## Brandon Valley School District District Learning Plan May 11-15, 2020

Grade 1 Reading



#### **Brandon Valley School District Distance Learning Plan**

LESSON/UNIT: Reading SUBJECT/GRADE: 1st grade ELA DATES: May 11-15, 2020

	BALLIE (F/44) Blocker of
What do students need	Monday (5/11): Phonics - au/aw
to do?	Read "It Is No One's Fault" book (PDF attached)
	• Complete aw phonics pg. 574
Link to BV instructional	Tuesday (5/12): Reading Comprehension
video for week of May	Read "A Communication Story" (PDF attached)
<u>11 - 15, 2020</u>	Complete Sequence Comprehension pg. 126
	Wednesday (5/13): Writing an Autobiography
	Write a short autobiography (PDF attached with info about autobiographies pg. 576
	and pg. 572-example)
	Use blank writing paper for autobiography. Illustrate your autobiography or add real
	pictures!
	Thursday (5/14): STEM Activity - Invention
	Use materials available in your house - invent something new! You can build your
	invention using materials from your house and take a picture or draw a picture of
	your invention. Write a sentence about what your new invention will do. Use the
	blank writing paper to write about your invention.
	Friday (5/15): Fluency & Comprehension
	Read "Snow Surprise" pg. 207-208 passage and answer comprehension questions
What do students need	1. aw phonics pg. 574
to bring back to school?	2. Your written autobiography
	3. "Snow Surprise" Comprehension questions pg. 208
What standards do the	
lessons cover?	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words
	, , ,
	<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for
	grade 1.
	<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather
	<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	information from provided sources to answer a question
What materials do	information from provided sources to answer a question  Materials Needed:
What materials do students need? What	information from provided sources to answer a question
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students need? What	information from provided sources to answer a question  Materials Needed:  • "A Communication Story" leveled reader (PDF attached)
students need? What extra resources can	information from provided sources to answer a question  Materials Needed:  • "A Communication Story" leveled reader (PDF attached)  • "It Is No One's Fault" decodable reader (PDF attached)
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students need? What extra resources can students use?	<ul> <li>information from provided sources to answer a question</li> <li>Materials Needed:         <ul> <li>"A Communication Story" leveled reader (PDF attached)</li> <li>"It Is No One's Fault" decodable reader (PDF attached)</li> </ul> </li> <li>Extra Resources:         <ul> <li>Learn about more inventors and their teamwork: The Wright Brothers (video from The Character Tree)</li> <li>https://charactertree.com/main/home-viewing/teamwork-wright-brothers/</li> </ul> </li> <li>Research more inventors using PebbleGo (email your teacher for login information)</li> <li>https://site.pebblego.com/modules/3/categories/3139</li> </ul>
students need? What extra resources can students use?  What can students do if	information from provided sources to answer a question  Materials Needed:
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	https://glassraommagazines.scholostic.com/gunnort/loarnathomo.html
	https://classroommagazines.scholastic.com/support/learnathome.html
Who can we contact if	<u>Brandon Elementary</u>
we have questions?	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
	Fred Assam Elementary
	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
	Robert Bennis Elementary
	Building Principal:
	Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us
	Teachers:
	Ms. Childress- Jamee.Childress@k12.sd.us
	Ms. Dekker- <u>Sue.Dekker@k12.sd.us</u>
	Ms. Dieren- Megan.Dieren@k12.sd.us
	Ms. Peters- Anne.Peters@k12.sd.us
	Ms. Lutz- Alyssa.Lutz@k12.sd.us
	Valley Springs Elementary
	Building Principal:
	Ms. Palmer- tanya.palmer@k12.sd.us
	Teacher:
	Ms. Huska- <u>Teri.Huska@k12.sd.us</u>

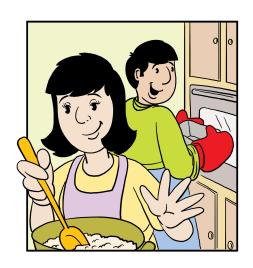
**Notes:** Take pictures of your STEM activity - your teachers would love to see the invention you created at home! Have fun with this project!

#### Instructional materials are posted below (if applicable)

### It Is No One's Fault!

Practice Reader

Written by Sam Kowalski



#### Vowel Sound in ball: aw, au

Paul coleslaw Dawn flaws thawed because hauls sauce raw straw(s) bawls pause fault squawks crawls draw sprawls

#### **High-Frequency Words**

are their a the of to who they

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Dawn and Paul are fixing meat loaf and coleslaw for dinner. Their plan has a few flaws.

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First, the meat is not thawed. Why? Because Dawn left it in the freezer. Next, the sauce burns in its pot. Why? Because Paul didn't stir it on the stove.



