

September Activities

from Laura Candler



These September thematic lessons and printables were designed to supplement your regular curriculum, and they are most appropriate for 3rd through 5th grade. Each activity relates to a September holiday or special event, including the beginning of school, Grandparents Day, Constitution Day, and the start of fall. You'll find an overview of these activities on the next three pages, and the printables can be found on the remaining pages.

September Lessons and Activities

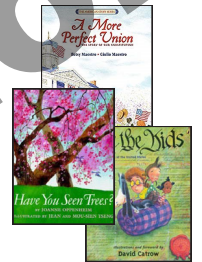
- Team Interview Getting to Know You Activity
- Change Your Mindset Challenge
- Grandparents Day Spelling Word Work
- Constitution Day Spelling Word Work
- U.S. Constitution: Fact or Fiction?
- Deciphering the Preamble
- Sensational Fall Imagery
- Identifying Mystery Leaves
- Apple Math Word Problems
- Nutty Number Read Around
- A Bushel of Delicious Books
- September Homework Passes



September Books for Thematic Lessons

Each children's book below is used with one of the September lessons in this packet. If you can't find them in your school or public library, click the title links in this teachers' guide to find them on Amazon.com.

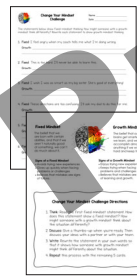
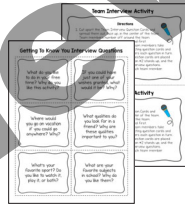
- [We the Kids](#) (Lesson: Deciphering the Preamble)
- [A More Perfect Union](#) (Lesson: U.S. Constitution Fact or Fiction?)
- [Have You Seen Trees?](#) (Lesson: Sensational Fall Imagery)



Overview of September Activities

Team Interview Getting to Know You Activity (Pages 6 and 7)

Team Interview is a fun strategy that you can use during the first week of school or any time you form new cooperative learning teams. Display a copy of the directions for the class, and give each team a page of Getting to Know You Interview Questions. Have the students cut apart the cards, and spread them out, face up, in the middle of the team. Then guide them through the remaining steps. Teaching Tip: The directions don't specify time limits, but you'll probably want to set a time limit for each interview based on the total amount of time you can devote to the activity. If your students are seated in teams of four and you want to complete the activity in under 15 minutes, allow three minutes per interview.



Change Your Mindset Challenge (Pages 8 - 10)

Dr. Carol Dweck pioneered the research on the importance of one's mindset, and she identified two types of mindsets that affect our achievement and overall happiness. Visit her website, [MindsetWorks.com](#), for more details.

To begin the Change Your Mindset Challenge lesson, display page 8 and explain that "mindset" refers to how we think about our ability to learn, grow, and overcome challenges. Review the characteristics of a "fixed mindset" versus a "growth mindset," and discuss the importance of having a growth mindset.

Give each student a copy of the Change Your Mindset Challenge worksheet, and read the first statement aloud. Ask them to think about how it shows a fixed mindset and how someone with a growth mindset might view the situation differently. Have them give a thumbs-up when ready, and ask them to discuss their ideas with a partner or with their team. Then ask everyone to rewrite the first statement from the growth mindset perspective. Repeat this process with the remaining statements.

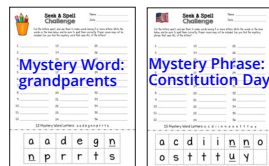
Spelling Word Work for Grandparents Day and Constitution Day (Pages 11 and 12)

There are two Seek and Spell Challenge word work activities for September, and the directions are the same for both activities. Students cut out the letters at the bottom of the page, and they rearrange those letters as they try to find the mystery word or phrase. While they are working, they also look for words with at least three letters and record them on the lines at the top of the page. The mystery word for page 11 is "grandparents," and the mystery phrase for page 12 is "Constitution Day."

You can have your students complete this activity alone, but it's more fun and effective with a partner. Set a timer and give your students about 10 minutes to hunt for words on their own, and then have them pair up with a partner to find even more words.

If your school invites grandparents to visit on Grandparents Day, this would be a great activity for students to complete with their grandparents. The other students could simply pair up and complete the activity with a partner.

If you like this activity, you can find an entire year's worth of [Seek and Spell Challenge](#) printables and digital resources for Google Classroom in my TpT store.



Constitution Day Activities (Pages 13 - 19)

Both of the Constitution Day lessons below are based on children's literature selections. Full directions are included with each lesson. These activities can be used during the week before or after Constitution Day, which falls on September 17th, or as a part of an American history unit.

1. U.S. Constitution: Fact or Fiction?

Literacy Connection: [A More Perfect Union](#)

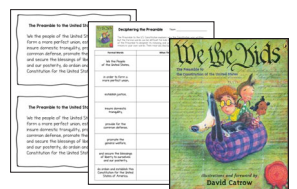
Overview: Before listening to [A More Perfect Union](#), students decide whether statements about the Constitution are likely to be true or false. Later, while listening to the story, they revise their initial guesses. An answer key is provided.



2. Deciphering the Preamble

Literacy Connection: [We the Kids](#)

Overview: Before listening to [We the Kids](#), students work in teams to decipher the meaning of the Preamble. Later, while listening to the book, they compare their interpretation with the author's.



Sensational Fall Imagery (Pages 20 - 23)

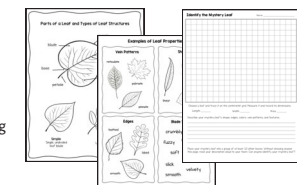
Literacy Connection: [Have You Seen Trees?](#)

Students learn about imagery by identifying examples of sensory images in the book [Have You Seen Trees?](#) Then they practice writing their own sensory images by using all 5 senses to observe an apple. Full directions are provided on page 20.



