

Family Times

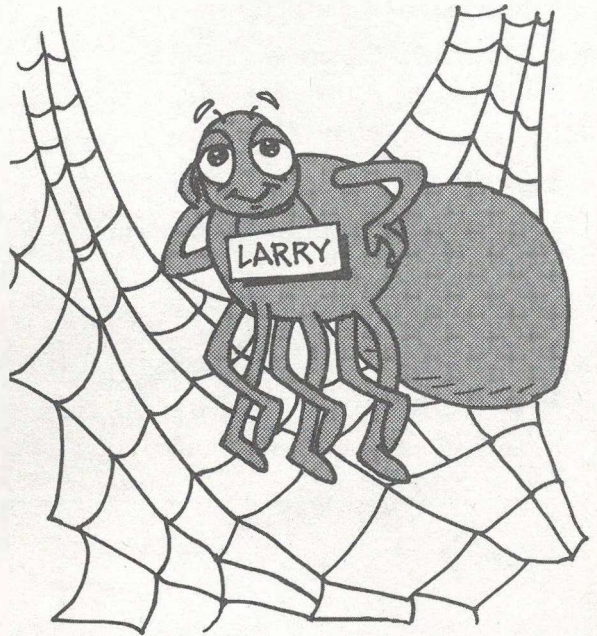
Summary

Jane Goodall's 10 Ways to Help Save Wildlife

Internationally known scientist and conservationist Jane Goodall offers ten suggestions for ways we can all help save wildlife. From thinking of animals as individuals to recycling paper and getting involved with animal-rights organizations, Goodall suggests simple steps everyone can take.

Activity

Name Game Jane Goodall suggests we name animals and insects to make them seem more like individuals. With your family, make it a point to name the bugs and animals you encounter in everyday life for a week. Maybe Larry the spider won't seem so scary.



Comprehension Skill

Fact and Opinion

A **statement of fact** can be proved true or false. A **statement of opinion** tells what someone thinks or feels, and cannot be proven true or false. Opinions often include words that make judgments, such as *interesting*, *beautiful*, or *I believe*.

Activity

A Simple Answer With a family member, take turns making statements about your family. Have the other person guess whether each statement is true or false. If you're the person making the statements, remember to have a mix of true ones and false ones.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Jane Goodall's 10 Ways to Help Save Wildlife*. Practice using these words.

Vocabulary Words

conservation preservation from harm or decay; protection from loss or from being used up

contribute to help bring about

enthusiastic full of enthusiasm; eagerly interested

environment condition of the air, water, soil, etc.

investigation a careful search; detailed or careful examination

Grammar

Main and Helping Verbs

Main verbs show the action in a sentence. Main verbs are always the last word in a verb phrase. **Helping verbs** clarify the meaning of the main verb. For instance, they may indicate when the action takes place. They come before the main verb in a sentence. *Have, has, had, will, is, am, are, was, and were* can be helping verbs. *For example: Bob is building an airplane.* "Is" is the *linking verb* and "building" is the *main verb*.

Activity

Say It, Do It With a family member, take turns making statements and have the other person act out the action verb. For example, if someone says "I'm flying over the trees," the other person would act out "flying."

Practice Tested Spelling Words

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

Fact and Opinion

- A **statement of fact** can be proved true or false. A **statement of opinion** tells what someone thinks or feels.
- Statements of opinion often contain words that make judgments, such as *interesting* or *beautiful*.
- A single sentence might contain both a statement of fact and a statement of opinion.

Directions Read the following passage.

Dirty beaches are disgusting. I hate to see the shore of a lake, or ocean dotted with candy wrappers or soda bottles or other bits of garbage. Garbage on beaches is more than an eyesore, though. It also kills wildlife. Animals such as fish and turtles may try to eat drifting garbage they find in the water. If they do, they may

choke. The plastic six-pack yokes from soda cans are dangerous to birds. Birds often become tangled in the plastic and die. To help keep beaches clean, volunteer on clean-up days. People who clean beaches help protect the environment and deserve the best places to sit when they visit the shore.

