

Spring Language Arts

The collage features several educational items:

- Markers and Pencils:** Various colored markers (pink, yellow, red, teal) and yellow pencils are scattered around the worksheets.
- preclean** and **growing** flashcards: Two blue-bordered cards with the words "preclean" and "growing" in blue text.
- WEAK Responses about Thunderstorms** worksheet: A worksheet with a purple cloud and orange lightning bolt illustration.
- FLY** flashcard: A card with the word "FLY" and a blue butterfly illustration.
- I know why.** flashcard: A card with the text "I know why." and a small green insect illustration.
- My First Garden** worksheet: A yellow worksheet with a girl gardening illustration. It contains a story and a question: "How does the character feel about getting a garden?"
- A New Season** worksheet: A green worksheet with a landscape illustration and three questions:
 - Name 2 things that happen in spring.
 - Why do people spend more time outside?
 - What is something people don't like about spring?
- blow** flashcard: A card with the word "blow" and a girl blowing a bubble illustration.

What's Included

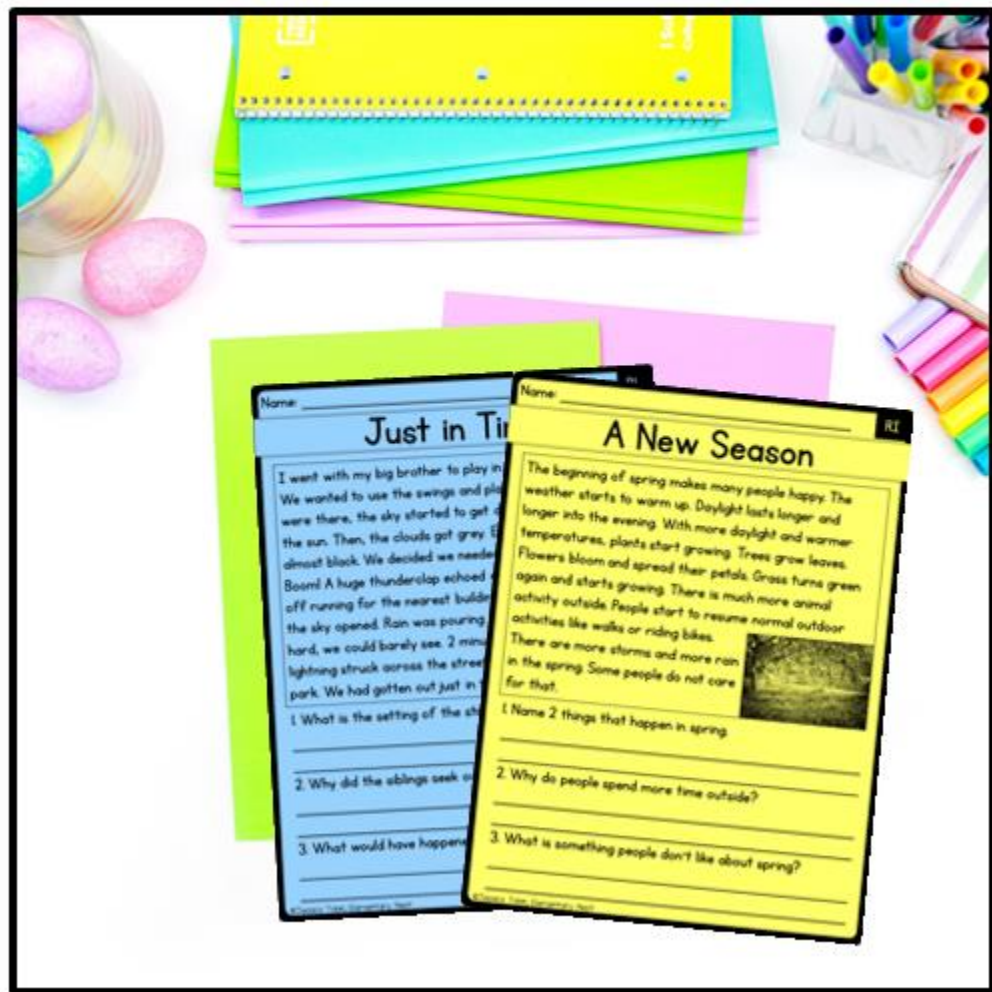
Each domain will have 3-4 activities.

The domains are:

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

There will be a mix of:

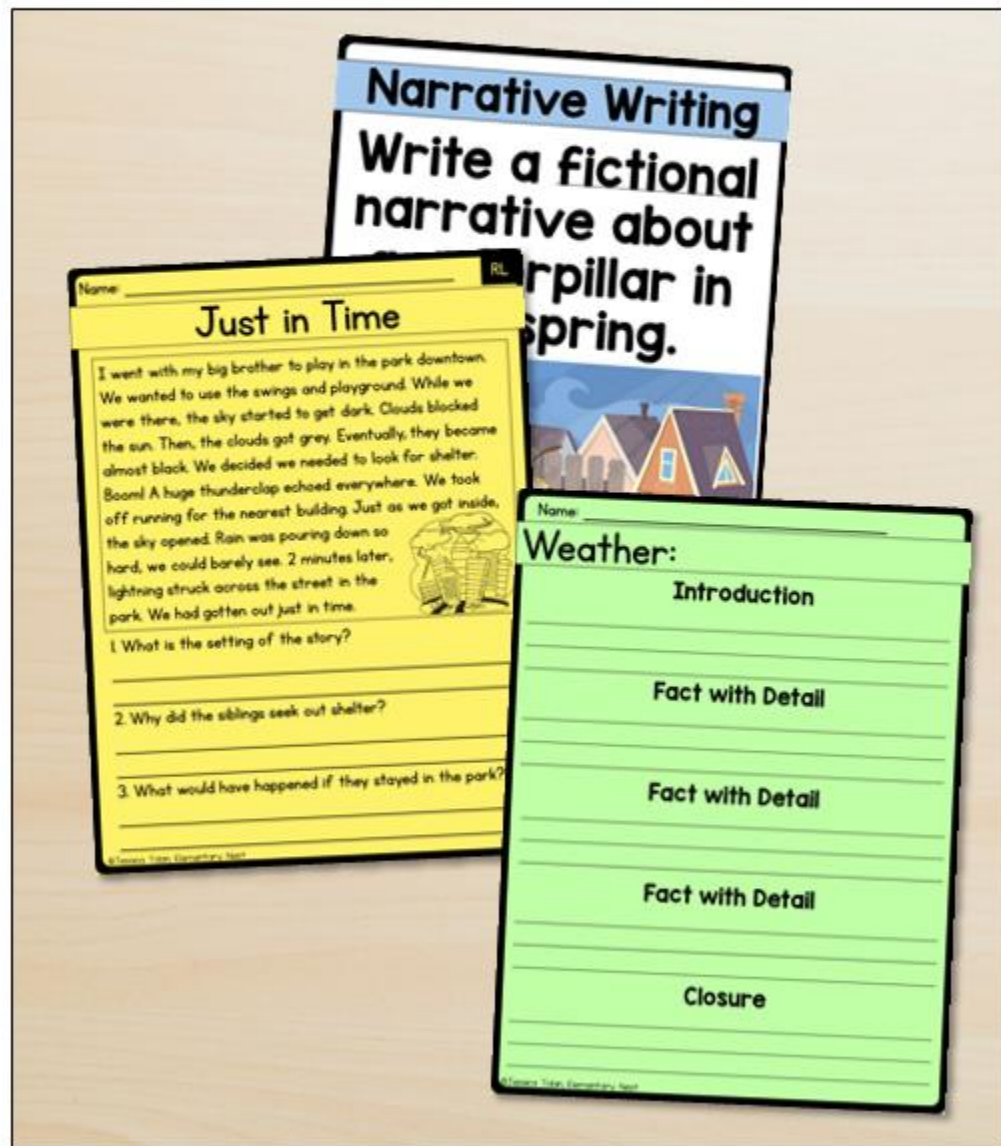
- partner activities
- whole group activities
- independent activities
- small group options



What Teachers Say

“I have enjoyed starting to use this item as we approach the testing season. It is a good product in reviewing some foundational skills and for a quick assessment on my kiddos.”

