

Halloween Language Arts

The image displays a collection of Halloween-themed language arts materials. At the top, a pair of legs in orange and black striped socks and black shoes hangs down. To the right, a black bat cutout is visible. The central focus is a story titled "Can We Keep Him?" with a "Name:" field and a "RL" label. The story text reads: "Vanessa and her parents headed out to the pumpkin patch a few weeks before Halloween. It was their tradition there and pick pumpkins to carve into jack-o-lanterns every year before Halloween. Vanessa loved going and usually took at every pumpkin to see which was best. Just after she started walking through the patch, a cat came up to her. It was a beautiful cat with grey and white hair. Vanessa reached out her hand and the cat leaned in for a pet. The family drove on through the pumpkin patch and the cat followed just a few feet behind them. After a few more minutes, Vanessa picked the cat over to her and it started walking right with her. Eventually, the family picked out their pumpkins and drove to the front to pay for them. They asked the farmer if he had a cat, but he said it wasn't his and that it was a stray. He added that, 'She's free to a good home.' Vanessa showed the cat to her parents and they both nodded. She could keep the cat! She was so excited. The cat seemed to understand and hopped up in the wagon they were hauling the pumpkins in. This was the best day of the year for Vanessa. She will never forget it." A small illustration of a cat in a wagon is at the bottom right of the story. To the right of the story is a worksheet titled "Can We Keep Him?" with a "Name:" field and a "RL" label. It contains five numbered questions: 1. What is the family's tradition? 2. What did the cat look like? 3. What did the cat do when Vanessa called to it? 4. What did the farmer say about the cat? 5. What did the cat do after Vanessa's parents agreed to take it home? To the left of the story is a flashcard with the word "cauldron" and a pumpkin illustration. Below it is another flashcard with the word "mysterious" and a pumpkin illustration. To the right of the worksheet is a photograph of two children holding a large orange pumpkin, labeled "Image #4". Below the photograph is a glue stick and a pair of scissors. At the bottom, there are two more flashcards. The first one asks "Would you rather visit or skip a haunted house?" with a small illustration of a haunted house. The second one asks "Would you rather make pumpkin bread or pumpkin pie?" with illustrations of a loaf of bread and a pie.

Name: _____ RL

Can We Keep Him?

Vanessa and her parents headed out to the pumpkin patch a few weeks before Halloween. It was their tradition there and pick pumpkins to carve into jack-o-lanterns every year before Halloween. Vanessa loved going and usually took at every pumpkin to see which was best. Just after she started walking through the patch, a cat came up to her. It was a beautiful cat with grey and white hair. Vanessa reached out her hand and the cat leaned in for a pet. The family drove on through the pumpkin patch and the cat followed just a few feet behind them. After a few more minutes, Vanessa picked the cat over to her and it started walking right with her. Eventually, the family picked out their pumpkins and drove to the front to pay for them. They asked the farmer if he had a cat, but he said it wasn't his and that it was a stray. He added that, "She's free to a good home." Vanessa showed the cat to her parents and they both nodded. She could keep the cat! She was so excited. The cat seemed to understand and hopped up in the wagon they were hauling the pumpkins in. This was the best day of the year for Vanessa. She will never forget it.

Name: _____ RL

Can We Keep Him?

1. What is the family's tradition?
2. What did the cat look like?
3. What did the cat do when Vanessa called to it?
4. What did the farmer say about the cat?
5. What did the cat do after Vanessa's parents agreed to take it home?

cauldron

mysterious

Would you rather visit or skip a haunted house?

Would you rather make pumpkin bread or pumpkin pie?

