

# Home-School Connection

## Dear Family Member:

This week our class will be focusing on how changes can transform the way people see the world in which they live. We will also be looking at how new experiences can offer new perspectives on things we may take for granted.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



## Word Workout (see page 4)

- **Words to Know: context clues**  
In this activity, you and your child take turns thinking up sentences using one of the words from a word list. One person says the sentence leaving out the word. The other person tries to guess the word that has been left out.
- **Spelling/Phonics: short vowels** Your child reads words that have specific vowels and you try to spell the words. If you make a mistake, your child can correct you. You continue with each of the vowels until all the words on the word list have been used.

## Comprehension: compare and contrast (see page 5)

Three neighborhood friends have different ideas about how to improve their community garden. You and your child read what each person has to say. Then you discuss how their ideas are alike and different.

# Word Workout

## Words to Know

You'll think of a sentence using one of these words. Then you'll tell me the sentence, but you'll leave out the word. We'll see if I can guess which word you used. Then we'll switch roles, and it will be my turn to tell you a sentence. You will guess which word I left out. We can keep taking turns until we've used all the words.



threshold	phobic	glimmer	sarcastic
consolation	heinous	alliance	adversity

## Spelling Words

You read each word aloud that has an *a* in it and I'll try to spell the word. I might not always spell the word correctly. If I make a mistake, you can spell the word for me. Repeat for the other vowels *e*, *i*, *o*, and *u*. There are three words that have two vowels together. When you come to these words, listen to me carefully. Be sure I spell those tricky words correctly, too.

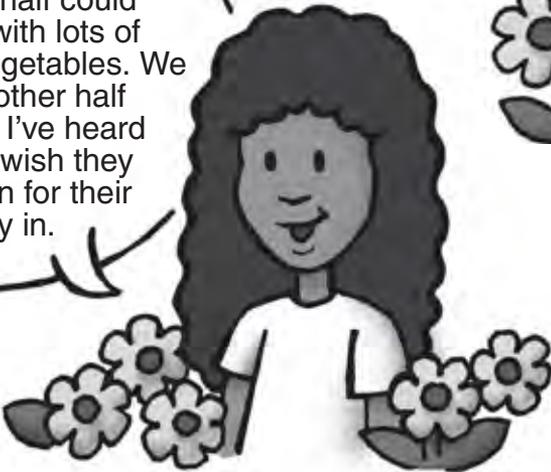
gram	strict	scuff	text
clash	drill	clutch	rank
dense	swan	threat	brink
dread	prod	dwell	mock
prank	shrunk	fund	plaid

**Challenge:**      guest                      cleanse

**Review:**            stuff                      batch                      sense

## Three Friends, Three Ideas

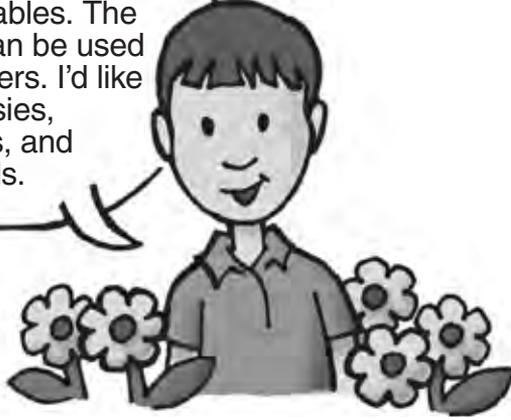
These three neighborhood friends have different ideas about how to improve their community garden. Let's read what each person has to say. Then we can talk about their ideas and tell how they are alike and how they are different.



The space is big enough to divide in half. One half could be a garden with lots of flowers and vegetables. We could turn the other half into a dog run. I've heard lots of people wish they had a dog run for their dogs to play in.



A row of tall sunflowers would look great along the back of the garden. Then we could use the rest of the garden for growing vegetables. We could donate some of the vegetables to a local food pantry.



