

Name _____

Suffixes

Generalization When adding **-ly**, **-ful**, **-ness**, or **-less**, most base words stay the same: **safely**. When the base word ends in **y**, change **y** to **i**: **beautiful**.

Word Sort Sort the list words by the suffixes *-ly*, *-ful*, *-ness*, and *-less*.

-ly

1. _____

2. _____

3. _____

4. _____

5. _____

-ness

6. _____

7. _____

8. _____

-ful

9. _____

10. _____

11. _____

12. _____

-less

13. _____

14. _____

15. _____

Spelling Words

1. beautiful
2. safely
3. kindness
4. finally
5. spotless
6. worthless
7. illness
8. helpful
9. daily
10. suddenly
11. wireless
12. quietly
13. fairness
14. cheerful
15. painful



Home Activity Your child is learning to spell words with the suffixes *-ly*, *-ful*, *-ness*, and *-less*. Reread the generalization together. Have your child identify the words in which *y* changed to *i* when a suffix was added.

Name _____

Family Times

Summary

A Symphony of Whales

In this story, a young girl is gifted with the ability to hear whale songs. One night, she dreams that her sled dogs lead her to whales—and the next day they do. But the whales are in trouble! It is too late in the year for them to be this close to shore. They are trapped by ice, and each day they are in greater danger of either starving or suffocating. The girl and her people call for help from a Russian icebreaker ship. They break the ice, and they feed the whales their own food. With the help of the ship and a symphony of music, they save the whales from certain death.



Activity

What Would You Do? What animals would inspire you to the kind of hard work and sacrifice the Inuit village showed in saving these whales? Draw a picture of your favorite animals together.

Comprehension Skill

Generalize

When you read ideas about several things, you may see how they are alike in some way. You can make a **general statement** about all of them together.

Activity

Attributes Brainstorm three different characteristics in people. These can be physical or part of a personality. Then think of all the people you know with those characteristics and compose a sentence that summarizes these characteristics in a generalization. Finally, talk about other ways that these people may be alike. Can you think of other generalizations to make about this group of people?

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *A Symphony of Whales*. Practice using these words.

Vocabulary Words

anxiously nervously or in a worried manner

bay a part of an ocean enclosed by the coastline

blizzards heavy snowstorms with very strong winds

channel a body of water joining two larger bodies of water

chipped broke off small pieces of something

melody a series of musical notes that make up a tune

supplies quantities of something needed

surrounded encircled; enclosed

symphony a long musical work written for an orchestra

Conventions

Present, Past, and Future Tense

Verbs can show action. They can also show when the action happens. Different verb tenses have different forms. Many **present tense verbs** end in *-s*. You form the **past tense** of most verbs by adding *-ed*. The **future tense** tells what will happen in the future. When you add the helping verb *will* to a verb, you make it a future tense verb. You also can use the future tense when you want to tell about what probably will happen.

Activity

The Present, Past, and Future Family

Each player takes on the identity of one of the tenses. For example, you might have a Mr. Present, Mrs. Past, and Master Future. The player representing the present thinks of a verb and uses it in a sentence. Then the players representing past and future must each change the verb to their tense and use the word correctly in the same sentence—modifying the sentence as needed.

Practice Tested Spelling Words

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Name _____

Generalize

- Ideas in the things you read are sometimes alike in several ways. To **generalize**, you make a general statement about them.
- Look for **clue words** such as *most*, *many*, *all*, or *few*.

Directions Read the following passage.

Mrs. Jones took her class to a sea animal park. “Animals that breathe through a blowhole are whales,” she said. “Find the animals that are whales.”

The students watched the show. Porpoises came up for food. They all blew air out of blowholes.

