

Summer Language Arts

Take a Picture (Pink worksheet)

1. What happened at the beginning of the text?

2. What did Jaden's sister think of building a sandcastle?

3. What happened in the middle of the text?

4. How do the details in the text tell you about how Jaden responded?

5. What happened at the end of the text?

Take a Picture (Green worksheet)

Name: _____

Jaden went to the beach with his family last week. It was the first day of their vacation and they got to the beach early before it was crowded. Jaden and his sister set off finding seashells in the sand. They spent about an hour digging in the sand and walking along the shore finding the seashells. They even found a shark's tooth.

Their mom suggested they build a sandcastle. Jaden's sister wanted to go swimming, but Jaden thought it was a great idea. So, he set out making a sandcastle on his own. He grabbed some buckets and shovels that the family brought to the beach. He had just made a big pile of sand when water from a wave came too far on shore. It washed his castle away.

Jaden wasn't upset. He got right back to work. He made a moat this time so the waves couldn't mess this sandcastle up. He built tall towers all over. He took a stick and carved out windows on the tower and made other designs. Jaden even came up with the idea to use the seashells he and his sister had found in the design. When it was done, he had his mom take a photo.

Choose your problem: (Sun icon)

Choose your problem: (Map icon)

LOST

Fiction Question 6: What are the big events that happen throughout the story?

Fiction Question 5: Retell the story in your own words.

The boat anchor fell to the bottom of the ocean.

They found an island in the middle of nowhere.

RL (Reading Level indicator)

What's Included

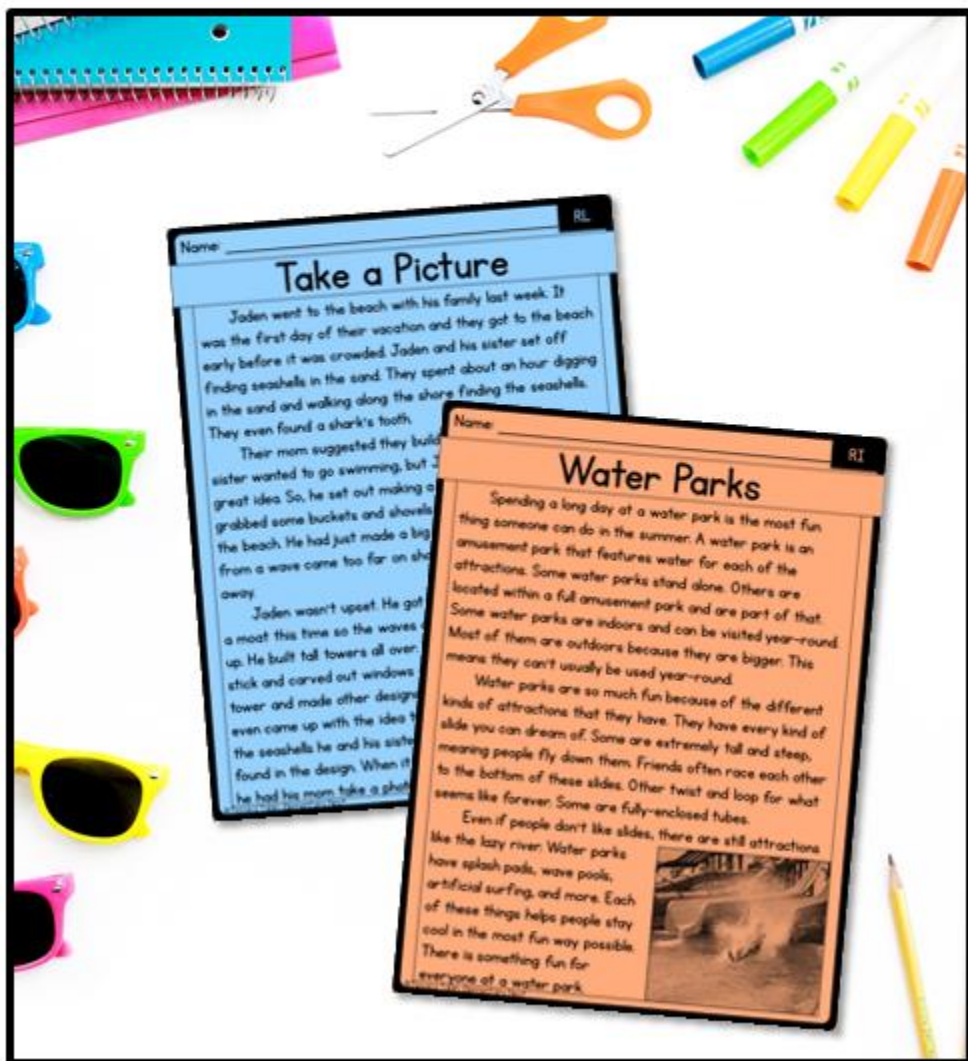
Each domain will have 3-4 activities.

