

First Grade May Parent Night 2025

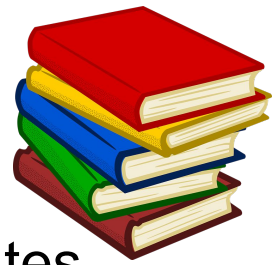


Ms. Shabazz/Ms. Gargiulo

First things first...

- Please come to school every day (on time)!
- Come to school **prepared** with all supplies and ready to work
- Get a good night's sleep
- Make sure homework is done by your child with/without assistance every night
- Review sight words and compliments of ten daily

Literacy-Reading



- Children should be reading every night for **20-25** minutes.
- **Read** with your child.
- **Ask** your child to read the story to you and retell the story.
- **Book Talk - Talk** about the stories... Ask:
 - Who** are the characters?
 - How** did the characters feel? **How** do you know? **What** evidence in the text shows/tells you how the character was feeling?
 - What** is the setting? How does the setting help you understand the story?
 - What** happens in the beginning, middle, and end?
 - What** were the important events of the story (the things that happened)?
 - What connections can you make to the story (Have you had any similar experiences?)
 - What** was the main/central idea of the story?
 - What** was the theme, moral, or lesson of the story (if applicable)?
- **Use reading strategies** we have learned.
- Develop habits of **conversation** (no one word answers).
- Practice speaking in **complete sentences**.
- Use the question and turn it into a statement (i.e. What was the moral of the story? The moral of the story was)

Good Readers...

LOOK

at the pictures.



Slide

through
the whole
word.



Skip

hard words and
then go back.



...Read...

...Skip...

...Go back and read...

Get your MOUTH

ready to make
the first sound.



Reread....

Does it LOOK right?

Does it SOUND right?

Does it MAKE SENSE?

If not-

STOP and go back!

Spell

the
word out
loud.



Try a different VOWEL

sound.

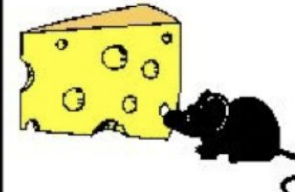


Think of a RHYMING

word
you do know.



"If I know
c-a-t is cat,
then I know
h-a-t must
be hat."



"Chunk It"

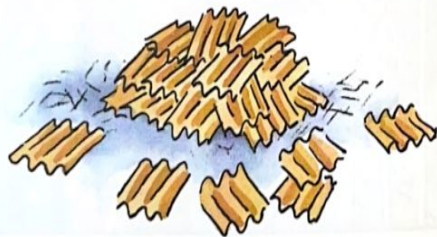
Look for smaller
words
hiding inside.

Reading Progressions

*Refer to the progress report you received last week to check your child's reading level

Months of the School Year										
Month	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
K	■	■	A	B	B	C	C	C/D		D
Grade 1	D/E	E/F	G	G	H	H	I	I	J	J
Grade 2	J/K	K	K	K	L	L	L	M	M	M
Grade 3	M/N	N	N	N	O	O	O	P	P	P
Grade 4	P/Q	Q	Q	Q	R	R	R	S	S	S
Grade 5	S/T	T	T	T	U	U	U	V	V	V

We get some pasta.



Level A

Level E stories have more complex ideas and words with endings (such as -ed and -ing).

Bump!

"Oh, no! The sky is falling,"
said Little Chick.
"I will go and tell the king."



Level E

At Level H the images may no longer show everything happening in the story.

Daisy ran to the door and looked outside.
"Come on!" she called to Jack.
"Let's go outside and play."

Jack ran out the door, past Daisy, and down the steps.
He was wearing his Super Dog cape.
"I'm faster than a speeding bullet," he said. "Try to catch me!"



Level H

At Level J, plots become more elaborate and a few abstract ideas are highly supported by the illustrations and the text.

Chapter 2

Scavenging

Elsie passed out the lists.

Little Dinosaur and Monkey looked at the first thing on the list.

1. Bring back something you can get from a tree.

"Hmm," said Little Dinosaur.

"I know," said Monkey. "A branch!
You can get a branch from a tree!"

"Yes!" said Little Dinosaur.

"Let's find a tree branch!"

Monkey and Little Dinosaur found a big tree branch.



Level J

My Apple Tree

Ted and I go out to play.

We run up the hill.

