

## Monday – 30 minutes

### Activity / Task

### Story Elements

1. Pick an interesting story to read for the week.
2. Think about the elements of the story.



Who are the characters in the story?



*The characters are ...*



Where did the story take place?



*The setting of the story ...*



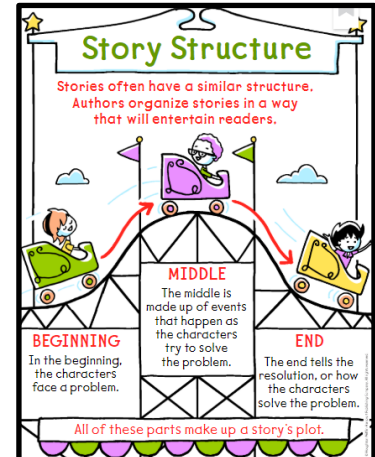
What happened in the story?



*In the beginning... In the middle... In the end...*

3. Use the following chart to answer your questions. Draw and label.

Characters		Setting	
Story Elements			
Beginning	Middle	End	



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### Resources

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[www.myon.com](http://www.myon.com)



Imagine Language and Literacy  
[www.houstonisd.org/hub](http://www.houstonisd.org/hub)

- [Houston Public Library KIDS Reading Lists](#)
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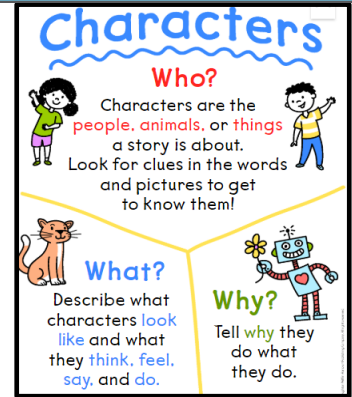


## Tuesday – 30 minutes

### Activity / Task

### Playing with the Characters

1. Reread your story from Monday.
2. Use paper and colors to make character puppets like the ones in the chart below.
3. Use the character puppets to act out what happens in the story.
4. Be sure to think about the ideas in the anchor chart.



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Draw to create the setting. Use your paper puppets to act out the story.

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## Wednesday – 30 minutes

<p>Activity / Task</p>	<p><b>Theme</b></p> <ol style="list-style-type: none"> <li>1. Reread the story from Tuesday or pick a new one.</li> <li>2. Identify the theme or the lesson the character learned in the story.</li> <li>3. Fill in the chart below about theme. Use words and pictures.</li> </ol> <div data-bbox="332 625 1073 1331"> <p style="text-align: center;"><b>Theme</b></p> <p style="text-align: center;"><i>The theme of the story is...</i></p> <p style="text-align: center;"><i>The lesson the character learned is...</i></p> <hr/> <p style="text-align: center;"><b>Text Evidence</b></p> <p style="text-align: center;"><i>I know this is the lesson the character learned because the story said...</i></p> </div>
<p>Resources</p>	<div data-bbox="1101 384 1495 846"> <p><b>THEME</b></p> <p>The <b>topic</b> is what a story is mostly about. The <b>theme</b> is the <b>moral</b> or <b>lesson</b> the author wants readers to take away from the story.</p> <p><b>STEP 4</b> Say the theme in your own words!</p> <p><b>STEP 3</b> Use clues to figure out the message the author wants YOU to learn.</p> <p><b>STEP 2</b> Look for the lesson a character learns or can teach.</p> <p><b>STEP 1</b> Think about the story's topic.</p> </div> <p>HMH Resource. Used with Permission.</p> <div data-bbox="527 1402 724 1514"> <p>myON by Renaissance® <a href="http://www.myon.com">www.myon.com</a></p> </div> <div data-bbox="332 1522 888 1680"> <ul style="list-style-type: none"> <li>• <a href="#">Houston Public Library KIDS Reading Lists</a></li> <li>• 1st Grade High Frequency Word List <a href="https://tinyurl.com/1st-English-HFW-List">https://tinyurl.com/1st-English-HFW-List</a></li> <li>• 1st Grade High Frequency Word Cards <a href="https://tinyurl.com/1st-Eng-HFW-Cards">https://tinyurl.com/1st-Eng-HFW-Cards</a></li> </ul> </div> <div data-bbox="1023 1392 1411 1522"> <p>Imagine Language and Literacy <a href="http://www.houstonisd.org/hub">www.houstonisd.org/hub</a></p> </div>

Thursday – 30 minutes

Activity / Task

High Frequency Words



<https://pixabay.com/illustrations/happy-smile-smiling-people-kids-4339527/>

1. Read each word to someone at home or to a stuffed animal.
2. Color the letters to make each word.
3. Write the word on the line.

a	f	d	e	s
b	c	t	g	r

after

g	f	v	j
k	i	p	e

r	o	t	l	s
c	a	u	g	d

t	l	n	c
f	i	b	d

d	o	s	q
b	i	w	n

Check your work with someone at home.

Resources

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# HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 HISD @ H.O.M.E. – Distance Learning

English Language Arts – Grade 1

April 27 - May 8, 2020 – Week 1

## Thursday – 30 minutes

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## Friday – 30 minutes

Activity / Task

### Personal Narrative Writing

**LOOK** at the picture below.



**THINK** about a time when you felt very happy. It could be a birthday party, a time you went somewhere special, or an important event in your life.

