

Reach HIGHER

Dear Family Member,

“What is a community?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the people and places that make our neighborhoods special. 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 different places in a community. On the lines below, list the important places in your neighborhood and the things people do there. Try to use some of the New Words in your list.
2. Work together to find pictures showing places in communities around the world. You can look for pictures in magazines and newspapers, or look online.
3. Together, cut out the pictures you like. Tape or glue them to a large piece of paper to make a collage. Remind your student to bring the completed list and collage to class.

What We’re Reading

“Li Min’s Community”

by Susan Henderson

In this story, Li Min tells about her family and different places in her community.

“Working Her Way Around the World”

by Claire Cavanaugh

This photo-essay by Explorer Annie Griffiths Belt shows people around the world working at their jobs.

“Be My Neighbor”

by Maya Ajmera and John D. Ivanko

This photo-essay shows neighborhoods around the world and how people live together in them.

“My Favorite Place”

Children use an Internet bulletin board to tell about favorite places in their communities.

Reach HIGHER

NEW WORDS

2A | UNIT 1 • 2

PART 1

CONTENT

cook
doctor
jobs
nurse
teacher

ACADEMIC

belong
build
care
community
neighbor

PART 2

CONTENT

building
home
hospital
library
park
school

ACADEMIC

area
identify
locate
place
population

Reach HIGHER

Dear Family Member,

“What does it take to survive?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about animal adaptations and how they help animals get what they need to survive. 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 animals and insects that blend into their habitats. Share what you know about how animals do this and why it is good to blend in. Try to use some of the New Words in your discussion.
2. Together, choose an animal that blends into its habitat. Have your student draw a picture of it in the space below. Help 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

“Twilight Hunt”

by Norelle Oliver

In this story, animals use camouflage to hide as a Screech Owl hunts for food.

“Hide and Seek”

This science article tells how animals use color, shape, and size to hide in their habitats.

“Living Lights”

by Dr. Dennis Desjardin

Dr. Dennis Desjardin tells about plants and animals that use light to attract prey, hide, communicate, and reproduce.

“Clever Creatures”

by Douglas Florian

Three poems describe animals with special features that help them survive.

Reach HIGHER

NEW WORDS

2A | UNIT 2 • 2

PART 1

CONTENT

animals
color
habitat
insects
shape
size

ACADEMIC

adaptation
defend
hide
safe
survive

PART 2

CONTENT

features
food
predators
prey
shelter
water

ACADEMIC

attack
attract
message
recognize
seem

Reach HIGHER

Dear Family Member,

“Where do we get water?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the water cycle and water as a natural resource. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview friends and family members about ways they use water. Share what you know about ways people use water in other places. Try to use some of the New Words in your interviews.
2. Work together to make notes from your interviews. On the lines below, write words, phrases, and sentences that tell what you talked about. Use the New Words when you can.
3. Remind your students to bring the completed notes to class.

What We're Reading

“Frog Brings Rain”

by Joseph Bruchac

In this traditional tale, Frog helps First Woman when he turns Water into rain and puts out Fire.

“Make Rain”

by Mimi Mortezaei

This science experiment demonstrates how rain forms and falls from the sky.

“PlayPumps”

by Catherine Clarke Fox

This article describes the PlayPump, an invention that has helped millions of people in Africa get clean water.

“The Mighty Colorado”

by Mimi Mortezaei

The author introduces Explorer Jon Waterman, who works to preserve the Colorado River, a source of water and power for millions of people.

Reach HIGHER

NEW WORDS

2A | UNIT 3 • 2

PART 1

CONTENT

cloud
lake
ocean
rain
sky

ACADEMIC

absorb
become
carry
change
rise

PART 2

CONTENT

draws
invention
machine
pipes
pump
wells

ACADEMIC

clean
healthy
provide
require
source

Reach HIGHER

Dear Family Member,

“What are our responsibilities to each other?”

That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about good deeds and things people do to help others. 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 members who have done heroic things to help others. Try to use some of the New Words in your discussion.
2. Pick one family hero. Use the space below to draw a picture showing how he or she helps others. Add labels to the drawing and explain the drawing on the lines at the right. Use the New Words when you can.
3. Remind your student to bring the completed drawing and explanation to class.

What We're Reading

“Aesop’s Fables”

retold by Shirleyann Costigan

Two fables show that when you do a good deed, help can come from unexpected places.

“Wisdom of the Ages”

Proverbs from seven cultures remind readers to do good deeds.

“Giving Back”

by William Albert Allard

Explorer William Allard describes how a photo he took inspired people to help a boy in need.

“The Water Hero”

by Anna Goy

This web-based news article tells about a person who makes a difference in India.



