Wicomico County Public Schools

KINDERGARTEN

Kindergarten – 5th grade
ELA Home Learning Materials

WICOMICO COUNTY PUBLIC SCHOOLS
SOCIAL/EMOTIONAL WELL-BEING OF YOUR CHILD

Many components of ELA (English Language Arts) provide a great opportunity to support the social and emotional well-being of your child during these uncertain times. Reading aloud to your child provides comfort in knowing you are there for them. Discussing books children are reading independently gives them the opportunity to ease their minds. Journaling is a great opportunity for children to express thoughts and feelings, which is greatly needed during this time. They are part of history. Handwritten, typed, in photographs or drawings... record events, day to day activities, fears and feelings.

EVIDENCE OF WORK

In order to determine the pass/incomplete grade at the end of the 4th marking period, evidence of work must be submitted to the classroom teacher. Choose two activities listed in this packet each week to submit evidence to the teacher. Submissions are encouraged to be submitted through Class DoJo or email. Take a picture of the work or a picture of your child completing the work and send to the classroom teacher. If you are not able to submit using any of the methods described above, please hold onto all completed documents and return to teacher when schools reopen.

RESOURCES

There are many digital resources that are referenced in the Home Learning Materials. All the resources are included under the Clever application. This allows students to sign in one time and have access to many resources. Please see the directions from your child’s classroom teacher on how to access Clever.
Kindergarten Reading
April 16 – April 24, 2020
(No more than 45 minutes per day)

NOTE: If you don’t have access to BookFlix, please see the last page of this packet for reading and writing ideas. The phonics activities are not specific to Bookflix; therefore, they can be completed on the day they are assigned.

Thursday, April 16, 2020

Go to https://clever.com/ OR
Go to Bookflix https://bookflix.digital.scholastic.com
Login/Password – wicomico/wicomico

Click on Animals and Nature
Click on The Caterpillar and the Polliwog/A Tadpole Grows Up

Reading:
1. Listen and reread The Caterpillar and the Polliwog and A Tadpole Grows Up.
2. Click on and complete Which Came First activity.
3. Click on and complete Word Match activity.
4. Click on and complete Fact or Fiction activity.

Writing:
After reading/listening to The Caterpillar and the Polliwog and A Tadpole Grows Up draw a picture and write about which book was your favorite.

My favorite book was _______.
If you would like to tell more, you can tell why it was your favorite by adding this sentence:
It was my favorite because ________________.

Phonics:
Word Family Fun!
1. Look at the pictures.
2. Match the pictures that rhyme by drawing a line with your finger (or pencil) to connect them.
3. Say each word slowly.
4. Listen to the endings of the rhyming pairs. These words have the same ending.
   BONUS: Use the word patterns (word family) to write the words.
Friday, April 17, 2020

Reading:

1. Have a family member read a poem of your choice.
2. Choose 3 poetry activities from the Tic-Tac-Toe Poetry board below.
3. When you have completed 3 activities in a row-horizontally, vertically, or diagonally- you are finished! Or you may decide to keep going and complete more activities!

Use these poems to complete the Tic-Tac-Toe board on the following page.

<table>
<thead>
<tr>
<th>Five Little Monkeys in a Tree</th>
<th>Apples and Bananas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five little monkeys Swinging in a tree, “You can’t catch me!” Along comes Mr. Crocodile, Quiet as can be. Snap! Four little monkeys Swinging in a tree....</td>
<td>I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas I like to ate, ate, ate- ay-ples and bay-nay-nays I like to ate, ate, ate- ay-ples and bay-nay-nays!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bumble Bee Song</th>
<th>Big and Small</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m bringing home my baby bumblebee, Won’t my mommy be so proud of me. I’m bringing home my baby bumblebee. Ouch! It stung me! I’m squashing up my baby bumblebee, Won’t my mommy be so proud of me. I’m squashing up my baby bumblebee, EEEW! YUCK! I’m washing off my baby bumblebee, Won’t my mommy be so proud of me. I’m washing off my baby bumblebee, Look, ALL gone!</td>
<td>I can make myself real big By standing up straight and tall. But when I’m tired of being big, I can make myself get small.</td>
</tr>
</tbody>
</table>
# Tic-Tac-Toe POETRY

