

A decorative border surrounds the central text, featuring various school supplies and fruit. At the top left is a school bus. Along the top are two crayons and a pencil. At the top right are a pair of scissors and a pencil. On the right side is an apple. At the bottom right is a crayon. At the bottom is a school bus, a crayon, a pencil, and a pair of scissors. On the left side is an apple, a crayon, and a pencil.

# Kindergarten

## *AMI Packet #5*

NAME: \_\_\_\_\_

**Complete and return this  
entire packet to your  
teacher.**

**2023-2024**

Name \_\_\_\_\_

## Problem



## Solution



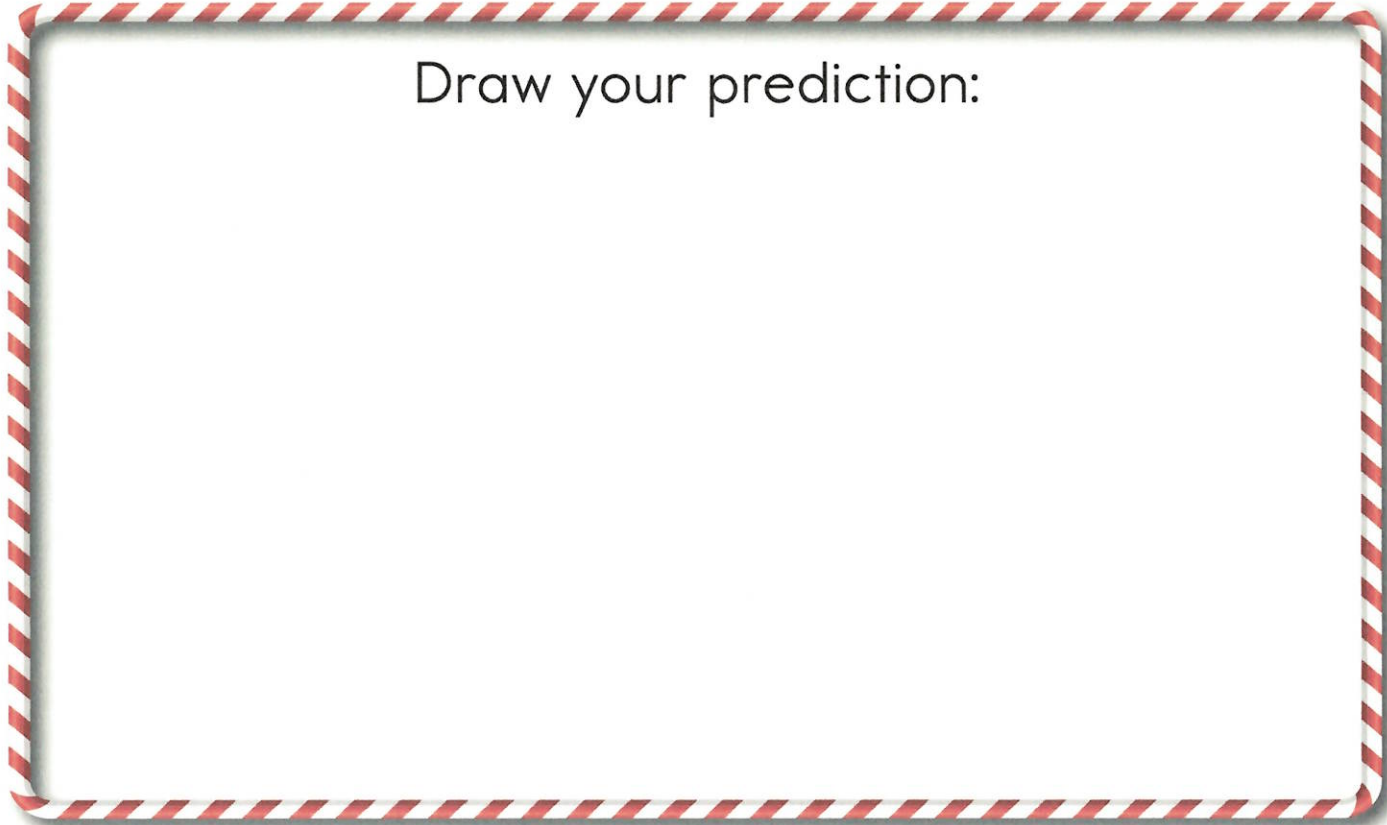
**Instructions:** Have students draw a picture to describe the solution in the story *Who Stole the North Pole?*

Name \_\_\_\_\_

I predict (before reading): \_\_\_\_\_

\_\_\_\_\_

Draw your prediction:



My new prediction (during reading): \_\_\_\_\_

\_\_\_\_\_

What happened (after reading): \_\_\_\_\_

\_\_\_\_\_

**Instructions:** Before reading, have students preview the front and back covers. Have them write or dictate a sentence predicting who they think stole the North Pole. Then, have students draw their prediction. Have students revise their prediction if necessary, and record what actually happened in the story.



