# Fundations Level 1 - Unit 4

Dear Family,

We are now working in Unit 4 of the **Fun**dations® program.  We are pleased with the progress and we hope you are as well.  During the next 2 weeks, we will be teaching:

| Skill | What is it? | How can you help at home? |
|---|---|---|
| **Bonus letter spelling rule** | When a 1-syllable word ends in f, l, or s, a second f, l, or s is added when spelling the word.<br><br>Ex. p u ff ★ | • Dictate the word and have your child repeat the word.<br>• Have your child tap out the word – bonus letters get one tap.<br>• Have your child spell the word.<br><br>Example words:  puff, bill, well, kiss, hall, cuff, fill, shell, miss, ball |
| **Glued sound -all** | The letter 'a' followed by 'll' does not have the expected short vowel sound.  We will teach **all** as a "glued sound."<br><br>Ex. b all | • Dictate the word and have your child repeat the word.<br>• Have your child tap out the word – glued sounds get one tap.<br>• Have your child spell the word.<br><br>Example words:  ball, tall, wall, mall, call, hall, fall |

**Did you know?**
- The following are words that are exceptions to the bonus letter spelling rule: yes, bus, us, of, if, gas, this, plus, pal.

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

Sincerely,

The 1ˢᵗ Grade Team

# Fundations Level 1 - Unit 5

Dear Family,

The concept in Unit 5 of **Fun**dations® is one that your child should grasp quickly.  During the next week, we will be teaching:

| Skill | What is it? | How can you help at home? |
|---|---|---|
| **Glued sounds** –an, -am**, and** -an | The sounds of the letters **m** and **n** come through the nose and because of this, the short vowel sound of **a** is somewhat distorted.<br><br>Ex. h am and f an | <ul><li>Dictate the word and have your child repeat the word.</li><li>Have your child tap out the word – glued sounds get one tap.</li><li>Have your child spell the word.</li></ul>Example words:  ham, jam, ram, ban, ran, tan, fan, pan |

For additional practice activities, you may contact your child's teacher.  Remember to make it **FUN**!

Sincerely,
The 1st Grade Team

## High-Frequency Word

eat     under

no      who

of

## Comprehension Strategy

Reread

(As you read, you can go back and reread parts of a selection that you did not understand. You can also reread to help you remember important information.)
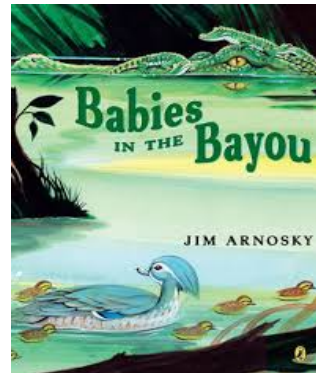
## Comprehension Skill

Main Topic

(What the selection is about.)

Key Details

(Gives information about the main topic.)

## Essential Question:

Where do animals live together?

**Literature Big Book:**

Babies in the Bayou

## Shared Reading

The Best Spot

Genre: Nonfiction

## Literature Anthology

| At a Pond | Way Down Deep |
|-----------|---------------|
| Genre: Nonfiction | Genre: Poetry |

## Oral Vocabulary

depend

habitat

hibernate

tolerate

tranquil

## Phonics:

End Blends

## Writing Traits

Ideas

## Mechanics

Apostrophe with Possessive Nouns

## Grammar

Possessive Nouns

# Wonders 1st Grade Refrigerator Copy

## Unit 2 Week 4

### High-Frequency Word

all          her

call        want

day

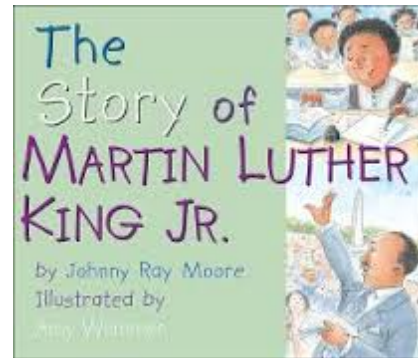### Comprehension Strategy

Reread

(As you read, you can go back and reread parts you did not understand or important information you want to remember.)

### Comprehension Skill

Character (A person or animal in a story.)

Setting (Where a story takes place.)

Events (What happens in a story.)

### Essential Question:

How do people help out in the community?

### Literature Big Book:

The Story of Martin Luther King Jr.

