

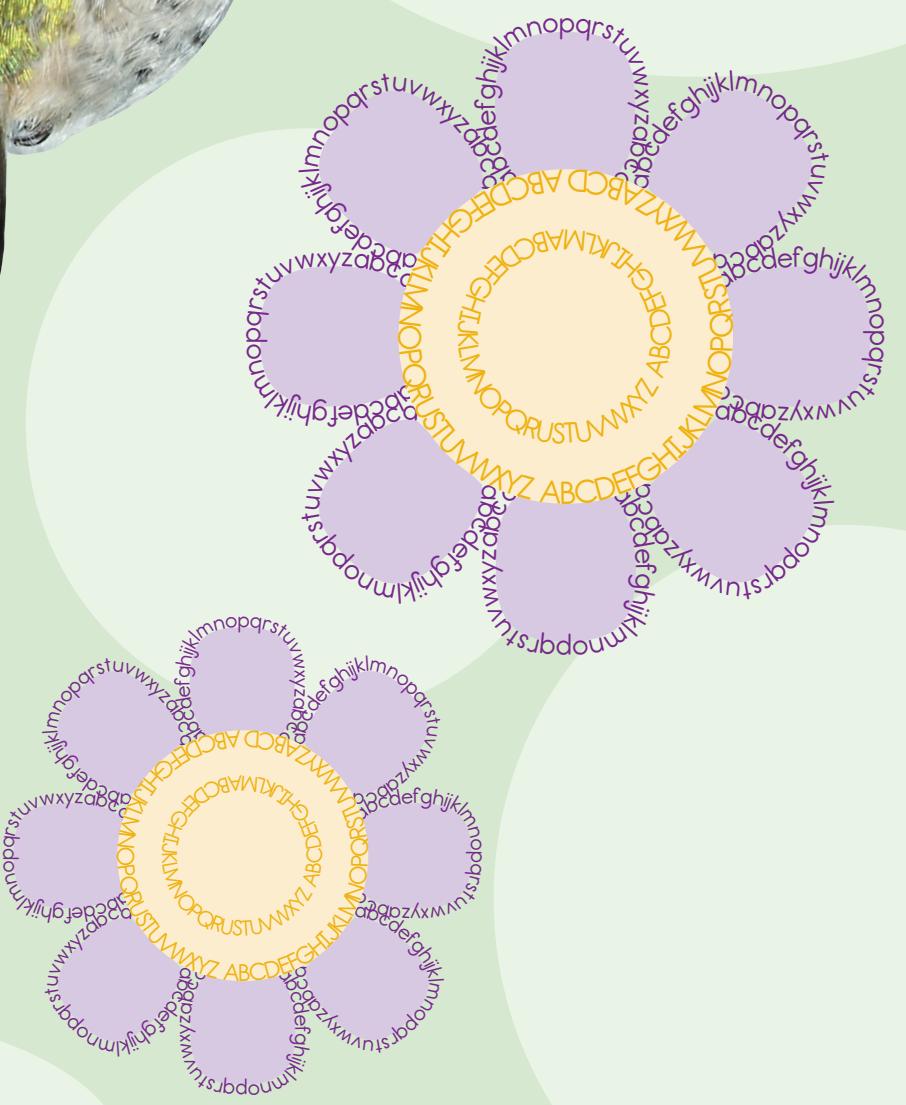
Core Knowledge Language Arts

Skills Strand

Skills Workbook

Unit 6

Grade 3



Writing Prompts

Either fiction or nonfiction:

1. Summarize the story or chapter you read in three to five sentences.
2. Draw a picture of what you read today and write a caption or sentence about your picture. Be able to explain it fully.
3. After reading this story or chapter, I wonder...
4. Would you recommend this story or chapter to a friend? Why or why not?
5. Write a letter to your friend giving at least three reasons for your recommendation.
6. Write a review of what you read and tell whether or not you liked it. Why or why not?
7. If you could be any character in the story or chapter you read today, who would you be? Give three reasons why.
8. Invent a conversation or dialogue between two characters or persons in the story or chapter that you read. Write what each character says and don't forget to use quotation marks.
9. Was there anything in the story or chapter that surprised you? Explain what it was and why it surprised you.
10. Tell about a problem that someone in the story or chapter had and what he or she did about it.
11. Make a timeline of three to five events in your reading today.
12. 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.
13. Make a prediction about what will happen next in the story or chapter you just read. Explain why you think this will happen.
14. 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.
15. Tell about something in the story or chapter you read today that is similar to another story you have already read.
16. Draw a Venn diagram to show what is alike and/or different between the main character or a person in the story or chapter you read and you.
17. Draw a Venn diagram that shows how, when, and where you live is different (or the same) as the main character or a person in the story or chapter that you read today.
18. Does the title fit the story or chapter? Why or why not? Can you suggest another title?
19. Write down three new words you learned while reading and tell what they mean. Use each word in a new sentence.
20. If you could ask the author three questions, what would you ask?
21. What three tips would you give the author on how to make the story or chapter better? Is there anything else you think the author should include?

Fiction:

1. Tell about the setting.
2. Tell about the plot.
3. Tell about your favorite character. Write three reasons why.
4. Which character is your least favorite? Write three reasons why.
5. Is there anything in your book that could never happen in real life? Why or why not?
6. Is personification used in the story you read? Give examples.
7. Draw a line down the center of your paper. On one side write the title of your favorite story. On the other side write the title of what you are reading today. Compare and contrast the main character, the setting, and the plot.
8. Write a different ending for the story.
9. Imagine that your book was made into a movie, and draw a movie poster for it.

Nonfiction:

1. What did you already know about this topic before you read the chapter today?
2. Tell about something that you learned from what you read today.
3. Is there anything else you would like to know about this topic? Write at least three questions about things you would like to learn.
4. In three sentences, summarize what you read today.



Unit 6

Skills Workbook

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GRADE 3

Core Knowledge Language Arts®



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Unit 6

Skills Workbook

This Skills Workbook contains worksheets that accompany the lessons from the Teacher Guide for Unit 6. 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.

Mid-Year Silent Reading Assessment

The Viking Settlement at L'Anse aux Meadows

Until just over fifty years ago, no one knew if the Vikings had sailed to North America. Some people thought they had. Many others were not convinced. That changed in 1960. In that year, a team from Norway made a remarkable discovery. They found Viking houses on the coast of Canada.

The team leader was Helge Ingstad. He had made lots of money as a lawyer. In his twenties, he quit his job. He spent a few years living with the native people of northern Canada. These people are sometimes called Eskimos. Later, Ingstad wrote a book about his time with the Eskimos.

Ingstad's book was popular in Norway. A young woman named Anne Stine read it. She liked the book so much she wrote the author a letter. Ingstad wrote back. He and Stine traded letters. Eventually, they met. The two of them fell in love and got married.

The Ingstads were both interested in the Vikings. They had read the sagas, the collections of old stories about the Vikings. The sagas told of Erik the Red and Leif Eriksson. They told of Eriksson's voyage from Greenland and his discovery of a land he called Vinland.

But were the stories in the sagas true? If they were, where exactly was Vinland? At the time, nobody knew.

Helge Ingstad studied the subject. He figured Vinland must have been somewhere on the coast of Canada. The northern tip of Newfoundland sticks out into the Atlantic Ocean. Ingstad thought Eriksson might have bumped into it. He began visiting various villages along the coast.

For a while, Ingstad found nothing of interest. Then, one day he spoke to an old fisherman. The man told him of some old houses near the town of L'Anse aux Meadows. The locals called the houses "the old Indian village." He led Ingstad to the

site. Nobody had lived in the houses for many years. They were badly overgrown. Even so, Ingstad was intrigued. He did not think the houses were Native American houses. He thought they might be Viking houses.

Ingstad decided to set up an archaeological dig. Ingstad happened to know a well-trained archaeologist—his wife Anne.

The Ingstads put together a team. Then, they began to excavate the site.

They found several houses. These houses did not look like Native American houses. They looked like Viking houses. The Ingstads had seen similar houses in Iceland and Greenland. They were very excited.

The team kept digging. They found more evidence that the site was a Viking settlement. They found a piece of jewelry. It was a pin used to pin on clothing. Pins like it had been found in Viking graves elsewhere.

They also found a spindle whorl—a tool used to spin cloth. This was important. In Viking times, spinning was done by women. The spindle whorl was evidence that women lived in the settlement as well as men.

The Ingstads wanted to find out how old the houses were. To do this, they used a method called carbon dating.

Here is how carbon dating works. All living things absorb the element carbon-14. (You are absorbing some right now!) When these living things die, the carbon-14 in their bodies begins to decay, or break down. It decays at a steady rate over a long period of time. Scientists can find out how much carbon-14 is left in an animal bone. Then, they can make an estimate of when the animal died. If there is a lot of carbon-14 left, that means the animal died recently. If there is very little carbon-14 left, that means the animal died long ago. This method also works for materials like wood, leather, and paper.

The Ingstads had carbon dating tests done on things they found at the site. The results were amazing. The results suggested that the settlement was probably built around the year 1000. That is when Leif Eriksson made his voyage! It meant the site might have been founded by Eriksson himself. This was the most exciting news yet!

Today, almost all historians agree that the houses the Ingstads dug up were built by the Vikings. Many believe that L'Anse aux Meadows is Vinland. Others are not so sure. Even if it is not Vinland, it is an important find. It tells us that the Vikings explored North America—and settled the land—almost 500 years before Christopher Columbus. We can be confident of this now because of the Ingstads and their work.

1. What was the setting of the selection?
 - A. Canada
 - B. Norway
 - C. North America
 - D. all of the above
2. What does the word **convinced** mean in the following sentence from the selection?

Many others were not **convinced**.

 - A. sane
 - B. reminded
 - C. sure
 - D. removed
3. Why did Ingstad think the houses at L'Anse aux Meadows were Viking houses?

4. Why it is important to know that Vikings explored and settled land in North America almost 500 years before Christopher Columbus?
- A. because the Vikings were thought to be a group of people who didn't explore
 - B. because the Vikings were thought to have explored North America after Christopher Columbus
 - C. because Christopher Columbus has long been thought of as the person who first came to North America
 - D. because Christopher Columbus is thought to have sailed with the Vikings
5. What did the Ingstads find in the archaeological dig that proved women had been present in the settlement?
- A. pins
 - B. cooking utensils
 - C. a spindle whorl
 - D. houses
6. What does the word **excavate** mean in the following sentence from the selection?
- Then, they began to **excavate** the site.
- A. dig up
 - B. fill up
 - C. look up
 - D. make up

7. Number the events in the selection in order from 1–5.

- _____ Almost all historians agree that the houses dug up by the Ingstsads were built by Vikings.
- _____ Helge began visiting various villages along the coast.
- _____ The team found great evidence of Vikings having lived at L'Anse aux Meadows, like a pin and a spindle whorl.
- _____ Helge and Anne read the Viking sagas.
- _____ The team used carbon dating to find out how old the houses were.

8. Write *true* or *false* on the blank following the sentence.

A lot of carbon-14 left in an animal bone means the animal died a long time ago. _____

9. Why did the author write this selection?

- A. to inform readers about the theory that Vikings explored North America
- B. to inform readers about the theory that Vikings explored Norway
- C. to inform readers about the theory that Vikings explored Greenland
- D. to inform readers about the theory that Vikings explored South America

The Oseberg Ship

It was August 8, 1903. Professor Gabriel Gustavson was working in his office at the University of Oslo in Norway.

Knock, knock!

Gustavson went to the door. A stranger was standing there. He was a farmer from Oseberg, a village not far from Oslo. He told Gustavson he had discovered something. It was the remains of an old ship. It looked very old. Would Gustavson come out and have a look at it?

Gustavson agreed to have a look. A few days later, he went out to the farm. What he saw stunned him. The farmer had discovered a Viking burial mound, with a well-preserved Viking ship. It was an amazing discovery.

The next summer, Gustavson came back with a team of men. He and his helpers dug up the ship. They sent the pieces back to Oslo.

In Oslo, Gustavson and his team began reassembling the ship. Each piece of wood was steamed. Then, it was pressed back into its original shape. The ship was reassembled, piece by piece. Eventually, it was put on display in a museum. You can still see it today.

Scientists believe the Oseberg ship was built 1,200 years ago, around the year 820. It was placed in a grave several years later, in the year 834.

The Vikings buried kings and queens in large burial mounds filled with grave goods. They believed the dead could use the grave goods in the afterlife. They thought a boat would be very useful. The dead could use the boat to sail to the land of the dead.

The Oseburg burial mound contained two bodies. Both were women. One was about 60 to 70 years old. The other was 20 to 30. The older woman seems to have been the more important of the two. The younger woman may have been a slave or a servant.

The older woman seems to have suffered from severe arthritis. We do not know

who she was. But she must have been important. An ordinary person would not have been given such a fancy burial.

The Oseberg ship is long and narrow. It is about 21 meters long. It is only 5 meters wide. It is made of oak planks. There are 15 fixtures for oars on each side. It would have been rowed by 30 rowers, each pulling on an oar. There was also a mast that could hold a sail.

The bow and stern of the boat are decorated with wood carvings. Some of the carvings are very beautiful.

Scientists think that the Oseberg ship was built before the Vikings perfected their shipbuilding skills. Some other ships built a little later seem to have had a better design.

In the 1980s, some craftsmen in Norway built a full-size replica of the Oseberg ship. They took the ship out for a test voyage. It was a windy day. The ship tipped over and sank.

The ship was raised from the bottom. A few adjustments were made. It proved to be more seaworthy on the next few voyages, but eventually it sank again.

If Leif Eriksson had sailed in a ship like the Oseberg ship, he might not have made it to North America. He might have tipped over. The ship he sailed in one hundred and eighty years later was a better ship for sailing on the ocean.

10. Number the events from the selection in order from 1–4.

- Leif Eriksson sailed across the ocean.
- Gustavson had a visit from a farmer who had made a great discovery.
- Craftsmen built a full-size replica of the Oseberg ship.
- The Oseberg burial mound revealed the bodies of two women.

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

What he saw **stunned** him.

- A. calmed
 - B. shocked
 - C. disturbed
 - D. cooled
12. Why was a ship placed in the large burial mound?
- A. The ship was no longer seaworthy.
 - B. The ship belonged to the king of Norway.
 - C. The ship could be used to sail to the land of the dead.
 - D. The ship was beautifully decorated with wood carvings.

13. What did Gustavson and his team do with the ship pieces after they had been sent to Oslo?
- A. They used them to build a Viking house.
 - B. They checked the carbon-14 level in the wood.
 - C. They put the ship pieces back together in their original position.
 - D. They put them in a pile in a museum.
14. Why was the older woman who was found in the burial mound thought to be an important person?
-
-

15. What was the setting of the selection?
- A. Oslo
 - B. Oseberg
 - C. Norway
 - D. all of the above
16. Why did the author write this selection?
- A. to inform the reader that Vikings may have explored North America before Columbus
 - B. to inform the reader that grave goods were buried with the dead
 - C. to inform the reader that Viking ships sink
 - D. to inform readers why the Oseberg ship was an important discovery

Mid-Year Assessment

17. What does the word **perfected** mean in the following sentence from the selection?

Scientists think that the Oseberg ship was built before the Vikings **perfected** their shipbuilding skills.

- A. destroyed
 - B. improved
 - C. delayed
 - D. managed
18. Why might craftsmen have taken the full-size replica they built of the Oseberg ship out for a test voyage?
- A. to see if they knew how to sail
 - B. to see if they knew how to build a full-size replica
 - C. to see if they should build more ships
 - D. to see if the ship was seaworthy and could travel in water

Mid-Year Assessment

Loki's Children

One day, Odin looked down from Asgard into Jotunheim, the land of giants. He saw Loki playing with three monsters. The first was a long, scaly serpent and the second was a rabid wolf. The third was an old hag who was white as snow on one side of her face and black as night on the other. These monsters were the children of Loki and his wife in Jotunheim, Angraboda.

Odin shook his head with disgust.

"Loki, the father, is bad," he said. "Angraboda, the mother, is worse. Just look at their children! I shudder to think what terrible deeds those monsters may commit."

Odin thought about destroying Loki's children, but he felt it would not be right to do this. He and Loki were blood brothers who had sworn an oath of loyalty to each other many years earlier. Odin decided the best thing to do would be to put Loki's children in faraway places, where they could do no harm.

Odin began with the serpent. He snuck up and grabbed it below its head so it could not bite him. Then, he ran as fast as he could to the shoreline and cast the writhing beast into the sea.

The serpent sank to the bottom. Then, it began to grow. It grew and grew until at last, it was so large that its body stretched all the way around Midgard, the earth. From then on, the creature was called the Midgard Serpent.

