

Kindergarten Literacy

Monday 4/20

1-Poem of the Week Shared Reading

Each day the poem of the week will be read and reread with a different focus for students to put their phonics and reading skills to use. By the end of the week, students should be able to read the poem independently and use pointer power to point to each word correctly as they read.

- Read the Earth Day poem (on the next page) aloud to your student, pointing to each word as you read it.
- Talk about the topic of the poem. Explain that Earth Day is April 22nd and is a day where we talk about ways we can help protect our Earth. Ask your student what examples the poem gives to help our planet. Do you do any of these at home? Are there other ways you can help our planet each and every day?
- Reread the poem using echo reading. You read a line and your student repeats that line after you (You or both you and your student still point to each word as it is said). Continue with echo reading through the rest of the poem.



Earth Day

I'm proud to celebrate
Earth Day.

I give the earth a hand.

I pick up litter, care for trees,
recycle what I can.

I'm an Earth Day helper, each
and every day.

I take care of Mother Earth in oh
so many ways.

2-Reading Lesson-Vowel Power

For this week's literacy activities, we wanted to help you better understand a new power for reading and writing: Vowel Power.

As you are watching your child write, encourage them to use their vowel power to help make their writing easier to read. You can give prompts while your child is writing like, "Remember, every word has at least one vowel," or "Use your vowel power to write all the sounds that you hear in the word."

As you are listening to your child read, encourage them to use their vowel power to help them read tricky words. You can give prompts while your child is reading like, "Remember to use your vowel power," or "Check your vowel sounds chart if you need help with a tricky word."

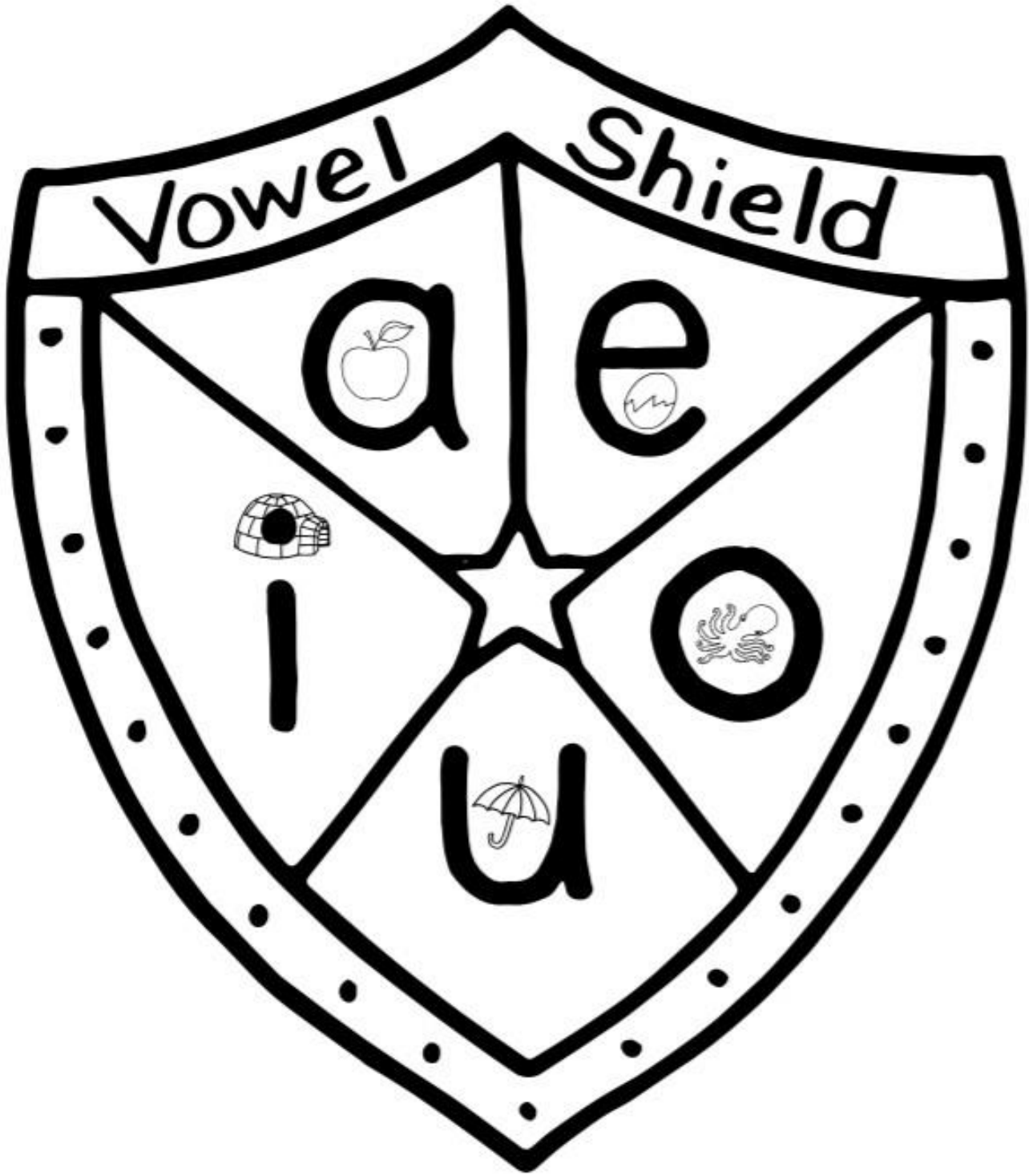
You can do a warmup by using our vowel chant. Name the letter, the picture, and then the sound at the beginning of the word.

