

WORKSHEET OUTPOST | Kindergarten ELA

Alliteration

k-001-1 | Five questions

Success criteria

I can name the first sound and find another word that starts the same way.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say: seven silly seals. What first sound repeats?

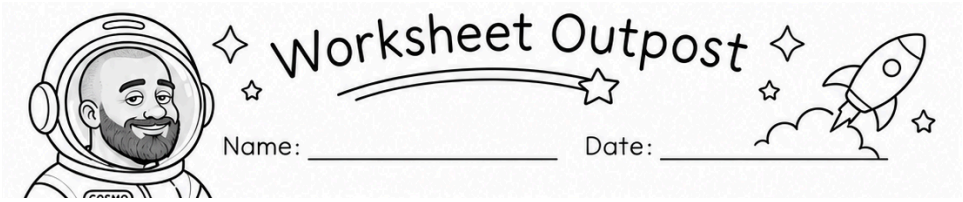
2. Which begins like moon: map or sun?

3. Make a two-word phrase with the same first sound.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Alliteration

k-001-2 | Five questions

Success criteria

I can name the first sound and find another word that starts the same way.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Make a two-word phrase with the same first sound.

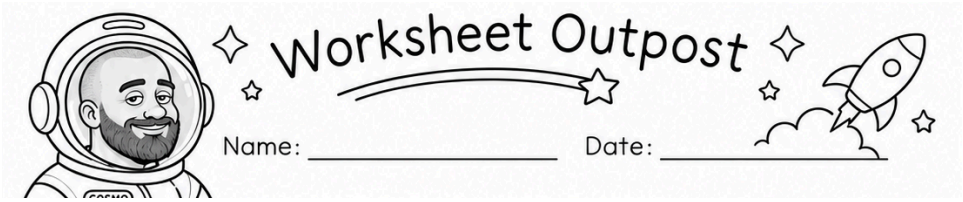
2. Which begins like moon: map or sun?

3. Say: seven silly seals. What first sound repeats?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Rhyme

k-002-1 | Five questions

Success criteria

I can tell which words rhyme and say a rhyme of my own.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say: boat, coat. Do they rhyme?

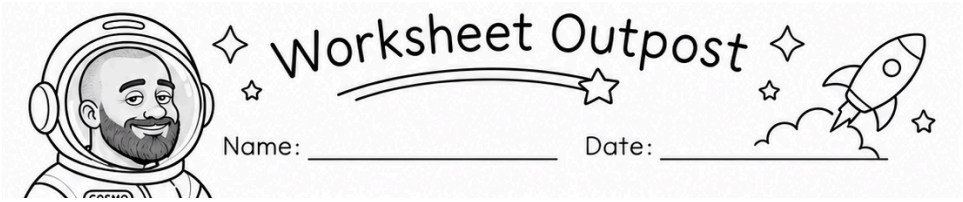
2. Say: sun, sock. Do they rhyme?

3. Say a word that rhymes with game.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Rhyme

k-002-2 | Five questions

Success criteria

I can tell which words rhyme and say a rhyme of my own.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say a word that rhymes with game.

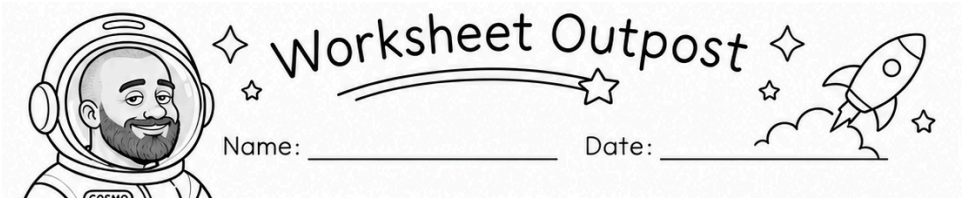
2. Say: sun, sock. Do they rhyme?

3. Say: boat, coat. Do they rhyme?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Matching Initial Sounds

k-003-1 | Five questions

Success criteria

I can name the first sound and find another word that starts the same way.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say fan. What sound comes first?

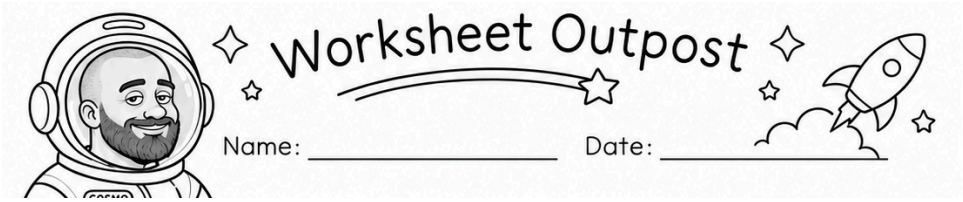
2. Which begins like pig: pan or dog?

3. Say the first sound in nest.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Matching Initial Sounds

k-003-2 | Five questions

Success criteria

I can name the first sound and find another word that starts the same way.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say the first sound in nest.

