

**Grade 1:** 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.
- 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 how birds they see around their yard or neighborhood use their body parts. Students can document with a camera or draw pictures.
- Create a display board featuring pictures of different bird body parts and what they do. Provide a label for each body part along with a verb explaining what each body part does, written in several different languages.
- Take pictures of students reading, writing, and drawing about bird body parts 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 begin to investigate the importance of bird's body parts in helping them to survive. At the end of the unit, they will be able to answer the unit guiding question: "How birds use their body parts to survive?" 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 continue to study the different physical characteristics of birds, focusing now on how birds use their bodies to survive. The learning will be focused on these ideas:

- Birds have specially designed body parts that help them survive.
- Scientists gather information using a variety of tools and record what they notice.
- Students will also practice these reading foundation skills:
- Beginning to read and spell CVCe (consonant, vowel, consonant, -e) words (e.g., *cave*, *life*, and *code*).

### How will your student be learning?

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Throughout the unit, your student will read, think, listen, talk, write, draw, and ask questions about the topic of how birds use their body parts to survive. Students will participate in these activities, among others, to build their literacy skills:

- Listening to read-alouds and independently rereading a variety of texts about birds
- Researching the different bird body parts in groups
- Singing songs about birds
- Engaging in collaborative conversations with classmates
- Writing about how birds use their body parts to survive, using shades of meaning in adjectives and verbs
- Learning how to make a scientific drawing of bird body parts

### 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 this question: How do birds use their bodies to survive?
- Read books and sing songs about birds from home or at the library.
- Identify different types of birds around your yard or neighborhood; observe them closely to describe what they are doing.

- Encourage your student to read the weekly Student Decodable Reader or a letter book to you every night.
- Notice vowels in written words and vowel sounds in spoken words. This helps readers identify syllable type in order to read an unknown word.

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

Sincerely,

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