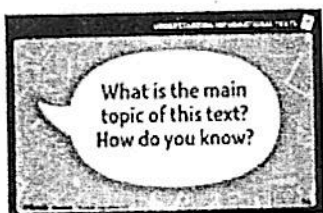


Independent Reading!



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

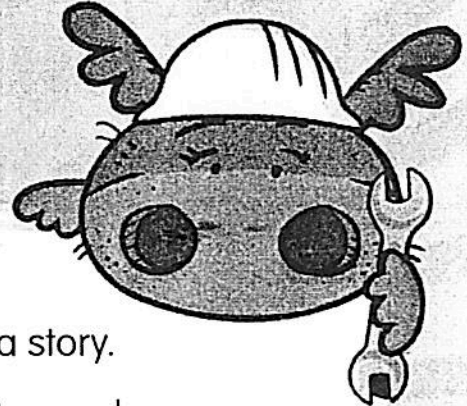
www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

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:

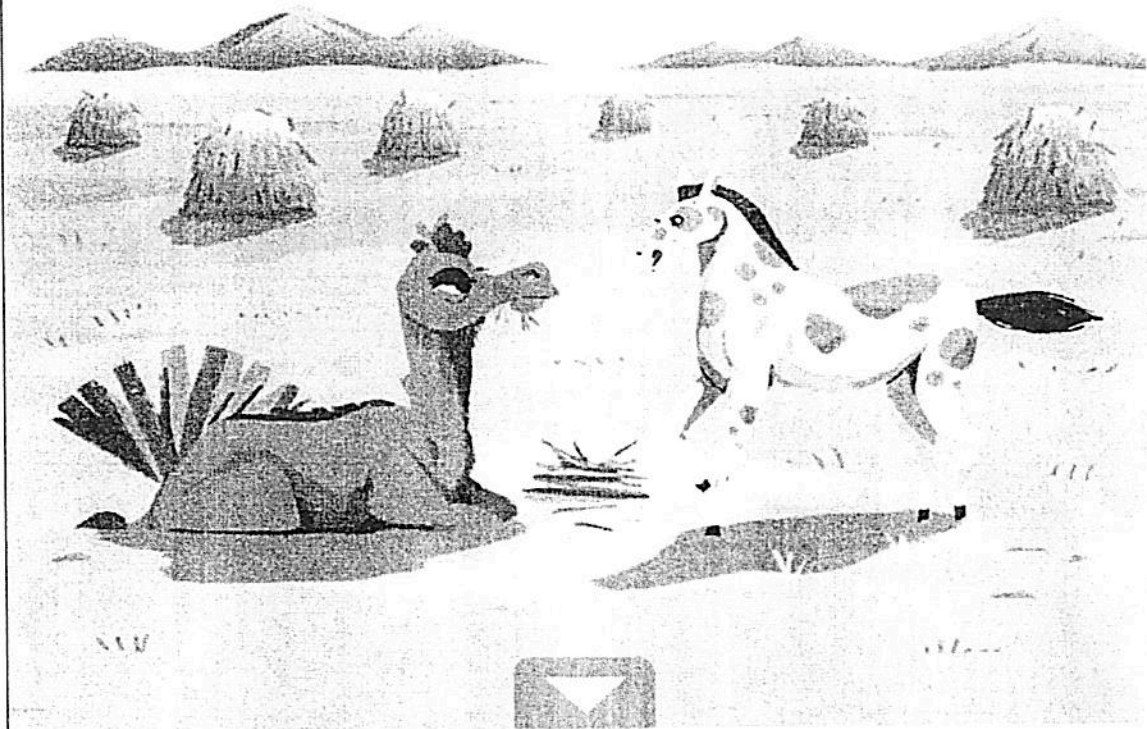
- What do the characters say?
- What do the characters do?
- How do the characters feel?

Asking questions about characters helps you understand the story.

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.





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."





“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.



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.

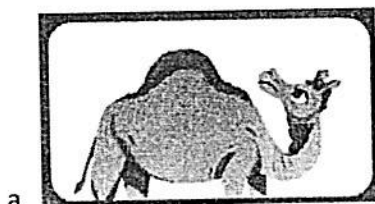
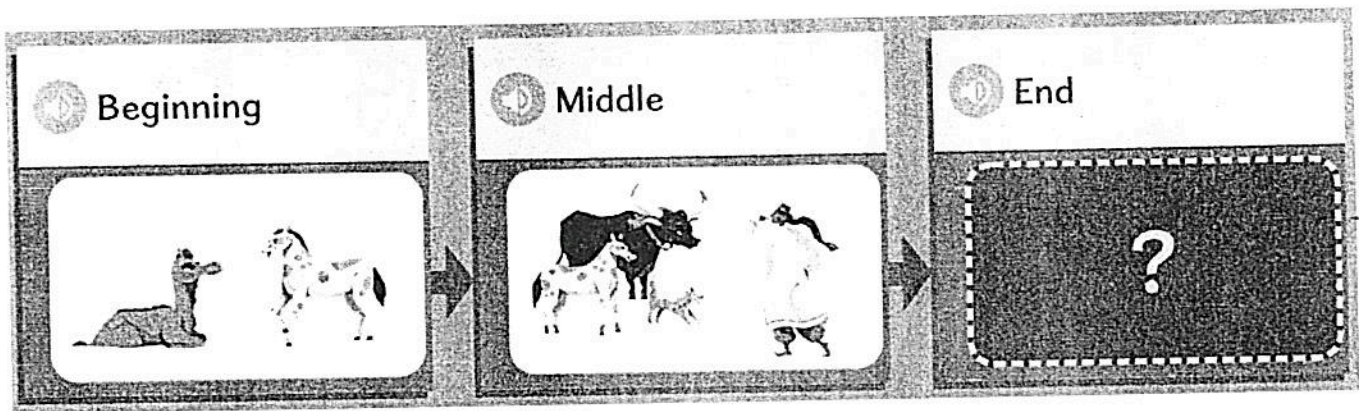
Question 5 (from p. 5 of passage)

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.

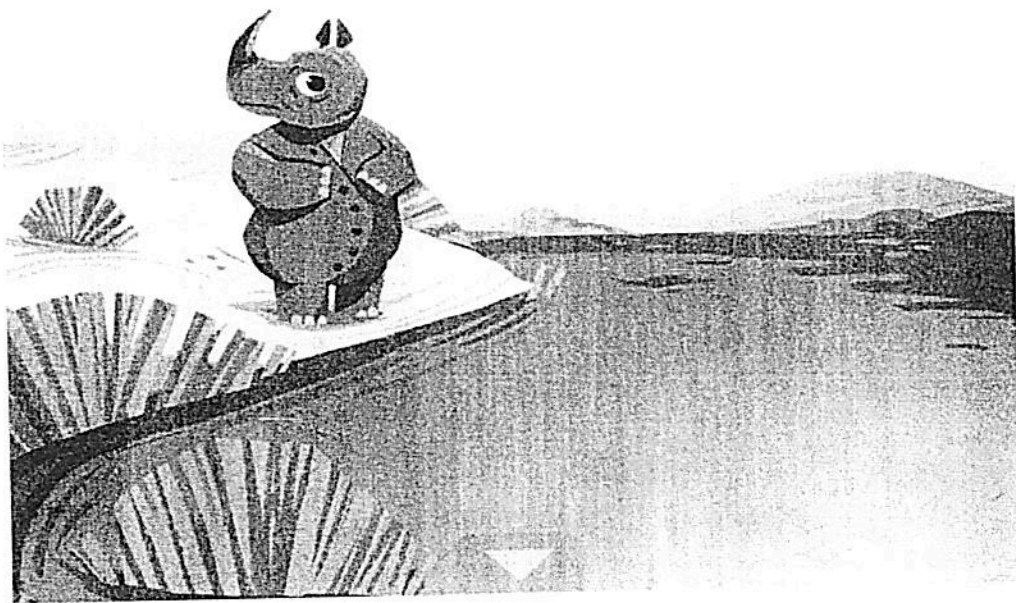
Only a few crumbs were left.





