

Unit 4

Skills Workbook





Unit 4

Skills Workbook

Skills Strand

GRADE 3

Core Knowledge Language Arts®



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Unit 4

Skills Workbook

This Skills Workbook contains worksheets that accompany the lessons from the Teacher Guide for Unit 4. 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: _____

Rome, Then and Now

1. How did Rome start out?

- A. Rome started out as a large city.
- B. Rome started out as a few houses on the banks of the Tiber River.
- C. Rome started out as a few houses along the Nile River.
- D. Rome started out as a small country.

Page _____

2. What is the shape of Italy on a map?

- A. Italy's shape looks like a sandal.
- B. Italy's shape looks like a tennis shoe.
- C. Italy's shape looks like a boot.
- D. Italy's shape looks like a flip flop.

Page _____

3. What body of water surrounds Italy on three sides?

- A. The Atlantic Ocean surrounds Italy on three sides.
- B. The Tiber River surrounds Italy on three sides.
- C. The Black Sea surrounds Italy on three sides.
- D. The Mediterranean Sea surrounds Italy on three sides.

Page _____

4. How long ago did Rome start growing?
- A. Rome started growing about 500 years after the birth of Jesus.
 - B. Rome started growing about 500 years before the birth of Jesus.
 - C. Rome started growing about 500 years ago.
 - D. Rome started growing about 1,000 years ago.

Page _____

5. Circle the areas or countries that ancient Rome took over.

France	Spain
Germany	China
Ireland	Turkey
Egypt	Northern Africa
South America	Greece
the Balkans	Middle East

Page(s) _____

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 will be reviewing the spellings of r-controlled vowels. Your child learned to read and spell words with r-controlled vowels in first and second grades, so this should be a review. On Friday, your child will be assessed on these words.

Students have been assigned two Challenge Words, *above* and *beginning*, to spell this week. Remember that Challenge Words do not follow spelling patterns and need to be memorized.

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

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

- | | |
|--------------|--------------------------------------|
| 1. tarnish | 12. sword |
| 2. marbles | 13. messenger |
| 3. portion | 14. barbecue |
| 4. motor | 15. giraffe |
| 5. circulate | 16. slurp |
| 6. servant | 17. sir |
| 7. turkey | 18. mirth |
| 8. doctor | 19. Challenge Word: above |
| 9. worship | 20. Challenge Word: beginning |
| 10. surgery | Content Word: Mediterranean |
| 11. immortal | |

Student Reader

This week, we start our new unit about ancient Rome. In this unit, your child will read *Stories of Ancient Rome*, which includes information about the history of Rome, legends, Roman gods and goddesses, myths, powerful rulers, and wars, as well as the rise of Christianity. Mrs. Teachwell is the narrator who will be guiding your child through the information, some of which is fiction and some nonfiction, as your child learns many new and exciting facts about a very old civilization. Be sure to ask your child each evening about what he or she is learning.

This week, your child will be reading about how Rome was built on the banks of the Tiber River, the legend of Romulus and Remus, and about Roman gods and goddesses.

Students will bring 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 copy of the glossary they brought home today can be used to find the meaning of the bolded words.



Rome, Then and Now

“This is Rome,” said Mrs. Teachwell, pointing to a black dot on the classroom map.

“But this is Rome too,” she added, as she traced a circle that was so large it seemed to touch all four sides of the map.

The students looked confused.

“How can it be both?” Charlie Chatter shouted out.

“I’ll explain,” Mrs. Teachwell said, “but please raise your hand if you would like to speak.”

Charlie Chatter nodded. It was not the first time he had heard this. In fact, Mrs. Teachwell had asked him to raise his hand many times, but it was hard for Charlie. His mouth seemed to be faster than his hand.

“Rome started out as a little town along the Tiber River,” Mrs. Teachwell explained.

“Like Egypt on the Nile?” Charlie asked.

“Yes,” said Mrs. Teachwell, “but let’s see that hand!”

The students giggled.

“As Charlie has just reminded us,” Mrs. Teachwell said, “many **civilizations** spring up along the banks of a river. Rome was no exception. It sprang up here, on the banks of the Tiber River, among seven hills. At first, Rome was just a few houses on a hill. Then, it grew and grew and grew. After a while, people started building houses on other hills nearby. Then, the little towns on the hills grew together to make a big city. In fact, to this day, Rome is known as the ‘City of Seven Hills’.

“Then, the Romans fought wars with their neighbors. The Romans won most of these wars. They defeated the **Etruscans**, who lived north of them. They **conquered** the Greeks, who had settled to the south, as well. It wasn’t long before they controlled most of this piece of land that we call Italy.”

Mrs. Teachwell traced the outline of Italy with her finger.

“Check it out!” Charlie Chatter shouted. “Italy looks like a boot!”

“Yes,” said Mrs. Teachwell. “Italy does look like a boot, but, please, Charlie, raise your hand! This is your last warning. Now, does anyone know what this body of water that the boot of Italy sticks out into is called?”

Rachel Readmuch, who always had her nose in a book, raised her hand. Mrs. Teachwell called on her.

“It’s called the **Mediterranean**,” said Rachel.

“That’s right!” said Mrs. Teachwell. “This is the **Mediterranean** Sea. Rome grew so much that, at its peak, the Romans controlled all the land around the **Mediterranean** Sea. They took over most of Spain and France. They took over this area that we call the Balkans. They took over Greece and much of Turkey. They took over the Middle East, Egypt, and the coast of North Africa.”

Tim Timetable, who loved to learn about when things happened, put up his hand.

“When was all this happening?”

“Rome started growing about two thousand five hundred years ago,” Mrs. Teachwell explained. “It started growing about five hundred years before the birth of **Jesus**, in the years we call **BC** or **BCE**. It was still growing when **Jesus** was born. In fact, **Jesus** was born here, in a part of the Middle East that was controlled by the Romans.”

Tim Timetable made a note of the date.

Mrs. Teachwell went on: “We will be studying Rome for three weeks or so. Each day, we will have a report on a topic connected to ancient Rome. I’ll give the first few reports. Then, each of you can do some research and give the next few. How does that sound?”

The kids cheered. They were eager to learn more about Rome. Rachel Readmuch already knew quite a lot. Tim Timetable had lots of questions about what happened when. As for Charlie Chatter, he was looking forward to the day when he would get to give his report. Then, he would get to talk without having to raise his hand first!

Name: _____

The Legend of Romulus and Remus

1. Who was the father of Romulus and Remus?
- A. The king of Latium was the father of Romulus and Remus.
 - B. The god Mars was the father of Romulus and Remus.
 - C. Rhea Silvia was the father of Romulus and Remus.
 - D. The god Mercury was the father of Romulus and Remus.

Page _____

2. Who saw the twins as a threat and tried to have them drowned?
- A. The god Mars saw the twins as a threat.
 - B. Rhea Silvia saw the twins as a threat.
 - C. The king of Latium saw the twins as a threat.
 - D. A servant saw the twins as a threat.

Page _____

3. Who found and cared for the twins after they washed up on the river bank?

Page _____

4. Why did Romulus and Remus start fighting?

Page _____

5. What happened after the fight?

Page _____

6. What did the government of Rome make to honor Romulus and Remus?

Page _____

Name: _____

Past, Present, and Future Tenses

Draw a wiggly line under the verb in each sentence. Remember, future tense has the word *will* preceding the verb. Then, write the words *present*, *past*, or *future* on the line after the sentence to show the verb tense.

1. We learned about ancient Rome earlier this year. _____
2. The frog will turn into a handsome prince at the end of the fable.

3. Our class studied spelling after grammar. _____
4. At 6:00 this evening we will eat supper. _____
5. At the end of this year we will become fourth graders! _____
6. I wish upon a star. _____
7. Luke played video games all day yesterday. _____
8. My friends and I ride the bus to school. _____
9. Grandpa told me stories yesterday of when he was a little boy.

10. Thomas Edison invented many things in his lifetime. _____

Fill in the blanks with the correct form of the verb listed.

11. Bill _____ the birdcage. (*clean*, past tense)
12. Mark and Robin _____ checkers over the weekend. (*play*, future tense)
13. Mrs. Watkins _____ on each student this morning to spell a word. (*call*, past tense)
14. The talented photographers _____ the animals without disturbing them. (*film*, past tense)
15. That pencil _____ to me! (*belong*, present tense)

Fill in the following chart:

Present tense	Past tense	Future tense
<i>Sally plays.</i>	<i>Sally played.</i>	<i>Sally will play.</i>
	The boys jumped.	
I hope.		
	We studied.	
		The kitten will yawn.
The fire damages.		
	The children gathered.	
		Mother will use.
Grandma visits.		

Name: _____

Take-Home Worksheet



The Legend of Romulus and Remus

We learned last time that Rome started as a small town and grew to become a big city. Then, it grew some more until it became a great **empire**. That's what **historians** tell us.

The Romans themselves have a story about how their city got started that they like to tell. They say that Rome was founded by twins who had been saved by a wolf.

The twins were named **Romulus** and **Remus**. They were the children of a woman named Rhea Silvia and the god Mars. Their mother loved them, but her brother, the king of Latium, did not. He saw the boys as a **threat**. He thought they might grow up and take his crown from him. The king told one of his servants to find the twins and drown them in the Tiber River.

The servant found the twins, but he could not bring himself to drown them. Instead, he put the boys in a basket. Then, he set the basket in the river. The basket floated downstream. It drifted and drifted until, at last, it washed up on the banks of the river.

A **she-wolf** found the twins. She saw that they were hungry. She took them to her cave. There she gave them the same milk she fed to her wolf pups.

Later, the twins were adopted by a shepherd. The shepherd raised them well. They grew up to be smart and strong.

When they were 18, **Romulus** and **Remus** decided to create a city of their own. They wanted to build a city on the banks of the Tiber, somewhere among the seven hills, not far from where they had washed ashore as babies.

Soon, however, the brothers began to fight.

“Let's build our city here!” said **Romulus**, pointing to a hill.

“No!” said **Remus**. “This hill over here is a much better spot.”

So each brother started building his own city on a different hill. Each knew that it would be important to have a strong wall to protect the city he was building. After a few days, **Remus** decided to visit **Romulus** to see how his city was coming along.

It takes a long time to build a city, so **Remus** did not expect **Romulus's** city to be finished. He decided, however, to **taunt** his brother and made fun of his unfinished wall. "You call that a wall?" he said. "That wall would not keep anyone out!" Then, to make his point, he stepped over the wall.

That made **Romulus** angry. He and **Remus** started to fight. No longer remembering that they were fighting one another, **Romulus** and **Remus** battled with all their might. Suddenly, **Remus** collapsed, fell to the ground, and died. When **Romulus** saw what he had done, he began to cry. He had not wished to kill his brother. He dug a grave for **Remus**.

Romulus went on building his city. He named it Rome after himself.

The rest, as they say, is history. Rome grew and grew. It became a great city, the center of a mighty **empire**.

The government of Rome made coins. The coins showed two young boys reaching up to touch a **she-wolf**. The people of Rome handed these coins back and forth. They used them to buy food and drinks. They used them to pay bills and buy clothing. And all of them knew who the two boys on the coin were: they were **Romulus** and **Remus**, the **legendary** founders of Rome.

Name: _____



Past, Present, and Future Tenses

Draw a wiggly line under the verb in each sentence. Remember, future tense has the word *will* preceding the verb. Write the words *present*, *past*, or *future* on the line after the sentence to show the verb tense.

1. I wish upon a star. _____
2. Luke played video games all day yesterday. _____
3. My friends and I ride the bus to school. _____
4. Grandpa will come this afternoon to tell us stories. _____
5. The mother dog cared for her pups. _____

Fill in the blanks with the correct form of the verb listed.

1. Bobby _____ the dishwasher with the dirty dishes. (*fill*, past tense)
2. Mrs. Sanders and Mrs. White _____ across the ocean on a boat next summer. (*travel*, future tense)
3. The new refrigerator _____ the food much better than the old one. (*cool*, present tense)
4. My brother _____ with me all the time. (*joke*, present tense)

5. The blue and white blossoms _____ soon. (*open*, future tense)

Fill in the following chart:

Present tense	Past tense	Future tense
<i>She walks.</i>	<i>She walked.</i>	<i>She will walk.</i>
	The dog barked.	
The cat scratches.		
		The bunny will sniff.

Name: _____

The Roman Gods, Part I

1. Match up the Greek gods with their Roman counterparts by putting the appropriate letter in the blank.

_____ Jupiter	A. Dionysus
_____ Juno	B. Poseidon
_____ Neptune	C. Eros
_____ Venus	D. Athena
_____ Mercury	E. Zeus
_____ Mars	F. Ares
_____ Cupid	G. Apollo
_____ Bacchus	H. Hera
_____ Minerva	I. Aphrodite
_____ Apollo	J. Hermes

Page _____

2. What weapon did Zeus use against those who angered him?

- A. Zeus used a spear against those who angered him.
- B. Zeus used a tornado against those who angered him.
- C. Zeus used a thunderbolt against those who angered him.
- D. Zeus used arrows against those who angered him.

Page _____

3. Who was the god of war?

- A. Mercury was the god of war.
- B. Bacchus was the god of war.
- C. Neptune was the god of war.
- D. Mars was the god of war.

Page _____

4. Who was the messenger of the gods?

- A. Diana was the messenger of the gods.
- B. Mercury was the messenger of the gods.
- C. Vulcan was the messenger of the gods.
- D. Bacchus was the messenger of the gods.

Page _____

Word Shelf

-er
means *a person who*

teacher

farmer

painter

hunter

Name: _____

-er: Suffix Meaning “a person who”

teacher—(noun) a person who shows someone how to do something	
farmer—(noun) a person who grows crops and raises animals	
painter—(noun) a person who covers something with colored, liquid substance to make a picture or decorate	
hunter—(noun) a person who chases and kills wild animals for food or sport	

Write the correct word to complete each sentence.

hunter	singer	teacher	farmer	painter	player
--------	--------	---------	--------	---------	--------

1. The star _____ on the soccer team was chosen to take the penalty kick in hopes of winning the game for his team.
2. After heavy rain for a few days, the _____ checked to see how many of his fields were flooded.
3. The band had to find someone to replace the _____ since none of the other band members had a good voice.
4. A _____ came to school to paint the walls in the cafeteria after they had to be repaired.

5. My grandmother's neighbor is a _____ who hunts deer and certain birds.

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

6. _____

Word Shelf

-or
means *a person who*

actor

inspector

governor

counselor

Name: _____

-or: Suffix Meaning “a person who”

actor—(noun) a person who behaves in a particular way or performs on stage	
inspector—(noun) a person who examines carefully	
governor—(noun) a person who officially controls and leads	
counselor—(noun) a person who gives advice to people about their problems	

Write the correct word to complete each sentence.

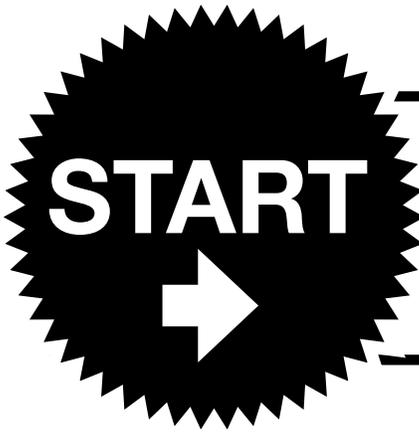
governor	actor	visitor	counselor	inspector	sailor
----------	-------	---------	-----------	-----------	--------

1. My brother's _____ at school gave a presentation about how to handle bullies, which he shared with us at home.
2. An _____ that my mom really likes has been in movies and television shows.
3. The _____ has to come several times to see how construction of our new house is coming along to determine if everything is being done as it should be.
4. The _____ is coming to tour our school and give a presentation next month about his plan to improve education in the state.

5. One of the activities my sister tried at summer camp was learning to be a _____ on a small boat at the lake.

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

6. _____



future	Sorry, lose a turn	present	Ride the waterfall!
--------	--------------------------	---------	------------------------

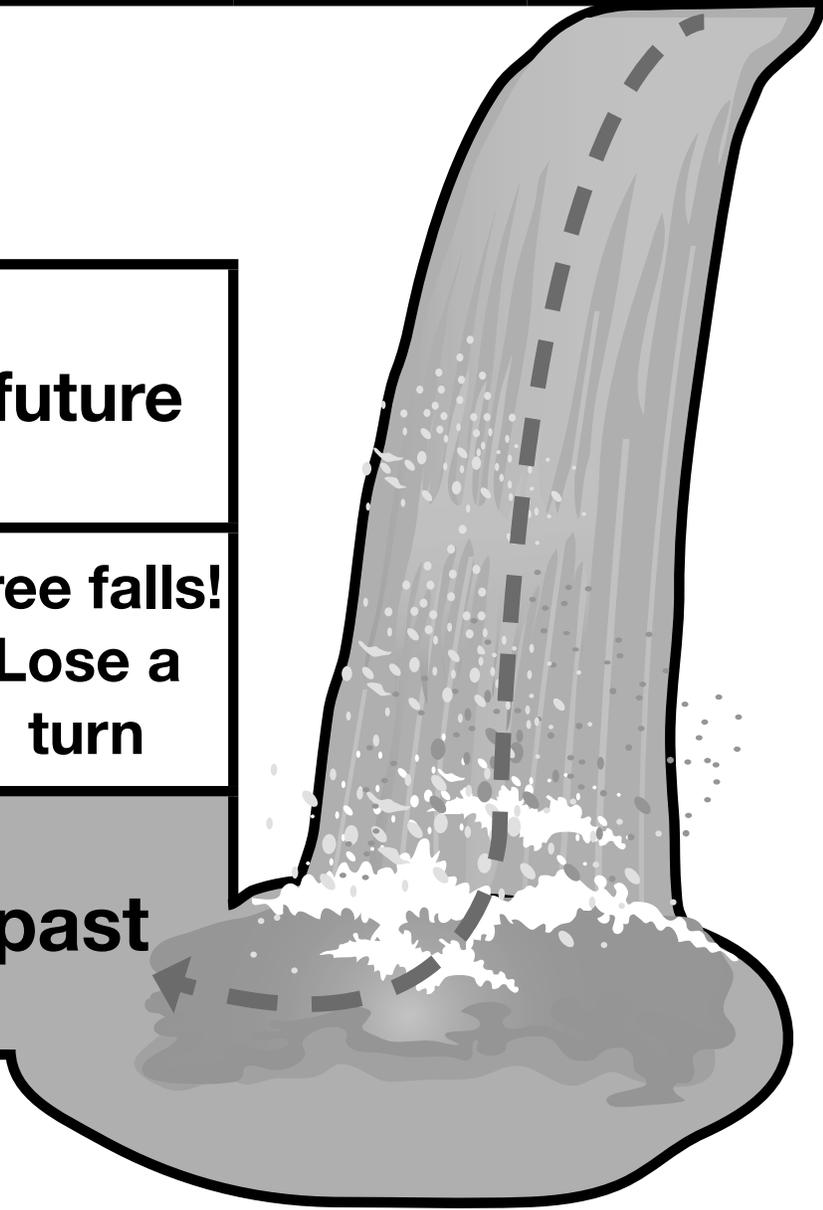


present	future
	Tree falls! Lose a turn

present	present	past
---------	---------	------

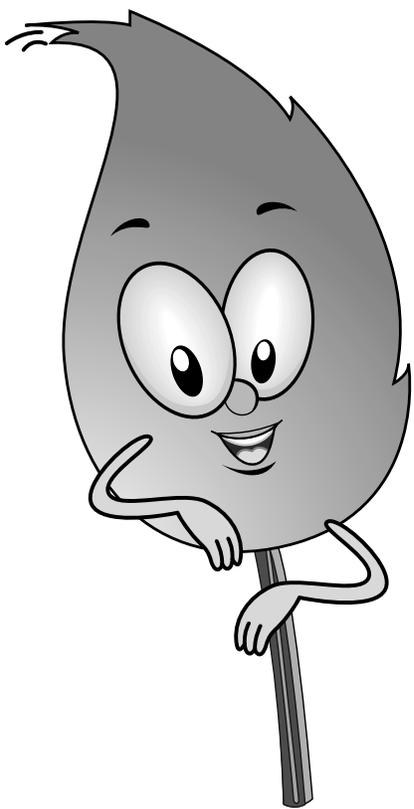
future

present	past	Take a card from your opponent	past	Sorry, lose a turn
---------	------	--------------------------------------	------	--------------------------



present	future	past	Take another turn	past
---------	--------	------	-------------------	------

Match Me If You Can!



future
Give a card to your opponent
future
past
past

present	past	future	Take another turn	present
---------	------	--------	-------------------	---------

Name: _____

Steve and Dan
escaped the fire
just in time.

The new mother
will name her
baby Don.

The crew
worked through
the night.

Fran imagines a
wonderful fairy
tale setting.

The fire engine
zoomed by my
house.

The chef will fry
the potatoes and
onion rings for
supper.

The young
child matches
her shirt to her
pants.

I will show you
my new puppy!

Father will take
us to the movies
this afternoon.

Carla and Kevin
tell funny jokes.

All of the
children will sip
their lemonade
on the hot,
summer day.

The graceful
dancer will leap
high in the air.

The plant grows
right before our
eyes.

The police car
dashed around
the corner after
the speeder.

We will try to
spell our new
spelling words
on Friday.

The pirates
captured the
treasure.

Mother drives to
work slowly.

Father called
home to say he
would be late.

Name: _____

Blank Busters

tarnish	marbles	immortal	barbecue
portion	motor	messenger	slurp
circulate	servant	giraffe	mirth
turkey	doctor	sir	
worship	surgery	sword	

Challenge Word: above
Challenge Word: beginning
Content Word: Mediterranean

Fill in the blanks in the sentences with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense: *-s, -es, -ies, -ed, -ing*.

1. Many people eat _____ for their Thanksgiving dinner.
2. Roman gods were not like human beings because Roman gods were _____ and lived forever.
3. Tom has three fractures in his right leg and his _____ said he has to have at least three _____.
4. Mercury was the _____ of the gods.
5. Everyone in the class saw several _____ at the zoo.
6. Blood _____ throughout the body delivering oxygen to all body parts.

7. Josh started the note to his teacher, Mr. Davis, saying, “Dear _____, Do you think we can have a _____ next week with lots of good food for our end of year party?”
8. Some people go to church on Sunday for weekly _____ services.
9. When the large silver candlestick _____, my mother has to polish it.
10. My younger brother plays with his colorful _____ and plastic, toy _____.

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 can use the Challenge Words or the Content Word in your sentences.

1. _____

2. _____

3. _____

Name: _____

Take-Home Worksheet



The Roman Gods, Part I

Let's learn about the gods and goddesses of Rome.

The ancient Romans did not believe in one god who ruled the entire world. They believed in many gods.

In many ways, the Roman gods acted like human beings. They ate and drank. They played tricks on each other. They fell in love and got into fights. But there was one main way in which the gods were not like human beings: the gods were **immortal**. Human beings might live for many years. Some might even live to be one hundred. Eventually, though, they would die. The gods, on the other hand, lived forever. They did not—and could not—die.

The Romans' ideas about their gods were similar to the ancient Greeks. In fact, they worshipped many of the same gods as the Greeks, but they called those gods by different names. The chart shows the Roman names for some Greek gods you may already know.

The top god, sometimes called the father of the **immortals**, was a strong, bearded figure. The Greeks called him Zeus. The Romans called him Jupiter.

Jupiter was a mighty god. He carried a thunderbolt that he could throw at anyone who angered him. If Jupiter threw his thunderbolt at you, that was the end of you.

Jupiter lived on **Mount Olympus**, with the other gods.

Juno was Jupiter's wife. She was the goddess of **marriage** and the protector of wives.

The Roman gods were all related. They were like a big family. Jupiter's brother Neptune was the god of the seas and oceans.

There are many statues of Neptune. In most of them, he is holding a special, three-pronged spear called a **trident**. Neptune's **trident** had magical powers. The god could use it to stir up storms and waves. He could also wave it over the stormy seas and make the **rough** seas smooth.

Roman sailors prayed to Neptune. “Great Neptune!” they prayed. “Send us good weather and smooth sailing!”

Mars was the god of war. Soldiers would pray to him before a big battle. The Romans fought a lot of wars, so they spent a lot of time praying to Mars.

Mercury was one of Jupiter and Juno’s sons. He was the **messenger** of the gods. He was as fast as a flash. In paintings, he is often shown with wings on his hat and his shoes, to show how fast he was.

Venus was the goddess of love. She was very **beautiful**.

If Venus wanted someone to fall in love, she could send her son Cupid on a **mission**. Cupid would shoot the person with one of his magic arrows. The person would then fall in love with the first person he or she saw.

Cupid is still with us today. You will see little Cupids all over the place on Valentine’s Day, when we celebrate love.

Mercury, Venus, Mars, Jupiter, and Neptune are the names of planets in our solar system. These planets are named after the Roman gods. For example, the planet Mars is named after Mars, the Roman god of war.

Name: _____

The Roman Gods, Part II

1. Who was the blacksmith of the gods?

- A. Vulcan was the blacksmith of the gods.
- B. Mars was the blacksmith of the gods.
- C. Apollo was the blacksmith of the gods.
- D. Diana was the blacksmith of the gods.

Page _____

2. Circle the sentence that does NOT describe Apollo.

- A. Apollo was the god of the sun.
- B. Apollo was the god of war.
- C. Apollo was the god of music.
- D. Apollo was the god of poetry.

Page _____

3. Minerva was the goddess of _____ and her special animal was the _____.

- A. marriage, peacock
- B. wisdom, lion
- C. the sun, eagle
- D. wisdom, owl

Page _____

4. Who was the goddess of the moon and the hunt?
- A. Minerva was the goddess of the moon and the hunt.
 - B. Venus was the goddess of the moon and the hunt.
 - C. Diana was the goddess of the moon and the hunt.
 - D. Juno was the goddess of the moon and the hunt.

Page _____

5. Who was the god of grapes and wine?
- A. Bacchus was the god of grapes and wine.
 - B. Vulcan was the god of grapes and wine.
 - C. Apollo was the god of grapes and wine.
 - D. Mercury was the god of grapes and wine.

Page _____

Name: _____

The Verb *to be*

Using the present tense forms of the verb *to be*, fill in the blanks in the following story. You may use the words more than once.

am

is

are

Oh, To Be a Prince Again!

Once upon a time an ugly, green creature named Fred the Frog sat hopeful that his princess would come along and give him a magic kiss, so he could once again be a handsome prince. He sat all day looking up and down the road awaiting his princess! “I _____ SO ugly!” he moaned. “Why won’t my princess come to give me a kiss?” Fred the Frowning Frog looked at the other frogs in the pond and said, pitifully, “All of you _____ hideous!” He then turned his back on the other frogs and fretted.

Fred the Fretting, Frowning Frog shouted to the trees, the flowers, and anything else that would listen, “A prince should not have to wait so long! You trees and flowers _____ not helpful at all! Can’t you send for my princess? This _____ taking too long!”

Just then, along came a grand carriage carrying his princess. Fred the Faithful, Forward-Looking Frog hopped to the middle of the road and stood up tall and important (and hopefully regal) as he said, “Oh my Princess, you _____ just in time! The other frogs in this pond _____ driving me crazy! Come give me a kiss so I can change back into your handsome prince.”

Paula the Pretty Princess kissed Fred the Festive Frog and he magically transformed into Peter the Proud Prince. They lived happily ever after.

The End

Name: _____

Word Clues for Suffixes *-er* and *-or*

Choose a word from the box to answer each question and write the word on the blank.

inspector hunter counselor governor player teacher

1. I am a member of the basketball team and I participate in games for the team, working with my teammates to help the team do its best.
Who am I? _____
2. I chase and kill wild animals for food and sport during the season when this is permitted.
Who am I? _____
3. I look at things very closely to examine them, making sure there are no errors or problems.
Who am I? _____
4. I give advice to people about their problems to try and help them work things out.
Who am I? _____
5. I show students how to do something, like add large numbers, read difficult books, or conduct science experiments.
Who am I? _____

6. I officially control and lead the state government and help lawmakers and others who work to make the state run smoothly.

Who am I? _____

Create your own word clue for the words below.

1. Word: *sailor*

Clue: _____

_____ Who am I?

2. Word: *farmer*

Clue: _____

_____ Who am I?

Name: _____

Word Sort

First, read each word in the line beside the number. Then, circle the letters that have the same sound as the header. Finally, write only the words that follow the r-controlled spelling pattern on the lines immediately below the header. You may not need to use every line.

1. dollar remarks beware pear apart teacher

'ar' > /ar/

2. scorch board forget store borrowed correct

'or' > /or/

3. worm gourd horror bore professor sorrow

'or' > /er/

4. merit certify farmer sneer berry nervous

'er' > /er/

5. purify turf concur eureka turnip Taurus

'ur' > /er/

6. squirt inspire iron birch flair circus

'ir' > /er/



The Roman Gods, Part II

Good morning, class! Last time we learned about some of the Roman gods and goddesses. Today, I'd like to tell you about a few more gods and goddesses.

Vulcan was the **blacksmith** of the gods. He melted iron and other metals. Then, he shaped the metal to make a sword, a helmet, or a shield.

Vulcan was the god of fire and volcanoes.

Apollo was the god of the sun. He was also the god of music and poetry.

Apollo is another god who was worshipped by both the Greeks and the Romans. He had a famous **shrine** at Delphi, in Greece. When the Greeks and Romans wanted advice, they would send messengers to Delphi. The **priestess** of Apollo would give them an answer. It was almost never a clear answer, though. Often, it was more like a riddle that they had to figure out on their own.

Minerva was the goddess of **wisdom**. She was also the goddess of crafts and weaving.

According to legend, Minerva was not born in the usual way. One day, Jupiter complained of a headache. Then—presto!—Minerva sprang, fully grown, from his head.

Minerva's special animal was the owl. Sometimes she was painted with an owl perched on her shoulder.

Diana was the goddess of the moon. She was also the goddess of the hunt. In statues, she is often shown as a young girl, with a bow and arrow. Sometimes, the sculptor will also show one of her dogs or a deer.

Bacchus was the Roman god of grapes and wine. He was followed by women and **satyrs**, who were half man and half goat.

A famous story tells how pirates tried to kidnap Bacchus. That was a big mistake. The god transformed himself into a lion. He turned the boat into a lush garden. As for the pirates, he changed them into dolphins and sent them splashing away in the ocean.

Name: _____



Practice the Verb *to be*

Write the correct word on the blank in each sentence.

1. Lilly and Laura _____ best friends.
(am, are, is)
2. My pet turtle _____ named Tommy the Turtle.
(am, are, is)
3. My father and I _____ both happy people.
(am, are, is)
4. I _____ nine years old!
(am, are, is)
5. _____ you coming in the house?
(Am, Are, Is)

Rewrite the five sentences above in the past tense.

1. _____

2. _____

3.

4.

5.

Name: _____

Spelling Assessment

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

'or' > /or/

'ir' > /er/

'ar' > /ar/

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

'ur' > /er/

'or' > /er/

'er' > /er/

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

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Name: _____

Anticipation Guide: Cupid and Psyche, Parts I and II

Before reading the chapter, fill in the boxes in the 'Before' column of the guide with 'yes' or 'no'. If you think the statement is true, write 'yes'. If you think the statement is not true, write 'no'. If you are having trouble deciding, write 'don't know'.

After reading, go back and fill in the boxes in the 'After' column. If the statement is true, write 'yes'. If the statement is not true, write 'no' and then write what really happened.

Before Reading	Questions	After Reading
	Venus and Psyche were friends who got along well.	
	Cupid used his bow and arrow to shoot people so they would fall in love.	
	Psyche went to the Tiber River to meet Cupid.	
	Cupid and Psyche spent every day together.	
	Cupid left Psyche because she did not trust him.	
	Venus asked Psyche for help.	
	Venus asked Psyche to complete two different tasks.	
	Psyche listened to Proserpina and did not look inside the box.	
	Cupid saved Psyche from the spell.	
	Psyche and Cupid never saw each other again.	

Name: _____

Cupid and Psyche, Part I

1. What did Venus tell Cupid to do to Psyche?
- A. Venus told Cupid to make Psyche fall in love with him.
 - B. Venus told Cupid to trap Psyche in a mountain palace.
 - C. Venus told Cupid to make Psyche fall in love with the ugliest man on Earth.
 - D. Venus told Cupid to make Psyche look extremely ugly.

Page _____

2. What happened when Cupid went out to do his mother's bidding?
- A. Cupid accidentally pricked himself with his arrow and fell in love with Psyche.
 - B. Cupid made Psyche fall in love with the ugliest man on Earth.
 - C. Cupid accidentally made Psyche fall in love with a statue.
 - D. Cupid felt badly and was not able to carry out his mother's wishes.

Page _____

3. Why did Psyche climb up a mountain?
- A. Psyche climbed up a mountain to try to find Cupid.
 - B. Psyche climbed up a mountain because she was told that she was to meet her husband there.
 - C. Psyche climbed up a mountain so she could become a goddess.
 - D. Psyche climbed up a mountain because she ran away from her family.

Page _____

4. Why did Cupid only visit Psyche at night?
- A. Cupid only visited at night because he was only able to fly at night.
 - B. Cupid only visited at night because Venus would only let him see Psyche at night.
 - C. Cupid only visited at night because no one could know that he was visiting Psyche.
 - D. Cupid only visited at night because he was a hideous monster and he did not want Psyche to see him.

Page _____

5. What happened after Psyche discovered who her husband was and he woke up?
- A. Psyche got scared and ran away.
 - B. Cupid flew away and the palace vanished into thin air.
 - C. Venus appeared and made Cupid disappear.
 - D. Cupid and Psyche went to Jupiter to get married.

Page _____

Name: _____

Use Guide Words

Read the guide words in the box. Circle the words from the list below the box that would go on the same page as the guide words.

1.	servant	surgery
----	---------	---------

savor shortcut

silver slurp

tarnish sir

reserve swimmer

2.	servant	sword
----	---------	-------

sturdy scarf

sarcastic snarl

suffer stammer

squirm symbol

3.	tarnish	turkey
----	---------	--------

Thor tumbler

torch thorax

tailor twirl

temper typewriter

Name: _____

Cupid and Psyche, Part II

1. Who did Psyche ask to help her find Cupid?

- A. Psyche asked Jupiter to help her find Cupid.
- B. Psyche asked Venus to help her find Cupid.
- C. Psyche asked her father to help her find Cupid.
- D. Psyche asked Proserpina to help her find Cupid.

Page _____

2. Who helped Psyche sort the grain into different piles?

- A. Venus helped Psyche sort the grain into different piles.
- B. A mysterious man helped Psyche sort the grain into different piles.
- C. No one helped Psyche sort the grain into different piles.
- D. An army of ants helped Psyche sort the grain into different piles.

Page _____

3. Who lifted the sleeping spell from Psyche?

- A. Cupid lifted the sleeping spell from Psyche.
- B. Venus lifted the sleeping spell from Psyche.
- C. Proserpina lifted the sleeping spell from Psyche.
- D. Jupiter lifted the sleeping spell from Psyche.

Page _____

4. What happened to Psyche after she drank ambrosia?
- A. Psyche fell senseless to the ground.
 - B. Psyche lost her memory and forgot who she was.
 - C. Psyche became an immortal and married Cupid.
 - D. Psyche became an immortal and married Jupiter.

Page _____

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 will be reviewing two spellings for the sound of /ee/. Your child learned how to read and spell words with these patterns in first and second grades, so this should be a review. On Friday, your child will be assessed on these words.

Students have been assigned two Challenge Words, *except* and *follow*. Challenge Words are words used very often. These Challenge Words do not follow spelling patterns and need to be memorized. These two words will be on the assessment.

The Content Word for this week is *Psyche*. This word is directly related to the material that we are reading and also follows the vowel patterns your child is reviewing. 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 test. 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. Greeks | 12. jamboree |
| 2. meter | 13. speech |
| 3. Venus | 14. degree |
| 4. asleep | 15. retail |
| 5. secret | 16. screech |
| 6. agreed | 17. scenic |
| 7. seed | 18. tedious |
| 8. succeeded | 19. Challenge Word: except |
| 9. cedar | 20. Challenge Word: follow |
| 10. breed | Content Word: Psyche |
| 11. create | |

Student Reader

The chapters your child will read include the myth about Cupid and Psyche and the legend of Damocles. Then, they will learn about the early history and government of Rome and the battles that Hannibal fought against Rome.

Students will continue to take home text copies of the chapters in the reader. 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 copy of the glossary they brought home last week can be used to find the meaning of the bolded words.

