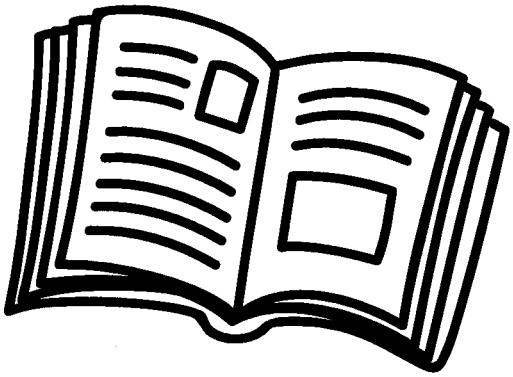
School #29
Kindergarten

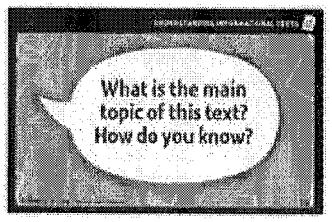
ELA + Math

Summer Learning Packets

Independent Reading!



See pages 105 and 106 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

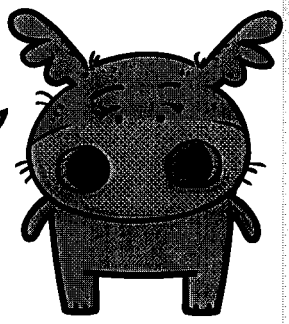
www.freekidsbooks.org

en.childrenslibrary.org

Listen and Learn

Asking Questions

A **key detail** is an important piece of information. Asking and answering questions helps you notice key details.



Here are some questions you can ask about the key details in a story:

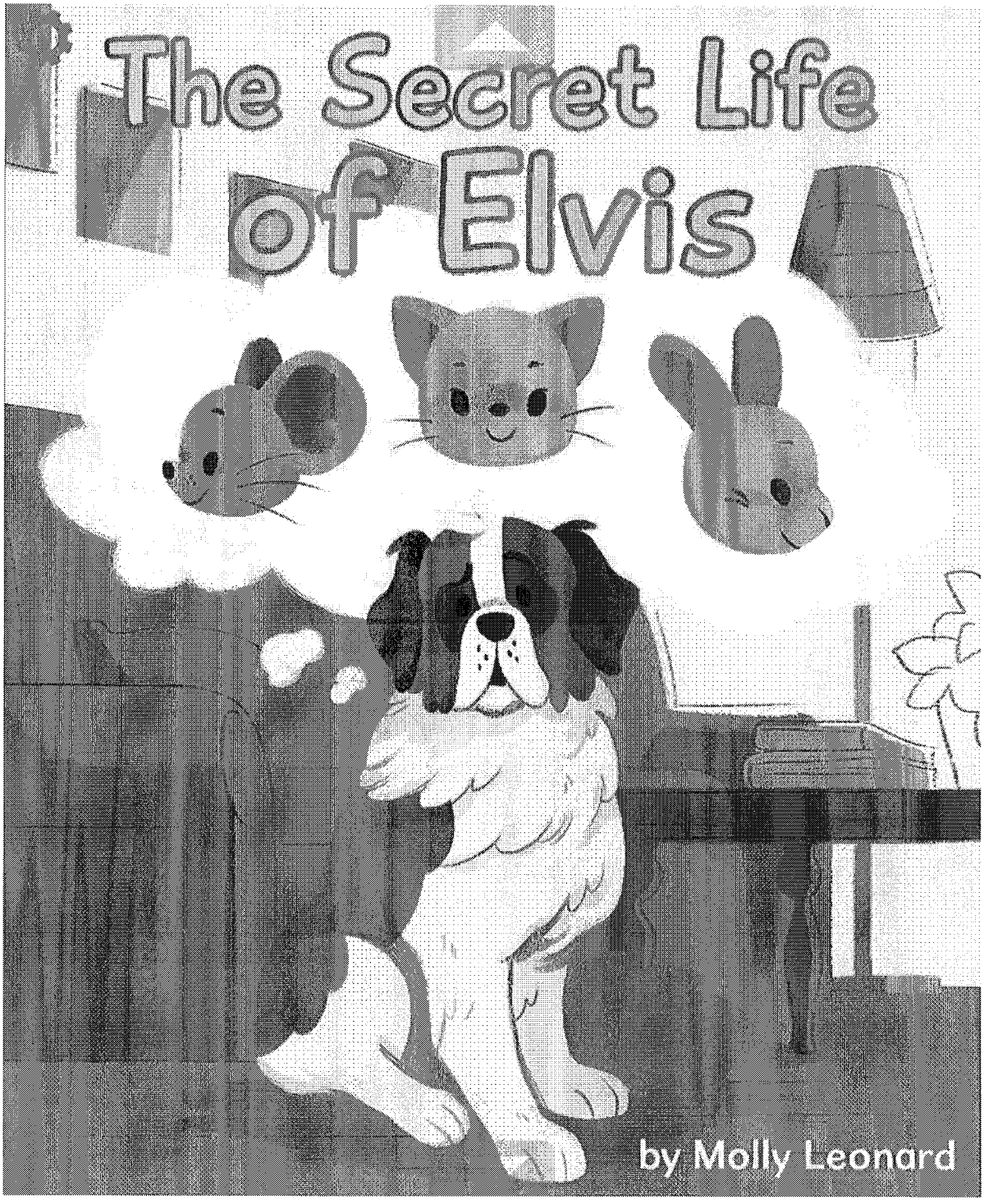
- Who are the characters?
- Where are the characters?
- What are the characters doing?

  Think about:

  When are they doing this?

  Why are they doing this?

Asking and answering questions about key details helps you understand how the parts of the story fit together.



People think it is so easy to be a dog. They scratch my head and say, "Elvis, your life is so easy."

Boy, are they wrong. Being a dog is hard work! I don't like what I do every day. I just can't do it anymore!

I wake up on a cold, hard floor every day. I eat dry dog food for breakfast. Yuck!

Then I have to drag myself out the door to chase the mailman. I do NOT want to chase the mailman! He is a nice guy. He scratches my belly. He feeds me bananas.

What do I do next? I hide in a closet. I am trying to cough up a hairball.

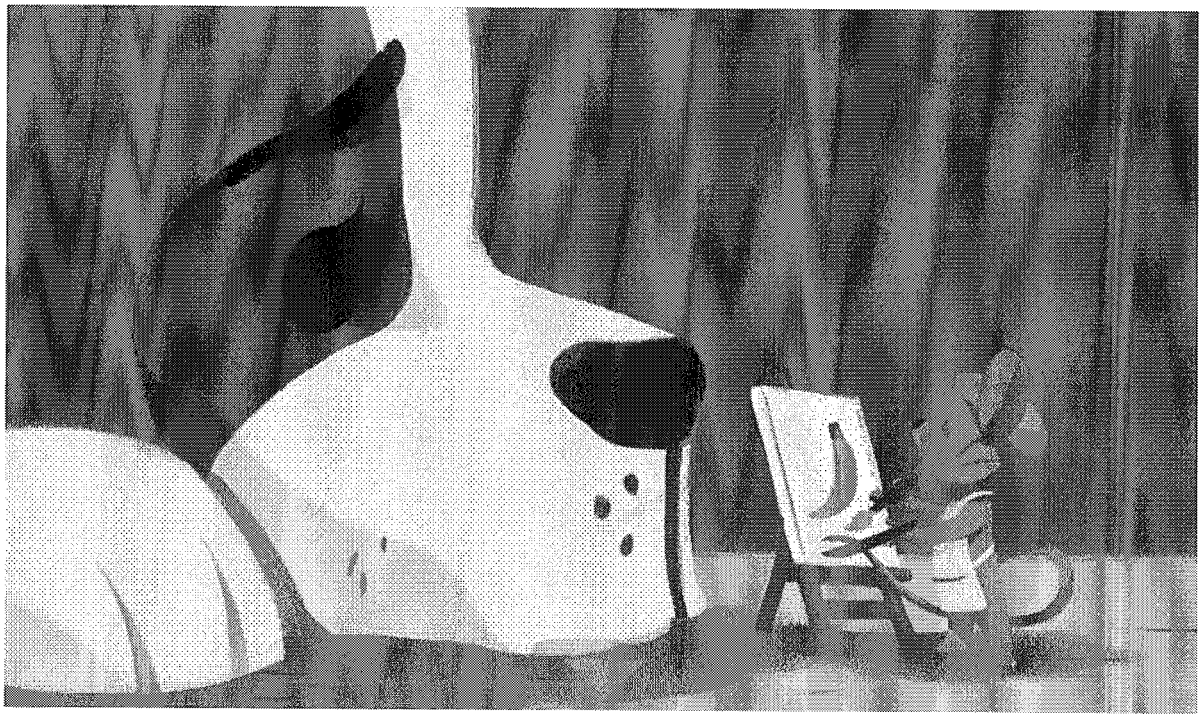
Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!

