

***Reading Mastery Signature Edition, Grade 4 / Home Letter 1*** (after Lesson 10)

Dear Family,

We're off to another exciting school year! Your child will be learning hundreds of new vocabulary words and important comprehension skills in *Reading Mastery Signature Edition, Grade 4*. Reading with fluency and accuracy will become increasingly important for your child as the reading materials become more complex.

Research tells us that when the family becomes involved in the child's learning, the child makes better progress. Your child is growing up and becoming more independent, but helping your child with schoolwork will make a real difference!

At the end of every tenth lesson, I will be sending you the *Reading Mastery Signature Edition* home letters to give you helpful and timely information on topics you can help work on at home. They include

- information your child has been learning.
- important vocabulary words to review.
- an activity to help your child learn at home.

Even though the school year is just beginning, there are some things you can do from home now to help your child get started right:

- Visit your local library to check out books as often as possible.
- Make reading a family event. Silent read books of choice as a family, read to your child, and/or ask your child to read to you as often as possible.
- Provide a quiet place at home to read or study.
- Ask to see your child's homework and set up expectations for completion. Give as much help as needed.
- If homework involves studying for a test or quiz, ask your child a few questions to make sure the information has been learned.
- Praise your child for good reading and study habits.

Your involvement will be an exciting and helpful addition to your child's learning process! If you have any questions or want more ideas about how to help your child with reading, please contact me at the school. I'd be happy to talk with you.

Sincerely,

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**Reading Mastery Signature Edition, Grade 4 / Home Letter 2** (after Lesson 20)

Your child has completed the first 20 lessons of *Reading Mastery Signature Edition*, Grade 4. Here's an update on some of the things your child has learned.

What's New?		
<p><b><i>The Cowardly Lion</i></b> Ask your child:</p> <ul style="list-style-type: none"> <li>• How does everyone in the forest expect the lion to act? (<i>Brave, he's supposed to be King of the Beasts.</i>)</li> <li>• Does he act that way? How does he act? (<i>No, he's afraid of everyone, he's cowardly.</i>)</li> <li>• The lion learned that if he did something, everybody got out of his way. What did he learn to do? (<i>Roar at them.</i>)</li> </ul>	<p><b><i>The River</i></b> “On the other side of the water, they could see the yellow brick road running through a beautiful country with green meadows dotted with bright flowers and trees....”</p> <ul style="list-style-type: none"> <li>• Where did they accidentally leave the Scarecrow? (<i>Stuck on a pole in the middle of the river.</i>)</li> </ul>	<p><b>Expressive Reading</b> Reading with expression is important when reading aloud and adds depth to the story.</p> <p>Ask your child to read aloud with expression for you!</p>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence.

Vocabulary		
fortunate	remarkable	odor
hearty	strides	therefore
inconvenient	dreadful	stunned
jagged	meadow	presence
comrade	scarcely	spectacles

We have been reading *The Wonderful Wizard of Oz* by L. Frank Baum. Our version is a little shorter than the original book, but the story remains the same. It is an entertaining story! Ask to hear more!

**Activity Page**

On the next page, you'll find an activity you can do with your child. Have fun!

**Reading Mastery Signature Edition, Grade 4 / Home Letter 3** (after Lesson 30)

Your child has completed Lessons 21-30 of *Reading Mastery Signature Edition*, Grade 4. Here's an update on some of the things your child has learned.

<b>What's New?</b>		
<p><b>The Journey Back</b> Ask your child:</p> <ul style="list-style-type: none"><li>• The book says the travelers were <b>reunited</b>. What does that word mean? (<i>Back together again.</i>)</li><li>• How did the travelers find their way out of the yellow fields? (<i>They ask the field mice for directions, and call the flying monkeys to take them back to the Emerald City.</i>)</li><li>• Did Oz want to see the travelers back? How did they get him to see them? (<i>No. They told him they would call the winged monkeys if he did not see them.</i>)</li></ul>	<p><b>Brains, Heart, and Courage</b> Ask your child:</p> <ul style="list-style-type: none"><li>• What did the Scarecrow want? What did Oz give him? (<i>He wanted a brain. He got pins and needles.</i>)</li><li>• What was the Tin Woodman's 'heart' made of? (<i>Silk and sawdust.</i>)</li><li>• Who went back to Kansas with Dorothy? How did they get there? (<i>Toto. She clicked her heels together three times and asked to go home.</i>)</li></ul>	<p><b>Expressive Reading</b> Remember, reading with expression is important when reading aloud and adds depth to any story.</p> <p>Ask your child to read aloud with expression for you!</p>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence.