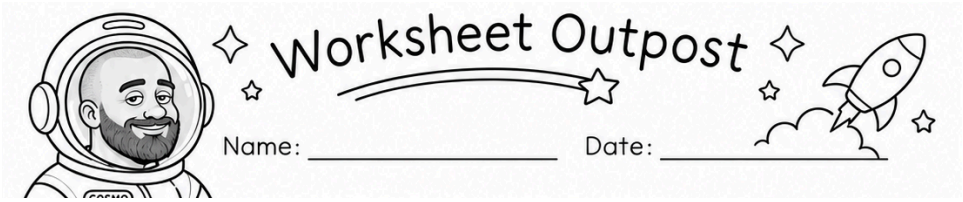
2. Which begins like pig: pan or dog?

3. Say fan. What sound comes first?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Counting Syllables

Success criteria
I can count the syllables I hear in a word.

k-004-1 | Five questions

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say "rabbit" and clap each syllable. How many syllables do you hear?

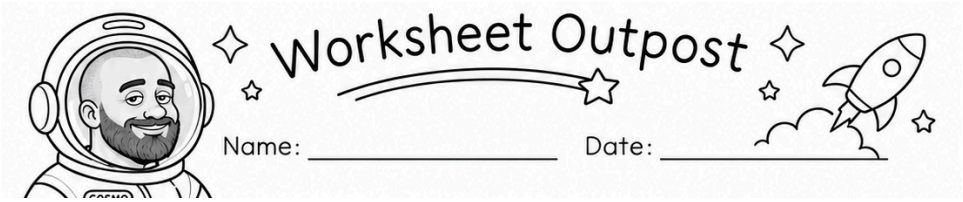
2. Say "elephant" and clap each syllable. How many syllables do you hear?

3. Say "fish" and clap each syllable. How many syllables do you hear?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Counting Syllables

k-004-2 | Five questions

Success criteria
I can count the syllables I hear in a word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say "fish" and clap each syllable. How many syllables do you hear?

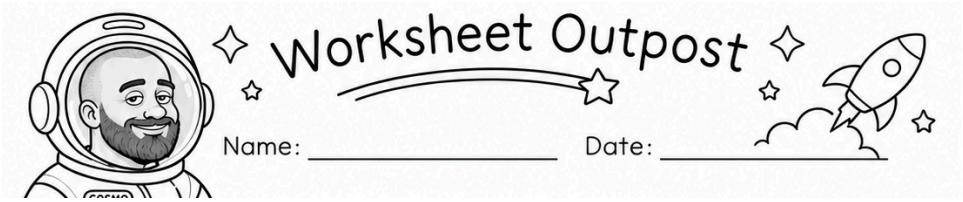
2. Say "elephant" and clap each syllable. How many syllables do you hear?

3. Say "rabbit" and clap each syllable. How many syllables do you hear?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Uppercase Letters L, H, I

k-005-1 | Five questions

Success criteria
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: L H I

1. Find L. Say each letter name and write it.

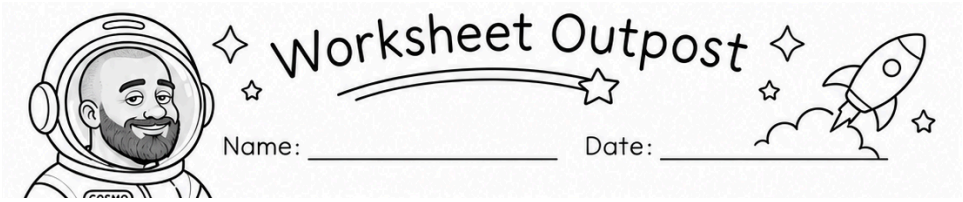
2. Find H. Say each letter name and write it.

3. Find I. Say each letter name and write it.

4. Say a word that begins with the sound of L.

5. Write I from memory. Check it against the model.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Uppercase Letters L, H, I

k-005-2 | Five questions

Success criteria
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: L H I

1. Find L. Say each letter name and write it.

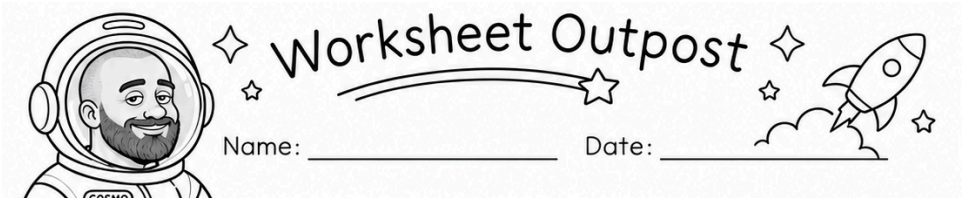
2. Find H. Say each letter name and write it.

3. Find I. Say each letter name and write it.

4. Say a word that begins with the sound of L.

5. Write I from memory. Check it against the model.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Uppercase Letters T, F, E

k-006-1 | Five questions

Success criteria
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: T F E

1. Find T. Say each letter name and write it.

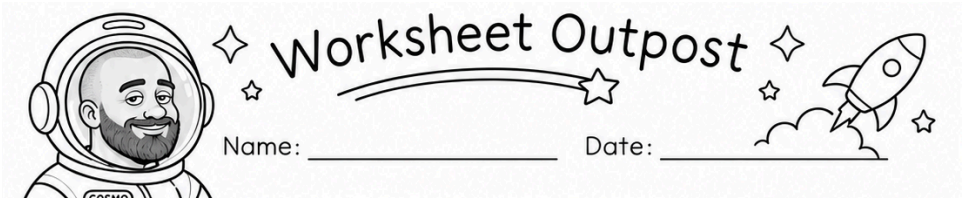
2. Find F. Say each letter name and write it.

