



Grade 3

Unit 6 | Teacher Guide

The Viking Age

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The Viking Age

Teacher Guide

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Introduction

THE VIKING AGE

This introduction includes the necessary background information to teach the Viking Age unit. This unit contains 11 daily lessons, plus one Pausing Point day that may be used for differentiated instruction. Each lesson will require a total of 120 minutes. The first five days of this unit include the Mid-Year Assessment. Please note that this unit is organized differently from other units in Grade 3, as this unit also includes a Quest. A Quest is an interactive learning experience where students learn key content in a problem-based learning environment.

The Quest for Grade 3 is called *Far From Home: A Viking's Journey*. There is a separate teacher's guide for the Quest. The Quest comprises five 45-minute lessons. In each lesson, the class lands in a new place where there was a Viking settlement in history, starting with Vinland, stopping at Greenland, Iceland, and England, and then arriving in Norway.

The chart below will help you understand how to use the Quest in conjunction with The Viking Age Teacher's Guide for the first five lessons of this unit:

Week One					
Min.	Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
75	The Viking Age Teacher's Guide				
45	Far From Home: A Viking's Journey Teacher's Guide	Far From Home: A Viking's Journey Teacher's Guide	Far From Home: A Viking's Journey Teacher's Guide	Far From Home: A Viking's Journey Teacher's Guide	Far From Home: A Viking's Journey Teacher's Guide

For the remainder of the unit, please use this Teacher's Guide, The Viking Age, for 120 minutes of instruction.

Mid-Year Assessment

In this unit, a Mid-Year Assessment is provided during the first week of whole group skills instructional time. There are four main components of the assessment: a written assessment of silent reading comprehension, a written assessment of morphology, a written assessment of grammar, and the oral reading of words in isolation, the last of which is administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed over the course of one or two 30-minute blocks of time. This should approximate the extended end-of-year assessments that Grade 3 students may take. There are three passages for students to read and questions after each passage for students to answer.

Students should remain seated and be encouraged to work diligently throughout the time allotted for the assessment. You should circulate throughout the room, giving encouragement to students. You should not, however, provide any assistance in reading or explaining any part of the assessment. If students ask for help, simply say in a kind and encouraging voice, "I just want you to do your very best. If you can't figure something out, then come back to it later."

Similarly, the morphology and grammar assessments are meant to be completed in one 30-minute sitting each. Students should again be encouraged to do their very best work and remain seated while all classmates finish.

The oral portion of the assessment evaluates skills in reading words in isolation. Students will be asked to read words one-on-one as you mark their pronunciation on a sheet that lists the phonemes and syllabication of each word. Explicit directions for the administration of this test are included in this Teacher Guide.

In Lessons 2–4, we have supplied independent practice worksheets for students to complete as you work one-on-one to evaluate each student in your classroom individually using the Word Reading in Isolation Assessment. The use of these worksheets at any point during the week is at your discretion.

SKILLS

Reading

The Reader of Unit 6 is *Gods, Giants, and Dwarves*. The content of this Reader focuses on Norse mythology. These Norse myths, which have been passed down through many generations, complement the Quest for this unit, which presents factual information about the Vikings. Norse gods, goddesses, dwarves, and giants occupied nine worlds. The genealogy of these creatures is rather complex, and this instruction only skims the surface of this vast body of literature.

Spelling

During this unit's spelling exercises, students will review words with spelling patterns of /k/ spelled 'c', 'k', 'ck', 'ch', and 'cc' and spelling patterns of /s/ spelled 's', 'c', 'ss', 'ce', 'se', 'st', and 'sc'. Students should be familiar with most of these spelling alternatives, as they were taught in Grade 2. Two Challenge Words have been assigned each week. Content Words will continue. Each week, students will have the option of trying to spell a content-related word on the weekly spelling assessment. In this unit, the Content Word will follow the spelling pattern for the week.

Grammar

In grammar, students will continue their study of conjunctions as a part of speech. Students will review the correct usage of the conjunction *because*, which is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something. Students will practice identifying and creating sentences using this conjunction.

Morphology

During the morphology portion of the lessons, students will work with the suffixes *-ive* and *-ly*. Students will continue to learn how suffixes change the meaning of root words and how suffixes added to a word can change the part of speech of that word. Students will have opportunities to apply their new knowledge of the changed meanings and parts of speech during workbook practice.

KNOWLEDGE: WHY THE VIKING AGE IS IMPORTANT

This unit will build upon what students have already learned about ancient civilizations. Students will be introduced to the people of the Viking Age: the men, women, and children who spoke the Old Norse language and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark. Students will learn about the culture, region, and everyday life of the Norse people, who made a living through farming, fishing, and trading. Students will also learn about the Viking explorers who traveled across the ocean to settle in new lands, including Greenland, Iceland, and Newfoundland.

This unit on the Viking Age will provide students opportunities to build content knowledge and draw connections to the Social Studies subject area, but does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Geography, History, and Social Studies Skills from the Social Studies discipline.

Prior Knowledge

Students who have received instruction in the program in Grades K–2 will already have pertinent background knowledge for this unit as listed below:

Early American Civilizations (Grade 1)

- Describe how a civilization evolves and changes over time.
- Describe key components of a civilization.

The Ancient Greek Civilization (Grade 2)

- Define the term *civilization*.
- Explain that the ancient Greeks worshipped many gods and goddesses.
- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods.

Stories from Mount Olympus (Grade 2)

- Explain that the ancient Greeks worshipped many gods and goddesses.
- Explain that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers unlike humans.
- Identify the elements of character, plot, and supernatural beings and events in particular Greek myths.

WRITING

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for this unit is a short, informational writing piece that focuses on character descriptions. Students do a variety of activities to help them analyze a character and then create a paragraph that incorporates those activities.

Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the read-aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available on the program's digital components site. This component was created to accompany materials for Grade 3. It consists of selections from a variety of genres, including poetry, folklore, and fables. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). For more information on implementation, please consult the supplement.

INSTRUCTIONAL COMPONENTS

Teacher Resources

For this unit, you will also use the Teacher Guide for the Quest, *Far From Home: A Viking's Journey*.

At the back of this Teacher Guide, you will find a section titled "Teacher Resources." In this section, you will find the following:

- Glossary
- Activity Book Answer Key

DIGITAL RESOURCES

In the Advance Preparation section of each lesson, you will be directed to prepare to project images associated with the Read-Aloud portion of the lesson. These can be found on the program's digital components site.

ACADEMIC VOCABULARY

Lesson 2

- mead
- veil
- scoundrel
- hideous
- dwarf
- awry
- assembly
- summon

Lesson 3

- realm
- creature
- surly
- craftsman
- flatter
- anvil
- forge
- master
- guardian

Lesson 4

- boomerang
- journey
- villainy
- beast
- wisdom

Lesson 5

- rogue
- maid of honor

- massive
- barrel-chested
- corset
- dainty
- conceal
- adventure

Lesson 6

- belch
- fast

Lesson 7

- disguise
- rumor
- swear
- mistletoe

Lesson 8

- despair
- steed
- mourn

Lesson 9

- patience
- vow
- serpent
- writhe
- prophecy
- triumph
- fate

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Norse Mythology

PRIMARY FOCUS OF LESSON

Language

Students will categorize words using different spelling patterns for /k/.

✦ **TEKS 3.2.B.iv**

✦ Students will identify homophones. **TEKS 3.3.D**

Reading

Students will make predictions about characters from Norse mythology.

✦ **TEKS 3.6.C; TEKS 3.8.B; TEKS 3.9.A**

FORMATIVE ASSESSMENT

Activity Page 1.1

Mid-Year Assessment

✦ **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.10.A**

Journal Entry

Predictions Make predictions about characters from

✦ Norse mythology. **TEKS 3.6.C**

✦ **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author's purpose and message within a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Mid-Year Assessment (30 min.)			
Assessment	Independent	30 min.	<input type="checkbox"/> Activity Page 1.1
Language (15 min.)			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Spelling Chart (Digital Projections)
Reading (30 min.)			
Introducing the Reader	Whole Group	20 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> world map
Making Predictions	Independent	10 min.	
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.2

ADVANCE PREPARATION

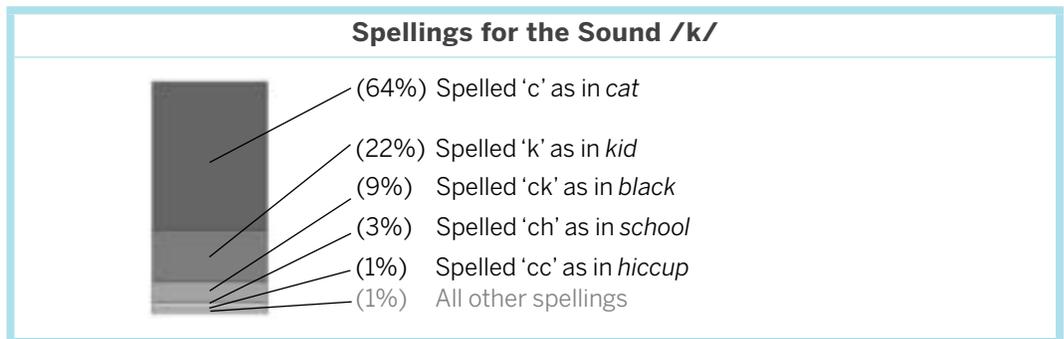
Language

- On chart paper, create the following chart or prepare to display Digital Projection DP.U6.L1.1.

'c' > /k/	'k' > /k/	'ck' > /k/	'ch' > /k/	'cc' > /k/

Note: During this week, you will review spellings of /k/ spelled 'c', 'k', 'ck', 'ch', and 'cc'. Students should be familiar with all of these spellings, as they were taught in Grades 1 and 2.

- The following chart is provided for your review:



- Here are some patterns for you to be aware of:
 - The spelling 'c' is found at the beginning, in the middle, or at the end of syllables (*cat*, *act*, *attic*).
 - The spelling 'k' is found at the beginning, in the middle, or at the end of syllables (*kite*, *skin*, *cook*).
 - The spelling 'ck' is found at the end of syllables, after short vowel sounds (*back*, *slick*, *rocking*).
 - The spelling 'ch' is found at the beginning, in the middle, or at the end of syllables (*chaos*, *anchor*, *stomach*).
 - The spelling 'cc' is always found in the middle of words (*raccoon*, *soccer*)
- In this unit, students will focus on three academic vocabulary words: *devise*, *formulate*, and *appropriate*. Academic vocabulary words are ones that support reading comprehension and may appear across a variety of materials, in

language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on year-end assessments that Grade 3 students may take. Where applicable, use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- To *devise* means to think of a way to create something.
- We define *formulate* as to devise an idea and then state it in a clear way.
- *Appropriate* means suitable, fitting, or right.
- We encourage you to define these words for students and use all three of these words throughout the school day so that students may experience multiple uses of them.

Reading

- During this unit, students will be writing every day in response to their reading. You may want to have students create a small journal or portfolio, or use a notebook to keep each day's writing.

Universal Access

- Display a world map and locate Scandinavia.
- Locate *Stories of Ancient Rome* from The Ancient Roman Civilization unit to review myths.

Start Lesson

Lesson 1: Norse Mythology

Mid-Year Assessment



ASSESSMENT (30 MIN.)

TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.10.A

- During this week, you will be administering the Mid-Year Assessment to students. This is a valuable time to pause and reflect on the progress that students have made and plan to address any deficiencies that may be appearing at this point in the year.

TEKS 3.6.F Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author's purpose and message within a text.

Activity Page 1.1



Support

Circulate throughout the room providing encouragement as students work but do not assist students with the assessment.

- At the end of Lesson 2, you will find a guide that will assist you in determining the areas of concern and success for each student for silent reading comprehension and word reading in isolation.
- Ask students to turn to Activity Page 1.1.
- Tell students this is a long assessment, and it is very important they do their best. Tell students that they will be working for only 30 minutes today, and they will most likely not finish today. Tomorrow they will finish anything they did not finish today.
- Remind students to take their time, work carefully, and check their work.
- Tell students that this assessment consists of three reading selections. Each reading selection is followed by comprehension questions.
- Tell students to silently read the first selection and then answer the comprehension questions. Tell them they should refer back to the reading selection if needed as they answer the questions. When they finish the first selection and set of questions, they should start the second selection and set of questions. When they finish the second selection, they should start the third selection and set of questions.
- Tell students to work until you tell them to stop or until they see the stop sign.
- Collect students' activity pages and staple them together. You will need to give the activity pages back to students during the next lesson if they have not finished.

Lesson 1: Norse Mythology Language



Primary Focus: Students will categorize words using different spelling patterns

- ✦ for /k/. **TEKS 3.2.B.iv**
- ✦ Students will identify homophones. **TEKS 3.3.D**

INTRODUCE SPELLING WORDS (15 MIN.)

- Tell students that this week they will review all the spellings of /k/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

✦ **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

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

- Go back through the list of words, having students read the words and tell you what letters to circle for /k/.

1. c oarse	12. quick l y
2. thi ck ness	13. c andle
3. snowfla k e	14. att ack
4. oc cure	15. ch aracter
5. an ch or	16. c ourse
6. so cc er	17. k angaroo
7. c alendar	18. ac complish
8. k indness	Challenge Word: <i>example</i>
9. oc cupy	Challenge Word: <i>mountain</i>
10. look o ut	Content Word: <i>Loki</i>
11. stom ach	

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *example* and *mountain*, are also part of their spelling list and are words used very often. Neither Challenge Word follows the spelling patterns for this week. Use the Challenge Words in sentences as examples for students: “An *example* of a color is red.” “The athlete climbed the *mountain* for exercise.”
- Remind students that this week they once again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and don't get it right, they will not be penalized. Simply correct it as you do the

other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is that they tried something that was a stretch for them academically.)

- Tell students that the Content Word, *Loki*, does follow the spelling pattern for this week, as the 'k' is pronounced /k/. *Loki* is a content-related word. Loki is a character in the Norse myths who is a trickster, or one who is full of mischief. He is a main character in *Gods, Giants, and Dwarves*.
- Point out to students that two of the spelling words sound alike but are spelled differently. (*course, coarse*)
- Tell students that words like these are called homophones.
- Remind students that homophones are words that sound alike but are spelled differently and have different meanings. Students learned the homophones *been* and *bin* in a previous unit.
- Tell students that one definition of *course* is a part of a meal served by itself, and the definition of *coarse* is having a rough surface or texture. Read these sentences to students: "The main *course* was a pasta dish." "Sandpaper has a *coarse* surface."
- If there is time, you might generate a short list of homophones with students. The list may include some of the following. There are certainly many more pairs of homophones that can be generated by your class. Select the ones that best suit students. **TEKS 3.3.D**

1. there/their
2. two/to/too
3. pair/pare/pear
4. hear/here
5. your/you're

- Draw the following table on the board, or use previously prepared chart DP.U6.L1.1.

➤ Projection DP.U6.L1.1

'c' > /k/	'k' > /k/	'ck' > /k/	'ch' > /k/	'cc' > /k/

➤ TEKS 3.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- Ask students to refer to the spellings for /k/ on the Individual Code Chart. Point out that there are five spellings for /k/.
- Point out that this week they have spelling words that use all five of the different spellings for /k/.
- Ask students to tell you which words to list under each of the headers. Briefly explain the meaning of each word.

'c' > /k/	'k' > /k/	'ck' > /k/	'ch' > /k/	'cc' > /k/
coarse	snowflake	thickness	anchor	occur
calendar	kindness	quickly	stomach	soccer
candle	lookout	attack	character	occupy
course	kangaroo			accomplish
	Loki			

- Tell students this table will remain on display until the assessment so that they may refer to it during the week.
- Tell students they will take home Activity Page 1.2 with this week's spelling words to share with a family member.

Lesson 1: Norse Mythology

Reading



Primary Focus: Students will make predictions about characters from Norse mythology. **TEKS 3.6.C; TEKS 3.8.B; TEKS 3.9.A**

INTRODUCING THE READER (20 MIN.)

- Make sure that each student has a copy of the Reader, *Gods, Giants, and Dwarves*. Explain that this Reader includes myths from the ancient Scandinavian countries.
- Tell students that the word *Norse* comes from the word *north*; the warriors who lived in the north were called Vikings. The Vikings passed down the Norse myths in this Reader through many generations.
- Ask students what they already know about Vikings.

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.



Reading
Reading Closely

Beginning

Provide students with sentence frames to describe the images such as “Thrym is bigger than ____” or “Sif has hair that is ____.”

Intermediate

Pair students and have them describe the images.

Advanced/Advanced High

Pair students to describe the images and make predictions about one character.

ELPS 4.F

- Remind students that, in the earlier unit on Ancient Rome, they read several Roman myths; ask them to name and briefly describe these myths (for example, “Cupid and Psyche” and “Androcles and the Lion”).
- Ask students to describe what myths are. (Myths are fictional tales that often include gods and goddesses with supernatural powers. Ancient people often used myths to explain natural events for which they did not have a scientific explanation. The violence often found in myths reflects the harsh realities of ancient times.)
- Have students turn to the table of contents.
- Either read several chapter titles from the table of contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students if they have any predictions about what the Reader might be about.

Introducing the Kingdoms of Norse Mythology

- Have students turn to **page 7** of *Gods, Giants, and Dwarves*. Point to each of the following kingdoms, or lands, of Norse mythology in the image on **page 7** and introduce them to students using the following explanations.

Note: There is a pronunciation key on **page 6** of the Reader that includes information about how to say the names of the kingdoms and the characters in Norse mythology. The first name in the following list is not included in the pronunciation key but does appear in the Reader.

- Yggdrassil [EEG-dro-sil]—A giant tree said to hold up the whole universe. It has three roots—one root stretched to the land of ice; one root to Asgard, the land of the gods; and one to Jotunheim, the land of the giants.
- Asgard—The land of the gods.
- Valhalla—A place where brave men who had died feasted while Valkyries served them; the “Hall of the Slain” where the brave men would be honored as heroes.
- Jotunheim—The land of the giants that was very mountainous.
- Midgard—Earth, which was connected to Asgard by the Rainbow Bridge.
- Hel—The underworld; also the name of the goddess of the underworld.
- Nidavellir—The underground land of the dwarves.

Introducing the Characters in Norse Mythology

- Have students turn to **pages 8–9** of *Gods, Giants, and Dwarves*. Point to each of the following characters in the image and, using the following explanations, introduce them to students. Tell students to listen carefully to the explanation of each character and decide which character might be their favorite.
 - Odin—Also called Woden and many other names; the ruler of the gods; lived in Asgard; had an eight-legged horse; also had two ravens who flew around the world each day and returned at night to report the happenings of the world; often magically transformed his appearance. One saga says that Odin transformed himself to appear like a wandering traveler in order to drink from the Well of Wisdom. To drink from the Well of Wisdom, Odin had to sacrifice his eye, symbolizing his willingness to gain the knowledge of the past, present, and future. As he drank, he saw all the sorrows and troubles that would fall upon men and the gods. He also saw why the sorrows and troubles had to come to men.
 - Frigga—Odin’s wife, queen of Asgard; mother of Balder and Hod; stepmother of Thor; personification of “Mother Earth.”
 - Balder—Son of Odin and Frigga and one of the most loved gods in Asgard; he was considered a shining god of light.
 - Hod—Balder’s twin brother, who was blind.
 - Valkyries—Maidens who waited on and served Odin at Asgard and the brave, dead men in Valhalla; also said to hover around battlefields during war so that they could transport brave Norsemen killed in battle to Valhalla.
 - Tyr—God of war.
 - Freya—Goddess of love and beauty; had a chariot drawn by two cats; had a beautiful necklace of gold and jewels made by the dwarves; also had a cloak of falcon feathers; loaned feathers from her cloak to the other gods when they needed to travel or fly somewhere quickly.
 - Sif—Thor’s wife.
 - Thor—Son of Odin; the strongest god; the thunder god; had a magic hammer and a magic belt that he used to fight the giants, who were enemies of the gods. The hammer could hit any target. After hitting its target, the hammer returned to Thor’s right hand all by itself. When Thor put on the magic belt, he became twice as strong. Thor rode in a chariot

pulled by two goats. Whenever Thor rode in his chariot, people could hear the noise from the wheels (thunder) and see the strong sparks the wheels sent out as they sped across the sky (lightning). Others said the mighty sparks came from his hammer. Humans called this thunder and lightning.

- Loki—Son of the giants (who were actually the enemies of the gods), but Odin invited him to live at Asgard as his “blood brother”; a trickster, full of mischief; often got into trouble; could transform his appearance to trick others; in the images in this Reader, Loki appears smaller than other giants and more like the size of gods.
- Siguna—Loki’s wife.
- Thrym—A giant who was in love with Freya; stole Thor’s hammer.

Challenge

Ask students how the illustrations reveal clues about the characters.

- Have students identify which characters would live in each of the realms on the tree, Yggdrasil, on **page 7**. (Valhalla—Valkyries; Asgard—Odin, Frigga, Balder, Hod, Tyr, Freya, Sif, Thor, Loki, Siguna, Heimdall; Jotunheim—Thrym; Nidavellir—dwarves)
- Tell students that, during the next lesson, they will begin reading the adventures of some of the Norse gods.

MAKING PREDICTIONS (10 MIN.)

Support

Remind students that the plot of a text is all the events that happen in the story.

- Turn and Talk: Have students turn to a partner and tell him or her which of the Norse characters is their favorite and why. Encourage students to predict what they think their favorite character might be like and what they might do in the upcoming stories.
- Have several students share with the whole class.
- Direct students to their notebook, journal, or blank paper.
- Explain to students that for this unit they will be doing various writing activities for each one of the myths in the Reader. Tell students that they will be analyzing characters, settings, and plots of the texts they read.
- Have students record the name of the character that they think will be their favorite.

Journal Entry



- Below the name of their favorite character, students should explain the following using complete sentences:
 - This is my favorite character because _____.
 - I would describe this character as _____.
 - I think this character will _____.

~~~~~  
End Lesson  
~~~~~

Lesson 1: Norse Mythology

Take-Home Material

- Have students take home Activity Page 1.2 to share with a family member.

Challenge

For students that do not need sentence starters, encourage them to write a complete paragraph using a topic sentence and adding details.

Activity Page 1.2



2

“Sif’s Golden Hair”

PRIMARY FOCUS OF LESSON

Language

Students will write sentences using the conjunction *because*.

✦ **TEKS 3.11.D.viii**

Reading

Students will examine a Norse myth and identify characters, setting, and plot.

✦ **TEKS 3.6.C; TEKS 3.6.H; TEKS 3.7.C; TEKS 3.8.C**

FORMATIVE ASSESSMENT

Activity Page 1.1

Mid-Year Assessment

✦ **TEKS 3.2.A.i; TEKS 3.6.F; TEKS 3.6.G;
TEKS 3.7.C; TEKS 3.10.A**

Activity Page 2.3

Cause and Effect: Conjunction *because* Combine simple sentences to form a new sentence.

✦ **TEKS 3.11.D.viii**

Activity Page 2.2

“Sif’s Golden Hair” Answer questions about the text referring explicitly to the text.

✦ **TEKS 3.6.C; TEKS 3.6.H; TEKS 3.7.C; TEKS 3.8.C**

✦ **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.10.A** Explain the author’s purpose and message within a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Mid-Year Assessment (30 min.)			
Assessment	Independent	30 min.	☐ Activity Page 1.1
Language (15 min.)			
Grammar: Conjunction <i>because</i>	Whole Group	15 min.	☐ Activity Page 2.3
Reading (30 min.)			
Introducing the Chapter	Whole Group	5 min.	☐ <i>Gods, Giants, and Dwarves</i> ☐ Activity Pages 2.1, 2.2
Partner Reading	Partner	20 min.	
Wrap-Up	Whole Group	5 min.	
Take-Home Material			
"Sif's Golden Hair"			☐ Activity Page 2.4

ADVANCE PREPARATION

Assessment

- Prepare one copy of the following word list for use during the Word Reading in Isolation Assessment.

Word Reading in Isolation Assessment					
1.	twitch	cherry	squid	approve	bruise
2.	align	castle	affirm	waffle	thumb
3.	stubbing	masked	guesses	movies	ghastly
4.	flooring	toughen	snoozed	smidges	confused
5.	fuzzy	butchers	lodging	prewar	jewels
6.	grapple	lawful	formal	twinkle	label
7.	tobacco	parachute	cashew	coupon	neighbor
8.	immense	laughter	scenery	pinafore	maintain
9.	stewpot	fruitful	ghostlike	earthquake	lightweight
10.	outsource	footloose	rosebush	wristwatch	seafloor
11.	suitcase	foresight	spacewalk	butterscotch	sunbathe
12.	headache	wheelhouse	walkways	rubber band	honeycomb
13.	commonplace	headquarters	spokesperson	grandnephew	thunderstorm

- Prepare one copy for each student of the Word Reading in Isolation Scoring Sheet.

Word Reading in Isolation Scoring Chart					
	a	b	c	d	e
1.	twitch /t/ /w/ /i/ /ch/ closed	cherry /ch/ /air/ • /r/ /ee/ closed • open/long	squid /s/ /k/ /w/ /i/ /d/ closed	approve /ə/ /p/ • /p/ /r/ /oo/ /v/ closed • sep. digraph	bruise /b/ /r/ /oo/ /z/ separated digraph
2.	align /ə/ • /l/ /ie/ /n/ open/schwa • closed	castle /c/ /a/ /s/ • /ə/ /l/ closed • -le	affirm /ə/ • /f/ /er/ /m/ open/schwa • r-cont.	waffle /w/ /o/ /f/ • /f/ /ə/ /l/ closed • -le	thumb /th/ /u/ /m/ closed
3.	stubbing /s/ /t/ /u/ /b/ • /b/ /i/ /ng/ closed • closed	masked /m/ /a/ /s/ /k/ /t/ closed	guesses /g/ /e/ /s/ • /e/ /z/ closed • closed	movies /m/ /oo/ /v/ • /ee/ /z/ digraph • closed	ghastly /g/ /a/ /s/ /t/ • /l/ /ee/ closed • open/long
4.	flooring /f/ /l/ /or/ • /i/ /ng/ closed • closed	toughen /t/ /u/ /f/ • /e/ /n/ closed • closed	snoozed /s/ /n/ /oo/ /z/ /d/ separated digraph	smidges /s/ /m/ /i/ /j/ • /e/ /z/ closed • closed	confused /k/ /u/ /n/ • /f/ /ue/ /z/ /d/ closed • sep. digraph
5.	fuzzy /f/ /u/ /z/ • /z/ /ee/ closed • open/long	butchers /b/ /oo/ /ch/ • /er/ /z/ digraph • r-controlled	lodging /l/ /o/ /j/ • /i/ /ng/ closed • closed	prewar /p/ /r/ /ee/ • /w/ /or/ open/long • r-controlled	jewels /j/ /oo/ • /ə/ /l/ /z/ digraph • -le

	grapple	lawful	formal	twinkle	label
6.	/g/ /r/ /a/ /p/ • /p/ /ə/ /l/	/l/ /aw/ • /f/ /ə/ /l/	/f/ /or/ • /m/ /ə/ /l/	/t/ /w/ /i/ /ng/ • /k/ /ə/ /l/	/l/ /ae/ • /b/ /ə/ /l/
	closed • -le	digraph • -le	r-controlled • -le	closed • -le	open/long • -le
7.	tobacco	parachute	cashew	coupon	neighbor
	/t/ /u/ • /b/ /a/ /k/ • /k/ /oe/	/p/ /air/ • /ə/ • /sh/ /oo/ /t/	/k/ /a/ /sh/ • /oo/	/k/ /oo/ • /p/ /o/ /n/	/n/ /ae/ • /b/ /er/
	open/short • closed • open/long	r-cont. • open/schwa • sep. digraph	closed • digraph	digraph • closed	digraph • r-controlled
8.	immense	laughter	scenery	pinafore	maintain
	/i/ • /m/ /e/ /n/ /s/	/l/ /a/ /f/ • /t/ /er/	/s/ /ee/ /n/ • /er/ • /ee/	/p/ /i/ /n/ • /ə/ • /f/ /or/	/m/ /ae/ /n/ • /t/ /ai/ /n/
	open/short • closed	closed • r-controlled	closed • r-cont. • open/long	closed • schwa • r-controlled	digraph • digraph
9.	stewpot	fruitfly	ghostlike	earthquake	lightweight
	/s/ /t/ /oo/ • /p/ /o/ /t/	/f/ /r/ /oo/ /t/ • /f/ /l/ /ie/	/g/ /oe/ /s/ /t/ • /l/ /ie/ /k/	/er/ /th/ • /k/ /w/ /ae/ /k/	/l/ /ie/ /t/ • /w/ /ae/ /t/
	digraph • closed	digraph • open/long	closed • sep. digraph	r-cont. • sep. digraph	digraph • digraph
10.	outsource	footloose	rosebush	wristwatch	seafloor
	/ou/ /t/ • /s/ /or/ /s/	/f/ /oo/ /t/ • /l/ /oo/ /s/	/r/ /oe/ /z/ • /b/ /oo/ /sh/	/r/ /i/ /s/ /t/ • /w/ /o/ /ch/	/s/ /ee/ • /f/ /l/ /or/
	digraph • r-controlled	digraph • sep. digraph	sep. digraph • digraph	closed • closed	open/long • r-controlled

11.	suitcase	foresight	spacewalk	butterscotch	sunbathe
	/s/ /oo/ /t/ • /k/ /ae/ /s/	/f/ /or/ • /s/ /ie/ /t/	/s/ /p/ /ae/ /s/ • /w/ /aw/ /k/	/b/ /u/ /t/ • /t/ /er/ • /s/ /k/ /o/ /ch/	/s/ /u/ /n/ • /b/ /ae/ /th/
	digraph • sep. digraph	r-controlled • digraph	sep. digraph • digraph	closed • r-controlled • closed	closed • sep. digraph
12.	headache	wheelhouse	walkways	rubberband	honeycomb
	/h/ /e/ /d/ • /ae/ /k/	/w/ /ee/ /l/ • /h/ /ou/ /s/	/w/ /aw/ /k/ • /w/ /ae/ /z/	/r/ /u/ /b/ • /b/ /er/ • /b/ /a/ n/ /d/	/h/ /u/ /n/ • /ee/ • /c/ /oe/ /m/
	closed • separated digraph	closed • sep. digraph	digraph • digraph	closed • r-controlled • closed	closed • digraph • closed
13.	commonplace	headquarters	spokesperson	grandnephew	thunderstorm
	/k/ /o/ /m/ • /m/ /u/ /n/ • /p/ /l/ /ae/ /s/	/h/ /e/ /d/ • /k/ /w/ /or/ /t/ • /er/ /z/	/s/ /p/ /oe/ /k/ /s/ • /p/ /er/ • /s/ /u/ /n/	/g/ /r/ /a/ /n/ /d/ • /n/ /e/ /f/ • /ue/	/th/ /u/ /n/ • /d/ /er/ • /s/ /t/ /or/ /m/
	closed • closed • separated digraph	digraph • r-controlled • r-controlled	separated digraph • r-controlled • closed	closed • closed • digraph	closed • r-controlled • r-controlled

- Create and display a poster entitled “Conjunctions” for use during the Grammar lesson, or use the Conjunctions Poster created in Unit 5.

Conjunctions

Conjunctions are words that **connect** other words or groups of words.

- The conjunction *and* connects words or groups of words. It means plus, along with, or also.
- Add this to the conjunctions poster:
 - The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Write these sentences on the board or chart paper for use during the Language lesson:

She stayed warm outside because she remembered to put on her heavy coat.

School was cancelled because it was snowing.

Because I practiced my words each night, I got a good grade on my spelling assessment.

Reading

- Today students will be reading with a partner. You may wish to pre-arrange partners.
- Prepare the following fiction chart to be used during each lesson in this unit:

Chapter	Characters	Setting	Plot
“Sif’s Golden Hair”			
“Loki and the Dwarves”			
“Stolen Thunder”			
“A Plan Is Made”			
“The Wedding Feast”			
“Balder, the Beautiful”			
“The Death of Balder”			
“Loki’s Punishment”			

Universal Access

- For the reading segment, you may choose to lead a small group.
- Since this unit contains many difficult names and locations to pronounce, you may want to review pronunciations prior to reading the story.

Lesson 2: “Sif’s Golden Hair”

Mid-Year Assessment


ASSESSMENT (30 MIN.)
TEKS 3.2.A.i; TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C;
TEKS 3.10.A

- Tell students that today they will continue to work on the Mid-Year Assessment. Pass out Activity Page 1.1 that you collected during the previous lesson for students who need to finish it.
- Ask them to resume their work at this time. Once again, urge them to take their time and do their very best.
- For students who have finished, encourage them to check over every single question before turning in the assessment.
- If there are students who have finished the written portion, today you will begin to administer the Word Reading in Isolation portion of the Mid-Year Assessment.
- Students who have finished the assessment and are waiting for you to administer the Word Reading in Isolation Assessment may work on Activity Page E.1 or E.2.

Note: At the end of this lesson is an analysis sheet for your use as you check Activity Page 1.1.

Directions for Word Reading in Isolation Assessment **TEKS 3.2.A.i**

- Turn to the word list for the Mid-Year Word Reading in Isolation Assessment that you prepared in advance.
- Cover all of the words before calling a student back to you.
- Call on one student and ask him or her to join you in the assessment area.
- Tell the student that today he or she will read some words aloud to you.
- Tell the student that it is important to do his or her very best reading.
- Uncover the first row of words by moving the paper down one space.
- As the student reads the word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Scoring Sheet you prepared in advance. Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, simply place a check mark by the word.

Activity Page 1.1

Activity Page E.1 or E.2


TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author’s purpose and message within a text.

- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- When the student has finished reading the word list, look over the chart to note any patterns that might appear to indicate gaps in phoneme knowledge or syllabication difficulties.
- Refer to the end of this lesson for analysis directions.

Lesson 2: “Sif’s Golden Hair”

Language



Primary Focus: Students will write sentences using the conjunction *because*.

 **TEKS 3.11.D.viii**

GRAMMAR: CONJUNCTION BECAUSE (15 MIN.)

Introduce Conjunction *because*

- Remind students that conjunctions are words that connect other words or groups of words.
 - The **conjunction *and*** means plus, along with, or also.
 - The **conjunction *but*** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
 - The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Tell students that the conjunction *because* joins two simple sentences.
- Read the first sentence you placed on the board in advance. Draw two lines under the word *because* to show that it is a conjunction.

She stayed warm outside because she remembered to put on her heavy coat.

- Point out that the groups of words on either side of the conjunction are simple sentences, each with a subject and a verb.
- Read the first part of the sentence. (She stayed warm outside.)

 **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

- Ask students to replace the word *because* with the words *for this reason*.
She stayed warm outside **for this reason**: She remembered to put on her heavy coat.
- Ask students to look at the sentence and tell “why” she stayed warm outside.
- Point out the answer to the “why” question is that she remembered to put on her heavy coat and that it is signaled by the word *because*.
- Point out that if students were asked, “Why did she stay warm outside?” the answer to the question would be: She stayed warm outside *because she remembered to put on her coat*.
- Ask students which happened first, *staying warm* or *putting on her coat*.
- Point out that, in order for her to stay warm, she would have had to put on the coat first. Therefore, she put on the coat first, and that caused her to stay warm.
- Point out that whatever happens first is the *cause*.
- Tell students the words *cause* and *effect* are terms used to describe when one event made a second event happen. Point out to students that the word *cause* is a part of the word *because*.
- Tell students that in order to find which event is the cause, they should look for the word *because*. The part of the sentence that is the cause will come after the word *because*.
- Draw a circle around the word *cause* that is part of the word *because*.
- Ask students what the cause is in the sentence. (she remembered to put on her coat) Write the word *Cause* above this part of the sentence.
- Ask students what the effect is in the sentence. (she stayed warm outside) Write the word *Effect* above this part of the sentence.

Effect

Cause

She stayed warm outside because she remembered to put on her heavy coat.

- Tell students that simple sentences can be written in reverse order without changing the meaning. Share the following example with students:

Cause

Effect

Because she remembered to put on her heavy coat, she stayed warm outside.

- Be certain that students understand that the cause always happens first and the effect happens after the cause, regardless of the order in which these events or sentence parts are presented. Reiterate that the cause is always signaled or introduced by the word *because*.

Support

Ask students to think about a time when the weather kept them from doing something they planned. Encourage them to describe using the word *because*. Example: We couldn't go to the park today because it was raining.



**ENGLISH
LANGUAGE
LEARNERS**

Language Connection Ideas

Beginning

Draw simple illustrations to support each sentence.

Intermediate

Have students draw illustrations to show cause and effect.

Advanced/Advanced High

Encourage students to ask questions about the cause or effect.

ELPS 1.E; ELPS 1.C;

ELPS 4.J

- Point out the next two sentences you placed on the board in advance. Draw two lines under the word *because* in each sentence. Ask students to decide which event (or simple sentence) happened first and caused the other event (or simple sentence) to happen next.

School was cancelled because it was snowing.

Because I practiced my words each night, I got a good grade on my spelling assessment.

- Ask which happened first, *school was cancelled* or *it was snowing*. (It was snowing.)
- Ask which happened first, *I practiced my words each night* or *I got a good grade on my spelling assessment*. (I practiced my words each night.)
- Write the words *Cause* and *Effect* over the correct parts of the two sentences.

Effect Cause

School was cancelled because it was snowing.

Cause Effect

Because I practiced my words each night, I got a good grade on my spelling assessment.

- Ask students to answer the following question in a complete sentence, “Why was school cancelled?” (Students should answer, “School was cancelled because it was snowing.”)
- Ask students to answer the following question in a complete sentence, “Why did I get a good grade on my spelling assessment?” (Students should answer, “I got a good grade on my spelling test because I practiced my words each night.”)
- Point out that the cause (or event that happened first) always begins with the word *because*.
- Point out that for comprehension questions that ask a “why,” students should always look for the word *because* in the text.
- Turn to Activity Page 2.3 and complete it as a teacher-guided activity.

Activity Page 2.3



Challenge

Have students complete Activity Page 2.3 independently.

Lesson 2: “Sif’s Golden Hair”

Reading



Primary Focus: Students will examine a Norse myth and identify characters, setting, and plot. **TEKS 3.6.C; TEKS 3.6.H; TEKS 3.7.C; TEKS 3.8.C**

VOCABULARY FOR “SIF’S GOLDEN HAIR”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

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

veil, material worn on the head to cover the face

scoundrel, a cruel, dishonest person

hideous, very ugly

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

awry, wrong, happening in an unexpected way

assembly, a meeting

summon, to call for (**summoned**)

Vocabulary Chart for “Sif’s Golden Hair” Read-Aloud

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	mead veil dwarf	scoundrel hideous awry assembly summon
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Who's Who in Norse Mythology



8

9



INTRODUCING THE CHAPTER (5 MIN.)

TEKS 3.6.C

Pages 8–9

- Have students turn to **pages 8–9** in *Gods, Giants, and Dwarves* and review the characters in Norse mythology that were discussed in the previous lesson.
- Tell students that the title of today's chapter (Chapter 1) is "Sif's Golden Hair."
- Ask students if anyone chose Sif as their favorite character. If yes, have students share why and what their predictions were about Sif's actions.
- Have students locate Sif on **page 9** and describe her appearance.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.



TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

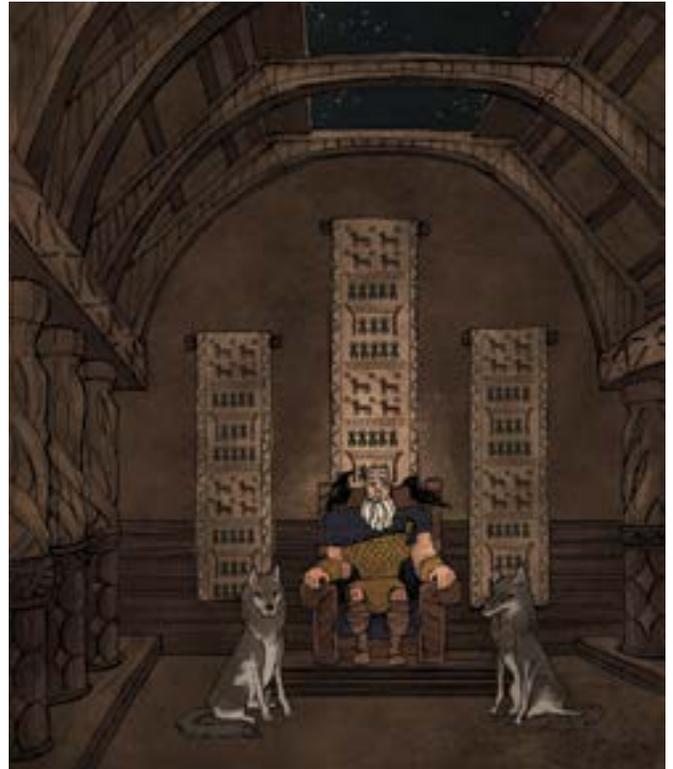
Chapter 1 Sif's Golden Hair

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

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

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

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



Odin, the father of the Norse gods, was also known as Woden. Many years ago, the Norse people named one of the days of the week for Odin. They called it "Wodensday." Today, we call it Wednesday.

10

11

PARTNER READING: CHAPTER 1 (20 MIN.)

TEKS 3.6.C

Pages 10–17

- Tell students that today they will read the story with a partner.
- Have students locate Activity Page 2.2.
- Tell students that, after they have read the chapter, they should complete Activity Page 2.2 with their partner.
- After students have completed reading the story and Activity Page 2.2, ask them if any of their favorite characters were part of today's story. If they were, encourage students to return to their prediction from Lesson 1 and add new information they learned from today's reading.

Activity Page 2.2



Support

This is a good opportunity to work with a small group of students.

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

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

“It’s an outrage!” said Thor. “An outrage! This time Loki has gone too far!”

“What’s the matter?” Odin asked.

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

“Whose hair?” Odin asked.



Odin’s son Thor was the god of thunder. The Norse people named one of the days of the week “Thor’s day.” Today, we call it Thursday.

