

Reach HIGHER

Dear Family Member,

“How do choices affect who you are?” That is the big question that we are exploring in this unit. To answer it, we are reading, writing, and talking about personal choices. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members. Ask them about some of their hardest choices. Try to use some of the New Words in your interviews.
2. On the lines below, work together to make a list of all the information you collected. In the left column, list choices that family members have made. In the right column, list how the choices affected their lives.
3. Remind your student to bring the completed list to class.

What We're Reading

“The Vision of the Sightless”

by **Laura A. Siqueiros**

This biography tells about Louis Braille's life, choosing the most relevant and interesting events to make his story attractive to others.

“A Work in Progress”

by **Aimee Mullins**

In this speech, Mullins talks about how she made the choice to accept her prosthetic legs.

“Hot off the Press

by **Lisa Harkrader**

This story is about how a young girl's sense of responsibility helps her confront tough situations.

“The Spark of Determination”

by **Laura A. Meza**

This biography is about a boy and a brave choice he makes for himself.

CHOICES MADE

INFLUENCES

Reach HIGHER

NEW WORDS

6A | UNIT 1 • 2

PART 1

CONTENT

capable
encounter
figure
reputation
resistance

ACADEMIC

assumption
diverge
exclude
optional
potential

PART 2

CONTENT

associate
confront
preservation
sensitive
tolerance

ACADEMIC

awareness
conform
intent
interaction
involve

Reach HIGHER

Dear Family Member,

“What does it take to survive?” That is the big question that we are exploring in this unit. To answer it, we are reading, writing, and talking about tools for survival. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk about what humans need to survive, such as food, water, shelter, and clothing. Then discuss when your family would need a survival plan. For example, what would your family do in the event of an earthquake, tornado, hurricane, or fire?
2. Outline your plan in the space below.
3. Remind your student to bring the survival plans to class

What We're Reading

“Deception: Formula for Survival”

by Robert Sisson

This science article discusses how adaptations help animals survive.

“Living Nightmares”

by Lynn Brunelle

This science feature focuses on some strange and unusual adaptations that help animals survive.

“Hatchet”

by Gary Paulsen

In this fictional story, a boy makes an important decision after finding himself stranded in the wilderness.

“Survival Stories: The Girl Who Fell from the Sky”

by Juliane Koepcke Diller

The narrator recounts how she survived in the Peruvian rain forest after a plane crash.

Reach HIGHER

NEW WORDS

6A | UNIT 2 • 2

PART 1

CONTENT

camouflage
deception
duplicate
mimic
parasite
variation

ACADEMIC

asset
convince
emerge
ensure
resemblance

PART 2

CONTENT

exhaust
necessity
overcome
reliance
resourceful

ACADEMIC

concentrate
intense
motivation
resilience
resolve

Reach HIGHER

Dear Family Member,

“How can we bring the past to life?” That is the big question that we are exploring in this unit. To answer it, we are reading, writing, and talking about ancient Egypt. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members. Ask what they do to keep your family’s past alive. Try to use some of the New Words in your interviews.
2. On the lines below, work together to make a list of all the information you collected.
3. Remind your student to bring the completed list to class.

What We’re Reading

“Valley of the Kings”

by **Dr. Kent R. Weeks**

In this article, Dr. Weeks describes the discovery and excavation of an ancient Egyptian tomb.

“Animals Everlasting”

by **A.R. Williams**

This article talks about the ancient Egyptian practice of mummifying animals.

“Ahmes’s Journal”

by **Laura A. Meza**

In this fictional diary, a young boy writes about his life in ancient Egypt.

“The Golden Goblet”

by **Eloise Jarvis McGraw**

In this story, a boy tries to protect a tomb from thieves.

Reach HIGHER

NEW WORDS

6A | UNIT 3 • 2

PART 1

CONTENT

archaeological
artifact
chronological
civilization
dynasty
pharaoh
tomb

ACADEMIC

analytical
depict
powerful
representation
reveal

PART 2

CONTENT

chamber
command
hieroglyphics
peer
plunder
procession

ACADEMIC

consider
contribute
impact
perspective
significant

Reach HIGHER

Dear Family Member,

“Why is diversity important?” That is the big question that we are exploring in this unit. To answer it, we are reading, writing, and talking about plants and animals on Earth. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members. Ask them what their favorite wild plants and animals are. Try to use some of the New Words in your interviews.
2. On the lines below, work together to make a list of different plants and animals your family members like. Choose one plant or animal and learn more about it. What would happen if this plant or animal no longer existed?
3. Remind your student to bring the completed list to class.

What We're Reading

“A Natural Balance”

by **Nora L. Deans**

In this environmental report, the author describes how our actions impact the environment.

“Mireya Mayor”

by **Mireya Mayor**

This article describes Mireya Mayor's work to save Madagascar's rainforests.

“If Trees Could Talk”

by **Lisa Harkrader**

In this story, two children work together to save a park.

“The Super Trees”

by **Joel Bourne**

This essay shares what biologist Mike Fay learned during his trek through the redwoods.

