

## ELA/Social Studies Choice Board Week of May 4 -8

### Activity 1: Book, Head, Heart

You will use the strategy Book, Head, Heart with a fiction text. Choose your own fiction text and fill out the graphic organizer.

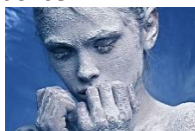
In the BOOK	In my HEAD	In my HEART
 <ol style="list-style-type: none"> <li>1. This book is about...</li> <li>2. This author wants me to think...</li> </ol>	 <ol style="list-style-type: none"> <li>3. I learned...</li> <li>4. I was surprised when...</li> </ol>	 <ol style="list-style-type: none"> <li>5. Something that changed in my heart was...</li> <li>6. This story can help me in some way...</li> <li>7. My heart knows it...</li> </ol>

### Activity 2: Similes

Similes are a form of figurative language. They use the words **like** or **as** to compare two things. Write 5 similes and draw pictures to go with them.

#### Example:

I am cold **as** ice.



### Activity 3: I SPY!

Look closely at the image

**SEE:** What do you see in this image?

**THINK:** What does this image make you think about?

**WONDER:** What questions do you have about this image?



### Activity 4: Journal

Imagine you are an alien who has just landed his spacecraft in the middle of your city. Write a paragraph from his perspective. What would he see? What would he say? How would he react? How would people react to him.



### Activity 5: About ME: Shopping edition!

Create your ideal (perfect) grocery list. What would be on it and why? Include at least 10 items.






### Activity 6: Theme

Today you will use clues and text evidence to find the theme in the story titled *Ten Suns*.



### Activity 7: Characters & Changes

Complete the graphic organizer below based on the text *Ten Suns*.

Character	Start	Change
		
		

### Activity 8: Read and Record

Pick a good book. Find a phone/computer or tablet to record yourself either audio only or video as well. Read and record yourself while you read.



### Activity 9: Accordion Vocabulary

Students will use the vocabulary from the story *Ten Suns* to create their accordion.



**Vocabulary words:** gratitude, withered, scorching, reckless, and assumed.

### Project:

Student will create a comic strip depicting their favorite school memory. Once you're done write a letter to your peers explaining your comic strip. I will be posting some of the best ones onto Class Dojo.




#### Requirements:

- Comic strip
- Letter to peers explaining the comic strip


# Instructions

<p><b>Activity 1:</b>  <b>Materials:</b> sheet of paper, fiction book, pencil  <b>Instructions:</b>            Student will read a fiction text when they are done, they will fill out the graphic organizer provided with the answers to the questions on the graphic organizer.            The graphic organizer is attached to the choice board (scroll down).</p>	<p><b>Activity 2:</b>  <b>Materials:</b> Sheet of paper, pencil.    <b>Instructions:</b> The student will write 5 similes and a picture to represent that simile. (look at my example on the first page)</p>	<p><b>Activity 3:</b>  <b>Materials:</b> Sheet of paper, pencil,    <b>Instructions:</b> The student will observe the image attached and answer the following three questions based on what he observes.    <b>Requirements:</b>            The questions must be answered in complete sentences.</p>
<p><b>Activity 4:</b>  <b>Materials:</b> Paper, Pencil,  <b>Instructions:</b> Imagine you are an alien who has just landed his spacecraft in the middle of your city. Write a paragraph from his perspective. Be as creative as possible.  <b>Remember you are writing as if you were the alien so write from that perspective.</b>    <b>Requirements:</b>            -Student must write at least half a page.            -Use complete sentences            -Write from the alien's perspective</p>	<p><b>Activity 5:</b>  <b>Materials:</b> Paper, pencil  <b>Instructions:</b> Students will create their ideal (perfect) grocery list. What would be on it and why? Include at least 10 items.    <b>Example:</b>            1. <b>Mangos-</b> They are the most amazing fruit ever!            2. <b>Hot Cheetos-</b> They are my weakness; I could probably eat an endless amount!            3. <b>Sweet Bread:</b> This is the perfect food to end the night.</p>	<p><b>Activity 6:</b>  <b>Materials:</b> paper, pencil, Stories: <i>Ten Suns</i>  <b>Instructions:</b> Students will read <i>Ten Suns</i> (You can find this in Google Classroom under activity 6) Once your done reading you will answer the following questions.  <b>Remember:</b> The <b>theme</b> is the main message, lesson, or moral of the text  <b>Ask yourself</b> What is the author trying to teach me?    <b>Questions:</b>            1. What happens to the characters?            2. How do the characters react?            3. What do the characters learn?            4. How do the characters grow or change?            5. What is the author's message or lesson to be learned from this story?    <b>*** This will be taken as grade. Upload a picture to Google Classroom.</b></p>
<p><b>Activity 7:</b>  <b>Materials:</b> Pencil, paper, graphic organizer (attached to choice board scroll down)  <b>Instructions:</b> Students will complete the graphic organizer based on the main character in the story <i>Ten Suns</i>.    <b>***You can either print out the graphic organizer and fill it out or you can copy it to sheet of paper and fill it out.</b></p>	<p><b>Activity 8:</b>  <b>Materials:</b> phone/table/computer and a book.  <b>Instructions:</b> while you read record yourself. Submit the video/ recording to class dojo/text message.</p>	<p><b>Activity 9:</b>  <b>Materials:</b> Paper, pencil, colors, vocabulary words (in the first page)  <b>Instructions:</b> Take the piece of paper and fold it accordion style to make five equal parts. Put the vocabulary word at the top of the section. (look at example) Find a 1 synonym, 1 antonym, write a sentence using the word and draw a picture to represent the word.    <b>***This will be taken as grade. Upload/text a picture to Class Dojo or myself.</b></p>

## Activity 1 Graphic Organizer

<b>In the BOOK</b>  <a href="https://pixabay.com/images/id-3457909/">https://pixabay.com/images/id-3457909/</a>	<b>In my HEAD</b>  <a href="https://pixabay.com/images/id-2040661/">https://pixabay.com/images/id-2040661/</a>	<b>In my HEART</b>  <a href="https://pixabay.com/images/id-991680/">https://pixabay.com/images/id-991680/</a>
<ol style="list-style-type: none"> <li>1. This book is about...</li> <li>2. _____ is telling the story.</li> <li>3. The author wants me to know...</li> </ol>	<ol style="list-style-type: none"> <li>1. I noticed....</li> <li>2. I was surprised when...</li> <li>3. This reminds me of...</li> </ol>	<ol style="list-style-type: none"> <li>1. Something that changed in my heart was...</li> <li>2. This book can help me be better by...</li> <li>3. My heart lesson is...</li> </ol>

## Activity 7 Graphic Organizer

Text Me: Character Interaction & Changes <small>Images: <a href="https://i.pinimg.com/600x300/">https://i.pinimg.com/600x300/</a></small>		
<b>Character Traits:</b> Describe the character.	<b>Character Conflict:</b> Explain the problem.	<b>Character Change:</b> Describe how the character changed.
		
<b>Character Interactions:</b> How does the character interact with others?	<b>Draw the Character</b>	<b>Character Lesson:</b> Explain what the character learned.
		