

Brandon Valley School District

District Learning Plan

April 13-17, 2020

Grade 1 Reading



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Reading

SUBJECT/GRADE: 1st Grade Reading

DATES: April 13-17

<p>What do students need to do?</p> <p><u>Link to BV instructional video for week of April 13-17</u></p>	<p>Monday (4/13): No School</p> <p>Tuesday (4/14):</p> <ul style="list-style-type: none"> • Read “The Babysitter” book (PDF attached) • Complete the Cause and Effect worksheet <p>Wednesday (4/15):</p> <ul style="list-style-type: none"> • Complete Suffixes -ly & -ful worksheet • Read “Helpful Advice” story (PDF attached) <p>Thursday (4/16):</p> <ul style="list-style-type: none"> • Long vowel oo - /oo/ as in moon; Complete /oo/ sort worksheet <p>Friday (4/17):</p> <ul style="list-style-type: none"> • Read “Rose’s Plane Trip” passage and answer comprehension questions
<p>What do students need to bring back to school?</p>	<ul style="list-style-type: none"> • Cause and Effect Worksheet • Suffixes -ly & -ful Worksheet • /oo/ Sort Worksheet • “Rose’s Plane Trip” passage and comprehension questions
<p>What standards do the lessons cover?</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> • Cause and Effect Posters (PDFs attached) • “The Babysitter” leveled reader (PDF attached) • “Helpful Advice” decodable reader (PDF attached) <p><u>Extra Resources:</u></p> <ul style="list-style-type: none"> • Long & Short oo video via YouTube https://www.youtube.com/watch?v=-Yo9-wlpxel • Cause and Effect Video via BrainPop Jr. https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/

What can students do if they finish early?	<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 suffixes -ly or -ful (ex. gladly, helpful)
Who can we contact if we have questions?	<p><u>Brandon Elementary</u></p> <p>Building Principal: Mr. Horst- Merle.horst@k12.sd.us</p> <p>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></p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>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></p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>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></p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Huska- Teri.Huska@k12.sd.us</p>
<p>Notes: You are doing a wonderful job, first graders! Keep up the delightful work! We are extremely proud of you!</p> <p>(Bonus Question: How many words in the sentence above have -ly or -ful suffixes?)</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.

Social Studies

Social Studies

My Babysitter



Genre

Narrative
nonfiction

Comprehension Skills and Strategy

- Cause and Effect
- Main Idea
- Predict/Confirm Predictions

Scott Foresman Reading Street 1.4.6

Scott Foresman
is an imprint of

PEARSON

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ISBN-10: 0-328-39335-5



by Rose Valdez

illustrated by Freddie Levin



Vocabulary

across
because
dance
only
opened
shoes
told

Word count: 177

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.

My Babysitter



by Rose Valdez

illustrated by Freddie Levin

Scott Foresman
is an imprint of

PEARSON

Glenview, Illinois • Boston, Massachusetts • Mesa, Arizona
Shoreview, Minnesota • Upper Saddle River, New Jersey




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 My mom opened her own store. Now she goes to work. A babysitter will stay with me.


My mom says the babysitter is nice.
The babysitter lives across the street.



 I am not so sure about this.

Does a babysitter know what to do?
Will she let me dance across the room?
What if my tooth falls out? What if I
can't sleep because I am thirsty?




 I told my mom that I want to put my
shoes on too. I could go with her.

My mom said that she will be gone
only for a short time. She said the time
will go by quickly.





 My mom tells me the babysitter will play any game I want to play. She says the babysitter will give me a snack as well.



 Hey! I like to play games! I like to eat snacks!





Think and Share

Read Together

1. Why does the boy need a babysitter?
2. Before you read the book, what did you think it might be about? Were you right?
3. In this book the boy wants to dance, and the mother opened a store. Show someone what dance means. Did the mother start a new business or go out of business?
4. What did you learn from this book about having a babysitter?



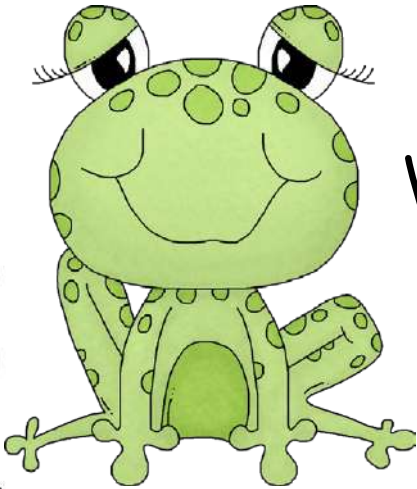
We open the door. It is the babysitter!

I think I will like him. He looks like he likes games. And I bet he likes snacks too. I think I will have fun after all!





Cause

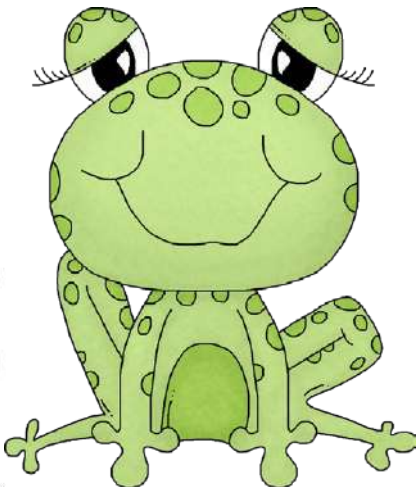


The cause is
why something
happens.

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Effect



The effect is
what happens.

© Foreman Teaches, 2013

Name _____

Cause and Effect

The sentences on the left tell a **cause**.

The sentences on the right tell an **effect**.

Draw a line to match each cause with its effect.

- | | |
|---|---------------------------------------|
| 1. A mom goes to work. | a. The babysitter leaves. |
| 2. It is time for a nap. | b. The babysitter makes lunch. |
| 3. Mom comes home from work. | c. A babysitter is coming to stay. |
| 4. It is lunchtime. | d. The babysitter tucks you into bed. |
| 5. You asked the babysitter to play a game. | e. The babysitter plays a game. |

-ly and -ful Suffixes

If you add the suffix **-ly** it means...*a way in which you do something.*

Example: slowly

"The turtle walked **slowly**." – means the turtle walked *in a slow way*.

If you add the suffix **-ful** it means...*full of*.

Example: beautiful

"That is a **beautiful** bird!" – means the bird was *full of beauty*.

Highlight or circle the suffix in each word.
Cut, sort, and glue the words under the correct suffix.

-ly

-ful

painful	thankful	quickly	gladly
happily	joyful	helpful	sadly

Helpful Advice

Written by Laura Zuccari

Decodable
Practice
Reader

24A



Suffixes **-ly, -ful**

deeply	helpful	frightful	clearly	fearful
plainly	wildly	painful	sadly	wisely
hopeful	graceful	hardly	grateful	

Vowel Digraphs **ue, ew, ui**

Prue	blue	cruised	Newt
few	new	suit	

High-Frequency Words

what	do	was	a
said	were	to	the
would	wanted		

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Prue sighed deeply.
"What can I do?"
Mom was helpful.
"Take a class," she said.

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Prue tried an art class.
Her paintings were all blue and
frightful.
Clearly, art was not for Prue.

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Prue tried an acting class.
When she got on stage,
she felt fearful.
Plainly, acting was not for Prue.

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Prue tried to ride a horse.
The horse cruised wildly, and
the ride was painful.
Sadly, horses were not for Prue.

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Mom wisely chose Prue's next class.
Would Prue like it?
Mom and Prue felt hopeful.

