

June 2026

Dear Future First Grade Families,

We are delighted to welcome your child into First Grade at P.S 98. We have a very busy and exciting year in store for you! During our first few weeks of school, we will be spending time going over classroom procedures, getting to know each other, participating in social emotional learning activities, and diving into our exciting first grade curriculum!

We realize that teaching your child is a privilege, as well as a tremendous responsibility. Our goal is to ensure that each student has a positive learning experience in the classroom. With your help, we are looking forward to a new exciting year. Throughout the year we will communicate with you through notes, telephone calls, e-mails and parent-teacher conferences.

In closing, continue to value these early years with your child. Read to them as often as you can and remember that time moves quickly as you see your child grow. Home and school together make a wonderful partnership and those who benefit are the children. If you have any questions or concerns, please feel free to contact us. It is our pleasure to be working with you and your child this year!

Sincerely,

The First Grade Teachers 😊



June 2026

Dear Families,

Welcome to 1st grade! We are looking forward to an exciting school year! Please supply your child with the following items (**labeled with your child's name**):

- 2 boxes of sharpened pencils
- 6 plastic pocket folders (1 red, 1 blue, 1 yellow, 1 green, 1 purple and 1 orange)
- 2 primary notebooks. See image.
- 1 box of tissues
- 1 roll of paper towels
- 1 pack of baby wipes
- 1 pair of headphones
- 1 small CHILD SAFETY scissors
- 1 pencil case to hold supplies
- 1 box of 24 crayons
- 1 box of **thin** colorful markers
- 1 box of **thick** colorful markers
- 1 box of colored pencils
- 1 pack of thick Dry-Erase Markers
- 2 packs of thin Dry- Erase Markers
- 1 eraser for white boards
- 1 pack of 3 x 5 index cards
- 1 pack of 3 x 3 Post-It notes
- 1 pack of computer paper
- 1 box of quart size Ziplock Bags
- 1 box of gallon size Ziplock Bags
- 1 tray of 12 watercolor paint
- 1 8 oz. bottle of hand sanitizer



Thank you in advance for your cooperation and support in the classroom. If there are any questions, please feel free to reach out to us! 🙏

Kindly,

The First Grade Team

Dear First Grade Families,

Attached is our Summer Packet. We look forward to celebrating your child's beautiful work when we begin our school year together. Please complete this packet and bring it to school on our first day! You will find:

~**Math:** Counting practice, numeral practice and a few activities that highlight our first unit of study.

~**Word Work:** Introductory activities into our first unit and beginning of year skills.

~**Writing:** A writing choice board with a variety of writing prompts to complete.

~**Reading:** We ask each child to continue to read independently throughout the summer. Please use the attached writing paper to select a favorite book and write or draw what you loved about it!

We have also attached the HMH Into Reading Family letter, introducing you to our first module.

We are looking forward to a wonderful year of learning and memories ahead!

All of our best,

The First Grade Teachers

Summer 2026 writing Prompts: Complete each writing task below. Use the writing paper to share your work!

Tell me a story...

Write or draw a story about a special memory that you had this summer! Remember to include...

...who was there?
...what happened?
...when did it happen?
...why did you feel excited?
...where did this happen?

In the summertime, when the weather is fine...

Write or draw a fictional story about a summer day. Use your five senses to...

~ Describe how it might feel to **touch** and play in the sand, water or grass!
~ Identify what a summer day might **smell** like?
~ Think about what you **taste** (eat/drink) on summer day.
~ What **sounds** do you **hear** on a summer day? (seagulls, crashing waves, birds chirping, etc.)
~ Describe what a summer day **looks** like.

Let's Work with Letters!

Choose, draw and label a list of people, places or things that you know with the following letters in their name!

You can find these letters in any part of the name! See this list for examples!

w r g a
William far Grandpa ball

Let's Work with Words!

Choose 4 summer activities. Write or draw a sentence for each activity!

sun beach swim
ice cream play pool

Dear Family:

A new school year has been launched! This year, I will be using a program called **Fundations**® to teach some important basics of reading and spelling. However, I am going to ***need your help***.

We know that when a child has a “**coach**” in addition to a classroom teacher, the child makes significant progress. We will work together as a “**team**” – I will be the teacher, and you the coach.

