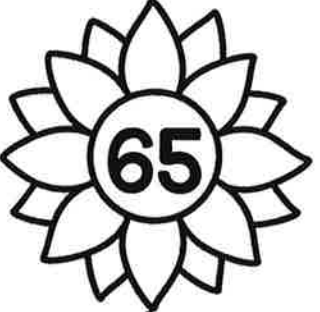
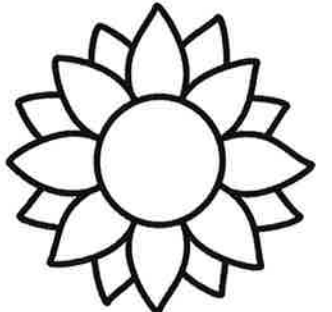
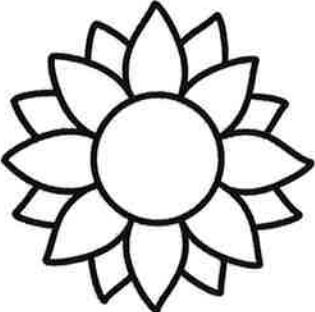
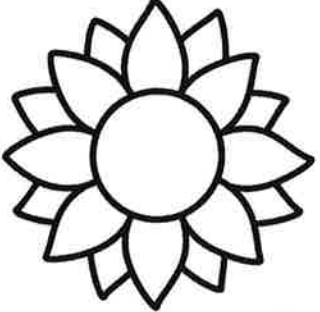
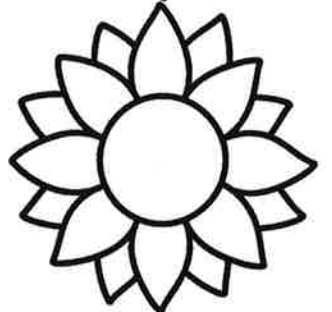
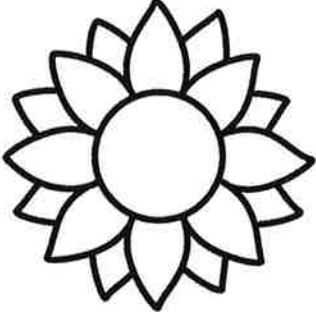
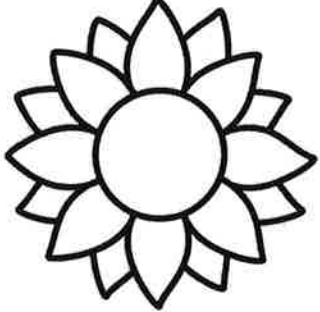
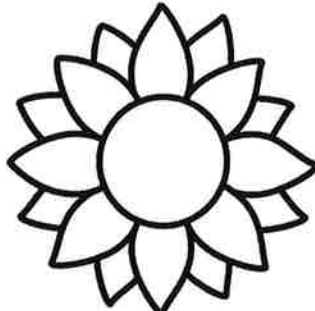
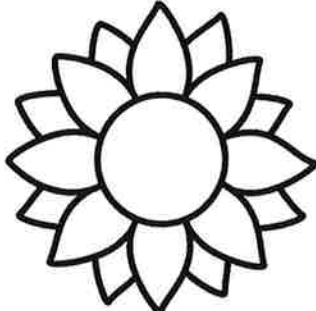
$$\underline{\quad} - 6 = \underline{\quad}$$

Name: _____



I Can Count by 5's

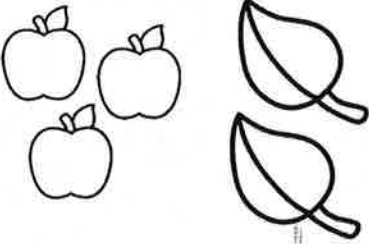
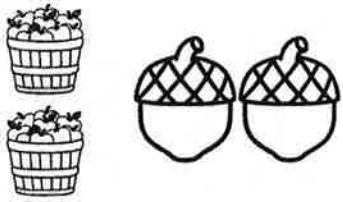
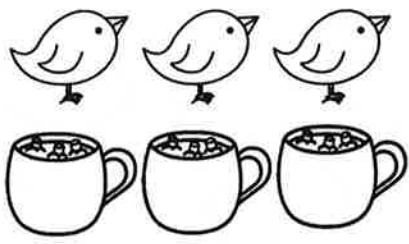
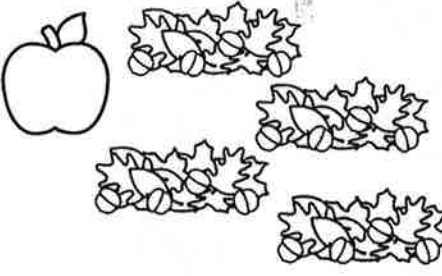
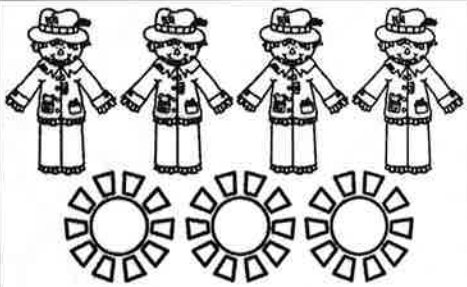
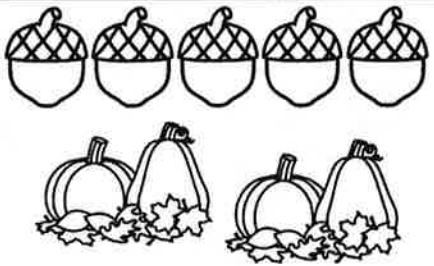

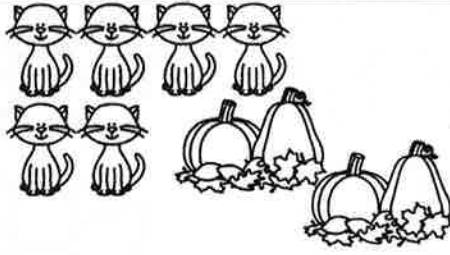
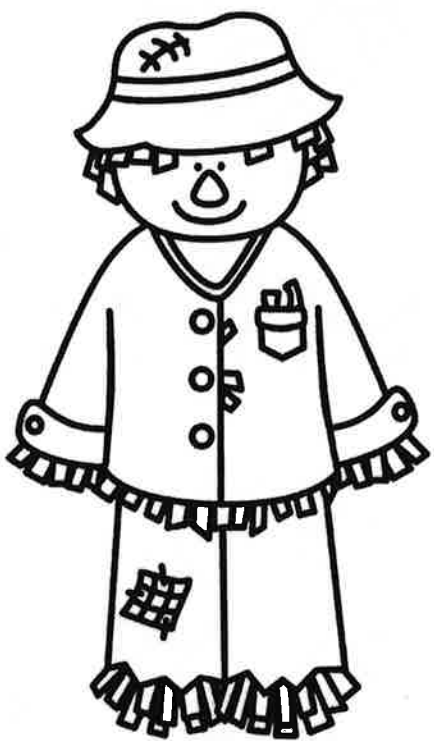
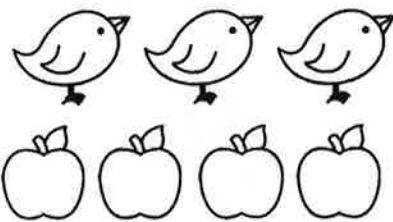
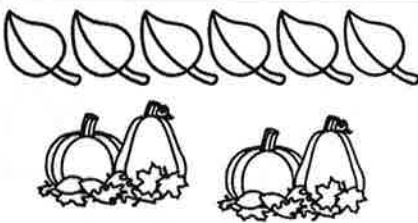
Directions: Skip count by 5's and write the missing numbers on the sunflowers.



Name: _____

Fall Addition!

Directions: Count and add. Write the number sentence. Color the pictures.

 ____ + ____ = ____	 ____ + ____ = ____	 ____ + ____ = ____
 ____ + ____ = ____	 ____ + ____ = ____	 ____ + ____ = ____
 ____ + ____ = ____	 ____ + ____ = ____	
 ____ + ____ = ____	 ____ + ____ = ____	

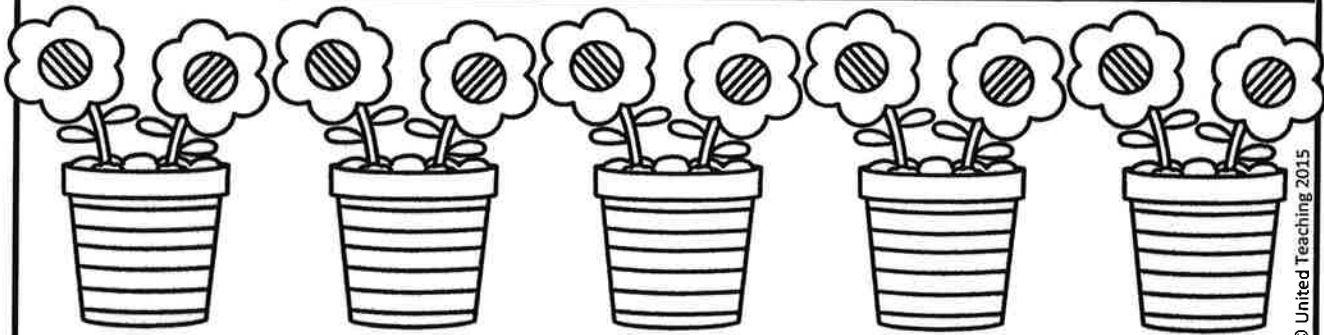
Name: _____

Skip Counting Flowers 2's

Cut and paste the numbers to show counting by 2's.
Use the flowers to help you count.



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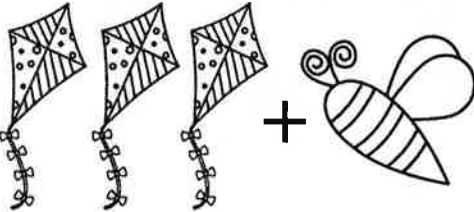
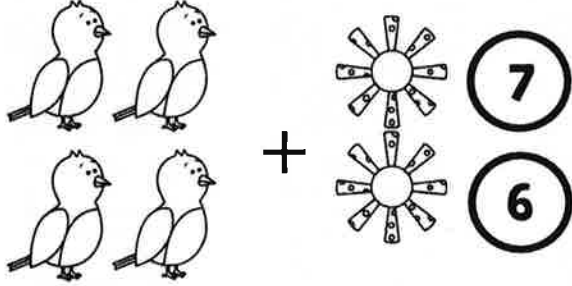
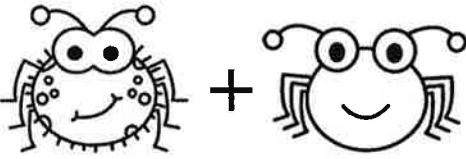
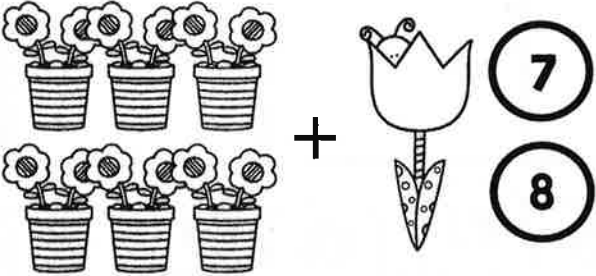
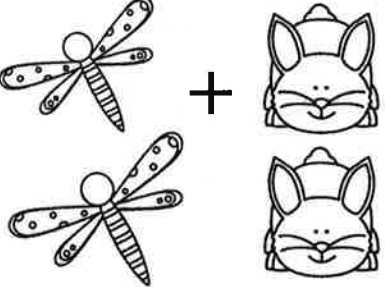
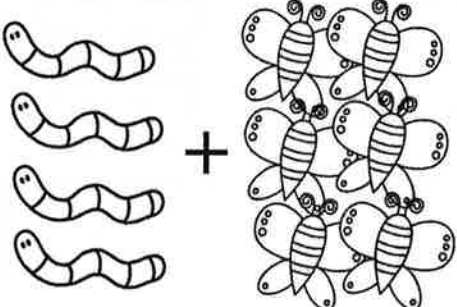
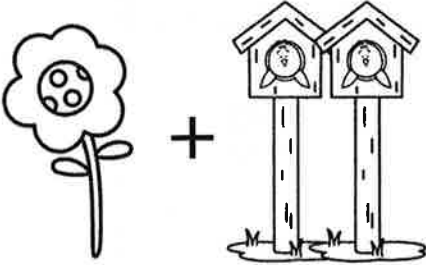

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8	14	10	2	18
16	20	6	12	4

Spring Addition

Add the Spring objects. Color the matching answer.

