
Learn at Home Activities - Literacy

Kindergarten



My name is: _____ .

Dear Families,

We want to make sure that our students continue their learning during this challenging time. To help, these packets have been created to provide practice and activities for students to complete that will keep them reading and writing and growing. The packets look like what your school has sent home in the past over recesses and breaks. They have been designed so that they can be easily gone over by you with your student(s). The packet for this grade is split into sections – Word Study, Reading, and Writing. Each section has its own directions to guide you and your student(s) through it.

Because students throughout the City are at different places with their reading and writing, some of the work in the packet might be easy for students and some might be challenging. You should do what makes sense to help each student be successful with this work. We offer suggestions for this in each section of the packet.

In addition to this packet, please make sure your student keeps reading every day! Anything is good – books from school, the library, even comic books! We can't forget about talking and playing either – they're learning experiences too! See the "Talk. Play. Read!" tip sheet in the packet for ideas!

You can access more resources on-line at the <https://www.schools.nyc.gov/> website. Look under "Learning" and then "Learn at Home."

Also, be sure to check out our "Early Literacy Resources" - <https://www.schools.nyc.gov/school-life/learning/grade-by-grade/early-childhood-learning/early-literacy-resources> - for even more information!

Thank you for reading this and for the work you will do with your student(s). We think it will be a fun and engaging time!

Warmly,

The Early Literacy Team at the New York City Department of Education

Talk. Play. Read!

Every day, there are fun and easy ways to help your child build a lifelong love of reading.

Talk

- Ask questions! Try asking your child about words that rhyme (“What words rhyme with car?”), or asking questions that start a conversation (“Why didn’t you like that book?”).
- Follow your child’s lead. If they seem interested in a book or topic, keep talking about it!
- If you watch a movie or TV show together, talk to your child about what you’re watching. Ask questions like, “Was that character happy or sad?” or “What do you think will happen next?”.

Try this! Help your child learn new words by talking about where things are, with words like “first” and “last,” or “left” and “right.” Talk about opposites like “up” and “down.”

Play

- Play word games that help your child learn sounds. Try saying, “I spy with my little eye something beginning with the sound ‘f-f-f-f.’ What do you think I’m looking at?”
- Play rhyming games! Give your child a rhyming word and have them guess the animal. “I rhyme with mat. I am a…” You can play this on the bus, on the subway, or in the car.
- Play board games like Boggle or Scrabble that help your child build reading skills while having fun. Or write letters on a piece of paper and see what words your child can make.

Try this! Clap out words in a sentence (use one-syllable words at first). Older children can clap out individual sounds in words (c-a-t), or clap out syllables in longer words (ad-ven-ture).

Read

- Visit your local library! You can read lots of children’s books while you’re there, or borrow them for your child to explore at home. Signing up for a library card is easy and free.
- Read books out loud together, in any language. Let your child choose books about things that interest them!
- When you’re out together, ask if your child can sound out letters or words on billboards, store fronts, street signs, or items at the grocery store.

Try this! If your child is already reading, take turns! Read half the page and ask your child to read the other half. Ask, “What was that story about?” or “Did you like that character? Why?”

Talk. Play. Read!

There are lots of resources your family can use to start getting ready to read!

Use myON to read free books on your smart phone, tablet, or computer

The myON Digital Library contains over 6,000 books, including Spanish titles, and myOn News publishes daily age-appropriate articles. Families with children of all ages have free access through 9/30/18.

www.myon.com (For grades K-2, username “nycb” and password “myon”)

Visit your local library branch

You can read with your child, check out books to take home, or attend free programs. There are also online resources that you can download at the library or at home

In Manhattan, the Bronx, and Staten Island

Find your nearest library: www.nypl.org/locations/map or call (917) ASK-NYPL

Find resources for early readers: www.nypl.org/education/parents

In Brooklyn

Find your nearest library: www.bklynlibrary.org/locations or call (718) 230-2100

Find resources and free programs: www.bklynlibrary.org/learn/kids

In Queens

Find your nearest library: www.queenslibrary.org/ql_findabbranch or call (718) 990-0728

