

wits
working in the schools

Building
Communities.
Empowering
Readers.

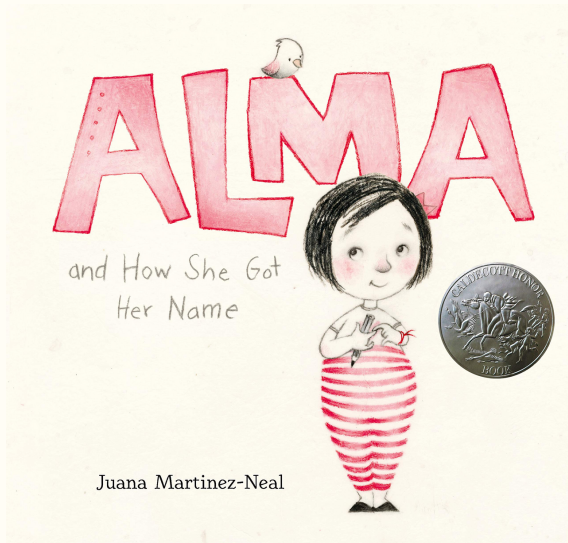
KINDERGARTEN ONLINE ACTIVITY KIT





ALMA AND HOW SHE GOT HER NAME

BY JUANA MARTINEZ-NEAL



Today students will learn about character traits and research their names.

Students will learn what a character trait is, then, name character traits that best describe Alma, using evidence from the text to support their thinking. The activities provided will help students to research their family, their names, and further learn about character traits.



FAMILY CHARACTER TRAITS TREE

Alma learns about her ancestors as she discovers the meaning behind her name. Create your own family tree here. Be sure to draw their face, label their names, and write one character trait for each of your family members.

Name: _____
Trait: _____
Drawing: _____

Name: _____
Trait: _____
Drawing: _____

Name: _____
Trait: _____
Drawing: _____

Name: _____
Trait: _____
Drawing: _____

Name: _____
Trait: _____
Drawing: _____

Name: _____
Trait: _____
Drawing: _____

Name: _____
Trait: _____
Drawing: _____

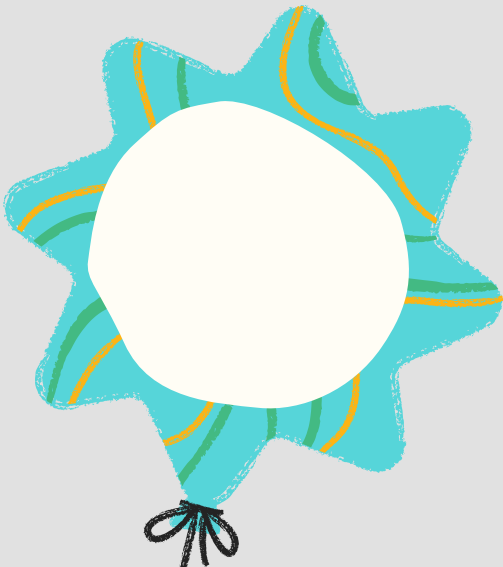


WHAT'S IN YOUR NAME?

Write each letter of your first name in a circle below:



Write the number of letters
inside the balloon.



Color the vowels in your name **yellow**.

I HAVE  VOWELS IN MY NAME.



Clap the syllables in your name.

I HAVE  SYLLABLES IN MY NAME.

HERE IS MY NAME IN FANCY LETTERS:



"THE HISTORY OF MY NAME" FAMILY INTERVIEW RESEARCH

Interview a parent or other family member to learn about how you got your name. Use what you learn from your interview to answer the questions on this page. Try to answer as many of the questions below as possible.

1

Who picked out your name?

2

How did they decide on your name?
Is there a story behind your name?

3

Does your name have any personal or cultural meaning to your family?

4

Does your family call you by any nicknames? How did you get your nicknames?

5

What do you like about your name?

6

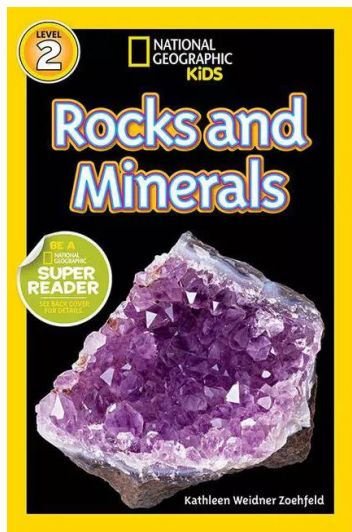
Did you learn anything else that you'd like to share?





NATIONAL GEOGRAPHIC READERS: ROCKS AND MINERALS

BY KATHLEEN WEIDNER ZOEHFELD



Today students will learn how to use non-fiction books to learn more about a topic.

Students will learn how readers get the most out of non-fiction using text features. Using the activities provided students will learn the characteristics of rocks, spend time outside collecting rocks, and make a rock museum to show what they have found.



BACKYARD GEOLOGY

Find, investigate, and label rocks and minerals in your neighborhood.

MAKE AN EXPLORATION BAG

Create a toolkit for exploring the plants, animals, and nature in your neighborhood. Include magnifying glass, small gardening tools such as a trowel and claw, measuring tape, a camera, flashlight, plastic bag for collecting, a weatherproof notebook, and pens and pencils.



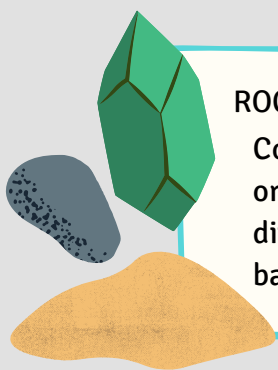
ROCK MUSEUM

Collect and label using the rock names, and rock characteristics below. Then display your rocks to create a mini rock museum.

ROCK NAMES CHART

		
granite	basalt	pumice
		
marble	slate	sandstone
		
agate	amazonite	amber
		
alabaster	amethyst	apatite

		
peacock bornite	aquamarine	barite
		
chrysocolla	dalmation rock	honey calcite
		
gypsum selenite	jade	citrine
		
leopard jasper	lime aventurine	orange calcite



ROCK INVESTIGATION

Collect and identify rocks from your neighborhood. When you get home, sort the rocks by type or appearance. How many different kinds can you find? Try a different route and see if you find different types of rocks. Use your eyes, hands, and nose to investigate the soil in your backyard. Is it moist? Sandy? Muddy? Does it have any particular odor? What grows best there?

ROCK CHARACTERISTICS



COLOR

Rocks come in many colors, and sometimes they have minerals of different colors in them. Study your rock. What colors can you find in it? Be specific.



STREAK

Streak is the color left behind as the rock is scratched across a surface. Scientists use a streak plate (piece of unglazed porcelain). You can also see if your rock draws on a piece of paper. Only soft rocks do this.



LUSTER

Luster describes how mineral reflects light. Use these terms: glassy, metallic, greasy, pearly, silky, earthy.



CLEAVAGE

Cleavage describes the way a rock tends to break. Describe whether your rock is a thin layer, thick layer, or chunk. Record if it has smooth, bumpy, or sharp edges.



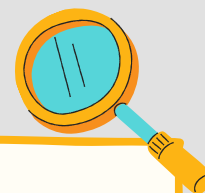
HARDNESS

Test the hardness by trying to scratch the rock with your fingernail, a penny, or a nail. If these don't scratch the rock, try scratching glass with the rock.



CRYSTALS

Crystals, or grains, in a rock can be visible or invisible. If you can see the crystals, describe their shape, size, and color. Also record if you can see air bubbles.



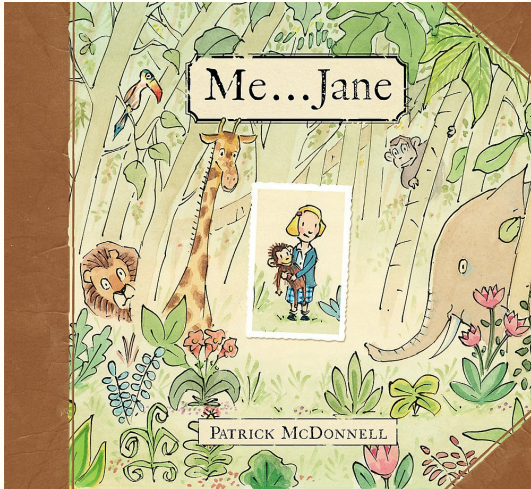
IDENTIFYING ROCKS

	COLOR	LUSTER	HARDNESS	STREAK	CLEAVAGE	CRYSTALS
ROCK #1						
ROCK #2						
ROCK #3						
ROCK #4						
ROCK #5						
ROCK #6						



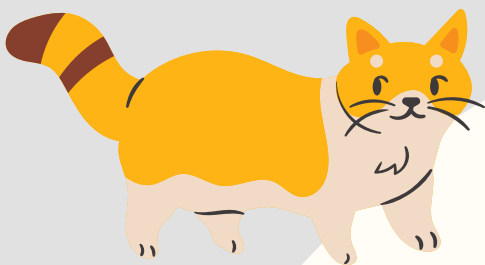
ME...JANE

BY PATRICK MCDONNELL



Today students will learn about biographies.

Students will learn the features of biographies: setting, action, characters, and chronological order. The activities will teach students retelling and writing their own biographies.



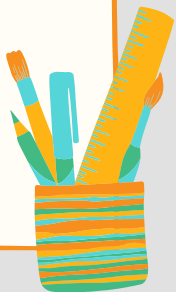
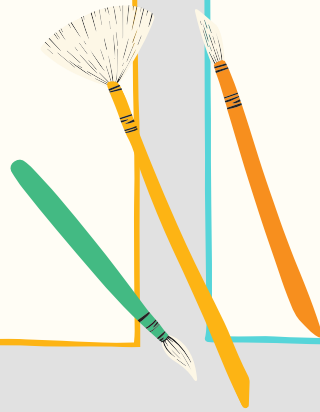
'S AUTOBIOGRAPHY IN PICTURES

My birthday:

My self portrait:

A list of my family members:

My family portrait:

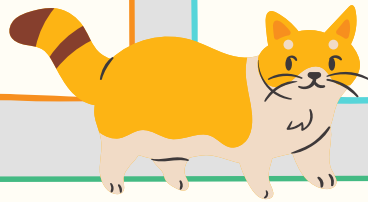


A list of my pets:

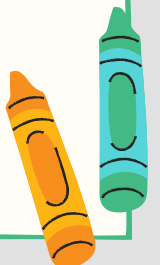


My pet portrait:

A list of my hobbies:



A picture of my favorite hobby:



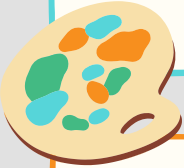
My favorite color:

A list of my favorite foods:

A list of my favorite restaurants:

A picture of my favorite movie:



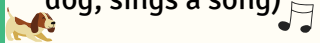
A picture of my friends:

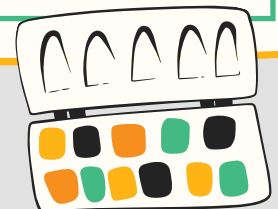
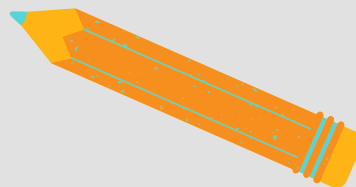


PLAN YOUR AUTOBIOGRAPHY

Think of something that happened to you or something that you did. Practice telling the story aloud from start to finish. Then, plan all the details for each page in your book below with pictures and words.

