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

1. What were European explorers looking for?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

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

_________________________________________________________________________________

A. ____________________________________________________________________________
_________________________________________________________________________________
B. ____________________________________________________________________________
_________________________________________________________________________________
C. ____________________________________________________________________________
Dear Family Member,

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

**Spelling Words**

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

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

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

The spelling words, including the Challenge Words and the Content Word, are listed on the back of this worksheet.
1. hue 12. utensils
2. perfume 13. bugle
3. unify 14. occupy
4. continue 15. uniform
5. argue 16. confuse
6. amusement 17. fuming
7. accuse 18. mute
8. rescue 19. **Challenge Word**: impossible
9. issue 20. **Challenge Word**: journal
10. cubical  **Content Word**: explorer
11. useful

**Student Reader**

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

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

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

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

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


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

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

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

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

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

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

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

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

Today, we can get peppercorns from India pretty easily. An airplane or a ship can transport large amounts of them. You can go to a grocery store and get almost any spice you want. A little jar of cloves might cost a dollar or two. A can of peppercorns might cost five or six dollars.
Five hundred years ago, Europeans were not so lucky. The world was not as well connected as it is today.

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

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

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

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

1. What is the main idea of the selection?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

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

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

A. ___________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

B. ___________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

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

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

A. _____________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

B. _____________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

C. _____________________________________________________________________________
__________________________________________________________________________________
Family Tree

Draw your family tree on this page. Make sure to label your tree with names!
Creating Sentences Using Linking Words for example

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

Example:
The sporting goods store has a wide variety of sports equipment _______________________
(basketballs, footballs, clothing, tennis rackets, skis, boots, gloves, etc.)

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

1. My story includes many characters __________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

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

_______________________________________________________________________________________

_______________________________________________________________________________________

3. The library has many magazines about different activities __________________________

_______________________________________________________________________________________

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

**Example:**
My friends and I love to spend time together on weekends. _______________________
(Last weekend, we went to a basketball game. One weekend, we went on a hike with our parents.)
- Possible sentences could be: My friends and I love to spend time together on weekends. For example, last weekend we went to a basketball game.

1. My sister writes two songs a week. ________________________________

   ________________________________

   ________________________________

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

   ________________________________

   ________________________________

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

   ________________________________

   ________________________________
Second Sons

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

Can you guess why that might be?

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

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

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

What did the younger sons and daughters get? Nothing.

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

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

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

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

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

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

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

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

A. 1474  1. Cippangu ______  Page _____

B. Toscanelli  2. Math whiz ______  Page _____

C. Japan  3. Landed in the Caribbean and thought he was close to China _________  Page _____

D. The Spice Islands  4. Continent south of Europe _________  Page _____

E. China  5. Cathay Mangi__________  Page _____

F. Columbus  6. How Europeans knew about China _________  Page _____

G. *The Travels of Marco Polo*  7. Islands south of Cathay Mangi _________  Page _____

H. Africa  8. Toscanelli made a map of the world_______  Page _____
Word Shelf

\[ pro- \]
means forward or before

provision

project

prologue

progress
Prefix *pro*–: Meaning *forward* or *before*

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>provision</td>
<td>(noun) something provided beforehand</td>
</tr>
<tr>
<td>project</td>
<td>(verb) to throw forward</td>
</tr>
<tr>
<td>prologue</td>
<td>(noun) an introduction to a book or play that comes before the book or play starts</td>
</tr>
<tr>
<td>progress</td>
<td>(noun) movement forward; improvement or development over time</td>
</tr>
</tbody>
</table>

Write the correct word to complete each sentence.

<table>
<thead>
<tr>
<th>Word</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>propel</td>
<td>proposal</td>
<td>project</td>
<td>provision</td>
<td></td>
</tr>
<tr>
<td>provide</td>
<td>progress</td>
<td>propose</td>
<td>prologue</td>
<td></td>
</tr>
</tbody>
</table>

1. We needed to ______________ our own snacks for the field trip.
2. I made ______________ on my Native American project over the weekend and I only have one part left to do.
3. Sam needed something to ______________ a car forward for his science experiment.
4. Grandpa said, “I ______________ we go to the zoo since it is such a nice day out today. What do you think?”
5. My sister was able to __________________ light onto the wall so we could trace shadows on paper.

6. Carter was missing one __________________ for the hike: water.

7. Tyra agreed with her mother’s __________________ that she get all the cookie ingredients out before baking.

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

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Word Shelf

anti—
means against or opposite

antibodies
antifreeze
antidote
anticlimactic
Prefix *anti*–: Meaning *against* or *opposite*

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

Write the correct word to complete each sentence.

| **anticlimactic** | **antidote** | **climax** | **freeze** |
| **perspire** | **antifreeze** | **antibiotic** | **antiperspirant** |

1. He needed to put on more ________________ after his workout because he was still sweating.

2. Grandma put raspberries and water in ice cube trays to ________________ so we could put the fruit cubes in our drinks the next day.

3. I thought the end of the play was ________________ and should have ended with a big celebration instead of just the lights dimming.

4. Some Native American tribes know an ________________ for when you come in contact with poisonous things, like plants and insects.
5. The ________________ the doctor prescribed for my infection was not working so Mom called his office to ask for something else.

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

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

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

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Linking Words *in conclusion*

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

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

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Performing before an audience for the first time is both scary and exciting. When I reached third grade, my parents decided I should take piano lessons, something I had dreamed of for years. They bought a second-hand piano at a thrift shop, had it put in my bedroom, and hired a teacher named Miss Sanders. She and I were instant friends and I loved each and every lesson I took from her. After three months, it was recital time and I was ready to play two songs I had learned by heart. As I walked up to the piano in her studio to play my songs, I looked at all the parents and families who had gathered to hear Miss Sanders’ students perform, and I thought I would faint. I was so afraid I would make a mistake or forget how to play the songs. But I just took a deep breath and was able to remember every note. When I was finished, I happily took a bow as the audience applauded.
Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: –s, –ed, –ing, –er, or –ly.

1. Anthony’s sister wears very strong smelling ____________________.

2. ____________________ traveled on the high seas and hoped to discover riches of many kinds.

3. My angry brother ____________________ the television so he could finish ____________________ with me about where I was sitting.

4. He was ____________________ because I ____________________ the comfy chair.
5. The police ________________ dog became ________________ when he picked up two scents.

6. Today, sailors wear a ________________ and some may play a ________________.

7. His ________________ said they saw him take the money off of the park bench.

8. The ________________ park ride ________________ for the longest time!

9. Did the early explorers write in a ________________?

10. The rainbow had a soft ________________ that seemed to drift across the sky.

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

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________
Toscanelli’s Map

An Italian man named Paolo [pəʊ-loʊ] Toscanelli [tɒs-kəh-nɛl-ə] may have been responsible for the Europeans landing in the Americas.

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

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

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

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

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

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

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

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

Now, imagine you are Christopher Columbus. You want to find a way to get to the Indies. You look at Toscanelli’s map.
“Wow!” you say. “Look at that! Asia is right there. It’s not so far from Europe. There’s nothing in between but a little water! It would not be hard to get to Asia! Why, I could get there in a few weeks. All I would need to do is sail west!”

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

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

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

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

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

   maps  compass  forerunner  astrolabe  hourglass  road sign  estimate  stars

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

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Describe items your family uses when traveling.

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

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

**Characteristics of a Soccer Ball**

_________________________
_________________________
_________________________
_________________________
_________________________

**Characteristics of a Football**

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

A soccer ball is _____________________________________________________________

________________________________________________________________________

*In the same way*, a football is _______________________________________________

________________________________________________________________________

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

A soccer ball is _____________________________________________________________

________________________________________________________________________

*In contrast*, a football is ___________________________________________________

________________________________________________________________________
Prefixes pro– and anti–

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

1. I asked my grandmother to _______ with caution because the sidewalk still had icy spots on it.
   - (propel, proceed)

2. In my opinion, the book ended in an _________ way because the mystery was never solved.
   - (anticlimactic, climactic)

3. The doctor said my _________ must be strong because I am the only one in the family who did not get sick.
   - (antibodies, antibiotic)

4. In the movie, a wizard described a _________ he believed would come true in the year 2015.
   - (progress, prophecy)

5. When we learned about light, we learned how to _________ light onto a surface and create shadows.
   - (project, propel)

6. She forgot to pack _________ in her travel bag for the marathon so she will have to buy some when she arrives in the city.
   - (antibiotic, antiperspirant)

7. For the science experiment, our group had to make something to_______ the car we built towards the target.
   - (propel, progress)
8. In some ancient civilizations, people used ________ to help others get well after getting bitten by something bad or poisonous.

Write a sentence using each word listed.

1. proposal

__________________________________________________________

__________________________________________________________

__________________________________________________________

2. antisocial

__________________________________________________________

__________________________________________________________

__________________________________________________________

3. progress

__________________________________________________________

__________________________________________________________

__________________________________________________________
Word Sort

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

‘u’ > /ue/  ‘u_e’ > /ue/  ‘ue’ > /ue/

_______________________  _______________________  _______________________

_______________________  _______________________  _______________________

_______________________  _______________________  _______________________

_______________________  _______________________  _______________________

_______________________  _______________________  _______________________

_______________________  _______________________  _______________________

_______________________  _______________________  _______________________

_______________________  _______________________  _______________________

_______________________  _______________________  _______________________

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

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Navigation in the Age of Exploration

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

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

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

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

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

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

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

Here’s how dead reckoning worked: a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. There might be a knot every five feet. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an hourglass.
The sailor or the captain of the ship would then watch to see how much rope was pulled out of the ship and into the sea. If the ship was going fast, it would quickly leave the piece of wood behind. It would pull many yards of rope out of the ship before the hourglass ran out. If the ship was going slower, it would not pull as much rope out. Then, the person would count how many knots of rope got pulled out of the ship before the hourglass emptied out. If you have ever heard of a ship’s speed referred to as knots, this is a forerunner of that measurement of speed.

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

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

<table>
<thead>
<tr>
<th>‘u_e’ &gt; /ue/</th>
<th>‘u’ &gt; /ue/</th>
<th>‘ue’ &gt; /ue/</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Challenge Word: __________

Challenge Word: __________

Content Word: __________
Dictated Sentences

1. __________________________________________

___________________________________________

___________________________________________

___________________________________________

2. __________________________________________

___________________________________________

___________________________________________

___________________________________________
El Castillo de San Marcos

1. Record five facts you find as you read.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
2. Choose **one** of the following points of view and write a paragraph describing an attack on the fort at St. Augustine.

   A. You are a soldier who is inside the fort.
   
   B. You are a soldier who is outside the fort attempting to capture it.
Compare and Contrast

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

Follow your teacher’s directions to complete this worksheet.

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

feeble old, frail
feeble—part of speech adjective: meaning weak; not strong
My great grandmother would be more feeble than my sister.

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

skedaddle______________________________________________________________

______________________________________________________________

skedaddle—part of speech ______ meaning ____________________________

Sentence:______________________________________________________________

______________________________________________________________

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

monstrosity____________________________________________________________

______________________________________________________________

monstrosity—part of speech ______ meaning ____________________________

Sentence:______________________________________________________________

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

**chisel**

_________________________________________________________________________________

________________________________________________________________________________________

**chisel**—part of speech ________ meaning ____________________________

Sentence:___________________________________________________

__________________________________________________________

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

**contrast**

____________________________________________________________________________

________________________________________________________________________________________

**contrast**—part of speech ________ meaning ____________________________

Sentence:___________________________________________________

__________________________________________________________

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

**nutrients**

____________________________________________________________________________

________________________________________________________________________________________

**nutrients**—part of speech ________ meaning ____________________________

Sentence:___________________________________________________

__________________________________________________________
Coronado Reports to the King

Write a letter to the King of Spain from the point of view of one of the native people in Coronado’s group.