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

“Look at me!” shrieked Sif. “I am **hideous!** I will go live with the **dwarves!** Without my hair, I am as ugly as the ugliest **dwarf!**”

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

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



*“Look at me! I am **hideous** without my hair,” shrieked Sif.*

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

“I will kill him!” shouted Thor. “I will—”

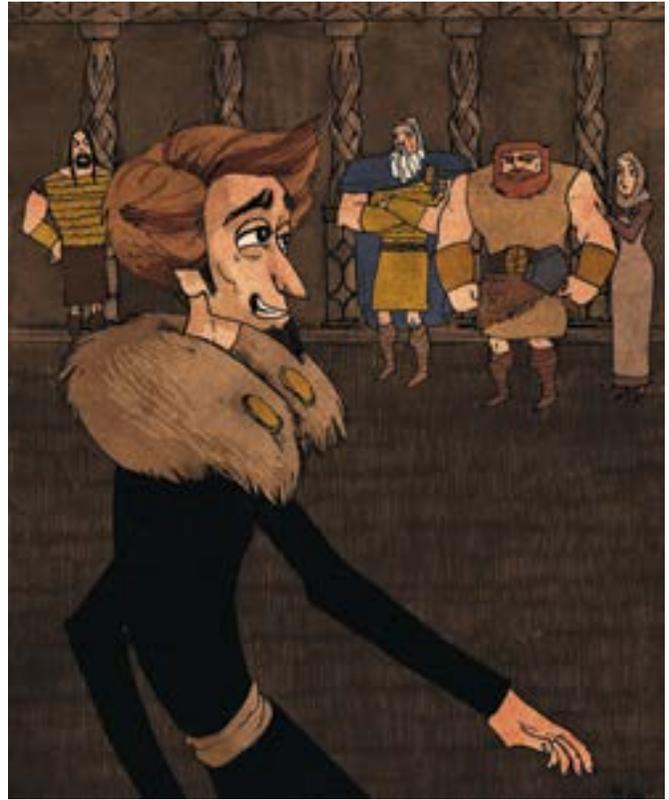
“Be calm,” said Odin. “I will deal with Loki.”

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

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

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

Loki nodded.



Loki was not a god. He was giant whom Odin had invited to live at Asgard with the gods.

WRAP-UP (5 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What is the big problem in this chapter? Why is Thor so angry?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"Sif's Golden Hair"	Odin, Thor, Sif, assembly of gods, Loki	Asgard	Sif's hair has been cut off, and the assembly of gods told Loki he must restore Sif's hair.

- Remind students that, in this chapter, they learned where the name of two days of the week came from.
- Ask students to turn to Activity Page 2.1 and find the row that says "Wednesday."
- Direct students to write *Odin* in the column under "Named for." Under the header "Origin," students should write *Norse*.
- Ask students to turn to **page 13** and silently read the caption under the picture to find out who another day of the week is named for.
- Allow students time to read the caption and ask them to answer the question: "Which day of the week is named for Thor?" (Thursday)
- Direct students to write *Thor* in the column under "Named for" for Thursday. Under the header "Origin," students should write *Norse*.

Note: Students will complete the remaining rows of this chart in future lessons, so you may wish to have students leave Activity Page 2.1 in their workbook for future lessons.

End Lesson

Lesson 2: "Sif's Golden Hair"

Take-Home Material

- Have students take home Activity Page 2.4 to read to a family member and Activity Page PP.55 to use as a reference during this unit.



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading Closely

Beginning

Have students complete Activity Page 2.2 as a teacher-guided activity.

Intermediate

Encourage students to return to the text to complete Activity Page 2.2.

Advanced/Advanced High

Provide assistance as needed.

ELPS 1.E; ELPS 4.F;

ELPS 4.I

Activity Page 2.1



Activity Pages
2.4 and PP.55



Silent Reading Assessment Scoring Sheet

Question Number	Student Name	Author's Purpose	Author's Purpose	Author's Purpose	Dictionary Skills	Dictionary Skills	Dictionary Skills	Inference	Inference	Inference	Inference	Inference	Literal	Sequence	Sequence	Sequence	Setting	Setting	Words in Context												
16																															
27																															
28																															
29																															
30																															
18																															
23																															
24																															
26																															
12																															
13																															
14																															
20																															
21																															
25																															
7																															
10																															
19																															
15																															
6																															
11																															
17																															
22																															
Benchmarks (number correct out of number given)		3 of 3	3 of 3	5 of 5	7 of 9	3 of 3	2 of 2	5 of 5	Overall Bench- mark 80%																						

Silent Reading Assessment Remediation Guide

After you have entered all student scores into the Silent Reading Assessment Scoring Sheet, use the following to assist you in determining students who may need additional instruction.

Write the names of students who did not meet the benchmark for each sub-assessment on the lines.

Comprehension	
Author's Purpose (#9, 16, 27)	Inference (#4, 18, 23, 24, 26)
1.	1.
2.	2.
3.	3.
Literal (#3, 5, 8, 12, 13, 14, 20, 21, 25)	Sequencing (#7, 10, 19)
1.	1.
2.	2.
3.	3.
Setting (#1, 15)	Words in Context (#2, 6, 11, 17, 22)
1.	1.
2.	2.
3.	3.
Other Silent Reading Topics	
Dictionary Skills (#28, 29, 30)	
1.	
2.	
3.	

Word Reading in Isolation Analysis **TEKS 3.2.A.i**

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word reading.

Score Required to Meet Benchmark of 80%	
Phonemes	
Consonants /b/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /r/ /s/ /t/ /v/ /w/ /z/ /ch/ /sh/ /th/ /th/ /ng/	173/215
Vowels /a/ /e/ /i/ /o/ /u/ /ae/ /ee/ /ie/ /oe/ /ue/ /ə/ /oo/ /oo/ /aw/ /ou/ /er/ /or/ /air/ /ə/ + /l/	107/133
Syllabication	
Closed	33/41
Open/short	2/2
Open/long	8/9
Open/ə	4/4
-le	6/8
R-controlled	15/19
Digraph	27/33

The following sheets are provided for your use in directing remediation. Prepare a copy of each page.

Write the names of students who missed particular sounds under each header. This will help you determine what kind of remediation is needed.

 **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Word Reading in Isolation Remediation Guide

Phonemes—Consonants		
/b/ (1e, 3a, 5b, 6e, 7a, 7e, 10c, 11d, 11e, 12d)	/d/ (1c, 4c, 4e, 12a, 12d, 13b, 13d, 13e)	/f/ (2c, 2d, 4a, 4b, 4e, 5a, 6b, 6c, 8b, 8d, 9b, 10b, 10e, 11b, 13d)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/g/ (3c, 3e, 6a, 9c, 13d)	/h/ (12a, 12b, 12e, 13b)	/j/ (4d, 5c, 5e)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/k/ (1c, 2b, 3b, 4e, 6d, 7a, 7c, 7d, 9c, 9d, 11a, 11c, 11d, 12a, 12c, 12e, 13a, 13b, 13c)	/l/ (2a, 3e, 4a, 5c, 6b, 6e, 8b, 9b, 9c, 9e, 10b, 10e, 12b, 13a)	/m/ (2c, 2e, 3b, 3d, 4d, 6c, 8a, 8e, 12e, 13a, 13e)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/n/ (2a, 4b, 4c, 4e, 7d, 7e, 8a, 8c, 8d, 8e, 11e, 12d, 12e, 13a, 13c, 13d, 13e)	/p/ (1d, 5d, 6a, 7b, 7d, 8d, 9a, 11c, 13a, 13c)	/r/ (1b, 1d, 1e, 5d, 6a, 9b, 10c, 10d, 12d, 13d)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/s/ (1c, 2b, 3a, 3b, 3c, 3e, 4c, 4d, 8a, 8c, 9a, 9c, 10a, 10b, 10d, 10e, 11a, 11b, 11c, 11d, 11e, 12b, 13a, 13c, 13e)	/t/ (1a, 3a, 3b, 3e, 4b, 6d, 7a, 7b, 8b, 8e, 9a, 9b, 9c, 9e, 10a, 10b, 10d, 11a, 11b, 11d, 13b, 13e)	/v/ (1d, 3d)
1.	1.	1.
2.	2.	2.
3.	3.	3.

Word Reading in Isolation Remediation Guide

/w/ (1a, 1c, 2d, 5d, 6d, 9d, 9e, 10d, 11c, 12b, 12c, 13b)	/z/ (1e, 3c, 3d, 4c, 4d, 4e, 5a, 5b, 5e, 10c, 12c, 13b)	/ch/ (1a, 1b, 5b, 10d, 11d)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/sh/ (7b, 7c, 10c)	/th/ (2e, 9d, 13e)	/th/ (11e)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/ng/ (3a, 4a, 5c, 6d)		
	1.	
	2.	
	3.	

Phonemes—Vowels		
/a/ (2b, 3b, 3e, 6a, 7a, 7c, 8b, 12d, 13d)	/e/ (3c, 4b, 4d, 8a, 12a, 13b, 13d)	/i/ (1a, 1c, 3a, 4a, 4d, 5c, 6d, 8a, 8d, 10d)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/o/ (2d, 5c, 7d, 9a, 10d, 11d, 13a)	/u/ (2e, 3a, 4b, 4e, 5a, 7a, 11d, 11e, 12d, 12e, 13a, 13c, 13e)	/ae/ (6e, 7e, 8e, 9d, 9e, 11a, 11c, 11e, 12a, 12c, 13a)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/ee/ (1b, 3d, 3e, 5a, 5d, 8c, 10e, 12b, 12e)	/ie/ (2a, 9b, 9c, 9e, 11b)	/oe/ (7a, 9c, 10c, 12e, 13c)
1.	1.	1.
2.	2.	2.
3.	3.	3.

Word Reading in Isolation Remediation Guide

/ue/ (4e, 13d)	/ə/ (1d, 2a, 2c, 7b, 8d)	/oo/ (1d, 1e, 3d, 4c, 5e, 7b, 7c, 7d, 9a, 9b, 10b, 11a)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/oo/ (5b, 10b, 10c)	/aw/ (6b, 11c, 12c)	/ou/ (10a, 12b)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/er/ (2c, 5b, 7e, 8b, 8c, 9d, 11d, 12d, 13b, 13c, 13e)	/or/ (4a, 5d, 6c, 8d, 10a, 10e, 11b, 13b, 13e)	/air/ (1b, 7b)
1.	1.	1.
2.	2.	2.
3.	3.	3.
/ə/ + /l/ (2b, 2d, 5e, 6a, 6b, 6c, 6d, 6e)		
1.		
2.		
3.		

Word Reading in Isolation Remediation Guide

Syllabication	
Closed (1a, 1b, 1c, 1d, 2a, 2b, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4d, 4e, 5a, 5c, 6a, 6d, 7a, 7c, 7d, 8a, 8b, 8c, 8d, 9a, 9c, 10d, 11d, 11e, 12a, 12b, 12d, 12e, 13a, 13c, 13d, 13e)	Open/Short (7a, 8a)
1.	1.
2.	2.
3.	3.
Open/Long (1b, 3e, 5a, 5d, 6e, 7a, 8c, 9b, 10e)	Open /ə/ (2a, 2c, 7b, 8d)
1.	1.
2.	2.
3.	3.
-le (2b, 2d, 5e, 6a, 6b, 6c, 6d, 6e)	R-Controlled (2c, 4a, 5b, 5d, 6c, 7b, 7e, 8b, 8c, 8d, 9d, 10a, 10e, 11b, 11d, 12d, 13b, 13c, 13e)
1.	1.
2.	2.
3.	3.
Digraph (1d, 1e, 3d, 4c, 4e, 5b, 5e, 6b, 7b, 7c, 7d, 7e, 8e, 9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, 11a, 11b, 11c, 11e, 12a, 12b, 12c, 12e, 13a, 13b, 13c, 13d)	
1.	
2.	
3.	

3

“Loki and the Dwarves”

PRIMARY FOCUS OF LESSON

Language

- Students will determine the meaning of words formed when *-ive* or *-ly* is added to a root word. **TEKS 3.2.A.vi; TEKS 3.3.C**

Reading

- Students will answer questions, orally and in writing, about key ideas and details from a Norse myth. **TEKS 3.6.G; TEKS 3.7.C; TEKS 3.8.C**

FORMATIVE ASSESSMENT

- Activity Page 3.1 **Mid-Year Assessment** **TEKS 3.11.D.i-ii, iv-v, x**
- Activity Page 3.4 **Suffix *-ive*** Add to root words and determine meanings. **TEKS 3.2.A.vi; TEKS 3.3.C**
- Activity Page 3.6 **Suffix *-ly*** Add to root words and determine meanings. **TEKS 3.2.A.vi; TEKS 3.3.C**
- Activity Page 3.2 **“Loki and the Dwarves”** Respond to questions about the text. **TEKS 3.6.G; TEKS 3.7.C**

- TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.11.D** Edit drafts using standard English conventions including (i) complete simple and compounds d sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

LESSON AT A GLANCE

	Grouping	Time	Materials
Mid-Year Assessment (30 min.)			
Assessment	Independent	30 min.	<input type="checkbox"/> Activity Pages 3.1, E.1–E.3
Language (15 min.)			
Morphology	Whole Group	15 min.	<input type="checkbox"/> Activity Pages 3.3, 3.4, 3.5, 3.6 <input type="checkbox"/> index cards
Reading (30 min.)			
Introducing the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> Activity Page 3.2
Whole Group Reading: Chapter 2	Whole Group	20 min.	<input type="checkbox"/> blank paper <input type="checkbox"/> Fiction Chart
Wrap-Up	Whole Group/ Partner	5 min.	
Take-Home Material			
“Loki and the Dwarves”			<input type="checkbox"/> Activity Page 3.7

ADVANCE PREPARATION

Language

- Prepare the following sentence strips in advance for the Morphology lesson; alternatively, you may write the sentences on the board or chart paper and cover them.

Sam can act like a monkey.

He is an active boy.

He actively plays with his brother.

Universal Access

- Prior to reading, preview the pronunciations for today’s story.
- Provide blank paper for students to illustrate key events from the story.

Start Lesson

Lesson 3: “Loki and the Dwarves”

Mid-Year Assessment



ASSESSMENT (30 MIN.)

TEKS 3.11.D.i–ii, iv–v, x

- Although the majority of students should have completed the Silent Reading Assessment in the previously allotted 60 minutes, there may be a few who have not finished. If this is the case, ask them to finish it today. You may also want to pay particular attention to these students to find out why it may be taking them longer than their peers. For students who were absent, have them complete the assessment during this time.

- Ask students to turn to Activity Page 3.1.

- Tell students that today they will take an assessment on all of the grammar that they have learned so far in Grade 3.
- Remind them that they should do their very best work and work quietly so that others may do their best as well.
- When students finish, they may work on additional activity pages provided (Activity Pages E.1–E.3).
- As other students work on the additional activity pages, continue to assess students one-on-one, using the Word Reading in Isolation Assessment.

Note: Administer the Word Reading in Isolation Assessment to every student to determine any phoneme deficiencies or syllabication difficulties.

- ✦ **TEKS 3.11.D** Edit drafts using standard English conventions including (i) complete simple and compounds d sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

Activity Page 3.1



Activity Pages E.1–E.3



Lesson 3: “Loki and the Dwarves”

Language



Primary Focus: Students will determine the meaning of words formed when *-ive* or *-ly* is added to a root word. **TEKS 3.2.A.vi; TEKS 3.3.C**

MORPHOLOGY: SUFFIXES -IVE AND -LY (15 MIN.)

TEKS 3.2.A.vi; TEKS 3.3.C

- Remind students that suffixes are added to the end of a root word.
- Tell students that the two suffixes they will study this week are *-ive* and *-ly*. Students previously learned about adding *-ly* to words with the suffix *-ous*.
- Write the suffixes on the board and point out that the suffix *-ive* is pronounced /iv/, even though it is spelled 'ive'. Students know that *-ly* is pronounced /lee/.

Adding Suffix *-ive*

- Explain to students that *-ive* means “relating to.”
- Tell students that, in this part of the lesson, they will add the suffix *-ive* to root words that are verbs. When *-ive* is added to a verb, the new word is an adjective.
- Write the word *act* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to do or behave; Mom told us that we had to *act* appropriately at the reception.)
- Add the suffix *-ive* to *act* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (relating to doing or behaving)
- Ask students to provide sentences using the word *active*. (Answers may vary.)
- Ask students for synonyms of *active*. (energetic, lively)
- Continue in this manner for the remaining *-ive* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction.

- Point out for students that for the words *produce*, *cooperate*, *create*, *appreciate*, and *decorate*, the 'e' must first be dropped before adding *-ive*. Also, when adding *-ive* to *produce*, the sound that 'u' makes changes from /oo/ to /u/, a 't' is added, and the sound that 'c' makes changes from /s/ to /k/.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Support

Provide students with index cards. Have them write the root word on one side, and the affixed word on the other. Have them work with partners to create sentences for words on both sides of the index card.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
produce	(verb) to make something	productive	(adjective) relating to making something Synonyms: fruitful, efficient	I had a <i>productive</i> afternoon and finished my history project.
invent	(verb) to make something new that no one else has ever made	inventive	(adjective) relating to making something new that no one else has ever made Synonyms: creative, imaginative, original	Derek came up with an <i>inventive</i> way to display the results of his science experiment.
cooperate	(verb) to work with others toward a common goal	cooperative	(adjective) relating to working with others toward a common goal Synonyms: helpful, willing	Our group worked in such a <i>cooperative</i> way that our teacher said we were a good example for other groups to follow.
create	(verb) to make or invent	creative	(adjective) relating to making or inventing something Synonyms: inventive, imaginative, inspired	My mother is very <i>creative</i> and makes her own greeting cards.
express	(verb) to show what you think or feel	expressive	(adjective) relating to showing what you think or feel Synonyms: open, revealing	Some artists communicate in an <i>expressive</i> way through their artwork.
appreciate	(verb) to be thankful	appreciative	(adjective) relating to being thankful Synonyms: grateful, thankful	My grandma was <i>appreciative</i> that I mowed her lawn.
decorate	(verb) to make beautiful	decorative	(adjective) relating to making something beautiful Synonyms: pretty, pleasing	My dad hung <i>decorative</i> lights on the house for the holidays.



Language
Modifying

Beginning

Create a simple illustration of each sentence to show differences between root words and affixed words.

Intermediate

Allow students to create simple illustrations.

Advanced/Advanced High

Have students explain the difference between root words and affixed words.

ELPS 1.C; ELPS 4.A

Adding Suffix *-ly*

- Remind students that *-ly* means “in a _____ way,” with the blank being the word that *-ly* is added to.
- Tell students that they will now add the suffix *-ly* to the words they previously added *-ive* to. When *-ly* is added to an adjective, the new word is an adverb.
- Remind students that adverbs with *-ly* describe verbs, specifically *how* a verb happens.
- Write the word *active* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (relating to doing or moving; Robert was an active member of the book club, hosting meetings and making book suggestions.)
- Add the suffix *-ly* to *active* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (in an active way)
- Ask students to provide sentences using the word *actively*.
 - » Answers may vary.
- Continue in this manner for the remaining *-ly* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction.

Root Word	Meaning	Affixed Word	Meaning	Sentence
productive	(adjective) relating to making something	productively	(adverb) in a productive way	I worked <i>productively</i> all afternoon to finish my science project.
inventive	(adjective) relating to making something new that no one else has ever made	inventively	(adverb) in an inventive way	Sam <i>inventively</i> arranged things on his desk so he could have space to work and still be able to reach his supplies.
cooperative	(adjective) relating to working with others toward a common goal	cooperatively	(adverb) in a cooperative way	My brother and I <i>cooperatively</i> worked to rake the leaves to the curb.
creative	(adjective) relating to making or inventing something	creatively	(adverb) in a creative way	The cast <i>creatively</i> thanked the director during the last show of the play with a short skit.

expressive	(adjective) relating to showing what you think or feel	expressively	(adverb) in an expressive way	Monica <i>expressively</i> responded to the contest by submitting a unique entry that represented her taste in art.
appreciative	(adjective) relating to being thankful	appreciatively	(adverb) in an appreciative way	The woman <i>appreciatively</i> shook hands with the driver who had stopped to help her change a flat tire.
decorative	(adjective) relating to making something beautiful	decoratively	(adverb) in a decorative way	Allie <i>decoratively</i> hung her framed photographs on the wall.

- Direct students' attention to the first sentence you prepared in advance:
Sam can act like a monkey.
- Ask students, "What can Sam do like a monkey?" They should respond: *act*. Ask them for the part of speech (verb) and draw a wiggly line under *act*.

- Then display the next sentence:

He is an active boy.

- Ask students, "What kind of boy is he?" (active) Draw a box around *active* and then draw an arrow to boy, stating that *active* is an adjective that describes *boy*.

- Now display the next sentence:

He actively plays with his brother.

- Ask students, "What does the boy do?" (*plays*) Draw a wiggly line under *plays* and identify it as a verb.
- Then ask students, "How does the boy play?" (*actively*) Draw a triangle around *actively*, stating that it is an adverb. Remind students that adverbs ending in *-ly* describe verbs, telling *how*. Draw an arrow from *actively* to *plays*.
- Complete Activity Pages 3.3–3.6 in the same manner in which you have completed these activity pages in previous lessons.

Activity Pages 3.3 and 3.5



Activity Pages 3.4 and 3.6



Challenge

Allow students to complete activity pages independently.

Lesson 3: “Loki and the Dwarves”

Reading



Primary Focus: Students will answer questions, orally and in writing, about key ideas and details from a Norse myth. **TEKS 3.6.G; TEKS 3.7.C; TEKS 3.8.C**

VOCABULARY FOR “LOKI AND THE DWARVES”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

realm, a kingdom

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

surly, rude, mean, unfriendly

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

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

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

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

master, an expert (**masters**)

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

Vocabulary Chart for “Loki and the Dwarves” Read-Aloud

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	realm creature craftsman anvil forge	surly flatter master guardian
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

TEKS 3.6.G Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.

INTRODUCING THE CHAPTER (5 MIN.)

- Tell students that the title of today’s chapter (Chapter 2) is “Loki and the Dwarves.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter. Briefly review with students what happened in “Sif’s Golden Hair” by referencing the fiction chart you completed together for that chapter.
- Ask students if anyone chose Loki as their favorite character. If yes, have students share why and what their predictions were about Loki’s actions.
- Ask students what we know about Loki from the previous story.
- Provide blank paper for students to illustrate key events from the story.

Chapter 2 Loki and the Dwarves

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

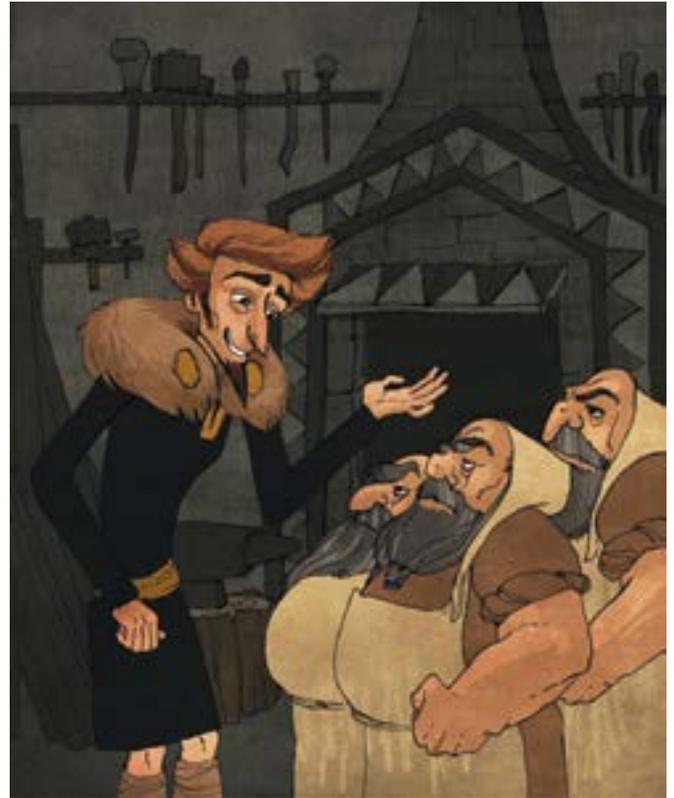
He left Asgard. He went down the Rainbow Bridge to Earth. Then, he went down below Earth to Nidavellir, the **realm** of the dwarves.

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

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

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

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



Loki flattered the dwarves.

WHOLE GROUP READING: CHAPTER 2 (20 MIN.)

Pages 18–19

- Direct students' attention to the image on **page 19** and read the caption aloud as a class.
- Have students predict what Loki is doing in the workshop of the dwarves.

Loki went on with his **flattery**.

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

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

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

“Could you make golden hair as beautiful and fine as Sif’s hair?”

“We can make it!” shouted the dwarves.

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



The dwarves beat on the golden threads with tiny hammers.

Pages 20–21

- Direct students’ attention to the image and caption on **page 21**.
- Ask students to read **pages 18–23** to themselves to find out what the dwarves are making in their workshop.

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

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

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

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

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

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



“This hair is amazing! Could you make a spear that never misses its target?” asked Loki.

Pages 22–23

- When students have finished reading, ask what the dwarves are making. (The dwarves are making hair out of gold.) Loki asked the dwarves to make a spear so fine it never misses its target.
- Ask students to think about the dwarves’ comment that there is nothing they cannot make.
- Direct students’ attention to the image and caption on **page 23**.

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

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

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

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

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

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



Loki was astonished by the silver spear that the dwarves made.

Pages 24–25

- Ask students to read **pages 24–25** to themselves to find the answer to the question: “What other gift does Loki ask the dwarves to make?”
- When students have finished reading, restate the question and ask students to answer.
 - » Loki asks the dwarves to make a boat that could sail in the air and sea and be folded up and carried in a pocket.
- Direct students’ attention to the image and caption on **page 25**.

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

Odin called a meeting of the gods.

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

Next, Loki gave Odin the silver spear.

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

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

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



Sif, Odin, and Thor were all pleased with the gifts Loki gave them.

Pages 26–27

- Ask students to read **pages 26–27** to themselves to find out who Loki gave all of the gifts to.
 - » golden hair to Sif, the silver spear to Odin, the magical boat to Thor.
- Direct students' attention to the image and caption on **page 27**.

Challenge

Ask students how the plot of today's story is similar to or different from the previous story.

ENGLISH
LANGUAGE
LEARNERS



Reading
Reading Closely

Beginning

Complete Activity Page 3.2 as a teacher-guided activity.

Intermediate

Encourage students to return to the text to complete the activity page.

Advanced/Advanced High

Provide assistance as needed.

ELPS 1.E; ELPS 4.F;

ELPS 4.J

Activity Page 3.2



WRAP-UP (5 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What happens in this chapter?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"Loki and the Dwarves"	Loki, dwarves	Nidavellir	Loki went to visit the dwarves to ask them to make golden hair for Sif. He also asked them to make a spear and a boat.

- Ask students if any of their favorite characters were part of today's story. If they were, encourage students to return to their prediction from Lesson 1 and add new information they learned from today's reading.
- Have students turn to Activity Page 3.2 and complete it with a partner.

Lesson 3: “Loki and the Dwarves”

Take-Home Material

“LOKI AND THE DWARVES”

- Have students take home Activity Page 3.7 to read to a family member.

Activity Page 3.7



4

“Stolen Thunder”

PRIMARY FOCUS OF LESSON

Language

Students will interpret the meaning of sentences that use the conjunction

✦ *because*. **TEKS 3.11.D.viii**

Reading

Students will answer questions, orally and in writing, about key ideas and

✦ details from a Norse myth. **TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.C**

FORMATIVE ASSESSMENT

Activity Page 4.1 ✦ **Mid-Year Assessment** **TEKS 3.11.D.i–ii, iv–v, x**

Activity Page 4.3 ✦ **Conjunction: *because*** Answer comprehension questions using a conjunction. **TEKS 3.11.D.viii**

Activity Page 4.2 ✦ **“Stolen Thunder”** Respond to questions about the text. **TEKS 3.6.G; TEKS 3.7.C**

✦ **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.D** Edit drafts using standard English conventions including (i) complete simple and compounds d sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

LESSON AT A GLANCE

	Grouping	Time	Materials
Mid-Year Assessment (30 min.)			
Assessment	Independent	30 min.	<input type="checkbox"/> Activity Page 4.1
Language (15 min.)			
Grammar: Conjunction <i>because</i>	Independent	15 min.	<input type="checkbox"/> Activity Page 4.3
Reading (30 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> Activity Page 4.2
Whole Group Reading: Chapter 3	Whole Group	20 min.	
Wrap-Up	Whole Group	5 min.	
Take-Home Material			
Reading			<input type="checkbox"/> Activity Pages 4.4, 4.5
Practice Conjunctions <i>and</i> , <i>but</i> , and <i>because</i>			

ADVANCE PREPARATION

Language

- Make sure the conjunctions poster is displayed.

Conjunctions

Conjunctions are words that connect other words or groups of words.

- The **conjunction *and*** connects words or groups of words. It means plus, along with, or also.
- The **conjunction *but*** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.

Universal Access

- You may wish to form a small group and provide students with extra assistance as they complete Activity Page 4.3.
- Students may choose to add illustrations to their predictions.

Start Lesson

Lesson 4: “Stolen Thunder”

Mid-Year Assessment



ASSESSMENT (30 MIN.)

TEKS 3.11.D.i–ii, iv–v, x

Activity Page 4.1



- Ask students to turn to Activity Page 4.1, which is the Mid-Year Morphology Assessment.
- Tell students that today they will take an assessment on all of the prefixes and suffixes that they have learned so far in Grade 3.
- Remind them that they should do their very best work and work quietly so that others may do their best as well.
- When students finish, they may work on additional activity pages provided (E.1–E.4).
- As other students work on the additional activity pages, continue to assess students one-on-one using the Word Reading in Isolation Assessment.

Note: Administer the Word Reading in Isolation Assessment to every student to determine any phoneme deficiencies or syllabication difficulties.

TEKS 3.11.D Edit drafts using standard English conventions including (i) complete simple and compounds d sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

Lesson 4: “Stolen Thunder”

Language



Primary Focus: Students will interpret the meaning of sentences that use the conjunction *because*. **TEKS 3.11.D.viii**

GRAMMAR: CONJUNCTION BECAUSE (15 MIN.)

Conjunction: *because*

- Draw students’ attention to the conjunctions poster you prepared for an earlier lesson.

Conjunctions

Conjunctions are words that connect other words or groups of words.

- The **conjunction *and*** connects words or groups of words. It means plus, along with, or also.
 - The **conjunction *but*** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
 - The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Have students turn to Activity Page 4.3 and read the instructions with them. Students will read a short text and answer the comprehension questions that follow.
 - Have volunteers read the story aloud.
 - Guide students through the process of finding the answers by looking for the word *because* in text. Have students write the answers on the lines that follow each question.

Lesson 4: “Stolen Thunder”

Reading



Primary Focus: Students will answer questions, orally and in writing, about key ideas and details from a Norse myth. **TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.C**

TEKS 3.11.D.viii Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.



ENGLISH
LANGUAGE
LEARNERS

Language
Connection Ideas

Beginning

Complete Activity Page 4.3 as a teacher-guided activity.

Intermediate

Allow students to complete the activity page with a partner.

Advanced/Advanced High

Provide assistance as needed.

ELPS 4.F; ELPS 5.F

Activity Page 4.3



VOCABULARY FOR “STOLEN THUNDER”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

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

journey, a trip

what a pity, that’s too bad

mince words, to speak in an indirect and dishonest way

villainy, evil behavior

beast, scoundrel

wisdom, knowledge and good judgment gained over time

Vocabulary Chart for “Stolen Thunder” Read-Aloud		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	boomerang villainy beast	journey wisdom
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	what a pity mince words	

INTRODUCING THE READING (5 MIN.)

- Tell students that the title of today’s chapter (Chapter 3) is “Stolen Thunder.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students that today’s story is about Thor.
- Ask students if anyone chose Thor as their favorite character. If yes, have students share why and what their predictions were about Thor’s actions.

Chapter 3 Stolen Thunder

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

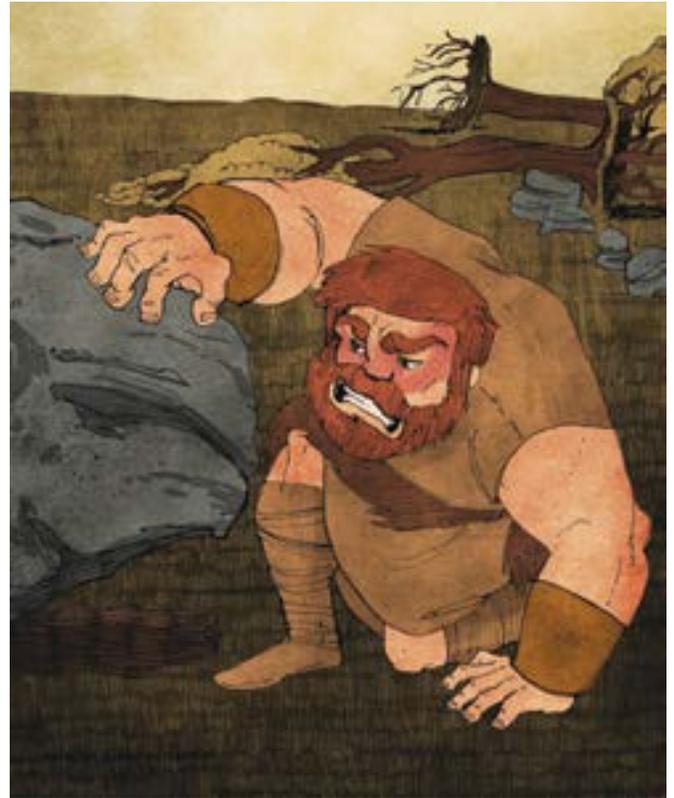


Mjöllnir was a magical weapon. It had been crafted by the dwarves in their underground workshop. When Thor threw the hammer, it would sail through the air and strike its target. There would be a flash of lightning and a boom of thunder. Then, the hammer would fly back to Thor's hand like a **boomerang**.

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

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

“Loki!” said Thor. “Loki has stolen my hammer!”



Thor looked everywhere for his hammer but could not find it.

WHOLE GROUP READING: CHAPTER 3 (20 MIN.)

Pages 28–29

- Ask students to read **pages 28–29** to themselves to find out what Thor discovered and who he blamed.
- When students have finished reading, restate the question and ask students to answer.
 - » Thor discovered that his hammer was missing, and he blamed Loki.
- Direct students' attention to the images and captions on **page 29**.

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

Loki could barely breathe.

“I... did... not... take... it,” he stammered.

“Liar!” roared Thor.

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

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

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

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

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



Thor glared at Loki and waited for the truth to come out.

Pages 30–31

- Ask students to read **pages 30–31** to themselves.
- Ask, “What did Thor think about Loki this time?”
 - » He thought Loki might be telling the truth this time.
- Direct students’ attention to the image and caption on **page 31**.

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

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

Odin sent Loki to speak with Thrym.

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

Thrym greeted him with a smile.

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

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

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

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

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



Odin sent Loki to speak with the giant, Thrym.

- Ask students to read **pages 32–35** to themselves to find the answer to the question: “What did Loki find out from Thrym?”

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

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

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

“Unless what?” Loki asked.

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

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

“What do I care?” said Thrym.

“It will never happen,” said Loki.

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



Thrym said he would return Thor’s hammer—but only if Freya would agree to marry him.

Pages 34–35

- When students have finished reading, restate the question and ask students to answer.
 - » Loki found out that Thrym took Thor’s hammer and admitted doing so. Thrym also said he wouldn’t return the hammer unless Freya agreed to marry him.
- Direct students’ attention to the images and captions on **pages 33** and **35**.

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

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

“What is that?” Odin asked.

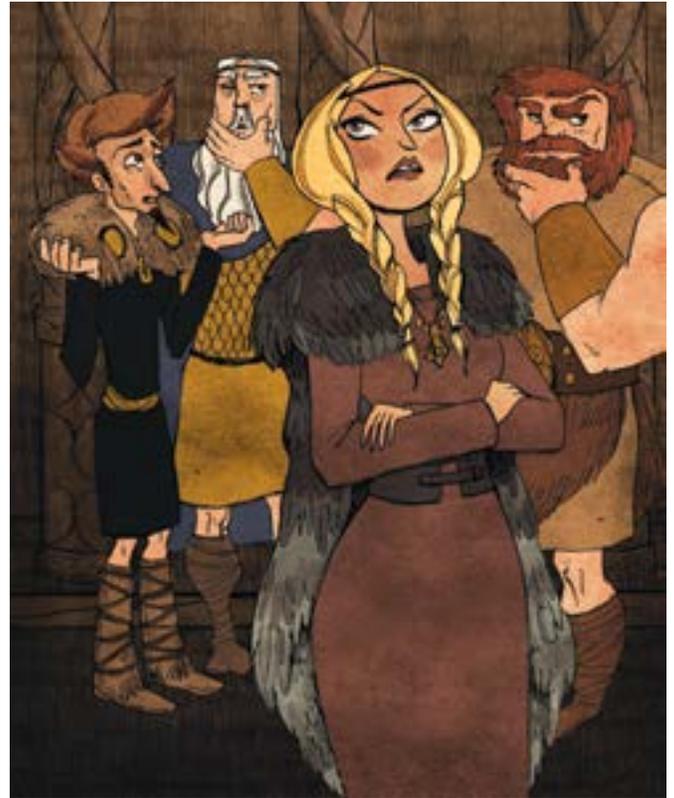
“If Freya will agree to marry him.”

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

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

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

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



None of the gods seemed to know what to do.

Pages 36–37

- Ask students to read **pages 36–37** to themselves.
- Ask, “What was Freya’s response when Loki told her what Thrym said?”
 - » She said she would never marry that beast
- Ask students to predict what they think the gods will do to get Thor’s hammer back.
- Direct students’ attention to the image and caption on **page 37**.



Reading
Reading Closely

Beginning

Have students illustrate the main events of the story.

Intermediate

Ask students to use the images to describe the main events of the story.

Advanced/Advanced High

Have students retell the main events of the story.

ELPS 4.G

Challenge

Ask students to describe similarities in the plots of the stories they have read so far.

Activity Page 4.2



Support

Students may complete Activity Page 4.2 with a partner.

Activity Pages
4.4 and 4.5



WRAP-UP (5 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What is the problem in this chapter? How do the characters deal with it?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"Stolen Thunder"	Thor, Loki, Odin, the gods, Thrym, Freya	Asgard, Jotunheim	Thor discovered that his hammer was missing. He suspected Loki took it, but it was Thrym who took it. Thrym told Loki he would give the hammer back if Freya married him. The gods didn't know how to get the hammer back.

- Have students turn to Activity Page 4.2 and complete it independently.
- After students have completed Activity Page 4.2, ask them if any of their favorite characters were part of today's story. If they were, encourage students to return to their prediction from Lesson 1 and add new information they learned from today's reading. **TEKS 3.6.C**

End Lesson

Lesson 4: "Stolen Thunder"

Take-Home Material

- Have students take home Activity Page 4.4 to read to a family member and Activity Page 4.5 to complete.

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

MORPHOLOGY ASSESSMENT ANALYSIS

After scoring the assessment, you might find it helpful to determine what items students missed that caused them to score below the benchmark for morphology.

Category of Questions	Score Required to Meet Benchmark of 80%	Remediation Pausing Point Pages
Prefixes	5/6	PP26–PP34
Suffixes	7/8	PP35–PP45

MORPHOLOGY REMEDIATION GUIDE

After you have entered all student scores into the Morphology Assessment Scoring Sheet, use the following chart to assist you in determining students who need additional instruction.

Write the names of students who did not meet the benchmark for each sub-assessment on the lines.

Refer to the activity pages in the Pausing Point for remediation in the following areas:

Prefixes	Suffixes
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

5

“A Plan Is Made”

PRIMARY FOCUS OF LESSON

Language

Students will write words using spelling patterns and rules for the sound /k/.

✦ **TEKS 3.2.B.iv**

Reading

Students will answer questions about a text and explicitly cite the text as the

✦ basis for their answers. **TEKS 3.7.C**

Students will write a description of a character from a Norse myth.

✦ **TEKS 3.9.A**

FORMATIVE ASSESSMENT

Activity Page 4.1 ✦ **Mid-Year Assessment** **TEKS 3.3.B; TEKS 3.3.C**

Activity Page 5.1 ✦ **Spelling Assessment** **TEKS 3.2.B.iv**

Activity Page 5.2 ✦ **“A Plan Is Made”** Answer questions and cite evidence
✦ in text. **TEKS 3.7.C**

Journal Entry ✦ **Character Description** **TEKS 3.9.A**

✦ **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; text; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

LESSON AT A GLANCE

	Grouping	Time	Materials
Mid-Year Assessment (20 min.)			
Assessment	Independent	20 min.	<input type="checkbox"/> Activity Pages 4.1, E.1–E.4
Language (15 min.)			
Spelling Assessment	Independent	15 min.	<input type="checkbox"/> Activity Page 5.1
Reading (40 min.)			
Introduction	Whole Group	5 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> Activity Page 5.2
Partner Reading: Chapter 4	Partner	20 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> journal
Character Description	Independent	10 min.	
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

Language

- Make sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

Reading

- Students will be reading with a partner. You may wish to arrange partners in advance.

Universal Access

- Students will be writing a descriptive paragraph about a character. For students who need assistance, provide it in a small group with supplemental aids, perhaps similar to “Word Sorts” or activities that give them access and understanding.

Start Lesson

Lesson 5: “A Plan Is Made”

Mid-Year Assessment



ASSESSMENT (20 MIN.)

TEKS 3.3.B; TEKS 3.3.C

- If there are students who have still not finished the written assessment, ask them to finish it.
- Students may still be working on the additional Activity Pages (Activity Pages E.1–E.4). As they do so, continue to assess students one-on-one using the Word Reading in Isolation Assessment.

Note: Administer the Word Reading in Isolation Assessment to every student to determine any phoneme deficiencies or syllabication difficulties.

Activity Pages E.1–E.4



TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Lesson 5: “A Plan Is Made”

Language



Primary Focus: Students will write words using spelling patterns and rules for the sound /k/. **TEKS 3.2.B.iv**

SPELLING ASSESSMENT (15 MIN.)

