Wicomico County Public Schools

KINDERGARTEN

Kindergarten – 5th grade
ELA Home Learning Materials

May 11- May 22
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 eksprime 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 pitit 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 pitit 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 pitit ou a sou koman pou jwenn akse nan entelijan.
Kindergarten Reading
May 11-May 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, May 11, 2020

Go to https://clever.com/ OR

Go to Bookflix https://bookflix.digital.scholastic.com

Login/Password: wicomico/wicomico

Click on Families and Communities.

Click on Crazy Hair Day and Let’s Be Friends

Reading:

1. Make a prediction before you listen to the story, Crazy Hair Day by Barney Saltzberg. Parents: Ask your child what he/she thinks the story, Crazy Hair Day will be about.
2. After hearing the story, were your predictions correct?
3. How did Stanley’s mom help him get ready for Crazy Hair Day?
4. How did Stanley feel as he was walking to school?
5. What happened when Stanley got to his classroom? How did Stanley feel?
6. What happened at the end of the story?

Writing: Have your child write to tell how the character was feeling in the story, Crazy Hair Day. Fold a piece of paper in half. On one side of the paper have your child draw a sketch of how Stanley was feeling either at the beginning, the middle or the end of the story. On the other side of the paper, have your child write a sentence telling why the character was feeling that way during the story.

Example: 😊😊 My picture shows Stanley was happy. He was happy at the end of the story because his class and teacher made their hair crazy looking, too. Stanley felt happy to have friends.

Extension (optional): Compare yourself to Stanley. How are you the same? How are you different?
Additional Support:
Match to show how Stanley feels in the book, Crazy Hair Day.
Koresponn ak yo montre ki jan Stanley santi l nan liv la, Crazy Hair Day.
Combina para mostrar cómo se siente Stanley en el libro, Crazy Hair Day.

First, Stanley feels excited about crazy hair day.
Which pictures shows excited?
Ki foto ki montre eksite?
¿Qué imagen muestra emocionado?

Next, he is embarrassed when his friends laugh at him.
Which picture shows embarrassed?
Ki foto ki montre pale?
¿Qué imagen muestra avergonzado?

Then, Stanley is worried about being in the class picture with crazy hair.
Which picture shows worried?
Ki foto ki montre enkyete?
¿Qué imagen muestra preocupado?

Finally, he feels happy and relieved when all his friends wore silly things on their head.
Which picture shows happy?
Ki foto ki montre ke kontan?
¿Qué imagen muestra feliz?
Tuesday, May 12, 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 Crazy Hair Day/Let’s Be Friends

Reading:

1. Read or listen to Let’s Be Friends.
2. Look at the front cover. What information can you find on the front cover of a book?
3. The title of a book gives you a hint about the main topic. What is the main topic of Let’s be Friends? (What is this story mostly about?)
4. What are some details or examples from the book that prove your main topic?

Writing:

Think about one of your friends. In the book, the author tells us that friends share things and try to cheer each other up. Draw a picture or write a story for a friend. If you can, share it with your friend to let them know that you are thinking about them.

Extension (optional):

Think about what you learned from the book Let’s Be Friends. Listen again to the story, Crazy Hair Day, and talk about how Larry Finchfeather was a good friend to Stanley. Talk about times when Larry wasn’t being a good friend to Stanley.
Wednesday, May 13, 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 Crazy Hair Day/Let’s Be Friends

Reading:
1. Listen and reread Crazy Hair Day and Let’s Be Friends.
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. Choose at least one activity to complete.

Extension:
Click Meet the Creators. Read or listen to learn about the author and illustrator of Crazy Hair Day. Tell someone about what you learned.
Phonics: Say, Make, and Write!

Listen to the following song to learn about vowels and what sounds they make:

https://safeshare.tv/x/ss5ea6cf1013b18#

1. Look at the pictures below. Each word has a long vowel sound. You will SAY, MAKE, and WRITE these words.
2. Fold a sheet of plain white paper into thirds (see below).

