

# Unit 8

## Skills Workbook



Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 3





# Unit 8

## Skills Workbook

Skills Strand

GRADE 3

Core Knowledge Language Arts®



## Creative Commons Licensing

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



### You are free:

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

### Under the following conditions:

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

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

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

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

### With the understanding that:

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

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

Copyright © 2013 Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

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

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

# Unit 8

## Skills Workbook

This Skills Workbook contains worksheets that accompany the lessons from the Teacher Guide for Unit 8. 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: \_\_\_\_\_

## Etu, the Hunter

1. Who is on the hunt?
  - A. Etu and the other men in his family
  - B. Etu and the women in his family
  - C. Etu
  - D. Etu's parents
  
2. This hunt is significant for Etu because \_\_\_\_\_.
  - A. it is his last hunt
  - B. it is the only hunt he will go on this year
  - C. it is his first hunt
  - D. it is winter
  
3. Why does Etu have to be so careful and silent?

---

---

---

---

Page \_\_\_\_\_

4. List some tools mentioned in this chapter that Etu's people use.

---

---

---

---

5. Write a different ending for the chapter. In your ending, Etu and his family are NOT successful in the hunt.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Name: \_\_\_\_\_

**Dear Family Member,**

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

**Spelling Words**

This week, we are reviewing the spelling patterns for /ə/ spelled 'a' and 'e' that we have already learned. On Friday, your child will be assessed on these words.

Students have been assigned two Challenge Words, *American* and *independent*. Challenge Words are words used very often and need to be memorized. The Challenge Words do follow the spelling patterns for this week as both 'a's in *American* and the first and last 'e's in *independent* are pronounced /ə/.

The Content Word for this week is *glistening*. This word is directly related to the material that we are reading in *Native American Stories*. 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 for. We encourage everyone to stretch themselves a bit and try to spell this word.

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

- |             |  |
|-------------|--|
| 1. dozen    | 12. sentence                           |
| 2. again    | 13. area                               |
| 3. enemy    | 14. secure                             |
| 4. Shaman   | 15. taken                              |
| 5. deposit  | 16. probably                           |
| 6. ability  | 17. bulletin                           |
| 7. problem  | 18. company                            |
| 8. distance | <b>19. Challenge Word:</b> American    |
| 9. about    | <b>20. Challenge Word:</b> independent |
| 10. elegant | <b>Content Word:</b> glistening        |
| 11. debate  |  |

### **Student Reader**

The chapters your child will read this week in *Native American Stories* are a collection of stories about different groups of Native Americans. These selections are historical fiction and each is told from a child's point of view. Students will learn about these children's contributions to their tribes. This week, students will read about a hunter, bird chasers, gatherers, a basket weaver, and a spirit giver. 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: \_\_\_\_\_



## Etu, the Hunter

We walked silently and carefully across the **glistening** snow. The sun shone on the snow and made it sparkle and shine like the stars in the night sky. Before we left our camp, my brothers had told me many times that I must do exactly as they said. If I did not, they would send me away.

They said that as we walked, I must step silently and carefully into my older brother's footprints. My oldest brother, Hakan, was six years older than me. He was the lead **tracker**. His footprints led the way. My brother Delsin was three years older than me. He followed closely behind Hakan, stepping easily into his footprints. I was right behind Delsin, trying hard not to **wobble** from side to side as I stepped into his enormous footprints.

My father and uncles moved in a straight line some distance behind us. These were the men in our family who hunted and killed the great creatures that roamed across the land we lived on. Each man held a **flint**-tipped spear and an atlatl, or spear thrower. My brothers and I had our **slingshots** slung over our shoulders. This was my first hunt. We were following a herd of **woolly mammoths**. We were waiting for one member of the herd to fall behind. As soon as it did, the men would move forward and drive it into a ditch. We had to be careful though. It was important that the creature did not sense our presence. If it did, it would certainly charge at us using its great size and curved **tusks** as powerful weapons. If this happened, the herd itself would panic and would **stampede** for sure.

I loved to listen to the sound of the crunching snow beneath our feet. I loved the feel of the icy wind against my cheeks. All around, the tips of tall, green grass sprang up from the snow-covered land. The **woolly mammoths** dined on the lush grass. They used their tusks to push the snow aside so that they could reach every juicy part of it.

We walked until the sun began to sink in the sky and a golden **haze** touched the shimmering earth. I spotted various clumps of tall grass that brought faint color to the mostly white, crisp **terrain**. As we walked, I thought about my mother and sister, who were also at work. They were repairing the **shelter** we had built from **mammoth** skin, bones, branches, and earth. Several days earlier, strong winds had damaged the camp we had set up near the herd. They knew, as did we, that **mammoth flesh** could feed many people for quite some time. It could be dried and saved so that it lasted until the next successful hunt. A **mammoth's** skin and fur could be made into warm clothing or it could

be used to make a cozy **shelter**.

Suddenly, my brother Hakan stopped moving and raised an arm. Then, he signaled for us to **crouch** down. We immediately did as he commanded. I peeked around to see the men behind us doing the same thing. My brother put a finger to his lips and looked at us directly, signaling us to be quiet. I could tell that he had spotted a lone **woolly mammoth**.

As we **crouched** down in the snow, the hunters began to move forward. I held my breath as my father and uncles moved past us. I knew that they would not use their spears until the giant creature had been cornered in the ditch with no way out. My heart pounded in my chest as I watched the men suddenly surround what seemed to be a young **mammoth**. They drove it with such skill into the snow-covered ditch, whooping and hollering as they went. Then, without hesitating, my father and uncles launched their spears. I watched this great and powerful creature fall, crashing to the ground.

Name: \_\_\_\_\_

## Adoette and Awan, the Bird Chasers

1. What crop do Adoette and Awan's people grow for food and to make things they need?

- A. whole wheat
- B. tomatoes
- C. corn
- D. shrubs

Page \_\_\_\_\_

2. Write a complete sentence that tells the uses of the crop Adoette and Awan are protecting.

---

---

---

---

3. How do Adoette and Awan know that winter is over?

- A. the air is warm
- B. the crows are cawing
- C. the earth seems to be waking from a sleep
- D. all of the above

4. Why are crows the enemy of Adoette and Awan and their people?

---

---

---

---

5. Write a complete sentence that explains exactly what the children do to scare the crows away.

---

---

---

---

6. How do you know that Adoette is not afraid of the injured crow?

- A. She screeches, "We're supposed to chase it away."
- B. She picks up the bird and plans to take it home to help it heal.
- C. She runs in the other direction when she sees the crow.
- D. She stomped off to look for snakes.

Name: \_\_\_\_\_

## Plural Possessive Nouns Not Ending in *-s* or *-es*

Rewrite each sentence, changing the underlined phrase to a plural possessive noun.

Example: The house belonging to Grandma was full of the noises of the children.

Grandma's house was full of the children's noises.

1. My cat ate all of the cheeses of the mice.

---



---

2. The black cars belonging to the men lined up to pull out of the garage.

---



---

3. The silent classrooms of the children made us think no one had come to school that day.

---



---

4. The auditorium was full of the happy voices of the people.

---



---

5. The colorful dresses of the women looked like a rainbow on stage.

---

---



Name: \_\_\_\_\_



## Adoette and Awan, the Bird Chasers

“Adoette, it’s time to go,” whispered Awan. “The sun is almost up!”

“I’m coming,” Adoette replied softly as she tiptoed through the doorway of her home. “I have fish for us to eat later,” she continued.

“I have water for us to drink,” Awan said as he smiled at Adoette.

The children **chatted** with each other as they made their way towards their family’s cornfield. The cornfield was a short distance from their village near the river. As they walked, the sound of crows **cawing** rose up into the warm, spring air. The crows had returned to signal that wintertime was over. The warmth of the sun was once again encouraging life in the sleeping Earth.

The sun was a yellow haze on the **horizon** as the two children walked together. Adoette and Awan had the important job of scaring the crows away from the corn seeds that had been planted in the field. The crows had returned just in time to watch the men of the village plant their crops. The dirt, no longer frozen, was now warm enough for planting. Using a **hoe** fashioned from the jaw bone of a deer and a small tree branch, the men created long, thin **channels** in the dirt. They placed the corn seeds one footprint apart in the bottom of each **channel**. They covered the seeds with dirt and watched as the rainfall and the sunshine did the rest. Each family group had its own cornfield. Corn was an important crop. It could be **stored** for the winter in grass-covered pits. Corn was used to make flour for fried cakes, breads, and puddings. The **husks** of the corn plant were used to make baskets and mats. In addition to corn, each family grew beans and squash. They also hunted and fished.

Once the corn was planted, the women and children checked to make sure the young seedlings got plenty of water. If the spring rains did not come and water the earth, then the women and children did. The children also had the job of protecting the young plants from all kinds of hungry **critters**.

Adoette and Awan were sent to the family cornfield each day to guard the crop. As the corn crop had just been planted, crows were the worst enemy. They would either dig up the newly planted seeds with their sharp **talons** or they would wait for the seeds to **germinate**. Then, they would pull up each seedling plant, **cawing** with delight as they consumed the corn seed and discarded the rest.

As the two children arrived in the cornfield, they could see that several crows were

already there. The crows sat in the dirt, watching the young plants. Adoette and Awan placed their supplies on the ground and yelled at the crows. The crows stared at the children with their coal-black eyes. Then, they flapped their wings and flew away. One crow, however, could not quite lift its body off the ground and instead tried to **scuttle** away from the children. It made its way towards some low-lying shrubs.

“Oh, it’s injured!” exclaimed Adoette. “We must help it.”

“Help it!” screeched Awan. “We’re supposed to chase it away.”

“If it can’t fly, it could be eaten up by any number of creatures,” continued Adoette eagerly.

“You are crazy,” said Awan.

Slowly, Adoette made her way towards the crow. The crow had stopped moving just in front of a shrub. It had turned to look at Adoette.

“Are you injured?” Adoette asked the bird softly. “Here, let me help you.”

The crow inched its body under the shrub and stared intently at Adoette.

Adoette sat down in the dirt and **chatted** with the crow for a while. Awan, unhappy with his cousin’s behavior, stomped off to look for snakes. Eventually, Adoette reached in under the shrub and gently yet confidently picked up the bird. The crow flapped its wings for a second or two, but then settled down in Adoette’s arms.

When Awan returned, he found Adoette watching the field with a crow in her arms.

“What are you going to do with it?” asked Awan who was quite astonished by the sight of his cousin cuddling a crow.

“I’m going to make it better,” Adoette exclaimed.

Awan simply shook his head.

For the rest of the day, the two children guarded the corn crop. When the sun began to set, they made their way back to the village. Adoette walked proudly beside Awan, carrying the enemy in her arms.

Name: \_\_\_\_\_

## Akando and Aponi, the Gatherers

1. What did most children in the village gather during this time of year? List examples.

---

---

---

---

---

2. Write a definition for the word “harvest.”

---

---

---

3. What did the Shamans use tobacco and certain roots and bark for?

- A. food
- B. drink
- C. medicine
- D. shelter

Page \_\_\_\_\_

4. Akando and Aponi had \_\_\_\_\_ strapped to their waists.
- A. headdresses
  - B. birch bark baskets
  - C. belts with tools
  - D. pouches with medicine

5. What title best matches the list below?

Title: \_\_\_\_\_

- 1. Tobacco
- 2. Sunflowers
- 3. Corn
- 4. Squash

- A. Crops Grown
  - B. Crops Gathered
  - C. Crops Missing
  - D. Crops Sold
6. What do you think will happen next, after Akando and Aponi fill their baskets?
- A. They will hunt for food.
  - B. Akando will teach Aponi how to beat him in the Guessing Game.
  - C. They will participate in a ceremony to ask for rain.
  - D. Aponi will teach Akando how to make a birch bark basket.