_______________________________________________________________________________________

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_______________________________________________________________________________________
Dear Family Member,

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

Spelling Words

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

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

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

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

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

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

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

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

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

This is what a bastion looks like from the ground.

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

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

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

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

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

Look at the stone on the right. It is coquina. Can you see the seashells? Those shells are the remains of tiny animals that lived in the sea long, long ago.
The Spanish found coquina along the Florida seashore. They used it to build the **fort**.

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

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

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

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

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

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

El Castillo de San Marcos was a strong **fortress**. It was attacked many times but it was never captured.
Coronado Reports to the King

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

Your Majesty,

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

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

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

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

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

After 77 days, we arrived in Quivira.
This was the place our guides had described. They had told us of stone houses that were many stories tall. But we found only little grass huts. There were only a few people in the place and they were as barbarous as the others we have met. They swore to obey Your Majesty and placed themselves under your royal lordship.

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

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

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

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

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

Francisco Vasquez de Coronado
John Cabot

1. Record five facts you find as you read.

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________
2. Write a letter home telling about your life on board the ship. Take a stand as either liking it a lot or not liking it at all and justify your position with five supporting details.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

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________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
# Build Sentences with Linking Words for example

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

<table>
<thead>
<tr>
<th>Starter Sentence: The boy broke his leg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives to describe the boy</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

A list of examples to answer the following, “Because the boy broke his leg, list the activities he could no longer do.”

| 1. |
| 2. |
| 3. |
| 4. |

New sentences:

1. __________________________________________________________________________________
   __________________________________________________________________________________

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

<table>
<thead>
<tr>
<th>Adjectives to describe mother</th>
<th>Adverbs to describe how</th>
<th>Adverbs to describe when</th>
<th>Adverbs to describe where</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>

**Starter Sentence:** *Mother cooks.*

**A second sentence describing Mother’s cooking.*

1. 
2. 
3. 
4. 

**New sentences:**

1. __________________________________________________________________________________
________________________________________________________________________________________

2. __________________________________________________________________________________
________________________________________________________________________________________
Multiple Meanings of Vocabulary Words

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

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

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

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


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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

So, what do you think? Does a sailor’s life sound good to you?
Henry Hudson

Write two paragraphs about how it might have felt to be one of the sailors left behind with Henry Hudson in a boat with no oars.
### Review Suffixes: –ish, –ness, –able, and –ible

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

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

1. **stillness**
   - Part of Speech: ____________________  Root Word: ____________________  
   - Meaning: ______________________________________________________

2. **snobbish**
   - Part of Speech: ____________________  Root Word: ____________________  
   - Meaning: ______________________________________________________

3. **chewable**
   - Part of Speech: ____________________  Root Word: ____________________  
   - Meaning: ______________________________________________________

4. **reversible**
   - Part of Speech: ____________________  Root Word: ____________________  
   - Meaning: ______________________________________________________

5. **fitness**
   - Part of Speech: ____________________  Root Word: ____________________  
   - Meaning: ______________________________________________________
<table>
<thead>
<tr>
<th>START</th>
<th>compare</th>
<th>Sorry, lose a turn</th>
<th>contrast</th>
<th>Ride the waterfall!</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINISH!</td>
<td>compare</td>
<td>contrast</td>
<td>Tree falls! Lose a turn</td>
<td></td>
</tr>
<tr>
<td>contrast</td>
<td>compare</td>
<td>compare</td>
<td>compare</td>
<td></td>
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<tr>
<td>compare</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contrast</td>
<td>compare</td>
<td>Take a card from your opponent</td>
<td>contrast</td>
<td>Sorry, lose a turn</td>
</tr>
<tr>
<td>compare</td>
<td>contrast</td>
<td>compare</td>
<td>Take another turn</td>
<td>contrast</td>
</tr>
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</tr>
</tbody>
</table>

**Match Me If You Can**

- Take another turn
- Give a card to your opponent
- compare
- contrast
- compare
- contrast
- compare
- contrast
- Take another turn
- compare
<table>
<thead>
<tr>
<th>Compare or Contrast?</th>
<th>Compare or Contrast?</th>
<th>Compare or Contrast?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve and Dan both play basketball.</td>
<td>Our dice are red and yours are blue.</td>
<td>We live in the city and you live in the country.</td>
</tr>
<tr>
<td>Fran smiles all day long while Fred frowns.</td>
<td>Police cars and fire engines both have sirens.</td>
<td>Sam’s puppy barks and Sally’s kitten purrs.</td>
</tr>
<tr>
<td>Fairy tale giants are very tall while children in my class are short.</td>
<td>The two brothers are very different; one likes to read while the other would rather play video games.</td>
<td>Father works during the day while Mother works at night.</td>
</tr>
</tbody>
</table>
Compare or Contrast?
Carla and Kevin tell funny jokes.

Compare or Contrast?
All of the children will sip their lemonade on the hot, summer day.

Compare or Contrast?
The graceful dancer leaps high in the air while the clumsy one trips.

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

Compare or Contrast?
Motorcycles zoom down the road while scooters move slowly.

Compare or Contrast?
We all spelled our spelling words correctly on Friday.

Compare or Contrast?
The lemons tasted sour and the peaches tasted sweet.

Compare or Contrast?
Molly drives to work slowly and Milly speeds to get there.