# Who Stole the North Pole?

A Reading A-Z Level C Leveled Book  
Word Count: 46

## Connections

### Writing and Art

Write a different ending for this story. Draw a picture for your ending.

### Social Studies

Mark the location of the North Pole on a map or globe.

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LEVELED BOOK • C

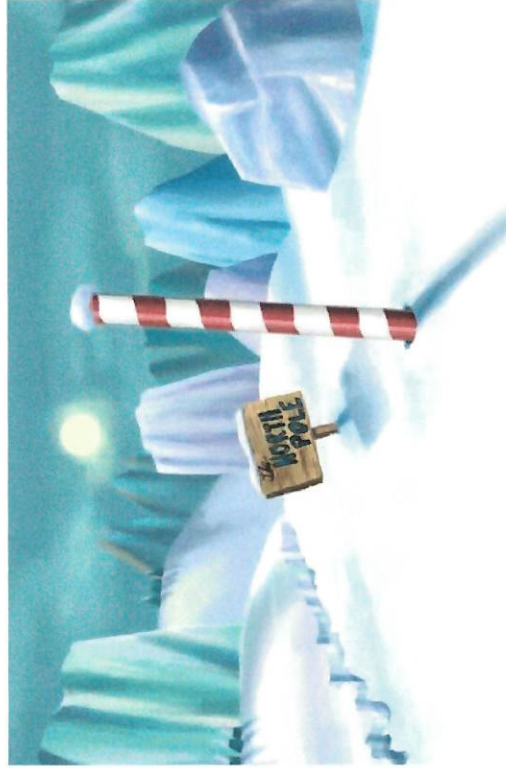
# Who Stole the North Pole?



Written by Anthony Curran  
Illustrated by Colleen Madden

[www.readinga-z.com](http://www.readinga-z.com)

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## Focus Question

Who stole the North Pole? Why?

## Words to Know

candy cane	reindeer
North Pole	Santa
polar bear	taken

Who Stole the North Pole?  
Level C Leveled Book  
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## Correlation

LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4





The North Pole is missing!  
Who could have taken it?

