

# Reach HIGHER

## Dear Family Member,

### “How can where you are change who you are?”

That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about immigration. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

### Directions:

1. Talk together about where your family is from and where you live now. Do you know any anecdotes, or true stories, about your family's history? Share them. Try to use some of the New Words in your discussion.
2. Together, choose one anecdote about your family's history. Write it on the lines below.
3. Remind your student to bring the completed anecdote to class.

## What We're Reading

### “My Diary Across Places and Time”

by Robyn Montana Turner

In this story, a boy keeps a diary to record his thoughts and feelings about moving back to Brazil from the United States .

### “I Was Dreaming to Come to America”

by Veronica Lawlor

In these oral histories, European immigrants describe their arrival in the United States.

### “A Writer's Journey: A biography of Xiaolu Guo”

by Penelope McKimm

This biography reveals a writer's life in China and in England.

### “Migrant Stories from Around the World”

by Penelope McKimm

In this documentary, young immigrants from around the world talk about their lives.

# Reach HIGHER

## NEW WORDS

5A | UNIT 1 • 2

### PART 1

#### CONTENT

country  
culture  
education  
employment  
immigration

#### ACADEMIC

opportunity  
refuge  
symbol  
transition  
translate

### PART 2

#### CONTENT

citizenship  
custom  
ethnic  
foreign  
origin

#### ACADEMIC

adapt  
challenge  
diversity  
identity  
society

# Reach HIGHER

## Dear Family Member,

**“What is the power of the sun?”** That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about solar energy. 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 if they know any stories, songs, poems, or sayings about the sun. Try to use some of the New Words in your interviews.
2. Together, make notes of your interviews on the lines below. Write words, phrases, and sentences that will help you remember the ideas you collected.
3. Remind your student to bring the completed notes to class.

## What We're Reading

### **“Ten Suns: A Chinese Myth”**

retold by Eric A. Kimmel

In this myth, too many suns fill the sky and almost destroy the Earth.

### **“How the Fifth Sun Came to Be: An Aztec Myth”**

retold by Lulu Delacre

In this myth, Aztec gods choose one god to become the Sun.

### **“Energy for the Future”**

by Thomas Taha Rassam Culhane

In this blog, Explorer Thomas Culhane and his students create a solar-powered water heater for their school.

### **“How to Make a Solar Oven”**

by Solargirl

This online article explains how to make a solar-powered oven from common materials.

# Reach HIGHER

## NEW WORDS

5A | UNIT 2 • 2

### PART 1

#### CONTENT

absorb  
heat  
reflect  
thermal  
transmit

#### ACADEMIC

assume  
event  
explanation  
power  
theory

### PART 2

#### CONTENT

circuit  
conduct  
current  
electrical  
insulate  
solar  
volt  
watt

#### ACADEMIC

alternate  
decrease  
energy  
obstacle  
rely

# Reach HIGHER

## Dear Family Member,

**“How are animals and plants dependent on one another?”** That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how living things are connected. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

### Directions:

1. Work together to interview friends and family members. Ask them to share examples of the living things they depend on every day. Try to use some of the New Words in your interviews.
2. Together, list all the examples you collected on the lines below.
3. Remind your student to bring the completed list to class.

## What We're Reading

### “Coyote and Badger”

by Bruce Hiscock

In this story, a coyote and a badger survive by learning to hunt together.

### “Living Links”

by Diane Salisian

In this article, the author describes common desert food chains.

### “Fish of the Future”

by Cheryl Block

In this interview, Explorer Tierney Thys tells about the amazing ocean sunfish.

### “Phyto-Power!”

by Mary M. Cerullo

In this science article, the author explores the important role of phytoplankton in ocean ecosystems.

# Reach HIGHER

## NEW WORDS

5A | UNIT 3 • 2

### PART 1

#### CONTENT

carnivore  
consumer  
food chain  
herbivore  
omnivore  
producer

#### ACADEMIC

cooperate  
essential  
partnership  
store  
transfer

### PART 2

#### CONTENT

chlorophyll  
magnify  
microscope  
nutrients  
photosynthesis

#### ACADEMIC

classify  
investigate  
observe  
propose  
specialize

# Reach HIGHER

## Dear Family Member,

**“What is justice?”** That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about fairness and human 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. Have them explain what justice means to them. Then ask them to share examples of justice. Try to use some of the New Words in your interviews.
2. Together, write the definitions and examples you collected on the lines below.
3. Remind your student to bring the completed notes to class.

## What We're Reading

### “Crossing Bok Chitto”

by Tim Tingle

In this pre-Civil War tale, an enslaved family gets help as they escape to freedom.

### “Journey to Freedom”

by Peter Winkler

In this history article, the author describes the Underground Railroad, a network of people who help enslaved people escape to freedom.

### “The Troublemaker: The Story of Nelson Mandela”

by Penelope McKimm

In this biography, the author describes Nelson Mandela’s fight against the apartheid laws in South Africa.

### “Sisters Fighting for the Oceans”

by Penelope McKimm

This article tells about two teenage activists fighting for environmental justice.

# Reach HIGHER

## NEW WORDS

5A | UNIT 4 • 2

### PART 1

#### CONTENT

abolish  
emancipation  
escape  
law  
plantation  
slavery

#### ACADEMIC

distinguish  
equality  
freedom  
risk  
route

### PART 2

#### CONTENT

conditions  
demands  
labor  
nonviolence  
protest  
strike

#### ACADEMIC

barriers  
conflict  
demonstrate  
oppose  
require



# Reach HIGHER

## Dear Family Member,

**“Why is water so important?”** That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the water cycle and how people depend on it. 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 to find out the different ways they use water. Ask them to share examples. Try to use some of the New Words in your interviews.
2. On the lines below, work together to list all the examples you collected.
3. Remind your student to bring the completed list to class.