Compare or Contrast?
My brother is older than I am and my sister is younger than I am.
**Blank Busters**

<table>
<thead>
<tr>
<th>remove</th>
<th>whoever</th>
<th>dewdrop</th>
<th>kangaroo</th>
<th>groove</th>
</tr>
</thead>
<tbody>
<tr>
<td>disapprove</td>
<td>shrewd</td>
<td>newborn</td>
<td>booth</td>
<td>lose</td>
</tr>
<tr>
<td>movement</td>
<td>balloon</td>
<td>toothache</td>
<td>strewn</td>
<td>improve</td>
</tr>
<tr>
<td>chewing</td>
<td>undo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Challenge Word:** country

**Challenge Word:** through

**Challenge Word:** threw

**Content Word:** discovery

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

1. The third grade teacher’s students worked hard to __________ their spelling.

2. Shania said she saw the cutest, tiny, __________________________ ____ at the zoo today.

3. “____________________ left the kitchen a mess better tell me!” Susie hollered after cleaning all day.

4. Spain, England, and France were ______________________ wanting to claim lands overseas.
5. Juan was holding his jaw because he had a horrible ____________ and hoped he would not ________________ a tooth.

6. The ________________ glistened on the rose petal.

7. Explorers have traveled across oceans, in the sky, and under water making many new _________________.

8. Randy’s dad is a ________________ businessman, which helps him save a lot of money.

9. The papers were ________________ across Taylor’s desk while he was trying to find his math homework.

10. Have you ever walked ________________ the woods on a brisk, wintry day?

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

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
Henry Hudson

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

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

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

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

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

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

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

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

Hudson and his crew went ashore during the winter. They ran short of food and
water. Some of the crew got sick. Some died. The sailors blamed Hudson for caring more about finding the Northwest Passage than about keeping his crew safe and healthy.

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

1. Why were traders most interested in beaver pelts?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

2. Who took the lead in the fur trade?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

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

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

__________________________________________________________________________________
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__________________________________________________________________________________
Comparative and Superlative Adjectives

Write the correct form of the verb in the blank.

1. (high) A skyscraper is __________________ than my house.

2. (goofy) That cartoon is the __________________ cartoon I’ve ever seen!

3. (short) My legs are ______________ than yours because I’m younger than you are.

4. (jolly) My grandfather is a ______________ person who is always laughing.

5. (thin) The bread on your sandwich is cut in ______________ slices than the bread on my sandwich.

6. (lucky) My brothers and I are ________________ to have such a great family!

7. (red) That delicious apple is the ______________ apple in the whole bunch.

8. (rare) I am told that a purple and orange butterfly is very _________________.

9. (fuzzy) My sister likes my sweater better because it’s ________________ than hers.

10. (neat) Why is your bedroom always ________________ than mine?

Write a sentence using the word in parentheses.

1. (largest) _____________________________________________
   _____________________________________________
   _____________________________________________

© 2013 Core Knowledge Foundation
2. (lazier) ____________________________________________

                                                                 
                                                                 
3. (deepest) ____________________________________________

                                                                 
                                                                 
4. (bigger) ____________________________________________

                                                                 
                                                                 
Prefix Review: *pro–* and *anti–*

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

1. I wanted to **propel** the canoe forward so I sat there with the oars in the boat with me. ________

2. Dad picked up some **antifreeze** at the hardware store to pour into the truck’s engine because it didn’t start up as easily in the middle of the winter with such cold weather every day. ________

3. Loki’s wife Siguna reminded him of the **prophecy** that said the gods would die one day. ________

4. She was so **antisocial** that she always invited new students to sit at our lunch table so they wouldn’t feel left out. ________

5. I decided to **proceed** with the other parts of my project while I waited for the glue to dry on the solar system model I created. ________

6. He presented a good **prologue** after the play ended that described what happened to the characters in the future. ________

7. I used the last of my **antiperspirant** at the gym after the cycling class so I made a note to myself to buy more on the way home. ________
8. I like how proactive the group leader was, making sure everyone had the necessary materials and knew where things should go before telling us to start working. ________

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

1. proposal

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. antidote

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3. progress

__________________________________________________________________________________
__________________________________________________________________________________

__________________________________________________________________________________
Word Sort

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

‘oo’ > /oo/
‘ew’ > /oo/
‘o’ > /oo/
‘o_e’ > /oo/

________________ ________________ ________________ ________________
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Disapprove blood whoever blooming
Andrew review droop crew
doable cashew cruise proof
move glove torn stood
notebook stewed newspaper glue
smoke cocoon renew spoon
redo shook noodle tune
The Fur Trade and Samuel de Champlain

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

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

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

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

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

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

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

July, 1609

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

The next day, we started out again, floating down the river as far as the entrance to a large lake. There were many pretty islands there. They all contained many fine forests and lush meadows. There were too many birds to count. Also, we saw all kinds of wild animals such as deer with their young fawns, bears, and many animals that move from the
mainland over to the islands and back again. We captured many of these animals as well. There were many rivers that emptied into the lake as well as dense forests of fine trees. I found chestnut trees on the border of the lake. I had never seen trees like this before. There were great numbers of fish in the lake.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>‘o’ &gt; /oo/</th>
<th>‘oo’ &gt; /oo/</th>
<th>‘o_e’ &gt; /oo/</th>
<th>‘ew’ &gt; /oo/</th>
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<td>Content Word: __________________</td>
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</table>
Dictated Sentences

1. __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

2. __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
A History of People in North America

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

-er

-est
Word Meanings

Use the example as a guide to complete this worksheet.

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

- **gregarious** funny, talkative
- **gregarious**—part of speech adjective: meaning sociable, liking companionship
  
  A clown would be more gregarious than a loner.