- Tell who is in the story. Draw and label characters below for each page in your book, under the column "Who".
- Tell where the story takes place. Draw and label the setting below for each page in your book, under the column "Where".
- Tell what is happening. Draw and label what characters do and say below for each page in your book, under the column.

Writing True Stories: What will go on each page of your book?	Who is in your true story? Draw and label the people and animals below. (ex. Dad, mom, me) 	Where does your true story take place? Draw and label the settings below. (ex. home, school, playground) 	What happens in your story? Tell us what the characters do and say below. (ex. Plays with dog, sings a song) 
PAGE 1:			
PAGE 2:			
PAGE 3:			
PAGE 4:			
PAGE 5:			
PAGE 6:			

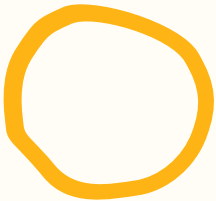
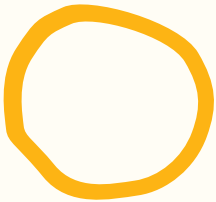
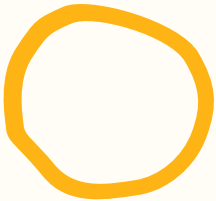
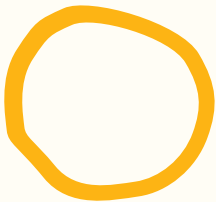
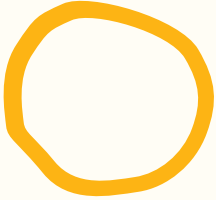
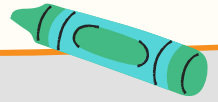