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



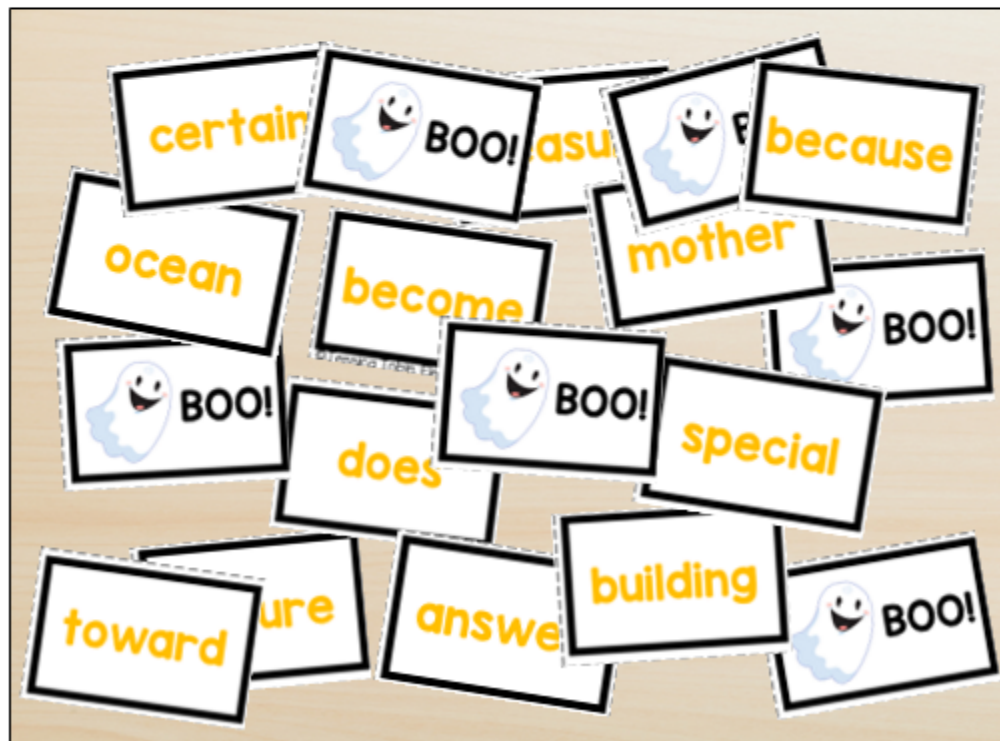
What Teachers Say

"My students loved the reading passages. The questions were perfect for what we were working on in class. Thank you so much."

"My 3rd graders loved this and it made my life a lot easier! Can't complain about that!"

"Great resource! My students enjoyed the activities. Thanks!"

"My students had fun using this resource."



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.3.1, RL.4.1- Ask and Answer Questions RL.3.7, RL.4.7- Illustrations RL.3.6, RL.4.6- Point of View RL.3.5, RL.4.5- Drama/Play Structure
Reading Informational: RI	RI.3.7, RI.4.7- Images in a Text RI.3.6, RI.4.8- Author's Point and Reasons RI.3.2, RI.4.2- Main Idea and Key Details RI.3.5, RI.4.7- Text Features
Writing: W	W.3.2, W.4.2- Informative Writing W.3.3, W.4.3- Narrative Writing
Speaking & Listening: SL	SL.3.1, SL.4.1- Building a Conversation SL.3.2, SL.4.2- Paraphrasing Visual Media SL.3.1, SL.4.1- Building a Conversation
Reading Foundational Skills & Language: RF, L	L.3.4.d, L.4.4.c- Dictionary Skills RF.3.3.d, RF.4.3.a- Irregularly Spelled Words L.3.1.h, L.4.2.c- Conjunctions and Compound Sentences L.3.2.a, L.4.2.a- Capitalization

Reading Literature

Name: _____

Can We Keep Him?

1. What is the family's tradition?

2. What did the cat look like?

3. What did the cat do when Vanessa called to it?


4. What did the farmer say about the cat?

5. What did the cat do after Vanessa's parents agreed to take it home?

Name: _____

Can We Keep Him?


Vanessa and her parents headed out to the pumpkin patch a few weeks before Halloween. It was their tradition to go there and pick pumpkins to carve into jack-o'-lanterns the day before Halloween. Vanessa loved going and usually tried to look at every pumpkin to see which was best. Just after they started walking through the patch, a cat came up to them. It was a beautiful cat with grey and white hair. Vanessa put out her hand and the cat leaned in for a pet. The family continued on through the pumpkin patch and the cat followed just a few feet behind them. After a few more minutes, Vanessa called the cat over to her and it started walking right with her. Eventually, the family picked out their pumpkins and returned to the front to pay for them. They asked the farmer about the cat, but he said it wasn't his and that it was a stray cat. He added that "She's free to a good home." Vanessa looked at her parents and they both nodded. She could keep the cat! She was so excited. The cat seemed to understand and hopped up in the wagon they were loading the pumpkins in. This would be a visit to the pumpkin patch she'd never forget.



