

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.

People 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.

Pets also help people in many ways. For instance, pets can cheer up people who are sick or living alone. Barking dogs protect

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.

| 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?



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.

Name _____

Writing • Invitation

Key Features of Invitations

- include who is hosting or what the event is for, the time, and place
- use a tone that matches the audience and purpose of the event
- include RSVP information, date, salutation, and closing
- include directions and possibly a map to the event

Pool Party Invitation

June 24, 20__

Dear Max and Sam,

School's out – time to celebrate and dive into summer fun! Come help us break in our brand-new pool and enjoy the “taste” of summer!

Date: July 1

Place: Eva Chang's Grandparent's Home
1451 Main Street, Austin, TX (see map below)

Time: 2:00-4:00 p.m.

Please call me by May 1 at (512) 555-5555 to let me know if you can come. If it rains, we'll try to do it the following week, July 8—same time, same place! Remember to bring a towel and sunscreen—we'll supply water, treats, and fun!

Directions: From school, go right on Green Street and go straight until you get to the stop sign, which is Main Street. Turn right and go to the third house on your left, number 1451.

Sincerely,
Annabelle

1. Is the tone of this invitation formal or informal? Circle the words that help set the tone.

2. Underline words that give important facts the reader needs.

3. What else does writer use to convey an informal and fun tone?

Name _____

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.



Name _____

Main and Helping Verbs

A verb that has more than one word is called a **verb phrase**. A verb phrase is made up of a **main verb** and one or more **helping verbs**. The main verb shows action. The helping verb or verbs tell more about the action. Common helping verbs are *am, is, are, was, were, will, would, should, has, have, had, do, does, did, can, and could*. In the following sentences, the main verb is underlined once and the helping verb is underlined twice.

Scientists are studying animal migration.

They have tracked salmon's journeys.

The helping verbs *am, is, and are* show present time. *Was* and *were* show past time. *Will* shows future time. The helping verbs *has, have, and had* show that an action started in the past. In the following sentences, the helping verb *has* shows action that started in the past, and the helping verb *will* shows future time.

One turtle has traveled 7,000 miles.

Scientists will follow it by satellite.

Directions Circle the verb phrase in each sentence.

1. I am studying the migration of sharks.
2. My team has put tags on sharks' fins.
3. The tags are sending radio signals to satellites.
4. Our computers have received information from the satellites.
5. We are collecting important information.

Directions Write the verb named in ().

6. These salmon could deposit thousands of eggs. (helping)

7. The flashlight fish are looking for food. (main) _____

8. The turtle has returned to its home. (helping) _____



Home Activity Your child learned about main and helping verbs. Ask your child these questions: *What are you doing now? What will you do tomorrow?* Have your child answer the questions in complete sentences and identify the main and helping verbs.

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.

The 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?

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?

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?

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

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



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.

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.

| | | | | | | |
|---|---|---|---|---|---|---|
| READERS' GUIDE TO PERIODICAL LITERATURE 1998 58 | READERS' GUIDE TO PERIODICAL LITERATURE 1999 59 | READERS' GUIDE TO PERIODICAL LITERATURE 2000 60 | READERS' GUIDE TO PERIODICAL LITERATURE 2001 61 | READERS' GUIDE TO PERIODICAL LITERATURE 2002 62 | READERS' GUIDE TO PERIODICAL LITERATURE 2003 63 | READERS' GUIDE TO PERIODICAL LITERATURE 2004 64 |
|---|---|---|---|---|---|---|

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?

Name _____

Main and Helping Verbs

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

Journey of the Whales

(1) The whales are swim north. (2) They have spend all winter in Baja. (3) A baby whale is following its mother. (4) The baby has growed fat on milk. (5) All the whales are moving slowly. (6) They will traveled many miles.

- | | |
|---|---|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change <i>swim</i> to swimming.</p> <p>B Change <i>swim</i> to swam.</p> <p>C Change <i>are</i> to is.</p> <p>D Make no change.</p> | <p>4 What change, if any, should be made in sentence 4?</p> <p>A Change <i>growed</i> to grown.</p> <p>B Change <i>growed</i> to groan.</p> <p>C Change <i>growed</i> to growing.</p> <p>D Make no change.</p> |
| <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>spend</i> to spending.</p> <p>B Change <i>have</i> to are.</p> <p>C Change <i>spend</i> to spent.</p> <p>D Make no change.</p> | <p>5 What change, if any, should be made in sentence 6?</p> <p>A Change <i>will traveled</i> to will.</p> <p>B Change <i>will traveled</i> to will travel.</p> <p>C Change <i>will traveled</i> to will traveling.</p> <p>D Make no change.</p> |
| <p>3 What change, if any, should be made in sentence 3?</p> <p>A Change <i>following</i> to follows.</p> <p>B Change <i>is following</i> to has following.</p> <p>C Change <i>following</i> to followed.</p> <p>D Make no change.</p> | |



Home Activity Your child prepared for taking tests on main and helping verbs. Have your child write helping verbs on index cards. Hold up the cards one at a time and ask your child to use the helping verb with a main verb in a sentence.

Graphic Sources

Directions Read the following chart. Then answer the questions below.

| Birds of Long- and Short-Distance Migration | | |
|---|---------------|----------------|
| Type of Bird | Long Distance | Short Distance |
| Pink-footed goose | ✓ | |
| Albatross | ✓ | |
| Hummingbird | ✓ | |
| Western sandpiper | ✓ | |
| Merlin | | ✓ |
| Skylark | | ✓ |
| Chiffchaff | | ✓ |
| Brent goose | ✓ | |
| Kingfisher | | ✓ |
| Honey buzzard | ✓ | |

1. What information does the chart give you?

2. What tells you the topic of the chart?

3. How many birds migrate long distances? How many migrate short distances?

4. Name the two types of geese listed in the chart. Are they long- or short-distance birds?

5. How would you alter this chart to include other migratory birds?



Home Activity Your child used a graphic source to analyze information about migrating birds. Together, use graphic sources you find in reference books to learn more about migrating animals.

Name _____

Main and Helping Verbs

Directions Replace the underlined word or words in each sentence with a verb phrase from the box. Write the verb phrase on the line.

have chased will crawl has tumbled
have hurried are crowding were struggling

1. The turtles will go up the beach.

2. Hundreds of salmon went against the strong current.

3. The tourists go to see the whales.

4. They go to the side of the ship.

5. One man went into the water.

6. The scientists went after the sharks for a year.

Directions Answer the following questions in a sentence or two. Use main and helping verbs in your answers.

7. What has Adelina done? _____

8. What are the whales doing? _____



Name _____

Main and Helping Verbs

Directions Write the verb phrase in each sentence.

1. Our class is reading about the gray whales of La Laguna.

2. We have researched whales.

3. Those whales are breaching.

4. That baby whale has traveled next to its mother all day.

5. I will visit the library for more books about whales.

Directions Underline the main verb and circle the helping verb in each sentence.

6. Who has viewed this photograph?
7. The whale in the picture is spyhopping.
8. It is looking around.
9. I am searching the Internet for more whale pictures.
10. Both my brothers have tried a whale watch.
11. They were talking about the whales for days afterward.
12. Our class has created a model gray whale out of clay.



Home Activity Your child reviewed main and helping verbs. Look at an article from a newspaper or magazine with your child. Ask him or her to identify main and helping verbs in several sentences.