

Brandon Valley School District
District Learning Plan
April 20-24, 2020

Grade 1 Reading

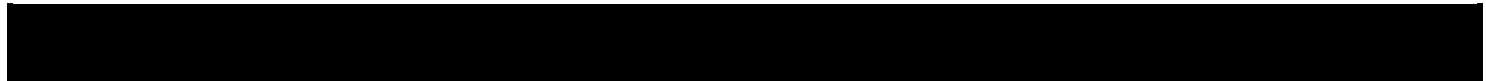


Brandon Valley School District Distance Learning Plan

LESSON/UNIT: ELA

SUBJECT/GRADE: 1st Grade Reading (ELA)

DATES: April 20-24, 2020



<p>What do students need to do?</p> <p><u>Link to BV instructional video for week of April 20-24, 2020</u></p>	<p>Monday (4/20): Reading Comprehension</p> <ul style="list-style-type: none"> ● Read “Squirrel and Bear” book (PDF attached) ● Complete the Character, Setting, and Plot worksheet pg. 110 <p>Tuesday (4/21): Opinion Writing</p> <ul style="list-style-type: none"> ● In the story “Squirrel and Bear,” Squirrel liked pumpkins and Bear liked apples best. Do you like apples or carrots best? Write your opinion using reasons to support your choice. ● Complete Opinion Writing page <p>Wednesday (4/22): Phonics -le, ow, ou</p> <ul style="list-style-type: none"> ● Complete Final Syllable -le worksheet pg. 509 ● Read “Bundle of Shirts” story (PDF attached) - How many words can you find with final syllable -le? <p>Thursday (4/23):</p> <ul style="list-style-type: none"> ● Diphthongs ou, ow (cloud, cow); Complete ou, ow worksheet pg. 505 <p>Friday (4/24):</p> <ul style="list-style-type: none"> ● Read “Henry’s Train Set” pg. 183-184 passage and answer comprehension questions
<p>What do students need to bring back to school?</p>	<ol style="list-style-type: none"> 1. Opinion Writing page 2. Final Syllable page 509 3. Character, Setting, Plot worksheet pg. 110
<p>What standards do the lessons cover?</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>RF.1.4.A Read grade-level text with purpose and understanding</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Materials Needed:</p> <ul style="list-style-type: none"> ● “Squirrel and Bear” leveled reader (PDF attached) ● “Bundle of Shirts” decodable reader (PDF attached) <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Final Syllable -le video via YouTube https://www.youtube.com/watch?v=b5af4n8qCCo

<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Read for 20 minutes ● https://www.starfall.com/h/index-grades123.php ● Write a list of as many words as you can with the final syllable -le ● Write a list of as many words as you can with ou or ow as in clown or count
<p>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u> Building Principal: Mr. Horst- Merle.horst@k12.sd.us Teachers: Ms. Darling- Sarah.Darling@k12.sd.us Ms. Grabinski- Jillian.Grabinski@k12.sd.us Ms. Lindner- Erin.Lindner@k12.sd.us Ms. Meier- Heidi.Meier@k12.sd.us Ms. Visser- Erin.Visser@k12.sd.us</p> <p><u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Bisbee- Erin.Bisbee@k12.sd.us Ms. Brakke- Brandy.Brakke@k12.sd.us Ms. Felder- Sarah.Felder@k12.sd.us Ms. Herbers- Cathie.Herbers@k12.sd.us Ms. Kringen- Merissa.Kringen@k12.sd.us</p> <p><u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Childress- Jamee.Childress@k12.sd.us Ms. Dekker- Sue.Dekker@k12.sd.us Ms. Dieren- Megan.Dieren@k12.sd.us Ms. Peters- Anne.Peters@k12.sd.us Ms. Lutz- Alyssa.Lutz@k12.sd.us</p> <p><u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Huska- Teri.Huska@k12.sd.us</p>
<p><u>Notes:</u></p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Suggested levels for Guided Reading, DRA™, Lexile®, and Reading Recovery™ are provided in the Pearson Scott Foresman Leveling Guide.

Genre	Comprehension Skills and Strategy
Animal fantasy	<ul style="list-style-type: none">• Character, Setting, and Plot• Realism and Fantasy• Monitor and Clarify

