

## Foundations Level 1 - Unit 2

Dear Family,

We are ready to begin Unit 2 in **Foundations®**. During the next 2 weeks, we will be teaching or reviewing:

Skill	What is it?	How can you help at home?												
<b>Phonemic awareness skills</b>	Identify beginning and final sounds in words	Point to a picture in a book. Name the word and have your child tell you the beginning or final sound.												
<b>Blend, read, and spell short vowel words with 3 sounds</b>	Put sounds together (blending) to make words	<ul style="list-style-type: none"> <li>Have your child say each sound of a word while tapping a finger to the thumb. <a href="http://video.carrollk12.org/view/CCPS_ELA_PR_10082013">http://video.carrollk12.org/view/CCPS_ELA_PR_10082013</a></li> <li>Build words with magnetic letters or letter cards for your child to read.</li> <li>Give your child a word. Each time, tap and blend the word. <i>hip</i> → <i>hop</i> → <i>hot</i> → <i>hat</i> → <i>mat</i></li> <li>Have your child build words with magnetic letters or letter cards.</li> <li>Practice writing words on dry erase boards or paper.</li> </ul> <p>Example words: <i>sap, fit, him, pot, met, dug, quiz, nab, gum, lob, yet</i></p>												
<b>Writing a sentence</b>	<p><i>Check for:</i></p> <p>Capitalization</p> <ul style="list-style-type: none"> <li>the first word of a sentence</li> <li>names</li> <li>the word "I"</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>period</li> <li>question mark</li> <li>exclamation point</li> </ul>	<p>Using the examples below:</p> <ol style="list-style-type: none"> <li>Say a sentence.</li> <li>Have your child repeat the sentence.</li> <li>Have your child write the sentence, using strategies they have learned (ex. tapping). Remind your child to leave a finger space between words.</li> <li>Have your child reread the sentence.</li> <li>Ask: <ul style="list-style-type: none"> <li>Does the first word have a capital letter?</li> <li>Does your sentence have punctuation at the end?</li> </ul> </li> </ol> <p>Sentence examples:</p> <table border="1"> <tbody> <tr> <td>Dad had a sip.</td><td>The pup is sad.</td><td>The rug is thick.</td></tr> <tr> <td>Tom had a map.</td><td>Mom had fun.</td><td>Pat had a dog.</td></tr> <tr> <td>Tim had a nap.</td><td>The cat is wet.</td><td>The box is shut.</td></tr> <tr> <td>Pat did the job.</td><td>Jen had a chip.</td><td>Tom had fun.</td></tr> </tbody> </table>	Dad had a sip.	The pup is sad.	The rug is thick.	Tom had a map.	Mom had fun.	Pat had a dog.	Tim had a nap.	The cat is wet.	The box is shut.	Pat did the job.	Jen had a chip.	Tom had fun.
Dad had a sip.	The pup is sad.	The rug is thick.												
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Tim had a nap.	The cat is wet.	The box is shut.												
Pat did the job.	Jen had a chip.	Tom had fun.												
<b>Story retelling and comprehension</b>	Understanding what has been read	<p>Read with your child. Pause after a few pages and have your child tell you what happened in the story.</p> <ul style="list-style-type: none"> <li>Name the characters and tell how they feel.</li> <li>Predict what will happen next in the story.</li> <li>Tell something you have learned.</li> <li>Talk about new vocabulary from the story.</li> </ul>												

For additional practice activities, you may contact your child's teacher. Have **FUN!**

Sincerely,  
The 1<sup>st</sup> Grade Team

## Fundations Level 1 - Unit 3

Dear Family,

We are ready to begin Unit 3 in **Fundations**®. During the next 2 weeks, we will be teaching or reviewing:

Skill	What is it?	How can you help at home?
<b>Blend, read, and spell words with 3 sounds, including consonant digraphs</b>	Put sounds together (blending) to make words  Ex. <u>sh</u> i p	<ul style="list-style-type: none"><li>Have your child say each sound of a word while tapping a finger to the thumb – digraphs get one tap. <a href="http://video.carrollk12.org/view/CCPS_ELA_PR_10082013">http://video.carrollk12.org/view/CCPS_ELA_PR_10082013</a></li><li>Build words with magnetic letters or letter cards for your child to read.</li><li>Give your child a word. Each time, tap and blend the word. <i>ship</i> → <i>shop</i> → <i>chop</i> → <i>chip</i> → <i>chick</i> → <i>thick</i></li><li>Have your child underline or find digraphs in words.</li></ul> <p>Example words: <i>sap, fit, him, pot, met, dug, rash, math, with, chop, thin, dock, whip</i></p>
<b>Story retelling and comprehension</b>	Understanding what has been read	<p>Read with your child. Pause after a few pages and have your child tell you what happened in the story.</p> <ul style="list-style-type: none"><li>Name the characters and tell how they feel.</li><li>Predict what will happen next in the story.</li><li>Tell something you have learned.</li><li>Talk about new vocabulary from the story.</li></ul>

### Did you know?

- A consonant digraph is two consonants together that make one sound (*sh, ch, th, wh, ck*).  
**sh** – ship - /sh/      **ch** – chin - /ch/      **ck** – sock - /k/  
**wh** – whistle - /wh/      **th** – thumb - /th/
- '**ck**' is used at the end of a one-syllable word, right next to the short vowel (ex. pick, shock)
- Qu** is referred to as the “buddy letter” because **q** always has his buddy **u** right next to him in English words.

For additional practice activities, you may contact your child’s teacher. Have **FUN!**

Sincerely,

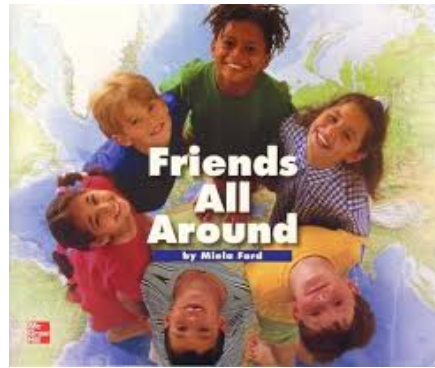
The 1<sup>st</sup> Grade Team

# Wonders 1<sup>st</sup> Grade Refrigerator copy

## Unit 1 Week 4

Essential Question:

What do friends do together?



Literature  
Big Book:  
Friends All  
Around

Shared Reading

Toss! Kick! Hop!

Genre: Nonfiction

### Literature Anthology

Friends

Genre: Nonfiction

There Are Days and  
There Are Days

Genre: Poetry

oral  
vocabulary

cooperate  
relationship  
chore  
collect  
deliver

Phonics:

Short o

Writing  
Traits

Organization

Mechanics

Question and  
Exclamation Marks

Grammar

Questions and  
Exclamations

High-Frequency  
Word

fun  
make  
they  
too

Comprehension  
Strategy

Ask and Answer  
Questions

(As you read, you can ask  
questions about the text and  
images. Then you can  
continue to read to find the  
answers.)

Comprehension  
Skill

Key Details

(Tells the important  
information from the  
selection. You can use pictures  
to learn key details)

# Wonders 1<sup>st</sup> Grade Refrigerator copy

## Unit 1 Week 5

Essential Question:

How does your body move?



Literature  
Big Book:  
Move!

Shared Reading

Move and Grin!

Genre: Nonfiction

Literature Anthology

Move It!

Genre: Nonfiction

Using Diagrams

Genre: Nonfiction

oral  
vocabulary

exercise

physical

agree

difficult

exhausted

Phonics:

r- and s- blends

Writing  
Traits

Organization

Mechanics

Capitalization and  
Punctuation

Grammar

Writing Sentences

High-Frequency  
Word

jump

move

run

two

Comprehension  
Strategy

Ask and Answer  
Questions

(As you read, you can ask  
questions about the text and  
illustrations. Then you can  
continue reading to find the  
answers.)

Comprehension  
Skill

Key Details

(Tells important information  
about the selection. You can  
use words and pictures to  
learn key details.)

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## Unit 2 Week 1

### Essential Question:

What jobs need to be done in a community?

#### High-Frequency Word

again      there  
help      use  
new

#### Comprehension Strategy

##### Make & Confirm Predictions

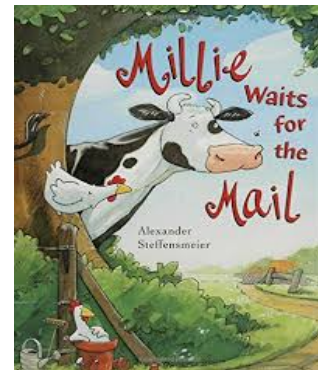
(As you read, you can make predictions about what will happen next. Then you can use the words and illustrations to find out whether your prediction was correct.)

