

Spring Language Arts

Peculiar Prompt:
A thunderstorm starts
and rains down grass.

Write a word
stronger than
climb.

Write a word
weaker than
blow.

Too Close For Comfort

Name: _____

Brit liked to help her dad in the summer with the farm. She would feed the livestock, collect eggs, and help him on the large machines. One hot afternoon, she was outside when her dad called her in. "Brit, we need to get to the basement quickly!" her dad exclaimed. They took off sprinting across the field and into the house. Once inside, they went straight for the basement. Brit asked what was going on and her dad said inclement weather was coming. He explained to her, "It often looks like that shortly before a tornado." They turned on the tv in the basement to see the weather reports on the news. As her dad was changing channels, a tornado siren went off. He found the channel and there indeed was a tornado in the area. They saw the path of the tornado was going to miss them by a few miles and they both breathed a sigh of relief. Brit and her dad stayed in the basement until it was totally gone just to be safe.

Spring Topic:
thunderstorms

Too Close For Comfort

1. What happens at the beginning of the story?

2. How do you know Brit's dad had experienced this before?

3. What happens in the middle of the story?

What do you think inclement weather is?

What happens at the end of the story?

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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

"Great themed resource to use in the springtime to review ELA skills!"

"This is a wonderful resource. I have enjoyed using it with my students."

"My students did amazing with this assignment."

The image shows two overlapping worksheets. The top worksheet, titled "Katie's Birdhouse", has a blue header and contains a story about a girl named Katie who wants to build a birdhouse. The bottom worksheet, titled "Narrative Pre-Write", has a green header and contains a structured writing template with sections for "Clever Introduction", "First", "Next", "Last", and "Conclusion".

Katie's Birdhouse

Name: _____ RL

"Mom, can I put a birdhouse in the backyard?" Katie shouted. "Definitely. I think it would make the backyard even better," her mom replied. Katie had been thinking about wanting a birdhouse for a few days but hadn't asked her mom yet. Now, she was excited to embark on a project. Katie decided that she wanted to construct a birdhouse on her own, so she hunkered down to work.

It took a few hours, but she got it all put together. Then she painted it red, her favorite color. Over the next few days, countless birds came and hung out at the birdhouse. Katie seemed to especially enjoy it. Katie started to fill the birdhouse with birdseed for this robin. Each day, she was able to get closer to the bird. She could eventually see the bird seemed comfortable.

One day, Katie was running late to school. She ran out the front door with her homework in her hand. A gust of wind whistled through and blew her homework down the street. Oh no, Katie thought. She was already late and she still needed to hustle after the homework. Just then, she saw the robin retrieve her homework. It flew over to her and dropped it.

Narrative Pre-Write

Name: _____
Complete the writing graphic organizer.

Title: _____
Big Event: _____

Clever Introduction

First	Next	Last
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Conclusion

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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.3.5, RL.4.5- Sequencing a Story RL.3.5, RL.4.5- Drama RL.3.2, RL.4.2- Moral of the Story RL.3.9, RL.4.9- Compare and Contrast
Reading Informational: RI	RI.3.9, RI.4.9- Compare and Contrast RI.3.5, RI.4.5- Text Structures RI.3.1, RI.4.1- Ask and Answer Questions RI.3.3, RI.4.3- Making Connections
Writing: W	W.3.3, W.4.3- Narrative Writing W.3.3, W.4.3- Narrative Writing W.3.2, W.4.2- Informative Writing W.3.2, W.4.2- Informative Writing
Speaking & Listening: SL	SL.3.1, SL.4.1- Collaborative Conversations SL.3.3, SL.4.3- Information from a Speaker SL.3.5, SL.4.5- Audio Recording and Visual Display
Reading Foundational Skills & Language: RF, L	L.3.4.a, L.4.4.a- Context Clues L.3.4.b&c, L.4.4.b- Prefixes and Suffixes L.3.2.g&L.3.4.d, L.4.4.c- Reference Materials L.3.5.c, 4 th Review- Shades of Meaning

Reading Literature

Name: _____

Too Close For Comfort

RL

Brit liked to help her dad in the summer with the family farm. She would feed the livestock, collect eggs, and even help him on the large machines. One hot afternoon, she was with him, and he was explaining how to operate a combine. She was too young to drive, but she wanted to know what he did. The temperature started to drop quickly. The sun went away, some light clouds rolled in, and the air became greasy. Her dad had seen this before and knew what was going on. "We need to get to the basement quickly!" her dad exclaimed. They took off sprinting across the field and into the house. Once inside, they went straight for the basement. What was going on and her dad said impatiently. "It often looks like this shortly before a tornado." They turned on the TV in the basement to see the weather reports on the news. Her dad was changing channels, a tornado siren went off. He found the channel and there indeed was a tornado in the area. They saw the path of the tornado was going to miss them by a few miles, and they both breathed a sigh of relief. Brit and her dad stayed in the basement until it was totally gone just to be safe.

