

Unit 10

Skills Workbook





Unit 10

Skills Workbook

Skills Strand

GRADE 3

Core Knowledge Language Arts®



Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Unit 10

Skills Workbook

This Skills Workbook contains worksheets that accompany the lessons from the Teacher Guide for Unit 10. Each worksheet is identified by its lesson number and where it is intended to be used. For example, if there are two worksheets for Lesson 8, the first will be numbered 8.1 and the second 8.2. The Skills Workbook is a student component, which means each student should have a Skills Workbook.

Name: _____

The First English Colony

1. How many expeditions did Sir Walter Raleigh oversee?

Page _____

2. Which of Sir Walter Raleigh's expeditions were Robert and George a part of and how do you know?

Page _____

3. Why were Robert and George afraid when they first arrived at Roanoke Island?

4. Write *true* or *false* and write the page number that has the answer.

	Write <i>True</i> or <i>False</i>	Page Number
In 1587 John Rolfe and others sailed away to the New World.		
The decision was made for the 1584 expedition to join the Spanish in Central America.		
Robert and George were members of Sir Walter Raleigh's third expedition.		
It was thought that the Spanish conquistadors were responsible for the possible death of 14 explorers at the Roanoke Island fort.		
Sir Walter Raleigh took one of the remaining ships to return to England to get supplies back to the colonists before the harshest part of the winter.		

5. Write the main idea of this chapter.

Name: _____



Dear Family Member,

Please help your child succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns of /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/ that we have already studied. On Friday, your child will be assessed on these words.

Students have been assigned two Challenge Words, *beautiful* and *definite*. Challenge Words are words used very often. The Challenge Words follow the spelling pattern for /f/ this week.

The Content Word for this week is *Powhatan*. *Powhatan* follows one of the spelling patterns for this week. The first 'a' in *Powhatan* has the sound of /ə/. This word is directly related to the material that your child is reading in *Living in Colonial America*. The Content Word is an optional spelling word for your child. If your child would like to try it but gets it incorrect, it will not count against him or her on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed on the back of this worksheet.

1. movement
 2. sentence
 3. toothache
 4. hospital
 5. occupy
 6. addition
 7. ability
 8. secure
 9. tougher
 10. accuse
 11. spherical
 12. continue
 13. affect
 14. whoever
 15. identify
 16. shrewd
 17. vowel
 18. wobble
 19. **Challenge Word:** beautiful
 20. **Challenge Word:** definite
- Content Word:** Powhatan

Student Reader

This week, we are starting our unit on colonial America. Your child will be learning about life in colonial America and some of the history of how Europeans came to settle permanently in North America. These selections are historical fiction, presenting the facts through stories in each chapter and using fictional characters to make the chapters more interesting.

The chapters your child will read in *Living in Colonial America* this week include information about the first English settlers, where they settled, and what they did to survive. Students will read about the settlements in Roanoke Island, Jamestown, and life on a plantation. Be sure to ask your child each evening about what he or she is learning.

Students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Your child will also bring home a copy of the glossary for use in reading the text copies to family members. The bolded words on the text copies are the words found in the glossary.



Introduction to *Living in Colonial America*

Are you ready to go on an adventure? Are you ready to become a **time traveler**? I think I heard you say, “Yes!” Good, because you are about to travel back in time to meet some of the first Europeans who came to settle in America. You are going to learn about the **creation** of the thirteen English **colonies**.

You already know about the explorers who helped make this happen. Now, you will learn about the brave men, women, and children who came to live in a new land. Some of the characters in the stories you are about to read are not much older than you.

You will also discover that these **colonies** were divided up into three **distinct** regions. These regions are called the Southern, New England, and Middle Atlantic regions. English people, and other Europeans, came to these regions at different times and for different reasons. You will journey to one region at a time. Pay attention to which region you are in.

Be very careful though: Your mission requires you to move back and forth in time as you travel from one region to another. In each region, you will meet children who lived a long time ago. You will discover how different their lives were in comparison to yours. You might even wonder if you would have liked to live in America hundreds of years ago, when Europeans first began to settle here.

For your journey, you will be given special **time traveling** tools to help you along the way. You will have maps. **Time travelers** always need good maps. You will also have a timeline.

As you **time travel**, you will find out where these European settlers **originally** came from, as well as how they journeyed to America. You will discover the reasons why they chose to travel so far away from their **homelands**.

Are you ready to **time travel**? Good! Your adventure is about to begin.

Name: _____

Take-Home Worksheet



The First English Colony

Robert and George ran along the long stretch of sandy beach on Roanoke Island. From time to time, they splashed in the warm waters and collected shells. It was late August in the year 1587, and, if all went well, they and the other travelers would be the first **successful** English colonists in North America. They and others had watched as their leader, John White, sailed away. He was returning to England to get the supplies they needed to survive on this island. However, the reason why the boys were playing on this beach began many years earlier.

In the 1500s, Spain conquered large areas of Central and South America. The Spanish built towns and cities there. Spanish **galleons** sailed across the Atlantic Ocean laden with gold and other natural resources taken from these regions. Spain was becoming very rich. The Queen of England, Elizabeth I, and her favorite knight, Sir Walter Raleigh, wanted England to become as rich and powerful as Spain. They wanted English people to go to this new world too.

In 1584, Sir Walter **persuaded** Queen Elizabeth to let him try to create an English colony in the Americas. It was decided that the English would stay away from the powerful Spanish conquistadors. Instead of sailing to Central or South America, they would sail north, to North America. With that decided, a group of explorers set off to find a suitable place to settle.

The explorers who went on this expedition in 1584 reported back to Sir Walter and told him about Roanoke Island. They believed this island was a perfect place for the first English colony. Sir Walter's explorers managed to build a fort on the island, but they failed to create a colony. They abandoned their mission, leaving only fifteen men behind to guard the fort. However, Sir Walter was determined to **succeed**. In 1587, more ships set out for the New World.

Robert and George were members of this second group of **would-be** English colonists. They had been very excited to set off on this great adventure. This time, the colonists planned to land north of Roanoke Island, in the Chesapeake Bay area. There, they hoped to establish the first **successful** English colony.

Unfortunately, during the trip, there was a disagreement between their leader John White and members of the ship's crew. As a result, members of the ship's crew refused to take the English travelers to the Chesapeake Bay area. So, Robert, George, and the other passengers were forced to land on Roanoke Island in late July. Robert and George had not minded this change of plan. They had simply been happy to be on solid ground once more.

However, this was not the end of the travelers' troubles. After landing, John White led a group of men to Fort Raleigh, the fort that had been built by the previous group. Robert and George had not been allowed to go with the men. At the fort, John White and the other men expected to find the fifteen English soldiers who had been left behind to guard it. When they arrived at the fort, the soldiers were nowhere to be found. The fort was **overgrown** with weeds. The skeleton of one soldier was discovered.

When John White and the men returned to the beach with this news, Robert and George had felt scared. The boys were especially concerned when the adults suggested that the Roanoke Native Americans were responsible for the death of the soldiers. The only good news was that it was possible to repair the homes in Fort Raleigh.

The settlers got to work. Robert, George, and more than one hundred men, women, and children worked from sunrise to sunset to reconstruct these homes. However, no one spoke of the most **alarming** thing of all: When winter came, they did not have enough food to survive until spring. They had arrived at a time when it was too late to plant crops.

Robert, George, and the others did not want to return to England starving and exhausted. They wanted to **succeed**. They wanted Queen Elizabeth and Sir Walter to be proud of them. But they needed a plan. One month after they arrived, it was decided that John White would take one of the two remaining ships and return to England to get supplies. If all went well, he would be back before the **harsh** days of winter arrived.

So Robert and George had watched and played as John White's ship sailed out of sight. The two boys remained on the sandy shore and enjoyed the freedom this new land offered. Neither of the boys missed the busy, crowded streets of Portsmouth, England. They did not miss the rain or the sight of the poor people who **begged** on the streets. This was to be their new home and they were thankful to be there. The question was, would they survive?

Name: _____

Jamestown, Part I: A New Life

1. Why were Tom and Jane sent to Jamestown?

Page _____

2. Why were children needed to help families in Jamestown?

Page _____

3. The words that best describe Tom and Jane at the beginning of this chapter are:

- A. warm and comfortable
- B. dirty and sad
- C. happy and healthy
- D. old and worn out

Page _____

4. Write the main idea of this chapter.

Name: _____

Mixed Review Comparative and Superlative Adjectives

Write the correct form of the verb in the blank.

1. (*busy*) Third graders are _____ than second graders.
2. (*angry*) That child is the _____ child I've ever seen!
3. (*colorful*) The paint on that house is _____ than the paint on your house.
4. (*interesting*) My hamster is _____ than your hamster.
5. (*bad*) I have the _____ headache I've ever had.
6. (*red*) Your hair is the _____ of anyone in your whole family.
7. (*persistent*) My brothers and I are _____ than my cousins!
8. (*little*) We had _____ rain than the meteorologist predicted today.
9. (*refreshing*) That pool is the _____ pool in the whole neighborhood.
10. (*fine*) That was the _____ movie I've ever seen.
11. (*clear*) These instructions are _____ now that you've helped me.

12. (*grand*) You're the _____ friend I've ever had!

Write a sentence using the word in parentheses.

1. (*better*) _____

2. (*most effective*) _____

3. (*more energetic*) _____

4. (*more worried*) _____

5. (*more energetic*) _____

6. (*more*) _____

Name: _____



Jamestown, Part I: A New Life

“Tom, hurry up and eat your breakfast. You should have been out in the tobacco fields at least an hour ago,” urged Mrs. Ann Tucker.

“I’m coming,” Tom replied as he **gulped** down his milk and bread. “I’ve been helping Jane collect the eggs.”

“Well, hurry up,” Mrs. Tucker commanded. “The sun will have set before you have lifted a finger to help Mr. Tucker.”

Tom swallowed the last mouthful of bread and raced out of the small house. He could tell that Mrs. Tucker was angry. The bright sunshine made him **squint** as he ran toward the tobacco fields. It was harvest time and almost everyone was working in the fields.

Mrs. Tucker, the **mistress** of the house, glanced at Tom as he ran off. She sighed deeply.

She and her husband Daniel Tucker were now in charge of Tom and his sister, Jane. They were good children but they had arrived with very few skills. Fortunately, Tom was proving to be a good hunter.

Like the Tuckers, Tom and Jane were from London, England. Both children had arrived in Jamestown, Virginia, five months earlier, in April, 1618. When they first arrived, it was clear that they didn’t want to be there. For days, they refused to speak. Jane cried all the time. Their clothes were **tattered** and **grimy** and they were very thin.

Tom, Jane, and one hundred other children had sailed to Jamestown on an English trading ship. Sailing across the ocean is never a good experience. But that was not the only reason why they looked so **raggedy** when they first arrived. Tom and Jane had been **street children**. In England, their parents had died and they had been found trying to survive on the streets of London. In fact, all of the children who were sent to Jamestown had been living that way.

Times were hard in England. There were hundreds of children begging on the streets of London. The king of England, James I, thought that so many homeless children would lead to trouble. He had the children rounded up and shipped 3,000 miles across the Atlantic Ocean to Jamestown.

Families in the colony had agreed to take the children in and put them to work. After all, there was certainly a lot to be done. Boys were needed to work in the fields. The colonists grew corn, squash, pumpkins, and tobacco. They had to hunt and fish as well. Girls were needed to cook, sew, make candles, and make soap. Boys and girls were needed to look after the cattle, goats, horses, and pigs that the colonists had brought with them. Children also cared for fruit trees and berry bushes.

The English colonists had first arrived in Jamestown, Virginia, in 1607. Some of the first English colonists had died of hunger and sickness. Others had not survived the freezing cold temperatures or the attacks on them by the **Powhatan**. However, none of these things had stopped more colonists from coming to Jamestown to start a new life.

One of the first colonists, a man named John Smith, had helped to save the colony from collapse. Another colonist named John Rolfe had introduced a new kind of tobacco into this area. This crop was important because the colonists earned money selling it. Smoking tobacco had become popular in Europe. With John Rolfe's help, the colonists learned how to grow lots of tobacco. By 1618, they were able to send more than two thousand pounds of tobacco to England each year. Tobacco made lots of money for the colony.

"Where have you been, boy?" said a tall man with brown hair. "I've harvested several pounds of tobacco leaves already."

Tom did not reply. Instead, he grabbed a basket and got to work. He had already figured out that the **well-being** of the colonists depended upon this plant. Much care and attention was paid to it. When he first arrived, Tom saw that the colonists had already planted tobacco seeds in tiny beds. They had covered the seeds with branches to protect them from the snow. When the seeds became seedlings, they were then **transplanted** into the fields. Moving the seedlings happened in April and was the hardest job of all. Finally, the colonists had to harvest the crop before the first frost.

Tom worked silently beside Mr. Tucker. The bottom leaves were the first to be cut off, collected, and hung up to dry. Tom **plucked** at the tobacco leaves and tried to ignore the sweat already dripping from his **brow**. He had been told that when all of the crops were harvested, the colonists would celebrate. "That's something to look forward to," Tom thought to himself. He knew, however, that between now and then there would be many more days of working in the hot sun.

Name: _____

Jamestown, Part II: Hunting the Powhatan Way

1. As the two parts of the story of Jamestown unfold, describe Tom.
 - A. He finds no joy in Jamestown and his life there is sad.
 - B. Tom has made a friend and is more happy and comfortable.
 - C. Tom is more miserable and wishes to return to London.
 - D. Tom is afraid of all Powhatan people and shares his fears with the Tuckers.

2. What did the Powhatan do when more and more colonists arrived and took their land?

Page _____

3. What do the words **like a duck to water** mean in the chapter?
 - A. Ducks like to swim in water.
 - B. Tom liked to hunt ducks.
 - C. Tom liked hunting and fishing as naturally as ducks like water.
 - D. Ducks liked to follow Tom in the water.

4. What did William mean when he said, “Come on, you’ve survived the streets of London, haven’t you?”

5. Write the main idea of this chapter.

Name: _____

Word Shelf

uni- means *one* or *single*
bi- means *two*

unicolor

unison

bilingual

bimonthly

Name: _____

Prefix *uni-*: Meaning “one” or “single”

Prefix *bi-*: Meaning “two”

unicolor —(adjective) having one color	
unison —(noun) the act of doing something together as a group at one time	
bilingual —(adjective) able to speak two languages	
bimonthly —(adjective) occurring every two months	

Write the correct word to complete each sentence.

uniform	unicolor	biplanes	bimonthly
bicycle	bilingual	unicycle	unison

- Carlos is _____ because he knows how to speak Spanish and English.
- Our teacher asked the whole class to read the page in _____.
- Airplanes that are used today are not _____ because today’s planes only have one set of wings.
- In the spring, the leaves on the tree in our front yard are _____, while in the fall they are many colors.

5. My sister gets her hair cut _____ instead of monthly since she likes it long.
6. This week, all the eggs in the carton had a _____ appearance because none of them were broken.
7. At the circus, a clown rode into the ring on a _____ while he was spinning hoops in the air with his hands.

Write your own sentence using the one word left in the box.

8. _____

Name: _____

Word Shelf

tri- means *three*
multi- means *many*

trident

triangle

multicultural

multivitamin

Name: _____

Prefix *tri*—: Meaning “three”
Prefix *multi*—: Meaning “many”

trident —(noun) a spear with three points or prongs	
triangle —(noun) a shape with three sides	
multicultural —(adjective) including many cultures	
multivitamin —(adjective) including many vitamins	

Write the correct word to complete each sentence.

multimedia	trident	triangle	multivitamin
tricycle	multicultural	multilingual	trilogy

1. My little brother likes to ride his three-wheeled _____ on the sidewalk.
2. He takes a _____ pill every morning to get a full serving of vitamins each day.
3. Some say that a _____, like the one Neptune had in Roman mythology, is used to catch fish for food.
4. There was a _____ festival at the community center where we learned about different cultures in our neighborhood.

5. My dad has read two of the three books in a _____ about President Roosevelt.
6. We watched a _____ presentation that included a video, photographs, art, and graphics.
7. A _____ has three sides but the sides are not always equal.

Write your own sentence using the one word left in the box.

