

Brandon Valley School District

District Learning Plan

March 23-27, 2020

Grade 1 Reading



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Main Idea

SUBJECT/GRADE: Reading/1st

DATES: March 23-27, 2020

<p>What do students need to do?</p> <p><u>Link to BV instructional video for week of March 23-27, 2020</u></p>	<p>It is not necessary for students to print worksheets. Students can write the answers on a blank piece of paper if they do not have access to a printer.</p> <p>Monday (3/23):</p> <ul style="list-style-type: none"> • Read any book • Complete the "Main Idea" worksheet pg. 27 <p>Tuesday (3/24):</p> <ul style="list-style-type: none"> • Write a thank you note to someone. Use the "Letter Format" worksheet if you want <p>Wednesday (3/25):</p> <ul style="list-style-type: none"> • Complete Adjective Worksheet pg.479 <p>Thursday (3/26):</p> <ul style="list-style-type: none"> • Read any book. Make a list of adjectives you found while reading. <p>Friday (3/27):</p> <ul style="list-style-type: none"> • Read "Selling Flowers" passage pg. 147 • Complete worksheet pg. 148
<p>What do students need to bring back to school?</p>	<ul style="list-style-type: none"> • "Main Idea" Worksheet pg. 27 • Thank you note • Adjective Worksheet pg. 479 • List of Adjectives worksheet • "Selling Flowers" worksheet page 148
<p>What standards do the lessons cover?</p>	<p>RI.1.1 Identify the main topic and retell key details of text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.F Use frequently occurring adjectives.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>What materials do I need? What extra resources can I use?</p>	<p>Necessary Materials</p> <ul style="list-style-type: none"> • "Main Idea" Worksheet pg. 27 • Thank you note • Adjective worksheet pg. 479 • List of Adjectives Worksheet • "Selling Flowers" worksheet page 148
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> • Read 20 minutes per day • www.starfall.com • Write a story about what you did today • www.storylineonline.net • Brain Pop (Main Idea & adjectives) - District Username: bvlynx (email your teacher for password) https://jr.brainpop.com/readingandwriting/comprehension/mainidea/ • https://jr.brainpop.com/readingandwriting/word/adjectivesandadverbs/

<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 <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 <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 <u>Valley Springs Elementary</u> Building Principal: tanya.palmer@k12.sd.us Teacher: Ms. Huska- Teri.Huska@k12.sd.us</p>
<p><u>Notes:</u> Happy Reading and Writing!</p> <p>It is not necessary for students to print worksheets. Students can write the answers on a blank piece of paper if they do not have access to a printer.</p>	

Instructional materials are posted below (if applicable)

Main Idea

A graphic organizer diagram for identifying the main idea of a text. It consists of a large rectangular box at the top, which is the designated space for the main idea. This box is connected by a vertical line to a horizontal line. From this horizontal line, three lines extend downwards to three separate rectangular boxes: one on the left, one on the right, and one centered below. These three boxes are intended for supporting details or evidence. The top box has a decorative, wavy border, while the three bottom boxes have simple black outlines.



Suggestions: Use this chart to help children understand the main idea of what they read. Ask: What is the story about? Write children's responses in the top box. Have children draw or dictate in the smaller boxes other things they remember from the story.

Name _____

Letter Format

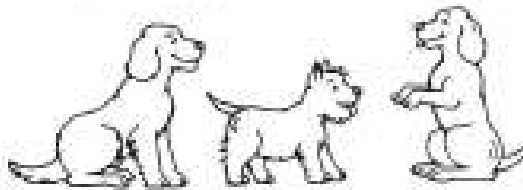
Dear _____,

[illegible]

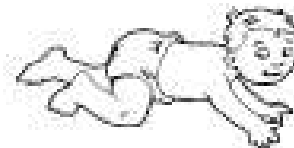
Name _____

Adjectives for How Many and Articles

Some **adjectives** tell how many. The adjectives **a**, **an**, and **the** are called **articles**.



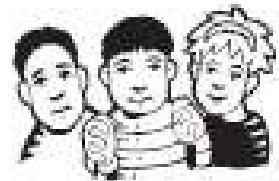
three dogs



the baby

Draw lines to match the words to the pictures.
Say each adjective in a sentence.

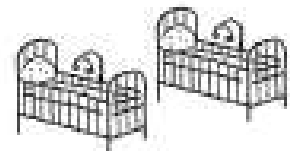
1. two cribs



2. four chairs



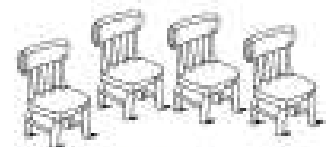
3. five pictures



4. three boys



5. a house



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Home Activity Your child learned about adjectives for how many. Read a counting story with your child. Have your child point out the adjectives that tell how many and use his or her fingers to show how many each adjective describes.

List of adjectives you found while reading a book

Name _____

Read the selection. Then answer the questions that follow.**Selling Flowers**

Bob came to the park every week to sell picked flowers. He called, "Fresh flowers for sale!"

Lee said, "Sell me ten red roses."

"No red roses for sale," said Bob. "I can sell you red mums or a nice daisy."

"I just like roses," said Lee. "I do not want mums or a daisy."

Bob came back the next week. He had ten red roses to sell to Lee.

Lee said, "I do not want roses. I will take ten red mums and one nice, fresh daisy."

Answer the questions below.

1 Why did Bob come to the park?

- ☐ to sell flowers
- ☐ to visit his family
- ☐ to meet his friends

2 Why didn't Lee take a daisy?

- ☐ She likes flowers.
- ☐ She wanted roses.
- ☐ She wanted mums.

3 Why did Bob bring roses the next week?

- ☐ Lee asked for them.
- ☐ He liked red flowers best.
- ☐ Lee wanted a daisy.

4 Why didn't Lee get roses the next week?

- ☐ She did not like roses.
- ☐ She had gotten roses before.
- ☐ She wanted mums now.

5 How do you think Bob felt when Lee did not take the roses?

Common Core State Standards

Questions 1–5: Literature 1. Ask and answer questions about key details in a text. **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.