

Lesson 8

READER'S NOTEBOOK

Name _____ Date _____

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

The words in the box begin with a prefix. Choose a word to fill in the blank and complete each sentence. Use the meanings of the prefixes and base words to help you select the correct word for each sentence.

| | | | | |
|------------|-----------|------------|----------|--------|
| endangered | proactive | enrage | entangle | review |
| remove | reaction | precaution | prohibit | preset |

“put in”

1. A park ranger can teach us about species that are _____.
2. Treat the alligators with respect so you do not _____ them.
3. Used fishing line can _____ a turtle or bird.

“again”

4. Some types of plants may cause an allergic skin _____.
5. _____ your equipment list before an outdoor journey.
6. It is against the law to _____ wild animals from the park.

“before”

7. As a safety _____, make sure you have a first-aid kit with you before you go on a nature trip or hike.
8. Give your friends and family a _____ date and time when you will return.

“in front of/forward”

9. Park rangers are _____ about taking care of the environment before problems occur.
10. Park rules _____ activities that are harmful to the environment.

Name _____ Date _____

Lesson 8
 READER'S NOTEBOOK

Everglades Forever
 Spelling: Homophones

Homophones

Basic Write the Basic Word that best replaces the underlined word or words in each sentence.

1–2. Chris tends to do too much work in the garden.
 Some of his planting is late because the weather was too cold.

3–4. Father bought several small fruit seeds for him.
 He and Chris are going to plant them underground in the garden.

5–6. Chris digs with a tool made of metal.
 He digs a deep hole so birds won't take the seeds.

7–8. The garden project has been a kind of science learning experience for Chris.
 Once his garden begins growing, his worry should decrease.

9–10. Chris may sell his plants at a farmer's market.
 He can use the money to buy a new foot-lever for his bike.

Challenge 11–14. Suppose your family is going to a boat show. Write a paragraph about what you see and do. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. steel
2. steal
3. aloud
4. allowed
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

Challenge

canvass
 canvas
 site
 sight
 cite

Name _____ Date _____

Spelling Word Sort

Everglades Forever
 Spelling: Homophones

Write each Basic Word beside the correct heading.

| | |
|--------------------------------------|--|
| One-syllable homophones | Basic Words: Challenge Words: Possible Selection Words: |
| Two-syllable homophones | Basic Words: Challenge Words: Possible Selection Words: |
| Three-syllable homophones | Basic Words: |

Spelling Words

1. steel
2. steal
3. aloud
4. allowed
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

Challenge

 canvass
 canvas
 site
 sight
 cite

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Everglades Forever: Restoring America's Great Wetland*. Find homophones for the following words: *blew, floes, tales, mourning*. Add them to your Word Sort.

Name _____ Date _____

Lesson 8
READER'S NOTEBOOK**Everglades Forever**
Spelling: Homophones

Proofreading for Spelling

Find the incorrect or misspelled words and circle them. Write them correctly on the lines below.

I slide my shirt from its hangar and run outside to meet my uncle. Uncle Harry, whose a diver, is taking me snorkeling. We visit the coral reef offshore from the private landing strip hangarr on the peninsula. A sign reads "No fishing allowed."

The coral reef is an ecosystem that is a home to more kinds of life than any other marine environment. Through my mask, I see a wring of brightly colored coral and many fish. The coral reef, in its maner, protects life and produces food and sand. The reef is endangered because of developers whos pollution has threatened it. After we climb back on the boat, I dry off and wringe out my towel. I wonder alloud about the reef's future. Then Uncle Harry gives me a leson in how to lesen pollution so the coral reef will remain healthy. I feel relieved and am able to burry my fears.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Spelling Words

1. steel
2. steal
3. aloud
4. allowed
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

Challenge

canvass
 canvas
 site
 sight
 cite

Name _____ Date _____

Using *And*, *But*, and *Or*

Everglades Forever
 Grammar: Conjunctions

Conjunctions are words that connect other words or groups of words in a sentence. The words *and*, *but*, and *or* are coordinating conjunctions. *And* joins together. *But* shows contrast. *Or* shows choice.

conjunction

Alligators use their tails and feet to dig holes in the shore.

Thinking Question

What word's function is to connect other words or groups of words in a sentence?

1–5. Underline the conjunction in each sentence. Tell whether it connects subjects, predicates, direct objects, or sentences.

1. Soon the animals will need to migrate, or they will die. _____
2. The mangrove trees have special roots and bark. _____
3. Lichen spreads on the tree but does not kill it. _____
4. Marlberry bushes and cabbage palms cover the land. _____
5. The heron caught the fish, but the egret stole it. _____

6–10. Write the conjunction that best performs the function shown in parentheses.

