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Name _____ Finding the main idea

Greatest Deal in History

How would you like to buy land at four cents an acre? That is what the United States paid France for the Louisiana Territory in 1803. Many consider this purchase one of the greatest real estate deals in history.

When Thomas Jefferson became president of the United States in 1801, Spain owned the Louisiana Territory and the Floridas. The two countries had treaties that allowed American farmers and merchants to use the shipping ports in these areas. The port of New Orleans was especially important to the American settlers who shipped their products down the rivers that flowed into the Gulf of Mexico. When Jefferson learned that Spain had turned over control of the Louisiana Territory to France, he took action to protect the United States' access to New Orleans. There was also the danger that the French dictator, Napoleon Bonaparte, might try to build an empire in America that would threaten the United States. In 1801, Jefferson sent diplomats to France to negotiate the purchase of New Orleans.

At first Napoleon refused to sell any land to the United States because he did have dreams of expanding his empire. However, the diplomats did not give up, and soon events turned in their favor. French troops in the West Indies had been unable to stop a slave revolt, which forced them to return in defeat to France instead of going on to the Louisiana Territory. Napoleon was also planning a war against Great Britain. Unable to defend the Louisiana Territory and rather than risk losing it to Great Britain or the United States, Napoleon offered to sell the entire territory to the U.S. He could then use the money from the sale to finance his European conquests. On April 30, 1803, a "Treaty of Purchase between the United States and the French Republic" was signed by French and U.S. diplomats. The United States acquired nearly 600 million acres of land for \$15 million dollars which calculated to about four cents an acre. While most countries had acquired land through war, the United States achieved its greatest expansion through peaceful negotiations.



Jefferson was rightfully proud of what has become known as the Louisiana Purchase. Acquiring the Louisiana Territory almost doubled the area of the United States. It greatly increased the economic resources in our country and united much of what is now the United States. This bargain buy created all or parts of thirteen states including Louisiana, Arkansas, Missouri, Iowa, North Dakota, South Dakota, Nebraska, Kansas, Wyoming, Minnesota, Oklahoma, Colorado, and Montana. With such expanded land and resources, the United States was poised to become a world power.



Topics Include:

- ✓ Identifying Main Ideas
- ✓ Drawing Conclusions
- ✓ Following Directions
- ✓ Sequencing
- ✓ Predicting Outcomes
- ✓ Identifying Cause & Effect

And Lots More!

SCHOLASTIC

Success With **Reading Comprehension**

GRADE 1

SC-520084

Name _____

Sorting and classifying

Are You Hungry?

Eating good food helps you grow up to be strong and healthy. There are many kinds of foods. Ham, chicken, and beef are meats. Dairy foods include milk, cheese, and yogurt. What kinds of bread do you like? I like rolls, bagels, and biscuits. Fruits and vegetables, such as carrots, corn, and apples, are good for you. They are full of vitamins.

Cut out the signs and the food pictures. Make a chart on another piece of paper. First, glue the signs at the top of the paper. Then, under each sign, glue the pictures that belong in each category.

Meats	Dairy	Breads	
Fruits and Vegetables			

When you are finished, draw another food in _____

Correlated to State Standards

Name _____

Finding the main idea

A Stormy Day

Big, black clouds appeared in the sky. Lightning flashed in the tallest tree. The scared cow cried, "Moo!" It rained hard. There was a mud puddle by the barn door. Hay bales were scattered all over the yard.

Read the story above. Then go back and read each sentence. Add to the picture everything that the sentences describe.



No Baking Required

Sequencing is putting the events of a story in the order in which they happen.

Max was disappointed. He came home from school excited to eat his dad's famous chocolate chip oatmeal cookies. Max had been begging his dad to make them for two weeks. Finally, his dad had a day off, and he told Max he would make the cookies. Wouldn't you know that today, of all days, the oven would not heat up!

Max was craving chocolate. He just had to have some chocolate cookies. Angrily, Max slumped down on the couch and folded his hands across his chest. Max's dad tossed a cookbook to Max. He told Max to quit sulking and start looking through the cookbook. Max's dad told him to look and see if there was anything they could make without using the oven. Max smirked at the idea but thumbed through the cookbook anyway.

What do you know! Max found a chocolate oatmeal cookie recipe that did not need baking! The recipe was called "No-Bake Cookies." Max and his dad decided the recipe was worth a try.

