Big Question 1
How do people have fun?

Unit 1

Reading
My child practiced identifying facts and read a photo essay called *Having Fun*.

Vocabulary
My child can use these words:

*Reading Text Words*
- festival
- folk dance
- wedding
- family reunion
- fair
- race
- team
- winner
- score
- player

*Words in Context*
- envelopes
- championship
- athletes
- bands

Word Study
Word Families: Nouns and Verbs

*The pony ride is a fun activity at fairs.*

*Children love to ride ponies.*

Grammar
My child can use adjectives with -ed and -ing.

*The race was tiring.*

*I’m so tired.*

Listening
My child can understand details about an event.
My child listened for details about an event.

Speaking
My child can talk about similarities and differences.

*In this wedding, everyone is inside.*
Writing
My child can write time words.
On Monday, I started piano lessons. I ate pizza with my friends last night.

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

Value Link
My child read about having fun in different cultures in Having Fun, pages 10–11.

Home Study Activity
Find photos of your family having fun at a festival, a sports event, a fair, or a family celebration. With your child, talk about what you did and ask your child to tell you about what the event was like. Talk about how he/she felt. For example, your child might tell you “I felt excited. The sports event was exciting.”

My child has completed Unit 1!

Note
Big Question 1
How do people have fun?

Unit 2

Reading
My child practiced identifying the main idea and read a story called *The Red Rubber Ball.*

Vocabulary
My child can use these words:

**Reading Text Words**
- kick, tag, skip, bounce, drop,
- plain, lake, canyon, cliff, stream

**Words in Context**
- boa constrictor, toss, landing,
- balance

Word Study
Verb Phrases with *Get*
*It’s fun for children to get together and play games.*

Grammar
My child can use gerunds.

*Jogging* is really fun.
*I enjoy swimming.*

Listening
My child can understand the rules of favorite games.
My child learned to listen for game rules.

Speaking
My child can give encouragement.

*You can do it! I know you can!*
My child can write questions.  
*What is your favorite game?  Why do you like to play it?*

**Extra Practice**  
Workbook pages  
Listen to and practice the song *Having Fun* on page 21.

**Value Activity**  
Talk to your child about other cultures.

**Home Study Activity**  
With your child, play a traditional game from your country. Teach your child the game and then have him/her ask you questions about the game with *What, Who, Where, When,* or *Why.* For example, you could ask your child, “*Why do you like to play this game?*” While playing the game, don’t forget to encourage your child. For example, you could say, “*Don’t give up. Keep trying!*” or “*Don’t worry. Just do your best!*”

---

**My child has completed Unit 2!**

**Note**
Big Question 2
Why do people move to new places?

Unit 3

Reading
My child practiced thinking about the sequence of events in a story and read a compilation of letters called Letters to a Friend.

Vocabulary
My child can use these words:

Reading Text Words
packing, moving, meeting neighbors, shopping, ice skating, fishing, raking leaves, dancing, throwing snowballs, sledding

Words in Context
monsoon, surgeon, curry, classmate

Word Study
The Prefix un-
First they packed the boxes in India.
Then they unpacked the boxes in Minnesota.

Grammar
My child can use Can and Could.
Sati can ice skate.
Sati couldn’t ice skate.

Listening
My child can understand details about a person’s nationality.
My child listened for details about nationality.
**Speaking**

My child can ask for help.

*Can you help me, please?*

**Writing**

My child can describe how two things are different in one sentence using *But*.

*In Korea people often eat rice, but in Germany people often eat potatoes.*

**Extra Practice**

Workbook pages

Listen to and practice the song *I Can Ice Skate* on page 33.

**Value Link**

In class, my child read about people moving to a new country and trying new activities in *Letters to a Friend*, pages 31–32.

**Home Study Activity**

Ask your child if he/she can do some of the activities presented in this unit including sledding, dancing, raking leaves, or shopping. For example, you might ask your child, “Can you ice skate?” Your child might tell you, “I can ice skate!” Then ask your child to act out the different activities.