# Word Shelf

*-ish*  
means *having the characteristics of or like*

foolish

snobbish

selfish

feverish

Name: \_\_\_\_\_

## ***-ish*: Suffix Meaning “having the characteristics of” or “like”**

<b>foolish—(adjective) having the characteristics of or like someone who is ridiculous and acts without good sense or judgment</b>	
<b>snobbish—(adjective) having the characteristics of or like someone who thinks he or she is better than others</b>	
<b>selfish—(adjective) having the characteristics of or like an individual</b>	
<b>feverish—(adjective) having the characteristics of or like a body temperature that is higher than normal; having the characteristics of or like a state of excited activity or emotion</b>	

Write the correct word to complete each sentence.

style	childish	fever	child
feverish	fool	foolish	stylish

- We worked at a \_\_\_\_\_ pace to finish the project before the end of class.
- There was an announcement at the fair about a \_\_\_\_\_ who had lost his mother in the crowd.
- I was \_\_\_\_\_ to think that I could do well on the assessment without studying for it the night before.

4. Mark was so happy his team won the game that he jumped up and down, screaming like a \_\_\_\_\_.
5. Her new shoes were very \_\_\_\_\_ and everyone wanted a pair just like them.
6. Mom put her hand on my forehead and said it felt like I had a \_\_\_\_\_ since it was so warm.
7. My cousin has a great sense of \_\_\_\_\_ when it comes to dressing up.

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

8. \_\_\_\_\_  
\_\_\_\_\_





# Word Shelf

*-ness*  
means *in the state or condition of being*

quickness

awareness

fitness

loneliness

Name: \_\_\_\_\_

**–ness: Suffix Meaning**  
**“in the state or condition of being”**

quickness—(noun) in the state or condition of being fast	
awareness—(noun) in the state or condition of noticing something	
fitness—(noun) in the state or condition of being healthy	
loneliness—(noun) in the state or condition of being without others	

Write the correct word to complete each sentence.

dark	awareness	fit	sick
fitness	darkness	sickness	aware

- I felt \_\_\_\_\_ after eating the entire tub of popcorn at the movies.
- Her \_\_\_\_\_ of how to get around our new school was very helpful since I got lost twice in the beginning of the year.
- Are you \_\_\_\_\_ that snow is in the forecast for next week?
- To keep up my level of \_\_\_\_\_, I now exercise at least four times a week and I eat healthy foods.

5. The \_\_\_\_\_ made it hard for Dad to find the top to the trash can last night.
6. My dad wants to be \_\_\_\_\_ and healthy by the time summer starts.
7. It gets \_\_\_\_\_ outside earlier during December than during October.

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

8. \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

## Blank Busters

dozen	again
enemy	Shaman
deposit	ability
problem	distance
about	elegant
debate	sentence
area	secure
taken	probably
bulletin	company
<p><b>Challenge Word:</b> American</p> <p><b>Challenge Word:</b> independent</p> <p><b>Content Word:</b> glistening</p>	

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. Etu traveled a great \_\_\_\_\_ following the woolly mammoths.
2. Rita collects items in groups of 12, so she has a \_\_\_\_\_ pencils in her desk and always makes sure there are 12 \_\_\_\_\_ in each paragraph she writes.
3. The beautiful, \_\_\_\_\_ snow fell last night while everyone slept.
4. Mother said we needed to clean our rooms very well because we were expecting fancy, \_\_\_\_\_ \_\_\_\_\_ to arrive to spend the weekend with us.

5. In a video our teacher showed us, there was a Native American called a \_\_\_\_\_ who healed the sick and took care of many other \_\_\_\_\_ that his group encountered.
6. I feel very confident when surrounded by my friends, but when \_\_\_\_\_ approach, I am not as confident and don't feel \_\_\_\_\_.
7. My baby brother wants to be able to do things himself and be \_\_\_\_\_.
8. Will you take my check to the bank and \_\_\_\_\_ it, please?
9. The chapters in our reader, *Native \_\_\_\_\_ Stories*, are all \_\_\_\_\_ children and their contributions to their groups.
10. Mother says I can \_\_\_\_\_ go to the movies with my friends. I just need to finish my homework.

**Write three sentences using spelling words of your choice that were not used in the first 10 sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



## Akando and Aponi, the Gatherers”

I stared up at the blue sky and **squinted**. It was hot. There was not a cloud in the sky. Even though the leaves on the trees were now changing to splendid colors that made me stop and stare, the intense heat of the sun still **lingered**. I stood for a moment and rested my tired feet. I could tell that the heat of the day would soon be replaced by an explosive thunderstorm.

I glanced back toward our village, but it was now almost completely out of sight. I couldn't see the roofs of the houses and storage rooms, nor the smoke rising up from each family **hearth**. I could, however, still see our chief's home. I could also still glimpse the **ceremonial** buildings that sat upon the large mounds that my people **constructed**.

My brother Akando and I had been sent out with our baskets to gather wild fruits, berries, and nuts. In fact, this was the time of the year when most of the children in our village were put to work. This was the time of year when the children gathered nuts, fruits, and berries that could be **preserved** or dried. We also gathered wild onions and **milkweed**. This food would be needed when the earth was frozen. It was important that we gathered what nature provided for us before the rains came and washed it all away or the frost came and killed it.

The crops that we grew, sunflowers, corn, squash, and **tobacco**, were also being harvested. Some of the older children were busily helping in the fields. Only the **Shamans** were allowed to gather **tobacco** and the roots and bark that were used for medicine. My brother told me that the **Shamans** offered **tobacco** to the four directions of the earth before the roots of the medicine plant were taken.

I looked ahead, in search of Akando. My brother was so far ahead of me that I was losing sight of him.

“Akando, slow down,” I called to my brother. “Can we rest for a while?”

Akando looked back at me. He is my twin brother and even though we are the same size, he is stronger than I am. Akando had a large **birch** bark basket strapped around his waist. It was almost full to the brim with hickory nuts and hazelnuts. I had a basket strapped to my waist too. Mine was smaller than his and it was only half full with butternuts and acorns.

“Just for a short while, Aponi,” he yelled back. “We haven't even begun to collect the berries.”

Akando walked back and sat down beside me on the ground. “Want to play a game?” he asked.

“Yes. What game?” I replied eagerly.

“We’ll play a guessing game,” Akando replied. “Now, turn away until I say you can look.”

Akando was very bossy but I loved him. He always stuck up for me when some of the children in the village teased me.

“Okay, ready!” said Akando.

I turned around to see that three large, **autumnal** oak leaves had been placed on the ground. Akando had placed a stone under one of them and I had to guess which one. I only had one guess. We would do this three times, then we would switch and Akando would have to guess. He always beat me.

“The one in the middle,” I said hopefully.

“Wrong!” exclaimed Akando. “It’s the one on the left,” he said as he lifted up the leaf to reveal the stone.

My next guess was also wrong, but my third and final guess was correct.

“Now, it’s your turn,” I said.

As always, Akando beat me. He got two out of three guesses right.

“Okay, let’s go,” he said, urging me on. “The sooner we gather all that we can, the sooner we can return home.”

“I guess,” I said but I continued to sit on the ground.

“Later on, if you like, I will show you how to beat me in the guessing game,” Akando offered, trying to spur me on.

It worked.

“Really?” I asked, jumping to my feet and picking up my basket.

“Really!” Akando replied. “But first you have to fill that basket!”

“Okay,” I said, smiling at him.

Then, I grabbed my brother’s hand and walked with him beneath the canopy of red-, gold-, and **copper**-colored leaves.



Name: \_\_\_\_\_

## Alemeda, the Basket Weaver

1. Which character from a different chapter used a basket to hold things?
  - A. Etu
  - B. Aponi
  - C. Awan
  - D. Adoette
  
2. Why did Alemeda hide in the beginning of the chapter? (You may answer in “note-taking” form as a short answer.)

---

---

---

Page \_\_\_\_\_

3. Why did Alemeda’s grandmother say they had to finish the baskets?

---

---

---

Page \_\_\_\_\_

4. What did Grandmother think when she was Alemeda's age?
- A. She would rather learn how to hunt than weave baskets.
  - B. She would rather harvest corn than weave baskets.
  - C. She would rather hide than weave baskets.
  - D. She would rather chase her dog than weave baskets.

Page \_\_\_\_\_

5. Why are baskets so important to Alemeda's people?

---

---

---

6. Write a summary of this chapter.

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

## Practice Possessive Pronouns

Underline the possessive noun in each sentence. Write the sentence, replacing the possessive noun with a possessive pronoun from the box.

my	your	his	her	its	our	their
----	------	-----	-----	-----	-----	-------

Example: The students' artwork decorated the walls. Their artwork decorated the walls.

1. Sally's name is printed on the front of the book she wrote.

---



---

2. My family's house is at the end of a long street.

---



---

3. Many people begin people's careers in school and continue for years.

---



---

4. The house's coat of paint is peeling and needs attention.

---



---

5. [Insert your name with an apostrophe] homework is finished and now I can play!

---

---

6. [Insert the name of one friend with an apostrophe] homework is also finished and now we can play together!

---

---

7. Mr. Brown's car is red with a white racing stripe.

---

---

Name: \_\_\_\_\_

## Suffixes *-ish* and *-ness*

Replace each underlined definition with the word that matches it. Write the word, the part of speech, and the suffix under each sentence.

stylish	darkness	kindness	selfish	foolish
sadness	quickness	snobbish	sickness	loneliness

1. When her friends arrived for a weekend visit, she forgot all about her state or condition of being without others from the night before.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

2. It is a having the characteristics of or like an individual act to only go to events with friends when you get to pick the events.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

3. The state or condition of being without much light made it difficult for Robby to see if his dog was in the backyard or not.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

4. She was overcome with state or condition of being not happy when she learned that her best friend was moving to another state.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

5. Her having the characteristics or like someone who thinks he or she is better than others attitude made it difficult to work with her because she never thought other people's ideas were good compared to hers.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

6. The state or condition of wanting to help others and do good things of a stranger who opened the door for her while she was on crutches really made her day great.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

7. There was a having the characteristics of or like someone who is ridiculous and acts without good sense or judgment fan at the baseball game who stood up and did funny dances every time a good play happened.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

Name: \_\_\_\_\_

8. The state or condition of being fast with which the deer ran across the field surprised us as we hiked along the trail in the park.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

9. Her having the characteristics or like the way people act and dress at a particular time appearance always impressed people she met and made a good impression wherever she went.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

10. During the winter months, there is more state or condition of being ill, not feeling well going around than during the summer months.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_





Name: \_\_\_\_\_

## Word Sort

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

'a' > /ə/

'e' > /ə/

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

curable

among

problems

Chinese

oven

parakeet

hen

broken

acre

delegate

allow

elegance

Amos

pencil

enjoy

pleasant

brazen

burger

huggable

able





## “Alemeda, the Basket Weaver”

“Alemeda! Where are you?” my mother called.

I did not answer. Instead, I crept around the corner of our home and hid. I waited and watched in the cooling shade. I held my breath. I was just about to close my eyes when a lizard raced across my bare feet. It tickled.

“She’s hiding from you,” my younger brother Kele announced. “She’s over there,” he said, pointing towards me.

I did not reply but stuck my tongue out at Kele. He was always getting me into trouble.

“Alemeda, we need you. We have work to do. We must finish the baskets,” my mother said, as I made my way towards her. She was not angry but it was clear that she was not going to let me play. I had work to do.

I walked slowly towards the shaded area that my father had constructed out of wooden poles and a covering. I kicked at the dirt as I walked. There were several of these structures scattered around our village. Women could be found sitting under them weaving baskets of various shapes and sizes. They also created a whole **host** of other things. Men could be found sitting together shaping tools for hunting and farming.

All of the women in our village made baskets. Baskets were very important because they were used for carrying water, for storing grain, fruits, nuts, and berries, and even for cooking.

“Sit near me,” my grandmother said as I came and stood beside her.

I sighed deeply and threw myself down on the ground next to her.

She smiled and handed me the basket I had begun to make the day before.

“Our people have been making these baskets since time began,” she said. “This skill has been handed down from one **generation** to the next. It is important that you learn it, Alemeda.”

“I know,” I replied, and then I sighed again. “But I would rather learn how to hunt than weave baskets,” I admitted.

My grandmother laughed out loud. “When I was your age, I thought the same thing,” she replied.

“Really?” I asked, looking at her wise, old face. “Then, why are you making me do it?” I asked eagerly, wondering if there was a way out.

Grandmother looked at me for a few moments before she replied. Then she asked, “When you hunt, or fish, or even farm, what are you going to do with the food you have provided?”

“Eat it!” I exclaimed cheerfully.

“But we can’t eat everything at once,” she chuckled. “We must save the corn we harvest. We must dry some of the meat we hunt for, we must store the fruits and berries we gather. We must store this food safely so that we can survive during the time when the sun has turned away from us. You will come to see, Alemeda, how important it is to learn this skill. Now, remember what I told you yesterday. All **coiled** baskets are made from plants that bend easily. Plants such as yucca, split willow, rabbitbrush, or skunkbrush are the best.”

“I remember,” I said, still not convinced that I wouldn’t be happier hunting. “Is that why we can also make rope, sandals, mats, and even clothes out of these plants that bend easily?” I asked, trying not to sound too interested.

“Yes, these plants have many uses. But it is our skill as weavers that enables us to make these things. Plus, Alemeda, you want to get married don’t you?” she asked as she revealed a large toothy grin.

“No,” I replied immediately.

My grandmother exploded with loud laughter.

“Well, in case you ever change your mind, your skill as a weaver might get you noticed by any one of those boys that you like to go hunting with,” she continued, her eyes shining with delight.

“Yuck,” I said by way of a reply, and then I spat in the dirt to make my point even more clearly.

“Well, just in case you change your mind, we had better get to work,” Grandmother said with a chuckle. Then, together we began to weave the baskets that my people had been making since time began.

Name: \_\_\_\_\_

## Spelling Assessment

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

'e' > /ə/

---

---

---

---

---

---

---

---

---

---

---

'a' > /ə/

---

---

---

---

---

---

---

---

---

---

---

**Challenge Word:** \_\_\_\_\_

**Challenge Word:** \_\_\_\_\_

**Content Word:** \_\_\_\_\_

**Dictated Sentences**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

## Alo, the Spirit Giver

1. What do the kachinas govern?
  - A. the moon, the stars, and the thunderous heavens
  - B. the crops
  - C. the health of the Hopi people
  - D. all of the above

Page \_\_\_\_\_

2. Why is the Bean Dance Ceremony one of the most important ceremonies?

---

---

---

---

---

---

3. Only \_\_\_\_\_ in the village can wear the special kachina clothing and masks.

4. Describe what those who dress as the Aholi Kachina spirit wear.

---

---

---

---

---

5. How old must a boy be to participate in the Bean Dance Ceremony? (You may answer in “note-taking” form.)

---

---

6. List the things Alo’s father has not been able to do this year because he has been sick.

---

---

---

---

Page \_\_\_\_\_



Name: \_\_\_\_\_

'S

s'



Name: \_\_\_\_\_

## Dictionary Skills

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

**wind** 1. [wiend] *verb* To wrap something around something else. 2. [wiend] *verb* To turn a knob around to make a machine work 3. [wiend] *verb* To move in a curvy way. 4. [wind] *noun* The breath an animal has in its lungs. 5. [wind] *noun* The movement of air.

1. What two pronunciations for the entry word *wind* are shown? \_\_\_\_\_

\_\_\_\_\_

2. What two parts of speech are listed for *wind*? \_\_\_\_\_

\_\_\_\_\_

3. Which definition of *wind* is used in the following sentence?

The *wind* is blowing gently today. \_\_\_\_\_

What part of speech is *wind* in this sentence? \_\_\_\_\_

4. Which definition of *wind* is used in the following sentence?

The river *winds* down the mountains and empties into the ocean. \_\_\_\_\_

What part of speech is *winds* in this sentence? \_\_\_\_\_

5. Which definition of *wind* is used in the following sentence?

Mom said, “*Wind* the scarf around your neck to keep you warm. \_\_\_\_\_

What part of speech is *wind* in this sentence? \_\_\_\_\_

6. & 7. Write sentences using the definitions for *wind* not previously used.

---

---

---

---

---

Name: \_\_\_\_\_

## Meda and Flo, the Forest Children

1. What are the girls doing at the very beginning of the chapter?
  - A. making maple syrup
  - B. racing
  - C. preparing for a hunt
  - D. helping an injured crow
2. What does Flo's family do every year at the beginning of spring?
  - A. set up camp in the mountains
  - B. set up camp in the maple tree forest
  - C. set up camp by the lake
  - D. set up camp on the grassy hills
3. List the places where Flo's family lives during each season.

Spring: \_\_\_\_\_

Summer: \_\_\_\_\_

Fall: \_\_\_\_\_

Winter: \_\_\_\_\_

4. Why were Flo and others lucky this year?
- A. The campfire did not burn their home.
  - B. The winter was wet and left the ground moist for planting seeds.
  - C. The winter winds and snowfall had not destroyed their wigwam frames.
  - D. No one else had collected sap from the maple trees in the forest.

5. What does sap look like when it first comes out of the maple tree?

---

---

6. What are the containers made of that hold the sap?

---

---

7. Which other characters have used baskets to hold or collect things?

- A. Akando and Aponi
- B. Etu
- C. Alo
- D. none of the above

Name: \_\_\_\_\_

Take-Home Worksheet

**Dear Family Member,**

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

**Spelling Words**

This week, we are reviewing spelling patterns for /ə/ + /l/ spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion' that we have already learned. On Friday, your child will be assessed on these words.

Students have been assigned two Challenge Words, *important* and *children*. 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 *ceremonial*. This word is directly related to the material that we are reading in *Native American Stories*. The Content Word is an optional spelling word for your child. If your child would like to try it but gets it incorrect, it will not count against him or her on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

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

- |               |                                      |
|---------------|--------------------------------------|
| 1. channel    | 12. subtraction                      |
| 2. hospital   | 13. funnel                           |
| 3. scuttle    | 14. travel                           |
| 4. addition   | 15. festival                         |
| 5. generation | 16. trial                            |
| 6. freckle    | 17. trickle                          |
| 7. autumnal   | 18. celebration                      |
| 8. vowel      | <b>19. Challenge Word:</b> important |
| 9. wobble     | <b>20. Challenge Word:</b> children  |
| 10. rustle    | <b>Content Word:</b> ceremonial      |
| 11. nation    |                                      |

### **Student Reader**

The chapters your child will read this week in *Native American Stories* include stories about forest children and a dog trainer. Additional chapters your child may read include a story about the children of a corn festival, an Iroquois tale about a great bear, and an Inuit myth about how a crow brought daylight to people living in darkness. Be sure to ask your child each evening about what he or she is learning.

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



Name: \_\_\_\_\_

Take-Home Worksheet



## “Alo, the Spirit Giver”

Hello! My name is Alo. I am a ten-year-old Hopi [HOE-pee] boy. Welcome to my village.

It snowed last night, just enough to cover my feet. The snow did not stay on the ground for long though. The warmth of the morning sun melted it all. My younger brothers and sisters had hoped to play in it. They were disappointed to see the shimmering blanket of snow disappear so quickly into the thirsty earth.

Today is an important day for my people. Today is the Bean Dance Ceremony. The **spirits**, or as my people call them, **kachinas** [kots-EE-nos], have arrived on Earth. They left their home on the tall mountains on the darkest day of the year and came to us. That was several weeks ago. From that day until the day when the sun shines longest in the sky, they will stay with us. They are our guardians. Long ago, they lived here on Earth and taught us how to hunt, gather, and farm. Then, they left us but agreed to return for half of the year.

In case you do not know, the word **kachina** means ‘father of life’. For us, living as we do in the hot, **arid** desert lands of our **forefathers**, we could not survive here without the help of the **spirits**—the **kachinas**. **Kachinas** care for every living thing on Earth, and all living things go to the **spirit** world when they die. So you see, **kachinas** are actually the **spirits** of everything that has ever lived. They govern the moon, the stars, the thunderous heavens, and the crops, as well as our health. Many of the **kachinas** are our **ancestors** who have become the cloud **spirits** that bring us rain.

On certain days of the year, the **kachinas** take us on a journey into the **spirit** world. Today is such a day and I will at last make that journey. I will take part in the Bean Dance Ceremony. This is one of our most important ceremonies. Today, the people of my village will ask the **spirits** to help us as we once again prepare the earth for planting. We will ask especially for the gift of rain. I have offered many, many prayer feathers and gifts of corn seed to the **spirits** in preparation for this ceremony. My mother now calls me the ‘**spirit** giver’.

On days such as today, boys from the age of ten to the **elders** in our village wear special **kachina** clothing and face masks. Only boys and men can do this. The special clothing and masks represent **spirits**. These items reveal what **spirit** we are going to become. For you see, when we take part in these ceremonies, and wear the special clothing and masks, we actually become those **spirits**.

Perhaps you could come to the ceremony. If you can come, pay close attention to the Aholi **Kachina spirit**. That is the Hopi rain **spirit**. The boys and men who will become that **spirit** will wear multi-colored **cloaks** and may even carry wands. They will wear bright blue masks or **headdresses**. They will hold rattles made from **gourds**. When they shake the rattles, it sounds like rain falling. Often, within hours of the ceremony, rain will actually begin to fall.

I will not be asking for rain though. My father is very ill and so today, I will become the Bear **Kachina**. The Bear **Kachina** can cure the sick and when I become that **spirit**, I will make my father well again. If you come to the ceremony, you will know me by the mask that has the bear paw prints on either cheek.

It is my first time in such an important ceremony and I must do my best. I must cure my father. This year he was not well enough to make the **kachina** dolls for my sisters. My uncle had to do that for them. We need him to be well again soon. My brothers and sisters want to play with him. I want to help him prepare the fields and plant and harvest the beans and corn we grow each year. Oh, but I must go now. It is time. If you can come, please look for me, but do not call out my **spirit** name. That will bring bad luck.

Name: \_\_\_\_\_



## “Meda and Flo, the Forest Children”

“Flo, I’ll race you to that tree over there,” said Meda, pointing to one of the maple trees.

“Okay,” I said confidently. I was one of the fastest runners among the girls of my age in our village. I wondered why Meda was even challenging me to a race.

Immediately, Meda flew like an arrow straight toward her target. She was clearly hoping that a quick start would give her an advantage over me. However, like a shooting star that bursts across the night sky, I was on her heels in no time. Just before we reached the tree, I passed her and touched the tree trunk.

“I won,” I exclaimed. “You’re pretty fast though, Meda,” I admitted. “Considering you are a year younger than me, that was quite a race!”

“Yes! This time next year, when we return to the maple tree forest, I’ll be able to beat you,” Meda said confidently, while at the same time grinning at me.

I grinned back. “I’ll still be a year older than you,” I said rising to the challenge.

“I know. You’ll always be that. But I have a feeling that this time next year, I will be taller than you,” she replied as if she were stating a fact.

“Well, we’ll see about that,” I replied as I **eyed** her feet. They were already bigger than mine and she was only a thumb size shorter than me. I couldn’t help thinking that she might be right, but I wasn’t going to admit it.

This was my favorite time of year by far. It was the time of year when the eagles built their spring nests. The chickadees made their strange, **erie** call in the early morning. The snow was melting all around and tree buds were **emerging** daily.

This was also the time of year when my family, along with my uncles and aunts and their children, set up camp in the maple tree forest. We did this every year at the beginning of spring. We left our summer and winter village and returned to our camp in the forest. In the fall we camped near the fields we planted our crops in.

We always returned to the same maple forest camp. It was a good-sized **clearing** encircled by a large number of maple trees and birch trees. We returned here each year to collect the **sap** from the maple trees and turn it into the sweet syrup that we all loved so much.

This year we were lucky. The winter winds and frequent snowfall had not destroyed

our **wigwam** frames from the **previous** year. We only had to wrap the deerskin that we had carried with us around the frames. After we made our campfire, the children had a chance to play before the real work began.

