



**CANYONS**  
SCHOOL DISTRICT

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**Home Learning  
Parent  
Resources  
Grades 1 & 2**

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This Parent Teaching Resource includes strategies for teaching reading and writing and printable games to build math fluency.

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## Scaffolding Difficult Text for Student Access

The list below contains active reading strategies to support students accessing difficult text. The list of strategies is ordered from **most to least scaffolded**, allowing students to move through the activities to become independent. Download the poster for display in your classroom [here](#). Specific routines explaining each phase in a sequence [here](#). A [Fluency Expression Rubric is downloadable](#) for providing feedback to students using the pillars of fluency: expression (*prosody*), phrasing, smoothness, and pace.

### Active Reading Strategies Scaffolding Descriptions

# CLOZE

The sun is up.

Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in the reading.

# ECHO



Echo reading is when the teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.

# DUET



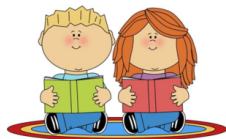
Duet reading is when two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.

# CHORAL



Choral reading is when the entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.

# PARTNER



Partner reading is when two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.

# WHISPER



Whisper reading is when all students in the class are reading a passage and each one is whisper reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.

## **Dyad Reading:**

The following pages identify great oral reading practices that can easily be done at home.

Directions:

1. Share one book between two people.
2. Sit side-by-side.
3. Track the words with one smooth finger as you read.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

“What a child can do in cooperation today he can do alone tomorrow.”  
(Vygotsky, 1962, p. 104).

# 1. Revisit book or portion of text read

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**Practice  
helps me to  
be a better  
reader.**

**Hurrah!!**



# 1. Revisit book or portion of text read

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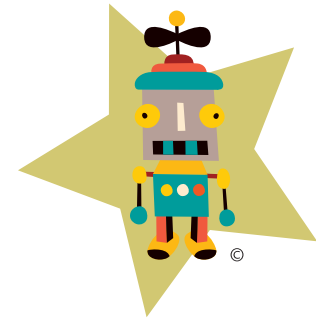
1-2 minutes

## **MATERIALS:**

Book from previous session, **Partners in Dyad Reading** lesson plan

## **ACTIVITY:**

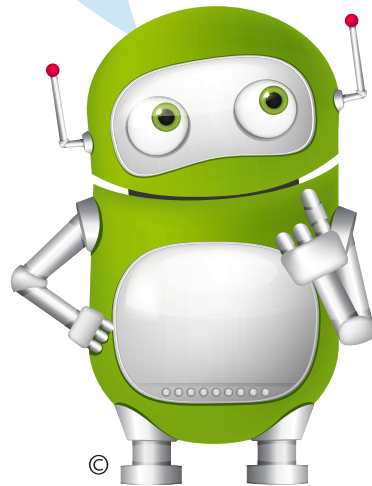
1. Student and tutor revisit previously read text discussing things they remember, found interesting, or other things of note.



## 2. New Book Introduction

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I wonder  
what this  
book will  
be about?



## 2. New Book Introduction

**1–2 minutes**—Skip introduction if the student is reading a chapter book.

### **MATERIALS:**

New book with appropriate level of challenge for the student, **Partners in Dyad**  
Reading lesson plan

### **ACTIVITY:**

1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
2. Tutor asks the student to make some predictions about the text.

### **TIP:**

Tutor gives the student an opportunity to share what he/she knows about the subject.

### **RECORD:**

Tutor checks off *New Book Introduction* on the **Partners in Dyad**  
Reading lesson plan.





### 3. Read new book/chapter and monitor comprehension.

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I can read new books!



© RaStudio/Stock

### 3. Read new book/chapter and monitor comprehension.

11–14 minutes

#### MATERIALS:

New book (or next portion of chapter book), Partners in Dyad Reading lesson plan, Story Face Chart for narrative text

