



Dear Family,

During Unit 3 of this module, your student will use the information he or she has learned about fossils and narratives to write a narrative about a paleontologist discovering a fossil. I am writing today to explain what your student will be learning, describe the activities that will support this learning, and suggest how to support this learning at home.

WHAT will your student learn?

Students will learn to write a narrative about discovering a fossil. The learning will be focused on these ideas:

- Paleontologists use tools and habits of character to make important discoveries.
- Authors use various techniques to write compelling narratives.

Students will also practice these reading foundation skills:

- Reading words with *oo*, *ou*, *ui*, *ue*, and *ew* (long u sound patterns)
- Words with the *-tion* and *-sion* spelling patterns

HOW will your student learn?

Throughout the unit, your student will read, think, listen, talk, and write about the topic of fossils. Students will participate in these activities, among others, to build their literacy skills:

- Listening to a narrative text read-aloud about a paleontologist who discovered a fossil
- Reciting “I Found a Baby Dinosaur” poem to learn about irregular past-tense verbs (i.e., past-tense verbs that don’t “play fair” because they don’t end with *-ed*)
- Writing about a paleontologist’s actions, thoughts, and feelings
- Reading and analyzing a model (good example) of a compelling narrative piece
- Writing a practice narrative piece with step-by-step guidance from the teacher

- Planning, writing, revising, and editing a narrative piece based on feedback from the teacher

What can you do to SUPPORT your student's learning at home?

Here are a few activities that you can do at home with your student to support his or her learning:

- Ask your student to talk with you about the following question: "How do authors write compelling narratives?"
- Talk with your student about how he or she can show the habits of effective learners at school and at home (perseverance, initiative, collaboration, responsibility).
- Read books with "compelling narratives" from home or at the library. This could be any narrative that contains a clear beginning, middle, and ending; characters' actions and responses; and temporal words to order events (*first, next, then, afterward*).
- Help your student use irregular past-tense verbs in conversation (e.g., *ran, found, saw, thought, said, ate, drank*).
- Encourage your student to read the weekly Decodable Student Reader to you.
- Practice reading and writing words with the *-tion* and *-sion* spelling patterns (e.g., *action, fusion*).