3. Find E. Say each letter name and write it.

4. Say a word that begins with the sound of T.

5. Write E from memory. Check it against the model.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Uppercase Letters T, F, E

k-006-2 | Five questions

Success criteria
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: T F E

1. Find T. Say each letter name and write it.

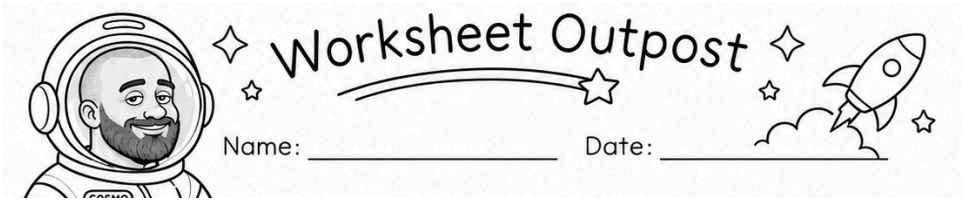
2. Find F. Say each letter name and write it.

3. Find E. Say each letter name and write it.

4. Say a word that begins with the sound of T.

5. Write E from memory. Check it against the model.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Uppercase Letters A, N, M

Success criteria
I can name the letter and find its matching uppercase or lowercase form.

k-007-1 | Five questions

Name: _____ Date: _____

Letters: A N M

1. Find A. Say each letter name and write it.

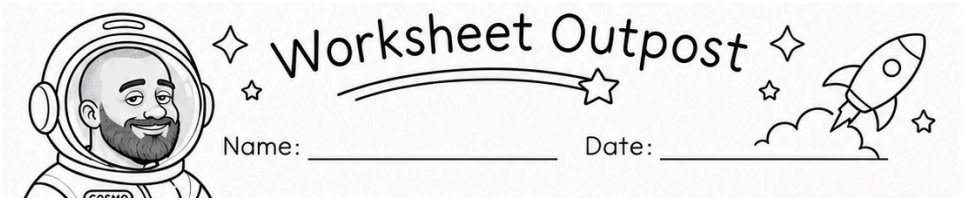
2. Find N. Say each letter name and write it.

3. Find M. Say each letter name and write it.

4. Say a word that begins with the sound of A.

5. Write M from memory. Check it against the model.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Uppercase Letters A, N, M

k-007-2 | Five questions

Success criteria
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: A N M

1. Find A. Say each letter name and write it.

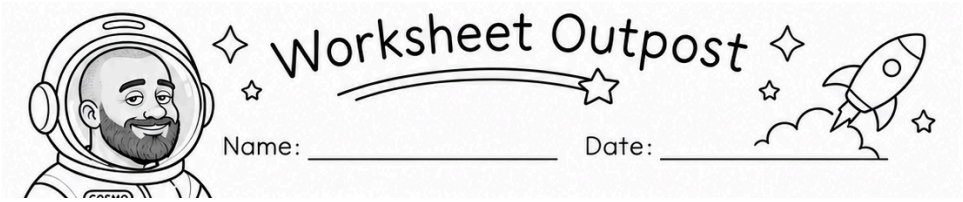
2. Find N. Say each letter name and write it.

3. Find M. Say each letter name and write it.

4. Say a word that begins with the sound of A.

5. Write M from memory. Check it against the model.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Uppercase Letters V, K, W

k-008-1 | Five questions

Success criteria
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: V K W

1. Find V. Say each letter name and write it.

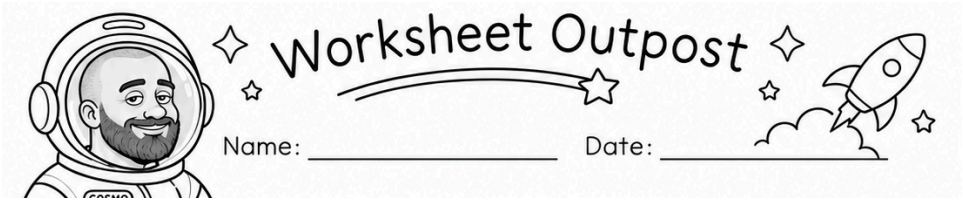
2. Find K. Say each letter name and write it.

3. Find W. Say each letter name and write it.

4. Say a word that begins with the sound of V.

5. Write W from memory. Check it against the model.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Uppercase Letters V, K, W

k-008-2 | Five questions

Success criteria
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: V K W

1. Find V. Say each letter name and write it.

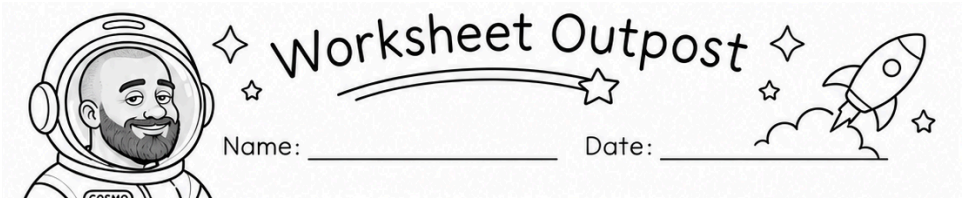
2. Find K. Say each letter name and write it.

