



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

Big Idea: How is science put into action?

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

This week's reading selection: *To Space & Back*

Summary: Sally Ride, the first American woman in space, describes what it is like to be an astronaut on the space shuttle. She begins with the launch procedures and tells what she heard and saw as rockets pushed the shuttle out of Earth's atmosphere into zero-gravity space.

► **DISCUSS** with your child why scientists go to space and what they hope to learn.

Vocabulary Encourage your child to use these words while discussing the reading selection.

orbit	<i>noun</i>	the path an object follows as it moves around another object
application	<i>noun</i>	a formal written request to attain something, such as a job
quarters	<i>noun</i>	a place to live or stay
access	<i>adjective</i>	providing a way to get to something
hatch	<i>noun</i>	an opening in the deck of a ship
harnesses	<i>noun</i>	sets of straps and other gear used to connect a person to something
procedure	<i>noun</i>	a proper way of doing something, usually by a series of steps
shudder	<i>noun</i>	a tremble or shake caused by a strong force
pulsating	<i>adjective</i>	possessing a regular, rhythmic beat
spectacular	<i>adjective</i>	very unusual and impressive

Spelling Practice these words with your child.

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|-------------|---------------|-------------|
| 1. bison | 8. fungi | 15. people |
| 2. cacti | 9. geese | 16. salmon |
| 3. children | 10. lice | 17. series |
| 4. deer | 11. mice | 18. sheep |
| 5. elk | 12. moose | 19. species |
| 6. feet | 13. offspring | 20. women |
| 7. fish | 14. oxen | |

Challenge

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| 1. alumni | 2. axes | 3. bacteria |
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Language Arts

Writing: Your child will review how to use sources and take notes when researching. With the information your child gathers, he or she will choose a topic for informational writing.

Grammar: Your child will learn about, identify, and use coordinating conjunctions.

► **ASK** your child to define coordinating conjunctions and give you three sentences, each containing a coordinating conjunction.