---

**My child has completed Unit 3!**

**Note**

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Big Question 2
Why do people move to new places?
Unit 4

Reading
My child practiced looking for details and read a magazine article called Moving from Here ... to There!

Vocabulary
My child can use these words:

Reading Text Words
- country
- suburb
- rural area
- urban area
- shopping mall
- university
- hospital
- factory
- clinic
- zoo

Words in Context
- belongings
- immigrant
- move abroad
- experiences

Word Study
Suffixes for Countries
- Chinese
- Japanese
- Brazilian
- Australian
- Swedish
- Irish

Grammar
My child can use the present real conditional.

When another city has good services, people want to move there.
If I’m sleepy, I run to the park.
Listening
My child can understand Why questions.
My child listened for words like why and because to understand why something happens.

Speaking
My child can talk about opinions.
I like urban areas the most because I like cities with lots of people.

Writing
My child can write complete sentences with because.
I’m moving to Australia because the weather there is often sunny.

Extra Practice
Workbook pages
Listen to and practice the conversation on page 41.

Value Activity
Talk about a new experience you and your child can try together.

Home Study Activity
Gather crayons or other drawing supplies and have your child draw a place he/she likes to go to or would like to go to. Ask your child why he/she likes the place he/she chose. For example, you might ask, “Why do you like the zoo?” Have your child answer using because. For example, you child might answer, “I like the zoo because lions are my favorite animals.”

My child has completed Unit 4!

Note
Big Question 3
Why do people write poems?
Unit 5

Reading
My child practiced understanding the theme of a poem and read a compilation of poems called *Three Poets.*

Vocabulary
My child can use these words:

- **Reading Text Words**
  - ladybug, cricket, grasshopper, beetle, katydid, bee, butterfly, thicket, kangaroo, raisin

- **Words in Context**
  - insect, escaped, shooting star, leaping

Word Study
Words that End with *-le*
*In the word beetle, we combine the consonant t with *-le.**

Grammar
My child can use the past continuous.
*Sarah was playing in the park one day.*
*A grasshopper jumped on her head.*

Listening
My child can understand why people write poems.
My child listened for main ideas.
Speaking  My child can talk about similarities and differences between pictures.  
Look. There are two ladybugs in this picture.

Writing  My child can understand adjective order.  
We looked up at the big blue sky.

Extra Practice  Workbook pages  
Listen to and practice the conversation on page 53.

Value Link  In class, my child read about being creative with different kinds of poems in You Can Be a Poet on pages 58–59.

Home Study Activity  Take your child outside and look for different kinds of bugs or draw pictures of different kinds of bug. Identify each kind of bug and ask your child questions about the size and colors of the bugs. For example, you might ask your child, “Is the ladybug a small and red bug?” Have him/her answer using the adjectives of size and color together. For example, your child might respond with, “The ladybug is a small red bug.”

My child has completed Unit 5!

Note
Big Question 3
Why do people write poems?

Unit 6

Reading
My child practiced visualizing and read an instructional text called *You Can Be a Poet*.

Vocabulary
My child can use these words:

**Reading Text Words**
- sentence
- rhyming words
- verb
- noun
- adjective
- syllable
- letter
- robin
- angelfish
- snowflakes

**Words in Context**
- observe
- imagine
- describe
- exact

Word Study
Syllables
- *in • ter • est • ing* interesting

Grammar
My child can use the past continuous and the simple past.

*I was walking to school this morning when I saw an orange butterfly.*

Listening
My child can share and explain poems.
My child listened for rhyming words.
**Speaking**
My child can ask for opinions.
*Which sport do you like best?*

**Writing**
My child can use action verbs.
*The snow is dancing in the air.*

**Extra Practice**
Workbook pages
Listen to and practice the song *I Was Dreaming* on page 61.

**Value Activity**
Talk to your child about things he/she has done that are creative and help him/her to think of other ways he/she can be creative.