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



What Teachers Say

“This was a great resource to use for summer school. The students enjoyed the stories. Thank you!”



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.3.5, RL.4.5- Story Structure RL.3.6, RL.4.6- Point of View RL.3.9, RL.4.9- Compare and Contrast RL.3.4, RL.4.4- Figurative Language
Reading Informational: RI	RI.3.4, RI.4.4- Unknown Words RI.3.6, RI.4.8- Author's Point and Reasons RI.3.5, RI.4.7- Images in a Text RI.3.9, RI.4.9- Compare and Contrast
Writing: W	W.3.3, W.4.3- Narrative Writing W.3.3, W.4.3- Narrative Writing W.3.2, W.4.2- Informative Writing W.3.2, W.4.2- Informative Writing
Speaking & Listening: SL	SL.3.2, SL.4.2- Determine the Main Idea SL.3.4, SL.4.4- Recount a Story SL.3.6, SL.4.6- Speak in Complete Sentences
Reading Foundational Skills & Language: RF, L	L.3.1.b, 4 th Review- Plural Nouns L.3.1.i, L.4.1.f- Types of Sentences RF.3.3.d, L.4.2.d- Irregularly Spelled Words L.3.3.a, L.4.3.a- Word Choice

Reading Literature


Name _____ RL

Take a Picture

Jaden went to the beach with his family last week. It was the first day of their vacation and they got to the beach early before it was crowded. Jaden and his sister sat off finding seashells in the sand. They spent about an hour digging in the sand and walking along the shore finding the seashells. They even found a shark's tooth.

Their mom suggested they build a sandcastle. Jaden's sister wanted to go swimming, but Jaden thought it was a great idea. So, he set out making a sandcastle on his own. He grabbed some buckets and shovels that the family brought to the beach. He had just made a big pile of sand when water from a wave came too far on shore. It washed his castle away.

Jaden wasn't upset. He got right back to work. He made a moat this time so the waves couldn't mess his sandcastle up. He built tall towers all over. He took a stick and carved out windows on the tower and made other designs. Jaden even came up with the idea to use the seashells he and his sister had found in the design. When it was done, he had his mom take a photo.



1. What happened at the beginning of the text?

2. What did Jaden's sister think of building a sandcastle?

3. What happened in the middle of the text?

4. What does the text tell you about how Jaden responded when the waves ruined his castle?

5. What happened at the end of the text?

Name _____ RL

He Did It!

Jaden and his mom started their hike up the mountain. This was a trip they had been planning for months. Both of them were very excited. They both loved the outdoors and spending time together, but camping would be a new experience for them.

After hiking all day, they stopped around dinner time. "Jaden, why don't you start setting up the tent while I cook dinner?" his mom suggested. Jaden replied, "That works. I don't know exactly what to do, but I'll follow the directions." His mom got to work on cooking dinner as Jaden laid out the tent. The tent seemed to have more parts than Jaden would have imagined. The directions were long, 6 pages long to be exact. He started to get worried that he wouldn't be able to set it up correctly. He did not know where to start and began panicking.

He took some deep breaths for a minute and calmed down. He knew he had to just follow the steps. He began at step one and made sure to follow them closely. It took much longer than he would have thought. After an hour, the tent was done. He had set the entire thing up all by himself!



1. How do Jaden and his mom feel at the start of the story?

2. What was his mom's suggestion around dinner time?

3. How did Jaden feel right after laying out the tent?

4. What did he do to calm down?

5. How does he likely feel at the very end of the story?

Name _____ RL

A Picnic with Mom and Dad & On the River

My parents and I set off in the car for our picnic. We go on picnics once a month. We go to a park and walk along a path to find a nice spot. We go to a park and walk along a path to find a nice spot. We go to a park and walk along a path to find a nice spot.

