

SUPER-DUPER  
**Literacy**  
POWER PACKET



**RISE**  
**AND**  
**SHINE**



**Fun learning activities for K-5th grade!**

Arkansas  PBS



# Rise and Shine!

¡Este paquete también está disponible en español!

[myarkansaspbs.org/riseandshine/es](http://myarkansaspbs.org/riseandshine/es)



Welcome, friends! We're glad you are joining us for our "Rise and Shine" summer learning adventure! We have a lot of fun learning planned and some great teachers leading us along the way. This Power Packet contains lots of different lessons and activities for you to choose from. You can also watch "Rise and Shine" on TV, on our website, or by streaming it. You will see some fantastic PBS KIDS shows, mini lessons with some of Arkansas's best teachers, video field trips to interesting places all around our state, cool new songs and dance videos, and more!

In addition to these activities, you can visit [myarkansaspbs.org/riseandshine](http://myarkansaspbs.org/riseandshine) for mini lessons with some of the best teachers in Arkansas along with other fun content to continue learning at home!

## Power Packet Guide:

- Kids in K-2nd grade – Start on page 3.
- Kids in 3rd-5th grade – Start on page 9.
- Parents & caregivers – Start on page 15.

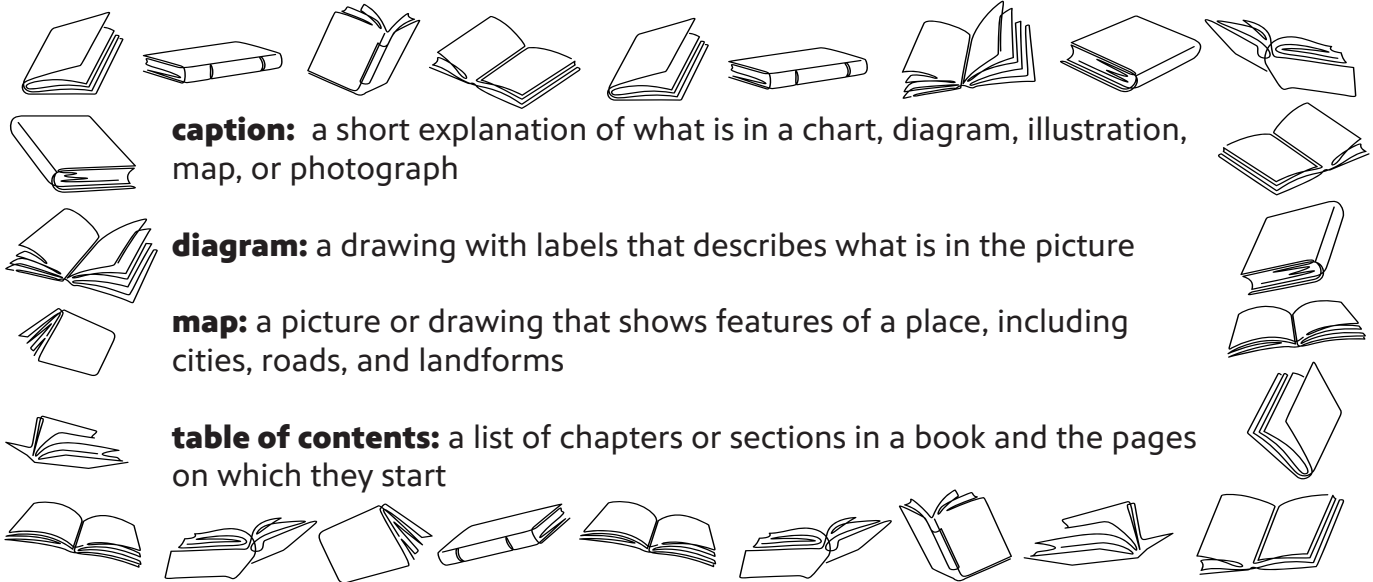
# Read the Facts! (K-2)

**POWER GOAL:** Identify text elements in an informational text.

**Informational text** is non-fiction text that tells the reader about a specific topic. Examples of informational texts include magazines, textbooks, and newspapers. These texts have characteristics that are different from literary texts such as captions, charts, a table of contents, glossaries, photographs, maps, and diagrams.

