Big Question 1

**Why do we build bridges and tunnels?**

### Unit 1

**Reading**
My child practiced understanding the author’s purpose and read a fantasy story called *The Earthworm and the Spider*.

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

**Reading Text Words**
- isolated, hazardous, wriggle,
- skeptical, insist, admire, labor,
- strand, discouraged, sapphire,
- suspicious, exquisite, depart

**Words in Context**
- herds, fade, unseen, base, shone, gratefully

**Word Study**
Prefixes *bi-* and *tri-*
- *The Rushing River bisects* the valley, dividing it in two.
- *The man carried a tricolor* flag of red, yellow, and orange.

**Grammar**
My child can use future continuous.
- *By winter, the villagers* will be finishing *the tunnel.*
- *Next spring, I’m going to be walking* through the mountain.

**Listening**
My child learned about New York City transit.
My child listened for key words.
Speaking  
My child knows how to correct someone.
*That bridge is probably used for freight trains.*
*Are you sure?*

Writing  
My child can break a paragraph and start a new one to move on to a new idea.

*Some of the villagers began to nod. Soon they gathered around to study the plans Grandfather drew.*
*After that, the strongest men and women of Koi began to dig into the base of Eagle Mountain. Each year....*

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

Value Link  
My child read about people who built a bridge over a river in order to learn about people from the other side in *The Earthworm and the Spider*, pages 10–11.

Home Study Activity  
Have a calendar open in front of your child. Ask him/her, “*What will you be doing (tomorrow)?*” Your child might respond with, “*I’ll be (studying at school).*” Switch roles so that your child can ask questions for you to answer. Practice with different future times including *next month, next semester, next year*, etc.

My child has completed Unit 1!

Note
Big Question 1

Why do we build bridges and tunnels?

Unit 2

Reading
My child practiced creating mind map and read an explanatory text called *Overcoming Earth’s Obstacles*.

Vocabulary
My child can use these words:

*Reading Text Words*
varied, beam, cable, support, suspended, obstacle, span, overcome, situation, problematic, waterway, link, explosive

*Words in Context*
factors, suspension, stacks, aqueducts, commonly, load bearing

Word Study
Easily Confused Words
*Engineers consider the composition of the earth at the site.*
*The aqueducts, built by the ancient Romans, are a beautiful sight!*

Grammar
My child can use continuous tenses.
*The engineer is building a bridge.*
*The engineer was building a bridge.*
*The engineer has been building a bridge.*
*The engineer will be building a bridge.*
### Listening
My child learned about a bridge engineer.  
My child listened for sequence.

### Speaking
My child can describe steps in a project.  
*The first step to making a greeting card is choosing some art supplies.*  
*What do you do after that?*  
*Next, I draw ...*

### Writing
My child can write how one idea supports another by using connectors to show support.  
*The arch itself is what gives the bridge its strength.*  
*In fact, even today you can see arch bridges and aqueducts that were built by the ancient Romans.*

### Extra Practice
Workbook pages  
Practice the conversation in the comic strip on page 21.

### Value Activity
Talk to your child about the importance of being prepared. Think of times you need to be prepared.

### Home Study Activity
Take out a local map that has bridges and tunnels marked on it. With your child, discuss how these bridges and tunnels help people’s lives.  
Use what you have available (blocks, books, rulers, cards, etc.) and invite your child to build a bridge. Have your child use the speaking skill of describing the steps in a project while building his/her bridge.  
For example, your child might say, “*The first step is to lay a foundation. Next, I...*”

### My child has completed Unit 2!

### Note

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Big Question 2
What is the Earth made of?