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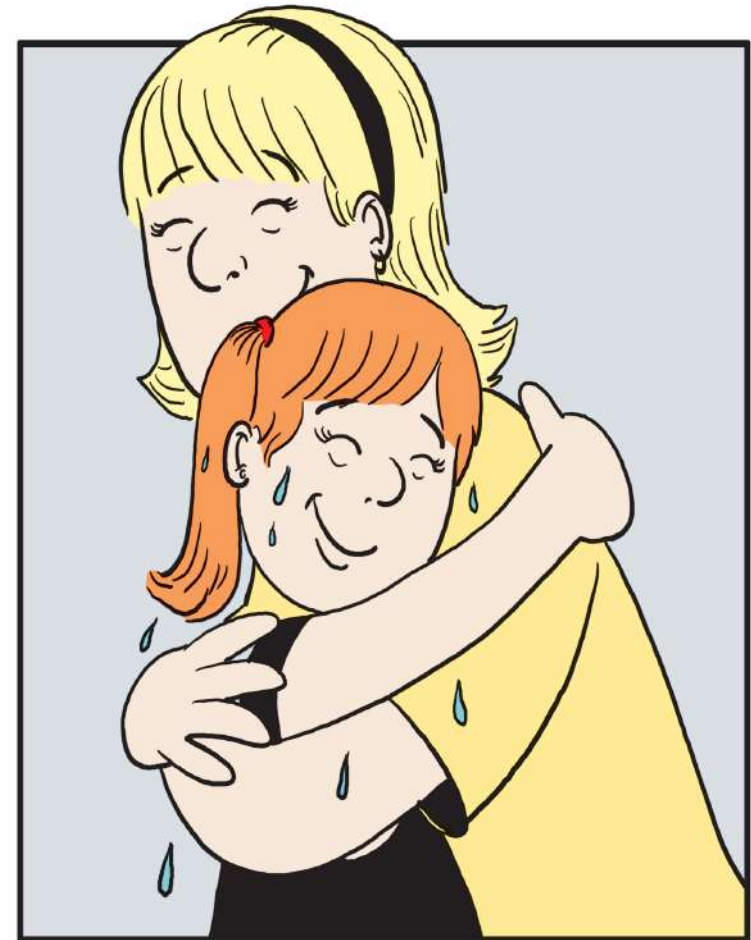
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Coach Newt showed Prue a dive.
Prue's dive was graceful.
It hardly made a splash.
Prue wanted to do a few more
dives in her new suit.

