# Big Question 1

*Where are we in the universe?*

## Unit 1

### Reading

My child practiced visualizing changes, and read a science-fiction story called *Bella’s Home.*

### Vocabulary

My child can use these words:

- **Reading Text Words**
  - moon, asteroid, comet, meteorite, solar system, stars, galaxy, universe, spacecraft, telescope, observatory
- **Words in Context**
  - vast, dwelled, speck, disk

### Word Study

Words with *ei*

*Charles lived in a quiet neighborhood* in Nome, Alaska.

### Grammar

My child can make predictions with *will.*

*I will visit those places again, Bella thought.*

### Listening

My child can understand reasons by listening for questions starting with the word *why.*

My child listened for reasons.

### Speaking

My child can talk about the differences between two pictures.

*The first picture has a quarter moon.*
Writing
My child can write complete sentences with a subject and a verb. *The Earth revolves around the sun.*

Extra Practice
In the Workbook
Practice the conversation in the comic strip on page 13.

Value Link
My child read about a father sharing his knowledge with his daughter in *Bella’s Home*, pages 10–11.

Home Study Activity
Gather crayons or other drawing supplies and ask your child to draw pictures of different things in space, such as a moon, a comet, an asteroid, a meteorite, a solar system, or some stars. Then ask your child to talk about the differences between each picture. For example, you might ask your child *What is different between the first and second picture?* Your child might respond *The first picture has a moon, and the second picture has a comet.*

My child has completed Unit 1!

• Notes •
### Big Question 1
*Where are we in the universe?*

#### Unit 2

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced comparing and contrasting in science, and read a science article called <em>Traveling Together Around the Sun.</em></th>
</tr>
</thead>
</table>
| Vocabulary | My child can use these words:  
**Reading Text Words**  
astronomer, space probe, core, gravity, orbit, matter, distance, diameter, surface, craters, unique  
**Words in Context**  
bodies, explore, inner, outer |
| Word Study | Words with the Suffixes -ance and -ant  
Neptune is a long *distance* from the sun.  
Neptune is a *distant* planet from the sun. |
| Grammar | My child can use the future real conditional.  
*If technology continues to grow, we will travel to these places ourselves.* |
| Listening | My child can understand main ideas and numbers in a science report.  
My child listened for the main idea and numbers. |
| Speaking | My child can ask about quantity.  
*How much water is on Jupiter?* |
Writing
My child can write choice questions to offer a choice between two or more things.

*Is Ganymede a planet or a moon?*

Extra Practice
In the Workbook
Listen and practice the song on page 21: *Going into Space*

Value Activity
Share some knowledge with your child about something you know a lot about. Then ask your child if he/she has any knowledge he/she would like to share with you.

Home Study Activity
Play a question game with your child. Choose one of the new vocabulary words from this unit, such as astronaut, gravity, matter, diameter, or craters. Then ask your child to think of a question related to a quantity for each word. For example, your child might ask *How many craters did the astronomer look at?*

My child has completed Unit 2!

• Notes •
Big Question 2

How do we know what happened long ago?

Unit 3

Reading
My child can figure out the author’s purpose, or reason, for writing, and read a magazine article called *Hidden Army: Clay Soldiers of Ancient China.*

Vocabulary
My child can use these words:

**Reading Text Words**
- army
- soldiers
- uniform
- emperor
- armor
- treasure
- archaeologist
- tomb
- jade
- clay
- peasant

**Words in Context**
- battle
- generals
- varnish
- coffin

Word Study
Words with the Suffix -ist
*This helps an archaeologist learn more about how people made the original army.*

Grammar
My child can use verbs followed by infinitives.
*The Chinese government plans to keep it closed for now.*

Listening
My child can understand the similarities and differences between the past and the present.
My child listened for similarities and differences.

Speaking
My child can give reasons.
*I’d like to go back to an ancient Maya city.*
*I want to see how Maya people made pyramids.*
Writing

My child can write, keeping the verb tenses the same in a paragraph.

