



## THANK YOU, OMU!

### k-2 Foundational Skills Activity Guide

Read for the Record Celebration

November 7, 2019

SCS Early Literacy Department

# Kindergarten

## Standard K.FL.PC.1

Demonstrate understanding of the organization and basic features of print.

### Materials:

- *Thank you, Omul!* book
- Chart Paper
- Highlighter Tape
- Mini Pointers

### Task(s):

#### Scavenger Hunt!

Students will locate various features of the book as prompted by the teacher. (Whole Group)

- Write or project the following descriptors -
  - Title
  - Title Page
  - Front Cover
  - Back Cover
  - Spine
  - Illustration
  - Word
- Discuss the author and illustrator with students
- Examine the illustrations and explain how they help tell the story
- Ask students to point to specific letters in the text
- Ask students to point to where you begin reading on a page
- Point to different punctuation marks and draw attention to how your voice changes as you read using them

## Standard K.FL.PA.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

### Materials:

- [Words Pairs](#)

### Task(s):

#### Stand Up or Sit Down!

Students will listen for words that have the same or different beginning sound. (Whole Group or Small Group)

- Read the word pairs to students
- Students stand if the words have the same beginning sound
- Students sit if the words have different beginning sounds

### Standard K.FL.PWR.3

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

#### Materials:

- [CVC Story Words](#)

#### Task(s):

##### CVC Charades!

Students will segment, blend, and decode CVC words and mimic the words for classmates in a game of charades. This task can be done whole group or small group.

- Place the CVC words face down in a stack
- Allow students to take turns pulling a word which they keep covered
- Give them a few seconds to segment, blend, and decode the word
- Select students to mimic the word for classmates to guess
- Classmates who guess the word first will have the next turn

### Standard K.FL.WC.4

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

#### Materials:

- Chart Paper
- Markers
- Journal Paper

#### Task(s):

##### Stew Story

Students will create a journal entry using a story prompt.

- Discuss with students with whom they would share stew
- Create an anchor chart as students provide suggestions
- Sound out the words with students
- Provide students with the prompt, "I would share my stew with..."
- Tier this activity by allowing some students to write the prompt and others complete it as a cloze activity
- Include CVC words such as mom, dad, dog, and cat

### Standard K.FL.F.5

Read with sufficient accuracy and fluency to support comprehension.  
a. Read emergent-reader texts with purpose and understanding.

#### Materials:

- [Fluency phrases cards](#)

#### Task(s):

##### Read It!

Repeated reading of a few phrases per week gives students practice reading high-frequency words and developing fluency and general proficiency.

- Print, laminate, and place fluency phrases on binder clips.
- Allow students to partner read the phrases for one minute.
- Record how many phrases were accurately read, then the next partner will read and follow the same steps.

### Standard K.FL.SC.6

Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.

- i. Recognize and name end punctuation.

#### Materials:

- Popsicle sticks
- [“End friends”](#)

#### Task(s):

##### End Friends

Students will have the opportunity to use punctuation marks to complete sentences.

- Write or project several sentences from the text.
- Create “end friends” by copying the attached pages and gluing them on popsicle sticks.
- Give students one of each “end friend” and allow them to hold up which end punctuation is needed for each sentence projected.

### Standard K.FL.VA.7b

With guidance and support from adults, explore word relationships and nuances in word meanings.

- iv. Distinguish shades of meaning among verbs describing the same general action.

#### Materials:

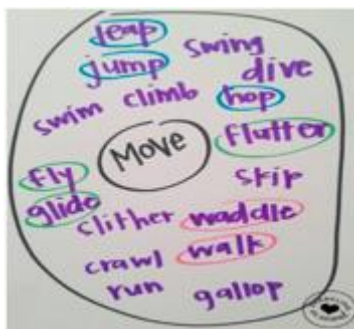
- [Circle map](#)

#### Task(s):

##### Shades of Meaning

Shades of meaning refer to words that can describe what we are feeling or thinking. They help us to see which word shows a stronger meaning.

