



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 prepare for weather?

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

This week's reading selection: *Seasons of Change*

Summary: This informational text offers descriptions and data to help readers understand what winter, spring, summer, and fall are like around the country—and around the world.

Essential Questions: How do people adjust to the changing seasons? How can weather help you relate to other people around the world?

► **DISCUSS** with your child what his or her favorite season is and why. Challenge him or her to give specific evidence to support the opinion.

Vocabulary

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

accompany	verb	happen in connection or combination with
cottage	noun	a small house, usually in the country or in a resort
crisp	adjective	keen and bracing, brisk, or invigorating
dissipates	verb	disperses or scatters
droughts	noun	long periods of dry weather
flow	verb	move along slowly or continuously
generates	verb	produces
intense	adjective	very great or strong
precipitation	noun	any form of water that falls to the earth, such as rain, hail, or snow
refreshing	adjective	restoring strength or vitality
safari	noun	a hunting or an investigative trip
unique	adjective	highly unusual or noteworthy

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

Spelling

Focus: Your child will spell words with the long *i* sound, irregular verbs, and abstract nouns.

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| 1. lie | 6. reply | 11. cycles |
| 2. ties | 7. sank | 12. flies |
| 3. went | 8. lit | 13. fight |
| 4. faith | 9. sigh | 14. paid |
| 5. gave | 10. bravery | 15. truth |

Challenge

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| 1. brought | 2. power | 3. brighter |
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► **HAVE** your child practice spelling these words.

Language Arts

Writing: Your child will publish and evaluate an informative piece. He or she will then work with a partner to plan, research, and draft another informative text about an animal.

Grammar: Your child will learn about regular plural nouns (*bicycles, puppies, beaches, leaves*) and irregular plural nouns (*children, people, deer*).

► **ASK** your child what he or she is learning about a animals this week. Discuss the spellings of some of the plural nouns he or she has used.