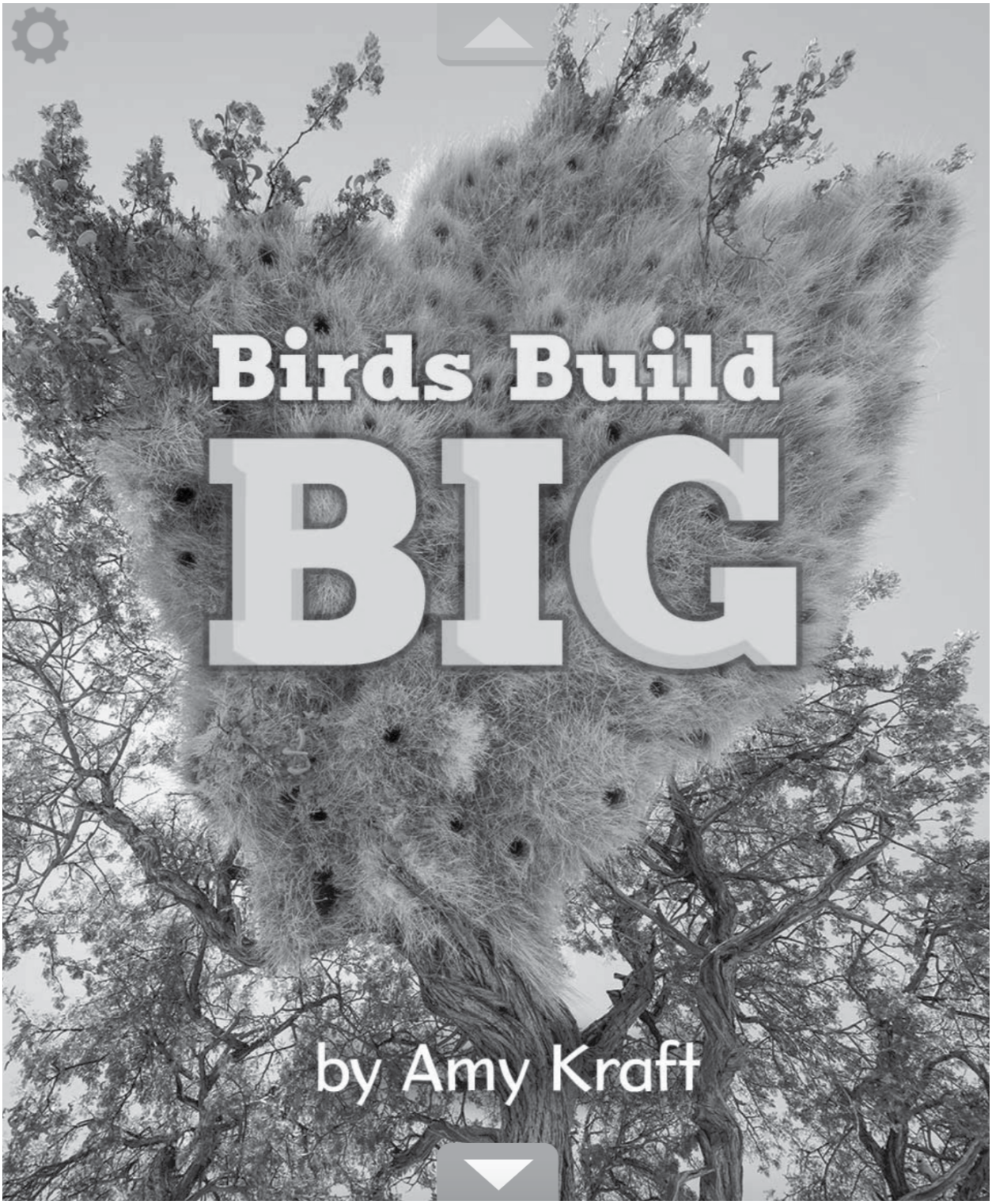
Kindergarten
ELA & Mathematics
Week 2 Packet

First & Last Name: _____

Teacher: _____

Grade: _____

School: _____



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

apartment building

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

weaver bird nest

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

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

This nest has many small rooms inside it.

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

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

Many weaver birds work together on a nest.

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

The spiky straw keeps the snake out.

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

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

A big nest protects weaver birds.

Question 1 (for p. 1 of passage)

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

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

Question 2 (for p. 2 of passage)

How many birds live in a weaver bird nest?