<table>
<thead>
<tr>
<th>Read a poem aloud to someone in a funny voice.</th>
<th>Continue writing the poem...add 2-3 more lines to the poem using your own words.</th>
<th>What did you think about when you read this poem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voices to try: Cowboy Prince/Princess Wicked Old Witch Robot Alien</td>
<td></td>
<td>Draw a picture to match the poem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the poem mostly about?</th>
<th>Create a different title for this poem.</th>
<th>How did the poem make you feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write 2 or 3 sentences about the poem.</td>
<td>Why did you pick that title?</td>
<td>Underline the words from the poem that made you feel that way.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circle and write the words that rhyme from the poem.</th>
<th>Circle or underline high-frequency words in the poem.</th>
<th>Write your own poem about your favorite animal. Make a title for your poem. Draw a picture to match your poem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a list of other words that rhyme with those you circled.</td>
<td>Write the high-frequency words on a separate paper.</td>
<td></td>
</tr>
</tbody>
</table>

**High Frequency Words:**

“Disappearing” High Frequency Words (HFW) Game

Needed: cup of water, finger (or a paintbrush if you have one), cement, HFWs

<table>
<thead>
<tr>
<th>Kindergarten High Frequency Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
<tr>
<td>can</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>me</td>
</tr>
<tr>
<td>the</td>
</tr>
</tbody>
</table>
Directions:

1. Choose a word from the box above. Read the word.
2. Dip your finger or paintbrush into the water and write the word on the cement (spell it as you write).
3. Continue to write the same word (saying it and spelling it as you write) until your original word “disappears.”
4. How many times were you able to write the word?
5. Choose another word and try to write it even more times. Remember to read the word and spell the word each time.

Phonics:

Word Family Fun!
1. Look at the pictures. Some of these words have the same ending.
2. Add a letter or letters to the beginning of each word family to make the word that names each picture.
3. Then add the letters in the ( ) to make other words in that word family.

<table>
<thead>
<tr>
<th>-og</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>_og  🐻</td>
<td>_ing 🕍</td>
</tr>
<tr>
<td>_og 🐶</td>
<td>_ing 🌐</td>
</tr>
<tr>
<td>_og _og _og   (f, l, j)</td>
<td>_ing _ing (s, w)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ar</th>
<th>-ell</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ar 🚗</td>
<td>_ell 📣</td>
</tr>
<tr>
<td>_ar 🥃</td>
<td>_ell 🐙</td>
</tr>
<tr>
<td>_ar _ar _ar     (b, f, t)</td>
<td>_ell _ell _ell (f, s, w)</td>
</tr>
</tbody>
</table>
Science Connection:
Explores butterfly life cycle:
https://loving2read.com/kindergarten/science/my-beautiful-butterfly/
Tadpole:
https://loving2read.com/kindergarten/science/a-frogs-metamorphosis/

Monday, April 20, 2020
Go to https://clever.com/ OR
Go to Bookflix https://bookflix.digital.scholastic.com
Login/Password – wicomico/wicomico

Click on Earth and Sky button, then click on Come On, Rain/Rainy Weather Days

Reading:

1. Begin by singing, Rain, Rain, Go Away, Come Again Another Day. Ask why we usually want rain to go away. Ask if there is ever a time when we want rain to STAY? Why would we want it to rain?
2. Show movie of read aloud, Come On, Rain Big Idea: Weather has a great impact on the daily life of living things.
3. Talk about how the weather is affecting Mamma and Tess.
4. Look back at pictures in the story and discuss how the illustrator helped tell the story with illustrations/how illustrations match the words.
5. Find a favorite part of the story. Have student illustrate what he/she sees in his/her mind. Example: “I stare out over rooftops, past chimneys into the way off distance. And that’s when I see it coming, clouds rolling in, gray clouds bunched and bulging under a purple sky.”
6. Provide student with pictures representing the 5 senses (touch, sight, hearing, smell and taste) either on popsicle sticks or index cards. Reread the story, and have the student hold up the picture when they hear a phrase or sentence that refers to one of the five senses.
7. Ask student to identify the characters, settings, and major events in a story.
8. Parents can help the student sequence events of the story with Which Came First, on Bookflix. Have student retell story as this is done.