3. Find W. Say each letter name and write it.

4. Say a word that begins with the sound of V.

5. Write W from memory. Check it against the model.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Vertical, Horizontal, and Slanted Lines

k-009-1 | Five questions

Success criteria
I can draw each kind of line to match the example.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult draw the line. Copy it, then draw it on your own.

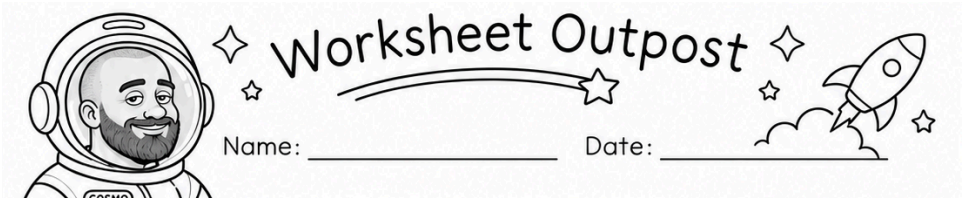
2. Watch an adult draw the line. Copy it, then draw it on your own.

3. Watch an adult draw the line. Copy it, then draw it on your own.

4. Watch an adult draw the line. Copy it, then draw it on your own.

5. Watch an adult draw the line. Copy it, then draw it on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Vertical, Horizontal, and Slanted Lines

k-009-2 | Five questions

Success criteria
I can draw each kind of line to match the example.



Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult draw the line. Copy it, then draw it on your own.

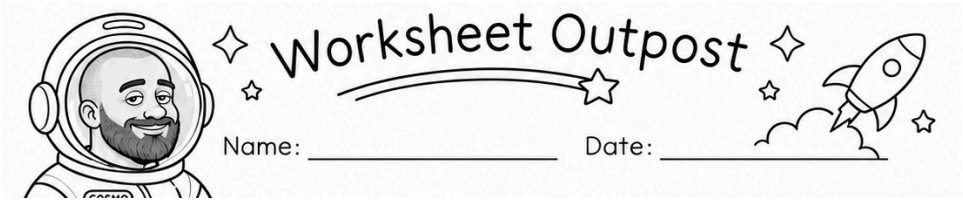
2. Watch an adult draw the line. Copy it, then draw it on your own.

3. Watch an adult draw the line. Copy it, then draw it on your own.

4. Watch an adult draw the line. Copy it, then draw it on your own.

5. Watch an adult draw the line. Copy it, then draw it on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: L, H, I

k-010-1 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write L. Copy the letter, then try again on your own.

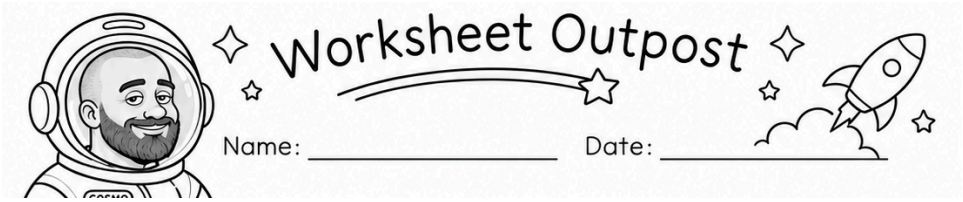
2. Watch an adult write I. Copy the letter, then try again on your own.

3. Watch an adult write L. Copy the letter, then try again on your own.

4. Watch an adult write I. Copy the letter, then try again on your own.

5. Watch an adult write L. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: L, H, I

k-010-2 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write H. Copy the letter, then try again on your own.

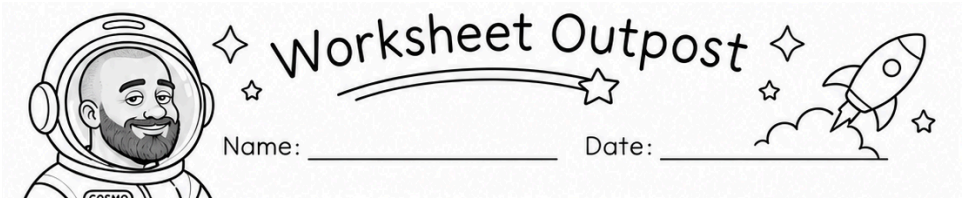
2. Watch an adult write H. Copy the letter, then try again on your own.

3. Watch an adult write H. Copy the letter, then try again on your own.

4. Watch an adult write H. Copy the letter, then try again on your own.

5. Watch an adult write H. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: T, F, E

k-011-1 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write T. Copy the letter, then try again on your own.

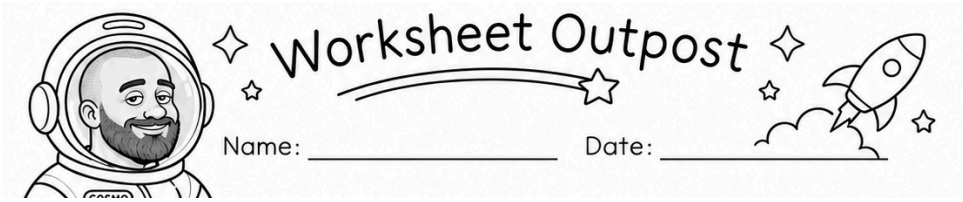
2. Watch an adult write E. Copy the letter, then try again on your own.

