

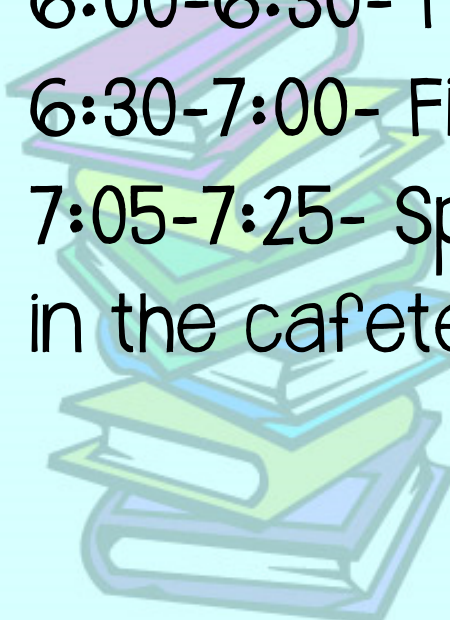
# Welcome!

The format for tonight's Curriculum Night is as follows:

6:00-6:30- First Grade Session #1

6:30-7:00- First Grade Session #2

7:05-7:25- Specialist's integration presentation  
in the cafeteria



## ~~Format for Daily Literacy Mini Lessons:~~

1. Review of previously taught skills/standards
2. Introduction of new skills/standards
3. Applying skill/standard to a shared text  
(via SMARTBOARD presentation or Read Aloud)
4. Reviewing daily skill
5. Instructions for completing independent reader's response
6. Release into Daily 5 rotations and independent activities

## ELA Standards addressed in this lesson:

### ~~Reading Standards~~

- RII.9 Identify basic similarities in and differences between two texts on the same topic. (e.g., in illustrations, descriptions, procedures).
- RII.2 Identify the main topic and retell key details.
- RII.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

### ~~Reading Foundations Standards~~

- RFI.4 Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding.
- RF I.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
  - g. Recognize and read grade-appropriate irregularly spelled words.

## ~~Language Standards~~

LI.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.


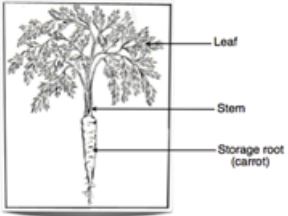
## ~~Speaking and Listening Standards~~

SLI.1 Participate in collaborative conversations with diverse patterns about grade 1 topics and texts with peers and adults in small and larger groups.

- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SLI.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

# 1st Grade - Q3 Literacy Curriculum Night

part of book #1	part of book #2
<p>Carrots are planted in the ground. Then they are watered and they grow. After carrots are pulled out of the ground, they are washed and the skin is peeled. Some people cut carrots and some people eat them whole. Carrots can be cooked before you eat them. Eating carrots is healthy for you.</p> 	<p>Carrots are a vegetable we can eat. They grow under the ground on a farm or in a garden. Carrots need to grow in places that are not too hot or too cold. People plant seeds and when they are ready, they pull the carrots out of the ground. The carrots can be many shapes, sizes and colors. The carrots need to be washed and then people eat them. Carrots are a healthy food.</p> 

What is the topic of both texts? \_\_\_\_\_

\_\_\_\_\_

What facts are in both books?

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is a fact from only Book #1?

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What is a fact from only Book #2?

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What do you notice about the text features the authors used?

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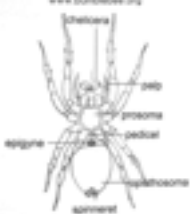

You've just seen a mini lesson, now you get to do a Reading Response, just like your child does!

~~Things to note:~~

1. Students are given 15 minutes to complete the response.
2. This is done during their "Work on Writing" or "Reading Response" rotation
3. Students should be using proper conventions and writing in complete sentences to address the Reading Foundations standards and Language standards
4. With the exception of Guided Reading, this is the most important rotation during Daily 5

Independently, read the two passages about spiders and answer the questions that follow. Make sure to think about the skills and strategies we used during our mini lesson.

## 1st Grade - Q3 Literacy Curriculum Night

part of book #1	part of book #2
<p>Spiders are different from bugs. Spiders have 2 big round body parts and 8 legs. Most spiders have 8 eyes too. There are many kinds of spiders and they can be many shapes and sizes. Spiders come from eggs and most of them live for about 1 year. They live in webs or in tunnels or there is even a spider that lives underwater. Many people are afraid of spiders but most spiders won't hurt you.</p> 	<p>Did you know spiders are NOT bugs? There are more than 30,000 different kinds of spiders. Not all of them are dangerous. Spiders are born from an egg. Baby spiders are called spiderlings and most of them take care of themselves. They might use their web to hide and catch their food. When spiders grow, their skin gets too small and falls off. That is called molting. Spiders have 8 legs and many eyes but they do not have good eyesight. Spiders need to protect themselves from insects, toads, frogs, and birds.</p> 

What is the topic of both of these books? The topic of both of these books is all about spiders.

What facts are in BOTH books?

1. Spiders have 8 legs.
2. Spiders come from eggs.
3. Spiders are not bugs.

What is a fact you ONLY read from book 1? One fact that is only in book 1 is many people are afraid of spiders, but most spiders won't hurt you.

What is a fact you ONLY read from book 2? One fact that is only in book 2 is baby spiders are called spiderlings.

What do you notice about the text features the authors used?

In both books, the author uses a diagram to teach about spiders. In book 1, the author uses labels to show the parts of a spider, but in book 2 the author uses labels to show the life cycle of a spider.



~~Resources for you to access at home:~~

<http://cfesfirstgrade.weebly.com/>

(General First Grade Resources)

<http://cedarfork.weebly.com/>

(Pacing Guides)

Questions?