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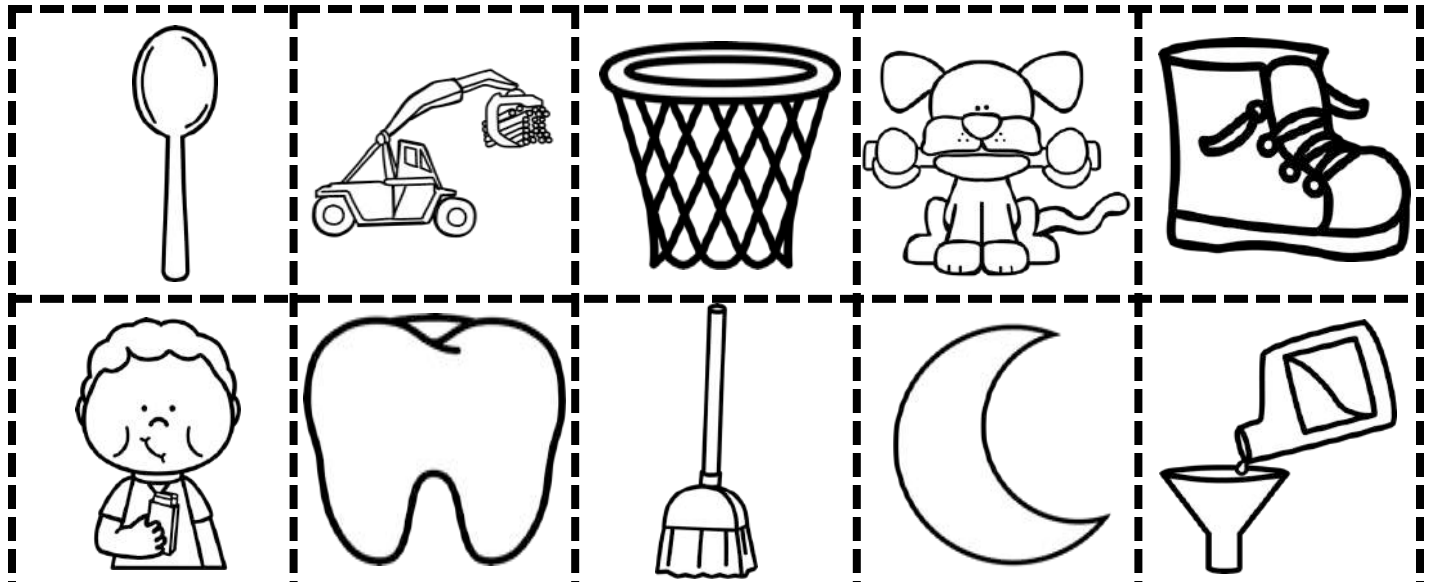
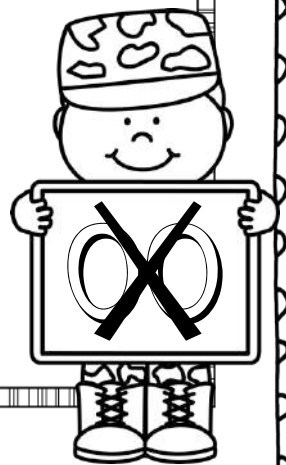
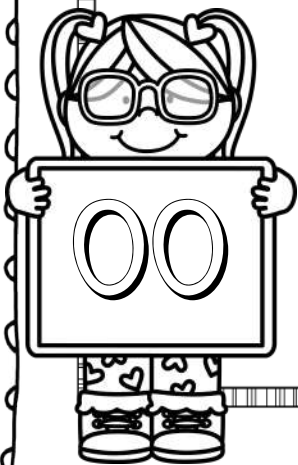
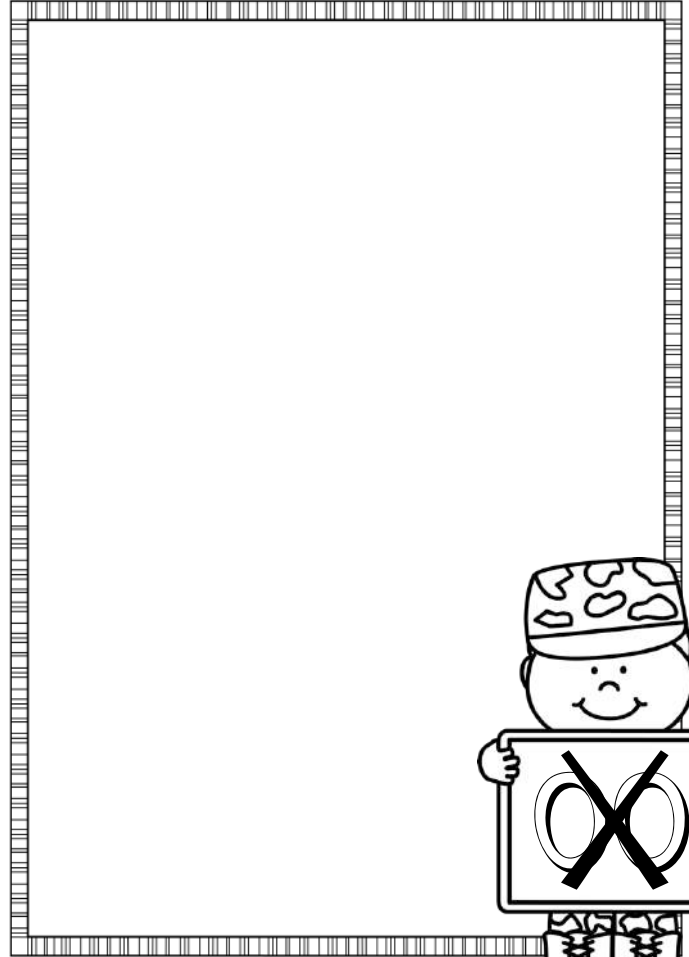
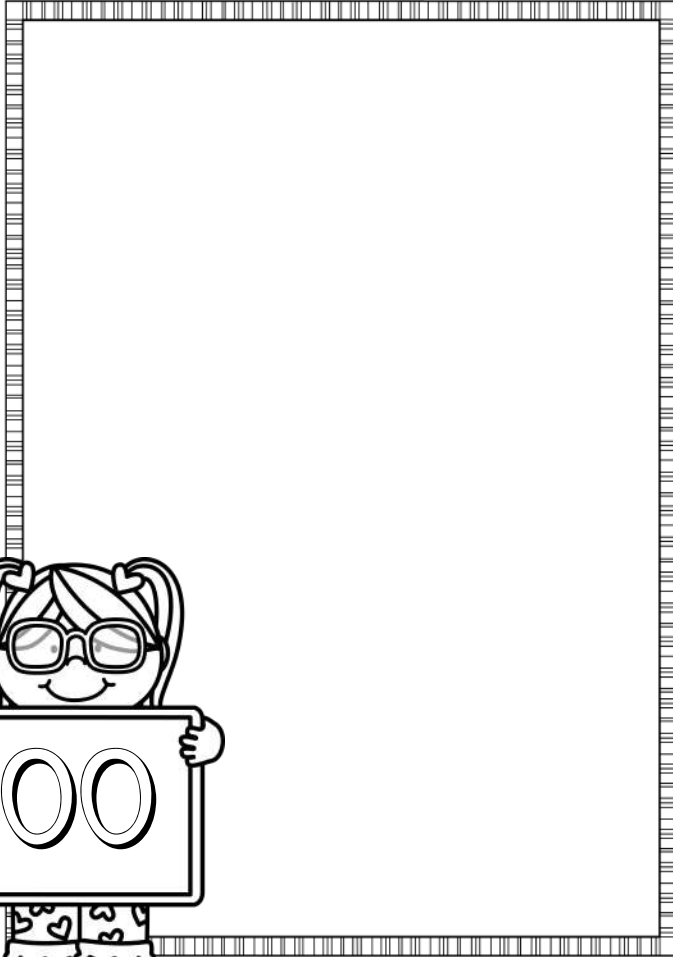
Hurray! Dives were for Prue.
Prue and Mom felt grateful.

