SUMMER LEARNING

ACTIVITIES FOR FAMILIES

English Language Arts

GRADES 3-5
**Choice Board Instructions**

The GaDOE ELA team is committed to helping students and families stay engaged in literacy learning during the summer months. These activities will keep kids engaged in reading, writing, speaking, listening and exploring while at home or heading to the next vacation destination.

Click the shapes to navigate to the activity or resource of your choice. Click the circles on the top left corner of the activity page to return back to the choice board. These choice boards can be printed and/or shared directly with students as is or be adapted before providing it to them.

*Accommodations Note: The activities have been created and modified for all students to access, but may be adapted to address the individualized needs of students.*

<table>
<thead>
<tr>
<th>Who Can Use the Choice Boards?</th>
<th>How can they use them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Teachers can adapt the activities while maintaining alignment with the standards addressed by each activity.</td>
</tr>
<tr>
<td>Caregivers</td>
<td>These activities have been created in a way that provides explicit instruction to support parents in facilitating their students' learning.</td>
</tr>
<tr>
<td>Students</td>
<td>The choice board format allows students to choose activities as a way to reinforce skills, explore new concepts, take ownership of and self-reflect on their learning.</td>
</tr>
</tbody>
</table>
Resources to Support Reading at Home

- LEXILE
  - FIND A BOOK
- National Center on Improving Literacy
- Regional Educational Laboratory Southeast
  - Florida State University
- GET GEORGIA READING
- COX Campus
Texts and Digital Resources

- KID ZONE!
- COMMONLIT
- Poetry4kids
- TIME FOR KIDS
- NATIONAL GEOGRAPHIC KiDS
- DOGOnews
- Storyline Online
- epic!
Texts and Digital Resources
What's My Inference?

Info Combo

What's the “SCOOP”?

Research Wonder

In My Opinion...

That's Who?

Make the Point!

“Picture the Main Idea”

Talk About It!

Scavenger Hunt with Similes and Metaphors

Can you “sense” it?

Who Am I?
What's My Inference?

An inference involves using personal experiences or background knowledge along with information from the text, to make a conclusion about what is not written or directly stated.

1. Choose a **text** to read.

2. As you read, make notes about what the text says in the first column, add what you know about the information in the middle column, connect what the text says with what you are thinking to make a conclusion or inference in the third column.

<table>
<thead>
<tr>
<th>The Text Says...</th>
<th>I Say... (My thoughts)</th>
<th>And So... (Based on information from the text and my thoughts....)</th>
</tr>
</thead>
</table>
| Choose a section or chunk of text from the book you are reading, a paragraph from an article, or a stanza from a poem. | Ask yourself:  
- What do I already know about this section or topic?  
- Have I had a similar experience?  
- What do the key details (examples, words, pictures) tell me? |  
- I think.....  
- I conclude...  
- My inference is...... |
| - What words, phrases, or images stand out to you when you read the piece.  
- Which words or ideas are repeated or stand out in more than one sentence? | | |

- I can use words, phrases, examples and details from the text to explain or infer meaning.
What’s My Inference?

Example: Sun Bears *(National Geographic)*

<table>
<thead>
<tr>
<th>The Text Says...</th>
<th>I Say...</th>
<th>And So...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sun bear comes across a log. A nearly ten-inch tongue rolls out!! Maneuvering the massive tongue under the log, the bear slurps up the tasty insects that crawl beneath until his belly is full.</td>
<td>I know that bears eat insects and sometimes honey.</td>
<td>I think sunbears would live around areas that have lots of trees so they can have enough to eat.</td>
</tr>
</tbody>
</table>
Information Combination

1. Choose 2 texts on the same topic.

2. Read the first text and write 3 sentences about the topic in Text 1 of the Venn diagram with one color.

3. Read the second text and write 3 sentences about the topic in Text 2 of the Venn diagram with a different color.

4. When both texts have identical points, place that information in the center of the diagram.

5. Using the information from both texts, write your key statements about the topic. Share with your family or a friend.
Exploration: What’s the “Scoop”?

Identifying and writing alliterations

Alliteration: the repetition of words with the same beginning sound.
Example: Big brown bears bake berry bread.

1. Read Jack Prelutsky’s poem: “Bleezer’s Ice-Cream”

2. Write down the ice cream flavors that show alliteration
   One example from the poem: Checkerberry Cheddar Chew

3. Create 3 to 4 new flavors that have alliteration. Have fun and make them unusual! Hint: Think about pairing one dinner flavor with one dessert flavor. For example: Taco Tapioca Twist

4. Draw a cone with your new flavors and challenge yourself to write your own poem using Jack Prelutsky’s poem as a model.

