SUMMER LEARNING

ACTIVITIES FOR FAMILIES

English Language Arts

GRADES K-2
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 on the circles to navigate to the activity or resource of your choice and 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.

### Who Can Use the Choice Boards?

<table>
<thead>
<tr>
<th>Teachers</th>
<th>How can they use them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers can adapt the activities while maintaining alignment with the standards addressed by each activity.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caregivers</th>
<th>These activities have been created in a way that provides explicit instruction to support parents in facilitating their students’ learning.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>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.</th>
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</thead>
</table>

*Accomodations Note: The activities have been created and modified for all students to access, but may be adapted to address the individualized needs of students.*
Resources to Support Reading at Home

- Lexile
- Find a Book
- National Center on Improving Literacy
- Get Georgia Reading
- COX Campus
SENTENCE SCRAMBLE

1. Students **point to capital letters** and **ending punctuation** in the sentences provided.
2. Students choose 3-5 sentences to independently write, using correct **capitalization** and **ending punctuation**.
3. Students cut up each individual sentence - one at a time.
4. Students put each sentence back in order, paying close attention to capitalization and ending punctuation.

GRAPHIC ORGANIZER:

<table>
<thead>
<tr>
<th>For Second Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose 8-10 single-syllable words from the text you read.</td>
</tr>
<tr>
<td>2. Cut out each word.</td>
</tr>
<tr>
<td>3. Sort them into two piles: <strong>Short Vowel Sound</strong>  <strong>Long Vowel Sound</strong></td>
</tr>
<tr>
<td>back</td>
</tr>
<tr>
<td>each</td>
</tr>
<tr>
<td>4. Read each word aloud to double check yourself.</td>
</tr>
</tbody>
</table>

**SENTENCE SCRAMBLE Example**

1. **Reading is so much fun!**
2. **Reading is so much fun!**
3. **fun! so much Reading is**
4. **Reading is so much fun!**
WHAT’S MY TOPIC?

Pick an Informational Text

1. Using the text, create and complete a tree map, identifying the main topic and 3-4 important key details.

2. Retell your learning, using your tree map, to someone or something - favorite doll, stuffed animal, pet, etc.

Possible Speaking Stems:
The main topic was... The key details were... I learned that...

Tree Map:

Main Topic

Key Detail  Key Detail  Key Detail  Key Detail

As I read an informational text, I...

- identify the main topic
- identify key details that support the main topic
- recall/retell what I learned

Tree Map Example

Main Topic: Elephants

Key Detail: Elephants have trunks.

Key Detail: Elephants have large ears.

Key Detail: They travel in herds.

Key Detail: Mud protects their skin.
AN EYE FOR INFORMATION

1. Choose a topic of your choice.
2. Research your topic by reading a variety of texts.
3. Draw/Write 3-5 facts (and definitions) you learned about your topic.
4. Create a plan to help organize your information.
5. Write/create an informational text that includes: Your topic, 3-5 facts, and a closing statement/section.

Sample Plan

**TOPIC:** Giraffes

**Fun Fact**
- Sleep standing
- Tallest land animal

**Habitat**
- Africa
- Dry plains

**Diet**
- Leaves
- Herbs
- Vines

**Appearance**
- Two horns (ossicones)
- Spots

**Closing Sentence/Section:**
Giraffes are very unique animals. Their population is decreasing and are in danger of becoming extinct. I sure hope that doesn’t happen!

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Riddle me this... what animal has a long neck, lots of spots, and lives in dry plains? That’s correct... **GIRAFFES**. Giraffes are the tallest mammal in the world. They can grow up to 18 feet - that is almost 3 times as tall as my dad. They live in Africa and eat lots of leaves, herbs, and vines. Have you ever wondered what those things are on top of their heads? They are horns - also known as Ossicones. These animals are so unique, but their population is decreasing – which means they are in danger of becoming extinct. I sure hope that doesn’t happen!
1. Find a comfy place to sit (inside or outside).
2. Take a few deep breaths and then look around. Listen.
3. Ask yourself (or jot down notes/draw if you’d like)
   a. What do you see (think of lots of details to describe it)?
   b. What do you hear?
   c. What do you feel?
4. Take a few minutes to take it all in. Enjoy it. Deep breaths.
5. Using complete sentences, and a lot of details, describe your ideas and feelings.

