Wicomico County Public Schools

KINDERGARTEN

Kindergarten – 5th grade
ELA Home Learning Materials

April 5th – April 15th
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 6 – April 15, 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 6, 2020

Go to Bookflix https://bookflix.digital.scholastic.com
Click on Animals and Nature.
Click on Rosie’s Walk/A Chick Grows Up
  1. Listen/Read Rosie’s Walk
  2. Retell the story in order. Use the words across, around, over, past, and under to describe where Rosie walked.
  3. Why do you think the fox is following Rosie?
  4. What makes this story funny? Talk about why it is funny.

Writing:
After listening/reading Rosie’s Walk, draw a picture of a funny part from the story. Write a sentence about that part of the story.

Extension (Optional):
  1. Draw a map of the farm and show where Rosie walked

Tuesday, April 7, 2020

Go to Bookflix https://bookflix.digital.scholastic.com
Click on Animals and Nature. Click on Rosie’s Walk/A Chick Grows Up
  1. Read A Chick Grows Up
  2. After you listen/read A Chick Grows Up, think about what the book is mainly about. Why did the author write this book?
  3. How does the chick get out of the egg?
  4. Why do you think chicks need to be able to walk right away?

Writing:
1. Draw a picture of a chick. Label the different parts of the chick using words from the text. Draw a picture of a chicken. Label the different parts of the chicken using words from the text.

Extension (Optional):
1. Make a nest for a chicken using materials around your house or yard.
**Wednesday, April 8, 2020**

**Go to Bookflix**  [https://bookflix.digital.scholastic.com](https://bookflix.digital.scholastic.com)

Click on Animals and Nature. Click on *Rosie’s Walk/A Chick Grows Up*

**Reading:**

1. Listen and Reread *Rosie’s Walk* and *A Chick 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.

**Phonics:**

Making -in Family Words: Complete the activity below by filling in the blank with the correct -in family word.

**Parents, you can read the clues to your child and have them use magnetic letters to create each word, dry erase markers and boards, or just pencil and paper.**

Starting word: -in

<table>
<thead>
<tr>
<th>Clue:</th>
<th>Sentence:</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add 1 letter</td>
<td>A shark has a ______________________________.</td>
<td>fin</td>
</tr>
<tr>
<td>Change 1 letter</td>
<td>I hope we ______________________ the game.</td>
<td>win</td>
</tr>
<tr>
<td>Change 1 letter</td>
<td>Put the pencil in the blue __________________.</td>
<td>bin</td>
</tr>
<tr>
<td>Change 1 letter</td>
<td>A ______________ is very sharp.</td>
<td>pin</td>
</tr>
<tr>
<td>Change 1 letter</td>
<td>______________ is a kind of metal.</td>
<td>tin</td>
</tr>
</tbody>
</table>

**CHALLENGE SECTION: Start with tin**

| Add 1 letter         | My ______________ sister looks just like me.   | twin    |
| Change 1 letter      | The opposite of fat is ______________________. | thin    |

**BONUS: What other -in words can you think of?**

kin, sin, shin, spin, chin, grin, skin
Thursday, April 9, 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 to 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:**
Using the 25 high frequency words to go on a WORD HUNT.

<table>
<thead>
<tr>
<th>Kindergarten High Frequency Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  am  an  and  at</td>
</tr>
<tr>
<td>can  come  do  go  he</td>
</tr>
<tr>
<td>I  in  is  it  like</td>
</tr>
<tr>
<td>me  my  no  see  so</td>
</tr>
<tr>
<td>the  to  up  we  you</td>
</tr>
</tbody>
</table>

Reread Rosie’s Walk and A Chick Grows Up. Look carefully for some of your high frequency words.

1. Put your finger under each high frequency word as you find it on your word hunt.
2. Say each word slowly.
3. Spell the word as you tap each letter.
4. “Write” the word using your fingertip on a table.
5. BONUS: Close your eyes and spell the word.

Writing:


**Friday, April 10, 2020**
Spring Break - No School Assignments

**Monday, April 13, 2020**
Spring Break - No School Assignments

**Tuesday, April 14, 2020**

Go to Bookflix [https://bookflix.digital.scholastic.com](https://bookflix.digital.scholastic.com)
Click on Animals and Nature.
Click on The Caterpillar and the Polliwog/A Tadpole Grows Up

1. Listen/Read The Caterpillar and the Polliwog
2. Before listening and reading The Caterpillar and the Polliwog pause on the opening credits of the book and use the illustrations to discuss what is a polliwog.
3. After listening and reading The Caterpillar and the Polliwog, tell your child that this was a fiction story (make believe story) but you learned something about caterpillars and polliwogs. What did you learn about the life cycle of caterpillar and a polliwog?

