



# Review & Enrichment

Weeks of May 18th & May 25th  
Long and Angotti

Student Name \_\_\_\_\_

Email \_\_\_\_\_ phone number \_\_\_\_\_

Teacher Name \_\_\_\_\_

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.



# All Sorts of Animals

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

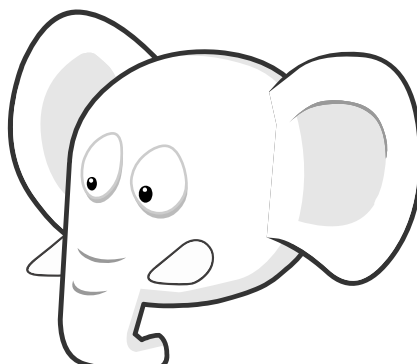
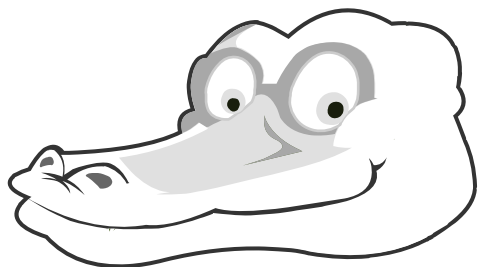
Color the animals at the bottom of the page.

Cut on the dotted lines.

Sort and paste the animals into the categories **Stripes** and **No Stripes**.

**Stripes**

**No Stripes**





# Light Work

## Activity Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Circle the item that is taller.**

1.

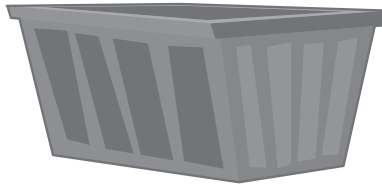
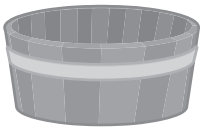


2.

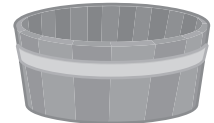


**Circle the container that holds more.**

3.

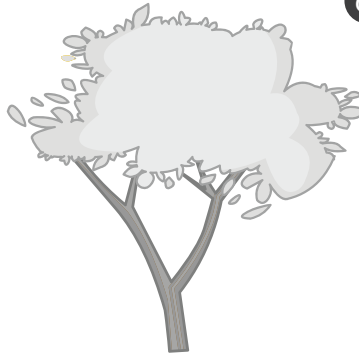
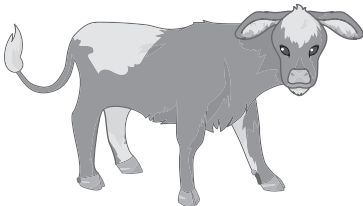


4.



**Circle the item that is shorter.**

5.

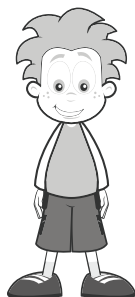


6.

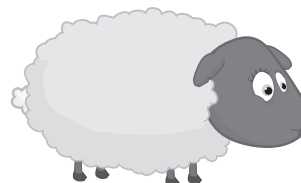


**Circle the item that is heavier.**

7.



8.





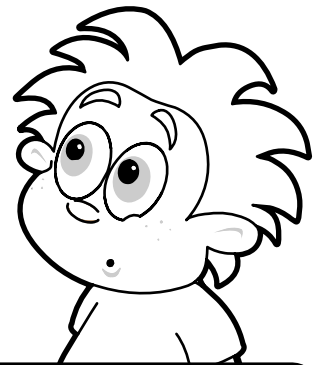
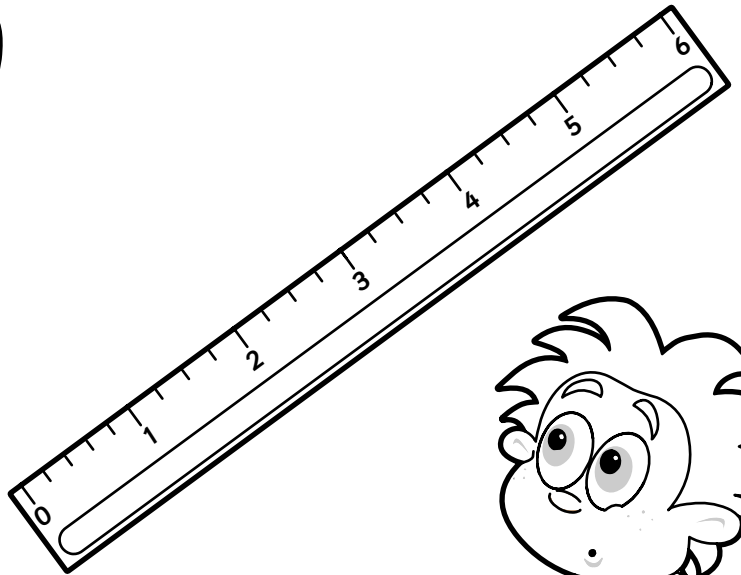
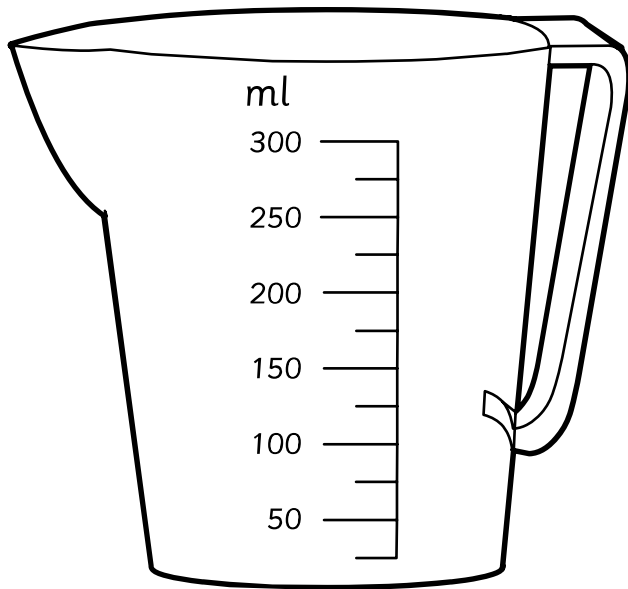
# Measure Up

## Activity Sheet

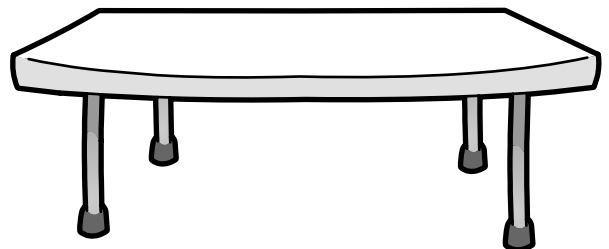
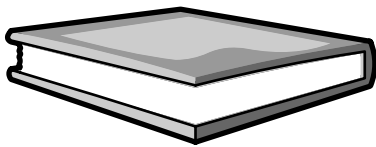
Name: \_\_\_\_\_ Class: \_\_\_\_\_

Color the tool you can use to measure length blue.

Color the tool you can use to measure volume in green.



Circle the item that is longer.



Circle the item that is heavier.



Circle the item that has more volume.





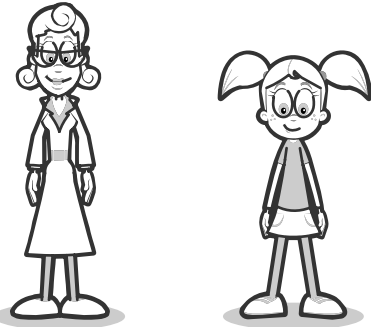
# Measure Up

## Activity Sheet

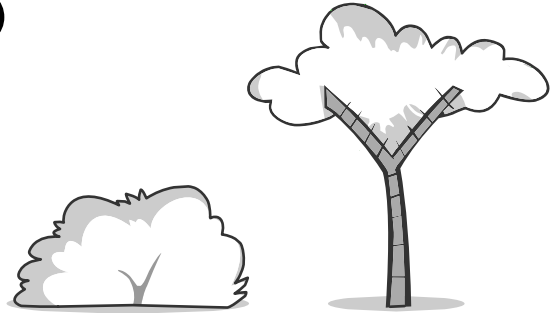
Name: \_\_\_\_\_ Class: \_\_\_\_\_

Circle the item that is taller.

1



2



Circle the item that holds more.

3

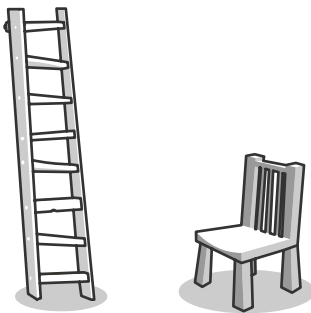


4

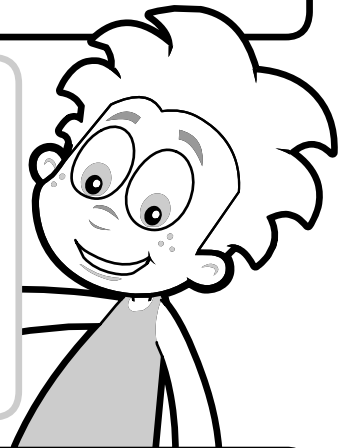
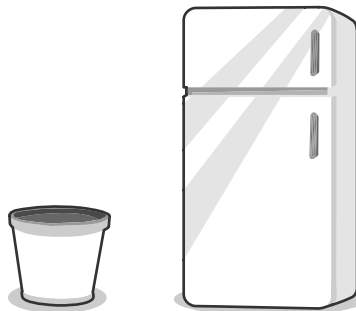


Circle the item that is shorter.

5

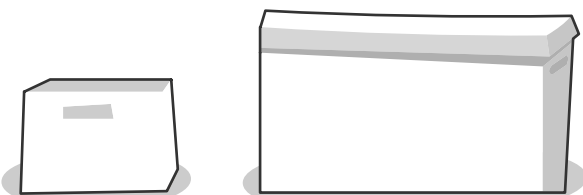


6



Circle the item that holds less.

7



8



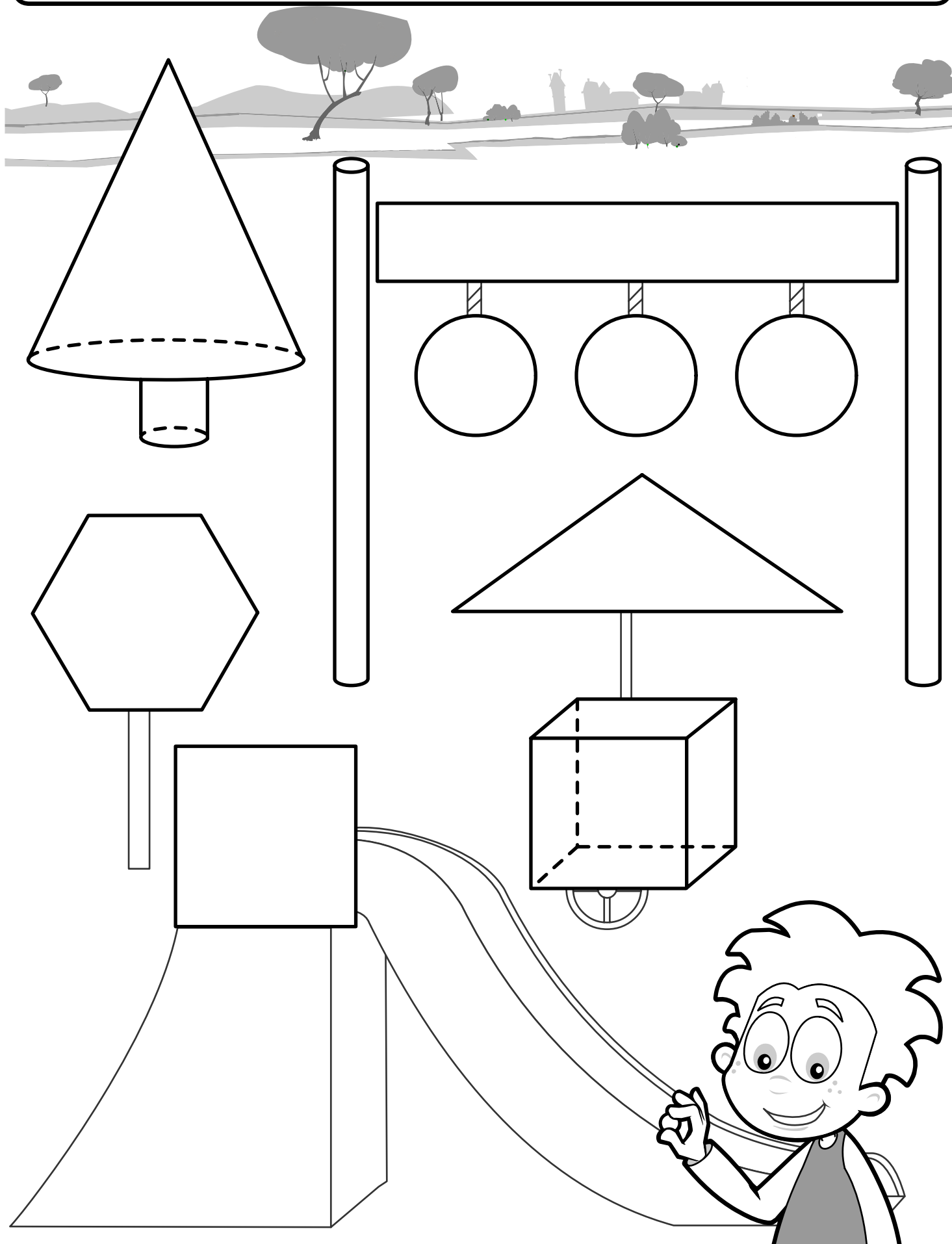


# Round About

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Paste the shapes to finish the picture.



