

**Grade K:** Module 1: Unit 3

# Overview for Families

## Notes to Teacher:

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Making connections between home and school is vitally important in supporting students' learning. The following suggestions and materials represent some of the ways you can support these connections during this unit.

### Suggestions:

- Copy the attached family letter and send it home with students after teaching Lesson 1 (this letter can be used as is or as a model). Consider having the letter translated for families whose first language is not English.
- Send home copies of any texts and/or materials for use with at-home activities. Example: Send home a copy of *Toys from Long Ago* and copies of the photos of toys from long ago so that students can show their family members.
- Encourage students to share any at-home learning with the class. They can do this orally or by sharing writing, pictures, or artifacts. Example: Consider providing time for students to interview a family member about a favorite toy and share what they learned with their classmates.
- Depending on the needs of your students and the expectations of your school community, consider assigning additional homework. Examples: open-ended activities that help students read, think, talk, write, and ask questions about the topic instead of those that simply test students on their content knowledge (see suggested activities in the family letter).
- If using EL Education's K–2 Reading Foundations Skills block, consider sending home a copy of the student decodable reader used each week.
- Below is an example letter to send home for this unit.

## Dear Family,

During the last unit of this module, your student will consider others' toy preferences and will think, write, ask questions, and draw about them. I am writing today to explain what your student will be learning, describe the activities that will support this learning, and suggest how to support this learning at home.

## What will your student be learning?

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Students will conclude their study of the topic of toys and play with a focus on toys that others prefer playing with. The learning will be focused on these ideas:

- People's toy preferences may differ.
- Toys from long ago and today are different in some ways, but are also the same in some ways.
- Imagination is an important part of playing.

### Students will also practice these reading foundation skills:

- Learning the name, formation, and sound of many consonant and vowel letters
- Identifying and producing words that rhyme
- Concepts of print: reading from left to right, up and down, and pointing to each word as it is read aloud

## How will your student be learning?

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Throughout the unit, your student will read, think, listen, talk, write, and ask questions about the topic of others' toy preferences. Students will participate in these activities, among others, to build their literacy skills:

- Listening to the books *Playing with Friends* by Rebecca Rissman and *Have Fun, Molly Lou Melon* by Patty Lovell read aloud
- Considering how people's preferences about toys can change
- Singing songs about toys from long ago
- Exploring toys and games from long ago
- Asking others questions about toy preferences and writing and drawing about the information they gather

## What can you do to support your student's learning at home?

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Here are a few activities that you can do at home with your student to support his or her learning:

- Ask your student to talk with you about these questions: What toys do others prefer? Why do they prefer them?
- Read the books and songs about toys and play sent home from school.
- Using the photos, poems, and songs provided, ask your student to show you what he or she knows about toys from long ago and today.
- Encourage your student to ask adult family members and friends about the toys they enjoyed playing with as children.
- Visit the local library with your student to read more books about toys from long ago.
- Practice rhyming words with the "ut" or "ed" sound with your student.
- "Skywrite" with your student by drawing letters in the air with your finger while saying the name or sound of that letter.
- Point to words in text as you read them aloud.

Please let me know if you have any questions or would like to discuss your student's learning further.

Sincerely,

\_\_\_\_(TEACHER NAME HERE)\_\_\_\_