Next, Odin dealt with the old hag, whose name was Hel. Odin sent her to the underworld, the kingdom of the dead, which was then named after her. She lived there from then on in a horrible black palace. The walls of the palace were made of slithering snakes. An old black rooster sat on the roof but never crowed because daybreak never came. Sometimes Hel would leave the gate to the underworld open and the dead would roam the earth, haunting the living.

Finally, Odin turned to the wolf, which was called Fenris. Odin put Fenris on a deserted island in the hopes that doing so would be enough to keep the earth safe from the wolf's terror. But as time passed, Odin began to worry. Fenris grew larger and larger. Eventually, Fenris was so large and so dangerous that Odin decided it was not enough to just keep him on the island. He would have to be chained up so he could not try to escape.

Odin asked the dwarves to make a magic chain. Using all their skill, the dwarves made the chain so strong that nothing in the world could break it.

Odin knew Fenris would never agree to wear the chain. Thus, Odin decided he had to try to trick the wolf. He and some other gods went to visit Fenris on the island. They took the chain with them.

“Fenris,” Odin said, “Thor tells me you are very strong and powerful. I wonder if you could help us break this chain. It was made by dwarves and it too is very strong. I tried to break it myself but I could not do it. Tyr tried to break it, and so did Thor, but neither of them could do it. It seems that none of us is strong enough to break it. But perhaps, with your strength and power, you could break it. Would you be willing to try?”

Fenris was vain. He longed to show the gods how strong and powerful he was and make them fear him. But he was also worried. He thought the gods might be trying to trick him. He was wary of Odin’s request.

“You may place the chain around my neck,” Fenris said, “and I will try to break it but only on one condition. One of you must place a hand in my mouth, as a sign of good faith. That way, I will know you are not trying to trick me.”

Odin’s son Tyr stepped forward. He knew what was likely to happen. He knew he could lose his hand. He was willing to risk his hand to protect the world from the

Mid-Year Assessment

horrible wolf. He placed one hand in the wolf's foaming mouth.

The other gods looped the chain around the wolf's neck. Then, they fastened the chain to a giant rock.

Fenris tried to break the chain. He howled and growled. He tugged on the chain with all his might. But the chain was too strong. He could not break it.

"I give up," he said at last, exhausted from putting forth so much effort. "No one can break this chain. Now, let me go."

"No!" said Odin. "We will not let you go. You can lie here until the world comes to an end!"

Fenris realized he had been tricked. He bit down hard on Tyr's hand, which was still in his mouth, and bit it right off.

Then, Fenris howled and howled, knowing there was no way for him to escape from the island or the chain wrapped around his neck.

19. Number the events from the selection in order from 1–3.

- _____ Odin put Fenris on a deserted island.
_____ Odin cast the writhing serpent into the sea.
_____ Odin sent the old hag to the underworld.

20. Odin decided the best thing to do with Loki’s children would be to

21. Why did Odin think it wasn’t enough to just keep Fenris on the island?

- A. Fenris continued to fight and kill people.
- B. Fenris continued to scare people and could get to Asgard.
- C. Fenris continued to grow larger and could try to escape.
- D. Fenris continued to grow smaller and lose his strength.

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

He tugged on the chain with all his **might**.

- A. He tugged on the chain with all his wit.
- B. He tugged on the chain with all his terror.
- C. He tugged on the chain with all his fear.
- D. He tugged on the chain with all his strength.

Mid-Year Assessment

23. Why did Odin think Fenris would never agree to wear the chain?
- A. Odin thought Fenris would know he was trying to keep him in a faraway place.
 - B. Odin thought Fenris would want something else around his neck.
 - C. Odin thought Fenris would hurt himself if he wore the chain.
 - D. Odin thought Fenris would go to Hel and complain.
24. What did Fenris mean when he asked for “a sign of good faith?”
- A. He wanted a sign that the gods were being honest.
 - B. He wanted a sign that the gods were not ready to leave.
 - C. He wanted a sign that the gods were trying to trick him.
 - D. He wanted a sign that the gods were keeping secrets.
25. Write *true* or *false* on the blank that follows the sentence.
Fenris was able to break the chain the gods looped around his neck. _____
26. Why would the serpent be writhing, or twisting from side to side in pain, when Odin threw it into the sea?
- A. Odin was holding it by the tail.
 - B. Odin gently placed it in the sea.
 - C. It wanted to bite Odin for grabbing it.
 - D. It wanted to swim in the sea.

27. Why did the author write this selection?
- A. to inform the reader about children
 - B. to tell a story about taking care of Odin and the other gods
 - C. to inform the reader about monsters
 - D. to tell a story about keeping the world safe from harm
28. Which of the following words would be on a dictionary page with the following guide words?
- | | |
|-------|-------|
| cling | cluck |
|-------|-------|
- A. clotting
 - B. click
 - C. cluster
 - D. clump
29. Which of the following words would be on a dictionary page with the following guide words?

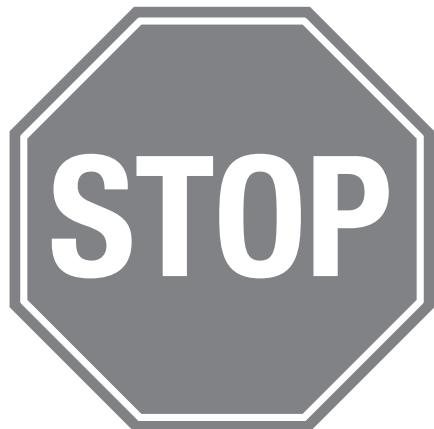
afterlife	ample
A. aft	B. amplify

- A. aft
- B. amplify
- C. affable
- D. ampersand

30. Which of the following words would be on a dictionary page with the following guide words?

mind**monster**

- A. middle
- B. monstrous
- C. miffed
- D. minion



**Dear Family Member,**

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

Spelling Words

This week, we are reviewing all five spelling patterns for /k/. Your child learned to spell words with the /k/ sound in second grade, so this should be a review. On Friday, your child will be assessed on these words.

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

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

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

- | | |
|--------------|---------------------------------|
| 1. coarse | 12. kindness |
| 2. snowflake | 13. lookout |
| 3. anchor | 14. quickly |
| 4. calendar | 15. attack |
| 5. occupy | 16. course |
| 6. stomach | 17. accomplish |
| 7. character | 18. candle |
| 8. kangaroo | Challenge Word: example |
| 9. thickness | Challenge Word: mountain |
| 10. occur | Content Word: Loki |
| 11. soccer | |

Student Reader

The chapters your child will read this week in *Gods, Giants, and Dwarves* include Norse myths. Myths are fictional tales that often include gods and goddesses with supernatural powers. Ancient people often used myths to explain natural events for which they did not have a scientific explanation. 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.

Across

2. in a fast way
4. sport in which you kick a black and white ball and try to score goals
6. a noun meaning nice behavior
7. a chart showing the months and days of a year
9. We need a _____, or someone to keep watch to be sure nobody is coming.

Down

1. The main _____ in a myth or other fiction story is the person who speaks and acts the most.
3. an adjective meaning rough, harsh
5. You play golf on a golf _____, or you follow a path from point to point.
6. an animal with a pouch and powerful hind legs for leaping
8. the giant who always causes trouble in Norse myths

Name: _____

E.1

Words with the /k/ Sound

Use the clues to fill in the crossword puzzle with this week's spelling words, listed in the box.

quickly

kindness

calendar

character

Loki

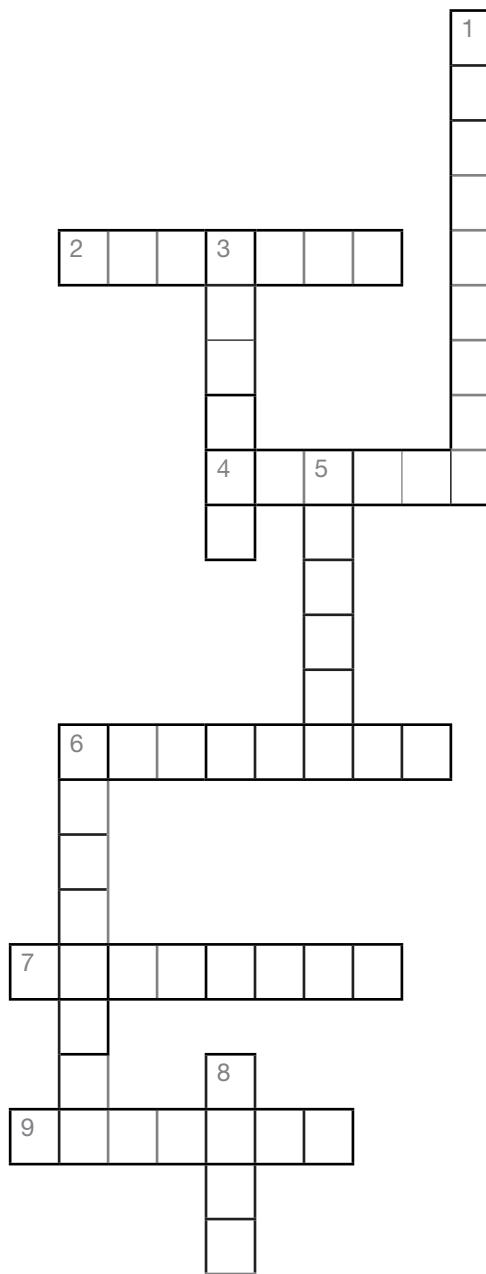
course

coarse

kangaroo

soccer

lookout



Dictionary Practice

Use the sample dictionary page to answer the questions.

coalition	courtship
<p>coarse <i>adjective</i> 1. Having a rough surface or texture. 2. Rude and offensive, as in coarse behavior. 3. Having large particles, as in coarse salt.</p>	
<p>course <i>noun</i> 1. A part of a meal served by itself: The main course was a pasta dish. 2. A series of lessons or classes. 3. An area where certain sports are played, as in a golf course. 4. A route: The ship followed a straight course from Florida to Bermuda.</p>	

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

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

3. How many definitions are there for *course*? _____

4. Which of the two entry words has a sample sentence? What is it?

5. Which of the two entry words has more definitions? _____

6. Are both entry words the same part of speech? If so, what is it? If not, what are they? _____
-

7. Would the word *cowboy* be on this page? _____

8. Which of these words would come before *coalition*?

cobweb coach coast

9. Which of these words would come after *courtship*?

coverup courthouse count

10. Which entry word would describe Thor? _____

11. Which entry word would describe dessert? _____

Name: _____

2.1

Day of the week	Named for	Origin
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Sif's Golden Hair

1. Who are the main characters in this chapter?

2. Where does this chapter take place?

3. What is the meaning of the word **enraged** in this sentence from the chapter?

Thor was **enraged**.

- A. very fiery
- B. very red
- C. very angry
- D. very bulged

Page _____

4. Using the numbers 1–4, put these chapter events in order:

_____ Thor arrives in his goat cart.

_____ Loki arrives.

_____ Sif pulls off the veil.

_____ Thought and Memory return to Odin.

5. Why does Odin blame himself for the problems with Loki?

Page _____

6. Compare and contrast Mount Olympus and Asgard.

Mount Olympus		Asgard
	What is important about this place?	
	Who lives there?	
	Who is the leader of the gods?	

Cause and Effect: Conjunction *because*

Draw two lines under the word *because* to show it is a conjunction. Decide which of the two simple sentences happened first and write the word *Cause* over top of it. Decide which simple sentence happened second and write the word *Effect* over top of it. Answer the questions in complete sentences.

Cause	Effect
<u>Because</u> my friend looked so sad,	we all tried to cheer him up.

Why did we try to cheer up my friend? We all tried to cheer him up because he looked so sad.

1. Susan read that book three times because it was so thrilling.
Why did Susan read that book three times?

2. Mom picked up my baby brother because he was crying and crying.
Why did Mom pick up my baby brother?

3. Because his pen ran out of ink, Ben needed to get another one.
Why did Ben need to get another pen?

Decide which simple sentence happened first and write the word Cause over top of it. Decide which simple sentence happened second and write the word Effect over top of it. Add the word because before the simple sentence that happens first and is the cause; join the two sentences and write them as a one sentence including the word because.

Cause

Effect

I forgot to clean up my room. I wasn't allowed to go out to play.

Because I forgot to clean up my room, I wasn't allowed to go out to play.

1. Peaches are my favorite fruit. I asked for them for supper.

2. I asked to have my room painted purple. Purple is my favorite color.

3. I leaned over to pick my pencil up. I dropped my pencil.



Sif's Golden Hair

Odin, the father of the Norse gods, sat at the dinner table. By his side sat two **ravens**. Their names were Thought and Memory. They were Odin's flying spies. Each day, they left Asgard, the home of the gods, and flew around the world. Each night, they flew back to Asgard to tell Odin what was happening in the world.

On this day, the **ravens** did not have much to report. Things were quiet on Earth.

Odin tossed the **ravens** some crumbs. He cut off pieces of meat and fed them to two wolves who sat at his feet.

Odin himself did not eat. He never ate. He sipped some **mead** from a goblet. Then, he pushed the goblet away and scanned the room with his one good eye. He spotted two of the Valkyries who worked for him as serving maids. He nodded to them. The Valkyries began to clear the table.

Odin stood up to leave, but just then, he heard a clap of thunder, the snorting of goats, and the skidding of a cart. He knew that could only mean one thing: his son Thor was arriving in his goat-drawn cart.

Sure enough, Thor, the mighty god of thunder, burst into the room. His wife Sif trailed behind him, her head covered with a **veil**. Thor was enraged. The **veins** on his forehead bulged. There was fire in his eyes.

"It's an outrage!" said Thor. "An outrage! This time Loki has gone too far!"

"What's the matter?" Odin asked.

"Her hair!" shouted Thor. "That **scoundrel** has cut off her hair!"

"Whose hair?" Odin asked.

As he said this, Sif let her **veil** fall to her shoulders. Odin looked at Sif and blinked. Her hair—her long, golden hair, which every goddess in Asgard admired—was gone. It had been cut off. There was nothing left but a few tufts of yellow stubble.

"Look at me!" shrieked Sif. "I am **hideous**! I will go live with the **dwarves**!"

Without my hair, I am as ugly as the ugliest **dwarf**!"

Odin frowned. He turned to Thor and said, "Are you sure it was Loki who did this?"

Odin asked the question, but even as he did so, he felt there was no need to ask. It had to be Loki. It was always Loki. Whenever something was stolen, whenever things went **awry**, whenever any bad deed was done, it was always Loki who was behind it.

Odin blamed himself. It was he who had invited Loki to join the gods in Asgard. Loki was not a god. He was a giant who could change his appearance. Loki had been a constant source of problems ever since.

"I will kill him!" shouted Thor. "I will—"

"Be calm," said Odin. "I will deal with Loki."

Odin called an **assembly** of the gods. He **summoned** Loki as well.

When Loki arrived, he saw the stern look on Odin's face. He saw that Thor was steaming mad, clutching at his hammer, barely holding back his temper. Loki saw that lies would do him no good this time. He knew he would have to admit what he had done. He bowed his head.

"You will restore Sif's hair!" said Odin, in a booming voice. "I know not how it is to be done, but you will do it. I require it of you!"

Loki nodded.

Mid-Year Grammar Assessment

1. Read the sentence carefully and choose the words that are nouns.

The plate of steaming pasta and meatballs smells wonderful.

- A. teaming, meatballs, wonderful
- B. plate, pasta, meatballs
- C. plate, smells, wonderful
- D. steaming, plate, meatballs

2. Read the sentence carefully and choose the words that are adjectives.

The pink donuts taste sweet and yummy.

- A. donuts, sweet, yummy
- B. pink, taste, yummy
- C. pink, sweet, yummy
- D. donuts, taste, yummy

3. Read the sentences carefully and choose the words that are verbs.

My family watches the speedy jets at the airport. We stroll up and down the corridors before our flight. Finally, we board the airplane.

- A. speedy, stroll, flight
- B. watches, stroll, board
- C. family, airport, airplane
- D. airport, corridors, board

4. Choose the sentence that has the vertical line correctly placed between the subject and the predicate.
- A. Emily and Pedro | play video games together.
 - B. Emily | and Pedro play video games together.
 - C. Emily and Pedro play | video games together.
 - D. Emily and Pedro play video | games together.
5. Choose the sentence that has the vertical line correctly placed between the subject and the predicate.
- A. The colorful kite flew | high in the bright, blue sky.
 - B. The colorful kite flew high | in the bright, blue sky.
 - C. The colorful kite | flew high in the bright, blue sky.
 - D. The colorful | kite flew high in the bright, blue sky.
6. Choose the group of words that is a complete sentence.
- A. Humans are vertebrates.
 - B. Jason and John.
 - C. Is sweet and tasty.
 - D. The dark, looming clouds.

7. Choose the group of words that is a fragment.

- A. Sammy is my best friend in the whole world.
- B. My pet goldfish is bright orange.
- C. *Adventures in Light and Sound* is a great book!
- D. Sang all day.

