### 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:

<table>
<thead>
<tr>
<th>Reading Text Words</th>
<th>Words in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>moon, asteroid, comet, meteorite, solar system, stars, galaxy, universe, spacecraft, telescope, observatory</td>
<td>vast, dwelled, speck, disk</td>
</tr>
</tbody>
</table>

**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.

*Earth revolves around the sun.*

**Extra Practice**
Workbook pages
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* on 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, the 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!**

**Note**
Big Question 1
Where are we in the universe?

Unit 2

Reading
My child practiced comparing and contrasting in science and read a science article called *Traveling Together Around the Sun*.

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?
*How many* planets are in our solar system?

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

Workbook pages

Listen to and practice the song *Going into Space* on page 21.

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 *astronomer, 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!

Note
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 of a piece of writing.

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

### Extra Practice Workbook pages

Listen to and practice the song *The Archaeologist* on page 33.

### 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

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!

**Note**

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Big Question 2

How do we know what happened long ago?

Unit 4

Reading

My child practiced making predictions about what he/she thinks will happen while reading and read a realistic fiction story called *Stumbling upon the Past*.

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**

Workbook pages

Listen to and practice the conversation in the comic strip on page 41.

---

**Value Activity**

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

---

**Home Study Activity**

Pretend to be paleontologists with your child. Then 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 3!**

---

**Note**

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Big Question 3
Where does our food come from?

Unit 5

Reading
My child practiced using information in a reading and his/her own knowledge to make a conclusion and read a humorous fiction story called *The Breakfast Quest*.

Vocabulary
My child can use these words:

**Reading Text Words**
sugar cane, wheat, cinnamon, butter, vanilla, ingredients, bark, plantation, steamship, spoil, leopard

**Words in Context**
gather, introduce, peel coax

Word Study
Phrasal Verbs with *drop*

*Then 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**

Workbook pages

Listen to and practice the song *Vanilla Pudding* on page 53.

---

**Value Link**

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

---

**Home Study Activity**

With your child, try to create a recipe using some of the food new 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!**

---

**Note**

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Big Question 3
Where does our food come from?

**Unit 6**

**Reading**
My child practiced summarizing a reading to show he/she understood it and read an informational text called *From the World to Your Table*.

**Vocabulary**
My child can use these words:
- **Reading Text Words**: convenient, export, local, process, package, farmer’s market, agriculture, corporate farm, decrease, century, chemical
- **Words in Context**: grocery stores, food labels, organic food, whole food

**Word Study**
Four-syllable Words
*Agriculture* has changed a great deal in the last 100 years.

**Grammar**
My child can make polite offers using *Would you like...?*
*Would you like to know where your food comes from?*

**Listening**
My child can listen for reasons during a discussion.
My child listened for reasons.
Speaking

My child can talk about food in his/her area.

*People often grow apples where I live.*

Writing

My child can use preposition phrases of location.

*The asparagus is near the carrots.*

Extra Practice

Workbook pages

Listen to and 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!

Note
Big Question 4
Why do we make art?

Unit 7

Reading
My child practiced using text features to understand the information in a reading and read a magazine article called Art Through New Eyes.

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 and 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**

Workbook pages

Listen and practice the song on page 73: *Be an Artist.*

**Value Link**

In class, my child read about different artists being creative in *Through New Eyes* on 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 them talk about the pictures by answering the questions.

**My child has completed Unit 7!**

---

**Note**

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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**

Workbook pages

Listen and practice the conversation 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 was really creative.

**Home Study Activity**

Ask your child to come up with one thing they wish they 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 about how he/she will make this wish come true. For example, “How will you become an astronaut?” Have them answer with shall or will. For example, “I will study about space.”

---

**My child has completed Unit 8!**

---

**Note**

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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
Workbook pages
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* on 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, 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!

Note
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 had, 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, Or.*  
*I play chess with my mother *but* not with my father.* |
| **Extra Practice** | Workbook pages  
Listen and practice the conversation 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 them guess who you are acting as. |

**My child has completed Unit 10!**

**Note**

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### 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
Workbook pages
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 the section *Communicate* on 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!