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.

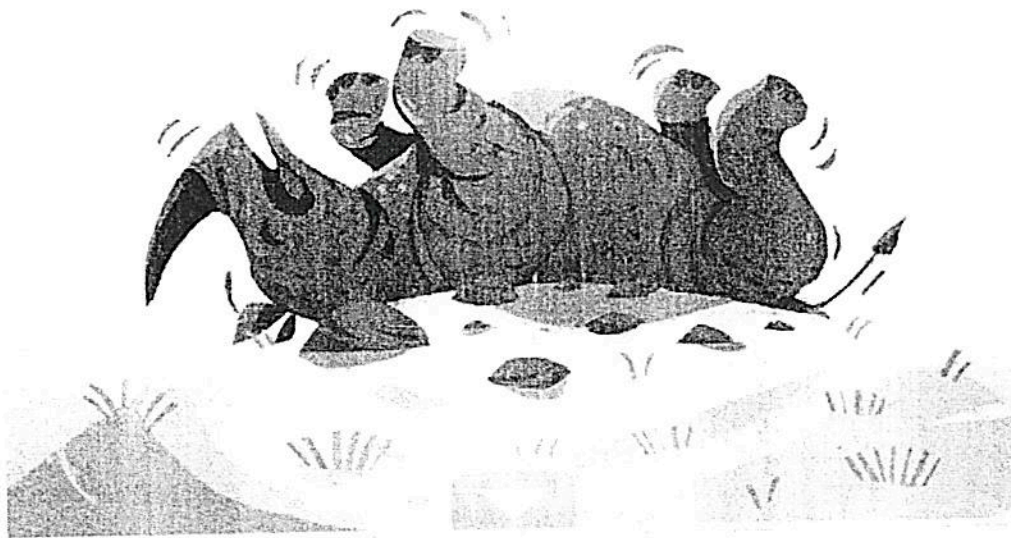




When the rhino came out of the river, he put his skin back on. His skin tickled. And it itched!

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

But the itching did not stop.



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.


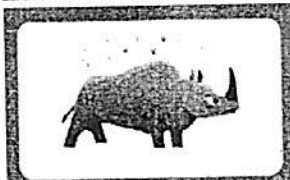
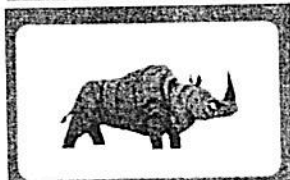
Question 3 (from p. 3 of passage)

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 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.

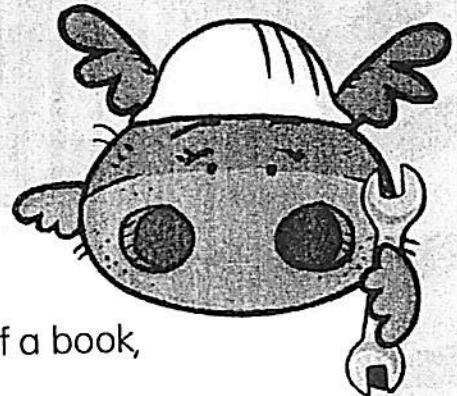
- a. 
- b. 
- c. 

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.

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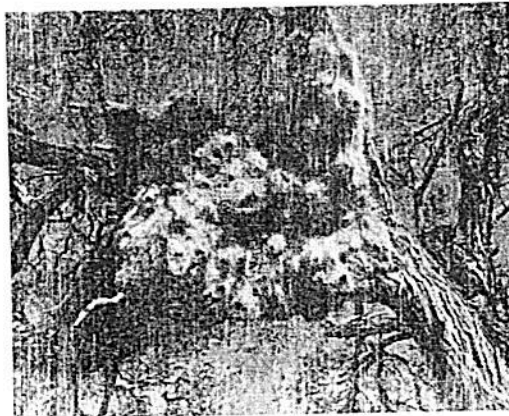


Have you ever
been in an
apartment building?
It is a big building
with many small
homes inside it.



apartment building

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



weaver bird nest



Weaver birds 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!

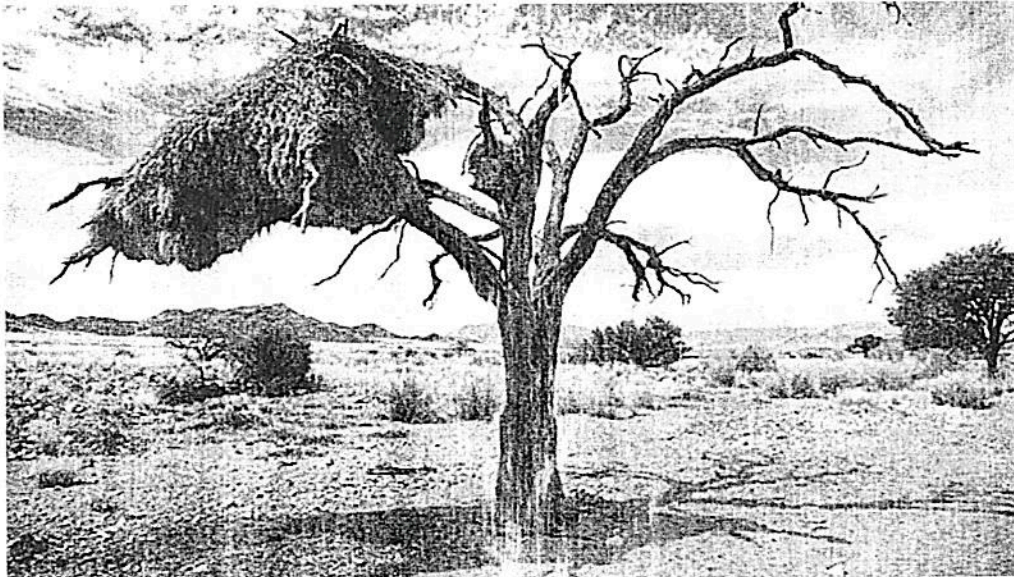


Many weaver birds work together on a nest.



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.

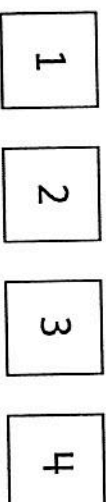
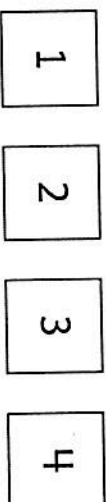
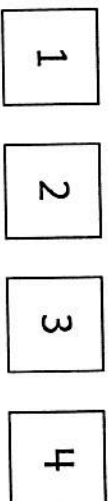
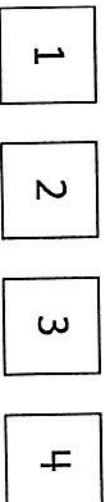
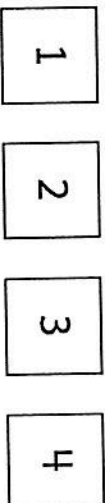
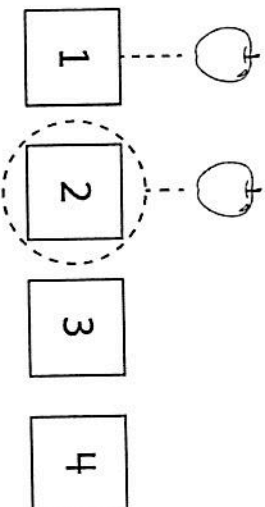


A big nest protects weaver birds.

Understanding Counting

Name _____

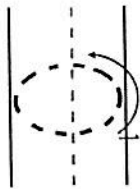
Example



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.

