


First Grade Reading Newsletter




Marking Period 4, Part 1

MT	Learning Goals by Measurement Topic (MT)									
	Students will be able to . . .									
Literature	<ul style="list-style-type: none">compare the experiences of characters in a story.identify words and illustrations to describe how characters feel.determine who is telling a story (including narrator).									
Informational Text	<ul style="list-style-type: none">find and use text features to locate information in print or online resources.ask and answer questions to determine how the key details support the main topic.	<div><div>http://kids.nationalgeographic.com/kids/great-nature/</div><div><div><div>Tabs</div><div>Photograph</div><div>Caption</div></div><div></div></div></div>								
Language: Vocabulary	<ul style="list-style-type: none">engage in collaborative conversations using subject-specific vocabulary.Sort words into categories, such as: digraphs (sh, wh, th, ch) and prefixes (un-, re-).	<table><tr><td>un-</td><td>re-</td></tr><tr><td>untie</td><td>retie</td></tr><tr><td>undo</td><td>redo</td></tr><tr><td>unlock</td><td>reread</td></tr></table>	un-	re-	untie	retie	undo	redo	unlock	reread
un-	re-									
untie	retie									
undo	redo									
unlock	reread									

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Originality	creating ideas and solutions that are novel or unique to the individual, group, or situation.	<ul style="list-style-type: none"> describe ideas and feelings of characters through illustrations and words. gather information to design new items from recycled materials. create a song, illustration, character, or play.
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> compare and explain strategies for reading both literature and informational texts. explain the process used to categorize and sort words. explain how evidence and details from a text support ideas and opinions.

First Grade Reading Newsletter

Marking Period 4, Part 1

Learning Experiences by Measurement Topic (MT)																			
MT	 In school, your child will . . .	 At home, your child can . . .																	
Literature	<ul style="list-style-type: none"> use graphic organizers to compare the experiences of characters in a story. use clues from illustrations and key words to infer how a character is feeling. identify the narrator of a story and determine when the narrator and characters are speaking (dialogue). 	<ul style="list-style-type: none"> read every night. Read from a variety of texts such as plays, websites, and electronic books. create a play. Include at least 2 characters in your play. retell a familiar story such as <u>Goldilocks and the Three Bears</u> from a different perspective. (e.g. How would Baby Bear tell the story?) draw three pictures to show how a character is feeling at the beginning, middle, and end of a story. 																	
Informational Text	<ul style="list-style-type: none"> use text features to locate important information within texts, electronic books, and websites. participate in collaborative conversations with peers to discuss how key details in an informational text support the main topic. 	<ul style="list-style-type: none"> navigate the children's websites below and use the text features (e.g. tables, tabs, search box, photographs, captions, etc.) found on the websites to find information. http://kids.nationalgeographic.com/kids/great-nature/ http://www.scholastic.com/parents/play/ http://pbskids.org/ 																	
Language: Vocabulary	<ul style="list-style-type: none"> use subject-specific vocabulary (recycle, reuse, reduce, environment, etc.) when speaking to others. identify words with digraphs (sh, wh, th, ch) and prefixes (un-, re-). Sort words into appropriate categories. 	<ul style="list-style-type: none"> post feeling words around the house and use them in sentences throughout the day. search magazines, newspapers and flyers for words with digraphs (th, wh, ch, sh) and prefixes (un-, re-). <p>Digraphs: </p> <table border="1"> <thead> <tr> <th>th</th><th>ch</th><th>wh</th><th>sh</th></tr> </thead> <tbody> <tr> <td>thing</td><td>cheese</td><td>white</td><td>shoe</td></tr> <tr> <td>thumb</td><td>change</td><td>when</td><td>sheep</td></tr> <tr> <td>path</td><td>beach</td><td>whine</td><td>wash</td></tr> </tbody> </table>	th	ch	wh	sh	thing	cheese	white	shoe	thumb	change	when	sheep	path	beach	whine	wash	
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