

Halloween Language Arts

What color is your wagon?



Jack-o-Lanterns



You may see jack-o-lanterns around Halloween. They are pumpkins that have been carved. People pick pumpkins at a pumpkin patch or buy them at a store. Then, they use tools to carve faces and lights into the jack-o-lanterns. People use stencils to trace. Some people just draw and carve. Jack-o-lanterns are done, and a candle or light in it. This is the jack-o-lantern at night.

Patches the Cat



Every year when we go to the pumpkin patch, we see Patches. Patches is a black cat. He lives at the pumpkin patch.

Patches likes to brush up against your pumpkin. Usually, he helps people pick their pumpkin. If Patches rubs its head against a pumpkin, that's the one people want.

This year, I didn't see Patches. I picked a huge, orange pumpkin and put it in my wagon. When I jumped in my wagon, Patches jumped in my wagon and rubbed all over my pumpkin. I think that was the right choice.

pumpkin



What sort of colors do gourds come in?



trick-or-treating



What's Included

Each domain will have 3-4 activities.

The domains are:

- Reading Literature
- Reading Informational
- Writing
- Speaking and Listening
- Language
- Foundational Skills

There will be a mix of:

- partner activities
- whole group activities
- independent activities
- small group options



Standards-Based

All of these activities are standards-based activities. What makes these unique is that they are themed to a holiday or a season!

Domain	Skills Hit
Reading Literature: RL	RL.K.1- Answering Questions RL.K.3- Setting Focus RL.K.3- Event Sequencing RL.K.6- Authors and Illustrators
Reading Informational: RI	RI.K.1- Asking Questions RI.K.1- Answering Questions RI.K.5- Parts of a Book RI.K.2- Main Topic
Writing: W	W.K.3- Narrative Writing- Event Sequencing 1 W.K.3- Narrative Writing- Event Sequencing 2 W.K.1- Opinion Writing W.K.1- Opinion Writing
Speaking & Listening: SL	SL.K.4- Describing Objects Clearly SL.K.1- Building Conversations SL.K.6- Practicing Speaking
Reading Foundational Skills & Language: RF, L	L.K.1.d- Question Words L.K.1.b- Nouns and Verbs RF.K.3.a- Beginning Sounds RF.K.2.a- Rhyming Words

Reading Literature

Patches the Cat



Every year when we go to the pumpkin patch, we see Patches. Patches is a cat. He lives at the pumpkin patch.

Patches likes to brush up against your pumpkin. Usually, he helps people pick their pumpkin. If Patches rubs its head on a pumpkin, that's the one people want!

This year, I didn't see Patches. I picked up a huge, orange pumpkin and put it in my wagon. Then, Patches jumped in my wagon! He rubbed his head all over my pumpkin. I knew I had made the right choice.

Where did Patches jump?

Where does Patches live?

Who is Patches?

How does Patches help the character?

What type of pumpkin did the character pick?

What does Patches do to people's pumpkins?

Setting Activity Script



Go on going to describe your different settings to you. Your job is to listen to the descriptions and try to figure out where you are. I'm describing. I want you to put your hands on top of your head when you know the answer. Don't put off any questions until I'm all finished with each story. Here comes the first story.

Open and Henry went for a nighttime walk. They wanted to see if they could spot a ghost. The moon was so bright that it lit up the sky and cast long shadows. They should walk down to the lake to try to see if there are bats near that water. Henry used the light of the moon to look through the trees. Henry thought as he went what's the setting for the story? Setting 1, 2, 3, or 4? Share with your partner.

Henry said I know that because it was night, there was a bright moon, and the trees.

Henry said to my brother and I went through the forest, we noticed a bright light and color of the leaves on the trees. We saw orange and yellow leaves. Henry said to my brother I want to collect some leaves to study. Henry said to my brother what's the setting for the story? Setting 1, 2, 3, or 4? Share with your partner.

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Events



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Events

I'm An Illustrator

Name: _____

My sister went Trick-or-Treating. She dressed as a cat. She came home with a bucket full of candy.

We were walking through the dark woods. It was spooky. Luckily, I had a flashlight.

I carved a pumpkin. It looks awesome. My Jack-o-lantern has triangle eyes, a square nose, and an oval mouth.

I was at the pumpkin patch. There were huge orange pumpkins all around me!

Reading Informational

Jack-o-Lanterns



You may see jack-o-lanterns around Halloween. They are pumpkins that have been carved. People pick pumpkins at a pumpkin patch or them at a store. Then, they use carving tools to carve faces and designs into the jack-o-lanterns. Some people use stencils to trace. Some people just draw and carve. When jack-o-lanterns are done, people put a candle or light in it. This lights up the jack-o-lantern at night.

What do people put inside them when they're done?

What are jack-o-lanterns?

When do you see jack-o-lanterns?

What does the light inside the jack-o-lantern do?

What is your favorite?

Who works at a pumpkin patch?

What sorts of colors do gourds come in?

What can you find inside a pumpkin?

Does she like her scarecrow?

What color is your wagon?

DINOSAURS WHO ROAMED EARTH
By: Rex Dactol
Pictures by: Liz Fossil

... goes in the sky.

A lot of people can go in planes.

Written by: Doc Surgeon
Pictures by: Pam Nurse
Emergency Publishers
Los Angeles, CA

ALL ABOUT SHEEP
By: Jan Wooly
Pictures by: U Bleat

scarecrow

black cat

trick-or-treating

pumpkin

Writing



Name _____
Study the illustrations and explain the events that happened.

Narrative Writing



FIRST _____

THEN _____

LAST _____




Opinion Stems

Ways to start an opinion statement.

- I think...
- I feel that...
- I believe...
- In my opinion, ...
- I don't like...
- You should read...
- My favorite...
- I prefer...
- You should try...
- The best thing about...
- ... is better than ...
- The best part of...

Opinion Prompt

What is the best Halloween costume?



Name _____
Write your opinion. Then write two reasons why.

Opinion Writing

Opinion

The best costume is a _____

Reason 1 _____

Reason 2 _____

Foundational Skills & Language



Speaking & Listening



Instructions Included

Each domain comes with 3-4 activities.

These activities are explained in detail with a teacher instruction page. Consider this your mini lesson guide page!

Speaking & Listening Activities

Activity 1: Describing Objects Clearly (SL.K.4)

Students will work in groups of three to play a version of Heads Up. One player will hold up a card to their head. The other two players will have to explain the object on the card without saying the name. They will need to use descriptive words to help the first player. They cannot use hand movements or act anything out.



Activity 2: Building Conversations (SL.K.1)

Students will sit in a circle of four children. They will all face each other. When the teacher displays a story starter strip on the board, student 1 will tell 2 sentences about this story to start it off. Then, they will take turns adding one sentence to the story until they work their way around the circle at least one time. Repeat for three more story starter cards.



Activity 3: Practicing Speaking (SL.K.6)

Teacher will display a topic card. Students will Mix-Pair-Share around the room to get a new partner. They will mix up around the room, pair up with a new partner, and share their thoughts and opinions about each Halloween topic.



Instructions Included

RL Activities

Activity 1: Answering Questions (RL.K.1)

Teacher will read aloud a passage to the students while displaying the story. Then, students will answer task card questions during Mix-Pair-Share. They will mix up around the room, pair up with a new partner, and share the answer to the questions.



Activity 2: Setting Focus (RL.K.3)

Teacher will display four setting picture cards on the board or under the document camera. Then, the teacher will read aloud from the script that describes different settings. Students will listen to the story and identify which setting matches the story.



Activity 3: Event Sequencing (RL.K.3)

Teacher will display story cards. Students will turn and talk with a nearby partner. For each card, they will create one sentence for the beginning, middle, and end event for each story card. They will explain the three pictures on the story cards as the beginning, middle, and end.



Activity 4: Authors & Illustrators (RL.K.6)

Students will practice being an illustrator. The teacher will read aloud four paragraphs (one at a time). In the boxes on their papers, students will draw a quick sketch that will represent the stories that were read.



RI Activities

Activity 1: Asking Questions (RI.K.1)

Teacher will display one question strip at a time. Then, students will turn and talk with a partner to decide if the question is a good question that will give more information. If the question is not a good question to ask, they will provide a real question that would help get more information.



Activity 2: Answering Questions (RI.K.1)

Teacher will read aloud a passage to the students while displaying the text. Then, students will answer task card questions during Mix-Pair-Share. They will mix up around the room, pair up with a new partner, and share the answer to the questions.



Activity 3: Parts of a Book (RI.K.5)

Teacher will write six parts of a book on the board to use as a word bank (spine, back cover, front cover, title page, page, photograph). Students will turn and talk with a partner to identify which part of the book that arrow is pointing to.



Activity 4: Main Topic (RI.K.2)

Teacher will put a main topic on the display and read it aloud. Students will participate in a Mix-Pair-Share activity. They will mix up around the room, pair up with a new partner, and share two possible key details for each main topic.



Instructions Included

Writing Activities

Activity 1: Narratives- Event Sequencing 1 (WK.3)

Students will work with a partner to put together a sequence of three cards (colored square sets will go together). They will then tell a verbal story to a partner about what is happening in the story. They will repeat this for the four sets of cards they receive.



Activity 2: Narratives- Event Sequencing 2 (WK.3)

Students will practice sentence writing about events in order. Depending on where kindergarten writers are at, teacher may need to provide a sentence stem or sentence prompt to help students with simple sentence writing.



Activity 3: Opinion Writing (WK.1)

Students will stand up around the room and focus on the teacher. Teacher will show one picture at a time on the board or under the document camera. They will Mix-Pair-Share around the room to share their opinion on each picture. They must use one of the sentence stems from the poster.



Activity 4: Opinion Writing (WK.1)

Teacher will display the prompt poster and allow students to raise their hands and answer the question (does not have to be an option on the poster). Then, students will illustrate two reasons why they chose this. Then, they will practice writing their fact and rewrite the topic sentence on the second graphic organizer. They'll finally combine the given topic sentence and their fact sentence in a final writing piece.



Language & RF Activities

Activity 1: Question Words (L.K.1.d)

Teacher will display a picture and a question word strip. Students will participate in a Mix-Pair-Share activity. They will mix up around the room, pair up with a new partner, and create and share a question using the picture topic and question word.



Activity 2: Beginning Sounds (RFK.3.a)

Students will work with a partner or small group to draw a card out of the pile. They will circle, clip, or dab the correct beginning sound for each given word.



Activity 3: Nouns and Verbs (L.K.1.b)

The teacher will display one picture at a time on the board. The students will turn and talk with a partner to share three nouns they see in the picture. Repeat with three verbs. Then, the class will create a list together of nouns and verbs. Repeat for the other picture.



Activity 4: Rhyming Words (RFK.2.a)

Students will participate in a Mix-Pair-Share activity with rhyming words. Teacher will display a fall themed word card on the board. Then, students will mix up around the room, pair up with a new partner, and share one word that rhymes with the given word.

