Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

ANCIENT ROME



GRADE 3 UNIT 4 | ACTIVITY BOOK

EDITION 1

Grade 3 | Unit 4

Ancient Rome

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Unit 4
Ancient Rome
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 4 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

WRITING PORTFOLIO

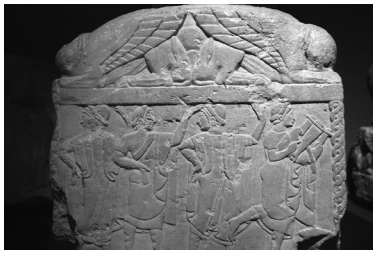
1.1 ACTIVITY PAGE

Virtual Museum

Use this handout as you view the images of ancient Rome. Write your answers to the questions below in the My Thoughts box for each image. Think about the answers to these questions when looking at each image:

- What objects, people, or buildings do you see in the image?
- What questions do you have about the image?
- What is the one thing that you will remember most about this image?

My Thoughts	Images	Read-Aloud Notes
		
		
		

My Thoughts	Images	Read-Aloud Notes
		
		
		

NAME: _____

DATE: _____

"Rome, Then and Now"

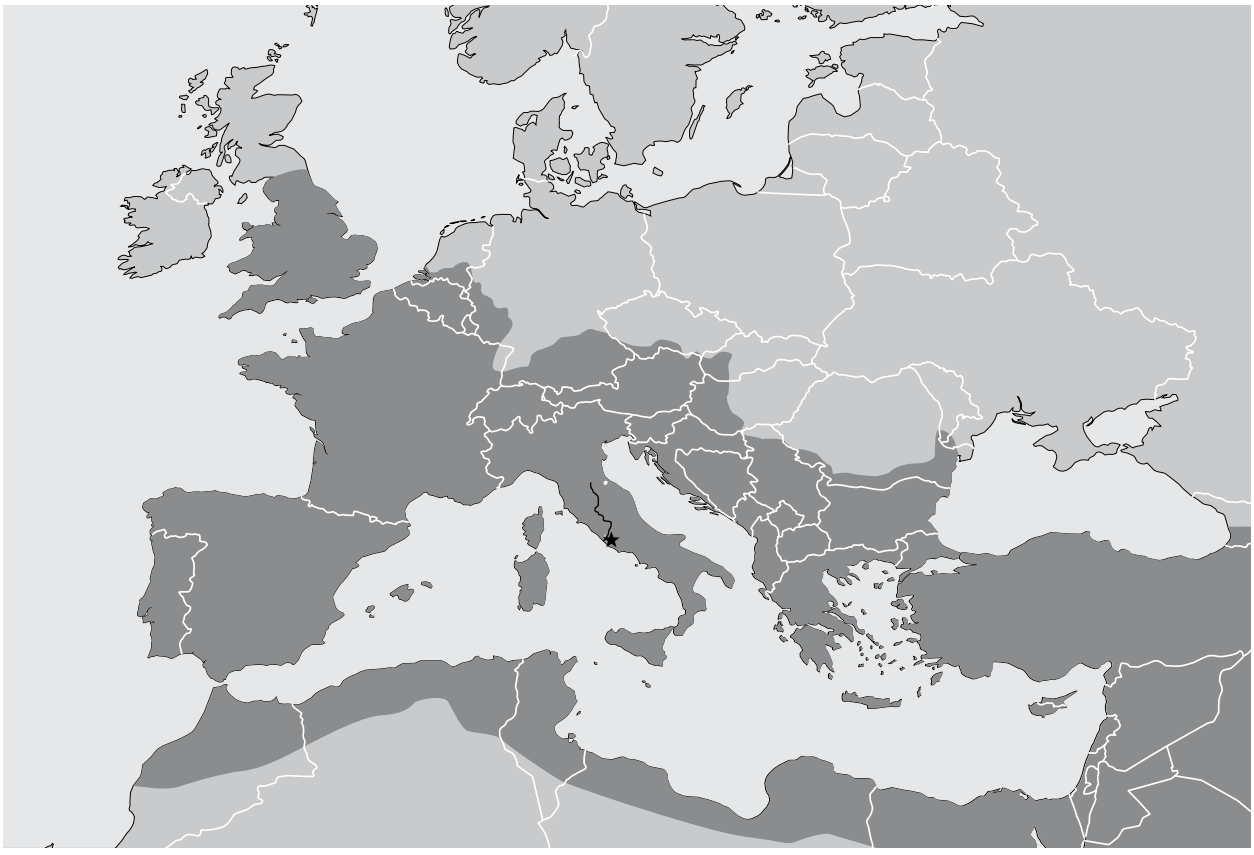
1. What was Rome like in the beginning?
   A. Rome started out as a large city.
   B. Rome started out as a few houses on the banks of the Tiber River.
   C. Rome started out as a few houses along the Nile River.
   D. Rome started out as a small country.

   page _____

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

   page _____

3. Label the map of ancient Roman civilization. (Atlantic Ocean, Mediterranean Sea, Black Sea, Tiber River, Rome)



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

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

page _____

Vocabulary:

5. Complete the chart below.

Vocabulary word	My definition
civilization	
Mediterranean	
conquer	

6. Why is ancient Rome considered a civilization?

_____

_____

_____

_____

7. How did ancient Roman civilization grow in size? (See if you can use one or more of today's vocabulary words in your explanation!) (**Stretch Question**)

NAME: _____

DATE: _____

Spelling Patterns

‘ar’ > /ar/	‘or’ > /or/	‘or’ > /er/	‘er’ > /er/	‘ur’ > /er/	‘ir’ > /er/
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

NAME: _____

DATE: _____

Family Letter

Dear Family Member,

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

Spelling Words

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

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

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

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

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

Student Reader

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

This week, your student will be reading about the building of Rome on the banks of the Tiber River, the Roman gods and goddesses, the Roman Republic, and the Punic Wars.

"Rome, Then and Now"

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

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

The students looked confused.

"How can it be both?" Charlie Chatter shouted out.

"I'll explain," Mrs. Teachwell said, "but please raise your hand if you would like to speak."

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

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

"Like Egypt on the Nile?" Charlie asked.

"Yes," said Mrs. Teachwell, "but let's see that hand!"

The students giggled.

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

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

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

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

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

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

"It's called the **Mediterranean**," said Rachel.

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

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

"When was all this happening?"

"Rome started growing about 2,500 years ago," Mrs. Teachwell explained. "It started growing about five hundred years before the birth of Jesus Christ, in the years we call **BC** for *before Christ*. It was still growing when Jesus was born. In fact, Jesus was born here, in a part of the Middle East that was controlled by the Romans."

Tim Timetable made a note of the date.

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

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

NAME: _____

DATE: _____

WRITING PORTFOLIO

2.1 ACTIVITY PAGE

Characters in Mythology Three-Column Graphic Organizer

Greek and Roman name	Type of Power	Details

NAME: _____

DATE: _____

Roman Life and Beliefs

Word Box	
polytheistic	worship
rituals	myths
temple	Saturn
harvest	

What key ideas did you learn about Roman life and the ancient Romans' beliefs? What details in the story help support what you learned?

