Big Question 1

How are animals different from one another?

Unit 1

Reading  
My child practiced comparing and contrasting and read an article called *Amazing Animals*.

Vocabulary  
My child can use these words:

**Reading text words**  
skin, mammals, eggs, amphibians, scales, gills, feathers, wings, fur

**Listening text words**  
head, eye, ear, mouth, leg, body

**Word Study**  
Compound words  
star + fish = starfish  honey + bee = honeybee

Grammar  
My child can use subject and object pronouns.

*Fish* have gills.  
*They* have gills.  
Gills help *them* breathe.

Listening and Speaking  
My child can understand different body parts and knows how to express sympathy.

*Are you OK?*  
*No. My leg hurts!*  
*Oh, no!*
### Writing
My child can write about his/her favorite animal group.

### Extra Practice
Workbook pages
Listen and practice the song on page 13: *We Love Animals!*

### Value Activity
Ask your child how he/she is being friendly to other people.

### Home Study Activity
Prepare animal pictures and have your child point to and name each body part. Then, point to the body part (gills) and ask your child *How does it/do they help the (fish)*? Your child will answer *They/It help(s) the (fish) to (breathe)*. Practice with different animal body parts.

**My child has completed Unit 1!**
Big Question 1
How are animals different from one another?

Unit 2

Reading
My child practiced comparing and contrasting and read a story called Leo and Lily’s Adventure

Vocabulary
My child can use these words:

Reading text words
worm, berries, hunt, escape, creep, fight, peck, pinecone, squawk

Listening text words
strong, gentle, patient, smart, calm, fierce

Grammar
My child can use adverbs of frequency.

Lily always escapes.
Lily is usually very nervous.
Leo sometimes tries to catch Lily.

Listening and Speaking
My child can describe animals.

Eagles have feathers and wings to help them fly.
Writing

My child can write pronouns.

*Rabbits are very gentle.*  *They are very gentle.*

Extra Practice

Workbook pages

Listen and practice the song on page 21: *Cats and Birds*

Value Link

In class, my child read about Leo and Lily learning to be friends in *Leo and Lily’s Adventure*, pages 18–19.

Home Study Activity

Have your child describe the pet in your house and any other pets your child wants most. Use the vocabulary and grammar learned in class, for example, *Cats have fur and can creep quietly. My cat Sammy always escapes when I hug him.*

My child has completed Unit 2!

Note
### Big Question 2

**How do things change?**

### Unit 3

#### Reading

My child practiced identifying cause and effect and read an article called *What Is Our World Made Of?*

#### Vocabulary

My child can use these words:

**Reading text words**
- flow, solid, liquid, gas, heat,
- steam, ice, freeze, melt

**Listening text words**
- ice pop, balloon, kettle, popcorn, icicle, candle

**Word Study**  
Nouns and Verbs  
*Steam* is a gas.  
She *steams* the carrots.

#### Grammar

My child can use simple past of verb *to be*.

*It was* a liquid. Now it’s a gas.  
*They were* hard. Now they’re soft.

#### Listening and Speaking

My child can understand how things change and he/she knows how to accept a request.

*Please pass the juice.*  
*Sure. Here you go.*  
*Thanks.*
Writing
My child can write about a thing that can change state.

Extra Practice
Workbook pages
Listen and practice the song on page 33: The Snowman

Value Activity
Talk about how to be helpful to other people with your child.

Home Study Activity
 Invite your child to walk around your home and show him/her things that can change state. For example, point to a glass of water and ask its state. Your child will answer It is liquid. It was ice. Now it’s water. You can also use pictures in magazines or books.

My child has completed Unit 3!

Note
Big Question 2
How do things change?

Unit 4

Reading
My child practiced identifying cause and effect and read a play called Let’s Make Ice Cream!

Vocabulary
My child can use these words:

Reading text words
- cream
- sugar
- salt
- pour
- plastic bags
- mixture
- open
- closed
- freezer

Listening text words
- coffee
- tea
- salad
- fruit
- vegetables
- pasta

Grammar
My child can use simple past of verb to be.