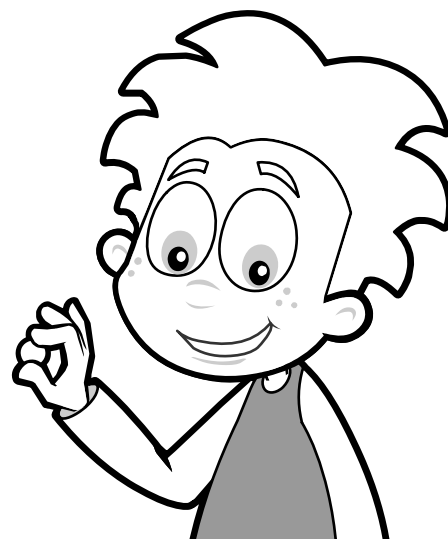
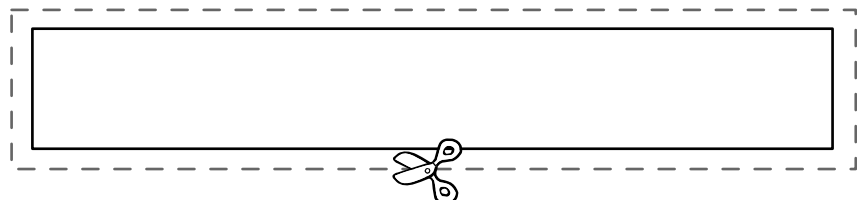
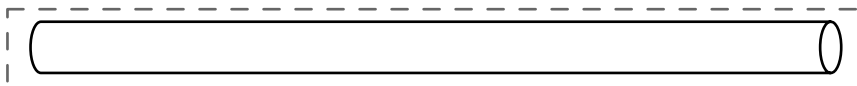
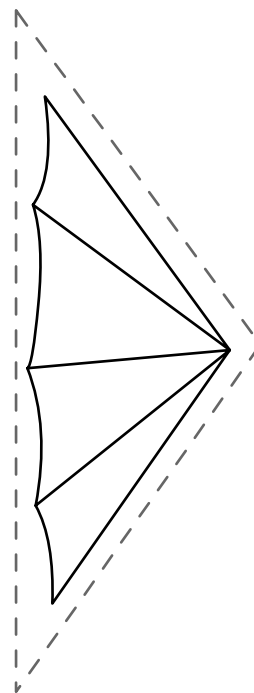
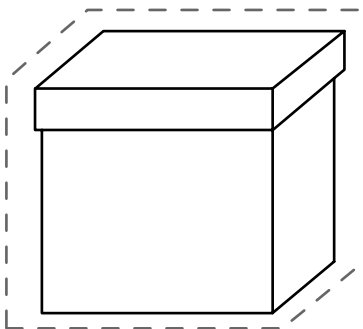
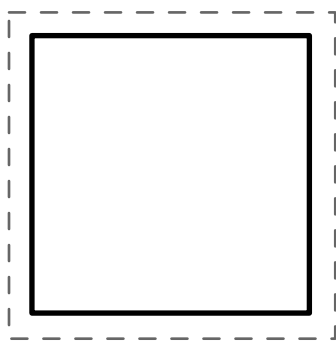
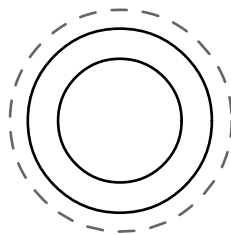
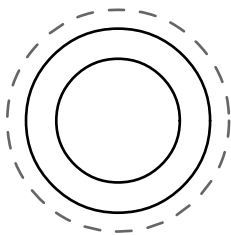
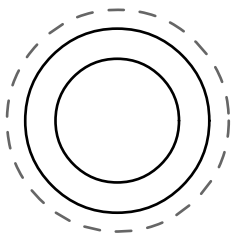
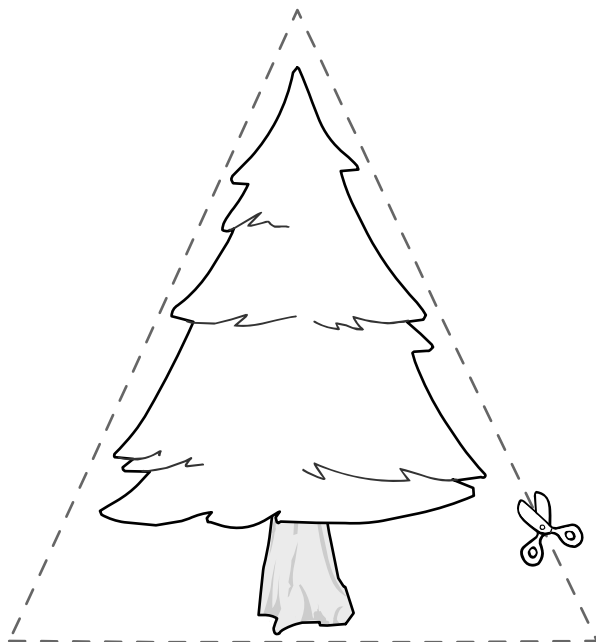


# Round About

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

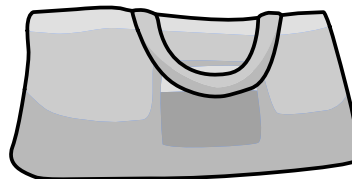
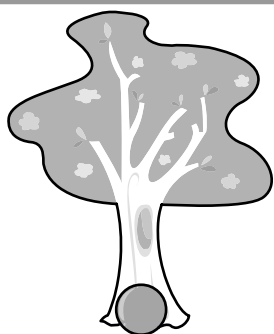
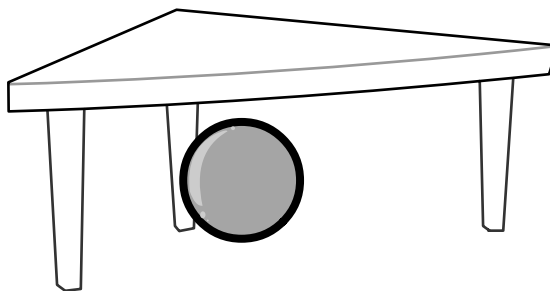
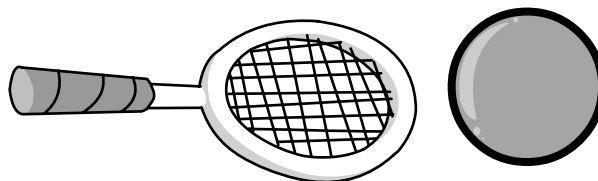
Color and cut out the shapes.





Name: \_\_\_\_\_ Class: \_\_\_\_\_

Color the page. Cut out the words and paste them to tell where the ball is.



above

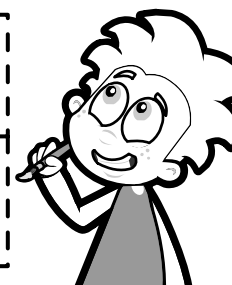
behind

below

beside

in front of

next to





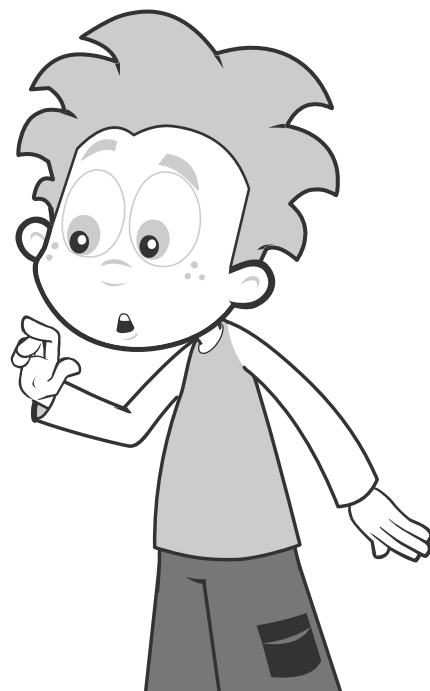
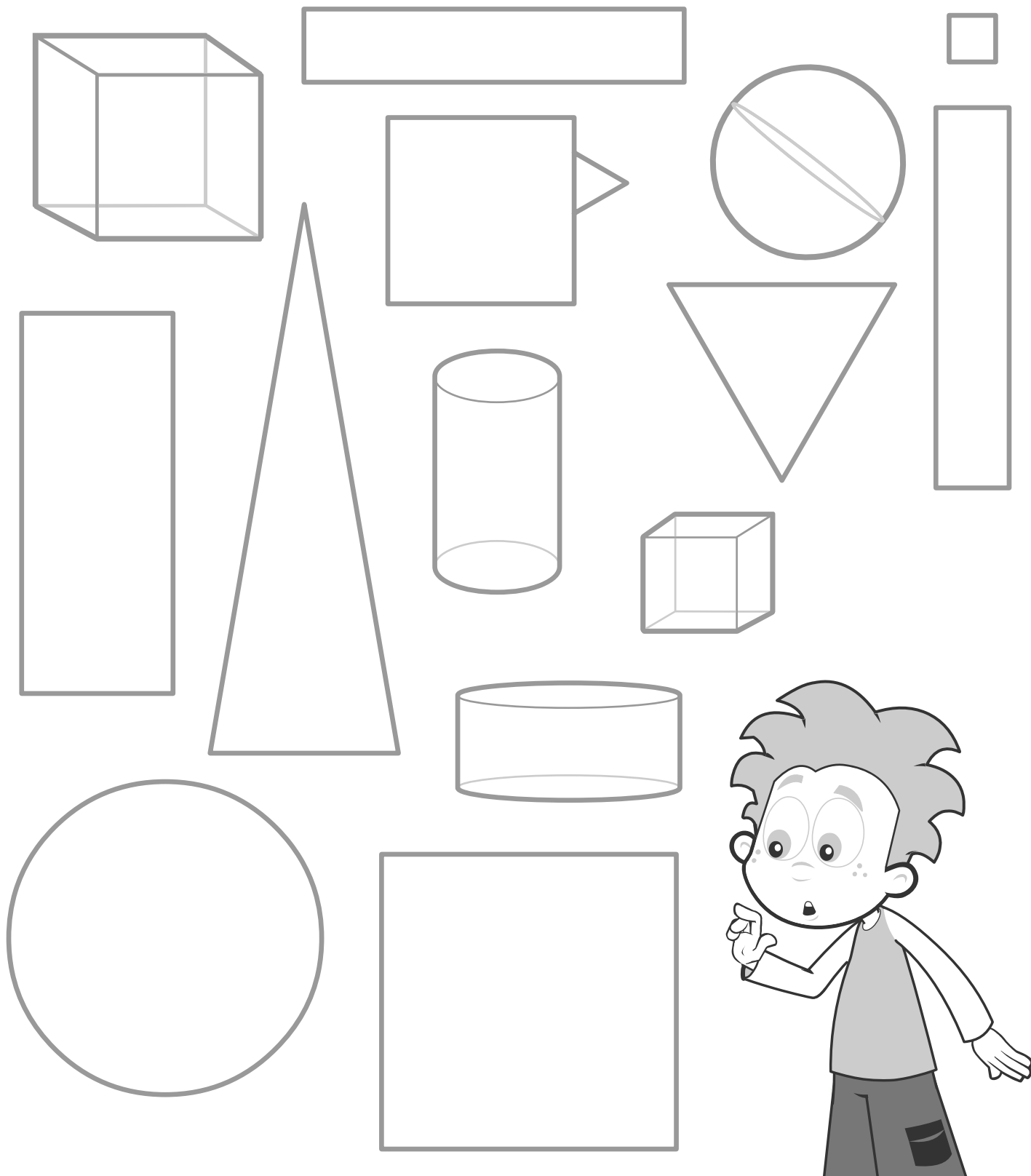
# Shape Shed

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Color the shapes. Use these colors.

circle – **red**    rectangle – **green**    cube – **blue**    triangle – **purple**  
square – **pink**    sphere – **yellow**    cylinder – **orange**





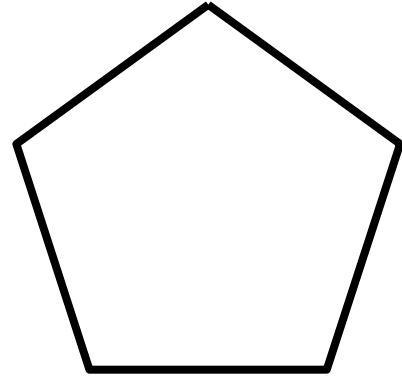
# Snip Shape

## Activity Sheet

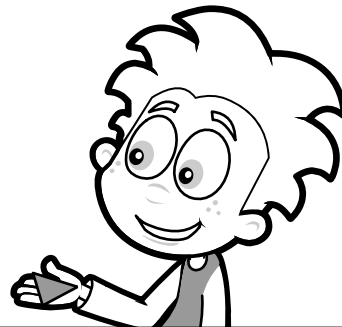
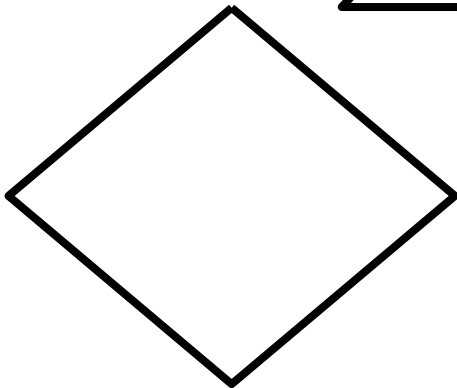
Name: \_\_\_\_\_ Class: \_\_\_\_\_

Draw a line in the large shape to separate it into the two different, smaller shapes.

**1** Draw a line to show a  and a  inside the shape.



**1** Draw a line to show two  inside the shape below.



Use shapes you know to draw a picture.



# Sort It Out

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

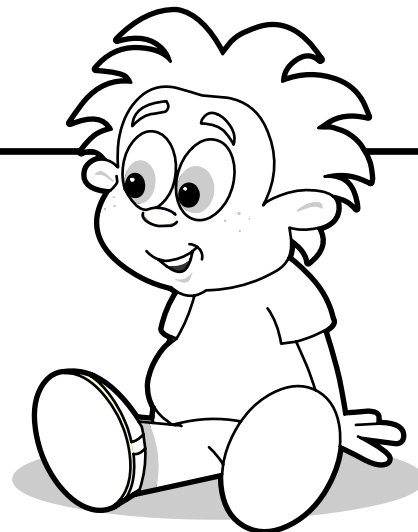
Help Sten sort his toys in this box. Look at the label.



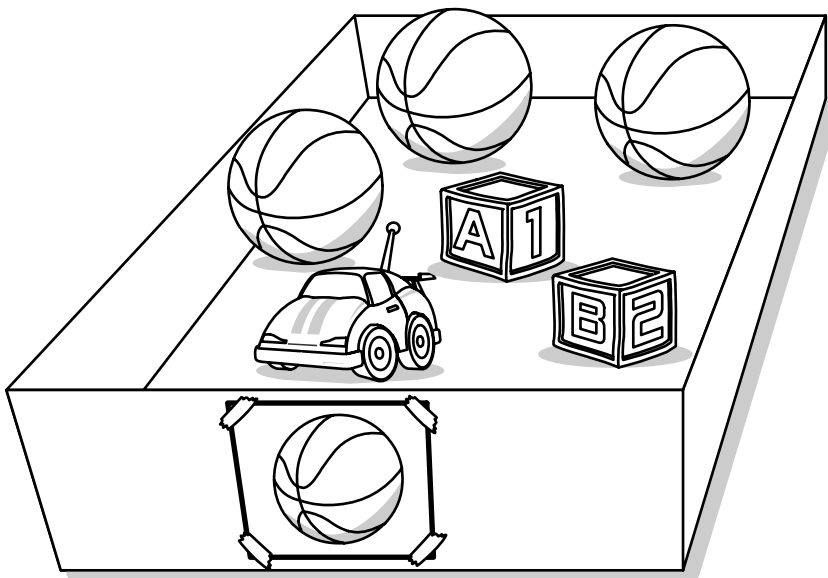
Color the toys that belong in the box.



Put an X on the toys that don't belong in the box.



1



2 How many of the toys belong in this box? Write the number. \_\_\_\_\_

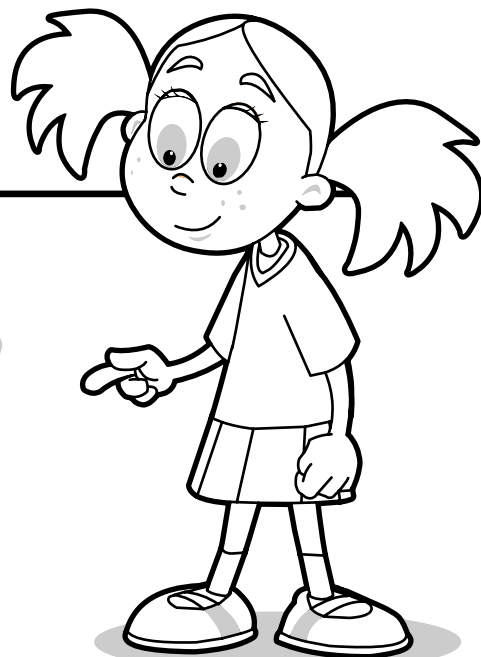
Help Klara sort her toys in this box. Look at the label.



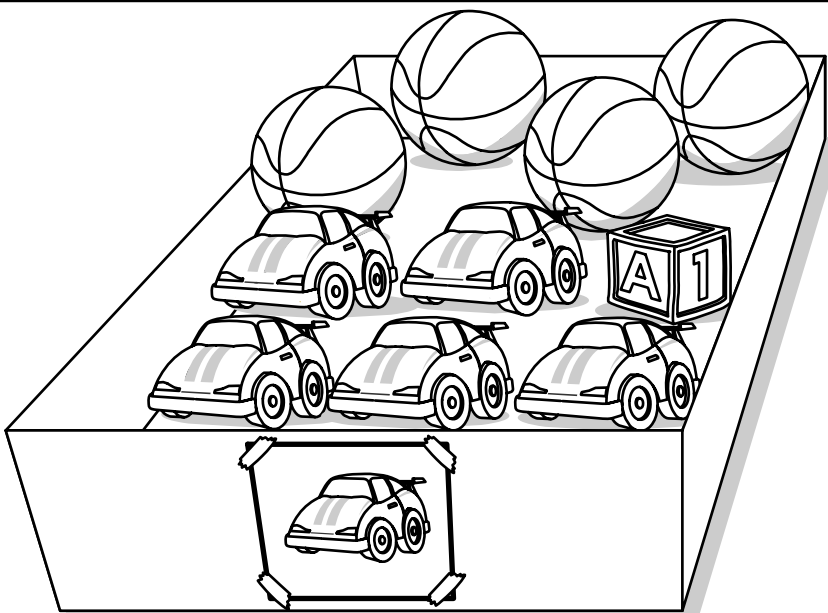
Color the toys that belong in the box.



Put an X on the toys that don't belong in the box.



a



b How many of the toys belong in this box? Write the number. \_\_\_\_\_



# Sort It Out

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Help Sten sort his toys. Look at the label on the box.

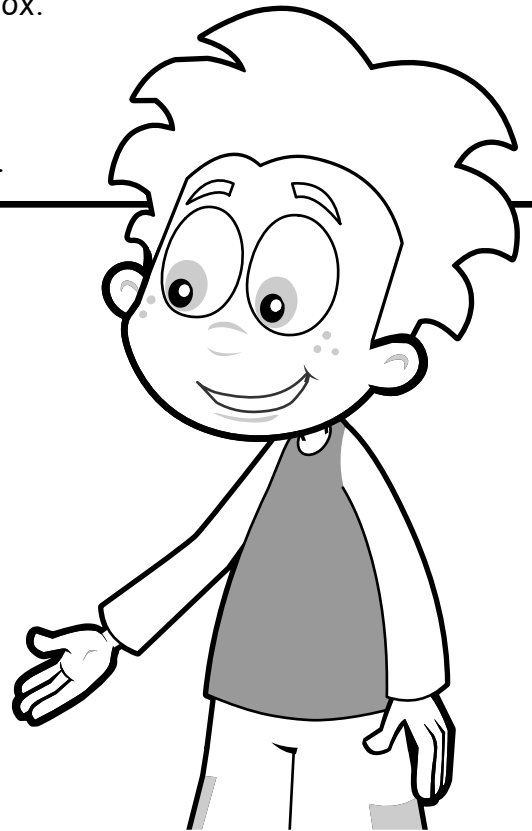
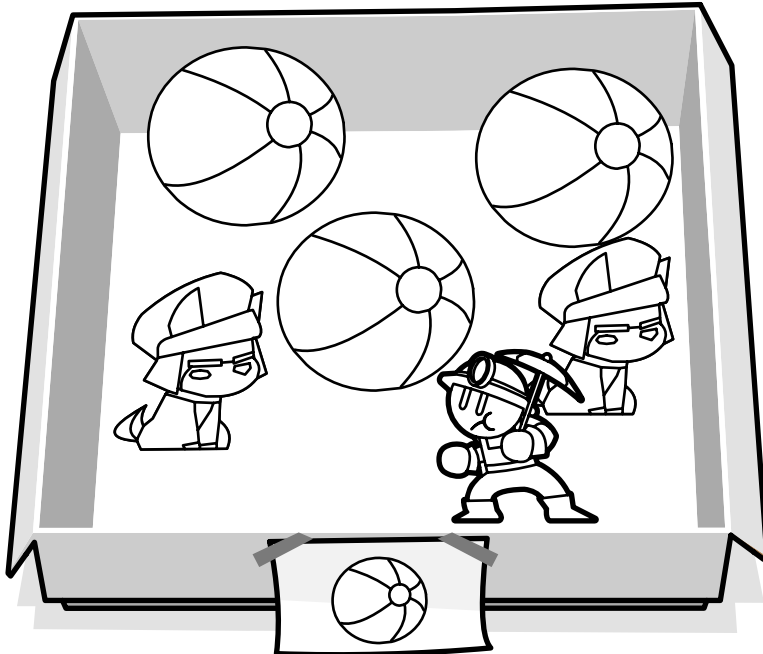


Color the toys that belong in the box.



Put an X on the toys that don't belong in the box.

1



2 How many toys belong in this box? Write the number. \_\_\_\_\_

Help Klara sort her toys. Look at the label on the box.