8. _____

Name: _____

Use Adverbs that Compare Actions

Change the word at the end of the sentence by adding *-er* or *-est* to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

- My presentation about Cupid and Psyche lasted _____ than your report about the sword of Damocles. (*long*)
How did my report last compared to yours? _____
- The curb was _____ than I had expected. (*near*)
Where was the curb? _____
- I had the man at the barber shop cut my hair the _____ of anyone of my family. (*short*)
How was my hair cut compared to anyone in my family?

- My neighbor is _____ than I am. (*tall*)
How _____ is my neighbor compared to me?
- My uncle's phone rings the _____ of any of my family members' phones. (*loud*)
How does my uncle's phone ring compared to any of my family member's phones? _____
- Our teacher lives _____ to the bus stop than we do. (*close*)
Where does our teacher live compared to us? _____

Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

1. **verb:** left **adverb:** latest

2. **verb:** speak **adverb:** the softest

Name: _____

Blank Busters

Follow along with your teacher to fill in the blanks with the correct spelling words. The root words are listed in the box below. You will not use a word more than once.

movement	spherical	accuse	sentence	toothache
continue	hospital	affect	occupy	whoever
addition	identify	ability	shrewd	secure
	tougher	wobble	vowel	

Challenge Word: beautiful

Challenge Word: definite

Content Word: Powhatan

Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: *-s*, *-ed*, *-ing*, *-er*, *-ly*, and *-est*.

1. Native Americans _____ parts of North America when the settlers arrived.
2. Thomas said, “_____ made my bed, please let them know that I appreciate it.”
3. Some English settlers came to America to have the _____ to practice their own religion.
4. Are you able to name all five _____?

5. We visited a sick friend in the _____.
6. Of all my chores, vacuuming is _____ than cleaning the dishes.
7. Katy didn't get much sleep last night and it _____ her class work all day.
8. The dead maple tree began _____ before it finally fell over.
9. The English _____ to settle in different areas before the Germans, Dutch, and other Europeans came to America.
10. Third graders have learned _____ and how to write _____.

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.

1. _____
2. _____
3. _____

Name: _____



Jamestown, Part II: Hunting the Powhatan Way

Do you remember that in the last chapter, you met the **orphan** boy Tom and his sister Jane? Today, you will find out more about Tom and his life in Jamestown.

Tom was glad it was Sunday. This was the only day of the week that many people didn't work in the fields or in their workshops. This made Tom very happy. On Sunday, Tom was also allowed to hunt or fish. Before **chapel**, Tom and his friend William often set off to catch a rabbit or a fish for the pot. Today was no exception, and William had arrived at Tom's house bright and early.

Tom and William had been hunting and fishing together ever since Tom first arrived in Jamestown. Like Tom, William was an **orphan** now living in this English colony. William had taught Tom how to use a bow and arrow and how to catch fish.

Although Tom had been a city boy, he had taken to hunting and fishing right away, or, as Mrs. Tucker had said, "like a duck to water."

William had learned his hunting and fishing skills from a group of Powhatan boys. These boys had made friends with some of the English children. The Powhatan boys didn't visit Jamestown too much anymore. The Powhatan were no longer good friends with the colonists. The colonists were taking more and more land away from the Powhatan to farm tobacco. The Powhatan wanted the colonists to leave their land. However, the colonists weren't going away. Quite the opposite was happening. More and more colonists were arriving.

William greatly respected the Powhatan and their knowledge of the land. He often talked to Tom about this.

"Everything they need, they get from the forest and the land around them," William often pointed out. "The men are expert hunters. They are able to catch more fish in one day than we catch in a whole week. The women grow corn, beans, and squash, and they make their own homes out of saplings, reeds, and bark. They use the fur and hide from the animals they hunt to make their clothes. They know what berries and nuts are safe to eat, and what plants can be used to make medicines. Without their help, we would never have survived here."

"Well, we grow our own food too," Tom had once offered softly, while listening intently to William.

"Yes, but they taught us how to do that when we first arrived," William had reminded Tom, clearly unimpressed.

On this particularly beautiful day, however, William was in a good mood. The boys were going hunting.

“Come on, Tom. Let’s go and catch our dinner,” he yelled as he stood in the Tuckers’ open doorway.

“Don’t be out there all day,” exclaimed Mrs. Tucker.

“We won’t be,” Tom replied. With that, the two boys ran off toward the woodland some distance away.

The boys loved to be in the forest. At this time of the year, the sights, smells, and sounds were almost magical. As they crept forward, they **trod** upon a carpet of pine needles. The sunlight broke through the tall treetops and **shafts** of light **illuminated** their path. All around them they could hear the **scurrying** of forest creatures. They walked for a while, enjoying the gift of freedom. They crossed a stream and bent down to drink the water from their cupped hands. As they did, they both heard the sudden, sharp sound of a branch breaking.

The branch fell to the ground a few feet away from them. Both boys looked up instantly. High up in a tree, about twenty feet above the ground, was a Powhatan boy about the same age as William and Tom. He was sitting on a wide branch and staring at them. His bow and arrow were pointed directly at Tom.

William began to speak in a language that Tom did not recognize. The Powhatan boy replied using words that Tom did not understand. Then, the Powhatan boy smiled and scampered down the tree, landing right beside the boys.

Seconds later, the Powhatan boy motioned for them to follow him. William pushed Tom forward.

“What are we doing?” whispered Tom.

“We’re hunting,” William replied.

“Are we hunting with him?” Tom asked.

“Yes,” William said. “He’s a friend of mine. He’s going to teach us how to hunt for deer.”

“I thought we were hunting for rabbits,” said Tom nervously.

“Well, now we are hunting for deer,” said William, smiling at this friend. “Come on, you’ve survived the streets of London haven’t you?”

With that, William and Tom followed the Powhatan boy deeper into the forest.

Name: _____

Plantation Life

1. What game were the children playing at the beginning of the chapter?

Page _____

2. Why didn't Seth answer his friends when they called out to tell him the game was over?

Page _____

3. What was unusual about the fact that George was allowed to visit his mother when she was sick?

Page _____

4. Why was Seth afraid at the end of the chapter?

Page _____

5. Write the main idea of the chapter.

Name: _____

Writing Sentences With Adverbs

Write a sentence using the *-er* adverb. Then change the sentence so that the *-est* adverb fits and write the new sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. **verb:** *poured* **adverbs:** *smoother, smoothest*

-er

-est

2. **verb:** *bakes* **adverbs:** *quicker, quickest*

-er

-est

3. **verb:** *tried* **adverbs:** *harder, hardest*

-er

-est

4. **verb:** *starts* **adverbs:** *earlier, earliest*

-er

-est

5. **verb:** YOUR CHOICE **adverbs:** *easier, easiest*

-er

-est

6. **verb:** YOUR CHOICE **adverbs:** *sooner, soonest*

-er

-est

Name: _____

Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

uni	bi	tri	multi
-----	----	-----	-------

1. Word: _____lingual

Meaning: able to speak many languages Part of Speech: _____

2. Word: _____cycle

Meaning: a vehicle with two wheels Part of Speech: _____

3. Word: _____color

Meaning: having one color Part of Speech: _____

4. Word: _____plane

Meaning: a plane with two sets of wings Part of Speech: _____

5. Word: _____vitamin

Meaning: involving many vitamins Part of Speech: _____

6. Word: _____dent

Meaning: a spear with three points or prongs Part of Speech: _____

Complete each sentence by circling the correct word from the choices below the sentence.

1. If I work hard in this language class, I could be _____ when it is over!

bilingual

bimonthly

2. In art class, our project is to create a _____ of paintings that have a theme.

tricycle

trilogy

3. We sang the chorus of the song in _____ as our music teacher played the piano.

unison

unicycle

4. When I got too big for my tricycle, I got a _____ and had to learn how to ride on two wheels.

biplane

bicycle

5. Our soccer team is a _____ group of people from all different backgrounds.

multicultural

multimedia

Name: _____

Word Sort

Read the words in the box and circle the letters that have the /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/ sound. Write the words under each header that match the header's sound. Some words may be used under two or more headers and one word may be used under three. Some words may not follow any of the sound patterns and will not be listed under a header.

/ə/

/ə/ + /l/

/sh/ + /ə/ + /n/

/ue/

/oo/

/f/

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

buffoon

suctioned

mission

whistle

cooperate

improvement

castle

amendment

cashew

enough

capital

doing

captive

conjunction

utility

occasion

abuse

towels

fuel

system

Name: _____



Plantation Life

“Seth, it’s your turn to hide,” said Laura, Helen, and Joseph.

“We’ll count to thirty-three and then we’ll add on five more seconds,” the oldest child, Laura, added confidently.

“Okay. Turn around now. Don’t peek,” said Seth.

Laura, Helen, and Joseph turned their backs while Seth ran to hide.

So far, none of the children had hidden in the wagon. Seth ran to the wagon near the barn and hid under a giant piece of **sack cloth**. Seconds later, the three children yelled, “Ready or not, here we come!”

Seth lay perfectly still in the wagon that was used to **transport** sacks of rice to town. He could hear the three children running here, there, and everywhere searching for him. This was fun. Slave children rarely had time to play.

The children looked in the barn, in the cook’s kitchen, and in the chicken coop, but they did not think to look in the wagon. After a while, the three children gave up and began to call to Seth.

“Seth, we can’t find you. You can come out now,” they called together. But Seth did not come out. Seth was so snug and warm lying underneath the **sack cloth** that he had fallen asleep.

When Seth did not appear, the three children ran off together to do their **chores**. They all knew that if Seth did not come out soon, he would get into a whole **heap** of trouble.

All four children were slaves who lived on a large **plantation** in South Carolina in the year 1715. It was called the Walker **Plantation** and Mr. Walker was the **plantation** owner. The main crop grown on this **plantation** was rice. Rice is a type of grass. It is a very important food crop. Many African slaves had grown rice in Africa and had brought this knowledge with them to the English colonies.

Life on the **plantation** was hard. Slaves worked long hours. They had to obey the **plantation** owner. Even though he was a child, Seth also had many chores. Seth had fallen asleep thinking about his two older brothers. They did not work on the Walker **Plantation** any more. Both of them went to work for a neighbor who had a tobacco

plantation. George, the older of the two brothers, had been allowed to visit when their mother became sick with **swamp fever**. Because they had gone to work on a different **plantation**, it was difficult to visit. Seth and his parents had been so happy to see George. Even though she was sick, their mother had made cornbread to celebrate.

During that visit, George had told Seth that working on a tobacco **plantation** was not the same as working on a rice **plantation**.

“On a tobacco **plantation**, slaves work from sunup to sundown,” George had said. “You have no time off. You have to **tend** to those tobacco leaves all the time. When one job is done, another one comes along before you know it.”

Seth didn’t like the sound of that one bit and he hoped he didn’t end up growing tobacco. On a rice **plantation**, the slaves had certain jobs to do. When they were finished, they could do the **chores** that they needed to do for themselves. Although slaves on a rice **plantation** spent less time in the fields, it wasn’t true that life on a rice **plantation** was easier than life on a tobacco **plantation**. Growing rice was a dangerous business.

Rice grows in water. Slaves had to spend hours in **swamp**-like fields tending to the rice crops. The rice crops and the slaves weren’t the only things in the water. There were snakes, alligators, and disease-carrying insects too. That’s how Seth’s mother had become sick with **swamp fever**.

The sound of a dog barking woke Seth. He had been asleep in the wagon for several hours. When he peeked out from under the **sack cloth**, he saw that the stars were **twinkling** in the night sky. He could smell wood burning in the cook’s kitchen. He could hear the sound of bullfrogs calling to each other in the night air.

“Boy am I in trouble!” said Seth out loud as he jumped down from the wagon. He crept through the darkness toward the small, wooden slave house that he lived in with his mother and father. First, he would get a **talking to** from his parents. Then, if the field manager had noticed that he had not shown up to work in the rice fields, he might be in big trouble.

Seth peeked through the cracks in the walls of his house, the same cracks that let in cold air during the winter. A candle burned on a **rickety** table and in the candlelight, he could see his mother sewing his torn pants. “Maybe she’ll be too tired to be angry,” Seth thought to himself as he pushed open the door and then closed it behind him. “It will be a long time before I get to play with Laura, Helen, and Joseph again,” Seth muttered as he faced his mother.

Name: _____

Spelling Assessment

/sh/ + /ə/ + /n/

/oo/

/ə/ + /l/

/f/

/ə/

/ue/

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

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Name: _____

Early Days in Georgia

1. What guidelines did Mr. Oglethorpe have for the colony?

Page _____

2. How did the colony of Georgia come about?

A. Mr. Oglethorpe set sail for America.

B. Mr. Oglethorpe was granted a charter.

C. Mr. Oglethorpe brought debtors to the colony.

D. Mr. Oglethorpe did not get along with the Yamacraw.

Page _____

3. What did Sarah hear grownups saying about what happened to the first settlers in Virginia?

Page _____

4. How did what she heard influence who came to the colony of Georgia?

Page _____

5. Describe what Savannah was like when Sarah and her family first arrived.

Page _____

6. Write a summary about the colony of Georgia.

Name: _____

Adverbs that Compare Actions

Write the adverb that fits in the blank.

1. Dad slams the door _____ when he gets home after a tough day at work than he does after a good day.
(harder, hardest)
2. My friend Jayden cut his strings the _____ of anyone in our group for the art project.
(shorter, shortest)
3. Today we finished lunch _____ than yesterday because the lunch line was so long.
(later, latest)
4. The civilization of Ancient Egypt began _____ than Ancient Rome.
(earlier, earliest)
5. I ate my breakfast _____ than my sister did so I could play.
(faster, fastest)
6. It looked like the hawk was soaring the _____ of all the birds in the sky.
(higher, highest)
7. The tortoise moves _____ than the hare but still wins the race.
(slower, slowest)

Name: _____

Dictionary Skills

Identify the part of speech for the entry word and root word. Write a definition for the entry word and root word. Then, fill in the blank in each sentence with the correct form of the word.

Example:

Moist—*adjective*: damp; having a small amount of liquid; (*noun*: moisture, moistness; *verb*: moisten)

moist Part of Speech _____

Definition—damp; having a small amount of liquid (*noun*: **moisture**; *noun*: **moistness**; *verb*: **moisten**)

Other Forms of the Root Word

Word _____

Part of Speech _____

Word _____

Part of Speech _____

Word _____

Part of Speech _____

• My grandmother needed to _____ the paper towel before cleaning the child's scraped knee.

1. **disappoint**—*verb*: to discourage someone by not meeting their hopes; (*noun*: **disappointment**; *adjective*: **disappointed, disappointing**)
2. **annoy**—*verb*: to bother or cause slight irritation to someone; **annoyed, annoying** (*noun*: **annoyance**; *adjective*: **annoying**; *adverb*: **annoyingly**)
3. **avoid**—*verb*: to stay away from; to keep something from happening; **avoided, avoiding** (*noun*: **avoidance**)

1. *disappoint*

Part of Speech _____

Definition _____

Other Forms of the Root Word

Word _____

Part of Speech _____

Word _____

Part of Speech _____

Word _____

Part of Speech _____

Word _____

Part of Speech _____

• I felt _____ after my favorite football team didn't make it to the playoffs.

• Please don't _____ me by not telling the truth

2. *annoy*

Part of Speech _____

Definition _____

Other Forms of the Root Word

Word _____

Part of Speech _____

Word _____

Part of Speech _____

Word _____

Part of Speech _____

Word _____

Part of Speech _____

• My younger sister _____ followed me around all morning asking if I would play hide and seek with her.

• The noisy way he chews his gum _____ me.

Name: _____

3. *avoid* Part of Speech _____

Definition _____

Other Forms of the Root Word

Word _____ Part of Speech _____

Word _____ Part of Speech _____

Word _____ Part of Speech _____

• Dad's _____ of the fried chicken at dinner made me think he must not feel well since that is his favorite food.

• Kandice was _____ me because she owed me money that I loaned her for lunch last Tuesday.