Change these fragments into complete sentences:

8. ran around the block

9. my sister and her friend

10. Read the sentence carefully and choose the adjective that describes a noun.

Jack collects stamps for his huge collection.

- A. collects
- B. huge
- C. collection
- D. stamps

11. Read the sentence carefully and choose the adjective that describes a noun.

There are five members in the family.

- A. five
 - B. family
 - C. members
 - D. are
12. Read the run-on sentence carefully and choose the example that shows the sentence divided correctly.

Mark rode his bicycle all over the park he loves to ride all day.

- A. Mark rode his bicycle all over. The park he loves to ride all day.
- B. Mark rode his bicycle. All over the park he loves to ride all day.
- C. Mark rode his bicycle all over the park he loves. To ride all day.
- D. Mark rode his bicycle all over the park. He loves to ride all day.

Read the following paragraph carefully and then answer questions 13–15.

Fall is the prettiest season of the year. The leaves are turning beautiful colors. The reds, yellows, and oranges are so vibrant. I love to jump in the leaves that are in piles in my yard. It is so much fun. Don't you love fall, too?

13. Of these four sentences, which would be the topic sentence of the paragraph?
- A. The leaves are turning beautiful colors.
 - B. Fall is the prettiest season of the year.
 - C. Don't you love fall, too?
 - D. I love to jump in the leaves that are in piles in my yard.
14. Of these four sentences, which would be the concluding sentence of the paragraph?
- A. The leaves are turning beautiful colors.
 - B. The reds, yellows, and oranges are so vibrant.
 - C. Don't you love fall, too?
 - D. I love to jump in the leaves that are in piles in my yard.
15. Choose the best title for the paragraph.
- A. Leaves Change Color
 - B. Jumping is Fun
 - C. Raking Leaves in Fall is Hard Work
 - D. Fall is Beautiful

16. Read the following paragraph and choose the irrelevant sentence.

When I wake up with a fever, Mother keeps me at home for the day. She feeds me meals that I like and brings me lots of water to drink. I sleep most of the day, trying to get better. I do my homework right after school. Sometimes I need to go to the doctor as well. My mom takes great care of me!

- A. I sleep most of the day, trying to get better.
- B. My mom takes great care of me!
- C. I do my homework right after school.
- D. She feeds me meals that I like and brings me lots of water to drink.

17. Number the following sentences in the correct order they should appear in a paragraph:

- _____ Spread the peanut butter on one piece of bread and the jelly on the other.
- _____ Get out the bread, peanut butter, and jelly to make a sandwich.
- _____ Enjoy your sandwich!
- _____ Carefully put your two pieces of bread together.

Create sentences.

18. **subject:** Bob

verb: *go*, future tense _____

19. **subject:** my neighbors

verb: *bring*, past tense _____

20. Adverbs are words that describe _____.

- A. nouns
- B. verbs
- C. adjectives
- D. conjunctions

21. Choose the sentence that correctly uses an adverb.

- A. The tight belt pinched my skin.
- B. My brother carefully wrapped the birthday present.
- C. Our teacher asked us to read our books.
- D. I am so glad you came to my house.

22. Read the sentence carefully and choose the word that the adverb describes.

The frantic squirrel quickly scampered up the tree.

- A. squirrel
- B. scampered
- C. frantic
- D. tree

Read the sentence carefully, underline the adverb, and tell whether the adverb tells *when*, *where*, or *how*. Then, answer the question.

23. John has never ridden a horse in his life. _____

What word does the adverb describe? _____

24. The furry, white cat slept outside on the picnic table. _____

What word does the adverb describe? _____

25. and 26. Read each simple sentence. Add adjectives, adverbs, and synonyms to the sentences, using the boxes provided. Then, write new, more interesting sentences.

Starter Sentence: The child played the game.			
Adjectives to describe the child	Adjectives to describe the game	Adverbs to describe when	Adverbs to describe where
Synonyms for played			

New sentence: _____

Starter Sentence: Roses bloom in my yard.			
Adjectives to describe the roses	Adjectives to describe the yard	Adverbs to describe when	Adverbs to describe how
Synonyms for bloom			

New sentence: _____

27. Choose the ending of the sentence to use the conjunction *but* correctly.

Chipmunks like nuts but _____.

- A. nuts are good to eat
- B. robins like worms instead
- C. squirrels live in trees
- D. chipmunks eat them everyday

Choose the sentence that is punctuated correctly.

28. A. “Do you like to play football,” asked Mr. Sanders?
B. “Do you like to play football.” asked Mr. Sanders?
C. “Do you like to play football,” asked Mr. Sanders.
D. “Do you like to play football?” asked Mr. Sanders.

Rewrite the sentences using correct capitalization and punctuation.

29. timmy screamed someone help me

30. my mother said please finish your homework so we can play a game

Sif's Golden Hair

Without looking at your Reader, put the following sentences in the correct order. Look carefully as one of the sentences did not happen in the story. Put an X in the blank before that sentence. When finished, look back at “Sif’s Golden Hair” in your Reader and check your work.

- _____ The Valkyries cleared the table.
- _____ “You will restore Sif’s hair!” said Odin.
- _____ Thor blamed Loki for cutting Sif’s hair.
- _____ Everyone knew that whenever something was broken, Loki was guilty.
- _____ Odin ate pieces of meat with his ravens.
- _____ Thor and Sif arrived to speak with Odin.
- _____ Odin called an assembly of the gods.
- _____ Sif’s veil fell to her shoulders to show her yellow stubble instead of hair.

Pretend you are Odin, the father of the Norse gods, and write the conversation you would have had with Loki after hearing Thor's complaint. Your ideas may be very different from what happened in the myth.

Begin with this statement:

“Oh, Loki!” said Odin. “What am I going to do with you?”

Name: _____

3.2

Loki and the Dwarves

1. The dwarves are described in the chapter as “grouchy, surly, and unpleasant.” Use your own words to describe the dwarves.

2. Loki is called a “smooth talker.” What does that mean? What was he able to do simply by speaking?

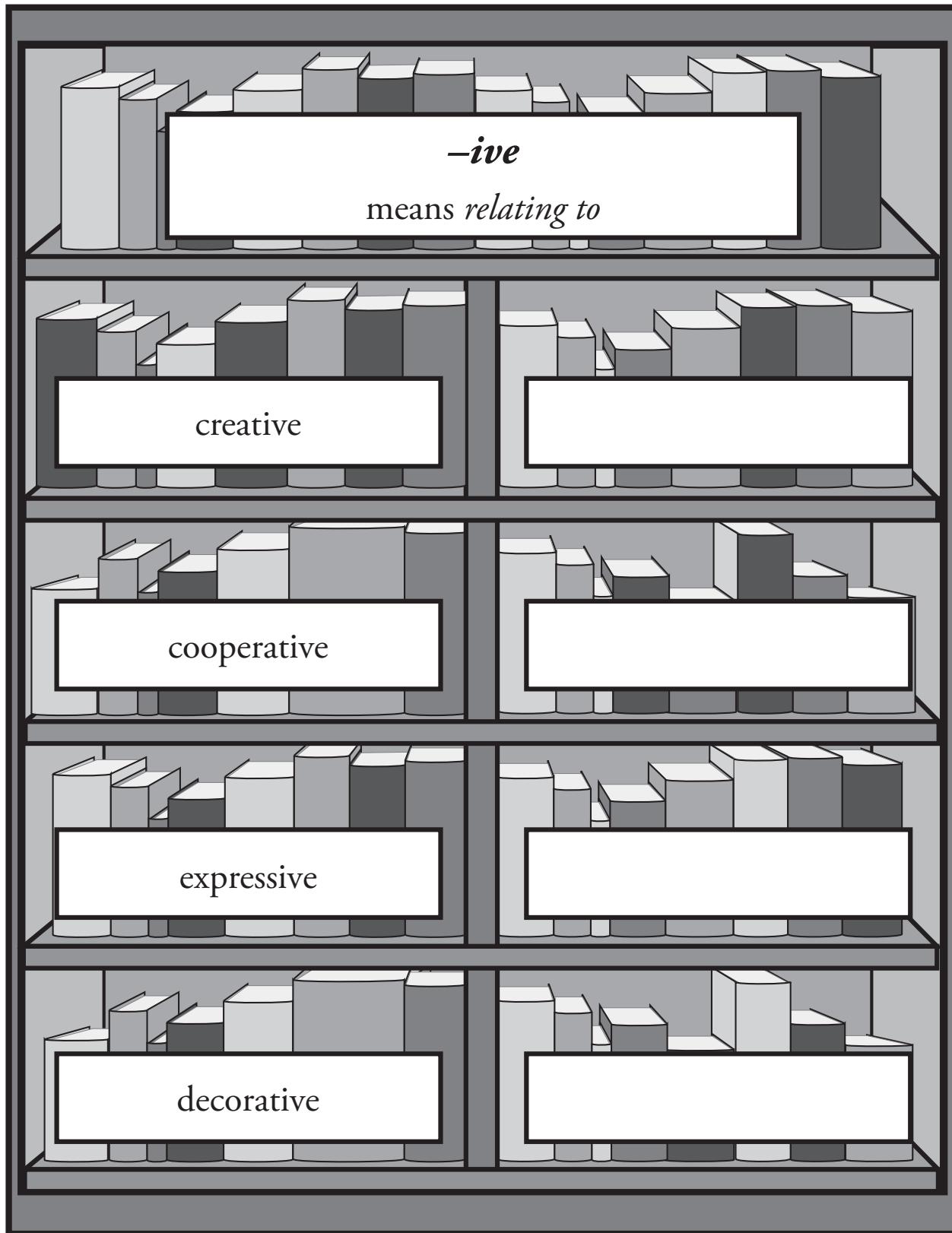
3. Why did Loki talk the dwarves into making a spear and a boat?

Page _____

4. The chapter says Sif's golden hair is "a wonder to **behold**." What does the word **behold** mean?
- A. touch
 - B. carry
 - C. see
 - D. shine
5. Why would a spear be a good gift for Odin?

6. The last sentence in the chapter says that all was well in Asgard – "at least for the moment." Predict what might happen next. Do you think that peace will last? Why or why not?

Word Shelf



-ive: Suffix Meaning “relating to”

creative—(adjective) relating to making or inventing something	
cooperative—(adjective) relating to working with others toward a common goal	
expressive—(adjective) relating to showing what you think or feel	
decorative—(adjective) relating to making something beautiful	

Write the correct word to complete each sentence.

expressive

active

creative

cooperative

productive

decorative

1. She has a _____ mind and can make many unique pieces of jewelry.

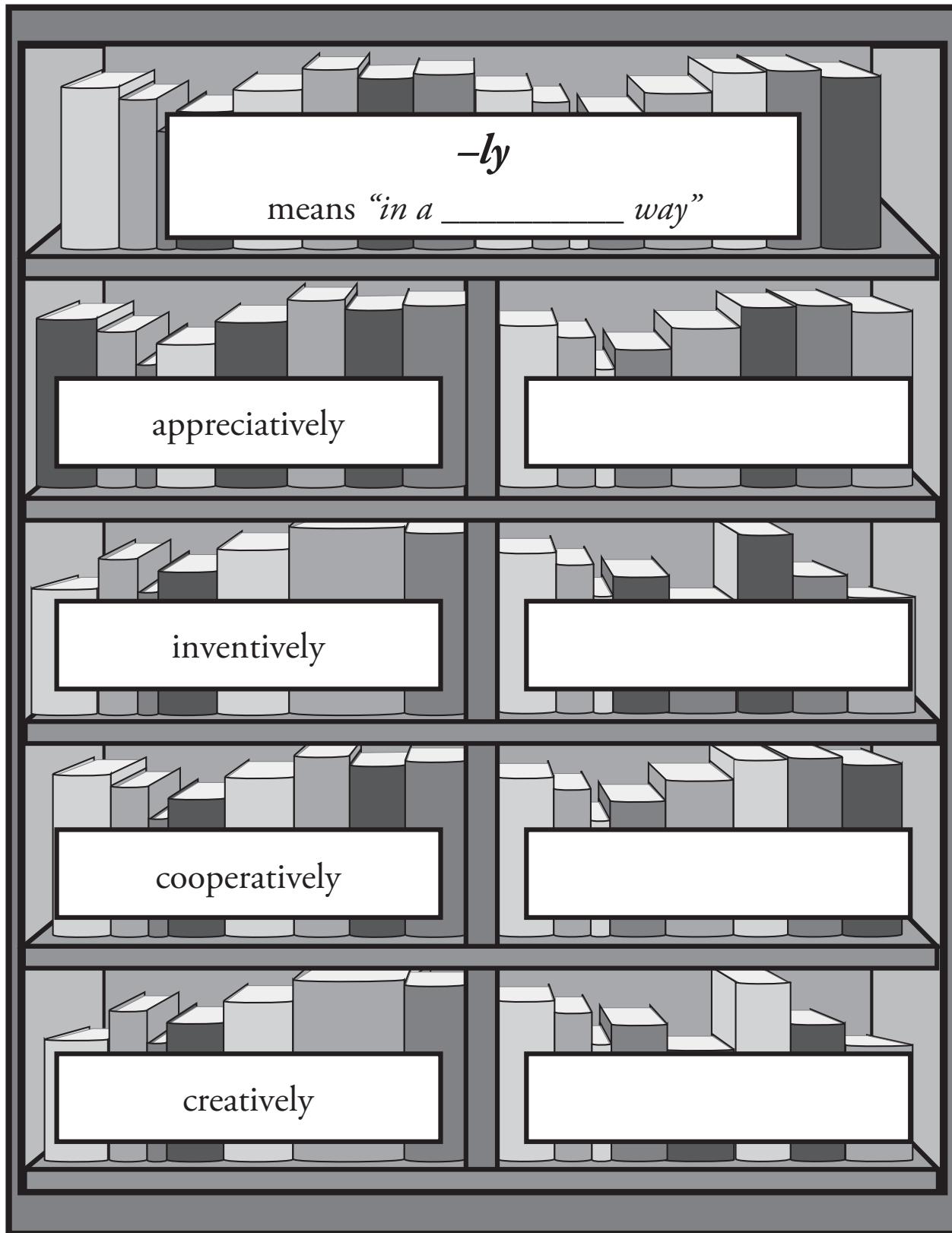
2. Dad said he had such a _____ day at work that he might go in late tomorrow and relax in the morning for a change.

3. Dawn added a _____ blue vase to the shelf to fill an empty spot in the bookcase.

4. The lyrics of a new song I heard on the radio are very _____ and tell about an experience the singer had as a child.

5. Thomas is _____ in school clubs like the Book Club, Student Safety, and Math Masters.
6. Write your own sentence using the one word left in the box.

Word Shelf



-ly: Suffix Meaning “in a _____ way”

appreciatively—(adverb) in an appreciative way	
inventively—(adverb) in an inventive way	
cooperatively—(adverb) in a cooperative way	
creatively—(adverb) in a creative way	

Write the correct word to complete each sentence.

appreciatively**creatively****decoratively****actively****inventively****cooperatively**

1. We worked _____ as a team to clear snow off our neighbor's sidewalk so he could safely go outside.

2. My coach nodded _____ to me for coming out of the game and letting another player have some playing time.

3. Megan _____ designed what she wanted her bedroom to look like with new paint, furniture, and some of her artwork displayed.

4. The sculptor _____ displayed his work in a way that no one had ever done at the gallery before.

5. The class _____ tracked the progress of the hurricane as part of their science unit about weather.
6. Write your own sentence using the one word left in the box.



Loki and the Dwarves

Loki came up with a plan to replace Sif's hair.

He left Asgard. He went down the Rainbow Bridge to Earth. Then, he went down below Earth to Nidavellir, the **realm** of the dwarves.

The dwarves were short **creatures** who lived deep underground. They were grouchy, **surlly**, and unpleasant. However, they were master **craftsmen**. They could make just about anything.

Loki was a smooth talker. He knew how to **flatter** the dwarves. He went to their workshop and watched them work.

"What fine work you do!" Loki said. "Why, I've never seen better **craftsmen!** How do you do it?"

The dwarves smiled. (Who does not like to be praised?)

Loki went on with his **flattery**.

"You must be the best blacksmiths in the world," he said. "Your work is amazing, but there is only so much blacksmiths can do. I have a task that I fear is too hard even for you."

The dwarves stopped banging on their **anvils** and looked up.

"Too hard for us?" said one of them. "I think not! There is nothing that we cannot make!"

"Could you make golden hair as beautiful and fine as Sif's hair?"

"We can make it!" shouted the dwarves.

Make it they did. They grabbed a bar of gold and heated it in their **forge**. Then, they began banging away at it with their hammers. They stretched the bar into tubes. Then, they stretched the tubes into threads. They beat on the golden threads with tiny hammers until they were as fine as real hair.