"A...apple.../a/, E...egg.../e/, I...igloo.../i/, O ...octopus.../o/,
U...umbrella.../u/"

You can use this type of coaching every time you read or write with your child.

This document contains a copy of the vowel power shield and the (short) vowel sounds chart.





My Vowel Chart

a



e



i



o



u



3-Read to Self-

Choose an option for reading:

- Books from home
- Books from the book baggie sent home
- Online resources:

Raz-Kids

- Click on the link Raz Kids: <https://www.raz-plus.com/>
- On the website, click on Kids Login in the top right hand corner.
- Then enter your classroom code.
- Students can then choose their name and click on their picture password.
- Leveled books can be found by clicking on the Reading Room and in the Level Up section.
- Students should listen to each book, then reread on their own and complete the comprehension quiz.
- Stars are earned for each book completed and they can then spend stars in a reward center.

| | Classroom Code | Picture Password |
|--------------|----------------|------------------|
| Ms. Crawford | TPTka | Turtle |
| Ms. Hall | TPTkb | Cat |
| Ms. Lemke | TPTkc | Rabbit |
| Mx. Scheibel | TPTkd | Rabbit |

Epic

- This is a website that has books at students' level and other high-interest books for students to access.
- Although this resource is not supported by the school district because of some log-in issues, you can access by creating a parent account with a personal email address.
- Access is free for E-Learning through June 30th!

<https://www.getepic.com/>

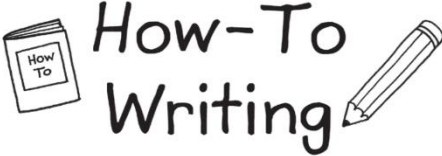
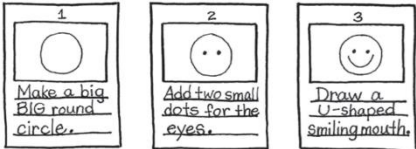

Tuesday 4/21

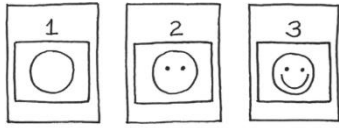
1-Poem of the Week Shared Reading

- Reread the Earth Day poem together. You can do another echo read of the poem.
- Have your student go on a snap word hunt in the poem. Have them point out or if you printed out the poem, have them circle or highlight the snap words they see. This can help them anchor their pointer power when they read (for example, they should be pointing to the word “to” when they say the word “to”). If they struggle to notice the snap words, you can give some prompts like “I see the snap word “for”. Can you find it? What letter makes the sound at the beginning of “for”? Other snap words present in the poem: a, the, I, an, in, and, can, to, up, for, day. Students ready for a challenge might even find hiding snap words (snap words hidden within other words like “and” in the word “hand” or “I” in the word “I’m” or they might be able to read the word “ways” in a snap because they already know the snap words “day,” “play,” and “say.”
- Reread the poem. Try a choral read (you and your student read the poem together). Your student may only be able to join in on some parts of the poem, but celebrate the parts they know. Have your student be the pointer while you read together.

