

Fall Language Arts

RI

Name: _____

How Bales are Made

To make bales of hay, you need grass that is very long. The grass needs to be dry and requires 3-5 days without rain. Once that happens, the grass can be cut. This isn't done with a lawnmower, but with a special attachment to a machine called disk cutters. These units can be anywhere from eight to 20 feet wide. This allows for a much quicker cutting. Next, the grass will need to be fluffed up. This is done by raking it into long rows called windrows that are a few feet wide. Then, a baler will need to be attached to a tractor. A baler is a specific machine attachment that is specially designed for making bales of hay. The tractor will be driven down the rows of grass. The baler will scoop up the loose grass and turn it into a hay bale. During this process, there is a spray used on the hay to make sure that it does not develop mold. They hay can be baled into either a huge, round bale or a much smaller rectangular bale. The large, round bales are much more common. Once the hay is baled, it has to be loaded onto a wagon. Last, the wagon drives to a barn where the hay will be stored until it is needed.

Image #3




We need to _____ our scarecrow because his stuffing fell out.

_____ so _____ that my mom bought us this caramel apple.

thankful

restuff



What's Included

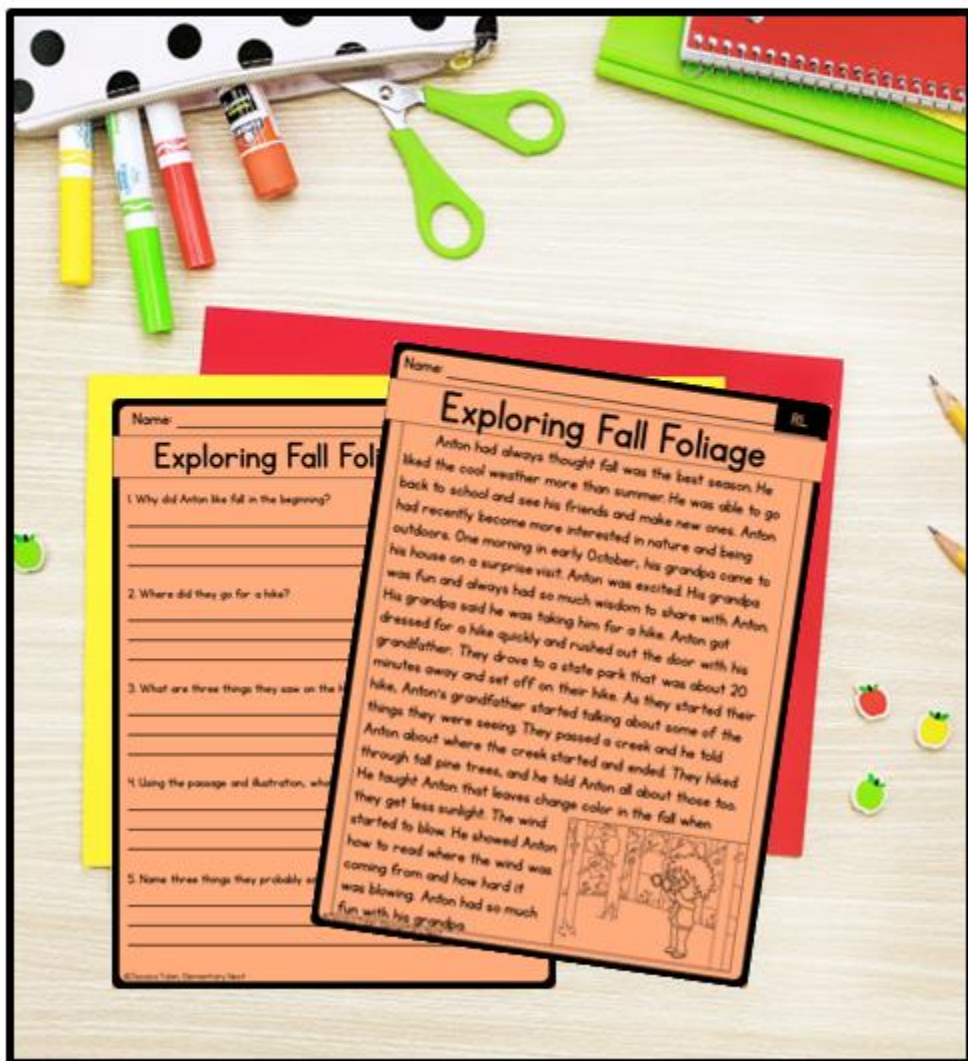
Each domain will have 3-4 activities.

