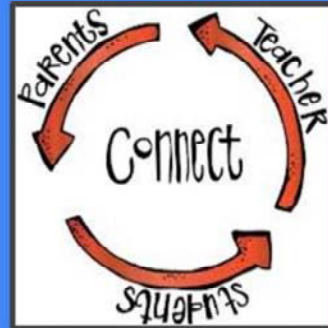


1st and 2nd Grade Parent Workshops



Thank you to our Ellsworth Home and School for providing the materials for our Parent Workshops!!

The Importance of School-Home Partnerships

Research shows that children are more likely to perform better when school and families work well together.

Students benefit in learning, attitudes toward school work, behavior, homework completion, and attendance rates.

Parent partnership in children learning is positively related to achievement.



You have received resources to support your child in...

READING, WORD STUDY, and MATH

Please read my notes below each slide

for more detailed information!



Reading at Home



Learning to read is not a natural process, as language learning is. Our brains are wired to speak, but not read. This means that kids need intentional instruction as well as intentional practice to become strategic readers. As we know, learning something new always requires practice.

Students have time built in to the school day to practice, but they also need time at home!

Reading at home should happen in several different ways. First, continue reading to your child even if they are already reading independently. Why?

Listening to you read improves your child's fluency and builds your child's vocabulary. They hear your smooth, expressive, reading and it serves as a model for them. Also, the vocabulary used in children's picture books is, for the most part, more sophisticated than our conversational vocabulary.

Second, listening to reading also strengthens our kids' background knowledge about the world and about different story structures. They may be unable to read on their own about a topic, but they will learn new concepts and story structures listening to reading. MyOn or RAZ Kids are two good resources for listening to reading.

Third students must practice reading independently and out loud to you. This gives you an opportunity to hear how they problem solve while they read, or whether or

not they are understanding what they read. It also gives them a chance to apply the skills and strategies they are learning at school (see next slide notes for more info on reading independently at home).

Reading at home should be a pleasurable experience. Avoid frustration, start with books they can read with success.








Word Solving Strategies

Always ask yourself...

Does it look right? 

 Does it sound right?

Does it make sense? 

What do you do when you come to a tricky word?	Look at the pictures. 	Is your mouth ready? 
Start again. 	Does that make sense? 	Say the word slowly. m-o-m d-o-g
Skip it, read on,   then go back.	Look for chunks. an in ing sh ack	Where have I seen that before? 

Another way kids need to read at home is independently reading TO YOU. This is a new phenomenon for most of our first grade students and it's a very exciting time. We are working on building their stamina to read for longer stretches. At home you could set a timer or set a goal of a particular number of books or pages to read.

Many parents want to know how to help their child when they struggle with a word. Support your child by allowing time for them to problem solve before jumping in to help with a word. Encourage them to try something before asking for help.

Another way to help is by acting like a coach- encouraging while also making suggestions: Three important questions to ask so that you're putting the responsibility more on them, would be "Does that make sense? Does that sound right? Does that look right?"

Some things they can try include:

Using picture and beginning letter clues

Decoding the word from left to right (this doesn't always work). We want kids to move from letter-by-letter decoding to looking for parts or chunks of the word that they recognize right away. For example, looking in the middle or end of word for a clue-word family? Word ending such as ing?

Students can solve unknown words in different ways. "Sounding out" words from left to right doesn't always work and works less and less as the text becomes more

complex.

First graders are solidifying their knowledge and use of the short vowel sounds, which can be difficult. They are also starting to read words with blends and digraphs. Next come words with silent e and a few common vowel teams. Reading at home provides an opportunity to practice these patterns.



First Grade
Grade

Second

A packet of spinner games has been provided for practicing vowel teams.

We practice some skills in isolation, but remember our goal is to have the students use that knowledge in context of reading and writing.

Comprehension



Discussion Starters Before, During, and After Reading

Before Reading

Is this book fiction or nonfiction? What is the genre of this text?

