

Reach HIGHER

Dear Family Member,

“What makes a family?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about families. 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 you like to do as a family. Where do you like to go together? What do you like to do? Try to use some of the New Words in your discussion.
2. Use the space below to draw a picture of your family doing something together or find a photo of an activity you have done together in the past.
3. Remind your student to bring the photo or completed picture to class.

What We're Reading

“Families in Many Cultures”

by Heather Adamson

Families show the things they do together.

“A Family Celebrates Chinese New Year”

by Anna Goy

This photo-essay tells about family's celebrations in Chinese New Year.

“A Special Day for Victor”

by Susan Henderson

A boy describes a special day spent with his family.

“Postcard to Grandpa”

by Amy Tong

In this postcard, a girl tells her grandfather about something fun she did in Arizona.

Reach HIGHER

NEW WORDS

1A | UNIT 1 • 2

PART 1

CONTENT

family member
meal
family holiday
home

ACADEMIC

care
celebrate
help
play
world

PART 2

CONTENT

special
parents
together
fun
extended family
visit

ACADEMIC

group
idea
place
share
trip

Reach HIGHER

Dear Family Member,

“When is something alive?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how to recognize living and nonliving things. 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 living things and nonliving things. What questions can you ask to check if something is living? Write them below. The questions will become your checklist. Try to use some of the New Words in your checklist.
2. Together, walk around your home. Name the things that you see. For each thing, ask the questions on your checklist. Your answers should tell you if the thing is living or nonliving.
3. Remind your student to bring the completed checklist to class.

What We’re Reading

“Are You Living?”

by **Laura Purdie Salas**

This song describes what living things need.

“A Straw Hat”

by **Lily Block**

This diagram shows how green plants can become a straw hat.

“The Daisy”

by **Lada Josefa Kratky**

In this folk tale, the sun and rain try to persuade a daisy seed to come out of the ground and play.

“Michael Fay and the Giant Redwoods”

by **Gabrielle Burns**

The author explains some things Explorer Michael Fay has learned about redwoods.

Reach HIGHER

NEW WORDS

1A | UNIT 2 • 2

PART 1

CONTENT

breathe
drink
eat
living
move
nonliving

ACADEMIC

alive
energy
exercise
food
health

PART 2

CONTENT

bud
flower
leaf
petal
seed
sun

ACADEMIC

height
length
light
project
ready

Reach HIGHER

Dear Family Member,

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

Directions:

1. In the space below, work together to list things your family buys at the market. Try to use some of New Words in your list.
2. Work together to find pictures of the things on your list. Look in magazines and newspapers, or look online. Cut out the pictures and glue or tape them to a blank piece of paper to create a collage.
3. Remind your student to bring the completed list and collage to class.

What We're Reading

“Markets”

by **Cassie Mayer**

This article explores markets around the world.

“Flower Power”

by **Stephanie Boron**

This article explains how Explorers Cid Simones and Paola Segura helped farmers in Brazil.

“Delivery”

by **Anastasia Suen**

In this poem, buses, trains, planes, and other vehicles make early-morning deliveries.

“Money”

by **Heather Langer**

This fact sheet gives information about money.

Reach HIGHER

NEW WORDS

1A | UNIT 3 • 2

PART 1

CONTENT

buy
food
money
market
shop
sell

ACADEMIC

business
goods
job
needs
wants

PART 2

CONTENT

delivery
factory
neighborhood
ship
store

ACADEMIC

bring
count
earn
service
worker

Reach HIGHER

Dear Family Member,

“How do animals change as they grow?”

That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about growth and change. 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 your student has changed as he or she has grown. Try to use some of the New Words in your discussion.
2. Using the space below, work together to write about, or draw a picture of, something important that has happened to your student while growing up.
3. Remind your student to bring the completed description or drawing to class.

What We're Reading

“Ruby in Her Own Time”

by Jonathan Emmett

A duckling grows slowly, but when it's time to fly, she surprises everyone.

“Turtles: From Eggs to Ocean”

by Mariana Fuentes

Explorer Mariana Fuentes describes how baby sea turtles are born.

“A Butterfly Is Born”

by Fran Downey

The author describes the life cycle of a butterfly.

“Caterpillar”

by Nikki Grimes

In this poem, the speaker compares herself to a caterpillar.

Reach HIGHER

NEW WORDS

1A | UNIT 4 • 2

PART 1

CONTENT

adult
baby
egg
form
grow
hatch
nest

ACADEMIC

before
inside
shape
size
time

PART 2

CONTENT

butterfly
caterpillar
change
chrysalis
insect
pupa

ACADEMIC

attach
born
color
hard
sequence

Reach HIGHER

Dear Family Member,

“How are animals different from one another?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how animals look and how they move. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Walk together around your neighborhood. As you walk, look for animals to observe. Talk about what the animals look like and what they are doing.
2. Using the space below, write your observations. Try to use some of the New Words in your descriptions.
3. Remind your student to bring the completed observations to class.