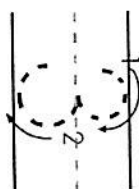
Numbers 0 to 5 continued




Name _____







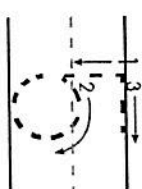
				
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



				
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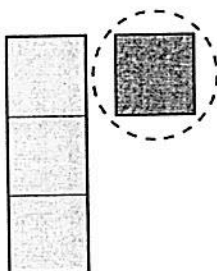


				
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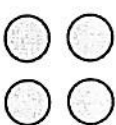
Have children practice writing the numerals 0-5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Example



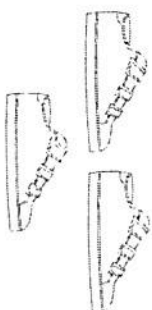
1

3



4

2



3

3



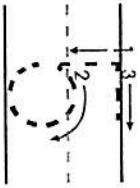
2

5

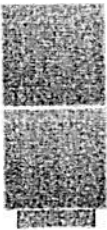
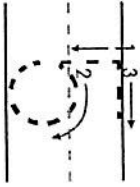
Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that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

Making 3, 4, and 5 continued

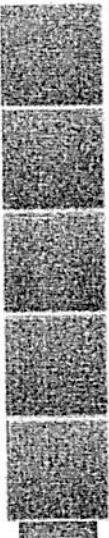
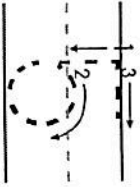
Name _____



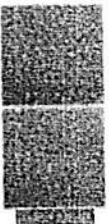
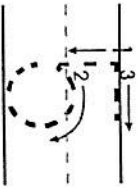
4 and



2 and



5 and

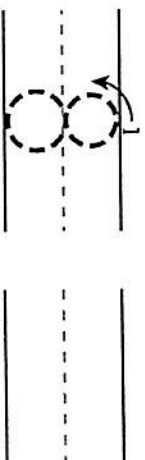
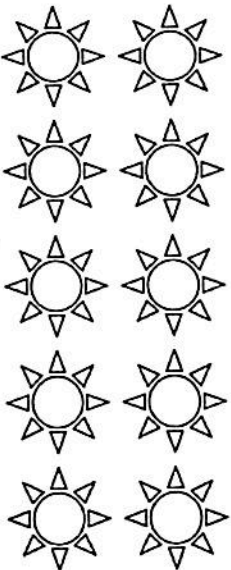
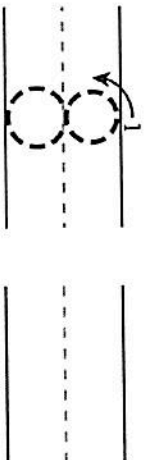
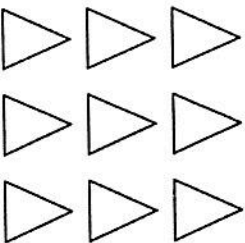
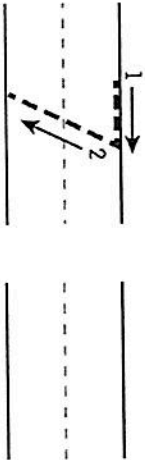
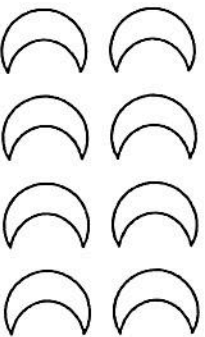
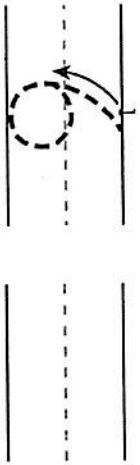


3 and

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 continued

Name _____

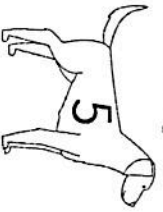


Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

Understanding 1 More *continued*

Name _____

Example



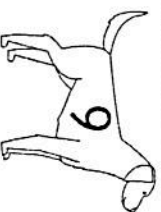
1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



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 continued

Name _____



4



3



2



4



1

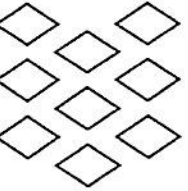
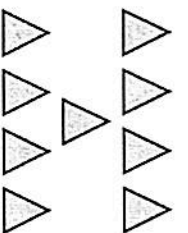


6

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 continued

Name _____

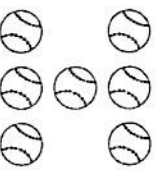


- - -

or



- - -



- - -

or





- - -

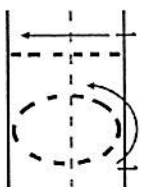
In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.







Making 10 continued

Name _____

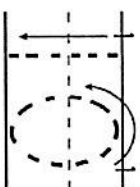
					









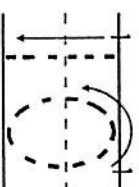
				
				





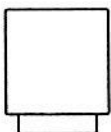
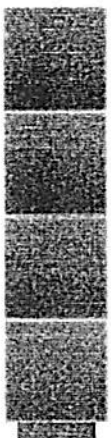




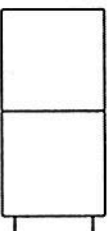
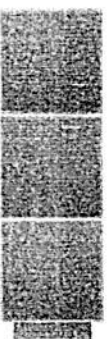
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Understanding Addition continued

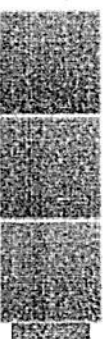
Name _____



$$3 + 3 = 6$$



$$4 + 1 = 5$$

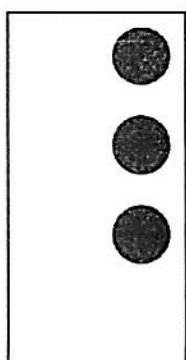
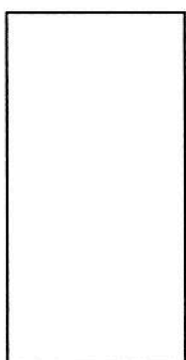
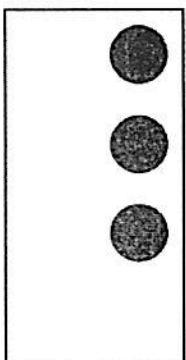


$$3 + 2 = 5$$

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.

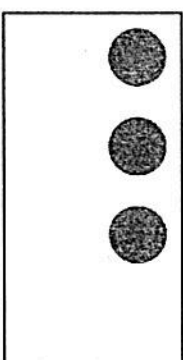
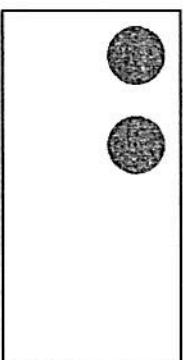
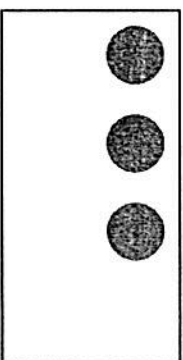
Adding Within 5 *continued*

Name _____



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

$$0 + 3 = \underline{\hspace{2cm}}$$



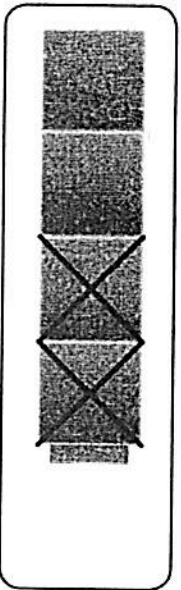
$$3 + 2 = \underline{\hspace{2cm}}$$

$$3 + 0 = \underline{\hspace{2cm}}$$

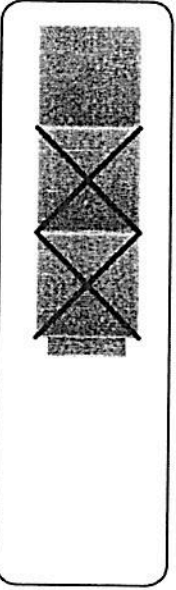
Ask children to write equations to match the dot cards. Have children write the total in each equation.

