

English Language Arts
Distance Learning Packet
Kindergarten

STUDENT

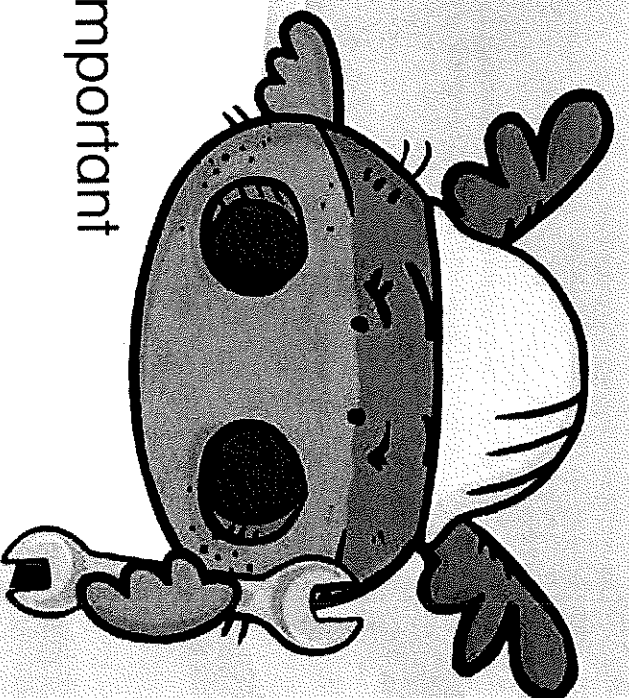
Asking questions

Asking questions helps you understand important information in a story.

When you are reading or listening to a story, you should ask questions. Begin each question with one of these words:

Who	Where	What
When	Why	How

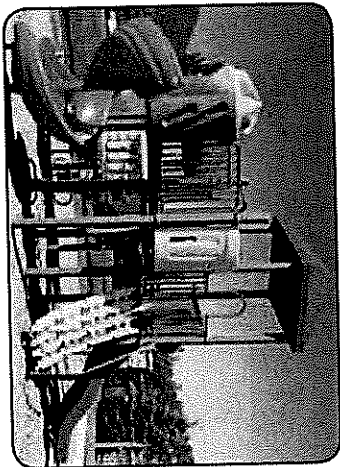
Finding answers to your questions helps you understand the story.



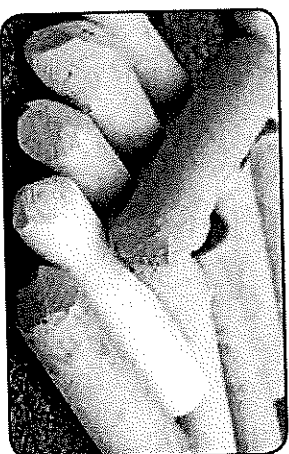
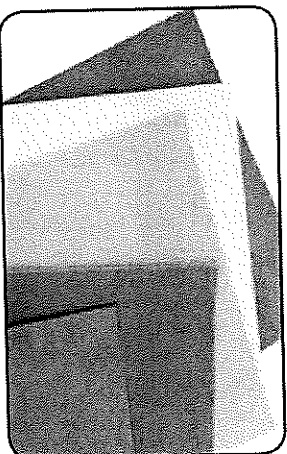
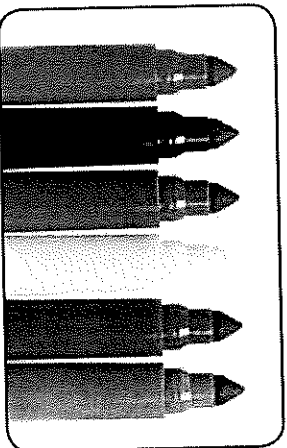
Practice Together Asking Questions



 circle.



 circle.

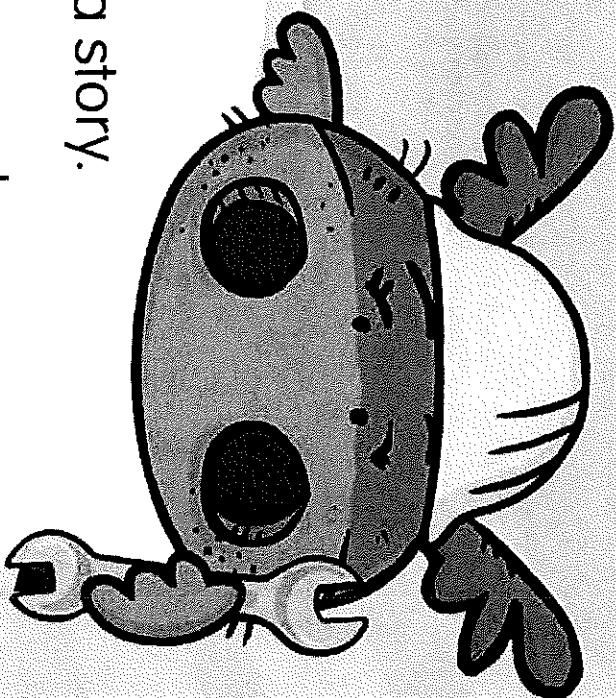


Guide children to complete the page. For the first item, ask: *Where are Jamaica and Russell?* Point to and name each picture (at the playground; in the classroom; at home). Have a volunteer tell which picture to circle. Continue with the second item. Ask: *What does Jamaica share?* (markers; construction paper; chalk)

Turn With your partner, ask and answer what questions about this part of the story. For example, ask: *What does Jamaica draw?*

Listen and Learn

Identifying Characters



A **character** is a person or an animal in a story.