Fiction

What do you think this story will be about?

What clues do the title and illustrations give you?

What are you thinking the big idea is?

Nonfiction


Use the illustrations to predict what the text is about.

What do you already know about this topic?

What do you think you'll learn about this topic?

Based on the table of contents, what do you think the text is about?

Always ask yourself...

Does it look right? 



Does it sound right?

Does it make sense? 

READING IS THINKING!

Text Evidence from the story

I think...because when the author wrote...

Wonderings

Good readers wonder about things when they read.
"I wonder..."

I think the character felt...because in the text, I read...

When I read this part of the text... I visualized....

Make Inferences

Use text clues and things I already know to make sense of what I read.
"This probably means..."

Summarize

Good readers figure out what the story was mostly built around.
"This story was mostly about..."

Visualize

Good readers create a picture or movie in their mind as they are reading.
"When I read...I visualized..."

Make connections

Good readers make connections to their own lives.
"This part of the story reminded me of when..."

Make predictions

Good readers use clues from the text, to make a reasonable prediction of what might happen next.
"Based on what I read, I predict..."



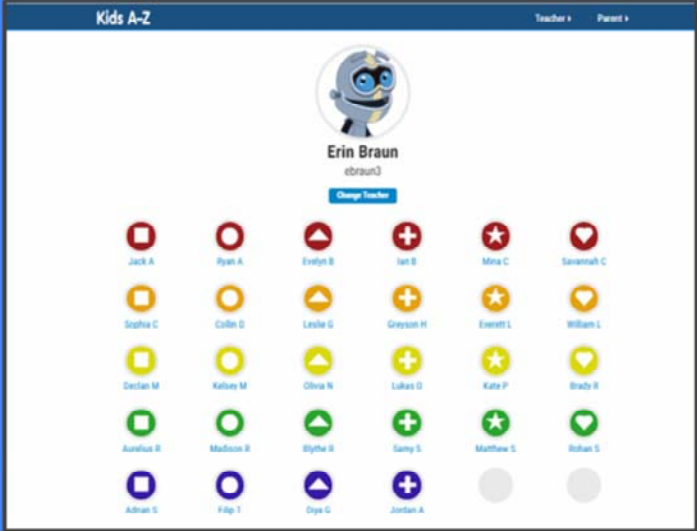
The ultimate goal is of course comprehension and thinking.

You can support your child by talking about the books and stories they read. A list of conversation starters has been provided to use before, during, and after reading with your child.

www.kidsa-z.com



The login page features the 'Kids A-Z' logo at the top, surrounded by educational icons like a globe, microscope, and books. Below the logo is a text input field labeled 'Your Teacher's Username' with a green 'Go' button to its right. Underneath, there are three teacher profile cards, each with a cartoon robot icon, the teacher's name, and their username: Erin Braun (ebraun3), Kefie Kittisen (kittisen), and Jenny Hodanicky (hodanicky).



The dashboard is titled 'Kids A-Z' and includes 'Teacher' and 'Parent' navigation options. At the top center is the teacher's profile for Erin Braun (ebraun3), with a 'Change teacher' button. Below this is a 6x6 grid of student icons, each with a name and a unique symbol. The students listed are: Jack A, Ryan A, Evelyn B, Ian B, Mira C, Savannah C, Sophia C, Colin D, Leslie G, Grayson H, Everett L, William L, Declan M, Kelsey M, Olivia N, Lukas D, Kate P, Brady B, Audra B, Madison B, Rhyne B, Samy S, Matthew S, Stefan S, Adrian S, Filip T, Dora G, and Jordan A. The last two columns of the grid are partially obscured by grey circles.

It can be difficult to find books your child can read to you independently. RAZ Kids is one resource. Your child has a subscription to RAZ Kids.



