

1st Grade Parent Meeting

First Grade
203-Ms. Burke
205-Ms. Freeman
207-Mrs. Baer

Reading Levels

- * Our goal is for each student to make at least 1 year growth in reading.
 - * Target level for end of first grade is J
- * Reading data is collected by using DRA and AimsWeb
 - * DRA- Oral reading fluency and comprehension
 - * AimsWeb- Nonsense words; Oral Reading

Bats

Bats are not birds. They are mammals. Bats are born alive, drink their mother's milk, and have fur. They are the only mammal that can fly. There are over 1,200 types of bats.



Bats are nocturnal. They are awake during the night and asleep during the day. The smallest bat is the bumblebee bat with a wingspan of 5 inches and a body the size of a jellybean. The largest bat is the flying fox with a wingspan of about 6 feet. Different species of bats eat different things including insects, fruit, frogs, and even blood.



Vampire bats do not suck the blood of humans, but they do drink blood from cows and other livestock. It does not harm the animal when the bat bites it.

Bats use echolocation to find food. They make a high pitched sound that echoes off of objects letting the bat know





Bats



Read the passage about bats. Highlight any words that you do not know or do not understand. Write the words below.



Bats use *echolocation* to find food. Draw a picture to illustrate how *echolocation* works.





Bats



Answer the following questions about bats. Go back and underline or highlight the answers in the passage for text evidence.

How do bats find food?

Give reasons why bats are mammals.

What are some different types of food that different species of bats eat?

Name: _____

Informative Writing

Title: _____

Topic
Sentence:

Fact 1: _____

Fact 2: _____

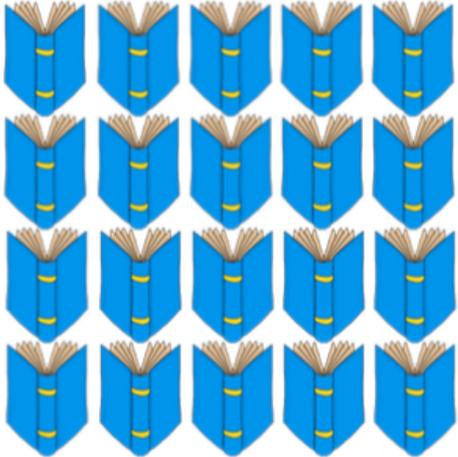
Fact 3: _____

Fact 4: _____

Concluding
Sentence:

Reading at Home

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
20 minutes per day	5 minutes per day	1 minute per day
3,600 minutes per school year	900 minutes per school year	180 minutes per school year
1,800,000 words per year	282,000 words per year	8,000 words per year
		
Scores in the 90th percentile on standardized tests.	Scores in the 50th percentile on standardized tests.	Scores in the 10th percentile on standardized tests.

If a student starts reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

DIFFERENT WAYS TO READ WITH YOUR CHILD

READ ALOUD

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Ask questions before, during and after reading.
- Point out details in the illustrations.
- Use different voices for the characters.

ECHO READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read a sentence or page. Have your children echo the sentence or page back to you.
- Ask questions as you read.

CHORAL READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read the story out loud together at the same time.
- Your child will use your guide if they are stuck on a word.

FOLLOW ME

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Begin by reading aloud. Stop in the middle of a sentence.
- Have your child read the next word.
- Continue reading aloud.

CHOOSING THE RIGHT BOOKS

When reading with your child you want to find the “Goldilocks” of books. You want a book that’s not too hard, not too easy but one that is just right. Use these tips to find a book that is just right for your child.