- Have students turn to Activity Page 5.1 for the spelling assessment.
- If you would like for students to have pens, pass them out.
- Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word *hook*, they would write that word under the header “‘k’ > /k/.”
- Tell students that, should a spelling word fit under more than one header, they should write the word under only one.
- Tell students that they may not have to use all the lines under each header.
- Using the following chart, call out the word using the following format: say the word, use it in a sentence, and say the word once more.

Activity Page 5.1



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

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.

TEKS 3.2.B.iv Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

- Ask students to write the following sentences as you dictate them:

1. The candle flickered and went out.
2. Loki caused a lot of trouble.

- After students have finished, collect pens, if used.
- Follow your established procedures to correct the spelling words.

Note: At a later time, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 5: "A Plan Is Made"

Reading



- Primary Focus:** Students will answer questions about a text and explicitly cite the text as the basis for their answers. **TEKS 3.7.C**
- ✦ Students will write a description of a character from a Norse myth. **TEKS 3.9.A**

VOCABULARY FOR "A PLAN IS MADE"

- The following are vocabulary words used in this lesson. Preview the words with students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

rogue, a person who causes trouble

maid of honor, an unmarried female attendant of a bride

massive, huge

barrel-chested, having a large, round chest

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

dainty, small and pretty, delicate

conceal, to hide (**concealed**)

adventure, an exciting or dangerous experience

-
- ✦ **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

Vocabulary Chart for “A Plan Is Made”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	maid of honor barrel-chested corset	rogue massive dainty conceal adventure
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

INTRODUCTION (5 MIN.)

- Ask students to retell what happened in the chapter “Stolen Thunder” using the fiction chart. Remind students that they filled in a fiction chart earlier, in Lesson 4, called “A Plan is Made.”
- Tell students that the title of Chapter 4 is “A Plan Is Made.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

4 A Plan Is Made

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

At last, Loki spoke.

"Perhaps we could trick Thrym," he said.

"Go on," said Odin.

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

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

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

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

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



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

PARTNER READING: CHAPTER 4 (20 MIN.)

Pages 38–46

- Tell students that they will read the story with a partner.
- As they are reading with their partners, students should refer to their character predictions from Lesson 1 and add any additional notes from the current reading.
- When students have completed the reading, they should complete Activity Page 5.2 with their partners.

Activity Page 5.2



Support

This is a good opportunity to work with a small group of students.

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

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

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

But Thor was having none of it.

“Never!” he roared. “I will not do it!”

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

Silence.



“You want me—the great and mighty Thor—to dress up as a girl? Never!” roared Thor.

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

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

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

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

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

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

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

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



"Loki's plan just might work," said Frigga.

“Pull!” shouted Frigga.

“I’m pulling as hard as I can!” replied Tyr.

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

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

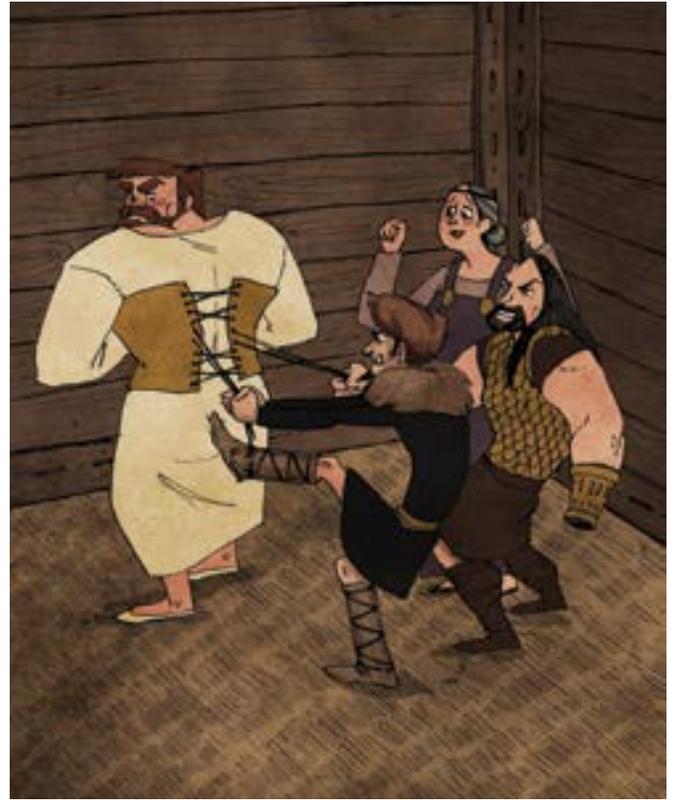
“Take a deep breath,” said Loki.

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

“It’s no use,” said Tyr. “We’ll never make him look thin and **dainty**.”

“You’re right,” said Loki. “Let’s hope he’s not too large to fit into Freya’s dress!”

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



“It’s no use,” said Tyr. “We’ll never make him look thin and dainty.”

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

Loki got dressed as well.

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

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



*The cats mewed and the chariot lurched forward. Thor and Loki were off on their excellent **adventure**.*

CHARACTER DESCRIPTION (10 MIN.)

- Have students share new information they have learned about their favorite character.
 - Ask students if any of their predictions about the actions of their chosen characters were correct.
 - Tell students that they will use the information they have added to their predictions to write a short description of their chosen character.
- Note:** If students would prefer to write a description of another character, allow them that option.
- Students should write their description in the journal or notebook for this unit.

WRAP-UP (5 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What is the problem in this chapter? How do the characters deal with it?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"A Plan Is Made"	the gods, Odin, Loki, Thor, Frigga, Freya, Tyr	Asgard	Loki suggested Thor dress up as Freya and pretend to marry Thrym to get the hammer back. Finally, Thor agreed, and the gods dressed him as Freya. Loki and Thor set off for the land of the giants.

Note: The information below directs students in how to complete the chart on Activity Page 2.1. This information is not in the Reader.

- Tell students that they will add two characters to Activity Page 2.1 whose names relate to names for days of the week.
 - For Friday, have students write *Freya* and *Norse* in the appropriate columns.

Journal Entry



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading Closely

Beginning

Provide students with short prompts and allow them to use illustrations to describe the character.

Intermediate

Allow students to work with a partner to write a collaborative paragraph.

Advanced/Advanced High

Encourage students to return to the text for specific examples to include in their description.

ELPS 4.G; ELPS 4.I

Challenge

Have students write a short paragraph to compare two characters.

- For Tuesday, have students write *Tyr* and *Norse* in the appropriate columns.
- To complete Activity Page 2.1, guide students in adding the following information:

Day of the Week	Named for	Origin
Sunday	Sun	Roman
Monday	Moon	Roman
Saturday	Saturn	Roman

Activity Page 2.1



- Have students complete Activity Page 2.1 with a partner.

SPELLING ANALYSIS DIRECTIONS

Unit 6, Lesson 5

- Students are likely to make the following errors:
 - For 'c', students may write 'k', 'ck', 'ch', or 'cc'.
 - For 'k', students may write 'c', 'ck', 'ch', or 'cc'.
 - For 'ck', students may write 'c', 'k', 'ch', or 'cc'.
 - For 'ch', students may write 'c', 'k', 'ck', or 'cc'.
 - For 'cc', students may write 'c', 'k', 'ck', or 'ch'.
- While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

6

“The Wedding Feast”

PRIMARY FOCUS OF LESSON

Reading

Students will make and confirm predictions about the concluding events of a story. **TEKS 3.6.C**

Students will answer questions about a text and explicitly cite the text as the basis for their answers. **TEKS 3.7.C**

Writing

Students will compare and contrast two characters from Norse mythology and plan a short narrative about one character.

TEKS 3.8.B; TEKS 3.9.A; TEKS 3.11.A; TEKS 3.12.A

Language

Students will categorize words using different spelling patterns for /s/.

TEKS 3.2.B.iv

FORMATIVE ASSESSMENT

Activity Page 6.1 “The Wedding Feast” Answer questions and cite evidence from the text. **TEKS 3.7.C**

Journal Entry **Character Comparison** Complete a Venn diagram comparing and contrasting characters.

TEKS 3.8.B; TEKS 3.11.A; TEKS 3.12.A

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (60 min.)			
Introducing the Chapter	Partner	15 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> journal <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Page 6.1
Whole Group Reading: Chapter 5	Whole Group	35 min.	
Wrap-Up	Independent	10 min.	
Writing (40 min.)			
Character Comparison	Partner	20 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> journal
Planning	Independent	20 min.	
Language (20 min.)			
Introducing Spelling Words	Whole Group	20 min.	<input type="checkbox"/> Spelling Chart (Digital Projections)
Take-Home Material			
Spelling			<input type="checkbox"/> Activity Pages 6.2, 6.3, 6.4
“A Plan Is Made”			
“The Wedding Feast”			

ADVANCE PREPARATION

Reading

- In this lesson students will be working with a partner. You may want to arrange partners in advance.
- Create a T-chart on the board or chart paper. Label the left column “Predict” and the right column “Confirm.”
- Have two sticky notes available for each student.
- The story’s ending scene includes violence and death. You may wish to consider preparing students in advance as well as discuss with students the different ways to manage feelings of anger, such as communicating, writing, and drawing.

Writing

- Over the course of the next four lessons, students will be analyzing one character from the Norse myths they have been reading. During Lesson 10, students will deliver a short presentation describing the character and explaining their role in Norse mythology.
- Students will work with a partner to compare and contrast two different characters. You may choose to arrange partners in advance.

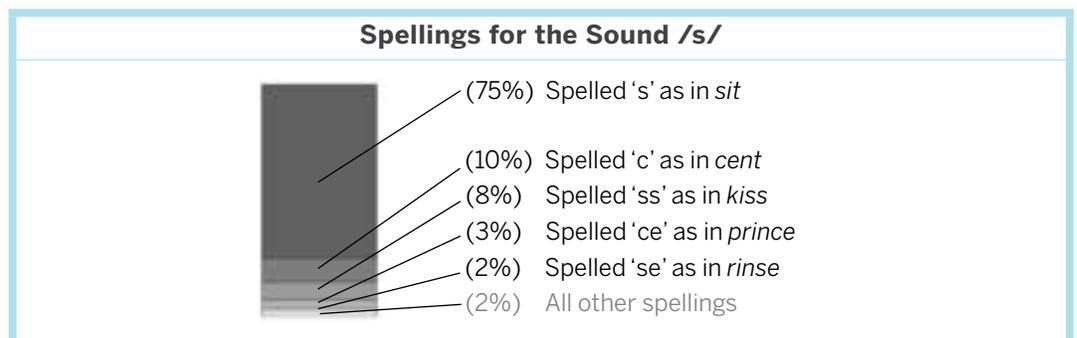
Language

- Create the following chart or prepare Digital Projection DP.U6.L6.1.

's' > /s/	'c' > /s/	'ss' > /s/	'ce' > /s/	'se' > /s/	'st' > /s/	'sc' > /s/

Note: For Lessons 6–10, you will review the sound /s/ spelled ‘s’, ‘c’, ‘ss’, ‘ce’, ‘se’, ‘st’, and ‘sc’. Students should be familiar with these spelling alternatives, as they were taught in Grade 2.

- The following chart is provided for your review:



- Here are some patterns for you to be aware of:
 - 's' is used to spell /s/ in initial consonant clusters 'sk-', 'sl-', 'sm-', 'sp-', 'spl-', 'st-', 'str-', 'sw-', or 'sq-' (*skip, slip, smile, spill, splat, stay, straw, sweet, squint*) and final clusters '-sk', '-sp', or '-st' (*desk, wasp, best*).
 - 'c' is used at the beginning of words that start with 'ce-', 'ci-', or 'cy-' (*cent, cinnamon, Cyprus*), but 's' can be used before those letters as well.
 - 'ss', 'ce', and 'se' are used to spell a final /s/ that is not a plural marker or a verb form (*dress, prince, house*); these spellings are not commonly used at the beginning of a word.
 - 'ss' is typically used after /a/, /e/, /i/, /o/, or /u/ (*mass, mess, miss, moss, muss*).
 - 'ce' and 'se' are typically used after other vowel sounds (*force, choice, horse*) and in consonant clusters (*prince, rinse*).

Lesson 6: "The Wedding Feast"

Reading



Primary Focus: Students will make and confirm predictions about the concluding events of a story. **TEKS 3.6.C**

Students will answer questions about a text and explicitly cite the text as the basis

for their answers. **TEKS 3.7.C**

VOCABULARY FOR "THE WEDDING FEAST"

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

belch, to burp

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

Vocabulary Chart for "The Wedding Feast"		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		belch
Multiple-Meaning Core Vocabulary Words		fast
Sayings and Phrases		

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response.

INTRODUCING THE CHAPTER (15 MIN.)

- Review the plot of “A Plan Is Made” with students before reading this chapter. Refer to the fiction chart as needed.
- Tell students the last sentence of “A Plan is Made” reads, “Thor and Loki were off on their excellent adventure.”
- Tell students that with a partner, they will make predictions about what this “excellent adventure” might entail.
- Pair up students. Students will need their journal or portfolio from this unit, along with several sticky notes.
- With their partner, have students discuss what they predict will happen in “The Wedding Feast.” Have students create a list to record in their journal.

Challenge

Encourage students to think about the events of “A Plan is Made” to help them form their predictions.

Support

Students may choose to draw an event for their prediction.



Check for Understanding

After students have created a list of events, they should choose two events or ideas to record on individual sticky notes (one idea per sticky note).

- Direct students to place their sticky notes on the Predict section of the T-chart you have created on the board or chart paper.
- As a whole group, review all the predictions.

Chapter 5 The Wedding Feast

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

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

"Welcome, fair bride!" he called out.

Thor and Loki stepped out of the chariot.

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

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



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

48

49

WHOLE GROUP READING: CHAPTER 5 (35 MIN.)

Pages 48–49

- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Ask students to think about the chapter title and what food people serve during present-day wedding celebrations.
- Tell students to read closely to discover what actually happens in this adventure.



Check for Understanding

Ask students to recall the last event from "A Plan is Made." Ask students to describe why a plan needed to be made.

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

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

"Urrrrrrp!"

Thrym was taken aback.

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

Loki saw the danger.

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

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



*"I have never seen a woman eat so much or **belch** so loudly!" Thrym exclaimed.*

Pages 50–51

- Ask students to read **pages 50–51** to themselves to find the answer to the question, "What did Thor, dressed as Freya, do as soon as everyone sat down for the wedding feast?"
- When students have finished reading, restate the question and ask students to answer.
 - » He ate a lot of food and belched loudly.
- Ask, "What did Loki tell Thrym was the reason 'Freya' ate so much?"
 - » She had fasted for eight days, thinking only of marrying Thrym, so she was very hungry.
- Direct students' attention to the images and captions on **pages 49** and **51**.

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

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

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

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

Loki changed the subject.

“Is the wedding present ready?” he asked.

“Yes,” said Thrym.

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

“I will, indeed,” said Thrym.

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

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



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

- Ask students to read **pages 52–55** to themselves to find out what happened when Thrym brought the hammer to “Freya” at Loki’s request.

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

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

"If it pleases you, fair one," said Thrym.

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

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

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



Thor called out in a voice like thunder, "IT PLEASES ME GREATLY!"

Pages 54–55

- When students have finished reading, restate the question and ask students to answer.
 - » Thor burst out of his disguise, shouting. He threw his hammer all over the place, killing Thrym and the servants.
- Direct students' attention to the images and captions on **pages 53 and 55**.

✦ Confirming Predictions **TEKS 3.6.C**

- Return to the predictions that are recorded on the T-chart. Ask students if any of their predictions were correct.
- Ask students to take another sticky note and record something that happened in this chapter that surprised them.
- For those predictions that were confirmed, have students move the sticky notes of confirmed predictions from the Prediction column to the Confirm column.
- Review each idea with the whole class.

WRAP-UP (10 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What happens in this chapter?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"The Wedding Feast"	Loki, Thor, Thrym	Jotunheim	Everyone sat down for the wedding feast. "Freya's" behavior was odd and Thrym asked questions, which Loki answered. When Thrym brought the hammer out, Thor burst out of his disguise and used his hammer to kill Thrym and the servants.

- Have students turn to Activity Page 6.1 and complete it independently.



**ENGLISH
LANGUAGE
LEARNERS**

Reading
Reading Closely

Beginning

Complete Activity Page 6.1 as a teacher-directed activity.

Intermediate

Have students work with a partner to complete activity page.

Advanced/Advanced High

Provide assistance as needed.

ELPS 1.H; ELPS 4.F;

ELPS 4.J

Activity Page 6.1



✦ **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Lesson 6: “The Wedding Feast”

Writing



Primary Focus: Students will compare and contrast two characters from Norse mythology and plan a short narrative about one character.

✦ **TEKS 3.8.B; TEKS 3.9.A; TEKS 3.11.A; TEKS 3.12.A**

✦ **CHARACTER COMPARISON (20 MIN.)** **TEKS 3.12.A**

- Have students find a blank page in their journal or provide them with a blank piece of paper.
- Direct students to draw a Venn diagram on their paper and label one side of the diagram with the name of the favorite character they chose in Lesson 1.
- Ask students what a Venn diagram is used for. Remind them that a Venn diagram is used to compare and contrast.
- Tell students that they will be working with a partner to compare and contrast two different characters from the Norse myths they have been reading.
- Explain to students that with their partner they should:
 - Have one partner describe their character and record on the Venn diagram.
 - Have the other partner describe their character and record on the Venn diagram.
 - Discuss the characters’ similarities and record in overlapping section of Venn diagram.
- Remind students they can refer to the Reader or to the fiction chart for this unit.
- Have students begin working with their partners.

Support

Remind students that *to compare* means to show how things are similar and *to contrast* means to show how things are different.



Check for Understanding

Circulate and provide assistance as needed.

✦ **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

PLANNING (20 MIN.)

- As a whole group, ask students if they discovered anything new about the character that they chose. Remind them that when we compare and contrast information we often uncover new ideas that we had not previously considered.
- Tell students that they will begin to plan a short description of the character they have chosen and they will be writing that paragraph in the next few lessons.
- Also, tell students that they will be presenting their paragraph to the class during Lesson 10.
- Tell students the main goal of the paragraph will be to describe a character and explain the character's role in the myths they have been reading.
- Have students open to a new page in their journal or use a blank piece of paper.
- Instruct students to draw a line down the center of the paper to create two columns. They should label the left column "What he/she is like" and the right column "What he/she did." Then ask students: How is he/she like a god? How is he/she like a human?
- Tell students that they should use all the notes they have taken so far, along with their Reader, to complete both columns. Explain that they will use this information tomorrow as they start to write their character description.



ENGLISH
LANGUAGE
LEARNERS

Writing Writing Narrative Texts

Beginning

Have students dictate a list of ideas to describe their character.

Intermediate

Have students work with a partner to create a bulleted list to describe one character.

Advanced/Advanced High

Have students work with a partner to create two bulleted lists to describe two characters.

ELPS 5.G

Support

This is a good opportunity to work with a small group of students.

Challenge

Encourage students to record information as complete sentences. In addition, tell students that writing a personal narrative can include writing narrative poetry.

Lesson 6: "The Wedding Feast"

Language



Primary Focus: Students will categorize words using different spelling patterns

✦ for /s/. **TEKS 3.2.B.iv**

INTRODUCING SPELLING WORDS (20 MIN.)

- Tell students that they will review all the spellings of /s/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

✦ **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

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

- Go back through the list of words, having students read the words and tell you what letters to circle for /s/.

1. as ssembly	12. whistle
2. s unshine	13. sub tle
3. princ ess	14. c ivil
4. univ er se	15. prom is e
5. adv ic e	16. gl an ce
6. lis ten	17. add re ss
7. s cent	18. fasc in ate
8. kind ne ss	Challenge Word: <i>during</i>
9. min ce	Challenge Word: <i>want</i>
10. ce ntral	Content Word: <i>scoundrel</i>
11. resp on se	

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *during* and *want*, are also part of their spelling list and are words used very often. Neither Challenge Word follows the spelling patterns. Use the Challenge Words in sentences as examples for students: “We will play baseball *during* recess today.” “We *want* to go outside to play.”
- Remind students that once again they have a Content Word. Review with them that the Content Word is a little harder than the other words. If students try to spell the Content Word on the assessment and don’t get it right, they will not be penalized. Simply correct it as you do the other words and applaud their

effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is that they tried something that was a stretch for them academically.

- Tell students that the Content Word, *scoundrel*, follows the spelling patterns as the 's' is pronounced /s/. Note for students that *scoundrel* does not follow the 'sc' spelling of the sound /s/ because the 'c' is a spelling for the sound /k/. *Scoundrel* is a content-related word that describes Loki as a cruel, dishonest person and the trickster in *Gods, Giants, and Dwarves*.
- Draw the following table on the board or display Digital Projection DP.U6.L6.1:

's' > /s/	'c' > /s/	'ss' > /s/	'ce' > /s/	'se' > /s/	'st' > /s/	'sc' > /s/

- Ask students to refer to the /s/ spellings on the Individual Code Chart. Ask students to tell you which words to list under each of the headers. Briefly explain the meaning of each word

's' > /s/	'c' > /s/	'ss' > /s/	'ce' > /s/	'se' > /s/	'st' > /s/	'sc' > /s/
sunshine	princess	assembly	advice	universe	listen	scent
surly	central	princess	mince	response	whistle	fascinate
response	civil	address	glance	promise		
subject						

- Ask students to look at the Individual Code Chart for all of the different spellings for /s/. Of the seven spellings, which is used most frequently? ('s')
- Point out that students have spelling words that use all seven of the different spellings for /s/.
- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then have the student orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: "Does that sentence make sense?"

Activity Page 6.2



- If the class says “yes,” then the student puts a check mark in front of the word and calls on another student to come to the front and take a turn. If the class says “no,” have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all the words are used or time has run out.
- Tell students this table will remain on display until the assessment so that they may refer to it during the week.
- Tell students they will take home Activity Page 6.2 with the spelling words to share with a family member.

Lesson 6: “The Wedding Feast”

Take-Home Material

- Have students take home Activity Page 6.2 to share with a family member and Activity Pages 6.3 and 6.4 to read to a family member.

Activity Pages
6.2, 6.3, and 6.4



7

“Balder, the Beautiful”

PRIMARY FOCUS OF LESSON

Reading

Students will identify a series of cause-and-effect relationships in a Norse myth. **TEKS 3.7.D; TEKS 3.8.C**

Students will answer questions about a text and explicitly cite the text as the basis for their answers. **TEKS 3.7.C**

Writing

Students will draft a paragraph to describe a character from a Norse myth. **TEKS 3.7.B; TEKS 3.11.B.i; TEKS 3.12.B**

Language

Students will interpret the meaning of sentences that use the conjunction *because*. **TEKS 3.11.D.viii**

FORMATIVE ASSESSMENT

Activity Page 7.1 “Balder, the Beautiful” Answer questions and cite evidence in text. **TEKS 3.7.C**

Journal Entry **Character Paragraph** Draft a paragraph to describe a character. **TEKS 3.7.B**

Activity Page 7.2 **Practice Conjunction: *because*** Answer comprehension questions using a conjunction. **TEKS 3.11.D.viii**

TEKS 3.7.D Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure including an introduction and conclusion; **TEKS 3.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Introducing the Chapter	Whole Group	10 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> Cause and Effect Chart (Digital Projections) <input type="checkbox"/> journal <input type="checkbox"/> Activity Page 7.1
Partner Reading: Chapter 6	Partner	20 min.	
Wrap-Up	Whole Group	15 min.	
Writing (50 min.)			
Character Actions: Cause and Effect	Partner	20 min.	<input type="checkbox"/> journal
Drafting	Independent	30 min.	
Language (25 min.)			
Grammar: Conjunction <i>because</i>	Whole Group	25 min.	<input type="checkbox"/> Activity Page 7.2
Take-Home Material			
"Balder, the Beautiful"			<input type="checkbox"/> Activity Page 7.3

ADVANCE PREPARATION

Reading

- Create the following chart for the reading and language segments of this lesson or prepare to display Digital Projection DP.U6.L7.1.

Cause and Effect Chart	
Cause	Effect

- Students will be reading today's story with a partner. You may choose to arrange partners in advance.

Writing

- Students will be working with a partner or small group for the first portion of the writing segment. They will analyze their favorite character using the Cause and Effect Chart. It would be helpful, as much as possible, to group together students who have chosen the same character.

Language

- Prepare a sentence strip for each of the following for the grammar lesson:

#1 Paula didn't get out of bed on time.

#1 She missed the bus.

#2 Paula's mother noticed the bus had left.

#2 She woke Paula up.

#3 Paula didn't have time to eat breakfast.

#3 She was very hungry.

#4 Paula was late for school.

#4 Class had already begun when she arrived.

#5 Paula knew it was going to be a good day after all.

#5 Mrs. Jones gave her a big smile.

- Ensure the conjunctions poster is still displayed.

Conjunctions

Conjunctions are words that connect other words or groups of words.

- The **conjunction *and*** connects words or groups of words. It means plus, along with, or also.
- The **conjunction *but*** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.

Universal Access

- In this lesson, students are grouped for the reading and writing segments. You may want to intentionally group students needing varying levels of support together.
- Create a chart that includes topic sentence, details, and concluding sentence.

Start Lesson

Lesson 7: “Balder, the Beautiful” Reading



- Primary Focus:** Students will identify a series of cause-and-effect relationships in a Norse myth. **TEKS 3.7.D; TEKS 3.8.C**
- Students will answer questions about a text and explicitly cite the text as the basis for their answers. **TEKS 3.7.C**

VOCABULARY FOR “BALDER, THE BEAUTIFUL”

The following are vocabulary words used in this lesson. Preview the words with students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

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

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

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

mistletoe, a plant with thick leaves and white berries; it grows on trees

- TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.7.C** Use text evidence to support an appropriate response.

Vocabulary Chart for “Balder, the Beautiful”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	harm mistletoe	disguise rumor swear
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

INTRODUCING THE CHAPTER (10 MIN.)

- Remind students that they have been learning how to use the conjunction *because*.
- Ask students what the conjunction *because* helps a reader understand. (cause and effect)
- Ask students to provide an example of cause and effect.
- Direct students to the Cause and Effect Chart or display DP.U6.L7.1.

➤ Projection DP.U6.L7.1

- Have students create this chart on a blank page in their journal or use a blank piece of paper.
- Tell students that as they read today’s story, they should read to discover some cause and effect examples from the text.

Support

You may want to draw a simple illustration to demonstrate cause and effect.

- Example: Susan didn't get wet, because she remembered her umbrella.

Chapter 6 Balder, the Beautiful

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

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

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



Balder, the son of Odin and Frigga, was beautiful, kind, and friendly.

PARTNER READING: CHAPTER 6 (20 MIN.)

Pages 56–57

- Ask students to read **pages 56–57** with a partner and together to locate an example of cause and effect.
- When students have finished reading, ask them to share an example they found. (Cause: “Everyone was too busy looking at Balder.” Effect: “Loki noticed that nobody was paying any attention to him.”)
- Record on the Cause and Effect Chart.
- Ask students to use the conjunction *because* and combine those ideas into a new sentence. (“Because nobody was paying attention to Loki, he grew very angry.” OR “Loki grew very angry, because nobody was paying attention to him.”)
- Pair students with a partner. Tell them they should read the remainder of the story and record cause and effect examples on the chart they created.

Support

This is a good opportunity to work with a small group of students.

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

“Is Balder in danger?” Frigga asked.

“I will look into it,” Odin said.

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

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

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



Frigga begged Odin to send out his ravens to see if their son Balder was in danger.

“Which one?” asked Odin.

“That is more than we know,” said the ravens.

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

Frigga went and spoke to the rocks.

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

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

Frigga spoke to the water.

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

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



*Frigga decided to make everything in the world promise not to **harm** Balder.*

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

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

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

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

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



*"Frigga," Loki said. "I have heard **rumors**. I have heard that your son Balder is in danger."*

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

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

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

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

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



*The only thing that Frigga did not insist make a promise not to **harm** Balder was **mistletoe**.*

WRAP-UP (15 MIN.)



Check for Understanding

Have students share examples of cause and effect that they found in today's reading.

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What happens in this chapter?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"Balder, the Beautiful"	Balder, Frigga, Odin, Loki	Asgard, all over the world	Balder had a dream about his death. When he told his mother, Frigga, she found out that Hel was preparing to receive one of the gods. Frigga talked to everything in the world, except mistletoe, and made them promise not to harm Balder.

- Have students turn to Activity Page 7.1 and complete it independently.

Challenge

Ask students to explain how the plot of the story might have changed if one of the characters had chosen a different action.



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading Closely

Beginning

Complete Activity Page 7.1 as a teacher-guided activity.

Intermediate

Allow students to complete the activity page with a partner.

Advanced/Advanced High

Provide assistance as needed.

ELPS 1.E; ELPS 4.G;

ELPS 4.J

Activity Page 7.1



Lesson 7: “Balder, the Beautiful”

Writing



Primary Focus: Students will draft a paragraph to describe a character from a Norse myth. **TEKS 3.7.B; TEKS 3.11.B.i; TEKS 3.12.B**

Journal Entry



Support

You may want to bring a small group together to provide more structured support.

ENGLISH LANGUAGE LEARNERS



Writing Writing a Paragraph

Beginning

Provide students with a graphic organizer and have them dictate information.

Intermediate

Provide students with a graphic organizer and have them complete it using words or phrases.

Advanced/Advanced High

Provide students with a graphic organizer and have them complete it using sentences.

ELPS 5.B

CHARACTER ACTIONS: CAUSE AND EFFECT (20 MIN.)

- Tell students that they are going to spend the next few minutes looking at the character they have chosen and examine their actions to find examples of cause and effect.
- Ask students to share a few examples of cause and effect that they identified from today’s reading.
- Group together students that chose the same character either in pairs or in small groups.
- Have students create a new Cause and Effect Chart just for their character on a blank page of their journal or on blank paper.
- In groups or with partners, have students use *Gods, Giants, and Dwarves* to locate examples of cause and effect that involve their character.



Check for Understanding

Circulate and provide assistance where necessary.

DRAFTING (30 MIN.)

- Tell students that today they will write the first draft of the character description.
- Ask students to describe the main elements of a paragraph. Remind them that a paragraph includes a topic sentence, details to support the topic sentence, and a concluding sentence.

TEKS 3.7.B Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure including an introduction and conclusion; **TEKS 3.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

- Remind students that the purpose of their writing is to describe the character they have chosen and have analyzed over the last several lessons. Remind students that they have described their character, compared their character to another character, and found examples of cause and effect that involved their character.
- Have students begin the draft of their paragraph in their journal, referencing *Gods, Giants, and Dwarves* and previous journal entries. Tell students that they will continue to work on their paragraphs in the next lesson.

Lesson 7: “Balder, the Beautiful”

Language



Primary Focus: Students will interpret the meaning of sentences that use the conjunction *because*. **TEKS 3.11.D.viii**

GRAMMAR: CONJUNCTION BECAUSE (25 MIN.)

Practice Cause and Effect with the Conjunction *because*

- Draw students' attention to the conjunctions poster.

Conjunctions

Conjunctions are words that connect other words or groups of words.

- The **conjunction *and*** connects words or groups of words. It means plus, along with, or also.
- The **conjunction *but*** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.

Note to Teacher: Students have learned about using coordinating conjunctions so far in the context of compound sentences. In this lesson, the subordinating conjunction *because* is used appropriately in a slightly more complex sentence. A complex sentence is a sentence that contains an independent clause and at least one dependent clause. Students do not need to be aware of these terms at this time.

TEKS 3.11.D.viii Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

Activity Page 7.2



- Remind students that the conjunction *because* is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Draw students’ attention to the Cause and Effect Chart you drew on the board or chart paper. Tell students they will read a story today and decide which events should be labeled as “Cause” and which events should be labeled as “Effect.”
- Remind students to look for the event that happened first. This is the cause of the event and will be signaled by the word *because*. It should be listed under the column headed “Cause.” The event that happened second is the effect and should be listed under the column headed “Effect.”
- Turn to Activity Page 7.2 and have volunteers read the paragraphs of the story aloud. Remind students that they will be practicing the skills they have learned for finding cause and effect.
- Once the story has been read, remind students that the conjunction *because* signals that one event has caused another event to happen.
- Remind students that the sentence that is the cause (or event that happened first) always begins with the word *because*. In this case, students will be adding the word *because* to the simple sentence that is the cause.
- Divide the class into ten teams and pass out one sentence strip that you prepared in advance to each team.
- Point out to students that the sentence strips are numbered 1, 2, 3, 4, or 5, with two strips for each number.
- Ask students with sentence strips numbered 1 to come to the front of the class.
- Have a student from each team read the sentence strip.
 1. Paula didn’t get out of bed on time.
 1. She missed the bus.
- Ask students which event would have happened first. Ask, “Did Paula miss the bus first or did she not get out of bed in time first? Which event caused the other?”
- Tell students that the groups will read their sentence strips once more, and the class will vote on whether the sentence is a cause or not.
- If the sentence is a cause, students should vote by putting a hand on top of their head. If the sentence is not a cause, students should do nothing. Tell students that you will call out, “1, 2, 3,” point to the class, and then all should vote.

- Have a student from the first group read the sentence again. (Paula didn't get out of bed on time.)
- Call out, "1, 2, 3" and point to the class.
- All students should have their hands on their heads to show that this sentence (or event) happened first and is a cause.
- Now have a student from the second group read the sentence again. (She missed the bus.)
- Call out, "1, 2, 3" and point to the class.
- All students should have done nothing, showing that this sentence is not a cause.
- Ask students to tape their two sentence strips under the appropriate heading, "Cause" or "Effect."
- Next, ask students in the first two groups to make a sentence out of the two simple sentences taped to the board by inserting the word *because*.
- Give students a moment or two to confer, and ask for a volunteer to say the sentence. (Because Paula didn't get out of bed on time, she missed the bus.)
- Repeat the above procedure with the other four pairs of teams.
- Have students turn back to Activity Page 7.2 and complete the remaining portion independently.

End Lesson

Lesson 7: "Balder, the Beautiful"

Take-Home Material

- Have students take home Activity Page 7.3 to read to a family member.



ENGLISH
LANGUAGE
LEARNERS

Language
Connecting Ideas

Beginning

Complete Activity Page 7.2 as a teacher-guided activity.

Intermediate

Allow students to complete the activity page with a partner.

Advanced/Advanced High

Provide assistance as needed.

ELPS 4.J

Activity Page 7.3



8

“The Death of Balder”

PRIMARY FOCUS OF LESSON

Reading

- ✦ Students will describe a character from a Norse myth. **TEKS 3.8.B; TEKS 3.9.A**
- ✦ Students will answer questions about a text and explicitly cite the text as a basis for their answers. **TEKS 3.6.H; TEKS 3.7.B; TEKS 3.7.C**

Writing

- ✦ Students will complete a paragraph describing a character from a Norse myth. **TEKS 3.11.B.ii; TEKS 3.12.B**

Language

- ✦ Students will choose words with the correct suffix. **TEKS 3.3.C**

FORMATIVE ASSESSMENT

Notecard

- ✦ **Describe a Character** Write three words or phrases to describe Balder. **TEKS 3.8.B**

Activity Page 8.1

- ✦ **“The Death of Balder”** Answer questions and cite evidence in text. **TEKS 3.6.H; TEKS 3.7.B; TEKS 3.7.C**

Journal Entry

- ✦ **Character Description** Write a paragraph describing one character. **TEKS 3.11.B.ii; TEKS 3.12.B**

Activity Page 8.2

- ✦ **Suffix Puzzles** Choose correct word to fill in the blank. **TEKS 3.3.C**

- ✦ **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details; **TEKS 3.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (60 min.)			
Introducing the Chapter	Whole Group	15 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> notecards
Whole Group Reading: Chapter 7	Whole Group/ Partner	35 min.	<input type="checkbox"/> Activity Page 8.1
Wrap-Up	Whole Group	10 min.	
Writing (40 min.)			
Character Description	Independent	25 min.	<input type="checkbox"/> journal
Guess My Character	Whole Group	15 min.	
Language (20 min.)			
Morphology: Suffixes <i>-ive</i> and <i>-ly</i>	Whole Group	20 min.	<input type="checkbox"/> Activity Page 8.2
Take-Home Material			
"The Death of Balder"			<input type="checkbox"/> Activity Page 8.3

ADVANCE PREPARATION

Reading

- Provide a notecard to each student.
- Students will be working with partners. You may wish to pre-arrange.
- The story’s ending scene includes violence and death. You may wish to consider preparing students in advance. You may also wish to provide students with additional activities to draw, write, or communicate about their thoughts.

Start Lesson

Lesson 8: “The Death of Balder”

Reading



Primary Focus: Students will describe a character from a Norse myth.

✦ **TEKS 3.8.B; TEKS 3.9.A**

Students will answer questions about a text and explicitly cite the text as a basis for

✦ their answers. **TEKS 3.6.H; TEKS 3.7.B; TEKS 3.7.C**

VOCABULARY FOR “THE DEATH OF BALDER”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

despair, a feeling of being hopeless or extremely sad

steed, a horse

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

✦ **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.C** Use text evidence to support an appropriate response.

Vocabulary Chart for “The Death of Balder” Read-Aloud

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	steed	despair mourn
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

INTRODUCING THE CHAPTER (15 MIN.)

- Tell students that the title of today’s chapter (Chapter 7) is “The Death of Balder.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Review with students what they learned about Balder from reading the previous chapter.
- Refer to the fiction chart as necessary.
- Ask students for examples of cause and effect from the previous chapter.
- Remind students that during this unit they have learned different ways to understand more about a character in a story.



Check for Understanding

On a notecard, have students write down three words or phrases they would use to describe Balder. Encourage them to return to the text as needed.

Notecard



Chapter 7 The Death of Balder

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

Then, he went to find Balder.

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

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

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

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



Loki approached Hod with a sprig of mistletoe. Can you guess what Loki is up to?

WHOLE GROUP READING: CHAPTER 7 (35 MIN.)

Pages 66–69

- Ask students to read **pages 66–69** to themselves to find out what Loki convinced Hod to do.

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

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

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

But Balder was not playing. He was really dead.

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

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

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



“What happened?” cried Hod. “Did the arrow bounce off?”

Pages 68–69

- When students have finished reading, restate the question and ask students to answer.
 - » Loki convinced Hod to play along like others and shoot an arrow with mistletoe at Balder. Other things bounced off Balder, so Loki told Hod this would be the same thing.
- Ask, “What actually happened when Hod shot the arrow?”
 - » Balder fell to the ground because the arrow did not bounce off of him. He died.
- Direct students’ attention to the images and captions on **pages 67** and **69**.
- Ask students how the images help the reader understand the text.

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

Hermod rode to the underworld.

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

Hermod mounted Sleipner and rode back to tell the gods.

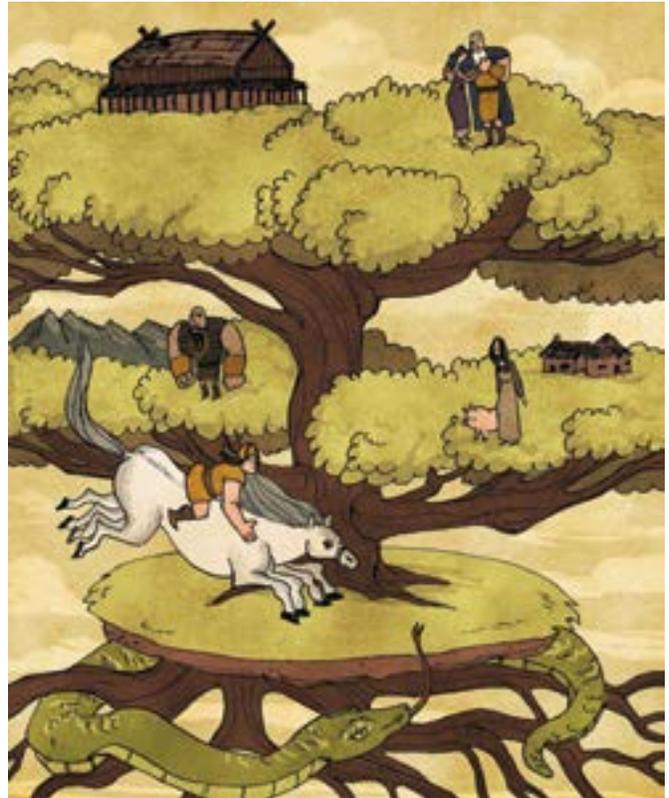
Odin sent word: all things were to **mourn** for Balder.

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

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

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

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



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

Support

Ask students to look at the illustration and discuss how they see everything on Earth mourning. If students need more support, direct them to look at the figures in the top right of page 71 as examples of mourners.

- Ask students to read **pages 70–73** to themselves to find out what Hel said had to happen for the gods to have Balder back.

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

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

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

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

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

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



*Loki, disguised as an old woman, refused to **mourn** for Balder.*

72

73

Pages 72–73

- When students have finished reading, restate the question and ask students to answer.
 - » Hel said all things had to mourn for Balder, and then the gods could have him back.
- Ask, “Did this plan work?”
 - » No, Loki dressed up as an old woman and refused to mourn for Balder, so the gods could not have Balder back.
- Direct students’ attention to the images and captions on **pages 71 and 73**.
- Ask students if they notice anything in the images that they did not read in the text. Then ask students if they read anything in the text that they do not notice in the images.
- Have students complete Activity Page 8.1 with a partner.

Challenge

Have students turn to a partner and discuss how the images help the reader understand more about the text.

Activity Page 8.1





Reading
Reading Closely

Beginning

Complete Activity Page 8.1 as a teacher-guided activity.

Intermediate

Allow students to complete the activity page with a small group.

Advanced/Advanced High

Provide assistance as needed.

ELPS 1.E; ELPS 4.G;

ELPS 4.I

Journal Entry



WRAP-UP (10 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What happens in this chapter?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"The Death of Balder"	Loki, Hod, Balder, Frigga, Odin, Tyr	Asgard, all over the world	Loki tricked Hod into shooting an arrow with mistletoe at Balder. The arrow did not bounce off but instead killed Balder. Because Loki refused to mourn for Balder, the gods could not have him back from the dead.

