Fundations Level 1 - Unit 6

Dear Family,

We will be learning how to add a ***suffix*** to a baseword. During the next three weeks, we will be teaching:

Skill	What is it?	How can you help at home?
Adding *suffix -s*	The suffix ***-s*** is an ending that can make a word plural (more than one). ex. **map –**  Some words with the suffix **–s** are not plurals. They are action words. When suffix is **–s** is added to these words, it means something is happening now. ex. **hop –** 	Steps for practicing words with the suffix ***–s***: 1. Dictate the word and have your child repeat the word. 2. Have your child separate the baseword from the suffix and tap out the baseword. *DO NOT* tap out the suffix. 3. Have your child tell you the letters that go with the sounds of the baseword. 4. Have your child write the baseword THEN add ***-s***. Example words: hens, maps, rugs, sheds, decks, ships, rocks

Did you know?
A baseword is the word that is left when the suffix ending is removed.

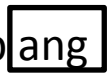
For additional practice activities, you may contact your child's teacher. Have **FUN**!

Sincerely,
The 1st Grade Team

Fundations Level 1 - Unit 7

Dear Family,

During the next three weeks, we will introduce additional glued sounds.

Skill	What is it?	How can you help at home?
Glued Sounds	A glued sound is one in which letters have their own sounds but are difficult to separate. **ang-fang-/ang/** **ing-ring-/ing/** **ong-song-/ong/** **ung-lung-/ung/** **ank-bank-/ank/** **ink-pink-/ink/** **onk-honk-/onk/** **unk-junk-/unk/** ex. b 	• Dictate the word and have your child repeat the word. • Have your child tap out the word – glued sounds get one tap. • Have your child spell the word. Example words: *bang, thank, wings, sinks, long, hang, sing, dunk, rink*

For additional practice activities, you may contact your child's teacher. Remember to have **FUN**!

Sincerely,
The 1st Grade Team

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Unit 3 Week 1

Essential Question:

How do we measure time?

High-Frequency Word

away today
now way
some why

Comprehension Strategy

Make & Confirm Predictions

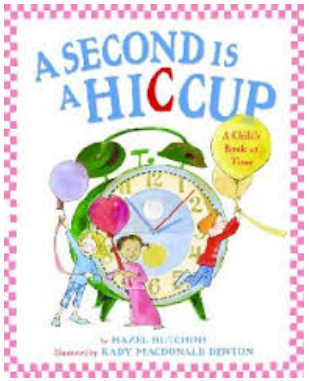
(As you read, you can make predictions about what will happen next. Then you can continue reading to find out whether you prediction was correct.)

Comprehension Skill

Character (A person or animal in a story.)

Setting (Where and when a story takes place.)

Plot (What happens at the beginning, middle and end of a story.)



Literature Big Book:

A Second is a Hiccup

Shared Reading

Nate the Snake is Late

Genre: Fantasy

Literature Anthology

On My Way to School	It's About Time
Genre: Fiction	Genre: Nonfiction

Oral Vocabulary

schedule
immediately
weekend
calendar
occasion

Phonics:

Long a: a_e

Writing Traits

Word Choice

Mechanics

Commas in a Series

Grammar

Verbs

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Unit 3 Week 2

Essential Question:

How do plants change as they grow?

High-Frequency Word

green
grow
pretty
should
together
water

Comprehension Strategy

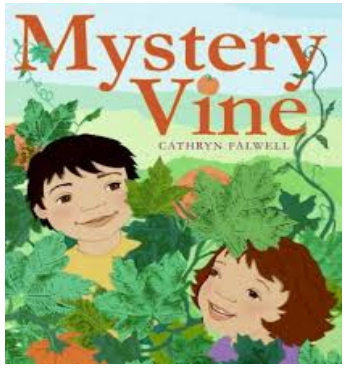
Make and Confirm Predictions

(As you read, you can make predictions about what will happen next and then continue reading to find out whether your predictions were correct.)

Comprehension Skill

Plot: Sequence

(Events in a story or a play happen in a certain order, or sequence. The events are the plot of the story.)



Literature Big Book:

Mystery Vine

Shared Reading

Time to Plant!

Genre: Play

Literature Anthology

The Big Yuca Plant	How Plants Grow
Genre: Play	Genre: Nonfiction

Oral Vocabulary

bloom
sprout
grasped
assist
spied

Phonics:

Long i: i_e

Writing Traits

Word Choice

Mechanics

Titles of Plays

Grammar

Present- Tense Verbs

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Unit 3 Week 3

Essential Question:

What is a folktale?

High-Frequency Word

any	once
from	so
happy	upon

Comprehension Strategy

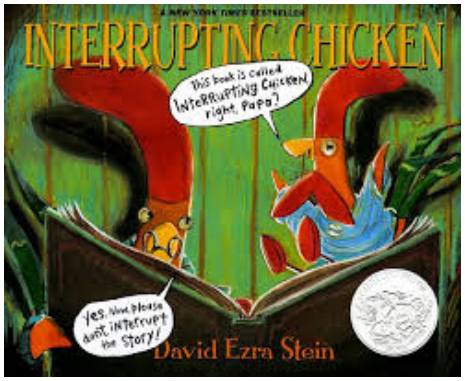
Make & Confirm Predictions

(As you read, you can make predictions about what will happen next. Then you can continue reading to find out whether your predictions were correct.)

