

Reach HIGHER

Dear Family Member,

“How do people help each other?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the ways people reach out to one another, and how small actions can make a big difference. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about the ways your family can help in your community. Try to use some of the New Words in your discussion.
2. Work together to make notes. On the lines below, write words, phrases, or sentences that tell your ideas about ways to help in your community. Use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We're Reading

“Those Shoes”

by Maribeth Boelts

In this story, a pair of popular shoes teach a lesson in generosity.

“Guardian Angel”

by Francisco X. Alarcón

In this poem, a girl reaches out to a lonely classmate.

“The World’s Greatest Underachiever”

by Henry Winkler

In this autobiography, actor Henry Winkler describes his childhood struggle with dyslexia and his success in spite of it.

“Making a Difference”

by Phillip Kennedy

In this biography, the author highlights the important role education has played in the life of explorer Joseph Lekuton.

Reach HIGHER

NEW WORDS

3A | UNIT 1 • 2

PART 1

CONTENT

action
difference
gift
problem
receive
solution

ACADEMIC

kindness
need
understand
value
want

PART 2

CONTENT

improve
individual
neighborhood
offer
volunteer

ACADEMIC

benefit
duty
identify
impact
learn

Reach HIGHER

Dear Family Member,

“What happens when nature loses its balance?”

That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about ecosystems and why it is important to keep them healthy. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about the ways your family can help in your community. Try to use some of the New Words in your discussion.
2. Work together to make notes. On the lines below, write words, phrases, or sentences that tell your ideas about ways to help in your community. Use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We're Reading

“It's All in the Balance”

by Susan Henderson

This humorous story tells what happens to a beautiful garden after the villagers decide to dig out the butterfly bushes.

“Animals, More or Less”

by Mike Thaler

Five riddles ask questions about animals.

“When the Wolves Returned”

by Dorothy Hinshaw Patent

This science article describes how wolves affect the ecosystem of Yellowstone National Park.

“Megafish Man”

by Michael Sandler

In this article, the author describes the work of explorer Zeb Hogan, who studies large fish to judge the health of the rivers they live in.

Reach HIGHER

NEW WORDS

3A | UNIT 2 • 2

PART 1

CONTENT

amount
behavior
decrease
increase
supply

ACADEMIC

balance
control
interact
react
scarce

PART 2

CONTENT

drought
ecosystem
food chain
level
river

ACADEMIC

competition
nature
negative
positive
resources

Reach HIGHER

Dear Family Member,

“What is so amazing about plants?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the life cycles of plants and the many kinds of plants on Earth. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about how plants grow. Try to use some of the New Words in your discussion.
2. Work together to write directions of growing a plant on the chart below. Include a list of gardening tools and steps. Use the New Words when you can.
3. Remind your student to bring the completed plant directions to class.

What We’re Reading

“Hoa’s Little Garden”

by Susan Henderson

In this story, a girl plants passion fruit and tend the plant until flowers bloom and fruits are produced.

“Gifts from the Earth”

by Eloise Vivanco

Three haiku poems tell about amazing foods.

“A Protected Place”

by Elizabeth Sengel

In this article, the author tells about Explorer Corneille Ewango’s work at the Okapi Reserve in Congo, Africa.

“Rosie’s Reports”

by Rosie Ruf

In this blog, the author describes how workers care for animals at the Okapi Reserve.

GARDENING TOOLS

STEPS

Reach HIGHER

NEW WORDS

3A | UNIT 3 • 2

PART 1

CONTENT

blossom
cycle
root
seed
soil
sprout

ACADEMIC

characteristic
conditions
depend
growth
produce

PART 2

CONTENT

city
desert
rainforest
vine
weed

ACADEMIC

diversity
environment
organism
protect
unique

Reach HIGHER

Dear Family Member,

“What’s the best way to get things done?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how working together can make things better. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about activities your family does at home. Which ones are good to do together? Share why you think so. Try to use some of the New Words in your discussion.
2. In the space below, work together to draw a picture of your favorite family activity. Use the New Words when you can to add labels to the drawing.
3. Remind your student to bring the completed drawing to class.

What We’re Reading

“I’ve Got This”

by Susan Henderson

In this story, a boy didn’t want to have much cooperation with his siblings at first to prepare a birthday surprise for his dad, but at the end he changed and worked with his siblings.

“Ba’s Business”

by Grace Lin

This story tells how two sisters help their father with his business.

“A Better Way”

by Juan Quintana

In this persuasive article, the author describes the work of two Explorers who teach farmers.

“The Ant and the Grasshopper” retold by Shirleyann Costigan

In this fable, Grasshopper learns why it’s important to plan for the future.

Reach HIGHER

NEW WORDS

3A | UNIT 4 • 2

PART 1

CONTENT

advertisement
buyer
market
money
pay
seller

ACADEMIC

accomplish
cooperation
plenty
purpose
reward

PART 2

CONTENT

agriculture
crop
farmer
field
harvest
plow

ACADEMIC

alternative
conservation
future
method
sustain

Reach HIGHER

Dear Family Member,

“What causes matter to change?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about what happens when materials change from solid to liquid to gas. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about the foods you have in your house. Which do you eat, and which do you drink? Share what you know about solid foods and liquid foods. Try to use some of the New Words in your discussion.
2. Work together to fill in the list below. In the first column, write the foods you eat. In the second column, write the foods you drink.
3. Remind your student to bring the completed list to class.