Identifying Mystery Leaves (Pages 24 - 28)

Students learn about the characteristics of leaves and sort them into categories according to their properties. Next, each student chooses a "mystery leaf" to measure and describe in writing. Then everyone places his or her mystery leaf back into the team leaf collection. Students take turns reading their descriptions aloud, and team members attempt to guess the identity of each mystery leaf. Full directions are provided on page 24 and 25.



Apple Math Word Problems (Page 29)

Apple Math Word Problems will help you assess your students' understanding of basic addition and multiplication concepts. Students read each problem and draw a simple illustration to help them solve it. Then they write a number sentence that shows the operation they used and the answer. If students don't get the correct answers, review their drawings to find out how they solved each problem.

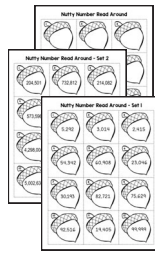
- Answers:** 1) $4 + 5 = 9$ 2) $3 \times 6 = 18$ (or $6 + 6 + 6 = 18$)
3) $12 + 10 = 22$ 4) $2 \times 8 = 16$ (or $8 + 8 = 16$)



Nutty Number Read Around (Pages 30 - 32)

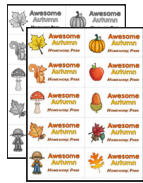
Nutty Number Read Around is a cooperative learning activity to practice reading number names. To prepare for the activity, choose one of the two sets of number cards according to what's most appropriate for your students. Or print the blank template on page 32 and create your own. Print one copy for each team, cut the cards apart, and fasten each set with a paper clip.

To start the activity, place a stack of number cards, face down, in the center of each team. Ask one person on each team to turn over the top card, show it to the team, and read the number aloud. Everyone listens carefully, and they give a thumbs up signal if the number was read correctly. If they aren't sure or they don't think it was read correctly, they can ask the student to say the number again. If the student did not read the number correctly, the others may offer help and let the student try again. Students continue taking turns around the team. Number cards that were read correctly are set aside, and any that were missed are placed back into the stack.



Bulletin Board Display: A Bushel of Delicious Books (Page 33)

Create an apple-themed reading bulletin board that showcases your students' favorite books. Give each team a copy of page 33, A Bushel of Delicious Books, and have them cut the apples apart on the dotted lines. Ask your students to think of a book they want to recommend, and have them fill out each part of the apple book report form with the appropriate details. Provide time for students to show their books to their team and to read their recommendations aloud. To create the display, cover a bulletin board with paper and draw a large basket of apples in the center similar to the one shown on the right. Staple the book report forms around the basket.



Awesome Autumn Homework Passes (Pages 34 and 35)

Celebrate the first day of Fall by giving each student a homework pass. When you hand them out, remind your students to write their full names on their passes, preferably in pen, and to keep them in a safe place. If you haven't been using homework passes in your class, be sure to explain the rules for using them so there's no confusion later. My students were allowed to use them to turn in work a day late without penalty, but they still had to complete the work. If my students chose not to use them for homework, they could use them to earn a privilege such as spending time with our class pet.

Team Interview Activity

Directions



1. Cut apart the Team Interview Question Cards and spread them out, face up, in the center of the team. Team members number off around the team.
2. Person #1 stands up to be interviewed first.
3. Starting with Person #2, the other team members take turns interviewing Person #1 by selecting question cards and reading them aloud. Person #1 answers each question in turn.
4. After Person #1 is interviewed, all question cards are placed back in the center of the team. Person #2 stands up, and the other members take turns asking interview questions.
5. Repeat the interview process with each team member.

Team Interview Activity

Directions



1. Cut apart the Team Interview Question Cards and spread them out, face up, in the center of the team. Team members number off around the team.
2. Person #1 stands up to be interviewed first.
3. Starting with Person #2, the other team members take turns interviewing Person #1 by selecting question cards and reading them aloud. Person #1 answers each question in turn.
4. After Person #1 is interviewed, all question cards are placed back in the center of the team. Person #2 stands up, and the other members take turns asking interview questions.
5. Repeat the interview process with each team member.

Getting To Know You Interview Questions

What do you like to do in your free time? Why do you like this activity?

If you could have just one of your wishes granted, what would it be? Why?

Where would you go on vacation if you could go anywhere? Why?

What qualities do you look for in a friend? Why are these qualities important to you?

What's your favorite sport? Do you like to watch it, play it, or both?

What are your favorite subjects in school? Why do you like them?

Fixed Mindset

The belief that we are born with certain abilities, and that if we aren't naturally good at something, we can't do much about it.



Growth Mindset

The belief that our brains get smarter as we learn, and we can accomplish almost anything if we work hard and keep trying.

Signs of a Fixed Mindset

- Avoids trying new experiences
- Gives up quickly when facing problems or challenges
- Believes that mistakes are signs of failure.

Signs of a Growth Mindset

- Enjoys trying new experiences
- Keeps trying when facing problems and challenges
- Believes that mistakes are signs of learning and growth.

Change Your Mindset Challenge Directions

1. **Think:** Read the first fixed mindset statement. How does this statement show a fixed mindset? How might someone with a growth mindset think about the situation differently?
2. **Discuss:** Give a thumbs-up when you're ready. Then discuss your ideas with a partner or with your team.
3. **Write:** Rewrite the statement in your own words so that it shows how someone with growth mindset might think differently about the situation.
4. **Repeat** this process with the remaining 5 cards.



Change Your Mindset Challenge

Name _____
Date _____

The statements below show fixed-mindset thinking. How might someone with a growth mindset think differently? Rewrite each statement to show growth mindset thinking.