- Use the verb “waft” to demonstrate shades of meaning to describe how the stew drifted out of Omu’s window.
- Create a circle map with the word waft in the center. As a group, brainstorm other words that have similar meanings to waft (drift, float, glide, whirl, travel, carry). Use context and illustrations from the text to help students brainstorm words.
- Discuss the meaning of each verb from the book and explain how the meanings differ or represent different levels of “waft.”
- Allow students to act out each verb demonstrating the intensity of each.



## FIRST Grade

### Standard 1.FL.PC.1

Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.

#### Materials:

- [Sentence Word Cards](#)
- Student volunteers

#### Task(s):

##### Be the Sentence

Physical involvement and hands-on activities are great for increasing learning in young children. One activity to support concept of word learning is to have each student physically represent a word in a sentence from the text.

- Read select sentences from the text and have students echo (see below)
  - ✓ Someone was at the door.
  - ✓ What brings you to my home?
  - ✓ Thank you, Omu!
  - ✓ There was still enough to share.
  - ✓ What is it?
  - ✓ Even the mayor stopped by!
  - ✓ The police officer carried in a fresh salad.
- Have students clap for each word in the sentences noting the number of words that make up each sentence
- Hand-out sentence word cards to student volunteers
- Students use the word cards to form sentences from the text
- Students read each completed sentence noting capitalization and ending punctuation

### Standard 1.FL.PA.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### Materials:

- Cardstock
- Scissors
- [Picture cards](#)

#### Task(s):

##### In My Box

Students will have an opportunity to practice identifying initial, medial, and final sounds. The pictures used with this activity are associated with words from the text.

- Print picture cards on cardstock paper
- Cut the pictures and place them in a small box or plastic baggie
- In a Circle setting, select a picture card from the box and show it
- Say the name of the picture and use the word in a sentence (orally)
- Ask students, "What initial/medial/final sound(s) do you hear?"
- You may also ask students to delete, substitute, or manipulate the phonemes
- Continue with the remaining picture cards

### Standard 1.FL.PWR.3

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

#### Materials:

- Chart paper or Whiteboard
- [R-controlled word list and headings](#)

#### Task(s):

##### Clap for Bossy R

Students will practice phonics and word analysis in connected text using words that have r-controlled vowel sounds.

- Create a chart on the whiteboard or on chart paper and label with headings *ar, ir, er, ur,* and *or*
- Re-read aloud select pages from the text modeling fluency (select pages with r-controlled vowel words)
- Turn to page 2 and read the first sentence that contains a word with an r-controlled vowel combination (*corner*)
- Ask students to notice the vowel followed by the letter *r* and demonstrate how to decode the word
- Write and sort the r-controlled word on the whiteboard/chart paper (*corner-* under the heading *er*)
- Have students clap when they hear a word with an r-controlled vowel as you continue re-reading select pages
- Work together to decode and sort the r-controlled words on the whiteboard/chart (see R-controlled word list)

### Standard 1.FL.WC.4

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

#### Materials:

- Student paper/journal
- [“Y” Dictation sentences](#)

#### Task(s):

##### “Y” as a Vowel

Remember that the vowels are *a, e, i, o, u*, and sometimes *y*. When a two or more syllable word ends in the letter “y”, the *y* makes the long /e/ vowel sound (like *happy*). The long /e/ is spelled with the grapheme “y” 41% of the time. Students will have an opportunity to identify, decode, and write long /e/ words spelled with the letter “y”.

- Read the select dictation sentences from the text
- With prompting and support, students will identify, decode, and blend the y words that say long /e/ in each sentence
- Students write each “y” word that says long /e/
- Students illustrate and/or sort each word (Double Consonants or Single Consonant spelling)



## Standard 1.FL.F.5

Read with sufficient accuracy and fluency to support comprehension.