Once we were **settled**, the men would use their **axes** to make small, deep cuts in the trunks of the maple trees. Then, we would wait for the **sap** to **trickle** out. As it did, the women and children would **funnel** the sap into birch baskets or clay pots. We used curved pieces of cedar wood or hollowed-out sumac stems as **funnels**.

**Sap** from the maple tree looks like water when it first **trickles** out from inside the tree. Once the **sap** is collected, my mother and aunts cook it in a clay pot. Sometimes, they put the pot right on the open campfire. Other times, they put red-hot rocks right into the clay pots. After you've cooked it for a while, the **sap** turns into sweet syrup. If you keep on cooking it, the **sap** turns into sugar.

During this time, the older girls also collect birch bark. They **strip** the bark from the trees and pound it until it can be shaped and molded into storage containers or dishes. The men and boys busy themselves hunting and fishing. In the evening, we all spend time together around the campfire exchanging stories.

“Come on, Flo,” yelled Meda, who had wandered off to watch the men at work. “I can smell dinner cooking.”

She was right. The **succulent** smell of deer meat **wafted** up into the crisp evening air.

“Race you back,” I announced. This time I took off like an arrow shot from my father's bow.

Name: \_\_\_\_\_

## Yutu, the Dog Trainer

1. List the features of the sled dogs that help them live in the frozen land of the Inuits.

---

---

---

---

Page \_\_\_\_\_

2. Compare and contrast benefits of the different towlines.

---

---

---

---

Page \_\_\_\_\_

3. Why did Yutu have to train Miki instead of her father training Miki?
- A. Miki did not like being hitched to a towline.
  - B. Miki was small and sickly for the first few weeks of his life.
  - C. Yutu's father had too many dogs to train already.
  - D. Yutu's father gave Yutu the task of training Miki.
4. When the dogs are young, they are less willing to work together and must be taught \_\_\_\_\_.
- Page \_\_\_\_\_
5. How does the sled driver get the dogs to do anything?
- \_\_\_\_\_
- \_\_\_\_\_
6. This chapter is told from \_\_\_\_\_'s point of view.

Name: \_\_\_\_\_

## Compare and Contrast Native American Groups

Fill in the chart to compare two groups of Native Americans that you have read about in *Native American Stories*.

"Etu, the Hunter"	Topic	"Akando and Aponi, the Gatherers"
	Where is home, what is climate?	
	Clothing?	
	How do they get food?	
	What else is important to the character(s)?	

Ways the two groups are similar:

---



---



---



---



---

Ways the two groups are different:

---

---

---

---

---



Name: \_\_\_\_\_



## “Yutu, the Dog Trainer”

“Come here, Miki,” I called. Miki had been the **runt** of the **litter**. He had been **puny** and sickly for the first weeks of his life. My father was sure that he would die. I fed him and kept him warm, sometimes sneaking him into my cozy bed at night. I gave him the Inuit [IN-ue-it] name for small.

Miki wagged his tail and **scampered** toward me. Then, he plopped down right on my feet and rested his head on the snow.

When Miki’s brothers and sisters were old enough to be **weaned** from their mother, my father began to train them to be sled dogs. My people, the Inuit, are expert dog sled trainers. That’s because we live in a land that is frozen for a large part of the year. So, we rely a lot on our dogs to help us travel and hunt.

Inuit sled dogs have to be strong and fast. When Miki was younger, he was neither of these things. Sled dogs have to pull heavy loads and travel across long distances as **speedily** as they can. We Inuit live by our **wits**. We hunt and fish across this frozen land. We travel across the snow and ice in our sleds **crafted** from bones or antlers, seal hide, and even frozen salmon skin. We build snow homes made from blocks of snow as we go.

Our dogs have to be able to **sniff** out seal breathing holes or stand firm with the other dogs when they come across a polar bear. I couldn’t imagine Miki doing any of these things, but he would have to. My father had made it clear that he would have to **earn his keep**. I had grown up watching my father train the dogs. When the dogs are young, they are always eager to run, but they are less willing to work together. They have to be taught how to pull the sleds together, as a team. My father knows just how to talk to them. His voice is firm and they obey him. This is important. When the dogs are pulling the sleds, they must all obey the **commands** given by the driver of the sled.

There are a number of ways to **hitch** the dogs so that they can pull the sleds. Quite often they are tied in pairs to a single **towline**. In deep snow, sometimes it is better to have the dogs pull the sled in a single line. This way, they can make a path through the snow. If the snow is packed down hard, a fan **hitch** is best. This means that the dogs are attached to the sled by their own individual **towlines**.

The dogs themselves are more able to live in this frozen land than people are. They have thick, waterproof fur coats. Their ears are extra furry to prevent **frostbite**. Their paws are large and have thick pads with fur. Miki frequently jumps on me with his enormous paws and knocks me over. Their large, bushy tails can curl around their faces at

night and keep them warm.

Once Miki was strong enough, I began to train him. At first, I worked with him on **basic obedience**. Then, I **harnessed** him to a **towline** and had him pull small loads of wrapped furs across the snow. The very first time he had to pull something, he raced off like an **arctic** fox. He thought we were playing a game. He soon learned to pull like I needed him to, though. He was also super fast. I felt sad for Miki. If he hadn't been so sickly, I'm sure he could have been a **lead** dog.

My father had watched me as I trained Miki. I think even he was surprised by how well Miki progressed. Miki had been by my side ever since he was a small puppy. Today was the day that he would leave me. He was going with my father and uncles on a hunting trip. They would be gone for several weeks.

I bent down and patted Miki on the head. He immediately sat up and licked my face.

“Be good, Miki. Do what you are told. Follow the other dogs and listen to my father. Do you hear me?” I said to him. Miki looked right at me and wagged his tail. Then, my father came and led him away.

Name: \_\_\_\_\_

## Unit 8 Assessment

### Geronimo: His Own Story

Geronimo was a famous Apache Indian. He fought for his people in many wars. He fought against American settlers. He fought against Mexican settlers, too. In the end, the Apache people were defeated. Geronimo had to spend the rest of his life on a reservation.

When he was an old man, Geronimo told the story of his life. It was published as *Geronimo: His Own Story*. The following is his description of his youth.

I was born in No-doyohn Canyon, Arizona, in June, 1829.

In that country which lies around the headwaters of the Gila River, I was reared. This range was our fatherland. Among these mountains our wigwams were hidden. The scattered valleys contained our fields. The boundless prairies, stretching away on every side, were our pastures. The rocky caverns were our burying places.

I was the fourth in a family of eight children. As a babe, I rolled on the dirt floor of my father's tepee. I was warmed by the sun, rocked by the winds, and sheltered by the trees as other Indian babes.

My mother taught me the legends of our people. She taught me of the sun and sky, the moon and stars, the clouds and storms. She also taught me to kneel and pray for strength, health, wisdom, and protection.

My father told me of the brave deeds of our warriors. He told me of the joys of the chase and the glories of the warpath.

With my brothers and sisters, I played about my father's home. Sometimes, we played at hide-and-seek among the rocks and pines. Sometimes, we sat in the shade or went looking for berries while our parents worked in the field. Sometimes, we pretended that we were warriors, sneaking up on some imaginary enemy. Sometimes, we would hide from our mom to see if she could find us. Sometimes, we would stay hidden for many hours.

When we were older, we went to the field with our parents—not to play, but to work. When the crops were to be planted, we broke the ground with wooden hoes. We planted the corn in straight rows. We planted beans, melons, and pumpkins too.

Our field usually contained about two acres of ground. The fields were never fenced.

Many families farmed in the same valley. All of them would help protect the crops from deer and other wild animals.

Melons were gathered as they were needed. In the fall, pumpkins and beans were gathered and placed in bags or baskets. Ears of corn were tied together by the husks, then carried on the backs of ponies up to our homes. Here, the corn was shelled. Then, the harvest was stored away in caves or other secluded places to be used in winter.

We did not grow tobacco, but found it growing wild. This we cut and cured in the fall. All Indians smoked—men and women. No boy was allowed to smoke until he had hunted alone and killed large game—wolves and bears. Unmarried women were not prohibited from smoking. But they were considered immodest if they did so. Nearly all married women smoked.

Small children wore very little clothing in winter and none in the summer. Women usually wore a skirt, which consisted of a piece of cotton cloth fastened about the waist and extending to the knees. Men wore loin cloths and moccasins. In winter, they had shirts and leggings as well.

When I was about ten years old, I began to follow the chase. To me, this was never work. Out on the prairies wandered herds of deer, antelope, elk, and buffalo.

Usually, we hunted buffalo on horseback. We killed the buffalo with arrows and spears. Their skins were used to make tepees and bedding. Their flesh was used for food.

It required more skill to hunt deer. We would spend hours sneaking up on grazing deer. If they were in the open, we would crawl long distances on the ground. Sometimes, we would keep weeds or brush before us, so that our approach would not be noticed. Often we could kill several deer before the others would run away. Their flesh was dried and packed in vessels. It would keep this way for many months. We used the deer skin as well. Perhaps no other animal was more valuable to us than the deer.

In 1846, being seventeen years of age, I was admitted to the council of the warriors. I was very happy for I could go wherever I wanted and do whatever I liked. I had not been under the control of any individual, but the customs of our tribe prohibited me from sharing the glories of the warpath until the council admitted me. When opportunity offered after this, I could go on the warpath with my tribe. I hoped soon to serve my people in battle. I had long desired to fight with our warriors.

Name: \_\_\_\_\_

1. This selection is told from \_\_\_\_\_'s point of view.

2. Describe the features of the land where the narrator grew up.

---

---

---

---

---

---

3. List items the narrator and his family grew in their fields.

_____	_____
_____	_____

4. Why was the deer more valuable to the narrator and his people than any other animal?

---

---

---

5. What had the narrator long desired to do?
- A. plant crops in the fields
  - B. fight with the warriors of the tribe
  - C. explore the land where he grew up
  - D. learn the legends of his people

6. Write a summary of the narrator's youth.

---

---

---

---

---

---

---

---

---

---

7. If the narrator acted with *quickness* to kill several deer before the others would run away, what does that mean he did?
- A. acted in the state or condition of being without much light
  - B. acted in the state or condition of being without others
  - C. acted in the state or condition of being fast
  - D. acted in the state or condition of being healthy

Name: \_\_\_\_\_

8. & 9. Rewrite the sentences, changing the groups of words in parentheses to include plural possessive nouns.

(The bicycles belonging to my cousins) are all painted red.

---

---

Lined up neatly on the bookshelf are (the science books belonging to the students).

---

---

10. What two pronunciations are listed for *tear* in the following box?

**tear** 1. [*teer*] noun a drop of clear, salty liquid that comes from the eye.  
2. [*taer*] noun a rip in a piece of paper or fabric. 3. [*taer*] verb to pull apart by force.

---

# Fire: A Cherokee Myth

In the beginning, there was no fire. The world was cold and so were the animals who lived in it.

Then, the Thunders, who live up in the skies, sent down their lightning. The lightning struck a sycamore tree that grew on an island and a fire began to burn in the hollow part of the tree.

The animals knew the fire was there. They could see the smoke. They could smell it, too. But they were not sure how to get the fire. They held a council to decide what to do.

“I will go and get the fire,” said the Raven. “I am big and strong. I can do the job!”

So the Raven set off to get the fire. He flew across to the island and landed on the sycamore tree. He perched on the tree and started thinking about what to do next. But while he was thinking, the smoke rose up from below and scorched his feathers. The Raven was scared. He flew back without the fire and his feathers have been black ever since.

“I will get the fire,” said the little Screech Owl.

He flew over to the island and landed next to the tree. But just then, a great gust of hot air came shooting out of the tree. The hot air singed the Screech Owl’s eyes so badly he could barely see. He flew back, but it was a long time until he could see well and his eyes are still red, even today.

“I will get the fire,” said the Hooting Owl.

She flew over, but by the time she got there, the fire was burning brightly. The smoke nearly blinded her and the ashes left her with white rings around her eyes. She rubbed and rubbed, but she could not rub off the rings. So the Hooting Owl has white rings around her eyes, even today.

