

Name \_\_\_\_\_

# Family Times

## Summary

### **Adelina's Whales**

Adelina Mayoral lives in La Laguna, Mexico. Each January, the gray whales arrive in the lagoon near La Laguna and stay for three months before migrating farther north for the summer. Whale watchers, scientists, and photographers visit La Laguna from all over the world to observe and interact with the whales.

### **Activity**

**Silly Sentences** Create silly sentences about unusual pets. Try to make each sentence sillier than the one before. If someone says, "If I had a pet whale, I'd walk it on a leash every day," you might say, "If I had a pet whale, I'd sleep inside its mouth underwater."



## Comprehension Skill

### **Fact and Opinion**

A **statement of fact** can be proved true or false. You can use a reference book or your own knowledge, or ask an expert, to prove it true or false. A **statement of opinion** cannot be proved true or false because it expresses a belief or a judgment.

### **Activity**

**Not Just the Facts** Together, with a family member, read a short newspaper editorial. Identify sentences that are statements of fact, statements of opinion, or both. Talk about what clues made you decide to categorize the sentences the way you did.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Adelina's Whales*. Practice using these words.

### Vocabulary Words

**biologist** a scientist who studies living things

**bluff** a high, steep slope or cliff

**lagoon** a pond or small lake, especially one connected to a larger body of water.

**massive** big and heavy; bulky

**rumbling** making a deep, heavy, continuous sound

**tropical** of or like the regions 23.45 degrees north and south of the equator, where the sun can shine directly overhead

## Conventions

### Main and Helping Verbs

The **main verb** shows the action in a sentence. The **helping verb** works with the main verb, helping to show whether the action in the sentence is in the past, present, or future. *Am, is, are, was, and were* can be helping verbs. *For example: I am talking to Mother.* "Talking" is the *main verb* and "am" is the *helping verb*.

### Activity

**When Is It Happening?** Make a list together of several action verbs. Then see if you can write three sentences for each one of them, using a helping verb to show action happening in the past, present, and future. *For example: We were cooking dinner. We are cooking dinner. Soon we will be cooking dinner.*

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_

# Fact and Opinion

- A **statement of fact** can be proved true or false by doing research.
- A **statement of opinion** cannot be proved true or false. It is a belief or a judgment. It often contains a word of judgment, such as *best*, *should*, or *beautiful*. It may begin with the words *In my opinion* or *I believe*.

**Directions** Read the following passage. Then complete the table. Read each statement and answer the questions at the top of each column.

<p><b>P</b>eople and their pets have special relationships. Many people believe that their pets are a part of their families. Some people dress their animals in colorful clothes and buy expensive food for them to eat.</p> <p>Pets also help people in many ways. For instance, pets can cheer up people who are sick or living alone. Barking dogs protect</p>	<p>people and their homes. In addition, Seeing Eye™ dogs guide their blind owners. These dogs are trained to stop walking if they sense a dangerous situation and to avoid low branches and other obstacles. Whether the animals are companions or trained partners, animal experts feel that it's important to treat them kindly.</p>
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Statement	Does it state a fact or an opinion?	If an opinion, what are the clue words? If a fact, how could you prove it?
Seeing Eye™ dogs guide their blind owners.	1.	2.
Many people believe that their pets are a part of their family.	3.	4.

5. Write a statement of fact from the passage. How could you prove it?

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**Home Activity** Your child identified statements of fact and statements of opinion in a short passage. Read an article or story about nature with your child. Ask your child to identify the facts and opinions in the article or story.

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## Vocabulary

**Directions** Choose the word from the box that best completes each sentence. Write the word on the line.

Joan Ferguson looked out over the blue **1.** \_\_\_\_\_. She viewed the whales shooting air out of their blowholes. As the mist covered the air above the water, a low **2.** \_\_\_\_\_ sound echoed across the valley. Joan felt small as she observed the **3.** \_\_\_\_\_ mammals. She was a **4.** \_\_\_\_\_, or a scientist who studied animals. Joan came to the same **5.** \_\_\_\_\_ location every year.

### Check the Words You Know

- \_\_\_ biologist
- \_\_\_ bluff
- \_\_\_ lagoon
- \_\_\_ massive
- \_\_\_ rumbling
- \_\_\_ tropical

**Directions** Circle the word or words with the same or nearly the same meaning as the first word in the group.

- 6. rumbling**      deep sound      squeaky sound      sharp sound      silent
- 7. bluff**      lake      creek      cliff      island
- 8. massive**      tiny      bulky      salty      long
- 9. biologist**      nurse      doctor      teacher      scientist
- 10. lagoon**      pond      bluff      island      ocean

## Write a Newspaper Article

On a separate sheet of paper write a newspaper article about an animal that returns to the same place every year. Remember to include a title, and use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *Adelina's Whales*. Read a story about animals with your child. Point out unfamiliar words in the story. Challenge your child to find the meanings by looking at the words around the unfamiliar words.

## Vocabulary • Multiple-Meaning Words

- **Multiple-meaning words** are words that are spelled the same but have different meanings, depending upon how they are used in a sentence.
- When you read, you may come to a word whose meaning you know, but that meaning does not make sense in the sentence. Use **context clues** to find the meaning.

**Directions** Read the following passage. Then answer the questions below.

**T**he tropical island nation of Jamaica is wonderful to visit. Its weather is warm and sunny, although brief rain showers fall almost every day. The sound of thunder rumbling through the sky gives everyone time to take cover. Since it is sunny so much, it is a lovely place to go swimming.

There are many waterfalls and warm-water lagoons on the island. Some of the lagoons are hidden behind a bluff or a cluster of hills. At the beach, you might sit on the sand, read a book, and watch for the flukes of passing whales.

1. What does the word *bluff* mean in this passage? What clues can help you determine the correct definition?

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2. *Sand* can mean “tiny grains of stone and shell” or “what you do to make wood smooth.” How is it used in the passage? How can you tell?

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3. *Beach* can mean “the sand at the ocean’s edge” or “to wash up on shore.” Which meaning does it have above? How do you know?

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4. *Flukes* can mean “parts of an animal” or “strokes of luck.” How is it used in the passage? How can you tell?

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5. Why are context clues useful when you encounter multiple-meaning words?

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**Home Activity** Your child identified and used context clues to understand multiple-meaning words used in a passage. Work with your child to identify other multiple-meaning words. Make a list of the words and take turns using them in sentences that employ the words’ different meanings.

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## Generalize

- A **generalization** is a broad statement or rule that applies to many examples.
- You can test generalizations with knowledge you already have to see if they make sense.

**Directions** Read the article. Then answer the questions below.

**M**any birds migrate, or move from one place to another at specific times of the year. For example, birds such as geese and sparrows fly south for the winter. It is warmer in the south, and there is more to eat there. Some birds will fly the same path year after year. Many scientists say that the birds don't get lost because they use the stars at night to guide them. When some birds migrate, they form different

patterns in the sky. One of the most common is the V formation. Geese migrate in a V formation. Each goose takes turns as the lead bird. The other geese follow in the shape of a V. The lead bird must fly directly into the wind and block the wind for the other birds. By taking turns as lead bird, no goose becomes too tired during the journey. Seeing the birds fly south is always a sign that winter is on its way.

1. Write an example of a generalization in the passage.

2. How do you know that this is a generalization?

3. Write another example of a generalization in the passage.

4. How do you know that this is a generalization?

5. Do you think the above generalizations are true, based on what you know about birds? Explain.



**Home Activity** Your child read information about the migration of birds and generalized statements about the information. Challenge your child to find two examples of generalizations from a magazine article.

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# Fact and Opinion

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**Directions** Read the following passage. Then answer the questions below.

Patrick ran to the edge of the stairs and looked at the large chalkboard next to them. It had information about the ocean's tides and the day's weather. Patrick loved knowing what time the tide was going to come in. He knew the tides were caused by the sun and moon pulling the water. Knowing this helped him decide when he would go swimming. The size of the waves always showed how fast the winds

were blowing. Patrick knew if the winds were strong, then the waves would be high. He also knew that the winds might bring colder water to the shore. It looked like the ocean was going to be calm today.

Patrick ran down the stairs to the beach and looked around. The beach was already busy. He saw his friends and headed toward them. Patrick knew it was going to be a great day.

1. Give one example of a fact from the passage.

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2. How do you know this is a fact and not an opinion?

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3. Give one example of an opinion from the passage.

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4. How do you know this is an opinion and not a fact?