### Shared Reading

Thump Thump Helps Out

Genre: Fantasy

### Literature Anthology

| Nell's Books | Kids Can Help! |
|---|---|
| Genre: Fantasy | Genre: Nonfiction |

### Oral Vocabulary

leadership

admire

connections

enjoy

rely

### Phonics:

Consonant Digraphs th, sh, -ng

### Writing Traits

Organization
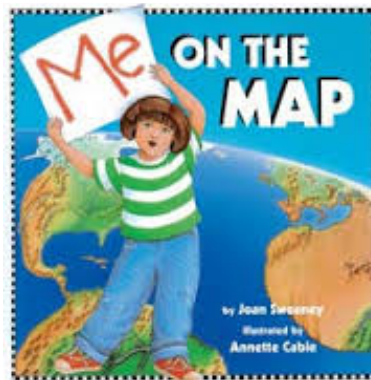
### Mechanics

Capitalize Proper Nouns

### Grammar

Common and Proper Nouns

# Wonders 1st Grade Refrigerator Copy

## Unit 2 Week 5

### High-Frequency Word

around

by

many

place

walk

### Comprehension Strategy

Reread

(As you read, you can go back and reread parts you did not understand.)

### Comprehension Skill

Main Topic
(What the selection is about)

Key Details
(Gives information about the main topic.)

### Essential Question:

How can you find your way around?

Literature Big Book:

Me on the Map

### Shared Reading

Which Way on the Map?

Genre: Nonfiction

### Literature Anthology

| Fun with Maps | North, East, South, or West? |
|---|---|
| Genre: Nonfiction | Genre: Nonfiction |

### Oral Vocabulary

locate

route

height

model

separate

### Phonics:

Consonant Digraphs

### Writing Traits

Ideas

### Mechanics

Capital Letters and Periods

### Grammar

Irregular Plural Nouns

Dear Parents,

During Unit 2, your children will compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They will think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they will understand the order of the counting numbers and their relative magnitudes.

## *Number and Operations in Base Ten*

### *Your children need to:*

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  * 10 can be thought of as a bundle of ten ones – called a "ten".

  * The numbers from 11 to 19 are composed of a ten and one, two, three, four, five six, seven, eight, or nine ones.

  * The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two , three, four, five, six, seven, eight, and nine tens (and 0 ones)

- Compare two two-digit numbers based on meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, <.

- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

- 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). **(continued from Unit 1)**

- 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. **(continued from Unit 1)**

- 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. **(continued from Unit 1)**

- 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. **(continued from Unit 1)**

### *Key Vocabulary*

| | |
|---|---|
| add | number |
| addends | numeral |
| compare | ones |
| data | place value |
| difference | subtract |
| equal | strategy |
| equation | sum |
| fewer | tens |
| graph | two digit number |
| less | unknown |
| more | |

# First Grade Science
## Ecosystems and Heredity: It's Alive!

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

## Ecosystems and Heredity: It's Alive!

### Students need to:

- Identify four or more methods by which seeds travel and use the engineering design process to create a seed that is dependent on animals for dispersal.
- Identify many factors in soil that effect where seeds can grow by germinating seeds under different conditions.
- Identify the essential needs for a plant to grow based on changing the variables of a plants environment.
- Recognize, observe and record the different parts of a plant (roots, stems, leaves and flowers).
- Analyze how the parts of the plant work together to help the plant.
- Identify how seedlings and parent plants look similar and different and apply their understanding of plant traits by creating a seedling and parent plant.
- Identify how parents and their offspring look and act similar and different.
- Classify and sort animals by similar characteristics.
- Research and record characteristics of animals, plants or insects and present their findings to classmates.
- Design a Mystery Box, using their understanding of plant and animal adaptations, to protect a secret or special object from intruders.
- Identify 2 or more characteristics of the different habitats.
- Create a mini habitat "dourama" with a small group or partner that compares two different habitats.
- Create a hybrid animal that can survive in two different habitats using their knowledge of animal adaptations and behaviors for survival.

## Key Vocabulary

Adaptation: the process plants and animals use to thrive in their environment

Analyze: to study or look closely

Characteristics: a feature or quality that describes a person, place, or object

Engineering Design Process: a series of steps engineers use to solve a problem (see the following page for an example of the process)

Evidence: facts or information proving something is true

Dourama: a 3D visual

Germinate: a seed beginning to grow

Habitat: the natural home or environment of an animal or plant.

Hybrid: the offspring of two plants or animals of different species.

Offspring: created by a parent animal or plant

Seed Dispersal: how seeds travel from one place to another

Seasons: the four seasons of the year, Winter, Spring, Summer, and Fall

Species: a group of plants or animals with similar characteristics

Thrive: to live and grow

Variable: something that can be changed

## Ways FAMILIES Can Help

- Use the Discovery Education link to find more information about animals and their habitats.
- Talk with your child about how animals can protect themselves.
- Take a nature walk with your child and discuss what plants and animals they see.
- Plant a seed with your child and keep a journal observing how it grows over time.
- Have your child keep a journal of plants they find around your house and label the different parts.

An example of the Engineering Design Process: