

Back to School Language Arts



Bus Safety



Buses take kids to school and bring them home. When you get on a bus, there are rules. You may have an assigned seat. If you do, always sit in that spot. When you're on the bus, your back should touch the seat and your feet should try to touch the floor. Sit straight forward and stay seated. Do not stand up while the bus drives. Keep your voice quiet, too. This helps the bus driver hear traffic around them.



glue



dice



This is a pencil.

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.3- Story Elements RL.K.7- Using Illustrations RL.K.6- Author and Illustrator RL.K.1- Answering Questions
Reading Informational: RI	RI.K.1- Answering Questions RI.K.1- Asking Questions RI.K.6- Author and Illustrator RI.K.7- Images in a Text
Writing: W	W.K.3- Narrative Sequencing W.K.2- Informational Sentences W.K.2- School Supply Opinion W.K.3- First Week of School Writing
Speaking & Listening: SL	SL.K.1- Conversations SL.K.1- Building a Story SL.K.2- Understanding Orla Read Aloud
Reading Foundational Skills & Language: RF, L	RF.K.1.c- Spaces Between Words L.K.5.a- Sorting Words RF.K.1.a- Decoding Words and Print Concepts RF.K.1.d- Upper- and Lowercase Letter Matching

Reading Literature

Our First Story Time



Miss Hart told her class that every day after lunch is a special time. After lunch is story time. During story time, Miss Hart reads to the students on the carpet. She picks great books to read the story. At the first story time, Miss Hart read a story about a dinosaur's first day of school. All the students laughed and smiled. After she read the book out, she let the students act the book out. So, at story time, all Miss Hart's students acted like dinosaurs!

Who is the story about?

Where does the story take place?

When does story time happen?

What kind of story does Miss Hart read?

What happens at the end of the story?

How did the students feel?




How many kids sit at a table?
How do the students feel about centers?
What activities do kids do in school?




Who can help with class calendar?
What two things happen at calendar?
How does she feel about helping?



Where are the students doing?
Which students faced?



Where do the kids sit during group time?
How do the students sit?
How do the students feel?



Where does the story take place?
Are three things you see?
Is the classroom full?



We wash our hands.



We pack our lunches.



We put our supplies in a bucket.



We put our books on the shelf.



They play ball at recess.



They chase each other at recess.




The kids line up for lunch.



She raises her hand to ask a question.

My First Cubby



In kindergarten, we get to use cubbies. I was so eager to get to use a cubby. My older sister told me how cool they were. I could not wait to put all my stuff in my cubby. On the first day of school, I went right to the cubbies. I looked to find my name. It was the sixth cubby. I hung up my backpack and jacket on the hook. I put my lunch in the bottom. I wanted to stay by the cubbies all day. But my teacher asked us to come to the carpet. I can't wait until I get to go back to the cubbies.

What color are the cubbies?

What is the first thing she did on the first day?

Which cubby was the character's cubby?

How does the character feel?

Where did she go after she put her stuff away?

What did she put in her cubby?

Reading Informational

Bus Safety



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What is this text mostly about?



What do buses do?



What should your voice be?



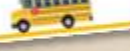
Where should your feet be when you sit down?



What is one rule you learned?



What is a question you still have after reading?



Is this safe behavior on the bus?



What color socks does the girl have on?



What do kids do during carpet time?



What school supplies are useful?



Is laptop or...



What does lettuce taste like?



Your First Day

Your first day of kindergarten might be different than other days of the year. On the first day, you are learning about the school. You are learning how to line up. Your teacher will read you a few stories about the first day of school. You will also unload and organize your school supplies. You'll get a pencil and some crayons for your spot. You will also walk to areas of the school to learn how to use them. One of these spots is the cafeteria. Your teacher may teach you how to walk through the lunch line and what table your class needs to sit at. You may also learn about rules and expectations in your classroom. You will even get to meet all your new friends and classmates.



Kids wait in line to get on their bus.



The bus driver says hello to all bus riders.



Backpacks hold school supplies.



Backpacks can come in all colors.



At school, kids will write and draw.



At school, kids will read books.

