



KINDERGARTEN **ELA**

Student Materials

Unit 3 *Celebrating Fall*





Daily Lesson Materials

Name: _____

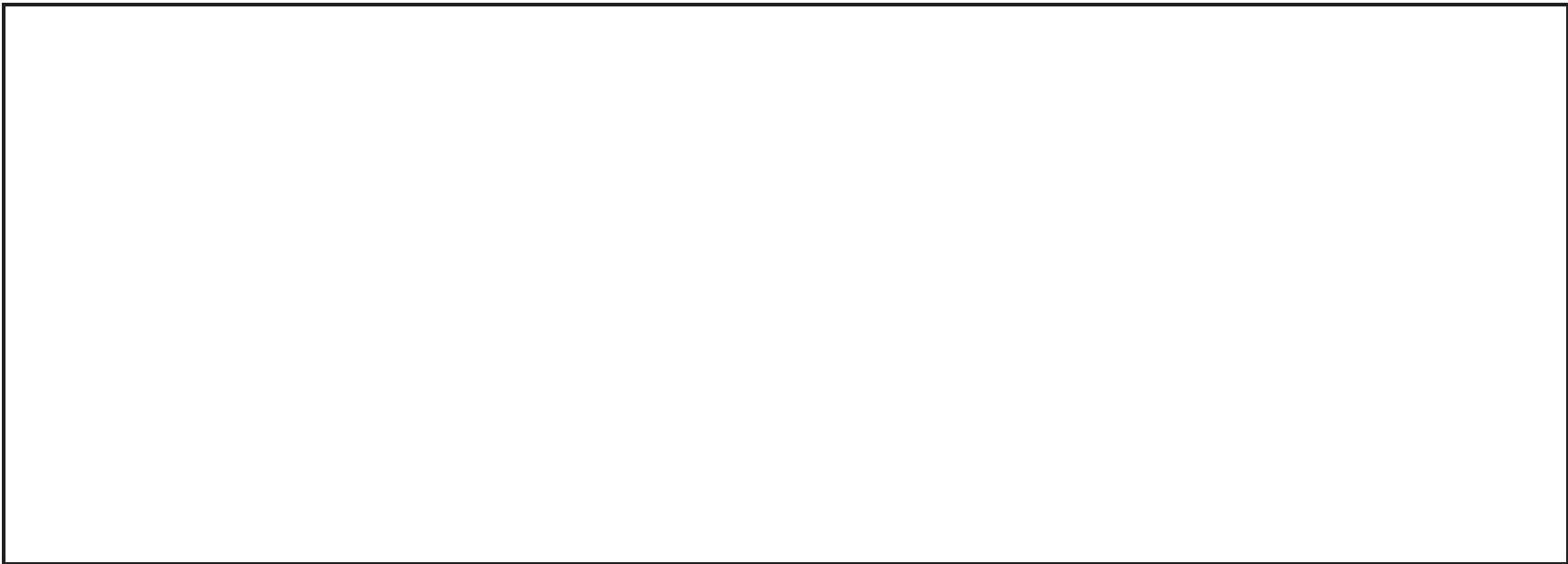
What do you want to learn about **fall**?

Name: _____

What is **weather** like in the **fall**?

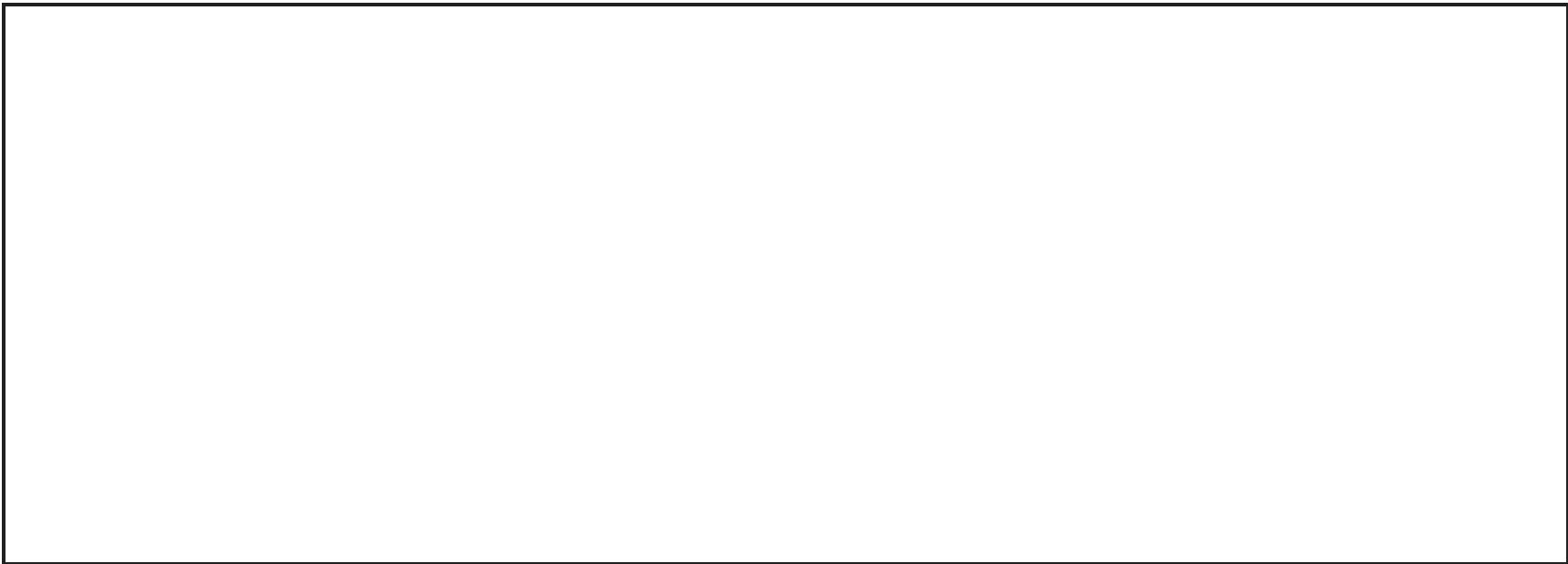
Name: _____

What happens to leaves when a tree gets ready for winter?



Name: _____

Why do leaves change color?

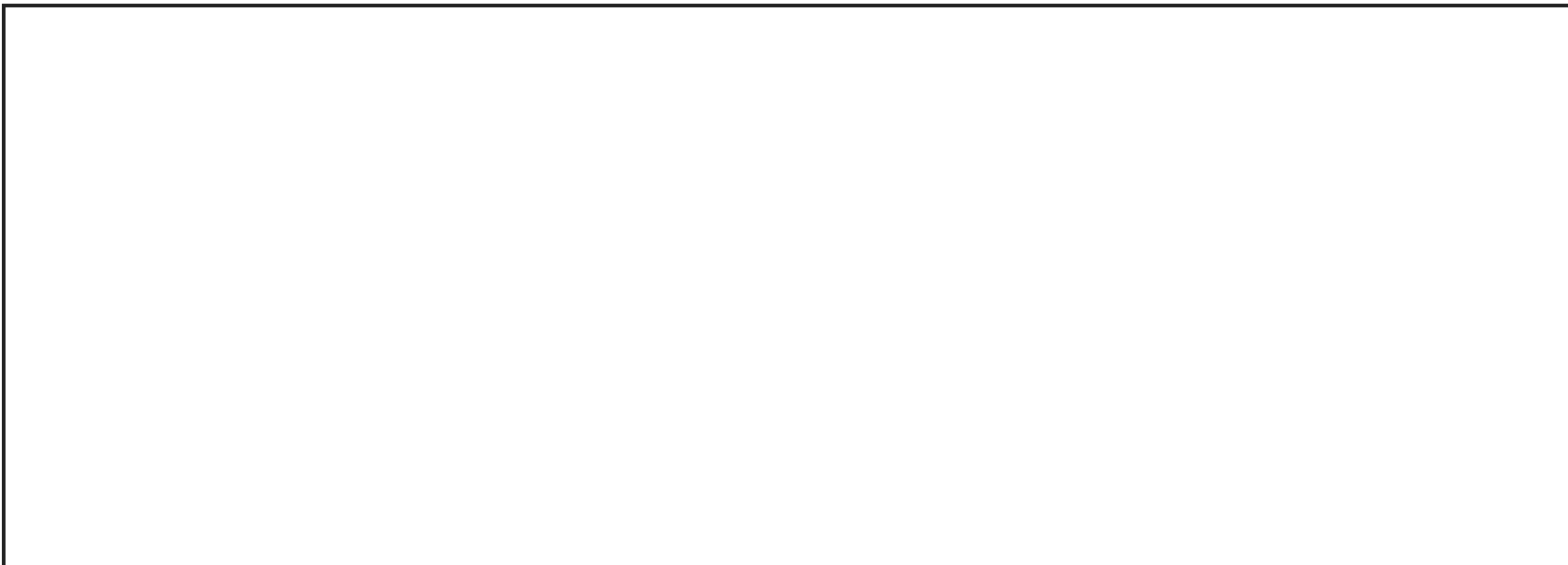


Name: _____

Write one fact about **fall**. Tell about the people, places, things, and actions.

Name: _____

Look at the red oak, dogwood, and sassafras leaves. Pick one type of leaf and describe what it looks like.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Date: _____

Describe Leaf Man.

Look closely at the illustrations. What do you notice?

Where does the Leaf Man travel?

The author repeats, "A Leaf Man's got to go where the wind blows." Why does the author repeat this?

Where does Leaf Man land?

Name: _____

Where does Leaf Man go? Name two specific places.

Name: _____

Date: _____

How is the bear feeling?

How does the bear feel about the falling leaves? How do you know?

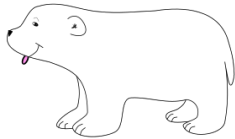
What does the bear decide to do with the leaves? Why?

What happens to the bear during the winter?

How does the bear feel at the end of the story? How do you know?

Language and Grammar Review Word Cards

bear



blows



sleeps



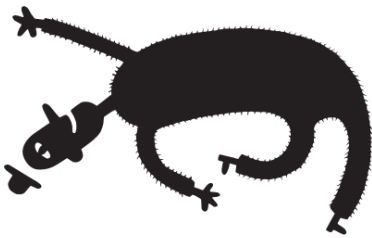
leaves



wind



fall



Name: _____

Based on your knowledge of **fall**, what would you explain to the bear?

Name: _____

Date: _____

How do the three kids feel about going on a leaf hunt? How do you know?

How do the kids feel on the way to the birch tree? How do you know?

How do the kids get to the hickory tree?

What do the kids find after the red oak tree? How do they feel?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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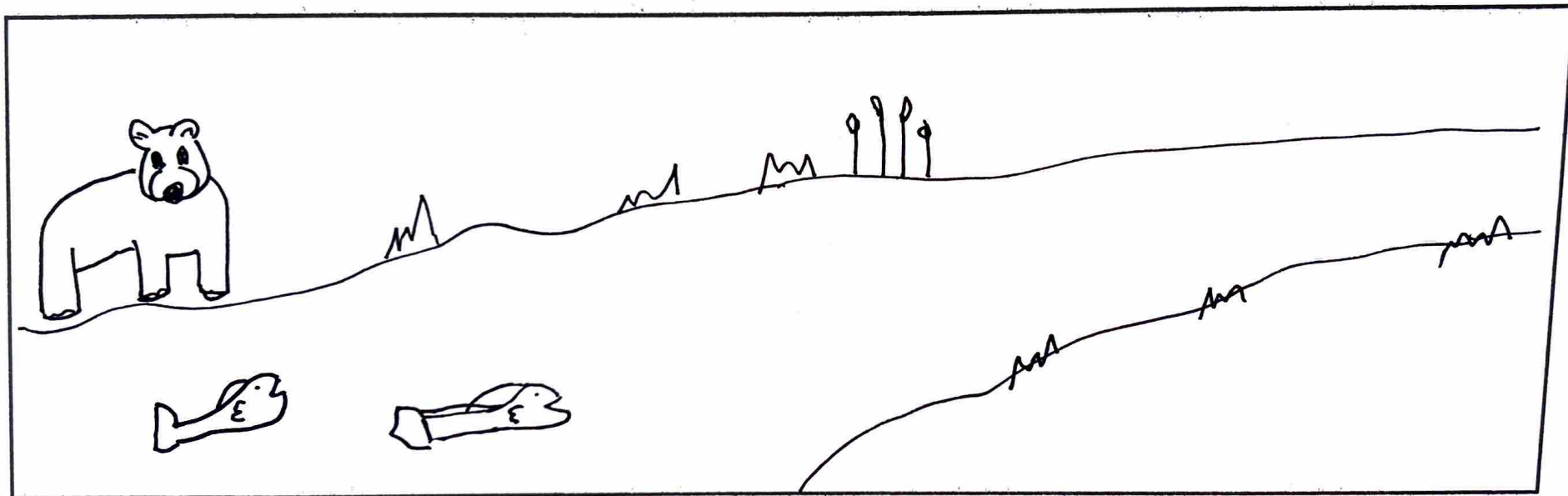
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

What happens in *We're Going on a Leaf Hunt*? Retell what happens in the beginning, middle, and end.

