

# Grade One Writing Process

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## Websites

[www.momsmivivan.com/bigkids.html](http://www.momsmivivan.com/bigkids.html)

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## The student will write.

### How can I help my child write to communicate ideas?

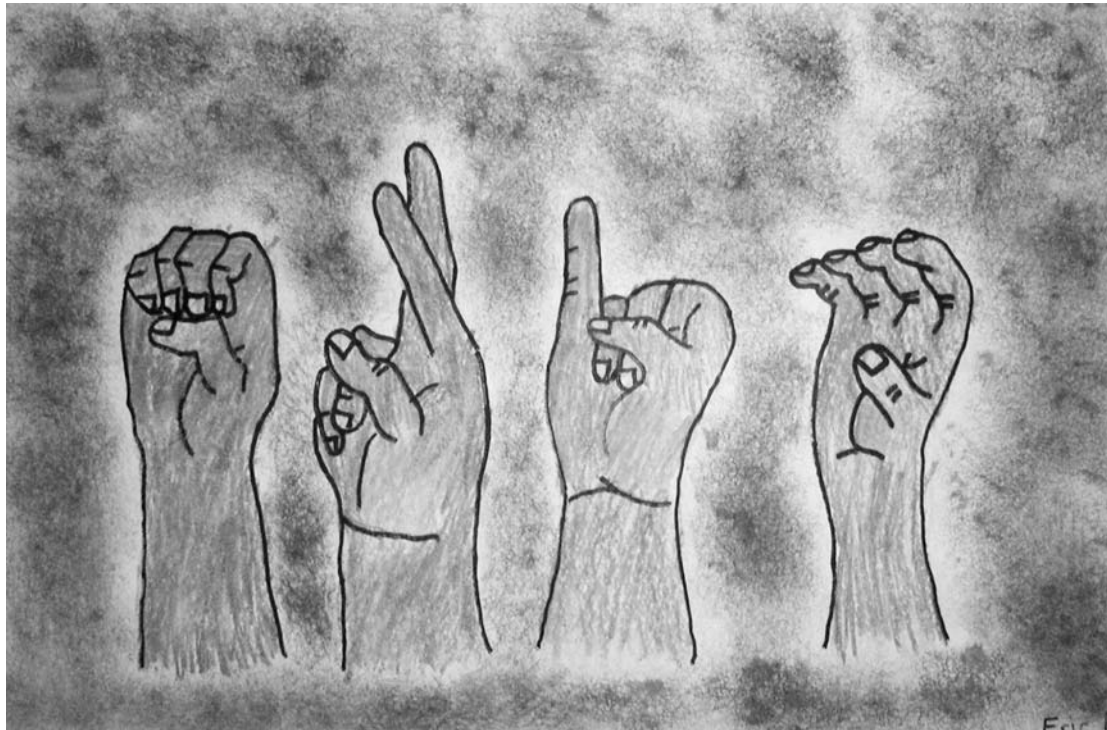
*Together we:*

- Write a grocery list, take down a phone message, write a letter, leave notes, etc.
- Put up signs and labels like Do Not Enter, Quiet, Garage Sale, Welcome.

### How can I help my child use descriptive words?

*Together we:*

- Talk about my child's drawing. Then we try to get more information about the picture by asking questions like: What color is the bird?
- Talk about his/her writing. I ask for more information and help my child get those describing words down in writing or into drawings.



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“Then one day, in his own good time, Leo bloomed! He could read! He could write!”

-Robert Kraus  
*Leo the Late Bloomer*

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### **How can I help my child write complete sentences?**

*Together we:*

- Read books and talk about how the writer uses whole sentences. Then we write sentences.

### **How can I help my child use beginning capital letters and end punctuation?**

*Together we:*

- Read a story, point out the punctuation, and tell what it means. Examples: A period means stop. A question mark means we are asking a question. A comma means pause. An exclamation point shows excitement. Quotation marks indicate someone is talking, etc.
- Read a story my child wrote and add the helpful punctuation.

### **How can I help my child correctly spell frequently used words?**

*Together we:*

- Make word cards with some words we often use when writing. Examples: the, and, is. If my child is interested in dinosaurs, we have books on hand that can be used to copy names when writing a story.

