

Unit 9

Skills Workbook





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Skills Workbook

Skills Strand

GRADE 3

Core Knowledge Language Arts®



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Unit 9

Skills Workbook

This Skills Workbook contains worksheets that accompany the lessons from the Teacher Guide for Unit 9. Each worksheet is identified by its lesson number and where it is intended to be used. For example, if there are two worksheets for Lesson 8, the first will be numbered 8.1 and the second 8.2. The Skills Workbook is a student component, which means each student should have a Skills Workbook.

Name: _____

The Lure of Spices

1. What were European explorers looking for?

2. List your favorite spice from the selection and justify with three reasons why it is your favorite.

A. _____

B. _____

C. _____

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 with him/her. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns we've learned for /ue/ spelled 'u', 'u_e', and 'ue'. On Friday, your child will be assessed on these words.

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

The Content Word for this week is *explorer*. This word is directly related to the material that we are reading in *The Age of Exploration*. 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 students to stretch themselves a bit and try to spell this word.

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

1. hue
 2. perfume
 3. unify
 4. continue
 5. argue
 6. amusement
 7. accuse
 8. rescue
 9. issue
 10. cubical
 11. useful
 12. utensils
 13. bugle
 14. occupy
 15. uniform
 16. confuse
 17. fuming
 18. mute
 19. **Challenge Word:** impossible
 20. **Challenge Word:** journal
- Content Word:** explorer

Student Reader

The chapters your child will read in *The Age of Exploration* include information about explorers from Europe. These selections are historical accounts of the difficulties explorers faced, what they were in search of, their destinations, and often, their discoveries. This week, students will read about the quest for spices and gold, navigational tools, and a settlement built by the Spanish. Be sure to ask your child each evening about what he or she is learning.

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

Name: _____



Introduction to *The Age of Exploration*

In 1491, most Europeans did not know that North and South America existed. The people of the Americas did not know that Europe existed. Although other **explorers** had visited the Americas before, Europeans did not know that.

In 1492, that changed. In that year, Christopher Columbus sailed across the Atlantic Ocean and accidentally landed on islands off the coast of the Americas. His **explorations** marked the start of the Age of **Exploration**.

As news spread about what Columbus had found, men from all over Spain raced to find treasure. Spanish **conquistadors**, such as Francisco Vasquez de Coronado, set out in search of silver and gold. They **slashed** their way through swamps. They marched across deserts. They **explored** and conquered many lands.

A few years later, other European countries got involved. John Cabot went **exploring** for England. Henry Hudson **explored** for England and for the Netherlands. Samuel de Champlain **explored** for France.

These **explorers** changed the world. They connected Europe with the Americas. You will read about some of their journeys here.

Name: _____



The Lure of Spices

Many European explorers were hoping to find gold and other **precious** metals.

You can probably understand why explorers were eager to find gold. Gold is a valuable metal even today. However, you may be surprised to learn that many explorers were also excited about finding **spices**. You might be saying, “**Spices?** Really? Why were they so eager to find **spices?**”

Here’s the answer: Things that are **scarce**, or hard to find, tend to be **expensive**. That’s why gold is **expensive** today. That’s also why **spices** were **expensive** five hundred years ago. Back then, **spices** were **scarce** in Europe. They were hard to find. So they cost a lot. Some **spices** were almost worth their weight in gold.

The red balls in the center of this image are red **peppercorns**. A cook can add a few whole **peppercorns** to soup. He can use a spice grinder to **grind** the **peppercorns** into tiny bits. Either way, the pepper will add **flavor** to the soup. It will make the soup spicier and tastier.

To the left of the red **peppercorns**, you can see white **peppercorns**. These come from the same plants as red **peppercorns** but they are prepared in a different way. White **peppercorns** start out as red **peppercorns** but the outer **hull** of the red **peppercorn** is removed to reveal the inner **kernel**, which is white. They can be used in the same way as red **peppercorns**.

The black bowl in the upper right of this image is filled with cloves. Cloves are dried flower buds. They are used to add **flavor** to meats and stews, some teas, and pumpkin pie. Cloves are very strong. Cooks who use them must be careful because adding too many of them may **overwhelm** other **flavors** in the dish.

Peppercorns can’t be grown in Europe. They can only be grown in warm, wet places, like India. The image shows unharvested **peppercorns**.

Today, we can get **peppercorns** from India pretty easily. An airplane or a ship can transport large amounts of them. You can go to a grocery store and get almost any **spice** you want. A little jar of cloves might cost a dollar or two. A can of **peppercorns** might cost five or six dollars.

Five hundred years ago, Europeans were not so lucky. The world was not as well connected as it is today.

A Spaniard who wanted pepper would have to pay for a lot more than just the pepper. He would have to pay the cost of shipping the pepper over land all the way from India, using donkeys, mules, and camels.

It was the same with cloves and cinnamon. These plants could not be grown in Europe. They had to be **imported**, or brought in, to Europe from faraway places, like the Indies.

Many of the **spices** we use are the flowers, the fruits, or the seeds of the plant. Cinnamon is different. In this case, the part of the plant we use is the bark. Strips of bark are cut off the tree. The outer bark is cut away. The inner bark is kept and rolled up like little **scrolls**. These are called cinnamon sticks. Cinnamon can also be **ground** up, like pepper.

Do you like the taste of cinnamon? Do you like cinnamon on toast? How much do you like it? Would you be willing to sail across an ocean to get some cinnamon for your toast? In a sense, that is what European explorers were trying to do.

Name: _____

Second Sons

1. What is the main idea of the selection?

2. If you were not a firstborn son in the 1400s or 1500s, what would you have done when your oldest brother inherited everything your father owned? Justify your answer with three supporting reasons for your decision.

A. _____

B. _____

C. _____

3. Do you think primogeniture is fair? Justify your answer with three supporting reasons.

A. _____

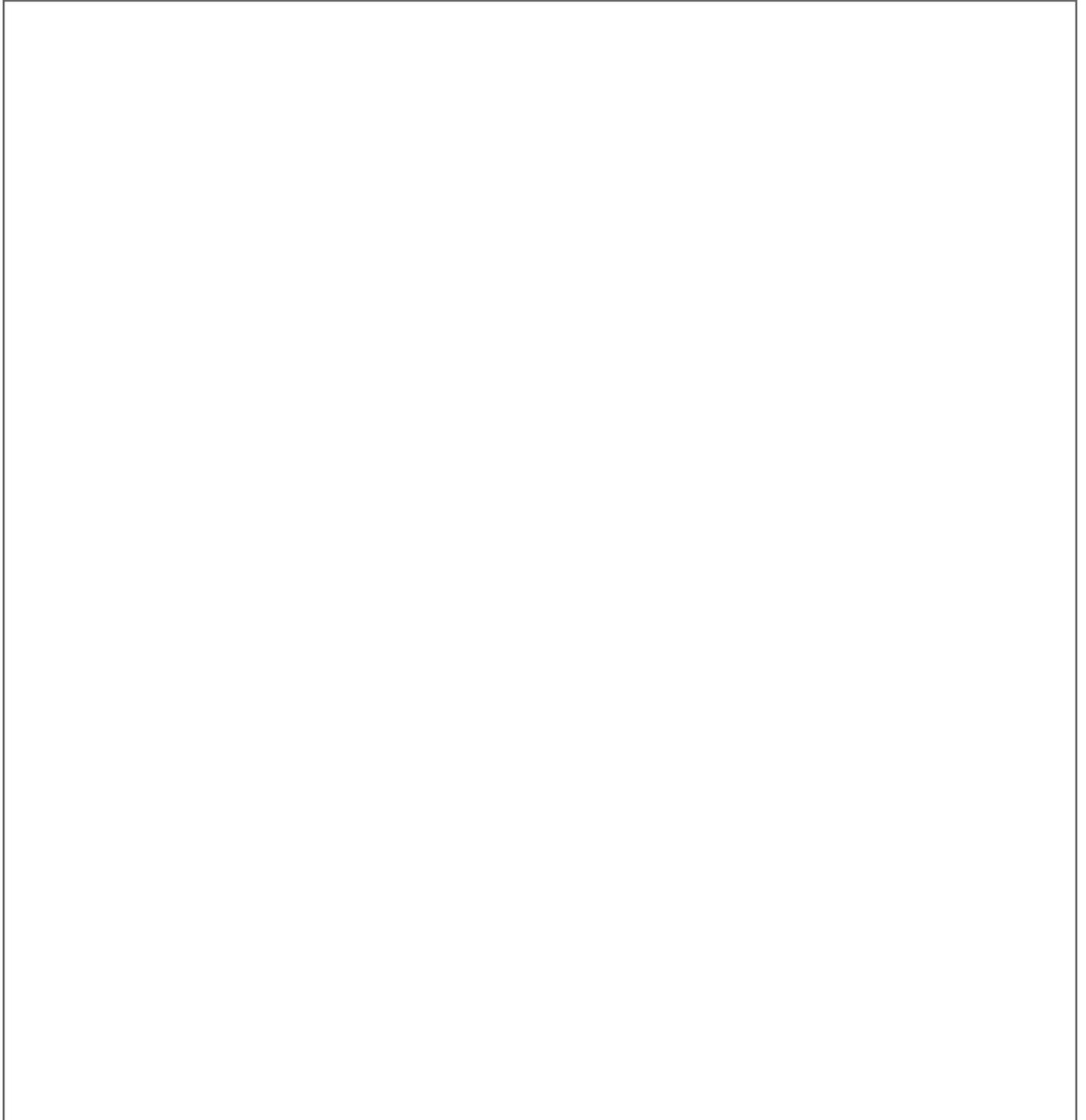
B. _____

C. _____

Name: _____

Family Tree

Draw your family tree on this page. Make sure to label your tree with names!



Name: _____

Creating Sentences Using Linking Words *for example*

Add examples to this group of sentences in the form of a list, using the words *for example*.

Example:

The sporting goods store has a wide variety of sports equipment _____

(basketballs, footballs, clothing, tennis rackets, skis, boots, gloves, etc.)

- A possible sentence could be: The sporting goods store has a wide variety of sports equipment, for example, basketballs, clothing, and skis.

1. My story includes many characters _____

2. The art camp I attended last summer taught many forms of creating artwork

3. The library has many magazines about different activities _____

Add an example to this group of sentences in the form of a complete sentence, using the words *For example*.

Example:

My friends and I love to spend time together on weekends. _____

(Last weekend, we went to a basketball game. One weekend, we went on a hike with our parents.)

- Possible sentences could be: My friends and I love to spend time together on weekends. For example, last weekend we went to a basketball game.

1. My sister writes two songs a week. _____

2. Polly, my talkative parrot, knows lots of silly phrases. _____

3. Our friends spent hours and hours planting flowers in their yard. _____

Name: _____



Second Sons

Did you know that many explorers had older brothers? Very few of them were the oldest sons in their families.

Can you guess why that might be?

It's not because firstborn children didn't want to go out and explore the world. It has to do with the laws in Europe at the time. Most countries in Europe had laws about who could **inherit** an **estate**. These laws stated that the oldest son in a family would **inherit** all of his father's land, goods, and money.

This was true for kings. When a king died, he would be replaced on the **throne** by his eldest son. A daughter could only become queen if a king had no sons.

This was also true for **nobles**. For example, if the Duke of Richland died, his eldest son would become the new Duke of Richland. This eldest son would **inherit** everything his father owned.

What did the younger sons and daughters get? Nothing.

This system is known as primogeniture. Primo means "first." "Geniture" means born. Primogeniture is a system in which the firstborn son **inherits** everything when his father dies.

This way of doing things seems very strange to us today. It also seems unfair. Most parents today would not leave all their money and **property** to their oldest son. They would split the money and **property** up among all their children. Why, then, did Europeans do things differently back in the 1400s and 1500s?

There is actually a good reason. Let's go back to the Duke of Richland. Imagine that he is a wealthy landowner living in a land with no law of primogeniture. Let's say he owns 1,000 acres of good farmland. But, alas, he dies. His land is split between his two sons. So now we have two men, each of whom has 500 acres of land. Now, suppose each of these two men has four sons. When the fathers die, their lands are split again. So now we have eight men with 125 acres each. Do you see what is happening? The **estate** of Richland is being split up. It is no longer big and **impressive**. It is becoming small and unimportant. The men of Richland are probably also becoming less powerful because they each have less land.

Also, who is the Duke of Richland now? Are all eight of his grandsons now dukes? Will their grandsons also be dukes? At this rate, the land will be **overrun** by dukes!

The **nobles** did not want this to happen. They wanted to keep their lands together, so their families would remain powerful. They wanted there to be one Duke of Richland and they wanted him to remain one of the most powerful men in the country. That is why they passed laws of primogeniture.

This was good news for the oldest son in each family. It was bad news for the other sons and for all the daughters. They had to find other ways to make money and gain power.

One way to do this was to be an explorer. If you could not **inherit** anything in your homeland, why not sail off and discover some other way to make your fortune?

This is, in fact, what many second sons did in the late 1400s and 1500s. They went in search of ways to make money they would never have **inherited** if they stayed in Europe.