## Learning Choice:

Study the definitions below. Then, match the text elements to the correct picture.



**caption:** a short explanation of what is in a chart, diagram, illustration, map, or photograph

**diagram:** a drawing with labels that describes what is in the picture

**map:** a picture or drawing that shows features of a place, including cities, roads, and landforms

**table of contents:** a list of chapters or sections in a book and the pages on which they start

1.

caption

2.

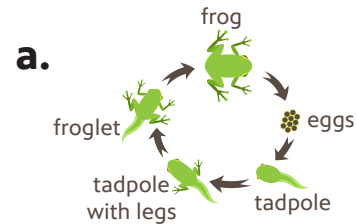
diagram

3.

map

4.

table of contents



b.

Table of Contents	
Prologue .....	1
Chapter 1 .....	3
Chapter 2 .....	5
Chapter 3 .....	8

c.



“Animals help plants grow and thrive.”

d.



Answers: 1. C, 2. A, 3. D, 4. B


# Where DO They Fit? (K-2)

**POWER GOAL:** Sort and categorize words by concepts.

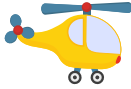
Words can be sorted into different categories even when they are similar. For example, the words *gigantic*, *teeny*, *huge*, *little*, *tiny*, and *miniature* describe objects of different sizes and can be sorted under the categories big and small.

## Learning Choices:

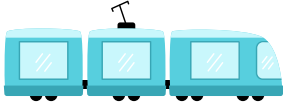
### Vehicles




car




helicopter




subway




airplane




kayak



sailboat







truck



train

A. In the box above are some vehicles we use to travel. These vehicles use different modes of transportation like roads, air, rails, and water. Sort the words from the word bank by writing them in the column with the correct mode. One word has been done for you.

Modes of Transportation			
			
	kayak		

B. Traveling on the Arkansas River by canoe, you see snakes, rabbits, white-tailed deer, frogs, otters, lizards, fish, birds, turtles, squirrels, and mice. In the chart below, sort them into categories of your choice. Think of different ways to sort, such as types of skin coverings (fur, feathers, skin, or scales) or ways they move (fly, walk, crawl, or swim).

Animals Along the Arkansas River			



Answers: A.1-car and truck, 2-kayak and sailboat, 3-helicopter and airplane, 4-subway and train. B. Answers will vary.

# Shades of Meaning (K-2)

**POWER GOAL:** Determine shades of meaning of closely related verbs.

Many verbs share similar meanings, but there are differences that set them apart. For example, *shout* and *scream* are similar verbs. Both mean to let out a loud cry, but we usually think of a scream as being sharper or higher in pitch than a shout. A person might scream after seeing a tarantula crawl across the floor, and then they might shout at the pet owner for letting the spider out of its enclosure. This concept of having similar words with slightly different meanings is called **shades of meaning**. When choosing words, it is important to think about shades of meaning to make sure your words convey their intended message.

Shades of Meaning



## Learning choice:

Look at each row below. Read the words along the line. Then choose a word from the word bank that is similar to the other verbs. Write it in the box at the end of the line.



sprint      beam      cackle      spring      bawl

1. hop      jump      skip      leap

2. skip      jog      run      barrel

3. snicker      giggle      chuckle      laugh

4. sneer      smirk      grin      smile

5. weep      whimper      cry      sob

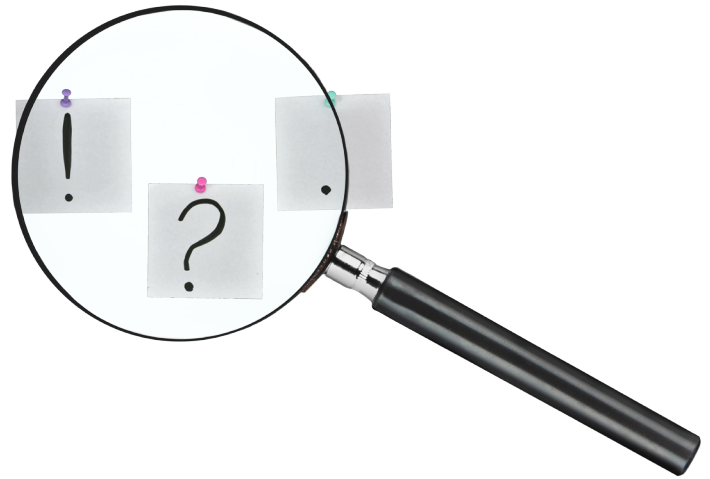


Answers: 1. spring, 2. sprint, 3. cackle, 4. beam, 5. bawl

# At the End (K-2)

**POWER GOAL:** Use periods, question marks, and exclamation marks at the end of sentences.

All sentences must have punctuation at the end. Use a period ( . ) when writing statements or polite commands. Use a question mark ( ? ) at the end of a question. Use an exclamation mark ( ! ) to show excitement or strong feelings in a sentence.



## Learning Choices:

A. Read the sentences below. Choose the correct ending punctuation mark by placing an “X” in the column below it. Some sentences may have more than one correct answer. Check all possible correct answers.

sentence	period	question mark	exclamation mark
1. The brown dog is sleeping			
2. Do you have a coat			
3. It is a pretty day outside			
4. Wow, look at that car			
5. What time is it			

B. After each sentence, write the punctuation mark that best completes each sentence. For some sentences, more than one punctuation mark can be used.

- |   |  |
|---|--|
| 1. How much money do you have _____         | 4. This is going to be so fun _____            |
| 2. Stop jumping on the couch _____          | 5. Please put your coat on the coat rack _____ |
| 3. Are you going to pick up your toys _____ | 6. Close the door _____                        |



Answers: A-1-period, 2-question mark, 3-period or exclamation mark, 4-exclamation mark or period, 5-question mark, B-1-? 2-i or . 3-? 4-i or . 5- . 6-i or .

# Commas, Conjunctions, and Compound Sentences (K-2)

**POWER GOAL:** Use conjunctions and commas to create compound sentences.

## Learning choice:

**Coordinating conjunctions**, such as *and*, *but*, and *or* are used to join words or phrases. (Example: She likes apples *and* bananas.) They are also used to create **compound sentences**, which are two sentences combined into one sentence.

To create a compound sentence:

- First, change the period to a comma ( , ) at the end of the first sentence.
- Then, write the coordinating conjunction.
- Next, change the first letter in the second sentence to lowercase when you write it unless it is the word I or a proper noun.

See the example below.

I like oranges. I do not like apples.

I like oranges    do not like apples.

conjunction	use
and	for things or ideas that are alike
but	for things that are opposite
or	to give a choice

Read each set of simple sentences below. In each set of blanks, add a comma, a conjunction, and the first word from the second sentence to create compound sentences. One conjunction will not be used.

1. Jerica likes soccer. She does not like soccer practice.

Jerica likes soccer    does not like soccer practice.

2. We can have tacos for lunch. We can have sandwiches for lunch.

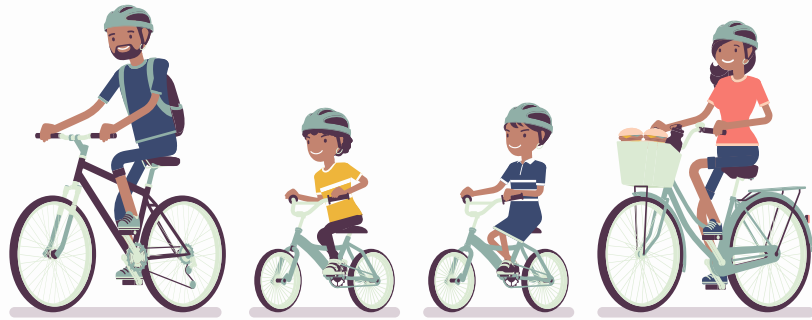
We can have tacos for lunch    can have sandwiches for lunch.