- Fixed:** I feel angry when my coach tells me what I'm doing wrong.
Growth: _____
- Fixed:** This is too hard. I'll never be able to learn this.
Growth: _____
- Fixed:** I wish I was as smart as my big sister. She's good at everything!
Growth: _____
- Fixed:** These directions are too confusing. I'll ask my dad to do this for me.
Growth: _____
- Fixed:** I don't want to try that. I'll look dumb if I can't do it.
Growth: _____
- Fixed:** I make a lot of mistakes, so I must not be very smart.
Growth: _____



Change Your Mindset Challenge Sample Responses

Name _____
Date _____

The statements below show fixed-mindset thinking. How might someone with a growth mindset think differently? Rewrite each statement to show growth mindset thinking.

- Fixed:** I feel angry when my coach tells me what I'm doing wrong.
Growth: I appreciate my coach taking time to help me improve, and I know I'll get better with practice.
- Fixed:** This is too hard. I'll never be able to learn this.
Growth: This seems hard now because it's something new, but I can keep trying different strategies until I find one that works.
- Fixed:** I wish I was as smart as my big sister. She's good at everything!
Growth: My big sister seems smart because she's older than me. When I'm her age, I'll know more and be able to do more than I can do now.
- Fixed:** These directions are too confusing. I'll ask my dad to do this for me.
Growth: I'll ask my dad to help me understand the directions, but I'll tell him I want to do the work myself.
- Fixed:** I don't want to try that. I'll look dumb if I can't do it.
Growth: It's fun to try new things because that's how we get smarter. I might feel nervous at first, but I'll be proud of myself for trying.
- Fixed:** I make a lot of mistakes, so I must not be very smart.
Growth: Mistakes often happen when we push ourselves to try new things and overcome challenges, so mistakes are a sign that we are learning, growing, and getting smarter!



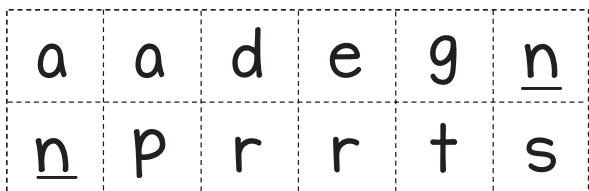
Seek & Spell Challenge

Name _____
Date _____

Cut the letters apart, and use them to make words having 3 or more letters. Write the words on the lines below, and be sure to spell them correctly. Proper nouns may not be included. Can you find the mystery word that uses ALL of the letters?

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 13. _____ | 25. _____ |
| 2. _____ | 14. _____ | 26. _____ |
| 3. _____ | 15. _____ | 27. _____ |
| 4. _____ | 16. _____ | 28. _____ |
| 5. _____ | 17. _____ | 29. _____ |
| 6. _____ | 18. _____ | 30. _____ |
| 7. _____ | 19. _____ | 31. _____ |
| 8. _____ | 20. _____ | 32. _____ |
| 9. _____ | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ | 35. _____ |
| 12. _____ | 24. _____ | 36. _____ |

12 Mystery Word Letters: a a d e g n p r r t s



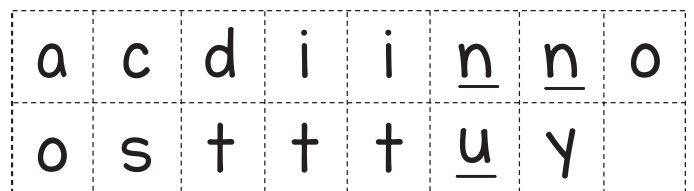
Seek & Spell Challenge

Name _____
Date _____

Cut the letters apart, and use them to make words having 3 or more letters. Write the words on the lines below, and be sure to spell them correctly. Proper nouns may not be included. Can you find the mystery phrase that uses ALL of the letters?

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 13. _____ | 25. _____ |
| 2. _____ | 14. _____ | 26. _____ |
| 3. _____ | 15. _____ | 27. _____ |
| 4. _____ | 16. _____ | 28. _____ |
| 5. _____ | 17. _____ | 29. _____ |
| 6. _____ | 18. _____ | 30. _____ |
| 7. _____ | 19. _____ | 31. _____ |
| 8. _____ | 20. _____ | 32. _____ |
| 9. _____ | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ | 35. _____ |
| 12. _____ | 24. _____ | 36. _____ |

15 Mystery Word Letters: a c d i i n n o o s t t t u y



U.S. Constitution: Fact or Fiction?

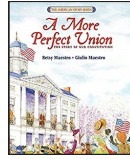
by Betsy and Giulio Maestro

Materials Needed:

- Book: [A More Perfect Union](#)
- Fact or Fiction Statements (1 set per team)

Directions:

1. Show your students the book, *A More Perfect Union*, and explain that it's the story of the U.S. Constitution. If your class hasn't yet studied the Constitution, explain that it was written when our country was brand new and it describes how the new government would work.
2. Before you read it aloud, give each team a copy of U.S. Constitution: Fact or Fiction (page x) and ask them to cut apart the cards. Have them place the Fact and Fiction heading cards face up in the middle of the team and stack the remaining cards face down.
3. To begin the activity, Ask them to take turns flipping over a card, reading it aloud, and guessing whether the statement is true or false. After a short team discussion about each statement, the student who turned over the card places it under the Fact heading if they think it's true, and under the Fiction heading if they think it's false.
4. When all teams are ready, read aloud *A More Perfect Union*, and ask your students to listen to find out which statements are true and which ones are false. Stop every few pages to discuss the important concepts in the book, and allow your students to make changes to the cards.
5. Wrap up the activity with a discussion about the Constitution. Use these questions to get you started:
 - What is the United States Constitution and why was it written?
 - What challenges did the Founding Fathers face when writing the Constitution and getting it ratified?
 - What is the Bill of Rights and why was it written?
 - How might our lives be different if the Constitution hadn't been written?