What We're Reading

“For Pete’s Sake”

by **Ellen Stoll Walsh**

A young alligator feels different from his friends, but he soon learns that he’s not so different after all.

“Alligators”

by **Julie Larson**

Alligator adaptations are described in this science article.

“Slither, Slide, Hop, and Run”

by **Katharine Kenah**

This fact book shows how animals use their body parts to help them move.

“My Crittercam Journal”

by **Greg Marshall**

Explorer Greg Marshall’s journal shows the interesting way he studies animals.

Reach HIGHER

NEW WORDS

1B | UNIT 5 • 2

PART 1

CONTENT

beak
coverings
feathers
fur
mouth
parts
paw
scales
tail

ACADEMIC

alike
body
different
feature
look

PART 2

CONTENT

climb
fly
run
slide
slither
swim

ACADEMIC

back
fact
front
movement
push

Reach HIGHER

Dear Family Member,

“What’s wild about weather?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about weather and 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 the kinds of weather you have where you live. Try to use some of the New Words in your discussion.
2. Work together to complete the list below. On each day of one week, describe the weather where you live. Use the space below to write or draw your descriptions.
3. Remind your student to bring the completed drawings or descriptions to class.

What We’re Reading

“I Face the Wind”

by Vicki Cobb

In this narrative, a girl explores the wind.

“Wind Eagle: A Native American Legend”

retold by Renee Biermann

In this legend, a man and an eagle work together to control the wind.

“A Year for Kiko”

by Ferida Wolff

In this story, a girl experiences the weather in each month of the year.

“Chasing Storms with Tim Samaras”

by Jennifer Tetzloff

In this interview, Explorer Tim Samaras describes his work as a storm chaser.

MONDAY:

TUESDAY:

WEDNESDAY:

THURSDAY:

FRIDAY:

SATURDAY:

SUNDAY:

Reach HIGHER

NEW WORDS

1B | UNIT 6 • 2

PART 1

CONTENT

blows
feels
storm
weather
wind

ACADEMIC

fast
outside
power
soft
strong

PART 2

CONTENT

calendar
cloudy
month
rainy
snowy
sunny
year

ACADEMIC

cold
cool
hot
warm
temperature

Reach HIGHER

Dear Family Member,

“What’s the difference between then and now?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about inventions and technology. 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 old and new ways of doing things. Then have your student interview you about how things were done when you were a child. Try to use some of the New Words in your discussion.
2. Together, choose one old and new way of doing something. Work with your student to draw the old way next to the new way in the space below.
3. Remind your student to bring the completed drawing to class.

What We’re Reading

“Communication Then and Now” by Robin Nelson

The author gives a history of communication.

“Space Adventures”

This blog entry tells about things used in space travel.

“A New Old Tune”

by Pat Cummings

In this story, a boy and his aunt discover an old record player and talk about how things change.

“Invention Poems”

by Anna Goy and Hector Sanchez

Two poems celebrate the spirit of invention.

Reach HIGHER

NEW WORDS

1B | UNIT 7 • 2

PART 1

CONTENT

computer
internet
message
news
now
then

ACADEMIC

communicate
future
history
past
present

PART 2

CONTENT

better
easier
music
new
old
record

ACADEMIC

build
invent
machine
modern
tool

Reach HIGHER

Dear Family Member,

“Why do we need maps?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about maps, signs, and symbols. 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 family members about how they use maps in their everyday lives. Ask them to show you some examples of maps they use. Try to use some of the New Words in your interviews.
2. Choose one map to bring to class. In the space below, explain how your family uses it.
3. Remind your student to bring the map and completed explanation to class.

What We're Reading

“If Maps Could Talk”

by Erika L. Shores

This informational text gives readers an overview of maps and an explanation of how to make one.

“Haiku”

by Richard Wright

In this haiku poem, the speaker gives directions to a peach tree blooming on a city street.

“Little Red Riding Hood”

by Argentina Palacios

In this modern fairy tale, a girl uses a map to outsmart a wolf and save her grandmother.

“How to Make a Compass”

by Michael A. DiSpezio

This article gives step-by-step instructions for making a compass out of common materials.

Reach HIGHER

NEW WORDS

1B | UNIT 8 • 2

PART 1

CONTENT

key
map
meaning
picture
symbol
useful

ACADEMIC

between
corner
distance
show
sign

PART 2

CONTENT

East
left
North
path
right
South
West

ACADEMIC

directions
far
follow
location
near