

# Summer English Language Arts Packet

## *Students Entering Grade 4*

There are many things that can be given to help your child's literacy skills stay strong throughout the summer. This packet includes reading, writing and word study activities that will challenge your child and may even make them laugh. Having said that, if time does not allow these activities to get done—it is okay. The single most important way to strengthen your child's literacy skills can be summed up in one word:



This cannot be encouraged enough. Visit the library and make books a part of your summer days. Set aside time to read books, listen to books, watch videos of books, and discuss books every day. Flip through magazines, comics, picture books and graphic novels together. Most importantly, let your child see you read—to yourself and to them. Let them hear your silly voices. Let them tell you the best parts and predict how it will end. Point out your favorite words, sentences or pictures. Sharing in the excitement that comes from reading is the most important step to creating life-long learners!

If you do wish to challenge your child with the activities in this packet, it will be helpful to have the following tools:

- + A Literacy Notebook
  - Option 1: A single-subject spiral notebook
  - Option 2: 20 loose-leaf notebook pages stapled together
  - Option 3: A digital journal created on a computer or iPad
    - Power Point, Keynote, Pages, Microsoft Word, Padlet
- + A stack of index cards
- + Pens, pencils
- + Bonus: Access to the internet (most activities will have a tech-free option!)

The packet consists of three calendar pages (June, July and early August) containing a total of 27 challenges. There is one writing activity and one reading activity for each week. Every month also includes two word-study options. We encourage your child to complete 10 activities by the end of the summer. For additional guidance, this packet also contains Reference Sheets (for tech-free options) and sample comprehension questions, literary terms and additional learning websites. Once the new school year starts, your child can share his or her Literacy Notebook with their new teacher and talk about all that was learned and experienced.

Stay safe. Stay connected. Have a wonderful summer!

## Suggestions for Learning Websites

[www.padlet.com](http://www.padlet.com) Your child can use this website as an alternative to writing their Literacy Notebook entries in an actual notebook. You have to create an account, but the website is free! Be sure your child prints off all of the entries on their wall at the end of the summer OR just share the padlet with his/her 5<sup>th</sup> grade teacher!

[www.mightybook.com/story\\_books.html](http://www.mightybook.com/story_books.html) This site has several animated storybooks, many of which are set to music, all of which read the words aloud to your child. Great for children who have difficulty reading independently. To find a book, go to the "Catalog" on the left-hand side of the webpage and click on your child's age range.

<https://www.mystorybook.com/> Kids can write their own storybooks! They can use clipart from the website or draw their own pictures. If you sign up for free, you can then share your storybooks on the website. Story ideas: All About Me, All About my Favorite TV character

### Sight Word Phrases

Below is a list of phrases that use the 1<sup>st</sup> 100 Fry Words. Go through this list with your child and put a dot down next to the ones your child can't read quickly and correctly. Write each "dot" phrase on an index card and store the cards in a Ziploc bag. Keep the bags with your summer calendar, because you'll need them to play some of the games suggested on the calendars. If your child can already read these phrases fluently, go online to this website:

<http://www.mrsjudyaraujo.com/sight-wordsphrases/>

Scroll to the bottom to find phrases for the rest of the Fry Sight Words and use one of those sets to create the sight word cards.

The people	look for some people	give them to me
Write it down	I like him	then we will go
By the water	So there you are	now is the time
Who will make it?	Out of the water	an angry cat
You and I	a long time	may I go first?
What will they do?	We were here	write your name
He called me	have you seen it?	This is my cat
We had their dog	could you go?	That dog is big
What did they say?	One more time	get on the bus
When would you go?	We like to write	two of us
No way	all day long	did you see it?
A number of people	into the water	the first word
One or two	it's about me	how did they get it?
How long are they?	The other people	from here to there
More than the other	up in the air	number two
Come and get it.	She said to go	more people
How many words?	Which way?	Look up
Part of the time	each of us	go down
He has it	that is a good day	all or some
Can you see?	What are these?	Did you like it?
Sit down	if we were older	a long way to go
Now and then	there was an old man	when did they go?