Find resources and free programs: www.queenslibrary.org/kids

Try Reading Rockets' easy-to-use reading tools

Over the summer, you can get reading tips to go. To start receiving summer literacy texts, simply text READING to 41411 from your mobile phone or subscribe online.

www.startwithabook.org/sms

Find reading tips for parents in multiple languages, including for parents of children with disabilities.

www.readingrockets.org/article/reading-tips-parents-multiple-languages

Watch fun, read-aloud videos and play literacy games with your child

Storyline Online has a variety of children's books read aloud by actors in a fun and compelling way.

www.storylineonline.net/

Reading Pioneers has a large collection of animated books read aloud on their YouTube channel.

www.youtube.com/readingpioneers

Unite for Literacy has a collection of books in multiple languages, with narration.

www.uniteforliteracy.com/

PBS Kids has early literacy games featuring TV characters your child might know.

pbskids.org/games/

www.schools.nyc.gov/earlyliteracy

Word Study



Dear Families,

The activities in this packet are designed to support Kindergarten students with reviewing previously taught phonological awareness, phonics, and fluency skills (foundational skills). The table below outlines activities for each day. The games can be played as often as you like. Please note, some of the activities will require scissors.

Kindergarten	Word Study Activities	Pages
Games	Sound Hunt High-Frequency Box	2-3
Day 1	1. Practice high-frequency words. Read, spell, and write.	5
Day 2	1. Create your book and read the story, "Lots of Fun". 2. Practice writing sentences.	7-9
Day 3	1. Dictation: Listen to the words and write the sounds you hear. 2. Trace and write words. 3. Build words using letter cards (cut out letter cards).	10-13
Day 4	1. Vowel Sort 2. Matching pictures with words. 3. Practice writing sentences.	15-18
Day 5	1. Reread the story, "Lots of Fun". Draw and write about the story.	18
Day 6	1. Practice high-frequency words. Read, spell, and write.	19
Day 7	1. Create your book and read the story, "We Play". 2. Practice writing sentences.	21-23
Day 8	1. Dictation: Listen to the words and write the sounds you hear. 2. Trace and write words. 3. Build words using letter cards (cut out letter cards).	24-25
Day 9	1. Vowel Sort 2. Read and write words with long vowels. 3. Practice writing sentences.	27-28
Day 10	1. Reread the story, "We Play". Draw and write about the story.	29

Quick and Easy Phonics Games to Play at Home - Kindergarten

Adapted from *Phonics from A to Z* by Wiley Blevins

Sound Hunt: Name a letter that you would like your child to review. Then have your child search for objects in your home whose names contain the sound represented by the letter.

Variation: You can also have your child search through books, magazines and newspapers for words that contain that letter.

High-Frequency Box: Place a set of the attached high-frequency cards in a shoebox. Have your child choose a word, spell the word aloud, read it, use it in a sentence and write it. Choose a few new words each day to practice and continue to review the old words.

Kindergarten High Frequency Words

is

that

of

the

and

you

to

it

he

a

in

was

as

his

with

for

on

are

this

at

Day 1:

High-Frequency
Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. was _____

2. too _____

Use in Context

Directions: Complete each sentence with a word from above.
Read the finished sentences to a partner.

1. Max _____ sick.

2. It is _____ wet to go out.

Name _____

Lots of Fun



Fold

"I went on a swing," said Jill.
"It was lots of fun!"

1



"Was it this one?" said Liz.
"I like this book, too."

4

Read Connected
Text

2

"I ran up a big hill," said Liz.
"It was lots of fun, too."



Fold

"I got a book," said Jill.
"It was a cat book."



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Day 2:

A teal semi-circular graphic with a pattern of white geometric shapes (triangles, squares, circles) and the word "Handwriting" written in white text.

Write

Directions: Write each sentence. Use your best handwriting.

1. The cat sits.

2. A fox can run.

3. I see a red rug.

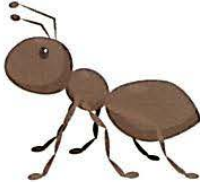
Directions: Write your own sentence. Use the words **will** and **mop**.


4.

Dictation


Think and Write

Directions: Listen to each picture name. Write the first letter or letters of the picture name on the line.


