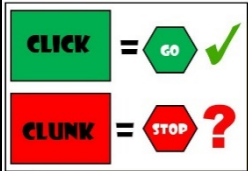


First Grade Language Arts – Reading 1st 6 Weeks Curriculum Corner

	1 Aug 20-24	2 Aug. 27-31	3 Sept. 4-7	4 Sept 10-14 R3D	5 Sept 17-21 R3D	6 Sept 24-28 R3D
Genre	Informational Text	Informational Text	Informational Text	Realistic Fiction	Fantasy Fiction	Fantasy Fiction
Big Idea	Monitor and Adjust	Monitor and Adjust	Monitor and Adjust	Monitor and Adjust	Monitor and Adjust	Monitor and Adjust
Target Skill	Main Idea	Main Idea	Text and Graphic Features	Understanding Characters	Sequence of Events	Story Structure
Word Work	short a	short a	short e	short i	short o	short u
Vocabulary	Classification & Categorization	Classification & Categorization	Alphabetical order	Context Clues	Word Predictions	Antonyms

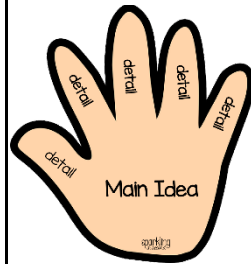
Fun Ways to Practice at Home

Monitor and Adjust: Strong readers think while they read. What do you do if you are stuck? Readers get stuck for different reasons. They may not be able to sound out a word, a word may not make sense in the sentence, or a whole sentence, paragraph, or text may not make sense at all! As adult readers, we know that we need to stop and figure out what is going on, but young readers need to develop that skill. Here is one way to help promote monitoring and adjusting thinking while reading.



How can you help your student monitor and adjust as they read? Use the “Click and Clunk” method to help your child think while he/she reads and know what to do if **comprehension** breaks down.

- After reading a sentence or two, **STOP and ASK** your child if they got it? Does it make sense to them?
- If yes, that is a “clink.” When you read a series of sentences together, it should feel like “clink, clink, clink” because you get it! **Keep reading!**
- However, if it does not make sense or your kiddo does not understand what he is reading, that is a “clunk.” When “clunks” happen, and they will, have your child **GO BACK AND REREAD.**



Expository text and finding the main idea and supporting details go hand in hand! **Expository** writing informs and explains or describes that which IS REAL or TRUE by using main ideas, details, and other text features.

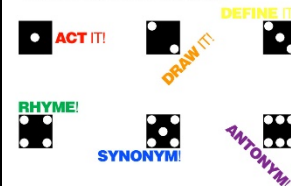
How can you help your student find the main ideas and details in text?

- Find books about topics that interest your child.
- As you read together, talk and use your child’s hand to reinforce the following concepts:
 - What is the topic or main idea of what your are reading? Touch the palm of hand.
 - How do you know? Lift one finger per detail.
 - Text features can also contain information that support the main idea. What text features do you see? (pictures, captions, quotes, charts & graphs, etc...)
 - How does the information in the text feature connect to the main idea?
- **Conversation starters:** What did you read today? What was it all about? What details do you remember? What was the most important thing you learned today? What details do you remember?

Vocabulary: We all need strategies for learning new vocabulary, no matter our ages or backgrounds. Most students need word-learning strategies to become independent readers. We learn new words from many sources such as –

- Rich conversations with adults and peers,
- From hearing/reading words over and over,
- From wide-reading,
- From word play,
- By making patterns and connections between new and known words, and
- From direct instruction like students get at school every day.

VOCABULARY roll and...



How can you help your student with vocabulary:

Make learning new words fun at home! Make a poster like this one, and then roll the dice to find out how to show what the word means! If your child does not know

the meaning to begin with, help them! Use clues from the pictures and text or look the word up in a dictionary. Do not be embarrassed! Be excited that you get to learn new words together!

Conversation starters: What new words did you learn in class today? What does it mean? Then use it often!



First Grade Mathematics – 1st 6 Weeks Curriculum Corner

Enduring Understanding (The Big Idea): Students develop and use strategies for whole number addition and subtraction computations in order to solve problems. Students identify and apply number patterns within properties of numbers and operations in order to describe relationships, including connections between representations, word problems, equations, and solutions.

Essential Vocabulary

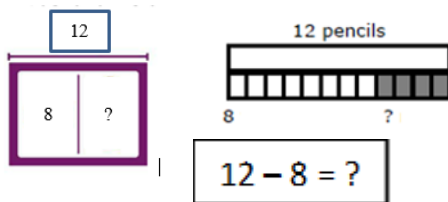
Addend	Addition	Combine (join)	Commutative Property
Compose/Decompose	Comparing	Counting	Difference
Dime	Equals (=)	Equation	Hour
Multi-step problem	Number sentence	Nickel	Ones/Tens
Open Number Line	Quantity	Penny	Represent
Related Number Sentences	Sum	Subtraction	Separate
			Unknown

Fun Ways to Practice at Home

Use pictorial models (number line, drawings, objects, graphic organizer, bar diagrams, part-whole models, etc.) **and number sentences to represent the actions (combining or separating) of a problem.**

How you can help your student use pictorial models and number sentences to represent actions of a problem?

- Click on this link to find great online resources that address this skill. <http://www.math4texas.org/Page/329>
- Here are some sample pictorial models that represent adding and subtracting. Make up story problems at home that you can solve using models like these.



Conversation starters: What kinds of math problems did you work on today? How did you solve them? Did it work? How do you know?

Understand that the equal symbol represents a “balance” point for the information on either side (where both sides of the equal sign represent equivalent values) and the equal sign does not necessarily “find the answer”:

How you can help your student with recognizing the quantity of objects in a small group:

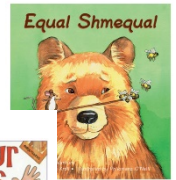
- Go to this link for helpful ways to help your child understand the equals sign (=) <http://www.math4texas.org/Page/330>
- Try this at home –
 - Use a piece of paper as your mat. Lay it out horizontally in front of you.
 - Write an equals sign in the middle.
 - Explain that you must keep both sides even, or balanced. For example right now there is nothing on this side and nothing on that side, so they are balanced. The left side is the same as the right side.
 - Use buttons, coins, or other objects to represent these number sentences and others like it. For example:
 $3 + 4 = 2 + 5$
 $3 + 4 = 7$
 $7 = 3 + 4$



Books About Math: Of course there are many more!

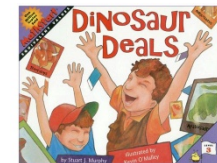
Equal Shmeaqual

By Virginia L. Kroll

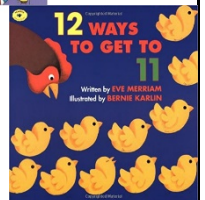


Dinosaur Deals

By Stuart J. Murphy, Heather Henson, Kevin O'Malley

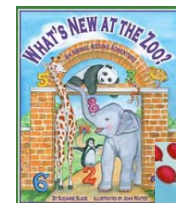


12 Ways to Get to 11
Eve Merriam



What's New at the Zoo?

By Suzanne Slade



If You Were a Minus Sign

By Trisha Shaskin