### **How can I help my child share work with others to improve writing?**

*Together we:*

- Take turns reading stories.
- Read the things we write, such as a favorite joke.

#### **If English is not your home language...**

Encourage your child to converse with you in your home language.

### **How can I help my child print legibly to form words and write sentences?**

*Together we:*

- Write notes to a family member.
- Take turns writing.

# Grade One Oral Language

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“Conversation is the natural way we humans think together.”

-Margaret  
Wheatley

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## The student will listen and speak for various reasons.

### How can I help my child listen and respond to stories and information?

*Together we:*

- Discuss our favorite parts of a story.
- Compare the characters to people we know.
- Think of other situations that are the same.

### How can I help my child hear and identify beginning, middle and end sounds in words?

*Together we:*

- Find words that start with the same letter sounds.
- Cover a small square box with blank paper (tissue boxes work well). We write a different letter on each side, then roll the cube and think of a word that starts or ends with that letter.
- Make up sentences with words that all begin with the same sound (alliteration). For example, “Bobby bites bananas.”
- Make up fun tongue twisters. (Peter Piper picked a peck of pickled peppers.)
- Say a word chant using names of family and friends.  
Example – “My name begins with **M** and it ends with **ike**. Put them together and now say Mike.”
- Read out loud and look for similarities in the way words look or sound.

### How can I help my child rhyme words orally?

*Together we:*

- Read and reread favorite nursery rhymes to emphasize the sound patterns and rhythms of language.
- Read rhymes putting a finger under each word as we read it. After reading the rhymes, I cover the rhyming words with paper or post-it notes. My child guesses the hidden word.
- Play a game. My child takes a step each time I say a rhyming word. When I say a word that does not rhyme, my child sits down. Example: cat (step), mat (step), frog (sit). You can start over using a new pattern like ring (step), sing (step), bring (step), dog (sit). Reverse roles, play with a group and have fun.



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**Websites**

[www.ed.gov/  
pubs/parents/  
readers/index.  
html](http://www.ed.gov/pubs/parents/readers/index.html)

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**Helpful Hints**

Check out video games before you allow your child to play.

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**How can I help my child give and follow 2 or 3 step oral directions?**

*Together we:*

- Put clean silverware away. I'll ask my child to put away all the spoons and then the forks.
- Prepare a bowl of cereal. My child follows my directions. First we \_\_\_\_\_, second we \_\_\_\_\_, etc.
- Say the directions for simple tasks such as getting ready for bed.

**How can I help my child talk to peers and adults: take turns, listen to others, and answer questions?**

*Together we:*

- Set aside 10-15 minutes to talk about our day.
- Talk about topics with the expectation that we will listen to each other and respond.
- Explain reasons for decisions we make. (Example: Why is that a good idea? Tell me more. Make a guess why... Tell me another way.)

**How can I help my child tell and retell stories in a logical order?**

*Together we:*

- Retell a favorite story or favorite part of the story.
- Read a picture book and afterwards use the words first, next, and last to tell what happened in order.

**How can I help my child expand speaking vocabulary and speak in complete sentences?**

*Together we:*

- Talk or answer questions using more than one word.
- Give reasons for decisions we make and directions we give.
- Play games with language to increase vocabulary. Take turns naming a category and the other person names things that might be in that category. Some categories might include clothing, and my child responds with pants, shirts, socks, etc.

**If English is not your home language...**

Watch videos and listen to taped books in your home language.

# Grade One Reading

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## Nonfiction Books:

- Fire! Fire! by Gail Gibbons
  - There Are No Polar Bears Down There by Trish Hart
  - Sharkabot by Ray Troll
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## Reading Comprehension: The student will understand what is read.

### How can I help my child predict story events and endings?

*Together we:*

- Stop occasionally while reading, talk about what we think will happen next and predict the ending.
- Look for details in the pictures that give us clues about future events.
- Read alphabet books (fiction and non-fiction) predicting which letter comes next and what it will represent.