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)

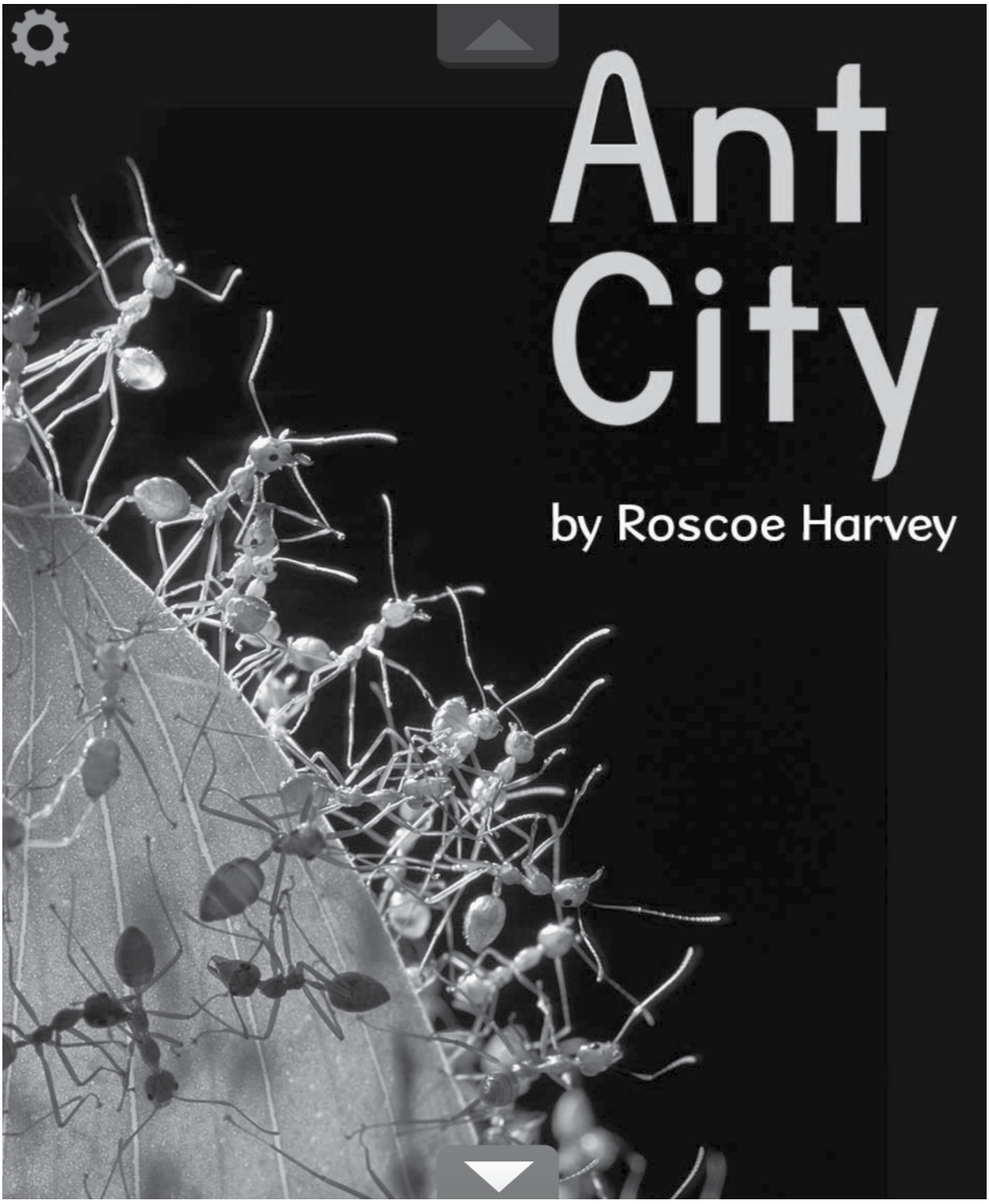
How does the nest keep weaver birds dry?

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.



