

Grade K: Module 1: Unit 2

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 (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 “Toy Riddles,” the “Toys in Our Class” song, or directions to play the Would You Rather? game.
- 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 bring in toys from home to share and describe to the class.
- 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 Unit 2 of this module, your student will explore what makes toys fun. 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?

Students will continue to study the topic of toys and play with a focus on what makes toys fun. The learning will be focused on these ideas:

- The physical attributes of toys—color, shape, size, and texture
- Toy action words and how toys move (e.g., bounce, spin, roll, etc.)
- Preferences for specific classroom toys—naming a preferred toy and explaining why it is preferred
- 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?

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

- Noticing and describing the physical attributes of classroom toys
- Learning/reviewing color, shape, size, and texture words through games
- Solving toy riddles
- Listening to the texts *Attributes of Toys* and *Toys Galore!* read aloud
- Playing a game to name toy preferences
- Writing and drawing about toys

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 this question: What makes toys fun?
- When taking a walk or driving in the car, play an I Spy game to hunt for colors or shapes.
- Read the books and songs about toys and play sent home from school.
- Visit the local library with your student to read more books about toys and play.
- Invite your student to describe his or her favorite toys at home using color, shape, size, and texture words.
- Visit this website with your student to learn more about toys: <http://www.museumofplay.org/>
- Practice rhyming words with the “ip” or “op” 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)____