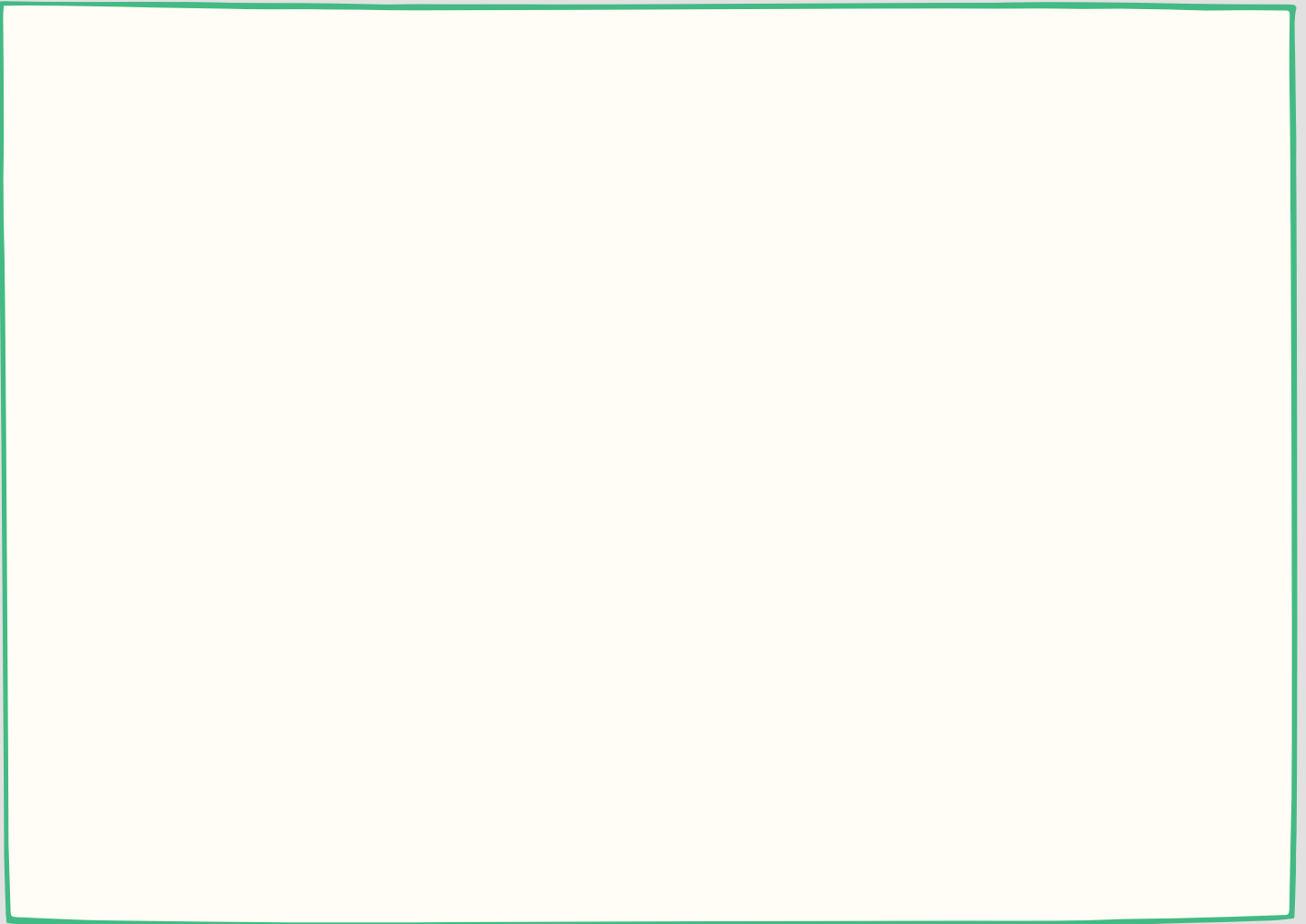
MY AUTOBIOGRAPHY

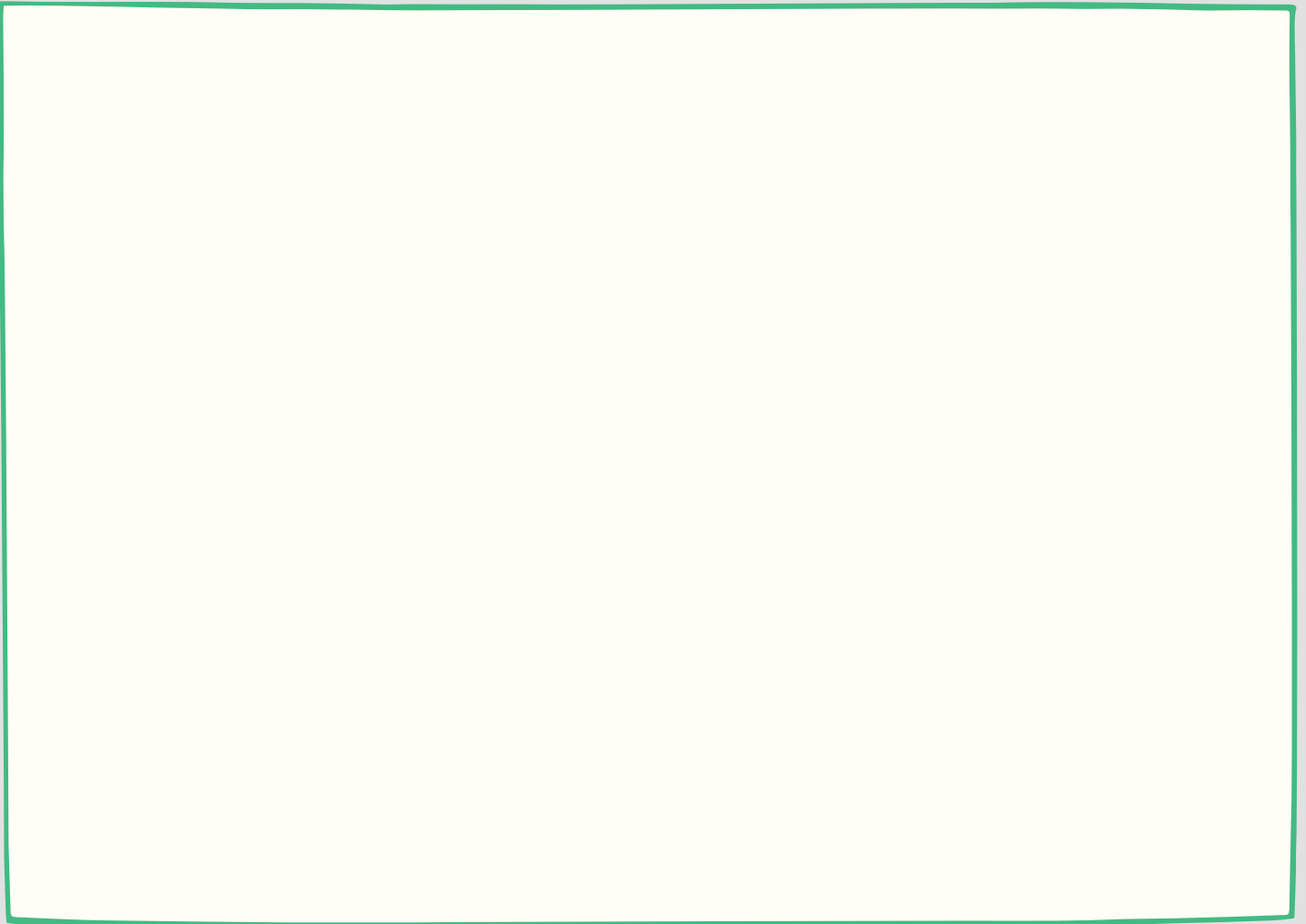


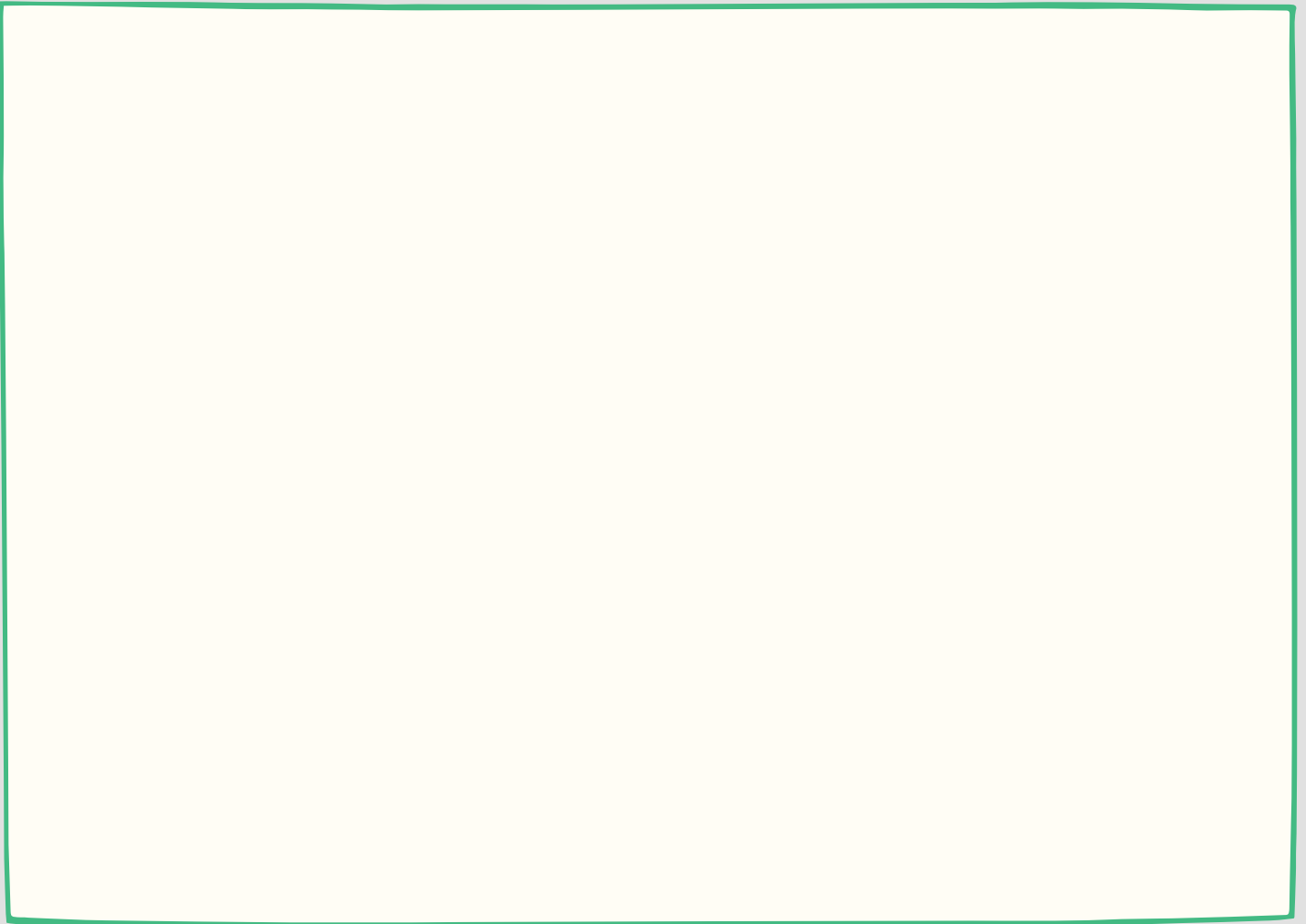
BY: _____

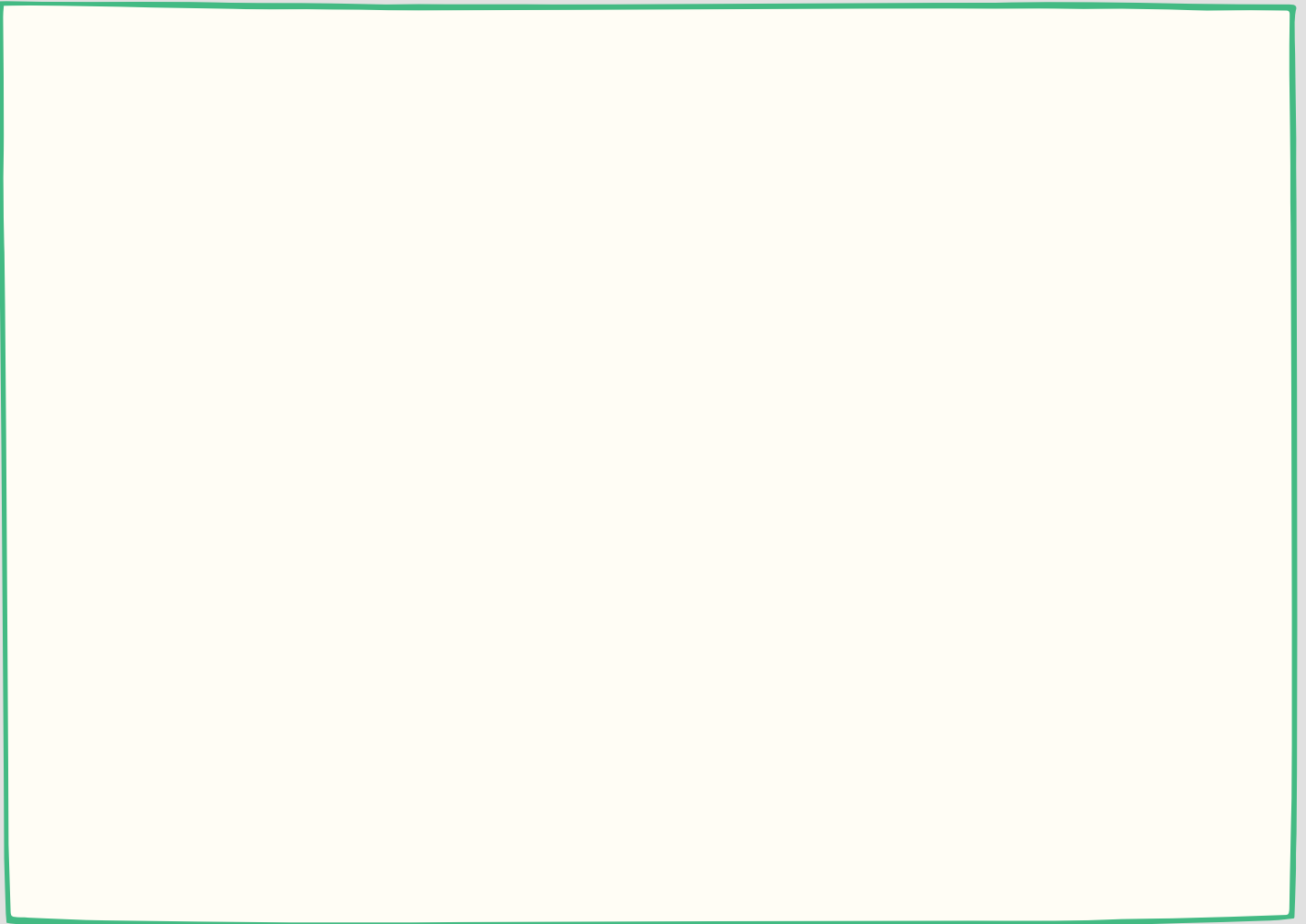
TABLE OF CONTENTS

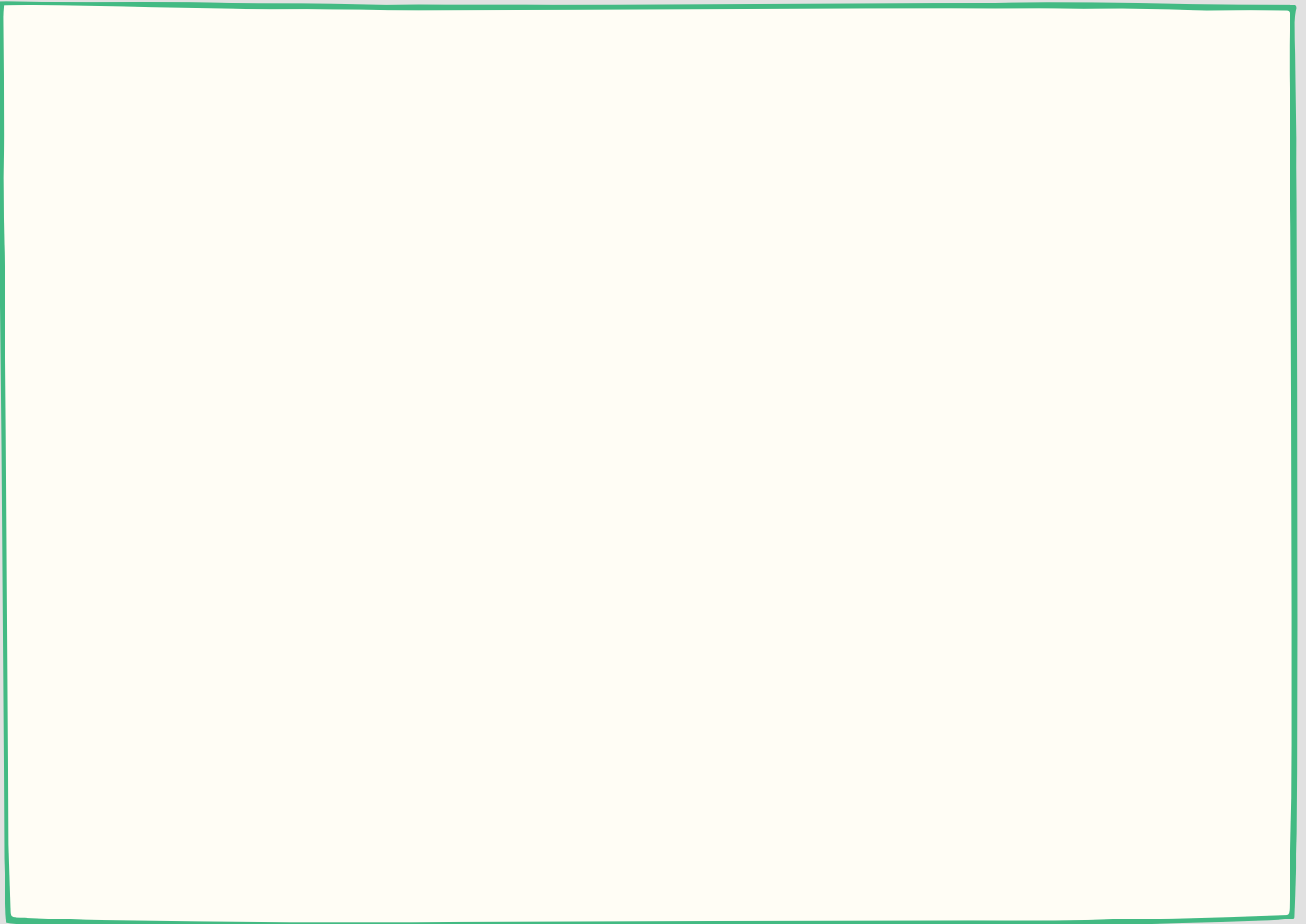


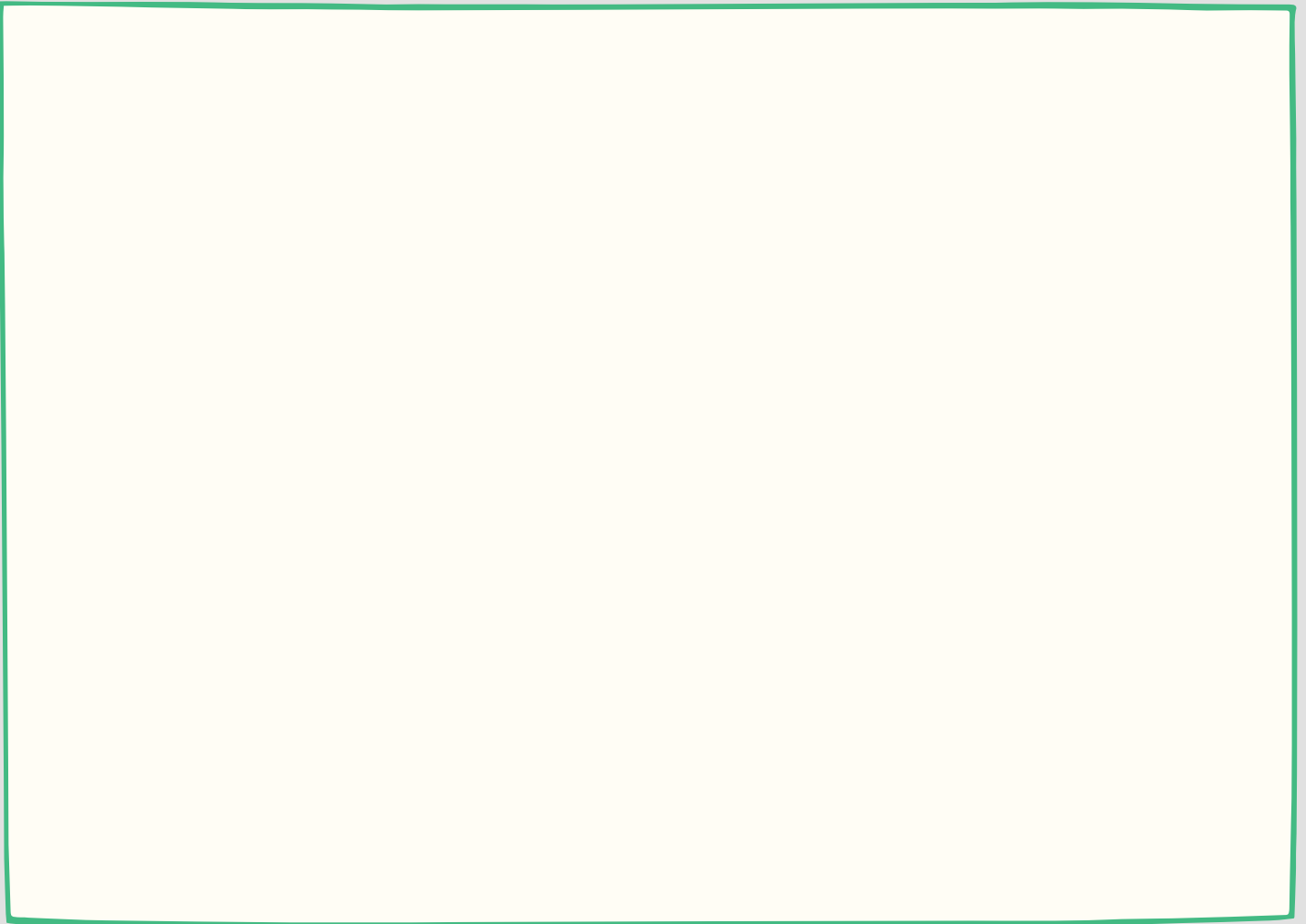








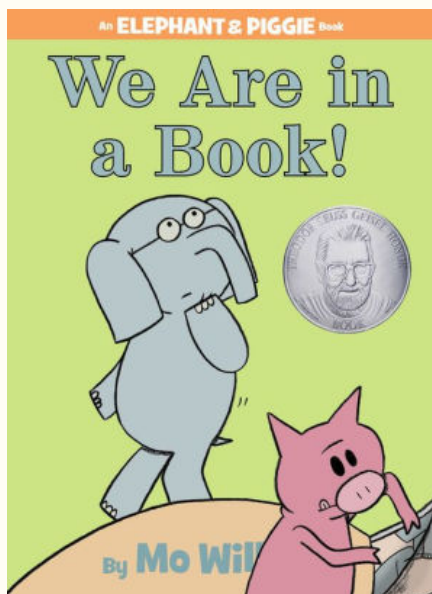






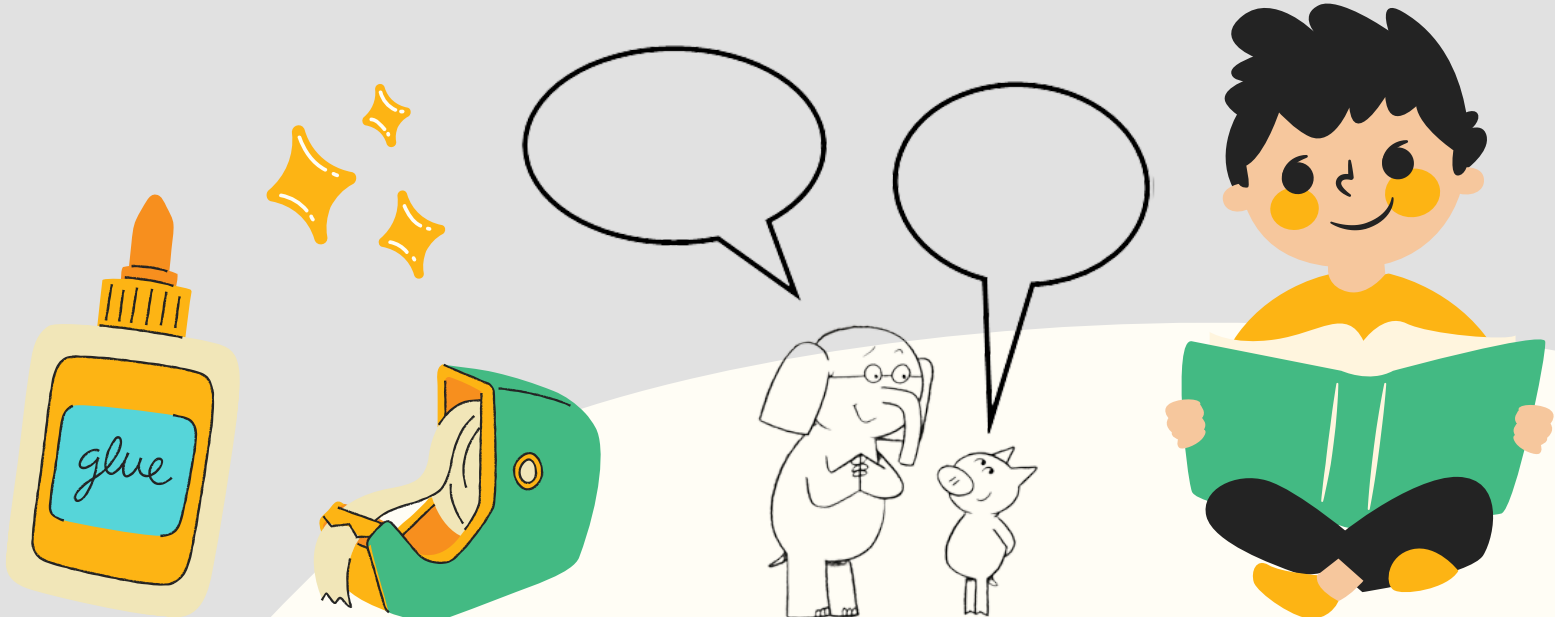