Finally, I talk to my best friend, Maxwell. "What should I do?" I ask him. Maxwell lives under the dishwasher. He is a mouse. He is also a painter! Today he is painting a banana.

I say, "I don't want to be a dog anymore, Maxwell. I have no time alone. The food stinks. And people throw balls at me!"

"I know what you mean," Maxwell says as he paints.

"You have to do what makes you happy. That is why I paint beautiful fruit. It makes me happy. Other mice look for crumbs all day. That makes them happy. You have to do what makes YOU happy, Elvis."

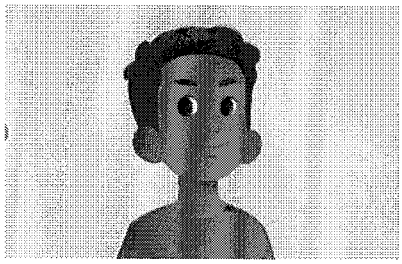


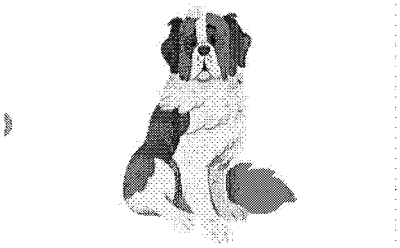
I think about this. Then I say, "Well, I like licking my paws! I like winding around people's feet so that they trip. And I love drinking milk."

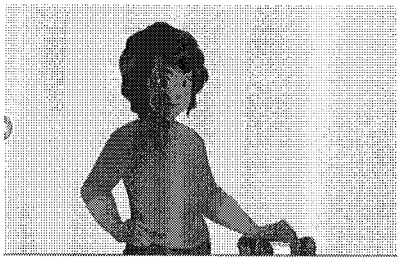
"I've got it!" Maxwell cries. "It sounds like you have spent too much time being a dog. Why don't you try being ... a cat!"

Question 1 (for p. 1 of passage)

Which character is telling this story?

a. 

b. 

c. 

Question 2 (for p. 2 of passage)

How is Elvis different from most dogs? Complete the sentence.

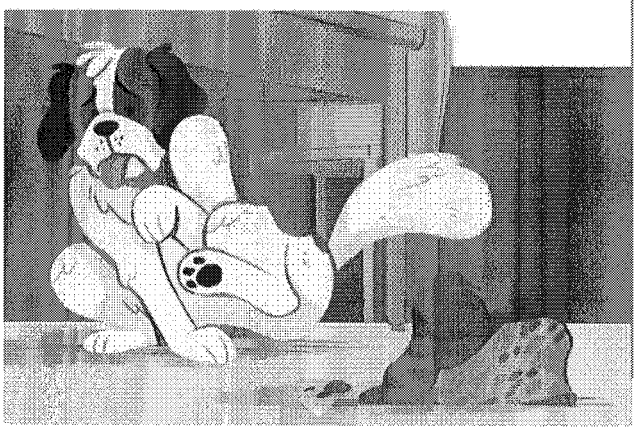
Elvis does not like to _____ the mailman.

a. chase
b. drag
c. scratch

Question 3 (for p. 3 of passage)

What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!



Look at the underlined text and the picture. What do you learn about Elvis?

a. He does not want to eat the meatloaf.
b. He does not want to hide in a closet.
c. He does not want to come running.

Question 4 (for p. 4 of passage)

Why does Elvis talk to Maxwell about his feelings?

a. Maxwell is a little mouse.
b. Maxwell is his best friend.
c. Maxwell is a good painter.

Question 5 (for p. 5 of passage)

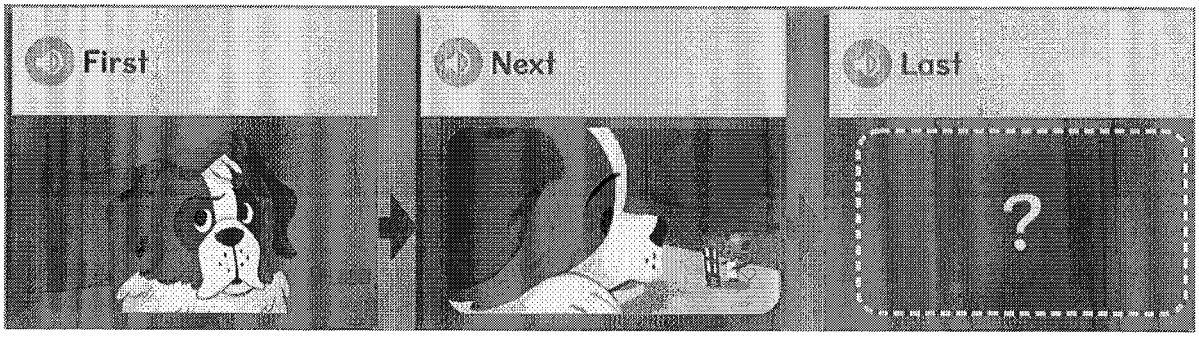
What does Maxwell tell Elvis to do? Complete the sentence.

Do what makes you _____.

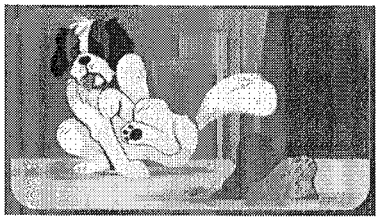
a. beautiful
b. you
c. happy

Question 6 (for p. 6 of passage)

Look at the events in the chart. What important event happens at the end? Choose the picture.



a. 

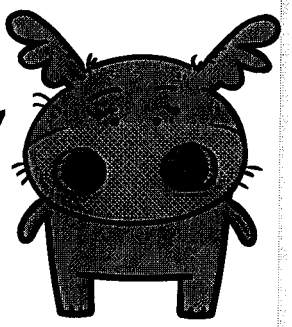
b. 

c. 

Listen and Learn

Asking Questions

A **key detail** is an important piece of information. Asking and answering questions can help you find key details.



