

## Literacy Activities

The Heads In, Hearts In family enrichment program encourages families to use their minds (putting their “heads in”) as a tool to expand their knowledge around a variety of topic areas. By creating a shared educational experience, the family unit will work, grow and learn together, putting their “hearts in” to the process.

**This unit contains the following:**

- ▶ Adverb Acting Game
- ▶ Antonym Search
- ▶ Building Words With Letter Boards
- ▶ Cereal Box Search
- ▶ Cut, Paste, Create
- ▶ Digging Up Vowel Sounds
- ▶ Fishing for Sight Words
- ▶ Glitter Gelling
- ▶ How Many Syllables?
- ▶ Nonfiction Text Features
- ▶ Parts of a Story Cube
- ▶ Portmanteau Challenge
- ▶ Roll-a-Story
- ▶ See It, Hear It, Do It
- ▶ Synonym Search
- ▶ Writing Prompts



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## Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- 3 small plastic bowls of 3 different colors
- 3 labels (or masking tape or paper to use for labels)
- Dark-colored marker
- Scissors
- “Adverbs” handout
- “Verbs” handout
- “Situation Sentences” handout
- Display table

## Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ With the dark-colored marker and the labels, paper or masking tape, label one bowl “Adverbs,” one bowl “Verbs” and one bowl “Situation Sentences.”
- ▶ Print the “Adverbs” handout on durable paper. Cut the words apart and place them in the “Adverbs” bowl.
- ▶ Print “Verbs” handout on durable paper. Cut words apart and place in the “Verbs” bowl.
- ▶ Print “Situation Sentences” handout on durable paper. Cut sentences apart and place in the “Situation Sentences” bowl.
- ▶ Set up the display table and arrange needed supplies.

Note: After printing, laminate all paper for best results.





# HEADS IN, HEARTS IN



## Adverb Acting Game Guide for Families

### Learning Objectives

#### What you need to know:

An **adverb** is a word that describes a verb, an adjective or another verb. A **verb** shows action or state of being.

#### What you will do and learn:

In this activity, you will play the Adverb Acting Game to discover how adverbs help to explain what, when, where or under what condition something occurred.

### Instructions

#### Grades K-2:

Pick one card out of the bowl that contains verbs and one card out of the bowl that contains adverbs. Act out the verb and adverb together. See if a partner can guess what verb and adverb you are acting out. For example, one person might choose “crawl” from the verb bowl and “loudly” from the adverb bowl. That person will act out “crawl loudly” and the others will try to guess what they chose. Continue taking turns in this way.

#### Grades 3-5:

Pick a card out of the bowl that contains adverbs and one card out of the bowl that contains situation sentences. Act out the sentence inserting the adverb. See if a partner can guess your situation and adverb. For example, one person might choose “Dad walks” from the situation sentences bowl and “nervously” from the adverb bowl. That person will act out “Dad walks nervously” and the others will try to guess what they chose. Continue taking turns in this way.

# Adverb Acting Game

## Adverbs Handout

quickly	loudly	fast	accidentally
beautifully	bravely	calmly	carefully
delightfully	dreamily	easily	furiously
gladly	happily	hungrily	kindly
lazily	angrily	mysteriously	seriously
obnoxiously	playfully	powerfully	queasily
recklessly	sadly	sweetly	suddenly
tensely	upside down	warmly	wildly

# Adverb Acting Game

## Verbs Handout

drop	grab	chase	hug
jog	kick	jump	open
talk	run	reach	dance
play	yawn	skip	yell
babble	see	drive	buy
hold	hum	wink	clap
sneeze	whistle	stomp	write
laugh	sniffle	blink	shrug

# Adverb Acting Game

## Situation Sentences Handout

The teacher teaches \_\_\_\_\_.

My bus driver drove \_\_\_\_\_.

I was in the shower singing \_\_\_\_\_.

Members of the track team were running \_\_\_\_\_.

The dog barked \_\_\_\_\_.

My mom wrapped a gift \_\_\_\_\_.

The tree fell \_\_\_\_\_.

She baked the cake \_\_\_\_\_.

The car stopped \_\_\_\_\_.

A book fell from the shelf \_\_\_\_\_.

He put his coat on \_\_\_\_\_.



# HEADS IN, HEARTS IN

## Antonym Search

### Instructions for Set-Up



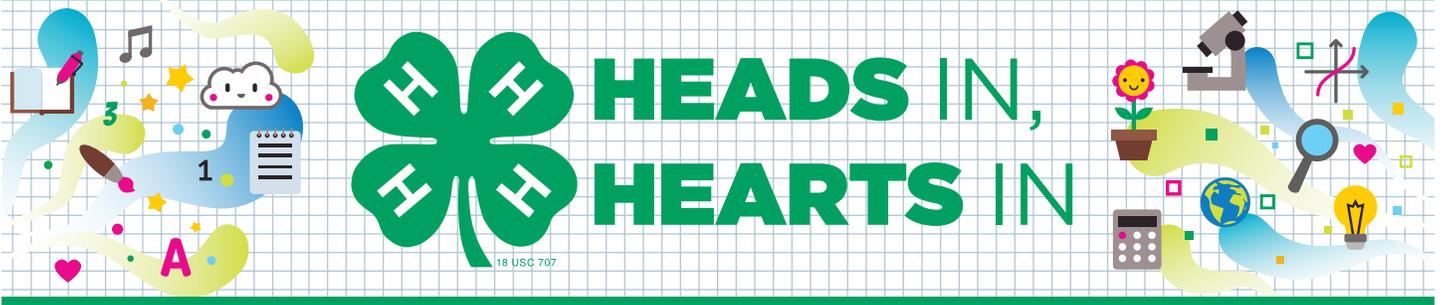
### Supplies

- Dark-colored marker
- 2 labels (or masking tape or paper to use for labels)
- 2 large, clear containers with lids
- “Guide for Families” handout
- Clear plastic standup display (optional)
- Dry erase crayons
- Cleaning cloth
- 1 “Grades K–2: Finding Antonyms” worksheet
- 1 “Grades 3–5: Finding Antonyms” worksheet
- 2 clear plastic sleeves (optional)
- 1 “Grades K–2: Antonym Words” handout
- 1 “Grades 3–5: Antonym Words” handout
- Scissors
- Variety of objects to fill containers such as noodles, paper clips, sand or pieces of foam
- Display table
- Tape

### Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ With the dark-colored marker and the labels, paper or masking tape, label one container “Grades K–2: Antonym Words.” Label the other container “Grades 3–5: Antonym Words.”
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print one copy of the “Grades K–2: Finding Antonyms” worksheet. Laminate or place in a clear plastic sleeve.
- ▶ Print one copy of the “Grades 3–5: Finding Antonyms” worksheet. Laminate or place in a clear plastic sleeve.
- ▶ Print a copy of the “Grades K–2: Antonym Words” handout. Cut words apart and laminate. Place words in clear container labeled “Grades K–2: Antonym Words” with a variety of objects to hide the antonym words.
- ▶ Print a copy of the “Grades 3–5: Antonym Words” handout. Cut words apart and laminate. Place words in clear container labeled “Grades 3–5: Antonym Words” with a variety of objects to hide the antonym words.
- ▶ Set up the display table and arrange needed supplies.
- ▶ Using tape, secure the lid of each container so participants cannot open the container.





# Antonym Search

## Guide for Families

### Learning Objectives

#### What you need to know:

An **antonym** is a word or phrase that means the opposite of another word. For example, “bad” is the opposite (or an antonym) of “good.”

#### What you will do and learn:

This activity will help you develop an understanding of the term “antonym.” In this activity, you will play a game in which you search for a word and connect it to the opposite word, or the word’s antonym.

### Instructions

1. Pick a container of antonyms in the appropriate grade level.
2. Search for a word by moving and shaking the container. Please do not open the container and remove the word.
3. Think about what the word’s antonym could be. See if you can find that word’s antonym on the “Finding Antonyms” worksheet that corresponds with the appropriate grade level.
4. Write your word from the container next to its matching antonym.
5. When you have completed the activity, use the cleaning cloth to erase the “Finding Antonyms” worksheet.

# Antonym Search

## Grades K-2: Finding Antonyms Worksheet

<b>Antonym</b>	<b>Words from the container</b>
<b>big</b>	
<b>right</b>	
<b>good</b>	
<b>fast</b>	
<b>happy</b>	
<b>hungry</b>	
<b>soft</b>	
<b>dark</b>	
<b>wet</b>	
<b>new</b>	

# Antonym Search

## Grades K-2: Antonym Words Handout

<b>small</b>
<b>wrong</b>
<b>bad</b>
<b>slow</b>
<b>sad</b>
<b>full</b>
<b>hard</b>
<b>light</b>
<b>dry</b>
<b>old</b>

# Antonym Search

## Grades 3–5: Finding Antonyms Worksheet

<b>Antonym</b>	<b>Words from the container</b>
answer	
frown	
friend	
narrow	
liquid	
subtract	
floor	
strong	
awake	
cloudy	

# Antonym Search

## Grades 3–5: Antonym Words Handout

question

smile

enemy

wide

solid

add

ceiling

weak

asleep

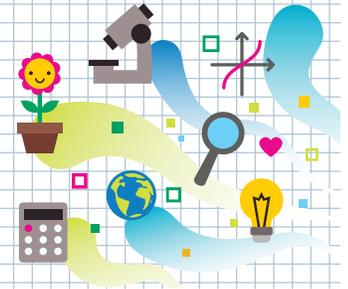
sunny



# HEADS IN, HEARTS IN

## Building Words With Letter Boards

### Instructions for Set-Up



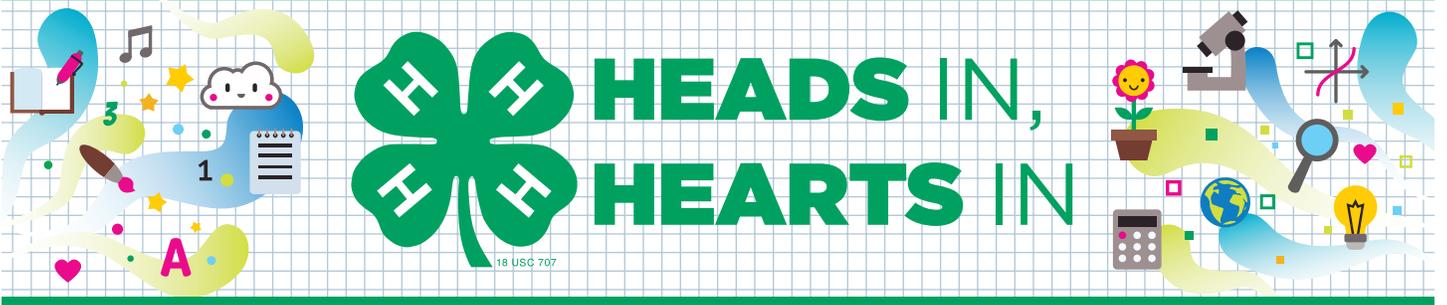
### Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Letter Board” handouts
- “How Many Words Can You Make?” worksheet
- 12 clear plastic sleeves (optional)
- Dry erase crayons
- Cleaning cloth
- Display table

### Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print one copy of each “Letter Board” handout and place each in a clear plastic sleeve, or print and laminate.
- ▶ Print six copies of the “How Many Words Can You Make?” worksheet and place each in a plastic sleeve, or print and laminate.
- ▶ Set up the display table and arrange needed supplies.





# Building Words With Letter Boards

## Guide for Families

### Learning Objectives

#### What you need to know:

Playing word games with children can have educational value. It helps children improve spelling, reading and word recognition skills. Every subject in school is based on the ability to read or involves some reading, so this game will help your child to do better in other subjects as well.

#### What you will do and learn:

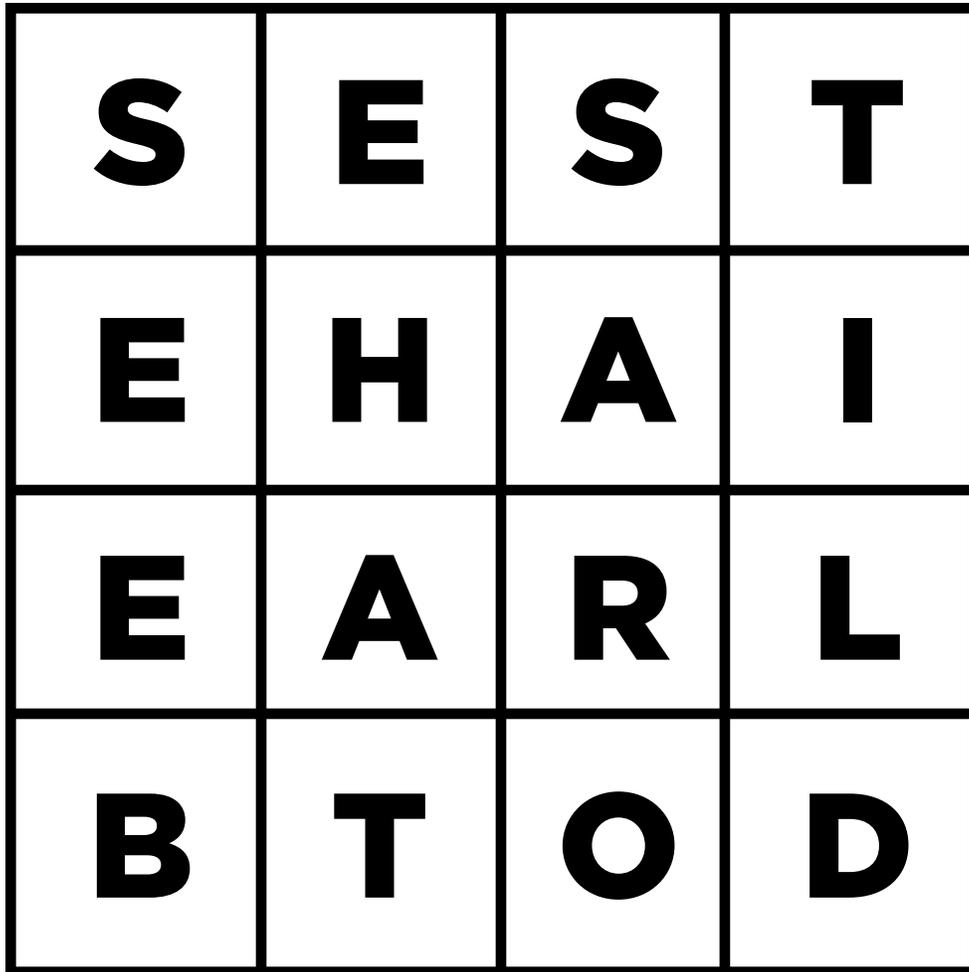
In this activity, you will practice reading skills by playing a game that involves mixing letters together to make words. Pre-writers will also practice letter identification.

### Instructions:

1. Choose a letter board.
2. Choose a “How Many Words Can You Make?” worksheet.
3. Try to find as many words as you can on the letter board.
4. As you find the words, write them on the “How Many Words Can You Make?” worksheet.
5. When you are finished, please erase the worksheet for the next person.

# Building Words With Letter Boards

## Letter Board #1



# Building Words With Letter Boards

## Letter Board #2

<b>D</b>	<b>E</b>	<b>H</b>	<b>N</b>
<b>I</b>	<b>T</b>	<b>M</b>	<b>B</b>
<b>S</b>	<b>R</b>	<b>E</b>	<b>N</b>
<b>F</b>	<b>A</b>	<b>D</b>	<b>T</b>

# Building Words With Letter Boards

## Letter Board #3

<b>S</b>	<b>T</b>	<b>L</b>	<b>E</b>
<b>P</b>	<b>I</b>	<b>N</b>	<b>S</b>
<b>R</b>	<b>E</b>	<b>E</b>	<b>A</b>
<b>T</b>	<b>B</b>	<b>L</b>	<b>M</b>

# Building Words With Letter Boards

## Letter Board #4

<b>G</b>	<b>E</b>	<b>S</b>	<b>I</b>
<b>N</b>	<b>A</b>	<b>T</b>	<b>E</b>
<b>N</b>	<b>I</b>	<b>R</b>	<b>A</b>
<b>G</b>	<b>P</b>	<b>S</b>	<b>T</b>

# Building Words With Letter Boards

## Letter Board #5

<b>E</b>	<b>S</b>	<b>O</b>	<b>A</b>
<b>G</b>	<b>N</b>	<b>P</b>	<b>R</b>
<b>T</b>	<b>A</b>	<b>I</b>	<b>E</b>
<b>S</b>	<b>E</b>	<b>L</b>	<b>S</b>

# Building Words With Letter Boards

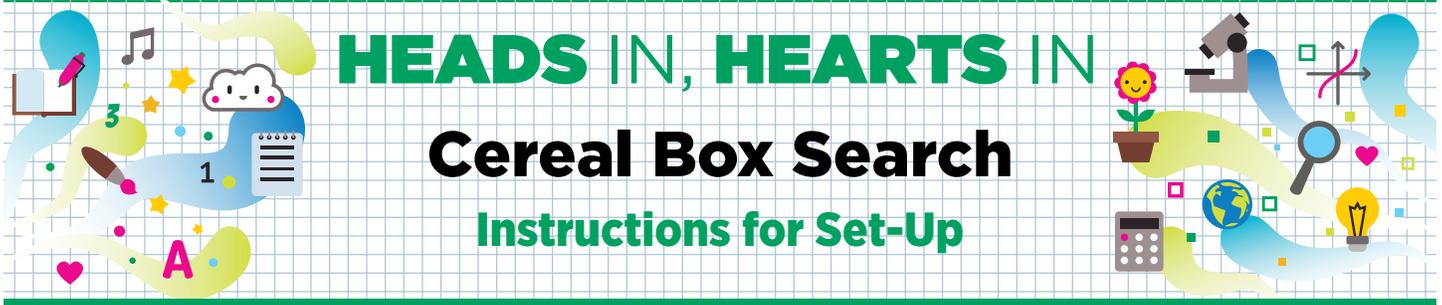
## Letter Board #6

<b>S</b>	<b>E</b>	<b>R</b>	<b>S</b>
<b>P</b>	<b>A</b>	<b>T</b>	<b>G</b>
<b>L</b>	<b>I</b>	<b>M</b>	<b>E</b>
<b>S</b>	<b>E</b>	<b>R</b>	<b>D</b>

# Building Words With Letter Boards

## How Many Words Can You Make? Handout

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.



Note that three activities are included in Cereal Box Search. Grade levels are given as a guide but a participant can choose any or all of the activities.

## Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Your Favorite Cereal Box” worksheet
- “Cereal Box Creative Story” worksheet
- “Cereal Box Search” worksheet
- Writing and drawing utensils such as crayons, markers, pencils
- 6–8 empty cereal boxes
- Display table

## Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print enough copies of the worksheets “Your Favorite Cereal Box,” “Cereal Box Creative Story” and “Cereal Box Search” for the number of participants attending.
- ▶ Set up three separate stations for each worksheet-related activity.





# HEADS IN, HEARTS IN



## Cereal Box Search Guide for Families

### Learning Objectives

#### What you need to know:

Young people learn to read in a variety of ways. Traditionally, children learn to read through books. However, they also learn to read through magazines, billboards, recipes and everyday items such as cereal boxes.

Text (words and letters) that is displayed on these everyday items is known as **environmental print**.

#### What you will do and learn:

In this activity, you will use the cereal boxes to draw the front of the cereal box, creatively write about imaginary adventures involving the cereal box or participate in a search.

### Instructions

You may complete as many Cereal Box Search activities as you like. The grade levels given are a recommendation.

