

Foundations Level 1 - Unit 7

Dear Family,

During the next three weeks, we will introduce additional glued sounds.

Skill	What is it?	How can you help at home?
<p>Glued Sounds</p>	<p>A glued sound is one in which letters have their own sounds but are difficult to separate.</p> <p>ang-fang-/ang/ ing-ring-/ing/ ong-song-/ong/ ung-lung-/ung/</p> <p>ank-bank-/ank/ ink-pink-/ink/ onk-honk-/onk/ unk-junk-/unk/</p> <p>ex. b ang</p>	<ul style="list-style-type: none"> • Dictate the word and have your child repeat the word. • Have your child tap out the word – glued sounds get one tap. • Have your child spell the word. <p>Example words: <i>bang, thank, wings, sinks, long, hang, sing, dunk, rink</i></p>

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

Sincerely,
The 1st Grade Team

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Fundations Level 1 - Unit 8

Dear Family,

During the next two weeks, we will introduce blends.

Skill	What is it?	How can you help at home?
Consonant Blends	A consonant blend is when two consonants are together and each make their own sound. Ex. <u>s</u> <u>t</u> o p The <i>s</i> and the <i>t</i> each make a sound.	<ul style="list-style-type: none">• Dictate the word and have your child repeat the word.• Have your child tap out the word – digraphs get one tap. For consonant blends, each consonant gets its own tap.• Have your child spell the word. Examples words: Consonant blends: <i>flip, camp, test, just, grass, swim</i> Digraph blends: <i>lunch, shred, bunch, ranch, shrub</i>
Digraph Blends	A digraph blend is a digraph blended with a consonant. Ex. l <u>u</u> <u>n</u> <u>ch</u> The <i>n</i> and the <i>ch</i> each make a sound.	

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

Sincerely,

The 1st Grade Team

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Unit 3 Week 4

Essential Question:

How is life different than it was long ago?

High-Frequency Word

ago how
boy old
girl people

Comprehension Strategy

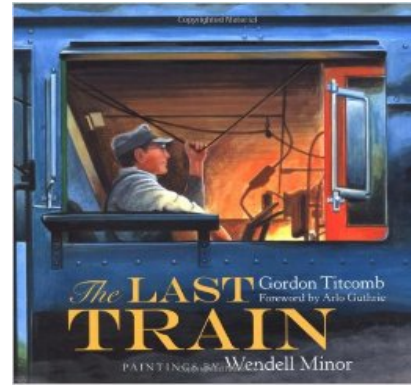
Reread

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

Comprehension Skill

Connections Within
Text: Compare &
Contrast

(When you compare, you think about how things are alike. When you contrast, you think about how things are different.)



Literature Big Book:

The Last
Train

Shared Reading

Life at Home

Genre: Nonfiction

Literature Anthology

Long Ago and
Now

Genre: Nonfiction

From Horse to
Plane

Genre: Nonfiction

Oral Vocabulary

century
past
present
future
entertainment

Phonics:

o_e, u_e, e_e

Writing Traits

Ideas

Mechanics

Commas in Dates

Grammar

Is and Are

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Unit 3 Week 5

Essential Question:

How do we get our food?

High-Frequency Word

after every

buy soon

done work

Comprehension Strategy

Reread

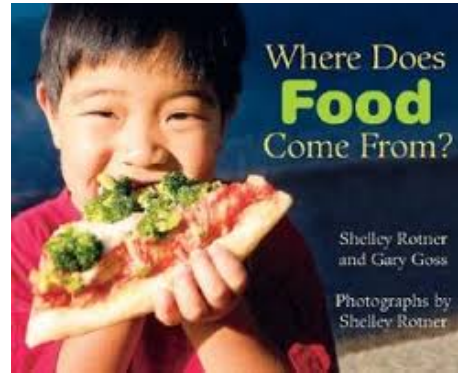
(As you read, you can go back and reread parts you did not understand the first time.)

Comprehension Skill

Connections Within

Text: Sequence

(Authors often give information in sequence, or time order. Words such as first, next, then, and last help you understand the sequence.)



Literature

Big Book:

Where Does

Food Come

From?

Shared Reading

A Look at Breakfast

Genre: Nonfiction

Literature Anthology

From Cows to You

Genre: Nonfiction

A Food Chart

Genre: Nonfiction

Oral Vocabulary

delicious

nutritious

delighted

enormous

responsibility

Phonics:

Variant Vowel Spellings

with Digraphs

Writing Traits

Ideas

Mechanics

Apostrophes in

Contractions

Grammar

Contractions with

Not

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Unit 4 Week 1

ESSENTIAL QUESTION:

How do animals' bodies help them?

