Name ____________________________________________

**Suffixes -ly, -ful, -ness, -less, -able, -ible**

**Directions** Add the suffix -ly, -ful, -ness, -able, -ible, or -less to each base word. Write the new word on the line.

1. grace + -ful = _______________
2. bare + -ly = _______________
3. depend + -able = _______________
4. fair + -ness = _______________
5. convert + -ible = _______________
6. wire + -less = _______________
7. rare + -ly = _______________
8. neat + -ness = _______________

**Directions** Add -ly, -ful, -ness, -able, or -less to the base word in ( ) to best complete each sentence. Use the word box for help. Write the new word on the line.

<table>
<thead>
<tr>
<th>carefull</th>
<th>careless</th>
<th>illness</th>
<th>quickly</th>
<th>safely</th>
<th>dependable</th>
<th>thickness</th>
</tr>
</thead>
</table>

9. A (care) mistake can cause an oil spill at sea.
10. This can (quick) cause problems for seabirds.
11. We can all help, by being (depend).
12. If the oil is not (safe) removed, the birds cannot fly.
13. If a seabird swallows oil, it can develop an (ill).
14. The (thick) of a bird’s eggshell can also change.
15. To protect the sea and its wildlife, ships’ captains must be (care).

**School + Home**

**Home Activity** Your child wrote words with the suffixes -ly (safely), -ful (playful), -ness (illness), and -less (worthless). Name some base words such as slow, thank, harm, kind, and help. Ask your child to make new words using the suffixes he or she practiced on this page.
**Generalize**

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

**Directions** Read the following passage.

*Gray whales live in the ocean. Mothers-to-be find a safe place, such as a lagoon, to give birth. After the calf is born, a female helper pushes it up to the surface so it can breathe. Then the mother feeds the baby.*

*Mammals are animals that need to breathe air. Most mammals give birth to live babies. Mammal mothers also give milk to their babies.*

**Directions** Are gray whales mammals? Complete the chart. Make a generalization.

<table>
<thead>
<tr>
<th>Example</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do gray whales breathe air?</td>
<td>2. Do gray whales give birth to babies?</td>
<td>3. Do gray whales nurse their young?</td>
</tr>
</tbody>
</table>

**Generalization**

4. Gray whales are ____________________.

5. How did answering the questions in the examples help you make a generalization?

**Home Activity** Your child made a generalization by finding examples of the ways things are alike. Draw a graphic organizer like the one above. Write examples about the ways dogs are alike in the three example boxes (dogs bark, wag tails, have hair). Then help your child write a generalization about dogs.

212 Comprehension
Name ________________________________

Writing • News Article

Key Features of a News Article
• has a headline and a short introduction that grab attention
• answers the five Ws and How?
• describes a current event and includes important information about the event

Baby Finds New Home by Jess Salvatore

Diego Salvatore didn’t know what it was at first. It was small and pink. It was lying at the bottom of the tree in his backyard. It looked like it needed his help.

Saturday Surprise
Diego found the baby animal on Saturday morning. He wrapped it carefully in an old towel, and he placed it in a shoebox. He talked to other kids on his street, but none of them knew what it was. “I thought it was a puppy,” Diego’s friend Brandon said. They decided to show it to Mrs. Sing. Mrs. Sing lives next door to Diego. She loves animals. She has many birds, fish, and a tank of hermit crabs.

Mystery Solved
Mrs. Sing told them the animal was a baby squirrel. She called the Wildlife Center. The Center said they would care for the squirrel. “We rescue many baby squirrels each spring,” said Alice, who works at the Center. “They often fall out of their nests.”

After lunch, Mrs. Sing and Diego drove to the Center. They left the baby squirrel with Alice. They also made a donation to the Center. Their donation will help the Center rescue more young and wounded animals.

1. What is the action verb in the headline? What parts of the introduction grab your attention?

2. Write the first sentence in the model that tells you what happened.

3. Write the quotes from the news article. Put a star next to the name of the person who is an expert.
Name ________________________________

Vocabulary

**Directions** Read the pairs of sentences below. Use one word from the box to fill in the blank in each pair of sentences. Use context clues to help you fill in the correct word.

