

Kindergarten: Module 2: Unit 3

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. Example: Consider providing time for students to share activities they have engaged in during certain types of weather. Students can document with a camera or draw pictures.
- Create a display board featuring pictures people engaging in activities in different types of weather. Provide a label for each picture written in several different languages.
- 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 3 of this module, your student will write his or her own weather story inspired by the text *The Snowy Day* by Ezra Jack Keats. Students' learning will be guided by the question "How can I write a story that teaches my reader about weather?" 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 to write a story about an imaginary character who experiences a certain type of weather (e.g., "The Very Snowy Day," "The Very Hot Day," "The Very Rainy Day"). The learning will be focused on these ideas:

- Writers use words and detailed pictures to tell stories.
- Writers tell stories to entertain and teach others.
- Mentor writers can inspire and influence our writing.
- Writers persevere to create stories that are of high quality.

Students will also practice these reading foundation skills:

- Identify the name, shape, and sound of letters
- Identify rhyming words and syllables in words
- Naming the onset (beginning sound) and rime (ending chunk) of words.

How will your student be learning?

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

- Listening to a read-aloud of a famous weather story, *The Snowy Day* by Ezra Jack Keats
- Creating puppets and using oral storytelling to plan and tell their story
- Creating high-quality illustrations to help tell their story
- Writing words, phrases, and sentences to help tell their story
- Practicing answering reflection questions about the process of writing their story

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 his or her weather narrative: What's the weather? Who's the character? What does he or she wear and do?
- Read books about the weather from home or at the library.
- Identify different types of weather and encourage your child to select clothing and activities appropriate for certain types of weather.
- Practice identifying letters, and how to form them and the sounds they make. The end of this module focuses on the letters **q, u, x, b, o, w, j, e, z**.
- Be on the lookout for these high-frequency words in your everyday life: "a," "you," "see."

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

Sincerely,