Reach HIGHER

NEW WORDS

6A | UNIT 4 • 2

PART 1

CONTENT

dependent
endangered
extinct
policy
recover
thrive

ACADEMIC

appeal
effective
factor
protection
sustain

PART 2

CONTENT

deforestation
ecological
landscape
management
regulate

ACADEMIC

advocate
intervene
obligation
participate
utilize

Reach HIGHER

Dear Family Member,

“Why do people take a stand?” That is the big question that we are exploring in this unit. To answer it, we are reading, writing, and talking about the Civil Rights Movement and children’s rights. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members. Ask them when they have stood up for human rights. Try to use some of the New Words in your interviews.
2. On the lines below, work together to make a list of all the information you collected. In the left column, write what your family member stood up for. In the right column, write why they stood up for these things.
3. Remind your student to bring the completed list to class.

What We’re Reading

“The Civil Rights Movement”

by Kevin Supples

This article covers some key events that took place during the civil rights movement.

“Rosa Parks”

by Rosa Parks

In her memoir, Rosa Parks describes what happened when she refused to give up her seat on the bus.

“Ayanna Sits In”

by Lisa Harkrader

This story is based on the life of a young girl’s commitment to fight for the rights of African Americans.

“Roll of Thunder, Hear My Cry”

by Mildred D. Taylor

In this story, a young girl supports her brother and refuses to accept inequality.

Reach HIGHER

NEW WORDS

6B | UNIT 5 • 2

PART 1

CONTENT

boycott
demonstration
discrimination
integrate
prejudice
separate

ACADEMIC

endeavor
implement
inherent
position
react

PART 2

CONTENT

declaration
defensively
humanity
indignation
innocence

ACADEMIC

authority
commitment
intention
presume
reinforce

Reach HIGHER

Dear Family Member,

“How can we feed a growing planet?” That is the big question that we are exploring in this unit. To answer it, we are reading, writing, and talking about ways of growing and distributing food. Be a part of our investigation! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Discuss some ways that people can help feed others. Choose one idea and talk about how it could be done in your community.
2. Write about your idea on the lines below.
3. Remind your student to bring the completed writing to class.

What We're Reading

“Seedfolks”

by Paul Fleischman

This story is about how people worked together to turn a vacant lot into a community garden.

“Soul-Soothing Soups”

by Kristin Donnelly

In this interview, Mary Ellen Diaz talks about her soup kitchen, First Slice, and how she works to feed the hungry.

“The End of Plenty”

by Laura A. Meza

This article discusses different global food issues.

“How Altered”

by Jim Richardson and Jennifer Ackerman

This article presents the benefits and risks of genetically modified foods.

Reach HIGHER

NEW WORDS

6B | UNIT 6 • 2

PART 1

CONTENT

donate
equip
inspiration
nutritious
practical
welfare

ACADEMIC

devote
envision
eventually
incentive
supplement

PART 2

CONTENT

gene
global
organic
poverty
production
virus

ACADEMIC

controversy
crucial
eliminate
innovate
modified

Reach HIGHER

Dear Family Member,

“Why should we study ancient cultures?” That is the big question that we are exploring in this unit. To answer it, we are reading, writing, and talking about ancient China. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members. Ask them what they know about people, events, or inventions from ancient China. Try to use some of the new words in your interviews.
2. On the lines below, record the facts you collected. In the left column, list what your family members shared. In the right column, list why you think these things are important.
3. Remind your student to bring the completed list to class.

FACTS

What We’re Reading

“The Emperor’s Silent Army”

by Jane O’Connor

This history article explores the reign of Emperor Qin and reveals the mystery behind the terracotta army.

“A Silent Army”

by Jacqueline Ball and Richard Levey

This article describes how Qin’s terracotta army was discovered, how it was made, and how it is being preserved.

“Where the Mountain Meets the Moon”

by Grace Lin

In this story, a young girl dreams of changing her family’s fortune.

“Mu Lan: The Girl Who Knew No Fear”

by Joyce McGreevy

In this play, a young girl disguises herself in order to serve in the Chinese army.

OPINIONS

Reach HIGHER

NEW WORDS

6B | UNIT 7 • 2

PART 1

CONTENT

ancestor
conquest
empire
infrastructure
revolt

ACADEMIC

aspect
assemble
domain
foundation
unify

PART 2

CONTENT

despair
invasion
legendary
precious
subordinate

ACADEMIC

expertise
inquiry
integrity
pose
promote

Reach HIGHER

Dear Family Member,

“How does studying Earth tell us about other planets?” That is the big question that we are exploring in this unit. To answer it, we are reading, writing, and talking about features of Earth and space. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members. Ask them to name and describe the most amazing feature on Earth or in space that they have seen or read about. Try to use some of the new words in your interviews.
2. On the lines below, list the feature and its location in the left column. In the right column, list details about the feature.
3. Remind your student to bring the completed list to class.

FEATURES & LOCATION

What We’re Reading

“Finding Mars on Earth”

by **G.K. Gilbert**

This science article describes how some features on Earth are similar to those found on Mars.

“Here, There, and Beyond”

by **Glen Phelan**

This science article covers some interesting facts about planets and other objects in space.

“Journey to the Center of the Earth”

by **Jules Verne; adapted by Melissa Ulrich**

A young man and his uncle travel to the center of the Earth in this adaptation from a classic science fiction story.

“Deep Into Darkness”

by **Beth Geiger**

This science feature describes some of the amazing things found in caves.

DETAILS

Reach HIGHER

NEW WORDS

6B | UNIT 8 • 2

PART 1

CONTENT

composition
crater
erode
geologic
survey
terrain

ACADEMIC

analogy
distinct
simulate
structural
transform

PART 2

CONTENT

cavern
formation
navigation
passage
subterranean

ACADEMIC

circumstance
constant
estimate
perceive
undertake