

Dear Family:

I am now introducing Unit 2 in Foundations®. Your child is going to:

- Learn phonemic awareness skills.
- Blend, read, and spell short vowel words with three sounds.
- Learn or review six words by memory: **a, and, the, is, his, of**. These are called Trick Words because they cannot be sounded out. Instead, your child needs to learn these by memorizing them.
- Learn capitalization, punctuation, and word spacing for sentence dictation.
- Retell stories in detail and sequence.

It is important for your child to recognize and be able to hear and “move around” the beginning, ending and middle sounds of a word. As always ***your help*** is appreciated to keep your child on track. To help your child focus on sounds, you can play word games such as ***“I’m Thinking of an Object”*** and ***“Change That Word.”*** The directions are on the following pages.

Also, make flashcards on index cards for the Trick Words. Have your child read these quickly each night. Throughout the year, I will have you make more Trick Word flashcards to practice.

Remember to have FUN! Also, please write down any questions you might have, and I shall get back to you.

Sincerely,





This is Your Reference for Letter-Keyword-Sound

In addition to writing letters and knowing the letter name, your child is learning (or reviewing) the consonants and short vowel sounds using keywords.

Throughout the year I will send home more sounds for your child to learn.

In school, we do a daily drill practicing these sounds. Right now, we are doing the sounds listed on this sheet.

Your child keeps a notebook at school with these keyword pictures. During the year, whenever your child cannot think of the sound that a letter makes, ask him or her to look at the keyword picture. That is a hint for the sound. The sound is represented by a letter between //.

For the letter **a**, we use the keyword **apple**. This word helps your child know the sound /ă/. Whenever we practice these sounds, we say the letter name, the keyword, then the sound:

a - apple - /ă/


Do not hesitate to use the vocabulary words, short vowels and consonants.

Your child is aware of their meaning as I use these terms in class.

A a	apple	/ă/
B b	bat	/b/
C c	cat	/k/
D d	dog	/d/
E e	Ed	/ĕ/
F f	fan	/f/
G g	game	/g/
H h	hat	/h/
I i	itch	/i/
J j	jug	/j/
K k	kite	/k/
L l	lamp	/l/
M m	man	/m/
N n	nut	/n/
O o	octopus	/ō/
P p	pan	/p/
Qu qu	queen	/kw/
R r	rat	/r/
S s	snake	/s/
T t	top	/t/
U u	up	/ŭ/
V v	van	/v/
W w	wind	/w/
X x	fox	/ks/
Y y	yellow	/y/
Z z	zebra	/z/

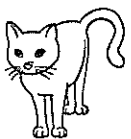
Fundations® Consonants

b




bat /b/

c




cat /k/

d



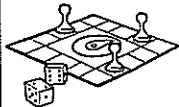
dog /d/

f




fun /f/

g




game /g/

h




hat /h/

j




jug /j/

k




kite /k/

l




lamp /l/

m




man /m/

n



nut /n/

p



pan /p/

qu



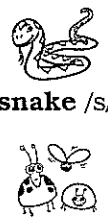
queen /kw/

r




rat /r/

s




snake /s/
bugs /z/

t



top /t/

v



van /v/

w




wind /w/

x




fox /ks/

y



yellow /y/

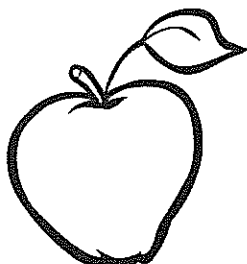
z



zebra /z/

Fundations® Short Vowels

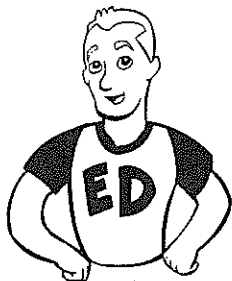
a



apple

/ă/

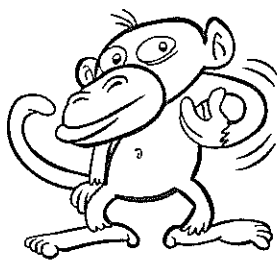
e



Ed

/ĕ/

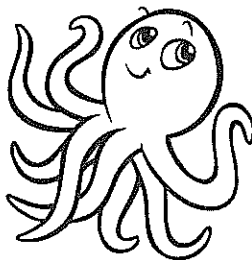
i



itch

/ĭ/

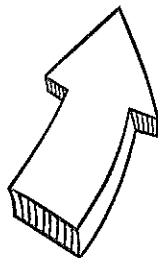
o



octopus

/ŏ/

u



up

/ŭ/



Do the "Change The Word" Activity

Use the cut up letters from the Alphabet Sequence Activity from Unit 1.