Reading

2310

Jack A

Log out



Reading Room



Topics



Leveled Books



Early Reading



Nonfiction Series



Fiction Series



Spanish / Español



Poems and Songs



Facts and Passages



Graphic and Humor Books

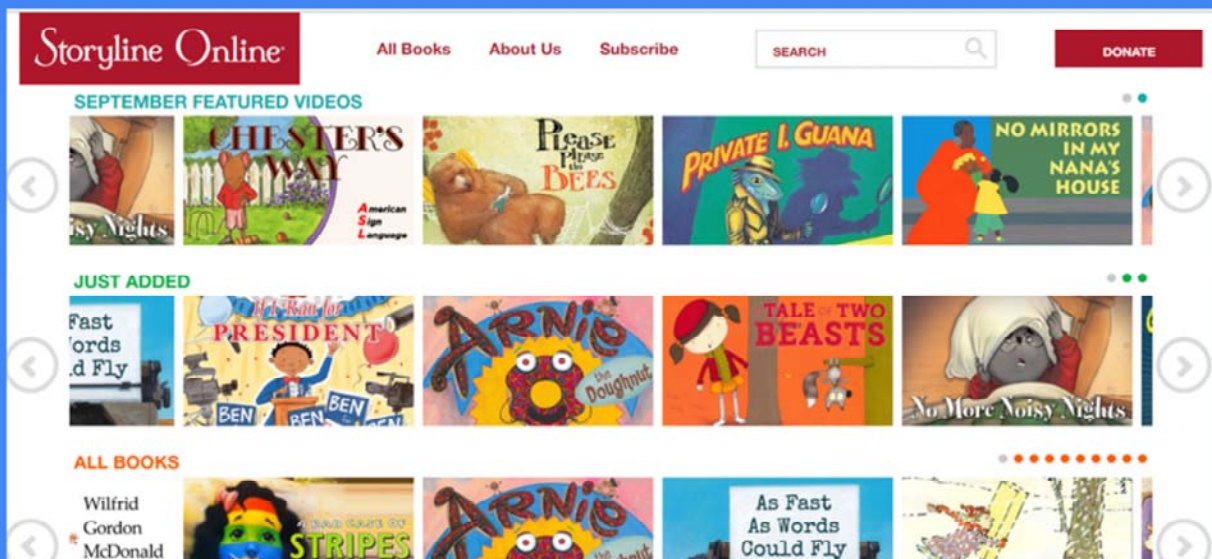
Popular Books (at Level K)

View All



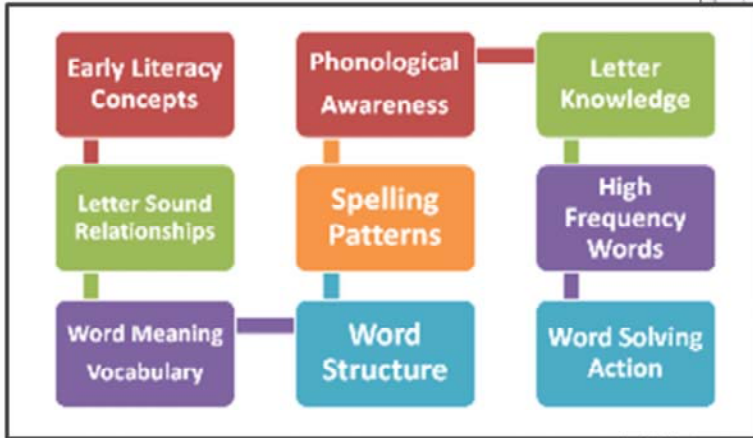
Storyline Online

<https://www.storylineonline.net/>



The SAG-AFTRA Foundation's award-winning children's literacy website, Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Readers include Viola Davis, Chris Pine, Lily Tomlin, Kevin Costner, Annette Bening, James Earl Jones, Betty White and dozens more.