 + (4) (5)	 + (7) (6)
 + (2) (3)	 + (7) (8)
 + (4) (5)	 + (10) (9)
 + (2) (3)	 + (0) (1)

Name: _____

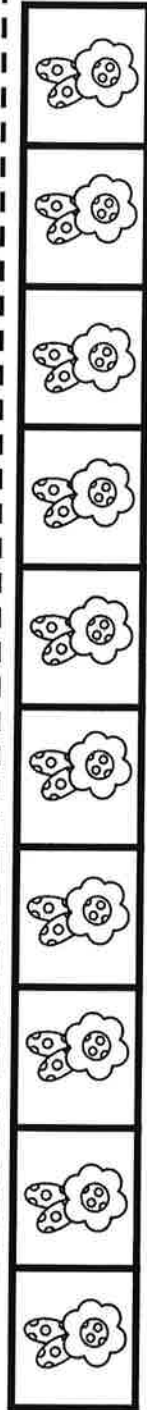
Spring Measurement

Cut out the flower ruler.

Measure the Spring objects and record your answer.

The measurement area contains five objects, each with a vertical double-headed arrow indicating its height and an empty rectangular box for recording the measurement:

- Object 1:** A ladybug. Measurement box:
- Object 2:** A kite with a striped tail. Measurement box:
- Object 3:** A flower. Measurement box:
- Object 4:** A cuckoo clock. Measurement box:
- Object 5:** A rabbit's face. Measurement box:



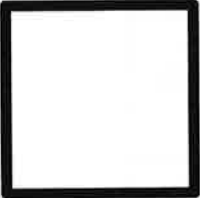

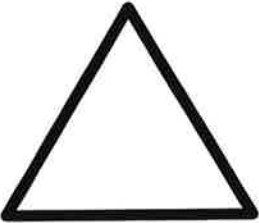

Name: _____



2D Shape Attributes

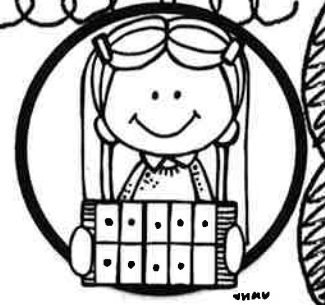
Look at the shape.













Trace the name and complete the table.

Shape	Name	Number of sides	Number of corners
	square		
	rectangle		
	triangle		
	circle		

Take Away!

Circle the answer to make the sentence true.



 take away 1	 
 take away 1	 
 take away 1	 
6 take away 1	5 1
 take away 1	 

How many Left?

Read the story problem and cross out objects to solve how many are left. Write an equation to match.

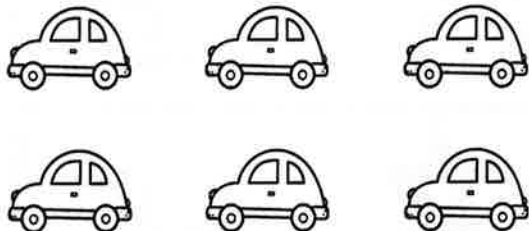


There were 4 ice cream cones. 2 melted. How many were left?



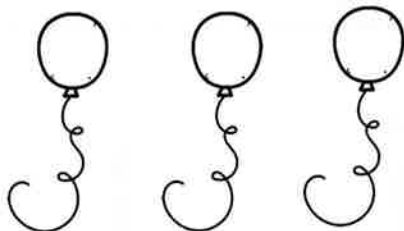
$$\square - \square = \square$$

There are 6 cars. 3 cars drove away. How many are left?



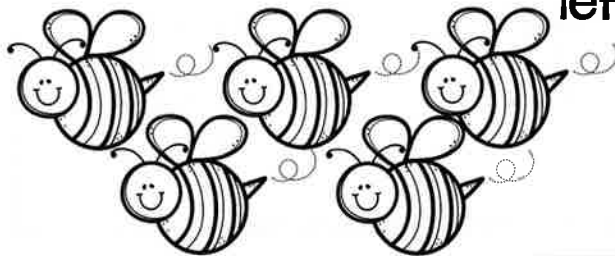
$$\square - \square = \square$$

There are 3 balloons. 2 balloons popped. How many are left?



$$\square - \square = \square$$

There are 5 bees. 1 bee flew away. How many are left?



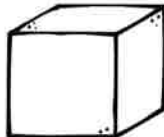
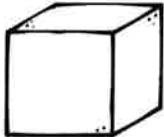
$$\square - \square = \square$$

How many Left?

Read the story problem and cross out objects to solve how many are left. Write an equation to match.



There were 2 ice cubes. 1 melted. How many were left?



$$\square - \square = \square$$

There are 4 donuts. 3 were eaten. How many are left?



$$\square - \square = \square$$

There are 3 cats. 3 ran away. How many are left?



$$\square - \square = \square$$

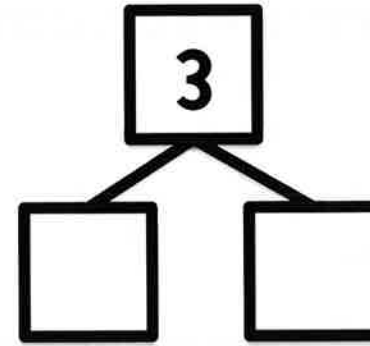
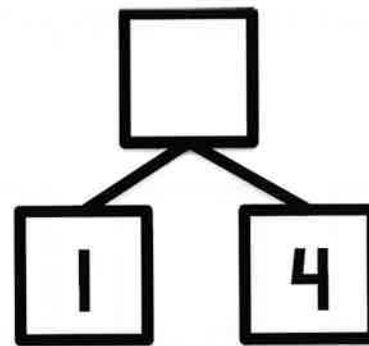
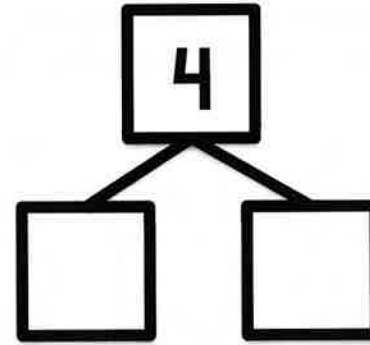
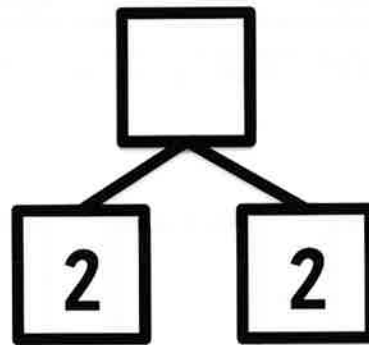
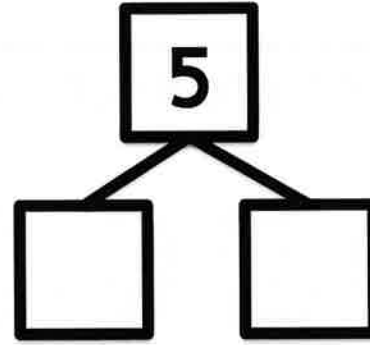
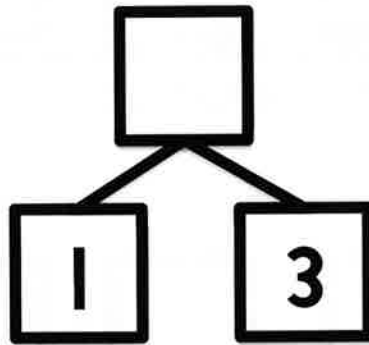
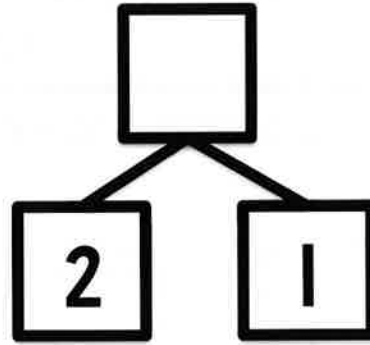
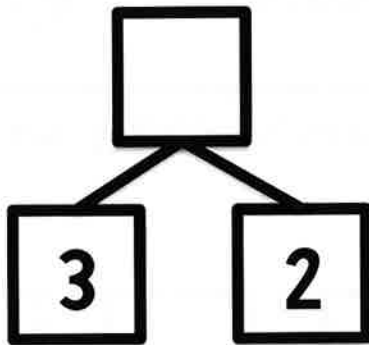
There are 5 broccoli. 3 were eaten. How many are left?



$$\square - \square = \square$$

Solve the Bond

Fill in the missing numbers of each number bond.



Match the Bond

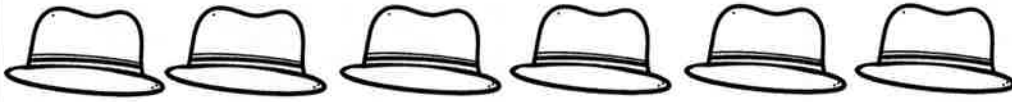
Draw a line to match the number bond with the picture it represents

<pre>graph TD; 6[6] --- 4[4]; 6 --- 2[2];</pre>
<pre>graph TD; 6[6] --- 3[3]; 6 --- 3[3];</pre>
<pre>graph TD; 6[6] --- 0[0]; 6 --- 6[6];</pre>
<pre>graph TD; 6[6] --- 1[1]; 6 --- 5[5];</pre>

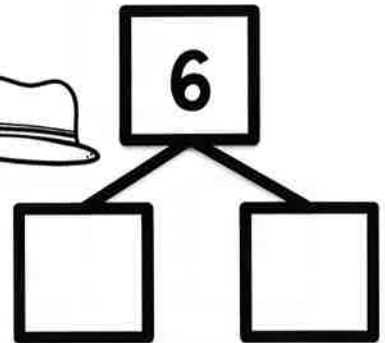
Solve the Problem

Cross out the correct number of pictures, fill in the number bond and equation.

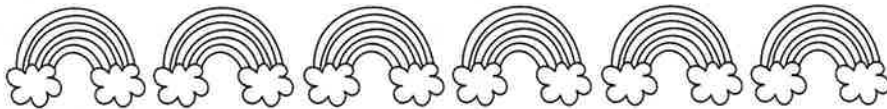
Take away 3 hats.



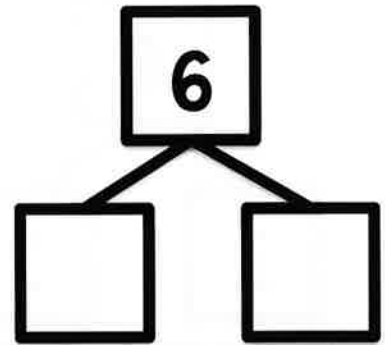
$$\boxed{6} - \boxed{} = \boxed{}$$



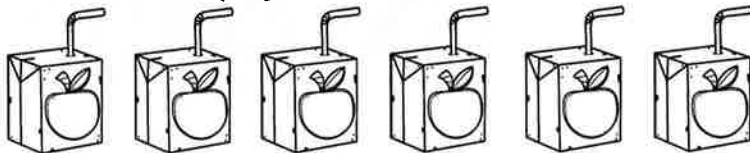
Take away 2 rainbows.



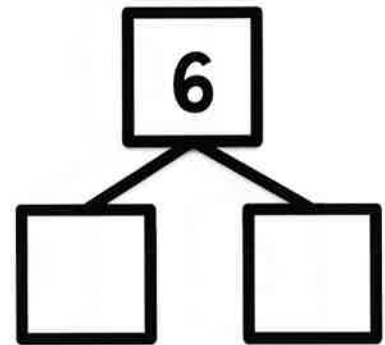
$$\boxed{6} - \boxed{} = \boxed{}$$



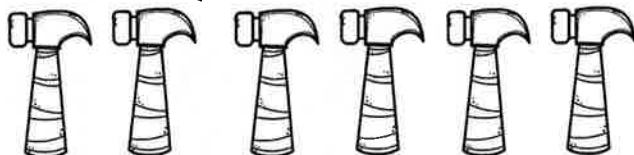
Take away 1 juice box.



