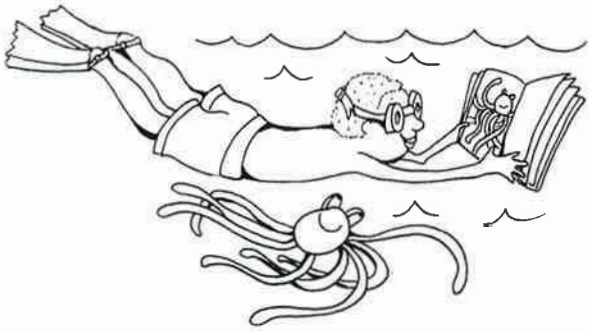
Kinder

My Summer Learning Packet



Kinder Summer Learning Packet

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Recommended Online Usage

❑ I-Ready Reading - 45 minutes per week	❑ I-Ready Math - 45 minutes per week
❑ Imagine Learning for English Learners - 90 minutes per week	❑ Dreambox - 90 minutes per week

COMPTON UNIFIED SCHOOL DISTRICT

MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER LEARNING PACKETS

Our Common-Core aligned ***Summer Learning Packets*** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!

SUMMER ENRICHMENT

DISTRITO ESCOLAR UNIFICADO DE COMPTON

MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros *Paquetes de Aprendizaje de Verano* a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".
Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes

Esperamos que tenga un descanso de verano relajante y saludable y esperamos ver a todos en agosto.

SERVICIOS EDUCATIVOS

TELEFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímeles a llevar libros de lectura a casa de la biblioteca de su salón de clases/ biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.

Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

¡TENGAN UN AGRADABLE VERANO!

SUMMER ENRICHMENT

Summer Reading Log

NUMBER	TITLE	RATING

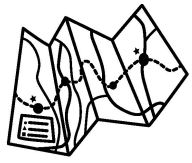
Kinder

ELA

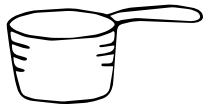
Name _____

Read the question. Look at the picture. Write the answer.

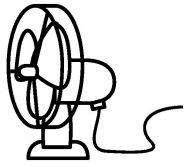
1. Is this a cat or a can? _____



2. Is this a map or a man? _____



3. Is this a pal or a pan? _____



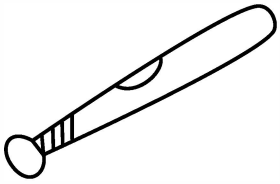
4. Is this a fan or a man? _____

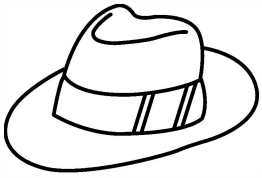
5. Is this a cap or a can? _____

Name _____

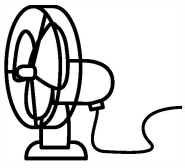
A. Write a word from the box to name each picture.

bat	can	cat	fan	hat

1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

B. Write your own sentence using one or two words from the box.

6. _____

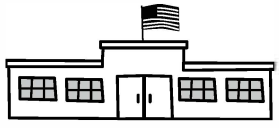
Name _____

A. Write a word from the box to complete each sentence.

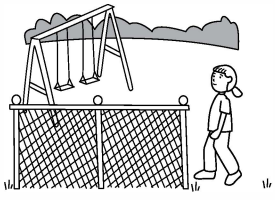
does	not	school	what

1. Sam can _____ see the map.

2. _____ do the cats have?



3. I like my _____.



4. Where _____ Nan go?

B. Write your own sentence. Use two words from the box.

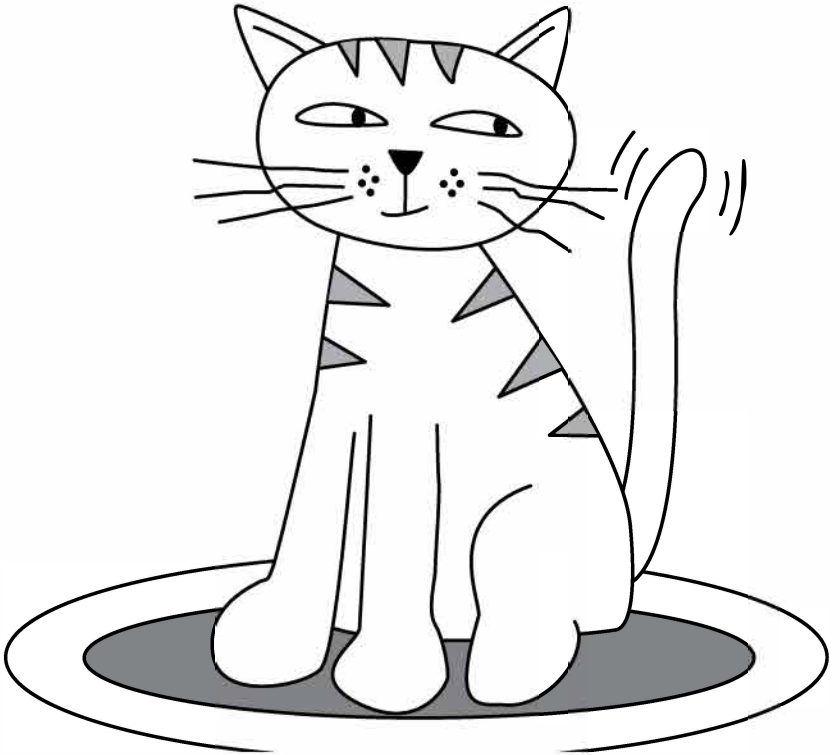
5. _____

Name

Fill in the Key Details Chart. Use words from the story.

Detail
Detail
Detail

Jack the Cat



Jack is a cat.

Jack likes to nap.
Tam likes Jack.

Jack plays with Tam.

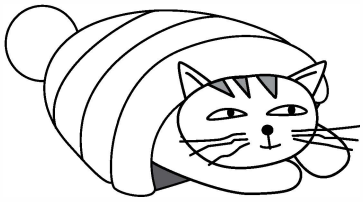
③

Jack plays with a hat.
Jack plays with a ball.

②

Name _____

A. Reread "Jack the Cat." Circle two pictures that show key details from the story.

1. 

2. 

3. 

B. Draw a picture that shows another key detail.

Name _____

A. Use the action word to complete the sentence. Add the ending -s when the action word follows a name or the words he, she, or it.

1. **nap** I _____.
2. **quack** It _____.
3. **tag** Cal _____ me.
4. **pack** She _____ for school.

B. Write a sentence to tell about the picture. Use an action word.

5. _____

Name _____

Look at each photograph.
Write a sentence to tell what you see in the photograph.

© SW Productions/Getty Images

1. _____

_____

© Brand X Pictures/PunchStock

2. _____

_____

Name _____

A. Read the draft model. Use the questions to help you focus on a single event.

Draft Model

We painted in class. I painted my family. I ate popcorn.

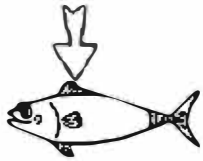
1. What event is the writing about?
2. What are the details in the writing?
3. What detail is not about the same event?

B. Now revise the draft to make sure all the details are about one event.

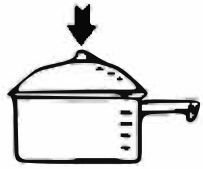
Name _____

Read the question. Look at the picture. Write the answer.

1. Is this a fin or a fan?

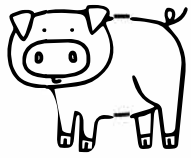


2. Is this a lid or a mat?



3. Is this a ham or a hill?

4. Is this a bag or a pig?



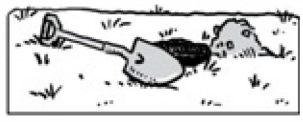
5. Is this a pin or a pan?

Name _____

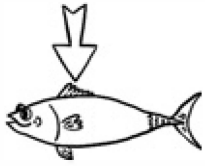
A. Use a word from the box to complete each sentence.

kiss	hid	big	dig	win	fin

1. I can _____ it up.



2. This is the _____.



3. His mom will _____ him.

4. Tim will _____.

B. Write your own sentence. Use a word from the box.

5. _____

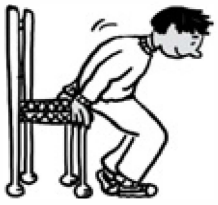
Name _____

down	out	up	very

A. Complete each sentence. Use a word from the box.

1. The bag is _____ big.

2. He sits _____.



B. Write a sentence for each picture. Use a word from the box.

3. _____

4. _____

Comprehension: **Key Details Chart**

Name _____

Fill in the Key Details Chart. Use words from the story.

Detail
Detail
Detail

Pip and Tip

Look at Pip.
Pip can go up a hill.

①

Tip will not dig.
Tip will sit.

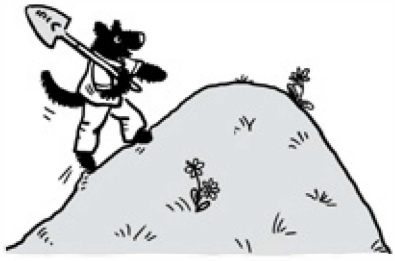
④

Tip is not like Pip.
Tip will not go up a hill.

Pip can dig.
Dig, Pip, dig!

Name _____

A. Reread "Pip and Tip." Circle the pictures that show a key detail from the story. Draw an X on the picture that does not show a detail from the story.



B. Write a sentence that tells a key detail from page 3.

_____

_____

_____

Name _____

When a word ends with two consonants that are the same, the letters together make one sound.

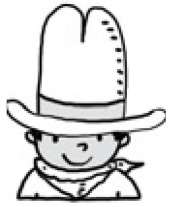
A. Read each sentence. Write the words that end with the same two consonants.

1. Bill has a tall hat.

_____ _____

_____ _____

_____ _____

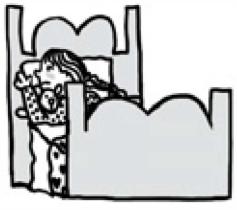


2. Pam will miss school.

_____ _____

_____ _____

_____ _____

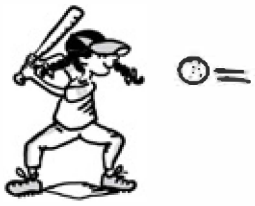


3. Cam will hit the ball.

_____ _____

_____ _____

_____ _____



4. Matt can pass the ball to Jill.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Name _____

Words in **bold print** are important words.

A. Read each sentence. Write the important word.

1. The **city** is big. _____

2. It has lots of **buildings**. _____

3. This house is in the **country**. _____

4. Kids play in the big **yard**. _____

B. Write two sentences to tell about where you live. Circle the most important words.

5. _____

_____

_____

Name _____

A. Read the draft model. Use the questions to help you add describing details.

Draft Model

I share a room with my sister. We have bunk beds. My bed is on top.

1. What place is the writing about?
2. What are the describing details?
3. What other describing details could you add to the writing?

B. Now revise the draft by adding describing details to help readers picture the room in their minds.

Name _____

A consonant and the letter **l** can form a **blend**, as in the beginning sound of **gl**ad.

A. Read the question. Draw a line under letters that form a blend. Then write the answer.

1. Is it a flag or a glass?

_____

_____

_____

2. Is it a class or a clip?

_____

_____

_____

3. Is it a slip or a clip?

_____

_____

_____

4. Is it a clap or clam?

_____

_____

_____

B. Choose a word you wrote above. Write two more words that begin with the same blend.

5. _____

_____

_____

6. _____

_____

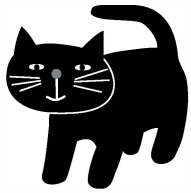
_____

Name _____

Write bl, cl, fl, gl, or sl to make a word that completes the sentence.

1. If you are not sad, you are _____ ad.

2. I see a _____ ack cat.



3. _____ ap if you like the play.

4. My pet can do a _____ ip.

5. A hill is not _____ at.

6. A pin is very _____ im.

Name _____

A. Write a word from the box to complete each sentence.

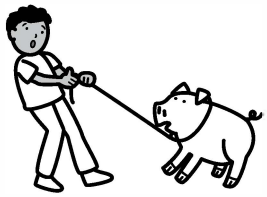
be	come	good	pull

1. I can _____ a big help.

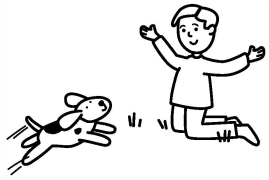
2. Tam is a _____ cat.

B. Use each word in a sentence to tell about the picture.

3. pull



4. come



Name

Fill in the Key Details Chart. Use words from the story.

Detail
Detail
Detail

Kim and Flick

Flick looks up.
Will Flick jump?

Flick did come!
Kim is glad.

Flick hid in a tree.

Come out, Flick!
Kim is sad.

Name _____

A. Reread "Kim and Flick." Write a key detail to complete each sentence. Use a word from the box.

up	Flick	come	Kim

1. _____ is a cat.

2. Flick looks _____.

3. _____ looks for Flick.

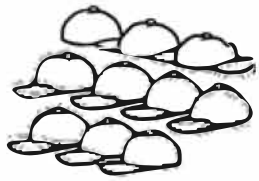
4. Kim wants Flick to _____ out.

B. Write about what happens at the end.

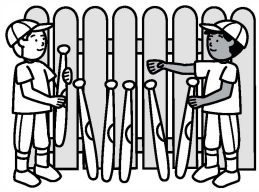
Name _____

A. Add an s to the end of the underlined word to tell about more than one thing. Write the word.

1. I have a hat. Do you have _____?



2. Al picks a bat. He sees six _____.



3. Matt has a cat. Do you like _____?

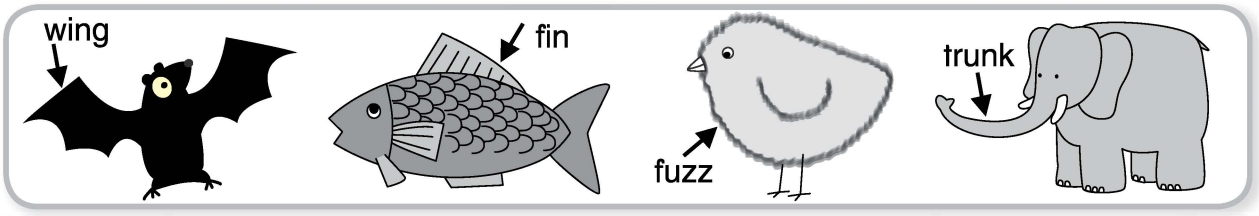
B. Read the word. Add an s to the end of the word. Then write a sentence using the word.

4. pal _____ _____

5. fin _____ _____

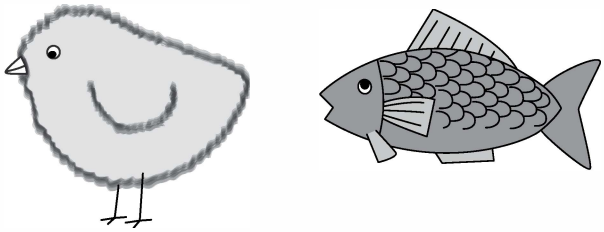
Name _____

Look at the pictures. Read the labels.

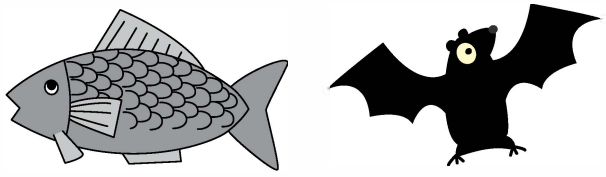


A. Read each question. Circle the answer.

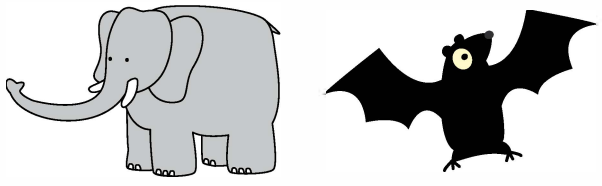
1. Who has a fin?



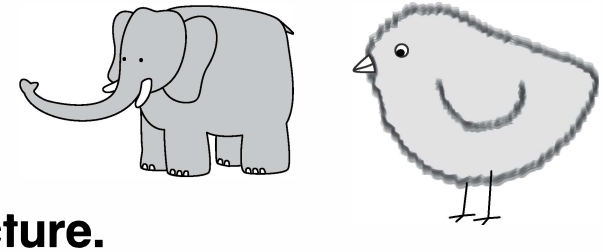
2. Who has a wing?



3. Who has a trunk?



4. Who has fuzz?



B. Write the label for the picture.

5. 

_____

_ _ _ _ _ _ _ _ _ _ _ _ _

_____

Name _____

A. Read the draft model. Use the questions to help you add describing details.

Draft Model

Tim is the class pet. Tim is a fish. Tim swims fast.

1. What animal is the writing about?
2. What are the describing details?
3. What other describing details could you add to the writing?

B. Now revise the draft by adding describing details to help readers picture the animal in their minds.

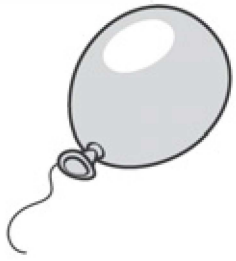
Name _____

Read the words in the box. Use words from the box to complete the sentences.

hop	hot	pop	pot	dog	flock

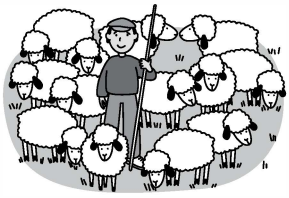
1. This _____ likes to dig.