Word Study



SORT 10 Short vs Versus Long vs (CVC)

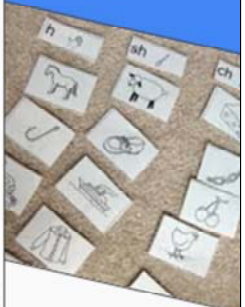
ū cup	ū tube	oddball
drum	bus	cute
use	huge	just
shut	jump	hunt
shut	tube	

First 100 Words

41. there	61. some	81. my
42. use	62. her	82. than
43. on	63. would	83. first
44. each	64. make	84. water
45. which	65. like	85. been
46. she	66. him	86. called
47. do	67. into	87. who
48. how	68. time	88. am
49. their	69. has	89. its
50. if	70. look	
51. will	71. try	
52. up	72. two	
53. other	73. three	
54. about	74. four	
55. out	75. five	
56. many	76. six	
57. then	77. seven	
58. them	78. eight	
59. these	79. nine	
60. so	80. ten	

Fry's Second 100 Words

101. over	121. none	141. boy	161. such
102. new	122. good	142. following	162. because
103. sound	123. sentence	143. name	163. turn
104. felt	124. man	144. want	164. here
105. only	125. stick	145. after	165. why
106. little	126. step	146. also	166. what
107. work	127. great	147. around	167. was
108. know	128. where	148. from	168. man
109. piece	129. help	149. think	169. road
110. years	130. through	150. small	170. need
111. live	131. much	151. set	171. land
112. me	132. before	152. get	172. different
113. back	133. line	153. sad	173. again
114. give	134. right	154. also	174. us
115. meet	135. too	155. another	175. move
116. very	136. means	156. not	176. have
117. after	137. old	157. the	177. are
118. thing	138. ...	158. ...	178. ...



Word Study incorporates nine areas of learning which lead to students becoming stronger readers and writers. These areas are incorporated throughout the day as well as during the explicit word study time.

We will focus on two of these areas: Words Their Way and High-Frequency Words.

Words Their Way	Traditional Spelling
Developmental progression	Determined by grade level
Small group instruction	Whole group instruction
Hands-on learning	Rote drill and memorization
Student discovery of patterns	Repeated practice
Feature analysis	
Authentic repeated practice: Small group, Partner work, Independently	
Higher level of transfer to reading and writing	Little transference or critical thinking
Accurately use word patterns studied in daily writing.	Retention only for "Friday's test"

The first one is our developmental spelling program called Words Their Way. This is based on the fact that our brain seeks out patterns to make sense of something. Based on each student's developmental spelling stage, they are placed in a small group in which they learn particular spelling patterns/features and practice sorting words that have the spelling pattern being studied. As you can see this is very different from the traditional spelling instruction that most of us experienced in school.

Day 1 Introduction

At-Home Suggestions

Cut out words

Sort

Ask your child to explain the pattern/sort. "Why are you putting the word there?"

The image shows two corkboards illustrating word sorting. The left corkboard is labeled "SORTED BY PATTERN" and has three columns of words under the headings "CVC", "CVCe", and "CVVC". The words are: box, rode, road, love; stop, whole, soap, one; drop, stone, goat; knock, chose, foam; slope, load; goal; toad; coat; float; boat. The right corkboard is labeled "SORTED BY SOUND" and has three columns of words: box, stop, drop, knock; rode, road, stone, float, soap, goat, load, goal, toad, whole, foam, coat; love, one.

Students spend approximately five school days on a sort. This can be more or less, so the new sort may not always come home on the same day of the week.

