



ENGLISH LANGUAGE ARTS
WARM-UP
15 MINUTES

Google

ELA PASSPORT WARM-UP GUIDE

GOOGLE EARTH USAGE OVERVIEW:

Teachers will use [I'm Feeling Lucky](#) and [Street View](#) in Google Earth to randomly select a location in the world and relate it to English language arts concepts. Teachers can also choose to preselect a location that lends itself well to relevant standards and objectives using [Search](#) or [Voyager Stories](#).

LESSON SUMMARY:

- Passport Warm Up is an engaging daily routine in which students **review** ELA objectives.
 - This activity is designed to be **independent practice** for students that requires minimal to no direct instruction on the part of the teacher.
 - Teachers can choose from the standards based example questions listed below, or use them as inspiration to generate their own questions.
 - To stay within the 15 minute time frame, teachers should use **1-2 questions per subject**.
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LEARNING OBJECTIVES:

Students will engage in daily review of grade level ELA concepts.

SUGGESTED STANDARDS

GRADES 4 - 8

GRADE 4:

[CCSS.ELA-LITERACY.RI.4.1](#)- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RI.4.6](#)- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

[CCSS.ELA-LITERACY.W.4.1](#)- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-LITERACY.W.4.2](#)- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.W.4.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-LITERACY.W.4.7](#)- Conduct short research projects that build knowledge through investigation of different aspects of a topic.

[CCSS.ELA-LITERACY.L.4.1](#)- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.4.5](#)- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE 5:

[CCSS.ELA-LITERACY.RI.5.1](#)- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RI.5.5](#)- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

[CCSS.ELA-LITERACY.W.5.1](#)- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-LITERACY.W.5.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-LITERACY.L.5.1](#)- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.5.5](#)- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SUGGESTED STANDARDS

GRADES 4 - 8 Continued

GRADE 6:

[CCSS.ELA-LITERACY.RI.6.1](#)- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.6.9](#)- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

[CCSS.ELA-LITERACY.W.6.1](#)- Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.6.2](#)- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.6.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.L.6.5](#)- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-LITERACY.W.6.7](#)- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GRADE 7:

[CCSS.ELA-LITERACY.RI.7.1](#)- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.7.3](#)- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

[CCSS.ELA-LITERACY.W.7.1](#)- Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.7.2](#)- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.7.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.L.7.1](#)- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.7.5](#)- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SUGGESTED STANDARDS

GRADES 4 - 8 Continued

GRADE 8: [CCSS.ELA-LITERACY.RI.8.1](#)- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.W.8.1](#)- Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.8.2](#)- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.8.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.8.7](#)- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-LITERACY.L.8.1](#)- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.8.5](#)- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



ELA PASSPORT WARM UP GUIDE

TIME: 15 minutes Total

MATERIALS NEEDED:

- Access to Google Earth [“I’m Feeling Lucky”/Voyager](#).
- Student copies of Passport Warm Up Student Response Template.

IMPLEMENTATION GUIDE:

1. Select the subjects, standards and questions that are appropriate to your class.
2. Provide each student in your class with a copy of the Passport Warm Up Student Response Template (below).
3. Use [I’m Feeling Lucky](#) to “roll the dice” and randomly select a location in the world OR pre-select a location using [Search](#) or a [Voyager Story](#).
4. Students respond to the questions using a print out of the Student Response Template (below) OR teachers can share the Student Response Template using [Google Classroom](#).
5. When relevant, use [Street View](#), [Google Search](#) and [Wikipedia](#) to gather the information needed for students to answer the questions about that location. Students can work independently or with a partner to search for information needed.
6. Allow time for students to share their answers with the class.
7. Quick Tip: Track your classroom’s “travels” using [Google Tour Builder](#)!

CREDITS: Written by Sarah Schwartz Johnson in collaboration with Jason Wallis, Dennis Puhr, Kevin Graham and Kelly O’Connor.

*Note - this template is designed for teachers to modify for use with their grade level and standards.

ELA STANDARDS BASED EXAMPLE QUESTIONS

GRADE 4:

- Compare and contrast this location to the community in which you live. Include at least 5 similarities and 5 differences.
- Would this location be a good place to live? Write an opinion essay telling why or why not. Refer to specific examples from Google Earth in your explanation.
- Write a short story that takes place in this setting that includes all plot elements and detailed sensory descriptions.
- Write 3 adjectives to describe this location. List 3 nouns you see in this location. List 3 verbs you see in this location.
- Write a simile or metaphor describing this location.

GRADE 5:

- Choose an adjective to best describe this location. Write one synonym and one antonym for the word you chose.
- Imagine you are on vacation in this location. Write a personal letter to a family member or friend using sensory details to describe your day.
- Compare and contrast this location to the community in which you live. Include at least 5 similarities and 5 differences.
- Would this location be a good place to live? Write an opinion essay telling why or why not that includes 3 reasons supported by facts and details.
- Write a short story that takes place in this setting including all plot elements and detailed sensory descriptions.

GRADE 6 - 8:

- Research a historical event that took place in this location. Write a summary of the event and its significance. Use specific details from your research to support your answer.
- Identify or research one example of how humans have changed the physical environment of this location. Overall, was this change positive or negative? Use specific details to support your answer.
- Write a short story that takes place in this setting including all plot elements and detailed sensory descriptions.
- Imagine you are a student living in this location. Write a journal entry telling about the events of your day. Use location specific details and sensory descriptions in your account.
- Write a short fairytale that takes place in this location that includes all 5 plot elements. Incorporate aspects of the physical environment, local culture, elements of magic and the rule of 3 in your story.
- Write a poem about the physical characteristics of this location that includes the following elements: rhyme scheme, alliteration and a minimum of 3 stanzas.

ELA STANDARDS BASED EXAMPLE QUESTIONS CONTINUED

GRADE 6 - 8
CONT'D:

- Write a short piece of narration using sensory details to describe what it would be like to take a walk in this location.
 - Would this be an ideal location to live? Consider common measures of quality of life such as employment opportunity, access to education, healthy lifestyle and proximity to nature. Write an argument essay with a minimum of 3 reasons supported by research based evidence.
 - Research an important historical figure from this location or region and write a short summary of their contribution and its significance.
 - Write a dialogue between two people in this location. Use location specific details and sensory descriptions.
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STUDENT RESPONSE TEMPLATE:

Welcome to:

ELA