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 was a wonderful resource to use with my students. Thank you for creating an engaging and aligned resource that was easy to use."

"This was so easy to use through my lesson plans, it was very engaging, and I will use this over and over for years to come! I Highly recommended this pack!"

"My students stay engaged and find the activities rigorous."

"My intervention groups loved these, and they were engaged."

"Engaging seasonal centers to review skills in literacy. Thank you!"



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.3.3, RL.4.3- Story Elements RL.3.2, RL.4.2- Recounting and Morals RL.3.5, RL.4.5- Sequences and Story Structure RL.3.3, RL.4.3- Character Thoughts and Feelings
Reading Informational: RI	RI.3.3, RI.4.3- Making Connections RI.3.2, RI.4.2- Main Idea and Supporting Details RI.3.1, RI.4.1- Inferences, Answering Questions RI.3.5, RI.4.7- Nonfiction Text Features
Writing: W	W.3.3, W.4.3- Narrative Writing W.3.1, W.4.1- Opinion Writing
Speaking & Listening: SL	SL.3.2, SL.4.2- Paraphrasing and Visual Content SL.3.3, SL.4.3- Assigned Roles SL.3.1, SL.4.1- Conversations about Scientific Topics
Reading Foundational Skills & Language: RF, L	L.3.4.a, L.4.4.a- Context Clues RF.3.3.a/b, RF.4.3.a- Prefixes and Suffixes L.3.3.b, L.4.3.c- Formal Vs. Informal Language RF.3.3.c, RF.4.3.a- Multisyllabic Words

Reading Literature

Name: _____

Apple Picking Contest

1. Why was Shareef looking forward to the contest?

2. Give an example of Shareef being competitive.

3. Why was Shareef surprised when his sister entered the contest?


4. How did Shareef feel when he saw how many apples Olivia had?

5. What did Shareef learn at the very end of the story?

Name: _____

Apple Picking Contest


The town of Jenkinsville held an annual apple picking contest. Shareef always looked forward to it because he thought he was the best apple picker in his family. He thought he might even be the best apple picker in town. He was competitive in everything he did and hated losing. Shareef played three sports and practiced all the time so he could win. Shareef and his parents entered the apple picking contest just like they always did. This year, his little sister Olivia also signed up. This would be her first year doing it. Shareef was surprised she entered the contest because she was only 8 years old. On the day of the contest, the family headed out to the orchard. The official gave the signal and the competitors scrambled off looking for apples to pick. Whoever had the most apples in 15 minutes would be the winner. After 15 minutes, Shareef had 18 apples. His parents only had 12 apples. His sister finally showed up and she had 25 apples. She had won! Shareef turned away in disgust. How could he have lost to her? When he turned back around, he saw his sister grinning ear to ear. She was so proud of winning. Shareef saw that he could be happy for someone else winning.



Name: _____

Creating Sanderson

There was a huge thunderstorm last Saturday and I was bored. I didn't know what to do, so my mom suggested that I make some art. I hadn't done any in a while, so it sounded like a good idea. I went through the house and got paper and all of the supplies that I would need to do my artwork. I sat down at my desk but didn't know what to make. After a few minutes, I thought about a farm I had seen on a recent field trip and the scarecrow that was in it. That's when I got the idea to make a scarecrow. I started off by drawing his head. I made sure to add eyes, ears, a nose, and a mouth. Next, I added arms and a torso. Then I gave him legs and a pole. After that, I started giving him some details. He got a hat, then a scarf and a jacket. I gave him pants to finish off the drawing. Then, I colored it in with colored pencils. I worked from the top of the drawing down. I wanted to do more than just draw, so I painted a field of corn behind him and some grass. Last, I added some glue and glitter to make it look like it was raining. My mom came in after I was done and asked what I'd made. I held it up to show her and told her that the scarecrow was named Sanderson.



Name: _____

Creating Sanderson

Why did the author decide to make art?

What was the first thing the author did after deciding what to do?