The dwarves worked day and night for a week. When the hair was finished, it was a wonder to behold. It glittered and shone like gold, but it was soft to the touch, like real hair.

Loki had what he needed. He could have gone straight back to Asgard, but he was very clever. He knew he had angered Odin and Thor. He decided to trick the dwarves

into making presents for them.

“This hair is amazing!” he said. “You are truly **masters** of your trade. But surely there are some things that even you cannot make.”

“There is nothing we cannot make!” said the dwarves.

“Could you make a spear so fine it never misses its target?”

“We can make it!” shouted the sooty, squinty-eyed little men.

Make it they did. A week later, the dwarves handed Loki a silver spear. Loki tested it and found that it never missed its target.

“Astonishing!” said Loki. “You are not tradesmen, really. You are artists! But surely there are some things that even the finest artist cannot create.”

“There is nothing we cannot make!” said the dwarves.

“Could you make a boat that can sail in the air as well as on the sea—a boat that can be folded up and carried in a pocket?” Loki asked.

“We can make it!” cried the confident little blacksmiths.

Make it they did. A week later, Loki left Nidavellir with the golden hair, the silver spear, and the magical boat.

Loki went up from the underground world of the dwarves. He passed Earth and made his way up the Rainbow Bridge. Heimdall, the **guardian**, saw him and let him pass.

Odin called a meeting of the gods.

Loki placed the golden hair on Sif’s head. It was beautiful. Sif was delighted.

Next, Loki gave Odin the silver spear.

Odin was pleased with his present. He convinced himself that Loki was not so bad after all.

Next, Loki gave Thor the magical boat. Thor had never liked Loki. Many times he had longed to pound him to pieces. But even he had to admit that the magic boat was a splendid gift.

So Loki made peace with the gods and all was well in Asgard—at least for the moment.

Mid-Year Morphology Assessment

1. We went to a special reception with an artist to _____ her work before the gallery with her art opened to the public.

- A. viewed
- B. preview
- C. review

2. Circle the word that best fits in the blank.

Our neighbor called to _____ announce the birth of his son.

- A. joyous
- B. joyously

3. If you have *misplaced* your keys, you have _____

4. Mom asked an _____ whose work she liked if he would create some pieces to hang in our house.

- A. actor
- B. artist
- C. organist

5. What word with the suffix *-y* means “full of holes that let something in or allow something to escape?”
-

6. Circle the correct suffix to add to the root word in the sentence.

Jessie saw several poison____ snakes in the reptile house at the zoo.

- A. *-ist*
 - B. *-ous*
 - C. *-er*
7. Dad said we need to eat a _____ snack instead of having junk food so we chose bananas.
- A. nutritional
 - B. nutrition
 - C. nutritionally
8. If Nina is *unable* to attend your birthday party, what does that mean?
-

9. An _____ came to our school to check for damage to the roof after the storm.
- A. inspect
 - B. inspector
 - C. inspection

10. Robert can only drink *nondairy* milk. This means he can drink milk that is _____.

11. Circle the correct suffix to add to the root word in the sentence.

We watched as the magic____ pulled all sorts of things out of his hat.

- A. none
- B. -al
- C. -ian

12. What does **reload** mean in the following sentence?

Dad has to **reload** the car because he forgot to put the folding table in first on the bottom.

Answer: _____

13. That soccer _____ just scored an amazing goal by heading the ball in the net!

- A. playing
- B. player
- C. play

14. Circle the correct prefix to add to the root word in the sentence.

I ___like cabbage and don't enjoy when Mom serves it with dinner.

- A. mis-
- B. dis-
- C. un-

Name: _____

Suffixes *-ive* and *-ly*

Read each sentence and circle the word with either the suffix *-ive* or both suffixes *-ive* and *-ly*. Then, write the word, putting one letter on each blank, and write the part of speech and meaning of the word.

1. The group had a productive meeting, getting through all items on the agenda.

Word: _____
 2 12

Part of Speech: _____

Meaning: _____

2. She decoratively arranged the flowers in two vases before putting them on the table.

Word: _____
 10

Part of Speech: _____

Meaning: _____

3. My sister and I worked cooperatively to clean out the playroom and make a pile of things we don't used anymore to donate to charity.

Word: _____
 11 6

Part of Speech: _____

Meaning: _____

4. Derek came up with an inventive way to display the results of his science experiment.

Word: _____

Part of Speech: _____

Meaning: _____

5. I am appreciative of all that my teacher does to help me learn!

Word: _____

Part of Speech: _____

Meaning: _____

6. Kate creatively designed a new cover for her writing project.

Word: _____

Part of Speech: _____

Meaning: _____

7. He is an active person and likes to ride his bike, swim, hike, and run.

Word: _____

Part of Speech: _____

Meaning: _____

8. The artist expressively presented his work at the gallery opening, describing how emotional it was to create the pieces.

Word: _____

4

8

Part of Speech: _____

Meaning: _____

Now, match the letters you wrote in numbered blanks to the following message that needs decoding.

—	1	—	2	—	3	—	4	—	5	—	m	—	6	—	7	h	—	8
—	9	—	10	—	11	—	f	—	12	—	13	!	—	—	—	—	—	—

Stolen Thunder

1. Why might Thor have thought that Loki had stolen Mjöllnir?

2. What is the meaning of the word **cackle** in the following sentence from the chapter?

Thrym paused briefly to **cackle** and enjoy his own villainy.

- A. cry softly
- B. laugh noisily
- C. yell angrily
- D. sing beautifully

3. Compare and contrast Loki and Thrym.

Loki		Thrym
	Appearance?	
	Behavior?	
	What do the gods think of him?	

4. What do you think Thor will do to get his hammer, Mjöllnir, back?

Answer Comprehension Questions Using Conjunction *because*

Read the following story and look carefully for answers to the comprehension questions that follow. Make sure you restate the question when you write the beginning of your answer.

The Surprise Party

Mother and I had planned and prepared all day, making sure that everything was ready for a special supper because it was Grandma's birthday today. Grandma was coming for supper because she always came for supper on Sundays and it was Sunday. What she didn't know was that it was going to be a special Sunday because Mother and I had kept the party a big secret! I can't wait to see the look on her face when she arrives and we all shout, "Surprise!" Because I love her so very much, seeing her happy will make my day! I just know this will be the best Sunday ever because Grandma will be surprised and will open her presents. Because she is fifty years old today, I wrapped up fifty small pictures I had drawn for her, one for each year she has been alive!

Example: Why were Mother and I planning and preparing all day?

Mother and I were planning and preparing all day because it was Grandma's birthday.

1. How do you know that Grandma is coming for supper?

2. Why doesn't Grandma know that this Sunday will be special with a party?

3. Why does the writer think this will be the best Sunday ever?

4. What gift does the writer have for her Grandma and why did she choose this gift?



Stolen Thunder

Thor had a hammer that he carried with him everywhere. It was called Mjöllnir [MYOEL-neer].

Mjöllnir was a magical weapon. It had been crafted by the dwarves in their underground workshop. When Thor threw the hammer, it would sail through the air and strike its target. There would be a flash of lightning and a boom of thunder. Then, the hammer would fly back to Thor's hand like a **boomerang**.

Thor loved his hammer. He never went anywhere without it. He even slept with it. The first thing he did when he got up in the morning was grab Mjöllnir.

But one morning, Thor woke up and found that Mjöllnir was gone. He looked everywhere but could not find it.

"Loki!" said Thor. "Loki has stolen my hammer!"

Thor found Loki. He took him by the throat and lifted him up so that his legs dangled in the air.

Loki could barely breathe.

"I... did... not... take... it," he stammered.

"Liar!" roared Thor.

Thor glared at Loki and waited for the truth to come out. However, Loki said nothing.

Thor waited a little longer. Still, Loki said nothing.

Thor was puzzled. He began to think maybe Loki was telling the truth this time. (Every so often, Loki did tell the truth.)

Thor set Loki down. He went to speak with Odin.

Odin sent his two ravens out. They flew around the world and came back with a report.

"It was Thrym, the giant," the ravens said. "He stole the hammer."

Thrym was a giant who was quite ugly but very rich.

Odin sent Loki to speak with Thrym.

Loki made the long **journey** to the world of the giants.

Thrym greeted him with a smile.

“Hello, Loki,” he said. “How are the gods today?”

“They are not well,” said Loki. “Someone has taken Thor’s hammer.”

“**What a pity!**” said Thrym, but he did not seem too upset.

Loki did not **mince words**. “Was it you?” he asked.

Loki expected Thrym to deny it, but that is not what happened.

“Yes!” said Thrym. “I stole the hammer! I have buried it six miles underground, where no one can ever find it!”

Thrym paused briefly to cackle and enjoy his own **villainy**. Then, he spoke again.

“Tell Thor he will never see his hammer again—unless...”

“Unless what?” Loki asked.

“Unless Freya will agree to marry me,” said Thrym.

“Not likely,” said Loki. “She’s married already, you know.”

“What do I care?” said Thrym.

“It will never happen,” said Loki.

“Then, I will keep Thor’s hammer,” said Thrym. “No Freya, no hammer!”

Loki went back and told the gods that Thrym had stolen the hammer.

“He says he will give it back, on one condition,” Loki reported.

“What is that?” Odin asked.

“If Freya will agree to marry him.”

“What?” said Freya. “I will never marry that disgusting **beast**! Never!”

Odin was very wise. He had drunk from the famous Well of **Wisdom**. He had even traded one of his eyes in order to get more **wisdom**. But, even with all this **wisdom**, he was not sure how to get Thor’s hammer back.

“What shall we do?” Odin asked the other gods. “How shall we get Thor’s hammer back?”

There was a long silence. None of the other gods seemed to know what to do either.



Practice Conjunctions *and, but, and because*

Choose the conjunction that belongs in each blank and write it on the line.

1. Eric had the lead part in the play, "Androcles and the Lion,"
_____ did a wonderful job!
2. My brother's car is a beautiful shade of silver, _____ it's so
covered with mud, it's hard to tell!
3. My friend, Alan, _____ I go fishing together each Saturday.
4. _____ the sky is so blue, I wanted to get my watercolors and
paint a picture of it.
5. I reread *Stories of Ancient Rome* five times _____ it was full of
great stories.
6. Why does the bunny wiggle his nose _____ hop all over his cage?
7. Hot dogs are my favorite food _____ I don't like ketchup on
them!
8. I like to go swimming in the summer _____ it is very hot
outside.

Write two sentences each using the conjunctions *and*, *but*, and *because*.

1. *and*

2. *and*

3. *but*

4. *but*

5. *because*

6. *because*

Name: _____

5.1

Spelling Assessment

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

'ck' > /k/

'c' > /k/

'cc' > /k/

'k' > /k/

'ch' > /k/

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

A Plan Is Made

Circle *true* or *false* and write the page number where you found the answer.

	Circle <i>True or False</i>	Page
Odin had the idea that Thor should go get his hammer himself.	True False	
Thor was eager to grab Loki.	True False	
Odin's wife, Frigga, talked Thor into the plan.	True False	
Ten days later, the gods were hard at work getting Thor ready.	True False	
Thor had trouble getting into the corset.	True False	
Freya allowed Thor to wear her famous golden necklace.	True False	
They left in a chariot pulled by lions.	True False	

1. In the chapter, Thor calls Loki a **rogue**. What does the word **rogue** mean?
 - A. peacekeeper
 - B. troublemaker
 - C. Norse god
 - D. person in disguise

2. Which word best describes Thor at the beginning of the chapter?

A. happy

B. sad

C. angry

D. jolly

3. What is the plan for getting back Thor's hammer?

4. The end of the chapter states that Thor and Loki set off on their excellent adventure. What is an excellent adventure?

5. Predict how this plan will turn out.

Name: _____

6.1

The Wedding Feast

1. List all the food and drink that Thor, dressed as Freya, had at the wedding feast. What did he do after eating and drinking all of this?

Page _____

2. Thrym tried to “steal a kiss” from Freya (Thor in disguise). What does it mean to “steal a kiss?”

3. Loki saw the danger when Thrym commented on how much Freya had eaten. What danger did Loki see?
- A. Loki saw the danger of Freya finding out that Thor was disguised as her.
 - B. Loki saw the danger of Odin finding out that Thor was disguised as Freya.
 - C. Loki saw the danger of Thrym finding out that Thor was disguised as Freya.
 - D. Loki saw the danger of Thor finding out that Thrym was disguised as him.

Page _____

5. What did Loki tell Thrym was the reason that Freya's eyes were burning like raging fires?

Page _____

6. What is the real reason that Freya's eyes were burning like raging fires?

**Dear Family Member,**

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

This week, we are reviewing all seven spelling patterns for the /s/ sound. Your child learned to spell words with the /s/ sound in second grade, so this should be a review. On Friday, your child will be assessed on these words.

Spelling Words

Students have been assigned two Challenge Words, *during* and *want*. Challenge Words are words used very often. The Challenge Words do not follow the spelling pattern of /s/ and need to be memorized.

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

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

- | | |
|--------------|--------------------------------|
| 1. assembly | 12. whistle |
| 2. sunshine | 13. subject |
| 3. princess | 14. civil |
| 4. universe | 15. promise |
| 5. advice | 16. glance |
| 6. listen | 17. address |
| 7. scent | 18. fascinate |
| 8. surly | Challenge Word: during |
| 9. mince | Challenge Word: want |
| 10. central | Content Word: scoundrel |
| 11. response | |

Student Reader

The chapters your child will read this week in *Gods, Giants, and Dwarves* include Norse myths. Myths are fictional tales that often include gods and goddesses with supernatural powers. Ancient people often used myths to explain natural events for which they did not have a scientific explanation. 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.



A Plan Is Made

The gods sat puzzled. None of them had any idea how to get Thor's hammer back from Thrym.

At last, Loki spoke.

"Perhaps we could trick Thrym," he said.

"Go on," said Odin.

"We can't send the real Freya," Loki said. "That's clear. But maybe we could send a fake Freya."

"A fake Freya?" said Odin. "What do you mean?"

"I mean one of us could dress up as Freya."

"I see," said Odin. "Who did you have in mind?"

"Well," said Loki, with a grin, "it's Thor's hammer. Maybe he should go get it himself."

"What?" said Thor. "You want me—the great and mighty Thor—to dress up as a girl? Why, you **rogue**!"

Thor reached out for Loki. He was eager to strangle him. Tyr, the god of war, had to hold him back.

"Relax," said Loki. "It will just be for a few hours, until we get your hammer back. I will go with you myself. I will dress up and pretend to be your **maid of honor**."

But Thor was having none of it.

"Never!" he roared. "I will not do it!"

"Well," Loki said, "has anyone else got a better plan?"

Silence.

At last, Odin's wife, Frigga, spoke.

"Loki's plan just might work," she said. "It's our best chance."

Frigga placed a lovely, white hand on Thor's **massive** shoulder.

"Thor," she said. "I know you don't like the plan, but would you do it for me—

and for Freya?"

Thor grumbled and groaned, but in the end he agreed.

"It's just for a few hours," Odin said, patting Thor on the back. "A man can stand anything for a few hours."

The gods sent a message to Thrym. Thrym wrote back. He announced that the wedding would take place in eight days.

Eight days later, the gods were hard at work getting Thor ready.

"Pull!" shouted Frigga.

"I'm pulling as hard as I can!" replied Tyr.

Thor was **barrel-chested** and muscular. It was not easy fitting him into Freya's clothing. Tyr and Loki had already spent ten minutes trying to tighten the waist-strings on Freya's **corset**.

"Why did I let you fools talk me into this?" said Thor.

"Take a deep breath," said Loki.

Thor took a breath. Then, Loki and Tyr began yanking on the **corset** strings.

"It's no use," said Tyr. "We'll never make him look thin and **dainty**."

"You're right," said Loki. "Let's hope Thrym likes a **full-figured** woman."

Eventually the gods got Thor into his **corset**. They brought him a fancy white dress and **dainty** white shoes.

They fitted him with veils that covered his face and **concealed** his thick, red beard.

Loki got dressed as well.

Freya came to put on the finishing touch. She took off the famous golden necklace she always wore and placed it around Thor's neck.

At last Thor and Loki were ready. Freya called for her chariot, which was pulled by two cats. Thor and Loki stepped in. The cats mewed and the chariot lurched forward. Thor and Loki were off on their excellent **adventure**.



The Wedding Feast

When his wedding arrived, Thrym was as happy as a giant could be.

When he saw Freya's chariot approaching, he felt his heart racing. He had been madly in love with Freya for years. He did not think he would ever get her to marry him. But now it seemed that his dreams were coming true.

"Welcome, fair bride!" he called out.

Thor and Loki stepped out of the chariot.

Thrym came forward. He tried to welcome his bride with a kiss, but Loki pushed him away.

"Not yet!" Loki said, in his most girlish voice. "Not until you are married!"

