



Kindergarten Summer Work 2024

ELA

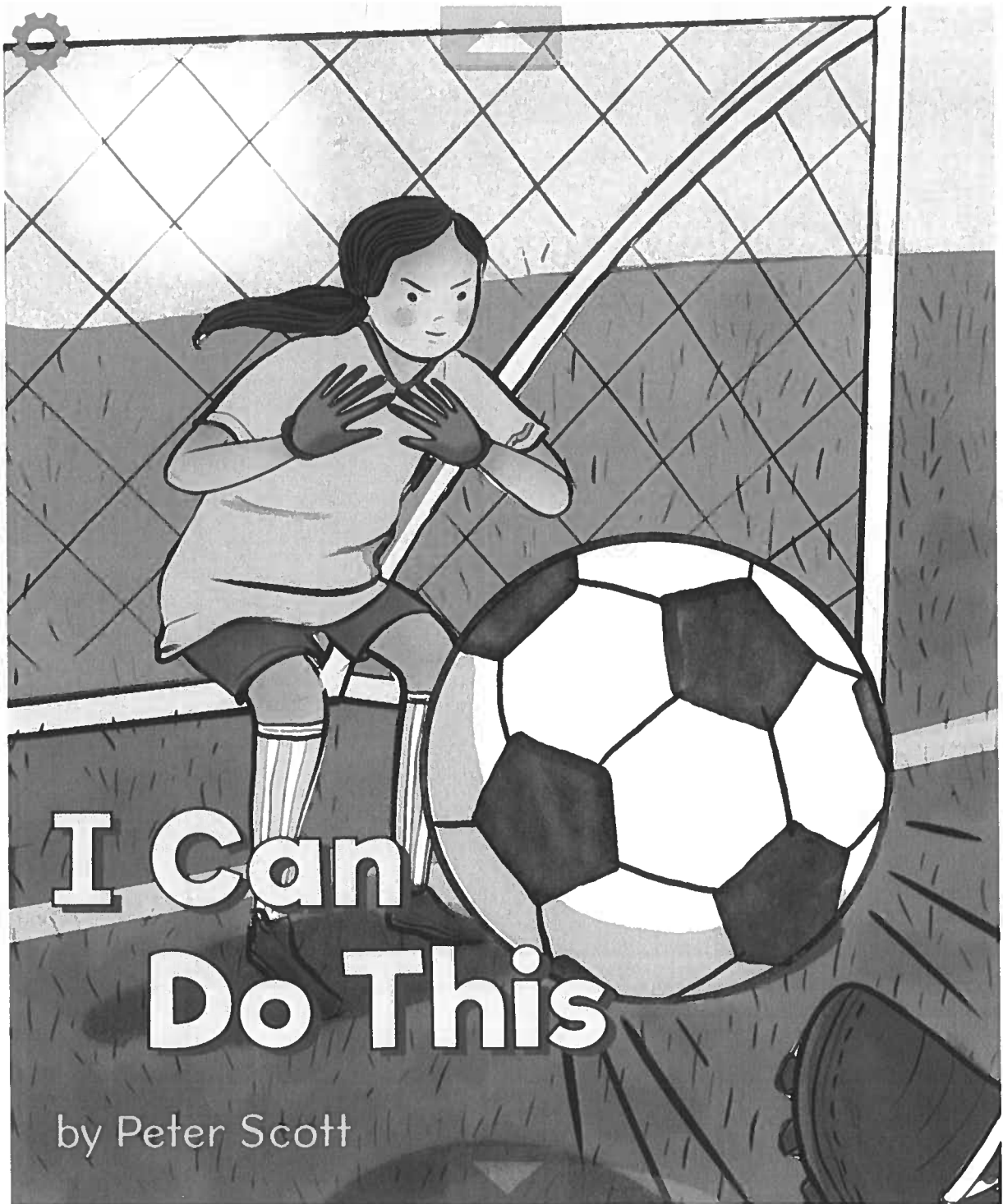
1. **Reading Comprehension:** Read the passages and answer some comprehension questions on the following worksheets.
 - a. I Can Do This
 - b. How the Rhinoceros Got His Skin
 - c. How the Camel Got His Hump
2. **Phonics**
 - a. Tricky Words
 - b. Digraph practice
3. **Read, read, read!** We encourage you to stop at your local public library to listen to story times, check out books, and surround yourself with stories!

Math

1. **Fluency Practice:** Follow the directions on each page to strengthen your counting and fluency skills.
 - a. Counting
 - b. Addition
 - c. Subtraction

ELA

READING
COMPREHENSION





“Abby, go in for Emma,” Coach said. “She is hurt.”

Emma was the team goalie. She could not play after she hurt her wrist.

“All right, Coach,” said Abby. She ran onto the soccer field. But she was worried about playing goalie.





Abby's team was the Wildcats. They were playing the Hawks. The Wildcats were winning by one.

The game was almost over. The Wildcats were excited. They could win!

"I can not let the Hawks score!" said Abby to herself.





Abby stood in goal.

“I can do this,” she thought. She had to keep the Hawks from scoring.

“Watch the ball,” Abby said to herself.
“Don’t let it get past you.”





The game started again. The Hawks had the ball. They quickly kicked it up the field.

A player kicked the ball left, then right. Then she kicked it up high toward the goal.

Abby reached up. She punched the ball hard!





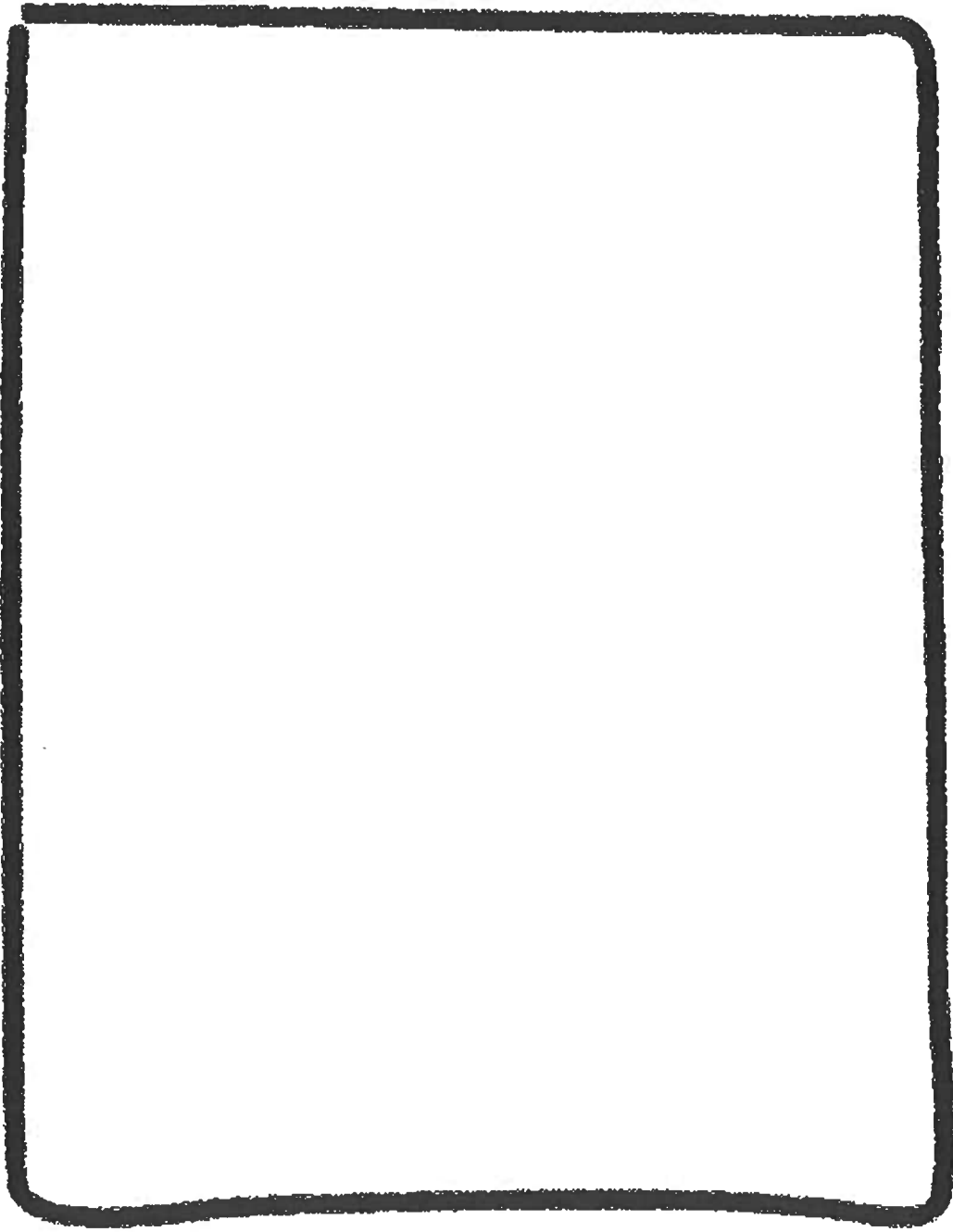
The ball bounced away from the goal. Abby could not believe it. She did it! The Hawks did not score.

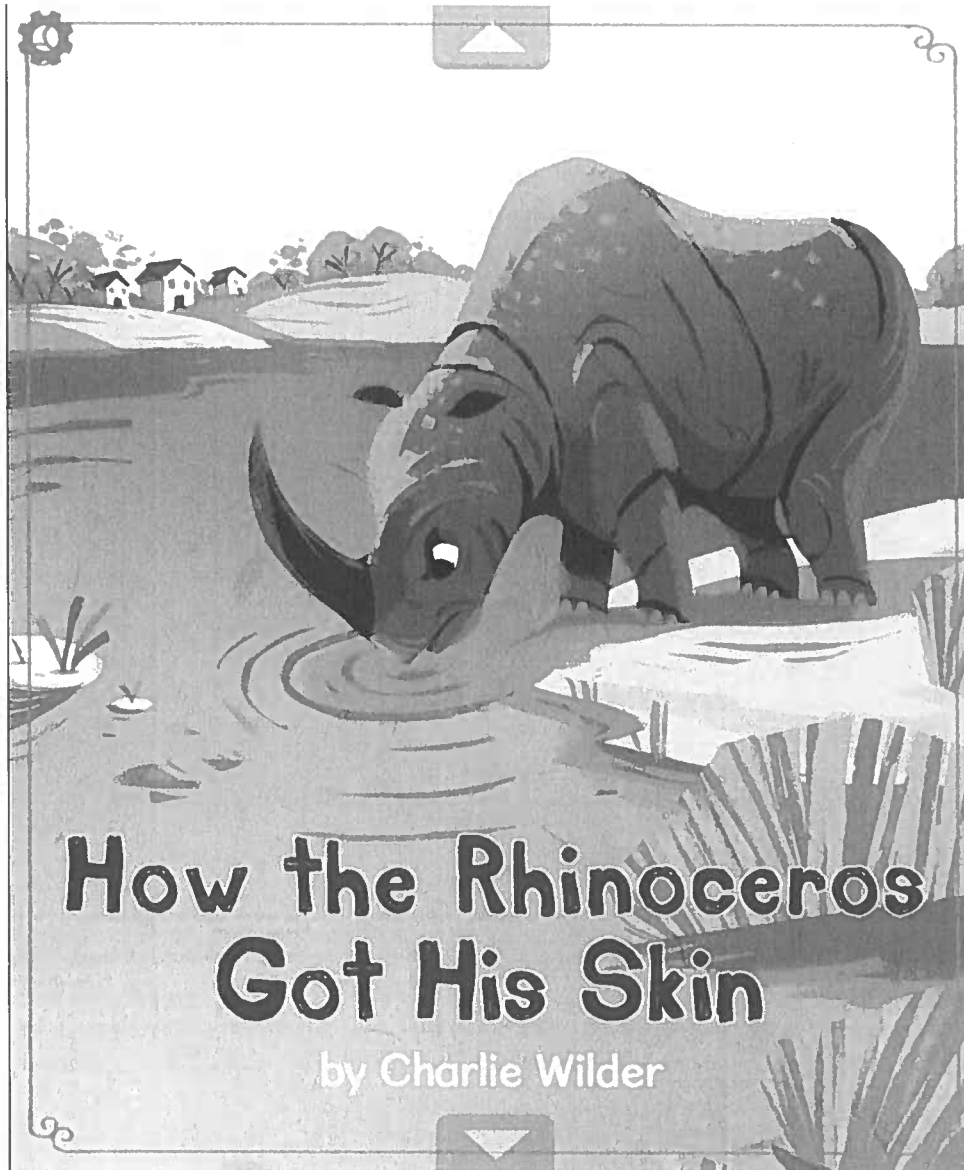
The whistle blew. The game was over. The Wildcats won! The team cheered and ran toward Abby.

Abby smiled. Then she cheered, too.



 Draw or write.





How the Rhinoceros Got His Skin

by Charlie Wilder



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.





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





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.





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.





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 ruffled and wrinkled.

But the itching did not stop.





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.



After-Reading Questions

Question 1 (from p. 1 of passage)

What does the rhinoceros do?

- a. He steps on the cake.
- b. He bakes the cake.
- c. He eats the cake.

Question 2 (from p. 2 of passage)

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

- a. The baker is surprised.
- b. The baker is mad.
- c. The baker is scared.

Question 3 (from p. 3 of passage)

What does the rhinoceros do at the river?

- a. He takes off his skin to swim.
- b. He washes his skin in the water.
- c. He pulls the buttons off his skin.

Question 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.




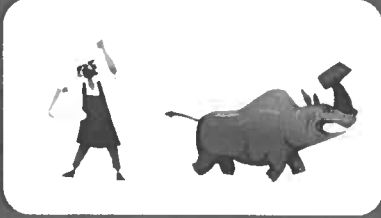


Question 7 (from p. 5 of passage)




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



Question 8 (from p. 6 of passage)

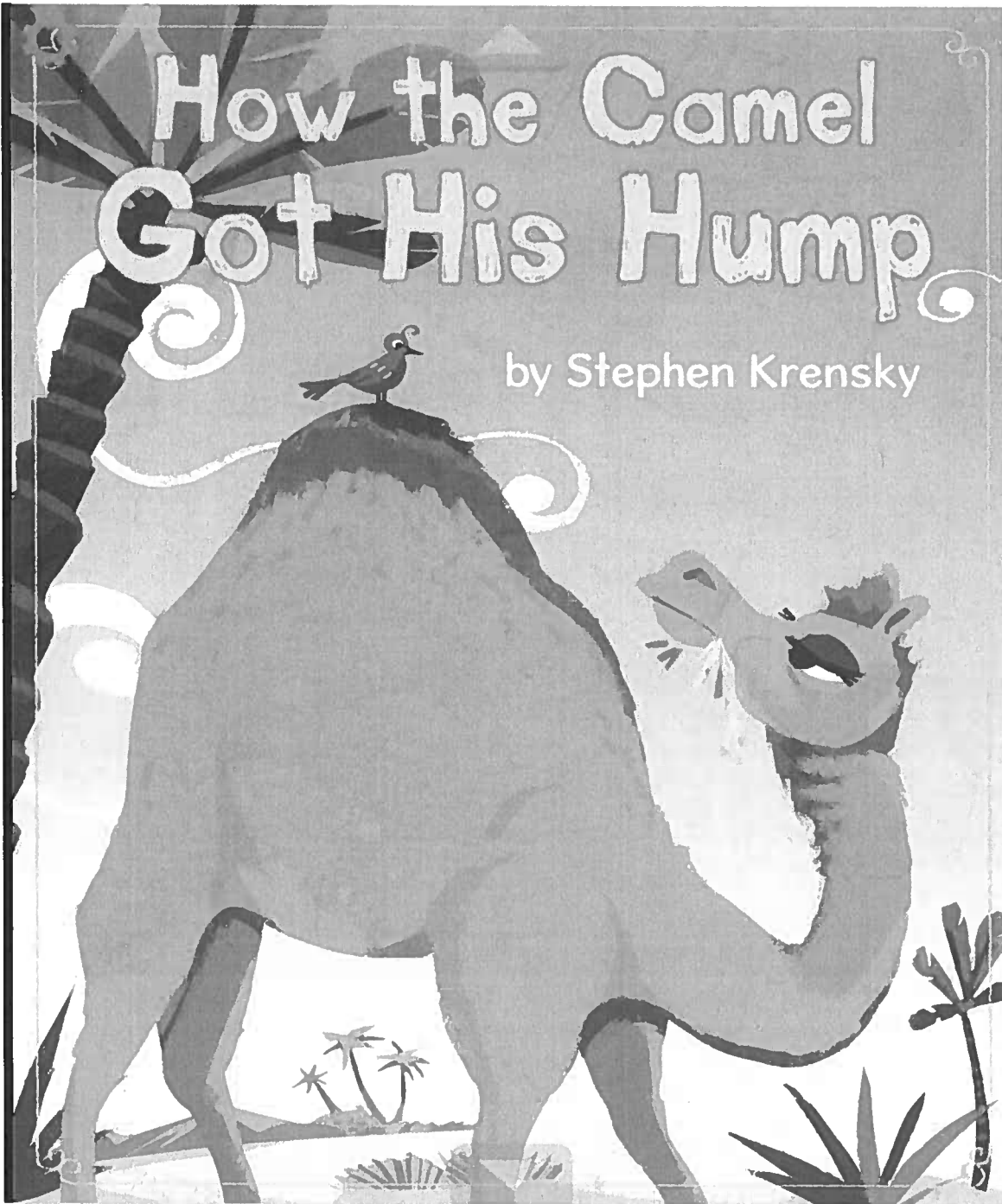
Look at the chart. What happens at the end of the story? Choose the correct picture.

 Beginning	 Middle	 End
		

- a. 
- b. 
- c. 

How the Camel Got His Hump

by Stephen Krensky



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.

