

# Education Language Arts

**Grade 1:** Module 4: 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 different opinions that people in their communities have about birds. Students can document with artifacts such as magazine articles, photographs, and interviews or can draw pictures.
- Create a display board featuring pictures of Pale Male from the website [palemale.org](http://palemale.org).
- Take pictures of students reading, writing, and drawing about Pale Male 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 2 of this module, your student will learn about opinions. Specifically, students research the different opinions about Pale Male, a red-tailed hawk that built his nest in New York City. At the end of the unit, students will be able to answer the Unit 2 guiding question: “Why do people have different opinions about 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 learn about how people have different opinions about birds. The learning will be focused on these ideas:

- Birds impact our lives.
- People have many reasons for their opinions about birds.
- Birds affect people in different ways.

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 different opinions people have about Pale Male. Students will participate in these activities, among others, to build their literacy skills:

- Listening to read-alouds and independently rereading texts about Pale Male
- Saying a jazz chant and reading poetry about different opinions people have about birds
- Engaging in collaborative conversations with classmates
- Writing about both sides of the Pale Male debate using reasons to support their opinion

### 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? Why do people have different opinions about birds?
- Identify different types of birds around your yard or neighborhood and interview people about how they feel about them.
- 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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