Name: _____



Cupid and Psyche, Part I

The Romans, like the Greeks, had many myths they liked to tell. Some of these were stories about the gods. Some were stories about heroes. Some were love stories. The myth I am going to share with you is a love story.

Once there was a king who had three daughters. All three were lovely, but the youngest, whose name was Psyche [SIE-kee], was so beautiful that words could not describe her. She was so beautiful that people began to say she was more beautiful than the goddess Venus.

Venus heard about Psyche. She was mad with **jealousy**. Was she, a goddess, to be forgotten on account of some young, pretty girl? She swore that would never happen!

Venus went to her son, Cupid.

“My son,” she said, “punish that girl! Shoot her with one of your arrows. Make her fall in love with the ugliest man on Earth.”

Cupid set off to **do his mother’s bidding**. He took his bow and arrow and flew down to Earth. He took aim at Psyche. At the last minute, though, his finger slipped. Instead of shooting Psyche, he **pricked** himself. So Cupid fell in love with Psyche.

Cupid came up with a plan that would let him visit Psyche in secret. He sent a message to Psyche’s family. It said that the gods had chosen a husband for Psyche. Psyche was ordered to climb to the top of a mountain, where she would meet her husband. She was also told that her husband was not a man, but a terrible monster.

Psyche was brave. She began to climb the mountain. Halfway up, she felt a warm wind surround her. Suddenly, she found herself in a magnificent palace, with fountains and gardens all around.

At first, Psyche was alone. When night fell, she lay down on a bed. During the night, Cupid visited her. He told her he was the husband the gods had chosen for her. Cupid stayed all night. He treated Psyche tenderly but he left before the sun rose.

Night after night, Cupid came to visit Psyche. He came only at night and he

always left before the sun rose. Psyche knew him only in the darkness, but she accepted him as her husband.

One night, Psyche asked her husband why he came only at night, when she could not see him.

“Why do you wish to see me?” Cupid replied. “What does it matter what I look like? I love you. I treat you well. All I ask is that you love me.”

Psyche understood her husband’s words. Still, she was **curious**. Who was her husband? What did he look like? Why did he hide? Was he really a terrible monster? She felt that she had to find out.

One night, Psyche waited until her husband fell asleep. Then she got up and lit a lamp. She carried the lamp to the bed and lifted it up. What she saw was no monster, but the lovely face of Cupid himself. Her hand trembled with delight and a drop of hot oil fell from the lamp. The oil landed on Cupid’s shoulder and awoke him.

Cupid looked up at Psyche with sad eyes. “I asked only for your trust,” he said, “but this act of yours shows that you do not trust me. When trust is gone, love must **depart**.”

Then, Cupid flew away. The palace vanished into thin air and Psyche was left alone.

Name: _____

Take-Home Worksheet



Cupid and Psyche, Part II

When Cupid left Psyche, Psyche was very sad. She tried to find Cupid. She wandered night and day. But she could not find her lost love.

At last, Psyche went to the temple of Venus. She begged the goddess to help her find Cupid.

Venus was not **eager** to help. She was still jealous of Psyche and her beauty. She gave Psyche a task, **confident** the girl could never complete it. She led Psyche to a huge pile of grain. In the pile were wheat, millet, barley, and lentils, all mixed up.

“Sort the grains into stacks by morning,” Venus ordered. Then, with a **laugh**, she disappeared.

Psyche saw that there were millions of seeds. She knew there was no way she could finish the task. She sat down and began to cry. Then, something wonderful happened. Through her tears, Psyche noticed a seed moving, then another, and then many more. An army of ants had come to **aid** her. Each ant was carrying a seed. Together, they sorted seeds into separate piles.

In the morning, Venus was surprised to find the work done.

“Your next task will not be so easy!” she said. “Take this box to the **underworld** and ask the queen of that realm, Proserpina [pro-SER-pee-nə], to send me a little of her **beauty**.”

Psyche’s heart sank. No human had ever visited the **underworld** and returned to tell the tale. Just then, a voice spoke to her.

“Take a coin for the boatman,” the voice said. “If you pay him, he will carry you across the river to the **underworld**. Take a cake, as well. If you give the cake to the three-headed dog who guards the **underworld**, he will let you pass. Above all, once Proserpina has placed **beauty** in the box, do not open it!”

Psyche obeyed the mysterious voice. She traveled safely to the **underworld** and Proserpina gave her the box of **beauty** for Venus.

Psyche could not help wondering what was inside the box. She lifted the lid and peeked inside. A deep sleep came over her. She fell senseless to the ground.

Luckily, Cupid was watching. Although he was disappointed in Psyche, he was still very much in love with her. When he saw her lying on the ground, he took **pity** on her. He lifted the sleeping spell and Psyche awoke.

“See what curiosity gets you?” Cupid said. He smiled at Psyche. Psyche smiled back.

Psyche delivered the box to Venus.

Cupid went to Jupiter and begged to marry Psyche with Jupiter’s blessing. Jupiter agreed. He allowed Psyche to drink **ambrosia**, the drink of the gods. Psyche became immortal. So Cupid and Psyche were married and lived happily ever after.

Name: _____

The Sword of Damocles

1. What Roman writer made the legend of the sword of Damocles famous?

Page _____

2. Who does Damocles switch places with?

Page _____

3. What does the king want Damocles to understand about the sword hanging over his head?

Page _____

4. What do you think would be the hardest part about being a king or queen?

Page _____

Name: _____

Practicing the Verb *to have*

Write the correct word on the blank in each sentence.

1. Carl and Dan _____ a woodworking shop together.
(have, has)
2. Carl _____ the ability to build beautiful furniture.
(have, has)
3. Their shop _____ many rooms and showcases of wooden tables, chairs, and shelves.
(have, has)
4. My family and I _____ taken many trips to see their shop.
(have, has)
5. _____ you ever seen Carl and Dan's shop before?
(Have, Has)

Rewrite the five sentences above in past tense.

1. _____

2. _____

3. _____

4. _____

5. _____

Write a Response to “Cupid and Psyche, Part I”

Reading Excerpt from “Cupid and Psyche, Part I”

From page 54 of “Cupid and Psyche, Part I”

Venus went to her son, Cupid.

“My son,” she said, “punish that girl! Shoot her with one of your arrows. Make her fall in love with the ugliest man on Earth.”

Cupid set off to do his mother’s bidding. He took his bow and arrow and flew down to Earth. He took aim at Psyche. At the last minute, though, his finger slipped. Instead of shooting Psyche, he pricked himself. So Cupid fell in love with Psyche.

Cupid came up with a plan that would let him visit Psyche in secret. He sent a message to Psyche’s family. It said that the gods had chosen a husband for Psyche. Psyche was ordered to climb to the top of the mountain, where she would meet her husband. She was also told that her husband was not a man but a terrible monster.



The Sword of Damocles

Have you ever wished you were a king? Does that seem like the best job a person could have? Well, before you decide for sure, listen to this legend that was made famous by the Roman writer Cicero [SIS-er-oe] more than two thousand years ago.

Damocles [DA-mə-kleez] was a friend of **Dionysius** [die-ə-NIS-ee-us], the king of Syracuse, a city in southern Italy. **Damocles envied** his friend. He believed that the king had a very good life. He had all the riches and power he could want. What could be better?

“You think I’m lucky?” **Dionysius** said to him one day. “If you think so, let’s trade places. You sit here, on the throne. Try it for just one day. Then, tell me if you still think I’m lucky.”

Damocles accepted his friend’s invitation. He was eager to live the life of a king.

When the day came, **Damocles** ordered servants to bring him fine robes. He had them set out a great **banquet** of food. He ordered expensive wine and fine music. He sat back, sure that he was the happiest man in the world.

Then, he looked up. He caught his breath in fear. Above his head was a sword. It was **dangling** from the ceiling, held by a single strand of horse’s hair. **Damocles** could not speak. He could not eat. He could not enjoy the music. He could not even move.

“What is the matter, my friend?” asked **Dionysius**.

“How can I **conduct** my life with that sword hanging above me?” **Damocles** asked.

“How indeed?” answered **Dionysius**. “Now you know how it feels to be king. That sword hangs over my head every minute of every day. There is always the chance the thread will break. An **advisor** may turn on me. An enemy spy may attack me. I might make an unwise decision that brings my **downfall**. You see, my friend, with power comes danger.”

Word Shelf

-ist
means *a person who plays or makes*

organist

novelist

cartoonist

violinist

Name: _____

–ist: Suffix Meaning “a person who plays or makes”

organist—(noun) a person who plays a musical instrument similar to a piano but larger and with more keyboards	
novelist—(noun) a person who makes or writes fictional books	
cartoonist—(noun) a person who makes drawings that are intended to be funny	
violinist—(noun) a person who plays a musical instrument with four strings that is held under the chin and played with a bow	

Write the correct word to complete each sentence.

violinist	guitarist	artist	novelist	organist	cartoonist
-----------	-----------	--------	----------	----------	------------

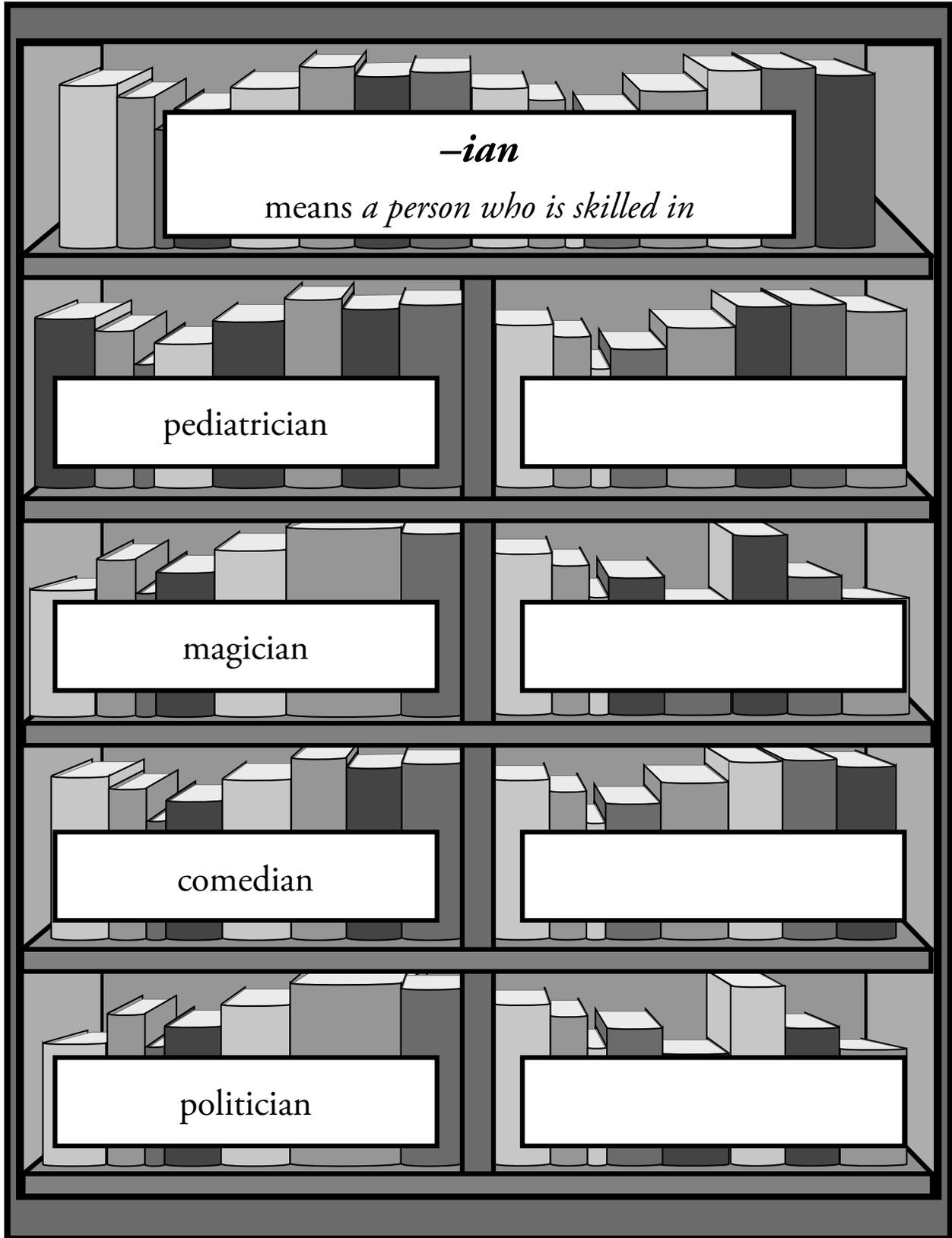
- The _____ who drew Snoopy and Charlie Brown was named Charles Schulz.
- My cousin’s band has a lead singer, a drummer, a bassist, and a _____.
- Carla’s favorite _____ is working on a new book with characters she has written about before.
- The music department at the small college in my town offers music lessons given by a _____ who likes teaching children how to use the bow to make music.

5. The _____ at the theater played songs using both keyboards before the show started.

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

6. _____
- _____
- _____
- _____
- _____

Word Shelf



Name: _____

–ian: Suffix Meaning “a person who is skilled in”

pediatrician—(noun) a person who is skilled in the branch of medicine dealing with babies and children	
magician—(noun) a person who is skilled in doing impossible things by saying special words or performing special actions	
comedian—(noun) a person who is skilled in doing things that make people laugh	
politician—(noun) a person skilled in activity involved with government	

Write the correct word to complete each sentence.

magician	musician	pediatrician	politician	comedian	mathematician
----------	----------	--------------	------------	----------	---------------

- The _____ won a prize for his solution to the math problem that others had struggled with for a long time.
- During the party, a _____ did magic tricks in the backyard to the amazement of all the children there.
- One famous _____ did a few shows for people who had lost their homes to floods to give them something funny to think about for a little while.
- One _____ accused another of lying about his fundraising record while he served in office.

5. The _____ said my brother has strep throat and he has to stay home from school.

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

6. _____

Name: _____

Blank Busters

Greeks	asleep	breed	screech
Venus	agreed	jamboree	scenic
secret	succeeded	speech	tedious
seed	cedar	degree	
meter	create	retail	
Challenge Word: except			
Challenge Word: follow			
Content Word: Psyche			

Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense: *-s*, *-es*, *-ies*, *-ed*, or *-ing*.

1. The _____, like the Romans, had many myths they liked to tell.
2. Venus was jealous of _____ and her beauty.
3. Michael and Joe _____ a lot of noise last night during the yearly _____.
4. Did you hear the owl _____ last night in the _____ trees?
5. A long time ago, many Romans _____ that a republic was the best kind of government their country could have.
6. Many politicians are giving _____ for their favorite candidates.

7. Jenna was almost _____ when her sister whispered in her ear to tell her two _____. Jenna asked, "I can't tell anyone?"
8. My uncle often takes the _____ routes so he can stop to enjoy the breath-taking views.
9. Writing our spelling words 50 times would be a _____ job.
10. Several _____ were scattered by the wind yesterday.

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 can use the Challenge Words or the Content Word in your sentences.

1. _____

2. _____

3. _____

Name: _____

The Roman Republic

If a statement describes the Roman Republic, write *republic* on the line. If a statement describes a government with a king, write *monarchy* on the line.

1. One man held almost all of the power. _____
Page _____
2. Roman citizens were able to select or elect men for most positions in the government. _____
Page _____
3. Men were elected to serve for a limited period of time.

Page _____
4. After ruling for thirty or forty years, a ruler was usually replaced by his oldest son. _____
Page _____
5. Power to make decisions was divided among several men.

Page _____

Answer the following question on the blanks provided.

6. What was the Senate's job in the Roman republic?

Page _____

Name: _____

Grammar Review

See the “What is it? What was it? Riddles” below. For the first riddle, change the present tense sentences to past tense. For the second riddle, change the past tense sentences to present tense.

Example:

What is it? Riddle (present tense)	What was it? Riddle (past tense)
It is made of wood. It is long and pointed at one end. It has colorful paint on it. I erase mistakes with it. It writes great stories.	It was made of wood. It was long and pointed at one end. It had colorful paint on it. I erased mistakes with it. It wrote great stories.
What is it? and What was it?	<u>a pencil</u>

What is it? Riddle (present tense)	What was it? Riddle (past tense)
I sit on the seat and push off. It flies high up and back and I hold on tightly. I enjoy being on it. My hair swishes back and forth when I ride. It is on the playground.	_____ _____ _____ _____ _____
What is it? and What was it?	_____ _____

What is it? Riddle (present tense)	What was it? Riddle (past tense)
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>It had lots of pages.</p> <p>The author wrote it when he was younger.</p> <p>An illustrator painted the pictures in it.</p> <p>It had 45 chapters!</p> <p>I read it many times.</p>
<p>What is it? and What was it?</p>	<p>_____</p>

Complete each sentence with the correct present tense form of the verb in parentheses.

1. The fish _____ in the lake swimming around. (be)
2. The morning _____ finally begun. (have)
3. The sun _____ up over the treetops. (be)
4. Canoes and rafts _____ on the water already. (be)
5. The children _____ their friends with them. (have)
6. Today _____ a great day at Smith Pond! (be)

Name: _____

Circle the correct form of the verb for each sentence.

1. In Science class, we (discuss, discusses) animals and their habitats.
2. Students (talk, talks) excitedly as animals (am, is, are) a favorite topic.
3. Julie (suggest, suggests) we go on a field trip to the zoo.
4. Mrs. Jones, our teacher, (say, says) she will look into getting a bus to take us to the zoo.
5. The whole class (thank, thanks) Julie for her wonderful suggestion.

Write sentences using the following verbs:

1. *fixed*

2. *teaches*

Name: _____

Practice Using Suffixes *-ist* and *-ian*

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

mathematician	magician	violinists	artist	musician	cartoonist
---------------	----------	------------	--------	----------	------------

1. My cousin is a person who makes drawings that are intended to be funny for his college newspaper and he makes really funny images!

Word: _____ Part of Speech: _____

2. There was a person who is skilled in doing impossible things by saying special words or performing special actions at the neighborhood carnival who did tricks with cards, scarves, and even a bird.

Word: _____ Part of Speech: _____

3. A person who is skilled in the study of numbers, amounts, shapes, and measurements and their relation to each other from the local college came to camp last summer to work with students on hard problems.

Word: _____ Part of Speech: _____

4. During two of the songs at the orchestra concert, the people who play a musical instrument with four strings that is held under the chin and played with a bow sat still and did not play while the rest of the orchestra kept going.

