



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

Big Idea: In what ways can Earth's surface change?

Your child should think about ways each reading selection over the next six weeks can answer this question.

This week's reading selection: *Mattland*

Summary: Matt feels lonely and frustrated when his family moves to a new neighborhood. Using building scraps, found objects, and his imagination, Matt creates his own world, transforming a muddy plot into Mattland.

Essential Question: What are some of the ways, big and small, that people can change the surface of Earth?

► **DISCUSS** with your child ways that he or she changes or influences your home environment.

Vocabulary

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

jagged	<i>adjective</i>	having sharp points that stick out
peaks	<i>noun</i>	high mountains or the pointed tops of mountains
tufts	<i>noun</i>	bunches of grass or other things that grow
smoothed	<i>verb</i>	made even or level
pasture	<i>noun</i>	a piece of land on which animals graze
plucking	<i>verb</i>	pulling off; picking
wind	<i>verb</i>	to move in one direction and then another
culverts	<i>noun</i>	drains for water under roads, sidewalks, and railroads
prickly	<i>adjective</i>	having small, sharp thorns or points
cleared	<i>verb</i>	became free from darkness; brightened

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

Spelling

Focus: This week your child will spell words with the /ā/ and /ī/ sounds.

- | | | |
|----------|---------|----------|
| 1. mild | 5. bake | 9. able |
| 2. pale | 6. time | 10. kind |
| 3. pilot | 7. sale | |
| 4. paper | 8. ride | |

Challenge

- | | | |
|----------|-----------|----------|
| 1. apron | 3. while | 5. radar |
| 2. final | 4. became | |

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

Language Arts

Writing: Your child will learn about informative/explanatory writing. He or she will focus on using a variety of sentence types (declarative, interrogative, exclamatory, and imperative).

Grammar: Your child will also learn the difference between a complete sentence (has a subject and a predicate) and an incomplete sentence (is missing either the subject or the predicate).

► **ASK** your child to use a declarative sentence to describe the story *Mattland*. Then ask him or her to identify the subject and the predicate that make the sentence complete.