THREE WORDS:

You may need help

FOUR WORDS:

Tough to read

TWO WORDS:

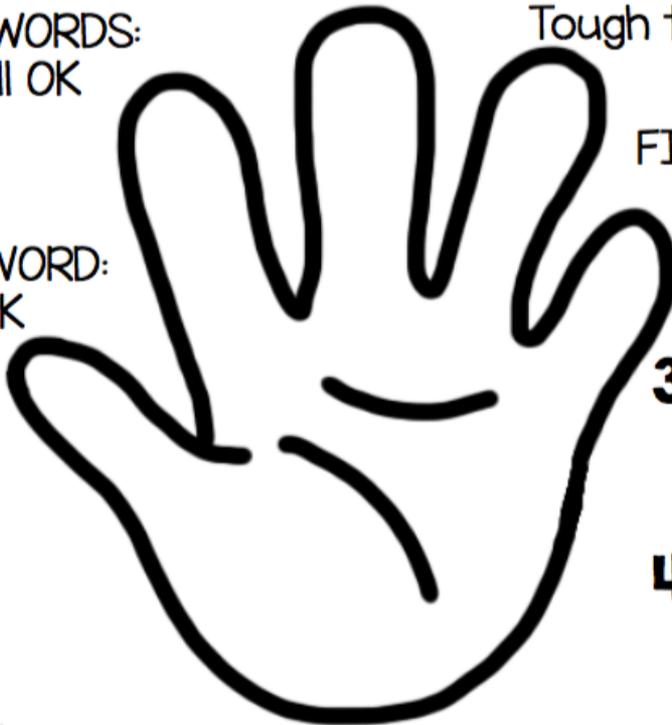
Still OK

FIVE WORDS:

Too hard

ONE WORD:

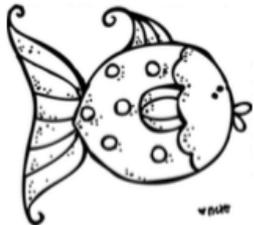
OK



The RULE of FIVE

- 1. Open the book to any page.**
- 2. Read the words on that page.**
- 3. Count the number of words that you cannot read.**
- 4. Use your fingers to help you decide if this a good book to read.**

SOUND IT OUT!



LIPS THE FISH

Say the first few sounds. Read the end of the sentence and say it again.

LISTENING LION

Does the word make sense? If not, try again.



EAGLE EYES

Check the pictures for clues to help you.



CHUNKY MONKEY

Look for little words inside bigger words to help you sound it out.

As your child learns phonics patterns and becomes more and more familiar with the sounds letters make we often encourage them to use different strategies when they are faced with a word they have difficulty reading. Often we may say "sound it out!" but there are many more ways to help encourage your child to read a difficult word. Here are some ways to "sound it out!"

SKIPPY THE FROG

Stuck on the word? Skip it, read the rest of the sentence and hop back!



FLIP THE DOLPHIN

Try the short vowel sound, then try the long vowel sound to sound it out.

STRETCHY SNAKE

Stretch the word out slowly. Say the sounds together to say the word.



ASKING THE RIGHT QUESTIONS



When reading with your child, check for understanding by asking questions. Don't just ask questions at the end, it's important to check for understanding before, during and after reading. Here are some questions to ask!

BEFORE

- **What do you think will happen in this story?**
- **What might be the problem?**
- **Where may be the setting of the story?**
- **What do you know about this topic?**
- **What does this story make you think of?**
- **What are you wondering?**
- **What does the title tell you?**

DURING

- **What do you think will happen next?**
- **What can you tell me about the story so far?**
- **How do you feel about the story so far?**
- **What questions do you have?**
- **Why do you think the character did that?**
- **What would you have done?**

AFTER

- **What was the title?**
- **What was the problem/solution in the story?**
- **Why do you think the author wrote this book?**
- **What was your favorite/least favorite part?**
- **What would you change about the story?**
- **What will happen next?**