Have your child match the letters to the uncut page. Then find the letters to make the word fit. Read the word and have your child repeat it after you.

Ask your child to change one sound for another. It is important to say the sound of the letter and *not* the letter name.

When you say the sound, try to "clip" it. In other words, say /f/ not /fu/.

For example, you want your child to change the beginning sound. You say the word "fit" and your child repeats the word, "fit."

Now you ask, "Can you change the /f/ to /s/?" Your child should exchange the letters to make the word, "sit." Have your child read the new word (or read it for him or her).

BEGINNING SOUNDS (WEEK 1)

You Make And Read	You Say	Child Makes And Reads
fit	change /f/ to /s/	sit sit
map	change /m/ to /l/	lap lap
rag	change /r/ to /s/	sag sag
sat	change /s/ to /m/	mat mat

Name: _____

Date: _____

Fundations® Wilson Writing Grid



Please continue to practice the writing of the alphabet while you work on the new activities. You can make copies of this Writing Grid to use throughout the year, or you can laminate this sheet so that your child can use a thin dry-erase marker.



Do the “I’m Thinking Of An Object” Activity

Find and cut out pictures of various objects from a magazine.

Make sure that you choose items that will **not** confuse your child.

For example if you chose an elephant, your child might identify an **l** sound (which we write like this, /l/). If you chose an artichoke, your child might identify an **r** sound (which we write like this, /r/).

Examples of items that you might cut out:

dog	bed	cat
tomato	door	egg
man	ball	girl
hand	lady	cow
sun	doll	baby
bug	teeth	book

Beginning Sounds

Spread the pictures out on a surface and say “**I am thinking of something that starts with /d/.**” Be sure to give the **sound** of the letter and not the letter name. Your child finds a picture that starts with the sound.

Variation 1:

Have your child identify each item and place them in categories.

For example, have your child find all the items that begin with the sound of /b/.

Your child would find **bed, ball, baby, bug,** and **book.**

Variation 2:

Put the pictures in a bag. Have your child pick a picture out of the bag. Then she or he says the name of the picture and tells you its beginning sound.

When you say a consonant sound, try not to add an extra sound to it. For example, when you say the sound /m/, don’t say /mu/.

I feel certain you will find working with your child in Foundations® very rewarding.
Your child will treasure your involvement!

Foundations® Trick Words

a	the	and
is	his	of

→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words. 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.

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

Possum's Harvest Moon

autumn

In the autumn, many children go back to school and the leaves fall off the trees.

creature

I could hear a creature making noises while we sat around the campfire.

harvest

At harvest time, farmers gather, or pick, the crops they've planted.

snug

Anna felt snug in her bed and didn't want to get out.

conclude

At my home, dinner usually concludes with ice cream for dessert.

accomplished

I finally accomplished my goal by reading all the books in the series.



MATH NEWS



LAFAYETTE
PARISH SCHOOL SYSTEM
Fall 2014

Grade 1, Module 1, Topic E

1st Grade Math

Module 1: Sums and Differences to 10

Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 1 of Eureka Math (Engage New York) covers Sums and Differences to 10. This newsletter will discuss Module 1, Topic E.

Topic E. The Commutative Property of Addition and the Equal Sign

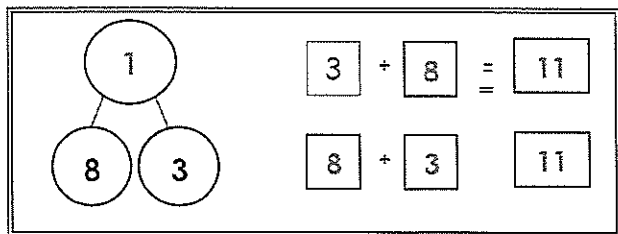
Words to know

- Commutative Property

Things to Remember!

Commutative Property

If $8 + 3 = 11$ is known, then $3 + 8$ is also known.



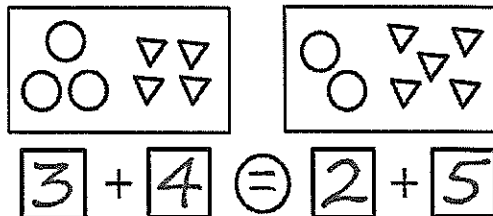
OBJECTIVE OF TOPIC E

- 1 Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.
- 2 Represent the same story scenario with addends repositioned (the commutative property).
- 3 Apply the commutative property to count on from a larger addend.

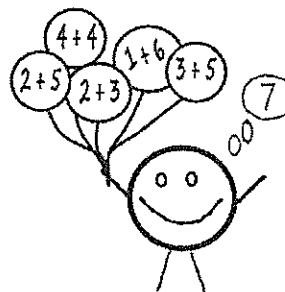
Focus Area– Topic E

The Commutative Property of Addition and the Equal Sign

Write an expression that matches the two groups. If the groups match, write the equal sign between the expressions.



Add. Color the balloons that match the number in the think bubble. Find the expressions that are equal. Connect them below with = to make true number sentences.

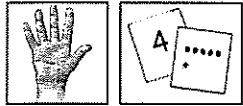


$$1 + 6 = 2 + 5$$

Write the number sentences to match the number bonds.

Name _____

Date _____



Use your 5-group cards or your fingers to count on to solve.

Show the shortcut you used to add.

1. $\boxed{5} + \boxed{3} = \boxed{}$

2. $\boxed{6} + \boxed{2} = \boxed{}$

3. $\boxed{7} + \boxed{3} = \boxed{}$

$\boxed{6} + \boxed{2} = \boxed{}$

Show the strategy you used to add.

4. $\boxed{} = \boxed{8} + \boxed{2}$

5. $\boxed{} = \boxed{6} + \boxed{3}$

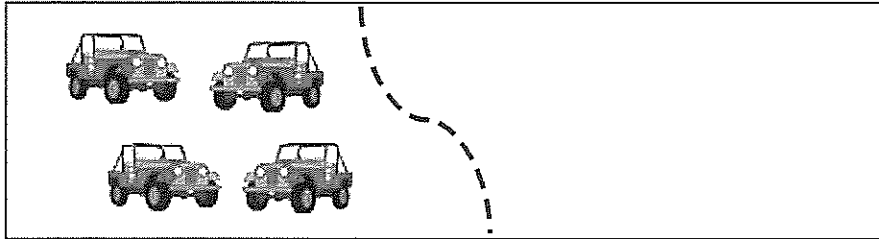
6. $\boxed{} = \boxed{7} + \boxed{2}$

$\boxed{} = \boxed{7} + \boxed{2}$

Name _____

Date _____

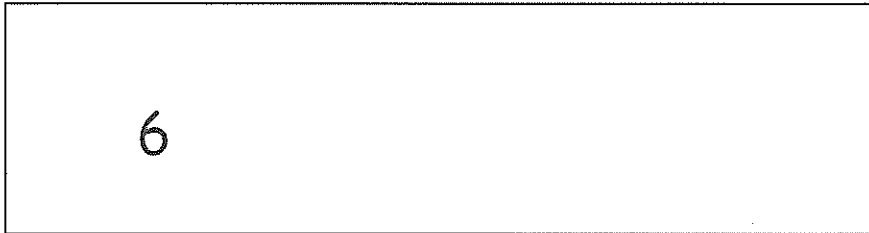
1. Use simple math drawings. Draw more to solve $4 + ? = 6$.



$$= \boxed{6}$$

$$4 + \boxed{} = \boxed{6}$$

2. Use your 5-group cards to solve $6 + ? = 8$



$$= \boxed{8}$$

$$6 + \boxed{} = \boxed{8}$$

3. Use counting on to solve $7 + ? = 10$



$$7 + \boxed{} = \boxed{10}$$