Name: _____

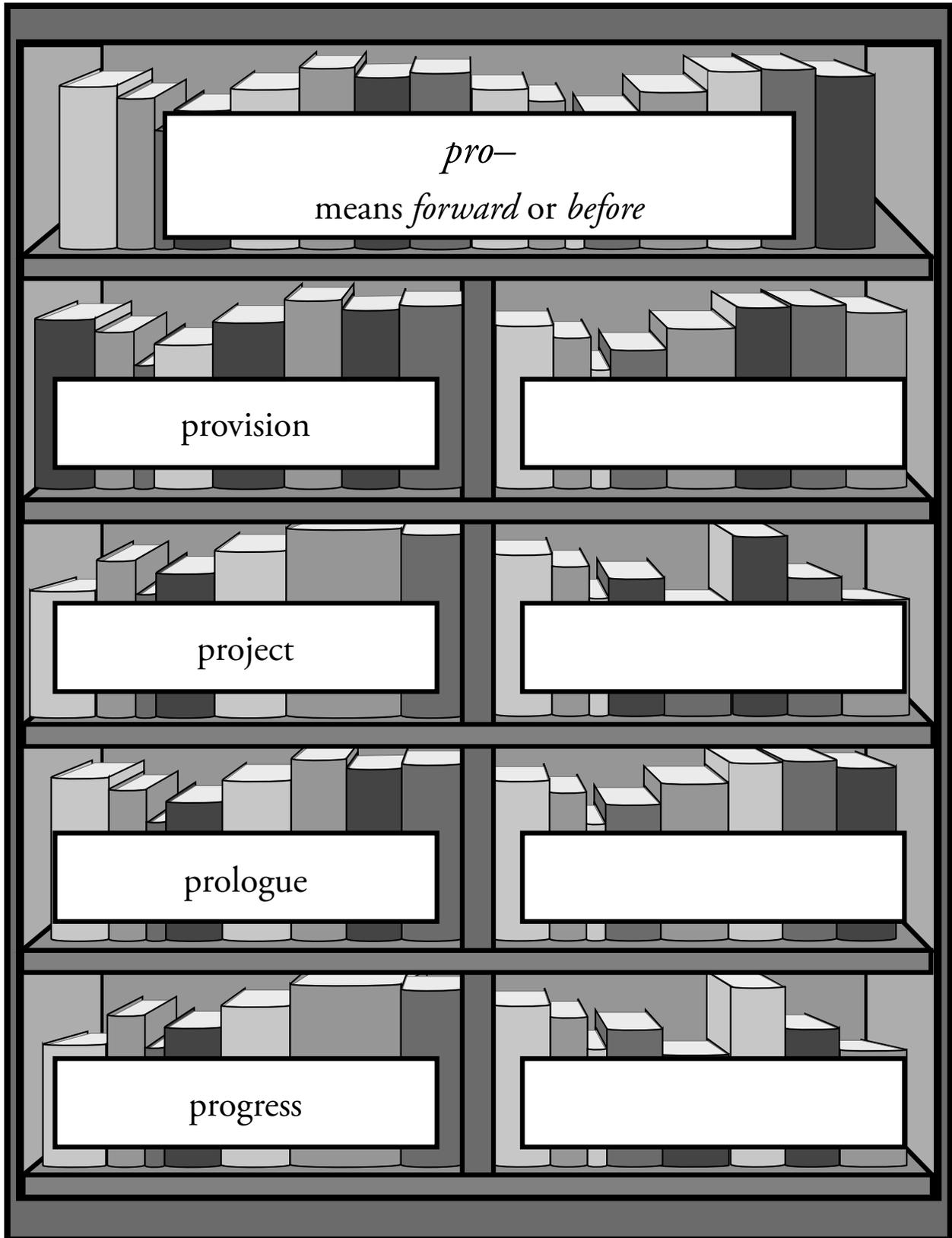
Toscanelli's Map

Match the term by each letter in the left column to the correct phrase in the middle column. Write the page number that justifies your answer.

- | | | |
|-------------------------------------|--|------------|
| A. 1474 | 1. Cippangu _____ | Page _____ |
| B. Toscanelli | 2. Math whiz _____ | Page _____ |
| C. Japan | 3. Landed in the Caribbean and thought he was close to China _____ | Page _____ |
| D. The Spice Islands | 4. Continent south of Europe _____ | Page _____ |
| E. China | 5. Cathay Mangi _____ | Page _____ |
| F. Columbus | 6. How Europeans knew about China _____ | Page _____ |
| G. <i>The Travels of Marco Polo</i> | 7. Islands south of Cathay Mangi _____ | Page _____ |
| H. Africa | 8. Toscanelli made a map of the world _____ | Page _____ |

Name: _____

Word Shelf



Name: _____

Prefix *pro-*: Meaning *forward* or *before*

provision —(noun) something provided beforehand	
project —(verb) to throw forward	
prologue —(noun) an introduction to a book or play that comes before the book or play starts	
progress —(noun) movement forward; improvement or development over time	

Write the correct word to complete each sentence.

propel	proposal	project	provision
provide	progress	propose	prologue

- We needed to _____ our own snacks for the field trip.
- I made _____ on my Native American project over the weekend and I only have one part left to do.
- Sam needed something to _____ a car forward for his science experiment.
- Grandpa said, “I _____ we go to the zoo since it is such a nice day out today. What do you think?”

propel

proposal

project

provision

provide

progress

propose

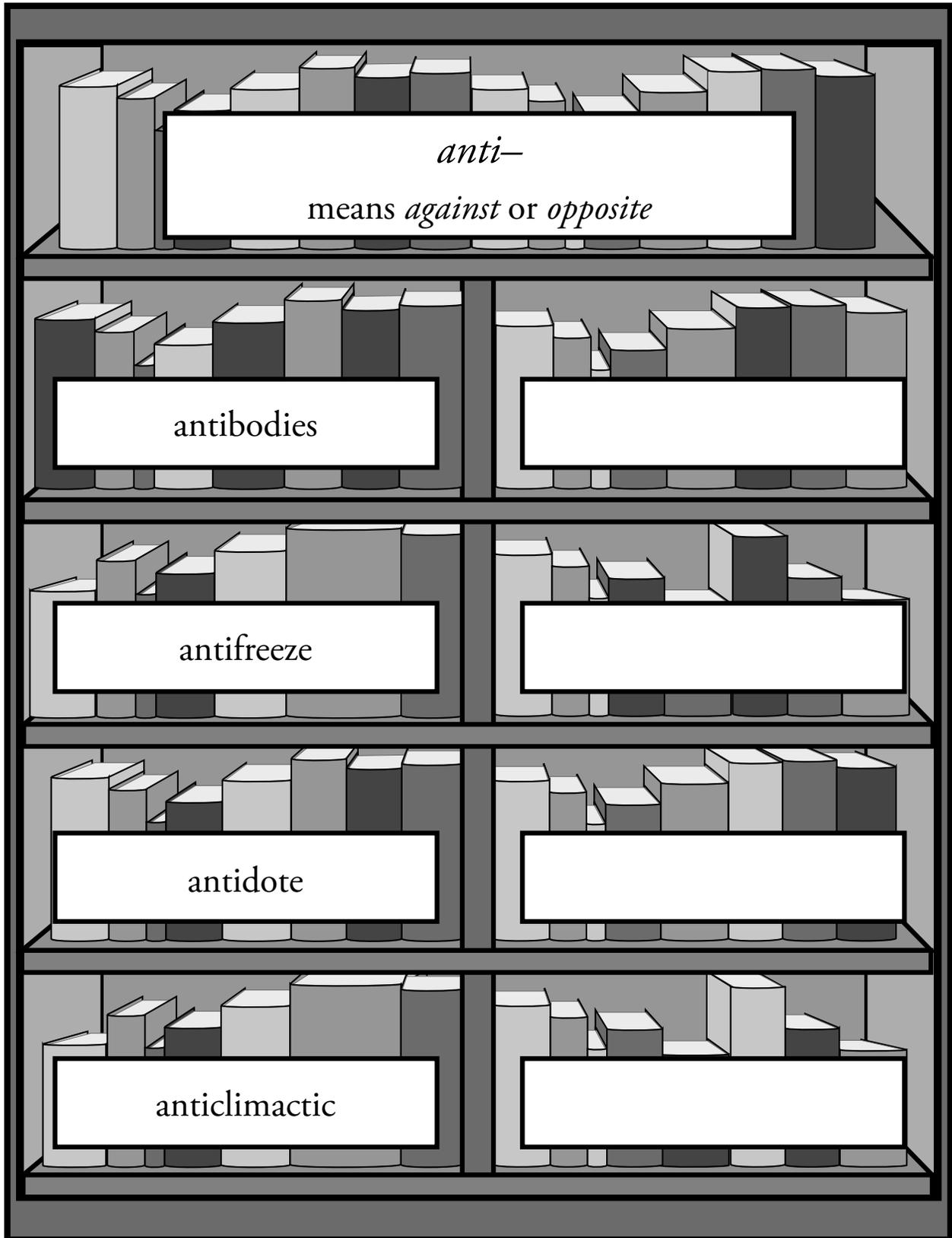
prologue

5. My sister was able to _____ light onto the wall so we could trace shadows on paper.
6. Carter was missing one _____ for the hike: water.
7. Tyra agreed with her mother's _____ that she get all the cookie ingredients out before baking.

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

Name: _____

Word Shelf



Name: _____

Prefix *anti-*: Meaning *against* or *opposite*

antibodies —(noun) substances in the body that fight against disease	
antifreeze —(noun) a substance that prevents (or works against) freezing	
antidote —(noun) a substance that works against poison or something bad	
anticlimactic —(adjective) the opposite of climactic; disappointing	

Write the correct word to complete each sentence.

anticlimactic	antidote	climax	freeze
perspire	antifreeze	antibiotic	antiperspirant

1. He needed to put on more _____ after his workout because he was still sweating.
2. Grandma put raspberries and water in ice cube trays to _____ so we could put the fruit cubes in our drinks the next day.
3. I thought the end of the play was _____ and should have ended with a big celebration instead of just the lights dimming.
4. Some Native American tribes know an _____ for when you come in contact with poisonous things, like plants and insects.

anticlimactic	antidote	climax	freeze
perspire	antifreeze	antibiotic	antiperspirant

- 5. The _____ the doctor prescribed for my infection was not working so Mom called his office to ask for something else.

- 6. When it is very hot outside in the summer, I _____ a lot and need to drink a lot of water to stay hydrated.

- 7. The _____ of the story involved the main character finally finding her family after being lost for a long time.

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

Name: _____

Linking Words *in conclusion*

Add a concluding sentence for each paragraph, beginning with the words *In conclusion*.

Our substitute teacher, Mr. Brown, was a “grammar whiz” and excitedly taught the grammar lesson to our class. It seemed as though he loved grammar more than any other subject. His examples were full of details and information. He called on students to share their ideas and made everyone feel very smart. At the end of the lesson, all of us understood what he taught us. _____

Our class trip to the zoo was a day to remember! We all got on the bus and took our assigned seats. Mrs. Washington had paired us up with friends so we all chatted happily as we rode to the zoo. Then, we arrived at the zoo and began to follow the guide around to look at the many kinds of animals. It was so cool to see lions, tigers, and the different kinds of birds, and many of us were taking pictures. We must have walked for miles and miles to see all of the animals. At the end of the day, we were all tired but full of great memories. _____

Performing before an audience for the first time is both scary and exciting. When I reached third grade, my parents decided I should take piano lessons, something I had dreamed of for years. They bought a second-hand piano at a thrift shop, had it put in my bedroom, and hired a teacher named Miss Sanders. She and I were instant friends and I loved each and every lesson I took from her. After three months, it was recital time and I was ready to play two songs I had learned by heart. As I walked up to the piano in her studio to play my songs, I looked at all the parents and families who had gathered to hear Miss Sanders' students perform, and I thought I would faint. I was so afraid I would make a mistake or forget how to play the songs. But I just took a deep breath and was able to remember every note. When I was finished, I happily took a bow as the audience applauded. _____

Name: _____

Blank Busters

hue	cubical	perfume	useful	unify
utensils	continue	bugle	argue	occupy
amusement	accuse	uniform	mute	confuse
rescue	fuming	issue		
Challenge Word: impossible				
Challenge Word: journal				
Content Word: explorer				

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

1. Anthony's sister wears very strong smelling _____ .
2. _____ traveled on the high seas and hoped to discover riches of many kinds.
3. My angry brother _____ the television so he could finish _____ with me about where I was sitting.
4. He was _____ because I _____ the comfy chair.

5. The police _____ dog became _____ when he picked up two scents.
6. Today, sailors wear a _____ and some may play a _____.
7. His _____ said they saw him take the money off of the park bench.
8. The _____ park ride _____ for the longest time!
9. Did the early explorers write in a _____?
10. The rainbow had a soft _____ that seemed to drift across the sky.

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

1. _____

2. _____

3. _____

Name: _____



Toscanelli's Map

An Italian man named Paolo [POW-loe] Toscanelli [TOS-kəh-NEL-ee] may have been responsible for the Europeans landing in the Americas.

Toscanelli was a math **whiz**, an astronomer, and a mapmaker. In 1474, he made a map of the world, which he sent with a letter to the King of Portugal telling how to reach the Indies by sailing west. The King was very interested but Toscanelli was not correct.

On the right side of Toscanelli's map, you can see some parts of Europe in orange. You may know some of them: Ireland, labeled "Irlanda;" London, England; and Lisbon, Portugal, labeled "Lisbona."

To the south of Europe, you can see part of Africa. The part Europeans called Guinea is labeled. The Canary Islands, just off the coast of Africa, are labeled "Canariae."

Look at the left side of the map. This side shows parts of Asia, or, rather, it shows parts of Asia where Toscanelli thought they might be.

Do you see the big island labeled Cippangu? That was what Toscanelli and other Europeans called Japan. They had heard about Japan. They knew it was somewhere in Asia. But they did not know exactly where. Toscanelli put it on his map where he thought it might be.

Do you see the land labeled Cathay Mangi? That was what Toscanelli and others of his day called China. They had read about China in a book called *The Travels of Marco Polo*. But they did not know exactly where it was. Again, the map shows where Toscanelli thought China was, not where it really is.

Do you see the islands just south of Cathay Mangi? Those are parts of the Indies. They are the "spice islands" that Europeans were so eager to reach.