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

   **flapjack**—part of speech __________ meaning __________________

   Sentence: ______________________________________________________

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

   **subside**—part of speech __________ meaning __________________

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

**regale**

---

**regale**—part of speech ______ meaning ______________________

Sentence:____________________________________________________

---

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

**offhand**

---

**offhand**—part of speech ______ meaning ______________________

Sentence:____________________________________________________

---

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

**marquee**

---

**marquee**—part of speech ______ meaning ______________________

Sentence:____________________________________________________

---
Caribbean Words

Write your guess before you turn the page.

<table>
<thead>
<tr>
<th>Page</th>
<th>My Guess</th>
<th>Answer</th>
<th>Was I right?</th>
</tr>
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<tbody>
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<td>Page 104</td>
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</tbody>
</table>
Dear Family Member,

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

**Spelling Words**

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

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

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

The spelling words, including the Challenge Words and Content Word, are listed on the back of this worksheet.
1. fare
2. enough
3. elephant
4. trophy
5. giraffe
6. funnel
7. phases
8. roughly
9. phony
10. identify
11. spherical
12. laughing
13. stuffing
14. affect
15. fairest
16. phrase
17. tougher
18. Challenge Word: probably
19. Challenge Word: weather
20. Challenge Word: whether
Content Word: expedition
A History of People in North America

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

One group was the Vikings.

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

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

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

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

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

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

Some historians think the first settlers made their way to North America a little more than 15,000 years ago. Others think the first people came to America many years earlier—perhaps even 40,000 years ago. Some experts think these people came by land,
at a time when Alaska and Asia were connected by land. Others think they may have traveled along the coast in boats.

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

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

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

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

Clues for Word #1
• This word describes a big storm.
• The winds in this storm swirl around in a big circle. This kind of storm is sort of like a tornado but it’s much bigger. However, unlike a tornado, this kind of storm usually travels over water. It gets weaker when it travels over land.
• People who live on the east coast of the U.S. have to worry about this kind of storm. The winds it brings can damage houses near the beach and can even knock houses to the ground.
• The name of this storm sort of rhymes with window pane.
What is the word? (Turn the page to see the answer.)

Answer to last riddle: hurricane

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

Clues for Word #2
• This word is a kind of boat.
• This is a small boat that seats two or three people.
• The people in the boat face forward and use paddles to make it go. The person in front usually pulls straight back using a paddle. The person in back uses a paddle to steer.
• It’s best not to stand up in this kind of boat. If you do, it might tip over.
• This word sort of rhymes with bamboo.
• Answer to last riddle: canoe

The people of the Caribbean used canoes to paddle from island to island. They cut
down a tree. Using tools and fire, they dug out a canoe from the tree trunk. People in other places also used this kind of boat. But the word, canoe, comes from the Caribbean.

Clues for Word #3
• This word names a kind of food and also a kind of cooking.
• If your dad cooks outside over a smoky fire, he probably likes this kind of cooking.
• Some people like to cook pork this way. Other people like to cook beef or chicken.
• Another way to say this word is BBQ.
• Answer to last riddle: barbecue

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

Clues for Word #4
• This is a vegetable that was unknown in Europe before the Spanish arrived in the New World, but then it quickly spread around the world.
• Some people like to eat this vegetable baked. They might put butter on top or maybe sour cream.
• Other people like to thinly slice this vegetable and cook it in hot oil. This makes chips that crunch in your mouth.
• Still other people like to cut this vegetable into long, skinny rectangles and fry it. If you’ve ever had french fries, you have tasted this vegetable.
• Answer to last riddle: potato

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

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

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

Today, french fries are very popular. You can order them in tons of restaurants all around the world.
Write a Response to “A History of People in North America”

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

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

Explain why historians say that two other groups of people settled in North America before Columbus.
Comparative and Superlative Adjectives Using *more* and *most*

Write the correct form of the adjective in the blank.

1. *(serious)* My next door neighbor is the __________________________ person I’ve ever met.

2. *(magnificent)* What could be __________________________ than the snow-capped Rocky Mountains?

3. *(beautiful)* You are such a marvelous artist! Your painting is __________________________ than anything I could paint.

4. *(impressive)* Just look out your window and you’ll see the __________________________ landscapes seen anywhere!

5. *(imaginative)* Mr. Smith’s newest book is __________________________ than his first book.

6. *(unusual)* The animals that live on the bottom of the ocean floor are the __________________________ I’ve ever seen!

7. *(excited)* Was your little brother __________________________ than you were when the circus came to town?

8. *(plentiful)* The vegetables from our garden are __________________________ this year than they were last year.

9. *(worried)* I seem to be __________________________ than you are about our grades on the history test.
10. *(thoughtless)* The main character in that play is the _________________ girl in her whole family.

Write a sentence using the words in parentheses:

1. *(more famous)* ________________________________

2. *(most thrilling)* ______________________________

3. *(more spectacular)* ____________________________
Unit 9 Assessment

Christopher Columbus, Salesman

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

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

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

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

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

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

Guess what? They were right.

In 1486, Columbus tried again. He met with King Ferdinand and Queen Isabella of Spain. He explained his plan. He spoke of the wealth and riches he would bring to Spain if he reached the Indies. The king and queen were busy fighting a war against the Moors, but they were interested. They showed the plan to their advisors. The advisors studied the plan. They said it was a bad plan. They were sure it was a lot farther to the Indies than Columbus thought.
In 1488, Columbus went back to Portugal. He tried to sell his idea to King John II again. Once again, it was “no sale.”

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

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

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

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

Finally, in 1492, he closed the deal. By this time, the Spanish had driven the Moors out of Spain. King Ferdinand and Queen Isabella agreed to fund the voyage. Columbus the salesman had succeeded. That meant Columbus the navigator would get a chance to make the voyage he had been thinking about for more than a decade.
1. Using the numbers 1–5, arrange the following events in order.

