

St. Patrick's Language Arts



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

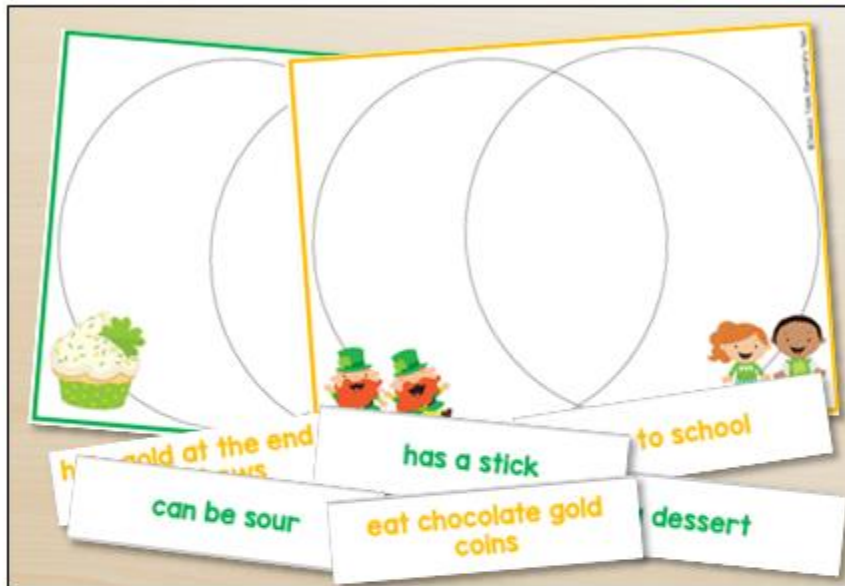
All of these activities are standards-based activities. What makes these unique is that they are themed to a holiday or a season!

Domain	Skills Hit
Reading Literature: RL	RL.K.9- Compare and Contrast RL.K.4- Unknown Words RL.K.2- Retelling a Story RL.K.1- Ask and Answer Questions
Reading Informational: RI	RI.K.9- Compare and Contrast RI.K.1- Ask and Answer Questions RI.K.8- Author's Point and Reasons RI.K.4- Unknown Words
Writing: W	W.K.8- Research Writing W.K.1- Opinion Writing W.K.3- Narrative Writing W.K.3- Fictional Narratives
Speaking & Listening: SL	SL.K.4- Describing People SL.K.2- Understanding Read Alouds SL.K.6- Expressing Thoughts and Feelings
Reading Foundational Skills & Language: RF, L	L.K.5.b- Antonyms and Synonyms L.K.5.d- Shades of Meaning RF.K.3.d- Word Families RF.K.4- Fluency

Reading Literature



Reading Informational



can be sour

eat chocolate gold coins

has a stick

to school



The Irish flag is orange, green, and white.

Shamrocks are green.

Rainbows have many colors in them.

Horseshoes are a symbol of luck.



Ireland would be a great country to visit. It is full of beautiful and interesting places to go.

Clovers are a symbol of good luck. Some people say that if you find a four-leafed clover, it means that you are lucky.

Rainbows are very beautiful. They have colors like red, orange, yellow, green, blue, and violet.

St. Patrick's Day has many different symbols. Things like clovers, rainbows, and leprechauns all represent the holiday.



lucky

ancient

musical

country

symbol

colorful

Writing

Clovers

Clovers are plants. Clovers are green. They grow in the grass and have different numbers of leaves.

A clover with four leaves is said to be lucky. That is because they are so rare, or hard to find!