Directions Fill in the diagram below based on the passage.

Statement	Can it be proved true or false?	Fact? Opinion? Or both?
Dirty beaches are disgusting.	1.	2.
The plastic yokes from soda cans are dangerous to birds.	3.	4.
5.	The first part can be proved true or false, but not the second part.	contains both fact and opinion



Home Activity Your child identified statements of fact and opinion in a nonfiction passage. Tell your child a series of statements about your family and have your child determine whether they are fact or opinion. For each fact, ask your child how the statements can be proved true or false.

Name _____

Vocabulary

Directions Choose a word from the box that best matches each clue. Write the word on the line.

- _____ 1. preservation from harm
- _____ 2. surroundings
- _____ 3. full of eager interest
- _____ 4. give money, help, or time
- _____ 5. detailed, thorough examination

Check the Words You Know

- ___ conservation
 ___ contribute
 ___ enthusiastic
 ___ environment
 ___ investigation

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

Migrating birds, like the Canada goose, travel twice each year to a new

6. _____. Scientists who study these annual moves are interested in

7. _____ of bird habitats. These 8. _____

scientists 9. _____ greatly to the safety of birds. Through

10. _____, research, and observation, environmental scientists serve

an important role in preserving nature.

Write an Opinion

On a separate sheet of paper, write your opinion on what people should do to help endangered animals. Explain why you feel the way you do. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Jane Goodall's 10 Ways to Help Save Wildlife*. With your child, find out information on endangered plants or animals in your area. Use the vocabulary words to discuss them.

Vocabulary • Context Clues

As you read, you will find unfamiliar words. You can use context clues to figure out the meaning of a new word. **Context clues** are found in the words and sentences around an unfamiliar word.

Directions Read the following passage. Then answer the questions below. Look for context clues around unfamiliar words to determine their meaning.

The U.S. Fish and Wildlife Service (USFWS) is one of our country's most enthusiastic protectors of endangered species. When the environment, or home, of one of our nation's species is threatened, the USFWS tries to protect it as best they can. They will begin with an investigation of the threat, and when they discover what is causing

it they will act to repair the damage. Conservation of wetlands, prairies, and other geographically sensitive areas is an important part of the preservation goals of the USFWS. We can all help save endangered species by being responsible citizens and making sure we don't litter or contribute to the destruction of these sensitive lands.

1. What does the word *enthusiastic* mean?

2. What context clues can help you understand the meaning of the word *environment*?

3. Look at the sentence before the word *conservation*. How does this sentence give a clue to the meaning of *conservation*?

4. What does *contribute* mean as it is used in this passage?

5. What is the meaning of *investigation*? How do you know?



Home Activity Your child answered questions about unfamiliar words in a nonfiction passage by using context clues. Explain a process to your child, like making a complicated meal, using unfamiliar words and help your child figure out what the new words mean by their context.

Name _____

Compare and Contrast

Directions Read the article. Then answer the questions below.

The vast majority of frogs eat a diet of insects and worms. A frog's long tongue can strike out at a passing fly in a split second, scooping up its prey and pulling it back into its mouth faster than the human eye can see. This diet partly explains why so many species of frogs live near water. There are always plenty of insects to be found in and around a water source.

But some frogs eat more than insects and worms. Some frogs eat other frogs, mice, snakes, and even turtles! This is only seen among very large frogs, such as the North American bullfrog. They still use their lightning-fast, sticky tongues to grab their prey. However, the bullfrog's large size gives it the power to capture and eat such large meals.

1. What do the majority of frogs eat?

2. What does a North American bullfrog sometimes eat that most frogs do not?

3. Why do you think a North American bullfrog would need to eat a mouse?

4. What do both small and large frogs use to catch their prey?

5. On a separate sheet of paper, compare what you eat during a meal to what an older relative eats. What is the same and what is different?



Home Activity Your child has compared and contrasted information about frogs in a nonfiction passage. Discuss with your child the differences and similarities of two kinds of animals; such as birds and fish. How are they alike? How are they different?

