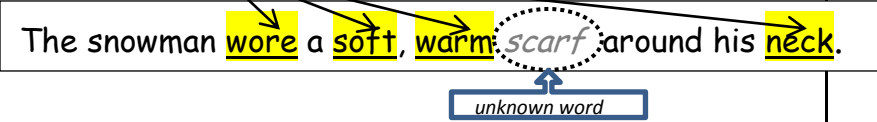


First Grade Reading Newsletter

Marking Period 3, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>									
Literature	• identify who is telling a story. • use illustrations and key details to identify the characters, setting, and major events in a story. • compare the experiences of characters in stories or poems. • identify the sensory words in a story or poem to understand the central message. I ate a big bowl of <u>warm</u> <u>buttery</u> popcorn. It was <u>salty</u> and <u>crunchy</u>. I love popcorn!  sensory words									
Language: Vocabulary	• identify adjectives (describing words) and verbs (action words) with shades of meaning (similarities). Shades of Meaning: <table><tr><td>mad</td></tr><tr><td>angry</td></tr><tr><td>furious</td></tr></table> <table><tr><th>Math Vocabulary</th><th>Reading Vocabulary</th></tr><tr><td>add</td><td>character</td></tr><tr><td>sum</td><td>key detail</td></tr></table> illustration digit text • define and sort words by key attributes into categories.	mad	angry	furious	Math Vocabulary	Reading Vocabulary	add	character	sum	key detail
mad										
angry										
furious										
Math Vocabulary	Reading Vocabulary									
add	character									
sum	key detail									

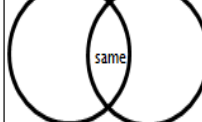
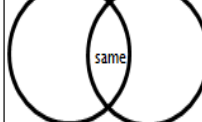
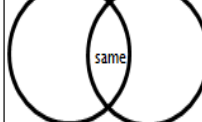
Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	- combine the key details and information from illustrations to tell what the story or poem is about. - use graphic organizers to compare characters' experiences in two stories to create a new or deeper understanding of the text.
Effort/Motivation/ Persistence	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	- use context clues to figure out the meaning of new words. Example: The snowman <u>wore</u> a <u>soft</u>, <u>warm</u> <u>scarf</u> around his <u>neck</u>.  - set a personal reading goal and use strategies to reach the goal. - self-monitor to determine which strategies are helpful in reaching a personal goal.

First Grade Reading Newsletter

Marking Period 3, Part 2

Learning Experiences by Measurement Topic (MT)														
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>												
Literature	- use clues from the illustrations and text to identify who is telling a story. - complete a graphic organizer, such as a story map, that identifies the characters, setting, and major events in a story. - use a graphic organizer, such as t-charts or comparison circles, to compare the experiences of characters in stories or poems. - highlight sensory words in a story or poem to visualize the characters, setting, and major events.	- read every night. Try reading to a pet, stuffed animal or sibling. - create a puppet of a character in a story. Use the puppet to retell the story from the character's point of view. - tell a bedtime story. While retelling, include the characters, setting, and major events. - read two stories. Compare the main characters in each story ("The characters are alike because...", "They are different because..."). - go on a nature walk. Choose three items seen on the walk. Use sensory words to describe the three items. ("I found a <u>(object)</u>. It feels/smells/tastes/sounds/looks").												
Language: Vocabulary	- brainstorm groups of adjectives (describing words) and categorize them by their shades of meaning (similarities). - sort words into alike categories.  <table border="1"> <thead> <tr> <th>Days</th><th>Months</th><th>Seasons</th></tr> </thead> <tbody> <tr> <td>Friday</td><td>November</td><td>Summer</td></tr> <tr> <td>Tuesday</td><td>January</td><td>Fall</td></tr> <tr> <td>Saturday</td><td>June</td><td>Winter</td></tr> </tbody> </table>	Days	Months	Seasons	Friday	November	Summer	Tuesday	January	Fall	Saturday	June	Winter	- play a "Shades of Meaning" game: - The adult says an adjective (mad, sad, stinky, pretty, etc.). - The child will name at least two other words that mean the same as the adult's adjective (adult: "mad" child: "angry, furious"). - gather household items and sort them into categories, such as what materials they are made of, color, size, shape, recyclable or non-recyclable, etc.
Days	Months	Seasons												
Friday	November	Summer												
Tuesday	January	Fall												
Saturday	June	Winter												

Glossary	context clues: content in the text that helps determine the meaning of unknown words	sensory words: descriptive terms that apply to the five senses (sight, touch, smell, taste, and sound) such as sour, bumpy, soft, etc.	graphic organizers: visual tools to arrange thoughts, concepts or ideas
	key details: details that support the lesson or message the writer wants to get across in the story		

T-Chart	Comparison Circles	Story Map											
<table><tr><th>Story #1</th><th>Story #2</th></tr><tr><td></td><td></td></tr></table>	Story #1	Story #2			<table><tr><th>Story #1</th><th>Story #2</th></tr><tr><td colspan="2"></td></tr></table>	Story #1	Story #2			<table><tr><td>Characters:</td></tr><tr><td>Setting:</td></tr><tr><td>Main events: 1. 2. 3.</td></tr></table>	Characters:	Setting:	Main events: 1. 2. 3.
Story #1	Story #2												
Story #1	Story #2												
													
Characters:													
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Marking Period 3, Part 2