<b>Vocabulary</b>		
enormous willingly pure seize feast	cunning mischief overheard imitate gradually	deceive shears extend utter whisk

We are almost done reading *The Wonderful Wizard of Oz* by L. Frank Baum. It has been a fun and exciting story! Ask your child about their favorite chapter so far!

**Activity Page**

On the next page, you'll find an activity you can do with your child. Have fun!

**Reading Mastery Signature Edition, Grade 4 / Home Letter 4** (after Lesson 40)

Your child has completed Lessons 31—40 of *Reading Mastery Signature Edition*, Grade 4. Here's an update on some of the things your child has learned.

What's New?		
<p><b>The Ugly Duckling</b> Ask your child:</p> <ul style="list-style-type: none"><li>• How do you think the big gray egg got into the nest? <i>(Another bird slipped it in while she was swimming.)</i></li><li>• How did the ugly duckling differ from the other ducklings? Was he happy about it? <i>(He's taller, has a long neck, is brown. He becomes sadder and sadder.)</i></li></ul>	<p><b>A Horse to Remember</b> Ask your child:</p> <ul style="list-style-type: none"><li>• How do you think the mayor's son felt about Nellie winning the race? <i>(Angry, unhappy, embarrassed)</i></li><li>• What does name your own price mean? <i>(Sell something for as much as you want.)</i></li><li>• What did people say about the "Grand National" course? <i>(It's the most demanding in the world.)</i></li></ul>	<p><b>Review</b> Ask your child:</p> <ul style="list-style-type: none"><li>• What is the lion supposed to be? <i>(Answer: "The King of All Beasts".)</i></li><li>• The book says the travelers were <b>reunited</b>. What does that mean? <i>(Answer: Brought back together.)</i></li><li>• Why is reading with expression important?</li></ul>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence. Make it even more challenging; use more than one of these words in the same sentence!

Vocabulary		
reeds echo reflection moss pasture	nudge stall exhausted abruptly dilapidated	shabby magnificent prance frantically relatives

We have read many good fictional stories! Ask your child what they liked best about *The Ugly Duckling* or *A Horse to Remember*.

**Activity Page**

On the next page, you'll find an activity you can do with your child. Have fun!

**Reading Mastery Signature Edition, Grade 4 / Home Letter 5** (after Lesson 50)

Your child has completed Lessons 41-50 of *Reading Mastery Signature Edition*, Grade 4. Here's an update on some of the things your child has learned.

<b>What's New?</b>		
<p><b>Domesticated and Wild Animals</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• What are the two groups of animals? (<i>Wild and domestic</i>)</li> <li>• What's the rule about wild animals? (<i>Wild animals do not live with people.</i>)</li> <li>• Where do you find domestic animals? (<i>In people's houses or on farms</i>)</li> <li>• Name 3 domesticated animals and 3 wild animals.</li> </ul>	<p><b><i>The Cat That Walked by Himself</i></b> Ask your child:</p> <ul style="list-style-type: none"> <li>• Which 3 animals were living with the man and woman? (<i>Wild Dog, Wild Cow, and Wild Horse</i>)</li> <li>• Which animal was named "First Friend?" Which animal was named "First Servant?" (<i>Wild Dog became First Friend, Wild Horse became First Servant</i>)</li> <li>• Do you think the cat wants to be a friend or servant? Why? (<i>No, the cat walks by himself.</i>)</li> </ul>	<p><b>"Buck"</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• Who is Buck? (<i>A husky, Thornton's lead dog.</i>)</li> <li>• How long did John Thornton stay in the tent? Why? (<i>2 months. He froze his feet and couldn't continue.</i>)</li> <li>• What time of year was it when Thornton rescued Buck? (<i>Early Spring</i>)</li> <li>• How did Thornton treat Buck? (<i>As if he were his own child</i>)</li> <li>• How would you treat Buck?</li> </ul>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence.

<b>Vocabulary</b>		
advantages	descended	embrace
prey	rustling	tolerated
gnaw	limp	flushed
shall	staggered	clutched
vivid	sap	quiver

Again, we have been reading many good fictional stories. Ask your child to hear more about them!

**Activity Page**

On the next page, you'll find an activity you can do with your child. Have fun!

**Reading Mastery Signature Edition, Grade 4 / Home Letter 6 (after Lesson 60)**

Your child has completed Lessons 51—60 of *Reading Mastery Signature Edition*, Grade 4. Here’s an update on some of the things your child has learned.