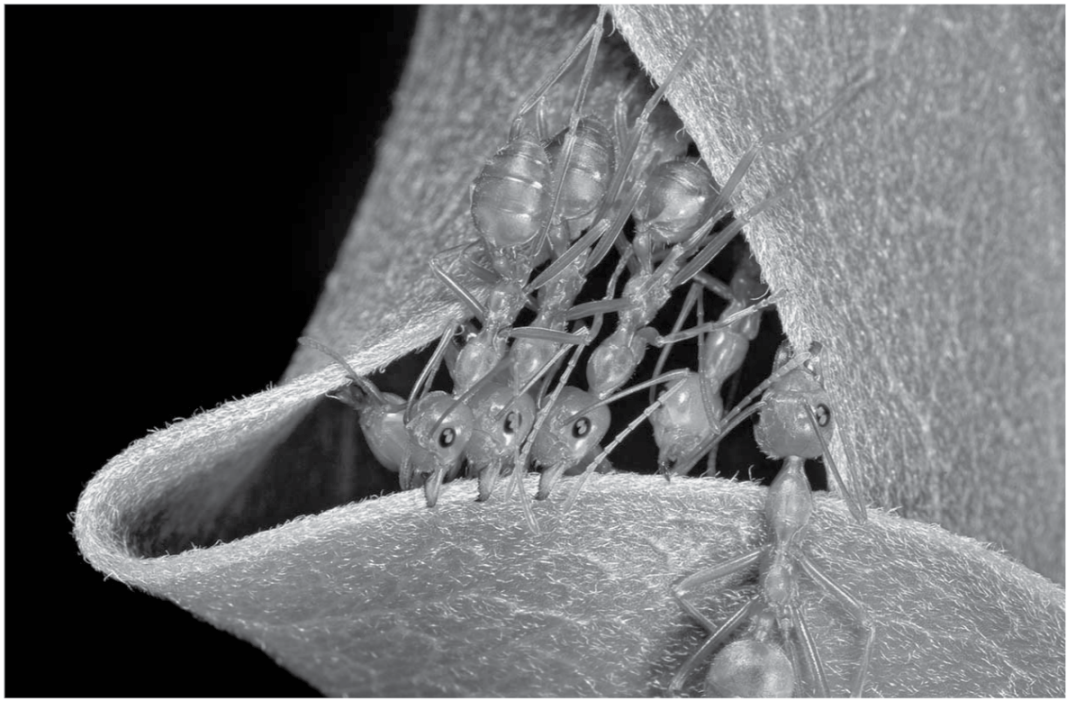
Would you look down or up to find a city of ants? In the rainforest, look up. An ant city might be in the trees!

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

There are two weaver ant nests in this tree.

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

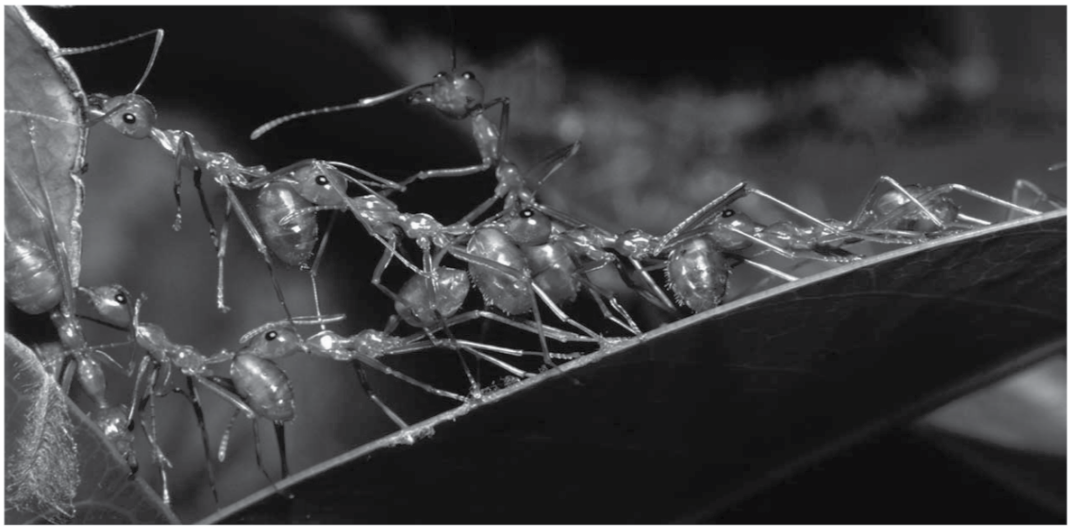
They use their mouths and legs. The ants are strong.



A team of ants works together.

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

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



The ants are making an ant chain.

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

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

An ant squeezes a worm.

Each nest is part of a whole city of ants.

The ants build an ant city in the trees.

Weaver ants work together.