# From one idea to the Next (K-2)

**POWER GOAL:** Use transition words to connect ideas.

Transition words connect ideas to help us move from one idea to another. One kind of transition word shows the order of ideas in time or in a sequence. In the table below is a list of time and sequence transition words.



time and sequence transition words	
first	finally
second	soon
third	then
last	next
later	before

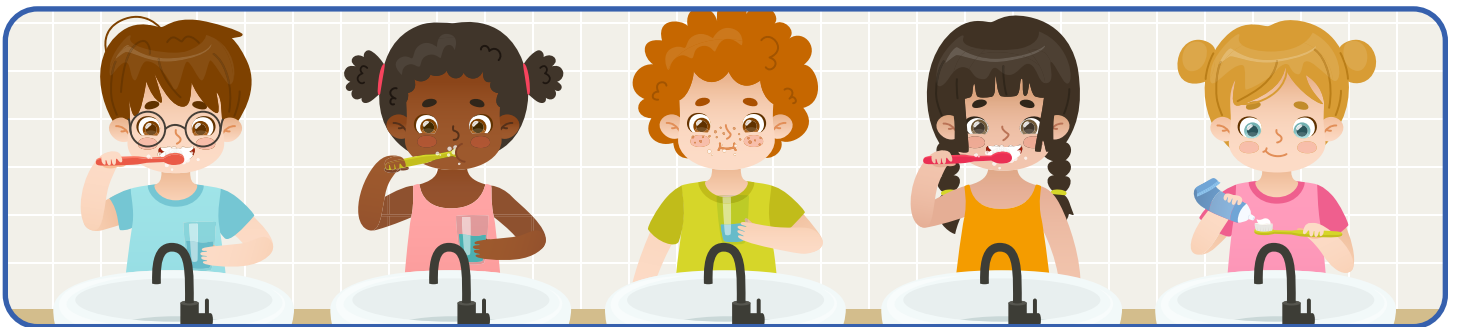
## Learning choice:

Choose a transition word from the table above to complete the story. Use clues to help you.

I had an interesting day! \_\_\_\_\_, my brother made my favorite breakfast—pancakes and eggs. They were so good! \_\_\_\_\_, I brushed my teeth and washed my face.

\_\_\_\_\_, I went out to ride my bike. I stayed out for so long, I realized that \_\_\_\_\_,

it was going to be dark outside. \_\_\_\_\_, I decided to draw a picture of myself flying in the sky. It was a great day!



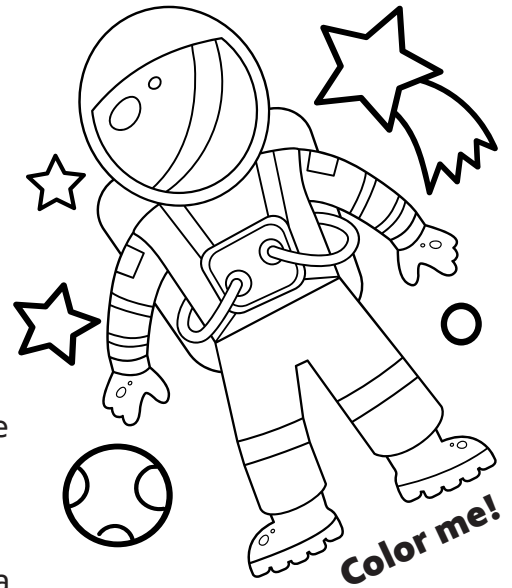
Answers: 1-First, 2-Next or Then, 3- Then or Next, 4- Soon, 5-Finally or Later



