Wicomico County Public Schools

KINDERGARTEN

Kindergarten – 5th grade
ELA Home Learning Materials

APRIL 27TH – MAY 8TH
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.

BIENESTAR SOCIAL/EMOCIONAL DE SU HIJO
Muchos componentes de ELA (English Language Arts), proporcionan una gran oportunidad para apoyar el bienestar social y emocional de su hijo durante estos tiempos inciertos. Leer en voz alta a su hijo, le da consuelo al saber que usted está allí para ellos. Discutir los libros que los niños están leyendo de forma independiente les da la oportunidad de aliviar sus mentes. El diario es una gran oportunidad para que los niños expresen pensamientos y sentimientos, lo cual es muy necesario durante este tiempo. Son parte de la historia. Escrito a mano, mecanografiado, en fotografías o dibujos... registrar eventos, actividades diarias, miedos y sentimientos.

BYENNET SOSYAL/EMOSYONEL POU PITIT OU
Anpil eleman nan ELA (English Language Arts), bay yon gwo opotinite pou sipote byennet sosyal ak emosyonel pitit ou a pandan tan sa yo enseten. Lekti pale ak pitit ou a, bay Konfo nan konnen ou gen pou yo. Diskite sou liv timoun yo ap li poukont yo ba yo opotinite pou yo fasilite lespri yo. Journaling se yon gwo opotinite pou timoun yo ekprime panse ak santiman yo, ki se anpil bezwen pandan tan sa a. Yo se yon pati nan istwa. Ekri alamen, tape, nan foto oswa desen... evenman, jou pou aktivite jou, laperez ak santiman

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. Submissions are encouraged to be submitted through Google Classroom, 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. If you are unable to submit using any methods described above, please hold onto all documents and return to your child’s teacher when schools reopen.
EVIDENCIA DE TRABAJO
Para determinar el aprobado/grado incompleto al final del cuarto período de marcado, la evidencia del trabajo debe ser presentada al maestro del salón de clases. Se recomienda enviar los envíos a través de Google Classroom, Class DoJo o correo electrónico. Tome una foto del trabajo o una foto de su hijo completando el trabajo y envíelo al maestro del salón de clases. Si no puede enviar utilizando ningún documento y regresar al maestro de su hijo cuando las escuelas reabran.

PREV TRAVAY
Yo nan lod yo detemine klas la/enkonple nan fen peryod la nan sezon an make, prev travay yo dwe soumet nan pwofese a salklas. Soumet yo ankouraje yo dwe soumet nan Google salklas, klas DoJo oswa imel. Pran foto a nan travay la oswa yon foto piti ou a ranpli travay la epi voye bay pwofese salklas la. Si ou pa kapab soumet le ou ap itilize nenpot dokiman epi retounen nan pwofese piti ou a le lekol yo louvri.

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.

Recursos
Hay muchos recursos digitales a los que se hace referencia en los Materiales de aprendizaje en el hogar. Todos los recursos se incluyen en la aplicación Clever. Esto permite a los alumnos iniciar sesión una vez y tener acceso a muchos recursos. Consulte las instrucciones del maestro del salón de clases de su hijo sobre cómo acceder a Clever.

Resous
Gen anpil resous dijital ki se referans nan Materyel aprantisaj kay la. Tout resous yo enkli sou aplikasyon an entelijan. Sa a pemet elev yo siyen nan yon sel fwa epi yo gen akse a anpil resous. Tanpri gade direksyon yo nan pwofese salklas piti ou a sou koman pou jwenn akse nan entelijan.
Kindergarten Reading  
April 27th – May 1, 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.

Monday, April 27, 2020

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

Click on Family and Community   
Click on Blackout/How Do You Know It’s Summer?   
(If you are having difficulties locating this text set, type in the word “weather” in the BookFlix search bar and this text set will pop up.)

Before Reading:

• Blackout by John Rocco (Big idea: Instead of a blackout becoming problematic, it can be fun and can bring a community together in the summer.)
• Introduction: Parents can build background knowledge by talking about a time when the family lost power due to a storm or a blackout (power outage). Explain that we can have blackouts in the summer if there is too much of a demand on electricity.
• How will “losing” power impact the day?

Reading:

As you listen to the realistic story and read along, think about how life was different before and after the blackout (power outage).