**Home Study Activity**
Help your child write a poem. Before you begin, ask your child if he/she can think of any rhyming words to use in the poem. Then ask your child to say the poem slowly so that you can hear each syllable in the words. For example, your child might say, “beau • ti • ful ba • by girl.”

**My child has completed Unit 6!**

**Note**

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Big Question 4
How do we measure time?
Unit 7

Reading
My child practiced using diagrams and read an Internet article called *Time and the Earth*.

Vocabulary
My child can use these words:

**Reading Text Words**
- second, minute, hour, month,
- year, noon, spin, orbit, time
- zone, multiply

**Words in Context**
- axis, planet, accurate, opposite

Word Study
Suffix –tion

*The article informs you about time. You get information.*

Grammar
My child can use future facts with *Will*.

*In two hours, it will be noon where you live, but on the other side of the world it will be 12:00 at night!*

Listening
My child can understand high and low temperatures in different cities around the world.
**Speaking**

My child can talk about time and weather.

*In São Paulo, the sun will rise tomorrow at 5:00 a.m., and it will set at 7:00 p.m. The weather tomorrow will be sunny and windy.*

---

**Writing**

My child can use the definite article *The*.

*She lives in France. He lives in the United States.*

---

**Extra Practice**

Workbook pages

Listen to the song on page 73: *On the Plane to Spain*.

---

**Value Link**

Talk to your child about the importance of being helpful and try to think of ways he/she can be more helpful.

---

**Home Study Activity**

Prepare crayons or any other drawing supplies and have your child make a schedule of his/her week. Draw boxes for each day of the week. Have your child think of something he/she will do on each day. Then ask your child what he/she will do and when they will do that activity. *For example, “What will you do on Wednesday and when will you do it?”* Have them answer with a time. *For example, “I will brush my teeth at 8:00 in the morning on Wednesday.”*

---

**My child has completed Unit 7!**

---

**Note**

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Big Question 4
How do we measure time?

Unit 8

Reading
My child practiced understanding problems and solutions in stories and read a story called Doctor Molly.

Vocabulary
My child can use these words:

Reading Text Words
airport, passenger, passport, destination, sick, earache, headache, fever, doctor, medicine

Words in Context
washcloth, forehead, sneezing, tissues

Word Study
Contractions
I’ll give her a souvenir.  I’ll → I will
I’m going to give her a souvenir.  I’m → I am

Grammar
My child can use Going to to talk about a plan for the future.
I’m going to take care of you all day.

Listening
My child can understand travel announcements for information about places and numbers.
**Speaking**

My child can ask for and give directions.

Excuse me. Which way is the cafeteria?
It’s down the hall, next to the gymnasium.

---

**Writing**

My child can use capitalization.

Molly’s mother flew from Los Angeles, California, to Tokyo, Japan.

---

**Extra Practice**

Workbook pages

Listen and practice the conversation on page 81.

---

**Value Activity**

In class, my child read about a girl helping her father in Doctor Molly on pages 78–79.

---

**Home Study Activity**

Play a riddle game with your child. Think of scenarios where a person may need some help and have your child think of ways to help them. Ask your child what he/she is going to do if they are in that situation. For example, ask “What are you going to do if someone who is lost needs help?” Have them answer with, “I’m going to give them directions.” Try to include an example about a lost traveler and a sick person. Then have him/her write what they are going to do on a piece of paper using contractions. For example. “I’m going to give them directions” or “I’ll bring them to the police station.”

---

**My child has completed Unit 8!**

---

**Note**
Big Question 5
Where does energy come from?

Unit 9

Reading
My child practiced paraphrasing and read a nonfiction text called *Energy for Today: Wind Power.*

Vocabulary
My child can use these words:

**Reading Text Words**
windmill, sailboat, wind turbine, wind farm, coal, oil, natural gas, pollution, power plant, electricity

**Words in Context**
source, fossil fuels, nonrenewable, renewable

Word Study
Antonyms
Energy from the sun will *reduce* our need for fossil fuels. The use of wind turbines will *increase* in the future.