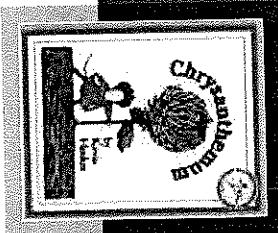
When you are reading or listening to a story, ask:

- What do the characters say?
- What do the characters do?
- How do the characters feel?

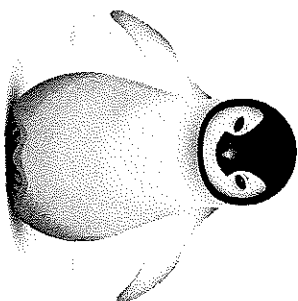
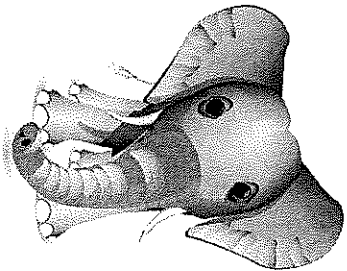
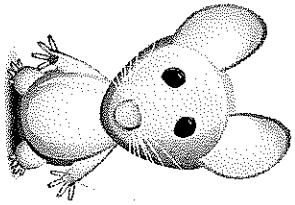
Asking questions about characters helps you understand the story.

Practice Together

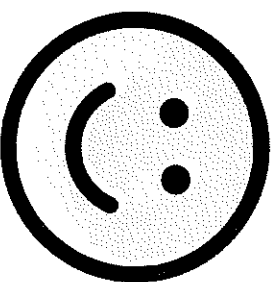
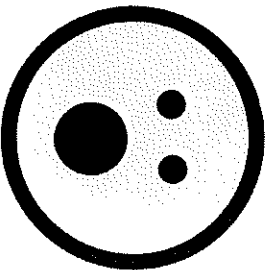
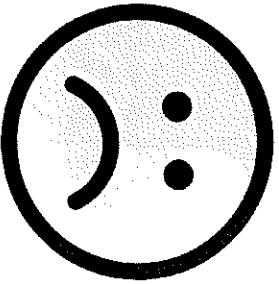
Identifying Characters



 circle.



 circle.

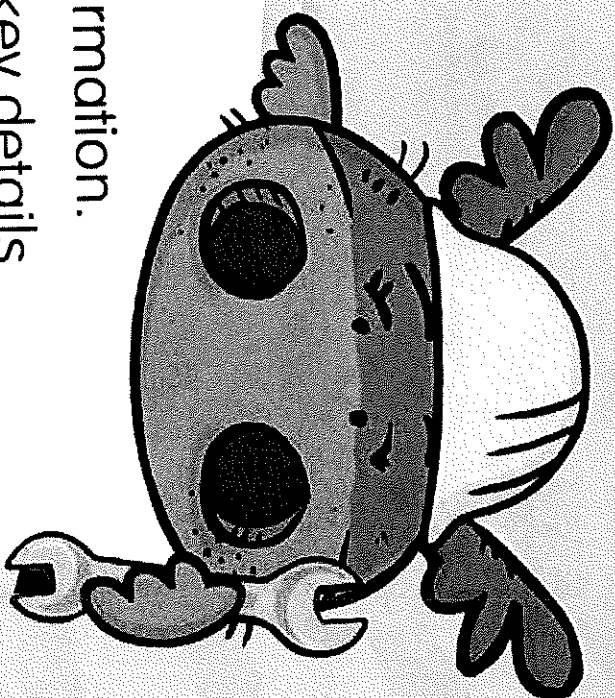


Guide children to complete the page. For the first item, ask: *Who is the character in this story?* Point to and name each picture (a mouse; an elephant; a penguin). Have a volunteer tell which picture to circle. Continue with the second item. Ask: *How does Chrysanthemum feel about her name in this part of the story?* (sad; surprised; happy)

Turn Talk

With your partner, ask and answer a question about Chrysanthemum. For example, ask: *What does Chrysanthemum do to show how she feels about her name?*

Asking Questions



A **key detail** is an important piece of information.

Asking questions helps you understand key details.