When Dawn hauls the meat loaf out of the oven, it is raw inside. Why? Because Paul didn't turn on the oven.

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The coleslaw tastes like straw. Why? Because Dawn didn't pause to add oil or spices.



Paul bawls at Dawn, "This isn't my fault!"

Dawn squawks back, "This isn't my fault!"

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Dawn crawls on the couch.
Paul sprawls on the rug.
The meal was not Dawn's fault.
It was not Paul's fault.
They need to think for a time.



Later, Paul and Dawn draw straws to see who will clean up the mess.

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#### Words with aw

Write a list word that belongs in the group.

- I. jay, eagle, \_\_\_\_\_
- 2. hammer, sandpaper, \_\_\_\_\_

-----

- **3.** skull, ribs, \_\_\_\_\_
- **4.** skip, walk, \_\_\_\_\_
- 5. paint, sketch, \_\_\_\_
- **6.** rule, order, \_\_\_\_\_

Spellir	ng W	ord:
---------	------	------

saw

draw

crawl

straw

law

iaw

paw

lawn

yawn

<u>hawk</u>

Write the missing word.

- 8. My dog sat on some \_\_\_\_\_
- 9. He put his \_\_\_\_\_ on my leg.
- 10. We both began to \_\_\_\_\_\_.





**Home Activity** Your child spelled words with the vowel sound in saw. Have your child name the two letters common to all the spelling words (aw).

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

Genre	Comprehension Skills and Strategy	Text Features
Expository nonfiction	<ul><li>Sequence</li><li>Compare and Contrast</li><li>Text Structure</li></ul>	• Labels

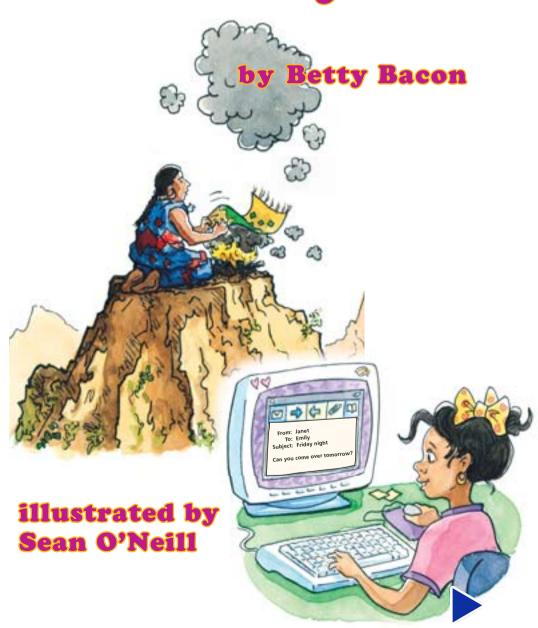
**Scott Foresman Reading Street 1.5.5** 

Scott Foresman is an imprint of





# The Communication Story





#### Vocabulary

built

early

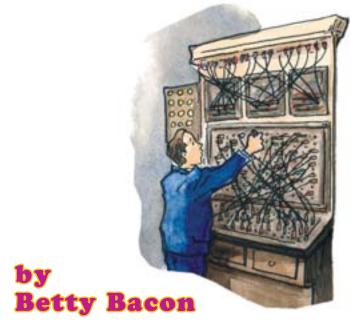
learn

science

through

Word count: 444

### The Communication Story



illustrated by Sean O'Neill

Scott Foresman 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.



Illustrations by Sean O'Neill

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If you want to talk with someone who is far away, you can call them on the telephone. But what did people do before there were telephones?

People have always communicated with others who were far away. They found many ways to do that. Let's learn about some of the early ways.

