

Literacy in your child's

First Grade Classroom

Topics:

- Guided Reading
- Reading Strategies
- Comprehension
- Take-Home Reading Program
- Word Wall Words



Literacy in First Grade

Our literacy program focuses on teaching children to read by learning a variety of comprehension and accuracy strategies to use on any book.

Research shows that becoming a successful reader at the first grade level will help ensure your child's further success in school.



Guided Reading



Guided Reading is the heart of our reading program. It is through guided reading that teachers and reading specialists show children how to read and support children as they read.

What is Guided Reading?

Guided Reading is small group or individual reading instruction based on the needs of a child.



What does Guided Reading look like?

- Students are grouped according to need with the ultimate goal of becoming an independent reader.
- As a child's needs change, the groups may change. This depends on a child's progress or need for additional support.
- Students work on a spectrum of text levels.





During guided reading, the teacher may work individually with a student or with a small group.



The reading specialist will also meet with children in a small group or individually.

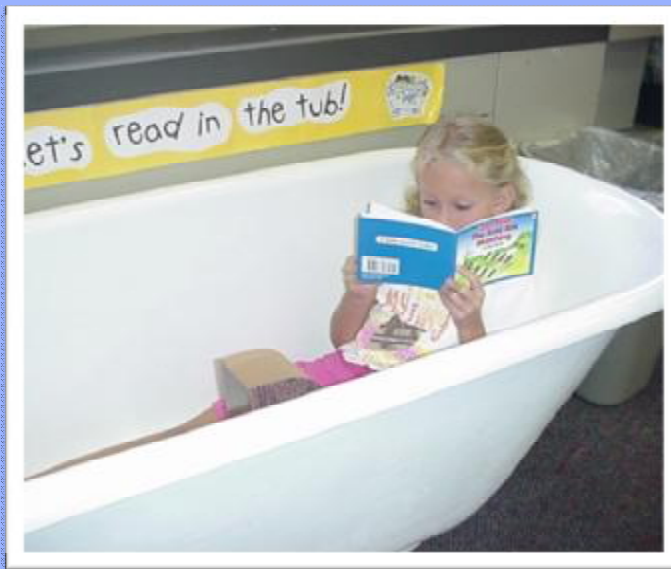


Listen to Reading



Work on Writing

Children are engaged in meaningful literacy activities during reading time.