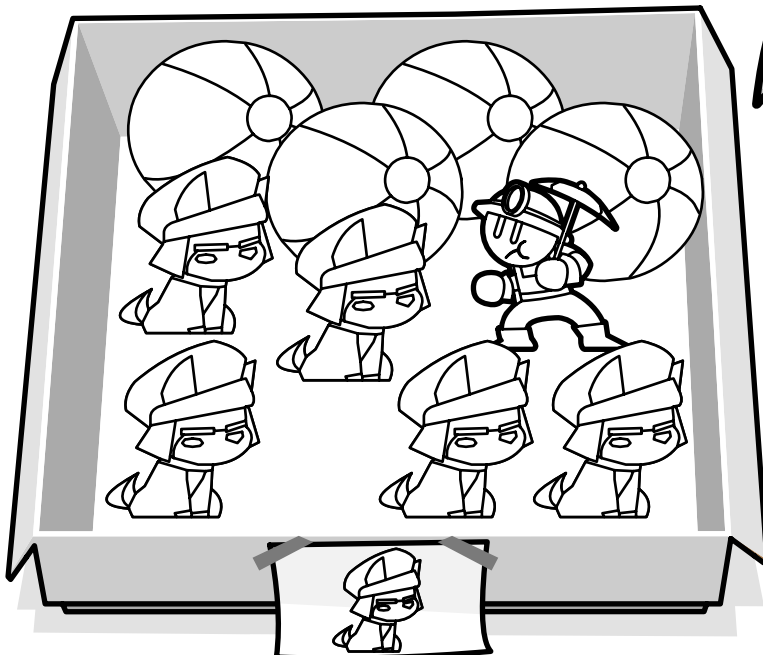


Color the toys that belong in the box.



Put an X on the toys that don't belong in the box.

3



4 How many toys belong in this box? Write the number. \_\_\_\_\_



# Hatching Eggs

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Draw a line to connect the lower case letters with the upper case letters.

E

p

Q

q

P

g



W

f

G

e

B

w

T

d



F

l

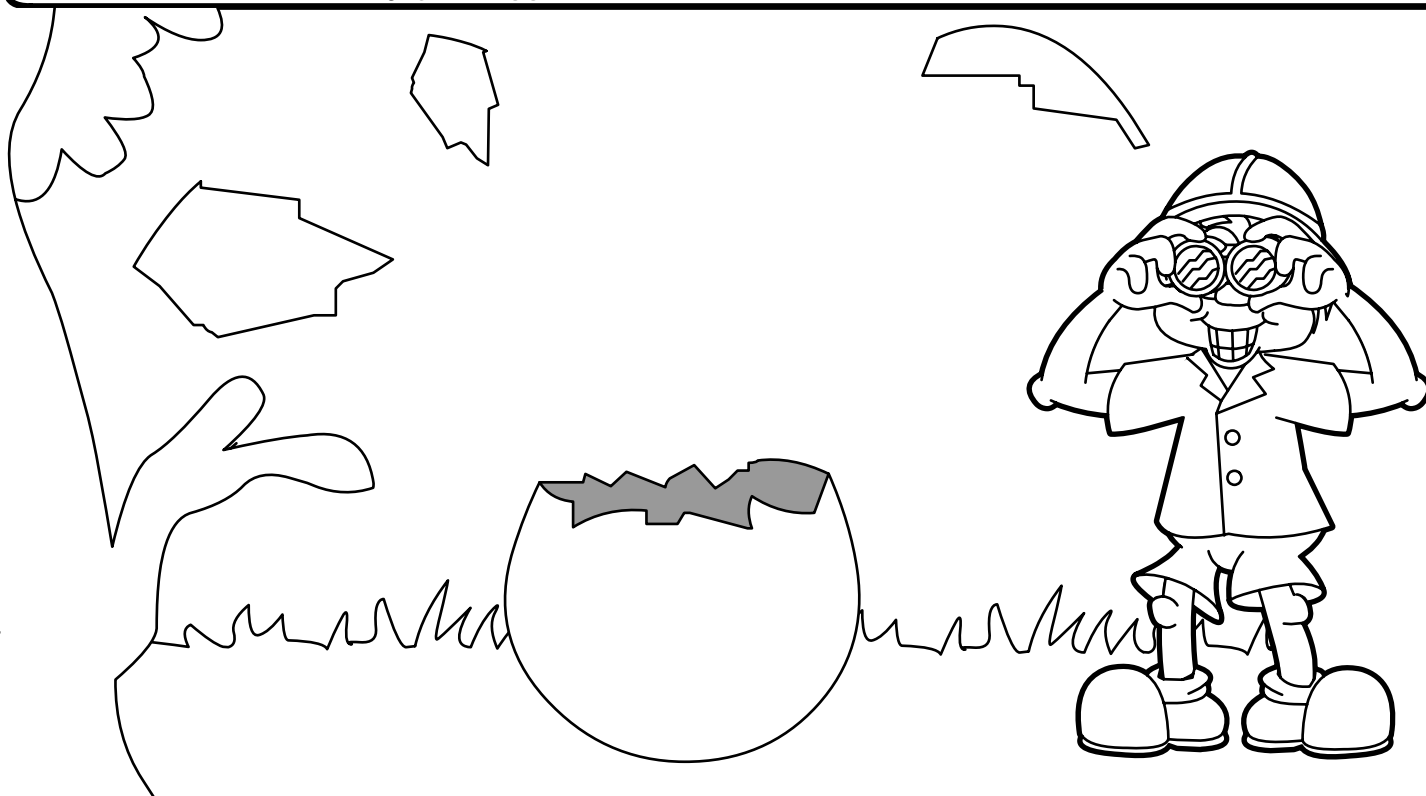
D

t

L

b

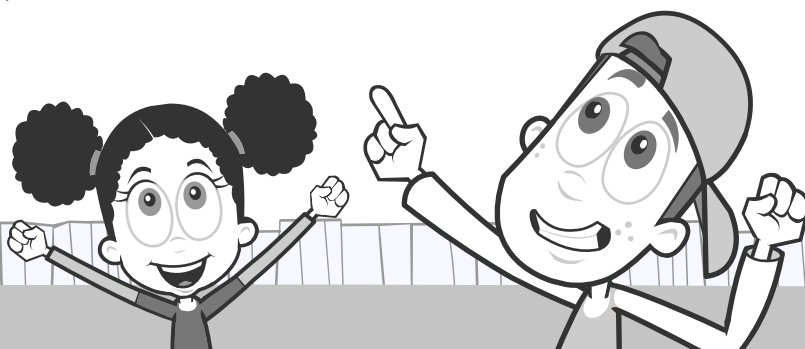
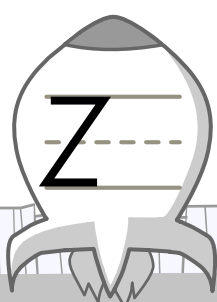
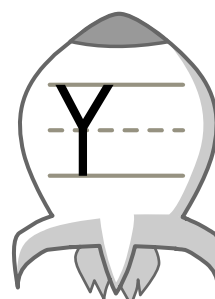
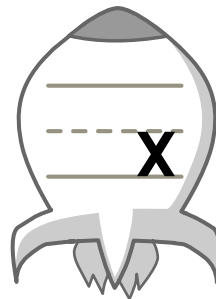
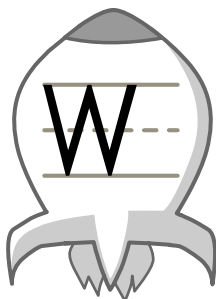
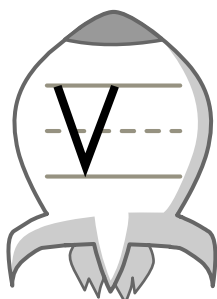
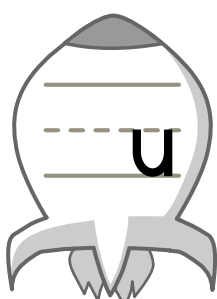
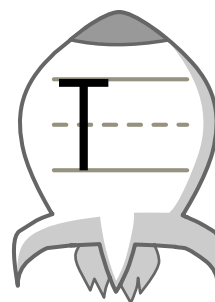
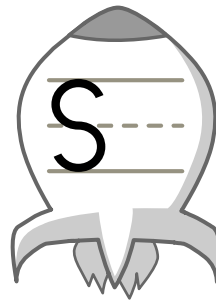
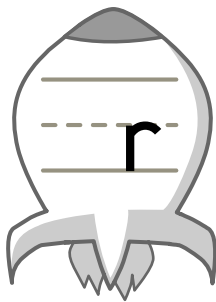
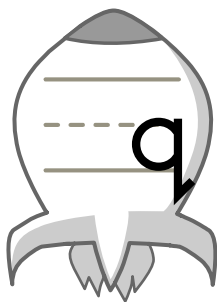
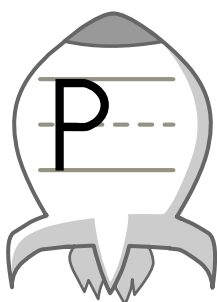
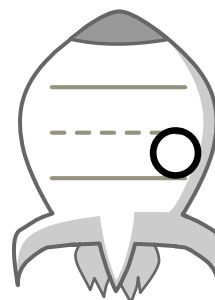
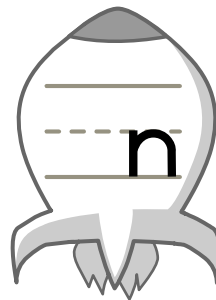
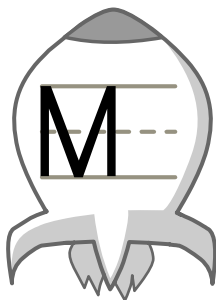
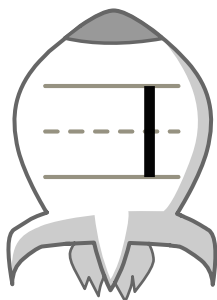
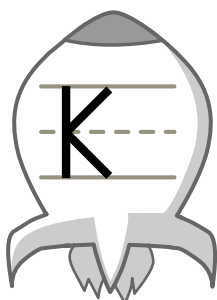
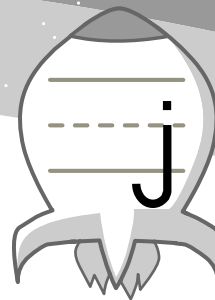
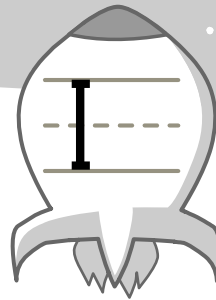
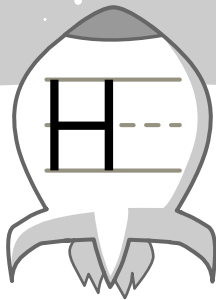
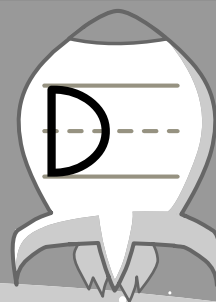
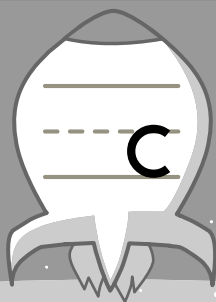
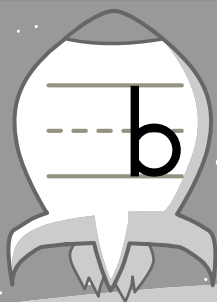
What would hatch out of your egg? Draw it below.





Name: \_\_\_\_\_ Class: \_\_\_\_\_

Write the missing uppercase or lowercase letter on the rockets.





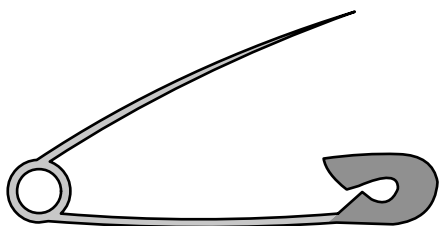
# Reach for the Sky

## Activity Sheet

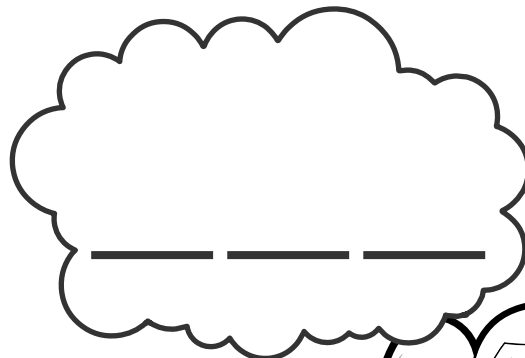
Name: \_\_\_\_\_ Class: \_\_\_\_\_

Listen to your teacher say the word.  
Think about all the sounds in the word.  
Write the letters in the order you hear them.

