



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

Big Idea: Why do we need a government?

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

This week's reading selection: *Every Vote Counts*

Summary: This informational text details the election process in the United States, argues for the importance of voting, and offers suggestions for children who want to get involved.

Essential Questions: How do elections work? Why is it important for citizens to participate in elections?

► **DISCUSS** your experiences with voting with your child. Talk about why and how people run for office.

Vocabulary

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

ashamed	<i>adjective</i>	feeling upset or guilty over doing something wrong
candidate	<i>noun</i>	a person who seeks to be chosen for an office
decisions	<i>noun</i>	acts or results of making up one's mind
foundation	<i>noun</i>	the basic idea or principle upon which something stands
immediately	<i>adverb</i>	right away
moral	<i>noun</i>	a lesson about right and wrong that is taught in a story
numerous	<i>adjective</i>	consisting of a great number
pace	<i>noun</i>	rate of speed
participate	<i>verb</i>	join with others and take part in something
populations	<i>noun</i>	the numbers of people who live in a place
prominent	<i>adjective</i>	well known or important
volunteers	<i>noun</i>	people who offer to help by choice with no pay

► **ADD** the vocabulary words to your conversations at home.

Spelling

Focus: This week your child will spell words with the prefixes *ex-*, *en-/em-*, *dis-*, and *auto-*.

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| 1. disprove | 6. distrust | 11. automobile |
| 2. expand | 7. exact | 12. enact |
| 3. autopilot | 8. automatic | 13. explode |
| 4. employ | 9. empower | 14. disband |
| 5. endanger | 10. extra | 15. enable |

Challenge

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| 1. disagree | 2. autobiography | 3. encourage |
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► **HAVE** your child practice spelling these words.

Language Arts

Writing: Your child will publish a persuasive essay. He or she will then do planning, note taking, and drafting for a response to a nonfiction text.

Grammar: Your child will also be learning about the past, present, and future tenses of verbs (*wrote*, *writes*, *will write*).

► **ASK** your child to write several sentences about what he or she did yesterday. Then challenge him or her to change the verbs so they are in the present and future tenses.