The United States Constitution: Fact or Fiction?	
Fact	Fiction
The U.S. Constitution was written as a set of rules for forming the new government.	Benjamin Franklin was the first president.
The United States was originally formed from 13 colonies.	The United States was originally formed from 13 colonies.
The authors of the Constitution were known as the Founding Fathers.	The authors of the Constitution were known as the Founding Fathers.
Delaware was the first state to approve the Constitution.	The Constitutional Convention was held in New York City.
The 17 amendments to the Constitution are known as the Bill of Rights.	The Constitution was written 11 years after the Declaration of Independence.

The United States Constitution: Fact or Fiction?	
Fact	Fiction
The U.S. Constitution was written as a set of rules for forming the new government.	Benjamin Franklin was the first president.
The United States was originally formed from 13 colonies.	The United States was originally formed from 13 colonies.
The authors of the Constitution were known as the Founding Fathers.	The authors of the Constitution were known as the Founding Fathers.
Delaware was the first state to approve the Constitution.	The Constitutional Convention was held in New York City.
The 17 amendments to the Constitution are known as the Bill of Rights.	The Constitution was written 11 years after the Declaration of Independence.

The United States Constitution: Fact or Fiction?



Cut the cards apart and place the statements that you think are true under the Facts heading and the ones you think are false under the Fiction heading. Then read *A More Perfect Union* to check your answers.

Fact

The U.S. Constitution was written as a set of rules for forming the new government.

The United States Constitution was signed in 1776.

The Bill of Rights was an important part of the Constitution when it was first signed.

Delaware was the first state to approve the Constitution.

The 17 amendments to the Constitution are known as the Bill of Rights.

Fiction

Benjamin Franklin was the first president.

The United States was originally formed from 13 colonies.

The authors of the Constitution were known as the Founding Fathers.

The Constitutional Convention was held in New York City.

The Constitution was written 11 years after the Declaration of Independence.

The United States Constitution: Fact or Fiction? Answer Key

Answers are based on facts found in the book *A More Perfect Union*.

Fact

The U.S. Constitution was written as a set of rules for forming the new government.

The United States was originally formed from 13 colonies.

The authors of the Constitution were known as the Founding Fathers.

Delaware was the first state to approve the Constitution.

The Constitution was written 11 years after the Declaration of Independence.

Fiction

Benjamin Franklin was the first president.

The Bill of Rights was an important part of the Constitution when it was first signed.

The 17 amendments to the Constitution are known as the Bill of Rights.

The Constitutional Convention was held in New York City.

The United States Constitution was signed in 1776.

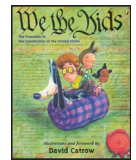
Deciphering the Preamble

Materials Needed:

- Children's Book: *We the Kids* by David Catrow
- Preamble to the U.S. Constitution (page 17, 1 per team)
- Deciphering the Preamble (page 18, 1 per team)

Suggested Lesson Sequence

1. **Introduce the Activity**
To begin the lesson, give each team a copy of the Preamble on page 17, and display a copy for the class. Explain that the Preamble is an introduction to the Constitution that explains why the Constitution was written. Unfortunately, the wording is so confusing that it's difficult for most people to understand. Explain that your students' job will be to decipher the words of the Preamble, or figure out what the words mean, and write them in simpler terms.
2. **Students Work in Teams to Decipher the Preamble**
Divide your students into teams of three or four and give each team a copy of Deciphering the Preamble (page 18). Have them number off around the team, and ask Person #1 to serve as the first Recorder. Read the first phrase of the Preamble aloud, and ask your students to put their heads together to decipher its meaning. Ask Person #1 to write what the team thinks the first phrase means in the space next to it, and then pass the paper to Person #2. Repeat this process with the remaining phrases.
3. **Read Aloud**
Next, read aloud *We the Kids*, which is a humorous look at the Preamble that was written and illustrated by David Catrow. In the beginning of the book, the author provides a kid-friendly explanation of why the Constitution was written and explains what the words of the Preamble mean in simpler terms. Ask your students to compare the author's interpretation of the Preamble with their team's interpretation.
4. **Turn and Talk**
To wrap up the lesson, ask your students to turn to a partner and discuss this question: According to the Preamble, what is the purpose of the U.S. Constitution?



The Preamble to the United States Constitution

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

The Preamble to the United States Constitution

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.



Deciphering the Preamble

Team _____

The Preamble to the U.S. Constitution explains why the Constitution was written, but the Formal words can be difficult for kids to understand. Discuss each part of the Preamble to decipher its meaning, and write what you think each part means in your own words. Then read We the Kids to find out if you were correct!

Formal Words	What The Words Mean
We the People of the United States,	
in order to form a more perfect union,	
establish justice,	
insure domestic tranquility,	
provide for the common defense,	
promote the general welfare,	
and secure the blessings of liberty to ourselves and our posterity,	
do ordain and establish this Constitution for the United States of America.	



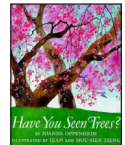
Deciphering the Preamble Sample Responses

The kid-friendly sample responses below use terms that upper elementary students might understand. Obviously, the true meaning of each phrase is more complex than these sample responses indicate.

