

Summer Language Arts

How does the character face these problems?

What problem does the character face?

Best Day Ever

I went to the amusement park with my friends on a school break. We went straight to the water park section of the park that day, so we wanted to have fun and didn't want to start out in the wave pool. It's a giant wave that comes every 15 minutes, it makes waves and people just get washed down the lazy river. That was a fun experience. The wave pool is intense. I could have been washed away or asleep going down the lazy river. We had a picnic for lunch and his mom bought us pizza. The pizza was so good. It turned out to be one of the best days of my life.

1. What is one thing the author did that day?

2. What did the author do before?

3. Why did the author go to the amusement park?

Always Bring Sunscreen!

Sunscreen can help you stay safe. It protects your skin from harmful UV rays. UV rays from the sun can burn your skin. This is painful and can lead to flaky skin if it peels. Those rays can also lead to skin cancer. Sunscreen can come in many forms. There is spray, lotion, and even foam. So, there is excuse for not wearing it. It goes on quickly. It dries in just a few minutes at most. Sunscreen can help prevent wrinkles. It can also prevent sagging skin when used regularly. So, it is important to use.

1. What is the author's point?

2. What is a reason the author gives to support this?

3. What is another reason the author gives to support this?

Playing games at night

Swimming in the ocean

The holiday I celebrate in July is...

I felt excited

What's Included

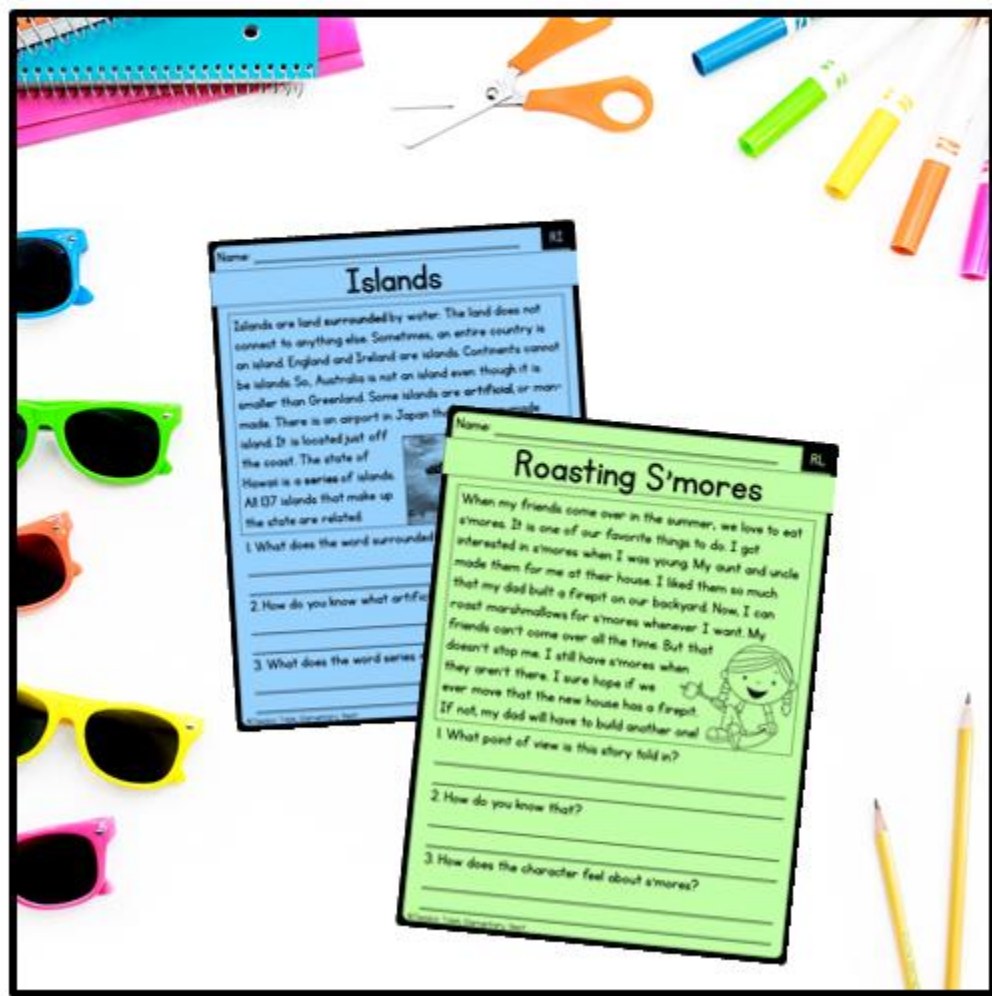
Each domain will have 3-4 activities.

