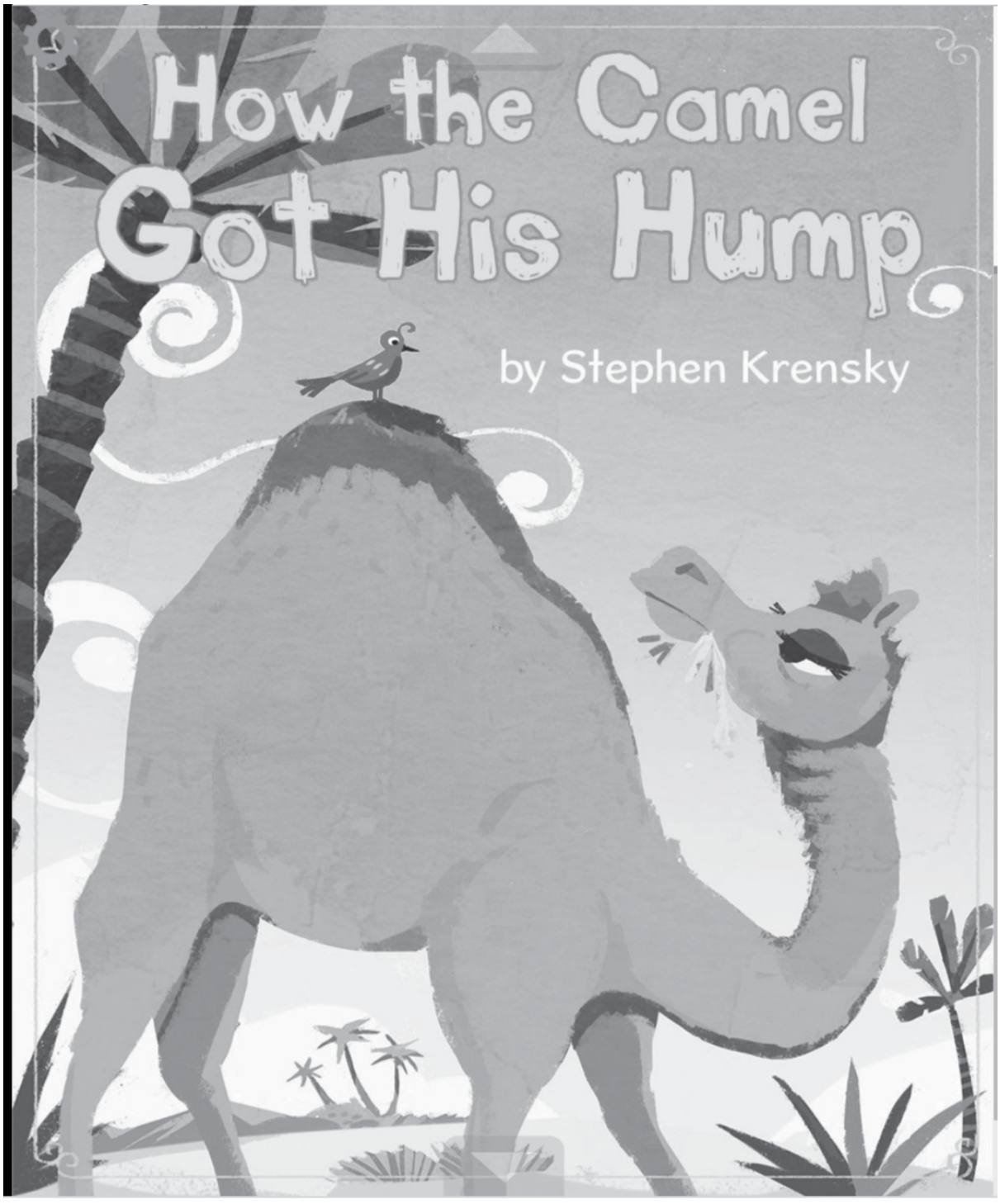
Kindergarten
ELA & Mathematics
Week 3 Packet

First & Last Name: _____

Teacher: _____

Grade: _____

School: _____



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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.