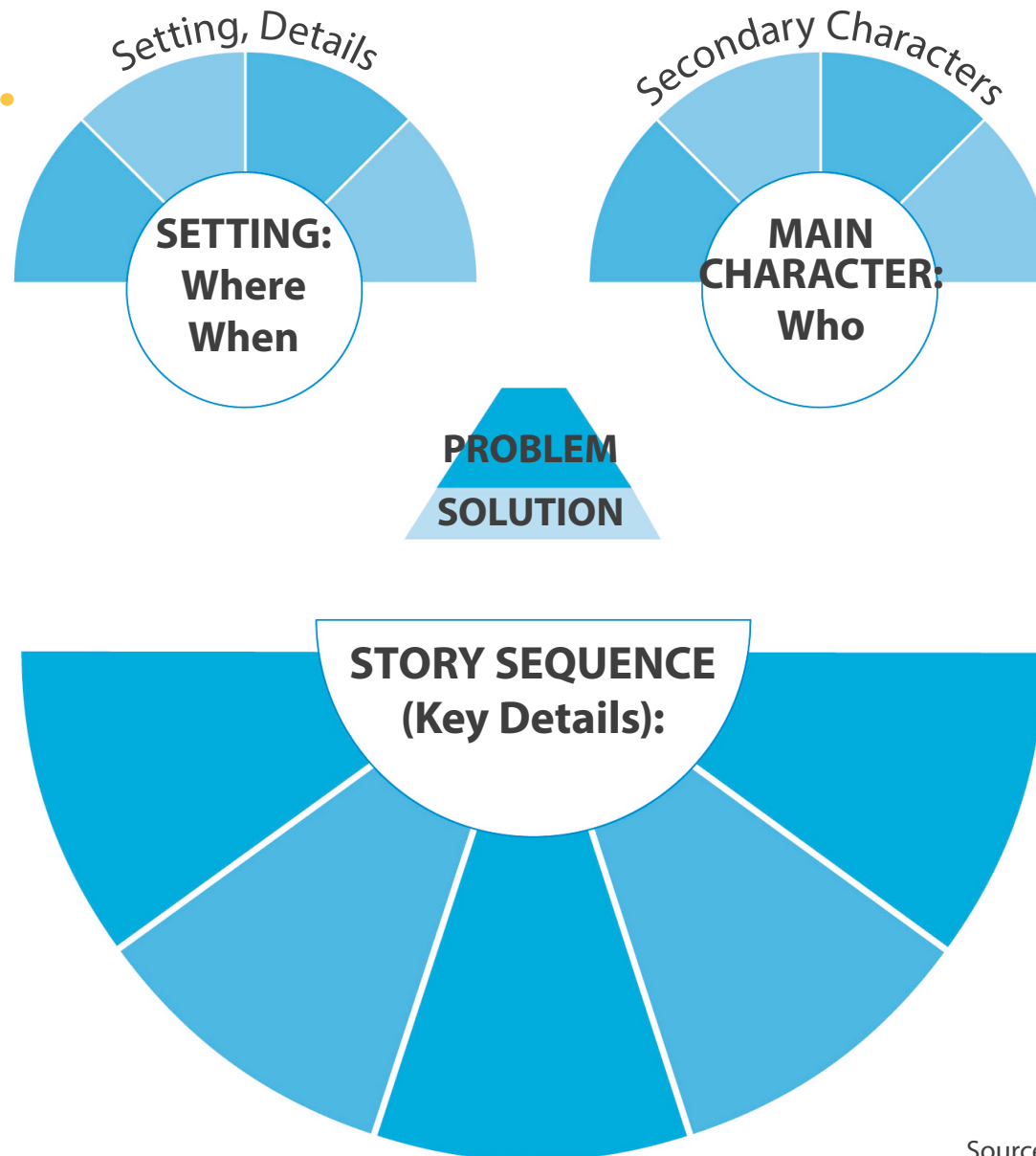
#### ACTIVITY:

1. The tutor and student read the new book aloud using the Dyad Reading Rules.
2. During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.
3. The tutor records where to pick up next time in the book, if needed, on the Partners in Dyad Reading lesson plan.