**WRITE** about a time when you felt very happy.

Be sure to —

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar and sentences

Resources



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## Monday – 30 minutes

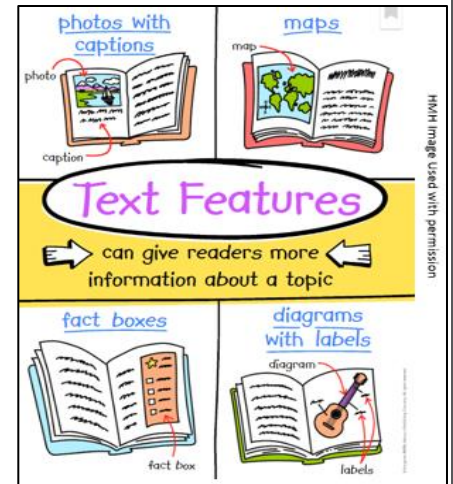
### Activity / Task

### Observe a Text

1. Select an informational text to read for this week.
2. Flip through the pages of the text and think about the text
3. Use the following chart or blank paper to draw what you see and write what the text is about.

I see ...

I also see ...



This text is about

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INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 HISD @ H.O.M.E. – Distance Learning

English Language Arts – Grade 1

April 27 - May 8, 2020 – Week 2

**Tuesday – 30 minutes**

Activity / Task

**Retell the Information**

1. Select a page of the informational text from Monday and read it.
2. Close the book.



What do you remember from this page?



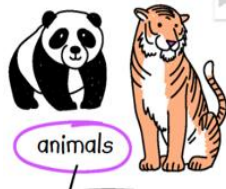
I remember ...

{If you do not remember the information, read the page again.}

3. Use one of the boxes below to draw and write the information.
4. Continue with another page and do the same thing.
5. Retell the information you read from the pages to someone at home or to a stuffed animal.

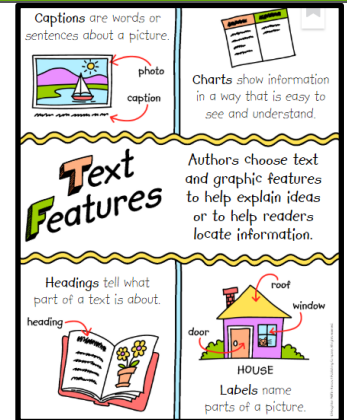
Example:

Page 3



Page \_\_\_\_

Page \_\_\_\_



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**GLOBAL GRADUATE**



## Wednesday – 30 minutes

### Activity / Task

### Adding Details

1. Reread your informational text from Tuesday.
2. Think about any new details you see.



What new information do you remember from this page?



I remember ...

3. Add new details to each page on the chart made on Tuesday.

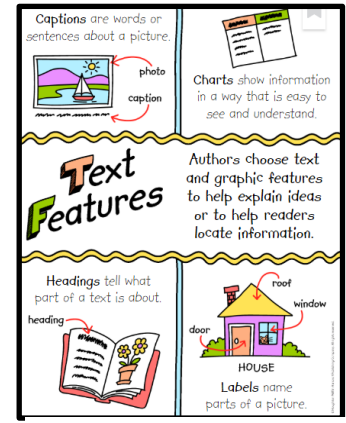
Example:

Page 1\_\_

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Page \_\_

Page \_\_



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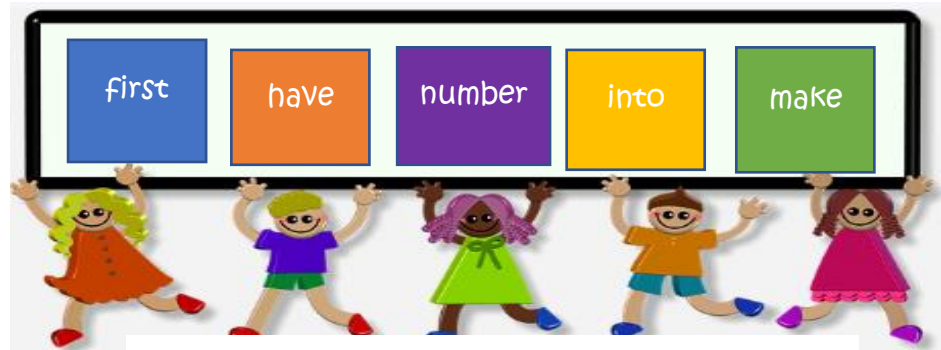




## Thursday – 30 minutes

### Activity / Task

### High Frequency Words



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1. Place each word on a flash card like the ones in the picture above. (You can use blank paper or notecards to make flash cards.)
2. Place the word cards face down on a table so you cannot see the words.
3. Pick up one word card, flip it over, and read the word to someone at home or to a stuffed animal.
4. Have someone at home to flash a word to you and see how fast you can read it!

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## Friday – 30 minutes

Activity / Task

**Writing Time!** You may use your own paper if you need more space.

My favorite book is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I love this part:

Image by: <https://pixabay.com/illustrations/book-isolated-open-book-empty-3057904/>

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