



Home–School Connection

Level 5, Unit 11

How Is it Made?

Name _____

Date _____

Dear Family,

In class we're learning about how things are made. _____
(*student's name*) wants to share with you what we are learning.

Vocabulary: We're learning words for materials and processes, for example *glass*, *mix*.

Listening: We're listening to a description of how "halwa", a Bahraini candy, is made.

Grammar: We're using the simple present passive to talk about processes, for example *Oil and water **are put** in a pot. / The mixture **is heated***. In the second lesson we're asking questions, and we're using *by* to say who or what does the action, for example ***How is the net put** into the ocean? / **It's put** into the ocean **by** pearl farmers*.

Reading: We're reading *How Pearls Are Made*, about a pearl farm on the Pacific island of Ahe.

Chant: This unit's chant is called *Where Are They From?* It's about the origin of products such as coffee and silver.

Writing: We're learning to write descriptions of personal possessions and to use adjectives in the correct order. We're writing a description of a favorite possession.

Video: We're watching a video about making a traditional Japanese food called *mochi*.

Value: Our value is to think about where things come from. Please talk to your child about the origins of various possessions and types of food.

We'd like you to participate in a home activity to support your child's learning. Thanks for your help!

Sincerely,

_____ (*Teacher*)

Home Activity

Help your child draw a world map or find a map online and print it. Discuss the origins of parts in a toy or ingredients in a dish they like. Use arrows to show the journey of the items on the map and annotate it. For example, for popcorn they could draw an arrow from a corn-producing country to your region and add, *Corn is grown in Mexico and it's shipped to Brazil. Then it's ...*