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"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.

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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."

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Then the genie appeared next to the camel.

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

"Humph!" said the camel.

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"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.

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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.

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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.

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Question 3 (from p. 3 of passage)

What do the animals tell the genie about the camel?

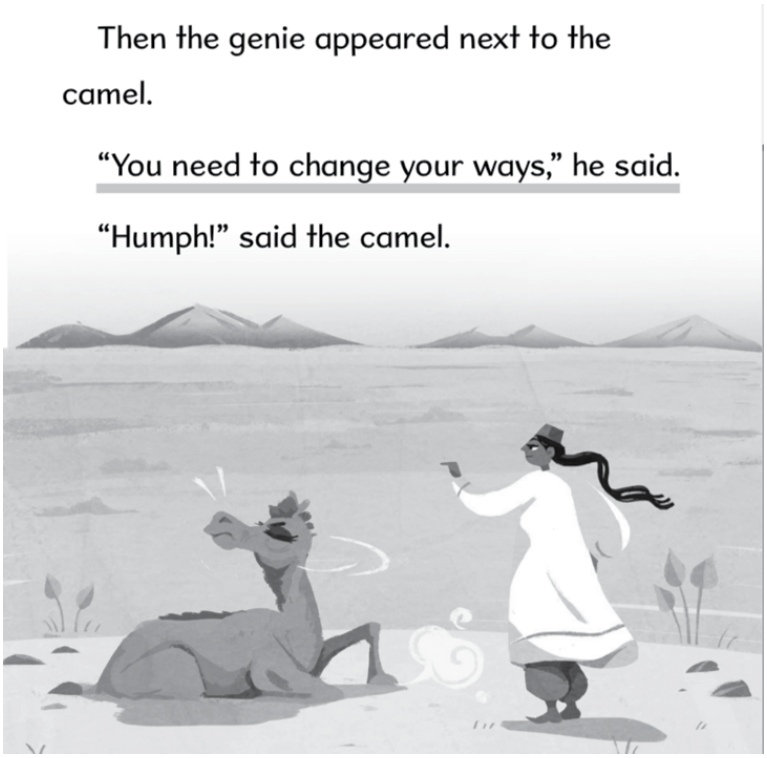
a. The camel does not help with the work.

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.

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Question 5 (from p. 5 of passage)

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

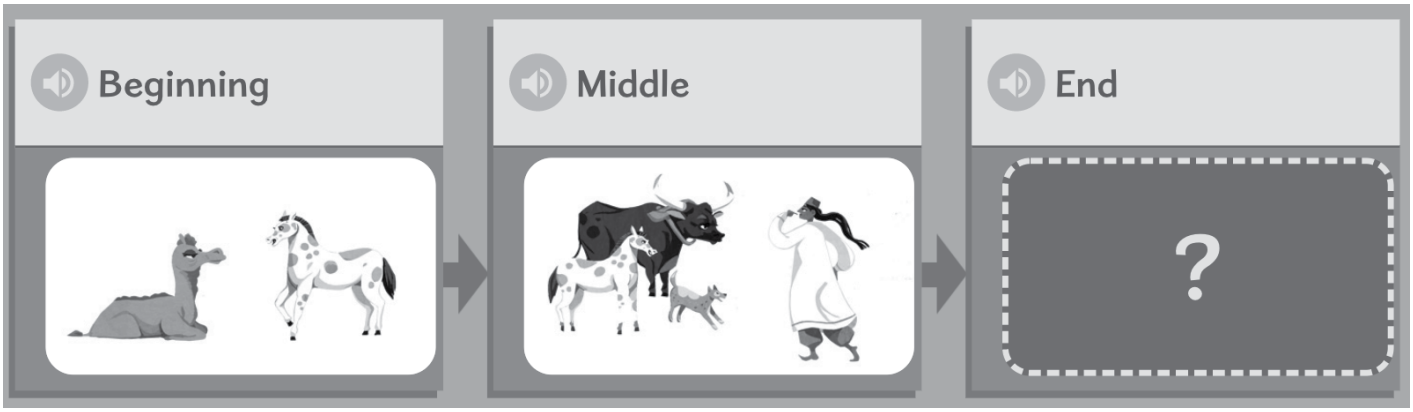
a. The genie is afraid.

