



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

## Big Idea: How has the United States changed over time?

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

### This week’s reading selection: *Thomas Jefferson Grows a Nation*

**Summary:** When Thomas Jefferson looked at the natural beauty of his new country, he saw a world of almost boundless potential. Jefferson would spend much of his life encouraging farmers to plant new crops, exploring new developments in agriculture, and perhaps most famously, helping to catalogue and promote the plants and animals discovered by the Lewis and Clark Expedition.

► **DISCUSS** different areas of the United States and talk about which areas are most meaningful to you.

**Vocabulary** Read aloud a definition and ask your child to identify the correct vocabulary word.

|                         |                  |   |
|-------------------------|------------------|---|
| <b>brisk</b>            | <i>adjective</i> | quick and lively; refreshing; keen  |
| <b>envision</b>         | <i>verb</i>      | imagined  |
| <b>infestation</b>      | <i>noun</i>      | a state of being filled with pests or vermin                                  |
| <b>uprooted</b>         | <i>verb</i>      | exposed or drew out   |
| <b>bespeaks</b>         | <i>verb</i>      | provides evidence for   |
| <b>minister</b>         | <i>noun</i>      | a person who represents his or her government in a foreign country            |
| <b>commerce</b>         | <i>noun</i>      | the buying and selling of goods   |
| <b>cash crop</b>        | <i>noun</i>      | a crop that is grown to be sold to others                                     |
| <b>hothouse</b>         | <i>noun</i>      | a place that encourages the quick development of something                    |
| <b>committee</b>        | <i>noun</i>      | a group of people brought together to make a decision or evaluate a situation |
| <b>degradation</b>      | <i>noun</i>      | a state of falling apart or breaking up                                       |
| <b>contours</b>         | <i>noun</i>      | the exterior shapes of something  |
| <b>attire</b>           | <i>noun</i>      | clothing  |
| <b>mode</b>             | <i>noun</i>      | a way of doing something  |
| <b>botanical garden</b> | <i>noun</i>      | a garden where plants are grown for scientific inquiry and public display     |
| <b>plainspoken</b>      | <i>adjective</i> | characterized by a simple, straight-forward and honest way of speaking        |

### Spelling Practice these words with your child.

- |               |                |                   |
|---------------|----------------|-------------------|
| 1. acclaim    | 8. exclamatory | 15. justification |
| 2. adjustment | 9. injury      | 16. justify       |
| 3. clamor     | 10. injustice  | 17. perjury       |
| 4. conjure    | 11. judge      | 18. proclaim      |
| 5. declaim    | 12. judicial   | 19. reclaim       |
| 6. disclaimer | 13. juror      | 20. unclaimed     |
| 7. exclaimed  | 14. justice    |                   |

### Challenge

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. declamation | 2. jurisdiction | 3. proclamation |
|----------------|-----------------|-----------------|

### Language Arts

**Writing:** Your child will use a previously-read nonfiction selection as the topic of a response to nonfiction paragraph.

**Grammar:** Your child will learn about, identify, and practice using collective nouns.

► **HAVE** your child discuss the nonfiction text that he or she is using for the writing assignment. Have your child tell you the most important details about the selection.