Thrym led his guests to a table. They sat down to enjoy the wedding feast.

Thor was hungry. He ate a whole tray of snacks. He ate eight big salmon. He gobbled down half the ox Thrym's servants had roasted. He washed it all down with three barrels of mead. When he was done, he **belched** loudly.

"Urrrrrrp!"

Thrym was taken aback.

"Goodness!" he said. "I have never seen a woman eat so much or **belch** so loudly."

Loki saw the danger.

"Well, you see," Loki explained, "ever since Freya heard she was to marry you, she has been so excited that she has not had a bite to eat—or a drop to drink. For eight days she has **fasted** and thought only of you!"

"Ah," said Thrym. "Well, then it's no surprise she's hungry. Let her eat as much as she wants, the sweet darling! Tell her that her suffering is almost over: she will not have to wait for me much longer!"

Thrym sat next to his bride. He tried once more to steal a kiss. He started to lift up her top veil, but quickly dropped it.

“Why do her eyes burn like raging fires?” he asked.

“Oh,” said quick-thinking Loki, “that is because she has not slept these past eight nights. She sat up the whole time, thinking of you!”

“Ah,” said Thrym. “She is indeed a thoughtful one! I am sorry to have kept you waiting so long, fair one!”

Loki changed the subject.

“Is the wedding present ready?” he asked.

“Yes,” said Thrym.

“Perhaps you will go and get it,” squeaked Loki.

“I will, indeed,” said Thrym.

When Thrym wandered off, Thor growled beneath his veil, “Grrrrr! I will kill the villain!”

“Hush!” said Loki. “Not until we have the hammer.”

Thrym returned with Thor’s hammer. He set it down next to Thor.

“Ooo!” said Thor, in his best girlish voice. “It’s so big! May I touch it?”

“If it pleases you, fair one,” said Thrym.

“It pleases me,” said Thor, still using his girlish voice. Then, lifting the hammer above his head and bursting out of his wedding dress, he called out in a voice like thunder, “IT PLEASES ME GREATLY!”

Boom! Smash! Crash! Thor threw his hammer every which way. Five minutes later, Thrym and all of his servants lay dead on the ground.

Loki and Thor went back to Asgard. There they told their story to the gods. For three days and three nights, the gods ate and drank to celebrate the return of Thor and his hammer.

Balder, the Beautiful

Circle *true* or *false*. Then, write the page number where you found the answer.

	Circle <i>True</i> or <i>False</i>	Page
Loki was jealous of Balder because everyone was paying too much attention to him.	True False	
Balder had a nightmare about his death.	True False	
Odin sent out two doves to see if Balder was in danger.	True False	
Balder's mother Frigga set out with a plan to protect him.	True False	
Loki disguised himself as an old man and spoke to Frigga.	True False	
Frigga decided the mistletoe was harmless because it didn't even have roots of its own.	True False	
Loki knew that mistletoe could hurt Balder.	True False	

1. Why did Frigga want so much to protect her son? _____

Page _____

2. Who was Hel and what was she doing? _____

Page _____

3. What does the word **harm** mean in this sentence?

He knew there was almost nothing that could **harm** Balder.

- A. want
- B. hurt
- C. help
- D. warn

4. What do you think will happen next?

5. Compare Remus and Balder.

Remus		Balder
	Where did he live (setting)?	
	List some characteristics of each.	
	Name of his brother(s)?	

Practice Conjunction *because*

Part 1: Read the following story and follow your teacher's instructions.

Paula's Morning

"Paula! Paula!" called Mother, "Get up!" Paula looked at the clock and jumped out of bed. It was 8:15 and Paula knew that was very late. She looked out the window. None of the other children were waiting at the bus stop. "Oh no! I must have missed my bus!" sighed Paula.

Paula quickly showered, brushed her teeth, grabbed her backpack, and raced downstairs. Mother was waiting to drive her to school.

When Paula arrived at school, classes had already started. That's when she realized her stomach was growling. Not only was she late for school, she had missed breakfast. Sadly, she hurried to her classroom. She hoped Mrs. Jones wouldn't be angry with her.

She quietly entered the classroom and Mrs. Jones gave her a big smile and said, "Oh, Paula! We're so glad you're here today!" Paula knew it was going to be a good day after all.

Part 2: For each pair of sentences below, decide which part you need to write the conjunction *because* next to and then, write it on the appropriate blank. Use the word *because* in each pair just one time. Draw an X in the blank that doesn't need the word *because*. Remember to capitalize the first word in a sentence.

1. _____ light and sound are such interesting topics to learn about
_____ I can't wait to come to school to learn more!

2. _____ we can't go outside to play today
_____ it is raining too hard.

3. _____ the mirror in my bathroom has a big crack in it
_____ the reflection of my face looks funny.

4. _____ it's very cold in my room today
_____ the heater is broken.

5. _____ I couldn't play soccer this season
_____ I broke my ankle and am wearing a cast.



Balder, the Beautiful

Balder, one of the sons of Odin and Frigga, was the god who was most loved. He was beautiful, but he was also kind and friendly. He always had a smile on his face and the other gods smiled when they saw him. Everyone loved Balder—everyone except Loki.

One day, Loki noticed that nobody was paying any attention to him. They were too busy looking at Balder. Loki felt a great hatred welling up inside himself. He began to think about how he might get rid of Balder. He knew it would not be easy, because Balder's mother, Frigga, had gone out of her way to make sure her son was safe.

It had all started many years earlier, when Balder was young. One night Balder had a nightmare. He dreamed of his own death. But the dream was foggy and he could not tell how he died.

He told his mother, Frigga, about the dream. Frigga was frightened. She worried that the dream was a sign of things to come. She loved her son and wanted to protect him. She went to Odin and told him about the dream.

"Is Balder in danger?" Frigga asked.

"I will look into it," Odin said.

Odin sent his two ravens out. They came back with alarming news.

"Hel, the goddess of the underworld, is making preparations," said one of the ravens.

"She is preparing to receive one of the gods in the kingdom of the dead," said the other.

"Which one?" asked Odin.

"That is more than we know," said the ravens.

When Frigga heard this, she decided to take action. She decided that she would talk to everything in the world and make each thing promise to do her son no harm.

Frigga went and spoke to the rocks.

“Rocks,” she said, “promise me you will do no **harm** to my son, Balder.”

“We will not fall on him,” said the rocks. “We promise.”

Frigga spoke to the water.

“Water,” she said, “promise me you will do no **harm** to my son, Balder.”

“I will not drown him,” said the water. “I promise.”

Frigga kept going. She spoke to all of the animals and made them promise to leave Balder alone. She spoke with the trees as well.

Loki knew what Frigga had done. He knew there was almost nothing that could **harm** Balder. Many times he had watched the gods play a game. They would throw rocks at Balder and watch the rocks bounce off. Sometimes they even shot arrows at him. The arrows broke into pieces and fell to the ground at Balder’s feet. The gods laughed and laughed. But Loki did not laugh.

“There must be something that will not bounce off him,” Loki said. “I will find out what it is.”

Loki **disguised** himself as an old woman. He went to Frigga.

“Frigga,” Loki said. “I have heard **rumors**. I have heard that your son Balder is in danger. I am a mother myself. I wanted to warn you, mother to mother.”

“Thank you,” said Frigga, “but you need not worry about Balder. I have spoken with everything that might **harm** him. I have made them all promise not to **harm** him.”

“Has everything **sworn** to do him no **harm**?” Loki asked.

“Everything,” said Frigga. “Well, almost everything. When I was talking to the oak tree, I spotted a little sprig of **mistletoe** growing on the oak. I was about to ask it to promise not to **harm** Balder, but I decided not to bother. What could **mistletoe** possibly do to anyone? It’s such a tiny little plant! It hasn’t even got roots of its own, you know. It grows on other trees and clings to them, as helpless as a baby clinging to its mother!”

“Yes,” said Loki, “what could **mistletoe** do?”

But as he nodded his head in agreement, he was thinking, “**Mistletoe** will do much!”

The Death of Balder

1. What things did the gods throw at Balder that bounced off him?

Page _____

2. What does the word **raved** mean in the following sentence from the chapter?

When Frigga heard, she was in despair. She cried and **raved**.

- A. clapped slowly to herself
- B. sang loudly for all to hear
- C. talked wildly without making sense
- D. ran quietly by herself

3. How did Loki trick Balder's brother, Hod, into shooting an arrow at Balder?

Page _____

4. Write a new ending for the story in which Balder does not die when struck by the mistletoe arrow.

5. Compare the underworld in *Gods, Giants, and Dwarves* to the underworld in *Stories of Ancient Rome*.

<i>Gods, Giants, and Dwarves</i>	Underworld	<i>Stories of Ancient Rome</i>
	Goddess of the underworld?	
	Who went to see the goddess?	
	How did this person travel to the underworld?	
	What did the goddess say or do?	

Suffix Puzzles

Choose the best word to fit in the blank from the choices below it. Write the word in the blank.

Puzzle #1

Learning about Viking myths is interesting. I am so _____
(appreciative,

appreciatively) that our teacher is guiding us through these stories. Odin had
tried to _____ help Loki in the past, but Loki finally went too far. He
(active, actively)
cut off Sif's hair. Odin sent Loki to ask the dwarves to make more golden
hair for Sif. The dwarves were very _____ and because Loki came
(creative, creatively)
up with an _____ way to flatter the dwarves, they made other gifts
(inventive, inventively)
for Loki to take to the gods to make up for his bad deed.

When Thor's hammer was stolen, the gods convinced Thor to work
_____ with Loki to get the hammer back. Their plan involved
(cooperative, cooperatively)
disguises and a fake wedding. When Thrym the giant brought the hammer
out at the wedding feast, Thor _____ answered Thrym's question
(expressive, expressively)
and burst out of his disguise, showing how angry he was that the hammer
had been stolen. Thor went back to Asgard and celebrated with the gods
that he had his hammer back.

Puzzle #2

I love going to the state fair. People find _____ ways to make different kinds of pies, jams, and other food. There are so many animals with their owner's _____ showing them. The _____ ribbons are placed on items entered into a variety of contests. The rides are so much fun too! It takes so many people working _____ to make the fair run smoothly.

(creative, creatively)
(active, actively)
(decorative, decoratively)
(cooperative, cooperatively)



The Death of Balder

Mistletoe was the only thing that had not sworn to protect Balder. When Loki found this out, he went and got a sprig of mistletoe. He cut the mistletoe into the shape of an arrow.

Then, he went to find Balder.

He found Balder and the other gods playing their favorite game. They were tossing things at Balder and laughing as they bounced away.

But there was one god who sat apart and did not join in the game. It was one of Balder's brothers, a god named Hod.

"Hod," said Loki, "why are you just sitting there? Why don't you join in the fun?"

"Loki," said Hod, "you know I'm blind. How can I throw things at Balder when I can't even see him?"

"Here," said Loki, taking Hod by the hand. "I will help you. Place this arrow on the bow. I will point you in the right direction."

Loki guided Hod into position and told Hod to shoot the arrow. The sprig of mistletoe sped through the air, and, to everyone's amazement, struck Balder in the chest. Balder fell to the ground.

"What has happened?" cried Hod. "Did the arrow bounce off? Was it funny? What are you doing, brother? Are you playing at being dead?"

But Balder was not playing. He was really dead.

Loki smiled an evil smile. Then, he sneaked away.

When Frigga heard, she was in **despair**. She cried and raved.

"I will not let my son go to the underworld!" she swore. "I will not let Hel have him!"

The gods sent Hermod [HAER-mood], another of Balder's brothers, to talk to Hel, the goddess of the underworld. Odin loaned Hermod his eight-legged **steed**,

Sleipner [SLEP-neer].

Hermod rode to the underworld.

Hel said that the gods could have Balder back—but only if every living thing in the world **mourned** for him.

Hermod mounted Sleipner and rode back to tell the gods.

Odin sent word: all things were to **mourn** for Balder.

Throughout all the halls of Asgard, the gods **mourned** for Balder.

Tyr went to Valhalla, where the bravest men from Earth feasted, waited upon by the Valkyries.

“Warriors!” Tyr called. “Valkyries! Hear me! Odin asks that you all join us in **mourning** for Balder.”

All the men on Earth **mourned**. The animals **mourned**. The plants **mourned**, too.

All things **mourned** for Balder—all except for Loki. He disguised himself as an old lady and appeared before Hermod.

“Good day, old lady,” said Hermod. “I trust you will join us in weeping for Balder?”

“I will not,” said Loki. “What do I care for Balder? Let Hel have him!”

That was it. The old lady had refused to **mourn** for Balder. Hel refused to let him return to the world of the living.

The gods placed Balder in a boat. Then, they set the boat on fire and shoved it out on the water.

As the flames rose into the sky, Frigga wept for the loss of her child. Her tears flowed freely, but tears would not bring Balder back. Nothing could bring him back.

Name: _____

9.1

Loki's Punishment

1. Why did the gods vow to hunt Loki down and punish him?

Page _____

2. Why do you think Odin had defended Loki for so long?

3. Describe the setting where the gods took Loki to punish him and tell why that setting is important to the chapter.

Page _____

4. Put these statements in the correct order to show what happened in the chapter:

- _____ Loki's wife Siguna came to help Loki.
- _____ Loki disguises himself as a salmon.
- _____ Siguna says, "For the moment, we are beaten."
- _____ The gods lost all patience with Loki.
- _____ Thor captured Loki.
- _____ Siguna caught the drops of poison in a cup.

5. Write a different ending in which Loki escapes at the end of the chapter.

Build Sentences with the Conjunction *because*

Add adjectives and adverbs to the first set of rows. Add simple sentences to the second set of rows to answer the question *why*. Choose from your list to create two new, more interesting sentences using the conjunction *because*.

Starter Sentence: The puppy ran.			
Adjectives to describe the puppy	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
Simple sentences that answer the question, “ Why did the puppy run? ”			
1.			
2.			
3.			
4.			

New sentences:

1. _____

2. _____

Starter Sentence: My mother smiled.			
Adjectives to describe my mother	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
Simple sentences that answer the question, “ Why did my mother smile? ”			
1.			
2.			
3.			
4.			

New sentences:

1. _____
- _____
2. _____
- _____



Loki's Punishment

In time, the gods found out what Loki had done. They learned that it was Loki who had visited Frigga in disguise and found out about the mistletoe. It was Loki who had made the arrow and convinced blind Hod to shoot it at Balder. It was Loki, disguised as an old woman, who had refused to weep for Balder and kept him from returning to the land of the living.

Loki had been in trouble many times before. He had done all sorts of bad things. But he had never done anything quite so evil. The gods had lost all **patience** with him. Even Odin, who had defended Loki so many times in the past, refused to speak for him. The gods **vowed** to hunt him down and punish him.

Loki disguised himself as a salmon. He swam in the rivers. The gods tried to catch him but Loki leaped out of their nets and escaped. At last, Thor caught him. He grabbed him in midair. Loki struggled, but Thor held him tight with his powerful hands.

The gods took Loki, who was no longer disguised as a salmon, to a cavern deep underground. They chained him to the rocks. They took a **serpent**, whose mouth dripped with poison, and fastened it to the roof. Drops of poison fell out of the **serpent's** mouth and landed on Loki.

Loki was in terrible pain. The poison dripped all night and all day and each drop stung like a knife **wound**. Loki, the giant who had lived in Asgard with the gods, **writhe**d in **agony** on the floor of the cave.

Loki went on suffering until his wife Siguna heard about his troubles. Loki had treated Siguna badly, but she still loved him. She left Asgard and went to live with Loki in the cavern. She stood next to her husband, with a cup in her hand. She caught the drops of poison in the cup to keep them from falling on Loki. Loki still suffered, especially when Siguna had to empty the cup, but his suffering was much reduced.

As Loki lay in the cavern, Siguna whispered to him and soothed him. She reminded him of **prophecies** they both knew, **prophecies** about Ragnarok [ROG-no-

rok] and the fall of the gods.

“For the moment, we are beaten,” she said. “The gods in Asgard rejoice at their **triumph** over you. But they know that the day is coming. They have heard the **prophecies**. They know as well as you and I that the final battle, the battle of Ragnarok, is coming.”

Siguna paused to toss a cup of poison away. Loki **writhe**d in pain as two drops of poison fell on him. Siguna soothed him and began again.

“When Ragnarok comes, Yggdrassil [EEG-dro-sil], the tree that holds up the world, will tremble. The giants will rise and fight against the gods. A great eagle with a white beak will shriek in the sky. Your son, Fenrir the Wolf, whom they keep chained in a cavern like this one, will break his chains and attack the gods themselves. He will swallow up Odin himself. Meanwhile, Jormungand [YOR-mun-gond], the mighty **serpent** whose body encircles the earth, will do battle with Thor—and Thor will not escape his **fate**. None of the gods will escape! All of them will die! The sun will turn black. Earth will sink into the sea. The stars will vanish. The world will be destroyed!”