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5. On a separate sheet of paper, create a graphic organizer showing which sentences from the above passage are facts and which are opinions.



**Home Activity** Your child identified facts and opinions in a short passage. Read the promotional material from a book or video to your child. Work together to identify the facts and opinions in the promotion.

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**Directions** Read the following passage. Then complete the table. Read each statement and answer the questions at the top of each column.

**I**n my opinion, dolphins and whales are the best communicators in the animal world. Dolphins and whales make sounds that travel underwater. These sounds are beautiful, almost like music. Animals also communicate in other ways. They use

body language or make faces. But I think the sounds animals make are by far the best way that animals communicate. The next time you hear the special sounds of whales or dolphins, try to imagine what they are saying.

Statement	Does it state a fact or an opinion?	If an opinion, what are the clue words? If a fact, how could you prove it?
In my opinion, dolphins and whales are the best communicators in the world.	1. _____	2. Best, _____ _____
Dolphins and whales make sounds that travel underwater.	3. _____	4. Do research about _____ _____

5. Write a statement of opinion from the passage. How do you know it is an opinion?

\_\_\_\_\_

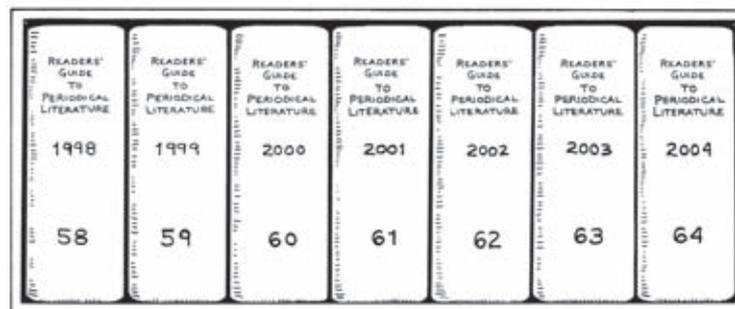


**Home Activity** Your child identified statements of fact and statements of opinion in a short passage. Talk with your child about places you can research facts to prove they are correct. Give your child two facts to look up. Challenge your child to write a paragraph with the information.

# The Readers' Guide to Periodical Literature

The *Readers' Guide to Periodical Literature* is a set of books that is an index of articles published in periodicals. Each volume lists articles published in a specific year. Within each volume, articles are listed alphabetically by author and subject. The introductory pages of each volume explain how to use the *Readers' Guide*.

**Directions** Look at the volumes of the *Readers' Guide to Periodical Literature* illustrated below. Then answer the questions that follow.



1. In what order are volumes organized? What volume will be published for 2005?  
\_\_\_\_\_
2. If you were looking to read more about some whales that were saved in 2002, in which volume would you look?  
\_\_\_\_\_
3. How would you use the *Readers' Guide* to find the most up-to-date information about whales?  
\_\_\_\_\_
4. If you wanted to read articles about whales written by the biologist Dr. Joan Brady, why do you think you would check several volumes?  
\_\_\_\_\_  
\_\_\_\_\_
5. How are the *Readers' Guides* important for research today?  
\_\_\_\_\_

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**Directions** The entry below is similar to what you might see in the *Readers' Guide*. Read it, then answer the questions that follow.

**WHALES****COMMUNICATION***See also*

Animal behavior

Marine animals

Sharing information. K. Kleeman. il *Animal Quarterly* v.45 pp. 98–101 O '03Whales' habits. S. Romberg. il *The Animal Sanctuary* v.20 pp. 22–26 Mr '04ENDANGERED *See* Endangered species**MIGRATION PATTERNS***See also*

Animal migration

Marine animals

The dangerous journey for whales. K.T. Smith. *Nature Observers* v.150 pp. 210–222

N '03

Whales' yearly patterns. T.H. Finley. il *Whales and Their Ways* v.2 pp. 101–123 S '04

1. What main subject and subtopics are listed?

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2. Name the magazine and article about how whales share information.

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3. Where would you find more information about whale communication?

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4. Which magazine has an article titled *Whales' Yearly Patterns*?

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5. Are there any listings about whales that are endangered? Where would you find them?

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**Home Activity** Your child answered questions about the *Readers' Guide to Periodical Literature*. With your child, go to the library and look for articles about something that interests your child.