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.

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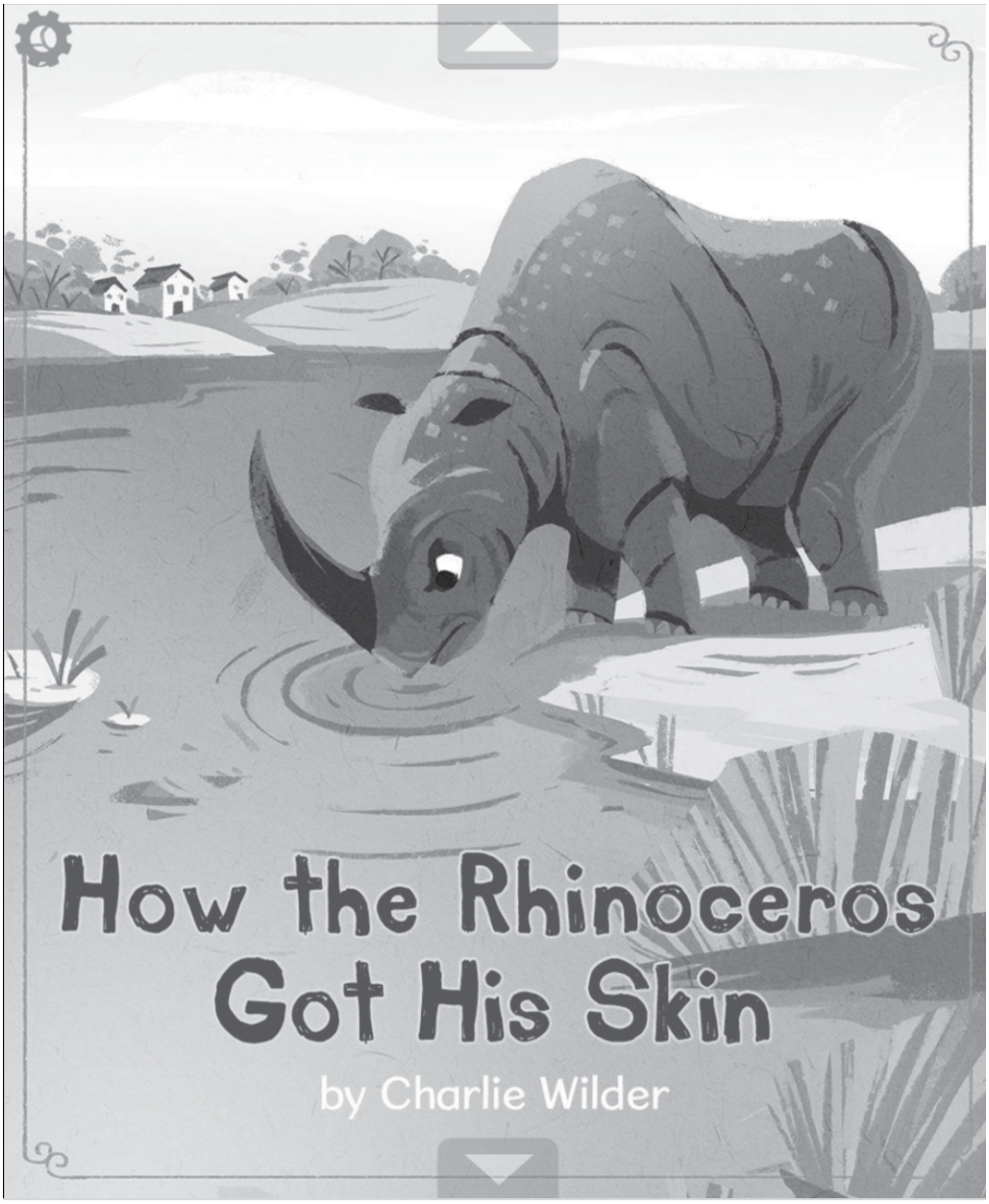

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One day a baker made a plum cake. "I'm so happy!" he cried. "It's perfect!"