<b>What’s New?</b>		
<p><b>Amazing Animals</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• About the scarlet tanager’s migration to South America.</li> <li>• About the salmon’s journey home to spawn.</li> <li>• About the woodchuck’s “winter slowdown.”</li> <li>• About the mystery of the Monarch butterfly.</li> </ul>	<p><b>Adventure on the Rocky Ridge</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• Who are Martha and Julie? (<i>Martha is a runt, Julie is the daughter of Martha’s mother’s owner.</i>)</li> <li>• How were Julie and Martha alike? (<i>They both weren’t as strong as others.</i>)</li> <li>• Martha was supposed to be used as a hunting dog. How long does it take to train a young hound to track a scent? (<i>Two years or more.</i>)</li> </ul>	<p><b>Animals In Danger</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• What do we call animals in danger of extinction? (<i>Endangered</i>)</li> <li>• What are some endangered animals? (<i>Chimpanzee, African elephant, blue whale, etc.</i>)</li> <li>• Explain how over hunting can endanger an animal. (<i>Any species that has less young than the numbers killed by hunters are in danger.</i>)</li> <li>• Explain more about the Galapagos tortoise or the Orangutans!</li> </ul>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence. Make it even more challenging; use more than one of these words in the same sentence!

<b>Vocabulary</b>		
plentiful identify enlarge reluctant intense	kennel ridge receiver unexpectedly hoarse	operate endangered habitat century solitary

**Activity Page**

On the next page, you’ll find an activity you can do with your child. Have fun!

**Reading Mastery Signature Edition, Grade 4 / Home Letter 7** (after Lesson 70)

Your child has completed Lessons 61—70 of *Reading Mastery Signature Edition*, Grade 4. Here’s an update on some of the things your child has learned.

<b>What’s New?</b>		
<p><b>The Life of Jackie Robinson</b></p> <p>Ask your child:</p> <ul style="list-style-type: none"> <li>• What year is the narrator of the story remembering at the beginning? <i>(1947.)</i></li> <li>• Jackie Robinson was the first black man to do something in that year. What was it? <i>(Play major league baseball.)</i></li> <li>• Did fans like him at first? What would they do? <i>(No. They wouldn’t cheer, they would ask each other who he is.)</i></li> <li>• Ask to hear more!</li> </ul>	<p><b>More About Jackie Robinson</b></p> <p>Robinson would often see his wife Rae sitting by herself at his games.</p> <p>Ask your child:</p> <ul style="list-style-type: none"> <li>• Why do you think the other players’ wives wouldn’t sit with her? <i>(Because of her race.)</i></li> <li>• How did that make Robinson feel? <i>(Sad and angry.)</i></li> <li>• How did Robinson make things better for black athletes? <i>(By proving they should be allowed to play in the major leagues.)</i></li> <li>• How was Rae brave? <i>(She was all alone in the stands.)</i></li> </ul>	<p><b>The Golden Touch</b></p> <p>Ask your child:</p> <ul style="list-style-type: none"> <li>• What was the only thing King Midas loved more than gold? <i>(His daughter)</i></li> <li>• A stranger visited Midas in the treasure room. Who did Midas think the stranger was? <i>(A god.)</i></li> <li>• Do you think King Midas made a wise decision to wish for what he did? Why or why not?</li> </ul>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence.

<b>Vocabulary</b>		
daring	organization	linen
biography	decent	frenzy
insult	contract	appetite
mechanic	oppose	greedy
promoted	gleam	victim

We have finished reading a biography about Jackie Robinson and his contributions to history and baseball. Now, we’re “traveling” to ancient Turkey to read a myth called *The Golden Touch*.

**Activity Page**

On the next page, you’ll find an activity you can do with your child. Have fun!

**Reading Mastery Signature Edition, Grade 4 / Home Letter 8** (after Lesson 80)

Your child has completed Lessons 71—80 of *Reading Mastery Signature Edition*, Grade 4. Here's an update on some of the things your child has learned.

<b>What's New?</b>		
<p><b>Greek Gods and Goddesses</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• What is another name for a god or goddess? (<i>Deity</i>)</li> <li>• Where did the most important deities live? (<i>On Mt. Olympus</i>)</li> <li>• What did the deities have power over? (<i>Everything.</i>)</li> <li>• In what ways were the deities like people? (<i>They traveled all over, argued, fell in love.</i>)</li> <li>• Name a Greek god and goddess.</li> </ul>	<p><b><i>Beauty and the Beast</i></b> Ask your child:</p> <ul style="list-style-type: none"> <li>• What did the merchant take that angered the Beast? (<i>A rose.</i>)</li> <li>• What was the Beast's request in exchange for the rose? (<i>The merchant's life, or one of the merchant's daughters.</i>)</li> <li>• Did the merchant accept the offer? (<i>Yes.</i>)</li> <li>• What did Beauty find out while staying in the castle? (<i>That she loved the Beast.</i>)</li> </ul>	<p><b>Review</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• What are the two groups of animals? (<i>Answer: Domestic animals and wild animals.</i>)</li> <li>• What are some endangered animals? (<i>Answer: Chimpanzee, blue whale, bald eagle, etc.</i>)</li> <li>• What was the only thing King Midas loved more than gold? (<i>Answer: His daughter.</i>)</li> </ul>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence. Make it harder! Use more than one of these words in the same sentence.

