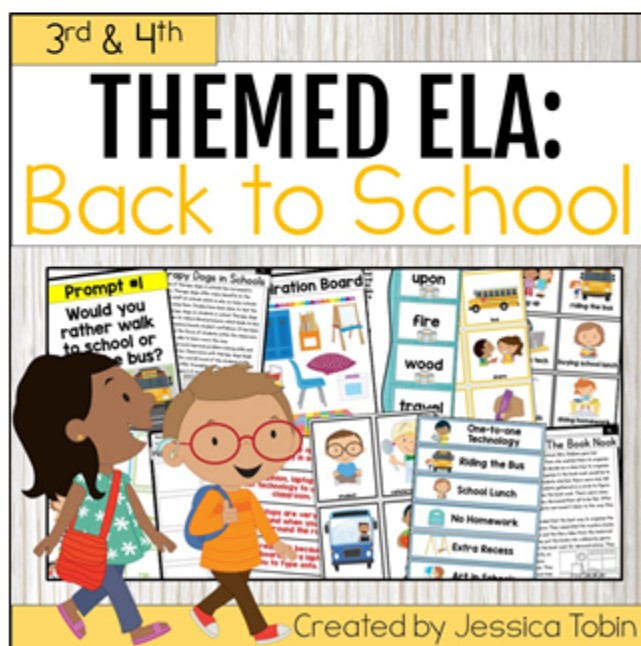


# Back to School ELA

**This 3<sup>rd</sup> and 4<sup>th</sup> grade Themed ELA set is all about back-to-school! There are multiple activities for each domain that you can add into your ELA block.**



**Each domain will have 3-4 activities. The domains are Reading Literature, Reading Informational, Writing, Speaking and Listening, Language, and Foundational Skills. There will be a mix of hands-on partner, whole group, and independent activities.**

**This resource is an add-on to the ELA units I have created for Common Core. All of these activities are standards-based activities. What makes these unique is that they are themed to a holiday or a season!**

# RL Passages

RL= Reading Literature (Fiction)

## RL Passages

### Passage 1:

Focus- Illustrations

Standard- RL.3.7, RL.4.7

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

4<sup>th</sup> Grade suggestions- Independent reading prior to comprehension questions



### Passage 2:

Focus- Ask and Answer Questions, Inferences

Standard- RL.3.1, RL.4.1

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

4<sup>th</sup> Grade suggestions- Independent reading prior to comprehension questions



### Passage 3:

Focus- Point of View

Standard- RL.3.6, RL.4.6

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

4<sup>th</sup> Grade suggestions- Independent reading prior to comprehension questions



### Passage 4:

Focus- Story Structure

Standard- RL.3.5, RL.4.5

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

4<sup>th</sup> Grade suggestions- Independent reading prior to comprehension questions



### Organizing The Book Nook

On the first day of school, Mrs. Robbins gave her

students a task. She told them she the book nook. They could decide a it. By letting the class organize it, their liking. When the students sta stacks of books. The students gath out how to best organize the book different ideas, and they discussed their debate, the students narrow thought was best.

The students decided that the books would be by genre. They sep from the biographies and the fairy nonfiction books. They put the bo They put an easel in the book nook wanted it to be comfy, so they scattered pillows throughout the nook. They even put a giant bean bag chair in the corner for

### 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 book nook?

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

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

### 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. One morning, Perry woke up and realized he had set his alarm and was late for school.

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. How did he feel about the situation?

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### 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 they would have to wait until August when school started. She was bummed.

In early July, Samira and her mom went back to Target. In the meantime, her mom had bought some things for around the house. Supplies and got excited. Again, she saw school supplies. Her mom had answered as before. She would have to wait until August when school started. Samira was disappointed again. A few days 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 her bonus wish list. To Samira, this was the best day of the summer!

1. Why was Samira excited the very first time she went to Target?

2. How did Samira feel the first time her mom said she had to wait?

3. How do you think her mom felt when she told her she had to wait?

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?

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

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

### Whose Class Are You In?

Malia's family came over to Maria's house and joined her family for dinner on an open house night. The girls were best friends and their families had grown close. The girls were excited to see their class list. They found out that they were in the same class for each of the past three years together again.

After dinner, both families went to the school. They were an older brother and Maria had a sister. They were all families split up and headed for the first. They met back in the 3<sup>rd</sup> grade and walked down the hall to find out who was in their class. They read the class lists. Maria was surprised. The girls had been in the same class. The girls had been in the same class. They left without saying a word.

A few hours later, Maria 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 a problem.

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?

