

# 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"> <li>compare the experiences of characters in a story.</li> <li>identify words and illustrations to describe how characters feel.</li> <li>determine who is telling a story (including narrator).</li> </ul>	 <p><a href="http://kids.nationalgeographic.com/kids/great-nature/">http://kids.nationalgeographic.com/kids/great-nature/</a></p>								
				Informational Text	<ul style="list-style-type: none"> <li>find and use text features to locate information in print or online resources.</li> <li>ask and answer questions to determine how the key details support the main topic.</li> </ul>					
Language: Vocabulary	<ul style="list-style-type: none"> <li>engage in collaborative conversations using subject-specific vocabulary.</li> <li>Sort words into categories, such as: digraphs (sh, wh, th, ch) and prefixes (un-, re-).</li> </ul>	<table border="1"> <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
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untie	retie									
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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"> <li>describe ideas and feelings of characters through illustrations and words.</li> <li>gather information to design new items from recycled materials.</li> <li>create a song, illustration, character, or play.</li> </ul>
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"> <li>compare and explain strategies for reading both literature and informational texts.</li> <li>explain the process used to categorize and sort words.</li> <li>explain how evidence and details from a text support ideas and opinions.</li> </ul>

# First Grade Reading Newsletter

Marking Period 4, Part 1

Learning Experiences by Measurement Topic (MT)																		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>																
Literature	<ul style="list-style-type: none"> <li>use graphic organizers to compare the experiences of characters in a story.</li> <li>use clues from illustrations and key words to infer how a character is feeling.</li> <li>identify the narrator of a story and determine when the narrator and characters are speaking (dialogue).</li> </ul>	<ul style="list-style-type: none"> <li>read every night. Read from a variety of texts such as plays, websites, and electronic books.</li> <li>create a play. Include at least 2 characters in your play.</li> <li>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?)</li> <li>draw three pictures to show how a character is feeling at the beginning, middle, and end of a story.</li> </ul>																
	<ul style="list-style-type: none"> <li>use text features to locate important information within texts, electronic books, and websites.</li> <li>participate in collaborative conversations with peers to discuss how key details in an informational text support the main topic.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><a href="http://kids.nationalgeographic.com/kids/great-nature/">http://kids.nationalgeographic.com/kids/great-nature/</a>  <a href="http://www.scholastic.com/parents/play/">http://www.scholastic.com/parents/play/</a>  <a href="http://pbskids.org/">http://pbskids.org/</a></p>																
	<ul style="list-style-type: none"> <li>use subject-specific vocabulary (recycle, reuse, reduce, environment, etc.) when speaking to others.</li> <li>identify words with digraphs (sh, wh, th, ch) and prefixes (un-, re-). Sort words into appropriate categories.</li> </ul>	<ul style="list-style-type: none"> <li>post feeling words around the house and use them in sentences throughout the day.</li> <li>search magazines, newspapers and flyers for words with digraphs (th, wh, ch, sh) and prefixes (un-, re-).</li> </ul> <p style="text-align: center;"><b>Digraphs:</b> </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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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