



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 Overlanders*

Summary: Young Ellie chronicles her 1853 journey west on the Oregon Trail in this fictional diary.

Essential Questions: Why would somebody move to a new community? Who were the first people to live in your community? What obstacles did they overcome?

► **DISCUSS** with your child what your community must have been like long ago. Help him or her do some research about your community's history.

Vocabulary

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

abandon	<i>verb</i>	to give up something completely
acre	<i>noun</i>	measure of land equal to 43,500 square feet
ferry	<i>noun</i>	a boat that carries things across a narrow body of water
territory	<i>noun</i>	land and water under the control of a government
trade	<i>verb</i>	to engage in buying and selling
yoke	<i>noun</i>	a wooden frame that joins two work animals

► **READ** aloud a definition, and ask your child to identify the correct vocabulary word.

Spelling

Focus: This week your child will spell words with the /aw/ sound and irregular comparatives and superlatives.

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|-------------|-----------|------------|
| 1. daughter | 6. most | 11. hawk |
| 2. caught | 7. fought | 12. taught |
| 3. better | 8. yawn | 13. chalk |
| 4. less | 9. bought | 14. least |
| 5. talk | 10. best | 15. auto |

Challenge

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|-----------|----------|-----------|
| 1. squawk | 2. worst | 3. launch |
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► **HAVE** your child practice spelling these words.

Language Arts

Writing: Your child will draft, revise, edit, and publish a tall tale. Then he or she will begin prewriting for a personal narrative, which is a true series of events from a writer's life told in the first-person point of view.

Grammar: Your child will also be learning about compound sentences, which consist of two or more simple sentences joined by coordinating conjunctions.

► **ASK** your child to write a few sentences about himself or herself. Then work together to join some of the sentences to create compound sentences.