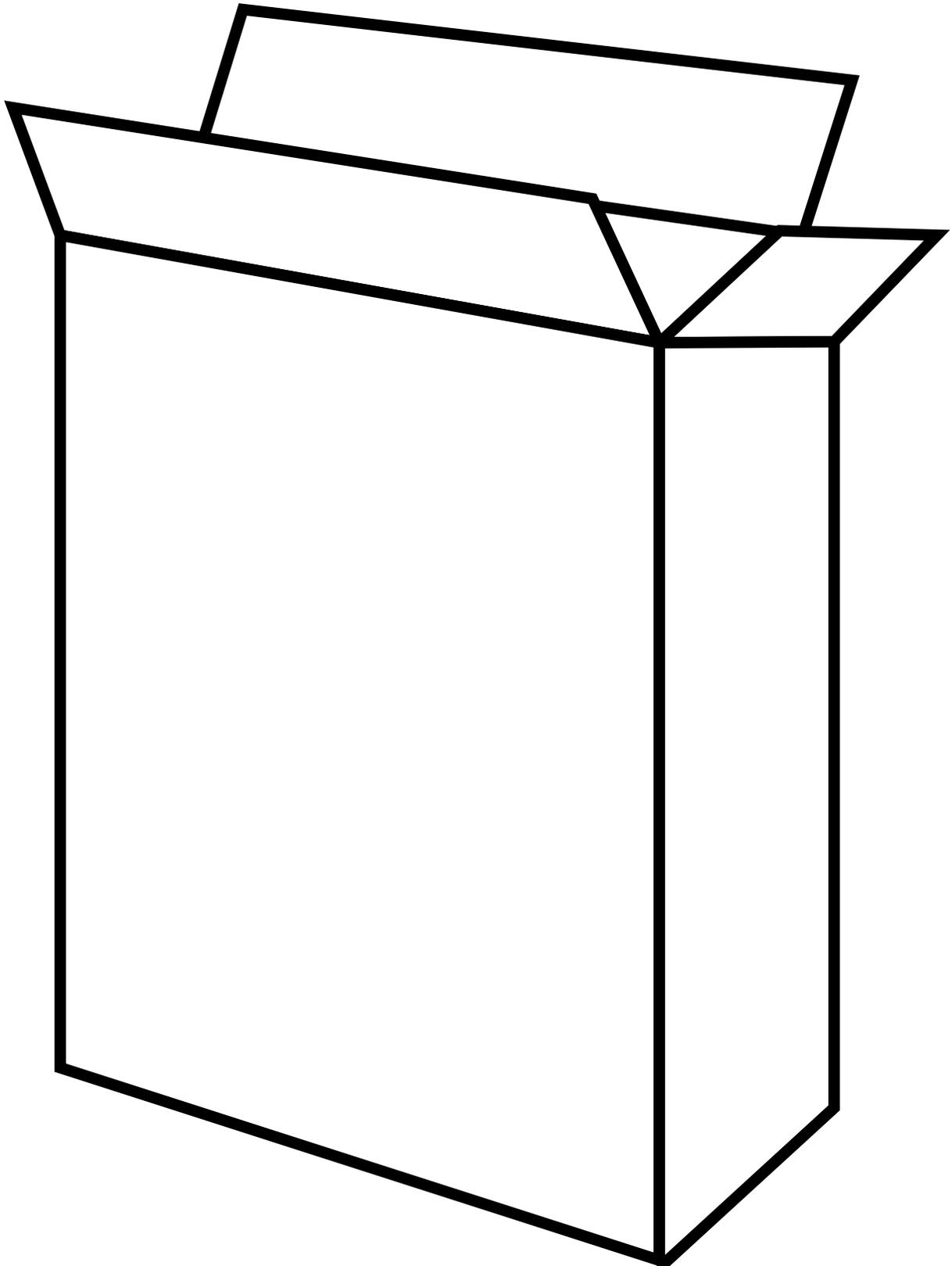
**Grades K-1:** Take a “Your Favorite Cereal Box” worksheet. Using the crayons provided, draw the front of your favorite cereal box or one that’s on display. Make sure you write some of the words.

**Grades 2-3:** Take a “Cereal Box Creative Story” worksheet. Using the pencils provided, write a story about one of the cereal boxes. What did it do? Where did it go? Be creative!

**Grades 4-5:** Choose a cereal box. Take a “Cereal Box Search” worksheet. Using the pencils provided, see if you can answer all the questions.

# Cereal Box Search

## Your Favorite Cereal Box Worksheet



# Cereal Box Search

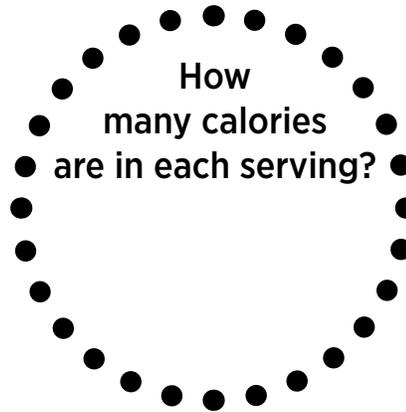
## Cereal Box Creative Story Worksheet

○	
○	
○	

# Cereal Box Search

## Cereal Box Search Worksheet

What is the name of the cereal?



What is the size of the box?

List three colors that you see on the cereal box.

- 1.
- 2.
- 3.

What company makes this cereal?



Can you find this symbol? Write the words you see.

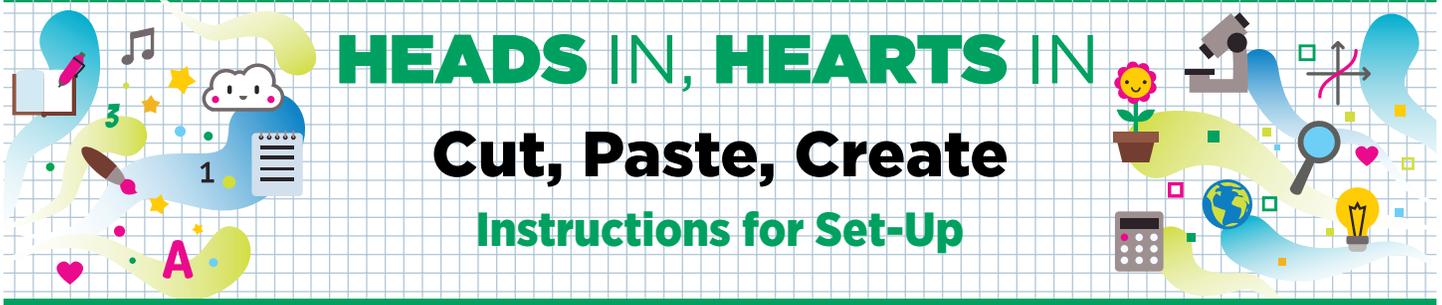
Draw the picture on the box.

What are the first four ingredients in the cereal?

- 1.
- 2.
- 3.
- 4.

Find three words that start with the same letter. List them below.

- 1.
- 2.
- 3.



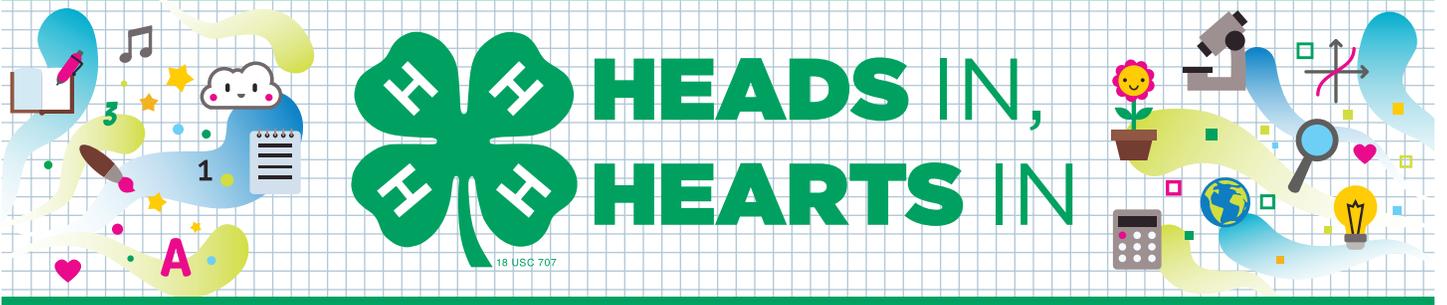
## Supplies

- “Guide for Families” handout
- “Magazine Story” handout
- Clear plastic standup display (optional)
- 15-20 age-appropriate magazines
- Scissors
- Glue or glue sticks
- Pencils
- Display table

## Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print as many copies of the “Magazine Story” handout that you will need.
- ▶ Set up the display table with the necessary supplies.





# Cut, Paste, Create

## Guide for Families

### Learning Objectives

#### What you need to know:

A story starts with an idea and consists of a beginning, middle and end. Stories often share with the reader who the characters are, where the story is taking place, and what the problem is or what is happening.

#### What you will do and learn:

You will demonstrate an understanding of how to start a story using visual prompts for ideas. You will look for magazine pictures and words, and use them to create a story and describe the characters, location of the story, and events or problems that occur. Use as many details as possible.

### Instructions

1. Look through the magazines and using the scissors, cut out words and pictures that interest you.
2. Glue the words and pictures that you cut out to the top of your paper.
3. Use the pictures and words you cut out to make up a story.
4. Using the pencil, write the story down under the pictures and words.
5. Be sure your story has a beginning, middle and end.
6. Describe the characters, the location and the events or problems that take place.
7. Be as creative as you want!

# Cut, Paste, Create

## Magazine Story Handout



# HEADS IN, HEARTS IN

## Digging Up Vowel Sounds



### Instructions for Set-Up

#### Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Long and Short Vowel Sounds Shovels” handout
- “Long and Short Vowel Sounds Sand Pails Labels” handout
- Scissors
- Tape
- 2 medium-sized sand pails
- Large 9-inch by 13-inch tray
- Pony beads, noodles or sand (enough to fill the tray about half way)
- Display table

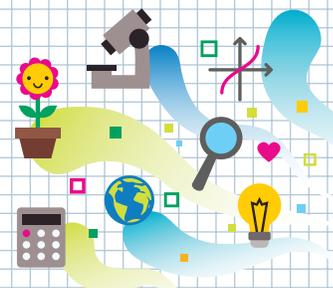
#### Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print the “Long and Short Vowel Sounds Shovels” handout on durable paper or laminate. Cut words apart.
- ▶ Print the “Long and Short Vowel Sounds Sand Pail Labels” handout on durable paper or laminate. Cut apart. Tape each of the labels to a sand pail.
- ▶ Fill up the tray half way with beads, noodles or sand.
- ▶ Set up the display table and arrange needed supplies.





# HEADS IN, HEARTS IN



## Digging Up Vowel Sounds Guide for Families

### Learning Objectives

#### What you need to know:

A **vowel** is a letter that makes a distinct sound by itself.

The vowels are **a, e, i, o** and **u** and sometimes **y**.

Vowels make two different sounds, short and long. When a vowel says its name, it makes a long vowel sound. Vowels also make a short sound but sometimes they are silent. The sound the vowel makes depends on where the vowel falls in a word.

#### What you will do and learn:

In this activity, you will review short and long vowel sounds by placing each word into the correct bucket.

### Instructions

1. From the tray, “dig” up a word.
2. Read the word on the card aloud.
3. Decide if it has a long or short vowel sound. Place that word into the corresponding sand pail.
4. Keep trying until you have placed all of the words into the correct sand pail.

# Digging Up Vowel Sounds

## Long and Short Vowel Sounds Sand Pails Labels Handout

### Short Vowel Sounds



### Long Vowel Sounds



# Digging Up Vowel Sounds

## Long and Short Vowel Sounds Shovels Handout

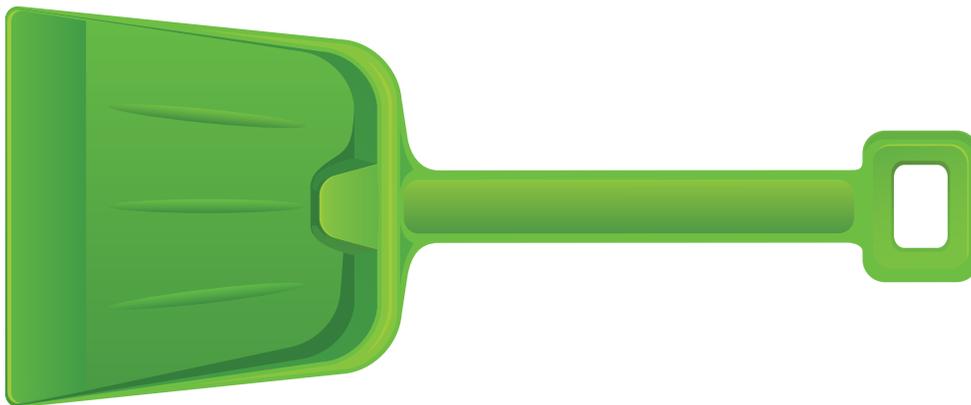
**date**



**cat**



**see**



**bug**

# Digging Up Vowel Sounds

## Long and Short Vowel Sounds Shovels Handout, continued

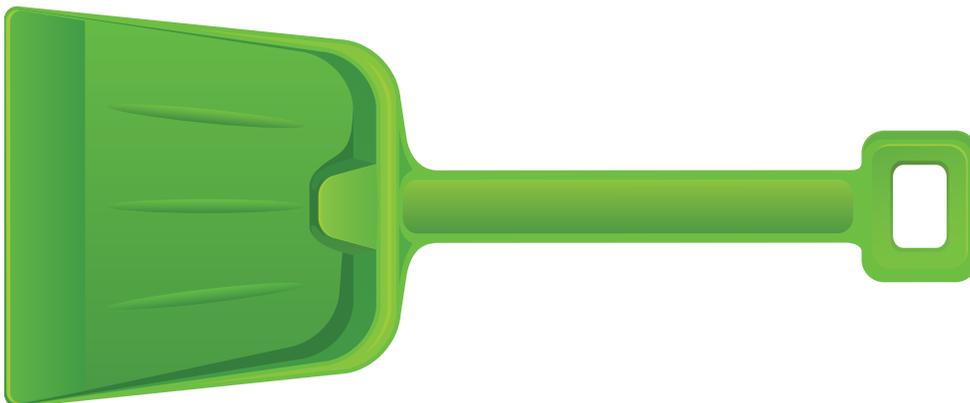
**bite**



**pop**



**hope**



**red**

# Digging Up Vowel Sounds

## Long and Short Vowel Sounds Shovels Handout, continued

**cute**



**twig**



**late**



**sat**

# Digging Up Vowel Sounds

## Long and Short Vowel Sounds Shovels Handout, continued

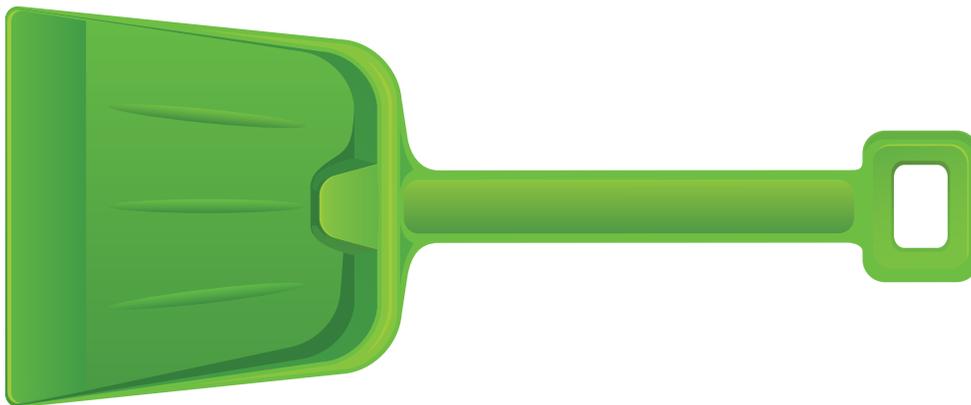
**free**



**sled**



**pie**



**kiss**

# Digging Up Vowel Sounds

## Long and Short Vowel Sounds Shovels Handout, continued

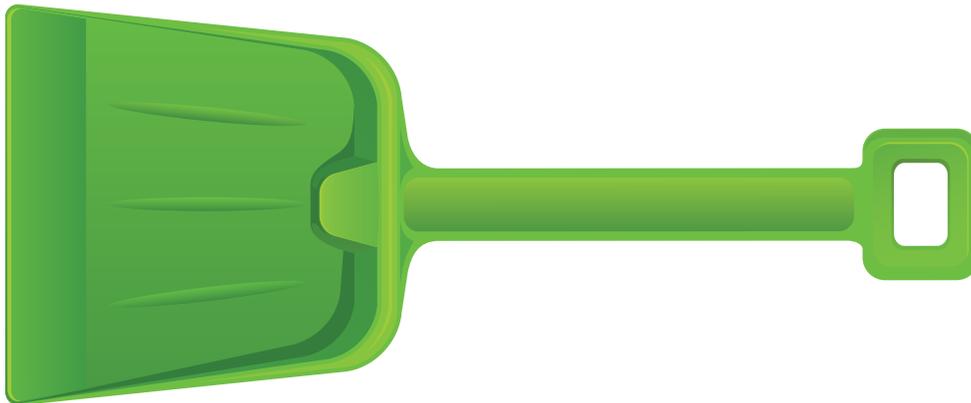
**boat**



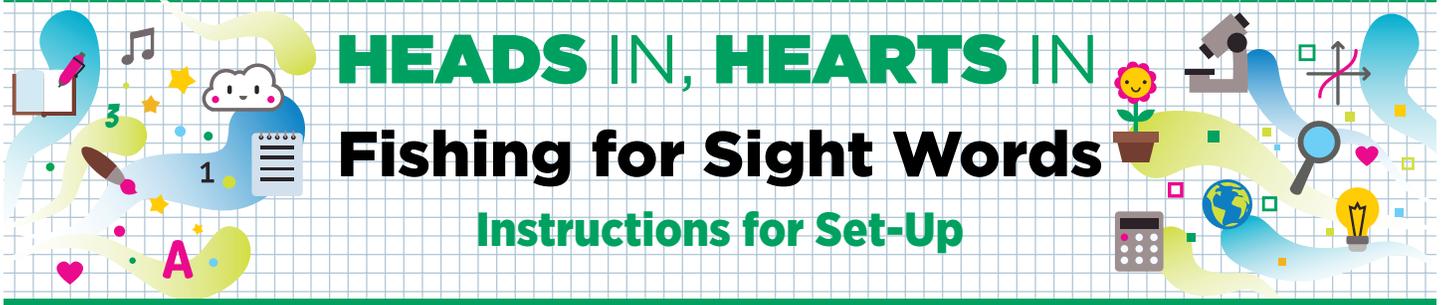
**stop**



**use**



**cut**



## Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- Pole (a yard stick, ruler, long dowel, paint stick or plastic baseball bat)
- Yarn (approximately 1 yard in length)
- Strong magnet with carabiner attached
- “Sight Words” handout
- Scissors
- Peel-and-stick magnetic strips (amount depends in the number of sight words you use)
- Large blue disposable plastic tablecloth or tarp
- Display table

Note: You will need more poles, yarn and strong magnets with carabiners if you choose to make more than one pole. You will also need more tablecloths or tarps if you choose to create separate ponds divided by grade.

## Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Prepare the fishing pole by tying the yarn to one end of the pole. Using the other end of the yarn, tie on the strong magnet by looping the yarn through the carabiner. (You may create several fishing poles so more than one learner may participate at a time.)
- ▶ Print a copy of the “Sight Words” handout on durable paper. Cut fish cards apart and laminate.
- ▶ Cut magnet strips into half-inch sections. Peel the paper on the back to expose the sticky side. Attach the sticky side to the front of the fish card without covering up the image of the fish.
- ▶ Lay the tablecloth or tarp on the floor.
- ▶ Spread the fish cards out on the tablecloth with the image-side up.
- ▶ Arrange display table with instructions and pole(s).





# HEADS IN, HEARTS IN



## Fishing for Sight Words Guide for Families

### Learning Objectives

#### What you need to know:

**Dolch words** provide an excellent base for reading at an early age. They are often called **sight words** because many can't be sounded out and must be learned by sight.

#### What you will do and learn:

In this activity, you will review Dolch sight words by reading the words on the fish you catch. This activity helps you practice common sight words that will help with reading skills.

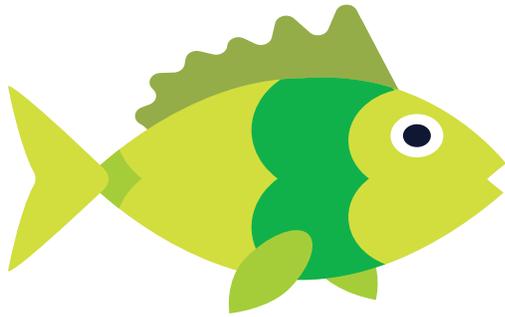
### Instructions

1. Grab a fishing pole and try to catch a fish.
2. Once you catch a fish, read aloud the word on the fish card. If you can read the word, keep the fish in your hand. If you can't read the word, have a friend help you say the word and then throw it back.
3. See if you can collect 10 fish. After you have caught and correctly read 10 fish cards, throw them back for another learner to try.

