

Animals and Their Habitats



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 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.

I. grateful	6. dialogue	II. dismiss
2. mission	7. import	I2. gratitude
3. report	8. marine	I3. astronomy
4. autograph	9. photograph	14. apology
5. astronaut	IO. mariner	I5. telescope

Challenge

I. biography 2. microscope 3. transportation

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.

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