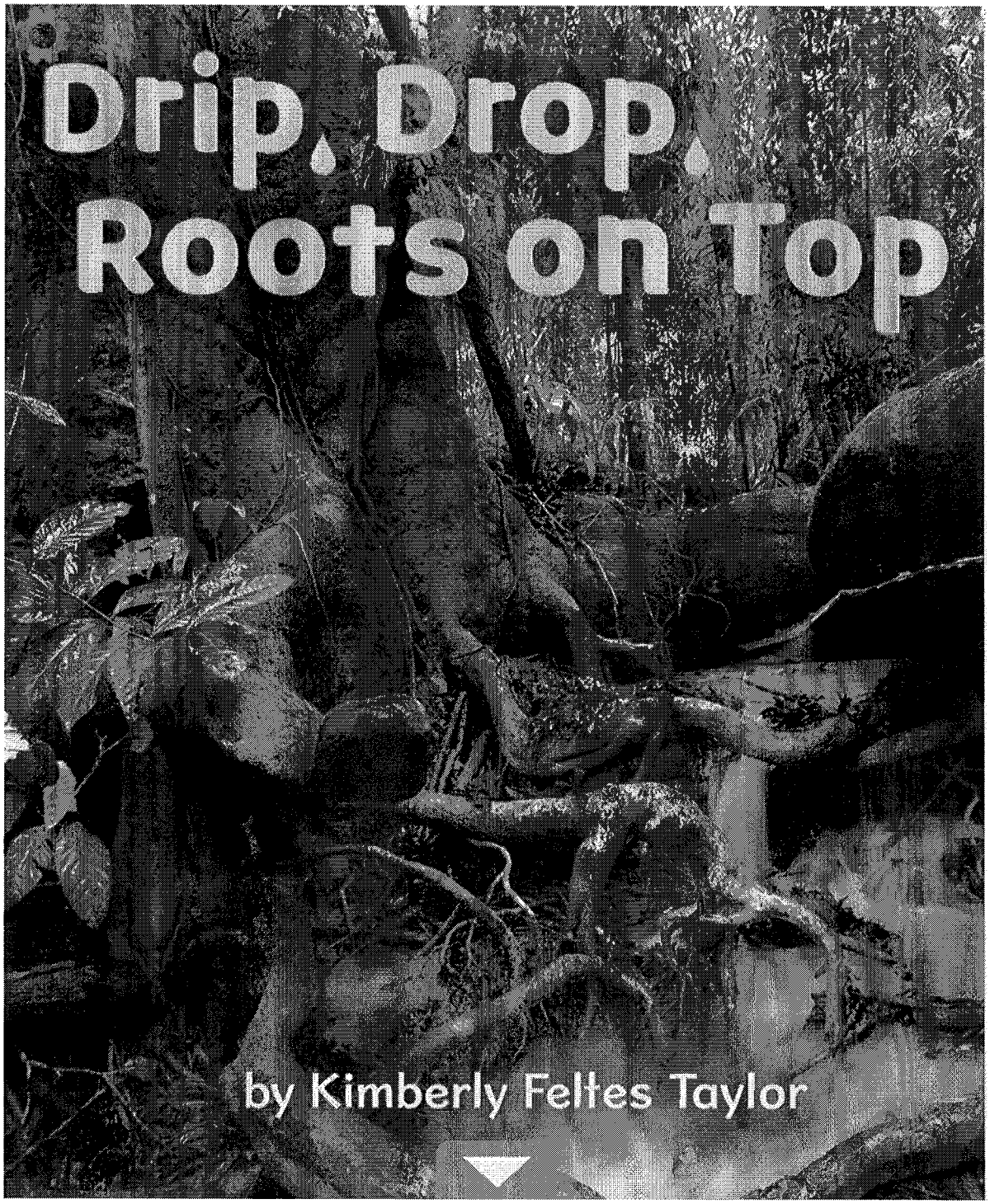
Here is how you find key details:

- Ask a question. Begin the question with one of these words:

Who	What	When
Where	Why	How

- Look for the answer to your question. You can find it in the words or in the text features.

When you ask questions about what you read, answering your questions helps you understand the text.



You are in a rainforest. The air is warm. Rain falls hard and fast. Soon, the rain stops. But the air still feels wet. Will it rain again? Yes, it will. This is life in the rainforest.

A rainy day in a rainforest

Drip Tips and Raincoats

Have you ever been soaked by the rain? Your clothes get wet. You need to dry off!

Plants need to dry off, too. Plants can die if they get too much rain. Drip tips can help. A drip tip is a pointy end on a leaf. Rain drips off the pointy part. The leaf dries off.

Leaves with pointy drip tips

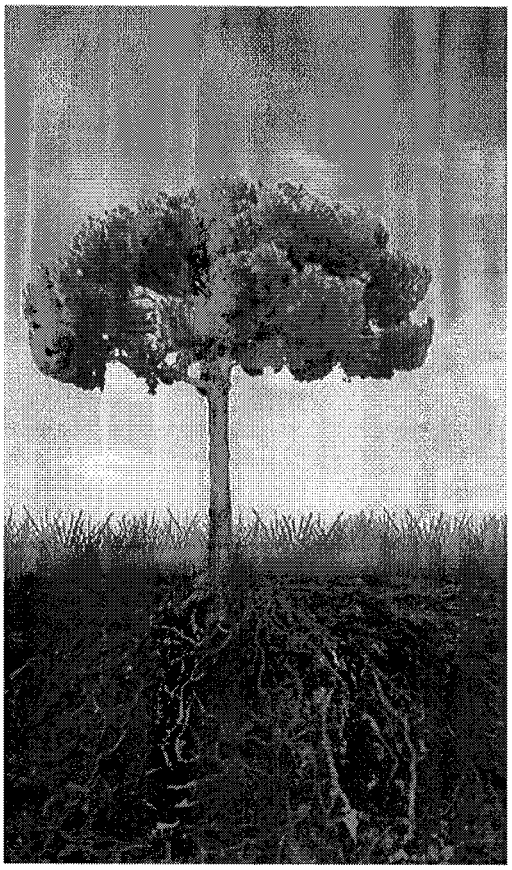
You can wear a raincoat to stay dry. Some plant leaves make a waxy coating. This coating is like a raincoat. It stops water from soaking into the leaf.

Splat, splat, splat! Rain falls. The drops roll across the smooth, shiny coating. They slip and slide off the leaf. The leaf dries off.

Raindrops rolling off a waxy coating

Roots Get Food

Many plants have roots below the ground. The roots grow far down. They are hard to see.



Roots below ground

The roots absorb, or soak up, food from the soil. The food is from dead plants and insects. The dead things fall apart and sink deep into the soil.

In a rainforest, roots peek out of the dirt. Some roots even stay above the ground. Why?

Roots stay on or near the top because the food is there. Dead plants and bugs wash away before they can sink into the soil. Roots need to stay on top of the soil to absorb this food.

Roots above ground

Trees and plants live with a lot of rain in the rainforest. Plants stay dry with drip tips and waxy coatings. Roots soak up food before it washes away. Plants and trees survive in their rainy, rainforest home.

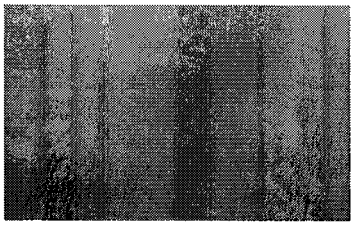
Plants and trees in a rainforest

Question 1 (for p. 1 of passage)

Which picture shows what the weather is like in a rainforest?

a. 

b. 

c. 

Question 2 (for p. 2 of passage)

Which sentence tells how drip tips help a plant?

a. Drip tips help rain soak the leaf.
b. Drip tips are pointy ends of the leaf.
c. Drip tips help water fall off the leaf.

Question 3 (for p. 3 of passage)

How do a leaf's coating and tip help the plant survive in the rain?

a. They dry off the plant.
b. They slip and slide off the leaf.
c. They stop rain from falling on the plant.

Question 4 (for p. 4 of passage)

What does the word **absorb** mean?

a. fall apart
b. grow down
c. take in

Question 5 (for p. 5 of passage)

Why do roots grow above the ground in the rainforest? Complete the sentence.

Roots above the ground can get food before _____ moves it away.

a. the soil
b. a forest
c. the rain

Question 6 (for p. 6 of passage)

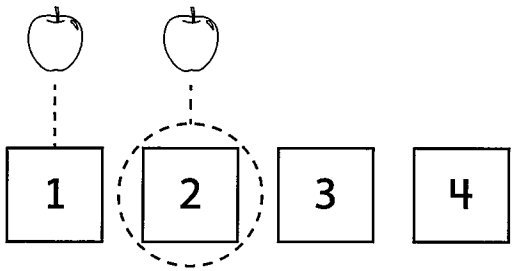
How do roots on top help a plant survive in the rain?

a. They get food deep in the soil.
b. They wash away with the rain.
c. They absorb food on the ground.