Scott Foresman Reading Street 1.5.1

Scott Foresman
is an imprint of

PEARSON

ISBN-13: 978-0-328-50790-0
ISBN-10: 0-328-50790-3



Squirrel and Bear



by Gregory Grissom 
illustrated by Ginna Magee



Vocabulary

along

behind

eyes

never

pulling

toward

Word count: 311



Squirrel and Bear



by **Gregory Grissom**
illustrated by **Ginna Magee**

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is an imprint of

PEARSON

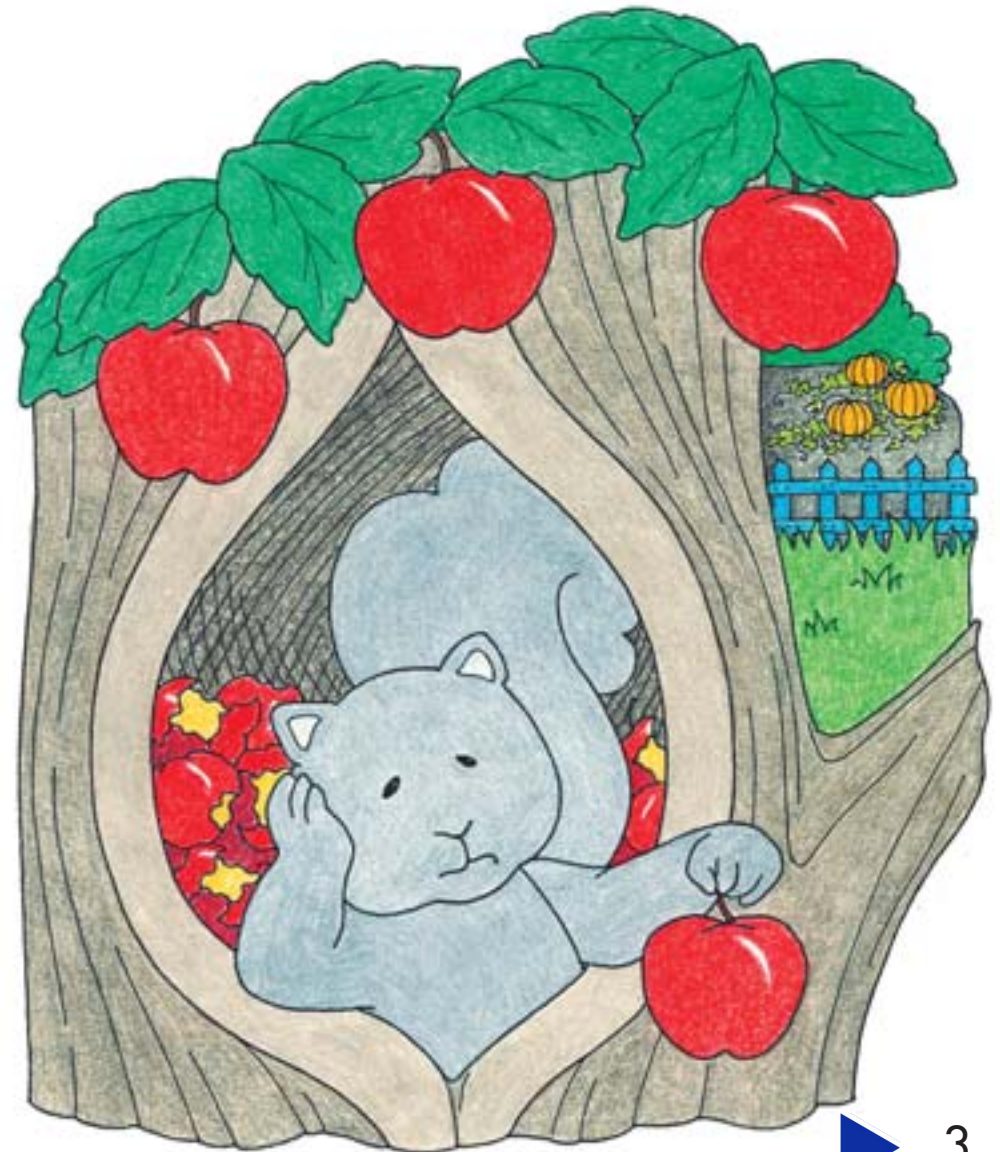
Note: The total word count includes words in the running text and headings only. Numerals and words in chapter titles, captions, labels, diagrams, charts, graphs, sidebars, and extra features are not included.

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona
Upper Saddle River, New Jersey



Squirrel sat in his tree. He looked at all his apples. He scowled.

“I am sick of apples,” said Squirrel. “I am sick of nuts. I want something new. I want to eat a pumpkin!”