6. Crocodiles quietly watch _____ wait for their prey. (joins together)
7. A hawk dove into the river _____ did not catch the fish. (shows contrast)
8. You can conserve water by taking shorter showers _____ by doing full laundry loads. (shows choice)
9. Plants _____ animals rely on each other in the wild. (joins together)
10. Governments _____ businesses must cooperate to achieve conservation goals. (joins together)

Lesson 8

READER'S NOTEBOOK

Name _____ Date _____

Conjunctions in Compound Sentences

Everglades Forever**Grammar:** Conjunctions

When two complete sentences are joined using a comma and a conjunction, they form a compound sentence. If the sentences are related to the same subject or similar idea, use the conjunction *and*. If they present contrasting ideas, use the conjunction *but* or *or*.

I am interested in conservation, **but** I have never studied it before.

I am interested in conservation, **and** I hope to study it in college.

I will study conservation, **or** I will pursue botany.

Thinking Questions

How are the two sentences related? What conjunction can I use to connect them?

Activity Form compound sentences, using a comma and a conjunction.

Write your new sentence on the line.

1. Dad and I toured the Everglades my sister visited the museum.

2. The tour lasted three hours I was glad Dad brought snacks.

3. I liked seeing the wild animals. Dad enjoyed looking at the plants.

4. I wish we could stay longer our trip will end in two days.

5. We could go home now. We could stay for the slide show.

Name _____ Date _____

Using Subordinating Conjunctions

Everglades Forever
 Grammar: Conjunctions

Subordinating conjunctions are words that connect one sentence part to another. The subordinating conjunction makes one part of the sentence dependent on the other part. When two sentences are connected using a subordinating conjunction, they form a complex sentence. Some subordinating conjunctions are *if*, *because*, *although*, *after*, *when*, and *where*.

Because the hawk is desperate for food, it waits patiently to seize its prey.

Thinking Question

Which part of the sentence is dependent on the other part?

Activity Use a subordinating conjunction to write each pair of sentences as a complex sentence. Add commas where needed.

1. I wrote my report on the Everglades. I researched my topic thoroughly.

2. Our class saw the sun set over the still water. We all sighed in amazement.

3. We were on our best behavior. Going on the field trip was a privilege for our class.

4. We were all tired after our day. We continued to talk enthusiastically about our experiences.

Name _____ Date _____

Lesson 8
READER'S NOTEBOOK**Everglades Forever**
Grammar: Spiral Review

Complete Subjects and Predicates

| Complete Subject | Complete Predicate |
|--------------------------------------|--|
| <u>Many of the park's alligators</u> | <u>gather at the edge of this swamp.</u> |
| <u>(You)</u> | <u>Look at the alligators.</u> |

1–10. Underline the complete subject once. Underline the complete predicate twice. If the complete subject is the understood *You*, write it on the line.

1. The state of Florida protects Everglades National Park. _____
2. Many visitors appreciate the park's natural beauty. _____
3. All of us observing the alligators must remain in our seats. _____
4. The hungry alligators will attack their prey. _____
5. Be careful around the alligators! _____
6. The Everglades ecosystem is important to the state of Florida. _____
7. Scientists want to learn about the park's natural resources. _____
8. The alligators are the highlight of their trip to the park. _____
9. Birds, such as the heron, attract observers also. _____
10. Learn how to protect and preserve the Everglades. _____

Name _____ Date _____

Lesson 8
READER'S NOTEBOOK

Everglades Forever
Grammar: Connect to Writing

Connect to Writing

| |
|---|
| <p>Run-on Sentence The alligator could have captured the trout it chose to wait for a larger one.</p> |
| <p>Compound Sentence The alligator could have captured the trout, but it chose to wait for a larger one.</p> |
| <p>Complex Sentence Although the alligator could have captured the trout, it chose to wait for a larger one.</p> |

Activity Rewrite each run-on sentence as a compound sentence and as a complex sentence. Punctuate correctly.

1. The Florida panther is endangered it is on the endangered species list.

2. It is possible to camp in the Everglades you will need a permit.

3. Park rangers are the best guides they know a lot of information about the park.

4. We paddle on the waterways we see unusual fish.

Lesson 8
READER'S NOTEBOOK

Name _____ Date _____

Focus Trait: Evidence

Describing Causes and Effects

Everglades Forever
Writing: Informative Writing

| Weak Paragraph | Strong Paragraph |
|--|--|
| Small plants called phytoplankton live in the ocean. They are important. Humans eat large fish. Small fish eat them. | Microscopic plants called phytoplankton live on the ocean's surface. They are important to the survival of most organisms on the planet. They are the basis of the food chain. Small fish eat them; then large fish eat the small fish. Humans, in turn, eat the large fish. |

Add details that explain the cause-and-effect relationship between dry weather and the migration of animals within the Everglades. Then organize your evidence logically and use the details to write a paragraph. Remember to include transitions that will connect ideas.

1. During dry weather, water levels in parts of the Everglades fall.
2. _____
3. Large birds and alligators look for the fish and smaller animals to eat.
4. _____

Paragraph: _____