#### Comprehension Skill

**Character** (A person or animal in a story.)

**Setting** (Where a story takes place.)

**Events** (What happens in a story.)



#### Literature Big Book:

Millie Waits  
for the Mail

#### Shared Reading

Good Job, Ben!

Genre: Realistic Fiction

#### Literature Anthology

The Red Hat

Genre: Realistic  
Fiction

Firefighters at

Work  
Genre: Nonfiction

#### Oral Vocabulary

occupation  
community  
equipment  
fortunately  
astonishing

#### Phonics:

Short e

#### Writing Traits

Organization

#### Mechanics

Commas in a  
Series

#### Grammar

Nouns

## FIRST GRADE MATHEMATICS – Unit 1

Dear Parents,

During Unit 1, your children will develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They will use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Your children will understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They will use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, your children will build their understanding of the relationship between addition and subtraction.

### OPERATIONS & ALGEBRAIC THINKING/FACT FLUENCY

#### ***Your children need to:***

- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- Apply properties of operations as strategies to add and subtract.<sup>2</sup> Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)
- Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8. Add and subtract within 20.
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .
- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

## WAYS PARENTS CAN HELP

- Tell your child an addition or subtraction word problem. Encourage them to “retell” the problem in their own words in order to build comprehension of the situation. Then have them use objects (Legos, pasta shapes, cereal, etc...) to act out the addition or subtraction word problem.
- Encourage your child to represent word problems using words, numbers, and pictures/models when solving them.
- Keep a set of flash cards in the car to practice as you run errands. Encourage your child to explain the strategy that they used to solve the problem.
- With a deck of cards, use the number cards to play Fact War. Each player flips 1 card and the player to say the sum first, gets both cards
- Have your child sort a set of flashcards based on the strategy that they would use to solve the problem. Have them select one strategy pile to solve.
- Students often overuse “counting on” for all math facts. Help your child to generate facts that are efficient for counting on and facts that are not efficient for counting on (you could create a list or use flashcards to make groups). Encourage your child to explain why counting on would not be efficient for a fact (such as  $5+7$ ).

## KEY VOCABULARY

add  
addends  
data  
difference

equal  
equation  
fewer  
graph

less  
more  
strategy  
subtract

sum  
unknown





# First Grade Science

## Space Systems: Out of This World

Dear Families,

Here is what your child is learning in First Grade, during the study of Space Systems with some specific ways you can help. Look for additional newsletters for upcoming units.

### Space Systems: Out of this World

#### Students need to:

- Identify objects (sun, moon, stars) visible in the sky during the day.
- Identify objects (sun, moon, stars) visible in the sky during the night.
- Identify the position of the sun in the sky at various times during the day.
- Identify the position of the moon in the sky at various times during the day or night.
- Know that stars are not seen in the sky during the day, but they are seen in the sky during the night.
- Know that the sun is at different positions in the sky at different times of the day, appearing to rise in one part of the sky in the morning and appearing to set in another part of the sky in the evening.
- Know that the moon can be seen during the day and at night, but the sun can only be seen during the day.
- Know that the moon is at different positions in the sky at different times of the day or night, appearing to rise in one part of the sky and appearing to set in another part of the sky.
- The relationship between the amount of daylight and the time of year.

#### Key Vocabulary

Appearance: the way that someone or something looks

Constellations: a group of Stars that form a particular shape in the sky and has been given a name

Crescent Moon: the shape of the visible part of the Moon when it is less than half full

Full Moon: the Moon when it appears as a bright circle

Half Moon: the Moon when only half of it can be seen

Illuminated/Illumination: light is used to shine on an object

Moon Phases: the shape of the part of the Moon that is visible at different times during a month

Observation: a statement about something you have noticed

Observe: to watch and listen to something carefully

Pattern: something that happens in a regular and repeated way

Stars: objects in space that are made of burning gas and that look like points of light in the night sky

Sunrise: the time when the Sun appears above the horizon in the morning

Sunset: the time when the Sun goes below the horizon in the evening

#### Ways FAMILIES Can Help

- Use the Discovery Education link to find more information about the Sun, Moon, and Stars ([see the following page for log-in information](#)).
- Have your child look at the night sky and point out what they see.
- Throughout the year, when your child is waking up in the morning, or getting ready for bed, have them notice if there is still daylight.
- Have your child keep a Moon journal of the different Moon phases they see at night.
- See if you and your child can find constellations in the night sky.
- Discuss with your child where the Sun came up in the morning and where it set in the evening.