What did the author draw after the head and its features?


Did the author do anything after coloring the drawing?

Was the final step in the artwork?

Name: _____

The Tryouts

Jamie loved sports just about more than anything. She liked to be outdoors in the fresh air. She loved running and doing physical activities too. Jamie had played softball and field hockey for years but thought she might want to try something else. She asked her mom, "Can I try out for the football team?" Her mother replied, "Sure I don't see why you couldn't." Jamie was so happy. She had a few months until the season began so she went to work practicing and working out. She got stronger and faster throughout the summer. She worked with her dad in the backyard on catching the football. Her dad had played in college and working with him gave her so much confidence. "Watch the ball the entire way until it's in your hands," he would remind her. Jamie loved practicing and knew how much better she'd gotten. Tryouts started and she gave it her all. She thought she did fine, but didn't really know what the coaches would think. She was eager to know the results. The next day, the results were posted at school. Jamie had made the team! When the coaches met with the players later that day, she was informed that she would be the starting running back. Jamie was thrilled!



Name: _____

The Tryouts

What activities had Jamie previously done?

How did she feel when her mom said she could tryout?

How did Jamie feel practicing with her dad?

How did Jamie think she did at tryouts?

How did she feel when she learned that she would be starting?

Name: _____

Exploring Fall Foliage

1. Why did Anton like fall in the beginning?

2. Where did they go for a hike?

3. What are three things they saw on the hike?


4. Using the passage and illustrations, what do you think the weather was like?

5. Name three things they probably saw on their hike that are not in the passage.

Name: _____

Exploring Fall Foliage

Anton had always thought fall was the best season. He liked the cool weather more than summer. He was able to go back to school and see his friends and make new ones. Anton had recently become more interested in nature and being outdoors. One morning in early October, his grandpa came to his house on a surprise visit. Anton was excited. His grandpa was fun and always had so much wisdom to share with Anton. His grandpa said he was taking him for a hike. Anton got dressed for a hike quickly and rushed out the door with his grandfather. They drove to a state park that was about 20 minutes away and set off on their hike. As they started their hike, Anton's grandfather started talking about some of the things they were seeing. They passed a creek and he told Anton about where the creek started and ended. They hiked through tall pine trees, and he told Anton all about those too. He taught Anton that leaves change color in the fall when they get less sunlight. The wind started to blow. He showed Anton how to read where the wind was coming from and how hard it was blowing. Anton had so much fun with his grandpa.




Reading Informational

Name: _____

The Autumn Equinox

The Autumnal equinox is the official start of the fall season in the Northern Hemisphere. Up until that day, it is summer. The Autumnal or Fall equinox occurs each year between September 21st and September 24th. In the Southern Hemisphere, this day marks the end of winter. On this day, the sun rises directly in the east and it then sets directly in the west. This marks the day that the Sun appears to cross the equator, or the center of the earth. After this day, the Sun will appear to be more in the south. Because of the Sun crossing the equator on this day, the amount of sunlight is equal to the amount of darkness for that day. There are 12 hours of sunlight and 12 hours of darkness on the day of the Autumnal equinox. Before this day, there is more sunlight than darkness in a day. After this date, there is more darkness than sunlight in a day in the Northern Hemisphere. After the Spring equinox occurs, days will once again have more sunlight than darkness. The fall season that the Autumnal equinox brings lasts until the December solstice. Once that day occurs, it will officially be winter in the Northern Hemisphere.



The Autumn Equinox

Does the Autumnal equinox mark the start of?

What significant about sunlight on that date?

What main idea of this passage?

Give details from the text that support the main idea?

Next:

Name: _____

How Bales are Made

1. What needs to happen before the grass can be cut?

2. What happens after the grass is cut?


3. What step occurs before the tractor is driven?

4. What happens while the hay is being baled?

5. What is the last step in the process?

How Bales are Made

To make bales of hay, you need grass that is very long. The grass needs to be dry and requires 3-5 days without rain. Once that happens, the grass can be cut. This isn't done with a lawnmower, but with a special attachment to a machine called disk cutters. These units can be anywhere from eight to 20 feet wide. This allows for a much quicker cutting. Next, the grass will need to be fluffed up. This is done by raking it into long rows called windrows that are a few feet wide. Then, a baler will need to be attached to a tractor. A baler is a specific machine attachment that is specially designed for making bales of hay. The tractor will be driven down the rows of grass. The baler will scoop up the loose grass and turn it into a hay bale. During this process, there is a spray used on the hay to make sure that it does not develop mold. They hay can be baled into either a huge, round bale or a much smaller rectangular bale. The large, round bales are much more common. Once the hay is baled, it has to be loaded onto a wagon. Last, the wagon drives to a barn where the hay will be stored until it is needed.



Name: _____

Fall Leaves

1. What are deciduous trees?

2. Where do deciduous trees grow?


3. What do you think happens to leaves in the spring?

4. What part of the text helped you infer that?

5. Why do leaves not stay on trees year-round?

Fall Leaves

Fall is the most popular time of the year for photographing trees. This is because so many trees have leaves that change color in the fall. These types of trees are known as deciduous trees. Deciduous trees grow in places that can get cold and snowy in the winter. The leaves often go from green to orange, yellow, and red. Tree leaves produce food for the tree by absorbing sunlight and combining that with water. In the fall, each day gets shorter and shorter. The temperature starts to drop as well. The leaves cannot absorb as much sunlight and cannot make as much food. The food, called chlorophyll, is what gives the leaves their green color most of the year. When the leaves don't produce as much chlorophyll, they turn to different colors. As a leaf gets less sunlight, it does even less to produce chlorophyll. When it cannot produce any more, it turns brown, and the tree will shed the leaf. Trees do not need leaves to survive the winter. Trees go into a type of hibernation. They are able to rest until spring when they get more sunlight and more water for chlorophyll production.



Name: _____


Football Season is Back

Unofficial Start of Fall

The beginning of fall in the United States is known for many things. Kids go back to school, pools close, and Labor Day parties happen. And of course, football season returned. Football in America's most popular sport. So, after a seven-month break, most people are happy to see the sport starting back up. Once football has returned, it can be found on television most nights of the week. Watching football is a great reason to get together with family and friends during the fall. Many people have parties while watching on television. Other people gather in the parking lot before going to the games for parties called tailgates.

Why So Popular?

Football wasn't always the most popular sport in America. But the fast-paced nature and constant action excites people. Fans love big plays and the drama that can unfold in front of their eyes. Both college and professional football are extremely popular and most fans watch both levels of play weekly.



Football Season is Back

Identify three text features in this article.

Does tailgates mean?

What the author use alliterations?

What caption support the picture?

Is football popular in the United States?

Writing

Name: _____

Describing Thoughts and Feelings



Three small illustrations are shown: a boy painting a wall, a scarecrow in a field, and a boy sitting under an apple tree.

Name: _____
Complete the writing graphic organizer

Organizing My Writing

Big Moment

Small Detail

Small Detail

Actions and Feelings


Actions and Feelings

Title: _____

For _____

Prompt #1

Write a fictional narrative about an apple picking contest.



An illustration of a girl with pigtails standing next to a large green apple tree.

because

since

therefore

because



Four small illustrations are shown: a boy on a ladder, a boy holding a football, a girl sweeping, and a red apple.

Name: _____
Illustrate, then write your opinion and the reasons

Brainstorming

Why I think this...

Best Food Made From Apples

Why I think this...

Title: _____

For _____

Prompt #2

What is the best food made from apples?



An illustration showing various apple products: apples, apple sauce, apple juice, and apple pie.

Foundational Skills & Language

There was one single scarecrow in the field by himself.

individual

We had to _____ the football by trying to keep it safe from the other team.

defend

construct

We used a lot of materials in the house to _____ a homemade scarecrow.

I saw the squirrel _____, or look closely, at an acorn for one hour.

examine

Mom's basket is full, but she's trying to pick _____ apples for our neighbors.

additional

fearless

The squirrel was _____ because he walked down the skinny branch to get his acorn.

I think our scarecrow is so cute and _____.

loveable

We need to _____ our scarecrow because his stuffing fell out.

restuff

Formal

Hanna gently bit into the caramel apple, careful not to wiggle her loose tooth.

Sara was so skilled at football that she was asked to be captain.

You better not fall, Jared!

Hey! Throw it over here, I'm open!