3. Watch an adult write T. Copy the letter, then try again on your own.

4. Watch an adult write E. Copy the letter, then try again on your own.

5. Watch an adult write T. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: T, F, E

k-011-2 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write F. Copy the letter, then try again on your own.

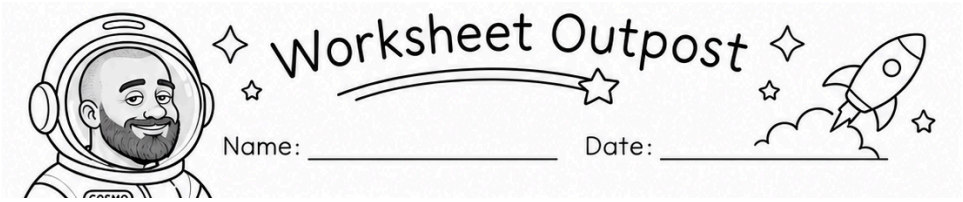
2. Watch an adult write F. Copy the letter, then try again on your own.

3. Watch an adult write F. Copy the letter, then try again on your own.

4. Watch an adult write F. Copy the letter, then try again on your own.

5. Watch an adult write F. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: A, N, M

k-012-1 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write A. Copy the letter, then try again on your own.

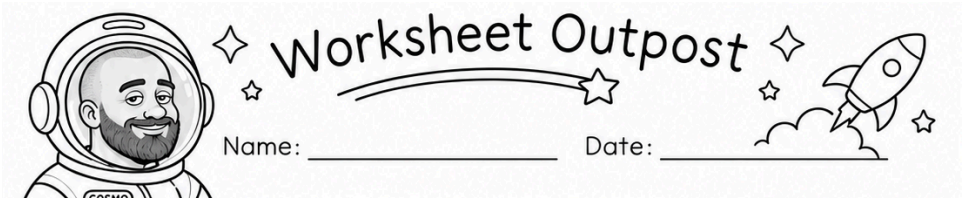
2. Watch an adult write M. Copy the letter, then try again on your own.

3. Watch an adult write A. Copy the letter, then try again on your own.

4. Watch an adult write M. Copy the letter, then try again on your own.

5. Watch an adult write A. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: A, N, M

k-012-2 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write N. Copy the letter, then try again on your own.

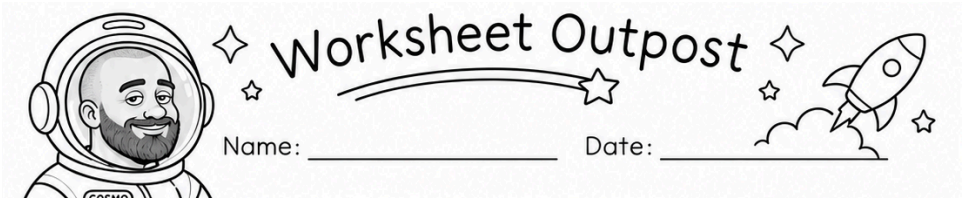
2. Watch an adult write N. Copy the letter, then try again on your own.

3. Watch an adult write N. Copy the letter, then try again on your own.

4. Watch an adult write N. Copy the letter, then try again on your own.

5. Watch an adult write N. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: V, K, W

k-013-1 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write V. Copy the letter, then try again on your own.

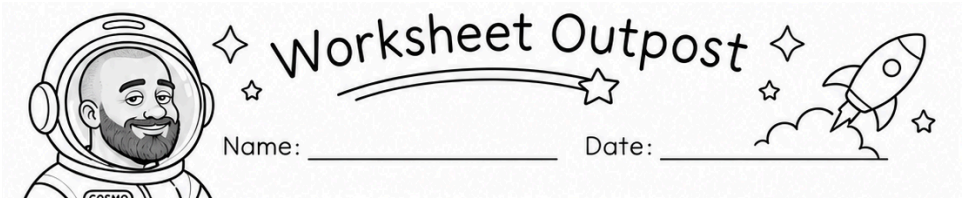
2. Watch an adult write W. Copy the letter, then try again on your own.

3. Watch an adult write V. Copy the letter, then try again on your own.

4. Watch an adult write W. Copy the letter, then try again on your own.

5. Watch an adult write V. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: V, K, W

k-013-2 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write K. Copy the letter, then try again on your own.

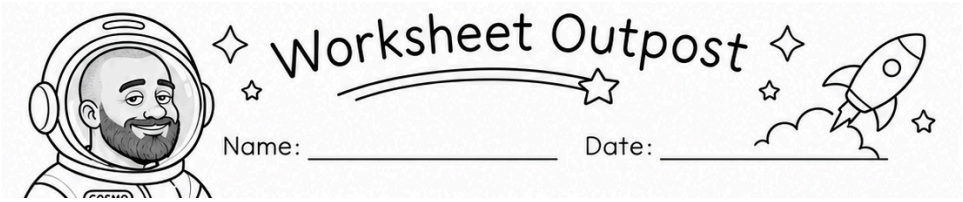
2. Watch an adult write K. Copy the letter, then try again on your own.

3. Watch an adult write K. Copy the letter, then try again on your own.

4. Watch an adult write K. Copy the letter, then try again on your own.

5. Watch an adult write K. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

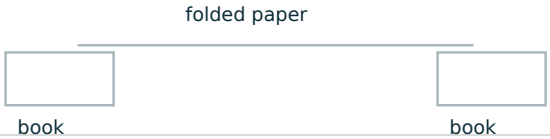
Author and Illustrator

k-014-1 | Five questions

Success criteria
I can tell how the author or illustrator helps me learn about the topic.

Name: _____ Date: _____

THE PAPER BRIDGE
Words by Jo Lane | Picture by Ari Vale (fictional creators)
Caption: A folded paper bridge rests on two books.
Glossary: fold - a bend made in paper.



1. Who wrote the words?

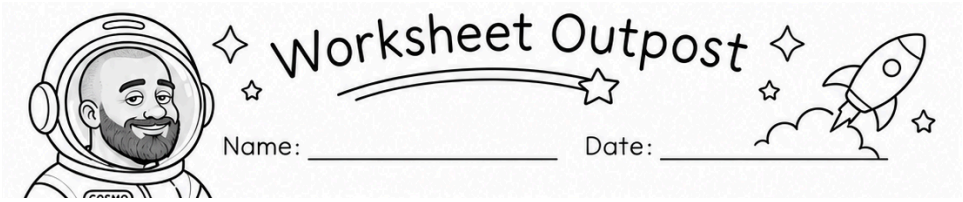
2. What does the caption explain?

3. Where is the meaning of fold?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Author and Illustrator

k-014-2 | Five questions

Success criteria
I can tell how the author or illustrator helps me learn about the topic.

Name: _____ Date: _____

THE TOY RAMP
Words by Ari Vale | Picture by Jo Lane (fictional creators)
Caption: A toy cart rolls down a ramp.
Glossary: ramp - a sloping surface.



Ramp model

1. Who made the picture?

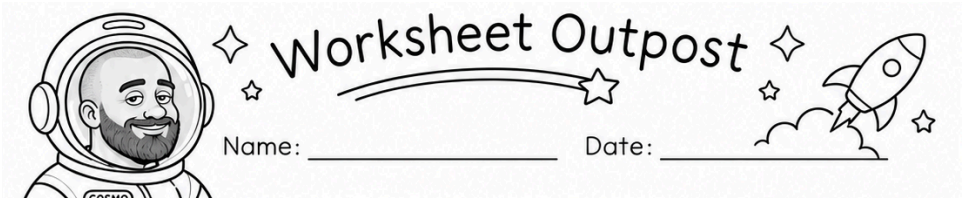
2. Read the heading. What will you learn about?

3. Point to the ramp in the drawing.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Reread to Notice Details

k-015-1 | Five questions

Success criteria
I can find words in the text that help me picture or hear what the writer means.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Mark a word you want help with.

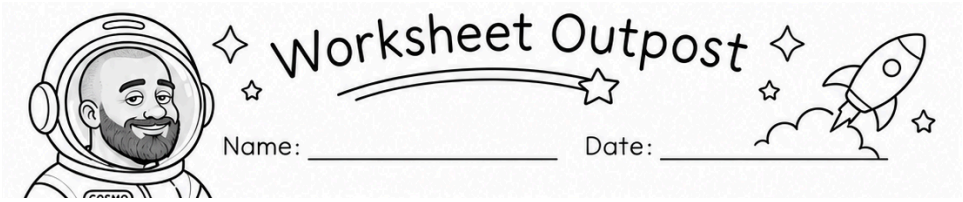
2. Reread the sentence around it. Explain the word.

3. Tell how Nell makes the bridge stronger.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Reread to Notice Details

k-015-2 | Five questions

Success criteria
I can find words in the text that help me picture or hear what the writer means.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Reread why the bag cannot be used.

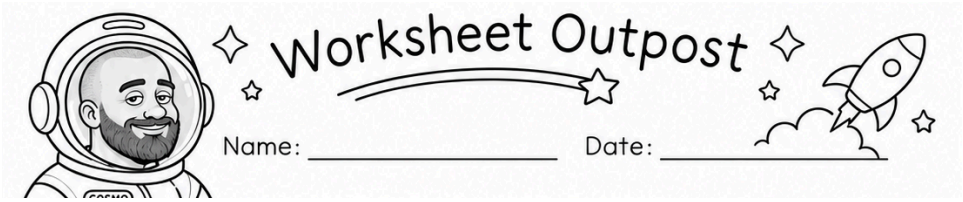
2. Explain handles using the sentence.

3. What is clearer after rereading?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Characters and Setting

k-016-1 | Five questions

Success criteria
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Which objects help you picture where Nell works?

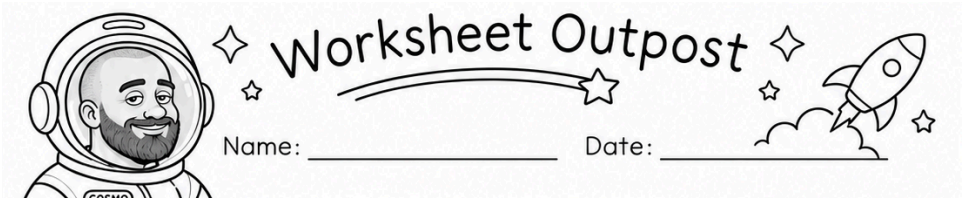
2. Does the passage name a room?