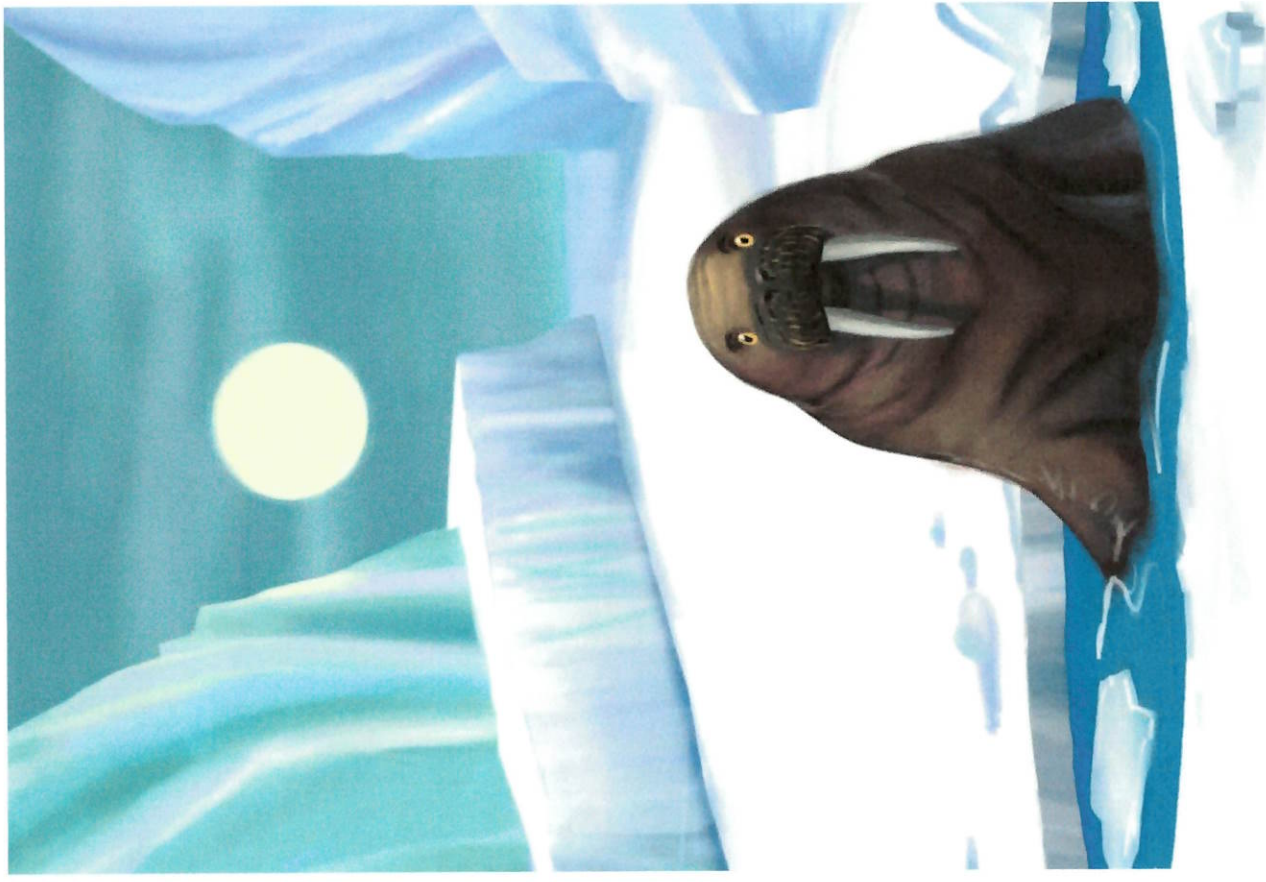


Polar Bear did not take it.