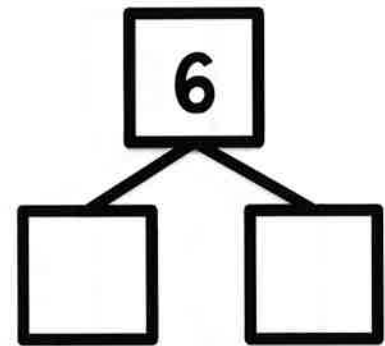
$$\boxed{6} - \boxed{} = \boxed{}$$



Take away 4 hammers.

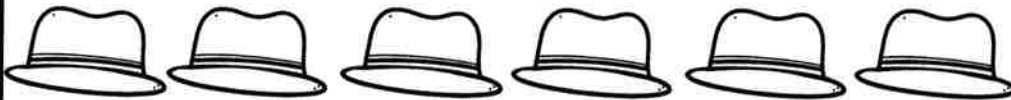


$$\boxed{6} - \boxed{} = \boxed{}$$

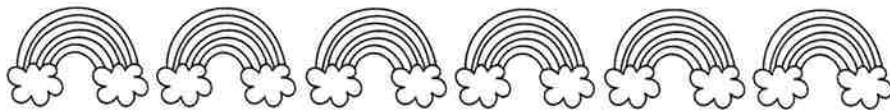


Solve the Problem

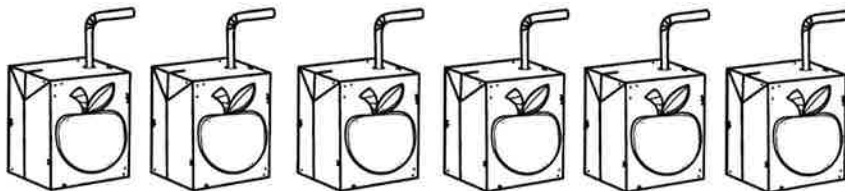
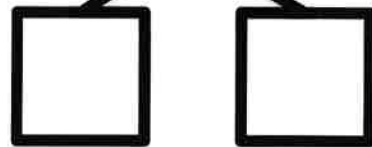
Use the equation or number bond to cross out the correct number of objects and fill in the missing numbers.



$$\boxed{6} - \boxed{} = \boxed{}$$



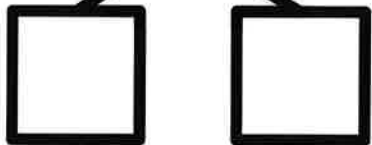
$$\boxed{6} - \boxed{3} = \boxed{3}$$



$$\boxed{6} - \boxed{} = \boxed{}$$

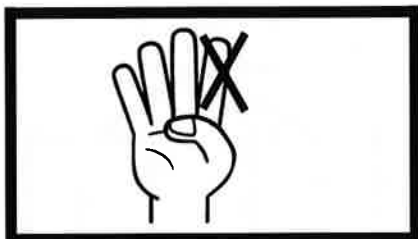


$$\boxed{6} - \boxed{6} = \boxed{0}$$

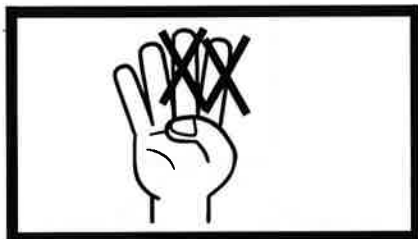


Count the Fingers

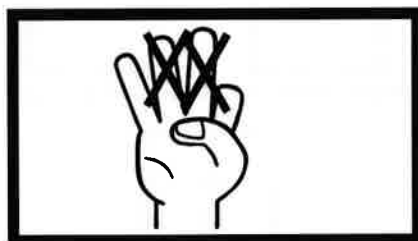
Match the take away fingers with the equation and solve.



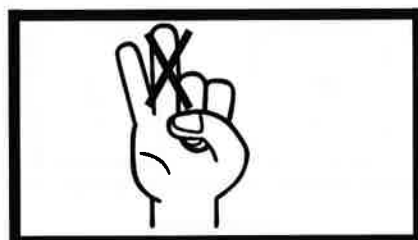
$$3-2=---$$



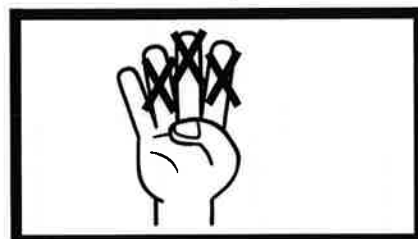
$$2-1=---$$



$$4-1=---$$



$$4-3=---$$

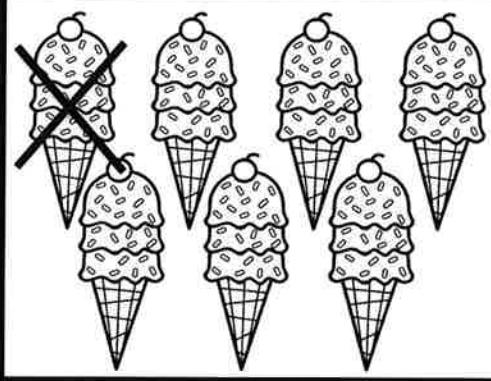
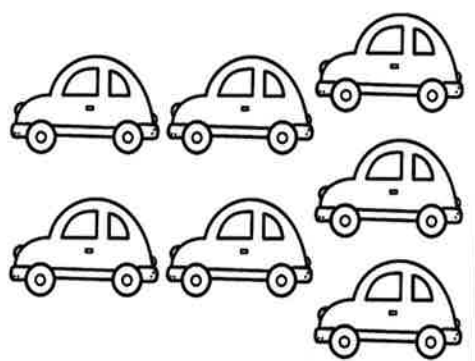
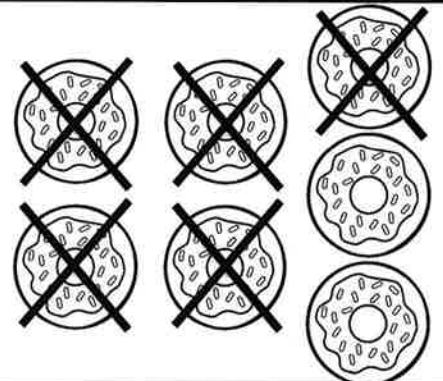
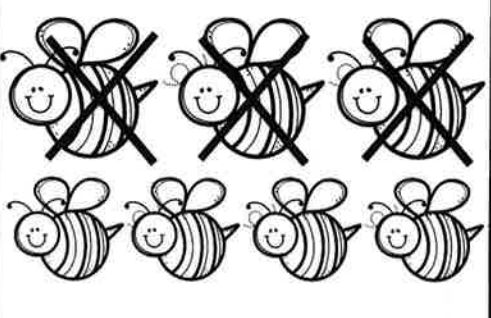


$$4-2=---$$

Match the Bond

Draw a line to match the number bond with the picture it represents

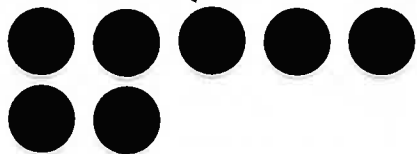
$\begin{array}{c} \boxed{7} \\ \swarrow \quad \searrow \\ \boxed{4} \quad \boxed{3} \end{array}$
$\begin{array}{c} \boxed{7} \\ \swarrow \quad \searrow \\ \boxed{7} \quad \boxed{0} \end{array}$
$\begin{array}{c} \boxed{7} \\ \swarrow \quad \searrow \\ \boxed{1} \quad \boxed{6} \end{array}$
$\begin{array}{c} \boxed{7} \\ \swarrow \quad \searrow \\ \boxed{2} \quad \boxed{5} \end{array}$

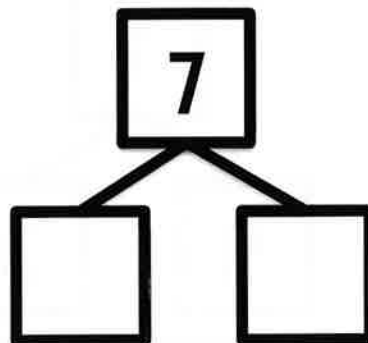
Solve the Problem

Cross out the correct number of pictures, fill in the number bond and equation.

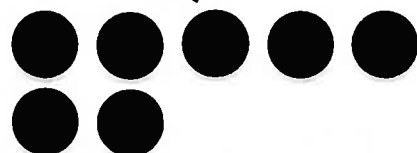
Take away 3.



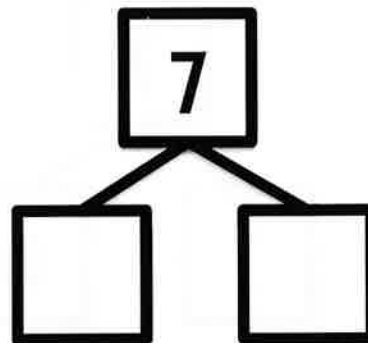
$$\boxed{7} - \boxed{} = \boxed{}$$



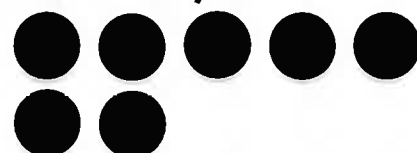
Take away 2.



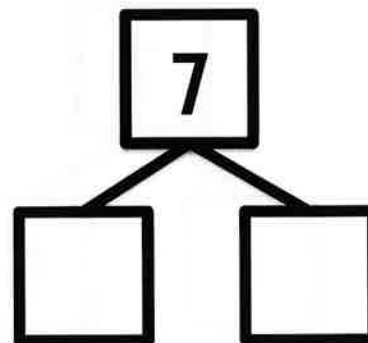
$$\boxed{7} - \boxed{} = \boxed{}$$



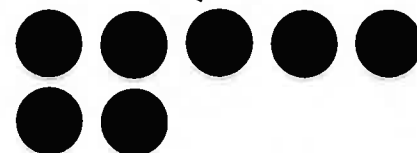
Take away 5.



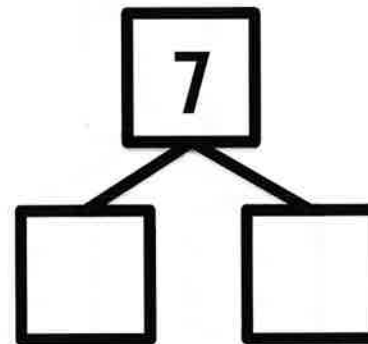
$$\boxed{7} - \boxed{} = \boxed{}$$



Take away 6.

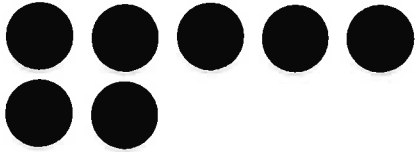


$$\boxed{7} - \boxed{} = \boxed{}$$

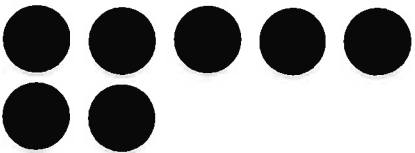
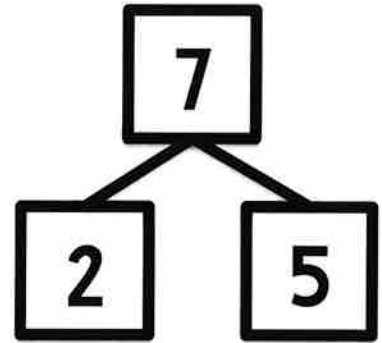


Solve the Problem

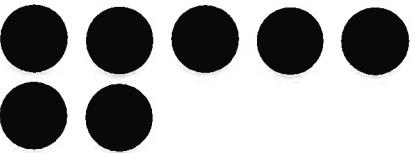
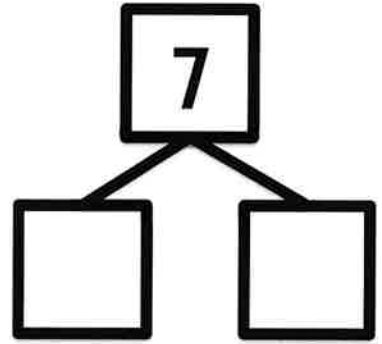
Use the equation or number bond to cross out the correct number of dots and fill in the missing numbers.