_____Columbus went back to Portugal and asked for money again.

_____Columbus sent his brother to England to ask for money.

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

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

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

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

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

3. Why would the king and queen of a country decide to fund an explorer’s expedition to an unknown land? ____________________________________________

________________________________________________________________________________

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

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

   A. The king and queen said “no sale” to Columbus.
   B. Columbus thought Earth was smaller than other explorers thought.
   C. The King and Queen of Spain agreed to fund his voyage.
   D. Columbus showed his plan to the King of Portugal who sold him land.

5. When Columbus asked King Ferdinand and Queen Isabella for funding the second time, what had changed that allowed them to agree to the funding?

   A. Columbus was a salesman and a navigator.
   B. The war between Spain and the Moors had ended.
   C. The king and queen were interested in Columbus’ plan.
   D. The wealthy men of Genoa, Italy convinced the king and queen to fund the voyage.

6. Write the correct word on the blank in the sentence.

   The black and white puppy wagged _____________ tail in delight upon seeing his owner. (its, it’s)
7. Use the following portion of a dictionary page to answer the questions below.

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

Which definition of *flock* is used in the following sentence?
The movie goers *flock* together at the entrance of the theater. __________
What part of speech is *flock* in this sentence? __________

8. Which of the following words with the prefix *pro*—could be used to describe what Columbus shared with kings and a queen about his idea?
   A. prologue
   B. proposal
   C. progress
   D. prophecy
9. Add a concluding sentence for the paragraph, beginning with the words *In conclusion*.

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

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

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

   -ish  -ness  -able  -ible
Bartolomé de Las Casas: Protector of the Native Americans

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

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

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

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

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

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

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

For the rest of his life, Las Casas fought to protect the Native Americans. He went back to Spain. He spoke to the king and other important men. He told them what was happening in the colonies. He told them about the cruelty of the conquistadors. He tried to change the way people thought about the Native Americans.
At the time, many Spaniards felt that it was okay to use force against non-Christians. They thought the Native Americans were pagans, who did not believe in the Christian God. Native Americans believed in many gods. Their religion seemed like devil worship to many Spaniards. Many Spaniards believed that it was okay to conquer the natives and force them to accept Christianity.

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

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

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

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

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

Las Casas was not afraid to be hated. He was a man of great courage. He was sure he was right. He kept fighting for fifty years, until his death in 1566.
11. Why did Las Casas feel it was right to become a plantation owner, own slaves, and conquer the native people? ____________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

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

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

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

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

   ________________________________________________________________________________

   ________________________________________________________________________________

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

   ________________________________________________________________________________

   ________________________________________________________________________________
15. Write a summary of the life of Las Casas.

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

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

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

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

<table>
<thead>
<tr>
<th>Starter Sentence: The girl broke her arm.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starter Sentence:</strong> The girl broke her arm.</td>
</tr>
<tr>
<td><strong>Adjectives to describe the girl</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

A list of examples to answer the following: Because the girl broke her arm, list the activities she can no longer do.

1.  
2.

New sentence: _____________________________________________________________
18. Use the following portion of a dictionary page to answer the questions below.

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

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

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

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

19. Circle the correct word to complete the sentence.

My new jacket is __________ which means I can wear it out side out or inside out.

(reverse, reversible)

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

The prince wears rich clothing and rides a fearsome stallion.

______________ the princess wears lavish dresses and flowing scarves and rides a sleek, white steed.

(In the same way, In contrast)
The Duke and His Guest

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

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

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

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

“Nothing,” answered the servant.

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

The duke came to the front door.

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

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

The king went away.

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

He went once more to the duke’s home.

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

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

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

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

“Because it is my cloak you are feeding and not me,” answered the king. “Yesterday I came to you dressed like a poor man and you drove me away. Today, because I have
this fine cloak, you have invited me to dine with you. But, I am the same today as I was yesterday—still your king.”

Then, the duke knelt down.

“Oh, forgive me, Your Majesty!” he cried. “I have been proud and selfish. I will mend my ways. From this day on, no poor man shall be driven from my door. You have taught me that a man is more than his clothes.”
21. Why did the king ask the servant what the duke did for the poor?

__________________________________________________________________________________
__________________________________________________________________________________

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

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

A. to make someone feel welcome
B. to put on a play to an audience
C. to enslave someone for life
D. to sing for someone who listens well

23. Why did the king put small pieces of food in the folds of his cloak instead of eating them?

A. to save the food for later
B. to teach the duke a lesson
C. to make the duke laugh
D. to hide the food because he didn’t like the taste of it
24. What is the moral to the story?
   A. Look before you leap.
   B. Rich and fancy is not always best.
   C. Don’t judge a book by its cover.
   D. Good things come in small packages.

25. Why was the king described as wise?
   A. He told a story to the duke.
   B. He dressed in rags when he went to the duke’s house for dinner.
   C. He ate a wonderful feast at the duke’s house.
   D. He showed the duke how to treat people kindly.

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

   verb: floats       adverb: higher

   _____________________________________________________________
   _____________________________________________________________

27. Which of the following words with the suffix –ness means “in the state or condition of being without others?”
   A. happiness
   B. sadness
   C. quickness
   D. loneliness
28. Use the following portion of a dictionary page to answer the questions below.

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

Which definition of *does* is used in the following sentence?
The *does* gently graze in lush, green fields. __________

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

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

**verb:** freezes        **adverb:** quickest

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

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

__________________________________________________________________________________

Name: ____________________________________________
Christopher Columbus and John Cabot: Parallel Lives

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

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

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

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

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

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

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

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

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

Cabot looked for funding in Portugal. He was turned down. He went to Henry VII
of England. Henry had turned down Columbus, but he liked the sound of Cabot’s plan. He agreed to sponsor a voyage.

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

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

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

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

Student: __________________________ Date: __________________________

Story: Christopher Columbus and John Cabot: Parallel Lives

Total words: 467

Words Read

Uncorrected Mistakes

Words Correct

Time

Seconds

Finish Time

Start Time

Elapsed Time

Time in Seconds

W.C.P.M.