Lesson 8: "The Death of Balder"

Writing



Primary Focus: Students will complete a paragraph describing a character from a Norse myth. **TEKS 3.11.B.ii; TEKS 3.12.B**

CHARACTER DESCRIPTION (25 MIN.)

- Remind students that the purpose of their writing is to describe a character from the Norse myths they have been reading.
- Tell students that today they will finish drafting their paragraph, and at the end of the lesson they will have a chance to share some of the ideas from their writing.
- Encourage students to reference *Gods, Giants, and Dwarves* and previous entries in their journal to be sure they have included all the ideas they would like to include in their writing.

TEKS 3.11.B.ii Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details; **TEKS 3.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

- Tell students that if they finish, they may begin to create an illustration to support their writing on a blank piece of paper.



Check for Understanding

Circulate around the room and provide assistance where needed.

GUESS MY CHARACTER (15 MIN.)

- Tell students that you will ask several of them to share ideas from the paragraphs they have been writing.
- Explain that they should not reveal the character they are describing, but other students in the class should listen closely to the description and guess the character.
- As time permits, have students share their descriptions.

Lesson 8: “The Death of Balder”

Language



Primary Focus: Students will choose words with the correct suffix.

TEKS 3.3.C

MORPHOLOGY (20 MIN.)

Practice Suffixes –ive and –ly

- Remind students that in a previous lesson, they learned about the suffixes –ive and –ly.
- Remind students that –ive means “relating to” and –ly means “in a _____ way.”
- Tell students that you will give them two word choices. The words will have either the suffix –ive or both the suffixes –ive and –ly. Then you will read a sentence and students must decide which of the word choices fits in the sentence.
 - *Appreciative* or *appreciatively*? Lori _____ hugged her father and thanked him for helping her with her project. (*appreciatively*)

TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Challenge

For students that have already completed a paragraph, encourage them to draft another paragraph about a different character.



ENGLISH LANGUAGE LEARNERS

Writing
Writing a Paragraph

Beginning

Have students transfer information from the last lesson's graphic organizer into a paragraph.

Intermediate

Have students work with a partner to create complete sentences from the words/phrases they recorded on the last lesson's graphic organizer.

Advanced/Advanced High

Have students use ideas from the last lesson's graphic organizer to create their paragraphs.

ELPS 5.G

- *Decorative* or *decoratively*? She placed a _____ vase of beautiful roses on the dining room table. (*decorative*)
- *Creative* or *creatively*? Nathan is very _____ and can paint all kinds of images without looking at anything for a guide. (*creative*)
- *Cooperative* or *cooperatively*? My cousins and I _____ worked to remove the boxes of junk from our grandma's basement. (*cooperatively*)
- *Expressive* or *expressively*? The mayor spoke _____ at the press conference about the damage done by the hurricane. (*expressively*)
- *Inventive* or *inventively*? Peter arranged the materials he collected in an _____ way to make an image of a tree. (*inventive*)

Activity Page 8.2



- Ask students to turn to Activity Page 8.2 and complete it as a teacher-guided activity. After completing the first puzzle together, have students complete the second puzzle independently.

Lesson 8: “The Death of Balder”

Take-Home Material

- Have students take home Activity Page 8.3 to read to a family member.

Activity Page 8.3



9

“Loki’s Punishment”

PRIMARY FOCUS OF LESSON

Reading

- ✦ Students will analyze how a character changes over time. **TEKS 3.8.B**
Students will answer questions about a text and explicitly cite the text as a
- ✦ basis for their answers. **TEKS 3.7.C; TEKS 3.8.D**
Students will identify and discuss themes of Norse myths.
- ✦ **TEKS 3.7.G; TEKS 3.8.A**

Writing

- ✦ Students will revise their writing based on feedback. **TEKS 3.11.C**

Language

- ✦ Students will create and revise sentences using adjectives, adverbs, and the conjunction *because*. **TEKS 3.11.D.iv; TEKS 3.11.D.v**

FORMATIVE ASSESSMENT

- Activity Page 9.1** “Loki’s Punishment” Answer questions and cite evidence in text. **TEKS 3.7.C; TEKS 3.8.D**
- Journal Entry** **Character Description** Revise writing to strengthen description. **TEKS 3.11.C**
- Activity Page 9.2** **Building Sentences** Create new sentences with the conjunction *because*. **TEKS 3.11.D.iv; TEKS 3.11.D.v**

- ✦ **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.D** Explain the influence of the setting on the plot; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms, (v) adverbs that convey time and adverbs that convey manner.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (50 min.)			
Introducing the Chapter	Whole Group	15 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> Character Chart (Digital Projections) <input type="checkbox"/> Activity Page 9.1
Partner Reading: Chapter 8	Partner	25 min.	
Wrap-Up	Whole Group	10 min.	
Writing (50 min.)			
Guess My Character	Partner	30 min.	<input type="checkbox"/> journal
Revisions	Independent	20 min.	
Language (20 min.)			
Grammar: Building Sentences	Whole Group	20 min.	<input type="checkbox"/> Activity Page 9.2
Take-Home Material			
“Loki’s Punishment”			<input type="checkbox"/> Activity Page 9.3

ADVANCE PREPARATION

Reading

- Create the following on chart paper or prepare to display Digital Projection DP.U6.L9.1.

Character: Loki	
“Sif’s Golden Hair”	
“Loki and the Dwarves”	
“Balder, the Beautiful”	
“Loki’s Punishment”	

Universal Access

- Today students will be reading with partners. For students who need assistance, suggest providing guidance in small groups with supplemental aids (i.e., pictures to support vocabulary, a timeline to support character analysis, and dramatization to provide enrichment) that support access and understanding. Also, see Writing Prompts, Unit 6 (in the Activity Book), for additional options related to the unit.

Start Lesson

Lesson 9: “Loki’s Punishment”

Reading



Primary Focus: Students will analyze how a character changes over time.

✦ TEKS 3.8.B

Students will answer questions about a text and explicitly cite the text as a basis for their answers. **TEKS 3.7.C; TEKS 3.8.D**

Students will identify and discuss themes of Norse myths.

✦ TEKS 3.7.G; TEKS 3.8.A

VOCABULARY FOR “LOKI’S PUNISHMENT”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Reader.

patience, the ability to put up with problems without getting upset

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

✦ **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.D** Explain the influence of the setting on the plot; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic.

serpent, a snake

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

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

triumph, victory

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

Vocabulary Chart for “Loki’s Punishment”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	serpent prophecy fate	patience vow writhe triumph
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

INTRODUCING THE CHAPTER (15 MIN.)

- Remind students that many of the Norse myths they have been reading during this unit have included the character Loki.
- Ask students to describe Loki.
- Tell students that they have learned different things about Loki in different chapters of *Gods, Giants, and Dwarves*.
- Explain to students that often a character will change over the course of a story.
- Direct students to the Character Chart you created, or display DP.U6.L9.1.

➤ **Projection DP.U6.L9.1**

- Tell students to locate “Sif’s Golden Hair” and skim the text to find words or phrases that are used to describe Loki. As students respond, record on the Character Chart. (Example: not a god, source of problems)
- Have students locate “Loki and the Dwarves” and skim the text for more words or phrases that are used to describe Loki. Record on the Character Chart.
- Continue with “Balder, the Beautiful.”
- Tell students that as they read today’s chapter, they should be reading closely to find more words or phrases that are used to describe Loki.
- Review with students all that happened to Balder and how Loki was involved. You may choose to use the fiction chart in your discussion.

Challenge

Ask students how authors show how a character changes throughout stories.



**ENGLISH
LANGUAGE
LEARNERS**

Reading
Reading Closely

Beginning

Have students complete Activity Page 9.1 as a teacher-guided activity.

Intermediate

Encourage students to return to the text to complete Activity Page 9.1.

Advanced/Advanced High

Provide assistance as needed.

ELPS 1.E; ELPS 4.G;

ELPS 4.J

Chapter 8 Loki's Punishment

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

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

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



Loki disguised himself as a salmon. He struggled, but Thor held him tight with his powerful hands.

74

75

PARTNER READING: CHAPTER 8 (25 MIN.)

Pages 74–81

- Tell students that today they will read the story with a partner.
- Have students locate Activity Page 9.1.
- Tell students that after they have read the chapter, they should complete Activity Page 9.1 with their partner.

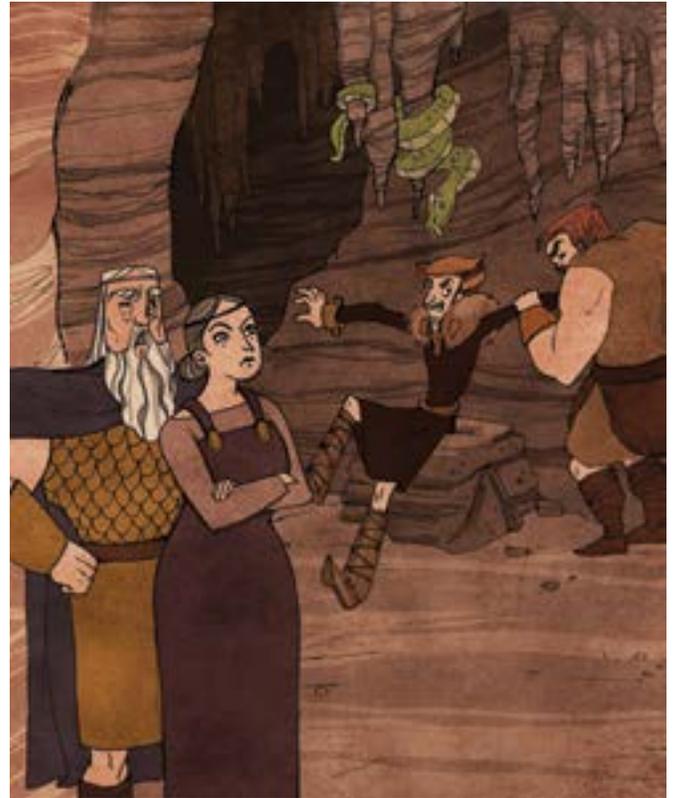
Activity Page 9.1



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

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

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



*Poison dripped from the **serpent** all night and all day, causing Loki great pain.*

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

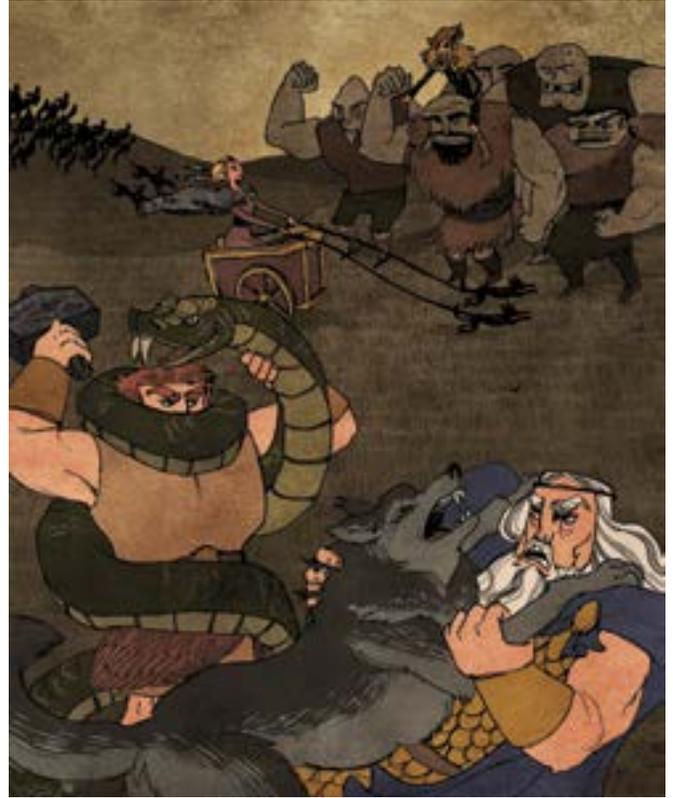
“For the moment, we are beaten,” she said. “The gods in Asgard rejoice at their **triumph** over you. But they know that the day is coming. They have heard the **prophecies**. They know as well as you and I that the final battle, the battle of Ragnarok, is coming.”

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



Loki's wife Siguna tried to catch the poison before it fell on him.

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



When Ragnarok comes, the world will be destroyed.

Support

The Check for Understanding is a good opportunity to conference with a small group or individual students about their understanding of Loki from words/phrases that describe him.

WRAP-UP (10 MIN.)

- Ask students what words or phrases they found from today's reading. Record on the Character Chart.



Check for Understanding

Ask students what observations they have about the different words or phrases that are used to describe Loki.

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What happens in this chapter? How is the setting important to the plot?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"Loki's Punishment"	<i>the gods, Loki, Thor, Siguna</i>	<i>rivers, cavern underground</i>	<i>Loki disguised himself as a salmon and swam in rivers. Thor caught him and the gods put him in an underground cavern. A serpent dripped poison on him while his wife, Siguna, tried to soothe him. Answers will vary as to why setting is important to the plot.</i>

- Next, remind students that the **theme** of a piece of literature is its main lesson or truth. A theme can usually be stated as a sentence. Often, even when myths describe the actions of gods, they reveal truths or themes about humans and human nature.
- Say: We have seen Loki respond badly to the beauty of both Sif and Balder. So we might say one theme is "Beauty can inspire jealousy as much as it inspires joy." Or we could say, "A person of ill will cannot take joy in the beauty around them." We have also seen both Loki and Thor disguise themselves to get what they want. So one theme we can take from that could be "People are not always what they seem."
- Ask: Summarize some of the myths we have read so far. What are some other themes you see in these myths? What parts of the stories suggest these themes to you?
- Record students' answers on the board.

Lesson 9: “Loki’s Punishment”

Writing



Primary Focus: Students will revise their writing based on feedback.

TEKS 3.11.C

GUESS MY CHARACTER (30 MIN.)

- Have students locate their character description paragraph.
- Tell students that today each student will get a chance to share their description with several students by playing Guess My Character.
- Remind students that in the previous lesson, a few students shared their writing and the class tried to guess which character they were describing.
- Tell students today they will do the same and explain that the purpose of this activity is to find out if the descriptions they wrote provide enough information about their character.
- Tell students that after this activity they will have a chance to revise their writing.
- Review the following procedures with students for this activity:
 - Tell students they will start with one partner.
 - Each partner will share and try to guess the character.
 - Tell students when you indicate it is time to switch, they should quickly find a new partner and repeat the activity.
- Have students find a partner and begin. After about nine minutes, indicate to students it is time to switch to a new partner.
- After about nine more minutes, have students switch one last time.
- Have students return to their seats.



Check for Understanding

Ask several volunteers to share their experiences.

REVISIONS (20 MIN.)

- Explain to students that they should go back and reread their paragraphs and add information or details to better describe their character.

TEKS 3.11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing a Paragraph

Beginning

Provide students with support to make needed revisions.

Intermediate

Have students work with a partner to make revisions.

Advanced/Advanced High

Provide students with support as needed.

ELPS 5.D

Support

Circulate and provide support as needed.

Journal Entry



- When students have completed their revisions, have them begin to create an illustration on blank paper to support their writing. They will use their illustrations when sharing their writing in Lesson 11.

Lesson 9: “Loki’s Punishment”

Language



Primary Focus: Students will create and revise sentences using adjectives, adverbs, and the conjunction *because*. **TEKS 3.11.D.iv; TEKS 3.11.D.v**

GRAMMAR: BUILDING SENTENCES (20 MIN.)

- Read the following sentences to students:
 - The furry, black cat scampered quickly up the winding staircase early in the morning because she was hungry.
- Ask students if they think the sentence is interesting and informative and why.
 - » The sentence has adjectives, adverbs, and the conjunction *because*, which adds another simple sentence, all of which help make it interesting and informative.
- Tell students that in writing, sentences should be long enough to be interesting to readers. Interesting and informative sentences also include descriptive words and phrases.
- Remind students they have practiced writing, or building, more interesting sentences by including adjectives, adverbs, and other interesting words in sentences.
- Remind students that adjectives describe nouns and adverbs describe verbs.
- Write the following sentence on chart paper or the board, asking students to read the sentence aloud:

The child danced.
- Tell students that while this sentence is a complete sentence, it is not a very interesting sentence and does not provide much information.
- Continue by saying that you will show students how they can make a more interesting sentence by adding adjectives and adverbs.
- One way to make the sentence more interesting would be to add an adjective or two to describe the child. Ask students to brainstorm words that could be used to describe the child, prompting them to think of words to answer the

TEKS 3.11.D Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms, (v) adverbs that convey time and adverbs that convey manner.

question “What did the child look or sound like?” Write down the suggested adjectives in a list on the board or chart paper. (Examples could be: *graceful, lovely, talented, athletic.*)

- Another way to improve this sentence would be to add adverbs to describe the verb. Ask students to brainstorm words that could be used to answer the question, “How did the child dance?” Write these adverbs in a separate list. (Examples could be: *nonstop, softly, happily.*)
- Now, ask students to brainstorm words that could be used to answer the question, “When did the child dance?” Write these adverbs and/or phrases in a separate list. (Examples could be: *all morning, for days and days, always.*)
- Now, ask students to brainstorm words that could be used to answer the question, “Where did the child dance?” Write these adverbs and/or phrases in a separate list. (Examples could be: *on stage, at school, in the park.*)
- Finally, ask students to brainstorm words that could be used to answer the question, “Why did the child dance?” (Examples could be: because she was happy, joyful, thrilled.)
- Remind students of cause and effect and the usage of the conjunction *because*. (The cause is the event that happens first in time and the effect is the event that happens second in time. The conjunction *because* precedes the cause.) Write their ideas for how to use *because* in a separate list.
- Remind students that a simple sentence is needed to show the cause of an event. (Examples could be: she was very happy, she felt wonderful, something great had happened.)
- Examples of more interesting sentences could be:
 - The happy, talented child danced nonstop because she was very thrilled.
 - The lovely child danced on stage all morning because something great had just happened.
 - The athletic child danced for days and days because she was feeling joyful.
- Ask students to turn to Activity Page 9.2, explaining that they are to use the same process to make more interesting sentences by adding adjectives, adverbs, and the conjunction *because* on the worksheet.

End Lesson

Lesson 9: “Loki’s Punishment”

Take-Home Material

- Have students take home Activity Page 9.3 to read to a family member.

Activity Page 9.2



Activity Page 9.3



10

Concluding Norse Mythology

PRIMARY FOCUS OF LESSON

Language

Students will write words using spelling patterns and rules for the sound /s/.

✦ **TEKS 3.2.B.iv**

Students will identify cause and effect in sentences and create sentences

✦ using the conjunction *because*. **TEKS 3.11.D.viii**

Writing

Students will write a final draft of a character description and create

✦ illustrations to support their writing. **TEKS 3.11.E**

Reading

Students will reread a chapter of their choice independently for a sustained period of time.

✦ **TEKS 3.5**

FORMATIVE ASSESSMENT

Activity Page 10.1 ✦ **Spelling Assessment** **TEKS 3.2.B.iv**

Activity Page 10.2 ✦ **Cause and Effect** **TEKS 3.11.D.viii**

Character Description ✦ **Final Paragraph and Illustrations** **TEKS 3.11.E**

✦ **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences; **TEKS 3.11.E** Publish written work for appropriate audiences; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (50 min.)			
Spelling Assessment	Independent	25 min.	<input type="checkbox"/> Activity Pages 10.1, 10.2
Grammar: Conjunction <i>because</i>	Independent	25 min.	
Writing (40 min.)			
Final Draft and Illustrations	Independent	40 min.	<input type="checkbox"/> lined paper <input type="checkbox"/> blank paper
Reading (30 min.)			
Free Choice Reading	Independent	30 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i>

ADVANCE PREPARATION

Writing

- Students will be writing final drafts of their paragraphs and adding illustrations. You may wish to have special paper for their completed version.

Start Lesson

Lesson 10: Concluding Norse Mythology

Language



Primary Focus: Students will write words using spelling patterns and rules for the sound /s/. **TEKS 3.2.B.iv**

Students will identify cause and effect in sentences and create sentences using the conjunction *because*. **TEKS 3.11.D.viii**

SPELLING ASSESSMENT (25 MIN.)

Activity Page 10.1



- Have students turn to Activity Page 10.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word *send*, they would write that word under the header “‘s’ > /s/.”
- Tell students that should a spelling word fit under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the word using the following format: say the word, use it in a sentence, and say the word once more.

1. promise	12. civil
2. sunshine	13. central
3. whistle	14. fascinate
4. princess	15. advice
5. listen	16. universe

TEKS 3.2.B.iv Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

6. response	17. glance
7. scent	18. address
8. surly	Challenge Word: <i>during</i>
9. assembly	Challenge Word: <i>want</i>
10. mince	Content Word: <i>scoundrel</i>
11. subject	

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentences as you dictate them:
 1. Thor said, “Give me my hammer.”
 2. “I have my hair now,” said Sif.
- After students have finished, collect pens, if used.
- Follow your established procedures to correct the spelling words.

Note: At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students’ mistakes. This will help you to understand patterns that are beginning to develop, or that are persistent among individual students.

GRAMMAR: CONJUNCTION BECAUSE (25 MIN.)

Cause and Effect: Conjunction *because*

- Have students turn to Activity Page 10.2 and complete it independently.

Activity Page 10.2



Support

Ask students to name the key idea of their paragraph then select details they could include in an illustration to help show readers that key idea.

Challenge

Ask students to write captions for their illustrations.

Character Description



ENGLISH
LANGUAGE
LEARNERS



Writing
Writing a Paragraph

Beginning

Ask students to identify a detail from their paragraph they could include in an illustration.

Intermediate

Ask students to identify a sentence from their paragraph they could include in an illustration.

Advanced/Advanced High

Ask questions such as “How could you draw this character to help readers better understand your paragraph?” to help students plan their illustrations.

ELPS 5.G

Lesson 10: Concluding Norse Mythology

Writing



Primary Focus: Students will write a final draft of a character description and create illustrations to support their writing. **TEKS 3.11.E**

FINAL DRAFT AND ILLUSTRATIONS (40 MIN.)

- Tell students that today they will write a final copy of their character description paragraph.
- Provide students with lined paper to complete their final copy.
- When students complete their final copy, they should create supporting illustrations.
- As time permits, encourage students to read their paragraph to a partner and explain their illustrations.

Check for Understanding



Circulate and provide support as needed.

Lesson 10: Concluding Norse Mythology

Reading



Primary Focus: Students will reread a chapter of their choice independently for a sustained period of time. **TEKS 3.5**

FREE CHOICE READING (30 MIN.)

- Have students return to *Gods, Giants, and Dwarves* and choose any chapter they would like to reread.
- Students may read independently or with a partner.
- As students read, circulate and have them read a paragraph or two aloud.

TEKS 3.11.E Publish written work for appropriate audiences; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

SPELLING ANALYSIS CHART

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

SPELLING ANALYSIS DIRECTIONS

Unit 6, Lesson 10

- Students are likely to make the following errors:
 - For 's,' students may write 'c,' 'ss,' 'ce,' 'se,' 'st,' or 'sc.'
 - For 'c,' students may write 's,' 'ss,' 'ce,' 'se,' 'st,' or 'sc.'
 - For 'ss,' students may write 's,' 'c,' 'ce,' 'se,' 'st,' or 'sc.'
 - For 'ce,' students may write 's,' 'c,' 'ss,' 'se,' 'st,' or 'sc.'
 - For 'se,' students may write 's,' 'c,' 'ss,' 'ce,' 'st,' or 'sc.'
 - For 'st,' students may write 's,' 'c,' 'ss,' 'ce,' 'se,' or 'sc.'
 - For 'sc,' students may write 's,' 'c,' 'ss,' 'ce,' 'se,' or 'st.'
- While any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

11

Presenting Character Descriptions

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will present their character description paragraphs and explain the supporting illustrations. **TEKS 3.1.C; TEKS 3.13.H**

Reading

Students will create a comic book page based on a literary text. **TEKS 3.7.D**

FORMATIVE ASSESSMENT

Character Description

Final Paragraph with Illustrations

TEKS 3.1.C; TEKS 3.13.H

PP Activity Pages 46–54

Comic Book Organizer

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (60 min.)			
Character Descriptions	Small Group	60 min.	<input type="checkbox"/> Completed paragraphs and illustrations
Reading (60 min.)			
Comic Book Organizer	Independent	60 min.	<input type="checkbox"/> Pausing Point Activity Pages PP46-PP54

ADVANCE PREPARATION

Speaking and Listening

- Students can make their presentations in front of the whole class, in small groups, or with partners. Determine which organization you prefer.

Universal Access

- Assemble sample comic books or pages from graphic novels to use as examples for students as they develop their own comic book pages.

Start Lesson

Lesson 11: Presenting Character Descriptions

Speaking and Listening



- Primary Focus:** Students will present their character description paragraphs and explain the supporting illustrations. **TEKS 3.1.C; TEKS 3.13.H**

CHARACTER DESCRIPTIONS (60 MIN.)

- You may choose to have students present their character descriptions to the whole group or in small groups.
- Each student should have a chance to present.
- Have students read their character description paragraphs and explain how the illustration supports their paragraph. Remind students to make eye contact with the audience and pay attention to the rate, volume, and enunciation while they speak. Be sure to ask them to use the proper conventions of language as they speak.
- Encourage students to ask each other questions about their descriptions and/or illustrations.

Lesson 11: Presenting Character Descriptions

Reading



- Primary Focus:** Students will create a comic book page based on a literary text. **TEKS 3.7.D**

- TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

Challenge

Ask students to think of possible captions for each image their peers share.

Character Description



ENGLISH LANGUAGE LEARNERS



Speaking and Listening Presentation

Beginning

Have students present their illustrations to a partner.

Intermediate

Have students present their paragraphs and illustrations to a partner.

Advanced/Advanced High

Have students present their paragraphs and illustrations to a small group.

ELPS 3.F; ELPS 3.H

COMIC BOOK ORGANIZER (60 MIN.)

- Tell students that today they will have the opportunity to create a page of a comic book based on their favorite chapter.
- You may choose to have different students complete each of the chapters and consolidate all of their work into a class comic book.
- Instruct students to reread a chapter and complete the appropriate PP Activity Pages 46–54.
- Within the boxes of the activity page, students should sequence and illustrate the main events of the chapter. Encourage them to add captions or short sentences to support the illustrations.

Note: If you choose to create a classroom version, PP.46 is intended to be the front cover of the comic book.

- For students requiring assistance with the activity, below are guided directions for creating a comic book organizer for each chapter.

Guided Directions for the Comic Book Organizer

Chapter 1: “Sif’s Golden Hair” (Activity Page PP.47)

- Have students turn to **page 10** in the Reader.
- Tell students that in **box 1**, they should sketch Odin sitting at the table and the two ravens with him. Students should then label the sketches of Odin, Thought, and Memory. Students may want to reread **page 10** and the illustration and caption on **page 11** in the Reader. Have students create a speech bubble and insert a line or two of text for the main character of the sketch.
- Ask students to turn to **page 12**. Then, ask students to sketch Thor in **box 2** and label the sketch with his name. Students may want to reread **page 12**. Have students insert a speech bubble.
- Next, ask students to turn to **page 14**. Students may want to reread **page 14**. Students should then sketch and label Sif with her veil and shorn head in **box 3**. Have students insert a speech bubble.
- Last, ask students to turn to **page 16**. Students may want to reread **page 16**. Students should then sketch Loki in **box 4**. Have students insert a speech bubble.

Activity Pages PP.46–PP.54



Support

Bring in examples of comic book pages or pages from graphic novels for students to consult as examples.

Chapter 2: “Loki and the Dwarves” (Activity Page PP.48)

- Have students turn to **page 18** in the Reader.
- Tell students that in **box 1**, they should sketch and label Loki arriving at the dwarves’ workshop. Students may want to reread **page 18**. Have students insert a speech bubble in this and each successive drawing.
- Ask students to turn to **page 20**. Then, ask students to sketch a dwarf pounding a bar of gold with a hammer next to the forge in **box 2**. Students may want to reread **page 20**.
- Next, ask students to turn to **page 22**. Students may want to reread **page 22**. Students should then sketch and label Loki thinking, with a speech bubble that says, “What else can they make?” in **box 3**.
- Ask students to turn to **page 24**. Students may want to reread **page 24**. Students should then sketch Loki holding the hair, the spear, and the boat in **box 4**.
- Last, ask students to turn to **page 26**. Students may want to reread **page 26**. Students should then sketch Odin with his spear, Thor with his boat, and Loki smiling in **box 5**.
- Have students turn to a partner and without looking in the reader, retell what happened to make Loki ask the dwarves to make things for him using the pictures they have drawn.

Chapter 3: “Stolen Thunder” (Activity Page PP.49)

- Have students turn to **page 28** in the Reader.
- Tell students that in **box 1**, they should sketch Mjöllnir in Thor’s hand, labeling Thor and Mjöllnir. Students may want to reread **page 28**. Remind students to insert speech bubbles for each pane of the comic book.
- Ask students to turn to **page 30**. Then, in **box 2**, ask students to sketch in a speech bubble for when Thor lifts Loki up by the neck as he accuses him of taking Mjöllnir. Students may want to reread **page 30**.
- Next, ask students to turn to **page 32**. Students may want to reread **page 32**. Students should then sketch Thrym greeting Loki when he arrived in the world of the giants in **box 3**.
- Then, ask students to turn to **page 34**. In **box 4**, students should sketch Thrym telling Thor, with a speech bubble, “No Freya, no hammer!” when Loki asked how Thor can get his hammer back from Thrym. Students may want to reread **page 34**.
- Last, ask students to turn to **page 36**. Students may want to reread **page 36**. Students should then sketch Loki telling the gods what Thrym said in **box 5**.

Chapter 4: “A Plan Is Made” (Activity Page PP.50)

- Have students turn to **page 38** in the Reader.
- Tell students that in **box 1**, they should sketch Odin and Loki talking, with Loki pointing at Thor. Students should then label the sketches of Odin, Thor, and Loki. Remind students to insert speech bubbles in each pane. Students may want to reread **page 38**.
- Ask students to turn to **page 40**. Then, in **box 2**, ask students to sketch Thor shouting and a speech bubble that says, “Never!” Students may want to reread **page 40**.
- Next, ask students to turn to **page 42**. Students may want to reread **page 42**. Students should then sketch Thor frowning with Frigga’s small hand on his massive shoulder in **box 3**.
- Then, ask students to turn to **page 44**. In **box 4**, students should sketch Tyr and Loki pulling on corset strings with Tyr saying in a speech bubble, “It’s no use!” Students may want to reread **page 44**.
- Last, ask students to turn to **page 46**. Students may want to reread **page 46**. Students should then sketch a chariot with Thor and Loki dressed for the wedding in **box 5**.
- Have students turn to a partner and without looking in the Reader, retell what has happened so far to get Thor’s hammer back using the pictures they have drawn.

Chapter 5: “The Wedding Feast” (Activity Page PP.51)

- Have students turn to **page 48** in the Reader.
- Tell students that in **box 1**, they should sketch Thor dressed as Freya in a wedding dress stepping out of the chariot. Have students label Freya (Thor). Remind students to insert speech bubbles in each pane. Students may want to reread **page 48**.
- Ask students to turn to **page 50**. Then, in **box 2**, ask students to sketch Freya/Thor eating all that food at the wedding feast. Students may want to reread **page 50**.
- Next, ask students to turn to **page 52**. Students may want to reread **page 52**. Students should then sketch Freya/Thor with the veil partially lifted, showing eyes burning like raging fires in **box 3**.
- Then, ask students to turn to **page 54**. Students may want to reread **page 54**. In **box 4**, students should then sketch Thor bursting out of the wedding dress and throwing his hammer.

Chapter 6: “Balder, the Beautiful” (Activity Page PP.52)

- Have students turn to **page 56** in the Reader.
- Tell students that in **box 1**, they should sketch Balder smiling and Loki staring at him with an angry look on his face. Students should then label the sketches of Balder and Loki. Remind students to insert speech bubbles in each pane. Students may wish to reread **page 56**.
- Ask students to turn to **page 58**. Then, in **box 2**, ask students to sketch Balder telling his mother, Frigga, about his dream with Frigga looking worried. Students may want to reread **page 58**.
- Next, ask students to turn to **page 60**. Students may want to reread **page 60**. Students should then sketch rocks and water with a speech bubble that says, “I promise!” in **box 3**.
- Then, ask students to turn to **page 62**. In **box 4**, students should sketch Balder smiling while others throw rocks and arrows at him that bounce off and land on the ground. Students may want to reread **page 62**.
- Last, ask students to turn to **page 64**. Students may want to reread **page 64**. In **box 5**, students should sketch a picture of mistletoe.

Chapter 7: “The Death of Balder” (Activity Page PP.53)

- Have students turn to **page 66** in the Reader.
- Tell students that in **box 1**, they should sketch things bouncing off of Balder as the gods threw them at him. Remind students to insert speech bubbles in each pane. Students may want to reread **page 66**.
- Ask students to turn to **page 68**. Then, in **box 2**, ask students to sketch Frigga crying when she found out Balder was dead. Students may want to reread **page 68**.
- Next, ask students to turn to **page 70**. Students may want to reread **page 70**. Students should then sketch Hel, the goddess of the underworld in **box 3**.
- Last, ask students to turn to **page 72**. Students may want to reread **page 72**. In **box 4**, students should sketch Frigga crying again.
- Have students turn to a partner and without looking in the Reader, retell what has happened to lead to the death of Balder using the pictures they have drawn.

Chapter 8: “Loki’s Punishment” (Activity Page PP.54)

- Have students turn to **page 74** in the Reader.
- Tell students that in **box 1**, they should sketch Thor holding a salmon (Loki) overhead, looking triumphant. Students should then label the sketches of Thor and Loki. Remind students to insert speech bubbles in each pane. Students may want to reread **page 74**.
- Ask students to turn to **page 76**. Then, in **box 2**, ask students to sketch Siguna holding a cup under a dripping snake. Students may want to reread **page 76**.
- Next, ask students to turn to **page 78**. Students may want to reread **page 78**. Students should then sketch Siguna caring for Loki and a speech bubble that says, “The day is coming!” in **box 3**.
- Last, ask students to turn to **page 80**. In **box 4**, students should sketch Siguna’s triumphant face. Students may want to reread **page 80**.

Cover for Comic Book Organizer and Assembly of the Comic Book

(Activity Page PP.46)

- Ask students to turn to Activity Page PP.46. This is the cover for their comic book. They may draw on and color this.
- Tell students to gently tear out Activity Pages PP.46–PP.54.
- Staple, bind, or fasten these pages together.

Pausing Point

Note to Teacher

Based on the results of the Mid-Unit Assessment, please use this Pausing Point day to provide extra support where students need it most. We have provided additional activity pages specifically targeted at the most common needs of students at this point in Grade 3. We strongly recommend that you do not merely rely on the activity pages to reteach the concepts but rather take time to review with students those skills not mastered. We have included the unit numbers where the skills were first taught for your convenience. Please look back at prior Teacher Guides for reminders of how lessons were taught.

GRAMMAR ACTIVITIES

Nouns, Verbs, and Adjectives

Materials: Activity Page PP.1

- Refer to Unit 2. Identify nouns, verbs, and adjectives in sentences.

Subjects and Predicates

Materials: Activity Page PP.2

- Refer to Unit 2. Separate subject and predicate.

Practice Parts of Speech, Subjects, and Predicates

Materials: Activity Page PP.3

- Refer to Unit 2. Separate subjects and predicates and identify nouns, verbs, and adjectives in sentences.

Complete Sentences vs. Fragments

Materials: Activity Page PP.4

- Refer to Unit 2. Identify sentences and fragments and correct fragments by adding subjects or predicates.

Sentences vs. Fragments

Materials: Activity Page PP.5

- Refer to Unit 2. Identify sentences and fragments and correct fragments by adding subjects or predicates.

Activity Pages
PP.1–PP.25



Change Fragments and Run-On Sentences into Simple Sentences

Materials: Activity Page PP.6

- Refer to Unit 2. Add subjects or predicates to make simple sentences and split run-on sentences into simple sentences.

Grammar Review

Materials: Activity Page PP.7

- Refer to Unit 2. Review prior grammar concepts.

Compound Sentences

Materials: Activity Page PP.8

- Refer to Unit 2. Combine simple sentences to make compound sentences.

Identify Topic and Concluding Sentences

Materials: Activity Page PP.9

- Refer to Unit 3. Identify topic and concluding sentences in paragraphs.

Organize a Paragraph

Materials: Activity Page PP.10

- Refer to Unit 3. Sequence sentences into a paragraph.

Write Topic and Concluding Sentences

Materials: Activity Page PP.11

- Refer to Unit 3. Create topic and concluding sentences for groups of sentences to form paragraphs.

Irrelevant Sentences in Paragraphs

Materials: Activity Page PP.12

- Refer to Unit 3. Identify irrelevant sentences in paragraphs and write a paragraph that includes an irrelevant sentence.

Irrelevant Sentences

Materials: Activity Page PP.13

- Refer to Unit 3. Identify irrelevant sentences in paragraphs.

Sentence Order and Titles in Paragraphs

Materials: Activity Page PP.14

- Refer to Unit 3. Sequence sentences into paragraphs and add titles.

Paragraph Writing

Materials: Activity Page PP.15

- Refer to Unit 3. Identify topic and concluding sentences in paragraphs.

Write a Paragraph

Materials: Activity Page PP.16

- Refer to Unit 3. Write a paragraph and add a title.

Write a Paragraph

Materials: Activity Page PP.17

- Refer to Unit 3. Write a paragraph including a good topic sentence and concluding sentence.

Past, Present, and Future Tenses

Materials: Activity Page PP.18

- Refer to Unit 4. Identify and write the correct verb tense in a sentence.

Practice the Verb *to have*

Materials: Activity Page PP.19

- Refer to Unit 4. Write the correct form of the verb *to have* in sentences.

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

Materials: Activity Page PP.20

- Refer to Unit 4. Write sentences using the correct form of the irregular verb.

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

Materials: Activity Page PP.21

- Refer to Unit 4. Write sentences using the correct form of the irregular verb.

Quotation Marks

Materials: Activity Page PP.22

- Refer to Unit 1. Rewrite sentences using quotation marks.

Adverbs that Tell When and Where

Materials: Activity Page PP.23

- Refer to Unit 5. Identify adverbs and use them in sentences.

Build Sentences

Materials: Activity Page PP.24

- Refer to Unit 5. Add adjectives, adverbs, and synonyms to create longer, more interesting sentences.

Conjunction *but*

Materials: Activity Page PP.25

- Refer to Unit 5. Apply knowledge of the conjunction *but*.

MORPHOLOGY ACTIVITIES

Prefix *un-*

Materials: Activity Page PP.26

- Refer to Unit 2. Choose between the root word and affixed word to complete the sentence; add a prefix to the root word to make a new word.

Prefix *non-*

Materials: Activity Page PP.27

- Refer to Unit 2. Choose between the root word and affixed word to complete the sentence; add a prefix to the root word to make a new word.

Prefixes *un-* and *non-*

Materials: Activity Page PP.28

- Refer to Unit 2. Write sentences using affixed words.

Prefix *re-*

Materials: Activity Page PP.29

- Refer to Unit 2. Match the affixed word to its meaning; choose the correct affixed word to complete the sentence.

Prefix *pre-*

Materials: Activity Page PP.30

- Refer to Unit 2. Use clues to choose the correct affixed words to complete the crossword puzzle.

Activity Pages
PP.26–PP.45



Prefixes *re-* and *pre-*

Materials: Activity Page PP.31

- Refer to Unit 2. Choose between the root word and affixed word or two affixed words to complete the sentence; write a sentence using the affixed word.

Prefix *dis-*

Materials: Activity Page PP.32

- Refer to Unit 3. Determine if the sentence using the affixed word shows an example of the correct meaning of the word; write your own example showing the correct meaning of the affixed word.

Prefix *mis-*

Materials: Activity Page PP.33

- Refer to Unit 3. Replace the meaning in a sentence with the affixed word and write the word, part of speech, and prefix.

Prefixes *dis-* and *mis-*

Materials: Activity Page PP.34

- Refer to Unit 3. Choose between the root word and affixed word or two affixed words to complete the sentence; write the part of speech, root word, and meaning for the affixed word.

Suffix *-er*

Materials: Activity Page PP.35

- Refer to Unit 4. Match the affixed word to its meaning; write a sentence using the affixed word.

Suffix *-or*

Materials: Activity Page PP.36

- Refer to Unit 4. Use clues to choose the correct affixed words to complete the crossword puzzle.

Suffixes *-er* and *-or*

Materials: Activity Page PP.37

- Refer to Unit 4. Add the appropriate suffix to the root word to complete the sentence; write the affixed word.

Suffix *-ist*

Materials: Activity Page PP.38

- Refer to Unit 4. Choose between the root word and affixed word to complete the sentence; add prefix to root word to make a new word.

Suffix *-ian*

Materials: Activity Page PP.39

- Refer to Unit 4. Choose between the root word and affixed word to complete the sentence; write the sentence using the affixed word.

Suffixes *-ist* and *-ian*

Materials: Activity Page PP.40

- Refer to Unit 4. Answer questions by choosing the correct affixed word.

Suffix *-y*

Materials: Activity Page PP.41

- Refer to Unit 4. Match the affixed word to its meaning; choose the correct affixed word to complete the sentence.

Suffixes *-y* and *-al*

Materials: Activity Page PP.42

- Refer to Unit 4. Write sentences using affixed words.

Suffix *-ous*

Materials: Activity Page PP.43

- Refer to Unit 5. Choose between the root word and affixed word to complete the sentence; write the part of speech, root word, and meaning of the affixed word.