<table>
<thead>
<tr>
<th>SAY</th>
<th>MAKE</th>
<th>WRITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bake</td>
<td>b-a-k-e</td>
<td></td>
</tr>
<tr>
<td>cake</td>
<td>c-a-k-e</td>
<td></td>
</tr>
<tr>
<td>lake</td>
<td>l-a-k-e</td>
<td></td>
</tr>
</tbody>
</table>

3. Parents can help write the words as shown under the SAY column.
4. Use magnetic letters or letter cards (see below) in order to MAKE each word.
5. Next to the word you just made, use a pencil to carefully WRITE it.
6. Use your finger to tap each letter as you spell and then say the word.
7. Repeat steps 4-6 for each of the -ake words (bake, cake, lake). Add more -ake words if you can (fake, take, shake).

**BONUS:** On a separate sheet of paper, SAY, MAKE, and WRITE words with the -ike ending (bike, hike, like, Mike).
Thursday, May 14, 2020

Reading:

1. You or 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.

The Little Plant by Kate Broah

In the heart of a seed,  
Buried deep so deep,  
A tiny plant  
Lay fast asleep  
“Wake”, said the sunshine,  
And creep to the light.”  
“Wake”, said the voice  
Of the raindrops so bright,  
The little plant heard  
And it rose to see,  
What the wonderful,  
Outside world might be!

I Have A Little Frog

I have a little frog,  
His name is Tiny Tim.  
I put him in the bathtub,  
To see if he could swim.  
He drank up all the water.  
He gobbled up the soap.  
And when he tried to talk,  
He had a bubble in his throat.

Kites

One little kite, up in the blue,  
Along came another, then there were two.  
Two little kites, over the tree,  
Along came another, then there were three.  
Three little kites, watch them soar,  
Along came another, then there were four.  
Four little kites, they act so alive,  
Next came the last one, and then there were five.

Family

Where love is everything,  
And yours is so well known...  
That through anything  
That life can bring  
You never feel alone.  
Here, hopes and dreams  
Are always on the rise.  
When you're with family  
You're helped to see  
Life through loving eyes.
<table>
<thead>
<tr>
<th>1. Share the reading with someone. Take turns reading each line of the poem.</th>
<th>2. Turn the poem into a song. Sing the words of the poem using a familiar tune. Ex: Twinkle, Twinkle Little Star or Mary Had a Little Lamb</th>
<th>3. If you matched this poem with a color, what color would it be? Why? What words/phrases made you think of that color?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. How would you rate this poem? 1 star = lowest 5 stars = highest Why?</td>
<td>5. Why do you think the author wrote this poem? What did the author want you to think about?</td>
<td>6. Keep the title of one of the poems in your mind and write a new poem to fit the title.</td>
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<tr>
<td>7. Create a dance or movements to go along with this poem.</td>
<td>8. If you had to match this poem to a feeling, what would be the best match? Why? sad silly grumpy love happy</td>
<td>9. If you gave this poem to someone as a gift, who would you give it to? Why?</td>
</tr>
</tbody>
</table>
High Frequency Words: Basketball High Frequency Words

1. You will need: a container, pencil, paper
   - Create a basket out of a container (a trashcan, pot, laundry basket, sink, etc.).
   - Use scraps of paper if they are big enough for your child to write their words on.

2. How you play:
   a. Say a high frequency word (for example: “and”).
   b. Your child spells the word… a-n-d. (If your child misspells the word, correct them and have them repeat it several times. “and… a-n-d… and… a-n-d… and… a-n-d”).
   c. Have your child write the word they just spelled onto a piece of paper (if needed, assist them with handwriting) and take a shot at the basket. If they make the basket, they earn a point!
   d. Repeat with as many words as you can before they get tired. You can also play multiple days. You can set goals to beat your “high score” with each new game.

Math Connection: Have your child count up the points they make with each basket.