Name: _____

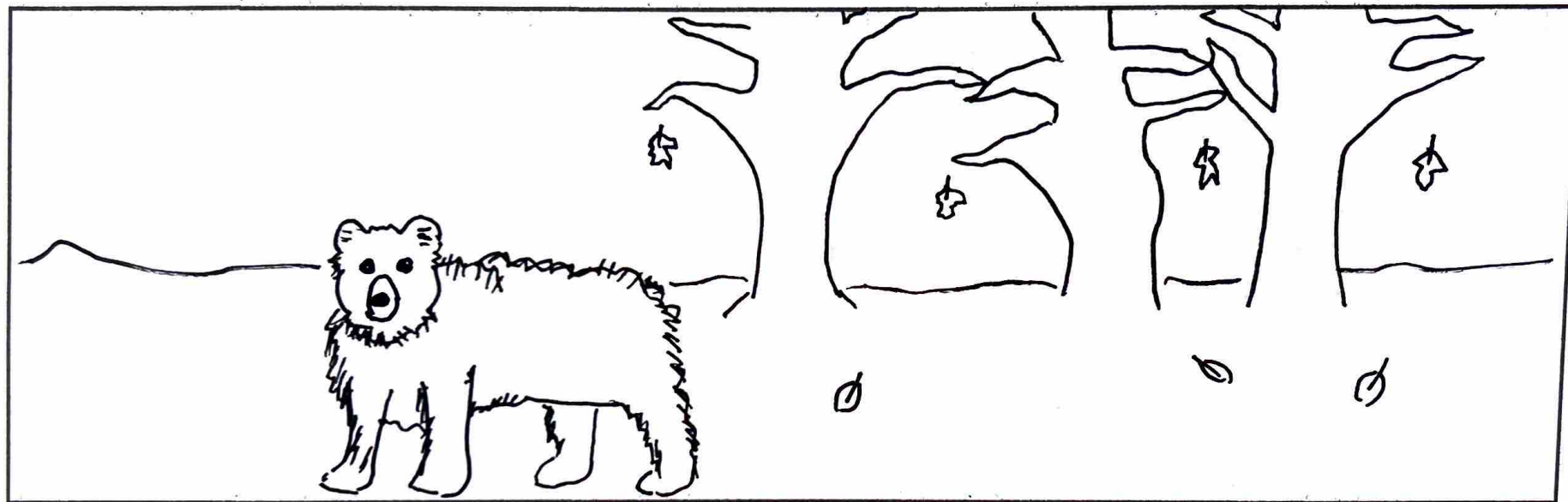
What happens to bears in the fall?



Bears look for food to
eat.

Name: _____

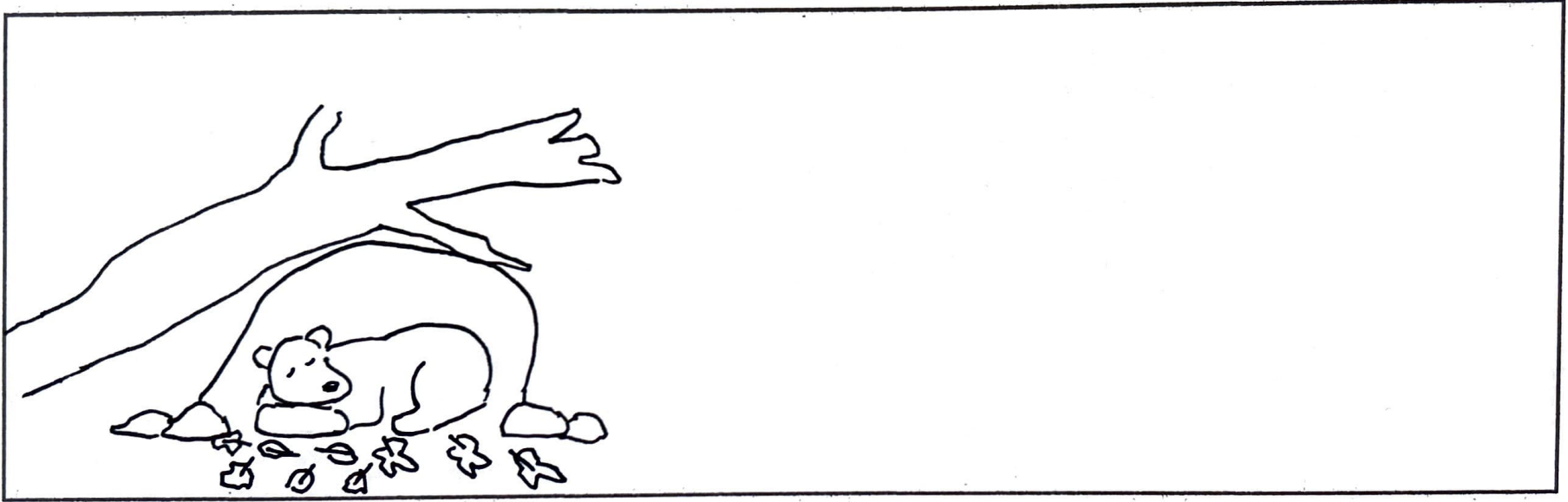
What happens to bears in the fall?



Bears grow thick fur.

Name: _____

What happens to bears in the fall?

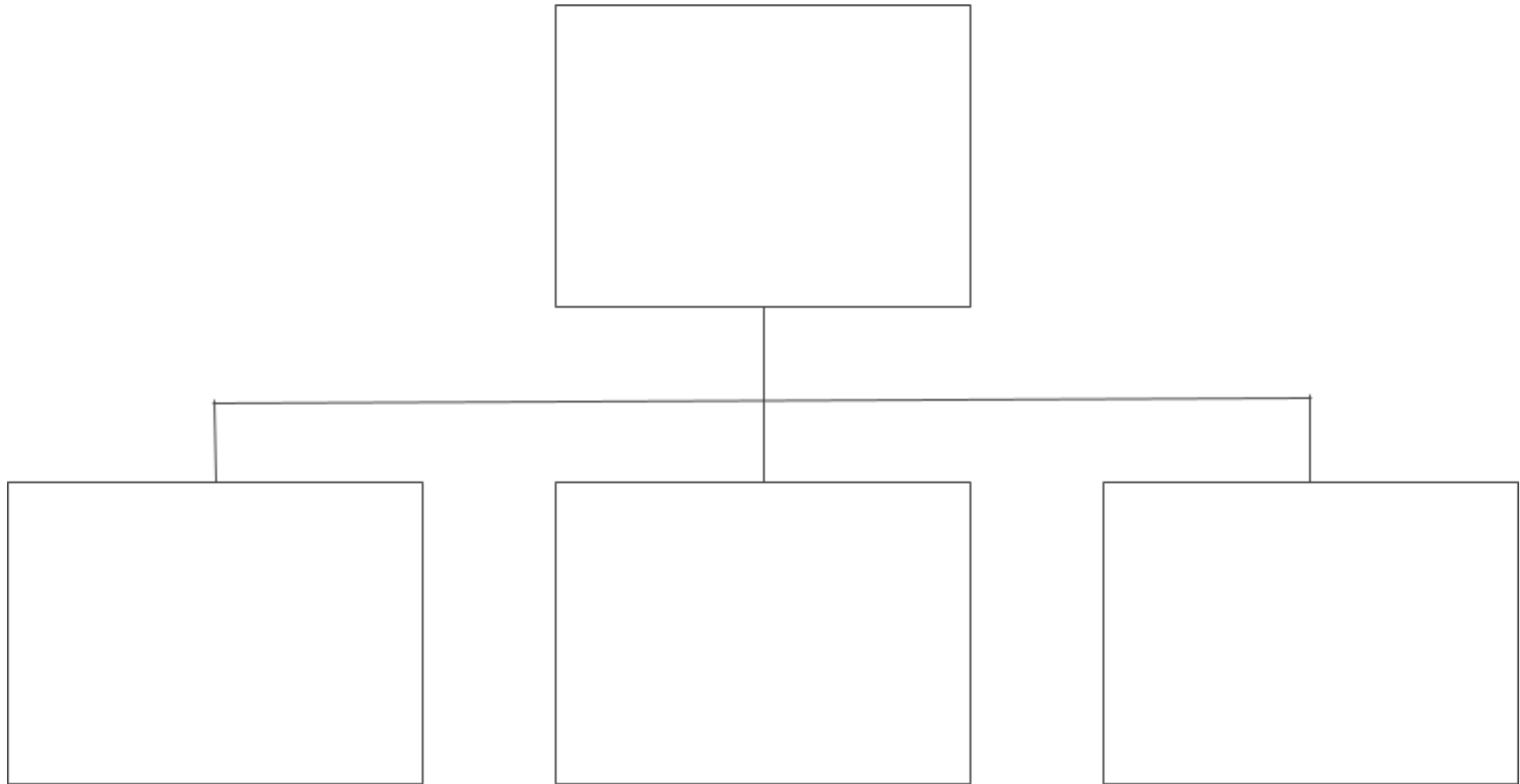


Bears build a cozy den
to sleep in.

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Name: _____

What happens to leaves in **fall**?



Name: _____

Date: _____

Why is **fall** for **harvesting**?

What types of food do people **harvest** in the **fall**? Give two examples.

What are some different ways people celebrate the **harvest**?

Name: _____

What is a **harvest**? What kinds of foods can be harvested in the **fall**?

Name: _____

Date: _____

What facts have we learned about pumpkins?

What new facts have we learned about pumpkins?

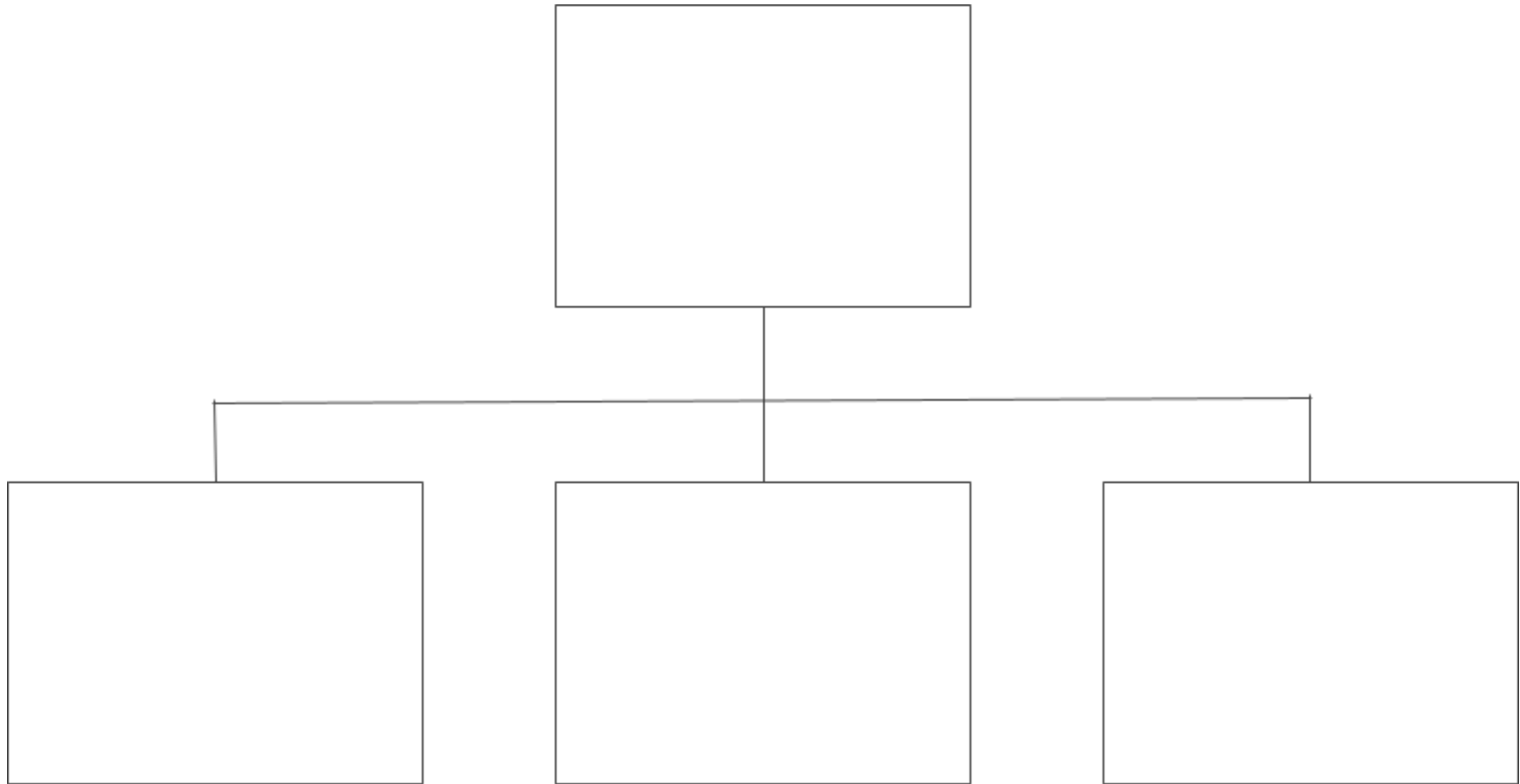
What new facts have we learned about pumpkins?

In what ways are pumpkins similar? In what ways are pumpkins different?

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Name: _____

Write a fact about pumpkins.

Name: _____

Date: _____

What is the first step to grow a pumpkin?

What is the next step to grow a pumpkin?

After the seed leaves grow, what comes next?