### How can I help my child retell stories in sequence with prompting?

*Together we:*

- Continue to read stories where it's easy to tell what happens first, next, and last.
- Read and pause every few pages to remember aloud what has already happened.
- Retell a story we've just read by going back and looking at the pictures.
- Act out stories using sound, movement and verbal expression. We might perform the story using just our voices and bodies, or we may use props, costumes or puppets.

### How can I help my child relate stories to personal experiences and to other stories, with prompting?

*Together we:*

- Go places, visit others, and experience new things. Next, we talk and write or draw pictures about what we did. Then, we read and share our writing and drawing.
- Talk about the similarities and differences between the characters in books and my child. I can ask my child, "Has this ever happened to you? How would you feel if you were the character? Would you like to be the character?"
- Act out or retell the story or parts of it. Sometimes we use props, costumes or puppets, but many times we use just our bodies and voices.

**If English is not your  
home language...**

Read to your child in your  
home language

### How can I help my child identify fiction and non-fiction?

*Together we:*

- Look at a book before reading and decide if what we're going to read will tell us a story (fiction), play with language (riddles, poems, songs and rhymes), or offer information (non-fiction).

**Poetry Books:**

- The Random House Book of Poetry for Children  
selected by Jack Prelutsky
- Anna Banana  
by Joanna Cole

**How can I help my child identify main ideas, character, and setting in stories?**

*Together we:*

- Ask each other who, what, where (setting), when and why questions about a story after reading it. I'll praise correct responses. We may want to read this story again.
- Talk about the main idea (message, moral, or lesson) of a story after reading it.



**Reading  
Phonics/Decoding: The student will use a variety of decoding strategies.**

**How can I help my child build sight word vocabulary?**

*Together we:*

- Read and reread books with predictable patterns or repeated phrases.
- Label familiar objects in our home or in my child's room.
- Practice reading flashcards we've made of common sight words and words my child wants to know and read.
- Use magnetic or cut-out letters to form words we're beginning to read.
- Make a dictionary of "Words I Know." We can make a page for each letter and add new words as they are learned.

GRADE ONE

# Grade One Reading

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**Favorite Books:**

- Alaska's Three Bears by Shannon Cartwright
  - Owl Moon by Jane Yolen
  - Curious George by H.A. Rey
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## How can I help my child begin to read out loud with confidence?

*Together we:*

- Listen to and read along with stories on tape, C.D., or a computer.
- Echo read. I read a sentence, paragraph, or page to my child and she or he reads it back to me using similar phrasing and voice.
- Take turns reading. I ask my child to read a familiar passage or repeated pattern. For example, when reading the *Three Little Pigs*, my child may read the line, "Little Pig, little pig, let me come in!" with the voice and expression of the Big Bad Wolf.

## How can I help my child use decoding strategies to read picture clues, letter cluster, beginning consonants, and letter sounds?

*Together we:*

- Try to figure out words we don't know by using pictures and beginning letters (b, d, dr, sl, etc.) as clues. Letters like -ack, -at, -ot can help us, too.



## How can I help my child use sentence and story meaning (context) to decode words (figure out unknown words)?

*Together we:*

- Read simple stories. When my child is stuck on a word we read on and come back to it. We think about what would make sense, and we use beginning sounds to help us.

**Helpful Hints**

Count with objects until your child understands the meaning of numerals.

**The student will know essential mathematics.****How can I help my child estimate the results of simple addition and subtraction problems?***Together we:*

- See if an answer makes sense. “If the problem is  $10 - 6 = ?$  (10 minus 6), will the answer be more or less than 10?”
- Make up number stories that go with a given number sentence, i.e.,  $4 + 2 = 6$ . Example: 4 friends were playing in the park, 2 more came to play. How many friends are at the park now?

**How can I help my child memorize all addition and subtraction facts to 20?***Together we:*

- Use flash cards to practice our facts.
- Practice math facts while traveling in the car, while standing in line, or while waiting for an appointment.

**How can I help my child compare numbers to 100?***Together we:*

- Play a guessing game. “I am thinking of a number between 70 and 90. Can you guess it?” When my child suggests a number, give hints by saying higher or lower; and more or less.
- Play the board game *Chute and Ladders* which uses numbers to 100.