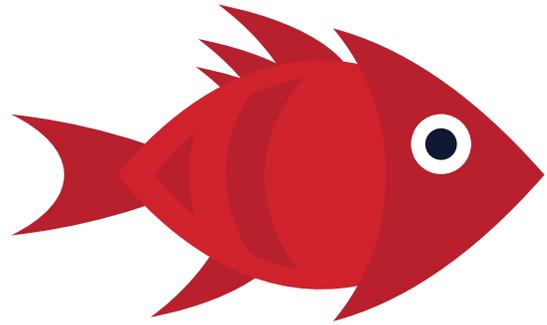
# Fishing for Sight Words

## Sight Words Handout

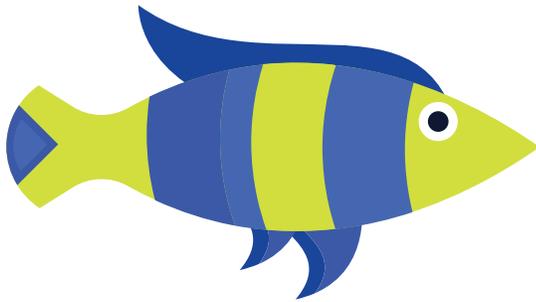
### Pre-K-1 Sight Words



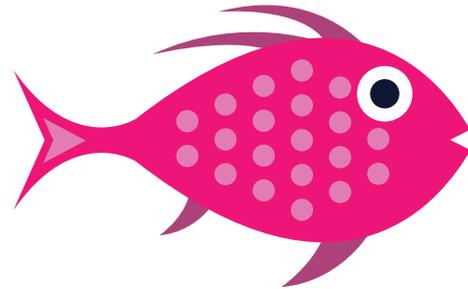
**and**



**saw**



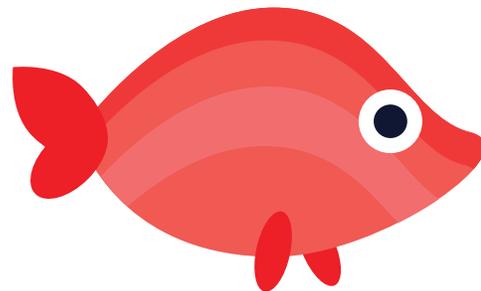
**by**



**yes**



**it**

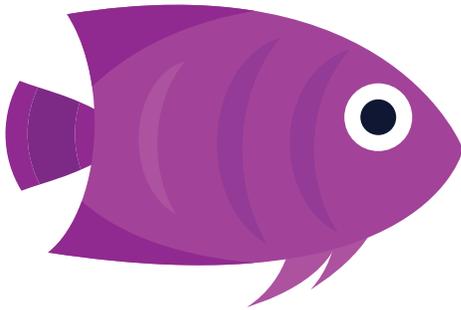


**with**

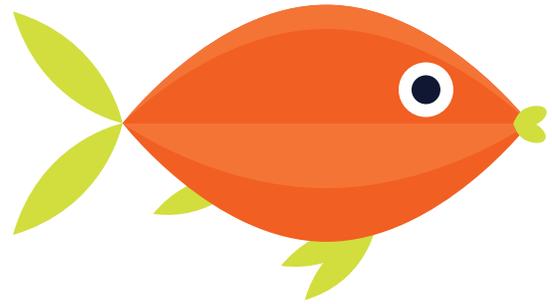
# Fishing for Sight Words

## Sight Words Handout, continued

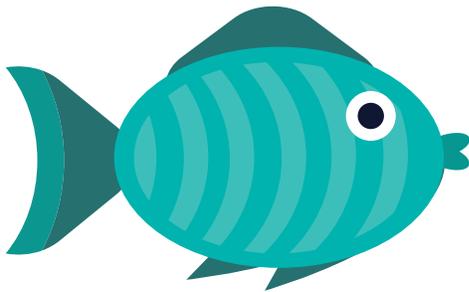
### Pre-K-1 Sight Words, continued



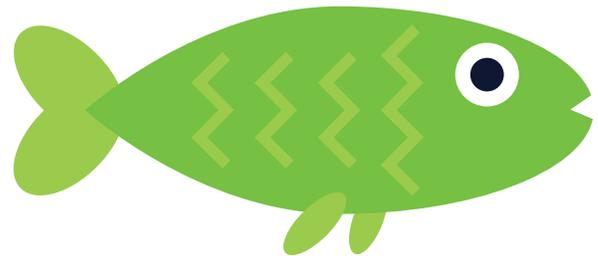
**said**



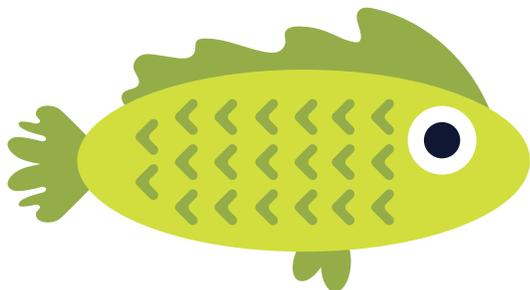
**know**



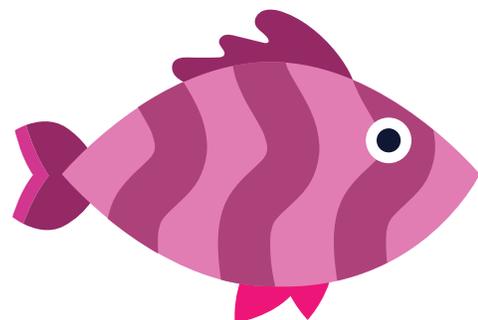
**fly**



**eat**



**going**

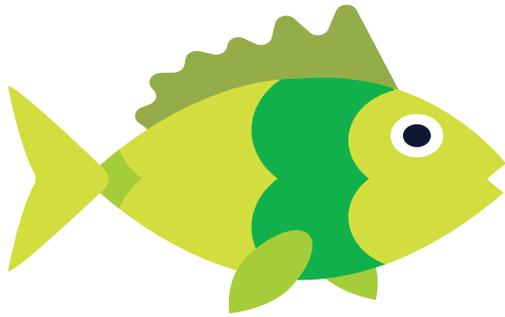


**have**

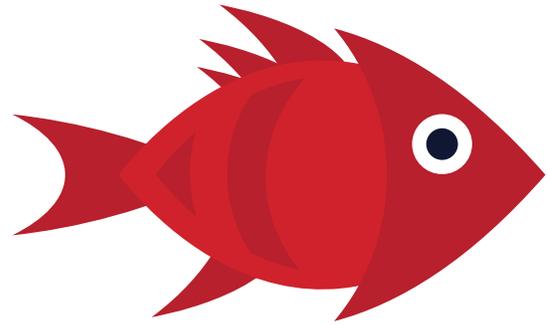
# Fishing for Sight Words

## Sight Words Handout, continued

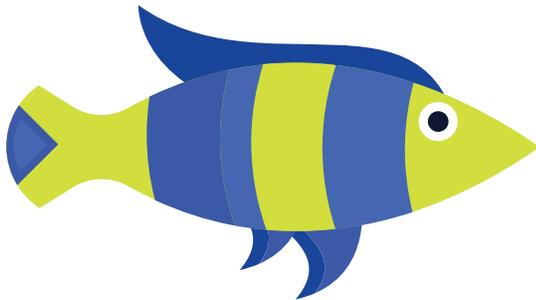
### Pre-K-1 Sight Words, continued



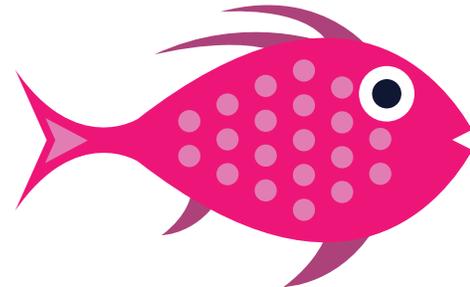
**good**



**play**



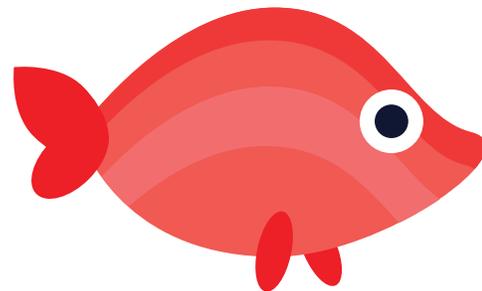
**help**



**may**



**after**

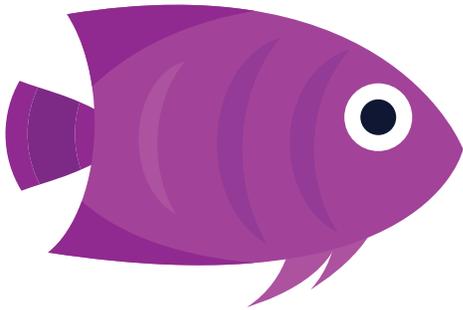


**of**

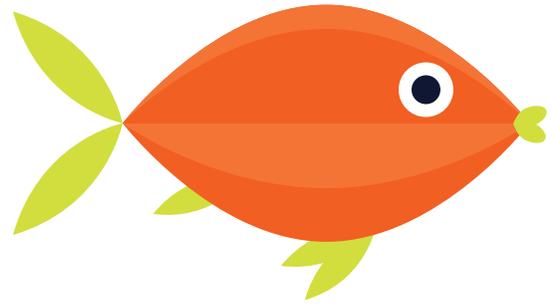
# Fishing for Sight Words

## Sight Words Handout, continued

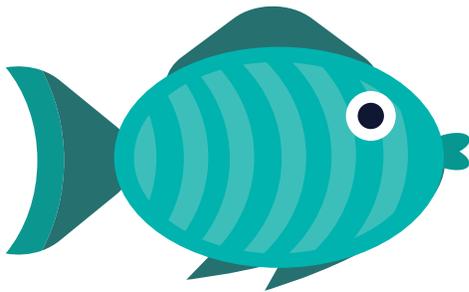
### Pre-K-1 Sight Words, continued



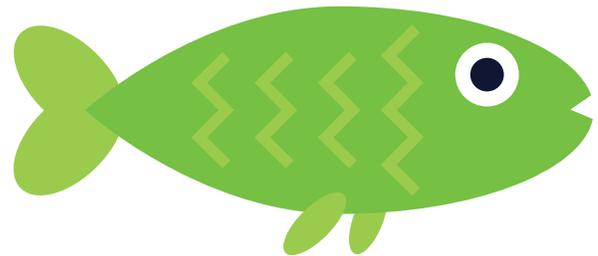
**on**



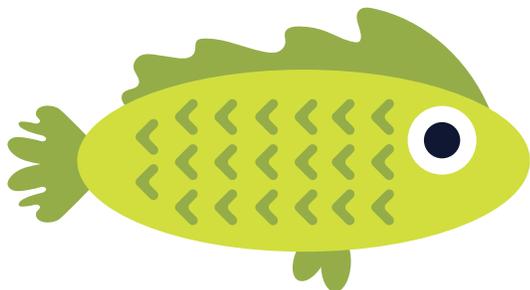
**from**



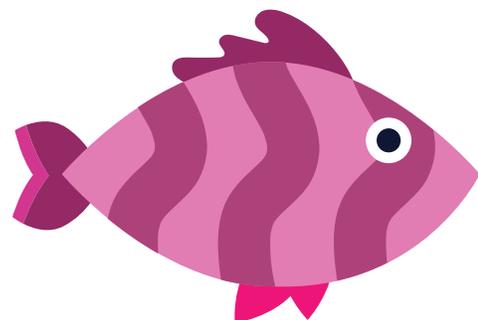
**is**



**we**



**run**

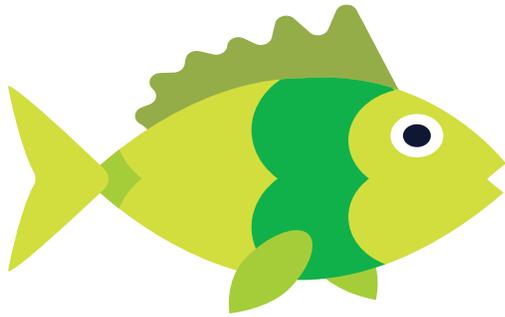


**soon**

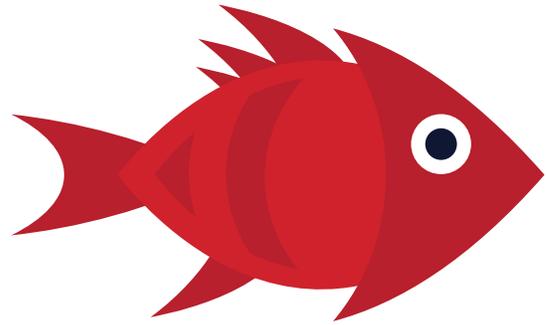
# Fishing for Sight Words

## Sight Words Handout, continued

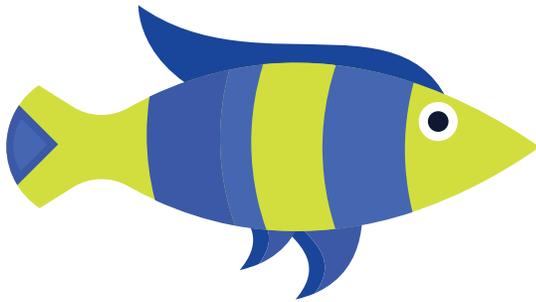
### Pre-K-1 Sight Words, continued



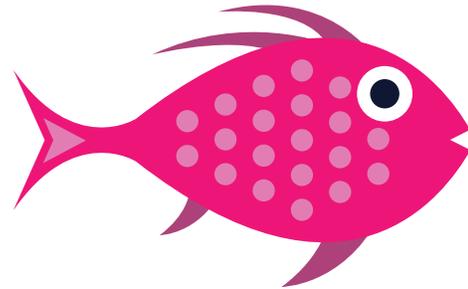
**that**



**must**



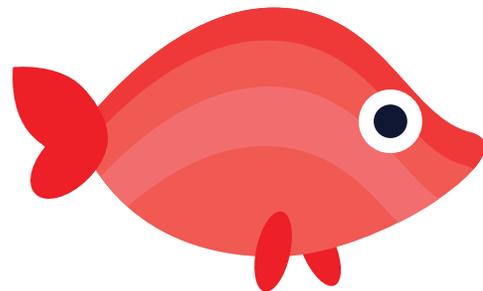
**please**



**into**



**now**

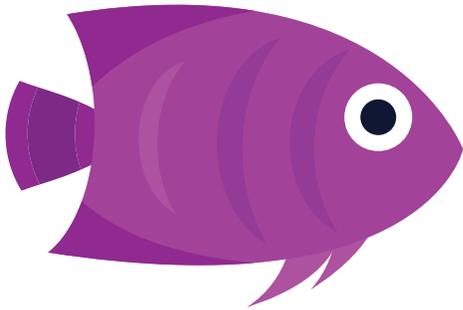


**bus**

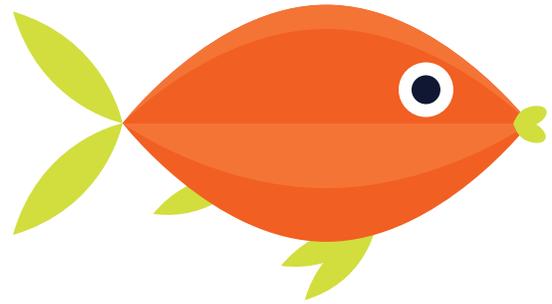
# Fishing for Sight Words

## Sight Words Handout, continued

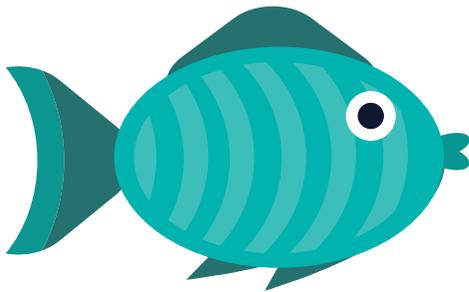
### Pre-K-1 Sight Words, continued



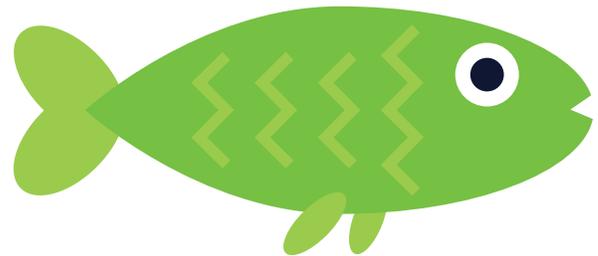
**the**



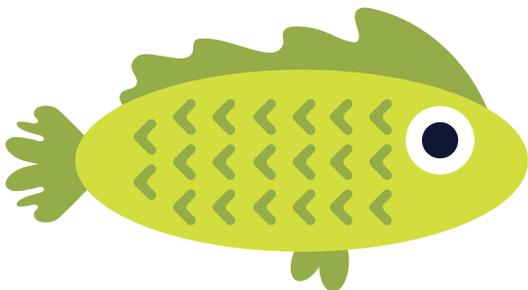
**two**



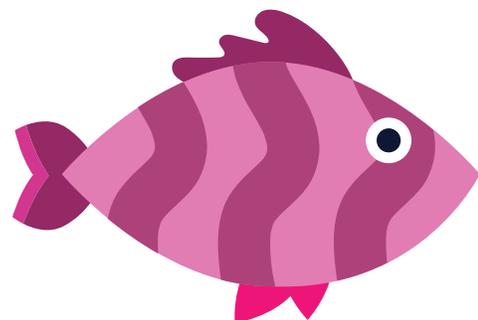
**see**



**but**



**jump**

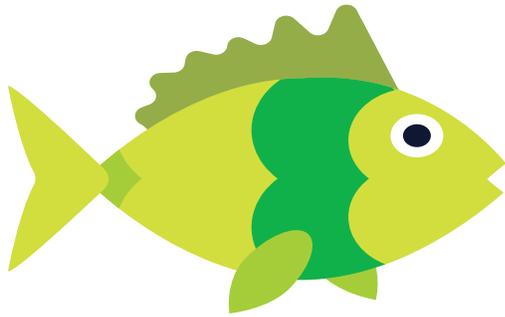


**come**

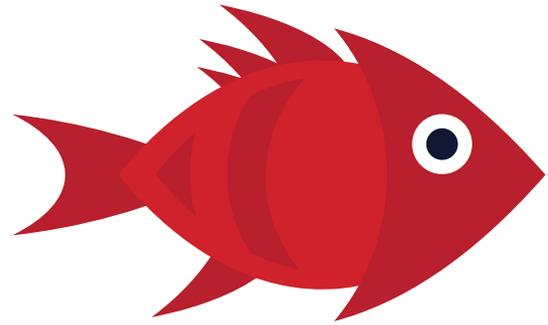
# Fishing for Sight Words

## Sight Words Handout, continued

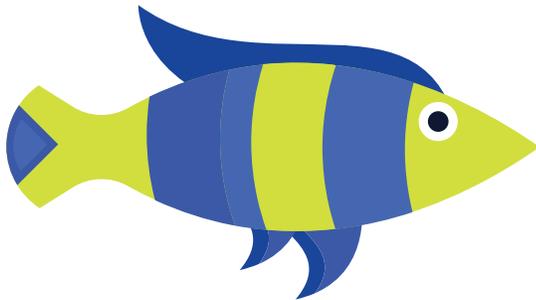
### Grades 2-3 Sight Words



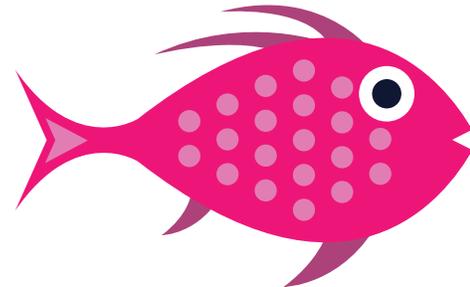
**about**



**fast**



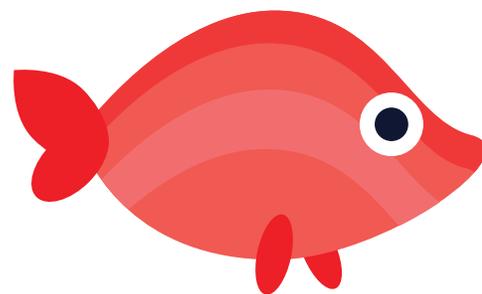
**been**



**read**



**call**

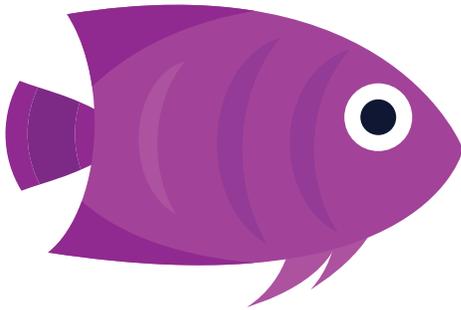


**pull**

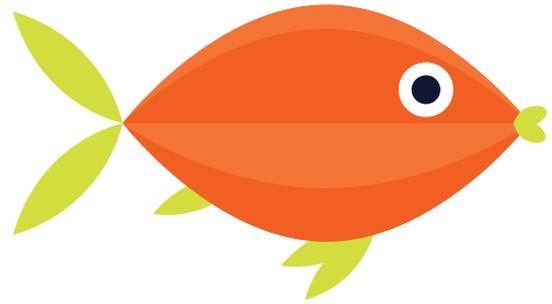
# Fishing for Sight Words

## Sight Words Handout, continued

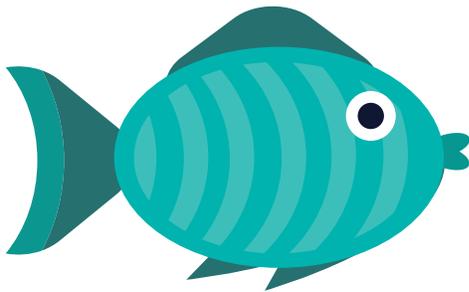
### Grades 2-3 Sight Words, continued



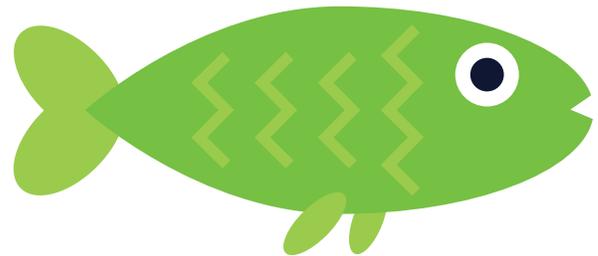
**carry**



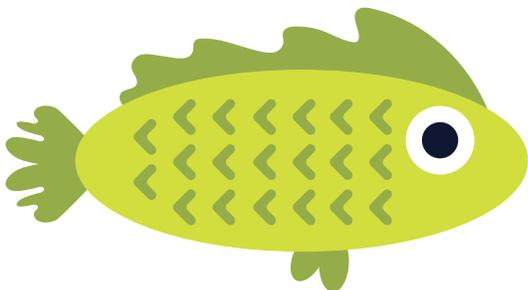
**never**



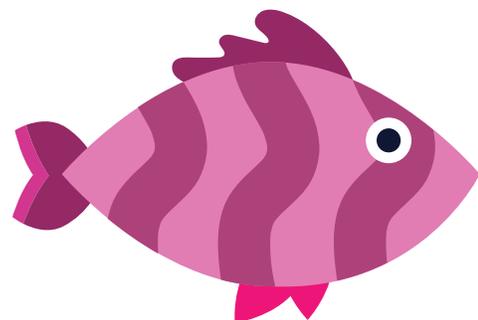
**draw**



**light**



**hold**

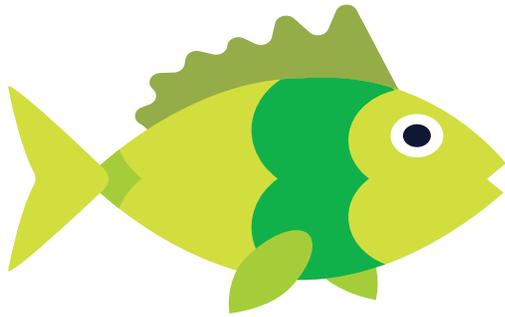


**many**

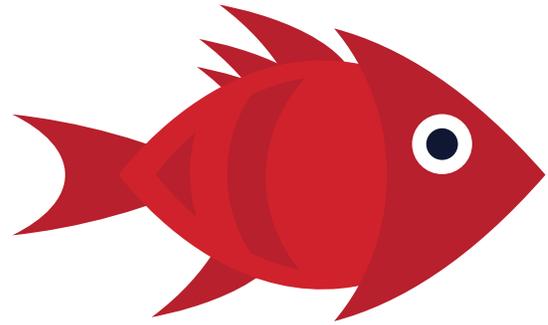
# Fishing for Sight Words

## Sight Words Handout, continued

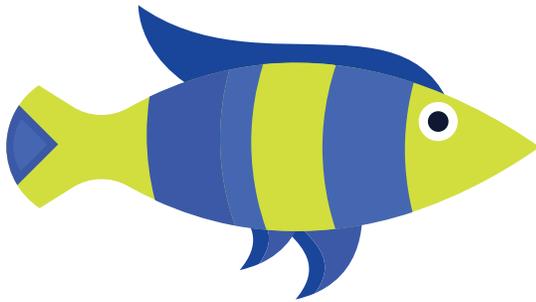
### Grades 2-3 Sight Words, continued



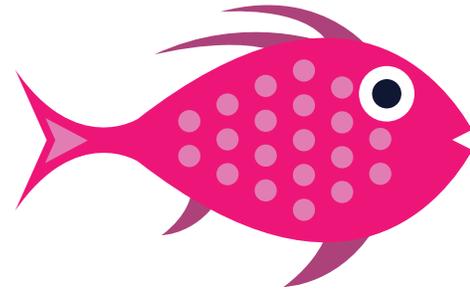
**made**



**laugh**



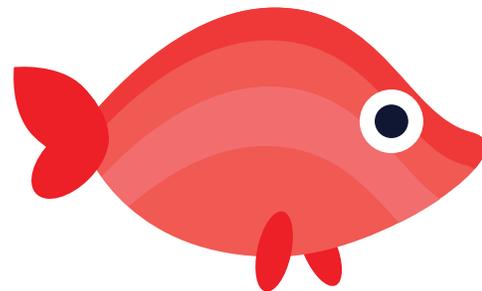
**write**



**think**



**drink**

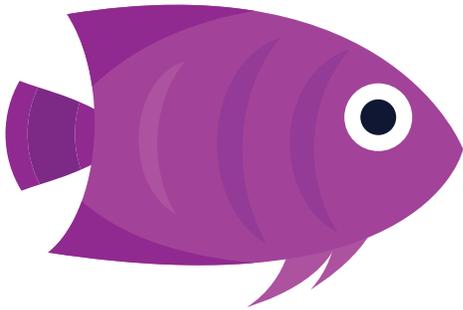


**which**

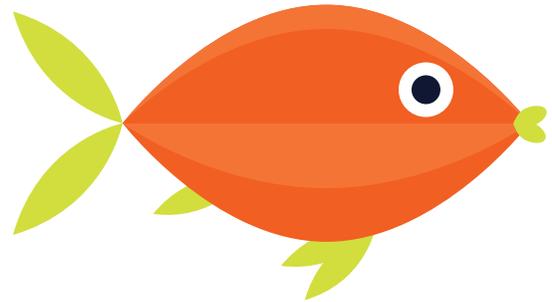
# Fishing for Sight Words

## Sight Words Handout, continued

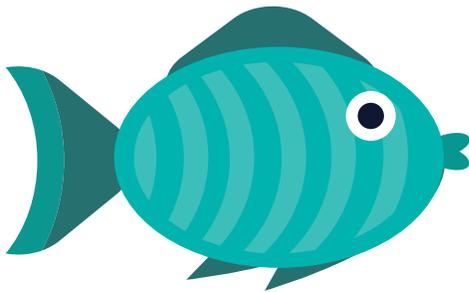
### Grades 2-3 Sight Words, continued



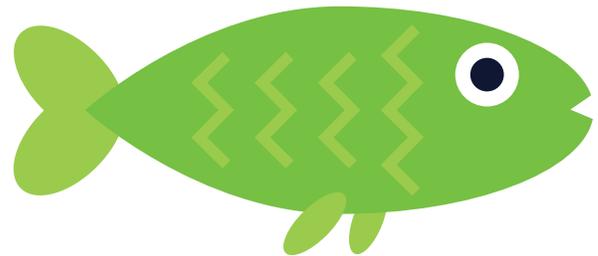
