

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 why 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 be 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

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 _____

OR

At this time, **I DO NOT** wish for my child _____ to participate in the take-home literacy bag program.

Parent's signature _____ Date _____

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

LITERACY BAG TITLE: _____

Student Name	Date checked OUT	Date checked IN	Comments: *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.

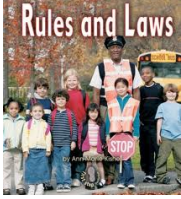
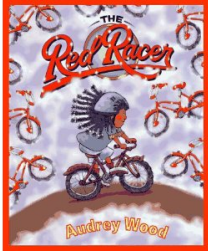
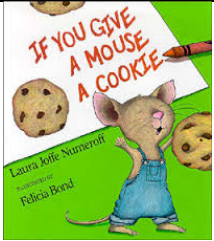
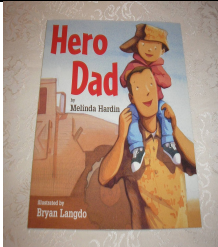
List of Materials: Everyone works word sort kit, the book: Hero Dad by Melinda Hardin.

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)

Classroom Portraits 2004-2012 By Julian Germain.



<p><u>Rules & Laws</u> by Ann Marie Kishel</p>	
<p><u>The Red Racer</u> by Audrey Wood.</p>	
<p><u>If You Give A Mouse A Cookie</u> by Laura Jaffe Numeroff</p>	
<p><u>Hero Dad</u> by Melinda Hardin</p>	

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

Book:

- [Classroom Portraits 2004-2012](#) By Julian ~~Germain~~

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 check list/ 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

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.

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](#)



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

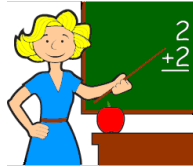
What's it like to be a Sanitation Worker by Susan Cornell Poskanzer, Troll Associates

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

Rifle

Dog Tags

Night Vision Goggles

Camouflage

Grenade