### Materials:

- [Script strips](#)

### Task(s):

#### Reader's Theatre

Readers Theater is a dramatic presentation of a written work in a script form. Readers read from a "script" and reading parts are divided among the readers. No memorization, costumes, blocking, or special lighting is needed. Presentations can easily be done within the classroom. Scripts are held by the readers. Lines are not memorized. The focus is on reading the text with expressive voices and gestures, making comprehending the text meaningful and fun for the student.

Reader's Theater should be implemented after the 2<sup>nd</sup> or 3<sup>rd</sup> read to ensure text familiarity.

- Cut out and laminate script strips from the story
- Allow student volunteers to randomly select a strip and ACT it out; be sure that students pay close attention to word structure and punctuation for appropriate expression and accuracy
- Repeat this process until all script strips have been read aloud

## Standard 1.FL.SC.6

Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

### Materials:

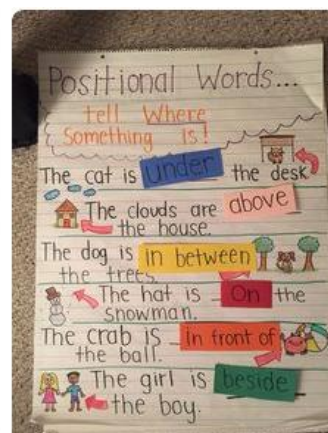
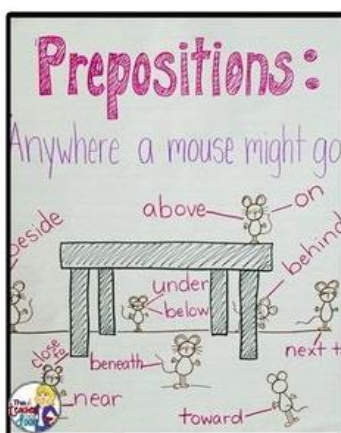
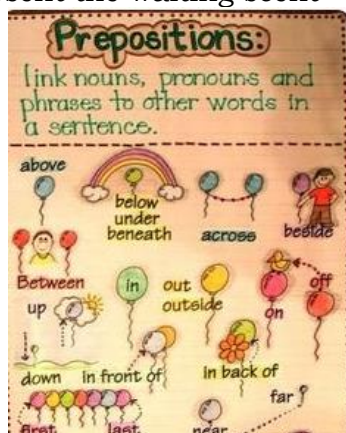
- Chart/Butcher paper
- Markers (varied colors)
- [Preposition Sentences](#)

### Task(s):

#### Preposition Mural

A Preposition is a part of speech that indicates the relationship, often spatial, of one word to another. It connects a noun or pronoun to the rest of the sentence, and answers the question, "Where?". This is a collaborative task that can serve as an Anchor Chart to support students' understanding of prepositions.

- Review prepositions, emphasizing that these positional words often answer "Where?"
- Explain the purpose of a mural because you will work together to create one (similar to an Anchor Chart)
- Re-read Preposition Sentences that describe where the scent from Omu's thick, red stew wafted
- Create a Preposition Mural that includes prepositional phrases with illustrations to represent the wafting scent



### Standard 1.FL.VA.7b

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

#### Materials:

- *Thank You, Omu!* Text
- [Circle Map](#)

#### Task(s):

##### Shades of Meaning

Shades of meaning refer to words that can describe what we are feeling or thinking. They help us to see which word shows a stronger meaning. With guidance, students will use the adjective “good” that described how Omu’s stew tasted to understand shades of meaning.



- Draw a circle map like pictured.
- Write the word “good” in the inner circle.
- Collaboratively brainstorm other words that have meanings similar to “good” (synonyms)
- Record all responses in the outer circle.
- Direct students to think of the words used in the book to describe the stew. For example, Omu described her stew as delicious. The little boy described the stew as yummy. [NOTE: The words used in the book to describe Omu’s stew were yummy, delicious, scrumptious, and delectable.] Show specific pages in the book where these adjectives were used and guide students to recall each of those words.
- Discuss the meaning of each of the adjectives from the book and explain how the meanings differ or represent different levels of “good”
- Have students act out each adjective, demonstrating the intensity of each.



## SECOND Grade

### Standard 2.FL.PWR.3

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

d. Decode words with common prefixes and suffixes

#### Materials:

- *Thank you, Omu!* text
- [ED Word Cards](#) (1 set for each pair of students)

#### Task(s):

##### Sounds of -ed

Recognize the three different ending sounds of verbs using the past tense *-ed* i.e. /d/, /t/, /id/.

- Print word cards on cardstock. One set for each pair of students.
- Cut the cards and place sets in small plastic baggies
- Write the three verbs **wanted**, **enjoyed** and **stopped** on the board
- Say the three verbs out loud for the class. Have the students focus on listening to the final sound of each verb. Ask them to tell you what sound they hear at the end of each verb.
- Explain that in English, there are three different pronunciations of the **-ed** suffix for regular past tense verbs. The pronunciation of the **-ed** suffix depends on the final sound in the verb.

#### Rules:

- ✓ If the verb ends in a **-d** or a **-t**, the **-ed** ending is pronounced as a new syllable, /id/.
- ✓ If the verb ends in a vowel sound or a voiced consonant (**l, n, r, b, g, m, z, s, v**), then the **-ed** ending sounds like a /d/ and does not create a new syllable.
- ✓ If the verb ends in an unvoiced consonant (**p, k, f, gh, sh, ch, ss, c, x**), then the **-ed** ending sounds like a /t/ and does not create a new syllable.
- *Read Thank You, Omu!* Have students listened for words in the text that have **-ed**. Chart **-ed** words from text.
- Have the students determine if they end in a **-d** or a **-t**, a vowel sound, a voiced consonant, or a voiceless consonant.
- Give partners a copy of the three sounds of ed word cards. Have students find header cards. Labeled /id/, /t/ and /d/. Students should read each word and place under the correct header card.
- Have the learners determine if they end in a **-d** or a **-t**, a vowel sound, a voiced consonant, or a voiceless consonant. If learners are unsure if a consonant is voiced or voiceless, have the lay their fingers on the side of their neck and feel for the vibration that occurs when they say voiced consonants

#### Answer Key:

/id/	/t/	/d/
wafted noddod celebrated	stopped licked knocked cooked	squeezed Simmered stirred seasoned

#### Standard 2.FL.WC.4

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- b. Spell words with suffixes that require consonant doubling, dropping silent-e, and changing y to i

##### Materials:

- Pocket chart spelling
- [Capital Letter Cards](#)
- [Lowercase Letter Cards](#)

##### Task(s):

###### Pocket Chart Spelling

Spell words and use the “double the consonant rule” as applied to one syllable words.

Spell words in which the final y of the base is changed to i when a suffix is added.

- Print letter cards on cardstock. One set for each student
- Cut the cards and place sets in small plastic baggies
- Provide students with letter cards.
- Display the **letter cards**: s,t,o,p in the pocket chart. Name the letters.
- Blend the sounds and have students blend with you.
- Change **s,t,o,p** to **s,t,o,p,p,ed** and name the letters.
- Blend the sounds and have students blend with you.
- Ask students.” How did the spelling change?”
- Call out the following words on at a time: tug, stir, nod, reply and carry.
- Have students use the letter cards to spell **each** word.
- Have students change each word to past tense by doubling the consonant adding the suffix and/or changing the y to I.
- Have students blend each word and read each word.
- Have a student volunteers to place the correct word in the pocket chart.

#### Standard 2.FL.F.5

Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding

##### Materials:

- *Thank you, Omu!* Text
- Plastic Jar
- [Fluency Self Check Anchor Chart](#)
- [Fluency Voice Jar](#)

##### Task(s):

###### Fluency Voice Jar

This task will help students improve fluency through expression by using different voices. This station can be done independently or with a buddy.