Max and his dad read the recipe together. Then his dad told Max to get out a saucepan. Max's dad got out the necessary ingredients, a big spoon, measuring cups and spoons, and some waxed paper.

Max's dad told him to put $\frac{1}{2}$ cup milk, $\frac{1}{4}$ cup butter, 4 tablespoons cocoa, and 2 cups of sugar in a pan. Max and he took turns stirring the mixture on the stove until the mixture boiled on medium-high heat for one minute.

Once the hot mixture was pulled off the stove, Max's dad helped him add $\frac{1}{2}$ cup peanut butter, 1 teaspoon of vanilla, and 2 cups of oatmeal. Max stirred. Then Max dropped spoonfuls of the creamy mixture onto waxed paper. Max and his dad could not wait to try these interesting cookies once they had cooled!

The moment arrived. Max and his dad each bit into a "No-Bake Cookie." Delicious! Max was actually kind of glad the oven was broken! Now his dad and he had a new treat to make.



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Dear Steven,

Saturday, June 7

Camp is amazing this year! Our guides help us do the coolest stuff. Like yesterday, we hiked for six miles until we found this awesome spring. Then we used a rope hanging on a tree to jump in the water. I went so high that I made a huge splash! Thursday, our guides took us rowing. We rowed to this little island where we made a bonfire. We roasted the fish we had caught. My fish was the biggest, of course!

Last night, we collected a big bunch of frogs in a bag. Then we put the bag under a bed in another cabin while they were all at the campfire. When they got back, the frogs were all over their cabin. We laughed so hard! I know they're going get us back. I've seen them planning. I can't wait to see what they try. Hey! How's the leg? Sure wish you were here!

Your friend,
Tyler

Main idea _____

Dear Tyler,

Tuesday, June 10

That's great you're having so much fun! I wish I were there. All I do is sit around bumming out, thinking about all the fun you are having. I can't believe I broke my leg two days before camp started. My mom keeps renting me movies and video games, but I think I've seen everything and played everything. I just know I won't be happy again until this cast is off.

Your new friends sound great! Sure wish I was there helping you guys play tricks on the other campers. Remember last year when we smeared honey all over another cabin and all those bees came? That was so funny—except the part where we had to scrub all the cabins clean wearing hot, protective gear. I'm still surprised they let you come back this summer!