Name: _____

The Pilgrims, Part I: Arrival

1. Use the numbers 1–5 to show the correct order of how things happened for the Pilgrims.

_____ The girls' brother, Bartholomew, hid in the forest for several days.

_____ The Pilgrims' ship had been blown off course.

_____ The Pilgrims decided to leave England for the Netherlands to be free to worship God in their own way.

_____ Many people had died from disease, hunger, and the extremely cold weather, including Mary and Remember's mother.

_____ The Pilgrims were not happy in the Netherlands so they left to establish their own colony in North America.

2. What did Pilgrim names often indicate or reveal?

Page _____

3. Why was Wrestling Brewster unhappy with his name?

Page _____

4. Describe Plymouth as the Pilgrims saw it when they arrived.

Page _____

5. Predict what will happen to the Pilgrims.

Name: _____

Take-Home Worksheet

**Dear Family Member,**

Please help your child succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns of 'oi' and 'oy' that sound like /oi/. Your child studied in Grade 2 so this should be a review. On Friday, your child will be assessed on these words.

Students have been assigned three Challenge Words, *especially*, *whole*, and *hole*. Challenge Words are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *Savannah*. This word is directly related to the material that we are reading in *Living in Colonial America*. The Content Word is an optional spelling word for your child. If your child would like to try it but gets it incorrect, it will not count against him or her on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

- | | |
|----------------|---------------------------------------|
| 1. annoying | 12. disappoint |
| 2. boycott | 13. avoided |
| 3. employee | 14. paranoid |
| 4. oysters | 15. turquoise |
| 5. loyalty | 16. tenderloin |
| 6. deployed | 17. moisture |
| 7. corduroy | 18. Challenge Word: especially |
| 8. rejoice | 19. Challenge Word: whole |
| 9. adjoining | 20. Challenge Word: hole |
| 10. soybean | Content Word: Savannah |
| 11. embroidery | |

Student Reader

This week in *Living in Colonial America*, your child will be learning about more English leaders and settlements, colonists working together with Native Americans, and the Puritans arrival at Plymouth, Massachusetts. Be sure to ask your child each evening about what he or she is learning.

Students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Please remind your child that the glossary can be used for finding the meaning of the bolded words.

Name: _____



Early Days in Georgia

Hello, my name is Sarah. My family and I are from England. We have been in Savannah, Georgia, for five years now. We left England in November, 1732, onboard a sailing ship called the Anne. It took us two months to get to these shores. I will never forget how **bitterly** cold it was on the deck of the ship. The wind felt worse than a stinging insect when it touched my face. The waves were dark, gray, and frightening. They tossed our ship about, here, there, and everywhere. I feared that those giant waves would **devour** us.

Our first stop in North America was Charleston. After that, we made our way to the town I now live in called Savannah. Savannah is in the English colony of Georgia. It's not quite a town yet, like the ones in England, but it will be. When we first arrived in Savannah, my mother called it a wilderness. I was six years old then. Now, I am eleven.

Mr. James Oglethorpe and twenty-one other English gentlemen had been granted a charter by King George II of England. The charter gave them permission to create an English colony under English law. The charter states that they are the trustees, or governors, of this colony, meaning they are in charge. However, everyone knows that it is really Mr. Oglethorpe who is in charge because he makes all of the decisions. I have also heard that Mr. Oglethorpe wants this colony to succeed so much that he sold some of his own property in England to earn money for Georgia.

Mr. Oglethorpe is a personal friend of the king and he persuaded his majesty to create this colony. My father said that Mr. Oglethorpe intends to bring **debtors** here, too. When I asked him what **debtors** were, he told me that they are people who owe money to other people. Often they go to jail until they can pay off their **debts**. They can even die in jail. Mr. Oglethorpe wants some of these people to be given a second chance here in Georgia.

My parents aren't **debtors**. They were chosen by Mr. Oglethorpe for their skills. My father is a carpenter and my mother is a **seamstress**. Mr. Oglethorpe wanted mostly skilled people to come to Savannah. He said that would be the only way we would survive here. I have heard the grownups talk about what happened to the first settlers in Virginia. Some of them died because they were not skilled enough to make their way. Many others died because of cold and hunger though. So Mr. Oglethorpe and the other trustees chose mostly farmers, merchants, bakers, carpenters, and blacksmiths to be the first English colonists here.

When we first arrived in Savannah, we lived in tents. Altogether there were forty families. We worked very hard to build the wall that now surrounds us. Inside the wall, we built our homes. Everyone worked, even the children. Slowly, our town began to take shape. There is still a lot of work to be done, though. It does not yet look like the busy city of London that we left behind.

Mr. Oglethorpe had hoped to avoid the use of slaves. But there was so much work to be done that eventually some came to help us clear the forests so that we could build our houses and plant our crops. Here in Savannah, families have pieces of land where they grow their own crops. Mr. Oglethorpe has **banned** the drinking of rum in this colony. My father says that some people are unhappy about how strict Mr. Oglethorpe is being.

My parents say that Mr. Oglethorpe is a wise man. When we first arrived, he made friends with the chief of a local tribe called the Yamacraw. The chief's name is Tomochichi. Tomochichi even traveled back to England with Mr. Oglethorpe when he went to get more supplies for us.

Tomochichi and his people trust us—at least for now. In fact, I have heard some of the boys saying that the Spanish to the south of us are our main enemy. They want this land. The Spanish have a large fort called St. Augustine in Spanish Florida. They could attack us at any time. Because of this **threat**, Mr. Oglethorpe has once again returned to England to ask King George II for soldiers to help protect us. My father says that it is only a matter of time before we will have to fight the Spanish for this land. These words scare me.

I must go now. I hear my mother calling me. I have to help her prepare the evening meal. I hope we get a chance to talk again.

Name: _____

Take-Home Worksheet



The Pilgrims, Part I: Arrival

Mary and Remember Allerton ran as fast as they could towards their house. Their stepmother, Mrs. Fear Allerton, was waiting for them. As their father had pointed out many times, it was not a good idea to keep a woman whose name was Fear waiting.

In the late afternoon, the children had gone out to collect firewood. After gathering the wood, they had stopped to play in the forest with their friends, Love and **Wrestling** Brewster. Love and **Wrestling** Brewster were Pilgrim brothers. They had also gone into the forest to collect firewood. Like many of the **Pilgrim** children, these children had been given special names at birth. Their names often **indicated** what kind of person their parents hoped they would become. Sometimes their names **revealed** something that had happened at the time of their birth.

Remember had been given her name because her mother had said that she would always remember, and never forget, her birth. **Wrestling** wasn't happy with his name. He didn't feel much like a **wrestler**. **Wrestling** planned to change his name when he was older. He was going to change it to John. He had been a weak baby and his father had given him the name hoping that it would make him strong.

When the children had gathered as much firewood as they could carry, they dropped it into a large pile and played a game of hide and seek. Then, they climbed trees and collected sweet berries to eat. They pretended to be English pirates capturing Spanish galleons laden with gold. It wasn't until the sun had begun to set that they realized they had been gone for quite some time. The children **anxiously** gathered up their firewood and made their way home.

Four years earlier, all four of these children had survived the journey onboard the *Mayflower* from England. They had arrived in Plymouth, Massachusetts, in 1621. Their parents were **English Separatists**. **English Separatists** were people who were unhappy with the Church of England and wanted to start their own church. They wanted to be free to **worship** God in their own way.

The king of England, James I, was the head of the Church of England. He **harassed** anyone who did not obey the rules of the church. As a result, many **English Separatists** left England. The children's families had first tried living in the Netherlands, but they were not happy there. Finally, they and others set out across the Atlantic Ocean to

establish their own colony in North America. Because they were willing to travel to a faraway place for their religious beliefs, they began calling themselves **Pilgrims**.

The journey across the ocean, and the first winter in the colony, was now just a terrible memory. So many people had died either on the ship or within the first months of being in Plymouth. They had died from disease, hunger, and the extremely cold weather. Mary, Remember, Love, and **Wrestling** had **witnessed** the death of many **Pilgrims**. Worst of all was the death of the girls' **beloved** mother. After she had died, their father had tried to comfort them as best he could. The girls had felt that their hearts had been broken. Their brother Bartholomew had hidden in the forest for several days. He had refused to come back no matter how often they called his name. He finally came back though. When spring arrived, Bartholomew had helped their father build a house and plant crops.

The **Pilgrims** had not **intended** to settle in Plymouth. They had been planning to go to Virginia, but their ship had been blown **off course**. It had taken them two months to cross the ocean. Mary, Remember, **Wrestling**, and Love had wondered if they would ever see dry land again.

When they finally arrived, it was wintertime and they were in an unknown land hundreds of miles north of their **intended destination**. This place was much colder than Virginia. Even more alarming was that many of the **Pilgrims** had noticed that the soil was not very good for farming. If they could not farm, they would have no chance of surviving in this new land. The children's new home was not at all what they had imagined it to be.

Name: _____

The Pilgrims, Part II: Thanksgiving Celebration

1. What did Squanto give the Pilgrims?

- A. fear
- B. hope
- C. anxiety
- D. joy

2. Describe the Pilgrims' first fall in Plymouth.

Page _____

3. How much time has passed since the children first arrived in Plymouth?

Page _____

4. Why did Mistress Fear scold the children when they arrived home?

Page _____

5. What did the Pilgrims do to give thanks to God and the native people?

Page _____

Name: _____

Comparative and Superlative Adverbs

Using *more* and *most*

Write the correct form of the adverb.

1. (*fluently*) Japanese is the language that I speak _____.
2. (*efficiently*) Organized people work _____ than people who are not organized.
3. (*adoringly*) The young girl looked _____ at her puppy than she looked at her kitten.
4. (*boldly*) The adventurous boy behaved _____ than your hamster.
5. (*correctly*) Our class delivered the lines for the play _____ than the other third grade class.
6. (*interestingly*) The new professor spoke _____ than the professor he replaced.
7. (*recently*) This new homework policy happened _____ than three months ago.
8. (*miserably*) The child moaned the _____ than I've ever heard before!
9. (*naughtily*) The character in that story behaved _____ as time went on.

10. (*optimistically*) My friend looks at life the _____ of anyone I know.

Write sentences using the adverb in parentheses.

1. (*more likely*)

2. (*most usually*)

Name: _____

Prioritize Plans for Roanoke Island

With a partner, make a list of all that needs to be done to rebuild the fort so you and the settlers depending on you can live there. Then, prioritize your list by numbering your list in the blanks that precede each item in your list.

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



The Pilgrims, Part II: Thanksgiving Celebration

Do you remember that in the previous chapter, you met the Pilgrim children Mary and Remember Allerton and Love and Wrestling Brewster? In the beginning of the story, they were collecting firewood and playing in the forest. Then, you traveled back in time and learned how they had arrived in Plymouth, Massachusetts. In this chapter, we will continue to find out more about their early experiences in Plymouth.

Years earlier, the arrival of the children and the other Pilgrims in Plymouth in 1621 had not gone unnoticed. Native Americans had watched them from the safety of the forest. They had watched as these **foreigners** worked to build shelters by day and returned to their ship by night to sleep.

They had watched as they shivered in the cold. They had watched as they buried their dead in the still of the night. Mary, Remember, Love, and Wrestling had watched, too, and had wondered if they would survive.

Although there were many hardships, there were two things that enabled them to survive. A native **tribe** called the **Patuxet**, who had lived in the area, had created fields for planting. Sadly, many members of this tribe had died because they had caught diseases from European explorers. Because of this, their fields were not in use. This meant that the hungry and weary English colonists did not have to clear the forests before planting time.

Having experienced the loss of his own people, a Native American called Squanto came to the aid of the Pilgrims. Squanto's friend Samoset agreed to help too. Both of these Native Americans spoke English. Squanto spoke very good English. In 1605, he had been taken to England by an English explorer.

Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in the poor soil. Squanto also taught people to recognize berries and fruits that could be eaten and where the best places to fish were. Wrestling Brewster often talked of how he had feared these people at first. But when they helped the settlers, Wrestling had changed his mind. Love and Wrestling had gone fishing with Squanto. Squanto gave the Pilgrims hope.

The colonists had also made peace with a local **tribe** called the Wampanoag. Both sides agreed to help and protect each other. They agreed to trade with each other, too. This meant that the colonists could work on building their homes without the fear of

attack.

Slowly, the days grew warmer and the Pilgrims became happier. They were no longer cold and hungry. The first fall was one of the most precious memories Mary, Remember, Love, and Wrestling had. The crops had grown well and their harvest was abundant. Besides farming, the colonists had also learned how to hunt and fish in this new land. As a result, they had produced more than enough food to get them through the next winter. They had also been able to build homes that would protect them from the cold weather when it came again. While they mourned the loss of so many, the surviving colonists were thankful for what they now had. That is why they decided to give thanks to God and the native people who had helped them.

A great celebration of thanksgiving was organized. The local Wampanoag were invited to the thanksgiving celebration. Squanto and Samoset were invited, too. The Wampanoag chief, Massasoit (MAS-ə-soyt), was the guest of honor.

Everyone there had dined on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They had eaten until they were fuller than they had ever been before. They had played games and they had run races. The Wampanoag had stayed in the colony for several days. It was probably the happiest time the children could ever remember. They often spoke of it. Since then, more and more Pilgrims had arrived. More homes had been built. Their father had married Mistress Fear.

All these early experiences of the children happened four years ago. Now, here the children were, playing in a forest in a new world.

As Mary and Remember hurried out of the forest, they said their goodbyes to Love and Wrestling. Minutes later they arrived at the door to their house. Their arrival had not gone unnoticed. The door to their house was flung open and Mistress Fear appeared in the doorway. She stood there with her hands on her hips.

“It’s a good thing I had already collected firewood earlier in the day or the fire would have gone out long ago,” exclaimed Mistress Fear. “Anyone would think you had to grow the tree before cutting it down. Now, go wash your hands and help me set the table.”

Mary and Remember looked at each other as they inched past Mistress Fear. They both knew she was not done scolding them.

Name: _____

Puritan Life

Put an X in front of each thing that is part of Puritan life.

_____ a thanksgiving celebration

_____ living according to the rules of the Bible

_____ having a meeting house in the center of town

_____ building a fort for protection

_____ hunting and fishing to sell the fur and fish

_____ creating a partnership with the Massachusetts Bay Company

_____ working with the Powhatan

_____ getting supplies from England

_____ attending morning and afternoon church services

_____ welcoming debtors to the colony

1. How is the Puritan colony becoming wealthy?

Page _____

2. Why did the Puritans leave their homeland?

Page _____

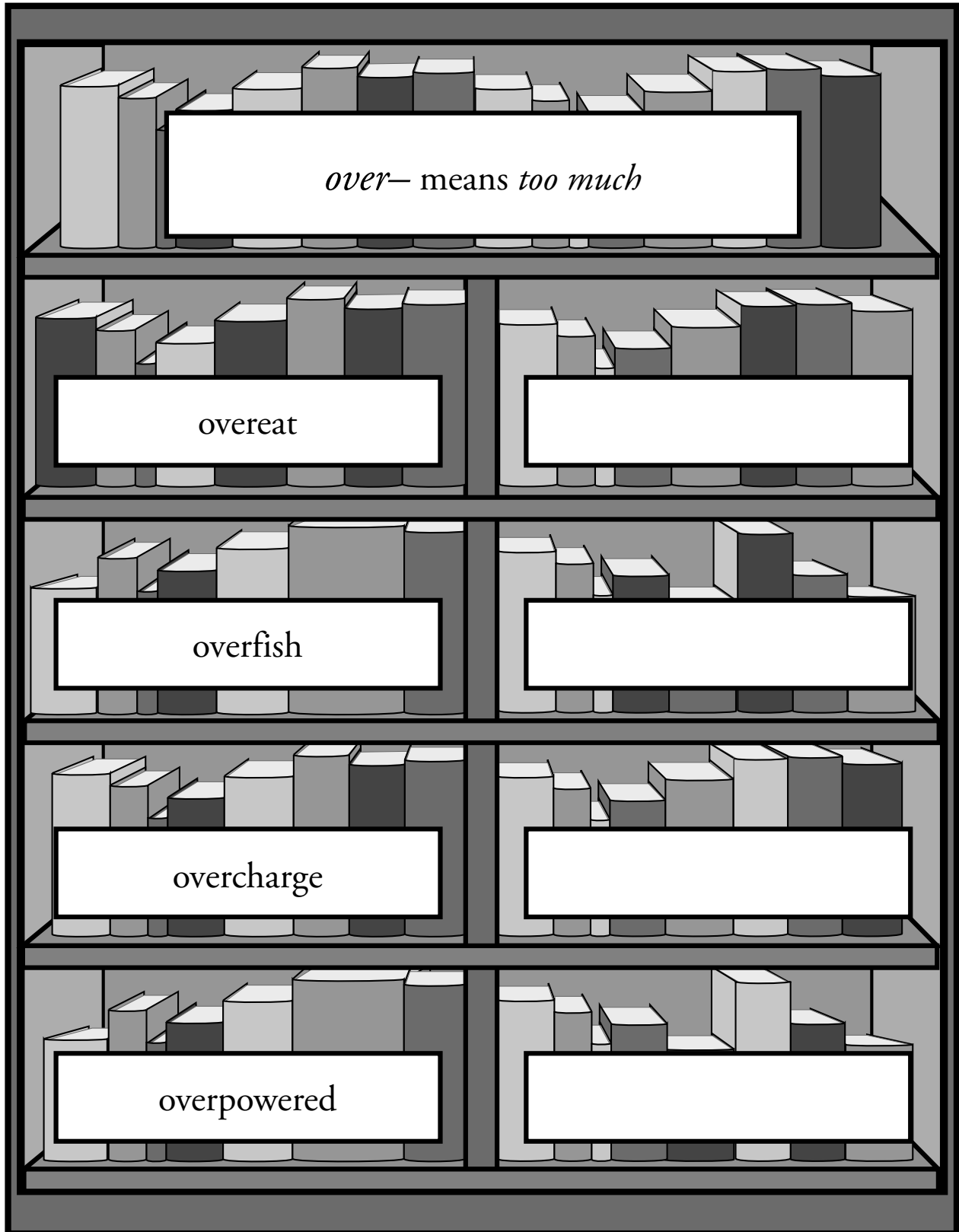
3. What other group have you read about that left England for reasons that are similar to those the Puritans had? How are those reasons different?

Page _____

4. Describe what the Puritans hear about England from sailors.

Name: _____

Word Shelf



Name: _____

Prefix *over-*: Meaning “too much”

overeats —(verb) to eat too much	
overfishes —(verb) to fish too much	
overcharges —(verb) to charge too much	
overpowered —(adjective) having too much power or energy	

Write the correct word to complete each sentence.

eat	overpowered	overeats	fish
overheat	charge	overfish	overcharge

1. My grandfather and his brother _____ in a large stream in the mountains.
2. Mom told us to only have one piece of cake at the birthday party so we do not _____.
3. The _____ for my new shoes was less money than Dad expected.
4. My uncle is worried that putting a new motor in the blender will make it _____ so maybe we should just buy a new blender instead.

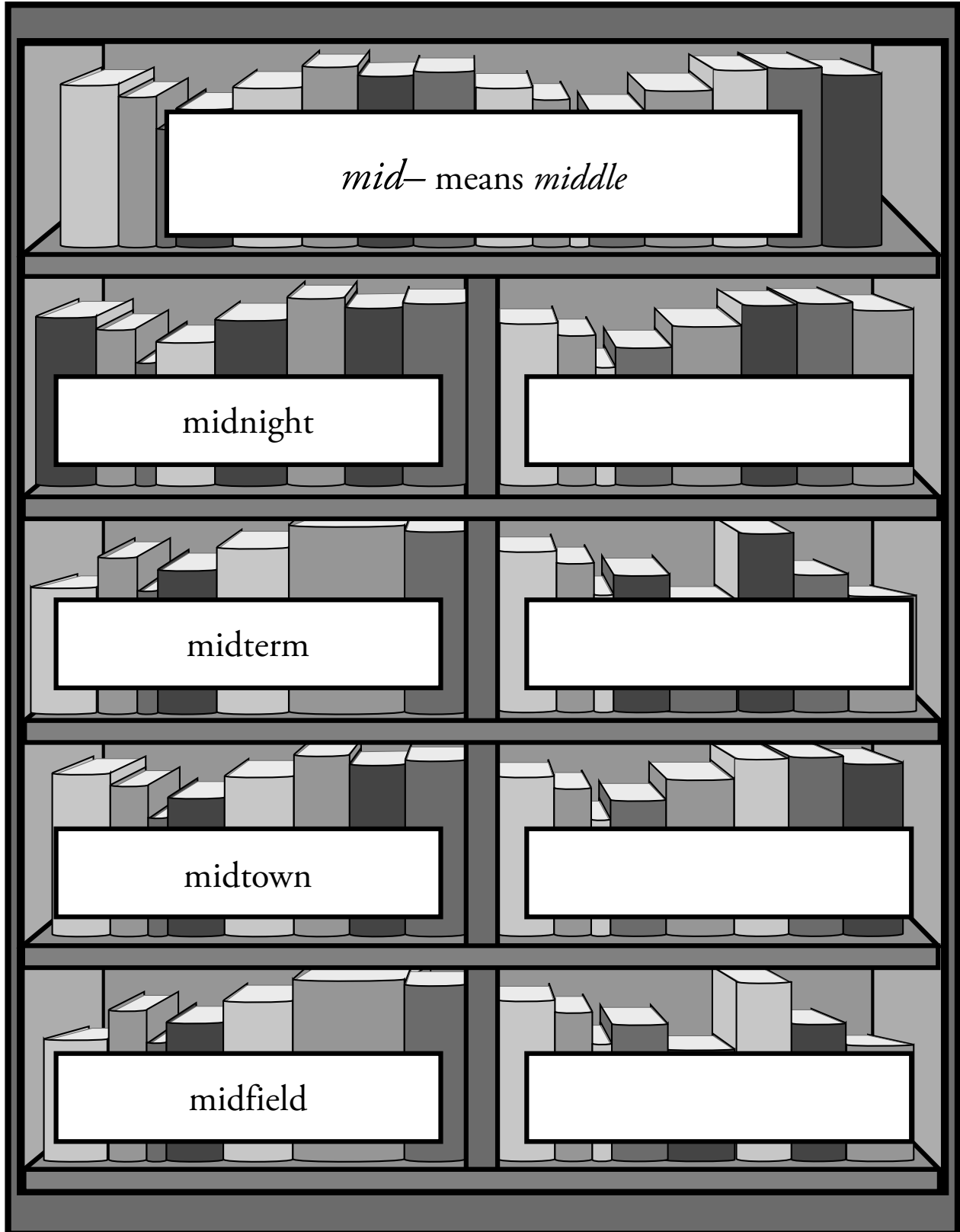
5. I am concerned that the toaster oven will _____ if we do not watch it closely.
6. The server apologized and said she did not mean to _____ us for our meal as the computer system was not working properly at the time.
7. If the community is not careful, people will _____ the lake and then there won't be any fishing nearby.

Write your own sentence using the one word left in the box.

8. _____

Name: _____

Word Shelf



Name: _____

Prefix *mid-*: Meaning “middle”

midnight —(noun) the middle of the night	
midterm —(noun) the middle of the term	
midtown —(noun) the middle of the town	
midfield —(noun) the middle of the field	

Write the correct word to complete each sentence.

midfield	town	midday	night
midnight	field	midtown	midterm

- Every fall, our _____ has a harvest festival to celebrate food in the community.
- I woke up at _____ last night and thought I heard someone crying.
- Yesterday, we had a fire drill at _____, just as recess ended.
- The wildflowers in the _____ behind my grandmother’s house are beautiful in the spring.

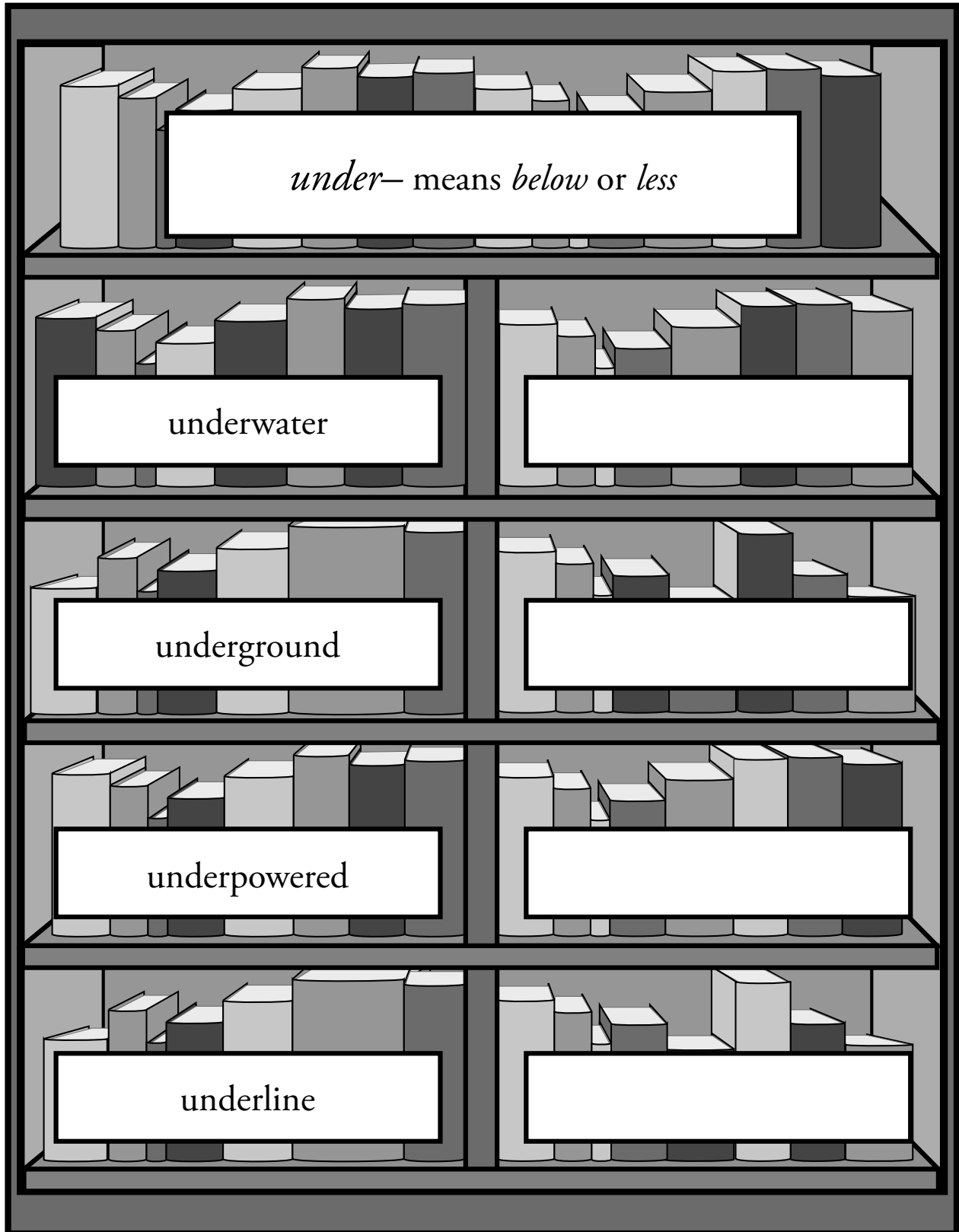
5. Daniel's apartment is in _____ so he can easily get to places, both uptown and downtown.
6. The elections held at _____ may change the balance of political parties in the assembly.
7. Tomorrow _____ we are going to use a telescope to look at the stars.

Write your own sentence using the one word left in the box.

8. _____

Name: _____

Word Shelf



Name: _____

Prefix *under-*: Meaning “below” or “less”

underwater —(adjective) below the surface of the water	
underground —(adjective) below the ground	
underpowered —(adjective) having too little or less power or energy	
underline —(verb) to draw a line under	

Write the correct word to complete each sentence.

underline	water	underground	estimate
underwater	ground	underpowered	line

- The art teacher said to draw a _____ from top to bottom to divide the paper into two parts.
- If I had to _____ how many students are in the third grade, I would guess one hundred.
- My aunt does not lose power very often because her _____ power lines are protected from bad weather.
- At the aquarium, there is an _____ path you can follow that makes you feel like you are in the tanks with the fish.

5. My brother put the stakes in the _____ so the tent would stay in one place during our camping trip.
6. I decided to _____ the words that start with 'a' before I tried to put them in alphabetical order.
7. It seems like my remote control car is _____ and cannot go very fast or very far.

Write your own sentence using the one word left in the box.

8. _____

Name: _____

8.8

Comparative and Superlative Adverbs

more

most

Name: _____

Blank Busters

annoying	soybean	boycott	embroidery	employee
disappoint	oysters	avoided	loyalty	paranoid
deployed	turquoise	corduroy	tenderloin	rejoice
moisture	adjoining			

Challenge Word: especially

Challenge Word: whole

Challenge Word: hole

Content Word: Savannah

Fill in the blanks in the sentences below with one of the spelling words from the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: *-s*, *-ed*, *-ing*, *-er*, *-ly*, and *-est*.

1. Some people like _____ but I prefer clams.
2. The children _____ the new playground equipment because it was freshly painted.
3. The _____ at the store showed _____ to the manager by staying, when everyone else quit.
4. Luke was _____ Larry before they were both asked to leave the room.

5. Everyone was _____ when the party was cancelled.
6. Noah wore _____ pants and a _____-colored shirt.
7. Uncle Dan planted _____ because he says they grow well in Virginia.
8. It takes a good amount of time to complete a beautiful piece of _____.
9. The twins _____ when they found out they had _____ rooms!
10. The angry customers _____ the grocery store when they realized the prices had doubled.

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.

1. _____

2. _____

3. _____

Name: _____



Puritan Life

Hello, my name is Lizzie. My mother and father are once again displeased with me. I smiled too much during the morning **sermon**, and then fell asleep during the afternoon **sermon**. They both said that it is a great sin for a Puritan child to fall asleep while listening to the word of God.

During the morning **sermon**, I had smiled at the sight of **Elder** Jones's new wig. I could not understand why a **minister** of the church would care to wear such a thing on his head. But seemingly he does. Not only is it a strange looking sight, it does not appear to sit straight on his head. When I smiled and pointed at him, my mother pinched me so hard that my leg has not yet recovered.

As you may or may not know, the most important place for any **Puritan** is the meeting house. Every **Puritan** meeting house is placed in the center of a town or village. That is because the meeting house is the center of our lives. Our church services take place there and so do all important meetings.

We **Puritans** live in the Massachusetts Bay Colony. Our colony was created in partnership with a **Puritan** company called the Massachusetts Bay Company. The Massachusetts Bay Company sells the fur we get from hunting and the fish we catch. Our colony is becoming wealthy because of this trading agreement.

We came here from England in the year 1630. I was just a baby. Now, I am almost eleven years old. Unlike the Pilgrims, we did not want to break away from the Church of England. We wanted the church to be **purser** and stronger. However, neither King James I nor his son King Charles I would listen to our **requests** for change. In the end, we had no choice but to leave our homeland and start a new life somewhere else.

We chose to create our own **Puritan** Colony on land north of the Pilgrim colony of Plymouth. Guided by our leader John Winthrop, we sent men ahead to prepare the way for us. They began the construction of houses in an area we call Salem. They cleared the land for planting. We now have four settlements within our colony. Apart from Salem, we have Boston, Charlestown, and Cambridge. The population within our colony is growing rapidly. Each year, hundreds of people come to live their lives with us. I have heard the grownups say that even King Charles I cannot believe how successful and strong we are becoming.

Trade ships frequently move in and out of our **harbors**. I love to watch the men unload items that have been sent across the ocean from our former homeland. We need guns, tools, and cloth. We hear news from home by talking to the sailors and newly arrived colonists. It makes our hearts **flutter** when the sailors and passengers talk of life in England. Just two months ago, I sat on the snow-covered **dock** and listened to stories from home. The sailors spoke of the **glorious** sound of the London church bells ringing out on Christmas Day. They also reminded us of the smell of roasting **pheasant** and sweet plum pudding. As you can tell, some of us are sometimes **homesick** but we know our cause is **just** and good and worth the **sacrifice**.

People are welcome here, but all who come to live with us must live according to the rules of the **Bible**. That is the **Puritan** way. Thus, I must surely **mend my ways**. I must not smile during **Elder** Jones's **sermon**, no matter how long it is. I can tell you, **Elder** Jones does like to do a lot of **preaching**.

My brother George keeps pulling my hair and running away. I have asked him nicely to stop. I have frowned at him like Mother frowns at me. But still he continues to do it. I must also make sure that I don't wag my finger at him. I must not scold him either. I have done it twice now, though my mother has not seen me do it. George is the baby in our family. He is no longer a real baby as he is four years old. My mother and father had seven children, but we are the only two children still alive. Mother and Father make excuses for George's behavior, but not for mine. I must be "responsible Lizzie."