Formal Words	What The Words Mean (Sample Student Responses)
We the People of the United States,	The founding fathers were saying that they were representing everyone in all of the states that would be a part of the new "United States."
in order to form a more perfect union,	The word "union" refers to our country. The purpose of the Constitution was to make our country work better than it had been.
establish justice,	To make things fair for everyone
insure domestic tranquility,	To make sure our country is peaceful and that citizens are protected from violence within our own borders
provide for the common defense,	To make sure all citizens are kept safe from attacks by other countries
promote the general welfare,	To make it possible for all citizens to have a happy and healthy life
and secure the blessings of liberty to ourselves and our posterity,	To protect the freedoms and rights of all citizens, both now and for future generations
do ordain and establish this Constitution for the United States of America.	The ending made the Constitution official and declared that the new country would be known as the United States of America

Sensational Fall Imagery

In this lesson, students explore imagery by identifying examples of imagery in a book and by writing their own apple imagery.

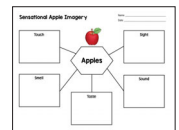
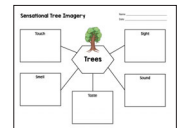


Materials Needed:

- Children's Book: [Have You Seen Trees?](#)
- Sensational Tree Imagery (page 21, 1 per person)
- Sensational Apple Imagery (page 22, 1 per person)
- Apples (at least 1 whole apple per team)
- Paper towels or napkins
- 1 Knife

Suggested Lesson Sequence

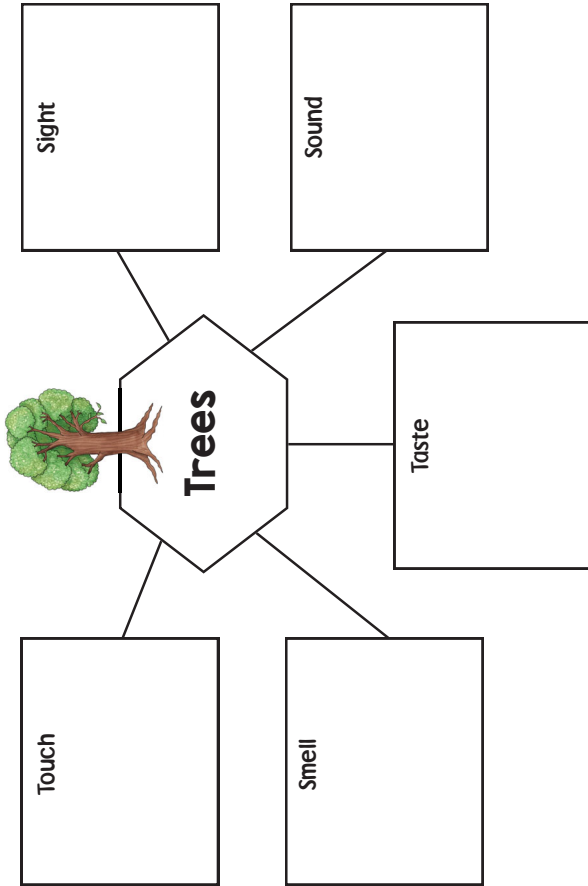
- Begin the lesson by reading aloud *Have You Seen Trees?* by Joanne Oppenheim. This children's book is filled with rich imagery that describes trees in all seasons of the year. If possible, display the book under a document camera so that your students can see the words and pictures as you read. Ask them to listen for words that describe how we can "see" a tree with all of our senses, not just sight, but don't stop to discuss the examples of imagery during the first reading.
- Give each student one Sensational Tree Imagery graphic organizer. Explain that the term "imagery" refers to the words and phrases authors use that appeal to our five senses. Read the book aloud one more time, stopping on pages that have examples of imagery. Ask your students to write the examples you discuss in the appropriate boxes on the graphic organizer.
- Give each student one Sensational Apple Imagery graphic organizer, and explain that they are going to try creating their own sensational images about apples.
- Place one whole, uncut apple on a paper towel in the middle of each team, and ask students to discuss words and images that describe it. Call on volunteers to share their ideas and ask everyone to write each word or phrase in the appropriate box on the graphic organizer.
- As students are working, move around the room and cut each team's apple into at least 8 slices. (If your students have handled the apple, be sure to wash it before cutting it!) Give each student two apple slices to observe with all of their senses. Allow them to eat the apple slices after they have written several words in each box on the graphic organizer.



Extension Activity Suggestion: Ask students to write a free verse poem about apples using the words and phrases they wrote on their graphic organizers.