Words Correct

Time in Seconds

W.C.P.M.

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

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

Comprehension Total _____ / 5

<table>
<thead>
<tr>
<th>Answers Correct</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Independent comprehension level</td>
</tr>
<tr>
<td>4</td>
<td>Instructional comprehension level</td>
</tr>
<tr>
<td>2–3</td>
<td>Frustration comprehension level</td>
</tr>
<tr>
<td>0–1</td>
<td>Intensive remediation warranted for this student</td>
</tr>
</tbody>
</table>
Irregular Comparative and Superlative Adjectives

Write the correct form of the verb in the sentence.

1. (good) When I was in first grade, I was the ____________ swimmer in the whole school.

2. (bad) My brother had a ____________ day than I did.

3. (much) How ____________ money did you bring with you today?

4. (little) The unhappy child got the ____________ piece of cake because that was all that was left.

5. (far) My aunt and uncle live ____________ away from our house than my grandparents.

6. (many) Our neighbors have ____________ pets than we have.

Write a sentence using the word in parentheses.

1. (better) ____________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. (most) ______________________________________________________
   ____________________________________________________________
   ____________________________________________________________
3. (farthest) ____________________________________________
   ____________________________________________
   ____________________________________________

4. (worst) ____________________________________________
   ____________________________________________
   ____________________________________________
Spelling Assessment

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


__________________  __________________  __________________  __________________

__________________  __________________  __________________  __________________

__________________  __________________  __________________  __________________

__________________  __________________  __________________  __________________

__________________  __________________  __________________  __________________

__________________  __________________  __________________  __________________

__________________  __________________  __________________  __________________

Challenge Word: ______________

Challenge Word: ______________

Challenge Word: ______________

Content Word: ______________
Dictated Sentences

1. 

2. 

Linking Words in conclusion

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

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

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

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

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

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

*for example*

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

<table>
<thead>
<tr>
<th>Adjectives to describe the girl</th>
<th>Adverbs to describe how</th>
<th>Adverbs to describe when</th>
<th>Adverbs to describe where</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

A list of examples to answer the following, “Because the girl hurt her arm, what activities can she no longer do?”

1. 
2. 
3. 
4.

New sentences:

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

<table>
<thead>
<tr>
<th>Adjectives to describe Father</th>
<th>Adverbs to describe how</th>
<th>Adverbs to describe when</th>
<th>Adverbs to describe where</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

A second sentence describing Father’s barbecuing.

1.  

2.  

3.  

4.  

New sentences:

1. __________________________________________________________________________________

________________________________________________________________________________________

2. __________________________________________________________________________________

________________________________________________________________________________________

For example.
Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

1. (long) A highway is ________________ than the street where I live.

2. (scary) That movie is the ________________ movie I’ve ever seen!

3. (dull) The paint on that house is ________________ than the paint on your house.

4. (fluffy) My kitten is a ________________ ball of fur that makes me laugh.

5. (green) Your yard is much ________________ than mine because you’ve been watering it.

6. (angry) My brothers and I are ________________ with each other!

7. (fat) That puppy is the ________________ puppy in the whole neighborhood.

8. (fine) That was the ________________ story I’ve ever read.

9. (busy) My aunt is very ________________ at work.

10. (great) You’re the ________________ friend I’ve ever had!

Write a sentence using the word in parentheses.

1. (wiggliest) _________________________________

   __________________________________________

   __________________________________________
2. (friendlier) ____________________________________________________________

__________________________________________________________

__________________________________________________________

3. (cuter) __________________________________________________________

__________________________________________________________

__________________________________________________________

4. (smartest) ______________________________________________________

__________________________________________________________

__________________________________________________________
Comparative and Superlative Adjectives Using *more and most*

Write the correct form of the adjective in the blank.

1. *(dangerous)* That rocky cliff is the _________________ place to jog I’ve ever seen.

2. *(exciting)* What could be _________________ than a day spent with a famous basketball star?

3. *(skilled)* You are such a marvelous sculptor! You are definitely _________________ than I am.

4. *(talented)* My brother is _________________ at baseball than my sister is.

5. *(comfortable)* Stuffed couches are _________________ than hard wooden chairs.

6. *(satisfying)* The _________________ feeling for me is when I can truly help someone!

7. *(painful)* Getting stung by a bee was _________________ than I thought it would be.

8. *(important)* “Grammar is the _________________ subject we study,” said my grammar teacher.

9. *(energetic)* I seem to be _________________ than you are this morning.

10. *(expensive)* What is the _________________ meal listed on the menu?
Write a sentence using the words in parentheses:

1. (most popular) ________________________________

2. (most colorful) ______________________________

3. (more awesome) ______________________________
Irregular Comparative and Superlative Adjectives

Write the correct form of the adjective in the sentence.

1. (good) You play basketball ________________ than I do.

2. (bad) My brand new puppy was being ________________ when he chewed up my slippers.

3. (much) I am still hungry and I would like ________________ food, please.

4. (little) My friend’s older sister is ________________ than she is.

5. (far) This is the ________________ I’ve ever ridden my bicycle before without a break.

6. (many) You have the ________________ apple trees in your yard than anyone in the whole neighborhood.

Write a sentence using the word in parentheses.

