

## **Dear Family Member,**

Welcome to our next unit of study, “We Use Goods and Services.”

This week we begin our ninth unit in the Benchmark Advance program. As with the previous units, I am suggesting activities you and your child can do together at home to build on the work we’re doing in class.

In this unit, students will explore the role commerce plays in communities. For example, in one selection they’ll read about and compare different services provided in communities and find out which services kids think are most important and why. The selections in this unit feature a variety of genres, including informational texts, realistic fiction, fairy tales, and poetry.

Recognizing the role of goods and services is an important topic to understand, and one you and your child can explore further at home.

As always, should you have any questions about our reading program or about your child’s progress, please don’t hesitate to contact me.

# We Use Goods and Services

In this unit, we'll read about goods and services and think in depth about the question "Why do people trade with each other?" Here are some activities designed to continue the conversation about goods and services, and to build on the skills and concepts your child is learning in school. As you explore the role of commerce in the community, use these activities as a springboard for conversation.

## Topic Connection

### Goods and Services in Action

In a notebook, help your child create a two-column chart. Label one side "GOODS" and the other "SERVICES." Bring the notebook and pencil as you go on a neighborhood walk. Make sure to pass by the post office, fire station, local market, etc. Have your child take notes on the goods and services you both see along the way, marking them in the appropriate column.

## Vocabulary Connection

### Good or Service?

Your child is learning new words associated with goods and services, such as **milk, processing, almond, protect, dentist, helping, making, work, shoemaker, workbench, milked.** Write these words on index cards and place them face down in a pile. Take turns choosing a word. Discuss what the word means and whether it is associated with goods, services, or both, and why.

## Comprehension Connection

### Step by Step

Several of the selections we'll be reading in class are examples of procedural text. For example, the selection "From Dairy Farm to You" explains the process of how milk gets from a farm to our table. You can practice identifying steps in a process—an important reading skill—with your child by pointing out examples of procedural text in their daily lives, such as recipes and directions. Then challenge your child to put steps in order by explaining to you how to play her favorite game, make her favorite recipe, etc.

## Phonics Connections

### Sound Match

In our phonics instruction, your child is learning to recognize words with the /oi/ sound, as in **join** and **boy**, and words with the /ou/ sound as in **house** and **clown**. With your child, cut out pictures of words that have /oi/ and /ou/ sounds and glue them on index cards. Or, you can draw pictures of these words. Examples may include **coin, boy, toy, point, noise, cow, clown, round, frown, house, mouse, shout.** You can add more. Place the cards or papers face down in rows. Turn two cards over. If the sounds on the two cards match, the player takes the cards. If they don't, turn them back over. Take turns.