Interactive Read Aloud The Elephant's Child

A folktale about how the elephant got
its trunk.

Shared Reading

A Tale of a Tail

Genre: Folktale

Literature Anthology

How Bat Got

Its Wings

Genre: Folktale

Bats! Bats!

Bats!

Genre: Nonfiction

oral vocabulary

appearance

feature

determined

predicament

relief

Phonics:

Long a: a, ai, ay

Writing Traits

Word Choice

MECHANICS

Apostrophes with

Contractions

Grammar

Was and Were

High-Frequency Word

about eight

animal give

carry our

Comprehension Strategy

Ask & Answer Questions

(As you read, you can ask
yourself questions about the
text. This can help you
understand the
information.)

Comprehension Skill

Plot: Sequence

(The order of events in a
story. Think about what will
happen first, next, then,
and last.)



First Grade Mathematics = Unit 2

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)**

Ways Parents Can Help

- Use blocks, pasta shapes or other fun objects to model numbers to 120. Have your child bundle groups of ten and identify how many tens and how many ones make up the number. Help your child to mentally find ten more and ten less than the number they built.
- While riding in the car practice counting to 120, starting at any number less than 120.
- Practice stating the number that is ten more or ten less than a given number. Have your child explain how they found the answer.
- When seeing numbers in your surroundings, help your child to say them and tell how many tens and ones are in the number.
- Use objects and/or drawings to represent and solve addition and subtraction word problems.
- Encourage your child to use strategies to solve addition and subtraction facts within 20. Help your child to become fluent (answer orally within 3 seconds or less) with addition and subtraction facts within 10.

Key Vocabulary

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



First Grade Mathematics = Unit 3

Dear Parents,

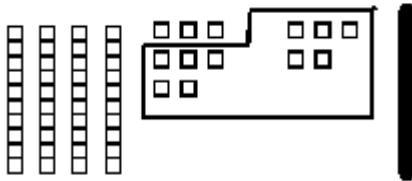
During Unit 3, your children will continue to solve problems, become more fluent with basic facts to 10, and work with two digit numbers, developing strategies for addition and subtraction. When we were children being taught to add and subtract two digit numbers, we used words such as “borrowing”, “trading”, “cross out” or “put a 1 in the tens place”. Our answers would look like this:

$$\begin{array}{r} 1 \\ 48 \\ + 5 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 80 \\ - 30 \\ \hline 50 \end{array}$$

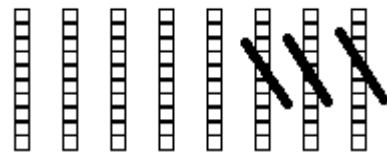
As your child learns to add and subtract, we will be focusing on place value and how to combine or take away parts of the number. Our instruction will rely heavily on drawing pictures to represent the numbers and operations. For your child, the problems above will look like this.

$48 + 5$



8 ones and 5 ones equals 13 ones
13 ones equals 1 ten and 3 ones
The total is 5 tens and 3 ones or 53

$80 - 30$



8 tens take away 3 tens
Equals 5 tens
5 tens equals 50

The pictures above allow us to “see” what is happening with the numbers as we add or subtract. Math work that your child brings home will look like these examples. We ask that you talk with your child about their pictures and encourage them to represent their math with pictures.

Number and Operations in Base Ten

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. **(continued from previous units)**
- 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 previous units)**
- 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 previous units)**
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **(continued from Unit 2)**
- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and 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 previous units)**

Ways Parents Can Help

- Practice stating the number that is ten more or ten less than a given number. Have your child explain how they found the answer.
- Practice solving addition problems that contain three addends and whose sum is less than 20. Have your child explain which strategy they used to solve the problem. (ex. $3 + 5 + 3 = 11$ Your child might state that they added $3 + 3$ first because it is a doubles fact and the $6 + 5$ is a doubles +1 fact ($5 + 5 + 1$).
- Use objects and/or drawings to represent and solve addition problems involving a 2 digit number and a 1 digit number.
- Use objects and/or drawings to represent and solve addition problems involving a 2 digit number and a 2 digit number.

Key Vocabulary

add	number
addends	numeral
category	ones
compare	place value
compose	property
data	subtract
difference	strategy
digits	sum
equal	tens
equation	unknown
graph	



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.