I'm gonna throw the ball straight at you, Jessie.

Informal

Scarecrow

colorful

marshmallow

thermometer

newspaper

Speaking & Listening

Image #4



Name: _____
Title: _____
Image # _____

Image #2



 **Listener**

 **Speaker**

I would like to add _____

I respectfully disagree because _____


I agree with that because... _____

 raking


 cool temperatures

 scarecrows


Types of Apples



Apple Life Cycle



Fall Season



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!

Writing Activities

Activity 1: Thoughts & Feelings- Partner Narrative (W.3.3, W.4.3)

Students will work with a partner to draw a picture card that shows how a child is feeling. When they draw the picture card, they will write two sentences explaining what happened and how the child feels. They are practicing writing details to describe thoughts and feelings. They will choose four to describe.



Activity 2: Independent Narrative Writing (W.3.3, W.4.3)

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. Ask them to focus on the thoughts and feelings they practiced in Activity 1.



Activity 3: Linking Words- Partner Opinion (W.3.1, W.4.1)

Teachers will show a picture card under the document camera one at a time. For each picture, students will Mix-Pair-Share around the room. They will mix up around the room, pair up with a new partner, and share an opinion on the picture card, plus give a reason for this opinion using the linking word provided.



Activity 4: Independent Opinion Activity (W.3.1, W.4.1)

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. Ask them to focus on the linking words they practiced in Activity 3.



Instructions Included

RI Passages

Passage 1:

Focus- Making Connections

Standard- RI.3.3, RI.4.3

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 2:

Focus- Main Idea and Supporting Key Details

Standard- RI.3.2, RI.4.2

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 3:

Focus- Inferences & Answering Questions

Standard- RI.3.1, RI.4.1

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 4:

Focus- Text Features

Standard- RI.3.5, RI.4.7

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



RL Passages

Passage 1:

Focus- Setting- Story Elements

Standard- RL.3.3, RL.4.3

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 2:

Focus- Recounting & Morals

Standard- RL.3.2, RL.4.2

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 3:

Focus- Sequencing & Story Structure

Standard- RL.3.5, RL.4.5

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Passage 4:

Focus- Character Thoughts and Feelings

Standard- RL.3.3, RL.4.3

3rd Grade suggestions- Partner reading or choral read 2-3 times prior to comprehension questions

4th Grade suggestions- Independent reading prior to comprehension questions



Instructions Included

Speaking & Listening Activities

Activity 1: Paraphrasing & Visual Content (SL.3.2, SL.4.2)

The teacher will display four picture cards on the board. Each student will pick whichever picture they'd like and create their own story about it. They will write a paragraph or two about this, then read it aloud to a partner. The partner will then have to listen to this story and paraphrase it back to the author. The author must approve or disapprove that they correctly paraphrased their writing.



Activity 2: Assigned Roles (SL.3.3, SL.4.3)

Students work in groups of three. 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.



Activity 3: Conversations About Scientific Topics (SL.3.1, SL.4.1)

Students will "turn and talk" with the person sitting next to them to communicate about a science or social studies topic. The teacher will pull a science topic. The teacher will display this topic on the board and students must verbally communicate to discuss the topic.



Language & RF Activities

Activity 1: Context Clues (L.3.4a, L.4.4a)

Students will read the sentence with the missing word. Then, they will use context clues to figure out which word could fit in the blank. Then, they will reread the sentence aloud with the word to check for accuracy. They will record their answers on their recording sheet.



Activity 2: Prefixes and Suffixes (RF.3.3a/b, RF.4.3a)

Students will read the sentences and find the missing affixed word. Each word will either have a prefix or a suffix. Then, they will fill the word in on their recording sheet and circle whether it has a prefix or a suffix.



Activity 3: Formal vs. Informal Language (L.3.3b, L.4.3c)

Students will work with a small group to draw a sentence and read it aloud. They will determine if this sentence is using formal English or informal English. They will sort the sentence under the correct category, then circle the correct answer on the recording sheet.



Activity 4: Multisyllable Words (RF.3.3c, RF.4.3a)

Students will decode each word and clap out the syllables in each word. Then, they will put a slash mark between each syllable and circle the vowel in each syllable to double check. The first is done as an example.

