Kindergarten: Module 2: Unit 2

Overview for Families

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.
- Send home copies of any texts and/or materials for use with at-home activities.
- Encourage students to share any at-home learning with the class. They can do this orally or by sharing writing, pictures, or artifacts. An example would be a weather text or a weather report gathered from the internet. Consider providing time for students to share the information they have gathered about the weather from home.
- Take a photo of the weather outside your classroom each day and post to notice the changes over the course of several weeks or a month.
- 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.

Letter Home

Dear Family,

During Unit 2 of this module, your student will continue to learn about the weather by reading stories about how weather affects people. Students will read stories about how the weather affects people around the world. They will also read stories about how weather affects one person or family. Through reading these weather stories, students will learn to identify the basic elements of a story: the characters, setting, and major events. I am writing today to explain what your student will be learning, describe the activities that will support this learning, and suggest how you can support this learning at home.

What will your student be learning?

Students will continue to study the topic of weather with a focus on weather in stories. The learning will be focused on these ideas:

- Weather is different around the world.
- Weather affects what people wear, the plans they make, and how they feel.

Students will also practice these reading foundation skills:

- Identifying the name, shape, and sound of letters
- Identifying rhyming words and syllables in words

How will your student be learning?

Throughout the unit, your student will read, think, listen, talk, write, and ask questions about how weather affects people. Students will participate in these activities, among others, to build their literacy skills:

- Listening to read-alouds of weather stories and identifying the character, setting, and major events in those stories. These include: *On the Same Day in March: A Tour of the World's Weather*, by Marilyn Singer; *Come on, Rain!* by Karen Hess; *Brave Irene* by William Steig; *Umbrella* by Taro Yashima; and *One Hot Summer Day* by Nina Crews.
- Creating an interactive map to chart how weather is different around the world
- Performing "weather cheers"
- Working with an "Interactive Word Wall" to learn new vocabulary
- Drawing and writing to complete a daily weather journal
- Sharing a daily weather report with classmates

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:

- Talk with your student daily about the weather. Ask these questions: "What is the weather like today? What would be best to wear? What would be a good activity to do in today's weather?"
- Search for more weather-related stories at your local library, bookstore, or online.
- Watch the morning or nightly local weather report with your student.
- If you have family living in a faraway place, help your student contact them and ask them about the weather in their city or town. Is it the same or different?
- Discuss a memory of when the weather affected you or your family. Talk about the memory with your student in the form of a story. (Example: "A really big hurricane came when I was your age ...")

- Encourage your student to read the weekly student decodable reader or a letter book to you every night.
- Practice identifying letters, and how to form them and the sounds they make. The middle of this module focuses on the letters **d**, **f**, **l**, **k**, **y**.
- Be on the lookout for these high-frequency words in your everyday life: “and” and “up.”

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

Sincerely,