Unit 3

**Reading**
My child practiced evaluating and read an informational text called *Inside Our Planet*.

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

- **Reading Text Words**
  - mass, crust, sphere, comprise,
  - chamber, chunk, geologist,
  - collide, pressure, gradually,
  - element, erode, chemically

- **Words in Context**
  - mantle, intense, erupt,
  - continental, sections, enormous

**Word Study**
Homonyms
*Magma is liquid rock that has melted.*
*My favorite kind of music is rock music.*

**Grammar**
My child can use *modals*.
*Geologists can tell the date of some rocks.*

**Listening**
My child learned about Lake Vostok.
My child listened for numbers.
### Speaking
My child can conduct an interview.
*What can you tell us about the new cave you discovered?*

### Writing
My child can write using parentheses.
*The temperature of the inner core (which comprises the metals nickel and iron) can be as high as 5,400 degrees centigrade.*

### Extra Practice
Workbook pages
Practice the conversation in the comic strip on page 33.

### Value Link
My child read about Pliny sailing toward the volcano in *The Secret of Vesuvius*, pages 38–39.

### Home Study Activity
Pretend to be a scientist and ask your child to interview you about the Earth. Have your child ask questions for your interview. For example, your child might ask you, “What can you tell me about the layers of the Earth?” Then collect drawing materials and draw a diagram of the Earth. Ask your child to tell you what parts of the Earth he/she can label using modals of ability. For example, your child might say, “I can label the mantle.”

### My child has completed Unit 3!

---

**Note**
Big Question 2
What is the Earth made of?

Unit 4

Reading
My child practiced making predictions and read a historical-fiction story called *The Secret of Vesuvius*.

Vocabulary
My child can use these words:

**Reading Text Words**
- wheeze
- shower
- gravel
- flaming
- pumice
- charred
- coughing
- flutter
- debris
- boulder
- spatter
- boiling
- gasp

**Words in Context**
- scribe
- observations
- shifted
- shore
- deftly
- retreat

Word Study
Words with *ie* and *ee*

*Pieces of flaming rock rattled down onto the parasol.*
*If we remain here, the fleet will be destroyed.*

Grammar
My child can use the past perfect.

*Pliny had studied philosophy before he became an admiral.*

Listening
My child learned about volcanoes.
My child listened for time periods.
### Speaking

My child can offer suggestions.

*We could make a collage for our presentation.*

### Writing

My child can write using punctuation with quotation marks.

*Suddenly the lookout cried, “Shallow water and rocks ahead, Admiral!”*

### Extra Practice

Workbook pages

Practice the conversation in the comic strip on page 41.

### Value Activity

Talk to your child about how you can respect the nature around your home.

### Home Study Activity

Create a storybook with your child about volcanoes. Include dialogue in your book and ask your child to write the dialogue using quotation marks. For example, your child might write, *Suddenly the boy yelled, “I think the volcano is going to erupt!”* Try to include some new vocabulary words such as *flaming, charred, debris, gasp*, and *boiling* in the storybook. Ask your child to make suggestions about what information you will include in the storybook. For example, you might ask your child, *“Should we talk about active volcanoes?”* Your child might respond, *“We can talk about active and dormant volcanoes.”*

### My child has completed Unit 4!

### Note

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Big Question 3
Why do we wear masks?
Unit 5

**Reading**
My child practiced understanding internal and external conflict and read a play called *A Season of Discontent*.

**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>eternity, transition, irritating, spectacular, categorize, frost, literally, wither, decay, tempestuous, schedule, consistently, predictable</td>
<td>control, mood, adapt, accurately, decent, doubt</td>
</tr>
</tbody>
</table>

**Word Study**
Suffixes -er and -or

> When people act in this play, they wear masks.
> Each actor wears a mask that represents a season.

**Grammar**
My child can use the past perfect continuous.

> By the time it was my turn, I felt like I’d been living on a glacier!
**Listening**  
My child learned about the challenge of acting with a mask in theater.  
My child listened for instructions.

**Speaking**  
My child can find the right word.  
*What is this thing called? It’s used to play a role.*

**Writing**  
My child can choose a good title.  
*A good title will get your readers’ attention and make them want to keep reading. It will also help them to remember what you wrote.*

**Extra Practice**  
Workbook pages  
Practice the conversation in the comic strip on page 53.

**Value Link**  
My child read a story about people who use masks in sports and performances in *Uncovering Masks*, pages 58–59.

**Home Study Activity**  
Play a guessing game with your child. Have your child look around the house and practice describing objects for you. For example, your child might say, “It’s used to cool food.” Then guess the object your child is describing. For example, you might respond, “It’s a refrigerator.”

