

Making Words

Learning Target: I can make words using vowels and consonants.

1. Cut out the letter boxes.
2. Make as many words as you can using the letters.
3. Write the words in the columns using your neatest handwriting.
4. If you discover the Mystery Word, write it in the blank.
5. Sort the words you made. Write your sorted words on the back of your recording sheet. Try sorting them more than one way.

Brain Booster:

Choose 5 words of the words you made.

Write a complete sentence using each word.

Spelling Activity

Learning Target: I can practice spelling words correctly.

1. Choose a Spelling Activity card.
2. Follow the directions on that card.
3. Record your work in your notebook.
4. Clean up all materials completely.

Brain Booster:

Create a new spelling activity. Write the directions for your new activity and then do your new activity.

Dictionary Dig

Learning Target: I can use a dictionary to locate words and definitions.

1. Choose 10 words from your Spelling list.
2. Look them up in a dictionary using the guide words at the top of each page.
3. Write the spelling word, the dictionary page number and the guide words on the page where the word is found. Here's an example:

Spelling Word	Page #	Guide Words
tradition	240	tapir - trapeze

Brain Booster:

Choose 5 words and write a riddle for each word. Your clues should give hints to what the word is.

Poetry

Learning Target: I can read a poem and notice its features.

1. Write the poem in your notebook using your neatest handwriting.
2. Draw and color a picture of what you visualize in your mind when you read the poem.
3. If there are any rhyming words, underline them using your red pen.

Brain Booster:

Be a poet! Write your own poem. Create an illustration for your poem. Be sure to color it.

Partner Reading

Learning Target: I can read fluently with a partner and understand what I read.

1. Find a partner with whom you can read a book.
2. Select a quiet place in the classroom to read with your partner.
3. Take turns when reading. When your partner is reading, listen carefully and notice how fluently your partner is reading.
4. When you are done, use a spinner and take turns answering the questions.

Read & Respond

Learning Target: I can read fluently, understand what I read, and respond to the text.

1. Select a quiet place in the classroom to read.
2. Read your book or selection. Remember to stop to think.
3. Complete a graphic organizer after you read.

Brain Booster:

Write a review for the book or article you just read. Would you recommend this text to a friend? Why would someone else enjoy reading it?

Comic Strip Story

Learning Target: I can summarize a story by using its main events.

1. Read a fiction book to yourself visualizing what is happening in the story as you read. Pay close attention to the pictures in your mind.
2. Choose six important parts of the story. Use the six events for your comic strip. Put each event in order. Draw and color the pictures you saw in your mind when each of the six parts of the book happened.
3. Make speech bubbles to show what each character is thinking or saying at each point. When you are finished your comic strip should tell a shortened version of the story you read.

Listen to Reading

Learning Target: I can listen to fluent reading and understand the text.

1. Listen to fluent reading either on the computer or on the CD player.
2. Pay attention to how the reader sounds.
 - How fast is the reader reading?
 - Does the reader use good expression?
 - How does the reader sound when she/he reads a question?
 - How do you know the emotion the reader is trying to convey based on how she/he reads the text?
 - What does the reader do to make listening to her/his reading enjoyable?
3. Write a one-sentence summary. Tell what the story or article was mainly about.

Read Time for Kids

Learning Target: I can read a Time for Kids article fluently and respond to it.

1. Select a Time for Kids article.
2. Read it. Take time to stop and jot what you are thinking when you are reading.
3. After you have read the article, complete a graphic organizer.

Brain Booster:

Draw and color an illustration to go along with what you read. Or maybe a map would be more appropriate. Would a table, chart or graph best show the information? Choose one to accompany your article.

Art

Learning Target: I can follow written directions to create a piece of art.

1. Follow the directions on the art activity I have left for you in this station. Before you make it, be sure you understand each direction.
2. Write your name on the back of your artwork.

Top Ten List

Learning Target: I can brainstorm a list for a particular topic.

1. Create a Top Ten List for the topic listed below.
2. After you have completed your list, choose and complete 2 activities below.
 - Draw a picture for each item on your list.
 - Put your list in ABC order.
 - Use each word in a sentence.
 - Categorize or sort your list.
 - Write five more favorites for your list.

Topic: _____

Squiggle Story

Learning Target: I can write a story with a beginning, middle and end.

1. Write your name and date on the back of a squiggle paper.
2. Create and color a squiggle picture.
3. Write a story about your picture on notebook paper. Be sure your story has a beginning, middle and end.
4. Attach the story to your squiggle paper.

Making Sentences

Learning Target: I can construct sentences with correct capitalization, organization, punctuation and spelling.

1. Choose a bag with word cards. Lay the cards out face up.
2. Construct a sentence using the word cards checking for correct capitalization, organization, punctuation and spelling.
3. Write your new sentence in your notebook.
4. Draw and color a picture to match your sentence.
5. Put the cards back in the bag and select a new bag.
6. Do this for 4 bags.

Brain Booster:

Can you rewrite your sentences into questions, commands or exclamations?

Write a Letter

Learning Target: I can write a friendly letter with correct capitalization, organization, punctuation and spelling.

1. Write a letter to our Star Student. Be sure to use good letter form and include the following:
 - the date
 - a greeting (Dear _____,)
 - the body which includes:
 - something you like about the person
 - something good you noticed about the person
 - a question for the person
 - a closing (Your Friend,)
 - your signature (your name)

Our Star Student is:

Journal Writing

Learning Target: I can write a journal entry and proofread my writing.

1. Grab some paper or maybe a spiral.
2. Select a journal topic.
3. Write about this topic focusing on generating (or coming up with) ideas and expressing your voice.

Brain Booster:

Draw and color an illustration to go along with your journal writing.

Super Sentences

Learning Target: I can write a sentence using elaborative details.

1. Choose a card with a simple sentence.
2. Think about using **adjectives** (describing words), **verbs** (action words), and **adverbs** (words that tell how, why, when, where, and in what way) to make the sentence become **SUPER**.
3. Write your **SUPER** sentence in your notebook.
4. Do this for 10 sentences.
5. Choose your favorite **SUPER** sentence. Draw and color a picture for that sentence.