**once**



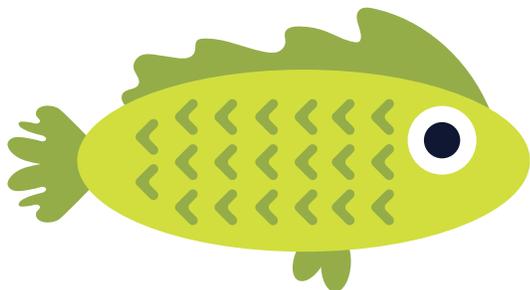
**take**



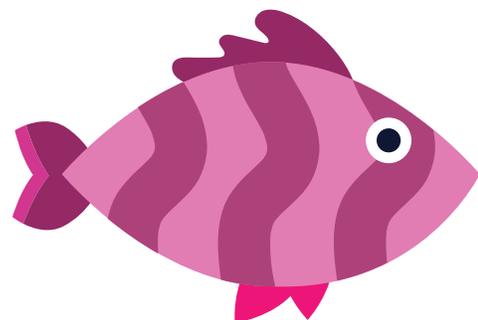
**use**



**know**



**then**

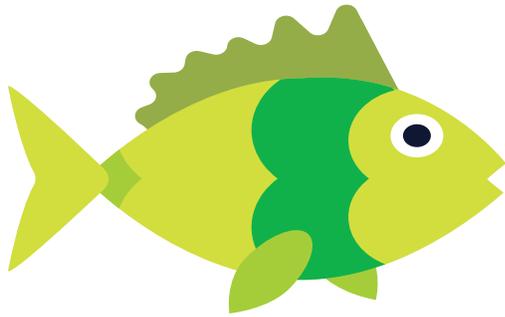


**cold**

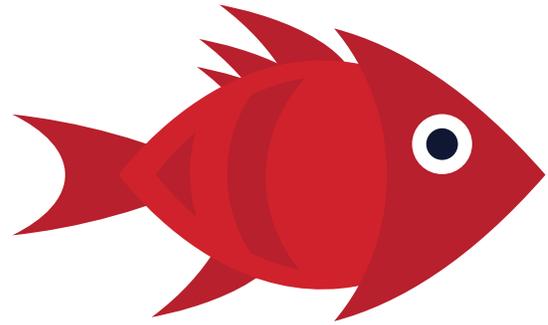
# Fishing for Sight Words

## Sight Words Handout, continued

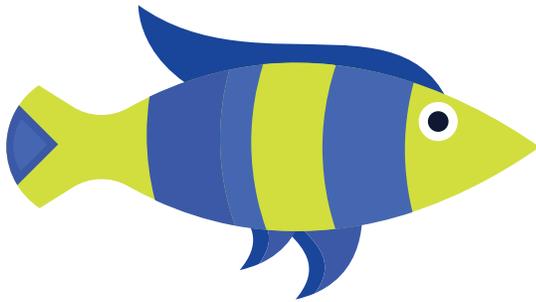
### Grades 2–3 Sight Words, continued



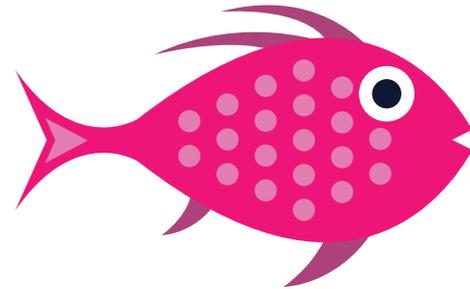
**sleep**



**old**



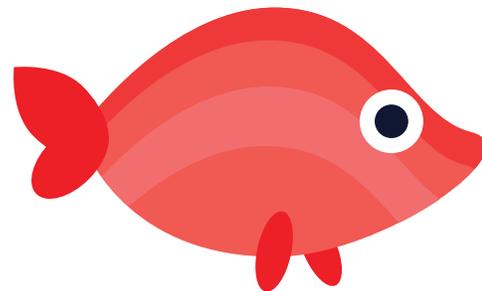
**wash**



**goes**



**may**

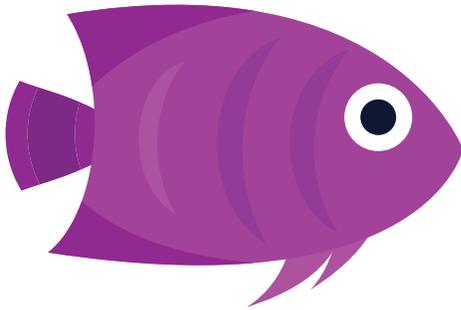


**pick**

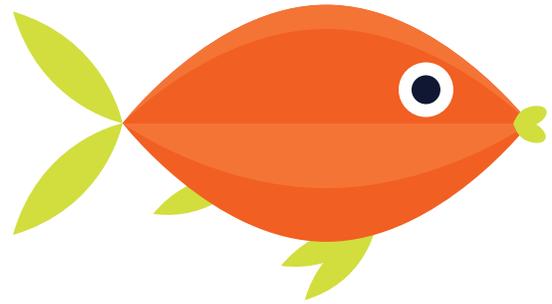
# Fishing for Sight Words

## Sight Words Handout, continued

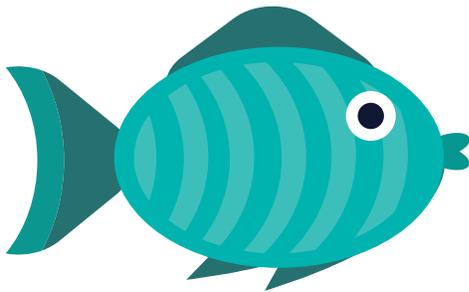
### Grades 2-3 Sight Words, continued



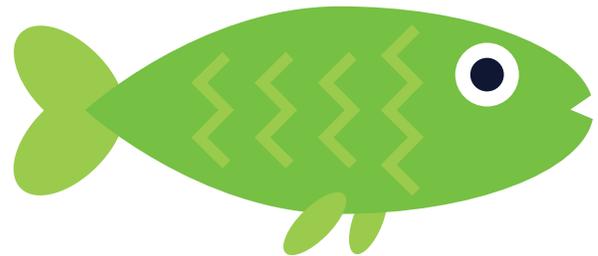
**fall**



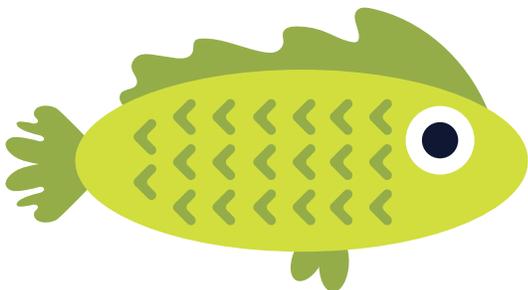
**together**



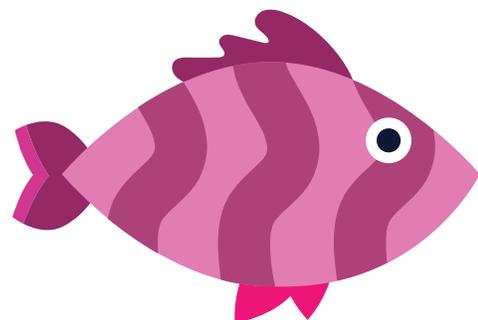
**myself**



**warm**



**sing**

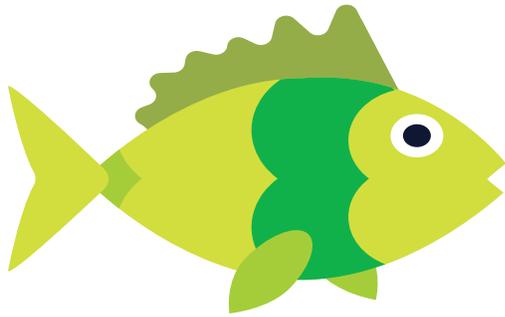


**gave**

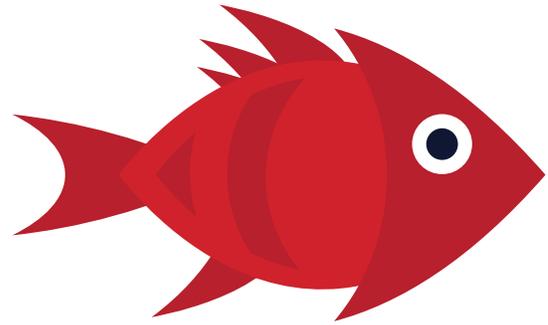
# Fishing for Sight Words

## Sight Words Handout, continued

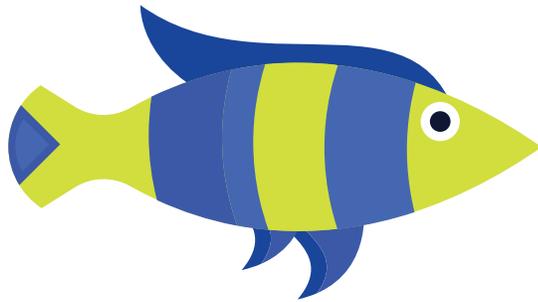
### Grades 4-5 Sight Words



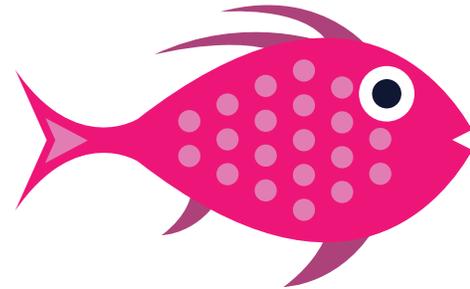
**morning**



**friends**



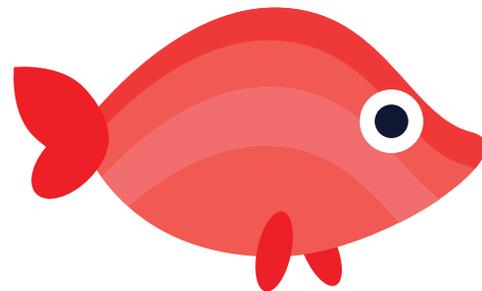
**however**



**hours**



**heard**

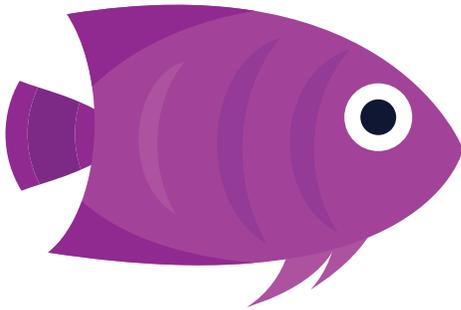


**ground**

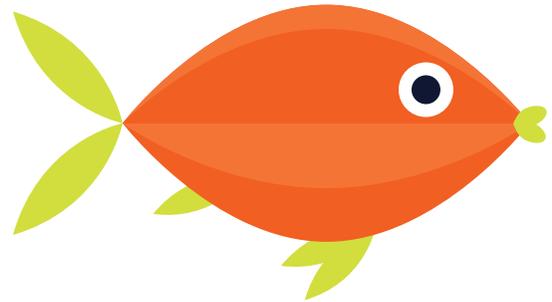
# Fishing for Sight Words

## Sight Words Handout, continued

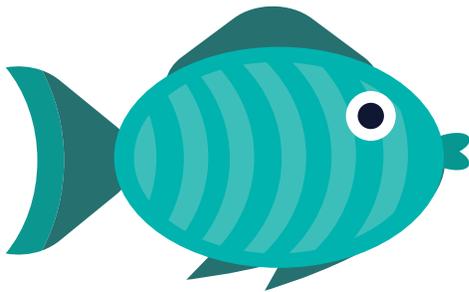
### Grades 4-5 Sight Words, continued



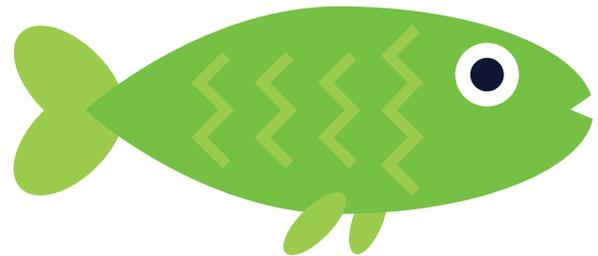
**town**



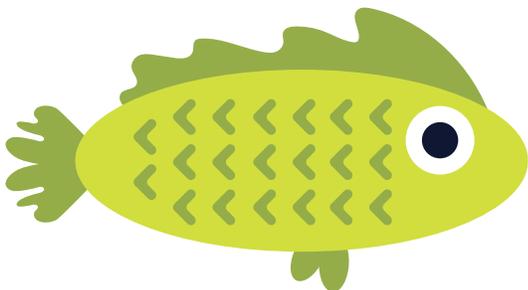
**cover**



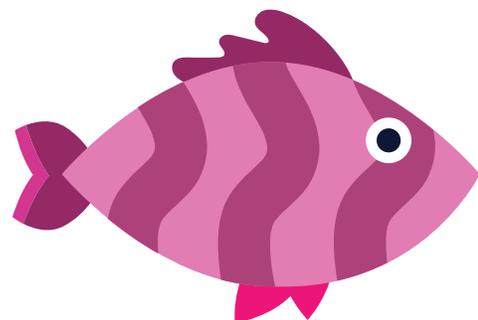
**pattern**



**become**



**listen**

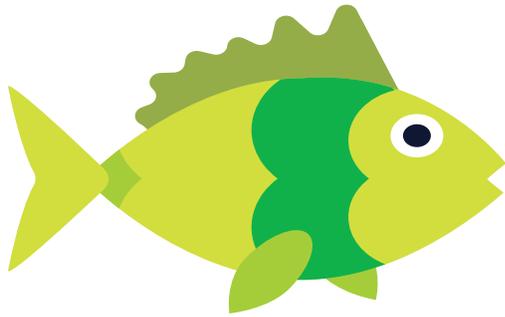


**question**

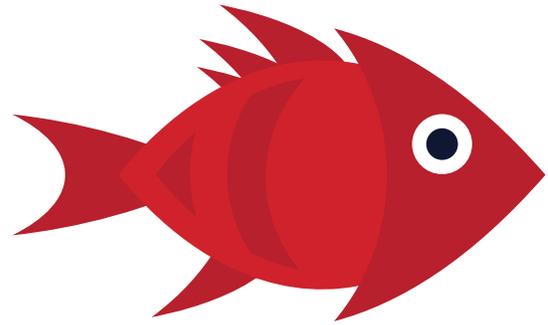
# Fishing for Sight Words

## Sight Words Handout, continued

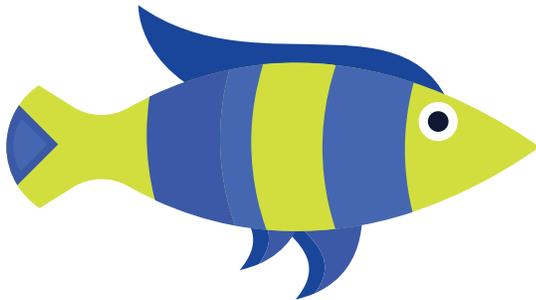
Grades 4-5 Sight Words, continued



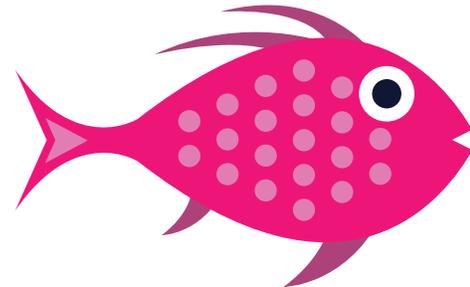
**everything**



**system**



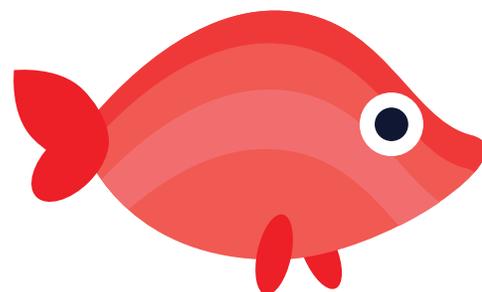
**game**



**water**



**beautiful**

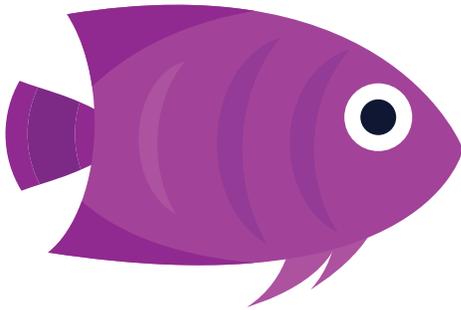


**moon**

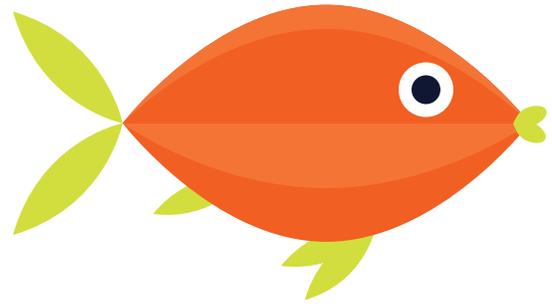
# Fishing for Sight Words

## Sight Words Handout, continued

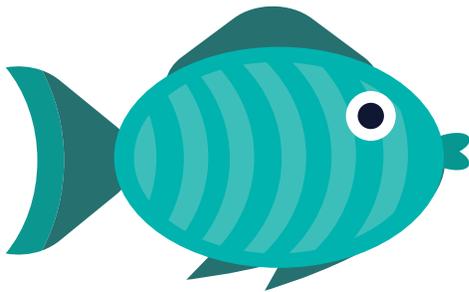
Grades 4-5 Sight Words, continued



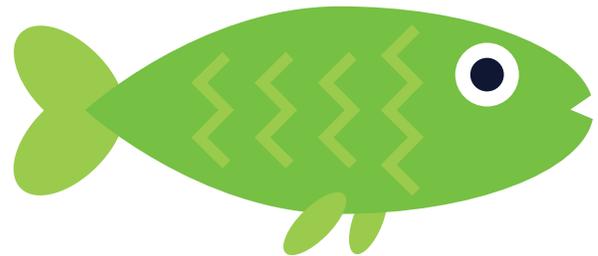
**road**



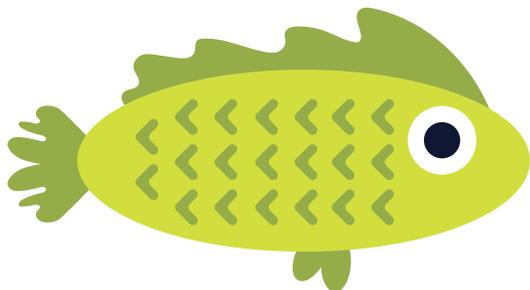
**animal**



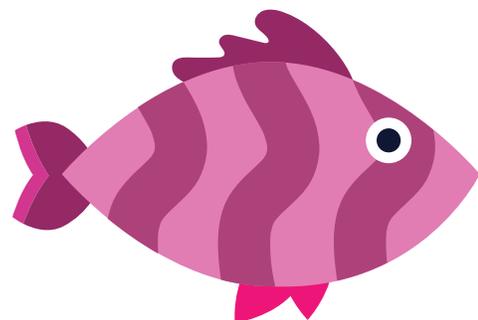
**people**



**number**



**outside**

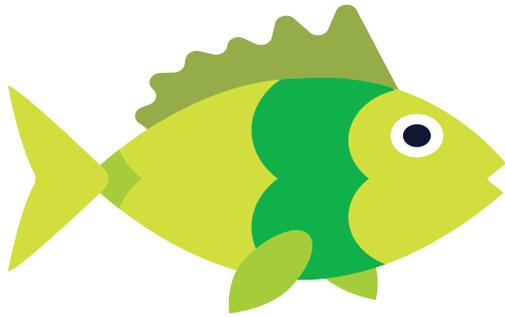


**wish**

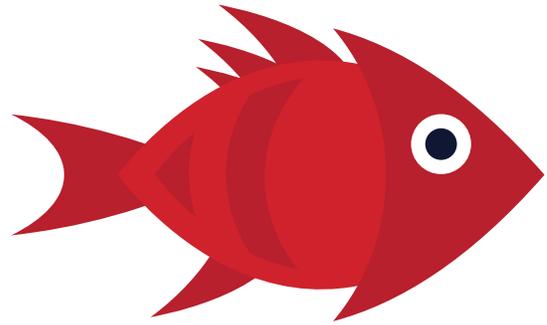
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## Sight Words Handout, continued

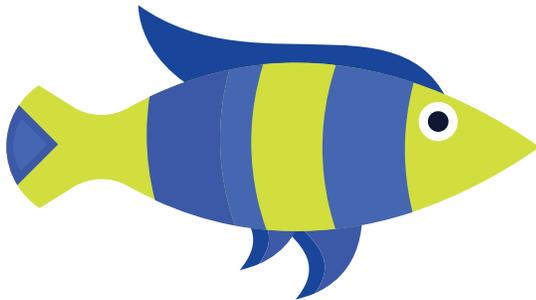
### Grades 4-5 Sight Words, continued



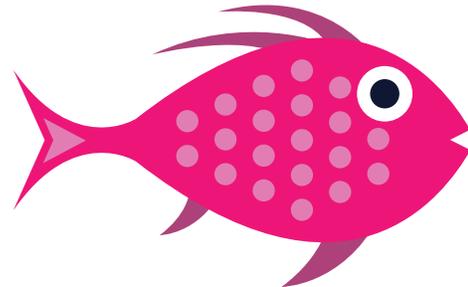
**paint**



**general**



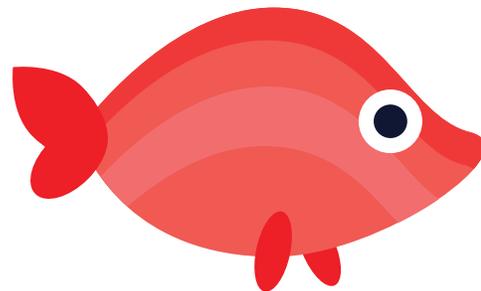
**train**



**bill**



**dance**

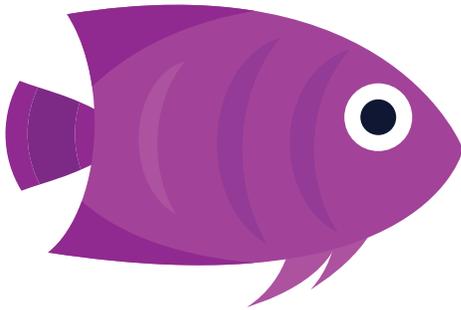


**test**

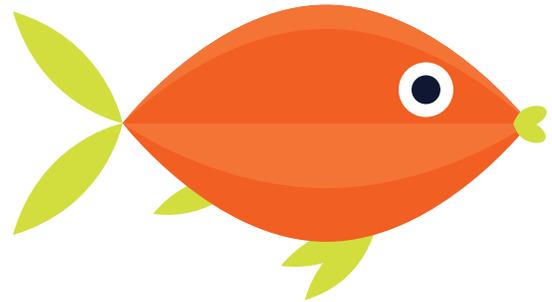
# Fishing for Sight Words

## Sight Words Handout, continued

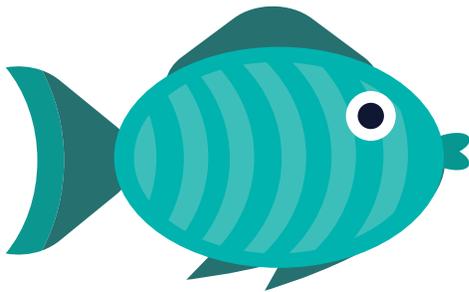
### Grades 4-5 Sight Words, continued



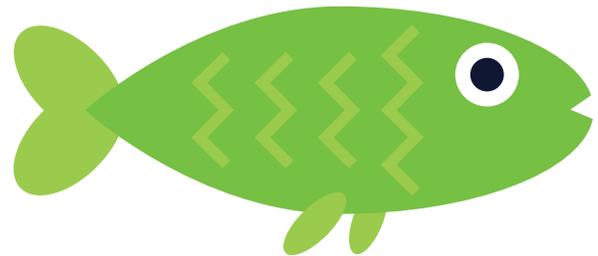
**energy**



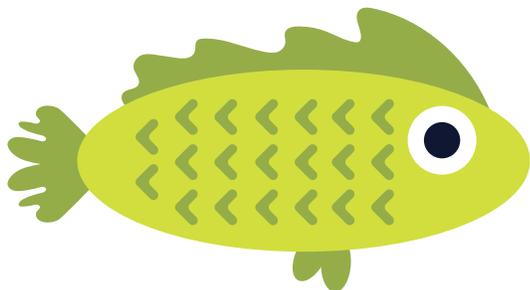
**often**



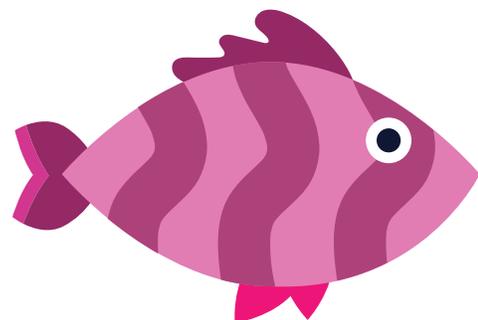
**love**



**might**



**believe**



**should**



# HEADS IN, HEARTS IN

## Glitter Gelling Instructions for Set-Up



### Supplies

- “Guide for Families” handout
- “Sample Numbers,” “Sample Letters,” “Sample Shapes,” “Sample Words” handouts
- 5 clear plastic standup displays (optional)