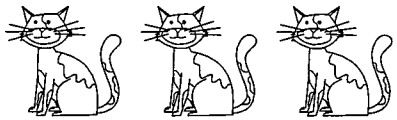
Understanding Counting

Name _____

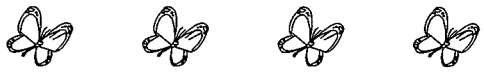
Example



1 2 3 4



1 2 3 4



1 2 3 4

1 2 3 4

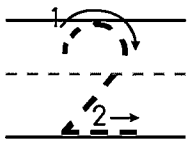
1 2 3 4

Have children match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1 and continuing in order. Ask children to circle the number that tells how many objects are in each group.

Numbers 0 to 5

Name _____

Example



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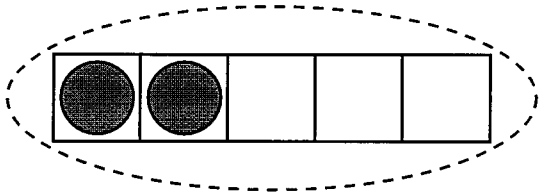
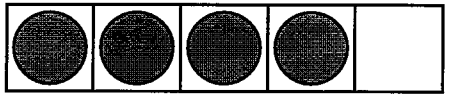
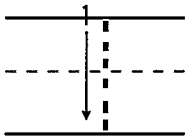
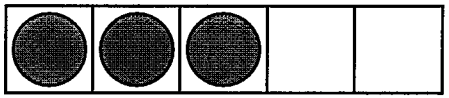
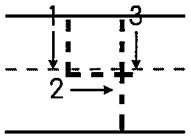
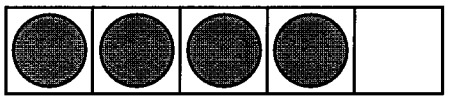


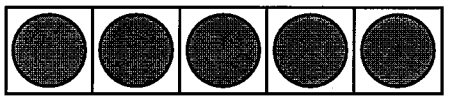








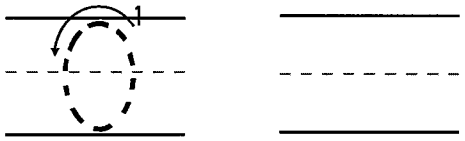


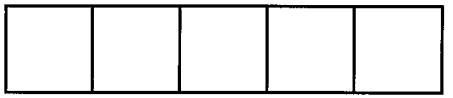


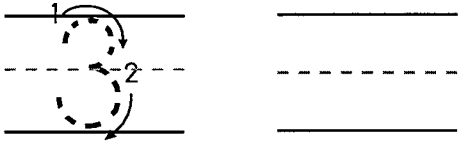
Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

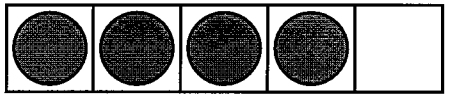
Numbers 0 to 5 *continued*

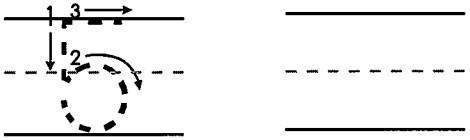
Name _____

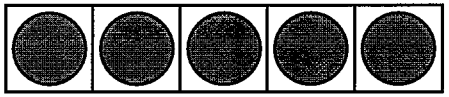


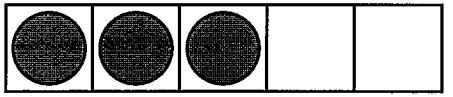










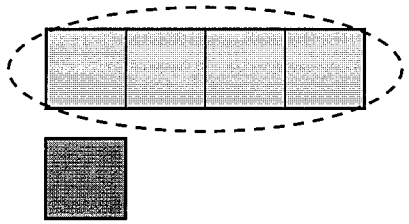


Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Comparing Within 5

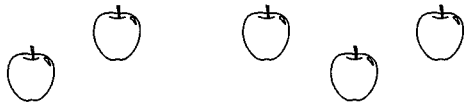
Name _____

Example



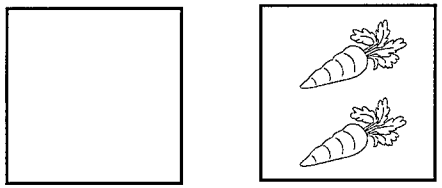
4

1



2

3



0

2

5

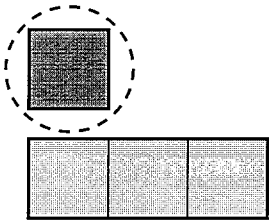
4

Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

Comparing Within 5 *continued*

Name _____

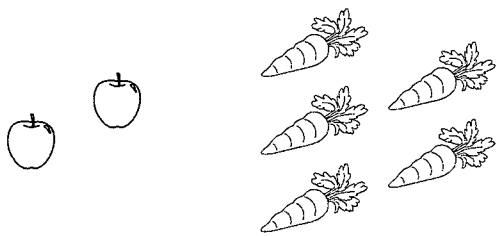
Example



1 3

4 2

3 3



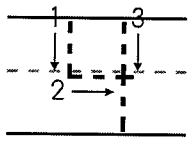
2 5

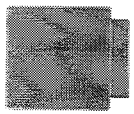
Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that is less.

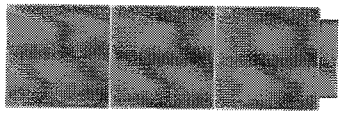
Making 3, 4, and 5

Name _____

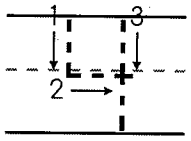
Example

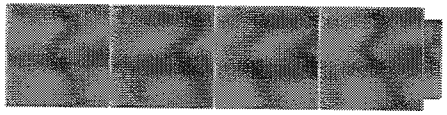




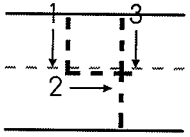


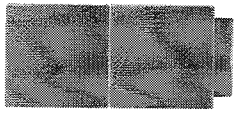
1 and 3

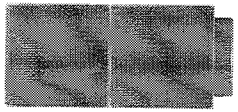




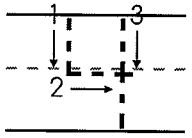
0 and _____

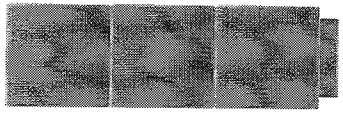


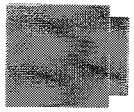




2 and _____





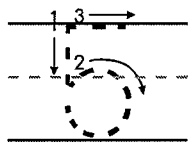


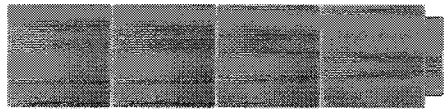
3 and _____

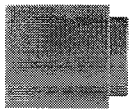
Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.

Making 3, 4, and 5 *continued*

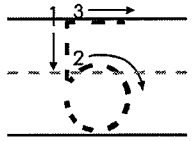
Name _____

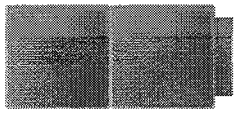


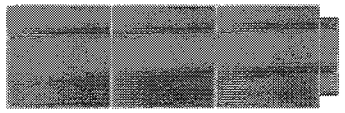




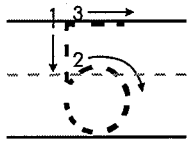
4 and _____

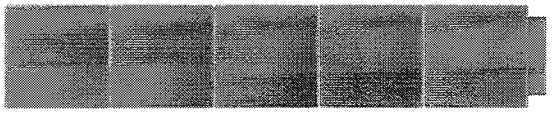




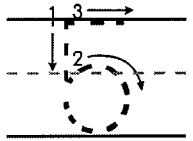


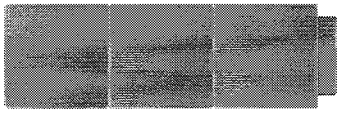
2 and _____

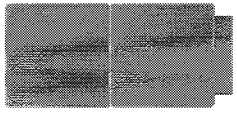




5 and _____







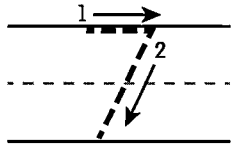
3 and _____

Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.