Let's divide the garden into two parts. One part can be used to grow vegetables. The other part can be used to grow flowers. I'd like to plant daisies, sunflowers, and marigolds.

# Home-School Connection

## Dear Family Member:

This week our class will be focusing on alliances and how people can and have formed them to make changes in their neighborhood, community, and country.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.

### Word Workout (see page 9)

- **Words to Know: context clues** In this activity, you and your child take turns using words to make up sentences that fit together in a paragraph. Each sentence must follow the previous one, but it can be serious or silly.
- **Spelling/Phonics: long vowels** You say a word and your child listens for the *a*, *e*, *i*, *o*, or *u* vowel sound. Then your child looks for a word with the same sound and says it to you. Continue until all the words with each of the vowel sounds have been read and matched.

### Comprehension: sequence (see page 10)

Tony thinks that his neighborhood park is in need of some serious cleaning up. He decides to form a group with several of his friends to have a Clean Up Your Park Day.

However, the events in the story are out of order. You and your child order the events and read the story aloud.



# Word Workout

## Words to Know

Let's use the words on the list to make a paragraph. The paragraph can be serious or silly. You start by saying a sentence using one of the words. Then I'll add a sentence using another of the words from the list. We can continue back-and-forth until we've used as many of the words as we can. We can even write our sentences down to read when we're finished.

smuggle	reminisce	confinement	spindly
retrieved	inflicted	alliance	adversity

## Spelling Words

I'll say one of the list words to you. You listen for the vowel sound of *a*, *e*, *i*, *o*, or *u*. If you don't hear it, I will repeat the word. Say and spell the word, and then find another word with that same sound and say it to me. We can match words until we have read all the words on the list. We need to listen carefully, because some of the words are tricky. They don't always sound the way you expect them to.



slope	rhyme	loan	bleak
acute	keen	tote	continue
remote	tile	foal	pave
bathe	fuse	foe	meek
gaze	bleach	coax	shrine

**Challenge:** trait capsule

**Review:** gram dread shrunk

### Put It in Order!

The events here tell about something Tony and his friends did to help improve their community. But the events are out of order. Let's see if we can put the events in order from 1 to 10. Then we can read the story aloud together.

\_\_\_\_\_ By the end of the day, the park was spotless. Every bit of trash was gone!

\_\_\_\_\_ Tony talked to four of his closest friends. They thought he had a great idea.

\_\_\_\_\_ The group decided to call themselves the Neighborhood Five.

\_\_\_\_\_ The last time Tony was at his local park things were looking pretty bad. There were leaves and trash all over the place.

\_\_\_\_\_ It wasn't long before all kinds of people were contacting the Neighborhood Five to offer support and help.

\_\_\_\_\_ Finally the big day arrived. More than twenty people showed up to help clean up the park!

\_\_\_\_\_ The first thing they did was put up some posters announcing a "Clean Up the Park Day."

\_\_\_\_\_ People brought rakes and shovels and lots of trash bags. Some people even brought snacks to share.

\_\_\_\_\_ Now everyone could enjoy the park, and the Neighborhood Five had turned into the Neighborhood Twenty-Five!

\_\_\_\_\_ Tony had an idea. Maybe he could put a group of friends together to clean up the park.



Answers: 9, 3, 4, 1, 6, 7, 5, 8, 10, 2

# Home-School Connection

## Dear Family Member:

This week our class will be focusing on ways different kinds of plants and animals have adapted to their environments. We will also be looking at how different species have adapted to a variety of ever-changing conditions on Earth.



Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.

### Word Workout (see page 14)

- **Words to Know: Greek roots** In this activity, you and your child will choose different words and see if you can use the words in a single sentence. When all of the words have been paired, you begin again with different pairs and sentences.
- **Spelling/Phonics: frequently misspelled words** You choose a word and begin to spell it. As soon as your child recognizes the word, he or she breaks in and finishes spelling it for you.

