

# Fall 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





# What Teachers Say

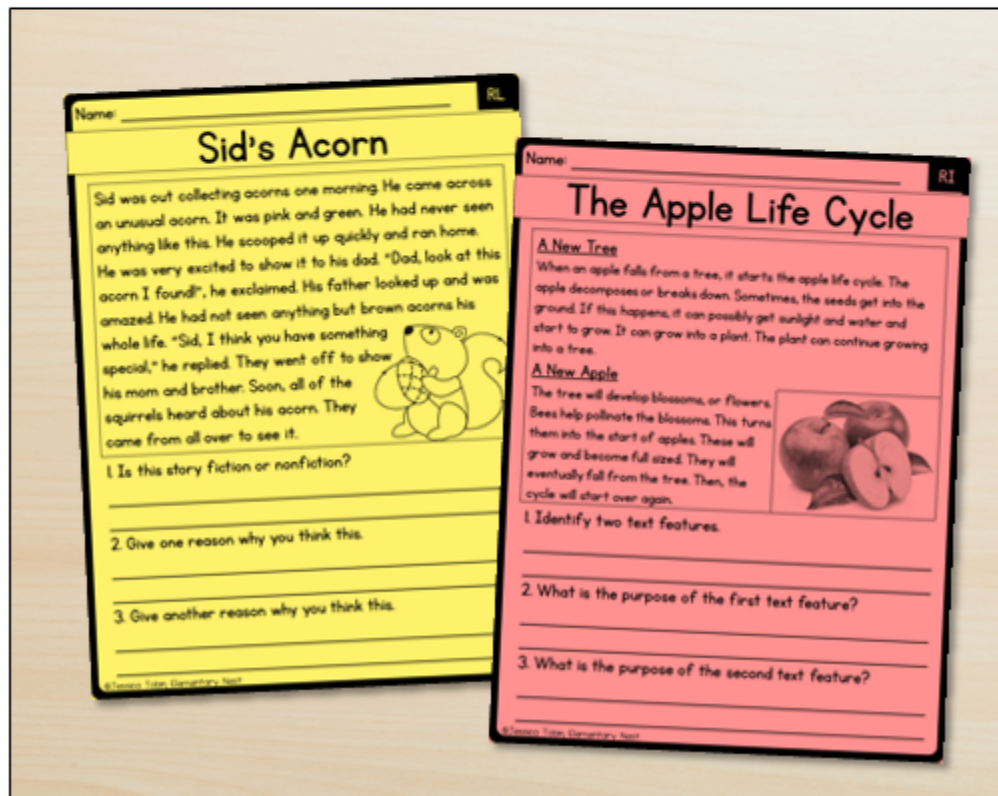
**"This bundle worked well with my morning tub bins and it allowed my students to engage in different activities with their classmates."**

**"I loved all of the different activities available to my students. The stories are perfect for independent work."**

**"This resource had great small group activities. All the graphics were student-friendly."**

**"These activities were great to use in centers."**

**"My kids loved this resource. Such a great way to teach the concepts!"**




# 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
<b>Reading Literature: RL</b>	RL.1.1, RL.2.1- Asking and Answering Questions RL.1.7, RL.2.7- Illustrations in a Text RL.1.4, RL.2.4- Unknown Words RL.1.5- Fiction Vs. Nonfiction
<b>Reading Informational: RI</b>	RI.1.3, RI.2.3- Making Connections RI.1.4, RI.2.4- Unknown words RI.1.5, RI.2.5- Text Features RI.1.2, RI.2.2- Main Topic & Key Details
<b>Writing: W</b>	W.1.3, W.2.3- Narrative Writing W.1.2, W.2.2- Informative Writing
<b>Speaking &amp; Listening: SL</b>	SL.1.2, SL.2.2- Read-Aloud on Media SL.1.3, SL.2.3- Asking Further Questions SL.1.3, SL.2.3- Assigned Roles in Conversations
<b>Reading Foundational Skills &amp; Language: RF, L</b>	RF.1.3.c, RF.2.3.b- Vowel Teams L.1.1.d, L.2.1.c- Pronouns RF.1.4, RF.2.4- Sight Word Fluency L.1.1.f, L.2.1.e- Adjectives


# Reading Literature

Thin Questions	Thick Questions
	

Name: \_\_\_\_\_ RL

## Sid's Acorn

Sid was out collecting acorns one morning. He came across an unusual acorn. It was pink and green. He had never seen anything like this. He scooped it up quickly and ran home. He was very excited to show it to his dad. "Dad, look at this acorn I found!", he exclaimed. His father looked up and was amazed. He had not seen anything but brown acorns his whole life. "Sid, I think you have something special," he replied. They went off to show his mom and brother. Soon, all of the squirrels heard about his acorn. They came from all over to see it.