2. Do not _____ it!

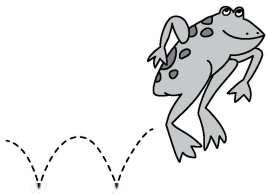


3. The _____ is very _____!

4. Bob is with his _____.



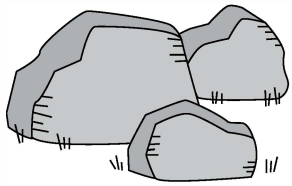
5. It can _____ up!



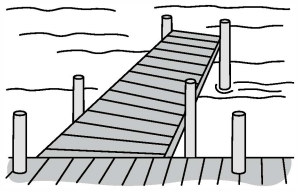
Name _____

A. Read each question. Look at the picture. Write the answer to the question.

1. Are these rocks or maps? _____

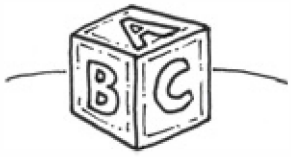


2. Is this a duck or a dock? _____



3. Are these socks or sacks? _____

4. Is this a flock or a block? _____



B. Write another word that has the same short o sound you hear in fox.

5. _____

Name _____

A. Write a word from the box to complete each sentence.

fun	make	they	too

This is Tom and Rick.

1. _____ like to play with blocks.

2. Tom has lots of _____ with Rick.

3. Rick likes to play with Tom, _____.

4. What will they _____?

B. Write a sentence to answer the question above. Use two words from the box.

5. _____

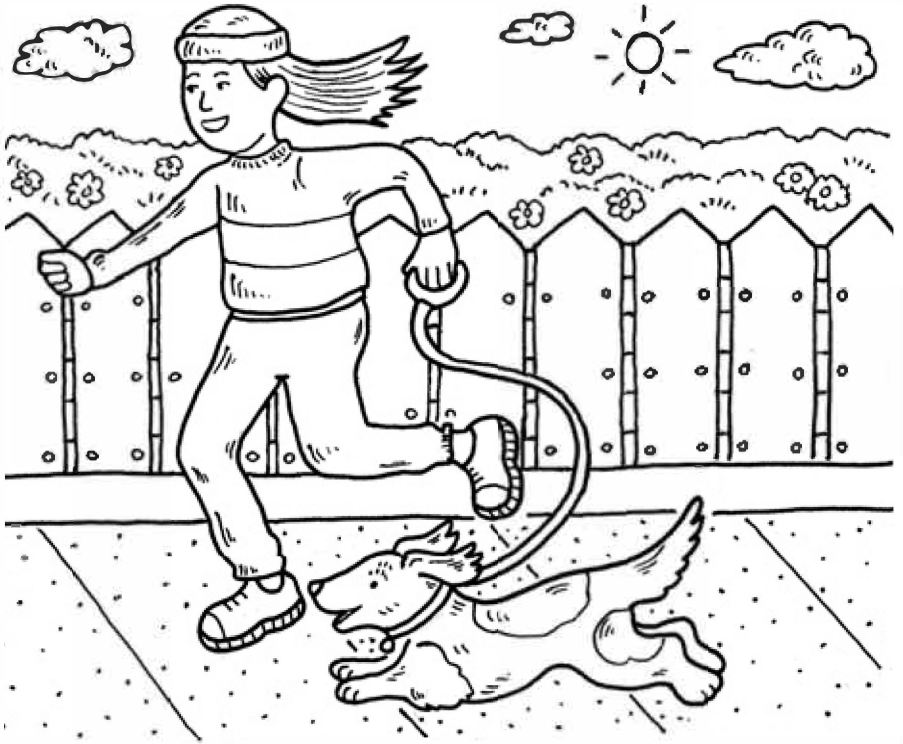
_____

_____

Name

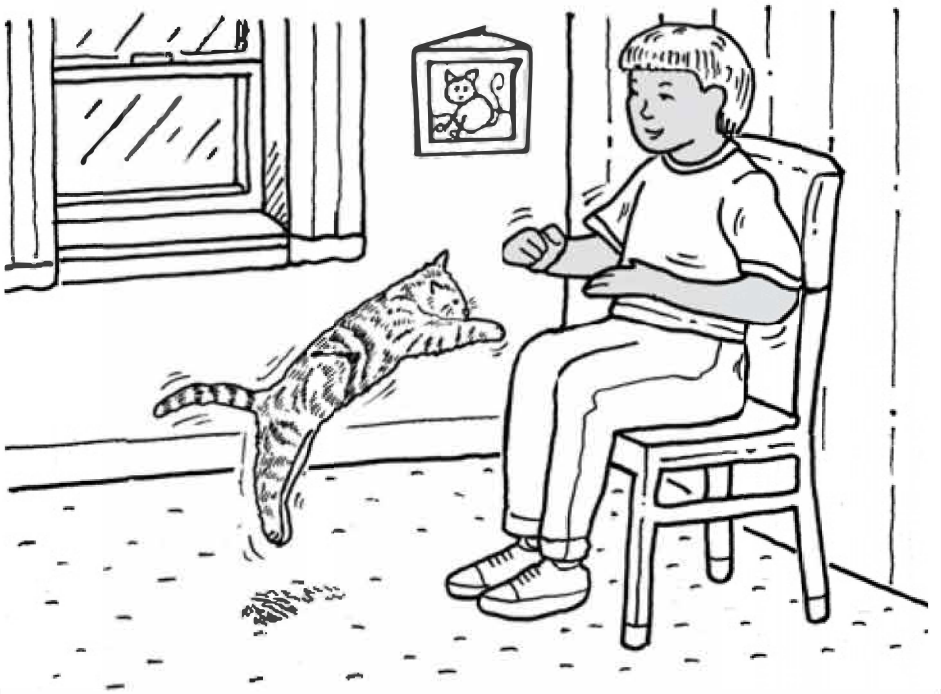
Fill in the Key Details Chart. Use words from the story.

Detail
Detail
Detail



This is a dog.
A dog can jog fast.

What Can It Do?



This is a cat.
A cat can hop on a lap.

This is a fox.
A fox can nap on a rock.

This is an ox.
An ox can pull logs.

Name _____

Reread "What Can It Do?" Circle the word or words that answers each question.

1. What can the cat do?

pull hop

2. What can the dog do?

jog nap

3. Who can nap?

a fox an ox

4. Who can pull?

an ox a cat

5. What does it pull?

rocks logs

Name _____

a b c d e f g h i j k l m n o p q r s t u v w x y z

Read the words. Underline the first letter of each word. Write the words in ABC order. Then read the sentence.

1. Bob my is pet

_____

_____.

2. likes He zip to

_____

_____.

3. play Bob can tag

_____

_____.

Name _____

Rhyming words end with the same sound.

A. Read each word. Write three rhyming words.

1. dog

_____ _____ _____

_____ _____ _____

_____ _____ _____

2. clock

_____ _____ _____

_____ _____ _____

_____ _____ _____

3. flip

_____ _____ _____

_____ _____ _____

_____ _____ _____

4. back

_____ _____ _____

_____ _____ _____

_____ _____ _____

B. Write a silly sentence. Use two rhyming words.

_____

_____

5. _____

Name _____

A. Read the draft model. Use the questions to help you write about how Sam and Amy are different.

Draft Model

Sam likes to draw. Amy likes to draw, too. Amy likes to draw dogs.

1. Who is the writing about?
2. How are Amy and Sam the same?
3. What could you add to tell about how they are different?

B. Now revise the draft by adding a detail about what Sam likes to draw.

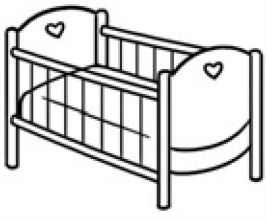
Name _____

Some words begin with a consonant **blend**. Listen for the sounds of **c** and **r** at the beginning of **crab.**

Use a word from the box to name the picture. Write the word.

crib	snap	grass	stick	frog	stand

1. 

2. 

3. 

4. 

5. 

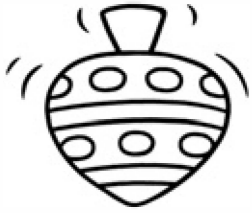
Name _____

Sometimes consonants form a **blend**. You can hear the **c** sound and the **r** sound in the blend at the beginning of **crib**.

Read the sentence. Write the word that begins with a consonant blend.

spill grass spins snack

1. My top spins. _____



2. Mop up the spill. _____

3. Jan and Nat will have a snack. _____

4. The dog digs in the grass. _____

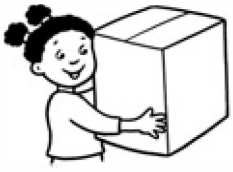
Name _____

Write a sentence to tell about each picture. Use the words in the box. Use each word once.

jump	move	run	two

1. 

2. 

3. 

4. 

Name

Fill in the Key Details Chart. Use details from the story.

Detail
Detail
Detail

We can move.
We can have fun!
What can you do?

Kids Can Move

Kids like to move!
He can hop.
He hops on the steps.

She can run fast.
She runs with her dog.

They can swing.
They can jump off, too.

Name _____

Reread "Kids Can Move" and follow the directions.

1. Circle the child who hops.

2. Where does he hop?

_____

_____

_____

3. Draw a box around the child who runs fast.

4. Who does the girl run with?

_____

_____

_____

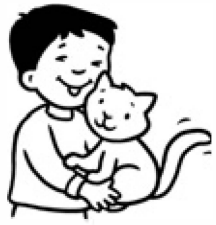
Name _____

An **'s** at the end of a naming word means something belongs to that person or thing.

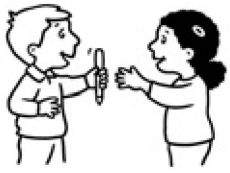
Jon's bag **Dad's mitt**

A. Add 's to each word to tell that something belongs to the person or thing. Write the word.

1. Dan _____ cat is little.



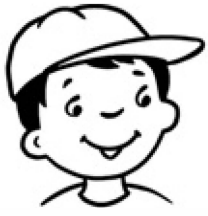
2. Pam This is _____ pen.



3. cat This is my _____ mat.

4. dog She fills the _____ dish.

5. Matt I like _____ hat.



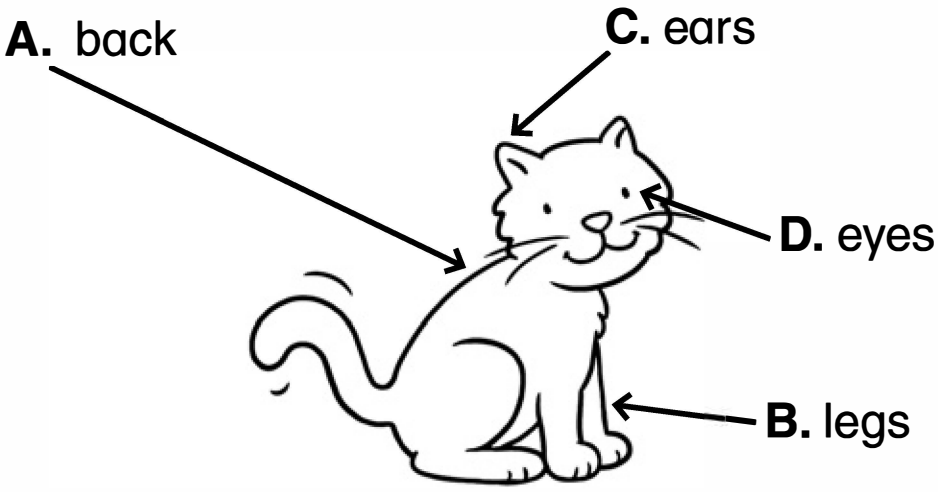
B. Write a sentence using a word with 's .

6. _____

Name _____

Look at the diagram. Follow the directions.

Parts of a Cat



1. What does the diagram show? Write the answer.

_____

_____

_____

2. Name the parts of a cat.

_____

_____

_____

3. What does label C name?

_____

_____

_____

4. Name another part of a cat. Add a label to the diagram.

_____

_____

_____

Name _____

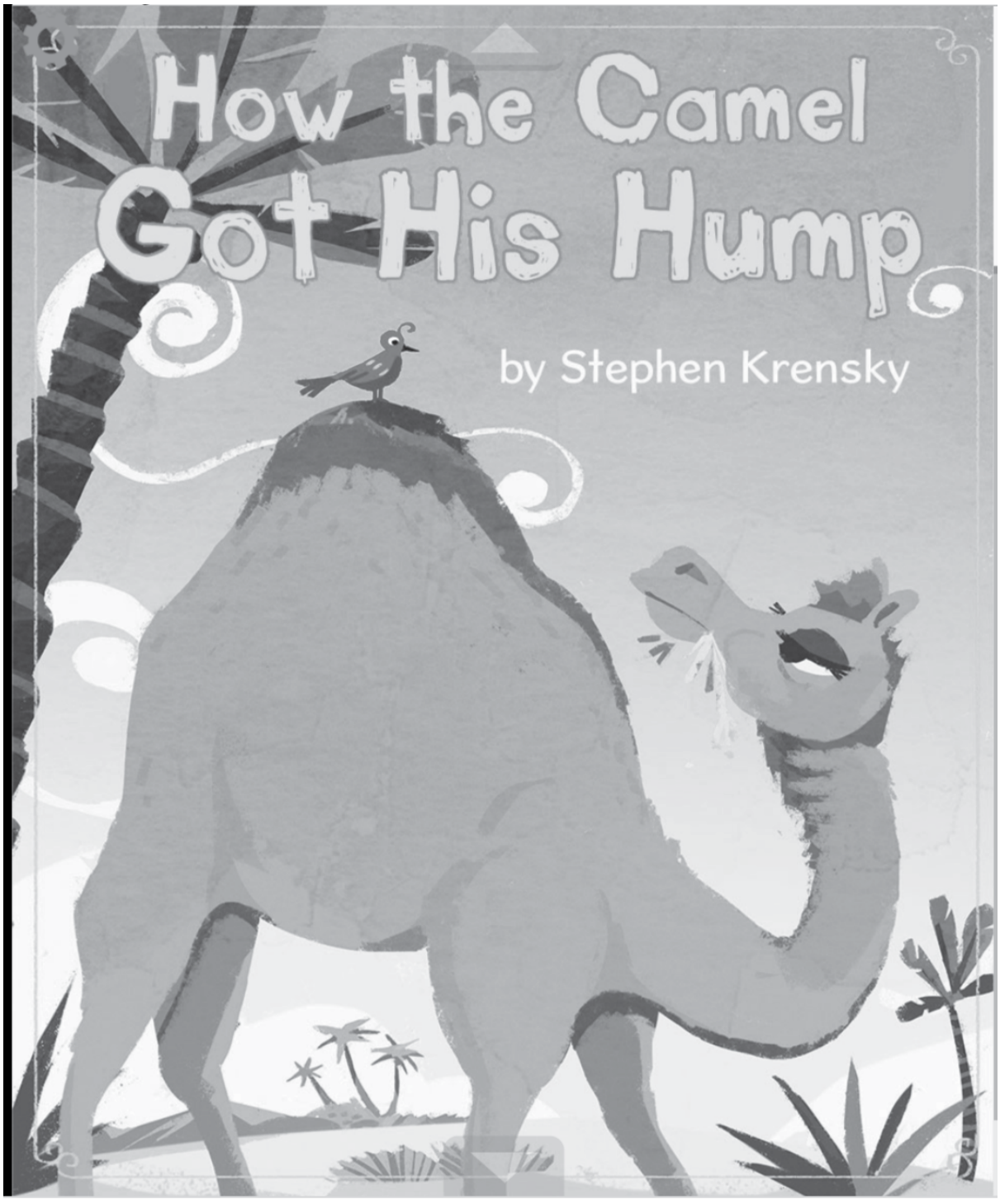
A. Read the draft model. Use the questions to help you put the events in order.

Draft Model

I tied my shoes. I put my socks on. I put my shoes on.

1. What is the writing about?
2. Which event had to happen first?
3. How can you change the sentences to put the events in order?

B. Now revise the draft by putting the events in order and adding the words *first, next,* and *last*.



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

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

"Humph!" said the camel. He did nothing.

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

"Humph!" the camel said again.

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

"Humph!" said the camel. He did nothing.

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

"The camel doesn't help," said the horse.

"We do all the work," said the dog.

The ox nodded. "He just stands around."

The genie said, "Let's see about that."

Then the genie appeared next to the camel.

"You need to change your ways," he said.

"Humph!" said the camel.

"Is 'humph' all you can say?" the genie asked.

"Humph! Humph! Humph!"

"Very well. I will give you a 'humph' that you will always remember!" the genie yelled.

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

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

And camels have had humps ever since.

After-Reading Questions

Question 1 (from p. 1 of passage)

Who gathers hay?

a. 

b. 

c. 

Question 2 (from p. 2 of passage)

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

a. The camel plows the field.

b. The camel collects sticks.

c. The camel does nothing.

Question 3 (from p. 3 of passage)

What do the animals tell the genie about the camel?

