

# Education Language Arts

Kindergarten: Module 3: Unit 2

## 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.
- Consider sending an additional letter to parents and co-workers requesting pictures of objects and food from trees and materials tree collages in Unit 2. Possible items to request: seeds, nuts from trees, pictures of animals in trees, construction paper.
- 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 share objects and food from trees that they observe and find at home. Students can document with a camera or draw pictures. (Be sure to emphasize that this should be done with an adult family member to ensure student safety.)
- Create a display board featuring pictures or drawings of the things trees provide to people and animals. Provide a label for each thing written in several different languages.
- Take pictures of students studying how people and animals depend on trees throughout the day and post them in the room or hallway.
- 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 and encourage families to have students read these texts aloud to them.

### Dear Family,

During Unit 2 of this module, your student will be researching how living things depend on trees to meet their needs. By the end of the module, students will be able to participate in a discussion around the module guiding question: “What patterns can we observe in living things?” 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. I hope that you will plan to join us at the end of our deep study to celebrate all of your student’s learning!

### What will your student be learning?

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Students will begin to research how people and animals depend on trees with a focus on learning about how trees provide food and shelter for other living things. The learning will be focused on these ideas:

- Researchers make observations and gather evidence to explain patterns.
- People and animals get food and shelter from trees.
- Trees help other living things meet their needs.

Students will also practice these reading foundation skills:

- Identify and write the sound for most consonants and vowels.
- Segment (break apart) the individual sounds of spoken, one-syllable words, and blend them back together.
- Decode (read) and encode (write) regularly spelled, one-syllable words.

### 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 how people and animals depend on trees to meet their needs. Students will participate in these activities, among others, to build their literacy skills:

- Analyzing nonfiction text for how people and animals depend on trees
- Practicing fluency and comprehension through songs and riddles about how living things depend on trees
- Engaging in conversations with classmates
- Recording observations, writing and drawing about how people and animals depend on trees

### 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 do trees provide for other living things? How do we depend on trees? What animals in our community depend on trees? What does a researcher do?
- Read books and sing songs about what trees provide for other living things from home or at the library.

- Identify different objects and food that come from trees around your home, and ask your student to explain how they help us meet our needs.
- Encourage your student to read the weekly Student Decodable Reader or a letter book to you every night.
- Practice reading and spelling regularly spelled, one-syllable words with the middle vowel sound /a/ (e.g., “pat,” “chat,” “tap”).

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

Sincerely,

  

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