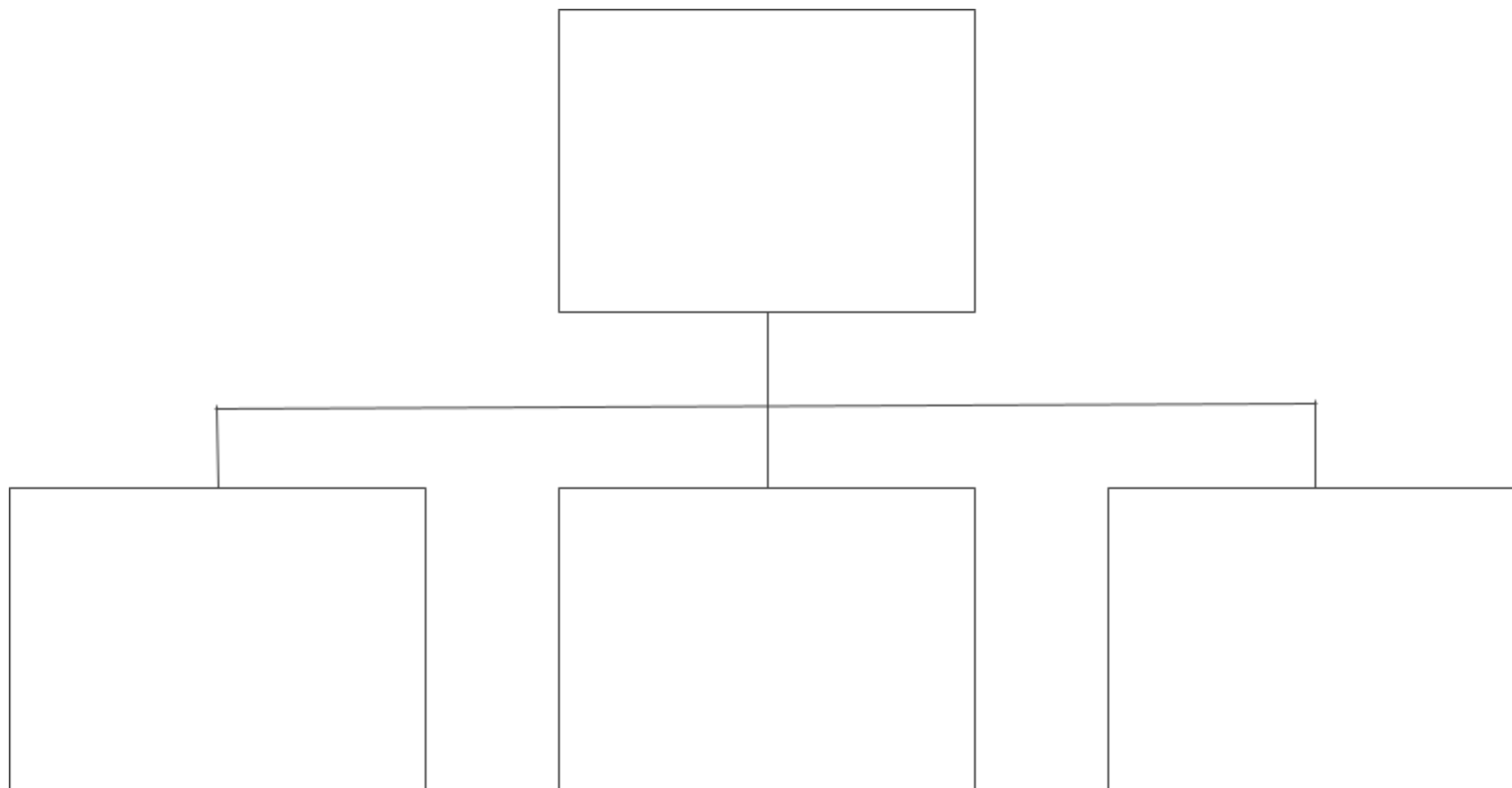
After the flowers grow, what happens?

What is the last step?

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



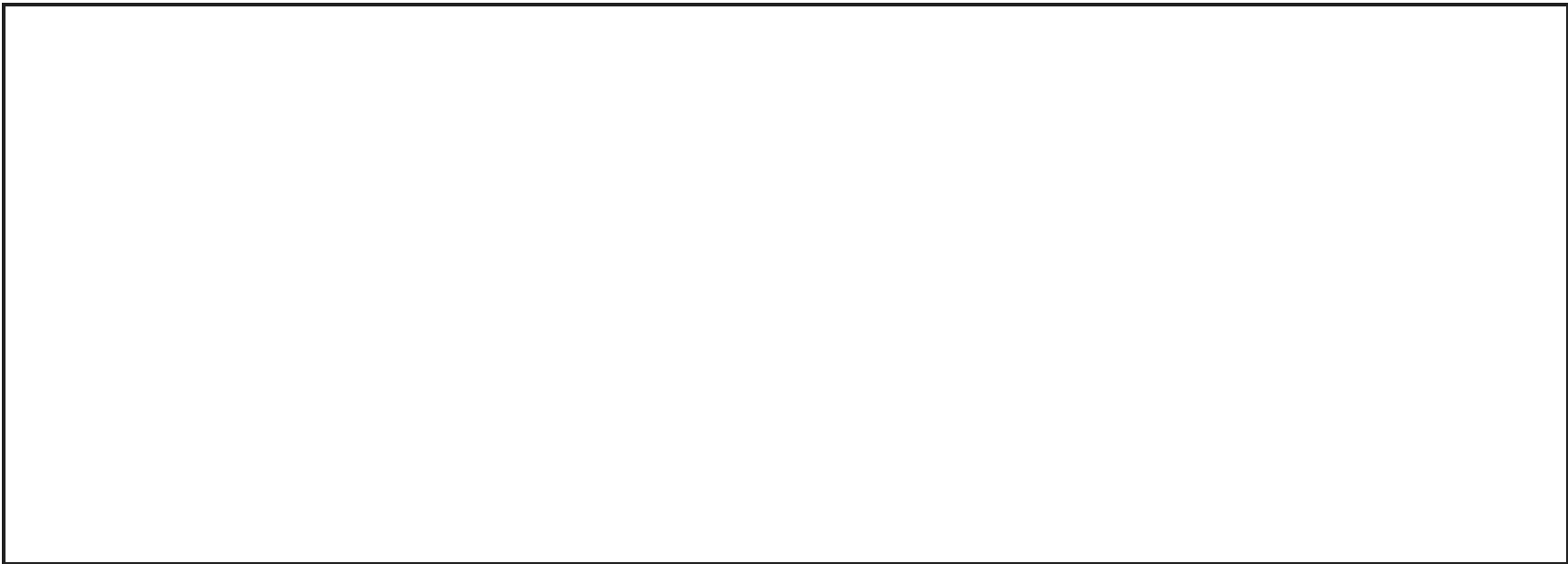
Name: _____ Date: _____

Sequence Graphic Organizer



Name: _____

How do pumpkins grow? Name each step.



Name: _____

Date: _____

What new facts do we learn about apples on these pages?

What facts have we learned about apples?

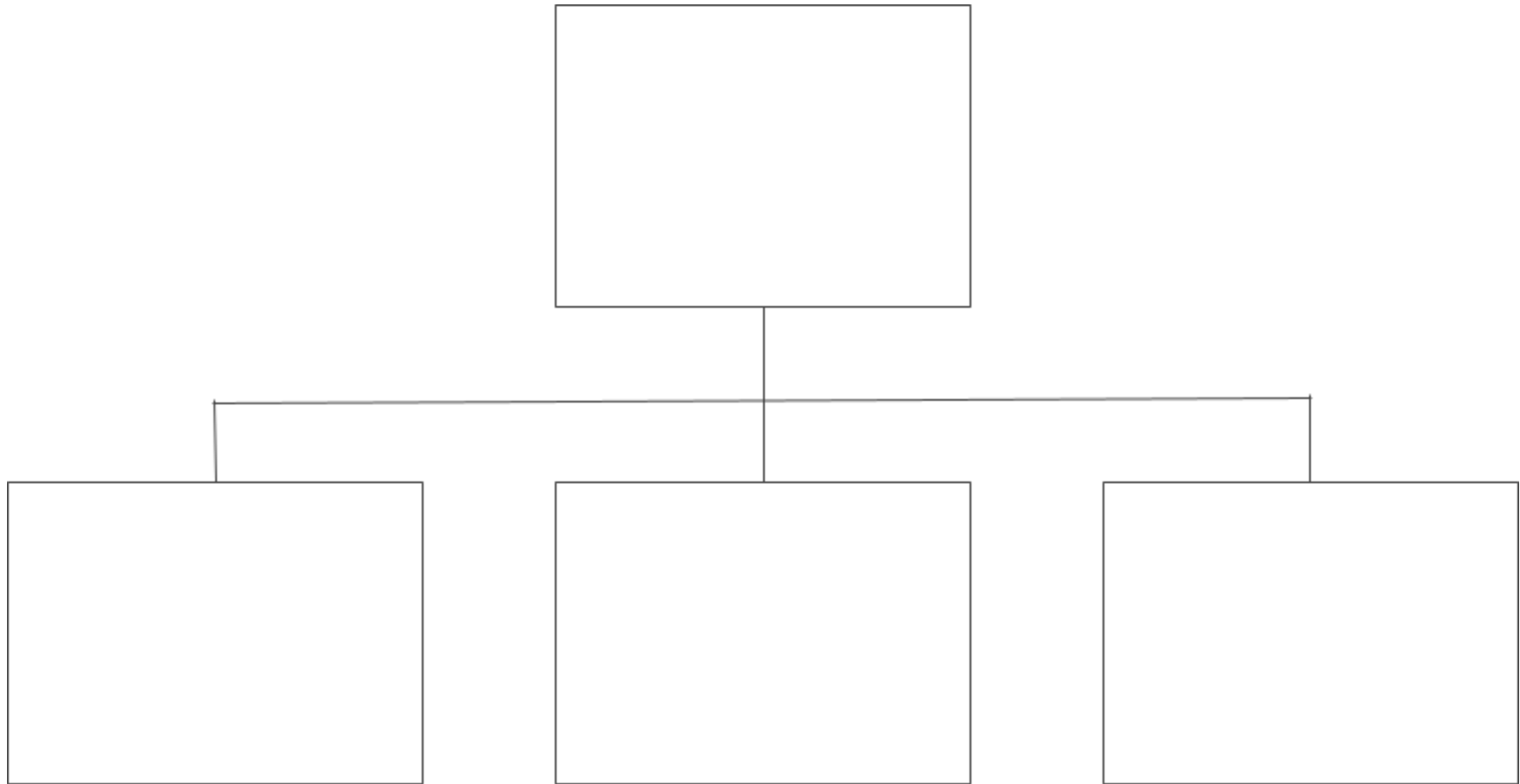
How do apples grow?

Look at the pictures of the different types of apples. In what ways are apples similar? In what ways are they different?

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



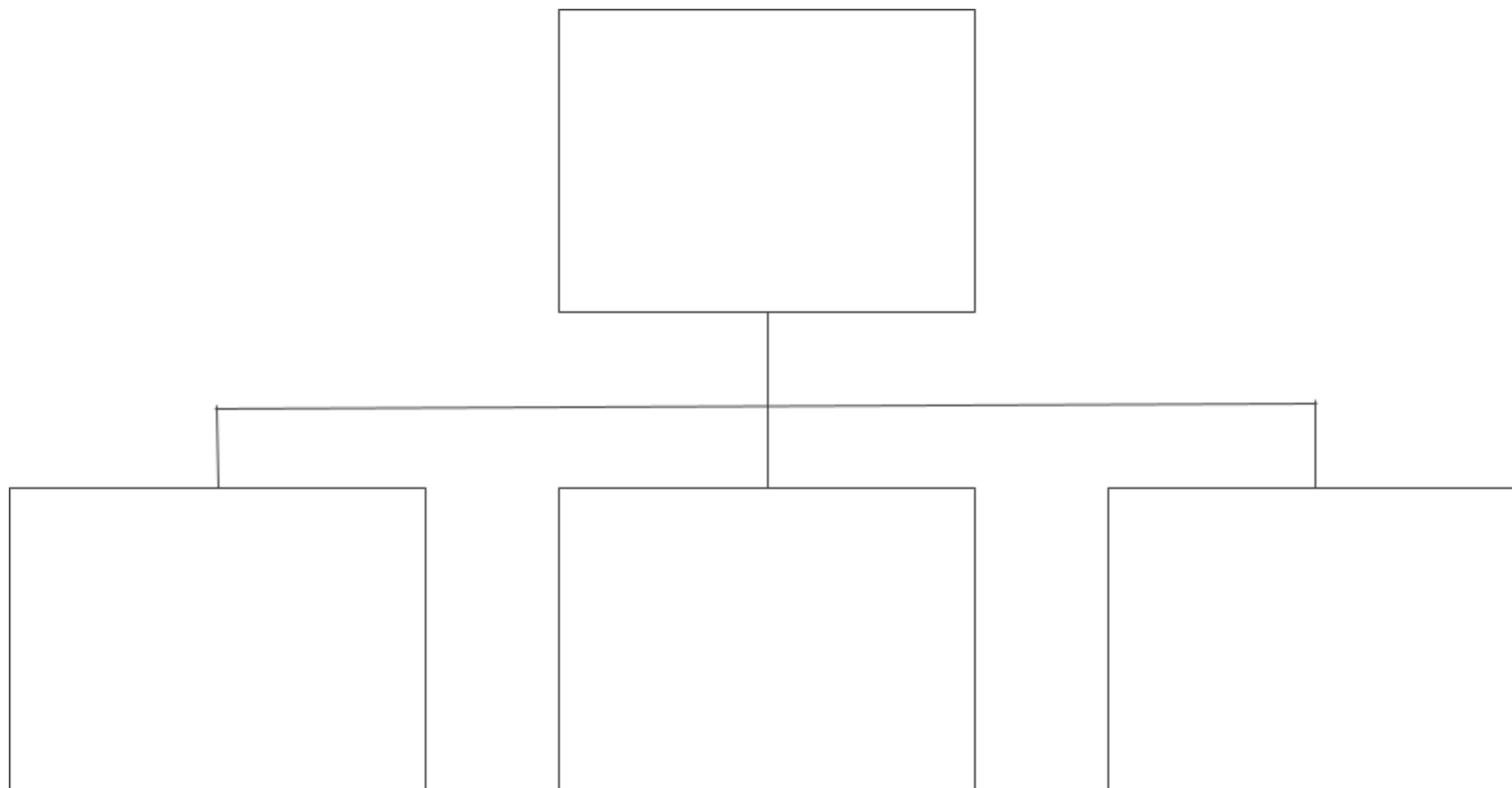
Name: _____

Write a fact about apples.