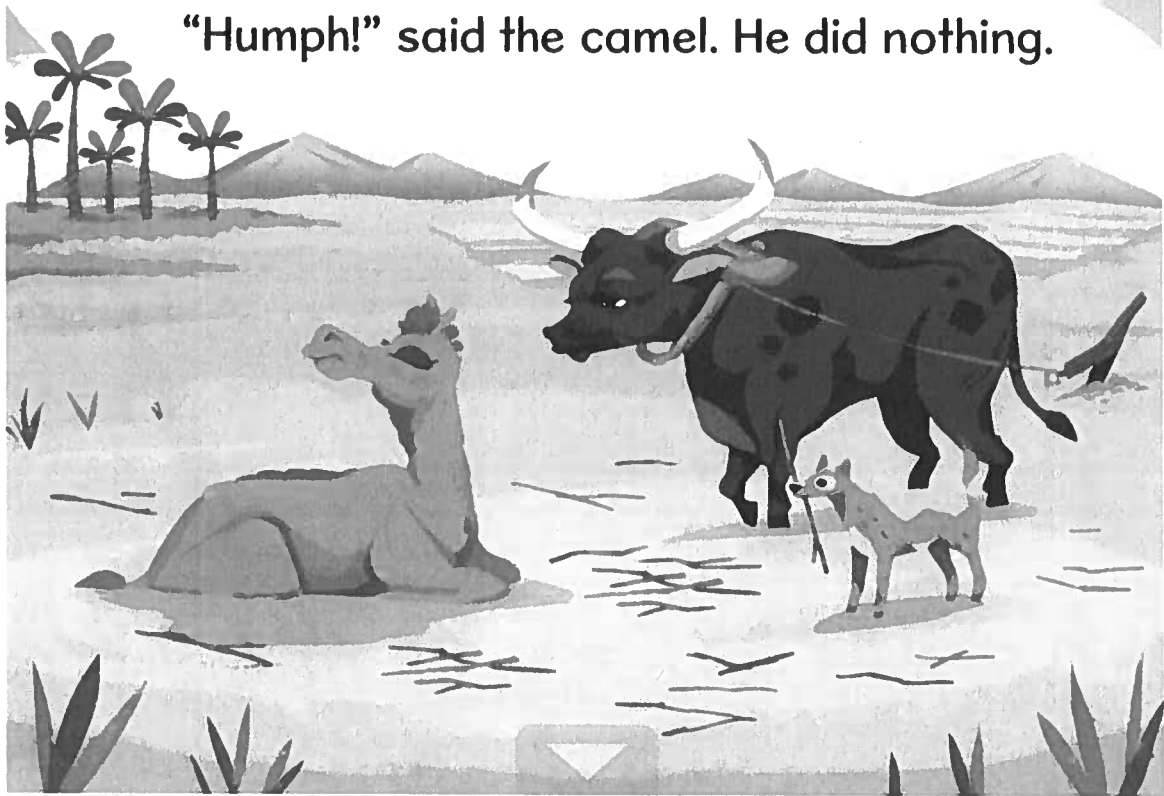


“Help us collect sticks for the fire,” said a dog. “Cold nights are coming.”

“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 "hump," or hump, stuck out.

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

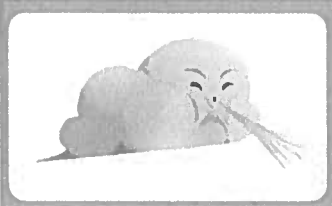


And camels have had humps ever since.



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?

Then the genie appeared next to the camel.

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

“Humph!” said the camel.



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

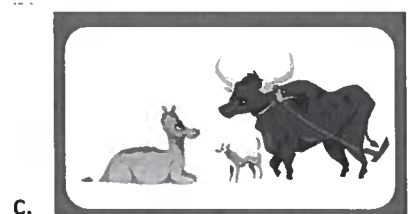
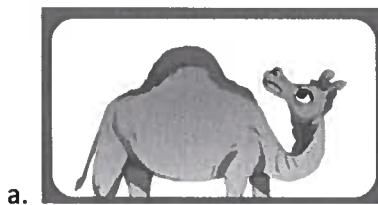
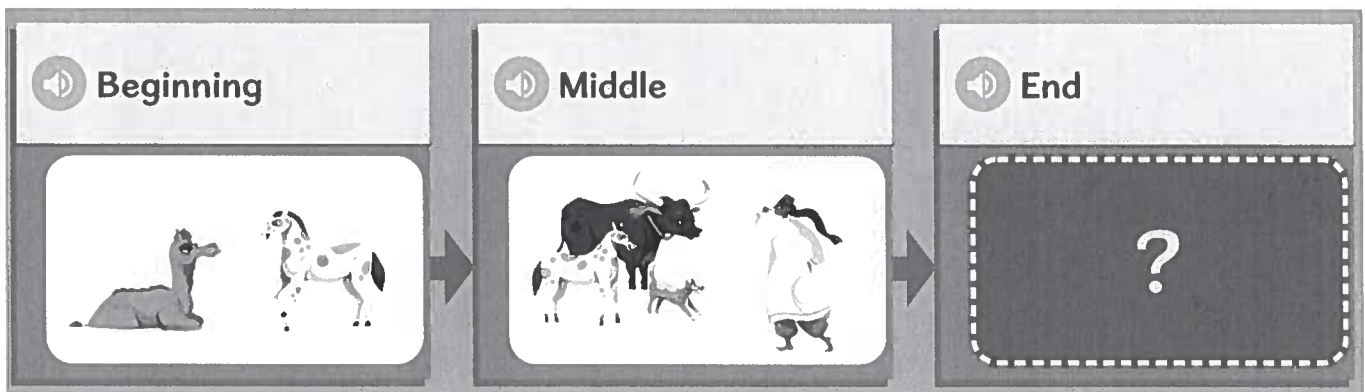
Question 5 (from p. 5 of passage)

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.



ELA

PHONICS

NAME: _____

TR 1.1

DATE: _____

Tricky Word Cards

Directions: Make one copy of Tricky Word Cards for Making Phrases. Cut out each word along dotted lines.

one

two

three

the,

The

a

blue

yellow

look,

Look

NAME: _____

DATE: _____

TR 1.1
CONTINUED
Tricky Word Cards

I

are

little

down

out

of

funny

all

NAME: _____

DATE: _____

TR 1.1

CONTINUED
Tricky Word Cards

from

was

at

can

is

up

big

but

NAME: _____

DATE: _____

TR 1.1
CONTINUED
Tricky Word Cards

in

got

Mom

Dad

.