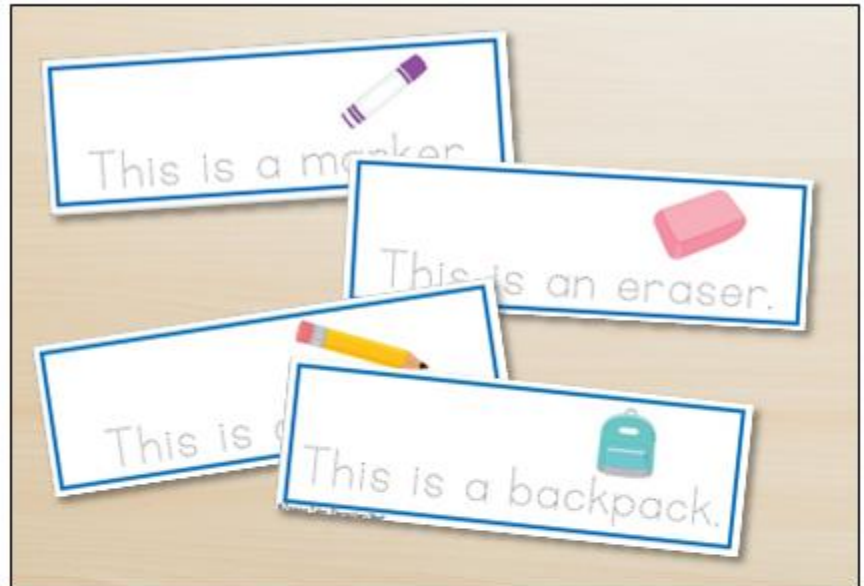


Some students pack lunch from home.



Some students buy lunch from the school.

Writing



Foundational Skills & Language

Correct Spacing **Incorrect Spaces**

This is a pencil. Here is a crayon.

I like my marker. Is this my glue?

I see a notebook.

Classroom Furniture **In My Desk**

People in School

I see a _____ . I see a _____ .

I see a _____ . I see a _____ .

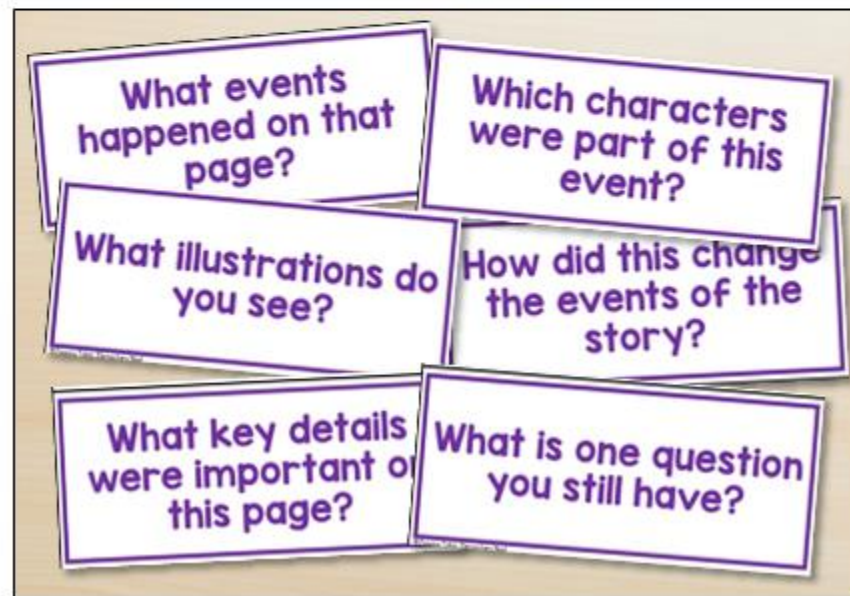
I see a computer . I see a desk .

A a B

b C c

D d

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: Conversations (SL.K.1)

Students will Mix-Pair-Share for each talking card. Students will mix up around the room. When the teacher says stop, they will pair up with the closest person and share. Students will share their personal experience with the card that the teacher displays on the board. Each student gets 30 seconds to share, then mix up again.



Activity 2: Building a Story (SL.K.1)

Students will "turn and talk" with the person sitting next to them to build a story. The teacher will pull a character card and a setting card, then the students must verbally communicate to create a story together, building off of each other's ideas.



Activity 3: Understanding Oral Read Aloud (SL.K.2)

Teacher reads aloud a fictional text about back-to-school. Then, page by page, students will discuss the story. After each page is read, students will turn and talk to one another about what events happened on each page.