1



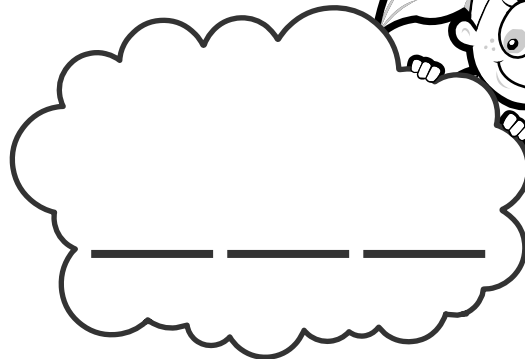
p n i



2



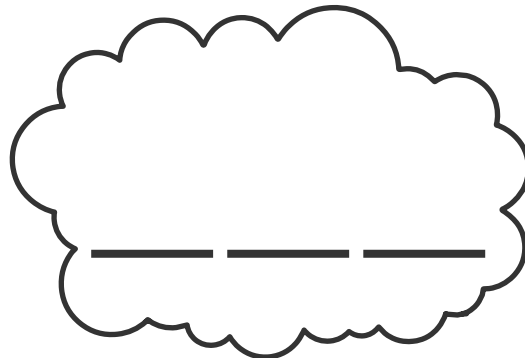
i z p



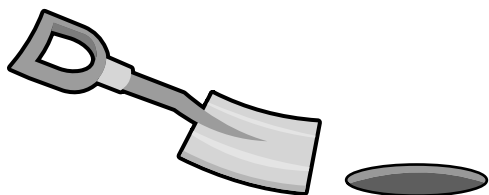
3



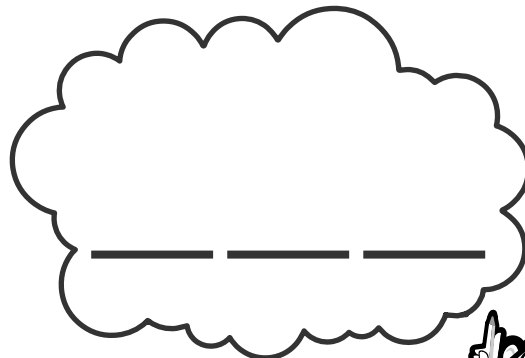
g i w



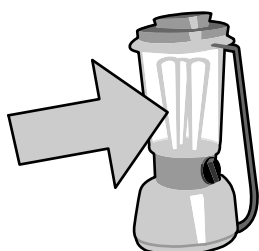
4



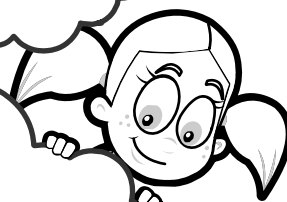
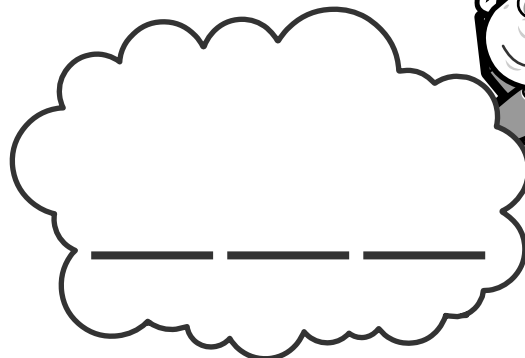
g i d



5



t l i





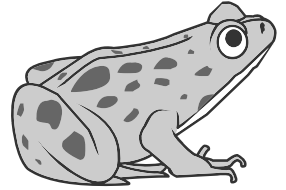
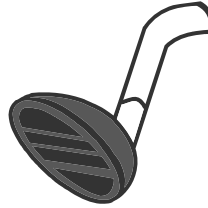
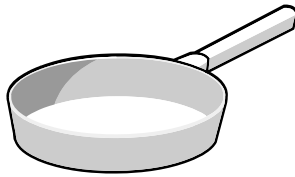
# Cloud and Clear

## Activity Sheet

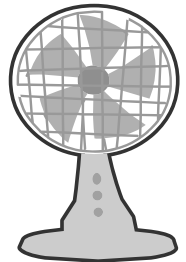
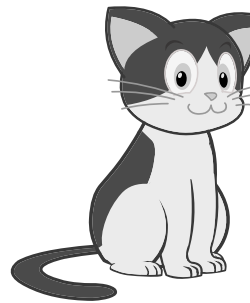
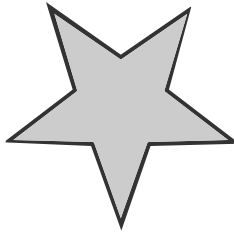
Name: \_\_\_\_\_ Class: \_\_\_\_\_

Look at the first picture.  
Say the picture name.  
Then circle the picture that has the same ending sound.

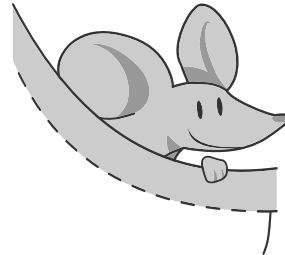
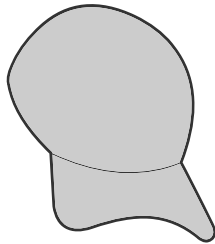
1



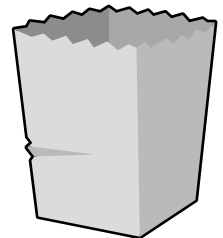
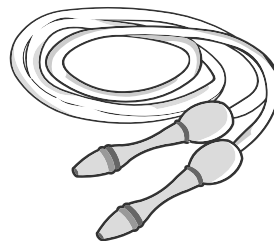
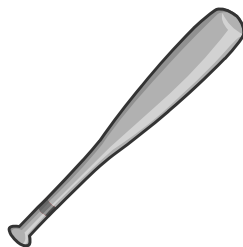
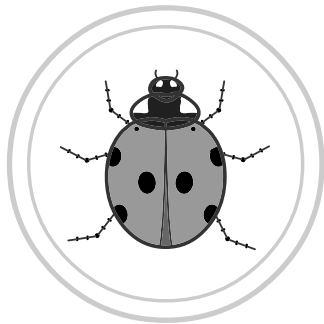
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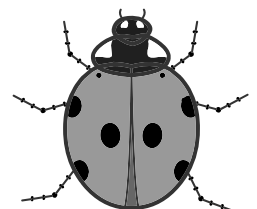
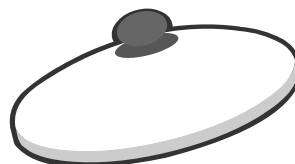
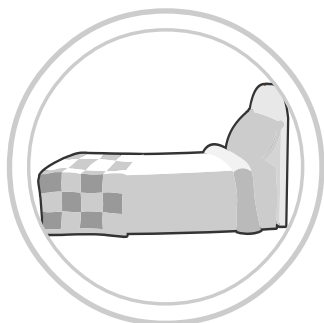
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4



5





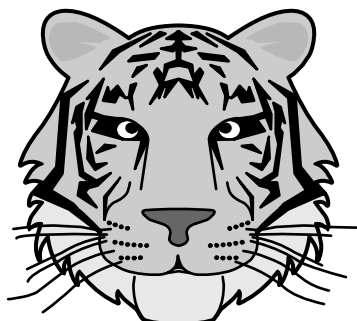
# Jungle Beats

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Say the animal name.  
Break the word into syllables.  
Circle the number of syllables you hear.

1

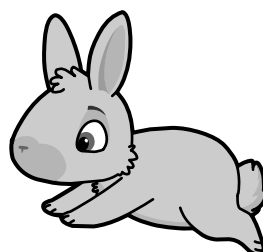


1

2

3

2

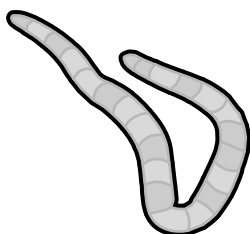


1

2

3

3



1

2

3

4

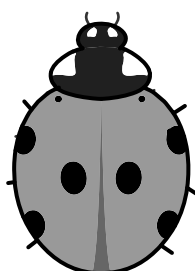


1

2

3

5



1

2

3

6

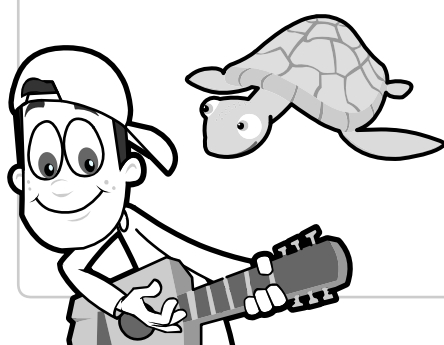


1

2

3

7

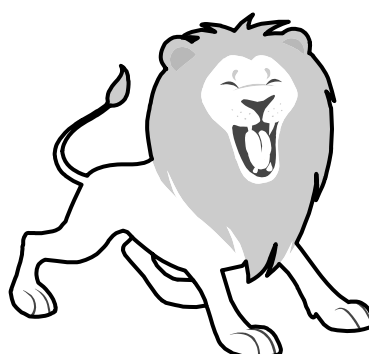


1

2

3

8



1

2

3



Name: \_\_\_\_\_ Class: \_\_\_\_\_



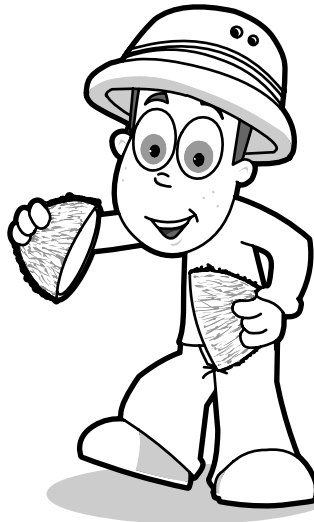
Circle the number of syllables in the following words.

- |          |            |   |   |   |
|----------|------------|---|---|---|
| <b>1</b> | magazine   | 1 | 2 | 3 |
| <b>2</b> | library    | 1 | 2 | 3 |
| <b>3</b> | playground | 1 | 2 | 3 |
| <b>4</b> | rain       | 1 | 2 | 3 |
| <b>5</b> | farmer     | 1 | 2 | 3 |



Draw a line between the letters that divide the syllables.

- |          |                 |
|----------|-----------------|
| <b>6</b> | n u m b e r     |
| <b>7</b> | e m p t y       |
| <b>8</b> | r e g u l a r   |
| <b>9</b> | s a n d w i c h |



Circle the correct way to divide the words into syllables.

- |           |           |              |                |                 |
|-----------|-----------|--------------|----------------|-----------------|
| <b>10</b> | backpack  | back / pack  | ba / ckp / ack | backpa / ck     |
| <b>11</b> | powder    | po / wder    | powd / er      | pow / der       |
| <b>12</b> | telephone | tele / phone | tel / ephone   | tel / e / phone |



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read the words.  
Color the two rhyming words in each row.

1

bag

wag

pop

bit

2

fit

lip

cab

hip

3

not

nut

pen

men

4

cup

gas

pup

nip

5

dot

hop

way

top

Write three words that rhyme.

6

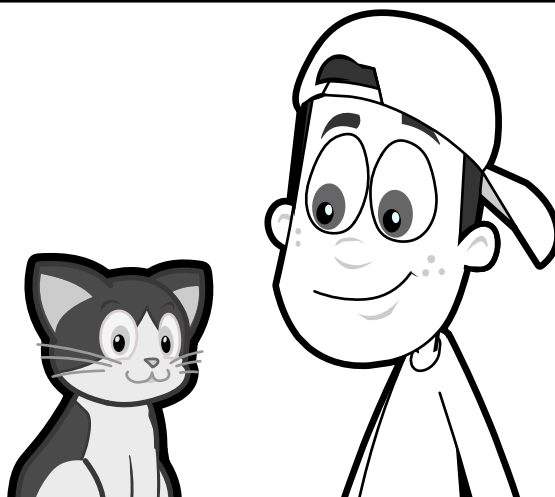
\_\_\_\_\_

7

\_\_\_\_\_

8

\_\_\_\_\_





# Bongo Beat

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Look at each picture.

