



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

**Big Idea:** How do animals interact with their environments?

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

**This week's reading selection:** *Amazing Animals*

**Summary:** This selection describes the special traits that help certain animals survive in the wild, such as color and pattern, body parts, unusual strength, dormant states, and defensive behaviors.

**Essential Questions:** What are some animals that have unique traits or abilities? How do animals use their unique traits or abilities to survive?

► **DISCUSS** a favorite animal with your child. Have him or her describe what the animal looks like and how it survives.

## Vocabulary

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

<b>advantage</b>	<i>noun</i>	something that makes one more likely to succeed than others
<b>defenses</b>	<i>noun</i>	things used to protect oneself
<b>lure</b>	<i>verb</i>	to tempt or attract strongly
<b>terrain</b>	<i>noun</i>	the physical features of a specific place
<b>tolerate</b>	<i>verb</i>	to experience without being harmed
<b>ward off</b>	<i>verb</i>	to keep or force away

► **HELP** your child make flashcards to practice reading and defining these words.

## Spelling

**Focus:** This week your child will spell words with the suffixes *-ness* and *-er*, content words, and words with the same base.

- |             |              |               |
|-------------|--------------|---------------|
| 1. weakness | 6. trumpeter | 11. blindness |
| 2. moved    | 7. fitness   | 12. remove    |
| 3. manager  | 8. movement  | 13. fairness  |
| 4. nation   | 9. zipper    | 14. continent |
| 5. moving   | 10. equator  | 15. swimmer   |

## Challenge

- |              |                |                 |
|--------------|----------------|-----------------|
| 1. elevation | 2. unhappiness | 3. photographer |
|--------------|----------------|-----------------|

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

## Language Arts

**Writing:** Your child will draft, revise, and edit a research report. He or she will focus on organization, varying sentence lengths and types, and including context clues for technical terms that may be unfamiliar to the reader. He or she will also decide what visuals should be included with the report.

**Grammar:** Your child will also be learning about compound subjects and predicates. (*Kim and Matt walked the dogs and finished their homework.*)

► **ASK** your child to write several sentences about his or her research report topic that have a compound subject or a compound predicate.