1. What happens at the beginning of the story?

2. How do you know Brit's dad had experienced this before?

3. What happens in the middle of the story?

4. What do you think happened next?

5. What happens at the end of the story?

Name: _____

Too Close for Comfort

RL

1. What happens at the beginning of the story?

2. How do you know Brit's dad had experienced this before?

3. What happens in the middle of the story?

4. What do you think happened next?

5. What happens at the end of the story?

Name: _____

The Recycling Drive

RL

Kate: I'm so glad we were able to do this recycling drive. This would have been a whole lot of unnecessary stuff thrown in the trash.

Janet: It's so much better this way. It's amazing how many things can be recycled and how much trash is created from a football game.

Kate: Last night's game was a sellout. So that helps explain the amount of litter that is thrown about.

Janet: This is so many popcorn boxes. I'm glad you're handling paper recycling.

Kate: It's better than the cans and bottles of pop you're picking up.

Janet: I wonder how many bags of recycling we'll end up with once this is all over.

Kate: Whatever the number is, we're making the world a little bit better. To keep this trash out of the landfill and be able to re-use it is a huge win for the environment.

Janet: Even bigger than last night's win over Hughes Middle School. (Both students laugh.)

Name: _____

The Recycling Drive

RL

1. What does Kate think about the recycling drive?

2. What do you know about last night's game?

3. Which type of product was each character in charge of collecting?

4. Why does Kate think it's a good idea to recycle?

5. What is the joke in the play?

Name: _____

Katie's Birdhouse

RL

"Mom, can I put a birdhouse in the backyard?" Katie shouted. "Definitely. I think it would make the backyard even better," her mom replied. Katie had been thinking about wanting a birdhouse for a few days but hadn't asked her mom yet. Now, she was excited to embark on a project. Katie decided that she wanted to construct a birdhouse on her own, so she hunkered down to work.

It took a few hours, but she got it all put together. Then she painted it red, her favorite color. Over the next week, countless birds came and hung out at the birdhouse. One robin seemed to especially enjoy it. Katie started to leave some birdseed for this robin. Each day, she was able to get closer and closer to the bird. She could eventually stand next to it if the bird seemed comfortable.

One day, Katie was running late to school. She sprinted out the front door with her homework in her hand. A gust of wind whistled through and blew her homework down the street. Oh no! Katie thought. She was already late and she still needed to hustle after the homework. Just then, she saw the robin retrieve her homework. It flew over to her and dropped it!

Name: _____

Katie's Birdhouse

RL

1. What had Katie been wanting to do?

2. How did Katie interact with the robin?

3. What happened to Katie's homework?

4. What did the robin do to help?

5. What is the moral of the story?

Name: _____

New Rain Boots

RL

Last year, I started to play in the rain. There was something I found peaceful in it and splashing in puddles. Yesterday, Ashley, I'm going to take you to the boots so you can play outside even when it rains. I was so excited that I ran the whole way and picked out some galoshes, or rain boots. They were my favorite color, and I was really happy about getting my feet soaked really hard.

It was just my luck that it rained all day. I used my new rain boots for the first time and went outside. The first time I went to test them out. Even in the middle, my feet were still dry.

After a few more tests, I walked across the street to the playground. I played on the swing set and on the gym. I spent some time on the round before I finally took a break. I had been thinking to my new shoes.

Name: _____

Oh No, It's Raining

RL

Alexander drove to and from places because he got to school everyday. The only problem was the weather. It rained every day. The weather turned into a huge city bus in foul weather. It was so warm, so they never got out of the rain.

Alexander was pretty happy. He was a daughter. Ashley came. Please be safe at work. I always drive slowly when it rains. Alexander knew he would be in any dangerous condition.