<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>
**Friday, May 15, 2020**

**Reading:**

1. You or a family member read a poem of your choice.
2. Choose 3 different poetry activities from the Tic-Tac-Toe Poetry board below.
3. When you have completed these 3 different 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>
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<tr>
<td>And it rose to see,</td>
<td></td>
</tr>
<tr>
<td>What the wonderful,</td>
<td></td>
</tr>
<tr>
<td>Outside world might be!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<th>Kites</th>
<th>Family</th>
</tr>
</thead>
<tbody>
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<td>One little kite, up in the blue,</td>
<td>Where love is everything,</td>
</tr>
<tr>
<td>Along came another, then there were two.</td>
<td>And yours is so well known...</td>
</tr>
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<td>Two little kites, over the tree,</td>
<td>That through anything</td>
</tr>
<tr>
<td>Along came another, then there were three.</td>
<td>That life can bring</td>
</tr>
<tr>
<td>Three little kites, watch them soar,</td>
<td>You never feel alone.</td>
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<td>Here, hopes and dreams</td>
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<td>Are always on the rise.</td>
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<td>Next came the last one, and then there were five.</td>
<td>When you're with family</td>
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<tr>
<td></td>
<td>You're helped to see</td>
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<td></td>
<td>Life through loving eyes.</td>
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# Tic-Tac-Toe Poetry

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9. If you gave this poem to someone as a gift, who would you give it to? Why?
High Frequency Words: Word Hunt!

Ready for some fun? Use the 25 Kindergarten High Frequency Words to go on a word hunt. Follow these easy steps...

1. Make sure you have a list of the 25 high frequency words (see below).
2. Look in a book at home OR go back to Bookflix and reread your favorite book.
3. Every time you read a word from the list of 25 high frequency words, put a check next to it. Notice that some high frequency words are written many times in a book.
4. What high frequency word (s) do you see more often in your book?

**BONUS:** Find someone to go on a word hunt with you. Each of you use a different book (your own book or choose a book on Bookflix). Start a timer. See how many words you each can find in 3 minutes!

<table>
<thead>
<tr>
<th>Kindergarten High Frequency Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
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</tr>
<tr>
<td>me</td>
</tr>
<tr>
<td>the</td>
</tr>
</tbody>
</table>
Monday, May 11, 2020

1. Make a prediction before you listen to the story, *Crazy Hair Day* by Barney Saltzberg. *Answers will vary but should connect to the subject of crazy hair.*

2. After hearing the story, were your predictions correct? *Answers will vary.*


4. How did Stanley feel as he was walking to school? Stanley felt excited as he said to himself, “this is going to be a day I will never forget!” He couldn’t wait for his friends to see his crazy hair.

5. What happened when Stanley got to his classroom? How did Stanley feel? Stanley realized that Crazy Hair Day wasn’t until next Friday and so he was the only person in his class with crazy hair. Stanley felt very embarrassed.

6. What happened at the end of the story? All of Stanley’s classmates made their hair look crazy to help make Stanley feel better (and for the class picture).

Writing/Extension activities: *Answers will vary*

Tuesday, May 12, 2020

1. Look at the front cover. What information can you find on the front cover of a book? You can find the title and author on the front cover of a book. The title of this book is *Let’s be Friends*. The author’s name is Amanda Miller. (Located at the very bottom of the screen. If this is cut off, you can see it from the main Family and Community page.)

2. The title of a book gives you a hint about the main topic. What is the main topic of *Let’s be Friends*? (Or what is this book about?) What are some details or examples from the book that prove your main topic? *The main topic is friends. I know that the topic is friends because that is what the entire book is about. The author tells us what it means to be a friend. We learn how to make friends, by asking others to join in our games and keep friends by sharing, and what friends do. They help each other and cheer each other up.* (Answers may vary.)
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 18, 2020**

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

Click on Family and Community
Click on Bink & gollie/Conflict Resolution: When Friends Fight

**Reading: Option 1**

One way that students learn is by asking questions about unknown words. This is a standard in kindergarten that we encourage students to know. These short stories are full of great vocabulary. Before reading, encourage your child to pause the video and ask about any words they are not familiar with.

