

Grade 2: Module 1: Unit 3

Overview for Families

Notes to Teacher:

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 of this unit (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. For example, you may send home a copy of all three Readers Theater scripts for students to act out at home.
- 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 compare and contrast a sibling's school experience with their own.
- Consider creating a template of the public notes, replacing the research school column with "a family member's school." Encourage students to interview a family member or close family friend about a school they attended growing up in order to compare and contrast that experience with the student's personal experience.
- Make time in the classroom for students to create cards to invite their family to class for their celebration of learning at the end of the module.
- Depending on the needs of your students and the expectations of your school community, you may wish to assign additional homework. Consider more open-ended activities that help students read, think, talk, write, and ask questions about the topic versus those that simply test students on their content knowledge. Use the activities suggested in the family letter below as a model.
- If using EL Education's K-2 Reading Foundations Skills block, consider sending home a copy of the student decodable reader used each week.

Dear Family,

During the last unit of this module, your student will conclude his or her study of school by reading about schools around the world and comparing and contrasting those schools to their own. Students will be sharing their work on (--date of Lesson 10--) at (--time of your integrated lesson--), and we would love to have you join us!

What will your student be learning?

Students will conclude their study of schools by creating their own "The Most Important Thing about Schools" book. They will then present this book to a class of kindergarteners. The learning will focus on this idea:

- Schools around the world may be different or they may be similar, but they are all places designed for learning.

During the Reading Foundations Skills block, students complete their review of first-grade foundational reading skills (e.g., common vowel teams, open and closed syllables, and high-frequency words). Students learn how to identify a syllable and how knowing the type of syllable will help them in reading and writing. The learning for Unit 3 will focus on:

- Knowing a syllable is closed or open helps me read it and write it correctly.
- The type of syllable helps me know what vowel sound to say.

How will your student be learning?

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

- Participating in a close read-aloud of *Off to Class: Incredible and Unusual Schools around the World*
- Researching one of three schools from *Off to Class* in a research group
- Creating a book that describes the similarities and differences between my school and my research group school
- Engaging in collaborative conversations with classmates
- Closely viewing pictures and videos about schools

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

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

- Ask your child to talk with you about the following questions: How are schools around the world different? How are they similar?
- Use objects around the house to help your student practice comparing and contrasting two items.
- Write the high-frequency words on cards and practice reading them fluently (school, sure, none, friends, ready, anybody, will, for know).

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

Sincerely,

____TEACHER NAME HERE____