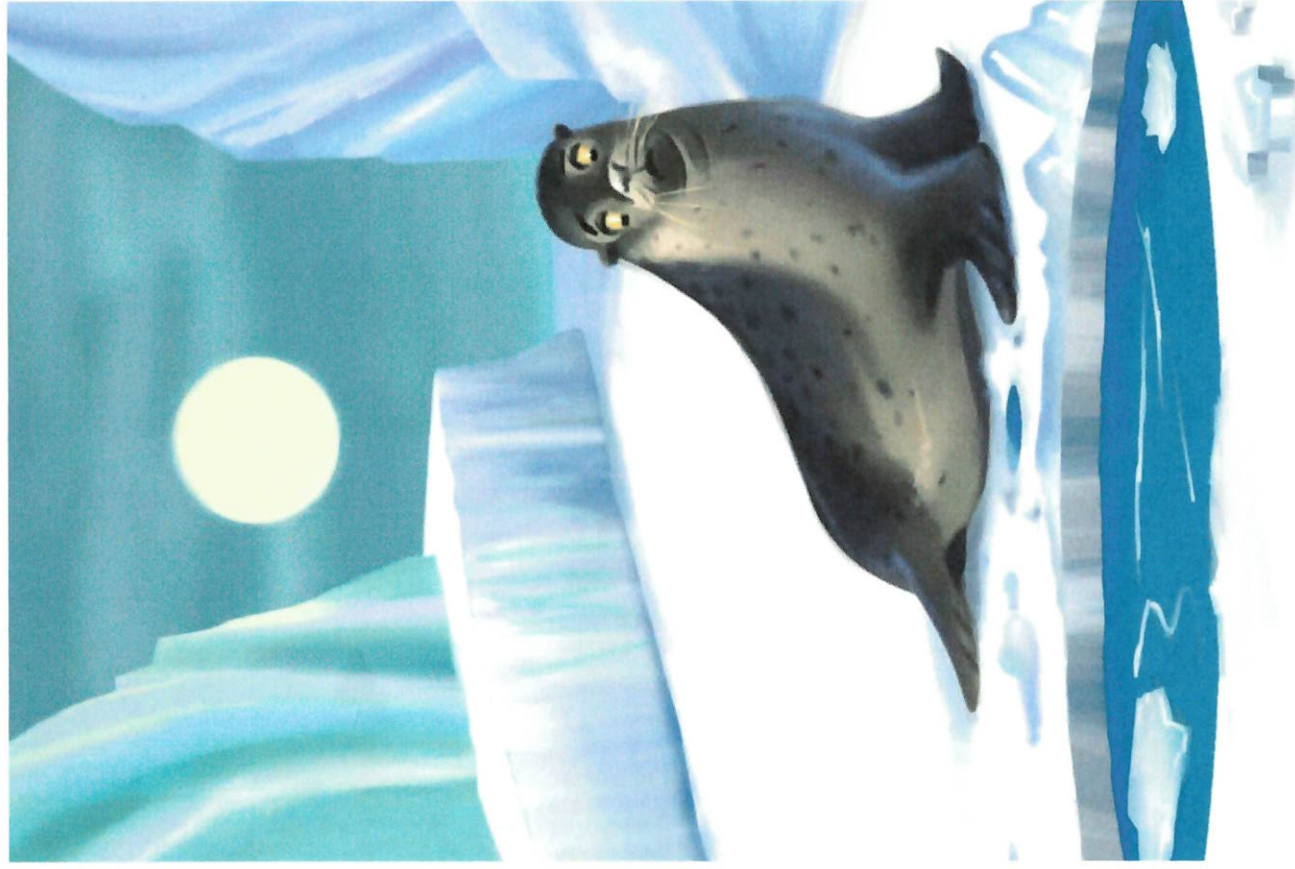


Santa did not take it.

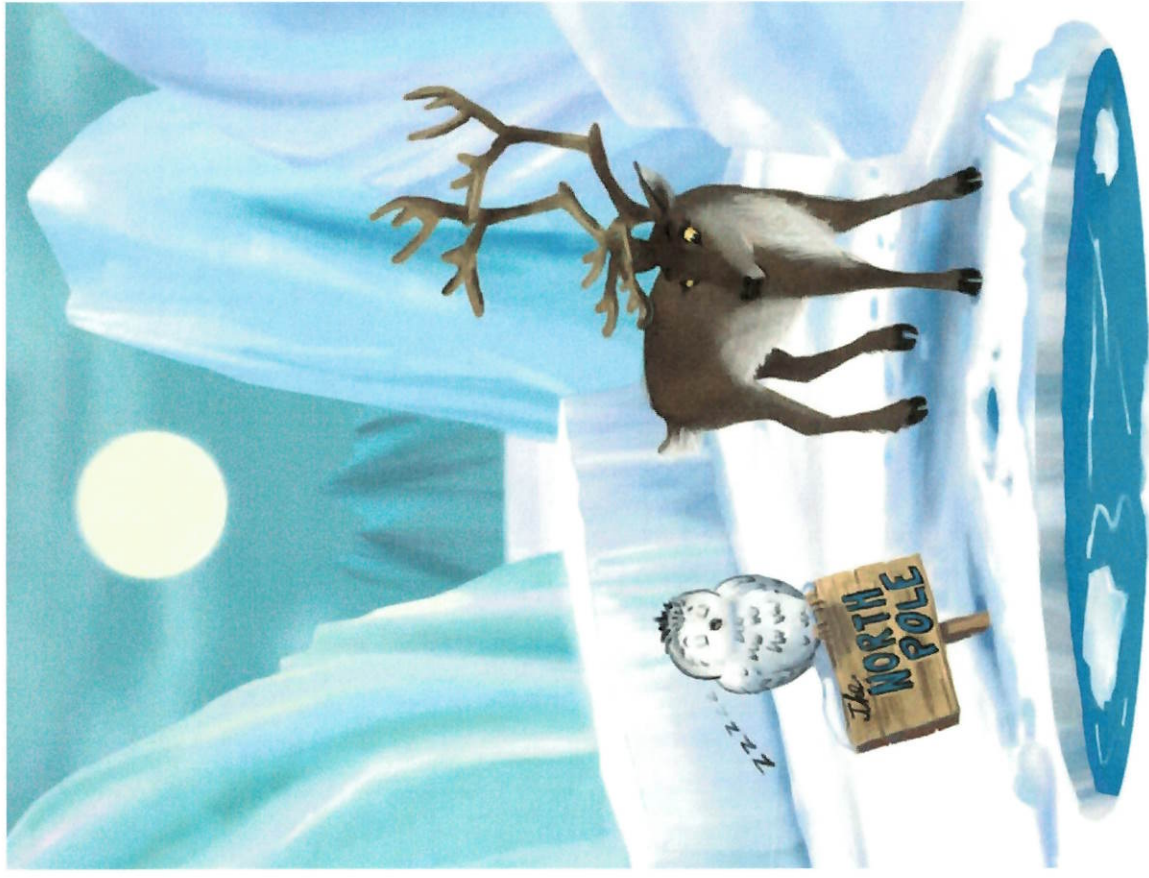


Walrus did not take it.