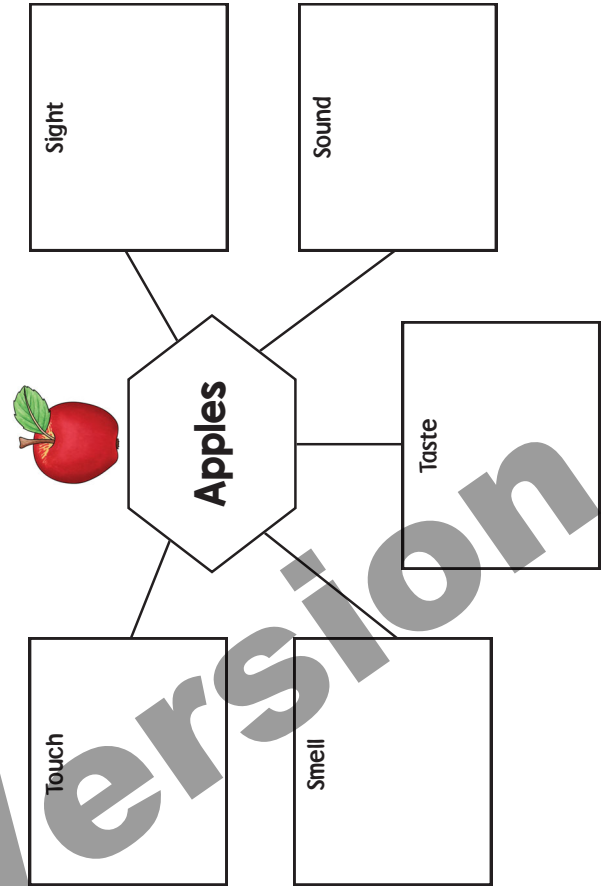
Sensational Tree Imagery

Name _____
Date _____



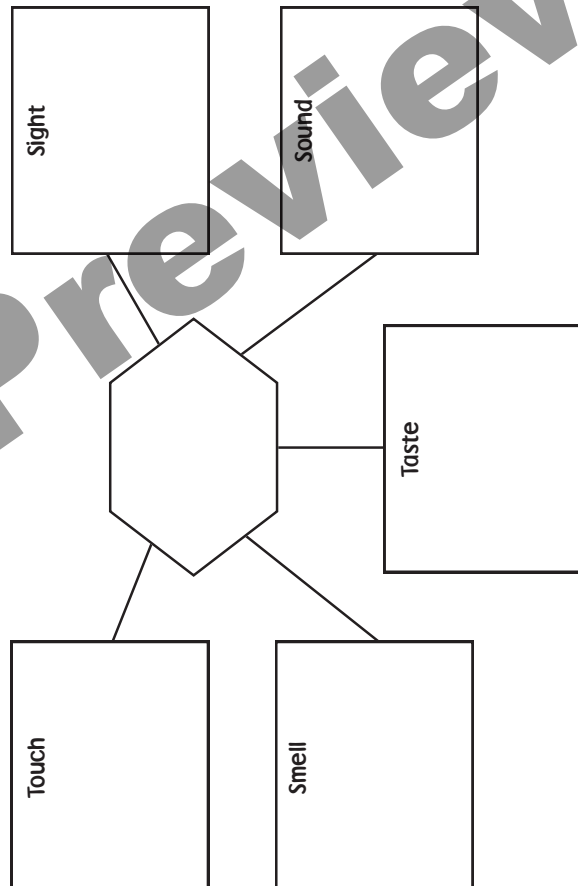
Sensational Apple Imagery

Name _____
Date _____



Sensational Imagery

Name _____
Date _____



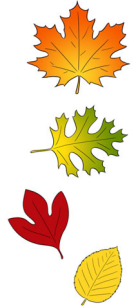
Identifying Mystery Leaves

Lesson Overview

Students will learn about the characteristics of leaves and will sort them according to their properties. Then each student will choose a leaf to measure and describe in writing, and team members will attempt to guess the identity of each "mystery leaf." This lesson does not require students to identify leaves by their scientific names, but the directions could easily be adapted to incorporate this type of leaf identification.

Materials Needed:

- Assorted leaves (10 different types of leaves per team)
- Parts of a Leaf and Types of Leaf Structures (page 26, 1 per team)
- Examples of Leaf Properties (page 27, 1 per team)
- Identify the Mystery Leaf (page 28, 1 per person)



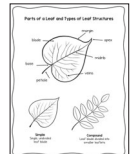
Suggested Lesson Sequence

1. Gather Leaves for Team Leaf Collections

Divide your class into teams of three or four students. Explain that each team will need 10 different types of leaves for the next day's activity. Give each student a small paper bag to take home, and ask them to find at least 4 or 5 different types and bring them to class. If you don't think your students will be able to gather enough leaves at home, collect them yourself before the lesson.

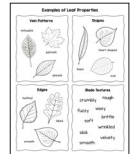
2. Introduce the Parts of a Leaf and Leaf Structures

To start the lesson, ask your students to spread out all of their leaves in the middle of the team. As a team, have them choose 10 or 12 different types of leaves to use for the activity and set the other leaves aside. Give each team a copy of page 26 and display a copy for the class. Introduce the parts of a leaf using the diagram at the top of the page. Ask your students to choose a leaf from their collection and identify all of the parts shown in the diagram. Then introduce the two types of leaf structures, simple leaves and compound leaves.



3. Discuss How Leaves are Alike and Different

Next, ask your students to explore their collection and notice the ways that leaves are different and alike. Give each team a copy of page 27, Examples of Leaf Properties, and display a copy for the class. Discuss the vein patterns, textures, edges, and shapes of leaves. Encourage your students to use the correct terminology when discussing the parts of the leaves and their properties.



Note: The examples on page 27 show just a fraction of the properties that are used to identify leaves scientifically. You can find more examples by doing a quick Internet search for images of leaf shapes, edges, and vein patterns.

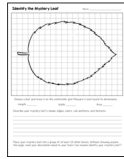
Identifying Mystery Leaves (Continued)

4. Sorting Leaves According to Properties

Ask your students to sort their leaves into different categories by their properties. For example, they might place the leaves with smooth edges into one group, the ones with toothed edges in another group, the leaves with lobed edges in a third group, and the remaining leaves in a fourth group. Walk around the room and attempt to guess the properties your students used to classify their leaves. After each team sorts their leaves one way, challenge them to sort the same leaves a different way using another leaf characteristic.

5. Introducing the Mystery Leaf Activity

Give each student a copy of page 28. Identify the Mystery Leaf. Explain that each person will choose one leaf from the team collection to measure and describe, and later in the lesson their teammates will attempt to identify each mystery leaves from their descriptions.



6. Measuring and Describing Mystery Leaves

If your students are seated together, ask them to separate their desks or create a barrier around their desktops with folders. Ask each person to secretly choose one leaf from their team collection and place it on the centimeter grid at the top of their worksheet. If the leaf is too large, ask them to choose a different leaf. Have them trace around its edges and measure or count to find its length and width to the nearest centimeter. Then ask them to find the area in square centimeters by counting the squares within the edges of the leaf tracing. Finally, ask your students to write several sentences to describe the properties of their leaf including its shape, edges, vein pattern, colors, and texture.