Notice that Asia does not seem to be too far from Europe. That was one of Toscanelli's big ideas. He thought Earth was not that big. He thought Asia was probably not too far from Europe. So that's how he drew it on his map.

Now, imagine you are Christopher Columbus. You want to find a way to get to the Indies. You look at Toscanelli's map.

“Wow!” you say. “Look at that! Asia is right there. It’s not so far from Europe. There’s nothing in between but a little water! It would not be hard to get to Asia! Why, I could get there in a few weeks. All I would need to do is sail west!”

We can never be sure what was in Christopher Columbus’s mind when he first looked at Toscanelli’s map. We do know he made a plan to travel to the Indies based on Toscanelli’s map. Then, he set out to find someone who would pay for his **voyage**. In the end, he **convinced** King Ferdinand and Queen Isabella of Spain to pay for it.

Now, here is the same map with something added. The light blue shows what is really there, not what Toscanelli thought was there. You can see the outline of North America and part of South America.

The orange parts of the map show the Asian lands Columbus **expected** to reach. The light blue outline shows the lands where he actually accidentally landed.

Toscanelli’s map explains a lot. It helps us see where Columbus got the idea of sailing west to reach the Indies. It also helps us see why he ran into the islands of the Caribbean and why he thought he was close to China.

Name: _____

Navigation in the Age of Exploration

1. Circle the items used for navigation by European explorers.

maps compass forerunner astrolabe hourglass road sign estimate stars

2. Why couldn't explorers use landmarks to guide them?

3. Describe items your family uses when traveling.

Name: _____

Linking Words *in the same way* and *in contrast*

Look carefully at the pictures of the two balls. Write characteristics about each ball on the lines below it. Underline characteristics that match. Write an X in front of characteristics that do not match.



Characteristics of a Soccer Ball



Characteristics of a Football

To *compare*, write a sentence about the soccer ball including characteristics that match the football. Hint: they are underlined. Write a second sentence describing the football including characteristics that match the soccer ball using the words *in the same way*.

A soccer ball is _____

In the same way, a football is _____

To *contrast*, write a sentence about the soccer ball including characteristics that do not match the football. Hint: they have an X written in front of them. Write a second sentence describing the football including characteristics that do not match the soccer ball, using the words *in contrast*.

A soccer ball is _____

In contrast, a football is _____

Name: _____

Prefixes *pro-* and *anti-*

Choose the correct word to complete the sentence and write it on the line.

1. I asked my grandmother to _____ with caution because the sidewalk still had icy spots on it.
(propel, proceed)
2. In my opinion, the book ended in an _____ way because the mystery was never solved.
(anticlimactic, climactic)
3. The doctor said my _____ must be strong because I am the only one in the family who did not get sick.
(antibodies, antibiotic)
4. In the movie, a wizard described a _____ he believed would come true in the year 2015.
(progress, prophecy)
5. When we learned about light, we learned how to _____ light onto a surface and create shadows.
(project, propel)
6. She forgot to pack _____ in her travel bag for the marathon so she will have to buy some when she arrives in the city.
(antibiotic, antiperspirant)
7. For the science experiment, our group had to make something to _____ the car we built towards the target.
(propel, progress)

8. In some ancient civilizations, people used _____ to help others get well after getting bitten by something bad or poisonous.
(antifreezes, antidotes)

Write a sentence using each word listed.

1. *proposal*

2. *antisocial*

3. *progress*

Name: _____

Word Sort

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

'u' > /ue/

'u_e' > /ue/

'ue' > /ue/

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

queen	unicycle	mule
miscue	huge	Utah
pew	conquer	spun
tissue	venue	guess
compute	disvalue	view
costume	commune	ukulele
profuse	mutter	Europe
cubicle	suit	quench
fumigate		

Name: _____



Navigation in the Age of Exploration

Do you ever go on trips with your family? How do the adults in your family find the places they want to visit? Do they write down directions? Do they use maps? Do they look for **landmarks** along the way? Do they have an electronic **device** that tells them where to turn?

Early European explorers didn't have most of those things. Most sailors in those days stayed close to land and looked for familiar **landmarks**. However, this would not work for explorers. They could not look for familiar **landmarks** because they were sailing into unknown waters.

Early explorers did have some maps but they were not always **accurate**. So how did the explorers **keep track** of where they were?

They had several tools that they might have used. One of them was a **compass**. A **compass** is a very simple **device**. It is just a little **magnet** that sits on a pin so it can spin. The pointer on the **magnet** points north. Back then, nobody knew why. Now, we know it's because Earth has a **magnetic field**, which is strongest at the poles. **Magnets** are attracted to the **magnetic field** of the North Pole.

Using a **compass**, an explorer could figure out which direction was north. Plus, if he knew which direction was north, he could figure out south, east, and west. That was a big help.

Explorers also used the stars to **keep track** of their position. Sailors in this day used two **gadgets**. One was called a quadrant. The other one was called an astrolabe. The details of how these **gadgets** work are complicated but the basic idea is not. The idea is that you can **keep track** of your position on Earth by **keeping track** of where certain stars appear to be in the night sky. If you can tell where the sun, the North Star and other key stars are, you should be able to figure out where you are on Earth.

Others may have **kept track** of how far they had traveled using a **method** called **dead reckoning**.

Here's how **dead reckoning** worked: a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. There might be a knot every five feet. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an **hourglass**.

The sailor or the captain of the ship would then watch to see how much rope was pulled out of the ship and into the sea. If the ship was going fast, it would quickly leave the piece of wood behind. It would pull many yards of rope out of the ship before the **hourglass** ran out. If the ship was going slower, it would not pull as much rope out. Then, the person would count how many knots of rope got pulled out of the ship before the **hourglass** emptied out. If you have ever heard of a ship's speed referred to as knots, this is a **forerunner** of that measurement of speed.

A ship's captain could use **dead reckoning** to make an **estimate** of how fast the ship was moving. Then, he could **estimate** how far the ship would travel in an hour or a day. He could use a **compass** to know which way he was heading. He could put all this together to make an **estimate** of where he was.

Name: _____

Spelling Assessment

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

'u_e' > /ue/

'u' > /ue/

'ue' > /ue/

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

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

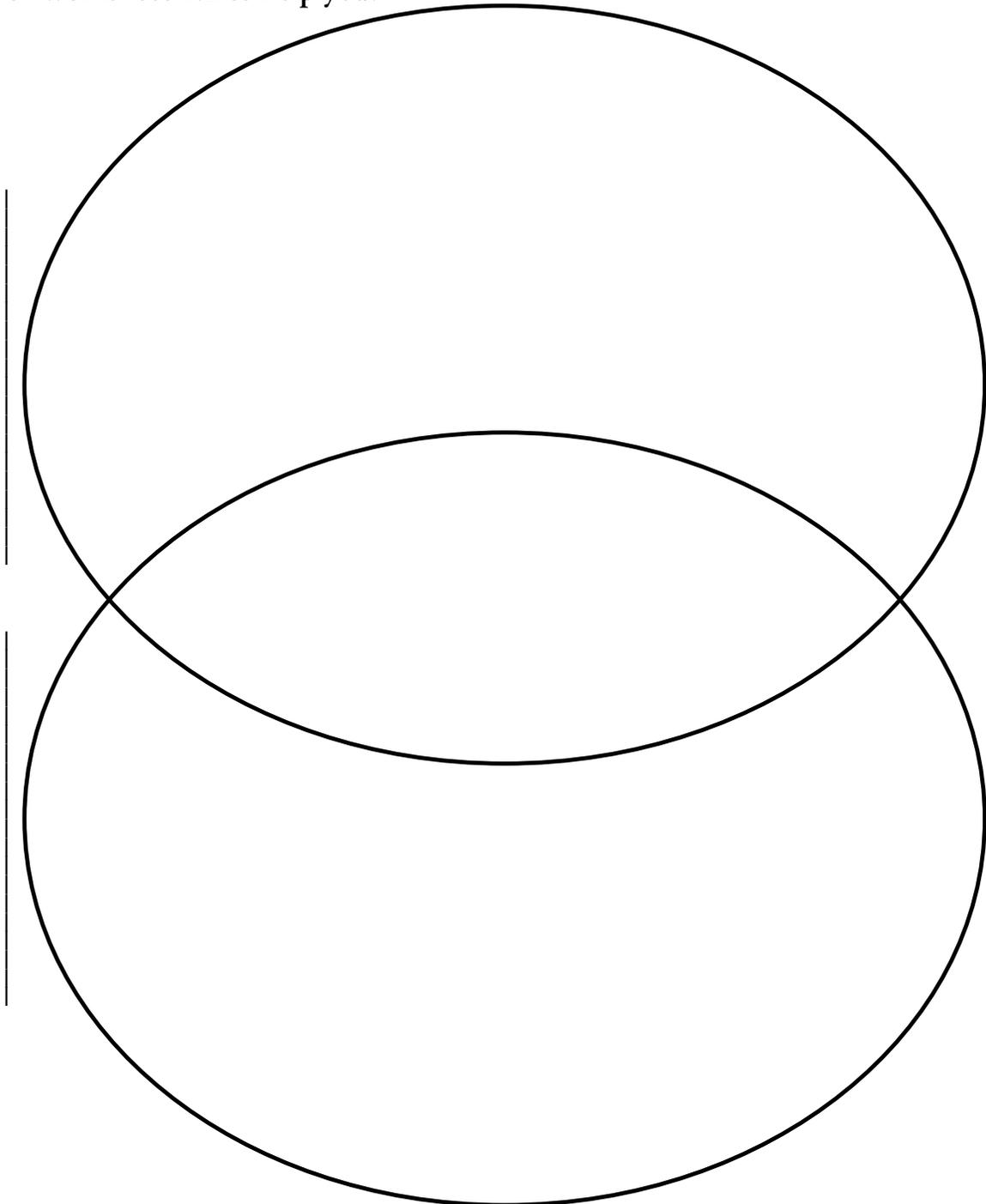
1. _____

2. _____

Name: _____

Compare and Contrast

Using the information from Worksheet 4.2, compare and contrast the two balls using the Venn diagram. Label each circle with either the words *soccer ball* or the word *football*. Write characteristics that the two balls have in common where the circles overlap. Write characteristics unique to each ball in the separate circles. Use the sentences that you wrote on the back of Worksheet 4.2 to help you.



Name: _____

Word Meanings

Follow your teacher's directions to complete this worksheet.

Example: Who would be more **feeble**, your 92-year-old great grandmother or your 10-year-old sister?

feeble old, frail

feeble—part of speech *adjective*: meaning weak; not strong

My great grandmother would be more feeble than my sister.

1. If you were playing outside and suddenly saw a thunderstorm heading your way, would you **skedaddle**?

skedaddle _____

skedaddle—part of speech _____ meaning _____

Sentence: _____

2. Which would more likely be a **monstrosity**, a kitten or a dinosaur?

monstrosity _____

monstrosity—part of speech _____ meaning _____

Sentence: _____

3. Would you rather **chisel** away at a piece of bark or the Atlantic Ocean?

chisel _____

chisel—part of speech _____ meaning _____

Sentence: _____

4. Which of the following two pairs of colors would be more in **contrast** with each other: two different shades of green, or black and white?

contrast _____

contrast—part of speech _____ meaning _____

Sentence: _____

5. Do you get more **nutrients** from spinach or a chocolate cupcake?

nutrients _____

nutrients—part of speech _____ meaning _____

Sentence: _____

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 with him/her. Helpful activities for your child include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing spelling patterns we've learned for /oo/: 'oo', 'ew', 'o', and 'o_e'. On Friday, your child will be assessed on these words.

Students have been assigned three Challenge Words, *country* and *through*/*threw*. Challenge Words are words used very often and need to be memorized. The Challenge Word *threw* does follow one of the spelling patterns for this week. Although *through* also makes the /oo/ sound, it is a very rare spelling.

The Content Word for this week is *discovery*. This word is directly related to the material we are reading in *The Age of Exploration*. 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 students to stretch themselves a bit and try to spell this word.

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

1. remove
 2. dewdrop
 3. groove
 4. shrewd
 5. booth
 6. movement
 7. balloon
 8. newborn
 9. chewing
 10. whoever
 11. strewn
 12. disapprove
 13. undo
 14. lose
 15. kangaroo
 16. toothache
 17. improve
 18. **Challenge Word:** country
 19. **Challenge Word:** through
 20. **Challenge Word:** threw
- Content Word:** discovery

Student Reader

The chapters your child will read this week in *The Age of Exploration* include information about Spanish, English, and French explorers. Also, your child will read about two reasons for exploration: to claim land for a specific European country and to establish trade with Native Americans. Students will also read a description of a young sailor's life on a ship. Be sure to ask your child each evening about what he or she is learning.

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



El Castillo de San Marcos

The building on the right is a **fort** in St. Augustine, Florida, where the Spanish **established** a settlement in 1565. It is the oldest **continuously occupied** European settlement in the United States. You can visit there today and still see the old buildings standing.

This **fort** was built by the Spanish in the 1600s. It is called El Castillo de San Marcos. That is its Spanish name. Its English name is the Castle (or **Fort**) of Saint Mark.

El Castillo de San Marcos was not the first **fort** the Spanish built in St. Augustine. The Spanish built seven or eight **forts** before they built this one. But these earlier **forts** were made of wood and were not very strong. Some of them were **destroyed** in wars. Others were **wrecked** by hurricanes. In 1672, the Spanish decided to build a new **fort**. This time, they decided they would use stone to make it strong.

This is what a **bastion** looks like from the ground.

Imagine you are a soldier. Would you like to attack a **bastion** like this? How would you do it?

If you tried to get close, Spaniards on top of the **bastion** would open fire. They would shoot at you with guns and cannons.