When you are reading or listening to an information book, you should ask questions. Begin each question with one of these words:

Who

Where

What

When

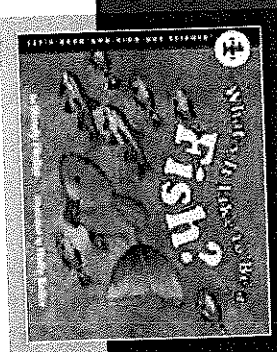
Why

How

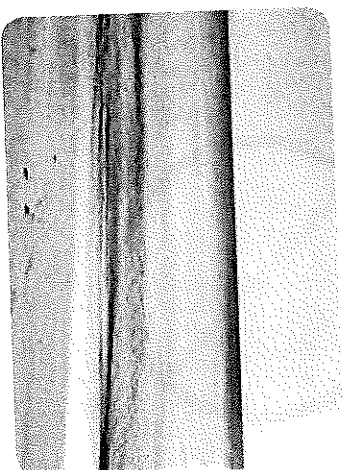
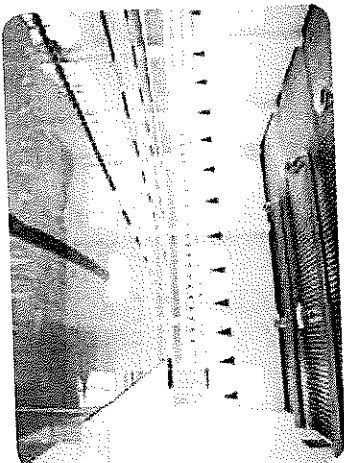
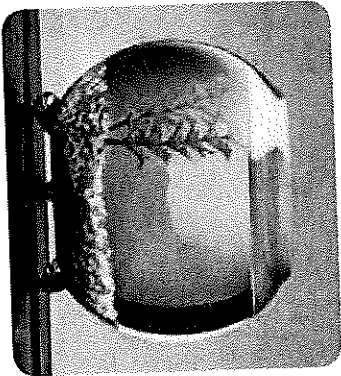
Finding answers to your questions helps you understand an information book.

Practice Together

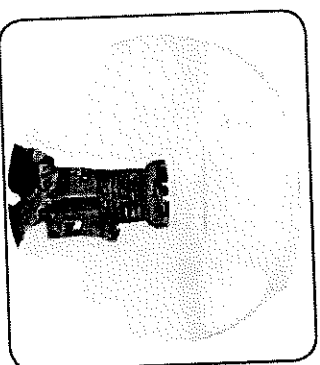
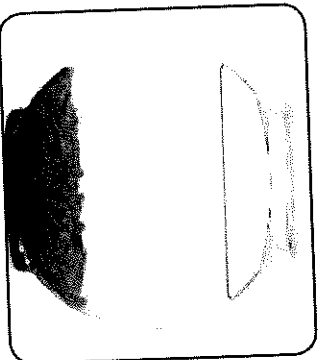
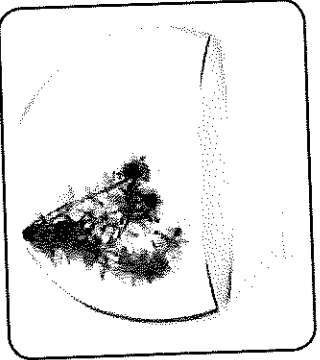
Asking Questions



circle.



circle.



Guide children to complete the page. For the first item, ask: *Where can a pet goldfish live?* Point to and name each picture (in a goldfish bowl; in a swimming pool; in the ocean). Have a volunteer tell which picture to circle. Continue with the second item. Ask: *Where can a pet goldfish hide?* (in water plants; in gravel; in a castle) Guide children to circle two pictures.

Turn With your partner, ask and answer a what question about this part of the book. For example, ask: *What can you watch in a fish bowl?*

Listen and Learn

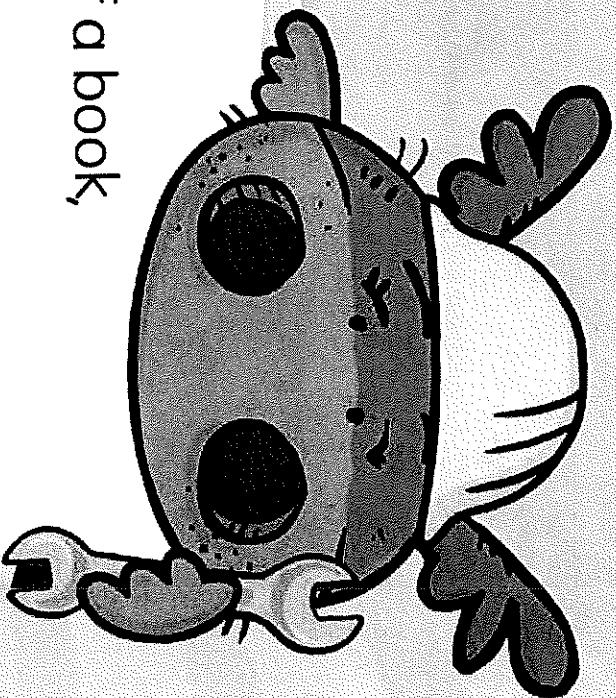
Main Topic

The **main topic** is what a book, or part of a book, is all about.

When you are reading or listening to an information book, ask:

- What is this book all about?
- What are the key details?

