

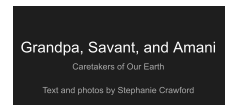


Unit 4: Our Earth


Week 8

Dear Families,

This is the final week of the Our Earth unit. Children are learning about local caretakers of our earth with books by teachers: ***Grandpa, Savant and Amani*** by Stephanie Crawford and ***Caretaker of Our Earth*** by Cristal Martinez. These two books are not published, but you can ask the librarian to help you find other books about people who take care of the Earth. Two of this week’s vocabulary words are *vacant* and *envision*.



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>Fine Motor: Drawing</p> <p>Invite your child to draw a picture of one of the ways that they can take care of the earth. Ask them to either write a sentence about the picture or label parts of the picture.</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. Make a memory game: Cut 12 small pieces of paper and write each of these words on two pieces: and, red, my, do, it, on, yes. 3. Play the game: Turn the papers upside down on the table or floor. Take turns flipping them over two at a time to see if they match. 4. When a match is found, ask your child to read the word or a sound in the word. 	
<p>Talk about it</p> <p>Ask your child about ways that people can take care of the earth. Ask them to talk about actions that they like and why.</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>Jeff had 10 seeds. He shared 4 seeds with his friend. How many seeds does Jeff have now?</i></p>
<p>Explore science and engineering: Trees</p> <p>At the beginning of this unit, one activity was to choose a tree in the neighborhood and draw about the changes you observe. Go back to that tree (or pick a tree) and ask your child about what they notice now by drawing and writing.</p>	<p>Play with sounds to grow a reader</p> <p>Write each of these on a small piece of paper: r, ch, sh, i, u, t. 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 ch and sh are digraphs—two letters that make one sound—and that a digraph gets one tap.</p> <p style="text-align: right;">  </p> <p style="text-align: center;"> <i>/r/-/i/-/ch/</i> → rich <i>/r/-/u/-/sh/</i> → rush <i>/sh/-/u/-/t/</i> → shut <i>/r/-/u/-/t/</i> → rut </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 *Search online to listen to the song by Raffi.*

Everything Grows (excerpt)

Everything grows and grows

Babies do

Animals too

Everything grows

Everything grows and grows

Sisters do

Brothers too

Everything grows

A blade of grass, fingers and toes

Hair on my head, a red, red rose

Everything grows, anyone knows

That's how it goes

Yes, everything grows and grows

Babies do

Animals too

Everything grows.