**My child has completed Unit 5!**

**Note**
Big Question 3

Why do we wear masks?

Unit 6

Reading

My child practiced identifying facts and opinions and read a website text called Uncovering Masks.

Vocabulary

My child can use these words:

Reading Text Words
- covering
- disguise
- entertainment
- essential
- urgent
- lifesaver
- shield
- safeguard
- crucial
- performer
- elaborate
- central
- basic

Words in Context
- enthusiasm
- antiquity
- ridiculous
- operations
- germs
- individual

Word Study

Suffix -ness

The Chinese New Year is a happy time for many families.
The lion dance is believed to bring happiness, wealth, and long life.

Grammar

My child can define relative clauses for people.

Picasso was an artist who collected masks.
Picasso was an artist that collected masks.
**Listening**
My child learned about fencing.
My child listened for advice.

**Speaking**
My child can discuss a topic.
*I think surgeons should have to wear masks.*
*Why do you think so?*

**Writing**
My child can write using headings to organize his/her writing.
*Masks for Entertainment*
*Masks for Health*
*Masks for Safety*

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

**Value Activity**
Ask your child about a time when he/she wore a mask. Then talk to your child about why people wear masks in performances and sports.

**Home Study Activity**
Ask your child to discuss the topic of wearing masks. Ask him/her questions after each statement to keep the discussion going. For example, your child might say, *“Fencers wear masks.”* You could respond with, *“Why do you think so?”* Then make your own masks and explain what they are for using the new unit vocabulary such as *covering, disguise, shield,* and *performer.* For example, your child might say, *“My mask is for disguise.”*

**My child has completed Unit 6!**

**Note**
Big Question 4
Why do we like symmetry?
Unit 7

Reading
My child practiced classifying and categorizing information and read a technical article called *Summing Up Symmetry*.

Vocabulary
My child can use these words:

**Reading Text Words**
symmetrical, equilateral, identical, infinite, reproduce, repetition, extend, interlocking, dimensions, structure, internal, arrangement, aesthetic

**Words in Context**
experiment, hesitate, approximately, constituent, practical, employ

Word Study
Latin Roots
*inter* - between
*trans* - across

Grammar
My child can use defining relative clauses for objects and places.

*Scientists use lenses that allow telescopes to see deep into space.*
*This is the building where the scientists work.*
Listening
My child listened for reasons why symmetry is important in making furniture.

Speaking
My child can ask for clarification.
Look! These pictures are identical.
I don’t know the word “identical.”
How do you spell it?

Writing
My child can write numbers as words.
One side of this butterfly is identical to the other side.

Extra Practice
Workbook pages
Practice the conversation in the comic strip on page 75.

Value Link
Ask your child about a problem they have had and what they did to solve that problem.

Home Study Activity
Tell your child stories involving different numbers of animals. For example, “There were two elephants and six cats. There was the same number of zebras, too.” Have your child ask for clarification to understand the full story. For example, “How many zebras?” Then tell your child to write the number of each animal as a word.

My child has completed Unit 7!

Note
Tell your child stories involving different numbers of animals. For example, “There were two elephants and six cats. There was the same number of zebras, too.” Have your child ask for clarification to understand the full story. For example, “How many zebras?” Then tell your child to write the number of each animal as a word.
Big Question 4
Why do we like symmetry?
Unit 8

Reading  
My child practiced paraphrasing and read a narrative fiction called *Snowflake Lia*.

Vocabulary  
My child can use these words:

Reading Text Words  
image, surpass, stare, laboratory, copious, examination, minute, fragment, triumphantly, panic, eyepiece, astonishment, dazzling

Words in Context  
piles, bothered, forecast, flickered, gust, scrambled

Word Study  
Adjectives with –ed and –ing
*Lia was fascinated by symmetry.*
*Lia thought symmetry was fascinating.*

Grammar  
My child can use defining relative clauses with *whose* to give important information about a noun in a sentence.
*Lia was the girl whose snowflake pictures were the talk of the town.*
Listening
My child listened for the gist of a lecture about fractals and symmetry of scale.

Speaking
My child can describe his/her favorite example of symmetry.  
My favorite example of symmetry is a race car.

