



## Unit 8

Activity Book

Grade 3

### Native Americans: Regions and Cultures

Grade 3

Unit 8

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# **Native Americans:** Regions and Cultures

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## **Activity Book**

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# Unit 8

# **Native Americans: Regions and Cultures**

## Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 8 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: \_\_\_\_\_

## Station Notes

**Station 1:**

**Station 2:**

**Station 3:**

**Station 4:**

**Station 5:**



NAME: \_\_\_\_\_

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## Ice Age Cause and Effect Chain

I want you to imagine a time long, long ago—so long ago, that we cannot say for certain when. In this ancient time, people began to move from one land to another. These **prehistoric** people were **nomadic** hunters who traveled in groups. These prehistoric people began to move from the land we call Asia into the land we call North America. They did not *plan* to move from one land to another. They were simply following the herds of animals that they hunted for their own survival. It is thought that various groups of people ventured on foot across a vast, cold area between Asia and North America called Beringia, following herds of prehistoric animals.

**Cause**

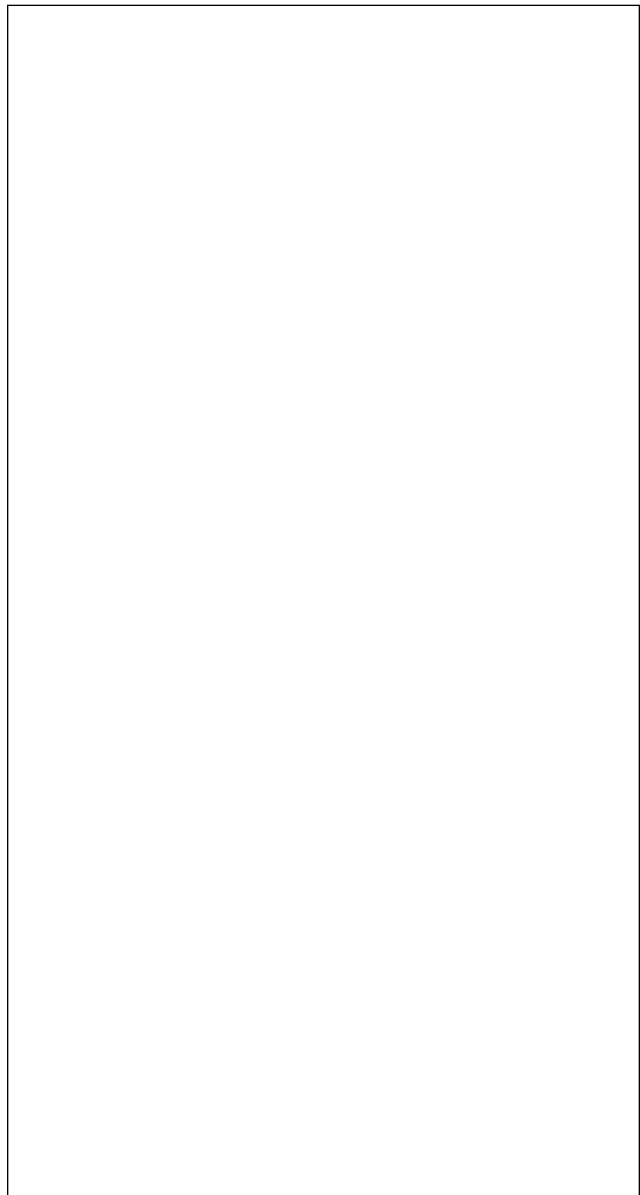
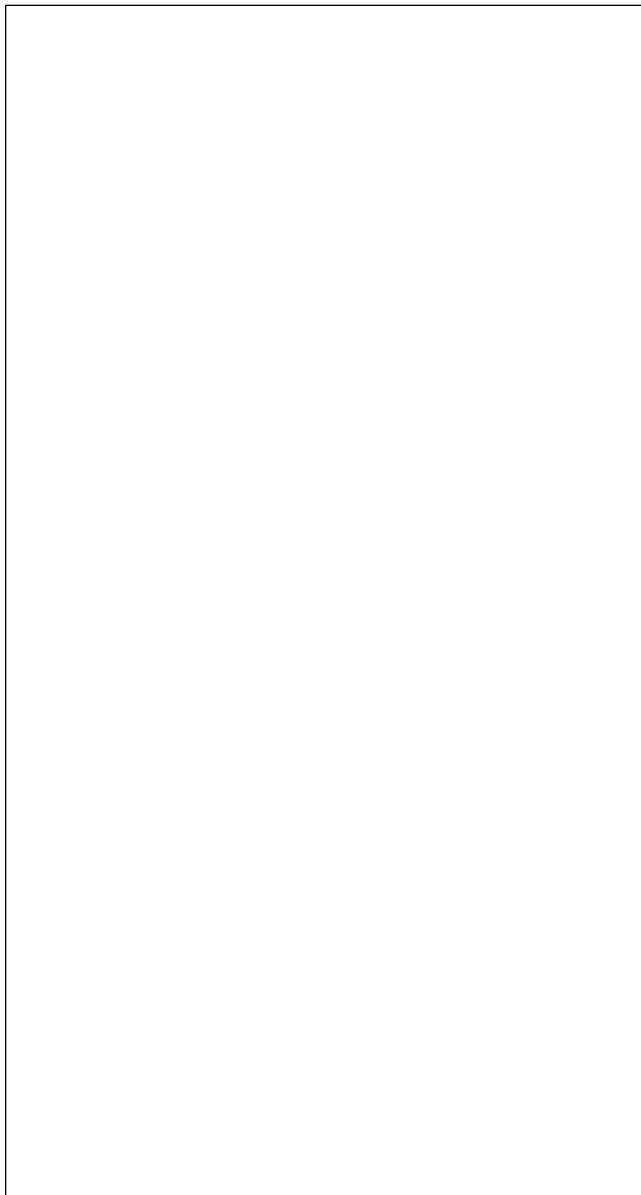
**Effect**



However they arrived, these groups of people are believed to be the very first people to inhabit North America. Eventually, as the climate began to warm and the ice-covered land began to thaw, it became possible to travel even farther into North America. Giant glaciers that had blocked native peoples' paths melted. People moved south through an area that opened up between two enormous glaciers. Scientists call this path between these glaciers the Ice-Free Corridor. This corridor, or passage, was cold and wet, but habitable.

**Cause**

**Effect**



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DATE: \_\_\_\_\_

As the earth's climate changed and it became warmer, the way these early peoples lived changed, too. Gradually, many prehistoric animals that had been hunted for their meat, fur, and bones disappeared from our world forever. Were they hunted to extinction by people struggling to survive in a changing world? Or, did climate change alter the delicate balance of the food chain to such an extent that these mammoths could no longer find the foods they needed to live? We will never know for certain the answer to these questions. We do know that the saber-toothed tiger and the woolly mammoth no longer wander this land, whereas other ancient creatures, such as the buffalo, did survive.

**Cause**

**Effect**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Describe Etu: Character Analysis



External traits	Internal traits



NAME: \_\_\_\_\_

1.4

TAKE-HOME

DATE: \_\_\_\_\_

## Caregiver Letter

**Dear Caregiver,**

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 for /ə/ spelled ‘a’ and ‘e’ that we have already learned. Your student will be assessed on these words.

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

The Content Word for this week is *glistening*. This word is directly related to the material that we are reading in *Native American Stories*. The Content Word is an optional spelling word for your 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. dozen	12. sentence
2. again	13. area
3. enemy	14. secure
4. Shaman	15. taken
5. deposit	16. probably
6. ability	17. bulletin
7. problem	18. company
8. distance	<b>Challenge Word:</b> <i>American</i>
9. about	<b>Challenge Word:</b> <i>independent</i>
10. elegant	<b>Content Word:</b> <i>glistening</i>
11. debate	

### Student Reader

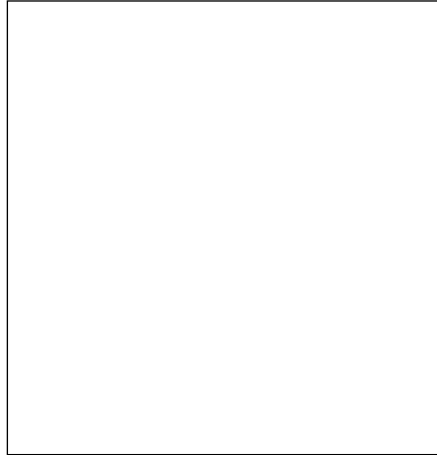
The chapters your student will read this week in *Native American Stories* are a collection of stories about different groups of Native Americans. These selections are historical fiction and each is told from a child’s point of view. Students will learn about these children’s contributions to their tribes. This week, students will read about a hunter and gatherers. Be sure to ask your student each evening about what they are learning.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Personal External and Internal Traits

*List your external and internal traits on the chart. Draw a picture of yourself in the center.*



<b>My external traits (outside)</b> Hair color, eye color, clothes, etc.	<b>My internal traits (inside)</b> My thoughts, feelings, and words.



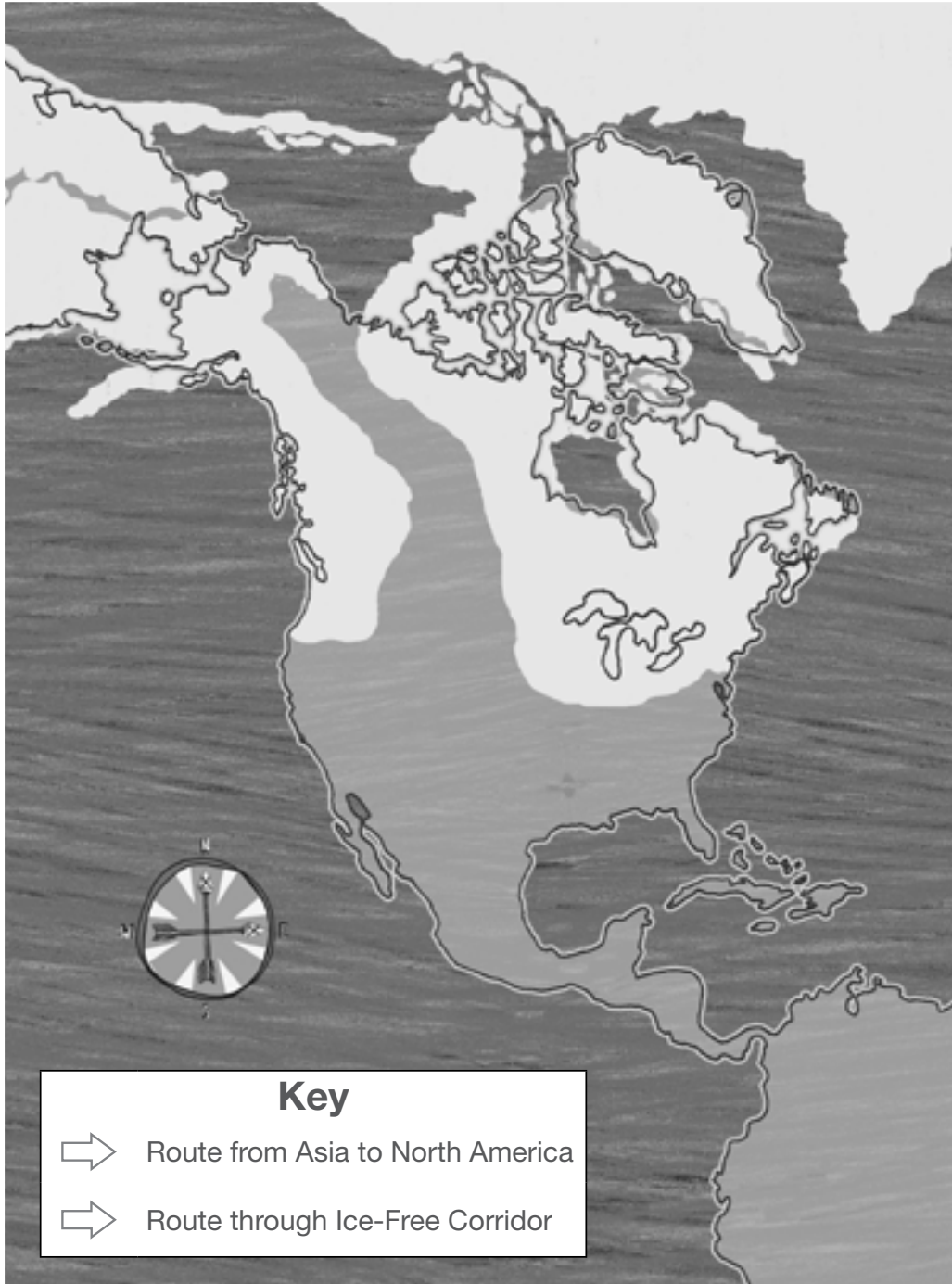


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Beringia Migration Map

*Directions: Label the map with the following locations: Asia, Beringia, Alaska, North America, Ice-Free Corridor, and South America. Use colored pencils to draw two routes: one from Asia through Beringia to North America, and one through the Ice-Free Corridor to parts of North America and South America.*






NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Changing Ways of Life Illustrations

	Information from the illustration	Connection between illustration and read-aloud text
<p><b>Section 1</b></p>  <p>As you learned in the previous read-aloud, while they continued to hunt, fish, and gather, many native peoples also began to farm. This was a very important <b>development</b> that changed native peoples' way of life quite significantly, or importantly. They began to plant and harvest crops such as squash, beans, and maize. Farming added to the food supply and allowed some groups of people to have the choice to stay in one place instead of migrating to follow their prey.</p> <p>Native peoples' knowledge and understanding of nature, particularly of plants, was acquired over many years. Over time, they experimented with growing</p>		

<p>local grasses and gourds. Eventually, many of them developed the ability to grow a wider variety of plants. In addition to increasing their food supply by farming, native peoples also began to use plants to make such things as clothing, medicine, homes, and household items. They began to raise animals such as turkeys, while continuing to hunt, gather, and fish.</p>		
<p><b>Section 2</b></p>  <p>That is not to say that all tribes settled in one place, however. Some, such as the Shoshone, Cheyenne, and Blackfoot of the Central Plains, never really settled in the true sense of the word. They chose a nomadic existence, following the enormous herds of buffalo that moved with the seasons. The buffalo provided them with everything they needed, including food, clothes, and the tipis they lived in. It is believed that, at one time, more than thirty million</p>		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

buffalo roamed parts of North America. Over time, these Central Plains tribes grew out of their nomadic lifestyle.

### Section 3



By the time Christopher Columbus and other Europeans arrived in North America thousands of years later, the journey that probably began with a nomadic people following herds of prehistoric mammals had brought about the creation of a very different world than that of the Europeans. It was a world that included many hundreds of unique native tribes, farming, trade, diverse—or different—cultures, and the building of immense ceremonial mounds. Native tribes were now **dispersed**, or spread, all across North America. Because Christopher Columbus thought that he had arrived in a part of Asia called the Indies, he called these native peoples

<p>“Native Americans”; however, they never referred to themselves as Native Americans.</p> <p>Once the Europeans arrived in North America, the traditions of many of these native tribes were threatened and eventually destroyed. Armed confrontation, the introduction of new diseases, and cultural clashes meant that, for many tribes, much of their traditional way of life was lost to them forever. What had taken thousands upon thousands of years to create was all but gone for many tribes within 400 years.</p> <p>In the next part of this domain, you will learn about some of the tribes who survived, and still live, in various parts of North America. You will discover what made them unique and knowledgeable, and how they have helped, and continue to help, shape the history and culture of the United States.</p>		
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NAME: \_\_\_\_\_

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## Regions Map

*Directions: Label each of the following regions on the map: Southwest, Northeast, Southeast, and Arctic/Subarctic.*







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Comparison Quick Write

*Compare and contrast the cultural identity of your generation in your neighborhood with the cultural identity of one of the groups of Native Americans you heard about today. Consider things such as your environment, beliefs, dwelling, clothing, and the food you eat as you discuss this.*

### Section 1: My thoughts

### Section 2: Ideas from my partner

### Section 3: My quick write



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

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

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

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

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

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

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

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### 3, 2, 1 Reflection Card

**What are 3 things that you learned about Native Americans?**

1.

2.

3.

**What are 2 interesting facts about Native Americans?**

1.

2.

**What is 1 question you have about Native Americans?**

1.



NAME: \_\_\_\_\_

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## Akando and Aponi Illustrations



1. What does the artist want to show us in the illustration about the setting?

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2. What does the author want to show us in the illustration about the character?

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3. What is the mood of the illustration?

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

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

*Write the correct word to complete each sentence.*

style	childish	fever	child
feverish	fool	foolish	stylish

1. We worked at a \_\_\_\_\_ pace to finish the project before the end of class.
2. There was an announcement at the fair about a \_\_\_\_\_ who had lost his mother in the crowd.

3. I was \_\_\_\_\_ to think that I could do well on the assessment without studying for it the night before.
4. Mark was so happy his team won the game that he jumped up and down, screaming like a \_\_\_\_\_.
5. Her new shoes were very \_\_\_\_\_, and everyone wanted a pair just like them.
6. Mom put her hand on my forehead and said it felt like I had a \_\_\_\_\_ since it was so warm.
7. My cousin has a great sense of \_\_\_\_\_ when it comes to dressing up.

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

*Write the correct word to complete each sentence.*

dark	awareness	fit	sick
fitness	darkness	sickness	aware

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

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

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

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

## Spelling: Blank Busters

dozen	again
enemy	Shaman
deposit	ability
problem	distance
about	elegant
debate	sentence
area	secure
taken	probably
bulletin	company

**Challenge Word:** *American*  
**Challenge Word:** *independent*  
**Content Word:** *glistening*

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

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

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

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

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## “Akando and Aponi, the Gatherers”

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

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

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

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



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

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

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

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

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

“Yes. What game?” I replied eagerly.

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

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

“Okay, ready!” said Akando.

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.4**  
CONTINUED

TAKE-HOME

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

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

“Now, it’s your turn,” I said.

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

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

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

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

It worked.

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

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

“Okay,” I said, smiling at him.

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

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

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

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

3. Akando and Aponi had \_\_\_\_\_ strapped to their waists.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## TV Watching

*Today in class we learned about volume, speaking clearly, intonation, pace, and preparedness. Have students watch television to focus on each of these categories.*

CATEGORY	Example	Notes from TV
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	
<b>Speaks clearly</b>	Speaks clearly and is understandable all the time, and mispronounces no words.	
<b>Intonation (Exclamation)</b>	Vocal intonation generates a strong interest and enthusiasm about the topic in others.	
<b>Pace</b>	Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech slows or speeds up to match tone of story or poem.	
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	



## Finding the 5Ws and How

*Using the paragraphs below, complete the 5Ws and How list.*

The final prehistoric cultural group of North American Mound Builders was the Mississippian cultural group. This was perhaps the most developed mound culture of all. They were a people who relied on corn as their most important food crop. They lived in large towns, sometimes referred to as city-states. They were populated by hundreds, if not thousands, of people. The largest Mississippian town was Cahokia (kuh-ho-kee-uh) in Missouri.

Within each Mississippian town, there were several mounds, but the most important mound was a flat-topped mound upon which sat a religious temple or a ruler's home. The flat-topped mound was usually constructed in a central plaza. Mississippian mounds were several stories high and were symbols of the people's religious beliefs. The Mississippians worshipped the sun and their ancestors. They were expert craftspeople, artists, and builders. The people were governed by powerful leaders and priests, and their religious beliefs touched every aspect of their lives. When Europeans came to North America, they encountered the Mississippian people.

The largest mound in this town is one of the mounds still in existence today and is known as Monk's Mound. It covers an area of sixteen acres. It is larger at its base than the Great Pyramid of Giza in Egypt!

Who? \_\_\_\_\_

What? \_\_\_\_\_

Where? \_\_\_\_\_

When? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

How were the Mississippian Mound Builders different from other Mound Builders? \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Mound Guide

Pretend you are a guide at one of the mounds that exists today. What would you tell visitors about the mound?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Possessive Pronouns

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

my	your	his	her	its	our	their
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**Example:** The students' artwork decorated the walls. Their artwork decorated the walls.

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

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

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

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

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

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

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

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

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

stylish	darkness	kindness	selfish	foolish
sadness	quickness	snobbish	sickness	loneliness

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

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

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

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

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

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

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

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Spelling: Word Sort

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

'a' > /ə/

'e' > /ə/

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curable	among	problems	Chinese	oven
parakeet	hen	broken	acre	delegate
allow	elegance	Amos	pencil	enjoy
pleasant	brazen	burger	huggable	able





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Assessment

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

**'e' > /ə/**

**'a' > /ə/**

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

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

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

*Dictated Sentences:*

1.

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2.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Cause/Effect Relationships Quick Writes

1. Quick write: Using clue words, describe the cause/effect relationship in paragraph 2.

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2. Quick write: Using clue words, describe the cause/effect relationship in paragraph 5.

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3. Quick write: Using clue words, describe the cause/effect relationship in paragraph 6.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Summary Chart

Question	Important words and phrases
<b>Who?</b>	
<b>What?</b>	
<b>When?</b>	
<b>Where?</b>	
<b>Why?</b>	
<b>How?</b>	
<b>Summary</b>	



## “Alemeda, the Basket Weaver”

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

“Eat it!” I exclaimed cheerfully.

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

“No,” I replied immediately.

My grandmother exploded with loud laughter.

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

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

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



NAME: \_\_\_\_\_

6.1

TAKE-HOME

DATE: \_\_\_\_\_

## Caregiver Letter

**Dear Caregiver,**

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 spelling patterns for /ə/ + /l/ spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion' that we have already learned. Your student will be assessed on these words.

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

The Content Word for this week is *ceremonial*. This word is directly related to the material that we are reading in *Native American Stories*. The Content Word is an optional spelling word for your 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. channel	12. subtraction
2. hospital	13. funnel
3. scuttle	14. travel
4. addition	15. festival
5. generation	16. trial
6. freckle	17. trickle
7. autumnal	18. celebration
8. vowel	<b>Challenge Word:</b> <i>important</i>
9. wobble	<b>Challenge Word:</b> <i>children</i>
10. rustle	<b>Content Word:</b> <i>ceremonial</i>
11. nation	

### Student Reader

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Alemeda, the Basket Weaver”

Do you think Alemeda would rather hunt or weave baskets at the end of the story? Explain your answer.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Presentation Rubric

*Listen to your partner read the story of their choice. Use the rubric to score your partner. With your partner, discuss the scores you chose and explain why you marked each category.*

CATEGORY	4	3	2	1
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members most of the time. (80%)	Volume is loud enough to be heard by all audience members at least some of the time. (70%)	Volume is often too soft to be heard by all audience members.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly most of the time, but mispronounces one word.	Speaks clearly and distinctly some of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
<b>Intonation (Enthusiasm)</b>	Generates a strong interest and enthusiasm about the topic in others.	Most of the time generates a strong interest and enthusiasm about the topic in others.	Some of the time generates interest and enthusiasm.	Did not generate much interest in topic being presented.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Pace</b>	Reads with appropriate speed so that audience members can clearly understand the poem. Rate of speech slows or speeds up to match tone of the story or poem.	Reads with appropriate speed to allow for clear understanding by most of the audience throughout the story or poem.	Speed of reading allows for understanding by only some of the audience members some of the time.	Rate of speech interferes with most of the audience's understanding of the story or poem most of the time.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**'s and s'**

**'s**

**s'**



## Dictionary Skills

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

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

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

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

\_\_\_\_\_

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

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

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

\_\_\_\_\_

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

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

6. \_\_\_\_\_  
\_\_\_\_\_

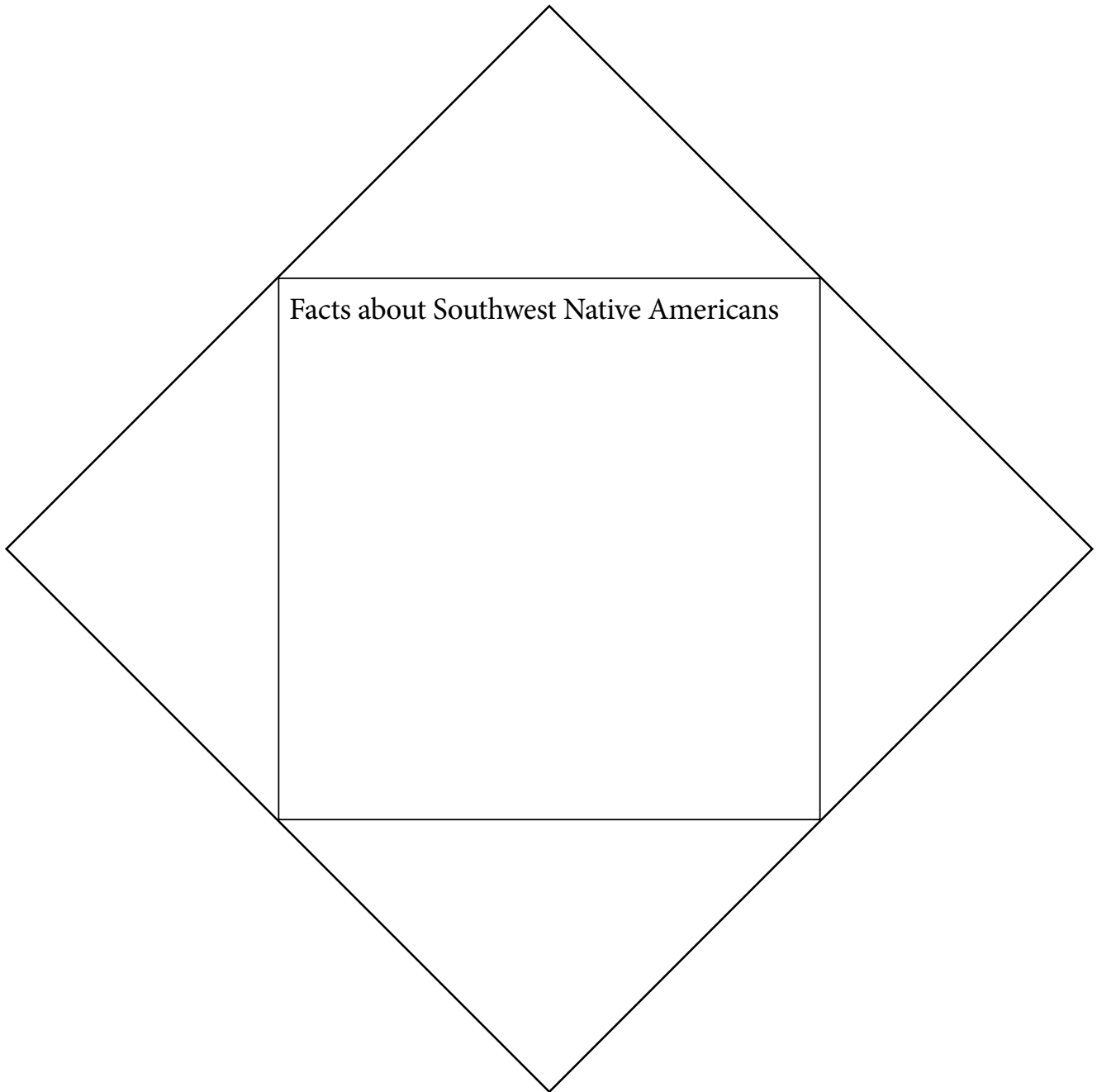
7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Southwest Foldable

*List four important facts about the Southwest Native Americans on the graphic organizer.*





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### “Alo, the Spirit Giver”



Internal traits	External traits

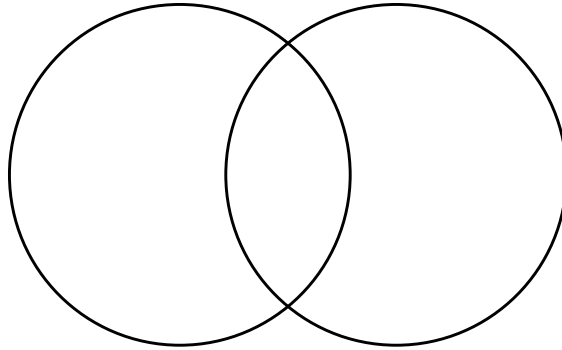




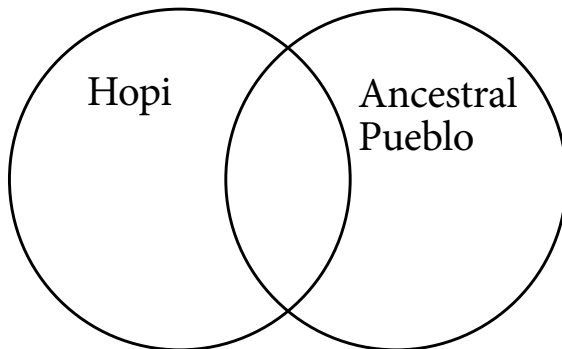
## Compare and Contrast: Paper Plate Project

*Project Directions:*

1. *Connect two paper plates with glue to create the following picture:*



2. *On one paper plate, write Hopi and on the other write Ancestral Pueblo.*



3. *In the center, write key ways the tribes were the same. On the correct paper plate, write how the Hopi and the Ancestral Pueblo tribes were different.*



## Read-Aloud “Alo, the Spirit Giver”

*Directions: Practice reading aloud, “Alo, the Spirit Giver,” focusing on volume, speaking clearly, intonation (enthusiasm), and pace. Have a parent or adult listen to the read-aloud using the rubric on Activity Page 7.5.*

### “Alo, the Spirit Giver”

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

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

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

In case you do not know, the word **kachina** means ‘father of life’. For us, living as we do in the hot, **arid** desert lands of our **forefathers**, we could not survive here without the help of the **spirits**—the **kachinas**. **Kachinas** care for every living thing on Earth, and all living things go to the **spirit** world when

they die. So you see, **kachinas** are actually the **spirits** of everything that has ever lived. They govern the moon, the stars, the thunderous heavens, and the crops, as well as our health. Many of the **kachinas** are our **ancestors** who have become the cloud **spirits** that bring us rain.

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

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**7.4**  
CONTINUED

TAKE-HOME

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Presentation Rubric

*Listen to the read-aloud and circle the area on the rubric that best describes the presentation. Discuss with the student why you marked each category.*

CATEGORY	4	3	2	1
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members most of the time. (80%)	Volume is loud enough to be heard by all audience members at least some of the time. (70%)	Volume is often too soft to be heard by all audience members.
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Pace</b>	Reads with appropriate speed so that audience members can clearly understand the poem. Rate of speech slows or speeds up to match tone of the story or poem.	Reads with appropriate speed to allow for clear understanding by most of the audience throughout the story or poem.	Speed of reading allows for understanding by only some of the audience members some of the time.	Rate of speech interferes with most of the audience's understanding of the story or poem most of the time.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.









NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Meda and Flo, the Forest Children” Illustrations

	<b>Information from the illustration (setting, characters, and mood)</b>	<b>Connection between illustration and reading text</b>
<p>Picture 1:</p> 		
<p>Picture 2:</p> 		

	<p style="text-align: center;"><b>Information from the illustration (setting, characters, and mood)</b></p>	<p style="text-align: center;"><b>Connection between illustration and reading text</b></p>
<p>Picture 3:</p> 		
<p>Picture 4:</p> 		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## KWL Native Americans of the Northeast

*In small groups, list what you know about the Native Americans of the Northeast. Also, add information to the "Want to know" column.*

Native Americans of the Northeast	
Know	Want to know

*Reread the following paragraph and answer the questions on the back of this page.*

Very important to the Iroquois was something called wampum. Wampum was an artistic way of communicating important thoughts and decisions. Wampum was belts and necklaces made from colored shells. The color and design of the beads could tell a story, or they could be a symbolic means of communication. Wampum could also be used when trading. It was therefore a kind of currency. Wampum was considered to be very valuable and was an important part of Iroquois culture.

1. What is the main idea of the paragraph?

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2. List the supporting details:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Reread the following paragraph and answer the questions below:*

The Iroquois, like many other Eastern Woodland Native Americans, believed in a spirit world that was governed by the Great Spirit. For the Iroquois, that Great Spirit was called Orenda. They believed in an evil spirit, too. The Iroquois believed that everything had a spirit and that all living things on Earth were connected. They believed that it was their responsibility to care for the earth. Each season brought with it special Iroquois ceremonies. The Iroquois had Shamans, or holy men. It was believed that Shamans could communicate with the spirit world. Shamans were thought to have special powers to do such things as cure the sick, bring about a good harvest, or bring victory to a tribe going to war. And so the Iroquois, as well as other Eastern Woodland Native Americans, lived out their lives in this way. They told stories and celebrated their history, they worshiped the Great Spirit, and they lived in harmony with the land and all living creatures.

1. What is the main idea of the paragraph?

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2. List the supporting details:

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

### *-able*: Suffix Meaning “able to be”

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

Write the correct word to complete each sentence.

believe	enjoyable	value	chew
valuable	chewable	enjoy	believable

- Someone donated a \_\_\_\_\_ sculpture to the art museum to be put on permanent display.
- When meat is too tough, it is hard to \_\_\_\_\_ and my jaw gets tired.
- I can't wait to get outside and \_\_\_\_\_ the rare warm, sunny weather at this time of year.

4. Grandpa made up a very \_\_\_\_\_ story about a fishing trip gone wrong that all of us grandchildren really thought happened.
5. Do you think the odd coin I found has some \_\_\_\_\_?
6. Since she had lied to me in the past, I wasn't sure whether to \_\_\_\_\_ her latest story.
7. The goodie bag I got at the party had a mix of hard and \_\_\_\_\_ candy.
8. Write your own sentence using the one word left in the box.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

*Write the correct word to complete each sentence.*

flex	forcible	access	force
accessible	flexible	reverse	reversible

1. We watched a little boy at the playground \_\_\_\_\_ his muscles to show how strong he was.
2. The ramp made the library \_\_\_\_\_ to people who could not easily walk up the steps.
3. I had to \_\_\_\_\_ the gate shut to lock it because it would not stay shut on its own.

4. My brother chose to \_\_\_\_\_ the order in which he did his homework, starting with math today instead of ending with it.
5. The door to the office showed signs of \_\_\_\_\_ entry after the robbery.
6. I cannot \_\_\_\_\_ the library's catalog online because the Internet is not working.
7. My plans for Saturday are \_\_\_\_\_ and can be easily changed if we need to take care of anything.
8. Write your own sentence using the one word left in the box.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

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



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

1. *bendable*

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

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

2. *accessible*

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

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

3. *predictable*

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

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

4. *reversible*

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

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

5. *valuable*

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Word Sort

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

**'el'** > /ə/ + /l/

**'al'** > /ə/ + /l/

**'le'** > /ə/ + /l/

**'tion'** > /sh/ + /ə/ + /n/

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

lesson	ankle	numeral	button	condition
mantle	multiplication	total	jargon	stumble
raisin	captain	chapel	postal	called
barrel	well	knuckle	direction	stencil
tinsel	bridal	bald	section	nasal

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Presentation Rubric

*Listen to the read-aloud and circle the area on the rubric that best describes the presentation. Discuss with the student why you marked each category.*

CATEGORY	4	3	2	1
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members most of the time. (80%)	Volume is loud enough to be heard by all audience members at least some of the time. (70%)	Volume is often too soft to be heard by all audience members.
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Pace</b>	Reads with appropriate speed so that audience members can clearly understand the poem. Rate of speech slows or speeds up to match tone of the story or poem.	Reads with appropriate speed to allow for clear understanding by most of the audience throughout the story or poem.	Speed of reading allows for understanding by only some of the audience members some of the time.	Rate of speech interferes with most of the audience's understanding of the story or poem most of the time.
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Assessment

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

**'tion'** > /sh/ +  
/ə/ + /n/

**'le'** > /ə/ + /l/

**'el'** > /ə/ + /l/

**'al'** > /ə/ + /l/

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

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

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

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

*Dictated Sentences:*

1.

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2.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Summary Chart

*Identify who, what, when, where, why, how and other important information in the story. Be sure to use key words and phrases in the story that helped you answer the who, what, when, where, why, how and other important information. CHALLENGE: Try to make one inference in the story and include words and phrases from the text that support the inference.*

Question	Important words and phrases
Who?	
What?	
When?	
Where?	
Why?	
How?	
Other?	
Challenge: Inferences?	



*Summary:*

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## Grammar Skills

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

1. The woolly mammoth's footprints were huge.

Singular Possessive Noun:

What belongs to him/her/it?

\_\_\_\_\_

\_\_\_\_\_

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

Singular Possessive Noun:

What belongs to him/her/it?

\_\_\_\_\_

\_\_\_\_\_

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

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

Plural Possessive Noun:

What belongs to them?

\_\_\_\_\_

\_\_\_\_\_

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

Plural Possessive Noun:

What belongs to them?

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

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

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

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## Dictionary Skills

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

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

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

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Yutu

How did Yutu change Miki's life? Explain.

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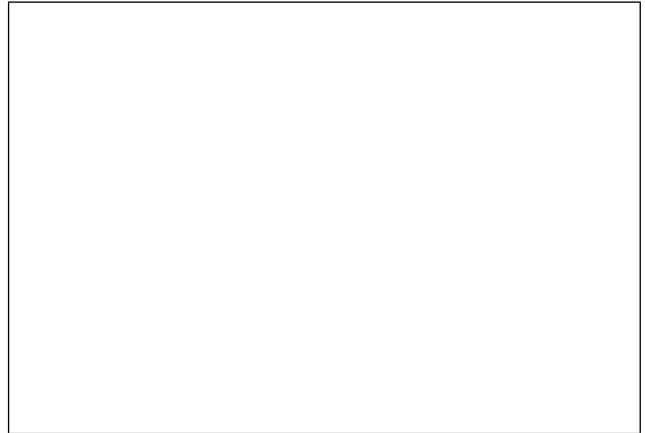
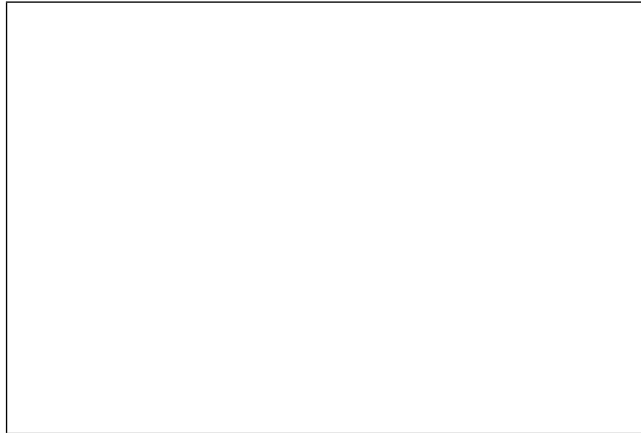