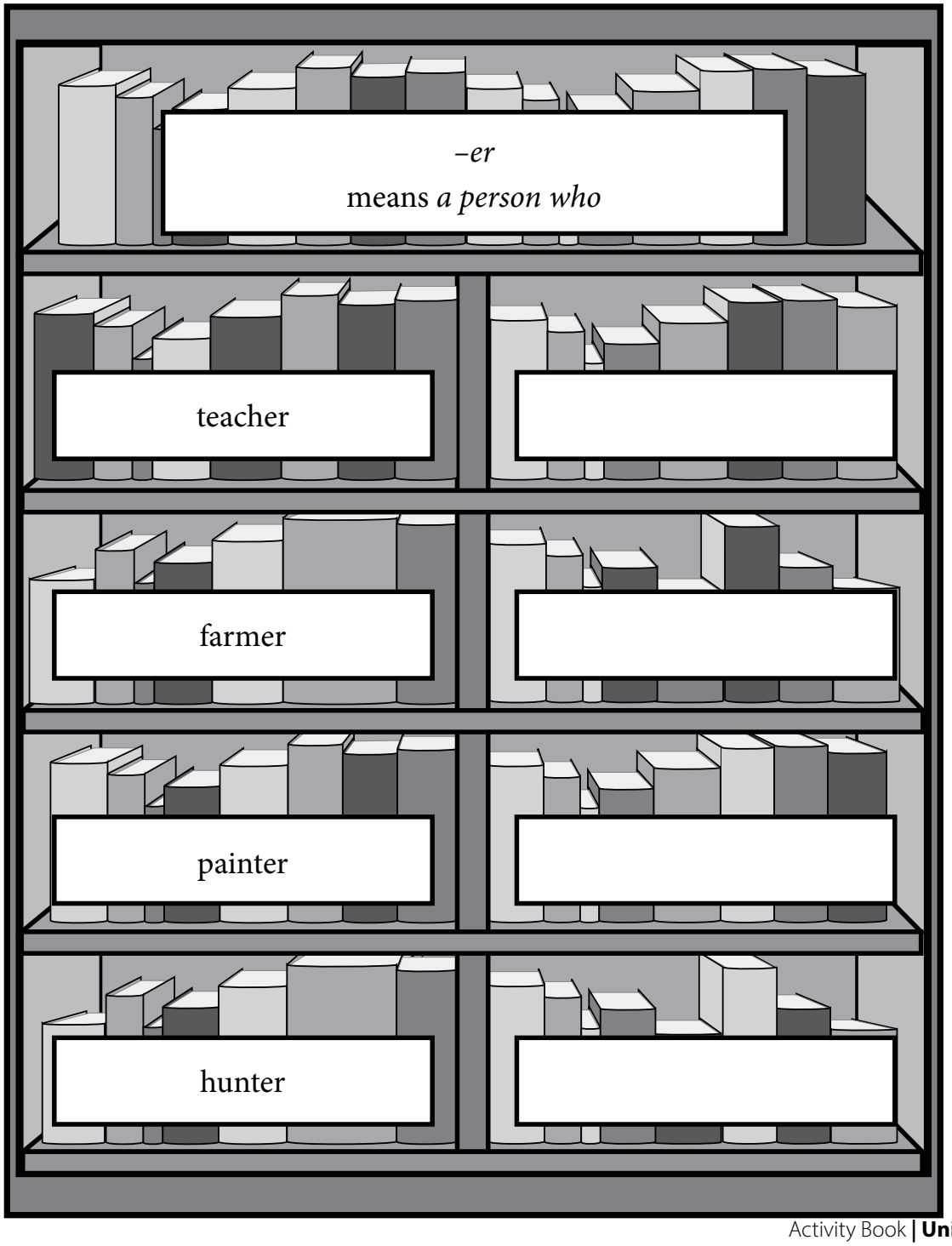
NAME: _____

DATE: _____

2.3 TAKE-HOME

Word Shelf

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.



Suffixes *–er* and *–or*

List eight words that have the –er *suffix.*

1.	5.
2.	6.
3.	7.
4.	8.

Write the correct word to complete the sentence.

hunter	singer	teacher	farmer	painter	player

9. The star _____ on the soccer team was chosen to take the penalty kick in hopes of winning the game for his team.

10. After heavy rain for a few days, the _____ checked to see how many of his fields were flooded.

11. The band had to find someone to replace the _____ because none of the other band members had a good voice.

12. A _____ came to school to paint the walls in the cafeteria after they were repaired.

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

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

14. _____

_____

_____

_____

_____

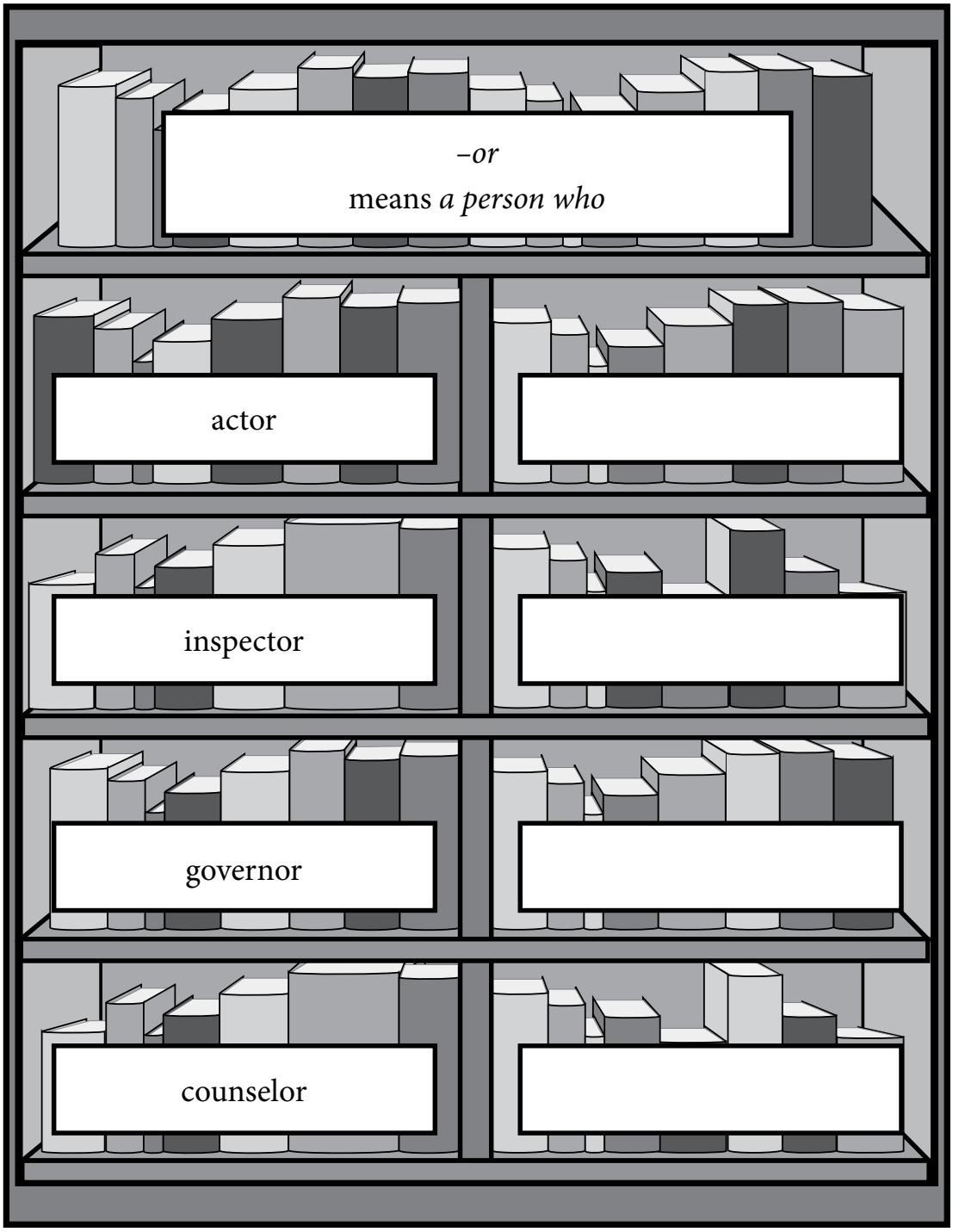
_____

_____

_____

Word Shelf

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.



List eight words that have the –or *suffix.*

1.	5.
2.	6.
3.	7.
4.	8.

Write the correct word to complete the sentence.

governor	actor	visitor	counselor	inspector	sailor

9. My brother's _____ at school gave a presentation about how to handle bullies, which he shared with us at home.

10. An _____ that my mom really likes has been in movies and television shows.

11. The _____ has to come several times to see how construction of our new house is coming along to determine if everything is being done as it should be.

12. The _____ is coming to tour our school and give a presentation next month about his plan to improve education in the state.

