

Thanksgiving Language Arts

traveling for Thanksgiving

Football Traditions
A popular Thanksgiving tradition is watching football. People assemble with friends and family to watch football. There are three professional games that take place on Thanksgiving. Football is watched all afternoon. Games last 3 hours. Watching football on TV is an effortless activity. This is helpful because many people overeat on Thanksgiving. People can be lazy on Thanksgiving. Professional football has become a tradition for many families. Many families make watching football a tradition.

Todd's Pie
Name: _____
RL
Todd was having a party on Friday. He wanted to prepare some things ahead of time. Todd spent all of Wednesday in the kitchen. He cooked treats and food for the party. He also spent time on his specialty. Todd is known for his pies. Todd decided he was going to try a new pie. He made a sweet potato pie for the first time ever. It took him a few hours. It was from scratch. He was exhausted when it was done. His friends came over for the party on Friday. They wanted to know what pie he'd made. When they tried his pie, they were blown away!

1. What is Todd known for?

2. What kind of pie did he make?

3. Where did he spend all of Wednesday?

baking and cooking

The turkeys

dance.

What's Included

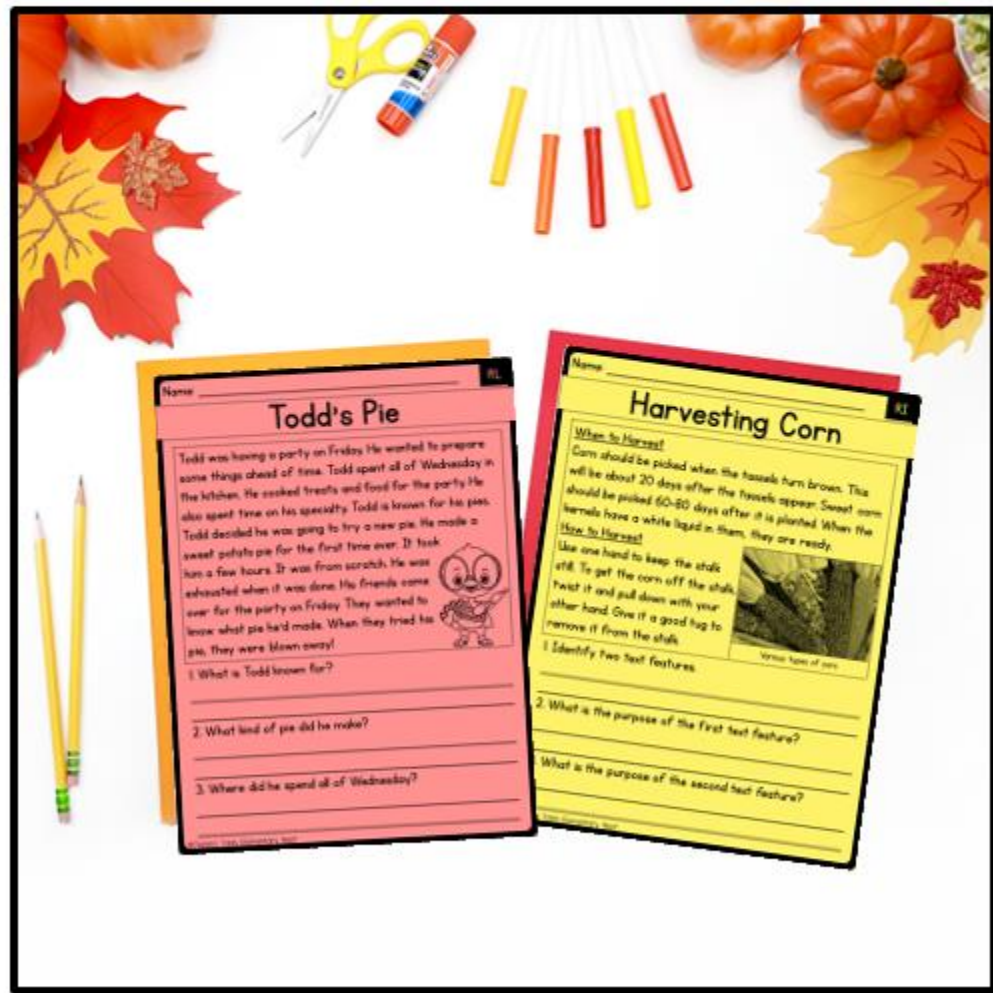
Each domain will have 3-4 activities.

