

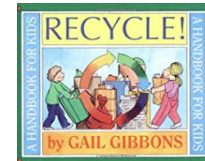


Unit 4: Our Earth Week 5

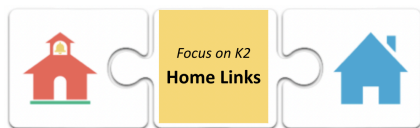
Dear Families,

We are learning about how we, as humans, can impact our Earth— by saving water and reducing our trash. We are continuing to read *Recycle!* by Gail Gibbons as well as *Our Earth: Making Less Trash* and *Our Earth: Saving Water* by Peggy Hock. You can find these and other books you might enjoy at the library. Two of this week's vocabulary words are *drain* and *leaky*.

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



Gross Motor: Water Your child has been learning about water. Take turns naming some forms of water and moving like them. For example: <i>rain, river, wave, waterfall</i>	Shared Reading (on next page) 1. Invite your child to point while you read aloud. 2. Cover the poem and say these words, one at a time: <i>dig, them, thin</i>. 3. For each word, ask: What is the first sound, the middle sound, and the last sound you hear? (sounds, not letter names) dig: /d, ɪ, g/ thin: /th, ɪ, n/ them: /th, ɛ, m/	
Talk about it Children are learning about how to make less trash. Invite your child to discuss ways you can make less trash as a family.	Read together! at least 20 minutes every day	Play with math ideas: Story Problem Read this problem to your child. Have your child draw to solve the problem and then write an equation. Reread the problem as needed. <i>Ebony had 12 pets. Some were fish and some were cats. How many of each could she have?</i>
Explore science and engineering: Water Detective Children are learning about ways to save water. Invite your child to find all uses of water in your home. Ask them to discuss ways to save water.	Play with sounds to grow a reader Write each of these on a small piece of paper: sh, ch, ck, o, e, p. 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, sh, and ck are digraphs—two letters that make one sound—and that a digraph gets one tap. <i>/sh/-/o/-/k/ → shock /ch/-/e/-/k/ → check</i> <i>/ch/-/o/-/p/ → chop /sh/-/o/-/p/ → shop</i>	



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 Home Links activities together this week? _____

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

Shared Reading

Worms

Fat worms, thin worms,
Long worms, too,
See them wiggle,
What else can they do?

Dig and dig in the wet, dark soil,
They all like to work and toil.

Fat worms, thin worms,
Long worms, too,
See them wiggle,
What else can they do?