1. Is this story fiction or nonfiction?
2. Give one reason why you think this.
3. Give another reason why you think this.

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Name: \_\_\_\_\_ RL

## The Daily Crow Challenge

Troy was a scarecrow who loved his job. His job was to keep birds away from the corn. The birds loved to try to eat the corn on the Smith family's farm. Troy kept the birds away by scaring them. He made it a challenge. Each day, he would see how many crows he could scare away. On Monday, he scared 8 crows away. On Tuesday, he scared 5. He did not see many crows on Wednesday. Troy only scared 7 crows. He hoped he would see more crows to scare the rest of the week. Troy got his wish. He was able to scare 18 crows on Thursday. It was a new record.



1. What was Troy?
2. Where did Troy stay?
3. What happened on Thursday?

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Name: \_\_\_\_\_ RL

## The \$10 Prize

The local orchard was having a contest. The contest was to see who could pick the most apples in 15 minutes. The winner would get \$10. Coby's friend told him about the contest. Coby wanted the prize, so he decided to enter the contest. His mom heard about it and told him to invite his younger sister. Coby complained that she would not be able to keep up. He invited her to make his mom happy. When the contest started, his sister Delaney took off for the nearest tree. The official stopped the contest after 15 minutes.




1. Why did Coby enter the contest?
2. Who is in the illustration?
3. Who do you think won based on the illustration?

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Name: \_\_\_\_\_ RL

## Mr. Clark's Orchard

Mr. Clark owned the largest orchard around. Everyone in town thought that his orchard was so pretty. So, they all supported his orchard. Everyone went to the orchard and bought apple cider and apple pie in the fall. They even helped Mr. Clark pick the apples off the trees. People would wait in line in the summer to try his homemade apple juice. Kids at the school took field trips there. They helped plant new apple trees on the property. Mr. Clark would give the students a personal tour. He walked them through the orchard himself.



1. What do you think orchard means?
2. What did you use to figure out what supported means?
3. What does the word personal mean?

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# Reading Informational

seeds

seedling

apple

ripe tree

**Apple Life Cycle**

Name: \_\_\_\_\_

Write a sentence describing each stage.


Stage	Description
1	
2	
3	
4	
5	
6	

Explain how the stages of an apple's life cycle are connected.

Name: \_\_\_\_\_

**Falling Leaves**

Many trees lose their leaves in the fall. The job of a leaf is to take in sunlight for the tree to make food. The leaf needs water to do this. This process makes the leaves green. When the temperature starts to drop, the trees prepare. They take nutrients out of the leaves. This causes the leaves to dry out. There is less sunlight for food production. The leaves change color because they aren't making food. The trees no longer need the leaves. So, they release them to fall to the ground.




1. What is the main topic of the text?
2. What is one key detail?
3. What is another key detail?

Name: \_\_\_\_\_

**Making a Scarecrow**

To make a scarecrow, start by putting a long rod through a long sleeve button-up shirt. Then, tie the shirt at the bottom. Stuff the shirt with straw until it is filled out. Button up the shirt. Next, get some jeans and tie them at the bottom. Then, stuff those with straw as well. Pull some boots onto the ends of the jeans. Create a head with an old pillowcase. Stuff that with straw and draw a face on it. Last, attach all the parts to another long rod so your scarecrow can stand upright.



1. What should be done before stuffing the shirt?
2. What comes after stuffing the pants?
3. What is the last step in the process?

Name: \_\_\_\_\_

**Apple Orchards**

Apple orchards can be found all throughout the United States. Orchards usually have one variety of fruit. Having only one makes it easy to take care of. The trees are laid out in a grid. The lines and rows of trees also help make maintaining it easy. Some orchards have fruit. Others have trees that produce nuts. An orchard can be an entire farm. It can also be a small part of a larger garden. Many apple orchards have commercial purposes. The goal is to make money for the owner.




1. What do you think variety means?
2. What clue told you what grid means?
3. Using the text, explain what commercial means.