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	Practice Activity: RL.1.3/RL.2.3- Challenge and Response RL.1.2/RL.2.2- Recounting RL.1.2/RL.2.2- Moral of the Story RL.1.5/RL.2.5- Story Structure RL.1.3/RL.2.3- Problem and Solution
Reading Informational: RI	Practice Activity: RL.1.4/RL.2.4- Unknown Words RI.1.5/RI.2.5- Text Features RI.1.7/RI.2.7- Images in a Text RI.1.2/RI.2.2- Main Topic RI.1.4/RI.2.4- Unknown Words
Writing: W	W.1.2/W.2.2- Informative Practice W.1.2/W.2.2- Informative Writing W.1.3/W.2.3- Narrative Practice W.1.3/W.2.3- Narrative Writing W.1.5&6/W.2.5&6- Editing and Publishing
Speaking & Listening: SL	SL.1.2/SL.2.2- Recounting Details SL.1.6/SL.2.6- Complete Sentences SL.1.3/SL.2.3- Responding for More Information
Reading Foundational Skills & Language: RF, L	L.1.1.c/L.2.1.b- Plural Nouns L.1.4.b/L.2.4.b&c- Prefixes and Suffixes L.1.2.c/L.2.2.b- Commas RF.1.3.d&e/RF.2.3.c- Syllables

Reading Literature

Name _____ RL

Todd's Pie

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1. What is Todd known for?
2. What kind of pie did he make?
3. Where did he spend all of Wednesday?

Name _____ RL

Too Many Pranks

Macy and Jack were turkey siblings. They spent almost all of their time together. Jack was a serious turkey. Macy was not serious. She didn't really study. All she wanted to do was play pranks. The target of her pranks was almost always Jack. Jack had recently been getting annoyed by her pranks. She took them too far. Jack asked her to stop. Last week, they were supposed to clean the house together. Macy had instead. Jack's feelings were hurt. He told Macy that she went too far this time. She needed to respect his feelings.



1. What did Macy like to do?
2. What did Jack ask of Macy?
3. What is the moral of the story?

Name _____ RL

The Parade or Football?

Cooper and Shea were fighting again. It was the day before Thanksgiving. Cooper wanted to watch football on Thanksgiving. Shea wanted to watch the parade. They kept yelling at each other louder and louder. Eventually, their mom came into the room and told them to stop. She pulled out her phone and looked up the TV schedule. The football game and the parade were on at different times. The kids could watch both. Both kids settled down and cheered up. The following day, they watched each program together.



1. What happens at the beginning of the story?
2. What happens in the middle of the story?
3. What happens at the end of the story?

Name _____ RL

The Mystery Feather

Zoe and her mom took a hike through the park. This was the park they usually hiked in. Zoe knew all about the plants and animals that were in the park. On this hike, she found an odd-looking feather. She didn't recognize it. It didn't look like it came from any bird she'd seen there before. Her mom couldn't help her either. Zoe just had to know what kind of feather it was. She stopped at the nearest shelter and found a park ranger. She told him where she found it and showed it to him. The park ranger told her it was a turkey feather. The mystery was solved!



1. Where did Zoe and her mom hike?
2. Why didn't Zoe recognize the feather?
3. How did she figure out what the feather was?

Reading Informational

Name _____ RZ

Harvesting Corn

When to Harvest
Corn should be picked when the tassels turn brown. This will be about 20 days after the tassels appear. Sweet corn should be picked 60-80 days after it is planted. When the kernels have a white liquid in them, they are ready.

How to Harvest
Use one hand to keep the stalk still. To get the corn off the stalk, twist it and pull down with your other hand. Give it a good tug to remove it from the stalk.



1 Identify two text features.

2 What is the purpose of the first text feature?

3 What is the purpose of the second text feature?

Name _____ RZ

All About Turkeys

Turkeys are large birds found in North America. They are quite different from most birds. Turkeys have huge tail feathers called rectrices. They also have a smaller set called tail coverts. Turkeys have a long growth of skin called a snood that hangs over their beak. A long snood can be a sign of good health. Turkeys spend almost all of their time on the ground. They are often a symbol of Thanksgiving and fall. Male turkeys are much larger and more colorful than female turkeys.



1 What does the image show?

2 Name one thing the picture shows that the text tells you.

3 How does the image match the text?

Name _____ RZ

Thanksgiving Dinner

Thanksgiving has many traditions. The most common tradition is to have a large dinner. The dinner usually has food that can be found in America. Turkey is the most popular Thanksgiving food. Many families also eat dishes made of cranberries, potatoes, and pumpkins. It is the largest meal of the year in America. People spend more money on this meal than any other. More food is eaten than at any other meal. Many people eat too much and stuff themselves.



1 What is the main topic of the text?

2 What is one key detail that supports this text?

3 What kind of foods are eaten?

Name _____ RZ

Football Traditions

A popular Thanksgiving tradition is watching football. People assemble with friends and family to watch football. There are three professional games that take place on Thanksgiving. Football is watched all afternoon. Games last into the evening. Watching football on TV is an effortless activity to do. This is helpful because many people overeat on Thanksgiving. People can be lazy and watch. Professional football has been played on Thanksgiving Day for over 100 years. Many families make watching the games a tradition.



1 What do you think *assemble* means?

2 What helped you figure out the meaning?

3 What do you think *effortless* means?

Writing

Let's dig in!

Have you ever held a football?

Many families share lunch or dinner on Thanksgiving.

DING! The pie is ready.

Football are made from leather and filled with air.

Pumpkin pies must bake in the oven after they're prepared.

These balloons look as high as a skyscraper!

Some balloons in the parade can get up to 40 feet tall.