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

Only a few crumbs were left.

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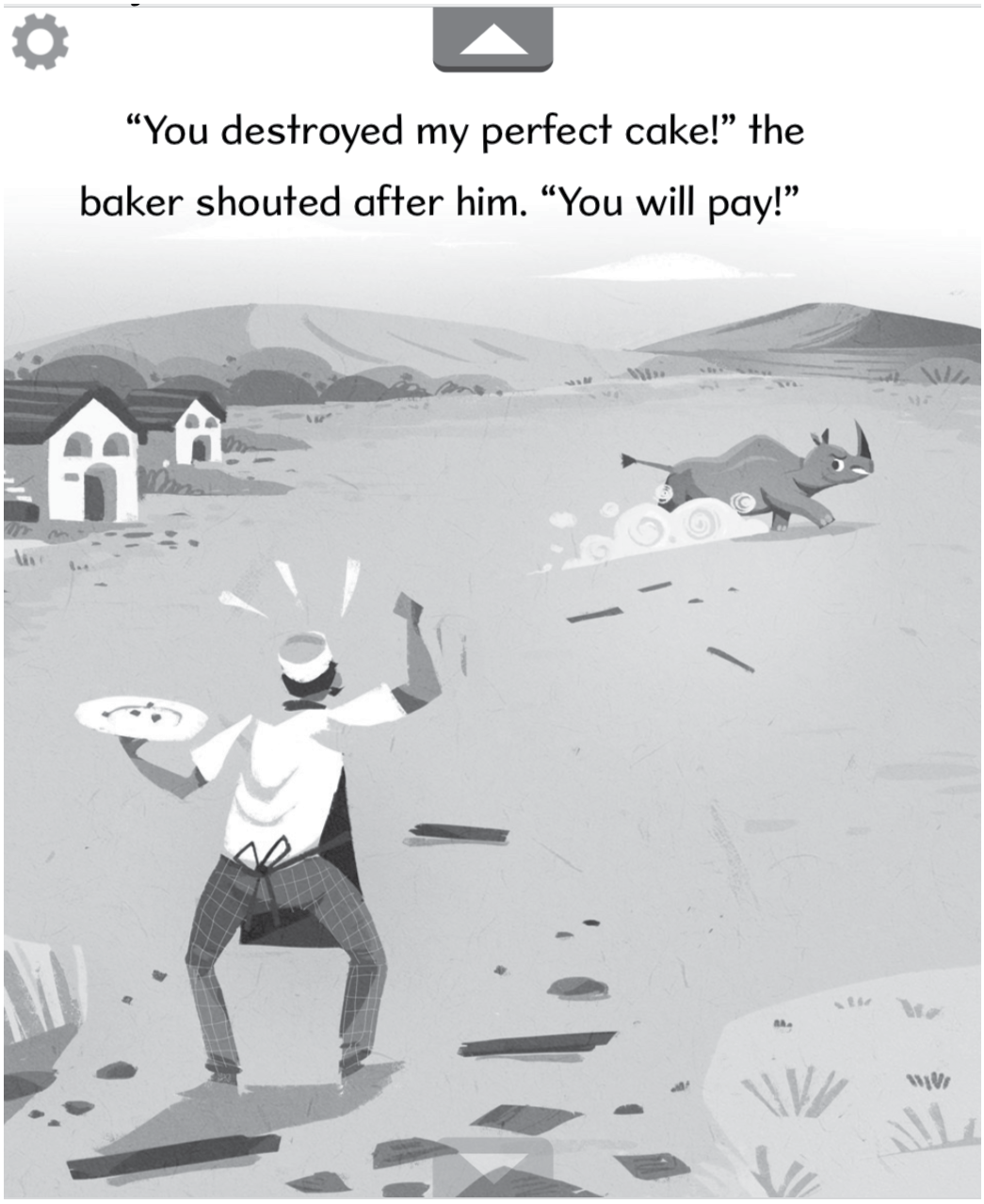