<b>Vocabulary</b>		
conquer	inhabitant	poverty
hospitality	spacious	conceal
cultivate	abundant	portrait
shrewd	desolate	refuse
sympathy	persuade	despite

We have moved from reading myths to reading folktales. Ask to hear the stories or share some you know!

**Activity Page**

On the next page, you'll find an activity you can do with your child. Have fun!

**Reading Mastery Signature Edition, Grade 4 / Home Letter 9** (after Lesson 90)

Your child has completed Lessons 81—90 of *Reading Mastery Signature Edition*, Grade 4. Here's an update on some of the things your child has learned.

<b>What's New?</b>		
<p><b><i>The Spider and the Fly</i></b> When the poem begins, the spider is trying to get the fly to come into his web by making the web seem attractive. "Will you walk into my parlor?" <i>said the spider to the fly.</i> Ask your child:</p> <ul style="list-style-type: none"><li>• Why did the spider want to attract the fly? (<i>To eat her.</i>)</li><li>• In poetry, what is a pair of lines called? (<i>A couplet</i>)</li><li>• Describe your favorite stanza in the poem.</li></ul>	<p><b><i>Jane Addams</i></b> Ask your child:</p> <ul style="list-style-type: none"><li>• What did Jane Addams do to help improve the situation for children who worked in factories? (<i>Worked to get a law passed preventing anyone under age 14 from working.</i>)</li><li>• Why do you think factory owners made money by hiring young children? (<i>They could pay them very little.</i>)</li><li>• What year did Jane Addams die? (<i>1935</i>)</li></ul>	<p><b>More About Jane Addams</b> Ask your child:</p> <ul style="list-style-type: none"><li>• What city was the Hull House in? (<i>Chicago</i>)</li><li>• How did the Hull House stay open? (<i>Donations from wealthy people, volunteers.</i>)</li><li>• Was the Hull House in a wealthy part of Chicago? (<i>No, it was in Ward 19, the poorest area</i>)</li><li>• What do you think Jane Addams should be most remembered for?</li></ul>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence. Make it even more challenging; use more than one of these words in the same sentence!

<b>Vocabulary</b>		
weary pantry subtle hue slum	peddler agile draped resident fascinated	filth wages abandon interview spectacular

**Activity Page**

On the next page, you'll find an activity you can do with your child. Have fun!

**Reading Mastery Signature Edition, Grade 4 / Home Letter 10** (after Lesson 100)

Your child has completed Lessons 91—100 of *Reading Mastery Signature Edition*, Grade 4. Here's an update on some of the things your child has learned.

<b>What's New?</b>		
<p><b>About England in the 1500s</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• England was just one part of a large island, called _____, which also contained Wales and Scotland. (<i>Britain</i>)</li> <li>• Did the houses have plumbing or electricity? (<i>No.</i>)</li> <li>• Overall, what were the living conditions like? (<i>Crowded, busy, travel was slow, etc.</i>)</li> </ul>	<p><b>About Pauper Clemens and Prince Twain</b> The article begins in 1857 with a young writer named Sam Clemens on a steamboat going up the Mississippi River. Ask your child:</p> <ul style="list-style-type: none"> <li>• What's a steamboat? (<i>A boat powered by steam that runs on a river.</i>)</li> <li>• The sailors would yell "mark twain" to signal what? (<i>Shallow water, two fathoms.</i>)</li> <li>• Clemens never forgot the name "Mark Twain" and only signed it to what type of articles at first? (<i>Humorous articles.</i>)</li> </ul>	<p><b><i>The Prince and the Pauper</i></b> Ask your child:</p> <ul style="list-style-type: none"> <li>• Why were people so happy about the birth of the Edward Tudor? (<i>He was a prince, heir to the throne.</i>)</li> <li>• Were people as happy about the birth of the other baby, Tom Canty? Why? (<i>No, because he meant more work and less food for his family.</i>)</li> <li>• How are Edward and Tom's lives different? (<i>Tom is very poor, Edward is royalty, etc.</i>)</li> <li>• Why did the boys decide to trade places? (<i>They each dreamed of living the others' life.</i>)</li> </ul>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence.

