

Back to School Language Arts

How Pencils are Made

Pencils are used everyday by students all across the world. But how exactly are they made? First wood is cut into small planks. The planks are sent through another machine which cuts slits into the planks. Then, half of the planks are separated and there is glue applied in the slit. The lead is then laid down inside the slit on top of the glue. While that happens, the other half of the planks are flipped over and have glue applied to the side with the slit. Next, the planks are pushed together and given time for the glue to dry. When the glue is dry, the boards are then sent through a machine that cuts hexagonal grooves into the wood to give the pencils their unique shape.

After the pencil shape is formed, the pencils go through a machine that applies paint. Yellow is the most common color. Next, the pencils have a ferrule and eraser applied to one end. The other end is rolled along a grinder sharper. boxed.

meet

In conclusion, laptops are the best technology for students.

There are many options for technology in schools.

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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 is a great resource to use at the beginning of the year. It is the perfect level for my 3rd graders at the beginning of the year."

"Great resource. No prep time. Copy and use."



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.3.7, RL.4.7- Illustrations RL.3.1, RL.4.1- Ask and Answer Questions, Inferences RL.3.6, RL.4.6- Point of View RL.3.5, RL.4.5- Story Structure
Reading Informational: RI	RI.3.5, RI.4.7- Text Features RI.3.1, RI.4.1- Ask and Answer, Inferences RI.3.6, RI.4.8- Author's Point RI.3.8, RI.4.5- Text Structure
Writing: W	W.3.1, W.4.1- Opinion Framework W.3.1, W.4.1- Opinion Writing Practice W.3.2, W.4.2- How-to Verbal Practice W.3.2, W.4.2- Informative Writing Practice
Speaking & Listening: SL	SL.3.2, SL.4.2- Listening to a Read Aloud SL.3.3, SL.4.3- Elaboration and Conversation SL.3.5, SL.4.5- Adding Visual Displays
Reading Foundational Skills & Language: RF, L	L.3.1.d, L.4.1.b- Irregular Verb Match-up L.3.2.c, L.4.2.b- Quotation Marks L.3.1.a, 4 th Review- Parts of Speech L.3.4, L.4.4- Fluency

Reading Literature

Organizing The Book Nook

On the first day of school, Mrs. Robbins gave her students a task. She told them she wanted them to organize the book nook. They could decide as a class how to organize it. By letting the class organize it, the book nook would be to their liking. When the students started, there were nine tall stacks of books. The students gathered in a circle to figure out how to best organize the book nook. There were many different ideas, and they discussed them all to be fair. After their debate, the students narrowed it down to the way they thought was best.

The students decided that the best way to organize the books would be by genre. They separated the mystery books from the biographies and the fairy tales from the historical nonfiction books. They put the books into cubbies by genre. They put an easel in the book nook for demonstrations. They wanted it to be comfy, so they scattered pillows throughout the nook. They even put a giant bean bag chair in the corner for lounging.



Organizing The Book Nook

1. Why did the teacher have the students organize the book nook?

2. How did the students end up organizing the books?

3. Why did they put an easel in the book nook?

4. Does the illustration match the description of the book nook?

5. Why do you think the illustration is included?

The Missing Alarm

Perry's mom and dad told him that since he was older now, he would have to get himself up and ready for school in the morning. Perry thought that was a good idea since he was a responsible kid. On the night before the first day back, Perry set his alarm and went to bed.

Perry woke up to his mom shaking his shoulder and talking frantically. She told him that he had to get up immediately because he had overslept. Perry was confused but got going anyway. He got dressed and brushed his teeth as fast as he could. He grabbed a banana and ran out the door to catch the bus. Perry didn't make it in time. The bus was pulling out of sight as Perry got to the bus stop. He ran back home and told his mom what happened.

Perry and his mom jumped in her car and she drove him to school. On the car ride there, she asked Perry how this could have happened. He said he didn't know and looked at his watch to make sure the alarm was set. When he looked down, he saw that the alarm was accidentally set for 7 p.m. and not 7 a.m. Perry reset his alarm so it wouldn't happen again.



The Missing Alarm

1. Why did Perry agree that he should get himself up in the morning?

2. What did he do on the night before the first day back to school?

3. How did Perry react when his mom told him that he'd overslept?

4. How did he get to school?

5. Why hadn't Perry's alarm gone off in the morning?

Back to School Shopping

School had just let out for the year when Samira went shopping with her mom at Target. Despite it being only June, the store was loaded up with school supplies. There were 3 aisles with just supplies. Samira asked her mom if they could get school supplies. Her mom told her that she didn't need them now and they didn't even have a supply list. Samira would have to wait. She was bummed out, even though she understood.

In early July, Samira and her mom went to Target to get some things for around the house. Samira saw the school supplies and got excited. Again, she begged her mom to get some school supplies. Her mom had the same answer as before. She would have to wait. Samira was disappointed again. A few weeks later, they got her supply list in the mail. Samira and her mom went to Target that day. Samira was so excited. She picked out her favorite school supplies. She even got everything on the bonus wish list. To Samira, this was the best day of the summer!



