

Summer Language Arts

Who
Why

Name: _____

After the

"Can I have a popsicle?"
mom said no. She said
first. So, I went down
Then, I went down
And finally, I got a
popsicle!

1. What is the setting?



2. What happens at the beach?

3. What happens in the

4. What happens at the

Name: _____

At the Beach

I see the beach. I see the ocean
waves. I feel the warm sand. I
smell the salty air.
We can swim. We
can dig and build.



1. What does the image show?

2. What are two things you can find at a beach?

3. What are two things you can see, feel, or smell?

4. Which image would also be good for this text?



Who made the
castle?



Shells are found at
beach. They can be
color. There are many
shapes.



What's Included

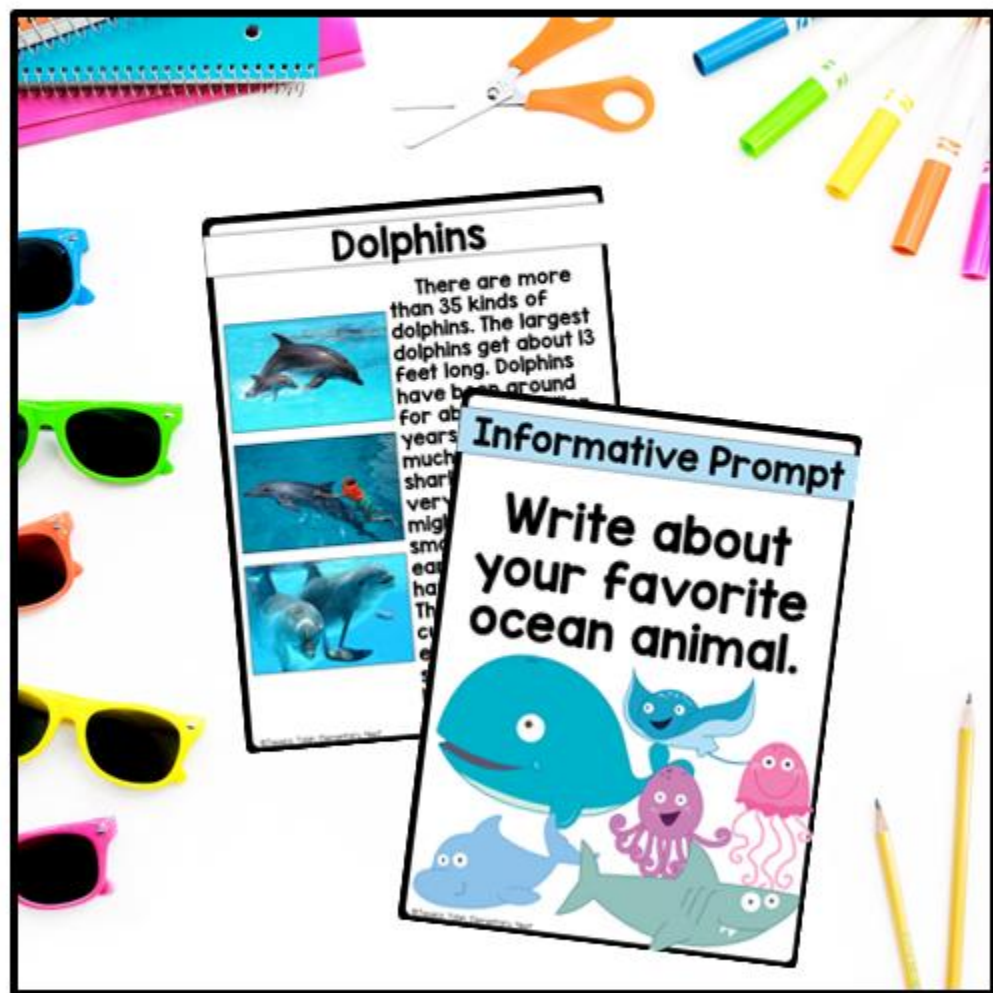
Each domain will have 3-4 activities.

