

Dear Family Member,

Welcome to our next unit of study, “Spending Time and Money.”

In this unit, we’ll be learning about economics, and how people choose to spend or save resources like materials, time, and talents. We’ll meet characters like Grasshopper, Lucky Hans, and the Milkmaid, who learn the importance of planning for hard times and of working hard to make dreams happen. Your child will also be reading informational texts about the business of farmers’ markets and about the steps involved in transforming fruit into jam. And we’ll also consider the wisdom of some of Benjamin Franklin’s sayings like, “A penny saved is a penny earned.”

I hope you’ll find that “Spending Time and Money” is a timely unit that manages to make the concepts of economics come alive for your child. As usual, please don’t hesitate to contact me should you have any questions about our reading program or about your child’s progress.

Spending Time and Money

In this unit, we read about the economic choices people make, and we think in depth about the question “What do our economic choices tell us about ourselves?” Here are some activities designed to continue the conversation about spending time and money and to build on the skills and concepts your child has learned in school. Hopefully you’ll even have some fun, too, as you work together!

Topic Connection

Save It Up!

At home, you can build on some of the concepts we discussed in class. Brainstorm together about ways your child can earn money. Can she return cans or bottles? Can he walk a neighbor’s dog? Or can she shovel snow or rake leaves? Or can he or she collect an allowance? After you’ve come up with a way of earning money, discuss how to set spending and saving goals.

Vocabulary Connection

Vocabulary In Context

In school, students are learning new words from this unit including **affect, booming, briskly, chunkier, companion, ideal, obviously, plaza, shrugged, sprawled, staggered,** and **technique.**

You can support students’ word knowledge by using these words in meaningful contexts as you share everyday experiences, read newspapers and magazines, and view television or movies.

Comprehension Connection

First, Second, and Third!

One selection we’ll be reading includes a detailed description of the process of producing and selling jam. Reading informational texts and then putting the steps in order is an important skill. To review this skill, read simple recipes or directions with your child. Ask your child to retell the steps in order.

Word Study Connections

Prepare to Review!

In our word study instruction, students are learning to recognize prefixes such as *pre-* (“before”) and *re-* (“back, again”). To help your child gain fluency with these prefixes, create a 4 x 4 game board with a common root word in each box such as *arrange* or *order*. Next make a playing disc: On one side, write “pre”; on the other, write “re.” Flip the disc. If, for example, it lands on “re,” add “re” to one of the words to make a new word and mark that box with an X. The next player flips, makes a word with the prefix, and marks the box with an O. First person to get four Xs or Os in a row wins. (Not all words can take both prefixes!)