Writing:

After reading both books, student draw a picture to show what he/she learned about rain and labels and a sentence.

1. Student draws what life was like for the character(s) before it rained. Student should add labels to the sketch. Student should write to explain how life was for the character(s).
2. Student thinks of a time when it rained in his/her life. Student sketches that memory and adds labels.
Tuesday, April 21, 2020

Go to https://clever.com/ OR
Go to Bookflix https://bookflix.digital.scholastic.com
Login/Password – wicomico/wicomico

Click on Earth and Sky button, then click on *Come On, Rain/Rainy Weather Days*

Reading:

1. Begin by singing, “Raindrops Keep Falling on my Head.” Ask where raindrops come from. How are raindrops formed? How big do you think a rain drop is?
2. Parent reads aloud (or reads with student) *Rainy Weather Days* by Pam Rosenberg
3. On pages 4-5, talk about how rain can freeze into sleet. You may want to use an ice cube to demonstrate.
4. On pages 8-9, demonstrate with a pea, if you have one.
5. After reading both books, talk about why rain is important to the world.

Science Extension:

1. Check out these fun links that will bring weather to life. What will you discover as you explore how science and reading relate? ALL TOPICS LISTED BELOW CONTAIN A HYPERLINK, PROVIDING THE ABOVE RESOURCES TO STUDENTS/PARENTS (no logins needed)
2. Check out the rainy-day fun! https://www.generationgenius.com/?share=53730

Wednesday, April 22, 2020

Go to https://clever.com/ OR
Go to Bookflix https://bookflix.digital.scholastic.com
Login/Password – wicomico/wicomico

Click on Earth and Sky button, then click on *Come On, Rain/Rainy Weather Days*

Reading:

1. Reread *Come on, Rain* and *Rainy Weather Days*.
2. Complete Word Match activity
3. Complete Which Came First? activity

Writing:

1. Student writes to tell what he/she did in the rain. Staple 3 pieces of paper or fold paper long ways, (fold paper in on both sides so you have 3 sections - one to show beginning, middle and end of story).
2. Student draws a sketch to show what happened at the beginning, in the middle and at the end of the story.
Reading:

2. Discuss the book with a family member – Choose 3 questions to discuss.

**We finished a book! What might we talk about?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Example</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you like or dislike the book? Why?</td>
<td>Does this book remind you of another book you’ve read? How?</td>
<td>Who’s your favorite character and why?</td>
<td>If you could meet one of the characters right now, what would you say to them?</td>
</tr>
<tr>
<td>What parts of the story were tricky for you, or a part you still don’t understand?</td>
<td>What questions do you have for the author?</td>
<td>Would you read another book by this author? Why or why not?</td>
<td>What did this book remind you of in your own life?</td>
</tr>
<tr>
<td>Why do you think the author chose that title?</td>
<td>What lessons or themes were in the book?</td>
<td>What did you feel about the ending? Would you change it in any way?</td>
<td>How would you react if you were in the same situation?</td>
</tr>
<tr>
<td>How did the characters change in the story?</td>
<td>Was there a problem? What was it? Was there more than one problem?</td>
<td>Is this story told fairly? Whose voice or perspective has been left out?</td>
<td>What kinds of characters did the author create? Are they different? Are they different than you? How?</td>
</tr>
</tbody>
</table>
Phonics:

Word Family Hop: -it

Write the word family -it on a piece of paper or tape. Then write the letters s, b, f, h, and p on separate pieces of paper or on pieces of tape (see pictures). Place the papers or tape in a line: -it, s, b, f, h, p (see picture below.) Have your child stand on the -it word family and say it. Then hop to the letter and say s-it, sit. Then hop to the next letter b and say b-it, bit. Continue until then have hopped to every letter and said the -it family words.
Friday, April 24, 2020

Reading:

1. Choose a book at home or a book on Bookflix to read independently.
2. Discuss the book with a family member – Choose 3 questions to discuss

We finished a book! What might we talk about?