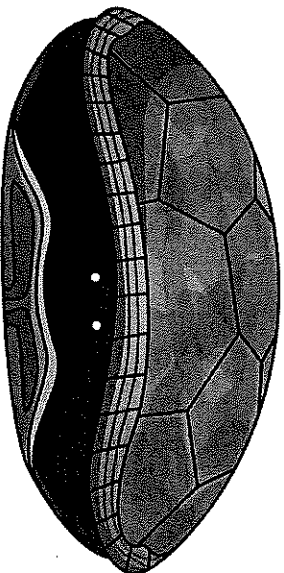
The main topic is what the key details are all about.



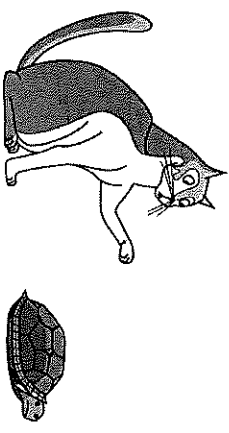
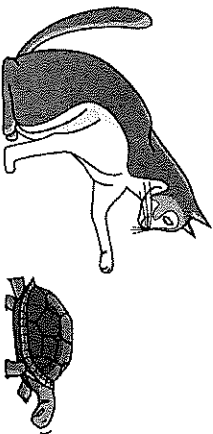
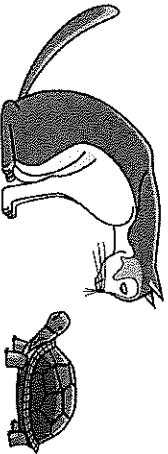
Practice Together

Main Topic

Main Topic



circle.



Guide children to complete the page. Read aloud page 17 and help children decide what all the key details are about. (A turtle stays safe in a shell.) Then as you reread page 17, guide children to circle the corresponding picture as you read a key detail. (The turtle is afraid of the cat; the turtle cannot run fast; the turtle pulls its head, legs, and tail into its shell.)

Turn With your partner, retell key details that tell why a turtle hides in its shell. For example, say: *The turtle is afraid of the cat.*



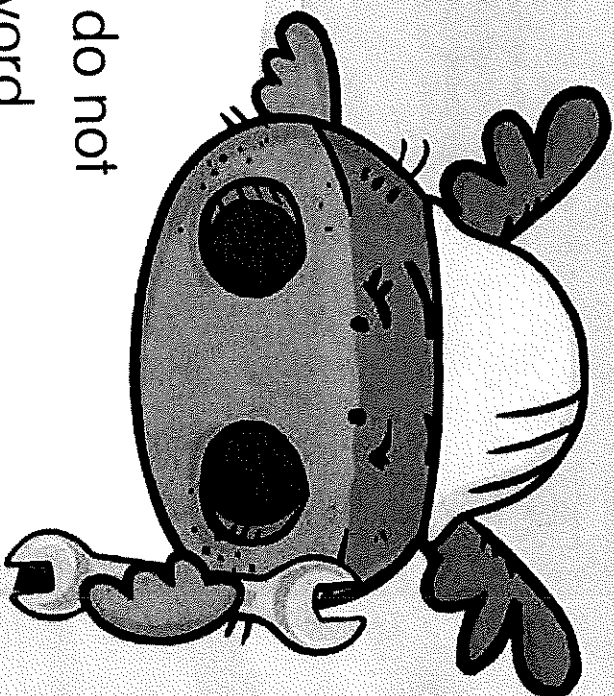
Unknown Words

Sometimes you hear or read a word you do not know. You can ask questions about the word to find out what it means.

Here are some questions you can ask:

- What clues can I find in the other words?
- What clues can I find in the pictures?

Finding the meaning of new words can help you understand a story.



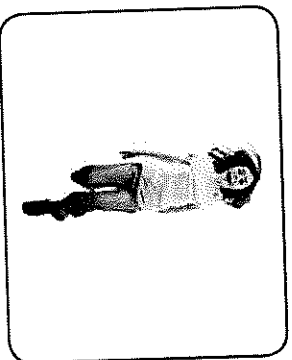
Practice Together Unknown Words



circle.



circle.



Guide children to complete the page. For the first item, ask: *Which picture shows a burrow?* Guide children to circle the correct picture. Continue with the second item. Ask: *Which picture shows someone scurrying?* Discuss the evidence that helped children choose each correct picture.

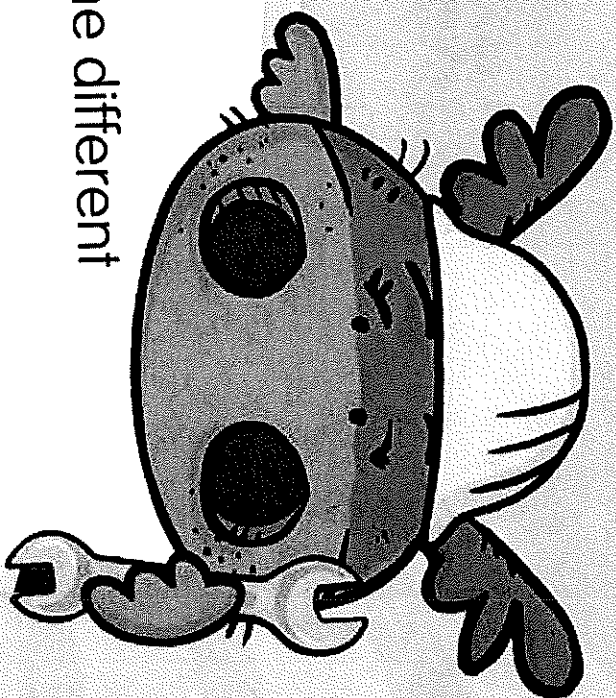
Turn *What evidence in the story tells about the word scurried?* Ask **Talk** and answer this question with your partner.