1. What is a city like in the summer?
2. Would you like it if the power (electricity) went out? What would you do?
3. Tell what happened in the beginning, middle, and end of the story.
Reading Activity:
1. Draw a picture showing what happens in the beginning, middle, and ending of the story.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Click on and complete the activity **Which Came First**. (Practice sequencing events in the story.)

Writing:
(In the book, the author described the city as being loud and hot. Use the pictures to tell your parents what the city was like.)

On a piece of paper, draw a picture of a city. Write the word "city" on the top of the page. Write the following words to label parts of your picture.

- City
- building
- street
- car
- sun

Extension (optional):
- Click on **Meet the Creators** to learn more about the author/illustrator of **Blackout**. (Fun fact – This author worked on the movie, **Shrek**)

- Make hand shadow puppets using a flashlight like in the book **Blackout**. How many shadow puppets can you make? Create a play using the shadow puppets.)
### Additional Support:

*Match the opposites. Koresponn ak opoze yo. Une los opuestos.*

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>city</strong></td>
<td>ville</td>
<td>ciudad</td>
</tr>
<tr>
<td><strong>inside</strong></td>
<td>andé dan</td>
<td>dentro</td>
</tr>
<tr>
<td><strong>light</strong></td>
<td>limyè</td>
<td>ligero</td>
</tr>
<tr>
<td><strong>day</strong></td>
<td>nuit</td>
<td>dí</td>
</tr>
<tr>
<td><strong>hot</strong></td>
<td>chaud</td>
<td>calor</td>
</tr>
<tr>
<td><strong>loud</strong></td>
<td>bwiyan</td>
<td>ruidoso</td>
</tr>
<tr>
<td><strong>on</strong></td>
<td>sou</td>
<td>encendidas</td>
</tr>
<tr>
<td><strong>up</strong></td>
<td>anwo</td>
<td>arriba</td>
</tr>
<tr>
<td><strong>above</strong></td>
<td>pi wo a</td>
<td>encima</td>
</tr>
<tr>
<td><strong>busy</strong></td>
<td>okipe</td>
<td>ocupado</td>
</tr>
<tr>
<td><strong>dark</strong></td>
<td>fè nwa</td>
<td>oscuro</td>
</tr>
<tr>
<td><strong>cold</strong></td>
<td>fè tèt</td>
<td>frío</td>
</tr>
<tr>
<td><strong>country</strong></td>
<td>peyi</td>
<td>campo</td>
</tr>
<tr>
<td><strong>down</strong></td>
<td>anba</td>
<td>abajo</td>
</tr>
<tr>
<td><strong>outside</strong></td>
<td>deyò</td>
<td>afuera</td>
</tr>
<tr>
<td><strong>night</strong></td>
<td>nuit</td>
<td>noche</td>
</tr>
<tr>
<td><strong>quiet</strong></td>
<td>tranquilo</td>
<td></td>
</tr>
<tr>
<td><strong>still</strong></td>
<td>inovasyon</td>
<td>inmóvil</td>
</tr>
<tr>
<td><strong>off</strong></td>
<td>koupe</td>
<td>apagadas</td>
</tr>
<tr>
<td><strong>below</strong></td>
<td>anba a</td>
<td>de bajo de</td>
</tr>
</tbody>
</table>
Tuesday, April 28, 2020

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

Click on Family and Community
Click on Blackout/How Do You Know It’s Summer?
(If you are having difficulties locating this text set, type in the word “weather” in the BookFlix search bar and this text set will pop up.)

Before Reading:

- Introduction: What do you know about summer?
- Read How Do You Know Its Summer? by Lisa Harrington (Big Idea: A nonfiction text covering questions and answers about the summer from weather patterns, animal behaviors, and seasonal activities.)

Reading:

1. Read or listen to the story How Do You Know Its Summer?
2. Point to each word as you follow along.
3. What did you learn about summer?

Writing Activity:

You have read a nonfiction book.

1. Draw a picture of you in the summer. (Remember what it feels like in the summer. Draw yourself and include what you would normally wear in the summertime). Draw a picture of what you see in the summer.
2. Label your picture.
3. Extension: Write a sentence describing what you do in the summer.

April 28th – Me in the summer.
**Extension (Optional):**

- Go to "Explore the Web" on Bookflix for Blackout/How Do You Know It's Summer? to learn more about the summer season. The links will take you to other sites which will provide you with additional activities to do.