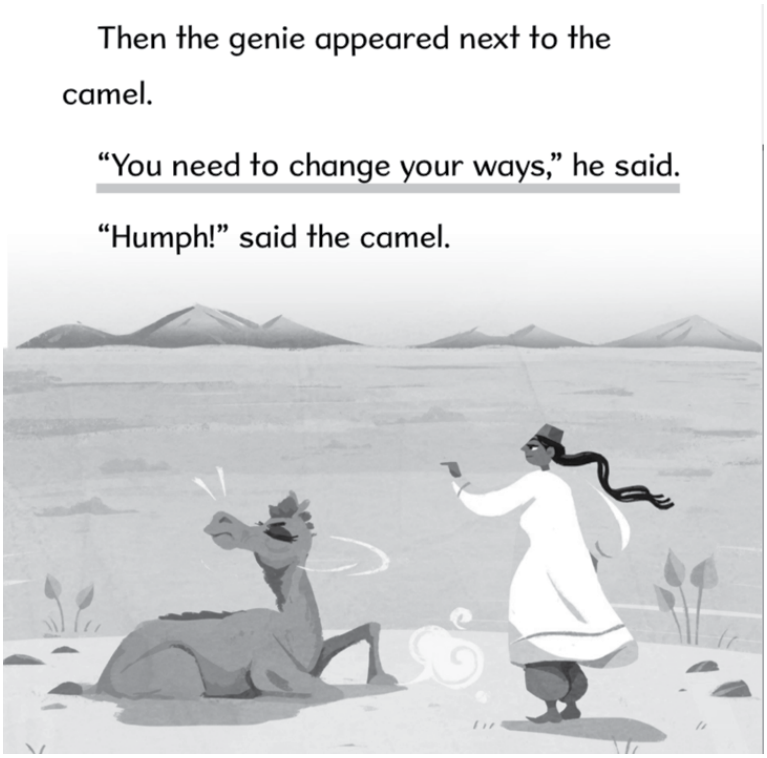
a. The camel does not help with the work.

b. The camel will not stand near them.

c. The camel is not feeling well.

Question 4 (from p. 4 of passage)

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



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

Question 5 (from p. 5 of passage)

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

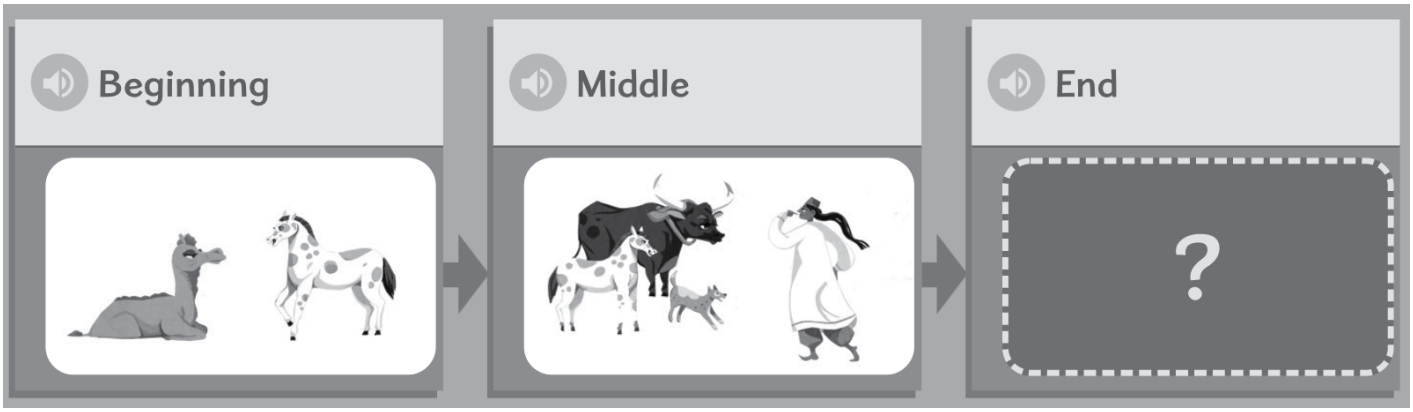
a. The genie is afraid.

b. The genie is mad.

c. The genie is sad.

Question 6 (from p. 6 of passage)

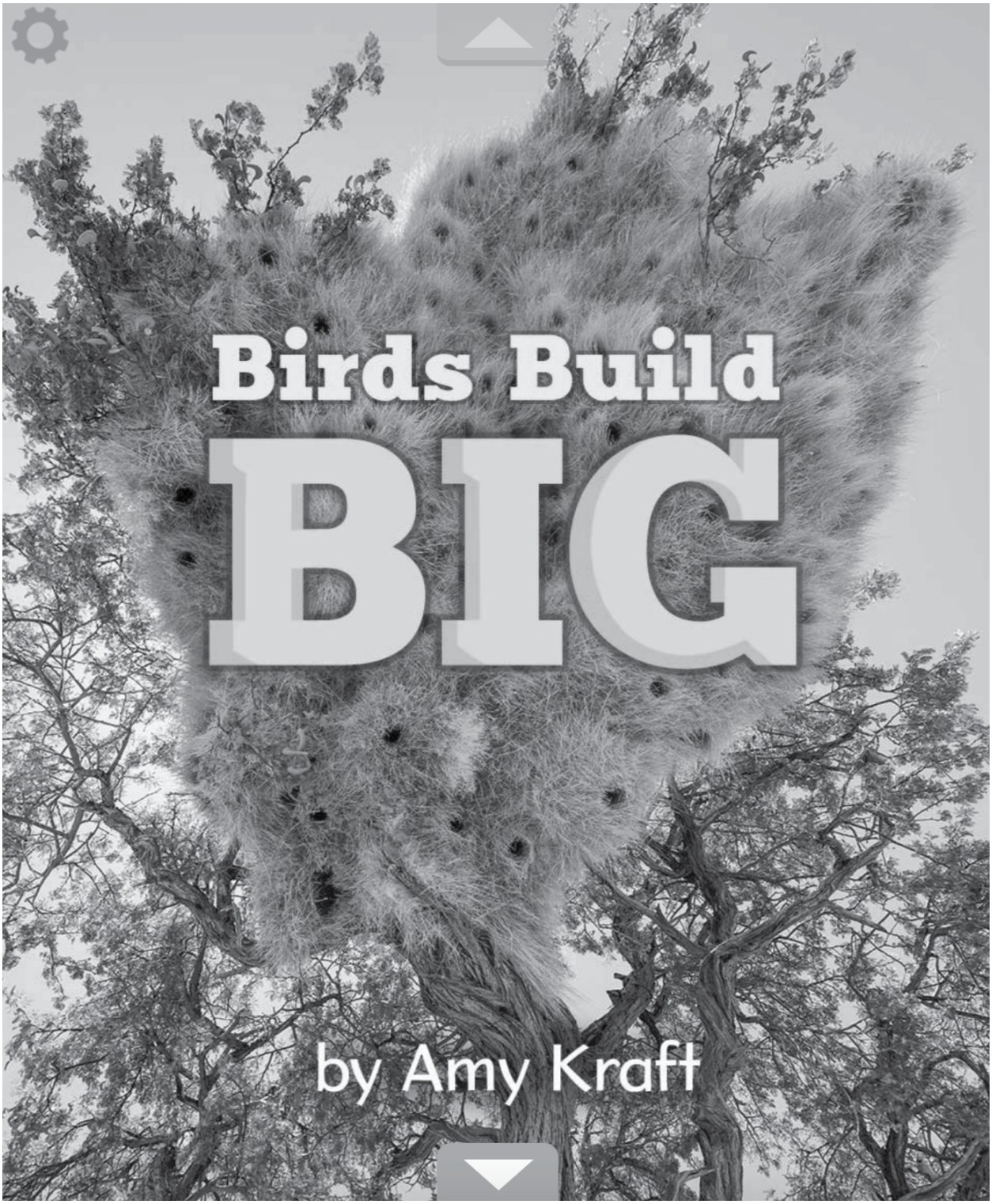
Look at the chart. What happens at the end of the story? Choose the correct picture.



a. 

b. 

c. 



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

apartment building

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

weaver bird nest

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

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

This nest has many small rooms inside it.

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

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

Many weaver birds work together on a nest.

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

©Jen Guyton/naturepl.com

The spiky straw keeps the snake out.

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

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

A big nest protects weaver birds.

Question 1 (for p. 1 of passage)

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

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

Question 2 (for p. 2 of passage)

How many birds live in a weaver bird nest?

a. 

b. 

c. 

Question 3 (for p. 3 of passage)

How do weaver birds build their nest?

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

Question 4 (for p. 4 of passage)

What makes the nest a safe place for weaver birds?

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

Question 5 (for p. 5 of passage)

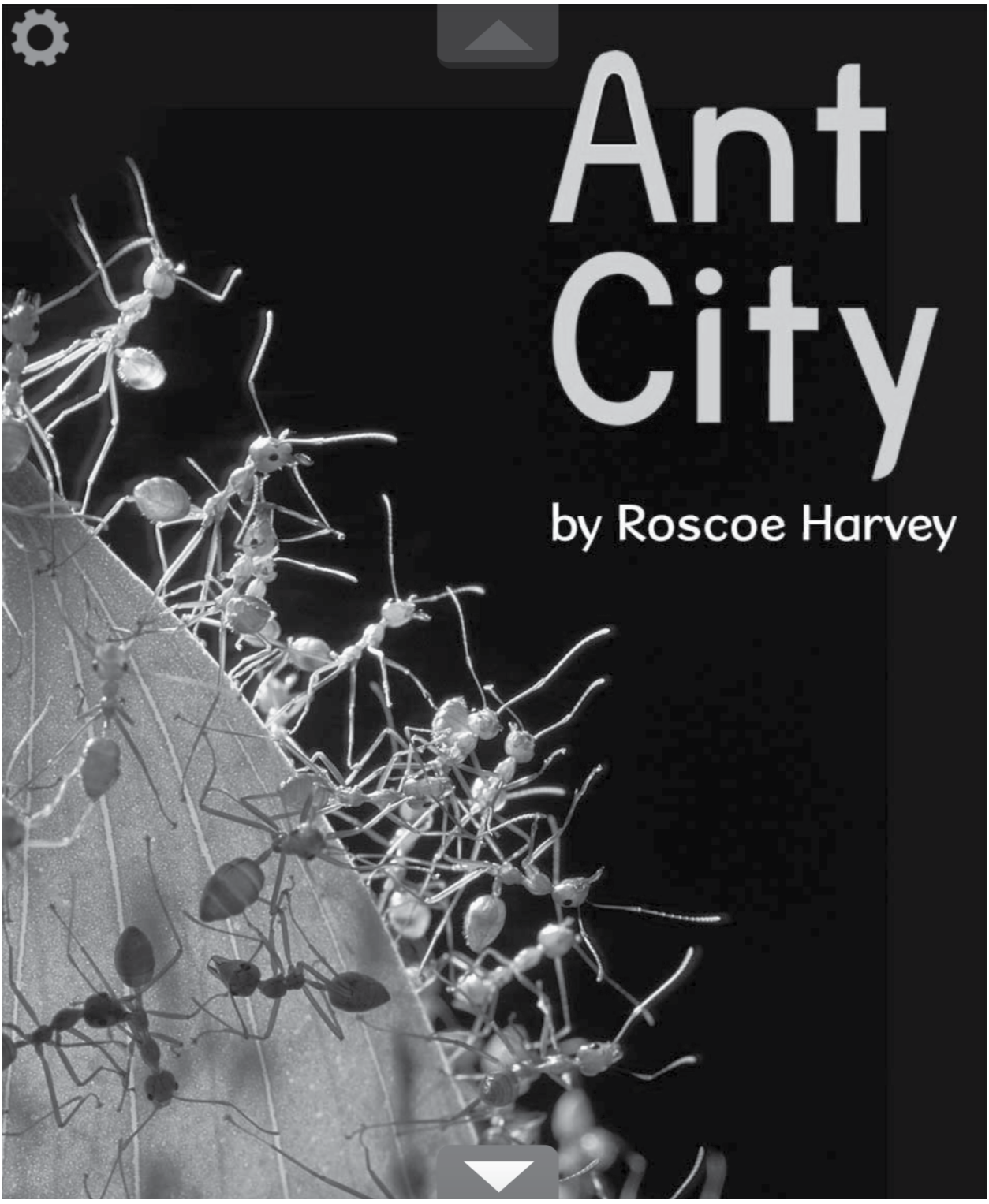
How does the nest keep weaver birds dry?

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

Question 6 (for p. 5 of passage)

What is the whole text mostly about?

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



©Regis Cavignaux/Biosphoto/Minden Pictures

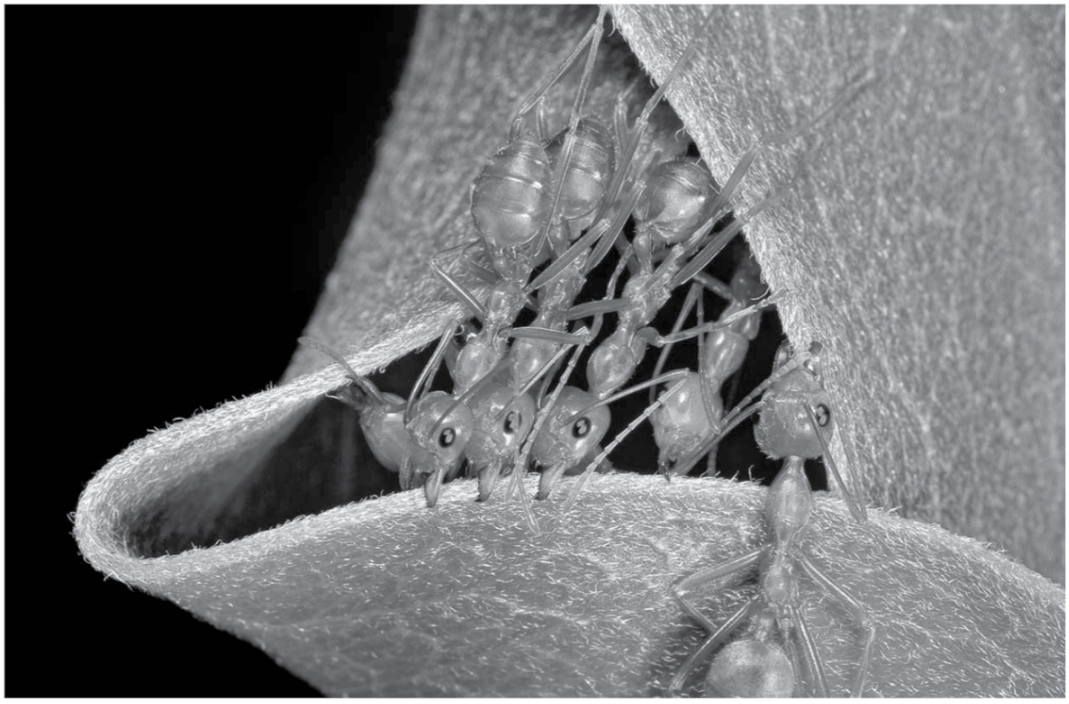
Would you look down or up to find a city of ants? In the rainforest, look up. An ant city might be in the trees!

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

There are two weaver ant nests in this tree.

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

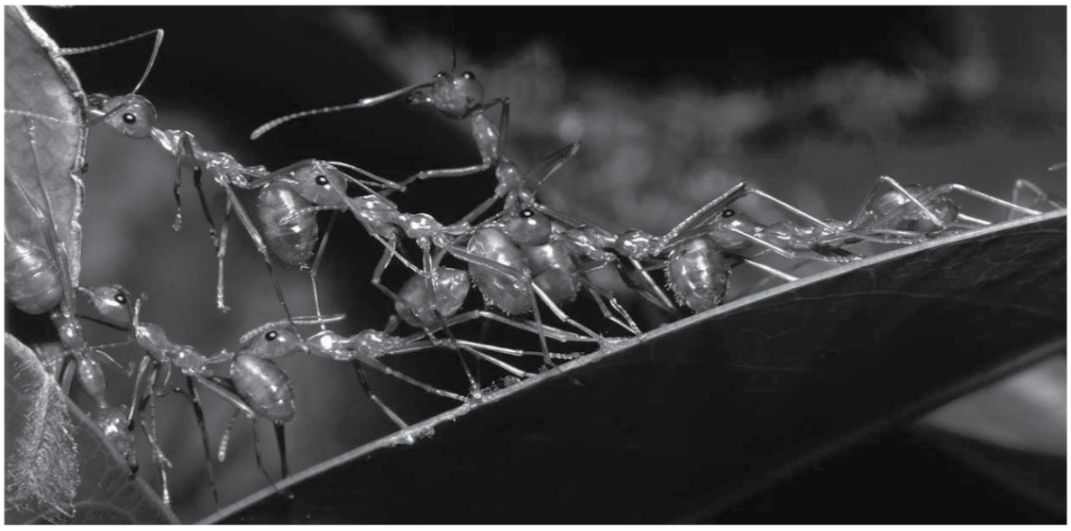
They use their mouths and legs. The ants are strong.



A team of ants works together.

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

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



The ants are making an ant chain.

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

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

An ant squeezes a worm.

Each nest is part of a whole city of ants.

The ants build an ant city in the trees.

©Genevieve Vallee/Alamy

Weaver ants work together.

Question 1 (from p. 1 of passage)

Where do weaver ants build their nests?

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

Question 2 (from p. 2 of passage)

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

a. 
©Alex Wild

b. 
©Denis Crawford/Alamy

c. 
©Genevieve Vallee/Alamy

Question 3 (from p. 2 of passage)

What do weaver ants need to make their nests?

a. 
©andersphoto/Shutterstock

b. 

c. 

Question 4 (from p. 3 of passage)

Why do ants build an ant chain?

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

Question 5 (from p. 4 of passage)

What do the ants get from the hatched eggs?

a. birds
b. worms
c. leaves

Question 6 (from p. 4 of passage)

What do the ants do with the worm spit?

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

Question 7 (from p. 5 of passage)

Look at the photo. What does it show?

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

Question 8 (from p. 5 of passage)

What is this text mostly about?

