

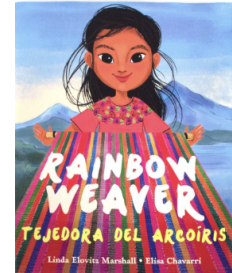


Unit 4: Our Earth


Week 6

Dear Families,

This week we are reading ***Rainbow Weaver/Tejedora Del Arcoiris*** by Linda Elovitz Marshall. You can find this and other books you might enjoy at the library. Two of this week’s vocabulary words are *weave* and *litter*. Children are learning how people can use recyclable materials and in the process save neighborhoods from litter.



This week with your child, try a couple of the activities—or you can do them all! You can attach another page for drawing, writing stories, or anything else you’d like to share. Please help your child return this sheet to school at the end of the week. We hope you enjoy learning together.

<p>Gross Motor: Obstacle Course</p> <p>Invite your child to make an obstacle course with boxes, chairs, and tables. Ask them to predict which would be faster to move through it: crawling or walking? Then time them while they do both. Ask them why they think one way was faster or slower than the other way.</p>	<p>Shared Reading (on next page)</p> <ol style="list-style-type: none"> 1. Invite your child to point while you read aloud. 2. Cover the poem and say these words, one at a time: <i>then, wet, bed</i>. 3. For each word, ask: What is the first sound, the middle sound, and the last sound you hear? (sounds, not letter names) <p>then: /th, ě, n/ wet: /w, ě, t/ bed: /b, ě, d/</p>	
<p>Talk about it</p> <p>Children are beginning to learn about seeds. Together, look inside and outside where you live to find seeds or items grown from a seed. Ask your child what is the same and different about some of these items.</p>	<p>Read together!</p> <p>at least 20 minutes every day</p>	<p>Play with math ideas: Story Problem</p> <p>Read this problem to your child. Have your child draw to solve the problem and then write an equation. Reread the problem as needed.</p> <p><i>Liam had 10 balls. He gave 7 balls to his friend. How many balls does Liam have now?</i></p>
<p>Explore science and engineering: Observing Leaves</p> <p>Take a nature walk and collect different types of leaves. Invite your child to place the leaves with the vein side up, put a piece of paper on top, and rub it with the side of a crayon. Ask your child what they notice. Bring the leaf rubbings to school.</p>	<p>Play with sounds to grow a reader</p> <p>Write each of these on a small piece of paper: qu, ck, th, i, s. Use them to make each word listed below. Have your child tap each sound, then put the sounds together to make a word. Remind your child that qu and th are digraphs—two letters that make one sound—and that a digraph gets one tap.</p> <p>/kw/-/i/-/k/ → quick /kw/-/i/-/t/ → quit /th/-/i/-/k/ → thick /th/-/i/-/s/ → this</p> 	



Use any other paper to make a drawing, write down a story, or share any adventures you have had together. The other children in our classroom community will love to know about them! You can also always send a note to the children or teachers in the classroom.

Family Response

Child's name _____

Who tried the Family Links activities together this week?

Which activities did you enjoy? Was any activity challenging? Why?

Shared Reading

A Seed Needs

I see you are a seed!
Please tell me what you need.

First I need dirt to grow,
Then I need the sun to glow.

Water to make me wet,
Air for my leaves to get.

Room for my roots to spread
Into my soil bed.

After a while you will see,
A plant I shall be!