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

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

# RI Passages

RI= Reading Informational (Nonfiction)

## RI Passages

### Passage 1:

Focus- Text Features

Standard- RI.3.5, RI.4.7

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

4<sup>th</sup> Grade suggestions- Independent reading prior to comprehension questions



### Passage 2:

Focus- Ask and Answer, Inferences

Standard- RI.3.1, RI.4.1

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

4<sup>th</sup> Grade suggestions- Independent reading prior to comprehension questions



### Passage 3:

Focus- Author's Point

Standard- RI.3.6, RI.4.8

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

4<sup>th</sup> Grade suggestions- Independent reading prior to comprehension questions



### Passage 4:

Focus- Text Structure

Standard- RI.3.8, RI.4.5

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

4<sup>th</sup> Grade suggestions- Independent reading prior to comprehension questions



Name \_\_\_\_\_ RI

### School Transportation

*Types of School Transportation*

Students get to school in many different ways. Many schools have buses that bring them to school. Those to go home in the afternoon responsibility of getting the don't have to. Some parents pick them up in the afternoon. spend more time with their school, walking is an option.

*Bus Safety*

Bus safety is different to follow the instructions. Bus riders need to keep the also need to stay seated at times. When crossing the street, riders need to wait for and follow the hand sign of the bus driver. They should also never run close to the bus.

Name \_\_\_\_\_ RI

### School Transportation

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 this paragraph?

4. How does the author break up the text?

Name \_\_\_\_\_ RI

### Back to School Shopping

One thing that most students like to do is go back to school shopping. Shopping for clothes, shoes, and supplies is guided by the school. Most schools publish a back-to-school supply list that is sent out to all students. Each school and each grade supplies that a student needs. The students are then responsible for purchasing the listed supplies. Each school and each grade supplies. Most schools supply markers, and glue. Many people they replace theirs or go to teachers publish a wish list. This list is a bonus list for classroom supplies. It may be dry erase markers, glue, and other supplies.

Name \_\_\_\_\_ RI

### Back to School Shopping

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.

Name \_\_\_\_\_ RI

### Therapy Dogs in Schools

The use of therapy dogs in schools has increased in recent years. Therapy dogs are students and staff at schools have started using them. Studies have shown that the effects of therapy dogs on students have been shown to relieve stress. Their presence boosts shown to improve the focus of the students are able to learn. Having them around improves strengthens memories. Classroom more. This better the overall class. Therapy dogs offer friends provide emotional support if a campus has therapy dogs. They help students living away from home for the first time. They can also help students feeling pressure.

Name \_\_\_\_\_ RI

### Therapy Dogs in Schools

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

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 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.

Name \_\_\_\_\_ RI

### How Pencils are Made

1. How do you think the author feels about pencils?

2. Why do you think that?

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

4. Name two ways pencils help students.

5. How do pencils help college students?



# W Activities

W = Writing

## 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.



There are many options for technology in schools.

In my opinion, the best technology in our classroom is...

First, laptops carry around move around.

Another reason...

Children can choose their lunch from home or their lunch from school.

I prefer to pack my lunch from home.

First, I can pick out what I want to eat.

Did you know kids spend at least sixty minutes exercising a day?

One thing kids should do is play outside for...

One reason is because it gives kids a chance to get some of their energy out.

Also, recess is important for kids to have.

### Prompt #1

Would you rather walk to school or ride the bus?



lining up



riding the bus



using class tech



buying school lunch

### Brainstorming Page

Why I think this...

Why I think...

School Transportation:

### Prompt #2

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



### How-To Get Ready for School

Notes:

Notes:

Notes:

Notes:

# RF & L Activities

RF= Reading Foundational Skills, L= Language

## Language & RF Activities

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

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.3.2.c, L.4.2.b)

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.