Illustrations by Ginna Magee

ISBN 13: 978-0-328-50790-0

ISBN 10: 0-328-50790-3

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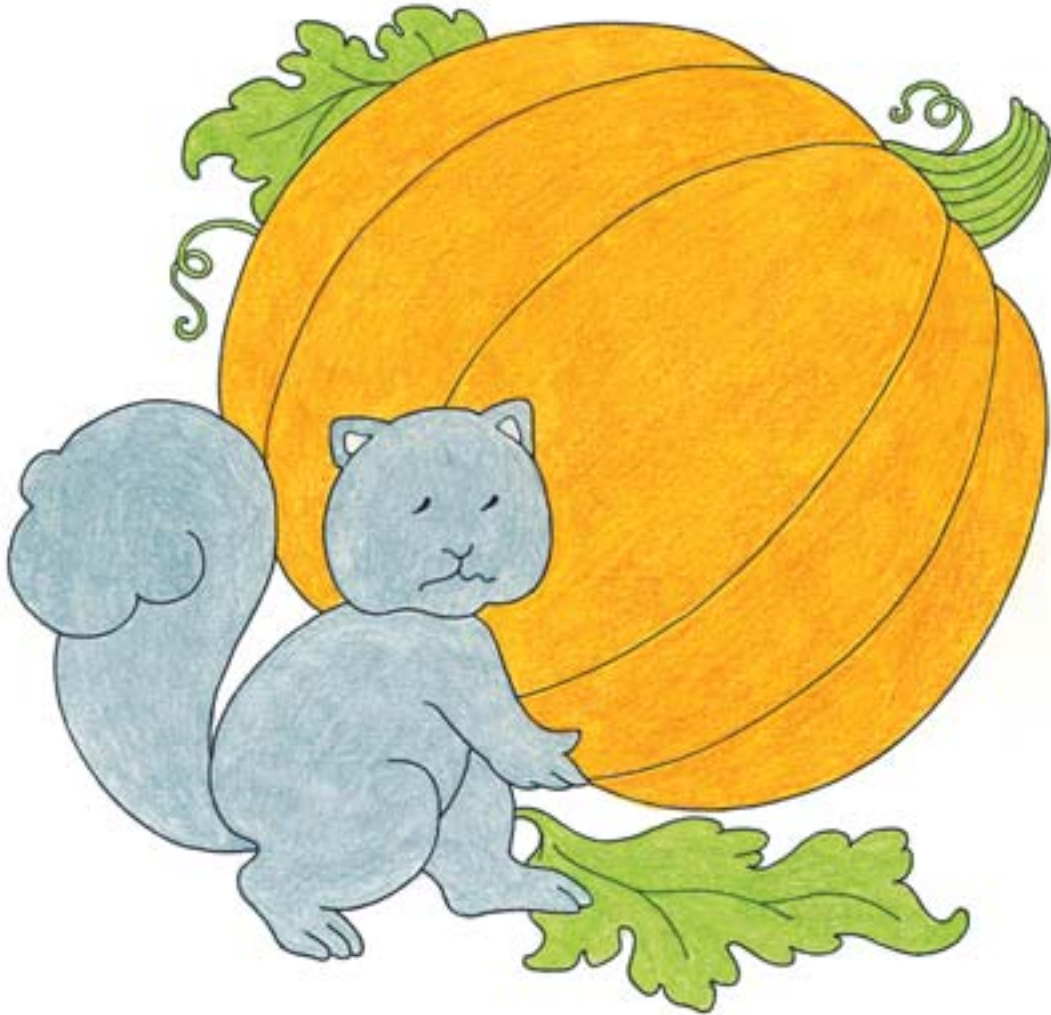
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Squirrel did not have a pumpkin, but he knew where to find one.

Squirrel lived near a farmer who had a pumpkin patch. Farmers never like squirrels in their pumpkin patches. Squirrel would have to make sure the farmer did not see him.



Squirrel went to the farmer's garden. He sneaked behind a big pumpkin. He looked around. He did not see anyone. It was safe to take the pumpkin.





Squirrel tried lifting the pumpkin.
It didn't move.

Then he tried pushing the pumpkin.
It still didn't move.

Squirrel even tried pulling the
pumpkin. Nothing worked. Squirrel
could not move that pumpkin.



Squirrel was tired. He needed a rest.
He lay down and closed his eyes.

Suddenly, he heard a loud noise. It
sounded like this: "SNUFFLE!"

Squirrel opened his eyes. Was it the
farmer?





Squirrel peeked around the pumpkin. It was not the farmer. It was a big brown bear.

"Greetings, Bear," said Squirrel. "You look very strong. Will you help me with this pumpkin?"



"I do not like pumpkins," said Bear.

"Oh? What do you like?" said Squirrel in a worried voice. "Squirrels?"

