



Use the different sections of this letter to begin conversations with your child about what he or she is learning.

Big Idea: How do animals interact with their environments?

Ask your child how this week's reading selection helps him or her answer this question.

This week's reading selection: *Ecosystem Invaders*

Summary: This informational text uses several specific examples, including the zebra mussel, the feral pig, the brown tree snake, and the kudzu plant, to illustrate how invasive species harm the habitats they enter.

Essential Questions: What could happen when an animal moves to a different habitat? How might your habitat be affected if something new was introduced?

► **DISCUSS** with your child the kinds of plants and animals you see in and around your community. Do they belong in this environment? Do they have what they need to survive?

Vocabulary

Focus: The words below appear in this week's reading selection.

belong	verb	to have a special or right place
carry	verb	to send or transmit
cling	verb	to stick to or together
effect	noun	the power or ability to influence
Eurasian	adjective	relating to or from both Europe and Asia
flex	verb	to tighten or contract a muscle
fragrant	adjective	sweet smelling
level	noun	a position in a process, series, or order
mussel	noun	an animal that looks like a clam
ornamental	adjective	used for decoration
root	verb	to dig around for something
tame	adjective	gentle or obedient

► **READ** aloud a definition, and ask your child to identify the correct vocabulary word.

Spelling

Focus: This week your child will spell words with various Greek and Latin roots.

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|--------------|---------------|---------------|
| 1. grateful | 6. dialogue | 11. dismiss |
| 2. mission | 7. import | 12. gratitude |
| 3. report | 8. marine | 13. astronomy |
| 4. autograph | 9. photograph | 14. apology |
| 5. astronaut | 10. mariner | 15. telescope |

Challenge

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|--------------|---------------|-------------------|
| 1. biography | 2. microscope | 3. transportation |
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► **HAVE** your child practice spelling these words.

Language Arts

Writing: Your child will edit and publish a research report. He or she will then begin prewriting for an explanatory piece.

Grammar: Your child will also be learning about the use of commas in a series (*I like apples, oranges, and bananas.*) and after *Yes* and *No* (*No, I did not leave the radio on.*).

► **ASK** your child to describe the visual and multimedia elements of his or her research report and how they help the reader understand the topic.