

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.
- 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 stories of times when they showed initiative, collaboration, or perseverance.
- Create posters by writing a different habit of character in the center of each. Throughout the day, invite students demonstrating those habits of character to write their name on the poster.
- Take pictures of students showing habits of character throughout the day and post them in the room or hallway.
- Send home a survey asking each family member which habit of character they think their student most often demonstrates.
- 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.

Dear Family,

During Unit 2 of this module, your student will continue to 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 “habits of character”—a different kind of tool that comes from inside to help us get work done. Students will learn about initiative (asking questions and taking action), collaboration (listening to others' ideas and working together nicely) and perseverance (continuing to try even when something is hard). The learning will be focused on these ideas:

- Habits of character are behaviors that everyone can use to learn and do work
- People show initiative, collaboration, and perseverance through their words and actions.

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 habits of character. Students will participate in these activities, among others, to build their literacy skills:

- Listening to the books *The Most Magnificent Thing* by Ashley Spires and *The Little Red Pen* by Janet Stevens and Susan Crummel Stevens being read aloud
- Practice using habits of character as they engage in a set of group challenges

What can you do to support your student 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 the following question: How do habits of character help you do work?
- Tell a story to your student about a time you showed initiative, perseverance, or collaboration.
- 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 /u/. For example: “cut,” “shut,” and “up.”

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

Sincerely,

____TEACHER NAME HERE____