Ways to Express Your Ideas/Feelings

<table>
<thead>
<tr>
<th>Technology</th>
<th>No Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>FlipGrid</td>
<td>Tell a family member</td>
</tr>
<tr>
<td>FaceTime</td>
<td>Tell your pet</td>
</tr>
<tr>
<td>Call a Friend</td>
<td>Tell a stuffed animal/toy</td>
</tr>
<tr>
<td>Recording Device</td>
<td></td>
</tr>
</tbody>
</table>

Possible Speaking Stems:
I saw...  I noticed...  I wondered...
I felt...because...  I heard...

While I sat on the cold cracked sidewalk, I shivered as the wind blew. I noticed that no cars were on the road and that none of our neighbors were outside. It was empty. It was weird. All I could hear were the birds chirping and airplanes flying over my head. I wondered if everyone’s neighborhood was like this right now? I couldn’t help but feel a bit sad. Lonely. Scared. I keep hearing the t.v. talk about things that are happening right now. Mrs. T says that’s the reason we can’t come to school. I sure do miss my friends. I just want for things to get back to normal!
TABLE TALK

Pick a **Text**

1. As you **read** or **listen** to a **text**, choose 3-5 **newly learned words**.
2. Write each word on a separate sticky note or make a chart on a piece of paper.
3. Stick/place the sticky notes/chart in a visible place for you to reference throughout the day.
4. For the rest of the day, add a tally or star whenever you use them in **conversation**, in your **writing**, or **read** them in a different text.

**Learning Reflections - Reading & Writing**

1. Which word did you use the most?
2. Why do you think you used that word the most?
3. How did you feel using new words?
4. How did others react to you using new words?

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**Text Example**

My best friends **raced** over to my house after school. They were excited to play outside. We **tossed** a ball around, **sprinted** across the yard, and **chuckled** at each other’s jokes. It was such an **enjoyable** day!

**Chart Examples**

<table>
<thead>
<tr>
<th>Word</th>
<th>Tallies</th>
</tr>
</thead>
<tbody>
<tr>
<td>raced</td>
<td>★★★</td>
</tr>
<tr>
<td>tossed</td>
<td>★</td>
</tr>
<tr>
<td>sprinted</td>
<td>★★★★</td>
</tr>
<tr>
<td>chuckled</td>
<td>★★★</td>
</tr>
<tr>
<td>enjoyable</td>
<td>★</td>
</tr>
</tbody>
</table>
SOUND SCAVENGER HUNT

1. Write each letter of the alphabet on small pieces of paper - or cut them out from the letter tile template.

2. Fold them up, place them in a cup, and shake them up.

3. Draw a letter out of the cup. State the letter and its sound. If it is a vowel - you may choose if it will make the long or short sound.

4. Set a timer - or take as long as you’d like - and look for as many items around your house that begin with that letter/sound.


6. Repeat steps 4-5 as many times as you’d like!

Variations
- Look for items that end with a specific letter/sound
- Create a poster with the letter in the middle and draw pictures around it that begin with that sound
- Play “I Spy” with words that begin with a specific letter/sound

Example:
- Bed
- Books
- Basketball
- Bread
<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
<th>Ee</th>
<th>Ff</th>
<th>Gg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hh</td>
<td>Ii</td>
<td>Jj</td>
<td>Kk</td>
<td>Ll</td>
<td>Mm</td>
<td>Nn</td>
</tr>
<tr>
<td>Oo</td>
<td>Pp</td>
<td>Qq</td>
<td>Rr</td>
<td>Ss</td>
<td>Tt</td>
<td>Uu</td>
</tr>
<tr>
<td>Vv</td>
<td>Ww</td>
<td>Xx</td>
<td>Yy</td>
<td>Zz</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GRATITUDE GRID

1. On a piece of paper, in a journal, or on your computer, create a numbered list of things you are grateful for this week. If you’d like to take an artistic approach - create a collage with pictures of the things that you are grateful for at this time.

