

# Education Language Arts

**Grade 1:** 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.
- 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 birds that need help and how they are helped. Students can document with artifacts such as magazine articles or photographs or can draw pictures.
- Create a display board featuring pictures of birds in need of help or people helping birds. Provide a label for each picture written in several different languages.
- Take pictures of students reading, writing, and drawing about bird helpers throughout the day and post them in the room or hallway. Include copies of the covers of the texts read in this unit.
- 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 Decodable Student 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 learn about stories of bird helpers. At the end of the unit, they will be able to answer the Unit 1 guiding question: “How do characters in stories help care for birds?” 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 analyze literature to compare and contrast the characters and their experiences in different stories. The learning will be focused on these ideas:

- Sometimes birds get into trouble and need help.
- There are specific things characters do to help birds.

Students will also practice these reading foundation skills:

- Segment (break apart) and identify the syllables within words and blend them back together.
- Decode (read) and encode (write) words with different prefixes and suffixes (un-, re-, -ly).

Throughout the unit, your student will read, think, listen, talk, write, draw, and ask questions about the topic of bird helpers. 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 bird helpers
- Singing songs and reading poetry about birds in trouble and bird helpers
- Engaging in collaborative conversations with classmates
- Writing to describe birds in trouble and how people help them
- Participating in role-plays to understand events in stories about animal helpers

### 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: Why should we care about birds? How do characters in stories help care for birds?
- Read books and sing songs about birds in trouble and bird helpers.
- Identify different types of birds around your yard or neighborhood; observe them closely to describe their body parts and behaviors.
- Encourage your student to read the weekly Decodable Student Reader or a letter book to you every night.
- Practice reading and spelling words with similar-sounding endings (strange, bridge, truck, spark).

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

Sincerely,

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