Grammar
My child can use *may* and *might*.
*Wind power *may* be one important source of energy in the future.*
*Renewable energy *might* also reduce our need for fossil fuels.*

Listening
My child can understand facts and information about energy sources.
**Speaking**
My child can ask questions using *Will.*

*When will you get up tomorrow morning?*
*I’ll probably get up at 7:00.*

---

**Writing**
My child can write verbs with count and noncount nouns.

*A wind turbine is used to make energy.*

*Wind turbines are used to make electricity.*

---

**Extra Practice**
Workbook pages

Listen to the song on page 93: *Wind Power.*

---

**Value Link**
Talk with your child about ways you can save energy at home.

---

**Home Study Activity**
Ask your child to think of words that they think might be antonyms of one another. Then ask your child if those words are antonyms. Since your child doesn’t know for sure, they should answer using *may* or *might.* For example, ask “*Do you think sad and glad are antonyms?*” Your child should answer, “*Sad and glad might be antonyms.*”

---

**My child has completed Unit 9!**

---

**Note**

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Big Question 5
Where does energy come from?
Unit 10

Reading My child practiced asking questions and read a fantasy called *Hector the Energy Saver!*

Vocabulary My child can use these words:

**Reading Text Words**
- subway
- fire engine
- carpool
- ambulance
- escalator
- train
- taxi
- elevator
- helicopter
- traffic jam

**Words in Context**
- mask
- button
- pedal
- blades

Word Study Prefix **re-**
Hector’s bicycle had **recycled** whistles.

Grammar My child can use quantifiers.
- *Hector uses a little energy.*
- *There were only a few cars on the road.*

Listening My child can think of ways to save energy and listen for the gist of a conversation.
Speaking

My child can share knowledge.
*I see a bus. A bus can carry a lot of people. That saves energy.*

Writing

My child can write using indefinite and definite articles.
*There is a new Italian restaurant in our town.*
*The restaurant’s name is Gianni’s.*

Extra Practice

Workbook pages
Listen to the conversation on page 101 and practice the grammar.

Value Link

In class, my child read about a boy saving energy in *Hector the Energy Saver* on pages 98–99.

Home Study Activity

Make a list of words that use the prefix *re-*.
Practice using the words in a sentence. For example, “I didn’t do well on my test. I will ask if I can retake it tomorrow.” Then write the sentences on a piece of paper to practice.

My child has completed Unit 10!

Note

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Big Question 6
How do people make music?
Unit 11

Reading  My child practiced making inferences and read a realistic fiction text called Mystery in the Gym.

Vocabulary  My child can use these words:

Reading Text Words: cello, timpani, trombone, bassoon, orchestra, conductor, baton, astronaut, circus trainer, scientist

Words in Context: mystery, gym, deafening, beekeeper

Word Study  Suffix –ing
A trumpeting elephant can deafen you if you’re close by.
A trumpeting elephant is more deafening than a trumpet player.

Grammar  My child can use comparative and superlative adjectives.

This elephant is louder than that one.
That elephant is the loudest of the three elephants.