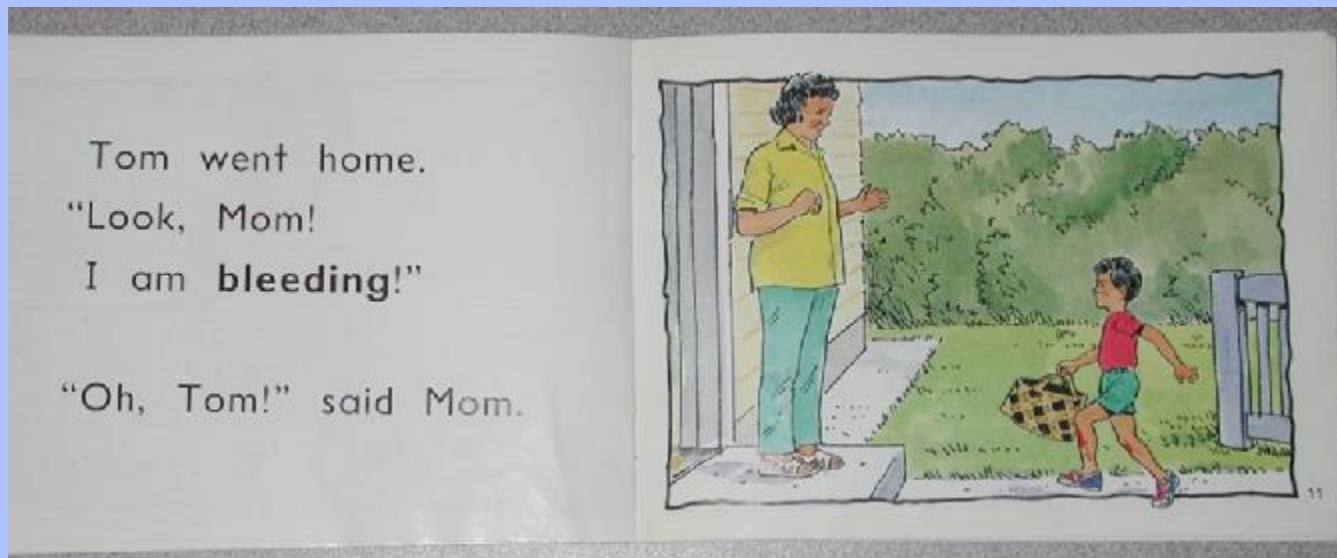


Read to Self



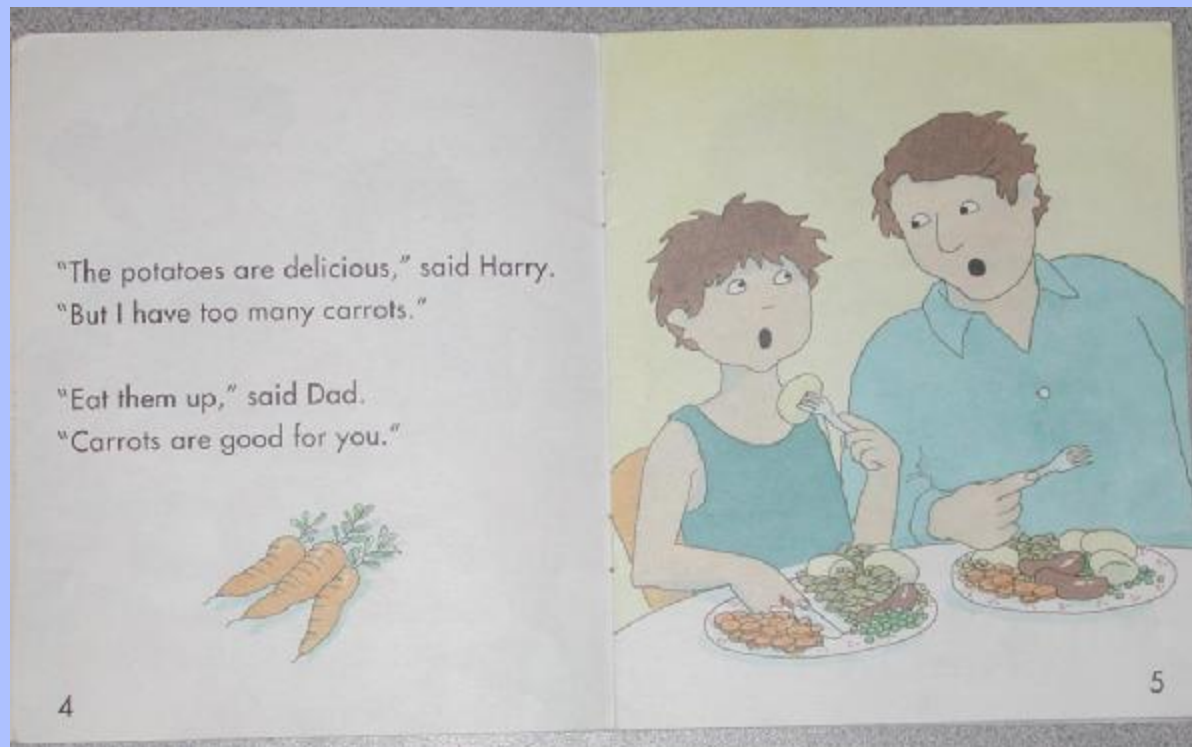
Word Work

Examples of text levels

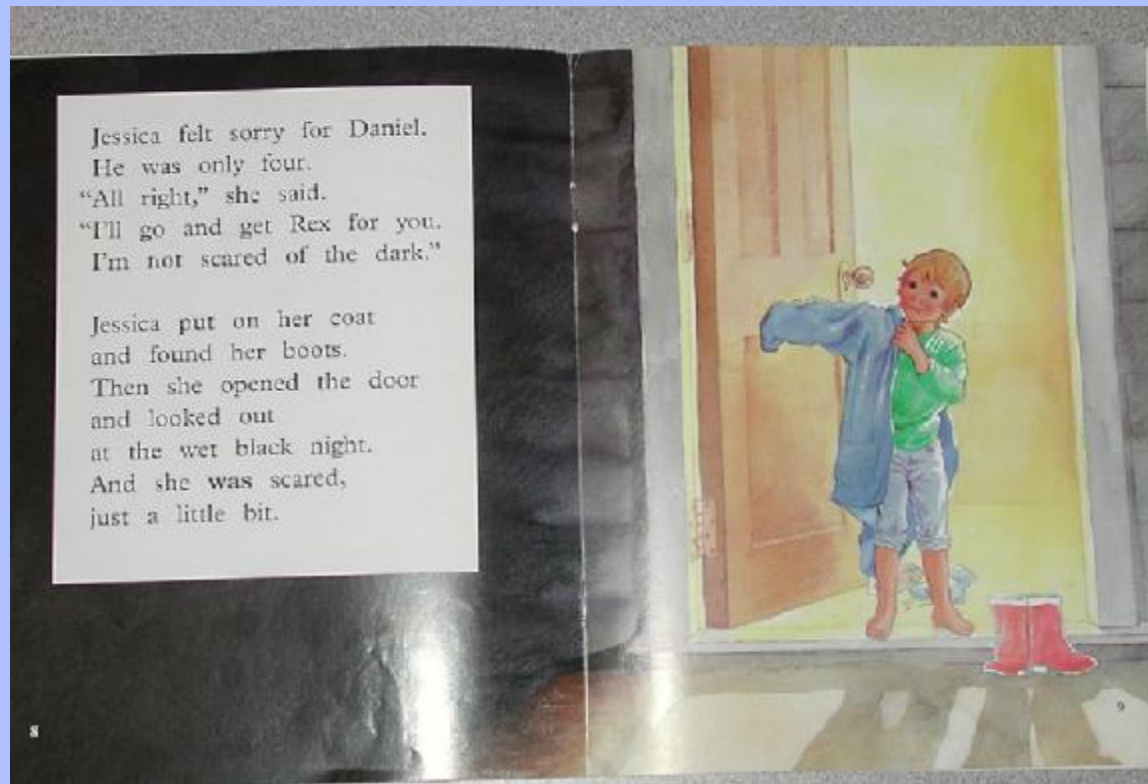


Our levels begin at one with the ultimate goal of ensuring that every child is reading and comprehending what they read at a level sixteen by the end of the year.

This is an example of a level 5 text. At this level, we are moving away from the repetitive patterns in the text. Word wall words are important connectors. The picture continues to provide context. A child must read for meaning, use beginning sounds and REREAD to figure out words. At this level children will be reading with "their