1. This winter was very snowy. We had four _________ in December alone!

2. The bird sang a beautiful tune. The _________ was sweet and sad.

3. The children gathered all around the teacher. She was _________ by her class.

4. She was worried about her grade on the test. She waited _________ as the tests were handed back.

5. The water flowed along a narrow stream. The stream was a _________ that carried the water to the sea.

**Directions** In each sentence below, two words are underlined. Circle the word that makes sense. Use context clues in the sentence to help you choose the correct word.

6. The ship sailed into the large bay / blizzard that is near our town.

7. Before we went on the hike, I put a big bay / supply of water in my backpack.

8. Dan surrounded / chipped at the wood with a small ax.

9. We heard many musical instruments playing a beautiful symphony / channel together.

10. I heard a song on the radio, and I have been humming the symphony / melody all day.

**Write a Scene from a Play**

On a separate sheet of paper, write a short scene from a play about a person communicating with an animal. Use as many vocabulary words as possible.

**Home Activity** Your child identified and used vocabulary words from A Symphony of Whales. Read a story or article about animals to your child. Have your child point out unfamiliar words. Work together to try to figure out the meaning of each word by using other words that appear near it.

214 Vocabulary
Present, Past, and Future Tenses

Verbs can show when an action happens. This is called tense. Different verb tenses have different forms. Many present tense verbs end in -s. Form the past tense of many verbs by adding -ed. Add the helping verb will to a verb to make it a future tense verb.

Present Tense  A whale stays near the beach.
Past Tense  The whale jumped out of the water.
Future Tense  The other whales will jump out soon.

- When a verb ends with e, drop the e before adding -ed: glide  glided
- When a one-syllable verb ends with one vowel followed by one consonant, double the final consonant before adding -ed: shop  shopped
- When a verb ends with a consonant followed by y, change the y to i before adding -ed: hurry  hurried

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

1. I like the humpback whales. __________
2. You will enjoy the whales’ music. __________
3. Those whales traveled from the Arctic Ocean. __________
4. They will return next year. __________

Directions  Write the verb in ( ) that correctly completes each sentence.

5. Last year Sammy’s class (learn, learned) about whales. __________
6. Whales cannot breathe underwater, so they (jump, jumped) out of the water for air. __________
7. Each time a mother whale gives birth, she (stays, stayed) close to the baby for a year. __________
8. After a year, the baby (cared, will care) for itself. __________

Home Activity  Your child learned about present, past, and future tenses. Ask your child to make up a sentence about something he or she saw on the way home from school and identify the tense of the sentence’s verb.
Suffixes

Word Endings  Add an ending to the underlined word. Then write the list word.

1. Do you floss your teeth **day**?  
2. We’ve **final** finished our treehouse!  
3. We sneaked **quiet** up the steps.  
4. Cell phones are **wire**.  
5. Isn’t **fair** important in any game?  
6. His bicycle was **spot**.  
7. Holding the door open is a **help** thing to do.  
8. His broken leg is **pain**.  
9. Her **kind** made everyone feel better.  
10. Then **sudden** the boat turned over.  
11. She is always **cheer** when she gets up.

Context Clues  Write a list word to complete the phrase.

12. drive  ________________  
13. ________________ as a wooden nickel  
14. contagious  ________________  
15. ________________ as a swan

Home Activity  Your child spelled words with the suffixes -ly, -ful, -ness, and -less. Have your child pronounce each list word and identify the suffix.
**Five Ws and How?**

**What** happened?

**Who** was there?

**Where** did it happen?

**When** did it happen?

**Why** did it happen?

**How** did it happen?
Name ________________________________________

**Vocabulary: Unfamiliar Words/Context Clues**

- **Context clues** are the words and sentences around an unfamiliar word.
- When you come to an unfamiliar word, read the words around the word you don’t know and use them to figure out the word’s meaning.

**Directions** Read the following passage about helping water birds. Then answer the questions below. Look for context clues as you read.

> When a huge ship spilled oil into the bay, people in the nearby village rushed anxiously to the water. They were sad to see ducks surrounded by floating oil. Their feathers were covered with the black, slimy stuff. Without help, the ducks would die!

The people grabbed their supplies. They cleaned the ducks with soap and towels. After the ducks were rested and dry, the people took them back to the water. The school band played a happy melody while the ducks were released. Everyone cheered as the ducks swam away.