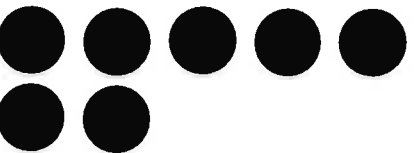
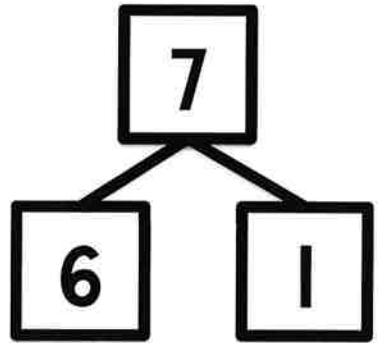
$$\boxed{7} - \boxed{} = \boxed{}$$



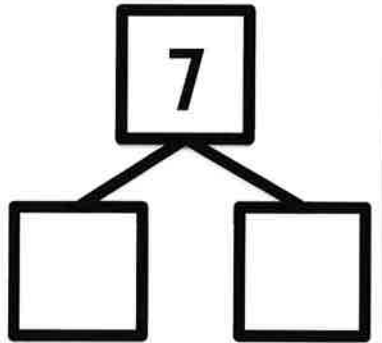
$$\boxed{7} - \boxed{3} = \boxed{4}$$



$$\boxed{7} - \boxed{} = \boxed{}$$

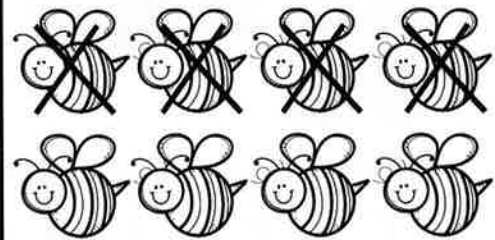
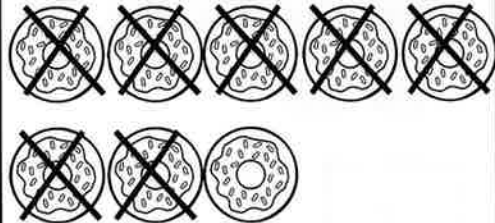
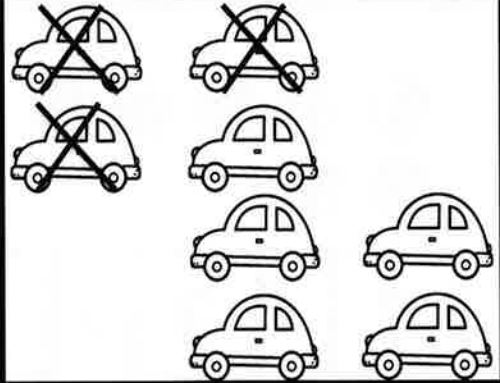
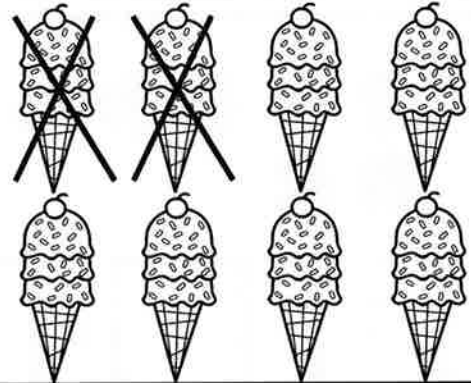
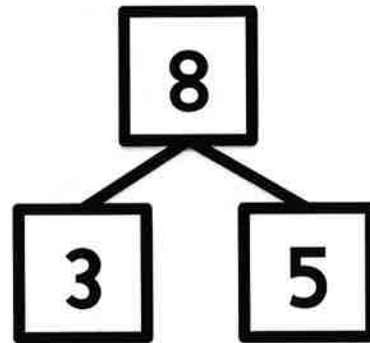
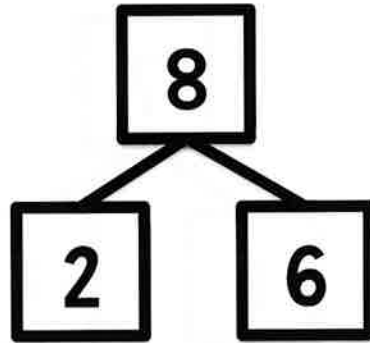
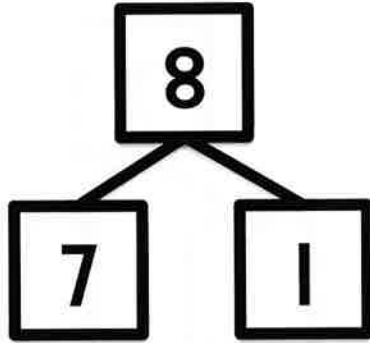
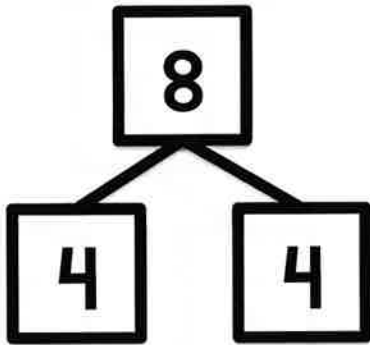


$$\boxed{7} - \boxed{7} = \boxed{0}$$



Match the Bond

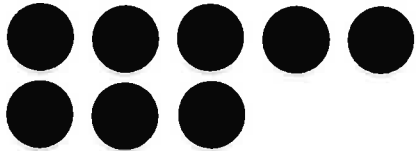
Draw a line to match the number bond with the picture it represents



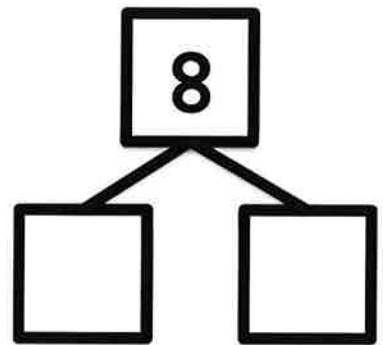
Solve the Problem

Cross out the correct number of dots, fill in the number bond and equation.

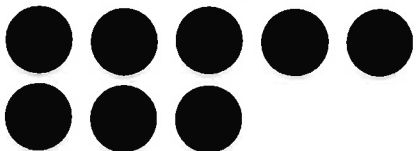
Take away 7.



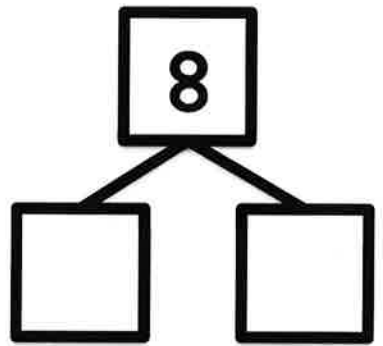
$$\boxed{8} - \boxed{} = \boxed{}$$



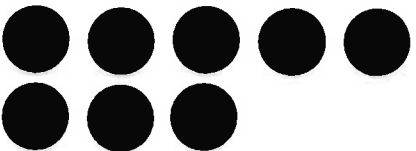
Take away 2.



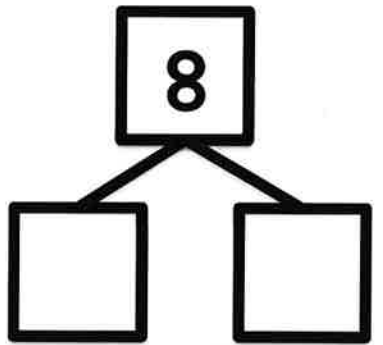
$$\boxed{8} - \boxed{} = \boxed{}$$



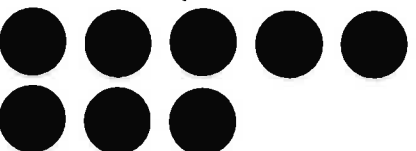
Take away 5.



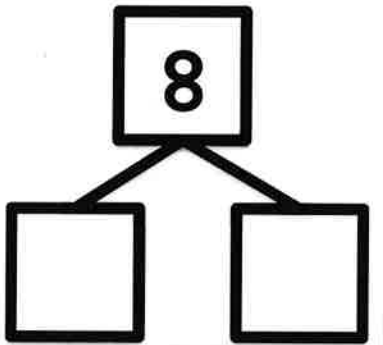
$$\boxed{8} - \boxed{} = \boxed{}$$



Take away 4.



$$\boxed{8} - \boxed{} = \boxed{}$$



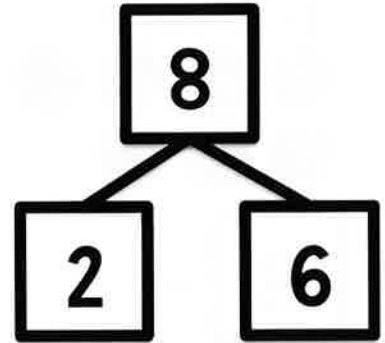
Solve the Problem

Use the equation or number bond to cross out the correct number of boxes and fill in the missing numbers.

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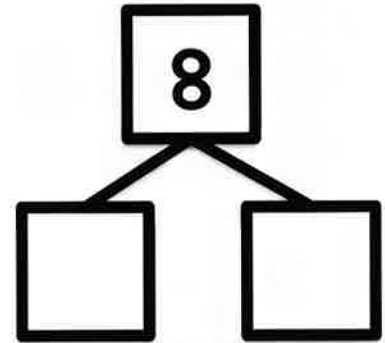
$$8 - \square = \square$$



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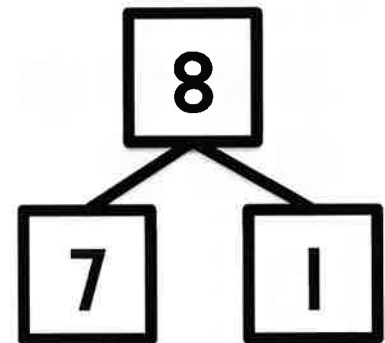
$$8 - 5 = 3$$



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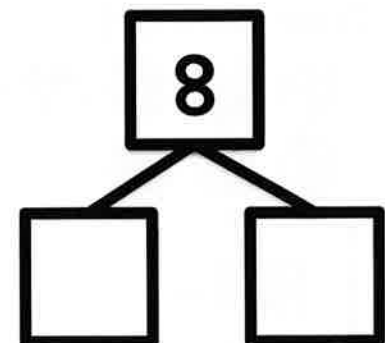
$$8 - \square = \square$$



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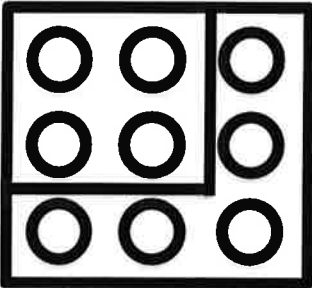
--	--	--

$$8 - 4 = 4$$

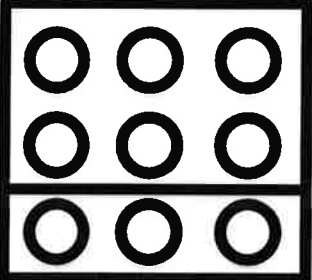


Take Apart the Array

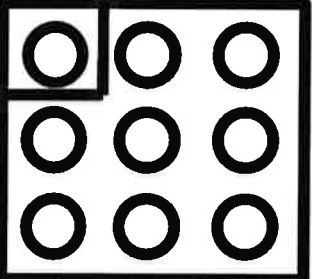
Match the broken apart the array with the equation that matches.