1.  _____

2.  _____

Directions: Listen to each picture name. Write the letter for each sound in a separate box.

3. 

--	--	--

4. 

--	--	--

Listen and Spell

Directions: Write each word and sentence that you hear.

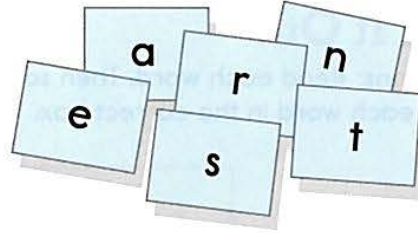
1. _____

2. _____



Trace, Write, and Build

Directions: Trace and write each word. Then build each word with letter cards.



TRACE	WRITE
was	
too	
bus	
mom	
bed	

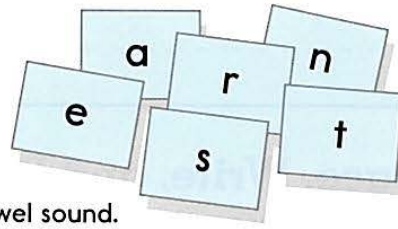
Day 3:

Cut out letter files.

Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
ck	a	d	a	a	a
i	b	f	c	b	b
k	c	h	ck	g	c
l	ck	i	e	h	d
ll	d	o	h	i	e
n	g	p	i	k	i
o	i	s	n	n	k
p	p	w	o	s	l
s	r		p	t	m
t	t		t	u	t

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Day 4:



Sort It Out

Directions: Read each word. Then sort the words by their vowel sound. Write each word in the correct box.

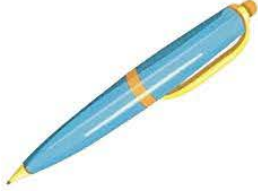

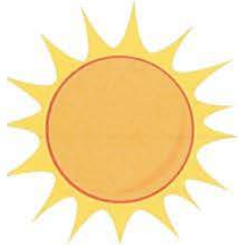



bit bug cat hot leg
map pen pot tip tub

Short a	
Short e	
Short i	
Short o	
Short u	

What other words do you know with these short vowel sounds?

Read and Write

Directions: Say the picture name. Circle the word for the picture. Write it on the line.

<p>pan pen ten</p>  <p>1. _____</p>	<p>bug bun bus</p>  <p>2. _____</p>
<p>rug run sun</p>  <p>3. _____</p>	<p>fan fin pin</p>  <p>4. _____</p>
<p>leg lock log</p>  <p>5. _____</p>	<p>bag bat tag</p>  <p>6. _____</p>

Cumulative
Review

Build Fluency

Directions: Complete each sentence with a word from the box.

finds was

1. Sam _____ the cat.

2. Ed _____ sad.

Directions: Write a sentence using each word.

3.

buzz

4.

hop



Write About It

Directions: Read "Lots of Fun" again. Draw a picture about Jill or Liz. Write about your picture.



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High-Frequency
Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. come _____