Alexander went to work. He was beautiful outside. At lunch, he and Ashley started to work. Alexander glanced outside and saw that the rain was beginning to let up. He took a deep breath and thought that it was not going to be a fun day. Alexander thought to himself.

Name: _____

New Rain Boot Fun & Oh No, It's Raining

RL

1. How are the characters similar in the stories?

2. How are the characters different in the stories?

3. How are the plots similar?

4. How are the plots different?

5. Compare and contrast the settings of both stories.

Reading Informational

Name: _____

From Tadpole to Frog

Frogs undergo a huge metamorphosis. They lay up to 4,000 eggs at one time. Tadpoles look more like fish than frogs. They live underwater and breathe through gills. They have a tail for swimming and grow larger at this stage.

After a few weeks, the tadpole begins to take shape as well. This stage is called the froglet. The froglet can jump but still has a tail. It actually does not need to consume food. It uses nutrients in its tail for energy. The tail continually shortens. Once it jumps up onto land for the first time, the cycle is over.

The frog is still very small. It grows for 2-4 more years and then disappears. Once it is grown, it is a frog. It will eat insects instead of tadpoles and it also has the ability to lay eggs to start the cycle over.

Name: _____

A Beautiful Metamorphosis

The life cycle of a butterfly is a beautiful one. It starts with an egg on a plant stem or leaf. The egg hatches only when the temperature is just right. Caterpillars eat all the time while they are still caterpillars.

Once the caterpillar gets into a chrysalis, this stage can last months depending on the caterpillar. The exterior forms around the caterpillar. The caterpillar is not growing different limbs and wings. Once the butterfly is ready to split open, the butterfly is not ready to fly. The butterfly is not ready to fly. The butterfly is not ready to fly.

Name: _____

Watch Out for Flooding

Floods can be very dangerous and can often occur without warning. So, what causes a flood? Floods are when too much water is in one area and it spills over whatever was holding it back. Floods are caused by an increase in water levels. This is most often due to rain. However, it can also come from melting snow or something manmade like a burst pipe.

Normal amounts of rain do not usually cause a flood. It often takes an enormous amount of rain or extremely heavy rain to cause a flood. Hurricanes, monsoons, and tsunamis are all examples of weather that commonly cause flooding. When a small creek floods, that is not usually going to be a big deal. If a river or lake floods, it can be a major problem.

Large-scale flooding can cause millions of dollars of damage to cars, houses, buildings, and more. Flooding can also be very dangerous for people and animals. Water can move rapidly and be out of control.

If there is a flood, people need to get to higher ground. This can be a higher floor of a building or a roof. If people can go somewhere up a hill, that is best.

Name: _____

Watch Out for Flooding

1. What causes a flood?
2. What kind of weather can often produce a flood?
3. Besides rain, what can cause a flood?
4. What can happen if there is a large-scale flood?
5. What do people need to do in the event of a flood?

Name: _____

Daylight Savings Time

Daylight savings time is the practice of changing clocks by one hour in the spring and fall. In the spring, clocks are set forward by one hour. In the fall, they are set backwards by one hour. The changing of the clocks helps people have an extra hour of daylight at the end of the day during the warmest part of the year.

The idea was first proposed by Benjamin Franklin. He claimed that it would help save on the cost of candles, as there was no electricity at the time. However, he was joking about altering daylight hours. It was then seriously discussed by George Hudson in 1895. He wanted daylight changed by two hours so he could do more research. The United States started using daylight savings time, or DST, for the first time in 1918.

Clocks are changed in the United States on the second weekend of March. They are also changed on the first weekend of November. Clock changing occurs just after midnight on those days. That means that each year, there is a day with 23 hours and a day with 25 hours. While most people like DST, there are some who do not.

Name: _____

Daylight Savings Time

1. What is daylight savings time?
2. Why did Benjamin Franklin jokingly propose DST?
3. Why did George Hudson actually propose daylight savings time?
4. What are the two weekends when clocks are changed in the US?
5. What will happen to the days that have clock changes?

Name: _____

Tornados

Tornados are large rotating columns of air. They connect to both a cloud and to the earth. As they move, they pick up objects and suck them into the rotating air. Tornados can be a few hundred feet across or a few miles wide. Wind speeds in the tornado can reach as much as 300 miles per hour, although most tornados are below 100 miles per hour. Tornados are labeled by how fast their wind speeds are. There is a scale from 0-5 rating them. The weakest tornados are F0 tornados. Those do not do much damage. The most intense and destructive are F5 tornados.