Name _____

Fact and Opinion

- A **statement of fact** can be proved true or false. A **statement of opinion** tells what someone thinks or feels.
- Statements of opinion often contain words that make judgments, such as *interesting* or *beautiful*.
- A single sentence might contain both a statement of fact and a statement of opinion.

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

Some people prefer cats to dogs as house pets. Fans of cats say they are just as friendly as dogs and that they are equally loving. We know from studies that cats sleep a bit more than dogs; a majority of a cat's day is spent napping. We also know that cats are preferable in pet-therapy situations because they are smaller and easier to handle for elderly

or handicapped persons. For the past few years, polls have found that more people have cats as pets than dogs. But cats are hunters, and if let outside, a house cat will hunt birds, mice, and other small mammals. Some people say they are more frightened of cats than dogs. For some reason, they say, dogs seem friendlier.

1. What takes up most of a cat's day?

2. Give one example of a statement of opinion found in the passage.

3. How do you know that your example is a statement of opinion?

4. Give one example of a statement of fact in the passage.

5. On a separate sheet of paper, give your opinion of cats and dogs. Which would you prefer to have as a pet?



Home Activity Your child answered questions about facts and opinions based on a passage. Read a newspaper or magazine article with your child and discuss which parts are statements of fact and which ones are statements of opinion.

Fact and Opinion

- A **statement of fact** can be proved true or false. A **statement of opinion** tells what someone thinks or feels.
- Statements of opinion often contain words that make judgments, such as *interesting* or *beautiful*.
- A single sentence might contain both a statement of fact and a statement of opinion.

Directions Read the following passage about penguins. Fill in the diagram below.

Molting is a process during which an animal sheds an outer layer of protection and grows a new one. When humans do this, it involves tiny amounts of skin or hair at a time. We should feel sorry for molting penguins, though, because molting is a difficult time for them. While penguins molt each year, they cannot go into the water. Penguins eat fish and other

sea life, so while a penguin is molting, it cannot eat. A molting penguin also looks strange. Molting penguins migrate to a communal molting site, usually in a sheltered area. Depending on the size of the penguin, molting can take anywhere from two weeks to a full month! Maybe penguins think of molting as a way to diet.

Statement	Can it be proved true or false?	Fact? Opinion? Or both?
Molting penguins isolate themselves from other penguins.	1.	2.
We should feel sorry for molting penguins, though, because molting is a difficult time for them.	The first part cannot be proved true or false, but the second part can.	3.
4. A molting penguin also	5.	Opinion



Home Activity Your child answered questions about facts and opinions in a nonfiction passage. Read a magazine article with your child and ask him or her to identify facts and opinions in the text.

Name _____

Main and Helping Verbs

Verbs that are made up of more than one word are **verb phrases**. In a verb phrase, the **main verb** names the action. The **helping verb** helps tell the time of the action. Some common helping verbs are *has, have, had, am, is, are, was, were, do, does, did, can, could, will, would,* and *should*.

- The main verb is always the last word in a verb phrase. (A bird *is looking* at me.)
- There may be more than one helping verb in a verb phrase. (She *has been studying* animals a long time.)
- Helping verbs such as *is* and *are* show that action is happening in the present. (Annamae *is reading* about ecosystems.) *Was* and *were* tell that the action happened in the past. (The class *was reading* about animals last month.) *Will* tells that the action is going to happen in the future. (We *will study* extinct animals next week.)

Directions Underline the verb phrase in each sentence. Put one line under each helping verb and two lines under the main verb.

1. I have watched animals for years.
2. Right now I am watching birds at the feeder.
3. Some birds will visit the feeder dozens of times.
4. The chickadees have eaten all the thistle seeds.
5. A bright red cardinal is singing cheerfully.
6. Within two days, the birds will have emptied the feeder.
7. I can tell that moment.
8. The birds will be sitting on bushes by my window.
9. They are reminding me of their hunger.
10. Bird watchers should fill the feeder often.