2-Writing Lesson-How-to Writing

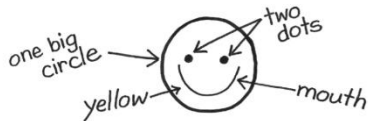
- Click the following link to watch an How-to Writing introduction video from Ms. Lemke: <https://drive.google.com/file/d/1t-F8bX5w2SYHe67sYP4HFqRMIYug2VC1/view?usp=sharing>

| | |
|---|---|
|  <p>•</p> <p>•</p> | <p>In How-To Writing students are writing about how to teach their reader to make or do something through their story. While your child is thinking about a topic, it should be something they know how to do well so they can use their knowledge to teach someone else how to do the topic.</p> |
|  <p>1. Tells what to do, in detailed steps.</p> | <p>While touching and telling across the pages, your child is being specific in their writing. Oral rehearsal will help them be specific in their writing.</p> |
|  <p>2. Numbers the steps.</p> | <p>Numbering the top corner of the page will help your child remember which step they should be drawing/writing about. This will also help their readers flow from page to page. Students can also use language like “first” “next” “then” and “last” in their writing to help the reader move from step to step.</p> |



3. Has a picture for each step.

Pictures should reflect the step on the page. Zoom in on the step for each page. For example, if I am washing my hands, my first step is to turn on the water. That is what my picture should look like.



4. Has labels that teach.

Labeling the pictures teaches the reader important information about the how-to book. For example, one of the steps to washing my hands is to get soap. I would label the soap in my picture, so my reader knows that it what I am getting.

Name _____

| | |
|--|--|
| | |
|--|--|

3-Read to Self

See instructions for reading options from Monday.

Wednesday 4/22

1-Poem of the Week Shared Reading

- Reread the Earth Day poem by choral reading. Tell your student they should listen for rhyming words as you reread today. Remind them that rhyming words have the same ending sound like cat/mat, lit/pit, etc.
- Ask your student what rhyming words they heard in the poem. If they come up with the rhyming pairs, ask them to come up with additional words that rhyme (for example, day/way, also rhyme with say, play, clay).
- Reread the poem by choral reading, but let your voice go quieter so that your students voice is louder.

2-Reading Comprehension: Scholastic Learn at Home

<https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html>

Complete the activities for Week 1, Day 1: Animal Studies-Rabbits

- Click on 'Watch the Story' to read a fiction story
- Click on 'Read the Book' to read a non-fiction book (you can click 'read along' at the top of the book to have the book read aloud to you)
- Click on 'Fact or Fiction' to complete the comprehension activity
- Click on 'Which Came First' to complete the sequencing activity
- Feel free to explore more tabs in this section if you want!

3-Read to Self

See instructions for reading options from Monday.

Thursday-4/23

1-Poem of the Week Shared Reading

- Reread the Earth Day poem. Have your student choose whether they would like to do choral reading or echo reading of the poem.
- Talk to your student about what words they think are the most important in the poem. These are the words you will emphasize when you reread. You might give an example of the first lines and say the most important words are Earth and hand and then read those lines with specific emphasis and expression on those words. Highlight or circle the important words so you remember to emphasize those during rereading.
- Reread the poem by choral reading with expression and emphasis on the important words. You could also each pick different words to emphasize and listen to the differences in the ways the poem sounds when you and your student read different important words.