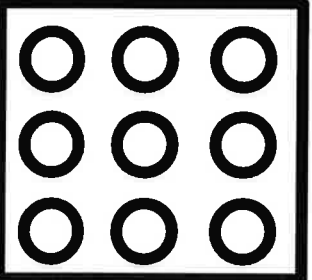
$$7+2=9$$



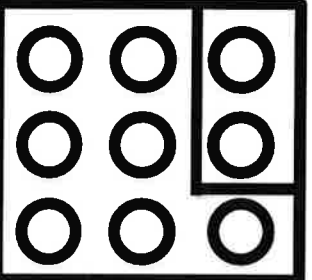
$$4+5=9$$



$$6+3=9$$



$$1+8=9$$

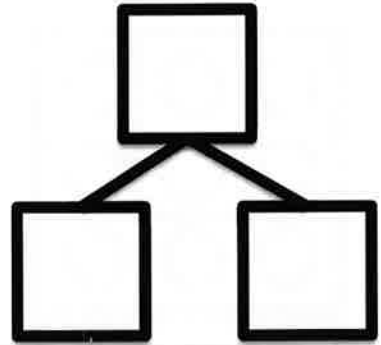


$$0+9=9$$

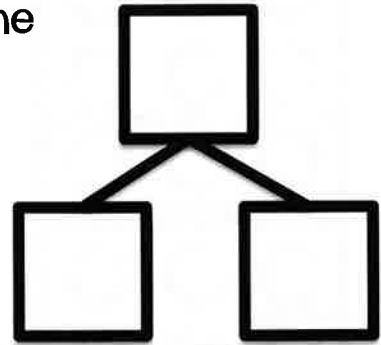
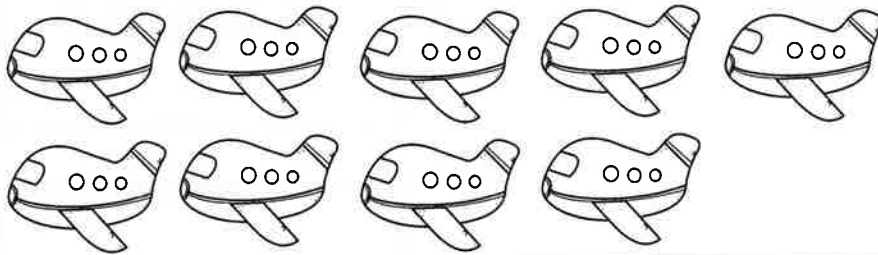
Create a Problem

Color in the pictures using the information provided. Create a number bond to match.

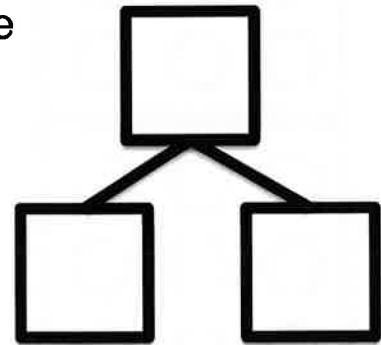
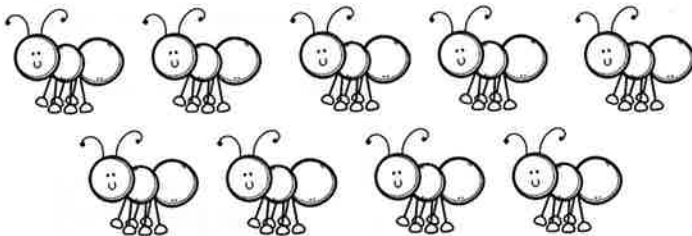
There are 9 acorns. Color some brown and some green.



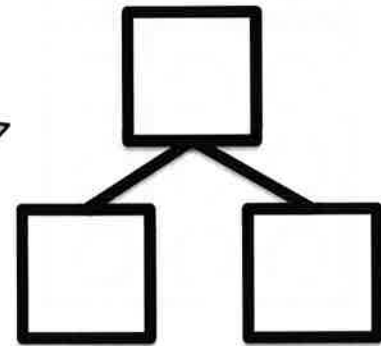
There are 9 airplanes. Color some blue and some red.



There are 9 acorns. Color some black and some red.



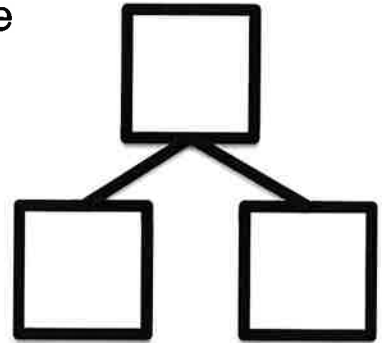
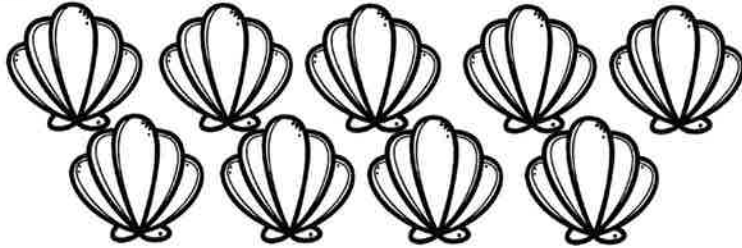
There are 9 stars. Color some blue and some yellow.



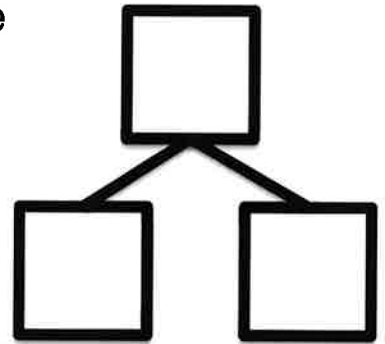
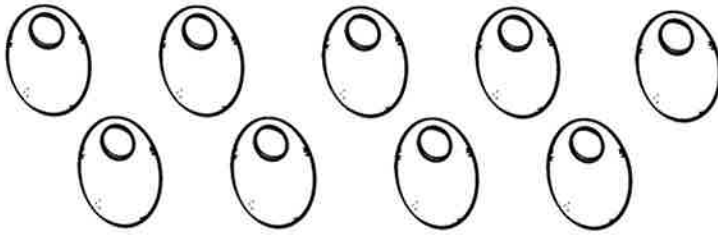
Create a Problem

Color in the pictures using the information provided. Create a number bond to match.

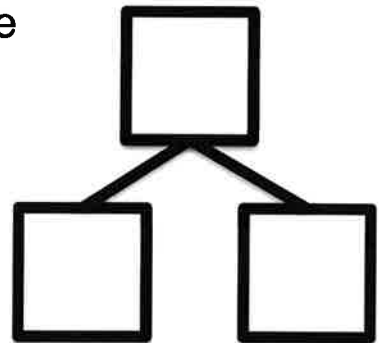
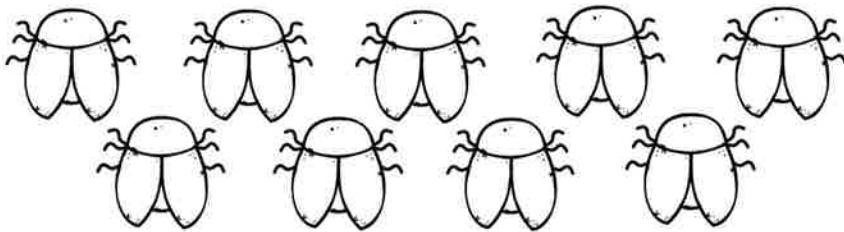
There are 9 shells. Color some purple and some green.



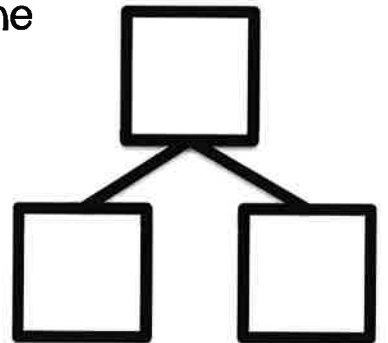
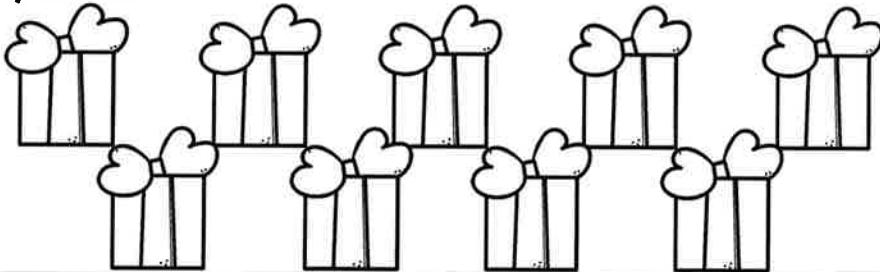
There are 9 olives. Color some green and some black.



There are 9 insects. Color some black and some red.



There are 9 presents. Color some pink and some yellow.



Assessment

Name: _____

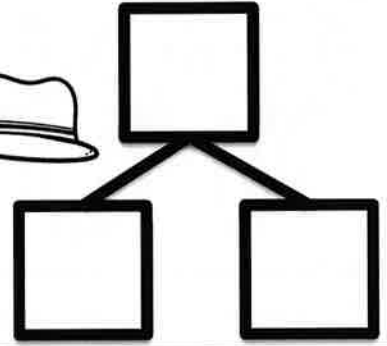
Score: _____

Cross out the objects and fill in the number bond and equation to match.

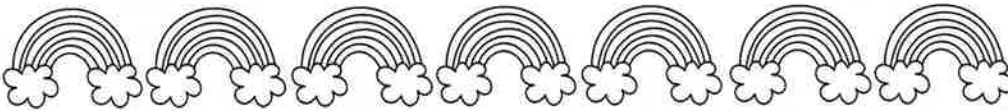
Take away 3 hats.



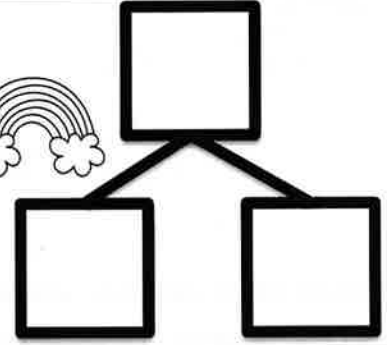
$$\square - \square = \square$$



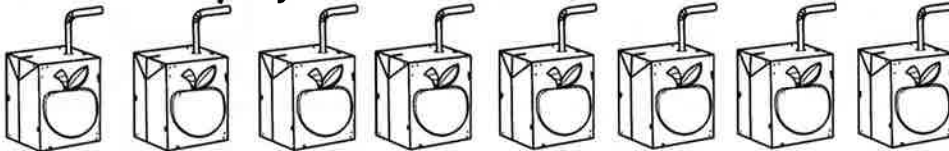
Take away 2 rainbows.



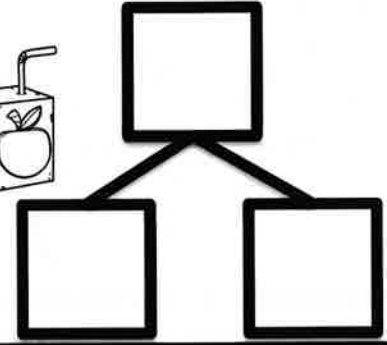
$$\square - \square = \square$$



Take away 5 juice boxes.



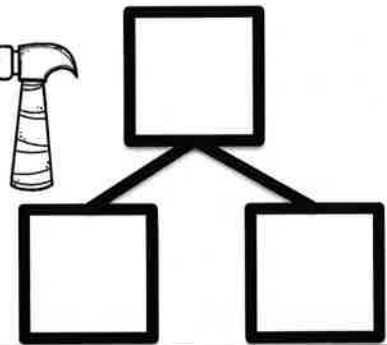
$$\square - \square = \square$$



Take away 4 hammers.



$$\square - \square = \square$$



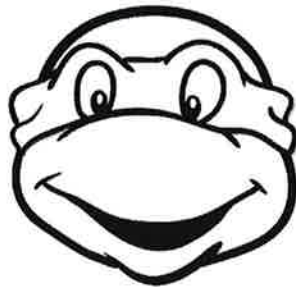
12. Write the numbers from 1 to 20.

13. Write the numbers from 1 to 20.

Practice Workbook B

K.G.A.1 (position words) – Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

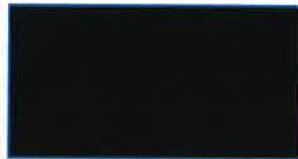
1. Look at the Ninja Turtle. Draw a circle above the Ninja Turtle. Draw a triangle below the Ninja Turtle. Draw a rectangle beside the Ninja Turtle.