“I will get the fire,” said the little Black Racer Snake.

He slithered into the water and swam to the island. Then, he crawled through the grass until he got to the sycamore tree. He slithered into a little hole at the bottom of the tree. But the smoke and fire were too much for him to stand. He slithered out and began darting back and forth to shake off the ashes. His body was scorched and blackened and that is why he is known as the Black Racer Snake.

Well, after this, the animals had another council. Most of the four-footed animals were afraid to go to the island. They all shook their heads.



Name: \_\_\_\_\_

At last, the Water Spider said she would go. She had black hair and red stripes on her body. She could run on top of the water so she would be able to get to the island. But how would she bring back the fire? That was what the other animals wanted to know.

“I will manage,” said the Water Spider.

The Water Spider went dancing across the water. She scampered up to the sycamore tree. Then, she began to spin a tiny thread from her belly. She wove the thread into a little bowl and fastened the bowl to her back. She backed up to the coals and got one little coal to fall into her bowl. Then, she hurried back across the water.

Ever since then, we have had fire and the Water Spider has carried a little bowl on her back.

11. Using the numbers 1–5, arrange the following characters to show what order they went in to try and get the fire.

- \_\_\_\_\_ Water Spider
- \_\_\_\_\_ Screech Owl
- \_\_\_\_\_ Black Racer Snake
- \_\_\_\_\_ Hooting Owl
- \_\_\_\_\_ Raven

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

The lightning struck a sycamore tree that grew on an island and a fire began to burn in the **hollow** part of the tree.

- A. full
- B. charred
- C. empty
- D. sharp

13. Why was it hard for all the animals except for the Water Spider to get the fire?

---

---

---

14. Which two animals turned black while trying to get the fire?

\_\_\_\_\_ and \_\_\_\_\_

Name: \_\_\_\_\_

15. What does the word **singed** mean in the following sentence from the selection?

The hot air **singed** the Screech Owl's eyes so badly he could barely see.

- A. cooled  
B. burned  
C. wafted  
D. cleaned
16. Why did the animals want to get the fire?

---

---

17. What caused the fire to start?

---

---

---

18. Which word with the suffix *-able* could describe the fire in the animals' opinion?

- A. predictable  
B. wearable  
C. chewable  
D. valuable

19. & 20. Rewrite the sentences, changing the underlined phrases to plural possessive nouns.

The purple hats of the women were all shaped differently.

---

---

---

The gym was full of the children of the third-grade parents.

---

---

---

## The Lion and His Advisors

### (A Fable from Aesop)

One night, the Lion and the Lioness got into an argument. All through the night, they roared at each other, and their ferocious roaring could be heard a mile away.

“You are worthless!” roared the Lioness. “You never do anything! My sisters and I do most of the hunting. All you do is sleep and lie around the den all day! On top of it all, your breath smells bad!”

“It does not!” roared the king of the jungle in his loudest voice. But, as soon as he said this, the Lion began to wonder. Did his breath really smell bad? He had never smelled his own breath. Was it even possible to smell your own breath? How could he find out if his breath was smelly?

In the morning, the Lion decided to send for three of his advisors, the Sheep, the Wolf, and the Fox.

He summoned the Sheep into his den first.

“Sheep,” the Lion said, “tell me and tell me truly. Does my breath smell bad?”

The Sheep thought the Lion wanted to know the truth.

“Your Majesty,” the Sheep said, “since you have asked me for the truth, I will not conceal it from you. Your breath does smell bad. In fact, it smells horrible.”

That was not what the Lion wanted to hear. He roared and gobbled up the Sheep.

Next, the Lion summoned the Wolf.

“Wolf,” he said, “tell me and tell me truly. Does my breath smell bad?”

The Wolf thought the Lion would be upset to learn the truth. He decided this was a situation in which it would be smarter to lie.

“Your Majesty!” said the Wolf, “I can’t imagine where you got such an idea. Your breath most certainly does not smell bad. On the contrary, it smells wonderful! Why, your breath is as fresh as a spring breeze wafting through a valley of fragrant herbs and blooming flowers!”

“You lie!” said the Lion. He roared and gobbled up the Wolf.

Then, the Lion summoned the Fox.

“Fox,” he said, “tell me, and tell me truly. Does my breath smell bad?”

“Ah-choo!” said the Fox, pretending to sneeze. He wiped his nose and said, “Excuse me, Your Majesty. I have a terrible cold today. My nose is all stopped up. I’m afraid I can’t smell a thing.”

Moral: A wise man knows when to remain silent.

Name: \_\_\_\_\_

21. Why did the Fox pretend to be sick when the Lion asked if his breath smelled bad?

---

---

---

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

He **summoned** the Sheep into his den first.

- A. called
- B. scolded
- C. cheered
- D. watched

23. Arrange the events in order using the numbers 1–5.

\_\_\_\_\_ The Fox said he had a cold and could not smell anything.

\_\_\_\_\_ The Sheep told the Lion his breath smelled bad.

\_\_\_\_\_ The Lioness told the Lion his breath smells bad.

\_\_\_\_\_ The Wolf told the Lion his breath did not smell bad.

\_\_\_\_\_ The Lion asked some advisors about his breath.

24. What happened to each of the Lion's advisors?

the Sheep: \_\_\_\_\_

\_\_\_\_\_

the Wolf: \_\_\_\_\_

\_\_\_\_\_

the Fox: \_\_\_\_\_

\_\_\_\_\_

25. Write a summary of this selection.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

26. Why did the author write this selection?
- A. to scare people with information about lions
  - B. to describe what lions eat
  - C. to entertain people with a story
  - D. to inform people about animals in the jungle
27. Which of the following words with the suffix *-ish* might be used to describe the Lion's behavior according to the Lioness?
- A. stylish
  - B. selfish
  - C. feverish
  - D. snobbish

28. & 29. Rewrite the sentences, replacing the possessive nouns with possessive pronouns.

My family's new car is the talk of the neighborhood.

---

---

My family is on its way to visit my aunt's old house.

---

---

30. Which definition of *tear* is used in the following sentence and what part of speech is it?

**tear** 1. [teer] *noun* a drop of clear, salty liquid that comes from the eye. 2. [taer] *noun* a rip in a piece of paper or fabric. 3. [taer] *verb* to pull apart by force.

I found a *tear* in my soccer shorts after the game. \_\_\_\_\_

Part of speech: \_\_\_\_\_



Name: \_\_\_\_\_

*-able*  
means *able to be*

enjoyable	
valuable	
chewable	
wearable	

The graphic organizer is a large rectangular frame divided into a grid. At the top, a wide box contains the suffix *-able* and its meaning, "means *able to be*". Below this, the grid is organized into two columns and four rows. The first row contains the word "enjoyable" in the left cell and an empty box in the right cell. The second row contains "valuable" in the left cell and an empty box in the right cell. The third row contains "chewable" in the left cell and an empty box in the right cell. The fourth row contains "wearable" in the left cell and an empty box in the right cell. Each cell is surrounded by a decorative border of stylized books.

Name: \_\_\_\_\_

**–able: Suffix meaning “able to be”**

enjoyable—(adjective) able to take pleasure in something	
valuable—(adjective) able to have its worth estimated	
chewable—(adjective) able to be crushed and grinded with your teeth	
wearable—(adjective) able to be put on your body as clothing	

Write the correct word to complete each sentence.

believe	enjoyable	value	chew
valuable	chewable	enjoy	believable

- Someone donated a \_\_\_\_\_ sculpture to the art museum to be put on permanent display.
- When meat is too tough, it is hard to \_\_\_\_\_ and my jaw gets tired.
- I can't wait to get outside and \_\_\_\_\_ the rare warm, sunny weather at this time of year.
- Grandpa made up a very \_\_\_\_\_ story about a fishing trip gone wrong that all of us grandchildren really thought happened.

5. Do you think the odd coin I found has some \_\_\_\_\_?
6. Since she had lied to me in the past, I wasn't sure whether to \_\_\_\_\_ her latest story.
7. The goodie bag I got at the party had a mix of hard and \_\_\_\_\_ candy.
8. Write your own sentence using the one word left in the box.

---

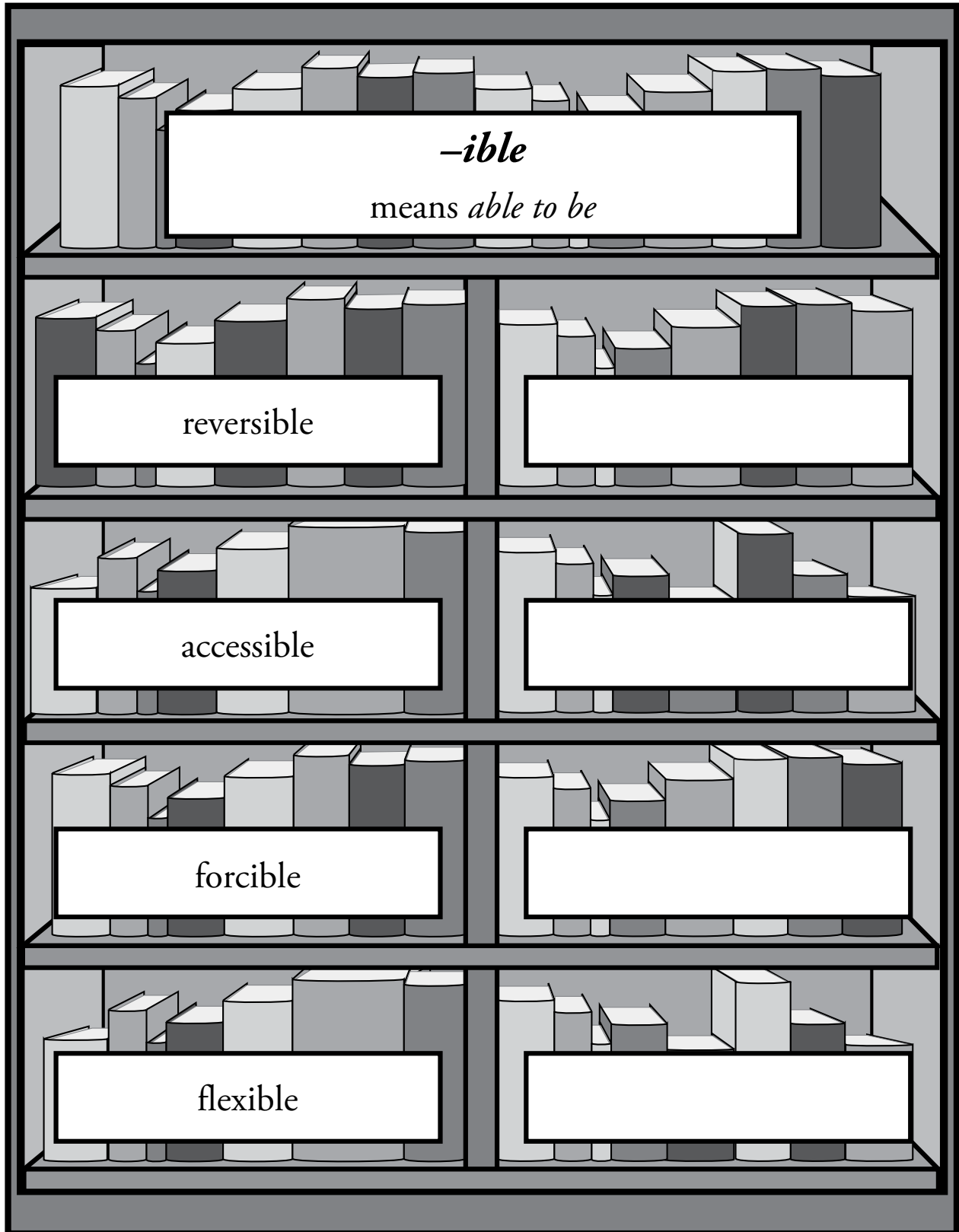
---

---



Name: \_\_\_\_\_

## Word Shelf





## *-ible*: Suffix Meaning *able to be*

reversible—(adjective) able to turn the opposite way or inside out	
flexible—(adjective) able to be moved or easily changed	
forcible—(adjective) able to make something happen	
accessible—(adjective) able to get information or get through to something	

Write the correct word to complete each sentence.

flex	forcible	access	force
accessible	flexible	reverse	reversible

- We watched a little boy at the playground \_\_\_\_\_ his muscles to show how strong he was.
- The ramp made the library \_\_\_\_\_ to people who could not easily walk up the steps.
- I had to \_\_\_\_\_ the gate shut to lock it because it would not stay shut on its own.
- My brother chose to \_\_\_\_\_ the order in which he did his homework, starting with math today instead of ending with it.