### Comprehension: main idea and key details (see page 15)

You and your child will work together to complete a word puzzle to find a secret message. First, your child will write the answers to clues. Then he or she will use the answers to decode the secret message.

# Word Workout

## Words to Know

I'll choose a word, and you'll choose a word. Then we'll see if we can use them both in the same sentence. Next we'll choose two more words and use them in the same sentence. When we have paired all the words, we can begin again with different pairs and different sentences.

compartment	submerged	engulfs	maneuvering
flanked	obscured	classification	species

## Spelling Words

I'll choose one of the list words and begin to spell it. We'll see how many letters I spell before you take over and spell the rest of the word for me. Let's see how quickly you can figure out the word I'm spelling.

accuse	caught	especially	nickel
affect	different	except	probably
beautiful	done	excuse	their
bought	effect	library	there
busy	embarrass	minute	they're



<b>Challenge:</b>	recommend	separate	
<b>Review:</b>	trait	remote	bathe

## What's the Idea?

Let's solve this puzzle together to find the secret message. Here's what to do.

- First, we'll write the answers to the clues in the boxes.
- Then, we'll use the numbers under each letter to write the letters in the secret message.

**A.** Madrid is here

27	29	38	13	40

**E.** Opposite of tall

15	7	31	21	34

**B.** Another name for autumn

5	18	14	2

**F.** The name of a book or story

33	41	6	25	10

**C.** The events in a story

30	3	4	11

**G.** It pumps blood

35	43	12	32	22

**D.** The central focus of an article

37	1	16	19

23	9	26	20

**H.** The people in a movie theater

44	28	42	39	8	17	24	36

1	2	3		4	5		6	7	8
9	10	11	12	13	14	15		16	17
18	19		20	21	22	23	24	25	26
27	28	29	30	31	32	33			
34	35	36		37	38	39	40		
41	42	43	44						

Answers: Spain, fall, plot, main idea, short, heart, audience: All of the details in an article support the main idea.

# Home-School Connection

## Dear Family Member:

This week our class will be focusing on the dynamic changes that occur on and inside the Earth. Some of these changes can be very dramatic, like an earthquake or volcano. Others may be less dramatic, like how a caterpillar changes into a butterfly.



Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.

### Word Workout (see page 19)

- **Words to Know: metaphors and similes** In this activity, you and your child work together to make up sentences that use the phrases “is like” or “are like.” For example, you might say, “Moths are like butterflies, but butterflies are much prettier.”
- **Spelling/Phonics: r-controlled vowels** In this activity, you say words that contain vowels that are pronounced along with the letter *r*. Your child listens to the word and tries to identify the vowel/*r* combination.

### Comprehension: main idea and key details (see page 20)

In this activity, you and your child are presented with two articles. The problem is that the main idea and the details are all mixed up. As you read the sentences together, your child will try to determine which one states the main idea in the clearest way.

# Word Workout

## Words to Know

Let's see if we can work together to make up sentences that use each of these words along with the word *like*. We'll start the sentence with the word followed by the phrase, "is/are like." For example, we might say, "The skier was plummeting toward the snow bank like a graceful bird in the sky." Let's see how many we can come up with.

exerts	pulverize	plummeting	scalding
shards	cascaded	documentation	dynamic

## Spelling Words

All of the list words are spelled with *r*'s next to a vowel. I'm going to say a word aloud to you. Then you can tell me the vowel and *r* combination. If you need to hear the word again, just ask me to repeat it.

search	bargain	earnest	wharf
starve	parched	mourn	court
rumor	pursue	fierce	weird
reward	servant	pierce	favorite
sparkle	torch	urge	burnt

**Challenge:** sphere      aeronautics

**Review:** library      minute      caught

## What's the Big Idea?

There are two topics on this page, but the main ideas are mixed in with the details. Let's read each article and see if we can spot which sentence could be the main idea and circle it. The other sentences should give some key details about the topic.

### Metamorphosis

Frogs hatch from eggs as legless tadpoles that have tails and gills.