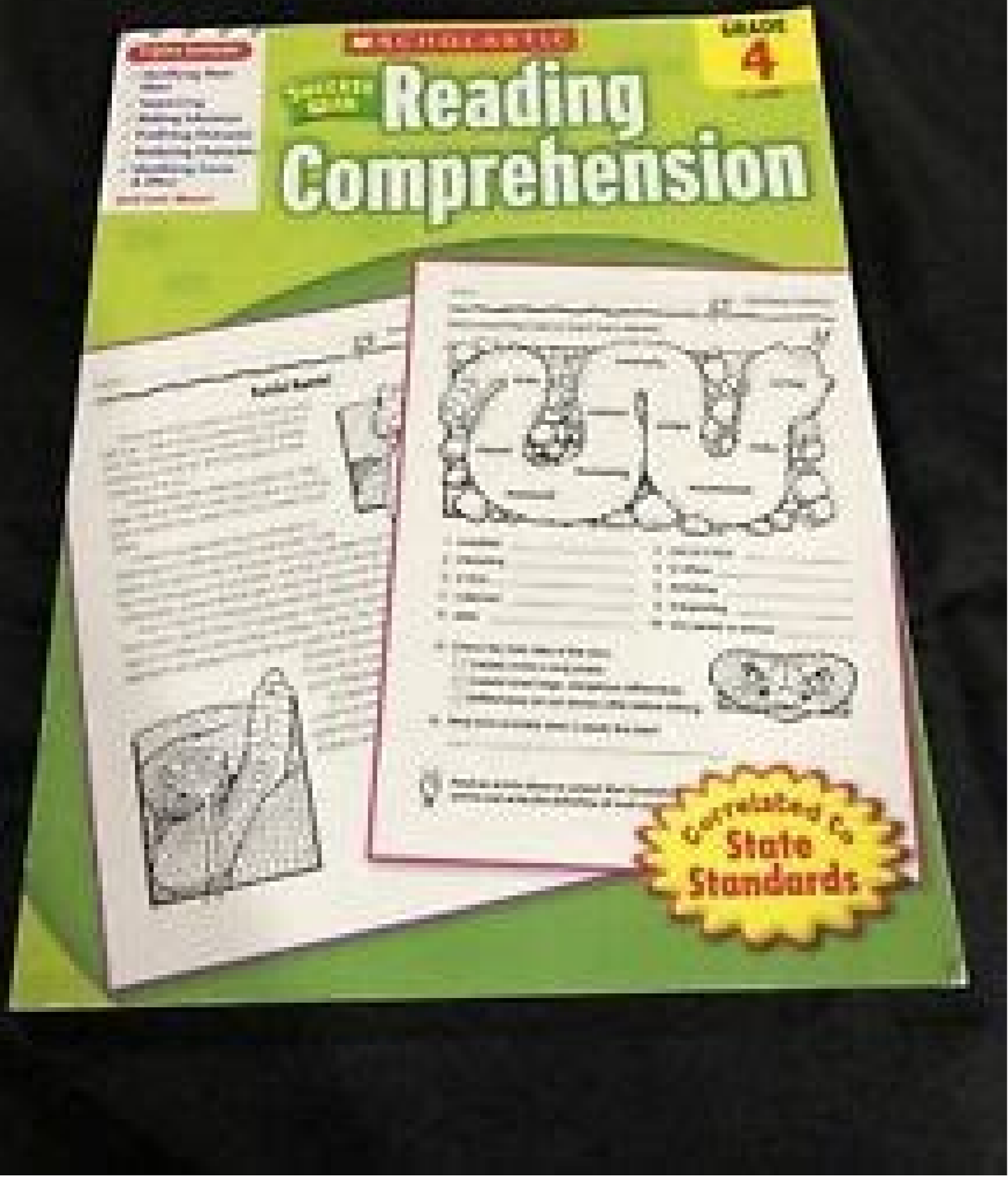
Hey! What's up with all the bugs? Your mom called my mom all worried about a bunch of bugs or something. Have fun and write soon!

Your friend,
Steven

Main idea _____



Read a newspaper article about a foreign place. On another sheet of paper, write the main idea for each paragraph.