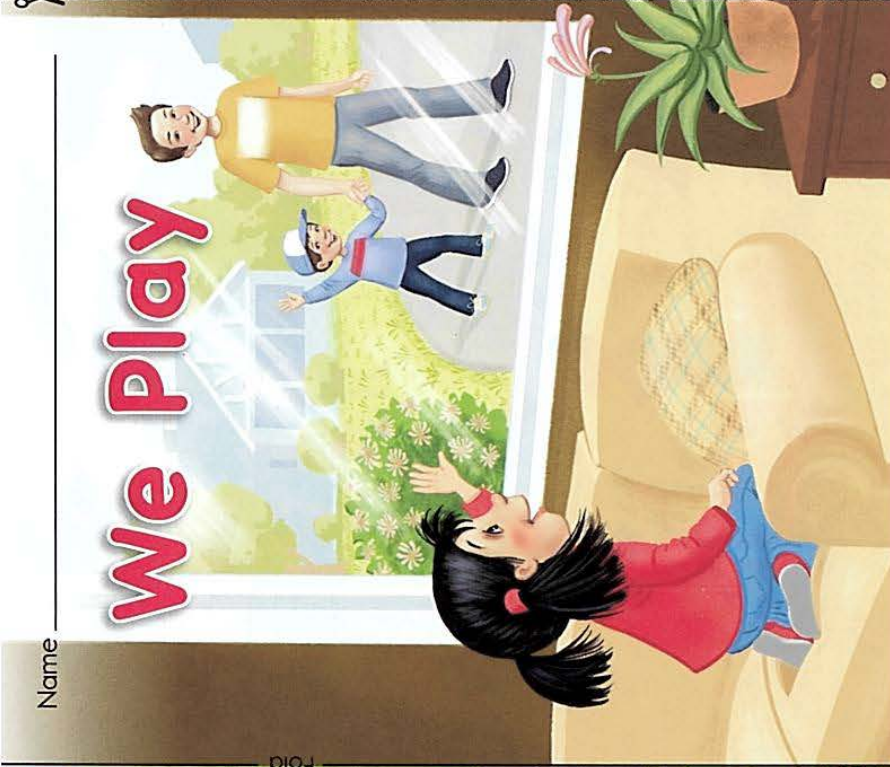
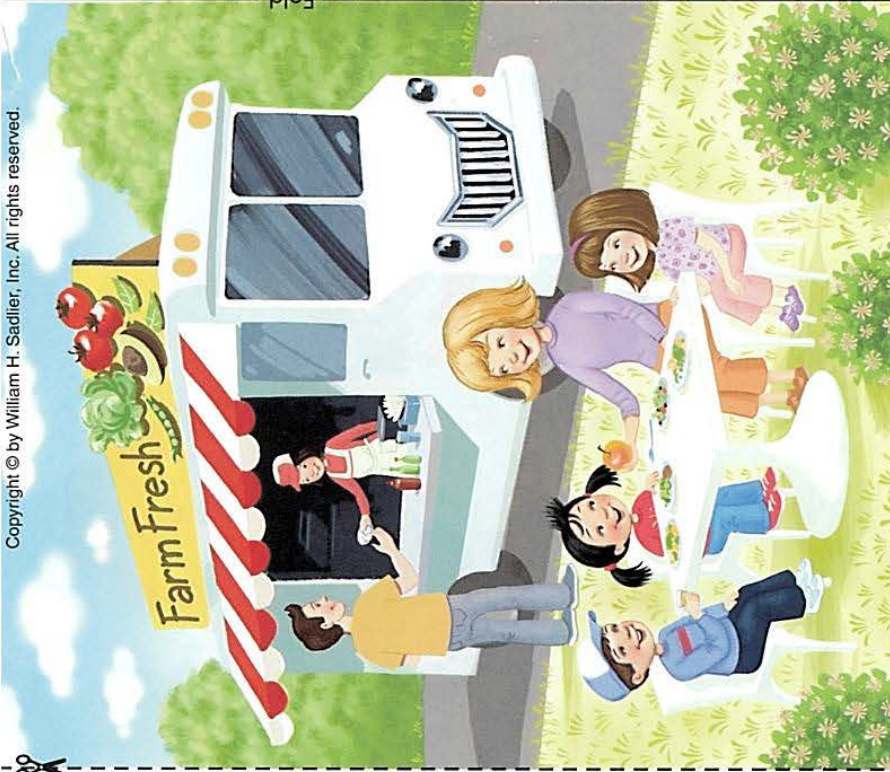
2. some _____

Use in Context

Directions: Complete each sentence with a word from above.
Read the finished sentences to a partner.

1. _____ with me.

2. We will have _____ fun.



Name _____

Fold

Fold

Dan stops.

He sees a van.

We can get some food. Yum!