- Print emotion cards on cardstock
- Cut the cards and place in a plastic jar or large plastic baggie
- Create a fluency anchor chart to help students learn and remember important self-check strategies when reading.
- Select a page from *Thank you, Omu!*
- Student should draw an emotion card from the jar
- Read the page in the voice on the card

### Standard 2.FL.SC.6

Demonstrate commands of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

- d. Form and use the past tense of frequently occurring irregular verbs
- g. Use common coordinating conjunctions

#### Materials:

- Chart paper
- Sentence Strips

#### Task(s):

##### Mentor Sentences

A mentor sentence is a well-crafted sentence that can be found in any text. Mentor sentences are a great source for identifying different elements of writing, including grammar, structure, and style. Working with Mentor sentences provide the chance to review grammar skills and parts of speech. Each exposure to mentor sentences helps reinforce their understanding of a variety of skills. Students get the chance to "imitate" the structure and style of a sentence, giving them the practice and confidence, they need to write complex sentences of their very own.

- Write the following sentence on chart paper: **"With that, Omu closed the door and went back to her book."**
- **Notice:** Ask students what they notice about the sentence and chart their ideas. Students should notice capitalization, punctuation, sentence type.
- **Label:** Have students label the part of speech of each word in the sentence. Draw particular attention to the irregular verb **went** and the conjunction **and**.
- Explain why **went** is an irregular verb. Explain why **and** is a conjunction.
- **Revise:** With the students, revise and by adding adjectives before the nouns.
- Give students a copy of the sentence with blanks before the nouns so that they can brainstorm their own adjectives.
- **Imitate:** Write the following on the board: With that \_\_\_\_\_ closed the \_\_\_\_\_ and went back to \_\_\_\_\_.
- Have students rewrite their own version of the sentence.

## Standard 2.FL.VA.7b

Demonstrate understanding of word relationships and nuances in word meanings.

ii. Distinguish shades of meaning among closely related words.

### Materials:

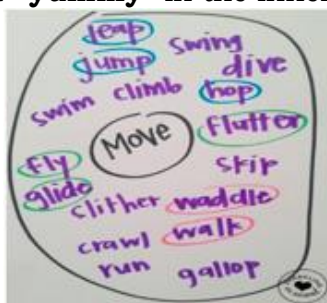
- *Thank You, Omul!* text
- Chart paper
- Paint strips (1 for each student)

### Task(s):

#### Shades of Meaning

**Shades of meaning** is a phrase that is applied to describe the subtle differences that are found in the meanings of similar words and phrases.

- Use the adjective “yummy” to demonstrate shades of meaning that describe how the stew tasted.
- Read the sentences on the bottom of page 6: “MMMMM, STEW!” He sighed, “That sure sounds yummy.”
- Draw a circle map. Write the word “**yummy**” in the inner circle.



- Read *Thank you, Omul!* Have students listen for words that describe how the soup tasted.
- Chart the adjectives used to describe the soup on the circle map. Words: delicious, tasty, delectable, scrumptious.
- Discuss the meaning of each of the adjectives from the book and explain how the meanings differ or represent different levels of “**yummy**.”
- Have students act out each adjective, demonstrating the intensity of each.
- Divide students into groups of 4-6 students.
- Give each group a piece of chart paper.
- Students will use one of the following words from the story: nice, big, small or fat to place in the inner circle of their circle map.
- Each group will brainstorm words that are synonyms of the word in the inner circle and write those words in the outer circle.
- After completing the circle map, each student will choose four words from the circle map of words with similar meaning.
- They will write those four words on a paint strip in order of intensity. (Paint strips can be picked up from any Paint and/or Hardware store, FREE of charge)



- Finally, students will write sentences using each word.

**We would love to hear from you! Please take 2-3 minutes to give us your feedback on the tasks and activities. You may access the survey by clicking the link or scanning the QR code.**

<https://forms.office.com/Pages/ResponsePage.aspx?id=lBwpK7Bet0SJ6kuvFuzEqdTYJzCPfMpJlAsfNFbHV0xUM0tWU0k5VDfRVjc2VUZPUDdUQjc5OUtUNC4u>