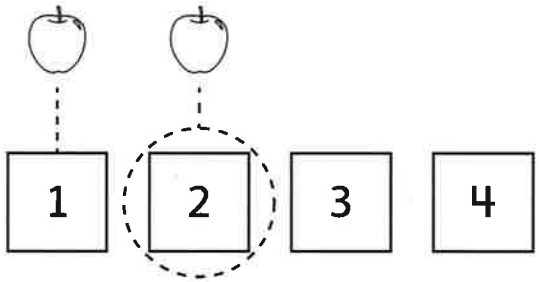
a. Weaver ants are strong ants in the rainforest.
b. Weaver ants protect the eggs in their nest.
c. Weaver ants work as a team to build their nests.

Kinder MATH

Understanding Counting

Name _____

Example



1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

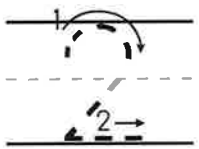
Have children match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1 and continuing in order. Ask children to circle the number that tells how many objects are in each group.

Numbers 0 to 5

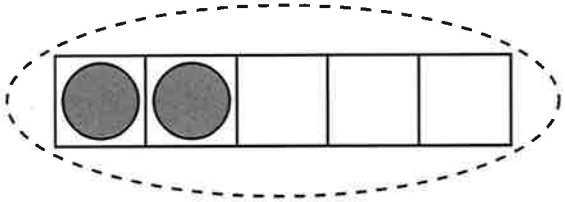
Name _____

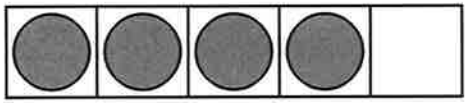
8383

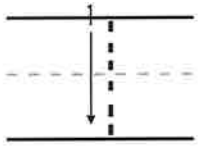
Example

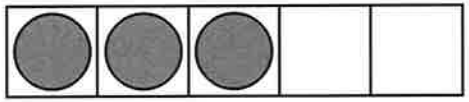


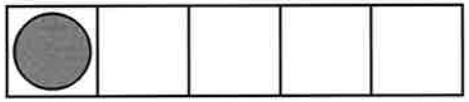
2

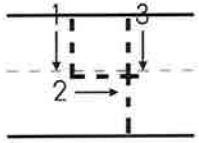


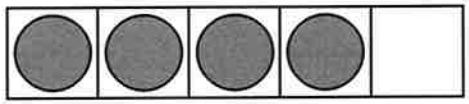


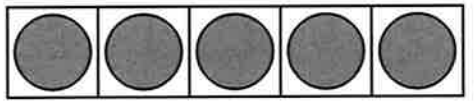










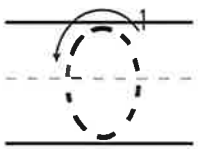


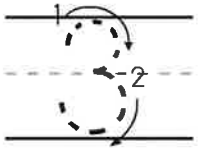
Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

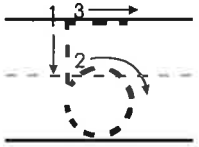
Numbers 0 to 5 *continued*

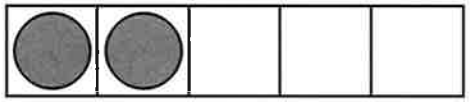
Name _____

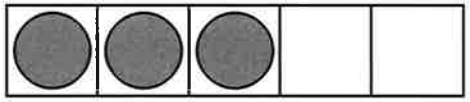
8484

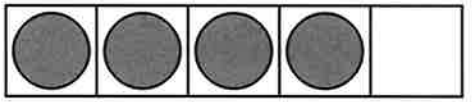


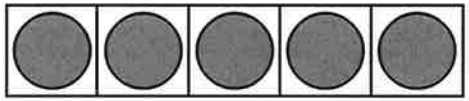


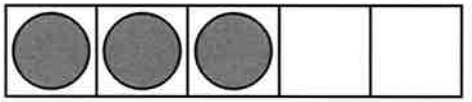










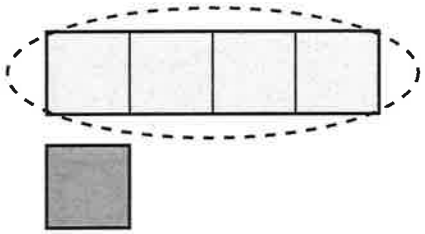


Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

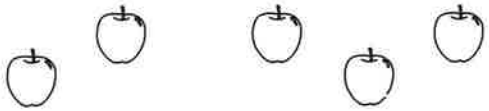
Comparing Within 5

Name _____

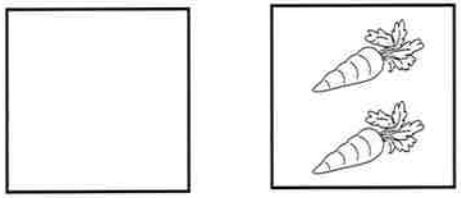
Example



4 1



2 3



0 2

5 4

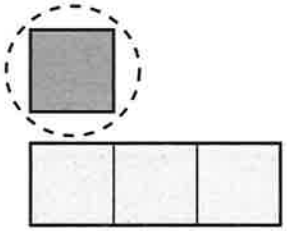
Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

Comparing Within 5 *continued*

Name _____

8686

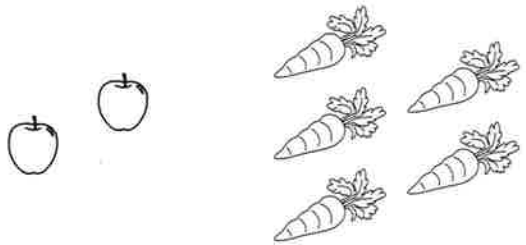
Example



1 3

4 2

3 3



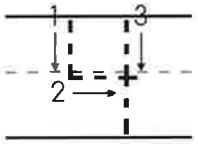
2 5

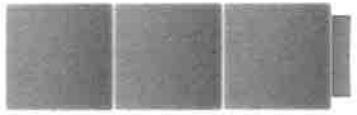
Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that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

Making 3, 4, and 5

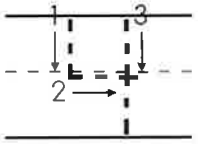
Name _____

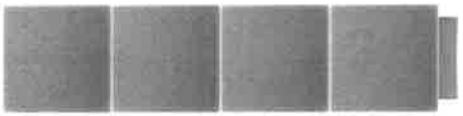
Example



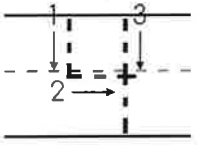


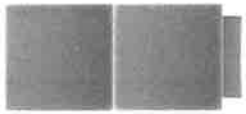
1 and 3

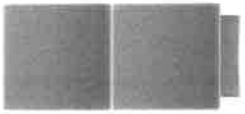




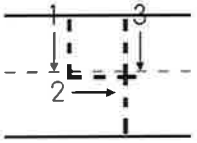
0 and _____

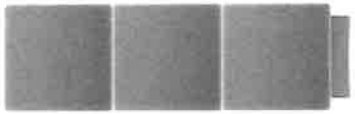






2 and _____





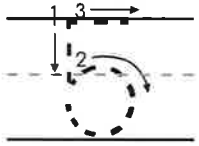
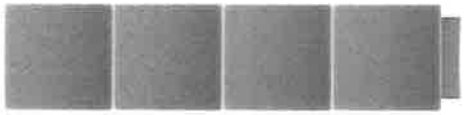
3 and _____

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.

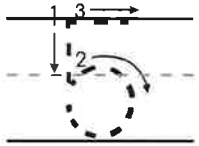
Making 3, 4, and 5 *continued*

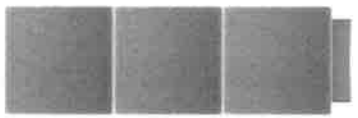
Name _____

8888

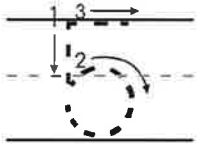
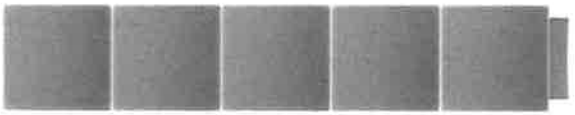




4 and _____

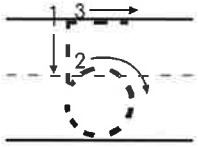
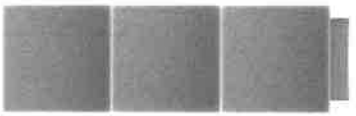




2 and _____

5 and _____

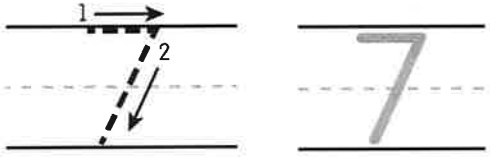

3 and _____

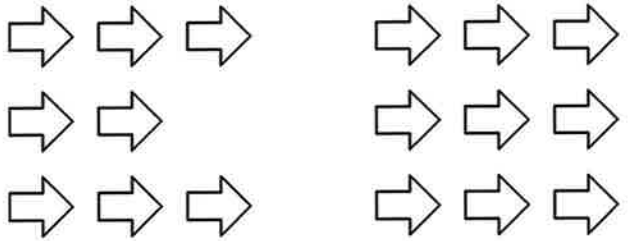
Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.

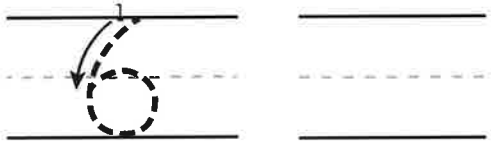
Counting and Writing to 8

Name _____

Example





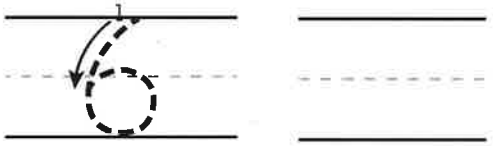


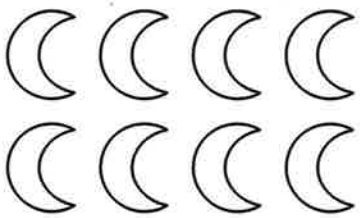
Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

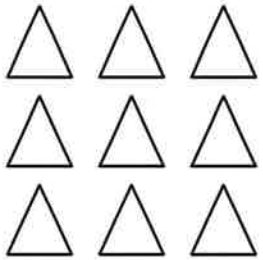
Counting and Writing to 8 *continued*

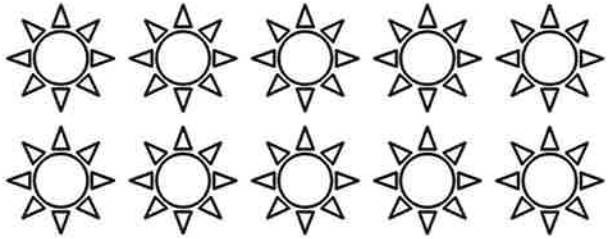
Name _____

9090







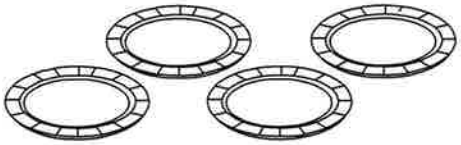


Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

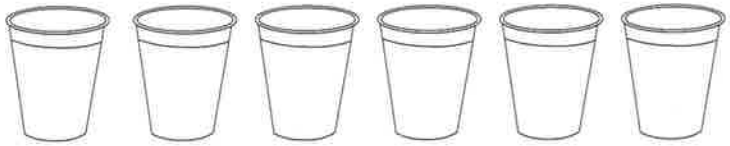
Understanding 1 More

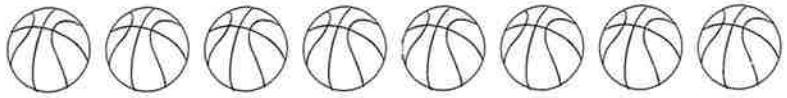
Name _____

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.

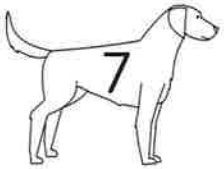
Understanding 1 More *continued*

Name _____

Example

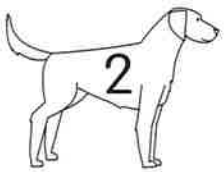
1	2	3	4	5	6	7	8	9	10

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



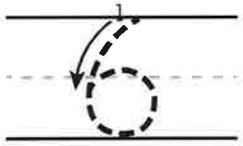
1	2	3	4	5	6	7	8	9	10

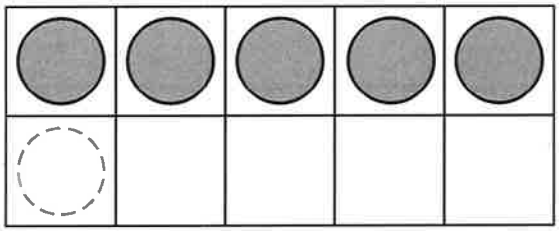
Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

Making 6 and 7

Name _____

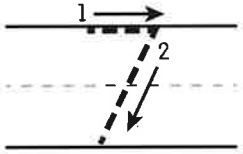
Example

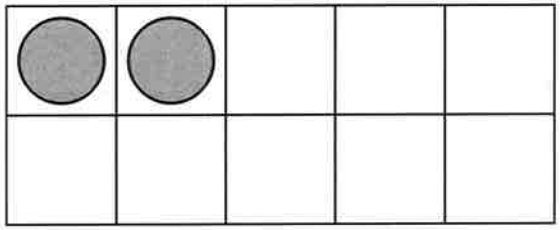




? 5

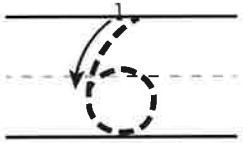
? 1

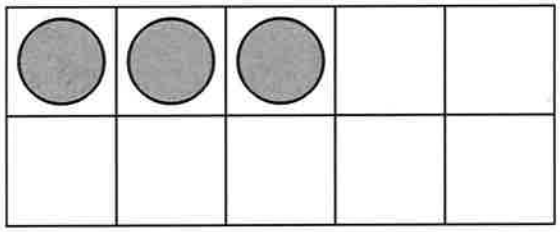




?

?





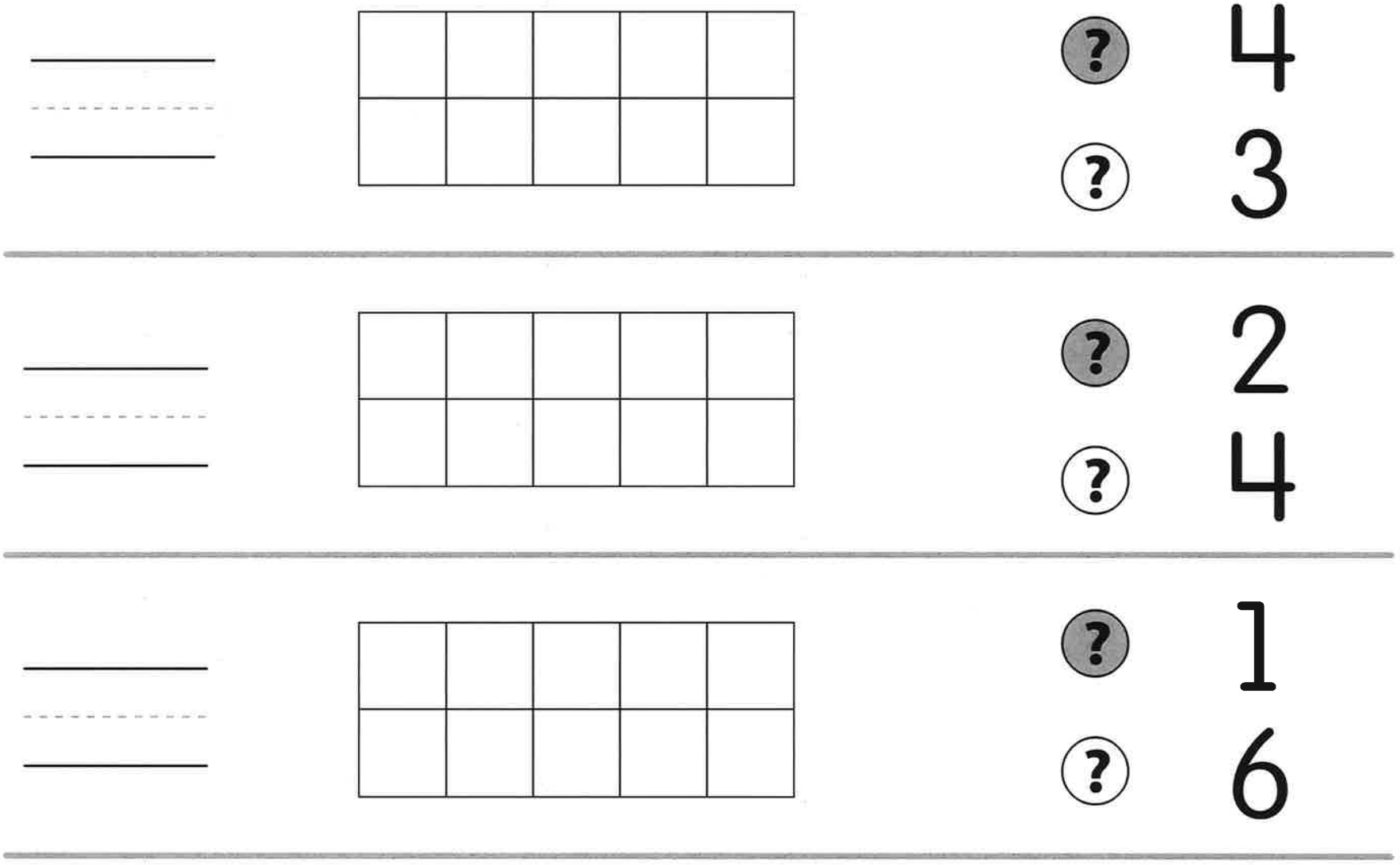
?