WE ARE IN A BOOK

BY MO WILLEMS



Today students will learn how to write a story.

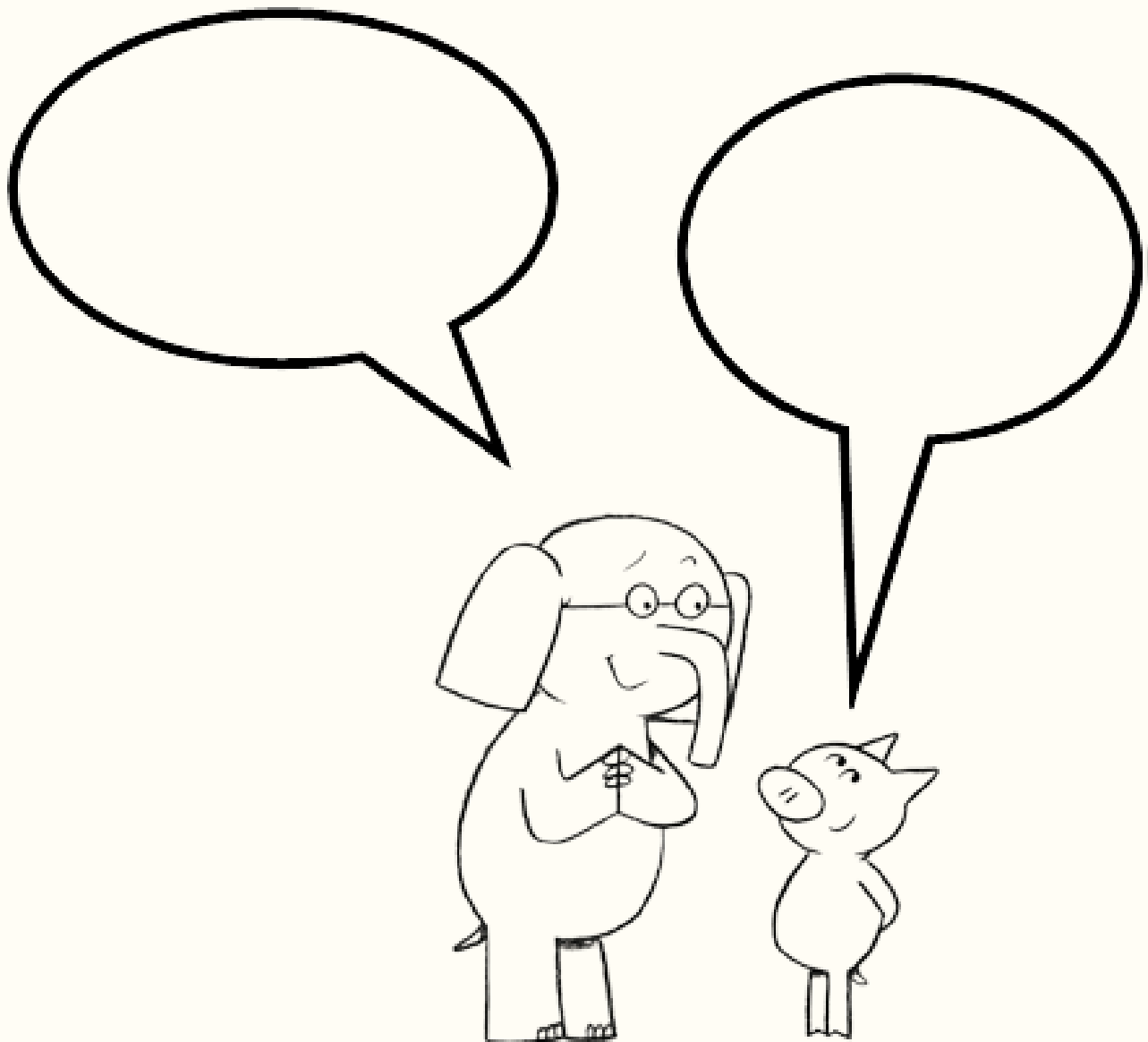
Students will learn how to look closely at the work of authors they love and ask themselves, "What did this writer do that I could try?" The activity provided will help students write their own story using dialogue bubbles and act out their story using puppets.