eyes" not their pointer finger because developing fluency and expression in reading is very important and is directly connected to higher levels of comprehension.

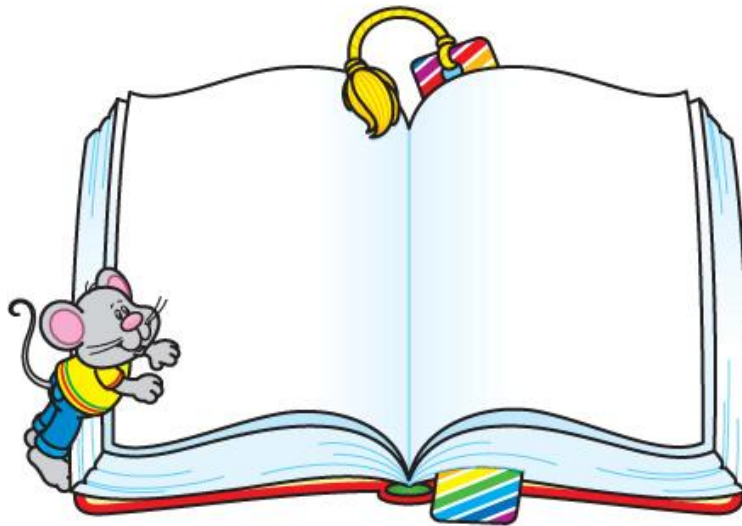


This is an example of a level 10 (mid-year expected reading level). At this level one of the most obvious differences is that not only is the text more difficult but the print itself is becoming smaller. Children must continue to read for meaning and will look for word parts or chunks to help them figure out unknown words. Fluency and phrasing continues to be critical because it is not just reading the words that count but also being able to understand the text.



This is a level 16 (end of the year expected reading level). At this level, you can see much more print on a page. Though we have a picture, the context is coming from the words as well.

Reading Strategies



In order to become a successful reader, implementing key reading strategies is necessary. The focus on reading strategies gives young children the tools they need to become successful independent readers. The goal is always for the children to gain meaning and understanding from what they read. Strategies are the thinking processes that occur in a reader's head when he or she is trying to figure out difficult text.

* Good Reading Strategies *



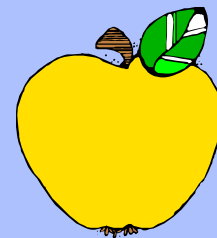
- Picture clues
- Rereading
- Self-correcting
- Monitoring
- Predicting
- Building fluency
- Thinking about:
 - üDoes it make sense?
 - üDoes it look right?
 - üDoes it sound right?

Here are a few examples of what to say
to help your child fix an error.

Text reads: I like you.

Child reads: "I see you."

Parent says: "Does that
look right?"



Text reads: I like to go.

Child reads: "I likes to go."

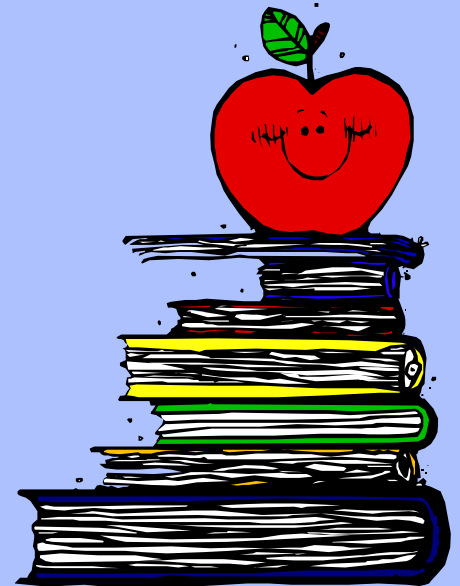
Parent says "Does that
sound right?"



Text reads: My dog can run.

Child reads: "My dog can read."

Parent says "Does that
make sense?"



Comprehension



Assessing Comprehension



We use the following procedure to check comprehension.

- The student reads a story.
- The teacher closes the book and says "Start at the beginning and tell me what happened in this story."
- The student tells the story to the teacher in his/her own words. To help the student tell the story in sequence we use the words: first.... then.... next.... last....
- We also ask the student to tell about their favorite part of the story and why they like that part of the story. This is referred to as a personal reflection.
- Finally, we ask the student to make a personal connection with the story. We read the title again and say, "What did this whole story make you think about?"

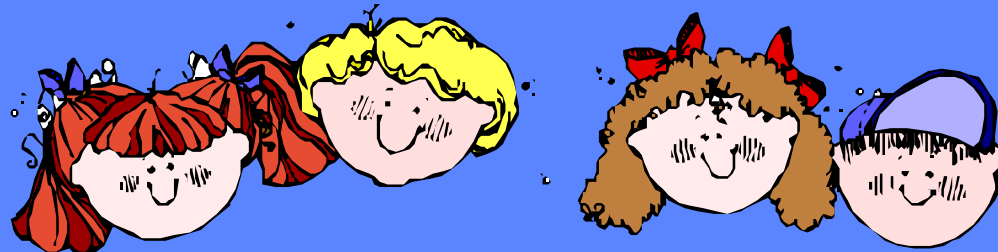
Key Points of Story Retelling

Story events should be told in the correct sequence.

Story character names should be used during the retelling.

Story details are important to include.

Personal connections should reflect a deeper understanding of the story.



Take-Home Reading



What is the Take-Home Reading Program?

The Take-Home Reading Program is your First Grader's homework. The Take-Home reading book is an extension of the Guided Reading program we do here at school during the day. Your child may bring home familiar books, which he/she has read with a teacher or new books to practice each night.



Why is the Take-Home Program important?

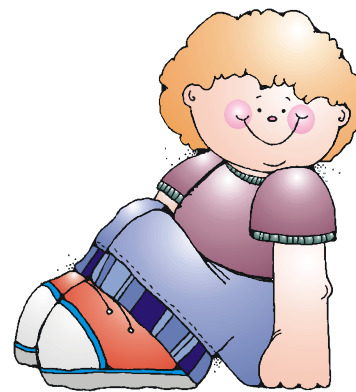
The Take-Home Reading program is an integral part of your child's reading success. The more practice your child receives, the more fluent a reader he/she will become and the more excited they will be for life-long reading and learning!