Was the freezer door open? Yes, it was.
Were the students happy? No, they weren’t.

Listening and Speaking
My child can understand the ingredients of food and talk about a school party.

Tell me about the party.
My friends were there. The ice cream was tasty. The games were fun. It was... They were...
Writing

My child can use contractions.

- is + not = isn’t
- was + not = wasn’t
- are + not = aren’t
- were + not = weren’t

Extra Practice

Workbook pages

Listen and practice the song on page 41: Making Ice Cream

Value Link

In class, my child read about Mr. Jenkins and the students helping to make more ice cream for the party in Let’s Make Ice Cream!, pages 38–39.

Home Study Activity

Make dinner with your child. Tell your child what you will make (salad) and have him/her get you the ingredients you need (tomatoes). Meanwhile, ask your child to describe yesterday’s dinner to you. For example, The pasta was delicious. There was salad, too. And take turns saying Where were the (carrots)? They were in the (freezer). Was the (freezer door open)? No, it wasn’t. Enjoy the great food together.

My child has completed Unit 4!

Note
Big Question 3
How are things different now from long time ago?

**Unit 5**

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced understanding main idea and details and read an article called <em>Then and Now</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>My child can use these words:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading text words</strong></td>
<td><strong>Listening text words</strong></td>
</tr>
<tr>
<td>travel, communication, airplane, news, letter, text message, e-mail, radio, Internet</td>
<td>boat, bus, motorcycle, cable car, truck, horse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Study</th>
<th>Words in alphabetical order</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>bark</em></td>
<td><em>boat</em></td>
</tr>
<tr>
<td><em>bus</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>My child can use simple past regular verbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>People listened to the news on the radio.</em></td>
<td></td>
</tr>
<tr>
<td><em>They didn’t watch the news on TV.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening and Speaking</th>
<th>My child can understand life then and now and knows how to ask for something to be repeated.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What country do you come from?</em></td>
<td></td>
</tr>
<tr>
<td><em>Would you repeat that, please?</em></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>My child can write about a thing people did long ago but they don’t do now.</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Extra Practice</strong></td>
<td>Workbook pages</td>
</tr>
<tr>
<td></td>
<td>Listen and practice the song on page 53: <em>Great Grandma</em></td>
</tr>
<tr>
<td><strong>Value Activity</strong></td>
<td>Discuss the importance of being respectful to older people with your child.</td>
</tr>
<tr>
<td><strong>Home Study Activity</strong></td>
<td>With your child, discuss how people travel and communicate then and now. Prepare vocabulary pictures from books, magazines, or the Internet. Ask your child to make a sentence when he/she sorts pictures into two categories: Now and Then. For example, your child will say <em>People wrote letters to each other.</em>/Now, we use e-mail and text messages to communicate.* Ask your child to repeat the sentences using <em>Would you repeat that, please?</em></td>
</tr>
</tbody>
</table>

**My child has completed Unit 5!**
Big Question 3
How are things different now from long ago?

Unit 6

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced identifying sequence of events and read a story called <em>Tell Me a Story, Grandpa</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>My child can use these words:</td>
</tr>
<tr>
<td></td>
<td><strong>Reading text words</strong></td>
</tr>
<tr>
<td></td>
<td>arrive, ask, check, enter, poor, crowded, clerk, visit, sick</td>
</tr>
<tr>
<td>Grammar</td>
<td>My child can use simple past regular verbs.</td>
</tr>
<tr>
<td></td>
<td><em>Did they travel by ship?</em></td>
</tr>
<tr>
<td></td>
<td><em>Yes, they did.</em></td>
</tr>
<tr>
<td></td>
<td><em>Did they arrive in two days?</em></td>
</tr>
<tr>
<td></td>
<td><em>No, they didn’t.</em></td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>My child can understand how things changed from a long time ago and describe travel and transportation.</td>
</tr>
<tr>
<td></td>
<td><em>Where did you travel?</em></td>
</tr>
<tr>
<td></td>
<td><em>I traveled to Washington.</em></td>
</tr>
<tr>
<td></td>
<td><em>How did you travel there?</em></td>
</tr>
<tr>
<td>Writing</td>
<td>My child can add –ed to some verbs.</td>
</tr>
<tr>
<td></td>
<td><em>I visited my grandmother.</em></td>
</tr>
<tr>
<td></td>
<td><em>He arrived in New York yesterday.</em></td>
</tr>
<tr>
<td>Extra Practice</td>
<td>Workbook pages</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Value Link</td>
<td>In class, my child read about Henry listening carefully to his Grandpa’s story in <em>Tell Me a Story, Grandpa</em> pages 58–59.</td>
</tr>
<tr>
<td>Home Study Activity</td>
<td>Have a conversation about a travel story of yours or a member of the family with your child. Have your child ask you where, when, how, and what questions about the travel. For example, <em>Where did you travel? I traveled to Japan. How did you travel there? I traveled there by airplane. Did you arrive in one day? Yes, I did.</em> If possible, have your child share a travel story, too.</td>
</tr>
</tbody>
</table>

