

# My Journey Home Family Connection

Your child is reading *Everglades Forever: Restoring America's Great Wetland*, a selection about a fifth-grade class's field trip to a very complex ecosystem in southern Florida.

DAY  
1

**Vocabulary on the Go** Will resources like fresh water and land to grow food last forever? Or do we need to be careful about how we use them? Have a discussion with your child about reasons to protect planet Earth. Use some of these words as you talk together.

conserving guardians responsibility regulate restore

DAY  
2

**Issues and Ideas** With your child, locate editorials or letters to the editor in print or online newspapers that focus on a topic related to the environment. As you read together, identify the author's viewpoint and the details he or she uses to persuade the reading audience.

DAY  
3

**Every Drop Counts** In *Everglades Forever*, the students learn that most of the water people in southern Florida use comes from the Everglades. The students also learn that conserving water is important. With your child, think of ways you can conserve water in your home.

**CHALLENGE**

Help your child make a poster of water conservation tips and post them in your home. Help your child lead a discussion about the ideas.

**A Message** Together, read the directions and complete the puzzle.

1. Read the names of habitats, types of vegetation, and wildlife listed below. Write each word in the appropriate category on the chart.
2. Use the boldface letter in each word to complete the message about the wetlands below the chart.



mangrove    anhing**a**    alligat**or**    gumbo limbo tree  
 slough    manat**ee**    saw**g**rass    cormor**ant**  
 sw**amp**    ospre**y**    prairie    cabbage **p**alm

Plant Life	Wildlife	Type of Habitat

P \_ \_ \_ \_ E C \_ \_ THE \_ \_ \_ E \_ \_ \_ \_ D \_ \_ \_

**Trip Favorites** Have a conversation about field trips you and your child have enjoyed, and tell what was special about them. Then list three or more field trips you both think would be great to take.



### Book Links

- *Graveyards of the Dinosaurs*, by Shelley Tanaka
- *Antarctica: Journey to the South Pole*, by Walter Dean Myers **CHALLENGE**



**Internet Challenge** Help your child identify a wetlands plant or animal that he or she would like to learn more about. Together, search the Internet for information about the plant or animal's life cycle.

**Everglades Forever:  
Restoring America's  
Great Wetland**

Home Letter

# Home Letter

## Dear Family,

This week we'll ask, "What reasons do people have for protecting the environment?" In our main selection, the narrative nonfiction piece **Everglades Forever: Restoring America's Great Wetland**, a class of fifth graders learns about one of the world's most complex ecosystems. The reading this week also includes an informational text, **National Parks of the West**.

### This week's...

**Target Vocabulary:** endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility

**Vocabulary Strategy:** Prefixes *en-*, *re-*, *pre-*, *pro-*

**Comprehension Skill:** Author's purpose—examine the author's reason for writing

**Comprehension Strategy:** Analyze/evaluate—think carefully about the text and form an opinion about it

**Writing Focus:** Informative writing—cause-and-effect essay

## Activities to Do Together

### Vocabulary

Spend time with your child looking up the **Target Vocabulary** in a dictionary. Then have a conversation using as many of the words as you can.

### My Ecosystem

Talk with your child about the features of the environment where you live. If possible, go online and research ecosystems, and find out which system is similar to yours.

### That's What I Think

Help your child research the Comprehensive Everglades Restoration Plan using a print or online resource. Ask, "What were some of the reasons the plan was put into place? What effects has it had on the state of the Everglades today?". Then have your child write a cause-and-effect essay using the information he or she researched.



Go to the *eBook* to read and listen to this week's selection.

