Take-Home Literacy Bag Parent Explanation & Participation Letter

Dear Parents,

I firmly believe that home is the first classroom and parents are the first teachers. Parents who read to their children everyday and talk about whey they are reading together, promote a joy of reading and increase literacy and academic achievement. To this end, next week we will start our thematic take-home Literacy Bag program.

Our literacy bags correlate with the Common Core State Standards (CCSS) and the current units we are studying in our classroom. Each literacy bag includes books and enrichment activities for you and your child to enjoy at home. The activities will provide skill reinforcement and exciting, hands-on activities to build upon and supplement what the children are, or have been, learning in class.

For this program to be successful, we must work together to make sure the literacy bags are taken care of and returned to school on time. Typically, the literacy bags will go home on Mondays and are to be returned on Fridays. Every student will have the opportunity to take home a different thematic literacy bag twelve times during the school year. When your child brings home a literacy bag, I need you to help your child complete the activities at home, one per night, and then return the literacy bag on the assigned due date. Please make sure all books and materials are returned in the literacy bag. Each literacy bag will have a Materials List and Parent Feedback Form. If there are lost or damaged materials, please indicate as such on the feedback form so they can replaced for the next student.

If you would like your child to participate in this exciting enrichment program, or not, please indicate and sign the permission slip below and return it to school by ________________.

I am confident that you and your child will learn from and enjoy the take-home literacy bags. Thank you for your support.

Sincerely,

Mrs. Wilkes

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I grant permission for my child _________________________ to participate in the take-home literacy bag program. I understand the important role I play in my child’s education and I agree to participate in the provided activities with my child. I also understand that if my child loses or damages the bags or materials, we are responsible for replacing them.

Parent’s signature______________________________________ Date __________________

Student’s signature______________________________________ Date __________________
At this time, **I DO NOT** wish for my child __________________________ to participate in the take-home literacy bag program.

Parent’s signature ___________________________________________ Date ______________

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**Take-Home Literacy Bag Parent and Student Feedback Form**

Once you have completed the activities in the _____________ Literacy Bag, please complete this form and return it to school with the bag.

**Parent**

My child and I enjoyed:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

My child was able to complete the following activity/skill with ease:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

One activity/ skill that challenged my child was:
Please note any damaged books or items that need to be replaced:

Student
My favorite activity in the Literacy Bag was:

One new thing I learned was:

Classroom Literacy Bag Check OUT

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date checked OUT</th>
<th>Date checked IN</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*materials missing, skill sheets to add, repairs needed
*student skills to be reinforced
Take Home Literacy Bag

Unit Created by Keltsey Wilkes

Content Concept for Literacy Bag: Creating Citizens  Grade Level: 1st

Purpose of the Literacy Bag: To help students dive deeper into the concept of citizenship, while activating their background knowledge, and furthering their discovery. This bag also helps to create links between learning in school and at home.

What is your Weekly Essential Question the activities will help answer?

What does a good first grade citizen look like? How can I be an example of a good citizen at school, at home and in my local community?

1. Writing Activity: My Community

Content Goal: SWBAT (student will be able to) Recognize and describe examples of differences within their school and neighborhood.

List of Materials: Each student will need the following materials from their literacy take home bag: Expo Marker, Venn Diagram worksheet, writing rubric, and the book: Classroom Portraits 2004-2012 By Julian Germain.

Activity Instructions: First think about and discuss some unique features and aspects of your home and community. You may take a walk around your neighborhood, or to a few local businesses or hangouts. Next read and observe the pictures in the book assigned. Then complete the following activity. In this activity students will complete the Venn Diagram. Guide students to be looking at the differences and similarities between their school and neighborhood, and neighborhoods and schools around the world. Once this activity is complete
students will write a paragraph in their journal describing their feelings on their findings. Prompt: What do you feel was the most interesting similarity and difference? How did it make you feel, and why? Why do you think our community is unique, what makes our home unique? Complete the writing check list/rubric. Practice proper sentence structure if needed i.e. Capitol letters, punctuation, and complete thoughts.