3. Suggest a possible place and label it as a guess.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Characters and Setting

k-016-2 | Five questions

Success criteria
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Where does Rafi want to go?

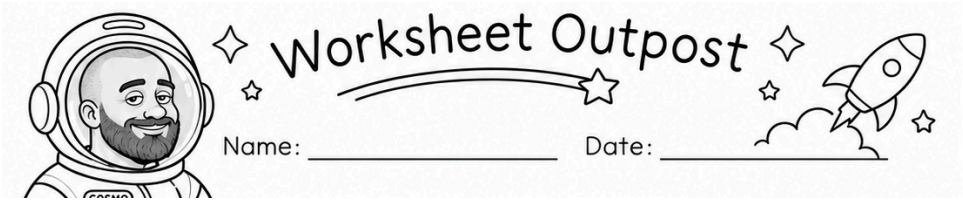
2. Where does he make the card?

3. Draw the ending setting.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Book Orientation

k-017-1 | Five questions

Success criteria
I can point to the front cover and show where to start reading.

Name: _____ Date: _____

A MINI BOOK
Title: The Cart
Words: Jo Lane | Pictures: Ari Vale (fictional creators)
Page 1: The cart is red.
Page 2: It rolls down.

1. Point to the title and the names of the writer and illustrator.

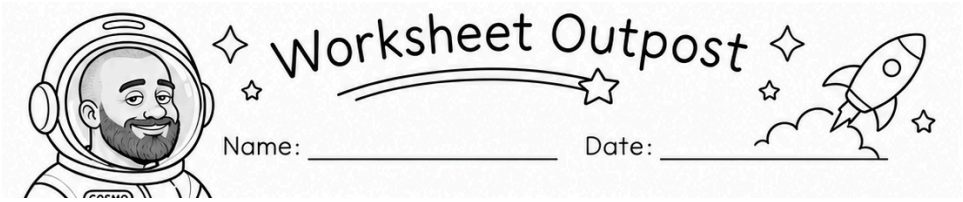
2. Point to the first word on page 1. Track each word from left to right.

3. Show where to go after finishing the line. Point to page 2 and read it.

4. Count the words in: The cart is red.

5. Find an uppercase letter and an end mark.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Book Orientation

k-017-2 | Five questions

Success criteria
I can point to the front cover and show where to start reading.

Name: _____ Date: _____

A MINI BOOK
Title: The Cart
Words: Jo Lane | Pictures: Ari Vale (fictional creators)
Page 1: The cart is red.
Page 2: It rolls down.

1. Count the words in: The cart is red.

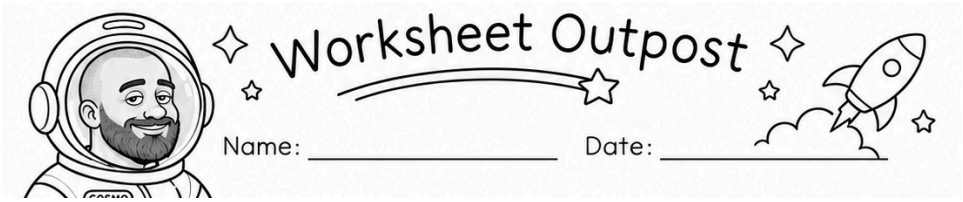
2. Find an uppercase letter and an end mark.

3. Tell how a word differs from a sentence.

4. Point to the title and the names of the writer and illustrator.

5. Point to the first word on page 1. Track each word from left to right.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Connect Reading and Writing

Success criteria
I can state my opinion and give a reason for it.

k-018-1 | Five questions

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

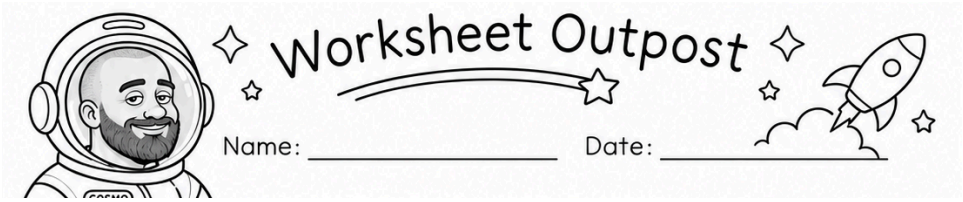
1. Advertise a paper bookmark you designed. Tell why a reader might like it.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Advertise a paper bookmark you designed. Tell why a reader might like it.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?



WORKSHEET OUTPOST | Kindergarten ELA

Connect Reading and Writing

Success criteria
I can state my opinion and give a reason for it.

k-018-2 | Five questions

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Write a fresh version: Advertise a paper bookmark you designed. Tell why a reader might like it.

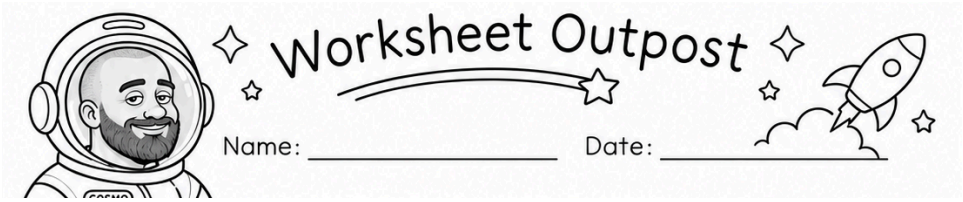
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Advertise a paper bookmark you designed. Tell why a reader might like it.