- 3–5 gallon-sized freezer bags (Freezer bags are preferred over sandwich or storage bags because they are thicker and won’t break as easily.)
- Three to five 20-ounce bottles of clear hair gel
- 1 box of liquid food coloring that contains at least 4 different colors of dye
- One 10- to 16-ounce container or several smaller containers of glitter
- Clear packing tape
- Display table

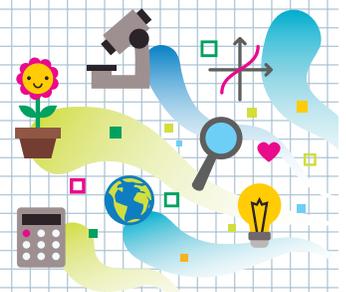
### Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy each of the “Guide for Families” handout and the “Sample Numbers,” “Sample Letters,” “Sample Shapes” and “Sample Words” handouts.
- ▶ Laminate or place handouts in clear plastic standup displays to allow participants to see them more readily.
- ▶ Fill each gallon-sized freezer bag with one full bottle of hair gel.
- ▶ Add approximately 10 to 20 drops of food coloring to each bag to create the color of your choice.
- ▶ Add approximately 2 to 5 tablespoons of glitter to each bag.
- ▶ Close bag tightly, removing any air.
- ▶ Mix the gel, food coloring and glitter well by gently pressing and squeezing the outside of the bag.
- ▶ Set up the display table. Use the clear packing tape to attach bags of gel to the table. Tape all four sides to the table. This will prevent the bags from being picked up and opened. Set out sample handouts.





# HEADS IN, HEARTS IN



## Glitter Gelling Guide for Families

### Learning Objectives

#### What you need to know:

This multisensory activity will help you to retain the information you are practicing. Writing is an important part of literacy. In addition, this activity can offer a therapeutic and calming effect.

#### What you will do and learn:

In this activity, you will practice pre-writing skills using numbers, letters, shapes and words.

### Instructions

1. Choose a numbers, letters, shapes or words list.
2. Select your favorite glitter bag.
3. In the bag of glitter, practice making each number, letter, shape or word on the list.

# Glitter Gelling

## Sample Numbers Handout

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b>	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>

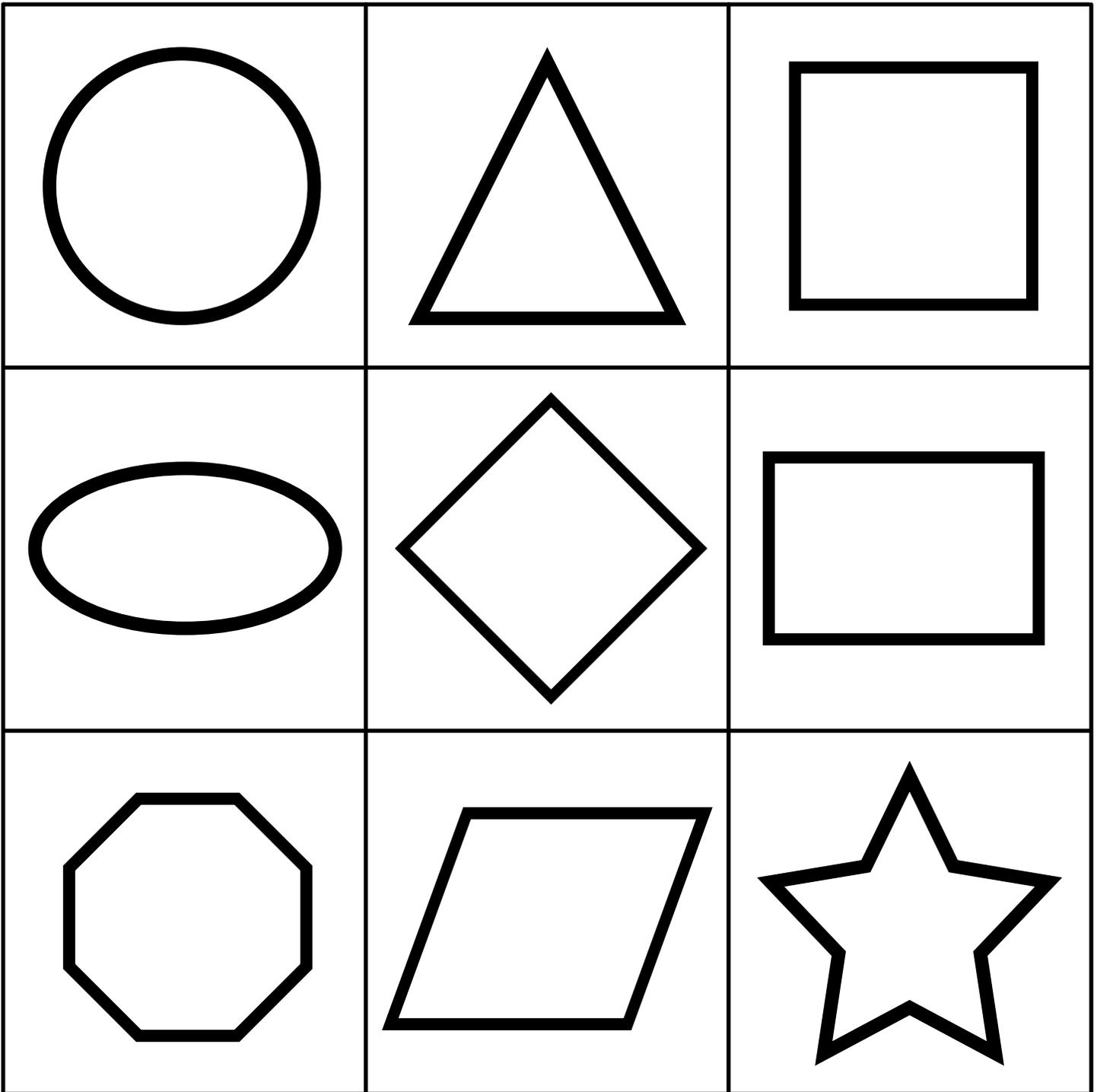
# Glitter Gelling

## Sample Letters Handout

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>
<b>Y</b>	<b>Z</b>		

# Glitter Gelling

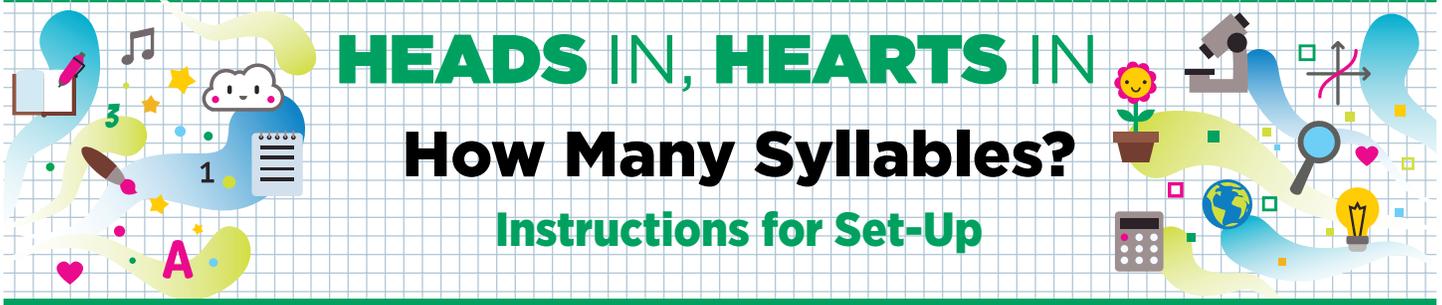
## Sample Shapes Handout



# Glitter Gelling

## Sample Words Handout

<b>the</b>	<b>one</b>	<b>you</b>	<b>that</b>
<b>he</b>	<b>she</b>	<b>your</b>	<b>when</b>
<b>stop</b>	<b>play</b>	<b>find</b>	<b>down</b>
<b>see</b>	<b>come</b>	<b>write</b>	<b>sing</b>
<b>run</b>	<b>make</b>	<b>like</b>	<b>now</b>
<b>out</b>	<b>tell</b>	<b>first</b>	<b>lunch</b>
<b>math</b>	<b>write</b>	<b>new</b>	<b>old</b>
<b>always</b>	<b>try</b>	<b>year</b>	<b>Monday</b>
<b>love</b>	<b>frog</b>	<b>cold</b>	<b>hot</b>
<b>why</b>	<b>girl</b>	<b>boy</b>	<b>nice</b>
<b>two</b>	<b>kick</b>	<b>bus</b>	<b>move</b>
<b>end</b>	<b>door</b>	<b>call</b>	<b>fast</b>



## Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Syllable” handout
- Scissors
- Display table
- 30–50 clothespins with springs (not one-piece wooden clothespins)
- 2 bowls (optional)

## Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print “Syllable” handout on durable paper or laminate. Cut apart the pictures.
- ▶ Set up the display table. Scatter the clothespins and cards on the table or place in bowls.





# HEADS IN, HEARTS IN



## How Many Syllables? Guide for Families

### Learning Objectives

#### What you need to know:

Words are made up of **syllables**. A syllable is a unit of sound. When you say a word aloud, the sound you make before each break is a syllable.

“Cup” has one syllable.

“Pencil” has two syllables.

“Telephone” has three syllables.

