



First Grade Reading Night

I. Overview of Open Court

II. Reading aloud at home

III. Comprehension

IV. Stages of reading development and choosing appropriate text

V. Spelling



What to do if I don't know a word (besides saying "Sound it out.")

1. Give me some "wait time",
2. Remind me to look at the pictures.
3. Talk to me about what is going on in the story. ("Think about what would make good sense.")
4. Be sure that I look at the first and last letters of the word. ("Do you know another word that starts that way?")
5. Be sure that I go back and read the line again. ("Read all the words up to the tricky word and start it.")
6. Make sure I keep my eyes on the print and the pictures ("I like the way you trying to help yourself.")

Finally,

7. Give me a few choices of what the word might be and ask me to check.
 8. Tell me the word.
- * Don't do anything for the child that the child can do alone!

Suggested Reading Goals for K and Beginning First Graders

WHEN I READ, I WILL...

0. focus my eyes, ears and hands
1. look at the picture
2. get my mouth ready to make the first sound
3. say each word as I touch it
4. cover all but the first letter
5. slow down and make sense
6. remember the pattern

Suggested Reading Goals for First, Second and Third Graders

WHEN I AM STUCK ON A WORD, I CAN...

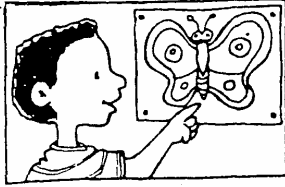
1. cover all but the first letter
2. look at the picture
3. Ask, "What would make sense?"
4. skip, read on, come back
5. go back and read again
6. look for little words/chunks in the BIG word
7. remember something that fits
8. picture what is happening (in your mind)
9. look for word endings...cover...read...uncover
10. try changing the vowel sound

Suggested Reading Goals for Third through Sixth Graders

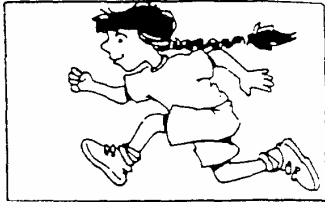
WHEN MEANING IS LOST, I CAN

1. connect what I already know
2. make predictions (guess ahead)
3. make pictures in my mind
4. decide what I'm reading for
5. chunk and check meaning
6. think about connections to my life
7. use a visual structure
8. use K-W-L

Reading Strategies



Look at the picture.



Go back and read it again.



Skip, read on, come back.



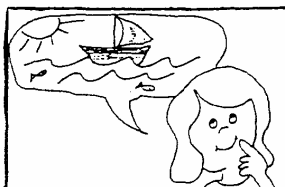
Cover all but the 1st letter.



Look for little words/chunks in the BIG word.



Ask, "What would make sense?"



Picture what is happening in your mind.



Look for endings... cover them.

Reading Aloud



- * Important at every age
- * Provides children with continuous access to books they cannot yet read
- * "Talk around text" helps children to understand vocabulary, concepts, and the book language
- * Provides opportunities for sharing individual responses and feelings of children for special books
- * Provides a model of a proficient reader who reads with fluency and expression
- * Models the love and enjoyment of reading
- * develops a child's listening skills and attention span
- * Encourages questioning
- * Author Jim Trelease concludes that 'reading aloud to children is the single greatest factor in developing skilled and enthusiastic readers. As little as 15 minutes per day, in school or at home, can achieve the desired result.'

Resources: The Read-Aloud Handbook by Jim Trelease, Valerie and Walter's Best Books Best Books for Children by Valerie Lewis and Walter Mayes, and Reading Rainbow Guide to Children's Books by Twila Liggett.



Comprehension is the ability to interact with words and ideas on the page in order to understand what the writer has to say.

Comprehension Activities for your 1st Grader

Retelling a story

Making a time line

Doing a puppet show

Writing a letter to the author

Doing a story map

Writing a letter to the author

Making a story map

Making a mural

Doing a book talk

Poster board display

Making a video

Finding out about the author

Designing a book jacket

Drawing cartoons

Researching a topic

Storytelling

Making a big book

Writing a letter to a character
creative-imaginative whatever!

Outlaw Words

a	hurray	to
an	lived	today
are	Mr.	too
away	of	two
climb	oh	walk
come	once	want (s)
could	one	was
do	out	water
does	pull	were
eight	said	what
eyes	says	where
for	seven	would
four	should	wrote
guess	show	you
half	the	your
have	they	
heard	thing	

Decodable high-frequency Words

after	get	little	them
am	had	make	then
and	has	me	these
as	he	much	this
ask	help	my	three
at	her	no	under
be	here	not	up
best	him	off	us
big	his	on	we
but	I	put	when
can	if	ran	which
did	in	ride	why
every	is	say	will
fast	it	see	with
first	just	she	yes
five	keep	so	
gave	like	that	