First Grade Reading

Daily Work

- Students should read or be read to a minimum of 20 minutes per day . You may choose to read for 20 minutes at one time, or two 10 minute increments.
  - Access book websites (Epic, Tumblebooks) through the **CCPS homepage: home.campbell.k12.va.us**; *PreK-5 Elementary Learning Plans and Resources; Additional Online Resources*
  - **OR** read a book from your home
- Snap Words (saved from week 1
  - See daily activities

Week 5-Fiction/ Poetry & Word Work (April is poetry & gardening month) - Theme

Theme is the message the author is trying to teach us in fiction. We can notice the theme by noticing what the characters in the story do. When you read this week, pay attention to what the characters do, so you can make connections to your own experiences.

Mon	• Before you read the passage, ***Carl's Garden Problem***, think about your experiences with a neighbor or gardening, talk to someone about your experiences. Read the passage out loud to someone. After you read, think about how Carl's experiences compare to your experiences. Are they the same? Are they different? Write about your experiences with neighbors and/or gardening. Then write about Carl's experiences with gardening and neighbors. • Use your letter tiles from Weeks 1 & 2 to build the following Snap Words from the story: **have, what, that, into.** Then go on a Word Hunt Safari - find these 4 words in 3 other places in your house (magazines, other books, newspapers, etc.) - write them down when you find them. • Here are **7 NEW SNAP WORDS** to learn these 2 weeks: **away, each, easy, wait, last, near, need.** Practice them every day this week by doing the following: *Chant It!, Write It! Take a Mind Picture!, Sing and Clap It!*
Tues	• Read ***Carl's Garden Problem*** again. • What was Carl's garden problem? Talk to someone about it, then write down your answer. Remember that your sentences should begin with a capital letter and end with correct punctuation. • What did you learn from ***"Carl's Garden Problem?"*** Remember, what we learn or the lesson from fiction books is the theme. So what do you think the theme of this book might be? Write about it. Be sure to show text evidence from the passage to prove your idea. • There are 3 **VCe** (vowel-consonant-e: *e.g. nice & cave*) words in ***Carl's Garden Problem.*** Find them and highlight or circle them. Go on a word hunt in other books you have read. Find and list as many **aCe** and **iCe** as you can (at least 8 for each). See if you can find oddballs too! (Hint: there's one in ***Carl's Garden Problem***) • Practice your new Snap Words.
Wed	• Read or listen to a fiction book. Before you do that, think about what you already know about what the characters are going to do, based on the cover and title. As you read or listen, compare your experiences to the characters' experiences. • What was the problem in the story? What did you learn from the story? Write about it. Did you learn the same lesson from this story that you learned from ***Carl's Garden Problem***? • Use the **VCe** words you found in your Word Hunt yesterday to write at least 5 excellent sentences. Can you make your sentences about gardening? • Practice your new Snap Words.
Thur	• Read the four ***Garden Poems*** (2 of them are written by students!) out loud. What do the poems make you imagine? Close your eyes and imagine your perfect garden. • Draw a picture of your perfect garden. Write a descriptive paragraph about your garden. Use as many adjectives (words that describe) as you can. • Use your letter tiles from Weeks 1 & 2 to build the following Snap Words from the poems: **would, with, there, of.** Then go on a Word Hunt Safari - find these 4 words in 3 other places in your house (magazines, other books, newspapers, etc.) - write them down when you find them. • Practice your new Snap Words.
Fri	• Read the four ***Garden Poems*** out loud again. • Yesterday, you imagined your perfect garden, drew a picture & wrote a descriptive paragraph. Today, try your hand at writing a poem about a garden **OR** something you might find in a garden. You could also write a fantasy story about a garden that could grow anything at all. Use your imagination. Try to use some of your new Snap Words in your poem. **Be sure to share your writing with your teacher when you meet!** • Use the **VCe** words you found in your Word Hunt Wednesday to write 5 more excellent sentences. Use as many of your new and old Snap Words as you can.

Carl's Garden Problem



Carl wanted to grow a garden. Mrs. Sanchez was Carl's neighbor. She gave Carl flower seeds. Carl planted them.

Mr. Brown was Carl's neighbor too. He saw Carl planting.