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In addition, reading strategy 7th rie students use technology by creating documents using text processing skills and publication programs. Language arts spreadsheets can help students organize their interpretations around various clear ideas, premises or images of a literary work. Its language arts activity for the 7th year reading strategy includes an analysis and evaluation of oral and media communications. While writing, they will be instructed to develop larger and lower characters and a defined scenario. This language arts class requires them to determine the speaker's attitude in relation to the subject and respond to persuasive messages with questions, challenges and affirmations. These classes of linguistic arts also require 7th day reading strategy students to present oral abstracts of articles and books that include the main ideas of events or most significant articles and details. During this language arts activity, students are invited to include compiled evidence through the formal research process using a catalog of postcards, regular literature reader guide, a computer catalog, magazines, Newspapers and dicionary. They should also quote reference sources appropriately. Students are instructed to ask relevant and concise questions about their topics and transmit clear and accurate perspectives on the subject. Also, these students of 7th reading skills justify their interpretations through sustained use of examples and textual evidence. Language arts spreadsheets can be used to help students organize their thoughts before writing. arap arap atirce a rasiver ed onula od edadicapac a © A atirce megaugnil ad setra ed salua sassed etnatropmi etrap amU .sortuo ed laro oEAsAacinumoc ad odAetnoc o mailava m©Abmat selE .ona o7 od aifargotro ed sarvalaP organization and choice of words after verifying the logic of ideas and the accuracy of their own vocabulary. The language arts scoring classes, another vital activity of the language arts, will focus on the identification of dashes, strokes, brackets and semicolons and the correct use of them. In delivering these presentations, they are expected to use a range of appropriate strategies, including dialogue, suspense, and naming specific narrative actions, such as movements, gestures, and expressions. Includes tips on organising methods, what to include and how Time4Learning can be used as part of your home teaching portfolio. When writing summaries of reading materials, 7th grade reading strategy students should include the main ideas and most significant details. 7th grade reading strategy writing students should anticipate and address readers' concerns and counter-arguments when creating their persuasive compositions Another vital part of the 7th grade reading strategy is for students to demonstrate their listening and reading comprehension skills. Students in the 7th grade deliver well-organized narrative presentations demonstrating the reading ability of the 7th grade in establishing a pattern context, point of view, and plot line with beginning, conflict, rising action, climax, and outcome, and description. They need to include evidence generated through formal research processes, such as the use of a card catalog, Reader's Guide to Periodic Literature, computer databases, magazines, newspapers or dictionaries. Students are expected to use the right capitalization when completing their language arts classes. Good grammar is essential for students of the 7th grade of the reading strategy. Time4Learning bases its of 7th Grade reading standards on national bodies recommending curriculum and standards and the interpretations thereof by a sample of states, notably Florida, Texas and California. Students provide constructive feedback to speakers about the coherence and logic of the content and delivery of a speech and its overall impact on the listener. Are you new at home schooling?This guide has been written by experienced students at home to answer some of the difficult questions that new families often struggle with. Students need to demonstrate a mastery of standard American English and possess research, organization, and elaboration strategies appropriate for the 7th grade reading ability level. *Reading defaults are defined by each state. Language arts classes for 7th grade reading strategy students include developing reading ability by writing narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Home school portfolios Information about home school portfolios aa Answer common questions about home school portfolios and home school assessments. Regarding the media, the 7th grade reading strategy is asked students to analyze the effect on the viewer of images, texts and sounds in electronic journalism, identifying the techniques used to achieve the effects in each studied instance. Students develop research reading skills, identifying topics; asking and evaluating questions; and developing ideas that lead to research, research and research. In addition, students of the 7th grade reading strategy write responses to literature that develop interpretations that exhibit careful reading, understanding, and insight. The art of writing persuasive compositions is another important aspect of the 7th grade reading skills programme. It is expected that they Sources of reference by footnotes © and bibliography. Language arts spreadsheets can be useful in preparation for the delivery of snoitatneserp .snoitattneserp evisausrep reviled dna .snoitattneserp hcaeser .skoob dna selcitra fo seirrammus laro .snoitattneserp evitarran reviled ot era snosnel stra egaugnal rieht fo tnenopmoc gnikaeps eht fo stnemele rehtO .sterap gniloohcesemoh fo ytinummoc enilno nro no saedi edart dna snoitseuq ksa .snoissuscid noj .aera ruoy ni sreloohcesemoh ot tuo hcaeR AAe muroF sAAAtneraP enilno .sliks gnikaeps dna gniunsetil fo tnenpoleved sedulcni ygetarts gnidaer edarg ht7 ehtT .sesualc medneped fo dne eht ta sammoc dna skram noitatouq gnisu gnitwir fo scinahcem eht etartsnomed ot meht gnihcaet snosnel stra egaugnal evah yeht dna .yralubacov fo noisicerp eht dna saedi fo cigol eht gnikeheh retfa eciohc drow dna noitazinagro evorpni ot gnitwir esiver stneduts taht seriuqer yvititca stra egaugnal ygetarts gnidaer edarg ht7 rehtonA .snoitattneserp evitceffe rof .tcatnoc eye DNA .NOITAIcNUNE .OPMET .NOITCELFNI .NOITALUDOM ECIOV GNIDUCNI .SUUQINHCET GNikaEPS ESU OT DNA .ECNEIDUA EHT OT noitaier ni ylevisausrep dna ylevitceffe selpmaxe dna .snoitpircsed .snoaser .sliated gnitroppus egnarra ot nrael snosnel stra egaugnal ygetarts gnidaer edarg ht7 ni dellorne stnedutS .noitacinummoc laro ot yletairporppa dnopser dna yllacitirc netsil ot nrael stneduts sa noisneherpmoc dna lliks gnidaer sAAAc tneduts a ot sdda yvititca stra egaugnal sihtT .ecneidua eht fo stseretni dna dnurgkcab eht ot etaler dna ylaelc saedi yevnoc taht snoitattneserp tnerehoc .desucof reviled stnedutS .sliated laicifrepus tsuj naht rehtar .krow a fo sgninaem gniylrednu eht tceffer dna redisnoc dluohs yeht .snoitatouq rof TPECKXE .SDROW NWO RIEHT GNISU .SNOITATNESERP HCRAESER

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