My apple tree is on the hilltop.

We play by my apple tree.

Ted looks up.

There is a big, red apple.

"Bill, can I have that apple?" Ted asks.

I look up too.

My tree has just one apple.

It is MY apple.

But Ted wants it.

I know the apple will be good.

But Ted is my friend.

Ted lets me play with his blocks.

I will be a friend to Ted, too.

I let Ted have the apple.

"I know what to do," Ted says.
Ted runs down the hill.
Ted lets my mom check the apple.
She looks at it.
Ted and my mom go in.
Then they come back out.
Ted had my mom cut the apple.
I have some of the apple.
Ted has some of the apple.
I like Ted.
I can tell he likes me too.



- 1** Read the sentence from the story.

My apple tree is on the hilltop.

What is the meaning of hilltop in this sentence?

- ☐ very tall hill
 - ☐ hill with a tree
 - ☐ highest part of a hill
- 2** From whose point of view is the story told?
- ☐ Ted's
 - ☐ Bill's
 - ☐ Mom's

- 3** Read the sentences from the story.

Ted lets my mom check the apple.

She looks at it.

Which words from the sentences tell about the meaning of the word check?

- ☐ lets my mom
- ☐ the apple
- ☐ looks at

- 4** Which sentence from the story tells why Bill gives Ted the apple?
- ☐ Ted looks up.
 - ☐ Ted lets me play with his blocks.
 - ☐ I let Ted have the apple.
- 5** What is the theme of this story?
- ☐ It is fun to play outside.
 - ☐ Apples are a tasty snack.
 - ☐ It is good to share with others.

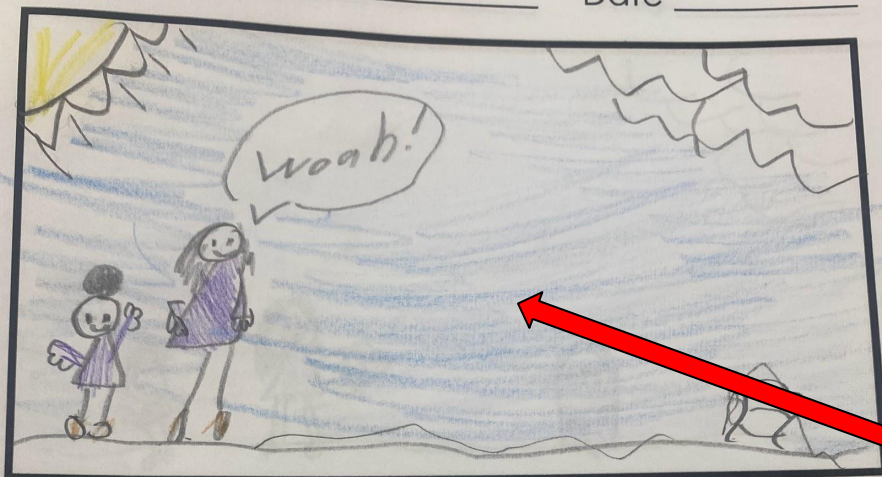
Literacy-Writing



- Writes INDEPENDENTLY about many different topics.
- Make sure your child can reread his/her writing...
Ask: Does your writing make sense, Does it sound right?
- Use proper endings... -ed, -ing, -s to make reading look and sound right
- Uses periods and capital letters appropriately
- Able to write sight words quickly
- Stretch out words, listening for sounds of unknown words, especially blends and digraphs
- Students maintain proper letter formation, and directionality of letters

Name _____

Date _____



When I walked on the
sand it felt crunchy
between my toes and deep
deep deep my feet sank
into the sand. ("Woah!") I said.

Students are expected to add details to their writing and illustrations that aid in reader comprehension, adds interest and excitement, and paints a picture in the mind of their reader.

This can be accomplished by:

- using speech/thought bubbles
- including verbs (action words)
- including adjectives (describing words)
- adding feeling/emotions
- using repetitive text
- adding dialogue
- including descriptive language that paints a picture and brings characters to life

Name _____

Date _____



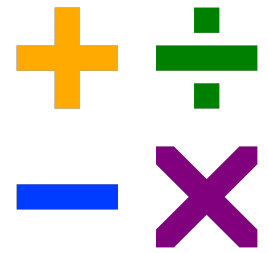
My dad was going to
drop me into the leafs
"One two three said dad
"Weee I screamed felt
like I was laying on
a bed of leafs and it was
fluffy.

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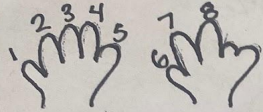
Math



- Make sure your child can read and write #'s 1-120.
- They should be able to count by 5's, and 10's.
- Know addition facts 0-20 in a snap, by memory.
- Understand and compute number stories independently, using multiple strategies
(counting on, drawing a model, tens frame)
- Solve word problems with 3 addends and two digit.
($2+4+7=13$ and $17 + 23$).
- Find the missing addend, *Number Bonds* ($8+ \underline{\quad} = 14$, $9- \underline{\quad} = 6$).
- Grade level knowledge of place value, and various units (Hundreds, Tens, Ones).
- Compose and decompose numbers from 11 to 19 into ten ones, using objects or drawings to represent numbers and understanding of content.

Addition Strategies

Count by 1's using
your fingers $5+3=8$

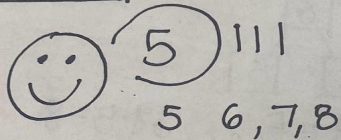


Draw a picture
 $5+3=8$

00000 000
 $5 + 3 = 8$

Count on

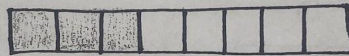
$$5+3=8$$



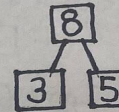
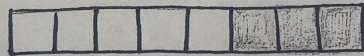
$$5+3=8$$