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

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

14. _____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

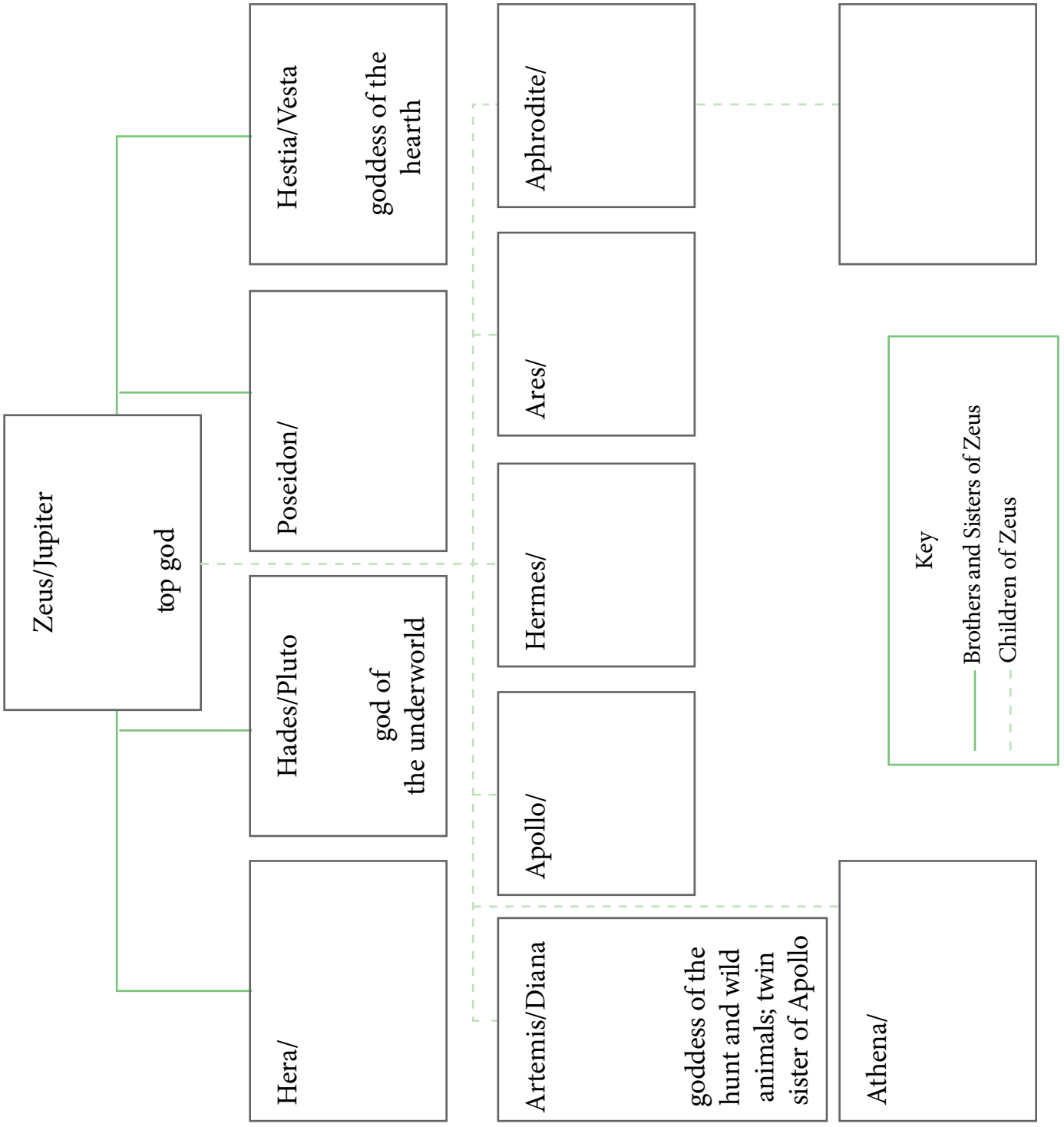
DATE: _____

Dictation Practice

Directions: Write each word in cursive on the blanks below as the teacher dictates.

Greek and Roman Mythology Family Tree

Help finish the family tree of gods and goddesses from the mythology of ancient Greece and Rome. What additional information can you add from your reading?



NAME: _____

DATE: _____

Image Box Recording Sheet

Image 1: Write one word that summarizes the topic of the paragraph.	Image 2: Write down key words.
Image 3: Draw a picture to summarize the Roman government.	Image 4: Describe patricians.
Image 5: Describe plebeians.	Image 6: One fact I learned is _____.

Image 7: Explain the Roman forum.	Image 8: Describe enslaved Romans.
Image 9: What is the key idea of the Read-Aloud?	

NAME: _____

DATE: _____

Compare and Contrast Patricians, Plebeians, and Slaves

Patricians	Plebeians	Slaves

How are they alike?

How are they different?

Roman Empire Extended Response

The Roman government changed over time from one person holding all the power to a republic. Which type of government do you think is the best? Why? Write your opinion and give a reason to support it.

NAME: _____

DATE: _____

The Verb *to be*

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

am	is	are

Oh, To Be a Prince Again!

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

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

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

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

The End

Write a short story using your imagination and the forms of the verb to be (am, is, are). *Add a title to your story.*

NAME: _____

DATE: _____

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

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

inspector	**hunter**	**counselor**	**governor**	**player**	**teacher**

1. I am a member of the basketball team, and I participate in games for the team, working with my teammates to help the team do its best.
   Who am I? _____

2. I chase and kill wild animals for food and sport during the season when this is permitted.
   Who am I? _____

3. I look at things very closely to examine them, making sure there are no errors or problems.
   Who am I? _____

4. I give advice to people about their problems to try and help them work things out.
   Who am I? _____

5. I show students how to do something, like add large numbers, read difficult books, or conduct science experiments.
   Who am I? _____

Create your own word clue for the words below.

1. Word: *sailor*
   Clue: _____
   _____
   _____ Who am I?

2. Word: *farmer*
   Clue: _____
   _____
   _____ Who am I?

NAME: _____

DATE: _____

Word Sort

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

1. dollar remarks beware pear apart teacher

'ar' > /ar/

_____

_____

_____

_____

2. scorch board forget store borrowed correct

'or' > /or/

_____

_____

_____

_____

3. worm gourd horror bore professor sorrow

'or' > /er/

_____

_____

_____

_____

4. merit certify farmer sneer berry nervous

‘er’ > /er/

_____
_____
_____
_____

5. purify turf concur eureka turnip Taurus

‘ur’ > /er/

_____
_____
_____
_____

6. squirt inspire iron birch flair circus

‘ir’ > /er/

_____
_____
_____
_____

Rubric

Determine the key ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Read-Aloud: "The Roman Republic"

Key Idea and Supporting Details Rubric

Points given	Determine the key idea	Identify supporting details
3 points	Clearly and accurately identifies the key idea(s) of the Read-Aloud	Includes relevant supporting details from the Read-Aloud in all image boxes
2 points	Loosely identifies the key idea(s) from the Read-Aloud	Includes few/no supporting details from the Read-Aloud or uses irrelevant details; Contains incomplete image boxes
1 point	Attempts to identify the key idea(s); however, the key idea might be stated incorrectly or missing information	Might include few, incorrect, or irrelevant supporting details from the Read-Aloud; Contains many incomplete image boxes



NAME: _____

DATE: _____

Key Ideas Chart

Rome, Then and Now (Lesson 1)	Roman Mythology (Lesson 2)
The Roman Republic (Lesson 3)	**The Punic Wars (today's lesson)**

NAME: _____

DATE: _____

The Punic Wars

The Punic Wars (Read-Aloud)	Hannibal Crosses the Alps

1. The Punic Wars were fought between _____ and

   _____.

   page _____

2. How did the Romans win the Second Punic War?

   _____

   page _____

3. Who won the Third Punic War? How do you know?

   _____

   page _____

4. What happened to Carthage as a result of the Punic Wars?

   _____

5. What happened to Rome as a result of the Punic Wars?

   _____

Student Self-Reflection

6. Did your notes during the Read-Aloud (front side) help you complete questions 1–5? Yes or No.

7. Next time you take notes during a Read-Aloud, what will you do the **same** way?

   _____

8. What will you do **differently**?

   _____

NAME: _____

DATE: _____

Dictionary Skills

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

1.	servant	surgery

savor shortcut

silver slurp

tarnish sir

reserve swimmer

2.	servant	sword

sturdy scarf

sarcastic snarl

suffer stammer

squirm symbol

3.	tarnish	Turkey

Thor tumbler

torch thorax

tailor twirl

temper typewriter

NAME: _____

DATE: _____

Spelling Assessment

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

'or'> /or/	'ir' > /er/	'ar' > /ar/
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

'ur' > /er/	'or' > /er/	'er' > /er/
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Dictated Sentences

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

NAME: _____

DATE: _____

Punic Wars in Pictures

Directions: These four pictures show events from the Punic Wars. Think about what is happening in each one. Put a number by each picture to show the sequence of events in the Punic Wars (1–4). Write a sentence about each image.

Sequence number	Events	One sentence to explain the event
		
		
		
		

NAME: _____

DATE: _____

Picture Pause: Daily Roman Life, Part 1

1. What would it have been like to be born and raised in a plebeian family?

2. What did Roman children learn? How is it similar and different from what you are taught today?

3. What would it have been like to be born and raised in a patrician family?

4. Big Picture: Summarize the key ideas of today's Read-Aloud in one or two sentences.

NAME: _____

DATE: _____

Damocles: Character Analysis

Key details about Damocles (physical and emotional):

How did Damocles react to seeing the sword above his head?

What were the major events in the story?

NAME: _____

DATE: _____

5.3 ACTIVITY PAGE

Prompt: Daily Roman life differed depending on the type of person—plebeian or patrician. Explain whether you think daily life was better for a plebeian or a patrician. Support your reasons with evidence from the text.

1. Task:

2. Purpose:

NAME: _____

DATE: _____

5.4 ACTIVITY PAGE

Spelling Sound /ee/

‘e’ > /ee/	‘ee’ > /ee/
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Words that do not follow the pattern:

_____

_____

_____

NAME: _____

DATE: _____

Family Letter

Dear Family Member,

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

Spelling Words

This week, we will be reviewing two spellings for the sound of /ee/. Your student learned how to read and spell words with these patterns in Grades 1 and 2, so this should be a review. Your student will be assessed on these words.