Listening  My child can understand and listen for details about different types of voices.
| Speaking | My child can ask comparative questions.  
*Is the trombone as big as the cello?*  
*No, it isn’t.* |
|----------|------------------------------------------------|
| Writing  | My child can write with possessive nouns.  
*The orchestra’s music was beautiful. The two orchestras’ music was beautiful.* |
| Extra Practice | Workbook pages  
Listen and practice the conversation on page 113. |
| Value Link | In class, my child read about two children enjoying the sounds of an orchestra in *Mystery in the Gym* on pages 110–111. |
| Home Study Activity | Play a guessing game with your child. Say the name of two instruments and ask your child to describe the sound of each instrument by comparing it to the other instrument. For example, you say “Cello and Trombone.” Your child answers, “The trombone is louder than the cello.” |

**My child has completed Unit 11!**

**Note**
Big Question 6
How do people make music?
Unit 12

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced comparing and contrasting and read an informational text called <em>The World of Instruments.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>My child can use these words:</td>
</tr>
<tr>
<td>Reading Text Words</td>
<td>Words in Context</td>
</tr>
<tr>
<td>flute, tuba, violin, snare drum, clarinet, didgeridoo, panpipes, erhu, djembe, zummara</td>
<td>traditional, vibrate, material, pitch</td>
</tr>
<tr>
<td>Word Study</td>
<td>Words with –dge</td>
</tr>
<tr>
<td>The didgeridoo is a traditional instrument from Australia.</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>My child can use comparative adjectives with <em>as.</em></td>
</tr>
<tr>
<td><em>The sound of the didgeridoo is as low as the tuba.</em></td>
<td><em>The didgeridoo is not as curved as the tuba.</em></td>
</tr>
<tr>
<td>Listening</td>
<td>My child can understand conversations about instruments and what each one are made of.</td>
</tr>
</tbody>
</table>
### Speaking
My child can describe instruments.

*My instrument is shiny. It’s as long as my arm.*

### Writing
My child can write using the possessive pronouns.

*The tuba is in the brass family. Its pitch is lower than a trumpet’s pitch.*

*The flute is in the woodwind family. It’s a small instrument.*

### Extra Practice
Workbook pages

Listen and practice the song on page 121: *As Loud As Rain.*

### Value Activity
Talk to your child about the kind of music he/she enjoys and how he/she can enjoy other music more.

### Home Study Activity
Prepare crayons or other drawing supplies and have your child draw a picture of each instrument. Discuss with your child why each instrument fits in the family it is in. Then ask your child to write a sentence about each instrument’s pitch or material using the correct possessive pronoun. *For example, “Its pitch is high.” Or “It’s made of wood.”*

---

**My child has completed Unit 12!**

---

**Note**
### Big Question 7
**How do inventions change our lives?**

#### Unit 13

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced classifying and categorizing and read a magazine article called <em>Simple Machines in Our Daily Lives.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>My child can use these words:</td>
</tr>
<tr>
<td>Reading Text Words</td>
<td>Words in Context</td>
</tr>
<tr>
<td>lever, ramp, wedge, screw, wheel and axle, light bulb, doorknob, stairs, axe, hammer</td>
<td>seesaw, nails, wheelchairs, jar lids</td>
</tr>
<tr>
<td>Word Study</td>
<td>Words beginning with hard <strong>g</strong> sound</td>
</tr>
<tr>
<td>People invented <strong>glass</strong> thousands of years ago. <strong>Gold</strong> is a metal.</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>My child can use <strong>too</strong> and <strong>either</strong>.</td>
</tr>
<tr>
<td><em>A hammer is a lever.</em></td>
<td><em>A bottle opener is a lever, too.</em></td>
</tr>
<tr>
<td>Listening</td>
<td>My child can listen to a story and identify the sequence of events.</td>
</tr>
</tbody>
</table>

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**Speaking**

My child can talk about inventions. 
*Airplanes make it easier to travel around the world.*

---

**Writing**

My child can write using compound subject/verb agreement. 
*My desk and my chair are important inventions.*

---

**Extra Practice**

Workbook pages

Listen and practice the song on page 133: *On the Seesaw.*

---

**Value Link**

Share with your child a time when you had a problem and the solution to that problem. Ask them if he/she can think of a time when he/she had a problem and what the solution to that problem was.