Understanding Subtraction, continued

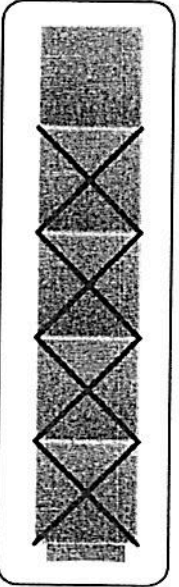
Name _____



$$5 - 4 = 1$$



$$4 - 2 = 2$$

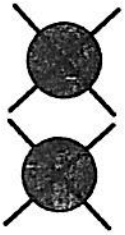


$$3 - 2 = 1$$

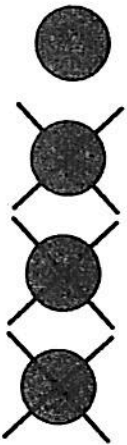
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Subtracting Within 5 *continued*

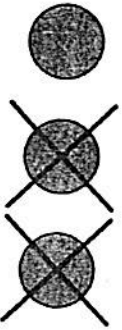
Name _____



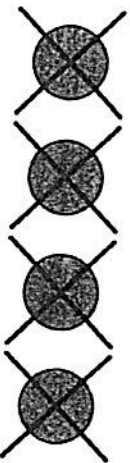
$$2 - 2 =$$



$$4 - 3 =$$



$$3 - 2 =$$

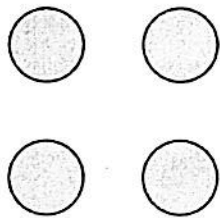


$$4 - 4 =$$

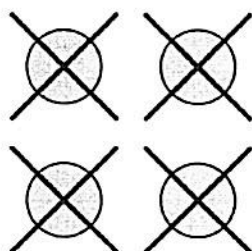
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Facts to 5 continued

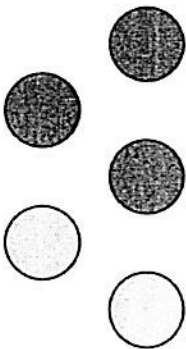
Name _____



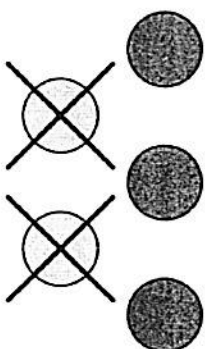
$$0 + 4 = \underline{\hspace{2cm}}$$



$$4 - 4 = \underline{\hspace{2cm}}$$



$$3 + 2 = \underline{\hspace{2cm}}$$



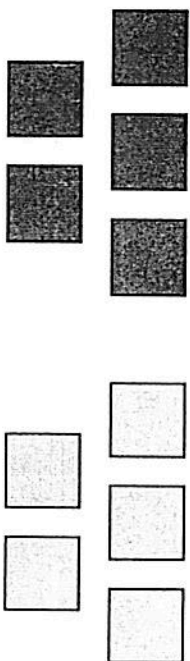
$$5 - 2 = \underline{\hspace{2cm}}$$

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.

Fluency and Skills Practice

Adding Within 10 continued

Name _____



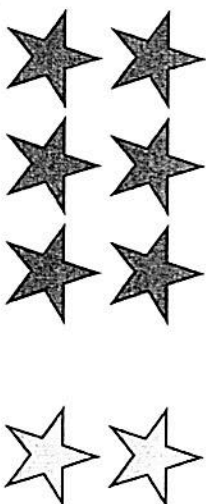
$$5 + 5 = \underline{\hspace{2cm}}$$



$$5 + 4 = \underline{\hspace{2cm}}$$



$$2 + 6 = \underline{\hspace{2cm}}$$



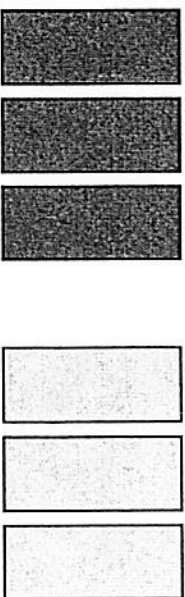
$$6 + 2 = \underline{\hspace{2cm}}$$

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.

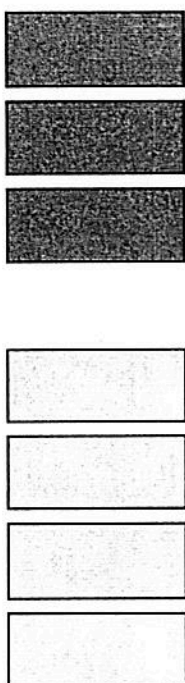
Adding Within 10

Name _____

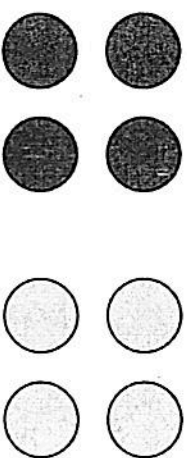
Example



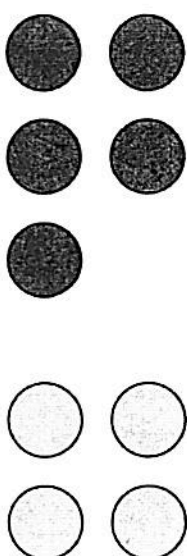
$$3 + 3 = \underline{6}$$



$$3 + 4 = \underline{\hspace{2cm}}$$



$$4 + 4 = \underline{\hspace{2cm}}$$



$$5 + 4 = \underline{\hspace{2cm}}$$

Ask children to compare each picture with the equation 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.

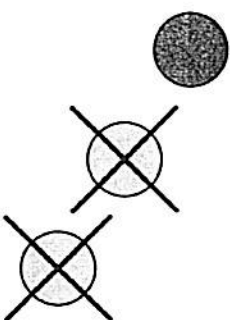
Facts to 5

Name _____

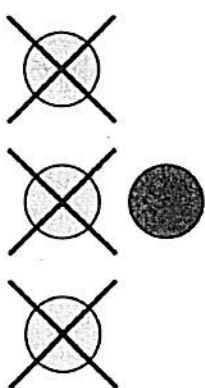
Example



$$1 + 2 = \underline{\quad 3 \quad}$$



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



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

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

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.

Subtracting Within 5

Name _____

Example



$$5 - 1 =$$

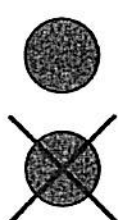
4



$$3 - 1 =$$



$$4 - 1 =$$



$$2 - 1 =$$

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

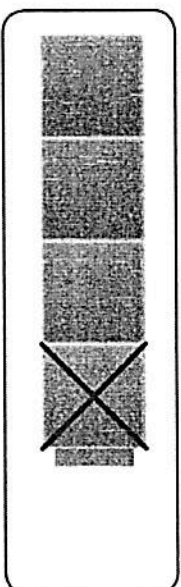
Understanding Subtraction

Name _____

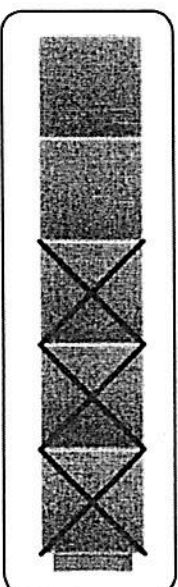
Example



$$4 - 1 = 3$$



$$2 - 1 = 1$$



$$5 - 3 = 2$$

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.

Adding Within 5

Name _____

Example



$$1 + 1 =$$

2



$$2 + 1 =$$



$$3 + 1 =$$



$$4 + 1 =$$

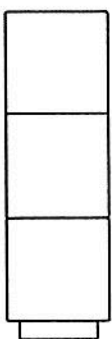
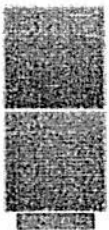
Ask children to write equations to match the dot cards. Have children write the total in each equation.

Understanding Addition

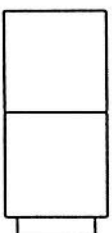
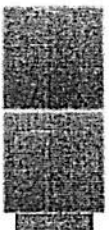
Name _____



$$2 + 3 = 5$$



$$2 + 2 = 4$$



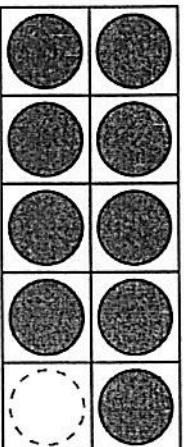
$$1 + 2 = 3$$

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

Name _____

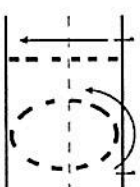
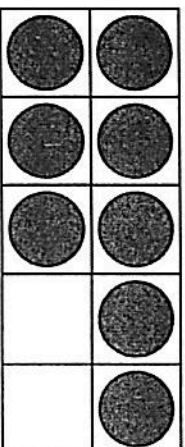
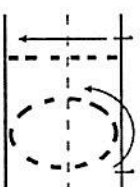
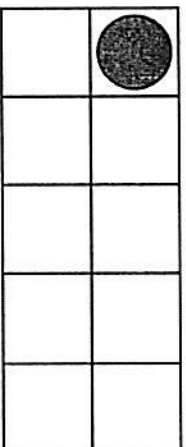
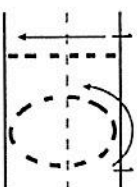
Example



9



1

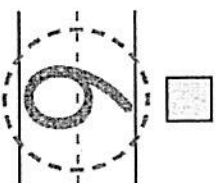
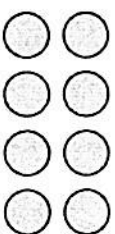


Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

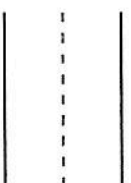
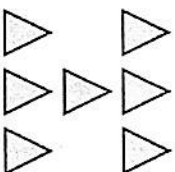
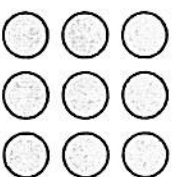
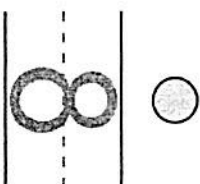
Comparing Within 10

Name _____

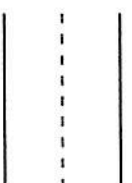
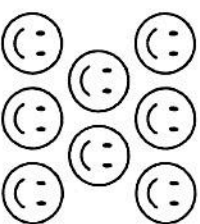
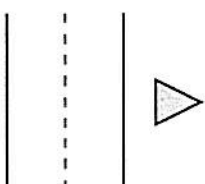
Example



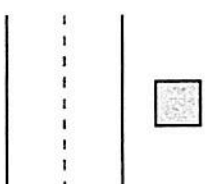
or



or



or

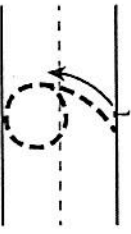


In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Making 6 and 7

Name _____

Example

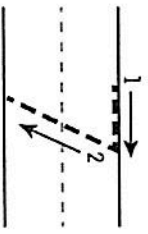


?

5

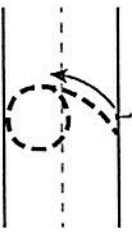
?

1



?

?



?

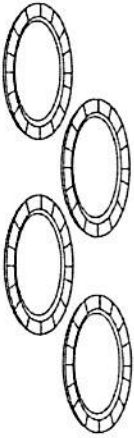
?

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.

Understanding 1 More

Name _____

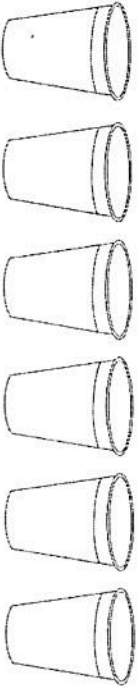
Example

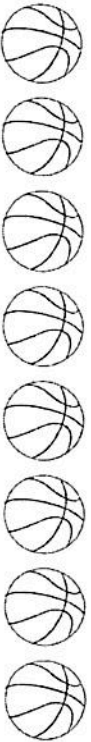


4

1 More

5



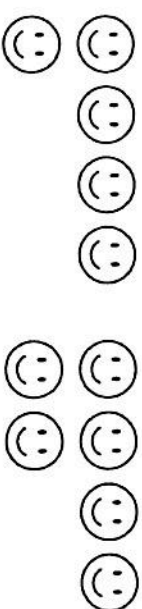
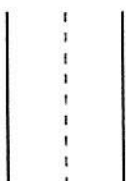
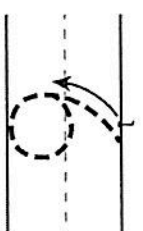
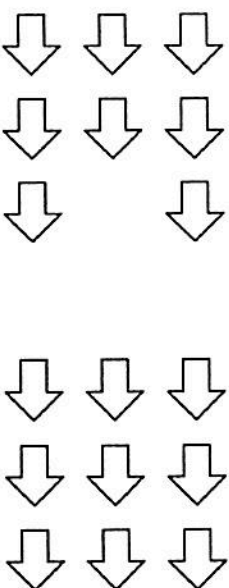
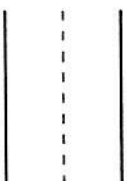
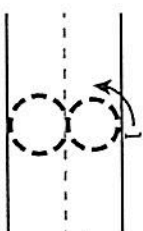
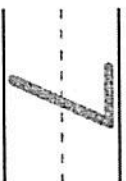
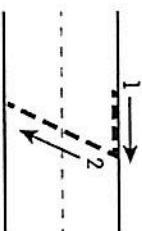


Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

Counting and Writing to 8

Name _____

Example

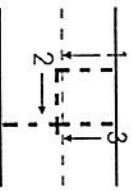


Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

Making 3, 4, and 5

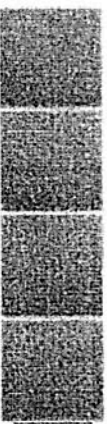
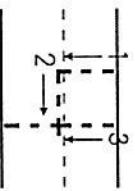
Name _____

Example

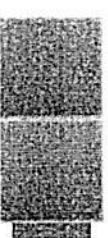
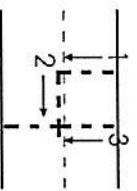


1 and

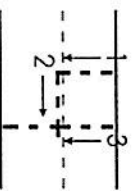
3



0 and



2 and



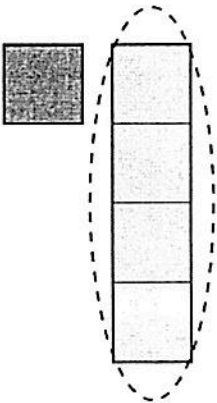
3 and

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.

Comparing Within 5

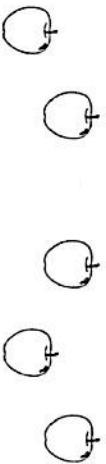
Name _____

Example



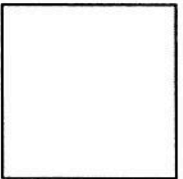
4

1



2

3

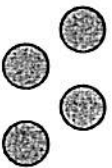


0

2



5



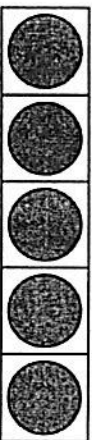
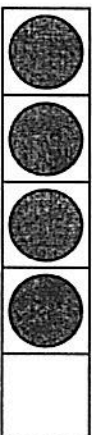
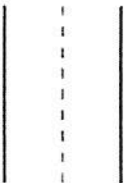
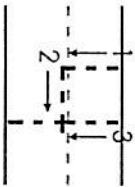
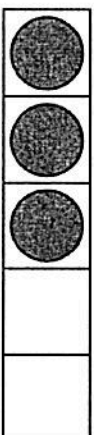
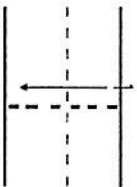
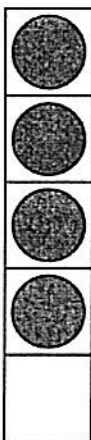
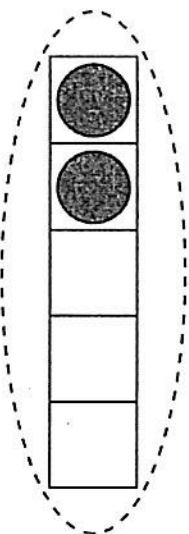
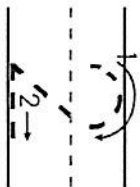
4

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.

Numbers 0 to 5

Name _____

Example



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.