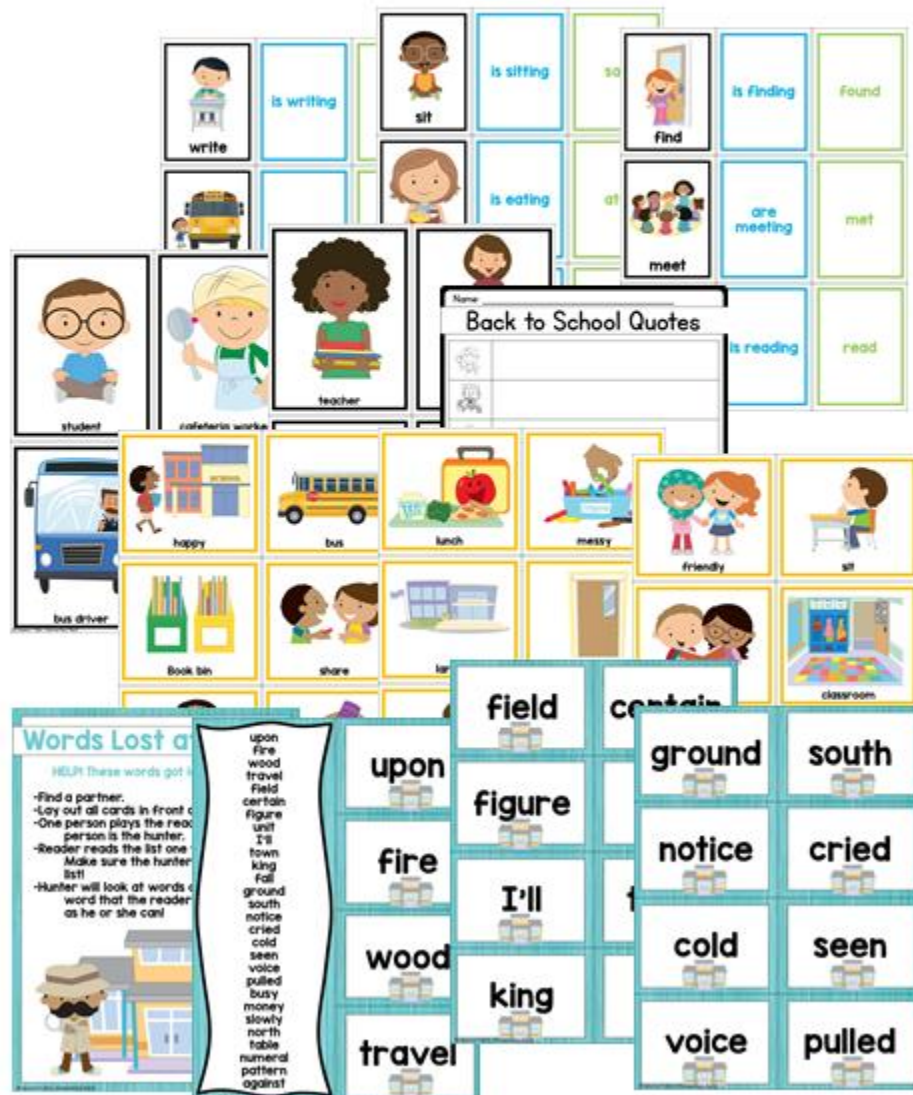
### Activity 3: Parts of Speech (L.3.1.a, 4th - Review)

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.





# SL Activities

SL= Speaking and Listening

## 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.



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 feel about the problem?

Fiction Question 4:  
What is one question you have?



One-to-one Technology



Riding the Bus



School Lunch

Inspiration Board



Listener



Listener

Speaker

I respectfully disagree because

I would like to add...

Can you tell me more about that?

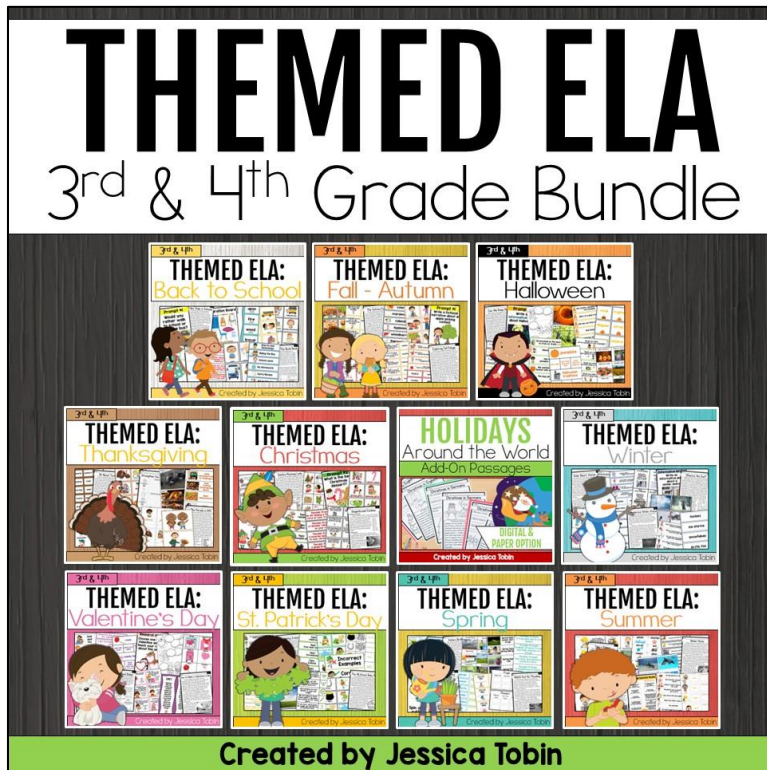
My Partner's Classroom

# Bundle Opportunities

Like this unit and looking for more like it?

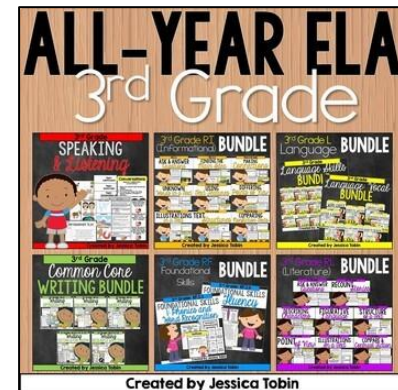
The bundle of 3<sup>rd</sup> and 4<sup>th</sup> grade Themed ELA contains add-on activities for many holidays and seasons. The All-Year ELA is the curriculum that this Themed ELA accompanies.

## Themed ELA Bundle



-or-

## All 3<sup>rd</sup> Grade ELA Domains



## All 4<sup>th</sup> Grade ELA Domains