5. Share your poem with a friend or family member.

- I can identify examples of alliteration in a poem.
- I can create my own alliteration examples.
- I can use my knowledge of alliterations and a mentor poem to create my own.
Research Wonder

1. Choose a **topic** to research.

2. On the chart, write 3 questions you have about the topic.

3. Choose a text or read about your topic on a website. As you are reading, record any information that helps answer your questions in the Source 1 column. Use another text or website source to help you answer the same questions and record your answers in the Source 2 column.

4. Add additional or interesting facts about your topic.

5. Think about new questions you have about your topic and add those to the chart.

6. Use the information on your chart to write 5-6 sentences about your topic.

- I can focus my research around a topic.
- I can think of questions I want to answer about my topic.
- I can gather a variety of information around a topic.
Example:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Source 1</th>
<th>Source 2</th>
<th>What I Now Know About the Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Question 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Question 3</td>
<td></td>
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<tr>
<td>Other interesting Facts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>New Questions</td>
<td></td>
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<td></td>
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</tbody>
</table>
In My Opinion......
Take a position on a topic and write about it!

Directions:

1. Choose opinion news articles to review from DOGO News or from your local newspaper.

2. Use one of the ideas you read about, or think of an issue that relates to your own life, or a school experience you feel strongly about.

3. Tell your opinion about it. Use the graphic organizer to plan your piece.

4. Share your writing with a family member or friend.

ELAGSEW.1

- I can determine my opinion on a topic.
- I can support my opinion with facts and details.
- I can write a concluding statement to support my opinion.
In My Opinion...
Opinion Graphic Organizer

Topic: ________________________________
Purpose: ________________________________

State your opinion clearly:
Examples: In my opinion….; I think.; I strongly believe….; I feel.; My favorite….

Provide 2 to 3 reasons:
Give an example for each reason:
Some transitions you can use: For example….; Another reason….; First, second, finally….; Most importantly….; In addition….

Write a concluding statement:
Exploration: That’s Who?
Creating a collage of an historical person

1. Choose a person in history or another important person that has changed the world you would like to know more about.

2. Choose texts to read about the person you have chosen or use a student-friendly website like EPIC.

3. Gather 5-6 pictures from magazines or use drawings to represent that person’s personality traits and key moments in their life.

4. You may also add words and quotes.

5. Share your collage/drawing with a family member or friend.

- I can gather relevant information on an important person.
- I can determine the most important information to include in a collage.
Make the Point!

1. Watch or listen to someone giving a speech or reporting on a topic.
2. As you listen to the speech, think about the points the speaker is making.
3. Watch the speech a second time, and think about the evidence that supports the points the speaker made. Ask yourself: How do I know that?
4. Record your information on the graphic organizer.
5. Share your information with a family member or friend.

What did you say?

<table>
<thead>
<tr>
<th>Important points the speaker made</th>
<th>What evidence makes you think this is an important point?</th>
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</table>
“Picture” the Main Idea

1. Choose an interesting image or photograph.

2. Think about what you are seeing.

3. Examine the image or photograph closely.

4. Use the graphic organizer to help you record your details.

5. Determine the main idea of the image or photograph. Ask yourself: “What does this picture reveal about ______?"

6. What evidence from the image or photograph did you use to help you determine the main idea.

7. Share your information with a family member or friend.
## “Picture” the Main Idea

<table>
<thead>
<tr>
<th>Observation</th>
<th>My Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what you see? Think about what stands out to you; colors, shapes, physical setting.</td>
<td></td>
</tr>
<tr>
<td>Is anything happening in the image? If so, describe what is happening.</td>
<td></td>
</tr>
<tr>
<td>When do you think this image was made?</td>
<td></td>
</tr>
<tr>
<td>Are there any words in the image?</td>
<td></td>
</tr>
</tbody>
</table>

1. What does this picture reveal about ______? Write a sentence stating the main idea of this image or photograph.
2. Provide a detail that led you to your conclusion.
Exploration: Talk About It!