“Used this resource in centers and the students loved it!”



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.1.3/RL.2.3- Character Response RL.1.4/RL.2.4- Poetry RL.1.5/RL.2.5- Story Structure RL.1.3/RI.2.3- Setting Focus
Reading Informational: RI	RI.1.9/RI.2.9- Compare and Contrast RI.1.2/RI.2.2- Main Topic RI.1.8/RI.2.8- Author's Purpose RI.1.1/RI.2.1- Ask and Answer Questions
Writing: W	W.1.3/W.2.3- Narrative Writing W.1.3/W.2.3- Narrative Writing W.1.7&8/W.2.7&8- Research Writing W.1.7&8/W.2.7&8- Research Writing
Speaking & Listening: SL	SL.1.1/SL.2.1- Conversation Building SL.1.3/SL.2.3- Appropriate Response SL.1.5/SL.2.5- Adding Visual Drawings
Reading Foundational Skills & Language: RF, L	L.1.5.b/L.2.5.d- Shades of Meaning L.1.4.b/RF.2.3.d- Affixes RF.1.4/RF.2.4- Fluency L.1.4.c/ 2 nd Review- Inflections

Reading Literature

Name _____ RL

My First Garden

My mom just told me that I could plant my first garden. I ran around the house with excitement. I told my brother, "I am going to plant lots of foods." I want to plant things we can eat. This is going to be so fun. I think I will plant carrots, tomatoes, and peppers. I really enjoy those vegetables. This will also give my family fresh food for meals. We won't have to buy them at the store anymore. I can't wait to get started. I think I will ask my brother if he wants to help. That way, we can have fun together. I can even teach him how to garden a little bit.



1. How does the character feel about getting a garden?

2. How do you know that?

3. What does the character want to do with the garden?

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Name _____ RL


Stuck Outside

I'm getting so wet outside
I guess here, I'll remain.
I don't know if it will ever dry out
I'm just a spider in the rain.

The grass seems to be loving this
It has a lot to gain.
I'll try to find some shelter
I'm just a spider in the rain.

Maybe this will help the flowers
They could have something to gain.
They need water after all
I'm just a spider in the rain.

Maybe the weather isn't so bad
Maybe I shouldn't complain.
It is fun to jump in the puddles
I'm just a spider in the rain.



1. What word or phrase is repeated in this poem?

2. Why do you think the author did this?

3. Describe how the spider feels about the rain.

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Name _____ RL

The First Warm Day

I woke up early this morning. The sun was bright when I got out of bed. I went to the window and opened it. It was warm! It was the first warm day of the year. I started planning my day in my head immediately. I ran downstairs and asked my mom if I could play outside. She said I could if I ate breakfast first. I sighed but scarfed some down anyway. Then, I went upstairs and put on shorts and a t-shirt. Next, I ran downstairs and out to the garage. I put on my rollerblades and helmet and started skating. After that, I started shooting on the basketball hoop. I played outside the entire day!



1. What happened at the beginning of the story?

2. What happened in the middle of the story?

3. What happened at the end of the story?

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Name _____ RL

Just in Time

I went with my big brother to play in the park downtown. We wanted to use the swings and playground. While we were there, the sky started to get dark. Clouds blocked the sun. Then, the clouds got gray. Eventually, they became almost black. We decided we needed to look for shelter. Boom! A huge thunderclap echoed everywhere. We took off running for the nearest building. Just as we got inside, the sky opened. Rain was pouring down so hard, we could barely see. 2 minutes later, lightning struck across the street in the park. We had gotten out just in time.



1. What is the setting of the story?

2. Why did the siblings seek out shelter?

3. What would have happened if they stayed in the park?


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Reading Informational


Name _____ RT

Dangerous Weather

Tornadoes
Tornadoes are rotating funnels of air. They connect to both the earth and a cloud. They rotate at very high speeds. Some can rotate as fast as 300 miles per hour. Tornadoes can be very dangerous and destructive. The high wind speeds can pull things up off the ground or throw them. When a tornado is possible, a siren will go off. When people hear the siren, they need to seek shelter. It is best to go to a basement. If that is not possible, then people should go to a room without windows. This will be the safest thing to do.