If you got close enough to set up a ladder, the men in the **fort** would tip it over. They might drop hot oil on you. Ouch!

You could try to attack with cannons. But the walls of the **fort** are thick and strong. A few cannonballs would not harm them. But don't forget, the Spanish had cannons of their own. They would fire back at you and you would not have thick stone walls to hide behind!

Can you guess what the walls of El Castillo de San Marcos are made of? Believe it or not, they are made of seashells! The Spanish used a kind of rock called coquina. Coquina is a mixture of **fossils** and seashells.

Look at the stone on the right. It is coquina. Can you see the seashells? Those shells are the remains of tiny animals that lived in the sea long, long ago.

The Spanish found coquina along the Florida seashore. They used it to build the **fort**.

Coquina turned out to be a good stone for building **forts**. It is softer than other rocks. That means it does not crack or **shatter** when cannonballs hit it. A cannonball might make a dent in a coquina wall or it might be absorbed into the wall. But, in most cases, it would not crack the wall.

The **fort** was surrounded by a **moat**. It is no longer filled with water. It is now a dry **moat**.

There was only one way into the **fort**. You had to enter a mini-**fort** that stood just in front of the main **fort**. This mini-**fort** was called the **ravelin**.

A bridge led from the **ravelin** across the **moat** and into the main **fort**. The last part of this bridge was a drawbridge. It could be lifted up to keep people from getting in.

It was not easy to open the drawbridge. It took five men fifteen minutes to open it.

In this image, you can see the bridge that leads into the **fort**. It is on the left.

El Castillo de San Marcos was a strong **fortress**. It was attacked many times but it was never captured.



Coronado Reports to the King

Francisco Vasquez de Coronado was a Spanish conquistador. He explored what is now the American Southwest in search of the Seven Cities of Cibola [SEE-boe-lə], which were said to have streets paved with gold. During the trip, Coronado wrote letters to the King of Spain. In his second letter, written in October of 1541, he described his march across the Great **Plains** to Quivira [Kee-VEE-rə], in modern-day Kansas. He told the king about the native people he and his men met. He also described the buffalo they saw, which he called “cows.” On the pages that follow is an edited version of Coronado’s letter.

Your Majesty,

After I sent my last letter, I met some native people from a **distant** land. They **boasted** of their land, which is called Quivira. They said the men there lived in large houses. They said their chiefs dined on dishes made of gold. I did not know whether to believe these reports. I made up my mind to go and see Quivira.

We set off last spring and reached the **plains**. These **plains** were **vast**—so **vast** that we could not see the end of them. They were flat and open with grasses that blow in the breeze. We traveled over them for more than 300 **leagues**. The **plains** were full of cows. There were too many of them to count. There was not a single day when we did not see some of them.

After 17 days, we met some native people. They are called Querechos [Ker-AE-koez]. They do not plant crops. They travel around with the cows. They eat the flesh of the cows they kill. They **tan** the skins of the cows and make clothes from them. They have little tents made of cowhide. They live in these tents while they travel around with the cows. They have dogs that carry their tents and poles from place to place.

We traveled 42 days more. At times, it was hard to find the way. On the **plains**, there are few landmarks. There are no hills. There are no stones, trees, or shrubs. All we could see was a sea of grass.

We lived on the flesh of the cows we killed. We went many days without water. Sometimes, what we drank was more mud than water. There are no trees on the **plains** except by the rivers. So, we could rarely find firewood.

After 77 days, we arrived in Quivira.

This was the place our guides had described. They had told us of stone houses that were many stories tall. But we found only little grass huts. There were only a few people in the place and they were as **barbarous** as the others we have met. They swore to obey Your Majesty and placed themselves under your **royal lordship**.

The natives gave me a piece of **copper**. I have sent this back to the **viceroys** of New Spain. I have not seen any other metal in these parts except this and some little **copper** bells.

We stayed in Quivira for 25 days. I searched the nearby lands to see if there is anything which could be of service to Your Majesty. Besides the land itself and people who live on it, I have not found or heard of anything. I am sure there is no gold here.

The land in Quivira is the best I have seen for producing crops. The soil is black. The land is well-watered by springs and rivers. I found some **prunes** like those in Spain. There are some nuts. There are also very good sweet grapes and **mulberries**.

I have treated the natives as well as was possible, as Your Majesty commanded. They have received no harm in any way from me or from those who went in my company.

This is my report. I have done all that I possibly could to serve Your Majesty. I remain Your Majesty's **humble** servant and **vassal**,

Francisco Vasquez de Coronado

Name: _____

Build Sentences with Linking Words *for example*

Add adjectives and adverbs to the top rows of boxes and a list of examples in the bottom rows. Choose from your list to create two new, more interesting sentences. Connect your elaborated sentence to the list using the words *for example*.

Starter Sentence: The boy broke his leg.			
Adjectives to describe the boy	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
A list of examples to answer the following, "Because the boy broke his leg, list the activities he could no longer do."			
1.			
2.			
3.			
4.			

New sentences:

1. _____

2. _____

Add adjectives and adverbs to the top rows of boxes and a sentence that states an example in the bottom rows. Choose from your list to create two new, more interesting sentences. End your elaborated sentence with a period. Add the second sentence starting with the words *For example*.

Starter Sentence: Mother cooks.			
Adjectives to describe mother	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
A second sentence describing Mother's cooking.			
1.			
2.			
3.			
4.			

New sentences:

1. _____

2. _____

Multiple Meanings of Vocabulary Words

claim—1. *verb* To say something belongs to you. 2. *verb* To say that something is real or true. 3. *noun* A statement that something is a fact.

hull—1. *noun* The frame of a boat or ship. 2. *noun* The outer covering of a seed or fruit.

league—1. *noun* A distance between 2.4 and 4.6 miles. 2. *noun* A group of people with a common interest, such as a sports team.

noble—1. *adjective* Having good qualities, such as honesty. 2. *noun* A person from a family of high social rank, similar to patricians in ancient Rome.

page—1. *noun* A boy servant. 2. *verb* To find someone by calling out to them. 3. *noun* One side of a sheet of paper in a book. 4. *verb* To thumb through a book.

plain—1. *adjective* Not fancy. 2. *noun* A large, flat area of land with no trees.

prune—1. *verb* To cut off unnecessary branches from a tree to help it grow. 2. *noun* A dried plum.

tan—1. *noun* A light brown color. 2. *verb* To turn animal skin into leather using a specific process. 3. *noun* Something you have when you sit out in the sun and your skin becomes darker.

watch—1. *noun* The time that someone is on duty to guard or protect something. 2. *noun* A small timepiece you wear on your wrist. 3. *verb* To look at for a period of time. 4. *verb* To be aware or careful of something.

Name: _____

1

2

3

4



John Cabot

John Cabot (known as Giovanni Caboto [JEE-oe-VO-nee CA-bu-toe] in his native Italy) had the same dream as Columbus: to reach Asia by sailing west. However, unlike Columbus, Cabot thought the best chance of reaching Asia would be to sail around the northern part of Earth, where the distance around would be **substantially** shorter than the distance at the **equator**. Cabot, like other explorers, wanted to find the Northwest Passage, which was thought to be a shorter route west from Europe to Asia. Finding a shorter route to Asia meant finding a shorter route to spices.

Many details of Cabot's life and voyages are unknown. He did not keep records during his voyages nor was much written about his life. However, it is known that he was Italian and had support from King Henry VII of England for his voyages. King Henry VII gave Cabot a **charter** to explore and **claim** land for England.

Cabot made his first **attempt** to find the Northwest Passage in 1496. This **attempt** was a failure. He had a disagreement with some members of his crew. There was also a **shortage** of food and he ran into bad weather. Cabot decided to turn back for England.

Cabot tried again in 1497, with a single ship and a crew of 18. This time, he reached land, which he thought was Asia. However, this land turned out to be the coast of North America. It is not known exactly where he first sighted land, though. It may have been the coast of Newfoundland. Cabot spent a short time exploring the coast and it is possible that he sailed as far south as the Chesapeake Bay. During this voyage, Cabot found a large area of **shallow** water that was abundant with fish. This area, known as the Grand Banks, is still one of the best fishing areas in the world today. At any rate, Cabot and his men became one of the first European **expeditions** to see the **landmass** now known as North America.

Cabot sailed back to England with his news. Certain that he had found a new, shorter route to Asia, Cabot gained support for another, much larger **expedition**. This **expedition** left England in 1498, but it never returned. Nobody knows for certain what happened to Cabot and his men. In time, it became clear that Cabot had not, in fact, located the Northwest Passage. However, England based its later **claims** to North American **territory** on Cabot's explorations. When Cabot had first sighted land, he had gone **ashore** and **claimed** it for England. Cabot's exploration began England's desire to explore and create settlements in North America.

Do you think you could be a sailor on Cabot's ship? Here is a description of what it might be like to be a young sailor.

On a ship, young boys served as **pages**. On land, a **page** worked for a knight. At sea, he worked for a captain. **Pages** did all sorts of odd jobs. They carried messages, mopped the deck, helped pass out food, and cleaned up after meals.

Older boys might be asked to work the **bilge pumps**. Even the best ships sometimes sprang a leak. If a ship leaked too much, it might sink. To keep that from happening, sailors had to pump water out of the ship using a **bilge pump**. This was a terrible job. The bilge water was disgusting. It smelled bad and it made the sailors sick.

After pumping bilge water all day, it would have been great to sit down to a nice, warm meal. Unfortunately, sailors did not get many warm meals. For most meals, they got **hardtack**.

Hardtack was a kind of bread that was baked over and over. **Hardtack** was so hard, it was tough to eat. Sailors had to soak it in a drink to soften it up. The good thing about **hardtack**, though, was that it would not **spoil** on a long voyage. It was so hard, bugs had trouble getting into it—unless it got wet. Once it got wet, **weevils** and other bugs could and did get into it. But you could usually see them and brush them off with your fingers.

If a voyage was going well, sailors might get other kinds of food. They might get a little salted meat now and then. They might get some fish or a few beans. But if supplies were running low, they might get nothing but **hardtack**.

The diet on sailing ships was so bad that many sailors got sick. Lots of them got a disease called **scurvy**. Today, we know now that **scurvy** is caused by a lack of vitamin C, found in fresh fruits and vegetables. In the Age of Exploration, people did not know this. So many sailors died.

After a long day of work, sailors were ready to fall into bed and rest their aching bones. They were ready—but there were no beds for them to fall into. The captain had a bed to sleep in, but the sailors did not. They slept on the deck. As the ship rolled back and forth with the waves, the sailors rolled with it.

Most sailors had to stand **watch** for part of the night. When that was done, they could sleep for a few hours. In the morning, they would get up and do it all over again. A sailor's day started bright and early.

So, what do you think? Does a sailor's life sound good to you?

Name: _____

Review Suffixes: *-ish*, *-ness*, *-able*, and *-ible*

Circle the correct word, from the choices after each sentence, to complete the sentence.

1. After doing yoga for so long, she is quite _____ and can easily move her body into different positions.	flex	flexible
2. We wanted to show _____ toward our neighbor so we asked if he would like for us to rake the leaves in his yard.	kindness	kind
3. Mom said I had a _____ and would not be going to school or soccer practice.	fever	feverish
4. Dad has his great grandfather's watch, which is a _____ family heirloom that he will pass on to me one day.	valuable	value
5. It was good to see our friend _____ for once after having a tough time over the last few months.	happiness	happy
6. I can easily _____ the sleeves on my new vest and if it is cold outside, I can just keep the sleeves on.	remove	removable
7. The _____ boy grabbed all the shovels in the sandbox and would not let the other children use them.	self	selfish
8. The city added an entrance to the bus station at the back of the building, making the station much more _____ for everyone.	accessible	access

Write the part of speech, meaning, and root word for each word.

