

BE THE MASTER OF MASTERY CONNECT!

LOOK INSIDE FOR WORD SORTS, GRAPHIC ORGANIZERS, AND MORE FUN!



SKILLS:

- PHONICS & WORD ANALYSIS
- ASKING & ANSWERING QUESTIONS
- IDENTIFYING MAIN TOPIC
- IDENTIFYING CHARACTERS, SETTING, & EVENTS
- AND MORE!



FUN & ENGAGING LITERACY ACTIVITIES FOR K-2 STUDENTS

For more information contact the Early Literacy Department
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Kindergarten Activities

K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.

- As an introductory activity, find a photo the students would find interesting. Have students share details about what's happening in the photo. Next, have students take turns giving the photo a title as if it was the front cover a book. Allow for discussion and ask questions such as, "Why do you feel this is a good title?" or "What details in the photo made you choose this title?" or "What part of the photo stood out to you the most?"
- When reading aloud, prompt students to listen to the key details of the book to guess the title! Start by covering up the title of the book and encourage the students to look at the cover. Discuss what they see. Then ask the students for suggestions as to what they think would be a good title for the book. Be sure to have students tell WHY they chose the title by prompting them to share details from the book that support their chosen title!
- Use the 5W's+H reading strategy to engage students in responding to questions **during** and **after** reading a text. 5W's+H=**W**ho are the characters? **W**hat's going on? **W**hen and **W**here is the story taking place? **W**hy are the events happening? **H**ow did the story end?



K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.

- Before, during, and/or after reading a non-fictional text to students, explain the meaning of the words "alike" and "same." Use a graphic organizer to compare two different items or objects from the non-fictional text.
- Read two short nonfiction texts about similar animals. Ask questions to prompt students to notice connections between the two animals. For example, ask questions about their physical features, habitats, and how they protect themselves against predators.



K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.

- Discuss the difference between an author and illustrator. Show various pictures throughout stories and ask students the question, "Who drew this picture?" Students should respond each time with "*the illustrator.*" Read and point to the lines in the stories and ask student the question, "Who wrote the words/sentences?" Students should respond each time with, "*the author.*"
- Students love to role play! Remind students of the role of an author and illustrator. Next, have students pull a card that says either author or illustrator. The student who pulls the author card must orally tell a sentence that the adult writes on paper. The student who pulls the illustrator card must draw a simple picture to represent the author's sentence.
- Ask students to make up a gesture for the role of an author and an illustrator. (Ex. For an author, students pretend to hold a pencil and write. For an illustrator, students pretend to hold a paintbrush and paint in the air.) Using a book, point to sentences or illustrations in several books. Have students say the role and make the gesture each time you point to a sentence or illustration. Allow students to take turns pointing to sentences and illustrations in several books, while others make the correct gesture.



Grade 1 Activities

1.RI.1KID.1 Ask and Answer Questions about key details a text

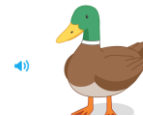
- Make a list of question words (who, what, when, where, how, why) and discuss with students how we used these words to generate questions
- Ask questions before reading, look at titles and pictures and generate wonderings
- Point out important key details (information in the story key details can also be pictures) what wonderings do you have about this key detail (chart on paper identified details, and then questions
- Encourage students to identify key details during reading (what are your wonderings) create questions
- Encourage students to identify key details after reading (what are your wonderings) create questions
- Ask students text dependent questions after reading

Key Detail	I wonder..... Questions
_____	_____
_____	_____
_____	_____
_____	_____

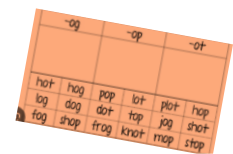
1.FL.PWR.3 Know and apply grade -level phonics and word analysis skills when decoding isolated words in connected text

- Word Match- match the word with the picture

🔊 Complete the word.



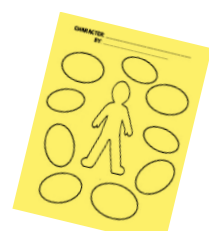
- Word Sort- Sort and read words with same vowel pattern spelling



- Fluency read students are practice reading words that are decodable (CVC) examples: cat, hat, jog
- Sentence read- students highlight target decodable from a connected and practice decoding and reading the identified words within a text

1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.

- After reading a fictional text with students, fold a sheet of paper into three equal parts. Use the headings, characters, settings, and major events to label the top of each section. Allow students to draw or list the characters, settings, and major events in sequential order in the appropriate category.
- Have students describe characters based on what they say, do, and how they act.



Grade 2 Activities

2.RI.KID.2.: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.

Activity: Retell text

- Have students retell each section or paragraph in the text, writing down important information. (Example Prompting Questions: What happened in the beginning? What happened next? What information did you learn in the paragraph?)
- Use [graphic](#) organizers to organize thoughts while reading in order to gain understanding.
- After reading a book, have students start at the beginning and tell the important details and events that happened. Then, retell the middle and end of the text.
- After reading a passage, have the student write the main topic underneath the title and discuss how the two are similar. Then, have the child underline or circle key details that support the topic.



2.RL.KID.3: Describe how characters in a story respond to major events.

Activity: Details Sort

- Before working with the student, read a book and make a list of details from the story. Have students sort the details into categories of major and minor details.

Activity: Character Response Scavenger Hunt

- After reading a story, ask students about the major events that happened. Have students search for evidence to explain how characters respond to the major events. Allow students to circle or highlight the sentence where they found the answer.



2.RL.KID.3: Describe how characters in a story respond to major events.

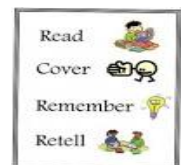
Activity: Call A Character

- After reading a story, choose a major event that happened to talk about. "Call" a student to pretend to be that character. The student "picks up the phone" to respond how the character responded in the story. Give corrective feedback to guide the student's response.

2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.

Strategy: R.C.R.R. or Read/Cover/Remember/Retell

- After reading a paragraph, cover it up. Then remember the very important points by asking yourself the following questions (Who or what is this paragraph about? What is the author saying about the subject(s)? Then retell it to a partner or write it down.



2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.

Strategy: Labeling Cause/Effect

- When presented with a cause/effect question, immediately label or write the following: **Effect-What happened; Cause-Why did it happen?** Find the paragraph that specifically focuses on the question. Then look at each of the answer choices and decide whether the statements correlate to the subject at hand. If not, cross out those items. If so, ask yourself, "What happened," followed by, "Why did it happen?" in order to choose the correct response. *Example: Effect-What happened? Cause-Why did it happen? What happened: Camels can go without food or water. Why: They have stored fat in their humps.*