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.K.3- Story Elements RL.K.5- Types of Fiction RL.K.7- Illustrations RL.K.1- Ask and Answer
Reading Informational: RI	RI.K.7- Compare and Contrast RI.K.1- Ask and Answer Questions RI.K.8- Author's Point and Reasons RI.K.4- Unknown Words
Writing: W	W.K.8- Research Writing W.K.1- Opinion Writing W.K.3- Narrative Writing W.K.3- Fictional Narratives
Speaking & Listening: SL	SL.K.4- Describing People SL.K.2- Understanding Read Alouds SL.K.6- Expressing Thoughts and Feelings
Reading Foundational Skills & Language: RF, L	L.K.5.b- Antonyms and Synonyms L.K.5.d- Shades of Meaning RF.K.3.d- Word Families RF.K.4- Fluency


Reading Literature

Name _____

After the Slide

"Can I have a popsicle?" I asked. My mom said no. She said I have to swim first. So, I went down the red slide. Then, I went down the blue slide. And finally, I got a purple popsicle!



1. What is the setting?


2. What happens at the beginning?

3. What happens in the middle?

4. What happens at the end?

Name _____

Ben and Finn

Ben: Do you know where we are?
Finn: No! I thought you knew.
Ben: I think we are lost.
Finn: Let's row that way. I see people over there.
Ben: Good idea! Maybe, it is our parents.



1. Where are Ben and Finn?


2. Who are the main characters?

3. What type of text is this?
poem story play nonfiction

4. How do you know what type of text it is?

Name _____

How Can I Stay Safe?

I want to be safe in the sun. First, I put on my sunscreen all over my body. Then, I get a swim shirt to cover my arms. Then, I get a sun hat to cover my face. Last, I get sunglasses to keep my eyes safe.



1. Which picture shows what happens first in the story?


2. Why did the girl have to put on a swim shirt?
to protect her eyes to protect her face to protect her arms

3. What part of the story does the illustration show?

4. How do you think she feels about the sun when she's done?

Name _____

Come See Us!

Mr. Ned comes to see us on Sundays. We can hear his truck. It plays music. We get money. We run outside. Then, we serves us ice cream!



1. Where does this story likely take place?


2. Who is this story about?
Mr. Ned Mr. Fred Mom Sunday

3. What does Mr. Ned drive?

4. What is a question you have after the story?

Reading Informational

Name _____

At the Beach

I see the beach. I see the ocean waves. I feel the warm sand. I smell the salty air. We can swim. We can dig and build.



1. What does the image show?

2. What are two things you can find at a beach?

3. What are two things you can see, feel, or smell?


4. Which image would also be good for this text?



Name _____

Water Slides

You can find a water slide at the water park. There are tall slides. Water flows down the slide. This helps you slide down faster. At the end, there is a big pool. Water slides are fun!



1. Where are water slides?
at the pond at the water park at the ocean

2. What helps you slide down faster?
water on the slide dry slides tall slides

3. What will you find at the end of the slide?

4. What is a question you have after the text?

Name _____

Staying Cool

It is hot in the summer. There are ways to stay cool. One way is to swim in a pool. You can also play with a hose. This will keep you cool. You will not overheat.




1. What is the main topic of the text?

2. What is one key detail that supports this text?

3. What are two ways to stay cool in the summer?


4. Why should you stay cool?

Sharks

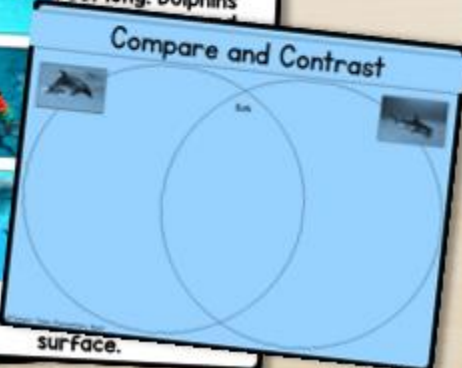


Dolphins

There are more than 35 kinds of dolphins. The largest dolphins get about 13 feet long. Dolphins



Compare and Contrast



surface.

Writing

Sharks are in the ocean.
There are many kinds. Some
of them have big teeth.