Flooding
A flood is when there is too much water in one area. That water then overflows into places it isn't supposed to be. Floods can be caused by hard rain, hurricanes, and more. Since water is all over the ground, floods damage things that are on the ground. Large floods can be dangerous because water is powerful. Moving water can sweep things away. Even cars can be moved. When there is a severe flood, people need to move to high ground. That could be a higher floor. Sometimes, the roof of a building is the best option.




1. How are floods and tornadoes similar?

2. How are they different?

3. Compare and contrast what you should do if they happen.

4. Fill in the Venn diagram with similarities and differences.



Name _____ RT

Clouds

A cloud is a large gathering of tiny water droplets. They are so small and light that they are able to float. As the cloud gathers water droplets, it gets heavy. When it gets too heavy, the cloud produces precipitation. This is usually rain or snow. There are a few main types of clouds. Clouds can be grouped by how high they are in the sky. Cirrus clouds are the highest in the sky. These clouds form 8,000 feet or more above the earth. Alto clouds are below those. The lowest clouds are called stratus clouds. These are under 6,500 feet in the air.



1. What is the main topic of the text?

2. What is one key detail?

3. What is another key detail?

Name _____ RT

Plants Need Rain

Plants need water to survive. They get most of their water from rain. Plants take in nutrients from soil. These nutrients move through the plant in water. The water enters the plant in the roots. The roots are underground. The water then goes up the plant stem. It travels to the leaves or flowers. The water is delivering "food" into different parts of the plant. The plant will droop without enough water. It will not be healthy enough to stand up. The water helps the plant stay the right temperature.



1. What is the author's purpose?

2. What is one reason the author gives to support this?

3. What is something else that water does for plants?

Name _____ RT

A New Season

The beginning of spring makes many people happy. The weather starts to warm up. Daylight lasts longer and longer into the evening. With more daylight and warmer temperatures, plants start growing. Trees grow leaves. Flowers bloom and spread their petals. Grass turns green again and starts growing. There is much more animal activity outside. People start to resume normal outdoor activities like walks or riding bikes. There are more storms and more rain in the spring. Some people do not care for that.

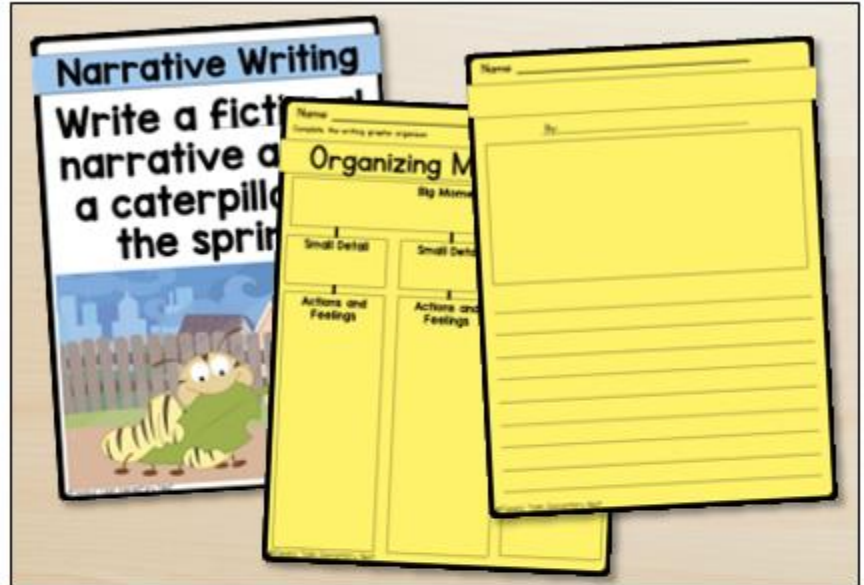


1. Name 2 things that happen in spring.

2. Why do people spend more time outside?

3. What is something people don't like about spring?

Writing



Foundational Skills & Language

Shades of Meaning

Place your word here.

pretty fly blow warm jump grow fun scary breezy

happily replant renew gardener unclean pretties warmer reseed preclean growing

Name(s): _____

Recording Sheet

Do it often. Same time tomorrow

We found it here.

