Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

COLONIAL AMERICA



GRADE 3 UNIT 9 | ACTIVITY BOOK

EDITION 1

Grade 3 | Unit 9

Colonial America

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.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov**.

Unit 9
Colonial America
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 9 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: _____

Guest Speaker

Things I Learned from the Speaker	Questions for the Speaker

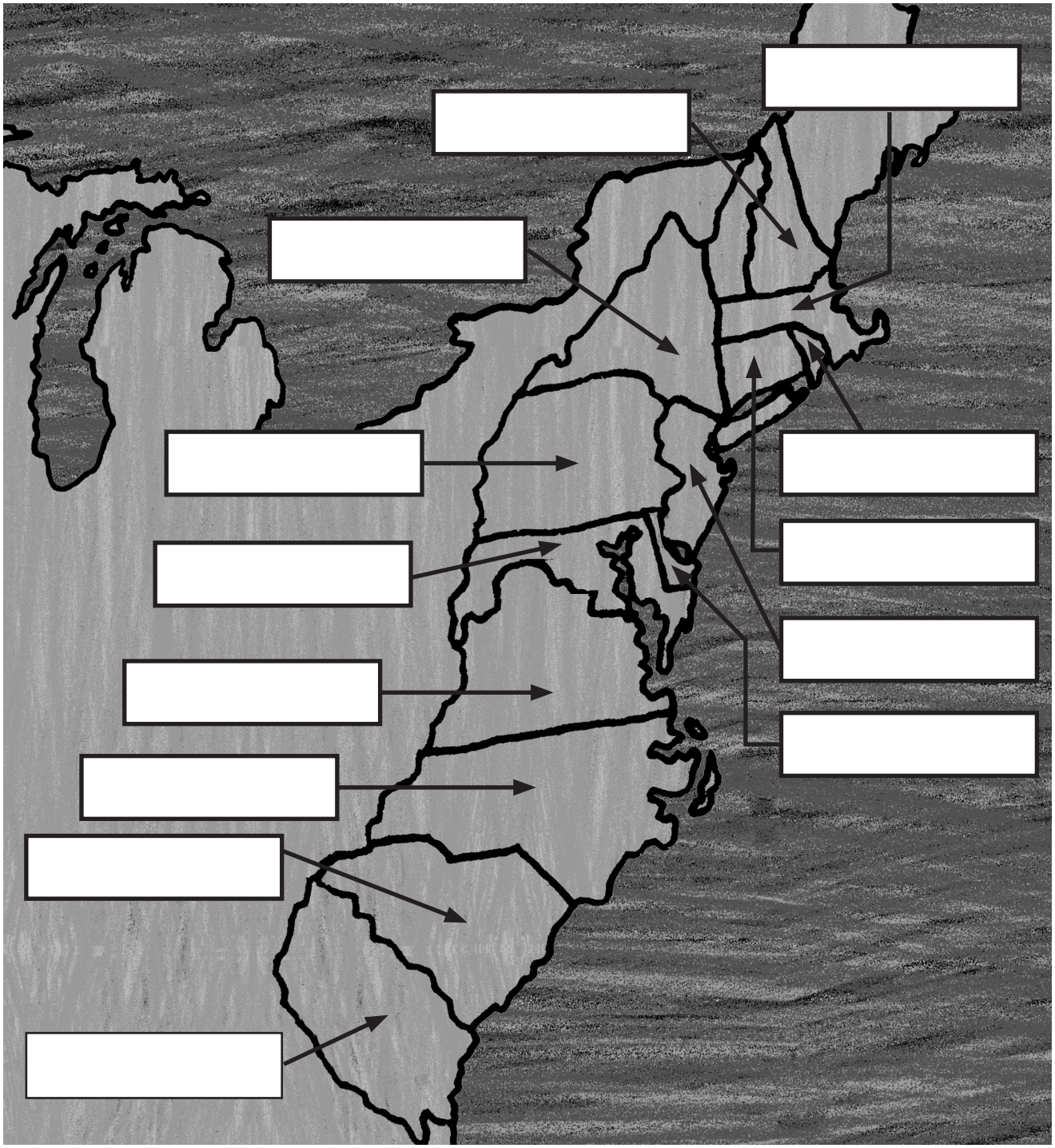
NAME: _____

DATE: _____

Map of the Thirteen Colonies

Add the following information to the map:

- *Label the thirteen colonies.*



Staff

NAME: _____

DATE: _____

Timeline of Early Colonization in North America

Read the events and descriptions from the boxes in the middle. Then, number the events so that they are in chronological order. When you are done, draw an illustration of the event.

	Event	Illustration
	Native American Groups Across North America Like the Maya, Aztec, and Inca, these Native American groups lived across the area that is now known as North America for many years before Europeans arrived.	
	Roanoke Island Colony Sir Walter Raleigh sent explorers to North America. They established a fort and left colonists behind. When Raleigh and the explorers returned, the colonists had disappeared and the fort was overrun with weeds.	

	Maya, Aztec, and Inca These early Native American people built vast empires that existed for several hundred to thousands of years. They can be credited with some of the first scientific and technological advancements including irrigation techniques, transportation routes, and the calendar.	
	European Explorers Christopher Columbus, Juan Ponce de León, Hernando de Soto, Francisco Vasquez Coronado, John Cabot, Henry Hudson, and Samuel de Champlain came to the Americas after the Native Americans.	

NAME: _____

DATE: _____

Family Letter

Dear Family Members,

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, and simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns of /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/ that we have already studied. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *beautiful* and *definite*. Challenge Words are words used very often. The Challenge Words follow the spelling pattern for /f/ this week.

The Content Word for this week is *Powhatan*. *Powhatan* follows one of the spelling patterns for this week. The first 'a' in *Powhatan* has the sound of /ə/. This word is directly related to the material that your student is reading in *Living in Colonial America*. 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 assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

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

1. movement	8. secure	15. identify
2. sentence	9. tougher	16. shrewd
3. toothache	10. accuse	17. vowel
4. hospital	11. spherical	18. wobble
5. occupy	12. continue	**Challenge Word**: *beautiful*
6. addition	13. affect	**Challenge Word**: *definite*
7. ability	14. whoever	**Content Word**: *Powhatan*

NAME: _____

DATE: _____

The Lost Colony

John White at the birth of Virginia Dare

In April 1587, the English made a second attempt to settle on Roanoke Island. This time, a man named John White led more than one hundred men, women, and children—including his own daughter, Eleanor Dare, and her husband—to establish a **colony** in this territory.

Once again, the settlers faced the same challenges, and their supplies ran low. However, this time, only John White and a small crew sailed back to England for supplies, while the others remained in the colony. Just nine days before he returned to England, his daughter had a baby and named her Virginia Dare. White's granddaughter was the first English baby born in this territory.

John White and the abandoned Roanoke settlement

When White and his crew arrived back in England, he learned that the country was at war with Spain, and he would not be allowed to return to Roanoke Island. It was not until 1590 that he was able to take a ship and return to the colony. When White finally arrived back on Roanoke Island, what do you think he found? Sadly, he found nothing. Well, the island was still there, along with some abandoned dwellings, but the colonists were nowhere to be found. White's only clue to where the colonists might have gone was the word *CROATOAN* carved into one tree trunk and the letters *CRO* carved into another. *Croatoan* was believed to be the name of an island about fifty miles south of Roanoke Island. John White thought the carving may have been a message that the settlers relocated to that island.

John White tried to go to Croatoan Island to find the colony, but a huge storm damaged his ship and forced the crew to return to England. White was never able to return to the colony again. The mystery of what happened to these English settlers remains unsolved today. Roanoke Island has become known as the Lost Colony.

NAME: _____

DATE: _____

2.2 ACTIVITY PAGE

Retelling: "The First English Colony"

Retelling in my own words:

Solution:

Beginning	Middle	End

Setting:	Problem:
Characters:	

"The First English Colony"

NAME: _____

DATE: _____

Narrative Prewriting

Characters:	
Setting:	Problem:

Beginning	Middle	End

Solution:

NAME: _____

DATE: _____

Parts of a Narrative

What are the basic parts of a narrative plot? List and explain each.

NAME: _____

DATE: _____

Mixed Review of Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

1. *(busy)* Third graders are _____ than second graders.

2. *(angry)* That child is the _____ child I've ever seen!

3. *(colorful)* The paint on that house is _____ than the paint on your house.

4. *(interesting)* My hamster is _____ than your hamster.

5. *(bad)* I have the _____ headache I've ever had.

6. *(red)* Your hair is the _____ of anyone in your whole family.

7. *(persistent)* My brothers and I are _____ than my cousins!

8. *(little)* We had _____ rain than the meteorologist predicted today.

9. *(refreshing)* That pool is the _____ pool in the whole neighborhood.

10. *(fine)* That was the _____ movie I've ever seen.

11. *(clear)* These instructions are _____ now that you've helped me.

12. *(close)* You're the _____ friend I've ever had!

Write a sentence using the word in parentheses.

1. *(better)* _____

_____

_____

2. *(most effective)* _____

_____

_____

3. *(more energetic)* _____

_____

_____

4. *(more worried)* _____

_____

_____

NAME: _____

DATE: _____

"The First English Colony"

Robert and George ran along the long stretch of sandy beach on Roanoke Island. From time to time, they splashed in the warm waters and collected shells. It was late August in the year 1587, and, if all went well, they and the other travelers would be the first **successful** English colonists in North America. They and others had watched as their leader, John White, sailed away. He was returning to England to get the supplies they needed to survive on this island. However, the reason why the boys were playing on this beach began many years earlier.

In the 1500s, Spain conquered large areas of Central and South America. Spanish colonists built towns and cities there, claiming the land as their own. Spanish **galleons** sailed across the Atlantic Ocean laden with gold and other natural resources taken from these regions. Spain was becoming very rich. The Queen of England, Elizabeth I, and her favorite knight, Sir Walter Raleigh, wanted England to become as rich and powerful as Spain. They wanted English people to go to this place they called the "New World" too.

In 1584, Sir Walter **persuaded** Queen Elizabeth to let him try to create an English colony in the Americas. It was decided that the English would stay away from the powerful Spanish conquistadors. Instead of sailing to Central or South America, they would sail north, to North America. With that decided, a group of explorers set off to find a suitable place to settle.

The explorers who went on this expedition in 1584 reported back to Sir Walter and told him about Roanoke Island. Speaking highly of the land they encountered, they believed this island was a perfect place for the first English

colony. Sir Walter's explorers managed to build a fort on the island to protect themselves from possible attacks from outsiders, but they failed to create a colony. They abandoned their mission, leaving only fifteen men behind to guard the fort. However, Sir Walter was determined to **succeed**. In 1587, more ships set out for this territory.

Robert and George were members of this second group of **would-be** English colonists. They had been very excited to set off on this great adventure. This time, the colonists planned to land north of Roanoke Island, in the Chesapeake Bay area. There, they hoped to establish the first **successful** English colony.

Unfortunately, during the trip, there was a disagreement between their leader John White and members of the ship's crew. As a result, members of the ship's crew refused to take the English travelers to the Chesapeake Bay area. So, Robert, George, and the other passengers were forced to land on Roanoke Island in late July. Robert and George had not minded this change of plan. They had simply been happy to be on solid ground once more.

However, this was not the end of the travelers' troubles. After landing, John White led a group of men to Fort Raleigh, the fort that had been built by the previous group. Robert and George had not been allowed to go with the men. At the fort, John White and the other men expected to find the fifteen English soldiers who had been left behind to guard it. When they arrived at the fort, the soldiers were nowhere to be found. The fort was **overgrown** with weeds.

When John White and the men returned to the beach with this news, Robert and George had felt scared. The boys wondered what had happened to the soldiers. The only good news was that it was possible to repair the homes in Fort Raleigh.