**My child has completed Unit 6!**
**Big Question 4**  
**When do we use subtraction?**

**Unit 7**

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th>My child practiced rereading a text and read an article called <em>Subtraction</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>My child can use these words:</td>
</tr>
<tr>
<td><strong>Reading text words</strong></td>
<td>minus sign, subtraction, take away, column, row, test score, single-digit number, double-digit number, left</td>
</tr>
<tr>
<td><strong>Listening text words</strong></td>
<td>clean, dirty, tired, hungry, thirsty, full</td>
</tr>
</tbody>
</table>

**Word Study**  
**Syllables**  
One-syllable words: *ate, test, salt*  
Two-syllable words: *dou / ble, bath / tub*  
Three-syllable words: *an / i / mal, sub / trac / tion*

<table>
<thead>
<tr>
<th><strong>Grammar</strong></th>
<th>My child can use simple past irregular verbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alma <strong>bought</strong> five cookies. She <strong>didn’t buy</strong> four.</td>
<td></td>
</tr>
<tr>
<td>Olivia <strong>gave</strong> her sister twenty stickers.</td>
<td></td>
</tr>
<tr>
<td>She <strong>didn’t give</strong> her twenty-six.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Listening and Speaking</strong></th>
<th>My child can do subtraction problems and knows how to offer people something.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Would you like some fruit?</em></td>
<td></td>
</tr>
<tr>
<td>No, thank you. I’m full.</td>
<td></td>
</tr>
<tr>
<td><em>How about some water?</em></td>
<td></td>
</tr>
<tr>
<td>Yes, please. I’m thirsty.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Writing</th>
<th>My child can write about an interesting subtraction problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra Practice</td>
<td>Workbook pages</td>
</tr>
<tr>
<td></td>
<td>Listen and practice the song on page 73: <em>Cookies!</em></td>
</tr>
<tr>
<td>Value Link</td>
<td>In class, my child learned about using subtraction when he/she shares things with friends in <em>Subtraction</em>, pages 70–71.</td>
</tr>
<tr>
<td>Home Study Activity</td>
<td>Practice subtraction problems with your child by using items at home. First, you will say <em>I bought (six apples). I (gave Father two)</em>. <em>How many (apples) were left?</em> Your child will write down 6 – 2 = 4 on the paper and read aloud. Practice several times and switch roles and have your child ask questions for you to answer.</td>
</tr>
</tbody>
</table>

**My child has completed Unit 7!**

*Note*
**Big Question 4**  
**When do we use subtraction?**

**Unit 8**

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced identifying beginning, middle, and end of stories and read a story called <em>Bandar, the Greedy Monkey</em></th>
</tr>
</thead>
</table>
| Vocabulary| My child can use these words:  
Reading text words: let go, steal, dig up, hide, jar, greedy, bored, baker, cook  
Listening text words: knee, nose, foot, arm, face, hand |
| Grammar  | My child can use simple past irregular verbs.  
*Did Bandar go to a candy store?*  
*Yes, he did.*  
*Did he let go of the candy?*  
*No, he didn’t.* |
| Listening and Speaking | My child can say a math problem and complete it.  
*Twenty cows sat in some trees.*  
*Five fell down and hurt their knees.*  
*How many cows were left in the trees?* |
Writing

My child can write contractions.

\[ \text{do + not} = \text{don’t} \quad \text{does + not} = \text{doesn’t} \quad \text{did + not} = \text{didn’t} \]

\[ \text{can + not} = \text{can’t} \quad \text{should + not} = \text{shouldn’t} \]

Extra Practice

Workbook pages

Listen and practice the song on page 81: Where Are My Toys?

