



Use the different sections of this letter to begin conversations with your child about what he or she is learning.

## Big Idea: How can we prepare for weather?

Ask your child how this week's reading selection helps him or her answer this question.

## This week's reading selection: *Get the Facts*

**Summary:** Mr. Gomez's students have little interest in a visiting meteorologist until a severe thunderstorm and tornado watch threaten their classroom in this informative play.

**Essential Questions:** What are some jobs related to weather? What can scientists do to better predict weather? How does predicting weather improve our lives?

► **DISCUSS** with your child what it might be like to be a meteorologist. Watch a local weather forecast together on television and talk about it afterward.

## Vocabulary

**Focus:** The words below appear in this week's reading selection.

<b>accurate</b>	<i>adjective</i>	without errors or mistakes
<b>concern</b>	<i>noun</i>	worried interest
<b>instruments</b>	<i>noun</i>	tools designed for precise or careful work
<b>meteorologist</b>	<i>noun</i>	an expert in the science dealing with the study of the atmosphere
<b>minimize</b>	<i>verb</i>	to reduce to the smallest or least possible amount or degree
<b>threat</b>	<i>noun</i>	a sign that something dangerous or unfortunate may happen

► **USE** these words while discussing the reading selection.

## Spelling

**Focus:** This week your child will spell words with the long *u* sound, homographs (words that are spelled the same but have different meanings and origins), and multiple-meaning words.

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|----------|------------|------------|
| 1. cue   | 6. tire    | 11. spew   |
| 2. few   | 7. hue     | 12. rescue |
| 3. well  | 8. ring    | 13. park   |
| 4. rose  | 9. value   | 14. rocks  |
| 5. argue | 10. change | 15. light  |

## Challenge

- |            |           |             |
|------------|-----------|-------------|
| 1. pitcher | 2. nephew | 3. continue |
|------------|-----------|-------------|

► **HAVE** your child practice spelling these words.

## Language Arts

**Writing:** Your child will draft, revise, edit, and publish an informative text. He or she will then use a graphic organizer to begin planning an informative/explanatory text about a relative or other adult.

**Grammar:** Your child will also be learning about subjects and direct objects in sentences. The subject is who or what the sentence is about, and the direct object is who or what received the action of the sentence.

► **ASK** your child to write a couple of sentences that describe an adult he or she admires. Work together to identify the subject of each sentence.