

# Education Language Arts

**Kindergarten:** Module 4: Unit 1

## 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 school community members inviting them to join the class for a celebration of learning about trees at the end of Unit 3.
- 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 ways they and their families enjoy trees. Students can document with a camera or draw pictures (Emphasize that this should be done with an adult family member to ensure student safety).
- Create a display board featuring different ways people enjoy trees. Provide labels for each different activity written in several different languages.
- Take pictures of students learning about enjoying trees 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.

## Family Letter

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### Dear Family,

During Unit 1 of this module, your student will look at how different people enjoy trees. By the end of the module, students will be able to participate in a discussion about the module guiding question: “How and why are trees important to us and our communities?” 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?

Students will begin to study the topic of how and why trees are important to us and our communities with a focus on the different ways people enjoy trees. The learning will be focused on these ideas:

- There are different ways that people can enjoy trees.
- We can learn about different ways people enjoy trees through comparing and contrasting characters in books.

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?

Throughout the unit, your student will read, think, listen, talk, write, and ask questions about the different ways people enjoy trees. Students will participate in these activities, among others, to build their literacy skills:

- Listening to read-alouds and comparing and contrasting how characters enjoy trees in a variety of texts. These *A Tree for Emmy*, and *Oliver’s Tree*.
- Reciting poems about trees
- Engaging in conversations with classmates
- Closely observing pictures of trees and/or trees in the community
- Writing and drawing in their Enjoying Trees journal, Part I

## Enjoying and Appreciating Trees

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### 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 student to talk with you about these questions: How do people enjoy trees? What do you enjoy about trees?
- Read books and sing songs that show how people can enjoy trees from home or the library.
- Create a list with pictures and words of different ways people enjoy trees. Then do those activities with your child.
- Encourage your student to read the weekly Decodable Student Reader or a letter book to you every night.
- Practice reading and spelling regularly spelled, one-syllable words with the middle vowel sound /a/. For example: “pat,” “chat,” and “tap.”

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

Sincerely,

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