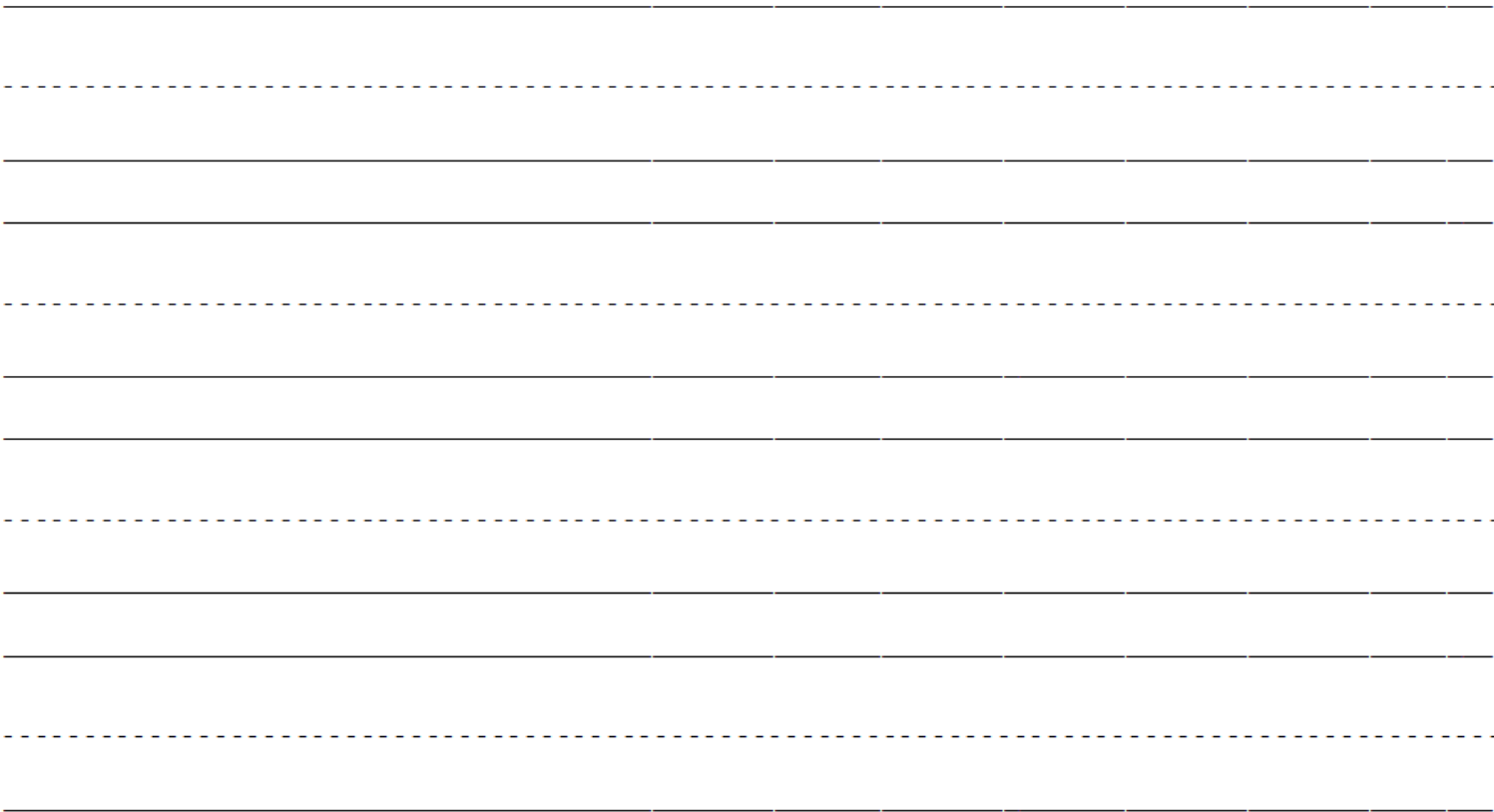
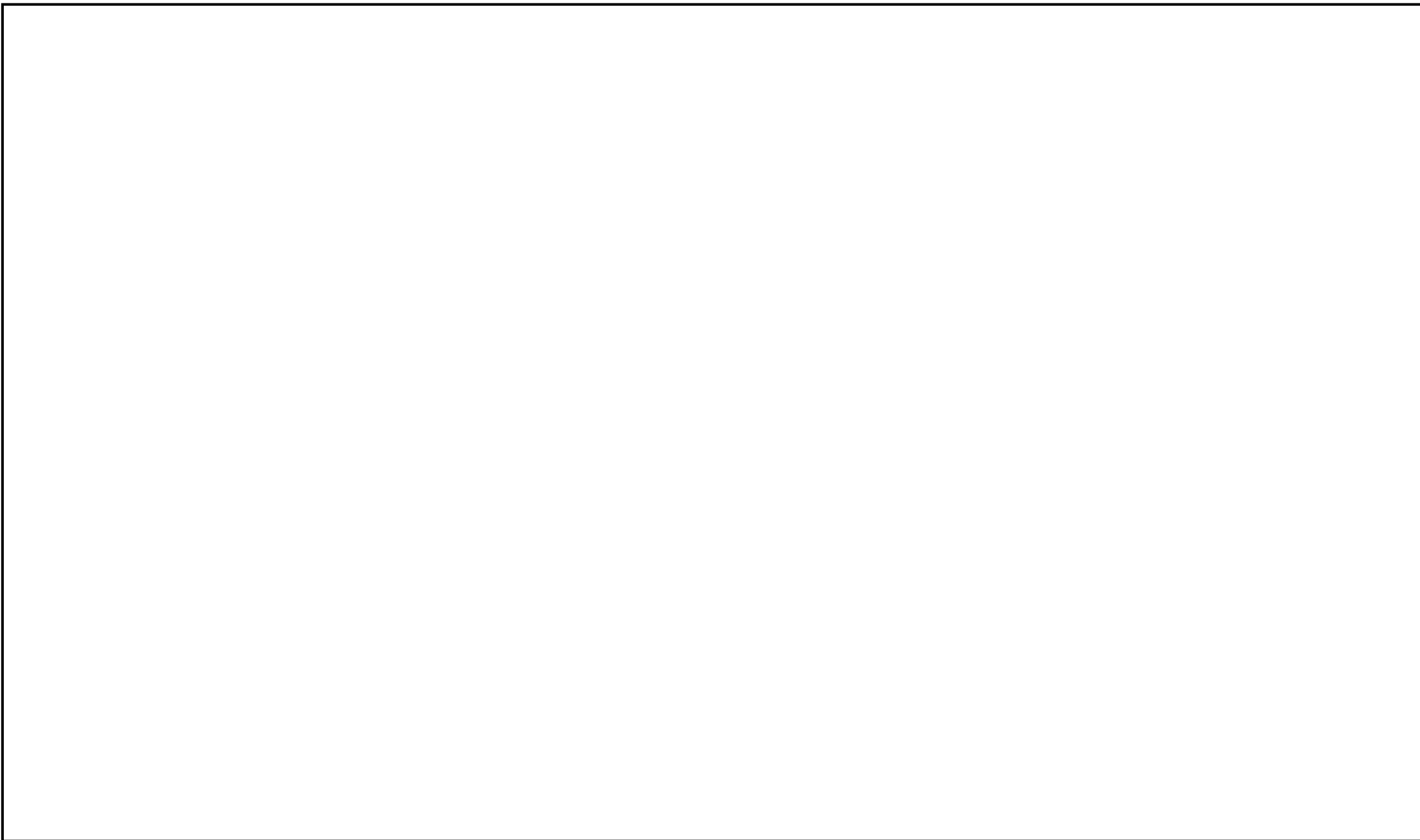
2-Writing-Writing a new How-to Book