# This, That, These, Those (3-5)

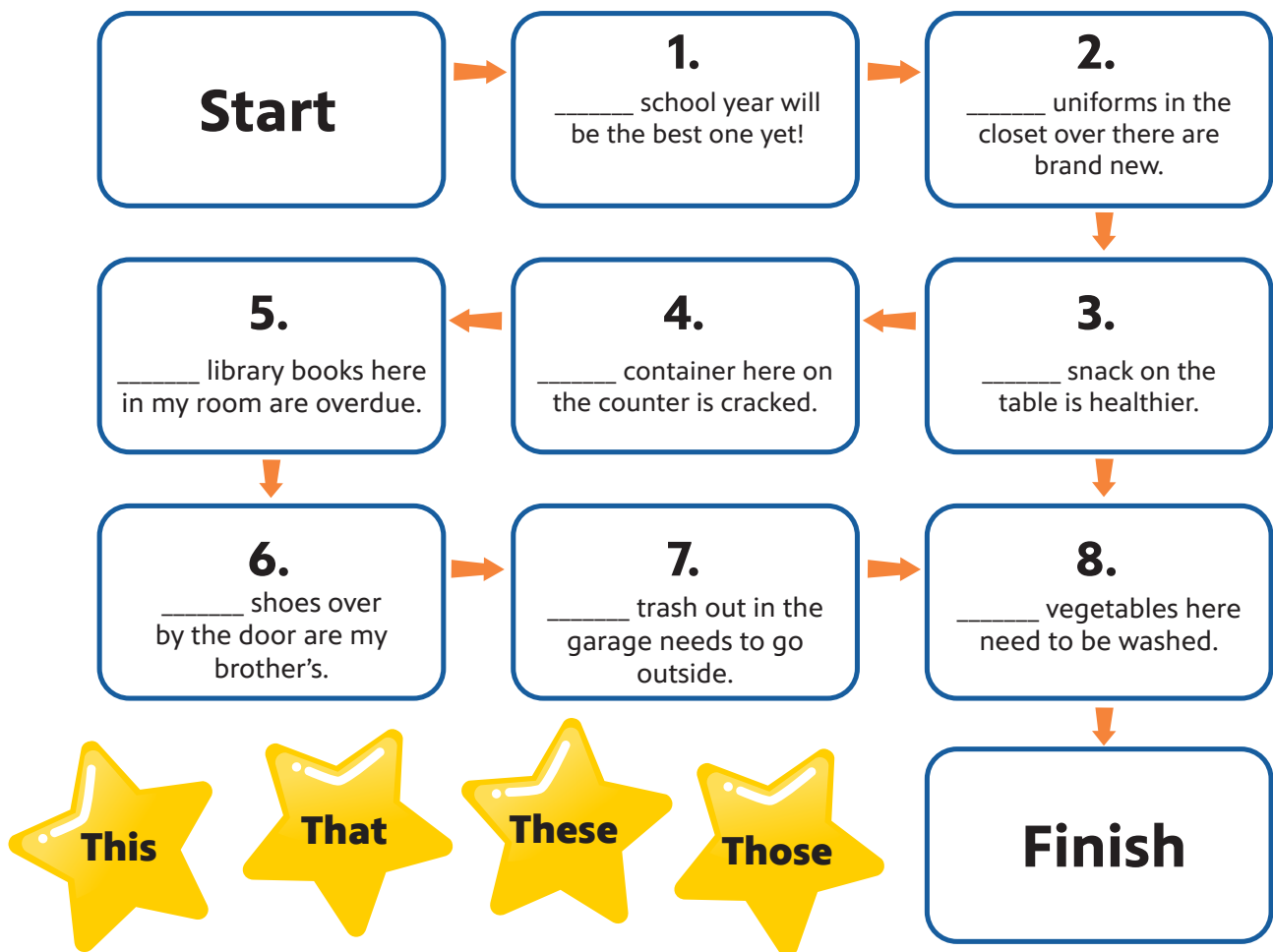
**POWER GOAL:** Recognize and use demonstrative adjectives.

**Adjectives** describe nouns. Specific adjectives that identify a noun or pronoun by expressing its position as near or far in location or in time are called **demonstrative adjectives**. They are *this*, *that*, *these*, and *those*. Use *this* and *that* with singular nouns. Use *these* and *those* with plural nouns. *This* and *these* describe objects that are nearer in time or place to the speaker. *That* and *those* describe objects that are farther away in time or place. (Examples: I will remember *this* next birthday party forever! *This* in the sentence tells that the birthday is approaching. *Those* decisions were tough. *Those* in the sentence means the decisions were made in the past.)



## Learning choice:

Play this game using demonstrative adjectives. Roll a die or flip a coin to decide who goes first. Use buttons, coins, or paper clips as game pieces. Read each sentence and use the correct demonstrative adjective to complete the sentence. The player who finishes first wins.