**Additional Support:**

**Vocabulary Cards**

<table>
<thead>
<tr>
<th>Firefly</th>
<th>![Firefly Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thunderstorm</td>
<td>![Thunderstorm Image]</td>
</tr>
<tr>
<td>Bathing Suit</td>
<td>![Bathing Suit Image]</td>
</tr>
<tr>
<td>Sunscreen</td>
<td>![Sunscreen Image]</td>
</tr>
<tr>
<td>Shade</td>
<td>![Shade Image]</td>
</tr>
<tr>
<td>Sun Rays</td>
<td>![Sun Rays Image]</td>
</tr>
<tr>
<td>Hike</td>
<td>![Hike Image]</td>
</tr>
<tr>
<td>Camp</td>
<td>![Camp Image]</td>
</tr>
</tbody>
</table>
Wednesday, April 29, 2020

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

Click on Family and Community
Click on Blackout/How Do You Know It’s Summer?
(If you are having difficulties locating this text set, type in the word “weather” in the BookFlix search bar and this text set will pop up.)

Reading activity:
1. Listen and reread Blackout and How Do You Know It’s Summer?.
2. Which book was your favorite? Make a book jacket (front cover) for your favorite book.
   a. Include:
      1. The title of your favorite book.
      2. Illustrations/drawings that will help describe what the book is all about.

Book Title _____________

Writing:
After completing the book jacket activity above, write about why that book was your favorite.

   My favorite book was ______________. It was my favorite because ______________. I also liked it because ________________________.
   If you would like to tell more, you can write a concluding sentence (example below).
These are reasons why I recommend this book.
Phonics:

WORD FAMILY/RHYMING FLOWERS

Make a garden of word family flowers by following these simple steps...

1. On a sheet of paper, draw 3 or 4 big flower stems (see picture below).
2. Using a pencil or a crayon, draw a circle at the top of each stem.
3. Inside the circle write a word part/word family. For example: -an.
4. Draw 4 flower pedals like the ones shown below.
5. Inside each flower pedal, write a word that has that word part/word family. (See flower pedals below). You can draw these around the circle or use a separate sheet of paper to create the pedals and then cut them out.
6. Glue or place each of the 4 flower pedals around the outside of the circle.

YOU MADE A WORD FAMILY FLOWER! If possible, use crayons to lightly color each flower you create.

7. Repeat the steps above by using other word families. (-am, -ap, -ip, -op)

*Click the link below to watch a lesson about rhyming words.

https://youtu.be/DNLv2zzutXg

Materials for the flower activity above:
2 sheets of paper
pencil
crayons
glue/scissors (choice)
**Thursday, April 30, 2020**

**Reading:**

1. Read or 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!

**Friday, May 1, 2020**

**Reading:**

1. Read or have a family member read a *different* poem of your choice.
2. Choose 3 *different* poetry activities from the **Tic-Tac-Toe Poetry** board below.
3. When you have added 3 additional activities you are finished. Of course, you can always challenge yourself to finish the board.

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

<table>
<thead>
<tr>
<th><strong>Apple Tree</strong></th>
<th><strong>The Itsy, Bitsy Spider</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Way up high in an apple tree,</td>
<td>The itsy, bitsy spider</td>
</tr>
<tr>
<td>Two little apples did I see.</td>
<td>Climbed up the waterspout.</td>
</tr>
<tr>
<td>So, I shook that tree as hard as I</td>
<td>Down came the rain</td>
</tr>
<tr>
<td>could.</td>
<td>And washed the spider out.</td>
</tr>
<tr>
<td>Down came the apples.</td>
<td>Out came the sun</td>
</tr>
<tr>
<td>Mmm, they were good!</td>
<td>And dried up all the rain.</td>
</tr>
<tr>
<td></td>
<td>And the itsy, bitsy spider</td>
</tr>
<tr>
<td></td>
<td>Climbed up the spout again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Knick-Knack, Paddywhack</strong></th>
<th><strong>A Hunting We Will Go</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This old man, he played one,</td>
<td>A-Hunting We Will Go</td>
</tr>
<tr>
<td>He played knick-knack on his thumb,</td>
<td>Oh, a-hunting we will go,</td>
</tr>
<tr>
<td>With a knick-knack, paddywhack,</td>
<td>A-hunting we will go,</td>
</tr>
<tr>
<td>give your dog a bone;</td>
<td>We’ll catch a fox and put him in a box,</td>
</tr>
<tr>
<td>This old man came rolling home.</td>
<td>And then we’ll let him go.</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>
<tr>
<td>What was the poem mostly about?</td>
<td>Create a different title for this poem.</td>
<td>How did the poem make you feel?</td>
</tr>
<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>
<tr>
<td>Circle and write the words that rhyme from the poem.</td>
<td>Circle or underline high-frequency words in the poem.</td>
<td>Write your own poem about your favorite animal. Make a title for your poem.</td>
</tr>
<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>Draw a picture to match your poem.</td>
</tr>
</tbody>
</table>
High Frequency Words:

Activity: Write in the air

This activity is used to practice reading and “writing” of your high frequency words. For this activity, show a high frequency word (from the list below) and ask your child to say the word. If your child is not sure of the word, say the word and have him/her repeat it looking at the word. Once the word has been read, write it in the air. Use your finger as your pencil and the air as paper and “write the word.” Say each letter as you “write” then say the word again at the end (the, t-h-e, the).

<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>
Kindergarten Reading
May 1, 2020 - May 8, 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.

Monday, May 4, 2020

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

Click on Family and Community
Click on Each Kindness/Kindness and Generosity: It Starts with Me!

Reading:

1. Listen/Read Each Kindness
2. Who are the characters? Did they show kindness? Where were the characters?
3. Look at the front cover of the book (on the screen.) Who is the author? What does an author do? Who is the illustrator? What does an illustrator do?
4. Scroll to the part where Ms. Albert brings out the bowl of water. Watch through the part where Chloe holds the rock, unable to come up with an act of kindness. (Pause the video.) Look at Chloe, how is she feeling? How do you know?

Writing:

1. After listening to Each Kindness, think about small acts of kindness you can do. Sketch 3 ways you can show kindness. Then, using your sketches, write a book that teaches someone 3 ways they can be kind. Make sure each sketch and sentence match.

<table>
<thead>
<tr>
<th>Sketch here</th>
<th>Sketch here</th>
<th>Sketch here</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can be kind by ______.</td>
<td>I can be kind by ______.</td>
<td>I can be kind by ____.</td>
</tr>
</tbody>
</table>
Extension (optional):

1. Fill a bowl with water. Using a small rock or coin, with your family, take turns dropping the rock or coin in the water and saying an act of kindness as you look at the ripples.

Additional Support:

Sort the pictures. Ordenar las fotos. Sòt foto yo.

<table>
<thead>
<tr>
<th>Kind: Amable: Emab</th>
<th>Unkind: Cruel: Mechan</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="share.png" alt="Image of share" /> compartir pataje</td>
<td><img src="kick.png" alt="Image of kick" /> patear choute</td>
</tr>
<tr>
<td><img src="bully.png" alt="Image of bully" /> tiranizar entimide</td>
<td><img src="play.png" alt="Image of play together" /> jugar juntos jwe ansann</td>
</tr>
<tr>
<td><img src="yell.png" alt="Image of yell" /> gritar kriyan</td>
<td><img src="hold.png" alt="Image of hold hands" /> tomarse de las manos kenbe men ou</td>
</tr>
<tr>
<td><img src="help.png" alt="Image of help" /> ayuda ede</td>
<td><img src="hit.png" alt="Image of hit" /> golpear frape</td>
</tr>
</tbody>
</table>
Tuesday, May 5, 2020

Go to https://clever.com/ OR
Go to Bookflicx
https://bookflicx.digital.scholastic.com
Login/Password - wicomico/wicomico

Click on Family and Community
Click on Each Kindness/Kindness and Generosity: It Starts with Me

Reading:

1. Read Kindness and Generosity: It Starts with Me!
2. What does it mean to show kindness towards someone?
3. How does the author show someone being kind in this book?
4. What does it mean to show generosity towards someone?
5. How does the author show someone being generous in this book?

Writing Activity:

1. After reading Kindness and Generosity: It Starts with Me!, think about who you could make a card for to show kindness in your family and make a card for this person.