The domains are:

- Reading Literature
- Reading Informational
- Writing
- Speaking and Listening
- Language
- Foundational Skills

There will be a mix of:

- partner activities
- whole group activities
- independent activities
- small group options



Standards-Based

All of these activities are standards-based activities. What makes these unique is that they are themed to a holiday or a season!

Domain	Skills Hit
Reading Literature: RL	RL.1.9/RL.2.9- Compare and Contrast RL.1.7/RL.2.7- Illustrations RL.1.6/RL.2.6- Point of View RL.1.5/RI.2.5- Story Structure
Reading Informational: RI	RI.1.8/RI.2.8- Author's Point RI.1.4/RI.2.4- Unknown Words RI.1.3/RI.2.3- Making Connections RI.1.9/RI.2.9- Compare and Contrast
Writing: W	W.1.2/W.2.2- Informative Writing W.1.2/W.2.2- Informative Writing W.1.3/W.2.3- Narrative Writing W.1.3/W.2.3- Narrative Writing
Speaking & Listening: SL	SL.1.2/SL.2.2- Answer Questions SL.1.4/SL.2.4- Telling or Recounting a Story SL.1.6/SL.2.6- Complete Sentences
Reading Foundational Skills & Language: RF, L	L.1.1.c/L.2.1.b- Plural Nouns L.1.1.f/L.2.1.e- Adjectives L.1.1.j/L.2.1.f- Sentences RF.1.3.d&e/RF.2.3.c- Two-Syllable Words

Reading Literature

Name _____ RL

At the Water Park

So Bored
Tommy was a lifeguard at the water park. It was a pretty good job. He got to be outside. He liked his co-workers. He got paid pretty well. The only downside was that it was boring. There weren't many deep areas of water in the park. Most people there each day could swim. So, Tommy just sat and watched most of the time. He would climb up in his high chair and stare out over the lazy river. There were a few times he almost fell asleep. After an hour, he would get to trade spots with a co-worker. This at least kept him awake.

This is Too Much Fun
Mark went to the waterpark with his older sister, Celia. They had been looking forward to this day for a long time. They were excited when they got to the park, they couldn't even decide where to go first. They eventually agreed to try the fastest slide first. Then, they did the longest slide. Of course, they went to the lazy river after that. Each slide seemed like it was more fun than the one before it. Their mom called them over for lunch at noon. "Do we have to stop having so much fun right now?" asked Mark.

1. How are the characters similar?

2. How are they different?

3. How are the events in the stories different?

4. Fill in the Venn diagram with similarities and differences.

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Name _____ RL

Best Day Ever

I went to the amusement park with my friend last week. We went straight to the water park section. It was hot that day, so we wanted to have fun and stay cool. We started out in the wave pool. It's a giant pool. Every few minutes, it makes waves and people jump in them. Next, we went down the lazy river. That was a nice change. The wave pool is intense. I could have fallen asleep going down the lazy river. We stopped for lunch and his mom bought us pizza. It was so good. It turned out to be one of the best days of my life.

1. What is one thing the author did that isn't in the text?

2. What did the author do before going down the slide?

3. Why did the author go to the water park section?

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Name _____ RL

Roasting S'mores

When my friends come over in the summer, we love to eat s'mores. It is one of our favorite things to do. I got interested in s'mores when I was young. My aunt and uncle made them for me at their house. I liked them so much that my dad built a firepit in our backyard. Now, I can roast marshmallows for s'mores whenever I want. My friends can't come over all the time. But that doesn't stop me. I still have s'mores when they aren't there. I sure hope if we ever move that the new house has a firepit. If not, my dad will have to build another one!

1. What point of view is this story told in?

2. How do you know that?

3. How does the character feel about s'mores?

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Name _____ RL

The Runaway Picnic

My family went to the park last Saturday. We were going to have a picnic for lunch. We got there and laid out the blankets and baskets of food. Each person in my family brought something that they liked. I set out my peanut butter and jelly sandwich and chips. My dad was very excited because he brought a turkey leg. He picked it up from the deli just for the picnic. A cute dog came up to us as we were talking. We all took turns petting her. She acted like she was going to sit on my dad's lap. But she grabbed his turkey leg and started running away!

1. What happens at the beginning of the story?

2. What happened in the middle of the story?

3. What happened at the end of the story?


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Reading Informational

Name _____ RI

Always Bring Sunscreen!