Answers: 1. This, 2. Those, 3. This or That, 4. This, 5. These, 6. Those, 7. That, 8. These

# one NOUN, Many Parts (3-5)

**POWER GOAL:** Identify and use collective nouns when reading and writing.

## Learning choices:

A. When nouns refer to a unit of people, animals, things, or ideas they are called **collective nouns**. A collective noun is typically treated as a singular noun because it is ONE group. Examples of collective noun phrases are a *team* of players, a *herd* of horses, a *litter* of kittens, a *deck* of cards, and a *swarm* of bees.

Choose the collective noun from the box below that best fits the phrase. Write the collective noun in each blank. Each choice can only be used only once.

bunch

pack

fleet

troupe

colony

1. a **troupe** of dancers

4. a \_\_\_\_\_ of grapes

2. a \_\_\_\_\_ of vehicles

5. a \_\_\_\_\_ of ants

3. a \_\_\_\_\_ of wolves

Collective nouns do not require the “of...” after them. In fact, many times we use them alone. For example, in the sentence, *The \_\_\_\_\_ performs every Saturday at the park*, we can use “troupe” instead of “troupe of dancers.”

deck

herd

flock

swarm



B. Choose a collective noun from the box to complete each sentence.

1. The \_\_\_\_\_ crossed over the meadow.

2. Watch out for that \_\_\_\_\_! If those bees sting you, it will hurt!

3. Did you see the \_\_\_\_\_ fly across the sky?

4. Shuffle the \_\_\_\_\_, please.



Answers: A:1-troupe, 2-fleet, 3-pack, 4-bunch, 5-colony; B:1-herd, flock, or swarm; 2-swarm; 3-flock or swarm; 4-deck

# KNOW YOUR STRUCTURES (3-5)

**POWER GOAL:** Describe the major differences between the structures of poems, dramas, and stories.

## Learning choice:

Poems, dramas, and stories are fun to read. They have different structures. This means they can look very different.

Stories are written in **prose**. This means they have sentences and paragraphs. If the stories are long enough, they may even have chapters. Stories are filled with characters. Sometimes they talk to each other, and that is called **dialogue**.

Dramas are plays that are meant to be performed. They are written completely in dialogue, and a section of dialogue spoken by a character is called that character's line. Instead of chapters, dramas have scenes and acts. There are also things like stage directions to tell the actors what to do.

Poems are written in lines instead of sentences. When those lines are grouped together, they make up a **stanza**. Poems also have a certain beat or tempo that repeats. That is called **rhythm**. Some poems also use **rhyme**, or words that have the same ending sounds. In some types of poems, there are characters and dialogue.

Write an "X" in the box or boxes below the type of literature where each element can be found. The first one has been done for you.

element	poem	drama	story
1. dialogue	X	X	X
2. stage directions			
3. chapters			
4. stanza			
5. acts			
6. rhyme			
7. rhythm			
8. actors			
9. paragraphs			
10. lines			
11. sentences			
12. scenes			



Color me!



Answers: 1. poem, drama, story; 2. drama; 3. story; 4. poem; 5. drama; 6. poem; 7. poem; 8. drama; 9. story; 10. poem, drama; 11. drama, story; 12. drama

# PLURAL POSSESSIVE NOUNS (3-5)

**POWER GOAL:** Use plural possessive nouns with correct apostrophe placement.

**Possessive nouns** show ownership. To show possession for singular nouns, place an apostrophe and the letter *s* after the noun. For example: *The boy's bike is blue. The girl's shirt is yellow. The doctor's office is closed today.*

To change a regular plural noun into a possessive noun, add an apostrophe after the *s*. For example: *The boys' bikes are blue. The girls' shirts are yellow. The doctors' offices are closed today.*

Some plural nouns do not have an *s* at the end. These are called **irregular plural nouns**. These are nouns like *children, oxen, and geese*. For these nouns, use an apostrophe *s* like you would for singular nouns. For example: *The children's bikes are put away. The geese's flight is long.*

## Learning Choices:

A. Read each group of sentences below. **Circle** the sentence with the correct apostrophe placement in the plural possessive noun.