Back to School Shopping

1. Why was Samira excited the very first time?

2. How did Samira feel the first time her mom told her no?

3. How do you think her mom felt when she told Samira no?

4. How did she feel at the end of the story?

5. How do you think her mom felt at the end of the story?

Whose Class Are You In?

Mala's family came over to Maria's house and joined her family for dinner an open house night. The girls were best friends and their families had grown close too. The girls were excited to see their class list. They had been in the same class for each of the past three years. They were sure they'd be together again.

After dinner, both families went to the school. Mala had an older brother and Maria had a younger brother. The families split up and headed for the brothers' homerooms. First, they met back in the 3rd grade hallway a half hour later and walked down the hall together. When they got to the end, they read the class lists. Mala and Maria were not in the same class. The girls had been split up. Both girls were upset and disappointed. They left without saying much.

A few hours later, Mala called Maria. They talked about how they would still have lots of time with each other, like during recess. They would still get together after school most days since they live on the same street. Being apart wouldn't be so bad.



Whose Class Are You In?

1. What happened in the beginning?

2. What did the families do when they got to the school?

3. What did they do after they met back up?

4. How did the girls react to seeing the class lists?

5. How does what happens in the middle of the story affect the end of the story?


Reading Informational

Name _____ RI

School Transportation

Types of School Transportation
Students get to school in many different ways. Many schools have buses that they use to pick students up and bring them to school. These same kids will use the same buses to go home in the afternoon. The bus system takes the responsibility of getting the kids to school, so the parents don't have to. Some parents drive their children to school and pick them up in the afternoon. This allows the parents to spend more time with their kids. For kids who live close to school, walking is an option.

Bus Safety
Bus safety is different from car safety. Bus riders need to follow the instructions, or rules of the driver at all times. Bus riders need to keep the noise level down while riding. They also need to stay seated at all times. When crossing the street, riders need to wait for and follow the hand signals of the bus driver. They should also never run close to the bus.



Students wait to get on a bus.

1. Name three text features you see.

2. Describe what the paragraph under the second heading is about.

3. What might be another heading that would go along with the article?

4. How does the author break up the text?

5. How does the caption support the image?

Name _____ RI

Back to School Shopping

One thing that most students look forward to each year is back to school shopping. Back to school shopping can consist of shopping for clothes, shoes, and more. The one thing that is guided by the school is shopping for back-to-school supplies. Most schools publish a back-to-school shopping list for supplies that is sent out to all students and their families. The list is specific to each grade level and should include all of the supplies that a student needs for that year. The parents and the students are then responsible for going out to stores and purchasing the listed supplies.

Each school and each grade level will require different supplies. Most school supply lists will include pencils, pens, markers, and glue. Many people buy extra supplies in case they misplace theirs or go through them quickly. Some teachers publish a wish list. This list is a bonus list for classroom supplies. It may have things like dry erase markers or Clorox wipes.



1. What do schools do to help with the back-to-school process?

2. What is a back-to-school supply list?

3. What do the parents and students need to do?

4. Name three items typically on a back-to-school supply list.


5. What is a teacher wish list?

Name _____ RI

Therapy Dogs in Schools

The use of therapy dogs in schools has increased in recent years. Therapy dogs offer many benefits to the students and staff at schools which is why so many schools have started using them. Studies have been done to test the effects of therapy dogs on students in school. Therapy dogs have been shown to relieve blood pressure, which leads to less stress. Their presence boosts student confidence. It has been shown to improve the focus of students within the classroom. The students are able to learn more this way.

Moving them around improves problem-solving skills and strengthens memories. Classrooms with therapy dogs laugh more. This better the overall mood of the students in the class. Therapy dogs offer friendship to the students and provide emotional support if students need it. Even college campuses have therapy dogs. They help students living away from home for the first time. They can also help students feeling pressure.



1. How do you think the author feels about therapy dogs in schools?

2. Why do you think that?

3. Do you feel the same way as the author? Why or why not?

4. Name two ways therapy dogs help students.


5. How do therapy dogs help college students?

Name _____ RI

How Pencils are Made

Pencils are used everyday by students all across the world. But how exactly are they made? First, wood is cut into small planks. The planks are sent through another machine which cuts slits into the planks. Then, half of the planks are separated and there is glue applied in the slit. The lead is then laid down inside the slit on top of the glue. While that happens, the other half of the planks are flipped over and have glue applied to the side with the slit. Next, the planks are pushed together and given time to for the glue to dry. When the glue is dry, the boards are then sent through a machine that cuts hexagonal grooves into the wood to give the pencils their unique shape.

After the pencil shape is formed, the pencils go through a machine that applies paint. Yellow is the most common color. Next, the pencils have a ferrule and eraser applied to one end. The other end is rolled along a grinder so the pencil is sharpened. Finally, they are boxed up and shipped out to stores.



