



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 learn from our past?

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

This week's reading selection: *The Dancing Bird of Paradise*

Summary: This biography of noted Japanese American dancer Sahomi Tachibana tells of her early education in Japan, her internment in America during World War II, and the beginning of her dancing career.

Essential Questions: Why do people want to feel like part of a community? How can a community work together to overcome hardship?

► **DISCUSS** with your child why the performing arts might be important for individuals as well as communities.

Vocabulary

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

beckoned	<i>verb</i>	made a signal by moving the hand or head
converted	<i>verb</i>	changed from one thing to another thing
delicate	<i>adjective</i>	finely skilled or sensitive
donned	<i>verb</i>	put on
flared	<i>verb</i>	opened or spread outward
intermission	<i>noun</i>	the time between events or periods of activity
internment	<i>noun</i>	the process of being confined to a certain place during a war
kimono	<i>noun</i>	a loose robe that is tied with a sash
orderly	<i>adverb</i>	free from disturbance, trouble, or violence
poised	<i>verb</i>	kept in balance
sweltered	<i>verb</i>	suffered, sweat, or became faint from heat
swished	<i>verb</i>	moved with a soft, muffled sound

► **USE** the vocabulary words while discussing the selection.

Spelling

Focus: Your child will spell words with various long vowel sounds and words with the same base.

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|------------|------------|-------------|
| 1. snow | 6. campers | 11. decamp |
| 2. happy | 7. blue | 12. refuse |
| 3. unhappy | 8. camping | 13. rule |
| 4. town | 9. campus | 14. happily |
| 5. happier | 10. flew | 15. cue |

Challenge

- | | | |
|---------------|-------------|-----------|
| 1. encampment | 2. polluted | 3. tissue |
|---------------|-------------|-----------|

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

Language Arts

Writing: Your child will use a graphic organizer to plan the details of a fantasy story. He or she will then draft and revise the story with the help of teacher modeling.

Grammar: Your child will also be learning about adverbs, or words that modify verbs, adjectives, or other adverbs.

► **ASK** your child to recall several verbs, or action words, used in his or her fantasy story. Together, think of adverbs that could modify these verbs.