Question 1 (from p. 1 of passage)

Where do weaver ants build their nests?

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

Question 2 (from p. 2 of passage)

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

a. 

b. 

c. 

Question 3 (from p. 2 of passage)

What do weaver ants need to make their nests?

a. 

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)

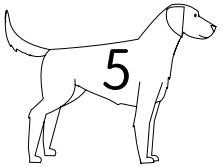
What is this text mostly about?

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.

Understanding 1 More *continued*

Name _____

Example



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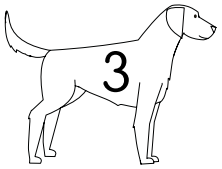
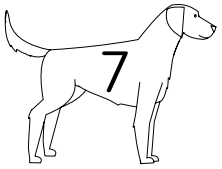
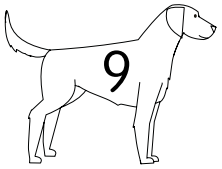


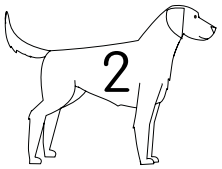
1	2	3	4	5	6	7	8	9	10



1	2	3	4	5	6	7	8	9	10



1	2	3	4	5	6	7	8	9	10



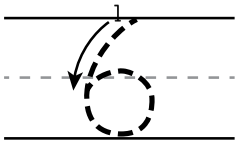
1	2	3	4	5	6	7	8	9	10

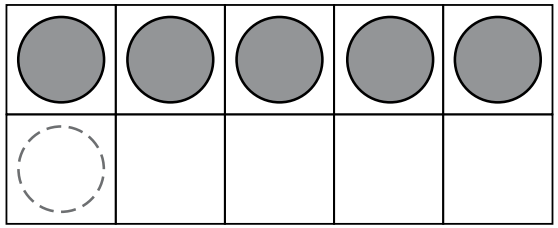
Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

Making 6 and 7

Name _____

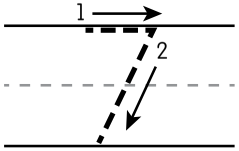
Example

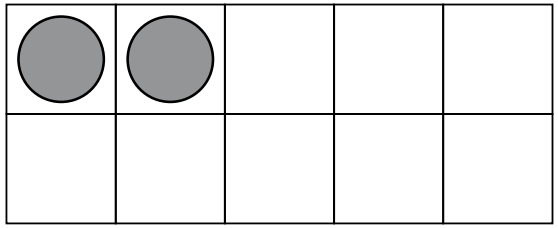




? 5

? 1





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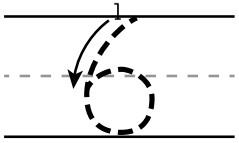

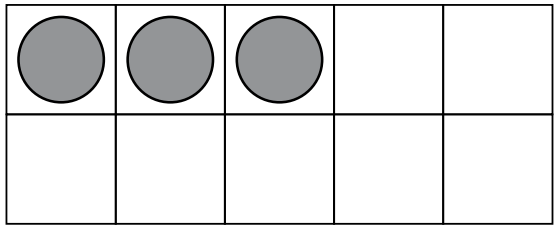

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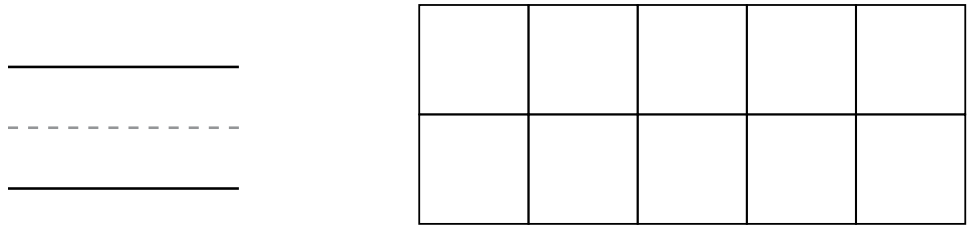
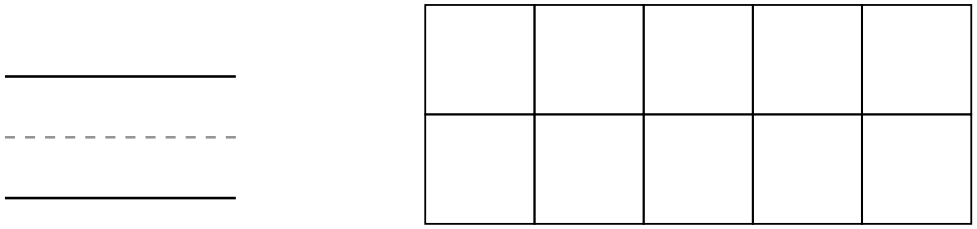
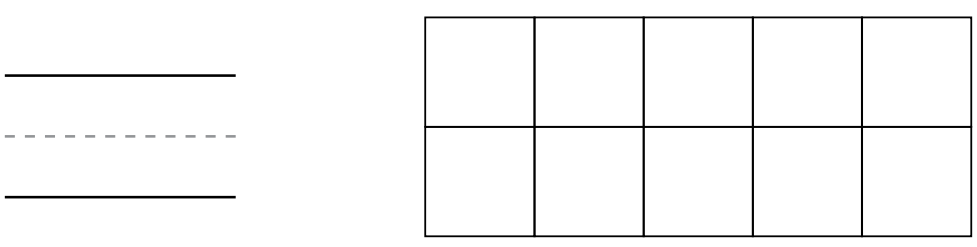
Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7.
On the right, have children write the number of gray counters shown and the number of counters drawn to make the total.