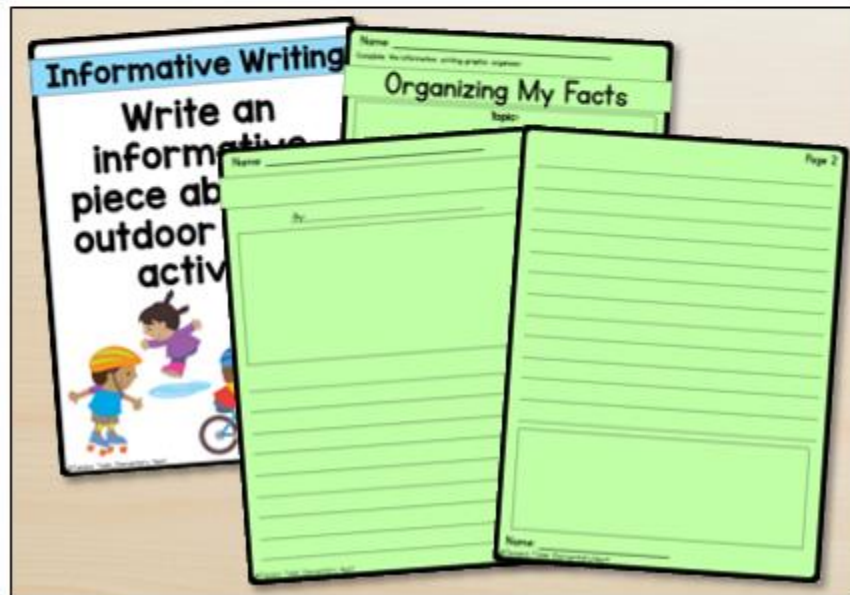
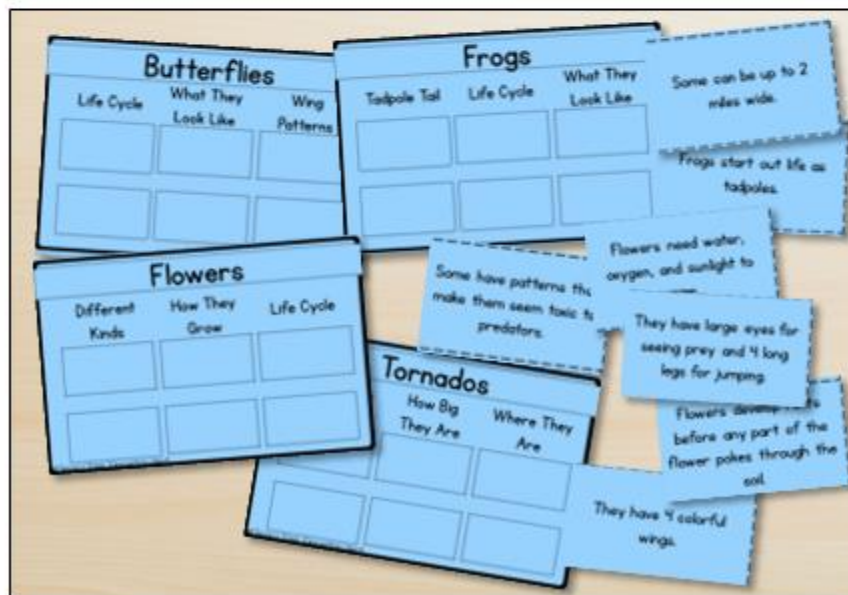
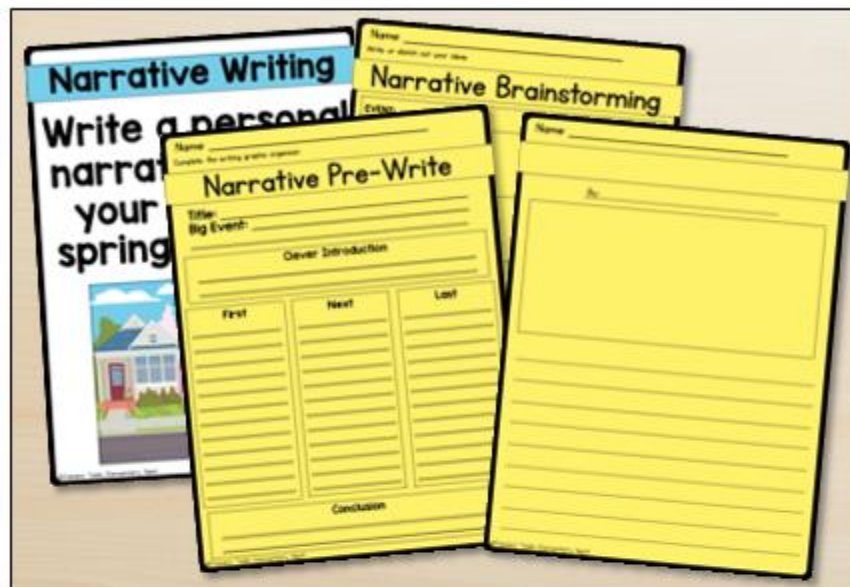
Although they can occur anywhere, tornados are usually found in the United States. The central part of the US is the area that gets the most tornados. Tornados can be detected ahead of time. In the US, radar is used to predict and detect tornados. If a tornado is detected, sirens will go off. People need to take shelter. A windowless basement is the best place to be during a tornado. If that is not an option, another room without windows is the next best place to go. Areas with frequent tornados may have underground storm cellars.