The settlers got to work. Robert, George, and more than one hundred men, women, and children worked from sunrise to sunset to reconstruct these homes. However, the boys and the other settlers found it **alarming** that, when winter came, they did not have enough food to survive until spring. They had arrived at a time when it was too late to plant crops.

Robert, George, and the others did not want to return to England starving and exhausted. They needed a plan. One month after they arrived, it was decided that John White would take one of the two remaining ships and return to England to get supplies. If all went well, he would be back before the **harshest** days of winter arrived.

So Robert and George had watched and played as John White's ship sailed out of sight. The two boys remained on the sandy shore and enjoyed the freedom offered by the land that was new to them. Neither of the boys missed the busy, crowded streets of Portsmouth, England. They did not miss the rain or the sight of the poor people who **begged** on the streets. This was to be their new home and they were thankful to be there. The question was, would they survive?

NAME: _____

DATE: _____

"Jamestown, Part I: A New Life"

Place your Sticky Note HERE with your question from the story.	The answer to my question: Page _____

1. Why were Tom and Jane sent to Jamestown?

_____

_____

_____

page _____

2. Why were children needed to help families in Jamestown?

_____

_____

_____

page _____

3. The words that best describe Tom and Jane at the beginning of this chapter are:

   A. warm and comfortable

   B. dirty and sad

   C. happy and healthy

   D. old and worn out

   page _____

4. Write the key ideas in this chapter.

NAME: _____

DATE: _____

Making Connections: The Founding of Jamestown

Make one connection to the text. Complete this frame: "I made a (text to self, text to text, text to world, or text to media) connection. The text says _____; this reminds me of _____."

Text	Connection
As it was late spring, it was warm, and there was an abundance of plants and wildlife. The settlers set to work. They began to construct a small settlement containing basic homes, a storehouse, and a chapel. To protect their settlement, they built high walls made of logs around it and placed a cannon nearby. The settlers named this settlement Jamestown, after the King of England. Jamestown became England's first permanent settlement in America. It wasn't long before a group of Powhatan, led by a chief of the same name, came to watch what these people were up to. As the days went by, the Powhatan became angry at the sight of what appeared to be the construction of a permanent settlement. Eventually the Powhatan took action and tried to eject the settlers from their land.	

The settlers had not chosen the site of their settlement wisely. Besides the fact that this land was already occupied by thousands of Powhatan people, the land they chose for their settlement provided other challenges. So close to the water, the land turned out to be marshy and full of mosquitoes. When they dug down into the earth to find drinking water, they found the water was virtually undrinkable because it was brackish, or salty. To add to the problems, some of the settlers wanted to focus on searching for gold and silver instead of planting seeds for much-needed crops. Away from the safety and familiarity of England, the group began to disagree. It was clear that the settlers of Jamestown needed a leader.	

NAME: _____

DATE: _____

Prefix *uni–*: Meaning "one" or "single"
Prefix *bi–*: Meaning "two"

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

unicolor—(adjective) having one color	
unison—(noun) the act of doing something together as a group at one time	
bilingual—(adjective) able to speak two languages	
bimonthly—(adjective) occurring every two months	

Write the correct word to complete each sentence.

uniform	unicolor	biplanes	bimonthly
bicycle	bilingual	unicycle	unison

1. Carlos is _____ because he knows how to speak Spanish and English.

2. Our teacher asked the whole class to read the page in _____.

3. Airplanes that are used today are not _____ because today's planes only have one set of wings.

4. In the spring, the leaves on the tree in our front yard are _____, while in the fall they are many colors.

5. My sister gets her hair cut _____ instead of monthly since she likes it long.

6. This week, all the eggs in the carton had a _____ appearance because none of them were broken.

7. At the circus, a clown rode into the ring on a _____ while he was spinning hoops in the air with his hands.

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

_____

_____

_____

_____

Prefix *tri–*: Meaning "three"
Prefix *multi–*: Meaning "many"

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

trident—(noun) a spear with three points or prongs	
triangle—(noun) a shape with three sides	
multicultural—(adjective) including many cultures	
multivitamin—(adjective) including many vitamins	

Write the correct word to complete each sentence.

multimedia	trident	triangle	multivitamin
tricycle	multicultural	multilingual	trilogy

1. My little brother likes to ride his _____ on the sidewalk.

2. He takes a _____ pill every morning to get a full serving of vitamins each day.

3. Some say that a _____, like the one Neptune had in Roman mythology, is used to catch fish for food.

4. There was a _____ festival at the community center where we learned about different cultures in our neighborhood.

5. My dad has read two of the three books in a _____ about President Roosevelt.

6. We watched a _____ presentation that included a video, photographs, art, and graphics.

7. A _____ has three sides but the sides are not always equal.

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

_____

_____

_____

_____

NAME: _____

DATE: _____

Use Adverbs that Compare Actions

Change the word at the end of the sentence by adding –er *or* –est *to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.*

1. My presentation about Prometheus lasted _____ than your report about the Sword of Damocles. *(long)*

   How did my report last compared to yours? _____

2. The curb rose_____ than I had expected. *(high)*

   How did the curb rise? _____

3. Because of the warm weather and abundance of plants and wildlife, the settlers were able to work _____ than they did in the winter. *(fast)*

   How did the settlers work in the spring compared to the winter?

   _____

4. We arrived to lunch _____ than everyone else. *(late)*

   When did we arrive to lunch? _____

5. My uncle's phone rings the _____ of any of my family members' phones. *(loud)*

   How does my uncle's phone ring compared to any of my family member's phones?_____

6. The settlers at Jamestown hoped that Captain Newport and his group of men would return with supplies _____ rather than later. *(soon)*

   When did the settlers want Captain Newport to return?

   _____

W*rite a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.*

1. **verb**: left **adverb**: latest

   _____

   _____

   _____

2. **verb**: speak **adverb**: the softest

   _____

   _____

   _____

NAME: _____

DATE: _____

3.5 ACTIVITY PAGE

Blank Busters

Follow along with your teacher to fill in the blanks with the correct spelling words. The root words are listed in the box below. You will not use a word more than once.

movement	spherical	accuse	sentence	toothache
continue	hospital	affect	occupy	whoever
addition	identify	ability	shrewd	secure
	tougher	wobble	vowel	
Challenge Word: *beautiful*				
Challenge Word: *definite*				
Content Word: *Powhatan*				

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

1. Native Americans _____ parts of North America when the settlers arrived.

2. Thomas said, "_____ made my bed, please let them know that I appreciate it."

3. Some English settlers came to America to have the _____ to practice their own religion.

4. Are you able to name all five _____?

5. We visited a sick friend in the _____.

6. Of all my chores, vacuuming is _____ than cleaning the dishes.

7. Katy didn't get much sleep last night and it _____ her class work all day.

8. The dead maple tree began _____ before it finally fell over.

9. The English _____ to settle in different areas before the Germans, Dutch, and other Europeans came to America.

10. Third graders have learned _____ and how to write _____.

NAME: _____

DATE: _____

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

1. _____

_____

_____

2. _____

_____

_____

3. _____

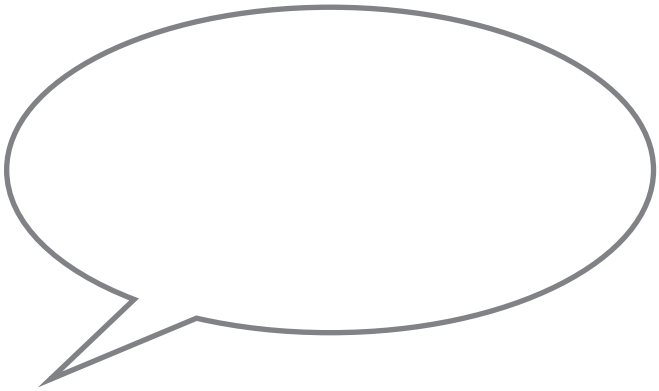
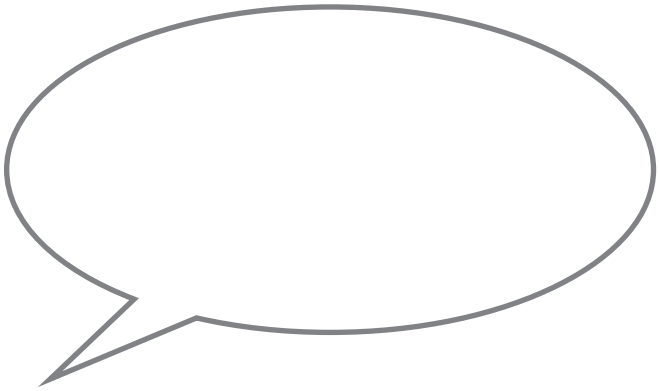
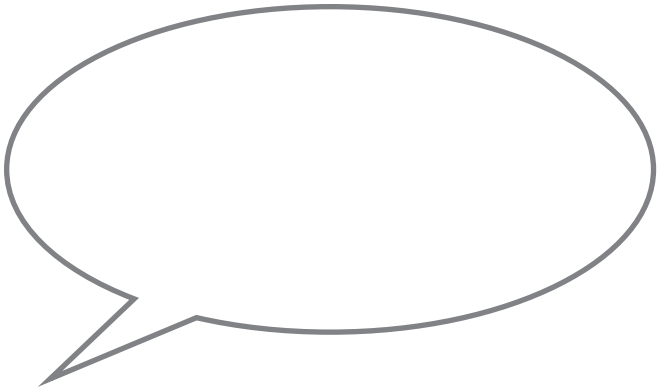
_____

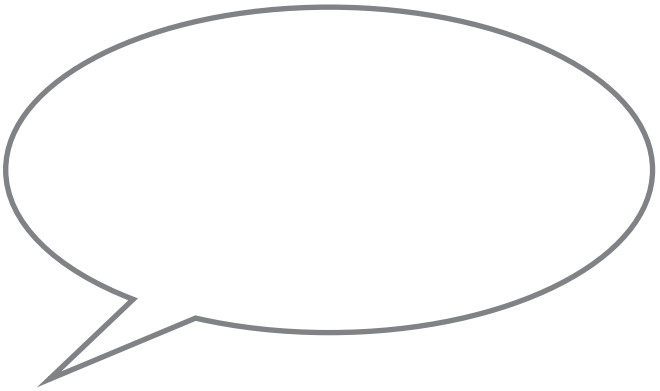
_____

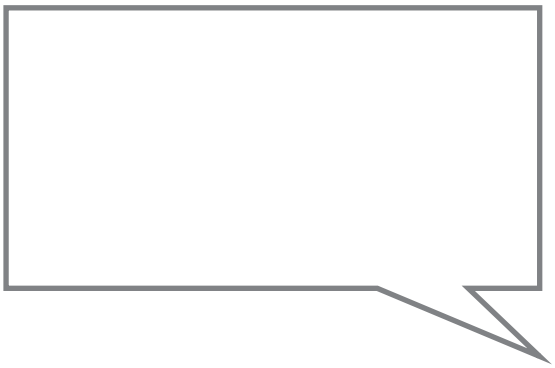
NAME: _____

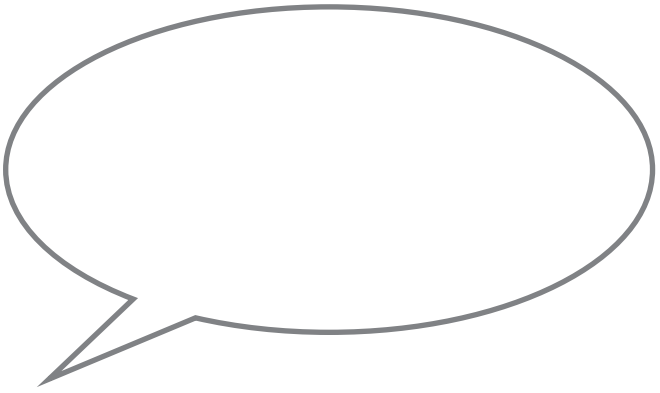
DATE: _____

Ask and Answer Questions: Jamestown

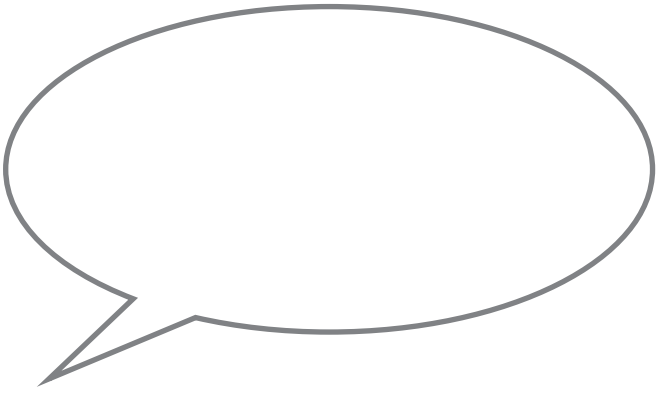
Questions	Answers
	
	
	