Home Activity Your child learned about main and helping verbs. Have your child model an activity such as making a sandwich. Ask him or her to explain the job using sentences with verb phrases.

Name _____

Main and Helping Verbs

Directions Underline the verbs and verb phrases in each paragraph. Circle the verb phrase that expresses the wrong time. Write the correct verb phrase on the line.

1. We are eating more fruits and vegetables these days. For example, for lunch I am having a veggie burger. It smells great. Cheese was melting on the top of it now.

2. Last week we drove to a state park. Dad had been studying forest plants. He had brought along his plant identification book. Soon we all are looking for ferns. Bobbie yelled. He had fallen in a stream!

3. This winter our family will visit a coral reef. Shelly may test her scuba gear. I will snorkel in the clear ocean water. We did marvel at the colorful fish and coral formations.

4. I am teaching the dog a trick. She loves her treats. She is getting a treat for her trick. She sits at the mere sight of the box. Was she learning? What do you think?

Directions Write a paragraph about an animal you have watched. Use some verb phrases.



Home Activity Your child learned how to express time correctly using verb phrases. Ask your child to use *be* verbs with action verbs to make up sentences about something he or she did in the past, is doing now, and will do in the future.

Electronic Media

- There are two types of **electronic media**—computer and non-computer. Computer sources include computer software, CD-ROMs, and the Internet. Non-computer sources include audiotapes, videotapes, films, filmstrips, television, and radio.
- To find information on the Internet, use a search engine and type in your keywords. Be specific. It's a good idea to use two or more keywords as well as typing "AND" between keywords. To go to a Web page that's listed in your search results, click on the underlined link.

Directions Use the following list of electronic media to answer the questions below.

- *Monkey-ing Around* (Public Television documentary about captive monkey behavior)
- *Monkey Project* (Internet site for an international primate organization)
- *Field Recordings: Monkeys of Gambia* (CD of natural monkey sounds recorded in Gambia in 1998)
- "Jane Goodall's Quest" (Taped interview with Jane Goodall)
- *World Wildlife Fund's Annual Report 2003* (CD-ROM with annual assessment of endangered species and habitats)
- *One World* (Internet site about wild animal habitats that are endangered)

1. Which source would be most helpful in writing a report on Jane Goodall?

2. How would you access information from the *World Wildlife Fund's Annual Report 2003*?

3. If you were doing an Internet search, what keywords would you type into the search engine to find the Web site *One World*?

4. Which source would be most helpful if you wanted to learn about the sounds monkeys make?

5. Which source would you start with if you were investigating primates in your local zoo?

Name _____

Directions Use the following Internet search results found on a search engine to answer the questions below.

Search Results

Prairie Shores

State of Illinois' official site for prairie habitat information. Northern Illinois prairies adjacent to Lake Michigan. Flora, fauna, ecosystems, wildlife habitats.

Federally Protected Ecosystems

U.S. Department of the Interior. Based on annual assessment, site lists all federally protected ecosystems by state, region, ecosystem type, EPA ranking, etc.

Our Backyard

Waukegan community organization site to protect Amber Prairie. Updates on preservation effort, fundraising efforts, state and federal decision deadlines.

Habitat and Ecosystem Interdependence

University of Northern Illinois three-year study on development impact on Amber Prairie and its ecosystems, habitats, and indigenous species.

6. What does the information below the underlined links tell you?

7. What key words might have been used to get these search results?

8. Which sites are the official government sources regarding this prairie?

9. Which site would be the least reliable if you were doing a report for school?

10. Why might the *Habitat and Ecosystem Interdependence* site be valuable if you were doing a report?



Home Activity Your child answered questions about electronic media. With your child, look around your house and see how many different types of electronic media you have on hand. Talk with your son or daughter about how each of the various electronic media sources could be valuable in his or her studies.

Name _____

Main and Helping Verbs

Directions Mark the letter of the words that correctly identify the underlined word or words in the sentence.

- People should drive less.
 - helping verb
 - main verb
 - verb phrase
 - not a verb
- Exhaust fumes are polluting the environment.
 - helping verb
 - main verb
 - verb phrase
 - not a verb
- Certain chemicals will kill fish.
 - helping verb
 - main verb
 - verb phrase
 - not a verb
- Runoff from farms may contain these chemicals.
 - helping verb
 - main verb
 - verb phrase
 - not a verb
- Oil tankers have spilled millions of gallons of oil.
 - helping verb
 - main verb
 - verb phrase
 - not a verb
- Fish, birds, and mammals are coated with the oil.
 - helping verb
 - main verb
 - verb phrase
 - not a verb
- Without help they soon will die.
 - helping verb
 - main verb
 - verb phrase
 - not a verb
- Many towns are putting garbage in landfills.
 - helping verb
 - main verb
 - verb phrase
 - not a verb
- Plastics do not break down easily.
 - helping verb
 - main verb
 - verb phrase
 - not a verb
- We are poisoning ourselves slowly.
 - helping verb
 - main verb
 - verb phrase
 - not a verb



Home Activity Your child prepared for taking tests on main and helping verbs and verb phrases. Have your child write sentences about his or her day's activities using verb phrases and point out main and helping verbs.

Name _____

Main and Helping Verbs

Directions Choose a helping verb from the box to complete each sentence. Write the sentence on the line. Underline the verb phrase.

could should has was had did

1. Jane Goodall _____ studied African animals for decades.

2. She _____ raised in England.

3. Even as a little girl, she _____ always loved animals.

4. In the jungle, Jane _____ watch chimpanzees for hours.

5. She _____ not notice the hours passing.

6. We _____ admire such devotion to animals.

Directions Find the verb phrases. Underline each helping verb. Circle each main verb.

7. A wildlife refuge may provide the only safe habitat for some animals.
8. Many animals have been hunted too much.
9. Scientists have predicted the extinction of some species.
10. Animals in trouble are described as endangered.
11. Many groups are working to protect endangered animals.
12. Without our help, these animals will disappear like the dodo.



Home Activity Your child reviewed main and helping verbs. Ask your child to make up sentences using verb phrases to describe an animal's past, present, and future actions.

Use your textbook to complete the Q's on the front and back.

Selection Test
Jane Goodall

Name _____

Fri. Jan. 22, 2021

VOCABULARY

This test section has five questions. Choose the answer that means the same as the underlined word. Fill in the circle next to the answer you have chosen.

1. We must protect the environment.

- A. fragments
- B. air, water, and land
- C. possessions
- D. gold, silver, and copper

2. Everyone will contribute.

- A. give
- B. comment
- C. debate
- D. wonder

3. Conservation of our wildlife is wise.

- A. celebration
- B. adoption
- C. protection
- D. discussion

4. The cheerleader is enthusiastic.

- A. excited
- B. bewildered
- C. composed
- D. creative

5. The investigation has ended.

- A. dramatic advertisement
- B. dignified speech
- C. dismal meeting
- D. detailed study

READING

This section of the test has twelve questions. Choose the best answer for each question. Fill in the circle next to the answer you have chosen.

6. Which of the following is a statement of opinion?

- A. "It's true that bees sting and sharks bite..."
- B. "...tapeworms are simply too revolting to love."
- C. "...groups have sprung up in more than 70 countries..."
- D. "One group, in Chicago, launched an investigation..."

7. Why did Goodall name a fly during one of her speeches?

- A. She planned to catch it and keep it as a pet.
- B. She wanted to make it easier for people to respect the fly.
- C. She was bothered by the fly and was trying to accept it.
- D. She wanted to keep her audience entertained.

8. According to the selection, how is Lisa Thomas like Goodall?

- A. She learned about animals from her childhood dog.
- B. She has taught young people how to protect the planet.
- C. She studied chimpanzees with a teacher.
- D. She believes that dogs have feelings.