READING ISN'T JUST ON PAPER

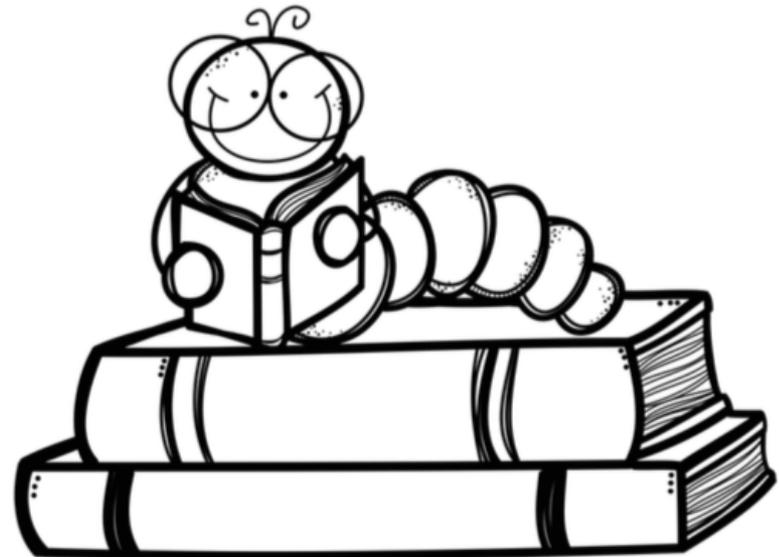
With all the new technology there are more ways to read than ever! Spark your child's interest by introducing them to digital reading using a computer, laptop, tablet or mobile device. Check out these great online resources for digital reading! Please note some of these resources are free and some require a subscription.

FREE RESOURCES

- <http://www.starfall.com>
- <http://www.wegivebooks.org>
- <http://www.speakaboos.com>
- <http://www.storylineonline.net>
- <http://www.readtomely.com>
- <http://www.barnesandnoble.com/u/online-storytime-books-toys/379003588/>
- <http://en.childrenslibrary.org>
- <http://www.abcya.com>
- <http://ngexplorer.cengage.com/ngyoungexplorer/index.html>
- <http://www.oxfordowl.co.uk>
- <http://reading.ecb.org>
- <http://www.seussville.com>

PAID RESOURCES

- <http://www.tumblebooks.com>
- <http://www.abcmouse.com>
- <https://www.readinga-z.com>
- <http://readingeggs.com>



Homework

Name _____ { Language } **6**

Read the words below. Circle **yes** if it's a complete sentence and **no** if it's not. sentences RF.1.1

1. The dog. Yes **No** 2. Sam ran fast. Yes **No**
 3. She will make lunch. Yes **No** 4. Will you come? Yes **No**
 5. Is it a? Yes **No** 6. It is big. Yes **No**

Read each sentence. Circle the beginning of the sentence. Underline the ending punctuation.

1. The dog ran into the house. 2. Don't break the doll.
 3. Why are you sad? 4. I love to swim!
 5. I will call my friend. 6. This is my pet.

I can recognize complete sentences.

Name _____ { Vocabulary } **7**

attach *verb* to stick together learning new words L.1.4

My picture of the word:	This word makes me think of:
This word does NOT mean:	Finish the sentence. I will attach the sticker to...

I can learn new words.

Name _____ { Problem Solving } **59**

Solve. 1.OA.A.1

I baked 9 cookies. I put 3 on a plate.  Add or subtract 2.

How many cookies are in the jar? $5 + 2 = 7$

There are _____ cookies in the jar. $\square - \square = \square$

There are 7 shells altogether. 

How many shells are in the pail? $7 - 2 = \square$

There are 8 chicks in all. 

How many chicks are hiding? $8 - 2 = \square$

_____ chicks are hiding in the bush. $\square - \square = \square$

I can solve word problems.

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Name _____ { Practice } **60**

1.OA.C.6 1.NBT.B.3 1.OA.D.7

Circle the pumpkins with answers of 8.

$3+6$ $4+4$ $8-0$ $5+2$ $6-2$ $3+5$
 $9-1$ $0+7$ $6+2$ $8-8$ $1+7$

Write MORE or LESS.  There are _____ cups of milk than cookies.

Write GREATER THAN, LESS THAN, or EQUALS. $12 \rightarrow 12$

Write an equal number in the box to make the scale balance.  $25 = \square$

I can compare & work with numbers.