Comprehension Skill

Plot: Cause and Effect

(A cause is what makes something happen in a story. An effect is the event that happens.)



Literature Big Book:

Interrupting Chicken

Shared Reading

The Nice Mitten

Genre: Folktale

Literature Anthology

The Gingerbread Man Genre: Folktale	Mother Goose Rhymes Genre: Poetry

Oral Vocabulary

tale

hero

timid

foolish

eventually

Phonics:

Soft c, Soft g, dge

Writing Traits

Word Choice

Mechanics

Commas in a Series

Grammar

Past- and Future-Tense Verbs

First Grade Mathematics – Unit 2

Dear Parents,

During Unit 2, your children will compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They will think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they will understand the order of the counting numbers and their relative magnitudes.

Number and Operations in Base Ten

Your children need to:

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  * 10 can be thought of as a bundle of ten ones – called a "ten".
  * The numbers from 11 to 19 are composed of a ten and one, two, three, four, five six, seven, eight, or nine ones.
  * The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two , three, four, five, six, seven, eight, and nine tens (and 0 ones)
- Compare two two-digit numbers based on meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, <.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **(continued from Unit 1)**
- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(continued from Unit 1)**
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(continued from Unit 1)**
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **(continued from Unit 1)**

Ways Parents Can Help

- Use blocks, pasta shapes or other fun objects to model numbers to 120. Have your child bundle groups of ten and identify how many tens and how many ones make up the number. Help your child to mentally find ten more and ten less than the number they built.
- While riding in the car practice counting to 120, starting at any number less than 120.
- Practice stating the number that is ten more or ten less than a given number. Have your child explain how they found the answer.
- When seeing numbers in your surroundings, help your child to say them and tell how many tens and ones are in the number.
- Use objects and/or drawings to represent and solve addition and subtraction word problems.
- Encourage your child to use strategies to solve addition and subtraction facts within 20. Help your child to become fluent (answer orally within 3 seconds or less) with addition and subtraction facts within 10.

Key Vocabulary

add	number
addends	numeral
compare	ones
data	place value
difference	subtract
equal	strategy
equation	sum
fewer	tens
graph	two digit number
less	unknown
more	

First Grade Science

Ecosystems and Heredity: It's Alive!

Dear Families,

Here is what your child is learning in First Grade, during the study of ecosystems and heredity with some specific ways you can help. Look for additional newsletters for upcoming units.

Ecosystems and Heredity: It's Alive!

Students need to:

- Identify four or more methods by which seeds travel and use the engineering design process to create a seed that is dependent on animals for dispersal.
- Identify many factors in soil that effect where seeds can grow by germinating seeds under different conditions.
- Identify the essential needs for a plant to grow based on changing the variables of a plants environment.
- Recognize, observe and record the different parts of a plant (roots, stems, leaves and flowers).
- Analyze how the parts of the plant work together to help the plant.
- Identify how seedlings and parent plants look similar and different and apply their understanding of plant traits by creating a seedling and parent plant.
- Identify how parents and their offspring look and act similar and different.
- Classify and sort animals by similar characteristics.
- Research and record characteristics of animals, plants or insects and present their findings to classmates.
- Design a Mystery Box, using their understanding of plant and animal adaptations, to protect a secret or special object from intruders.
- Identify 2 or more characteristics of the different habitats.
- Create a mini habitat "dourama" with a small group or partner that compares two different habitats.
- Create a hybrid animal that can survive in two different habitats using their knowledge of animal adaptations and behaviors for survival.

Key Vocabulary

Adaptation: the process plants and animals use to thrive in their environment

Analyze: to study or look closely

Characteristics: a feature or quality that describes a person, place, or object

Engineering Design Process: a series of steps engineers use to solve a problem (see the following page for an example of the process)

Evidence: facts or information proving something is true

Dourama: a 3D visual

Germinate: a seed beginning to grow

Habitat: the natural home or environment of an animal or plant.

Hybrid: the offspring of two plants or animals of different species.

Offspring: created by a parent animal or plant

Seed Dispersal: how seeds travel from one place to another

Seasons: the four seasons of the year, Winter, Spring, Summer, and Fall

Species: a group of plants or animals with similar characteristics

Thrive: to live and grow

Variable: something that can be changed

Ways FAMILIES Can Help

- Use the Discovery Education link to find more information about animals and their habitats.
- Talk with your child about how animals can protect themselves.
- Take a nature walk with your child and discuss what plants and animals they see.
- Plant a seed with your child and keep a journal observing how it grows over time.
- Have your child keep a journal of plants they find around your house and label the different parts.

An example of the Engineering Design Process: