

Foundations 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	<p>A consonant blend is when two consonants are together and each make their own sound.</p> <p>Ex. <u>s</u> <u>t</u> o p The <i>s</i> and the <i>t</i> each make a sound.</p>	<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. <p>Examples words: Consonant blends: <i>flip, camp, test, just, grass, swim</i> Digraph blends: <i>lunch, shred, bunch, ranch, shrub</i></p>
Digraph Blends	<p>A digraph blend is a digraph blended with a consonant.</p> <p>Ex. l <u>u</u> <u>n</u> <u>ch</u> The <i>n</i> and the <i>ch</i> each make a sound.</p>	

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

Sincerely,
The 1st Grade Team

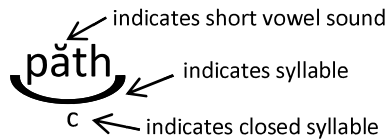
Fundations Level 1 - Unit 9

Dear Family,

During the next two weeks, we will introduce the concept of closed syllables. In class, students will learn how to mark closed syllables.

Skill	What is it?	How can you help at home?
Closed syllables	<p>A closed syllable ends with a consonant(s) and has one vowel. The vowel sound is short.</p> <p>Ex. păth, mět, lŭmp</p> <p style="text-align: center;">c c c</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>crash, fluffs, snug, flags, hush, smell, spin</i></p>

Did you know?



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

Sincerely,
The 1st Grade Team

Wonders 1st Grade Refrigerator Copy

Unit 4 Week 3

High-Frequency Word

find over
food start
more warm

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

Main Idea

(What the selection is mostly about.)

Key Details

(Gives information about the main idea.)

Oral Vocabulary

communicate
superior
survive
provide
wilderness

Phonics:

Long o: o, oa, ow,
oe

Writing Traits

Organization

Mechanics

Capitalize Proper
Nouns

Grammar

Go and Do

ESSENTIAL QUESTION:
How do animals survive in nature?

Interactive Read Aloud

Animals in Winter

Informational selection about how some animals survive in cold winter months.

Shared Reading

Go Wild!

Genre: Nonfiction

Literature Anthology

Vulture View

Genre: Nonfiction

When It's
Snowing

Genre: Poetry

Wonders 1st Grade Refrigerator Copy

Unit 4 Week 4

ESSENTIAL QUESTION:
What insects do you know about?
How are they alike and different?

High-Frequency Word

caught laugh
flew listen
know were

Comprehension Strategy

Visualize
(As you read, you can
use the words and
illustrations to visualize,
or create pictures in
your mind.)

Comprehension Skill

Point of View
(The way that a story
character thinks or feels.)

Oral Vocabulary

different
flutter
imitate
protect
resemble

Phonics:

Long i

Writing Traits

Organization

Mechanics

Titles of Books

Grammar

See and Saw

Interactive Read Aloud

Insect Hide & Seek

Informational selection about how some
insects can hide by blending in with what's
around them

Shared Reading

Creep Low, Fly High
Genre: Fantasy

Literature Anthology

Hi! Fly Guy

Genre: Fiction

Meet the Insects

Genre: Nonfiction

Wonders 1st Grade Refrigerator Copy

Unit 4 Week 5

Essential Question:

How do people work with animals?

High-Frequency Word

found woman
hard would
near write

Comprehension Strategy

Visualize

(As you read, you can pay attention to the words/illustrations and then close your eyes and visualize the story events.)

Comprehension Skill

Connections Within

Text: Sequence

(Authors often give information in sequence, or time order.)

Oral Vocabulary

advice
career
remarkable
soothe
trust

Phonics:

Long e

Writing Traits

Word Choice

Mechanics

Commas in as
Series

Grammar

Adverbs That Tell
When

Interactive Read Aloud

Ming's Teacher

Story about a boy who wants to teach a dog how to do tricks.

Shared Reading

From Puppy to Guide Dog

Genre: Nonfiction

Literature Anthology

Koko and Penny

Saving Mountain
Gorillas

Genre: Nonfiction

Genre: Nonfiction

Wonders 1st Grade Refrigerator Copy

Unit 5 Week 1

ESSENTIAL QUESTION:

How can we classify and categorize things?

High-Frequency
Word

four only
large put
none round

Comprehension
Strategy

Make & Confirm

Predictions

(As you read, you can make predictions about what might happen next in a story and check them by using evidence in the text.)

Comprehension
Skill

Point of View

(The way a story character thinks or feels.)

Oral
Vocabulary

classify
distinguish
entire

organize
startled

Phonics:

r- Controlled Vowel:
ar

Writing
Traits

Sentence Fluency

Mechanics

Capitalize Proper
Nouns (places)

Grammar

Words That Join

Interactive Read Aloud

Goldilocks

A story about a little girl who sneaks into a house where three bears live.

Shared Reading

A Barn Full of Hats

Genre: Fantasy

Literature Anthology

A Lost Button

Genre: Fantasy

Sort It Out

Genre: Nonfiction



First Grade Mathematics = Unit 3

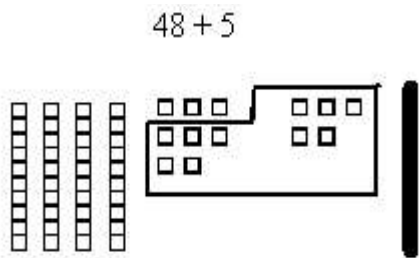
Dear Parents,

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:

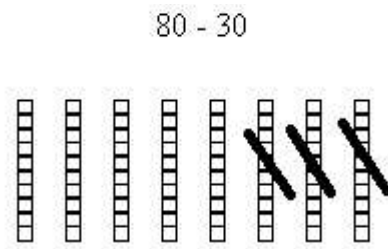
$$\begin{array}{r} 1 \\ 48 \\ + 5 \\ \hline 53 \end{array}$$

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

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.



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



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

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.



First Grade Social Studies

Rules and Responsibilities

Dear Families,

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

Rules and Responsibilities

Students need to:

- Identify how rules promote orderliness, fairness, privacy, and safety in the school and neighborhood.
- Identify leadership positions in the school and how they can help maintain safety and order.
- Identify the meaning of common symbols associated with the USA (Bald Eagle, White House, The Statue of Liberty).
- Understand that action, such as saying the Pledge and singing the National Anthem are associated with being a citizen.
- Understand the contributions of people, past, and present (Abraham Lincoln, MLK Jr, and current president).
- Use informational texts to explain how contributions of people are recognized in holidays (President's Day and Veteran's Day)
- The rights, responsibilities and choices that students have in the family, school, neighborhood.
- Identify ways to work together to maintain a clean and safe home, school, and the neighborhood environment.
- Work in a cooperative group.

Key Vocabulary

Armed Forces: a group of people who work to protect our country

Commander in Chief: the President of the United States

Community: a group of people who live and work in a given area

Cooperation: working together

Emblem: symbol of an organization

Elected: to choose someone to hold public office

Endangered Species: seriously at risk of extinction

Fair: getting what you need in order to be successful

Freedom: the power to write, think or act as one wants without restraint

Honor: a source of credit or distinction

Honest: showing of rightness or fairness

Neighborhood: the area or region around or near some place or thing

Memorial: something designed to preserve the memory of a person or event as a monument or a holiday

Responsible: answerable or accountable, as for something within one's power, control

Represent: symbolize

Safe: protected from and not exposed to danger

Symbol: a thing that represents or stands for something else

Veteran: someone who has served in the armed forces

Ways FAMILIES Can Help

- Take note of various American symbols in public and have a discussion about what the symbol is and why it is being displayed.
- Have your child look for examples of safety and orderliness when playing at the park or playground.
- Create a list of rules and responsibilities for your home with your child.
- If attending a sporting event, discuss with your child the importance of singing the National Anthem.
- Have your child recite the pledge of allegiance at home for you.
- Discuss with your child the purpose of the President and what his role is in our country.