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The next morning was hot, and the rhinoceros went down to the river. In those days, rhinos had smooth skin with buttons.

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

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

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

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

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

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

But the itching did not stop.

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

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

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After-Reading Questions

Question 1 (from p. 1 of passage)

What does the rhinoceros do?

a. He steps on the cake.

b. He bakes the cake.

c. He eats the cake.

Question 2 (from p. 2 of passage)

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

a. The baker is surprised.

b. The baker is mad.

c. The baker is scared.

Question 3 (from p. 3 of passage)

What does the rhinoceros do at the river?

a. He takes off his skin to swim.

b. He washes his skin in the water.

c. He pulls the buttons off his skin.

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Question 4 (from p. 3 of passage)

What is the skin of the rhino like?

a. His skin is dirty.

b. His skin is small.

c. His skin is smooth.

Question 5 (from p. 4 of passage)

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

a. He gathers crumbs to make a cake.

b. He puts crumbs inside the skin.

c. He drops crumbs on the ground.

Question 6 (from p. 5 of passage)

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

a. He feels hot.

b. He feels itchy.

c. He feels wet.

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Question 7 (from p. 5 of passage)

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

a.

b.

c.

Question 8 (from p. 6 of passage)

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

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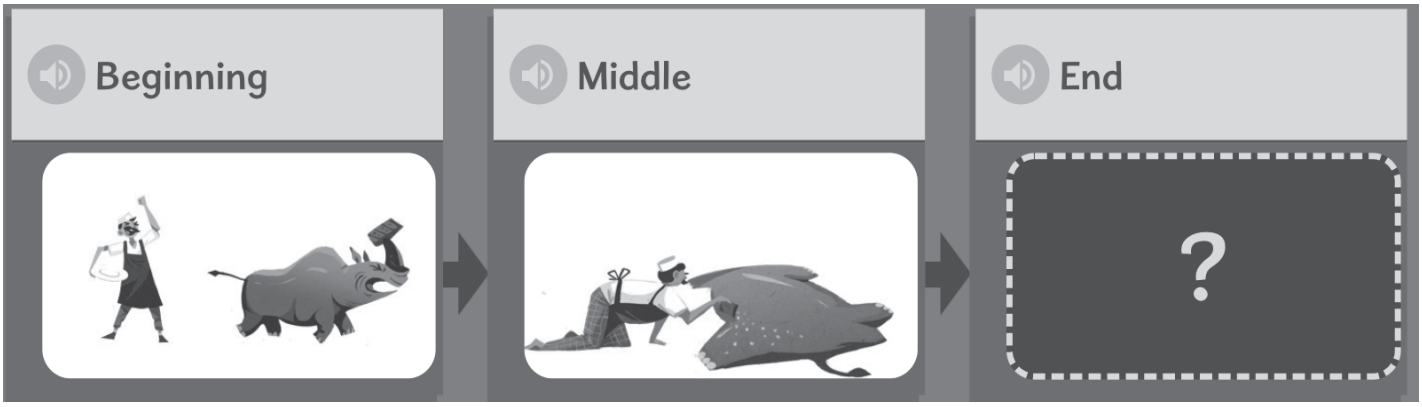

a.

b.

c.