1. (best) ___________________________________________________________________

2. (many) ___________________________________________________________________
3. (least)___________________________________________________________________

4. (worse)___________________________________________________________________
Prefixes pro– and anti–

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

1. She knew that being ______ at the neighborhood picnic would not help her meet new people so she introduced herself to people at her table.
   - antisocial
   - social

2. Grandma is ______ in her book club, hosting events regularly.
   - active
   - proactive

3. I did not make as much ______ on my history project last night as I had hoped, but I still have one more week before it is due.
   - propel
   - progress

4. Mom said we could ______ some of the meat we bought on sale so we could use it at a later date.
   - freeze
   - antifreeze

5. The ______ to the book described the town where the main characters lived so the reader would have context for the beginning of the story.
   - prophecy
   - prologue

6. After a few days passed, the infection hadn’t gotten better so I went to the doctor to see if she could prescribe an ______ to clear it up.
   - antibiotic
   - antibodies

7. One ______ for the new park includes walking and biking trails, a playground, and a skate park.
   - prophecy
   - proposal
8. Without any wind blowing, the sailboat had nothing to _______ it across the bay so it just sat still in the middle of the water.

Write a sentence using each word listed.

1. antibodies

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. proactive

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3. prophecy

__________________________________________________________________________________
__________________________________________________________________________________
## Suffix Review: –ish, –ness, –able, and –ible

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

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

1. *selfish*
   Part of Speech: ________________  Root Word: ________________
   Meaning: __________________________________________________________________

2. *quickness*
   Part of Speech: ________________  Root Word: ________________
   Meaning: __________________________________________________________________

3. *flexible*
   Part of Speech: ________________  Root Word: ________________
   Meaning: __________________________________________________________________

4. *believable*
   Part of Speech: ________________  Root Word: ________________
   Meaning: __________________________________________________________________

5. *loneliness*
   Part of Speech: ________________  Root Word: ________________
   Meaning: __________________________________________________________________
Prefix Review: *pro*– and *anti*–

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

1. The *antibiotic* the doctor gave me really helped clear up the sinus infection and I feel much better. _______

2. We made good *progress* on peeling the potatoes by sitting on the couch and watching TV. _______

3. There is no *antidote* for some spider and scorpion bites so a visit to the hospital is the safest thing. _______

4. He had a *proposal* for how to solve the factory problem so he sat silently through the meeting and never described his plan. _______

5. The doctor gave me more medicine because I had been sick for a while and my *antibodies* were not strong enough to fight off other infections. _______

6. Some people need a strong *antiperspirant* prescribed by their doctor because they sweat more than others. _______

7. We needed to *proceed* with the talent show so the director waited until all participants where there, even if that meant starting late. _______
8. When the chain on my bicycle broke, I had no way to propel myself up the hill so I had to get off and walk the bike to the top. ________

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

1. anticlimactic

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. project

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3. prophecy

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Glossary for *The Age of Exploration*

**A**

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

**accurate**—correct

**ashore**—on land

**attempt**—an act of trying

**B**

**barbarous**—wild, sometimes violent

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

**bastion**—a raised gun platform in a fort

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

**boast**—to brag (*boasted*)

**C**

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

**cheap**—does not cost much
claim— to say something belongs to you (claims, claimed)

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

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

continuously— without stopping

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

copper— a reddish-brown mineral found in the earth

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

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

device— a piece of equipment that does a specific job

distant— far away

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

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

estate— everything a person owns
**estimate**—(verb) to make a guess based on information you have; (noun) a guess made based on information you have

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

**expanse**—a large, open area

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

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

**expensive**—costs a lot of money

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

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

**fine**—excellent (**finest**)

**flavor**—taste (**flavors**)

**forerunner**—something that came before

**fort**—a large building constructed to survive enemy attacks

**fortress**—a strong fort

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

**funding**—money provided for a special purpose
G
gadget—a small tool (gadgets)
grind—to crush something into small pieces or powder (ground)

H
hardtack—hard bread that has been baked many times

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

humble—respectful, not thinking you are better than others

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

import—to bring in from somewhere else (imported)

impressive—deserving attention or respect

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

income—money earned, mostly from working

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

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

kernel—seed

L

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

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

league—a distance between 2.4 and 4.6 miles

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

lush—covered with healthy, green plants

M

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

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

maize—corn

method—a way of doing things

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

mulberry—a dark purple berry (mulberries)
noble—a person from a family of high social rank, similar to patricians in ancient Rome (nobles)

obtain—to get (obtained)
occupied—lived and worked in
overrun—to exist in large numbers
overwhelm—to take over completely

page—a boy servant (pages)
pelt—an animal skin with fur still on it (pelts)
peppercorn—a dried berry from a plant that is used to make pepper (peppercorns)
plain—a large, flat area of land with no trees (plains)
popular—liked by many people
precious—very valuable
property—buildings, land, and livestock that someone owns
prune—a dried plum (prunes)
**R**

raid—to attack by surprise (*raiding*)

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

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

royal—relating to a king or queen

**S**

scarce—hard to find

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

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

shallow—not deep

shatter—to suddenly break into many small pieces

shortage—when there is not enough

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

solid—firm and hard

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

spoil—to become rotten and not able to be eaten

steer—to control the direction of

substantially—great in size, value, or importance
T

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

territory—a large area of land with defined boundaries

throne—the power and authority of a king or queen

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

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

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

V

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

vast—very great in size or amount

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

voyage—a long journey, usually by water

W

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

weevil—a small beetle (weevils)

whiz—a person who is extremely skilled at something

wreck—to destroy, ruin (wrecked)
Writing Prompts

Unit 9:
1. Choose an explorer and write a paragraph explaining why funding for his exploration was a good idea. Add **supporting** details.
2. Determine ways that life for the explorers is different from your life and write a paragraph stating why one would be easier than the other. **Justify** your opinion with **supporting** details.
3. Compare and contrast primogeniture with the manner in which property is distributed among families when parents die nowadays.
4. Select an explorer in the Reader and write an addition to the chapter from your point of view of someone traveling with them.
5. **Respond** to the question, “Would you want to be a page on a ship? Why or why not?”
6. **Respond** to the statement, “No one knows who the first people were who lived in North America.” Verify your answer with facts from the Reader and other sources available to you.

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

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

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


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.
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