#### What you will do and learn:

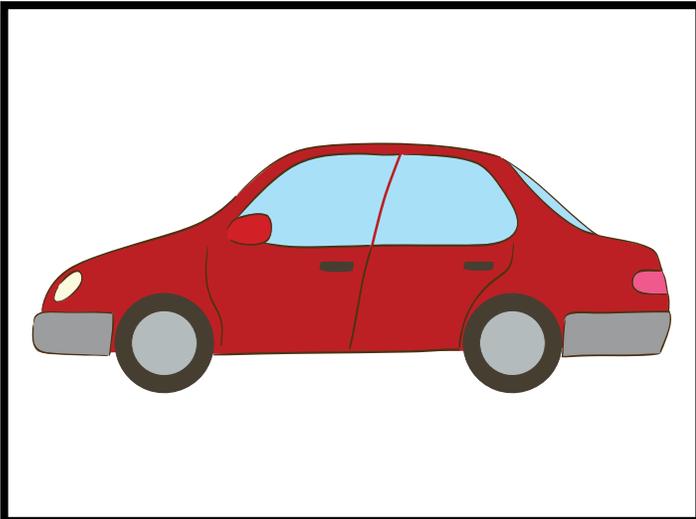
In this activity, you will discover how to count the syllables of the words that describe each picture.

### Instructions

1. Choose a picture card.
2. Look at the picture. Say the name of the picture aloud.
3. Try to decide the number of syllables in the word. To help you decide, you can:
  - Clap your hands or tap the table to discover how many syllables are in that word.
  - Place your hand under your chin. Say the word. Count the number of times your jaw drops.
4. Once you think you know the correct number of syllables in the word, place the clothespin on the correct number of syllables.

# How Many Syllables?

## Syllable Handout



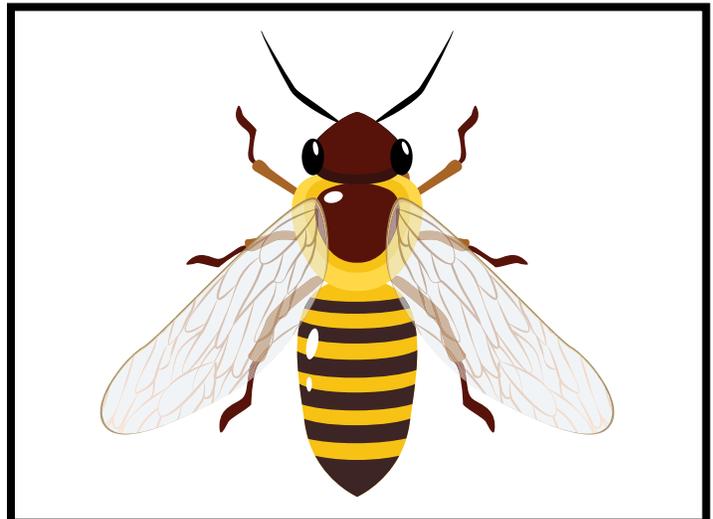
1	2	3	4
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1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---

Illustrations © iStock.com/flowerstock, blueringmedia, benyb, macrovector

# How Many Syllables?

## Syllable Handout, continued



1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---

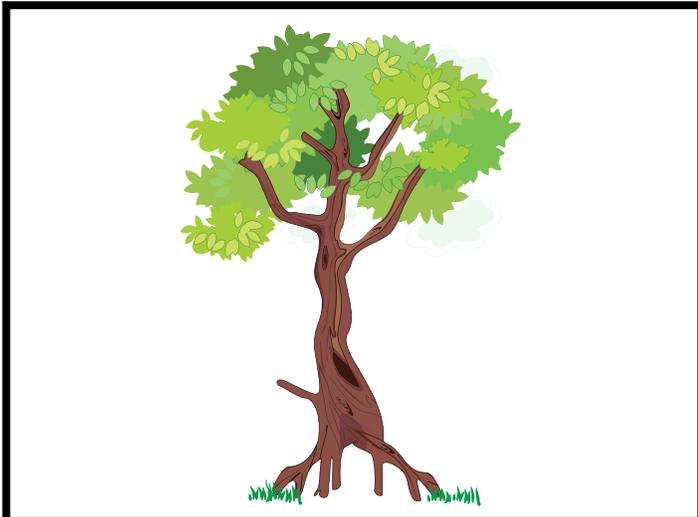


1	2	3	4
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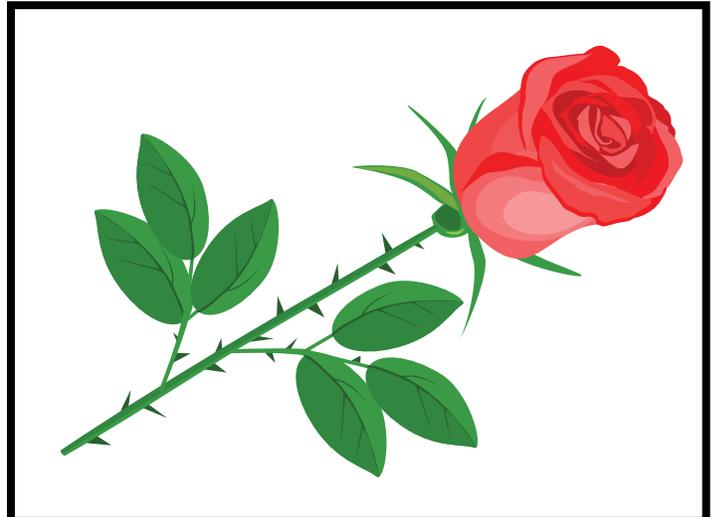
Illustrations © iStock.com/ihba, monkik, artisticco; johnpaulramirez

# How Many Syllables?

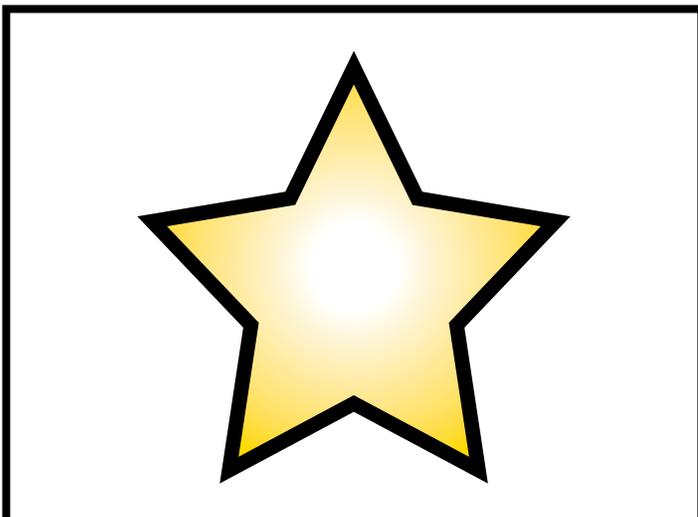
## Syllable Handout, continued



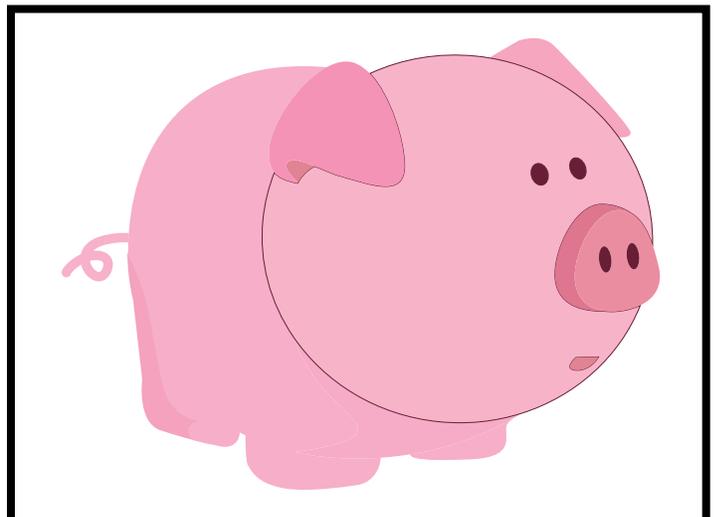
1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---

Illustrations © iStock.com/mariaflaya, aekikuis

# How Many Syllables?

## Syllable Handout, continued



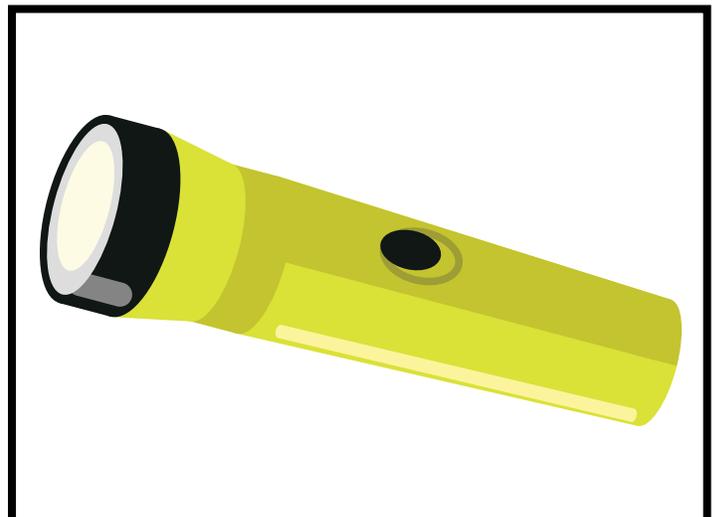
1	2	3	4
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1	2	3	4
---	---	---	---



1	2	3	4
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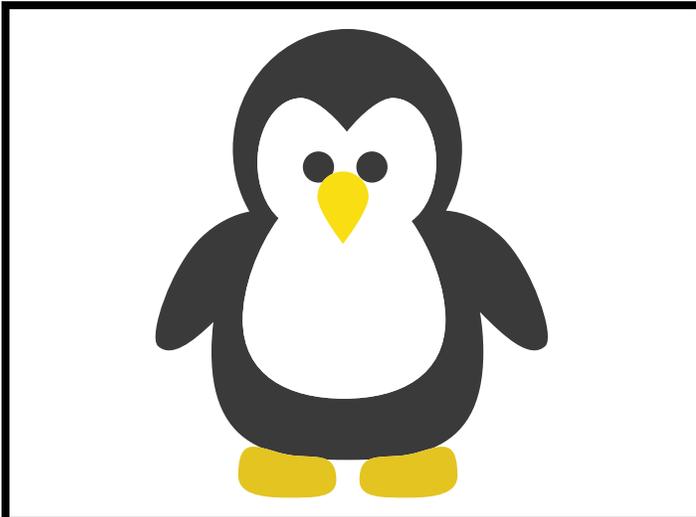


1	2	3	4
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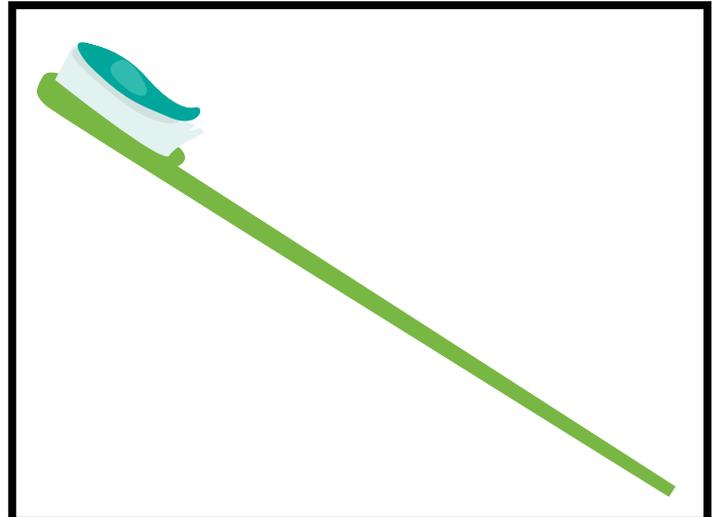
Illustrations © iStock.com/vladwel, monkik, macrovector, artisticco

# How Many Syllables?

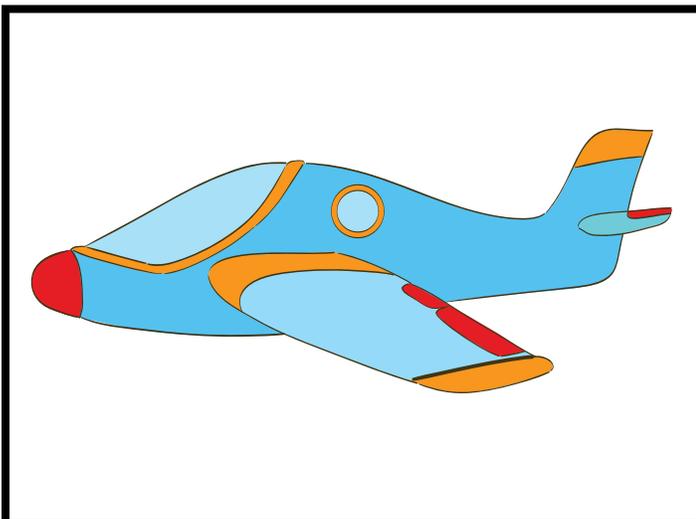
## Syllable Handout, continued



1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---

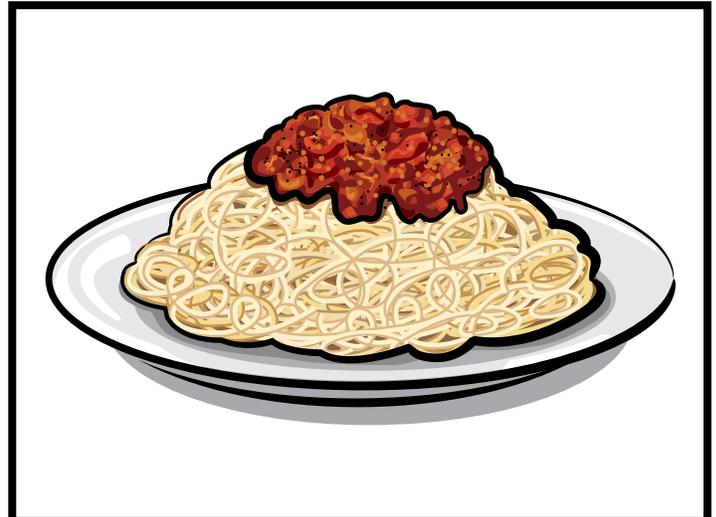
Illustrations © iStock.com/aekikuis, artisticco, flowerstock, mariaflaya

# How Many Syllables?

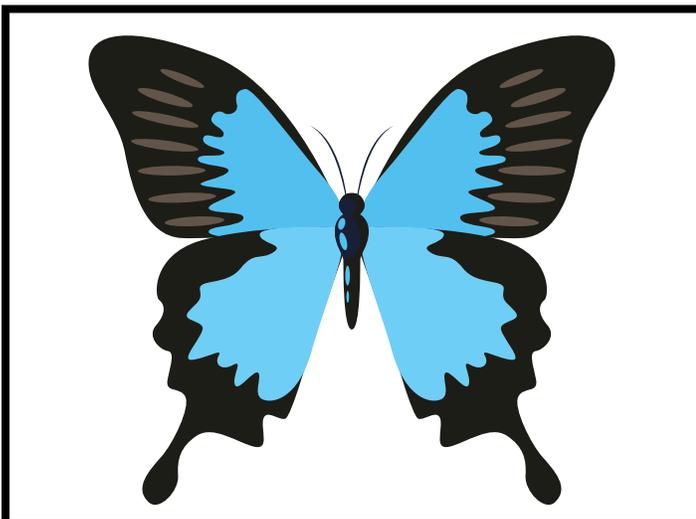
## Syllable Handout, continued



1	2	3	4
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1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---

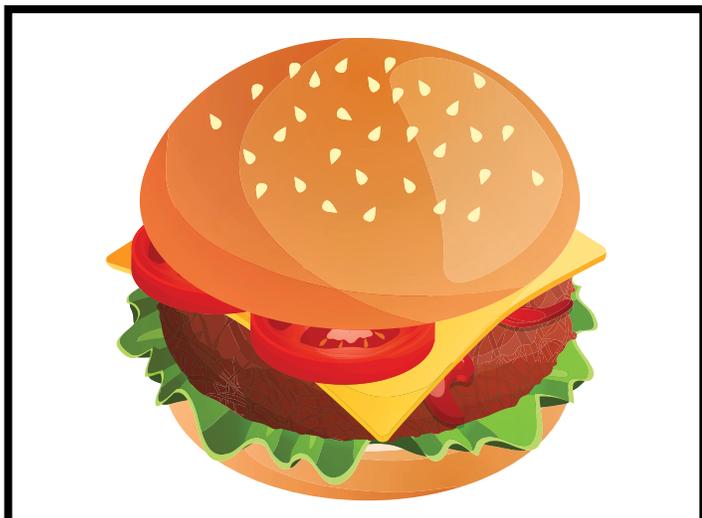


1	2	3	4
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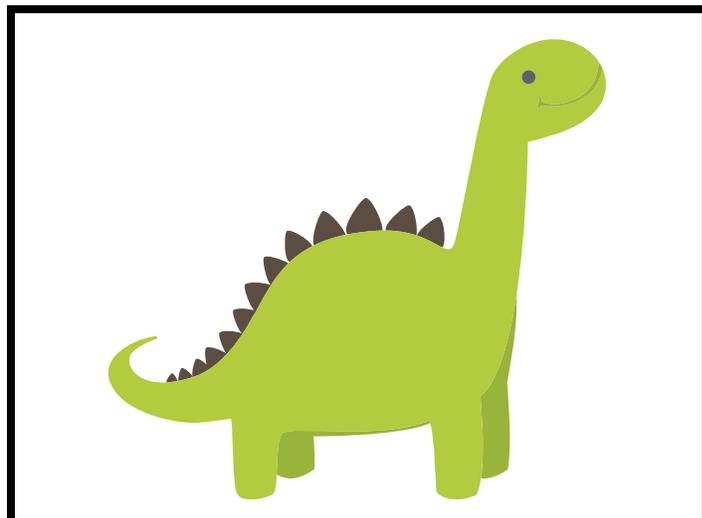
Illustrations © iStock.com/aekikuis, olegtoka, macrovector, johnpaulramirez

# How Many Syllables?

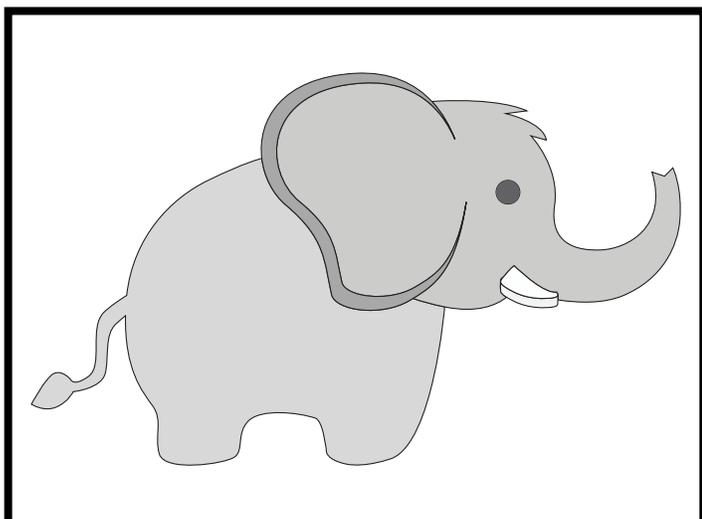
## Syllable Handout, continued



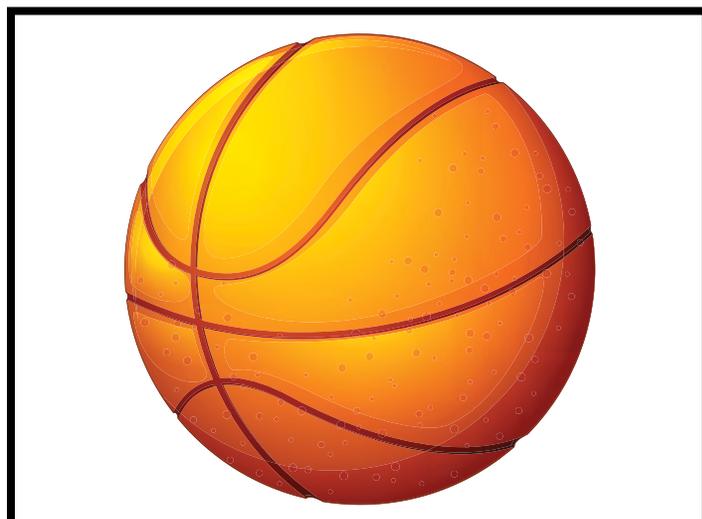
1	2	3	4
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1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---