Value Activity

Explain the importance of being fair with your child by using subtraction.

Home Study Activity

Draw an item on a piece of paper and act out a behavior with the item. For instance, if it’s a tomato, you can pretend giving the tomato to someone. Have conversations with your child using simple past irregular verbs. For example, Did you go to a park? No, I didn’t. Did you go to a supermarket? Yes, I did. I bought seven tomatoes. What did you do with the tomatoes? I gave five to Grandpa. Take turns asking and answering each other questions.

My child has completed Unit 8!

Note
**Big Question 5**

**How do people get along with each other?**

**Unit 9**

**Reading**

My child practiced categorizing and read an article called *Following Rules*.

<table>
<thead>
<tr>
<th>Reading text words</th>
<th>Listening text words</th>
</tr>
</thead>
<tbody>
<tr>
<td>traffic light, take turns, polite, clean up, litter, librarian, crossing guard, principal, lifeguard</td>
<td>kitchen, living room, cafeteria, classroom, swimming pool, crosswalk</td>
</tr>
</tbody>
</table>

**Word Study** Phrasal Verbs

**Clean up**: *Jenny cleaned up the kitchen for her mother.*

**Grammar**

My child can use possessive pronouns.

*Those are you things. Those things are yours. Whose book is this? It’s hers.*

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### Listening and Speaking

My child can understand rules in different places and knows how to apologize.

*It’s my turn.*

*No, it isn’t. It’s Felix’s turn.*

*Oh, you’re right. I’m sorry.*

### Writing

My child can write about rules at home.

### Extra Practice

Workbook pages

Listen and practice the song on page 93: *Whose Shoes Are These?*

### Value Link

In class, my child read about library rules in *Following Rules*, pages 90–91.

### Home Study Activity

Prepare two sets of cards. One set has names of places that have rules (library, classroom, kitchen, etc.) and the other set has names of people who make the rules/make sure everyone follows the rules (parents, teacher, lifeguard, etc.). Shuffle the cards and have your child draw one card at a time and create sentences. For instance, the *library has rules. We can’t eat, drink, or make loud noise*. Or *Parents make the rules at home and make sure we follow them.*

**My child has completed Unit 9!**

### Note
**Big Question 5**

How do people get along with each other?

**Unit 10**

**Reading**

My child practiced identifying the theme of a story and read poems called *The Please and Thank You Book of Poems*.

**Vocabulary**

My child can use these words:

**Reading text words**
- knock
- thoughtful
- rude
- grab
- pass
- put away
- invite
- wash
- share

**Listening text words**
- computer
- laptop
- camera
- headphones
- tablet
- cell phone

**Grammar**

My child can use *can* and *may*.

*Can I play? Yes, you can.*

*May I come in? No, you may not.*

**Listening and Speaking**

My child can understand different behaviors and knows how to be polite.

*Are you using that computer?*

*Yes, I am. But we can share.*

*Great. Thanks.*
| Writing  | My child can write subject–verb agreement.  
|         | He is careful with scissors and glue.  
|         | They were tired yesterday. |
| Extra Practice | Workbook pages  
|         | Listen and practice the song on page 101: May I Come In? |
| Value Activity | Discuss how to follow the rules with your child. |
| Home Study Activity | Gather some items at home, such as a tablet, a cell phone, a book, a can of soda, a package of cookies, etc. Practice being polite with each other. Have conversations with your child using the grammar pattern. For example, Whose (book) is this? It’s (mine). May I (borrow) it? Yes/No, you may/may not. |

My child has completed Unit 10!  

Note
Big Question 6

Why should we take care of the Earth?