<table>
<thead>
<tr>
<th>Did you like or dislike the book? Why?</th>
<th>Does this book remind you of another book you’ve read? How?</th>
<th>Who’s your favorite character and why?</th>
<th>If you could meet one of the characters right now, what would you say to them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What parts of the story were tricky for you, or a part you still don’t understand?</td>
<td>What questions do you have for the author?</td>
<td>Would you read another book by this author? Why or why not?</td>
<td>What did this book remind you of in your own life?</td>
</tr>
<tr>
<td>Why do you think the author chose that title?</td>
<td>What lessons or themes were in the book?</td>
<td>What did you feel about the ending? Would you change it in any way?</td>
<td>How would you react if you were in the same situation?</td>
</tr>
<tr>
<td>How did the characters change in the story?</td>
<td>Was there a problem? What was it? Was there more than one problem?</td>
<td>Is this story told fairly? Whose voice or perspective has been left out?</td>
<td>What kinds of characters did the author create? Are they different? Are they different than you? How?</td>
</tr>
</tbody>
</table>
High Frequency Words:

*High Frequency Word Hopscotch:*

**What You Need:**
- chalk (multiple colors work best) for outdoor play
- or use colored tape & bring the fun indoors
- a small rock or bean bag

**What to Do:**
1. Using chalk make a hopscotch board.
2. In each square write target high frequency words, spelling words, letters, etc...
3. Child should toss small rock onto hopscotch board.
4. Wherever the small rock lands is the word to read.
5. Repeat until all words have been read at least once.

**Different Ways to Play:**
1. Read every word as your child hops.
2. Read and spell the target word (the word that the rock lands on.)
3. Instead of words, use letters and have your child say the letter, letter sound, or a word that starts with that letter when they land on it.
4. Numbers, number words, or colors can be used instead of high frequency words.

Hopscotch Board:

<table>
<thead>
<tr>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

**Kindergarten High Frequency Words**

- a
- am
- an
- and
- at
- can
- come
- do
- go
- he
- I
- in
- is
- it
- like
- me
- my
- no
- see
- so
- the
- to
- up
- we
- you
Extension - Eggceptional Word Work

Just for fun - What do you do with all those leftover plastic Easter Eggs? Turn them into a teaching tool, of course! This is the perfect time of year to use your child’s plastic Easter Eggs for fun learning. [https://www.weareteachers.com/easter-egg-activities/](https://www.weareteachers.com/easter-egg-activities/)

**Word Family Fun**

Directions: Write a word family on one side of the egg and add beginning consonants on the other side of the egg that will make a word. The student will turn the egg to make and read words. (1st and 2nd grade students - add clusters and diagraphs to the appropriate word families. See the chart below for consonant clusters and diagraphs.)

![Word Families Chart](image)

**Letter Matching Review**

Kindergarten:

Directions: Write the uppercase letter on one half of the egg. Write the lowercase letter on the other half of the egg. Have student match the letters together.
High Frequency Word Fun!

Directions: Write your child's grade high frequency words on slips of paper (see below for grade level). Put the slips of paper inside the egg. Hide the eggs. When your child finds the egg, have them open it and read the word on the slip of paper.

Kindergarten High Frequency Words

- a
- am
- an
- and
- at
- can
- come
- do
- go
- he
- I
- in
- is
- it
- like
- me
- my
- no
- see
- so
- the
- to
- up
- we
- you

First Grade High Frequency Words

- a
- all
- am
- an
- and
- are
- at
- be
- but
- can
- come
- do
- for
- from
- go
- had
- have
- he
- her
- him
- his
- I
- in
- is
- it
- like
- me
- my
- no
- of
- on
- out
- said
- see
- she
- so
- that
- the
- there
- they
- this
- to
- up
- was
- we
- went
- were
- with
- you
- your