Name: _____

10.1

Spelling Assessment

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

‘c’ > /s/

‘se’ > /s/

‘sc’ > /s/

‘s’ > /s/

‘ss’ > /s/

‘st’ > /s/

‘ce’ > /s/

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Cause and Effect: Conjunction *because*

Draw two lines under the word *because* to show it is a conjunction. Decide which of the two simple sentences happened first and write the word Cause over top of it. Decide which simple sentence happened second and write the word Effect over top of it. Answer the question in a complete sentence.

Cause

Effect

Because my friend was sick, he couldn't come to my birthday party.

Why couldn't my friend come to my birthday party?

My friend couldn't come to my birthday party because he was sick.

1. I saw that movie four times because it was so funny.
Why did I see that movie four times?

2. Mom scolded my little sister because she didn't pick up her toys.
Why did Mom scold my little sister?

Decide which simple sentence happened first and write the word Cause over top of it. Decide which simple sentence happened second and write the word Effect over top of it. Add the word *because* before the simple sentence that happens first and is the cause; join the two sentences and write them as a one sentence including the word *because*.

Cause

Effect

I forgot to clear my dishes off the table. I wasn't allowed to go watch TV.

Because I forgot to clear my dishes off the table, I wasn't allowed to watch TV .

1. Carrots are my favorite vegetable. I asked for them for lunch.

2. I asked for a new book. New books are such fun!

Add adjectives and adverbs to the first set of rows. Add simple sentences to the second set of rows to answer the question *why*. Choose from your list to create a new, more interesting sentence using the conjunction *because*.

Starter Sentence: The kitten purred.			
Adjectives to describe the kitten	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
Simple sentences that answer the question, “Why did the kitten purr?”			
1.			
2.			

New sentences:

1. _____

Name: _____

Nouns, Verbs, and Adjectives

Reminder:

- Nouns = words that name a person, place, or thing
 - Common nouns = words that name in general terms, not capitalized
 - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

1. Dancers are lovely and graceful.
2. Sophia's yard is small and fenced.
3. Apple trees were once small, brown seeds.
4. Penguins like cold climates.
5. Joe read the enjoyable story about kind pirates.
6. The author read a scary chapter from her new book.
7. Some tired sailors mopped the messy deck.
8. Today, people watch huge whales from rented boats.
9. The warm bread and sweet cheese tasted great!
10. The green hoses of the weary gardeners looked like slithery snakes.

Subjects and Predicates

Sentences have two parts:

- the subject, which tells who or what the sentence is about
- the predicate, which tells what the subject is or does

Draw a vertical line separating the subject and predicate.

1. Their large eyes hunt for tasty insects.
2. Chris made the lunch for the birthday party.
3. Leah planned the tricky experiment.
4. My relatives are visiting for the weekend.
5. The teacher helps her students all day.
6. An ivy plant makes a nice gift.
7. Dad told his daughter thank you.
8. The members of the club knew the Smiths well.
9. The president begins the meeting with a funny story.
10. That girl calls her mother each hour.

Practice Parts of Speech, Subjects and Predicates

Reminder:

- Nouns = words that name a person, place, or thing
 - Common nouns = words that name in general terms, not capitalized
 - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns
- A complete sentence has a subject and a predicate. The subject noun tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around the adjectives and an arrow from the adjectives to the nouns they describe.

1. Those two children sang a happy tune.
2. Four quiet girls giggled in the corner.
3. Her parents planned the trip to the ocean.
4. Lori can float the longest of all of her friends.
5. The rain hammered down on the tin roof.
6. My grandmother called me on my birthday all the way from Alaska.
7. Mrs. Stone drove Charlie to the zoo.

8. We pitched the tent next to our friends' tent.
9. Woodpeckers peck away at the gutters on my house.
10. The angry hawk flew away after the loud noise.

Complete Sentences vs. Fragments

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.

If the group of words is a complete sentence, write 'yes' and add the correct punctuation to show that it is a sentence. If the group of words is a fragment, write 'no'. On the blanks on the back, change the fragments into complete sentences by adding either a subject or predicate, depending on which is missing.

	yes	no
1. Ran all the way to school		
2. Bob and Tom are twins		
3. The furry puppy licked my hand		
4. Was the silliest thing		
5. Red, brown, and yellow		
6. Do you want to come to my house		
7. The storm clouds overhead		
8. Yellow and orange peaches		
9. Stars twinkle in the sky		
10. Hummed the song for an hour		

Corrected Fragments:

Sentences vs. Fragments

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.

If the sentence is complete:

- circle “complete”
- add the correct end punctuation

If the sentence is incomplete:

- circle “incomplete”
- circle which part of the sentence is missing, the subject or the predicate

1. Parrots in the jungle	complete	incomplete	subject	predicate
2. Helicopters landed here	complete	incomplete	subject	predicate
3. He became famous	complete	incomplete	subject	predicate
4. Is her favorite activity	complete	incomplete	subject	predicate
5. The moon shone above	complete	incomplete	subject	predicate
6. I run to my class	complete	incomplete	subject	predicate
7. Have loved her dancing	complete	incomplete	subject	predicate
8. Gulls are sea birds	complete	incomplete	subject	predicate
9. Drink at water holes	complete	incomplete	subject	predicate
10. The bird's feathers	complete	incomplete	subject	predicate

Now, rewrite the fragments into complete sentences by adding either a subject or a predicate, depending on which is missing.

Name: _____

Change Fragments and Run-On Sentences into Simple Sentences

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.
- A run-on sentence is made up of two simple sentences run together that need to be split into two simple sentences.

Add either a subject or a predicate to the following fragments to make complete sentences. Remember to include capital letters and end punctuation.

1. is their favorite food

2. Adam and his brother

3. are their friends

4. told me to jump up and sing
-
-

Split the following run-on sentences into two simple sentences. Remember to begin each simple sentence with a capital letter and end each with the proper punctuation.

5. Colorful leaves are found on the trees we like to play in them when they fall to the ground.
-
-

6. My cousin is a great basketball player she can slam dunk the ball.
-
-

7. Are you hungry we could go get lunch.
-
-

8. The math lesson today was really easy I love math so much.
-
-

Grammar Review

Reminder:

- Nouns = words that name a person, place, or thing
 - Common nouns = words that name in general terms, not capitalized
 - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.

Part 1: Mark parts of speech in the following sentences. Circle nouns, box adjectives, and draw arrows to the nouns they describe. Draw wiggly lines under verbs. Separate sentences into subject and predicate with a vertical line.

The diagram shows the sentence "The coiled snake looked beautiful in the summer sun." with parts of speech marked: "The" is boxed; "coiled" has an arrow pointing to it from the word "snake"; "snake" is circled; "looked" has a wavy line underneath it; "beautiful" is boxed; "in" has an arrow pointing to it from the word "summer"; "the" is boxed; "summer" is circled; and "sun" has an arrow pointing to it from the word "sun".

1. Many curious people watch the night sky.
2. The talented baseball player hit the baseball over the high wall.
3. The tired athlete puts his warm-up suit and track shoes into a tattered black bag.

Part 2: Change the following fragments into simple sentences. Remember to include correct punctuation and capitalization.

4. a good interviewer _____

5. mixes the flour and butter well to make cookies_____

6. the colorful, hand-painted portrait _____

Part 3: Change the following run-on sentences into two simple sentences. Remember to include correct punctuation and capitalization.

7. The swimmer set a new world record he is a great swimmer.

Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter *S* below each subject and the letter *P* above each predicate.
- draw two lines under the conjunction *and*

Then write “Yes” on the line if the sentence is a compound sentence, or write “No” on the line if the sentence is not a compound sentence.

Example: The turtles ^P
S and S fish | swim in the pond. _____ No _____

1. We eat spaghetti and meatballs for dinner. _____
2. I asked her a question, and she answered it. _____
3. We met my grandparents and my cousins at the beach. _____
4. My sister got a new sweater, and I got new shoes. _____

Write the letter ‘S’ over the subjects and the letter ‘P’ over the predicates in each simple sentence. Draw a line to separate the subject and predicate in each simple sentence. Then, join the two simple sentences together using the conjunction and to make a compound sentence. Draw two lines under the word and to show that it is a conjunction.

S P

S P

Example: My brother | takes piano lessons. I | take guitar lessons.

My brother takes piano lessons, and I take guitar lessons.

5. We went to the park. I collected leaves.

6. It was cold outside. My mother told us to wear coats.

7. I asked for roller skates. My sister asked for a skateboard.

Name: _____

Identify Topic and Concluding Sentences

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Food stores are organized in ways that make lots of sense. Around the outside walls of the store are the areas that have counters where people work to prepare food and make things for shoppers to buy. You will find the bakery where the bakers are cooking up wonderful smelling cookies and cakes. Next, workers are making yummy sandwiches and serving salads to shoppers. There is even a person arranging lovely flowers into vases. On the inside rows of the store are the cans and boxes of foods for people to buy. It is so smart the way food stores are laid out!

Puzzles are my very favorite toy to play with when I have nothing else to do. I love the shapes and colors of the pieces and the pictures they make when the puzzle is finished. It is so much fun to connect all of the outside pieces first and then try to fill in the middle. Watching the puzzle picture appear from the pieces as I put the puzzle together is a fun sort of magic. Puzzles fill up my time in very neat ways.

Kittens are the funniest and cutest little animals on earth. I enjoy watching them scamper about, chasing things only they can see. They love to reach out to grab a ball or a piece of yarn and really have fun when their claws catch them. Their little eyes dart from this to that, noticing all that moves around them. I could watch a kitten play for hours and just laugh!

Organize a Paragraph

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then number the remaining sentences that provide supporting details in the correct order.

- ___ Next, spread the peanut butter on one slice of bread and the jelly on the other slice of bread.
- ___ Making a peanut butter and jelly sandwich is an easy thing to do.
- ___ First, get out a plate, the bread, the peanut butter, the jelly, and a knife and place them all on a counter.
- ___ Before you know it, you are ready to sink your teeth into your yummy sandwich!
- ___ Put your two pieces of bread together to make a sandwich.

Write Topic and Concluding Sentences

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Read the sentences that go with each topic. Then write a topic sentence and a concluding sentence for each topic. Remember to indent the topic sentence.

Topic: Friends

Sally and John are friends of mine because they are nice. They treat me kindly and always ask me to join in their games. Sometimes we play on the swings and sometimes we play ball. Other times we just sit and talk with each other.

Topic: Ice Cream

Chocolate and strawberry are my favorite flavors. I love the way the flavors melt in my mouth and cool me off on a hot day. Sometimes I put toppings like nuts or whipped cream on my ice cream. Ice cream is yummy in my tummy!

Irrelevant Sentences in Paragraphs

Reminder:

- An irrelevant sentence is one that does not relate to the topic sentence in a paragraph.

Each paragraph has a topic sentence, followed by additional sentences. However, there is a sentence that does not relate to the topic sentence. Draw a box around the topic sentence of each paragraph. Cross out the irrelevant sentence in the paragraph. Draw a circle around the concluding sentence.

Apple pie is my favorite dessert. I love the flavor of the cinnamon and the warm apples. I especially love to add a big scoop of icy cold vanilla ice cream on the side. Peach pie is made of peaches. If we had apple pie every night for dessert, I would be a happy person!

When Robin comes to babysit me, I am so thrilled. She reads stories to me and uses so many funny voices when she reads. She likes to play board games with me and sometimes I think she even lets me win. She is such a kind person who is a joy to be around. My brother's name is Jack. I hope Robin can come again soon to take care of me.

Irrelevant Sentences

Reminder:

- An irrelevant sentence is one that does not relate to the topic sentence in a paragraph.

For each paragraph, draw a box around the topic sentence and cross out the sentence that does not stay on the topic. Circle the concluding sentence.

Fruit comes in all shapes and colors. Some fruits are red and round like apples. Some are yellow and long like bananas. I like playing in the park during the summer. Other fruits, like grapes, are small, green, and sweet. The bright colors of fruits make me want to eat them up!

Keeping my desk neat at school really helps me to do well. My reader and papers are stacked up in piles and my pencils and crayons are in my pencil box. I like recess the best when I can go out and play on the playground. My 3-ring binder is always where it should be in my desk. When I need to find something in my desk quickly, it is easy when everything is in its place.

Sentence Order and Titles in Paragraphs

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Number the sentences in order to make good paragraphs and add titles to your paragraphs. Make sure you number the topic sentence as first and the concluding sentence as last.

Paragraph #1:

- ____ After reading the introduction, I like to look through the pictures before I decide on a book.
- ____ Checking the right book out of the library can take more than just looking at the front cover.
- ____ First I like to read the introduction to the book on the inside front cover.
- ____ Finally, reading the first paragraph or two can help me decide if the book is right for me.
- ____ The captions under the pictures can also help me to discover what the book is about.
- ____ Checking out a book that doesn't interest me is not much fun so it's worth it to look closely.

Now add a title to your paragraph: _____

Paragraph #2

- ____ Chocolate chips are then added to the batter.
- ____ Before you begin, turn on the oven to the correct temperature.
- ____ Chocolate chip cookies right out of the oven are the best ever!
- ____ When the timer rings, carefully take the pan of cookies out of the oven.
- ____ Next, take the cookies off the cookie sheet.
- ____ Get out bowls and mix up the batter, adding flour, eggs, sugar, and baking soda.
- ____ Put the filled baking sheet in the oven and set the timer.
- ____ Enjoy eating your warm, gooey cookies!
- ____ Baking chocolate chip cookies is so easy and they make everyone happy.
- ____ When the batter is ready, place teaspoonfuls on a cookie sheet.

Now add a title to your paragraph: _____

Paragraph Writing

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Sally's new umbrella came in very handy yesterday. As Sally got ready for work that morning, she listened to the weather forecast on the radio, which said rain was likely. Walking out the door, she grabbed her umbrella and then walked to work. About noon, the skies opened up and it began pouring. When it came time to walk home, Sally was very pleased she had listened to the forecast because she walked home under her umbrella, dry and comfortable. Umbrellas sure are handy things to have!

Building a snowman is so easy and so much fun! First, you begin with a small snowball and you roll it around the yard, all the while picking up more and more snow. Your small snowball is quickly a large snowball, large enough to be the base of your snowman. Next, you do the same to make a second large snowball, though one that is just a bit smaller than the first one and you set it on top of the base. Then, you make a third snowball that is the smallest of the three and set it on top of the second snowball. Last, you add a hat, a carrot for a nose, rocks for the eyes and mouth, and sticks for the arms. Your snowman is complete, and wasn't that a blast?

Painting a landscape scene is difficult but very rewarding. First, you need to choose a setting to paint. Then, you should look carefully at the landscape, noticing the trees, hills, ponds, birds, flowers, and whatever else is a part of your setting. It is wise to paint slowly and not try to complete everything at once. As you paint more and more parts of your setting, you will see the painting nearly come to life. When you have finished, you will have a beautiful landscape scene that you could frame and either hang on your wall or give away as a thoughtful gift. Painting a landscape is a wonderful activity.

Write a Paragraph

Write a good paragraph. Remember to include a topic sentence, 3-4 supporting sentences, and a concluding sentence. Then add a title. Choose a topic from the following ideas:

1. My Best Friend
2. Animals and Their Habitats
3. The Colors of Fall

Write a Paragraph

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Write a paragraph using the following topic sentence:

Third grade is the best grade ever! _____

Past, Present, and Future Tenses

Reminder:

- The **present tense** of a verb tells what the subject is doing right now.
- The **past tense** of a verb tells what the subject already did.
- The **future tense** of a verb tells what the subject will do later.

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

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

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

1. Dora _____ the shampoo out of her hair. (*rinse*, past tense)

2. Robin and Rosie _____ hopscotch on the weekend. (*play*, future tense)
3. Mrs. White _____ us a story this afternoon. (*read*, future tense)
4. The talented artists _____ the animals to look life-like. (*draw*, past tense)
5. That pen _____ to Sally! (*belong*, present tense)

Fill in the following chart:

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

Practice the Verb *to have*

Present and Past Tense of the Verb <i>to have</i>	
Singular	Plural
I <i>have, had</i> a plan.	We <i>have, had</i> a plan.
You <i>have, had</i> a plan.	You <i>have, had</i> a plan.
He, She, It <i>has, had</i> a plan.	They <i>have, had</i> a plan.

Write the correct word on the blank in each sentence.

1. Frank and Fred _____ an art gallery.
(have, has)
2. Frank _____ the ability to paint beautiful portraits.
3. Their shop _____ many rooms with walls covered with paintings of all shapes and sizes.
(have, has)
4. My family and I _____ taken many trips to see their gallery.
(have, has)
5. _____ you ever seen Frank and Fred's gallery before?
(Have, Has)

Rewrite the five sentences above in past tense.