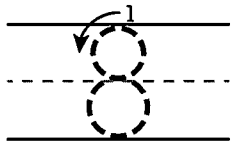
Counting and Writing to 8

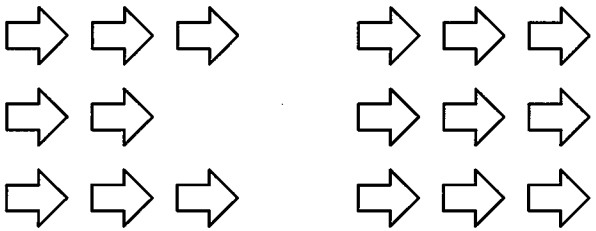
Name _____

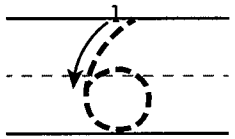
Example

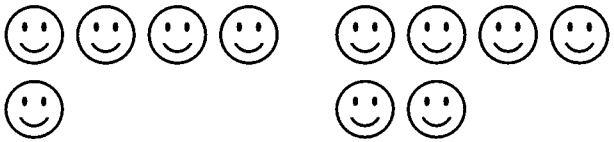


7





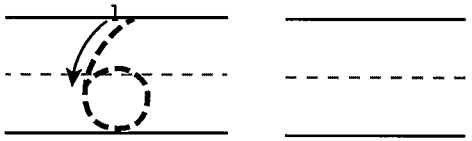


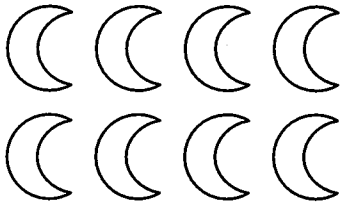


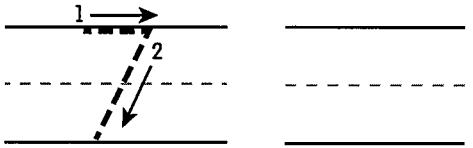
Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

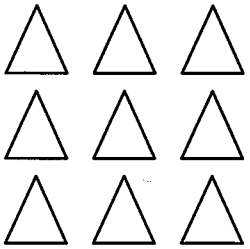
Counting and Writing to 8 *continued*

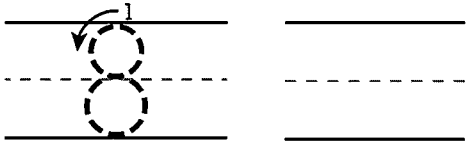
Name _____

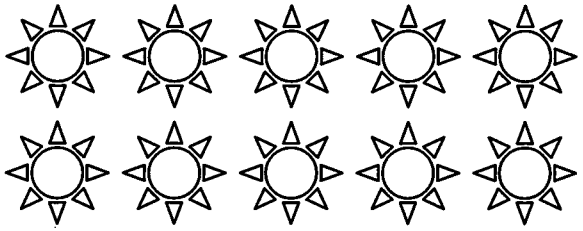


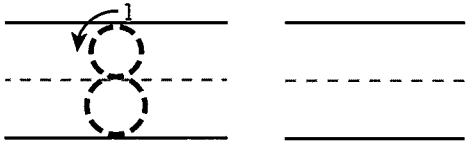










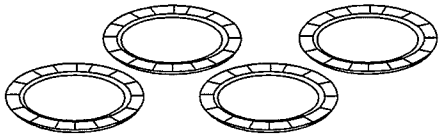


Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

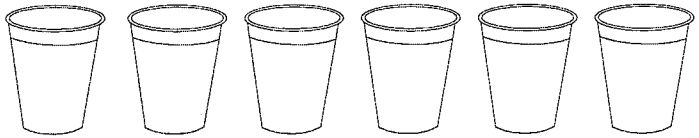
Understanding 1 More

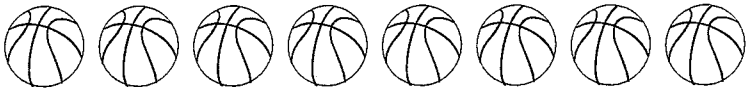
Name _____

Example



	1 More
4	5





Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

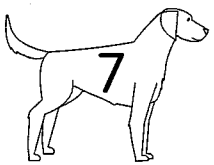
Understanding 1 More *continued*

Name _____

Example

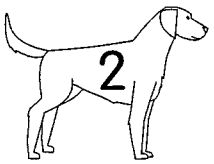
1	2	3	4	5	6	7	8	9	10

1	2	3	4	5	6	7	8	9	10



1	2	3	4	5	6	7	8	9	10

1	2	3	4	5	6	7	8	9	10



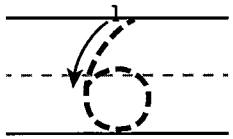
1	2	3	4	5	6	7	8	9	10

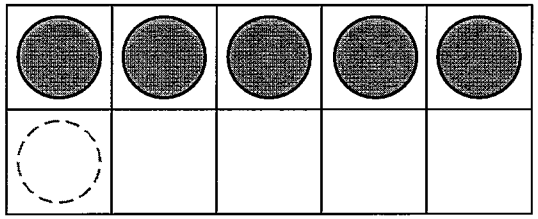
Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

Making 6 and 7

Name _____

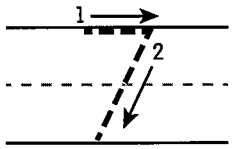
Example

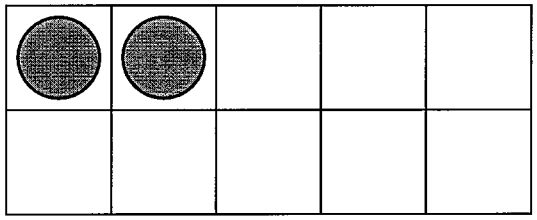




? 5

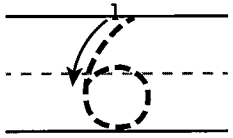
? 1

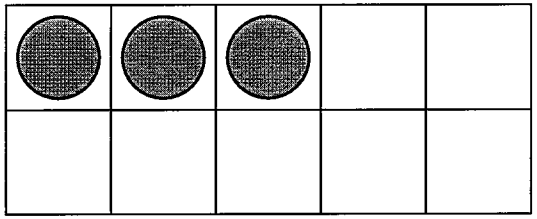




?

?





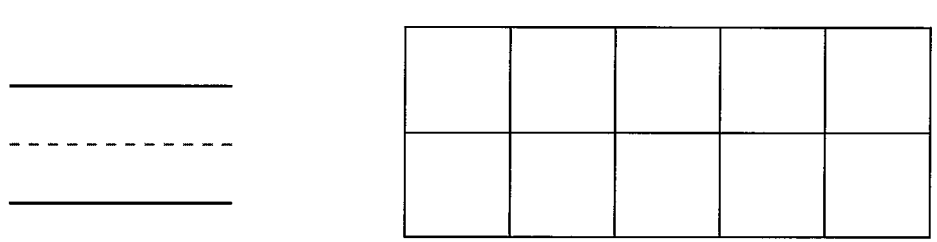
?

?

Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7.
On the right, have children write the number of gray counters shown and the number of counters drawn to make the total.