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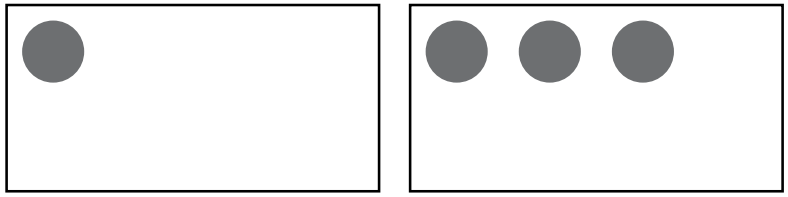
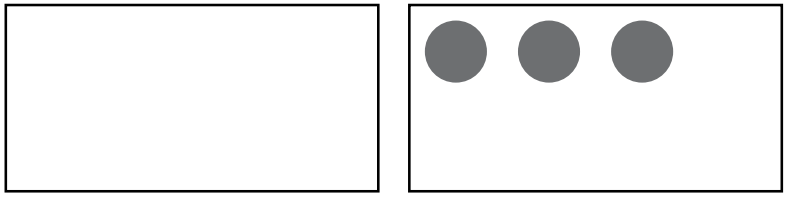
Adding Within 5 *continued*

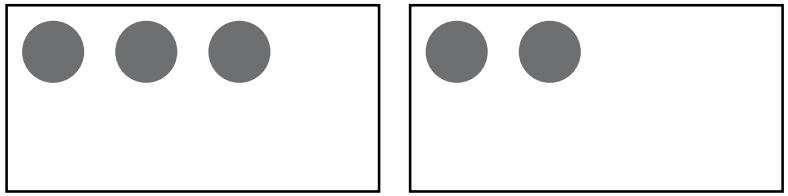
Name _____



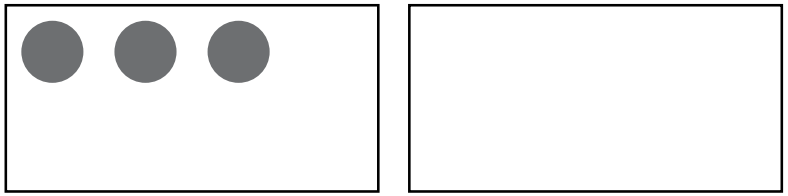
$1 + 3 =$ _____



$0 + 3 =$ _____



$3 + 2 =$ _____



$3 + 0 =$ _____

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

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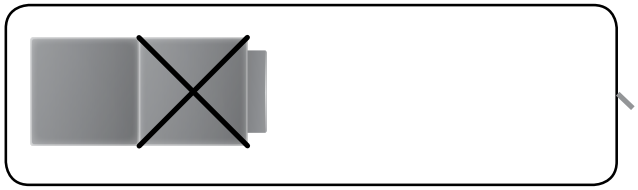
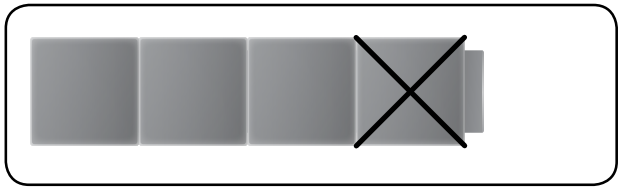
Understanding Subtraction

Name _____

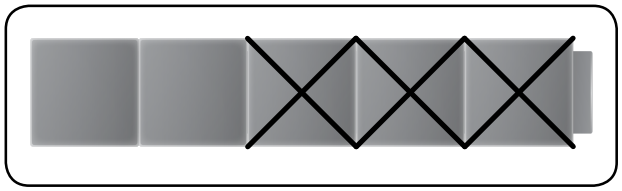
Example



$4 - 1 = 3$



$2 - 1 = 1$



$5 - 3 = 2$

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

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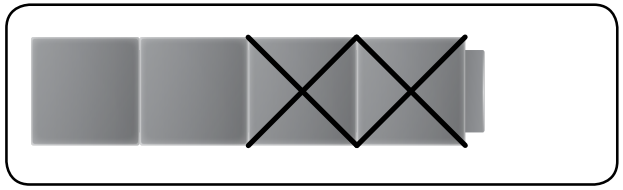
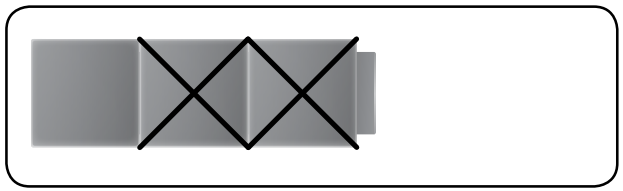
Understanding Subtraction *continued*