1. *stillness*

Part of Speech _____ Root Word _____

Meaning _____

2. *snobbish*

Part of Speech _____ Root Word _____

Meaning _____

3. *chewable*

Part of Speech _____ Root Word _____

Meaning _____

4. *reversible*

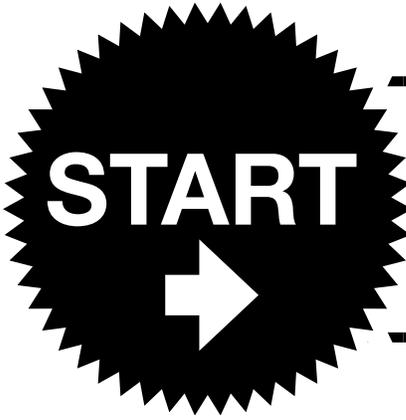
Part of Speech _____ Root Word _____

Meaning _____

5. *fitness*

Part of Speech _____ Root Word _____

Meaning _____



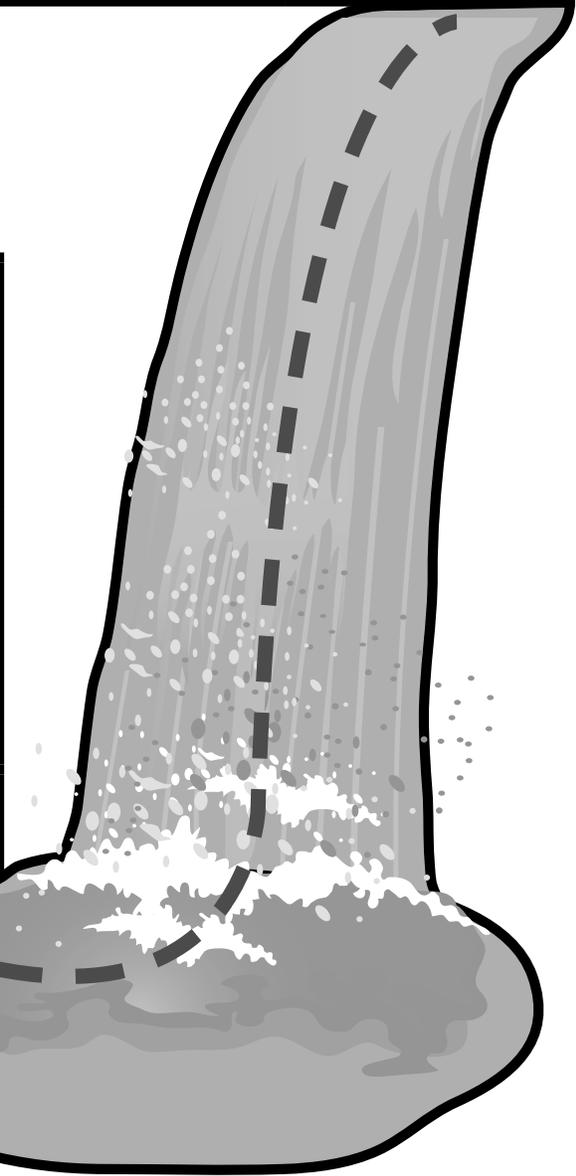
compare	Sorry, lose a turn	contrast	Ride the waterfall!
---------	--------------------------	----------	------------------------



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



Tree falls!
Lose a
turn



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

compare

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

compare

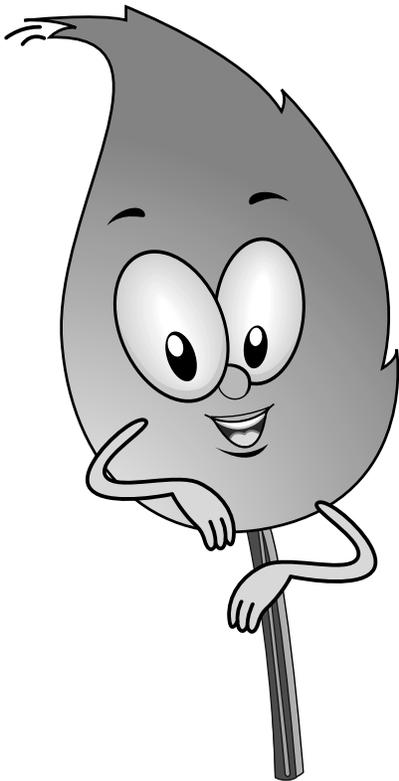
contrast

compare

Take
another
turn

contrast

Match Me If You Can



compare

Give a card
to your
opponent

contrast

compare

contrast

contrast

compare

contrast

Take
another
turn

compare

Name: _____

Compare or Contrast?

Steve and Dan both play basketball.

Compare or Contrast?

Our dice are red and yours are blue.

Compare or Contrast?

We live in the city and you live in the country.

Compare or Contrast?

Fran smiles all day long while Fred frowns.

Compare or Contrast?

Police cars and fire engines both have sirens.

Compare or Contrast?

Sam's puppy barks and Sally's kitten purrs.

Compare or Contrast?

Fairy tale giants are very tall while children in my class are short.

Compare or Contrast?

The two brothers are very different; one likes to read while the other would rather play video games.

Compare or Contrast?

Father works during the day while Mother works at night.

Compare or Contrast?

Carla and Kevin tell funny jokes.

Compare or Contrast?

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

Compare or Contrast?

The graceful dancer leaps high in the air while the clumsy one trips.

Compare or Contrast?

The grass on the hillside is green and lush, while plants in the desert are brown and spindly.

Compare or Contrast?

Motorcycles zoom down the road while scooters move slowly.

Compare or Contrast?

We all spelled our spelling words correctly on Friday.

Compare or Contrast?

The lemons tasted sour and the peaches tasted sweet.

Compare or Contrast?

Molly drives to work slowly and Milly speeds to get there.

Compare or Contrast?

My brother is older than I am and my sister is younger than I am.

Name: _____

Blank Busters

remove	whoever	dewdrop	kangaroo	groove
disapprove	shrewd	newborn	booth	lose
movement	balloon	toothache	strewn	improve
chewing	undo			
Challenge Word: country				
Challenge Word: through				
Challenge Word: threw				
Content Word: discovery				

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

1. The third grade teacher's students worked hard to _____ their spelling.
2. Shania said she saw the cutest, tiny, _____ at the zoo today.
3. "_____ left the kitchen a mess better tell me!" Susie hollered after cleaning all day.
4. Spain, England, and France were _____ wanting to claim lands overseas.

5. Juan was holding his jaw because he had a horrible _____ and hoped he would not _____ a tooth.
6. The _____ glistened on the rose petal.
7. Explorers have traveled across oceans, in the sky, and under water making many new _____.
8. Randy's dad is a _____ businessman, which helps him save a lot of money.
9. The papers were _____ across Taylor's desk while he was trying to find his math homework.
10. Have you ever walked _____ the woods on a brisk, wintry day?

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

1. _____

2. _____

3. _____



Henry Hudson

An Englishman named Henry Hudson tried four times to find the Northwest Passage. He died trying.

First, in 1607, he tried sailing north from England. If you look at a globe, you can see what he was trying to do. He understood that Earth was round and he thought he could sail across the North Pole. He didn't understand that **solid** ice always covers the Arctic Ocean. "I hoped to have a clear sea," Hudson wrote of his first journey, but "that proved impossible due to the ice surrounding us."

Hudson tried again in 1608. He sailed northeast and again found **icebergs** and freezing weather. He turned his boat around and tried sailing northwest. When his crew realized that they weren't heading home, they **rebelled** against Hudson, saying they wouldn't work unless they sailed to England. So, home they went.

In 1609, Henry Hudson sailed west. This time, he was working for a group of businessmen called the Dutch East India Company. On this trip, he reached North America and claimed land for Holland.

Hudson saw many native people. One man who sailed with him wrote in his journal, "They are well-dressed in loose deer skins and brought green tobacco which they gave us in exchange for knives and beads." The native people also gave the sailors bread made of **maize**.

Hudson sailed past "a very good piece of ground and a cliff close by of white-green color...on the side of the river called Manna-hata." It was the island we now call Manhattan (the center of New York City today). Next, Hudson sailed up a river that still bears his name. You'll find the Hudson River on a map of the state of New York.

In 1610, Hudson tried once more to find a shortcut from Europe to Asia. He sailed a ship called *Discovery* into a wide **expanse** of water in the northern part of Canada. Today, it is named after him: the Hudson Bay.

On the map, the Hudson Bay looks like a big, open body of water. But in many places, the water gets too shallow for sailing. In many other places, it is frozen **solid** almost all year long. Once again, Henry Hudson had sailed into icy waters, just as winter was coming.

Hudson and his crew went ashore during the winter. They ran short of food and

water. Some of the crew got sick. Some died. The sailors blamed Hudson for caring more about finding the Northwest Passage than about keeping his crew safe and healthy.

When the ice began to melt, the crew **rebelled**. They forced Hudson, his son, and a few crew members loyal to Hudson to get into a small boat with no oars. Then, they left them behind and sailed the *Discovery* back to England. No one ever heard from Henry Hudson again.

Name: _____

The Fur Trade and Samuel de Champlain

1. Why were traders most interested in beaver pelts?

2. Who took the lead in the fur trade?

3. Make a list of all the things that Champlain described in his journey down the River of the Iroquois.

4. Why did the Canadian people put a beaver on one of their coins?

Name: _____

Comparative and Superlative Adjectives

Write the correct form of the verb in the blank.

1. (*high*) A skyscraper is _____ than my house.
2. (*goofy*) That cartoon is the _____ cartoon I've ever seen!
3. (*short*) My legs are _____ than yours because I'm younger than you are.
4. (*jolly*) My grandfather is a _____ person who is always laughing.
5. (*thin*) The bread on your sandwich is cut in _____ slices than the bread on my sandwich.
6. (*lucky*) My brothers and I are _____ to have such a great family!
7. (*red*) That delicious apple is the _____ apple in the whole bunch.
8. (*rare*) I am told that a purple and orange butterfly is very _____ .
9. (*fuzzy*) My sister likes my sweater better because it's _____ than hers.
10. (*neat*) Why is your bedroom always _____ than mine?

Write a sentence using the word in parentheses.

1. (*largest*) _____

2. (*lazier*) _____

3. (*deepest*) _____

4. (*bigger*) _____

Name: _____

Prefix Review: *pro-* and *anti-*

If the sentence shows an example of the correct meaning of the underlined word, write *yes* on the blank that follows. If the sentence does not show an example of the correct meaning of the underlined word, write *no*.

1. I wanted to propel the canoe forward so I sat there with the oars in the boat with me. _____
2. Dad picked up some antifreeze at the hardware store to pour into the truck's engine because it didn't start up as easily in the middle of the winter with such cold weather every day. _____
3. Loki's wife Siguna reminded him of the prophecy that said the gods would die one day. _____
4. She was so antisocial that she always invited new students to sit at our lunch table so they wouldn't feel left out. _____
5. I decided to proceed with the other parts of my project while I waited for the glue to dry on the solar system model I created. _____
6. He presented a good prologue after the play ended that described what happened to the characters in the future. _____
7. I used the last of my antiperspirant at the gym after the cycling class so I made a note to myself to buy more on the way home. _____

8. I like how proactive the group leader was, making sure everyone had the necessary materials and knew where things should go before telling us to start working. _____

Write a sentence for each word like the ones above that you can answer with *yes*.

1. *proposal*

2. *antidote*

3. *progress*

Name: _____

Word Sort

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

'oo' > /oo/

'ew' > /oo/

'o' > /oo/

'o_e' > /oo/

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

disapprove	blood	whoever	blooming
Andrew	review	droop	crew
doable	cashew	cruise	proof
move	glove	torn	stood
notebook	stewed	newspaper	glue
smoke	cocoon	renew	spoon
redo	shook	noodle	tune



The Fur Trade and Samuel de Champlain

Many of the Frenchmen who came to North America in the 1600s and 1700s were fur **traders**. These **traders traded** with the native people. They gave them European goods **in exchange** for animal skins and furs.

The **traders** collected many kinds of fur but they were most interested in beaver **pelts**. Beaver hats were popular in Europe. You could sell beaver hats in England, France, Germany, and Russia.

Why were beaver hats so popular? For one thing, beaver fur is thick. It is thick enough to keep your head warm in a cold Russian winter and it is waterproof. Rain runs off a beaver hat. Your head stays dry.

Some hat makers used the beaver fur as it was. They made soft, puffy hats. Others processed the beaver fur to make **felt**. The smooth, waterproof **felt** was then formed into hats. **Felt** hats did not look like they were made of beaver fur. But, they were.

In many parts of Europe, there were no beavers left. Hunters had killed too many of them. The beaver had almost gone extinct. Europeans could not get beaver **pelts** at home. So, they were willing to pay for beaver **pelts** imported from North America.

Samuel de Champlain and other Frenchmen took the lead in the fur **trade**. They set up **trading posts** in North America. There were **trading posts** along the Atlantic Coast. There were **trading posts** in Quebec and along the St. Lawrence River. There were even **trading posts** farther west, along the shores of the Great Lakes.

On the page that follows is an adaptation of Champlain's journey down the River of the Iroquois to the lake that came to bear his name: Lake Champlain.

July, 1609

We continued on our journey until we came to an island. The island was about three leagues long and had the **finest** pine trees that I had ever seen. We went hunting here and captured some wild animals.

The next day, we started out again, floating down the river as far as the entrance to a large lake. There were many pretty islands there. They all contained many **fine** forests and **lush** meadows. There were too many birds to count. Also, we saw all kinds of wild animals such as deer with their young fawns, bears, and many animals that move from the

mainland over to the islands and back again. We captured many of these animals as well. There were many rivers that emptied into the lake as well as dense forests of **fine** trees. I found chestnut trees on the border of the lake. I had never seen trees like this before. There were great numbers of fish in the lake.

I noticed that many of the mountains in the distance to the north had snow on top of them. I was told that the Iroquois lived there and that there were many beautiful valleys with fruit and grain there.

Many different native groups lived in these lands. The French made **treaties** with some of them, including the Algonquin [al-GON-kwin] people and the Huron [HYER-on] people. The French agreed to **trade** with these people and not fight with them.

The native people would bring beaver **pelts** to **trade**. In some cases, they would bring **pelts** they had gathered themselves. In other cases, they would bring **pelts** they had **obtained** by **trading** with other native people.

The French would **barter** with the native people. They would give the native people things they wanted **in exchange** for the beaver **pelts**.

Many of the things the native people wanted were made of metal. Most native people did not make their own metal products. They had to **trade** for these items. Many native people **traded** furs for knives and ax blades. Others **traded** for kettles and fish hooks. Still others **traded** for glass beads from Europe, which were highly desirable.

The French would gather up lots of beaver **pelts**. Then, they would ship the **pelts** back to France and sell them. They made a lot of money doing this, so they did it again and again.

As time went on, the French learned what the native people liked. They learned that many native people would **trade** beaver **pelts** for wool blankets. Some would **trade** for tobacco. Others would **trade** for guns and gunpowder.

In 2011, the people of Canada put an image of a beaver on the back of their nickel. They did not put the beaver on their nickel because he is cute. They put the beaver there because the fur **trade** is an important part of the history of Canada. For two hundred years, the fur **trade** was a source of **income** for the French and the native people alike.

Name: _____

Spelling Assessment

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

'o' > /oo/

'oo' > /oo/

'o_e' > /oo/

'ew' > /oo/

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

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Name: _____

A History of People in North America

Create a timeline of all the different people who have lived in North America according to this chapter.



Name: _____

Comparative and Superlative Adjectives

—er

—est

Name: _____

Word Meanings

Use the example as a guide to complete this worksheet.

