

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.
- Consider sending an additional letter to parents and co-workers requesting materials for students to build their magnificent things in Unit 3. Possible items to request: paper towel or toilet paper rolls, empty cereal or shoe boxes, string, yarn, and different types of tape.
- 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 the types of tools they have 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 of tools. Provide a label for each tool written in several different languages.
- Take pictures of students using tools 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 1 of this module, your student will look at different aspects of tools and work. By the end of the module, students will be able to participate in a discussion around the module guiding question: “What do we need to make magnificent 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?

Students will begin to study the topic of tools and work with a focus on learning about tools and the jobs they do. The learning will be focused on these ideas:

- Tools make our lives easier by helping us do work.
- There are different types of tools for different types of work

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 topic of why we need tools. Students will participate in these activities, among others, to build their literacy skills:

- Listening to read-alouds of a variety of texts about tools
- “Tool Challenges” to decide which tool is best for a job
- Singing songs about tools
- Engaging in conversations with classmates
- Working with tools to practice and try them out
- Writing and drawing about why we need tools

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: Why do we need tools?
- Read books and sing songs about tools from home or at the library.
- Identify different types of tools around your home, explain the job they do, and help your student learn how to use them.
- 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,

____TEACHER NAME HERE____