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

The Content Word for this week is Colosseum. This word is directly related to the material we are reading and follows the vowel patterns your student is reviewing. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the test. We encourage everyone to stretch themselves a bit and try to spell this word.

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

1. Greeks	12. jamboree
2. meter	13. speech
3. Venus	14. degree
4. asleep	15. retail
5. secret	16. screech
6. agreed	17. scenic
7. seed	18. tedious
8. succeeded	**Challenge Word**: *except*
9. cedar	**Challenge Word**: *follow*
10. breed	**Content Word**: *Colosseum*
11. create	

Student Reader

The chapters your student will soon read will be about the early history and government of Rome and historical figures, including Julius Caesar.

NAME: _____

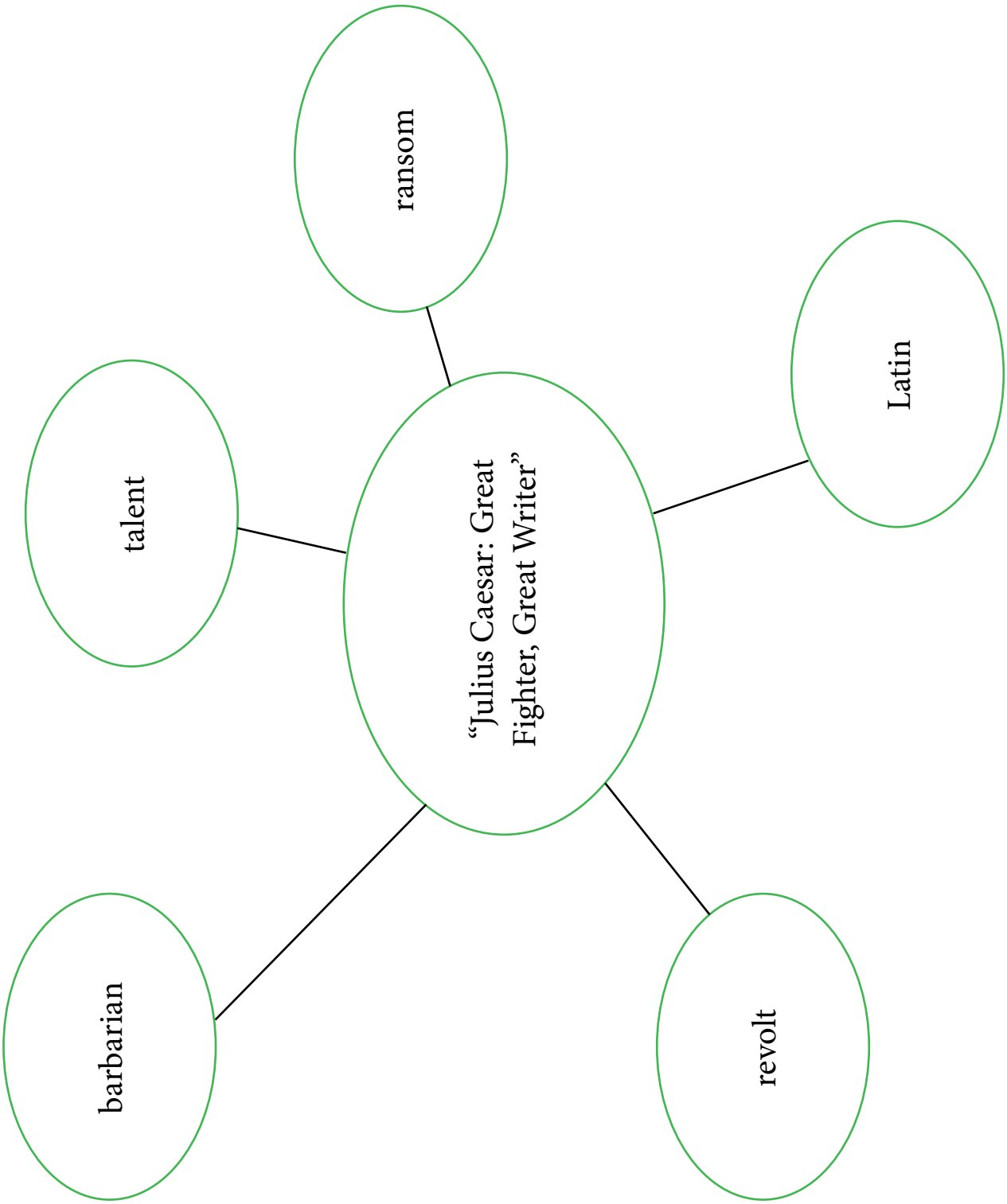
DATE: _____

Julius Caesar—Comparing Two Texts

Write down the key ideas from each text. Draw lines to show points that are related.

"Julius Caesar: Great Fighter, Great Writer" Part 1	Read-Aloud: Julius Caesar Part 2

Julius Caesar: Great Fighter, Great Writer Vocabulary Web



NAME: _____

DATE: _____

6.3 ACTIVITY PAGE

Prompt: Daily Roman life differed depending on the type of person— plebeian or patrician. Explain whether you think daily life was better for a plebeian or a patrician. Support your reasons with evidence from the text.

Introduction

Body Paragraphs

Conclusion

NAME: _____

DATE: _____

6.4 TAKE-HOME

The suffix *–ist* means *a person who plays or makes.*

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.

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

Write the correct word to complete each sentence.

violinist	guitarist	artist	novelist	organist	cartoonist

1. The _____ who drew Snoopy and Charlie Brown was named Charles Schulz.

2. My cousin's band has a lead singer, a drummer, a bassist, and a _____.

3. Carla's favorite _____ is working on a new book with characters she has written about before.

4. The music department at the small college in my town offers music lessons given by a _____ who likes teaching children how to use the bow to make music.

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

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

6. _____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

6.4
CONTINUED

TAKE-HOME

The suffix *–ian* means *a person who is skilled in.*

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.

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

Write the correct word to complete each sentence.

magician	musician	pediatrician	politician	comedian	mathematician

1. The _____ won a prize for his solution to the math problem that others had struggled with for a long time.

2. During the party, a _____ did magic tricks in the backyard to the amazement of all the children there.

3. One famous _____ did a few shows for people who had lost their homes to floods to give them something funny to think about for a little while.

4. One _____ passed two important laws while he served in office.

5. The _____ said my brother is sick and has to stay home from school.

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

6. _____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

6.5 TAKE-HOME

Blank Busters

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

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

1. The _____, like the Romans, had many myths they liked to tell.
2. The _____ is a huge amphitheater that seats 50,000 people.
3. Michael and Joe _____ a lot of noise last night during the yearly _____.
4. Did you hear the owl _____ last night in the _____ trees?
5. A long time ago, many Romans _____ that a republic was the best kind of government their country could have.
6. Many politicians are giving _____ for their favorite candidates.

7. Jenna was almost _____ when her sister whispered in her ear to tell her two _____. Jenna asked, "I can't tell anyone?"

8. My uncle often takes the _____ routes so he can stop to enjoy the breath-taking views.

9. Writing our spelling words 50 times would be a _____ job.

10. Several _____ were scattered by the wind yesterday.

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

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

NAME: _____

DATE: _____

Julius Caesar—Comparing Two Texts

Write down the key ideas from each text. Draw lines to show points that are related.

"Julius Caesar: The Later Years" Part 1	"Julius Caesar: Crossing the Rubicon" Part 2

NAME: _____

DATE: _____

Practicing the Verb *to have*

Write the correct word on the blank in each sentence.

1. Carl and Dan _____ (have, has) a woodworking shop together.

2. Carl _____ (have, has) the ability to build beautiful furniture.

3. Their shop _____ (have, has) many rooms and showcases of wooden tables, chairs, and shelves.

4. My family and I _____ (have, has) taken many trips to see their shop.

5. _____ (Have, Has) you ever seen Carl and Dan's shop before?

Rewrite the five sentences above in past tense.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____

DATE: _____

7.3 TAKE-HOME

Grammar Review

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

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

Write sentences using the following verbs:

1. *fixed* _____

_____

_____

2. *teaches* _____

_____

_____

NAME: _____

DATE: _____

7.4 TAKE-HOME

Practice Using Suffixes *–ist* and *–ian*

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

mathematician	magician	violinists	artist	musician	cartoonist

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

   Word: _____ Part of Speech:_____

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

   Word: _____ Part of Speech:_____

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

   Word: _____ Part of Speech:_____

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

   Word: _____ Part of Speech:_____

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

   Word: _____ Part of Speech:_____

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

   Word: _____ Part of Speech:_____

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

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

   _____

   _____

   _____

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

   _____

   _____

   _____

NAME: _____

DATE: _____

Word Sort

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

'e' > /ee/	**'ee' > /ee/**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

decal	meager
metal	been
leotard	weekend
steel	egret
penalize	meter
reeling	meeting
scent	knock
fringe	below
scene	

WRITING PORTFOLIO

NAME: _____

DATE: _____

Leader: Julius Caesar

Would you want Julius Caesar to be the leader of our country? Explain why or why not.