### Comprehension Questions for Fiction

- + Give me a brief summary of the story
- + Tell me the main lesson from this story
- + What was \_\_\_\_\_'s (Character name) purpose when he/she \_\_\_\_\_ (action). Use details from the story in your answer
- + Name two reasons why (name 2-3 characters from the story) agree or disagree about \_\_\_\_\_. What is your opinion about this issue?
- + Using details from the story, name two character traits that describe \_\_\_\_\_ (name of character)
- + Use details from the story to describe the relationship between \_\_\_\_\_ and \_\_\_\_\_ (characters from the story)
- + Describe \_\_\_\_\_'s actions in the story. How does this person's actions affect how the story ends?
- + Is this story written in first or third person? How can you tell?
- + Come up with another title for this story and explain why it is a good title.
- + Talk through the story map with me. Who are the main characters? What is the problem? What are three major events that took place in the story? How does the story end?
- + Read the first three pages (picture book) or paragraphs (chapter book). Describe the main character using 3 specific details

### Comprehension Questions for Nonfiction

- + What is this book about? What do you think the author wanted you to learn from reading it?
- + What's the main idea from this book? Use details from the text to explain why this is the main idea.
- + Explain how \_\_\_\_\_ works. How do you know?
- + Name at least 2 characteristics of \_\_\_\_\_. Use details from the book in your answer.
- + Name at least two text features used in this book. Explain how these text features supported your understanding of the text.
- + Name three ways the text says \_\_\_\_\_ can happen
- + Explain the process of \_\_\_\_\_. Use details from the book to support your answer.
- + What would happen if the steps in \_\_\_\_\_ process happened out of order?
- + What does \_\_\_\_\_ (vocabulary word) mean? How do you know?
- + What does \_\_\_\_\_ (phrase or sentence from the text) mean? How do you know?
- + What caused \_\_\_\_\_ to happen?
- + What effect did \_\_\_\_\_ have on \_\_\_\_\_?

# Resource Page

## Greek Myth: The Story of Achilles



When Achilles was born his mother decided she never wanted him to die. Achilles' mother was a nymph and carried her baby to the river Styx, which separates the land of the living to the land of the dead. She immersed Achilles in the sacred water but because she was holding so tightly to his heel so as not to drop him, his heel did not get wet.

Achilles grew into a strong, extraordinary human. He ran faster, was stronger, and could defeat entire armies in battle. No one or nothing could hurt him as long as his heel remained untouched.

During the Battle of Troy, the one thing his mother feared most happened. He was struck in the heel with an arrow and died. Without Achilles, the Greek Army would not have won the Trojan war. Achilles became revered as a great warrior and Greek hero.

## Poem: Friends


How good to lie a little while  
And look up through the tree!  
The Sky is like a kind big smile  
Bent sweetly over me.


The Sunshine flickers through the  
lace  
Of leaves above my head,  
And kisses me upon the face  
Like Mother, before bed.

The Wind comes stealing o'er the  
grass  
To whisper pretty things;  
And though I cannot see him pass,  
I feel his careful wings



So many gentle Friends are near  
Whom one can scarcely see,  
A child should never feel a fear,  
Wherever he may be.