Sunscreen can help you stay safe. It protects your skin from harmful UV rays. UV rays from the sun can burn skin. This is painful and can lead to flaky skin if it peels. Those rays can also lead to skin cancer. Sunscreen can come in many forms. There is spray, lotion, and even foam. So, there is excuse for not wearing it. It goes on quickly. It dries in just a few minutes at most. Sunscreen can help prevent wrinkles. It can also prevent sagging skin when used regularly. So, it is important to use.



1. What is the author's point?
2. What is a reason the author gives to support this?
3. What is another reason the author gives to support this?

Name _____ RI

Islands

Islands are land surrounded by water. The land does not connect to anything else. Sometimes, an entire country is an island. England and Ireland are islands. Continents cannot be islands. So, Australia is not an island even though it is smaller than Greenland. Some islands are artificial or man-made. There is an airport in Japan that is a man-made island. It is located just off the coast. The state of Hawaii is a series of islands. All 57 islands that make up the state are related.




1. What does the word surrounded mean?
2. How do you know what artificial means?
3. What does the word series mean?

Name _____ RI

Grab the Tent!

Before setting up a tent, you need to choose a spot for it. The spot should be flat, dry, and clear. Put down a tarp. Make sure to angle your tent away from wind and sun. Then, lay the base of the tent over the tarp. Put stakes in the ground in the corners of the tent. Slide the poles through the sleeves. This will give the tent its shape. Slowly raise the middle of the tent. Keep putting the poles into pockets. Next, add the rain cover in case it rains. Finally, put any remaining stakes into the ground.




1. What is the first step in the process?
2. What is the final step in the process?
3. What might happen if this step was skipped?


Name _____ RI

Good Times in the Summer

Water Park Fun
People love going to water parks in the summer. It can be a fun way to stay cool in the hot summer sun. Water parks usually have a lot of slides. Most of them have a lazy river too. They often have a large pool. Often, that pool will be a wave pool. That means it can make waves like the ocean. There are lots of lifeguards around to help people stay safe. Water parks will have places to buy food because people stay there for a while. Kids almost always love going to water parks.




Backyard Blast!
Water parks are fun, but you can have just as much fun in your backyard. Many kids love to grab a hose and turn it on when hot outside. People will connect their hose to a sprinkler. They run through it. Other people set up a slip and slide. They take off running before sliding face first on a wet ramp. Or people just squirt each other with water. Some make up their own games. It is easy to do these things. So, people do not usually do them for the whole day. But, they are still so much fun!



Name _____ RI

Good Times in the Summer

1. How are water parks and hoses in the backyard similar?
2. How are they different?
3. Compare and contrast what you can do at each place.
4. Fill in the Venn diagram with similarities and differences.



Writing

Roast the marshmallow until it reaches the level you like.

Add the marshmallow on top of the chocolate and then add the last graham cracker.

Sit and enjoy your s'mores with a friend.

Collect all your ingredients for hot cocoa.

Put the marshmallow on a roaster stick.

Stack the chocolate on one of the graham crackers.

Informative Writing

Write a 'how-to' piece about building a sandcastle.

How-To Build a Sandcastle

Name _____

Date _____

Page 2

Write a narrative about a summer memory.

Narrative Prompt

Write a personal narrative about a summer memory.

Narrative Pre-Write

Name _____

Big Event _____

Page 2

Foundational Skills & Language

The fish swim. The turtles look.
 Craig points. She prepares.
 Lionel kicks. They laugh.
 She prepares.

She had a stack of ice cream scoops. (light, sour, gigantic, small)
 The sun is high in the sky. (dark, blue, white)
 The sleeves protected his skin. (green, long, short, three)
 The boy stared at his scoops. (three)
 She put on her flip-flops for the beach. (annoying, thin, big, pink)
 Marie ate a popsicle. (lime, cherry, bright, chocolate)
 She loved her sunglasses. (spicy, cute, stinky, blue)
 The shells filled up on the beach. (tiny, purple, huge, rough)
 The hotdog filled him up. (red, yellow, sticky, slow)

Name: _____
 My Simple Sentences

 My Compound Sentences

A lifeguard, a diver, a sun, a backpack, a smiling person, a lantern, a hammer, and a person looking through binoculars.

burning, lifeguard, joyful, glasses, diver, roasting, suns, backpack, smiling, hammer, lantern, looking

Speaking & Listening

Suggested Summer Books

Fiction

The Night Before Summer
by Natasha Wing

The Little Blue Cottage
by Kelly Jordan

Cannonball
by Sacha Cotter

A Camping Spree with Mr. Magee
by Chris Van Dusen

Sea Glass Summer
by Michelle Houts

Nonfiction

The Ultimate Book of Sharks
by Brian Skerry

Shark Lady
by Jess Keeling

National Geographic Kids Chapters: Dog Finds Lost Dolphins
by Beth Carney

Ocean Animals for Kids
by Bethanie and Josh Hestermann

National Geographic Kids National Parks Guide U.S.A.
by National Kids



What is this text mostly about?