5. The door to the office showed signs of \_\_\_\_\_ entry after the robbery.
6. I cannot \_\_\_\_\_ the library's catalog online because the Internet is not working.
7. My plans for Saturday are \_\_\_\_\_ and can be easily changed if we need to take care of anything.
8. Write your own sentence using the one word left in the box.

---

---

---

Name: \_\_\_\_\_

## The Taos Pueblo

A pueblo is a Native American village. The Taos Pueblo is located in New Mexico. The houses in the Taos Pueblo are made of stone and mud. The mud is called adobe.	17 36
The houses in the pueblo are built side-by-side. In some cases, they are built one on top of another. From a distance, the pueblo looks like it is all one building. But that is not the case. In fact, it is made up of many houses. The houses share walls, but they are separate.	52 68 76
There are many pueblos in the Southwest. The Taos Pueblo is one of the oldest. It was built about 1,000 years old. People have been living in it ever since. It is the oldest continuously inhabited town in the United States.	93 95 109
There were Native Americans living in the Taos Pueblo when Christopher Columbus set sail in 1492. Some of those people were still alive in 1540, when Coronado explored the Southwest. One of Coronado's captains visited Taos.	117 136 153
Eventually, the Spanish took over the Southwest. Many Native Americans converted to Christianity. But some resisted. In 1680 a Native American leader named Popé planned a revolt. Popé used the Taos Pueblo as his base. From Taos, he sent messages to other pueblos. He urged the native people to fight against the Spanish. He set a date. He wanted all of the native people to rise at the same time.	155 172 190 200 217
The Pueblo Revolt was a success, at least at first. The Native Americans drove the Spanish out. For ten years, they ruled themselves. In the end, however, the Spanish took over once again.	237 256
The Taos Pueblo remained part of the Spanish Empire for many years. Eventually, New Mexico became part of the United States. Today, the Taos Pueblo is part of a Native American reservation.	275 294 312
About 100 people live in the pueblo today. Some of them are descendants of the men who greeted Coronado's men; others are descendants of men who fought with Popé.	331 333
What is it like to live in the Taos Pueblo? It is old-fashioned sort of life in some ways. Most of the houses have only two rooms. One room is for sleeping. The other is for cooking and eating. The houses in the pueblo do not have electricity. They don't have pipes and running water, either.	350 368 386
In the old days, the Pueblo people had very little furniture. Nowadays, most Pueblo houses have tables, chairs, and beds. So what do you think? Would you like to live in the Taos Pueblo?	405 424



Name: \_\_\_\_\_

# W.C.P.M. Calculation Worksheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Story: *The Taos Pueblo*

Total words: 424

<p><b>Words</b></p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <span>Words Read</span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <span>Uncorrected Mistakes</span> </div> <hr style="width: 100%; border: 1px solid black; margin-bottom: 10px;"/> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <span>Words Correct</span> </div>	<p><b>Time</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: small;">Minutes</td> <td style="text-align: center; font-size: small;">Seconds</td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Finish Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Start Time</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; height: 10px;"></td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> <math>(\square \times 60) + \square = \square</math> </td> <td style="text-align: right; font-size: small; vertical-align: middle;">Time in Seconds</td> </tr> </table>	Minutes	Seconds				Finish Time			Start Time						Elapsed Time	$(\square \times 60) + \square = \square$		Time in Seconds
Minutes	Seconds																		
		Finish Time																	
		Start Time																	
		Elapsed Time																	
$(\square \times 60) + \square = \square$		Time in Seconds																	
<p><b>W.C.P.M.</b></p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; width: 60px; height: 40px;"></div> <div style="font-size: 2em;">÷</div> <div style="border: 1px solid black; width: 60px; height: 40px;"></div> <div style="font-size: 2em;">× 60 =</div> <div style="border: 1px solid black; width: 60px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px; font-size: small;"> <span>Words Correct</span> <span>Time in Seconds</span> <span>W.C.P.M.</span> </div>																			

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

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

Comprehension Total \_\_\_\_\_ / 4

**Answers**

<b>Correct</b>	<b>Level</b>
4	Independent comprehension level
3	Instructional comprehension level
2	Frustration comprehension level
0-1	Intensive remediation warranted for this student



Name: \_\_\_\_\_

## Practice: *-able* and *-ible*

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

1. These socks are no longer _____ since they have too many holes in them.	wearable	wear
2. Dad bought me some _____ vitamins since the others are hard to swallow.	chew	chewable
3. I can _____ the sleeves of my new jacket if I get too hot.	removable	remove
4. My dad had to _____ the fencepost into the ground when he replaced the broken parts.	force	forcible
5. The librarian put the books on the table before class so they were _____ to everyone.	accessible	access
6. Did you _____ the play last Sunday?	enjoyable	enjoy
7. Rosa was very _____ after taking dance classes for so many years.	flexible	flex
8. The fiction story we read was too funny to be _____.	believe	believable

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

1. *bendable*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

2. *accessible*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

3. *predictable*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

4. *reversible*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

5. *valuable*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_



Name: \_\_\_\_\_

## Word Sort

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

'e' > /ə/ + /l/'a' > /ə/ + /l/'e' > /ə/ + /l/'tion' > /sh/ + /ə/ + /n/

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

lesson

ankle

numeral

button

condition

mantle

multiplication

total

jargon

stumble

raisin

captain

chapel

postal

called

barrel

well

knuckle

direction

stencil

tinsel

bridal

bald

section

nasal



Name: \_\_\_\_\_

# Spelling Assessment

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

'tion' > /sh/ + /ə/ + /n/

'le' > /ə/ + /l/

'el' > /ə/ + /l/

'al' > /ə/ + /l/

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

Challenge Word: \_\_\_\_\_

Challenge Word: \_\_\_\_\_

Content Word: \_\_\_\_\_

**Dictated Sentences**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

# Practice Grammar Skills

Write the singular possessive noun and what belongs to each singular possessive noun on the appropriate blank.

1. The woolly mammoth's footprints were huge.

Singular Possessive Noun:

What belongs to him/her/it?

\_\_\_\_\_

\_\_\_\_\_

2. The maple tree's sap trickled into the birch baskets.

Singular Possessive Noun:

What belongs to him/her/it?

\_\_\_\_\_

\_\_\_\_\_

Write the plural possessive noun and what belongs to each plural possessive noun on the appropriate blank.

1. The kachinas' care for every living thing gave us hope.

Plural Possessive Noun:

What belongs to them?

\_\_\_\_\_

\_\_\_\_\_

2. The sled moved swiftly because of the sled dogs' training.

Plural Possessive Noun:

What belongs to them?

---

---

Rewrite the sentence, changing the underlined phrase to a plural possessive noun.

1. The children belonging to the parents played together all afternoon.

---

---

2. The green, lush lawns of the neighbors told us spring was here!

---

---

Name: \_\_\_\_\_

## Dictionary Skills

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

**bow** 1. [bow] *verb* To bend the body or head out of respect. 2. [bow] *noun* The front of a ship. 3. [boe] *noun* A knot having two loops and two ends. 4. [boe] *noun* A weapon used to launch arrows. 5. [boe] *noun* A piece of wood holding horsehair stretched between the ends, used for playing a violin.

1. What two pronunciations for the entry word *bow* are shown?

\_\_\_\_\_

2. What two parts of speech are listed for *bow* pronounced /bow/?

\_\_\_\_\_

3. Write a sentence using **definition 1** for *bow*.

\_\_\_\_\_

\_\_\_\_\_

4. Write a sentence using **definition 2** for *bow*.

\_\_\_\_\_

\_\_\_\_\_

5. Write a sentence using **definition 3** for *bow*.

\_\_\_\_\_

\_\_\_\_\_

6. Write a sentence using **definition 4** for *bow*.

---

---

7. Write a sentence using **definition 5** for *bow*.

---

---



Name: \_\_\_\_\_

# Salali, Dustu, and the Festival of Hope

1. This chapter is told from whose point of view?

\_\_\_\_\_

2. Describe what happens during the Green Corn Festival.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Page \_\_\_\_\_

3. Why did Dustu push Elan in the river?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Page \_\_\_\_\_

4. What is missing from the following chart?

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Salali followed Dustu to help collect small branches for the campfire.</li><li>2. _____</li><li>3. Dustu said his parents made him apologize for pushing Elan in the river.</li><li>4. Dustu asked Salali to promise not to marry Elan.</li></ol> |
|--|

- A. Grandmother told Dustu and Salali to do some work.
- B. Dustu and Salali attended the ceremony.
- C. Dustu and Salali received their cleansing washes.
- D. Salali asked Dustu what was wrong.

5. Write a summary for this chapter.

---

---

---

---

---

---

---

---

---

---



## “Salali, Dustu, and the Festival of Hope”

“It’s time you two lazy lizards did some work,” came the sound of my grandmother’s voice. “There is a lot to do before we go to the ceremony.”

“Okay, Grandmother,” I replied. “I will go help mother prepare the food for the **feast**.”

“What will you do?” asked my grandmother, as she turned to face Dustu. “Do you have a plan?”

Dustu shook his head.

“Well, I will give you one. I would like you to get small branches for the campfire. Now run along.”

Dustu knew better than to argue with her. He reached for his axe and began to walk away. I knew he would make his way to the forest edge.

“Oh, can I go with him to help him carry the wood?” I offered. Dustu was my younger brother and I did not like it when he went into the forest alone.

“All right,” Grandmother replied. “Remember though, you have work to do!” With that, she **promptly** walked off to make food for the **feast**.

“Dustu, wait for me,” I called, as I chased after him.

He turned to me, grinned, and then started to run.

We reached the edge of the forest at the same time. Immediately, Dustu began to chop down small, slender branches and I began to gather them up.

“Are you excited about the ceremony?” I asked. “I can’t wait to see the dancing!”

“I guess,” he said, sounding **glum**.

“What’s wrong, Dustu?” I asked. “Usually you are even more excited than I am about the ceremony.”

Dustu was silent. He just kept chopping small branches off the trees.

“Heh! If you don’t tell me, I’ll have to pull your ears off,” I said jokingly.

Dustu tried hard not to laugh. He kept on chopping branches. Eventually, he sat down on the grass beneath a row of birch trees and began to attack the earth with his axe.

“Father and Mother are making me **apologize** to Elan,” Dustu said **sulkily**.

“Why?” I asked, surprised.

“I pushed him in the river and he can’t swim,” he replied, with a serious look on his face.

“Why did you do that?” I asked, astonished.

“He’s always calling me names,” he replied, his face turning red as he spoke.

“Well Dustu, if you have to **apologize**, this is the best time of year to do so,” I replied. This was indeed an important time of year. The people of our village had been busily preparing for the Green Corn **Festival**. During the **Festival**, we Cherokees celebrate our first corn crop. We prepare for this special event by cleaning our homes and our village. We make new clothes, pots, and baskets. People say they are sorry to anyone they might have **offended**. We give thanks to the sun for providing us with everything we need. It is thought of as a new beginning. Both my brother and I had already received our **cleansing** washes and we had fasted too.

“I guess they are hoping that you and Elan will work things out and become friends,” I offered.

Dustu simply shrugged and stood up again, ready to cut down more branches. Eventually, when we had more wood than we could comfortably carry, we **staggered** back toward the village.