9. What is an effect of respecting all life?

- A. taking better care of the earth
- B. fearing dangerous animals
- C. hunting only during certain seasons
- D. refusing to use gas and oil

10. How does Goodall probably feel when people ask her how they can help protect animals?

- A. annoyed
- B. smug
- C. curious
- D. satisfied

11. Which of the following could be used to prove the statement of fact, "Chimpanzees are our closest living relatives"?

- A. atlas
- B. encyclopedia
- C. biography
- D. dictionary

Georgia Performance Standards

Question 6: Reviews Grade 4 ELAR1b.1] Distinguishes fact from opinion or fiction. Questions 7, 9: ELAR1c.1] Distinguishes cause from effect in context. Question 8: ELAR1a.1] Locates facts that answer the reader's questions. Question 10: ELAR1g.1] Makes perceptive and well-developed connections. Question 11: ELAR1b.1] Relates new information to prior knowledge and experience and makes connections to related topics or information.

Georgia Performance Standards

Questions 1-5: ELAR3b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example)

Georgia Performance Standards

Question 6: Reviews Grade 4 ELAR1b.1] Distinguishes fact from opinion or fiction. Questions 7, 9: ELAR1c.1] Distinguishes cause from effect in context. Question 8: ELAR1a.1] Locates facts that answer the reader's questions. Question 10: ELAR1g.1] Makes perceptive and well-developed connections. Question 11: ELAR1b.1] Relates new information to prior knowledge and experience and makes connections to related topics or information.

#18-20 Turn the Question into the Answer,
 and write your answers in
 complete sentences.

Name _____

Selection Test
 Jane Goodall

12. The title of the selection is *Jane Goodall's 10 Ways to Help Save Wildlife*. Which of these would be another good name for the selection?
- A. *Some Important Rules for Life*
 - B. *Don't Give Up Hope*
 - C. *Ways to Learn About Animals*
 - D. *What a Scientist Does*

13. Which happened FIRST?
- A. A group did research on possible effects of the company's location.
 - B. Goodall started a program called Roots and Shoots.
 - C. The building project was put on hold.
 - D. A water bottling company suggested building a new plant.

14. How does recycling help the environment overall?
- A. It gives people a chance to try new products.
 - B. It allows people to develop different types of clothing.
 - C. It reduces the harm we do to our surroundings.
 - D. It prevents us from needing to use oil.

15. What is the selection MOSTLY about?
- A. the interest by young people in saving our planet
 - B. starting organizations to help chimpanzees
 - C. taking responsibility to protect our planet
 - D. speaking out about damage done to rain forests

16. Which generalization based on the selection is MOST LIKELY valid?
- A. Goodall wishes some animals didn't exist.
 - B. Goodall thinks everyone should waste less.
 - C. Goodall says most people can't respect things they don't love.
 - D. Goodall believes all living things are precious.

17. The MOST LIKELY reason the author wrote the selection is to _____
- A. teach readers that we can control our fear
 - B. persuade readers to become scientists
 - C. provide readers with practical advice
 - D. entertain readers with stories about her work

Read each question below. Write your answers on the lines.

18. Goodall ends the selection by talking about the importance of working together and having hope. Why do you think she saved this for LAST?
- _____
- _____
- _____

19. According to Goodall's views, how are all animals alike?

20. How was Goodall different from her fellow scientists?

Georgia Performance Standards

Questions 12, 15: ELA.5RI.1.1 Identifies and analyzes main ideas, supporting ideas, and supporting details. Question 13: ELA.5RI.1.1 Identifies and uses knowledge of common organizational structures (e.g., chronological) order, logical order, cause and effect, classification schemes). Question 14: ELA.5RI.1.1 Locates facts that answer the reader's questions. Question 16: ELA.5RI.1.1 Makes perspective and well-developed connections. Question 17: ELA.5RI.1.1 Identifies and analyzes the author's use of dialogue and description.

Georgia Performance Standards

Question 18: ELA.5RI.1.1 Distinguishes cause from effect in context. Question 19: ELA.5RI.1.1 Locates facts that answer the reader's questions. Question 20: ELA.5RI.1.1 Identifies and analyzes main ideas, supporting ideas, and supporting details.