1. _____

2. _____

3. _____

4. _____

5. _____

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

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

Example: Last Friday, we _____ said _____ (say) “hello” to our new friends.

past present future

Tomorrow, we will say ‘goodbye’ to our new friends.

past present **future**

1. One week from today, I _____ (make) my first cake.

past present future

2. Last week, I _____ (go) to visit my grandmother.

past present future

3. Today, I _____ (take) my sister with me to the store.

past present future

4. Mary always _____ (come) to see me today.

past present future

5. You _____ (say) you like to ride bicycles, so let's go. past present future

_____ past present future

Write sentences using provided subjects and verbs.

1. subject: Cindy

verb: *make*, past tense _____

2. subject: They

verb: *go*, future tense _____

3. subject: The purple cow

verb: *come*, present tense _____

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

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

Example: Last Friday, we _____ saw _____ (see) the circus clowns perform.

past present future

Tomorrow, we will see the clowns perform at the circus.

past present **future**

1. Next week, I _____ (bring) my uncle to your house.

past present future

_____ past present future

2. Last week, I _____ (speak) in front of the whole school.

past present future

_____ past present future

3. Today, I look at my spelling worksheet and I
_____ (see) it is easy.

past present future

_____ past present future

4. Mark always _____ (mean) what he says.

past present future

_____ past present future

5. You ____ (draw) great pictures yesterday on the board. past present future

_____ past present future

Quotation Marks

Reminder:

- Quotation marks are punctuation marks used to show exactly what a person says or has said.

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

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

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

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

4. you are my very best friend remarked sam
-
-
-

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

1. I learned to speak English by listening to my parents said mary
 - A. “I learned to speak English by listening to my parents.” said Mary.
 - B. “I learned to speak English by listening to my parents said Mary.”
 - C. “I learned to speak English by listening to my parents said,” Mary.
 - D. “I learned to speak English by listening to my parents,” said Mary.
2. Mr. Brown asked do any of you speak another language
 - A. “Mr. Brown asked, do any of you speak another language.”
 - B. Mr. Brown asked, “do any of you speak another language?”
 - C. Mr. Brown asked, “Do any of you speak another language?”
 - D. “Mr. Brown asked, Do any of you speak another language?”
3. how does your body make all of those different sounds she asked
 - A. “how does your body make all of those different sounds,” she asked.
 - B. “How does your body make all of those different sounds? she asked?
 - C. “how does your body make all of those different sounds?” she asked?
 - D. “How does your body make all of those different sounds?” she asked.

Adverbs that Tell *when* and *where*

Reminder:

- Adverbs can tell when an action happens and where an action happens.

Choose the adverb that best fits in each blank and write it in.

weekly always last after sometimes

We visit my grandfather _____. We _____ go on Sunday afternoon. I like to bring books _____ and read them to him. When I do bring books, he asks me to read my favorite book _____. He knows I will be excited about it and read it well at the end. _____ I read my books to him, we have dinner.

Write a sentence using each adverb.

1. *recently*

2. *tomorrow*

Choose the adverb that best fits in each blank and write it in.

there

home

already

outside

My brother and I ran _____ to look for our friend. We did not see anyone so we walked _____. When we got _____, we saw a note on the door. It was from David and said “Meet at my house, and we’ll go to the park together!” We got to David’s house and another note said he had _____ gone to the park. We found him at the park and played until it got dark!

Write a sentence using each adverb.

1. *never*

2. *inside*

Build Sentences

Read each simple sentence. Then brainstorm adjectives, adverbs, and synonyms that you might add to the sentence, and write these words in the boxes provided. Then write a new, more interesting sentence in the blank space provided, using some of the adjectives, adverbs, and synonyms.

Starter Sentence: The kitten woke.			
Adjectives to describe the kitten	Adverbs to describe how the kitten woke	Adverbs to describe when the kitten woke	Adverbs to describe where the kitten woke
Synonyms for woke			

New Sentence: _____

Starter Sentence: The elephant walked.			
Adjectives to describe the elephant	Adverbs to describe how it walked	Adverbs to describe where it walked	Adverbs to describe when it walked
Synonyms for walked			

New Sentence: _____

Starter Sentence: The children sang.			
Adjectives to describe the children	Adverbs to describe how they sang	Adverbs to describe where they sang	Adverbs to describe when they sang
Synonyms for sang			

New Sentence: _____

Conjunction *but*

Reminder:

- A conjunction is a part of speech used to connect words or groups of words.
- The conjunction *but* is used to connect groups of words. It signals that “something different,” such as a different idea, will come after the *but*.

Create compound sentences by connecting the two simple sentences with the conjunction ***but***. Draw two lines under the conjunction and label the subjects with the letter ‘S’ and the predicates with the letter ‘P’.

1. Marshmallows are fun to melt. They can make a mess.

2. The day is sunny and beautiful. The sky is getting dark off in the distance.

3. My new kitten is very naughty. I laugh at her so often.

4. This grammar homework seems very easy tonight. I'm going to do my best and not hurry.
-
-

5. The salesman knocked on our door. We were out of town.
-
-

Create the second part of a compound sentence using the conjunction *but*.

1. David likes peanut butter and jelly sandwiches, but
-

(Hint: Think about a family member who likes a different kind of sandwich.)

2. Lulu loved the book she just read, but
-

(Hint: Think about a friend who read the same book but who had a different idea about it.)

Prefix *un-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *un-* means “not.”

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

1. It is time for math so I am _____ to finish my reading assignment at the moment.
(able, unable)
2. Broken glass on the playground is _____.
(safe, unsafe)
3. I poured two glasses of milk and I did an excellent job of making sure the amount of milk in each was _____. so you and I would get the same amount.
(even, uneven)
4. Adding another flag to our model of the historic fort is _____.
(necessary, unnecessary) because we already have the only two flags that are supposed to be there.
5. Steven is feeling _____ enough to go to soccer practice today after missing the last two due to illness.
(well, unwell)
6. She was very _____ with the grade she earned on her science test
(happy, unhappy) because she studied very hard and thought she did much better than the grade indicated.

Add the prefix to the root word to make a new word. Write the meaning of the word.

1. Root Word: known Meaning: was aware of or familiar with

un- + known = _____

Meaning: _____

2. Root Word: covered Meaning: had something over or on top of to protect or hide it

un- + covered = _____

Meaning: _____

Prefix ***non-***

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix ***non-*** means “not.”

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

1. All _____ things need food and water to survive.
(living, nonliving)
2. Allie is allergic to milk and dairy products so she drinks _____ milk made from soy.
(dairy, nondairy)
3. The chapters in *Gods, Giants, and Dwarves* are _____ selections of Norse myths.
(fictional, nonfictional)
4. My dad approached the hurt dog in a _____ way so it wouldn’t try to bite him while he tried to help.
(threatening, nonthreatening)
5. After using it to wipe up the spilled bottle of juice, the paper towel became _____ and I had to get a new one to finish cleaning up.
(absorbent, nonabsorbent)
6. David looked at me without speaking to make a _____ agreement to let our young cousin play the new video game first.
(verbal, nonverbal)

Add the prefix to the root word to make a new word. Write the meaning of the word.

1. Root Word: flammable Meaning: able to be set on fire or burn quickly

non- + flammable = _____

Meaning: _____

2. Root Word: judgmental Meaning: tending to judge people too quickly or harshly

non- + judgmental = _____

Meaning: _____

Prefixes *un-* and *non-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefixes *un-* and *non-* both mean “not.”

Write a sentence using the word.

1. Word: *unhappy*

2. Word: *nonliving*

3. Word: *unsafe*

4. Word: *nonthreatening*

5. Word: *nonverbal*

6. Word: *unsure*

7. Word: *uneven*

8. Word: *nonfictional*

Prefix *re-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *re-* means “to do again.”

Write the letter next to each word to match the word to its meaning.

- | | |
|------------------------------|--|
| <input type="text"/> rewrite | A. to put things into a container again |
| <input type="text"/> redo | B. to report information again |
| <input type="text"/> reload | C. to make letters, words, or numbers again or create something to be read again |
| <input type="text"/> rename | D. to complete or perform an action again |
| <input type="text"/> refill | E. to label something again |
| <input type="text"/> retell | F. to look at again |
| <input type="text"/> review | G. to make something full again |

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

refill

review

redo

rename

retell

1. Our teacher told us to _____ our answers before turning in the test.
2. I have to _____ my water bottle before soccer practice because my sister drank what was in it.
3. Rachel's mother asked her to _____ the story of how she thinks she lost her lunchbox at school.
4. He wants to _____ the flag for his report on Australia because he thinks he can make it even better.
5. The city decided to _____ a street in honor of an important member of the community and unveiled the new sign.

Prefix *pre-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *pre-* means “before.”

Use the clues to complete the crossword puzzle.

precook	preselect	preprint	preheat	preset	preview	prepay
---------	-----------	----------	---------	--------	---------	--------

Across

1. to choose before

2. to make warm or hot before

Down

1. to use a machine that makes pages of words or pictures before

3. to arrange before

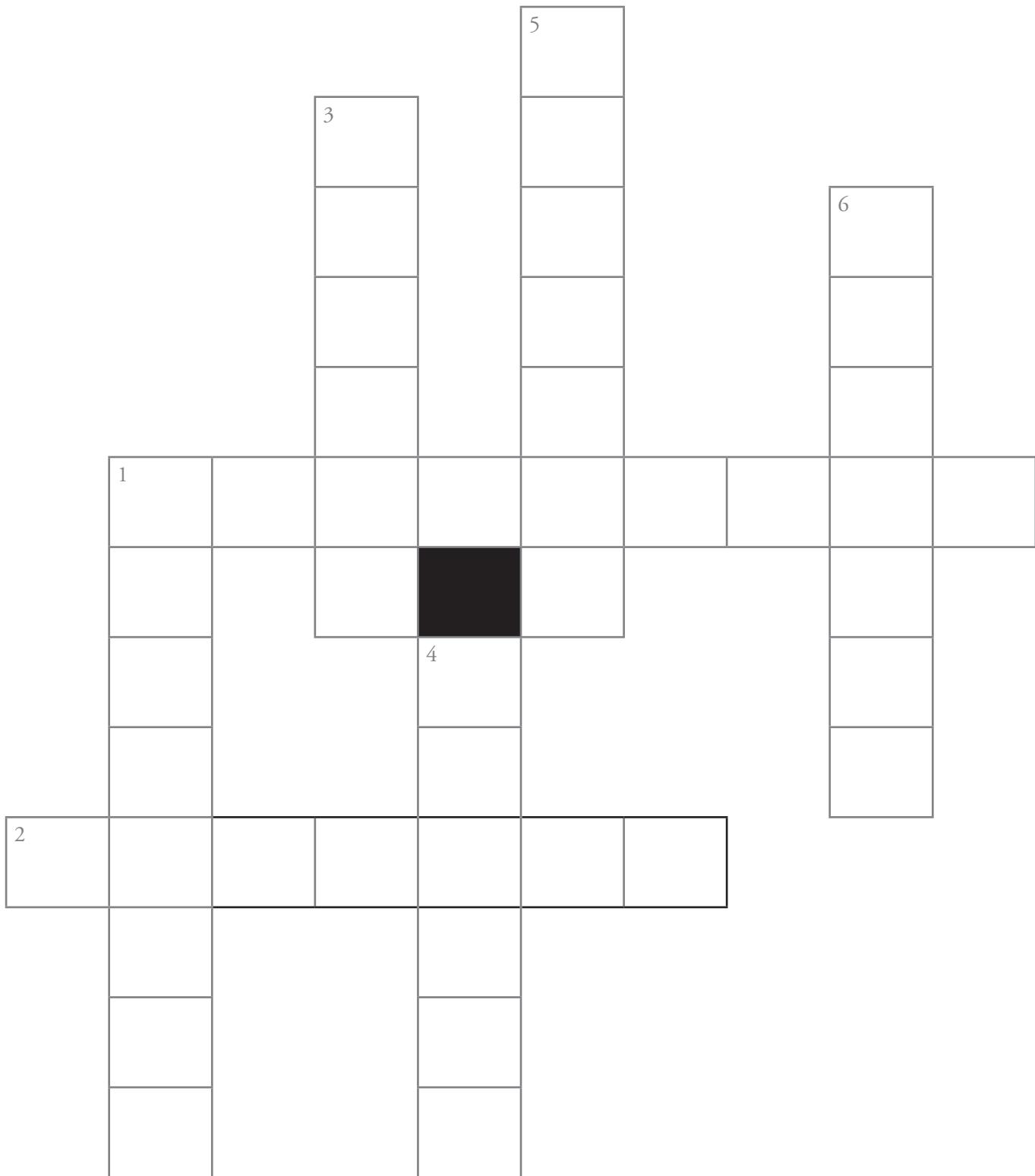
4. to give money for something before

5. to look at before

6. to prepare and heat food before

Name: _____

PP30



Prefix *re-* and *pre-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *re-* means “to do again” and the prefix *pre-* means “before.”

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

1. Dad decided to _____ the car for our day trip to the mountains while we finished our breakfast.
(load, reload)
2. Ross chose to _____ the class notes before he got to school so he could look them over and be ready for the lesson.
(reprint, preprint)
3. The recipe says to _____ the oven to 400 degrees while you prepare the batter for the muffins.
(preheat, reheat)
4. He wants to _____ one part of the wall with paint where someone smudged the first coat.
(do, redo)
5. The lady in the store said we could _____ for the book before it arrived and pick it up when it came.
(prepay, repay)
6. I would like to _____ my thank you note to Grandma because I forgot to add one thing.
(write, rewrite)

Write a sentence using the word.

1. Word: *refill*

2. Word: *preset*

Prefix *dis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *dis-* means “not.”

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 definition of the underlined word, write no.

1. Miss Sullivan had to disconnect the printer from the computer to move both items to a new spot in the front corner of the classroom. _____
2. Our puppy will disobey me by sitting when I tell him to sit and staying when I tell him to stay. _____
3. Mom might disapprove if I finish my homework before playing soccer at the park. _____
4. The neighbors across the street dislike people parking in front of their house and blocking their driveway. _____
5. She and I disagree on whether our history presentation should be about ancient China or ancient Egypt. _____

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

1. *distrust*

2. *dislike*

Prefix *mis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *mis-* means “wrong.”

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

misunderstand misused misjudged misspell misbehave misplaced

1. My younger brother did something wrong with an object to perform a task the tape and covered his book with the entire roll of tape.

Word: _____ Part of Speech: _____

Prefix: _____

2. Our teacher said it is possible to know the wrong meaning of double-digit subtraction so we would be spending a lot of time practicing how to do it.

Word: _____ Part of Speech: _____

Prefix: _____

3. Sam put something in the wrong location his lunch on the field trip so I shared some of mine with him.

Word: _____ Part of Speech: _____

Prefix: _____

4. He did not write or name the letters in a word in the wrong order any words on the last two spelling assessments!

Word: _____ Part of Speech: _____

Prefix: _____

5. Mom made sure to explain why it was important not to act wrong at the reception for Dad's promotion at work

Word: _____ Part of Speech: _____

Prefix: _____

6. Heather formed an opinion that is wrong how long she would be out walking and should have taken a water bottle with her.

Word: _____ Part of Speech: _____

Prefix: _____

Prefixes *dis-* and *mis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *dis-* means “not” and the prefix *mis-* means “wrong.”

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

1. I _____ that we should review our report on Thomas Edison before printing it to be sure there aren't any errors.	agree disagree
2. He _____ the distance between the two trees and needs a longer rope to tie up his hammock.	judged misjudged
3. When something went wrong, the gods usually knew that it was Loki who had _____ and done something bad.	behaved misbehaved
4. I _____ onions on my pizza because they are yummy.	like dislike
5. Morgan said it is easy to _____ her last name because it is so long and unique.	spell misspell
6. It is easier to _____ someone who has told the truth in the past instead of someone who always lies.	trust distrust

7. She _____ the invitation to the party, which had the address listed, so she had to call the host and ask for the address.	placed	misplaced
8. Before we moved to our new house, we called the power company to have them _____ our cable service on our moving date.	connect	disconnect

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

1. *disapprove*

Part of Speech: _____

Root Word: _____

Meaning: _____

2. *misunderstand*

Part of Speech: _____

Root Word: _____

Meaning: _____

3. *misused*

Part of Speech: _____

Root Word: _____

Meaning: _____

4. *disobey*

Part of Speech: _____

Root Word: _____

Meaning: _____

Suffix *-er*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-er* means “a person who.”

Write the letter to each word to match the word to its meaning.

- | | |
|------------------------------|--|
| <input type="text"/> player | A. a person who chases and kills wild animals for food or sport |
| <input type="text"/> singer | B. a person who shows someone how to do something |
| <input type="text"/> hunter | C. a person who participates in a game or sport |
| <input type="text"/> teacher | D. a person who grows crops and raises animals |
| <input type="text"/> painter | E. a person who makes musical sounds with his or her voice |
| <input type="text"/> farmer | F. a person who covers something with a colored, liquid-like substance to make a picture or decorate |

Write a sentence using the word.

