

Dear Family:

This is a wonderful year of learning for your child. The help and support you have given are making a big difference.

We shall continue to work with short vowel words, however, we are now ready to add **consonant blends**.

A blend is two consonants together that each make a sound, as in the word "**s t o p**" - the /s/ and the /t/ each make a sound.

A blend is different from a digraph which has two letters but only one sound, such as in the word "**shop**" - the /sh/ makes only one sound.

Blends can come at the beginning of a word, such as "**s t o p**", or at the end of a word, like "**p e s t**."

Your child will learn a digraph blend. A digraph blend is a digraph blended with another consonant such as **n** and **ch** in the word **lunch**, or **sh** and **r** in the word **shred**.

I will also introduce the keywords and sounds for r-controlled vowels using an R-Controlled Vowels Poster. R-controlled vowel sounds are **ar** (as in "**car**"), **or**, **er**, **ir**, and **ur**. At this time, these sounds are introduced for reference when students are reading throughout the day. These sounds will be learned in more depth for both reading and spelling in Level 2. In the meantime, we will practice the sounds during our Drills Sounds/Warm Up activity in class.

Here we go!

Sincerely,





Homework Guide

Review **consonant blends** with your child during the next 2 weeks.

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. This is extremely important. Each sound must be tapped on a

different finger. The word "**stop**" will have four taps. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. Remember, it is helpful if you say the letters as your child writes.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	sock	jam	which
On Tuesday Dictate	Current Words	→	flip	camp	test
On Wednesday Dictate	Trick Words	→	would	could	should
On Thursday Dictate	Sentence	→	Could Beth mend the rip in the dress?		

Spelling List – Wilson Unit 8 Week 1

1. mask
2. pest
3. click
4. flap
5. slip
6. flag
7. spot
8. brush
9. block
10. step

Sentence: 1. This clock is the best gift for me.

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WEEK 1

should

could

would

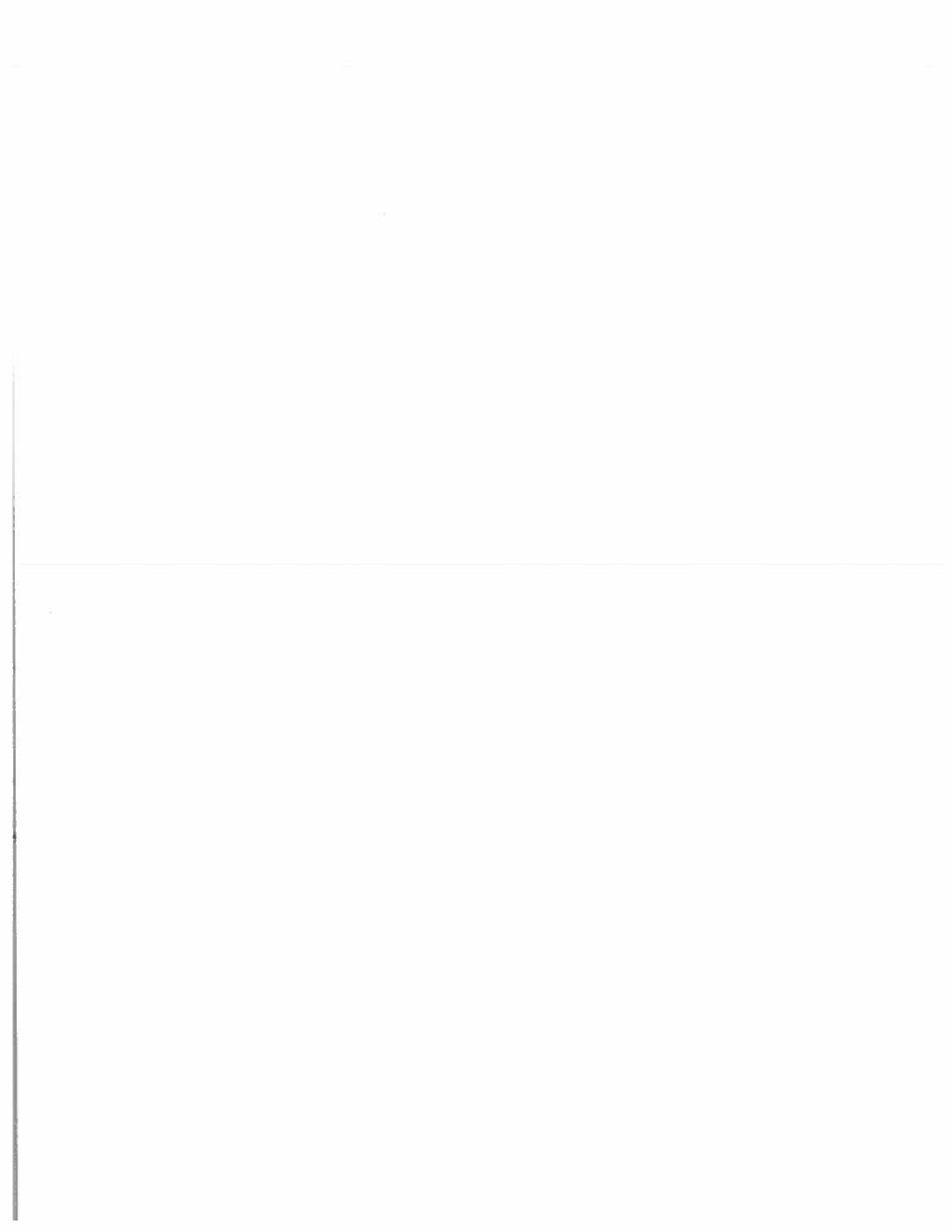
WEEK 2

her

over

number

→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.





Do the "Match Blend Search" Activity

Have your child match a **word beginning** with a **word ending** to make a word. Have him or her write all the words on a separate sheet of paper and then read the words.

Word Beginnings

br

sk

sm

sn

sp

Word Endings

it

all

ip

ap

ing

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words

1 2 3

Current Words

1 2

Trick Words

3 1 2 3

Sentence

1

Grade 1 Reading Comprehension Worksheet

Read the passage. Then answer each question.

DESSERT TIME !

Yum! It is time for dessert.

First, Tim gets a cookie.
Next, Jan gets some cake.
Then, Ben gets a donut.
Last, Deb gets some pie.

Oh no! There is none left for Sam. What will he do?

First, Tim shares his cookie.
Next, Jan shares her cake.
Then, Ben shares his donut.
Last, Deb shares her pie.

Yum! Sam and his friends are happy. It is time for dessert!



Answer each question:

1. Who are the characters?
2. What is the problem?
3. How do the kids solve the problem?
4. How do the kids feel at the end of the story?
5. What is your favorite dessert?

Dear Family,

We are working with a program in class that is designed to help children develop their comprehension and vocabulary skills through stories read aloud.

The program takes advantage of some of the sophisticated vocabulary found in books for young children—because children love to learn big words. Research has shown that the earlier children learn these words, the better able they are to use them in their speech and writing for the rest of their lives!

Each week, I will be sending home six new words. These are the words we are learning and using in our daily conversations and organized activities. This week, and in the weeks to come, please use these words as frequently as possible. Cut out the list and post it somewhere central in your home, such as on the refrigerator. See how many times you, your child, and those around you can use these words in your conversations. Make a game out of it!

And remember, as you share reading experiences with your child, point out and talk about the “big words” you encounter.

Sincerely,

The First Grade Team

Stellaluna:

clutched

The toddler clutched his mother's hand.

crooned

The singer crooned as the audience sang along.

gaspd

We gasped when we saw the picture of the volcano.

sighed

He sighed in relief when he found the missing kitten.

adapt

Many animals learn to adapt to their surroundings.

plunged

The diver plunged into the cold water.

KEY CONCEPT OVERVIEW

During the next week, our math class will learn how to collect **data**, organize the data in **graphs** and **tables**, and interpret the data.

You can expect to see homework that asks your child to do the following:

- Collect, sort, and organize data, including using **tally marks** as an efficient counting strategy.
- Ask and answer questions about data presented in graphs and tables.
- Create and solve word problems about sets of data.

SAMPLE PROBLEM (From Lesson 12)







A group of 16 students were asked to name their favorite fruit; 7 students named apples, 6 students named blueberries, and 3 students named melon. Draw squares with no gaps or overlaps to organize the data. Line up your squares carefully.

Students' Favorite Fruit

Number of Students



represents 1 student

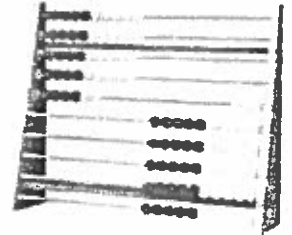
<p>Apples</p> 	
<p>Blueberries</p> 	
<p>Melon</p> 	

1. How many more students named blueberries than melon as their favorite fruit? **3 students**
2. Write a number sentence to tell how many students named their favorite fruit. $7 + 6 + 3 = 16$
3. Write a number sentence to find how many fewer students named melon than apples as their favorite fruit. $7 - 3 = 4$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Help your child stay sharp with addition and subtraction skills up to 20. Starting at zero, take turns rolling a die, adding the number on the die to the total and stating the addition number sentence. For example, you roll a 6 and say, “ $0 + 6 = 6$.” Your child rolls a 3 and says, “ $6 + 3 = 9$.” Continue until you get to 20, without going over. (If the total is 18, for example, you must take turns rolling until someone rolls a 2.) You can play a similar game with subtraction, starting at 20 and subtracting the number on the die from the total until you reach zero, without going below zero.
- Reinforce your child’s place value understanding in preparation for Module 4. With your child, practice saying numbers the Say Ten way. For example, you say “43,” and your child says “4 tens 3.”
- If your child struggles with place value understanding (e.g., recognizing tens and ones), consider using a visual tool such as a Rekenrek (see image at right), or drawing a picture or a quick tens and ones representation.



TERMS

Data: A set of facts or information.

MODELS

Graph: A visual representation of data.

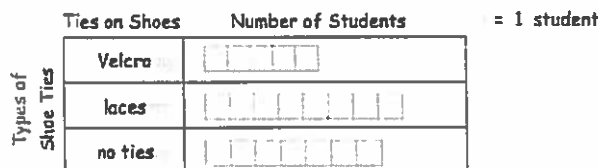


Table: A representation of data using rows and columns.

Toy	Number of Students
Stuffed Animals	11
Toy Cars	5
Blocks	13

Tally Marks: A quick way of recording numbers in groups of five; used to keep track of results.

Ice Cream Flavor	Tally Marks	Votes
Chocolate		4
Strawberry		3
Cookie Dough		10

Name _____

Date _____

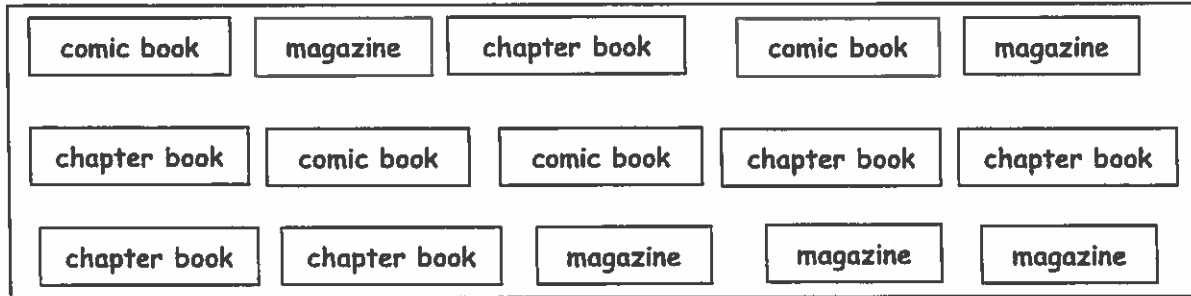
Students were asked about their favorite ice cream flavor. Use the data below to answer the questions.

Ice Cream Flavor	Tally Marks	Votes
Chocolate		
Strawberry		
Cookie Dough	 	

- Fill in the blanks in the table by writing the number of students who voted for each flavor.
- How many students chose cookie dough as the flavor they like best?
_____ students
- What is the total number of students who like chocolate or strawberry the best?
_____ students
- Which flavor received the least amount of votes? _____
- What is the total number of students who like cookie dough or chocolate the best?
_____ students
- Which two flavors were liked by a total of 7 students?
_____ and _____
- Write an addition sentence that shows how many students voted for their favorite ice cream flavor.



Students voted on what they like to read the most. Organize the data using tally marks, and then answer the questions.



What Students Like to Read the Most	Number of Students
Comic Book	
Magazine	
Chapter Book	

8. How many students like to read chapter books the most? _____ students
9. Which item received the **least** amount of votes? _____
10. How many more students like to read chapter books than magazines?
_____ students
11. What is the total number of students who like to read magazines or chapter books?
_____ students
12. Which two items did a total of 9 students like to read?
_____ and _____
13. Write an addition sentence that shows how many students voted.