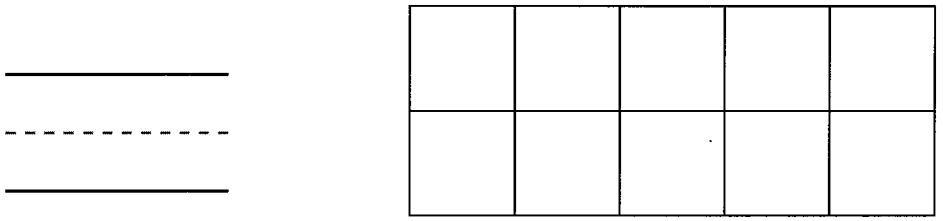
Making 6 and 7 *continued*

Name _____



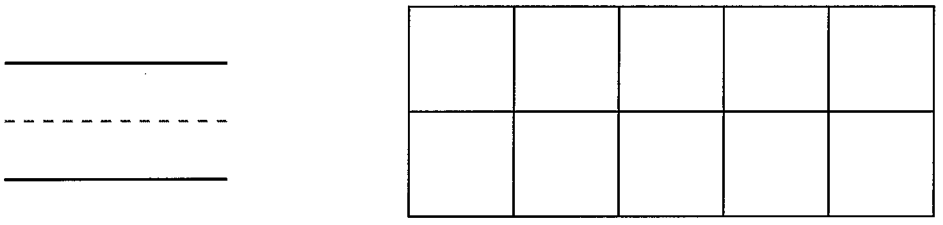
? 4

? 3



? 2

? 4



? 1

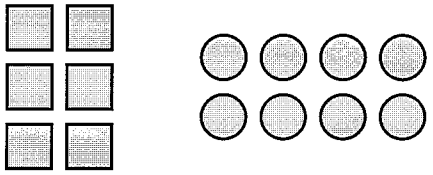
? 6

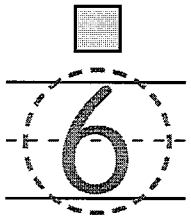
Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.

Comparing Within 10

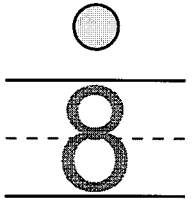
Name _____

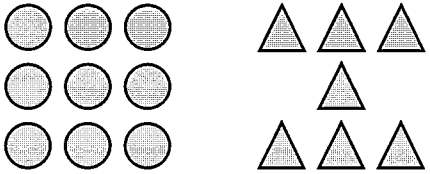
Example



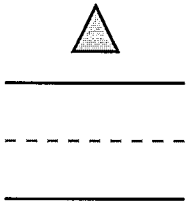


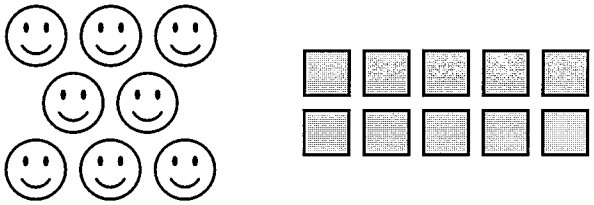
or



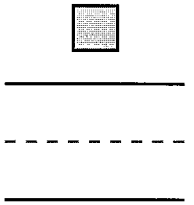


or





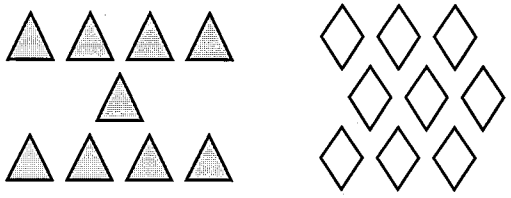
or



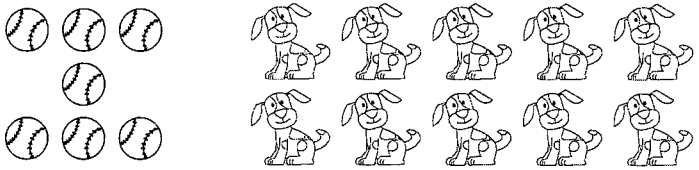
In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Comparing Within 10 *continued*

Name _____



_____ or _____



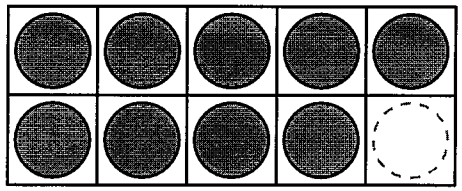
_____ or _____

In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Making 10

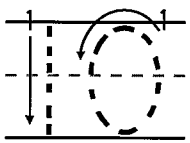
Name _____

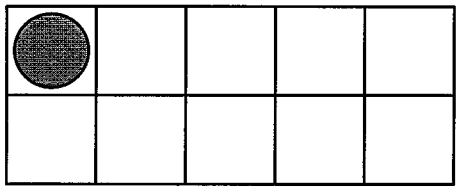
Example



? 9

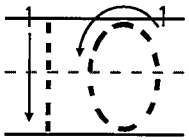
? 1

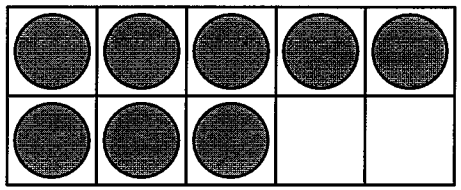




? _____

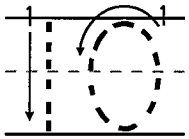
? _____





? _____

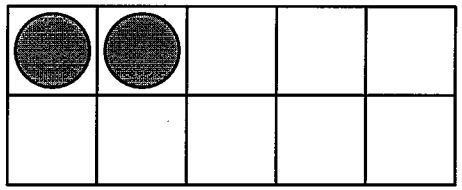
? _____

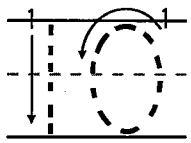


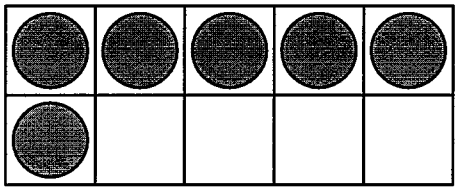
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

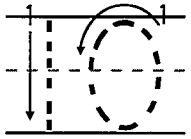
Making 10 *continued*

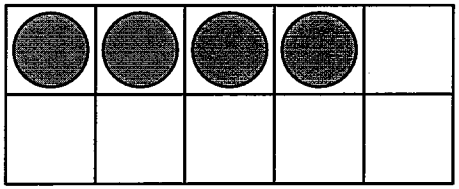
Name _____

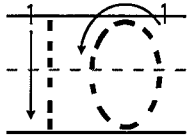








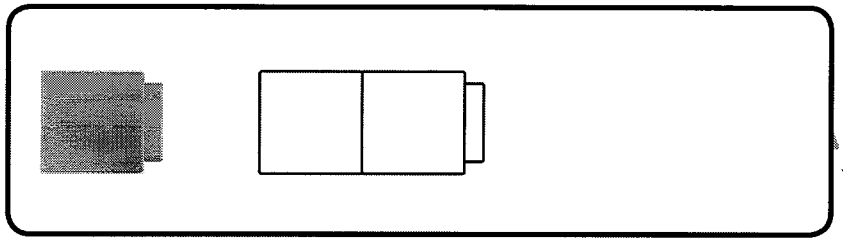


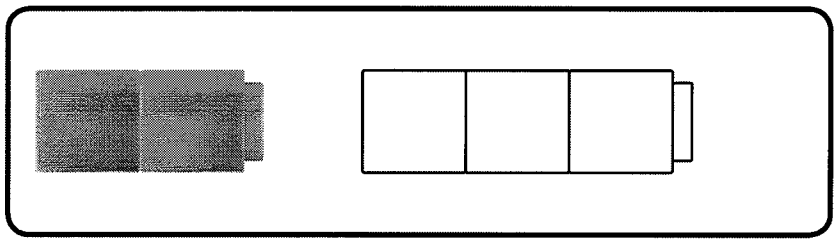


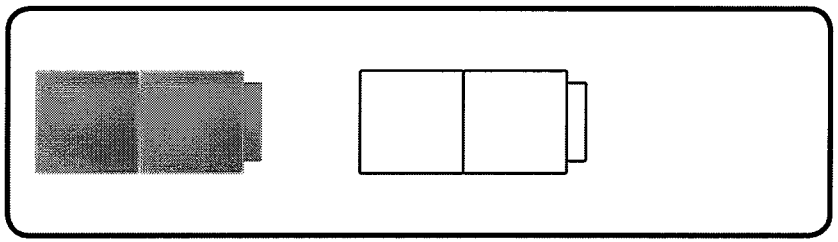
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Understanding Addition

