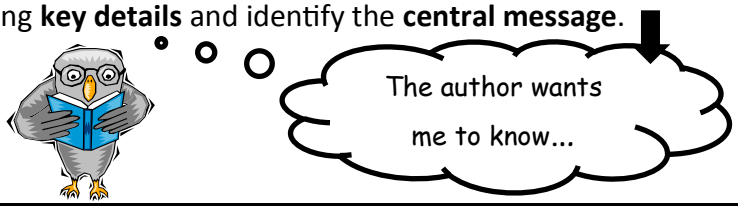
First Grade Reading Newsletter

Marking Period 2, Part 2

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Literature	• describe the characters, setting, and major events in literature. • identify **key details** using illustrations (pictures) and text. • demonstrate understanding of the **central message** or lesson using **key details**. • retell a story using **key details** and identify the **central message**.
Language: Vocabulary	• locate **sensory words** in a text. • find words that describe feelings (*happy, sad, angry, etc.*) in a text. • identify adjectives (describing words) with shades of meaning (similarities).

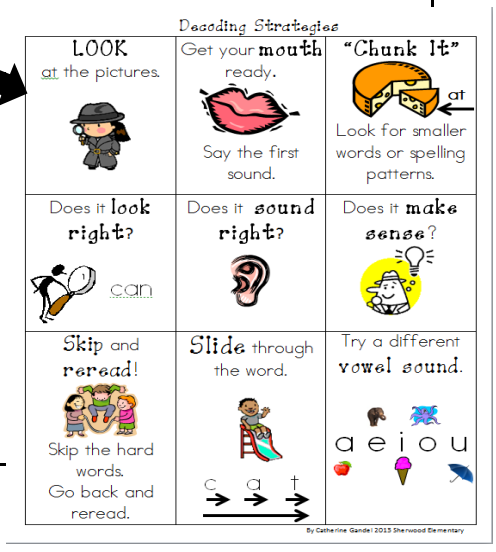


Shades of Meaning:

pretty
beautiful
gorgeous

Thinking and Academic Success Skills (TASS)

	It is . . .	In reading, students will . . .
Fluency	generating multiple responses to a problem or an idea.	• brainstorm questions about stories read or heard. • provide multiple answers to questions about familiar stories. • collaborate (work with) a partner or small group to generate many ideas about stories or characters. • use a variety of strategies to figure out unknown words when reading.
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	• be willing to make changes to predictions made before reading a text. • learn from mistakes to clarify understanding about **central message.** • keep trying when a task is difficult (e.g. use strategies when reading a new text).



Created by MCPS Teachers at the C 2.0 Summit 2013

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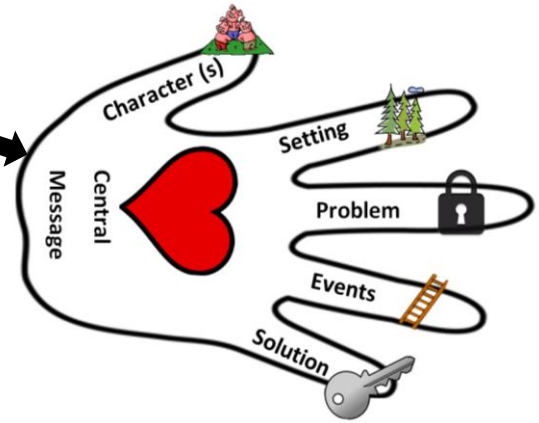
Marking Period 2, Part 2

Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Informational Text	• use illustrations (pictures) to gain a deeper understanding of the characters, setting, and major events in a story. • identify the **key details** of a story to understand the **central message**. • use the story elements, **key details** and **central message** to retell the parts of the story.	• read every night. Try reading stories, comics, plays or poems. • look at the pictures in a story before reading and identify the characters and setting in the story ("I think the characters in the story are…", "I think the setting in the story is…"). • after reading a story, use the "five finger retell" strategy to retell.
Language: Vocabulary	• highlight or identify **sensory words** (stinky, warm, bumpy, salty, etc.) found in grade level text. • identify feeling words (*happy, sad, angry, etc*.) found in a text. • use the text and illustrations in a story to gain understanding of adjectives with similar meanings .	• cut-out and collect **sensory words** in mail, magazines, flyers and other disposable print materials. Sort the cut-out words into groups by the five senses. • choose a character from a familiar story. Tell how the character is feeling at the beginning, middle, and end of the story ("In the beginning/middle/end __*character*__ was __*feeling word*__ when…").



Glossary			
	central message (author's message)**:** underlying message the author wants to get across 	**key details:** important parts that support the central message 	**sensory words:** descriptive terms that apply to the five senses (sight, touch, smell, sound, and taste) such as sour, bumpy, soft, etc.

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