SECOND GRADE

High-Frequency Words

- able
- almost
- any
- anything
- ask
- bad
- ball
- because
- begin
- behind
- between
- books
- both
- boy
- bus
- can't
- car
- catch
- dad
- dark
- deep
- dog
- door
- down
- each
- eat
- end
- even
- every
- fast
- father
- feel
- find
- first
- fish
- five
- food
- four
- friend
- fun
- funny
- game
- gave
- girl
- give
- goes
- good
- got
- great
- grew
- grow
- happy
- help
- hide
- hill
- home
- house
- inside
- jump
- just
- last
- let
- light
- live
- love
- much
- must
- name
- right
- our
- outside
- paper
- part
- party
- pick
- place
- rain
- read
- right
- room
- same
- say
- school
- second
- seen
- sky
- sleep
- snow
- something
- start
- stay
- stop
- story
- street
- take
- teach
- than
- things
- time
- today
- together
- too
- top
- try
- under
- until
- use
- wait
- walk
- wall
- want
- watch
- way
- week
- why
- winter
- want

Sight Word Match

Directions: Write the high frequency words on two different egg halves. Have student match the words together. Say the word as they match it.

Reading Movement Game
Directions: The student will read the sentence and act it out. Challenge: Ask the student what is the action word in the sentence.

Contractions

1st and 2nd Grade:

Directions: Write contraction on one half of egg. Write the two words that make the contraction on the other half of egg.

<table>
<thead>
<tr>
<th>Contractions with Pronouns and Verbs</th>
<th>Contractions with Verbs and not</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I’m</td>
</tr>
<tr>
<td>he is (has)</td>
<td>he’s</td>
</tr>
<tr>
<td>she is (has)</td>
<td>she’s</td>
</tr>
<tr>
<td>it is (has)</td>
<td>it’s</td>
</tr>
<tr>
<td>you are</td>
<td>you’re</td>
</tr>
<tr>
<td>we are</td>
<td>we’re</td>
</tr>
<tr>
<td>they are</td>
<td>they’re</td>
</tr>
<tr>
<td>I have</td>
<td>I’ve</td>
</tr>
<tr>
<td>you have</td>
<td>you’ve</td>
</tr>
<tr>
<td>we have</td>
<td>we’ve</td>
</tr>
<tr>
<td>they have</td>
<td>they’ve</td>
</tr>
<tr>
<td>I will</td>
<td>I’ll</td>
</tr>
<tr>
<td>he will</td>
<td>he’ll</td>
</tr>
</tbody>
</table>
Answer Key
Thursday, April 16, 2020

Phonics:

Words (from left to right): frog, car, ring, bell
king, dog, shell, jar

Friday, April 17, 2020

Phonics:

Reading:

1. Ask if there is ever a time when we want rain to STAY? Why would we want it to rain? if plants need water to grow
2. Show Movie of Read aloud, "Come On, Rain" Big Idea: Weather has a great impact on the daily life of living things.
3. Talk about how the weather is affecting Mamma and Tess. They are hot and sweating, feel like they are sizzling, squinting, no friends around, trying to take care dying plants.
4. Look back at pictures in story and discuss how the illustrator helped tell the story with illustrations/how illustrations match the words. *Story shows the hot summer time, maybe in the deep South, the moment when Tess bring iced tea to her mamma, the illustration helps you to feel how strong the heat is, that mamma has to place the ice tea glass against her body to cool off and the way she is sitting, you can see her exhaustion from the heat. Any illustration can be discussed and how it helps to tell the story.*

5. Find a favorite part of the story. Have student illustrate what he/she sees in his/her mind. Example: *I stare out over rooftops, past chimneys into the way off distance. And that's when I see it coming, clouds rolling in, gray clouds bunched and bulging under a purple sky.*

6. 5 senses on popsicle sticks or index cards. *Sound of a heavy truck rumbles past= hear, That's when I see it coming, clouds rolling in...=sight, The smell of hot tar and garbage...=smell, hot rump of a melon= touch, Mama presses the ice-chilled glass against her skin= touch, I aim a spoonful of sugar into my mouth=taste.*