**How can I help my child use objects to compare  $\frac{1}{4}$ ,  $\frac{1}{2}$ , and  $\frac{1}{3}$ ?***Together we:*

- Buy a Hershey candy bar. When we open it, we can count how many rectangles make a whole candy bar, then count how many rectangles are  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{1}{3}$  of the bar.
- Look at a clock with hands and numbers to see when the minute hand is half past the hour (at 9:30, 12:30, etc.)
- Fold several pieces of paper into halves or fourths. Then we can label each section as a part of the whole piece of paper. ( $\frac{1}{2}$  of the paper,  $\frac{1}{4}$  of the paper)

# Grade One Math

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## Helpful Hints

Know movie ratings! Monitor the movies your child watches.

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### **How can I help my child measure using inches and centimeters, identify temperature, and tell time to the half hour?**

*Together we:*

- Measure objects around the house in inches and centimeters with an inches/centimeter ruler.
- Check the indoor/outdoor thermometer and count the lines to determine the temperature (two or three times a week).
- Use a clock face to count around the clock by fives from the 12 to the 6. (30 minutes)

### **How can I help my child recognize number patterns (2's, 5's, 10's) and find missing addends ( $6 + ? = 10$ )?**

*Together we:*

- Count by 2's, 5's, or 10's taking turns saying the numbers once the pattern is established.
- Make up number stories that help us "see" the math equation (i.e., "We have 6 pennies, but we need 10 pennies to equal a dime. How many more pennies do we need?").
- Put dried beans into piles of 10 and then count by 10's. Repeat activity putting beans into piles of 2's and 5's.

### **How can I help my child draw and build basic shapes?**

*Together we:*

- Use a ruler or straight edge to draw triangles, squares, and rectangles. Color them, cut them out, and sort them.
- Use drinking straws and "twisty ties" from bread wrappers to construct 3-D shapes. Put each end of the "twisty tie" into the ends of two different straws – bend to make triangles, squares, rectangles and other basic shapes.

### **How can I help my child use simple bar graphs and charts for comparing?**

*Together we:*

- Find a graph in the newspaper.
- Compare the lengths of objects measured around the house by using pieces of string or yarn.
- Make a family pictograph (a graph made of pictures). Choose a family characteristic like hair color or eye color. Count how many people in the family have the same characteristic. Make a graph to represent what you have discovered. For example, if five people have brown hair, draw five heads beside the word brown. If one person has red hair, draw one head beside the word red on the graph.
- Use the "Alaska Weather" page in a local newspaper, i.e., Anchorage Daily News. Look at the precipitation graph to compare the actual and average amounts of precipitation. Check the temperature trend and talk about the high and low temperatures compared to the averages. This information can also be found on the internet.

**Websites**

[www.funbrain.com](http://www.funbrain.com)

**How can I help my child collect data and make predictions?**

*Together we:*

- Continue to use the “Alaska Weather” page. Look at the “Five-Day Outlook” and predict what the weather and temperature will be on the sixth day.
- Ask family members to estimate how many glasses of milk (water or juice) they drink in one day. Predict how many glasses that would be in one week.

**How can I help my child conduct a survey and tally results?**

*Together we:*

- Survey our family about favorite colors, favorite animals, favorite foods, and then tally and count the results.
- Ask family members what they prefer for a pretend “take-out” order. Record their answers. Example: hamburgers - 2, cheeseburgers -3, cokes – 2, etc.,

**The student will use math knowledge for problem solving.**

**How can I help my child make up problems using objects?**

*Together we:*

- Take turns making up and solving problems using common household objects. For example, “We have 10 cookies on a plate, and if two people want cookies, how many cookies can each person have?”

**How can I help my child use everyday language to explain math thinking?**

*Together we:*

- Explain how we know the answer to a problem like the one suggested above (cookies on a plate).

- Decide whether a problem requires us to put objects together or take objects away.

**If English is not your home language...**

Measure, count, sort items, and tell time with your child using your home language.

**How can I help my child explain verbally how to solve mathematical problems?**

*Together we:*

- Make up addition or subtraction problems using 1-digit numerals (1-9). Talk about how we figured out the answers. Example: If we set the table for our family and 3 friends stop by, how many plates do we need now?

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