Name: _____

The House Up the Hill

Wayne and Daryl were not only best friends, but they were also neighbors. Wayne's family moved into the neighborhood when he was young. For the past 8 years, he lived 5 houses down from Daryl. The boys loved to be outside. They rode bikes, played sports, and hung out all through the neighborhood. Except for at the end of the street. They never went there. The end of their street went up an incline and there was only one house at the end. It was old, huge, and in need of some repairs. Wayne and Daryl heard that it was abandoned. They'd never seen anyone there. Not even once. Some of the older boys in the neighborhood called it haunted. On Halloween, some of the older boys dared Wayne and Daryl to go knock on the door. The sun had set, so they couldn't see through the yard very well. They agreed and slowly made their way up the stone path to the front door. They knocked and turned to run away. The door opened quickly and a sweet old lady was standing there. She offered candy since they were in their costumes. The boys laughed and thanked her for the candy.



Name: _____

The House Up the Hill

Where did the boys never hang out?

What did the last door to the house?

How did the illustration help you?


What was being conveyed in the picture?

How did the mood from the illustration?

Name: _____

Friday Carving Fun

Riley headed over to Taylor's house on Friday night after school to carve pumpkins. Neither of the two friends had carved a pumpkin before. This would be the first time for both of them. "I'm not sure this is going to be fun. It could be pretty gross," Riley said. Taylor responded, "I think it will be fun! I love trying new things." Riley doubted him but continued on. They got the carving knives and put down plastic sheets on the table. Riley was hesitant. "It will be fine. If it ends up being bad, we can just quit," Taylor said. He was trying to be as reassuring as possible. The boys got to work carving the pumpkins. They cut holes in the tops and started scooping out the insides. "This stuff is so slimy! I don't even really want to touch it," said Riley. Taylor was grinning and hardly even heard him. He was having too much fun. Riley eventually got the insides out and started carving up his jack-o'-lantern. He was enjoying it much more now that he didn't have to deal with the gross insides. "See? I knew you'd come around," boasted Taylor. "Yeah, you were right. This was actually pretty fun," replied Riley. The boys made a plan to do it again next year.



Name: _____

Friday Carving Fun

How did Riley feel in the beginning?

How did Taylor feel in the beginning?

What did Taylor do right before they carved the pumpkins?

How did Taylor feel while working on his pumpkin?

How did Riley feel at the end of the story?

Name: _____

Roasting Pumpkin Seeds

1. How does Tamika feel about roasting seeds?

2. What do they need to do first?

3. Why do they need to dry the seeds?

4. What should happen after the seeds are dry?

5. What is the last step in roasting?

Name: _____

Roasting Pumpkin Seeds

Dad: Tamika, are you ready to roast some pumpkin seeds?

Tamika: Yeah! I've been looking forward to roasting these all week.


Dad: Ok. Let's go over what we'll need to do. First, we need to get the seeds out of the pumpkin. We'll have to cut a hole in the top of the pumpkin and scoop out the insides.

Tamika: Won't that be messy?

Dad: It will be. The seeds will be stuck to the inside strings of the pumpkin. We'll put them in a strainer and run cold water over them. That will help remove the strings. We can throw out the strings and we'll only have pumpkin seeds left at that point. After we have just the seeds, we'll need to dry the seeds. If they are wet, they do not roast as well and they take a lot longer.

Tamika: We'll still have to cook them, won't we?

Dad: Of course. Once they are dry, I'll have you get a big roasting bowl. We'll put the seeds in there along with olive oil, salt, pepper, garlic powder, and paprika.




Reading Informational

Name _____

Creepy, Crawly Spiders

Spiders can be found just about all over the world. The only place they do not live is in Antarctica, where it is just too cold. There are almost 50,000 different kinds of spiders. All spiders have 8 legs which are attached to the cephalothorax. The cephalothorax and head are fused together and act like one part of the body. This is one thing that makes spiders different from insects. Insects have three main parts to their body while spiders only have two main parts. The other main part of their bodies is the abdomen. The abdomen contains the spinneret at the very end of the spider's body. The spinneret is where they release silk for building their webs. On their heads, spiders have chelicerae, which are similar to jaws. However, spiders can't chew food. Everything they eat is in liquid form. The chelicerae have filters to make sure that there is nothing solid in the liquid diet. The chelicerae have fangs and are usually able to inject venom. You don't need to worry because most spiders are harmless to humans. They do not have antennae on their heads. This is another feature that sets them apart from insects.