Suffix *-ly*

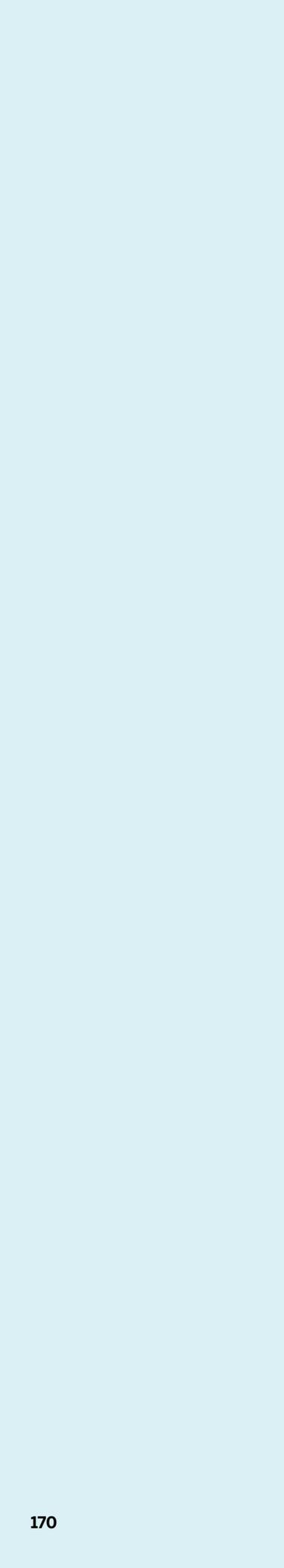
Materials: Activity Page PP.44

- Refer to Unit 5. Add suffix to a word to create a new word to complete the sentence; write a sentence using the verb and adverb given.

Suffixes *-ous* and *-ly*

Materials: Activity Page PP.45

- Refer to Unit 5. Choose the best examples that demonstrate the affixed word; write your own examples demonstrating affixed words.



Teacher Resources

In this section, you will find:

- Glossary
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Glossary

A

adventure—an exciting or dangerous experience

agony—severe pain

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

assembly—a meeting

awry—wrong, happening in an unexpected way

B

barrel-chested—having a large, round chest

beast—scoundrel

belch—to burp (**belched**)

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

C

conceal—to hide (**concealed**)

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

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

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

D

dainty—small and pretty, delicate

despair—a feeling of being hopeless or extremely sad

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

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

F

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

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

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

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

G

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

H

harm—to hurt or damage someone or something

hideous—very ugly

J

journey—a trip

M

maid of honor—an unmarried female attendant of a bride

massive—huge

master—an expert (**masters**)

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

mince words—to speak in an indirect and dishonest way

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

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

P

patience—ability to put up with problems without getting upset

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

R

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

realm—a kingdom

rogue—a person who playfully causes trouble

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

S

scoundrel—a cruel, dishonest person

serpent—a snake

steed—a horse

summon—to call for (**summoned**)

surly—rude, mean, unfriendly

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

T

triumph—victory

V

veil—material worn on the head to cover the face

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

villainy—evil behavior

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

W

what a pity—that's too bad

wisdom—knowledge and good judgment gained over time

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

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

Digital Exit Ticket Suggested Answers

QUESTION	ANSWER
Lesson 1	
Which of the Norse characters is your favorite? Why?	Answers will vary, but should reference one of the characters studied in this lesson.
Lesson 2	
What is the big problem in this chapter? Why is Thor so angry?	The big problem in this chapter is that Sif's golden hair has been cut off. Thor is angry because he believes Loki did this to his wife.
Lesson 3	
What happens in Chapter 2? Explain the plot of "Loki and the Dwarves," and make sure to include key details about the setting and characters.	Answers may vary, but should include a summary of the chapter and textual details: Loki went to visit the dwarves to ask them to make golden hair for Sif; he also asked them to make a spear and a boat.
Lesson 4	
What is the main problem in Chapter 3? How do the characters deal with it?	The main problem in Chapter 3 is that Thor discovered his hammer was stolen. He suspected Loki took it, but it was Thrym who took it. Thrym told Loki he would give the hammer back if Freya married him. The gods didn't know how to get the hammer back.
Lesson 5	
What new information have you learned about your favorite character? Explain if any of your predictions about your favorite character's actions were correct.	Answers will vary, but should reference information from the text.
Lesson 6	
What happens in Chapter 5? What was your favorite part of the chapter?	Answers will vary, but should reference the wedding and trickery by Thor and Loki.
Lesson 7	
Give at least two examples of cause and effect that you found in Chapter 6.	Answers will vary, but should reference student notes in the Cause and Effect chart.
Lesson 8	
Explain how the images found in Chapter 7 help the reader understand more about the story.	Answers will vary, but should reference the images specifically and prove connection to understanding.
Lesson 9	
What are some of the words and phrases that are used to describe Loki?	Answers may vary, but could include: trouble, bad, evil, etc.

Lesson 10

Which chapter did you select to reread from Gods, Giants, and Dwarves? Why did you choose that chapter? Summarize the key points from that chapter.

Answers will vary.

Lesson 11

Explain how your illustration supports your character description paragraph.

Answers will vary.

ACTIVITY BOOK ANSWER KEY

Activities with widely variable or subjective responses may not be reprinted in this Appendix.

1. What was the setting of the selection?

- Canada
- Norway
- North America
- all of the above

2. What does the word **convinced** mean in the following sentence from the selection?

Many others were not **convinced**.

- sane
- reminded
- sure
- removed

3. Why did Ingstad think the houses at L'Anse aux Meadows were Viking houses?

The Ingstadts had seen similar Viking houses in Iceland and Greenland that looked the same.

4 Unit 6 | Activity Book Grade 3

NAME: _____ **1.1** ASSESSMENT
DATE: _____ CONTINUED

4. Why is it important to know that Vikings explored and settled land in North America almost 500 years before Christopher Columbus?

- because the Vikings were thought to be a group of people who didn't explore
- because the Vikings were thought to have explored North America after Christopher Columbus
- because Christopher Columbus has long been thought of as the person who first came to North America
- because Christopher Columbus is thought to have sailed with the Vikings

5. What did the Ingstadts find in the archaeological dig that proved women had been present in the settlement?

- pins
- cooking utensils
- a spindle whorl
- houses

6. What does the word **excavate** mean in the following sentence from the selection?

Then, they began to **excavate** the site.

- dig up
- fill up
- look up
- make up

Grade 3 Activity Book | Unit 6 5

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

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

8. Write *true* or *false* on the blank following the sentence.
A lot of carbon-14 left in an animal bone means the animal died a long time ago. False

9. Why did the author write this selection?

- to inform readers about the theory that Vikings explored North America
- to inform readers about the theory that Vikings explored Norway
- to inform readers about the theory that Vikings explored Greenland
- to inform readers about the theory that Vikings explored South America

6 Unit 6 | Activity Book Grade 3

NAME: _____ **1.1** ASSESSMENT
DATE: _____ CONTINUED

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

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

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

What he saw **stunned** him.

- calmed
- shocked
- disturbed
- cooled

12. Why was a ship placed in the large burial mound?

- The ship was no longer seaworthy.
- The ship belonged to the king of Norway.
- The ship could be used to sail to the land of the dead.
- The ship was beautifully decorated with wood carvings.

Grade 3 Activity Book | Unit 6 9

13. What did Gustavson and his team do with the ship pieces after they had been sent to Oslo?
- A. They used them to build a Viking house.
 - B. They checked the carbon-14 level in the wood.
 - C. They put the ship pieces back together in their original position.
 - D. They put them in a pile in a museum.

14. Why was the older woman who was found in the burial mound thought to be an important person?

She had been given a fancy burial.

15. What was the setting of the selection?

- A. Oslo
- B. Oseberg
- C. Norway
- D. all of the above

16. Why did the author write this selection?

- A. to inform the reader that Vikings may have explored North America before Columbus
- B. to inform the reader that grave goods were buried with the dead
- C. to inform the reader that Viking ships sink
- D. to inform readers why the Oseberg ship was an important discovery

NAME: _____
DATE: _____

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

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

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

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

- 3 Odin put Fenris on a deserted island.
- 1 Odin cast the writhing serpent into the sea.
- 2 Odin sent the old crone to the underworld.

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

put them in faraway places where they could do no harm.

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

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

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

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

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

NAME: _____
DATE: _____

23. Why did Odin think Fenris would never agree to wear the chain?

- A. Odin thought Fenris would know he was trying to keep him in a faraway place.
- B. Odin thought Fenris would want something else around his neck.
- C. Odin thought Fenris would hurt himself if he wore the chain.
- D. Odin thought Fenris would go to Hel and complain.

24. What did Fenris mean when he asked for "a sign of good faith?"

- A. He wanted a sign that the gods were being honest.
- B. He wanted a sign that the gods were not ready to leave.
- C. He wanted a sign that the gods were trying to trick him.
- D. He wanted a sign that the gods were keeping secrets.

25. Write *true* or *false* on the blank that follows the sentence.

Fenris was able to break the chain the gods looped around his neck. False

26. Why would the serpent be writhing, or twisting from side to side in pain, when Odin threw it into the sea?

- A. Odin was holding it by the tail.
- B. Odin gently placed it in the sea.
- C. It wanted to bite Odin for grabbing it.
- D. It wanted to swim in the sea.

27. Why did the author write this selection?
- A. to inform the reader about children
 - B. to tell a story about taking care of Odin and the other gods
 - C. to inform the reader about monsters
 - D. to tell a story about keeping the world safe from harm

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

cling	cluck
-------	-------

- A. clotting
- B. click
- C. cluster
- D. clump

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

afterlife	ample
-----------	-------

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

NAME: _____
DATE: _____

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

mind	monster
------	---------

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



NAME: _____
DATE: _____

“Sif’s Golden Hair”

1. Who are the main characters in this chapter?

The main characters are Odin, Thor, Sif, and Loki.

2. Where does this chapter take place?

The chapter takes place in Asgard.

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

Thor was **enraged**.

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

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

2 Thor arrives in his goat cart.

4 Loki arrives.

3 Sif pulls off the veil.

1 Thought and Memory return to Odin.

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

Odin had invited Loki to join the gods in Asgard.

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6. Compare and contrast Mount Olympus and Asgard.

Mount Olympus		Asgard
home of gods	What is important about this place?	home of the Viking gods
Zeus and gods	Who lives there?	Odin and gods
Zeus	Who is the leader of the gods?	Odin

NAME: _____
DATE: _____

2.3 ACTIVITY PAGE

Cause and Effect: Conjunction *because*

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

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

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

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

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

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

Grade 3

Activity Book | Unit 6 29

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

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

1. Cause Effect
Peaches are my favorite fruit. I asked for them for supper.
Because peaches are my favorite fruit, I asked for them for supper.

2. Effect Cause
I asked to have my room painted purple. Purple is my favorite color.
I asked to have my room painted purple because it is my favorite color.

3. Effect Cause
I leaned over to pick my pencil up. I dropped my pencil.
I leaned over to pick up my pencil because I dropped it.

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Grade 3

NAME: _____
DATE: _____

3.1 ASSESSMENT

Mid-Year Grammar Assessment

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

The plate of steaming pasta and meatballs smells wonderful.

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

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

The pink donuts taste sweet and yummy.

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

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

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

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

Grade 3

Activity Book | Unit 6 33

4. Choose the sentence that has the vertical line correctly placed between the subject and the predicate.

- A. Emily and Pedro | play video games together.
B. Emily | and Pedro play video games together.
C. Emily and Pedro play | video games together.
D. Emily and Pedro play video | games together.

5. Choose the sentence that has the vertical line correctly placed between the subject and the predicate.

- A. The colorful kite flew | high in the bright, blue sky.
B. The colorful kite flew high | in the bright, blue sky.
C. The colorful kite | flew high in the bright, blue sky.
D. The colorful | kite flew high in the bright, blue sky.

6. Choose the group of words that is a complete sentence.

- A. Humans are vertebrates.
B. Jason and John.
C. Is sweet and tasty.
D. The dark, looming clouds.

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Grade 3

NAME: _____
DATE: _____

3.1 ASSESSMENT
CONTINUED

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

Change these fragments into complete sentences:

8. ran around the block

Answers may vary. _____

9. my sister and her friend

Answers may vary. _____

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

Jack collects stamps for his huge collection.

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

Grade 3

Activity Book | Unit 6 35

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

There are five members in the family.

- A. five
- B. family
- C. members
- D. are

12. Read the run-on sentence carefully and choose the example that shows the sentence divided correctly.

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

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

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Grade 3

NAME: _____
DATE: _____

3.1 ASSESSMENT
CONTINUED

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

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

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

Grade 3

Activity Book | Unit 6 37

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

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

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

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

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

Create sentences.

18. **subject:** Bob

verb: go, future tense _____

Answers may vary but should include the words will go.

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Grade 3

NAME: _____ DATE: _____

3.1 ASSESSMENT
CONTINUED

19. **subject:** my neighbors
verb: *bring*, past tense _____
Answers may vary but should include the word *brought*.

20. Adverbs are words that describe _____.
A. nouns
 B. verbs
C. adjectives
D. conjunctions

21. Choose the sentence that correctly uses an adverb.
A. The tight belt pinched my skin.
 B. My brother carefully wrapped the birthday present.
C. Our teacher asked us to read our books.
D. I am glad you came to my house.

Grade 3 Activity Book | Unit 6 39

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

The frantic squirrel quickly scampered up the tree.

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

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

23. John has never ridden a horse in his life. when
What word does the adverb describe? has ridden

24. The furry, white cat slept outside on the picnic table. where
What word does the adverb describe? slept

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NAME: _____ DATE: _____

3.1 ASSESSMENT
CONTINUED

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

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

New sentence: Answers may vary.

Grade 3 Activity Book | Unit 6 41

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

New sentence: Answers may vary.

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

Chipmunks like nuts but _____.

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

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NAME: _____
DATE: _____

3.1 ASSESSMENT
CONTINUED

Choose the sentence that is punctuated correctly.

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

Rewrite the sentences using correct capitalization and punctuation.

29. timmy screamed someone help me
Timmy screamed, "Someone help me!"
30. my mother said please finish your homework so we can play a game
My mother said, "Please finish your homework so we can play a game."

ACTIVITY PAGE

3.2

NAME: _____
DATE: _____

"Loki and the Dwarves"

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

Answers may vary.

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

Being a "smooth talker" means he can flatter someone into doing what he wants. He talked the dwarves into making things for him.

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

Loki tricked the dwarves into making presents for Odin and Thor (the spear and the boat) because Odin and Thor were angry with him, and he wanted them to like him again.

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NAME: _____
DATE: _____

3.2 ACTIVITY PAGE
CONTINUED

4. The chapter says Sif's golden hair is "a wonder to **behold**." What does the word **behold** mean?

- A. touch
B. carry
C. see
D. shine

5. Why would a spear be a good gift for Odin?

Odin was the father of the Norse gods, a ruler.

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

Answers may vary, but students should note that the phrase "at least for the moment" suggests that peace will not last.

NAME: _____
DATE: _____

3.3 ACTIVITY PAGE

Word Shelf

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

	-ive means <i>relating to</i>
creative	Answers may vary but should be a word with the suffix <i>-ive</i> .
cooperative	Answers may vary but should be a word with the suffix <i>-ive</i> .
expressive	Answers may vary but should be a word with the suffix <i>-ive</i> .
decorative	Answers may vary but should be a word with the suffix <i>-ive</i> .

NAME: _____
DATE: _____

-ive: Suffix Meaning "relating to"

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

Write the correct word to complete each sentence.

expressive	active	creative
cooperative	productive	decorative

1. She has a creative mind and can make many unique pieces of jewelry.
2. Dad said he had such a productive day at work that he might go in late tomorrow and relax in the morning for a change.
3. Dawn added a decorative blue vase to the shelf to fill an empty spot in the bookcase.
4. The lyrics of a new song I heard on the radio are very expressive and tell about an experience the singer had as a child.

NAME: _____
DATE: _____

5. Thomas is active in school clubs like the Book Club, Student Safety, and Math Masters.
6. Write your own sentence using the one word left in the box.
Answers may vary but should include the word cooperative.

NAME: _____
DATE: _____

Word Shelf

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

<p>-ly means "in a _____ way"</p>	
appreciatively	Answers may vary but should be a word with the suffix -ly.
inventively	Answers may vary but should be a word with the suffix -ly.
cooperatively	Answers may vary but should be a word with the suffix -ly.
creatively	Answers may vary but should be a word with the suffix -ly.

NAME: _____
DATE: _____

-ly: Suffix Meaning "in a _____ way"

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

Write the correct word to complete each sentence.

appreciatively	creatively	decoratively
actively	inventively	cooperatively

1. We worked cooperatively as a team to clear snow off our neighbor's sidewalk so he could safely go outside.
2. My coach nodded appreciatively to me for coming out of the game and letting another player have some playing time.
3. Megan creatively designed what she wanted her bedroom to look like with new paint, furniture, and some of her artwork displayed.
4. The sculptor decoratively displayed his work in a way that no one had ever done at the gallery before.

5. The class actively tracked the progress of the hurricane as part of their science unit about weather.

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

Answers may vary but should include the word inventively.

NAME: _____

DATE: _____

4.1 ACTIVITY PAGE

Mid-Year Morphology Assessment

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

- A. viewed
B. preview
C. review

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

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

- A. joyous
B. joyously

3. If you have *misplaced* your keys, you have _____
placed them wrong, or you have lost them

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

- A. actor
B. artist
C. organist

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

leaky

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

Jessie saw several poison _____ snakes in the reptile house at the zoo.

- A. *-ist*
B. *-ous*
C. *-er*

7. Sometimes I feel a little _____ when I watch a sad movie.

- A. emotions
B. emotional
C. emotionally

8. If Nina is *unable* to attend your birthday party, what does that mean?

Nina is not able to come.

9. An _____ came to our school to check for damage to the roof after the storm.

- A. inspect
B. inspector
C. inspection

NAME: _____

DATE: _____

4.1 ACTIVITY PAGE
CONTINUED

10. Robert can only drink *nondairy* milk. This means he can drink milk that is not from cows or goats.

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

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

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

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

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

Answer: to load the car again

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

- A. playing
B. player
C. play

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

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

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

NAME: _____
 DATE: _____

“Stolen Thunder”

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

Answers may vary but should note that Loki is very mischievous and always causes trouble.

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

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

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

3. Compare and contrast Loki and Thrym.

Loki		Thrym
changes—usually god-sized	Appearance?	an ugly giant
tricky	Behavior?	honest, happy with his villainy
don't trust him	What do the gods think of him?	Freya calls him a “disgusting beast.”

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

Answers may vary.

NAME: _____
 DATE: _____

Answer Comprehension Questions Using Conjunction *because*

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

The Surprise Party

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

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

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

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

I know Grandma is coming for supper because she always comes for supper on Sunday and it is Sunday.

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

Grandma doesn't know that this Sunday will be special because Mother and the writer have kept it a secret.

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

The writer thinks this will be the best Sunday ever because

Grandma will be surprised and will open her presents.

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

The writer has 50 small pictures for Grandma because Grandma

is celebrating her fiftieth birthday.

NAME: _____

4.5 TAKE-HOME

DATE: _____

Practice Conjunctions *and*, *but*, and *because*

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

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

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

1. *and*
Answers may vary.

2. *and*
Answers may vary.

3. *but*
Answers may vary.

4. *but*
Answers may vary.

5. *because*
Answers may vary.

6. *because*
Answers may vary.

NAME: _____

5.2 ACTIVITY PAGE

DATE: _____

"A Plan Is Made"

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

	Circle <i>True</i> or <i>False</i>		Page
Odin had the idea that Thor should go get his hammer himself.	True	<u>False</u>	38
Thor was eager to grab Loki.	<u>True</u>	False	40
Odin's wife, Frigga, talked Thor into the plan.	<u>True</u>	False	42
Ten days later, the gods were hard at work getting Thor ready.	True	<u>False</u>	42
Thor had trouble getting into the corset.	<u>True</u>	False	44
Freya allowed Thor to wear her famous golden necklace.	<u>True</u>	False	46
They left in a chariot pulled by lions.	True	<u>False</u>	46

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

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

A. happy
 B. sad
 C. angry
 D. jolly

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

Thor and Loki dress as Freya and her maid of honor to trick Thrym.

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

Answers may vary.

5. Predict how this plan will turn out.

Answers may vary.

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NAME: _____ **6.1** ACTIVITY PAGE
 DATE: _____

“The Wedding Feast”

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

tray of snacks After he finished eating, he
8 big salmon belched loudly.
half an ox
3 barrels of mead
 Page 50

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

It means to kiss someone quickly and by surprise.

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3. Loki saw the danger when Thrym commented on how much Freya had eaten. What danger did Loki see?

A. Loki saw the danger of Freya finding out that Thor was disguised as her.
 B. Loki saw the danger of Odin finding out that Thor was disguised as Freya.
 C. Loki saw the danger of Thrym finding out that Thor was disguised as Freya.
 D. Loki saw the danger of Thor finding out that Thrym was disguised as him.

Page 50

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

Loki told Thrym that Freya (Thor) hadn't slept for 8 nights but had sat up thinking of Thrym.

Page 52

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

Freya (Thor) was furious that Thrym had stolen his hammer.

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NAME: _____ **7.1** ACTIVITY PAGE
 DATE: _____

“Balder, the Beautiful”

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

	Circle <i>True</i> or <i>False</i>	Page
Loki was jealous of Balder because everyone was paying too much attention to him.	<input checked="" type="radio"/> True <input type="radio"/> False	56
Balder had a nightmare about his death.	<input checked="" type="radio"/> True <input type="radio"/> False	56
Odin sent out two doves to see if Balder was in danger.	True <input checked="" type="radio"/> False	58
Balder's mother Frigga set out with a plan to protect him.	<input checked="" type="radio"/> True <input type="radio"/> False	60
Loki disguised himself as an old man and spoke to Frigga.	True <input checked="" type="radio"/> False	62
Frigga decided the mistletoe was harmless because it didn't even have roots of its own.	<input checked="" type="radio"/> True <input type="radio"/> False	64
Loki knew that mistletoe could hurt Balder.	<input checked="" type="radio"/> True <input type="radio"/> False	64

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

Frigga loved her son.

Page 58

2. Who was Hel and what was she doing? Hel was the goddess of the underworld, and she was preparing to receive one of the gods in the kingdom of the dead.

Page 58

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

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

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

4. What do you think will happen next?

Answers may vary.

5. Compare Balder to Remus, the Roman character you learned about in Unit 4.

Remus		Balder
Rome	Where did he live (setting)?	Asgard
argumentative, jealous	List some characteristics of each.	good, kind, beautiful
his uncle, the king of Latium	Who wanted to harm him most?	Loki

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

- Because light and sound are such interesting topics to learn about
X I can't wait to come to school to learn more!
- X W
because we can't go outside to play today
it is raining too hard.
- Because the mirror in my bathroom has a big crack in it
X the reflection of my face looks funny.
- X I
because it's very cold in my room today
the heater is broken.
- X I couldn't play soccer this season
because I broke my ankle and am wearing a cast.

NAME: _____
DATE: _____

8.1 ACTIVITY PAGE

“The Death of Balder”

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

The gods threw rocks at Balder that bounced off him.

Page 67

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

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

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

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

Loki pretended to be concerned that Hod wasn't joining in the fun and told Hod he'd help him.

Page 66, 68

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

Answers may vary.

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

<i>Gods, Giants, and Dwarves</i>	Underworld	<i>Stories of Ancient Rome</i>
Hel	Goddess of the underworld?	Proserpina
Hermod	Who went to see the goddess?	Psyche
on Sleipner, Odin's 8-legged steed	How did this person travel to the underworld?	on a boat
“All things must mourn Balder.”	What did the goddess say or do?	“Do not open the box.”

NAME: _____
DATE: _____

Suffix Puzzles

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

Puzzle #1

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

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

Grade 3

Puzzle #2

I love going to the state fair. People find creative
(creative, creatively) ways to make different kinds of pies, jams, and other food. There are so many animals with their owners actively
(active, actively) showing them. The decorative
(decorative, decoratively) ribbons are placed on items entered into a variety of contests. The rides are so much fun too! It takes so many people working cooperatively
(cooperative, cooperatively) to make the fair run smoothly.

NAME: _____
DATE: _____

“Loki’s Punishment”

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

The gods vowed to hunt Loki down and punish him because he had done so much evil the gods had lost patience with him.

Page 74

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

Answers may vary.

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

The cavern was deep underground. The gods strapped a poisonous serpent to the roof so its poison could drip on Loki. Answers may vary for why setting is important.

Page 76

Grade 3

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

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

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

Answers may vary.

NAME: _____
DATE: _____

Build Sentences with the Conjunction *because*

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

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

New sentences:

- Answers may vary. _____
- Answers may vary. _____

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

New sentences:

- Answers may vary. _____
- Answers may vary. _____

NAME: _____
DATE: _____

Cause and Effect: Conjunction *because*

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

- Cause Effect
- Because my friend was sick, he couldn't come to my birthday party.
Why couldn't my friend come to my birthday party?
My friend couldn't come to my birthday party because he was sick.
- Effect Cause

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

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

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

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

Carrots are my favorite vegetable. I asked for them for lunch.
Because carrots are my favorite vegetable I asked for them for lunch.
 - Effect Cause

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

NAME: _____
DATE: _____

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

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

New sentence:

- Answers may vary.

NAME: _____
DATE: _____

Nouns, Verbs, and Adjectives

Reminder:

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

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

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

NAME: _____
DATE: _____

Subjects and Predicates

Sentences have two parts:

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

Draw a vertical line separating the subject and predicate.

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

NAME: _____
DATE: _____

Practice Parts of Speech, Subjects and Predicates

Reminder:

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

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

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

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

4. a good interviewer Answers may vary.

5. mixes the flour and butter well to make cookies _____

Answers may vary.

6. the colorful, hand-painted portrait _____

Answers may vary.

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

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

The swimmer set a new world record. He is a great swimmer.

NAME: _____
DATE: _____

Compound Sentences

For each sentence,

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

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

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

1. We eat spaghetti and meatballs for dinner. _____ No _____
S P

2. I asked her a question, and she answered it. _____ Yes _____
S P S P

3. We met my grandparents and my cousins at the beach. _____ No _____
S P

4. My sister got a new sweater, and I got new shoes. _____ Yes _____
S P S P

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

Example: My brother | takes piano lessons. I | take guitar lessons.
S P S P
My brother takes piano lessons, and I take guitar lessons.

5. We went to the park. I collected leaves.
S P S P
We went to the park, and I collected leaves.

6. It was cold outside. My mother told us to wear coats.
S P S P
It was cold outside, and my mother told us to wear coats.

7. I asked for roller skates. My sister asked for a skateboard.
S P S P
I asked for roller skates, and my sister asked for a skateboard.

NAME: _____
DATE: _____

Identify Topic and Concluding Sentences

Reminder:

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

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

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

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

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

Organize a Paragraph

Reminder:

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

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

2 Next, spread the peanut butter on one slice of bread and the jelly on the other slice of bread.

TS Making a peanut butter and jelly sandwich is an easy thing to do.

1 First, get out a plate, the bread, the peanut butter, the jelly, and a knife and place them all on a counter.

CS Before you know it, you are ready to sink your teeth into your yummy sandwich!

3 Put your two pieces of bread together to make a sandwich.

Write Topic and Concluding Sentences

Reminder:

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

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

Topic: Friends

Answers may vary.

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

Answers may vary.

Topic: Ice Cream

Answers may vary.

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

Answers may vary.

NAME: _____ **PP12** ACTIVITY PAGE
DATE: _____

Irrelevant Sentences in Paragraphs

Reminder:

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

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

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

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

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NAME: _____ **PP13** ACTIVITY PAGE
DATE: _____

Irrelevant Sentences

Reminder:

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

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

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

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

Grade 3

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NAME: _____ **PP14** ACTIVITY PAGE
DATE: _____

Sentence Order and Titles in Paragraphs

Reminder:

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

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

Paragraph #1:

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

Now add a title to your paragraph: Answers may vary.

Grade 3

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Paragraph #2

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

Now add a title to your paragraph: Answers may vary.

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Grade 3

Past, Present, and Future Tenses

Reminder:

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

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

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

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

1. Dora rinsed the shampoo out of her hair. (*rise*, past tense)

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

Fill in the following chart:

Present tense	Past tense	Future tense
Sam jumps.	Sam jumped.	Sam will jump.
<u>The boys giggle.</u>	The boys giggled.	<u>The boys will giggle.</u>
I want.	<u>I wanted.</u>	<u>I will want.</u>
<u>We worry.</u>	We worried.	<u>We will worry.</u>
<u>The kitten scratches.</u>	<u>The kitten scratched.</u>	The kitten will scratch.
The fire burns.	<u>The fire burned.</u>	<u>The fire will burn.</u>
<u>The children laugh.</u>	The children laughed.	<u>The children will laugh.</u>
<u>Mother bakes.</u>	<u>Mother baked.</u>	Mother will bake.
Grandma writes.	<u>Grandma wrote.</u>	<u>Grandma will write.</u>

Practice the Verb *to have*

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

Write the correct word on the blank in each sentence.

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

Rewrite the five sentences above so that the verb *to have* is in past tense.

1. Frank and Fred had an art gallery.

2. Frank had the ability to paint beautiful portraits.
3. Their shop had many rooms with walls covered with paintings of all shapes and sizes.
4. My family and I had taken many trips to see their gallery.
5. Had you ever seen Frank and Fred's gallery before?

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

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

Example: Last Friday, we said (say) "hello" to our new friends. past present future

Tomorrow, we will say 'goodbye' to our new friends. past present future

1. One week from today, I will make (make) my first cake. past present future

Answers may vary.

_____ past present future

2. Last week, I went (go) to visit my grandmother. past present future

Answers may vary.

_____ past present future

3. Today, I took, take or will take (take) my sister with me to the store. past present future

Answers may vary.

_____ past present future

4. Mary always comes (come) to see me today. past present future

Answers may vary.

_____ past present future

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

Answers may vary.

_____ past present future

Write sentences using provided subjects and verbs.

1. subject: Cindy

verb: *make*, past tense Answers may vary.

2. subject: They

verb: *go*, future tense Answers may vary.

3. subject: The purple cow

verb: *come*, present tense Answers may vary.

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

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

Example: Last Friday, we saw (see) the circus clowns perform. past present future

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

1. Next week, I will bring (bring) my uncle to your house. past present future

Answers may vary.

_____ past present future

2. Last week, I spoke (speak) in front of the whole school. past present future

Answers may vary.

_____ past present future

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

Answers may vary.

_____ past present future

4. Mark always means (mean) what he says. past present future

Answers may vary.

_____ past present future

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

Answers may vary.

_____ past present future

NAME: _____ PP22 ACTIVITY PAGE
DATE: _____

Quotation Marks

Reminder:

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

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

- tommy yelled i'm so happy that it is saturday
Tommy yelled, "I'm so happy that it is Saturday!"
- the child chased her puppy around the corner and said please come here
The child chased her puppy around the corner and said, "Please come here."
- do you like painting or drawing better our art teacher asked
"Do you like painting or drawing better?" our art teacher asked.

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- you are my very best friend remarked sam
"You are my very best friend," remarked Sam.

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

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

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Grade 3

NAME: _____ PP23 ACTIVITY PAGE
DATE: _____

Adverbs that Tell *when* and *where*

Reminder:

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

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

weekly always last after sometimes

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

Write a sentence using each adverb.

- recently*
Answers may vary.
- tomorrow*
Answers may vary.

Grade 3

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

there home already outside

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

Write a sentence using each adverb.

- never*
Answers may vary.
- inside*
Answers may vary.

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Build Sentences

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

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

New Sentence: Answers may vary.

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

New Sentence: Answers may vary.

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

New Sentence: Answers may vary.

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Conjunction *but*

Reminder:

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

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

- Marshmallows are fun to melt. They can make a mess.
 S P S P
Marshmallows are fun to melt, but they can make a mess.
- The day is sunny and beautiful. The sky is getting dark off in the distance.
 S P S P
The day is sunny and beautiful, but the sky is getting dark off in the distance.
- My new kitten is very naughty. I laugh at her so often.
 S P S P
My new kitten is very naughty, but I laugh at her so often.

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- This grammar homework seems very easy tonight. I'm going to do my best and not hurry.
 S P S P
This grammar homework seems very easy tonight, but I'm going to do my best and not hurry.
- The salesman knocked on our door. We were out of town.
 S P S P
The salesman knocked on our door, but we were out of town.

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

- David likes peanut butter and jelly sandwiches, but
Answers may vary.
 (Hint: Think about a family member who likes a different kind of sandwich.)
- Lulu loved the book she just read, but
Answers may vary.
 (Hint: Think about a friend who read the same book but who had a different idea about it.)

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NAME: _____
DATE: _____

PP26 ACTIVITY PAGE

Prefix *un-*

Reminder:

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

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

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

Grade 3

Activity Book | Unit 6 153

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

1. Root Word: known Meaning: understood or recognized
un- + known = unknown
Meaning: not recognized or understood
2. Root Word: covered Meaning: had something over or on top of to protect or hide it
un- + covered = uncovered
Meaning: not having something over or on top of to protect or hide it

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Grade 3

NAME: _____
DATE: _____

PP27 ACTIVITY PAGE

Prefix *non-*

Reminder:

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

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

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

Grade 3

Activity Book | Unit 6 155

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

1. Root Word: flammable Meaning: able to be set on fire or burn quickly
non- + flammable = nonflammable
Meaning: not able to be set on fire
2. Root Word: judgmental Meaning: tending to judge people too quickly or harshly
non- + judgmental = nonjudgmental
Meaning: not tending to judge too quickly or harshly

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NAME: _____ PP28 ACTIVITY PAGE
DATE: _____

Prefixes *un-* and *non-*

Reminder:

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

Write a sentence using the word.

1. Word: *unhappy*
Answers may vary.

2. Word: *nonliving*
Answers may vary.

3. Word: *unsafe*
Answers may vary.

4. Word: *nonthreatening*
Answers may vary.

Grade 3

Activity Book | Unit 6 157

5. Word: *nonverbal*
Answers may vary.

6. Word: *unsure*
Answers may vary.

7. Word: *uneven*
Answers may vary.

8. Word: *nonfictional*
Answers may vary.

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NAME: _____ PP29 ACTIVITY PAGE
DATE: _____

Prefix *re-*

Reminder:

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

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

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

Grade 3

Activity Book | Unit 6 159

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

refill review redo rename retell

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

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Grade 3

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NAME: _____ **PP31** ACTIVITY PAGE
 DATE: _____

Prefix *re-* and *pre-*

Reminder:

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

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

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

Grade 3 Activity Book | Unit 6 163

Write a sentence using the word.

- Word: *refill*
Answers may vary.

- Word: *preset*
Answers may vary.

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NAME: _____ **PP32** ACTIVITY PAGE
 DATE: _____

Prefix *dis-*

Reminder:

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

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

- Miss Sullivan had to disconnect the printer from the computer to move both items to a new spot in the front corner of the classroom. yes
- Our puppy will disobey me by sitting when I tell him to sit and staying when I tell him to stay. no
- Mom might disapprove if I finish my homework before playing soccer at the park. no
- The neighbors across the street dislike people parking in front of their house and blocking their driveway. yes
- She and I disagree on whether our history presentation should be about ancient China or ancient Egypt. yes

Grade 3 Activity Book | Unit 6 165

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

1. *distrust*

Answers may vary. _____

2. *dislike*

Answers may vary. _____

Prefix *mis-*

Reminder:

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

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

misunderstand misused misjudged misspell misbehave misplaced

- My younger brother did something wrong with the tape and covered his book with the entire roll of tape.
Word: misused Part of Speech: verb
Prefix: mis-
- Our teacher said it is possible to know the wrong meaning of double-digit subtraction so we would be spending a lot of time practicing how to do it.
Word: misunderstand Part of Speech: verb
Prefix: mis-
- On the field trip, Sam put in the wrong location his lunch, so I shared some of mine with him.
Word: misplaced Part of Speech: verb
Prefix: mis-

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

Word: misspell Part of Speech: verb

Prefix: mis-

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

Word: misbehave Part of Speech: verb

Prefix: mis-

6. Heather formed a wrong opinion about how long she would be out walking.

Word: misjudged Part of Speech: verb

Prefix: mis-

Prefixes *dis-* and *mis-*

Reminder:

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

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

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

7. She _____ the invitation to the party, which had the address listed, so she had to call the host and ask for the address.

placed

misplaced

8. Before we moved to our new house, we called the power company to have them _____ our cable service on our moving date.

connect

disconnect

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

1. *disapprove*
Part of Speech: verb Root Word: approve
Meaning: not approve

2. *misunderstand*
Part of Speech: verb Root Word: understand
Meaning: not understand

3. *misused*
Part of Speech: verb Root Word: used
Meaning: not used correctly

4. *disobey*
Part of Speech: verb Root Word: obey
Meaning: not obey

Suffix *-er*

Reminder:

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

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

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

Write a sentence using the word.

1. Word: *farmer*
Sentence: Answers may vary.

2. Word: *painter*
Sentence: Answers may vary.

3. Word: *singer*
Sentence: Answers may vary.

4. Word: *player*
Sentence: Answers may vary.

counselor actor sailor inspector governor visitor

							4	G			
1	C	O	U	N	S	E	L	O	R		
								V			
								E			
2	I	N	S	P	E	C	T	O	R		
								N			
								O			
			3	V	I	6	S	I	T	O	R
								A			
								I			
								L			
5	A	C	T	O	R						
								R			

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DATE: _____

Suffixes *-er* and *-or*

Reminder:

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

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

1. The inspector found a crack in the wall after the earthquake.
Word: inspector
2. The football player had to come out of the game so the team doctors could look at his leg, which he hurt during the last play.
Word: player
3. Dad read that a very talented act or has agreed to portray Abraham Lincoln in a new movie.
Word: actor
4. The singer practiced a few lines from most of her songs before the concert to make sure the microphone worked and the band accompanying her could be heard.
Word: singer

Grade 3

Activity Book | Unit 6 175

5. My aunt works as a counselor at a high school and she helps students with their college applications.
Word: counselor
6. Our teacher said we would do a complicated science experiment next week that will take several days to complete.
Word: teacher
7. During the boat race, the sailors had to work together to man their boat and use the wind and water current to get around markers in the bay.
Word: sailors
8. Every farmer has his or her own system for taking care of animals and crops.
Word: farmer

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Grade 3

NAME: _____ PP38 ACTIVITY PAGE
DATE: _____

Suffix *-ist*

Reminder:

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

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

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

Grade 3

Activity Book | Unit 6 177

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

1. **Root Word:** *column*
Meaning: an article that regularly appears in a newspaper or magazine
column + *-ist* = columnist
Meaning: _____
a person who writes an article that regularly appears in a newspaper or magazine
2. **Root Word:** *solo*
Meaning: a piece of music that is performed by one person
solo + *-ist* = soloist
Meaning: _____
a person who performs a piece of music written to be performed by one person

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Grade 3

NAME: _____ PP39 ACTIVITY PAGE
DATE: _____

Suffix *-ian*

Reminder:

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

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

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

Grade 3

Activity Book | Unit 6 179

Write a sentence using each word.

1. *musician*

Answers may vary.

2. *magician*

Answers may vary.

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Grade 3

NAME: _____ PP40 ACTIVITY PAGE
DATE: _____

Suffixes *-ist* and *-ian*

Reminder:

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

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

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

1. Which word describes someone who writes fiction books?
novelist
2. Which words describe people who are somehow involved with music?
organist guitarist
violinist artist
3. If you were someone who was skilled in doing impossible things by saying special words or performing special actions, who would you be?
magician

Grade 3

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4. Violinists, guitarists, and organists are all considered
musicians
5. Some people would also call a cartoonist an artist.
6. Once you are an adult, you no longer need to see a pediatrician for your health problems.
7. A mathematician could help you do your math homework
8. Which word describes someone who is skilled in doing things that makes people laugh?
comedian

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Grade 3

NAME: _____ PP41 ACTIVITY PAGE
DATE: _____

Suffix -y

Reminder:

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

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

- | | |
|----------------|---|
| <u>C</u> dirty | A. full of the unplanned occurrence of good events |
| <u>A</u> lucky | B. full of a reddish brown substance that forms on certain metals when they are exposed to moisture |
| <u>D</u> curly | C. full of soil |
| <u>G</u> salty | D. full of spirals or winding shapes |
| <u>B</u> rusty | E. full of something that is untidy and dirty |
| <u>F</u> leaky | F. full of holes that let something in or allow something to escape |
| <u>E</u> messy | G. full of a natural white substance used to flavor and preserve food |

Grade 3

Activity Book | Unit 6 183

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

lucky messy leaky rusty curly

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

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Grade 3

NAME: _____ PP42 ACTIVITY PAGE
DATE: _____

Suffixes -y- and -al-

Reminder:

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

Write a sentence using the word.

1. Word: *salty*
Sentence Answers may vary.
2. Word: *traditional*
Sentence Answers may vary.
3. Word: *coastal*
Sentence Answers may vary.
4. Word: *messy*
Sentence Answers may vary.

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5. Word: *nutritional*
Sentence Answers may vary.
6. Word: *dirty*
Sentence Answers may vary.
7. Word: *lucky*
Sentence Answers may vary.
8. Word: *fictional*
Sentence Answers may vary.

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Grade 3

NAME: _____ PP43 ACTIVITY PAGE
 DATE: _____

Suffix -ous

Reminder:

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

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

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

Grade 3

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

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

- joyous*
Part of Speech: adjective Root Word: joy
Meaning: full of joy
- humorous*
Part of Speech: adjective Root Word: humor
Meaning: full of humor
- dangerous*
Part of Speech: adjective Root Word: danger
Meaning: full of danger
- mysterious*
Part of Speech: adjective Root Word: mystery
Meaning: full of mystery

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Grade 3

NAME: _____ PP44 ACTIVITY PAGE
 DATE: _____

Suffix -ly

Reminder:

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

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

- The driver sped dangerously around the corner without looking for traffic.
- My younger brother furiously stomped his feet when he didn't get the toy he wanted.
- The actors in the play humorously acted out their parts, making the audience laugh loudly.
- Some red bumps mysteriously appeared on my arm after I was outside so I hope didn't brush up against any poison ivy.
- The pilot famously landed the plane on the river when the landing gear stopped working.

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Write a sentence using the words given.

- verb: *disappeared* adverb: *mysteriously*

Answers may vary.

- verb: *played* adverb: *humorously*

Answers may vary.

- verb: *argued* adverb: *furiously*

Answers may vary.

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Grade 3

Suffixes *-ous* and *-ly*

Reminder:

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

Circle the letter of the best answer.

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

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

Write your own example of the idea provided.