7. Ask student to identify the characters, settings, and major events in a story. *Tess, a young girl living in an urban area, sees her mother’s frustration as they experience the heat and lack of rain. Tess observes how the tar is hot, the plants are drooping, and the children are kept inside the house to keep cool and not burn in the hot sun. When the characters see that rain is coming, their spirits lift as they anticipate the rain. They are all filled with joy, dancing and laughing in the rain, when it finally comes.*

8. Parents can help students sequence events of the story with *Which Came First,* on Bookflix. Have student retell story as this is done.
Writing:

3. Student draws what life was like for the character(s) before it rained. Student should add labels to the sketch. Student should write to explain how life was for the character(s). Characters could look hot and sweaty and sad.

4. Student thinks of a time that it rained in his/her life. Student sketches that memory and adds labels.

5. After reading both books, student draws a picture to show what he/she learned about rain and adds labels and a sentence. Sketch could be a cloud with raindrops forming inside or how big a raindrop is, or rain coming down making plants grow.

April 21, 2020

Reading:

1. Have student predict where raindrops come from. How are raindrops formed? How big do you think a rain drop is?

2. **Rainy Weather Days** by Pam Rosenberg

3. Pages 4-5, use an ice cube to demonstrate how rain freezes.

4. Pages 8-9 show size of a raindrop with a pea.

5. Both books taught us how important rain is since we saw how unhealthy the plants were in *Come On, Rain*, and how miserable Mamma and Tess were in the heat. Then, we saw how happy everyone was when it rained. The 2nd book taught us about how actual rain is formed and that lakes and rivers get water from the rain.

6. Author wanted us to know all about rain, how it is formed and why we need it. Reasons were that rivers and lakes get their water from rain.

Wednesday, April 22, 2020

Writing:

1. Student draws a sketch to show what happened at the beginning, in the middle and at the end of the story.

Mamma and Tess were not liking the heat. Tess saw clouds rolling in. They dance happily in the rain.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
<td><img src="image3.png" alt="Image 3" /></td>
</tr>
</tbody>
</table>
If you are unable to access Bookflix, do the following:

Instead of reading books on BookFlix, select books of your choice to read each day for reading and writing.

After reading, pick a reading response journal idea found below. Once you have completed that journal response, you can cross it off or color in the box.

### FICTION TEXT

<table>
<thead>
<tr>
<th>Write about what happened in the <strong>beginning</strong>, <strong>middle</strong> and <strong>end</strong> of the story. Draw a picture to match your sentences.</th>
<th>Write a story with <strong>three characters</strong>.</th>
<th>Draw a picture and write a sentence about the <strong>setting</strong> of the story. The setting describes where the story took place.</th>
<th>Make a <strong>bookmark</strong> and add the title, author and illustrator to the front. Draw the setting too. On the back write your favorite part of the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw and label a picture of the <strong>character(s)</strong>.</td>
<td>Who was your <strong>favorite character</strong>? Draw and label a picture of that character.</td>
<td><strong>Read a book</strong> to someone and ask them to ask you <strong>3 questions</strong> about the story. Write a response to each question.</td>
<td>What was the character’s problem and how was it <strong>solved</strong>?</td>
</tr>
<tr>
<td><strong>Retell</strong> the story in your own words to a grown-up and write/draw a <strong>sequence of events</strong>.</td>
<td>Write a <strong>new ending</strong> to your story and draw a matching illustration.</td>
<td>A <strong>noun</strong> is a person, place or thing. List and label 5 nouns from your story.</td>
<td>Draw a picture of your <strong>favorite part</strong> of the story. Write two sentences to describe your picture.</td>
</tr>
</tbody>
</table>

### NONFICTION/INFORMATIONAL TEXT

| Draw a picture that shows **three facts** you learned in this book. Label the picture. | What is **something new** that you learned while reading? Draw picture and write 1-2 sentences about it. | What was the **main idea** and a **detail** from of the book? Write 2-3 sentences about the main idea and details. | What is something that **surprised** you while reading? Draw picture and write a sentence. |

---

**Your goal is to complete 7 total writing responses of your choice 😊**