2. Look at the star. Draw a circle below the star. Draw a triangle above the star. Draw a rectangle next to the star.



3. Look at the star. Circle the shape above the star.



4. Look at the star. Circle the shape below the star.

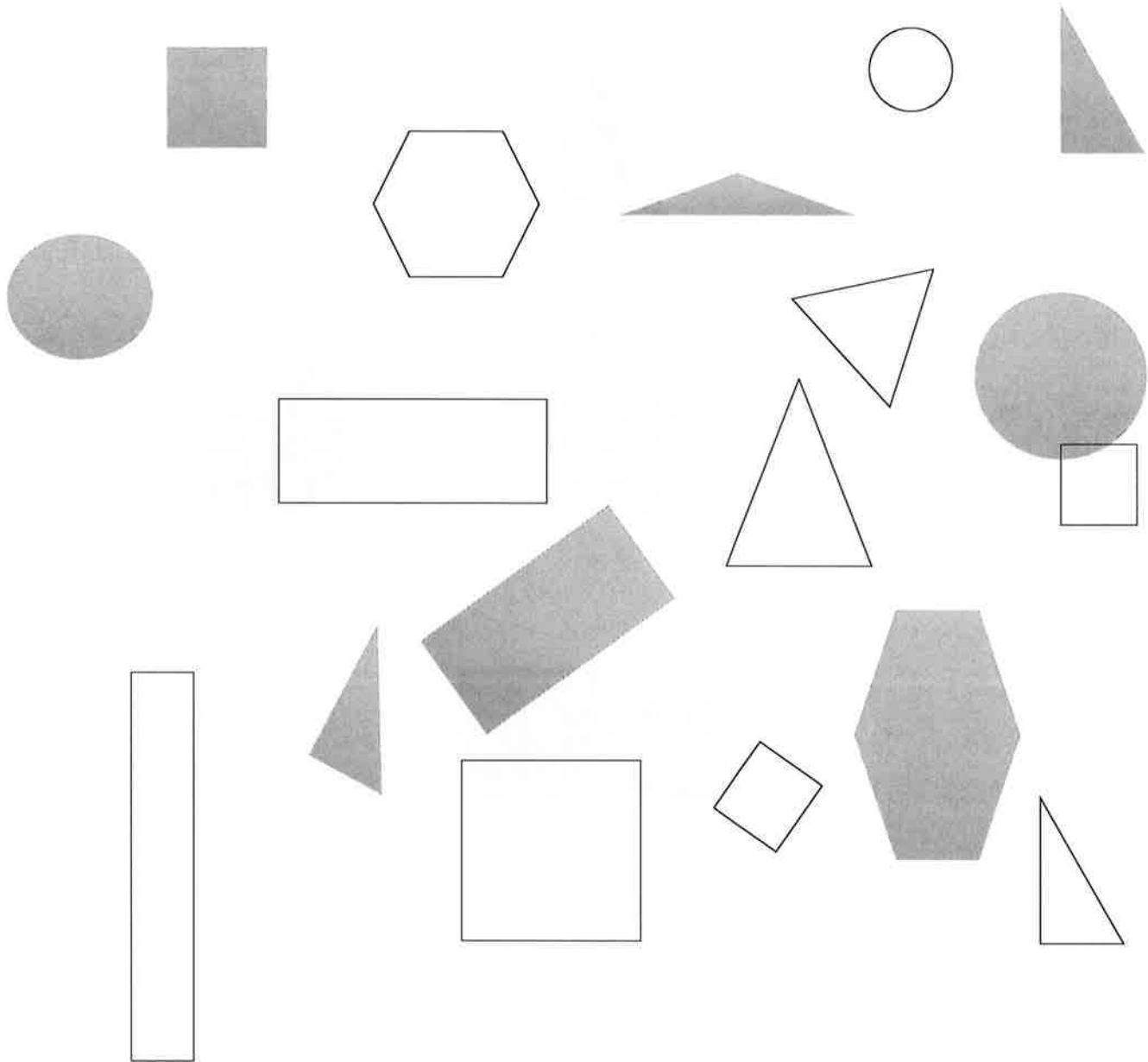


5. Look at the star. Circle the shape next to the star.

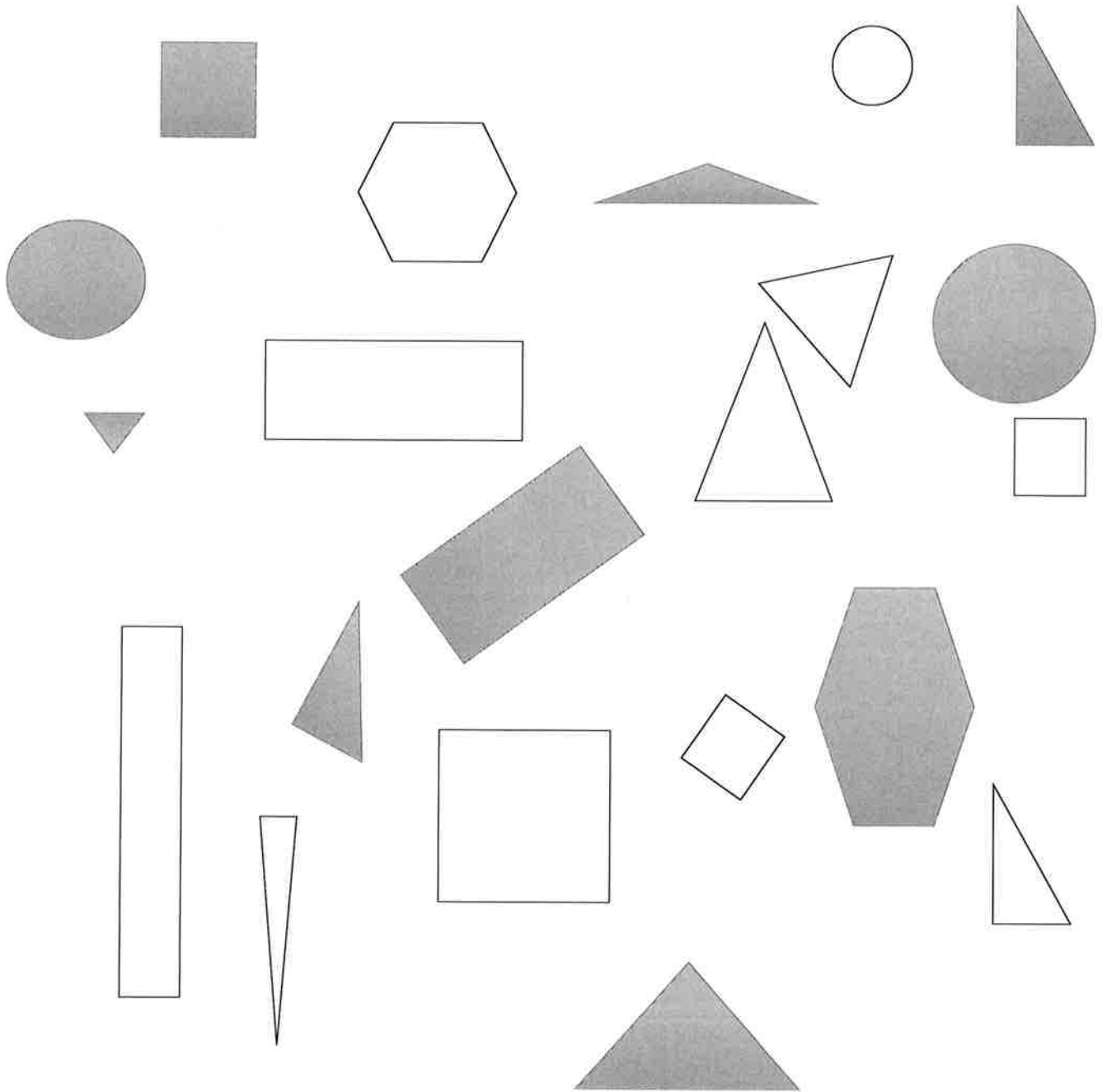


K.G.A.2 – Correctly name shapes regardless of their orientations or overall size.

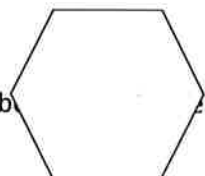
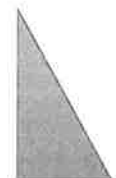
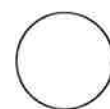
1. X all of the squares.

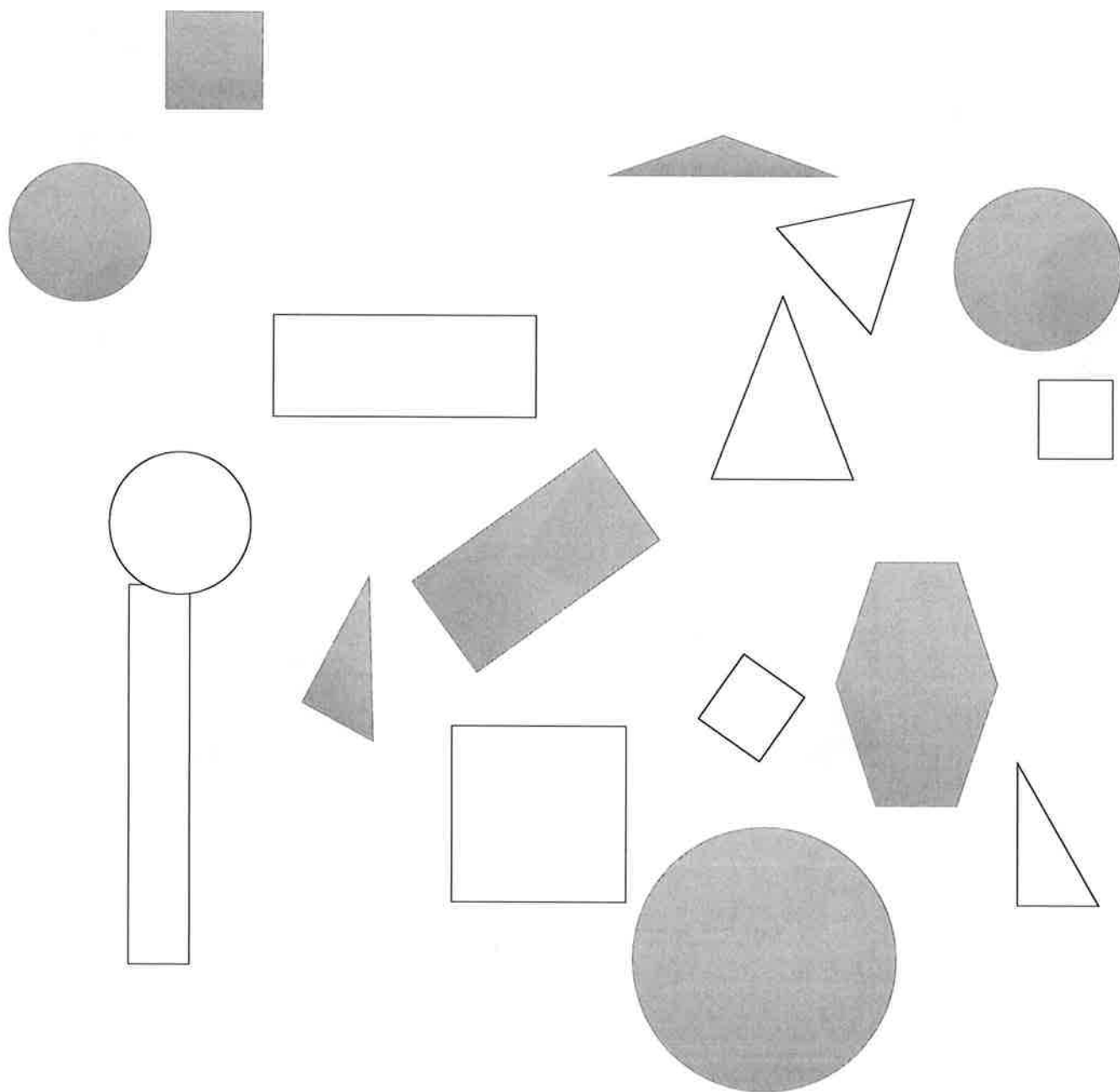


2. X all of the triangles.





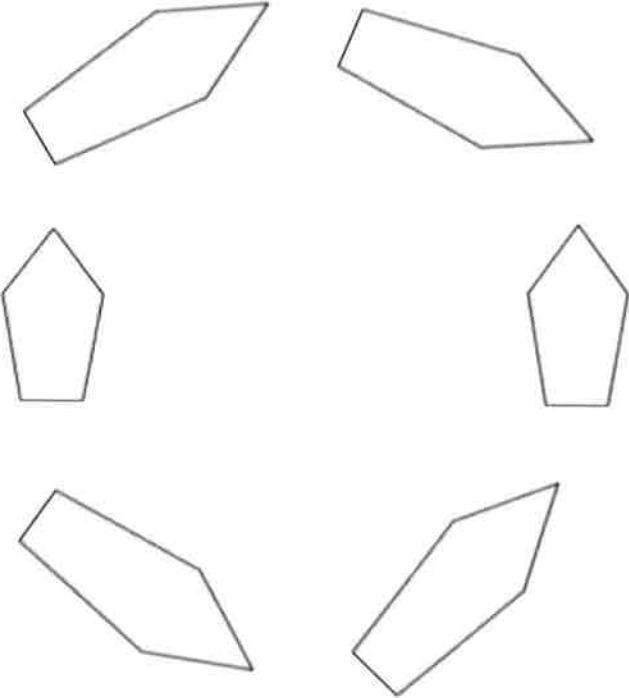
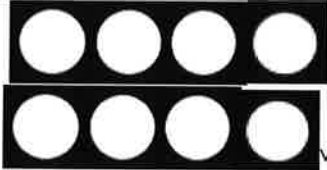
5. X all of the circles.