?

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 _____



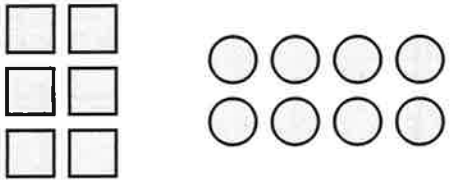
Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.

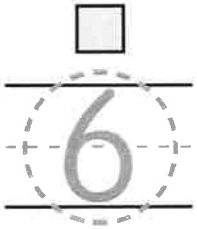
Comparing Within 10

Name _____

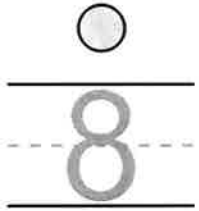
9595

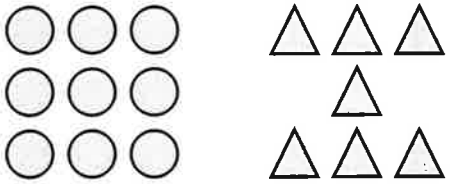
Example

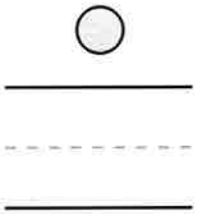




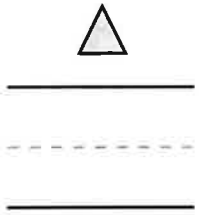
or

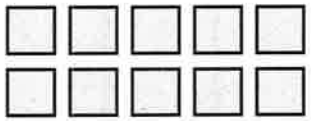


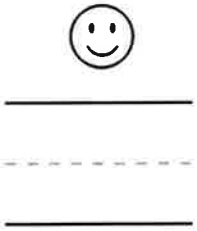




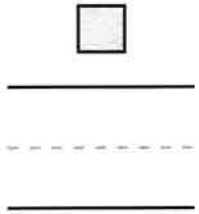
or







or

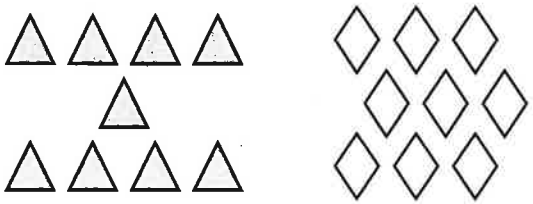


In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Comparing Within 10 *continued*

Name _____

9696



_____ or _____

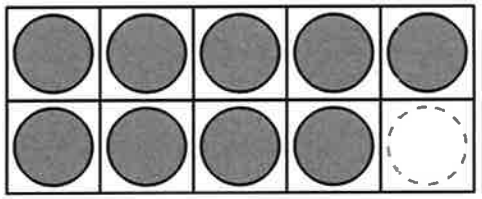
_____ or _____

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

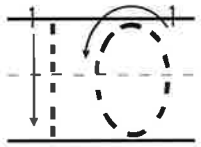
Name _____

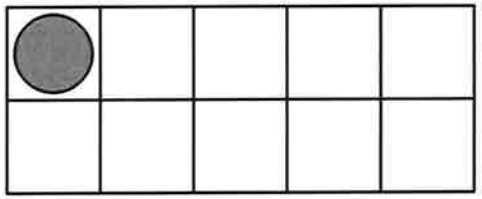
Example



? 9

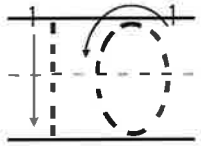
? 1

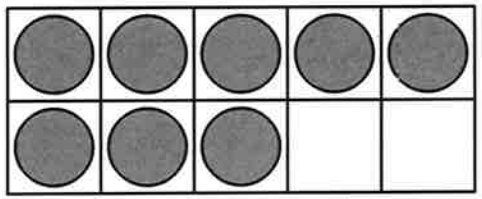




? _____

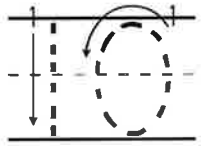
? _____





? _____

? _____

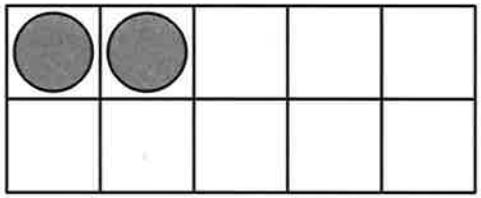


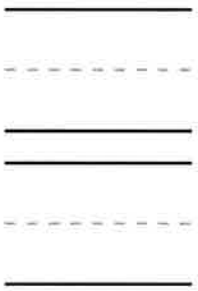
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

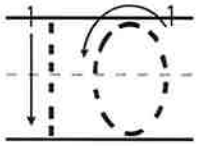
Making 10 *continued*

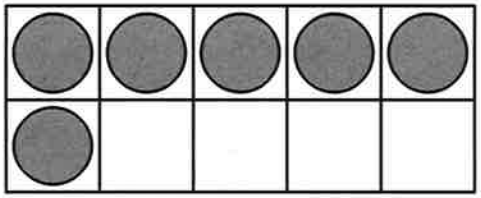
Name _____

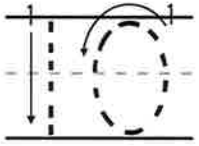
9898

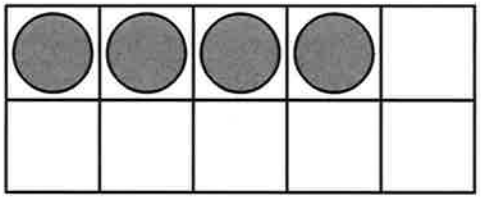


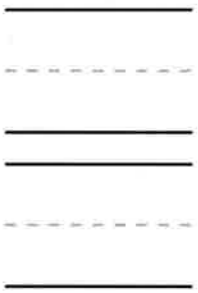


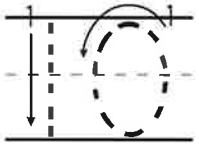








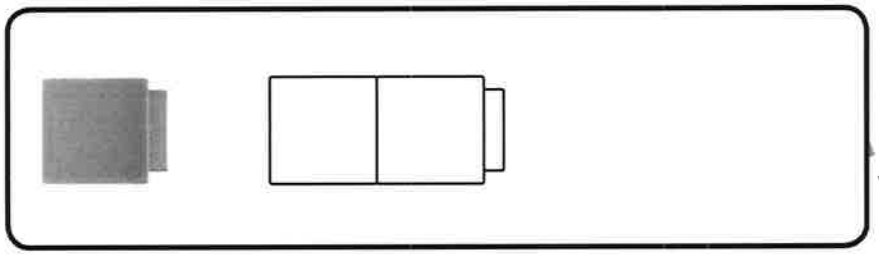


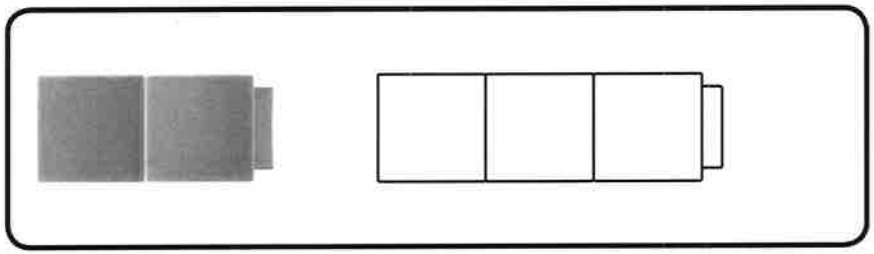


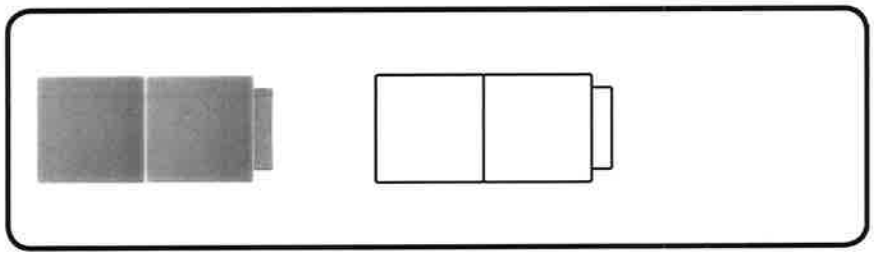
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Understanding Addition

Name _____ 6666







$2 + 3 = 5$

$2 + 2 = 4$

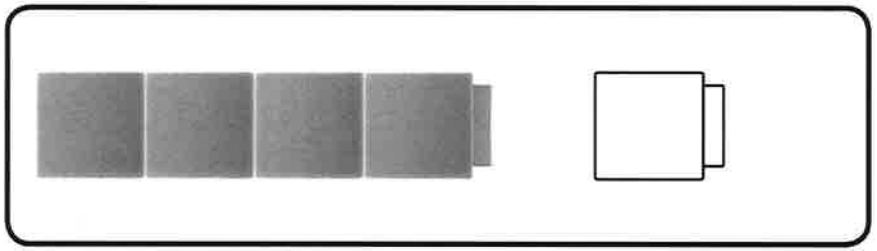
$1 + 2 = 3$

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.

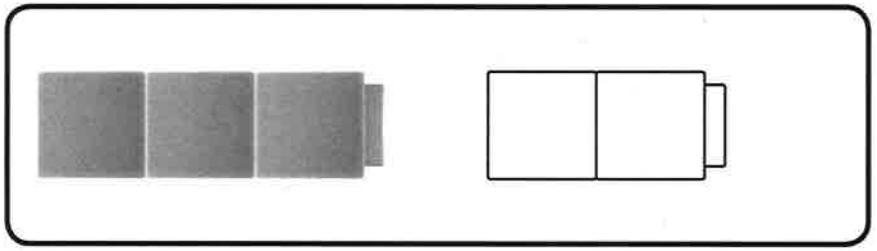
Understanding Addition *continued*

Name _____

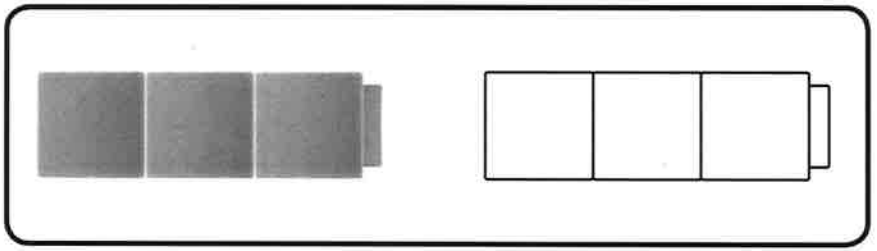
100100



$3 + 3 = 6$



$4 + 1 = 5$



$3 + 2 = 5$

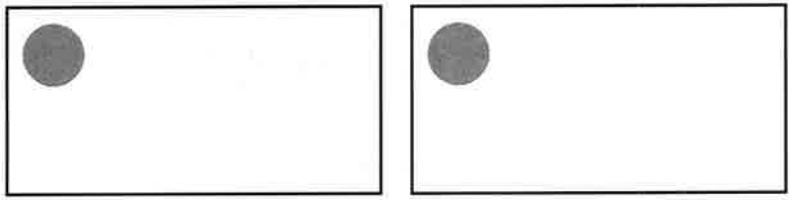
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Adding Within 5

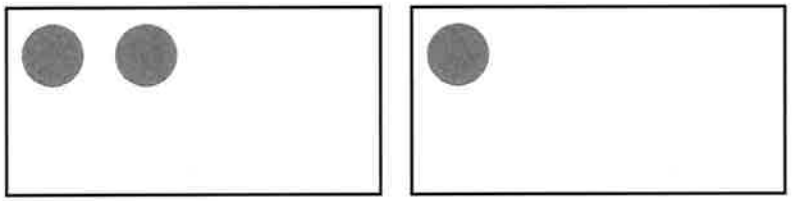
Name _____

101101

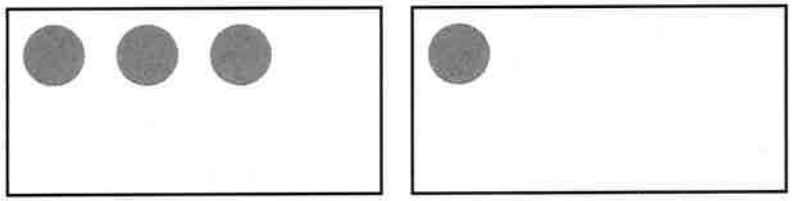
Example



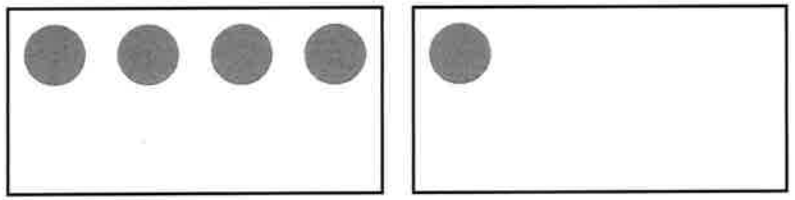
$1 + 1 = 2$



$2 + 1 =$ _____



$3 + 1 =$ _____



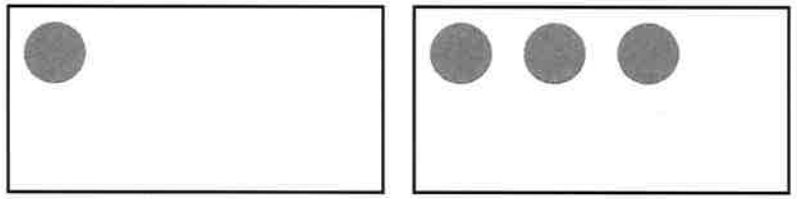
$4 + 1 =$ _____

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

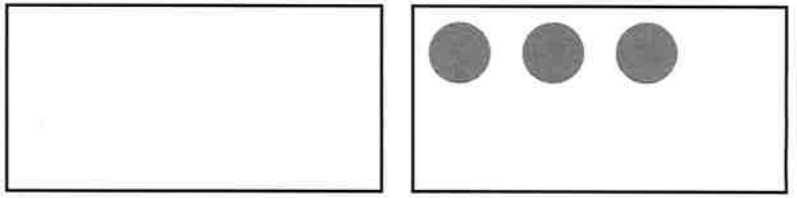
Adding Within 5 *continued*

Name _____

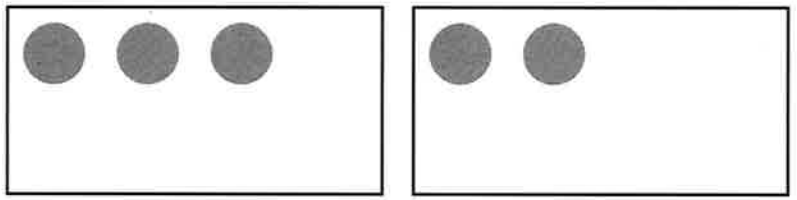
102102



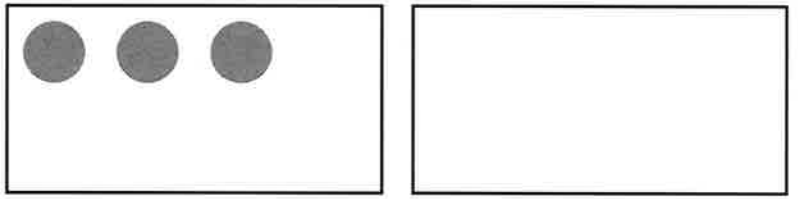
1 + 3 = _____



0 + 3 = _____



3 + 2 = _____



3 + 0 = _____

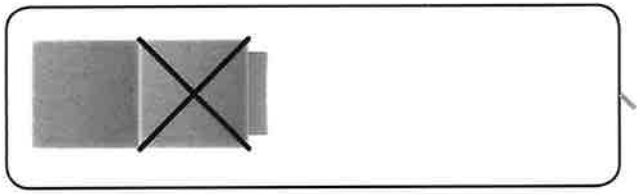
Ask children to write equations to match the dot cards. Have children write the total in each equation.

Understanding Subtraction

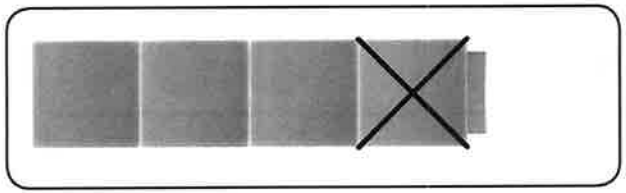
Name _____

103103

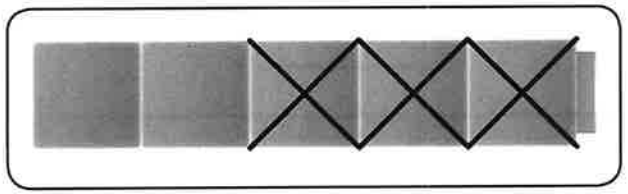
Example



$4 - 1 = 3$



$2 - 1 = 1$

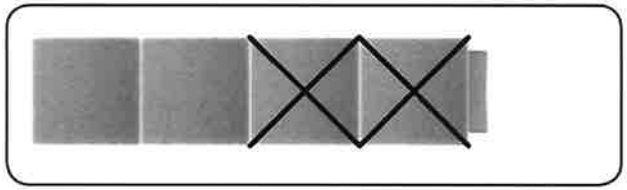


$5 - 3 = 2$

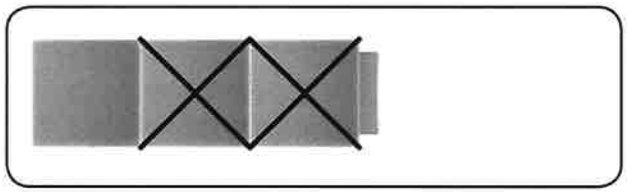
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Understanding Subtraction *continued*

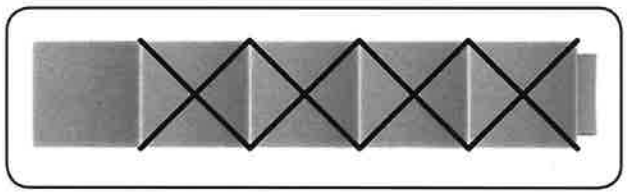
Name _____



$5 - 4 = 1$



$4 - 2 = 2$



$3 - 2 = 1$

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.