How are today's battles different from battles in the time of the Roman empire? **(Stretch Question)**

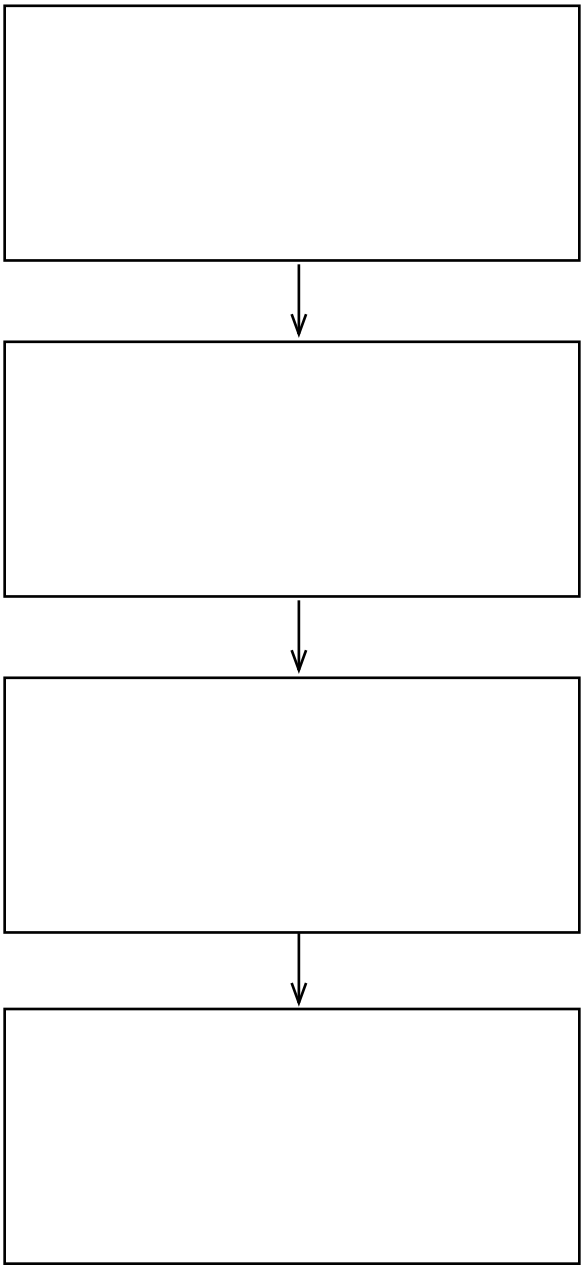
NAME: _____

DATE: _____

Rome's Rulers

Use the words in the box below to show the sequence of Rome's rulers.

dictator	king	republic of senators and consuls	empire



NAME: _____

DATE: _____

8.3 ACTIVITY PAGE

Bingo with a Twist: Find a classmate who can explain what's asked for in the box. Ask the classmate to initial your box and tell you the answer. Summarize what your peer said in your box.

Who was Octavian's ally but later became his enemy? Initials _____	Under Augustus Caesar, what was the new form of government? Initials _____	Against whom did Octavian win a war? Initials _____
What award did Augustus Caesar receive for his bravery? Initials _____	How did Pax Romana change the Roman way of life? Initials _____	How did Augustus Caesar receive part of the same name as Julius Caesar? Initials _____
Why was Augustus Caesar the most powerful man in Rome? Initials _____	What does the Latin term Pax Romana mean? Initials _____	What did Augustus Caesar believe he had to accomplish to create the Pax Romana? Initials _____

Using the information from the previous page, summarize Augustus Caesar's life.

NAME: _____

DATE: _____

8.4 TAKE-HOME

Sequence the Lives of Julius and Augustus Caesar

Date	Event
100 BC	Julius Caesar is born.
76 BC	
74 BC	Julius Caesar assembled a private army to attack the Roman Empire.
59 BC	Julius Caesar was elected to the consul.
55 BC	
49 BC	
48 BC	
44 BC	Julius Caesar is killed. Octavius is adopted in Caesar's will.
42 BC	
32 BC	Rome declares war on Egypt and puts Octavian in charge of the military.
31 BC	
29 BC	Octavian celebrates a triumph in Rome and receives the title Augustus.
2 BC	
14 AD	Augustus dies.

Add these events to the timeline:

1. Caesar's forces invade Gaul.

2. Marc Antony and Octavian join forces.

3. Julius Caesar is captured by pirates and held for ransom.

4. Octavian defeats Marc Antony.

5. Augustus becomes father of his country.

6. Caesar crosses the Rubicon River with his army.

7. Caesar defeats Pompey, follows him to Egypt, and meets Cleopatra.

NAME: _____

DATE: _____

Spelling Assessment

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

'ee' > /ee/	**'e' > /ee/**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences:

1. _____

_____

_____

_____

2. _____

_____

_____

_____

NAME: _____

DATE: _____

After Caesar: Augustus and the Roman Empire

True or False: Circle the best answer and include the page number where you found your answer.

1. After Julius Caesar was killed, a civil war broke out. (True/False)

   page _____

2. Augustus was Julius Caesar's brother and the new emperor after Caesar. (True/False)

   page _____

3. Augustus made himself emperor and got rid of the Senate and consuls. (True/False)

   page _____

4. Romans went to the Colosseum to see people and animals battle one another. (True/False)

   page _____

5. Augustus said that he "found Rome in marble and left it in brick." (True/False)

   page _____

NAME: _____

DATE: _____

Spelling Sound /ee/

‘ea’ > /ee/	‘ie’ > /ee/	‘i’ > /ee/

NAME: _____

DATE: _____

Take-Home: Augustus Caesar's Diary

Pretend you are Augustus Caesar. Write two diary entries that include real events from his life as well as his thoughts, ideas, feelings, and/or secrets.

Dear Diary, Date:

Sincerely,

Augustus Caesar

Dear Diary, Date:

Sincerely,

Augustus Caesar

NAME: _____

DATE: _____

Family Letter

Dear Family Member,

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

Spelling Words

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

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

The Content Word for this week is *Caesar*. This word is directly related to the material that we are reading and is a rare spelling that your student is reviewing. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the test. We encourage all students to stretch themselves a bit and try to spell this word.

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

1. gladiator	12. movie
2. grease	13. leader
3. grief	14. chief
4. Julius	15. each
5. chariot	16. increase
6. barbarian	17. rookie
7. stadium	18. experience
8. atrium	**Challenge Word**: *again*
9. eager	**Challenge Word**: *often*
10. teacher	**Content Word**: *Caesar*
11. shriek	

Student Reader

This week, students will be reading about the reign of Augustus Caesar. They will learn that during the reign of Augustus Caesar, Jesus of Nazareth was born. They will read excerpts from the books of Matthew, Luke, and Acts in the Bible that describe the origin and spread of Christianity throughout the Roman Empire and the persecution faced by early Christians. They will also learn about the religious conversion of Constantine the Great and the impact that it had on the culture and religion of ancient Rome.

NAME: _____

DATE: _____

10.1 ACTIVITY PAGE

Directions: Provide two pieces of evidence from the text that support the idea that beliefs about Jesus of Nazareth impacted the Roman Empire.

Page Number	Text Evidence

NAME: _____

DATE: _____

10.2 ACTIVITY PAGE

Sort the words into the correct categories as your teacher reads them.

'ea' > /ee/	**'ie' > /ee/**	**'i' > /ee/**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NAME: _____

DATE: _____

11.1 ACTIVITY PAGE

Directions: Listen to your teacher's directions to stop and jot key ideas as you read "The Road to Damascus."

1.

2.

3.

4.

Using the notes from the reading, summarize "The Road to Damascus."

NAME: _____

DATE: _____

11.2 ACTIVITY PAGE

From Augustus to Constantine

Question	Answer
How was the reign of Augustus Caesar different from the reigns of those who came before him? →	
What happened to the Roman capital city during the reign of Emperor Nero? →	
How did the Roman Empire change once Constantine became emperor? →	

NAME: _____

DATE: _____

11.3 ACTIVITY PAGE

Directions: Use the first chart to review your partner's essay. Use the second chart to review your own essay.