Spider Anatomy

RI

1. What is the only place without spiders?

2. How many ways that spiders are different from insects?

3. How does the image contribute to the text?

4. What information do you think would be helpful in the image?

5. Based on the text and image, describe the abdomen.

Name _____

A Healthier Halloween

1. What is the problem with Halloween candy?

2. What is the author's claim?


3. Why does the author claim that?

4. What do you think would happen if all the candy was replaced with fruit?

5. Why would healthier snacks be better?

RI

Kids love Halloween for many reasons. They get to dress up in costumes, they get to have parties at school, and they get to go trick-or-treating. Trick-or-treating is a holiday tradition and is very fun. Children often try to collect as much candy as they can. Some kids wind up with more than one bag filled with sweets. However, there is a problem with having that much candy. As most people know, candy isn't good for you. The sugar that is in candy is terrible for your dental health as it rots away teeth and causes cavities. It also is not good for your overall health. Eating lots of sugar can cause people to crash, or feel weak and tired, when their bodies run out of sugar. It also does not supply the body with proper nutrients for physical growth. Instead, people should try healthier snacks for Halloween. Fruit is a good substitute for candy. It has sugar, but a better kind and less than you'd find in candy. You can put chocolate chips on a banana to make it look like a ghost. You can peel an orange and put a pretzel stick in it to look like a pumpkin. Pumpkin cookies are great too. Having a healthy Halloween can be fun and delicious.



Name _____

The Pumpkin Life Cycle

1. What is needed throughout the entire growing process?

2. Where do the pumpkin seeds come from?


3. What is the main idea of this passage?

4. What are three details from the text that support the main idea?

5. Summarize the text.

RI

Pumpkins take about 90 days to grow large enough to be carved. This process all starts out with a handful of seeds. Seeds from an old pumpkin need to go into the ground. This can happen naturally when an old pumpkin breaks down or the process can be sped up by humans planting seeds. The seeds will require lots of sunlight and water to grow. After a while, green sprouts will start to come up out of the ground. The vines will also start to appear at this time too. They need continued sunlight and water. Next, large yellow flowers will appear. Some of these flowers are the start of the actual pumpkin. Once bees pollinate the flowers, the flowers die off. But part of the flower remains and starts to grow. It will turn green and is a miniature pumpkin. Over time, it will continue to grow and turn orange. Once it is big enough, they can be cut off the vine and turned into jack-o'-lanterns. When the pumpkin is carved up, the insides will need to be scooped out. Pumpkins can have hundreds of seeds. The seeds can be kept if someone chooses to. If the seeds are planted, the whole pumpkin life cycle will start back over again.



Name _____


How To Carve a Pumpkin

Carving Preparation

There are some steps you need to take before you start carving up a pumpkin into a jack-o'-lantern. After you go to pick out the best pumpkin you can find, you need to come up with a design for your pumpkin. You can draw one or find a stencil online. Tape the design on the pumpkin. You'll need to make tiny pokes along the edge of your design with a knife or a special needle tool. This will put an outline of your design on the pumpkin.

Get Carving!

Next, use a knife to cut a large hole in the top of the pumpkin. Remove the top and scoop out the pumpkin guts. These will be messy and slimy. Take out all of the strings and seeds. Once those are gone, scrape the inside of the pumpkin so it is smooth. This will help the candlelight. Use a smaller serrated knife to cut along the edge of your outline. Use extra tools if necessary. Once the design is done, light a candle and put it inside your finished jack-o'-lantern!



RI

1. What features you see?

2. Does the word about meat?

3. How do the headings do for the text?

4. How do the pictures support the text?

5. What do you think the author's purpose is for the text?

Writing

Halloween traditions

what they're used for

life cycle

pumpkins

Trick-or-Treating

how they look and feel

carving jack-o-lanterns

Organizing Facts

Name _____

Write the three categories for the topic, then write a fact under each category.

Category	Fact
pumpkins	
Halloween traditions	

Prompt #1

Write an informative piece about Halloween.

Informative Writing

Name _____

Write your informative paragraph.