Making 6 and 7 *continued*

Name _____





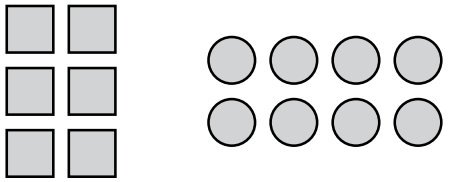


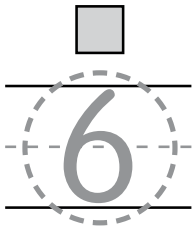
Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.

Comparing Within 10

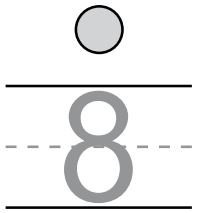
Name _____

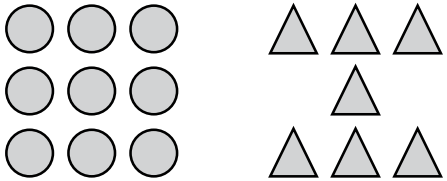
Example





or





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or

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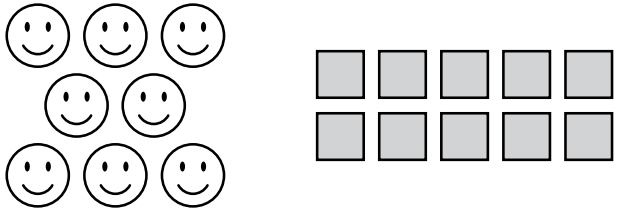


_____

_____

_____

or

_____

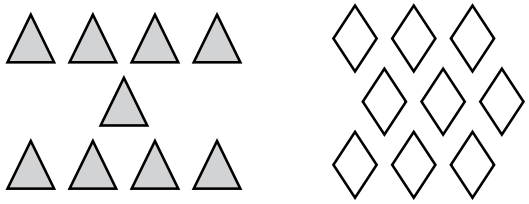
_____

_____

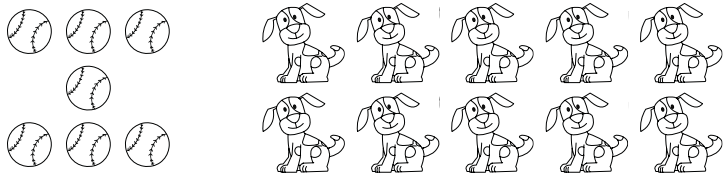
In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Comparing Within 10 *continued*

Name _____



_____ or _____



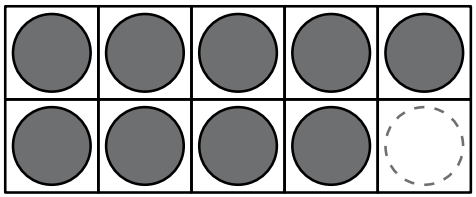
_____ or _____

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

Making 10

Name _____

Example



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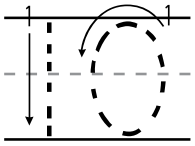

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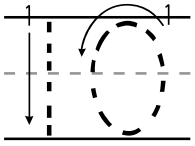