Name: _____ Date: _____

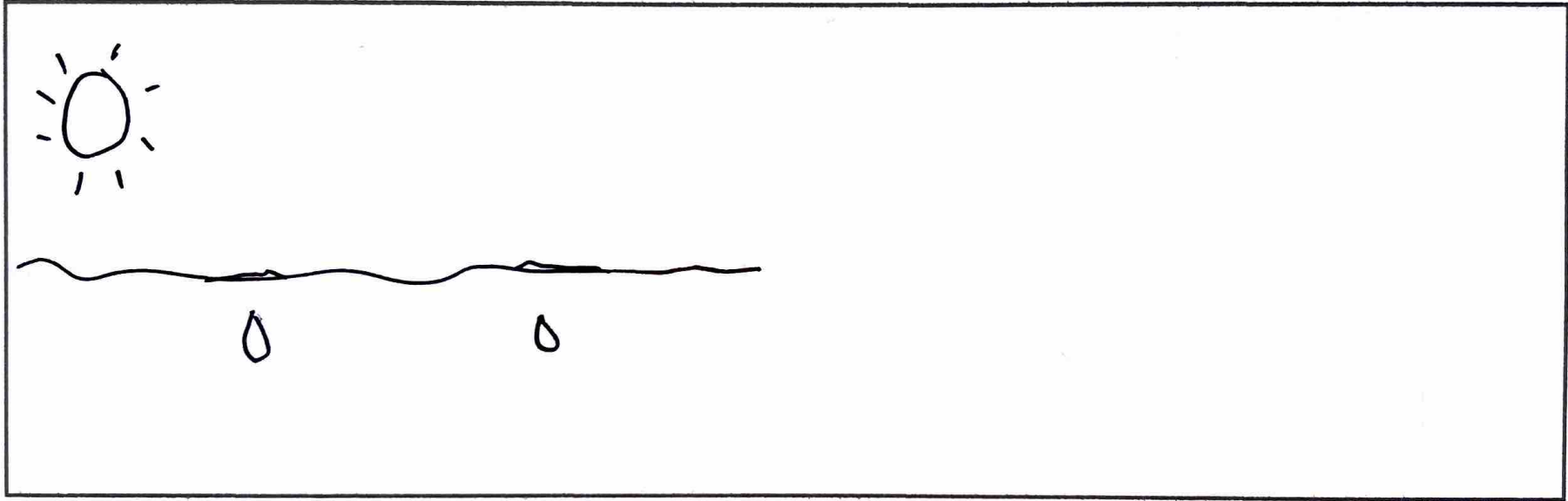
Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Name: _____

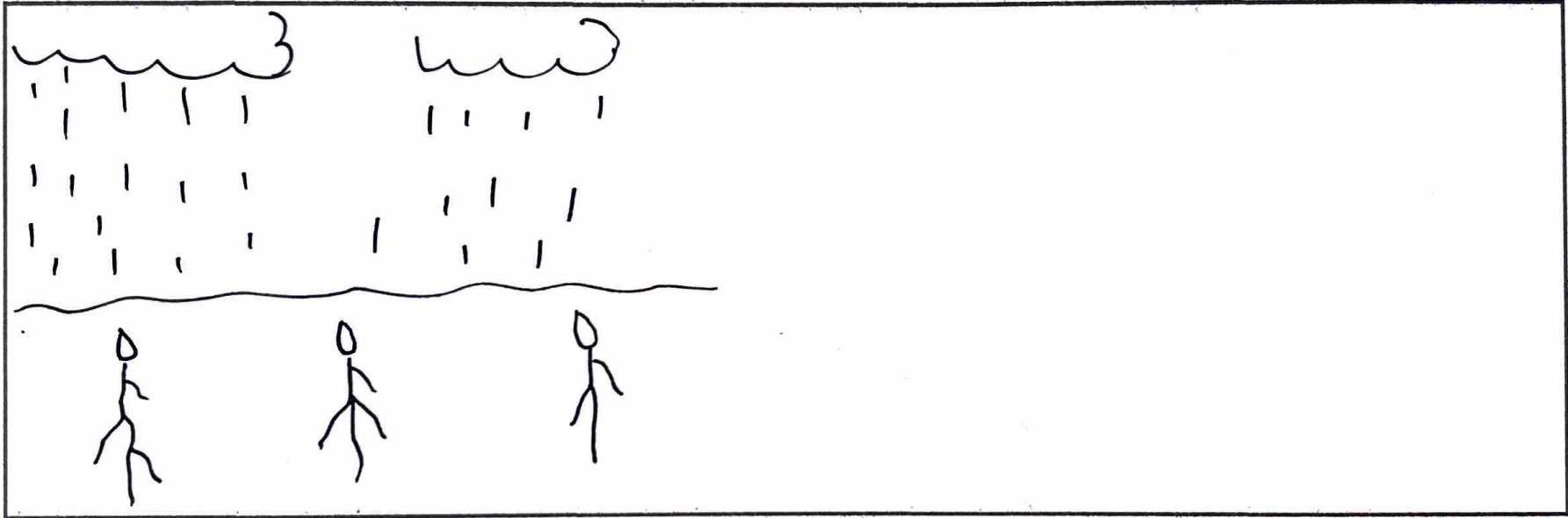
What happens to carrots in the **fall**?



Carrot seeds grow.

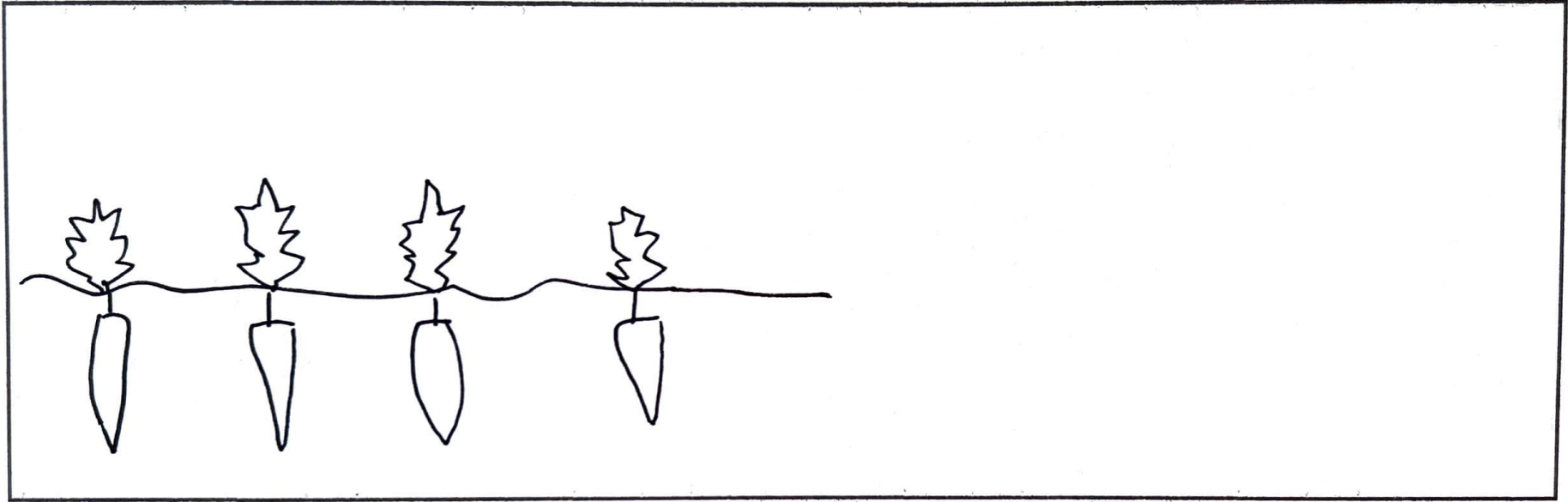
Name: _____

What happens to carrots in the **fall**?



Carrots grow roots.

What happens to carrots in the **fall**?



Carrots ripen in fall.

Name: _____

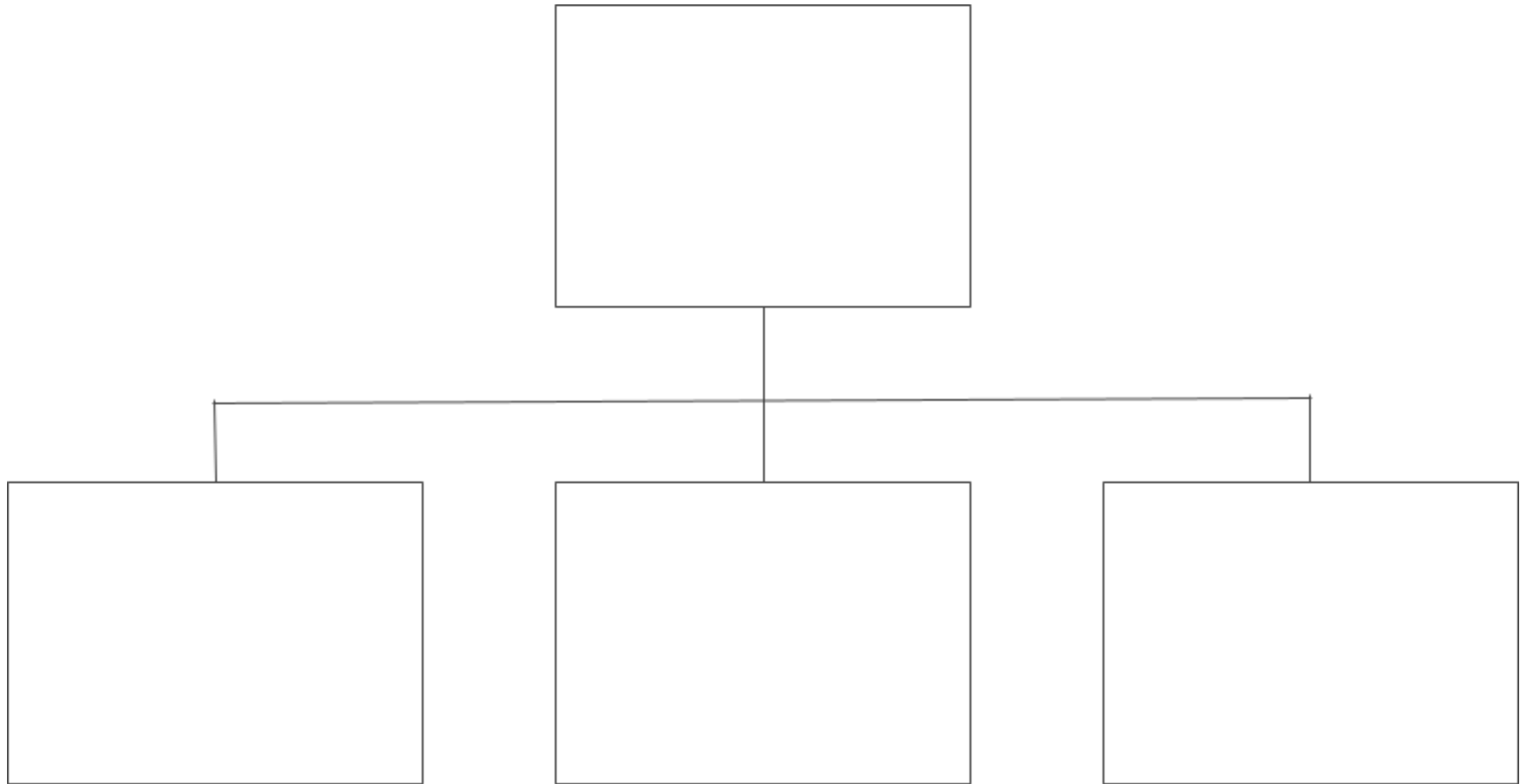
What happens to pumpkins or apples in the **fall**?