## Everglades Forever

- |             |            |
|-------------|------------|
| 1. steel    | 22. canvas |
| 2. steal    | 23. site   |
| 3. aloud    | 24. sight  |
| 4. allowed  | 25. cite   |
| 5. ring     |            |
| 6. wring    |            |
| 7. lesson   |            |
| 8. lessen   |            |
| 9. who's    |            |
| 10. whose   |            |
| 11. manor   |            |
| 12. manner  |            |
| 13. pedal   |            |
| 14. peddle  |            |
| 15. berry   |            |
| 16. bury    |            |
| 17. hanger  |            |
| 18. hangar  |            |
| 19. overdo  |            |
| 20. overdue |            |
| 21. canvass |            |

# Lesson 8 Spelling Word Definitions

**steel** - something made of metal

**steal** - to take the property of someone without asking permission

**aloud** - a loud voice; loudly

**allowed** -to give permission to or for; permit:

**ring** - a ring or circle or the sound a bell makes

**wring** - to twist something forcefully

**lesson** - a lesson is something you are taught ex: music, typing, science, math

**lessen** - to make something less than before.

**who's** - contraction of 'who is'. Who's coming with me?

**whose** - which person has something. Whose umbrella is this?

**manor** - any similar territorial unit in medieval Europe, as a feudal estate.

**manner** - a way of doing, being done, or happening

**pedal** - a lever like part worked by the foot to supply power in various mechanisms, as the bicycle.

**peddle** - to carry (small articles, goods) from place to place for sale at retail

**berry** - fruit

**bury** - to put in the ground and cover with dirt

**hanger** - something you hang your clothes on

**hangar** - any relatively wide structure used for housing airplanes

**overdue** - something that is past due. Library books or late homework

**overdo** - to do too much of something.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Everglades Forever:  
Restoring America's  
Great Wetland**  
Vocabulary Word Cards

**endangered**

**restore**

**unique**

**guardians**

**adapted**

**attracted**

**vegetation**

**regulate**

**conserving**

**responsibility**

**Mangrove Swamp**  
Target Vocabulary

# Target Vocabulary

Use each of the Target Vocabulary words in sample sentences. Using the two categories in the T-Map below, sort your sentences into ways of describing either benefits or challenges to protecting the environment. The first two entries have been partially completed for you.

## Vocabulary

endangered	unique	adapted
vegetation	conserving	restore
guardians	attracted	regulate
responsibility		

## Protecting Our Environment

Benefits	Challenges
<ul style="list-style-type: none"> <li>• Saving _____ plants and animals is good for the whole planet.</li> <li>• Preserving nearby natural areas _____ visitors and helped the local economy.</li> </ul>	<ul style="list-style-type: none"> <li>• _____ energy and recycling takes work.</li> <li>• People disagree about the best ways to _____ use of natural areas.</li> </ul>

# Prefixes *en-*, *re-*, *pre-*, *pro-*

Add a prefix from the box to each word so it matches its definition.

**Everglades Forever:  
Restoring America's  
Great Wetland**

Vocabulary Strategies: Prefixes  
*en-*, *re-*, *pre-*, *pro-*

en-	re-	pre-	pro-
-----	-----	------	------

- |                  |                            |
|------------------|----------------------------|
| 1. _____dangered | in danger                  |
| 2. _____wind     | wind again                 |
| 3. _____occupied | thinking of something else |
| 4. _____historic | before history             |
| 5. _____long     | to make something longer   |
| 6. _____order    | order again                |



## Everglades Forever: Restoring America's Great Wetland

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Prefixes *en-*, *re-*, *pre-*, *pro-*

Read the sentences below. Then match the word in bold with its correct meaning by drawing a line from Column 1 to Column 2.

1. The teacher **prolonged** the lecture by ten minutes.
2. Many animals are **endangered**.
3. John was **preoccupied** and not paying attention.
4. We have to **reinforce** the box so it will hold everything.
5. We had to **reorder** the book because the store ran out.



### Column 1

### Column 2

- |                |                               |
|----------------|-------------------------------|
| A. prolonged   | 1. thinking of something else |
| B. endangered  | 2. make stronger              |
| C. preoccupied | 3. made longer                |
| D. reinforce   | 4. in danger                  |
| E. reorder     | 5. order again                |