



# First Grade

## ELA

## GRADE 1 ELA Summer@Home Activity 4 – Great Ideas

A video lesson of a Knox County 1st grade teacher that accompanies this text is available on KCS YouTube Channel and KCS TV.



### FOUNDATIONAL SKILLS / C.A.R.E.:

- **Spelling:** Help your child read and spell words with the vowel patterns:
  - au (as in sauce)
  - aw (as in law)
- A list of these words can be downloaded under the student resource tab on the Knox Schools Website.
- Help your child practice these high frequency words:
  - built, science, early, through, learn
- Use the ***I Can Read Passage*** (found under the student resource tab) to apply learning of the –au and –aw vowel patterns and the high frequency words by reading connected text.
  - Have your child practice being a fluent reader by:
    - Reading the words **accurately**
    - Read smoothly- at a **conversational rate**
    - Read with **expression**
    - Read for **understanding**
      - Ask your child a few questions about the text to check for understanding.
      - Possible sample questions:
        - What were some ways science has helped us?
        - What were some of the great ideas that people built?
      - Another option is to ask your child to retell the story after he finishes reading the text.

### KNOWLEDGE BUILDING:

In this week's text, your child will be looking for specific clues about solving mysteries.

**TOPIC:** Great Ideas

**ESSENTIAL QUESTION:** What difference can a great idea make?

### BUILDING BACKGROUND KNOWLEDGE:

- Think back to what we read in activity 3. What was the mystery Dot and Jabber were trying to solve? Why was it a mystery.
- Ask your child to quickly retell the first half of the story or to review the written response from the first half of the story.
- Remind your child that Dot and Jabber worked to solve the mystery of the acorn and how it got to the other side of the meadow from the big oak tree. They did this by asking questions, observing, and testing out

their ideas.

- Often, great ideas and new discoveries happen as people ask questions and test ideas to solve a mystery.

**READING THE TEXT:** *Dot and Jabber and the Great Acorn Mystery*

- You may choose to take turns reading the text with your child, read the text at the same time, or have your child read independently.
- Throughout the lesson the teacher will ask questions about the text. Stop, pause the screen, and have your child go back into the text to find the answer to the question. Challenge him to explain the text evidence in his own words.

**GATHER EVIDENCE:** Use this question and the success criteria to help your child demonstrate understanding of the text through writing in response to text.

- Do you think Dot and Jabber are good detectives? Write a short paragraph that tells your opinion. Include evidence from the text that supports your opinion.

- **SUCCESS CRITERIA:**

- **Opinion-**
  - Tell your opinion about Dot and Jabber's detective skills
- **Reason-**
  - Explain your thinking about Dot and Jabber as detectives
- **Explanation using text evidence-**
  - Supports opinion statement
- **Opinion-**
  - Restate your opinion

**EXEMPLAR WRITING:**

I think that Dot and Jabber are good detectives because they were able to solve the mystery of the acorn. Good detectives look for clues and observe closely. Dot and Jabber followed the clues and observed as the squirrel took the acorns and buried them. I know Dot and Jabber were good detectives because they solved the mystery by looking for clues and observing closely.

**EXTENSION IDEAS:** Have your child analyze his own opinion writing using the success criteria listed above.



law

paw

draw

straw



haul

launch

fault

vault

## I Can Read!



Science helps us learn safe ways. Early science showed us we can keep raw food safe. Awful things happened when food spoiled. Through science we learn how we can make things.

Sailboats, steamboats, autos, and railroads were built by those who could draw up new plans. Have you seen a countdown for a rocket launch? Pause and thank science for that.

### You've learned

- Vowel Sound in *ball*: *aw, au*
- Syllable Patterns: Vowel Digraphs and Diphthongs

### High-Frequency Words

early learn science  
built through

# WRITING EXEMPLAR

- I think that Dot and Jabber are good detectives because they were able to solve the mystery of the acorn. Good detectives look for clues and observe closely. Dot and Jabber followed the clues and observed as the squirrel took the acorns and buried them. I know Dot and Jabber were good detectives because they solved the mystery by looking for clues and observing closely.

# Dot & Jabber

## and the Great Acorn Mystery

by Ellen Stoll Walsh

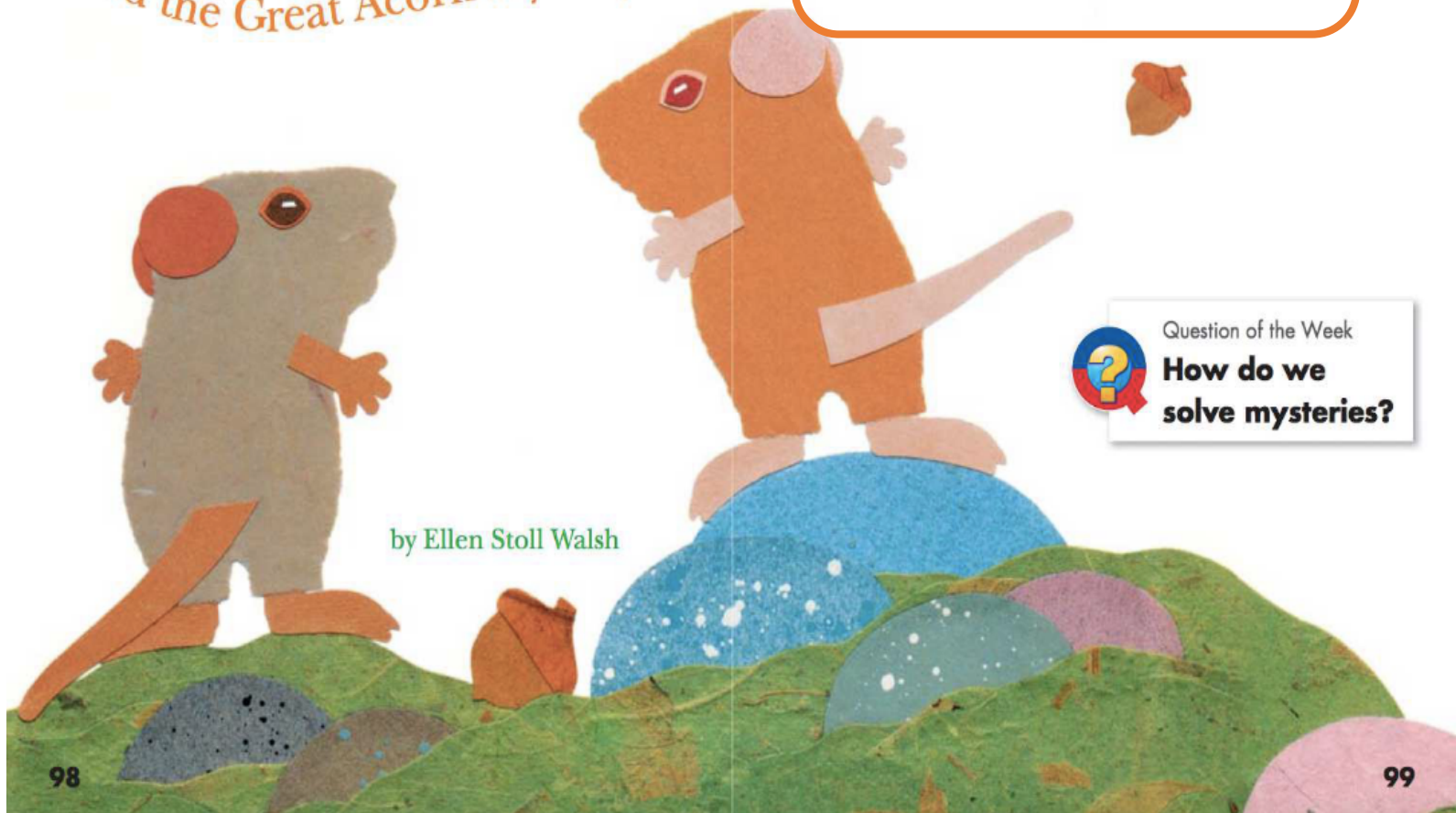
### Genre

**Informational fiction** tells a make-believe story, but it also gives facts and information. The next story is a mystery about trees and how they grow where they do.



Question of the Week

**How do we solve mysteries?**





The detectives had nothing to do.  
“We need a mystery to solve,” said Jabber.  
“Here’s a mystery,” said Dot. “What is this  
little oak tree doing here?”

“Why is that a mystery?” Jabber wanted  
to know.

“Because of the acorn,” said Dot. “How  
did it get here?”

“Dot,” said Jabber, “what acorn?”



“Acorns are oak tree seeds. This little oak tree grew from an acorn, and acorns come from big oak trees.”

“Oh, *that* acorn,” said Jabber. “But where’s the big oak tree?”



“That’s part of the mystery,” said Dot. “Let’s look for clues.”

“Okay!” shouted Jabber. “Because we’re detectives!” He poked his head into a hole.



“Hey, this is *my* hole,” said a mole. “Go away. There are no clues down here. Try the big oak tree—on the *other* side of the meadow.”

“Of course!” said Dot. “Come on, Jabber!”

“That’s a long, long way,” said Jabber.  
“How did our acorn get from there to here?  
Do you think it walked?”

“Let’s find out,” said Dot. “The acorn began  
at the big oak tree. So will we.”  
The detectives set off across the meadow.



After a while Jabber said, "I'm tired. Can we wonder about all these maple seeds **instead?**"

"There's no mystery in maple seeds," said Dot. "They have wings that twirl, and they ride the wind across the meadow."

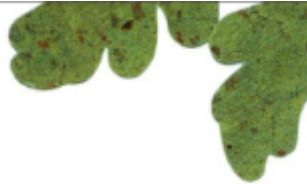
"Maybe our acorn rode the wind too," said Jabber.

"That is what we are going to find out," said Dot.





At last they arrived at the big oak tree.  
“Look!” said Dot. “I bet there are a  
million acorns here.”



“They don’t have wings,” said Jabber.  
“But they taste good.”  
“Don’t eat them, Jabber! They’re clues.”



“Acorns don’t have wings, but they might have sneaky feet,” said Dot. “Let’s keep watch and see if they start to move.”

*Plip.* An acorn dropped from the big oak tree.

Jabber poked it with a stick. “This acorn isn’t going anywhere,” he said. “None of them are.”



A squirrel came and sat down among the acorns.

“Jabber, look!” Dot whispered. “What is he doing?”

“Oh!” gasped Jabber. “He’s eating our clue!”

“He can’t be,” said Dot. “The shell is still on it.”

“So why is he stuffing it in his mouth?” asked Jabber.

The squirrel ran off.

“Oh no, he’s stealing the acorn!” the detectives cried and ran after him.

When the squirrel stopped, they stopped and watched to see what would happen next.

“What’s he doing now?” asked Jabber.

“Digging a hole. Look! He’s hiding the acorn.”

Jabber stared at Dot. “Maybe he’s planting it!”

“Of course!” said Dot. “Our acorn crossed the meadow on squirrel feet.”

“And got planted by squirrel feet,” said Jabber.

“And grew into the little oak tree,” said Dot. “The mystery is **solved**. We are two clever mouse detectives!”





“Hurray!” shouted Jabber. “Now what will we do?”

“Find another mystery,” said Dot.

“But I’m hungry,” said Jabber. “First let’s go eat some of those leftover clues.”