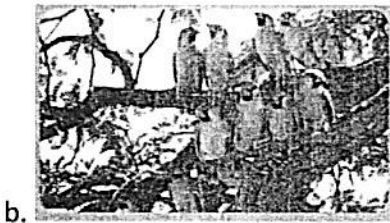
Question 1 (for p. 1 of passage)

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?

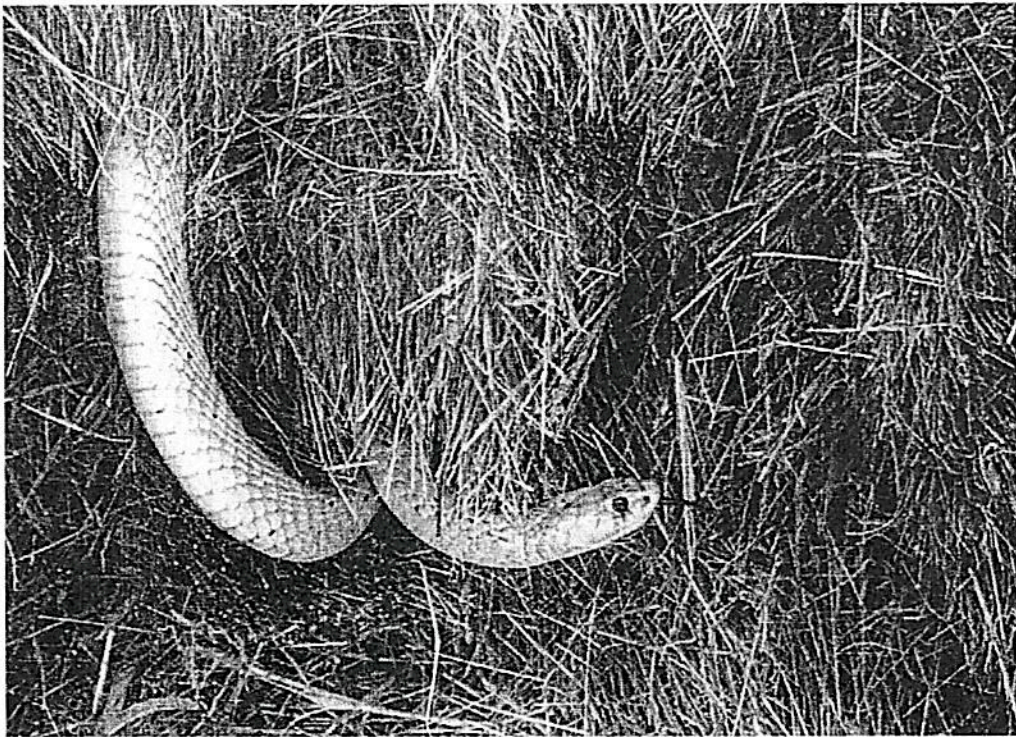
- a. Weaver birds work alone.
- b. Weaver birds work together.
- c. Weaver birds work in classrooms.

Question 4 (for p. 4 of passage)

What makes the nest a safe place for weaver birds?



A 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.

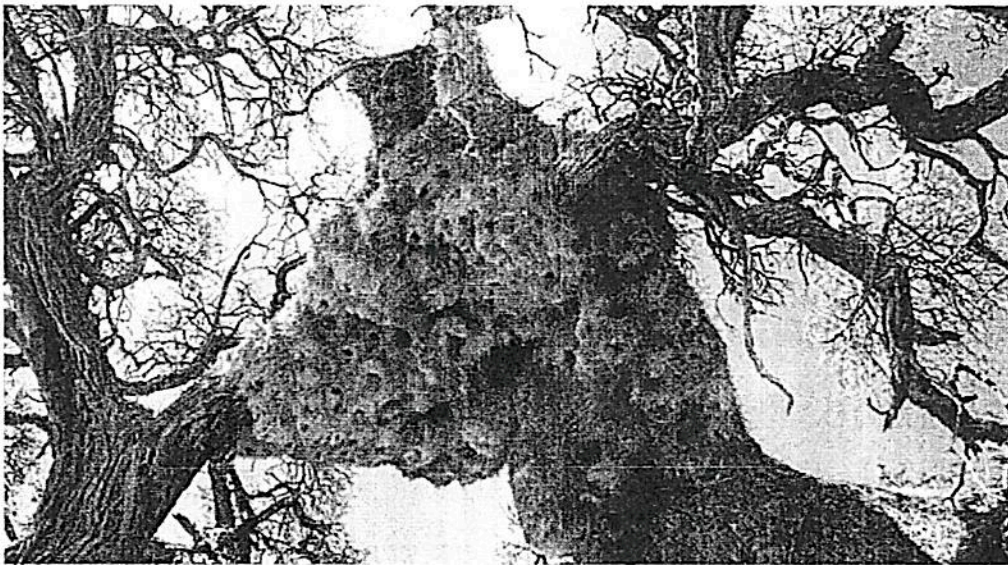


The spiky straw keeps the snake out.