1	2	3	4
---	---	---	---

Illustrations © iStock.com/ macrovector, aekikuis, bluringmedia

# How Many Syllables?

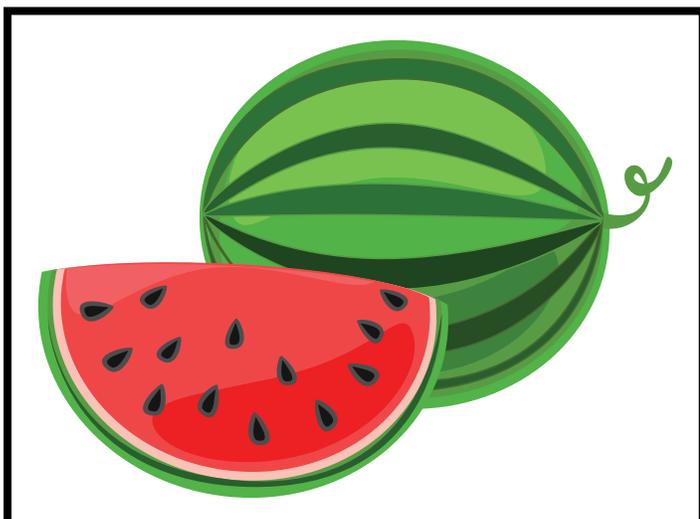
## Syllable Handout, continued



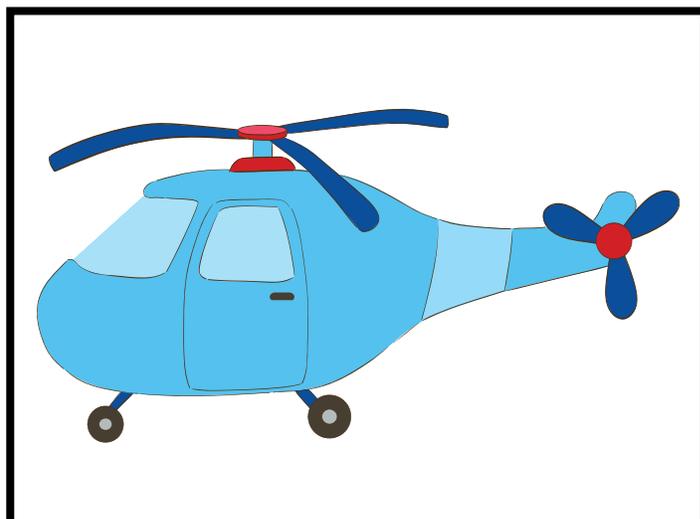
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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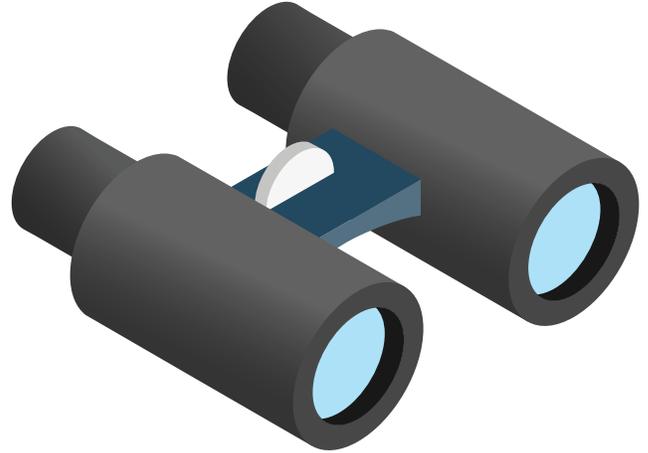
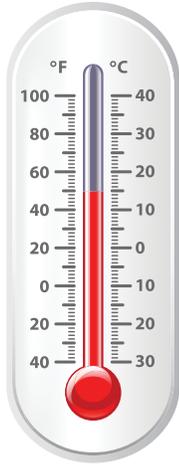


<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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Illustrations © iStock.com/vladwel, mariaflaya, aekikuis, flowerstock

# How Many Syllables?

## Syllable Handout, continued



1

2

3

4

1

2

3

4



1

2

3

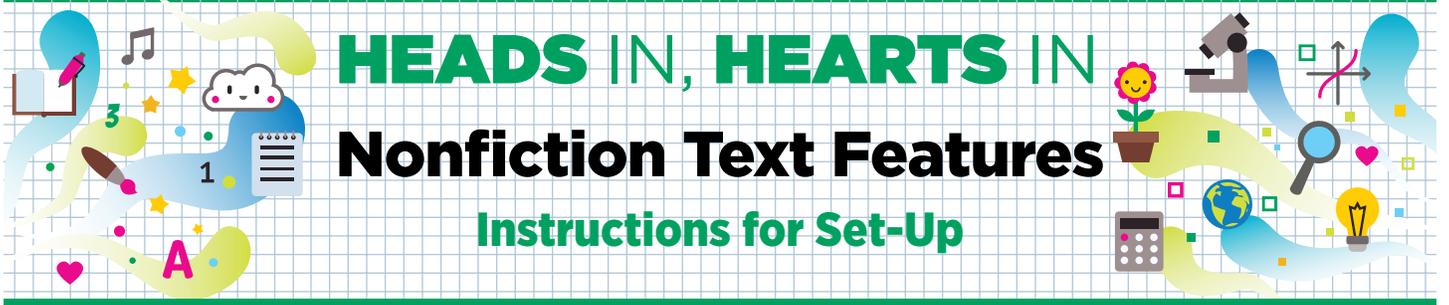
4

1

2

3

4



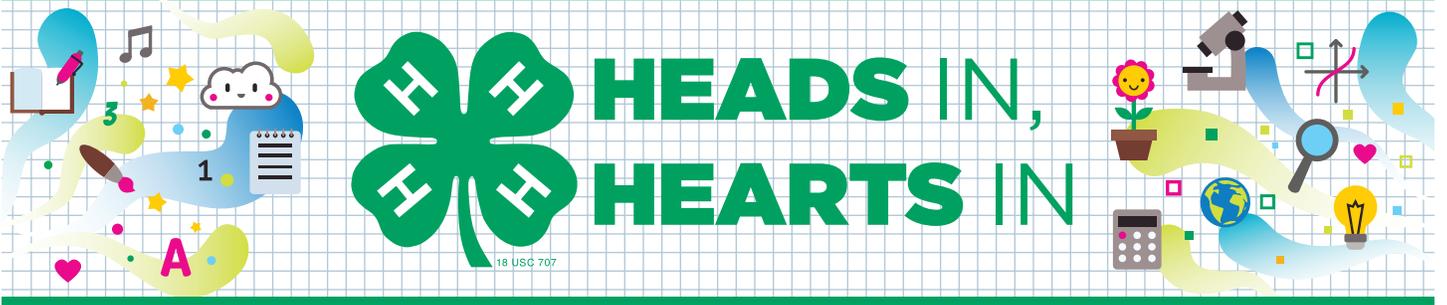
## Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Nonfiction Text Cards” handout
- Scissors
- Dry erase crayons
- Cleaning cloth
- A variety of nonfiction books (Borrow them from the local library or school library, or purchase them.)
- Display table

## Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print “Nonfiction Text Cards” handout. Laminate and cut apart.
- ▶ Set up the display table with appropriate supplies.





# Nonfiction Text Features

## Guide for Families

### Learning Objectives

#### What you need to know:

**Text** is something that has been written, printed, typed or copied. **Nonfiction text** occurs when the author writes about a real or true thing, person, event or place. Typically, nonfiction text contains certain characteristics or features such as a **glossary, table of contents, diagrams, subheadings, an index, headings, captions and bold print**

#### What you will do and learn:

You will explore common features of nonfiction text and learn to identify them.

### Instructions

1. Choose a nonfiction book
2. Choose a Nonfiction Text Card.
3. Look through the book to see if you can find the nonfiction text feature that is shown on the card.
4. Use the dry erase crayon to check off that you have found that feature.
5. Continue with other cards to see how many you can get find!
6. Using the cleaning cloth, erase the cards when you are finished.
7. Can you teach someone else about the feature you found? See if you can teach your parents or teacher about what you just learned.

# Nonfiction Text Features

## Nonfiction Text Cards Handout

### Table of Contents

The **Table of Contents** (or sometimes just Contents) is a list of the parts of a book. Here you'll find a list of chapters or headings and the page number that the information can be found on.

**Example:**

**Table of Contents**

Chapter 1: Types of Trees..... Page 1  
 Chapter 2: Animals that Live in Trees..... Page 5  
 Chapter 3: What Trees Need to Live..... Page 9

### Chapters

**Chapters** let us know how the information is broken down or separated into what we'll be learning about.

**Example:**

**Chapter 1: Types of Trees**

In this chapter, we will be learning about the different types of trees.

### Bold Print

**Bold print** is used in nonfiction text to show importance or draw attention to the word or words.

**Example:**

Before you cross the street, be sure to **look both ways** to be sure there aren't cars coming.

### Caption

A **caption** is found under a picture or graphic and gives information that helps us understand or learn more about that picture.

**Example:**



**To be safe, this boy put his helmet on and made sure his shoes were tied before riding his bike.**

# Nonfiction Text Features

## Nonfiction Text Cards Handout, continued

### Glossary

A **glossary** is found in the back of the book. It is a list of important words in the book. Next to those important words are definitions or meanings.

**Example:**

**Rose** — a medium-sized flower that comes in a variety of colors, has thorns and smells sweet.

**Sunflower** — a large flower that stands very tall, has seeds that can be eaten, and is yellow or orange in color.

**Daisy** — a medium-sized flower that is generally white with a yellow center, has no leaves and opens in the morning.

### Heading

The **heading** is the title of a section. It separates topics and uses a few words to tell the reader what he or she will be learning about.

**Example:**

**Cloud Movement**

Clouds are a collection of very small water droplets of water or ice crystals. Have you ever noticed that clouds move across the sky? The movement of clouds depends on how quickly the wind is pushing them. When it’s not very windy, clouds may look like they aren’t moving at all or are moving very slowly. Other times the jet stream will move clouds as fast as 100 miles per hour. In storms, clouds can travel 30-40 miles per hour.

### Index

An **index** is found in the back of the book. It is an alphabetical list of the topics covered in the book with the page number that topic can be found on.

**Example:**

**Index**

<b>A</b>	
Apples .....	20
Archery .....	13
<b>B</b>	
Bananas .....	62
Baskets.....	132
<b>C</b>	
Camping .....	57
Colors .....	89

### Subheading

The **subheading** is found under the heading. It tells the readers more detailed information about what they will be learning. In the example below, “How to Stay Safe” is the subheading.

**Example:**

**Riding a Bike**  
**How to Stay Safe**

There are a few things you should do before you ride a bike. Check the bike to be sure it’s in good working condition. Locate your helmet and ask for assistance from an adult to double-check that it fits properly. Lastly, check your shoe laces. Be sure they are tied tightly or tucked into your shoes. Now you’re ready to ride your bike safely.

# Nonfiction Text Features

## Nonfiction Text Cards Handout, continued

### Diagram

A **diagram** is a picture, drawing or figure with labels.

**Example:**



Illustration © iStock.com/MuchMami

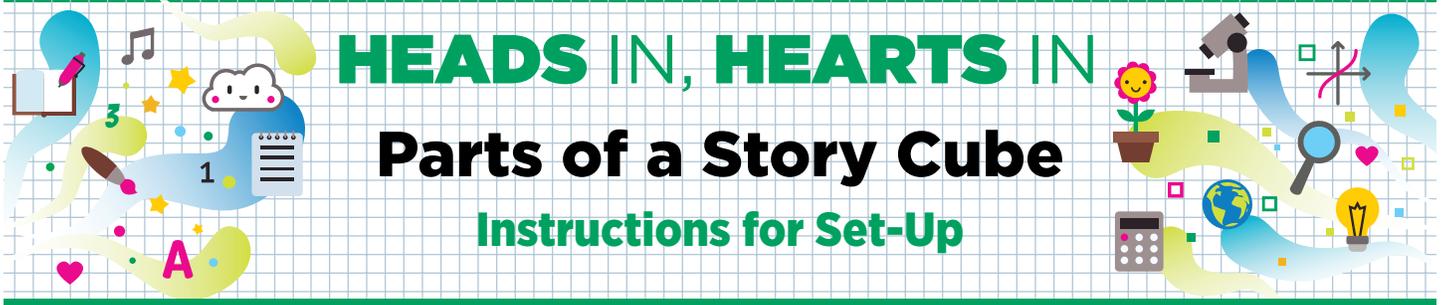
### Photographs

**Photographs** are actual pictures. They are not drawings or graphics.

**Example:**



Photo: Michigan State University Extension



## Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Parts of a Story Cube” handout
- Scissors
- “Instructions for Assembling a Cube” handout
- Tape
- 3 or 4 clear plastic sleeves (optional)
- Crayons or markers
- Display table

## Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print copies of the “Parts of a Story Cube” handout (one per participant).
- ▶ Print three or four copies of the “Instructions for Assembling a Cube” handout. Laminate or place each in a clear plastic sleeve.
- ▶ Place appropriate supplies on the display table.





# HEADS IN, HEARTS IN



## Parts of a Story Cube Guide for Families

### Learning Objectives

#### What you need to know:

There are many parts to a story including **plot, main characters, setting, conflict, resolution** and **climax**.

#### What you will do and learn:

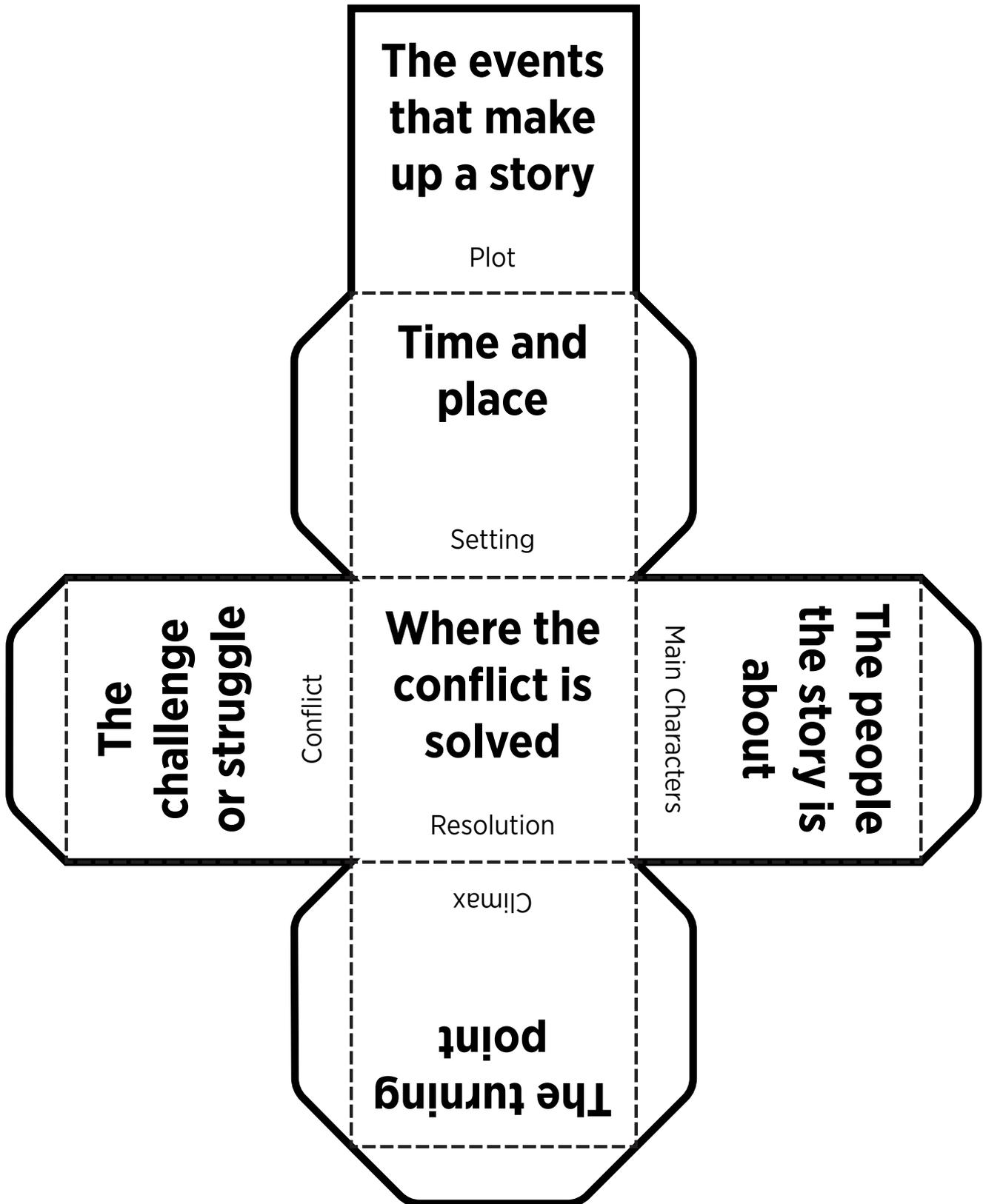
You will demonstrate an understanding of six different parts of a story. You will use the cube to help you.

### Instructions

1. Take a “Parts of a Story Cube” handout.
2. Cut along the bold black lines on the outside of the cube.
3. Color the cube before you assemble it.
4. Review the “Instructions for Assembling a Cube” handout.
5. Fold on the dotted lines.
6. Use tape to hold the cube together.
7. Toss your cube gently and let it land on the table. Look at the side that’s facing up.
8. Read the description and guess which part of the story it is.
9. If you’re not sure, you can read the answer at the bottom of the square in small print.
10. To expand this game, pick a familiar story such as “Goldilocks and the Three Bears,” and try to describe each part of the story as you toss your cube.
11. Take the cube home to help you to remember the definition of each story part. You may also use it to remember details about a story you have read.

# Parts of a Story Cube

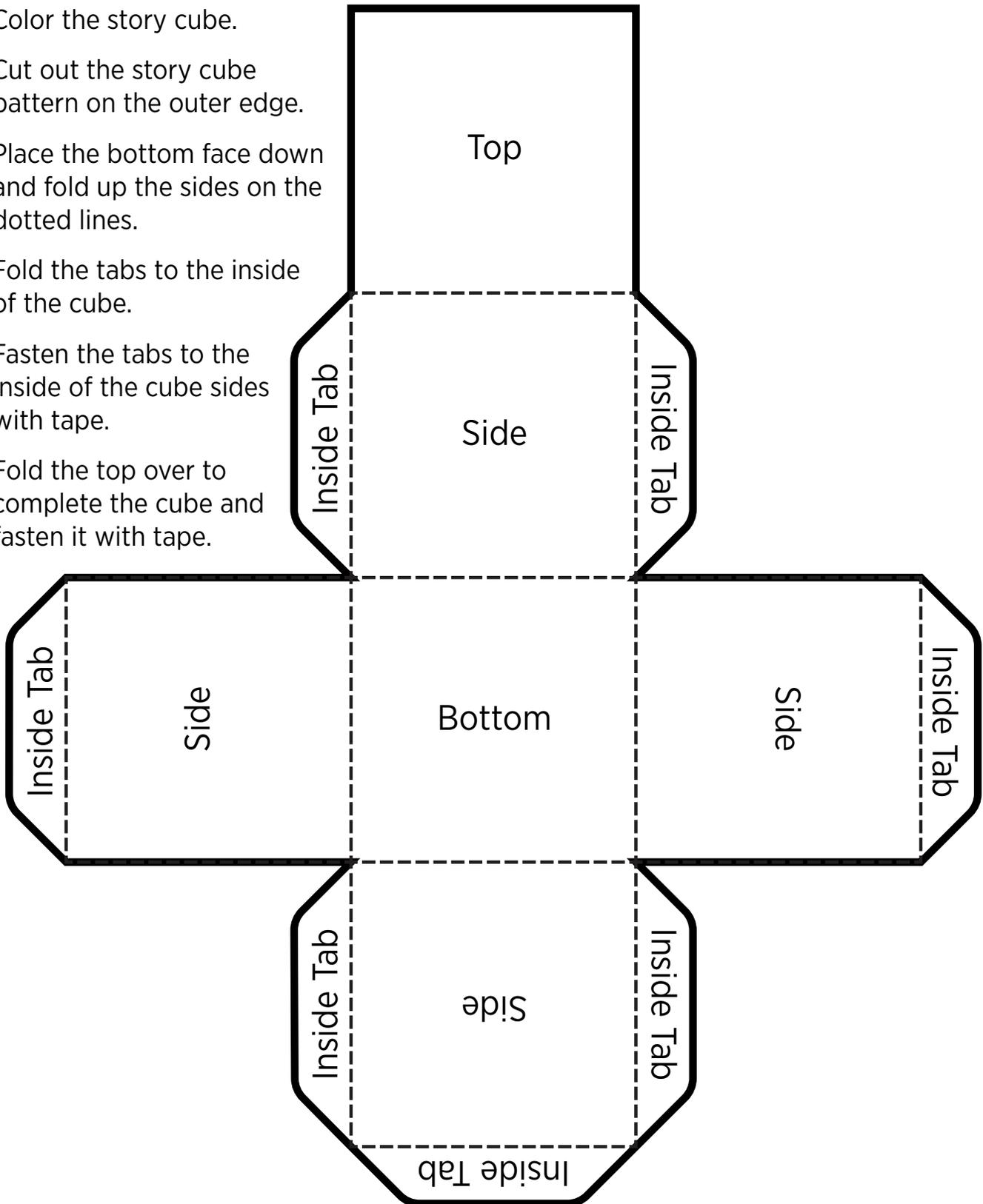
## Parts of a Story Cube Handout

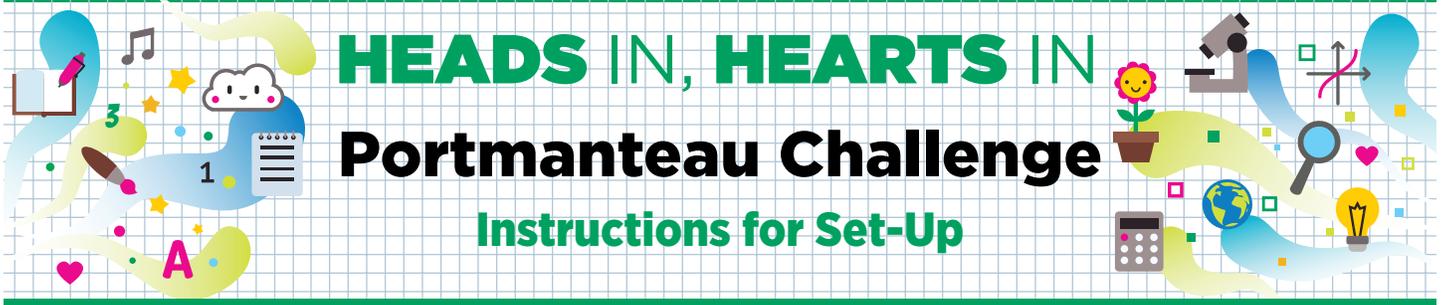


# Parts of a Story Cube

## Instructions for Assembling a Cube Handout

1. Color the story cube.
2. Cut out the story cube pattern on the outer edge.
3. Place the bottom face down and fold up the sides on the dotted lines.
4. Fold the tabs to the inside of the cube.
5. Fasten the tabs to the inside of the cube sides with tape.
6. Fold the top over to complete the cube and fasten it with tape.