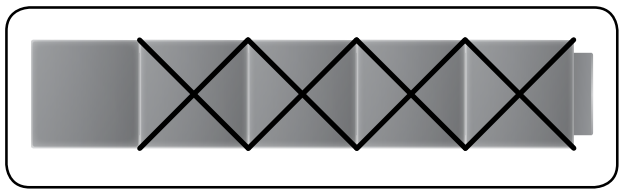
Name _____



$5 - 4 = 1$



$4 - 2 = 2$



$3 - 2 = 1$

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.

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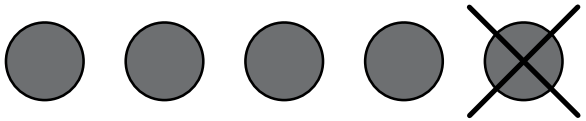
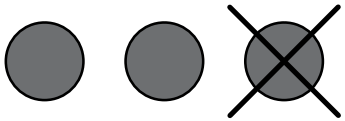
Subtracting Within 5

Name _____

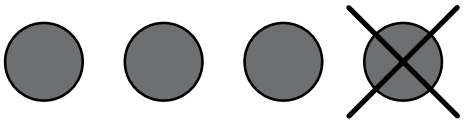
Example



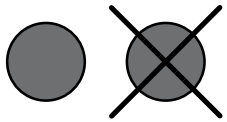
$5 - 1 =$ ____ 4 ____



$3 - 1 =$ _____



$4 - 1 =$ _____



$2 - 1 =$ _____

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

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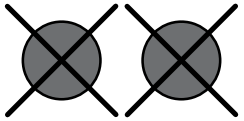
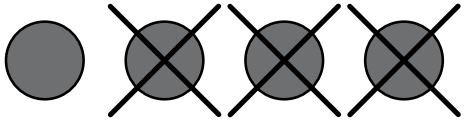
Subtracting Within 5 *continued*

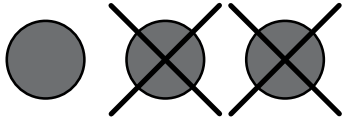
Name _____



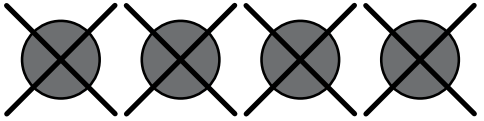
$2 - 2 = \frac{\quad}{\quad}$



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



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



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

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

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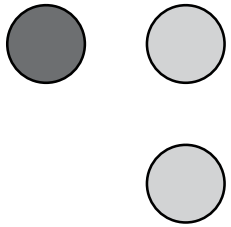
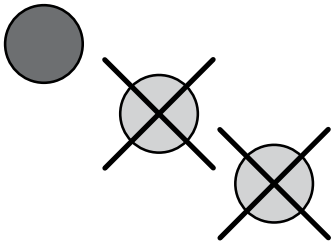
Facts to 5

Name _____

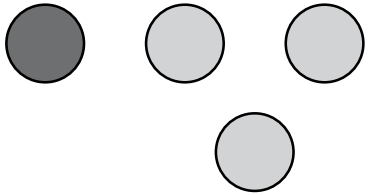
Example



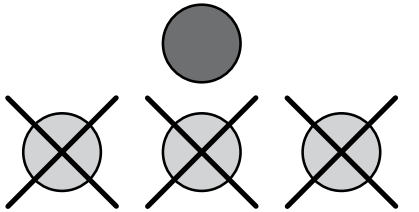
$1 + 2 =$ 3



$3 - 2 =$ _____



$1 + 3 =$ _____



$4 - 3 =$ _____

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.