Name: _____ Date: _____

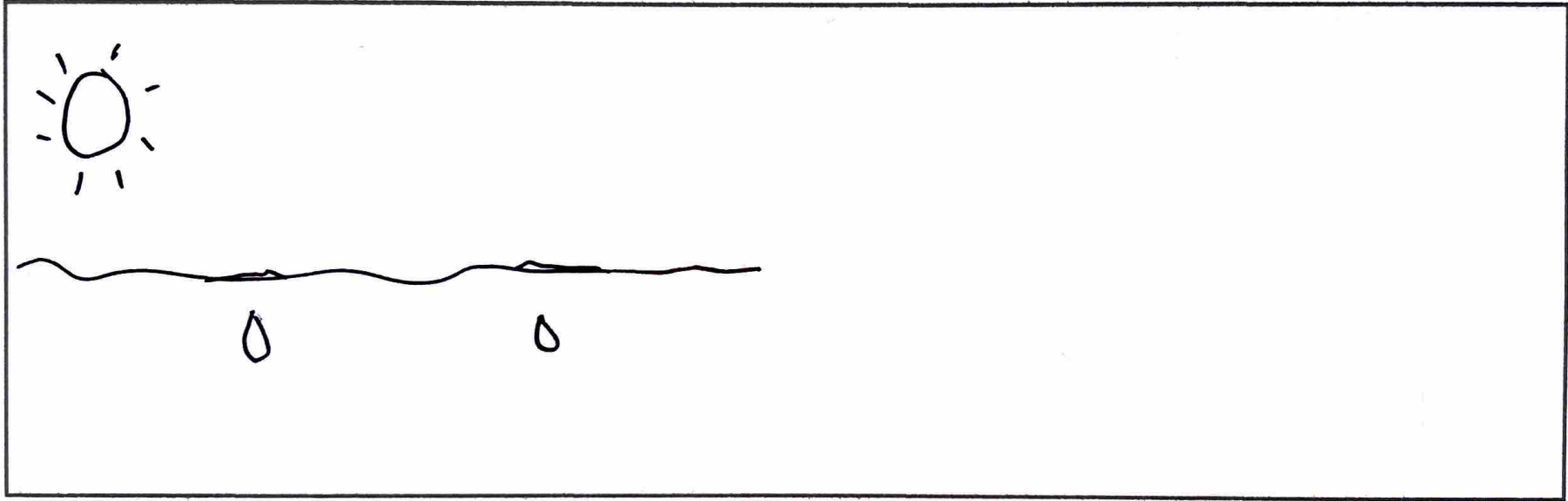
Main Idea and Details Graphic Organizer

K–5th Grade English Language Arts



Name: _____

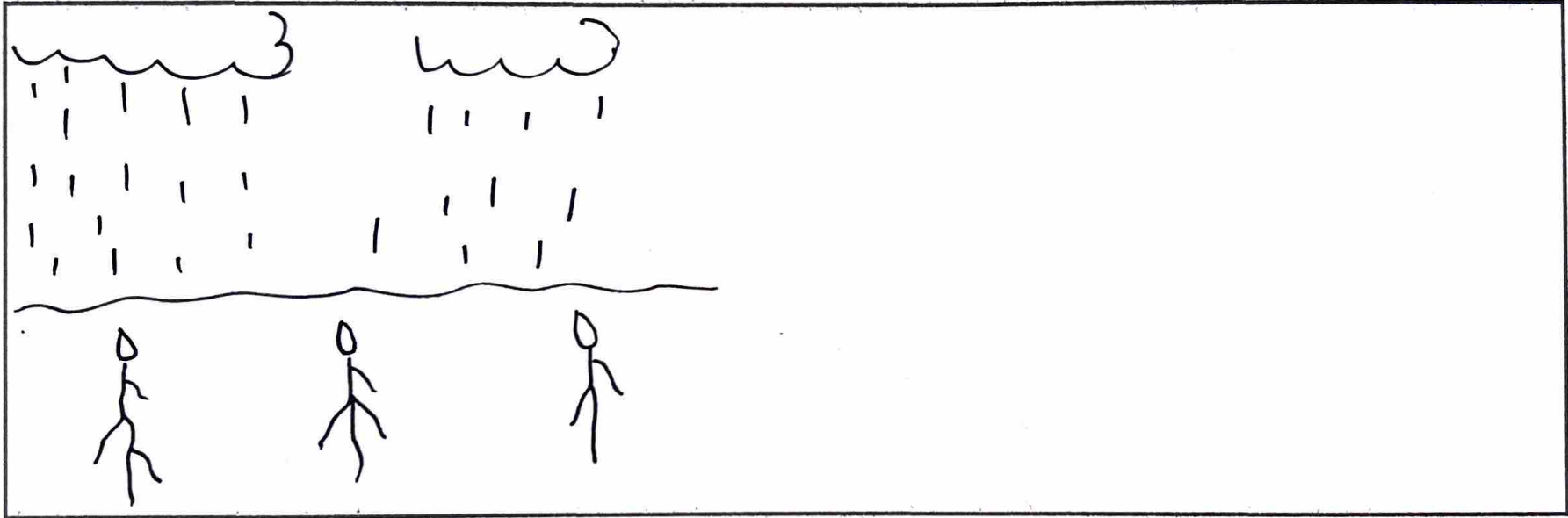
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Carrot seeds grow.

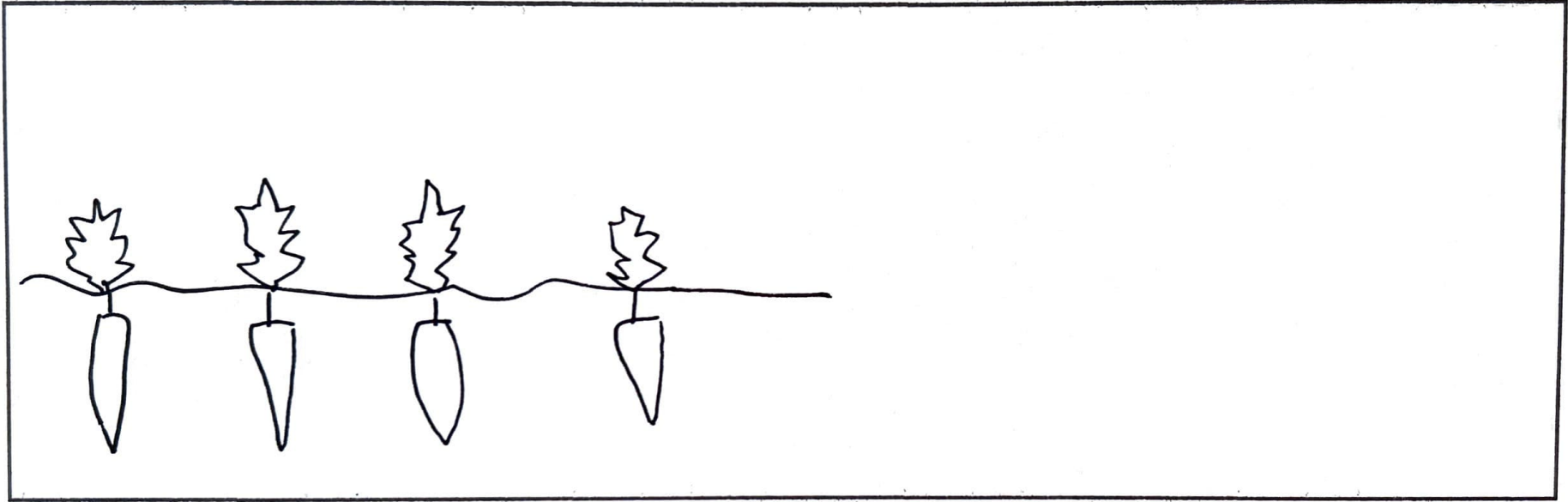
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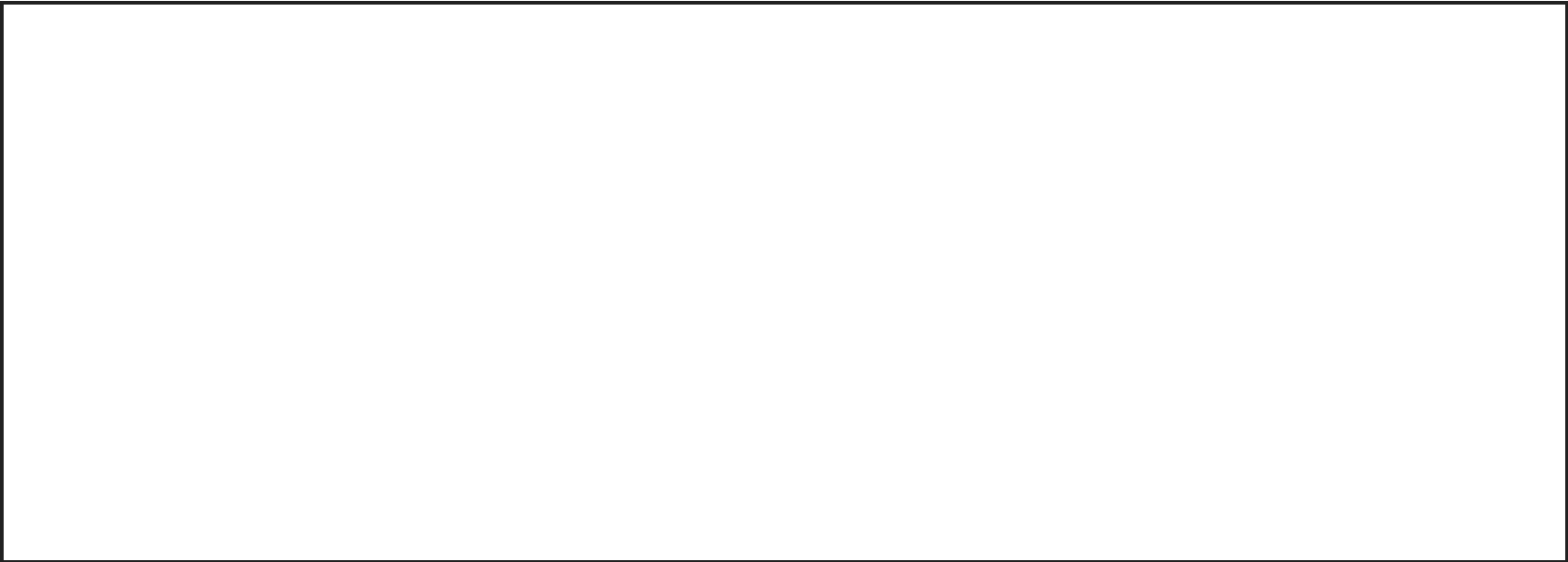
What happens to carrots in the **fall**?



Carrots ripen in fall.

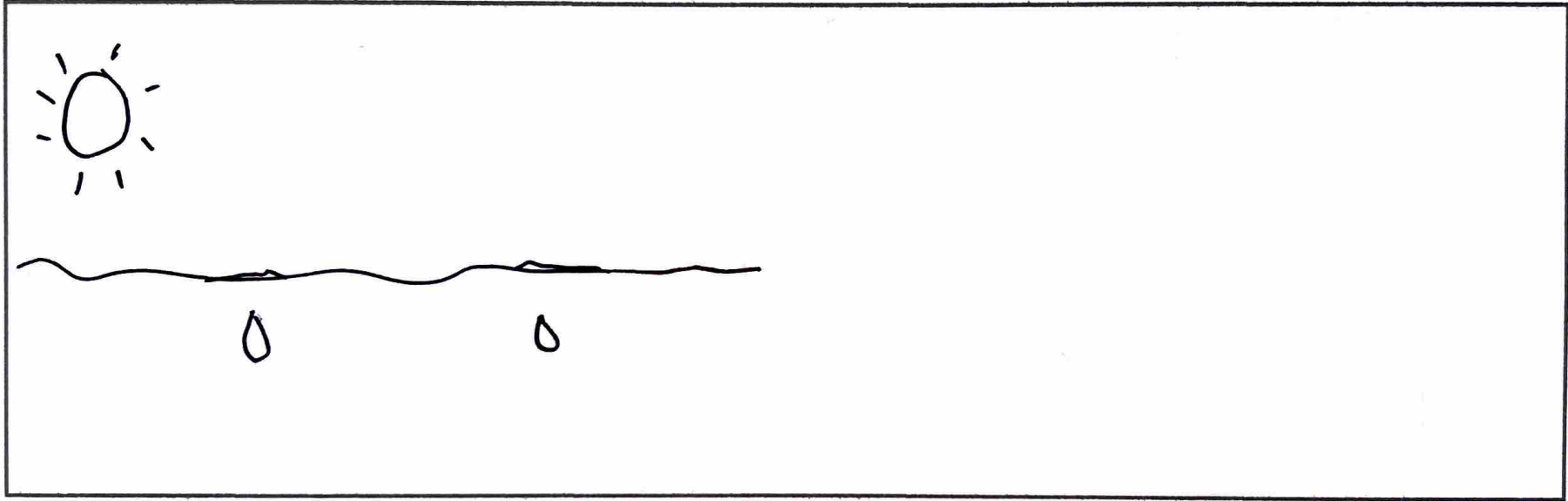
Name: _____

Brainstorm 3 facts about the topic. Use the [Main Idea and Details Graphic Organizer \(GK-5\)](#):



Name: _____

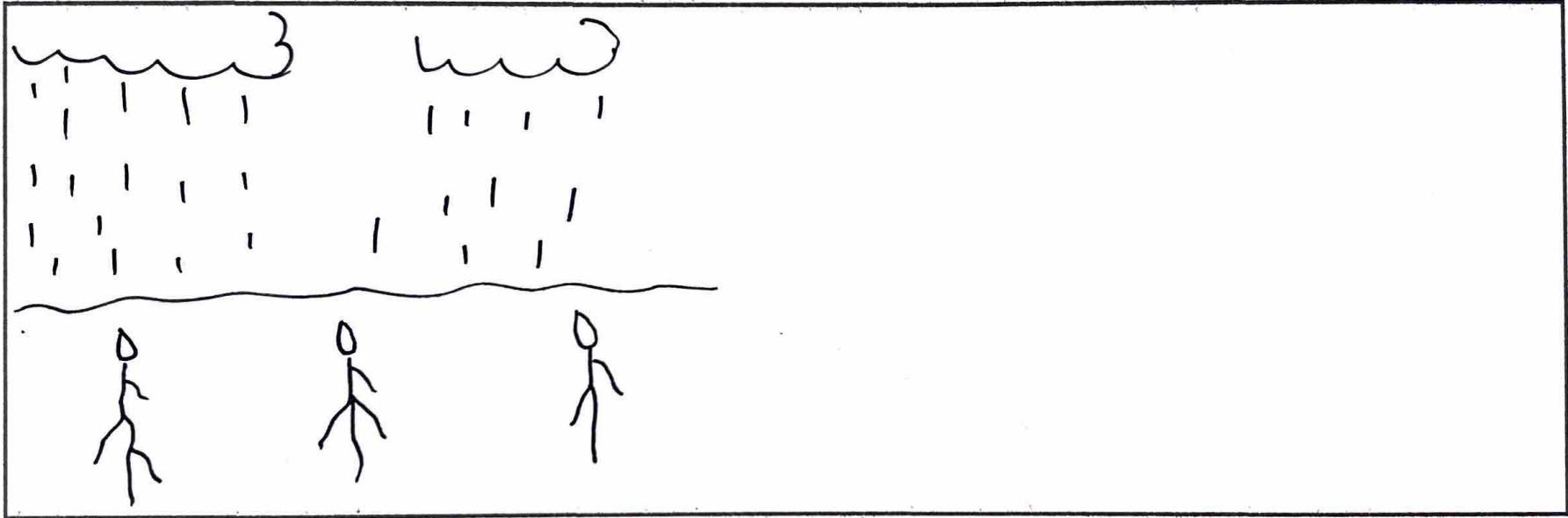
What happens to carrots in the **fall**?