As tadpoles develop into adult frogs, they lose their tails and gills and grow four legs.

Some animals go through a dramatic change, or metamorphosis, as they grow into adults.

Butterflies start life as eggs that develop into caterpillars.



Caterpillars enter a pupal stage often inside a cocoon, from which they emerge as butterflies.



### Biomes

Each biome has its own kind of plants and animals.

A desert biome has an extremely dry climate, and is a place where cacti grow and lizards live.

A tropical rain forest biome is wet and warm all year long, and is home to many kinds of monkeys.



The Earth is made up of many different kinds of geological areas called biomes.

The tundra is an extremely cold biome where you might find polar bears prowling across huge areas of ice and snow.



Metamorphosis answer: Some animals go through a dramatic change, or metamorphosis, as they grow into adults. Biomes answer: The Earth is made up of many different kinds of geological areas called biomes.

# Home-School Connection

## Dear Family Member:

This week our class will be focusing on economic factors that may affect us personally. We will talk about what factors influence the way people earn and spend money.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



## Word Workout (see page 24)

- **Words to Know: root words** Work together with your child to pick a topic that is related to economics. Then you'll collaborate to write a paragraph about the topic that includes all or most of the vocabulary words.
- **Spelling/Phonics: compounds and hyphens** In this activity, you spell one of the smaller words in a compound word or a hyphenated word, and your child gives the other word that completes the compound or hyphenated word.

## Comprehension: author's point of view: (see page 25)

You and your child are presented with two articles about the origin and use of the potter's wheel. Each article represents a different point of view. Once you've finished reading the articles, your child will use them to discuss what the two authors might and might not agree on about the topic.

# Word Workout

## Words to Know

When I look over these vocabulary words, it seems to me that they could all relate to manufacturing things or running a business. Let's see if we can pick a topic along those lines and write one paragraph about it that includes all of the words.



basically	formula	salaries	manufactured
available	inventory	fluctuate	factors

## Spelling Words

Each of these compound words or hyphenated words includes two or more smaller words. I'll spell one of the smaller words. Then you give the other word that makes the word a compound or hyphenated word.

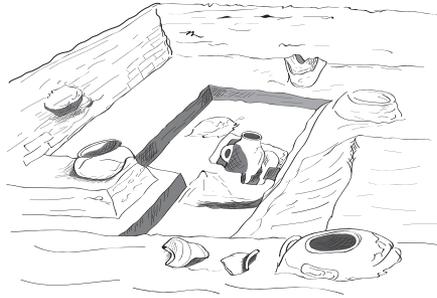
heartbeat	twenty-five	full-time	all-star
northwest	wading pool	windshield	after-school
seaweed	nearsighted	watermelon	teenager
eyelid	brother-in-law	science fiction	fingernail
seashell	old-fashioned	self-respect	question mark

**Challenge:**      barbed wire      fire escape

**Review:**          fierce                  urge                  bargain

## Different Viewpoints

These two articles are about the same topic, but they have different points of view. Let's read each article together. Then we'll use the questions to compare them and decide what the authors might, and might not, agree about.



### The Potter's Wheel

The origin of the potter's wheel is somewhat of a mystery. Some experts think it was first invented in Mesopotamia. Others claim that it first appeared in China, Egypt, or Korea. Regardless of where the potter's wheel came from, it is fortunate for us that it has stood the test of time. Early potter's wheels were kept spinning by the potter's feet. Some of today's potters still enjoy the quiet control of foot-powered wheels. Others take the easy way out and use a motorized wheel.



### The Potter's Wheel

In ancient times, many pottery wheels were foot-powered. Potters used their feet to keep the wheel in motion. Fortunately, as a modern potter today, you have a choice. Some potters still like to use the old-fashioned foot-powered wheels. Others, however, take advantage of modern technology and use a motorized wheel. Whether you use your feet or a motor, you still need to know the basic skills to create beautiful, functional pottery on a wheel.

If these two authors met, what might they agree about? What might they disagree about?