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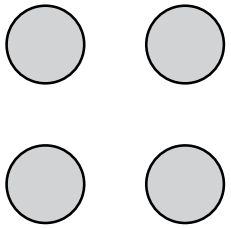
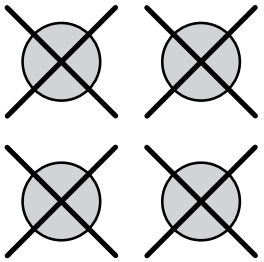
Facts to 5 *continued*

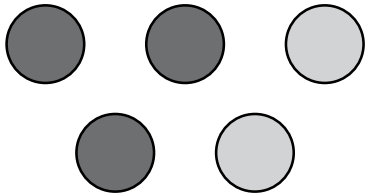
Name _____



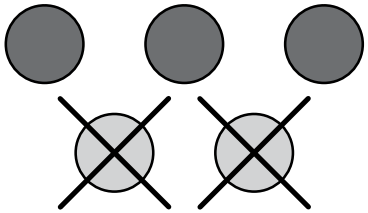
$0 + 4 =$ _____ ---------- _____



$4 - 4 =$ _____ ---------- _____



$3 + 2 =$ _____ ---------- _____



$5 - 2 =$ _____ ---------- _____

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

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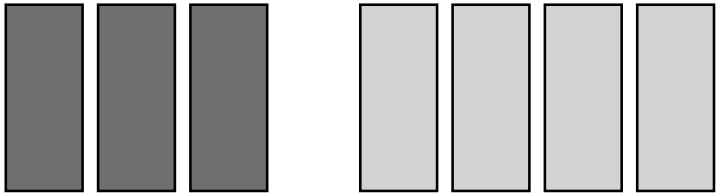
Adding Within 10

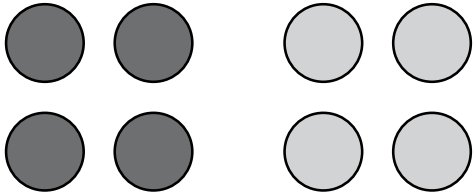
Name _____

Example

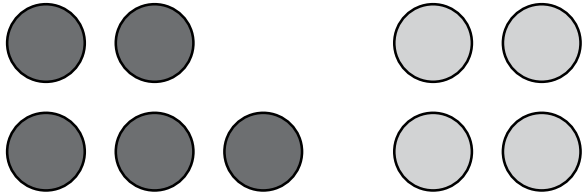
$3 + 3 =$ _____ 6 _____



$3 + 4 =$ _____ _____



$4 + 4 =$ _____ _____



$5 + 4 =$ _____ _____

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

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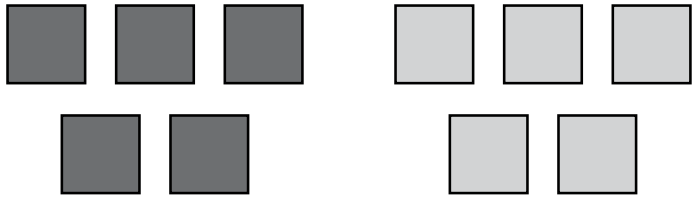
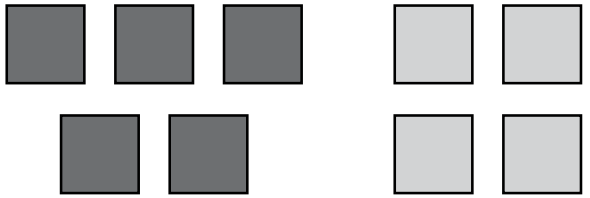
Adding Within 10 *continued*

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.

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