# HEADS IN, HEARTS IN

## Portmanteau Challenge

### Instructions for Set-Up

#### Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Portmanteau Challenge Words” handout
- “Portmanteau Challenge Combination Words” handout
- Scrap paper
- Small bowl
- Pencils or pens
- Display table

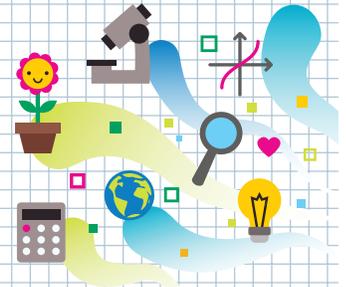
#### Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print one copy of the “Portmanteau Challenge Words” handout. Laminate or print on durable paper. Cut the words apart.
- ▶ Print one copy of the “Portmanteau Challenge Combination Words” handout. Laminate or print on durable paper. Cut the words apart. Tip: Print each handout on different color paper to make the activity more visually appealing and easier to understand.
- ▶ Set up the display table with appropriate supplies.





# HEADS IN, HEARTS IN



## Portmanteau Challenge

### Guide for Families

### Learning Objectives

#### What you need to know:

A **portmanteau** is a word created by combining two words. The combination of words includes both the sound and the meaning of the words being put together. For example, the word *telethon* combines the words *television* and *marathon*. A *telethon* is a very long television program.

#### What you will do and learn:

In this activity, you will review popular portmanteau words. You will make matches based on the sounds and the meanings of the words being combined.

### Instructions

1. Look at the two sets of words on the table. One set is portmanteau words and the other set shows two words that when combined make a portmanteau word.
2. Try to match the combination of words to the portmanteau words.
3. When you find a matched set, place them in the center of the table together. See if you can match all.
4. When the activity is complete, mix the words for the next participant.
5. Can you create your own portmanteau word? If so, write it on the scrap paper and place it in the small bowl.

# Portmanteau Challenge

## Portmanteau Challenge Words Handout

<b>Bash</b>
<b>Beefalo</b>
<b>Blog</b>
<b>Brunch</b>
<b>Chillax</b>
<b>Chortle</b>
<b>Emoticon</b>
<b>Ginormous</b>
<b>Guesstimate</b>
<b>Heliport</b>
<b>Hospice</b>
<b>Infomercial</b>
<b>Jeggings</b>
<b>Labradoodle</b>

<b>Liger</b>
<b>Moped</b>
<b>Motel</b>
<b>Sitcom</b>
<b>Skype</b>
<b>Smog</b>
<b>Smiggle</b>
<b>Spork</b>
<b>Tangelo</b>
<b>Tappy</b>
<b>Webinar</b>
<b>Wifi</b>
<b>Zedonk</b>
<b>Zorse</b>

# Portmanteau Challenge

## Portmanteau Challenge Combination Words Handout

<b>Bang + Smash</b>	<b>Lion + Tiger</b>
<b>Beef + Buffalo</b>	<b>Motor + Pedal</b>
<b>Web + Log</b>	<b>Motor + Hotel</b>
<b>Breakfast + Lunch</b>	<b>Situation + Comedy</b>
<b>Chill + Relax</b>	<b>Sky + Peer-to-Peer</b>
<b>Chuckle + Snort</b>	<b>Smoke + Fog</b>
<b>Emotion + Icon</b>	<b>Smile + Giggle</b>
<b>Gigantic + Enormous</b>	<b>Spoon + Fork</b>
<b>Guess + Estimate</b>	<b>Tangerine + Pomelo</b>
<b>Helicopter + Airport</b>	<b>Tired + Happy</b>
<b>Hospital + Respite</b>	<b>World Wide Web + Seminar</b>
<b>Information + Commercial</b>	<b>Wireless + Fidelity</b>
<b>Jeans + Leggings</b>	<b>Zebra + Donkey</b>
<b>Labrador + Poodle</b>	<b>Zebra + Horse</b>



# HEADS IN, HEARTS IN

## Roll-a-Story

### Instructions for Set-Up

#### Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Roll-a-Story” handout
- “My Story” worksheet
- 4-6 dice
- Pencils, pens or markers
- Display table

#### Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print 5 to 10 copies of the “Roll-a-Story” handout on durable paper or laminate.
- ▶ Print “My Story” worksheet on durable paper – one per participant.
- ▶ Set up the display table with appropriate supplies.





# HEADS IN, HEARTS IN



## Roll-a-Story Guide for Families

### Learning Objectives

#### What you need to know:

Writing is an important part of literacy. Creativity and writing build strong readers! Stories can include three main parts:

1. The **character** or **characters** can be people or animals that the story is about.
2. The **setting** is the place where the story happens.
3. The **problem** is something that the characters must face or solve by the time the story ends.

#### What you will do and learn:

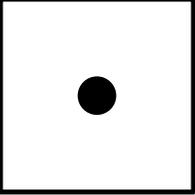
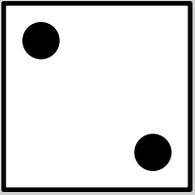
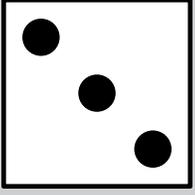
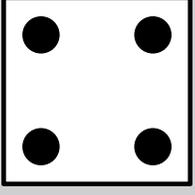
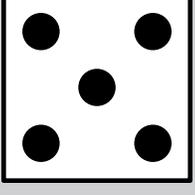
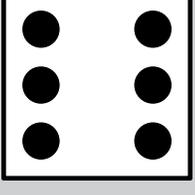
You will demonstrate an understanding of how to start a story. You will use the prompts to begin to build and develop a story with three different parts.

### Instructions

1. Look at the “Roll-a-Story” handout.
2. Take a “My Story” worksheet and using a writing utensil, put your name at the top.
3. You will save the story title space for later.
4. To find out who or what the main character is, roll the dice.
5. Find the matching number on the “Roll-a-Story” handout and write down the matching character. (For example, if you rolled a “5,” your main character is a teacher. You would write “teacher” on the line next to “character.”)
6. Repeat the same process for the setting and problem.
7. Once you have your information, write your story!
8. Don’t forget a title!
9. Take your story home and read it to others.

# Roll-a-Story

## Roll-a-Story Handout

# on Dice	Character	Setting	Problem
	A very small fairy	In a library	Got caught in the rain
	A superhero with magical powers	At the beach	Sat on an egg
	A big, brown, angry bear	At the circus	Forgot how to get home
	A friendly, singing dragon	In a school	Drank a magical potion
	A teacher	On a hot tropical island	Discovered he or she could run very fast
	A very strong football player	Inside a restaurant	Found a secret note

# Roll-a-Story

## My Story Worksheet

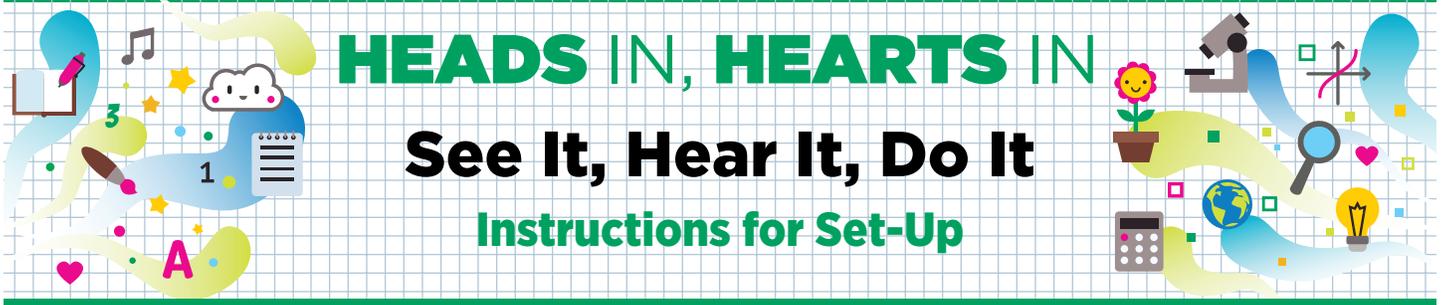
Name: \_\_\_\_\_

**Story Title:**

**Character:**

**Setting:**

**Problem:**



## Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- Two to four 9-inch by 13-inch shallow disposable trays (tin foil work well)
- Various supplies such as flour, bendable wax sticks, play dough
- Dry erase boards and markers
- “Sight Word” handout
- Scissors
- Display table

## Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print several copies of the “Sight Word” handout. Print on durable paper or laminate. Cut them into cards by grade.
- ▶ Set up the display table with the appropriate supplies. For example, set up one tray with flour, another with bendable wax sticks and another with play dough. Set up the dry erase board with markers. Set out the “Sight Word” handouts. Using the handouts, the participants will either write words from the handouts using the dry erase board and markers, form the letters of the words out of play dough, write the words in flour or make the words using the bendable wax sticks.





# HEADS IN, HEARTS IN



## See It, Hear It, Do It Guide for Families

### Learning Objectives

#### What you need to know:

The three most common learning styles are **visual** (seeing), **auditory** (hearing) and **kinesthetic** (doing). Learners retain information best when they can apply their own learning styles to the educational objective.

#### What you will do and learn:

In this activity, you will use all three learning styles to practice spelling the words found on the cards.

### Instructions

Explore the three most common learning styles:

1. **Visual: Look** at the word(s) on the card and spell it using the materials given or out loud. For example, write the word on the dry erase board using the dry erase marker.
2. **Auditory:** Have a partner **say** the word(s) on the card. Listen to what was said. Spell the word using the materials given or out loud.
3. **Kinesthetic: Make** the word on the card using the materials given. For example, use the play dough to form the letters in each word.

# See It, Hear It, Do It

## Sight Word Handout

Kindergarten	1st Grade	2nd Grade
see	stop	first
is	call	goes
go	buy	sing
can	both	write
sit	said	been
up	that	fish
do	was	think
run	fly	five
me	take	fast
sit	walk	wish
come	when	green
no	does	many
big	both	upon
the	them	your
she	been	use
it	best	read

# See It, Hear It, Do It

## Sight Word Handout, continued

3rd Grade	4th Grade	5th Grade
myself	show	summer
drink	light	heavy
clean	bring	longer
small	before	power
life	build	finally
always	around	system
night	perhaps	round
close	region	million
earth	window	finished
leave	heart	teacher
river	distance	flowers
watch	direction	weather
paper	music	felt
story	today	center
miles	problem	believe
plants	body	dance



# HEADS IN, HEARTS IN

## Synonym Search

### Instructions for Set-Up



### Supplies

- Dark-colored marker
- 2 labels (or masking tape or paper to use for labels)
- 2 large, clear containers with lids
- “Guide for Families” handout
- Clear plastic standup display (optional)
- Dry erase crayons
- Cleaning cloth
- 1 “Grades K–2: Finding Synonyms” worksheet
- 1 “Grades 3–5: Finding Synonyms” worksheet
- 2 clear plastic sleeves (optional)
- 1 “Grades K–2: Synonym Words” handout
- 1 “Grades 3–5: Synonym Words” handout
- Scissors
- Variety of objects to fill containers such as noodles, paper clips, sand or pieces of foam
- Display table

### Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ With the dark-colored marker and the labels, paper or masking tape, label one container “Grades K–2: Synonym Words.” Label the other container “Grades 3–5: Synonym Words.”
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print one copy of the “Grades K–2: Finding Synonyms” worksheet. Laminate or place in a clear plastic sleeve.
- ▶ Print one copy of the “Grades 3–5: Finding Synonyms” worksheet. Laminate or place in a clear plastic sleeve.
- ▶ Print a copy of the “Grades K–2: Synonym Words” handout. Cut words apart and laminate. Place words in clear container labeled “Grades K–2: Synonym Words” with a variety of objects to hide the synonym words.
- ▶ Print a copy of the “Grades 3–5: Synonym Words” handout. Cut words apart and laminate. Place words in clear container labeled “Grades 3–5: Synonym Words” with a variety of objects to hide the synonym words.
- ▶ Set up the display table and arrange needed supplies.





# HEADS IN, HEARTS IN



## Synonym Search Guide for Families

### Learning Objectives

#### What you need to know:

A **synonym** is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. For example, “shut” is a synonym (or means the same as) “close.”

#### What you will do and learn:

This activity will help you develop an understanding of the term “synonym.” In this activity, you will play a game in which you search for a word and connect it to the word that means the same or nearly the same (its synonym).

### Instructions

1. Pick a container of synonyms in the appropriate grade level.
2. Search for a word by moving and shaking the container. Please do not open the container and remove the word.
3. Think about what the word’s synonym would be. See if you can find that word’s synonym on the “Finding Synonyms” worksheet that corresponds with the appropriate grade level.
4. Write your word from the container next to its matching synonym.
5. When you have completed the activity, use the cleaning cloth to erase the “Finding Synonyms” worksheet.

# Synonym Search

## Grades K-2: Finding Synonyms Worksheet

<b>Synonym</b>	<b>Words from the container</b>
end	
ask	
late	
difficult	
idea	
happy	
big	
scared	
tiny	
wonderful	

# Synonym Search

## Grades K-2: Synonym Words Handout

**finish**

**question**

**tardy**

**hard**

**thought**

**glad**

**huge**

**frightened**

**teeny**

**fabulous**

# Synonym Search

## Grades 3-5: Finding Synonyms Worksheet

<b>Synonym</b>	<b>Words from the container</b>
<b>begin</b>	
<b>choose</b>	
<b>jump</b>	
<b>neat</b>	
<b>looked</b>	
<b>replied</b>	
<b>looked</b>	
<b>sniff</b>	
<b>clever</b>	
<b>garbage</b>	

# Synonym Search

## Grades 3-5: Synonym Words Handout

<b>start</b>
<b>select</b>
<b>leap</b>
<b>tidy</b>
<b>noticed</b>
<b>said</b>
<b>observed</b>
<b>smell</b>
<b>smart</b>
<b>trash</b>



# HEADS IN, HEARTS IN

## Writing Prompts

### Instructions for Set-Up



### Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- Dark-colored marker
- 3 labels (or masking tape or paper to use for labels)
- 3 small bowls
- “Grades K-1 Writing Prompts” handout
- “Grades 2-3 Writing Prompts” handout
- “Grades 4-6 Writing Prompts” handout
- Three sheets of different light-colored paper (for example, one sheet of yellow, one sheet of light blue, one sheet of pink)
- Scissors
- Notebook paper
- Pens or pencil
- Display table

### Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ With the dark-colored marker and the labels, paper or masking tape, label one bowl “Grades K-1: Writing Prompts;” one, “Grades 2-3: Writing Prompts;” and the last one, “Grades 4-6: Writing Prompts.”
- ▶ Print out copies of the “Writing Prompts” handout, each in a different color of paper.
- ▶ Cut writing prompts apart, keeping each grade level together.
- ▶ Place the writing prompts in the corresponding bowls.
- ▶ Set up the display table with appropriate supplies.





# HEADS IN, HEARTS IN



## Writing Prompts Guide for Families

### Learning Objectives

#### What you need to know:

A **writing prompt** is an idea that introduces a situation or topic. It inspires you to begin writing.

#### What you will do and learn:

You will write something based on a writing prompt.

### Instructions

1. Pick a writing prompt out of the bowl that corresponds to your grade level.
2. Using the writing utensil and paper supplied, write a story, letter, poem, song or instructions based on your writing prompt. Don't forget to be creative, add detail and use your imagination.
3. Read the writing out loud to someone who is with you.

# Writing Prompts

## Grades K-1: Writing Prompts Handout

<b>What is your favorite thing to do on a snow day?</b>	<b>Why is it important to tell the truth?</b>
<b>How do you make your favorite meal?</b>	<b>What would it be like if you didn't have a bed time?</b>
<b>Describe how to take care of your favorite animal.</b>	<b>How will you celebrate the next holiday?</b>
<b>Write about something you saw when you looked at the clouds.</b>	<b>Describe what it's like to go to a restaurant.</b>
<b>Pretend you are a puppy. Write about what your day is like.</b>	<b>Describe your favorite lunch.</b>
<b>If your birthday were tomorrow, what would the day be like?</b>	<b>If you could go on vacation anywhere, where would you go and what would you do?</b>
<b>Describe your favorite game to play.</b>	<b>Describe your favorite toy.</b>
<b>What is the best part of being in _____ grade?</b>	<b>How do you help other people?</b>
<b>Describe your favorite thing to do during recess.</b>	<b>What is it like to go camping?</b>
<b>If you could create a new flavor of ice cream, what would it be? Describe it.</b>	<b>Describe something that makes you happy.</b>

# Writing Prompts

## Grades 2-3: Writing Prompts Handout

<b>What is the best thing that has ever happened to you?</b>	<b>What does it mean to be a good neighbor?</b>
<b>Which do you like best: spring, summer, fall or winter? Why?</b>	<b>Describe the most perfect place in the world.</b>
<b>Describe your favorite thing to do at the park.</b>	<b>If you could pick a different name for yourself what would it be, and why?</b>
<b>If you could take your class on a field trip, where would you go?</b>	<b>Describe what it's like when you laugh.</b>
<b>If you could re-design your bedroom, what would it look like?</b>	<b>What do you want to be when you grow up?</b>
<b>What is something you could do forever and not get tired or bored from it?</b>	<b>Pretend that you're a thunderstorm. What would you be like?</b>
<b>What is your least favorite rule, and why?</b>	<b>If you could create a law, what would it be?</b>
<b>What is a perfect day like?</b>	<b>What will you be like in 10 years?</b>
<b>If you could be in a television show, which one would be it? What would your character be like?</b>	<b>What would you do if you won 1 million dollars?</b>
<b>Describe your perfect day at the beach.</b>	<b>Pretend you invented a new cereal. Describe it.</b>

# Writing Prompts

## Grades 4–6: Writing Prompts Handout

<b>Describe someone who makes you laugh.</b>	<b>Would you prefer to live on an island or in the mountains?</b>
Think about your pet or your favorite animal. Describe what it would be like if they had superhero powers.	<b>Who is your role model? Why?</b>
<b>If you were famous, what would you be famous for?</b>	<b>If you could teach your friends about something, what would it be?</b>
<b>What is your favorite day of the week? Why?</b>	<b>Would you rather own a bakery or a flower shop? Why?</b>
<b>What is your favorite dinner and who would you like to eat it with you?</b>	<b>If you could create a new holiday, what would it be like?</b>
<b>If you could build anything with snow, what would it be?</b>	<b>What is something you save your money for?</b>
<b>What is your favorite characteristic of yourself?</b>	<b>If you could write a book, what would it be about?</b>
<b>What would you do if someone was bullying your best friend?</b>	<b>If you could design a car, what would it be like?</b>
<b>If you could be the school principal for a day, what would you do?</b>	<b>What is your favorite family tradition?</b>
<b>What is your favorite outfit to wear?</b>	<b>Write a commercial selling your favorite toy, game or food.</b>