Word: _____ Part of Speech: _____

5. The person who makes something that is skillfully created for others to enjoy or to express ideas who lives next door sometimes works outside on her patio, creating pieces to display in galleries or at festivals.

Word: _____ Part of Speech: _____

6. Aiden is a very talented person who makes sounds by voice or instruments and arranges them in a way that is pleasing to hear who can play many different instruments.

Word: _____ Part of Speech: _____

Write your own sentence for each word provided using the definition. Underline the definition.

1. Word: *comedian* Part of Speech: noun

2. Word: *guitarist* Part of Speech: noun

Name: _____

Word Sort

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

'e' > /ee/

'ee' > /ee/

decal

metal

leotard

steel

penalize

reeling

scent

fringe

scene

meager

been

weekend

egret

meter

meeting

knock

below



The Roman Republic

For many years, Rome was **governed** by kings. Some of these kings were good men who ruled well. Some were bad men who treated the Romans poorly.

One of the kings was so bad he convinced the Romans that they should get rid of kings altogether. His name was Tarquin. The Romans called him Tarquin the Proud. Tarquin was a **tyrant**. He was a **cruel** ruler who treated the people badly. In the end, the people got so mad at Tarquin that they joined together and drove him out.

Once King Tarquin had been driven out, the Romans set up a different sort of **government**. They set up a **republic**—a kind of **government** with no kings.

One of the most important parts of the Roman **republic** was the **Senate**. The **Senate** was a group of older men who met to make decisions and pass laws. Many of the **senators** were from old, wealthy families. Almost all of them had fought in the army and earned the trust of their fellow Romans.

Each year, the people would **elect** two men to serve as **consuls**. To be chosen as a **consul** was a great **honor**. It was the most powerful position in the Roman **republic**.

Rome was a **republic**, but it was not a **democracy**. Some people played a role in the **government**, but many more played no role at all.

In the early years of the Roman **republic**, one group held most of the

power. These were the **patricians**. The word **patrician** comes from the Latin word *pater*, or father. The **patricians** thought of themselves as the fathers of the people. They felt that it was their job to take care of the people in the same way that parents take care of their children. The **patricians** were from wealthy, old families. All of the men in the **Senate** were **patricians**. In the early days of the **republic**, the men selected to be **consuls** were also **patricians**.

The rest of the people—the ones who were not **patricians**—were called **plebeians**. The **plebeians** were the poorer people. In the early years of the **republic**, they had very little power.

The Roman **republic** lasted for more than five hundred years. Many Romans loved the **republic**. They thought it was the best kind of **government** a country could have. They were, however, not the only ones who thought so.

The **Founding Fathers of the United States** also believed a **republic** was the best kind of **government**. When the colonies declared their independence from Great Britain in 1776, they broke away from a king (King George III) and set up a **republic**. They created a **Senate** that was modeled on the Roman **Senate**. They created a president who was a lot like the Roman **consuls**. They even built **government** buildings that looked like ancient Roman buildings. So you can see that Roman ideas about **government** have had a big influence all around the world.

Name: _____

Spelling Assessment

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

'ee' > /ee/

'e' > /ee/

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Name: _____

Hannibal Crosses the Alps

Choose the best answer. Be sure to read carefully.

1. Why did the Romans see the Carthaginians as rivals?
 - A. They traveled on horseback.
 - B. They used their navy and army to take over much of North Africa, Spain, and islands off the coast of Italy.
 - C. Carthage had many merchants and traders.
 - D. The Carthaginians were strangers.

Page _____

2. Why did Hannibal fight in the Second Punic War?
 - A. He was a brave leader.
 - B. He had tens of thousands of foot soldiers.
 - C. He promised his father he would carry on the fight against Rome.
 - D. He loved a challenge.

Page _____

3. Why did Hannibal have to cross the Alps?
- A. All of the Carthaginian boats had sunk.
 - B. It was winter and the large road across the Alps was the only safe way to get to Rome.
 - C. He was leading his army from Spain, so he had to cross the Alps with his soldiers and elephants.
 - D. He lost 50,000 men in an earlier battle.

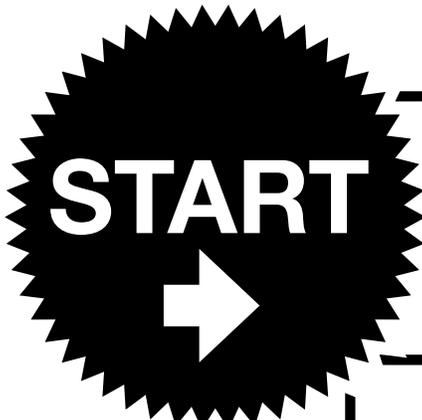
Page _____

4. How did the Romans beat the Carthaginians after losing so many men in the battles at Trebbia, Trasimene, and Cannae?
- A. Many Carthaginians joined the Roman army.
 - B. The Romans crossed the Alps and took over all of North Africa.
 - C. The Romans had a squad of elephants.
 - D. They raised another army and fought a lot of little battles.

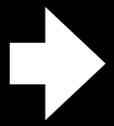
Page _____

5. Why did Hannibal return to Carthage?
- A. His army was defeated.
 - B. All of his elephants had been killed.
 - C. The leaders of Carthage asked him to come back to protect Carthage from the Romans' counter-attack.
 - D. The Carthaginians chose Hannibal to be King of Africa.

Page _____



START



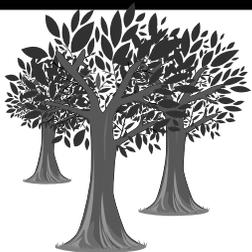
correct	Sorry, lose a turn	correct	Ride the waterfall!
---------	--------------------------	---------	------------------------

incorrect



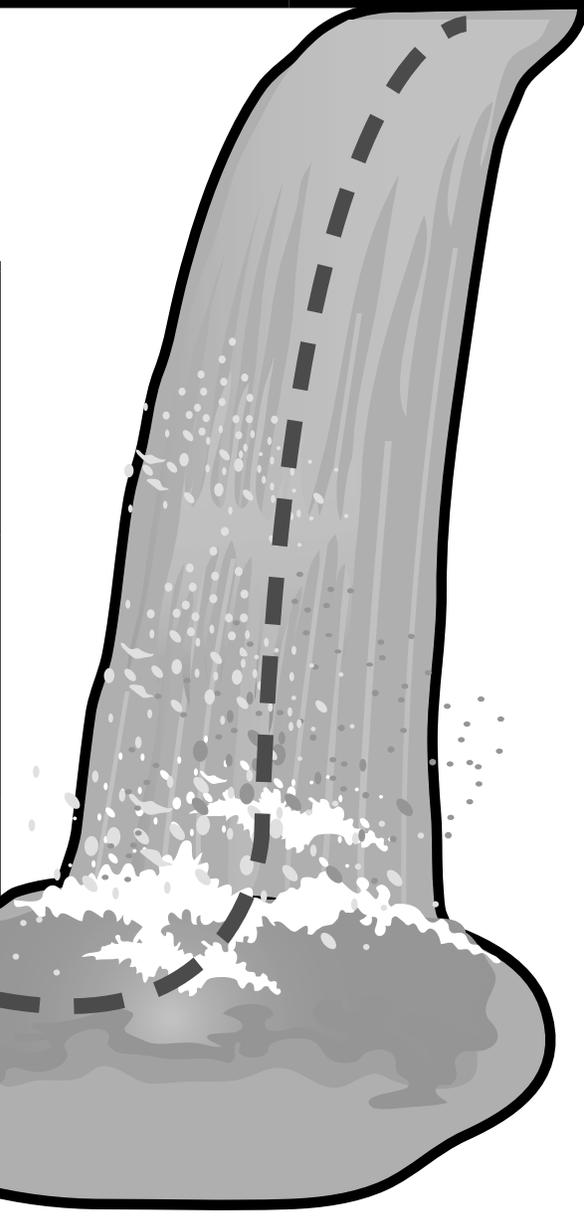
FINISH!

correct	incorrect
---------	-----------



Tree falls!
Lose a
turn

incorrect	correct	correct
-----------	---------	---------



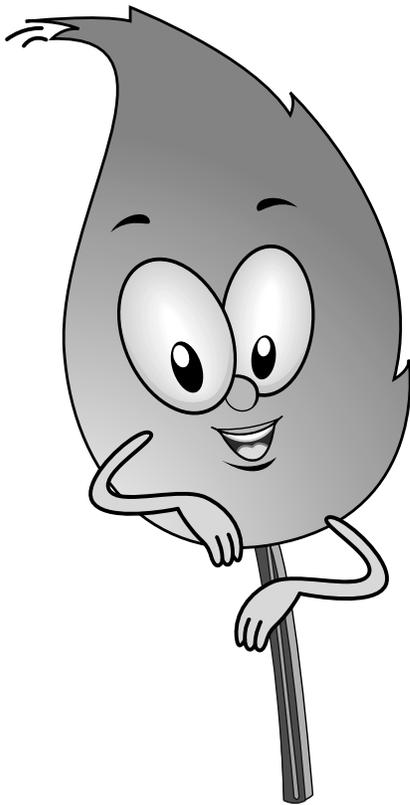
correct

incorrect	correct	Take a card from your opponent	correct	Sorry, lose a turn
-----------	---------	--------------------------------------	---------	--------------------------

Name: _____

incorrect	correct	incorrect	Take another turn	correct
-----------	---------	-----------	-------------------	---------

Match Me If You Can



incorrect

Give a card to your opponent

correct

incorrect

correct

correct	incorrect	correct	Take another turn	incorrect
---------	-----------	---------	-------------------	-----------

Name: _____

Correct or Incorrect?

You has four ripe bananas and two ripe apples.

Correct or Incorrect?

We is saving the seeds from our apples to plant next year.

Correct or Incorrect?

This watermelon has lots of black seeds.

Correct or Incorrect?

Apples, oranges, and grapes am my favorite fruits.

Correct or Incorrect?

My grandma have lots of plants in her garden.

Correct or Incorrect?

Do you has a garden at your house?

Correct or Incorrect?

We had lots of wind and rain that smashed our plants.

Correct or Incorrect?

The beautiful sunshine are making this a lovely day!

Correct or Incorrect?

The seeds in my banana was hard to find.

**Correct or
Incorrect?**

Too much water is
bad for plants.

**Correct or
Incorrect?**

Too little water are
bad for plants and
will kill them.

**Correct or
Incorrect?**

I has vegetables
growing in my garden
too.

**Correct or
Incorrect?**

We had a great
harvest last year.

**Correct or
Incorrect?**

Growing gardens are
a great way to learn
about nature.

**Correct or
Incorrect?**

Carrots and potatoes
are root crops.

**Correct or
Incorrect?**

Melissa and I are
master gardeners!

**Correct or
Incorrect?**

The tomatoes were
ripe and ready to eat.
YUM!

**Correct or
Incorrect?**

This morning we had
a gentle rain water
our plants.

Name: _____

Julius Caesar: Great Fighter, Great Writer

1. Julius Caesar was a _____ .

- A. king
- B. president
- C. general
- D. pirate

Page _____

2. Why did Julius Caesar demand that a larger ransom be paid for his release?

- A. He was a rich man.
- B. The pirates wouldn't release him unless he could pay more than 20 talents.
- C. He was a proud man and felt insulted by a ransom of only 20 talents.
- D. The pirates wanted to buy his poetry.

Page _____

3. Why did Caesar return to kill the pirates?

Page _____

4. Why did Caesar's report to Rome only consist of three words?

Page _____

5. What language did Caesar write in?

Page _____

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 will be reviewing four spellings for the sound of /ee/. Your child learned how to read and spell words with these patterns in second grade, so this should be a review. On Friday, your child will be assessed on these words.

Students have been assigned two Challenge Words, *again* and *often*. Challenge Words are words used very often. These Challenge Words do not follow spelling patterns and need to be memorized.

The Content Word for this week is *Caesar*. This word is directly related to the material that we are reading and is a rare spelling which your child is reviewing. 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 test. 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. gladiator | 13. leader |
| 2. grease | 14. chief |
| 3. grief | 15. each |
| 4. Julius | 16. increase |
| 5. chariot | 17. rookie |
| 6. barbarian | 18. experience |
| 7. stadium | 19. Challenge Word: again |
| 8. atrium | 20. Challenge Word: often |
| 9. eager | Content Word: Psyche |
| 10. teacher | |
| 11. shriek | |
| 12. zombie | |

Student Reader

This week, students will be reading about Julius Caesar; his ability with the pen and sword, his rise to power, and his death. Next, they will read about the ruler, Augustus, important Roman buildings, and the story of Androcles and the Lion.

Students will continue to take home text copies of the chapters in the reader. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Students will also have their 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.



Hannibal Crosses the Alps

The Romans faced many enemies, but the strongest and most determined enemy they ever faced was an African general named **Hannibal**.

Hannibal came from **Carthage**, a city on the coast of Africa. **Carthage** was home to many merchants and traders. **Carthage** also had an army and a navy. The **Carthaginians** took over much of North Africa and Spain. They even took over islands off the coast of Italy.

The Romans saw **Carthage** as a **rival**. They fought three wars against **Carthage**. These wars are known as the **Punic Wars** and are thought to have been fought during the years 264–146 BC.

Hannibal's father fought against Rome in the First **Punic War**, 264–241 BC. He made his son swear he would carry on the fight against Rome. **Hannibal** swore he would and kept his promise. It was **Hannibal** who led the fight against Rome in the Second **Punic War**, 218–201 BC.

Hannibal gathered an army in Spain. He had tens of thousands of foot soldiers. He had thousands more who fought on horseback. Best of all, he had his special forces: a squad of elephants. **Hannibal** had learned that few men are brave enough to stand and fight when they see a thundering herd of elephants coming their way.

Hannibal wanted to attack Rome. However, to **invade** Italy, he would have to march his army over a range of mountains called the Alps. The Alps were tall. The peaks were covered with snow and ice. There were no big roads that led across. There were only a few slippery paths.

Most men would not have tried to cross the mountains, but **Hannibal** was not like most men. He marched his army over the mountains. His men suffered terribly. Some died from rockslides or **avalanches**. Others froze to death. Many of the elephants did not make it across. In the end, though, **Hannibal** got his army across the mountains and into Italy.

In Italy, **Hannibal** went on the attack. He beat the Romans at Trebbia [TREB-bee-ə] in 218 BC. Then, he wiped out an entire Roman army at the Battle of

Trasimene [TRAZ-i-meen] in 217 BC. The Romans lost 15,000 men. The Battle of Cannae [CAN-ie] was even worse. The Romans lost at least 50,000 men, including 80 of their 300 senators.

People thought that might be the beginning of the end for Rome. They did not see how the Romans could go on. But the Romans did go on. They raised another army and sent it out to stop **Hannibal**. This time, the Romans avoided big battles. Instead, they fought a lot of little battles. They attacked **Hannibal's** army here and there. They blocked his troops and slowed down his marches. They also launched a **counter-attack**. A Roman general named Scipio [SKIP-ee-oe] took Roman troops to Africa. The leaders of **Carthage** wrote to **Hannibal**. They told him to come home and protect **Carthage**.

Hannibal did as he was told. He left Italy and returned to **Carthage**. At the Battle of Zama, he **confronted** Scipio. This time, the Romans were **victorious**. **Hannibal** won most of the battles in the Second **Punic War** but he lost the war.

After the Battle of Zama in 202 BC, **Carthage** was never quite the same. They fought another war against Rome—the Third **Punic War** in the years 149-146 BC—but it was clear that **Carthage** was sinking and Rome was on the rise.



Julius Caesar: Great Fighter, Great Writer

After the Punic Wars, generals started to play a big part in Roman history. Roman generals went all around the Mediterranean, fighting battles and conquering new lands. Some of these generals became heroes. Some of them got to be so famous and so popular that they threatened to take over the republic. That's what happened with **Julius Caesar**.

Julius Caesar came from an old Roman family. He was proud and ambitious, with a high opinion of himself.

When he was a young man, **Caesar** was captured by pirates. The pirates told him they would kill him unless he could pay a **ransom** of twenty **talents**. **Caesar** laughed at them. He told them they clearly didn't know what sort of man they had captured. He was **Julius Caesar**. He was not a man to be **ransomed** for just twenty **talents**! **Caesar** told the pirates he would not allow himself to be **ransomed** for less than fifty **talents**!

Caesar told his friends to raise the money. He stayed with the pirates, writing poems. He read some of his poems to the pirates. They shrugged. They didn't care much for poetry. They were pirates, not poets. They just wanted to collect the **ransom** money. **Caesar** got angry at the pirates. He scolded them for not liking his poems. He told them they had no taste. He told them they were **barbarians**. He told them someday he would come back and punish them for their bad taste. The pirates thought **Caesar** was joking. Maybe they thought he was crazy. At any rate, as soon as they got the **ransom** money, they quickly forgot about him. But **Caesar** did not forget about them. He went back to Rome, got some ships, and hired some good fighters. Then, he tracked down the pirates and killed them.

Caesar quickly **established** himself as a man who knew what to do with his sword and also with his pen. Once, he was sent to Asia. The people there were in **revolt**. **Caesar** led a Roman army there and put down the **revolt**. Then, he got out his pen to write his report. The normal thing would have been to write a long report, filling several pages, but that was not **Caesar's** style.

This is the report **Caesar** sent back to Rome:

Veni, vidi, vici. [wae-NEE, wee-DEE, wee-KEE]

That's the whole report. Those three words—written in **Latin**, the language of ancient Rome—mean, “I came, I saw, I conquered.” What else was there to say? Mission accomplished!

Caesar led an army into the land the Romans called Gaul. Today, we call it France. Gaul was not part of the Roman civilization when **Caesar** marched in, but it was when he marched out a few years later. **Caesar** conquered it. Then, he wrote a book about how he did it. The first sentence in his book is famous.

It is written in **Latin**. In English, the words mean, “The whole of Gaul is divided into three parts.”

If you ever study **Latin**, you may have a chance to read **Caesar's** book on the Gallic Wars. It's so clear and so well-written that teachers all around the world still use it to teach **Latin** to students.

Name: _____

Julius Caesar: Crossing the Rubicon

Take notes as you read the chapter.

- 1. Write about how the Roman Senators felt about Caesar and why.

How they felt _____

Why they felt this way _____

- 2. Write about what the Roman senators told Caesar to do.

- 3. Write about why Caesar ignored the advice of the senators.