Types of Texts

A **text** is a piece of writing. Here are some different types of texts:

- A poem is a short text written in lines. Many poems have rhyming words.
- A story includes characters, a setting, and events. Most stories have pictures.
- A recipe tells you how to make something.

Knowing what type of text you are reading helps you understand more about it.



Practice Together Types of Texts



circle.

How to Make Play Dough

You will need:
measuring cups
1 cup warm water
3 cups flour
1 1/2 cups salt
1/2 cup vegetable oil
food coloring

Steps:
1. Mix with an adult. Mix three ingredients together in a bowl—water, flour, salt, and oil.
2. Add more flour if the mixture is too sticky. Knead the dough until it feels soft and smooth.
3. Divide the dough into four parts. Add a drop of food coloring to each part. Knead the coloring into the dough.
4. Store the play dough in airtight containers. It will keep for several weeks.

Three soldiers came to a village.
They were very hungry.

No one wanted to feed them,
so they decided to make stone soup.

circle.

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so they decided to make stone soup.

The Owl and the Pussy-Cat
by Edward Lear

Neatness, songs, shoes, silken, and aprons

The Owl and the Pussy-Cat went to sea
In a beautiful blue glass boat.
They had some tummy, and plenty of money
To buy a beautiful blue glass boat.
The Owl looked up to the stars above,
And sang to a lullaby tune:
To little Pussy-Cat, Pussy-Cat, Pussy-Cat,
Have you any beautiful Pussy-Cat shoes?
You are
You are
What a beautiful Pussy-Cat you are!

II
Pussy said to the Owl, "You elegant bow!
How charmingly sweet you sing!
Oh! let us be married, too long we have tumbled
About in the great world, here and there."

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Oh! let us be married, too long we have tumbled
About in the great world, here and there."

Guide children to complete the page. For the first item, ask: *What type of text is Stone Soup?* Point to and name each picture (*recipe; story; poem*). Have a volunteer tell which picture to circle. Continue with the second item. Ask: *What type of text has characters, a setting, and events? (recipe; story; poem)*

Turn Tell your partner how you know what type of text *Stone Soup* is.
Talk For example, say: *Stone Soup has characters—the soldiers and the peasants.*