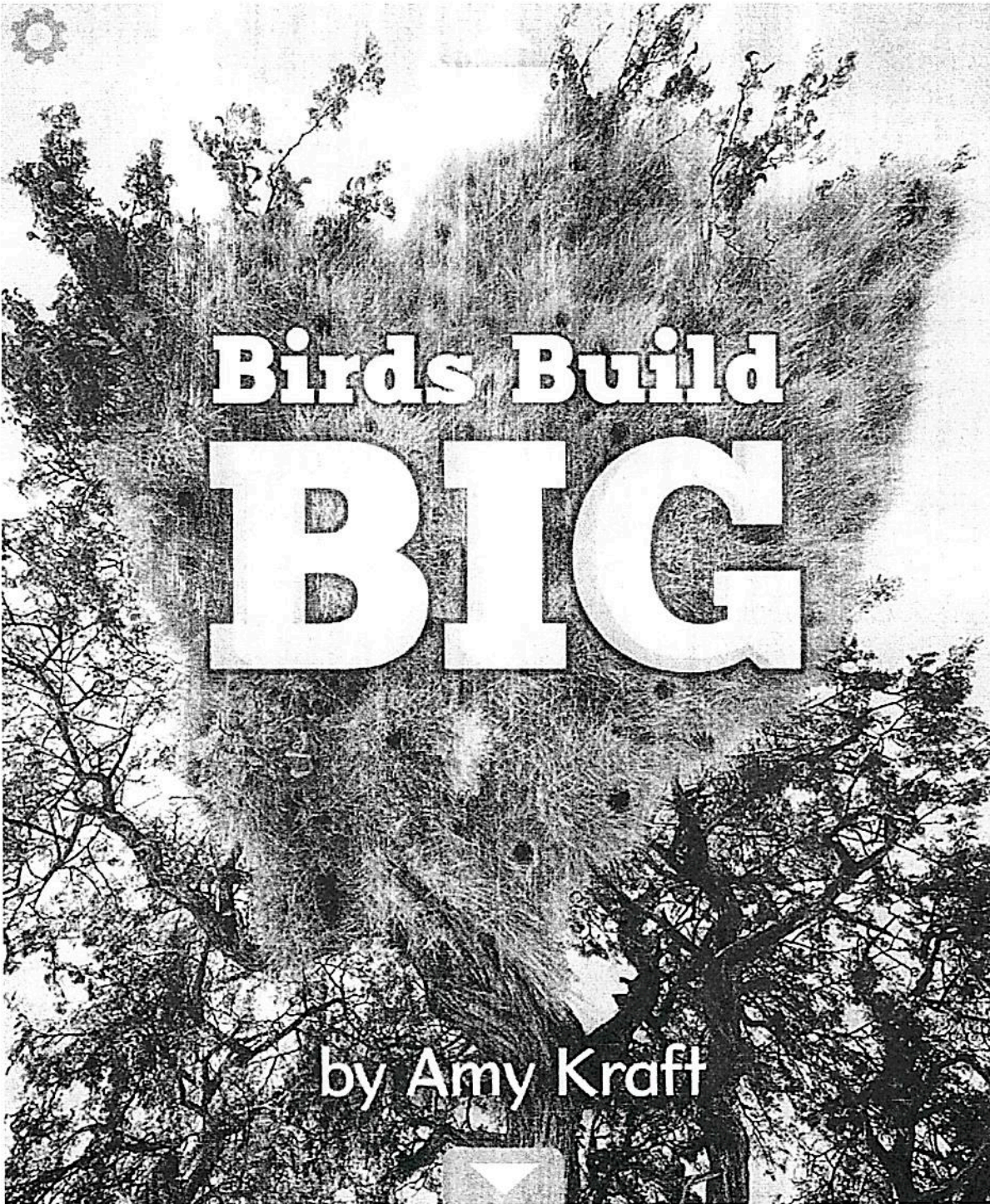


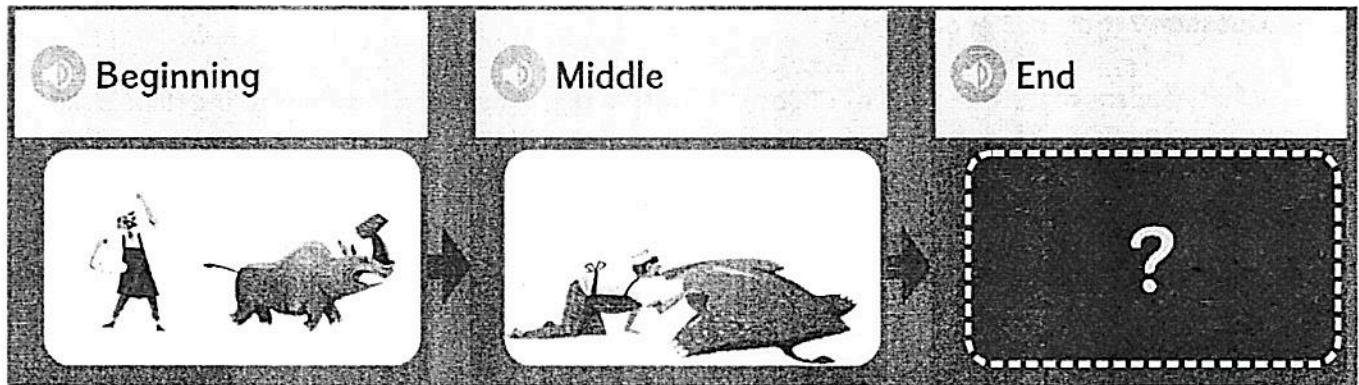
Weaver birds live in the desert in Africa. These little birds build BIG nests. More than 400 birds might live in one nest!

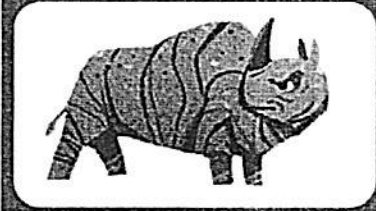
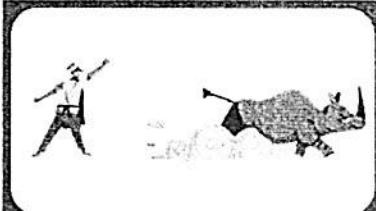

Each bird family has its own room. The birds make tunnels to connect the rooms. The nest is like an apartment building.



This nest has many small rooms inside it.





- a. 
- b. 
- c. 

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.



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.

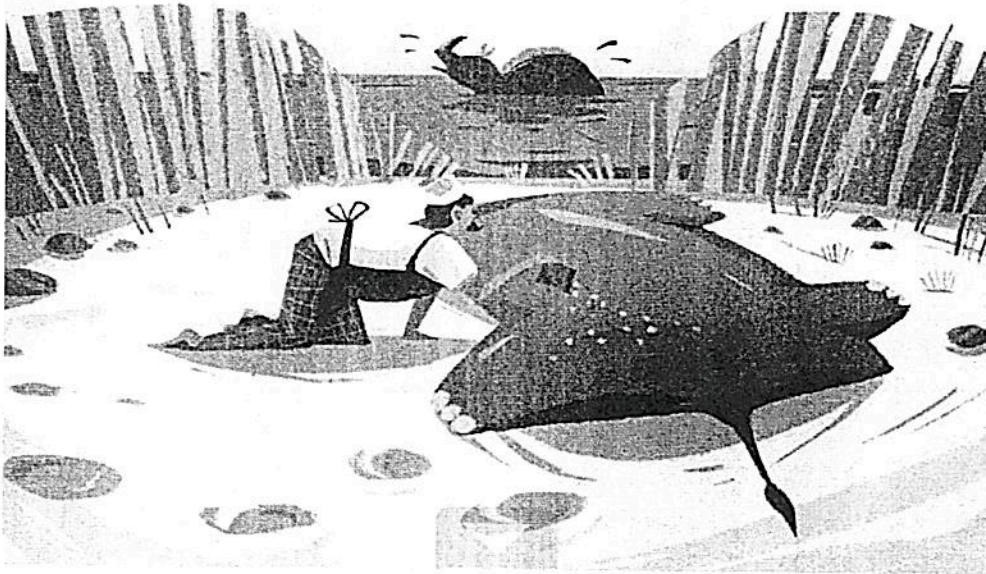




The baker saw the rhinoceros's skin lying on the ground.

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

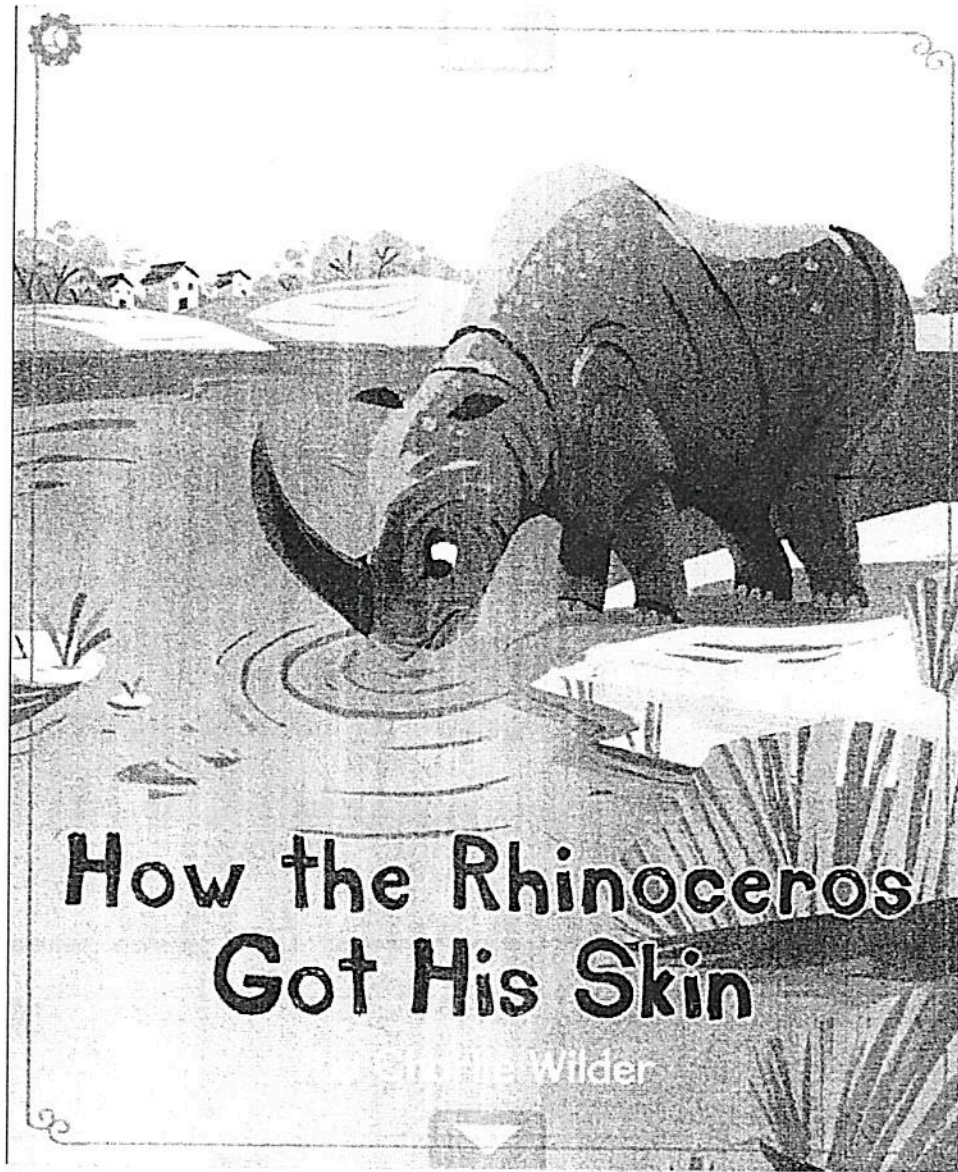
The baker gathered the cake crumbs from the perfect plum cake. He dropped them inside the rhino's smooth skin.