Name: _____

Tornados

1. What are 2 characteristics of tornados?
2. Explain the tornado rating system.
3. Where are most tornados found?
4. If a siren goes off, what should people seek first?
5. Compare and contrast an F0 and F5 tornado.

Writing



Foundational Skills & Language

Context Clues

Context Clues are Provided

Context Clues are Not Provided

The ground is covered in clover.

The rain caused a deluge. The entire lake overflowed.

The flowers smell fragrant. I can't stop sniffing them!

Did you see the baby tadpole yesterday?

The ground is covered in clover.

The rain caused a deluge. The entire lake overflowed.

The flowers smell fragrant. I can't stop sniffing them!

Did you see the baby tadpole yesterday?

The ground is covered in clover.

The rain caused a deluge. The entire lake overflowed.

The flowers smell fragrant. I can't stop sniffing them!

Did you see the baby tadpole yesterday?

The ground is covered in clover.

The rain caused a deluge. The entire lake overflowed.

The flowers smell fragrant. I can't stop sniffing them!

Did you see the baby tadpole yesterday?

play read

worth br

warm h

hope cheer

-ful -ly

-less -able

-ible -ness

-ous -er

Spin your base

Spin your suffix.

Fix Words

Real or Nonsense?

spring

flower

bloom

sunshine

rain

butterfly

thunder

umbrella

garden

chaun

blossom

rabbit

Write a word stronger than dark.

Write a word stronger than bright.

Write a word weaker than happy.

Write a word stronger than fast.

Write a word stronger than jump.

Write a word weaker than rain.

Write a word weaker than wet.

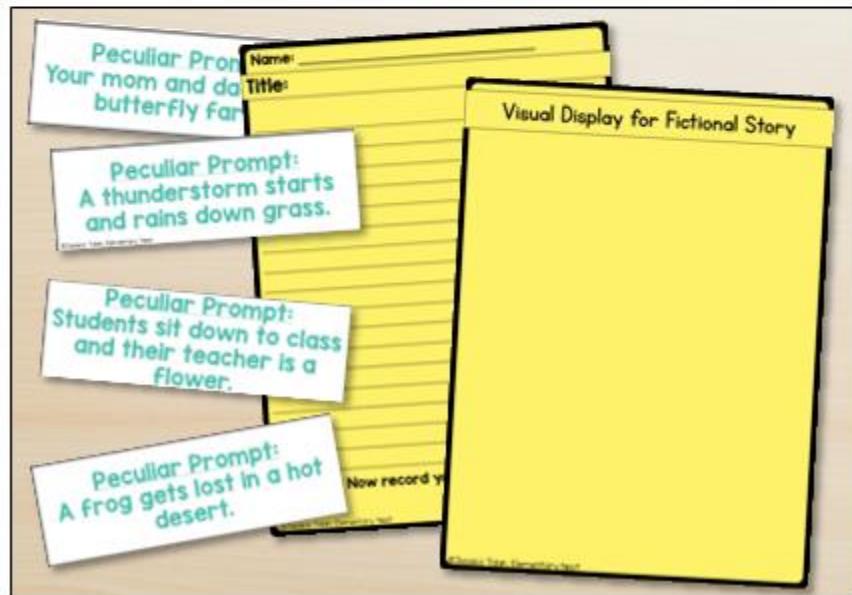
Write a word weaker than small.