#### DYAD READING RULES:

1. Share one book.
2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

# Story Face Chart

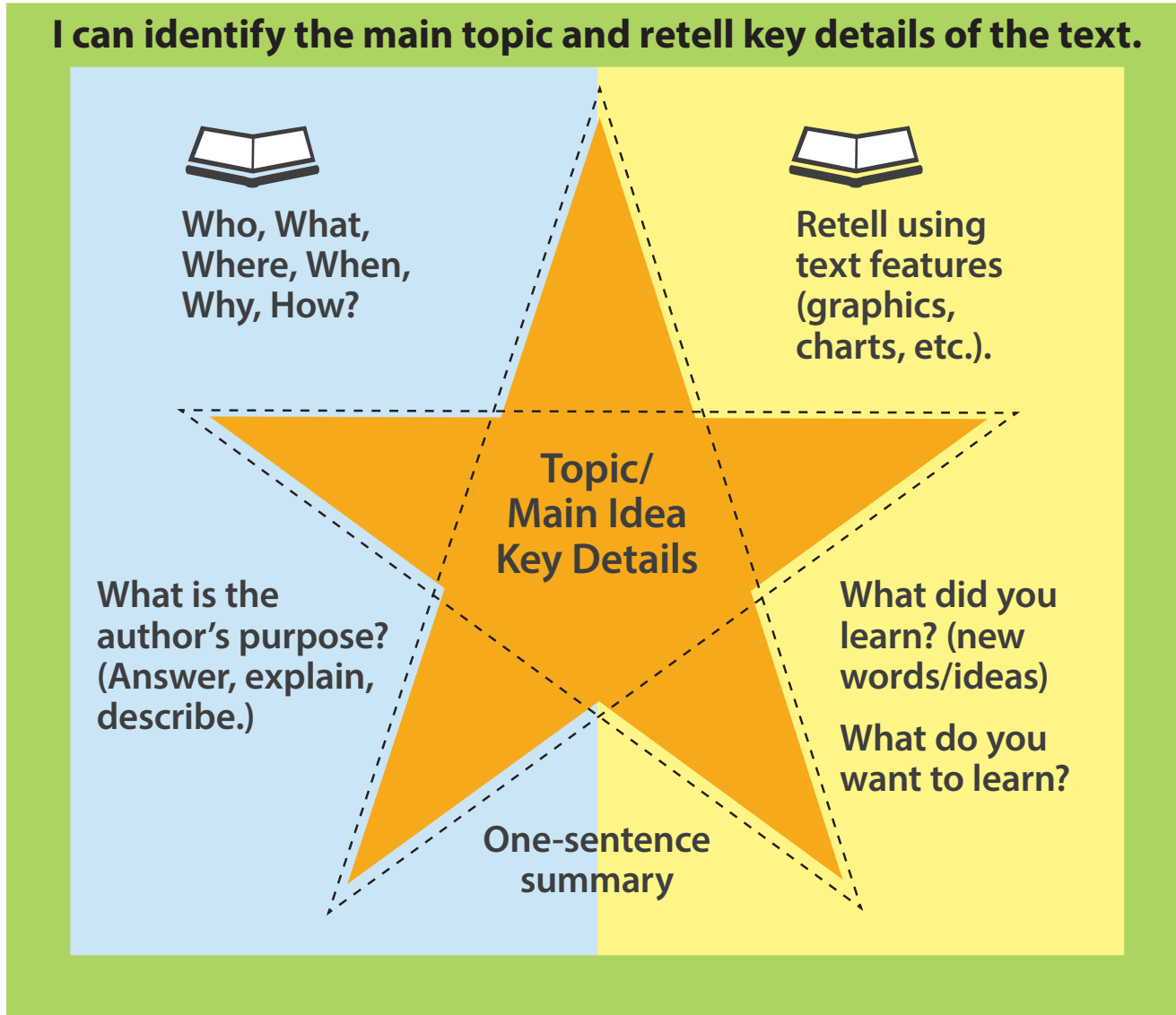


**Perspective:**  
Who's telling the story?

**What does the author want us to understand?**

Source: *The Reading Teacher*, Vol. 54, No. 1, September 2000.

# Informational Comprehension Questions



**TIP:**

Tutor asks the student to use the text to talk about the key details.

# Reading Text Question Prompts

# TEXT DEPENDENT QUESTIONS

## Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- What are the key ideas in this **text**/story?
- What can you infer from the title, headings, and anecdotes in this book?
- Who was the most important character in the story? What makes
- Who, what, where, when, how questions
- What key details help support the main idea of \_\_\_\_\_?
- What key details and/or examples support the main idea of \_\_\_\_\_?
- What have you learned from this [text]?

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- Retell the story.
- What is the story or article beginning to be about?
- What is the theme of the story?
- What message was the author trying to share?
- What could the main character have learned that I could also learn?
- 
- What was a moral or lesson in the story?
- Summarize the text.
- Retell the (fables, folk tales from diverse cultures).
- What is the main idea of this text?
- What are the 2 or more main ideas in this text?
- What key supporting details did the author cite?