Play it again. Even the animals

The following day y last name

It's a small world. Mother means it.

Where in the world I know why.

I like playing with my snail. play + ing

I love riding my bike. ride + ing

I went outside to catch insects. insect + s

The rabbits love her. rabbit + s

The inchworm was concerned. concern + ed

She had an umbrella when it rained. rain + ed

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: Conversation Building (SL.1, SL.2)

Students will "turn and talk" with the person sitting next to them to build a conversation. The teacher will pull a science or social studies topic. The teacher will display this topic on the board and students must verbally communicate to discuss the topic.



Activity 2: Appropriate Responses (SL.3, SL.2.3)

Students will work in groups of three to match topics and question stems together. They will pretend that a speaker is delivering information on the given topic (picture card), then they will find all the appropriate questions that they may ask for that given topic (question/sentence cards) and sort them under good or bad questions/responses.



Activity 3: Adding Visual Drawings (SL.5, SL.2.5)

Students will write a paragraph about each story topic. Then, they will trade their sentences with a partner. Their partners will read their sentences and add a drawing to it to illustrate. This will show they comprehend the sentences.



Instructions Included

RL Passages

Passage 1: Character Response (RL.1.3, RL.2.3)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 2: Poetry (RL.1.4, RL.2.4)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 3: Story Structure (RL.1.5, RL.2.5)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 4: Setting Focus (RL.1.3, RL.2.3)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



RI Passages

Passage 1: Compare and Contrast (RI.1.9, RI.2.9)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 2: Main Topic (RI.1.2, RI.2.2)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 3: Author's Purpose (RI.1.8, RI.2.8)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Passage 4: Ask and Answer Questions (RI.1.1, RI.2.1)

1st Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.

2nd Grade: Students read text with a partner 2-3 times before answering questions.



Instructions Included

Writing Activities

Activity 1: Narrative Writing (W.1.3, W.2.3)

Teacher will display an action or feelings card under the document camera. One at a time, the students will Mix-Pair-Share around the classroom. When they find a new partner, they will create two verbal sentences describing the action or the feeling. This will be practice for adding thoughts, feelings, or actions.



Activity 2: Narrative Writing (W.1.3, W.2.3)

Teacher will put the prompt on the board for students. Students will brainstorm on their prewriting worksheet, then they will turn that into a writing piece. While writing, they will try to focus on feelings and actions of the character.



Activity 3: Research Writing (W.1.7/8, W.2.7/8)

Students will use task cards to choose topics for online research. Each student will choose three topics and write three facts for each topic task card. They must use the safe websites given by the teacher.



Activity 4: Research Writing (W.1.7/8, W.2.7/8)

Students will choose one type of weather. They will begin to research and take notes on to create paragraphs for their writing piece. Then, students will turn these organized sections into a research writing piece.



Language & RF Activities

Activity 1: Shades of Meaning (L.1.5.d, L.2.5.b)

(Before- laminate thermometer sheet) Students will draw one verb adjective and place it in the middle of the thermometer. Then, they will write one weaker verb or adjective and one stronger verb or adjective with dry erase marker. Erase and repeat.



Activity 2: Affixes (L.1.4b, RF.2.3.d)

Students will work with partners or independently and pull an affixed word, then use it in a sentence about spring after determining the meaning of the word.



Activity 3: Fluency (RF.1.4, RF.2.4)

Students will draw a fluency strip out of the middle of a pile. They must read the phrase fluently. After all the cards are read aloud, they will mix up the strips and start over.



Activity 4: Inflections (L.1.4.c, Review for 2nd Grade)

Students will read the sentences and find the inflectional word within the sentence. Then, they will find the base word + inflection ending card to match. Finally, they will find the clipart to represent the sentence.

