

St. Patrick's Language Arts

Finding My Gold RL

Name: _____

I love gold because I'm a leprechaun. I spend most of my days looking for gold. When I find gold, I get so excited! I love looking for gold because I love treasure hunts. Sometimes, I go months without finding any. It just makes it more special when I do find some. The best place for gold is at the end of rainbows. However, you have to go to the end of a rainbow. However, rainbows don't always have gold there. One time, I found a pot of gold. It was big enough for me and my friends. I ended up sitting in it. I threw the gold coins into the air and let it fall on me. It was so fun!

1. What point of view is this story written in?

2. How do you know that?

3. How does the character feel about finding gold?

Visiting Ireland RI

Name: _____

Ireland is a popular country to visit. It is an island, so there is water on every side. This means Ireland has great scenery. It is one of the prettiest countries in the world. There is a series of roads that run along its coast. You can look out over the cliffs at the water for miles. Ireland has many ancient castles. These are great spots to visit and learn more. Ireland also has great surfing and hiking areas. This appeals to people who love the outdoors. There is something for everyone in Ireland.

1. What is the author's point?

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

3. What is another reason the author gives to support this?

Choose your character:

inside

above

another

well

What's Included

Each domain will have 3-4 activities.

The domains are:

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

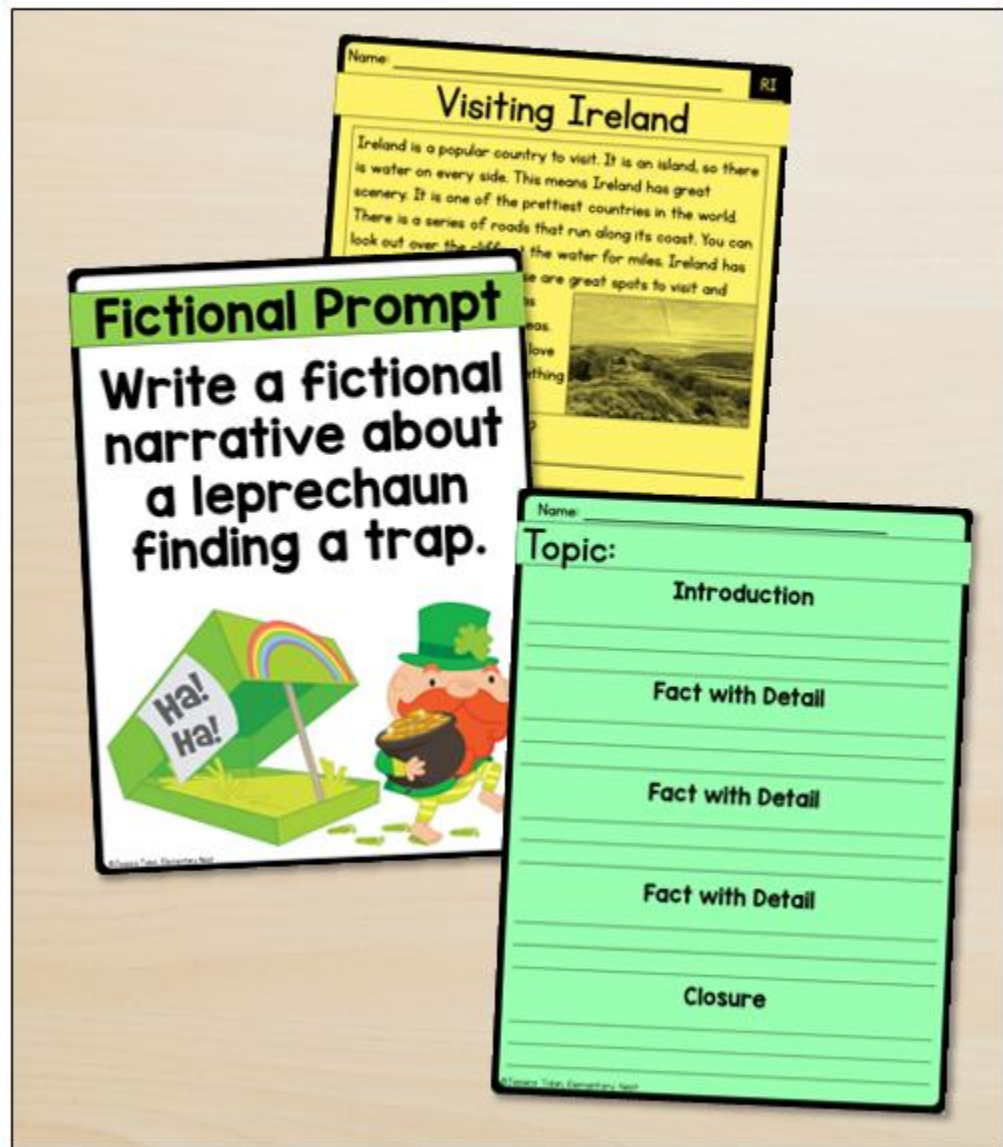
There will be a mix of:

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



What Teachers Say

"I used this resource during reading small and whole groups. I printed these passages for myself and my classroom aid to read with students. We practiced going back to the text to find the answers. I liked how these worksheets were easy to use and printed easily!"



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.1.6/RL.2.6- Point of View RL.1.1/RL.2.1- Ask and Answer RL.1.2/RL.2.2- Moral of the Story RL.1.9/RL.2.9- Compare and Contrast
Reading Informational: RI	RI.1.5/RI.2.5- Text Features RI.1.3/RI.2.3- Making Connections RI.1.9/RI.2.9- Compare and Contrast RI.1.8/RI.2.8- Author's Point
Writing: W	W.1.7&8/W.2.7&8- Research Writing Practice W.1.7&8/W.2.7&8- Research Writing W.1.3/W.2.3- Narrative Introductions W.1.3/W.2.3- Fictional Narrative
Speaking & Listening: SL	SL.1.2/SL.2.2- Recounting from Other Media SL.1.6/SL.2.6- Telling a Story SL.1.4/SL.2.4- Describing in Detail
Reading Foundational Skills & Language: RF, L	RF.1.3.d&e/RF.2.3.c- Syllables RF.1.3.g/RF.2.3.e&f- Irregular Spelling L.1.1.i/2 nd Review- Prepositions RF.1.4/RF.2.4- Fluency

Reading Literature

Name _____ RL

Finding My Gold

I love gold because I'm a leprechaun. I spend most of my days looking for gold. When I find gold, I get so excited I love looking for gold because I love treasure hunts. Sometimes, I go months without finding any. It just makes it more special when I do find some. The best place to look for gold is at the end of rainbows. It is hard to get to the end of a rainbow. However, there is almost always gold there. One time, I found a huge pot of gold. It was big enough for me to climb in. I ended up sitting in it. I threw the gold up in the air and let it fall on me. It was so fun!



1. What point of view is this story told in?

2. How do you know that?

3. How does the character feel about looking for gold?

Name _____ RL

The Leprechaun in our Room

When my brother and I came home from school today, we went to our room. Our room was a mess! But we hadn't left it that way. It was clean when we went to school. There were papers all over. The bedding was wadded up. Chairs were knocked over. What had happened? We didn't have a good explanation. So, we got to work cleaning up the mess. My brother grabbed some schoolwork that was shoved under his desk. Just then, a leprechaun sprang out from under there. He laughed as he ran past us. I think we know who made the mess now!



1. How was the room when they left for school?

2. Name 3 ways the room was messed up.

3. What did the leprechaun do after he emerged?

Name _____ RL

Finding His First 4-Leaf Clover

Duane wanted to find a four-leaf clover for months. Four-leaf clovers bring good luck. So, he spent a lot of time looking at the ground to try to find one. He looked in his yard, in the woods, and in the field near his school. He found a bunch of three-leaf clovers. He still hadn't found a four-leaf one yet. Duane was getting frustrated. He told his mom this would be his last time looking for one. He went to check at the park near the soccer field. There, he found a four-leaf clover. His patience had paid off. He ran home to tell his mom the great news.



1. What is the moral of the story?


2. How do you know that is the moral of the story?

3. What did Duane learn about persistence?


Name _____ RL

The Leprechaun Trap

Setting the Trap
Dara wanted to catch a leprechaun. She came up with a plan to make a trap. She spent 2 hours putting it together. It was perfect. She laid out some gold coins in a pot. She knew that would trick the leprechaun into getting trapped. When he took the gold, the trap would shut and catch him inside. Dara went to sleep. She dreamt of catching a leprechaun. She hoped that there would be one in her trap in the morning!



Breaking the Trap
Leo the leprechaun was very smart. He loved gold and he tried to get it however he could. Late one night, he came upon some gold coins in a pot. The coins and pot were inside of a trap. Leo had seen traps like this before. He formed a plan. He cut the string attached to the pot. The way, he would not get trapped. He even left a note for whoever had set the trap. Leo grabbed his gold coins and ran away laughing.



1. How are the characters similar?

2. How are the characters different?

3. How are the events similar?

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

Setting the Trap	Both	Breaking the Trap
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Reading Informational

Name _____ RI

St. Patrick's Day

What is it?
St. Patrick's Day started as a celebration of St. Patrick, St. Patrick is the patron saint of Ireland. It has changed into a celebration of Irish culture. It celebrates the start of Christianity in Ireland. Christianity is the most common religion in Ireland.

How is it Celebrated?
In the United States, it is very common to wear green clothing on this day. There are many parades as well. Many people go to church on this day. Many buildings are lit up with green lights. In Chicago, they even dye the Chicago River green on St. Patrick's Day.

Did you know? Some of the most popular symbols of St. Patrick's Day are shamrocks, leprechauns, the Celtic knot, and the color green.



Some common St. Patrick's Day symbols.

1. Why do you think the author included a sidebar?
2. What can you learn from the image?
3. What are the subheadings?

Name _____ RI

How Rainbows Form

Rainbows are one of the most interesting things in nature. Rainbows require rain. Water droplets must be in the air. If they are, and the sunlight hits them at the right angle, a rainbow can form. The sunlight from the sun enters the water droplet. It is then reflected and sent back out of the droplet. This causes the rainbow effect that people see. Sometimes, a second rainbow can be seen. This is caused when the light reflects twice in the water droplet. The second rainbow is always fainter.

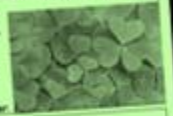


1. What two things do rainbows require?
2. What happens when sunlight enters a water droplet?
3. What happens to form a second rainbow?


Name _____ RI

Is This Clover Lucky or Not?

Shamrocks
Shamrock is a term that comes from the Irish term for young clover. It is used to describe any three-leaf clover. There is no specific type of clover that it is for. Three-leaf clovers are not considered lucky. They are very common. They can be found in just about any woods in the United States. You might even have some in your yard. They are small with three heart-shaped leaves. It can be hard to tell the difference between a three or four-leaf clover.



A Four-Leaf Clover
A four-leaf clover is very similar to a three-leaf clover. The only difference is that it has an extra leaf. Four-leaf clovers are considered to be lucky. There are many people who collect four-leaf clovers. They started being called lucky in the late 1800s. It is rare to find a four-leaf clover. There is one four-leaf clover for every 5,000 three-leaf clovers. This makes them hard to find. They have the same color and shape, so they blend right in.



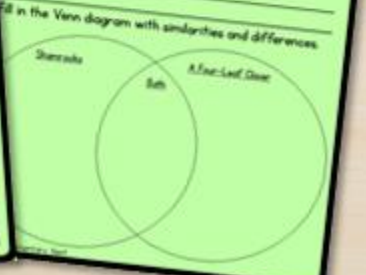
Name _____ RI

Is This Clover Lucky or Not?

1. How are three and four-leaf clovers similar?
2. How are they different?

Compare and contrast how common they are.

Fill in the Venn diagram with similarities and differences.



Name _____ RI

Visiting Ireland

Ireland is a popular country to visit. It is an island, so there is water on every side. This means Ireland has great scenery. It is one of the prettiest countries in the world. There is a series of roads that run along its coast. You can look out over the cliffs at the water for miles. Ireland has many ancient castles. These are great spots to visit and learn more. Ireland also has great surfing and hiking areas. This appeals to people who love the outdoors. There is something for everyone in Ireland.



1. What is the author's point?
2. What is a reason that the author gives to support this?
3. What is another reason the author gives to support this?

Writing

Name: _____
Fill in facts you know, facts what you want to know, and facts you learned.

Our KWL Chart

K	W	L

Name: _____
Fill out the Post-It notes with new facts.

Fact Research

Stick Post-It note here.	Stick Post-It note here.
Stick Post-It note here.	Stick Post-It note here.

Research Writing
Research information about _____
write information

Name: _____
Topic: _____

Introduction

Name: _____
Topic: _____
Information

Name: _____
Topic: _____
Introduction

vivid memory

onomatopoeia

quote

question

Boom! Crash! From the hallway, I could hear a big commotion happening in our classroom. I wondered if it was a leprechaun.

a leprechaun been in our when I saw bright green lights across the r. As I looked around, I noticed ripped papers, and pillows that had been thrown around.

What would you do if you found gold at the end of a rainbow?

"If you want to catch a leprechaun, you have to make the perfect trap," my teacher told us.



Fictional Prompt
Write a fictional narrative about a leprechaun finding _____

Name: _____
Title: _____
Big Event: _____

Over Introduction

First Next Conclusion

Page 1

Foundational Skills & Language



Speaking & Listening



What did the characters find?

Who are the characters on this page?

How are the characters feeling?

What is the setting?

How do you think the characters are feeling?



Choose your character:



Choose your character:



Choose your setting:



Choose your setting:



Choose your character:



Choose your character:



Choose your setting:



Choose your setting:



Choose your character:



Choose your character:



Choose your setting:



Choose your setting:



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: Recounting from Other Media (SL.12/SL.2.2)

Teacher will display an image of a St. Patrick's Day scene. The students will turn and talk with a nearby partner about what they see happening in the picture. Then, the teacher will ask one question at a time about the media. Students will turn and talk to discuss the answers.



Activity 2: Telling a Story (SL.16/SL.2.6)

Students will draw a fictional picture card and explain to their group what is going on with three complete sentences.



Activity 3: Describing in Detail (SL.14/SL.2.4)

Students will create a story choosing one setting and one character. With these story elements, they will verbally create a story to tell their partners. Partners must listen, comprehend, and retell the story when they are finished.



Instructions Included

RL Passages

Passage 1: Point of View (RL.1.6, RL.2.6)

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: Ask and Answer (RL.1.1, RL.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.



Passage 3: Moral of the Story (RL.1.2, RL.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 4: Compare and Contrast (RL.1.9, RL.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.



RI Passages

Passage 1: Text Features (RI.1.5, RI.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 2: Making Connections (RI.1.3, RI.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 3: 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 4: Author's Point (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.



Instructions Included

Writing Activities

Activity 1: Research Writing Practice (W.1.7, 8 & W.2.7, 8)

Teacher will display four topics on the board. Students will choose with a partner which topic they want. Partners will fill out the "K" and "W" columns on the K-W-L chart. Then, they will use library books and online research to find four facts about this topic. After their research, they will fill out the "L" column.



Activity 2: Research Writing (W.1.7, 8 & W.2.7, 8)

Students will use the prompt, library books, or online articles to research facts about rainbows. They will take notes on their Collecting Information page, then turn their research into sentences on their drafting page. Students will take their previous activity and turn it into a research writing piece.



Activity 3: Narrative Introductions (W.1.3, W.2.3)

Students will work with a partner to match three cards together. One would be a picture card, then the two others would be a strong introduction to the topic, followed by the type of introduction it is, such as comparison, question, or quote. They will record their introductions on the recording sheet.



Activity 4: Fictional Narrative (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.



Language & RF Activities

Activity 1: Syllables (RF.1.3.d/e, RF.2.3.c)

Students will draw a word strip. They will work with a partner to say the word aloud and draw an X on the line for every syllable they hear. They will check their answers with a nearby group.



Activity 2: Irregular Spelling (RF.1.3.g, RF.2.3.e&f)

Students will work with a partner to help the leprechaun fix the incorrectly spelled sight word. They will draw a card from the pile and read the word phonetically. Then, they will use their prior knowledge or a word wall to help fix the spelling.



Activity 3: Prepositions (L.1.1, Review for 2nd)

Students will work with a partner or in a small group to match the prepositions to the sentences. They will draw a sentence card and study the picture. They will determine which preposition is missing from the sentence and match it up.



Activity 4: Fluency (RF.1.4, RF.2.4)

Students will work in pairs or a group of three. Partner 1 reads the sight word list one at a time. The other partner(s) search the word pile for the sight word. Repeat for all words, then switch. Partner 2 reads the sight words while the other partner(s) search.