<b>Vocabulary</b>		
pauper	fathom	tattered
scurry	bankrupt	torment
opportunity	ignorant	dignity
properly	wisdom	stricken
optimistic	salute	identical

**Activity Page**

On the next page, you'll find an activity you can do with your child. Have fun!

**Reading Mastery Signature Edition, Grade 4 / Home Letter 11** (after Lesson 110)

Your child has completed Lessons 101–110 of *Reading Mastery Signature Edition*, Grade 4. Here’s an update on some of the things your child has learned.

What’s New?		
<p><b>“Tom’s First Royal Dinner”</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• In the afternoon, servants dressed Tom for “dinner,” even though it was only _____. <i>(Lunch)</i></li> <li>• What does “The Taster to his Highness” do? <i>(Tastes dishes to make sure they aren’t poisoned.)</i></li> <li>• How many people were actually eating with Tom? <i>(None.)</i></li> <li>• Did Tom like eating alone, surrounded by servants? How would you feel?</li> </ul>	<p><b>“Tom as King”</b> Shortly before King Henry died, he had misplaced the royal seal. Ask your child:</p> <ul style="list-style-type: none"> <li>• What does the royal seal do? <i>(Makes papers and letters official.)</i></li> <li>• Who is supposed to know where the seal is? <i>(The prince.)</i></li> <li>• Does Tom know where it is? Why? <i>(He isn’t really the prince.)</i></li> <li>• Why do you think Tom was bored of being king?</li> <li>• Over time, did Tom become <i>more</i> or <i>less</i> confident being the king? <i>(More confident.)</i></li> </ul>	<p><b>Review</b> Ask your child:</p> <ul style="list-style-type: none"> <li>• Where did the most important deities live? <i>(Answer: On Mount Olympus.)</i></li> <li>• In poetry, what is a pair of lines called? <i>(Answer: A couplet.)</i></li> <li>• The sailors would yell “mark twain” to signal what? <i>(Answer: Danger that the river was getting too shallow for the steamboat.)</i></li> </ul>

Here are some words your child has been learning. Ask your child to use each of these words in a sentence. Make it even more challenging; use more than one of these words in the same sentence!

Vocabulary		
inspect	regret	conduct
stout	suspicious	charred
vast	drowsy	prosper
barge	garment	vagrant
shudder	ordeal	motley

**Activity Page**

On the next page, you’ll find an activity you can do with your child. Have fun!

## **Reading Mastery Signature Edition, Grade 4 / Home Letter 12** (after Lesson 120)

Your child has completed Grade 4 of *Reading Mastery Signature Edition*! We have worked hard to learn many reading, writing, language, and research skills this year. Take a moment to congratulate your child on a job well done!

Even though the school year is ending, there are many things you can do over the summer months to help your child continue to improve their reading, writing, and language skills, such as:

- Continue to read to your child and have your child read to you, even if it's only for a few minutes each day. This shows your child that you think reading is important.
- Encourage your child to spend time reading silently every day. Model the joy of reading by taking time to make it a family event.
- Enroll your child in a recreational reading program at the public library. Visit the library to borrow books as often as possible. Show them how to look for books on subjects of interest or how to ask the librarian for help.
- If your child chooses a book that's "too hard," read the book with your child. Let your child read the easier parts and you read the more difficult parts.
- Encourage your child to start reading a series of books like the *Encyclopedia Brown* books or books by a favorite author like Avi.
- Keep paper, pens, and pencils available for writing. Ask your child to write something each day. Ideas include: notes to you, lists of jobs to be done or items to get at the grocery store, and/or short stories.

### **Books to Read**

There are many nonfiction books on strange-but-true facts, sports, historical fiction, biographies, myths, short stories, and poems. There is a book on just about any subject you can imagine! Here are some books that you and your child may enjoy reading together.

<b>Library Shelf</b>
<i>Animorphs #1: The Invasion</i> by K.A. Applegate (science fiction series) <i>The Dinosaur Mystery</i> by Gertrude Chandler Warner <i>Space Brat</i> by Bruce Coville <i>Mistakes That Worked</i> by Charlotte Foltz Jones <i>Stone Fox</i> by John Reynolds Gardiner <i>The Eskimo: The Inuit and Yupik People</i> by Alice Osinski <i>A Long Way from Chicago: A Novel in Stories</i> by Richard Peck <i>Hispanic Scientists</i> by Jetty St. John

### **Activity Page**

On the next page, you'll find a fun activity you can do with your child. Enjoy!