## June

	Reading Adventures	Fun with Words	Writing Workshop
Week 1	<p>Set up a Literacy Notebook. You may choose any of the following options:</p> <ul style="list-style-type: none"> <li>+ spiral bound notebook</li> <li>+ 20 loose leaf papers stapled together</li> <li>+ Digital Notebook (Word, PowerPoint, Keynote, Pages...)</li> </ul> <p>On the first page, write the title BOOKS I HAVE READ. Use this page to list the book title and author of every book you read over the summer!</p>	<p>Go to the Site Word List in this packet. Have an adult time you as you read all of the site words and phrases. Jot down your time here:</p> <p>-----</p> <p>Now repeat one more time– did you get faster? Record the time here:</p> <p>-----</p>	<p>Create a special cover page for your Literacy Notebook. Fill your cover with pictures (hand drawn, magazine cutouts, online pictures, clipart) that make you smile. Think of...</p> <ul style="list-style-type: none"> <li>Things you love</li> <li>People/pets you care about</li> <li>Places you like to go</li> <li>Interests, talents, hobbies</li> <li>Favorite quotes from songs, books, people</li> </ul>
Week 2	<p>AUTHOR'S CRAFT: Sometimes writers choose language to make you feel a certain way. For instance, when you read the lines “I <u>broke away</u> and <u>slammed</u> the door like Shawna and <u>sunk down</u> behind it”—the underlined words may make you feel sad, angry or disappointed. When you read a picture book, short story or chapter from a chapter book think about the author's choice of words. Copy down one sentence in your Literacy Notebook and draw an “emoji” that shows how the sentence makes you feel.</p>		<p>OPINION WRITING: In your opinion, what is the best show on TV or YouTube OR What is the best game to play? Write a couple of paragraphs in your Literacy Notebook to support your opinion. Be sure to include an introduction, details and reasons to support your opinion, and a conclusion statement. Now read it to an adult, friend, sibling, or other relative– if you convince them to watch the show or play the game with you give yourself a high five for being a convincing persuasive writer!</p>
Week 3	<p>NARRATIVE SEQUENCE: Read or listen to a short story, picture book or a chapter from a chapter book. You can either 1) write a short summary of your reading in your Literacy Notebook or 2) go to <a href="http://www.makebeliefscomix.com">www.makebeliefscomix.com</a> and make up a comic strip that summarizes what you read--- be sure to print it off and attach it to your Reader's Notebook. You can also hand draw a comic within your notebook if you would like! In your summary include characters, setting, problem and solution.</p>		<p>PERSUASIVE WRITING: Go to any (or all ) of the websites below to learn about Elephant Toothpaste:</p> <p><a href="https://sciencebob.com/fantastic-foamy-fountain/">https://sciencebob.com/fantastic-foamy-fountain/</a></p> <p><a href="https://www.stevespanglerscience.com/lab/experiments/elephant-toothpaste/">https://www.stevespanglerscience.com/lab/experiments/elephant-toothpaste/</a></p> <p>Write a letter in your Literacy Notebook explaining to a friend why he/she should or should not try to make elephant toothpaste this summer! Give at least two reasons for your opinion.</p>
Week 4	<p>DEVELOPING CHARACTERS: Read or listen to a short story, picture book or a chapter from a chapter book. Choose one character to focus on. In your Literacy Notebook draw pictures that show what this character is like. Include the character's appearance, spoken words, actions, feelings and wants.</p>		<p>NARRATIVE WRITING: In your Literacy Notebook, draw a picture of a place you really like to go. This can be a large place (like an amusement park), a family place (like grandma's house) or even a small, special place (your bedroom or tree fort). Underneath your drawing, describe this place with words. Include what you see, hear, and smell while you are at this place. Include how the place makes you feel.</p>
Week 5	<p>UNDERSTANDING PLOT: Read or listen to a short story, picture book or reflect on chapters from a chapter book. In your Literacy Notebook , explain what major problem the character is faced with and how the problem gets resolved. If you are reading a chapter book and do not know how the problem is solved yet, make a</p>		<p>NARRATIVE WRITING: Look again at the picture of a place you drew in Week 4. List different events that took place there or memories you have being at that place. Imagine that you want to tell a friend all about one of those memories. Write a letter to a friend in your Literacy Notebook describing where you were, what happened, and how it made you feel.</p>