Introduction Writing

- turkeys
- pumpkin pie
- Thanksgiving dinner
- scarecrows
- raking

Personal Narrative

- A story you wrote about the first time you tried pumpkin pie
- A story about a scarecrow trying to talk to crows
- A story about a girl winning the pumpkin pie contest
- A story about a boy flying to the top of a balloon at the Thanksgiving Day Parade

Fictional Narrative

- A story about building a scarecrow on your uncle's farm

Prompt

Write a fictional narrative about turkeys playing a football game.

Narrative Writing

What happened first?	
What happened next?	
What happened after that?	
What happened last?	

Foundational Skills & Language

The kids

Raul and James

play.

look.

The turkey

sits.

She

stirs.

Has a Prefix

disobey

slowly

hairless

unlucky

worker

retry

Has a Suffix

Monday November 3 2000
Dear Mom
Are you making Thanksgiving dinner? Can you make potatoes beans and stuffing? Those are my favorite!
See you late
Keith

Sunday November 14 2000
Dear Aunt Kat
Do you have turkeys on your farm? I am looking for turkey feathers prints or nests!
Call me if you
Sincerely
Haley

Saturday November 14 2000
Dear Mr. Hark
Is there a parade this year? I want to help I can build paint or decorate. Please let me know what you need!
Thank you
Sarah

Friday November 5 2000
Dear Jess
I know what to bring. I have crusts filling and whipped cream.
Thanks
Jess

Marking Syllables

Name _____

For writing an S for each syllable, count the S's and write how many.

Speaking & Listening

Recount the story in your own words.



Where and when does this story take place?



What happens at the beginning of the story?



What is one question you still have after the story?



What struggles does the character face?



What happens at the end of the story?



Can you tell me about that?



Now realize...

Thanksgiving Day Parade



Thanksgiving food

I agree with you because...

I respectfully disagree because...



baking and cooking



traveling for Thanksgiving

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 Details (SL.1.2, SL.2.2)

Teacher reads aloud a fictional text to students. Students will turn and talk to discuss the story elements for the story.

Suggested Texts: There Was an Old Lady Who Swallowed a Turkey, The Great Thanksgiving Escape, How to Catch a Turkey, Thanksgiving in the Woods



Activity 2: Complete Sentences (SL.1.6, SL.2.6)

Students will draw a photograph out of the pile and explain to their partner what they see in the picture. They will give two complete informational sentences about the image.



Activity 3: Responding for More Information (SL.1.3, SL.2.3)

Teacher will put one Thanksgiving topic on the board for the students to discuss. Students will be paired up with a partner. Partner 1 will state their opinion on the topic. Then, Partner 2 will respond to their opinion using the response stems OR ask a question for further information.



Instructions Included

RL Passages

Practice Activity: Challenge and Response (RL.1.3, RL.2.3)

Students will participate in a Mix-Pair-Share activity. They will mix up around the room, pair up with a new partner, and share a possible problem/solution (or challenge/response) for the pictures shown on the board. Repeat for all scenarios.



Passage 1: Recounting (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 2: Morals (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: Story Structure (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 4: Problem and Solution (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.



RI Passages

Practice Activity: Unknown Words (RI.1.4, RI.2.4)

Students will sort sentence cards into "Enough Context Clues" or "Not Enough Context Clues" based on whether they can figure out the missing word using the sentence-level context clues.



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: Images in a Text (RI.1.7, RI.2.7)

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: 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 4: Unknown Words (RI.1.4, RI.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.



Instructions Included

Writing Activities

Activity 1: Informative Practice (W12, W22)

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 an example of a strong fact. Students will see firsthand examples of types of introduction statements.



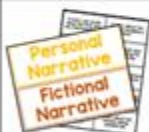
Activity 2: Informative Writing (W12, W22)

Students will work independently on a Fold and Snip book. They will fold along the bold line then snip the dotted lines. Then, they will lift the flap and practice writing introduction sentences about given topics.



Activity 3: Narrative Practice (W13, W23)

Students will work with partners to sort scenario narrative stories into categories. They will draw one story card at a time and read it aloud together. Then, they will place it under the correct category.



Activity 4: Narrative Writing (W13, W23)

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.



Activity 5: Editing and Publishing (W15/6, W25/6)

Students will draw sentence strips that have editing marks on the incorrect sentences. Then, students will rewrite the sentences with the corrections that were made with the editing marks. They will trade papers with a partner to assess their own work.



Language & RF Activities

Activity 1: Plural Nouns (L11c, L21b)

Students will work with a partner to work on verb and noun tenses. They will draw a picture card. Then, they find the noun card and match it to a correct verb tense to create a sentence. Students will write their answers on a recording sheet.



Activity 2: Prefixes & Suffixes (L14b, L24b/c)

Students will work with a partner to sort words. They will draw a word card, read it aloud, determine if it has a prefix or a suffix, and then sort the word under the correct category heading. Students will write their answers on a recording sheet.



Activity 3: Commas (L12c, L22b)

Students will independently (or with a partner) pull a task card and fill in the missing commas throughout the letters. They will need to focus on commas in dates, letters, and within a series.



Activity 4: Syllables (RF13.d/e, RF23.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. Students will write their answers on a recording sheet.