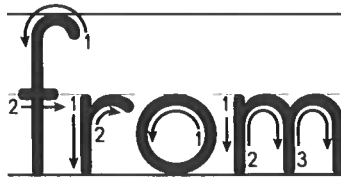
NAME: _____

DATE: _____

TR 5.3

Tricky Word (*from*)

from



Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and yellow for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. Kit had fish _____
Dad's shop.

2. Chad got a gift _____
_____ his mom.

3. Ted fell _____ his bed
and got a bump.

NAME: _____

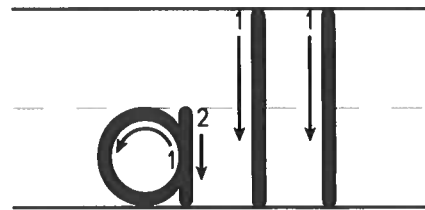
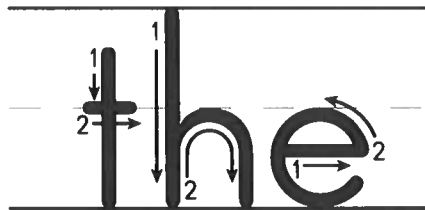
DATE: _____

TR 9.1

Tricky Words (*the* and *all*)

the

all



Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and yellow for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. His cat is on _____ rug.

2. Sam, Chad, and Jen _____

splash in _____ pond.

3. His kids _____ got on

_____ bus.

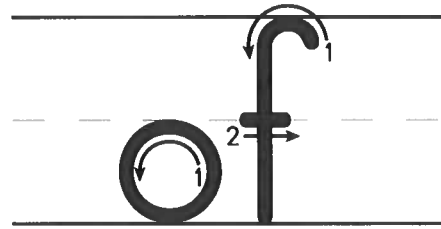
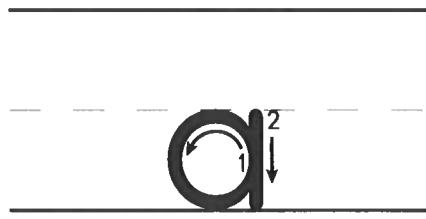
NAME: _____

DATE: _____

TR 9.1
CONTINUED
Tricky Words (a and of)

a

of



Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and yellow for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. Sam got _____ fish in his net.

2. Seth got _____ bag

_____ chips.

3. Did Max get _____ lot

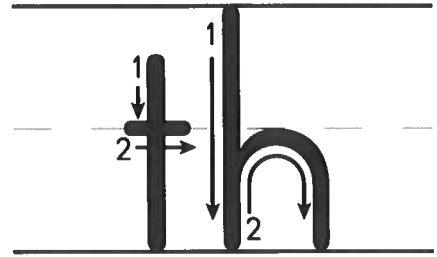
_____ gifts?

NAME: _____

DATE: _____

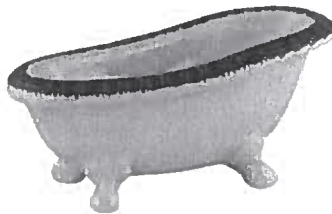
TR 6.1

Review the Sound/Spelling 3 (/th/)

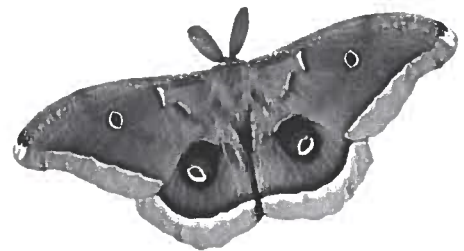


moth

1. bath



2. moth



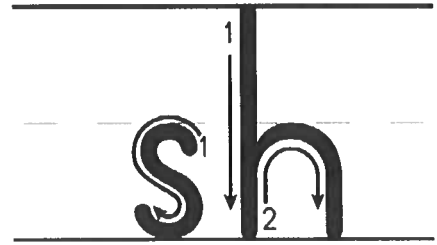
Directions: Have students write each word under its matching picture.

NAME: _____

DATE: _____

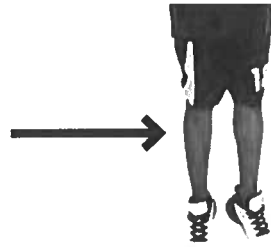
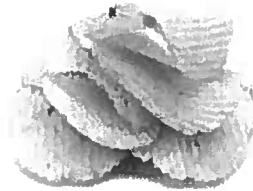
TR 2.3

Review the Sound Spelling 2 /sh/

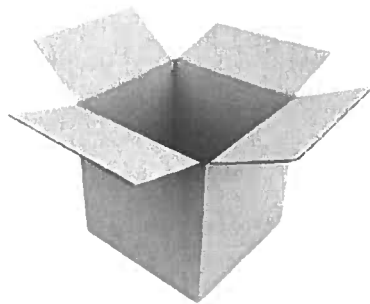


ship

1. shin



2. brush



Directions: See "Oh Nuts!"

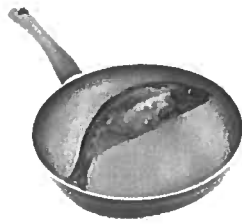
NAME: _____

DATE: _____

TR 5.4

Phrases and Pictures with Consonant Digraphs

1.



fish in pan

fish in pond

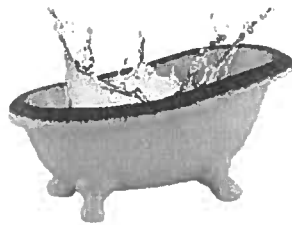
2.



ants in cup

ants in bag

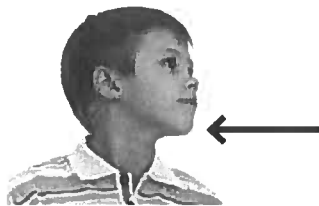
3.



splash in pond

splash in bath

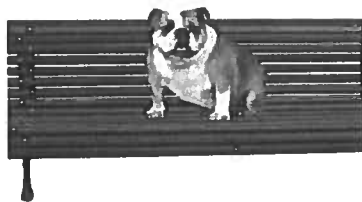
4.



his chin

his shin

5.



dog on bench

cat on bench

NAME: _____

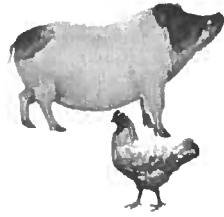
DATE: _____

TR 5.4

CONTINUED

Phrases and Pictures with Consonant Digraphs

6.



pig with hen

pig with bug

7.



finch on branch

trash can

8.



van crash

wing crash

9.



mom shops

dad shops

10.



such big hands

such big lips

NAME: _____

TR 5.5

DATE: _____

Phrases and Pictures with Consonant Digraphs

1.



strong man

thin man

2.