Example: Who would be more **gregarious**, a clown or a loner?

gregarious funny, talkative

gregarious—part of speech adjective: meaning sociable, liking companionship

A clown would be more gregarious than a loner.

1. If you were hungry and saw a **flapjack**, would you eat it?

flapjack_____

flapjack—part of speech _____ meaning _____

Sentence:_____

2. If you had a flood in your house, would you wish for it to **subside**?

subside_____

subside—part of speech _____ meaning _____

Sentence:_____

3. After returning from a great adventure, would you **regale** your experiences?

regale _____

regale—part of speech _____ meaning _____

Sentence: _____

4. If you made an **offhand** comment, did you put a lot of thought into it?

offhand _____

offhand—part of speech _____ meaning _____

Sentence: _____

5. Would you look at the **marquee** to find out what movie is playing?

marquee _____

marquee—part of speech _____ meaning _____

Sentence: _____

Name: _____

Caribbean Words

Write your guess before you turn the page.

Page	My Guess	Answer	Was I right?
Page 104			
Page 106			
Page 108			
Page 110			

Name: _____



Dear Family Member,

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

Spelling Words

This week, we are reviewing spelling patterns we've learned for /f/ spelled 'f', 'ff', 'ph', and 'gh'. On Friday, your child will be assessed on these words.

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

The Content Word for this week is *expedition*. This word is directly related to the material that we are reading in *The Age of Exploration*. 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 students to stretch themselves a bit and try to spell this word.

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

1. fare
 2. enough
 3. elephant
 4. trophy
 5. giraffe
 6. funnel
 7. phases
 8. roughly
 9. phony
 10. identify
 11. spherical
 12. laughing
 13. stuffing
 14. affect
 15. fairest
 16. phrase
 17. tougher
 18. **Challenge Word:** probably
 19. **Challenge Word:** weather
 20. **Challenge Word:** whether
- Content Word:** expedition

Name: _____



A History of People in North America

Lots of people think that Columbus was the first to arrive in America. But that's not right. There are at least two other groups of people who settled in North America and both of them got there many years before Christopher Columbus.

One group was the Vikings.

The Vikings lived in Northern Europe, in Scandinavia. They sailed around a lot, **raiding** and robbing as they went. The image on the next page shows you some of the places they explored and some of the Vikings who were explorers.

In 982, some Vikings left Iceland and settled in Greenland, which is part of North America. They arrived there about 500 years before Columbus sailed. The Viking settlements on Greenland grew for a while. Archaeologists estimate there were probably 3,000 to 5,000 Viking settlers there at one point. Eventually, however, the Vikings left. Viking settlements in Greenland seem to have been **abandoned** in the 1400s, not long before the voyage of Columbus.

The Vikings also explored lands west of Greenland. Around the year 1000, the famous Viking explorer Leif Eriksson visited a land he and other Vikings called Vinland. Most experts believe Vinland was somewhere along the coast of Newfoundland, in modern-day Canada. There is **evidence** that some Vikings settled in Newfoundland. In 1960, the ruins of a Viking village were found there. This village may have been part of Vinland.

The Vikings definitely got to America before Columbus. So maybe we should say the Vikings were the first Europeans to settle in North America. But before we decide, we need to look at another group that settled in North America.

Another group to settle in North America was the Native Americans.

Although we call these people "Native" Americans, they did not always live in the Americas. They came to America from Asia. When and how this happened are subjects of much debate.

Some historians think the first settlers made their way to North America a little more than 15,000 years ago. Others think the first people came to America many years earlier—perhaps even 40,000 years ago. Some experts think these people came by land,

at a time when Alaska and Asia were connected by land. Others think they may have traveled along the coast in boats.

The map on the next page shows how we think human beings spread around the earth. Experts think the first humans lived in Africa. About 100,000 years ago, some humans moved out of Africa and into the Middle East. About 70,000 years ago, a group of humans moved into southeast Asia. About 15,000 years ago—or possibly earlier—some of these people crossed from Asia to the Americas. It is believed that many people also came to North America by various ship routes.

New archeological discoveries continue to be made every day about early settlers in North America. These discoveries change our understanding of who lived in North America in the past.



Caribbean Words

Did you know that some words we use every day come from the Caribbean, an area of islands between North and South America? These are words that were used by native people before Columbus and the conquistadors came. Later, they were picked up by Europeans who came to the New World, including English speakers.

For each of the following words, there are clues that will help you try to guess it.

Clues for Word #1

- This word describes a big storm.
- The winds in this storm swirl around in a big circle. This kind of storm is sort of like a tornado but it's much bigger. However, unlike a tornado, this kind of storm usually travels over water. It gets weaker when it travels over land.
- People who live on the east coast of the U.S. have to worry about this kind of storm. The winds it brings can damage houses near the beach and can even knock houses to the ground.
- The name of this storm sort of rhymes with window pane.

What is the word? (Turn the page to see the answer.)

Answer to last riddle: *hurricane*

The word, hurricane, comes from the Carib language. The people of the Caribbean know all about hurricanes because several of these big storms sweep through the Caribbean every year. Most of the storms occur in the summer and the fall.

Clues for Word #2

- This word is a kind of boat.
- This is a small boat that seats two or three people.
- The people in the boat face forward and use paddles to make it go. The person in front usually pulls straight back using a paddle. The person in back uses a paddle to **steer**.
- It's best not to stand up in this kind of boat. If you do, it might tip over.
- This word sort of rhymes with bamboo.
- Answer to last riddle: *canoe*

The people of the Caribbean used canoes to paddle from island to island. They cut

down a tree. Using tools and fire, they dug out a canoe from the tree trunk. People in other places also used this kind of boat. But the word, canoe, comes from the Caribbean.

Clues for Word #3

- This word names a kind of food and also a kind of cooking.
- If your dad cooks outside over a smoky fire, he probably likes this kind of cooking.
- Some people like to cook pork this way. Other people like to cook beef or chicken.
- Another way to say this word is BBQ.
- Answer to last riddle: *barbecue*

The people of the Caribbean cooked food over an open fire and called it barbricot. This is where the word, barbecue, sometimes spelled as barbeque, came from.

Clues for Word #4

- This is a vegetable that was unknown in Europe before the Spanish arrived in the New World, but then it quickly spread around the world.
- Some people like to eat this vegetable baked. They might put butter on top or maybe sour cream.
- Other people like to thinly slice this vegetable and cook it in hot oil. This makes chips that crunch in your mouth.
- Still other people like to cut this vegetable into long, skinny rectangles and fry it. If you've ever had french fries, you have tasted this vegetable.
- Answer to last riddle: *potato*

The potato is a New World crop. This root vegetable was grown in what is now Peru, in South America. It was also grown elsewhere in the Americas. The people of Peru called it the papa. The Caribbean people called it the batata. The Spanish called it the patata. We call it the potato.

The potato was eventually carried back to Europe. People discovered that it was **cheap** and grew well in many countries. By the late 1700s, lots of farmers in Europe were growing potatoes. The potato became an important crop.

French fries seem to have been invented a little later, probably in France. Thomas Jefferson mentioned fried potatoes around 1805, probably learning about them from a French cook.

Today, french fries are very **popular**. You can order them in tons of restaurants all around the world.

Write a Response to “A History of People in North America”

From page 92 of “A History of People in North America”

Lots of people think that Columbus was the first to arrive in America. But that’s not right. There are at least two other groups of people who settled in North America and both of them got there many years before Christopher Columbus.

Name: _____

Comparative and Superlative Adjectives Using *more* and *most*

Write the correct form of the adjective in the blank.

1. (*serious*) My next door neighbor is the _____ person I've ever met.
2. (*magnificent*) What could be _____ than the snow-capped Rocky Mountains?
3. (*beautiful*) You are such a marvelous artist! Your painting is _____ than anything I could paint.
4. (*impressive*) Just look out your window and you'll see the _____ landscapes seen anywhere!
5. (*imaginative*) Mr. Smith's newest book is _____ than his first book.
6. (*unusual*) The animals that live on the bottom of the ocean floor are the _____ I've ever seen!
7. (*excited*) Was your little brother _____ than you were when the circus came to town?
8. (*plentiful*) The vegetables from our garden are _____ this year than they were last year.
9. (*worried*) I seem to be _____ than you are about our grades on the history test.

10. (*thoughtless*) The main character in that play is the _____ girl
in her whole family.

Write a sentence using the words in parentheses:

1. (*more famous*) _____

2. (*most thrilling*) _____

3. (*more spectacular*) _____

Name: _____

Unit 9 Assessment

Christopher Columbus, Salesman

Look up Christopher Columbus in an encyclopedia. Chances are the entry will say that he was an explorer. That is not wrong. Columbus was, indeed, an explorer. But, did you know that he was also a salesman?

Columbus had an idea. His idea was that he could get to the Indies by sailing west. He believed Earth was smaller than most people thought. He thought that the Indies were probably about 2,400 miles from Europe. He believed he could sail there in a few weeks.

How would he pay for the voyage? That was the big question. Columbus was not a rich man. He did not have the money he would need to buy ships and hire sailors. Only a few people in his day had that kind of money. Most of them were kings and queens.

Columbus knew he had to sell his idea. He had to find someone who would pay for his voyage. It might be a king. It might be a queen. It might be a rich banker. It might be a bunch of bankers who would pool their money together.

In 1485, Columbus went to Portugal. He met with John II, the King of Portugal. He asked the king for three ships. He said he would need the ships for a year. Would that cost a lot? Yes, it would. “But,” Columbus said, “just think how rich you will be if I reach the Indies! Think of the gold! Think of the spices!”

King John was interested. He showed the plan to his advisors. They studied it. In the end, they told the king not to fund it. They said Columbus was wrong about the size of Earth. They thought the Indies were much farther away than Columbus said.

Guess what? They were right.

In 1486, Columbus tried again. He met with King Ferdinand and Queen Isabella of Spain. He explained his plan. He spoke of the wealth and riches he would bring to Spain if he reached the Indies. The king and queen were busy fighting a war against the Moors, but they were interested. They showed the plan to their advisors. The advisors studied the plan. They said it was a bad plan. They were sure it was a lot farther to the Indies than Columbus thought.

In 1488, Columbus went back to Portugal. He tried to sell his idea to King John II again. Once again, it was “no sale.”

Columbus went back his hometown, Genoa, Italy. He tried to convince some wealthy men there to fund his voyage. Again, it was “no sale.”

Columbus went to Venice. He spoke to some rich men there. Once again, “no sale.”

Columbus sent his brother to England. He told him to try to sell the idea to King Henry VII. His brother made the pitch, but it was “no sale.”

Some men would have given up. Probably most men would have given up. But Columbus was a very determined man. He was sure his plan was a good one, and he kept on trying to sell it.

Finally, in 1492, he closed the deal. By this time, the Spanish had driven the Moors out of Spain. King Ferdinand and Queen Isabella agreed to fund the voyage. Columbus the salesman had succeeded. That meant Columbus the navigator would get a chance to make the voyage he had been thinking about for more than a decade.

1. Using the numbers 1–5, arrange the following events in order.

_____ Columbus went back to Portugal and asked for money again.

_____ Columbus sent his brother to England to ask for money.

_____ Columbus met with John II, the King of Portugal to ask for money.

_____ Columbus met with King Ferdinand and Queen Isabella of Spain and closed the deal.

_____ Columbus had an idea that he could get to the Indies quickly.

2. Write true or false on the blank following the sentence.

Columbus thought he could sail east to get to the Indies and would arrive in a few weeks. _____

3. Why would the king and queen of a country decide to fund an explorer's

expedition to an unknown land? _____

4. What do the words **closed the deal** mean in the following sentence from the selection?

Finally, in 1492, Columbus **closed the deal**.

- A. The king and queen said “no sale” to Columbus.
- B. Columbus thought Earth was smaller than other explorers thought.
- C. The King and Queen of Spain agreed to fund his voyage.
- D. Columbus showed his plan to the King of Portugal who sold him land.
5. When Columbus asked King Ferdinand and Queen Isabella for funding the second time, what had changed that allowed them to agree to the funding?
- A. Columbus was a salesman and a navigator.
- B. The war between Spain and the Moors had ended.
- C. The king and queen were interested in Columbus’ plan.
- D. The wealthy men of Genoa, Italy convinced the king and queen to fund the voyage.
6. Write the correct word on the blank in the sentence.

The black and white puppy wagged _____ tail in delight upon seeing his owner. (its, it’s)

Name: _____

7. Use the following portion of a dictionary page to answer the questions below.

flock 1. *verb* To join together in a group. 2. *noun* A group of animals, usually birds.

Which definition of *flock* is used in the following sentence?

The movie goers *flock* together at the entrance of the theater. _____

What part of speech is *flock* in this sentence? _____

8. Which of the following words with the prefix *pro-* could be used to describe what Columbus shared with kings and a queen about his idea?
- A. prologue
 - B. proposal
 - C. progress
 - D. prophecy

9. Add a concluding sentence for the paragraph, beginning with the words *In conclusion*.

Zachary had always thought he would like to become a writer one day. After spending a wonderful week at the beach, he decided he would try to write an article for a travel magazine describing his week. First, he made a list of all the activities he had enjoyed, including learning to surf, going for long walks with his family, and crafting a huge sand castle, and was pleased with the list. Next, he turned his list into sentences and worked to put them in order so they made sense. He added a splashy introduction and a logical conclusion and even downloaded a few of the photographs he had taken. After a week of working on his article, he sent the paragraph and the pictures to the travel magazine and sat back to think about the experience, smiling to himself.

10. Complete the following sentence by circling the correct suffix to add to the root word.

Gold and spices were valu_____ items that explorers wanted to find in order to get rich.

-ish

-ness

-able

-ible

Bartolomé de Las Casas: Protector of the Native Americans

Have you ever changed your mind about something? That is what happened to Bartolomé de Las Casas.