1. Choose a book you have read that you would like others to read.

2. To create your booktalk;
   - Begin by developing your opening or hook. Think about what will grab the listener’s attention. Examples: read a quote from the book, ask a question, introduce the main character, give a description or you may use a combination of these.
   - In a paragraph or two, summarize what the book is about. Be sure that you introduce the main character, identify the problem, and lead the listener towards the solution - but don’t give away the ending!!
   - Share your opinion about the book. Did you like it? What did you think of the author? Would you recommend it to others?
   - To close your Booktalk, leave your listeners wanting more; Examples: read a quote from the book, use a cliffhanger so listeners will want to read the book to find out what happens next.
   - Talk with a family member about how to share your Booktalk.
Exploration: Talk About It!

Use the following chart to help you organize your Booktalk.

<table>
<thead>
<tr>
<th>What to include in your Booktalk:</th>
<th>Record your information here:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening (Hook your Audience)</td>
<td></td>
</tr>
<tr>
<td>Summarize your book</td>
<td></td>
</tr>
<tr>
<td>Share your opinion</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
</tr>
</tbody>
</table>
Scavenger Hunt with Similes and Metaphors

Simile: a simile uses “like” or “as” to make a comparison, showing similarities between two different things. Ex. Her cheeks are red like a rose. He is as strong as an ox.

Metaphor: a metaphor compares two things by saying they are the same thing. Ex. The thunder is a mighty lion. The waves were dinosaurs, pounding the shore. Ice cream is happiness in a bowl.

1. Choose a text with similes and/or metaphors.

2. As you are reading the text, place a sticky note where you find a simile or metaphor.

3. Now, use the chart below to write the similes or metaphors you find. Use a new chart for each one.

4. Then, illustrate it or write the literal meaning.

5. Write the non-literal meaning of the simile or metaphor as it is used in the text. Share with your family members or friends.
Simile or Metaphor - What does it really mean?

Write the simile or metaphor you find. What two things are being compared?

Write what the simile or metaphor means as it is used in the sentence.

Illustrate the simile or metaphor.

Extension Activity: Take a walk outside with your notebook and pen. On your walk, jot down what you see, hear, feel and smell. Use your writing to create a simile or a metaphor.
Example: Your notes: It is a sunny day outside. Simile: The sun is as bright as a lightbulb. Metaphor: The sun is a gleaming pearl.
Can you “sense” it?

Identifying concrete nouns and abstract nouns.
Hint: You can tell if a noun is concrete because you experience it through your 5 senses - see it, hear it, smell it, taste it, and touch it.
Concrete noun: pencil
You cannot experience abstract nouns with your senses.
Abstract noun: courage; cleanliness

1. Choose a book or an article. Pick a chunk of the text to read.
2. As you are reading, make a list of nouns you find. Try to find 10-15 nouns.
3. Decide if each noun can be experienced with one or more of the five senses. Add that noun to the concrete side of the chart.
4. If the noun cannot be experienced through the senses, add that noun to the abstract side of the chart.
5. Select 2 or 3 abstract nouns and create a visual to represent that noun.
Example: Love is abstract. A heart is a visual that can represent love.
Can you “sense” it?
Use the chart to categorize the nouns you find.

<table>
<thead>
<tr>
<th>Concrete Nouns</th>
<th>Abstract Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the concrete nouns here.</td>
<td>List the abstract nouns here and draw a visual for 2 or 3 beside the noun.</td>
</tr>
</tbody>
</table>

**Hint**: Abstract nouns can end in suffixes like:
- -tion...determination
- -hood...sisterhood
- -ness...coldness
- -ance...tolerance
- -ence...patience
- -ship...friendship
- -ment...excitement
Exploration: Who am I? Timeline
Create a timeline that documents important events and memories in your life.

1. With a parent or family member, think about the most important events that have happened in your life from birth to the present.

2. Construct your timeline using materials you have at home. Example: paper grocery bag, or drawing paper.

3. Write the events and the dates on the timeline in the order they happened.

4. Add illustrations or pictures to help explain the events.

5. Share your timeline with another family member or friend.
Who am I?

Timeline example:
Who am I?

Timeline example:

DATE  Event and illustration or picture

DATE  Event and illustration or picture

DATE  Event and illustration or picture
Cool Comics

1. Choose 1 or 2 comic strips to read from an online website or from your local newspaper. **Garfield**  **Peanuts**  **Calvin & Hobbs**

2. Using the graphic organizer, identify the characters, setting, and events in the comic strip you read. (events include the problem, and the solution - how it gets resolved).