Man sits at desk

Man sits on bench

3.



chat with mom

run with dad

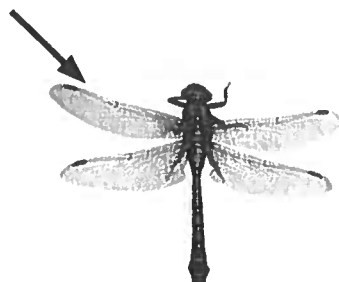
4.



kid in bath

pig in bath

5.



wing on bug

wing on hen

NAME: _____

DATE: _____

TR 5.5

CONTINUED

Phrases and Pictures with Consonant Digraphs

6.



munch on chips

jump on bed

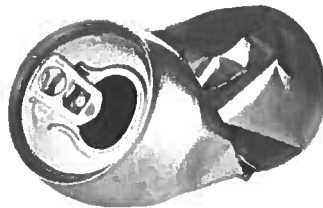
7.



big ship

big shop

8.



crush can

crush box

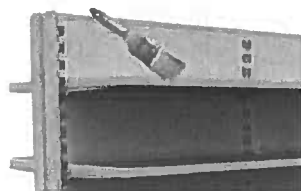
9.



lid on jug

lid on pan

10.



brush on shelf

brush on bed

MATH

FLUENCY PRACTICE

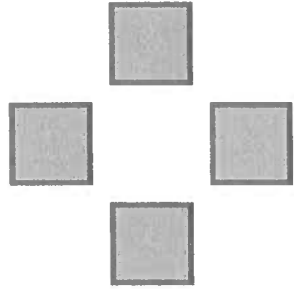
Counting to 5

Name _____

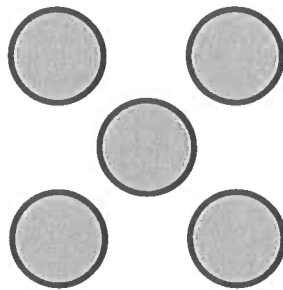
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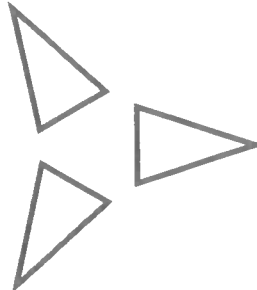
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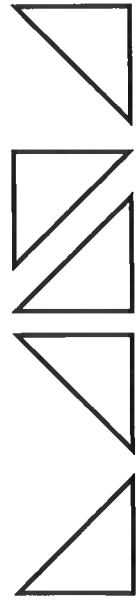
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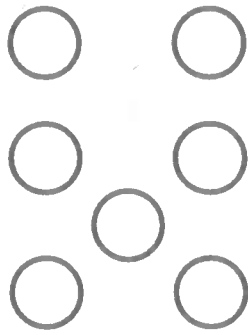
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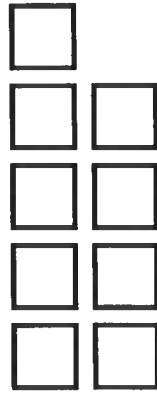


Have children count the number of objects in each group and write the number.

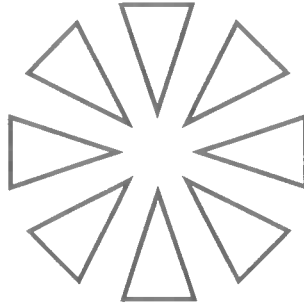
Counting to 10

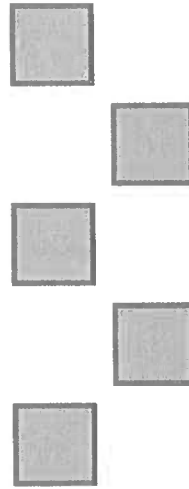
Name _____

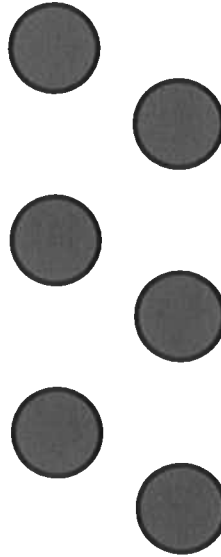








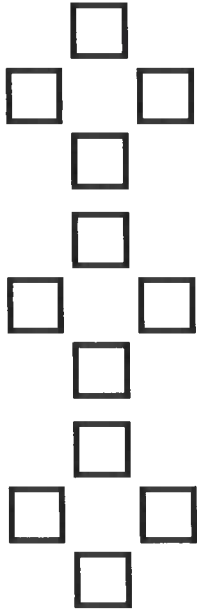


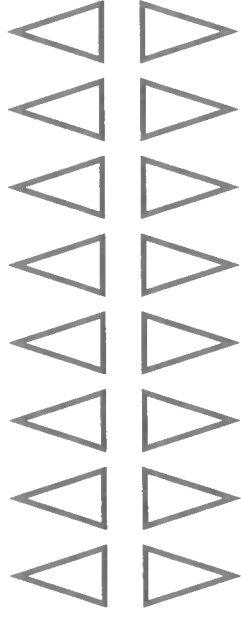


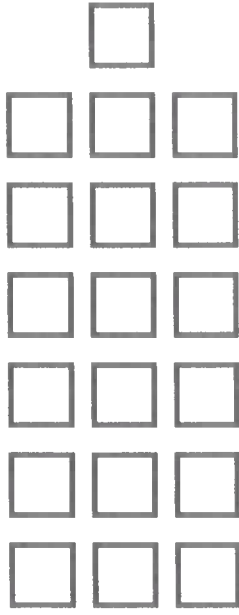
Have children count the number of objects in each group and write the number.