Writing
My child can write a prepositional phrase of place.  
Lia set up her laboratory in the shed at the end of the yard.

Extra Practice
Workbook pages  
Practice the conversation in the comic strip on page 83.

Value Activity
My child read about a girl’s search for the most beautiful examples of symmetry in Snowflake Lia on pages 80–81.

Home Study Activity
Go into your child’s room and ask your child to point out things he/she likes in his/her room and about his/her stuff. For example, “What toy is your favorite?” “That doll is my favorite toy.” Then ask your child if he/she can point out anything symmetrical in his/her room and talk about things that are symmetrical.

My child has completed Unit 8!

Note
Big Question 5
How do we use language?

Unit 9

Reading
My child can identify the main ideas and details of each section of a text and read a magazine article called *Talking About Language*.

Vocabulary
My child can use these words:

**Reading Text Words**
gesture, beckon, refusal, disapproval, group, lack, raised, enable, invaluable, consist, distress, conceal, transmit

**Words in Context**
widely, estimate, ancestor, brand new, ingenious, allies

Word Study
Latin Roots

<table>
<thead>
<tr>
<th>Latin Root:</th>
<th>Meaning:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>astro or aster</td>
<td>star</td>
<td>astronaut</td>
</tr>
<tr>
<td>con</td>
<td>with or together</td>
<td>connect</td>
</tr>
</tbody>
</table>

Grammar
My child can use nondefining relative clauses to give extra information about the subject of a sentence.

*Another type of code, which is called Morse code, is used to communicate over long distances.*
Listening  
My child listened for the gist of people’s emotions while watching a movie.

Speaking  
My child can express emotions by using different voices.  
*Let’s go to the museum this weekend!*

Writing  
My child can write using connectors to show contrast.  
*When a language is no longer used, we say that it’s “dead.” However, even after people have stopped speaking a language, they sometimes continue to create new words from its roots.*

Extra Practice  
Workbook pages  
Practice the conversation in the comic strip on page 95.

Value Link  
Talk to your child about the importance of respecting other people’s property. Then talk to your child about ways they can be respectful.

Home Study Activity  
Ask your child about movies they have watched recently and tell them to express the emotion they felt while watching the movie. For example, “*It had a lot of action! (Excited).*” Then try to guess how your child felt while watching each movie he/she describes. “*You were excited.*”

My child has completed Unit 9!  

Note  

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## Big Question 5

### How do we use language?

#### Unit 10

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child understands the setting of a story and read a descriptive fiction called <em>The Whistlers</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>circular, radiant, shimmer, misty, rugged, pesky, devise, desperate, irritated, frustrated,</td>
</tr>
<tr>
<td></td>
<td>piercingly, intently, customary</td>
</tr>
<tr>
<td></td>
<td><strong>Words in Context</strong></td>
</tr>
<tr>
<td></td>
<td>only, palms, ferns, impenetrable, insignificant, respective</td>
</tr>
<tr>
<td>Word Study</td>
<td>Connotation</td>
</tr>
<tr>
<td></td>
<td><strong>Positive:</strong> <em>The helpful nurse was very attentive.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Negative:</strong> <em>That pesky mosquito won’t leave me alone.</em></td>
</tr>
<tr>
<td>Grammar</td>
<td>My child can make passive statements (present perfect).</td>
</tr>
<tr>
<td></td>
<td><em>My message has been sent.</em></td>
</tr>
</tbody>
</table>
Listening  My child listened for similarities and differences in a dialogue about unusual languages.

Speaking  My child can express preferences.

Would you rather play soccer or go to the mall?
I think I’d prefer to play soccer.

Writing  My child can write using onomatopoeia.

The whistle streamed out of my lungs and shot across the valley.

Extra Practice  Workbook pages
Practice the conversation in the comic strip on page 103.

Value Activity  My child read about someone stealing cookies in the Grammar in Use comic strip on page 103.

Home Study Activity  Ask your child about the different languages they have learned about. Then ask them about other languages they would like to learn about and what they like about those languages. Have your child reply with their preferences. For example, “I’d really like to learn about the Spanish language.”