Some people also call clovers shamrocks. They are a symbol of St. Patrick's Day, which is fun holiday to celebrate!

where they grow

what they look like

what they are

why they're lucky

Writing Information

I Got From the Passage

I feel

I think

I believe

I feel

I think

I believe

Personal

A story about how a leprechaun hid his gold

Fictional

A story about your St. Patrick's Day party

Personal

A story about how you found a clover

Fictional

A story about how you celebrated St. Patrick's Day

Personal

A story about catching a leprechaun

Personal

A story about a sneaky leprechaun

Personal

A story about you eating chocolate gold coins

Fictional

A story about you seeing a rainbow in the sky

Fictional

A story about you finding a pot of gold at the end of a rainbow

Narrative Prompt

Write a story about Leo and his gold.

Narrative Writing

Draw what happened first.

Draw what happened next.

Draw what happened last.

Narrative Writing

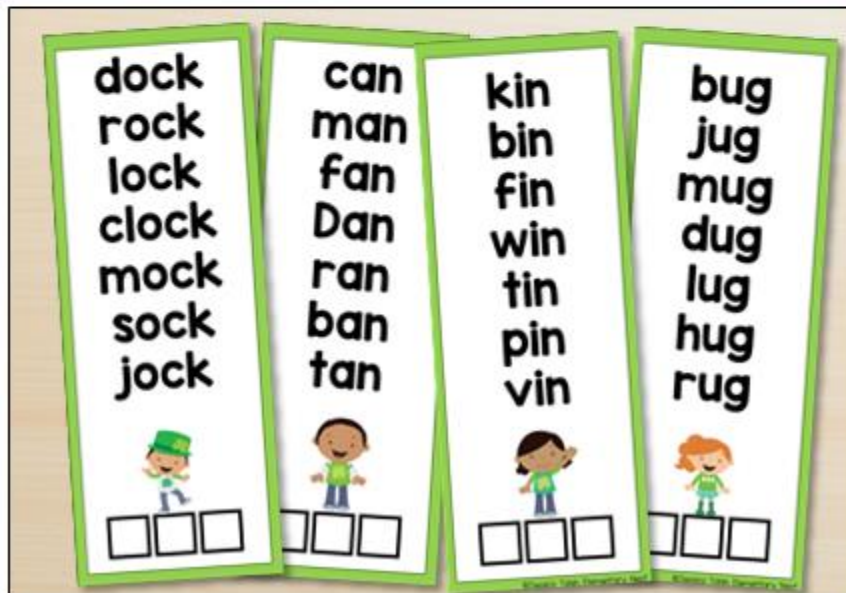
Leo

First

Next

Last

Foundational Skills & Language



Speaking & Listening



Suggested Reading

The Berenstain Bears' St. Patrick's Day by Mike Berenstain	Fiona's Luck by Teresa Bateman
Ten Lucky Leprechauns by Kathryn Helling and Deborah Hembrook	The Night Before St. Patrick's Day by Natasha Wing
Jack and the Leprechaun by Ivan Robertson	There Was an Old Lady Who Swallowed a Clover by Lucille Colandro
The Luckiest St. Patrick's Day Ever by Teddy Slater	How to Catch a Leprechaun by Adam Wallace

What events happened on that page?

How did this change the events of the story?

Which characters were part of this event?

What key details were important on page?

What illustrations do you see?

What is one question you still have?



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 People (SL.K.4)

Teacher will show a picture card of a character. Students will participate in a Mix-Pair-Share activity. They will mix up around the room, find a new partner, and share 3 things to describe each character focusing on *adjectives and physical appearance*.



Activity 2: Understanding Read Alouds (SL.K.2)

Teacher reads aloud a fictional text. After each page is read, students will turn and talk to one another about what events happened on each page. Suggested book list is included!



Activity 3: Expressing Thoughts and Feelings (SL.K.6)

Teacher will display a topic card. Students will Mix-Pair-Share around the room to get a new partner. When they find a new partner, they will share their thoughts about each topic.



Instructions Included

RL Activities

Activity 1: Compare and Contrast (RL.K.9)

The teacher will create a Venn diagram on the white board (or display one given below under document camera). Students will help teacher complete a Venn diagram about the two pictures. Students will study the pictures, noticing what the characters are doing, then compare their adventures.



Activity 2: Unknown Words (RL.K.4)

Teacher will display a sentence strip. He or she will read the sentence aloud to the students a few times, then the teacher will read the word options for students. They will turn and talk with a partner about what they think is the missing word and why.



Activity 3: Retelling a Story (RL.K.2)

Students will each receive a book or will buddy read the book with a partner. Teacher and students will read book aloud as a whole group three times. Then, the teacher will ask questions for the students to answer with a partner.



Activity 4: Ask and Answer Questions (RL.K.1)

Teacher will display a picture card for the students to see. Then, the teacher will ask the three questions (one at a time) for each picture card. Students will Mix-Pair-Share around the room for each question to use the picture to answer it.

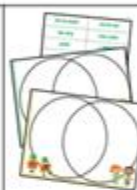


RI Activities

Activity 1: Compare and Contrast (RI.K.9)

Whole group option: Teacher will display Venn diagrams and read fact one at a time. Students will turn and talk with a partner to determine where the fact fits.

Small group option: Teacher helps students read facts on their own. Within small group, they will sort the facts on Venn diagrams in front of them.



Activity 2: Ask and Answer Questions (RI.K.1)

Teacher will display one task card at a time to the students and read aloud the sentence(s) for each picture. Students will study the image and sentence, then turn and talk to a nearby partner and ask two questions they still have about the topic.



Activity 3: Author's Point and Reasons (RI.K.8)

Students will participate in a Mix-Pair-Share activity. Teacher will read a task card with a point and two reasons. Students will mix up around the room, pair up with a new partner, and share at least one of the reasons that the author believes that point. Repeat for all task cards.



Activity 4: Unknown Words (RI.K.4)

Students will work with partners to match the picture cards to the word cards. They will use their decoding skills and match the picture to the word. This will help their picture/unknown word association.



Instructions Included

Writing Activities

Activity 1: Research Writing (WK.8)

Students will work with a partner. They will get a passage, color coded topic strips, and crayons. They will read the passage together. Then, they will draw a topic strip. They will underline the sentences or phrases in the passage about that specific topic in the matching color. Then, they will write a sentence about that topic on the collection information sheet.



Activity 2: Opinion Writing (WK.1)

Students will draw an opinion strip. They will look at the picture given for their topic. Then, they will write (after tracing a sentence stem) their opinion on the topic. They must reread their opinion sentence back to their partners for approval or improvements.



Activity 3: Narrative Writing (WK.3)

Each student will get a fictional or personal narrative card. Teacher will read a prompt about a narrative aloud. Students will hold up their narrative cards to show which they think the prompt is describing. Then, they will turn and talk with a nearby partner and explain why they chose that.



Activity 4: Fictional Narratives (WK.3)

Teacher will display the prompt on the board. Teacher will then allow students to work on their brainstorming paper for events and reactions. Then, students will take their illustrations and notes and add sentences to them. These sentences will have first, next, then, and last stems to help the students follow a sequence.



Language & RF Activities

Activity 1: Antonyms and Synonyms (L.K.5b)

Teacher will display a word set card on the board. Students will mix up around the room, pair up with a new partner, and share if these are antonyms or synonyms. Repeat for all word sets.



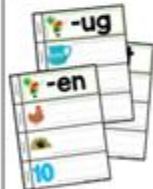
Activity 2: Shades of Meaning (L.K.5d)

Teacher will display a word pair strip and ask students to act out both words. Then, students must decide which word shows more intensity.



Activity 3: Word Families (RFK.3.d)

Students will cut and glue the leprechaun's word family books together. Then, they will spell each of the words in the book, based off the word family rule. They will have to read their books to at least 3 friends after.



Activity 4: Fluency (RFK.4)

Students will draw a speed word list from a pile. They will read each list as quickly and fluently as they can. Each time they read the list, they will check one of the boxes. Then, they will repeat two more times.