### Note

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**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 an informational text called *The Human Body: Systems at Work.*

**Vocabulary**

My child can use these words:

<table>
<thead>
<tr>
<th>Reading Text Words</th>
<th>Words in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>system, blood, heart, arteries, veins, capillary, lungs, trachea, diaphragm, carbon dioxide, pulse</td>
<td>major, pumps, tubes, squeezes</td>
</tr>
</tbody>
</table>

**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.*

*Last week, I thought about the circulatory system.*
Listening  My child can understand facts about the bones in the human body and he/she identified who was 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  Workbook pages  
Listen and practice the conversation 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 them 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!
**Big Question 7**

**What is the mass media?**

**Unit 13**

<table>
<thead>
<tr>
<th>Reading</th>
<th>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></th>
</tr>
</thead>
</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 correctly.  
*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.  

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**Speaking**

My child can give examples.

*My dad gets news from the newspaper.*

**Writing**

My child can write using pronouns.

*When early humans discovered how to make fire, they told their friends.*

**Extra Practice**

Workbook pages

Listen and practice song on page 133: *The News Today.*

**Value Link**

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!**

---

**Note**

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Big Question 7
What is the mass media?

Unit 14

Reading
My child can identify a conflict and a resolution in a story and read a realistic fiction called *From the Blog of Elsa B. Garcia, Kid Reporter.*

Vocabulary
My child can use these words:

**Reading Text Words**
reporter, editor, interview, headline, hero, website, mistake, decide, discuss, investigate, search

**Words in Context**
mansion, terrible, donated, fair

Word Study
Synonyms

*One night, a terrible fire burned the mansion down.*

*One night, an awful fire burned the mansion down.*

Grammar
My child can use the present perfect tense.

*I have decided to keep a blog.*

Listening
My child listened to a school news program for facts and opinions.
**Speaking**

My child can give his/her opinion.

*I don’t think that all blogs are interesting because some are boring.*

**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**

Workbook pages

Listen to and practice the conversation on page 141.

**Value Activity**

In class, my child read about a girl being nervous about doing an interview for the first time in *From the Blog of Else B. Garcia* on 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!**

**Note**
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 story 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   | Workbook pages  
|                  | Listen to the song on page 153: *Nature’s Power* |
| 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 | Prepare crayons or any other drawing supplies and ask your child to draw pictures of different storms. Then ask your child if they have 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 the storms. For example, *“Will the power go out in a blizzard?”* Then have your child reply with might. For example, *“The power might go out in a blizzard.”* |

My child has completed Unit 15!  

Note
## 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>
<tbody>
<tr>
<td>Vocabulary</td>
<td>My child can use these words:</td>
</tr>
<tr>
<td><strong>Reading text words</strong></td>
<td><strong>Words in Context</strong></td>
</tr>
<tr>
<td>emergency, storm shelter, first-aid kit, cash, storm shutters, sleeping bag, flashlight, batteries, supplies, bottled water, canned food</td>
<td>inland, destroyed, trunk, landfall</td>
</tr>
<tr>
<td>Word Study</td>
<td>Phrasal verbs with turn</td>
</tr>
<tr>
<td><em>They turned us away at the supermarket.</em></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>My child can use the present perfect with <em>already, just, and yet</em></td>
</tr>
<tr>
<td><em>I’ve already packed everything.</em></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>My child can understand weather warnings. My child listened for recommendations.</td>
</tr>
</tbody>
</table>
**Speaking**  
My child can talk about needs.  
*We need to get water bottles.*

**Writing**  
My child can write with adverbs of manner.  
*The waves were violent. They smashed violently into the hotel.*

**Extra Practice**  
Workbook pages  
Listen to and practice the conversation in the comic strip on page 161.

**Value Activity**  
Talk to your child about why it is important to listen to and follow directions. Then with your child try to think of times that he/she has to follow directions.

**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 you child to write down the things that you don’t have around the house or may need more of.

**My child has completed Unit 16!**

**Note**
Big Question 9

Why are biomes important?

Unit 17

Reading

My child practiced classifying and categorizing and read a story 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.

*Plants get energy from the sun.*
**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**

Workbook pages

Listen to and practice the conversation in the comic strip on page 173

**Value Link**

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

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**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 about 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 forests are green *until the fall.*”

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**My child has completed Unit 17!**
# Big Question 9

## Why are biomes important?

### Unit 18

**Reading**

My child practiced monitoring and clarifying and read a story called  
*The Fantastic Undersea Life of Jacques Cousteau*

**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

**Grammar**

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

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### Writing

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

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

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### Extra Practice

Workbook pages

Listen to the song on page 181: *Speedboat, Speedboat*

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### 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.

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### 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 to 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.

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### My child has completed Unit 18!

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### Note