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





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.



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.





Then the genie appeared next to the camel.

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

“Humph!” said the camel.

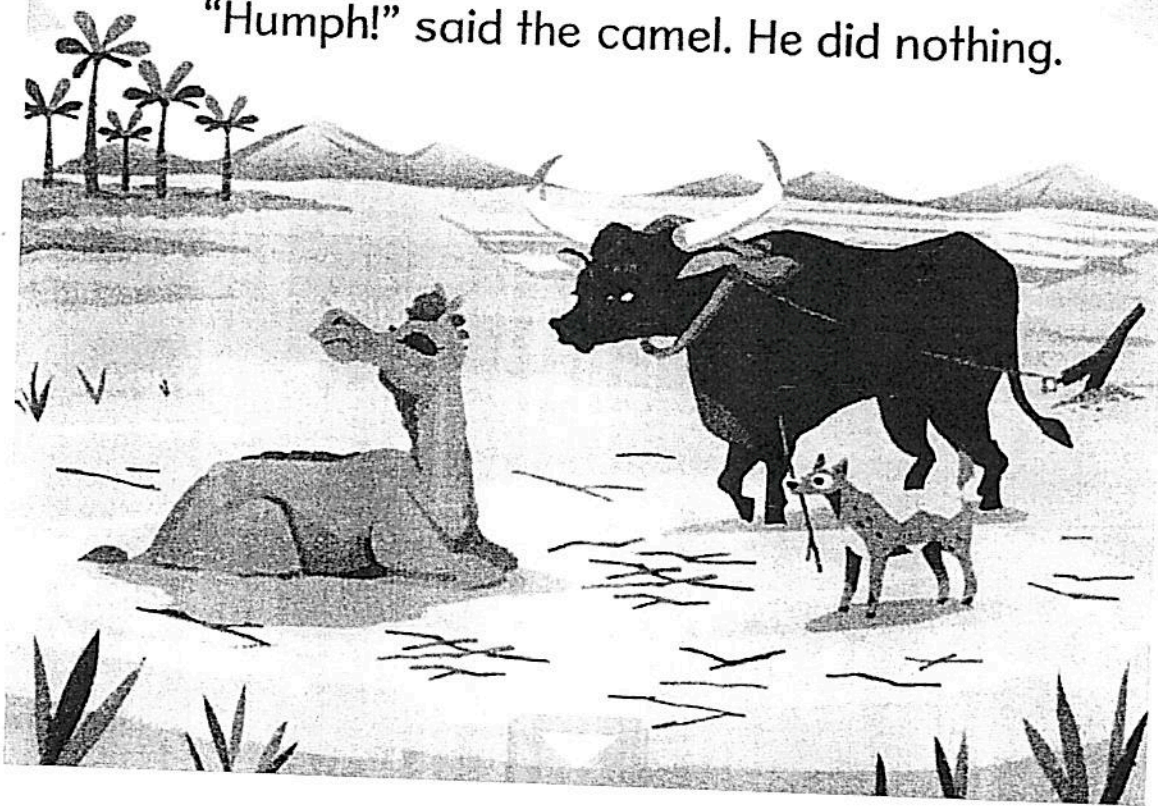


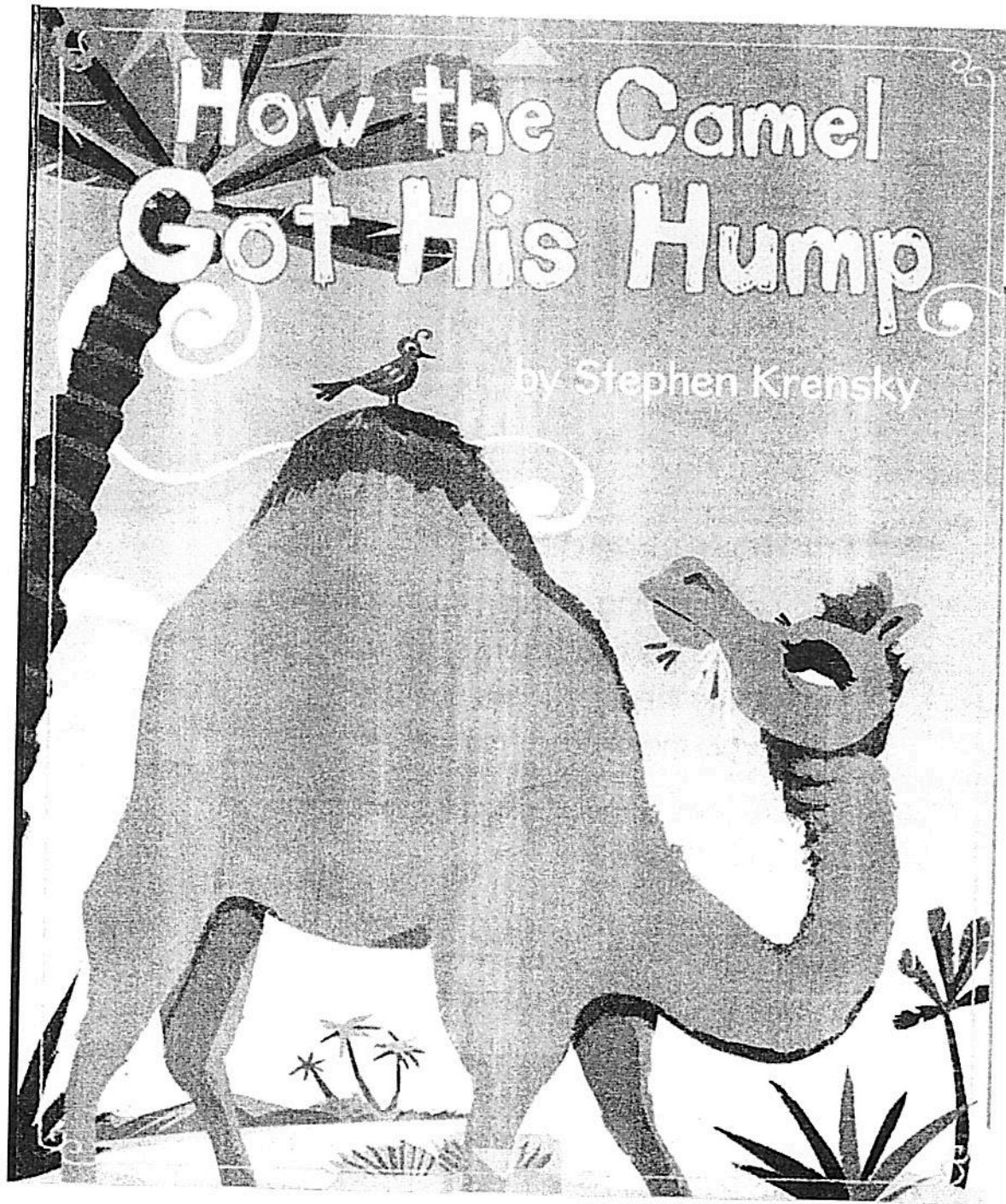
“Help us collect sticks for the fire,” said a dog. “Cold nights are coming.”

“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.





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