	3	2	1	0
Central Idea and Thesis				
Organization				
Evidence				
Expression of Ideas				
Conventions				

Writing Score _____ + Convention Score _____ = _____

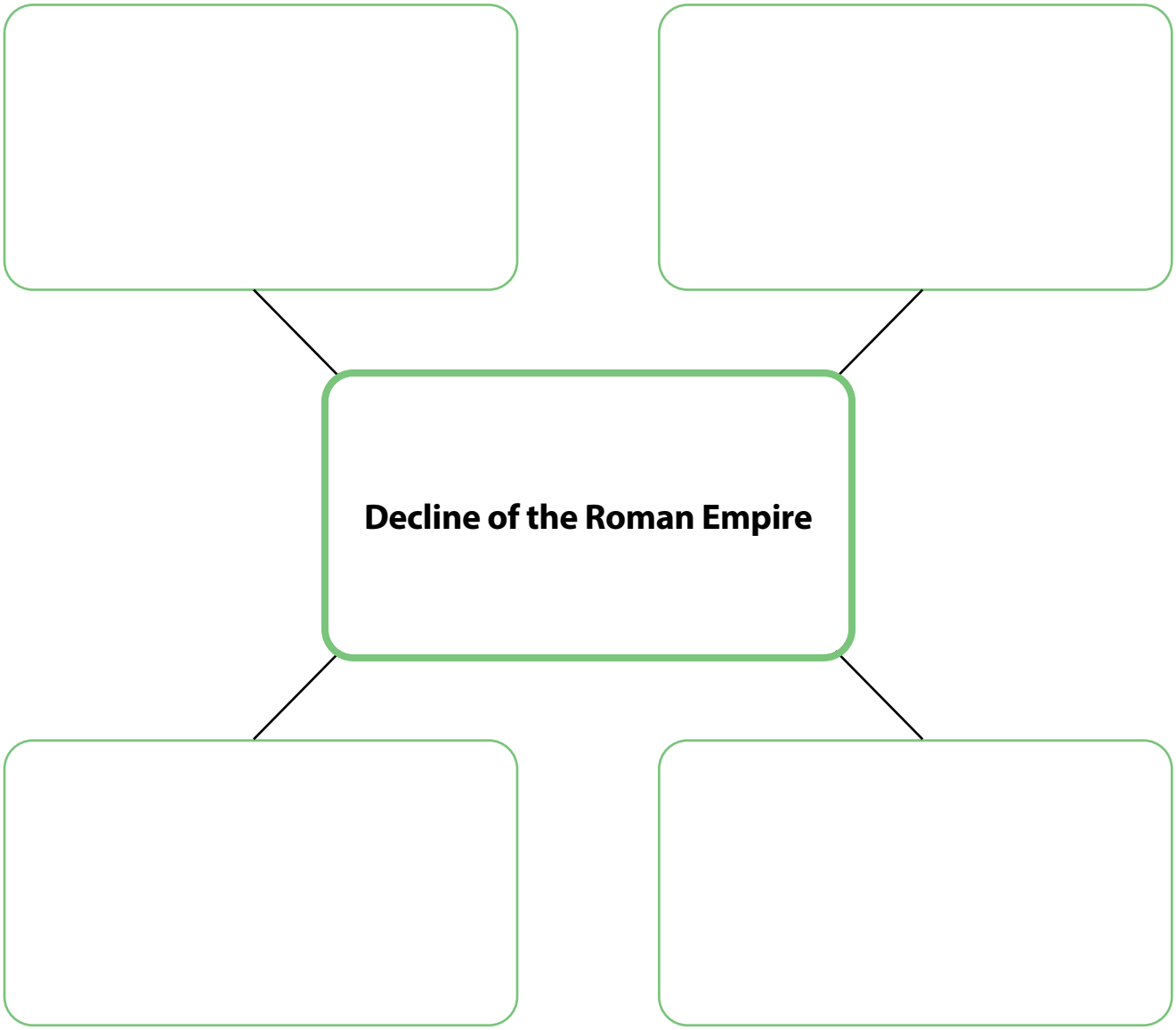
	3	2	1	0
Central Idea and Thesis				
Organization				
Evidence				
Expression of Ideas				
Conventions				

Writing Score _____ + Convention Score _____ = _____

NAME: _____

DATE: _____

Decline of the Roman Empire



NAME: _____

DATE: _____

Justinian Image Comparison

Look at the two images of the emperor Justinian from our listening and reading today. Compare the different images used to support the text.

"The Second Rome: From Constantine to Justinian"	"The Second Rome: From Constantine to Justinian"
	
Most historians agree that the Eastern Empire was at its best during the reign of Justinian. Justinian came into power in the year 527 AD. That is, he became Emperor of Byzantium 527 years after the birth of Jesus and about two hundred years after Constantine decided to support Christianity. It was also about this time that years began by some to be formally marked as AD – Anno Domini, Latin for "in the year of the Lord."	**Justinian** also completed an important book project. He had **scholars** gather up all the laws that had been passed in the Roman Empire over the years. What the **scholars** found was a big mess. There were so many laws, nobody could possibly keep track of them all. There were old laws that no longer made sense. There were even laws that seemed to be the opposite of one another. One law might say, "It is **illegal** to do X." Then, another law might say, "It's perfectly fine to do X." **Justinian** had his **scholars** gather up all the laws, sort them out, and organize them. When they were done, they published the laws. The new, organized laws filled several books. The new organized laws were known as the **Justinian Code**.

1. Reread the paragraph on the left. How does the image help support your understanding?

2. What other image(s) could the author use to support the text?

3. Reread the paragraph on the right. How does the image help support your understanding?

4. What other image(s) could the author use to support the text?

5. How are the two images alike? How are the two images different?

6. If you were to draw a picture of Justinian, what else would you include in a picture? **(Stretch Question)**

How Horatius Held the Bridge

In the early days of the Roman Republic, Rome was in danger. King Tarquin's son, Sextus, went into an area north of Rome. He helped an Etruscan king raise a huge army. Then, the two of them set off to attack Rome. The men of Rome had a meeting. They decided there was only one way to save the city: tear down the bridge over the Tiber River. If the Romans could tear the bridge down, the Etruscans would not be able to cross the river and enter the city. The consul spoke to the people. "Which of you," he asked, "will stand forth against the Etruscans while we tear down the bridge?" The bravest man in the history of the Roman Empire stepped forward, Horatius. Two more men came forward to join Horatius. The Etruscans laughed when they saw the three Romans blocking their way on the bridge. They sent their best warriors into battle. The Romans tossed the Etruscans off the bridge. The bridge began to totter. Horatius tried to cross, but the bridge fell before he could get across. Then, he jumped into the river. He nearly drowned. But, in the end, he made it across the river, back to Rome, where he was welcomed as a hero. The people of Rome made a statue of Horatius to honor him. His statue is probably the most famous statue in all of Rome.

1. What is the author's opinion about Horatius? How can you tell?

2. Do you agree with the author? Why or why not?

3. What are two facts in the article?

4. What are two opinions in the article?

NAME: _____

DATE: _____

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

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

Haste Makes Waste

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

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

Create sentences.

1. **subject:** Brian

   verb: *make*, present tense

2. **subject:** We

   verb: *say*, future tense

3. **subject:** The black and white skunk

   verb: *come*, past tense

NAME: _____

DATE: _____

Take-Home Work

The Second Rome: From Constantine to Justinian

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

Constantine built churches all over the **empire, including the completion of an enormous church called The Basilica Nova.** He built one in Bethlehem, where Jesus was born. He built another in Jerusalem, where Jesus died. He built churches in the ancient city of Byzantium, in present-day Turkey. Byzantium was Constantine's favorite city. He adopted it and renamed it Constantinople. His goal was to turn the city into a "new Rome," a sort of Rome away from Rome.Constantine did not want Constantinople to replace Rome. He hoped that Constantinople would take its place beside Rome and that the two cities would survive, side by side, for many years. He wanted Rome and Constantinople to be like two mighty **pillars** supporting the Roman Empire. But, in the end, one of those **pillars collapsed**.

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

Eventually, the Eastern Roman **Empire** completely separated from the Western Roman **Empire**. Once separated, it wasn't called the Eastern

Roman Empire anymore. By 410 **AD**, the **Eastern Empire** was known as the Byzantine **Empire**.

Not long after the **empire** was divided, **invaders** from the North began attacking the Western **Empire**. Things got worse and worse. The **invaders** even attacked Rome itself. By 500 **AD**, the Western Empire had **collapsed**, with most of the provinces falling to one **barbarian** tribe or another.

The Western Empire in Europe— from Italy across France and Germany and all the way to Britain—drifted into a long, sad period without leadership and **vision** from the powers of Rome. The glorious Roman **Empire** finally came to an end.