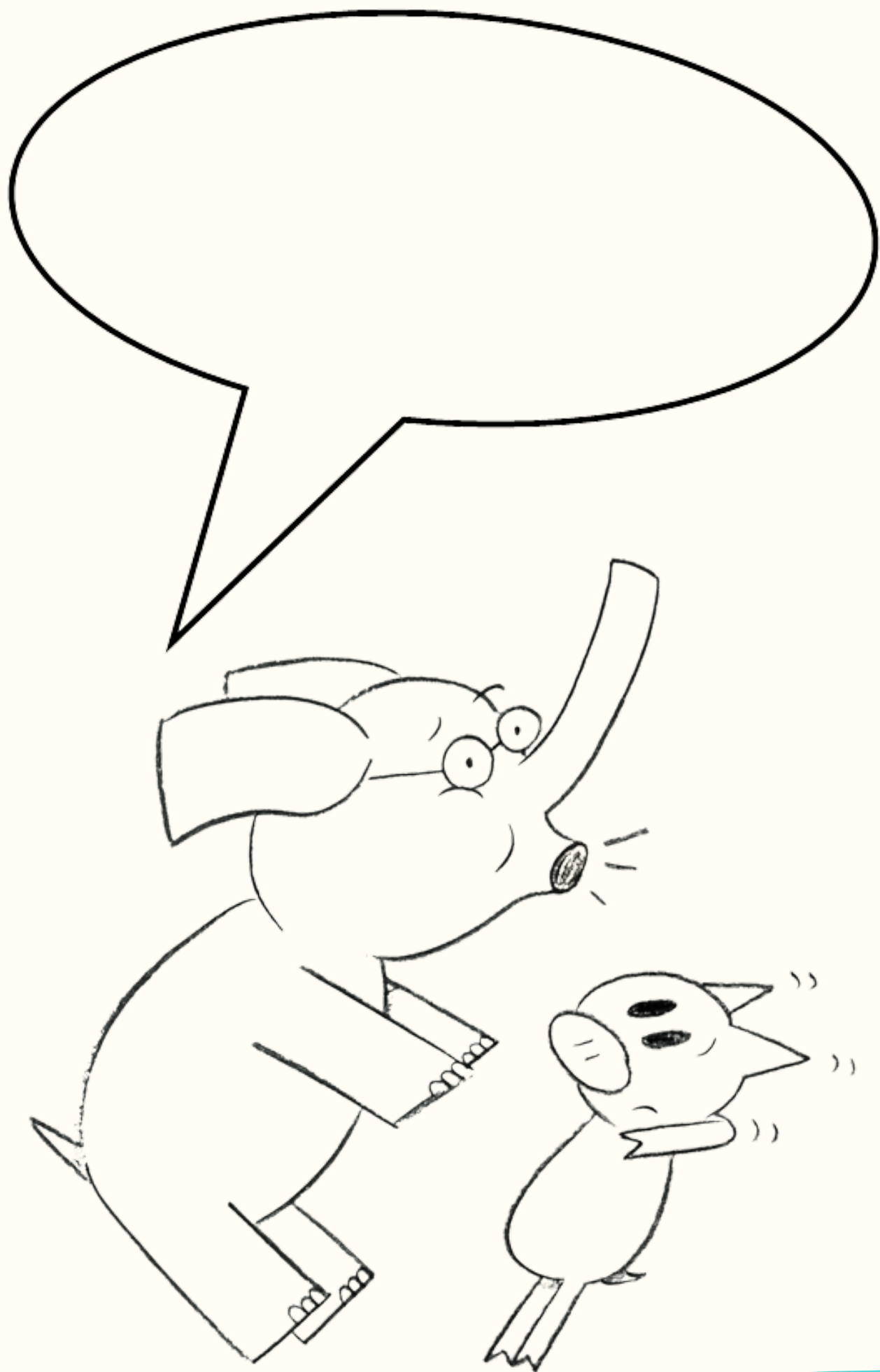
CREATE YOUR OWN ELEPHANT & PIGGIE STORY

In "We Are in a Book!", Elephant and Piggie discover that they're being read. Now is your chance to create your own story. Complete the scene below or draw your own using the Elephant and Piggie drawing guide at the end to make your very own Elephant and Piggie book. Be sure to write what each character says (their dialogue) in the speech bubbles just like Mo Willems. Don't forget to give your book a title and share your tale.

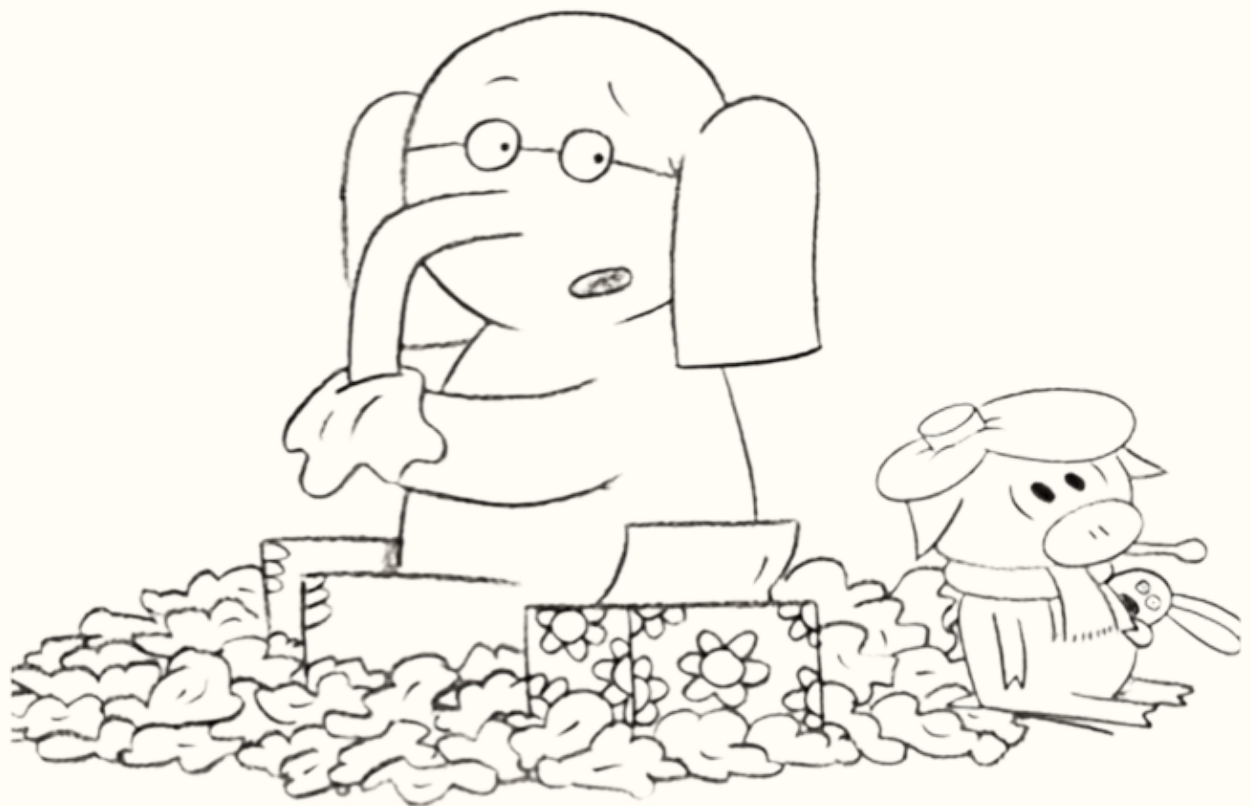
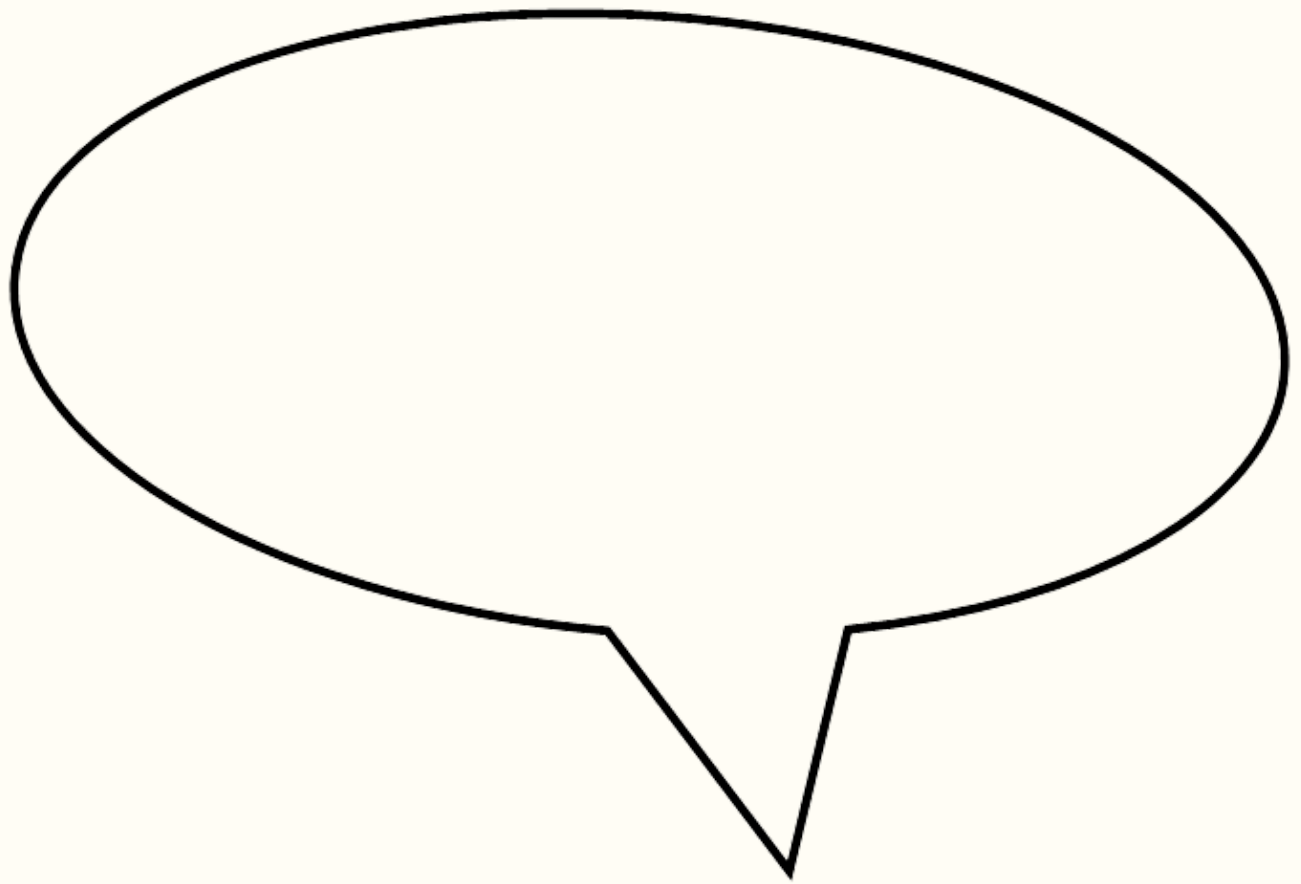
My book title:













HOW TO DRAW GERALD & PIGGIE

1



Start with a "U" shaped body.