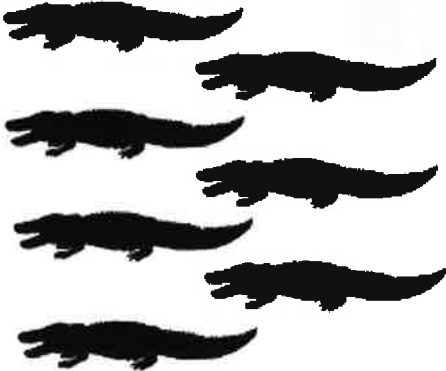

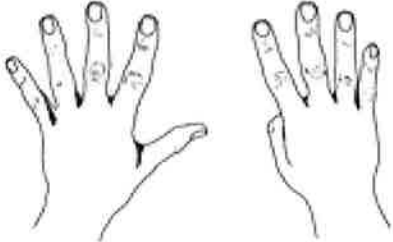


6. X all of the rectangles.

2. How many?

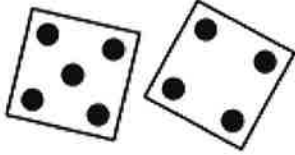


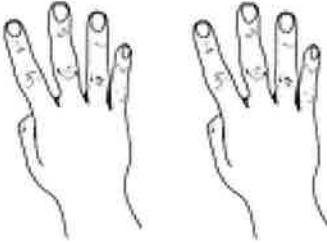
	
	
	
	

3. How many?

vi

4. How many?

vii

K.CC.B.4c – Understand that each successive number name refers to a quantity that is one larger.

1. Write the number that is one more.

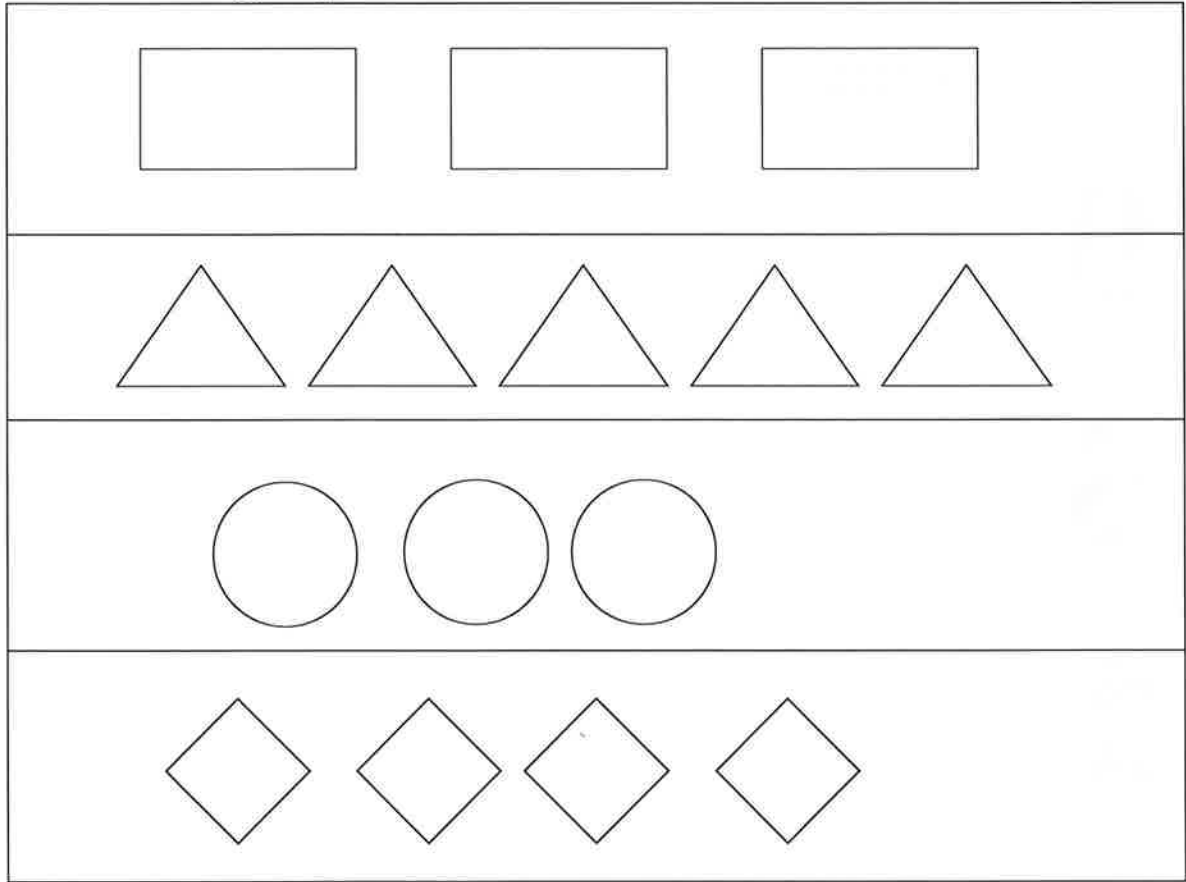
	One more?
8	
4	
6	
7	
5	


2. Write the number that is one more.


	One more?
9	
3	
1	
2	

K.MD.B.3 – Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by the count.

1. Color each group of 3.



2. How many  ? _____

3. How many  ? _____

9

$1 + 1 = \underline{\quad}$

10

$0 + 2 = \underline{\quad}$

11

$1 + 4 = \underline{\quad}$

12

$3 + 2 = \underline{\quad}$

13

$2 + 3 = \underline{\quad}$

14

$2 + 3 = \underline{\quad}$

15

$5 + 0 = \underline{\quad}$

16

$4 + 1 = \underline{\quad}$

Practice Workbook F

K.OA.A.2 – Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Draw a picture to help you solve.

1	$5 + 2 = \underline{\quad}$	
2	$4 + 3 = \underline{\quad}$	
3	$2 + 4 = \underline{\quad}$	
4	$6 + 3 = \underline{\quad}$	
5	$7 + 3 = \underline{\quad}$	
6	$7 + 2 = \underline{\quad}$	
7	$8 + 1 = \underline{\quad}$	

8	$5 + 3 = \underline{\quad}$	
9	$3 + 3 = \underline{\quad}$	
10	$4 + 4 = \underline{\quad}$	
11	$6 + 4 = \underline{\quad}$	
12	$4 + 3 = \underline{\quad}$	
13	$4 + 2 = \underline{\quad}$	
14	$8 + 2 = \underline{\quad}$	
15	$2 + 3 = \underline{\quad}$	

Draw a picture to help you solve.

16	$5 + 3 = \underline{\quad}$	
17	$4 + 2 = \underline{\quad}$	
18	$3 + 4 = \underline{\quad}$	
19	$6 + 3 = \underline{\quad}$	
20	$7 + 2 = \underline{\quad}$	
21	$5 + 2 = \underline{\quad}$	
22	$8 + 1 = \underline{\quad}$	
23	$5 + 1 = \underline{\quad}$	

24	$3 + 3 = \underline{\quad}$	
25	$4 + 5 = \underline{\quad}$	
26	$4 + 4 = \underline{\quad}$	
27	$5 + 3 = \underline{\quad}$	
28	$4 + 5 = \underline{\quad}$	
29	$7 + 2 = \underline{\quad}$	
30	$2 + 3 = \underline{\quad}$	

K.OA.A.3 – Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

Pick Two from Illustrative Mathematics

Make 9 from Illustrative Mathematics^{xvii}

1. Circle all of the ways to make 10.

$$10 = 7 - 3$$

$$10 = 2 + 8$$

$$10 = 4 + 6$$

$$1 + 0 = 10$$

2. Circle all of the ways to make a total of 6.

$$6 = 5 + 1$$

$$6 + 1 = 6$$

$$3 + 3 = 6$$

$$6 = 2 + 4$$

3. Circle all of the ways to make 8.

$$8 = 6 - 2$$

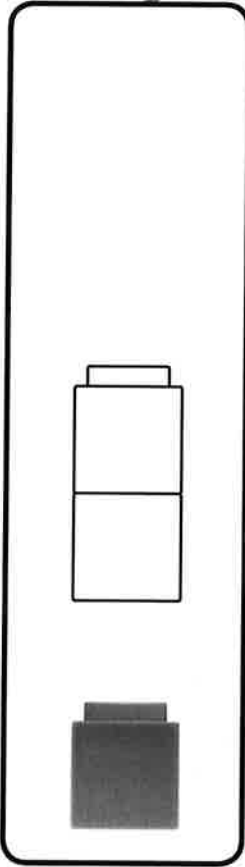
$$8 = 0 + 8$$

$$8 = 5 - 3$$

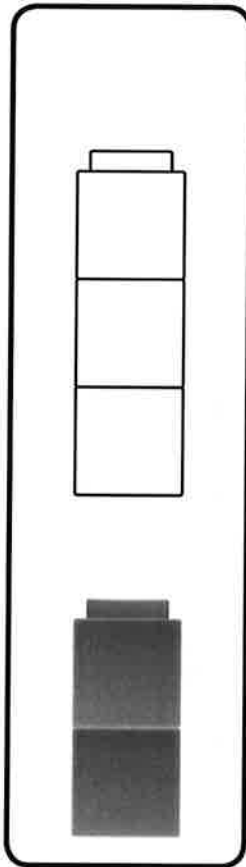
$$8 = 1 + 7$$

Understanding Addition

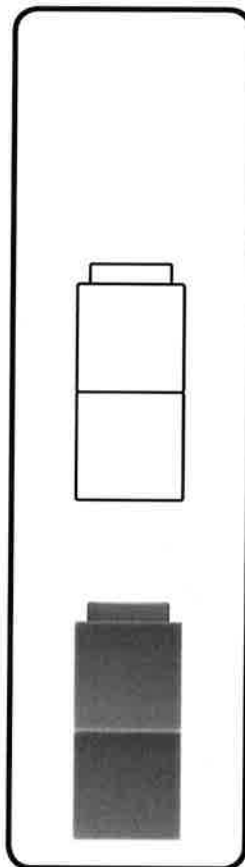
Name _____



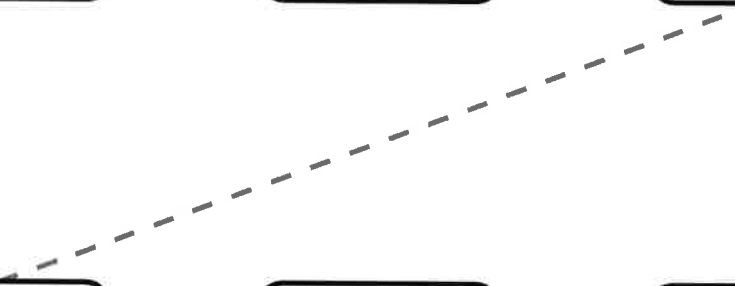
$$2 + 3 = 5$$



$$2 + 2 = 4$$



$$1 + 2 = 3$$



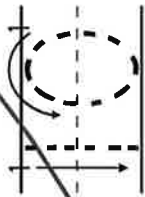
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Making 10 *continued*