1 2 3 4 5 6 7 8 9 10 V0G1 13 12 11 10 09

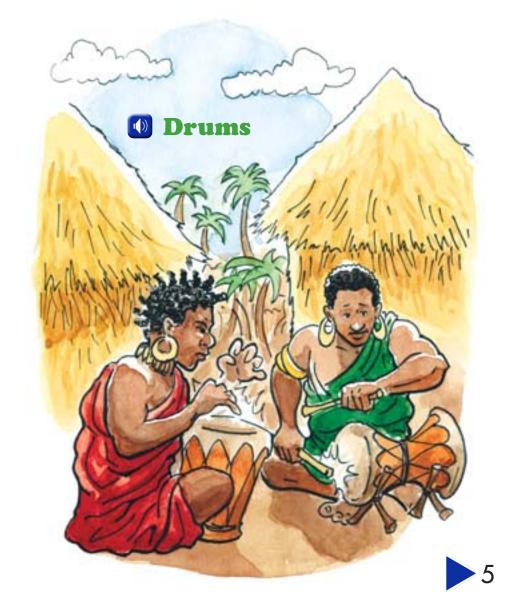


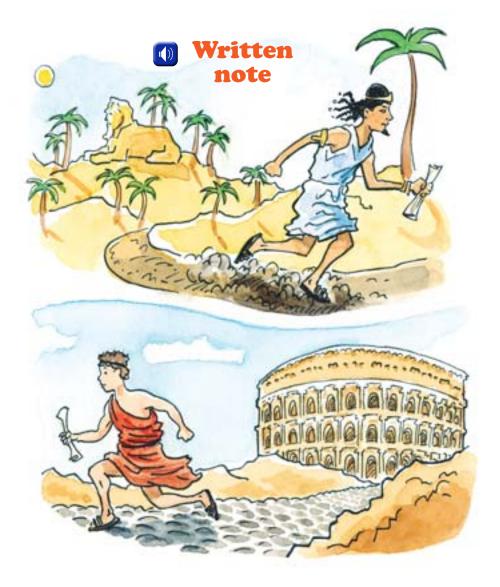
Some people used smoke to send messages. They would wave blankets over a smoky fire. Puffs of smoke would rise into the air. Different numbers of smoke puffs meant different things. For example, one puff of smoke might mean danger!

People far away saw the smoke and could read the messages.

Some groups of people used drums to send messages. The sounds the drums made could be heard far away.

People played drums to tell others when hunts or parties were going to happen.



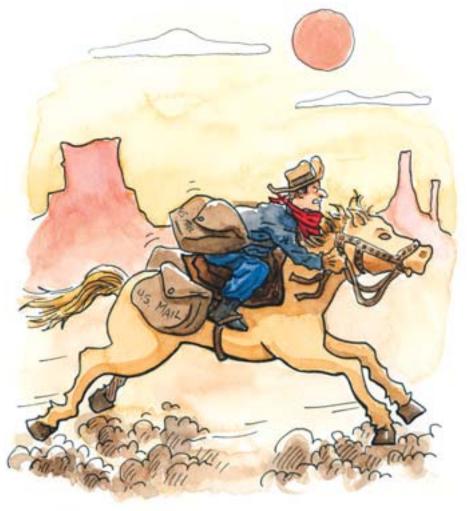


Drum and smoke signals could send messages quickly and far away. But the messages couldn't be very long.

People could carry longer messages from place to place. Once people could write, they began to send written notes. Later, people started sending messages in letters through the mail.

Before there were trains or cars, people used horses to take mail from one place to another.





Even though people ran or rode fast horses, the mail took a long time to get from one place to the next.

Pigeons are small, fast birds that can be taught to fly from one place to another. People would strap a small note to a pigeon's leg. The pigeon would then fly with the note. In 1844, the first telegraph message was sent by a man named Samuel Morse. This was a new way to communicate.

Using electricity, Morse made a machine that sent beeps from one place to another. The beeps stood for the alphabet. For example, one fast beep and one slow beep meant the letter A.





Then, a man named Alexander Bell tried to make a different machine. He knew a lot about science. He thought he could send spoken words, not just beeps, through electric wires.

In 1876, Bell built the first telephone, a machine that sent spoken words by electricity. Now people could talk to each other right away!

Telephones have changed a lot since Bell's first phone. Now, there are different kinds of telephones. What kinds of phones can you see in the picture?





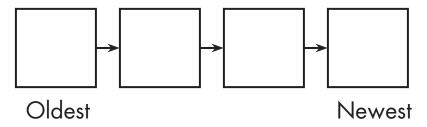
Using the telephone is a fast way to communicate to people far away. What about a computer? A lot of people send messages to each other through their computers. Have you ever done that?

Over the years, people have found many ways to communicate over great distances. Soon, we may learn even more.

#### ■ Think and Share Read Together



1. Pigeons, smoke, telephones, and mail are a few kinds of communication. Use a chart like this one to put them in order from the oldest to the newest communication.



- 2. Each section of this book tells about a different type of communication. How did that help you read and understand the book?
- 3. Go back through the book and find the words built, early, learn, science, and through. Write a sentence for each word.
- 4. What do you think future phones will look and act like? Imagine one future phone and draw a picture of it. Present it to the class.

#### **Sequence**

Use the boxes below to make a picture story of three examples of how communication has changed. Make sure your pictures are in order from oldest to newest.

١.

2.

3.

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#### **Autobiography**

#### **Top-Score Response**

Focus/Ideas	A good autobiography tells about real events in the author's life.
Organization	A good autobiography is told in time order.
Voice	A good autobiography tells how the author feels about the events.
Word Choice	A good autobiography uses words that tell how, when, or where events happened.
Sentences	A good autobiography uses sentences that work together to tell the writer's ideas.
Conventions	A good autobiography uses words like <b>I</b> and <b>me</b> .