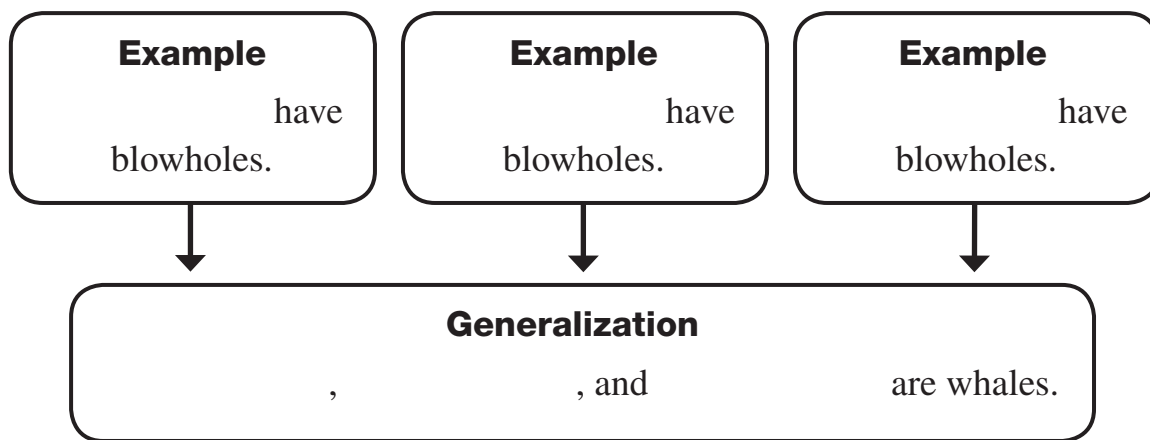
Next, a man swam with dolphins.

Before a dolphin went underwater, it took a breath. Then it closed its blowhole.

Then orcas raced around the pool. One orca jumped out of the water. The students saw its blowhole when it fell back into the water.

“Now we know some sea animals that are whales,” the students said.

Directions Complete the chart to make a generalization.



Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



Home Activity Your child made a generalization by looking for examples in a story. To make a generalization, a reader must look at several ideas and find a way that they are alike. Tell your child that animals with feathers are birds. Look for birds as you take a walk. Have your child make a generalization about them.

Name _____

Draw Conclusions

- A **conclusion** is a decision you reach that makes sense after you think about details or facts and what you already know.

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

Sandy heard about the whales, so she hurried down to the bay. Instead of swimming out to sea, whales had gone through the channel. Now the whales were marooned.

When she got there, people already surrounded the whales. Sandy helped chip ice to free them.

Firefighters brought hoses and other supplies. The tide was rising. Everyone waited anxiously to see what would happen.

The swish of water from the hoses sounded like a symphony. The water melted the ice. The whales wiggled loose. They swam out to sea. Everyone cheered.

1. Why did Sandy hurry to the bay?

2. What does *marooned* mean?

3. How did the whales get in trouble?

4. Why were firefighters called to rescue the whales?

5. What detail tells you that the people were happy that the whales were freed?



Home Activity Your child answered questions about a story that required drawing conclusions. Drawing conclusions means reaching a decision using facts and details in the story. A conclusion should also make sense. Give your child a faulty conclusion, such as “The best day to go to the beach is a rainy day.” Ask your child to correct the sentence and give a reason. “The best day is a sunny day because people go to the beach to enjoy the sun.”

Name _____

Past, Present, and Future Tenses

Directions Choose a verb from the word bank to replace each underlined verb. Write the sentence.

chatter spotted sails sprays

1. A boat moves slowly out onto the ocean.

2. The people on the boat talk excitedly.

3. Last week the people on the boat watched many whales.

4. Suddenly, a spout of water jumps out of the ocean.

Directions Write three sentences about whales. Use present tense in one sentence, past tense in one sentence, and future tense in one sentence.



Home Activity Your child learned how to use present, past, and future tenses in writing. Ask your child to write three sentences about an after-school activity using a different tense in each sentence. Have your child identify the tense of each sentence.

