

## **Dear Family Member,**

Welcome to our next unit of study, “Forces and Motion.”

Congratulations to your child! We’ve reached the tenth and final unit of study in the Benchmark Advance program. As with the previous units, I am providing suggested activities you and your child can do together at home to build on the work we’re doing in class.

The selections in this unit will encourage your child to think about movement, from running and riding a bike to kicking a ball and floating in a hot air balloon. The selections include a variety of genres, such as informational texts, poems, and realistic fiction. This final unit is sure to get you and your child moving and grooving!

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

# Forces and Motion

In this final unit, we'll read about forces and motion as we think about the question "What makes things move?" Here are some activities designed to continue the conversation about forces and motion, building on skills and concepts your child has learned in school. Get moving!

## Topic Connection

### Moving and Grooving

Explore with your child the many types of motion that take place all around us every day. Point out fast movements, like a dog running or a car driving, and encourage your child to find other examples of fast motion. Then find examples of slow movements, such as the a turtle or a sloth. Observe things that move mechanically, like an airplane overhead, as opposed to things that nature causes to move, such as wind blowing leaves on a tree.

## Vocabulary Connection

### Vocabulary Charades

In school, your child is learning words related to forces and motion. Some of these words include **down, up, fast, slow, push, pull, steer**. Write these words and others related to force and motion on scraps of paper and fold them up. Take turns choosing a word and acting it out for the other to guess.

## Comprehension Connection

### Cause and Effect

Several of the selections we'll read in class describe what causes movement. For example, we'll read that kicking is a force that causes a ball to move. Recognizing cause and effect in a text is an important reading skill. Practice this skill by modeling examples of cause and effect, such as clapping two pot lids together (cause) to create a loud noise (effect) or dropping a ball (cause) so that it bounces (effect). With each example, prompt your child to identify the cause and effect. As an extra challenge, have your child create a cause-and-effect situation.

## Phonics Connections

### I Spy a Long E

In our phonics instruction, your child is reading words that have a long *e* sound, as in **see** and **me**. Play a game in which you and your child look for things that have a long *e* sound. When you spy one, say "I spy a long *e*" and then describe the object without saying it. For example, if it's a tree, you can give clues such as "It has leaves and branches." Your child guesses the long *e* word.