



Monday – 30 minutes


Activity / Task

Story Elements

1. Read or listen to a story. (Use the same book during this week)
2. Think about the elements of the story.


 Who were the characters in the story?

 *The characters were ...*

 Where did the story take place?

 *The story took place ...*

 What happened in the story?

 *In the story ...*

3. Use the following chart to answer your questions. Draw and label.

Characters	Setting
Story Elements	
Events	

4. Retell the story using the chart.

Characters
the people, animals, or creatures in a story



Setting
where and when a story takes place



Story Elements
the parts of a story

Events



Resources


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Imagine Language and Literacy www.houstonisd.org/hub

- [Houston Public Library KIDS Reading Lists](#)





Tuesday – 30 minutes


Activity / Task


Playing with the Characters

1. Reread or listen to the previous story.
2. Identify the main characters.
3. Use paper and colors to make puppets.
4. Act out a scene from the story.
5. Think about the following questions:

 How would your character act?

 *I think she or he ...*

 How do you think he or she felt?

 *I think she or he felt ...*

Characters

the people, animals, or creatures in a story



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Draw to create the setting. Use your paper puppet to act out a scene.



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- [Houston Public Library KIDS Reading Lists](#)





Thursday – 30 minutes

Activity / Task



Vocabulary - Adjectives

1. Reread or listen to the previous story.
2. Use the paper puppets made to describe the characters.
3. Use paper or sticky notes to write the words.

Example:

Outside	Inside	Outside	Inside
 <p>short</p> <p>long hair</p> <p>pink dress</p> <p>pretty</p>	<p>Kind</p> <p>Smart</p> <p>Honest</p>	 <p>curly hair</p> <p>boy</p> <p>blue pants</p> <p>orange T-shirt</p>	<p>Brave</p> <p>Caring</p> <p>Funny</p>

4. Use the descriptions to compare the characters.

-  *She has long hair, and he has curly hair.*
-  *He wears blue pants, and she wears a pink dress.*

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Imagine Language and Literacy www.houstonisd.org/hub

- [Houston Public Library KIDS Reading Lists](#)
- [Starfall.com](#) Kindergarten - Colors





Friday – 30 minutes

Activity / Task

Writing

1. Look at the chart made the day before.

Outside		Inside	Outside		Inside
short		Kind	curly hair		Brave
pink dress		Smart			Caring
	long hair	Honest	blue pants	orange T-shirt	Funny
	pretty				

2. Write sentences about the characters on a paper. See the example:
3. Color the adjectives.

➤ Lorena is **kind**.

➤ Peter is a **funny** boy.

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Imagine Language and Literacy www.houstonisd.org/hub

- [Houston Public Library KIDS Reading Lists](#)
- Starfall.com





Monday – 30 minutes


Activity / Task


Observe a Text


1. Select an informational text to read or listen during this week.
2. Observe the text and talk about the features of the text.


 Look across the page. What do you see?

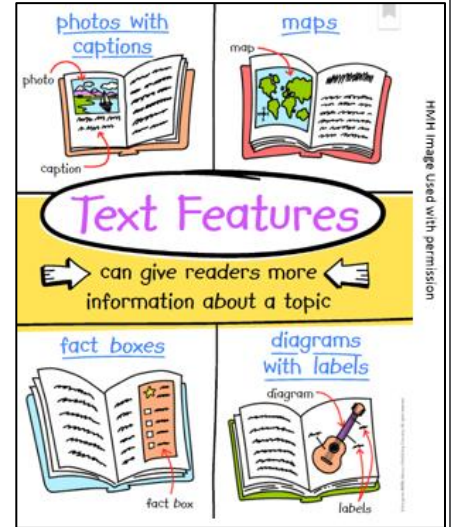
 *I see ...*

 What else do you see on this page?