Name _____

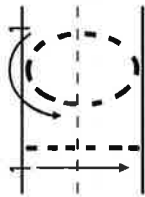
●	●				





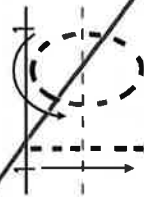
●	●	●	●	●	
●					●





●	●				
●	●				





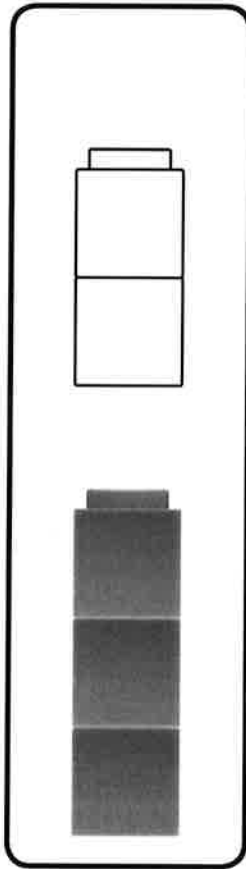
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Understanding Addition *continued*

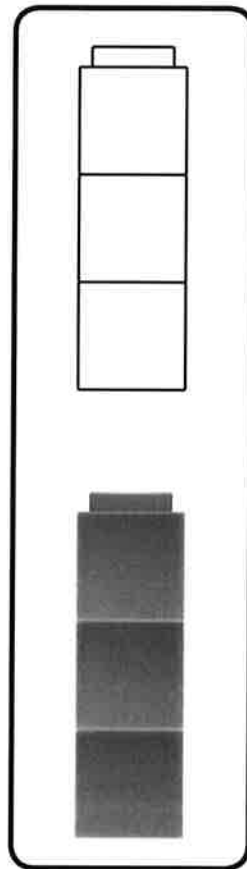
Name _____



$$3 + 3 = 6$$



$$4 + 1 = 5$$



$$3 + 2 = 5$$

Have children **match pictures to addition equations**. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Adding Within 5

Name _____

Example

●

●

$1 + 1 = \underline{\quad 2 \quad}$

● ●

●

$2 + 1 = \underline{\quad \quad}$

● ● ●

●

$3 + 1 = \underline{\quad \quad}$

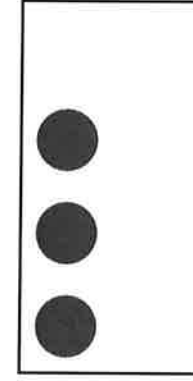
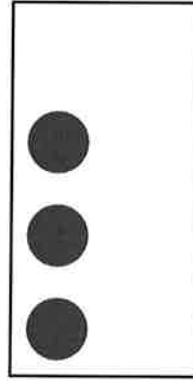
● ● ● ● ●

$4 + 1 = \underline{\quad \quad}$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

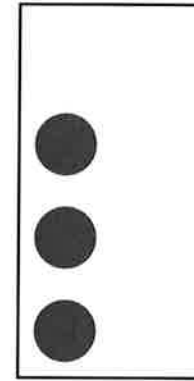
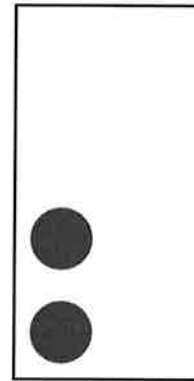
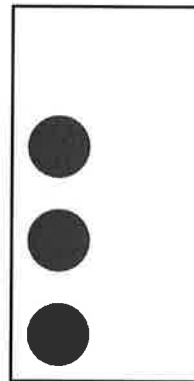
Adding Within 5 continued

Name _____



$$\underline{\quad} + 3 = \underline{\quad\quad\quad}$$

$$0 + 3 = \underline{\quad\quad\quad}$$



$$\underline{\quad} + 2 = \underline{\quad\quad\quad}$$

$$3 + 0 = \underline{\quad\quad\quad}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

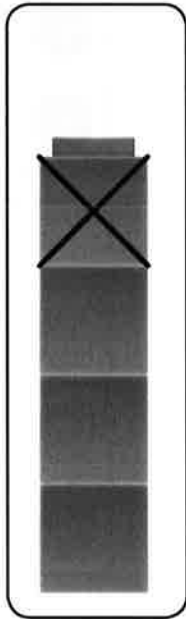
Understanding Subtraction

Name _____

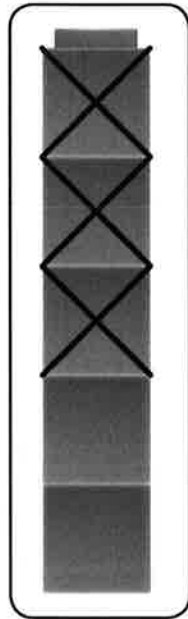
Example



$$4 - 1 = 3$$



$$2 - 1 = 1$$

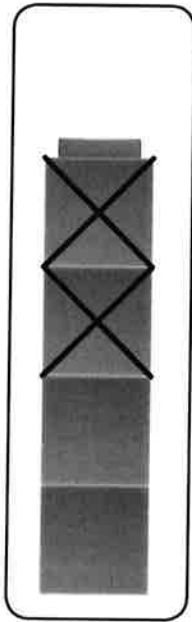


$$5 - 3 = 2$$

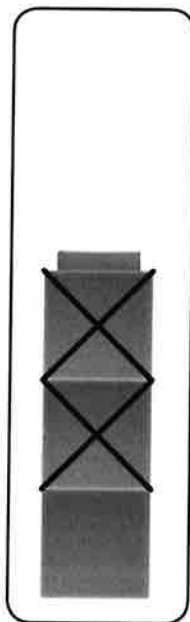
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Understanding Subtraction *continued*

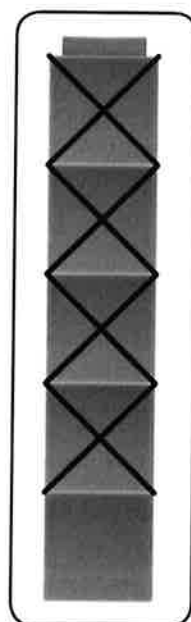
Name _____



$$5 - 4 = 1$$



$$4 - 2 = 2$$



$$3 - 2 = 1$$

Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Subtracting Within 5

Name _____

Example



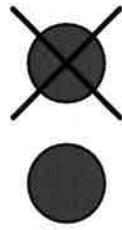
$$\begin{array}{r} \underline{\quad} \\ 5 - 1 = \underline{\quad} \\ \hline \end{array}$$



$$\begin{array}{r} \underline{\quad} \\ 3 - 1 = \underline{\quad} \\ \hline \end{array}$$



$$\begin{array}{r} \underline{\quad} \\ 4 - 1 = \underline{\quad} \\ \hline \end{array}$$

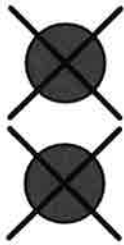


$$\begin{array}{r} \underline{\quad} \\ 2 - 1 = \underline{\quad} \\ \hline \end{array}$$

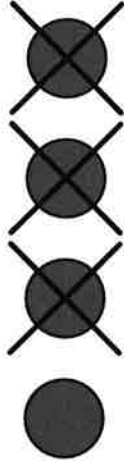
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Subtracting Within 5 *continued*

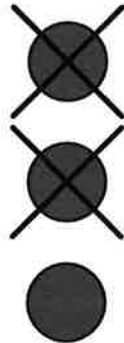
Name _____



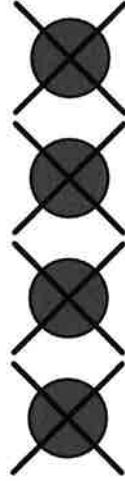
$$\underline{\quad} - 2 = \underline{\quad}$$
$$\underline{\quad} - 2 = \underline{\quad}$$



$$\underline{\quad} - 4 = \underline{\quad}$$
$$\underline{\quad} - 4 = \underline{\quad}$$



$$\underline{\quad} - 3 = \underline{\quad}$$
$$\underline{\quad} - 3 = \underline{\quad}$$



$$\underline{\quad} - 4 = \underline{\quad}$$
$$\underline{\quad} - 4 = \underline{\quad}$$

Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Facts to 5

Name _____

Example

$1 + 2 = 3$

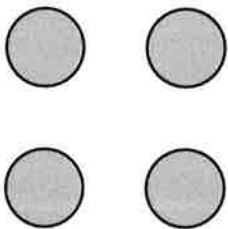
$3 - 2 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

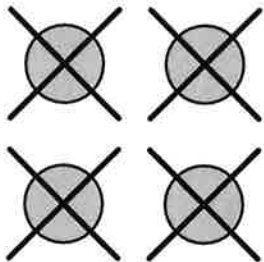
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

Facts to 5 continued

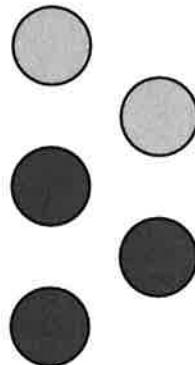
Name _____



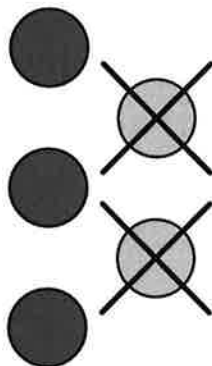
$0 + 4 = \text{---}$



$4 - 4 = \text{---}$



$3 + 2 = \text{---}$



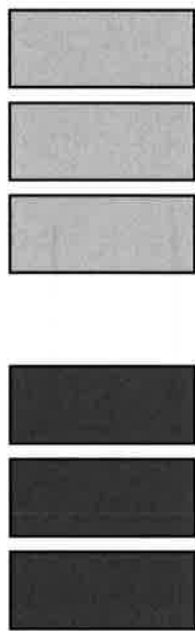
$5 - 2 = \text{---}$

Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, $1 + 2 = 3$, so if you start with 3 and take away 2, you have 1 left.

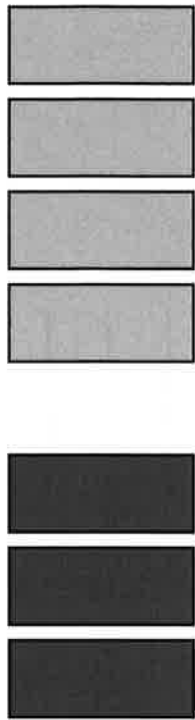
Adding Within 10

Name _____

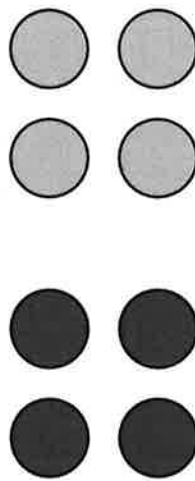
Example



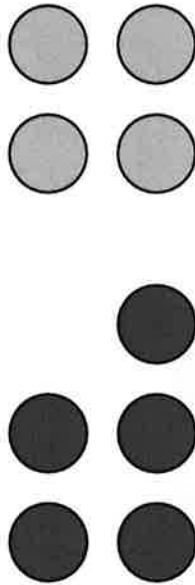
$$3 + 3 = \underline{\quad} \text{---} \underline{\quad} \text{---} \underline{6}$$



$$3 + 4 = \underline{\quad} \text{---} \underline{\quad} \text{---} \underline{\quad}$$



$$4 + 4 = \underline{\quad} \text{---} \underline{\quad} \text{---} \underline{\quad}$$

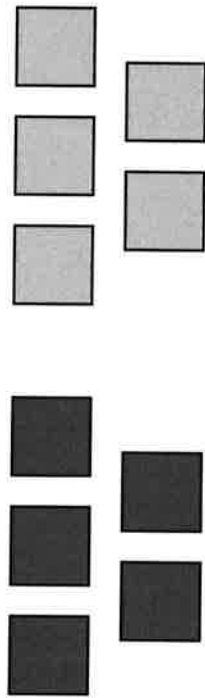


$$5 + 4 = \underline{\quad} \text{---} \underline{\quad} \text{---} \underline{\quad}$$

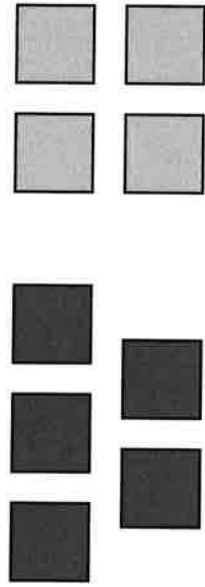
Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

Adding Within 10 *continued*

Name _____



$$5 + 5 = \text{-----}$$



$$5 + 4 = \text{-----}$$



$$2 + 6 = \text{-----}$$



$$6 + 2 = \text{-----}$$

Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