1. Listen/read Bink & gollie.
2. Discuss any words that your child asks you about. If your child doesn’t ask about any vocabulary, choose a few important words to discuss.
3. Scroll to this section of the story...

Ask your child: Is Gollie really climbing mountains?
4. Which was your favorite Bink and Gollie story? Why?
**Reading: Option 2**

**Two things that go together are a pair.**
De bagay ki ale ansanm se yon pè.
Dos cosas que van juntas son un par.

**Many things come in pairs. Draw these pairs.**
Anpil bagay vini nan pè. Trase pè sa yo.
Muchas cosas vienen en parejas. Dibuja estos pares.

<table>
<thead>
<tr>
<th>a pair of socks</th>
<th>a pair of gloves</th>
</tr>
</thead>
<tbody>
<tr>
<td>yon pè chosèt, un par de calcetines</td>
<td>yon pè gan, un par de guantes</td>
</tr>
<tr>
<td><img src="sock_pair.png" alt="Sock Pair" /></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a pair of shoes</th>
<th>a pair of friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>yon pè soulye, un par de zapatos</td>
<td>yon pè zanmi, un par de amigos</td>
</tr>
<tr>
<td><img src="shoe_pair.png" alt="Shoe Pair" /></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a pair of fish</th>
<th>a pair of skates</th>
</tr>
</thead>
<tbody>
<tr>
<td>yon pè pwason, un par de peces</td>
<td>yon pè woulèt, un par de patines</td>
</tr>
<tr>
<td><img src="fish_pair.png" alt="Fish Pair" /></td>
<td></td>
</tr>
</tbody>
</table>
Writing:

Write a story with you and your friend as the characters. First, sketch your story and then use those sketches to help you write your story. Make sure you have a **beginning**, **middle**, and an **end** in your story.

<table>
<thead>
<tr>
<th>Sketch here</th>
<th>Sketch here</th>
<th>Sketch here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the beginning of your story on your first page.</td>
<td>Write the middle of your story on the middle page.</td>
<td>Write the end of your story on the last page.</td>
</tr>
</tbody>
</table>

Extension (optional):

Choose a place you have never been to and use your imagination to take you there.

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**Tuesday, May 19, 2020**

Go to [https://clever.com/](https://clever.com/) OR

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

Login/Password - wicomico/wicomico

**Click on Family and Community**

**Click on Bink & gollie/Conflict Resolution: When Friends Fight**

Reading:

1. Read or listen to someone read, *Conflict Resolution: When Friends Fight*.
2. Look at the photograph on page 15. Reread page 14. Who is in the photograph? What is happening in the photograph?
3. In the section, “*Working It Out*”, the kids use different strategies to solve their problems. What are some of the strategies that are used?
Additional Support:
Sometimes you may have a problem or conflict with someone.
It can be hard to find a solution because your feelings are hurt or you are mad.
Pafwa ou ka gen yon pwoblèm oswa konfli ak yon moun.
Li ka difisil pou jwenn yon solisyon paske santiman ou fè mal oswa ou fache.
A veces puede tener un problema o conflicto con alguien.
Puede ser difícil encontrar una solución porque tus sentimientos están heridos o estás enojado.

Here are some things you can do:
Men kèk bagay ou ka fè:
Aquí hay algunas cosas que puedes hacer:
Writing:

Think about a time when you and a friend had a conflict (problem). How did you solve your problem? Write a page that could be added to the book. Be sure to include a sketch.

Extension (optional):

Write down some ideas that you might want to try the next time you have a problem. Put the list somewhere special so you will remember where it is when you need it.

Wednesday, May 20, 2020

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

Click on Family and Community
Click on Bink & gollie/Conflict Resolution: When Friends Fight

Reading:

1. Listen and reread Bink & gollie and Conflict Resolution: When Friends Fight
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. Choose one activity and write what you learned after completing the activity.