FOODS YOU EAT

What We're Reading

“Melt the Snow!”

by Marisa Montes

In this play, a snowflake falls on a little ant. How will she get free?

“Saved in Ice”

A student sends an e-mail to a friend. Attached to it is an article about an exciting discovery.

“Quicksand: When Earth Turns to Liquid”

by Kris Hirschmann

This science article gives facts about quicksand.

“Meet Maycira Costa”

by Nora Brook

In this interview, Explorer Maycira Costa explains what makes wetlands special.

FOODS YOU DRINK

Reach HIGHER

NEW WORDS

3B | UNIT 5 • 2

PART 1

CONTENT

form
freeze
liquid
melt
solid
temperature
thermometer

ACADEMIC

alter
occur
state
substance
trap

PART 2

CONTENT

ground
mixture
sand
water
wetland

ACADEMIC

area
combine
composition
firm
surface

Reach HIGHER

Dear Family Member,

“How can we preserve our traditions?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about traditions. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about family traditions. What traditions do you follow in your family? How do you follow them? Try to use some of the New Words in your discussion.
2. Using the space below, work together to draw a picture of your family celebrating a tradition. Help your student add labels to the drawing. Use the New Words where you can.
3. Remind your student to bring the completed drawing to class.

What We're Reading

“Shakira, Shakira! A Song”

by **Eloise Vivanco**

This story includes song lyrics sung by a famous Colombian singer and reveals how this singer's songs inspire the author and her family.

“Blues Legend: Blind Lemon Jefferson”

by **Libby Lewis**

This biography tells how a boy became a famous blues musician.

“Carving Stories in Cedar”

by **Kristine F. Anderson**

In this article, the author describes totem poles and how to make them.

“Stories to Tell”

by **Janine Boylan and Elizabeth Lindsey**

Storyteller and Explorer Elizabeth Lindsey tells the Hawaiian folk tale “The Rainbow Bridge.”

Reach HIGHER

NEW WORDS

3B | UNIT 6 • 2

PART 1

CONTENT

heritage
music
region
rhythm
vary

ACADEMIC

express
feelings
perform
popular
style

PART 2

CONTENT

artist
carve
storyteller
tale
tradition
wood

ACADEMIC

communicate
generation
preservation
process
represent

Reach HIGHER

Dear Family Member,

“What forces can change Earth?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about forces of nature, like volcanoes and tsunamis. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about a flood, earthquake, hurricane, or other force of nature you have experienced. Share what you saw, heard, and felt. Try to use some of the New Words in your discussion.
2. In the space below, work together to draw a picture of the event. Help your student add labels to the drawing. Use the New Words when you can.
3. Remind your student to bring the completed drawing to class.

What We're Reading

“An Island Grows”

by **Lola M. Schaefer**

This poem describes how an island develops from a volcano.

“Volcano Views”

by **Carsten Peter and Chris Beem**

This photo-essay uses photos taken by Explorer Carsten Peter to show how a volcano erupts.

“Selvakumar Knew Better”

by **Virginia Kroll**

In this story, a special dog helps his family through the 2004 tsunami in Southeast Asia.

“Tsunami”

This online article describes tsunamis.

Reach HIGHER

NEW WORDS

3B | UNIT 7 • 2

PART 1

CONTENT

erupt
flow
island
lava
magma
ocean
rock
volcano

ACADEMIC

core
create
develop
force
pressure

PART 2

CONTENT

earthquake
plate
shore
tsunami
wave

ACADEMIC

power
rescue
sense
signal
warn

Reach HIGHER

Dear Family Member,

“What tools can we use to achieve our goals?”

That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about using planning and perseverance to reach goals. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about places where you have traveled. Share details about where you went and how you got there. Try to use the New Words in your discussion.
2. Work together to complete the list below. In the first column, write where you went. In the second column, write how you got there. In the third column, write how long it took to get there. In the fourth column, write the distance traveled. Add other places you have visited in the next rows.
3. Remind your student to bring the completed list to class.

What We’re Reading

“Running Shoes”

by Frederick Lipp

In this story, new shoes help a Cambodian girl reach her goal.

“Two Clever Plans”

retold by Colleen Pellier and Margaret Read MacDonald

A myth and a folk tale show that cleverness can be as important as strength.

“One Man’s Goal”

by Catherine Clarke Fox

In this article, the author describes one man’s extreme challenge.

“Climbing Toward Her Goal”

by Guadalupe López

This profile shows how Explorer Constanza Ceruti reached her childhood goal of living and working in the mountains.

<u>HOW LONG IT TOOK</u>	<u>WHERE YOU WENT</u>	<u>HOW YOU GOT THERE</u>	<u>DISTANCE TRAVELED</u>

Reach HIGHER

NEW WORDS

3B | UNIT 8 • 2

PART 1

CONTENT

distance
feet
kilometer
measurement
meter
unit

ACADEMIC

achieve
direction
estimate
goal
strategy

PART 2

CONTENT

continent
destination
globe
journey
location

ACADEMIC

challenge
discover
endurance
explore
prepare