Write a word weaker than blow.

Write a word stronger than step.

Write a word stronger than climb.

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!

Writing Activities

Activity 1: Narrative Writing (W.3.3, W.4.3)

Students will draw a picture card that shows how a child or character is feeling. When they draw the picture card, they will write two sentences explaining what happened and how the child feels. They are practicing writing details to describe thoughts and feelings. They will choose four to describe.



Activity 2: Narrative Writing (W.3.3, W.4.3)

Teacher will put the narrative writing prompt on the board for students. Students will brainstorm on their prewriting worksheet, then they will turn that into a narrative writing piece.



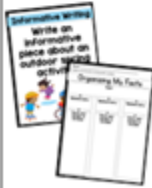
Activity 3: Informative Writing (W.3.2, W.4.2)

Students will work with partners to complete the grouped information mats. They will lay the mats down on the table, then one at a time, read the facts and place them under the correct category. The partners will check a nearby group to self-assess and compare answers. When you reconvene on the carpet or in their chairs, discuss how they use this process in their writing of grouping related facts together.



Activity 4: Informative Writing (W.3.2, W.4.2)

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. Ask them to focus on subtopics just like they practiced in Activity 3.



Instructions Included

RL Passages

Passage 1: Sequencing a Story (RL.3.5, RL.4.5)

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 2: Drama (RL.3.5, RL.4.5)

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 3: Moral of the Story (RL.3.2, RL.4.2)

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 4: Compare and Contrast (RI.3.9, RI.4.9)

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.



RI Passages

Passage 1: Compare and Contrast (RI.3.9, RI.4.9)

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: Text Structures (RI.3.5, RI.4.5)

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 3: Ask and Answer Questions (RI.3.1, RI.4.1)

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.



Passage 4: Making Connections (RI.3.3, RI.4.3)

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.



Instructions Included

Speaking & Listening Activities

Activity 1: sdf (SL.3.1, SL.4.1)

Students will Mix-Pair-Share for each talking card. To Mix-Pair-Share, students will stand up and mix up around the room. When the teacher says stop, they will pair up with the closest person and share. The "share" is about the talking card. Students will share their opinion on each topic. Each student gets 30 seconds to share, then mix up again.



Activity 2: sdf (SL.3.3, SL.4.3)

Students will choose a debate topic to write about. They will write a draft that includes at least two strong points and two pieces of evidence for each. Then, they will read it aloud to another classmate. Then, the partner will write about the author's points and reasons. Then, they will repeat for the other partner's writing.



Activity 3: asdf (SL.3.5, SL.4.5)

Students will choose one of the four peculiar prompts to write a story about. They will write a fictional story about this picture. Then, students will use a recording device (app, tape recorder, computer program) to record themselves reading their story. Then, students will create a picture that represents their story as closely as possible. They will try to fit as much detail into the picture as possible.



Language & RF Activities

Activity 1: Context Clues (L.3.4a, L.4.4a)

Students will complete a fold and snip flip book. They will fold the bold line and cut along the dotted lines. Then, they will cut and paste sentences under the correct flap, determining if the context clues are provided within the sentences.



Activity 2: Prefixes and Suffixes (L.3.4b, L.3.4c, L.4.4b)

Students will spin a base word on one of the mats. Then, they will spin a suffix on the other mat. They will create a list of words combining the base word and suffix to determine if the word they created is a real word or a nonsense word.



Activity 3: Reference Materials (L.3.2g, L.3.4d, L.4.4c)

Students will draw a word strip. They will look up the blue word in the dictionary. Once they find the word in the dictionary, they will locate the guide words on that given page and write the two words in the green box.



Activity 4: Shades of Meaning (L.3.5c, Review for 4th Grade)

Students will work with a partner or small group to draw a card. They will read the prompt on the card and try to come up with a word that is stronger or weaker than the word provided when thinking about shades of meaning.