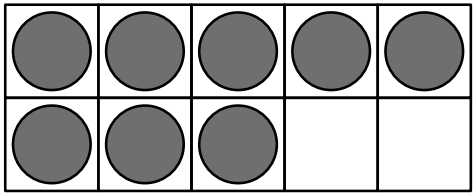

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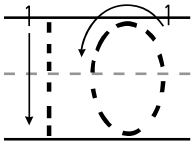
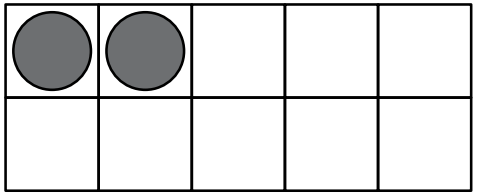
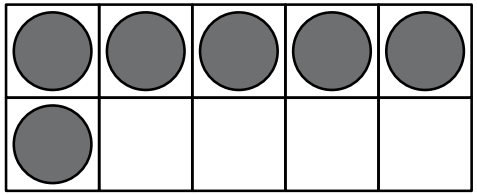


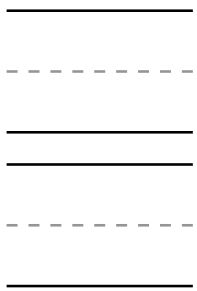
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

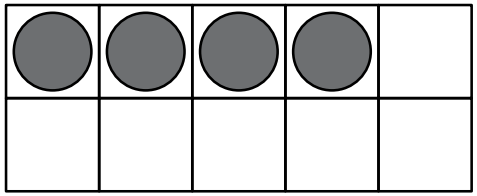
Making 10 *continued*

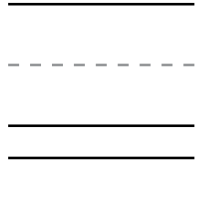
Name _____







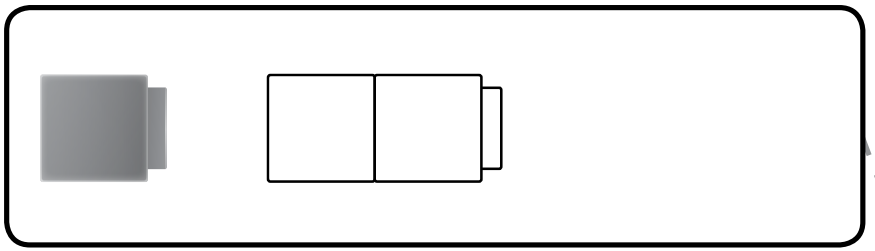


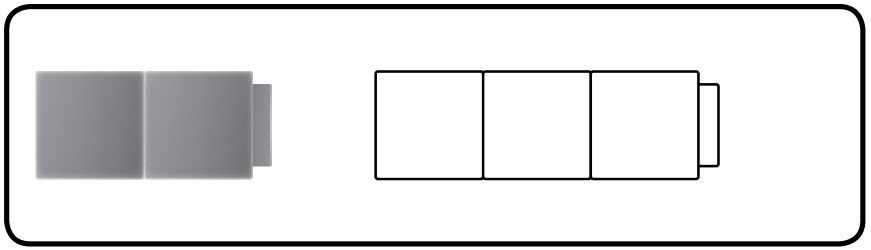


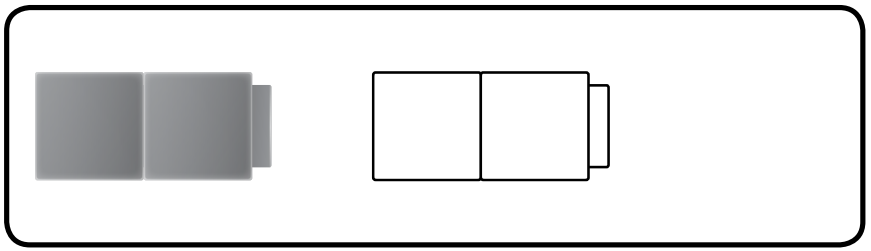
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Understanding Addition