2



head and trunk

3



arms and legs

4



ears and a tail

5



eyes, glasses, a mouth, and
toenails

6



What will he say?

1



Start with a "U" shaped body.

2



head

3



arms and legs

4



ears and nose

5



eyes and a mouth

6

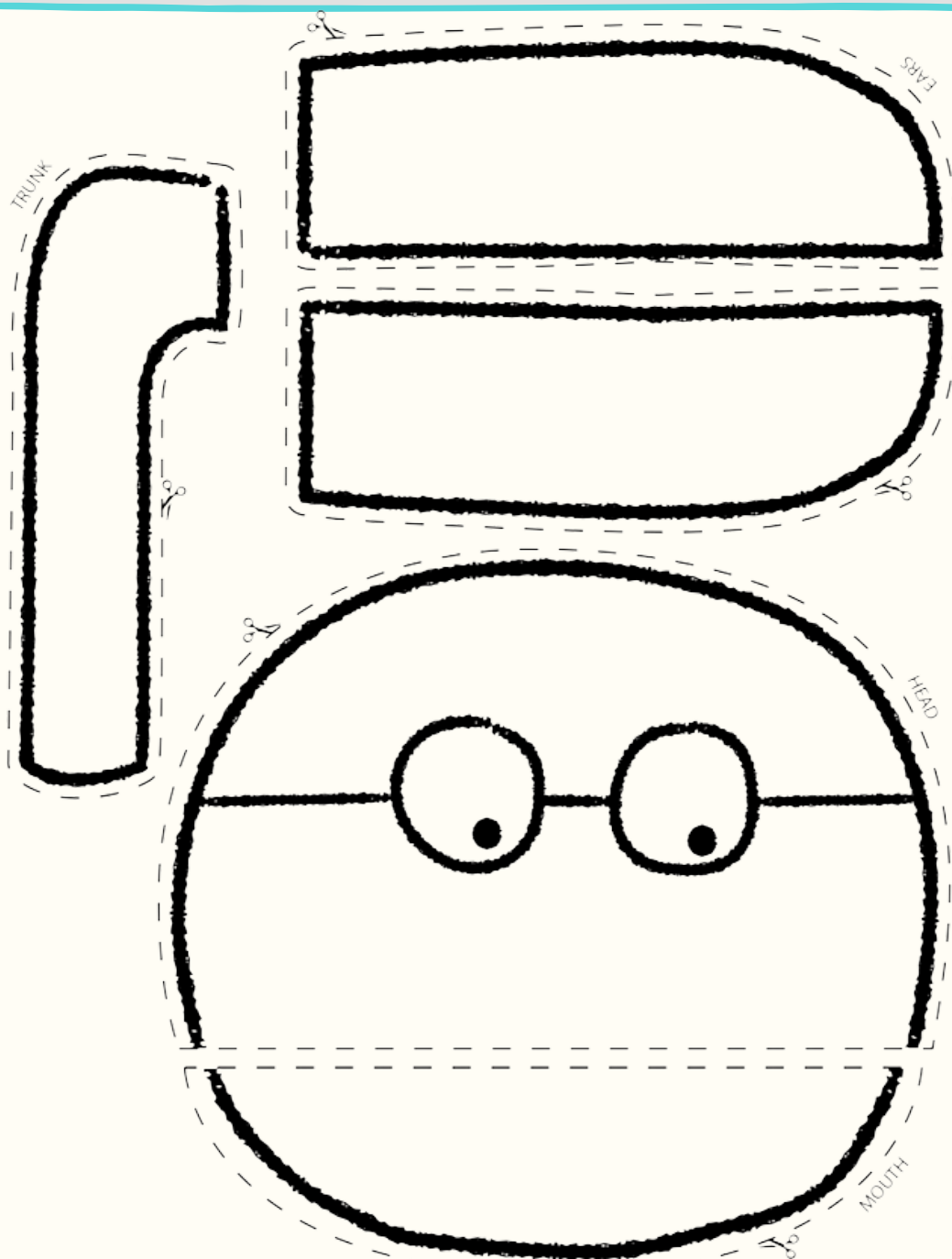
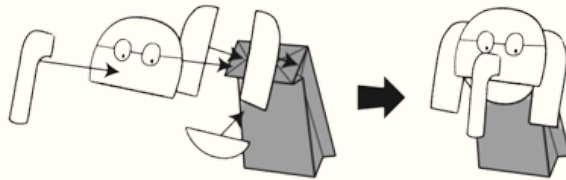


What will she say?

ELEPHANT & PIGGIE PAPER BAG PUPPETS!

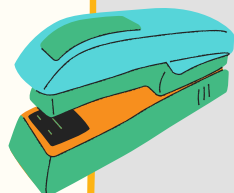
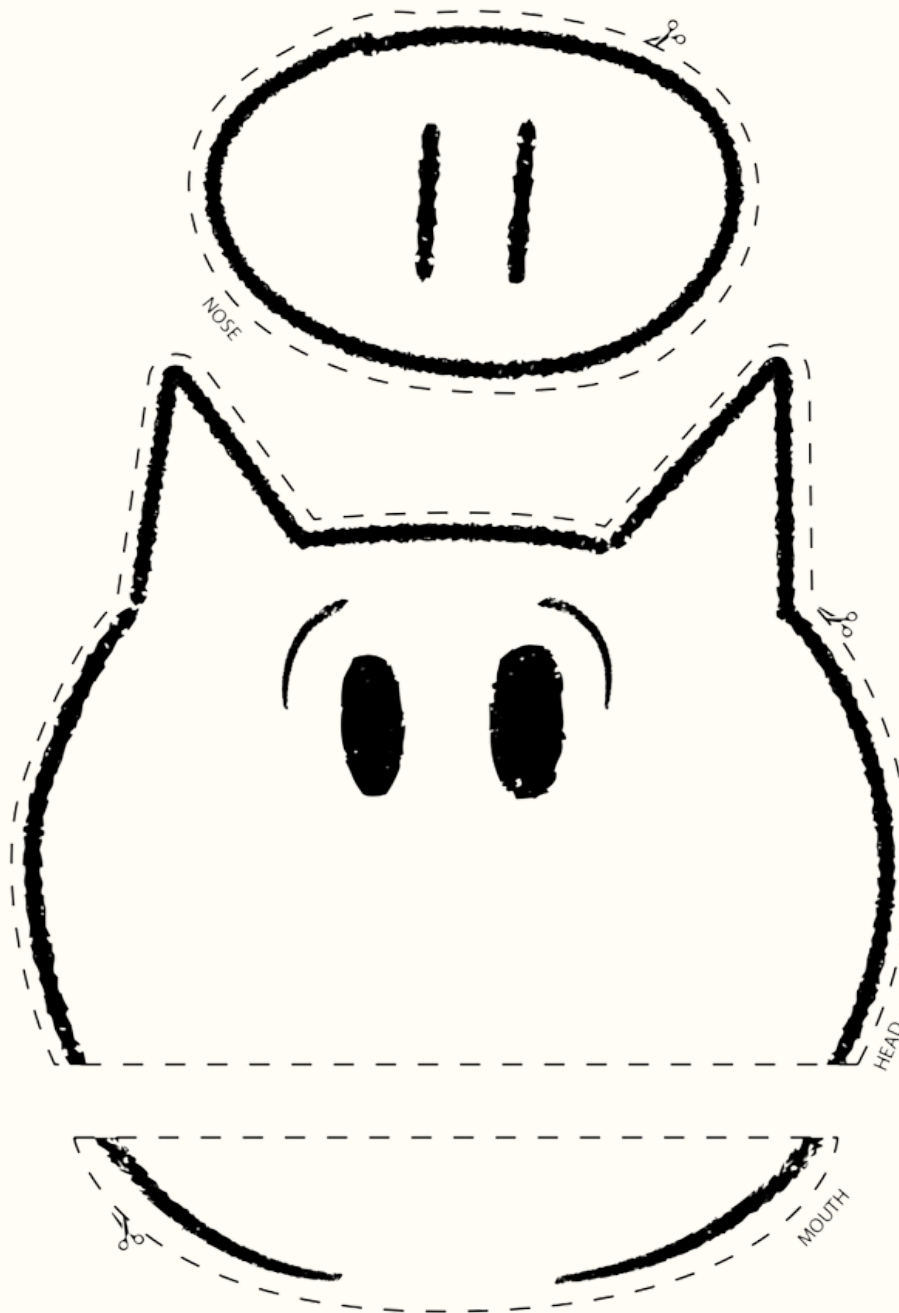
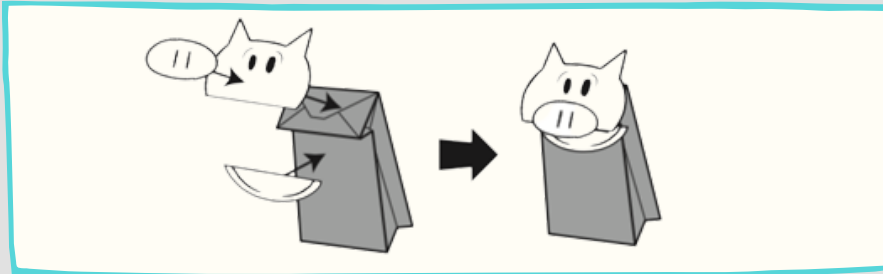
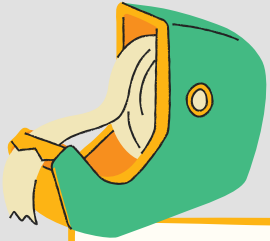
GERALD Paper Bag Puppet!

1. Print this page and color Gerald gray!
2. Cut out each piece along the dotted lines.
3. Glue or tape each piece to a paper lunch bag starting with the mouth, then the ears



PIGGIE Paper Bag Puppet!