---

**Home Study Activity**

Have your child go around the house and point out the simple machines or pictures of simple machines they can find. Ask him/her about two machines. For example, “Is the hammer a lever? Is the bottle opener a lever?” Have them answer in compound sentences. *For example, “The hammer and the bottle opener are levers.”*

---

**My child has completed Unit 13!**

---

**Note**
**Big Question 7**
*How do inventions change our lives?*

**Unit 14**

### Reading
My child practiced summarizing and read a story called *Clara’s Invention*.

### Vocabulary
My child can use these words:

- **Reading Text Words**
  - eyeglasses, vase, furnace, wire, workshop, frames, glass, glassblower, glassware, pitcher

- **Words in Context**
  - delicate, bump, pound, footsteps

### Word Study
Suffixes **–ful** and **–less**
Clara had made something very **useful** indeed.

### Grammar
My child can use comparative and superlative adverbs.
*Antonio made his glassware faster than before.*

### Listening
My child can understand an interview and identify people’s names and what their favorite invention is.
Speaking

My child can use *Would* and *Used to* while speaking.

*When I was little, I used to sleep with a teddy bear.*

---

Writing

My child can write using *before* and *after*.

*Before the invention of eyeglasses,* ...

*After the inventions of airplanes,* ...

---

Extra Practice

Workbook pages

Listen to and practice the conversation on page 141.

---

Value Activity

In class, my child read about a girl inventing something that can help people in *Clara’s Invention*, pages 138–139.

---

Home Study Activity

Make a list of different problems that modern inventions have fixed.

Have your child try to identify what invention fixed each problem.

Then ask your child what things were like before a certain invention was invented and what it was like after it was invented. For example, “*What was it like before eyeglasses were invented?*” Or “*After eyeglasses were invented what happened?*” Also have your child answer using before and after. For example, “*Before eyeglasses were invented people couldn’t see well.*”

---

My child has completed Unit 14!

---

Note
Big Question 8
Why do we need plants?
Unit 15

Reading
My child practiced cause and effect. My child also read a science article called *The Life of a Sunflower*.

Vocabulary
My child can use these words:

Reading Text Words
soil, seeds, roots, stem, leaves, petals, nectar, pollen, oxygen, humans

Words in Context
sprout, round, flat, important

Word Study
Words ending in –th
*With the right amount of water and warmth, the seed will sprout.*

Grammar
My child can use measure words.
*Fill a pot with a bag of soil. Moisten with a cup of water.*

Listening
My child can understand how bees pollinate flowers and listen for the sequence of events.
**Speaking**

My child can ask for permission.

*May I borrow your pencil?*

Sure. Here you are.

**Writing**

My child can write sequence adverbs.

*First, you take a small potato ...*

**Extra Practice**

Workbook pages

Listen and practice the song on page 153: *In Your Shopping Bag.*

**Value Link**

In class, my child read about things that plants need in *The Life of a Sunflower* on pages 150–151.

---

**Home Study Activity**

Take your child outside and have them look at a plant. Have your child point to the different parts of the plant. Ask your child if he/she can tell you how to plant a plant. Ask them to talk about the steps that a person goes through when planting a plant using sequence adverbs (First, Second, etc.) For example, “*First you fill a pot with a bag of soil.*”

---

**My child has completed Unit 15!**

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**Note**

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### Big Question 8
**Why do we need plants?**

#### Unit 16

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child practiced understanding the plot of a story and read a realistic fiction text called <em>The Garden of Happiness.</em></th>
</tr>
</thead>
</table>
| Vocabulary | My child can use these words:  
**Reading Text Words**  
gardener, sweet potato, beans, vines, garden, haze, teenagers, community, crowd, shopping cart  
**Words in Context**  
water, curious, bloom, empty |
| Word Study | Synonyms  
Marisol was too sad to go to the empty lot anymore. Some cities have vacant lots, where there are no buildings. |
| Grammar | My child can use adjectives with prepositions.  
*Marisol is curious about her plant.* |
| Listening | My child can understand facts about how things are made from plants. |
Speaking
My child can give reasons.