Carrot seeds grow.

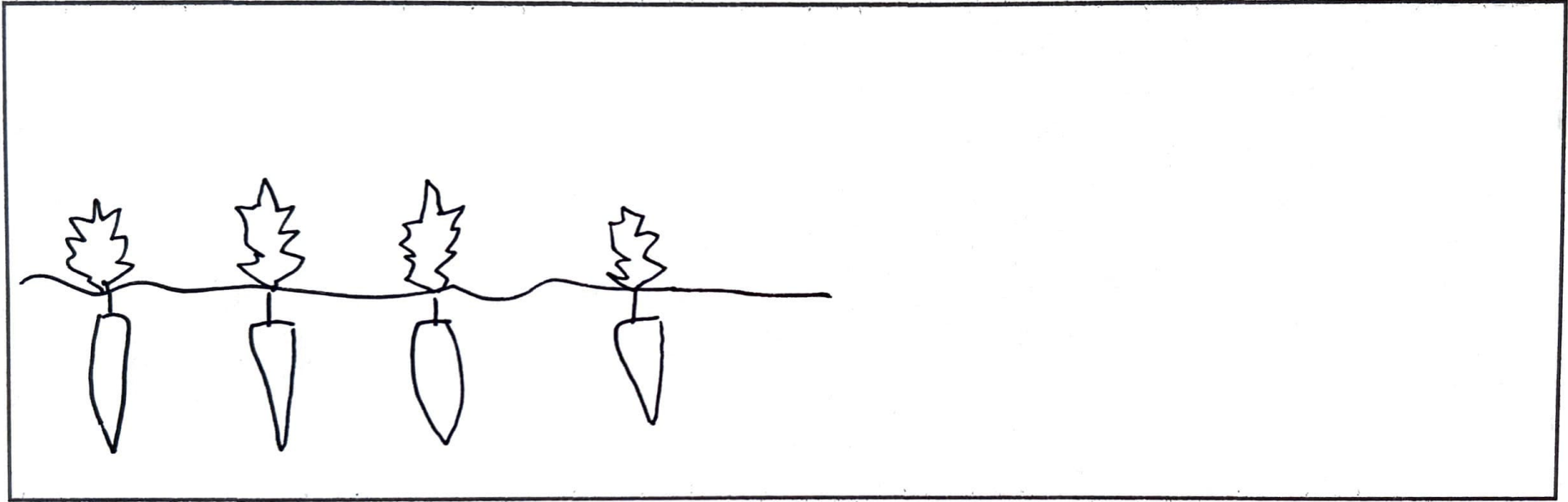
Name: _____

What happens to carrots in the **fall**?



Carrots grow roots.

What happens to carrots in the **fall**?

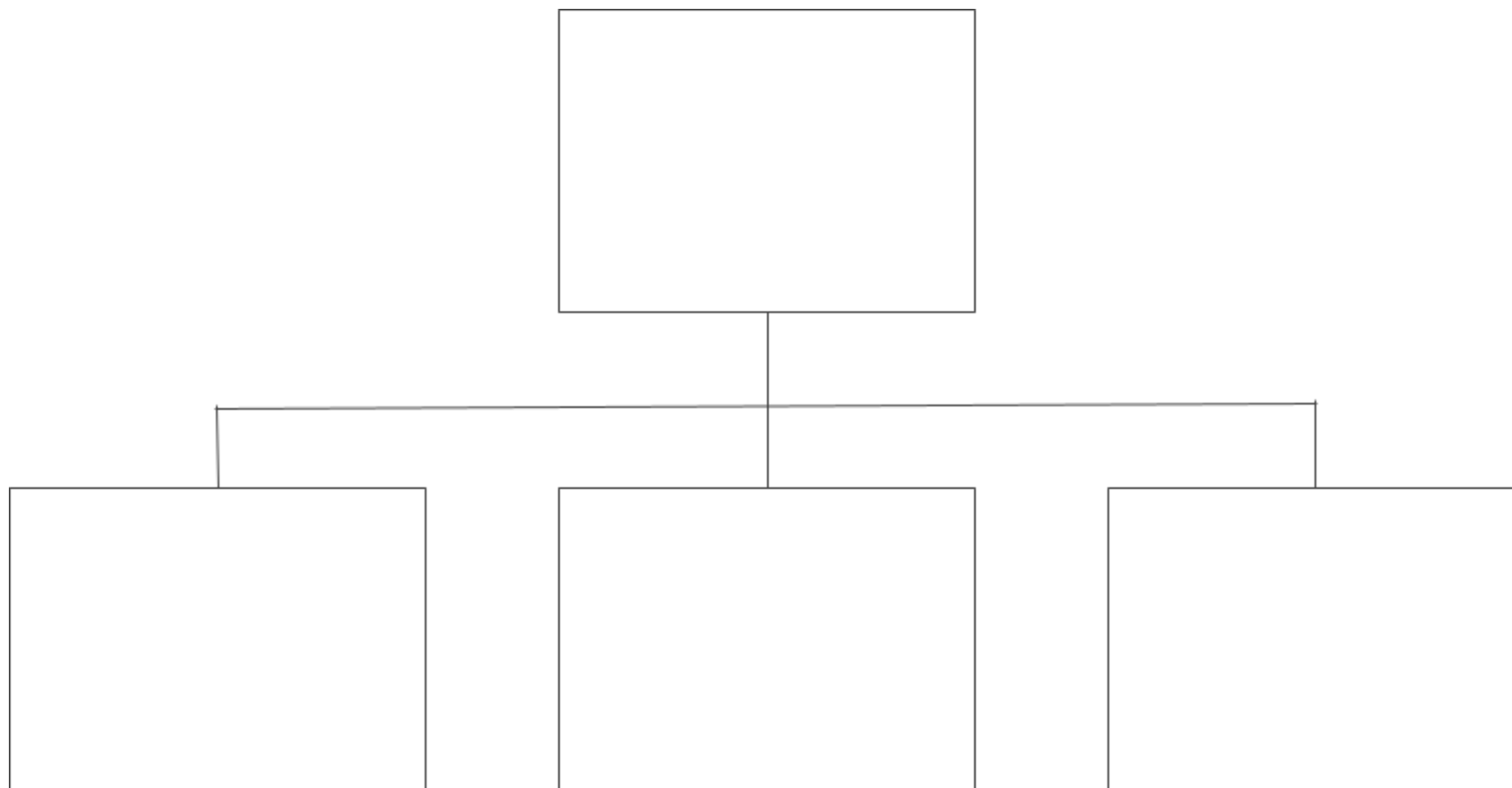


Carrots ripen in fall.

Name: _____ Date: _____

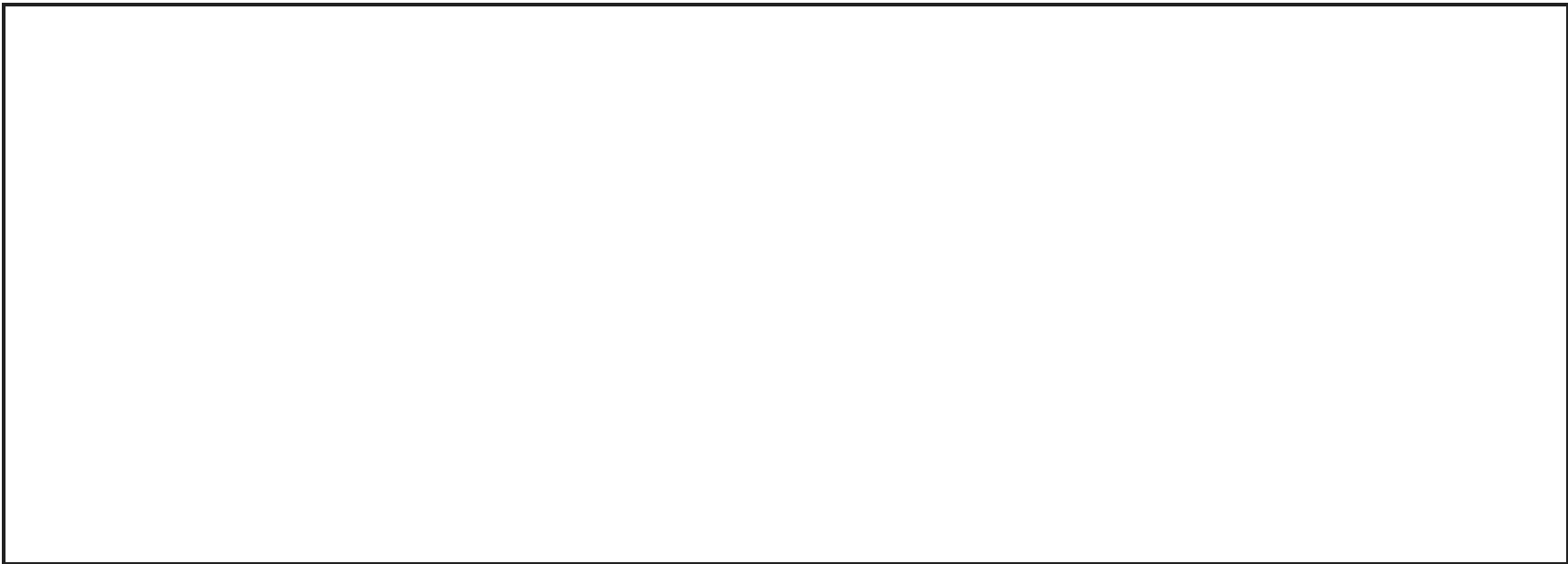
Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Name: _____

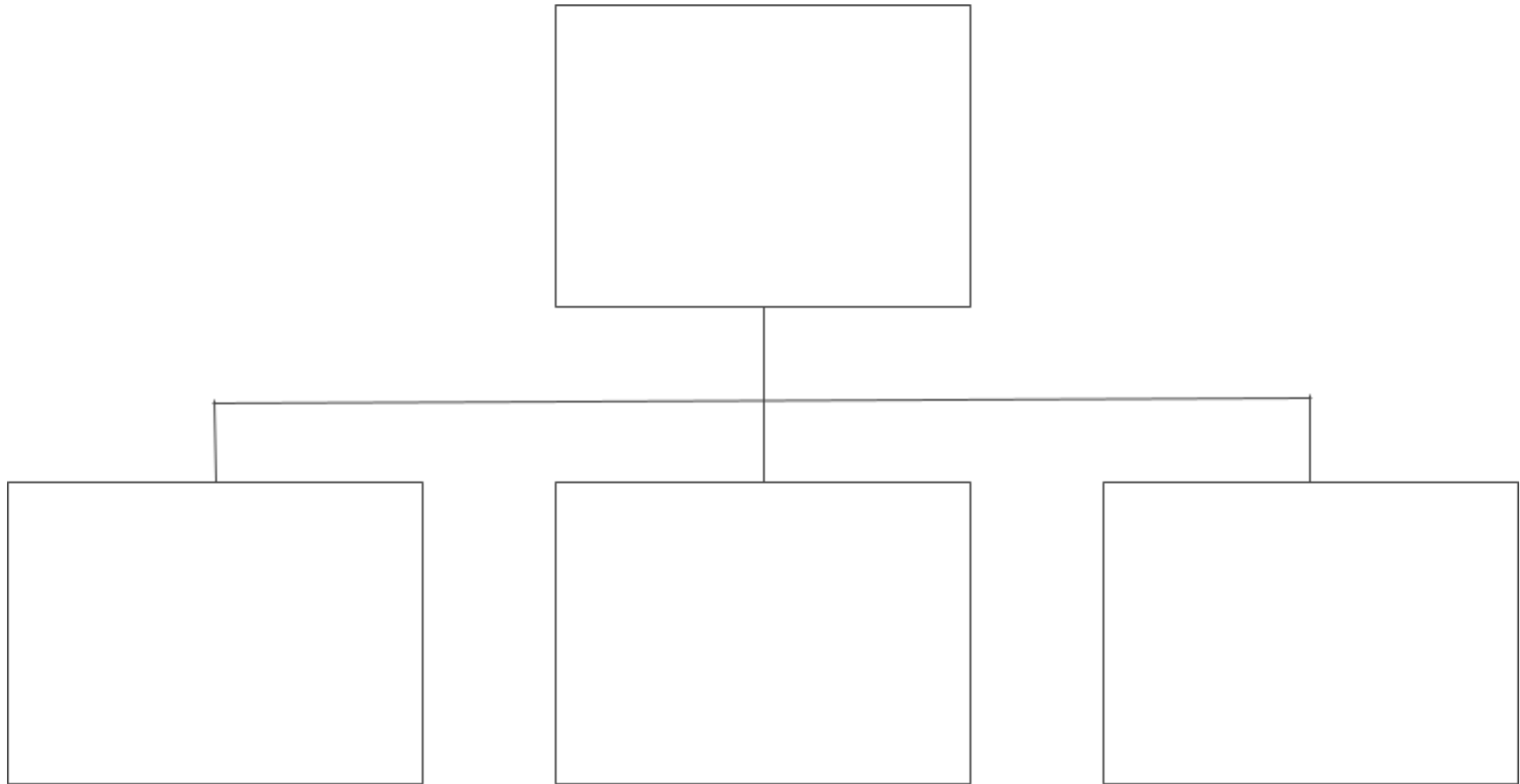
What happens to pumpkins or apples in the **fall**?



Name: _____ Date: _____

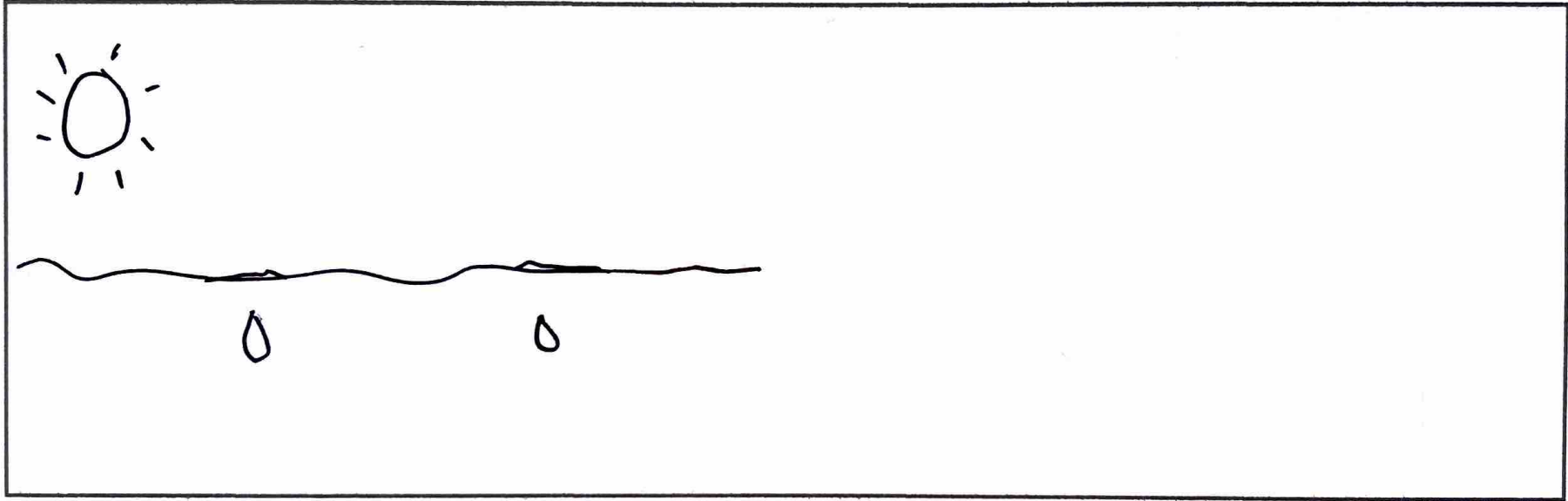
Main Idea and Details Graphic Organizer

K–5th Grade English Language Arts



Name: _____

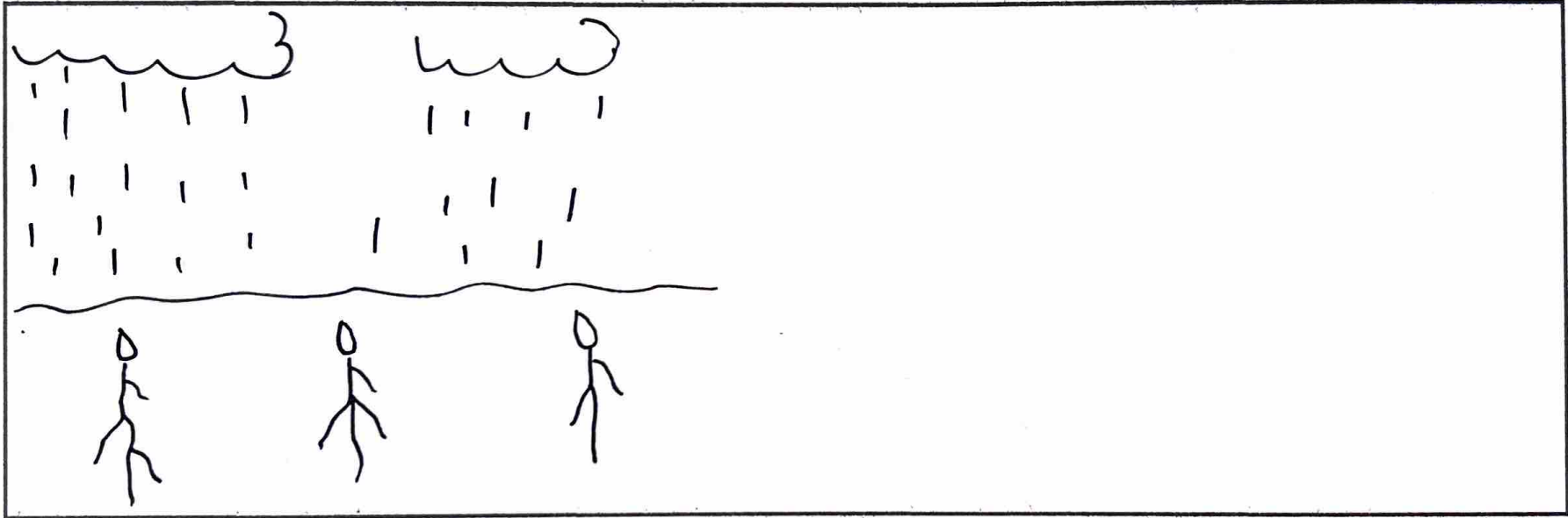
What happens to carrots in the **fall**?



Carrot seeds grow.

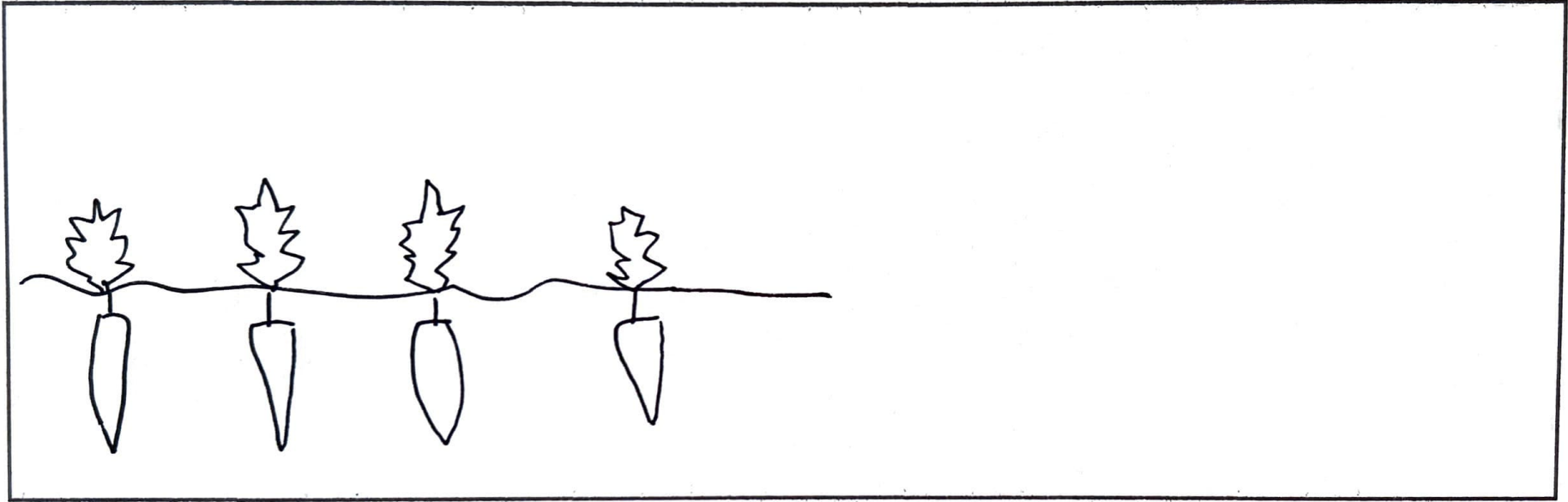
Name: _____

What happens to carrots in the **fall**?



Carrots grow roots.

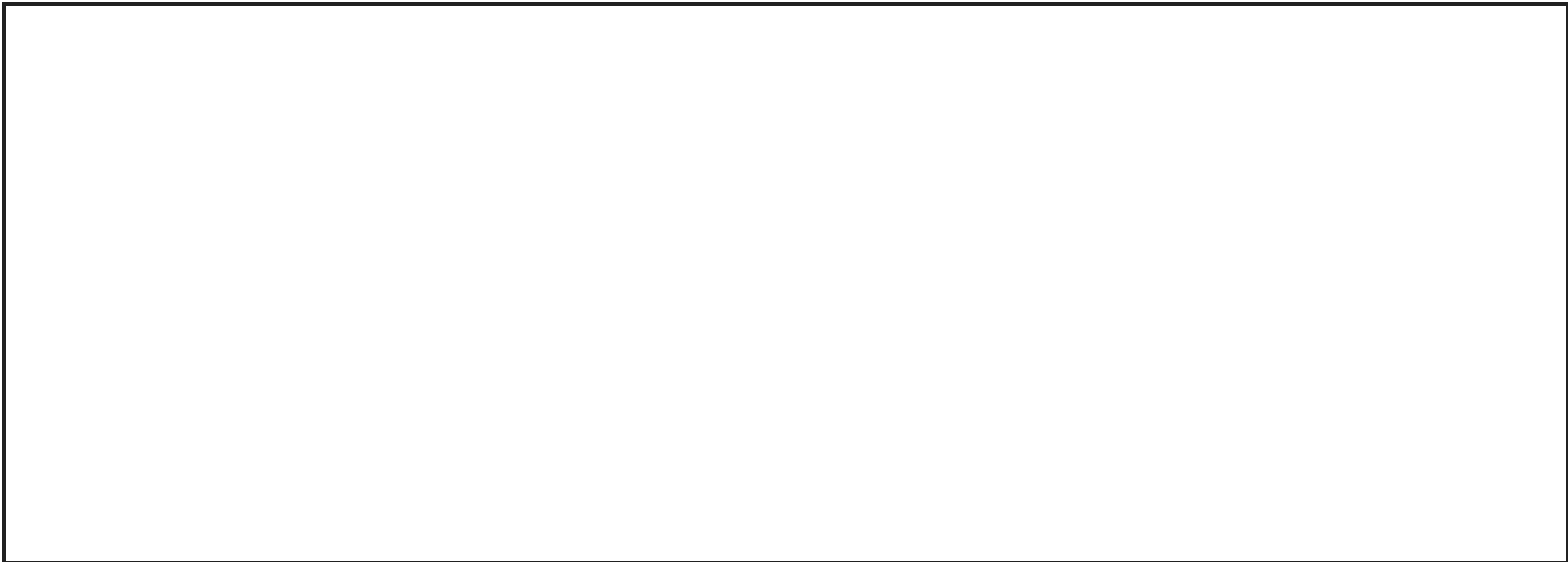
What happens to carrots in the **fall**?



Carrots ripen in fall.

Name: _____

Reread your informational book. Revise your writing by adding words to make your facts more clear to your reader.