use related facts

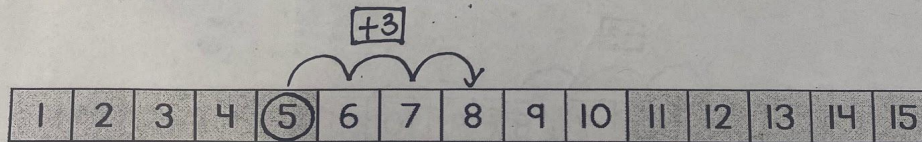
$$3+5=8$$



$$5+3=8$$



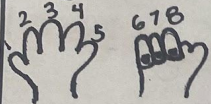
Count up on a number path



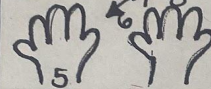
$$5+3=8$$

Subtraction Strategies

Take away using your fingers $8-3=5$



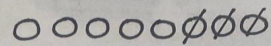
Count back



$$8-3=5$$

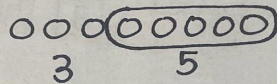
Draw a picture

$$8-3=5$$

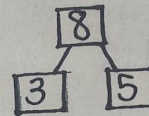


Think about part part total

$$8-\square=5$$



use related facts



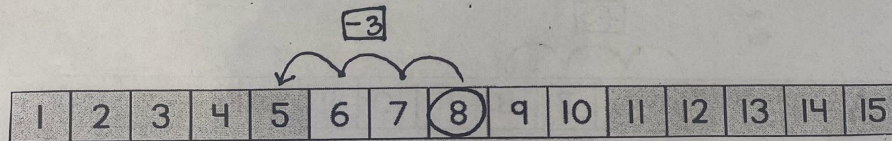
$$8-3=5$$

$$8-5=3$$

$$3+5=8$$

$$5+3=8$$

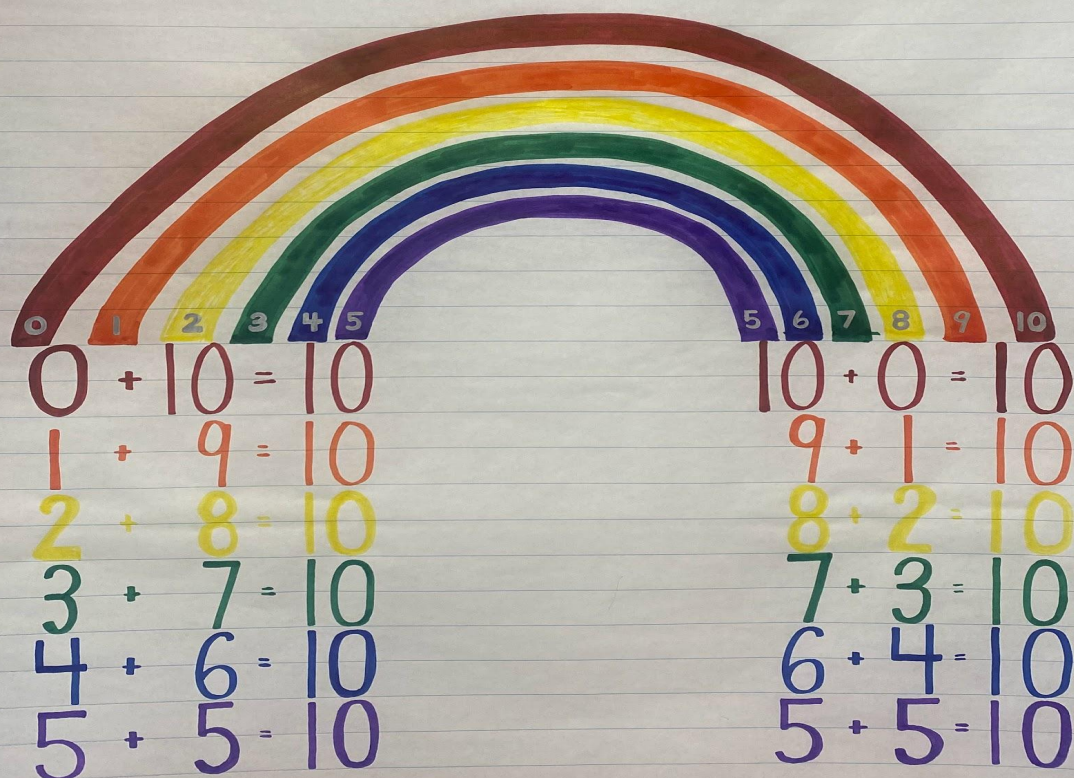
Count back on a number path



$$8-3=5$$

RAINBOW to 10

How many ways can you make 10



5. Add.



Show how you know.

$13 + 15 =$



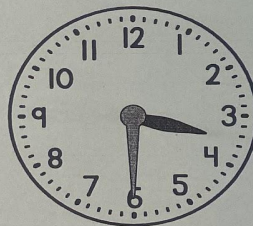
$= 23 + 7$



$27 + 15 =$



6. Circle the time.



3:30

11:00

6:30

What can you do to help prepare your child for 2nd Grade?

- Have conversations often with your child
- Read and write with your child EVERY DAY. Join a summer reading program at your local library.
- Play sight word games with your child
- Start a journal with your child to write in every day
- Practice math skills such such as adding and subtracting numbers up to 20
- Play board games, do puzzles... LIMIT television watching and video games
- Take the children to different places to expose them to various learning experiences.
This is crucial for building on their existing knowledge.

2nd Grade Standards

ELA

<https://www.nysed.gov/sites/default/files/pk2elastandardsglance.pdf>

Math

<https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf>

Websites to help improve student learning

- www.bookflix.com (Literacy)
- www.pbskids.com (Literacy)
- <http://www.aaamath.com> (Math)
- <http://www.funbrain.com/numbers.html> (Math)
- <http://www.mathcats.com> (Math)
- www.iready.com (Math and Literacy)
- <https://www.starfall.com/h/>
- <https://www.nysed.gov/standards-instruction/english-language-arts>
- <https://www.nysed.gov/standards-instruction/mathematics>



Summer Resources

NYC parks hosts free movie nights, offering a chance to enjoy a picnic and film under the stars. It also offers free memberships for kids to their recreation centers, which feature basketball courts, libraries, game rooms, and other activities.

Other Summer Activities:

- **Explore Museums:** New York City has many museums with kid-friendly exhibits, like the Children's Museum of Manhattan and the New York Hall of Science.
- **Attend Cultural Events:** NYC.gov has various cultural events happening throughout the summer.
- Little Island: Cozymeal is a unique park on the

Summer Resources continued...

- **Bronx Zoo:** A popular destination for families, offering a variety of animal exhibits and attractions.
- **Queens County Farm Museum:** An interactive museum that showcases the history of farming in Queens.
- **Alley Pond Park:** A large park in Queens with playgrounds, sports fields, and a community garden.
- **Free-Low Cost-tNYC Activities**

First Grade 2025