*I chose the banana plant because I like to eat bananas.*

Writing
My child can write with prepositional phrases/location words.

*Apples and oranges grow on trees.*

Extra Practice
Workbook pages
Listen to and practice the conversation on page 161.

Value Activity
Talk with your child about how to take care of plants.

Home Study Activity
Play a guessing game with your child. Give him/her a new vocab word: gardener, sweet potato, beans, shopping cart, crowd, etc. and ask where you can find that vocabulary word. For example, “Where do sweet potatoes grow?” “Sweet potatoes grow in the ground.” Or “Where do you see a shopping cart?” “You see a shopping cart at the store.”

My child has completed Unit 16!

Note
Reading
My child practiced reading maps and read from a journal called My Journey with Captain Magellan.

Vocabulary
My child can use these words:

**Reading Text Words**
- island, waterfall, coast, river,
- windy, clouds, hail, fog, storm,
- lightning

**Words in Context**
- healthy, strait, journey, sail

Word Study
Phrasal verbs with *look*
I go up and **look around**.
**Look around** means that Juan looks in all directions.

Grammar
My child can use prepositions of movement.
*Go up to the deck and check the sails. We sailed down the coast of South America.*

Listening
My child can understand the main idea of a story about travelling around the world.
### Speaking

My child can give congratulations and compliments.
*Congratulations on winning the race.*

### Writing

My child can write complex sentences using before and after.
*I took the test *after* I studied hard.*

### Extra Practice

Workbook pages
Listen to and practice the conversation on page 173.

### Value Link

In class, my child looked at a map to understand a journey in *My Journey with Captain Magellan* on pages 170–171.

### Home Study Activity

Prepare crayons or other drawing supplies and have your child draw a picture of a storm. Have your child label different parts of their storm picture with the words they know. Then ask your child about the different things that happen in a storm. For example, “Is it windy *before* it rains in a storm?” Have them answer with before and after. For example, “It *was* windy *before* it started raining. *I saw* lightning *after* it started raining.”

### My child has completed Unit 17!

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**Note**

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**Big Question 9**
Why do we explore?
**Unit 18**

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th>My child practiced monitoring and clarifying what he/she doesn’t understand and read a biography called <em>The Fantastic Undersea Life of Jacques Cousteau.</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>goggles, kelp, penguin, squid, otter, coral, humpback whale, dolphin, leafy sea dragon, octopus</td>
</tr>
<tr>
<td><strong>Words in Context</strong></td>
<td>hose, tethered, diver, freezing</td>
</tr>
<tr>
<td><strong>Word Study</strong></td>
<td>Compound Nouns</td>
</tr>
<tr>
<td>Kelp is a seaweed. A seagull is a bird.</td>
<td>sea + weed = seaweed</td>
</tr>
<tr>
<td>sea + gull = seagull</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>My child can use want to / need to / have to.</td>
</tr>
<tr>
<td><em>Cousteau wanted to stay underwater longer.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>My child can understand and listen for details in a conversation.</td>
</tr>
</tbody>
</table>
**Speaking**  
My child can tell a story.  
*She’s on a beach. She’s looking for kelp. Now she’s in the water.*

**Writing**  
My child can write complex sentences using *although*.  
*Although I lost the game, I was happy.*

**Extra Practice**  
Workbook pages  
Listen to the song on page 181: *I Want to Swim.*

**Value Activity**  
Talk to your child about what he/she wants to learn more about in the world.

**Home Study Activity**  
Help your child tell a story about travelling somewhere far away and seeing a sea creature. Encourage your child to be creative with his/her story as possible. Make sure he/she describes the creature they chose and what they will bring with them on their trip to see the sea creature. For example, “First I will pack goggles to bring with me when I go to see the dolphins. Then I will go to the beach.”

**My child has completed Unit 18!**

**Note**