1. Word: *farmer*

Sentence: _____

2. Word: *painter*

Sentence: _____

3. Word: *singer*

Sentence: _____

4. Word: *player*

Sentence: _____

Prefix *-or*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The suffix *-or* means “a person who.”

Use the clues to complete the crossword puzzle.

Across

1. a person who gives advice to people about their problems
2. a person who examines carefully
3. a person who goes to see people or places for a certain amount of time
5. a person who behaves in a particular way or performs on stage

Down

4. a person who officially controls and leads
6. a person who travels on water in a boat

Name: _____

PP36

counselor

actor

sailor

inspector

governor

visitor

1

4

2

3

6

5

Suffixes *-er* and *-or*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffixes *-er* and *-or* both mean “a person who.”

Add the correct suffix, *-er* or *-or*, to the root word to complete the sentence. Write the word below the sentence.

1. The inspect__ found a crack in the wall after the earthquake.

Word: _____

2. The football play__ had to come out of the game so the team doctors could look at his leg, which he hurt during the last play.

Word: _____

3. Dad read that a very talented act __ has agreed to portray Abraham Lincoln in a new movie.

Word: _____

4. The sing__ practiced a few lines from most of her songs before the concert to make sure the microphone worked and the band accompanying her could be heard.

Word: _____

5. My aunt works as a counsel____ at a high school and she helps students with their college applications.

Word: _____

6. Our teach____ said we would do a complicated science experiment next week that will take several days to complete.

Word: _____

7. During the boat race, the sail____s had to work together to man their boat and use the wind and water current to get around markers in the bay.

Word: _____

8. Every farm____ has his or her own system for taking care of animals and crops.

Word: _____

Suffix *-ist*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ist* means “a person who makes or plays.”

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

1. The _____ played music as we entered and exited the church for the wedding.
(organ, organist)
2. I have only read the first _____ in the series but I intend to read the others as well.
(novel, novelist)
3. There was a guest _____ playing with the orchestra over the weekend.
(violin, violinist)
4. My favorite _____ in the newspaper has animals acting like people when nobody is around.
(cartoon, cartoonist)
5. Sometimes an _____ will participate in an art show with others to showcase his or her work.
(art, artist)
6. During the concert, the _____ changed instruments several times based on the songs the band played.
(guitar, guitarist)

Add the suffix to the root word to make a new word. Write the meaning of the word.

- 1 **Root Word:** *column*

Meaning: an article that regularly appears in a newspaper or magazine

column + *-ist* = _____

Meaning: _____

2. **Root Word:** *solo*

Meaning: a piece of music that is performed by one person

solo + *-ist* = _____

Meaning: _____

Suffix *-ian*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ian* means “a person who is skilled in.”

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

1. The _____ held a press conference to announce that he planned to run against the governor in the election.
(politics, politician)
2. We won two tickets at the school raffle to see a famous_____ in person next month.
(comedy, comedian)
3. When we asked Dad how the broken DVD player was fixed overnight, he said it was _____.
(magic, magician)
4. David decided he wanted to be a _____ after medical school so he took an internship in that area of medicine.
(pediatrics, pediatrician)
5. I like to listen to_____ when I clean my room and do my chores because it makes it all more fun.
(music, musician)
6. The local college hosts many summer camps, one of which is just about math and led by two _____.
(mathematics, mathematicians)

Write a sentence using each word.

1. *musician*

2. *magician*

Suffixes *-ist* and *-ian*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ist* means “a person who plays or makes” and the suffix *-ian* means “a person who is skilled in.”

Choose the correct word or words from the box to answer each question.

artist	magician	politician	violinist	novelist	guitarist
magician	organist	mathematician	cartoonist	comedian	pediatrician

1. Which word describes someone who writes fiction books?

2. Which words describe people who are somehow involved with music?

3. If you were someone who was skilled in doing impossible things by saying special words or performing special actions, who would you be?

4. Violinists, guitarists, and organists are all considered _____.
-

5. Some people would also call a cartoonist an _____.

6. Once you are an adult, you no longer need to see a _____ for your health problems.

7. A _____ could help you do your math homework.

8. Which word describes someone who is skilled in doing things that makes people laugh?
-

Suffix *-y*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-y* means “full of.”

Write the letter next to each word to match the word to its meaning.

dirty A. full of the unplanned occurrence of good events

lucky B. full of a reddish brown substance that forms on certain metals when they are exposed to moisture

curly C. full of soil

salty D. full of spirals or winding shapes

rusty E. full of something that is untidy and dirty

leaky F. full of holes that let something in or allow something to escape

messy G. full of a natural white substance used to flavor and preserve food

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

lucky

messy

leaky

rusty

curly

1. My sister likes to wear her hair up because it is so _____ and hard to manage.
2. The kitchen counter and sink were very _____ after we finally got the cookie dough in the oven to bake.
3. The _____ skylight in the ceiling on the porch drips water onto the furniture every time it rains.
4. He was the _____ winner of the grand prize raffle drawing for a new set of expensive headphones.
5. The _____ hinges made it hard to open the door to the shed so Dad decided to replace them.

Suffixes *y-* and *al-*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-y* means “full of” and the suffix *-al* means “related to.”

Write a sentence using the word.

1. Word: *salty*

Sentence _____

2. Word: *traditional*

Sentence _____

3. Word: *coastal*

Sentence _____

4. Word: *messy*

Sentence _____

5. Word: *nutritional*

Sentence _____

6. Word: *dirty*

Sentence _____

7. Word: *lucky*

Sentence _____

8. Word: *fictional*

Sentence _____

Suffix **-ous**

Reminder:

- A suffix is a syllable placed in after of a root word. Suffixes change the meaning of the root word.
- The suffix **-ous** means “full of.”

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

1.	He was _____ for making hit movies based on real events.	fame	famous
2.	Nate found the _____ in a bad situation when he discovered his dog had somehow locked him out of the house.	humor	humorous
3.	I was _____ that I accidentally knocked over my grandmother's green vase and broke it.	fury	furious
4.	It remains a _____ as to who left the flowers on our door step.	mystery	mysterious
5.	Not all snakes have _____ venom; some don't have any venom at all.	poison	poisonous
6.	Some people think it is _____ to jump off rocks into a lake if you don't know how deep the water is.	danger	dangerous

	She shouted with _____ when she		
7.	found out she had passed the bar exam to become a lawyer.	joy	joyous
8.	When I looked out the window of the airplane, I could see we were crossing over very _____ terrain.	mountain	mountainous

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

1. *joyous*

Part of Speech: _____

Root Word: _____

Meaning: _____

2. *furious*

Part of Speech: _____

Root Word: _____

Meaning: _____

3. *dangerous*

Part of Speech: _____

Root Word: _____

Meaning: _____

4. *mysterious*

Part of Speech: _____

Root Word: _____

Meaning: _____

Suffix *-ly*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ly* means “in a _____ way.”

Add *-ly* to the adjective under the blank to make a new word to complete the sentence.

1. The driver sped _____ around the corner without looking for traffic.
(dangerous)
2. My younger brother _____ stomped his feet when he didn't get the toy he wanted.
(furious)
3. The actors in the play _____ acted out their parts, making the audience laugh loudly.
(humorous)
4. Some red bumps _____ appeared on my arm after I was outside so I hope didn't brush up against any poison ivy.
(mysterious)
5. The pilot _____ landed the plane on the river when the landing gear stopped working.
(famous)

Write a sentence using the words given.

1. verb: *disappeared* adverb: *mysteriously*

2. verb: *played* adverb: *humorously*

3. verb: *argued* adverb: *furiously*

Suffixes ***-ous*** and ***-ly***

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix ***-ous*** means “full of” and the suffix ***-ly*** means “in a _____ way.”

Circle the letter of the best answer.

1. Which of the following is a good example of a person behaving *furiously*?
 - A man screaming at the person who just took the parking spot he wanted
 - A woman thanking a person for holding the door open for her
2. Which of the following is a good example of a *mountainous* place?
 - The Alps
 - Mediterranean Sea
3. Which of the following is a good example of a person acting *mysteriously*?
 - A girl asking her mother if she can bring some family photographs to school
 - A boy sneaking into his brother’s room when no one is looking
4. Which of the following is a good example of a *joyous* reaction?
 - A man hugging everyone around him while they clap and cheer
 - A woman closing the door to her office so that nobody can bother her
5. Which of the following is a good example of something *poisonous*?
 - Fruits and vegetables for sale at the farmer’s market
 - Cleaning supplies locked in a closet at the end of the hall

6. Which of the following is a good example of a person *humorously* entertaining others?
- A. A man wearing dark clothes and hiding behind a screen
 - B. A man using a puppet and a funny voice to tell jokes and poke fun at people in the news

Write your own example of the idea provided.

1. Idea: A good example of a *famous* event

Example _____

2. Idea: A good example of a *dangerous* situation

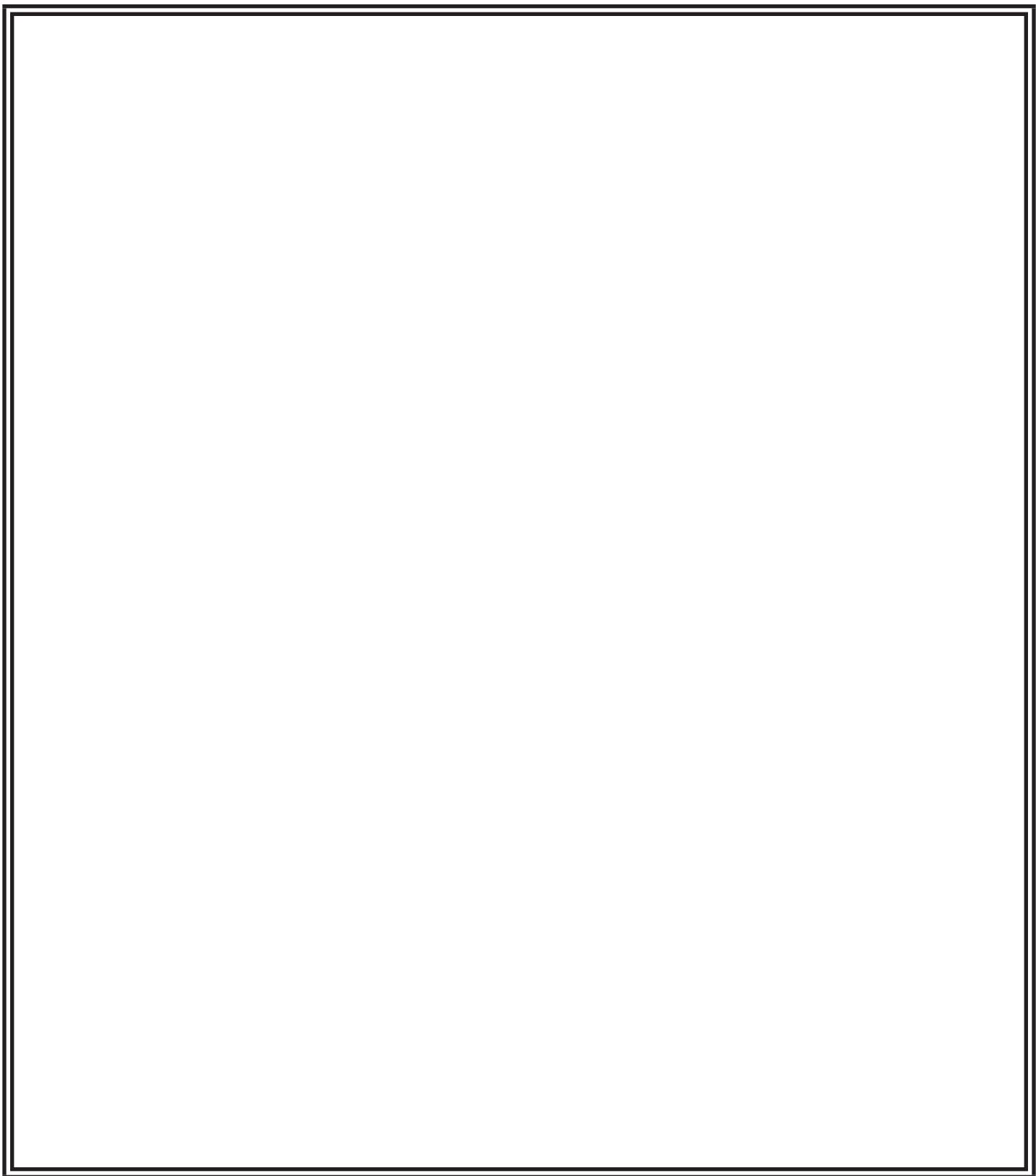
Example _____

3. Idea: A good example of a person acting *dangerously*

Example _____

Name: _____

PP46

A large, empty rectangular frame occupies most of the page, intended for a child to draw or write in.

Name: _____

PP47

Sif's Golden Hair

1

2

3

4

Loki and the Dwarves

1

2

3

4

5

Name: _____

PP49

Stolen Thunder

1

2

3

4

5

Name: _____

PP50

A Plan Is Made

1

2

3

4

5

Name: _____

PP51

The Wedding Feast

1

2

3

4

Balder, the Beautiful

1

2

3

4

5

The Death of Balder

1

2

3

4

Name: _____

PP54

Loki's Punishment

1

2

3

4



Glossary for *Gods, Giants, and Dwarves*

A

adventure—an exciting or dangerous experience

agony—severe pain

anvil—a large, iron block used by blacksmiths on which heated metal is hit to shape it (**anvils**)

assembly—a meeting

awry—wrong, happening in an unexpected way

B

barrel-chested—having a large, round chest

beast—scoundrel

belch—to burp (**belched**)

boomerang—a curved stick that is thrown and then returns to the person who threw it

C

conceal—to hide (**concealed**)

corset—a tight, stiff undergarment worn to make a woman's waist appear smaller

craftsman—a person who is skilled in making things, especially by hand
(craftsmen)

creature—a living thing, specifically an animal (**creatures**)

D

dainty—small and pretty, delicate

despair—a feeling of being hopeless or extremely sad

disguise—to hide by changing appearance (**disguised**)

dwarf—a mythical, human-like creature that lives underground (**dwarves**)

F

fast—does not eat for a period of time (**fasted**)

fate—the things that will happen to a person, destiny, fortune

flatter—to praise too much in a way that is not sincere or genuine (**flattered**,
flattery)

forge—the furnace in a blacksmith shop used for heating metal

G

guardian—a person who watches and/or protects something or someone

H

harm—to hurt or damage someone or something

hideous—very ugly

J

journey—a trip

M

maid of honor—an unmarried female attendant of a bride

massive—huge

master—an expert (**masters**)

mead—a drink made by mixing water, honey, malt, and yeast

mince words—to speak in an indirect and dishonest way

mistletoe—a plant with thick leaves and white berries; It grows on trees.

mourn—to feel or show sadness after a death or loss (**mourned, mourning**)

P

patience—able to put up with problems without getting upset

prophecy—a prediction of what will happen in the future (**prophecies**)

R

raven—a large, black bird that was one of many flying spies for Odin (**ravens**)

realm—a kingdom

rogue—a person who playfully causes trouble

rumor—a thing that people say to others about someone or something that may or may not be true (**rumors**)

S

scoundrel—a cruel, dishonest person

serpent—a snake

steed—a horse

summon—to call for (**summoned**)

surly—rude, mean, unfriendly

swear—to make a serious promise (**sworn**)

T

triumph—victory

V

veil—material worn on the head to cover the face

vein—a vessel like a tube that carries blood to the heart from other parts of the body (**veins**)

villainy—evil behavior

vow—to make an important and serious promise (**vowed**)

W

what a pity—that's too bad

wisdom—knowledge and good judgment gained over time

wound—an injury caused when something cuts or breaks the skin

writhe—to twist and turn in pain (**writhed**)

Writing Prompts

Unit 6:

1. Write a paragraph outlining Loki's behavior in the reader and whether it was **appropriate** or not.
2. **Devise** a different way for Thor to retrieve his hammer from Thrym.
3. **Formulate** a plan for all the characters in the reader to live together peacefully.
4. **Devise** a plan for someone to "save the day" so Balder does not die.
5. Invent new machines that the dwarves could build that would change the outcome of one of the chapters in the reader.
6. Writing as Odin, give instructions for Loki to change his ways.

Either fiction or nonfiction:

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

12. Name three questions you would ask the author of the story or chapter.

Fiction:

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

Nonfiction:

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

Conference Record For Reader's Journal

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes No

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes No

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes No

Teacher notes:

Name: _____

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes No

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes No

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes No

Teacher notes:

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Unit 6

Teacher Guide

Skills Strand
GRADE 3

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