prediction as to what you think will happen at the end!							
July							
	Reading Adventures	Fun with Words	Writing Workshop				
Week 1	MYTHS/LEGENDS: Go to <a href="http://www.starfall.com">www.starfall.com</a> and click on "I'm Reading" then "Greek Myths." Pick any myth and read it alone or with an adult. You can also go to the library and find a book on Greek Myths or you can use the myth included on the Resource page in this packet. In your Literacy Notebook, answer the following questions: 1) Who was the main character? 2)What problem did he/she have? 3)How was the problem solved? 4) What lesson or message does this myth teach?	Ask a friend or relative to play "Make it Plural" with you (or you can practice on your own). Write the following words on an index card or on small slips of paper: tooth, mouse, house, goose, sheep, wife, knife, half, man, child, woman, person, foot. Shuffle the cards, then choose one. You get 1 point if you can correctly make the word plural. You can an extra point if you can spell the plural version correctly. How many points did you earn: _____ Circle the words listed in these directions that you got correct.	FREE WRITE!!! Open up your Literacy Notebook and write whatever you want this week. You can write a song, a series of jokes, a poem, a journal entry about your day, ANYTHING. Just have fun and then go outside and play!!!				
Week 2	INFORMATIONAL TEXT: Choose any informational picture book or choose one from the following website: <a href="https://magicblox.com/">https://magicblox.com/</a> Before reading, create a two-column chart in your Literacy Notebook like this: <table border="1"><tr><td>What I Think I Know</td><td>What I learned after Reading</td></tr><tr><td></td><td></td></tr></table> List three things you thought you knew before reading and three things you learned after reader. Please include the book title and author on your Reader's Notebook page!	What I Think I Know	What I learned after Reading				INFORMATIVE WRITING: Think about a sandwich you would like to eat. What are the ingredients? How do you make it? Write a paragraph in your Literacy Notebook with step by step directions to make your favorite food. BONUS: When you are finished writing, ask an adult to pretend (or to really) follow your directions. Did the sandwich turn out the way you thought? If not, what may need to have been clearer in your directions. Rewrite your directions adding the new details. FOR FUN: Watch this video of a PB& J Sandwich gone wrong. Be ready for a laugh!  <a href="https://www.youtube.com/watch?v=Ct-IOOUqmyY">https://www.youtube.com/watch?v=Ct-IOOUqmyY</a>
What I Think I Know	What I learned after Reading						
Week 3	INFORMATIONAL TEXT FEATURES: Read an informational picture book or choose an article from this website: <a href="http://tweentribune.com/junior">http://tweentribune.com/junior</a> If you use this site, pick a category on the left and find an article that interests you. In your Literacy Notebook 1)list three facts you learned 2)list any text features the author used to help you learn (pictures, graphs, diagrams...) BONUS: How was the information organized and how do you know? (in order, like a story, question/answer, group like information together, cause/effect, compare/contrast)	Play "Sight Word Relay" with your sight word phrase cards. Put the cards at the one end of the room (or yard). Stand at the other end with an adult or friend. Run and get a card, bring it back to the adult/friend and read it. If correct, it stays with the adult. If incorrect, you have to run back to the pile and get another card. When the adult has all the cards your relay is over! You can turn this into a competition by creating another deck of cards and challenging a family member or friend to a relay RACE! Who will get through the pile at the fastest speed?	INFORMATIVE WRITING: Hide an item in your house, then write a "treasure map" in paragraph form in your Literacy Notebook that will lead someone from the kitchen to your item. Example "Start at the kitchen door and turn right into the hallway. Go to the second room on the left, then...". BONUS: Give someone the map and ask them to follow the directions to find the hidden treasure. Did they find it? If they didn't, what do you think went wrong? Answer these questions under your map directions.				
Week 4	RESEARCH READING: Use your reading time read all about the "Gross Investigation Question" described in your writing assignment! Write down a list f things you have learned in your Literacy Notebook.		RESEARCH: Gross Investigation Question: "What is earwax and how does it form?" Do some research online and write the answer to this question in your Literacy Notebook.				

## August

	Reading Adventures	Fun with Words	Writing Workshop
Week 1	<p>POETRY: Go to <a href="http://www.poetry4kids.com">www.poetry4kids.com</a> , or find a poetry book or use the poem found on the Resource Page in this packet. Copy down the poem into your Literacy Notebook, then label the following parts of the poem: 1) the title 2) a line 2) a stanza. Now, highlight any of the following that you can find within the poem. Choose a different color for each.</p> <p>Rhyme: two words have the same sound (cat/mat)            Simile: compares using “like” or “as”            Metaphor: compares without “like” or “as”            Personification: an object is given human traits</p>	<p>Visit <a href="http://www.kwarp.com/portfolio/grammarninja.html">http://www.kwarp.com/portfolio/grammarninja.html</a> and practice your grammar skills, like a ninja!!</p>	<p>SILLY STORY: Make up a silly story , using the title “Did THAT just happen?” in your Literacy Notebook or go to <a href="http://eduplace.com/tales/">http://eduplace.com/tales/</a> pick a wacky tale and fill in the blanks to make a silly story on that topic. Print off your wacky tale and include it in your notebook. Read your tale out loud to a friend or relative.</p> 
Week 2	<p>FREE READ: Read anything that you would like today! This can be a comic book, a cereal box, a story, game instructions..... In your Literacy Notebook describe what you chose to read today and why.</p> 		<p>BE THE TEACHER: If there was one class you wish was taught in 4<sup>th</sup> grade, what would that class be about? In your Literacy Notebook, describe your “dream class”. What would you learn? How would you learn? What would students be asked to do? How would the teacher teach the class?</p> <p>BONUS: At the beginning of the school year share this idea with your 4<sup>th</sup> grade teachers. Who knows? Maybe your idea will turn into a lesson, a unit or even a student club?</p>

