First Grade Reading Newsletter

Marking Period 2, Part 1

| MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Informational Text	• use key details to identify (find and name) the **main topic** of a text. • use illustrations to describe **key details** in a text. • ask questions to clarify information about a topic.
Language: Vocabulary	• use common word endings (-s, -ing, -ed) to figure out the meaning of a word. • define words by categories or by one or more key **attributes**.

Thinking and Academic Success Skills (TASS)		
	It is . . .	In reading, students will . . .
Fluency	generating multiple responses to a problem or idea.	• ask questions about the **main topic** of an informational text in many different ways. • list many ideas about first grade topics such as how people live in different places around the world, family lifestyles or traditions, and safety around strangers.
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	• try many different strategies (e.g. asking questions, think about what you already know, reread, stop, retell, or ask a friend) to help understand information about new topics. • be willing to change predictions based on new key details. • add to what is known based on new information in a text.

http://www.wcmlibrary.org/wp-content/uploads/2012/09/dog-reading.jpg

First Grade Reading Newsletter

Marking Period 2, Part 1

Learning Experiences by Measurement Topic (MT)

MT	🚌 In school, your child will . . .	🏠 At home, your child can . . .
Informational Text	• listen to or read an informational text and tell the **main topic**. • look at illustrations to tell **key details** in a text. • identify (find and name) the **main topic** by using **key details** from photographs. • ask questions when reading confusing parts of the text and continue reading to find an answer.	• read every night. Try books, menus, newspapers, advertisements, etc. • tell the **main topic** of an informational text after reading (e.g. "This flyer is about bringing in food for people in need."). • look at photographs to tell **key details** (e.g. "Our photographs show that we swam in the ocean water, made a sandcastle, and had a picnic lunch.") and tell the **main topic** (e.g. "The main topic is our family beach vacation.").
Language: Vocabulary	• listen to or read a text that has words with common word endings such as "-s" to recognize plural nouns. • use the word endings "-ing" and "-ed" to tell when something is happening (e.g. jump*ing*, jump*ed*). • sort words into groups by one or more key **attributes**: Transportation <table><tr><td>has wheels</td><td>animals</td><td>on water</td></tr><tr><td>motorcycle</td><td>donkey</td><td>sailboat</td></tr><tr><td>car</td><td>horse</td><td>canoe</td></tr><tr><td>bicycle</td><td></td><td>swimming</td></tr></table>	• look for plural words that end with "-s" (e.g. fork → fork<u>s</u>, book → book<u>s</u>). • look for words that end with "-ing"(now) and "-ed" (past). Discuss how these words often show when the action is happening. <table><tr><th>Past</th><th>Present (now)</th><th>Non-example</th></tr><tr><td>looked</td><td>look or looking</td><td>king</td></tr><tr><td>talked</td><td>talk or talking</td><td>red</td></tr></table> • sort snacks (or any other items around the house) into groups and explain how the groups were made using **attributes** (e.g. "I put strawberries, apples, and tomatoes together because they all are red and have seeds."). Sort again using the same items, but different attributes to show fluency (e.g. by size, shape, or taste etc.).

Glossary

attributes: characteristics of something or someone

Example:

Attributes of a bicycle include:
- Has two wheels
- Moves by pedaling
- Used for transportation

key details: important details that support the main topic

main topic: the central focus in an informational text

Example:

PUSH AND PULL! LEARN ABOUT MAGNETS
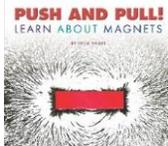
The main topic of this book is magnets.

http://www.amazon.com/Push-Pull-Magnets-Science-Definitions/dp/1602535132

First Grade Reading Newsletter

Marking Period 2, Part 1