NAME: \_\_\_\_\_

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## Text Connections

### Section 1 (Whole group):



*Rewrite the process using clue words:*

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### Section 2 (With a partner):



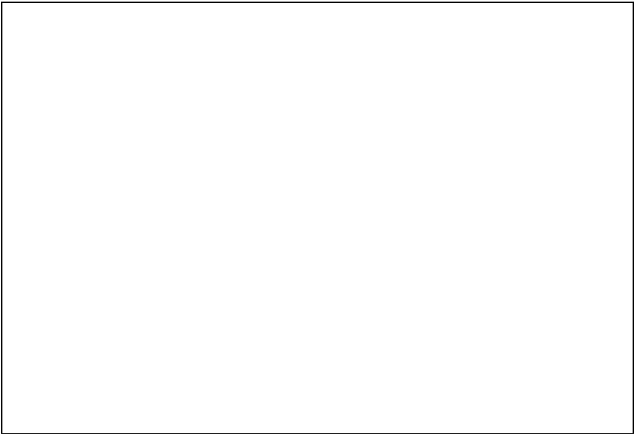
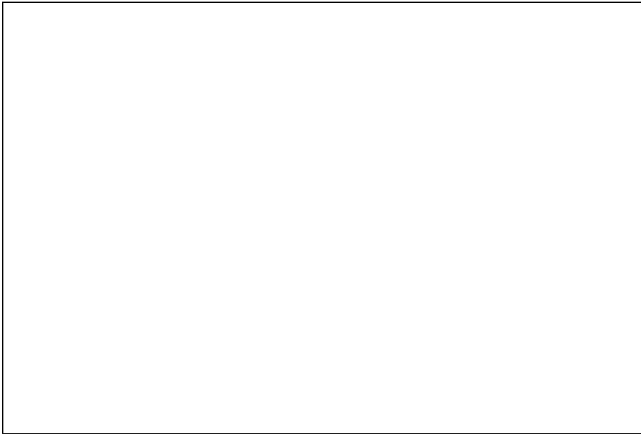
*Rewrite the process using clue words:*

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**Section 3 (on your own):**



*Rewrite the process using clue words:*

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NAME: \_\_\_\_\_

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

	Information from the illustration (setting, characters, and mood)	Connection between illustration and reading text
<p><b>Picture 1</b></p> 		
<p><b>Picture 2</b></p> 		

	<p style="text-align: center;"><b>Information from the illustration (setting, characters, and mood)</b></p>	<p style="text-align: center;"><b>Connection between illustration and reading text</b></p>
<p><b>Picture 3</b></p> 		
<p><b>Picture 4</b></p> 		
<p><b>Picture 5</b></p> 		

## Student Self-Reflection

*Directions: How does your recording match up to the rubric? In the “My Work” column, put your score (4, 3, 2 or 1) in that category and write a sentence explaining why you gave yourself that score.*

CATEGORY	4	3	2	1
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members most of the time. (80%)	Volume is loud enough to be heard by all audience members at least some of the time. (70%)	Volume is often too soft to be heard by all audience members.
<b>My Work</b>				
<b>Speaks Clearly</b>	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly most of the time, but mispronounces one word.	Speaks clearly and distinctly some of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
<b>My Work</b>				
<b>Intonation (Enthusiasm)</b>	Generates a strong interest and enthusiasm about the topic in others.	Most of the time generates a strong interest and enthusiasm about the topic in others.	Some of the time generates interest and enthusiasm.	Did not generate much interest in topic being presented.
<b>My Work</b>				

CATEGORY	4	3	2	1
<b>Pace</b>	Reads with appropriate speed so that audience members can clearly understand the poem. Rate of speech slows or speeds up to match tone of the story or poem.	Reads with appropriate speed to allow for clear understanding by most of the audience throughout the story or poem.	Speed of reading allows for understanding by only some of the audience members some of the time.	Rate of speech interferes with most of the audience's understanding of the story or poem most of the time.
<b>My Work</b>				
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>My Work</b>				

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“Let’s go,” said the first brother.

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

The four brothers followed Four Eyes. Four Eyes sniffed the ground. They could all sense that Nyah-gwaheh was close by. It was important that they found its tracks before it began to follow them.

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

Suddenly, Four Eyes lifted his head and barked.

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

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

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

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

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

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

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

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

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



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

Suddenly, Four Eyes began to bark.

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

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

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page \_\_\_\_\_

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

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

page \_\_\_\_\_

3. Where did the great bear lead the brothers?

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

page \_\_\_\_\_

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

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page \_\_\_\_\_

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

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

## Unit 8 Assessment

### Geronimo: His Own Story

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

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

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

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

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

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

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

With my brothers and sisters, I played about my father's home. Sometimes, we played at hide-and-seek among the rocks and pines.

Sometimes, we sat in the shade or went looking for berries while our parents worked in the field. Sometimes, we pretended that we were warriors, sneaking up on some imaginary enemy. Sometimes, we would hide from our mom to see if she could find us. Sometimes, we would stay hidden for many hours.

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

Our field usually contained about two acres of ground. The fields were never fenced. Many families farmed in the same valley. All of them would help protect the crops from deer and other wild animals.

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

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

Small children wore very little clothing in winter and none in the summer. Women usually wore a skirt, which consisted of a piece of cotton

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

cloth fastened about the waist and extending to the knees. Men wore loin cloths and moccasins. In winter, they had shirts and leggings as well.

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

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

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

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

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

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

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

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

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

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



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

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

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

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

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

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

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## Fire: A Cherokee Myth

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

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

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

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

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

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

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

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

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

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

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

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

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

“I will manage,” said the Water Spider.

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

\_\_\_\_\_ Water Spider

\_\_\_\_\_ Screech Owl

\_\_\_\_\_ Black Racer Snake

\_\_\_\_\_ Hooting Owl

\_\_\_\_\_ Raven

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

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

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

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

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

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

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

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

- A. cooled
- B. burned
- C. wafted
- D. cleaned

16. Why did the animals want to get the fire?

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

17. What caused the fire to start?

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

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

The purple hats of the women were all shaped differently.

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

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

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# The Lion and His Advisors

(A Fable from Aesop)

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

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

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

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

He summoned the Sheep into his den first.