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Name _____ Diphthongs -oo Practice

Cut out the pictures and glue them into the correct boxes. Color the -oo words.



Name _____

Read the selection. Then answer the questions that follow.**Rose's Plane Trip**

Rose and Mom will take a plane trip to see Granny.

Granny's home is far away. Rose is a tiny bit scared. She has never gotten on a plane before, and the plane is big!

Rose and Mom wait in long lines. Nice people smile at them. Rose smiles back. Rose starts to feel better. Then it is their turn. Rose and Mom get on the plane. Rose sits by the window and stares at the ground below. Then the plane takes off, and Rose gets snacks. She likes them, and she likes the tray at her seat. Flying is fun!

Answer the questions below.

1 How did Rose feel at the *beginning* of the story?

- ☐ very happy
- ☐ a little scared
- ☐ hungry and sleepy

2 Why did Rose and Mom go on the plane trip?

- ☐ to visit Granny
- ☐ to wait in lines
- ☐ to eat a snack

3 Rose did not want to fly because

- ☐ it was her first time on a plane.
- ☐ her mother was there with her.
- ☐ the tray at her seat was too big.

4 What made Rose feel better?

- ☐ Granny called Rose.
- ☐ Rose sat by Mom.
- ☐ People smiled at Rose.

5 What made Rose think it was fun to fly?

Common Core State Standards

Questions 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, using key details.