4. Write about why Caesar appointed himself a dictator and why that was unusual.

5. Write about why the Romans attacked and killed Caesar.

Name: _____

Irregular Verbs (*say, make, go, take, and come*)

Fill in the correct forms of the verbs in the blanks in the following story.

Haste Makes Waste

It does a person good to learn from past mistakes. Yesterday, as I was getting ready for school, Mother _____ (say) to me, “Remember to get your homework from the kitchen table and put it in your backpack.” I always try to _____ (say), “Yes, Mother,” when she speaks to me but I forgot. So, after I _____ (make) my peanut butter and jelly sandwich to _____ (take) to school, I got ready to _____ (go) wait for the bus. My friend, Pat, _____ (come) by to pick me up so we could walk together to the bus. In my haste, guess what? I forgot to _____ (take) my homework to school!

Today is a new day! My homework is, once again, on the kitchen table. Mother calls out my name and _____ (say) to me, “Remember that homework today!” I answer her and immediately _____ (take) my homework sheet and put it in my backpack. While in the kitchen, I _____ (make) my lunch so I can _____ (take) it to school. I hear the doorbell and it is Pat. As always, she _____ (come) to pick me up so we can walk to the bus stop together. Off we _____ (go)! It’s going to be a much better day!

Create sentences.

1. **subject:** Brian
verb: *make*, present tense

2. **subject:** We
verb: *say*, future tense

3. **subject:** The black and white skunk
verb: *come*, past tense

Name: _____

Arguments for Debate

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 7. _____

- 8. _____

Name: _____

Word Shelf

-y
means *full of*

leaky

dirty

rusty

salty

Name: _____

-y: Suffix Meaning “full of”

leaky—(noun) full of holes that let something in or allow something to escape	
dirty—(noun) full of soil	
rusty—(noun) full of a reddish brown substance that forms on certain metals when they are exposed to moisture	
salty—(noun) full of a natural white substance used to flavor and preserve food	

Write the correct word to complete each sentence.

rusty	lucky	leaky	salty	dirty	messy
-------	-------	-------	-------	-------	-------

1. There were _____ nails sticking out of the boards that Grandpa took out of the old barn and he told us not to touch them.
2. Our dog was so _____ from digging holes in the muddy yard that Mom said we had to give him a bath outside.
3. Some people like their popcorn to have a _____ taste while others prefer a more buttery taste.
4. The _____ faucet in the kitchen dripped all night and needed to be fixed right away.

5. I found a penny on the ground that was facing heads up so I called it my _____ penny and carried it with me all week.

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

6. _____

Name: _____

Word Shelf

-al
means *related to*

coastal

traditional

nutritional

magical

Name: _____

-al: Suffix Meaning “related to”

coastal—(adjective) related to the land near the sea or ocean	
traditional—(adjective) related to a custom or belief handed down from one generation to the next	
nutritional—(adjective) related to the process of eating the right kind of food so you can be healthy and grow properly	
magical—(adjective) related to a power that allows people to do impossible things by saying special words or performing special actions	

Write the correct word to complete each sentence.

traditional musical cultural fictional coastal nutritional

1. Fruit and vegetables are _____ snacks that I eat after school instead of candy and chips.
2. Even though the characters are _____, the author says some of the experiences they have in the book are based on real events.
3. Sometimes moving from one country to another can cause _____ changes.

4. I like visiting small, _____ towns where the ocean plays an important role in people's everyday lives.

5. The _____ way my grandmother hosts Thanksgiving dinner includes a very strict order in which the family does things that day.

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

6. _____

Name: _____

Grammar Review: Mixed Practice

Insert the correct present tense form of each verb in the following groups of sentences.

Circle the correct form of the verb for each sentence.

- dry* The chef _____ the dishes. Robert and Peter _____ their clean car with a towel. We _____ our hair after swimming.
- catch* The police _____ the robber in the act. My mother _____ our runaway puppy. I _____ a cold every time I go out without a coat.
- fix* Our teacher _____ the computer when it breaks. You _____ the very best lunch every day! The repairman _____ our broken fridge.

Fill in the following chart:

Present Tense	Past Tense	Future Tense
Fred helps.	Fred helped	Fred will help.
	My sister jumped.	
Alice tries.		
		The painter will create.
	My brother and I ate.	

		The museum will open on time.
The bird chirps.		
	The radio played.	
The wind blows.		
		The sun will shine.

Complete each sentence with the correct form of the verb in parentheses. Then, write the word *present*, *past*, or *future* on the blank that follows the sentence.

- Last Sunday, my dad _____ the grass. (mow)

- When I grow up, I _____ a famous sculptor.
(become) _____
- The telephone _____ every time I try to take a nap. (ring) _____
- The other group _____ every answer to the game we played yesterday. (know) _____
- Next week, I _____ to a new house. (move)

Name: _____

Blank Busters

gladiator	shriek	experience	teacher
grief	leader	grease	zombie
chariot	each	Julius	chief
stadium	increase	barbarian	
eager	rookie	atrium	
Challenge Word: again			
Challenge Word: often			
Content Word: Caesar			

Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense: *-s*, *-es*, *-ies*, *-ed*, or *-ing*.

1. _____ Caesar was a great fighter and warrior.
2. Make sure to fill in _____ blank in order to get credit.
3. The _____ races were held in a very large _____.
4. The excited children were _____ for their _____ to make them ice cream cones.
5. The _____ did not like Caesar's poems.
6. Even the men _____ when the alligators chased us.

7. The plants and flowers in the _____ are all different colors.
8. Doing all of your work _____ your chance of doing well on the test.
9. Hayley dressed up as a _____ for Halloween and scared everyone.
10. Sawyer said, “Good _____” when I told him I could not go to the championship game with him.

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

1. _____

2. _____

3. _____



Julius Caesar: Crossing the Rubicon

After he conquered Gaul, Caesar started marching back to Rome. By this time, the Roman senators were very nervous about Caesar. They thought he might march into Rome and take over. The senators sent Caesar a message. They told him to stop and send his soldiers home. They ordered him not to cross the **Rubicon** River. If he did, they said he would not be treated as a hero. Instead, he would be treated as a **traitor** and an invader.

In the year 49 BC, Caesar crossed the **Rubicon**. He is said to have remarked in Latin, “The die is cast.” That was his way of saying he knew he was taking a big risk. Crossing the **Rubicon** meant there was no turning back.

Caesar’s actions led to a **civil war**—a war in which Romans fought against Romans. Caesar was the leader on one side. Pompey [POM-pee], another famous Roman general, was the leader on the other side. Caesar **defeated** Pompey and chased him to Egypt, where Pompey was killed.

When Caesar got to Egypt, he found another country tangled up in a **civil war**. The princess **Cleopatra** was trying to take power from her brother. Caesar sided with **Cleopatra**. He helped her become Queen of Egypt.

Caesar had big plans. He didn’t think Rome was run the way it should be. He wanted to change a lot of things. He had the Senate pass new laws. He replaced the old calendar with the one we still use today. (Did you know that the month of July is named for Julius Caesar?)

Caesar wanted to do more, but he felt he needed more power. He got himself appointed **dictator**. At first, he was appointed **dictator** for only one year. That was not so **unusual**. The Romans had chosen **dictators** in the past. A **dictator** could be put in power during times of trouble. But the **dictator** was only supposed to rule for a little while, until the troubles passed. That was not what Caesar had in mind. He had himself appointed **dictator** for ten years. That upset a lot of people. How do you think those people felt a little later, when Caesar had himself appointed **dictator** for life? That was really too much for some people. For hundreds of years, Rome had been a republic. Now, Caesar was setting himself up as a **dictator**.

Perhaps, he even wanted to be a king. That was even more upsetting. The Romans had driven out the kings hundreds of years earlier.

A group of Romans agreed that Caesar was a threat to the republic. They stabbed him to death in the Senate.

Some of the men who stabbed Julius Caesar were men he considered friends. One of them, Brutus, was a man Caesar had treated almost like a son. How could these men kill Caesar? Brutus explained that it was not that he loved Caesar less, but that he loved Rome—and the Roman republic—more. Brutus and the other **conspirators** killed Caesar to save Rome. At least, that was the plan.

Name: _____

After Caesar: Augustus and the Roman Empire

Remember to use complete sentences when answering any questions.

1. What happened after Caesar was killed?

Page _____

2. Who was Augustus?

Page _____

3. What great things did Augustus do?

- A. He brought peace to Rome.
- B. He built aqueducts.
- C. He built magnificent new buildings, including temples, theaters, and bath houses.
- D. All of the above.

Page _____

4. What events did the Romans go to watch in the Colosseum?

Page _____

5. Name two more examples of Roman architecture and why they were important.

Page _____

Name: _____

Irregular Verbs (*see, bring, mean, speak, and draw*)

Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is present tense, past tense, or future tense.

Example: Last Friday, we <u>saw</u> (see) the clowns perform at the circus.	<u>past</u>	present	future
Tomorrow, we will see the clowns perform at the circus.	past	present	<u>future</u>

1. One week from today, I _____ (bring) my cat to school. past present future

_____ past present future

2. Last week, I _____ (speak) to a class of second graders. past present future

_____ past present future

3. Today, I look at my math worksheet and I _____ (see) it is easy. past present future

_____ past present future

4. Mary always _____ (mean) what she says. past present future

_____ past present future

5. You _____ (draw) great pictures yesterday to illustrate your story. past present future

_____ past present future

Name: _____

Practice Using Suffixes *-y* and *-al*

Choose the best word to complete the sentence. Write it on the line.

1. My new library book is a story about a _____ place where animals act like humans.
(nutritional, magical)
2. Dad helped Grandpa replace the _____ gate to the backyard so we could easily open and close it.
(salty, rusty)
3. My soccer uniform is _____ but I might have to wear it like that if there is no time to wash it before the game.
(dirty, leaky)
4. Her desk is so _____ she can't find what she was working on this morning.
(curly, messy)
5. We went to see the new exhibit on _____ celebrations at the history museum.
(lucky, cultural)
6. The salsa at the picnic was too _____ for me so I ate some other dips with my chips instead.
(salty, lucky)

Write a sentence using each word given.

1. *fictional*

2. *leaky*

Name: _____

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /ee/ sound. Write the words under each header that matches the header's spelling pattern.

'i' > /ee/

'ea' > /ee/

'ie' > /ee/

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

goalie	repeat
appeal	prairie
medium	helium
breath	mischief
revealed	belief
plebeians	niece
giant	breathe
historian	gymnasium
achieve	reason



After Caesar: Augustus and the Roman Empire

The men who killed Julius Caesar were trying to save the republic. They did not succeed. After Caesar was killed, another civil war broke out. The man who came out on top at the end of the war was a man known as **Augustus** Caesar, or just **Augustus**.

Augustus was an adopted son of Caesar and he agreed with Caesar that Rome needed to change. But he was smart. He knew that the Romans cared about their history. They would not be happy if he came to power and changed everything all at once. What he did instead was very clever. He made himself emperor and he made it clear that he intended to serve until he died. That meant Rome was no longer a republic. But **Augustus** did not sweep away all of the old **traditions**. He let the Romans keep the Senate and consuls. Still, everybody knew that it was **Augustus** who was really in charge.

Augustus brought peace to a country that had been fighting civil wars for many years. He **reformed** the government and conquered new lands. He set up monuments. He built **magnificent** new buildings, including temples, theaters, and bath houses. He also repaired old buildings and decorated them with fancy stone, like marble. He once boasted that he “found Rome brick and left it marble.”

One of the most famous buildings built during the **reign** of **Augustus** is the **Pantheon**. The **Pantheon** was built as a temple to all the Roman gods. (*Pan-* means all and *theo-* means gods.) The **Pantheon** is a beautiful building with a dome roof. While the original building was destroyed in a fire, the Pantheon still standing today was built to replace it. Thousands of tourists visit it every day.

The **Pantheon** is only one of many examples of great Roman **architecture**. Another one is the **Colosseum**. The **Colosseum**, built not long after the **reign** of **Augustus**, is a huge, oval stadium. The Romans went to the **Colosseum** to see people and animals fight. The **Colosseum** would hold fifty thousand people. Today the **Colosseum** is in **ruins**, but some of it is left to give us a good idea of what it would have looked like.

The Romans also enjoyed watching **chariot** races. These were held in an even larger stadium, called the **Circus Maximus**. For the Romans, a **chariot** race or a fight was good entertainment, the way a football game or a movie is for us today.

The Romans also built roads and **aqueducts**. The roads brought people from all around the Empire. The **aqueducts** were used to bring water from the country into the city. Some of the **aqueducts** are also very beautiful.

Name: _____

Spelling Assessment

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

'ea' > /ee/

'ie' > /ee/

'i' > /ee/

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

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Name: _____

Androcles and the Lion

Part I: Take notes as you read, using the questions to guide you.

- 1. What is the name of the huge stadium that the Romans built for gladiator fights?

Page _____

- 2. How many people could the huge stadium hold?

Page _____

Part II: If a statement is true, write “true” on the line. If a statement is false, write “false” on the line.

- 3. Androcles hid in a cave because he was a runaway slave.

Page _____

4. Androcles was awakened in the middle of the night by a lion returning to the cave.

Page _____

5. The lion was in pain because it had been shot in the foot with an arrow.

Page _____

6. When Androcles was captured he had to sit in jail for ten weeks.

Page _____

7. The lion that Androcles met in the Colosseum was the same lion he had befriended in the cave.

Page _____

8. The Emperor gave a sign that meant that Androcles and the lion must fight each other.

Page _____

Name: _____

Practice Irregular Verbs

Create sentences.

- 1. **subject:** the famous artist
verb: *draw*, past tense

- 2. **subject:** freshly picked tomatoes, peppers, and corn
verb: *make*, future tense

- 3. **subject:** my science teacher
verb: *speak*, present tense

4. **subject:** a new friend
verb: *come*, past tense

5. **subject:** we
verb: *see*, present tense

6. **subject:** the postal carrier
verb: *bring*, past tense

Name: _____

Practice Dictionary Skills

Write the correct word on the blank in each sentence.

<p>box office</p> <p>box office 1. <i>noun</i> A place where one can buy tickets for an event, like a concert or athletic event. 2. <i>noun</i> A way to describe if an event did or did not do well: That play did well at the box office.</p> <p>break 1. <i>verb</i> To cause something to snap or come apart. 2. <i>verb</i> To cause something to stop working by damaging it. 3. <i>noun</i> A time to rest from what you are doing.</p>	<p>breed</p>
---	---------------------

1. What are the two guide words on the page?

2. What are the two entry words on the page?

3. How many definitions are there for *box office*?

4. How many definitions are there for *break* when it is used as a verb?

5. What are the two parts of speech used in the definitions for *break*?

6. Would the word *brick* be on this page?

Circle the words that would be on this page.

boomerang

bolt

breakfast

brain

brine

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 will be reviewing the last three spellings for the sound of /ee/. Your child learned how to read and spell words with these patterns in second grade, so this should be a review. On Friday, your child will be assessed on these words.

Students have been assigned three Challenge Words, *been/bin* and *together*. Challenge Words are words used very often. These Challenge Words do not following spelling patterns and need to be memorized.

The Content Word for this week is *Pompey*. This word is directly related to the material that we are reading and also follows the vowel patterns your child is reviewing. 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. chimney
 2. Chinese
 3. gently
 4. crazy
 5. money
 6. extreme
 7. busy
 8. Pete
 9. keyboard
 10. alley
 11. anytime
 12. everybody
 13. city
 14. centipede
 15. athlete
 16. barley
 17. enemy
 18. **Challenge Word: been**
 19. **Challenge Word: bin**
 20. **Challenge Word: together**
- Content Word: Pompey**

Student Reader

This week, students will read a reader's theater selection about Androcles and the lion and a selection about Christianity and how it began and grew. Additional chapters your child may read include information about the Emperor Constantine, the Justinian era, the market town of Pompeii and the eruption of Mount Vesuvius, and Horatius and how he led the Romans to victory over the Etruscans.

Students will continue to take home text copies of the chapters in the reader. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Students will also have their 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



Androcles and the Lion

The ancient Romans liked to watch **gladiator** fights. They liked to watch a **gladiator** fight against other **gladiators** or against wild animals. As mentioned in the previous chapter, the Romans even built the Colosseum for these fights. The Colosseum was so big it could hold fifty thousand people!

This is a **gladiator** story and it ends in the Colosseum. You may be surprised by the ending!

Once there was a Roman slave named Androcles [AN-droe-cleez]. Androcles escaped from his master and ran away. One night he hid in a cave. He crept into the cool darkness, lay down, and fell asleep.

In the middle of the night, Androcles was awakened by a loud roaring noise. He got up and squinted in the darkness. What he saw scared him half to death. It was a lion returning to his den!

Androcles shrank back, fearful for his life.

Then, he saw that the lion was suffering. It was roaring in pain. The great beast limped into the cave and flopped down. It lifted its right front paw and licked it.

Androcles took a step toward the lion. The big cat spotted him, but he did not seem angry. Instead, he gave Androcles a sad look, as if asking for help. Androcles **crouched** next to the lion. He looked and saw a thorn stuck in the lion's paw. He put out his hand. The lion did not try to bite him. He touched the lion on the paw. The lion sat still. Then, very gently, Androcles took hold of the thorn and pulled it out.

The lion looked Androcles in the eye and purred. That was the beginning of a warm friendship between Androcles and the lion. They lived together in the cave. They slept side by side, keeping each other warm.

Then, one day Roman soldiers discovered Androcles. The law of Rome said that runaway slaves must be punished. So, Androcles was captured and taken to the city of Rome.

For ten days, Androcles sat alone in a jail cell. The jailors fed him nothing but water and crusts of stale bread. Then, one of them told him he was to meet his death in the Colosseum.

Androcles knew what that meant. Runaway slaves were often forced to fight in the Colosseum. Androcles knew he would be forced to fight against **gladiators**, or perhaps against **vicious**, hungry wild animals.

Androcles was led out of his cell. As he walked into the Colosseum, he knew that he would soon die. Androcles was brave. He stepped into the **arena** and prepared himself for the fight, and for death.

The crowd cheered as Androcles stepped into the **arena**. They cheered even more loudly when a lion appeared on the other side of the **arena**.

Then, something strange took place. This was not just any lion. It was the lion Androcles had **befriended**. The lion recognized his friend. Instead of attacking, the beast ran up to Androcles and began licking his face. Androcles stroked the lion and rubbed his belly.

The crowd was amazed. They had never seen anything like this. They cheered loudly.

“Free the slave!” one of the men in the crowd shouted.