"I have vegetable plants in pots," Mr. Brown said. "Would you like to plant those too?"

"Yes, thank you!" said Carl.

Mr. Brown helped Carl plant the vegetables.

"My vegetables keep falling over," said Carl.

Mr. Brown went to his shed. He came back with long, thin sticks.

"These are tomato stakes. They will hold the plants up," said Mr. Brown.

Mr. Brown put the stakes in the ground.

"Now the plants will grow tall!" said Carl.

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My Dream Garden Poem

If I love gardens

Then I love animals too

I would put animals, plants, and trees too

And I love gardens forever

I would add things everyday

And I am happy with my gardens!

By: Zoey, Arcola Elementary

my dream garden poem

the flowers are whispering

the trees are talking

the garden is yawning

the moon is yelling

the animals are understanding

the bushes are shivering

By: Sameet, Arcola Elementary

Planting Seeds

This is my garden,

I'll plant it with care.

Here are the seeds

I'll plant in there.

The sun will shine

The rain will fall.

The seeds will sprout

And grow up tall.

Author Unknown

In the Garden

In the garden,

Pull the weeds.

Dig a hole,

Plant the seeds!

Cover them up,

Water them, too.

Watch them grow,

In front of you!

Make sure the sprout

Gets lots of sun.

To grow a plant,

Is tons of fun!

Author Unknown

Daily Work

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Week 6-Nonfiction & Word Work (April is gardening month) - Main Idea

Main Idea is the important information the author wants you to learn in nonfiction. You can identify the main idea by using text features and repeated words so that you can understand what the author wants you to know.

Mon	• Read ***Fruits Have Seeds*** out loud to someone. Look at the picture and talk about what you notice. Read back through ***Fruits Have Seeds***. Do you notice any words that are repeated A LOT? Do those repeated words have anything to do with the text features (title and picture)? If they do, what is it? What is the main idea of ***Fruits Have Seeds***? Write the main idea in a complete sentence. Remember to begin the sentence with a capital letter and end it with correct punctuation. • What else did you learn from ***Fruits Have Seeds***? Write at least 2 more sentences about what you learned. Add them to your main idea sentence. • Use playdough (recipe included in packet) to build the following Snap Words from the story: **have, what, that, because, into.** Orally spell each word after you build it with playdough, then cover it and write it three times. (Can use letter cards, yarn, foil, etc. instead of playdough) • Practice your new Snap Words. (See Monday of Week 5)
Tues	• Read ***Emily Grace's Garden*** out loud to someone. Look at the pictures and headers and talk about what you notice. Read back through ***Emily Grace's Garden*** . Do you notice any words that are repeated ? Do those repeated words have anything to do with the text features? If they do, what is it? What is the main idea of ***Emily Grace's Garden***? Write the main idea in a complete sentence. Remember to begin the sentence with a capital letter and end it with correct punctuation. • What else did you learn from ***Emily Grace's Garden***? Write at least 2 more sentences about what you learned. Add them to your main idea sentence. • Use playdough (recipe included in packet) to build the following Snap Words from the story: **put, their, find, when.** Orally spell each word after you build it with playdough, then cover it and write it three times. (Can use letter cards, yarn, foil, etc. instead of playdough) • Practice your new Snap Words.
Wed	• Read or listen to a nonfiction book of your choice. Pay attention to the text features and repeated words. Do you notice any words that are repeated? Do those repeated words have anything to do with the text features? If they do, what is it? What is the main idea of your nonfiction book? Write the main idea in a complete sentence. • What else did you learn from your nonfiction book? Write at least 2 more sentences about what you learned. Add them to your main idea sentence. • Remember that **ee** and **ea** can make the long e sound (like in Rasheed). Skim back through ***Fruits Have Seeds*** & ***Emily Grace's Garden*** to find all the words that have **ee** and **ea** that make the long e sound (you should find at least 4 between the 2 texts). Now go on a Word Hunt to find at least 6 more words that have **ee** and **ea** to make the long e sound. Do a writing sort with these words. (Keep this list) • Practice one of your new Snap Words: Read & study the word; spell the word orally; cover, write, & check the word; make up a silly song using the word.
Thur	• Read ***Fruits Have Seeds*** out loud to someone again. • Draw a fruit mentioned in the text that has one seed and a fruit that has many seeds. Draw a picture of your favorite fruit. Write 1 factual sentence about each piece of fruit you drew. • Use the **ee** and **ea** words you found in your Word Hunt yesterday to write at least 5 excellent sentences. Can you make your sentences about fruit? • Practice another one of your new Snap Words: Read & study the word; spell the word orally; cover, write, & check the word; make up a silly song using the word.
Fri	• Read ***Emily Grace's Garden*** out loud to someone again. • Write a letter to a friend telling them how to plant a garden. Be sure to use words like: first, then, next, and last. Then draw a picture of a beautiful flower garden. **Be sure to show the letter and the picture to your teacher.** • Use the **ee** & **ea** words you found in your Word Hunt Wednesday to write 5 more excellent sentences. Use as many of your new and old Snap Words as you can.

Fruits Have Seeds

Fruits grow in different ways. Apples grow on trees. Grapes grow on vines. Blueberries grow on bushes.

All fruits have something special. Do you know what that is? Seeds! Some fruits have one seed. Others have many seeds.

A peach has one seed. A coconut has one seed too. A pumpkin has many small seeds. A strawberry has many tiny seeds. They are on the outside of the fruit.

Seeds are important because they can grow into new plants.

What happens when seeds fall to the ground? Plants grow. Those plants will have stems, leaves, flowers, fruits—and more seeds.



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Emily Grace's Garden

By: Amy Hauer

Welcome to Emily Grace's garden.



When to Plant a Garden

It is spring and that means it is a good time for planting.

How to Plant a Garden

Emily Grace is digging holes for the flowers she will plant in her flower garden.

First she carefully loosens the roots of her flower before she puts it into the ground.

The roots will pull in nutrients from the dirt to help it grow.



Then she gently places her flowers into their holes.

What Flowers Need

Finally she uses soil to fill in the holes around the flowers and pats it smooth.

Sometimes Emily Grace finds earthworms in the soil when she digs the holes for her flowers. Earthworms are good for flower gardens.



Now that Emily Grace's hard work is done, we can all enjoy her flower garden.

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Playdough Recipe

Ingredients:

- 1 C flour
- 1 T oil
- 1 C water
- 1/2 C salt
- 2 t cream of tartar (optional)

Directions:

1. Combine all ingredients in a non stick pan
2. Cook over medium heat stirring constantly until mixture forms a ball
3. Knead until smooth
4. Store in a covered container

Growing Readers!
Parent tips for raising strong readers and writers
Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

"What's This About?"
Reading for Meaning with Your Child

Reading with comprehension means understanding what's been read. It takes practice, time, and patience to develop reading comprehension skills. Families can play an important role in helping a child learn to read for understanding.

First, make sure your child is reading books appropriate for their reading level. If a book is too hard, all your child's energy will be put into decoding and reading word for word, with less energy available to figure out what the book means. Books that your child can read with 98-100% accuracy are good choices for comprehension building. Reading comprehension skills can be developed using a before-during-after approach. Below are a few suggestions that will help build comprehension skills.

Before: Your goal is to help your child build an understanding of and purpose for what they're about to read. Look at the book's cover. Ask, "What do you think this book might be about? Why? Can you make some predictions?" Guide your child through the pages, discuss the pictures, and brainstorm what might happen in the story. Talk about any personal experiences your child may have that relate to the story.

During: Your goal is to help your child be an active reader. Read together and talk about what's happening as they're reading. Stop and discuss any interesting or tricky vocabulary words. Talk about any surprising or sad passages, and help them visualize parts of the story. Ask your child, "Do you understand what's happening here? What do you think will happen next?" If your child seems unsure, stop, go back and reread if necessary. Discuss any confusing parts.

After: Your goal is to help your child reflect on what they've read. Summarize and share your favorite part of the book. Have your child rate the book on a scale from 1 to 10 and say why. Have your child reread their favorite part or act it out. Take the extra time before and during reading to read with your child this way. You'll soon find yourself reading with a child who is motivated to comprehend and learn from everything they read.