



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

Big Idea: How do the parts of a plant help it grow?

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

This week's reading selections:

Pond Plants

Summary: There are many kinds of plants that live in ponds. They have the same needs as plants that grow in soil.

Essential Questions: Do all plants need to grow in soil? Where have you seen plants growing?

► **DISCUSS** with your child the different plants that grow in your neighborhood.

Vocabulary

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

coating	<i>noun</i>	a thin layer or covering
contain	<i>verb</i>	to have something inside
edible	<i>adjective</i>	safe to eat
float	<i>verb</i>	to sit on top of a liquid
place	<i>noun</i>	in the same spot
purpose	<i>noun</i>	the reason why something is done
store	<i>verb</i>	to collect and save
structures	<i>noun</i>	things made from multiple parts, which have been put together
survive	<i>verb</i>	to continue to live

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

Phonics and Spelling

Spelling Word List

1. lamb	5. thumb	9. gnat
2. limb	6. know	10. gnaw
3. numb	7. knob	11. plumber
4. comb	8. knee	12. knitting

► **HAVE** your child name a word that contains each sound/spelling.

Fruits and Vegetables at Work

Summary: We eat different parts of plants, including roots (*carrots*), bulbs (*onions*), stalks and stems (*celery*), leaves (*lettuce*), flowers (*broccoli*), seeds (*beans*), and fruit (*apples*).

Essential Question: Why do plants and trees grow vegetables and fruit?

► **ASK** your child what his or her favorite vegetables are and tell what part of the plant they come from.

Language Arts

Writing: Your child will revise, edit, and publish his or her opinion piece.

Grammar: Your child will learn that possessive pronouns take the place of possessive nouns and show ownership (*my, mine, yours, her, hers, his, its*).

► **HAVE** your child say a sentence using a possessive noun. Then have him or her repeat the sentence substituting a possessive pronoun.