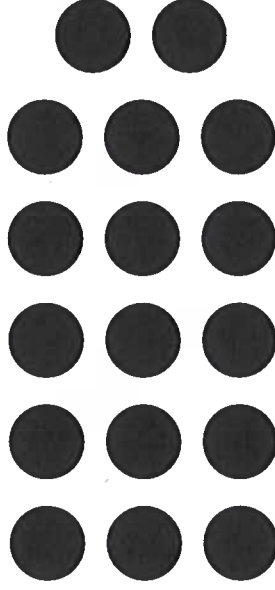
Counting to 20

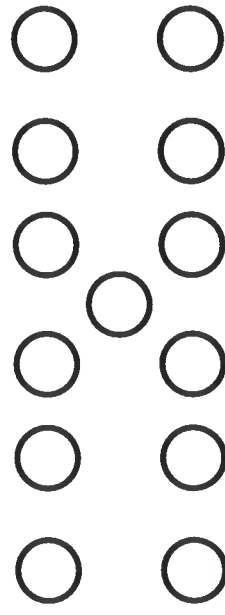
Name _____

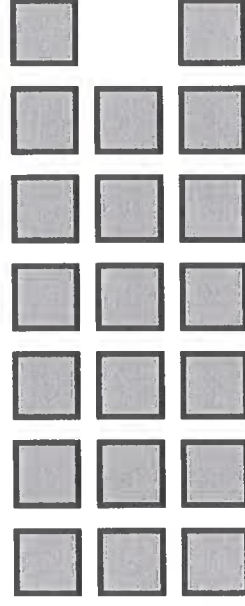












Have children count the number of shapes in each group and write the number.

Counting to 50

Name _____

24	25	_____	_____	41	42
_____	_____	_____	_____	_____	_____
43	_____	45	_____	33	34
_____	_____	_____	_____	_____	_____
_____	38	39	_____	29	31
_____	_____	_____	_____	_____	_____
27	_____	29	_____	48	49
_____	_____	_____	_____	_____	_____

Guide children to count and find the missing number. Have children write the missing number in each list.

Counting to 100

Name _____

52 53
____ ____

79 81
____ ____

76 78
____ ____

64 65
____ ____

70 71
____ ____

98 99
____ ____

87 88
____ ____

58 60
____ ____

Guide children to count and find the missing number. Have children write the missing number in each list.

Find Patterns in Counting by Ones—Repeated Reasoning

Name _____

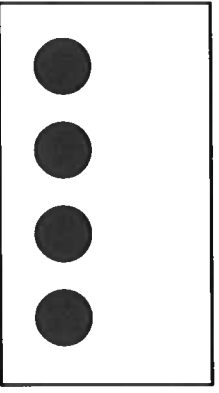
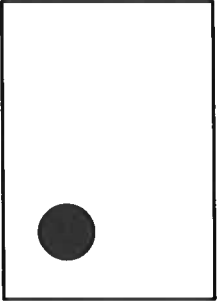
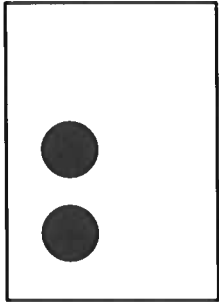
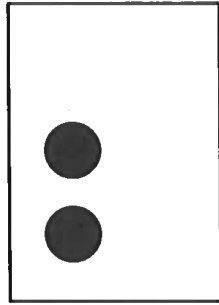
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16		18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33		35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58		60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Guide children to point to the numbers on the chart as they count by ones to 100. When they get to a blank box, have children write the missing number on the lines next to that row.

Talk About It How are the numbers in each row alike? How are the numbers in each column alike? What patterns do you see in the numbers as you count to 100?

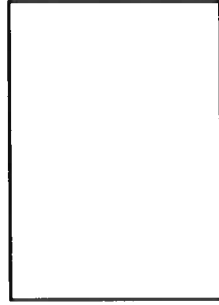
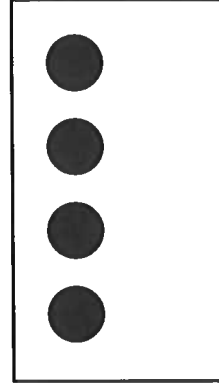
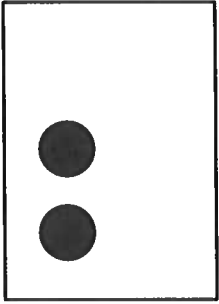
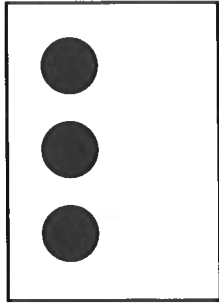
Find Sums of 4 and 5

Name _____



$$\begin{array}{r} \underline{\quad} \\ 2 + 2 = \text{-----} \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} + 4 = 5 \\ \underline{\quad} \end{array}$$



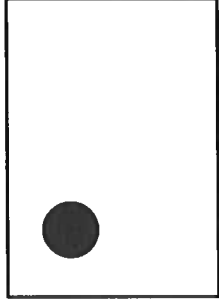
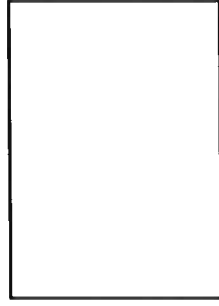
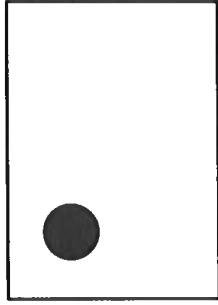
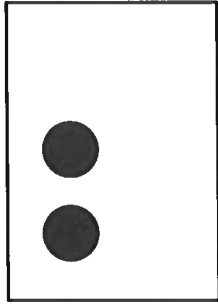
$$\begin{array}{r} \underline{\quad} \\ 3 + \text{-----} = 5 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 4 + 0 = \text{-----} \\ \underline{\quad} \end{array}$$

Guide children to write number sentences to match the dot cards. Have children write the missing number in each number sentence.