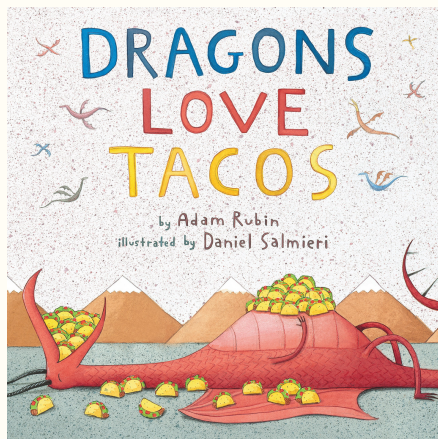
1. Print this page and color Piggie pink!
2. Cut out each piece along the dotted lines.
3. Glue or tape each piece to a paper lunch bag starting with the mouth, then the head, and finally the nose (as indicated below).





DRAGONS LOVE TACOS

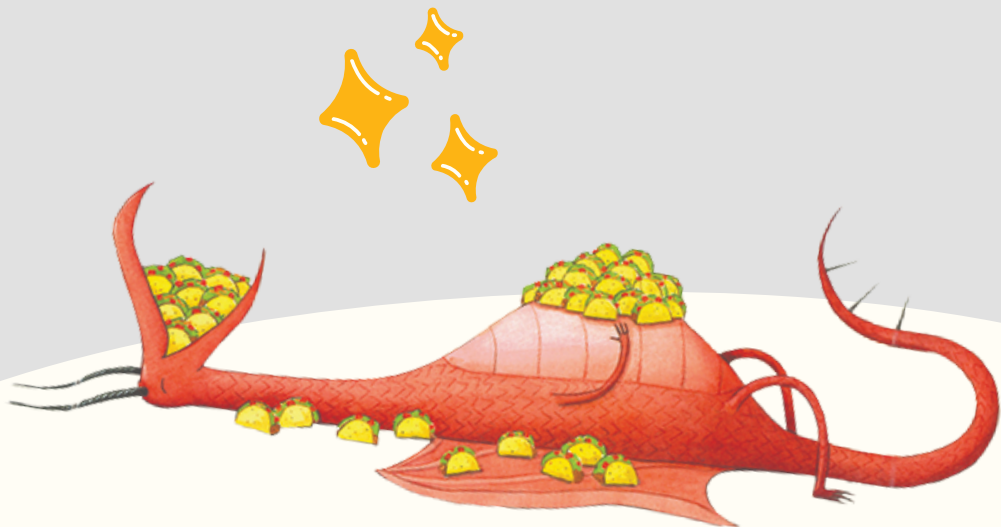
BY ADAM RUBIN



Today students will learn about cause and effect.

Students will learn the comprehension strategy “Cause and Effect”. Paying attention to what happens and why things happen. By paying attention to what happens (the effect) and why it happened (the cause), it is easier to understand and remember the information in a story. In the activity provided, students will draw and write about the causes and effects that we read about today.

There is also a fun activity where students can make their own card game and taco slime.



DRAGONS LOVE TACOS CAUSE AND EFFECT CHART

In the boxes below, draw and write about the causes and effects from the book "Dragons Love Tacos".
In the last boxes, write and draw about a cause and the effect from your own life.

CAUSE



EFFECT

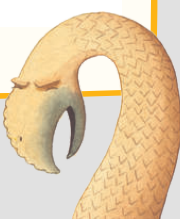


- Happens first
 - Tells us "why" something happens
- Example: Rain causes rainbows

- Happens after the cause
 - Tells us "what" happened
- Example: Rainbows are the effect of rain

If dragons eat spicy salsa on their tacos...

If dragons burn down your house...



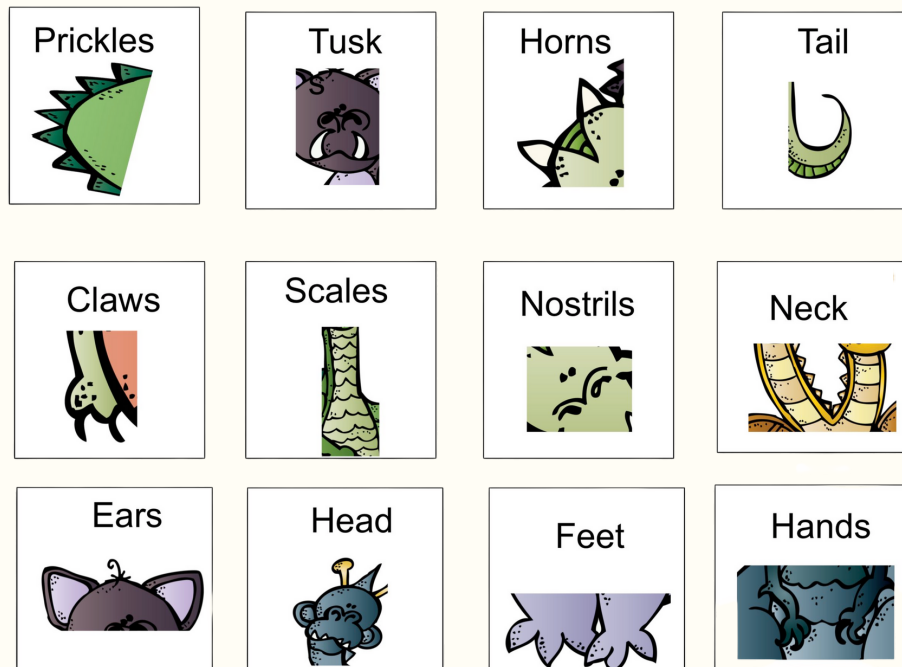
DESCRIBE YOUR DRAGON GAME

Students take turns describing a dragon, while other students or family members take turns trying to identify the dragon described.

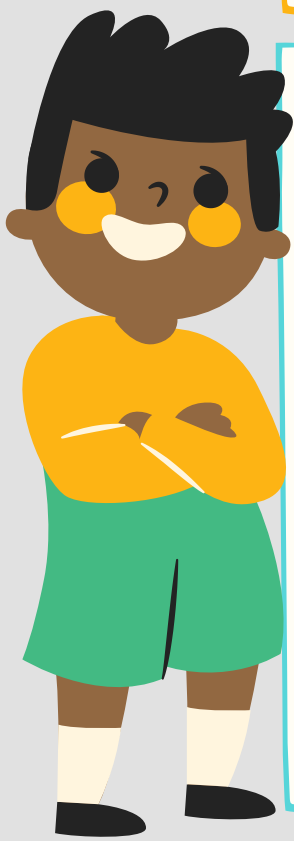
My dragon is...



My dragon has...

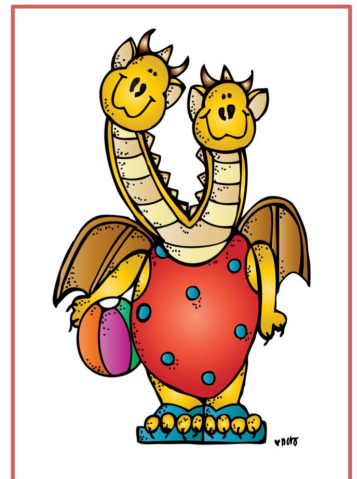
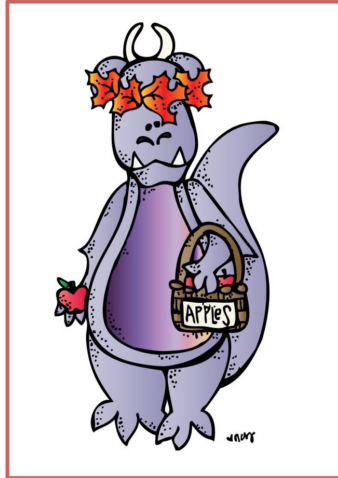
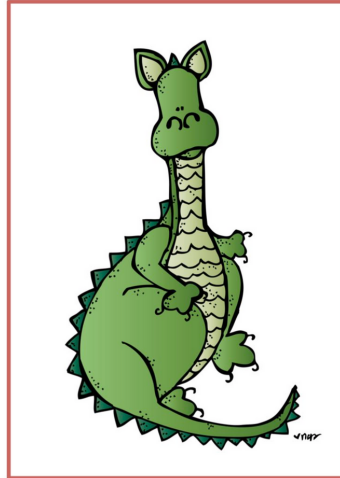
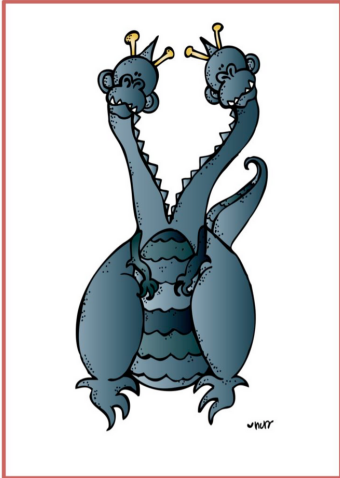


THIS IS MY DRAGON!



GO DRAGON (FISH) CARD GAME

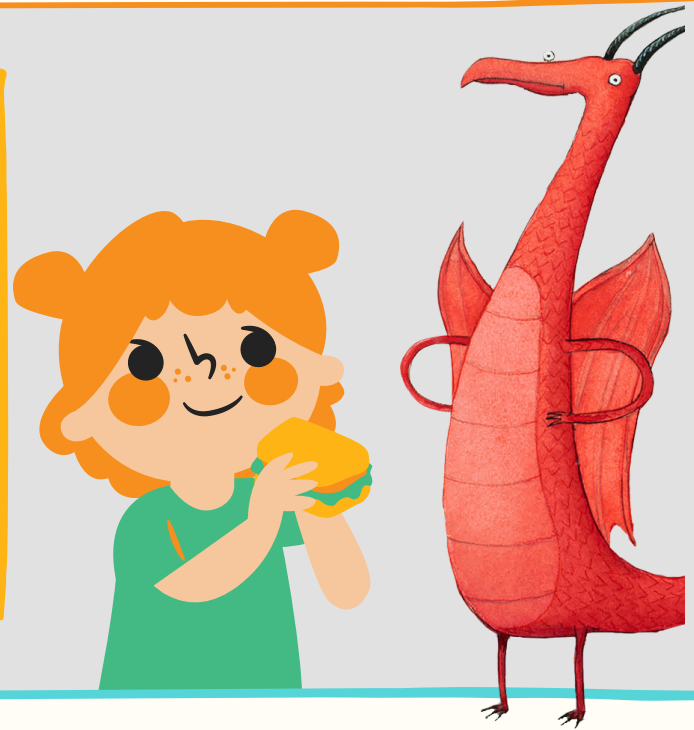
Like the card game "Go Fish!" print two copies of cards below and cut out around edges. Students are dealt cards from 16 card deck. Then take turns asking other students or family members questions to match their cards. When any player matches two cards with the same dragon, it forms a pair, and the cards must be placed face up in front of that player. When all sets of cards have been laid down, the game ends. The player with the most pairs wins.