“I can’t wait until the ceremony begins,” I announced. “Tonight is the night of the full moon. At the campfire gathering, the leaders will announce who is getting married. Later, we will have a **feast**.”

Dustu was silent.

“Okay, I’ve had enough. What do I have to do for you to smile again?” I asked. I was determined to make Dustu feel happy again before the **festivities** began.

“Well, Salali, there is one thing,” he said at last. “Promise me that you won’t ever marry Elan.”

“What?” I yelled. “That will make you happy?”

“Yep!” **proclaimed** Dustu.

“It’s a deal. I promise that I won’t marry Elan,” I **proclaimed solemnly**.

“Good!” said Dustu. “That makes me very happy!”

“Glad to hear it,” I replied. Little did Dustu know that I planned to one day marry Elan’s brother.

Name: \_\_\_\_\_

## The Hunting of the Great Bear: An Iroquois Tale

1. What did the messenger say when he came to the brothers' village?

---

---

---

Page \_\_\_\_\_

2. The bear's magic will not work on the brothers if \_\_\_\_\_.

- A. they hide in a cave first.
- B. they set up camp first.
- C. they find its tracks first.
- D. they climb the mountain first.

Page \_\_\_\_\_

3. Where did the great bear lead the brothers?

- A. down into the earth
- B. up into the heavens
- C. over into the lake
- D. up into the treetops

Page \_\_\_\_\_

4. Describe what happens each autumn according to this tale.

---

---

---

---

---

---

---

Page \_\_\_\_\_

5. This chapter is told from whose point of view?

- A. the messenger's
- B. the Great Bear's
- C. the narrator's
- D. the brothers'



## “The Hunting of the Great Bear: An Iroquois Tale”

Long ago, there were four brothers who were all skillful hunters. One day, during the time of year when morning frost covers the earth, a messenger came to the village where they lived.

“We need your help,” said the messenger. “A great bear has come to live in the forest where we hunt. It also comes into our village at night.”

The four hunters did not say a word. Instead, they gathered up their spears and called to their dog. Then, with the messenger, they set off for the village.

On the way to the village, they noticed that the forest was very quiet. They also noticed deep scratches on the trunk of a pine tree. The scratches had been made by the great bear as it **reared** up on its **hind** legs. It had done this to **mark its territory**.

The tallest brother raised his spear to try to touch the highest scratch marks, but he could not.

“Ah, it is as we feared,” he said. “The great bear is Nyah-gwaheh.”

“This bear has magic powers,” said the second brother fearfully.

“Don’t worry,” said the tallest brother. “The bear’s magic will not work on us if we find its tracks first.”

“Yes, that is true,” said the third brother. “If we find Nyah-gwaheh’s tracks and begin to follow them, then it must run from us.”

“This sounds like hard work,” said the fourth brother, who was both chubby and lazy. “Do we have any food?” he asked. His brothers ignored him.

As the brothers and the messenger entered the village, they were struck by an eerie silence. Only the village leader was there to greet them.

“We have come to help you,” said the first brother.

“Do you have any food?” asked the fourth brother.

“Pay no attention to him,” **urged** the oldest brother. “We will find this great bear.”

“I wish you luck,” said the village leader. “When we follow the great bear’s tracks, they disappear.”

“Do not worry,” said the second brother. “Four Eyes can track anything, anywhere.”

Four Eyes licked his master’s hand. Four Eyes had two black circles on his head, one above each eye.

“Let’s go,” said the first brother.

“What, no food?” exclaimed the fourth brother as he ran behind the others.

The four brothers followed Four Eyes. Four Eyes sniffed the ground. They could all sense that

Nyah-gwaheh was close by. It was important that they found its tracks before it began to follow them.

The fourth brother, who by now felt very hungry, took out his **pemmican pouch**. He opened the **pouch** and reached in. Instead of food, he found nothing but worms. Nyah-gwaheh had transformed the food into worms.

Meanwhile, like a **monstrous** ghost, Nyah-gwaheh moved through the forest, planning to creep up behind them.

Suddenly, Four Eyes lifted his head and barked.

“We have found you,” yelled the first brother.

Nyah-gwaheh began to run. The brothers followed. The great bear ran and ran, across valleys and hills. As they ran, day turned to night. Higher and higher they climbed to the top of a mountain.

The fourth brother grew **weary**. He pretended to fall and injure his ankle.

“You must carry me,” he said. Two of the brothers lifted him up while the other one carried his spear.

The great bear began to tire. So did the brothers. Eventually, Four Eyes got close enough to the bear to nip its tail.

“You can put me down now,” said the fourth brother, who was nicely rested.

The brothers put him down. Immediately, he **sprinted** off in front of his brothers. Minutes later, the fourth brother was close enough to the bear to kill it with his spear. When the three brothers caught up with him, he had already built a fire and was cutting up the meat.

“Sit down. I hope you are as hungry as I am,” said the fourth brother, smiling. Together, the brothers cooked and ate the meat of the great bear.

“Brothers,” said the first brother staring down at his feet. “We are not on a mountain, we are high up in the sky.”

He was right. The great, magical bear had led them up into the heavens.

Suddenly, Four Eyes began to bark.

“Look,” said the second brother. The four brothers stared at what was left of Nyah-gwaheh’s body. The great bear was coming back to life. As they watched, it began to run away. Four Eyes took off after it.

“Let’s go,” said the first brother. The brothers reached for their spears and ran after the great bear. They chased it across the sky.

And so it remains. Each autumn, the brothers chase the bear across the sky. When they catch it, they kill it. As they cut up the meat, blood drips down to Earth and colors the leaves of the maple tree red. As they cook the bear, fat drips down and makes the grass pale and lifeless.



Name: \_\_\_\_\_

# Crow Brings the Daylight: An Inuit Myth

- 1. How did Crow know about daylight?
  - A. He traveled back and forth between Earth and the sun.
  - B. He traveled back and forth between the east and the west.
  - C. He traveled back and forth between the north and the south.
  - D. He traveled back and forth between daytime and nighttime.

Page \_\_\_\_\_

- 2. Crow was tired after flying for miles and miles through the darkness. What is another word for tired?
  - A. excited
  - B. angry
  - C. weary
  - D. quiet

3. Describe Crow's plan to get daylight.

---



---



---



---



---



---



---

4. What did Crow tell the Inuit people about daylight when he returned?

---

---

---

---

---

---

---

Page \_\_\_\_\_

5. Compare features of this chapter with features in Chapter 9: “The Hunting of the Great Bear: An Iroquois Tale.”

<b>The Hunting of the Great Bear: An Iroquois Tale</b>	<b>Features</b>	<b>Crow Brings the Daylight: An Inuit Myth</b>
	<b>Characters?</b>	
	<b>Setting?</b>	
	<b>Told from whose point of view?</b>	
	<b>Problem</b>	
	<b>Solution?</b>	



## “Crow Brings the Daylight: An Inuit Myth”

Long ago, when the world was new, the Inuit people lived in darkness. They did not know what daylight was. It was Crow who first explained it to them and even then, they did not believe him. Crow knew about daylight because he traveled back and forth between the north and the south. Nevertheless, the Inuit people asked to hear about daylight over and over. The young boys and girls were especially interested in what Crow said.

“How wonderful it would be if we had daylight,” said one boy. “It would make hunting a lot easier.”

Eventually, the Inuit people grew tired of hearing about daylight. They wanted daylight and they begged Crow to bring it to them.

“I can’t do that,” said Crow. “I am old now and no longer strong enough to travel so far.”

The Inuit children pleaded with Crow to do this one thing for them. Finally, Crow agreed to travel south.

Crow flew for miles and miles through the darkness that covered the lands of the north. He became tired but he continued his journey. Eventually, Crow saw a tiny **rim** of light far off in the distance. He knew that daylight was not far away.

All of a sudden, daylight appeared all around Crow. Crow found himself in a world of light and **vibrant** colors. Crow knew that his journey was over and he came to rest on the branch of a tree. Crow felt the warmth of the sun on his wings. He closed his eyes. When he opened them again, he realized that the tree he was sitting in was just outside a village. Near the village was a long, winding river. Crow watched as a young girl used a bucket to collect water from the river. Crow decided to follow the girl. He turned himself into a **speck** of dust. Then, he floated down to settle in the girl’s fur cloak. The girl carried the bucket of water back to her family’s snow **lodge**.

It was nice and warm inside the snow **lodge**. Crow, disguised as a **speck** of dust, peeped out from inside the girl’s hood. He saw a box that **glowed** around the edges. “This must be daylight,” thought Crow to himself. Crow had a plan. He floated into the ear of a

small boy who was playing by himself. The boy rubbed his ear and then began to cry. His ear had started to hurt. His grandfather, who was the chief of the village, came running to find out what was wrong.

“Don’t cry,” said his grandfather.

Crow, who was still inside the boy’s ear, whispered to him: “You want to play with a ball of daylight.” The boy repeated the words. The boy’s grandfather asked his daughter to bring the **glowing** box to him. When she did, he reached inside and removed a **glowing** ball. Then, he tied it with string and handed it to the boy. The boy loved the gift his grandfather had given him.

However, Crow scratched at the boy’s ear and he began to cry again.

“What is wrong?” asked the boy’s grandfather anxiously.

“You would like to play outside,” whispered Crow. Once again, the boy repeated Crow’s words.

“Off you go then,” said his grandfather.

The boy ran out of the snow **lodge**. Immediately, Crow left the boy’s ear and turned back into his feathered self. Then, quick as a flash, he swooped down and grabbed the string with his beak. Crow pulled the **glowing** ball away from the boy and flew up into the blue sky.

After a long while, the Inuit people caught sight of a ray of light. The light grew brighter and brighter. Finally, they saw their old friend Crow flying towards them. The Inuit people jumped for joy.

Crow dropped the ball of light and it spread across their land. The light chased away the darkness. The sky became a brilliant blue and the snow glistened and sparkled in the sunlight.

Crow smiled.

“There is one thing you must know,” Crow said quite seriously. “Daylight will not last forever. I was only able to take one ball of daylight. This ball of light will need to rest for six months each year. It will need to regain its strength. While it is resting, darkness will return.”

“We do not mind,” said a young Inuit girl. “Having light for half of the year is better than a whole year of darkness. Thank you, Crow. You are our hero.”

Crow solemnly bowed his head.

Name: \_\_\_\_\_

# Plural Possessive Nouns Not Ending in 's' or 'es'

Rewrite each sentence, changing the underlined phrase to a plural possessive noun.

Example: The house belonging to Aunt Sally was full of the toys of the children.

Aunt Sally's house was full of the children's toys.

1. My dog sniffed at the houses of the mice.

\_\_\_\_\_  
\_\_\_\_\_

2. The straw hats belonging to the men were all on hooks in the closet.

\_\_\_\_\_  
\_\_\_\_\_

3. The finished reports of the children hung in the hallway for all to see.

\_\_\_\_\_  
\_\_\_\_\_

4. The auditorium was full of the families of the people.

\_\_\_\_\_  
\_\_\_\_\_

5. The singing children of the women delighted the audience.

---

---

Name: \_\_\_\_\_

# Practice Possessive Pronouns

Underline the possessive noun in each sentence. Write the sentence replacing the possessive noun with a possessive pronoun from the box.

my      your      his      her      its      our      their

Example: The students' artwork decorated the walls. Their artwork decorated the walls.

1. Rosa's new puppy is named Rosebud.

\_\_\_\_\_  
\_\_\_\_\_

2. My class's schedule is posted on the wall.

\_\_\_\_\_  
\_\_\_\_\_

3. Many kittens eat kittens' food slowly throughout the day.

\_\_\_\_\_  
\_\_\_\_\_

4. The bicycle's fender is crumpled and needs attention.

---

---

5. [Insert your name with an apostrophe] baseball team won the championship.

---

---

6. [Insert the name of one friend with an apostrophe] baseball team lost the last game.