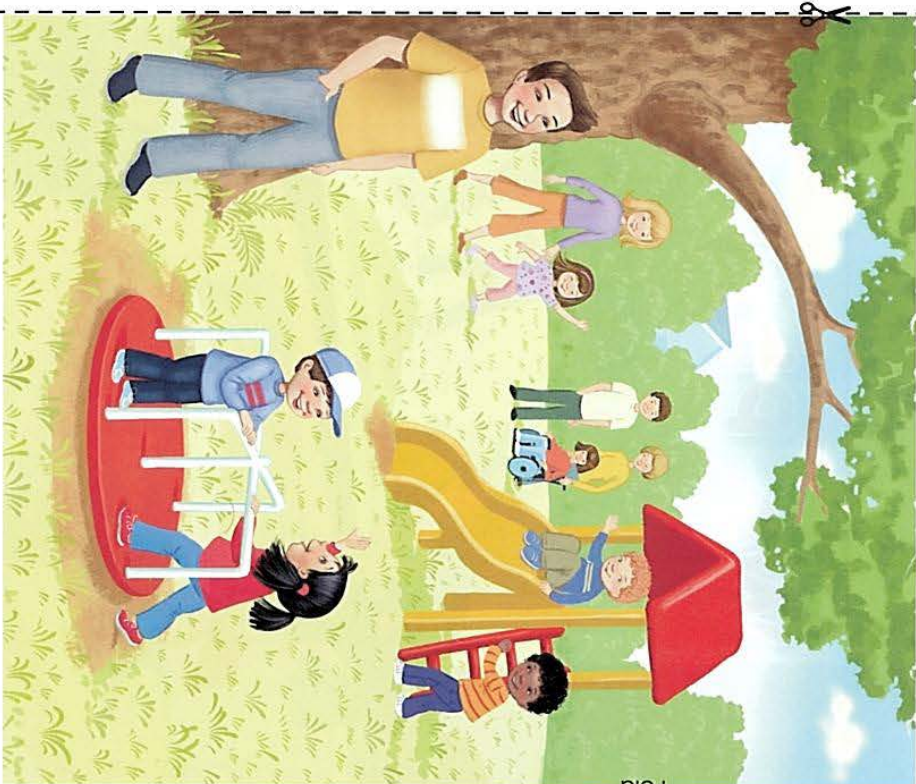
4

Dan will come to my house.

We will go to the park.

1

Read Connected
Text



Fold

Fold

We see Pat.
"Hi!" we yell.
"Come with us!"

2



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We run and play.
We have lots of fun.

3

Day 7:

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Write

Directions: Write each sentence. Use your best handwriting.

1. We can help.

Handwriting practice lines for sentence 1.

2. Hi! I am Max.

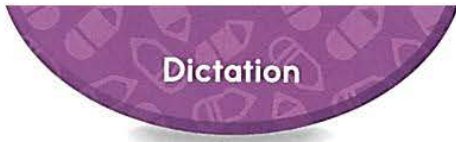
Handwriting practice lines for sentence 2.

3. Ben is so sad.

Handwriting practice lines for sentence 3.

Directions: Write your own sentence. Use the words **he** and **go**.

Handwriting practice lines for sentence 4, starting with the number 4.



Think and Write

Directions: Listen to each word. Write the letter for each sound in a separate box. Then write the word on the line.

1.

--	--

2.

--	--

3.

--	--

Listen and Spell

Directions: Write each word and sentence that you hear.

1.

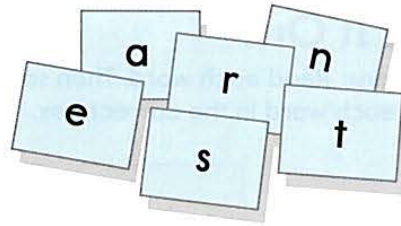
2.

Day 8:



Trace, Write, and Build

Directions: Trace and write each word. Then build each word with letter cards.



TRACE	WRITE
come	
some	
me	
bed	
no	
hi	

Word Sort



Sort It Out

Directions: Read each word. Then sort the words.
Write each word in the correct box.

hi him me men no
not so sock we web

Long Vowel Sound

Short Vowel Sound

What did you notice about the vowels and vowel sounds in each box?

Read and Write

Directions: Read each word. Circle the word that has the long vowel sound.
Write it on the line.

<p>be bed beg</p> <p>1. _____</p>	<p>hi him hit</p> <p>2. _____</p>
<p>get go got</p> <p>3. _____</p>	<p>wag we wet</p> <p>4. _____</p>
<p>he hen hot</p> <p>5. _____</p>	<p>net no nut</p> <p>6. _____</p>

Cumulative
Review

Build Fluency

Directions: Complete each sentence with a word from the box.

too some

1. That pot is _____ hot.

2. Can I have _____ jam?

Directions: Write a sentence using each word.