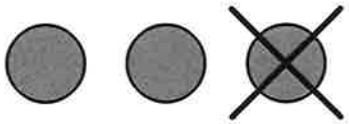
Subtracting Within 5

Name _____

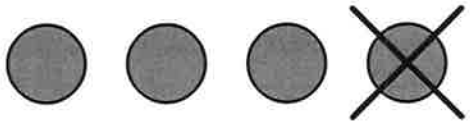
105105

Example

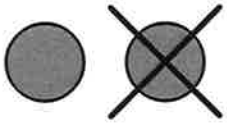
$5 - 1 = \underline{4}$



$3 - 1 =$ _____



$4 - 1 =$ _____

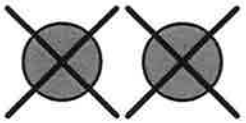


$2 - 1 =$ _____

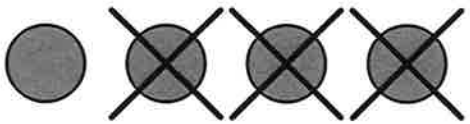
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Name _____

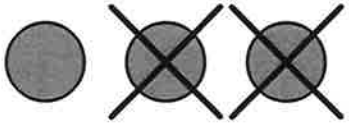
106106



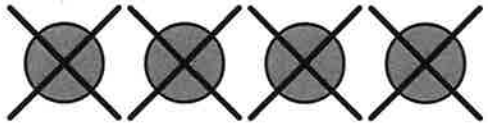
$2 - 2 =$ _____



$4 - 3 =$ _____



$3 - 2 =$ _____



$4 - 4 =$ _____

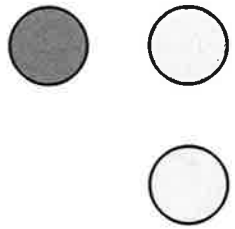
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Facts to 5

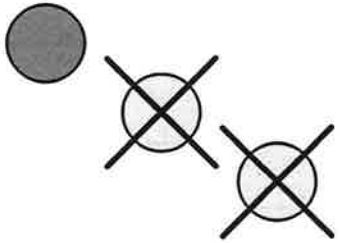
Name _____

107107

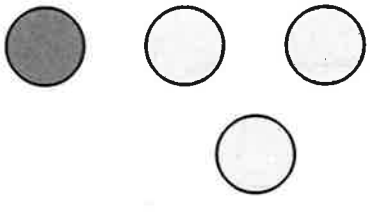
Example



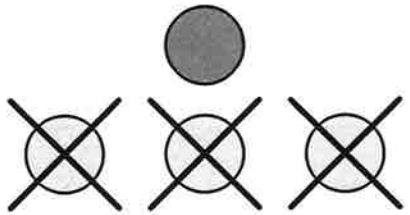
$1 + 2 = \_\_3\_\_$



$3 - 2 = \_\_\_\_$



$1 + 3 = \_\_\_\_$



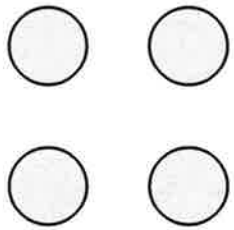
$4 - 3 = \_\_\_\_$

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.

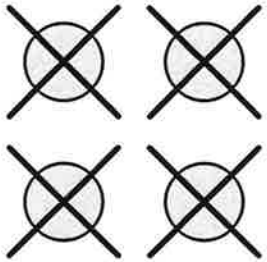
Facts to 5 *continued*

Name _____

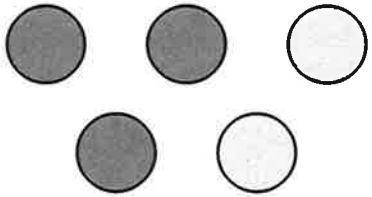
108108



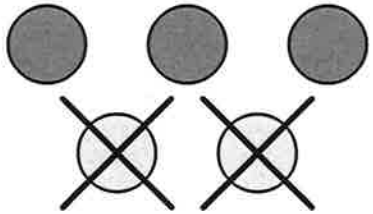
0 + 4 = _____



4 − 4 = _____



3 + 2 = _____



5 − 2 = _____

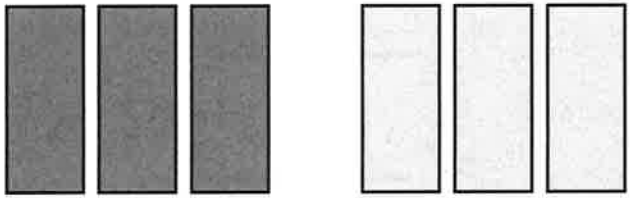
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, 1 + 2 = 3, so if you start with 3 and take away 2, you have 1 left.

Adding Within 10

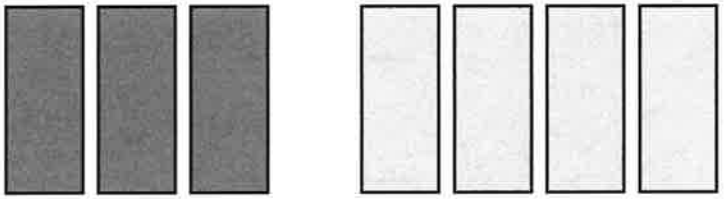
Name _____

109109

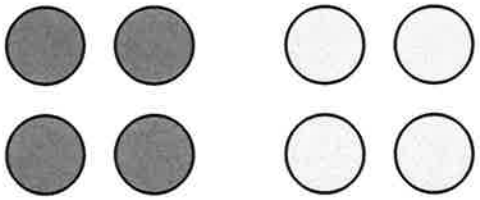
Example



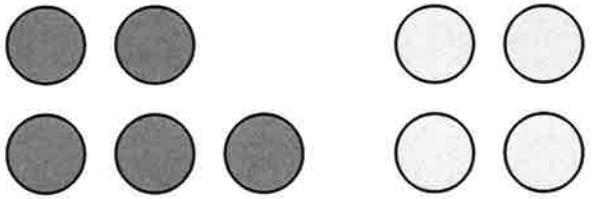
$3 + 3 = 6$



$3 + 4 =$ _____



$4 + 4 =$ _____

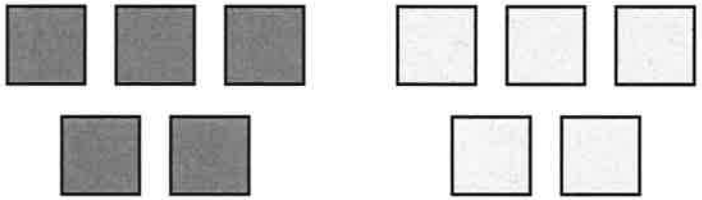


$5 + 4 =$ _____

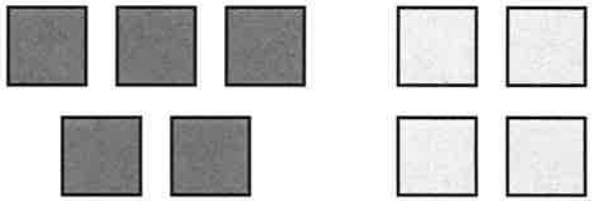
Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

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.

112112

Certificate of Completion

This Award Is Presented to

_____

for completing the

Summer Learning Packet

_____ _____

Signature Date

KidsCerts.com

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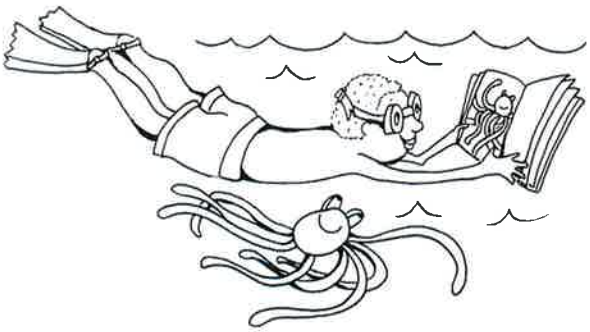
Learning Packet

Answer Key

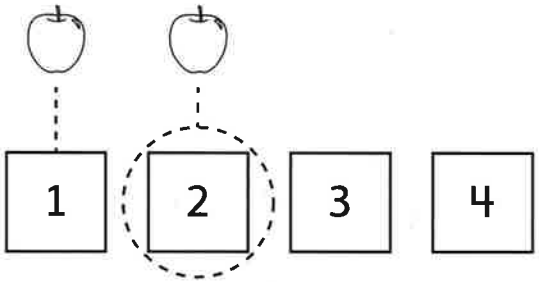


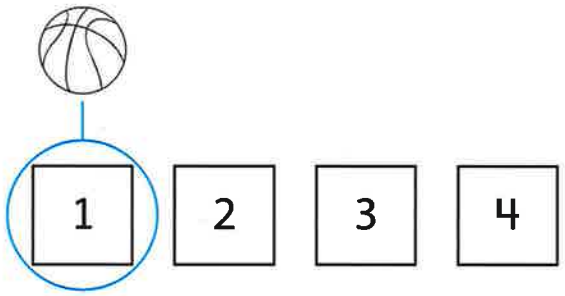
Understanding Counting

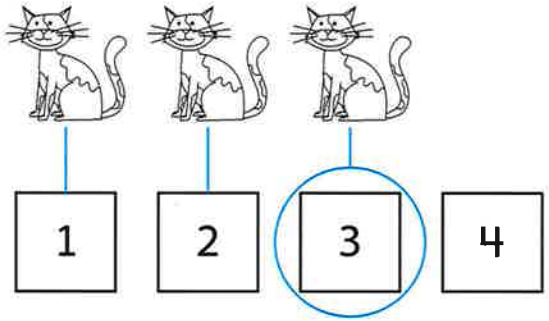
Name _____

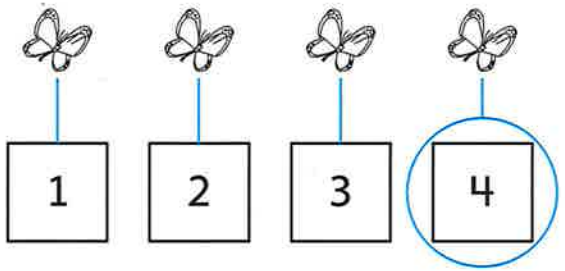
116116

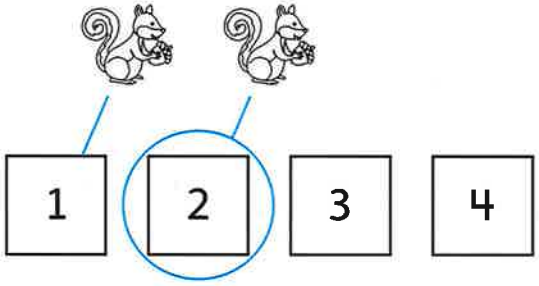
Example

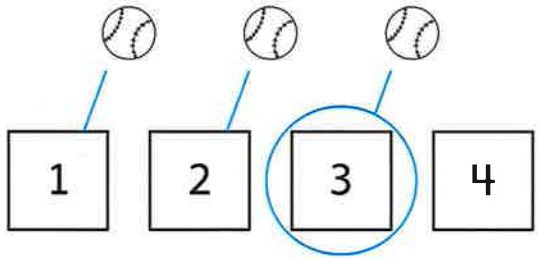












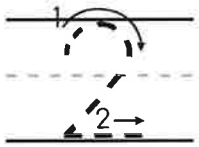
Have children match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1 and continuing in order. Ask children to circle the number that tells how many objects are in each group.

Teacher Packet

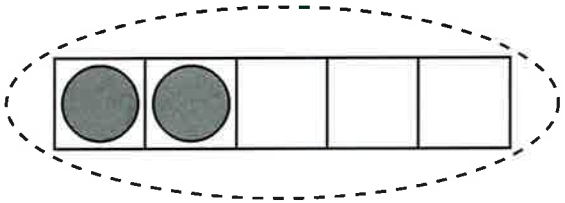
Numbers 0 to 5

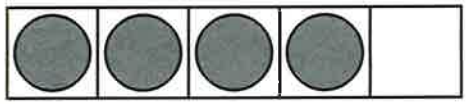
Name _____

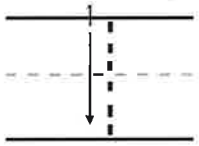
Example



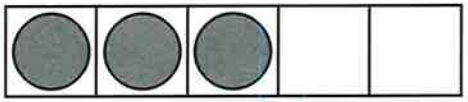
2

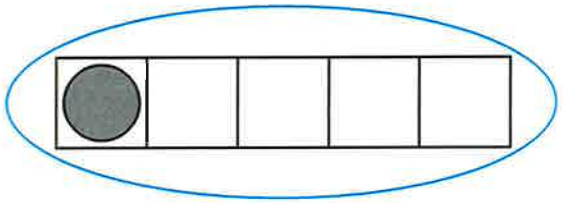


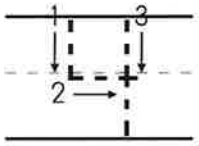




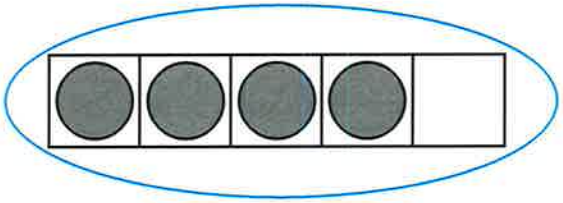
1

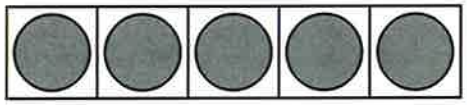






4

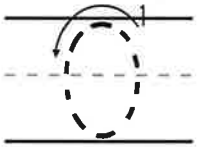




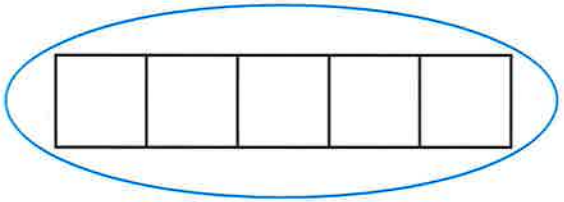
Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

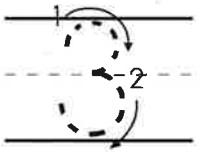
Numbers 0 to 5 *continued*

Name _____

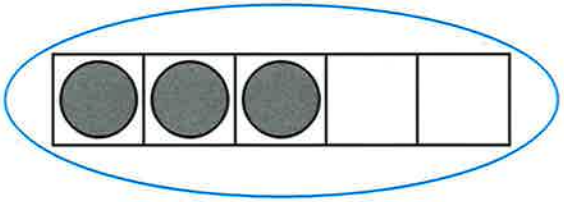


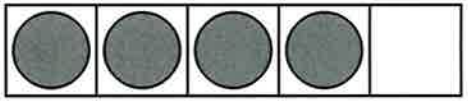
0

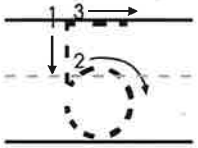




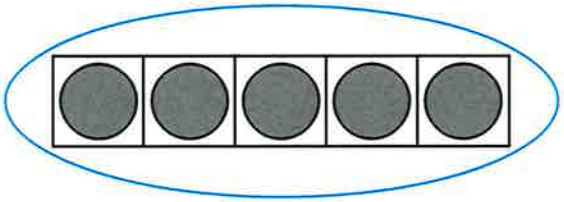
3







5

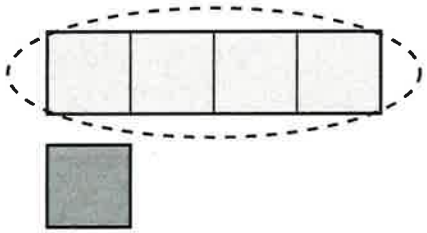


Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

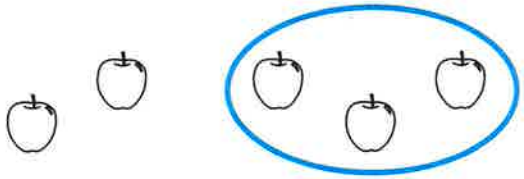
Comparing Within 5

Name _____

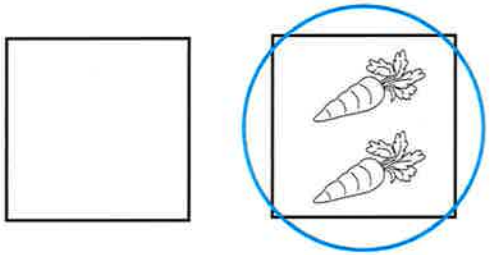
Example



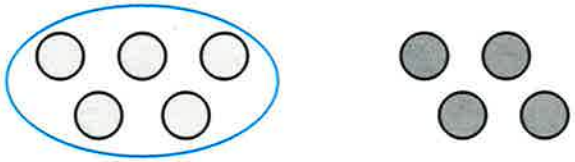
4 1



2 3



0 2



5 4

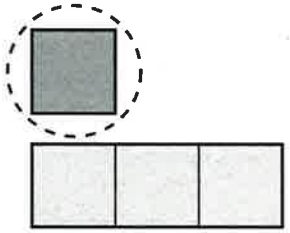
Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

Comparing Within 5 *continued*

Name _____

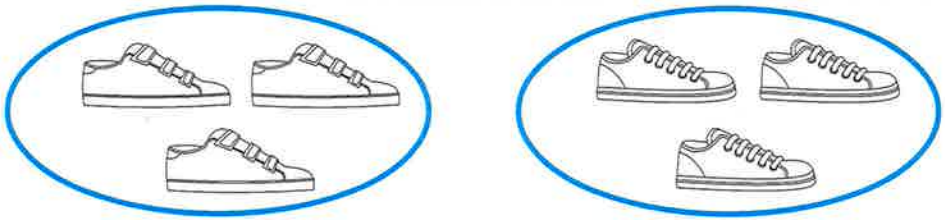
120120

Example

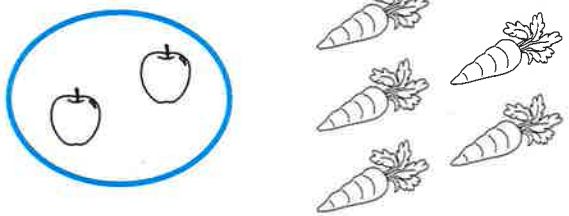


1 3

4 2



3 3



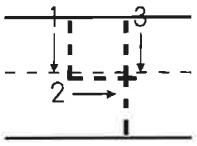
2 5

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.