Say each picture name slowly.

Then break the word into sounds.

Push a counter into the first box when you say the beginning sound.

Push a counter into the middle box when you say the middle sound.

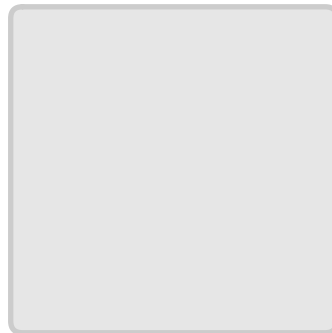
Push a counter into the last box when you say the ending sound.



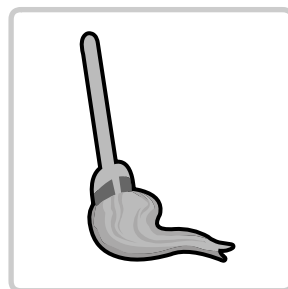
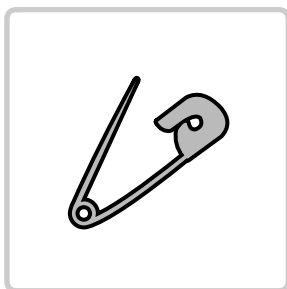
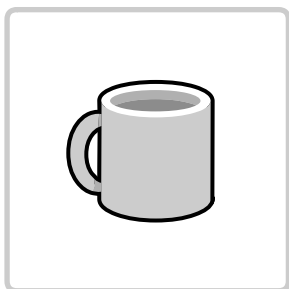
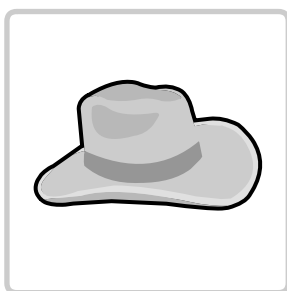
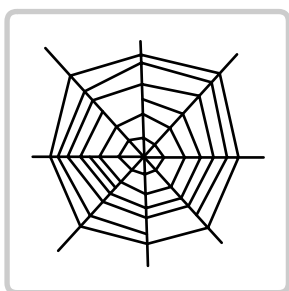
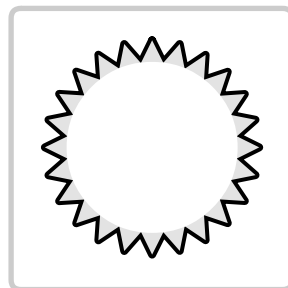
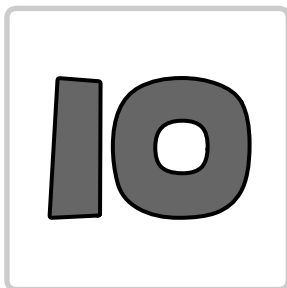
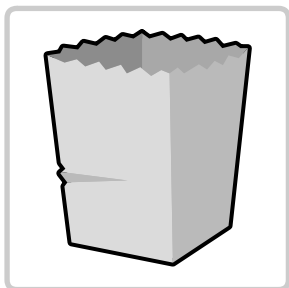
beginning



middle



ending





# Puzzling Out Sounds

Activity Sheet

Name: \_\_\_\_\_

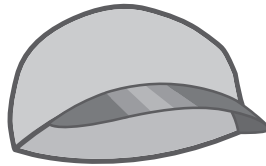
Class: \_\_\_\_\_

**Listen to your teacher say the sounds.**

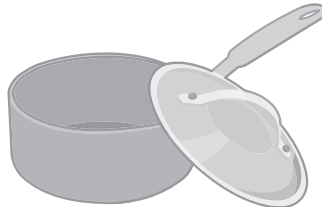
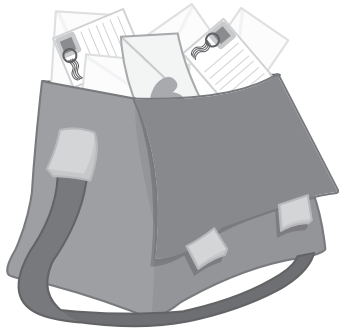
**Blend the sounds to make a word.**

**Circle the picture that names the word you hear.**

1.



2.





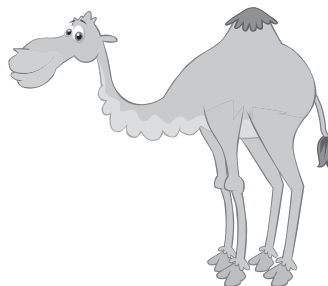
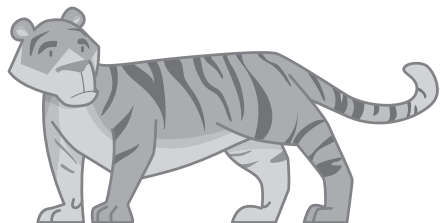
# Puzzling Out Sounds

## Activity Sheet

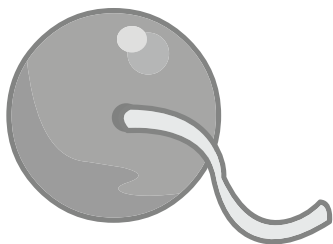
Name: \_\_\_\_\_

Class: \_\_\_\_\_

3.



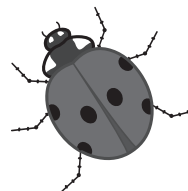
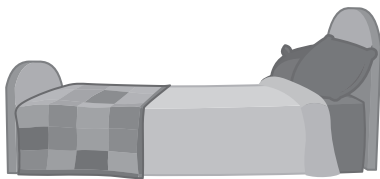
4.



6



5.



**Lesson  
Title:**

Narrating Events

**Grade  
Level:**

Kindergarten

**Lesson Objectives:**

- Students will learn that words can be used to tell a story.
- Students will identify the beginning, middle, and end of a story.

**Learning Modalities Targeted:**☒ Visual☒ Auditory☐ Kinesthetic/Tactile**Warm-Up:**

- Ask students to give summaries of their favorite stories.

**Materials Needed:** Independent Activity Worksheet, book, picture book, drawing paper, and drawing utensils

**Procedure:**

1. Remind students that words can be used to form stories.
2. Explain to students that all stories have a beginning, middle, and end.
3. Discuss a familiar story—such as “The Three Little Pigs” or “Cinderella”—and ask students to identify which part of the story is the beginning, middle, or end.
4. Read a short story aloud to students and ask them to identify and discuss what happened in the beginning, middle, and end.

**Independent Practice:**

- Have students complete the Independent Practice worksheet.

**Closing Activity:**

- Make three groups of students. Have them act out what happened in the beginning, middle, and end of the story read and discussed earlier.

**Advanced Learner Option****Procedure:**

1. Pair students together and give them a picture book. Ask them to tell the story to each other aloud and to note which part is the beginning, middle, and end.

**Struggling Learner Option****Procedure:**

1. Go through a picture book with students and tell them the story, stopping at the beginning, middle, and end to ask students to retell that part of the story.

**Extension Activities**

- Ask students to create their own story. Have them tell the story to another person and note which part is the beginning, middle, and end.
- Ask students to think of their favorite story. Have them draw a picture from the story., and ask them to write whether the picture is from the beginning (B), middle (M), or end (E).

**ELL Teaching Tips**

- **Key Lesson Language: academic** - beginning, middle, end, summary, story, retell
- **Word wall** – Add key vocabulary to the shared word wall for students to access in class. Put the words “beginning,” “middle,” and “end” on the classroom word wall. Include illustrations to help students learn to associate the word with the image.
- **Guided independent work** – Structure individual work into a teacher-led task with a small set of students or the whole class. Go through the Independent Practice as a class to offer additional support and guidance to students.

Name: \_\_\_\_\_

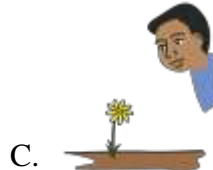
## Making Sense of Texts Independent Practice

**Directions:** Listen to what your teacher says. Think about what would come first and what would come next, and what would come last. Look at the pictures. Circle the right one.

1. Katie is cooking a cake. Katie mixes the cake. Katie puts the cake in the oven. Katie takes it out of the oven. Katie serves the cake. What is the first thing that happens?



2. Juan is planting a flower. Juan plants a seed. Juan waters the soil. Juan watches the flower grow. Juan picks the flower. What is the first thing that happens?



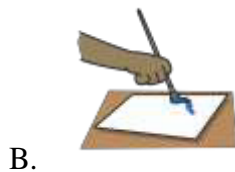
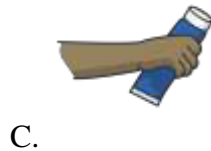
3. Scott is playing ball with his dog. Scott throws the ball. His dog runs after the ball. His dog picks up the ball. The dog brings the ball back to Scott. What is the first thing that happens?



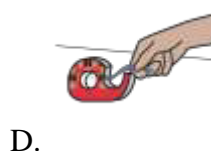
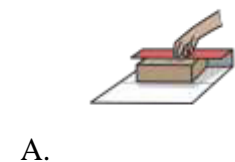
4. Sally is getting ready for school. Sally eats breakfast. Sally brushes her teeth. Sally packs her backpack. Sally waits for the bus. What is the first thing that happens?



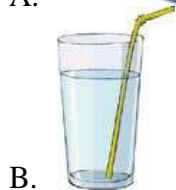
5. John wants to paint a picture. First he gets paper. Then he gets paint. Then he paints the picture. Then the picture dries. What is the last thing that happens?



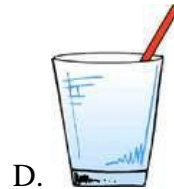
6. Emily wants to wrap a present. First, she gets out the wrapping paper. Then she gets out the tape. Then she wraps the present. The last thing she does is put a bow on the present. What is the last thing that happens?



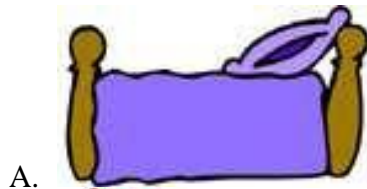
7. Marcus is setting the table. First he puts the plates on the table. Then he puts the napkins on the table. Then he puts the glasses on the table. Finally, Marcus puts the silverware on the table. What does Marcus put on the table last?



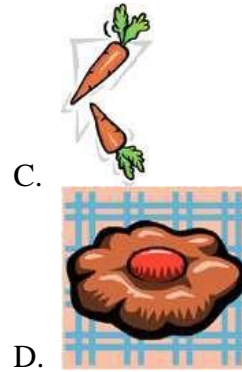
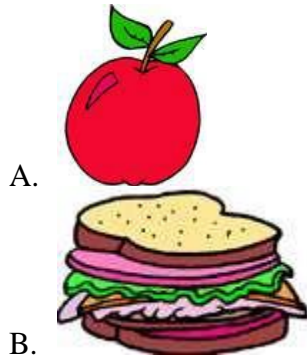
8. Joshua is making chocolate milk. He gets a glass. Then he gets milk. Then he gets chocolate syrup. He gets a spoon. What does he get first?



9. Lindsey is cleaning her room. She makes her bed first. Then she picks up her toys. She puts her clothes away. She makes her desk neat. What does Lindsey clean second?



10. Richard is packing his lunch. First he puts an apple in his lunch bag. Then he puts a sandwich in his lunch bag. He puts carrots in the bag next. Then he adds a cookie. What does Richard put in his bag second?



Name: \_\_\_\_\_

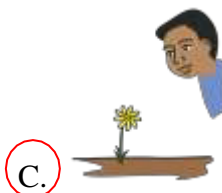
## Making Sense of Texts – Answer Key

**Directions:** Listen to what your teacher says. Think about what would come first and what would come next, and what would come last. Look at the pictures. Circle the right one.

1. Katie is cooking a cake. Katie mixes the cake. Katie puts the cake in the oven. Katie takes it out of the oven. Katie serves the cake. What is the first thing that happens?



2. Juan is planting a flower. Juan plants a seed. Juan waters the soil. Juan watches the flower grow. Juan picks the flower. What is the first thing that happens?