3.

go

4.

run

Day 10:



Write About It

Directions: Read "We Play" again. Draw a picture that shows what the kids do. Write about your picture.

A large rectangular writing area with a blue scalloped border and red corner tabs. Inside the area are several sets of horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines stacked vertically.

Reading



Instructions for Completing the Reading Comprehension Activities - Kindergarten

Activity	How to Do It
<p>Text Selection</p>	<ul style="list-style-type: none"> • Help your child read one of the text selections below each day. • You can access these books with accompanying pictures online at: http://www.textproject.org/assets/products/beginningreads/download-texts/BR-Level03-Texts.pdf to the texts on Text Selection 1. • Read texts and respond to the questions on Text Selection 2.
<p>Prep Talk: Talking about a book before reading allows your child to tap into their prior knowledge of the topic and make predictions about the text and words.</p> <p>Read: Your child may read the text independently or with support (echo or choral read).</p> <p>Re-Read: Read a portion of the book again.</p> <p>Book/Word Talk: After reading the story, use this opportunity to talk about vocabulary, the information presented, or the story line.</p>	<ol style="list-style-type: none"> 1. Prep Talk: Engage your child in talking about the text selection. <ul style="list-style-type: none"> • Read the title and think about it. • Predict what the text selection will be about. 2. Read the Text: This can be carried out in different ways depending on the child’s reading proficiency: <ul style="list-style-type: none"> • <i>Independent reading:</i> For children with sufficient sight words and decoding ability to read, without difficulty. • <i>Echo reading:</i> For children with limited sight word knowledge. You read a page and the child reads it back. • <i>Choral reading:</i> You and your child read together, and you fade your voice away whenever possible. • <i>Read aloud:</i> You may choose to read the text to your child while stopping to clarify and discuss what you’re reading. 3. Explain Vocabulary: Discuss important vocabulary and unfamiliar words in the text selection before reading. <p>Book/Word Talk: This might include:</p> <ul style="list-style-type: none"> • After reading the books online using the above link (if possible), have your child practice reading the texts only without the pictures. (Text Selection 1) • Ask your child to tell you who the main character is. Allow him/her to describe the setting. Help your child to identify the problem and the solution (if any) or what the main character enjoys doing. Help the child make connections and share thinking. • Encourage the child to provide “evidence” from the text for her/his responses. • Bear in mind that talk means conversation, not question and answer.
<p>Respond to Comprehension Questions</p>	<ul style="list-style-type: none"> • Have your child respond to the comprehension questions that follow the text. Provide some guidance as necessary. • Encourage your child to provide text-based evidence by going back to re-read sections of the text as needed.

Directions: *You can access these books with accompanying pictures online at:*
<http://www.textproject.org/assets/products/beginningreads/download-texts/BR-Level03-Texts.pdf>

Too Hot!

Dan sat on the sand. It was too hot.

He got up. He got a mat.

Now Dan can sit on the sand.

In the Sun

Ben had a nap in the sun. He got hot
and red.

He had a swim. Then Ben was not hot.
But he was still red!

Sand

My dog digs in the sand. I sip some water.

My dog digs in the sand. I jump in the water.

My dog and I like it when it is hot.

Run and Hop

Tim and I play games.

We run up the hill. We run and run.

Tim wins.

Tim and I hop down the hill. We hop
and hop. I win!

Top of the Hill

We go up the hill. We run and run.

But the hill is big. So we walk. We walk
and walk.

We get to the top of the hill. We sit in
the sun.

Up and Down

Bill ran up the hill. He ran down the hill.

He ran up and down. Up and down, up and down.

He did not have a plan. Bill just ran and ran.

Hit the Ball

I am at bat. We can win.

But I have to hit the ball. I hit the ball.

I run and run. We win!

Fun with Friends

Ben has a ball. We kick Ben's ball.

Sam has a ball. We hit Sam's ball.

Will has a ball. We run with Will's ball.

It is fun to play ball with friends.

Pick a Game

Will picks a game. We run and run.