Procedures For Take-Home Reading

1. Parent reads story first to themselves to become familiar with the text.
2. Parent reads the title out loud then the child reads the title out loud.
3. Parent asks the child to predict storyline.
4. Parent tells child character names.
5. Parent tells child general overview of the story. "This story is about a dog that likes the mud."



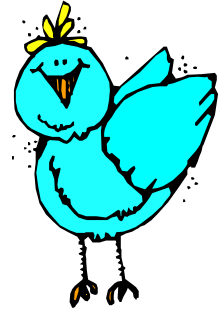
6. Take a picture walk together. Go through the story, looking at the pictures, as child comments about what is happening on each page.
7. Child reads story to parent.
8. Ask your child to retell the story and/or make a connection to the story.



Word Wall Words



Word Wall Words



- Word wall words are sight words or high frequency words that we expect our students to read and write correctly.
- Our first grade list includes 126 word wall words.
- Your child will receive a word wall list each week. Review weeks will also be included throughout the year.
- Please work on these words so your child can recognize and write them. These words are important to know in order to gain fluency in reading.

There are many ways to practice WWWs. Here are a few ideas you can do at home to help your child practice these very important “high frequency” words.

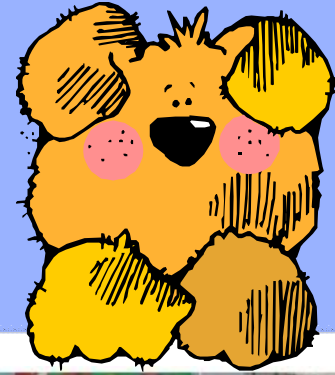
Rainbow Writing



The first activity is called Rainbow writing – Rainbow writing is done by writing the whole word with a selected color of crayon. Another color is chosen and that color is used to write the word directly on top of the first word that was written. A third color is chosen and the word is written a third time.



Magnetic letters



Magnetic letters are another way to practice the word wall words, as well as make words that *rhyme* with the word wall words. They can be used on anything magnetic such as a magnetic board, the refrigerator door, or a cookie sheet (which makes this activity a portable one).

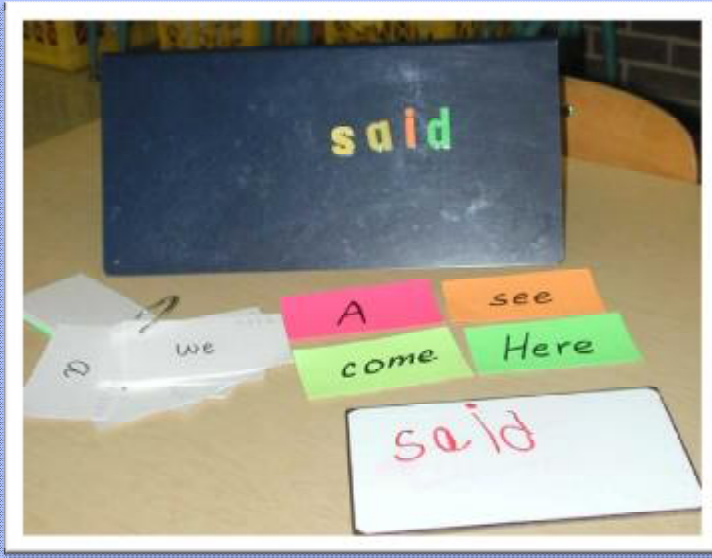


Sidewalk chalk



A third way you can have your child practice is by writing their words on the sidewalk with colored chalk. This is really fun and it's one of our students' favorite activities to do at school!

Working with words



A fourth way that your child can practice is simply by working with words using a variety of materials. Some activities can include such things as:

- Flash cards
- Dry erase boards
- Finger paints
- Magna doodles
- Shaving cream





Thank You!



In closing, we hope this information will be useful in helping you to work with your child at home. Thank you for taking the time to view these slides and for being an active part in your child's education. We look forward to working with you this year to develop your child into a life-long reader.