My child has completed Unit 10!

Note
Big Question 6

Why do we record history?

Unit 11

Reading
My child understands how historians use corroborating to find out what really happened in the past and read a memoir/historical nonfiction called View From the Summit and Everest.

Vocabulary
My child can use these words:

Reading Text Words
summit, loom, cling, crack, handhold, expedition, laboriously, plateau, dome, slack, ledge, slim, awesome

Words in Context
considerable, panting, exposed, satisfaction, disaster, perched

Word Study
Easily Confused Words
Nervously, I wondered if the ice might collapse under my pressure.
The lost climber wandered through the mountains.

Grammar
My child can make passive questions (present perfect).
Has the summit of Mount Everest ever been reached?
Listening  My child listened for the main idea in an interview where the son is recording memories of his mother growing up in New York.

Speaking  My child can ask follow-up questions.
  *I used to go to a school on Kensington Street.*
  *Oh, really? Where’s Kensington Street?*

Writing  My child can write using reflexive pronouns.
  *Tenzing dragged himself out beside me.*

Extra Practice  Workbook pages
  Practice the conversation in the comic strip on page 115.

Value Link  Talk to your child about ways they can be clean and organized. Talk about the benefits of being clean and organized in daily life.

Home Study Activity  Make a memory book with your child. Have your child write down his/her favorite memory in the book. As you talk about his/her favorite memory, ask him/her follow-up questions. For example, “*My best memory is when I was three.*” “*Oh really? What happened?*” Then write down your favorite memory and have your child ask you the same kinds of follow-up questions to you.

My child has completed Unit 11!

Note

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**Big Question 6**

**Why do we record history?**

**Unit 12**

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th>My child identified cause and effect in a story and read a diary entry called <em>A Housemaid’s Diary.</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><strong>Words in Context</strong></td>
</tr>
<tr>
<td>typical, legal, butler, housekeeper, dustpan, assign, dismiss, cauldron, gristly, scone, approve, blame, frantic</td>
<td>range, confess, copper, strict, appetite, passageway</td>
</tr>
<tr>
<td><strong>Word Study</strong></td>
<td>Loan Words</td>
</tr>
<tr>
<td><em>The ladies came back from riding and went upstairs for tea in the drawing room.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>My child can use the passive (past perfect).</td>
</tr>
<tr>
<td><em>June had been assigned the task of dusting the vases.</em></td>
<td></td>
</tr>
</tbody>
</table>
My child listened for facts and opinions while listening to a man record his memories of growing up in Italy.

My child can tell a story about himself/herself. *My happiest memory is the time my friend and I went camping last summer.*

My child can write using titles before someone’s name to show respect. *Mrs. Maggs said I could take some time off.*

Workbook pages
Practice the conversation in the comic strip on page 123.

My child read about a girl keeping the house clean and organized in *A Housemaid’s Diary* on pages 120–121.

Have your child tell a story about his/her typical day. For example, “My typical day is ...” Then think of ways that he/she can be more clean and organized in his/her day based on the value activity.

My child has completed Unit 12!
### Big Question 7

**What makes birds special?**

#### Unit 13

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th>My child practiced visualizing using all senses and read poems from <em>The Poetry of Birds.</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>argue, amuse, lazily, awkward, pitifully, clumsy, limp, resemble, mock, jeers, minor, bear, key</td>
</tr>
<tr>
<td><strong>Words in Context</strong></td>
<td>dew, oars, comical, beak, partly, silences</td>
</tr>
<tr>
<td><strong>Word Study</strong></td>
<td>Alliteration</td>
</tr>
<tr>
<td></td>
<td><em>The bird was not to blame.</em></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>My child can use the passive voice to talk about the future.</td>
</tr>
<tr>
<td></td>
<td><em>The tree will be cut.</em></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>My child listened for reasons in a poem about birds and happiness.</td>
</tr>
</tbody>
</table>
Speaking
My child uses expressions of probability to talk about how likely something is.
What will you be doing in five years?
I’ll be in college. I can’t wait!

Writing
My child can write using a metaphor.
The albatross is the king of the sky.