The ice cream truck plays
music. It brings ice cream.
It drives near houses.



The sun is a star. It gives us
light. It heats up the earth.



Shells are found at the
beach. They can be any
color. There are many
shapes.



Informative

Write
your fo
ocean



Informative

Topic

Piece of Inform

Strengthening Sentences

She ate it.



I go down.



It is fun.



This is wet.



He saw us.



We got dry.



this is a ball



it was fun



they clean



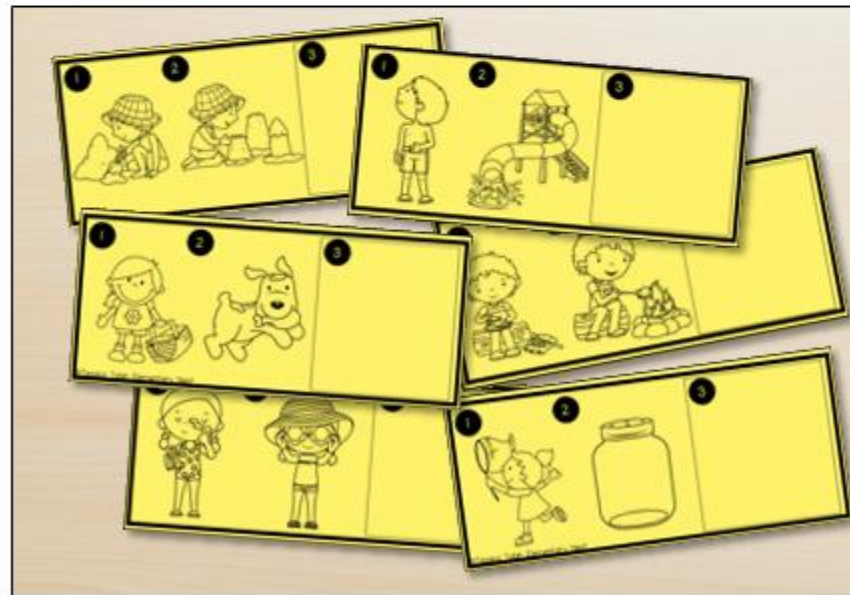
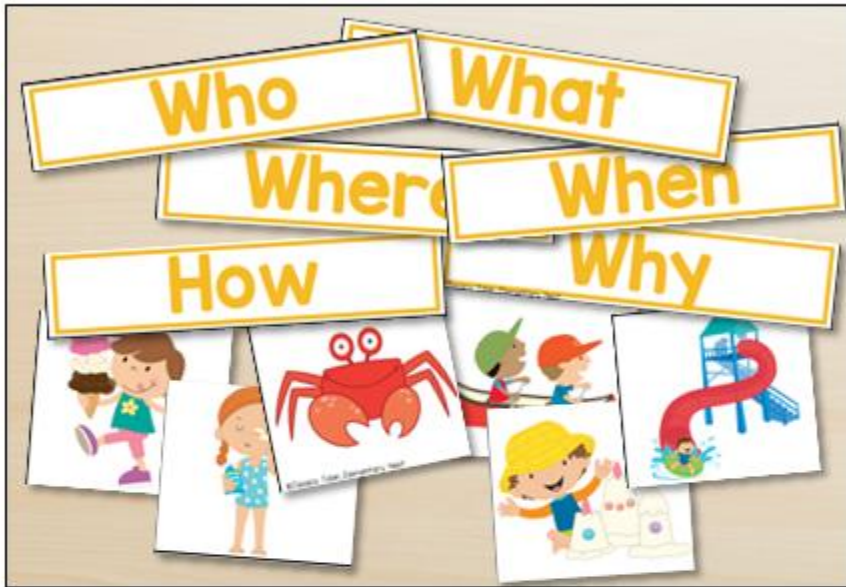
we got hot



Foundational Skills & Language



Speaking & Listening



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: Seeking More Information (SL.K.3)

Practice asking questions by showing a picture card and a question card. Have students turn and talk with a nearby partner to ask a question about the picture using that word.