Reach HIGHER

NEW WORDS

2A | UNIT 4 • 2

PART 1

CONTENT

citizenship
grateful
mean
respect
responsible
thoughtful

ACADEMIC

character
choice
courage
right
save

PART 2

CONTENT

aid
example
heroes
ideas
leaders
serve

ACADEMIC

chance
cost
decide
generous
support

Reach HIGHER

Dear Family Member,

“Why is nature always changing?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about cycles in nature, including weather and the seasons. 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 things that change in nature. Share what you know about why these changes happen. Try to use some of the New Words in your discussion.
2. Work together to make some notes about your discussion. On the lines below, write words, phrases, and sentences that tell your ideas about why nature changes. Use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We're Reading

“When the Wind Stops”

by **Charlotte Zolotow**

In this story, a mother explains that things in nature don't end. They only change or move on to another place.

“Day and Night”

by **Glen Phelan**

This article and experiment explain what causes the pattern of day and night.

“What Makes the Seasons?”

by **Megan Montague Cash**

This poem's speaker describes the four seasons and explains why Earth has them.

“A Winter Wonder”

by **Tyrone Hayes, Ph.D.**

In this article, Explorer Tyrone Hayes explains how the American wood frog adapts to changes in the seasons.

Reach HIGHER

NEW WORDS

2B | UNIT 5 • 2

PART 1

CONTENT

begins
day
Earth
ends
moon
night
shadows
stars

ACADEMIC

appear
motion
observe
pattern
repeat

PART 2

CONTENT

autumn
fall
seasons
spring
summer
weather
winter

ACADEMIC

affect
explain
happen
measure
reason

Reach HIGHER

Dear Family Member,

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

Directions:

1. Together, ask neighbors and family members for examples of community activities that work best when people work together. Try to use some of the New Words in your discussions.
2. Work together to make a list of examples on the lines below. In the first column, write the names of the people you talked to. In the second column, write the examples they gave you.
3. Remind your student to bring the completed list to class.

What We’re Reading

“Domino Soup”

by Carmen Agra Deedy

In this play, neighbors cooperate to make soup from just one domino.

“Stone Soup”

by John Forster and Tom Chapin

This song tells about a soldier who uses stones to make soup for an entire village.

“Saving an Island”

by Anna Goy

This human interest feature tells about how people in a community work together to save their island.

“Mi Barrio”

by George Ancona

This photo-essay shows how a boy helps his community by painting beautiful murals that remind people of their heritage.

NAME

EXAMPLE

Reach HIGHER

NEW WORDS

2B | UNIT 6 • 2

PART 1

CONTENT

alone
society
team member
teamwork
together

ACADEMIC

add
cooperate
enough
possible
share

PART 2

CONTENT

join
organize
plan
project
skills

ACADEMIC

dream
education
opportunity
result
success

Reach HIGHER

Dear Family Member,

“How do living things depend on each other?”

That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the partnerships some plants and animals form to survive. 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 things in nature work together. Share what you know about these partnerships. Try to use some of the New Words in your discussion.
2. Work together to record your thoughts. On the lines below, write words, phrases, and sentences that tell your ideas about partnerships in nature. Try to use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We're Reading

“Go to Sleep, Gecko!”

by Margaret Read MacDonald

In this folk tale, Gecko learns how much his survival depends on other animals in the forest.

“Enric Sala: Marine Ecologist”

by Kristin Cozort

In the article, the author describes the work of Explorer Enric Sala, who studies coral reefs and the many creatures that depend on them.

“Odd Couples”

by Amy Sarver

This science article describes animals that form partnerships in order to survive.

“Working Together”

by Lori Wilkinson

In this article, the author explains how flowers and honeybees help each other survive.

Reach HIGHER

NEW WORDS

2B | UNIT 7 • 2

PART 1

CONTENT

chain
relate
roles
vegetation
wildlife

ACADEMIC

accept
connect
important
necessary
others

PART 2

CONTENT

enemies
partners
respond
species
threaten

ACADEMIC

ability
danger
difficult
unusual
useful

Reach HIGHER

Dear Family Member,

“What does the world mean to you?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about some of the world’s customs, celebrations, landforms, buildings, and structures. 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 people you know who come from different cultures. Share what you know about their cultures. Try to use some of the New Words in your discussion.
2. Work together to record your thoughts. On the lines below, write words, phrases, and sentences that tell your ideas about different cultures. Try to use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We’re Reading

“Something to Write About”

by Susan Henderson

In this story, a boy experiences a variety of ways to celebrate the Dragon Boat Festival.

“Our World Is Many Shades”

by Anna Goy

This poem tells traditions and customs in different parts of the world.

“An Eagle’s Eye”

by Anna Goy

This selection tells about some of the world’s landforms, buildings, and structures.

“This Land Is Your Land”

words and music by Woody Guthrie

Explorer Sam Abell combines his photos of the United States with these song lyrics to express his love of America’s landscape.

Reach HIGHER

NEW WORDS

2B | UNIT 8 • 2

PART 1

CONTENT

beliefs
culture
history
holidays
language
people
traditions

ACADEMIC

alike
celebrate
difference
expect
variety

PART 2

CONTENT

body of water
landform
monument
wilderness
wildlife

ACADEMIC

freedom
remember
seek
symbol
united