1. What words in the first sentence are clues that the word *bay* names a body of water?

2. Does *anxiously* mean “nervously” or “happily”? How do you know?

3. Does *surrounded* mean “underneath” or “in the middle of”?

4. What two words in the second paragraph are clues to the meaning of *supplies*?

5. How can you tell that a melody is a tune?

**Home Activity** Your child used context clues to figure out the meanings of unfamiliar words. Read a story with your child. Stop when you come to an unfamiliar word and ask your child to use context clues to determine the word’s meaning.

218 **Vocabulary**
Take Notes and Record Findings

As you research a subject, taking notes and recording findings of important information helps give your research a focus. You may want to organize your notes by main ideas and details or as answers to questions you have about the subject.

Directions  Look at the chart below. Read the paragraph and highlight or underline important information as you read. Then record your findings in the lists to complete them.

Albino Animals

Imagine seeing an animal that looks like a deer, but it’s different. It has white fur and pink eyes! The tail, the ears, and everything else look the same. Just the color is different. This animal is an albino deer. Albinos have a trait that is different from that of others of its species. An albino animal has no pigment in its skin, hair, or eyes. That’s why the skin, fur, or feathers are white. Deer are not the only albino animals. Many others have been discovered. There are albino dogs, squirrels, leopards, and even birds.

<table>
<thead>
<tr>
<th>Why It Is White</th>
<th>Features</th>
<th>Kinds of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>has different traits</td>
<td>looks like others</td>
<td>dogs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>leopards</td>
</tr>
<tr>
<td>1. _______________</td>
<td>2. _______________</td>
<td>squirrels</td>
</tr>
<tr>
<td>3. _______________</td>
<td></td>
<td>4. _______________</td>
</tr>
<tr>
<td></td>
<td>5. _______________</td>
<td></td>
</tr>
</tbody>
</table>
Suffixes

**Proofread a Note**  Christy sent a note to her neighbor who is in the hospital. Circle four spelling mistakes. Write the words correctly. Add the missing punctuation mark.

Dear Mrs Nelson,

Please get well soon! I hope your illness is not very painful.

I’ve been watering your roses daily. The yellow ones finally bloomed. They look beautiful and very cheerful.

Love,

Christy

1. ______________  2. ______________
3. ______________  4. ______________

**Proofread Words**  Fill in the circle next to the word that is spelled correctly. Write the word.

5.  ○ suddenly  ○ suddenly  ○ suddenlyly  5. ______________
6.  ○ worthyles  ○ worthles  ○ worthless  6. ______________
7.  ○ safly  ○ safely  ○ safelly  7. ______________
8.  ○ quietly  ○ quietily  ○ quiety  8. ______________
9.  ○ kindnes  ○ kinness  ○ kindness  9. ______________
10. ○ spotless  ○ spotles  ○ spotless  10. ______________

**Frequently Misspelled Words**

- finally
- really

**Home Activity**  Your child spelled words with the suffixes -ly, -ful, -ness, and -less. Have your child underline the base word in each list word. Remind your child to change / back to y when necessary.
Name ________________________________

**Present, Past, and Future Tenses**

**Directions** Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

**Whales**

(1) I _____ humpback whales. (2) Last summer, I _____ to the ocean to see them. (3) My jaw _____ when I saw them. (4) The whales traveled from the Arctic Ocean. (5) They _____ thousands of miles every year. (6) They _____ next year.

1 What present tense verb can be used in sentence 1?
- [ ] like
- [ ] liked
- [ ] would like
- [ ] liking

2 What past tense verb can be used in sentence 2?
- [ ] travel
- [ ] traveling
- [ ] traveled
- [ ] will travel

3 What past tense verb can be used in sentence 3?
- [ ] dropping
- [ ] will drop
- [ ] dropped
- [ ] dropped

4 What present tense verb can be used in sentence 5?
- [ ] will swim
- [ ] swim
- [ ] swammed
- [ ] swime

5 What future tense verb can be used in sentence 6?
- [ ] return
- [ ] returning
- [ ] returned
- [ ] will return

**School + Home**

**Home Activity** Your child prepared for taking tests on present, past, and future tenses. Point out a sentence in a book you are reading together. Have your child tell whether the sentence is in present, past, or future tense.

**Conventions Present, Past, and Future Tenses** 221