Las Casas lived with the conquistadors for many years. He helped them conquer the Americas. Then, he decided that this conquest was wrong. He spent the rest of his life fighting against the conquistadors and trying to protect Native Americans.

Las Casas was born in Spain in 1484. He was eight when Columbus made his first voyage. Ten years later, in 1502, he sailed to the New World. He became a plantation owner on the island of Hispaniola. He owned slaves. He helped conquer the native people.

In 1510, Las Casas became a Catholic priest. He was the first priest ordained in America. At first, this was not a problem. Las Casas felt that he could be a plantation owner and a priest. He did not see any conflict between his religion and his role as a plantation owner.

In 1513, his thinking began to change. In that year, he took part in the conquest of Cuba. What he saw shocked him. The Spanish were very cruel. They treated the native people like animals. Las Casas found this disturbing. He began to rethink his views.

In 1514, Las Casas made a big decision. He decided that what the Spanish were doing in America was wrong. It was wrong to kill and enslave people. It was not moral. It was not ethical. It was not consistent with the Christian religion.

Las Casas felt ashamed of himself. He felt ashamed of the things he had done. He felt ashamed of the way he had been living. He gave up his plantation. He freed his slaves. He tried to convince others to do the same, but he did not have much luck.

For the rest of his life, Las Casas fought to protect the Native Americans. He went back to Spain. He spoke to the king and other important men. He told them what was happening in the colonies. He told them about the cruelty of the conquistadors. He tried to change the way people thought about the Native Americans.

At the time, many Spaniards felt that it was okay to use force against non-Christians. They thought the Native Americans were pagans, who did not believe in the Christian God. Native Americans believed in many gods. Their religion seemed like devil worship to many Spaniards. Many Spaniards believed that it was okay to conquer the natives and force them to accept Christianity.

Some people went even further. They argued that conquest was the only approach that made sense. The Native Americans were barbarians. They could not think for themselves. They were fit only to be slaves. It was not just okay to enslave these people. It was the proper thing to do. It was the best way to save their souls. It was also the only way to protect the weaker Native Americans from the stronger Native Americans.

Las Casas argued against this way of thinking. He insisted that the Native Americans were capable of thinking for themselves. They deserved to be treated as free men. They should not be conquered and enslaved. They should be converted to the true faith. But, they should be converted by peaceful means.

Las Casas fought to change the laws. He worked to set up colonies where the Native Americans would be treated fairly.

Las Casas also wrote books. His most famous book was *A Brief Account of the Destruction of the Indies*. This book is an attack on Columbus and the conquistadors. Las Casas blamed these men for their cruel treatment of the natives. "These men did not behave like human beings," Las Casas said. "They behaved like lions and tigers. What made them behave this way? It was greed. They were driven by greed for gold."

As you might have guessed, Las Casas was not popular in the Spanish colonies. The Spanish settlers hated him. They felt that he was trying to take away land, power, and slaves they had acquired fairly. They saw Las Casas as a traitor. They saw him as a man who sided with the enemy against his own country.

Las Casas was not afraid to be hated. He was a man of great courage. He was sure he was right. He kept fighting for fifty years, until his death in 1566.

Name: _____

11. Why did Las Casas feel it was right to become a plantation owner, own slaves, and conquer the native people? _____

12. What does the word **converted** mean in the following sentence from the selection?

The native Americans should be **converted** to the true faith.

- A. protected
- B. ashamed
- C. enslaved
- D. changed

13. What happened that caused Las Casas to change his mind and free his slaves?

14. Why did Las Casas have trouble convincing others to free their slaves?

Name: _____

16. Choose the word that fits the underlined meaning in the sentence.

The boy's having the characteristics of or like someone who is ridiculous and acts without good sense behavior angered his mother so she made them leave the zoo.

- A. stylish
- B. snobbish
- C. foolish
- D. feverish

17. Add adjectives and adverbs to the first row of boxes and simple sentences to the second row to create a list of things that could happen. Choose from your list to create a new, more interesting sentence using the linking words *for example*.

Starter Sentence: The girl broke her arm.			
Adjectives to describe the girl	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
<p>A list of examples to answer the following: Because the girl broke her arm, list the activities she can no longer do.</p> <p>1.</p> <p>2.</p>			

New sentence: _____

18. Use the following portion of a dictionary page to answer the questions below.

land 1. *verb* To arrive on a runway after flying in the air. 2. *verb* To achieve something you have applied for. 3. *noun* The ground under your feet. 4. *noun* A country.

Which definition of *land* is used in the following sentence?

This great *land* of ours is called the United States of America. _____

What part of speech is *land* in this sentence? _____

19. Circle the correct word to complete the sentence.

My new jacket is _____ which means I can wear it out side out or inside out.
(reverse, reversible)

20. Write the correct linking words in the blank in the sentence.

The prince wears rich clothing and rides a fearsome stallion.

_____ the princess wears lavish dresses and flowing scarves and rides a sleek, white steed.
(In the same way, In contrast)

The Duke and His Guest

Many years ago, in a land far, far away, there lived a wise king. One day, while he was out riding, the king passed a beautiful house.

“Who lives in that house?” he asked his servant.

“Your Majesty,” the servant replied, “the Duke of Luxford lives there. He is one of the richest men in the land. He puts on the most wonderful feasts for his wealthy friends!”

“What does he do for the poor?” asked the king.

“Nothing,” answered the servant.

The next day, the king dressed himself in old, ragged clothes and went to the duke’s house.

The duke came to the front door.

“O Great One,” said the king, bowing low, “won’t you give me a little food and let me rest in your beautiful home? I am hungry and tired.”

“Be gone!” shouted the duke. “Get off my property at once or I will have my servants beat you away. I will not have beggars hanging around my house!”

The king went away.

The next day, the king put the old, ragged clothes on again. Then, he covered his ragged clothing with a handsome, silken cloak trimmed with gold and jewels.

He went once more to the duke’s home.

As before, the duke came to the door. When he saw the stranger in the rich cloak, he spoke to him and invited him in.

“Come in, my friend,” the duke called out. “Come in and join us! It is a great pleasure to entertain a man like you in my home!”

The king took some of the rich food and broke it into small pieces. But, instead of eating the food, he put it into the folds of his rich cloak.

“Why do you not eat the food?” asked the duke. “Why do you put it in your cloak?”

“Because it is my cloak you are feeding and not me,” answered the king. “Yesterday I came to you dressed like a poor man and you drove me away. Today, because I have

this fine cloak, you have invited me to dine with you. But, I am the same today as I was yesterday—still your king.”

Then, the duke knelt down.

“Oh, forgive me, Your Majesty!” he cried. “I have been proud and selfish. I will mend my ways. From this day on, no poor man shall be driven from my door. You have taught me that a man is more than his clothes.”

Name: _____

21. Why did the king ask the servant what the duke did for the poor?

22. What does the word **entertain** mean in the following sentence from the selection?

It is a great pleasure to **entertain** a man like you in my home!

- A. to make someone feel welcome
 - B. to put on a play to an audience
 - C. to enslave someone for life
 - D. to sing for someone who listens well
23. Why did the king put small pieces of food in the folds of his cloak instead of eating them?
- A. to save the food for later
 - B. to teach the duke a lesson
 - C. to make the duke laugh
 - D. to hide the food because he didn't like the taste of it

24. What is the moral to the story?
- A. Look before you leap.
 - B. Rich and fancy is not always best.
 - C. Don't judge a book by its cover.
 - D. Good things come in small packages.
25. Why was the king described as wise?
- A. He told a story to the duke.
 - B. He dressed in rags when he went to the duke's house for dinner.
 - C. He ate a wonderful feast at the duke's house.
 - D. He showed the duke how to treat people kindly.
26. Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

verb: floats **adverb:** higher

27. Which of the following words with the suffix *-ness* means “in the state or condition of being without others?”
- A. happiness
 - B. sadness
 - C. quickness
 - D. loneliness

Name: _____

28. Use the following portion of a dictionary page to answer the questions below.

does 1. [doez] *noun* Female deer. 2. [duz] *verb* The singular present tense form of the verb to do.

Which definition of *does* is used in the following sentence?

The *does* gently graze in lush, green fields. _____

What part of speech is *does* in this sentence? _____

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

verb: freezes **adverb:** quickest

30. If someone is *antisocial*, the person is

Name: _____

Christopher Columbus and John Cabot:

Parallel Lives

Christopher Columbus was an important explorer. So was John Cabot. The two men lived at the same time. They were almost the same age. They were rivals, too. Their lives were connected in interesting ways.

Columbus was probably born in 1451. John Cabot may have been born the same year.

Columbus was Italian. He was born in Genoa. Cabot was also Italian. We are not sure where he was born. He may have been born in Genoa.

In the 1470s, Columbus worked as a sailor. He sailed to many ports in the Mediterranean. During those years, Cabot worked as a merchant. He lived in Venice, but he traded all around the Mediterranean.

Columbus spent many hours studying maps. In 1485, he came up with a bold plan. He believed he could reach the Indies by sailing west.

Columbus set out to find a king who would pay for a voyage. He went to see John II, King of Portugal. John said no. Columbus kept trying. He presented his plan to other kings, including Henry VII of England. Finally, he found a sponsor. King Ferdinand and Queen Isabella of Spain agreed to pay for a voyage.

Columbus set sail in 1492. He did not make it to the Indies. He ran into North America. But Columbus did not realize this. He believed he had reached the Indies.

In 1494, Cabot learned about Columbus and his journeys. Cabot had studied maps, too. He thought Columbus had made a mistake. He had sailed west in the middle latitudes, near the equator. But that is where the distance around Earth is greatest. Why sail there? Why take the long way? Why not sail farther north? The distance around the Earth would be much shorter there. It would be a better way of sailing to the Indies.

Cabot had an idea. He thought he could beat Columbus at his own game. He drew up a plan. Then, he went looking for a sponsor, just as Columbus had done.

Cabot looked for funding in Portugal. He was turned down. He went to Henry VII

of England. Henry had turned down Columbus, but he liked the sound of Cabot's plan. He agreed to sponsor a voyage.

For the next few years, both men were busy exploring.

Columbus made three more voyages for Spain. He explored the Caribbean Sea and the coast of South America.

Cabot made three voyages for England. He explored the coast of North America.

There were many similarities between these two men. But there was one big difference. Columbus ended up famous. Cabot did not. In fact, for many years, Cabot was almost forgotten. Even today, historians are still digging up facts about Cabot. The world has never forgotten about Christopher Columbus, but it had to be reminded about John Cabot.

Name: _____

W.C.P.M. Calculation Worksheet

Student: _____ Date: _____

Story: *Christopher Columbus and John Cabot: Parallel Lives*

Total words: 467

<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;"> $\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$ <input style="width: 60px; height: 30px;" type="text"/> Uncorrected Mistakes </div> <div style="text-align: right;"> $\begin{array}{r} \text{---} \\ \hline \end{array}$ <input style="width: 60px; height: 30px;" type="text"/> Words Correct </div>	<p>Time</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 20%;">Minutes</td> <td style="width: 20%;"></td> <td style="text-align: center; width: 20%;">Seconds</td> <td style="width: 40%;"></td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td></td> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td>Finish Time</td> </tr> <tr> <td style="text-align: center;">$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$</td> <td style="text-align: center;">$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$</td> <td></td> <td>Start Time</td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td></td> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td>Elapsed Time</td> </tr> <tr> <td colspan="4" style="text-align: center; padding: 10px;"> $(\text{---} \times 60) + \text{---} = \text{---}$ Time in Seconds </td> </tr> </table>	Minutes		Seconds		<input style="width: 40px; height: 30px;" type="text"/>		<input style="width: 40px; height: 30px;" type="text"/>	Finish Time	$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$	$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$		Start Time	<input style="width: 40px; height: 30px;" type="text"/>		<input style="width: 40px; height: 30px;" type="text"/>	Elapsed Time	$(\text{---} \times 60) + \text{---} = \text{---}$ 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 Spring of Grade 3 (Hasbrouck and Tindal, 2006):

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

Comprehension Total _____ / 5

Answers

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

Name: _____

Irregular Comparative and Superlative Adjectives

Write the correct form of the verb in the sentence.

1. (*good*) When I was in first grade, I was the _____ swimmer in the whole school.
2. (*bad*) My brother had a _____ day than I did.
3. (*much*) How _____ money did you bring with you today?
4. (*little*) The unhappy child got the _____ piece of cake because that was all that was left.
5. (*far*) My aunt and uncle live _____ away from our house than my grandparents.
6. (*many*) Our neighbors have _____ pets than we have.

Write a sentence using the word in parentheses.

1. (*better*) _____

2. (*most*) _____

3. (*farthest*) _____

4. (*worst*) _____

Name: _____

Spelling Assessment

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

'ph' > /f/

'f' > /f/

'gh' > /f/

'ff' > /f/

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

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Name: _____

Linking Words *in conclusion*

Add a concluding sentence for each paragraph, beginning with the words *In conclusion*.

Learning to make a free throw in basketball is harder than it looks! First, you have to be able to use your wrists to toss the ball far enough to even reach the basket. Then, the ball has to go straight, not off to the right or left. Also, the ball has to be tossed high enough in the air to come down into the basket and not bounce off the rim. It takes lots of practice to get it right.

Teaching a puppy to sit can be an amusing activity. In general, puppies are such happy, excitable animals that they oftentimes can't control their excitement. Puppies jump up on people because they want attention and because they love the treats you carry in your pockets. This can make you laugh. As you try to hold the treat just right and gently push down on the puppy's back, it will lick your face and look lovingly into your eyes. This can also make you laugh. After much time and patience, you may be able to teach your puppy to sit.