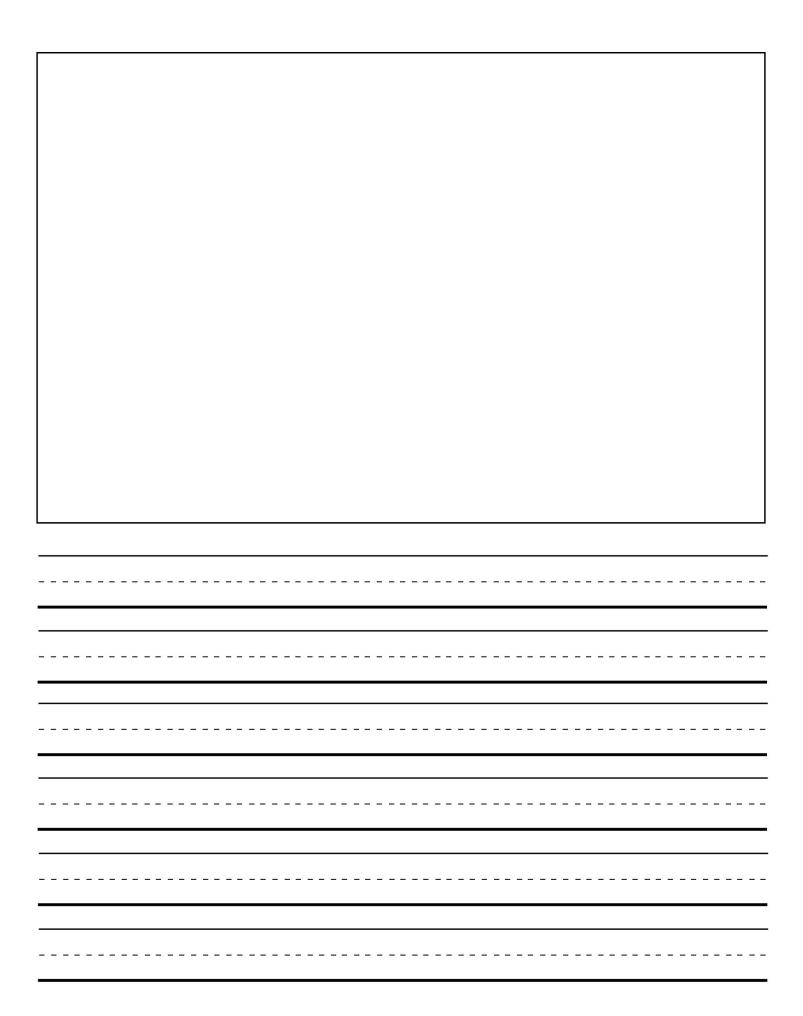


Writing Prompt: Think about something great that happened to you. Now write an autobiography that tells about it.



#### The Best Day

Last year I was with Mom in a store. A lady asked me to be in a TV ad for the store. I happily said yes. The next day, Mom took me to the store. The lady was there. She told me what to do. She said I should act normally. We practiced for the ad. Then we quickly taped it. The ad was on TV! Soon my family and friends saw it.



Name _	e
Name	e

Read the selection. Then answer the questions that follow.

#### **Snow Surprise**

Jen woke up one day and saw that lots of snow had fallen. She just sat in bed and looked out her window at it all.

Then she called out, "School must be closed today!" No one called back to her. Jen got up and dressed.

"Mom? Dad? Is school closed today?" asked Jen. There was still no sound. Then Jen looked outside the back door. She saw Mom and Dad playing in the snow. They were making a big, fat snowman! Why weren't they getting ready to go to work?

"Hi!" Jen called. "What are you doing?"

Mom just smiled and tossed a snowball at Dad. Jen put on her coat and mittens. She would help them with that snowman!

7113	swer the questions below.
1	What happens first in the story?
	Mom throws a snowball.
	O Jen gets dressed.
	○ A lot of snow falls.
2	What happens after Jen calls out?
	O Jen hears nothing.
	O Jen wakes up.
	O Jen sees snow.
3	What happens in the <i>middle</i> of the story?
	O Jen sits up in bed and sees the snow.
	O Jen gets ready to go outside and play.
	O Jen sees Mom and Dad in the snow.
4	What does Jen do after she sees Mom toss a snowball?
	○ She gets out of bed.
	O She looks out the door.
	○ She puts on her coat.
5	Why does Jen feel happy?
	Common Core State Standards
	ons 1–5: Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story,

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