Name _____







$2 + 3 = 5$

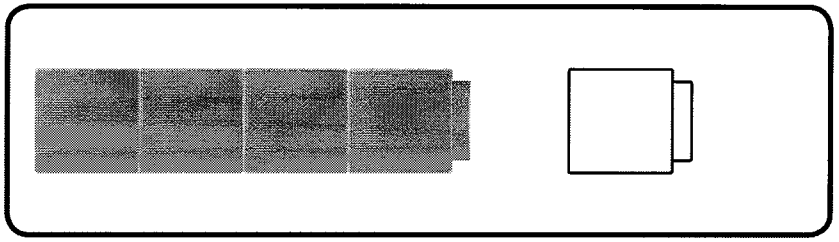
$2 + 2 = 4$

$1 + 2 = 3$

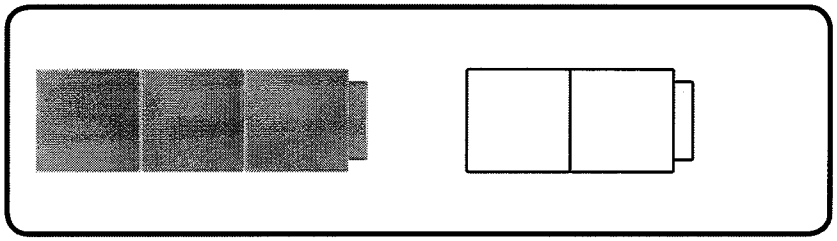
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition *continued*

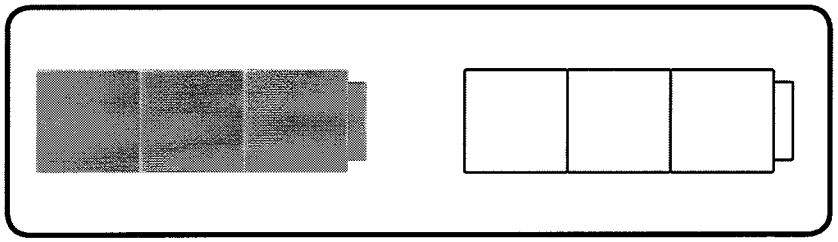
Name _____



3 + 3 = 6



4 + 1 = 5



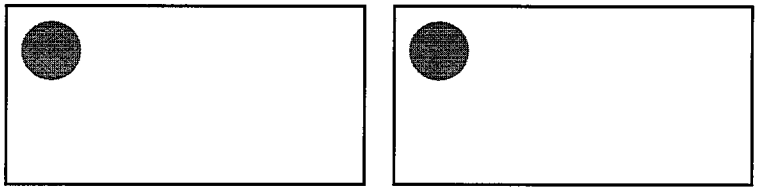
3 + 2 = 5

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.

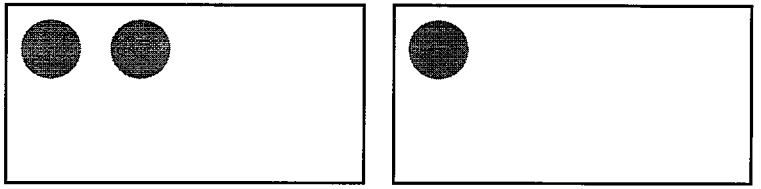
Adding Within 5

Name _____

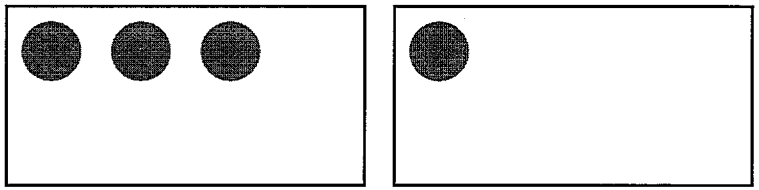
Example



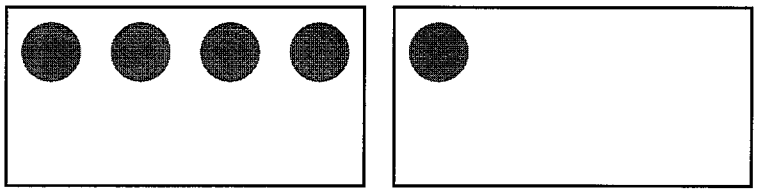
$1 + 1 = \frac{2}{2}$



$2 + 1 =$ _____



$3 + 1 =$ _____

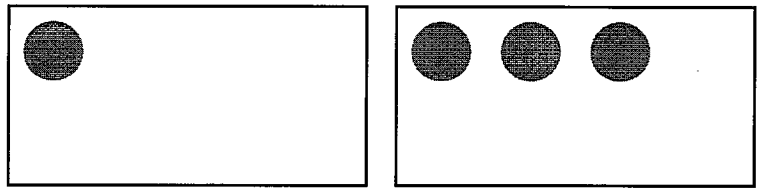


$4 + 1 =$ _____

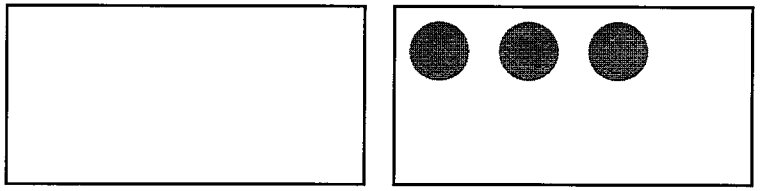
Ask children to write equations to match the dot cards. Have children write the total in each equation.

Adding Within 5 *continued*

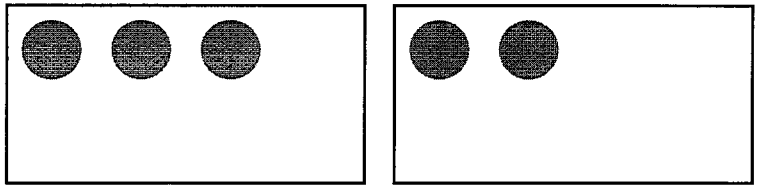
Name _____



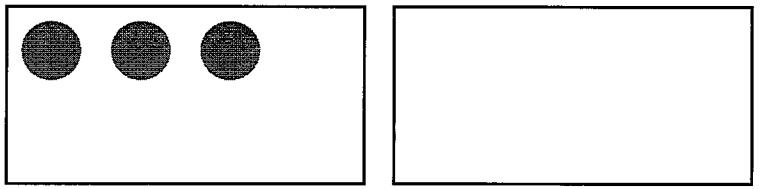
$1 + 3 =$ _____



$0 + 3 =$ _____



$3 + 2 =$ _____



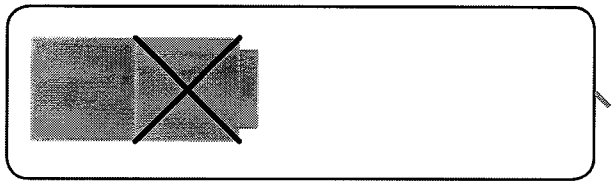
$3 + 0 =$ _____

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

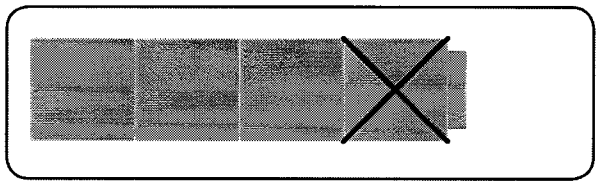
Understanding Subtraction

Name _____

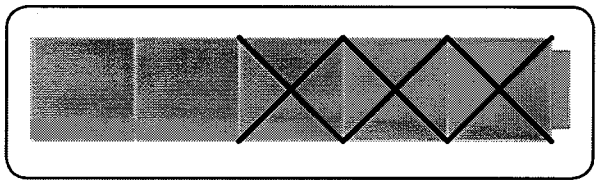
Example



$4 - 1 = 3$



$2 - 1 = 1$

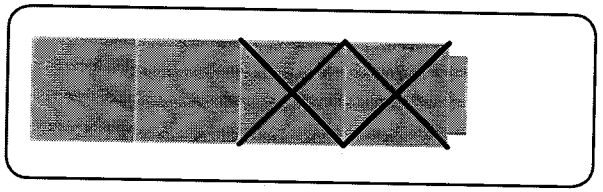


$5 - 3 = 2$

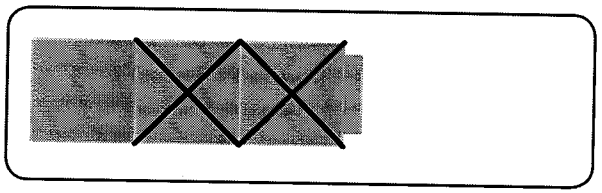
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Understanding Subtraction *continued*