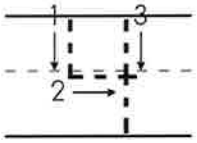
Making 3, 4, and 5

Name _____

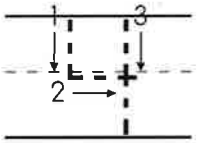
Example



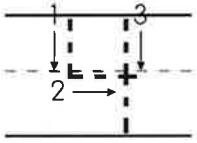
1 and 3



0 and 4



2 and 2



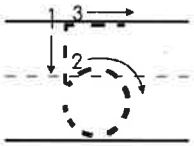
3 and 1

Teacher Packet

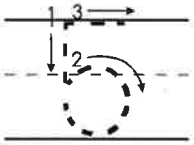
Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.

Making 3, 4, and 5 *continued*

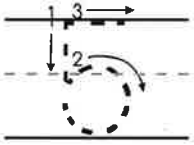
Name _____



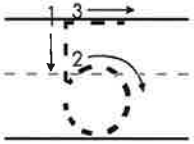
4 and 1



2 and 3



5 and 0



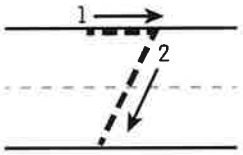
3 and 2

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.

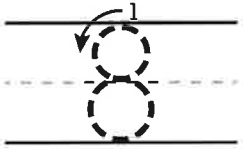
Counting and Writing to 8

Name _____

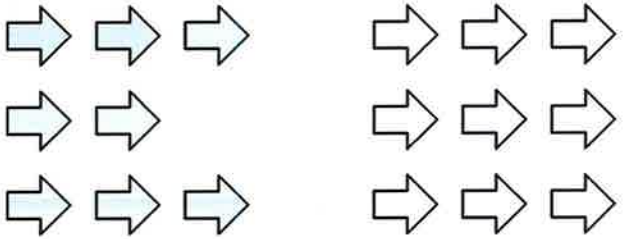
Example

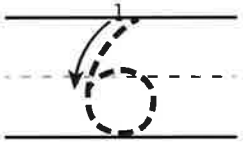


7

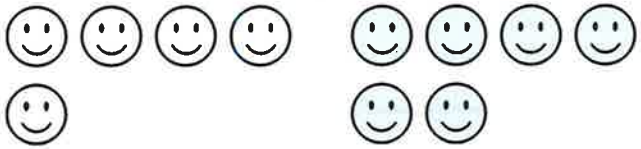


8





6

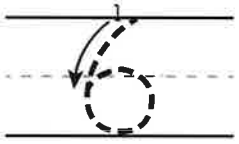


Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

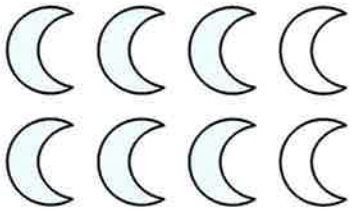
Teacher Packet

Counting and Writing to 8 *continued*

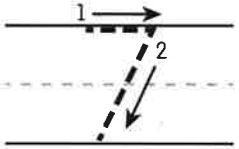
Name _____



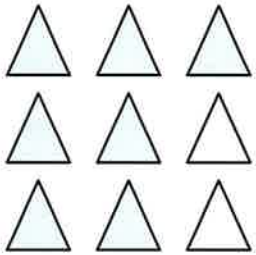
6

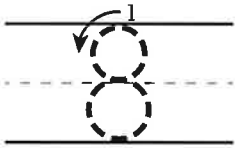


Children may choose to color any 6, 7, or 8 objects in each group.

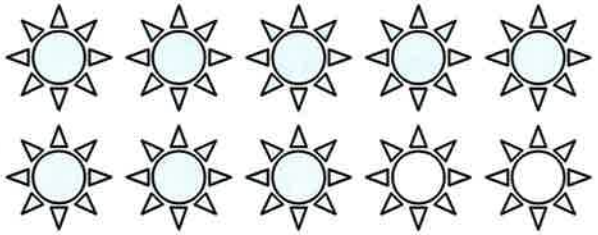


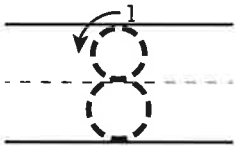
7





8





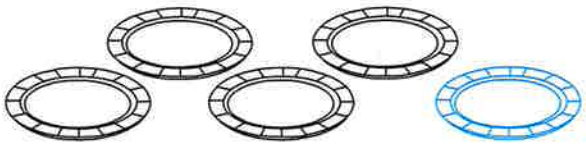
8

Check that 8 shapes or objects were drawn.

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
	6	7
	8	9

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 _____

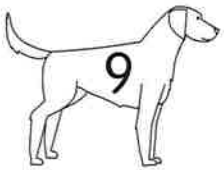
126126

Example

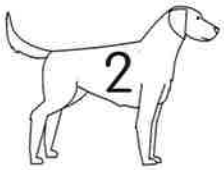
1	2	3	4	5	6	7	8	9	10

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.

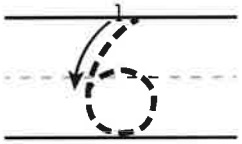
Teacher Packet

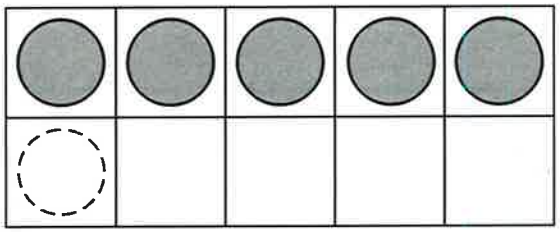
Making 6 and 7

Name _____

127127

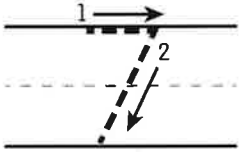
Example

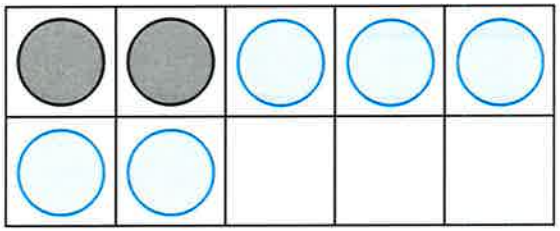




? 5

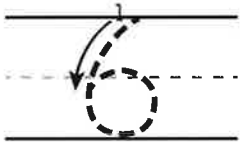
? 1

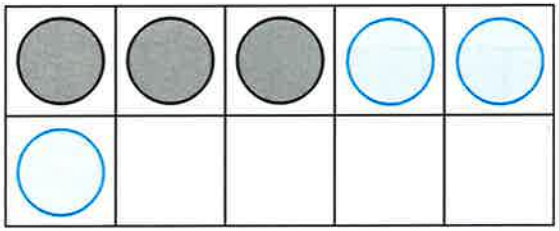




? 2

? 5





? 3

? 3

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.

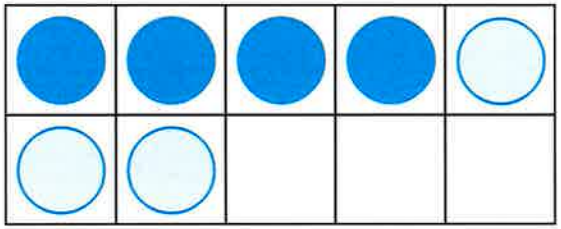
Teacher Packet

Making 6 and 7 *continued*

Name _____

128128

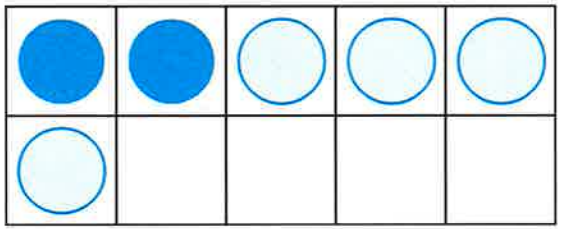
7



? 4

? 3

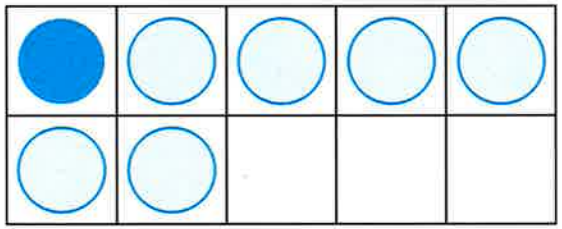
6



? 2

? 4

7



? 1

? 6

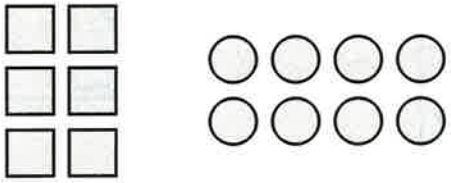
Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.

Comparing Within 10

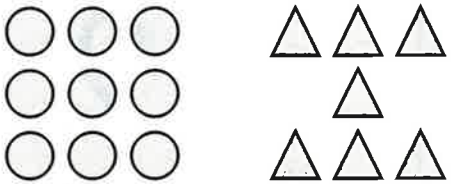
Name _____

129129

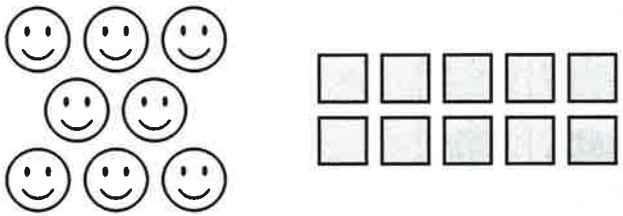
Example



6 or 8



9 or 7



8 or 10

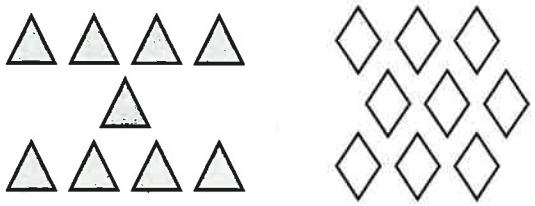
In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

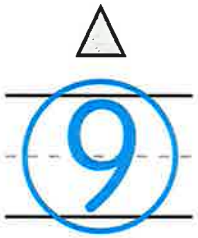
Teacher Packet

Comparing Within 10 *continued*

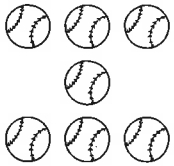
Name _____

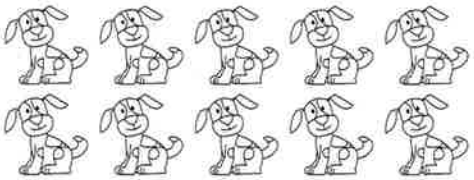
130130

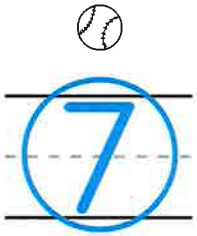




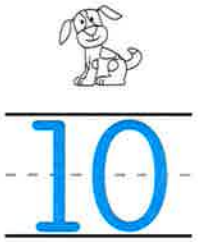
or







or



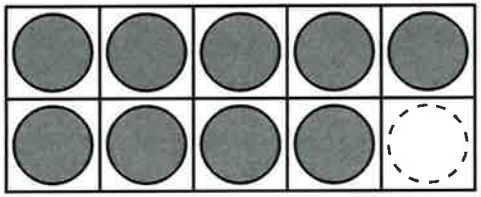
In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Making 10

Name _____

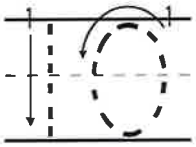
131131

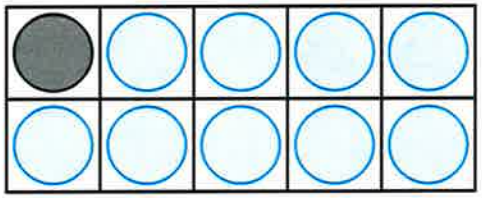
Example



? 9

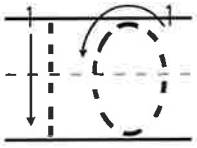
? 1

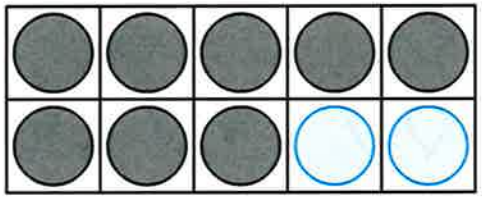




? 1

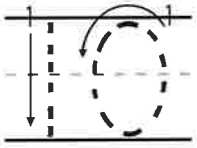
? 9





? 8

? 2



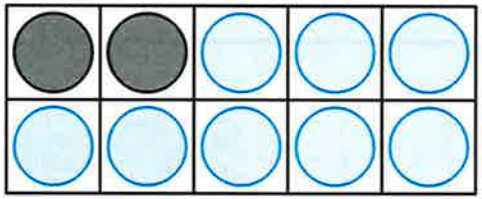
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Teacher Packet

Making 10 *continued*

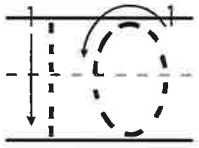
Name _____

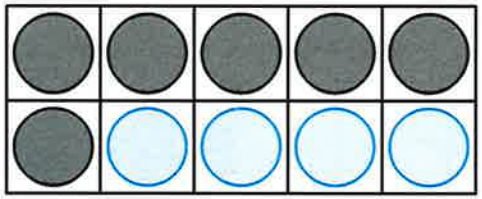
132132



? 2

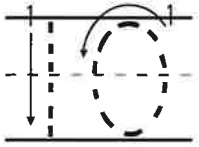
? 8

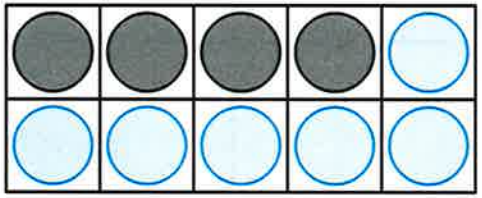




? 6

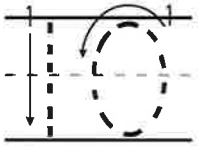
? 4





? 4

? 6



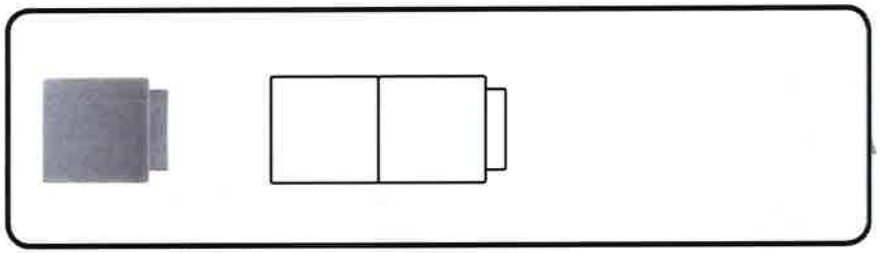
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