3. Notice:
   - captions that provide narration or additional information
   - speech and thought bubbles in the comics
   - the most important information in the comic from the key details

4. Now, use your understanding of the comics you read to create your own comic strip using the six-frame organizer.

5. Share your comic strip with your family members and friends.

- As I read, I can describe characters, setting, and events in a comic strip.
- I can use characters’ traits and actions to help me understand what happens in a story.
- I can apply techniques used in comic strips to create a story that is entertaining.
Graphic Organizer to record information from the comic strips you read.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>Who are the characters: Describe each character (thoughts, feelings, actions)</td>
<td></td>
</tr>
<tr>
<td>Events: Problem</td>
<td></td>
</tr>
<tr>
<td>Solution</td>
<td></td>
</tr>
<tr>
<td>Ending</td>
<td></td>
</tr>
</tbody>
</table>
Create your own: Use the comic strip organizer below to plan and create your 6 frame comic or the Digital Comic Creator for a digital option.

<table>
<thead>
<tr>
<th>Introduce the Character</th>
<th>Introduce the problem</th>
<th>Event that attempts to solve the problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Another attempt to solve the problem</td>
<td>Solution</td>
<td>Ending</td>
</tr>
</tbody>
</table>

Remember to include captions, speech and thought bubbles to show characters’ thoughts, feelings, emotions, and actions.
Fluency and Friendship

Before the story:
Think about friendships you have made. Are you just like your friend? How are you different? What do you enjoy doing with your friend? How do you let your friend know how you are feeling?

1. Listen to the book *YO! YES?* by Chris Raschka.
2. As you listen to the story, identify the punctuation marks (periods, question marks, and exclamation marks) the speakers use to express what is written.

**Practice with these examples.** Read these sentences aloud according to the punctuation at the end.
The book is great. (period) The book is great? (question) The book is great! (exclamation)

3. After the story: Think about how the two boys are different. What happens in the end? What is the message in the story?

4. With a parent, sibling or friend, use the Readers’ Theater Script of “YO! YES?” and choose your part. Practice the script several times. Remember to use expression when you get to the punctuation marks. Perform the script for your family or friends.
Whose Point of View Is It?

1. Choose two informational texts on the same topic. Make sure they are written by different authors.

   Time for Kids  Wonderopolis  Newsela  Scholastic News

2. As you read each text, record details on the 3-column chart that reveal the author’s thoughts, feelings, and point of view.

   - why the author wrote this piece. Was it to persuade, inform, or entertain?
   - the author’s point of view on this topic (what is the author’s opinion on the topic? Does the author agree or disagree with the topic?)
   - your point of view on the topic. Do you agree with the author? (Your opinion may be similar to how the author feels about the topic or the author may be trying to persuade you to understand or disagree with his/her point of view).

3. Circle the details about the author’s point of view that are similar to yours. Highlight the details that are different from your point of view and the author’s.
Whose Point of View Is It?

4. Choose one of the texts, and explain in writing how the point of view of the author is similar to and/or different from your own. Be sure to include reasons and details to support your explanation.

Sentence frames:
The author’s point of view and my point of view on ____________________ are similar because........

The author’s point of view and my point of view on ____________________ are different because........

<table>
<thead>
<tr>
<th></th>
<th>Author’s Purpose</th>
<th>Author’s Point of View</th>
<th>My Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text 2</td>
<td></td>
<td></td>
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</tbody>
</table>
Art Inspired!

1. Choose a piece of art that speaks to you or interests you to create a story. You can also look through photographs in family albums, or find an image from the newspaper that inspires you.

2. Explore the piece of art by taking note of all the things, emotions, places, actions, and people that are in the piece.

3. Think about:
   - What is going on in this photograph or painting? Consider where the painting or photograph took place, the emotions and personalities of the characters, and what may have happened previously to get to this point in the painting or picture? In other words - what could be the back story?
   - What do you see that makes you say that?
   - What more can you find?

4. Use the graphic organizer to plan your story. It should include character(s), setting, a problem, how the characters tried to solve the problem, and a solution. To develop the characters, use dialogue and describe the characters’ thoughts, feelings, and actions to show their responses to other characters and circumstances in the story. Include temporal words to maintain the progression of events. Remember to provide a conclusion that follows from the experiences and events.

ELAGSEW.3

- As I plan to write, I can identify the parts of a narrative.
- I can draft a story using a variety of narrative techniques.
- I can apply revision strategies from feedback.
5. Ask your family member or friend to read your story and provide support on how to edit your story.
6. Share your story with your family and friends.