**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

- Identify characters, setting, major events,
- Explain key details that support the author's message.
- Compare and contrast (characters, setting, events, etc.).
- Explain how \_\_\_\_\_ and \_\_\_\_\_ interact in this story.
- Describe how (name of character) respond to (major event and/or challenge).
- Explain how (name of character) changed in the story.
- Why does \_\_\_\_\_ think about \_\_\_\_\_?
- How does \_\_\_\_\_ feel about \_\_\_\_\_?
- How does \_\_\_\_\_ show persistence (or other character trait) in \_\_\_\_\_?
- How does this help the reader learn more about \_\_\_\_\_'s character?
- What can we infer about the characters \_\_\_\_\_ and \_\_\_\_\_?
- What do readers learn about the family's relationship from this section?
- What does \_\_\_\_\_'s conversation with \_\_\_\_\_ reveal?
- What event did the author include to show the reader \_\_\_\_\_?
- Describe connections between \_\_\_\_\_.
- Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it.
- Explain the procedures described in this article.

# TEXT DEPENDENT QUESTIONS

## Craft and Structure

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

- What does (word or phrase from the story, figurative language, sensory word,) mean?
- What does *Herculean* (or other Mythology vocabulary) mean in this story?
- Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song
- What kind of text is this? (poem, drama, prose, etc.) How do you know?
- Explain the meaning of (general academic vocabulary word).
- Explain what (domain/content specific word) means.
- Which words really call our attention here? What do we notice as we reread them?
- How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

- What was the (problem, solution)?
- How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text?
- What text structure did the author use in this text?
- What kind of text is this? (story, article, etc.)
- Look back at the text and see if you can divide it into parts. What parts does the author include?
- Describe the story structure, including beginning, middle, and ending
- Describe the (action, setting) in the story.
- Explain the (structure elements: verse, rhythm, meter of this poem).
- Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play.
- What might have happened if \_\_\_\_\_ hadn't happened first?
- How did the author organize the ideas in the (article, book, etc.)?
- Explain how you know that the author used a \_\_\_\_\_ text structure.
- What text structure did the author use?

**6. Assess how point of view or purpose shapes the content and style of a text.**

- From what point of view is this story told?
- Who is narrating the story? How do we know?
- Through whose eyes did you see this story?
- Read (two or more accounts of the same event/topic). Analyze the information the authors present.
- What similarities and/or differences are there in (titles of two texts on similar topics)?
- How does the author feel about (topic)?
- How did the graphics help you understand the section about \_\_\_\_\_?
- Distinguish between information provided by pictures and words in the text.
- How does your own point of view compare to the author of \_\_\_\_\_?

# TEXT DEPENDENT QUESTIONS

## Integration of Knowledge and Ideas

### 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*

- Describe (character, setting, event). Use specific examples from the illustrations and/or words.
- Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot.
- How did the author use illustrations to engage the reader in the events of the story?
- How do the (visual/multimedia elements) help the reader understand the author's message?
- Use illustrations and details in a text to describe key ideas.
- What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader?
- How did search tools (key words, side bars, hyperlinks) help the reader?
- How do the [pictures, etc.] help convey the mood of the story?

### 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **Not applicable in Literature—Information Texts only**
- Identify the reasons an author gives to support his key point(s).
- Explain how author uses reasons and evidence to support the main idea of \_\_\_\_\_.
- Identify which reasons/evidence support which point(s).
- What is the author's point of view on the topic? What in the text makes you say that?
- Describe logical connections between specific sentences and paragraphs.
- Explain cause and effect relationships in the story/text.
- What was the tone of the story/text?

### 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.).
- Identify similarities and differences between two texts on the same topic.
- Read several texts on the same topic. Write a speech using information from each of source.
- Compare the text to: a movie, webpage, video game, piece of art or music, or other media.
- How does this selection connect to the theme of \_\_\_\_\_?
- How does this selection connect to (other text we have read, content area, etc.)
- How is \_\_\_\_\_ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6?
- How is \_\_\_\_\_ shown in paragraphs 7-11?
- What mood does the author create?



