First Grade Reading Newsletter

Marking Period 3, Part 1
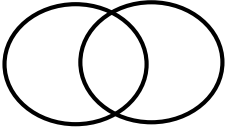
MT	Learning Goals by Measurement Topic (MT) *Students will be able to . . .*
Informational Text	• ask and answer questions about key details in an informational text. • identify similarities and differences between two texts, videos, or illustrations on the same topic. • use **text features** to answer questions about the text. • use key details to identify the **main topic** of the text, and retell key details. • describe the connection between ideas or pieces of information in a text. • identify the reasons an author gives to support points in a text.
Language: Vocabulary	• ask and answer questions to clear up confusion about a topic—words or information. • identify real-life connections between words and how they are used. • define and sort words by key attributes into categories. • use a **prefix** such as , "un-" as a clue to figure out the meaning of a word.

Thinking and Academic Success Skills (TASS)

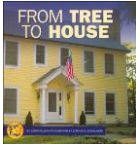|	It is . . .	In reading, students will . . .
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	• make connections to a text by using what is already known about a topic, reading, and gathering new information. • sort and label words into meaningful groups. Then, add new words to the group. *What's similar about the words in this group?* *What can I call this group?* *What other word could go here?* 	Group 1 (natural resources)	Group 2 (__?__)	 	soil	nails	 	water	hammer	 	tree	?	
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.	• set an individual "just right" goal to improve reading skills (e.g. "I will learn to read and write 20 new first grade word wall words by the end of the quarter."). • use different strategies to check for understanding while reading (e.g. Stop to think about what the author says about the topic and relate it to what was learned before).

Learning Experiences by Measurement Topic (MT)		
MT	🚌 In school, your child will . . .	🏫 At home, your child can . . .

Informational Text	• use comparison circles to organize similarities and differences between two places.
	
	[Comparison Circles] (Venn diagram)
	
	• use **text features** such as bold print, captions, photographs, and maps to find information and answer questions about how people make a living in different places and to identify natural and human-made features.
	• identify the **main topic** by using key details in illustrations and various texts.
	• use clues an author gives such as key details and illustrations to predict how all of the information in a text is related before the title is revealed.
	• identify reasons an author gives to support an opinion about a place by listening to an article or watching a video.
		• read every night. Reading materials can be books, *KidsPost* [http://www.washingtonpost.com/lifestyle/kidspost] or other children's newspapers, *Time for Kids* [www.timeforkids.com], maps, and atlases.
		• talk about a favorite place (e.g. vacation spot, mall, ice skating rink, or restaurant) and tell reasons why others should visit that place.
		• do a mini research project on a country!
		  1. Choose a country. Have your child ask questions about life in that country (e.g. "Where in the world is Japan? What do Japanese children do for fun?").
		  2. Find answers to the questions by using resources such as books from a library or online resources (e.g. http://kids.nationalgeographic.com/kids/places/).
		  3. Use the table of contents and index in a book to locate information. Remember to read through captions and look carefully at photographs and illustrations to learn new facts!
		  4. Share the information learned with a family member or friend.

Language: Vocabulary	• sort words into groups and label them (e.g. places, natural and human-made resources).
	• use the **prefix**, "un-" as a clue to find the meaning of a word (e.g. natural [made from nature] → unnatural [not made from nature]).
		• play a **prefix** game!
		  1. Set a timer for one minute.
		  2. List words that have the **prefix**, "un-" at the beginning.
		• talk with someone about what the new words mean. Be careful that some "un-" words are tricky! For example, uncle, under, and understand do not have the **prefix**, "un" at the beginning!

• talk about a favorite place (vacation spot, mall, ice skating rink, or restaurant) and tell reasons why others should visit that place.

Glossary		
main topic: the central focus in an informational text Example: FROM TREE TO HOUSE — The main topic of this book is building houses. http://books.google.com/books/about/From_Tree_to_House.html?id=WqvEG_RfGjAC	**prefix:** letter or group of letters added to the beginning of a word to change its meaning Example: <table><tr><td>pre (before)</td><td>re (again)</td></tr><tr><td>preschool</td><td>reread</td></tr><tr><td>preheat</td><td>reheat</td></tr></table>	**text features:** parts of a text that help the reader find and understand information, such as: heading, table of contents, glossary, electronic menus, icons, bold print, labels, photographs, captions, etc.

1. Set a timer for one minute.
2. List words that have **prefix**, "un-" at the beginning.
3. Talk with someone about what the new words mean. Be careful that some "un" words are tricky! For example, uncle, under, and understand do not have the **prefix**, "un" at the beginning!

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