My uncle and cousin and I had never been to a picnic before. I knew the picnic would be in good hands. The picnic was in good hands. The picnic was in good hands.

When we got to the picnic spot, my uncle showed me how to load the picnic basket. He told me all about the picnic. He told me all about the picnic. He told me all about the picnic.

Next, we all hopped in and set to work. We had our picnic on the river. We had our picnic on the river. We had our picnic on the river.

I was getting tired from the picnic. I was getting tired from the picnic. I was getting tired from the picnic.

1. How are the main characters similar in the stories?

2. How are they different?

3. How are the settings similar?

4. How are the settings different?

5. Compare and contrast the events in the two stories.


Name _____ RL

The Ice Cream Man!

I was playing in my sandbox last summer. It was hotter than the surface of the sun outside. My little brother was also playing outside. I thought I heard something faint in the distance. "Otto, can you be quiet for a minute?" I asked him before he quieted down quickly. That's when I heard the sound of the music from an ice cream truck!

My brother and I both ran like the wind inside to ask our mom for money. She gave each of us \$3 and we went sprinting right back outside. We waited patiently near the road and could barely contain our excitement as the music got louder. Finally, we saw the truck in the distance. It stopped a few times on its way toward our house and each time, I thought my brother was going to jump out of his skin.

The truck eventually arrived and my brother rushed up and ordered an ice cream sandwich. I got the world's largest ice cream cone, with five gigantic scoops on it. I was hungrier than a hippopotamus, so it seemed like a smart idea to me. I could only eat three of the scoops before I was stuffed. Oh well, I thought, at least it cooled us down.



1. Why did the main character ask her brother to be quiet?

2. What does "ran like the wind" mean?

3. What does it mean when her brother "was going to jump out of his skin"?

4. What figurative language explains why the narrator order five scoops?

5. Why was the narrator fine with not finishing her ice cream?

Reading Informational


Name _____ RI

Learning to Swim

Knowing how to swim can be an important skill. However, not everyone knows how to swim. If that is the case, people can learn how to swim. All early attempts at swimming should be done in the shallow end of a pool. That way, a person can stand up and be fine if anything should go wrong. Someone learning to swim should get used to going underwater. They should go underwater and exhale. This will help them get used to being submerged in water.

The best way for someone to get started on swimming is to hold the edge of the pool with their hands. They then need to let their legs and feet rise and float on top of the water. This means their body will be parallel to the bottom of the pool. This will help the person get used to floating. After they are comfortable with floating, they should practice kicking while grasping the edge of the pool.

Then, floating on their back should be practiced. Finally, they should add strokes with their arms. This will be a crawling motion. This motion will pull them forward. When it is combined with the kicking, they will have learned to swim.



1. What do you think the word "submerged" means?

2. Why should someone start in the shallow end of the pool?

3. What do you think the word "parallel" means?

4. What is the first thing that should be added to begin swimming?

5. What do you think the word "grasping" means?


Name _____ RI

Water Parks

Spending a long day at a water park is the most fun thing someone can do in the summer. A water park is an amusement park that features water for each of the attractions. Some water parks stand alone. Others are located within a full amusement park and are part of that. Some water parks are indoors and can be visited year-round. Most of them are outdoors because they are bigger. This means they can't usually be used year-round.

Water parks are so much fun because of the different kinds of attractions that they have. They have every kind of slide you can dream of. Some are extremely tall and steep, meaning people fly down them. Friends often race each other to the bottom of these slides. Other twist and loop for what seems like forever. Some are fully-enclosed tubes.

Even if people don't like slides, there are still attractions like the lazy river. Water parks have splash pads, wave pools, artificial surfing, and more. Each of these things helps people stay cool in the most fun way possible. There is something fun for everyone at a water park.



1. What is the author's point?

2. What is one reason given to support that?

3. What is another reason to support that?

4. What attractions are there for people who don't like slides?

5. What is one advantage of an indoor water park?

Name _____ RI

The Summer Season

Summer is the warmest season of the year. It is the time of the year when daylight lasts the longest. It has the earliest sunrise and the latest sunset. Summer is usually considered to begin on or around June 21st. Summer ends on or around September 23rd. Although summer has actual dates, in the United States, summer is often referred to by unofficial dates. Many people consider Memorial Day the unofficial start of summer and Labor Day the unofficial end of summer. This is pretty close to the end and beginning dates for most schools. It is also approximately when pools open and close in cooler states.