5. Plan: What is your main idea? Choose two or three details.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Name Pictures

k-019-1 | Five questions

Success criteria
I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Draw a book, a bag, and a cart. Label each picture.

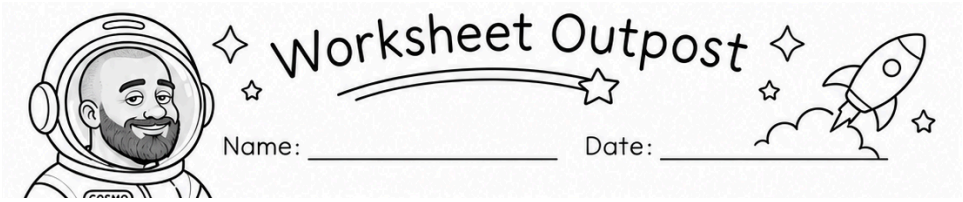
2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Draw a book, a bag, and a cart. Label each picture.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Name Pictures

k-019-2 | Five questions

Success criteria
I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Write a fresh version: Draw a book, a bag, and a cart. Label each picture.

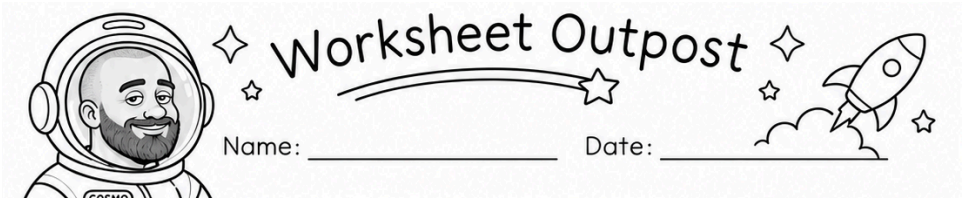
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Draw a book, a bag, and a cart. Label each picture.

5. Plan: What is your main idea? Choose two or three details.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Singular and Plural Nouns

k-020-1 | Five questions

Success criteria
I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Write more than one: cup; box; wish

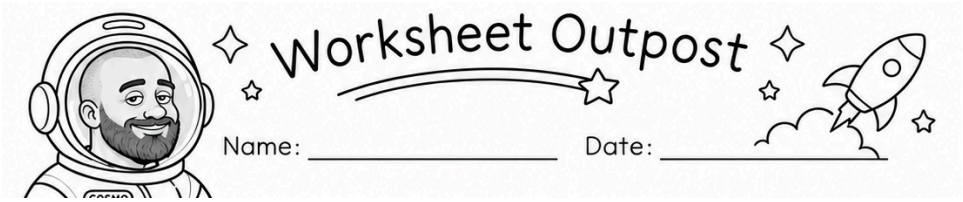
2. Choose: Three (dog / dogs) run.

3. Circle the singular noun: fox / foxes

4. Write more than one: bus; dish; lamp

5. Write a sentence about two cats.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Singular and Plural Nouns

k-020-2 | Five questions

Success criteria
I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Write more than one: bus; dish; lamp

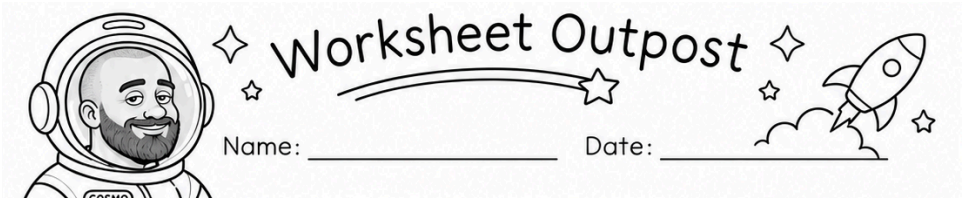
2. Write a sentence about two cats.

3. Write one noun and its plural.

4. Write more than one: cup; box; wish

5. Choose: Three (dog / dogs) run.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Ask for Assistance

Success criteria
I can ask for help in a clear, polite sentence.

k-021-1 | Five questions

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Ask for help using a complete, polite sentence.

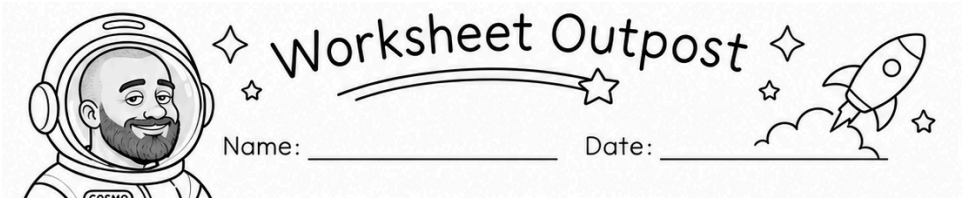
2. Tell exactly what you need.

3. Respond kindly when your partner asks you for help.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Ask for Assistance

Success criteria
I can ask for help in a clear, polite sentence.

k-021-2 | Five questions

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Ask for help using a complete, polite sentence.

5. Tell exactly what you need.

You can point, speak, draw, or write. Adults can note any help they give.