1. What is the first step in making a pencil?

2. What goes into the slit?

3. What else happens after the glue dries?

4. What happens just before the ferrule and eraser are added?

5. What is the final step in the process?

Writing

Children can choose to pack their lunch from home or buy their lunch from school.

...many options for technology in schools.

Did you know kids need at least sixty minutes of exercise a day?

All in all, I think lunch is a be...


In conclusion, laptops are the best technology for students.

...kids should to play at outdoor recess.

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Prompt #1

Would you rather walk to school or ride the bus?



Brainstorming Page

Why I think this...

Why I think this...

Name _____

Title _____

Page 1



lining up



riding the bus



buying school lunch



washing hands



doing homework




using class tech

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Prompt #2

Write a **how-to piece** about getting ready for school.



How-To Get Ready for School

Name _____

Write _____

Name _____

Name _____

Page 1

Foundational Skills & Language

write is writing wrote

ride is riding rode

drive is driving drove

Name _____

Back to School Quotes

student cafeteria worker gym teacher bus driver

wait bus door happy meet large

upon
fire
wood
travel
field
certain
figure
unit
I'll
town
king
fall
ground
south
notice
cried
cold
seen
voice
pulled
busy
money
slowly
north
table
numeral
pattern
against

upon fire wood

travel unit town

certain fall

Speaking & Listening

Fiction Question 1: What problem does the character face?

Fiction Question 2: Where and when does the story take place?

Fiction Question 3: How does the character face his or her problem?

Fiction Question 4: What is one question you have after reading?

Fiction Question 5: Retell the story in your own words.

Fiction Question 6: What are the big events that happen throughout the story?

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Listener

Speaker

School Lunch

One-to-one Technology

Extra Recess

Art in Schools

I respectfully disagree because

I agree with that because...

I now realize...

Can you tell me more about that?

Inspiration Board

My Partner's Classroom

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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: Opinion Framework (W.3.1, W.4.1)

Students will work with a partner to put the opinion examples in order. In previous grades, students should know general framework for opinion (hook, opinion, reason 1 and 2, conclusion). They will put the red cards together, then do the orange and green cards. They will self-assess with a nearby group for accuracy.



Activity 2: Opinion Writing Practice (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.



Activity 3: How-To Verbal Practice (W.3.2, W.4.2)

Students will participate in a Mix-Pair-Share activity. They will mix up around the room, pair up with a new partner (for each card/round), and share 2-3 steps in the how-to process for each activity. They will try to verbally explain how to do each activity on the card.



Activity 4: Informative Writing Practice (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.



Instructions Included

RI Passages

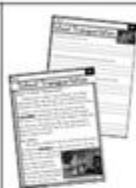
Passage 1:

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



Passage 2:

Focus- Ask and Answer, Inferences

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 3:

Focus- Author's Point

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 4:

Focus- Text Structure

Standard- RI.3.8, RI.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



RL Passages

Passage 1:

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 2:

Focus- Ask and Answer Questions, Inferences

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 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- 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



Instructions Included

Speaking & Listening Activities

Activity 1: Listening to a Read Aloud (SL.3.2, SL.4.2)

Teacher reads aloud a fictional text about back-to-school. Then, page by page, students will discuss the story. After the story is read aloud, teacher will ask a question from the fiction task cards. Students will turn and talk with a partner to answer the questions.



Activity 2: Elaboration & Conversation (SL.3.3, SL.4.3)

Students work in groups of three. One student starts as the speaker, the other two are listeners (Optional: Students hold the speaker/listener cards to recognize their role.) Teacher displays the topic on the board, and they share their opinion on each topic. Then, students will share their opinions using the correct accountable talk prompts to ask questions and add to the conversation.



Activity 3: Adding Visual Displays (SL.3.5, SL.4.5)

Students will work with a partner to listen and draw their partner's dream classroom. Student 1 will explain their classroom in vivid detail. Student 2 will illustrate the classroom by listening to the details. Then, they will switch roles. Optional: Teacher will display classroom inspiration board.



Language & RF Activities

Activity 1: Irregular Verb Match-Up (L.3.1d, L.4.1b)

Students will work with a partner to match up three cards. One card will be a verb card with a picture to represent the verb. Then, students will match the irregular past tense and present tense together.



Activity 2: Quotation Marks (L.3.2c, L.4.2b)

Teacher will display a character card. Students will work independently to write a possible quote that this person said during the first week of school. They will practice correct comma, quotation mark, and punctuation mark placement when writing sample quotes.



Activity 3: Parts of Speech (L.3.1a, 4th- Review)

Students will participate in a Mix-Pair-Share activity. The teacher will display a part of speech card (noun, verb, adjective). Then, the students will mix up around the room, pair up with a new partner, and share what part of speech the word is. (Teacher may need to review parts of speech prior to game.)



Activity 4: Fluency (RF.3.4, RF.4.4)

Students will work with a partner. One partner holds the word list. The other partner lays the cards out in front of them. Partner 1 reads the list one by one. Partner 2 rushes to find the word. Then, they will switch roles.