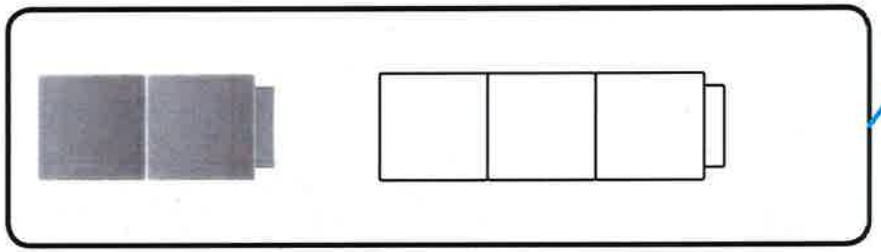
Teacher Packet

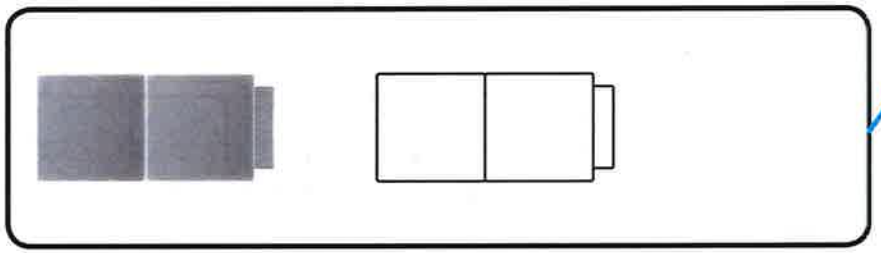
Understanding Addition

Name _____

133133







$2 + 3 = 5$

$2 + 2 = 4$

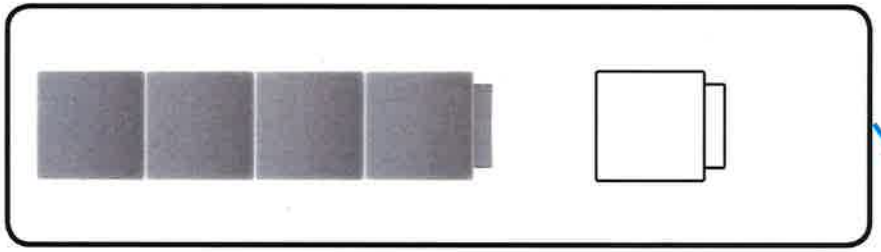
$1 + 2 = 3$

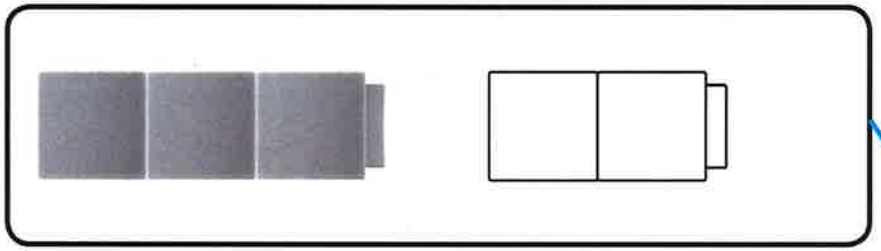
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

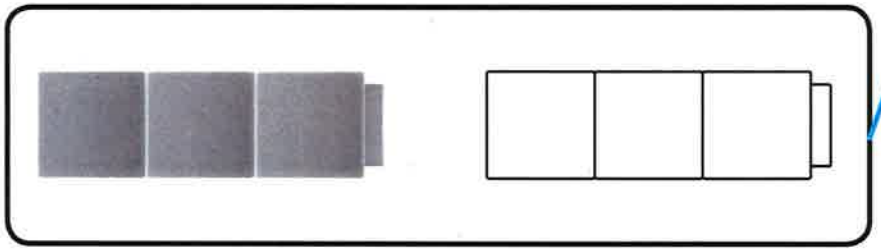
Understanding Addition *continued*

Name _____

134134







$3 + 3 = 6$

$4 + 1 = 5$

$3 + 2 = 5$

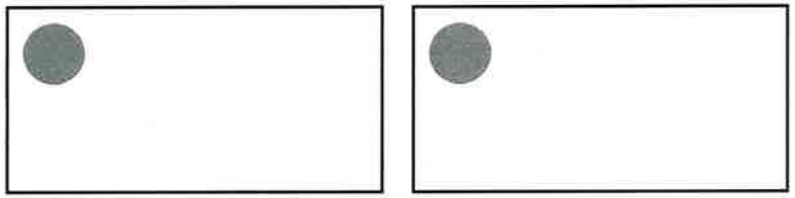
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Adding Within 5

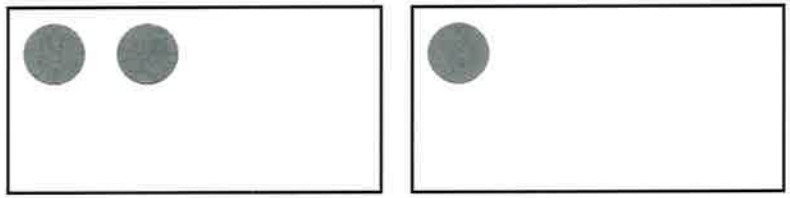
Name _____

135135

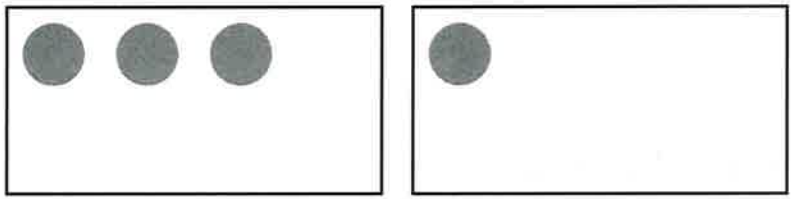
Example



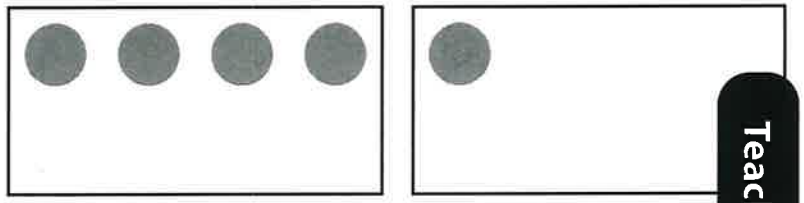
$1 + 1 = 2$



$2 + 1 = 3$



$3 + 1 = 4$



$4 + 1 = 5$

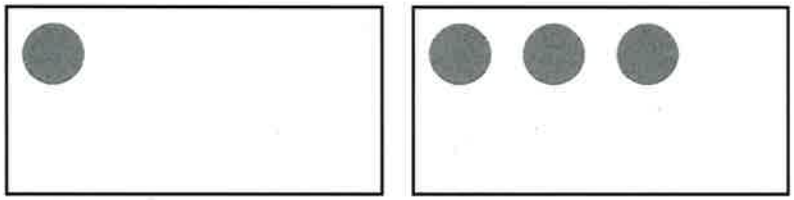
Ask children to write equations to match the dot cards. Have children write the total in each equation.

Teacher Packet

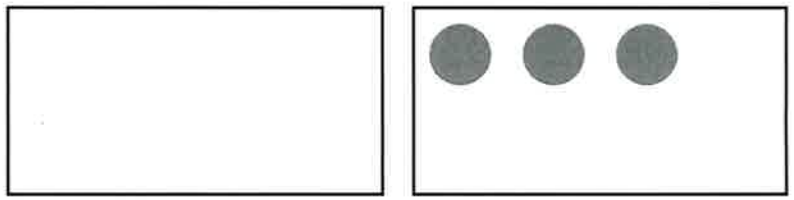
Adding Within 5 *continued*

Name _____

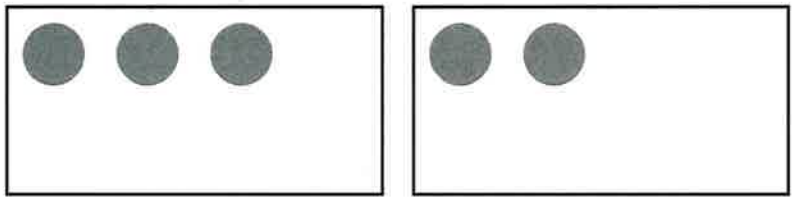
136136



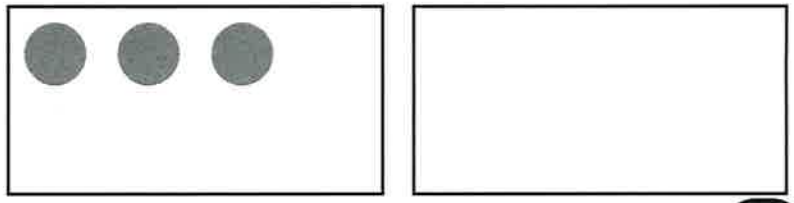
$1 + 3 = 4$



$0 + 3 = 3$



$3 + 2 = 5$



$3 + 0 = 3$

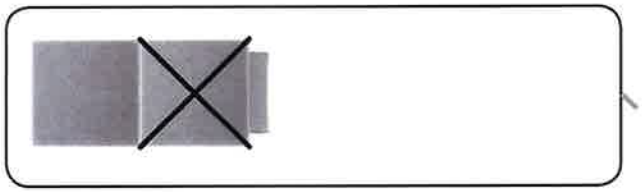
Ask children to write equations to match the dot cards. Have children write the total in each equation.

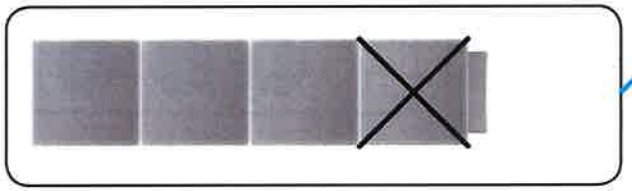
Understanding Subtraction

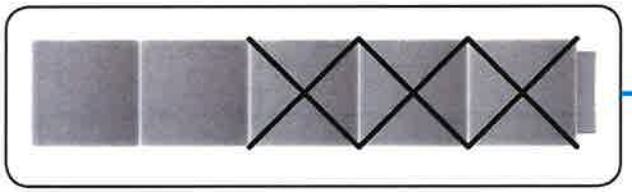
Name _____

137137

Example







$4 - 1 = 3$

$2 - 1 = 1$

$5 - 3 = 2$

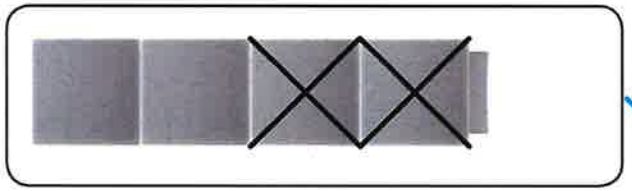
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

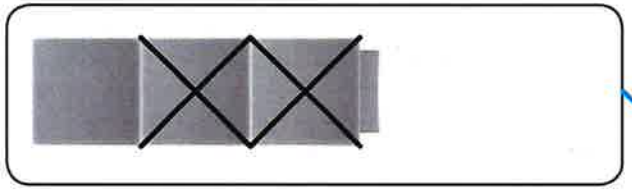
Teacher Packet

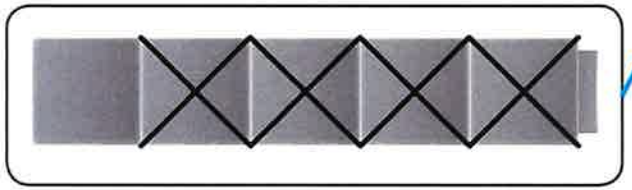
Understanding Subtraction *continued*

Name _____

138138







$5 - 4 = 1$

$4 - 2 = 2$

$3 - 2 = 1$

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 _____

139139

Example

$5 - 1 = \underline{4}$

$3 - 1 = \underline{2}$

$4 - 1 = \underline{3}$

$2 - 1 = \underline{1}$

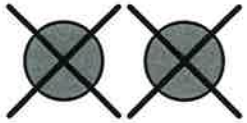
Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Teacher Packet

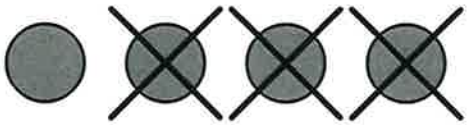
Subtracting Within 5 *continued*

Name _____

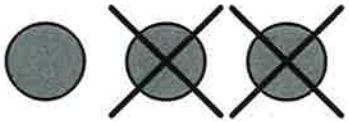
140140



$2 - 2 = 0$



$4 - 3 = 1$



$3 - 2 = 1$

$4 - 4 = 0$

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

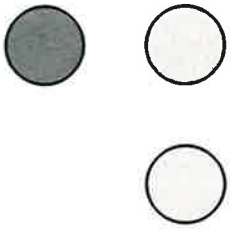
Teacher Packet

Facts to 5

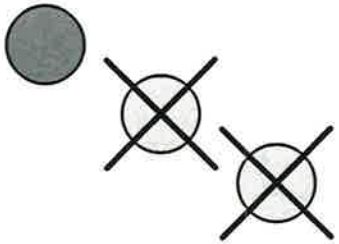
Name _____

141141

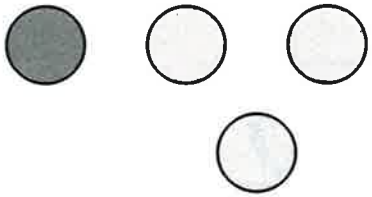
Example



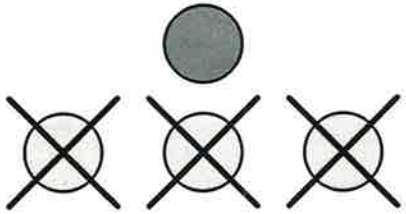
$1 + 2 = 3$



$3 - 2 = 1$



$1 + 3 = 4$



$4 - 3 = 1$

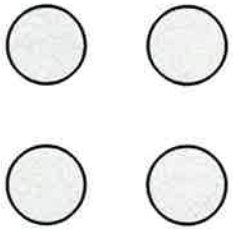
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, 1 + 2 = 3, so if you start with 3 and take away 2, you have 1 left.

Teacher Packet

Facts to 5 *continued*

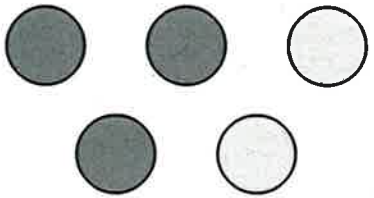
Name _____

142142

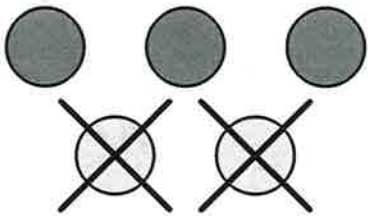


$0 + 4 = 4$

$4 - 4 = 0$



$3 + 2 = 5$



$5 - 2 = 3$

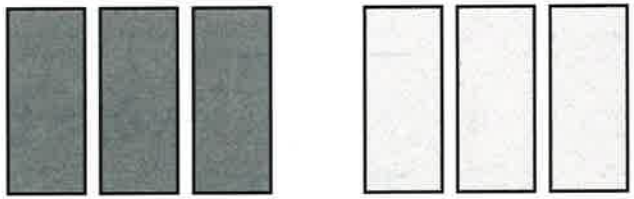
Have children use the picture to help complete each equation. Read each equation aloud together. Encourage children to compare the equations and look for patterns. For example, 1 + 2 = 3, so if you start with 3 and take away 2, you have 1 left.

Adding Within 10

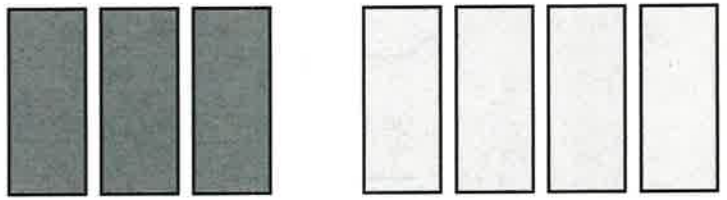
Name _____

143143

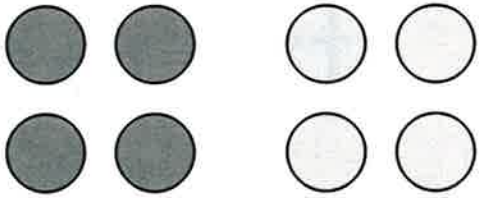
Example



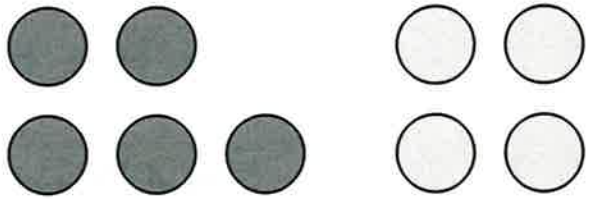
$3 + 3 = 6$



$3 + 4 = 7$



$4 + 4 = 8$



$5 + 4 = 9$

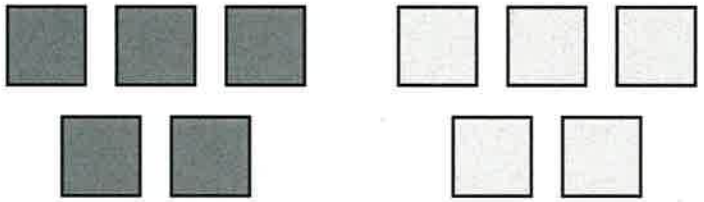
Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

Teacher Packet

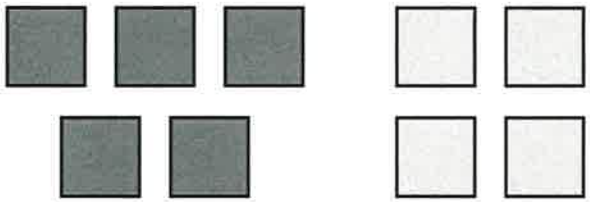
Adding Within 10 *continued*

Name _____

144144



$5 + 5 = 10$



$5 + 4 = 9$

$2 + 6 = 8$

$6 + 2 = 8$

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.

Teacher Packet