Extra Practice
Workbook pages
Practice the conversation in the comic strip on page 137.

Value Link
My child read poems that use birds to represent feelings of happiness in The Poetry of Birds on pages 134–135.

Home Study Activity
Ask your child about something that he/she thinks will probably happen in the next five years. For example, “What do you think you’ll probably be doing in five years?” Have your child answer with an expression of probability. “I will probably be in high school.” Then write a poem with your child about this future event. Try to use alliteration. For example, “A very good veterinarian.”

My child has completed Unit 13!

Note
Big Question 7
What makes birds special?
Unit 14

Reading
My child practiced analyzing a text and read a magazine article called Bird Brains.

Vocabulary
My child can use these words:

Reading Text Words
- decorate, artistically,
- ornithologist, imply, spine,
- mimic, annual, encounter,
- phenomenal, impress, technique,
- inspect, behavior

Words in Context
- revealed, ability, spear, man-made, harsh, brainy

Word Study
Greek Roots
- Greek Root: phon
  - Meaning: sound
  - Example: symphony
- Greek Root: anti
  - Meaning: against
  - Example: antidote

Grammar
My child reviewed the forms of passive voice.

The design has been inspected by a female bowerbird.
The design had been inspected by a female bowerbird.
The design will be inspected by a female bowerbird.
Listening  My child listened for examples of how birds can imitate natural and artificial sounds.

Speaking  My child can talk about what he/she learned.
\[ I\ learned\ that\ birds\ can\ make\ tools. \]

Writing  My child can write using similes.
\[ \text{Like an artist, the bowerbird decorates its nest with bright objects in matching colors.} \]

Extra Practice  Workbook pages
Practice the conversation in the comic strip on page 145.

Value Activity  Talk to your child about how having a positive attitude can help you in daily life. Talk to your child about something they have a negative attitude towards and why they should try to have a more positive attitude towards it.

Home Study Activity  Imitate different bird songs with your child. After each bird song you try, talk about the birds and songs. Then try to think of a simile to describe each bird song. For example, “The bird’s song rings like bells.”

My child has completed Unit 14!

Note
# Big Question 8

## What are we afraid of?

### Unit 15

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child learned how to read intensively and read an informational text called <em>Fear on the Brain</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>rapid, alert, numb, interpret, store, respond, threat, frozen, reflex, trigger, tame, rehearse, distracted</td>
<td>obvious, defensive, adrenaline, decisions, instantly, deliberate</td>
</tr>
</tbody>
</table>
| Word Study | Suffix –*ic*  
*Fear starts in a very old part of the brain called the limbic system.* |
| Grammar | My child can use the past unreal conditional.  
*If the gazelle hadn’t been afraid, it wouldn’t have run away.* |
| Listening | My child listened for clues in a conversation about what things frighten people. |
Speaking
My child can suggest solutions.
I’m scared of flying.
You should try taking a short flight.

Writing
My child can write using connectors to show condition.
People who work in dangerous jobs learn to manage their fear so that they can act quickly and without thinking, even if they’re really scared.

Extra Practice
Workbook pages
Practice the conversation in the comic strip on page 157.

Value Link
Ask your child about something they fear and talk about ways they can overcome these fears.

Home Study Activity
Think of different dangers or problematic situations based on the new vocabulary words: rapid, alert, numb, distracted, and defensive. For example, “My legs went numb after sitting for a long time.” Then ask your child to suggest solutions to these problems. For example, “You should try to walk around.”

My child has completed Unit 15!

Note
Big Question 8
What are we afraid of?
Unit 16

Reading
My child learned how to do a character analysis and read a suspense fiction called *Gripped By Fear*.

Vocabulary
My child can use these words:

Reading Text Words
sleepover, outlandish, tiptoe, creepy, snuggle, uncontrollably, upright, nocturnal, peculiar, apprehensively, metamorphose, twinkle, dynamic

Words in Context
briefly, chattering, gripped, removing, staff, weaving

Word Study
Connotation
*Positive:* My grandfather is *youthful*. He’s very energetic.
*Neutral:* My brother is *young*. He’s only 2 years old.
*Negative:* Don’t be *childish*. You need to act your age.