- Review the steps for How-to writing from Tuesday's activities
- Pick a new thing to teach others
- Write a new How-to Book

3-Reading Comprehension: Storyline Online

- Watch the read aloud video of Sylvester and the Magic Pebble on storylineonline.net
- <https://www.storylineonline.net/books/sylvester-magic-pebble/>
- While reading the story, stop periodically and ask these questions
 - (0:32 sec) What does it mean when the author, William Steig, says Sylvester found an “extraordinary” and “remarkable” rock? What makes this rock so special?
 - (0:56 sec) After watching this part, can you explain the difference between something stopping gradually and something just ceasing? Why do you think the author emphasized the word ceased?
 - (4:17) What do you predict will happen in this story? Do you think someone will end up making a wish that the rock becomes a donkey? Why or why not?
 - (5:08) What does it mean when it says when Sylvester’s parents went about “inquiring” all of the neighbors? What context clues did you use to figure out what that word meant?
 - (6:19) Describe how Sylvester’s parents are feeling and why their life has “no meaning” anymore.
 - (8:01) I have never heard the words “stone-dumb” before! What could that mean and why does William Steig choose that word? Is there another word he could use in its place?
 - (end) Why did Sylvester’s parents decide to put the magic pebble in a safe? Do you think that was a good idea? Why or why not? Can you describe all the emotions Sylvester went through in this story? What caused each one? How did this story make you feel? When did you feel that way?

Do you think it was a good or bad thing that Sylvester found the magic pebble? Why?



4-Read to Self

See instructions for reading options from Monday.

Friday 4/24

1-Poem of the Week Shared Reading

- Your student should now have independence with the Earth Day poem and will reread today with a focus on reading smoothly. Remind your student that it shouldn't sound like a robot when we read the poem, but smoothly reading each line. Have your student read the poem a few times independently using pointer power. They can read to self, to other adults, siblings, pets, or stuffed animals.

2-Sight Word Write the Room

Get sticky notes or small pieces of paper and write numbers 1-10 then add 10 sight words from the list below. Hide them in places around the house and make a recording sheet with numbers 1-10. Your child can walk around the house, find the words and practice reading them aloud, then write them on the paper next to the matching number. If your child does not know all their letter names or letter sounds, you could choose to do a letter or sound write the room instead.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Unit 1–6 words

a
me
the
I
like
my

Unit 2–14 words

at
look
see
here
is
this
an
in
it
and
dad
house
mom
park

Unit 3–19 words

can
do
to
be
we
got
was
went
she
he
boy
cat
dog
friend
girl
man
ran
sat
sit

Unit 4–12 words

how
you
am
did
fun
get
on
up
day
play
say
for

Unit 5–16 words

are
come
love
too
all
ball
had
will
by
go
no
so
as
has
her
him

3-Read to Self

See instructions for reading options from Monday.