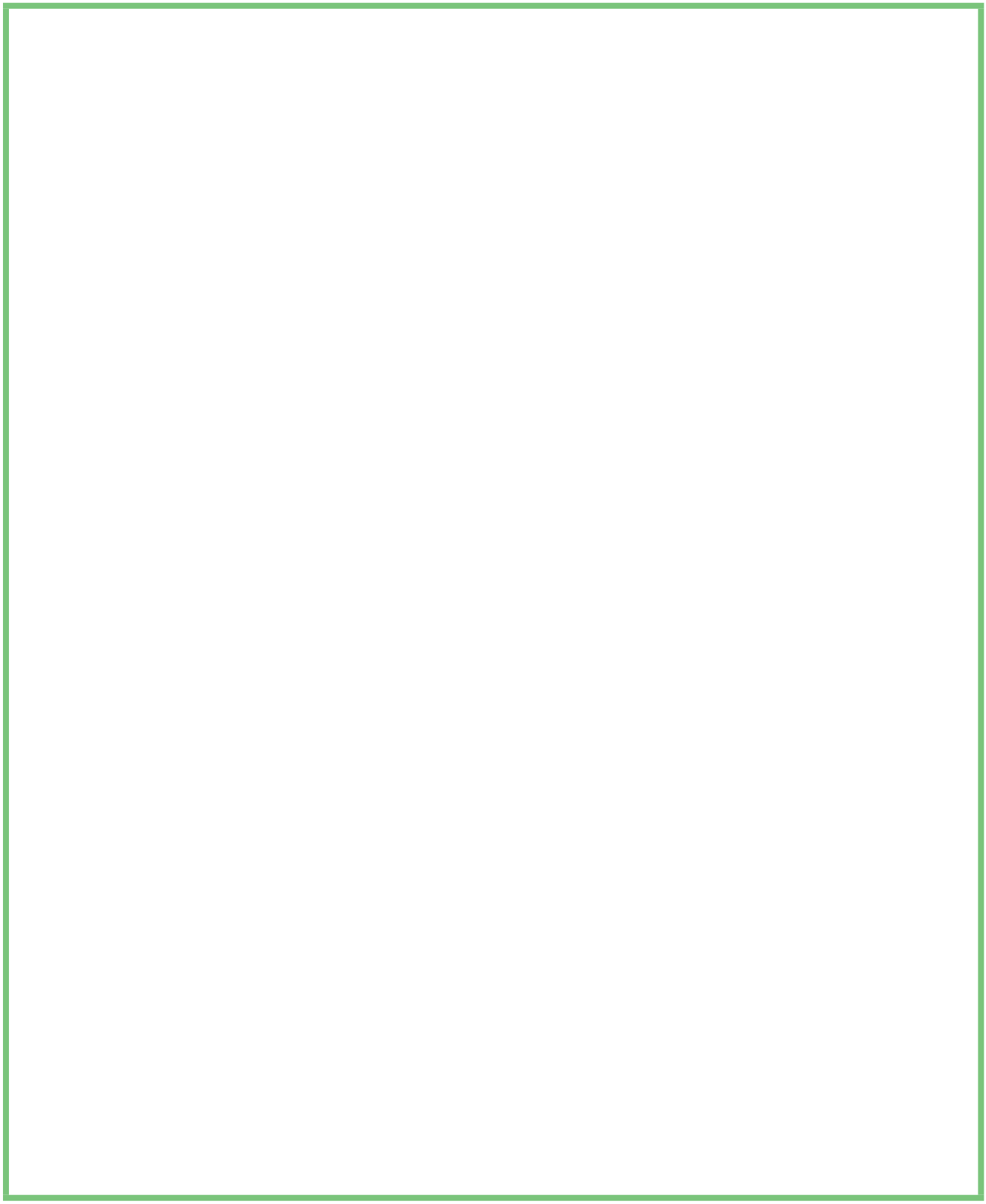
The Eastern **Empire**, based in Constantinople, had better luck. It lived on, and for a while, even got stronger.

Most **historians** agree that the Eastern Empire was at its best during the **reign** of Justinian. Justinian came into power in the year 527 AD. That is, he became **Emperor** of Byzantium 527 years after the birth of Jesus and about two hundred years after Constantine decided to support Christianity. It was also about this time that years began by some to be formally marked as AD – *Anno Domini*, Latin for "in the year of the Lord."

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

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

Create an image that goes with the text on the previous page.



NAME: _____

DATE: _____

Silent Reading Assessment

Directions: Read the article "Roman Architecture Is All Around," then answer the questions that follow.

Roman Architecture Is All Around

Architecture is the most important contribution of the Roman Empire to our world. Architecture is the design or style of a building. People go to Rome just to see its ancient buildings. Many of the old building elements are also seen in American buildings. The Colosseum, arches, and aqueducts of the ancient Romans remain today.

The Roman Colosseum was like a big sports stadium. Roman fans watched people fighting each other or animals. Sometimes, the fighters or animals died! Even so, modern football stadiums are built much like the Colosseum. They are round in shape and seat many fans.

The Romans were one of history's most creative people. They used arches in many of their buildings and bridges. The arch is a rounded shape at the top of windows or doorways that allows them to be very wide. The curved stone wedges in an arch offer strong support. Arches are seen today in churches, libraries, and government buildings.

The Romans invented the aqueduct. The aqueduct consists of a channel supported by arches. It uses gravity and pipes to move water from high in the mountains to the city that lies on lower ground. The United States has some of the world's largest aqueducts. They supply water to the country's biggest cities. The Colorado River Aqueduct provides the Los Angeles area with water carried from the Colorado River, more than 701.5 miles away!

Take a look around, and you might see the influence of the Roman Empire on the buildings in the place you live. Arches, aqueducts, and Colosseum-like stadiums may be present in your very own community!

1. What is the author's purpose for writing "Roman Architecture Is All Around?"
   a. To describe where tourists go when they visit Rome
   b. To explain important Roman contributions
   c. To persuade the reader to visit Rome
   d. To tell a story about the inventor of the Colosseum

2. Why did the author claim that "the Romans were one of history's most creative people?"
   a. Because they performed theater
   b. Because they created a lot of beautiful sculptures
   c. Because they used arches in the buildings
   d. Because they built buildings that looked like art

3. What is the Roman Colosseum similar to in today's world? Why?
   a. A football stadium because they are round in shape and seat many people.
   b. A library because it has rounded arches in the doorways.
   c. Schools because they have many seats for people.
   d. The Colosseum is not similar to anything because it has a unique shape and structure.

4. What is an aqueduct?
   a. An aqueduct is a series of rivers that connect at a large body of water.
   b. An aqueduct is a large sports stadium.
   c. An aqueduct is a system that carries water from a higher place to lower ground, using gravity.
   d. An aqueduct is a government building designed by the Romans.

5. What text evidence supports the idea that the Romans were influential?
   a. "Arches, aqueducts, and Colosseum-like stadiums may be present in your very own community!"
   b. "Sometimes, the fighters or animals died!"
   c. "Architecture is the design or style of a building."
   d. "They used arches in many of their buildings and bridges."

6. What can you infer about the Romans based on their invention of the aqueduct?
   a. They were clever and resourceful.
   b. They were confused.
   c. They were artistic and creative.
   d. They were not interested in architecture.

7. Which of these is **not** a key idea of the text?
   a. The Romans were creative because they used arches in their buildings.
   b. The Romans invented an aqueduct that is currently used in the United States.
   c. The Romans built the Colosseum which is similar to sports stadiums today.
   d. The Colorado River Aqueduct supplies Los Angeles with water.

8. Which sentence from the text describes an arch?
   a. "They used arches in many of their buildings and bridges."
   b. "The arch is a rounded shape at the top of windows or doorways that allows them to be very wide."
   c. "Arches are seen today in churches, libraries, and government buildings."
   d. "The curved stone wedges in an arch offer strong support."

9. Why do you think the author said, "Architecture is the most important contribution of the Roman Empire to our world"?
   a. Because the Romans created building design and elements that are still used today.
   b. Because the Romans created the strongest and sturdiest buildings.
   c. Because the Romans had the best architects to design their buildings.
   d. Because the Romans created the most detailed architect plans.

10. Why do you think the Romans used arches in their building designs?
    a. Because they were a beautiful design feature.
    b. Because the Romans liked to design things that were unique.
    c. Because the curved stone wedges offered structural support.
    d. Because the Romans did not have any straight stones.

NAME: _____

DATE: _____

Extended Constructed Response

Directions: Respond to the prompt in the space below.

Some people believe that the Roman Empire was very influential, even in today's modern world.

Write an essay to explain which of the Roman Empire's contributions was the most influential.

Write a well-organized informational essay that uses specific evidence from the text to support your answer.

Remember to:

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Record your answer on the lines below.