Grammar
My child can use *if only* and *I wish*.
*If only* I’d known that, I wouldn’t have been afraid!” said Aroon.
“I wish we could play video games, instead,” he said.
**Listening**
My child listened for reactions in an interview about bungee jumping.

**Speaking**
My child can talk about things that are scary.

*Have you ever ridden on a roller coaster?*
*Yes! It was really scary but also very exciting.*

**Writing**
My child can avoid generalizations when writing.

*All Aroon could see was an ink-black sky and some tall, creepy objects swaying in the breeze.*

**Extra Practice**
Workbook pages
Practice the conversation in the comic strip on page 165.

**Value Activity**
My child read about a boy overcoming his fears in *Gripped by Fear* on pages 162–163.

**Home Study Activity**
Ask your child to think of things that are scary. Then have them say that they wish these things were not as scary. For example, “I wish the movie was more happy than scary.” Then talk about ways to be brave and feel less scared in these scenarios.

**My child has completed Unit 16!**

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**Note**

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Big Question 9
Why are stories important?
Unit 17

Reading
My child understands what a theme is and read an adventure called The White Giraffe.

Vocabulary
My child can use these words:

Reading Text Words
- instinct
- coiled
- poisonous
- unmistakable
- lethal
- hideous
- crumpled
- illicitly
- tinged
- soothingly
- warily
- sidle
- miraculous

Words in Context
- evilly
- tingle
- capable
- quivered
- confided
- lingering

Word Study
Suffix –less
- Martin needed help to escape from the cobra.
- She felt helpless as she waited for its bite.

Grammar
My child reviewed the present and past tenses.
- We hike in the mountains every year.
- We hiked in the Alps last year.
- We go hiking once a week.
### Listening
My child listened for the main idea of a folktale that taught a lesson.

### Speaking
My child can clarify what you’ve said.

*That movie wasn’t very good.*
*Oh, you didn’t like it?*
*What I mean is, it was kind of boring.*

### Writing
My child can use reporting verbs.

*“I’m alone, too,” Martine confided to the giraffe.*

### Extra Practice
Workbook pages
Practice the conversation in the comic strip on page 177.

### Value Link
My child listened to a story about Ahmed lying about the Lynx on page 178.

### Home Study Activity
Create a folktale that teaches a lesson with your child. As you and your child tell this folktale use reporting verbs. For example, *“I like cookies, too,” the little boy explained.* Then talk about the lesson your folktale teaches.

### My child has completed Unit 17!

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**Note**
## Big Question 9

**Why are stories important?**

**Unit 18**

### Reading

My child learned about persuasion and read an opinion article called *Why Stories Matter*.

### 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>storytelling, impulse, breakthrough, dedicated, publish, futuristic, imagination, novelist, recount, relate, reminisce, intricate, purely</td>
<td>incidents, biography, autobiography, attitudes, available, plot</td>
</tr>
</tbody>
</table>

### Word Study

**Heteronyms**

*Stories can make you feel content and happy.*

*The content of the book was very exciting!*

### Grammar

My child reviewed the future forms.

*I’m going to be a storyteller someday.*

*I think we’ll always be storytellers.*

*A storyteller is coming to our class tomorrow afternoon.*
Listening  My child listened to a storyteller speak about her craft and can identify the gist of the information.

Speaking  My child can talk about opinions he/she has.
*Do you think people use smartphones too much?*
*Not really. I think they’re great. I use mine for everything.*

Writing  My child can use numerals.
*Dates: November 19, 1967*
*Times: 9:10 p.m.*
*Addresses: 72 Barrow Street*
*Large numbers: 3 million*

Extra Practice  Workbook pages
Practice the conversation in the comic strip on page 185.

Value Activity  Talk to your child about the importance of being honest. Discuss what may happen when someone acts dishonestly.

Home Study Activity  Ask your child about what he/she has learned about telling stories. Then ask your child his/her opinion about different kinds of stories and storytelling. For example, “*Do you think good storytellers use different voices?*” “*Yes, I think the stories are better when a storyteller uses different voices.*”

My child has completed Unit 18!

Note