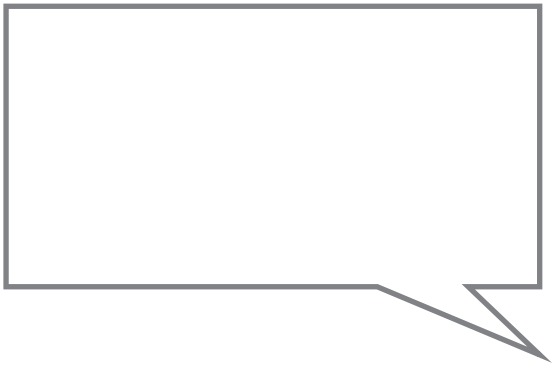












NAME: _____

DATE: _____

Retelling: "Jamestown, Part II: Hunting the Powhatan Way"

Characters:	
Setting:	Problem:

Beginning	Middle	End

Solution:

NAME: _____

DATE: _____

Retelling Bookmark

Characters: Who are the people or animals in the story?	
Setting: Where did the story take place?	Problem: What is the struggle in the story?
Plot: What are the events?	
Beginning	
Middle:	
End	
Solution: What happens at the end of the story?	

NAME: _____

DATE: _____

Writing Sentences With Adverbs

Write a sentence using the comparative adverb. Then change the sentence so that the superlative adverb fits and write the new sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. verb: *poured* adverbs: *more smoothly, most smoothly*

comparative (more)

_____

_____

_____

superlative (most)

_____

_____

_____

2. verb: *bakes* adverbs: *more quickly, most quickly*

comparative (more)

superlative (most)

3. verb: *tried* adverbs: *harder*, *hardest*

comparative (–er)

superlative (–est)

4. verb: *starts* adverbs: *earlier, earliest*

comparative (–er)

_____

_____

_____

superlative (–est)

_____

_____

_____

5. verb: *YOUR CHOICE* adverbs: *more easily, most easily*

comparative (more)

_____

_____

_____

superlative (most)

_____

_____

_____

6. verb: *YOUR CHOICE* adverbs: *sooner, soonest*

comparative (–er)

superlative (–est)

NAME: _____

DATE: _____

Prefixes *uni–*, *bi–*, *tri–*, and *multi–*

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

uni	bi	tri	multi
noun	verb	adjective	adverb

1. Word: _____lingual

   Meaning: able to speak many languages Part of Speech: _____

2. Word: _____cycle

   Meaning: a vehicle with two wheels Part of Speech: _____

3. Word: _____color

   Meaning: having one color Part of Speech: _____

4. Word: _____plane

   Meaning: a plane with two sets of wings Part of Speech: _____

5. Word: _____vitamin

   Meaning: involving many vitamins Part of Speech: _____

6. Word: _____dent

   Meaning: a spear with three points or prongs Part of Speech: _____

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

1. If I work hard in this language class, I could be _____ when it is over!

bilingual	bimonthly

2. In art class, our project is to create a _____ of paintings that have a theme.

tricycle	trilogy

3. We sang the chorus of the song in _____ as our music teacher played the piano.

unison	unicycle

4. When I got too big for my tricycle, I got a _____ and had to learn how to ride on two wheels.

biplane	bicycle

5. Our soccer team is a _____ group of people from all different backgrounds.

multicultural	multimedia

NAME: _____

DATE: _____

Word Sort

Read the words in the box and circle the letters that have the /ə/, /ə/+ /l/, /sh/ + /ə/+ /n/, /ue/, /oo/, and /f/ sound. Write the words under each header that match the header's sound. Some words may be used under two or more headers and one word may be used under three. Some words may not follow any of the sound patterns and will not be listed under a header.

/ə/	/ə/ + /l/	/sh/ + /ə/ + /n/	/ue/	/oo/	/f/

buffoon	suctioned	mission	whistle	cooperate
improvement	castle	amendment	cashew	enough
capital	doing	captive	conjunction	utility
occasion	abuse	towels	fuel	system

NAME: _____

DATE: _____

Spelling Assessment

/sh/ + /ə/ + /n/	/oo/	/ə/ + /l/

Spelling Assessment

/f/	/ə/	/ue/

Challenge Word: _____

Challenge Word: _____

Content Word: _____

NAME: _____

DATE: _____

Dictated Sentences

1. _____

_____

_____

_____

2. _____

_____

_____

_____

NAME: _____

DATE: _____

Central Idea and Supporting Details: "Cash Crops and the Carolinas"

Central Idea:		
Supporting Details and Examples:	Supporting Details and Examples:	Supporting Details and Examples:

Central Idea:		
Supporting Details and Examples:	Supporting Details and Examples:	Supporting Details and Examples:

NAME: _____

DATE: _____

Central Idea and Supporting Details: "Plantations"

Central Idea:		
Supporting Details and Examples:	Supporting Details and Examples:	Supporting Details and Examples:

NAME: _____

DATE: _____

Central Idea and Supporting Details: "The Founding of Maryland and Georgia"

Central Idea:		
Supporting Details and Examples:	**Supporting Details and Examples:**	**Supporting Details and Examples:**

Central Idea:		
Supporting Details and Examples:	**Supporting Details and Examples:**	**Supporting Details and Examples:**

NAME: _____

DATE: _____

Early Days in Georgia

1. What guidelines did Mr. Oglethorpe have for the colony?

_____

_____

_____

page _____

2. How did the colony of Georgia come about?
   A. Mr. Oglethorpe set sail for America.
   B. Mr. Oglethorpe was granted a charter.
   C. Mr. Oglethorpe brought debtors to the colony.
   D. Mr. Oglethorpe did not get along with the Yamacraw.

page _____

3. What did Sarah hear grownups saying about what happened to the first settlers in Virginia?

_____

_____

_____

page _____

4. How did what she heard influence who came to the colony of Georgia?

page _____

5. Describe what Savannah was like when Sarah and her family first arrived.

page _____

6. Write a summary about the colony of Georgia.

NAME: _____

DATE: _____

Narrative Writing: Dialogue

Passage from "Jamestown, Part II: Hunting the Powhatan Way"

Seconds later, Ahanu motioned for them to follow him. William pushed Tom forward.

"What are we doing?" whispered Tom.

"We're hunting," William replied.

"Are we hunting with him?" Tom asked.

"Yes," William said. "He's a friend of mine. He's going to teach us how to hunt for deer."

"I thought we were hunting for rabbits," said Tom nervously.

"Well, now we are hunting for deer," said William, smiling at this friend. "Come on, you've survived the streets of London haven't you?"

With that, William and Tom followed Ahanu deeper into the forest.

1. What do you notice about dialogue?

2. Your turn: Write a paragraph using dialogue.

NAME: _____

DATE: _____

Adverbs that Compare Actions

Write the adverb that fits in the blank.

1. Dad slams the door _____ (harder, hardest) when he gets home after a tough day at work than he does after a good day.

2. My friend Jayden spoke the _____ (louder, loudest) of anyone in the cafeteria.

3. Today we finished lunch _____ (later, latest) than yesterday because the lunch line was so long.

4. The civilization of Ancient Egypt began _____ (earlier, earliest) than Ancient Rome.

Write each sentence below as your teacher dictates it.

1. _____

2. _____

3. _____

NAME: _____

DATE: _____

6.5 TAKE-HOME

Dear Family Members,

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, and simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns of 'oi' and 'oy' that sound like /oi/. Your student studied this in Grade 2 so this should be a review. Your student will be assessed on these words.

Students have been assigned three Challenge Words: *especially*, *whole*, and *hole*. Challenge Words are used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *Savannah*. This word is directly related to the material that we are reading in *Living in Colonial America*. 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 assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

1. annoying	8. rejoice	15. turquoise
2. boycott	9. adjoining	16. tenderloin
3. employee	10. soybean	17. moisture
4. oysters	11. embroidery	**Challenge Word**: *especially*
5. loyalty	12. disappoint	**Challenge Word**: *whole*
6. deployed	13. avoided	**Challenge Word**: *hole*
7. corduroy	14. paranoid	**Content Word**: *Savannah*

Student Reader

This week in *Living in Colonial America*, your student will be learning about more English leaders and settlements, colonists working together with Native Americans, and the Puritans' arrival at Plymouth, Massachusetts. Be sure to ask your student each evening about what they are 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 unit-based unit will provide content and vocabulary reinforcement. Please remind your student that the glossary can be used for finding the meaning of the bolded words.

NAME: _____

DATE: _____

Central Idea and Supporting Details (Support)

Maryland General Assembly Passing Act of Toleration

It wasn't long before word got out that Maryland was quite a nice place to live in. Europeans searching for a better life free of poverty and religious persecution journeyed to this colony. And it wasn't just Roman Catholics who came. Other Christians who belonged to different churches came to settle in Maryland, too. Before long, Maryland became known as a place that practiced religious freedom—so much so that, in 1649, Lord Baltimore had the Maryland General Assembly pass the Act of Toleration. This law stated that all Christians in Maryland would be tolerated, or allowed the freedom to worship. This law confirmed that Christians from different churches—Protestants, Catholics, and others—could practice their religion without interference.

Central Idea:		
Supporting Details and Examples:	Supporting Details and Examples:	Supporting Details and Examples:

NAME: _____

DATE: _____

Student Self-Assessment: Dialogue (Support)

Did I use dialogue correctly?

1. Did I start dialogue in my story with a capital letter and end with an end mark? **Yes** or **No**.

   Explain: _____

   _____

   _____

2. Did I use dialogue to show/signal when a character is speaking? **Yes** or **No**.

   Explain: _____

   _____

   _____

3. Did I indent for a new paragraph and when a new character is speaking? **Yes** or **No**.

   Explain: _____

   _____

   _____

NAME: _____

DATE: _____

"The Pilgrims, Part I: Arrival"

Questions for discussion:

1. What did Pilgrim names often indicate or reveal?

2. Describe Plymouth as the Pilgrims saw it when they arrived.

3. Now that the children were no longer living in England or the Netherlands, in what ways do you think their lives have changed?

4. Predict what will happen to the Pilgrims.

5. Create a Pilgrim name for yourself, similar to those described in the text (i.e., Temperance, Patience, Remember, etc.), that fits your personality. Explain why you chose this name.

Self-Reflection: Am I ready to meet with a small group?

	I read "The Pilgrims, Part I: Arrival"
	I answered the four questions on Activity Page 7.1 to the best of my ability.
	I am ready to share my answers and ideas with my classmates.
	I will ask questions when I don't understand an answer or response.
	I will help to keep my group on topic.