What is one new fact you learned?

What is another key detail to support the main topic/idea?

the ... or ... idea?

Who is the story about?

Retell the story in your own words.

What problems does the character face?

How do these problems affect the character?

Looking at Bugs



Hiking in the woods



Going on a Trip



Eating s'mores



Playing games at night



Swimming in the ocean



If I could travel anywhere, I would go to...

If I had one superpower, I would want to...

My favorite popsicle flavor is...

If I had a boat, I would...

The holiday I celebrate in July is...

I felt hot when...

If I saw a shark in the water, I'd...

If I had a pool in my backyard, I would...

When I got overloaded with...

My favorite ice cream shop to eat at is...

I felt excited when...

One time, I played...

Instructions Included

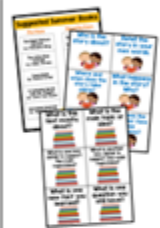
Each domain comes with 3-4 activities.

These activities are explained in detail with a teacher instruction page. Consider this your mini lesson guide page!

Speaking & Listening Activities

Activity 1: Answer Questions (SL.1.2, SL.2.2)

Teacher reads aloud a fictional story. Students will answer the sentence strips about the question with a partner, then ask a partner two more questions. Then, teacher reads aloud nonfiction text. Students will Mix-Pair-Share to answer questions about the text.



Activity 2: Telling or Recounting a Story (SL.1.4, SL.2.4)

Students will Mix-Pair-Share around the room. Each time they stop with a new partner, they will look at the board and see the new topic. They will share their personal experience with that topic, then listen to their partners share.



Activity 3: Complete Sentences (SL.1.6, SL.2.6)

Teacher will read the sentence stem aloud. Students will Mix-Pair-Share around the room to find a partner to complete the sentence with. Repeat for all sentence stems.



Instructions Included

RL Passages

Passage 1: Compare and Contrast (RL.1.9, RL.2.9)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 2: Illustrations (RL.1.7, RL.2.7)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 3: Point of View (RL.1.6, RL.2.6)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 4: Story Structure (RL.1.5, RL.2.5)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



RI Passages

Passage 1: Author's Point (RI.1.8, RI.2.8)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 2: Unknown Words (RI.1.4, RI.2.4)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 3: Making Connections (RI.1.3, RI.2.3)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 4: Compare and Contrast (RI.1.9, RI.2.9)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Instructions Included

Writing Activities

Activity 1: Informative Writing (W12, W22)

Students will practice the act of putting things in order for a how-to piece. They will work with a partner to match up picture cards and steps of making s'mores. Then, they will match the sentence steps to the picture cards to create their own how-to writing activity.



Activity 2: Informative Writing (W12, W22)

Teacher will put the prompt on the board for students. Students will brainstorm on their prewriting worksheet, then they will turn that into a writing piece. Ask them to focus on how-to writing just like they practiced in Activity 1.



Activity 3: Narrative Writing (W13, W23)

Teacher will show sequence strips on the board one at a time. Students will Mix-Pair-Share around the room until they find a new partner and create a verbal story about the story they can create from the sequence picture strip. Remind them to use temporal words between each event.



Activity 4: Narrative Writing (W13, W23)

Students will practice their introduction writing from activity 3 to write a narrative piece. Teacher will put the prompt on the board for students. Students will brainstorm on their prewriting worksheet, then they will turn that into a narrative writing piece.



Language & RF Activities

Activity 1: Plural Nouns (L11c, L21b)

Students draw a picture card. Then, they find the noun card and match it to a correct verb tense to create a sentence.



Activity 2: Adjectives (L11f, L21e)

Students will draw a task card from the pile. They will read the sentence aloud and study the image. Then, they will circle the adjective that fits in the missing space best.



Activity 3: Sentences (L11j, L21f)

The teacher will draw one picture card at a time and display it on the board. The students will write one simple sentence and one compound sentence about the picture. Then, they will repeat for the rest of the pictures.



Activity 4: Two-Syllable Words (RF13.d1e, RF23.e)

Teacher will model how to break apart words by their syllables. They will draw a word card and draw a slash where they hear the word being divided. Then, the teacher will circle the vowels in each syllable. As the teacher circles the vowels in each syllable, he or she will discuss the rules to make the vowel long or short. *The first is done as an example.*