Unit 11

**Reading**

My child practiced identifying main ideas and details and read an article called *Natural Resources*

**Vocabulary**

My child can use these words:

- **Reading text words**
  - resources, wood, landfill, land, trash, smoke, sunlight, reduce, reuse

- **Listening text words**
  - camp, hike, ride a horse, surf, fish, ski

**Word Study**

Verbs, Nouns, Adjectives, Pronouns

- Verbs: reduce
- Nouns: trash
- Adjectives: healthy
- Pronouns: they

**Grammar**

My child can use prepositions of place.

- There’s smoke in the air **above** the city.
- The landfill is **across from** the park.
- The trash can is **behind** the tree.
- The tree is **in front of** the trash can.

**Listening and Speaking**

My child can understand different land and water states and knows how to reprimand and apologize.

- Please don’t litter. Use the trash can.
- Sorry. Where is it?
- It’s in front of that tree.
- Oh, I see. Thanks.
<table>
<thead>
<tr>
<th>Writing</th>
<th>My child can write about natural resources he/she sees every day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra Practice</td>
<td>Workbook pages</td>
</tr>
<tr>
<td></td>
<td>Listen and practice the song on page 113: <em>The Tree</em></td>
</tr>
<tr>
<td>Value Link</td>
<td>In class, my child read about taking care of the Earth in <em>Natural Resources</em>, pages 110–111.</td>
</tr>
<tr>
<td>Home Study Activity</td>
<td>Take your child to a neighborhood park and walk around. Meanwhile, have your child practice describing locations of objects using prepositions of place. Point to anything you see and your child will say <em>The (trash can) is (behind) the (fountain)</em> or <em>There’s a (statue) (near) the (pond)</em>.</td>
</tr>
</tbody>
</table>

**My child has completed Unit 11!**

**Note**
Big Question 6

Why should we take care of the Earth?

Unit 12

Reading
My child practiced identifying the setting and read a story called
_A Juice Carton’s Diary_

Vocabulary
My child can use these words:

- **Reading text words**
  - carton, diary, paper, blow, shelf,
  - recycling plant, machine,
  - stationery store, rescue

- **Listening text words**
  - time, week, nine o’clock, nine-fifteen, nine-thirty, nine forty-five

Grammar
My child can use prepositions of place.

- Where’s the fountain?
- It’s across from the statue.
- Is there a trash can behind the tree?
- Yes, there is.

Listening and Speaking
My child can understand different conservation activities and describe them.

- I recycled my milk cartons. Did you?
- Yes, I did. I recycled my milk cartons, too!
**Writing**

My child can write verb tenses to show time.

I *go* to school.

I’m *going* to school.

I *went* to school.

---

**Extra Practice**

Workbook pages

Listen and practice the song on page 121: *Where is Charlie?*

---

**Value Activity**

Have a conversation about taking care of the earth with your child using actual examples (recycle, reuse, clean, etc.).

---

**Home Study Activity**

Take a clock or a piece of paper to show/write different times for your child. Have your child make sentences based on what he/she does/did at that specific time: *I went to school at 7:30 in the morning. We usually have dinner at 6:30 in the evening. Also encourage your child to make sentences about other family members, for example, Grandmother goes to bed at 10:45 at night.*

---

**My child has completed Unit 12!**

---

**Note**
Big Question 7
How does music make us feel?

Unit 13

**Reading**
My child practiced summarizing and read an article called *How Music Makes Us Feel*

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

**Reading text words**
- high, low, excited, sleepy, wolf, feelings, right, wrong, trumpet

**Listening text words**
- proud, smile, nervous, yawn, unhappy, cry

**Word Study** Synonyms
- happy → glad
- trash → garbage

**Grammar**
My child can use prepositions of time.

- Pedro listens to slow music at night.
- When does Amanda listen to slow music?
- She listens in the morning.

**Listening and Speaking**
My child can understand different feelings and reactions and knows how to give opinions.

- Please turn down the music!
- Why?
- I don’t like pop music.
- Really? It’s my favorite.
**Writing**  
My child can write about how he/she feels about a piece of music.