NAME: _____

DATE: _____

Spelling Assessment

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

'ea' > /ee/	'ie' > /ee/	'i' > /ee/
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

_____

_____

_____

2. _____

_____

_____

_____

NAME: _____

DATE: _____

13.4 ASSESSMENT

Suffixes *–y* and *–al*

The left-hand side of the table contains words that use the suffix -y. *Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

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

Write the correct word to complete each sentence.

rusty	lucky	leaky	salty	dirty	messy

1. There were _____ nails sticking out of the boards that Grandpa took out of the old barn, and he told us not to touch them.

2. Our dog was so _____ from digging holes in the muddy yard that Mom said we had to give him a bath outside.

3. Some people like their popcorn to have a _____ taste while others prefer a more buttery taste.

4. The _____ faucet in the kitchen dripped all night and needed to be fixed right away.

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

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

6. _____

_____

_____

_____

–al: Suffix Meaning "Related to"

The left-hand side of the table contains words that use the suffix -al. *Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

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

Write the correct word to complete each sentence.

traditional	musical	cultural	fictional	coastal	nutritional

1. Fruits and vegetables are _____ snacks that I eat after school instead of candy and chips.

2. Even though the characters are _____, the author says some of the experiences they have in the book are based on real events.

3. Sometimes moving from one country to another can cause _____ changes.

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

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

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

6. _____

_____

_____

_____

NAME: _____

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13.5 ASSESSMENT

Past, Present, and Future Verbs

Create sentences.

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

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

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

4. **subject:** a new friend

   verb: *come,* past tense

5. **subject:** we

   verb: *see,* present tense

6. **subject:** the postal carrier

   verb: *decide,* past tense

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13.6 TAKE-HOME

Rome in Review

Answer the following questions about ancient Rome.

1. The most interesting thing I've learned in the unit about Rome is _____ because _____

2. If I could meet any of the ancient Roman leaders, I would want to meet _____ because _____

3. My favorite story we read about ancient Rome was _____ _____ because _____

_____

_____

_____

_____

_____

Choice Menu: Independent Pausing Points

☐ **Class Book: The Ancient Roman Civilization:** Choose one idea from the ancient Roman unit to draw a picture of, and write a caption for the picture.	☐ **Writing Prompts:** Respond to one of the writing prompts on page PP.1.	☐ **Sequence the Punic Wars:** Put in order the events from the Punic Wars using page PP.2.
☐ **Famous Quotes:** Using what you have learned about ancient Rome, create your own sayings and phrases about the time period. Be sure to explain the literal meaning in relation to ancient Rome and the figurative meaning in relation to life today.	☐ **Mythical Roman Gods and Goddesses:** Pick one mythical god or goddess and draw a picture of him or her. Write two to three sentences describing the mythical god or goddess.	☐ **Myth:** Write a short myth based on Roman beliefs.
☐ **Practice the Verb to *have*:** Complete page PP.3.	☐ **Word Clues for Suffixes –er and –or:** Complete page PP.4.	☐ **Practice the Verb to *be*:** Complete page PP.5.

NAME: _____

DATE: _____

PP.1 ACTIVITY PAGE

Writing Prompts

Respond to one of the writing prompts below:

- The most interesting thing I've learned thus far is _____.
- The Roman Republic was important to ancient Roman civilization because _____.
- A day in the city of ancient Rome was _____.
- Some things I wonder about the ancient Roman civilization are _____. [You may wish to have students conduct research on their remaining questions.]

NAME: _____

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PP.2 ACTIVITY PAGE

Directions: Sequence, or put in order, the events from the Punic Wars. First, fill in the blank for each sentence using the word bank at the top. Next, cut out each of the sentence strips and put them in order. Once the events are in order, number the sentences and glue them on a piece of paper.

Italian Alps	harassed	empire
Carthage	home	slaves

The Romans put together another army and sailed south to invade _____.

Rome became an _____, gaining a lot of land around the Mediterranean Sea.

Hannibal and his troops crossed over the peaks of the _____.

The Romans sacked Carthage, taking everything of value, and took many Carthaginians as _____.

The Romans _____, or repeatedly attacked, Hannibal's army.

Hannibal left Italy and hurried _____ to protect Carthage.

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PP.3 ACTIVITY PAGE

Practice the Verb *to have*

Write the correct word on the blank in each sentence.

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

Rewrite the five sentences above in the past tense.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

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

1. *be*:

   Today, I _____ queen for a day. My sister _____

   also queen for a day. Together, we _____ twin queens!

2. *have*:

   My goldfish _____ orange scales. If I were a goldfish, I

   would _____ pink scales. My brother says he would

   _____ green scales.

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

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

painter	actor	visitor	singer	sailor	farmer

1. I grow crops for food, like corn and wheat, and farm the land.
   Who am I? _____

2. I go to a city I have never been to before for a certain period of time to explore, learn, and experience somewhere different from where I live.
   Who am I? _____

3. I make pictures by using a brush to put a liquid-like substance on paper or canvas to make an image with lots of colors.
   Who am I? _____

4. I make musical sounds with my voice to entertain people and make music with my band.
   Who am I? _____

5. I pretend to be a character, and I get in front of a camera to act like that character to make movies and TV shows.
   Who am I? _____

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

Create your own word clue for the words below.

1. Word: *player*
   Clue: _____
   _____Who am I?

2. Word: *inspector*
   Clue: _____
   _____Who am I?

NAME: _____

DATE: _____

PP.5 ACTIVITY PAGE

Practice the Verb *to be*

Write a short story using your imagination and the forms of the verb to be *(*am, is, are*). Add a title to your story.*

Choice Menu: Independent Pausing Points

☐ **Famous Quotes from Ancient Rome:** On PP.6, explain, research, and/or illustrate one of the listed sayings and phrases. Be sure to explain the literal and figurative meanings.	☐ **Class Book: Ancient Rome Civilization:** Choose one idea from the ancient Roman unit to draw a picture of, and write a caption for the picture.	☐ **Writing Prompts:** Respond to one of the writing prompts on page PP.7.
☐ **You Were There: Ancient Rome:** Pretend you are a newspaper reporter who has conducted an interview with Julius Caesar. Write a news article describing his thoughts.	☐ **Grammar Review:** "What is it? What was it? Riddles" on page PP.8.	☐ **Irregular Verbs:** Complete PP.9.
☐ **Practice Using Suffixes –y and –al:** Complete PP.10.	☐ **What did you learn?** Write the top 10 facts you learned about ancient Rome.	☐ **Create a survey:** Design a survey to find out how much other students liked learning about ancient Rome. Make up five questions, and ask five people your questions. Show the results of your survey on a graph.

NAME: _____

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Famous Quotes from Ancient Rome

Explain, research, and/or illustrate one of the listed sayings and phrases. Be sure to explain the literal and figurative meanings.

- "Veni, vidi, vici!"
- crossing the Rubicon
- The die is cast.
- "Et tu, Brute?"
- Beware the Ides of March.
- fiddling while Rome burned

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DATE: _____

PP.7 ACTIVITY PAGE

Writing Prompts

Respond to one of the writing prompts.

- The most interesting thing I've learned thus far is _____ because _____.
- The Romans were ingenious because _____.
- If I could meet any of the ancient Roman leaders, I would want to meet _____ because _____.

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PP.8 ACTIVITY PAGE

Grammar Review

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

Example:

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

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

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

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

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

_____

_____

2. The day _____ finally begun. (have)

_____

_____

Circle the correct form of the verb for each sentence.

1. In math class, we (add, adds) three-digit numbers.

2. Students (talk, talks) excitedly as addition (am, is, are) a favorite topic.

3. John (want, wants) to add four-digit numbers.

Write a sentence using the following verb:

1. *mixed*

_____

_____

_____

NAME: _____

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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 clowns perform at the circus.	**(past)**	**present**	**future**
Tomorrow, we will see the clowns perform at the circus.	**past**	**present**	**(future)**

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

   _____

   _____ past present future

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

   _____

   _____ past present future

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

   _____

   _____ past present future

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

_____

_____ past present future

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

_____

_____ past present future

NAME: _____ **PP.10** ACTIVITY PAGE

DATE: _____

Practice Using Suffixes *–y* and *–al*

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

1. The _____ towns in this area are known for fishing, especially crabs, which are very popular at restaurants this time of year.
   (musical, coastal)

2. When it rains, my sister's hair is very _____.
   (curly, leaky)

3. I feel _____ that I did not get hurt very badly when I fell off my bike at the park.
   (dirty, lucky)

4. During our trip to New Mexico, we saw some _____ Native American ceremonies and dances.
   (traditional, coastal)

5. My brother has more _____ talent than I do, because he can play three instruments, and I can only play one.
   (magical, musical)

6. The _____ faucet on the sink in our classroom dripped all afternoon and was very distracting.
   (leaky, dirty)

Write a sentence using each word given.

1. *dirty*

2. *nutritional*

ISBN 979-8-89072-678-0

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Printed in the USA

Bluebonnet Learning
K–5 Reading Language Arts

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