2. **Text Talk Activity**: Rules & Laws

   **Content Goal**: SWBAT explain using proper vocabulary, why rules/laws are important to have in schools, homes and communities.  
   **List of Materials**: Each student will need the following materials from their literacy take home bag: The Text Talk brochure/foldable, the book: Rules & Laws by Ann Marie Kishel.

   **Activity Instructions**: In this activity parents will guide their student through a vocabulary building text talk. The text talk gives explicit instructions as to how to guide student’s thoughts by questioning. There are three robust vocabulary terms that students are to expect to understand and explain to others. First begin by reading the story once through without any special attention to the vocabulary terms. Next read through the text talk brochure as scripted. Then re-read the story having student indicate when they hear the vocabulary words by giving a thumbs, raising a hand, etc. Lastly review the terms once more.

3. **Comprehension Activity**: Choices & Consequences

   **Content Goal**: SWBAT explore the importance in developing social skills and ethical responsibility. SWBAT Demonstrate their understanding of the parts of a story (Beginning, Middle, and End).

   **List of Materials**: Pencil, ‘Get To The Point’ graphic organizer, the book: The Red Racer, by Audrey Wood.

   **Activity Instructions**: First the parent will explain to the student the art for retelling/summarizing a story. Show the student the ‘get to the point’ graphic organizer, go through the organizer and explain and define beginning, middle, and end if needed. Next read aloud the story of The Red Racer. Be sure to tell the student to listen carefully for what choice is made in the beginning, what events happen in the middle, and the consequence of the choice in the ending. Then help student to complete the comprehension retelling graphic organizer. Turn the organizer over and have the student practice retelling/summarizing the story to you or another family member.
4. **Fluency Activity:** Everyone Works

**Content Goals:** Students will understand the financial concept of exchanging goods, or services, for goods or services in return. SWBAT progress towards fluent reading by practicing the Goods and Services poem.

**List of Materials:** Pencil, crayons, blank white paper, Expo marker, two copies of the ‘Goods and Services’ poem, fluency chart, and the book: *If You Give A Mouse A Cookie* by Laura Jaffe Numeroff

**Activity Instructions:** First, give a quick explanation of goods and services. A **good** is something that you can hold in your hand, and a **service** is something someone does. Have your student draw a picture of someone performing a service in exchange for goods. You can prompt them with the idea of "If someone in your family offered you a piece of candy if you took out the garbage, would you do it? Why or why not?" Next, read with your student the story: *If You Give A Mouse A Cookie*. Practice voice, expression, and fluency. Then, conduct a **repeated reading:** The student reads the same text two times (on 2 different days) students read from the poem for fluency.

a. A **passage of 100 words is counted out.** Make sure that the student has already read once, recently. (Mark the words in increments of 10 or 20.)

b. **Set timer for 1 minute.**

c. **Student reads.** (If student reaches the last word in the passage, s/he starts at beginning and continues reading).

d. After timer sounds, **count number of words read. Count the number of errors.** Graph data with student - a motivating event!!

5. **Word Sort:** Hometown Heroes

**Content Goal:** Recognize and identify different workers and their roles in the school and community.

**List of Materials:** Everyone works word sort kit, the book: *Hero Dad* by Melinda Hardin.

**Activity Instructions:** First read the book *Hero Dad*. Have your student list in their journal other careers or jobs that they see in their community. Next begin everyone works word sort. Have students read each tool name as they place the tool in the proper career category.

**Book list:** (Photos of book covers and titles)

<p>| Classroom Portraits 2004-2012 By Julian Germain. | <img src="image" alt="Book Cover" /> |</p>
<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules &amp; Laws</td>
<td>Ann Marie Kishel</td>
</tr>
<tr>
<td>The Red Racer</td>
<td>Audrey Wood</td>
</tr>
<tr>
<td>If You Give A Mouse A Cookie</td>
<td>Laura Jaffe Numeroff</td>
</tr>
<tr>
<td>Hero Dad</td>
<td>Melinda Hardin</td>
</tr>
</tbody>
</table>

Simple instructions for parents:

How the Literacy Bag Works

1. Choose a book and read it together.
2. Choose an activity to learn more. You can do any activity in any order you want. Each activity is labeled and there is an instruction card/page that corresponds with each activity with simple-to-follow steps. I suggest that you do one activity per day. But you can do as many or as few as you want. You can repeat and extend many of the activities.