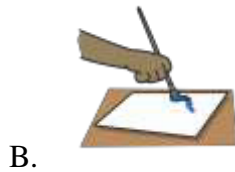
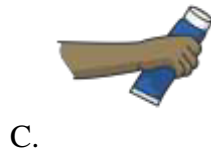
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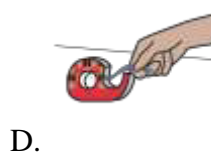
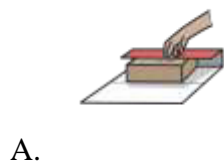
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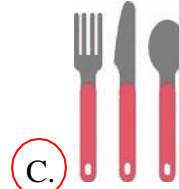
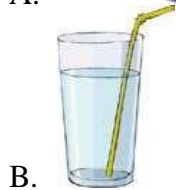
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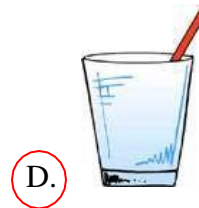
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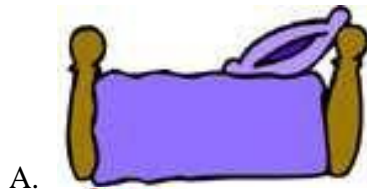
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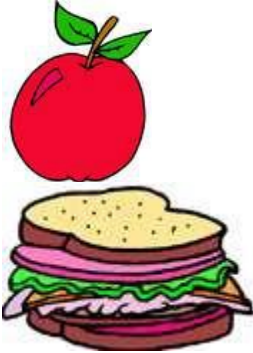


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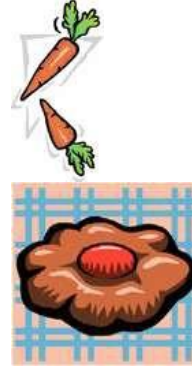
10. Richard is packing his lunch. First he puts an apple in his lunch bag. Then he puts a sandwich in his lunch bag. He puts carrots in the bag next. Then he adds a cookie. What does Richard put in his bag second?

A.



B.

C.



D.

**Lesson  
Title:**

Research Question

**Grade  
Level:**

K

**Lesson Objectives:**

- Students will understand that research must begin with a question.
- Students will write a research question and read simple text to answer the question.

**Learning Modalities Targeted:**☒ Visual☒ Auditory☐ Kinesthetic/Tactile**Warm-Up:**

- Remind students that when they want to know about something, they ask questions.
- Display the KWL chart and explain that the chart is used to show what they *know*, what they *want* to know, and what they *learned* about a topic. Tell students they will talk about frogs. Write *frogs* in the chart and explain that this is the topic. Have students read “frogs” with you.
- Ask students what they know about frogs and record their responses on the chart in the K column using simple words. For example: green, wet, hop. Have students read the words with you.

**Materials Needed:** note cards, display device, KWL chart, “Question Words” poster, “Frogs” book (one for each student), copies of books or class magazines about the ant, bat, bee, sheep, and fox [topics for Independent Activity], “Just Ask” activity page

**Note:** Copy then fold and assemble the “Frogs” book (one for each student). Follow the instructions on the last page of the attachments. Write questions on note cards for Step 5.

**Procedure:**

1. Remind students that when they want to know more information about a topic, they can use question words to ask a question.
2. Display the Question Words poster and have students use question words to ask questions about frogs. Write the students' questions on the KWL chart, in the W column of the chart. As necessary, suggest the questions from step 5 and write them on the chart.
3. Explain that when they have a question about a topic, students can read to find the answer. Tell students this question is sometimes called a "research question." When they read to find the answer, it is called "research." ("Reading to find an answer to a question is called *research*.")
4. Distribute copies of "Frogs" to the students and display a copy for choral reading. Read "Frogs" aloud (or choral read as class is able).
5. Group students into 4 or 5 groups and give each group a note card with a question.

How do frogs move? [page 4]

What do frogs eat? [page 5]

Where do frogs live? [page 1]

How do frogs talk? [page 6]

What color are frogs? [page 3]

Explain that each question is a research question, and they will read to discover the answer or confirm an answer they think they know.

6. Assign a page number for each group according to their question (see step 5) and have them read again to find the answer to their question.
7. Call on each group to read their question and say their answer.

**Independent Practice:**

- Distribute and display the “Just Ask” page. Tell students they will write a question about an animal. Choral read the animal words.
- Have students choose an animal for their topic by circling the picture of their choice.
- Choral read the words in the word bank.
- Display the Question Words poster.
- Have students write a question in the blanks provided. Students may write another question about an animal of their choice. Encourage students to use letters they know or draw pictures.

**Closing Activity:**

- Call on volunteers to read their research question.
- Ask volunteers to define “research question” and “research.”

### Advanced Learner Option

**Procedure:**

Have students read books and class magazines to research and find the answer to their research question on the Independent Practice worksheet. Students can write the answer on their worksheet. Example: What do bats eat? Bats eat bugs.

### Struggling Learner Option

**Procedure:**

1. Work with the group to model writing another research question. Choose a topic from a class magazine. Model asking and writing a question that can be answered by reading the magazine. Have students copy the question on their paper.
2. Help students choral read the magazine to find the answer to the group's question.

### Extension Activities

- Complete a KWL chart with the class as a group with a new topic. Have students tell what they know about their topic. Write or draw pictures of their responses. Choral read the responses. Have students ask questions about what they want to know and list their responses in the chart. Choral read the questions.
- Have students complete a KWL chart individually or with a partner for a new topic. Encourage students to write words they know or draw pictures to tell one thing they know about their topic and one thing they want to know.

**ELL Teaching Tips**

- **Key Lesson Language:** **general** – hunt, move, pond; **academic** – topic, question words, research question
- **Partner work**– Allow students to do individual work with a partner. Consider giving students the option to work with a partner for the Independent Practice and Struggling Learner Option.
- **Preview text**– Provide students with a text or video ahead of time so they can review or explore the material before accessing it in a class activity. Consider providing a paper copy for the main Procedure and Independent Practice prior to the lesson. This will expose students to the material before classroom discussions, so students can start to formulate answers and ask questions about unfamiliar text.

# KWL Chart

Topic \_\_\_\_\_

K	W	L

# Question Words

who?



what?



where?



when?

? why?

how?



Name \_\_\_\_\_

## Just Ask



ants



bees



bats



foxes



sheep

eat      live      move      hunt      sleep

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ?

Name \_\_\_\_\_ **Answer Key (Answers will vary.)**

## Just Ask



ants



bees



bats



foxes



sheep

eat live move hunt sleep

Where **do bats sleep?**

How **do bats move?**

What **do bats eat?**

When **do bats hunt?**

How **long do bats live?**



1

Some frogs live in a pond.



2

Frogs get wet in the pond.



3

Some frogs are green.



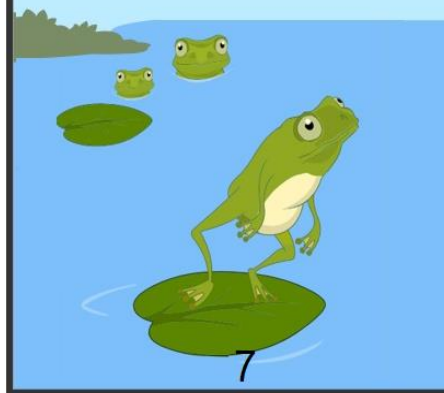
4

Frogs can jump. Frogs move when they jump.

# Frogs

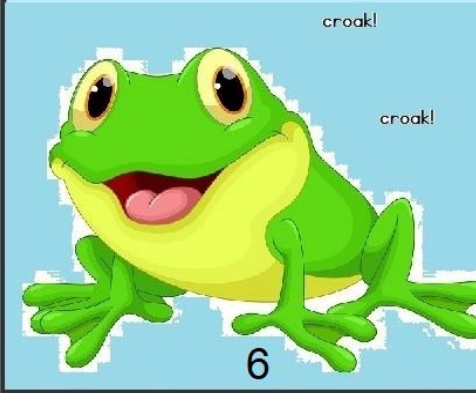


Frogs are fun.



7

Frogs talk with a croak.  
It is a big sound.




6

croak!

croak!

Frogs eat bugs.



5

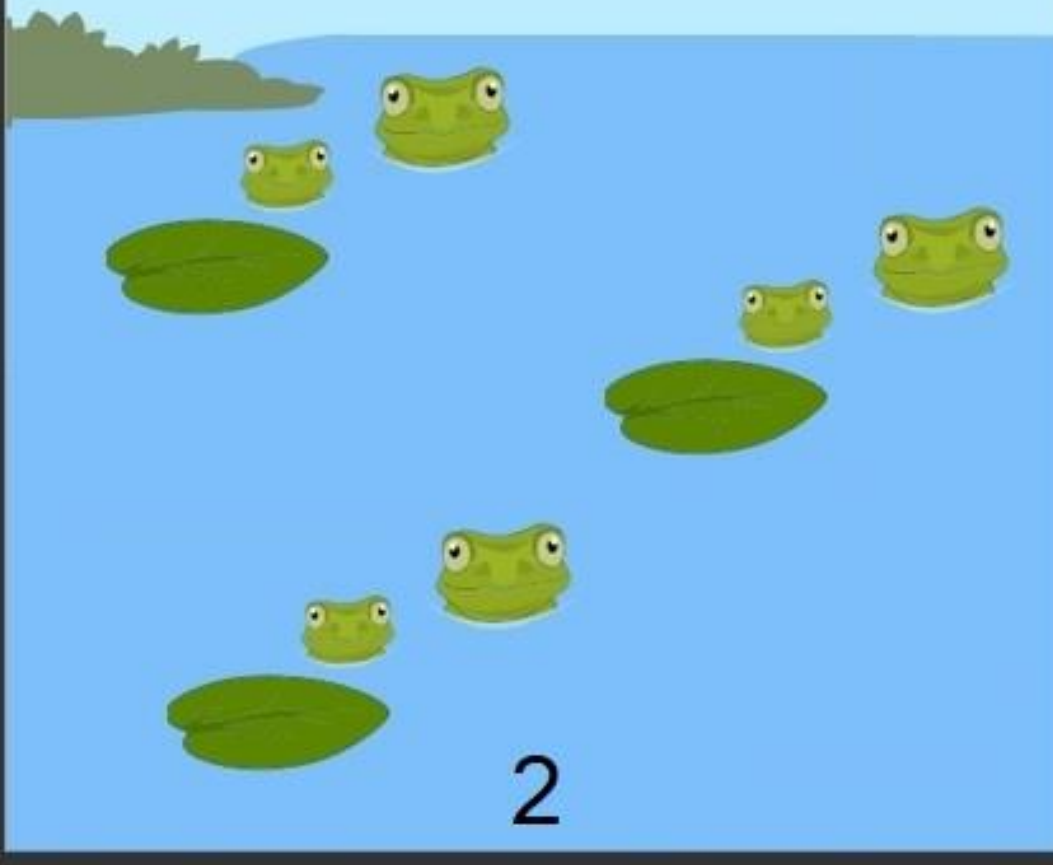
# Frogs



Some frogs live  
in a pond.



Frogs get wet in the pond.