- Idea: A good example of a *famous* event

Example Answers may vary.

- Idea: A good example of a *dangerous* situation

Example Answers may vary.

- Idea: A good example of a person acting *dangerously*

Example Answers may vary.

Words with the /k/ Sound

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

quickly	kindness	calendar	character	Loki
course	coarse	kangaroo	soccer	lookout



Dictionary Practice

Use the sample dictionary page to answer the questions.

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

- What are the two guide words on the page? coalition courtship
- What are the two entry words on the page? coarse course
- How many definitions are there for *course*? 4
- Which of the two entry words has a sample sentence? What is it?
course: The ship followed a straight course from Florida to Bermuda. or The main course was a pasta dish.
- Which of the two entry words has more definitions? course

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

Word: I N V E N T I V E
1 13

Part of Speech: adjective

Meaning: relating to making something new that no one else has ever made

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

Word: A P P R E C I A T I V E
5 7

Part of Speech: adjective

Meaning: relating to being thankful

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

Word: C R E A T I V E L Y
3

Part of Speech: adverb

Meaning: relating to making or inventing something

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

Word: A C T I V E
9

Part of Speech: adjective

Meaning: energetic

NAME: _____
DATE: _____

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

Word: E X P R E S S I V E L Y
4 8

Part of Speech: adverb

Meaning: relating to showing what you think or feel

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

N O R S E m Y T h S
1 2 3 4 5 6 7 8
A R E f U N!
9 10 11 12 13

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 6

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 3.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments	
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	
TEKS 3.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	U6: p. 156; U6: p. 158
TEKS 3.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols	
TEKS 3.1.E	develop social communication such as conversing politely in all situations	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

TEKS 3.2.A.i	decoding multisyllabic words with multiple sound-spelling patterns, such as eigh, ough, and en	U6: p. 20; U6: p. 27; U6: p. 40
TEKS 3.2.A.ii	decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables	
TEKS 3.2.A.iii	decoding compound words, contractions, and abbreviations	
TEKS 3.2.A.iv	decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts	
TEKS 3.2.A.v	decoding words using knowledge of prefixes	
TEKS 3.2.A.vi	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	U6: p. 46; U6: p. 49
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list	

(B) demonstrate and apply spelling knowledge by:

TEKS 3.2.B.i	spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables	
TEKS 3.2.B.ii	spelling homophones	
TEKS 3.2.B.iii	spelling compound words, contractions, and abbreviations	
TEKS 3.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns	U6: p. 8; U6: p. 12; U6: p. 76; U6: p. 79; U6: p. 92; U6: p. 103; U6: p. 148; U6: p. 150
TEKS 3.2.B.v	spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV	
TEKS 3.2.B.vi	spelling words using knowledge of prefixes	
TEKS 3.2.B.vii	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 6

Correlation—Teacher’s Guide

TEKS 3.2.C	alphabetize a series of words to the third letter	
TEKS 3.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation	
TEKS 3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	U6: p. 76, U6: p. 78
TEKS 3.3.C	identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i>	U6: p. 46; U6: p. 49; U6: p. 76, U6: p. 78, U6: p. 124; U6: p. 133
TEKS 3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	U6: p. 8; U6: p. 12; U6: p. 14
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 3.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 3.5	self-select text and read independently for a sustained period of time	U6: p. 148; U6: p. 152
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 3.6.A	establish purpose for reading assigned and self-selected texts	
TEKS 3.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 3.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures	U6: p. 8; U6: p. 15; U6: p. 20; U6: p. 31; U6: p. 32; U6: p. 33; U6: p. 62; U6: p. 65; U6: p. 72; U6: p. 92; U6: p. 95; U6: p. 101
TEKS 3.6.D	create mental images to deepen understanding	
TEKS 3.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 3.6.F	make inferences and use evidence to support understanding	U6: p. 8, U6: p. 11, U6: p. 20, U6: p. 27
TEKS 3.6.G	evaluate details read to determine key ideas	U6: p. 8, U6: p. 11, U6: p. 20, U6: p. 27, U6: p. 46; U6: p. 53; U6: p. 62; U6: p. 65
TEKS 3.6.H	synthesize information to create new understanding	U6: p. 20; U6: p. 31; U6: p. 124; U6: p. 126
TEKS 3.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 6

Correlation—Teacher’s Guide

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS 3.7.A	describe personal connections to a variety of sources including self-selected texts	
TEKS 3.7.B	write a response to a literary or informational text that demonstrates an understanding of a text	U6: p. 108, U6: p. 120, U6: p. 124; U6: p. 126
TEKS 3.7.C	use text evidence to support an appropriate response	U6: p. 8, U6: p. 11, U6: p. 20, U6: p. 27, U6: p. 31; U6: p. 46; U6: p. 53; U6: p. 62; U6: p. 65; U6: p. 76; U6: p. 80; U6: p. 92; U6: p. 95; U6: p. 108; U6: p. 112; U6: p. 124; U6: p. 126; U6: p. 136; U6: p. 138
TEKS 3.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	U6: p. 108; U6: p. 112; U6: p. 156; U6: p. 158
TEKS 3.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
TEKS 3.7.F	respond using newly acquired vocabulary as appropriate	
TEKS 3.7.G	discuss specific ideas in the text that are important to the meaning	U6: p. 136; U6: p. 138

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS 3.8.A	infer the theme of a work, distinguishing theme from topic	U6: p. 136; U6: p. 138
TEKS 3.8.B	explain the relationships among the major and minor characters	U6: p. 8; U6: p. 15; U6: p. 92; U6: p. 102; U6: p. 124; U6: p. 126; U6: p. 136; U6: p. 138
TEKS 3.8.C	analyze plot elements, including the sequence of events, the conflict, and the resolution	U6: p. 20; U6: p. 31; U6: p. 46, U6: p. 53, U6: p. 108; U6: p. 112
TEKS 3.8.D	explain the influence of the setting on the plot	U6: p. 136; U6: p. 138

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS 3.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths	U6: p. 8; U6: p. 15; U6: p. 76, U6: p. 80; U6: p. 92, U6: p. 102, U6: p. 124, U6: p. 126
TEKS 3.9.B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	
TEKS 3.9.C	discuss the elements in drama such as characters, dialogue, setting, and acts	

(D) recognize characteristics and structures of informational text, including:

TEKS 3.9.D.i	the central idea with supporting evidence	
TEKS 3.9.D.ii	features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding	
TEKS 3.9.D.iii	organizational patterns such as cause and effect and problem and solution	

(E) recognize characteristics and structures of argumentative text by:

TEKS 3.9.E.i	identifying the claim	
TEKS 3.9.E.ii	distinguishing facts from opinion	
TEKS 3.9.E.iii	identifying the intended audience or reader	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 6

Correlation—Teacher’s Guide

TEKS 3.9.F	recognize characteristics of multimodal and digital texts	
<p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>		
TEKS 3.10.A	explain the author’s purpose and message within a text	U6: p. 8, U6: p. 11, U6: p. 20, U6: p. 27
TEKS 3.10.B	explain how the use of text structure contributes to the author’s purpose	
TEKS 3.10.C	explain the author’s use of print and graphic features to achieve specific purposes	
TEKS 3.10.D	describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	
TEKS 3.10.E	identify the use of literary devices, including first- or third-person point of view	
TEKS 3.10.F	discuss how the author’s use of language contributes to voice	
TEKS 3.10.G	identify and explain the use of hyperbole	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>		
TEKS 3.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	U6: p. 92; U6: p. 102
<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>		
TEKS 3.11.B.i	organizing with purposeful structure including an introduction and conclusion	U6: p. 108; U6: p. 120
TEKS 3.11.B.ii	developing an engaging idea with relevant details	U6: p. 124; U6: p. 132
TEKS 3.11.C	revise drafts by adding, revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity deleting, or rearranging words, phrases or sentences	U6: p. 136; U6: p. 145
<p>(D) edit drafts using standard English conventions, including:</p>		
TEKS 3.11.D	edit drafts using standard English conventions	
TEKS 3.11.D.i	complete simple and compound sentences with subject-verb agreement	U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64
TEKS 3.11.D.ii	past, present, and future verb tense	U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64
TEKS 3.11.D.iii	singular, plural, common, and proper nouns	
TEKS 3.11.D.iv	adjectives, including their comparative and superlative forms	U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64, U6: p. 136; U6: p. 146
TEKS 3.11.D.v	adverbs that convey time and adverbs that convey manner	U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64, U6: p. 136; U6: p. 146
TEKS 3.11.D.vi	prepositions and prepositional phrases	
TEKS 3.11.D.vii	pronouns, including subjective, objective, and possessive cases	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 6

Correlation—Teacher’s Guide

TEKS 3.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences	U6: p. 20; U6: p. 28; U6: p. 62; U6: p. 65; U6: p. 108; U6: p. 121; U6: p. 148; U6: p. 150
TEKS 3.11.D.ix	capitalization of official titles of people, holidays, and geographical names and places	
TEKS 3.11.D.x	punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series	U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64
TEKS 3.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS 3.11.E	publish written work for appropriate audiences	U6: p. 148; U6: p. 152
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 3.12.A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft	U6: p. 92; U6: p. 102
TEKS 3.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	U6: p. 108; U6: p. 120; U6: p. 124; U6: p. 132
TEKS 3.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft	
TEKS 3.12.D	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 3.13.A	generate questions on a topic for formal and informal inquiry	
TEKS 3.13.B	develop and follow a research plan with adult assistance	
TEKS 3.13.C	identify and gather relevant information from a variety of sources	
TEKS 3.13.D	identify primary and secondary sources	
TEKS 3.13.E	demonstrate understanding of information gathered	
TEKS 3.13.F	recognize the difference between paraphrasing and plagiarism when using source materials	
TEKS 3.13.G	create a works cited page	
TEKS 3.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	U6: p. 156; U6: p. 158

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 6

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	U6: p. 29, U6: p. 51
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	U6: p. 29, U6: p. 37, U6: p. 60, U6: p. 119, U6: p. 132, U6: p. 139
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	U6: p. 101

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 6

Correlation—Teacher’s Guide

ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	U6: p. 158
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	U6: p. 158
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

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ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	U6: p. 51
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	U6: p. 16, U6: p. 37, U6: p. 60, U6: p. 65, U6: p. 101
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	U6: p. 72, U6: p. 87, U6: p. 119, U6: p. 132, U6: p. 139
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	U6: p. 37, U6: p. 87, U6: p. 132

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ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	U6: p. 29, U6: p. 60, U6: p. 101, U6: p. 119, U6: p. 123, U6: p. 139
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	U6: p. 120
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	U6: p. 145
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	U6: p. 65
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	U6: p. 103, U6: p. 133, U6: p. 152

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The Viking Age

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Grade 3

Unit 6 | Activity Book

The Viking Age

Grade 3

Unit 6

The Viking Age

Activity Book

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Unit 6

The Viking Age

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 6 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.

Mid-Year Silent Reading Assessment

The Viking Settlement at L'Anse aux Meadows

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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1.1
CONTINUED

ASSESSMENT

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

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

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

1. What was the setting of the selection?

- A. Canada
- B. Norway
- C. North America
- D. all of the above

2. What does the word **convinced** mean in the following sentence from the selection?

Many others were not **convinced**.

- A. sane
- B. reminded
- C. sure
- D. removed

3. Why did Ingstad think the houses at L'Anse aux Meadows were Viking houses?

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1.1
CONTINUED

ASSESSMENT

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

Then, they began to **excavate** the site.

- A. dig up
- B. fill up
- C. look up
- D. make up

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

_____ Almost all historians agree that the houses dug up by the Ingstads were built by Vikings.

_____ Helge began visiting various villages along the coast.

_____ The team found great evidence of Vikings having lived at L'Anse aux Meadows, like a pin and a spindle whorl.

_____ Helge and Anne read the Viking sagas.

_____ The team used carbon dating to find out how old the houses were.

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

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

9. Why did the author write this selection?

A. to inform readers about the theory that Vikings explored North America

B. to inform readers about the theory that Vikings explored Norway

C. to inform readers about the theory that Vikings explored Greenland

D. to inform readers about the theory that Vikings explored South America

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1.1
CONTINUED

ASSESSMENT

The Oseberg Ship

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

Knock, knock!

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NAME: _____

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10. Number the events from the selection in order from 1–4.
- _____ Leif Erikson sailed across the ocean.
 - _____ Gustavson had a visit from a farmer who had made a great discovery.
 - _____ Craftsmen built a full-size replica of the Oseberg ship.
 - _____ The Oseberg burial mound revealed the bodies of two women.

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

What he saw **stunned** him.

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

13. What did Gustavson and his team do with the ship pieces after they had been sent to Oslo?
- A. They used them to build a Viking house.
 - B. They checked the carbon-14 level in the wood.
 - C. They put the ship pieces back together in their original position.
 - D. They put them in a pile in a museum.
14. Why was the older woman who was found in the burial mound thought to be an important person?
-
-
15. What was the setting of the selection?
- A. Oslo
 - B. Oseberg
 - C. Norway
 - D. all of the above
16. Why did the author write this selection?
- A. to inform the reader that Vikings may have explored North America before Columbus
 - B. to inform the reader that grave goods were buried with the dead
 - C. to inform the reader that Viking ships sink
 - D. to inform readers why the Oseberg ship was an important discovery

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1.1
CONTINUED

ASSESSMENT

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

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

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

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1.1
CONTINUED

ASSESSMENT

Loki's Children

One day, Odin looked down from Asgard into Jotunheim, the land of giants. He saw Loki playing with three monsters. The first was a long, scaly serpent and the second was a rabid wolf. The third was an old crone, grizzled and cold. These monsters were the children of Loki and his wife in Jotunheim, Angraboda.

Odin shook his head with disgust.

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

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

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

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

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

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

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

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

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

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

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

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

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1.1
CONTINUED

ASSESSMENT

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

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

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

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

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

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

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

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

____ Odin put Fenris on a deserted island.

____ Odin cast the writhing serpent into the sea.

____ Odin sent the old crone to the underworld.

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

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

A. Fenris continued to fight and kill people.

B. Fenris continued to scare people and could get to Asgard.

C. Fenris continued to grow larger and could try to escape.

D. Fenris continued to grow smaller and lose his strength.

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

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

A. He tugged on the chain with all his wit.

B. He tugged on the chain with all his terror.

C. He tugged on the chain with all his fear.

D. He tugged on the chain with all his strength.

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1.1
CONTINUED

ASSESSMENT

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

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

cling	cluck
--------------	--------------

- A. clotting
 - B. click
 - C. cluster
 - D. clump
29. Which of the following words would be on a dictionary page with the following guide words?

afterlife	ample
------------------	--------------

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

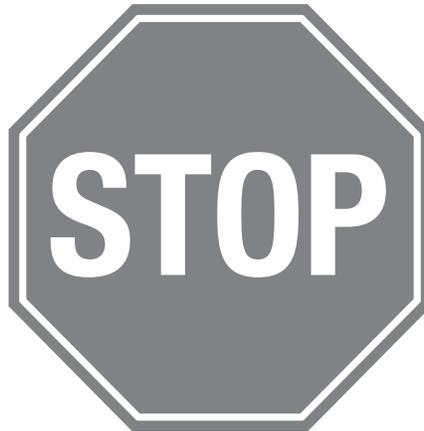
NAME: _____

DATE: _____

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

mind	monster
-------------	----------------

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



NAME: _____

DATE: _____

Dear Family Member,

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

Spelling Words

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

Students have been assigned two Challenge Words, *example* and *mountain*. Challenge Words are words used very often.

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

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

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

Challenge Word: example

Challenge Word: mountain

Content Word: Loki

NAME: _____

DATE: _____

1.2
CONTINUED

TAKE-HOME

Student Reader

The chapters your student will read this week in *Gods, Giants, and Dwarves* include Norse myths. Myths are fictional tales that often include gods and goddesses with supernatural powers. Ancient people often used myths to explain natural events for which they did not have a scientific explanation. Be sure to ask your 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 domain-based unit will provide content and vocabulary reinforcement. Your student will also bring home a copy of the glossary for use in reading the text copies to family members. The bolded words on the text copies are the words found in the glossary.

NAME: _____

2.1

ACTIVITY PAGE

DATE: _____

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

NAME: _____

2.2

ACTIVITY PAGE

DATE: _____

“Sif’s Golden Hair”

1. Who are the main characters in this chapter?

2. Where does this chapter take place?

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

Thor was **enraged**.

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

Page _____

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

_____ Thor arrives in his goat cart.

_____ Loki arrives.

_____ Sif pulls off the veil.

_____ Thought and Memory return to Odin.

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

Page _____

6. Compare and contrast Mount Olympus and Asgard.

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

NAME: _____

DATE: _____

Cause and Effect: Conjunction *because*

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

Cause

Effect

Because my friend looked so sad, we all tried to cheer him up.

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

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

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

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

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

Cause

Effect

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

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

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

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

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

Sif's Golden Hair

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

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

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

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

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

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

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

"What's the matter?" Odin asked.

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

"Whose hair?" Odin asked.

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

“Look at me!” shrieked Sif. “I am **hideous!** I will go live with the **dwarves!** Without my hair, I am as ugly as the ugliest **dwarf!**”

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

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

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

“I will kill him!” shouted Thor. “I will—”

“Be calm,” said Odin. “I will deal with Loki.”

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

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

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

Loki nodded.

NAME: _____

DATE: _____

Mid-Year Grammar Assessment

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

The plate of steaming pasta and meatballs smells wonderful.

- A. steaming, meatballs, wonderful
 - B. plate, pasta, meatballs
 - C. plate, smells, wonderful
 - D. steaming, plate, meatballs
2. Read the sentence carefully and choose the words that are adjectives.

The pink donuts taste sweet and yummy.

- A. donuts, sweet, yummy
 - B. pink, taste, yummy
 - C. pink, sweet, yummy
 - D. donuts, taste, yummy
3. Read the sentences carefully and choose the words that are verbs.

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

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

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

NAME: _____

DATE: _____

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

Change these fragments into complete sentences:

8. ran around the block

9. my sister and her friend

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

Jack collects stamps for his huge collection.

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

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

There are five members in the family.

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

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

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

NAME: _____

DATE: _____

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

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

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

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

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

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

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

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

Create sentences.

18. **subject:** Bob

verb: *go*, future tense _____

NAME: _____

DATE: _____

19. **subject:** my neighbors

verb: *bring*, past tense _____

20. Adverbs are words that describe _____.

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

21. Choose the sentence that correctly uses an adverb.

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

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

The frantic squirrel quickly scampered up the tree.

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

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

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

What word does the adverb describe? _____

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

What word does the adverb describe? _____

NAME: _____

DATE: _____

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

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

New sentence: _____

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

New sentence: _____

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

Chipmunks like nuts but _____.

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

NAME: _____

DATE: _____

Choose the sentence that is punctuated correctly.

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

Rewrite the sentences using correct capitalization and punctuation.

29. timmy screamed someone help me

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

NAME: _____

DATE: _____

“Loki and the Dwarves”

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

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

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

Page _____

NAME: _____

DATE: _____

4. The chapter says Sif’s golden hair is “a wonder to **behold**.” What does the word **behold** mean?
- A. touch
 - B. carry
 - C. see
 - D. shine

5. Why would a spear be a good gift for Odin?

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

Word Shelf

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

<i>-ive</i> means <i>relating to</i>	
creative	
cooperative	
expressive	
decorative	

NAME: _____

DATE: _____

-ive: Suffix Meaning “relating to”

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

Write the correct word to complete each sentence.

expressive	active	creative
cooperative	productive	decorative

1. She has a _____ mind and can make many unique pieces of jewelry.
2. Dad said he had such a _____ day at work that he might go in late tomorrow and relax in the morning for a change.
3. Dawn added a _____ blue vase to the shelf to fill an empty spot in the bookcase.
4. The lyrics of a new song I heard on the radio are very _____ and tell about an experience the singer had as a child.

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

Word Shelf

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

<p><i>-ly</i></p> <p>means "in a _____ way"</p>	
appreciatively	
inventively	
cooperatively	
creatively	

-ly: Suffix Meaning “in a _____ way”

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

Write the correct word to complete each sentence.

appreciatively	creatively	decoratively
actively	inventively	cooperatively

- We worked _____ as a team to clear snow off our neighbor’s sidewalk so he could safely go outside.
- My coach nodded _____ to me for coming out of the game and letting another player have some playing time.
- Megan _____ designed what she wanted her bedroom to look like with new paint, furniture, and some of her artwork displayed.
- The sculptor _____ displayed his work in a way that no one had ever done at the gallery before.

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

NAME: _____

3.7

TAKE-HOME

DATE: _____

Loki and the Dwarves

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

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

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

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

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

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

Loki went on with his **flattery**.

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

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

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

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

"We can make it!" shouted the dwarves.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Odin called a meeting of the gods.

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

Next, Loki gave Odin the silver spear.

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

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

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

NAME: _____

4.1

ACTIVITY PAGE

DATE: _____

Mid-Year Morphology Assessment

1. We went to a special reception with an artist to _____ her work before the gallery with her art opened to the public.
 - A. viewed
 - B. preview
 - C. review
2. Circle the word that best fits in the blank.

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

- A. joyous
 - B. joyously
3. If you have *misplaced* your keys, you have _____

_____.
 4. Mom asked an _____ whose work she liked if he would create some pieces to hang in our house.
 - A. actor
 - B. artist
 - C. organist

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

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

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

- A. *-ist*
- B. *-ous*
- C. *-er*

7. Sometimes I feel a little _____ when I watch a sad movie.

- A. emotions
- B. emotional
- C. emotionally

8. If Nina is *unable* to attend your birthday party, what does that mean?

9. An _____ came to our school to check for damage to the roof after the storm.

- A. inspect
- B. inspector
- C. inspection

NAME: _____

DATE: _____

4.1
CONTINUED

ACTIVITY PAGE

10. Robert can only drink *nondairy* milk. This means he can drink milk that is _____.
11. Circle the correct suffix to add to the root word in the sentence.

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

- A. none
- B. -al
- C. -ian
12. What does **reload** mean in the following sentence?

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

Answer: _____

13. That soccer _____ just scored an amazing goal by heading the ball in the net!
- A. playing
- B. player
- C. play

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

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

A. *mis-*

B. *dis-*

C. *un-*

NAME: _____

DATE: _____

“Stolen Thunder”

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

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

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

- A. cry softly
 - B. laugh noisily
 - C. yell angrily
 - D. sing beautifully
3. Compare and contrast Loki and Thrym.

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

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

Answer Comprehension Questions

Using Conjunction *because*

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

The Surprise Party

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

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

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

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

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

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

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

“Stolen Thunder”

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

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

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

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

“Loki!” said Thor. “Loki has stolen my hammer!”

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

Loki could barely breathe.

“I... did... not... take... it,” he stammered.

“Liar!” roared Thor.

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

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

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

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

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

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

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

Odin sent Loki to speak with Thrym.

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

Thrym greeted him with a smile.

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

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

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

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

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

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

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

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

“Unless what?” Loki asked.

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

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

“What do I care?” said Thrym.

“It will never happen,” said Loki.

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

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

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

“What is that?” Odin asked.

“If Freya will agree to marry him.”

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

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

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

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

NAME: _____

4.5

TAKE-HOME

DATE: _____

Practice Conjunctions *and, but, and because*

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

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

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

1. *and*

2. *and*

3. *but*

4. *but*

5. *because*

6. *because*

NAME: _____

DATE: _____

Spelling Assessment

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

'ck' > /k/

'c' > /k/

'cc' > /k/

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

'k' > /k/

'ch' > /k/

_____	_____
_____	_____
_____	_____
_____	_____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

NAME: _____

DATE: _____

“A Plan Is Made”

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

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

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

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

A. happy

B. sad

C. angry

D. jolly

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

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

5. Predict how this plan will turn out.

NAME: _____

DATE: _____

“The Wedding Feast”

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

Page _____

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

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

Page _____

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

Page _____

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

NAME: _____

6.2

TAKE-HOME

DATE: _____

Dear Family Member,

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

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

Spelling Words

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

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

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

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

Student Reader

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

A Plan Is Made

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

At last, Loki spoke.

"Perhaps we could trick Thrym," he said.

"Go on," said Odin.

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

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

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

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

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

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

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

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

But Thor was having none of it.

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

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

Silence.

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

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

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

“Thor,” she said. “I know you don’t like the plan, but would you do it for me—and for Freya?”

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

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

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

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

“Pull!” shouted Frigga.

“I’m pulling as hard as I can!” replied Tyr.

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

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

“Take a deep breath,” said Loki.

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

“It’s no use,” said Tyr. “We’ll never make him look thin and **dainty**.”

“You’re right,” said Loki. “Let’s hope Thrym likes a **full-figured** woman.”

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

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

Loki got dressed as well.

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

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

The Wedding Feast

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

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

"Welcome, fair bride!" he called out.

Thor and Loki stepped out of the chariot.

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

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

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

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

"Urrrrrrp!"

Thrym was taken aback.

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

Loki saw the danger.

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

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

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

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

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

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

Loki changed the subject.

“Is the wedding present ready?” he asked.

“Yes,” said Thrym.

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

“I will, indeed,” said Thrym.

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

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

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

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

“If it pleases you, fair one,” said Thrym.

“It pleases me,” said Thor, still using his girlish voice. Then, lifting the hammer above his head and bursting out of his wedding dress, he called out in a voice like thunder, “IT PLEASES ME GREATLY!”

Boom! Smash! Crash! Thor threw his hammer every which way. Five minutes later, Thrym and all of his servants lay dead on the ground.

Loki and Thor went back to Asgard. There they told their story to the gods. For three days and three nights, the gods ate and drank to celebrate the return of Thor and his hammer.

NAME: _____

DATE: _____

“Balder, the Beautiful”

Circle *true* or *false*. Then, write the page number where you found the answer.

	Circle <i>True</i> or <i>False</i>		Page
Loki was jealous of Balder because everyone was paying too much attention to him.	True	False	
Balder had a nightmare about his death.	True	False	
Odin sent out two doves to see if Balder was in danger.	True	False	
Balder’s mother Frigga set out with a plan to protect him.	True	False	
Loki disguised himself as an old man and spoke to Frigga.	True	False	
Frigga decided the mistletoe was harmless because it didn’t even have roots of its own.	True	False	
Loki knew that mistletoe could hurt Balder.	True	False	

1. Why did Frigga want so much to protect her son? _____

Page _____

2. Who was Hel and what was she doing? _____

Page _____

3. What does the word **harm** mean in this sentence?

He knew there was almost nothing that could **harm** Balder.

- A. want
- B. hurt
- C. help
- D. warn

4. What do you think will happen next?

5. Compare Balder to Remus, the Roman character you learned about in Unit 4.

Remus		Balder
	Where did he live (setting)?	
	List some characteristics of each.	
	Who wanted to harm him most?	

Practice Conjunction *because*

Part 1: Read the following story and follow your teacher's instructions.

Paula's Morning

"Paula! Paula!" called Mother, "Get up!" Paula looked at the clock and jumped out of bed. It was 8:15, and Paula knew that was very late. She looked out the window. None of the other children were waiting at the bus stop. "Oh no! I must have missed my bus!" sighed Paula.

Paula quickly showered, brushed her teeth, grabbed her backpack, and raced downstairs. Mother was waiting to drive her to school.

When Paula arrived at school, classes had already started. That's when she realized her stomach was growling. Not only was she late for school, she had missed breakfast. Sadly, she hurried to her classroom. She hoped Mrs. Jones wouldn't be angry with her.

She quietly entered the classroom, and Mrs. Jones gave her a big smile and said, "Oh, Paula! We're so glad you're here today!" Paula knew it was going to be a good day after all.

Part 2: For each pair of sentences below, decide which part you need to write the conjunction *because* next to and then, write it on the appropriate blank. Use the word *because* in each pair just one time. Draw an X in the blank that doesn't need the word *because*. Remember to capitalize the first word in a sentence.

1. _____ light and sound are such interesting topics to learn about
_____ I can't wait to come to school to learn more!

2. _____ we can't go outside to play today
_____ it is raining too hard.

3. _____ the mirror in my bathroom has a big crack in it
_____ the reflection of my face looks funny.

4. _____ it's very cold in my room today
_____ the heater is broken.

5. _____ I couldn't play soccer this season
_____ I broke my ankle and am wearing a cast.

Balder, the Beautiful

Balder, one of the sons of Odin and Frigga, was the god who was most loved. He was beautiful, but he was also kind and friendly. He always had a smile on his face and the other gods smiled when they saw him. Everyone loved Balder—everyone except Loki.

One day, Loki noticed that nobody was paying any attention to him. They were too busy looking at Balder. Loki felt a great hatred welling up inside himself. He began to think about how he might get rid of Balder. He knew it would not be easy, because Balder's mother, Frigga, had gone out of her way to make sure her son was safe.

It had all started many years earlier, when Balder was young. One night Balder had a nightmare. He dreamed of his own death. But the dream was foggy and he could not tell how he died.

He told his mother, Frigga, about the dream. Frigga was frightened. She worried that the dream was a sign of things to come. She loved her son and wanted to protect him. She went to Odin and told him about the dream.

“Is Balder in danger?” Frigga asked.

“I will look into it,” Odin said.

Odin sent his two ravens out. They came back with alarming news.

“Hel, the goddess of the underworld, is making preparations,” said one of the ravens.

“She is preparing to receive one of the gods in the kingdom of the dead,” said the other.

“Which one?” asked Odin.

“That is more than we know,” said the ravens.

When Frigga heard this, she decided to take action. She decided that she would talk to everything in the world and make each thing promise to do her son no **harm**.

Frigga went and spoke to the rocks.

“Rocks,” she said, ”promise me you will do no **harm** to my son, Balder.”

“We will not fall on him,” said the rocks. “We promise.”

Frigga spoke to the water.

“Water,” she said, ”promise me you will do no **harm** to my son, Balder.”

“I will not drown him,” said the water. “I promise.”

Frigga kept going. She spoke to all of the animals and made them promise to leave Balder alone. She spoke with the trees as well.

Loki knew what Frigga had done. He knew there was almost nothing that could **harm** Balder. Many times he had watched the gods play a game. They would throw rocks at Balder and watch the rocks bounce off. Sometimes they even shot arrows at him. The arrows broke into pieces and fell to the ground at Balder’s feet. The gods laughed and laughed. But Loki did not laugh.

“There must be something that will not bounce off him,” Loki said. “I will find out what it is.”

Loki **disguised** himself as an old woman. He went to Frigga.

“Frigga,” Loki said. “I have heard **rumors**. I have heard that your son Balder is in danger. I am a mother myself. I wanted to warn you, mother to mother.”

“Thank you,” said Frigga, “but you need not worry about Balder. I have spoken with everything that might **harm** him. I have made them all promise not to **harm** him.”

“Has everything **sworn** to do him no **harm**?” Loki asked.

“Everything,” said Frigga. “Well, almost everything. When I was talking to the oak tree, I spotted a little sprig of **mistletoe** growing on the oak. I was about to ask it to promise not to **harm** Balder, but I decided not to bother. What could **mistletoe** possibly do to anyone? It’s such a tiny little plant! It hasn’t even got roots of its own, you know. It grows on other trees and clings to them, as helpless as a baby clinging to its mother!”

“Yes,” said Loki, “what could **mistletoe** do?”

But as he nodded his head in agreement, he was thinking, “**Mistletoe** will do much!”

NAME: _____

DATE: _____

“The Death of Balder”

1. What things did the gods throw at Balder that bounced off him?

Page _____

2. What does the word **raved** mean in the following sentence from the chapter?

When Frigga heard, she was in despair. She cried and **raved**.

- A. clapped slowly to herself
 - B. sang loudly for all to hear
 - C. talked wildly without making sense
 - D. ran quietly by herself
3. How did Loki trick Balder’s brother, Hod, into shooting an arrow at Balder?

Page _____

4. Write a new ending for the story in which Balder does not die when struck by the mistletoe arrow.

5. Compare the underworld in *Gods, Giants, and Dwarves* to the underworld in *Stories of Ancient Rome*.

<i>Gods, Giants, and Dwarves</i>	Underworld	<i>Stories of Ancient Rome</i>
	Goddess of the underworld?	
	Who went to see the goddess?	
	How did this person travel to the underworld?	
	What did the goddess say or do?	

Suffix Puzzles

Choose the best word to fit in the blank from the choices below it. Write the word in the blank.

Puzzle #1

Learning about Viking myths is interesting. I am so _____
(appreciative,
_____ appreciatively) that our teacher is guiding us through these stories. Odin had
tried to _____ help Loki in the past, but Loki finally went too far. He
(active, actively)
cut off Sif's hair. Odin sent Loki to ask the dwarves to make more golden
hair for Sif. The dwarves were very _____ and because Loki came
(creative, creatively)
up with an _____ way to flatter the dwarves, they made other gifts
(inventive, inventively)
for Loki to take to the gods to make up for his bad deed.

When Thor's hammer was stolen, the gods convinced Thor to work
_____ with Loki to get the hammer back. Their plan involved
(cooperative, cooperatively)
disguises and a fake wedding. When Thrym the giant brought the hammer
out at the wedding feast, Thor _____ answered Thrym's question
(expressive, expressively)
and burst out of his disguise, showing how angry he was that the hammer
had been stolen. Thor went back to Asgard and celebrated with the gods
that he had his hammer back.

Puzzle #2

I love going to the state fair. People find _____ ways to make
(creative, creatively)
different kinds of pies, jams, and other food. There are so many animals
with their owners _____ showing them. The _____ ribbons
(active, actively) (decorative, decoratively)
are placed on items entered into a variety of contests. The rides are so much
fun too! It takes so many people working _____ to make the
(cooperative, cooperatively)
fair run smoothly.

The Death of Balder

Mistletoe was the only thing that had not sworn to protect Balder. When Loki found this out, he went and got a sprig of mistletoe. He cut the mistletoe into the shape of an arrow.

Then, he went to find Balder.

He found Balder and the other gods playing their favorite game. They were tossing things at Balder and laughing as they bounced away.

But there was one god who sat apart and did not join in the game. It was one of Balder's brothers, a god named Hod.

"Hod," said Loki, "why are you just sitting there? Why don't you join in the fun?"

"Loki," said Hod, "you know I'm blind. How can I throw things at Balder when I can't even see him?"

"Here," said Loki, taking Hod by the hand. "I will help you. Place this arrow on the bow. I will point you in the right direction."

Loki guided Hod into position and told Hod to shoot the arrow. The sprig of mistletoe sped through the air, and, to everyone's amazement, struck Balder in the chest. Balder fell to the ground.

"What has happened?" cried Hod. "Did the arrow bounce off? Was it funny? What are you doing, brother? Are you playing at being dead?"

But Balder was not playing. He was really dead.

Loki smiled an evil smile. Then, he sneaked away.

When Frigga heard, she was in **despair**. She cried and raved.

"I will not let my son go to the underworld!" she swore. "I will not let Hel have him!"

The gods sent Hermod [HAER-mood], another of Balder's brothers, to talk to Hel, the goddess of the underworld. Odin loaned Hermod his eight-legged **steed**,

Sleipner [SLEP-neer].

Hermod rode to the underworld.

Hel said that the gods could have Balder back—but only if every living thing in the world **mourned** for him.

Hermod mounted Sleipner and rode back to tell the gods.

Odin sent word: all things were to **mourn** for Balder.

Throughout all the halls of Asgard, the gods **mourned** for Balder.

Tyr went to Valhalla, where the bravest men from Earth feasted, waited upon by the Valkyries.

“Warriors!” Tyr called. “Valkyries! Hear me! Odin asks that you all join us in **mourning** for Balder.”

All the men on Earth **mourned**. The animals **mourned**. The plants **mourned**, too.

All things **mourned** for Balder—all except for Loki. He disguised himself as an old lady and appeared before Hermod.

“Good day, old lady,” said Hermod. “I trust you will join us in weeping for Balder?”

“I will not,” said Loki. “What do I care for Balder? Let Hel have him!”

That was it. The old lady had refused to **mourn** for Balder. Hel refused to let him return to the world of the living.

The gods placed Balder in a boat. Then, they set the boat on fire and shoved it out on the water.

As the flames rose into the sky, Frigga wept for the loss of her child. Her tears flowed freely, but tears would not bring Balder back. Nothing could bring him back.

NAME: _____

DATE: _____

“Loki’s Punishment”

1. Why did the gods vow to hunt Loki down and punish him?

Page _____

2. Why do you think Odin had defended Loki for so long?

3. Describe the setting where the gods took Loki to punish him and tell why that setting is important to the chapter.

Page _____

4. Put these statements in the correct order to show what happened in the chapter:

_____ Loki's wife Siguna came to help Loki.

_____ Loki disguises himself as a salmon.

_____ Siguna says, "For the moment, we are beaten."

_____ The gods lost all patience with Loki.

_____ Thor captured Loki.

_____ Siguna caught the drops of poison in a cup.

5. Write a different ending in which Loki escapes at the end of the chapter.

NAME: _____

DATE: _____

Build Sentences with the Conjunction *because*

Add adjectives and adverbs to the first set of rows. Add simple sentences to the second set of rows to answer the question *why*. Choose from your list to create two new, more interesting sentences using the conjunction *because*.

Starter Sentence: The puppy ran.			
Adjectives to describe the puppy	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
Simple sentences that answer the question, “Why did the puppy run?”			
1.			
2.			
3.			
4.			

New sentences:

1. _____

2. _____

Starter Sentence: My mother smiled.			
Adjectives to describe my mother	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
Simple sentences that answer the question, “Why did my mother smile?”			
1.			
2.			
3.			
4.			

New sentences:

1. _____

2. _____

Loki's Punishment

In time, the gods found out what Loki had done. They learned that it was Loki who had visited Frigga in disguise and found out about the mistletoe. It was Loki who had made the arrow and convinced blind Hod to shoot it at Balder. It was Loki, disguised as an old woman, who had refused to weep for Balder and kept him from returning to the land of the living.

Loki had been in trouble many times before. He had done all sorts of bad things. But he had never done anything quite so evil. The gods had lost all **patience** with him. Even Odin, who had defended Loki so many times in the past, refused to speak for him. The gods **vowed** to hunt him down and punish him.

Loki disguised himself as a salmon. He swam in the rivers. The gods tried to catch him but Loki leaped out of their nets and escaped. At last, Thor caught him. He grabbed him in midair. Loki struggled, but Thor held him tight with his powerful hands.

The gods took Loki, who was no longer disguised as a salmon, to a cavern deep underground. They chained him to the rocks. They took a **serpent**, whose mouth dripped with poison, and fastened it to the roof. Drops of poison fell out of the **serpent's** mouth and landed on Loki.

Loki was in terrible pain. The poison dripped all night and all day and each drop stung like a knife **wound**. Loki, the giant who had lived in Asgard with the gods, **writhed** in **agony** on the floor of the cave.

Loki went on suffering until his wife Siguna heard about his troubles. Loki had treated Siguna badly, but she still loved him. She left Asgard and went to live with Loki in the cavern. She stood next to her husband, with a cup in her hand. She caught the drops of poison in the cup to keep them from falling on Loki. Loki still suffered, especially when Siguna had to empty the cup, but his suffering was much reduced.

As Loki lay in the cavern, Siguna whispered to him and soothed him. She

reminded him of **prophecies** they both knew, **prophecies** about Ragnarok [ROG-no-rok] and the fall of the gods.

“For the moment, we are beaten,” she said. “The gods in Asgard rejoice at their **triumph** over you. But they know that the day is coming. They have heard the **prophecies**. They know as well as you and I that the final battle, the battle of Ragnarok, is coming.”

Siguna paused to toss a cup of poison away. Loki **writhed** in pain as two drops of poison fell on him. Siguna soothed him and began again.

“When Ragnarok comes, Yggdrassil [EEG-dro-sil], the tree that holds up the world, will tremble. The giants will rise and fight against the gods. A great eagle with a white beak will shriek in the sky. Your son, Fenrir the Wolf, whom they keep chained in a cavern like this one, will break his chains and attack the gods themselves. He will swallow up Odin himself. Meanwhile, Jormungand [YOR-mun-gond], the mighty **serpent** whose body encircles the earth, will do battle with Thor—and Thor will not escape his **fate**. None of the gods will escape! All of them will die! The sun will darken. Earth will sink into the sea. The stars will vanish. The world will be destroyed!”

NAME: _____

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

'c' > /s/

'se' > /s/

'sc' > /s/

's' > /s/

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

'ss' > /s/

'st' > /s/

'ce' > /s/

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

Cause and Effect: Conjunction *because*

Draw two lines under the word *because* to show it is a conjunction. Decide which of the two simple sentences happened first and write the word Cause over top of it. Decide which simple sentence happened second and write the word Effect over top of it. Answer the question in a complete sentence.

Cause

Effect

Because my friend was sick, he couldn't come to my birthday party.

Why couldn't my friend come to my birthday party?

My friend couldn't come to my birthday party because he was sick.

1. I saw that movie four times because it was so funny.
Why did I see that movie four times?

2. Mom scolded my little sister because she didn't pick up her toys.
Why did Mom scold my little sister?

Decide which simple sentence happened first and write the word Cause over top of it. Decide which simple sentence happened second and write the word Effect over top of it. Add the word *because* before the simple sentence that happens first and is the cause; join the two sentences and write them as a new sentence including the word *because*.

Cause

Effect

I forgot to clear my dishes off the table. I wasn't allowed to go watch TV.

Because I forgot to clear my dishes off the table, I wasn't allowed to watch TV .

1. Carrots are my favorite vegetable. I asked for them for lunch.

2. I asked for a new book. New books are such fun!

NAME: _____

DATE: _____

Add adjectives and adverbs to the first set of rows. Add simple sentences to the second set of rows to answer the question *why*. Choose from your list to create a new, more interesting sentence using the conjunction *because*.

Starter Sentence: The kitten purred.			
Adjectives to describe the kitten	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
Simple sentences that answer the question, “Why did the kitten purr?”			
1.			
2.			