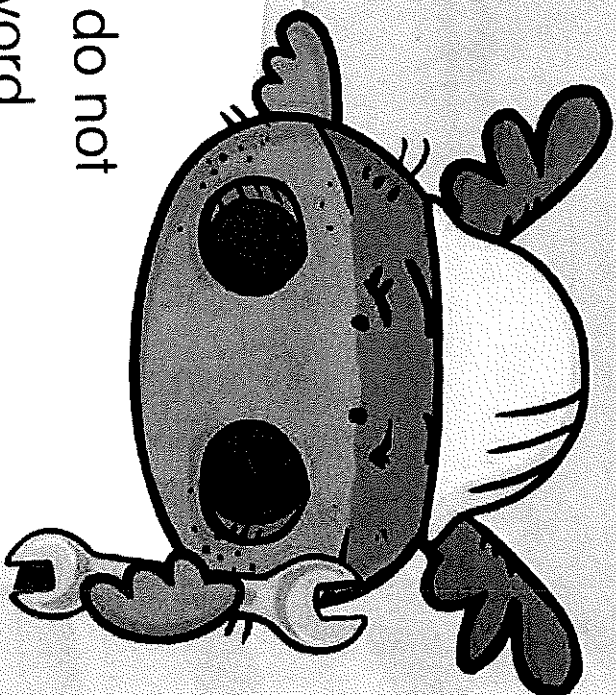
Unknown Words

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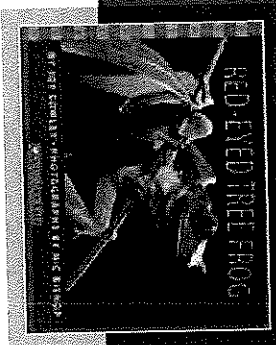
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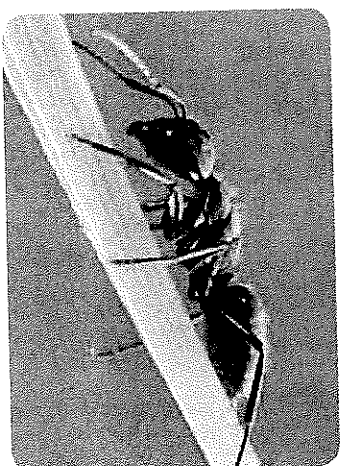
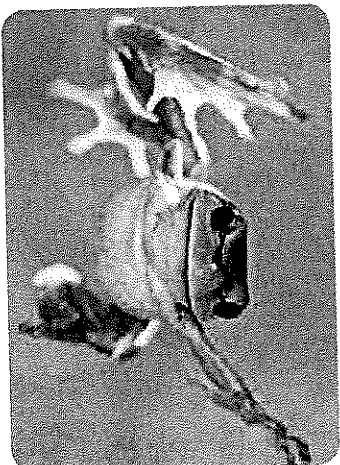
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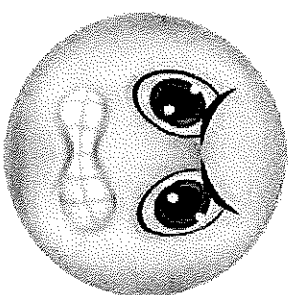
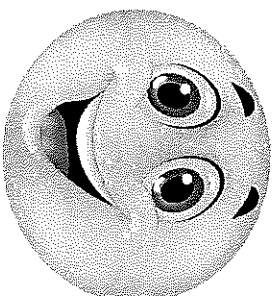
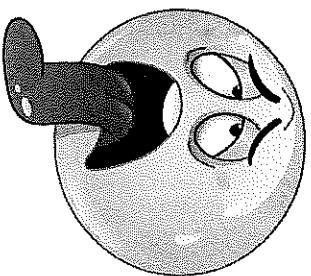
Practice Together Unknown Words



circle.



circle.



Guide children to complete the page. For the first item, ask: *Which picture shows a katydid?* Guide children to circle the correct picture. Continue with the second item. Ask: *Which picture shows how someone might feel after eating something poisonous?* Discuss the clues that helped children choose each correct picture.

Turn With your partner, ask and answer questions about the word **Talk** *poisonous*. For example, ask: *What clues in the book tell about the word poisonous?*

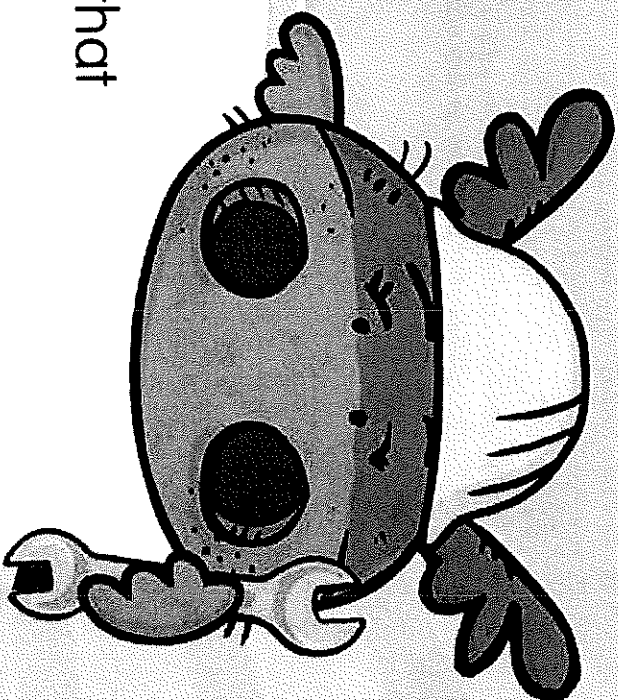
Story Words and Pictures

Stories usually have words and pictures that go together.

When you are reading or listening to a story, ask:

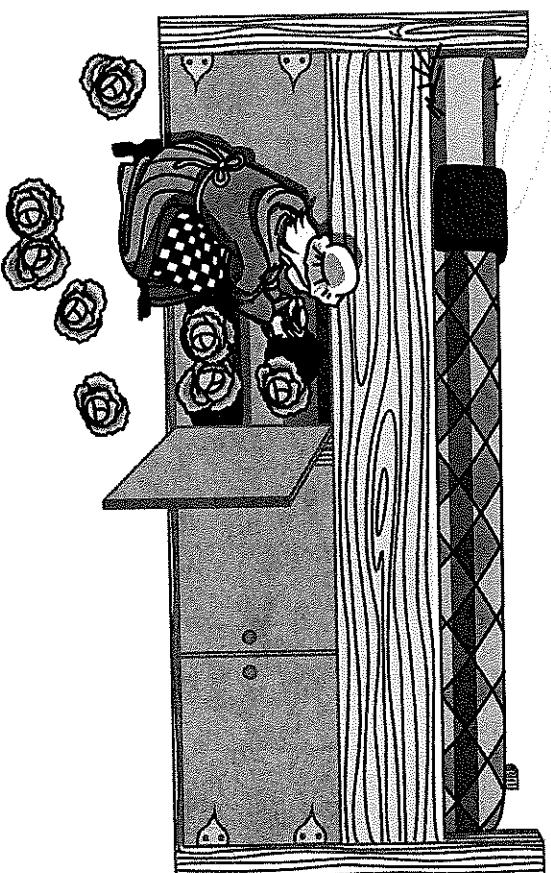
- What happens?
- What do the words tell about?
- What do the pictures show?

Words and pictures work together to tell what happens in a story.



Practice Together

Story Words and Pictures



 circle.