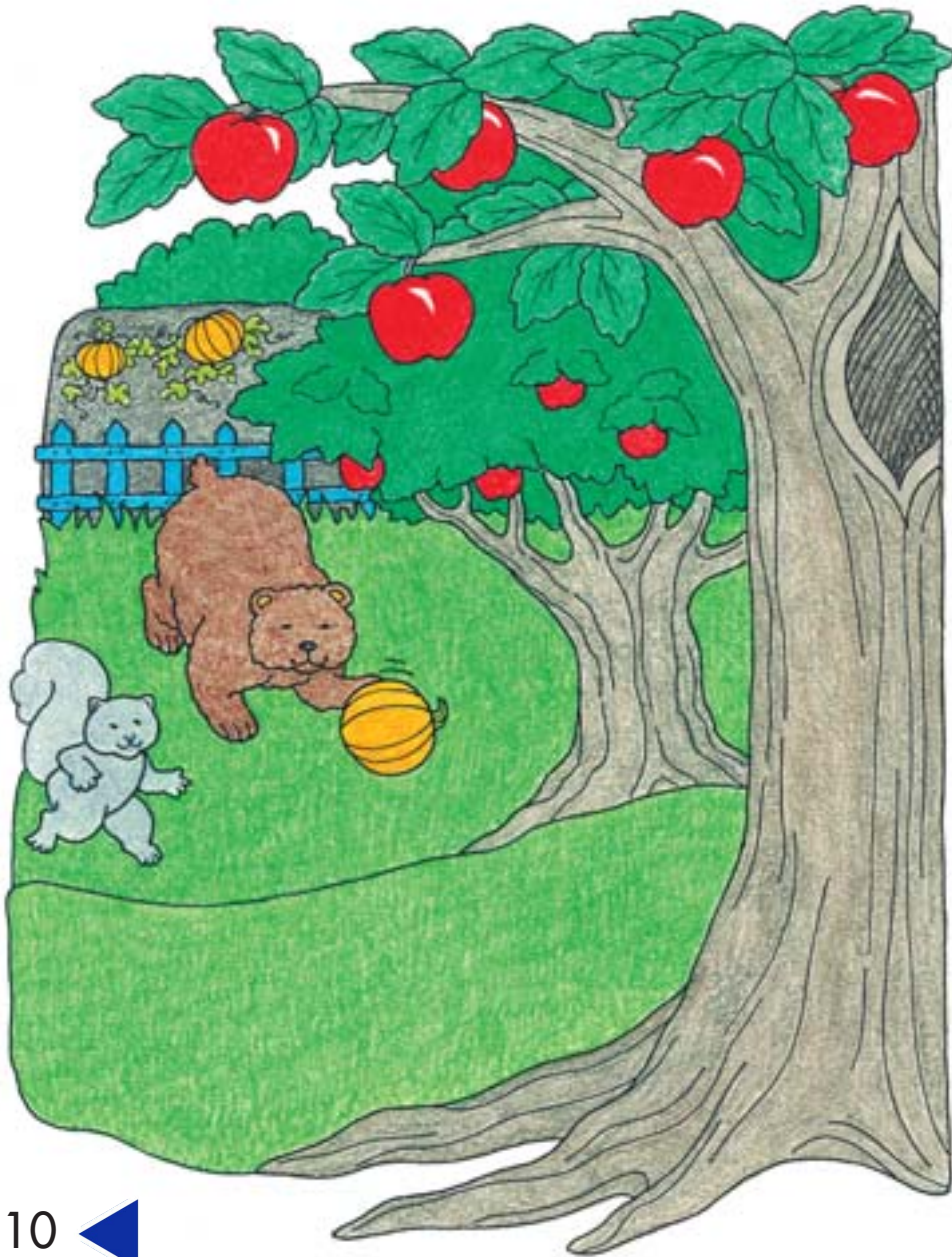
"Squirrels are not bad, but apples are my favorite," said Bear.

"Well," Squirrel said. "If you help me, I will give you lots of apples."





Lots of apples sounded good to Bear. So Bear pushed the pumpkin along. She pushed it toward the grass. She pushed it toward the trees. She pushed it all the way to Squirrel's apple tree!



Bear hid the pumpkin behind the tree for Squirrel. Then Squirrel dug in! "Yum, yum," said Squirrel. Bear started eating. "Yum, yum," said Bear. What a day for Squirrel and Bear!





What Do They Eat?

Read Together

Did you know that some squirrels like pumpkins? Did you know that some bears like fruit?

Squirrels like to eat nuts, seeds, grains, vegetables, and fruit. Pumpkins are tasty, and they are full of yummy seeds! If a squirrel is hungry, it will eat almost any kind of food.

Bears eat both meat and plants. Bears sometimes hunt young deer, elk, or moose. Bears also like to eat berries and grass. Sometimes bears even climb trees to get fruit. Bears eat honey too!

And yes, most bears eat squirrels! In real life, Bear and Squirrel would not be friends.



Think and Share

Read Together

1. Where did the story happen? Who are the two characters? What happened to them in the story? Copy the chart on your paper and fill in your answers.

Setting:

Characters:

What happened:

2. While reading the story, did anything confuse you? What did you do to better understand what you were reading?
3. Find the word *scowled* on page 3. Draw a picture of a face to show what *scowled* means.
4. Squirrel likes pumpkins best. Bear likes apples. What vegetables and fruits do you like best?



Name _____

Character, Setting, and Plot

A **character** is the person or animal that the story is about. The **setting** is the “where and when” of the story. The **plot** describes what happens in the story.