New sentence:

1. _____

NAME: _____

DATE: _____

Nouns, Verbs, and Adjectives

Reminder:

- Nouns = words that name a person, place, or thing
 - Common nouns = words that name in general terms, not capitalized
 - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

1. Dancers are lovely and graceful.
2. Sophia's yard is small and fenced.
3. Apple trees were once small, brown seeds.
4. Penguins like cold climates.
5. Joe read the enjoyable story about kind pirates.
6. The author read a scary chapter from her new book.
7. Some tired sailors mopped the messy deck.
8. Today, people watch huge whales from rented boats.
9. The warm bread and sweet cheese tasted great!
10. The green hoses of the weary gardeners looked like slithery snakes.

NAME: _____

DATE: _____

Subjects and Predicates

Sentences have two parts:

- the subject, which tells who or what the sentence is about
- the predicate, which tells what the subject is or does

Draw a vertical line separating the subject and predicate.

1. Their large eyes hunt for tasty insects.
2. Chris made the lunch for the birthday party.
3. Leah planned the tricky experiment.
4. My relatives are visiting for the weekend.
5. The teacher helps her students all day.
6. An ivy plant makes a nice gift.
7. Dad told his daughter thank you.
8. The members of the club knew the Smiths well.
9. The president begins the meeting with a funny story.
10. That girl calls her mother each hour.

Practice Parts of Speech, Subjects and Predicates

Reminder:

- Nouns = words that name a person, place, or thing
 - Common nouns = words that name in general terms, not capitalized
 - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns
- A complete sentence has a subject and a predicate. The subject noun tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around the adjectives and an arrow from the adjectives to the nouns they describe.

1. Those two children sang a happy tune.
2. Four quiet girls giggled in the corner.
3. Her parents planned the trip to the ocean.
4. Lori can float the longest of all of her friends.
5. The rain hammered down on the tin roof.
6. My grandmother called me on my birthday all the way from Alaska.
7. Mrs. Stone drove Charlie to the zoo.

8. James pitched the tent next to Kenan's tent.
9. Woodpeckers peck away at the gutters on my house.
10. The angry hawk flew away after the loud noise.

Complete Sentences vs. Fragments

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.

If the group of words is a complete sentence, write 'yes' and add the correct punctuation to show that it is a sentence. If the group of words is a fragment, write 'no'. On the blanks on the back, change the fragments into complete sentences by adding either a subject or predicate, depending on which is missing.

	yes	no
1. Ran all the way to school		
2. Bob and Tom are twins		
3. The furry puppy licked my hand		
4. Was the silliest thing		
5. Red, brown, and yellow		
6. Do you want to come to my house		
7. The storm clouds overhead		
8. Yellow and orange peaches		
9. Stars twinkle in the sky		
10. Hummed the song for an hour		

Sentences vs. Fragments

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.

If the sentence is complete:

- circle “complete”
- add the correct end punctuation

If the sentence is incomplete:

- circle “incomplete”
- circle which part of the sentence is missing, the subject or the predicate

1.	Parrots in the jungle	complete	incomplete	subject	predicate
2.	Helicopters landed here	complete	incomplete	subject	predicate
3.	He became famous	complete	incomplete	subject	predicate
4.	Is her favorite activity	complete	incomplete	subject	predicate
5.	The moon shone above	complete	incomplete	subject	predicate
6.	I run to my class	complete	incomplete	subject	predicate
7.	Have loved her dancing	complete	incomplete	subject	predicate
8.	Gulls are sea birds	complete	incomplete	subject	predicate
9.	Drink at water holes	complete	incomplete	subject	predicate
10.	The bird’s feathers	complete	incomplete	subject	predicate

Change Fragments and Run-On Sentences into Simple Sentences

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.
- A run-on sentence is made up of two simple sentences run together that need to be split into two simple sentences.

Add either a subject or a predicate to the following fragments to make complete sentences. Remember to include capital letters and end punctuation.

1. is their favorite food

2. Adam and his brother

3. are their friends

4. told me to jump up and sing

Split the following run-on sentences into two simple sentences. Remember to begin each simple sentence with a capital letter and end each with the proper punctuation.

5. Colorful leaves are found on the trees we like to play in them when they fall to the ground.

6. My cousin is a great basketball player she can slam dunk the ball.

7. Are you hungry we could go get lunch.

8. The math lesson today was really easy I love math so much.

NAME: _____

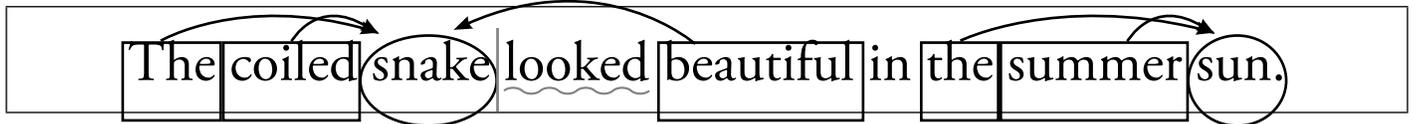
DATE: _____

Grammar Review

Reminder:

- Nouns = words that name a person, place, or thing
 - Common nouns = words that name in general terms, not capitalized
 - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.

Part 1: Mark parts of speech in the following sentences. Circle nouns, box adjectives, and draw arrows to the nouns they describe. Draw wiggly lines under verbs. Separate sentences into subject and predicate with a vertical line.



1. Many curious people watch the night sky.
2. The talented baseball player hit the baseball over the high wall.
3. The tired athlete puts his warm-up suit and track shoes into a tattered black bag.

Part 2: Change the following fragments into simple sentences. Remember to include correct punctuation and capitalization.

4. a good interviewer _____

5. mixes the flour and butter well to make cookies _____

6. the colorful, hand-painted portrait _____

Part 3: Change the following run-on sentences into two simple sentences. Remember to include correct punctuation and capitalization.

7. The swimmer set a new world record he is a great swimmer.

NAME: _____

DATE: _____

Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter *S* below each subject and the letter *P* above each predicate.
- draw two lines under the conjunction *and*

Then write “Yes” on the line if the sentence is a compound sentence, or write “No” on the line if the sentence is not a compound sentence.

Example: The turtles and fish | swim in the pond. No
 S P
 S

1. We eat spaghetti and meatballs for dinner. _____
2. I asked her a question, and she answered it. _____
3. We met my grandparents and my cousins at the beach. _____
4. My sister got a new sweater, and I got new shoes. _____

Write the letter 'S' over the subjects and the letter 'P' over the predicates in each simple sentence. Draw a line to separate the subject and predicate in each simple sentence. Then, join the two simple sentences together using the conjunction and to make a compound sentence. Draw two lines under the word and to show that it is a conjunction.

S P S P

Example: My brother | takes piano lessons. I | take guitar lessons.

My brother takes piano lessons, and I take guitar lessons.

5. We went to the park. I collected leaves.

6. It was cold outside. My mother told us to wear coats.

7. I asked for roller skates. My sister asked for a skateboard.

Identify Topic and Concluding Sentences

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Food stores are organized in ways that make lots of sense. Around the outside walls of the store are the areas that have counters where people work to prepare food and make things for shoppers to buy. You will find the bakery where the bakers are cooking up wonderful smelling cookies and cakes. Next, workers are making yummy sandwiches and serving salads to shoppers. There is even a person arranging lovely flowers into vases. On the inside rows of the store are the cans and boxes of foods for people to buy. It is so smart the way food stores are laid out!

Puzzles are my very favorite toy to play with when I have nothing else to do. I love the shapes and colors of the pieces and the pictures they make when the puzzle is finished. It is so much fun to connect all of the outside pieces first and then try to fill in the middle. Watching the puzzle picture appear from the pieces as I put the puzzle together is a fun sort of magic. Puzzles fill up my time in very neat ways.

Kittens are the funniest and cutest little animals on earth. I enjoy watching them scamper about, chasing things only they can see. They love to reach out to grab a ball or a piece of yarn and really have fun when their claws catch them. Their little eyes dart from this to that, noticing all that moves around them. I could watch a kitten play for hours and just laugh!

Organize a Paragraph

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then number the remaining sentences that provide supporting details in the correct order.

___ Next, spread the peanut butter on one slice of bread and the jelly on the other slice of bread.

___ Making a peanut butter and jelly sandwich is an easy thing to do.

___ First, get out a plate, the bread, the peanut butter, the jelly, and a knife and place them all on a counter.

___ Before you know it, you are ready to sink your teeth into your yummy sandwich!

___ Put your two pieces of bread together to make a sandwich.

Write Topic and Concluding Sentences

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Read the sentences that go with each topic. Then write a topic sentence and a concluding sentence for each topic. Remember to indent the topic sentence.

Topic: Friends

Sally and John are friends of mine because they are nice. They treat me kindly and always ask me to join in their games. Sometimes we play on the swings and sometimes we play ball. Other times we just sit and talk with each other.

Topic: Ice Cream

Chocolate and strawberry are my favorite flavors. I love the way the flavors melt in my mouth and cool me off on a hot day. Sometimes I put toppings like nuts or whipped cream on my ice cream. Ice cream is yummy in my tummy!

Irrelevant Sentences in Paragraphs

Reminder:

- An irrelevant sentence is one that does not relate to the topic sentence in a paragraph.

Each paragraph has a topic sentence, followed by additional sentences. However, there is a sentence that does not relate to the topic sentence. Draw a box around the topic sentence of each paragraph. Cross out the irrelevant sentence in the paragraph. Draw a circle around the concluding sentence.

Apple pie is my favorite dessert. I love the flavor of the cinnamon and the warm apples. I especially love to add a big scoop of icy cold vanilla ice cream on the side. Peach pie is made of peaches. If we had apple pie every night for dessert, I would be a happy person!

When Robin comes to babysit me, I am so thrilled. She reads stories to me and uses so many funny voices when she reads. She likes to play board games with me and sometimes I think she even lets me win. She is such a kind person who is a joy to be around. My brother's name is Jack. I hope Robin can come again soon to take care of me.

Irrelevant Sentences

Reminder:

- An irrelevant sentence is one that does not relate to the topic sentence in a paragraph.

For each paragraph, draw a box around the topic sentence and cross out the sentence that does not stay on the topic. Circle the concluding sentence.

Fruit comes in all shapes and colors. Some fruits are red and round like apples. Some are yellow and long like bananas. I like playing in the park during the summer. Other fruits, like grapes, are small, green, and sweet. The bright colors of fruits make me want to eat them up!

Keeping my desk neat at school really helps me to do well. My reader and papers are stacked up in piles and my pencils and crayons are in my pencil box. I like recess the best when I can go out and play on the playground. My 3-ring binder is always where it should be in my desk. When I need to find something in my desk quickly, it is easy when everything is in its place.

Sentence Order and Titles in Paragraphs

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Number the sentences in order to make good paragraphs and add titles to your paragraphs. Make sure you number the topic sentence as first and the concluding sentence as last.

Paragraph #1:

_____ After reading the introduction, I like to look through the pictures before I decide on a book.

_____ Checking the right book out of the library can take more than just looking at the front cover.

_____ First I like to read the introduction to the book on the inside front cover.

_____ Finally, reading the first paragraph or two can help me decide if the book is right for me.

_____ The captions under the pictures can also help me to discover what the book is about.

_____ Checking out a book that doesn't interest me is not much fun so it's worth it to look closely.

Now add a title to your paragraph: _____

Paragraph #2

_____ Chocolate chips are then added to the batter.

_____ Before you begin, turn on the oven to the correct temperature.

_____ Chocolate chip cookies right out of the oven are the best ever!

_____ When the timer rings, carefully take the pan of cookies out of the oven.

_____ Next, take the cookies off the cookie sheet.

_____ Get out bowls and mix up the batter, adding flour, eggs, sugar, and baking soda.

_____ Put the filled baking sheet in the oven and set the timer.

_____ Enjoy eating your warm, gooey cookies!

_____ Baking chocolate chip cookies is so easy and they make everyone happy.

_____ When the batter is ready, place teaspoonfuls on a cookie sheet.

Now add a title to your paragraph: _____

Paragraph Writing

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Sally's new umbrella came in very handy yesterday. As Sally got ready for work that morning, she listened to the weather forecast on the radio, which said rain was likely. Walking out the door, she grabbed her umbrella and then walked to work. About noon, the skies opened up and it began pouring. When it came time to walk home, Sally was very pleased she had listened to the forecast because she walked home under her umbrella, dry and comfortable. Umbrellas sure are handy things to have!

Building a snowman is so easy and so much fun! First, you begin with a small snowball and you roll it around the yard, all the while picking up more and more snow. Your small snowball is quickly a large snowball, large enough to be the base of your snowman. Next, you do the same to make a second large snowball, though one that is just a bit smaller than the first one and you set it on top of the base. Then, you make a third snowball that is the smallest of the three and set it on top of the second snowball. Last, you add a hat, a carrot for a nose, rocks for the eyes and mouth, and sticks for the arms. Your snowman is complete, and wasn't that a blast?

Painting a landscape scene is difficult but very rewarding. First, you need to choose a setting to paint. Then, you should look carefully at the landscape, noticing the trees, hills, ponds, birds, flowers, and whatever else is a part of your setting. It is wise to paint slowly and not try to complete everything at once. As you paint more and more parts of your setting, you will see the painting nearly come to life. When you have finished, you will have a beautiful landscape scene that you could frame and either hang on your wall or give away as a thoughtful gift. Painting a landscape is a wonderful activity.

Past, Present, and Future Tenses

Reminder:

- The **present tense of a verb** tells what the subject is doing right now.
- The **past tense of a verb** tells what the subject already did.
- The **future tense of a verb** tells what the subject will do later.

Draw a wiggly line under the verbs in each sentence. Remember, future tense has the word *will* preceding the verb. Then, write the words *present*, *past*, or *future* on the line after the sentence.

1. We learned about the classification of animals earlier this year. _____
2. The princess will marry the prince at the end of the fable. _____
3. The students studied reading after grammar. _____
4. After supper, we will eat the chocolate cake. _____
5. Before we know it, we will become fourth graders! _____
6. I wish for a pet fish. _____
7. Mark played his guitar all day yesterday. _____
8. My friends and I love hamburgers. _____
9. Grandpa wrote poems for me when he was a little boy. _____
10. Alexander Graham Bell invented many things in his lifetime. _____

Fill in the blanks with the correct form of the verb listed.

1. Dora _____ the shampoo out of her hair. (*rinse*, past tense)

2. Robin and Rosie _____ hopscotch on the weekend. (*play*, future tense)
3. Mrs. White _____ us a story this afternoon. (*read*, future tense)
4. The talented artists _____ the animals to look life-like. (*draw*, past tense)
5. That pen _____ to Sally! (*belong*, present tense)

Fill in the following chart:

Present tense	Past tense	Future tense
Sam jumps.	Sam jumped.	Sam will jump.
	The boys giggled.	
I want.		
	We worried.	
		The kitten will scratch.
The fire burns.		
	The children laughed.	
		Mother will bake.
Grandma writes.		

Practice the Verb *to have*

Present and Past Tense of the Verb <i>to have</i>	
Singular	Plural
I <i>have, had</i> a plan.	We <i>have, had</i> a plan.
You <i>have, had</i> a plan.	You <i>have, had</i> a plan.
He, She, It <i>has, had</i> a plan.	They <i>have, had</i> a plan.

Write the correct word on the blank in each sentence.

- Frank and Fred _____ an art gallery.
(have, has)
- Frank _____ the ability to paint beautiful portraits.
(have, has)
- Their shop _____ many rooms with walls covered with paintings of all shapes and sizes.
(have, has)
- My family and I _____ taken many trips to see their gallery.
(have, has)
- _____ you ever seen Frank and Fred's gallery before?
(Have, Has)

Rewrite the five sentences above so that the verb *to have* is in past tense.

- _____

2. _____

3. _____

4. _____

5. _____

Irregular Verbs (*say, make, go, take, and come*)

Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is *present tense*, *past tense*, or *future tense*.

Example: Last Friday, we _____ said _____ (say) "hello" to our new friends. past present future

Tomorrow, we will say 'goodbye' to our new friends. past present future

1. One week from today, I _____ (make) my first cake. past present future

_____ past present future

2. Last week, I _____ (go) to visit my grandmother. past present future

_____ past present future

3. Today, I _____ (take) my sister with me to the store. past present future

_____ past present future

4. Mary always _____ (come) to see me today. past present future

_____ past present future

5. You _____ (say) you like to ride bicycles, so let's go. past present future

_____ past present future

Write sentences using provided subjects and verbs.

1. subject: Cindy

verb: *make*, past tense _____

2. subject: They

verb: *go*, future tense _____

3. subject: The purple cow

verb: *come*, present tense _____

Irregular Verbs (*see, bring, mean, speak, and draw*)

Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is *present tense*, *past tense*, or *future tense*.

Example: Last Friday, we _____ saw _____ (see) the circus clowns perform.

past present future

Tomorrow, we will see the clowns perform at the circus.

past present future

1. Next week, I _____ (bring) my uncle to your house.

past present future

_____ past present future

2. Last week, I _____ (speak) in front of the whole school.

past present future

_____ past present future

3. Today, I look at my spelling worksheet and I

_____ (see) it is easy.

past present future

_____ past present future

4. Mark always _____ (mean) what he says.

past present future

_____ past present future

5. You _____ (draw) great pictures yesterday on the board. past present future

_____ past present future

Quotation Marks

Reminder:

- Quotation marks are punctuation marks used to show exactly what a person says or has said.

Rewrite the following sentences, adding the correct punctuation and capitalization.

1. tommy yelled i'm so happy that it is saturday

2. the child chased her puppy around the corner and said please come here

3. do you like painting or drawing better our art teacher asked

4. you are my very best friend remarked sam

Circle the letter of the sentence that has the correct punctuation and capitalization.

1. I learned to speak English by listening to my parents said mary
 - A. "I learned to speak English by listening to my parents." said Mary.
 - B. "I learned to speak English by listening to my parents said Mary."
 - C. "I learned to speak English by listening to my parents said," Mary.
 - D. "I learned to speak English by listening to my parents," said Mary.

2. Mr. Brown asked do any of you speak another language
 - A. "Mr. Brown asked, do any of you speak another language."
 - B. Mr. Brown asked, "do any of you speak another language?"
 - C. Mr. Brown asked, "Do any of you speak another language?"
 - D. "Mr. Brown asked, Do any of you speak another language?"

3. how does your body make all of those different sounds she asked
 - A. "how does your body make all of those different sounds," she asked.
 - B. "How does your body make all of those different sounds? she asked?"
 - C. "how does your body make all of those different sounds?" she asked?
 - D. "How does your body make all of those different sounds?" she asked.

Adverbs that Tell *when* and *where*

Reminder:

- Adverbs can tell when an action happens and where an action happens.

Choose the adverb that best fits in each blank and write it in.

weekly

always

last

after

sometimes

We visit my grandfather _____. We _____ go on Sunday afternoon. I like to bring books _____ and read them to him. When I do bring books, he asks me to read my favorite book _____. He knows I will be excited about it and read it well at the end. _____ I read my books to him, we have dinner.

Write a sentence using each adverb.

1. *recently*

2. *tomorrow*

Choose the adverb that best fits in each blank and write it in.

there	home	already	outside
-------	------	---------	---------

My brother and I ran _____ to look for our friend. We did not see anyone so we walked _____. When we got _____, we saw a note on the door. It was from David and said “Meet at my house, and we’ll go to the park together!” We got to David’s house and another note said he had _____ gone to the park. We found him at the park and played until it got dark!

Write a sentence using each adverb.

1. *never*

2. *inside*

NAME: _____

DATE: _____

Build Sentences

Read each simple sentence. Then brainstorm adjectives, adverbs, and synonyms that you might add to the sentence, and write these words in the boxes provided. Then write a new, more interesting sentence in the blank space provided, using some of the adjectives, adverbs, and synonyms.

Starter Sentence: The kitten woke.			
Adjectives to describe the kitten	Adverbs to describe how the kitten woke	Adverbs to describe when the kitten woke	Adverbs to describe where the kitten woke
Synonyms for woke			

New Sentence: _____

Starter Sentence: **The elephant walked.**

Adjectives to describe the elephant	Adverbs to describe how it walked	Adverbs to describe where it walked	Adverbs to describe when it walked
Synonyms for walked			

New Sentence: _____

Starter Sentence: **The children sang.**

Adjectives to describe the children	Adverbs to describe how they sang	Adverbs to describe where they sang	Adverbs to describe when they sang
Synonyms for sang			

New Sentence: _____

Conjunction *but*

Reminder:

- A conjunction is a part of speech used to connect words or groups of words.
- The conjunction *but* is used to connect groups of words. It signals that “something different,” such as a different idea, will come after the *but*.

Create compound sentences by connecting the two simple sentences with the conjunction *but*. Draw two lines under the conjunction and label the subjects with the letter ‘S’ and the predicates with the letter ‘P’.

1. Marshmallows are fun to melt. They can make a mess.

2. The day is sunny and beautiful. The sky is getting dark off in the distance.

3. My new kitten is very naughty. I laugh at her so often.

4. This grammar homework seems very easy tonight. I'm going to do my best and not hurry.

5. The salesman knocked on our door. We were out of town.

Create the second part of a compound sentence using the conjunction *but*.

1. David likes peanut butter and jelly sandwiches, but

(Hint: Think about a family member who likes a different kind of sandwich.)

2. Lulu loved the book she just read, but

(Hint: Think about a friend who read the same book but who had a different idea about it.)

Prefix *un-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *un-* means “not.”

Choose the best word to complete the sentence and write it on the line.

1. It is time for math so I am _____ to finish my reading assignment at the moment.
(able, unable)
2. Broken glass on the playground is _____.
(safe, unsafe).
3. I poured two glasses of milk and I did an excellent job of making sure the amount of milk in each was _____ so you and I would get the same amount.
(even, uneven)
4. Adding another flag to our model of the historic fort is _____ because we already have the only two flags that are supposed to be there.
(necessary, unnecessary)
5. Steven is feeling _____ enough to go to soccer practice today after missing the last two due to illness.
(well, unwell)
6. She was very _____ with the grade she earned on her science test because she studied very hard and thought she did much better than the grade indicated.
(happy, unhappy)

Add the prefix to the root word to make a new word. Write the meaning of the word.

1. Root Word: known Meaning: understood or recognized

un- + known = _____

Meaning: _____

2. Root Word: covered Meaning: had something over or on top of to protect or
hide it

un- + covered = _____

Meaning: _____

Prefix *non-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *non-* means “not.”

Choose the best word to complete the sentence and write it on the line.

1. All _____ things need food and water to survive.
(living, nonliving)
2. Allie is allergic to milk and dairy products so she drinks _____ milk made from soy.
(dairy, nondairy)
3. The chapters in *Gods, Giants, and Dwarves* are _____ selections of Norse myths.
(fictional, nonfictional)
4. My dad approached the hurt dog in a _____ way so it wouldn't try to bite him while he tried to help.
(threatening, nonthreatening)
5. After using it to wipe up the spilled bottle of juice, the paper towel became _____ and I had to get a new one to finish cleaning up.
(absorbent, nonabsorbent)
6. David looked at me without speaking to make a _____ agreement to let our young cousin play the new video game first.
(verbal, nonverbal)

Add the prefix to the root word to make a new word. Write the meaning of the word.

1. Root Word: flammable Meaning: able to be set on fire or burn quickly

non- + flammable = _____

Meaning: _____

2. Root Word: judgmental Meaning: tending to judge people too quickly or harshly

non- + judgmental = _____

Meaning: _____

NAME: _____

DATE: _____

Prefixes *un-* and *non-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefixes *un-* and *non-* both mean “not.”

Write a sentence using the word.

1. Word: *unhappy*

2. Word: *nonliving*

3. Word: *unsafe*

4. Word: *nonthreatening*

5. Word: *nonverbal*

6. Word: *unsure*

7. Word: *uneven*

8. Word: *nonfictional*

Prefix *re-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *re-* means “to do again.”

Write the letter next to each word to match the word to its meaning.

- | | |
|---------------|--|
| _____ rewrite | A. to put things into a container again |
| _____ redo | B. to report information again |
| _____ reload | C. to make letters, words, or numbers again or create something to be read again |
| _____ rename | D. to complete or perform an action again |
| _____ refill | E. to label something again |
| _____ retell | F. to look at again |
| _____ review | G. to make something full again |

Choose the right word to complete each sentence and write it on the line.

refill

review

redo

rename

retell

1. Our teacher told us to _____ our answers before turning in the test.
2. I have to _____ my water bottle before soccer practice because my sister drank what was in it.
3. Rachel's mother asked her to _____ the story of how she thinks she lost her lunchbox at school.
4. He wants to _____ the flag for his report on Australia because he thinks he can make it even better.
5. The city decided to _____ a street in honor of an important member of the community and unveiled the new sign.

Prefix *pre-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *pre-* means “before.”

Use the clues to complete the crossword puzzle.

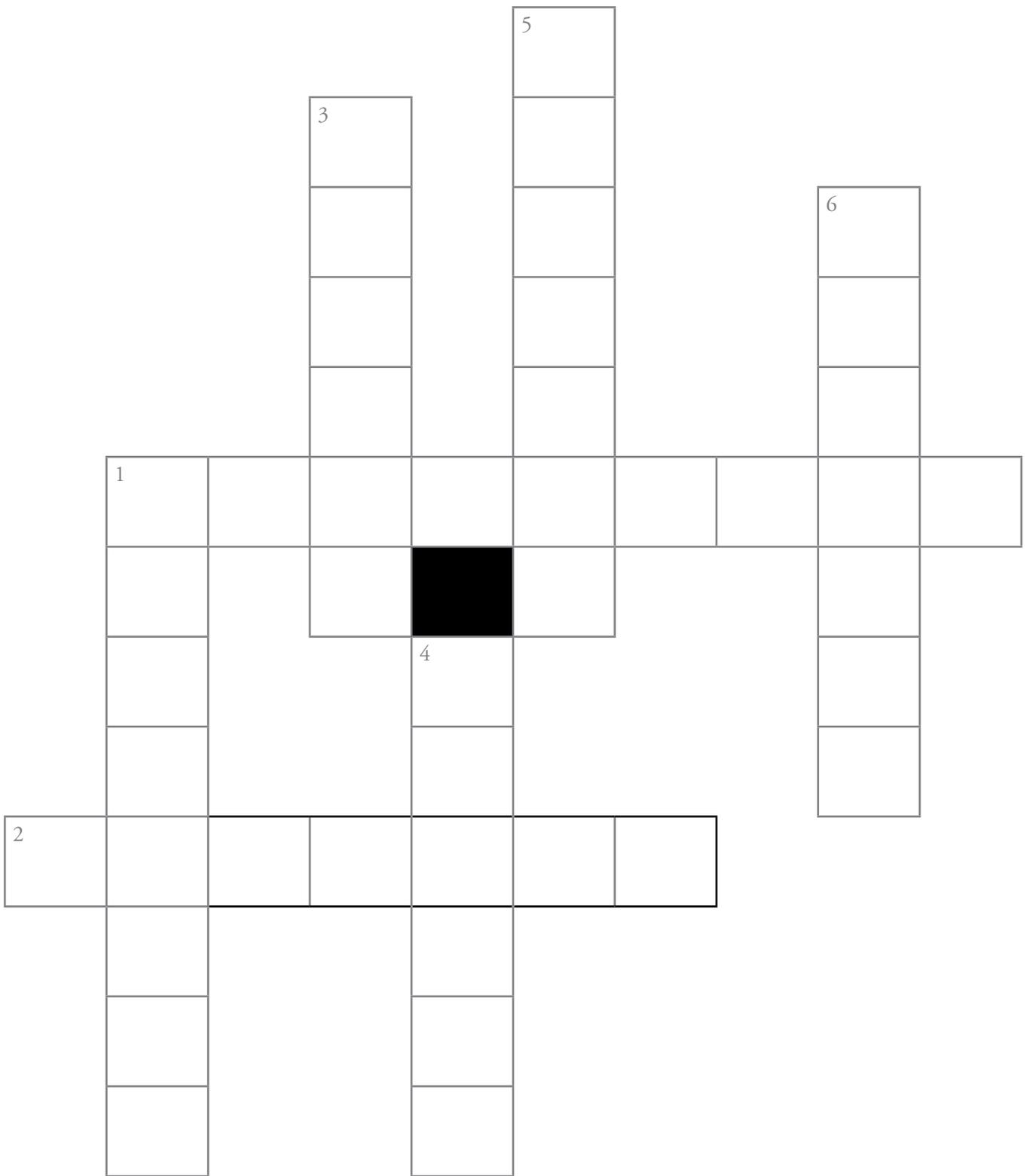
precook preselect preprint preheat preset preview prepay

Across

1. to choose before
2. to make warm or hot before

Down

1. to use a machine that makes pages of words or pictures before
3. to arrange before
4. to give money for something before
5. to look at before
6. to prepare food before



Prefix *re-* and *pre-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *re-* means “to do again” and the prefix *pre-* means “before.”

Choose the best word to complete the sentence and write it on the line.

1. Dad decided to _____ the car for our day trip to the mountains while we finished our breakfast.
(load, reload)
2. Ross chose to _____ the class notes before he got to school so he could look them over and be ready for the lesson.
(reprint, preprint)
3. The recipe says to _____ the oven to 400 degrees while you prepare the batter for the muffins.
(preheat, reheat)
4. He wants to _____ one part of the wall with paint where someone smudged the first coat.
(do, redo)
5. The lady in the store said we could _____ for the book before it arrived and pick it up when it came.
(prepay, repay)
6. I would like to _____ my thank you note to Grandma because I forgot to add one thing.
(write, rewrite)

Write a sentence using the word.

1. Word: *refill*

2. Word: *preset*

Prefix *dis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *dis-* means “not.”

If the sentence shows an example of the correct meaning of the underlined word, write **yes** on the blank that follows. If the sentence does not show an example of the correct definition of the underlined word, write **no**.

1. Miss Sullivan had to disconnect the printer from the computer to move both items to a new spot in the front corner of the classroom. _____
2. Our puppy will disobey me by sitting when I tell him to sit and staying when I tell him to stay. _____
3. Mom might disapprove if I finish my homework before playing soccer at the park. _____
4. The neighbors across the street dislike people parking in front of their house and blocking their driveway. _____
5. She and I disagree on whether our history presentation should be about ancient China or ancient Egypt. _____

Write a sentence for each word like the ones above that you can answer with **yes**.

1. *distrust*

2. *dislike*

Prefix *mis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *mis-* means “wrong.”

Replace each underlined meaning with the word that matches it. Write the word, the part of speech, and the prefix under each sentence.

misunderstand misused misjudged misspell misbehave misplaced

1. My younger brother did something wrong with the tape and covered his book with the entire roll of tape.
Word: _____ Part of Speech: _____
Prefix: _____
2. Our teacher said it is possible to know the wrong meaning of double-digit subtraction so we would be spending a lot of time practicing how to do it.
Word: _____ Part of Speech: _____
Prefix: _____
3. On the field trip, Sam put in the wrong location his lunch, so I shared some of mine with him.
Word: _____ Part of Speech: _____
Prefix: _____

4. He did not write the letters in the wrong order any words on the last two spelling assessments!
Word: _____ Part of Speech: _____
Prefix: _____
5. Mom made sure to explain why it was important not to act wrong at the reception for Dad's promotion at work
Word: _____ Part of Speech: _____
Prefix: _____
6. Heather formed a wrong opinion about how long she would be out walking.
Word: _____ Part of Speech: _____
Prefix: _____

Prefixes *dis-* and *mis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *dis-* means “not” and the prefix *mis-* means “wrong.”

Circle the correct word, from the choices after each sentence, to complete the sentence.

1. I _____ that we should review our report on Thomas Edison before printing it to be sure they aren't any errors.	agree	disagree
2. He _____ the distance between the two trees and needs a longer rope to tie up his hammock.	judged	misjudged
3. When something went wrong, the gods usually knew that it was Loki who had _____ and done something bad.	behaved	misbehaved
4. I _____ onions on my pizza because they are yummy.	like	dislike
5. Morgan said it is easy to _____ her last name because it is so long and unique.	spell	misspell
6. It is easier to _____ someone who has told the truth in the past instead of someone who always lies.	trust	distrust

7. She _____ the invitation to the party, which had the address listed, so she had to call the host and ask for the address.	placed	misplaced
8. Before we moved to our new house, we called the power company to have them _____ our cable service on our moving date.	connect	disconnect

Write the part of speech, meaning, and root word for each word.

- disapprove*

Part of Speech: _____ Root Word: _____

Meaning: _____
- misunderstand*

Part of Speech: _____ Root Word: _____

Meaning: _____
- misused*

Part of Speech: _____ Root Word: _____

Meaning: _____
- disobey*

Part of Speech: _____ Root Word: _____

Meaning: _____

Suffix *-er*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-er* means “a person who.”

Write the letter to each word to match the word to its meaning.

- | | |
|---------------|--|
| _____ player | A. a person who chases and kills wild animals for food or sport |
| _____ singer | B. a person who shows someone how to do something |
| _____ hunter | C. a person who participates in a game or sport |
| _____ teacher | D. a person who grows crops and raises animals |
| _____ painter | E. a person who makes musical sounds with his or her voice |
| _____ farmer | F. a person who covers something with a colored, liquid-like substance to make a picture or decorate |

Write a sentence using the word.

1. Word: *farmer*

Sentence: _____

2. Word: *painter*

Sentence: _____

3. Word: *singer*

Sentence: _____

4. Word: *player*

Sentence: _____

Suffix *-or*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The suffix *-or* means “a person who.”

Use the clues to complete the crossword puzzle.

Across

1. a person who gives advice to people about their problems
2. a person who examines carefully
3. a person who goes to see people or places for a certain amount of time
5. a person who behaves in a particular way or performs on stage

Down

4. a person who officially controls and leads
6. a person who travels on water in a boat

counselor actor sailor inspector governor visitor

A crossword puzzle grid is shown with the following numbered starting points:

- 1: Start of a 10-letter horizontal word.
- 2: Start of a 10-letter horizontal word.
- 3: Start of a 7-letter horizontal word.
- 4: Start of a 4-letter vertical word.
- 5: Start of a 5-letter horizontal word.
- 6: Start of a 5-letter vertical word.

Suffixes *-er* and *-or*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffixes *-er* and *-or* both mean “a person who.”

Add the correct suffix, *-er* or *-or*, to the root word to complete the sentence. Write the word below the sentence.

1. The inspect___ found a crack in the wall after the earthquake.

Word: _____

2. The football play___ had to come out of the game so the team doctors could look at his leg, which he hurt during the last play.

Word: _____

3. Dad read that a very talented act ___ has agreed to portray Abraham Lincoln in a new movie.

Word: _____

4. The sing___ practiced a few lines from most of her songs before the concert to make sure the microphone worked and the band accompanying her could be heard.

Word: _____

5. My aunt works as a counsel___ at a high school and she helps students with their college applications.

Word: _____

6. Our teach___ said we would do a complicated science experiment next week that will take several days to complete.

Word: _____

7. During the boat race, the sail___s had to work together to man their boat and use the wind and water current to get around markers in the bay.

Word: _____

8. Every farm___ has his or her own system for taking care of animals and crops.

Word: _____

Suffix *-ist*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ist* means “a person who makes or plays.”

Choose the best word to complete the sentence and write it on the line.

1. The _____ played music as we entered and exited the church for the wedding.
(organ, organist)
2. I have only read the first _____ in the series but I intend to read the others as well.
(novel, novelist)
3. There was a guest _____ playing with the orchestra over the weekend.
(violin, violinist)
4. My favorite _____ in the newspaper has animals acting like people when nobody is around.
(cartoon, cartoonist)
5. Sometimes an _____ will participate in an art show with others to showcase his or her work.
(art, artist)
6. During the concert, the _____ changed instruments several times based on the songs the band played.
(guitar, guitarist)

Add the suffix to the root word to make a new word. Write the meaning of the word.

1 **Root Word:** *column*

Meaning: an article that regularly appears in a newspaper or magazine

column + *-ist* = _____

Meaning: _____

2. **Root Word:** *solo*

Meaning: a piece of music that is performed by one person

solo + *-ist* = _____

Meaning: _____

Suffix *-ian*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ian* means “a person who is skilled in.”

Choose the best word to complete the sentence and write it on the line.

1. The _____ held a press conference to announce that he planned to run against the governor in the election.
(politics, politician)
2. We won two tickets at the school raffle to see a famous _____ in person next month.
(comedy, comedian)
3. When we asked Dad how the broken DVD player was fixed overnight, he said it was _____.
(magic, magician).
4. David decided he wanted to be a _____ after medical school so he took an internship in that area of medicine.
(pediatrics, pediatrician)
5. I like to listen to _____ when I clean my room and do my chores because it makes it all more fun.
(music, musician)
6. The local college hosts many summer camps, one of which is just about math and led by two _____ who work at the college.
(mathematics, mathematicians)

Write a sentence using each word.

1. *musician*

2. *magician*

Suffixes *-ist* and *-ian*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ist* means “a person who plays or makes” and the suffix *-ian* means “a person who is skilled in.”

Choose the correct word or words from the box to answer each question.

artist	magician	politician	violinist	novelist	guitarist
magician	organist	mathematician	cartoonist	comedian	pediatrician

1. Which word describes someone who writes fiction books?

2. Which words describe people who are somehow involved with music?

3. If you were someone who was skilled in doing impossible things by saying special words or performing special actions, who would you be?

4. Violinists, guitarists, and organists are all considered _____
5. Some people would also call a cartoonist an _____.
6. Once you are an adult, you no longer need to see a _____ for your health problems.
7. A _____ could help you do your math homework
8. Which word describes someone who is skilled in doing things that makes people laugh?
- _____

Suffix *-y*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-y* means “full of.”

Write the letter next to each word to match the word to its meaning.

_____ dirty

A. full of the unplanned occurrence of good events

_____ lucky

B. full of a reddish brown substance that forms on certain metals when they are exposed to moisture

_____ curly

C. full of soil

_____ salty

D. full of spirals or winding shapes

_____ rusty

E. full of something that is untidy and dirty

_____ leaky

F. full of holes that let something in or allow something to escape

_____ messy

G. full of a natural white substance used to flavor and preserve food

Choose the right word to complete each sentence and write it on the line.

lucky

messy

leaky

rusty

curly

1. My sister likes to wear her hair up because it is so _____ and hard to manage.
2. The kitchen counter and sink were very _____ after we finally got the cookie dough in the oven to bake.
3. The _____ skylight in the ceiling on the porch drips water onto the furniture every time it rains.
4. He was the _____ winner of the grand prize raffle drawing for a new set of expensive headphones.
5. The _____ hinges made it hard to open the door to the shed so Dad decided to replace them.

Suffixes *y-* and *al-*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-y* means “full of” and the suffix *-al* means “related to.”

Write a sentence using the word.

1. Word: *salty*

Sentence _____

2. Word: *traditional*

Sentence _____

3. Word: *coastal*

Sentence _____

4. Word: *messy*

Sentence _____

5. Word: *nutritional*

Sentence _____

6. Word: *dirty*

Sentence _____

7. Word: *lucky*

Sentence _____

8. Word: *fictional*

Sentence _____

Suffix *-ous*

Reminder:

- A suffix is a syllable placed in after of a root word. Suffixes change the meaning of the root word.
- The suffix *-ous* means “full of.”

Circle the correct word, from the choices after each sentence, to complete the sentence.

1. He was _____ for making hit movies based on real events.	fame	famous
2. Nate found the _____ in a bad situation when he discovered his dog had somehow locked him out of the house.	humor	humorous
3. I was _____ that I accidentally knocked over my grandmother’s green vase and broke it.	fury	furious
4. It remains a _____ as to who left the flowers on our door step.	mystery	mysterious
5. Not all snakes have _____ venom; some don’t have any venom at all.	poison	poisonous
6. Some people think it is _____ to jump off rocks into a lake if you don’t know how deep the water is.	danger	dangerous

<p>7. She shouted with _____ when she found out she had passed the bar exam to become a lawyer.</p>	<p>joy</p>	<p>joyous</p>
<p>8. When I looked out the window of the airplane, I could see we were crossing over very _____ terrain.</p>	<p>mountain</p>	<p>mountainous</p>

Write the part of speech, meaning, and root word for each word.

- joyous*
 Part of Speech: _____ Root Word: _____
 Meaning: _____
- furios*
 Part of Speech: _____ Root Word: _____
 Meaning: _____
- dangerous*
 Part of Speech: _____ Root Word: _____
 Meaning: _____
- mysterious*
 Part of Speech: _____ Root Word: _____
 Meaning: _____

Suffix *-ly*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ly* means “in a _____ way.”

Add *-ly* to the adjective under the blank to make a new word to complete the sentence.

1. The driver sped _____ around the corner without looking for traffic.
(dangerous)
2. My younger brother _____ stomped his feet when he didn't get the toy he wanted.
(furious)
3. The actors in the play _____ acted out their parts, making the audience laugh loudly.
(humorous)
4. Some red bumps _____ appeared on my arm after I was outside so I hope didn't brush up against any poison ivy.
(mysterious)
5. The pilot _____ landed the plane on the river when the landing gear stopped working.
(famous)

Write a sentence using the words given.

1. verb: *disappeared* adverb: *mysteriously*

2. verb: *played* adverb: *humorously*

3. verb: *argued* adverb: *furiously*

Suffixes *-ous* and *-ly*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ous* means “full of” and the suffix *-ly* means “in a _____ way.”

Circle the letter of the best answer.

1. Which of the following is a good example of a person behaving *furiously*?
 - A. A man screaming at the person who just took the parking spot he wanted
 - B. A woman thanking a person for holding the door open for her
2. Which of the following is a good example of a *mountainous* place?
 - A. The Alps
 - B. Mediterranean Sea
3. Which of the following is a good example of a person acting *mysteriously*?
 - A. A girl asking her mother if she can bring some family photographs to school
 - B. A boy sneaking into his brother’s room when no one is looking
4. Which of the following is a good example of a *joyous* reaction?
 - A. A man hugging everyone around him while they clap and cheer
 - B. A woman closing the door to her office so that nobody can bother her
5. Which of the following is a good example of something *poisonous*?
 - A. Fruits and vegetables for sale at the farmer’s market
 - B. Cleaning supplies locked in a closet at the end of the hall

6. Which of the following is a good example of a person *humorously* entertaining others?
- A. A man wearing dark clothes and hiding behind a screen
 - B. A man using a puppet and a funny voice to tell jokes and poke fun at people in the news

Write your own example of the idea provided.