## Possible Generic Writing Prompts

1. What is your earliest memory?
2. What do you want to be when you grow up?
3. Imagine you are building a spaceship to travel to the moon. What does it look like?
4. Imagine you are an inventor. What will you invent? How will you build it?
5. If you were given one super power, what would it be? What would you use this super power for?
6. If you could live anywhere in the world, where would you live? Why?
7. Describe one thing you are thankful for.
8. What would your life be like if you were born one hundred years ago?
9. What would you do if you had a million dollars?
10. Describe your favorite sport and why you like it.
11. Pretend you are a daring explorer. Where will you travel to? What will you see?
12. How are you similar to your parents? How are you different?
13. Describe one thing that makes you unique.
14. Imagine you wake up one morning and discover that you have been turned into a tyrannosaurus rex. What will you do?
15. What are three numbers that you like? How do these numbers relate to one another?
16. What is your favorite color? Your least favorite color?
17. Describe a job you would not like to have.
18. What is your favorite subject in school? Why do you like this subject?
19. Describe what your life would be like if you were 10 feet tall.
20. What is your favorite fairy tale? Write what happens in this story.
21. What's the most important thing you would like to do this summer?
22. Go for a walk. Write a sentence about the walk you went on.
23. Write about a trick you would like to play on your mom.
24. What is your favorite thing to do when you play outside?
25. What is your favorite thing to do when you play inside?
26. Tell about what you will be when you grow up.
27. Write about what you would like to do for your next birthday.
28. If you could go on a vacation anywhere in the world, where would you go?
29. Make a list of groceries that you think mom or dad should buy for you from the store.
30. Tell about an animal you would like to have for a pet.
31. What would you do if there was a dragon stuck under your bed?
32. What is the funniest thing that you have ever seen?
33. What did you do today?
34. What is something you would like to learn more about?
35. What kind of pet do you think a teacher should get for their classroom?
36. What is the best movie you have ever seen?
37. Tell about your most favorite book.

38. Tell about your favorite holiday. Tell why it is your favorite.
39. Tell about your favorite restaurant. Tell why it is your favorite.
40. Write a poem about what you think second grade will be like.
41. Do you think you will get married?? Write about what you think it will be like.
42. What is something you love about yourself?
43. If you could change anything about yourself, what would it be?
44. Make a list of the things you are most thankful for in your life.
45. Which season do you like the most?? Why??
46. Which season do you like the least, why????
47. You just won \$1,000,000. What are you going to do first?
48. Tell about a time when you were kind to someone.
49. Tell about your favorite song.
50. Write a story about the mysterious zizybaloozuh that you just found in your bathtub.
51. What is something that makes you ANGRY!!!!
52. Tell about your favorite sport.
53. Tell about the last time you cried.
54. What are you scared of?
55. You found a magic wand! What would you do with it?
56. Tell about your favorite food and why it is so good.
57. Have a family member write something about you today.
58. What would happen to you if you never went to school?
59. In second grade, I want to learn about...
60. My favorite animal is a....
61. This is a list of things I like to do when I can't watch television or play video games.
62. What would you like to say to the President?
63. What is something you are really good at doing or creating?
64. What should you do if there is a bully on your bus?
65. When I'm 100 years old...
66. If a cat could talk, what would they say?

Once a student has selected a writing prompt from the previous pages or their own prompt, we encourage students to plan the big ideas they want to include. As they fill out this graphic organizer, they can identify the big ideas and then use those to guide their actual writing.

### Four-Square Graphic Organizer

<p>The first key idea/event:</p> <p>Details</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>
<p>Topic Sentence:</p>	
<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<p>Conclusion</p>

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).

# Addition and Subtraction Facts

## Recommended Grades 1 - 3

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# *Tens Go Fish* Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

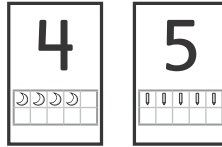
NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Tens Go Fish Directions

## You need

- Deck of Primary Number Cards (without Wild Cards)
- *Tens Go Fish* Recording Sheet (G45; 1 per player)



RESOURCE MASTERS, G45

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**Tens Go Fish** Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

| G45 | © Pearson Education 1

## Play with a partner. Work together.

- 1 Deal each player 5 cards.
- 2 Players put down pairs of cards that make 10, and pick new cards to replace them.
- 3 Then, players take turns asking each other for a card that will make 10 with a card in their own hand.
  - If a player gets the card, he or she puts the pair down and picks a new card from the deck.
  - If a player does not get the card, the player must “Go fish” and pick a new card from the deck.
  - If the new card makes 10 with a card in the player’s hand, he or she puts the pair down and picks another card.
  - If a player runs out of cards, the player picks two new cards.
  - A player’s turn is over when there are no more pairs that make 10.
- 4 The game is over when there are no more cards.
- 5 At the end of the game, players record their combinations of 10 on the *Tens Go Fish* Recording Sheet.