



MASTERY CONNECT FUN

Fun & Engaging
Literacy
Activities for
K-2 Students

**K-2 STANDARDS-
ALIGNED ACTIVITIES**

**LOOK INSIDE FOR
SCAVENGER
HUNTS, STORY
MAPS, AND MORE
FUN!**

SKILLS:

- Phonics & Word Analysis
- Asking & Answering Questions
- Identifying Main Topic
- Identifying Characters, Setting, & Events
- and MORE!



**FOR MORE INFO
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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.

- Before, during, and after reading a book ask questions about characters, setting, problem, and solution.
- After reading a book divide a sheet of paper into 5 sections. In each section write a question using the 5 W's (who, what, when, where, why). Have the children respond to each question with a complete sentence or illustration.
- Play "Question Toss" using the 5 W's (who, what, when, where why). Write a question for each of the 5 W's on a ball or balloon. Toss it to a child and where his or her thumb lands, he or she must answer that question about the story.



K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.

- Read a familiar fiction story to complete a story map about the character, setting, and events.
- Discuss with the children that the characters are the people or animals that are in the story, the setting is where or when the story takes place, and the action that takes place in the story are called events.
- Create a list of all the characters in the story, or have children draw the characters.

Discuss the roles each character plays and help the children determine which character is the major character. After the major character has been determined, have the children "act out" the character when you reread the story.

Title		Character
Who	Where	When
Beginning	Middle	End



K.RI.KID.2 With prompting and support, orally identify main topic and retell key details in a text.

- After reading a story with children, ask the children to identify the characters, setting, problem, and the solution to the problem in the story.
- Read a familiar story to children. Have the children tell you everything they can remember about the story starting from the beginning. Prompt the children to remember key details about the story when needed.
- Show a picture to children and ask them to tell you everything they can about the picture.



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

- Read non-fiction books of interest. Allow the children to draw pictures representing the connections within the text.
- Select a non-fiction book of interest to children; help the children make connections with what is being read. (For example, in a book about animals that live in the desert, you can show the connection between why a chameleon changes the color of its skin, and the concept of predator/prey.)
- Ensure that you are connecting two individuals, events, ideas, or pieces of information from the text you read.



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.

- Explain how the author and illustrator present ideas or information to help the reader understand the text.
- Discuss with children the difference between the author (who writes the story) and the illustrator (who draws the pictures) of the book.
- Create a mini book or story in which you write (as the author) and the children illustrate.



First Grade Activities

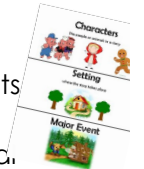
1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.



- Have children sort words into categories with short vowel sounds and long vowel sounds. Allow children to write their sorted words on a sorting mat.
- Using a book, magazine, or newspaper, say a letter sound and have children highlight or circle the letter that makes that sound.

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.
- Choose a character from a book and allow the children to describe his/her physical traits, personality, and behaviors. Have children explain how those behaviors caused specific events to occur.



1.RI.KID.1 Ask and answer questions about key details in a text.

- Ask questions before, during and after reading nonfiction text.
- Create an asking word bank and allow the children to select words and generate questions related to the text. (Asking words: what, why, when, where, who, how, do, does)
- While reading, periodically stop and take turns creating "I wonder" statements to help encourage students to ask more questions and provide a model for active thinking. For e

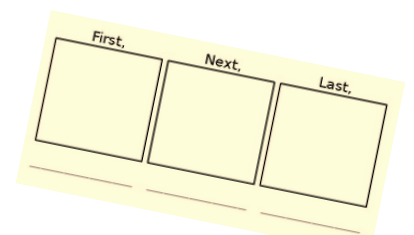
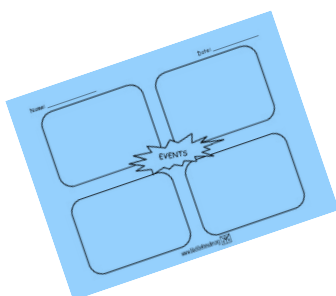
1.RI.KID.2 Identify the main topic and key details of a text.

- After reading a non-fiction text, ask questions like:
 - What is the text mostly about?
 - What information in the text led you to this main topic?
 - What pictures, words, and sentences help me know this?
- Write the main topic at the top of a piece of paper. Have children list a minimum of three key details from the text that support the main topic.



1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- After reading a nonfiction text, have children retell the events within a text in the order in which they occurred. Encourage children to use sequencing words such as first, next, and last.
- After reading a nonfiction text, ask the children questions about why specific events occurred. Reread appropriate portions of the text if children experience difficulties responding.



Second Grade Activities

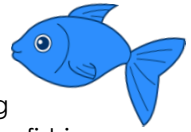
2.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Activity: Prefix Catch and Match

Task: Use a magnetic pole to catch and match prefixes to their root words.

Materials: Index cards, prefixes, root word list, magnet, magnetic strips, dowel rod, string

Directions: Attach a string to the dowel rod and tie the magnet to the end (this creates a fishing pole). Create two sets of index cards; one set with prefixes (un, re, dis) and the other set with root words (use, tell, run, ripe, lace, lock, safe, trust, agree). Place a small magnetic strip on the back of each index card and place them in a circle on the floor. Your child will fish to match and catch the prefix and the root word. Have the children write the words that they matched.



2.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Activity: Flipping for Suffixes

Task: Draw illustrations of words with suffixes to make a flip book.

Materials: Paper, stapler, crayons, pencil, marker, word list (careless, fearless, colorful, joyful, friendly, loudly, hairy, snowy)

Directions: Create a flip book by folding two sheets of paper in half and stapling it at the top. Have your child write each word on a page and draw a picture to illustrate it.



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

Activity: Character Response Scavenger Hunt

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

<https://bestforall.tnedu.gov/standard/ela/2rlkid3/resources>



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

Activity: Call A Character

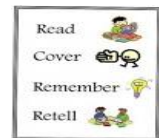
- After reading a story, choose a major event that happened to talk about. "Call" a character pretend to be that character. The child "picks up the phone" to respond how the character responded in the story. Give corrective feedback to guide the child's response.



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.*