1. The soldiers
are cooking.

2. Peasants hide
sacks of barley.

3. The peasant
hides cabbages.

Guide children to complete the page. Ask them to look closely at the picture. Then read aloud the three sentences. Ask: *Which sentence tells what is happening in the picture?* Have a volunteer tell which sentence to circle. Point to the picture again and reread the sentence that tells what is happening in the picture.

Turn *What moment in Stone Soup does the picture show?* Ask and answer **Talk** this question with your partner.

Listen and Learn

comparing characters

You **compare** characters by telling how they are the same.
You **contrast** characters by telling how they are different.

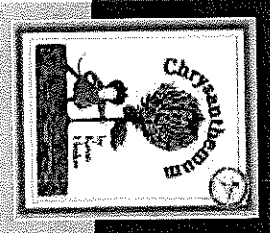
When you are reading or listening to a story, ask:

- What do the characters do? Do they do the same things or different things?
- What do the characters say? Do they say the same things or different things?
- How do the characters feel? Do they feel the same way or different ways?

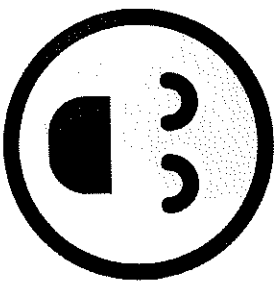
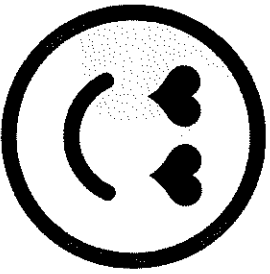


Practice Together

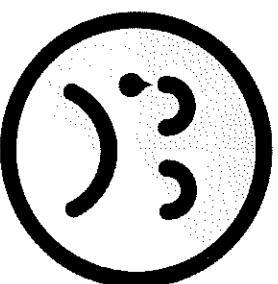
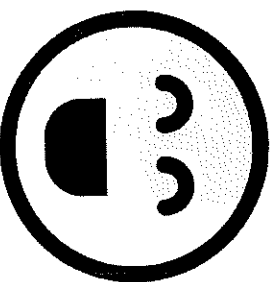
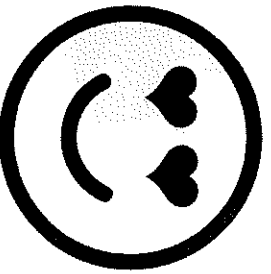
Comparing Characters



 circle.



 circle.

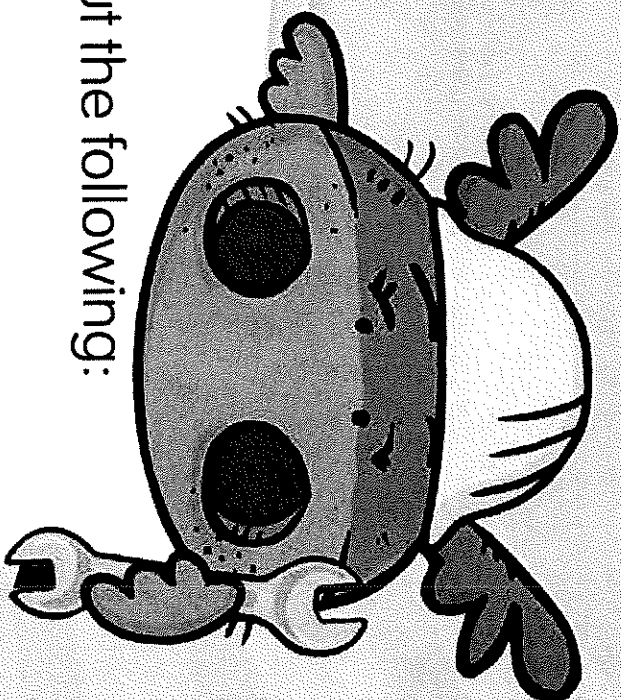


Guide children to complete the page. For the first item, ask: *How does Chrysanthemum feel about her name? Point to and describe each picture (she loves it; she thinks it is funny; it makes her sad). Have a volunteer tell which picture to circle. Continue with the second item. Ask: How do Chrysanthemum's classmates feel about her name? (they love it; they think it is funny; it makes them sad)*

**Turn
Talk**

With your partner, talk about how Chrysanthemum feels about her name. Then talk about how her classmates feel about her name. For example, say: *Chrysanthemum loves her name, but her classmates think her name is funny.*

Words and Pictures



Words and pictures give information about the following:

people	places	things
events	ideas	

When you are reading or listening to an information book, ask:

- What information do I get from the words?
- What information do I get from the pictures?
- How are the words and pictures connected?

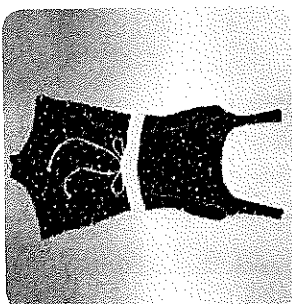
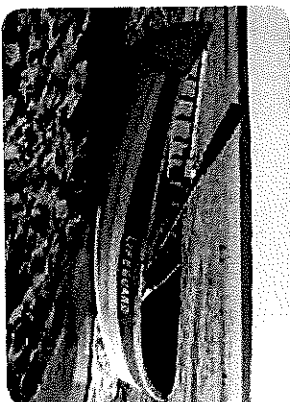
Words and pictures work together to give information about a topic.