Name _____

Spellings of /j/, /k/, /s/

Directions Read the words in the box. Write the words that have the /j/ sound as in **jar**, **large**, and **edge** on the lines below. Then underline the letters that spell the sound.

| | | | | |
|-------|---------|--------|---------|--------|
| fudge | damage | going | village | dragon |
| badge | disgust | gather | giraffe | judge |

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

Directions Circle the words in the box that have the /k/ sound as in **coat**, **park**, **stuck**, and **school**. Write the words on the line and underline the letters that spell the sound.

| | | | |
|----------|--------|---------|----------|
| lock | kitten | stomach | peaceful |
| merchant | dance | count | center |

7. _____ 9. _____
 8. _____ 10. _____

Directions Read the sentences. Underline the words with the sound /s/ as in **sit**, **person**, and **pencil**. Write the words on the lines and underline the letters that spell the sound.

11. Cindy has not seen Dorrie since third grade.

12. I suggested that they both dance and sing in the play.

13. Kate likes to wear silver bracelets.

14. Susan decided to read a book about fossils.



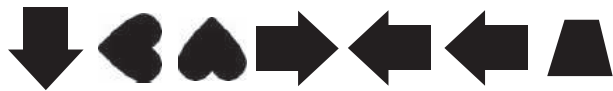
Home Activity Your child wrote words with the /j/ sound in *jar*, *large*, and *edge*, the /s/ sound in *person* and *pencil*, and the /k/ sound in *mark*, *cost*, *pick*, and *chorus*. Work with your child to make a list of other words with the /j/, /k/, and /s/ sounds. Have your child write sentences for some of the words.

Name _____

Suffixes -ly, -ful, -ness, -less

| Spelling Words | | | | |
|----------------|---------|----------|----------|----------|
| beautiful | safely | kindness | finally | spotless |
| worthless | illness | helpful | daily | suddenly |
| wireless | quietly | fairness | cheerful | painful |

Code Words Use the code to write list words.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Suffix Chart Fill in the missing list words in the chart.

| base | -ly | -ful | -ness | -less |
|-----------|-----|------|-------|-------|
| 7. help | | | | |
| 8. spot | | | | |
| 9. sudden | | | | |
| 10. fair | | | | |
| 11. pain | | | | |
| 12. worth | | | | |



Home Activity Your child has been learning to spell words with the suffixes *-ly*, *-ful*, *-ness*, and *-less*. Give clues about a list word. Challenge your child to guess and spell the word.

Name _____

Generalize

- Ideas in what you read are sometimes alike in several ways. To **generalize**, you can make a general statement, or **generalization**, about them together.
- Look for clue words such as *most*, *many*, *all*, *some*, *others*, or *few*.

Directions Read the following passage. Then answer the questions.

Tameika wrote a report about gray whales. She wrote that gray whales do not have teeth. They feed by filtering shellfish from the ocean bottom through baleen, or thin plates of fingernail-like material, in their mouths.

Byron wrote a report about killer whales. He wrote that killer whales have teeth. They hunt other sea animals.

The two students exchanged reports. “Why do killer whales hunt but gray whales do not?” Byron asked Tameika.

Tameika and Byron looked in an encyclopedia. Here’s what they found:

Some whales have teeth and hunt for food. Other whales strain small prey from ocean waters through the baleen in their mouths.

1. What example of whale feeding does Tameika report about?

2. What example of whale feeding does Byron report about?

3. What kind of statements about baleen and toothed whales do Tameika and Byron find in an encyclopedia?

4. What clue words tell you the statements are generalizations?



Name _____

Past, Present, and Future Tenses

Directions Tell the tense of the underlined verb in each sentence. Write *present*, *past*, or *future*.

1. A whale lives at the sea park. _____
2. It swims under the water. _____
3. The whale amazed its trainers. _____
4. People will cheer the clever whale. _____

Directions Choose a verb from the list to replace each underlined word or words. Change each verb to the correct tense if necessary. Write the sentence.

view leap enjoy

5. A dolphin will jump out of the water.

6. Ms. Kenny watched dolphins through the window.

7. People like dolphins.

Directions Write a sentence about an animal in a sea park. Underline the verb. Tell whether it is present, past, or future tense.



Home Activity Your child reviewed present, past, and future tenses. Say a sentence about the community you live in. Ask your child to identify the verb and the verb tense in your sentence.