Think of something else Bear could help Squirrel move.
Then draw a picture of Bear helping Squirrel.
Under your picture, write what is happening, where Squirrel and Bear are, and how Squirrel feels.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a description of the scene.

Opinion Writing

Name: _____

Prompt

Do you prefer apples or carrots?

Color One



or



I prefer

Reason 1

Reason 2

Reason 3

Conclusion

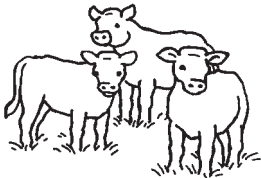
Name _____

Circle the word for each picture.



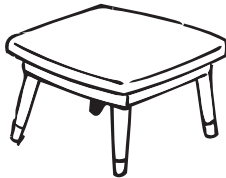
bottle

1.



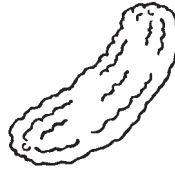
cattle canned

2.



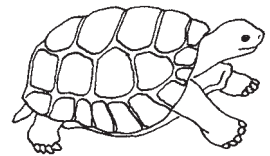
tabbed table

3.



picking pickle

4.



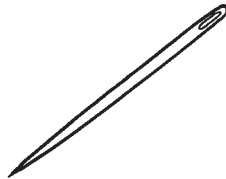
turtle turned

5.



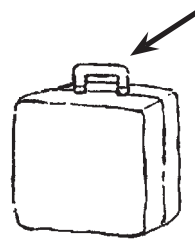
candle candy

6.



needy needle

7.




handy handle

8.



saddle sadder

Find the word that has the same ending sound as  .
Mark the to show your answer.

9. litter
 lightly
 little

10. purple
 purred
 purest



Home Activity Your child read two-syllable words with *-le* in the second syllable. Have your child fold a sheet of paper into four boxes, choose four of the words he or she circled, find a rhyming word for that word, and draw pictures of the rhyming word. Ask your child to label each picture.

