



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

Big Idea: What places make up a community?

Ask your child how this week's reading selections help him or her answer this question.

This week's reading selections: *The Zoo Trip*

Summary: Mr. Huff's class takes a trip to the local zoo. They use a map to help them tour the zoo.

Essential Question: Why would a map be useful at a zoo?

► **DISCUSS** places in your community where you have used a map or may use a map in the future.

Inside the Fire Station

Summary: Fire stations are busy places. Firefighters prepare for a fire by cleaning the fire trucks and checking their equipment. Firefighters always have to be ready when the alarm sounds.

Essential Question: What do firefighters do at a fire station?

► **DISCUSS** where the closest fire station is to your home and what the firefighters do there.

Vocabulary

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

check	verb	to look at something carefully to make sure nothing is wrong with it
enjoyed	verb	liked and was happy about
equipment	noun	supplies needed for a special purpose
fight	verb	to work hard to defeat something
local	adjective	located nearby
spread	verb	to open wide; to stretch out
station	noun	a certain type of building for public services
worry	verb	to think about problems or that something bad will happen

► **ADD** the vocabulary words to discussions about the selections and communities.

Phonics

Focus: Your child will learn the following sounds and spellings: /ē/ spelled *e*, *e_e*, *ee*, and *ea*.

► **HAVE** your child write a word that contains each new sound/spelling and draw a picture of it.

High-Frequency Words: Have your child practice reading the following words: *be*, *green*, *or*, *take*, *two*.

Language Arts

Writing: Your child will prewrite and begin drafting a description of a person.

Grammar: Your child will learn how to make nouns that end in *y* plural (*penny*→*pennies*), and how to add commas to a list. (Sam brought a sandwich, grapes, and water for lunch.)

► **HAVE** your child form the plurals of the words *puppy*, *kitty*, and *bird*, and then write a sentence using the words in a list.