Well, it seems that **Elder** Jones is not done **preaching**. He has called us back to the meeting house for one more **sermon** before sunset. I hope he is not wearing that wig again.

Name: _____

Life on a Farm in the Middle Atlantic Colonies, Part I

1. Patience and Primrose debated about _____

Page _____

2. Why did the girls and their family move to the colony?

Page _____

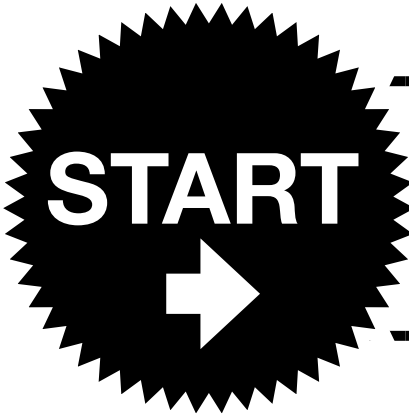
3. What chores do the girls have to do on this particular day?

Page _____

4. What would the girls have to do before helping their mother clean and sweep out the whole house?
- A. milk the cows
 - B. get hay from the barn
 - C. feed the pigs
 - D. make soap

Page _____

5. Write a summary about life on a farm in the Middle Atlantic colonies.



compare	Sorry, lose a turn	contrast	Ride the waterfall!
---------	--------------------------	----------	------------------------



compare	contrast
---------	----------

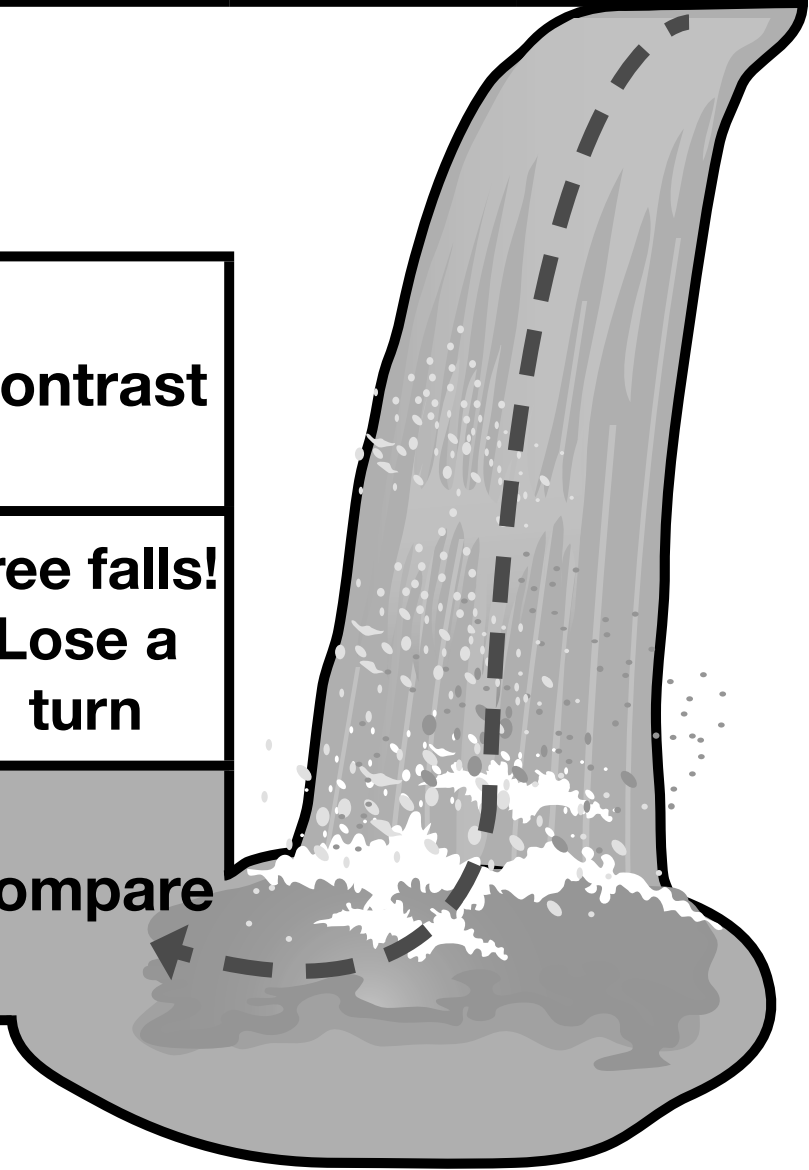


Tree falls!
Lose a
turn

contrast	compare	compare
----------	---------	---------

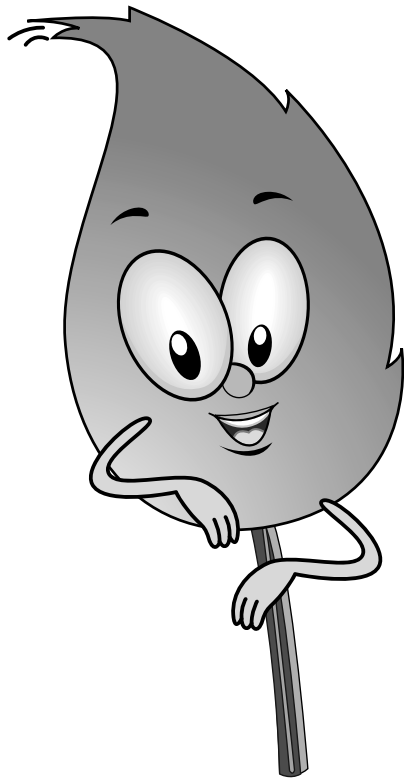
compare

contrast	compare	Take a card from your opponent	contrast	Sorry, lose a turn
----------	---------	--------------------------------------	----------	--------------------------



compare	contrast	compare	Take another turn	contrast
---------	----------	---------	-------------------	----------

Match Me If You Can



compare

Give a card to your opponent

contrast

compare

contrast

contrast	compare	contrast	Take another turn	compare
----------	---------	----------	-------------------	---------

Correct or Incorrect?

The answer to number one was delivered most absolutely than the answer to number two.

Correct or Incorrect?

She filled the shopping basket more neatly than her neighbor.

Correct or Incorrect?

This watermelon grew more gradually than that one did.

Correct or Incorrect?

The female singer sang most softly than the male singer.

Correct or Incorrect?

The accident was the most costly event that happened last week.

Correct or Incorrect?

The actor on stage wept more sadly than I could have in his place.

Correct or Incorrect?

That package was wrapped the more tightly and I couldn't open it.

Correct or Incorrect?

The cabbie drove the road that most directly got us home.

Correct or Incorrect?

This dress is more nearly what I was looking for than that dress.

Name: _____

Prefixes *over-*, *mid-*, and *under-*

Read each sentence. Decide which word from the box replaces the underlined words and write it on the line. Write the part of speech for the word as well.

underpowered	overheat	midnight	underestimated	overpowered
midterm	midfield	overcharging	underground	midday

1. I thought the test we had at the middle of the term was easy because I studied for it.

Word: _____ Part of Speech: _____

2. The having too much power or energy engine caused the toy plane to fly high enough to get stuck in a very tall tree.

Word: _____ Part of Speech: _____

3. My dad's flight was delayed and he did not get home until the middle of the night.

Word: _____ Part of Speech: _____

4. When we visited the old military fort, the tour guide showed us where the below the ground tunnel between buildings was.

Word: _____ Part of Speech: _____

5. We had to be careful not to heat too much or become too hot the sauce on the stove because it might burn.

Word: _____ Part of Speech: _____

6. Mary estimated something to be less than what it actually is how many people were coming to the picnic and she ran out of forks.

Word: _____ Part of Speech: _____

7. My dad picked me up from school at the middle of the day so I could go to the dentist.

Word: _____ Part of Speech: _____

8. The manager apologized for charging too much for the basketball hoop and gave us a refund for the extra money.

Word: _____ Part of Speech: _____

9. The car is having too little or less power or energy and could not get up the hill very fast with so many people in it.

Word: _____ Part of Speech: _____

10. To start a soccer game, the ball is placed at the middle of the field and one team gets to kick it first.

Word: _____ Part of Speech: _____

Name: _____

Word Sort

Read the words in the box and circle the vowels that have the /oi/ sound. Write the words under each header that match the header's spelling pattern.

'oi' > /oi/

'oy' > /oi/

choices	loyalists	riot	ointment	symphony
charbroil	alloy	destroy	going	convoy
joyful	buoy	oily	decoy	pioneer
moving	trapezoid	voyages	turmoil	enjoyable

Name: _____



Life on a Farm in the Middle Atlantic Colonies, Part I

“Primrose, come see the kittens that have just been born,” yelled Patience, Primrose’s sister.

“See, there are six of them,” Patience continued as her sister appeared at her side. Primrose sat down next to Patience as she pointed to a spot beneath a large shrub, where the mother cat and her kittens lay.

The two girls stared long and hard at the tiny creatures that looked more like little rats than kittens. There were six kittens in all. Their eyes were closed and they could not walk. They lay in a heap together beside their mother.

“I want to keep one as my own,” said Patience.

“Well, you can’t yet,” Primrose replied. “They have to stay with their mother for at least ten or eleven weeks. Then, you’ll have to ask Mama and Papa. They’ll say no though. They don’t like us keeping animals inside the house.”

“I’ll hide it in a safe place,” said Patience firmly.

“Where?” asked Primrose quite seriously. “Where will you hide it? I can’t think of one place that Mama and Papa wouldn’t find it.”

“In a bucket,” announced Patience confidently.

“Do you think that a kitten will stay in a bucket all day, waiting for you to finish your chores?” laughed Primrose. “Do you think Mama and Papa won’t notice you carrying a bucket around everywhere?”

Patience thought about this for a while before she replied. Then she said, “The kitten will stay in the bucket if I train her to.” Patience chose to ignore the second part of Primrose’s question.

The two girls continued to debate about whether or not it was possible to hide a kitten in their small log house without anyone noticing. Like many colonial **cabins**, theirs consisted of two small rooms downstairs and three very small bedrooms upstairs. Primrose and Patience shared a bedroom, as did their three brothers.

Primrose and Patience lived on a farm in southern New Jersey. They and the rest of their family were originally from Sweden. They had moved to this English colony because

of their Uncle Sven. He had written to their father and told him about the wonderful life they could have there.

Uncle Sven had traveled to New Jersey from Sweden in 1699. That was exactly thirty years after the English had taken control of this region from the Dutch. Uncle Sven was now a successful wheat farmer.

The girls and their family had arrived in New Jersey in 1701. Primrose and Patience lived with their father, mother, and three brothers on a one hundred **acre** farm. On their farm, they grew wheat, **rye**, and **barley**. They kept cows, pigs, and chickens, too. Most people in the Middle Atlantic colonies lived on small farms that ranged from fifty **acres** to one hundred fifty **acres**. These farms were quite spread apart and neighbors didn't see much of each other except at church on Sunday. Sometimes they got together for special **occasions** or if someone needed help.

The farm that the girls lived on had a house and a large barn. They had a garden where they grew vegetables, berries, and fruits. They had a small **orchard**, too. Their garden was fenced, as was the area where they kept their pigs. Their cows were sent out to **graze** in the pasture each morning and brought back into the barn each night for milking. Their farm animals were valuable and they kept a close eye on them.

After a while, the girls' older brother Lars found them by the shrub. Lars had been sent to look for them by their father. He sat down beside the girls and peeked at the kittens. Finally, he spoke.

"You two are needed in the barn. Papa wants you to lead the cows out into the pasture. Then, Mama wants you to weed and water the garden. After that, she wants you to go inside and help her with the new quilt she is making."

Primrose and Patience sighed. They knew they had several hours of chores ahead of them. Next week would be even busier. It was spring cleaning week. They would have to help Mama make soap before they cleaned and swept out the whole house.

Before scampering off, Patience knelt down and kissed the small pile of newborn kittens. "I'll be back later," she whispered.

Name: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

'oy' > /oi/

'oi' > /oi/

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Name: _____

Life on a Farm in the Middle Atlantic Colonies, Part II

1. Describe food that the girls and their family were exposed to from people who came from different parts of Europe to live in the colony.

Page _____

2. How is farming in the Middle Atlantic colonies different from farming that the Pilgrims did?

3. What other chores did the girls have to finish on this particular day?

Page _____

4. Fill in the blank in the following sentence:

It was clear that Primrose was determined to _____

Page _____

5. What did the girls' mother mean when she joked "that they were helping to feed the King of England himself?"

Name: _____

Write Sentences Using Comparative and Superlative Adverbs

Write sentences using the form of the adverb in parentheses.

1. (*more elderly*) _____

2. (*most elderly*) _____

3. (*more unfortunately*) _____

4. (*most unfortunately*) _____

5. (*more equally*) _____

6. (*most equally*) _____

Name: _____

Dictionary Skills

Identify the part of speech for the entry word and root word. Write a definition for the entry word and root word. Then, fill in the blank in each sentence with the correct form of the word.

Example:

joining Part of Speech _____

Definition connecting or bringing together

Root Word _____ Part of Speech _____

Definition _____

Other Forms of the Root Word

Word _____ Part of Speech _____

• Leroy said he was _____ the Book Club.

• I might _____ the Book Club, too.

1. loyalty—*noun*: faithfulness; the state of being **loyal**; **loyalties**; (*adjective*: **loyal**)

loyalty Part of Speech _____

Definition _____

Root Word _____ Part of Speech _____

Definition _____

Other Forms of the Root Word

Root Word _____

Part of Speech _____

Definition _____

David's _____ was to his friend Devin, who has always been there by his side.

Some settlers remained _____ to the king of England.

After supporting the two senators for many years, when Cynthia found out that they had been covering up the truth, her _____ changed.

2. employee—*noun*: a person who works for someone else or a business and gets paid for his or her work; **employers**, employment (*verb*: **employ**, **employed**)

employee

Part of Speech _____

Definition _____

Root Word _____

Part of Speech _____

Definition _____

Other Forms of the Root Word

Root Word _____

Part of Speech _____

Definition _____

After being out of work for a few months, Shawn found _____ with another retail company.

His rapidly growing farm had _____ nearly 30 people earlier in the year.

After one year, Shawn did so well that he was named “_____ of the Year.”

Name: _____

The Quakers and the Leni Lenape

1. Why were Charles, Hester, and their father delivering gifts to the Leni Lenape?

Page _____

2. What does it mean that King Charles II gave William Penn land in America to settle a debt he owed to William's father?

3. What kinds of clothing did the Leni Lenape wear?

Page _____

4. Describe the Lenni Lenape village.

Page _____

5. Compare the Quakers' relationship with the Lenni Lenape to the relationship that other colonist groups had with Native Americans.

	Quakers	Jamestown settlers	Pilgrims
Native American group or individuals			
How the Native Americans helped the colonists			
How the colonists helped the Native Americans			

Name: _____

Take-Home Worksheet

**Dear Family Member,**

Please help your child succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns /ou/ spelled 'ou' and 'ow' that your child learned in Grade 2. On Friday, your child will be assessed on these words.

Students have been assigned two Challenge Words, *believe* and *favorite*. Challenge Words are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *Pennsylvania*. This word is directly related to the material that we are reading in *Living in Colonial America*. The Content Word is an optional spelling word for your child. If your child would like to try it but gets it incorrect, it will not count against him or her on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

- | | |
|-----------------|-------------------------------------|
| 1. astounding | 12. empowered |
| 2. announcement | 13. background |
| 3. trowel | 14. cowardly |
| 4. boundaries | 15. bloodhound |
| 5. counselor | 16. mouthwash |
| 6. allowance | 17. drowned |
| 7. download | 18. growled |
| 8. foundation | 19. Challenge Word: believe |
| 9. accountable | 20. Challenge Word: favorite |
| 10. towering | Content Word: Pennsylvania |
| 11. dismount | |

Student Reader

This week in *Living in Colonial America*, your child will read about the Quakers in Pennsylvania. Students will also read a chapter about a boy who serves as a printer's apprentice. Be sure to ask your child each evening about what he or she is learning.

Students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Please remind your child that the glossary can be used for finding the meaning of the bolded words.