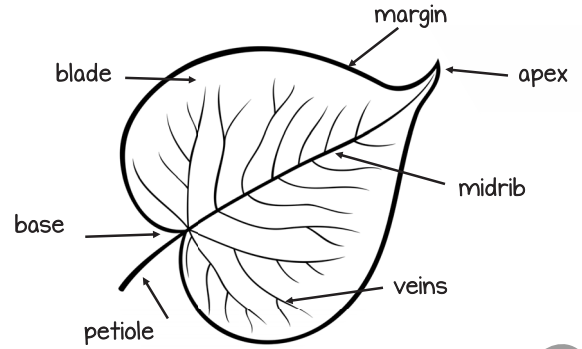
7. Identify the Mystery Leaf Activity

When everyone is ready, ask them to place their mystery leaves back into the team collection and mix them up. Next, have team members take turns standing and reading their descriptions aloud, making sure they hide their leaf drawings. After each person reads his or her description, the other team members discuss the description and try to identify the mystery leaf. After they make a guess, the team member who is standing reveals the answer by showing his or her leaf tracing. Repeat these steps for each team member.

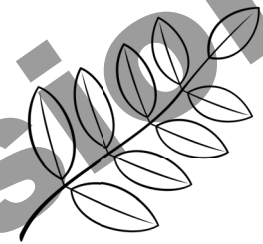
Teaching Tips:

- If this activity is too challenging for your students to complete on their own, ask your students to pair up with a partner. Give them one worksheet to share, and ask them to select one mystery leaf. Have them work together to trace their leaf, measure it, record the measurements, and write the description.
- If it's too easy for team members to identify the mystery leaves because there are only 10 leaves to choose from, you could ask two teams to combine their leaves and complete the last step together as a group.

Parts of a Leaf and Types of Leaf Structures



Simple
Single, undivided
leaf blade



Compound
Leaf blade divided into
smaller leaflets

Examples of Leaf Properties

Vein Patterns

reticulate



palmate



pinnate

Shapes



linear



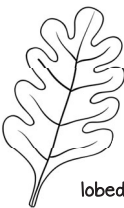
heart shaped



oval

Edges

toothed



lobed



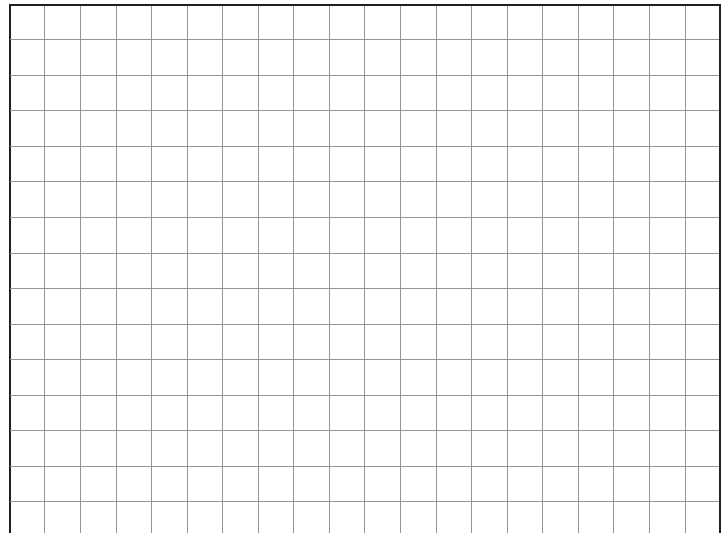
smooth

Blade Textures

- crumbly
- rough
- fuzzy
- waxy
- soft
- brittle
- wrinkled
- slick
- velvety
- smooth

Identify the Mystery Leaf

Name _____



Choose a leaf and trace it on the centimeter grid. Measure it and record its dimensions.

Length _____ Width _____ Area _____

Describe your mystery leaf's shape, edges, colors, vein patterns, and textures.

Place your mystery leaf into a group of at least 10 other leaves. Without showing anyone this page, read your description aloud to your team. Can anyone identify your mystery leaf?



Apple Math Problem Solving

Name _____

Read each word problem and draw a simple illustration below it to help you solve the problem. Then write a number sentence that shows how you solved the problem, including the answer. (Number sentence example: $3 \times 2 = 6$)

1. Alex baked 2 pies. He used 4 apples in one pie and 5 apples in the other. How many apples did he use in all?

Number Sentence

2. Sylvia baked 3 apple pies, and she sliced 6 small apples to make each pie. How many apples did she use in all?

Number Sentence

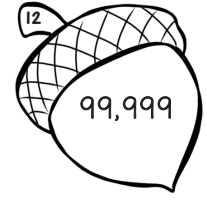
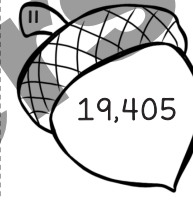
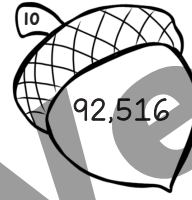
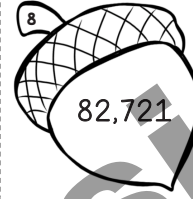
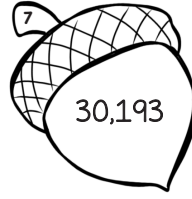
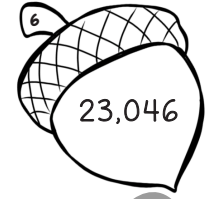
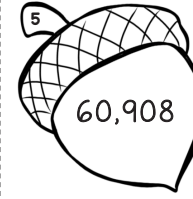
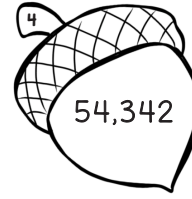
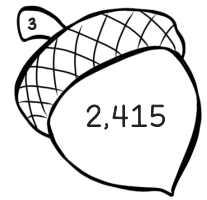
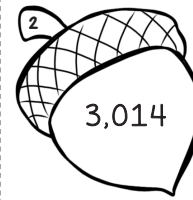
3. Jason and Emma picked apples at a local orchard. Jason picked a dozen apples, and Emma picked 10 apples. How many apples did they pick in all?