Will wins the game.

Ben picks a game. We hop and hop. Ben wins the game.

I pick a game. We read and read. We all win at this game!

Jon Follows School Rules

by ReadWorks



Jon was in kindergarten. He liked it a lot. His teacher talked about school rules. Jon wanted to follow them.

Here is what Jon did. He put up his hand to talk. He stood quietly in line. He took turns with others. Jon used his inside voice.

At the end of the day, his teacher said, "You did a good job, Jon!"

Jose and the Blue Crayons

by ReadWorks



Photo Credit: Laffy4kY

José, Ella, and Alex sat at the same table. They listened to their teacher, Ms. Garcia.

Ms. Garcia talked about sharing and taking turns. Then she said the class could draw pictures.

Ms. Garcia put a big box of crayons on each table. José took all three blue crayons. He drew water and the sky and a sailboat. Ella looked sad.

"I need a blue crayon," she told José. José gave Ella one of the blue crayons. "I like to share!" he said.

Name: _____ Date: _____

Use the article "Jon Follows School Rules" to answer questions 1 to 2.

1. What does Jon's teacher talk about?

2. Does Jon listen to what his teacher says? Support your answer with evidence from the story.

Use the article "Jose and the Blue Crayons" to answer questions 3 to 4.

3. Ms. Garcia is José's teacher. What does she talk about?

4. What does José do that shows he was listening to his teacher? Support your answer with evidence from the text.

Use the articles "Jose and the Blue Crayons" and "Jon Follows School Rules" to answer questions 5 to 6

5. How are what Jon does and what José does alike?

6. If Jon and José met each other, would they get along? Support your answer with evidence from both stories.

Fireflies

Fireflies are beetles that glow! Fireflies are black beetles with big eyes. Most fireflies have wings. They can light up in the dark. Even the eggs of fireflies glow!

Why do fireflies light up? Sometimes, animals want to eat fireflies. Fireflies light up to tell these animals that fireflies taste bad. When a firefly is scared of something, it lights up.

Other times, male and female fireflies talk to each other by lighting up. They can blink on and off.

Fireflies love warm areas. Sometimes, you can see them near ponds and forests! Have you seen a firefly?

1. Why do fireflies light up?



This is a drawing of a firefly.

This is a photo of a firefly on a plant



All Kinds of Plants

by Kate Paixão



Plants come in many sizes and shapes.

Some are big. Giant sequoia trees can grow to be 275 feet tall. Other plants are small. Some mosses are so small you cannot see them.

Some plants live in dry places. Cactus plants live in hot, dry deserts. Some plants live in wet places. Seaweed floats in the ocean.

Some plants make their own food. Most plants use energy from the sun to make food. Others catch food. The Venus flytrap catches flies to eat.

Name: _____ Date: _____

1. Which plant is big?



moss



sequoia trees

2. What plants are small?



moss



sequoia trees

3. Where do cactus plants live?

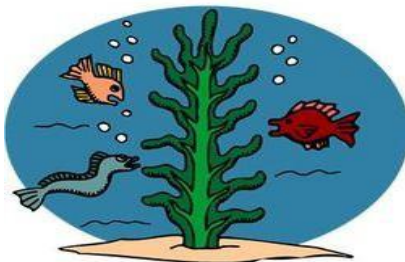


dry deserts



wet oceans

4. What plants live in the ocean?



seaweed



mosses

5. What do most plants use energy from the sun to do?

Most plants use energy from the sun to

6. What did you learn from "All Kinds of Plants"?

7. Draw a plant.

Writing



Dear Families,

The activities in this packet are designed for you and your child to have shared experiences around writing. The table below outlines activities for each day. The main objective is to make this a family experience in which writing together is engaging and fun!

Kindergarten	Writing Activities
Day 1	Labeling: Writing the Room
Day 2	Labeling: People I Know
Day 3	Narrative Writing: Dramatize a Story
Day 4	Response to Literature: Writing About a Story
Day 5	Opinion Writing: My Favorite Food to Eat
Day 6	Informational Writing: Providing Information on a Topic
Day 7	How-To-Writing: Sequencing
Day 8	Informational Writing: Things We Wonder About
Day 9	Narrative Writing: Retell a Familiar Story
Day 10	Labeling: Help Create a List

DAY ONE: Writing the Room

Materials: Paper (unlined or you may draw lines as needed depending on your child as a writer), pencil, clipboard or other hard surface to write on as it is being carried around the room.