A Bundle of Shirts

Written by Eric Weiss



Final Syllable -le

little simple bundle sample dimple

Diphthong ow

town brown frown flowers

Diphthong ou

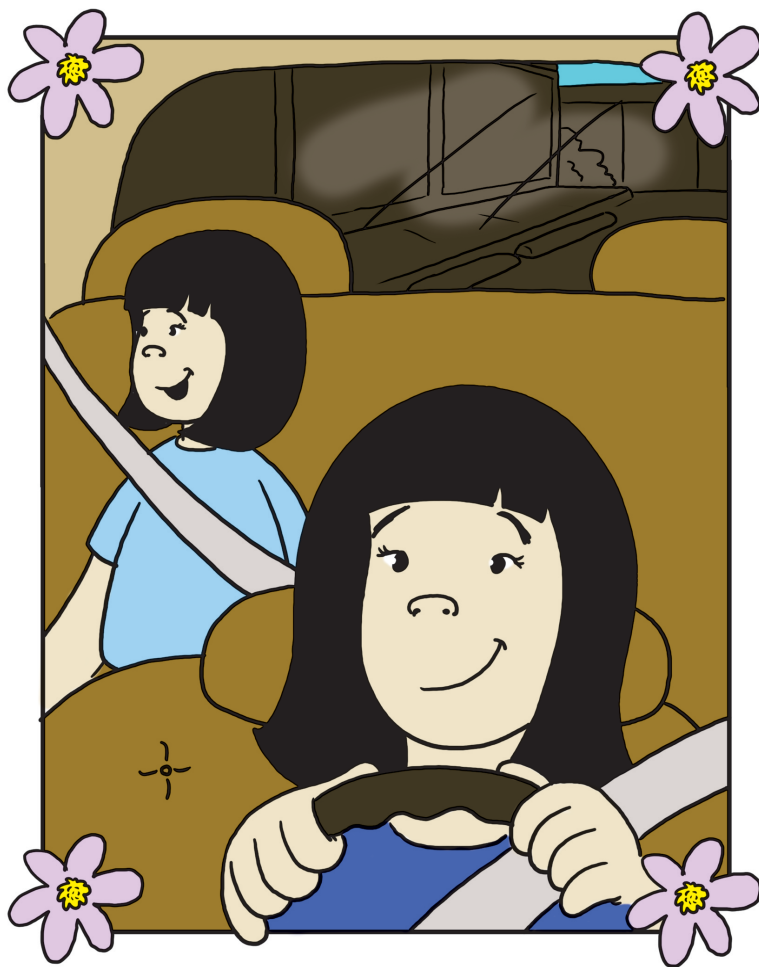
house mouth out

High-Frequency Words

school was a
they the wanted
of to one

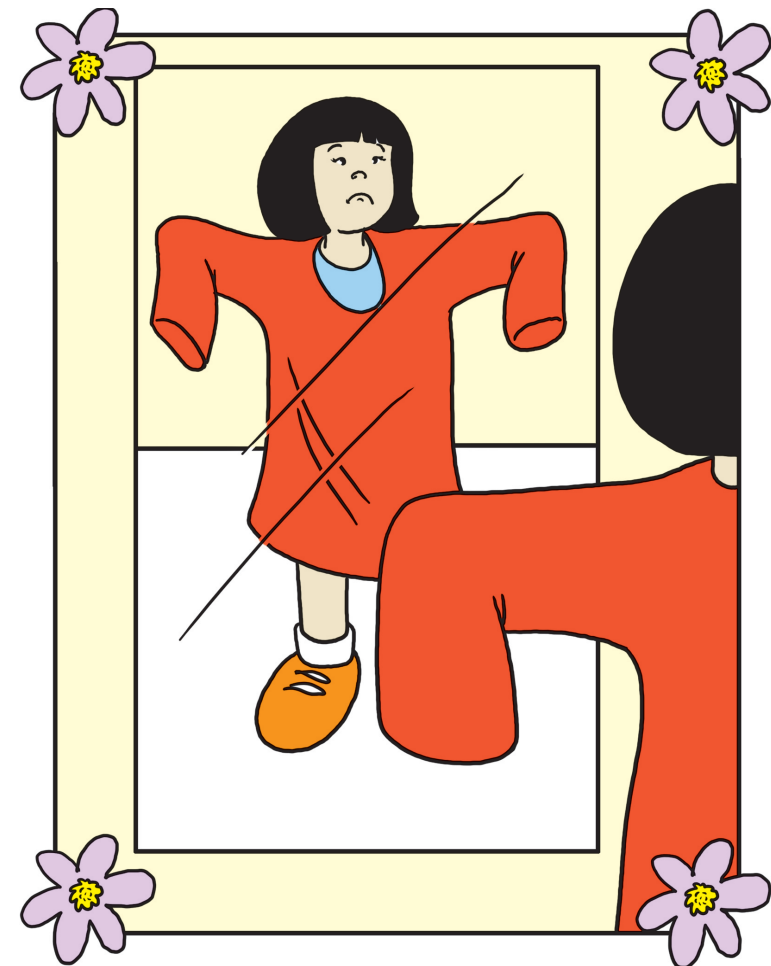


Jen will start school soon.
She needs new stuff.
She was happy.
So was her mom.



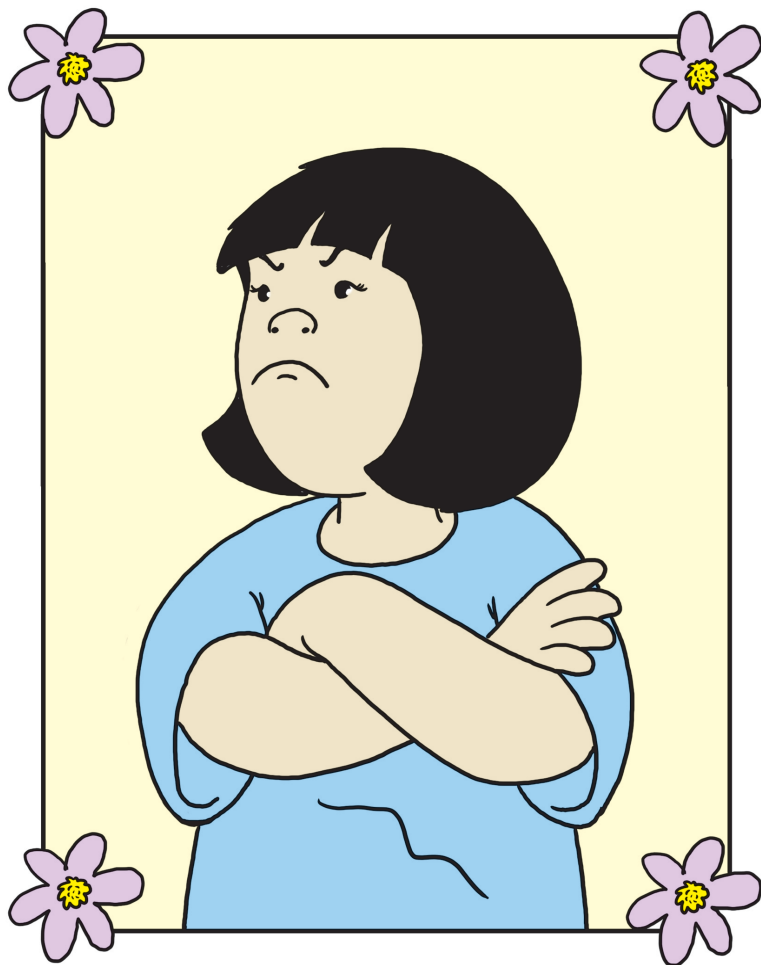
Jen's mom planned on getting a shirt for Jen. They left the house to go shopping at the mall in town.