Name: \_\_\_\_\_

**The Apple Life Cycle**

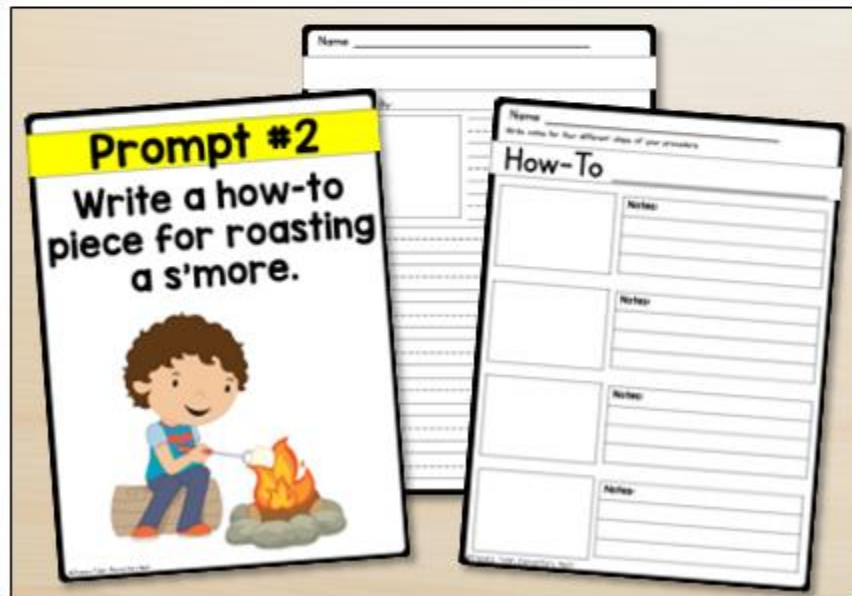
**A New Tree**  
When an apple falls from a tree, it starts the apple life cycle. The apple decomposes or breaks down. Sometimes, the seeds get into the ground. If this happens, it can possibly get sunlight and water and start to grow. It can grow into a plant. The plant can continue growing into a tree.

**A New Apple**  
The tree will develop blossoms, or flowers. Bees help pollinate the blossoms. This turns them into the start of apples. These will grow and become full sized. They will eventually fall from the tree. Then, the cycle will start over again.



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?

# Writing





# Foundational Skills & Language



croa   crowe   crow




eet   eat   ete




roast   rowst   rost




cowt   coat   cote




We like the scarecrow because it keeps cr \_\_\_\_\_ from \_\_\_\_\_ house.




\_\_\_\_\_ played football in the park today.



\_\_\_\_\_ roasted his marshmallow all by himself.



\_\_\_\_\_ jumped in the leaf pile all by myself.



\_\_\_\_\_ herself.

over  
new  
sound  
take  
only  
little  
work  
know  
place  
years  
live  
me  
back  
give  
most  
very  
after  
thing  
our  
just


little

only


give

just

Color




orange




brown

Size




small




large

How Many



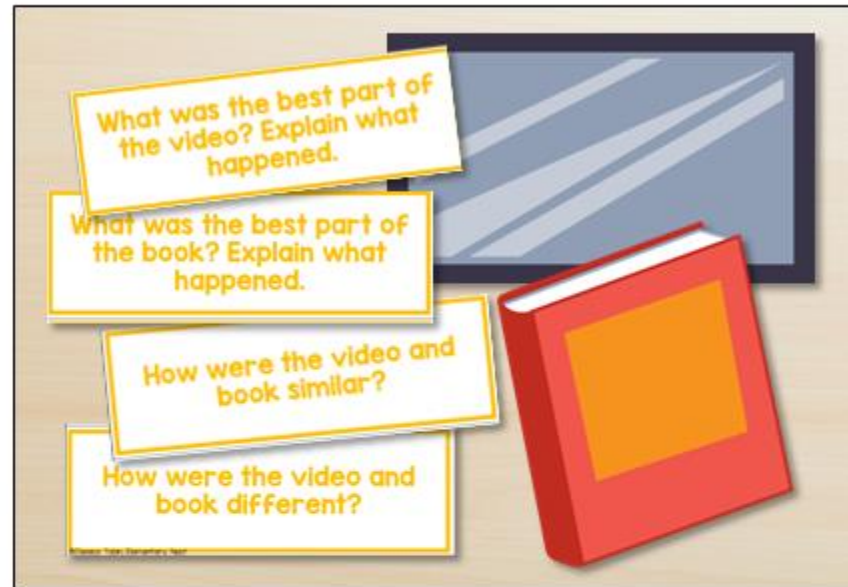
three



six



# 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: Read-Aloud on Media (SL.12, SL.22)

Teacher will locate a video on YouTube of a story being read aloud and animated. They must have a physical copy of the book, too. (Please watch through first for safety.) Students will watch the media version of the story, then listen to their teacher read it aloud. Ask students to discuss with a partner the differences they saw between the book and the video. Then, they will answer the four question cards with partner.



### Activity 2: Asking Further Questions (SL.13, SL.23)

Teacher will display a picture and allow students to explore the page visually. Then, the teacher will display one question card at a time. Students will turn and talk with a nearby partner to ask a question about the picture using that word. Repeat for all question words.



### Activity 3: Assigned Roles in Conversations (SL.13, SL.23)

Students work in groups of three, taking turns holding the role cards. One student starts as the speaker, the other two are listeners. Teacher displays the topic on the board. Then, students will share their opinions using the correct accountable talk prompts to ask questions and add to the conversation. They will switch their role cards for each of the topic cards.



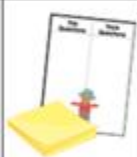


# Instructions Included

## RL Passages

### Practice Activity: Asking Questions (RL.1, RL.2)

The teacher will create a t-chart on the board. Each student will get two Post-it notes. The teacher will read a short Autumn themed text aloud to the students. Students will write one thin question and one thick question about the text. After, teacher will ask for 5 strong examples of thin thick questions and write it on the class t-chart.



### Passage 1: Ask and Answer Questions (RL.1, RL.2)

1<sup>st</sup> Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.  
2<sup>nd</sup> Grade: Students read text with a partner 2-3 times before answering questions.



### Passage 2: Illustrations in a Text (RI.1, RI.2)

1<sup>st</sup> Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.  
2<sup>nd</sup> Grade: Students read text with a partner 2-3 times before answering questions.



### Passage 3: Unknown Words (RI.1, RI.2)

1<sup>st</sup> Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.  
2<sup>nd</sup> Grade: Students read text with a partner 2-3 times before answering questions.



### Passage 4: Fiction Vs. Nonfiction (RI.1, RI.2)

1<sup>st</sup> Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.  
2<sup>nd</sup> Grade: Students read text with a partner 2-3 times before answering questions.



## RI Passages

### Practice Activity: Connections in Scientific Ideas (RI.1, RI.2)

Teacher will display the apple life cycle poster. Students will participate in a Mix-Pair-Share activity where they mix up, pair up with a new partner, then share what they notice about each step. Repeat for all five steps. Students will work with a partner to write about each step in the apple life cycle, and then how the steps are all connected.



### Passage 1: Connections in Technical Process (RI.1, RI.2)

1<sup>st</sup> Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.  
2<sup>nd</sup> Grade: Students read text with a partner 2-3 times before answering questions.



### Passage 2: Unknown Words (RI.1, RI.2)

1<sup>st</sup> Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.  
2<sup>nd</sup> Grade: Students read text with a partner 2-3 times before answering questions.



### Passage 3: Text Features (RI.1, RI.2)

1<sup>st</sup> Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.  
2<sup>nd</sup> Grade: Students read text with a partner 2-3 times before answering questions.



### Passage 4: Main Topic & Key Detail (RI.1, RI.2)

1<sup>st</sup> Grade: Teacher should read text aloud to students while students track. Then, invite to chorally read.  
2<sup>nd</sup> Grade: Students read text with a partner 2-3 times before answering questions.



# Instructions Included

## Writing Activities

### Activity 1: Partner Narrative Activity (W13, W23)

Students will work with a partner to choose a story card. They will decide the character(s), setting, problem, and solution. Then, they will illustrate their story in four different big events. Remind them these events should represent their "first, next, then, last" events. When they finish drawing, they will verbally tell two groups their story.



### Activity 2: Independent 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 3: Partner Informative Activity (W12, W22)

Students will practice the act of putting things in order for a how-to piece. They will work with a partner to match up picture cards and steps of making a scarecrow. Then, they will match the sentence steps to the picture cards to create their own how-to writing activity.



### Activity 4: Independent Informative Writing (W12, W22)

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: Vowel Teams (RF13c, RF23b)

Students will work with a partner or small group to draw a card out of a pile. They will say the word aloud, then find the correct spelling of the word, focusing on the vowel team spelling. Then, they will record the answers on the recording sheet.



### Activity 2: Pronouns (L11d, L21c)

Students will draw a sentence strip and read the sentence aloud. They will circle the pronoun that is missing, based off context clues in the sentence. Then, they will record the correct pronoun on the recording sheet and reread their full sentence to check for accuracy.



### Activity 3: Fluency (RF14, RF24)

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.



### Activity 4: Adjective Descriptions (L11f, L21e)

Students will draw an adjective card from the pile and determine what that adjective is describing. Then, they will sort their card under the correct adjective category. Then, they will fill out their recording sheet to write what each adjective describes.