Summer is longer and warmer because of the tilt of the earth compared to the sun. The earth spins on a tilted axis, so parts of it get more sun than others. In summer, parts of it get direct sunlight for longer periods. In the winter, there are much shorter periods of direct sun. However, the seasons in the opposite hemisphere are opposite. When it is summer in the northern hemisphere, it is winter in the southern hemisphere. The opposite is true as well.



1. How does the image contribute to the text?

2. What do most Americans consider the summer period?

3. Based on the text and image, do you think other planets have seasons? Why?

4. Why is it warmer during the summer months?

5. What else would make the image more helpful?

Name _____ RI

Orcas

Orcas, or killer whales, are a very easy to recognize due to the pattern. Orcas live in every ocean. They are carnivores, meaning they eat different things depending on what whales are considered to be. That means they are on top of orcas and orcas can eat any other hunted great white sharks.

Killer whales can grow up to tend to be a little smaller than 2,000 pounds. This makes them dipkin family. While they are an attack in the wild on a human.

Orcas are on the endangered States. They have less food than they used to, which is due to less orcas pollution, under noise, and boat traffic are things that can reduce the number of orcas.

Name _____ RI

Beluga

Beluga whales live in the Arctic. Their natural habitat is in the Arctic. It is the only ocean where these also called a white whale since they appear with white skin. Beluga whales are because of their high changes based upon the time of the year. They are mostly eat fish like salmon, but crabs, and squid.

Fully-grown males grow to quite a bit larger than the female about 13 feet long. The largest males weigh about 10,000 pounds. There has never been a Beluga whale that has even saved a diver from drowning.

Beluga whales were once listed as a "vulnerable" species. That meant their population was threatened. However, the population has risen and they were removed from that list in 2008.

Name _____ RI

Orcas & Beluga Whales

1. Identify a difference in the habitats of orcas and beluga whales.

2. What is a similarity in their diets?

3. Compare and contrast their sizes.

4. Compare and contrast their population numbers.


5. Which animal do you think would do better in captivity and why?

Writing


Name _____
Rewrite the event from the folk cards with dialogue.

Adding In Dialogue

Natasha and Shea were walking through the woods on their monthly hike. It was getting late, so Shea got out a flashlight to light the way. Then, they heard something rustle in the bushes to their left.




Tristan was getting swimming lessons from his dad in the backyard pool. He was feeling confident, so he went to the diving board. Tristan ran off the diving board and jumped as high as he could.



Narrative Writing

Write a fictional narrative about an octopus who lives at a water park.



Narrative Pre-Write

Name _____
Title _____

Page 2

Then, use a bucket or other object to form the sand. Using buckets that resemble towers will look the best.



The first step in building a sandcastle is gathering up sand. You may need to dig up loose sand to collect enough.



Next, water needs to be added to the sand to get it to stick. The key is getting the right amount of water as too much will ruin the sand.



Use shells to decorate the sandcastle. You can also use just about any object to decorate or draw windows on your cast.




Finally, your castle will be done. Dig a moat to protect it from any incoming water and take a picture!



Informative Writing

Write a how-to about something you know how to do.



How-To Make _____











Name _____

Page 2

Foundational Skills & Language

Write the Plural

a.	b.
c.	d.
e.	f.
g.	h.
i.	j.
k.	l.
m.	n.
o.	p.
q.	r.
s.	t.
u.	v.
w.	x.
y.	z.

k. sandwich  m. shark 
 l. beach  n. baby 
 o. basket  p. crab 
 q. fish  r. canoe 
 s. firefly  t. s'more 

Run-on Sentence

The shark swam  The diver went out on 

She jumped off the diving board into.  **Sentence Fragment**

He reeled in his first  She dried off then went inside then she watched tv. 

Complete Sent  The firefly lit up at night.