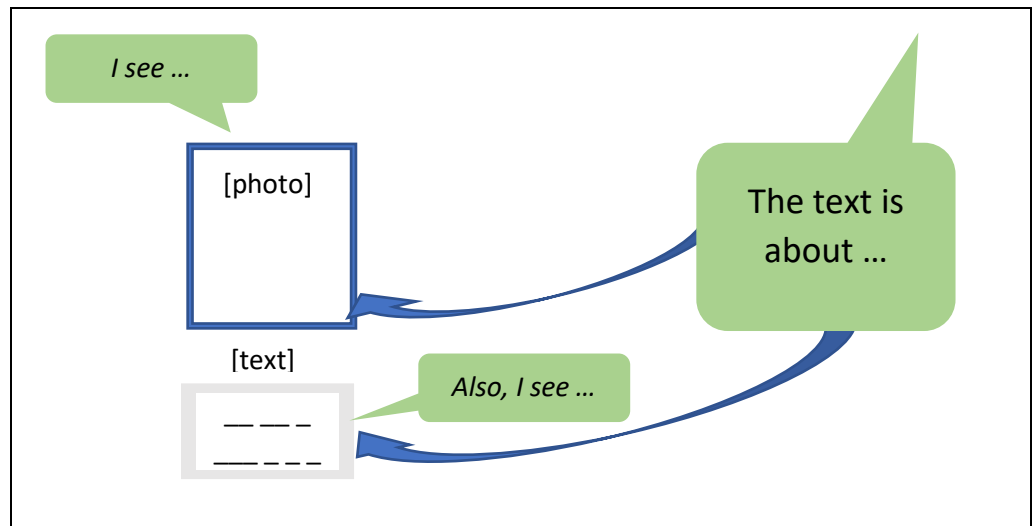
 *Also, I see ...*

 What is the text about?

 *The text is about ...*



3. Use the following chart to record what did you see.



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- [Houston Public Library KIDS Reading Lists](#)





Tuesday – 30 minutes

Activity / Task

Retell the Information

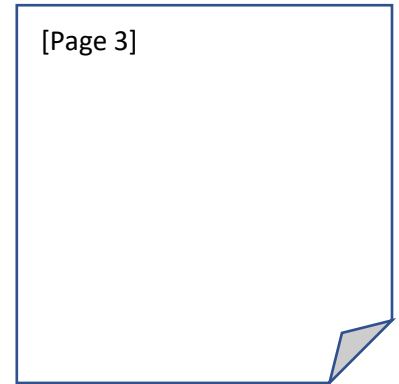
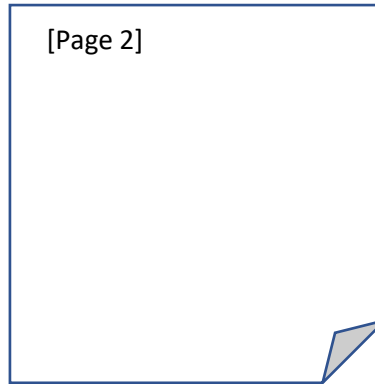
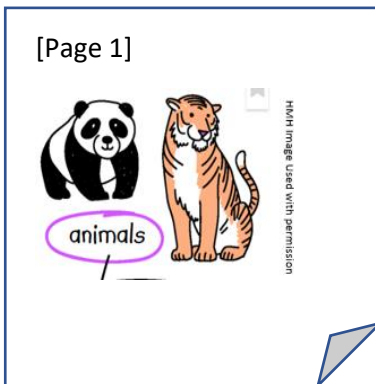
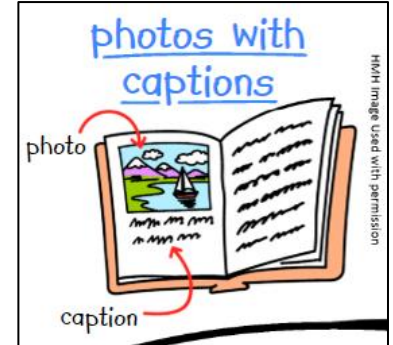
1. Reread or listen to the previous informational text.
2. Select a page and read it.
3. Close the book.
4. Retell orally the information.

 What do you remember from this page?

 I remember ...

{If you do not remember the information, read the page again.}

5. Use a piece of paper to draw and write the information.
6. Continue with next page.



Resources


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Imagine Language and Literacy www.houstonisd.org/hub

- [Houston Public Library KIDS Reading Lists](#)
- [TPRI Intervention Guide](#) (Picture cards: **Phonemic Awareness Activities** - Initial Sounds Pictures PA-35, 36, 37)
- Magazines or newspaper





Wednesday – 30 minutes

Activity / Task


Adding Details

1. Reread or listen to the previous informational text.
2. Reread each page and add details to the chart made the day before.

 What additional information do you remember from this page?

 I remember ...

3. Use the chart made the day before to add the details.

<p>[Page 1]</p>  <p><small>Image used with permission</small></p>	<p>[Page 2]</p>	<p>[Page 3]</p>
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- Magazines or newspaper





Thursday – 30 minutes


Activity / Task


Vocabulary – Picture Glossary

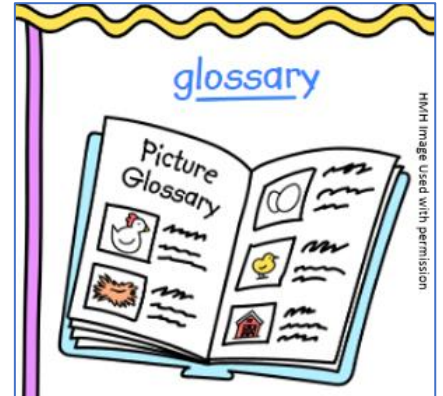
1. Use the book read or listened during the week.
2. Select a page to create a picture glossary.

 What information could you illustrate from this page?

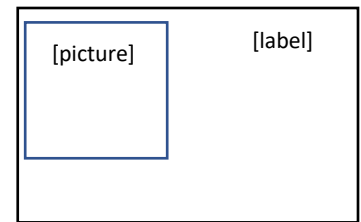
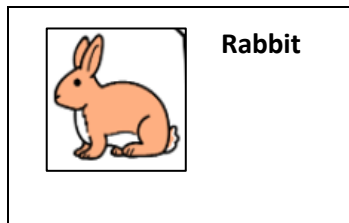
 *The information that I can illustrate is ...*

 What word can you use to name the illustration?

 *The word that names the illustration is ...*



3. Use paper and colors to create a picture glossary.



4. Use the cards to review the content.

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- [TPRI Intervention Guide](#) (Picture cards: **Phonemic Awareness Activities** - Initial Sounds Pictures PA-35, 36, 37)
- Magazines or newspaper





Friday – 30 minutes


Activity / Task


Writing

1. Use the picture glossary cards from Thursday to write sentences.


 What sentence can you say about the picture?


 _____

 What is the first word of the sentence?

 _____

Rabbits

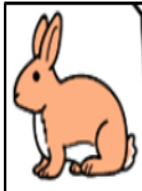
 What is the next word?

 _____

Rabbits are

Continue until you have completed the sentence.

2. Place the sentence in the picture glossary card.



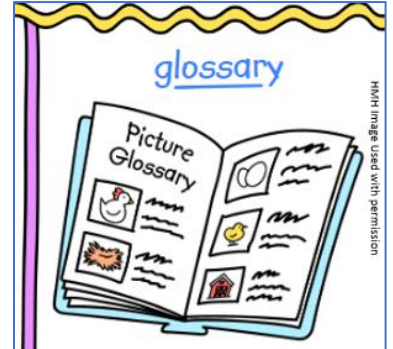
Rabbit

Rabbits are small mammals.

[text]

[text]

3. Read the picture glossary to someone at home.



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