*The first emperor died when he was 49 years old.*

Extra Practice

In the Workbook

Listen and practice the song on page 33: *The Archaeologist*

Value Activity

Ask your child about something he/she might be curious to learn more about.

Home Study Activity

Ask your child to draw his/her own ancient tomb. Have him/her include vocabulary-related pictures, such as emperor, treasure, uniform, armor, jade, or clay. Then ask your child why he/she chose to include these items in his/her picture. For example, you might ask your child *Why did you draw pieces of jade in your tomb?* Have your child give reasons for each object. For example, your child might respond *I drew jade because important people wore jade. I want the person in my picture to be important.*

My child has completed Unit 3!

• Notes •
### Big Question 2

**How do we know what happened long ago?**

#### Unit 4

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced making predictions about what he / she thinks will happen while reading, and read a realistic fiction story called <em>Stumbling upon the Past.</em></th>
</tr>
</thead>
</table>
| Vocabulary | My child can use these words:  
**Reading Text Words**  
dinosaur, skull, ravine, examine, discover, excavate, layers, paleontologist, ash, sedimentary rock, pastime  
**Words in Context**  
favorite, dream, tripped, determine |
| Word Study | Words with *ie*  
Javier explored the open **fields** around his town. |
| Grammar | My child can use verbs followed by gerunds.  
Javier *enjoyed playing* with his friends. |
| Listening | My child can figure out the gist and sequence of events.  
My child listened for gist and sequence. |
| Speaking | My child can use his / her senses to ask about and describe things.  
*What did dinosaurs sound like?*  
*They probably sounded very loud.* |
Writing

My child can write with count and noncount nouns.

*A lot of volcanic ash was above the bone.*

Extra Practice

In the Workbook

Practice the conversation in the comic strip on page 41.

Value Link

In class, my child read a realistic fiction story about a curious boy discovering a dinosaur bone in *Stumbling upon the Past*, pages 38–39.

Home Study Activity

Pretend to be paleontologists with your child. Ask your child about the things you might hear, see, smell, and touch as a paleontologist. For example, you might ask your child *What do you see when you work as a paleontologist?* Make sure he/she answers using senses to describe things. For example, your child might respond *I see a lot of different kinds of rock while excavating for fossils.*

My child has completed Unit 4!

• Notes •
### Big Question 3

**Where does our food come from?**

#### Unit 5

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>My child practiced using information in a reading and his / her own knowledge to make a conclusion, and read a humorous fiction story called <em>The Breakfast Quest.</em></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>My child can use these words: <strong>Reading Text Words</strong> sugar cane, wheat, cinnamon, butter, vanilla, ingredients, bark, plantation, steamship, spoil, leopard <strong>Words in Context</strong> gather, introduce, peel, coax</td>
<td></td>
</tr>
</tbody>
</table>
| Word Study        | Phrasal Verbs with *Drop*  
*The farmer dropped off her vegetables at the market.* |           |
| Grammar           | My child can use the present continuous for future plans.  
*I'm making a special breakfast today.* |           |
| Listening         | My child can understand examples and numbers.  
My child listened for examples and numbers. |           |
| Speaking          | My child can give a reason for a preference.  
*I like oranges, but I prefer bananas because they are easier to peel.* |           |
Writing

My child can use interesting adjectives to improve his / her writing.

My chickens lay wonderful eggs.

Extra Practice

In the Workbook

Listen and practice the song on page 53: Vanilla Pudding

Value Link

In class, my child read about people sharing what they have, in order to make the best cinnamon buns, in The Breakfast Quest, pages 50–51.

Home Study Activity

With your child, try to create a recipe using some of the new food vocabulary from the unit, such as sugar cane, wheat, cinnamon, butter, or vanilla. Then ask your child questions about the ingredients in your recipe and what you plan to make. For example, you might ask Why should we put cinnamon in the recipe? Encourage your child to use interesting adjectives in his / her response. For example, your child might respond Cinnamon is wonderful.