Suggested Reads: How to Get Your Teacher Ready, Kindergarten Here I Come, If You Take a Mouse to School, Don't Let Pigeon Drive the Bus, The Day You Begin

Instructions Included

RL Activities

Activity 1: Story Elements (RL.K.3)

Teacher will read aloud a passage to the students while displaying the story. Then, students will answer task card questions during Mix-Pair-Share. They will mix up around the room, pair up with a new partner, and share the answer to the story elements questions.



Activity 2: Using Illustrations (RL.K.7)

Teacher will show one card at a time and allow students to study the picture and discuss the picture with a partner. Then, the teacher will read aloud the three questions. Students will turn and talk to a partner to answer each question about the picture.



Activity 3: Author & Illustrator (RL.K.6)

Teacher will display one book image at a time. The teacher will read the story excerpt on the card. After, they will discuss the roles that the author and illustrator had on each card. Students will turn and talk to identify what the illustrator drew on each page and what the author wrote about on each page.



Activity 4: Answering Questions (RI.K.1)

Teacher will read aloud a passage to the students while displaying the story. Then, students will answer task card questions during Mix-Pair-Share. They will mix up around the room, pair up with a new partner, and share the answer to the questions.



RI Activities

Activity 1: Answering Questions (RI.K.1)

Teacher will read aloud a passage to the students while displaying the text. Then, students will answer task card questions during Mix-Pair-Share. They will mix up around the room, pair up with a new partner, and share the answer to the questions.



Activity 2: Asking Questions (RI.K.1)

Teacher will display one question strip at a time. Then, students will turn and talk with a partner to decide if the question is a good question that will give more information. If the question is *not* a good question to ask, they will provide a real question that would help get more information.



Activity 3: Author & Illustrator (RI.K.6)

Teacher will display one book image at a time. The teacher will read the story excerpt on the card. After, they will discuss the roles that the author and illustrator had on each card. Students will turn and talk to identify what photograph the illustrator included and what the author wrote about on each page.



Activity 4: Images in a Text (RI.K.7)

Teacher will read a passage aloud. After the story is read aloud, students will be grouped into groups of 2 or 3. The groups will sort the images that were from the text and not from the text (3 yes and 3 no). After the students sort the cards, the teacher will reread the passage. Students will listen, self-checking their picture cards.



Instructions Included

Writing Activities

Activity 1: Narrative Sequencing (WK.3)

(Two card sets included for two rounds of this activity.)
Students will use four picture cards to put a sequenced event in order. Then, they will order their "first, next, then, last" transition word cards to verbally retell their narrative story. Repeat with second story set.



Activity 2: Informational Sentences (WK.2)

Prior to this activity, teacher will introduce an informative sentence to students. Students will draw a sentence strip. They will read the sentence about the school supply, then trace the informative sentence about this school supply.



Activity 3: School Supply Opinion (WK.2)

Students will work with a partner. They will place the school supply cards face down. Then, they will draw two cards at a time. They will decide which school supply they like more. They will trace the "I like the" words, then fill in the school supply they chose. They will return the cards, then repeat for all five sentences on their recording sheet.



Activity 4: First Week of School Writing (WK.3)

Students will independently complete a first week of school packet. There are three pages in this writing practice packet. The first page includes an illustration and name writing practice. The second page includes a classroom illustration page. And finally, the third page includes a teacher illustration page.



Language & RF Activities

Activity 1: Spaces Between Words (RFK.Lc)

Students will work with a partner to draw a sentence and look at the spaces in between words. They will sort if the sentence has correct or incorrect spaces between words. Optional- Students will try to read the sentence.



Activity 2: Sorting Words (L.K.5.a)

Students will work with partners to draw a picture card and identify what the object is. Then, they will sort the picture card onto the correct category (people in school, furniture, or supplies in desk).



Activity 3: Decoding Words & Print Concepts (RFK.La)

Students will match the cut-out words onto the sentences. They will work from left to right as if they were reading a text from left to right. If they can read the words aloud as they place them, they may read them aloud.



Activity 4: Upper- and Lowercase Letter Matching (RFK.Ld)

Students will work with a partner to match the lowercase letter to the associated uppercase letter. After they have matched, they will trace each letter set with their fingers.