Family Directions: Explain to your child that they will be playing a game called, “Writing the Room”. In this activity, your child will use their pencil, paper and clipboard to write down the names of items they see around two rooms where they live. Children have the option of drawing a picture of the objects they see, writing the word, etc., depending on their writing ability. As an extension activity, you might ask your child to find objects with the same initial/ending sound. Example for initial sound (p) – pillow, pencil, plate. Example for ending sound (r) – air conditioner, chair. Your child will draw the object and label each item.

DAY TWO: Drawing and Labeling People I Know

Materials: If you have a family photo or a photo of friends, you can use this with your child, paper, and pencil

Family Directions: On a sheet of paper, ask your child to draw the people in their family or five of their friends. Have your child include as many details as possible in their illustration. Once all people are drawn, have your child take turns labeling the people with you. You can label the names of each person and add labels for what they are wearing (blue shirt, necklace, etc.). As an extension, you may give your child the option to write a sentence(s) about each person in the picture (Example- I read with my mom).

DAY THREE: Dramatize a Story with Me

Materials: Favorite story

Family Directions: Think of a story that your child knows well. Think of a character in that story and have your child act out how the character behaves in the story. Your child can also express the character by writing facial expressions based on how the character feels. As an extension, you might think about having your child create their own story with you by writing the story and taking turns illustrating the story.

DAY FOUR: Response to Literature

Materials: Paper, pencil

Family Directions: After reading a story, ask your child the following questions: Who was the story mostly about? What happened in the story? Where did the story take place? What was your favorite part of the story? Your child can either illustrate the responses or write the responses on the paper.

DAY FIVE: Opinion Writing- My Favorite Food to Eat

Materials: Paper, pencil

Family Directions: Ask your child to think about their favorite food. Have a conversation with your child about this food asking various questions –Why is this your favorite food? Can you describe this food (color, shape, smell, etc.?) When do you remember eating this food? Ask your child to try to convince you to eat this favorite food. On a paper, have your child illustrate their favorite food and label the different parts of the food.

DAY SIX: Name a Topic I Know- Let Me Explain

Materials: Paper, pencil

Family Directions: Have your child think about something that really interests them – toys, sea animals, sports, etc. Then, ask your child to explain all they know about their topic. They can describe the topic, draw the various things they know about the topic, write words or sentences about the topic

DAY SEVEN: Sequence Writing- What Comes Next?

Materials: Two sheets of paper each folded into three columns, pencil, crayons.

Family Directions: Maybe your child knows how to make a bowl of cereal or is able to brush their teeth. Together, think about the steps involved to do this activity (typically 3-5 steps). Talk about the steps in the order they happen. Then, create a booklet by stapling two pages together and add in the steps on each page. Illustrate. Have your child retell the sequence to another member of the family or to a friend.

DAY EIGHT: Things We Wonder About

Materials: Internet, books on the topic (optional), paper, pencil

Family Directions: Tell your child something you have always wondered about. For example- I wonder how many stars fill the sky. Ask your child for something they are wondering about. Together, explore the wondering. You might do an internet search together or find a book about the topic you are wondering about. Have your child draw a picture of their wondering. As an extension, have your child write a few sentences about what they are wondering and what they learned by exploring the topic with you.

DAY NINE: Retelling a Familiar Story

Materials: Paper, pencil

Family Directions: Think of an experience you and your child shared together. Maybe the experience could be around a holiday, a subway trip, a game you played, etc. Talk about this experience together. Think about what made this experience memorable? Have your child help you to remember this experience by writing or drawing about it.

DAY TEN: I'm a Great Helper – Making a List

Materials: Paper, pencil, crayons

Family Directions: Is it almost time to go shopping? Together with your child, create a food list you would use to create a family meal. Alternatively, you might decide to make a list of people you would invite to the movies or some other event. Be creative. There are many different types of lists. How creative will your list be?