

Foundations Level 1 - Unit 1

Dear Family,

Carroll County teachers are providing direct and explicit teaching about “how English works.” The goal is for students to learn word patterns and apply them in reading and spelling.

This year we’ll continue using a program called **Foundations®** to teach some important basics of reading and spelling. **It may appear that instruction is slow moving at first, but Foundations® is laying the necessary foundations for your child to be a fluent, independent reader and writer.**

Unit 1 is a review of kindergarten skills. Please refer to the chart below for the skills we will review. Unit 1 will last approximately 2 weeks.

Skill	What is it?	How can you help at home?														
Sequence of the alphabet	Alphabetical order	<ul style="list-style-type: none"> Sing the alphabet song and be sure not to lump ‘lmnop’ together. Have your child put letter cards or magnets in alphabetical order. Read alphabet books. 														
Letter recognition (a-z)	Being able to name a letter	<ul style="list-style-type: none"> Have your child identify letter names. Read alphabet books. Treasure hunt for letters. 														
Letter formation	Correctly writing a letter	Practice tracing or writing letters.														
Sound recognition (consonants and short vowels)	Being able to say the sound that a letter makes	<p>Have your child identify the sound that the letter makes. Make sure your child “clips” the consonant sounds instead of putting an “uh” on the end of a sound.</p> <p style="padding-left: 40px;">Ex. The letter “t” says /t/ not “tuh.”</p> <p>Reference chart for short vowel sounds:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="border: none;">_____</th> </tr> <tr> <th style="border: none;">vowels</th> <th style="border: none;">Short sound</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; text-align: center;">a</td> <td style="border: 1px solid black; text-align: center;">apple</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">e</td> <td style="border: 1px solid black; text-align: center;">Ed</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">i</td> <td style="border: 1px solid black; text-align: center;">itch</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">o</td> <td style="border: 1px solid black; text-align: center;">octopus</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">u</td> <td style="border: 1px solid black; text-align: center;">up</td> </tr> </tbody> </table>	_____		vowels	Short sound	a	apple	e	Ed	i	itch	o	octopus	u	up

vowels	Short sound															
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u	up															

Did you know?

The letter **y** is not included as a vowel. This comes later. If **y** begins a word it is considered a consonant and for now, it will only begin words.

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

Sincerely,
The 1st Grade Team

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.² *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 $5+7$).

First Grade Social Studies

Unit 1: Civics

Dear Parents,

This quarter your child will be learning about civics. Below is an outline of the objectives studied during the first-grade civics unit as well as some of the vocabulary.

Unit Enduring Understanding: Rules, leaders, and responsibilities help shape and demonstrate our citizenship.

Unit Question: How can I be a responsible citizen?

Essential Question 1: How do communities help individuals and groups?

Students will be able to explain the importance of community by:

- identifying communities that are unique and common to students.
- assessing the benefits of being a part of a community.
- explaining how both leaders and members create and uphold rules to promote a fair and safe community.
- analyzing celebrations that are shared by members of a school community.

Essential Question 2: Why are leaders important?

Students will be able to explain the importance of leaders by:

- describing the characteristics of a good leader.
- identifying leaders in the literature, history, the classroom, school, home, community, and beyond.
- recognizing the impact and contributions of leaders in the classroom, school, home, community, and beyond.
- explaining the purpose and responsibilities of a leader to promote the common good.

How to Support your Student

- Review key vocabulary and key concepts previously taught in school.
- Ask your child about their thoughts and opinions on what they learned that day.
- Look over the work your child is bringing home.

Key Vocabulary

- **Community:** A place where people live, work, and play.
- **Urban:** very populated and highly developed areas with many buildings, roads, railways and bridges.
- **Suburban:** a place where people live just outside of a city or town. There are lots of houses in suburban areas, but not as many other buildings as urban areas—maybe a few shops or stores.
- **Rural:** an area with fewer people, homes and businesses are located far away from one another.
- **Citizen:** A member of a group or a community.
- **Include:** to consider part of something.
- **Respect:** to accept somebody for who they are, even when they are different from you, or you do not agree with them.
- **Differences:** Things that are not the same.
- **Rule:** a guide for the correct way to behave. Something you follow to keep you and others safe.
- **Law:** rules made by the government that people must follow.
- **Occupation:** the job a person does.
- **Responsibility:** something you should do
- **Leader:** a person who leads or organizes a group of people.
- **Qualities:** A person's traits or characteristics



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.