**Extra Practice**  
Workbook pages  
Listen and practice the song on page 133: *Music Day!*

**Value Activity**  
Talk to your child about the importance of noting how people feel.

**Home Study Activity**  
Play three kinds of music and ask your child to describe them and when (in the morning, afternoon, evening) he/she would like to listen to them. Your child will answer, for example, *This music is loud. I listen to loud music in the afternoon.* *This music is soft. It sounds like birds. I like soft music. I listen to soft music at night.* Help your child to answer by asking *How do you feel?* and *What does the music sound like?*

*My child has completed Unit 13!*

**Note**
### Big Question 7

**How does music make us feel?**

#### Unit 14

**Reading**

My child practiced identifying the setting and read a story called *Olga’s Flute*.

**Vocabulary**

My child can use these words:

- **Reading text words**
  - notes, wait, worried, the flu,
  - tears, solo, hummingbird, record,
  - musician

- **Listening text words**
  - have lunch, give a concert, make
  - a mistake, sign an autograph, talk
  - to fans, do an interview

**Grammar**

My child can use adverbs of time.

*This morning, Olga goes to school early for extra practice.*

*When did Mark go to music class?*

*He went yesterday morning.*

**Listening and Speaking**

My child can understand an interview and describe music and emotions.

*I gave a concert. I was proud. Then I signed autographs. I was excited.*

*I played the piano. I was nervous.*
### Writing

My child can use *and* and *but*.

- *I’m singing and playing the piano.*
- *Aden is excited, but I’m nervous.*

### Extra Practice

Workbook pages

- Listen and practice the song on page 141: *The Concert*

### Value Link

In class, my child read about Olga’s teacher noticing her tears in *Olga’s Flute*, pages 138–139.

### Home Study Activity

Prepare art supplies and help your child draw the musician he/she wants to be. Have your child create a schedule for the musician and introduce his/her day to you, using the vocabulary and speaking skills in the Student Book. Your child can say *I am a singer. I did an interview yesterday morning. I was nervous. I gave a concert in the afternoon and talked to fans at night. I was tired.*

### My child has completed Unit 14!

- [ ]
Big Question 8
What makes things move?

Unit 15

Reading
My child practiced identifying cause and effect and read an article called *Forces and Movements*.

Vocabulary
My child can use these words:

**Reading text words**
push, pull, movement, ground, throw, speed, heavy, light, easy

**Listening text words**
computer mouse, stapler, suitcase, broom, door, desk drawer

**Word Study**  Antonyms
heavy → light  nervous → calm

Grammar
My child can use comparative adjectives.

*A ball is lighter than a desk.*

*Is a desk heavier than a ball? Yes, it is.*

*What’s slower than an airplane?*

*A train is slower than an airplane.*

Listening and Speaking
My child can understand actions that require movement and he/she knows how to offer to help.

*Phew! I can’t move this. It’s too heavy.*

*Let me help you.*

*Thanks. That would be great!*

*No problem.*
Writing  My child can write about something he/she pushes and pulls.

Extra Practice  Workbook pages
Listen and practice the song on page 153: *The Horse, the Tortoise, and Me*

Value Link  In class, my child learned how to offer and accept help in *Speaking*, page 155.

Home Study Activity  Walk around the house with your child. Ask your child to apply force to any object you point at. Then ask *Is it heavier or lighter than...? Do you push or pull it?* Your child will answer *It is heavier/lighter than.... I push/pull/push and pull it.* If the object is too heavy, offer help by saying *Let me help you.* Encourage your child to say thank you afterwards.

**My child has completed Unit 15!**

Note
Big Question 8
What makes things move?

Unit 16

Reading  My child practiced identifying the theme and read a story called *Two Stubborn Little Goats*

Vocabulary  My child can use these words:

**Reading text words**
stubborn, angry, goat, mountain, east, west, forward, horns, wet

**Listening text words**
basketball, soccer, tennis, baseball, hockey, golf

Grammar  My child can use superlative adjectives.

*I’m the youngest person in my family.*
*Is the juiciest grass on East Mountain?*
*Yes, it is.*

Listening and Speaking  My child can understand different sports and actions and describe them.

*I run, jump, and throw the ball.*
*You’re playing basketball.*
### Writing
- My child can use comparative and superlative endings.
- *Small...smaller...smallest*
- *Heavy...heavier...heaviest*

### Extra Practice
- Workbook pages
- Listen and practice the song on page 161: *Two Brother Goats*

### Value Activity
- Have your child talk about things he/she has done to help others.

### Home Study Activity
- Have your child practice comparative and superlative adjectives with you. Prepare pictures or items that are comparable. (Photos of people of different ages, different sizes of balls, pencil cases, etc.)
- Take turns choosing things and saying *The (blue ball) is (smaller) than the (yellow ball). The (pink ball) is the (biggest).*

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

### How do we make art?

#### Unit 17

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced text-to-self connection and read an article called <em>Shapes in Art</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>My child can use these words:</td>
</tr>
<tr>
<td><strong>Reading text words</strong></td>
<td>crescent, start, spiral, oval, straight, nature, collage, sculpture, pattern</td>
</tr>
<tr>
<td><strong>Listening text words</strong></td>
<td>photograph, origami, drawing, mobile, oil painting, mosaic</td>
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<tr>
<td><strong>Word Study</strong></td>
<td>Homophones</td>
</tr>
<tr>
<td>flower → flour</td>
<td>right → write</td>
</tr>
<tr>
<td>eight → ate</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>My child can use quantifiers.</td>
</tr>
<tr>
<td><em>There are a lot of shapes.</em></td>
<td></td>
</tr>
<tr>
<td><em>There aren’t any triangles.</em></td>
<td></td>
</tr>
<tr>
<td><em>There is a lot of paper.</em></td>
<td></td>
</tr>
<tr>
<td><em>There isn’t any red paint.</em></td>
<td></td>
</tr>
</tbody>
</table>
### Listening and Speaking

My child can understand different types of art and shapes and knows how to compliment.

- *Wow! That’s a really great mobile!*
- *Thank you.*
- *You’re very good at art.*
- *Thanks. And you’re good at math.*

### Writing

My child can write about favorite kinds of art and the shapes used in it.

### Extra Practice

Workbook pages

Listen and practice the song on page 173: *Triangles*

### Value Link

In class, my child learned how to give and receive compliments in *Speaking* page 175.

### Home Study Activity

Encourage your child to observe the world around him/her and make shape collages together. After both of you are done, describe each other’s collage using reading text words and quantifiers, saying *There is (an oval).* *There are (a lot of triangles).* *There isn’t (any orange paint).* *There aren’t (any spirals).*

### My child has completed Unit 17!

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**Note**
Big Question 9
How do we make art?

Unit 18

Reading
My child practiced text-to-self connection and read a story called *Origami*.

Vocabulary
My child can use these words:

**Reading text words**
- shiny
- fold
- edge
- crane
- seal
- crumple
- waves
- climb
- golden

**Listening text words**
- markers
- scissors
- glue
- watercolors
- chalk
- colored pencils

Grammar
My child can use quantifiers.

*Did Maki have any pencils? No, she didn’t.*

*How many seals were there? There was one seal.*

*How much paper was there? There was a lot of paper.*

Listening and Speaking
My child can describe art and understand different art tools.

*It’s picture of the rainforest. I used green and brown pieces of stone for the trees.*

*You made a mosaic.*
Writing

My child can use commas in lists.

*My sister bought glue, a box of markers, colored pencils, scissors, and chalk.*

Extra Practice

Workbook pages

Listen and practice the song on page 181: *Let’s Paint Together*

Value Activity

Talk about the importance of giving compliments to people and encourage him/her to give compliments to the family members.

Home Study Activity

If possible, prepare different art supplies for your child to create art. Or find photos of different types of art in books, magazines, or on the Internet. Ask your child to describe it. Using the vocabulary, grammar, and speaking skills, your child will say *It is called...*/*It is (a drawing). There are a lot of (circles). I used (markers) (to color them).*

My child has completed Unit 18!

Note