Name: _____

Take-Home Worksheet



Life on a Farm in the Middle Atlantic Colonies, Part II

Do you remember that in the last chapter, you read a story about Patience and Primrose? They found something very special under a shrub. Who can remember what it was? When you left them, they had set off to do their chores. Let's find out what's happened to them.

The girls' uncle had given them good **advice** about the Middle Atlantic colonies. These colonies offered people from Europe new **opportunities** as well as religious freedom. Although these were English colonies, Germans, Dutch, French, Swedish, and Irish people came to live in New York, New Jersey, Delaware, and Pennsylvania. Every day, more and more people arrived to start a new life.

Papa often told the children stories about his trips into town. He would tell them of all the different languages he heard being spoken there. He would describe the people who came from many different parts of Europe. He would **occasionally** bring home strange and unusual foods he had bought from the market or the **street vendors**. One of their favorites was English 'pop robbins'. The girls looked forward to the delicious balls of batter made from flour and eggs boiled in milk. Papa would describe the styles of clothes people wore and the different **customs** he had heard about.

Almost all of their neighbors were from different parts of Europe. Their closest neighbor was a family from Germany. In the first years of the 18th century, German families had begun to arrive in this colony. At harvest thanksgiving time, their German neighbors had cooked scrapple and brought it to their home. The boys had loved this pudding dish of meat and grain. The girls were less thrilled, but they had loved the apple **strudel** that followed. The girls and their family had also been invited to visit with an Irish family who lived about a mile away. Mama had been amazed by how much the Irish family liked to eat butter and cream.

It was a well-known fact that the Middle Atlantic colonies produced more food than the New England colonies. The soil in the Middle Atlantic colonies was so much better for farming. For this reason, these colonies had earned the name 'the breadbasket of the colonies'. They produced huge amounts of rye, barley, and wheat, their most important crop. Farmers sent their grain harvest to the water-powered **mills** across the region. At the **mills**, the grain was turned into flour. The flour was sold to other colonies and to people

in the West Indies. It was even sold to English merchants, who shipped it to England. The girls' mother often joked that they were helping to feed the King of England himself.

The Middle Atlantic colonies were not only known for farming. Along the coast, fisherman fished and skilled craftsmen built boats and ships. Men cut down trees from the forests and turned them into **lumber** to be used to make boats as well as to be shipped to towns and cities in England.

Because people of different faiths were free to worship as they wished, different kinds of churches were springing up throughout the Middle Atlantic colonies. There were various Christian churches, including the **Lutheran** church that the girls' family attended. Like the children's family, most of the Swedish settlers were **Lutheran**. There were **Jewish** temples, too. Small, one-roomed schoolhouses were also beginning to appear. Only boys could attend them. The girls' two older brothers went to school to learn reading, writing, and manners. When they weren't at school, Papa taught the boys how to hunt, farm, build fences, and make tools.

Primrose and Patience went about doing their chores. They led the cows into the pasture. The cows followed them **obediently** along the familiar track. After that, they weeded and watered the newly planted vegetable garden, stopping only once to drink water from the well and to put on their sun **bonnets**. They did not speak much as they worked. Primrose hummed to herself as she worked though. As they neared the end of their task, Patience looked up and exclaimed, "I know! I will hide my kitten in my pocket. That way, she can come with me everywhere I go. Her name will be Midnight."

Primrose glanced at her sister and sighed. There was no point disagreeing with her or even pointing out the fact that her kitten would grow into a cat. It was clear that Patience was determined to have a pet kitten.

When they were done with the weeding, Primrose stood up and looked toward their cabin.

"We had better go help Mama with the quilt. Now that it is springtime, maybe she will make each of us a new dress," she said hopefully. "I would also like some new ribbon for my hair."

Patience's eyes lit up. "I want a blue dress with a very large pocket," she said excitedly. "And some yarn for Midnight to play with."

With that, the two girls ran off to find their mother.

Name: _____

Take-Home Worksheet



The Quakers and the Leni Lenape

Charles, Hester, and their father, Micah, walked slowly toward the **Leni Lenape** (Le-NAH-pae) village. They were delivering gifts from some of the families who lived in their small Quaker colony. Just one year earlier, in 1685, some of the young **Leni Lenape** men had helped several newly-arrived English and **Welsh Quakers** clear land for farming.

The gifts they carried were in three straw baskets. The baskets were heavy and Charles and Hester struggled to carry theirs. The baskets held **dumplings**, cheese, bread, apple butter, and ham.

Neither Charles nor Hester were nervous about visiting the village. They had been there several times before with their father. They had even been inside some of the homes, called wigwams. In fact, both children had been **astonished** by how warm and dry these homes made of bark were.

The village was on the bank of a long, winding river. In the village, there were about thirty wigwams and four longhouses. Like the wigwams, the longhouses were made from a wooden frame covered in bark. Unlike the wigwams, though, several families lived together in one longhouse. On the **outskirts** of the village, the children could see the **Leni Lenape's** fields full of corn, squash, and beans. In the river near the bank, four dugout canoes were bobbing up and down in the water. Two of the canoes held piles of raccoon, beaver, and fox fur. This fur was a sign that some of the **Leni Lenape** men would soon be setting off to trade with either Europeans or other Native Americans.

Charles and Hester were **Quakers** from a part of England called the Midlands. They had arrived in Philadelphia, Pennsylvania, the previous year with their parents. Philadelphia was a growing town in the English colony known as Pennsylvania. In 1681, William Penn, a **Quaker** and the leader of this colony, had received the land now known as Pennsylvania from King Charles II of England. The king had given him the land to settle a debt he owed to William's father. William Penn was grateful to the king because he wanted this land to be a place where **Quakers** could live without fear. **Quakers** were **persecuted** in England. They were often arrested and some were killed because of their beliefs.

Quakers were unpopular because they did not believe in war, and therefore, refused to fight. Also, they did not think that there was only one way to worship God. They did not think that it was necessary to go to church to worship, either. They also believed that everyone in the world was equal, which meant that Native Americans and African slaves were equal, too. These views made members of the king's government very angry. The king himself was not pleased with them. William Penn decided that it was time to find a safe place for **Quakers** to live.

Before leaving England in 1681, William Penn drew up a plan for the city of Philadelphia. He wanted it to have wide, tree-lined streets and public parks. He wanted Philadelphia to be a magnificent city within the colony of Pennsylvania. He wanted it to be a place where people lived in such a way that they were an example to the rest of the world. People of all faiths, not only **Quakers**, would be welcome.

As the children neared the village, a **Lenni Lenape** boy ran toward them. He had clearly been waiting for them.

“Hello, Lapowinsa,” said Charles to the boy.

“Hey,” replied Lapowinsa. “What do you have in the baskets?”

Both Charles and Hester had taught Lapowinsa to speak English. He was their friend and they enjoyed spending time with him.

“We have gifts,” Hester replied. Lapowinsa joined the children as they marched behind their father into the **Lenni Lenape** village.

The people in the village smiled at the children's father. They came to greet him. Charles always **admired** the **breechcloths** and leggings that the men wore. The women wore dresses and their long, dark hair was braided. The men, women, and children wore **moccasins** on their feet.

The children's father had learned to speak a little of the **Lenni Lenape** language. With William Penn, he had been involved in the purchase of the land they lived on from the **Lenni Lenape**.

After handing over the gifts, their father was invited to smoke tobacco with some of the **Lenni Lenape** men. This meant that Charles, Hester, and Lapowinsa would get a chance to play. The children and Lapowinsa began to walk toward the river. Lapowinsa had promised to take them out in a canoe to search for turtles.

“Be back before sunset,” their father called. The children nodded and then with Lapowinsa leading the way, they ran like the wind across the open land.

Name: _____

Matthew, the Apprentice

Fill in the blank in the following sentence:

1. Describe what Matthew has to do to print newspapers.

Page _____

2. Why couldn't Matthew be his father's apprentice?

Page _____

3. What two tasks did Matthew have to do on this particular day?

Page _____

4. List the supplies Matthew needed to make ink.

Page _____

5. Fill in the blank in the following sentence:

A _____ joined Matthew on his walk to deliver sermons to Pastor Keller.

Page _____

Name: _____

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

1. Beth says that _____ is happy. (*she, he*)
2. The apron needs to be washed because _____ is dirty. (*it, they*)
3. Bananas and apples are good for you because _____ are full of vitamins.
(*they, I*)
4. The football players emailed friends because _____ wanted everyone to come out to the game. (*we, they*)
5. Because Randy answered all of the questions correctly, _____ received a perfect score. (*he, she*)
6. My family and I invited neighbors to dinner and _____ all had a great time.
(*we, she*)
7. Robert is pouting and not speaking because _____ (*he, she*) is angry.
8. The farmers planted their crops and then _____ rested. (*she, they*)
9. Anne told the class a great story, and then _____ asked if anyone had questions. (*they, she*)
10. Mr. Hancher is a new teacher in our school and _____ is really fun and interesting. (*she, he*)

Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example: The **doctor** tapped my knee with a rubber hammer and _____
_____.

(The **doctor** tapped my knee with a rubber hammer and he was happy to see my leg kick.)

What pronoun did you use in the sentence? he

1. The movie filled me with happiness because _____
_____.

What pronoun did you use in the sentence? _____

2. The **puppies** in the pet shop window looked so pitiful and _____
_____.

What pronoun did you use in the sentence? _____

3. When **my family and** I get together, _____
_____.

What pronoun did you use in the sentence? _____

Name: _____

Take-Home Worksheet



Matthew, the Apprentice

“Matthew, have you finished printing those newspapers?” Uncle Abraham asked.

“Almost,” Matthew replied.

“Well, when you are done, I need you to deliver these sermons to **Pastor** Keller. He’s waiting for them,” continued Uncle Abraham. “Oh, and when you get back from delivering the sermons, you will need to make more ink.”

Matthew nodded his head to let his uncle know that he had heard his instructions. In 1755, Matthew was a printer’s **apprentice**. He was originally from a small village thirty miles north of Philadelphia. Matthew’s father was a cooper there. A cooper is a skilled **craftsman** who knows how to make **casks**, buckets, barrels, and containers of all shapes and sizes. In the colonies, almost every kind of food and drink was stored in the kinds of containers his father made.

When Matthew was little, he had thought that he would one day work with his father. However, his older brother Jonah had become their father’s **apprentice**. From the age of seven until he was ten, Matthew had attended a one-room schoolhouse where he was fortunate enough to have been taught how to read and write.

Four days after his eleventh birthday, Matthew’s Uncle Abraham had come to visit. During his visit, he had offered Matthew the opportunity to move to Philadelphia and become his **apprentice**. At first, Matthew had not wanted to leave his family. He had three younger sisters he loved dearly, along with his brother Jonah. However, Matthew’s parents had explained to him that he would have to learn a skill so that when he grew up he too could support a family.

Before Uncle Abraham left, Matthew had signed an **apprenticeship** agreement that stated that he “would **faithfully** serve his uncle, keep his secrets, and obey all of his lawful commands.” For his part, Uncle Abraham had agreed to spend seven years teaching him the skills he needed to be a successful printer. During that time, he would house, feed, and clothe Matthew. Four weeks after his uncle’s visit, Matthew’s father had loaded up their wagon and they had set off for Philadelphia.

In Philadelphia, Matthew and his father had spent two days exploring the city with Uncle Abraham. Then on the third day, his father had bought supplies for his workshop

and said goodbye. Matthew had watched his father go until he was out of sight. Though his eyes filled with tears, Matthew willed them not to fall.

Four years had passed since that day. Now, Matthew was fifteen years old. Matthew had three more years to serve as an **apprentice**. When his seven years of training were finished, Matthew would become a journeyman. A journeyman was a skilled printer, though not yet a master **craftsman**. Matthew would spend three more years working alongside his uncle and he would receive payment for his work. When he turned twenty-one years of age, Matthew hoped to become a master **craftsman** and open up his own business.

Matthew finished printing the last newspaper. Printing newspapers was one of the hardest jobs of all. It could take more than twenty hours to print one page. All of the work was done by hand. This included organizing tiny pieces of metal with individual letters or punctuation marks on them into the order in which they had to appear on the printed page. This task was called setting the type. The type was then held firmly in place as an inking pad spread ink over the type. The **printing press** transferred the carefully arranged words and sentences onto paper.

Matthew picked up the bundle of printed sermons and quickly checked to see if he had all of the **ingredients** needed to make the ink when he returned. Ink was made from **tannin, iron sulfate**, gum, and water. He was happy to see that Uncle Abraham had stocked up on these supplies.

Out on the street, Matthew made his way towards the small wooden church at the end of the avenue. **Pastor** Keller was the Lutheran minister in charge of this church. As Matthew walked, a small, **shaggy**, brown dog came to keep him company. The dog had appeared several times earlier in the week near the door to their kitchen. Matthew had thrown it some scraps and now it appeared whenever Matthew did.

“Hey, you want to come with me?” Matthew asked as he clicked his fingers.

The small dog looked up at Matthew and wagged its tail.

“Okay then,” said Matthew. “Let’s go.” Matthew began to run down the avenue, taking care to hold on tight to his **delivery**. The small white dog scampered happily after him.

Name: _____

Unit 10 Assessment

The New England Primer

Do you remember how you learned to read?

In Colonial America, many children learned to read from a book called the *New England Primer* (PRIM-er). A primer is a textbook. But it's not just any textbook. It's the first textbook a student reads. It's the textbook that trains a student to read lots of other books.

The *New England Primer* did not look like textbooks you see today. It did not have color pictures. All it had were some black and white engravings, or sketches. It was also a tiny book. The pages were about the size of playing cards and the book was only 90 pages long.

One of the first pages in the primer contained the alphabet. Students might be asked to point at the letters and say the letter names. They might be asked to point at the letters and say the sounds the letters stand for.

The next few pages had single words for students to read. The later pages had phrases and sentences. There were also prayers, proverbs, and poems to read.

Some of the poems in the *New England Primer* were like poems you might read in a modern textbook. Here is a little poem that went with the letter 'm':

The Moon shines bright

In time of night.

The poem for 'n' was about songbirds that sing in the spring:

Nightingales sing

In time of spring.

The poem for 'e' was about eagles flying:

The Eagle's flight,

Is out of sight.

Lots of other poems in the primer were not like the poems you would find in a textbook today. The people of colonial New England were mostly Puritans. They were very religious. They wanted a primer that would teach kids to read. But they also wanted it to teach religion. The *New England Primer* was written to do that. It was full of Christian stories and sayings.

The poem for the letter ‘b’ was printed next to a picture of the Bible. The poem urged students to mend their sinful ways by studying the Bible:

Thy life to mend,
This Book attend.

Other poems were based on Bible stories. The poem for ‘u’ was about Uriah (yer-IE-ə) and his wife Bathsheba. Bathsheba was a very beautiful Hebrew woman. She was so beautiful that she caught the eye of King David. David fell in love with her. He was so in love with her that he did a bad thing. He sent her husband Uriah into battle, hoping Uriah might be killed. Uriah was in fact killed, and David married Bathsheba.

Uriah’s lovely wife
Made David seek his life.

The poem for the letter ‘j’ was about Job (JOEB). He was a good man in the Bible. He remained loyal to God, even when terrible things happened to him. Job fell ill. He got terrible sores all over his body. His sons died. But he never gave up his faith in God. The poem about him in the primer is just seven words long:

Job feels the rod
And blesses God.

The poem for ‘h’ also rhymed and related to the Bible, urging students to keep the Bible close to their heart:

My book and Heart
Shall never part.

The *New England Primer* was used all over New England. It was used in Massachusetts, Connecticut, and Rhode Island. More than 2 million copies were printed. By reading it, you can get a good sense of what life was like for a Puritan child learning to read.

Name: _____

1. What does the primer do?

2. Which poems in the New England Primer were like poems you might read in a modern textbook?

- A. poems about numbers
- B. poems about animals
- C. poems about letters of the alphabet
- D. poems about the black and white engravings

3. What does the word **mend** mean in the following sentence from the selection?

The poem urged students to **mend** their sinful ways by studying the Bible.

- A. maintain
- B. correct
- C. dismiss
- D. announce

4. How were poems in the *New England Primer* different from poems you would find in textbooks today?

5. Why did the author write this selection?
- A. to compare the *New England Primer* to the Bible
 - B. to provide information about how some children in colonial America learned to read
 - C. to teach a lesson about using textbooks
 - D. to entertain using a story about children in colonial America reading from books
6. Which of the following words with a prefix can be used to describe the format of the *New England Primer*?
- A. multimedia
 - B. uniform
 - C. bilingual
 - D. multilingual
7. Write the correct form of the adjective in the blank.

