First Grade Reading Newsletter

Marking Period 3, Part 2

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
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 warm buttery popcorn. It was salty and crunchy. I love popcorn! sensory words
Language: Vocabulary	• identify adjectives (describing words) and verbs (action words) with shades of meaning (similarities). **Shades of Meaning:** mad angry furious **Math Vocabulary** add sum **Reading Vocabulary** character key detail illustration digit text • define and sort words by key attributes into categories.

Thinking and Academic Success Skills (TASS)		
	It is . . .	In reading, students will . . .
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 wore a soft, warm *scarf* around his neck. *unknown word* • 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.

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Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
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 __(object)__. 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.	• play a "Shades of Meaning" game: 1. The adult says an adjective (mad, sad, stinky, pretty, etc.). 2. 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 Tuesday Saturday	November January June	Summer Fall Winter

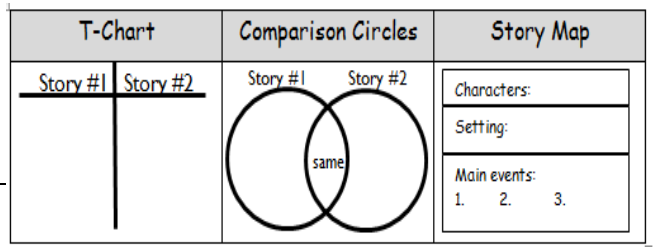
Glossary

context clues: content in the text that helps determine the meaning of unknown words

key details: details that support the lesson or message the writer wants to get across in the story

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



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