**Story Map Graphic Organizer - Fill in the boxes to show how your story develops.**

<table>
<thead>
<tr>
<th>Characters:</th>
<th>Setting:</th>
<th>Problem:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>How the Characters Tried to Solve the Problem:</th>
<th>Solution:</th>
<th>Concluding statement:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
1. How does weather impact our lives? Keep a record of the weather where you live for a week. Think about how the weather impacts you and your family and daily activities.

2. Explore this site and find out about the many different kinds of weather that can impact our lives.

3. Make a list of questions you have about the types of weather you explored.

4. Choose one of your questions to further explore.

5. As you research your question, write 5 important facts about your question or topic. Conclude by stating how people’s lives are impacted.

6. Use your gathered information to create a presentation. - (Non-digital: poster or brochure) (Digital: Google slides or Easelly and make an infographic) Include illustrations and/or images, or audio to enhance your presentation.

7. Share your presentation with your family or friends.
## Weather Weather Everywhere Graphic Organizer

### Tracking the Daily Weather

<table>
<thead>
<tr>
<th>Day</th>
<th>Temperature</th>
<th>Describe the weather</th>
<th>What is the impact on your daily life?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
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<tr>
<td>Monday</td>
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<tr>
<td>Saturday</td>
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</tbody>
</table>
Weather Weather Everywhere Graphic Organizer for research:

<table>
<thead>
<tr>
<th>Questions I have about weather:</th>
<th>Facts about my research question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>

How are people’s lives impacted?
Extension Activity: Weather Sayings……

1. Survey your parents, grandparents, siblings and friends to see if they know any weather sayings. Do they think they are true? Where do they think the sayings came from?
2. Choose 2 or 3 to research to determine if they are true.
3. Use the graphic organizer to record your information.

Example:
“Clear moon, frost soon”.

<table>
<thead>
<tr>
<th>Name (First name only)</th>
<th>Person’s age</th>
<th>Weather saying the person knew</th>
<th>Does this person think it’s true? Why?</th>
<th>Evidence from research if it’s true or false</th>
</tr>
</thead>
<tbody>
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</table>
1. Choose a podcast that you are interested in.

2. Listen to it all the way through once.

3. Listen to the podcast a second time. As you are listening, pause at 2 or 3 parts and record the important details that are stated.

4. What do those important details mean? State them in your own words. Use this strategy to help you.

**Reword** - replace words to make new sentences

**Rearrange** - rearrange words within sentences to make new sentences

**Realize** - that some words cannot be changed, but they can be presented a different way

**Recheck** - check to make sure that the paraphrase has the same meaning as the original text
5. List words and ideas that were unclear and how you figured them out.
6. State the main idea of the podcast.
7. Share with your family or friends.

<table>
<thead>
<tr>
<th>What the text says</th>
<th>Paraphrase (In my own words)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Important Details</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
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</tbody>
</table>

**The Main Idea(s)**
Paraphrased

**Words/Phrases/Ideas that were unclear**

**How I Figured Them Out**
Words are Magic!
Be a word collector!

1. Listen to “The Word Collector” by Peter Reynolds.

2. Gather magazines, newspapers, scissors, glue, crayons or markers, and paper or use a notebook that you have to make a word journal.

3. Cut out words that describe you and glue them on the cover.

4. Begin collecting words from texts you read, conversations and discussions you have, and from other subjects and write them in your journal. Collect words you don’t know or would like to know more about! Include nouns, verbs, adjectives and adverbs.

5. Choose activities from the chart to use the words you have collected.

ELAGSE.6
● I can build my vocabulary of grade-level and words from other subjects.
● I can use these words to communicate descriptively on a topic.
Words are Magic - Word Collection Activity Chart:

Highlight or underline the different parts of speech of words you find:

- **Nouns** - yellow
- **Verbs** - orange
- **Adjectives** - blue
- **Adverbs** - red

Circle words that indicate precise actions or emotions.
Ex. crash, tumble, exclaim, sob, question

Find synonyms or antonyms for the words you find.

**Extension**: Create a poem using words that stand out to you.

1. On a page in your word journal, make a list of all the words that you find powerful, moving, or interesting.
2. You will need 15-25 words.
3. Think about how to arrange them.
4. Add connecting or linking words to help the poem flow smoothly.
5. Choose a title for your poem.
6. Rewrite your poem in a shape, so that it’s wide, or tall or shaped like an object. You can emphasize words by making them bold or the letters different sizes. Use your imagination!
Adjective Match

Adjectives provide specific information and tell us more about nouns. Adjectives describe nouns.

Nouns name persons, places, and things.