Name _____







$2 + 3 = 5$

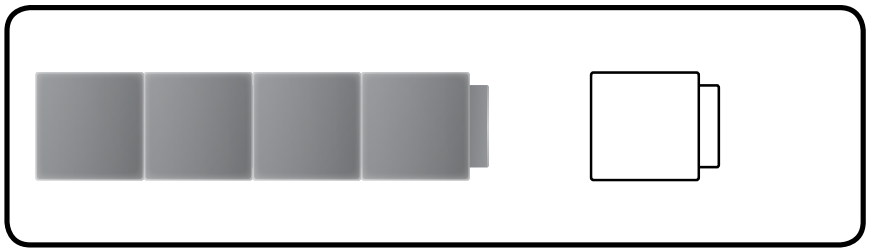
$2 + 2 = 4$

$1 + 2 = 3$

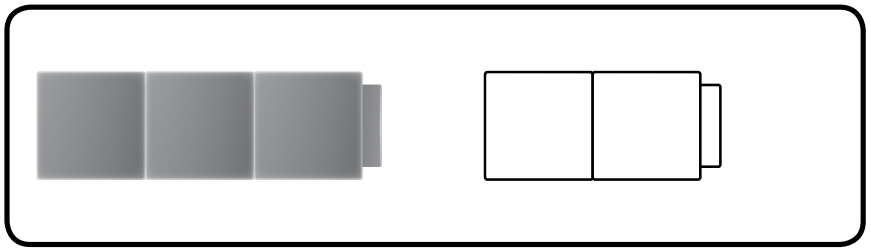
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition *continued*

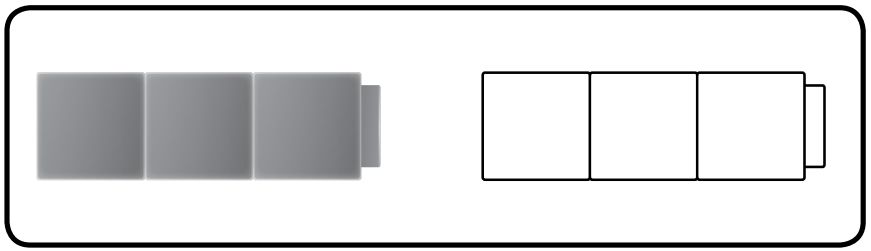
Name _____



$3 + 3 = 6$



$4 + 1 = 5$



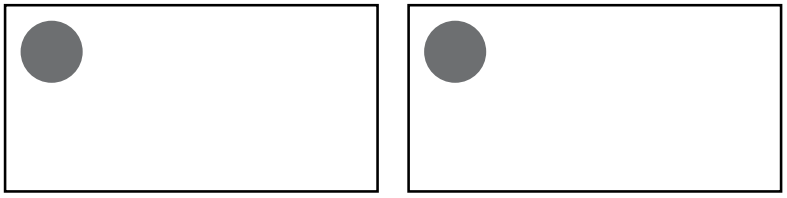
$3 + 2 = 5$

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

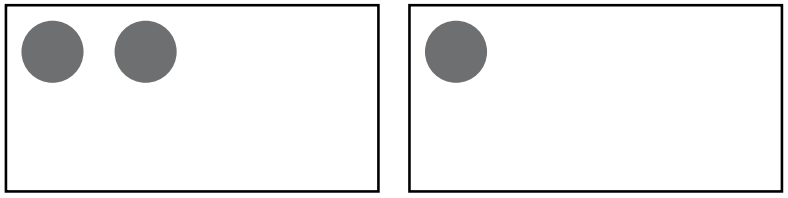
Adding Within 5

Name _____

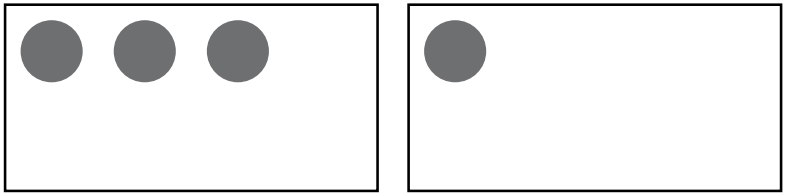
Example



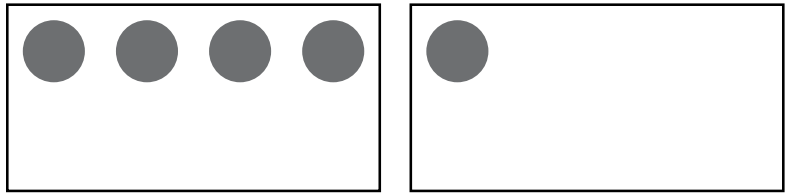
$1 + 1 = \underline{2}$



$2 + 1 =$ _____



$3 + 1 =$ _____



$4 + 1 =$ _____

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