

Name \_\_\_\_\_

# Homophones

- **Generalization** A homophone is a word that sounds exactly like another word but has a different spelling and meaning: **piece, peace.**

**Word Sort** Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

**words I know  
how to spell**

**words I'm  
learning to spell**

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

## Spelling Words

1. two
2. to
3. too
4. piece
5. peace
6. break
7. brake
8. there
9. their
10. they're
11. threw
12. through
13. by
14. bye
15. beat
16. beet
17. thrown
18. throne
19. aloud
20. allowed



**Home Activity** Your child is learning to spell and use homophones correctly. Discuss the meaning of each homophone with your child.

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# Family Times

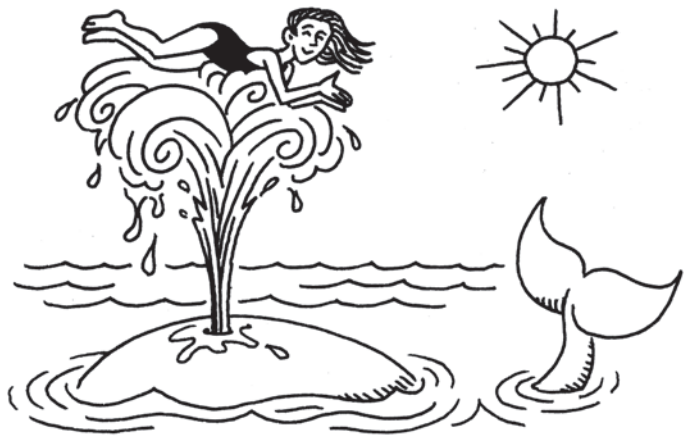
## Summary

### **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 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.

## 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?

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2. What tells you the topic of the chart?

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

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

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

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**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.

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## 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? \_\_\_\_\_



## Homophones

### Spelling Words

|       |         |        |       |         |
|-------|---------|--------|-------|---------|
| two   | to      | too    | piece | peace   |
| break | brake   | there  | their | they're |
| threw | through | by     | bye   | beat    |
| beet  | thrown  | throne | aloud | allowed |

**Word Search** The ten list words in the box below are hidden in the puzzle. Circle and write each word you find. Words are down, across, and diagonal.

T H E I R Y T A O B J Q  
 S H F J S J H U C R G P  
 T X R I I U R M T E B A  
 Y H B O A I O P T A Y B  
 O G P E W K U T I K E E  
 S K N Y E N G W Z E W A  
 T H E R E T H W J Z C T  
 A L L O W E D T S M A E

allowed  
 beet  
 break  
 bye  
 there  
 piece  
 their  
 thrown  
 through  
 beat

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Library Sign** Complete the sign with list words.

To keep the (11)\_\_\_\_\_, whisper. No reading  
 (12)\_\_\_\_\_. Only (13)\_\_\_\_\_ students per  
 table. Remember, (14)\_\_\_\_\_ is a fine for  
 overdue books.



**Home Activity** Your child has learned to read, write, and spell homophones. Say a homophone and spell it. Have your child say the other homophone in the pair and spell it.

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 by answering 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 animal world. | 1. _____                            | 2. _____<br>_____  |
| Dolphins and whales make sounds that travel underwater.                            | 3. _____                            | 4. Do research about<br>_____<br>_____                                     |

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

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**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.



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## 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.