These instructions are _____ now that you've helped me.
(clear, clearer, clearest)

8. Circle the correct prefix for each letter to add to each root word in the following sentence:

Darren was not quite ready to move from his three-wheeled (A) cycle to a (B) cycle yet because he was worried he couldn't balance on just two wheels.

- A. *uni-* *bi-* *tri-* *multi-*
- B. *uni-* *bi-* *tri-* *multi-*

Name: _____

9. Write the correct form of the adverb in the blank.

The new teacher spoke _____ than the teacher she replaced.
(interestingly, more interestingly, most interestingly)

10. Write the correct form of the root word in the blank.

(*friend*) People who live in this town are _____ than people who live in the town where I grew up.

The Common Course and Condition

The Pilgrims landed at Plymouth in 1620. In England, they had suffered for their religious beliefs. In America, they hoped to make a better life. They were eager to create the sort of community that seemed best to them.

Before they sailed, the Pilgrims had agreed to a plan. They called this plan the “Common Course and Condition.” The Pilgrims agreed to work together and share the food they grew. They agreed that whatever they harvested would be shared equally. Everybody would get an equal share. It would not be your corn and my corn, his corn and her corn. It would be our corn.

The Pilgrims believed this would be a good way to run their new colony. They believed the “Common Course and Condition” was consistent with their Christian religious ideas. They thought it would encourage teamwork and brotherhood. They were confident it would get everyone working together.

The Pilgrims followed the “Common Course and Condition” for their first two years in the New World. In the spring of 1621, they planted crops. In the fall, they harvested the crops and divided up the harvest. Each pilgrim got an equal share of the corn. In 1622, they did the same thing.

By 1622, many Pilgrims had grown unhappy with the Common Course. The governor, William Bradford, was one of them. He felt that the Common Course was not working.

Some people worked hard every day. When harvest time came, these hard workers got one basket of corn. Other people worked hard some days. These people also got one basket of corn. Some people did very little work. These people got one basket of corn.

The hard workers were upset. They were working harder. Shouldn't they get more corn? Why should they have to sweat all day in the fields to raise food for slackers who did much less?

Bradford and the other Pilgrims discussed the situation. In the end, they decided that the Common Course had to go. They made a new law. Each Pilgrim family was given a piece of land. On this land, the family members were allowed to grow corn for themselves. They did not have to share the corn with the rest of the community. They could keep what they grew.

What do you think happened?

The new plan was a big success. Bradford wrote that it “made all hands very industrious.” In other words, everybody started working hard. Much more corn was planted and much more was harvested. Pilgrims who had complained about life under the Common Course now “went willingly into the field.”

The “Common Course and Condition” sounded good on paper. But, in real life, it did not work very well. The Pilgrims found that the colony as a whole was more successful when each family was allowed to keep the fruits of its labor.

Name: _____

11. What does the word **brotherhood** mean in the following sentence from the selection?

They thought it would encourage teamwork and **brotherhood**.

- A. feelings of dislike and annoyance
- B. feelings of isolation and loneliness
- C. feelings of calm and tranquility
- D. feelings of support and understanding

12. Why were people unhappy with the Common Course after a couple of years?

13. What influenced the Pilgrims in their creation of the “Common Course and Condition?”

- A. their religion
- B. their new home
- C. their voyage on the ocean
- D. their children

14. Put the following events in order from 1–5 as they occurred in the selection.

_____ The Pilgrims decided that each family should have its own land to grow corn for themselves.

_____ The Pilgrims developed the “Common Course and Condition.”

_____ The new plan was a big success.

_____ People who worked hard became very upset as others did not work as hard.

_____ The Pilgrims wanted to create a community in their new home that best suited them.

15. If each Pilgrim family was able to keep the “fruits of its labor,” what were they able to do?

A. keep what they bought at the market

B. keep the results of their hard work

C. keep bartering to get a better deal

D. keep going to religious services

16. Write a summary of this selection.

Name: _____

17. Write *more* or *most* in the blank.

My grandmother is _____ elderly than your grandmother.

18. Write the word to replace the underlined meaning in the sentence. Identify its part of speech.

He stopped planting seeds at the middle of the field to take a break and drink some water.

Word _____

Part of Speech _____

19. Write a sentence using the adverb *easiest*.

20. Describe what the word **underestimating** means in the following sentence:

She worried that she was **underestimating** her ability to finish the project ahead of time since she struggled to finish the last project on time.

The Cobbler's Song

Once there was a poor cobbler who lived in the basement of a large house in Paris. The cobbler had to work hard all day to make enough money to support his family. But he was happy and he sang all day as he mended shoes.

On the floor above him lived a rich man. His rooms were large and sunny. He wore fine clothes and had plenty of good things to eat. Even so, he was never happy. All night long he lay awake thinking about his money—how could he protect the money he already had? How could he get more? Often, the sun rose before he fell asleep.

The poor cobbler always got up before sunrise and went to work. As he hammered, he sang. His song floated up to the rich man's apartment and woke him.

“Drat!” cried the rich man. “I can't sleep at night for thinking of my money and I can't sleep in the daytime because of that silly cobbler and his singing. I must find a way to stop him.”

The rich man sat down and thought the matter over.

“If the cobbler had something to worry about,” he said to himself, “then he would not sing all day. What worries men most? Why, money to be sure! Some men worry because they have so little. The cobbler has little enough, to be sure. Still, that does not seem to worry him. He is the happiest man I know.”

“Other men worry because they have too much money. That is my trouble. I wonder if the cobbler would worry more if he had more money. Hmm. It's not a bad idea. Anyway, it can't hurt to try!”

A few minutes later, the rich man entered the cobbler's home.

“What can I do for you?” asked the cobbler.

“Here,” said the rich man. “I have brought you a present.” He gave the poor man a purse.

The cobbler opened it and saw it was full of gold pieces.

“I can't take this!” said the cobbler. “I have not earned it.”

“You have earned it,” said the rich man. “You have earned it by your singing. I give it to you because you are the happiest man I know.”

Name: _____

Then, the rich man left.

The cobbler turned the gold pieces out on his table and began to count them. He had counted to fifty-two when he looked up and saw a man passing by the window. He quickly hid the gold under his apron and went into the bedroom to count it where no one could see him.

He piled the coins up on the bed. How golden they were! How bright! He had never seen so much money before. He looked at the money until everything in the room seemed golden and bright. Then, he counted it.

“One hundred pieces of gold! How rich I am! But where shall I hide it?”

First, he hid it under the covers of the bed. Then, he sat down and looked at the bed.

“The coins make a lump under the covers,” he said. “Someone else might see them and steal them. I think I will hide the purse under the pillow instead.”

While he was putting it under the pillow, his wife came into the room.

“What is the matter with the bed?” she asked.

The angry cobbler glared at her and drove her from the room with angry words—the first cross words he had ever spoken to her.

Dinner time came, but the cobbler could not eat a mouthful. He was afraid somebody would steal his treasure while he was at the table. By supper time he felt even worse. Not a note did he sing all day long. Not a kind word did he speak to his wife. He went to bed half sick with worry and fear. All night long, he tossed and turned. He did not dare go to sleep, lest he should wake to find his gold gone.

Days passed and the cobbler grew more and more unhappy. He worried about his money all day and all night. He was afraid of other people. He did not even trust his wife. He no longer sang at his work and was grouchy most of the time.

But upstairs the rich man was happy. “That was a good plan,” he said to himself. “Now I can sleep all day without being wakened by the cobbler’s songs.”

For a month, the cobbler worried over his gold. He grew thin and pale and his wife and children were unhappy. At last, he could bear the worry no longer, so he called his wife and told her the whole story.

“Dear husband,” she said, “give the gold back. All the gold in the world is not worth as much to me as one of your songs.”

How happy the cobbler felt when his wife said this! He picked up the purse and ran upstairs to the rich man's room. Throwing the gold on the table, he cried, "Here is your money. Take it back. I can live without your money, but I cannot live without my songs."

Name: _____

21. Why did the rich man give the cobbler the purse full of gold pieces?

- A. The rich man said he couldn't use it because he had too much money already.
- B. The cobbler begged the rich man for it.
- C. The cobbler caught the rich man stealing it from someone else.
- D. The rich man said the cobbler earned it by being the happiest man he knew.

22. What made the cobbler drive his wife from the room with angry words?

23. What did the money cause both men to do?

24. Describe the setting in this selection.

25. What was more important to the cobbler, the rich man's money or his own songs?

26. Write a sentence using the form of the adverb *most unfortunately*.

27. Write the correct form of the root word in the blank.

(*boss*) Rebecca's little brother _____ her around until she says, "That's it!"

28. Write the correct pronoun on the blank.

Michael read the class a great chapter in a book, and then _____ asked if anyone had questions. (*they, he*)

29. Choose the best word to complete the sentence.

He is _____ and can speak many languages due to all the time he spent living in other countries.

- A. overpowered
- B. multilingual
- C. underwater
- D. bimonthly

30. Circle the root word that best fits in the blank in the following sentence.

If the car over_____, steam may come out of the engine and we will need to put water in it to cool it down before driving again.

eats

fish

charges

heats

Name: _____

Fluency Assessment

An Account of Pennsylvania

In 1681, Gabriel Thomas left his home in Wales. He sailed to America and settled in Pennsylvania. At the time, Pennsylvania was a new colony. It had been set up by the Quaker William Penn. Thomas went there partly because he was a Quaker, too.	14 28 43 45
Thomas lived in Pennsylvania for 16 years. In 1697, he sailed back to Europe. The next year, he published a book. It was called An Account of Pennsylvania. Here are some of the details Thomas reported in his book.	58 72 84
Philadelphia is the main city of Pennsylvania. It sits between two rivers. One is the School-kill; the other is the great Delaware. Ships may come to the city by either of these two rivers.	97 113 118
The air in Pennsylvania is very pleasant and wholesome. The sky is rarely cloudy. Winters are a little colder than in England and Wales. Summers are a little hotter. The earth is very fertile and good for farming.	131 145 156
In Pennsylvania, land is cheap. A man can buy 100 acres of land for ten or fifteen pounds.	172 174
Corn grows well there. Most years the farmers get twenty to thirty bushels of corn for each bushel they plant.	188 194
Wages are high. A poor man can make three times as much as he would make in England. A carpenter can make five or six shillings a day. A shoemaker can get two shillings for a pair of shoes. A potter can get sixteen pence for a pot which may be bought in England for four pence.	210 226 243 251
Women can earn good wages there as well. There are not many women there. So seamstresses are well paid.	265 270
Pennsylvania is open to all. The Church of England and the Quakers have equal shares in government. There is no persecution for religion.	283 293

There are many sorts of wild animals in Pennsylvania. There are panthers,	305
bears, and foxes. There are muskrats, hares, and raccoons. You can hunt in the	319
forests without getting special permission.	324
There are many red deer. I once bought a large one from the Native	338
Americans for two gills of gunpowder. These deer make excellent food.	349
The opossum is a strange creature. She has a pouch to hold her young. She	364
keeps them there, safe from all dangers.	371
They also have flying squirrels. The flying squirrel has flaps of skin that are	385
like wings. It is much lighter than a common squirrel. I have seen them fly from	401
one tree to another. But how long they can stay in the air is not known.	417
There are many birds in Pennsylvania, too. They have swans, ducks, and	429
geese. They also have turkeys, eagles, and pheasants.	437
Reader, what I have written here is not a fiction, flam, or whim. It is all true.	454
I was an eyewitness to it all. For I went to Pennsylvania in the first ship that sailed	472
there, in the year 1681.	477

Name: _____

W.C.P.M. Calculation Worksheet

Student: _____ Date: _____

Story: *An Account of Pennsylvania*

Total words: 477

<p>Words</p> <div style="text-align: right; margin-bottom: 10px;"> <input style="width: 60px; height: 30px;" type="text"/> Words Read </div> <div style="text-align: right; margin-bottom: 10px;"> <input style="width: 60px; height: 30px;" type="text"/> Uncorrected Mistakes </div> <hr style="width: 80%; margin: 0 auto;"/> <div style="text-align: right;"> <input style="width: 60px; height: 30px;" type="text"/> Words Correct </div>	<p>Time</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 20%;">Minutes</td> <td style="width: 20%;"></td> <td style="text-align: center; width: 20%;">Seconds</td> <td style="width: 40%;"></td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td></td> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td>Finish Time</td> </tr> <tr> <td style="text-align: center;">-</td> <td></td> <td style="text-align: center;">-</td> <td></td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td></td> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td>Start Time</td> </tr> <tr> <td colspan="2" style="text-align: center;">-----</td> <td colspan="2"></td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td></td> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td>Elapsed Time</td> </tr> <tr> <td colspan="4" style="text-align: center; padding-top: 10px;"> $(\text{ } \times 60) + \text{ } = \text{ } \text{ Time in Seconds}$ </td> </tr> </table>	Minutes		Seconds		<input style="width: 40px; height: 30px;" type="text"/>		<input style="width: 40px; height: 30px;" type="text"/>	Finish Time	-		-		<input style="width: 40px; height: 30px;" type="text"/>		<input style="width: 40px; height: 30px;" type="text"/>	Start Time	-----				<input style="width: 40px; height: 30px;" type="text"/>		<input style="width: 40px; height: 30px;" type="text"/>	Elapsed Time	$(\text{ } \times 60) + \text{ } = \text{ } \text{ Time in Seconds}$			
Minutes		Seconds																											
<input style="width: 40px; height: 30px;" type="text"/>		<input style="width: 40px; height: 30px;" type="text"/>	Finish Time																										
-		-																											
<input style="width: 40px; height: 30px;" type="text"/>		<input style="width: 40px; height: 30px;" type="text"/>	Start Time																										

<input style="width: 40px; height: 30px;" type="text"/>		<input style="width: 40px; height: 30px;" type="text"/>	Elapsed Time																										
$(\text{ } \times 60) + \text{ } = \text{ } \text{ Time in Seconds}$																													
<p>W.C.P.M.</p> <div style="text-align: center; margin-bottom: 10px;"> <input style="width: 60px; height: 40px;" type="text"/> \div <input style="width: 60px; height: 40px;" type="text"/> $\times 60 =$ <input style="width: 60px; height: 40px;" type="text"/> </div> <p style="display: flex; justify-content: space-around; width: 100%;"> Words Correct Time in Seconds W.C.P.M. </p>																													

Compare the student's W.C.P.M. score to national norms for Spring of Grade 3 (Hasbrouck and Tindal, 2006):

W.C.P.M	National Percentiles for Spring, Grade 3
162	90th
137	75th
107	50th
78	25th
48	10th

Comprehension Total _____ / 5

Answers Correct	Level
5	Independent comprehension level
4	Instructional comprehension level
2-3	Frustration comprehension level
0-1	Intensive remediation warranted for this student

Name: _____

Object Pronouns

me	you	him	her	it	us	them
----	-----	-----	-----	----	----	------

Rewrite the sentence, replacing the underlined word or words with an object pronoun from the box.

1. The woods were full of the noises of bears, coyotes, and deer.

2. Father called my sister and me to come in the house for lunch.

3. The history of the 18th century is interesting to Bonnie.

4. The beautifully wrapped box seemed to invite all of us to look inside the box.

5. I spoke to my friends and asked them to come with (the person speaking).

6. When Ned joined our class, we couldn't wait to get to know Ned.

Name: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

'ow' > /ou/

'ou' > /ou/

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Name: _____

Make Adverbs that Compare Actions

Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

1. **verb:** *hangs* **adverb:** *lower*

2. **verb:** *grew* **adverb:** *tallest*

3. **verb:** *runs* **adverb:** *fastest*

Change the word at the end of the sentence by adding *-er* or *-est* to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. The new paint on the walls dried _____ than the paint on the ceiling so now we are not sure if we like it. (*light*)

How did the paint on the walls dry compared to the paint on the ceiling?

2. High school students leave _____ than my brother and I do to catch the bus. (*soon*)

When do high school students leave compared to when my brother and I leave? _____

3. The jazz concert lasted the _____ of any concert I have been to this year. (*long*)

How did the jazz concert last compared to any concert this year?

4. During the science experiment, the spoon dropped _____ than the sponge in the water. (*deep*)

How did the spoon drop compared to the sponge? _____

5. Josie worked _____ on her spelling assessment this week than last week since these words were new to her and she knew the words well last week. (*hard*)

How did Josie work on her spelling assessment this week compared to last week? _____

Name: _____

Write Sentences Using Adverbs with *-er* and *-est*

Write a sentence using the *-er* adverb. Then, change the sentence so that the *-est* adverb fits and write the new sentence.

1. **verb:** *speaks* **adverb:** *quieter, quietest*

-er

-est

2. **verb:** *grew* **adverb:** *shorter, shortest*

-er

-est

3. **verb:** YOUR CHOICE **adverb:** *later, latest*

-er

-est

Name: _____

Comparative and Superlative Adverbs Using *more* and *most*

Write the correct form of the adverb.

1. (*slowly*) My grandmother drives _____ than I drive.
2. (*efficiently*) Adults tend to work _____ than children.
3. (*carefully*) The older sister walked through the puddle _____ than her younger sister.
4. (*dangerously*) The careless boy behaved the _____ of all.
5. (*dimly*) The old lamp shone _____ than the brand new one.
6. (*quickly*) The talented runner raced the _____ of all the runners on the track.
7. (*softly*) The kind teacher spoke _____ than the angry children.
8. (*passionately*) The actor played the part the _____ of any actors I've ever seen before!
9. (*lightly*) She dabbed the paint on her picture _____ than her partner who slapped paint all over.
10. (*completely*) He fills in the answers on his worksheet the _____ of anyone I know.

Write sentences using the adverb in parentheses.

1. (more *dramatically*)

2. (most *surprisingly*)

Name: _____

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

1. Tom says that _____ is sad. (*she, he*)
2. The shirt needs to be ironed because _____ is wrinkled. (*it, they*)
3. Fruits and vegetables are good for you because _____ are full of vitamins.
(*they, I*)
4. The basketball players emailed family and friends because _____ wanted everyone to come out to the game. (*we, they*)
5. Because Sandy answered all of the questions correctly, _____ received a perfect score. (*he, she*)
6. My family and I invited our cousins to lunch and _____ all had a great time.
(*we, she*)
7. Ron and Rob are pouting and not speaking because _____ (*he, they*) are angry.
8. The children ran a mile in gym class and then _____ rested. (*she, they*)
9. Bill read his poetry to the class, and then _____ asked if anyone had questions. (*they, he*)
10. Mrs. White is a new librarian at our school and _____ is really fun and interesting. (*she, he*)

Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example: The **doctor** tapped my knee with a rubber hammer and _____.

(The **doctor** tapped my knee with a rubber hammer and he was happy to see my leg kick.)

What pronoun did you use in the sentence? he

1. The **book** filled me with sadness because _____.

What pronoun did you use in the sentence? _____

2. The **guppies** swimming in the fishbowl seemed to ask to be taken home and _____.

What pronoun did you use in the sentence? _____

3. When **my friends and I** get together, _____.

What pronoun did you use in the sentence? _____

Name: _____

Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

uni	bi	tri	multi
-----	----	-----	-------

1. Word: _____lingual

Meaning: able to speak many languages

Part of Speech: _____

2. Word: _____cycle

Meaning: a vehicle with one wheel

Part of Speech: _____

3. Word: _____media

Meaning: involving many forms of communication

Part of Speech: _____

4. Word: _____angle

Meaning: a shape with three sides

Part of Speech: _____

5. Word: _____plane

Meaning: a plane with two sets of wings

Part of Speech: _____

6. Word: _____son

Meaning: the act of doing something together as a group all at one time

Part of Speech: _____

Complete each sentence by circling the correct word from the choices below the sentence.

1. The neighborhood association has a fun event for kids _____, each with a different theme.

bicycle

bimonthly

2. My sister has to wear a _____ for her new job at the restaurant, just like the rest of the staff.

uniform

unilateral

3. I wonder how well I would do if I used a _____ to catch fish instead of a fishing pole.

trident

trilogy

4. Dad let me try a different kind of _____ because the first kind I tried tasted bad.

multilingual

multivitamin

5. My brother rides my old _____ since he is not old enough to learn how to ride a bicycle yet.

triangle

tricycle

Name: _____

Prefixes *over-*, *mid-*, and *under-*

Read each sentence. Decide which word from the box replaces the underlined words and write it on the line. Write the part of speech for the word as well.

overeat	midfield	midtown	underwater	underline
underground	overfish	midday	overheat	underpowered

1. Please take Dad a bottle of water so he does not make too warm or too hot while he cuts the grass in the backyard.

Word: _____ Part of Speech: _____

2. As you read the chapter on the handout, draw a long, thin mark under any words you come across that you are not familiar with.

Word: _____ Part of Speech: _____

3. The team captains met the referee at the middle of the field for the coin toss to determine who would get the ball first.

Word: _____ Part of Speech: _____

4. My hair dryer feels supplied with less energy than is needed so it may be time to replace it with a new one.

Word: _____ Part of Speech: _____

5. Don't put too much dog food in the bowl because we don't want the neighbor's dog, Riley, to put too much food in his mouth, chew it, then swallow it today while we are caring for him.

Word: _____

Part of Speech: _____

6. I would like to visit a store located in the middle of the town to look for a birthday gift for my friend.

Word: _____

Part of Speech: _____

7. There is an entrance to the below the surface of the earth tunnel behind the historic plantation home that people used to secretly transport supplies out of the house during the war.

Word: _____

Part of Speech: _____

8. The middle of the day meeting included lunch since we would not be able to leave to go get something to eat.

Word: _____

Part of Speech: _____

9. If people try to catch too many fish in the lake every summer, the fish population may not be as strong in following years.

Word: _____

Part of Speech: _____

10. In some places on Earth, there are under the surface of the water caves that can be explored by trained divers.

Word: _____

Part of Speech: _____

Name: _____

Dictionary Skills

Identify and write the root word, part of speech, and definition. Then, write other forms of the root word and their parts of speech. Finally, fill in the blank in each sentence with the correct form of the word.

Example:

listeners

Part of Speech: _____

Definition: people who pay attention or hear

Root Word _____	Part of Speech _____
Definition _____	
Other Forms of the Root Word	
Word _____	Part of Speech _____
Word _____	Part of Speech _____
Word _____	Part of Speech _____
<ul style="list-style-type: none"> • Yesterday, the children _____ very well to the story about “Poison Dart Frogs.” • My good friend, Karen, _____ to me when I have a problem and we share a lot. • You learn a lot and become a better student when you are a good _____. • You hurt yourself less and get in less trouble when you _____ to your parents. 	

Glossary for *Living in Colonial America*

A

acre—a measurement of an area of land that is almost the size of a football field
(**acres**)

admire—to look at with enjoyment (**admired**)

advice—a suggestion about what someone should do

alarming—disturbing or causing fear

anxiously—acting nervous or worried

apprentice—someone who learns a skill by working with an expert for a set amount of time (**apprenticeship**)

astonished—suddenly surprised

B

ban—to forbid, not allow (**banned**)

barley—a grain that is used for making food

beg—to ask for money or food (**begged**)

beloved—greatly loved

Bible—the book of holy, religious writings in the Christian religion

bitterly—extremely

bonnet—a hat worn by women and babies that ties under the chin (**bonnets**)

breechcloth—a cloth worn by men to cover the lower body (**breechcloths**)

brow—forehead

C

cabin—a small house, usually made of wood (**cabins**)

cask—a large, wooden barrel (**casks**)

chapel—Christian religious services

chore—a small job done regularly (**chores**)

colony—an area in another country settled by a group of people that is still governed by the native country (**colonial, colonies**)

craftsman—a person who makes things by hand

creation—the act of making something new

custom—tradition (**customs**)

D

debt—money or something else owed (**debts**)

debtor—a person who owes money (**debtors**)

delivery—something taken to a person or place

destination—the place someone is traveling to

devour—to completely destroy

distinct—clearly different from other things

dock—a platform that sticks out in water so boats and ships can stop next to it to load and unload things

dumpling—a small ball of dough that has been steamed or boiled and has food wrapped inside (**dumplings**)

E

Elder—a formal name for addressing a minister or religious leader

English Separatist—a person who was unhappy with the Church of England and wanted to start a new church with others who felt the same way (**English Separatists**)

F

faithfully—showing true and constant support and deserving trust

flutter—to become excited or nervous

foreigner—a person who is living in a country that is not his/her homeland (**foreigners**)

G

galleon—a large sailing ship (**galleons**)

glorious—wonderful

graze—to feed on grass growing in a field

grimy—dirty

gulp—to swallow quickly or in large amounts (**gulped**)

H

harass—to continuously annoy or bother (**harassed**)

harbor—an area of calm, deep water next to land where ships can safely put down their anchors (**harbors**)

harshest—most difficult and unpleasant

heap—a lot of

homeland—the country where someone was born or grew up (**homelands**)

homesick—sad because you are away from your home, homeland, or family and friends

I

illuminate—to light up (**illuminated**)

indicate—to make a sign of (**indicated**)

ingredient—an item needed to make something (**ingredients**)

intend—to plan (**intended**)

iron sulfate—a bluish-green salt used to make inks

J

Jewish—people whose ancestors are from ancient Hebrew tribes of Israel; Jewish people believe that God has chosen them to have a special relationship with him.

just—fair

L

Lenni Lenape—a Native American group from what is now the Delaware River valley; The Lenni Lenape lived in clans according to the mother's line of ancestors, grew corn, beans, and squash, and hunted and fished, which many still do today.

lumber—wood that has been sawed into boards

Lutheran—a branch of Christianity that follows the teachings of Martin Luther, who taught that the Bible is the only reliable guide for faith and religious practice and each passage in the Bible can only be interpreted in one way

M

mend my ways—change behavior to be a better person

mill—a building with machines that grind grains into flour (**mills**)

minister—a religious leader or pastor

mistress—the female head of the household

moccasin—a soft, flat leather shoe (**moccasins**)

O

obediently—behaving in a way that follows what you have been told to do

occasionally—sometimes but not often

occasion—an event or celebration (**occasions**)

off course—not following the intended plan

opportunity—a chance to do something (**opportunities**)

orchard—an area of land where fruit trees grow

originally—at first

orphan—a child whose parents are no longer alive

outskirts—the outer edges of a town or city

overgrown—covered with plants that have grown in an uncontrolled way

P

pastor—a religious leader or minister

Patuxet—a Native American group from the area around Plymouth and what is now southeastern Massachusetts; The Patuxet grew corn, fished, hunted, and helped the Pilgrims when they first arrived at Plymouth.

persecute—to continually treat in a harsh and unfair way due to a person's beliefs
(**persecuted**)

persuade—to convince (**persuaded**)

pheasant—a large bird with a long tail that is hunted for fun and for food

Pilgrim—a person who left England to find a new place to practice religion in his/her own way; Pilgrims started a colony in Plymouth, Massachusetts in 1621.
(**Pilgrims**)

plantation—a large farm, usually found in warm climates, where crops such as cotton, rice, and tobacco are grown

pluck—to pull something quickly to remove it (**plucked**)

Powhatan—a Native American group from what is now eastern and southeastern Virginia; The Powhatan lived in longhouses, grew crops like beans, squash, and corn, and hunted and fished.

preach—to talk about a religious subject (**preaching**)

printing press—a large machine that presses sheets of paper against a surface with ink on it to print words and designs

pure—free from evil (**purser**)

Puritan—a member of a group of people who wanted the Church of England to be purer and thus left England to find a new place to practice religion. Some Puritans were Pilgrims, like some English Separatists were. (**Puritans**)

Q

Quaker—a person who is part of a Christian group who believes that all people have something of God in them and are, therefore; equal, believes in simple religious services, and is against war (**Quakers**)

R

raggedy—tired from stress and wearing tattered clothes

request—an act of politely asking for something (**requests**)

reveal—to make known (**revealed**)

rickety—poorly made and could break at any moment

rye—a grain that looks like wheat and is used to make flour

S

sack cloth—rough cloth used to make sacks or bags for carrying things

sacrifice—the act of giving up something you like for something that is more important

scurry—hurried movement (**scurrying**)

seamstress—a woman who sews as a job

sermon—a message delivered orally by a religious leader, usually during a religious service, that is designed to teach

shaft—ray or beam (**shafts**)

shaggy—covered with long, tangled, or rough hair

squint—to look at something through partially closed eyes

street children—children whose parents had died so they lived on their own on the streets of London

street vendor—a person who sells things, such as food, on the street (**street vendors**)

strudel—a German pastry made with thin dough rolled up, filled with fruit, and baked

successful—reaching a goal you had (**succeed**)

swamp fever—malaria; a sickness stemming from being bitten by infected mosquitos found in warm climates

swamp—wet, spongy land that is often partially covered with water

T

talking to—the act of scolding or a serious conversation during which you tell someone why his/her behavior is wrong

tannin—a red substance that comes from plants, is used to make ink, and is in a variety of food and drinks

tattered—old and torn

tend—to take care of

threat—the possibility that something harmful and bad might happen

time traveler—someone who travels back and forth to different points in time
(**time travelers, time traveling, time travel**)

transplant—to dig up a plant and plant it somewhere else (**transplanted**)

transport—to carry from one place to another

tribe—a large group of people who live in the same area and have the same language, customs, and beliefs

trod—walked on or over

twinkling—sparkling

W

well-being—a feeling of happiness and good health

Welsh—from the country of Wales

witness—to see something happen (**witnessed**)

worship—to show love and devotion to God or a god by praying or going to a religious service

would-be—hoping to be a particular type of person

wrestler—a person who fights by holding and pushing (**wrestling**)

Writing Prompts

Unit 10:

1. Choose a character from the Reader and make a list of everything you know about that character's way of life.
2. Determine ways that life for one of characters in the Reader is different from your life and write a paragraph stating why one would be easier than the other.
3. Pretend Queen Elizabeth I has sent you to the New World to **create** a colony. Write a paragraph describing the setting, the rules, and the people of your new colony.
4. Speaking as Tom and Jane, **rate** the jobs you were given to do.
5. Writing as Tom and William, **design** a perfect day.
6. Writing as Primrose and Lars, help Patience **prioritize** what she should spend her time doing.

Either fiction or nonfiction:

1. Summarize the story or chapter you read in three to five sentences.
2. After reading this story or chapter, I wonder...
3. Name three things you liked about the story or chapter.
4. Make a timeline of three to five events in your reading today.
5. Pretend you are a TV reporter who has to interview the main character or person in the story or chapter you read, and write down five questions you would ask.
6. Make a prediction about what will happen next in the story or chapter you just read. Explain why you think this will happen.
7. Pretend you are the main character or a person in the story or chapter you read today and write a diary entry for that person.
8. Tell about something in the story or chapter you read today that is similar to something you have already read.
9. Draw a Venn diagram to show what is alike and/or different between two characters or people in the story or chapter you read.
10. How does the title fit the story or chapter? Suggest another title.
11. Write down three new words you learned while reading and tell what they mean. Use each word in a new sentence.
12. Name three questions you would ask the author of the story or chapter.

13. Fiction:

1. Tell about the setting.
2. Tell about the plot.
3. Tell about your favorite character. Write three reasons why you chose that character.
4. Which character is your least favorite? Write three reasons why you chose that character.
5. Give examples of personification from the story.
6. Draw a line down the center of your paper. On one side write the title of your favorite story. On the other side write the title of what you are reading today. Compare and contrast the main character, the setting, and the plot.
7. Write a different ending for the story.
8. If you could be any character in the story or chapter you read today, who would you be? Give three reasons why.
9. Invent a conversation or dialogue between two characters or people in the story or chapter that you read. Write what each character says and don't forget to use quotation marks.
10. Describe a character, setting, or plot that surprised you. Explain what it was and why it surprised you.
11. Tell about a problem that someone in the story or chapter had and what he or she did about it.

Nonfiction:

1. Describe something that you learned from what you read today.
2. Write at least three questions you have after reading the chapter about the topic in the chapter.

Conference Record For Reader's Journal

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Name: _____

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ____ No ____

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ____ No ____

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ____ No ____

Teacher notes:

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.



Unit 10

Workbook

Skills Strand
GRADE 3

The Core Knowledge Foundation
www.coreknowledge.org