NAME: _____

DATE: _____

Predictions

Clues from the Read-Aloud	Prediction	Was the Prediction Correct? Yes or No. If no, what happened?

Clues from the Read-Aloud	Prediction	Was the Prediction Correct? Yes or No. If no, what happened?

NAME: _____

DATE: _____

Predictions (Optional)

The journey to Virginia did not start out well. Very strong winds made the voyage a difficult one. The winds were so strong that they battered the ship and blew it off course. It took more than two months to complete the journey. When they finally arrived, they were not in Virginia.

At the first sight of land, the captain instructed that they drop anchor. Although those on board were happy to see land after two months on board a ship, it soon became clear that they were not where they were supposed to be. For one thing, the weather was much colder than they were prepared for.

Clues from the Read-Aloud	Prediction	Was the Prediction Correct? Yes or No. If no, what happened?

NAME: _____

DATE: _____

Narrative Sequencing

Characters:	
Setting:	
First:	
Next:	
Then:	
Last:	

NAME: _____

DATE: _____

Comparative and Superlative Adverbs: Using *more* and *most*

Write the correct form of the adverb.

1. *(fluently)* Japanese is the language that I speak _____.

2. *(efficiently)* Organized people work _____ than people who are not organized.

3. *(adoringly)* The young girl looked _____ at her puppy than she looked at her kitten.

4. *(boldly)* The adventurous boy behaved _____ than your hamster.

5. *(correctly)* Our class delivered the lines for the play _____ than the other third grade class.

6. *(interestingly)* The new professor spoke _____ than the professor he replaced.

7. *(recently)* This new homework policy happened _____ than three months ago.

8. *(miserably)* The child moaned _____ than I've ever heard before!

9. *(naughtily)* The character in that story behaved _____ as time went on.

10. *(optimistically)* My friend looks at life the _____ of anyone I know.

Write sentences using the adverb in parentheses.

1. (*more likely*)

_____

_____

_____

_____

_____

2. *(most usually)*

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

The Pilgrims, Part I: Arrival

Mary and Remember Allerton ran as fast as they could towards their house. Their stepmother, Fear Allerton, was waiting for them. As their father had pointed out many times, it was not a good idea to keep a woman whose name was Fear waiting.

In the late afternoon, the children had gone out to collect firewood. After gathering the wood, they had stopped to play in the forest with their friends, Love and Wrestling Brewster. Love and Wrestling Brewster were Pilgrim brothers. They had also gone into the forest to collect firewood. Like many of the **Pilgrim** children, these children had been given special names at birth. Their names often **indicated** what kind of person their parents hoped they would become. Sometimes their names **revealed** something that had happened at the time of their birth.

Remember had been given her name because her mother had said that she would always remember, and never forget, her birth. Wrestling wasn't happy with his name. He didn't feel much like a wrestler. Wrestling planned to change his name when he was older. He was going to change it to John. He had been a weak baby and his father had given him the name hoping that it would make him strong.

When the children had gathered as much firewood as they could carry, they dropped it into a large pile and played a game of hide and seek. Then, they climbed trees and collected sweet berries to eat. They pretended to be English pirates capturing Spanish galleons laden with gold. It wasn't until the sun had begun to set that they realized they had been gone for quite some time. The children **anxiously** gathered up their firewood and made their way home.

Four years earlier, all four of these children had survived the journey onboard the *Mayflower* from England. They had arrived in Plymouth, Massachusetts, in 1621. Their parents were English Separatists. English Separatists were people who were unhappy with the Church of England and wanted to start their own church. They wanted to be free to worship God in their own way.

The king of England, James I, was the head of the Church of England. He harassed anyone who did not obey the rules of the church. As a result, many English Separatists left England. The children's families had first tried living in the Netherlands, but they were not happy there. Finally, they and others set out across the Atlantic Ocean to establish their own colony in North America. Because they were willing to travel to a faraway place for their religious beliefs, they began calling themselves Pilgrims.

The journey across the ocean, and the first winter in the **colony**, was now just a terrible memory. So many people had died either on the ship or within the first months of being in Plymouth. They had died from disease, hunger, and the extremely cold weather. Mary, Remember, Love, and Wrestling had **witnessed** many Pilgrims suffer. Worst of all was the death of the girls' beloved mother. Their father had tried to comfort them as best as he could. The girls had felt that their hearts had been broken.
Their brother Bartholomew had hidden in the forest for several days.
He had refused to come back no matter how often they called his name.
He finally came back, though. When spring arrived, Bartholomew had helped their father build a house and plant crops.

NAME: _____

DATE: _____

7.6 TAKE-HOME

The Pilgrims had not **intended** to settle in Plymouth. They had been planning to go to Virginia, but their ship had been blown off course. It had taken them two months to cross the ocean. Mary, Remember, Wrestling, and Love had wondered if they would ever see dry land again.

When they finally arrived, it was wintertime and they were in an unknown land hundreds of miles north of their **intended** destination. This place was much colder than Virginia. Even more **alarming** was that many of the Pilgrims had noticed that the soil was not very good for farming. If they could not farm, they would have no chance of surviving in this new territory. The children's new home was not at all what they had imagined it to be.

NAME: _____

DATE: _____

"The Pilgrims, Part II: Thanksgiving Celebration"

1. What did Squanto give the Pilgrims?
   A. fear
   B. hope
   C. anxiety
   D. joy

2. Describe the Pilgrims' first fall in Plymouth.

   _____

   _____

   _____

   _____

   _____

   page _____

3. How much time has passed since the children first arrived in Plymouth?

   _____

   _____

   page _____

4. Why did Fear scold the children when they arrived home?

page _____

5. What did the Pilgrims do to give thanks to God?

page _____

NAME: _____

DATE: _____

Narrative Writing: Conclusion

Directions: Write an ending to your story.

NAME: _____

DATE: _____

Comparative and Superlative Adverbs

Part 1: Write more or most in the blank of the sentences below.

1. *We will* _____ probably arrive by 2:00 than 3:00.

2. *In Jamestown, the Tucker family lived* _____ simply than others.

3. *An actor on stage speaks* _____ clearly than people who mumble.

4. *That flower garden is the* _____ lovely one I've ever seen!

5. *That quicker group of students answers* _____ immediately and is rarely incorrect.

6. *That frightening thunderstorm popped up the* _____ suddenly this afternoon.

7. *The turtle moved* _____ slowly than the hare.

8. *Mrs. Smith congratulated me on answering the question the* _____ completely of all.

Part 2: Create sentences using the following adverbs: more seriously, most friendly, most closely, most surely, most properly.

NAME: _____

DATE: _____

Blank Busters

annoying	soybean	boycott	embroidery	employee
disappoint	oysters	avoided	loyalty	paranoid
deployed	turquoise	corduroy	tenderloin	rejoice
moisture	adjoining			
Challenge Word: *especially*				
Challenge Word: *whole*				
Challenge Word: *hole*				
Content Word: *Savannah*				

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

1. Some people like _____ but I prefer clams.

2. The children _____ the new playground equipment because it was freshly painted.

3. The _____ at the store showed _____ to the manager by staying, when everyone else quit.

4. Luke was _____ Larry before they were both asked to leave the room.

5. Everyone was _____ when the party was cancelled.

6. Noah wore _____ pants and a _____ -colored shirt.

7. Uncle Dan planted _____ because he says they grow well in Virginia.

8. It takes a good amount of time to complete a beautiful piece of _____.

9. The twins _____ when they found out they had _____ rooms!

10. The angry customers _____ the grocery store when they realized the prices had doubled.

NAME: _____

DATE: _____

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

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

NAME: _____

DATE: _____

The Pilgrims, Part II: Thanksgiving Celebration

Do you remember that in the previous chapter, you met the Pilgrim children Mary and Remember Allerton and Love and Wrestling Brewster? In the beginning of the story, they were collecting firewood and playing in the forest. Then, you traveled back in time and learned how they had arrived in Plymouth, Massachusetts. In this chapter, we will continue to find out more about their early experiences in Plymouth.

Years earlier, when the Pilgrims and their children arrived in Plymouth in 1621, they had built shelters by day and returned to their ship by night to sleep.

In the winter, the Pilgrims shivered in the cold as they buried those that had not survived. Mary, Remember, Love, and Wrestling had wondered if they would survive.

While the settlers endured many hardships, the Native Americans in this region faced them as well. One tribe, the Patuxet, who had lived in the area, had created fields for planting. Sadly, many members of this tribe had already died from contagious diseases. Because of this, their fields were not in use. This meant that the hungry and weary English colonists did not have to clear the forests before planting. In addition, there was another key factor to the Pilgrims' survival: the help of the Wampanoag, the Native Americans living in the area.

Having experienced the loss of his own people, a Native American called Squanto came to the aid of the Pilgrims. Squanto's friend Samoset agreed

to help, too. Both of these Native Americans spoke English. Squanto spoke English well. In 1605, he had been taken to England by an English explorer.

Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in the poor soil. Squanto also taught people to recognize berries and fruits that could be eaten and where the best places to fish were. Wrestling Brewster often talked of how he had feared these people at first. But when they helped the settlers, Wrestling had changed his mind. Love and Wrestling had gone fishing with Squanto. Squanto gave the Pilgrims hope.

The colonists had also made peace with a local **tribe** called the Wampanoag. Both sides agreed to help and protect each other. They agreed to trade with each other, too.

Slowly, the days grew warmer and the Pilgrims became happier. They were no longer cold and hungry. The first fall was one of the most precious memories Mary, Remember, Love, and Wrestling had. The crops had grown well and their harvest was abundant. Besides farming, the colonists had also learned how to hunt and fish to survive. As a result, they had produced more than enough food to get them through the next winter. They had also been able to build homes that would protect them from the cold weather when it came again. While they mourned the loss of so many, the surviving colonists were thankful for what they now had. That is why they decided to give thanks to God for the Native people who had helped them.

A great celebration of thanksgiving was organized. The local Wampanoag were invited to the thanksgiving celebration. Squanto and Samoset were

invited, too. The Wampanoag chief, Massasoit (MAS-ə-soyt), was the guest of honor.

Everyone there had dined on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They had eaten until they were fuller than they had ever been before. They had played games and they had run races. The Wampanoag had stayed in the colony for several days. It was probably the happiest time the children could ever remember. They often spoke of it. Since then, more and more Pilgrims had arrived. More homes had been built. Their father had married Fear Allerton.

All these early experiences of the children happened four years ago. Now, here the children were, playing in a forest in the colony.

As Mary and Remember hurried out of the forest, they said their goodbyes to Love and Wrestling. Minutes later they arrived at the door to their house. Their arrival had not gone unnoticed. The door to their house was flung open and Fear appeared in the doorway. She stood there with her hands on her hips.

"It's a good thing I had already collected firewood earlier in the day or the fire would have gone out long ago," she exclaimed. "Anyone would think you had to grow the tree before cutting it down. Now, go wash your hands and help me set the table."

Mary and Remember looked at each other as they inched past their stepmother. They both knew she was not done scolding them.

NAME: _____

DATE: _____

Spelling Assessment

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

'oi' > /oi/	'oy' > /oi/
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

_____

_____

_____

2. _____

_____

_____

_____

NAME: _____

DATE: _____

Narrative Writing: Revision Checklist

1.	Do I have an interesting beginning to the story?	
2.	Do I have a good conclusion to the story?	
3.	Do I have a plot with a climax or high point in my story?	
4.	Did I introduce and develop my characters with actions, dialogue, and how they interact with other characters?	
5.	Are my characters interesting?	
6.	Did I improve my sentences by combining ideas?	

NAME: _____

DATE: _____

10.1 ACTIVITY PAGE

Compare and Contrast Pilgrims and Puritans

1. Compare or Contrast?
2. Compare or Contrast?
3. Compare or Contrast?
4. Compare or Contrast?
In summary, compare and contrast the Puritans and the Pilgrims.

NAME: _____

DATE: _____

Puritan Life

Put an X in front of each thing that is part of Puritan life.

____ a thanksgiving celebration

____ having a meeting house in the center of town

____ hunting and fishing to sell the fur and fish

____ working with the Powhatan

____ attending morning and afternoon church services

____ living according to the rules of the Christian Bible

____ building a fort for protection

____ creating a partnership with the Massachusetts Bay Company

____ getting supplies from England

____ welcoming debtors to the colony

1. How is the Puritan colony becoming wealthy?

_____

_____

page _____

2. Why did the Puritans leave England?

_____

_____

page _____

3. What other group have you read about that left England for reasons that are similar to those the Puritans had? How are those reasons different?

page _____

4. Describe what the Puritans hear about England from sailors.

NAME: _____

DATE: _____

Narrative Writing: Editing Checklist

1.	Do I have a fitting title?	
2.	Have I capitalized people's names, geographical names and geographical locations?	
3.	Do all of my sentences end with the correct punctuation?	
4.	Did I introduce and develop my characters with actions, dialogue, and how they interact with other characters?	
5.	Have I spelled all my words correctly including high-frequency words?	
6.	Have I used correct grammar?	
7.	Does each sentence provide a complete thought?	

NAME: _____

DATE: _____

Puritan Life

Hello, my name is Lizzie. My mother and father are once again displeased with me. I smiled too much during the morning **sermon**, and then fell asleep during the afternoon **sermon**. They both said that it is a great sin for a Puritan child to fall asleep while listening to the word of God.

During the morning **sermon**, I had smiled at the sight of **Elder** Jones's new wig. I could not understand why a **minister** of the church would care to wear such a thing on his head. But seemingly he does. Not only is it a strange looking sight, it does not appear to sit straight on his head.

As you may or may not know, the most important place for any **Puritan** is the meeting house. Every **Puritan** meeting house is placed in the center of a town or village. That is because the meeting house is the center of our lives. Our church services take place there and so do all important meetings.

We **Puritans** live in the Massachusetts Bay Colony. Our colony was created in partnership with a **Puritan** company called the Massachusetts Bay Company. The Massachusetts Bay Company sells the fur we get from hunting and the fish we catch. Our colony is becoming wealthy because of this trading agreement.

We came here from England in the year 1630. I was just a baby. Now, I am almost eleven years old. Unlike the Pilgrims, we did not want to break away from the Church of England. We wanted the church to be **purer** and stronger. However, neither King James I nor his son King Charles I would listen to our **requests** for change. In the end, we had no choice but to leave our homes and start a new life somewhere else.

We chose to create our own Puritan **colony** on land north of the Pilgrim **colony** of Plymouth. Guided by our leader, John Winthrop, we sent men ahead to prepare the way for us. They began the construction of houses in an area we call Salem. They cleared the land for planting. We now have four settlements within our **colony**. Apart from Salem, we have Boston, Charlestown, and Cambridge. The population within our **colony** is growing rapidly. Each year, hundreds of people come to live their lives with us. I have heard the grownups say that even King Charles I cannot believe how successful and strong we are becoming.

Trade ships frequently move in and out of our **harbors**. I love to watch the men unload items that have been sent across the ocean. We need guns, tools, and cloth. We hear news from home by talking to the sailors and newly arrived colonists. It makes our hearts **flutter** when the sailors and passengers talk of life in England. Just two months ago, I sat on the snow-covered **dock** and listened to stories from home. The sailors spoke of the **glorious** sound of the London church bells ringing out on Christmas Day. They also reminded us of the smell of roasting **pheasant** and sweet plum pudding. As you can tell, some of us are sometimes **homesick** but we know our cause is **just** and good and worth the **sacrifice**.

People are welcome here, but all who come to live with us must live according to the rules of the Christian **Bible**. That is the **Puritan** way. Thus, I must surely **mend my ways**. I must not smile during **Elder** Jones's **sermon**, no matter how long it is. I can tell you, **Elder** Jones does like to do a lot of **preaching**.

My brother George keeps pulling my hair and running away. I have asked him nicely to stop. I have frowned at him like Mother frowns at me. But still he continues to do it. I must also make sure that I don't wag my finger at him.

I must not scold him either. I have done it twice now, though my mother has not seen me do it. George is the baby in our family. He is no longer a real baby as he is four years old. My mother and father had seven children, but we are the only two children still alive. Mother and Father make excuses for George's behavior, but not for mine. I must be "responsible Lizzie."

Well, it seems that **Elder** Jones is not done **preaching**. He has called us back to the meeting house for one more **sermon** before sunset. I hope he is not wearing that wig again.

NAME: _____

DATE: _____

10.5 TAKE-HOME

Word Sort

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

'oi' > /oi/	**'oy' > /oi/**

choices	loyalists	riot	ointment	symphony
charbroil	alloy	destroy	going	convoy
joyful	buoy	oily	decoy	pioneer
moving	trapezoid	voyages	turmoil	enjoyable

NAME: _____

DATE: _____

Spelling Assessment

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

oi'> /oi/	'oy' > /oi/
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

_____

_____

_____

2. _____

_____

_____

_____

NAME: _____

DATE: _____

Ask and Answer Questions: "The Middle Colonies"

Place your Sticky Note HERE with your question from the story.	The answer to my question: Page _____
Place your Sticky Note HERE with your question from the story.	The answer to my question: Page _____

Write the key ideas in this chapter.

NAME: _____

DATE: _____

11.3 ACTIVITY PAGE

Write Sentences Using Comparative and Superlative Adverbs

Write sentences using the form of the adverb in parentheses.

1. (*more seriously*) _____

_____

_____

2. (*most seriously*) _____

_____

_____

3. (*more unfortunately*) _____

_____

_____

4. (*most unfortunately*) _____

_____

_____

5. (*more equally*) _____

_____

_____

6. (*most equally*) _____

_____

_____

NAME: _____

DATE: _____

11.4 TAKE-HOME

Dictionary Skills

Identify the part of speech for the entry word and root word. Write a definition for the entry word and root word. Then, fill in the blank in each sentence with the correct form of the word. Use the example below to help you.

Example:

joining—*verb*: the act or an instance of **joining** or connecting one thing to another; **join**; **joined**; **joins**; (*noun*: **join**)

joining Part of Speech _____

Definition connecting or bringing together

Root Word _____ Part of Speech _____

Definition _____

Other Forms of the Root Word	
Word _____	Part of Speech _____
• Leroy said he joined the Book Club. • I might _____ the Book Club, too.	

1. **loyalty—***noun*: faithfulness; the state of being **loyal; loyalties;** (*adjective***: loyal)**

loyalty Part of Speech _____

Definition _____

Root Word _____ Part of Speech _____

Definition _____

Other Forms of the Root Word

Root Word _____ Part of Speech _____

Definition _____

David's _____ was to his friend Devin, who has always been there by his side.

Some settlers remained _____to the king of England.

After supporting the two senators for many years, when Cynthia found out that they had been covering up the truth, her _____ changed.

2. **employee**—*noun*: a person who works for someone else or a business and gets paid for their work; **employers**, employment (*verb*: **employ, employed**)

employee Part of Speech _____

Definition _____

Root Word _____ Part of Speech _____

Definition _____

Other Forms of the Root Word

Root Word _____ Part of Speech _____

Definition _____

After being out of work for a few months, Shawn found _____ with another retail company.

His rapidly growing farm had _____ nearly 30 people earlier in the year.

After one year, Shawn did so well that he was named "_____ of the Year."

NAME: _____

DATE: _____

"The Quakers and the Lenni Lenape"

1. Why were Charles, Hester, and their father delivering gifts to the Lenni Lenape?

_____

_____

_____

page _____

2. What does it mean that King Charles II gave William Penn land in America to settle a debt he owed to William's father?

_____

_____

_____

page _____

3. What kinds of clothing did the Lenni Lenape wear?

_____

_____

_____

page _____

4. Describe the Lenni Lenape village.

_____

_____

_____

page _____

5. Compare the Quakers' relationship with the Lenni Lenape to the relationship that other colonist groups had with Native Americans.

	Quakers	**Jamestown settlers**	**Pilgrims**
Native American group or individuals			
How Native Americans helped colonists			
How colonists helped Native Americans			

NAME: _____

DATE: _____

Prefix *over–*: Meaning "too much"

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

overeat—(verb) to eat too much	
overfish—(verb) to fish too much	
overcharge—(verb) to charge too much	
overpowered—(adjective) having too much power or energy	

Write the correct word to complete each sentence.

eat	overpowered	overeat	fish
overheat	charge	overfish	overcharge

1. My grandfather and his brother _____ in a large stream in the mountains.

2. Mom told us to only have one piece of cake at the birthday party so we do not _____.

3. The _____ for my new shoes was less money than Dad expected.

4. My uncle is worried that putting a new motor in the blender will make it _____ so maybe we should just buy a new blender instead.

5. I am concerned that the toaster oven will _____ if we do not watch it closely.

6. The server apologized and said she did not mean to _____ us for our meal as the computer system was not working properly at the time.

7. If the community is not careful, people will _____ the lake and then there won't be any fishing nearby.

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

_____

_____

_____

_____

NAME: _____

DATE: _____

Prefix *mid–*: Meaning "middle"

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

midnight—(noun) the middle of the night	
midterm—(noun) the middle of the term	
midtown—(noun) the middle of the town	
midfield—(noun) the middle of the field	

Write the correct word to complete each sentence.

midfield	town	midday	night
midnight	field	midtown	midterm

1. Every fall, our _____ has a harvest festival to celebrate food in the community.

2. I woke up at _____ last night and thought I heard someone crying.

3. Yesterday, we had a fire drill at _____, just as recess ended.

4. The wildflowers in the _____ behind my grandmother's house are beautiful in the spring.

5. Daniel's apartment is in _____ so he can easily get to places both uptown and downtown.

6. The elections held at _____ may change the balance of political parties in the assembly.

7. Tomorrow _____, we are going to use a telescope to look at the stars.

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

_____

_____

_____

_____

Prefix *under–*: Meaning "below" or "less"

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

underwater—(adjective) below the surface of the water	
underground—(adjective) below the ground	
underpowered—(adjective) having too little or less power or energy	
underline—(verb) to draw a line under	

Write the correct word to complete each sentence.

underline	water	underground	estimate
underwater	ground	underpowered	line

1. The art teacher said to draw a _____ from top to bottom to divide the paper into two parts.

2. If I had to _____ how many students are in the third grade, I would guess one hundred.

3. My aunt does not lose power very often because her _____ power lines are protected from bad weather.

4. At the aquarium, there is an _____ path you can follow that makes you feel like you are in the tanks with the fish.

5. My brother put the stakes in the _____ so the tent would stay in one place during our camping trip.

6. I decided to _____ the words that start with 'a' before I tried to put them in alphabetical order.

7. It seems like my remote control car is _____ and cannot go very fast or very far.

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

_____

_____

_____

_____

NAME: _____

DATE: _____

Dear Family Members,

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 are reviewing the spelling patterns /ou/ spelled 'ou' and 'ow' that your student learned in Grade 2. Your student will be assessed on these words.

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

The Content Word for this week is *Pennsylvania*. This word is directly related to the material that we are reading in *Living in Colonial America*. 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 assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

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

1. astounding	8. foundation	15. bloodhound
2. announcement	9. accountable	16. mouthwash
3. trowel	10. towering	17. drowned
4. boundaries	11. dismount	18. growled
5. counselor	12. empowered	**Challenge Word**: *believe*
6. allowance	13. background	**Challenge Word**: *favorite*
7. download	14. cowardly	**Content Word**: *Pennsylvania*

Student Reader

This week in *Living in Colonial America*, your student will read about the Quakers in Pennsylvania. Students will also read a chapter about a boy who serves as a printer's apprentice. Be sure to ask your student each evening about what they are 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 unit will provide content and vocabulary reinforcement. Please remind your student that the glossary can be used for finding the meaning of the bolded words.

NAME: _____

DATE: _____

The Quakers and the Lenni Lenape

Charles, Hester, and their father, Micah, walked slowly toward the **Lenni Lenape** (Le-NAH-pae) village. They were delivering gifts from some of the families who lived in their small Quaker colony. Just one year earlier, in 1685, some of the young **Lenni Lenape** men had helped several newly-arrived English and **Welsh Quakers** clear land for farming.

The gifts they carried were in three straw baskets. The baskets were heavy and Charles and Hester struggled to carry theirs. The baskets held **dumplings**, cheese, bread, apple butter, and ham.

Neither Charles nor Hester were nervous about visiting the village. They had been there several times before with their father. They had even been inside some of the homes, called wigwams. In fact, both children had been **astonished** by how warm and dry these homes made of bark were.

The village was on the bank of a long, winding river. In the village, there were about thirty wigwams and four longhouses. Like the wigwams, the longhouses were made from a wooden frame covered in bark. Unlike the wigwams, though, several families lived together in one longhouse. On the **outskirts** of the village, the children could see the **Lenni Lenape** fields full of corn, squash, and beans. In the river near the bank, four dugout canoes were bobbing up and down in the water. Two of the canoes held piles of raccoon, beaver, and fox fur. This fur was a sign that some of the **Lenni Lenape** men would soon be setting off to trade with either Europeans or other Native Americans.

Charles and Hester were **Quakers** from a part of England called the Midlands. They had arrived in Philadelphia, Pennsylvania, the previous year with their parents. Philadelphia was a growing town in the English colony known as Pennsylvania. In 1681, William Penn, a **Quaker** and the leader of

this colony, had received the land now known as Pennsylvania from King Charles II of England. The king had given him the land to settle a debt he owed to William's father. William Penn was grateful to the king because he wanted this land to be a place where **Quakers** could live without fear. **Quakers** were **persecuted** in England. They were often arrested and some were killed because of their beliefs.

Quakers were unpopular because they did not believe in war, and therefore, refused to fight. Also, they did not think that there was only one way to worship God. They often **worshipped** in a place called a meeting house. They also believed that everyone in the world was equal, which meant that Native Americans and Africans who were enslaved were equal, too. These views made members of the king's government very angry. The king himself was not pleased with them. William Penn decided that it was time to find a safe place for **Quakers** to live.

Before leaving England in 1681, William Penn drew up a plan for the city of Philadelphia. He wanted it to have wide, tree-lined streets and public parks. He wanted Philadelphia to be a magnificent city within the colony of Pennsylvania. He wanted it to be a place where people lived in such a way that they were an example to the rest of the world. People of all faiths, not only **Quakers**, would be welcome.

As the children neared the village, a **Lenni Lenape** boy ran toward them. He had clearly been waiting for them.

"Hello, Lapowinsa," said Charles to the boy.

"Hey," replied Lapowinsa. "What do you have in the baskets?"

Both Charles and Hester had taught Lapowinsa to speak English. He was their friend and they enjoyed spending time with him.

"We have gifts," Hester replied. Lapowinsa joined the children as they marched behind their father into the **Lenni Lenape** village.

The people in the village smiled at the children's father. They came to greet him. Charles always **admired** the **breechcloths** and leggings, worn in cold weather, that the men wore. The women wore dresses and their long, dark hair was braided. The men, women, and children wore **moccasins** on their feet.

The children's father had learned to speak a little of the **Lenni Lenape** language. With William Penn, he had been involved in the purchase of the land they lived on from the **Lenni Lenape**.

After handing over the gifts, their father was invited to spend time with some of the **Lenni Lenape** men. This meant that Charles, Hester, and Lapowinsa would get a chance to play. The children began to walk toward the river. Lapowinsa had promised to take them out in a canoe to search for turtles.

"Be back before sunset," their father called. The children nodded and then with Lapowinsa leading the way, they ran like the wind across the open land.

NAME: _____

DATE: _____

Compare and Contrast: Colonial Life and Today

Topic	Colonial Times	Today
Education		
Daily Chores		
Play		
Clothing		

NAME: _____

DATE: _____

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

1. Beth says that _____ is happy. (*she*, *he*)

2. The apron needs to be washed because _____ is dirty. (*it*, *they*)

3. Bananas and apples are good for you because _____ are full of vitamins. (*they*, *I*)

4. The football players emailed friends because _____ wanted everyone to come out to the game. (*we*, *they*)

5. Because Randy answered all of the questions correctly, _____ received a perfect score. (*he*, *she*)

6. My family and I invited neighbors to dinner, and _____ all had a great time. (*we*, *she*)

7. Robert is pouting and not speaking because _____ (*he*, *she*) is angry.

8. The farmers planted their crops and then _____ rested. (*she*, *they*)

9. Anne told the class a great story, and then _____ asked if anyone had questions. (*they*, *she*)

10. Mr. Hancher is a new teacher in our school and _____ is really fun and interesting. (*she*, *he*)

Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example:

The **doctor** tapped my knee with a rubber hammer and _____

_____

(The **doctor** tapped my knee with a rubber hammer and he was happy to see my leg kick.)

What pronoun did you use in the sentence? he

1. The movie filled me with happiness because _____

_____

What pronoun did you use in the sentence? _____

2. The **puppies** in the pet shop window looked so pitiful and _____

_____

What pronoun did you use in the sentence? _____

3. When **my family and** I get together, _____

_____

What pronoun did you use in the sentence? _____

NAME: _____

DATE: _____

14.1 ACTIVITY PAGE

Key Ideas and Supporting Details: "Life on a Farm in the Middle Atlantic Colonies, Parts I and II"

Key Idea: Part I		
Supporting Details and Examples:	Supporting Details and Examples:	Supporting Details and Examples:

Key Idea: Part II		
Supporting Details and Examples:	Supporting Details and Examples:	Supporting Details and Examples:

NAME: _____

DATE: _____

14.2 ACTIVITY PAGE

Prefixes *over–*, *mid–*, and *under–*

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

underpowered	overheat	midnight	underestimated	overpowered
midterm	midfield	overcharging	underground	midday

1. I thought the test we had at <u>the middle of the term</u> was easy because I studied for it.

   Word: _____ Part of Speech: _____

2. The <u>having too much power or energy</u> engine caused the toy plane to fly high enough to get stuck in a very tall tree.

   Word: _____ Part of Speech: _____

3. My dad's flight was delayed, and he did not get home until <u>the middle of the night</u>.

   Word: _____ Part of Speech: _____

4. When we visited the old military fort, the tour guide showed us where the <u>below the ground</u> tunnel between buildings was.

   Word: _____ Part of Speech: _____

5. We had to be careful not to heat too much or become too hot the sauce on the stove because it might burn.

   Word: _____ Part of Speech: _____

6. Mary estimated something to be less than what it actually is how many people were coming to the picnic and she ran out of forks.

   Word: _____ Part of Speech: _____

7. My dad picked me up from school at the middle of the day so I could go to the dentist.

   Word: _____ Part of Speech: _____

8. The manager apologized for charging too much for the basketball hoop and gave us a refund for the extra money.

   Word: _____ Part of Speech: _____

9. The car is having too little or less power or energy and could not get up the hill very fast with so many people in it.

   Word: _____ Part of Speech: _____

10. To start a soccer game, the ball is placed at the middle of the field and one team gets to kick it first.

    Word: _____ Part of Speech: _____

NAME: _____

DATE: _____

14.3 TAKE-HOME

Life on a Farm in the Middle Atlantic Colonies, Part I

"Primrose, come see the kittens that have just been born," yelled Patience, Primrose's sister.

"See, there are six of them," Patience continued as her sister appeared at her side. Primrose sat down next to Patience as she pointed to a spot beneath a large shrub, where the mother cat and her kittens lay.

The two girls stared long and hard at the tiny creatures that looked more like little rats than kittens. There were six kittens in all. Their eyes were closed and they could not walk. They lay in a **heap** together beside their mother.

"I want to keep one as my own," said Patience.

"Well, you can't yet," Primrose replied. "They have to stay with their mother for at least ten or eleven weeks. Then, you'll have to ask Mama and Papa. They'll say no, though. They don't like us keeping animals inside the house."

"I'll hide it in a safe place," said Patience firmly.

"Where?" asked Primrose quite seriously. "Where will you hide it? I can't think of one place that Mama and Papa wouldn't find it."

"In a bucket," announced Patience confidently.

"Do you think that a kitten will stay in a bucket all day, waiting for you to finish your chores?" laughed Primrose. "Do you think Mama and Papa won't notice you carrying a bucket around everywhere?"

Patience thought about this for a while before she replied. Then she said, "The kitten will stay in the bucket if I train her to." Patience chose to ignore the second part of Primrose's question.

The two girls continued to debate about whether or not it was possible to hide a kitten in their small log house without anyone noticing. Like many colonial **cabins**, theirs consisted of two small rooms downstairs and three very small bedrooms upstairs. Primrose and Patience shared a bedroom, as did their three brothers.

Primrose and Patience lived on a farm in southern New Jersey. They and the rest of their family were **originally** from Sweden. They had moved to this English **colony** because of their Uncle Sven. He had written to their father and told him about the wonderful life they could have there.

Uncle Sven had traveled to New Jersey from Sweden in 1699. That was exactly thirty years after the English had taken control of this region from the Dutch. Uncle Sven was now a successful wheat farmer.

The girls and their family had arrived in New Jersey in 1701. Primrose and Patience lived with their father, mother, and three brothers on a one hundred **acre** farm. On their farm, they grew wheat, **rye**, and **barley**. They kept cows, pigs, and chickens, too. Most people in the Middle Atlantic colonies lived on small farms that ranged from fifty **acres** to one hundred fifty **acres**. These farms were quite spread apart and neighbors didn't see much of each other except at church on Sunday. Sometimes they got together for special **occasions** or if someone needed help.

The farm that the girls lived on had a house and a large barn. They had a garden where they grew vegetables, berries, and fruits. They had a small **orchard**, too. Their garden was fenced, as was the area where they kept their pigs. Their cows were sent out to **graze** in the pasture each morning and brought back into the barn each night for milking. Their farm animals were valuable, and they kept a close eye on them.

After a while, the girls' older brother Lars found them by the shrub. Lars had been sent to look for them by their father. He sat down beside the girls and peeked at the kittens. Finally, he spoke.

"You two are needed in the barn. Papa wants you to lead the cows out into the pasture. Then, Mama wants you to weed and water the garden. After that, she wants you to go inside and help her with the new quilt she is making."

Primrose and Patience sighed. They knew they had several hours of chores ahead of them. Next week would be even busier. It was spring cleaning week. They would have to help Mama make soap before they cleaned and swept out the whole house.

Before scampering off, Patience knelt down and kissed the small pile of newborn kittens. "I'll be back later," she whispered.

NAME: _____

DATE: _____

American Revolution: Cause and Effect

Directions: For the events listed below, write in the cause and the effect.

Event	Cause	Effect
The Wampanoag and the English settlers battle		
The French and Indian War		

Great Britain in financial trouble		
The Stamp Act		

NAME: _____

DATE: _____

Object Pronouns

me	you	him	her	it	us	them

Rewrite the sentence, replacing the underlined word or words with an object pronoun from the box.

1. The woods were full of the noises of bears, coyotes, and deer.

2. Father called my sister and me to come in the house for lunch.

3. The history of the 18th century is interesting to Bonnie.

4. The beautifully wrapped box seemed to invite all of us to look inside the box.

5. I spoke to my friends and asked them to come with (the person speaking).

6. When Ned joined our class, we couldn't wait to get to know Ned.

NAME: _____

DATE: _____

Spelling Assessment

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

‘ow’ > /ou/	‘ou’ > /ou/
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

_____

_____

_____

2. _____

_____

_____

_____

NAME: _____

DATE: _____

American Revolution: Cause and Effect

Directions: For the empty fields in the table listed below, write in the event, the cause, and/or the effect.

Event	Cause	Effect
Samuel Adams organized the Sons of Liberty to protest the taxes.	They protested in the streets, burned stamps, and threatened agents who collected the taxes.	
	Colonists boycotted these items and began to make them themselves or buy them from other sources.	This hurt British manufacturers so the taxes were removed on all of those items except for tea.

Boston Massacre		
Boston Tea Party	Three British ships loaded with tea arrived in Boston Harbor.	
Paul Revere's Ride	The British soldiers planned to go to Concord to seize a weapons stash.	

NAME: _____

DATE: _____

What Questions Do I Have?

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

Unit 9 Assessment

Directions: Read carefully before answering the questions.

The Common Course and Condition

The Pilgrims landed at Plymouth in 1620. In England, they had suffered for their religious beliefs. In America, they hoped to make a better life. They were eager to create the sort of community that seemed best to them.

Before they sailed, the Pilgrims had agreed to a plan. They called this plan the "Common Course and Condition." The Pilgrims agreed to work together and share the food they grew. They agreed that whatever they harvested would be shared equally. Everybody would get an equal share. It would not be your corn and my corn, his corn and her corn. It would be our corn.

The Pilgrims believed this would be a good way to run their new colony. They believed the "Common Course and Condition" was consistent with their Christian religious ideas.

They thought it would encourage teamwork and brotherhood. They were confident it would get everyone working together.

The Pilgrims followed the "Common Course and Condition" for their first two years in North America. In the spring of 1621, they planted crops. In the fall, they harvested the crops and divided up the harvest. Each Pilgrim got an equal share of the corn. In 1622, they did the same thing.

By 1622, many Pilgrims had grown unhappy with the Common Course. The governor, William Bradford, was one of them. He felt that the Common Course was not working.

Some people worked hard every day. When harvest time came, these hard workers got one basket of corn. Other people worked hard some days. These people also got one basket of corn. Some people did very little work. These people got one basket of corn.

The hard workers were upset. They were working harder. Shouldn't they get more corn? Why should they have to sweat all day in the fields to raise food for slackers who did much less?

Bradford and the other Pilgrims discussed the situation. In the end, they decided that the Common Course had to go. They made a new law. Each Pilgrim family was given a piece of land. On this land, the family members were allowed to grow corn for themselves. They did not have to share the corn with the rest of the community. They could keep what they grew.

What do you think happened?

The new plan was a big success. Bradford wrote that it "made all hands very industrious." In other words, everybody started working hard. Much more corn was planted and much more was harvested. Pilgrims who had complained about life under the Common Course now "went willingly into the field."

The "Common Course and Condition" sounded good on paper. But, in real life, it did not work very well. The Pilgrims found that the colony as a whole was more successful when each family was allowed to keep the fruits of its labor.

1. What does the word *brotherhood* mean in the following sentence from the selection?

   They thought it would encourage teamwork and brotherhood.

   A. feelings of dislike and annoyance
   B. feelings of isolation and loneliness
   C. feelings of calm and tranquility
   D. feelings of support and understanding

2. Why were people unhappy with the Common Course after a couple of years?

   _____

   _____

   _____

3. What influenced the Pilgrims in their creation of the "Common Course and Condition"?

   A. their religion
   B. their new home
   C. their ocean voyage
   D. their children

4. Put the following events in order from 1–5 as they occurred in the selection.

_____ The Pilgrims decided that each family should have its own land to grow corn for themselves.

_____ The Pilgrims developed the "Common Course and Condition."

_____ The new plan was a big success.

_____ People who worked hard became very upset as others did not work as hard.

_____ The Pilgrims wanted to create a community in their new home that best suited them.

5. If each Pilgrim family was able to keep the "fruits of its labor," what were they able to do?

A. keep what they bought at the market

B. keep the results of their hard work

C. keep bartering to get a better deal

D. keep going to religious services

6. Write a summary of this selection.

The Cobbler's Song

Once there was a poor cobbler who lived in the basement of a large house in Paris. The cobbler had to work hard all day to make enough money to support his family. But he was happy and he sang all day as he mended shoes.

On the floor above him lived a rich man. His rooms were large and sunny. He wore fine clothes and had plenty of good things to eat. Even so, he was never happy. All night long he lay awake thinking about his money—how could he protect the money he already had? How could he get more? Often, the sun rose before he fell asleep.

The poor cobbler always got up before sunrise and went to work. As he hammered, he sang. His song floated up to the rich man's apartment and woke him.

"Drat!" cried the rich man. "I can't sleep at night for thinking of my money and I can't sleep in the daytime because of that silly cobbler and his singing. I must find a way to stop him."

The rich man sat down and thought the matter over.

"If the cobbler had something to worry about," he said to himself, "then he would not sing all day. What worries men most? Why, money to be sure! Some men worry because they have so little. The cobbler has little enough, to be sure. Still, that does not seem to worry him. He is the happiest man I know."

"Other men worry because they have too much money. That is my trouble. I wonder if the cobbler would worry more if he had more money. Hmm. It's not a bad idea.

"Anyway, it can't hurt to try!"

A few minutes later, the rich man entered the cobbler's home. "What can I do for you?" asked the cobbler.

"Here," said the rich man. "I have brought you a present." He gave the poor man a purse.

The cobbler opened it and saw it was full of gold pieces. "I can't take this!" said the cobbler. "I have not earned it."

"You have earned it," said the rich man. "You have earned it by your singing. I give it to you because you are the happiest man I know."

Then, the rich man left.

The cobbler turned the gold pieces out on his table and began to count them. He had counted to fifty-two when he looked up and saw a man passing by the window. He quickly hid the gold under his apron and went into the bedroom to count it where no one could see him.

He piled the coins up on the bed. How golden they were! How bright! He had never seen so much money before. He looked at the money until everything in the room seemed golden and bright. Then, he counted it.

"One hundred pieces of gold! How rich I am! But where shall I hide it?"

First, he hid it under the covers of the bed. Then, he sat down and looked at the bed. "The coins make a lump under the covers," he said. "Someone else might see them and steal them. I think I will hide the purse under the pillow instead."

While he was putting it under the pillow, his wife came into the room. "What is the matter with the bed?" she asked.

The angry cobbler glared at her and drove her from the room with angry words—the first cross words he had ever spoken to her.

Dinner time came, but the cobbler could not eat a mouthful. He was afraid somebody would steal his treasure while he was at the table. By supper time he felt even worse.

Not a note did he sing all day long. Not a kind word did he speak to his wife. He went to bed half sick with worry and fear. All night long, he tossed and turned. He did not dare go to sleep, lest he should wake to find his gold gone.

Days passed and the cobbler grew more and more unhappy. He worried about his money all day and all night. He was afraid of other people. He did not even trust his wife. He no longer sang at his work and was grouchy most of the time.

But upstairs the rich man was happy. "That was a good plan," he said to himself. "Now I can sleep all day without being wakened by the cobbler's songs."

For a month, the cobbler worried over his gold. He grew thin and pale and his wife and children were unhappy. At last, he could bear the worry no longer, so he called his wife and told her the whole story.

"Dear husband," she said, "give the gold back. All the gold in the world is not worth as much to me as one of your songs."

How happy the cobbler felt when his wife said this! He picked up the purse and ran upstairs to the rich man's room. Throwing the gold on the table, he cried, "Here is your money. Take it back. I can live without your money, but I cannot live without my songs."

7. Why did the rich man give the cobbler the purse full of gold pieces?

   A. The rich man said he couldn't use it because he had too much money already.

   B. The cobbler begged the rich man for it.

   C. The cobbler caught the rich man stealing it from someone else.

   D. The rich man said the cobbler earned it by being the happiest man he knew.

8. What made the cobbler drive his wife from the room with angry words?

9. What did the money cause both men to do?

_____

_____

10. Describe the setting in this selection.

_____

_____

11. What was more important to the cobbler, the rich man's money or his own songs?

_____

12. Write a sentence that tells the lesson or theme of this story.

_____

_____

_____

_____

Grammar and Morphology

13. Which of the following words with a prefix can be used to describe the format of an e-book?

    A. multimedia

    B. uniform

    C. bilingual

    D. multilingual

14. Write the correct form of the adjective in the blank.

    These instructions are _____ *now that you've helped me.*

    (clear, clearer, clearest)

15. Circle the correct prefix for each letter to add to each root word in the following sentence:

    Darren was not quite ready to move from his three-wheeled ___A___ *cycle to a* ___B___ *cycle yet because he was worried he couldn't balance on just two wheels.*

    A. *uni–* *bi–* *tri–* *multi–*

    B. *uni–* *bi–* *tri–* *multi–*

16. Write the correct form of the adverb in the blank.

    The new teacher spoke _____ than the teacher she replaced.
    (interestingly, more interestingly, most interestingly)

17. Write the correct form of the root word in the blank.

    (friend) People who live in this town are _____ than people who live in the town where I grew up.

18. Write *more* or *most* in the blank.

    My grandmother is _____ elderly than your grandmother.

19. Write the word to replace the underlined meaning in the sentence. Identify the part of speech.

    He stopped planting seeds at the middle of the field to take a break and drink some water

    Word: _____ Part of speech: _____

20. Describe what the word *underestimating* means in the following sentence:

    She worried that she was underestimating her ability to finish the project ahead of time, since she struggled to finish the last project on time.

    _____

    _____

    _____

    _____

NAME: _____

DATE: _____

Fluency Assessment

An Account of Pennsylvania

In 1681, Gabriel Thomas left his home in Wales. He sailed to America and settled in Pennsylvania. At the time, Pennsylvania was a new colony. It had been set up by the Quaker William Penn. Thomas went there partly because he was a Quaker, too.

Thomas lived in Pennsylvania for 16 years. In 1697, he sailed back to Europe. The next year, he published a book. It was called *An Account of Pennsylvania*. Here are some of the details Thomas reported in his book.

Philadelphia is the main city of Pennsylvania. It sits between two rivers. One is the Schuylkill; the other is the great Delaware. Ships may come to the city by either of these two rivers.

The air in Pennsylvania is very pleasant and wholesome. The sky is rarely cloudy. Winters are a little colder than in England and Wales. Summers are a little hotter. The earth is very fertile and good for farming.

In Pennsylvania, land is cheap. A man can buy 100 acres of land for ten or fifteen pounds.

Corn grows well there. Most years the farmers get twenty to thirty bushels of corn for each bushel they plant.

Wages are high. A poor man can make three times as much as he would make in England. A carpenter can make five or six shillings a day. A shoemaker can get two shillings for a pair of shoes. A potter can get sixteen pence for a pot which may be bought in England for four pence.

Women can earn good wages there as well. There are not many women there. So seamstresses are well paid. 264 270

Pennsylvania is open to all. The Church of England and the Quakers have equal shares in government. There is no persecution for religion. 282 293

There are many sorts of wild animals in Pennsylvania. There are panthers, bears, and foxes. There are muskrats, hares, and raccoons. You can hunt in the forests without getting special permission. 304 316 324

There are many red deer. I once bought a large one from the Native Americans for two gills of gunpowder. These deer make excellent food. 338 349

The opossum is a strange creature. She has a pouch to hold her young. She keeps them there, safe from all dangers. 363 371

They also have flying squirrels. The flying squirrel has flaps of skin that are like wings. It is much lighter than a common squirrel. I have seen them fly from one tree to another. But how long they can stay in the air is not known. 384 400 417

There are many birds in Pennsylvania, too. They have swans, ducks, and geese. They also have turkeys, eagles, and pheasants. 429 437

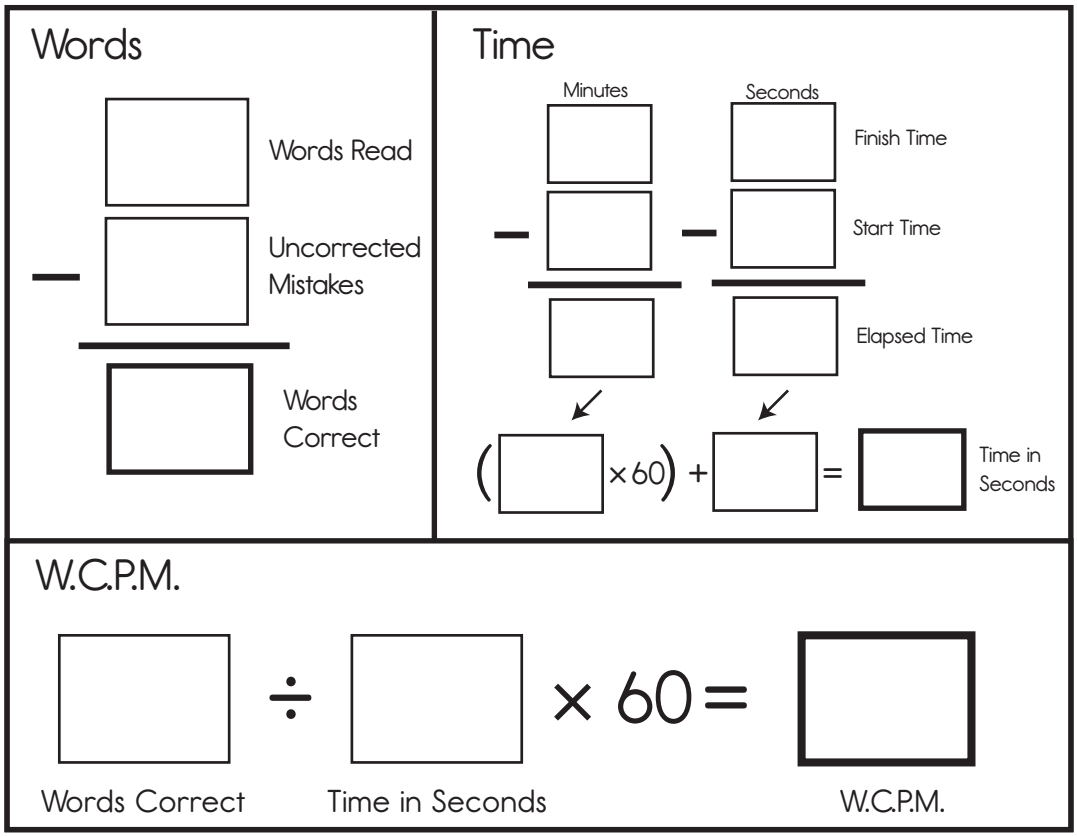
Reader, what I have written here is not a fiction, flam, or whim. It is all true. I was an eyewitness to it all. For I went to Pennsylvania in the first ship that sailed there, in the year 1681. 453 470 477

W.C.P.M. Calculation Worksheet

Student: _____ Date: _____

Story: *An Account of Pennsylvania*

Total words: 477



Compare the student's W.C.P.M. scores to national norms for Spring of Grade 3 (Hasbrouck and Tindal, 2006):	
W.C.P.M.	**National Percentiles for Winter, Grade 3:**
162	90th
137	75th
107	50th
78	25th
48	10th

Comprehension Total _____/ 5	
Answers Correct	**Level**
5	Independent comprehension level
4	Instructional comprehension level
2-3	Frustration comprehension level
0-1	Intensive remediation warranted for this student

NAME: _____

DATE: _____

My Chapter

The chapter I chose is _____

The reason I chose this chapter is _____

_____

_____

_____

The title of my chapter is _____

Here is my chapter _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

PP.1 ACTIVITY PAGE

Venn Diagram

Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.

NAME: _____ **PP.2** ACTIVITY PAGE

DATE: _____

Make Adverbs that Compare Actions

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

1. **verb**: *hangs* **adverb**: *lower*

_____

_____

2. **verb**: *grew* **adverb**: *tallest*

_____

_____

3. **verb**: *runs* **adverb**: *fastest*

_____

_____

Change the word at the end of the sentence by adding –er or –est to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. The new paint on the walls dried _____ than the paint on the ceiling. (*fast*)

   How did the paint on the walls dry compared to the paint on the ceiling?

   _____

2. High school students leave _____ than my brother and I do to catch the bus. (*soon*)

   When do high school students leave compared to when my brother and I leave? _____

3. The jazz concert lasted the _____ of any concert I have been to this year. (*long*)

   How did the jazz concert last compared to any concert this year?

   _____

4. During the science experiment, the spoon dropped _____ than the sponge in the water. (*deep*)

   How did the spoon drop compared to the sponge? _____

5. Josie worked _____ on her spelling assessment this week than last week since these words were new to her and she knew the words well last week. (*hard*)

   How did Josie work on her spelling assessment this week compared to last week?_____

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Write Sentences Using Adverbs with *–er* and *–est*

Write a sentence using the –er *adverb. Then, change the sentence so that the* –est *adverb fits and write the new sentence.*

1. **verb**: *speaks* **adverb**: *quieter, quietest*

–er

_____

_____

–est

_____

_____

2. **verb**: *grew* **adverb**: *shorter, shortest*

–er

_____

_____

–est

_____

_____

3. **verb**: YOUR CHOICE **adverb**: *later, latest*

–er

–est

NAME: _____

DATE: _____

Comparative and Superlative Adverbs Using *more* and *most*

Write the correct form of the adverb.

1. (*slowly*) My grandmother drives _____ than I drive.

2. (*efficiently*) Adults tend to work _____ than children.

3. (*carefully*) The older sister walked through the puddle _____ than her younger sister.

4. (*dangerously*) The careless boy behaved the _____ of all.

5. (*dimly*) The old lamp shone _____ than the brand new one.

6. (*quickly*) The talented runner raced the _____ of all the runners on the track.

7. (*softly*) The kind teacher spoke _____ than the angry children.

8. (*passionately*) The actor played the part the _____ of any actors I've ever seen before!

9. (*lightly*) She dabbed the paint on her picture _____ than her partner who slapped paint all over.

10. (*completely*) He fills in the answers on his worksheet the _____ of anyone I know.

Write sentences using the adverb in parentheses.

1. (more *dramatically*)

_____

_____

_____

2. (most *surprisingly*)

_____

_____

_____

NAME: _____

DATE: _____

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

1. Tom says that _____ is sad. (*she*, *he*)

2. The shirt needs to be ironed because _____ is wrinkled. (*it*, *they*)

3. Fruits and vegetables are good for you because_____ are full of vitamins. (*they*, *I*)

4. The basketball players emailed family and friends because _____ wanted everyone to come out to the game. (*we*, *they*)

5. Because Sandy answered all of the questions correctly, _____ received a perfect score. (*he*, *she*)

6. My family and I invited our cousins to lunch, and _____ all had a great time. (*we*, *she*)

7. Ron and Rob are pouting and not speaking because _____ (*he*, *they*) are angry.

8. The children ran a mile in gym class and then _____ rested. (*she*, *they*)

9. Bill read his poetry to the class, and then _____ asked if anyone had questions. (*they*, *he*)

10. Mrs. White is a new librarian at our school and _____ is really fun and interesting. (*she*, *he*)

Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example:

The **doctor** tapped my knee with a rubber hammer and _____

_____.

(The **doctor** tapped my knee with a rubber hammer and he was happy to see my leg kick.)

What pronoun did you use in the sentence? ____he____

1. The **book** filled me with sadness because _____

_____

What pronoun did you use in the sentence? _____

2. The **guppies** swimming in the fishbowl seemed to ask to be taken home and _____

_____

What pronoun did you use in the sentence? _____

3. When **my friends and I** get together _____

_____

What pronoun did you use in the sentence? _____

NAME: _____

DATE: _____

Prefixes *uni–, bi–, tri–, and multi–*

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

uni	bi	tri	multi

1. Word: _____lingual

   Meaning: able to speak many languages Part of Speech: _____

2. Word: _____cycle

   Meaning: a vehicle with one wheel Part of Speech: _____

3. Word: _____media

   Meaning: involving many forms of communication Part of Speech: _____

4. Word: _____angle

   Meaning: a shape with three sides Part of Speech: _____

5. Word: _____lingual

   Meaning: able to speak many languages Part of Speech: _____

6. Word: _____son

   Meaning: the act of doing something together as a group all at one time Part of Speech: _____

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

1. The neighborhood association has a fun event for kids _____, each with a different theme.

bicycle	bimonthly

2. My sister has to wear a _____ for her new job at the restaurant, just like the rest of the staff.

uniform	unilateral

3. I wonder how well I would do if I used a _____ to catch fish instead of a fishing pole.

trident	trilogy

4. Dad let me try a different kind of _____ because the first kind I tried tasted bad.

multilingual	multivitamin

5. My brother rides my old _____ since he is not old enough to learn how to ride a bicycle yet.

triangle	tricycle

NAME: _____

DATE: _____

Prefixes *over–*, *mid–*, and *under–*

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

overeat	midfield	midtown	underwater	underline
underground	overfish	midday	overheat	underpowered

1. Please take Dad a bottle of water so he does not make too warm or too hot while he cuts the grass in the backyard.

   Word: _____ Part of Speech: _____

2. As you read the chapter on the handout, draw a long, thin mark under any words you come across that you are not familiar with.

   Word: _____ Part of Speech: _____

3. The team captains met the referee at the middle of the field for the coin toss to determine who would get the ball first.

   Word: _____ Part of Speech: _____

4. My hair dryer feels supplied with less energy than is needed so it may be time to replace it with a new one.

   Word: _____ Part of Speech: _____

5. Don't put too much dog food in the bowl because we don't want the neighbor's dog, Riley, to put too much food in his mouth, chew it, then swallow it today while we are caring for him.

   Word: _____ Part of Speech: _____

6. I would like to visit a store located in the middle of the town to look for a birthday gift for my friend.

   Word: _____ Part of Speech: _____

7. There is an entrance to the below the surface of the earth tunnel behind the historic plantation home that people used to secretly transport supplies out of the house during the war.

   Word: _____ Part of Speech: _____

8. The middle of the day meeting included lunch since we would not be able to leave to go get something to eat.

   Word: _____ Part of Speech: _____

9. If people try to catch too many fish in the lake every summer, the fish population may not be as strong in following years.

   Word: _____ Part of Speech: _____

10. In some places on Earth, there are under the surface of the water caves that can be explored by trained divers.

    Word: _____ Part of Speech: _____

NAME: _____

DATE: _____

Dictionary Skills

Using the word listen*, write the part of speech and definition. Then, write other forms of the root word* listen.

Example:

listeners Part of Speech: noun

Definition: people who pay attention or hear

Root Word _____ Part of Speech _____

Definition _____

_____

Other Forms of the Root Word

Word _____ Part of Speech _____

Word _____ Part of Speech _____

Word _____ Part of Speech _____

Yesterday, the children _____ very well to the story about "Poison Dart Frogs."

My good friend, Karen, _____ to me when I have a problem and we share a lot.

You learn a lot and become a better student when you are a good

_____.

You hurt yourself less and get in less trouble when you

_____ to your parents.

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ENGLISH

COLONIAL AMERICA

GRADE 3 UNIT 9 | ACTIVITY BOOK

EDITION 1

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