155



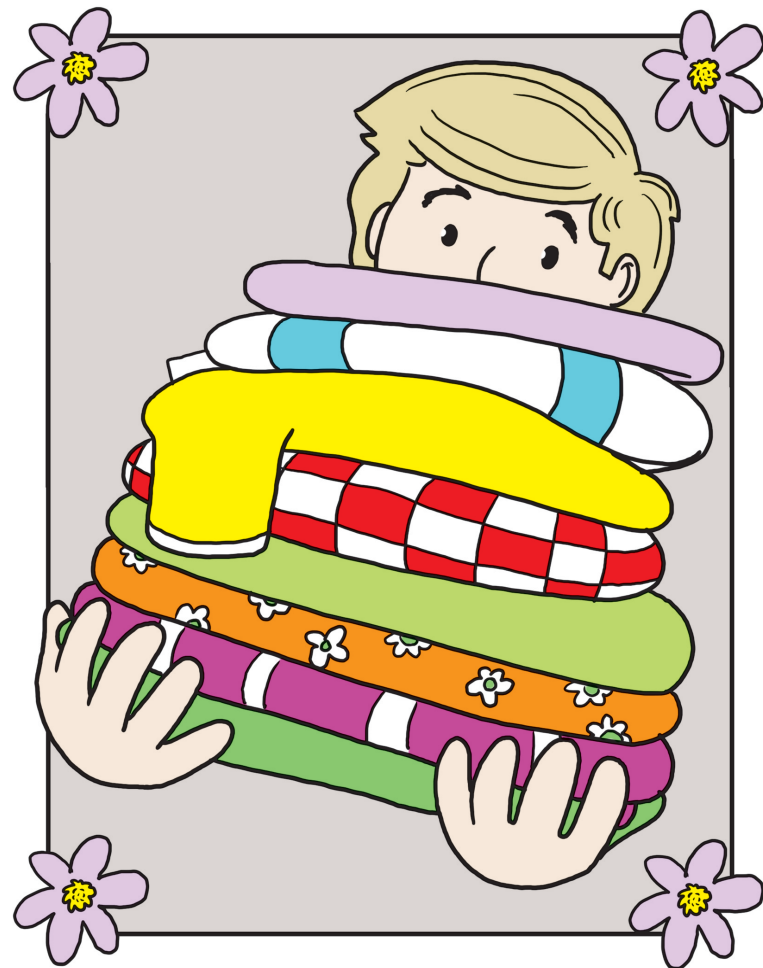
Jen tried on a brown shirt. It was too little. Jen tried on a red shirt. It was too big.

156



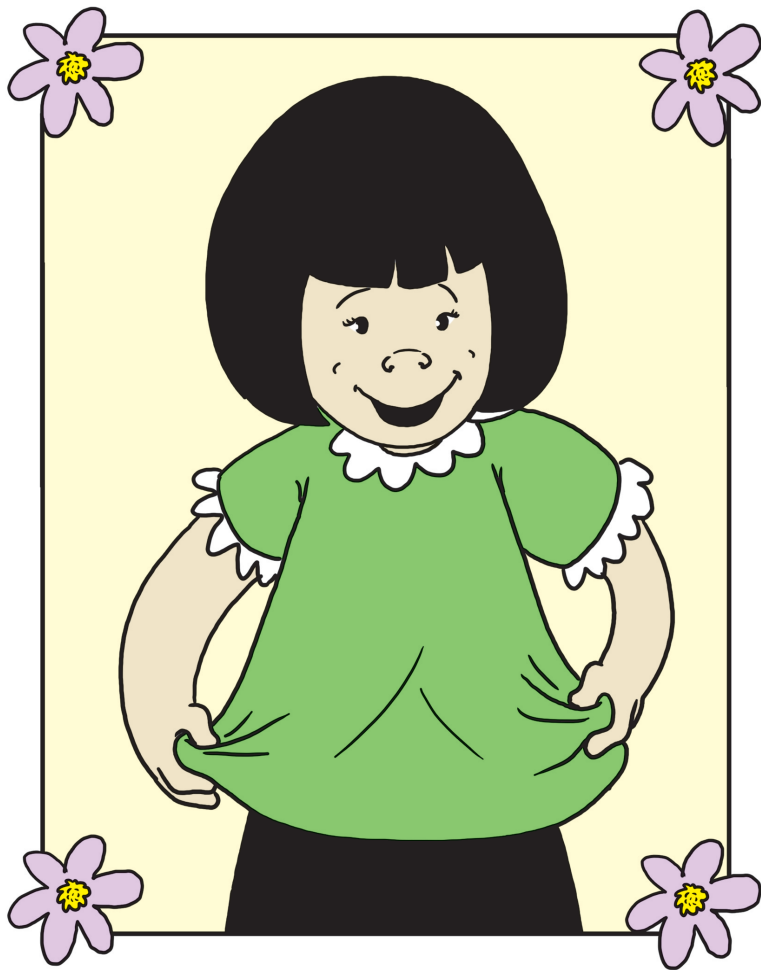
Jen tried on a simple blue shirt.
It had a big rip.
She did not see
a shirt she wanted.
Her mouth was in a frown.