4. What did you like or dislike about the story?

**Reading Activity:**

Have your child fold a piece of paper in half. On the left half tell your child to draw and label the caterpillar and on the right half draw and label what the caterpillar turned into by the end of the story. Then turn the paper over to the back and repeat for the polliwog.

**Wednesday, April 15, 2020**

Go to Bookflixf https://bookflixdigital.scholastic.com

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

1. Read or have someone read to you A Tadpole Grows Up

2. Before reading A Tadpole Grows Up, ask your child to point to the title. Read the title to your child. Ask your child to point to the author's name. Read the author's name and ask, “What does an author do?” Ask, “What might the author want to teach us?”

3. What is this book mainly about? Why did the author write this book?

4. How can you tell the difference between a frog and a toad?

5. Talk about the stages (life cycle) of a tadpole becoming a frog? (You can tell this in your own words or by drawing a picture.)

**Writing:**

After reading A Tadpole Grows Up, draw a picture about something you learned from the book. Add labels to your drawing and write a sentence or sentences telling what you learned.

**Extension (Optional):**

Create a life cycle for a frog/toad or a caterpillar using a paper plate. Divide the plate into 4 sections and draw/label each stage of the life cycle. You can use crayons, construction paper, markers, paint, etc. Be Creative!
Answer Key

April 6, 2020
1. Listen/Read Rosie’s Walk.
2. Retell the story in order. Use the words across, around, over, past, and under to describe where Rosie walked.
3. Why do you think the fox is following Rosie? (Fox wants to eat Rosie.)
4. What makes this story funny? Talk about why it is funny. (Student choice)

April 7, 2020
1. Read A Chick Grows Up.
2. After you listen/read A Chick Grows Up, think about what the book is mainly about. Why did the author write this book? (To explain how a chick grows.)
3. How does the chick get out of the egg? (It cracks open the shell with its egg tooth.)
4. Why do you think chicks need to be able to walk right away? (To protect themselves from predators.

April 14, 2020
1. Listen/Read The Caterpillar and the Polliwog.
2. Before listening and reading The Caterpillar and the Polliwog pause on the opening credits of the book and use the illustrations to discuss what is a polliwog. (A polliwog is a tadpole.)
3. After listening and reading The Caterpillar and the Polliwog, tell your child that this was a fiction story (make believe story) but you learned something about caterpillars and polliwogs. What did you learn about the life cycle of caterpillar and a polliwog? (A caterpillar turns into a butterfly and a polliwog turns into a frog. Your child can also explain the different stages the caterpillar and polliwog go through.)
4. What did you like or dislike about the story? (Answers will vary.)

April 15, 2020
1. Read or have someone read to you A Tadpole Grows Up.
2. Before reading A Tadpole Grows Up, ask your child to point to the title. Read the title to your child. Ask your child to point to the author’s name. Read the author’s name and ask, “What does an author do?” (writes the story). Ask, “What might the author want to teach us?” (how a tadpole grows.)
3. What is this book mainly about? Why did the author write this book? (To explain how a tadpole grows.)
4. How can you tell the difference between a frog and a toad? (A frog has smooth skin and toad has bumpy skin.)
5. Talk about the stages (life cycle) of a tadpole becoming a frog? (egg, tadpole, froglet, frog.)
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>Draw a picture and label what happened in the beginning of the story.</th>
<th>Draw a picture and label what happened in the middle of the story.</th>
<th>Draw a picture and label what happened at the end of the story.</th>
<th>Draw and label a picture of your favorite part of the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw and label a picture of the character(s).</td>
<td>Who was your favorite character? Draw and label a picture of that character.</td>
<td>Draw and label a picture of how the character felt in the story.</td>
<td>What was the character’s problem? Draw and label your picture.</td>
</tr>
<tr>
<td>How did the character solve his/her problem? Draw and label your picture.</td>
<td>Draw a picture and label the setting of the story. The setting describes where the story took place.</td>
<td>Before reading a story, make a prediction of what might happen in the story. Draw a picture.</td>
<td>After reading a story, make a prediction of what could happen next. Draw a 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 a picture and label it. | What was the book mostly about? Draw a picture and label it. | What is something that surprised you while reading? Draw a picture and label it. |

Your goal is to complete 5 total writing responses of your choice ☺️