I will do my best to provide you with the necessary tools to take on that role. I shall keep you informed of “what is happening” in the classroom and provide suggestions and a guide as to “what can be happening” at home.

I look forward to a very successful year as we work together with your child in **Fundations**. We will have fun teaching and helping your child build a strong foundation for literacy!

In the next letter, I will share with you Unit 1 and its related activities.

Once again ***thank you*** for your interest and cooperation.

Sincerely,





You are likely wondering, “What is Foundations®?”

Research indicates that **systematic** and **explicit phonics instruction** is effective for all children. Foundations provides a systematic and explicit approach to reading and spelling with phonics. We will combine this instruction with the **reading of good literature**, which is just as important for your child's development.

Foundations is systematic

because it follows a very definite sequence for teaching and it follows a very definite procedure to teach those concepts.

Foundations is explicit

because this program does not leave room for guessing. It teaches all concepts directly. The children will review letters and how to form these letters. They will learn sounds using keywords to help them remember. They will soon move on to blend the sounds into words.

As the year progresses, Foundations introduces many aspects of word structure and sentence structure. I shall be sending home guides and activities for all of this.

You are also probably wondering, “How can I become a successful “Coach” in this reading program?”

As a “Coach” you can:

1. Read the Foundations letters that I send home. These letters will contain up-dates, program information, and activity suggestions.
2. Set aside time to do the “home activities” with your child.
3. Monitor your child's progress and share successes as well as concerns with me.



Help Develop Oral Expression And Vocabulary

You can help your child develop **oral language** (the spoken word) with the following ideas. Do these anytime you are with your child:

1. Encourage your child to answer "wonder" statements.

Say such things as "I wonder why a dog barks." Or say, "I wonder if Grandpa likes spinach."

2. Help your child expand his/her vocabulary by rephrasing.

When your child says something such as, "He's scared," you could say, "Yes, the dog barks because he is frightened, you are correct!"

3. Ask open-ended questions.

Do not ask, "Are you raking leaves?" (The child would simply answer, "yes.") Instead, ask, "What are you doing with your rake?" The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

4. Limit the amount of TV

However, if your child watches a children's program, talk about it (see #'s 1, 2, 3).

5. Provide household props that encourage pretend play.

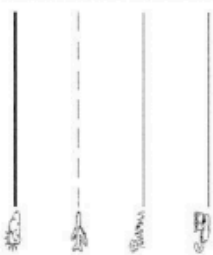
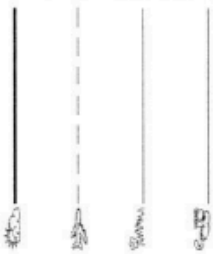
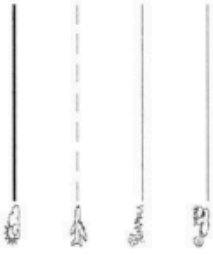
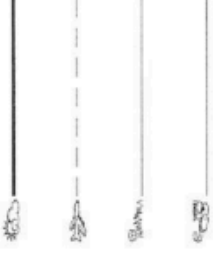
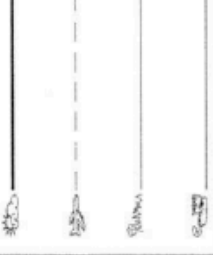
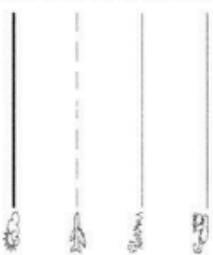
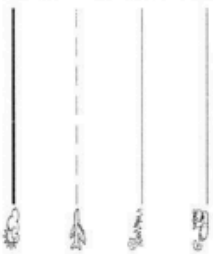
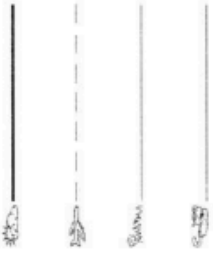
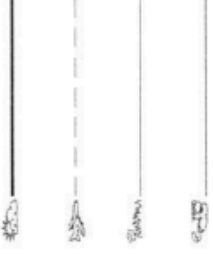
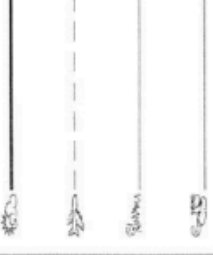
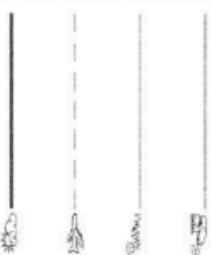
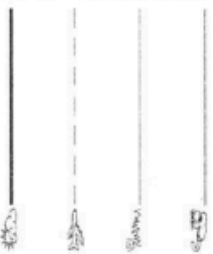
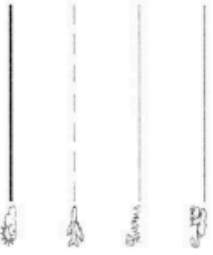
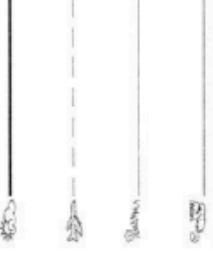
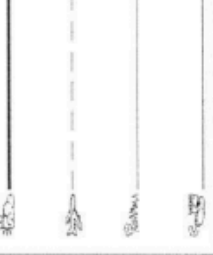
Use spoons/pans in the bathtub; cups/teapots/dolls; small rakes/shovels. While playing, be sure to talk through your actions (see #'s 1, 2, 3).

Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive ("do this," "do that,") or negative ("stop hitting," "don't run.") Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.



Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled.

Name: _____

Date: _____



Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page

				
i  _____  _____  _____  _____	c  _____  _____  _____  _____	m  _____  _____  _____  _____	u  _____  _____  _____  _____	o  _____  _____  _____  _____

HELLO, FAMILY!

Over the next three weeks, our class will learn that making new friends and learning new things can help us grow.

We will read books about making new friends and taking on new challenges, and we will become familiar with new words and different activities about school. Children will also learn how to tell a story and tell one about a special moment in their lives.

BRING IT HOME! Learning fun for the whole family!

Big Idea Words

Reinforce these important topic words when you read or talk with your child:

friendship
emotions
challenge

Try to incorporate questions like these into everyday conversations:

- How did you show friendship to your classmates today?
- What emotions do you feel when you try something new?
- Tell about a character who faced a challenge.

Let's Read Together

Make a special time and place to read with your child every day.

During this module about making new friends and learning new things, try these activities during your reading time together:

- Point to photographs and illustrations that show acts of friendship.
- Cheer on a story character who is trying something new.
- Talk about why we should not be afraid to keep trying.



Word Play

Play with words to help develop skills that are important for reading.

• Week 1: Rhyme Time

Take turns saying a rhyming word with a short *a* vowel sound, such as *mat/pat* or *Sam/jam*.

• Week 2: I Spy

Open a book and play *I Spy*. Take turns pointing to and reading words that begin with the letter *n*. Play *I Spy* again, searching for words that begin with *d*, *p*, and *c*.

• Week 3: One or More

Play a counting game with familiar items. Stress the change in word meanings when the *-s* is spoken. *One toy car. Two toy cars. One red apple. Two red apples.*

Name _____

Reteach to Build
Understanding

1-1

AZ Vocabulary

1. Some math problems tell addition stories.

You can write **addition equations** to help tell the stories.

3 sheep are in a field.

2 more sheep join them.

How many sheep are there now?



Write an addition equation to help tell the story.

$$3 + 2 = \underline{\quad}$$

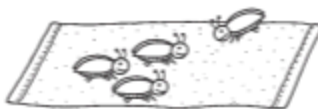
Finish the story. There are sheep now.

2. Use cubes or counters to tell the story. Then write an addition equation to help tell the story.

3 bugs are on a blanket.

1 bug joins them.

How many bugs are on the blanket now?



$$\underline{3} + \underline{\quad} = \underline{\quad}$$

There are bugs on the blanket now.

3. 3 pigs run. 3 more pigs join them. How many pigs run now?



$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} \text{ pigs run now.}$$

On the Back!

4. Write an addition story about animals.

Then write an addition equation to help tell the story.

Name _____

☆ ☆ ☆ Review What You Know

☆ Vocabulary

1. Count the fish.

Write the number
that tells how many.



2. Join the two groups and
write how many.



3. Write how many soccer
balls there are **in all**.



Counting

4. Tammy has 4 balloons.
Draw a picture of her
balloons.



Sums

6. Circle the number that
shows how many crabs
you see.



2 3 4 5