Number Sentence

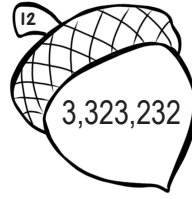
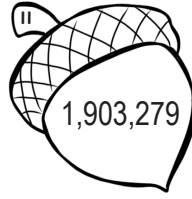
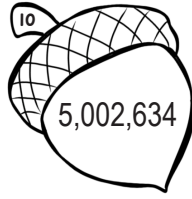
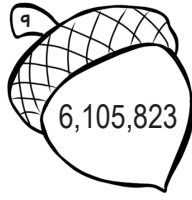
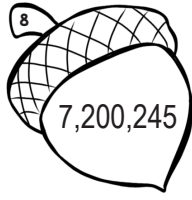
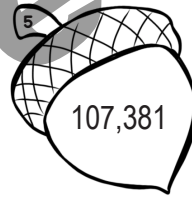
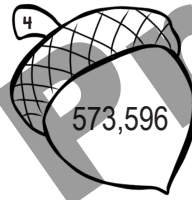
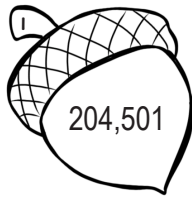
4. Olivia sliced 2 apples to serve for a snack. She cut each apple into 8 slices. How many slices in all?

Number Sentence

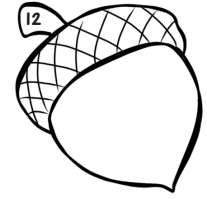
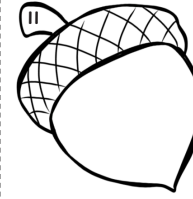
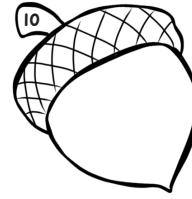
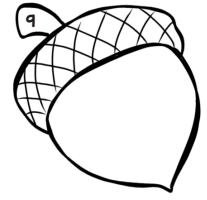
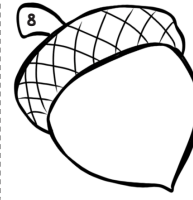
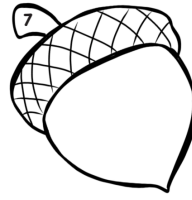
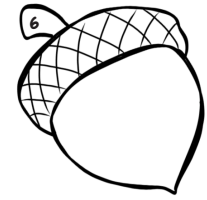
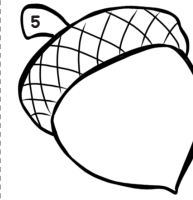
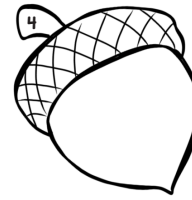
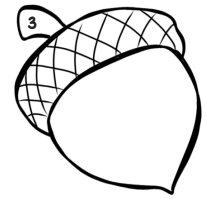
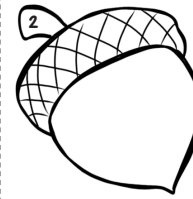
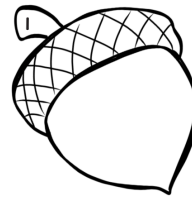
Nutty Number Read Around - Set I



Nutty Number Read Around - Set 2



Nutty Number Read Around



A Bushel of Delicious Books!

Title _____

Why This Book Is Delicious

Recommended by _____

Title _____

Why This Book Is Delicious

Recommended by _____

Title _____

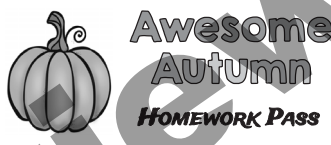
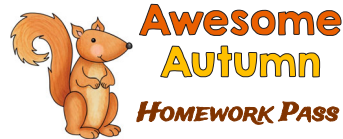
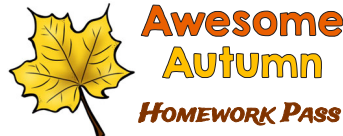
Why This Book Is Delicious

Recommended by _____

Title _____

Why This Book Is Delicious

Recommended by _____



More Seasonal Activity Packs

Click each cover below to find the item in [my TeachersPayTeachers store](http://my.TeachersPayTeachers.com).



More Terrific Teaching Resources from Laura Candler



Copyright Information - Thanks for your purchase! Please remember that unless you purchased multiple licenses for this product, the copyright only covers use in a single classroom. Please do not share the digital or print copies of this resource or post it in a location that can be accessed by the public. Remember that search engines can find almost anything online, so if you store it online, by sure it's in a private location. Thanks for valuing my work! — Laura Candler

Website & Blog: www.lauracandler.com
Pinterest: www.pinterest.com/lauracandler
Facebook: www.facebook.com/teachingresources
TpT Store: www.teacherspayteachers.com/Store/Laura-Candler
Candler's Classroom Connections Freebies: www.lauracandler.com/signup.php



Artwork Credits
Educlips: www.teacherspayteachers.com/Store/Educlips
Digital Classroom Clipart: www.digitalclassroomclipart.com
Kate Hadfield Designs: www.teacherspayteachers.com/Store/Kate-Hadfield-Designs