“Free the lion!” another shouted.

Soon, the whole crowd was yelling and shouting.

The **emperor** was the one who made the decision. He held out his hand, with his thumb to the side. Then, he tilted it so that his thumb pointed up. Thumbs up! That was the sign! It meant that Androcles and the lion had pleased the **emperor**. They would be saved!

So Androcles and the lion were set free. They lived a long life and their friendship never faltered.



Androcles and the Lion: Reader's Theater

Scene 1—In a cave in the forest

Narrator 1

Thousands of years ago, there was a slave named Androcles who lived in ancient Rome. Every day, Androcles was sent by his master out to the fields with the other slaves. There they spent the entire day in the blistering hot sun, tending the master's crops. Only when dusk fell at the very end of the day did they return to the slave quarters where they lived. Each night, after a meal of stale bread and water, they fell exhausted on the hard floor and went to sleep.

Narrator 2

One day when it was time to return from the fields, Androcles did not follow the other slaves. As the others went back to their quarters, Androcles hid at the edge of the field. When it was dark, he ran as fast as he could, far into the forest. When he could run no more, he happened upon a small cave. He crept inside into the cool darkness and fell asleep.

Lion (*roaring several times, but then whimpering in pain*)

Rrrrrroarrrr..... Rrrrrroarrrr..... Rrrrrroarrrr ...owowowow....

Androcles (*voice shaking*)

Who's there? Where are you?

Lion (*roars two more times in pain*)

Help me! Help me—here!

Androcles (*voice still shaking*)

Whoa! How can I help you?

Lion (*limps towards Androcles and lifts his front paw*)

Just help me. My paw, my paw—please help me.

Androcles (*crouches carefully next to the lion, lifting its paw*)

Well, let me take a look. Aha! I see what the problem is. There is a very large thorn stuck in your paw. Hold very still and I will pull it out.

(Androcles gently pulls the thorn out of the lion's paw.)

Lion

Oooooowww...ahhhhhh—that's much better. Thank you.

(Lion rubs up against Androcles and purrs.)

Narrator 1

That was the beginning of a warm friendship between Androcles and the lion. They lived together in the cave. They slept side by side, keeping each other warm.

Narrator 2

Then one day, a group of Roman soldiers on patrol stumbled upon the cave where they discovered Androcles. Roman law said that runaway slaves must be punished. So the soldiers dragged Androcles out of the cave and back to the city of Rome.

Narrator 1

Androcles was taken to jail. He was left alone in a cell for ten days with little to eat or drink. On the tenth day, the jailer came to tell him that he

Name: _____

would be taken to the Colosseum that afternoon. Androcles knew that could mean only one thing. He would be forced to fight to death against gladiators or vicious, wild animals.

Scene 2—The Colosseum

(The emperor and crowd stand in a circle as if seated at the Colosseum. Androcles enters the center of the circle from one side.)

Crowd *(chanting Androcles' name as he enters the circle)*

Androcles! Androcles! Androcles!

Lion *(shakes mane and roars loudly as he enters the circle from the other side)*

Rrrrrroarrrr..... Rrrrrroarrrr..... Rrrrrroarrrr

Crowd *(turns and looks at the lion and cheers loudly)*

Emperor

Let the games begin!

(Androcles and the lion approach each other with heads down, ready to fight. Then, both look up and stare into each other's eyes.)

Lion *(purrs loudly and rubs up against Androcles' leg)*

Purrrrr...rrrrrr...rrrrr

Androcles *(bends forward to hug the lion)*

My friend, my friend—it's you!

Crowd *(cheers loudly)*

Man in the crowd

Free Androcles! Free Androcles!

Woman in the crowd

Free the lion! Free the lion!

Crowd (*all chanting*)

Free Androcles! Free the lion! Free Androcles! Free the lion!

Emperor (*waves both arms to quiet the crowd; holds out his right hand with his thumb to the side and then tilts his thumb up*)

Crowd (*all chanting*)

They're saved! They're both saved! Hooray!

Narrator 1

So Androcles and the lion were both set free. They lived a long life and their friendship never faltered.

Name: _____

The Rise of Christianity

After each statement, write *true* or *false* and the page number where the answer can be found.

1. Pontius Pilate was the Roman president who did not like Jesus.

Page _____

2. Jesus was put on trial and sentenced to death. _____

Page _____

3. Everyone who heard the story of Jesus became a Christian.

Page _____

4. Peter was the Roman citizen who traveled all around spreading the religion of Jesus. _____

Page _____

5. Christians worshipped the gods Jupiter, Juno, and Mars.

Page _____

6. The Roman emperors wanted to get rid of the Christians.

Page _____

7. The Christians gave up and stopped preaching after some had been thrown in jail. _____

Page _____

8. Constantine's father became a Christian and helped lead Constantine to the religion. _____

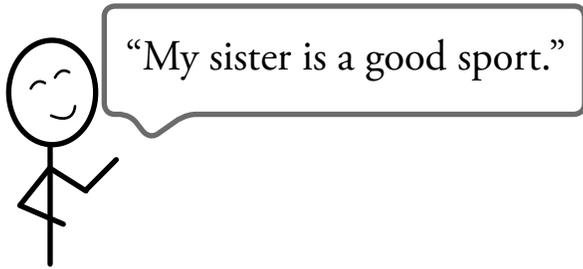
Page _____

9. What is the main idea of the chapter?

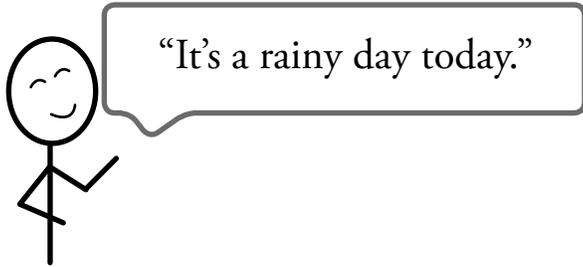
Name: _____

Quotation Marks

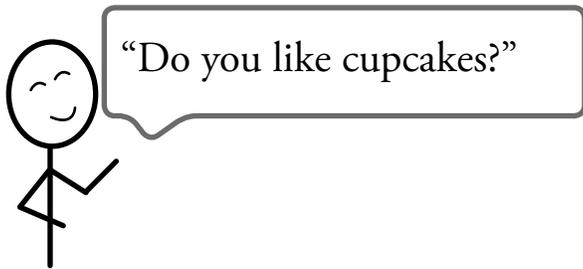
Write exactly what each person said in a complete sentence on the blank beside each picture. Remember to use the correct punctuation and capitalization.



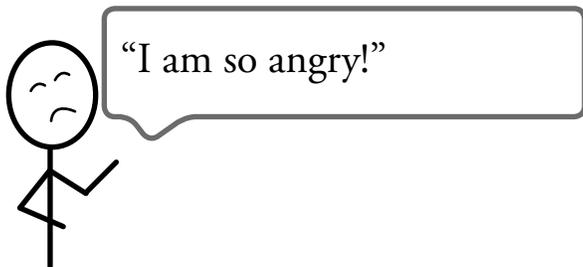
_____ Fred said, “My sister is a good sport.”



Cindy remarked _____



_____ Mrs. Smith asked.



_____ Betty shouted.

Rewrite the following sentences, adding the correct punctuation and capitalization.

1. tommy yelled i'm so happy that it is saturday!

2. the child chased her puppy around the corner and said please come here.

3. do you like painting or drawing better our art teacher asked.

4. you are my very best friend remarked sam.

Circle the letter of the sentence that has the correct punctuation and capitalization.

1. I learned to speak English by listening to my parents said mary
 - A. “I learned to speak English by listening to my parents.” said Mary.
 - B. “I learned to speak English by listening to my parents said Mary.”
 - C. “I learned to speak English by listening to my parents said,” Mary.
 - D. “I learned to speak English by listening to my parents,” said Mary.

2. Mr. Brown asked do any of you speak another language
 - A. “Mr. Brown asked, do any of you speak another language.”
 - B. Mr. Brown asked, “do any of you speak another language?”
 - C. Mr. Brown asked, “Do any of you speak another language?”
 - D. “Mr. Brown asked, Do any of you speak another language?”

3. How does that whistle make all of those different sounds she asked
 - A. “how does that whistle make all of those different sounds,” she asked.
 - B. “How does that whistle make all of those different sounds? she asked?”
 - C. “how does that whistle make all of those different sounds?” she asked?
 - D. “How does that whistle make all of those different sounds?” she asked.



The Rise of Christianity

During the reign of Emperor Augustus, something important happened—but at the time, almost nobody noticed.

Long ago, a man named Jesus of Nazareth was born. Jesus was a Jew who later became an important teacher. He walked among crowds of people teaching about important truths. People said that he worked **miracles**. They said he changed water into wine and walked on the water. They said he cured the sick, and even brought dead people back to life.

Jesus attracted followers. But he also attracted the attention of the Roman governor, Pontius Pilate [Pon-CHUS PIE-let]. Pilate had heard that Jesus called himself “the king of the Jews.” He did not like the sound of that. The Jews of Palestine were **subjects** of the Roman Emperor. There was no room for any “king of the Jews.”

Pilate had Jesus arrested. He put Jesus on **trial** and sentenced him to death.

Even though Jesus died, a group of his followers believed Jesus was a **divine** being—the son of God. They believed he had been sent to Earth by God. They believed that after his death, he was taken up to heaven by God.

The followers of Jesus were called **Christians**. They believed Jesus was sent by God to save people. They began sharing the story of Jesus with anyone who would listen. Lots of people thought they were crazy. But some people listened. The **Christian religion** began to grow.

One man did more than anyone else to spread the **Christian religion**. His name was Paul and he was a Roman citizen. He traveled all around, spreading the **religion** of Jesus. Eventually Paul was put to death, like Jesus, but not before he had set up **Christian** churches all around the Roman Empire.

At first, the Roman emperors paid no attention to this new **religion**. Later, they started to pay attention, but only because they did not approve of the **Christians**.

Remember: the Romans worshipped many gods. Everyone in the Roman Empire was expected to worship gods like Jupiter, Juno, and Mars. The Romans believed that these gods protected the state. They believed people should honor

them.

That was a problem for the **Christians**. They believed that there was only one God. They believed it was wrong to worship the Roman gods.

So, for many years, the Roman emperors treated **Christians** as enemies of Rome. They did what they could to get rid of the **Christians**. They threw some of them in jail. They had others put to death. But the **Christians** did not give up their **faith**. They kept on believing and they kept on preaching.

The man who ended the long war between Rome and **Christianity** was the Emperor **Constantine**. He became Emperor about three hundred years after the birth of Jesus of Nazareth. By that time there were a lot of **Christians**. In fact, **Constantine's** own mother became a **Christian**. **Constantine** became a **Christian** as well.

When **Constantine** became **Christian**, everything changed. For hundreds of years, the Roman emperors had punished the **Christians**. Now with **Constantine**, **Christianity** became the official **religion** of the Roman Empire.

Name: _____



Quotation Marks

Rewrite the following sentences, adding the correct punctuation and capitalization.

1. bill asked why are you walking so slowly

2. you are the best baseball player I've ever seen exclaimed ricky

3. our science teacher said please take out your books and open to page 3

4. my favorite dessert is strawberry shortcake with whipped cream my sister said

5. connie asked which one of you wants to go first

6. remember to thank the museum owner our teacher said

Name: _____

Unit Assessment

Carthage Must Be Destroyed!

A noble old Roman, eighty-four years of age, had just finished a stirring speech in the Forum. His closing words were, “Carthage must be destroyed!”

Those words were repeated by his hearers. They were carried into the street. They were discussed by excited men in every part of the city.

“Who says this?” asked one citizen. “Who says that Carthage must be destroyed?”

“Cato the censor says so,” was the answer. “He says that two such cities as Rome and Carthage cannot long exist under the same sun. One must submit to the other. If Rome does not destroy Carthage, then Carthage will destroy Rome.”

Cato was serious about the matter. Rome had already fought two long wars against Carthage. As a young man, Cato had fought in one of these wars. In his old age, when the two cities were at peace, he had been sent as an ambassador to Carthage. He was astonished at what he saw there. He had supposed that Rome was the richest and most powerful city in the world. After seeing Carthage, he feared that he was mistaken.

He saw the harbor of Carthage swarming with ships from all parts of the world. The docks were piled with goods from many countries. The shops were filled with rich and rare merchandise. The markets were full of buyers and sellers. The public buildings were beautiful. The city walls were taller and stronger than the walls of Rome.

On the voyage back to Rome, Cato thought about the things he had seen. He felt that Carthage was a threat to Rome. He felt that there was only one way to save Rome. He must make his countrymen aware of the danger. Carthage must be destroyed!

When he had finished his speech in the Forum, Cato wrapped his toga about him and went out into the street. Everyone who saw him knew by the broad, colorful border on his white toga that he was one of Rome's great men. They knew that this was a man who had held some of the highest offices in the city.

In the street, Cato met many of his friends, and no matter what he spoke with them about, his last words when parting were, "Carthage must be destroyed!"

Cato had been a Roman censor, and for a time had been the most powerful man in Rome. He tried hard to preserve the simple, sturdy habits of his forefathers. There was nothing that he hated more than luxury and self-indulgence. When he saw young men dressed in fashionable clothes idling in the streets, his anger rose up within him. "Carthage must be destroyed!" he cried, while rebuking the young men for their folly. When he saw officers of the state living in fine houses and enjoying their wealth, he sneered at them in contempt and cried out, "Carthage must be destroyed!"

After his speech, Cato did not stay long in the city. He returned to his farm, where he had lived all his life except when serving Rome. His first greeting to his family was, "Carthage must be destroyed!"

Cato's life on the farm was simple. Everything was just as it had been in the days of his father and grandfather. Cato plowed his fields. He sowed his grain. He helped the reapers. He gathered his hay. He fed his flocks and herds. "To do these necessary things," he said, "is to be a Roman of the old-fashioned sort."

Cato's wife and daughters were Romans of the old-fashioned sort, too. They took care of the home. They ground barley and baked bread. They gathered milk and pressed cheeses. They crushed grapes and bottled wine. They spun and wove

Name: _____

clothing for the family.

Had you seen Cato on his farm, you would not have guessed that he was famous. He dressed like a simple farmer. He walked out to see his cattle and crops. He gathered grapes in his vineyard. He picked olives from his olive trees. He met with his country neighbors and talked about crops and harvests. But he always closed his conversations by crying, “Carthage must be destroyed!”

Cato’s last days would have been peaceful enough, if it had not been for the bitter hatred which he bore toward Carthage. Whenever he went to Rome, it was to stir up his fellow citizens. Whenever he made a speech, whether it was about politics or religion or farming, he always ended with a ringing cry, “Carthage must be destroyed!” And when, at length, worn out by old age, he lay down for the last time upon his hard, humble cot, his final words were, “Carthage must be destroyed!”

1. Cato the censor said what about Carthage and Rome? Why?

What he said: _____

2. Why? _____

3. Why did Cato think he was wrong that Rome was the richest and most powerful city in the world?

- A. He saw that Carthage had been destroyed by war and left in ruins.
- B. He saw all the great things happening in Carthage that were not happening in Rome.
- C. He saw that all the important men in Carthage wore togas with a purple border.
- D. He saw that Carthage was full of farmers and had not done any great things.

4. Why did Cato say Carthage must be destroyed?

Name: _____

5. What does the word **idling** mean in the following sentence from the selection?

When he saw young men dressed in fashionable clothes **idling** in the streets, his anger rose up within him.

- A. parading around the city
 - B. cleaning the streets in nice clothes
 - C. doing nothing
 - D. running across town
6. Why did the author write this selection?
- A. to scare people into thinking that Rome was an unsafe place
 - B. to inform people about what a censor did in Rome
 - C. to list ways that Rome and Carthage were the same
 - D. to describe how one person viewed Carthage as a threat to Rome
7. Put the following events from the selection in the correct order, using the numbers 1–5.
- _____ Cato’s final words were “Carthage must be destroyed!”
 - _____ Cato returned to his farm after serving Rome.
 - _____ Cato was sent as an ambassador to Carthage and discovered what the city was really like.
 - _____ Cato told everyone he came in contact with that “Carthage must be destroyed!”
 - _____ Cato gave a stirring speech in the Forum.

8. Why would you not have guessed that Cato was famous if you saw him on his farm?
- A. He did all the things a farmer did, which most famous men did not do.
 - B. He held secret government meetings on his farm.
 - C. He invited citizens of Rome to his farm.
 - D. He invited citizens of Carthage to meet with citizens of Rome. 4.

9. Fill in the following chart:

Present Tense	Past Tense	Future Tense
	The kitten purred.	
My aunt smiles.		
		The boy will play.

10. What word, with the suffix *-or*, describes someone who officially controls and leads?

11. Which sentence uses the verb *to be* correctly?
- A. The thunderstorm are ruining our picnic.
 - B. The fresh tomato is yummy and juicy.
 - C. My friends and I was in the third grade.
 - D. Uncle Ned am a very talented singer.

Name: _____

12. Fill in the blanks with the correct form of the verb *to have*.

My father's car _____ red racing stripes down the sides. If I were a car, I would _____ pink racing stripes. My sister says she would _____ polka dots instead of racing stripes.

13. If Cato is a person who is skilled in activity involving government, what is he? (Hint: the word has the suffix *-ian*.)

The Parrot

Once there was a grocer who kept a pet parrot. The parrot was a smart bird. She saw everything the grocer did and understood.

One day the grocer was filling bags with brown sugar. He took out a bag of sand and mixed some sand in with the sugar. This allowed him to fill twelve bags instead of the usual ten.

Later that day, a customer came into the shop. He took a bag of sugar and placed it on the counter.

The parrot called out, “Sand in the sugar! Sand in the sugar!”

“Shhh!” said the grocer.

But the parrot could not keep quiet. She called out again, “Sand in the sugar! Sand in the sugar!”

The customer put the sugar back and left the shop without buying anything.

“You lousy bird!” cried the grocer. “I’ll thank you to keep your mouth shut in the future!”

A few days later, the tricky grocer was filling bags of cocoa powder. He mixed in some brick dust. In this way, he was able to fill twelve bags instead of the usual ten.

A lady came in the shop. She was all set to buy a bag of cocoa powder. Then, the parrot called out, “Brick dust in the cocoa! Brick dust in the cocoa!”

The lady looked at the grocer. She saw a guilty look on his face. She put the cocoa powder back and left the shop.