## What We're Reading

### “One Well”

by Rochelle Strauss

In this article, the author explains why water is so important to all life on Earth.

### “Picturing the Pantanal”

by Lisa Berti

In this article, the author explains how Explorer Maycira Costa studies one of the world's largest wetlands.

### “My Great-Grandmother's Gourd”

by Cristina Kessler

In this story, a girl and her grandmother save water for their village.

### “The Frog That Swallowed All the Water”

retold by Penelope McKimm

In this legend, a group of animals that work together to save their water from a selfish frog.

# Reach HIGHER

## NEW WORDS

5B | UNIT 5 • 2

### PART 1

#### CONTENT

atmosphere  
condensation  
evaporation  
fresh water  
precipitation  
runoff  
water cycle  
watershed

#### ACADEMIC

access  
consequence  
conservation  
deplete  
shortage

### PART 2

#### CONTENT

aquifer  
canal  
channel  
climate  
course  
gourd  
region

#### ACADEMIC

acquire  
availability  
capacity  
distribution  
scarcity

# Reach HIGHER

## Dear Family Member,

**“What does it take to settle a new land?”** That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the history of the western United States. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

### Directions:

1. Talk together about the history of your town or state. Share what you know about how and when it was settled. Try to use some of the New Words in your discussion.
2. At the top of the note card below, write the name of your town or state. In the middle of the note card, write something interesting you know about its history.
3. Remind your student to bring the completed note card to class.

## What We're Reading

### **“Westward Bound!”**

by **Michael J. Noble**

This article explains how the western United States was settled.

### **“A Day in the Life of a Cowboy”**

by **Phyllis Edwards**

In this essay, the life and work of a young vaquero is illustrated with photos by Explorer William Allard.

### **“The Road to Rhyolite”**

by **Shirleyann Costigan**

In this play, a clever coyote narrates the story of Rhyolite, an old western boomtown.

### **“Rhyolite: The True Story of a Ghost Town”**

by **Diane Siebert**

This poem describes the rise and fall of Rhyolite, Nevada.

# Reach HIGHER

## NEW WORDS

5B | UNIT 6 • 2

### PART 1

#### CONTENT

construction  
gold rush  
ranching  
reservation  
settler

#### ACADEMIC

establish  
expansion  
explore  
frontier  
individual

### PART 2

#### CONTENT

boomtown  
claim  
ghost  
town  
investor  
limited  
resources  
mining

#### ACADEMIC

development  
discovery  
economy  
population  
speculate

# Reach HIGHER

## Dear Family Member,

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

### Directions:

1. Talk together about how trash is processed in your home. What gets reused? What gets recycled or composted? What is thrown away? Share your thoughts. Try to use some of the New Words in your discussion.
2. Work together to make a list of how you process your trash. In the first column, name the trash item. In the second column, describe what your family does with it.
3. Remind your student to bring the completed list to class.

## What We’re Reading

### “The World of Waste”

by **Marybeth Lorbiecki**

In this persuasive article, the author explains why it is important to reduce, reuse, and recycle trash.

### “Message in a Bottle”

by **David de Rothschild**

In this essay, Explorer David de Rothschild explains why he is sailing around the world in a boat made of plastic bottles.

### “Where I Live”

by **Gary Soto**

In this story, an energetic 12-year-old tries to improve her town’s environment.

### “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out”

by **Shel Silverstein**

In this funny poem, a stubborn girl refuses to take out the trash.

### Name of Trash Item

---

---

---

---

---

---

---

---

### What You Do with It

---

---

---

---

---

---

---

---

# Reach HIGHER

## NEW WORDS

5B | UNIT 7 • 2

### PART 1

#### CONTENT

plastic  
pollution  
recycle  
reduce  
renewable  
reuse

#### ACADEMIC

argument  
balance  
debate  
evidence  
solution

### PART 2

#### CONTENT

biodegradable  
dispose  
generate  
landfill  
transform

#### ACADEMIC

affect  
behavior  
benefit  
effect  
responsibility

# Reach HIGHER

## Dear Family Member,

“How can one idea change your future?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how people start businesses. 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 about special products and services they like. Ask them to share examples. Try to use some of the New Words in your interviews.
2. Work together to make a list of the information you collected. In the first column, describe the product or service your family member likes. In the second column, write why your family member likes it.
3. Remind your student to bring the completed list to class.

## What We're Reading

### “Starting Your Own Business: Seven Steps to Success”

by Arlene Erlbach

Step-by-step instructions show kids how to start their own businesses.

### “Blind teen starts business creating Braille restaurant menus”

by Jane Rider

This newspaper article describes how a teenager started a unique business.

### “The Music Maker”

by Robyn Montana Turner

This story tells how a girl's smart ideas help her family's business.

### “Another Way of Doing Business”

by Greta Gilbert

This article explains how elephant poachers were able to stop poaching by starting new businesses.

## PRODUCT OR SERVICE

corn flakes cereal

## WHY?

It tastes good in the morning.

# Reach HIGHER

## NEW WORDS

5B | UNIT 8 • 2

### PART 1

#### CONTENT

business  
earnings  
expenses  
goods  
income  
profit  
services

#### ACADEMIC

analyze  
apply  
cost  
supply  
value

### PART 2

#### CONTENT

borrow  
credit  
debt  
entrepreneur  
loan

#### ACADEMIC

advantage  
determine  
favorable  
influence  
organization