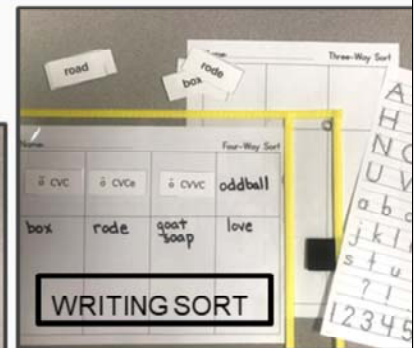
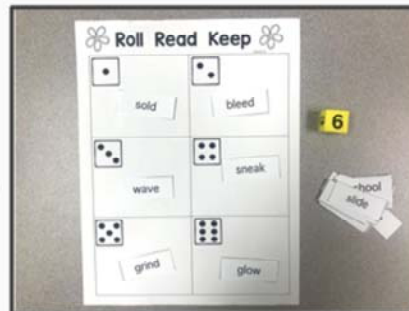
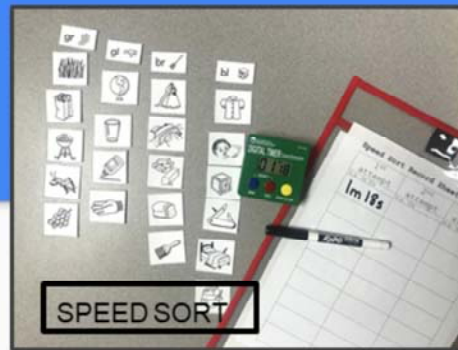
On the first day of a sort, the classroom teacher introduces the words, and together with the students, discovers the spelling pattern, or feature, of the words. Together they sort the word cards. Students cut out the words to keep at school and another copy of the sort is sent home.

There are two ways that we sort words- SPELLING PATTERN and SOUND.

Days 2-4

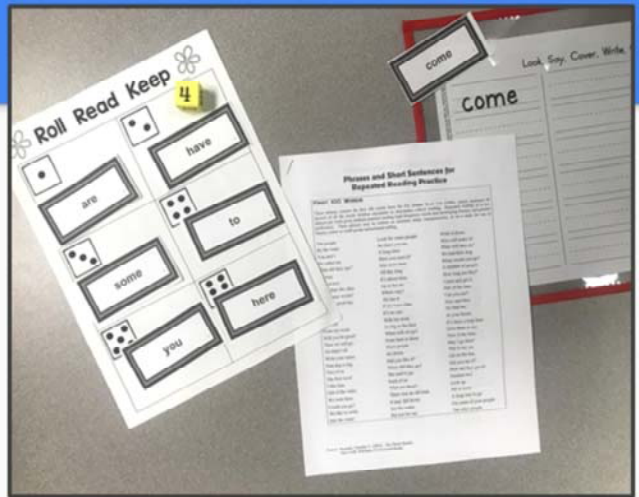
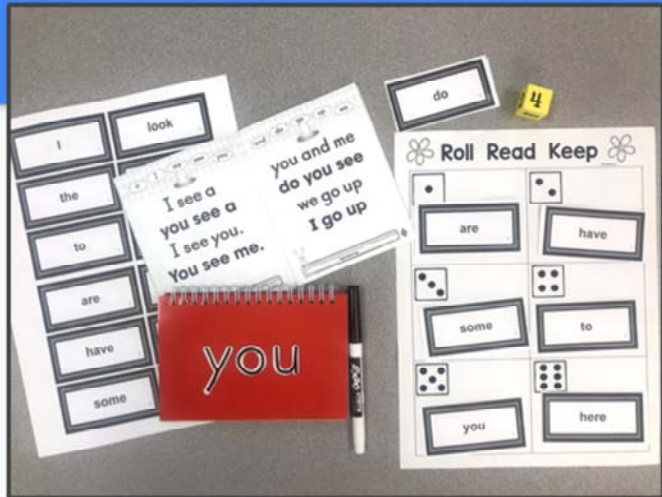
At-Home Suggestions

1. Re-sort the words
1. Choose an activity:
 - Speed Sort
 - Writing Sort
 - Brainstorm additional words
 - Word Hunt
 - Roll Read Keep



On approximately day 5 there is a spell check. This lets the teacher know if the students are ready to move on to the next sort. It is not unusual to spend an extra day or two on a sort if needed.

High-Frequency Words - at home practice



FIRST GRADE - read and spell

SECOND GRADE -

read and spell

67% of words your children will encounter are in the Fry's First 300.

Students are expected to read and spell their grade level high-frequency words by the end of the school year.

Thank you for your partnership!