Seal did not take it.



Reindeer did not take it.





Whale took it!



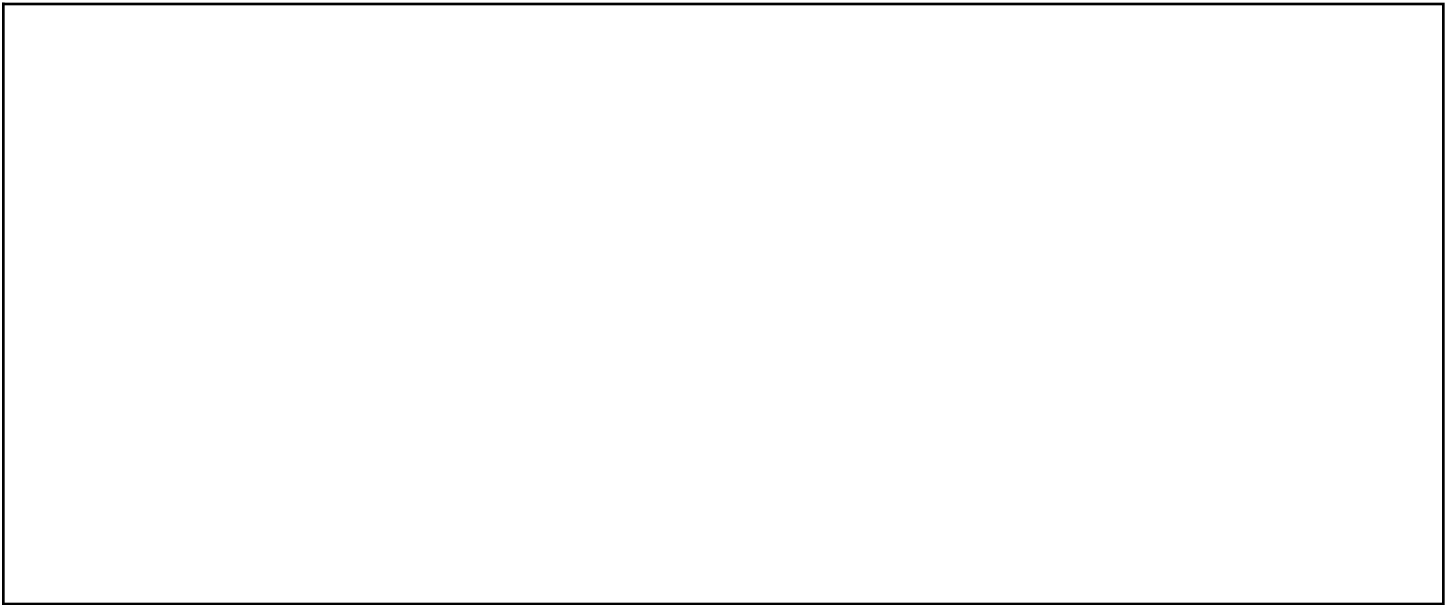
He thought it was  
a candy cane!

## What are physical properties?

Physical properties are things that help us describe objects. Some examples of physical properties are color, shape, size, and how the object feels.

\*If possible, you will need colored pencils, markers, or crayons for some of the questions.

1. Go and find your favorite toy or another object that you like. Draw a very detailed picture of the toy or object in the box below.