Vocabulary

Name: _____

Date: _____

chlorophyll

noun

a green coloring or pigment found inside leaves



confused

adjective

not able to understand



fade

verb

to lessen, to lose brightness



fall/autumn

noun

season between summer and winter



harvest

noun

when farmers or people pick food and bring it in



jagged

adjective

having points that are sharp or uneven



narrow

adjective

thin, having a small area side to side



observe

verb

to watch closely



over

preposition

above



root

noun

the part of a plant in the ground responsible for feeding the plant



season

noun

the cycle of changes to the weather divided into four parts: **fall**, winter, spring, summer



smooth

adjective

not rough; even



stem

noun

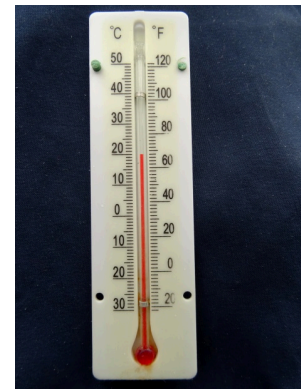
part of a pumpkin that connects the pumpkin to a **vine**



temperature

noun

how hot or cold it is



vine

noun

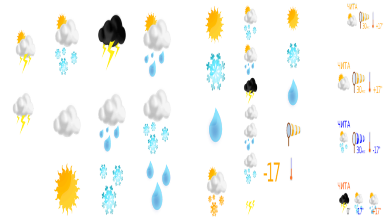
what pumpkins grow on



weather

noun

the conditions outside; conditions include the temperature, rain, snow, and sun



wide

adjective

having a large area from side to side





Unit Rubrics & Assessments

Informational Writing Rubric

Kindergarten English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Introduction Introduces a clear topic within the illustration, labels, and words	4 3 2 1	

Development	Rubric Score	Notes
Details Includes 2–3 facts and details to develop and support the topic Facts are accurate	4 3 2 1	
Text Features Includes a title, picture, AND labels All text features are accurate and on topic	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete sentences Uses nouns correctly, including regular plural nouns Uses verbs correctly	4 3 2 1	
Conventions Uses correct capitalization and punctuation conventions consistently, including: <ul style="list-style-type: none">● Beginning of a sentence● "I" pronoun● End of a sentence Recognizes and names end punctuation	4 3 2 1	







Name: _____ Date: _____

Single Point Informational Writing Rubric

Writing Criteria	✓
I begin by introducing my topic.	 
I write a different fact on each page.	 

Name: _____ Date: _____

Editing Checklist

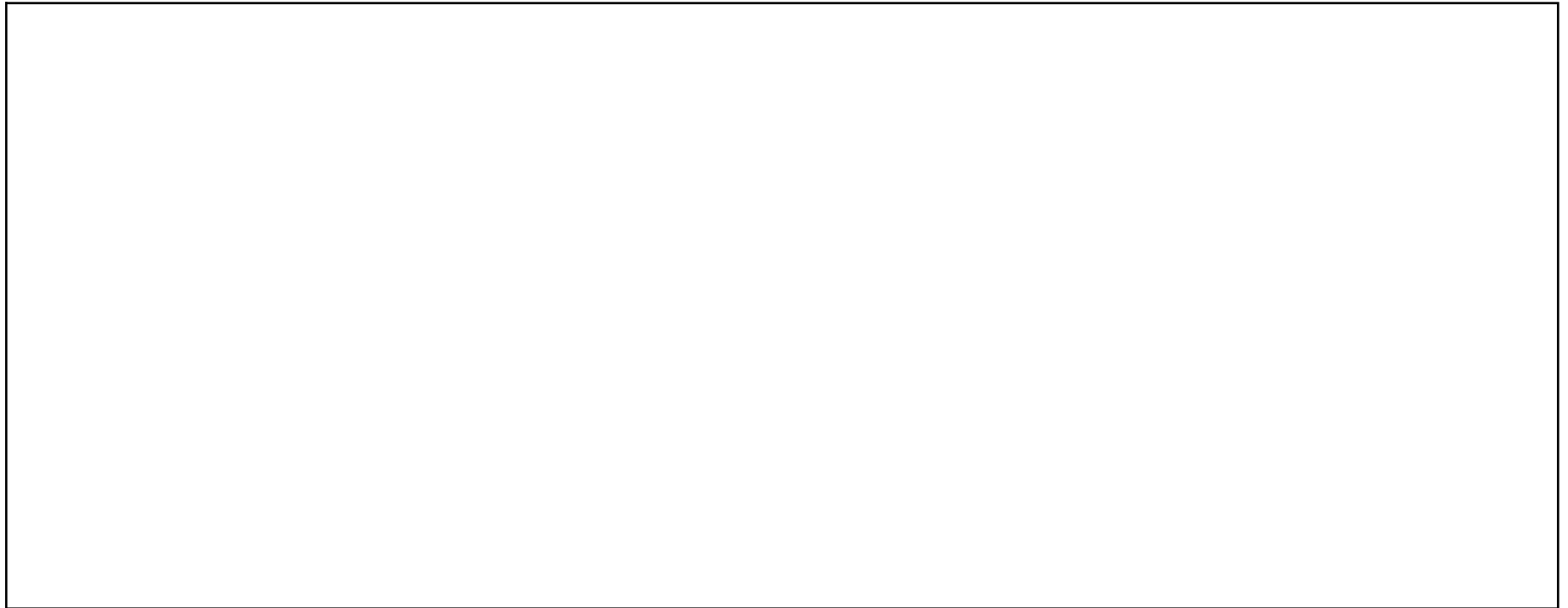
Language and Conventions Focus Area	✓
I write words to tell about people or things.	 
I write words to tell about places.	 
I write words to tell about the action.	 

My writing goal:


Name: _____

1. What question do you still have about pumpkins?

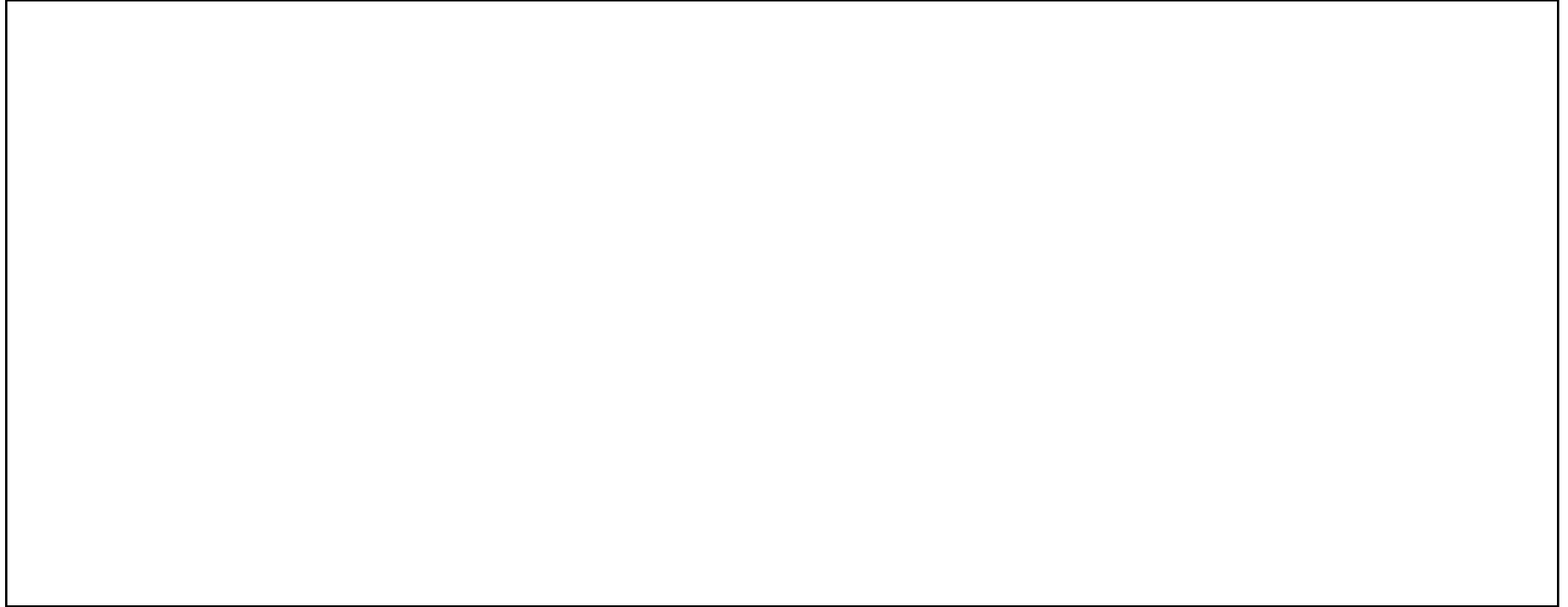
2. How does a pumpkin grow?



3. What facts do you learn about pumpkin size on this page?



4. Is this a book that tells a story or a book that gives information? How do you know?



[For the teacher to fill out:]

5. Student can correctly identify the:

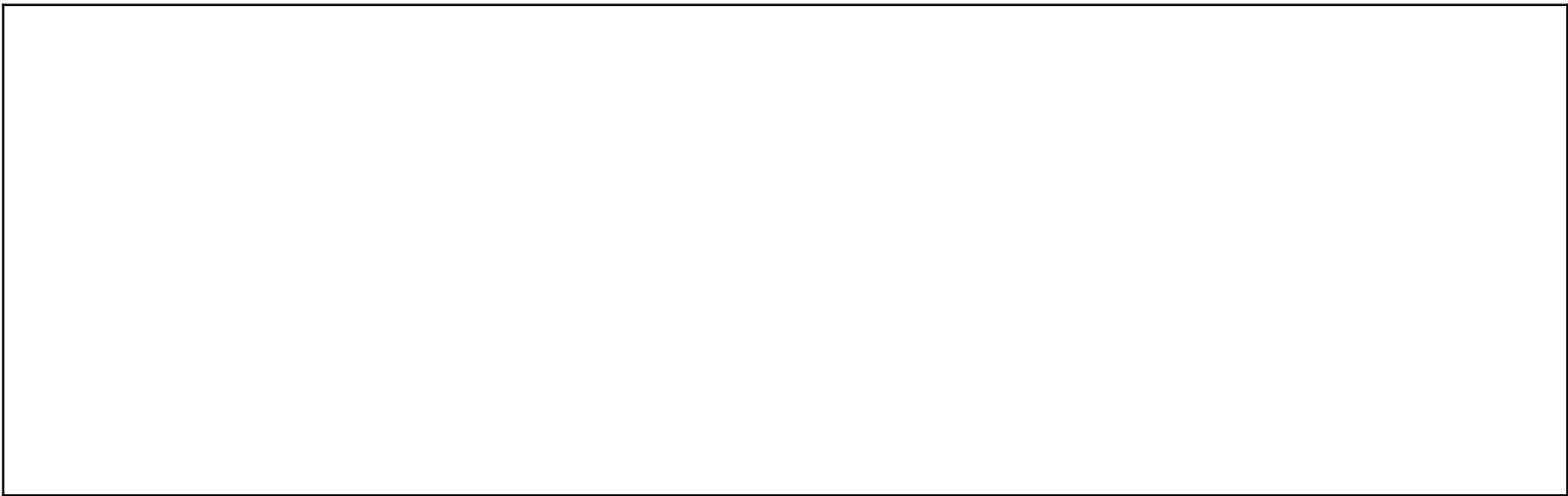
_____ front cover _____ back cover _____ title page

Name: _____

Part 1: Vocabulary

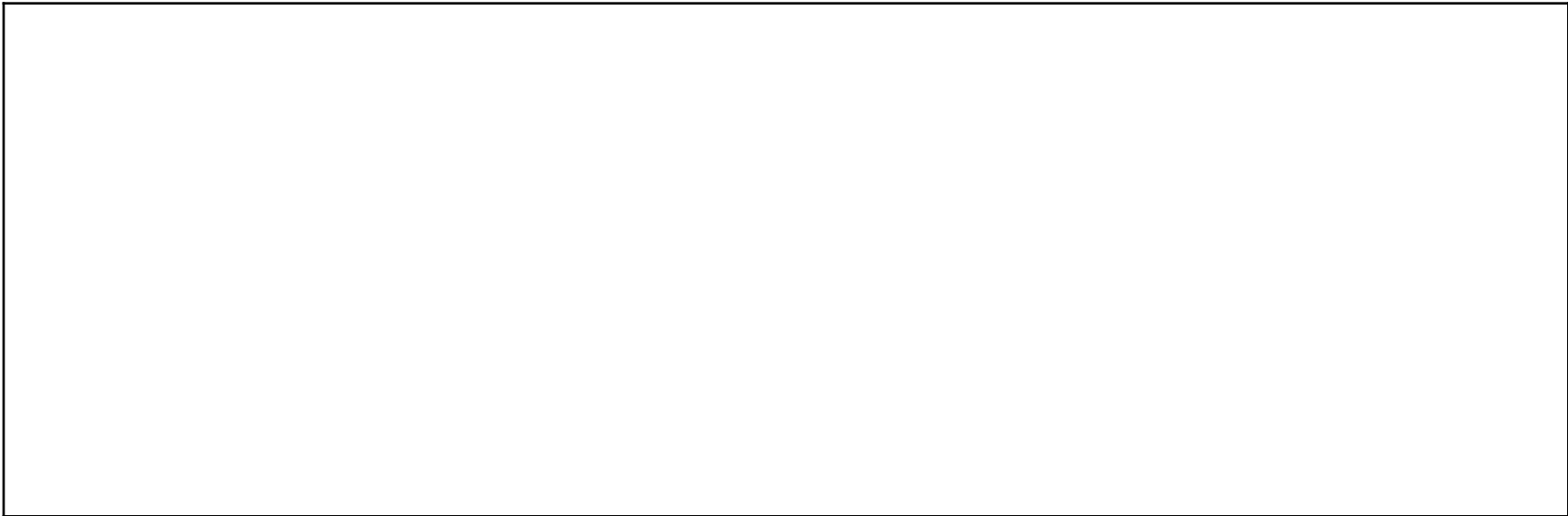
1. Draw a picture that shows what the word "harvest" means in the box below.

harvest



2. Draw a picture that shows what the word "observe" means in the box below.


observe



Part 2: Writing about Reading

3. Write an answer to the following question. Make sure to include specific details in your picture to help answer the question.

What makes **fall** special? Tell about the people, places, things, and actions.





Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/kindergarten/materials/>