The grocer was furious. “What are you doing? Are you trying to put me out of business? Listen here! If you know what’s good for you, you will keep your mouth shut!”

A few days later, the grocer made a batch of fake butter. He got a big jar of lard. Then, he mixed in some yellow spice to make the lard look like butter.

A cook came into the shop and grabbed a pound of the fake butter.

“Lard in the butter!” cried the parrot. “Lard in the butter!”

The cook put the butter back and left the shop.

Name: _____

That was too much for the tricky grocer. He took the parrot's cage outside. Then, he threw open the door. When the parrot flew out, the grocer swatted her with his broom. The poor parrot fell to the ground and lay there without moving.

The grocer thought the parrot was dead. He went back into his shop.

A few minutes later the parrot woke up. She was not dead after all.

The parrot looked around and saw a dead cat lying next to him.

“Perhaps he, too, was killed for telling the truth,” said the parrot. “Clearly this is no country for an honest parrot. I will leave this land and seek some country where truth is honored.”

The parrot flapped her wings and flew away. But whether she found the land she was seeking, nobody can say. Perhaps she is still searching, even today.

14. What did each buyer do every time the parrot spoke?
-
15. Which of the following choices lists the items that the grocer made fake?
- A. bricks, sand, lard
 - B. sugar, sand, cocoa powder
 - C. sugar, cocoa powder, butter
 - D. cocoa powder, lard, sand
16. Why did the parrot lie on the ground without moving after the grocer swatted her with his broom?
-
17. What does the word **swatted** mean in the following sentence from the selection?

When the parrot flew out, the grocer **swatted** her with his broom.

- A. grabbed
- B. hit
- C. pet
- D. plucked

Name: _____

18. Where did the parrot go after she flew away?
- A. Nobody can say because nobody knows.
 - B. She found a new shop to live in.
 - C. People have seen her flying around.
 - D. She came back to the grocer's shop.
19. Why did the parrot warn the customers about the items they were about to buy?
-
20. Create a sentence using the following subject and form of the verb:
- subject:** The green lizard
- verb:** take, past tense
-
-
21. Which of the following words with the suffix *-al* describes the genre of this selection?
- A. fictional
 - B. coastal
 - C. nutritional
 - D. musical

22. Use the past tense of the verb *bring* in the following sentence.
The postal carrier _____ our mail late because it was snowing so hard.
23. Which of the following words from the selection would appear on a page with the guide words listed below?
- | | |
|-------|-------|
| paper | peach |
|-------|-------|
- A. pet
- B. poor
- C. perhaps
- D. parrot
24. What is the root word of the word *guitarist*?
-

Name: _____

25. Which of the following words means “full of holes that let something in or allow something to escape?”
- A. lucky
 - B. salty
 - C. dirty
 - D. leaky

26. Write the sentence in the box using correct capitalization and punctuation.

my teacher asked will you read your story aloud to the class

Name: _____

Fluency Assessment

Cicero Goes to the Senate

One day, a father and son were walking through a Roman market when	13
an important-looking man hurried by.	19
“Father,” said the boy, “Who is that man?”	27
“That is Cicero,” said the father. “Marcus Tullius Cicero.”	36
“Who is he?”	39
“He is a senator and a great orator.”	47
“Is he going to the Senate?”	53
“Indeed he is.”	56
“Why?”	57
“To make a speech, my boy. You can be sure it will be fine speech, for	73
there is no finer orator in the city!”	81
“What will he say?”	85
“I am told that he intends to speak against the consul Mark Antony.”	98
The boy looked surprised.	102
“Is he not afraid to speak against Antony? I am sure I would be!”	116
“Perhaps he should be afraid. But Cicero is not easily frightened. I	128
remember when he was just a young lawyer. He took Roscius as a client.	142
All of the other lawyers had refused to take him as a client. They knew that	158
Sulla hated him and they were afraid of what Sulla might do to them. But	173
Cicero was not afraid. He took the case, brought it to trial, and won!”	187

“Yes! Yes!” said an old man standing next to them. “I remember it well.	201
Do you remember the year when Cicero was consul?”	210
“Indeed I do,” said the father. “That was the year of the Catiline	223
conspiracy. But my son here was not born at the time. I fear he has never	239
heard of Catiline.”	242
“I have heard the name,” said the boy. “But I do not know who he was.”	258
“Well, then,” said the man. “I had better give you a little history lesson.	272
As I said, Cicero was consul that year. He uncovered a plot to overthrow	286
the republic. Catiline was the mastermind behind it. Cicero made a speech	298
in the Senate. Those who heard it said it was one of his best: very elegant,	314
but none too friendly. Catiline was there, in the Senate, and Cicero called	327
him a traitor to his face. He laid out the whole plot. Catiline had to leave	343
the city. A few weeks later, he and his men were defeated.”	355
The boy thought for a moment. “You don’t think that Cicero will	367
attack Mark Antony in the Senate in the same way he attacked Catiline, do	381
you?”	382
“He may,” said the father. “He is a man of great courage and these are	397
wild times. It is impossible to tell what may happen next.”	408

Name: _____

W.C.P.M. Calculation Worksheet

Student: _____ Date: _____

Story: *Cicero Goes to the Senate*

Total words: 408

<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="text-align: center; width: 20%;">Seconds</td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td style="text-align: right;">Finish Time</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: right;">Start Time</td> </tr> <tr> <td style="text-align: center;"><hr style="width: 40px;"/></td> <td style="text-align: center;"><hr style="width: 40px;"/></td> <td style="text-align: right;">Elapsed Time</td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td></td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;"> $(\text{ } \times 60) + \text{ } = \text{ } \text{ Time in Seconds}$ </td> <td></td> </tr> </table>	Minutes	Seconds		<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	Finish Time	-	-	Start Time	<hr style="width: 40px;"/>	<hr style="width: 40px;"/>	Elapsed Time	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>		↓	↓		$(\text{ } \times 60) + \text{ } = \text{ } \text{ Time in Seconds}$		
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Words Correct		Time in Seconds		W.C.P.M.																		

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

W.C.P.M	National Percentiles for Winter, Grade 3
146	90th
120	75th
92	50th
62	25th
36	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: _____

Practice Quotation Marks

Use the following words in the chart to write sentences that show who is speaking and what is said. Be sure to use quotation marks, correct capitalization, and punctuation. For three of the sentences, start with the speaker and end with the spoken words. For the other three sentences, begin with the spoken words and end with the speaker.

Speaker	What the Speaker Said
Jack	let's go up the hill
Jill	that's a great idea
Jack	what shall we fetch while we are there
Jill	how about a pail of water
Jack	it's a steep hill
Jill	we should be careful

1. _____

2. _____

3.

4.

5.

6.

Name: _____

Spelling Assessment

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

'e_e' > /ee/

'y' > /ee/

'ey' > /ee/

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

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

3. _____

Name: _____

The Second Rome: From Constantine to Justinian

1. What did Constantine do that changed how Christians were treated?

Page _____

2. What was Constantine’s favorite city and what was his goal for this city?

Page _____

3. What was Justinian’s Code and why was it important?



The Second Rome: From Constantine to Justinian

Constantine was the first Roman Emperor to support Christianity. He issued an order that made it **illegal** to put Christians to death, or even throw them in jail.

Constantine built churches all over the empire. He built one in Bethlehem, where Jesus was born. He built another in Jerusalem, where Jesus died. He built churches in Rome and in the ancient city of **Byzantium**, in present-day Turkey. **Byzantium** was Constantine's favorite city. He adopted it and renamed it **Constantinople**. His goal was to turn the city into a "new Rome," a sort of Rome away from Rome.

Constantine did not want **Constantinople** to replace Rome. He hoped that **Constantinople** would take its place beside Rome and that the two cities would survive, side by side, for many years. He wanted Rome and **Constantinople** to be like two mighty **pillars** supporting the Roman Empire. But, in the end, one of those **pillars collapsed**.

One of the emperors who came after Constantine decided his job was just too big. He felt that the Roman Empire was too large to be ruled by any one man. So he split the empire into two parts. He declared that the western half of the Empire would be ruled by one emperor, based in Rome; the eastern half would be ruled by a second emperor, based in **Constantinople**.

Not long after the empire was divided, invaders from the North began attacking the **Western Empire**. Things got worse and worse. The invaders even attacked Rome itself. Finally, the western part of the Roman Empire **collapsed**.

The **Eastern Empire**, based in **Constantinople**, had better luck. It lived on, and for a while, even got stronger.

Most historians agree that the **Eastern Empire** was at its best during the reign of **Justinian**. **Justinian** came into power in the year AD 527. That is, he became emperor 527 years after the birth of Jesus and about two hundred years after Constantine decided to support Christianity.

Like Constantine before him, **Justinian** was a Christian. He spent lots of money building churches. In **Constantinople**, he built the church of **Hagia Sophia** [ho-GEE-ə Soe-FEE-yə], with its magnificent, soaring dome.

Justinian also completed an important book project. He had **scholars** gather up all of the laws that had been passed in the Roman Empire over the years. What the **scholars** found was a big mess. There were so many laws, nobody could possibly keep track of them all. There were old laws that no longer made sense. There were even laws that seemed to be the opposite of one another. One law might say “it is **illegal** to do X.” Then another law might say “it’s perfectly fine to do X.” **Justinian** had his **scholars** gather up all the laws, sort them out, and organize them. When they were done, they published the laws. The new, organized laws filled several books. The new organized laws were known as **Justinian’s Code**.

Name: _____

Pompeii

1. Which of the following describes Pompeii in 79 AD?

- A. It was a quiet farming community.
- B. It was an island near Rome.
- C. It was a busy market town.
- D. It was a fictional city from a book.

Page _____

2. When Mount Vesuvius erupted, what was first to fall from the sky onto the people of Pompeii?

_____ and _____

Page _____

3. Mount Vesuvius erupted for _____.

Page _____

4. Why didn't the people of Pompeii escape?

- A. There were not boats available.
- B. The rocks and gas came down on the city too fast.
- C. They thought they would be safe if they stayed.
- D. The volcano erupted at night when people were asleep.

5. What happened to Pompeii and the people who lived there?

6. How was the lost city of Pompeii finally discovered?

Page _____



Pompeii

August 24th in the year AD 79 began like any other day. The people of **Pompeii** [pom-PAE] woke up and went to work. **Pompeii** was a busy market town. The market was soon filled with people buying and selling things.

In the distance, the people of **Pompeii** could see the top of **Mount Vesuvius**. Everyone knew the mountain. It looked down on **Pompeii** every day. The mountain was like an old friend. But this friend had a terrible secret.

The people of **Pompeii** did not know that **Mount Vesuvius** was actually a **volcano**. It was full of melted rock and hot gas. Inside **Mount Vesuvius**, the pressure had been building up for hundreds and hundreds of years.

Around midday, the ground began to tremble and shake. Then, there was a tremendous cracking noise. Boom! Flames and smoke burst from the top of **Mount Vesuvius**. The people looked up and saw a great **plume** of black smoke rising into the sky. Then, things began to fall from the sky. Flakes of ash and bits of rock called **pumice** showered down. The people of **Pompeii** put pillows over their heads to keep the little rocks from hurting them. Many tried to run away.

Ash and **pumice** fell for a while. Then, a great cloud of hot rock mixed up with hot gas spilled out of the mountain and came sizzling down the mountainside. The rocks and gas that came down the mountain were heated to 400 degrees, traveling at 60 miles an hour. The people of **Pompeii** could not outrun it. It swept over them and wiped out the city.

The **volcano** erupted for 19 hours. The city of **Pompeii** was buried. The buildings were covered with ash. In some places, the ash was more than 80 inches deep!

The city of **Pompeii** disappeared and most people forgot that it had ever existed. For more than 1,500 years, it lay beneath the ash. Then, some men set out to dig a well. As they dug down, they hit a stone wall. They had discovered the lost city of **Pompeii**.

Today, much of **Pompeii** has been excavated, or dug up. You can go to **Pompeii** and see a Roman town **preserved** exactly as it looked the day it was destroyed in AD 79.

You can walk down an old stone street and imagine what it looked like 2,000 years ago.

You can peek into houses and courtyards.

You can even see some of the paintings and mosaics the people of **Pompeii** had on their walls.

The eruption of **Mount Vesuvius** was a disaster for the people who lived in **Pompeii**. But it was a marvelous thing for historians who study the past. By visiting **Pompeii** and studying the city, historians have learned a great deal about life in ancient Rome.

Name: _____

How Horatius Held the Bridge

The events listed below of how Horatius held the bridge are in the wrong order. Use the numbers 1–7 to put them in the right order.

- ___ The bridge over the Tiber River fell.
- ___ Sextus helped an Etruscan king raise a huge army and lead it to Rome.
- ___ Horatius and the other two Romans defeated the Tuscan's best warriors.
- ___ The people of Rome gave Horatius a farm and set up a statue of him.
- ___ Horatius volunteered to stand against the Tuscans, so that the other Romans could tear down the bridge.
- ___ Horatius swam across the Tiber River back to Rome.
- ___ The men of Rome met and decided to tear down the bridge over the Tiber River.



How Horatius Held the Bridge

In the early days of the Roman Republic, Rome was in danger. The kings had been driven out, but they wanted to force their way back in. King Tarquin's son, Sextus, went into an area north of Rome. He helped an Etruscan king raise a huge army. Then, the two of them set off to attack Rome. They led the army all the way to the Tiber River right outside of Rome.

The men of Rome had a meeting. They decided there was only one way to save the city: tear down the bridge over the Tiber River. If the Etruscan army crossed the bridge, Rome would be lost. But if the Romans could tear the bridge down, the Etruscans would not be able to cross the river and enter the city.

The consul spoke to the people. "Which of you," he asked, "will stand forth against the Etruscans while we tear down the bridge?"

A man named **Horatius** [hə-RAE-shus] stepped forward. "To every man upon this earth," **Horatius** said,

Death cometh soon or late.

And how can man die better

Than facing fearful odds,

For the ashes of his fathers,

And the temples of his gods,

And for the tender mother

Who dandled him to rest,

And for the wife who nurses

His baby at her breast.

Hew down the bridge, Sir Consul,

*With all the speed **ye** may;*

I, with two more to help me,

*Will hold the **foe** in play.*

*In **yon** strait path a thousand*

May well be stopped by three.

Now who will stand on either hand,

And keep the bridge with me?

Two more men came forward to join **Horatius**. While the other Romans began tearing down the bridge, these three men went forth to face the Etruscan army.

The Etruscans laughed when they saw the three Romans blocking the way. They thought they would defeat them easily. They sent three of their best warriors into battle. The Romans tossed one of the Etruscans off the bridge and killed the other two.

The Etruscans sent three more men into battle. Again, the Romans defeated them.

Finally, the Tuscans sent their bravest fighter into battle. His name was Astur. He swung his sword and wounded **Horatius** in the thigh. **Horatius** fell back on one knee, but only for a moment. Then, he charged forward. He pounced on Astur like a wild cat and drove his sword right through the Etruscan's helmet. Astur fell to the ground with a crash, like a tree struck by one of Jupiter's thunderbolts!

Just then, the bridge began to totter. The two Romans helping **Horatius** ran back across it. **Horatius** tried to cross, but the bridge fell before he could get across. He was left alone to face the entire Etruscan army!

Horatius prayed to the river god, "Oh, Tiber! Father Tiber! A Roman's life take **thou** in charge this day!" Then, he jumped into the river. He struggled to stay afloat in his **armor**. He nearly drowned. But, in the end, he made it across the roaring river, back to Rome, where he was welcomed as a hero.

The people of Rome gave **Horatius** a farm. They also set up a statue of him:

*. . . they made a molten image,
And set it up on high,
And there it stands unto this day
To witness if I lie.
It stands in the Comitium,
Plain for all folk to see;
Horatius in his harness,
halting upon one knee:
And underneath is written,
In letters all of gold,
How **valiantly** he kept the bridge
In the brave days of old.*

Name: _____

Past, Present, and Future Tenses

Draw a wiggly line under the verb in each sentence. Remember, future tense has the word *will* preceding the verb. Then, write the word *present*, *past*, or *future* on the line after the sentence to show the verb tense.

1. We learned about the classification of animals earlier this year. _____
2. The princess will marry the prince at the end of the fable. _____
3. We studied reading after grammar. _____
4. After supper, we will eat the chocolate cake. _____
5. Before we know it, we will wear shorts outside again! _____
6. I wish for a pet fish. _____
7. Mark played his guitar all day yesterday. _____
8. My friends and I love hamburgers. _____
9. Grandpa wrote poems when he was a little boy. _____
10. Alexander Graham Bell invented many things in his lifetime. _____

Fill in the blanks with the correct form of the verb listed.

11. Dora _____ the shampoo out of her hair. (*rinse*, past tense)
12. Robin and Rosie _____ hopscotch over the weekend. (*play*, future tense)
13. Mrs. White _____ us a story this afternoon. (*read*, future tense)
14. The talented artists _____ the animals to look life-like. (*draw*, past tense)
15. That pen _____ to Sally! (*belong*, present tense)

Present tense	Past tense	Future tense
<i>Sam jumps.</i>	<i>Sam jumped.</i>	<i>Sam will jump.</i>
	The boys giggled.	
I want.		
	We worried.	
		The kitten will scratch.
The fire burns.		
	The children laughed.	
		Mother will bake.
Grandma writes.		

Past, Present, and Future Tenses

Draw a wiggly line under the verbs in each sentence. Write the word *present*, *past*, or *future* over top of the verbs.

1. Sarah went to the park yesterday and will go to town tomorrow.
2. Grandma wrote songs when she was a little girl and still writes them today.
3. Before we know it, we will ski down ski slopes and will make snowmen.
4. After lunch, we will eat dessert and will go to a movie.
5. The girls laughed and cried as they listened to Mrs. Brown read a story to them.
6. That is such old news that I am tired of it.
7. The prince married the beautiful princess and will become king of the land now.
8. You made me very happy when you wrote me that nice note.
9. Ellie rides her horse everyday and will continue until she grows old.
10. In school yesterday, we drew pictures, wrote stories, and played basketball.

Name: _____

Practice the Verb *to have*

Write the correct word on the blank in each sentence.

1. Dave and Don _____ fun playing basketball together.
(have, has)
2. Dave _____ the ability to slam dunk the basketball.
(have, has)
3. Watching them play _____ been very entertaining for me.
(have, has)
4. My sister and I _____ played against them and never won.
(have, has)
5. _____ you ever seen Dave and Don play basketball?
(Have, Has)

Rewrite the five sentences above in the past tense.

1. _____

2. _____

3. _____

4. _____

5. _____

Review: Fill in the blanks with the correct form of the verb.

1. *be*:

Today I _____ queen for a day. My sister _____
also queen for a day. Together we _____ twin queens!

2. *have*:

My goldfish _____ orange scales. If I were a goldfish I would
_____ pink scales. My brother says he would _____
green scales.

Name: _____

Grammar Review

See the “What is it? What was it? Riddles” below. In each case, change the verb tense of each sentence of the riddle to be either present tense or past tense, depending on which is missing.

Example:

What is it? Riddle (present tense)	What was it? Riddle (past tense)
It is in my bedroom. It has blankets and pillows on it. I sleep on it. I make it in the morning before school. It is comfortable.	It was in my bedroom It had blankets and pillows on it. I slept on it. I made it in the morning before school. It was comfortable.
What is it? and What was it?	<u>a bed</u>

What is it? Riddle (present tense)	What was it? Riddle (past tense)
I kick it with my feet. It flies into the goal. It is black and white and round. I am not allowed to touch it with my hands. I play with it on Saturdays.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What is it? and What was it?	<hr/> <hr/>

What is it? Riddle (present tense)	What was it? Riddle (past tense)
<hr/> <hr/> <hr/> <hr/> <hr/>	<p>It had four tires and a steering wheel.</p> <p>It was red with a white racing stripe.</p> <p>My family rode in it every day.</p> <p>It had a front seat and a back seat.</p> <p>My mother was the driver.</p>
What is it? and What was it?	<hr/>

Complete each sentence with the correct present tense form of the verb in parentheses. Write completed sentences on the blank.

1. The turtle _____ in the lake floating around. (be)

2. The day _____ finally begun. (have)

Name: _____

Circle the correct form of the verb for each sentence.

1. In Math class, we (add, adds) three-digit numbers.
2. Students (talk, talks) excitedly as addition (am, is, are) a favorite topic.
3. John (want, wants) to add four-digit numbers.

Write a sentence using the following verb:

1. *mixed*

Name: _____

Past, Present, and Future Tenses

Create sentences.

1. **subject:** Kim
verb: *say*, present tense

2. **subject:** The boys
verb: *make*, future tense

3. **subject:** The scaly, gray snake
verb: *take*, past tense

4. **subject:** Mark, Mary, and Milly
verb: *come*, future tense

5. **subject:** You
verb: *go*, past tense

Name: _____

Past, Present, and Future Tenses

Create sentences.

1. **subjects:** Mary and Mark
verb: *say* and *make*, present tense

2. **subjects:** teachers and students
verb: *make* and *take*, future tense

3. **subjects:** the green frog and the princess
verb: *come* and *go*, past tense

4. **subject:** Roman consuls and senators
verb: *say* and *come*, present tense

5. **subject:** neighbors and friends
verb: *go* and *take*, future tense

Name: _____

Irregular Verbs (*see, bring, mean, speak, and draw*)

Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is present tense, past tense, or future tense.

Example: Last Friday, we <u>saw</u> (see) the clowns perform at the circus.	<u>past</u>	present	future
Tomorrow, we will see the clowns perform at the circus.	past	present	<u>future</u>

1. One week from today, I _____ (speak) in front of the class. past present future

_____ past present future

2. Last week, I _____ (bring) cupcakes to school for my birthday. past present future

_____ past present future

3. Today, I look at my spelling assessment and I _____ (mean) to try hard. past present future

_____ past present future

4. Mary opens her eyes and _____ past present future
(see) the sun shining.

_____ past present future

5. You _____ (draw) pictures to go past present future
with your story tomorrow.

_____ past present future

Name: _____

Past, Present, and Future Tenses

Create sentences.

1. **subjects:** Marty and her kitten
verb: *see* and *bring*, present tense

2. **subjects:** adults and students
verb: *mean* and *speak*, future tense

3. **subjects:** the yellow dog and the prince
verb: *draw* and *speak*, past tense

4. **subject:** authors and readers
verb: *bring* and *see*, past tense

5. **subject:** writers and readers
verb: *speak* and *see*, future tense

Name: _____

Quotation Marks

Write the sentence using correct punctuation.

1. I like peanut butter and jelly sandwiches the hungry boy said

2. Circle the letter of the sentence that has the correct punctuation and capitalization.

- A. The teacher, “Exclaimed white light is made up of all the colors of the rainbow!”
- B. The teacher exclaimed, “white light is made up of all the colors of the rainbow!”
- C. The teacher exclaimed, “White light is made up of all the colors of the rainbow!”
- D. The teacher exclaimed white light is made up of all the colors of the rainbow!”

3. Circle the letter of the sentence that has the correct punctuation and capitalization.

- A. “Have you ever seen a rainbow in the sky?” asked Grandma?
- B. “Have you ever seen a rainbow in the sky?” asked Grandma.
- C. “Have you ever seen a rainbow in the sky,” asked Grandma.
- D. “Have you ever seen a rainbow in the sky,” asked Grandma?

Name: _____

Word Clues for Suffixes *-er* and *-or*

Choose a word from the box to answer each question and write the word on the blank.

painter	actor	visitor	singer	sailor	farmer
---------	-------	---------	--------	--------	--------

1. I grow crops for food, like corn and wheat, and farm the land.
Who am I? _____
2. I go to a city I have never been to before for a certain period of time to explore, learn, and experience somewhere different from where I live.
Who am I? _____
3. I make pictures by using a brush to put a liquid-like substance on paper or canvas to make a picture with lots of colors.
Who am I? _____
4. I make musical sounds with my voice to entertain people and make music with my band.
Who am I? _____
5. I pretend to be a character and I get in front of a camera to act like that character to make movies and TV shows.
Who am I? _____

6. I travel on water by boat and I like to wait for windy days so my boat will go farther.

Who am I? _____

Create your own word clue for the words below.

1. Word: *player*

Clue: _____

_____ Who am I?

2. Word: *inspector*

Clue: _____

_____ Who am I?

Name: _____

Practice Using Suffixes *-ist* and *-ian*

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.

organist	politician	pediatrician	novelist	mathematician	guitarist
----------	------------	--------------	----------	---------------	-----------

1. The person who is skilled in the branch of medicine dealing with babies and children had to see a very sick baby before he came into the room to check on my rash.

Word: _____ Part of Speech: _____

2. More than one person who is skilled in the study of numbers, amounts, shapes, and measurements and their relation to each other helped write the textbook and activities we use in class.

Word: _____ Part of Speech: _____

3. On Saturday nights at an old theater downtown, a person who plays a musical instrument similar to a piano but larger and with more keyboards plays music on the instrument that rises up from below the stage before the show begins.

Word: _____ Part of Speech: _____

4. A person who is skilled in activity involved with government who has been in state government for years announced that he is retiring when his term ends next year.

Word: _____ Part of Speech: _____

5. Sometimes, a person who writes or makes fictional books creates a series that follows characters and sometimes he or she just writes a variety of stories about different characters.

Word: _____ Part of Speech: _____

6. The person who plays a musical instrument that usually has six strings and a long neck had three different instruments that he took turns playing for different songs during the concert.

Word: _____ Part of Speech: _____

Write your own sentence for each word provided using the definition. Underline the definition.

1. Word: *artist* Part of Speech: noun

2. Word: *musician* Part of Speech: noun

Name: _____

Practice Using Suffixes *-y* and *-al*

Choose the best word to complete the sentence. Write it on the line.

1. The _____ towns in this area are known for fishing,
(musical, coastal)
especially crabs, which are very popular at restaurants this time of year.
2. When it rains, my sister's hair is very _____
(curly, leaky)
3. I feel _____ that I did not get hurt very badly when I fell off my
(dirty, lucky)
bike at the park.
4. During our trip to New Mexico, we saw some _____
(traditional, coastal)
Native American ceremonies and dances.
5. My brother has more _____ talent than I do because he can
(magical, musical)
play three instruments but I can only play one.
6. The _____ faucet on the sink in our classroom dripped all
(leaky, dirty)
afternoon and was very distracting.

Write a sentence using each word given.

1. *dirty*

2. *nutritional*

Name: _____

Word Sort

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

'e' > /ee/

'ee' > /ee/

heel	merit
heal	keep
defend	geometry
elevator	sneer
recess	read
speed bump	reed
greedy	reality
vegan	

Name: _____

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /ee/ sound. Write the words under each header that matches the header's spelling pattern.

'y' > /ee/

'ey' > /ee/

'e_e' > /ee/

stampede

crusty

myth

supreme

monkey

jockey

icy

deny

reality

royalty

kidney

honey

Crete

trapeze

Name: _____

Use Guide Words to Alphabetize

First, underline the guide words. Next, read the possible entry words. Then, circle the entry words that would go on the same page as the guide words. Finally, write the guide words and entry words in alphabetical order. If needed, a table for alphabetizing is provided for each item.

1.

Guide Words **retag**

roster

Alphabetize

Possible Entry Words:

retire

riptide

retail

rotator

2.

Guide Words: **seam**

sustain

Alphabetize

Possible Entry Words:

serious

succeeded

screech

scene



Glossary for *Stories of Ancient Rome*

A

advisor—a person who offers advice and help

aid—to offer help

ambrosia—the drink of the gods; Those who drank it became immortal.

aqueduct—a stone structure built to carry water from the country into the city
(**aqueducts**)

architecture—design or style of buildings

arena—the area of a stadium where the events actually take place

armor—a protective covering, usually made of metal, worn by soldiers in battle

Augustus—Julius Caesar's adopted son who changed ancient Rome from a republic to an empire by becoming the emperor

avalanche—snow, ice, and rocks that suddenly fall down the side of a mountain
(**avalanches**)

B

BC/BCE—Before Christ (Jesus); Before the Christian Era or Before the Common Era

banquet—a large feast to celebrate something

barbarian—a person who is wild, sometimes violent, and does not behave the right way (**barbarians**)

beautiful—very pretty, lovely

beauty—being pretty

befriend—to become friends with (**befriended**)

blacksmith—a person who molds hot iron into metal objects

Byzantium—ancient city in the eastern part of the Roman Empire, later called Constantinople

C

Carthage—city on the coast of Africa that Romans saw as a rival city
(**Carthaginians, Carthaginian**)

chariot—a cart with two wheels and no seats that is pulled by horses; The driver stands up in the cart to hold the horses' reins.

Christianity—a religion based on the teachings of Jesus (**Christian**)

Circus Maximus—a large stadium where chariot races were held

civil war—a war between groups within the same country

civilization—a group of people living together, often in cities, with the same laws, leaders and form of government, language and writing system (**civilizations**)

Cleopatra—the Queen of Egypt; She became queen with help from Julius Caesar.

collapse—to suddenly fail (**collapsed**)

Colosseum—a huge arena in Rome where people would go to watch events, mainly gladiator fights, that is one of the most recognizable buildings from the Roman Empire

conduct—to carry out, such as an activity

confident—sure, certain

confront—to meet face-to-face (**confronted**)

conquer—to take control of something by force (**conquered**)

conspirator—a person who has secretly planned to do something harmful
(**conspirators**)

Constantine—the Emperor who ended the war between the Romans and Christianity; the first Roman Emperor to convert to Christianity

Constantinople—new name for the city of Byzantium and Constantine’s favorite city, which he wanted to turn into a “new Rome”

consul—one of two top officials elected to govern the Roman republic (**consuls**)

counter-attack—a military response to an attack

crouch—to stoop or squat (**crouched**)

cruel—mean, causing pain on purpose

curious—wanting to know more

D

Damocles—a friend of Dionysius who wanted to be king and have Dionysius’s life

dangle—to hang loosely (**dangling**)

defeat—to win a victory over (**defeated**)

democracy—a kind of government in which people are elected as representatives freely and equally by all people of voting age

depart—to leave

dictator—a person who rules a country with total control, often in a cruel way; A dictator is not elected. (**dictators**)

Dionysius—the king of Syracuse, a part of the Roman Empire, and friend of Damocles

divine—relating to God

do his mother's bidding—follow orders from his mother

downfall—a sudden fall from power

E

eager—showing great interest in something

Eastern Empire—the eastern half of the Roman Empire

elect—to choose through votes (**elected**)

emperor—the male ruler/head of an empire

empire—a group of nations or territories ruled by the same leader, an emperor or empress; like a kingdom

envy—to want what someone else has (**envied**)

establish—to gain recognition for doing something well (**established**)

Etruscan—a person who was part of a civilization to the north of Rome who the Romans defeated (**Etruscans**)

F

faith—strong religious beliefs

foe—an enemy

Founding Fathers of the United States—men who played important roles in creating the Declaration of Independence and the Constitution, including John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington

G

gladiator—a man trained to fight people and animals for entertainment, often resulting in death (**gladiators**)

govern—to rule or control (**governed, government**)

H

Hagia Sophia—a large Christian church with a magnificent dome built by Justinian in Constantinople

Hannibal—general from Carthage who led the fight against Rome during the Second Punic War; He won many battles but lost the war.

hew—to cut something with a sharp tool

historian—a person who writes about history (**historians**)

honor—a privilege or special opportunity to do something

Horatius—a Roman soldier who became a hero by fighting the Etruscan army with two other men so that the other Romans could escape; He jumped in the river during the fight and drifted downstream to Rome.

I

illegal—against the law

immortal—able to live forever

invade—to attack or enter a place in order to take control of it

J

jealousy—wanting what someone else has, wanting complete attention (**jealous**)

Jesus—a religious teacher born in the Palestine region of the Roman Empire, also called Jesus Christ; Christianity is based on his teachings.

Julius Caesar—a Roman general who conquered many lands and expanded the Roman republic; After serving as a consul, he decided he did not like the way the republic was run. He became a dictator, was then seen as a threat, and was killed.

Justinian—great emperor of the Eastern Empire who built the Hagia Sophia and organized laws into Justinian's Code

Justinian's Code—the laws organized and published by Justinian

L

Latin—the language of ancient Rome

laugh—to giggle or chuckle at something that is funny

legendary—well-known or stemming from an old story passed down from long ago that is usually not true

M

magnificent—impressive and beautiful

marriage—the committed partnership between two people to make a home and raise a family

Mediterranean—the sea around which the Romans created their empire; an important body of water for trade, war, and transportation

messenger—someone who delivers messages back and forth

miracle—an amazing event with no explanation, believed to be an act of God
(**miracles**)

mission—a very important job

monarchy—a kind of government in which a king or queen rules and selects who will rule after his/her death, usually the oldest son

mosaic—art made by putting small pieces of glass or tile together to form a picture
(**mosaics**)

Mount Olympus—the home of the Roman gods and goddesses

Mount Vesuvius—a volcano that erupted in AD 79 and wiped out the city of Pompeii

O

official—a person who holds an office and has authority (**officials**)

P

Pantheon—a temple built to honor all of the Roman gods

patrician—a person from an old, wealthy, powerful family in the Roman republic who held government positions (**patricians**)

pillar—a column that supports a building or a supporting part of something (**pillars**)

pity—to feel sorry or unhappy for someone

plebeian—an ordinary person who was poor and had little education or power in the Roman republic (**plebeians**)

plume—a cloud of smoke that rises into the air in a tall, thin shape

Pompeii—a city in the Roman Empire that was wiped out when Mount Vesuvius erupted

preserve—to save in its original form so that it remains the same (**preserved**)

prick—to make a small hole with something sharp (**pricked**)

priestess—a woman who performs special duties to honor and communicate with the gods

pumice—gray volcanic rock

Punic War—one of the three wars fought between the Romans and the Carthaginians over control of the Mediterranean (**Punic Wars**)

R

ransom—money paid to free someone who has been captured or kidnapped

reform—to change the way things are done to make them better (**reformed**)

reign—period of time during which a ruler is in charge

religion—the belief in a god or many gods

Remus—one of the brothers who started Rome according to legend; He was killed by his brother Romulus in a fight over where to build the city.

republic—a kind of government in which people are elected as representatives to rule

revolt—riot or revolution against a ruler or government

rival—an enemy

Romulus—one of the brothers who started Rome according to legend; He killed his brother Remus in a fight over where to build the city and then built Rome and named it after himself.

rough—not calm

Rubicon—the river Julius Caesar crossed even though the Roman senators warned him not to, leading to a civil war

ruins—the remains of something that has fallen or been destroyed

S

satyr—a creature who was half man, half goat and was often found with Bacchus (**satyrs**)

scholar—a person with a lot of knowledge about a certain subject (**scholars**)

Senate—a group of men (senators) who were elected to represent the people who voted for them and met to make decisions and pass laws for the Roman republic; American government today also has a Senate (and senators). (**senators**)

she-wolf—a female wolf

shrine—a place where people pray to or worship gods and goddesses

subjects—people who are ruled by a king or emperor

T

talent—a unit of measurement in ancient Rome, equal to about 71 pounds, used to measure gold and silver (**talents**)

taunt—to tease or make someone upset by making fun of or being mean to the person

thou—old fashioned way of saying “you”

threat—someone or something that is or may be dangerous

tradition—custom (**traditions**)

traitor—someone who is not loyal

trial—a meeting in court to determine if someone has broken the law

trident—Neptune’s magical, three-pronged spear that was shaped like a fork

tyrant—a ruler who is mean, harsh, and acts without regard for laws or rules

U

underworld—underground place where dead people’s spirits go

unusual—rare

V

valiantly—in a brave and courageous manner

Veni, vidi, vici [wae-NEE, wee-DEE, wee-KEE]—I came, I saw, I conquered, Julius Caesar’s report about his efforts in Asia

vicious—dangerous, violent, mean

victorious—having won a battle, war, or contest

volcano—a mountain with openings through which melted rock, ash, and hot gases explode

W

Western Empire—the western half of the Roman Empire

wisdom—knowledge and good judgment gained over time

Y

ye—old fashioned way of saying “you”

yon—distant

Writing Prompts

Unit 4:

1. Write a paragraph **judging** whether Julius Caesar was a good leader or not. Use details to support your answer.
2. Write a page of dialogue **persuading** readers to dig up the lost city of Pompeii.
3. Explain how the Roman government served as a good **model** for our government.
4. Make a chart showing background facts you knew before reading this Reader and new facts learned.
5. **Debate** (in written form) whether it was a good idea for Hannibal to cross the mountains with a squad of elephants.
6. Writing as Horatius, **persuade** others to join you in holding the bridge.

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.

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.
3. In three sentences, summarize what you read today.

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

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Unit 4

Workbook

Skills Strand
GRADE 3