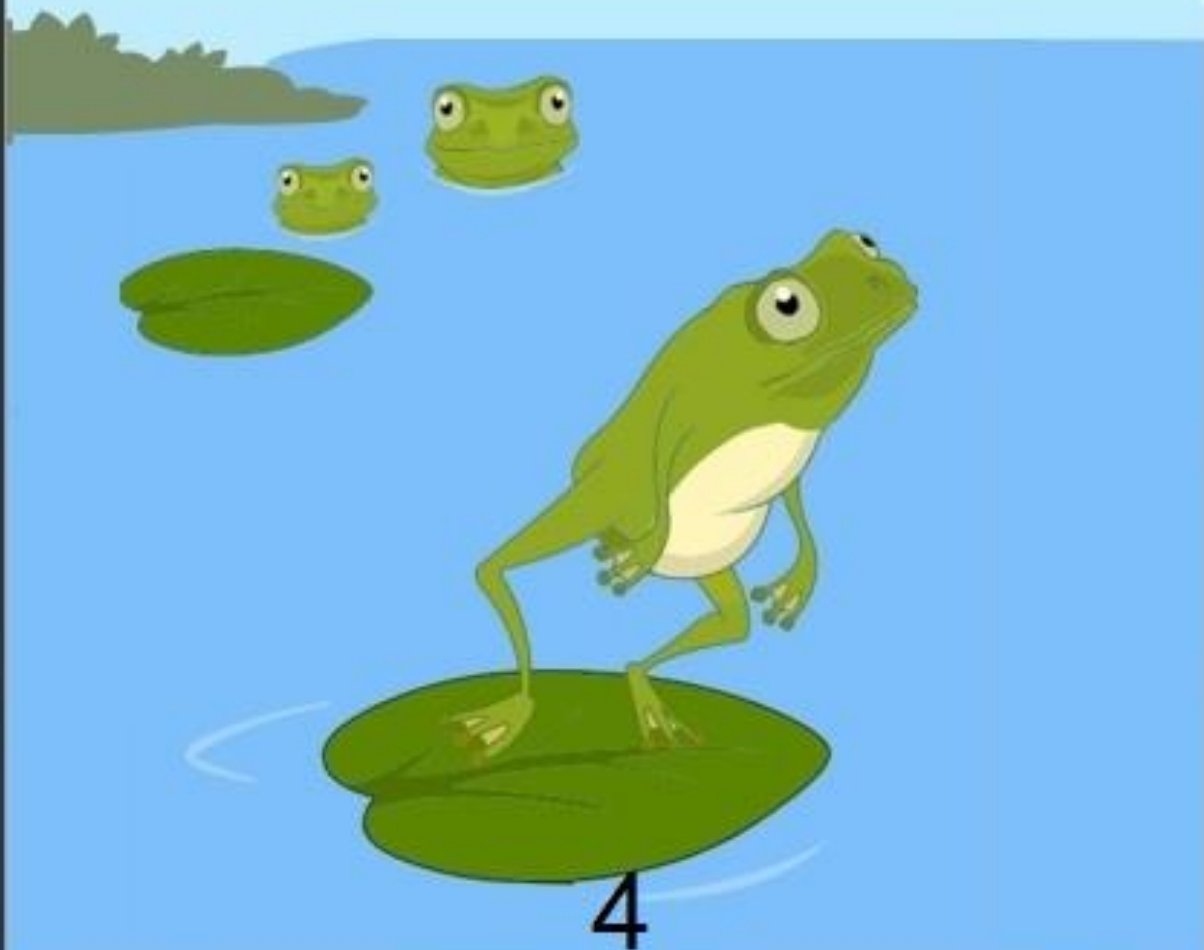
Some frogs are green.



3

Frogs can jump.

Frogs move when  
they jump.

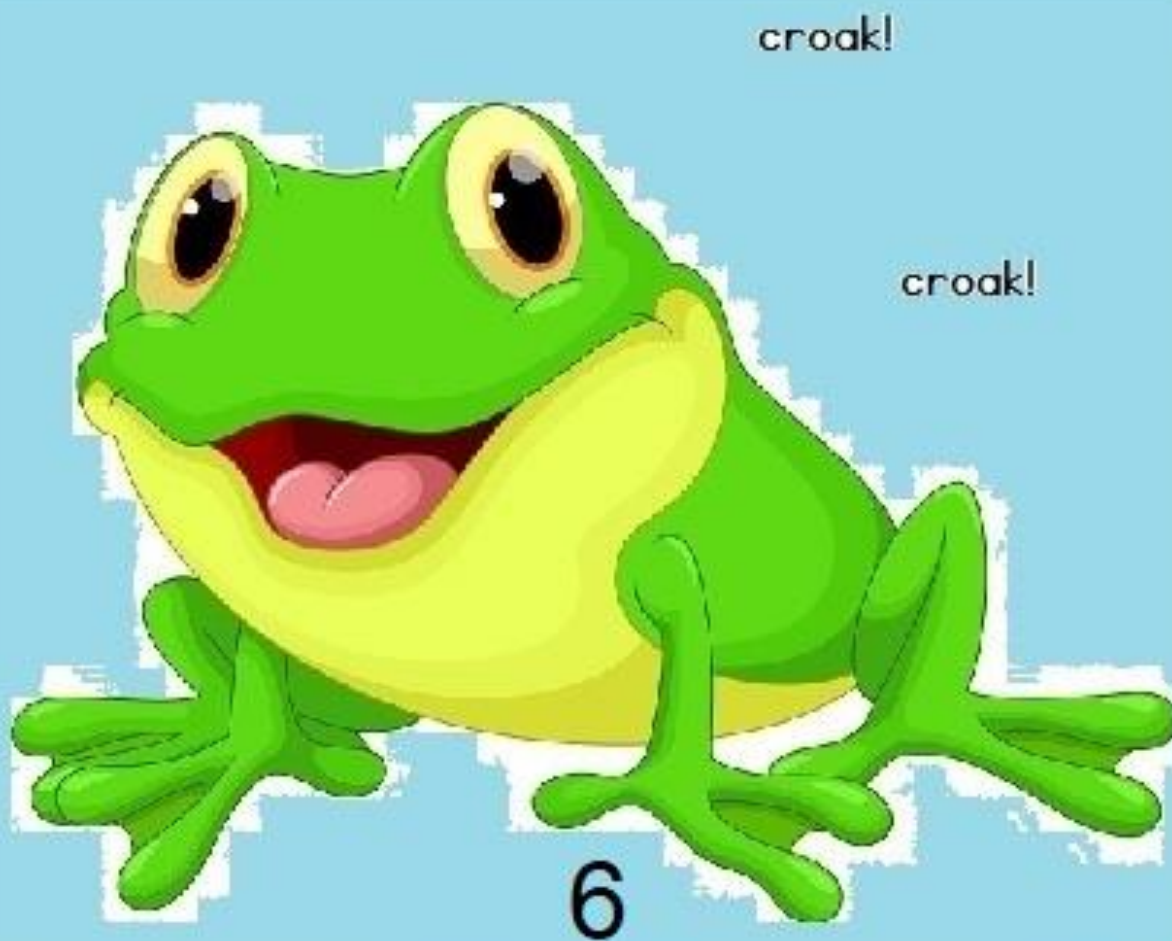


Frogs eat bugs.

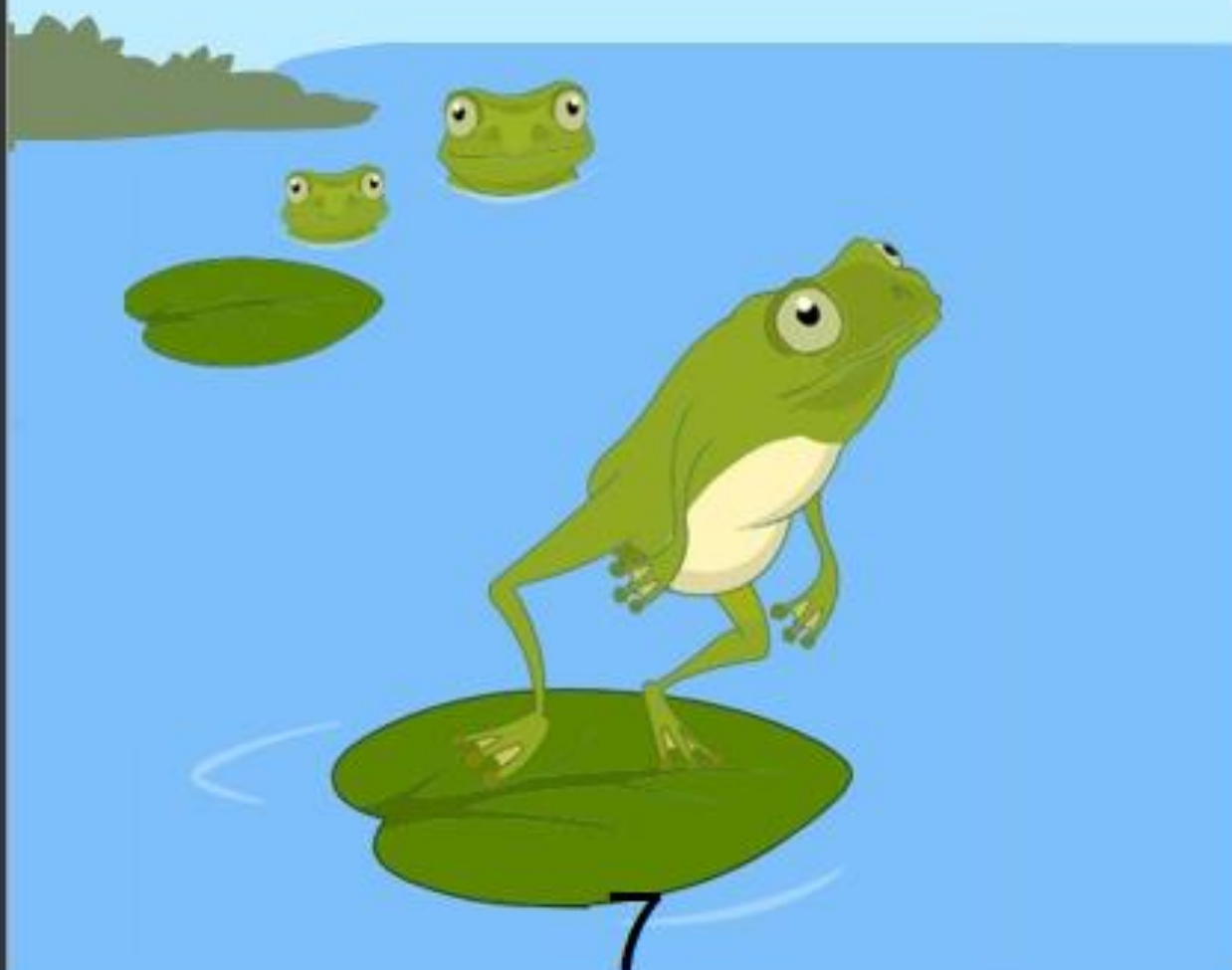


Frogs talk with a  
croak.

It is a big sound.



Frogs are fun.



## Instructions for folding the book.

1. Cut around the outside dotted edge and lay the paper so that pages 1-4 are facing you.
2. Fold the page back in half along the middle line (“hot dog” fold), with the pictures showing on both sides.
3. Open it up and fold in half vertically (“hamburger” fold) with the pictures showing.
4. Cut along the dotted line (above pages 2 and 3).
5. Open the paper.
6. The paper now has an open slit in the middle above pages 2 and 3.
7. Fold it back to the “hot dog” fold of step 2.
8. Grasp page 1 between the thumb and index finger of your left hand and page 4 in your right hand.
9. Push the pages toward each other so that pages 2 and 3 and pages 6 and 7 begin to make a diamond in the middle.
10. Make a sharp crease on all fold lines and fold the middle so the title page shows.



# Write This Way

Activity Sheet

Name: \_\_\_\_\_

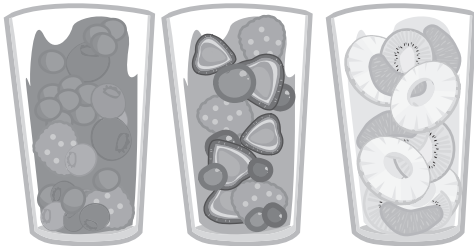
Class: \_\_\_\_\_

Come to our bake sale!

Add a detail to the blank in each sentence.



1. We have \_\_\_\_\_ cakes.



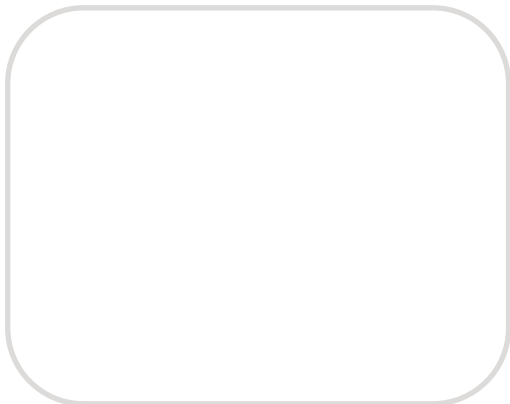
2. We have \_\_\_\_\_ fruit cups.

3. We have \_\_\_\_\_ drinks too.

Draw a picture of something you like to eat.

Write a sentence about the food.

Use your picture to help you think of details to add to your sentence.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_