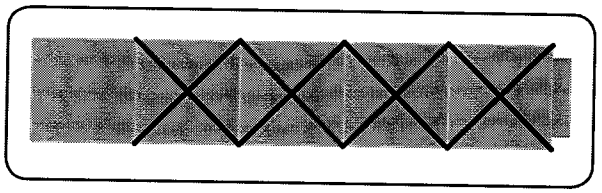
Name _____



$5 - 4 = 1$



$4 - 2 = 2$



$3 - 2 = 1$

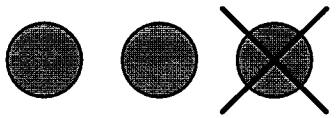
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Subtracting Within 5

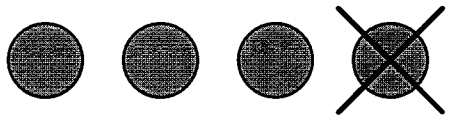
Name _____

Example

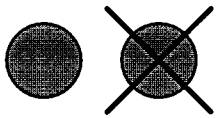
$5 - 1 = 4$



$3 - 1 =$ _____



$4 - 1=$ _____



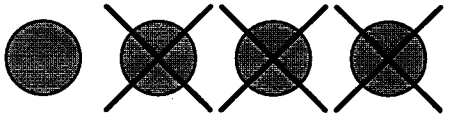
$2 - 1 =$ _____

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

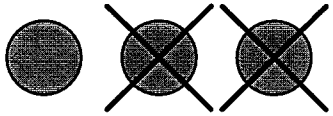
Subtracting Within 5 *continued*

Name _____

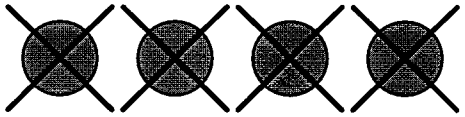
$2 - 2 =$ _____



$4 - 3 =$ _____



$3 - 2 =$ _____



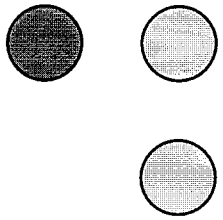
$4 - 4 =$ _____

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

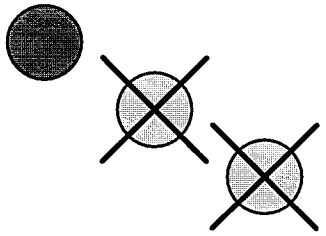
Facts to 5

Name _____

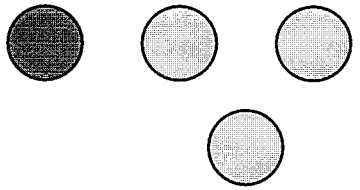
Example



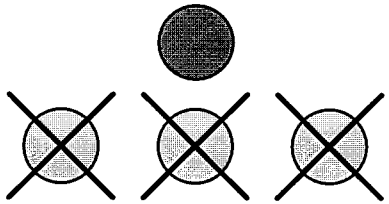
$1 + 2 = \underline{3}$



$3 - 2 =$ _____



$1 + 3 =$ _____

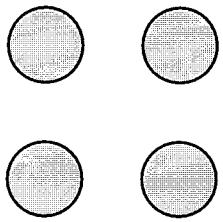


$4 - 3 =$ _____

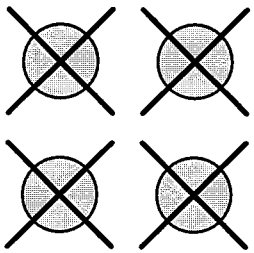
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, 1 + 2 = 3, so if you start with 3 and take away 2, you have 1 left.

Facts to 5 *continued*

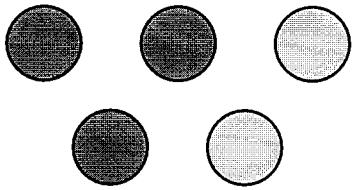
Name _____



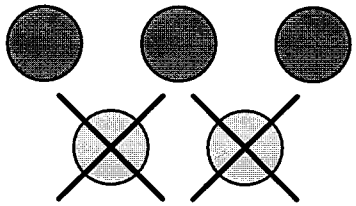
$0 + 4 =$ _____ / _____



$4 - 4 =$ _____ / _____



$3 + 2 =$ _____ / _____



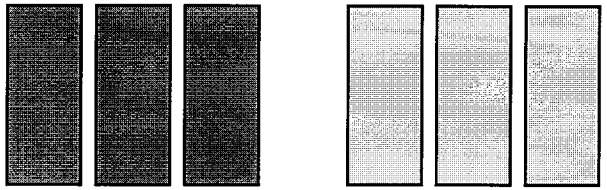
$5 - 2 =$ _____ / _____

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.

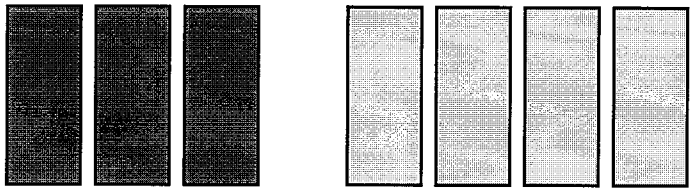
Adding Within 10

Name _____

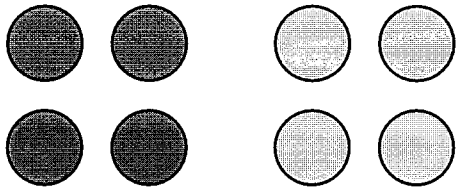
Example



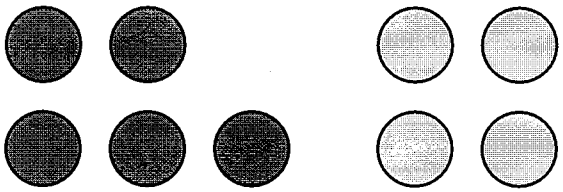
$3 + 3 = 6$



$3 + 4 =$ _____



$4 + 4 =$ _____

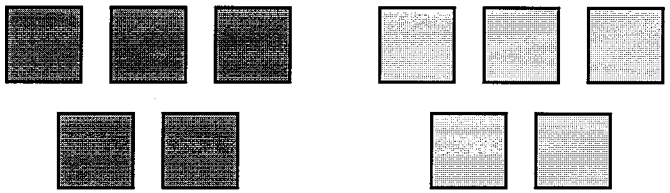


$5 + 4 =$ _____

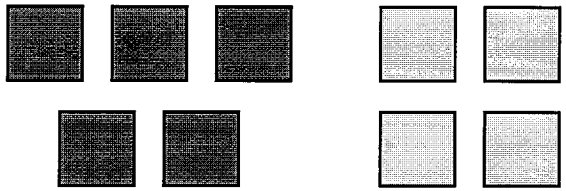
Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

Adding Within 10 *continued*

Name _____

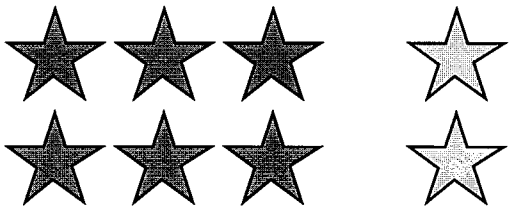


5 + 5 = _____



5 + 4 = _____

2 + 6 = _____



6 + 2 = _____

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.