Extension (Optional):

1. Think about other ways you can show generosity and be helpful. Challenge yourself to do as many of these as you can today. Remember to have fun spreading kindness as you do them.
**Wednesday, May 6, 2020**

*Go to [https://clever.com/](https://clever.com/) OR*  
*Go to BookflixF [https://bookflixdigital.scholastic.com](https://bookflixdigital.scholastic.com)*  
*Login/Password – wicomico/wicomico*

**Click on Family and Community**  
**Click on Each Kindness/Kindness and Generosity: It Starts with Me!**

**Reading activity:**  
1. Listen and reread Each Kindness and Kindness and Generosity: It Starts with Me!  
2. Click on and complete the **Word Match Activity** (left hand side of the screen.)  
3. Click on and complete the **Which Came First Activity** (left hand side of the screen.)  
4. Click on the **Explore the Web** section and read the 100 Acts of Kindness. Find 2 things that you can do to spread kindness to your family or community.

**Extension:**  
1. Click **Meet the Creators**. Read or listen to hear about the author and illustrator of Each Kindness.  
2. Create a Meet the Author section for one of the books you wrote on Monday or Tuesday. Remember, you are the author for those books.
**Thursday, May 7, 2020**

**Reading:**
1. Read a book of your choice.
2. Discuss the book with a family member – Choose 3

**We finished a book! What might we talk about? (Choose 3)**

<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>
Phonics:

**Word Towers:** Using post it notes or paper and tape, give your child at least 2 word families. In the example -ot and -en were given. Then, have your child write as many words for those word families as they can. Stack the words on top of each other to build towers.

**Extension: (optional)** Build a word family 'city' by creating many word family towers. Some possible word families are: -at, -in, -op, -un, -et, -an, -it

**Math Connection: (optional)** Compare your Word Towers. Which has more? Which has less? How many in each?
**Friday, May 8, 2020**

**Reading:**
1. Read a book of your choice.
2. Discuss the book with a family member – Choose 3

**We finished a book! What might we talk about?**
*(Choose 3)*

<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 Jump Spelling: Using sidewalk chalk (or paper and tape), write the alphabet on a sidewalk or floor. Give your child one of the high frequency words from the box below. Have your child say the word, then spell the word while jumping to the correct letters. Example: **The** (jump to the letter t and say t) (jump to the letter h and say h) (jump to the letter e and say e). Then say "what's that spell?" and have you child say, "the".

Extensions: (Optional)
1. Have your child write the high frequency word after they jump spell it.
2. Work with your child to spell other words.
3. Practice letter sounds by having your child jump on each letter and say the corresponding sound.

<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>
**Answer Key for Week of April 27 to May 1:**

**Monday: April 27 (Sample Answers)**
1. What is a city like in the summer? (It is hot. We have thunderstorms in the summer.)
2. Would you like it if the power (electricity) went out? What would you do? (Answers will vary.)

**Tuesday: April 28 (Sample Answers)**
1. What did you learn about summer? (It is hot. The animals graze in the summer.)

**Monday: May 4 (Sample Answers)**
1. Who are the main characters? (Maya and Chloe) Did they show kindness? (Maya showed kindness, but Chloe did not) Where were the characters? (The story takes place at school.)
2. Look at the front cover of the book (on the screen.) Who is the author? (The author is Jacqueline Woodson and she wrote the story.) What does an author do? (Authors write the words in books.) Who is the illustrator? (The illustrator is E.B. Lewis and he drew the pictures.) What does an illustrator do? (An illustrator draws the pictures for the book.)
3. Scroll to the part where Ms. Albert brings out the bowl of water. Watch through the part where Chloe holds the rock, unable to come up with an act of kindness. (Pause the video.) Look at Chloe, how is she feeling? (Chloe is feeling sad, upset, sorry- answers may vary. She is sorry for being mean to Maya.) How do you know? (Maya wasn’t at school and Chloe realized this and knew she had been mean.)

**Tuesday: May 5(Sample Answers)**
1. What does it mean to show kindness towards someone? (It means that you think about someone else’s feelings not just your own.)
2. How does the author show someone being kind in this book? (Josh stops playing to see if his friend Ethan is ok when he hurt his knee.) (Answers may vary.)
3. What does it mean to show generosity towards someone? (A generous person happily shares what they have.)
4. How does the author show someone being generous in this book? (The author shares that you can volunteer to clean up the beach. Giving up your time is a way to be generous.) (Answers may vary.)
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, middle and 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><strong>Draw and label a picture of the 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><strong>What was the character’s problem</strong> 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 sequence of events.</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><strong>Draw a picture of your 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 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 😊