Practice Together

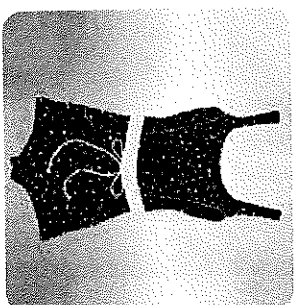
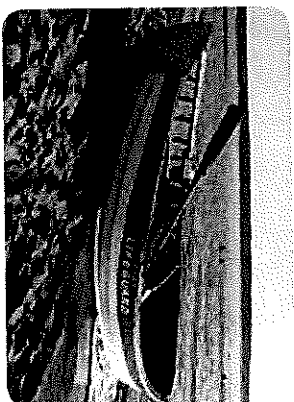
Words and Pictures



circle.



circle.



Guide children to complete the page. For the first item, ask: *What information do you get from the words? Point to and name each picture (a rowboat; a bathing cap and goggles; a bathing suit). Have volunteers tell which pictures to circle. Continue with the second item. Ask: What information do you get from the pictures? (a rowboat; a bathing cap and goggles; a bathing suit)*

Turn Talk With your partner, tell what information you get from both the words and the picture. For example: *Trudy wore a bathing suit, bathing cap, and goggles.*

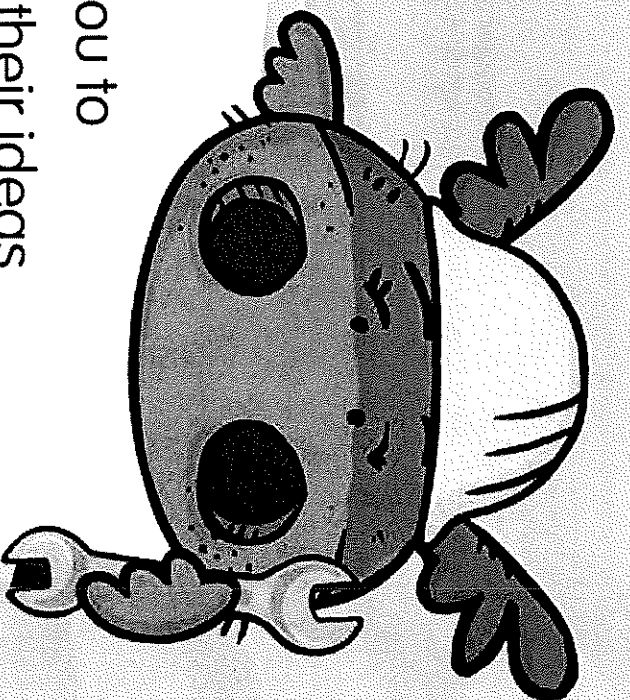
Identifying Reasons

Authors have important ideas they want you to understand. They give **reasons** to explain their ideas.

When you are reading or listening to an information book, ask:

- What important idea does the author want me to know?
- What reason does the author give to explain why the idea is important?

Finding reasons helps you understand the author's ideas.

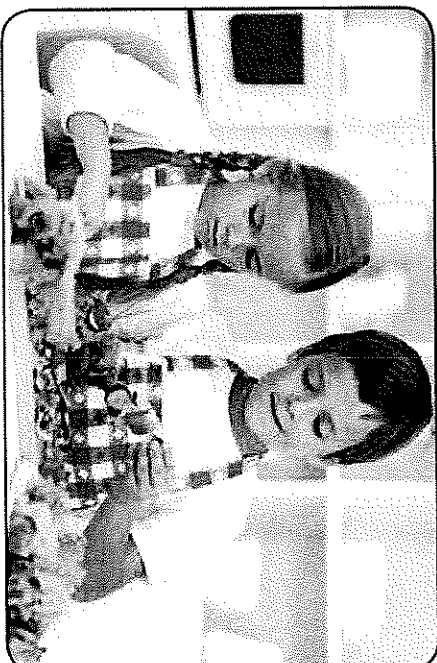


Practice Together

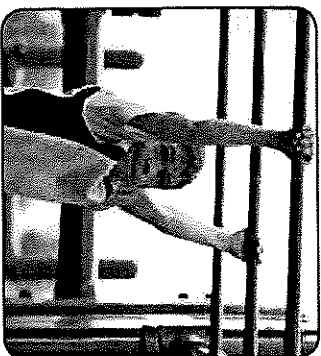
Identifying Reasons

Eat Better!

Important Idea



circle.



Guide children to complete the page. Read aloud the important idea: *Fill your plate with fruits and vegetables. Point to each picture and name the reason (you will get vitamins and minerals to grow, you will have energy to play, you will feel better). Help children decide whether each reason explains the important idea. Have them circle each reason that does.*

Turn With your partner, tell one reason why you should fill your plate with fruit and vegetables. For example, say: *Fruits and vegetables give you energy to play.*