157



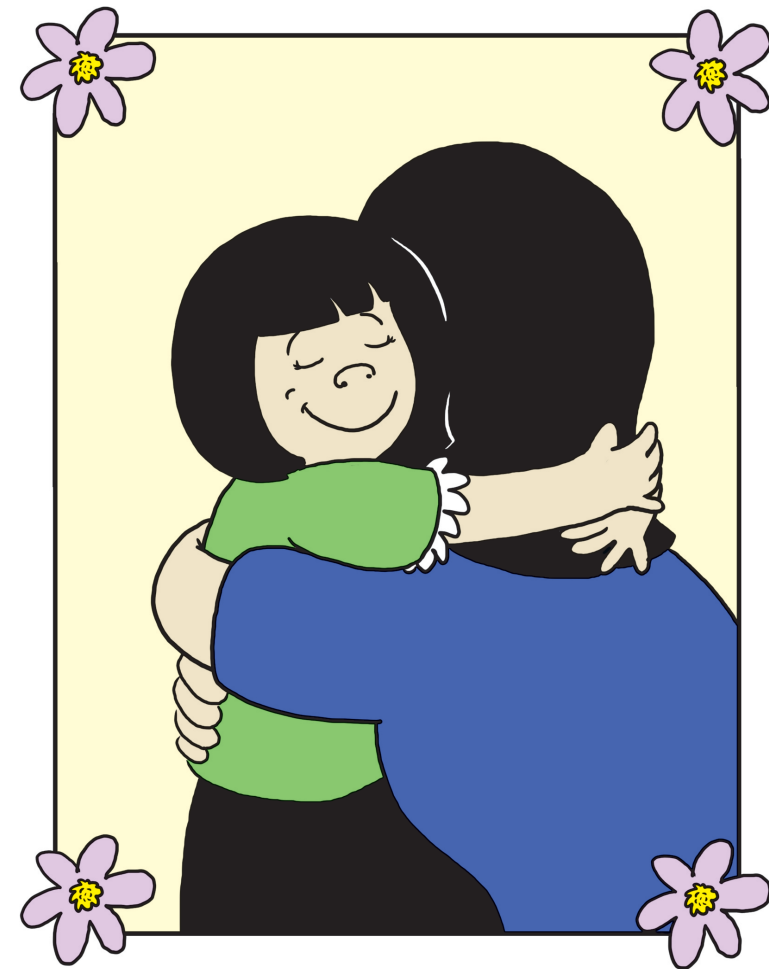
Her mom asked the clerk
if he had a cute shirt for Jen.
He got out a bundle of
shirts to sample.
One shirt had flowers on it.

158



A green shirt in the bundle
fit Jen nicely.
It was not too little or too big.

159



Jen's smile was so big
that her dimple showed.
She gave her mom a big hug.

160

Name _____

Pick a word from the box to match each picture.
Write it on the line.



crown

cloud clown flower house

1.



2.



3.



4.



Unscramble the letters to make a word.

_____ _____ _____

uodl _____ wtno _____ tuo _____

Pick a word to finish each sentence. Write it on the line.

5. The opposite of *in* is _____.

6. The radio was too _____.

7. I like to shop in _____.



Name _____

Read the selection. Then answer the questions that follow.

Henry's Train Set

Henry had a train set with bright red train cars. The cars ran on a set of black train tracks. Henry set up the train in his room. He laid the tracks in the shape of an egg. The train tracks went under hills and ran by creeks.

Henry had fun running his train around the tracks. Henry had a little sister named Mary. She asked to play with the train.

“You are too small to know how to run the train,” said Henry.

Mary said, “You just do not want to share.”

Henry said, “You are right. I am sorry. We can play with the train together.”

Answer the questions below.

1 What happens at the *beginning* of the story?

- Henry sets up his train set in his room.
- Mary wants to play with the train.
- Henry asks Mary to play with him.

2 How do you think Mary feels at the *end* of the story?

- too little to play with trains
- happy that she spoke up
- afraid of Henry

3 Where does this story take place?

- in the yard
- at Mary's school
- in Henry's room

4 What happens at the *end* of the story?

- Henry tells Mary to go away.
- Henry asks Mary to play.
- Henry sets up the train tracks.

5 What is the big idea of this story?

Common Core State Standards

Questions 1–5: Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **Literature 3.** Describe characters, settings, and major events in a story, using key details.