- a. The dogs' collars are missing.                      b. The dog's collars are missing.
- a. The children's books are for sale.                      b. The childrens' books are for sale.
- a. The girl's treehouse was decorated with their pictures.                      b. The girls' treehouse was decorated with their pictures.

B. Read the two sentences for each number choice. Fill in the blank with the correct plural possessive noun. See the example below.

Example: The cats have blankets. The blankets are red.

The **cats'** blankets are red.

1. The boys have uniforms. The uniforms are new.

The \_\_\_\_\_ uniforms are new.

2. There are five plants in pots. The pots are yellow.

The \_\_\_\_\_ pots are yellow.

3. The trees have leaves. Their leaves are falling.

The \_\_\_\_\_ leaves are falling.

4. The women have hamburgers. The hamburgers are grilled.

The \_\_\_\_\_ hamburgers are grilled.



# connecting with conjunctions (3-5)

**POWER GOAL:** Use coordinating conjunctions when writing sentences, including compound sentences.

## Learning Choices:

Use coordinating conjunctions to join related ideas, phrases, and independent clauses, which are groups of words with a subject and a verb that can stand alone. The coordinating conjunctions are listed in the table to the right. A common mnemonic used to remember them is FANBOYS. Place a comma before the conjunction when used in a compound sentence.

Examples:

- The weather is nice, but it is windy.
- I will need my sunglasses and a jacket.
- Would you prefer cheese, pepperoni, or supreme pizza?

conjunction	use
for	to show reason or purpose
and	for things or ideas that are alike or to end a list
nor	to show a contrast or negative idea
but	for things that are opposite or to show contrast
or	to give a choice or to end a list of choices
yet	to show a somewhat surprising contrast or exception
so	to show a consequence or result of something

\*Note: When using the conjunction *nor* alone, the subject and verb will change places and *nor* takes the place of the negative word in the second sentence. For example, Jo did not bring sunscreen. He did not bring a hat. Jo did not bring sunscreen, nor did he bring a hat.

A. Read each set of sentences below. Circle the correct coordinating conjunction.

1. Kris has an Australian shepherd ( but / and ) a hamster.
2. My dance practice is before school, ( so / nor ) I have to get up early.
3. I have not finished my homework, ( for / but ) I will still go to the party.



B. For each group of sentences below, write your own compound sentence on the line using the coordinating conjunctions below. Use each one only once.

or                  nor                  but

1. Shana can sing well. She is not a professional.

---

2. He does not drink milk. He does not eat cheese.

---

3. I can ride in the car to the park. I can ride my bike to the park.

---



Answers: A-1-and, 2-so, 3-but; B-1-Shana can sing well, but she is not a professional. 2-He does not drink milk, nor does he eat cheese. 3-I can ride in the car to the park, or I can ride my bike to the park.

# Can I Quote You on That? (3-5)

**POWER GOAL:** Use end marks in dialogue and in quotations.

In writing, quotation marks let us know when a character has spoken (**dialogue**) or when the writer has used someone else's exact words (**quotation**). There are rules about where to put end marks, such as periods (.), exclamation marks (!), and question marks (?) when using quotation marks. Most of the time, the end punctuation will go inside quotation marks but not always. These rules will help you know what to do.

- When a speaker's tag comes after the dialogue or direct quotation that is a statement, place a comma inside the closing quotation marks instead of a period. If the dialogue or direct quote is a question or an exclamation, the question mark or exclamation mark goes inside the quotation marks.
- Examples: "Let's go to the park," Tinsley said. "Who wants to go to the park?" Tinsley asked.
- When the speaker's tag comes before the dialogue or direct quote, place a comma after the tag.  
Example: Greg said, "Get off my lawn, you silly squirrels!"
- When question marks and exclamation marks are not part of a direct quote, place them outside of the quotation marks.  
Example: Wasn't it Mom who always said, "You'll catch more flies with honey than with vinegar"?

## Learning Choices:

A. Read each set of sentences below. Underline what the speaker said and write in the missing quotation marks in the correct place.

1. What time is it? James asked.
2. After Neil Armstrong landed on the moon, he stated, That's one small step for man, one giant leap for mankind.
3. Thank you, Mr. Ned! the class screamed as they enjoyed their popsicles.