Extension:

Click Meet the Creators. Read about the author and illustrator of Bink & gollie. Write down some interesting facts you learned after reading.
**Thursday, May 21, 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></th>
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</thead>
<tbody>
<tr>
<td>What parts made you feel that way?</td>
<td>Would you tell a friend to read this book? Why? Why not?</td>
<td>Who is your least favorite character in this story? Why?</td>
<td>If you could give a gift to the main character, what would you give? Why?</td>
</tr>
<tr>
<td>What words or phrases were the most challenging to read or understand in this book?</td>
<td>If you met the author, what questions would you ask?</td>
<td>Would you tell a friend to read a book by this author? Why? Why not?</td>
<td>Pick something that happened in this book and compare it to something you’ve done in your life.</td>
</tr>
<tr>
<td>If you could write another title for this book, what would it be? Why?</td>
<td>Why do you think the author wrote this book? What do you think the author wanted you to think about?</td>
<td>If you could change the ending of this book, how would it end?</td>
<td>Compare yourself to the main character. How are you alike? How are you different?</td>
</tr>
<tr>
<td>How did the character’s feelings change throughout the story?</td>
<td>Describe the problem in the story. How was the problem solved?</td>
<td>Who is telling this story? How do you know?</td>
<td>What information did you learn from this book?</td>
</tr>
</tbody>
</table>
Phonics: Paper Football Word Families

Directions for set up:

1. Make a paper football.
2. Make a word family football field.

How to Play:

1. Have your child place the word family football field on the ground.
2. Holding the paper football by the top corner (keep the other corner on the ground), flick the paper football.
3. Look to see where the paper football lands. If it lands on a word family, say as many words as you can in that word family. (1 point for each word.) If the paper football does not land on the football field, it is “out of bounds” and you lose your turn.

Example: -en: pen, men, den, Ben, hen, Ken, ten
**Friday, May 22, 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>How did this book make you feel? What parts made you feel that way?</th>
<th>Would you tell a friend to read this book? Why? Why not?</th>
<th>Who is your least favorite character in this story? Why?</th>
<th>If you could give a gift to the main character, what would you give? Why?</th>
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</table>
High Frequency Words: Play dough Writing

Directions for set up:

A. Roll out play dough (If you don’t have play dough, replace with anything you can write in; sand, salt, shaving cream, etc.)
B. Toothpick (to use as a pencil with the play dough)

Steps:

1. Choose a word from the high frequency word box below.
2. Have your child write the word in the play dough using a toothpick.

<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 May 18-May 22, 2020:

**Monday, May 18, 2020**
1. Discuss the words that your child asks about. If your child doesn’t ask about any vocabulary, choose a few to discuss. *(Answers will vary depending on the words chosen.)*
2. Is Gollie really climbing mountains? No, Gollie is using her imagination and pretending to climb the mountain.
3. Which was your favorite Bink and gollie story? Why? *Answers will vary. Make sure your child explains why they liked the book that they chose.*

**Tuesday, May 19, 2020**
1. Look at the photograph on page 15. Reread page 14, who is in the photograph? What is happening in the photograph? Lily and Zoe are in the photograph. They are talking about their feelings and why their feelings got hurt. Each girl listens as the other one explains their side.
2. In the section, “Working It Out”, the kids use different strategies to solve their problems. What are some of the strategies that are used?
   - On page 10- Rodney counts to 10 to calm down.
   - On page 13- Madison and Caleb flip a coin.
   - On page 16 and 17, Abby decides to tell her friend what is bothering her.
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>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><strong>What was the character’s problem and how was it solved?</strong></td>
</tr>
<tr>
<td><strong>Retell</strong> the story in your own words to a grown-up and write/draw the <strong>sequence of events</strong>.</td>
<td>Write a <strong>new ending</strong> to your story and draw a matching illustration.</td>
<td><strong>A 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 of the story.</strong></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 write 1-2 sentences about it. | What was the **main idea** and a **detail** from this 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 😊**