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

The Sheep thought the Lion wanted to know the truth.

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Next, the Lion summoned the Wolf.

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

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

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

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

Then, the Lion summoned the Fox.

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

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

Moral: A wise man knows when to remain silent.



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

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

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

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

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

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

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

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

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

25. Write a summary of this selection.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

29. Rewrite the sentence, replacing the possessive nouns with possessive pronouns.

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

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

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

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

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Compare and Contrast Native American Groups

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

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

Ways the two groups are similar:

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Ways the two groups are different:

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## The Taos Pueblo

A pueblo is a Native American village. The Taos Pueblo is located 12  
in New Mexico. The houses in the Taos Pueblo are made of stone and 26  
mud. The mud is called adobe. 32

The houses in the pueblo are built side-by-side. In some cases, 45  
they are built one on top of another. From a distance, the pueblo 58  
looks like it is all one building. But that is not the case. In fact, it 74  
is made up of many houses. The houses share walls, but they are 87  
separate. 88

There are many pueblos in the Southwest. The Taos Pueblo is 99  
one of the oldest. It was built about 1,000 years ago. People have been 113  
living in it ever since. It is the oldest continuously inhabited town in 126  
the United States. 129

There were Native Americans living in the Taos Pueblo when 139  
Christopher Columbus set sail in 1492. Some of those people were 150  
still alive in 1540, when Coronado explored the Southwest. One of 161  
Coronado's captains visited Taos. 165

Eventually, the Spanish took over the Southwest. Many Native 174  
Americans converted to Christianity. But some resisted. In 1680 a 184  
Native American leader named Popé planned a revolt. Popé used 194  
the Taos Pueblo as his base. From Taos, he sent messages to other 207  
pueblos. He urged the native people to fight against the Spanish. He 219  
set a date. He wanted all of the native people to rise at the same time. 235



The Pueblo Revolt was a success, at least at first. The Native Americans drove the Spanish out. For ten years, they ruled themselves. In the end, however, the Spanish took over once again.	247 257 268
The Taos Pueblo remained part of the Spanish Empire for many years. Eventually, New Mexico became part of the United States. Today, the Taos Pueblo is part of a Native American reservation.	279 289 300
About 100 people live in the pueblo today. Some of them are descendants of the men who greeted Coronado’s men; others are descendants of men who fought with Popé.	312 322 329
What is it like to live in the Taos Pueblo? It is an old-fashioned sort of life in some ways. Most of the houses have only two rooms. One room is for sleeping. The other is for cooking and eating. The houses in the pueblo do not have electricity. They don’t have pipes and running water, either.	344 358 371 383 387
In the old days, the Pueblo people had very little furniture. Nowadays, most Pueblo houses have tables, chairs, and beds. So what do you think? Would you like to live in the Taos Pueblo?	398 409 421

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## W.C.P.M. Calculation Worksheet

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

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

Story: *The Taos Pueblo*

Total words: 421

<p style="text-align: center; font-weight: bold;">Words</p> <div style="text-align: center;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto; margin-bottom: 5px;"></div> <p style="margin: 0;">Words Read</p> </div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto; margin-bottom: 5px;"></div> <p style="margin: 0;">Uncorrected Mistakes</p> </div> <hr style="width: 50%; margin: 0 auto;"/> <div style="text-align: center;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div> <p style="margin: 0;">Words Correct</p> </div>	<p style="text-align: center; font-weight: bold;">Time</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 20%;">Minutes</td> <td style="width: 20%;"></td> <td style="text-align: center; width: 20%;">Seconds</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td style="text-align: center;">[ ]</td> <td></td> <td style="text-align: center;">[ ]</td> <td></td> <td style="text-align: right;">Finish Time</td> </tr> <tr> <td style="text-align: center;">-</td> <td></td> <td style="text-align: center;">-</td> <td></td> <td style="text-align: right;">Start Time</td> </tr> <tr> <td style="text-align: center;">[ ]</td> <td></td> <td style="text-align: center;">[ ]</td> <td></td> <td></td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black;"></td> <td colspan="2" style="border-top: 1px solid black;"></td> <td></td> </tr> <tr> <td style="text-align: center;">[ ]</td> <td></td> <td style="text-align: center;">[ ]</td> <td></td> <td style="text-align: right;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center;">↓</td> <td colspan="2" style="text-align: center;">↓</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;">( [ ] × 60 )</td> <td style="text-align: center;">+ [ ]</td> <td style="text-align: center;">=</td> <td style="text-align: center;">[ ]</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: right;">Time in Seconds</td> </tr> </table>	Minutes		Seconds			[ ]		[ ]		Finish Time	-		-		Start Time	[ ]		[ ]								[ ]		[ ]		Elapsed Time	↓		↓			( [ ] × 60 )		+ [ ]	=	[ ]					Time in Seconds
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<p style="text-align: center; font-weight: bold;">W.C.P.M.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 20%;">[ ]</td> <td style="text-align: center; width: 10%;">÷</td> <td style="text-align: center; width: 20%;">[ ]</td> <td style="text-align: center; width: 10%;">× 60 =</td> <td style="text-align: center; width: 20%;">[ ]</td> </tr> <tr> <td style="text-align: center;">Words Correct</td> <td></td> <td style="text-align: center;">Time in Seconds</td> <td></td> <td style="text-align: center;">W.C.P.M.</td> </tr> </table>		[ ]	÷	[ ]	× 60 =	[ ]	Words Correct		Time in Seconds		W.C.P.M.																																			
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Words Correct		Time in Seconds		W.C.P.M.																																										

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

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Cover: Mehau Kulyk/Science Source; 1.3 (Etu's brother's footprints): Kathryn M. Cummings; 2.1 (Map): Michelle Weaver; 2.2A (Tribe life): Tyler Pack; 2.2B (Chief and plains): Shari Griffiths; 2.2C (Tribe farming): Scott Hammond, Shari Griffiths; 2.3 (Regions map): Core Knowledge Staff; 3.1 (Akando and Aponi): Michelle Weaver; 7.2 (Alo looks back): Durga Bernhard; 8.1A (Flo and Meda race): Durga Bernhard; 8.1B (Signs of spring): Durga Bernhard; 8.1C (Maple syrup): Brittany Tingey; 8.1D (Racing back): Brittany Tingey; 12.1A (Great bear marks): Sharae Peterson; 12.1B (Village leader): Sharae Peterson; 12.1C (Search for Nyah-gwaheh): Jed Henry; 12.D (Chasing Nyah-gwaheh): Jed Henry; 12.1E (Four brothers realize): Jed Henry

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