B. Read the famous quotations below and insert the correct end marks and quotation marks.

1. In the opening lines of his Gettysburg Address, Abraham Lincoln stated Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.
2. Why did Franklin D. Roosevelt say The only thing we have to fear is fear itself

Answers: A.1-"What time is it?" James asked. 2-After Neil Armstrong landed on the moon, he stated, "That's one small step for man, one giant leap for mankind." 3-"Thank you, Mr. Ned!" the class screamed as they enjoyed their popsicles. B.1-In the opening lines of his Gettysburg Address, Abraham Lincoln stated, "Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal." 2-Why did Franklin D. Roosevelt say, "The only thing we have to fear is fear itself"?



Color me!

# Family Power Hour

## Family Music Fest

Engaging in music as a family can grow the bond between you and your family. By singing, playing instruments, or even just listening and dancing together to music, you can create wonderful memories. Here are some fun activities for you to do with your family as you enjoy the sounds of music!

### Write your own song!

Create your own song to sing with your family. You can use the tune of a familiar song or make your own tune to create an original song. This activity allows you to use music to express your feelings. To make it memorable, record it so you can look back on it anytime and enjoy it over and over!



### Create a musical instrument!

For this activity, find objects around your home and turn them into musical instruments. You can create instruments from things like paper or cardboard tubes, empty plastic containers, jangling keys, spoons, and more. Always practice safety when selecting objects to be used to make sounds. If you choose to write your own song, you could even add your newly created instruments to the mix!



### Become a DJ!

In this activity, you and your family can create your own playlist of songs. This is a great way to get to know each other and each other's musical tastes. You can create all types of playlists, ranging from dance songs to travel songs.

### Dance Party!

It's time to get moving in this activity! With your family, play some of your favorite tunes and dance away. You don't even have to know how to dance. Just moving and grooving to the music can be loads of fun! It's also a great way to get some exercise. Add an element of competition by seeing who has the best dance moves!



Hey, parents! If you post any pictures while you and your family are spending time together, tag us!

[#ARFamilyPowerHour](#) [#RiseandShineAR](#)



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# HELPing ALL Learners

While you are working with children to boost their learning, consider these tips and tools to help all learners.

Skill	Strategy/Resource	Description
Communication	Helping	With your help or guidance, allow children to help with chores and everyday tasks, including things such as talking with salespeople or checking out at a store.
Writing	Chunking Writing Tasks	Instead of asking children to write an entire piece, divide it into smaller parts.
Writing	Talk It Out	If a child needs help with writing, allow them to talk through their answers in other subject areas such as math or science instead of having them write their answers.
Reading	Chunking Text	Break long texts into shorter sections. Have children read or listen to one section at a time, pausing to discuss or write about each one before reading the next.
Reading	Build Background Knowledge Prior to Reading	Before having a child read a text or story, consider what vocabulary words or ideas they might be unfamiliar with and explore those together, first.
Reading in Math	Read Aloud	For children who need help with reading, reading math problems to them will help them focus on the problem without struggling to understand it.
Math	Manipulatives	Children can work through a math problem by moving around small household objects such as building blocks, pencils, coins, rocks, beans, cereal, etc.
All	Different Ways of Knowing	Encourage learning activities involving multiple senses and types of intelligences, such as:



- Nature Spotlight: Take a walk and write down what you see, smell, hear, and sense through touch.
- Body Movement Spotlight: Create a dance or athletic routine.
- Word Spotlight: Create a poem or a set of jokes using the power words.
- People Spotlight: Get with family members or friends and play or make a game, complete a puzzle, or put on a performance.
- Self Spotlight: Express your feelings by building or creating something, drawing, or writing a journal entry.
- Number Spotlight: Using an everyday object, measure different things in/around your home (example: the chair is 12 forks tall).
- Musical Spotlight: Read books to the tune of different genres of music.
- Visual/Creative Spotlight: Draw or sketch something you learned.
- Technology Spotlight: Create a presentation/game to show your learning.

For our full list of tips, including links to online resources, visit [myarpbs.org/helpinglearners](https://myarpbs.org/helpinglearners).



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