3. Have fun! Learn together! Get smarter!

4. Please return the Literacy Bag on Friday.
List of Materials
Creating Citizens Social Studies Lit Bag

Books:
• Classroom Portraits 2004-2012 By Julian Germain.
• Rules & Laws by Ann Marie Kishel.
• The Red Racer by Audrey Wood.
• If You Give A Mouse A Cookie by Laura Jaffe Numeroff
• Hero Dad by Melinda Hardin
• Goods & Services Poem X2

Organizers:
• Venn Diagram
• Writing Rubric
• Text Talk Foldable
• Get To The Point
• Fluency Chart
• Everyone works Word Sort

Other:
• Student Journal
• Pencil
• Expo Marker
• Crayons
• Blank Sheet of White Paper
• Literacy Bag
**Writing**

**Step-By-Step Instructions**

**Materials Needed:**
- Pencil
- Journal
- Venn Diagram
- Classroom Portraits 2004-2012 by Julian Gerrold

First think about and discuss some unique features and aspects of your home and community. You may take a walk around your neighborhood, or to a few local businesses or hangouts. Next read and observe the pictures in the book assigned. Then complete the following activity. In this activity students will complete the Venn Diagram. Guide students to be looking at the differences and similarities between their school and neighborhood, and neighborhoods and schools around the world. Next students will write a paragraph in their journal describing their feelings on their findings. Prompt: What do you feel was the most interesting similarity and difference? How did it make you feel, and why? Why do you think our community is unique, what makes our home unique? Complete the writing checklist/rubric. Practice proper sentence structure if needed i.e. Capital letters, punctuation, and complete thoughts.

**Comprehension**

**Step-By-Step Instructions**

**Materials Needed:**
- Pencil
- Get to The Point Organizer Book
- The Red Racer, by Audrey Wood

First the parent will explain to the student the art for retelling/summarizing a story. Show the student the ‘get to the point’ graphic organizer, go through the organizer and explain and define beginning, middle, and end if needed. Next read aloud the story of The Red Racer. Be sure to tell the student to listen carefully for what choice is made in the beginning, what events happen in the middle, and the consequence of the choice in the ending. Then help student to complete the comprehension retelling graphic organizer. Turn the organizer over and have the student practice retelling/summarizing the story to you or another family member.

**Fluency**

**Step-By-Step Instructions**

**Materials Needed:**
- Pencil
- Crayons
- Expo Marker
- Poem & Fluency Chart
- If You Give A Mouse A Cookie by Laura Joffe Numeroff

First, give a quick explanation of goods and services. A good is something that you can hold in your hand, and a service is something someone does. Next have your student draw a picture of someone performing a service in exchange for goods. You can prompt them with the idea of “If someone in your family offered you a piece of candy if you took out the garbage, would you do it? Why or why not?” Then, read with your student the story If You Give A Mouse A Cookie. Practice voice, expression, and fluency. Lastly, conduct a repeated reading. Find more in-depth instructions for this on the repeated readings card.
Fluency

Step-By-Step Instructions
Materials Needed:
- Pencil
- Crayons
- Expo Marker
- Poem & Fluency Chart
Book:
- *If You Give A Mouse A Cookie* by Laura Jaffe Numeroff

First, give a quick explanation of goods and services. A **good** is something that you can hold in your hand, and a **service** is something someone does. Next, have your student draw a picture of someone performing a service in exchange for goods. You can prompt them with the idea of "If someone in your family offered you a piece of candy if you took out the garbage, would you do it? Why or why not?" Then, read with your student the story: *If You Give A Mouse A Cookie*. Practice voice, expression, and fluency. Lastly, conduct a repeated reading. Find more in-depth instructions for this on the repeated readings card.

