


# Grade 1

During Marking Period 1, your child is working towards:

Phonics (Open Court)	Reading Comprehension	Writing
<ul style="list-style-type: none"><li>● <b>Handwriting</b><ul style="list-style-type: none"><li>○ Writing Upper and lower case letters of the alphabet</li></ul></li><li>● <b>Phonological Awareness</b>-recognize and work with sounds in spoken language (can be done in the dark)(/sound/)<ul style="list-style-type: none"><li>○ Identifying Rhyming and non-Rhyming words</li><li>○ <b>Segmenting (break apart words into sounds/syllables)</b>-example: dog→/d/ /o/ /g/</li><li>○ <b>Blending (putting sounds/syllables together to make words)</b> - example: /s/ /a/ /t/ →sat</li><li>○ <b>Substitute (changing sounds)</b>-example: mat change the /m/ to /p/ you have pat</li><li>○ <b>Listening</b> for long /e/ vs short /e/ sound</li><li>○ <b>Count:</b> phonemes(sounds), syllables, and vowels in words</li></ul></li><li>● <b>High Frequency Words</b><ul style="list-style-type: none"><li>○ <b>Read/Write:</b></li></ul></li></ul>	<ul style="list-style-type: none"><li>● <b>Reading 1st grade level text with purpose and understanding</b></li><li>● <b>Asking and answering questions about key details</b> (important parts or important information) <b>in a text</b></li><li>● <b>Describing characters, setting, and major events in a story using key details</b></li><li>● <b>Making and confirm predictions about the text</b> - when making predictions, students should used what they see in the pictures/illustrations and what they learn from the title and/or details of the story, to take a guess about what will happen next</li><li>● <b>Using the “Visualize Strategy”</b>- this is when you create images/movies in your mind as you read. This strategy supports students' understanding of the text.</li></ul> 	<ul style="list-style-type: none"><li>● <b>Producing a complete sentence</b></li><li>● <b>Writing a narrative</b> (a story that is real or made up) <b>that includes:</b><ul style="list-style-type: none"><li>○ 2 or more events in order (sequence)</li><li>○ Some details about what happened</li><li>○ Temporal words to tell the story in order (first, next, last..)</li><li>○ A sense of closure (ending)</li></ul></li><li>● <b>Using guidance and support from adults</b><ul style="list-style-type: none"><li>○ <u>focus on one topic when writing</u></li><li>○ Answer questions and suggestion (revise)</li><li>○ Add details to strengthen writing as needed (edit)</li></ul></li><li>● <b>Using guidance and support from adults to:</b><ul style="list-style-type: none"><li>○ <u>recall</u> information from experiences to answer a question</li><li>○ <u>gather</u> information from provided text to <u>answer a question</u></li></ul></li></ul>

<ul style="list-style-type: none"> <li>○ see, the, is, up, have, I, a, there, can, on, am, and, did, it, had, him, in, has, at, call, look, was, what, got, big, all, if, to, get, ask, of, he, his, just, down, its, red, help, six, then, this, that, jump</li> </ul>		
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● **Phonics**

○ **Blend, Spell, and Read Words by Sound: (/sound/)**

<ul style="list-style-type: none"> <li>○ /s/ spelled s</li> <li>○ /m/ spelled m</li> <li>○ /a/ spelled a</li> <li>○ /t/ spelled t and tt</li> <li>○ /d/ spelled d</li> <li>○ /n/ spelled n</li> <li>○ /i/ spelled i</li> <li>○ /h/ spelled h</li> <li>○ /p/ spelled p</li> <li>○ /l/ spelled l &amp; ll</li> </ul>	<ul style="list-style-type: none"> <li>○ /o/ spelled o</li> <li>○ /b/ spelled b</li> <li>○ /k/ spelled c</li> <li>○ /aw/ spelled al &amp; all</li> <li>○ /k/ spelled k and _ck</li> <li>○ /r/ spelled r</li> <li>○ /f/ spelled f and ff</li> <li>○ /s/ spelled ss</li> <li>○ /g/ spelled g</li> <li>○ /j/ spelled j</li> <li>○ /j/ spelled _dge</li> </ul>	<ul style="list-style-type: none"> <li>○ /u/ spelled u</li> <li>○ /z/ spelled z &amp; zz</li> <li>○ /z/ spelled _s</li> <li>○ /ks/ spelled _x</li> <li>○ /e/ spelled e</li> <li>○ /d/ /ed/ sounds for the -ed ending</li> <li>○ /t/ sound for the -ed ending</li> <li>○ /e/ spelled _ea_</li> <li>○ /sh/ spelled sh</li> <li>○ /th/ spelled th</li> </ul>
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## Resources:

Phonics	Reading Comprehension	Writing
<p><a href="#">Segmenting Demonstration</a></p> <p><a href="#">Blending Demonstration</a></p> <p><a href="#">Substitution Demonstration</a></p> <p><a href="#">Sound Spelling Card Overview</a></p> <p><a href="#">High Frequency Word Activities</a></p>	<p><i>"The only way to become a better reader is to read."</i></p> <p><b>Read with your child on a daily basis:</b></p> <ul style="list-style-type: none"> <li>● Books (chapter books, picture books, comic books, etc.)</li> <li>● Magazines</li> <li>● Recipes</li> <li>● Street and road signs</li> </ul> <p><b>Questions to Ask:</b></p> <ul style="list-style-type: none"> <li>● <b>Predicting:</b> <ul style="list-style-type: none"> <li>○ How do you think the book will end?</li> <li>○ Based on what you know, what might happen next?</li> <li>○ What clues helped you with this</li> </ul> </li> <li>● <b>Retelling</b> <ul style="list-style-type: none"> <li>○ <b>Non-Fiction:</b> <ul style="list-style-type: none"> <li>■ What is the main topic of the story (what is it all about)?</li> <li>■ What new information did you learn about _____?</li> </ul> </li> <li>○ <b>Fiction:</b> <ul style="list-style-type: none"> <li>■ What was the problem in the story?</li> <li>■ How did the characters solve the problem?</li> <li>■ How did the story end?</li> <li>■ What happened first?</li> <li>■ What happened next?</li> <li>■ What happened last?</li> <li>■ Who is telling the story?</li> </ul> </li> </ul> </li> </ul> <p><b>Digital Resources (On BCPSOne)</b></p> <ul style="list-style-type: none"> <li>● Tumblebooks</li> <li>● Raz Plus</li> <li>● Baltimore County Public Library</li> <li>● Destiny (Dogwood Library)</li> </ul>	<p><a href="#">300 Writing Prompts</a></p> <p><b>Activities that support writing development:</b></p> <ul style="list-style-type: none"> <li>● Draw and discuss pictures drawn in Wixie or on paper</li> <li>● Label the picture</li> <li>● Verbally tell a story</li> <li>● Complete a sentence(s) to go with picture</li> </ul>