 Ronnie was certain he would enjoy the s'more.  and sat high above the pool.
 Lexi covered herself in sunscreen to safe.  Adele cleaned the beach together with her brother.
 The houses were lit up at night.  The whale measured 40 feet long!
 Samuel put the sand piles against each other to form a castle.  Corine got up early to go to the water park.
 He went swimming with his father.  The boat anchor fell to the bottom of the ocean.
 The young turtle had fun.  They found an island in the middle of nowhere.

 sad Stronger Choice:
 look Stronger Choice:  pretty Stronger Choice:
 make Stronger Choice:  little Stronger Choice:
 good Stronger Choice:  big Stronger Choice:

Speaking & Listening

Suggested Summer Books

Fiction	Nonfiction
The Night Before Summer by: Natasha Wing	The Ultimate Book of Sharks by: Brian Skerry*
The Little Blue Cottage by: Kelly Jordan	Shark Lady by: Jess Keating
Cannibal by: Sacha Cotter	National Geographic Kids Chapters: Dog Finds Lost Dolphins by: Beth Carney*
A Camping Spree with Mr. Magee by: Chris Van Dusen	Ocean Animals for Kids by: Bethanie and Josh Hestermann*
Sea Glass Summer by: Michelle Houts	National Geographic Kids National Parks Guide U.S.A. by: National Kids*

**Illustration: Sarah, Illustrations.com*

Nonfiction Question 1: What is the main topic? What is the main idea of this text?

Nonfiction Question 3: What is a second supporting detail for this main idea?

Fiction Question 2: Where and when does the story take place?

Nonfiction Question 5: What is one new fact you learned from the story?

Fiction Question 4: What is one question you have after reading?

Fiction Question 6: What are the big events that happen throughout the story?

Choose your character:

Choose your setting:

Choose your character:

Choose your setting:

Choose your problem:

Choose your problem:

Choose your character:

Choose your setting:

Choose your problem:

Choose your problem:

Choose your setting:

TOO HOT

Choose your problem:

LOST



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!

Writing Activities

Activity 1: Narrative Writing (W.3.3, W.4.3)

Students will pull task cards out of a pile with a partner and read the story out loud. They will discuss how to improve this story event by adding dialogue. Then, they will each rewrite their own version of the event by adding dialogue.



Activity 2: Narrative Writing (W.3.3, W.4.3)

Teacher will put the narrative writing prompt on the board for students. Students will brainstorm on their prewriting worksheet, then they will turn that into a narrative writing piece.



Activity 3: Informative Writing (W.3.2, W.4.2)

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 building a sandcastle. Then, they will match the sentence steps to the picture cards to create their own how-to writing activity.



Activity 4: Informative Writing (W.3.2, W.4.2)

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 3.



Instructions Included

RI Passages

Passage 1: Unknown Words (RI.3.4, RI.4.4)

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 2: Author's Point and Reasons (RI.3.6, RI.4.8)

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 3: Images in a Text (RI.3.5, RI.4.7)

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 4: Compare and Contrast (RI.3.9, RI.4.9)

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.



RL Passages

Passage 1: Story Structure (RL.3.5, RL.4.5)

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.



Passage 2: Point of View (RL.3.6, RL.4.6)

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 3: Compare and Contrast (RL.3.9, RL.4.9)

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 4: Figurative Language (RL.3.4, RL.4.4)

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.



Instructions Included

Speaking & Listening Activities

Activity 1: Determine the Main Idea (SL.3.2, SL.4.2)

Students will read a fictional text with a partner and answer the question cards after they have finished. Then, students will read a nonfiction text with another partner and answer the question cards after they have finished.



Activity 2: Recount a Story (SL.3.4, SL.4.4)

Students will create a story choosing one character, one setting, and one main problem. With these three story elements, they will verbally create a story to tell their partners. Partners must listen, comprehend, and retell the story when they are finished.



Activity 3: Speak in Complete Sentences (SL.3.6, SL.4.6)

Students will draw a photograph and explain to their partner what they see in the picture. They will give three complete informational sentences about the image.



Language & RF Activities

Activity 1: Plural Nouns (L.3.1b, review for 4th)

Students will work with a partner to draw a singular noun card. They will read the card aloud. Then, they will say the plural noun aloud, decide what type of plural ending it has, then write it on the recording sheet.



Activity 2: Types of Sentences (L.3.1, L.4.1f)

Students will work with a partner to pull one sentence strip at a time. They will read each strip aloud, then sort the sentence under run-on, fragment, or complete sentence.



Activity 3: Irregularly Spelled Words (RF.3.3.d, L.4.2.d)

Students will work with a partner to draw simple sentence cards. They will circle the irregularly spelled sight word or other irregularly spelled words, then read the sentence three times.



Activity 4: Word Choice (L.3.3.a, L.4.3.a)

Students will draw a card and read aloud the weaker word choice provided. Then they will study the picture and determine a more precise vocabulary word choice to represent the picture.