Word Sort

Step-By-Step Instructions
Materials Needed:
- Pencil
- Word Sort Kit
- Journal
Book:
- *Hero Dad*, by Melinda A. A.

First, read the book *Hero dad*. Have your student list in their journal other careers or jobs that they see in their community.

Next, begin everyone works word sort. Have students read each tool name as they place the tool in the proper career category.
Goods & Services Poem

Goods, goods, goods, are things
That we make and use.
We're buying and selling
And selling and buying
Any goods we choose.

Consumers buy goods from producers
Consumers buy services, too.
Consumers buy things from producers
And use them; yes, that's what they do!

Services are things we do
That other people use.
We're buying and selling
And selling and buying
Services that we choose.

Producers make goods from resources.
Producers make services, too.
Producers make things for consumers
And sell them; yes, that's what they do!
Extended Book List

This list is for more information if your student is interested

Career Related Books:
A Day in the Life of a Disc Jockey by Michael A. Wong, Troll Associates
A Day in the Life of a High-Iron Worker by John Harding Martin, Troll Associates
Colonial Times from A to Z by Bobbie Kalman, Crabtree Publishing Company
Fire Fighters by Robert Maass, Scholastic Inc.
Fire Fighting A First Discovery Book by Gallimard Jeunesse and Daniel Moignot, Scholastic Inc.
Fox on the Job by James Marshall, Scholastic Inc.
Hats, Hats, Hats by Ann Morris, Scholastic Inc.
I Can be a Musician by Rebecca Hankin, Childrens Press
I Can be a Photographer by Christine Osinski, Childrens Press
I’m Going to be a Farmer by Edith Kunhardt, Scholastic Inc
I’m Going to be a Fire Fighter by Edith Kunhardt, Scholastic Inc.
I’m Going to be a Police Officer by Edith Kunhardt, Scholastic Inc.
I’m Going to be a Vet by Edith Kunhardt, Scholastic Inc.
My Apron by Eric Carle, Scholastic Inc.
Tools by Ann Morris, Lothrop, Lee & Shepard
What do People do all Day? By Richard Scarry, Random House
What’s it like to be a Ballet Dancer by Janet Craig, Troll Associates
What’s it like to be a Chef by Susan Cornell Poskanzer, Troll Associates
What’s it like to be a Dairy Farmer by Susan Cornell Poskanzer, Troll Associates
What’s it like to be a Fisherman, by Janet Craig, Troll Associates
What’s it like to be a Forest Ranger by Michael J. Pellowski, Troll Associates
What’s it like to be a Grocer by Shelley Wilkes, Troll Associates
What’s it like to be a Newspaper Reporter by Janet Craig, Troll Associates
What’s it like to be a Postal Worker by Morgan Matthews, Troll Associates
What’s it like to be a Puppeteer by Susan Cornell Poskanzer, Troll Associates
What’s it like to be a Sanitation Worker by Susan Cornell Poskanzer, Troll Associates
What’s it like to be a Teacher by Kira Daniel, Troll Associates
Doctor/Nurse

Teacher

Firefighter

Construction Worker
Police officer

Grocery Clerk

Librarian

Barber/Beautician
Farmer

Military Officer

Stethoscope
Blood Pressure Cuff
Thermometer
Syringe
Cotton Swab
Ruler
Crayons
Stapler
Grade Book
Paper Clips

Fire Truck
Helmet
Oxygen Tank
Axe
Water Hose
Hammer
Nails
Tape Measure
Hard Hat
Tool Belt
Hand Cuffs
Badge
Firearm
Police Car
Radio
Cash Register
Scanner
Apron
Shopping Cart
Grocery Bag
Books
Quiet Sign
Catalog
Dewey Decimal System
Library Card
Sheers
Comb
Shampoo
Brush
Beard Trimmer

Tractor
Pitch Fork
Seeds
Barn
Trough
Riffle

Dog Tags

Night Vision Goggles

Camouflage

Grenade