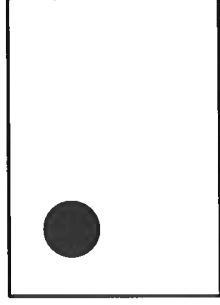
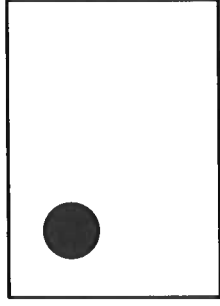
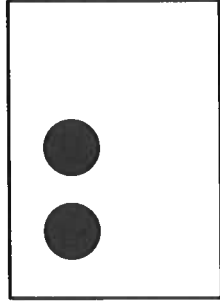
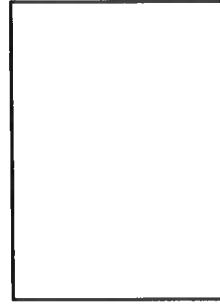
Find Sums to 3

Name _____



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

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



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

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

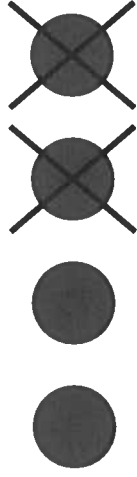
Guide children to write number sentences to match the dot cards. Have children write the missing number in each number sentence.

Subtract from 4 and 5

Name _____



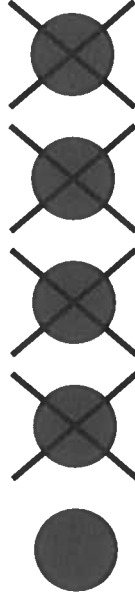
$$\begin{array}{r} \underline{\quad} \\ 5 - 2 = \text{-----} \\ \underline{\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad} \\ \text{-----} - 2 = 2 \\ \underline{\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad} \\ 4 - \text{-----} = 3 \\ \underline{\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad} \\ 5 - \text{-----} = 1 \\ \underline{\quad} \end{array}$$

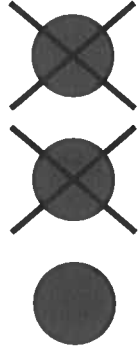
Guide children to write number sentences to match the pictures. Have children write the missing number in each subtraction sentence.

Subtract Within 3

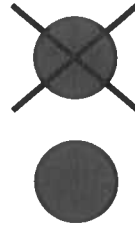
Name _____



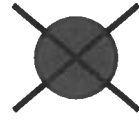
$$\begin{array}{r} \underline{\quad} \\ 3 - 1 = \text{---} \\ \underline{\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad} \\ \text{---} - 2 = 1 \\ \underline{\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad} \\ 2 - \text{---} = 1 \\ \underline{\quad} \end{array}$$

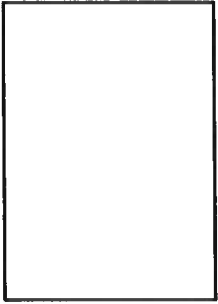
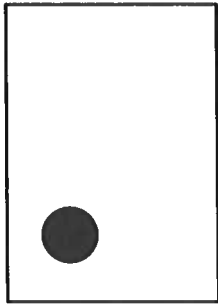


$$\begin{array}{r} \underline{\quad} \\ 1 - 1 = \text{---} \\ \underline{\quad} \end{array}$$

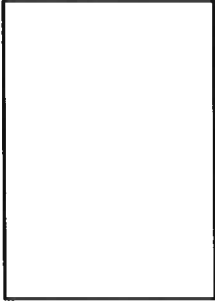
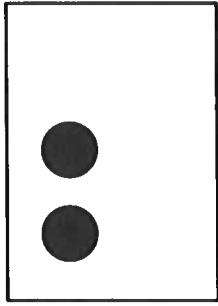
Guide children to write number sentences to match the pictures. Have children write the missing number in each subtraction sentence.

Find Patterns When Adding 0—Repeated Reasoning

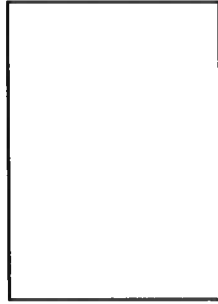
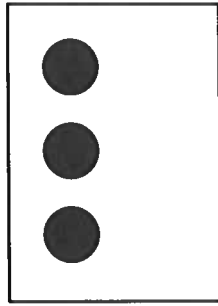
Name _____



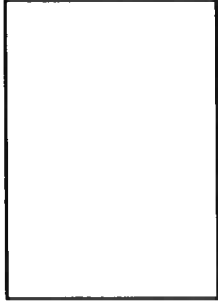
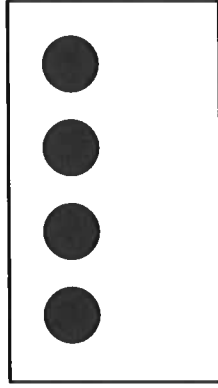
$$\underline{\quad} + 0 = \underline{\quad}$$



$$\underline{\quad} + 0 = \underline{\quad}$$



$$\underline{\quad} + 0 = \underline{\quad}$$



$$\underline{\quad} + 0 = \underline{\quad}$$

Guide children to write number sentences to match the dot cards. Have children write the total in each number sentence.

Talk About It What number is added in every problem? How do the other numbers being added change from problem to problem? What is the total when you add 0 to a number?

Find Sums of 4 and 5

Name _____

$$\begin{array}{r} \underline{\quad} \\ 0 + 4 = \text{-----} \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 5 + \text{-----} = 5 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} = 3 + 1 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} + 3 = 5 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} = 3 + 2 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} + 3 = 4 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 2 + \text{-----} = 4 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 1 + 4 = \text{-----} \\ \underline{\quad} \end{array}$$

Have children write the missing number in each addition sentence.

Find Sums Within 5

Name _____

$$\begin{array}{r} \underline{\quad} \\ 2 + 0 = \text{-----} \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 2 + \text{-----} = 3 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} = 2 + 2 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} + 5 = 5 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} = 4 + 1 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} + 1 = 2 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 0 + \text{-----} = 3 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 1 + 3 = \text{-----} \\ \underline{\quad} \end{array}$$

Have children write the missing number in each addition sentence.

Subtract Within 3

Name _____

$$\begin{array}{r} \underline{\quad} \\ 3 - 3 = \text{-----} \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} = 3 - 1 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 2 - \text{-----} = 0 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 0 - \text{-----} = 0 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} - 1 = 0 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ 2 - 1 = \text{-----} \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} = 3 - 0 \\ \underline{\quad} \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ \text{-----} - 2 = 1 \\ \underline{\quad} \end{array}$$

Have children write the missing number in each subtraction sentence.