Winning a spelling bee is a thrilling activity. As the bee begins, you and other students line up on stage wearing signs with numbers on them. One by one you are called up to the microphone and asked to spell a word out loud, and the words get more and more difficult. Students make mistakes and step off the stage. Finally, the group has dwindled to just two, you and one other student are left on the stage. Your opponent spells his last word incorrectly, you spell your last word correctly, and you have won.

Name: _____

Build Sentences with Linking Words *for example*

Add adjectives and adverbs to the top rows of boxes and a list of examples in the bottom rows. Choose from your list to create two new, more interesting sentences. Connect your elaborated sentence to the list using the words *for example*.

Starter Sentence: The girl hurt her arm.			
Adjectives to describe the girl	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
A list of examples to answer the following, “Because the girl hurt her arm, what activities can she no longer do?”			
1.			
2.			
3.			
4.			

New sentences:

1. _____

2. _____

Add adjectives and adverbs to the top rows of boxes and a sentence that states an example in the bottom rows. Choose from your list to create two new, more interesting sentences. End your elaborated sentence with a period. Add the second sentence using the words *For example*.

Starter Sentence: Father barbecues.			
Adjectives to describe Father	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
A second sentence describing Father's barbecuing.			
1.			
2.			
3.			
4.			

New sentences:

1. _____

2. _____

Name: _____

Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

1. (*long*) A highway is _____ than the street where I live.
2. (*scary*) That movie is the _____ movie I've ever seen!
3. (*dull*) The paint on that house is _____ than the paint on your house.
4. (*fluffy*) My kitten is a _____ ball of fur that makes me laugh.
5. (*green*) Your yard is much _____ than mine because you've been watering it.
6. (*angry*) My brothers and I are _____ with each other!
7. (*fat*) That puppy is the _____ puppy in the whole neighborhood.
8. (*fine*) That was the _____ story I've ever read.
9. (*busy*) My aunt is very _____ at work.
10. (*great*) You're the _____ friend I've ever had!

Write a sentence using the word in parentheses.

1. (*wiggliest*) _____

2. (*friendlier*) _____

3. (*cuter*) _____

4. (*smartest*) _____

Name: _____

Comparative and Superlative Adjectives Using *more* and *most*

Write the correct form of the adjective in the blank.

1. (*dangerous*) That rocky cliff is the _____ place to jog I've ever seen.
2. (*exciting*) What could be _____ than a day spent with a famous basketball star?
3. (*skilled*) You are such a marvelous sculptor! You are definitely _____ than I am.
4. (*talented*) My brother is _____ at baseball than my sister is.
5. (*comfortable*) Stuffed couches are _____ than hard wooden chairs.
6. (*satisfying*) The _____ feeling for me is when I can truly help someone!
7. (*painful*) Getting stung by a bee was _____ than I thought it would be.
8. (*important*) "Grammar is the _____ subject we study," said my grammar teacher.
9. (*energetic*) I seem to be _____ than you are this morning.
10. (*expensive*) What is the _____ meal listed on the menu?

Write a sentence using the words in parentheses:

1. (*most popular*) _____

2. (*most colorful*) _____

3. (*more awesome*) _____

Name: _____

Irregular Comparative and Superlative Adjectives

Write the correct form of the adjective in the sentence.

1. (*good*) You play basketball _____ than I do.
2. (*bad*) My brand new puppy was being _____ when he chewed up my slippers.
3. (*much*) I am still hungry and I would like _____ food, please.
4. (*little*) My friend's older sister is _____ than she is.
5. (*far*) This is the _____ I've ever ridden my bicycle before without a break.
6. (*many*) You have the _____ apple trees in your yard than anyone in the whole neighborhood.

Write a sentence using the word in parentheses.

1. (*best*) _____

2. (*many*) _____

3. (*least*) _____

4. (*worse*) _____

Name: _____

Prefixes *pro-* and *anti-*

Choose the correct word to complete the sentence and write it on the line.

1. She knew that being _____ at the neighborhood picnic would not help her meet new people so she introduced herself to people at her table.
(antisocial, social)
2. Grandma is _____ in her book club, hosting events regularly.
(active, proactive)
3. I did not make as much _____ on my history project last night as I had hoped, but I still have one more week before it is due.
(propel, progress)
4. Mom said we could _____ some of the meat we bought on sale so we could use it at a later date.
(freeze, antifreeze)
5. The _____ to the book described the town where the main characters lived so the reader would have context for the beginning of the story.
(prophecy, prologue)
6. After a few days passed, the infection hadn't gotten better so I went to the doctor to see if she could prescribe an _____ to clear it up.
(antibiotic, antibodies)
7. One _____ for the new park includes walking and biking trails, a playground, and a skate park.
(prophecy, proposal)

8. Without any wind blowing, the sailboat had nothing to _____ it across the bay so it just sat still in the middle of the water.
(project, propel)

Write a sentence using each word listed.

1. *antibodies*

2. *proactive*

3. *prophecy*

Name: _____

Suffix Review: *-ish*, *-ness*, *-able*, and *-ible*

Circle the correct word, from the choices after each sentence, to complete the sentence.

1.	There were no signs of _____ entry at the scene of the robbery so perhaps the robber had a key to get in or the door was unlocked.	forcible	force
2.	Are you _____ that the library is being renovated and getting additional space?	awareness	aware
3.	She wore a _____ new dress to the holiday party and made quite an impression.	style	stylish
4.	The movie we watched last night did not have a _____ ending and I was completely surprised.	predictable	predict
5.	I felt _____ after eating too many cupcakes and drinking too much soda at the birthday party.	sickness	sick
6.	We need to find some _____ materials to use for the art project that we can easily shape.	bend	bendable
7.	His _____ behavior during the baseball game caught the attention of a police officer nearby, who kept a close eye on him.	foolish	fool
8.	She was _____ when her friends left after a long weekend visit.	sadness	sad

Write the part of speech, meaning, and root word for each word.

1. *selfish*

Part of Speech: _____ Root Word: _____

Meaning: _____

2. *quickness*

Part of Speech: _____ Root Word: _____

Meaning: _____

3. *flexible*

Part of Speech: _____ Root Word: _____

Meaning: _____

4. *believable*

Part of Speech: _____ Root Word: _____

Meaning: _____

5. *loneliness*

Part of Speech: _____ Root Word: _____

Meaning: _____

Name: _____

Prefix Review: *pro-* and *anti-*

If the sentence shows an example of the correct meaning of the underlined word, write **yes** on the blank that follows. If the sentence does not show an example of the correct meaning of the underlined word, write **no**.

1. The antibiotic the doctor gave me really helped clear up the sinus infection and I feel much better. _____
2. We made good progress on peeling the potatoes by sitting on the couch and watching TV. _____
3. There is no antidote for some spider and scorpion bites so a visit to the hospital is the safest thing. _____
4. He had a proposal for how to solve the factory problem so he sat silently through the meeting and never described his plan. _____
5. The doctor gave me more medicine because I had been sick for a while and my antibodies were not strong enough to fight off other infections. _____
6. Some people need a strong antiperspirant prescribed by their doctor because they sweat more than others. _____
7. We needed to proceed with the talent show so the director waited until all participants were there, even if that meant starting late. _____

8. When the chain on my bicycle broke, I had no way to propel myself up the hill so I had to get off and walk the bike to the top. _____

Write a sentence for each word like the ones above that you can answer with yes.

1. *anticlimactic*

2. *project*

3. *prophecy*



Glossary for *The Age of Exploration*

A

abandon—to leave somewhere, never to return (**abandoned**)

accurate—correct

ashore—on land

attempt—an act of trying

B

barbarous—wild, sometimes violent

barter—to trade by exchanging goods and services instead of paying or accepting money for them

bastion—a raised gun platform in a fort

bilge pump—a device used to remove water from the bottom part of a ship

boast—to brag (**boasted**)

C

charter—a formal document that gives rights to a person or group of people; Kings often issued charters to explorers so explorers would search for land and treasure on behalf of the king.

cheap—does not cost much

claim—to say something belongs to you (**claims, claimed**)

compass—a tool used for finding directions with a magnetic pointer that always points north

conquistador—a former warrior, usually from Spain, who took control of something by force (**conquistadors**)

continuously—without stopping

convince—to talk someone into something by giving good reasons (**convinced**)

copper—a reddish-brown mineral found in the earth

D

dead reckoning—a way to measure speed when traveling through water by throwing a knotted rope with a piece of wood on the end overboard and observing how much of and how fast the rope is pulled into the water

destroy—to completely ruin so that it no longer exists (**destroyed**)

device—a piece of equipment that does a specific job

distant—far away

E

equator—an imaginary line around the middle of the earth that is equally far from both the North Pole and South Pole

establish—to start something that is meant to last a long time (**established**)

estate—everything a person owns

estimate—(verb) to make a guess based on information you have; (noun) a guess made based on information you have

evidence—information that helps show if something is either true or not true

expanse—a large, open area

expect—to think something will probably happen (**expected**)

expedition—a long trip made for a specific purpose (**expeditions**)

expensive—costs a lot of money

explorer—a person who sets out to find new things (**exploration, explorations, explorers, explored, exploring**)

F

felt—thick cloth made from wool, fur, or other fibers

fine—excellent (**finest**)

flavor—taste (**flavors**)

forerunner—something that came before

fort—a large building constructed to survive enemy attacks

fortress—a strong fort

fossil—a bone, shell, or other remains of a plant or animal from millions of years ago that has formed rock (**fossils**)

funding—money provided for a special purpose

G

gadget—a small tool (**gadgets**)

grind—to crush something into small pieces or powder (**ground**)

H

hardtack—hard bread that has been baked many times

hourglass—a tool for measuring time; It is a glass container with an upper part and lower part connected in the middle by a narrow tube and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour.

hull—the outer covering of a seed or fruit

humble—respectful, not thinking you are better than others

I

iceberg—a large mass of ice floating in the ocean (**icebergs**)

import—to bring in from somewhere else (**imported**)

impressive—deserving attention or respect

in exchange—the act of giving something and receiving something of similar value in return

income—money earned, mostly from working

inherit—to receive money, property, and other things when someone dies (**inherits, inherited**)

K

keep track—to continue to be aware of (**keeping track, kept track**)

kernel—seed

L

landmark—an object on land that is easy to see and recognize (**landmarks**)

landmass—a large, continuous area of land, such as a continent

league—a distance between 2.4 and 4.6 miles

lordship—authority and power of a lord or high-ranking person

lush—covered with healthy, green plants

M

magnet—a piece of metal that attracts iron or steel and has a north and south pole; Earth is a magnet. (**magnets**)

magnetic field—the area around each pole of a magnet that has the power to attract other metals

maize—corn

method—a way of doing things

moat—a deep ditch, usually filled with water, dug around a fort or castle to prevent enemy attacks

mulberry—a dark purple berry (**mulberries**)

N

noble—a person from a family of high social rank, similar to patricians in ancient Rome (**nobles**)

O

obtain—to get (**obtained**)

occupied—lived and worked in

overrun—to exist in large numbers

overwhelm—to take over completely

P

page—a boy servant (**pages**)

pelt—an animal skin with fur still on it (**pelts**)

peppercorn—a dried berry from a plant that is used to make pepper (**peppercorns**)

plain—a large, flat area of land with no trees (**plains**)

popular—liked by many people

precious—very valuable

property—buildings, land, and livestock that someone owns

prune—a dried plum (**prunes**)

R

raid—to attack by surprise (**raiding**)

ravelin—a small building you must pass through first in order to enter a fort or castle

rebel—to fight against the person or people in charge (**rebelled**)

royal—relating to a king or queen

S

scarce—hard to find

scroll—a paper rolled up into a tube (**scrolls**)

scurvy—a disease caused by not eating enough fruits or vegetables with vitamin C, leading to spongy gums, loose teeth, skin spots, and sometimes death

shallow—not deep

shatter—to suddenly break into many small pieces

shortage—when there is not enough

slash—to make a path by cutting plants (**slashed**)

solid—firm and hard

spice—a substance from a plant that has a specific smell or taste and is used to add flavor to food (**spices**)

spoil—to become rotten and not able to be eaten

steer—to control the direction of

substantially—great in size, value, or importance

T

tan—to turn animal skin into leather using a specific process

territory—a large area of land with defined boundaries

throne—the power and authority of a king or queen

trade—(verb) to exchange something you have for something someone else has;
(noun) the act of exchanging goods (**traders, traded, trading**)

trading post—a place far away from towns where people buy, sell, and trade things
(**trading posts**)

treaty—a formal agreement between groups of people, often to stop fighting
(**treaties**)

V

vassal—a person who is loyal and serves a lord or king

vast—very great in size or amount

viceroys—a person sent by the king to rule a colony

voyage—a long journey, usually by water

W

watch—the time that someone is on duty to guard or protect something

weevil—a small beetle (**weevils**)

whiz—a person who is extremely skilled at something

wreck—to destroy, ruin (**wrecked**)

Writing Prompts

Unit 9:

1. Choose an explorer and write a paragraph explaining why funding for his exploration was a good idea. Add **supporting** details.
2. Determine ways that life for the explorers is different from your life and write a paragraph stating why one would be easier than the other. **Justify** your opinion with **supporting** details.
3. Compare and contrast primogeniture with the manner in which property is distributed among families when parents die nowadays.
4. Select an explorer in the Reader and write an addition to the chapter from your point of view of someone traveling with them.
5. **Respond** to the question, “Would you want to be a page on a ship? Why or why not?”
6. **Respond** to the statement, “No one knows who the first people were who lived in North America.” Verify your answer with facts from the Reader and other sources available to you.

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. Add supporting details as to why.
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 whatever you read today. Compare and contrast the main characters, the settings, and the plots.
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.

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

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Unit 9

Workbook

Skills Strand
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