2. Challenge yourself to add at least 3 things to your ongoing list each day - for a total of at least 21 items. Feel free to add more!

3. Invite someone to do it with you - they don’t have to live with you to join you in this activity.

4. Whenever you are together - throw out a number and each share what you wrote down next to that number.

REMEMBER:
There is always something to be grateful for if you look hard enough.

Guiding Thoughts/Ideas

- Something someone has done for you
- Someone or something you appreciate
- Things you are grateful for in nature
- Something you have learned
- Something that made you smile or laugh
- Traits you appreciate about yourself or others

Example

<table>
<thead>
<tr>
<th>1. My family</th>
<th>6. Food to eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The sun</td>
<td>7. My clothes</td>
</tr>
<tr>
<td>5. My dog</td>
<td>10. Ladybugs</td>
</tr>
</tbody>
</table>
EXPRESS YOURSELF

1. Using your prep work (green box), write a song about how you are feeling and how you are working through those emotions.

2. Think outside the box - it can be to a familiar tune, a rap, a brand new creation, or a little bit of everything.

3. Consider writing down a few notes, the entire song, or just come up with the lyrics as you go.

4. Create a beat for your song by looking for items around your house that you can use.

   Suggestions:
   - Pots and Pans
   - Tables, Counter Tops, and Chairs
   - Cooking Utensils
   - Containers filled with rice, beans, or pasta
   - Instruments you already have at home

5. Perform it for a friend, a family member, a pet, or even record it and send it to your teacher and friends.
**RELAXATION ROOM**

1. Look around your house and find a special place/area you can turn into a Relaxation Room.

2. Gather materials from around your house that you can use to create this space.

3. Let your creative juices flow and get to work on your Relaxation Room.

4. Create/gather items you can use while in your zone.

5. Next time you feel like you need a few minutes alone, visit your Zen Zone.

6. Add and remove items as you see fit.

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**Calm Down Strategies**

- Count from 1 to 50, then back to 1
- Say your A, B, Cs
- Color, draw, write or doodle in a journal
- Use positive self-talk & take deep breaths
- Look through pictures
- Read a book

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**Suggestions:**

- coloring pages
- breathing exercises
- mindfulness activities
- calming music
- putty/stress ball
- paper/colored pencils
PODCAST POWER

1. Choose a podcast you are interested in...see suggestions below.
2. Listen to at least one episode.
3. Draw a picture or write a reflection sharing what you learned.
4. Complete the Podcast Rating Card in the lower right corner.
5. Consider posting your learning on social media and tagging the podcast producer.

Podcast Suggestions:

Non-Digital Option

- Think about something you’d like to see changed - a law, a rule, etc.
- Jot down some ideas of ways you could lead that change.
- Create a way to share your idea(s) with others - record a speech, create a poster, write a letter, etc.

Podcast Rating Card

Podcast Title:

Would you recommend this podcast to a friend? [ ] [ ]

Why? or Why Not?
**Non-Digital Option**

1. Design your own website for kids your age.
   **Questions to Consider:**
   - What would your website look like?
   - What would you include in it?
   - Why would this website be useful?

2. Draw a picture of the main page - labeling important information.

3. Write a short description of your website - for advertising purposes.

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**E IS FOR EXPLORE**

1. Choose a site you’d like to explore from the options below.
2. Choose your grade level. Explore what the site has to offer.
3. Draw a picture or write a reflection sharing what you found.
4. Write a letter to your teacher and/or a friend, telling them about the activities available on the website and whether or not you enjoyed them.

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**Exploration Options**

- [Scholastic Learn at Home](#)
- [ABC Ya](#)
- [Funbrain](#)
- [PBS Kids](#)
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.

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik

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