For example:

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>flashy</td>
<td>car</td>
</tr>
<tr>
<td>yellow</td>
<td>flower</td>
</tr>
<tr>
<td>fantastic</td>
<td>movie</td>
</tr>
</tbody>
</table>

1. Choose a portion of a text to read.

2. Use the chart below and write down at least 5 nouns in one color and the adjectives that describe them in another color.
List Nouns and Adjectives you find:

3. Choose 1 or 2 family members.

4. Make a list of adjectives that you think describes each person. (Adjectives could describe their appearance, personality, their likes and dislikes).

5. Use your adjectives to write a descriptive paragraph about each one. Share your descriptions with your family members. Did your description match how they would describe themselves?
Exploration: The Best of Me
Creating a Heart Map

1. Watch "The Reflection in Me". Now, close your eyes and think for a minute about all the things you love about yourself. Make a list.

Example: It could include something about your appearance, or qualities you see in yourself such as laughter, friendship, confidence, curiosity, or hope.

2. Put a star next to the one you love the most about yourself and want others to know.

3. Next, make a list of all the reasons why you love that about yourself.
Example: The thing I love most about myself is__________, because ____________.

4. Finally, draw a large heart, or cut one out from paper. Illustrate and write all the things you love about yourself and why. Be creative!

5. Share your heart map with a family member or friend.
Heart Map: Draw or cut a heart from paper. Add information creatively!
Exploration: Dear Earth
Expressing empathy for the environment

1. Make a list of places in nature that you have been and think about why they are special to you. Think about if that special place was no longer there and how you would feel.

2. Explore and choose an environmental issue that you feel strongly about. If you were speaking to the earth, to forests, land, animals, rivers or oceans, what would you say? If you were speaking to people, who would you be speaking to and what would you say?

3. Think about the issue and how you are sorry for what is happening.

4. Write an apology letter to the earth that includes your thoughts on the issue, and a closing statement or an action you could take for the Earth.

5. Share your letter with your family members or friends.
Use this example to write your own “Dear Earth” poem.

Dear Earth,

I’m sorry for the way our planet is being treated,

   For the times when our air is polluted by all the cars and factories,
I’m sorry for the sea animals that have washed up on the shore with plastic inside them,

   I’m sorry for all the people that can’t be bothered to throw their trash away properly,
I’m sorry that we have landfills that keep overflowing,

   So... who are we to allow this to continue?
Exploration: Feel Good Box
Be Kind to Yourself!

1. Find a shoe box or other empty box.

2. Decorate the outside with paper or markers.

3. Collect and place in the box at least 5 soothing items or items that are meaningful to you that make you feel good. Include examples from all of the 5 senses.
   Examples:
   - See: photos, DVD of a favorite movie or show, magazine, book, picture of a beautiful place
   - Hear: favorite music, list of podcasts, reminder of people you can call to talk to
   - Touch: stuffed animal, a notebook and pen, markers for drawing, fiddle toys
   - Smell: a favorite candle, a fresh flower
   - Taste: a piece of your favorite candy, a crunchy apple, something salty
   Other ideas: Word searches, arts & crafts materials, journal

4. Share your box with a member of your household.

5. Reflection: Write about how these items helped make you feel better when you were upset.
Exploration: Virtual Discovery

1. Choose an animal to observe from the following sites:
   Animal Planet
   Reid Park Zoo - Live Cam - elephant
   Reid Park Zoo - Live Cam - giraffes
   San Diego Zoo Live Cam
2. As you are observing, record your answers on the observation chart.

<table>
<thead>
<tr>
<th>Date and time of observation:</th>
<th>Animal you are observing and a description of the animal’s physical characteristics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the animal doing?</td>
<td></td>
</tr>
<tr>
<td>What do you notice about the animal’s habitat?</td>
<td></td>
</tr>
<tr>
<td>How does the animal move?</td>
<td></td>
</tr>
<tr>
<td>Is the animal interacting with others? How?</td>
<td></td>
</tr>
<tr>
<td>Is there anything else that captures your attention?</td>
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</tbody>
</table>

3. Try observing your animal at another time of day. Compare what is the same and what is different. If you choose to observe a different animal, compare how similar animals act differently in their different habitats.

4. Explore the animal further by conducting additional research. Write a summary of your information on paper or in an electronic document.

5. Share it with your family or friends.
THANKS!

The GaDOE ELA Team would like to thank the North Carolina Department of Public Instruction’s English Language Arts Team for allowing us to modify for Georgia’s families and students.

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