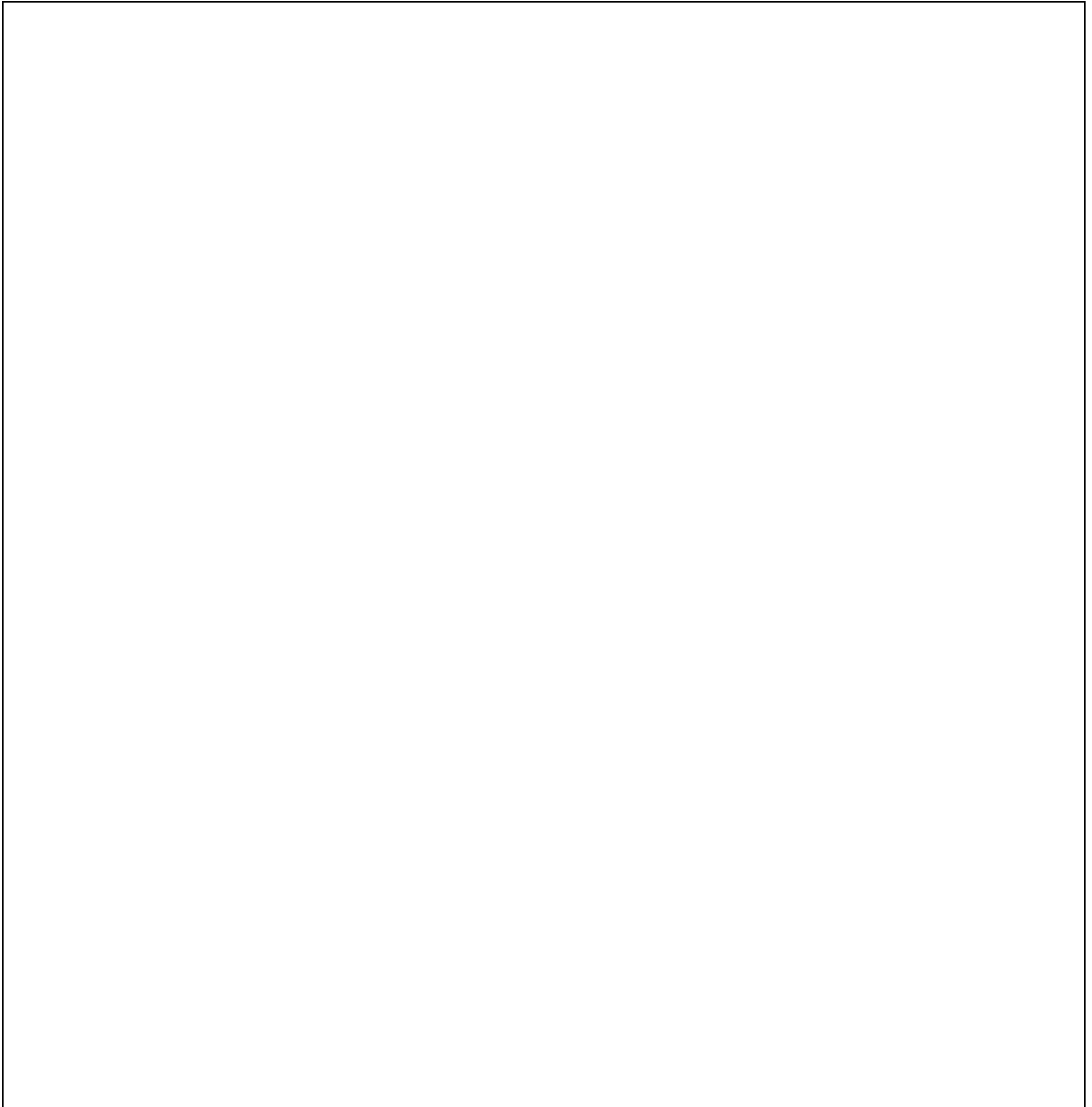


2. How would you describe your toy or object to someone if they were unable to see it. List 2 properties that you could use to describe your toy. Put your answers in the box below.





3. Go outside or look out your window and find a tree. Draw a picture of your tree. Be sure to include all the physical properties of your tree as possible (size, shape, color, and how it may feel - bumpy or smooth).



Go to the next page →

4. (Optional) You will need to find another person to help you with this challenge. Find an object or a toy, but do not let the other person see it. Give the person this sheet of paper. Tell them that they are going to try and draw your object or toy in the box below using only your description of it. You will need to give a very detailed description of the physical properties of your object or toy for them to draw it properly. When you are finished, compare their drawing to your object or toy and see how close they are to each other.

If you want to make a game out of this, count how many physical properties matched from the picture to the object or toy. Switch places, have the other person get an object and describe it while you draw it. Compare your scores.





Name: \_\_\_\_\_

## ALL ABOUT RULES

**Directions:** In the space below, create a picture explaining a rule your school has for the playground and the classroom. Then, write the rule below the picture.

**Playground**

**Rule:** \_\_\_\_\_

**Playground**

**Rule:** \_\_\_\_\_

**Many families have rules to follow. For example, you may have to make your bed each morning. List one rule that your family has.**

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**What rule would you create for your family, if you could?**

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Name \_\_\_\_\_

### **AMI PACKET #5: Math Fingers**

- One partner rolls the number cube and shows that number of fingers.
- The other partner determines how many more fingers are needed to make 10.
- Fill in an equation to show the 2 parts that make 10.
- Turn in this recording sheet when you return to school.

$$10 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

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