MAKE DRAGON'S LOVE TACOS SALSA SLIME

INGREDIENTS:

- Dragons Love Tacos BOOK
- 1/2 cup Clear School Glue
- Food Coloring
- 1 tbsp Saline Solution (must contain Sodium Borate or Boric Acid)
- 1/2 tsp Baking Soda
- Craft Foam (Red, Green +White)
- Glitter (Red + Green)
- 1/2 cup Water
- Rubber Spatula, Bowl, Scissors +Measuring Spoons



HOW TO MAKE SALSA SLIME:

1. Measure out 1/2 cup of clear school glue into a bowl.
2. Stir in 1/2 cup of warm water.
3. Add a few drops of red food coloring and as much red and green glitter as your little heart desires and mix well.
4. Add 1/2 tsp of baking soda and stir.
5. Let your little one practice their scissor skills by cutting skinny strips of craft foam into tiny little rectangles. These will be the tomatoes, peppers and onions. Sprinkle them into the mixture and stir. You can always fold in more foam squares later to make it chunkier.
6. Here is where your slime comes together. Add 1 tbsp of saline solution or contact lens solution. It must contain Sodium Borate and/or Boric Acid, or you will end up with a massive slime fail. Stir the mixture well and it will start to stick more to the spatula and separate from the sides of the bowl. If your slime is still pretty sticky, you can add a few more drops of saline solution.



SALSA SLIME ACTIVITIES & TIPS

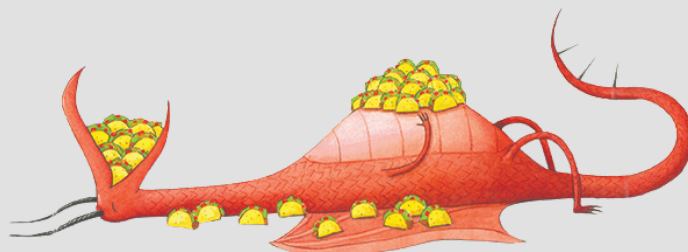
Slime is a fun sensory activity for children to play with. Really young children can appreciate the interesting texture of the slime. You can introduce vocabulary to describe how something feels; like sticky, squishy or stretchy. You can introduce the colors red, green and white and identify the square or rectangle shapes within the slime.

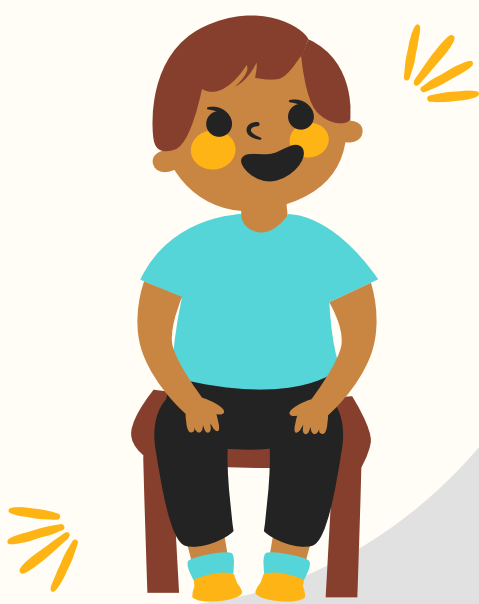
For older children, get them involved in making of the slime. The measuring of ingredients and observation of the chemical reactions teach early mathematic and scientific processes.

Store your salsa slime in a sealed container, ziploc bag or an empty jar with **TOTALLY MILD SALSA LABEL** PRINTABLE BELOW:



* NOW WITH SPICY JALEPEÑO PEPPERS





THANK YOU, OMU!

BY OGE MORA



Today students will learn about the central message of a story.

Students will learn how to identify key details that will lead them to the central message or lesson of a story.

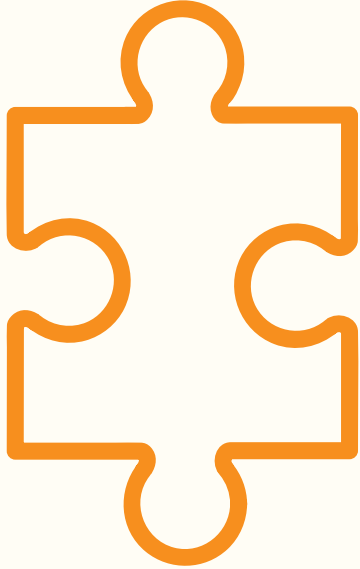
The activity will teach students how to use a central message anchor chart, expressing gratitude, and making fun recipes.



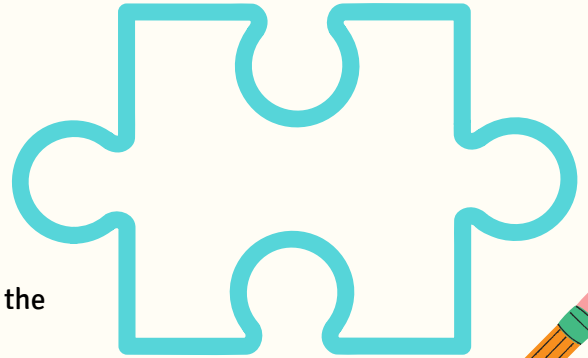
CENTRAL MESSAGE CHART

After reading Thank you, Omu!, what do you think the author's message is? Fill in the chart below, making sure to write and draw the key details and author's message based on those details. In other words, what did the author want us to learn?

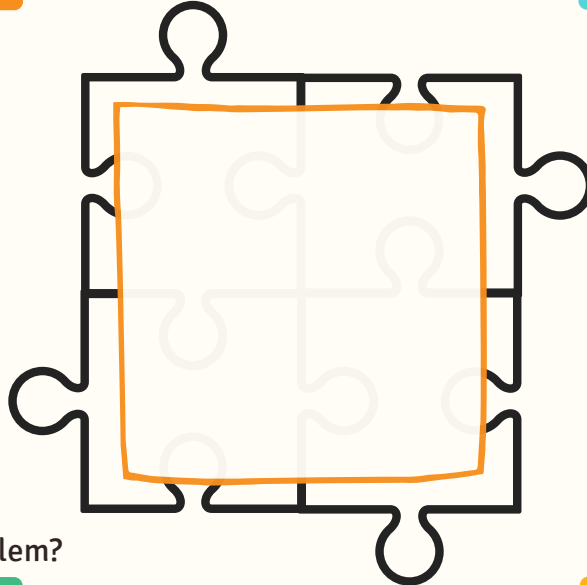
Key Idea : What is repeated?



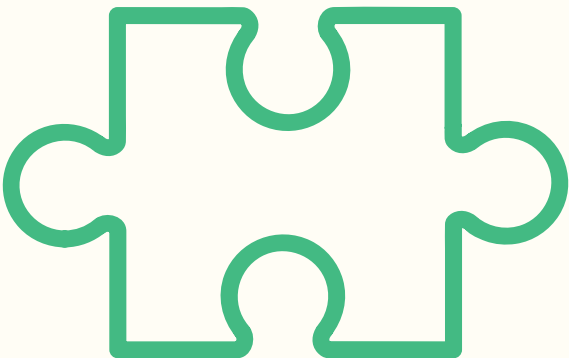
Key Idea : Solution to problem.



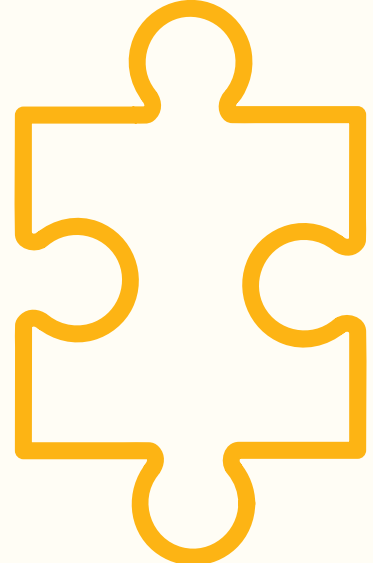
Central Message: What does the author want us to learn?



Key Idea : What is the problem?



Key Idea : How do the characters change?



SHARE YOUR GRATITUDE

Choose an item that means something to you, or something you are good at, that you can use to bring people in your community together. Describe what you chose. Describe how sharing what you chose will bring people together.



Handwriting practice lines consisting of ten horizontal orange strokes on a white background.



FAMILY RECIPES

Putting things in order is an important foundational skill. Understanding the sequence of a story helps preschoolers make sense of what they are reading. Cooking recipes teaches students listening and following directions, problem solving, math, and fine motor skills. Plus, its fun and will keep readers engaged, while also bridging personal connections to the characters in the story.

Tips:

- Point to each word as you read the recipe with your student
- Occasionally stop at a word your student will know and/or can use a picture clue for and let them read it.
- let your student sound out short words, but read the sight words (words that cannot be sounded out) for them until they can automatically recognize them.
- Allow your student to lead these recipes by doing as much reading, measuring, stirring, mixing, and pouring as possible.

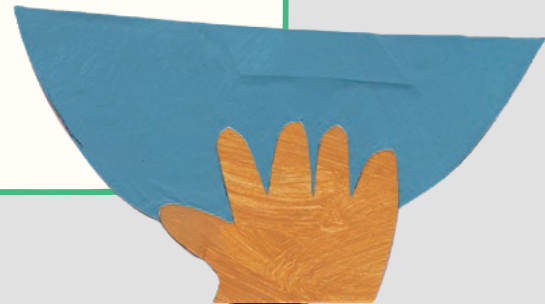
BANANA FLUFF

INGREDIENTS

- 1 Box of vanilla wafers
- 7 Bananas
- 2 Cups of milk
- 2 boxes of vanilla pudding mix
- 1 Tub of Cool Whip

METHOD

- Put vanilla wafers into the bottom of a baking dish.
- Slice 7 bananas and put them on top of the vanilla wafers.
- In a bowl put 2 cups of milk and 2 boxes of vanilla pudding and mix.
- Add the pudding mix on top of the wafers in the baking dish.
- Top the pudding with more vanilla wafers.
- ENJOY!



CHOCOLATE CHIP BANANA MUFFINS

INGREDIENTS

- 3 Bananas
- 1 Box vanilla cake mix
- 2 Eggs
- 1 Cup of chocolate chips

METHOD

- In a bowl mash 3 bananas with a fork.
- Add a box of yellow cake mix to your bowl.
- Add 2 eggs to your bowl.
- Mix the ingredients in your bowl together.
- Add 1 cup of chocolate chips to your bowl and stir.
- Spoon batter into a greased or lined muffin tin.
- Bake at 350 degrees for 20 minutes
- ENJOY!

BLUEBERRY POPS

INGREDIENTS

- 1 pint of blueberries
- 1 container of your favorite yogurt
- Wax paper
- Toothpicks

METHOD

- Stick 1 toothpick into each blueberry.
- Dip each blueberry in yogurt.
- Place the blueberries on wax paper.
- Freeze.
- ENJOY!

WE HOPE YOU ENJOYED THESE ACTIVITIES!



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