My child has completed Unit 5!
<table>
<thead>
<tr>
<th>Section</th>
<th>Task</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>My child practiced summarizing a reading to show he/she understood it, and read an informational text called <em>From the World to Your Table</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>My child can use these words:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Reading Text Words</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>convenient, export, local, process, package, farmer's market,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>agriculture, corporate farm, decrease, century, chemical</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Words in Context</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>grocery stores, food labels, organic food, whole food</td>
<td></td>
</tr>
<tr>
<td><strong>Word Study</strong></td>
<td>Four-syllable Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Agriculture</em> has changed a great deal in the last 100 years.*</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>My child can make polite offers using <em>Would you like … ?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Would you like to know</em> where your food comes from?</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>My child can listen for reasons during a discussion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My child listened for reasons.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>My child can talk about food in his/her area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>People often grow apples where I live.</em></td>
<td></td>
</tr>
</tbody>
</table>
Writing
My child can use prepositional phrases of location.
The asparagus is near the carrots.

Extra Practice
In the Workbook
Practice the conversation in the comic strip on page 61.

Value Activity
Share something you have, such as a snack, a book, or even a secret, with your child. Then talk to him / her about things he / she can share with his / her friends.

Home Study Activity
Play an acting game with your child. Take turns pretending to be a grocery-store worker and a customer. The grocery-store worker should make polite offers with Would you like … ? to the customer. The customer politely responds. Then switch roles. Try to incorporate phrases of location into the conversation. For example, a possible conversation might unfold as follows:
Would you like to know where the eggs are?
Sure, are they near the milk?
Yes, they are near the milk.

My child has completed Unit 6!
## Big Question 4

### Why do we make art?

### Unit 7

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced using text features to understand the information in a reading, and read a magazine article called <em>Art Through New Eyes.</em></th>
</tr>
</thead>
</table>
| Vocabulary | My child can use these words:  
**Reading Text Words**  
*sketch, pastels, canvas, paintbrushes, shapes, string, three-dimensional, prodigy, street painter, carpenter, sculptor*  
**Words in Context**  
*complex, washable, combines, fascination* |
| Word Study | Words with the Prefix *dis-*  
*The artist's studio was messy and disorganized.* |
| Grammar | My child can use indefinite pronouns.  
*I want to paint *something* in this room.* |
| Listening | My child can understand a conversation about what kind of art people like to create.  
*My child listened for reasons.* |
| Speaking | My child can talk about a picture.  
*What are the children doing?  
They're painting.* |
Writing
My child can use a compound predicate in a sentence. 
*Picasso painted many masterpieces and created many sculptures.*

Extra Practice
In the Workbook 
Listen and practice the song on page 73: *Be an Artist*

Value Link
In class, my child read about different artists being creative in *Art Through New Eyes*, pages 70–71.

Home Study Activity
Ask your child to draw three pictures. Then ask your child questions about the pictures. For example, *In the first picture, what is the girl doing?* Have him / her talk about the pictures by answering the questions.

My child has completed Unit 7!

• Notes •
**Big Question 4**

*Why do we make art?*

**Unit 8**

**Reading**
My child learned about value judgments, and read a realistic fiction called *Sketches in a Gallery*.

**Vocabulary**
My child can use these words:
- **Reading Text Words**
  - exhibition, frame, landscape, texture, shading, perspective,
  - contrast, space, stained, brilliant, pale
- **Words in Context**
  - ignore, worries, famous, speechless

**Word Study**
Synonyms
- They are on every wall in **brilliant** colors.
- They are on every wall in **bright** colors.

**Grammar**
My child can make offers with *shall* and *will*.
- *Shall I show you more sketches?* he asks.

**Listening**
My child listened to a tour guide discuss a famous painting, and identified differences and details of paintings.

**Speaking**
My child can express a desire or a wish.
- *I wish I could paint like Claude Monet.*
Writing
My child can use the articles a, an, and the.

Theo went to see an exhibition.
Theo went to see the exhibition of Zayan Khan’s landscapes.

Extra Practice
In the Workbook
Practice the conversation in the comic strip on page 81.

Value Activity
Think of something creative you and your child can do together.
Then talk about things you and your child did in the past that were really creative.

Home Study Activity
Ask your child to come up with one thing he/she wishes he/she could do or be in the future. Have your child express this desire or wish to you. For example, I wish I could be an astronaut. Then ask your child how he/she will make this wish come true. For example, How will you become an astronaut? Have him/her answer with shall or will. For example, I will study space.

My child has completed Unit 8!

• Notes •
Big Question 5

What is a city?

Unit 9

Reading
My child practiced paraphrasing, and read a travel article called
Jakarta: A Big-City Snapshot.

Vocabulary
My child can use these words:
Reading Text Words
canal, port, architecture, rickshaw, street vendor, antiques,
souvenirs, batik, exotic fruits, tuna, shrimp
Words in Context
countless, congested, haggle, banned

Word Study
Words with Soft c and Hard c
A city has fascinating things to see.
It has old canals and beautiful architecture.

Grammar
My child can use negative indefinite pronouns.
Do you have nothing to do?

Listening
My child can listen for reasons why cities form near bodies of water.

Speaking
My child can give reasons.
My city grew because it is next to a river.
The river was important because people used the water in many ways.
Writing

My child understands that most bodies of water begin with capital letters. 
*River Seine, Lake Texcoco, Pacific Ocean*

Extra Practice

In the Workbook
Listen and practice the song on page 93: *The Big City*

Value Link

In class, my child read about how to enjoy and learn about culture in *Jakarta: a Big-City Snapshot*, pages 90–91.

Home Study Activity

Talk about an imaginary city with your child. Think of things people eat, buy, and ride in your city. Try using the new vocabulary, such as *canal, street vendor, rickshaw, exotic fruits, tuna, and shrimp*. Then ask your child to give you reasons for these things in your city. For example, *Why does the city need to be near a canal? The canal is important because it can give the city resources.* Then review with your child some reasons why it is important for a city to be near water.

My child has completed Unit 9!

• Notes •
# Big Question 5

**What is a city?**

## Unit 10

### Reading

My child practiced understanding characters, and read a humorous fiction called *Mayor for a Day*.

### Vocabulary

My child can use these words:

**Reading Text Words**
- citizens, volunteers, mayor, assistant, city council, city hall, president, garbage collectors, equipment, news conference, playground

**Words in Context**
- contest, ribbon, speech, members

### Word Study

Phrasal Verbs with *Take*

Mayor Wilson **took off** his glasses.

*He takes off* his glasses often.

### Grammar

My child can use tag questions.

*You’ll work hard, won’t you?*

### Listening

My child listened for facts and opinions to better understand why people like the cities they live in.

### Speaking

My child can ask questions with *have to*.

*Do people in your city have to recycle bottles and cans?*
Writing

My child can use coordinating conjunctions and, but, and or.
I play chess with my mom but not with my dad.

Extra Practice

In the Workbook
Practice the conversation in the comic strip on page 101.

Value Activity

Pick a different culture to learn about with your child. Then talk about what you have learned and what you enjoy about it.

Home Study Activity

Play a guessing game with your child. Act like one of the people listed in the new vocabulary: citizens, volunteers, mayor, assistant, president, and garbage collectors. Then have your child ask you about what that person has to do. For example, Does he have to ride on a garbage truck? This will help your child guess who you are acting as.

My child has completed Unit 10!

• Notes •
Big Question 6

How do our bodies work?

Unit 11

Reading

My child can identify the main idea and theme of a story, and read a graphic science-fiction story called Understanding Viruses with Max Axiom, Super Scientist.

Vocabulary

My child can use these words:
- **Reading Text Words**: cells, microscope, virus, bacteria, disease, influenza, common cold, mucus, immune, paralyze, infect
- **Words in Context**: suit, scrape, fluid, swallowed

Word Study

Antonyms
- The skin’s top layer is made of **dead** cells, so viruses can’t find **live** cells to infect.

Grammar

My child can use order of adjectives to describe a noun.
- Max Axiom studies these **fascinating, tiny** visitors.

Listening

My child listened to a public service announcement for advice on how to stay healthy.

Speaking

My child can ask and answer personal questions about sickness and health.
- **What do you do when you catch a cold?**
- I drink a lot of water and sleep as much as I can.
Writing My child can give advice with commands. 
*Eat healthy food every day.*

Extra Practice In the Workbook 
Listen and practice the song on page 113: *Get Back in Bed!*

Value Link In class, my child learned about ways to stay healthy in 
Communicate, pages 114–115.

Home Study Activity Have your child pretend to be a doctor, and you act as the patient. Have your child ask personal questions. For example, *Have you had a lot of mucus?* You answer *Yes, I have.* Next, have your child give you advice with a command as to what you should do. For example, *Drink eight glasses of water each day.*

My child has completed Unit 11!

• Notes •
# Big Question 6

### How do our bodies work?

## Unit 12

### Reading

My child can look for clue words to understand a sequence of actions, and read an informational text called *The Human Body: Systems at Work*.

### Vocabulary

My child can use these words:

- **Reading Text Words**
  - system, blood, heart, arteries, veins, capillary, lungs, trachea, diaphragm, carbon dioxide, pulse

- **Words in Context**
  - major, pumps, tubes, squeezes

### Word Study

Verbs That End in -ate

*Good circulation is very important for your body.* (noun)

*This system circulates your blood.* (verb)

### Grammar

My child can use used to.

*In ancient times, people used to think differently about the human body.*

### Listening

My child can understand facts about the bones in the human body, and he/she can identify who is speaking.

### Speaking

My child can explain with that or where.

*What is the stomach?*

*It’s a part of your body that breaks down food.*
Writing

My child can write using subject / verb agreement with indefinite pronouns.
*When everyone works together, you can do great things!* 

Extra Practice

In the Workbook
Practice the conversation in the comic strip on page 121.

Value Activity

Talk to your child about things he / she can do to take care of his / her body.

Home Study Activity

Ask your child to explain some of the new vocabulary words: blood, heart, arteries, and lungs. For example, What is the heart? Ask him / her to explain using that or where. For example, The heart is the part of your body that pumps blood through the body.

My child has completed Unit 12!

• Notes •
## Big Question 7

### What is the mass media?

### Unit 13

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>My child can understand the main idea and supporting details, and read an interview called <em>From Newspapers to Smartphones: The Rise of the Mass Media.</em></td>
</tr>
</tbody>
</table>
| **Vocabulary** | My child can use these words:  
**Reading Text Words**
- mass media
- newspaper
- magazine
- printing press
- publisher
- advertising
- broadcast
- the Web
- smartphone
- blog
- social network
**Words in Context**
- journalist
- newsreels
- radio station
- latest |
| **Word Study** | Words with Silent *k*  
*Mass media brings knowledge to many people.* |
| **Grammar**    | My child can use *must*, *mustn’t*, *have to*, and *don’t have to*.  
*You must pay for the Internet to use it at home.* |
| **Listening**  | My child listened to an explanation of how to create a blog, and identified the gist and details of a dialogue. |
| **Speaking**   | My child can give examples.  
*My dad gets news from the newspaper.* |
My child can write using pronouns. When early humans discovered how to make fire, they told their friends.

Extra Practice
In the Workbook
Listen and practice the song on page 133: The News Today

Value Activity
Think of something new you and your child can try together. Then talk about why it is important to try new things.

Home Study Activity
Play a guessing game with your child. Say one of the new vocabulary words, such as newspaper, magazine, blog, or social network. Then ask your child for an example of where they see that vocabulary word in daily life. For example, Where do you see the newspaper? Dad buys the newspaper every morning.

My child has completed Unit 13!

• Notes •
## Big Question 7

**What is the mass media?**

### Unit 14

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>My child can identify a conflict and a resolution in a story, and read a realistic fiction called <em>From the Blog of Elsa B. Garcia, Kid Reporter.</em></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>My child can use these words: <strong>Reading Text Words</strong> reporter, editor, interview, headline, hero, website, mistake, decide, discuss, investigate, search <strong>Words in Context</strong> mansion, terrible, donated, fair</td>
</tr>
<tr>
<td><strong>Word Study</strong></td>
<td>Synonyms <em>One night, a <strong>terrible</strong> fire burned the mansion down.</em> <em>One night, an <strong>awful</strong> fire burned the mansion down.</em></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>My child can use the present perfect tense. <em>I have decided</em> to keep a blog.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>My child listened to a school news program for facts and opinions.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>My child can give his / her opinion. <em>I don't think that all blogs are interesting, because some are boring.</em></td>
</tr>
</tbody>
</table>
Writing
My child can write using regular and irregular verbs in the present perfect.
George has learned a lot from this science blog.
I've seen the inside of a television studio.

Extra Practice
In the Workbook
Practice the conversation in the comic strip on page 141.

Value Link
In class, my child read about a girl being nervous about doing an interview for the first time, in From the Blog of Elsa B. Garcia, pages 138–139.

Home Study Activity
Create a home news program with your child, like the school news program he/she listened to in class. Think of things going on at home and with your family members to report about. For example,
At ten o'clock, Dad read the newspaper.

My child has completed Unit 14!

• Notes •
Big Question 8

What can we learn from nature’s power?

Unit 15

Reading

My child practiced cause and effect in a series of events, and read a science article called *Forces of Nature*.

Vocabulary

My child can use these words:

**Reading Text Words**
- flood
- earthquake
- tsunami
- hurricane
- tornado
- blizzard
- thunderstorm
- rescue worker
- victim
- power lines
- collapse

**Words in Context**
- forces
- funnel
- horizontally
- vertically

Word Study

Compound Nouns with Noun–verb Combinations

*In an earthquake, the plates release energy quickly.*

Grammar

My child can use the present perfect with *ever* and *never*.

*Have you ever seen a real tornado?*

Listening

My child can understand earthquake preparation.

My child listened for problems and solutions, main ideas and details.

Speaking

My child can talk about possibilities.

*There might be a lot of rain.*
Writing

My child can write contractions in present perfect sentences.

*We’ve bought extra water in case of a storm.*

Extra Practice

In the Workbook

Listen and practice the song on page 153: *Nature’s Power*

Value Activity

Talk to your child about why it is important to be prepared and to listen to and follow directions. Then with your child, try to think of times that he / she has to be prepared or follow directions.

Home Study Activity

Prepare crayons or any other drawing supplies, and ask your child to draw pictures of different storms. Then ask your child if he / she has ever been in a storm like the picture. For example, *Have you ever been in a blizzard?* Ask your child to respond using *ever* or *never*. For example, *I have never been in a blizzard*. Then ask your child about things that can happen in storms. For example, *Will the power go out in a blizzard?* Have your child reply with *might*. For example, *The power might go out in a blizzard.*

My child has completed Unit 15!

• Notes •
## Big Question 8

**What can we learn from nature’s power?**

### Unit 16

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced making inferences, and read a story called <em>Staying Calm Before the Storm.</em></th>
</tr>
</thead>
</table>
| **Vocabulary**   | My child can use these words:
|                  | **Reading Text Words**
|                  | emergency, storm shelter, first-aid kit, cash, storm shutters, sleeping bag, flashlight, batteries, supplies, bottled water, canned food
|                  | **Words in Context**
|                  | inland, destroyed, trunk, landfall |
| **Word Study**   | Phrasal Verbs with *Turn*
|                  | They *turned* us *away* at the supermarket. |
| **Grammar**      | My child can use the present perfect with *already, just, and yet.*
|                  | *I’ve already packed everything.* |
| **Listening**    | My child can understand weather warnings.
|                  | My child listened for recommendations. |
| **Speaking**     | My child can talk about needs.
|                  | *We need to get water bottles.* |
My child can write with adverbs of manner.
*The waves were violent. They smashed** **violently** **into the hotel.**

Extra Practice
In the Workbook
Practice the conversation in the comic strip on page 161.

Value Link
In class, my child read about a boy listening to instructions on preparing for a storm in *Staying Calm Before the Storm*, pages 158–159.

Home Study Activity
Create an emergency list with your child. Ask your child to go around the house and point out things that will help you prepare for an emergency. Ask your child about other materials you may need. For example, *Do we need more batteries?* Then ask your child to write the things that you don’t have around the house or may need more of.

My child has completed Unit 16!
## Big Question 9

**Why are biomes important?**

### Unit 17

#### Reading
My child practiced classifying and categorizing, and read an informational text called *The Natural Communities of Earth*.

#### Vocabulary
My child can use these words:

- **Reading Text Words**
  - biome, desert, grassland, tropical rainforest, temperate forest, taiga, tundra, freshwater, equator, sloth, cactus

- **Words in Context**
  - Arctic, hatches, glides, scenes

#### Word Study
Words with *-tch*

- A baby eagle *hatches* from an egg high up in a forest tree.

#### Grammar
My child can use the present perfect with *for* and *since*.

- *I have studied biomes since February.*

#### Listening
My child can understand food chains and listen for sequence.

#### Speaking
My child can describe a sequence.

- *In the spring, the trees are full of small leaves.*
Writing

My child can write complex sentences with *until*. The cheetah ran *until* it caught the gazelle.

Extra Practice

In the Workbook
Practice the conversation in the comic strip on page 173.

Value Activity

Talk to your child about why it is important to protect plants and animals. Then think of ways you can protect plants and animals in your life.

Home Study Activity

Talk to your child about the different places and biomes in the new vocabulary, such as *desert*, *tropical rainforest*, *temperate forests*, and *tundra*. Then ask your child about the places and the condition of these places. For example, are the leaves green in temperate forests? Have your child answer some of these questions with *since*, *for*, or *until*. For example, *The leaves in a temperate forest are green until the fall.*

My child has completed Unit 17!
Big Question 9

Why are biomes important?

Reading
My child practiced asking open-ended questions, and read a realistic fiction story called Camila's Journey.

Vocabulary
My child can use these words:

Reading Text Words
parrot fish, seahorse, manta ray, sea turtle, marine park, snorkel, speedboat, border, petition, law, astonish

Words in Context
manage, invited, signed, difference

Word Study
Words with the Suffixes -ent and -ence
Camila looked at the different kinds of fish in the coral reef.
Camila made a big difference when she created the petition.

Grammar
My child can use the present perfect and simple past.
Camila has created a petition.
When she got home, Camila created a petition.

Listening
My child can understand different biomes.
My child listened for reasons.

Speaking
My child can ask about needs.
What do I need for my trip?
### Writing

My child can write complex sentences with *since* and *because.*

**Since coral reefs are dying, we have to help them.**

### Extra Practice

In the Workbook

Listen and practice the song on page 181: *Speedboat, Speedboat*

### Value Link

In class, my child read about a girl protecting coral reefs in *Camila’s Journey*, pages 178–179.

### Home Study Activity

Prepare crayons or any other drawing supplies, and ask your child to draw pictures of different sea creatures from the new vocabulary, such as *parrot fish*, *seahorse*, *manta ray*, and *sea turtle*. Then have your child ask about what each animal needs to live. For example, *What does the seahorse need to live?* Then talk with your child about how where these animals live is different from where you live.

### My child has completed Unit 18!

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