---

---

7. Bill's office is furnished beautifully.

---

---



Name: \_\_\_\_\_

## Suffixes *-ish* and *-ness*

Replace each underlined definition with the word that matches it. Write the word, the part of speech, and the suffix under each sentence.

selfish	darkness	stylish	sadness	sickness
kindness	foolish	snobbish	quickness	loneliness

1. Lisa showed the state or condition of wanting to help others and do good things to an older woman by getting something for her from a high shelf in the grocery store.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

2. I made a having the characteristics of or like someone who is ridiculous and acts without good sense or judgment decision to volunteer for two things on the same day but they are not near each other so now I don't know how I can possibly do both.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

3. Meg went to a new school this year and on the first day, she really experienced state or condition of being without others at lunchtime when she didn't have anyone to sit with.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

4. When developing camera film, you need a total state or condition of being without light except for a special red light that can be turned on so you can see what you are doing.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

5. The having the characteristics or like an individual behavior of the young child showed that she had not understood her mom's explanation about why sharing toys is important.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

6. There was a lot of state or condition of being not happy in the team locker room after the game because one of the players had been hurt badly on a play and was taken to the hospital.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

Name: \_\_\_\_\_

7. The having the characteristics of or like the way people act or dress at a particular time decorations at the party showed that the host had put a lot of thought into the event and wanted things to look modern and sophisticated.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

8. His having the characteristics of or like a person who things he or she is better than others response to the question made it seem like the person asking the question should have known the answer and asked a better question.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

9. The state or condition of being ill, not feeling well spread to the rest of the family after the baby finally got better.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

10. State or condition of being fast is important to me when I have to take a sticky bandage off of a wound because I just want the pain to end.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_



Name: \_\_\_\_\_

## Suffixes *-able* and *-ible*

This chart lists words with the suffixes *-able* and *-ible*. Some of these words are new to you. Use the chart to fill out Worksheet PP11.

	<i>-able</i>	<i>-ible</i>
a	acceptable	accessible
	adaptable	
b	bendable	
	believable	
c	chewable	credible
d	dependable	
	debatable	
	detachable	
e	excusable	edible
	enjoyable	
f		flexible
		forcible
h		horrible
i		invisible
l	likeable	legible
m	manageable	
p	portable	possible
r	removable	reversible
s		sensible
v		visible
w	wearable	
	washable	



Name: \_\_\_\_\_

Use the chart on Worksheet PP10 to fill in the blanks.

1. Which two words on the chart relate to food?

\_\_\_\_\_

2. Which two words on the chart are opposites of each other and relate to light waves?

\_\_\_\_\_

3. Which words on the chart relate to changing the shape or appearance of something easily?

\_\_\_\_\_

\_\_\_\_\_

4. Which word on the chart means there is a chance something will happen?

\_\_\_\_\_

5. Which word on the chart means able to be accessed/reached or able to get at?

\_\_\_\_\_

6. Which two words on the chart are synonyms and relate to enjoying or liking something?

\_\_\_\_\_

7. Which word on the chart describes someone or something you can depend on or count on?

---

8. Which word on the chart describes something awful?

---

9. Which word on the chart describes something that makes sense?

---

10. Which word on the chart describes something that is able to be accepted?

---

**Bonus: Write two sentences using two different words of your choice from the chart. Circle the words you chose.**

1. \_\_\_\_\_

---

---

2. \_\_\_\_\_

---

---





# Glossary for *Native American Stories*

---

## A

---

**ancestor**—a person in your family who was alive long ago, even before your grandparents (**ancestors**)

**apologize**—to say you are sorry

**arctic**—relating to extreme cold and winter

**arid**—extremely dry due to a lack of rain

**autumnal**—relating to the season of fall

**axe**—a tool with a sharp blade on the end of a long handle that is used to chop wood (**axes**)

## B

---

**basic**—relating to the most important part of something

**birch**—a tree with hard wood and smooth bark that peels off easily in strips

## C

---

**caw**—to cry like a crow (**cawing**)

**ceremonial**—relating to a formal series of events that mark an important occasion

**channel**—a long, narrow row dug for planting seeds (**channels**)

**chat**—to talk in an informal, friendly way (**chatted**)

**cleansing**—makes very clean

**clearing**—an open space in a forest

**cloak**—cape (**cloaks**)

**coiled**—spiraled

**command**—an order to do something (**commands**)

**construct**—to build (**constructed**)

**copper**—reddish-brown

**craft**—to make with skill and care (**crafted**)

**critter**—a small animal (**critters**)

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

## E

---

**earn his keep**—to gain a position through hard work

**eerie**—spooky

**elder**—an older person in a community who is respected and seen as having authority (**elders**)

**emerge**—to come into view from a hidden place (**emerging**)

**eye**—to look at something in a close or careful way (**eyed**)

## F

---

**feast**—a special meal with much food and drink in celebration of something

**festival**—a special celebration of something

**festivities**—activities that are part of a celebration

**flesh**—the meat of an animal

**flint**—a type of hard rock

**forefather**—an ancestor (**forefathers**)

**frostbite**—a condition in which part of your body freezes

**funnel**—(verb) to pass through a narrow opening; (noun) a cone with a narrow opening at the bottom that is used to pour something into a narrow container (**funnels**)

## G

---

**generation**—the average length of time between the birth of parents and the birth of their children, about 25 to 30 years

**germinate**—to sprout

**glistening**—sparkling

**glow**—to give off a steady light (**glowed, glowing**)

**glum**—sad

**gourd**—a hard-skinned fruit that grows on a vine such as a pumpkin or squash (**gourds**)

## H

---

**harness**—to attach to a set of straps that connect an animal to something it pulls (**harnessed**)

**haze**—smoke or mist that fills the air and makes it hard to see

**headdress**—a decorative head covering usually worn for special occasions  
(**headdresses**)

**hearth**—the area in front of a fireplace

**hind**—at the back

**hitch**—to connect one thing to another

**hoe**—a tool with a long handle and a flat blade used for gardening to loosen dirt and dig up weeds

**horizon**—the line in the distance where the earth or ocean seems to meet the sky

**host**—a large number of things

**husk**—the outer covering of seeds such as corn (**husks**)

## K

---

**kachina**—the Hopi name for spirit (**kachinas**)

## L

---

**lead**—first, serving as the leader

**linger**—to be slow to leave (**lingered**)

**litter**—a group of baby animals born at the same time to the same mother

**lodge**—a small home used for a short time period

## M

---

**mammoth**—an ancient elephant that was covered with woolly fur and had long tusks that curved upward

**mark its territory**—an animal shows the area in which it lives by leaving some kind of mark throughout the area, such as a scent, scratches on trees or plants, or other signals

**milkweed**—a plant with juicy leaves

**monstrous**—gigantic, horrible

## O

---

**obedience**—the act of following orders

**offend**—to make someone upset or angry through words or actions (**offended**)

## P

---

**pemmican**—food eaten by Native Americans made by mixing dried, pounded, fine meat with melted fat

**pouch**—a small bag made of leather or fabric

**preserve**—to prepare food to keep for future use (**preserved**)

**previous**—the last one before now

**proclaim**—to announce publicly (**proclaimed**)

**promptly**—immediately

**puny**—small and weak

## R

---

**rear**—to stand up on hind legs (**reared**)

**rim**—the edge of something round

**runt**—the smallest animal in a litter

## S

---

**sap**—liquid that flows inside a plant

**scamper**—to run quickly and playfully; scuttle (**scampered**)

**scuttle**—to run quickly and playfully; scamper

**settled**—living in a new place

**Shaman**—a person who heals the sick and communicates with spirits (**Shamans**)

**shelter**—a structure that covers people

**slingshot**—a Y-shaped stick with elastic bands attached that is used to shoot small stones (**slingshots**)

**sniff**—to smell something

**solemnly**—in a very serious way

**speck**—a small spot

**speedily**—in a fast way

**spirit**—a ghost of a person who has passed away (spirits)

**sprint**—to run fast for a short distance (**sprinted**)

**squint**—to look at with partially closed eyes (squinted)

**stagger**—to walk unsteadily as if about to fall (**staggered**)

**stampede**—to suddenly run away in fear as a large group

**store**—to put things away for future use (**stored**)

**strip**—to tear something off

**succulent**—rich, inviting, mouth-watering

**sulkily**—in a way that shows you are angry or upset but don't want to talk about why

## T

---

**talon**—a sharp claw of a bird of prey (**talons**)

**terrain**—the shape of land

**tobacco**—a plant whose leaves are harvested for smoking or chewing

**towline**—a rope or chain used to pull something (**towlines**)

**tracker**—a person who follows animal tracks

**trickle**—to flow extremely slowly in a thin stream or drops (**trickles**)

**tusk**—one of two long, curved teeth that stick out of an animal's mouth, such as an elephant or walrus (**tusks**)

## U

---

**urge**—to try hard to persuade (**urged**)

## V

---

**vibrant**—bright

## W

---

**waft**—to carry through the air (**wafted**)

**wean**—to feed a young child or animal food other than its mother’s milk (**weaned**)

**weary**—extremely tired

**wigwam**—a hut made by covering a framework of wooden poles with bark or animal hides

**wits**—the ability to think quickly and make good decisions

**wobble**—to move from side to side in an unsteady way

**woolly**—covered with soft, thick, curly hair



# Writing Prompts

## Unit 8:

1. Choose a Native American character and make a list of everything you know about that character's way of life.
2. Determine ways that life for one of the Native American groups is different from your life and write a paragraph stating why one would be easier than the other.
3. Compare and contrast the myth in this reader with myths you have read in the past.
4. Select a character in the reader and write an addition to the chapter from your **point of view** as someone who is a member of that character's same Native American group.
5. Speaking from Salali's **point of view**, what does she hope will **occur** in the future?
6. Speaking from Adoette's **point of view**, what does she hope will **occur**?
7. Speaking from Alo's **point of view**, what does he hope will **occur**?

## Either fiction or nonfiction:

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

## Fiction:

1. Tell about the setting.
2. Tell about the plot.
3. Tell about your favorite character. Write three reasons why you chose that character.
4. Which character is your least favorite? Write three reasons why you chose that character.
5. Give examples of personification from the story.
6. Draw a line down the center of your paper. On one side write the title of your favorite story. On the other side write the title of 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.



# Conference Record For Reader's Journal

Date: \_\_\_\_\_

Title of Book Student is Reading: \_\_\_\_\_

Is journal complete? Yes \_\_\_ No \_\_\_

Teacher notes:

Date: \_\_\_\_\_

Title of Book Student is Reading: \_\_\_\_\_

Is journal complete? Yes \_\_\_ No \_\_\_

Teacher notes:

Date: \_\_\_\_\_

Title of Book Student is Reading: \_\_\_\_\_

Is journal complete? Yes \_\_\_ No \_\_\_

Teacher notes:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Book Student is Reading: \_\_\_\_\_

Is journal complete? Yes \_\_\_\_ No \_\_\_\_

Teacher notes:

Date: \_\_\_\_\_

Title of Book Student is Reading: \_\_\_\_\_

Is journal complete? Yes \_\_\_\_ No \_\_\_\_

Teacher notes:

Date: \_\_\_\_\_

Title of Book Student is Reading: \_\_\_\_\_

Is journal complete? Yes \_\_\_\_ No \_\_\_\_

Teacher notes:

# CORE KNOWLEDGE LANGUAGE ARTS

## SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

## PRESIDENT

Linda Bevilacqua

### EDITORIAL STAFF

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

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

### DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

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

### CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

### ADDITIONAL CONSULTING SERVICES

Ang Blanchette  
Dorrit Green  
Carolyn Pinkerton

## ACKNOWLEDGMENTS

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

### CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

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

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

### SCHOOLS

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

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



## CREDITS

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

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

### **ILLUSTRATORS AND IMAGE SOURCES**

Cover: Shutterstock; Title Page: Shutterstock; Take Home Icon: Core Knowledge Staff; 3.2: Core Knowledge Staff; 3.4: Core Knowledge Staff; 8.2: Shutterstock; 8.4: Shutterstock

Regarding the Shutterstock items listed above, please note: No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.





Core Knowledge®

# Unit 8

## Workbook

Skills Strand  
GRADE 3

The Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)