Topic: _____

Introduction/Background

Fact to Exclude

Fact to Exclude

Fact to Exclude

Conclusion

Page 2

Prompt #2

Write a fictional narrative (with dialogue) about a girl at the pumpkin patch.

Narrative Writing

Name _____

Write your narrative paragraph.

Beginning

Beginning

Middle

Middle

End

End

Foundational Skills & Language

Name: _____

Dictionary Skills

Look the words up in the dictionary, then write the definition in the box.

vanish

bizarre

cauldron

mysterious

spook

cackle

certain

BOO!

because

ocean

become

mother

BOO!

BOO!

does

special

toward

pure

answer

building

BOO!

Name: _____

Compounds & Conjunctions

Complete the sentences using the first half of the sentence given.

He knocked on the door to trick-or-treat.

The dog will pass out candy, **or**

Harrah roasted pumpkin seeds, **and**

Glenna was a nice witch, **so**

Name: _____

Fix the Book Titles

Draw a book title and rewrite it here.

the country pumpkin and the city pumpkin

the day we trick-or-treated

diary of a jack-o-lantern

the bat and the owl

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!

Writing Activities

Activity 1: Informative Writing (W.3.2, W.4.2)

Students will match possible categories for topics. They'll work with a partner to put the topic strips out on the table. Then, they'll find the three possible categories for each topic. Students will work independently to write facts under each given category that they matched. They will practice fact writing that is intentionally organized by category.



Activity 2: Informative Writing (W.3.2, W.4.2)

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 creating categories just they practiced in Activity 1.



Activity 3: Narrative- Dialogue Focus (W.3.3, W.4.3)

Teacher will display a picture card under the document camera or on the board. Students will participate in Mix-Pair-Share. For each picture card, they will mix up, pair up with a new partner, and share possible dialogue that is going on in the picture. Then, they will return to their seats and independently write possible dialogue they brainstormed.



Activity 4: Narrative- Dialogue Focus (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 adding in dialogue just they practiced in Activity 3.



Instructions Included

RL Passages

Passage 1:

Focus- Ask and Answer Questions

Standard- RL.3.1, RL.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 2:

Focus- Illustrations

Standard- RL.3.7, RL.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



Passage 3:

Focus- Point of View

Standard- RL.3.6, RL.4.6

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- Drama/Play 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



RI Passages

Passage 1:

Focus- Images in a Text

Standard- RI.3.7, 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



Passage 2:

Focus- Author's Point and Reasons

Standard- RI.3.6, RI.4.8

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- Main Idea and 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 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



Instructions Included

Speaking & Listening Activities

Activity 1: Building a Conversation (SL.3.1, SL.4.1)

Students will Mix-Pair-Share for each talking card. To Mix-Pair-Share, students will stand up and mix up around the room. When the teacher says "pair", they will pair up with the closest person and share. The "share" is about the talking card. Each student gets 30 seconds to share and discuss each topic, then mix up again.



Activity 2: Paraphrasing Visual Media (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 word.



Activity 3: Building a Conversation (SL.3.1, SL.4.1)

Students will play a "Would You Rather" game all about school. Teacher will read the prompt aloud. Students will turn and talk with a partner. They must answer the question and support with 1-2 reasons why. During the game, students will focus on carrying out conversations and giving each other time to answer and respond.



Language & RF Activities

Activity 1: Dictionary Skills (L.3.4d, L.4.4c)

Students will draw a word card out of the pile. They will look this word up in a dictionary using their knowledge of guide words, and then they will record the first definition on their recording sheet.



Activity 2: Irregularly Spelled Words (RF3.3.d, RF4.3.g)

Students will participate in a Bool game with a partner. They will take turns drawing a card out of a bucket. If they can read the card, they keep it in their pile. If they can't read it, their partner helps them, and they return it to the bucket. If they pull a Bool card, they have to return all their cards to the bucket. Repeat after cards are read.



Activity 3: Conjunctions & Compound Sentences (L3.1h, L42c)

Students will draw a sentence strip out of the pile and read the first part of the sentence. Then, they will work with a partner to fill in the second part of the compound sentence on their recording sheet based on what conjunction is being used.



Activity 4: Capitalization (L.3.2a, L.4.2a)

Students will work with a group to draw a Halloween book title and discuss what words need a capital letter. Then, they will rewrite the book title on their recording sheet.