Activity 2: Describing Places (SL.K.4)

Students will work with partners. One partner hides a setting card (one at a time) from the other partner. The other partner has a dry erase board or laminated piece of paper to draw on. Partner 1 will describe the setting in detail and try to get Partner 2 to draw exactly what they see in the picture.



Activity 3: Adding Visual Elements (SL.K.6)

Students will draw an incomplete picture card and retell the two events that they see aloud to a partner. Then, they will finish the drawing, color, and share with a friend to compare details and thoughts on the drawings.



Instructions Included

RL Passages

Activity 1: Story Elements (RLK.3)

The teacher will guide students through three choral reads of the passage as a whole group. Then, with prompting and support, students will answer questions about the text with a partner.



Activity 2: Types of Fiction (RLK.5)

The teacher will guide students through three choral reads of the passage as a whole group. Then, with prompting and support, students will answer questions about the text with a partner.



Activity 3: Illustrations (RLK.7)

The teacher will guide students through three choral reads of the passage as a whole group. Then, with prompting and support, students will answer questions about the text with a partner.



Activity 4: Ask and Answer (RLK.1)

The teacher will guide students through three choral reads of the passage as a whole group. Then, with prompting and support, students will answer questions about the text with a partner.



RI Passages

Activity 1: Images in a Text (RIK.7)

The teacher will guide students through three choral reads of the passage as a whole group. Then, with prompting and support, students will answer questions about the text with a partner.



Activity 2: Ask and Answer Questions (RIK.1)

The teacher will guide students through three choral reads of the passage as a whole group. Then, with prompting and support, students will answer questions about the text with a partner.



Activity 3: Main Topic (RIK.2)

The teacher will guide students through three choral reads of the passage as a whole group. Then, with prompting and support, students will answer questions about the text with a partner.



Activity 4: Compare and Contrast (RIK.9)

Teachers and students will practice choral reading. The teacher will read aloud one passage by themselves. Then, the students will read aloud with them the second and third time. Repeat for both passages. Teachers and students will also discuss photographs included. Then, they will create a Venn diagram as a whole group.



Instructions Included

Writing Activities

Activity 1: Informative Writing (WK.2)

Teacher will display one mini writing sheet at a time and read it aloud to the students. Students will help the teacher color code the informational writing. They will help guide him or her to underline the introduction fact in red, the supporting detail in blue, and if the topic word is included, they will circle that in green. The first is done for the class so that the teacher can show a model while they are working together.



Activity 2: Informative Writing (WK.2)

Teacher will display the prompt on the board. Students will use their informative writing brainstorming sheet to practice their sentences. Then, students will transfer their brainstorming draft paper onto a piece of writing paper for their final copy.



Activity 3: Editing and Publishing (WK.5&6)

Students will pull a sentence strip out of a pile with a partner. They will read the sentence aloud together, then decide how to add more detail to that sentence. They will rewrite the sentence below, then trade with a nearby group to compare sentences.



Activity 4: Editing and Publishing (WK.5&6)

Students will work with a partner to discuss and improve sentences using a fold and snip flip book. They will fold the book along the bold line, then open it back up, and snip along the dotted lines. Under each flap, they will rewrite each weak sentence with a strong sentence. They will improve the detail and the mistakes.



Language & RF Activities

Activity 1: Question Words (L.K.1d)

Students will work with a partner. They will draw a question card and read it aloud. Then, they will circle the question word from the sentence. Finally, they will match the picture card to the question card.



Activity 2: Multiple Meaning Words (L.K.4a)

Students will work with a partner. They will draw a word card and read the word aloud. Then, they will find the two pictures that represent the two ways the word can be used. Then, they will say a sentence to describe each picture using the multiple meaning word.



Activity 3: Rhyming Words (RF.K.2a)

Teacher will display the I Spy picture under the document camera or on the white board. Students will turn and talk with a partner. They will search for rhyming words within the ocean scene. Then, they will repeat for the park scene. There are five sets in each scene.



Activity 4: Nouns and Verbs (L.K.1b)

Students will lay the noun and verb header cards on the table. With a partner, they will draw a picture card and read the word aloud. Then, they will sort the word under the noun or verb header.