1. Idea: A good example of a *famous* event

Example _____

2. Idea: A good example of a *dangerous* situation

Example _____

3. Idea: A good example of a person acting *dangerously*

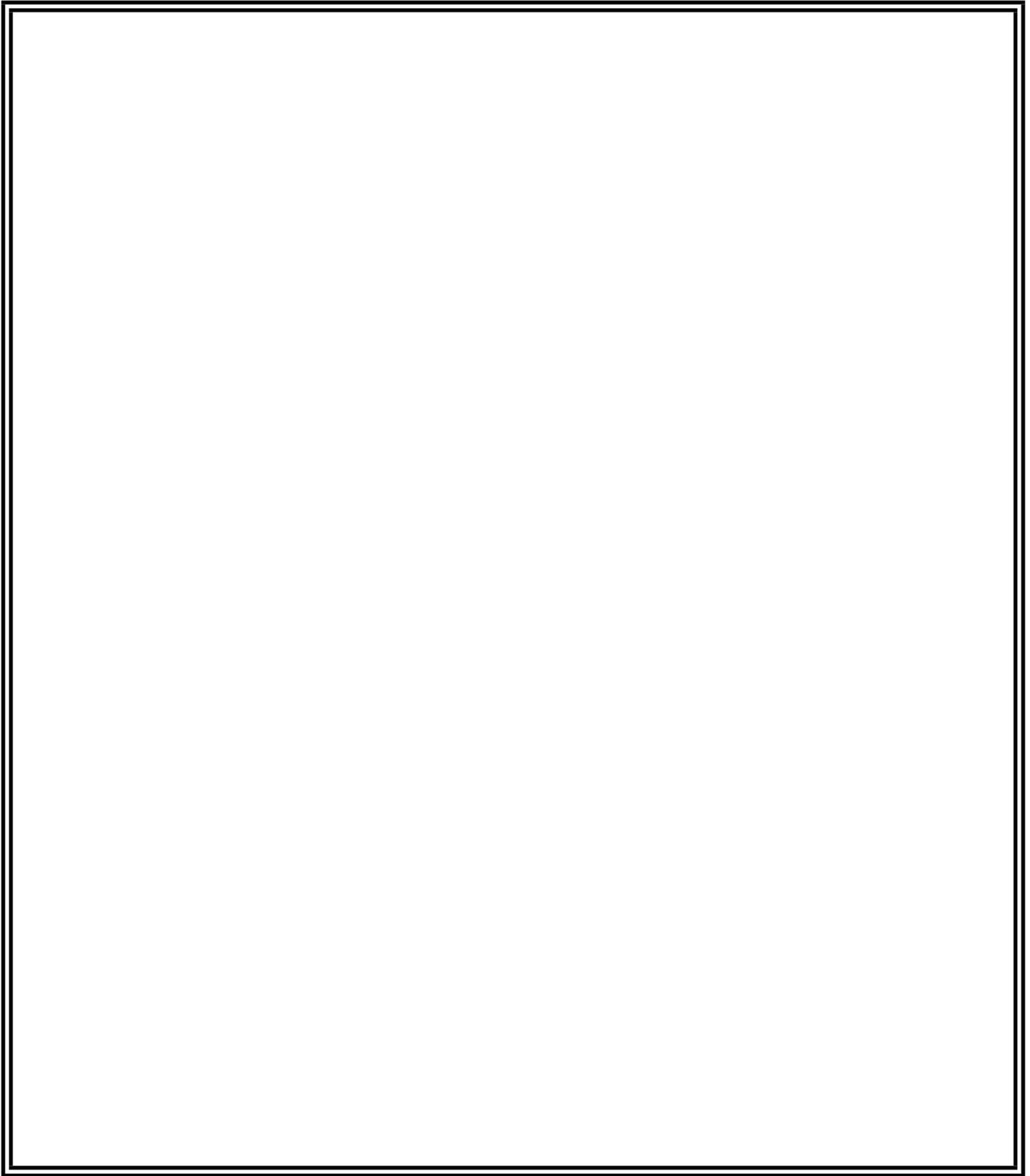
Example _____

NAME: _____

PP.46

ACTIVITY PAGE

DATE: _____



NAME: _____

PP.47

ACTIVITY PAGE

DATE: _____

Sif's Golden Hair

1

2

3

4

NAME: _____

DATE: _____

Loki and the Dwarves

1	2
3	

4

5

NAME: _____

DATE: _____

Stolen Thunder

1

2

3

4

5

NAME: _____

DATE: _____

A Plan Is Made

1	2
3	

4

5

NAME: _____

PP.51

ACTIVITY PAGE

DATE: _____

The Wedding Feast

1

2

3

4

NAME: _____

PP.52

ACTIVITY PAGE

DATE: _____

Balder, the Beautiful

1

2

3

4

5

NAME: _____

PP.53

ACTIVITY PAGE

DATE: _____

The Death of Balder

1

2

3

4

NAME: _____

DATE: _____

Loki's Punishment

1

2

3

4

Glossary for *Gods, Giants, and Dwarves*

A

adventure—an exciting or dangerous experience

agony—severe pain

anvil—a large, iron block used by blacksmiths on which heated metal is hit to shape it (**anvils**)

assembly—a meeting

awry—wrong, happening in an unexpected way

B

barrel-chested—having a large, round chest

beast—scoundrel

belch—to burp (**belched**)

boomerang—a curved stick that is thrown and then returns to the person who threw it

C

conceal—to hide (**concealed**)

corset—a tight, stiff undergarment worn to make a woman's waist appear smaller

craftsman—a person who is skilled in making things, especially by hand
(**craftsmen**)

creature—a living thing, specifically an animal (**creatures**)

D

dainty—small and pretty, delicate

despair—a feeling of being hopeless or extremely sad

disguise—to hide by changing appearance (**disguised**)

dwarf—a mythical, human-like creature that lives underground (**dwarves**)

F

fast—does not eat for a period of time (**fasted**)

fate—the things that will happen to a person, destiny, fortune

flatter—to praise too much in a way that is not sincere or genuine (**flattered**,
flattery)

forge—the furnace in a blacksmith shop used for heating metal

G

guardian—a person who watches and/or protects something or someone

H

harm—to hurt or damage someone or something

hideous—very ugly

J

journey—a trip

M

maid of honor—an unmarried female attendant of a bride

massive—huge

master—an expert (**masters**)

mead—a drink made by mixing water, honey, malt, and yeast

mince words—to speak in an indirect and dishonest way

mistletoe—a plant with thick leaves and white berries; It grows on trees.

mourn—to feel or show sadness after a death or loss (**mourned, mourning**)

P

patience—able to put up with problems without getting upset

prophecy—a prediction of what will happen in the future (**prophecies**)

R

raven—a large, black bird that was one of many flying spies for Odin (**ravens**)

realm—a kingdom

rogue—a person who playfully causes trouble

rumor—a thing that people say to others about someone or something that may or may not be true (**rumors**)

S

scoundrel—a cruel, dishonest person

serpent—a snake

steed—a horse

summon—to call for (**summoned**)

surly—rude, mean, unfriendly

swear—to make a serious promise (**sworn**)

T

triumph—victory

V

veil—material worn on the head to cover the face

vein—a vessel like a tube that carries blood to the heart from other parts of the body (**veins**)

villainy—evil behavior

vow—to make an important and serious promise (**vowed**)

W

what a pity—that's too bad

wisdom—knowledge and good judgment gained over time

wound—an injury caused when something cuts or breaks the skin

writhe—to twist and turn in pain (**writhed**)

Across

2. in a fast way
4. sport in which you kick a black and white ball and try to score goals
6. a noun meaning nice behavior
7. a chart showing the months and days of a year
9. We need a _____, or someone to keep watch to be sure nobody is coming.

Down

1. The main _____ in a myth or other fiction story is the person who speaks and acts the most.
3. an adjective meaning rough, harsh
5. You play golf on a golf _____, or you follow a path from point to point.
6. an animal with a pouch and powerful hind legs for leaping
8. the giant who always causes trouble in Norse myths

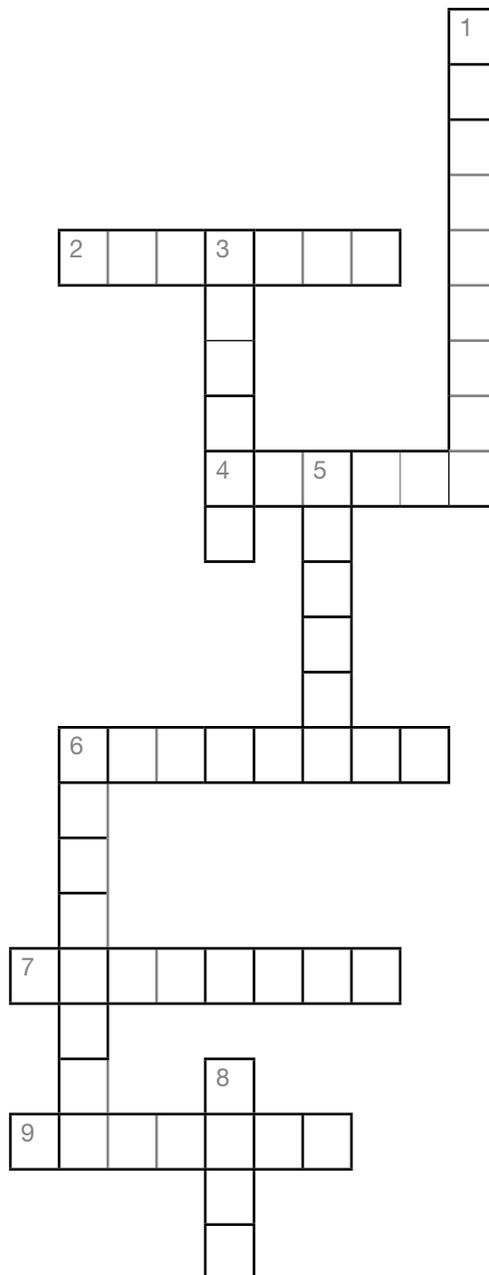
NAME: _____

DATE: _____

Words with the /k/ Sound

Use the clues to fill in the crossword puzzle with this week's spelling words, listed in the box.

quickly	kindness	calendar	character	Loki
course	coarse	kangaroo	soccer	lookout



NAME: _____

DATE: _____

Dictionary Practice

Use the sample dictionary page to answer the questions.

coalition	courtship
coarse <i>adjective</i> 1. Having a rough surface or texture. 2. Rude and offensive, as in coarse behavior. 3. Having large particles, as in coarse salt.	
course <i>noun</i> 1. A part of a meal served by itself: The main course was a pasta dish. 2. A series of lessons or classes. 3. An area where certain sports are played, as in a golf course. 4. A route: The ship followed a straight course from Florida to Bermuda.	

1. What are the two guide words on the page? _____
2. What are the two entry words on the page? _____
3. How many definitions are there for *course*? _____
4. Which of the two entry words has a sample sentence? What is it?

5. Which of the two entry words has more definitions? _____

6. Are both entry words the same part of speech? If so, what is it? If not, what are they? _____

7. Would the word *cowboy* be on this page? _____
8. Which of these words would come before *coalition*?
cobweb coach coast
9. Which of these words would come after *courtship*?
coverup courthouse count
10. Which entry word would describe Thor? _____
11. Which entry word would describe dessert? _____

NAME: _____

E.3

ACTIVITY PAGE

DATE: _____

Sif's Golden Hair

Without looking at your Reader, put the following sentences in the correct order. Look carefully as one of the sentences did not happen in the story. Put an X in the blank before that sentence. When finished, look back at "Sif's Golden Hair" in your Reader and check your work.

_____ The Valkyries cleared the table.

_____ "You will restore Sif's hair!" said Odin.

_____ Thor blamed Loki for cutting Sif's hair.

_____ Odin heard a clap of thunder, the snorting of goats, and the skidding of a cart.

_____ Odin ate pieces of meat with his ravens.

_____ Thor and Sif arrived to speak with Odin.

_____ Odin called an assembly of the gods.

_____ Sif's veil fell to her shoulders to show her yellow stubble instead of hair.

Writing Prompts

Unit 6:

1. Write a paragraph outlining Loki's behavior in the reader and whether it was **appropriate** or not.
2. **Devise** a different way for Thor to retrieve his hammer from Thrym.
3. **Formulate** a plan for all the characters in the reader to live together peacefully.
4. **Devise** a plan for someone to "save the day" so Balder does not die.
5. Invent new machines that the dwarves could build that would change the outcome of one of the chapters in the reader.
6. Writing as Odin, give instructions for Loki to change his ways.

Either fiction or nonfiction:

1. Summarize the story or chapter you read in three to five sentences.
2. After reading this story or chapter, I wonder...
3. Name three things you liked about the story or chapter.
4. Make a timeline of three to five events in your reading today.
5. Pretend you are a TV reporter who has to interview the main character or person in the story or chapter you read, and write down five questions you would ask.
6. Make a prediction about what will happen next in the story or chapter you just read. Explain why you think this will happen.
7. Pretend you are the main character or a person in the story or chapter you read today and write a diary entry for that person.
8. Tell about something in the story or chapter you read today that is similar to something you have already read.
9. Draw a Venn diagram to show what is alike and/or different between two characters or people in the story or chapter you read.
10. How does the title fit the story or chapter? Suggest another title.

11. Write down three new words you learned while reading and tell what they mean. Use each word in a new sentence.
12. Name three questions you would ask the author of the story or chapter.

Fiction:

1. Tell about the setting.
2. Tell about the plot.
3. Tell about your favorite character. Write three reasons why you chose that character.
4. Which character is your least favorite? Write three reasons why you chose that character.
5. Give examples of personification from the story.
6. Draw a line down the center of your paper. On one side write the title of your favorite story. On the other side write the title of whatever you read today. Compare and contrast the main characters, the settings, and the plots.
7. Write a different ending for the story.
8. If you could be any character in the story or chapter you read today, who would you be? Give three reasons why.
9. Invent a conversation or dialogue between two characters or people in the story or chapter that you read. Write what each character says and don't forget to use quotation marks.
10. Describe a character, setting, or plot that surprised you. Explain what it was and why it surprised you.
11. Tell about a problem that someone in the story or chapter had and what he or she did about it.

Nonfiction:

1. Describe something that you learned from what you read today.
2. Write at least three questions you have after reading the chapter about the topic in the chapter.
3. In three sentences, summarize what you read today.

Conference Record For Reader's Journal

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

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The Viking Age

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Grade 3

Unit 6 | Reader

Gods, Giants, and Dwarves

Grade 3

Unit 6

Gods, Giants, and Dwarves

Reader

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Gods, Giants, and Dwarves

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Introduction to Norse Mythology

Pronunciation Key

Kingdoms of Norse Mythology

Asgard	/o/ /s/	/g/ /ar/		
Valhalla	/v/ /aw/ /l/	/h/ /aw/ /l/	/l/ /ə/	
Jotunheim	/y/ /o/	/t/ /u/ /n/	/h/ /æ/ /m/	
Midgard	/m/ /i/ /d/	/g/ /ar/		
Hel	/h/ /e/ /l/			
Nidavellir	/n/ /i/ /d/	/æ/	/v/ /e/ /l/	/y/ /er/

Who's Who in Norse Mythology

Odin	/oe/	/d/ /i/ /n/		
Frigga	/f/ /r/ /i/	/g/ /a/		
Balder	/b/ /aw/ /l/	/d/ /er/		
Hod	/h/ /o/ /d/			
Valkyries	/v/ /a/ /l/	/k/ /er/	/ee/ /z/	
Tyr	/t/ /ie/ /r/			
Freya	/f/ /r/ /æ/	/y/ /ə/		
Sif	/s/ /i/ /f/			
Thor	/th/ /or/			
Loki	/l/ /oe/	/k/ /ee/		
Siguna	/s/ /ee/	/g/ /oo/ /n/	/ə/	
Heimdall	/h/ /æ/ /m/	/d/ /aw/ /l/		
Thrym	/th/ /r/ /ie/ /m/			

Kingdoms of Norse Mythology



Who's Who in



ODIN

FRIGGA

BALDER

HOD

VALKYRIES

Norse Mythology



THRYM

TYR

FREYA

SIF

THOR

LOKI

SIGUNA

Sif's Golden Hair

Odin, the father of the Norse gods, sat at the dinner table. By his side sat two **ravens**. Their names were Thought and Memory. They were Odin's flying spies. Each day, they left Asgard, the home of the gods, and flew around the world. Each night, they flew back to Asgard to tell Odin what was happening in the world.

On this day, the **ravens** did not have much to report. Things were quiet on Earth.

Odin tossed the **ravens** some crumbs. He cut off pieces of meat and fed them to two wolves who sat at his feet.

Odin himself did not eat. He never ate. He sipped some **mead** from a goblet. Then, he pushed the goblet away and scanned the room with his one good eye. He spotted two of the Valkyries who worked for him as serving maids. He nodded to them. The Valkyries began to clear the table.



Odin, the father of the Norse gods, was also known as Woden. Many years ago, the Norse people named one of the days of the week for Odin. They called it "Wodensday." Today, we call it Wednesday.

Odin stood up to leave, but just then, he heard a clap of thunder, the snorting of goats, and the skidding of a cart. He knew that could only mean one thing: his son Thor was arriving in his goat-drawn cart.

Sure enough, Thor, the mighty god of thunder, burst into the room. His wife Sif trailed behind him, her head covered with a **veil**. Thor was enraged. The **veins** on his forehead bulged. There was fire in his eyes.

“It’s an outrage!” said Thor. “An outrage! This time Loki has gone too far!”

“What’s the matter?” Odin asked.

“Her hair!” shouted Thor. “That **scoundrel** has cut off her hair!”

“Whose hair?” Odin asked.



Odin's son Thor was the god of thunder. The Norse people named one of the days of the week "Thor's day." Today, we call it Thursday.

As he said this, Sif let her **veil** fall to her shoulders. Odin looked at Sif and blinked. Her hair—her long, golden hair, which every goddess in Asgard admired—was gone. It had been cut off. There was nothing left but a few tufts of yellow stubble.

“Look at me!” shrieked Sif. “I am **hideous!** I will go live with the **dwarves!** Without my hair, I am as ugly as the ugliest **dwarf!**”

Odin frowned. He turned to Thor and said, “Are you sure it was Loki who did this?”

Odin asked the question, but even as he did so, he felt there was no need to ask. It had to be Loki. It was always Loki. Whenever something was stolen, whenever things went **awry**, whenever any bad deed was done, it was always Loki who was behind it.



*“Look at me! I am **hideous** without my hair,” shrieked Sif.*

Odin blamed himself. It was he who had invited Loki to join the gods in Asgard. Loki was not a god. He was a giant who could change his appearance. Loki had been a constant source of problems ever since.

“I will kill him!” shouted Thor. “I will—”

“Be calm,” said Odin. “I will deal with Loki.”

Odin called an **assembly** of the gods. He **summoned** Loki as well.

When Loki arrived, he saw the stern look on Odin’s face. He saw that Thor was steaming mad, clutching at his hammer, barely holding back his temper. Loki saw that lies would do him no good this time. He knew he would have to admit what he had done. He bowed his head.

“You will restore Sif’s hair!” said Odin, in a booming voice. “I know not how it is to be done, but you will do it. I require it of you!”

Loki nodded.



Loki was not a god. He was giant whom Odin had invited to live at Asgard with the gods.

Chapter 2 Loki and the Dwarves

Loki came up with a plan to replace Sif's hair.

He left Asgard. He went down the Rainbow Bridge to Earth. Then, he went down below Earth to Nidavellir, the **realm** of the dwarves.

The dwarves were short **creatures** who lived deep underground. They were grouchy, **surly**, and unpleasant. However, they were master **craftsmen**. They could make just about anything.

Loki was a smooth talker. He knew how to **flatter** the dwarves. He went to their workshop and watched them work.

“What fine work you do!” Loki said. “Why, I’ve never seen better **craftsmen**! How do you do it?”

The dwarves smiled. (Who does not like to be praised?)



Loki flattered the dwarves.

Loki went on with his **flattery**.

“You must be the best blacksmiths in the world,” he said. “Your work is amazing, but there is only so much blacksmiths can do. I have a task that I fear is too hard even for you.”

The dwarves stopped banging on their **anvils** and looked up.

“Too hard for us?” said one of them. “I think not! There is nothing that we cannot make!”

“Could you make golden hair as beautiful and fine as Sif’s hair?”

“We can make it!” shouted the dwarves.

Make it they did. They grabbed a bar of gold and heated it in their **forge**. Then, they began banging away at it with their hammers. They stretched the bar into tubes. Then, they stretched the tubes into threads. They beat on the golden threads with tiny hammers until they were as fine as real hair.



The dwarves beat on the golden threads with tiny hammers.

The dwarves worked day and night for a week. When the hair was finished, it was a wonder to behold. It glittered and shone like gold, but it was soft to the touch, like real hair.

Loki had what he needed. He could have gone straight back to Asgard, but he was very clever. He knew he had angered Odin and Thor. He decided to trick the dwarves into making presents for them.

“This hair is amazing!” he said. “You are truly **masters** of your trade. But surely there are some things that even you cannot make.”

“There is nothing we cannot make!” said the dwarves.

“Could you make a spear so fine it never misses its target?”

“We can make it!” shouted the sooty, squinty-eyed little men.



*“This hair is amazing! Could you make a spear that never misses its target?”
asked Loki.*

Make it they did. A week later, the dwarves handed Loki a silver spear. Loki tested it and found that it never missed its target.

“Astonishing!” said Loki. “You are not tradesmen, really. You are artists! But surely there are some things that even the finest artist cannot create.”

“There is nothing we cannot make!” said the dwarves.

“Could you make a boat that can sail in the air as well as on the sea—a boat that can be folded up and carried in a pocket?” Loki asked.

“We can make it!” cried the confident little blacksmiths.

Make it they did. A week later, Loki left Nidavellir with the golden hair, the silver spear, and the magical boat.



Loki was astonished by the silver spear that the dwarves made.

Loki went up from the underground world of the dwarves. He passed Earth and made his way up the Rainbow Bridge. Heimdall, the **guardian**, saw him and let him pass.

Odin called a meeting of the gods.

Loki placed the golden hair on Sif's head. It was beautiful. Sif was delighted.

Next, Loki gave Odin the silver spear.

Odin was pleased with his present. He convinced himself that Loki was not so bad after all.

Next, Loki gave Thor the magical boat. Thor had never liked Loki. Many times he had longed to pound him to pieces. But even he had to admit that the magic boat was a splendid gift.

So Loki made peace with the gods and all was well in Asgard—at least for the moment.



Sif, Odin, and Thor were all pleased with the gifts Loki gave them.

Chapter 3 Stolen Thunder

Thor had a hammer that he carried with him everywhere. It was called Mjöllnir [MYOEL-neer].



Mjöllnir was a magical weapon. It had been crafted by the dwarves in their underground workshop. When Thor threw the hammer, it would sail through the air and strike its target. There would be a flash of lightning and a boom of thunder. Then, the hammer would fly back to Thor's hand like a **boomerang**.

Thor loved his hammer. He never went anywhere without it. He even slept with it. The first thing he did when he got up in the morning was grab Mjöllnir.

But one morning, Thor woke up and found that Mjöllnir was gone. He looked everywhere but could not find it.

“Loki!” said Thor. “Loki has stolen my hammer!”



Thor looked everywhere for his hammer but could not find it.

Thor found Loki. He took him by the throat and lifted him up so that his legs dangled in the air.

Loki could barely breathe.

“I... did... not... take... it,” he stammered.

“Liar!” roared Thor.

Thor glared at Loki and waited for the truth to come out. However, Loki said nothing.

Thor waited a little longer. Still, Loki said nothing.

Thor was puzzled. He began to think maybe Loki was telling the truth this time. (Every so often, Loki did tell the truth.)

Thor set Loki down. He went to speak with Odin.

Odin sent his two ravens out. They flew around the world and came back with a report.



Thor glared at Loki and waited for the truth to come out.

“It was Thrym, the giant,” the ravens said. “He stole the hammer.”

Thrym was a giant who was quite ugly but very rich.

Odin sent Loki to speak with Thrym.

Loki made the long **journey** to the world of the giants.

Thrym greeted him with a smile.

“Hello, Loki,” he said. “How are the gods today?”

“They are not well,” said Loki. “Someone has taken Thor’s hammer.”

“**What a pity!**” said Thrym, but he did not seem too upset.

Loki did not **mince words**. “Was it you?” he asked.

Loki expected Thrym to deny it, but that is not what happened.



Odin sent Loki to speak with the giant, Thrym.

“Yes!” said Thrym. “I stole the hammer! I have buried it six miles underground, where no one can ever find it!”

Thrym paused briefly to cackle and enjoy his own **villainy**. Then, he spoke again.

“Tell Thor he will never see his hammer again—unless...”

“Unless what?” Loki asked.

“Unless Freya will agree to marry me,” said Thrym.

“Not likely,” said Loki. “She’s married already, you know.”

“What do I care?” said Thrym.

“It will never happen,” said Loki.

“Then, I will keep Thor’s hammer,” said Thrym. “No Freya, no hammer!”



Thrym said he would return Thor's hammer—but only if Freya would agree to marry him.

Loki went back and told the gods that Thrym had stolen the hammer.

“He says he will give it back, on one condition,” Loki reported.

“What is that?” Odin asked.

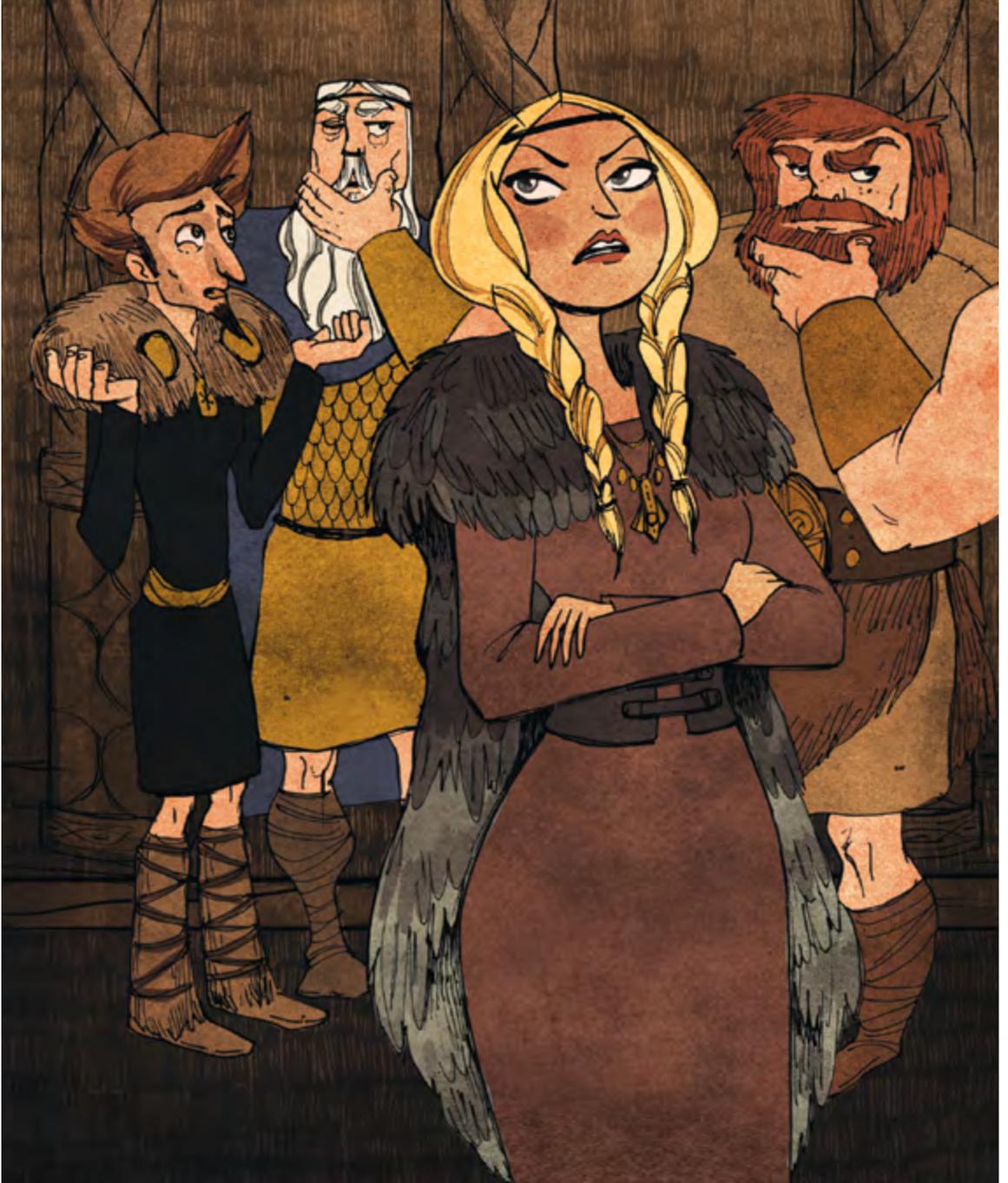
“If Freya will agree to marry him.”

“What?” said Freya. “I will never marry that disgusting **beast!** Never!”

Odin was very wise. He had drunk from the famous Well of **Wisdom**. He had even traded one of his eyes in order to get more **wisdom**. But, even with all this **wisdom**, he was not sure how to get Thor’s hammer back.

“What shall we do?” Odin asked the other gods. “How shall we get Thor’s hammer back?”

There was a long silence. None of the other gods seemed to know what to do either.



None of the gods seemed to know what to do.

4 A Plan Is Made

The gods sat puzzled. None of them had any idea how to get Thor's hammer back from Thrym.

At last, Loki spoke.

"Perhaps we could trick Thrym," he said.

"Go on," said Odin.

"We can't send the real Freya," Loki said.
"That's clear. But maybe we could send a fake Freya."

"A fake Freya?" said Odin. "What do you mean?"

"I mean one of us could dress up as Freya."

"I see," said Odin. "Who did you have in mind?"

"Well," said Loki, with a grin, "it's Thor's hammer. Maybe he should go get it himself."



“Well,” said Loki, with a grin, “it’s Thor’s hammer. Maybe he should go get it himself.”

“What?” said Thor. “You want me—the great and mighty Thor—to dress up as a girl? Why, you **rogue!**”

Thor reached out for Loki. He was eager to grab him. Tyr, the god of war, had to hold him back.

“Relax,” said Loki. “It will just be for a few hours, until we get your hammer back. I will go with you myself. I will dress up and pretend to be your **maid of honor.**”

But Thor was having none of it.

“Never!” he roared. “I will not do it!”

“Well,” Loki said, “has anyone else got a better plan?”

Silence.



“You want me—the great and mighty Thor—to dress up as a girl? Never!” roared Thor.

At last, Odin's wife, Frigga, spoke.

“Loki's plan just might work,” she said. “It's our best chance.”

Frigga placed a lovely, white hand on Thor's **massive** shoulder.

“Thor,” she said. “I know you don't like the plan, but would you do it for me—and for Freya?”

Thor grumbled and groaned, but in the end he agreed.

“It's just for a few hours,” Odin said, patting Thor on the back. “A man can stand anything for a few hours.”

The gods sent a message to Thrym. Thrym wrote back. He announced that the wedding would take place in eight days.

Eight days later, the gods were hard at work getting Thor ready.



“Loki’s plan just might work,” said Frigga.

“Pull!” shouted Frigga.

“I’m pulling as hard as I can!” replied Tyr.

Thor was **barrel-chested** and muscular. It was not easy fitting him into Freya’s clothing. Tyr and Loki had already spent ten minutes trying to tighten the waist-strings on Freya’s **corset**.

“Why did I let you fools talk me into this?” said Thor.

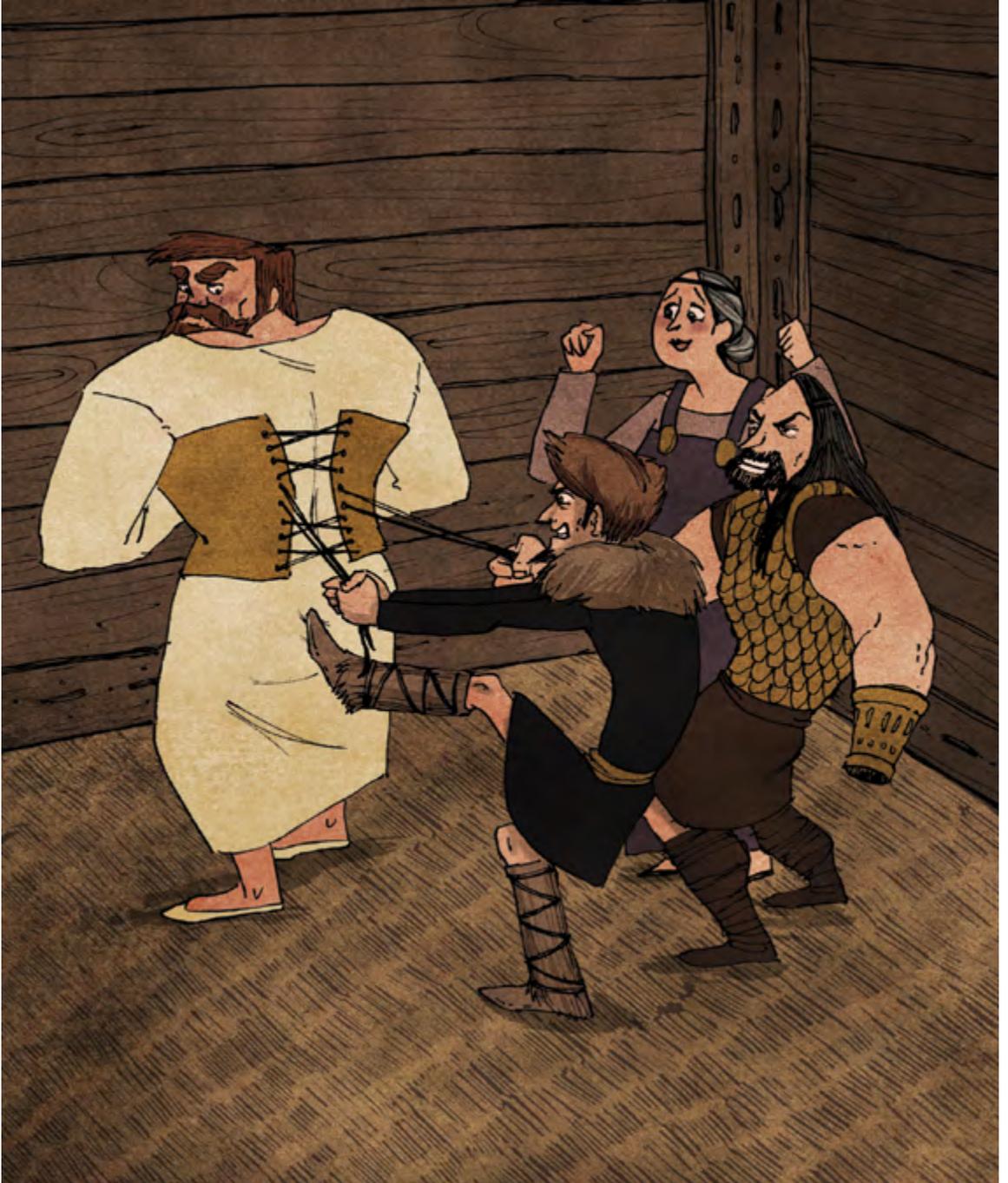
“Take a deep breath,” said Loki.

Thor took a breath. Then, Loki and Tyr began yanking on the **corset** strings.

“It’s no use,” said Tyr. “We’ll never make him look thin and **dainty**.”

“You’re right,” said Loki. “Let’s hope he’s not too large to fit into Freya’s dress!”

Eventually the gods got Thor into his **corset**. They brought him a fancy white dress and **dainty** white shoes.



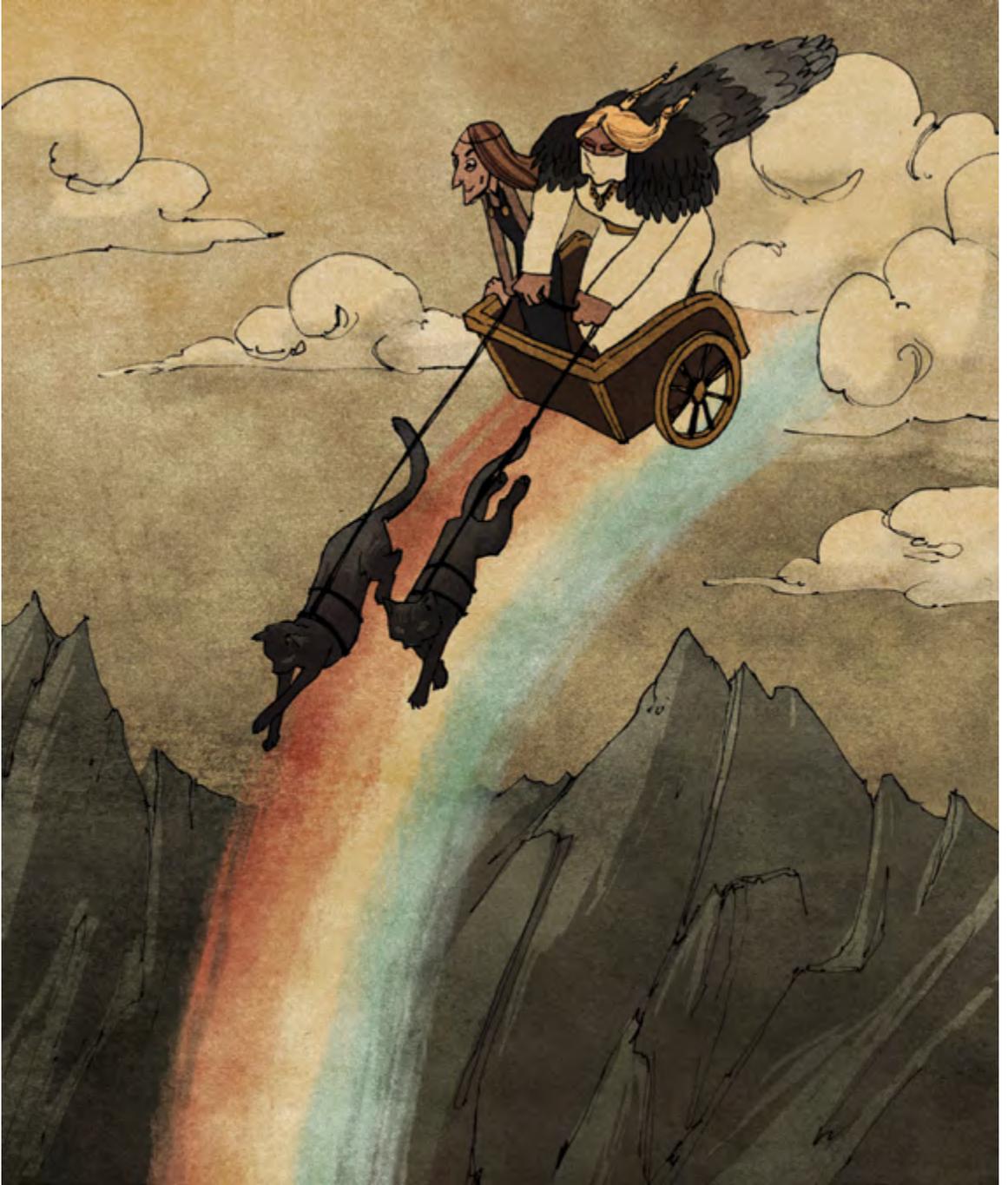
*"It's no use," said Tyr. "We'll never make him look thin and **dainty**."*

They fitted him with veils that covered his face and **concealed** his thick, red beard.

Loki got dressed as well.

Freya came to put on the finishing touch. She took off the famous golden necklace she always wore and placed it around Thor's neck.

At last Thor and Loki were ready. Freya called for her chariot, which was pulled by two cats. Thor and Loki stepped in. The cats mewed and the chariot lurched forward. Thor and Loki were off on their excellent **adventure**.



*The cats mewed and the chariot lurched forward. Thor and Loki were off on their excellent **adventure**.*

Chapter 5 The Wedding Feast

When his wedding arrived, Thrym was as happy as a giant could be.

When he saw Freya's chariot approaching, he felt his heart racing. He had been madly in love with Freya for years. He did not think he would ever get her to marry him. But now it seemed that his dreams were coming true.

“Welcome, fair bride!” he called out.

Thor and Loki stepped out of the chariot.

Thrym came forward. He tried to welcome his bride with a kiss, but Loki pushed him away.

“Not yet!” Loki said, in his most girlish voice. “Not until you are married!”



“Not yet,” said Loki in his most girlish voice. “Not until you are married.”

Thrym led his guests to a table. They sat down to enjoy the wedding feast.

Thor was hungry. He ate a whole tray of snacks. He ate eight big salmon. He gobbled down half the ox Thrym's servants had roasted. He washed it all down with three barrels of mead. When he was done, he **belched** loudly.

“Urrrrrrp!”

Thrym was taken aback.

“Goodness!” he said. “I have never seen a woman eat so much or **belch** so loudly.”

Loki saw the danger.

“Well, you see,” Loki explained, “ever since Freya heard she was to marry you, she has been so excited that she has not had a bite to eat—or a drop to drink. For eight days she has **fasted** and thought only of you!”

“Ah,” said Thrym. “Well, then it's no surprise she's hungry. Let her eat as much as she wants, the sweet darling! Tell her that her suffering is almost over: she will not have to wait for me much longer!”



*“I have never seen a woman eat so much or **belch** so loudly!” Thrym exclaimed.*

Thrym sat next to his bride. He tried once more to steal a kiss. He started to lift up her top veil, but quickly dropped it.

“Why do her eyes burn like raging fires?” he asked.

“Oh,” said quick-thinking Loki, “that is because she has not slept these past eight nights. She sat up the whole time, thinking of you!”

“Ah,” said Thrym. “She is indeed a thoughtful one! I am sorry to have kept you waiting so long, fair one!”

Loki changed the subject.

“Is the wedding present ready?” he asked.

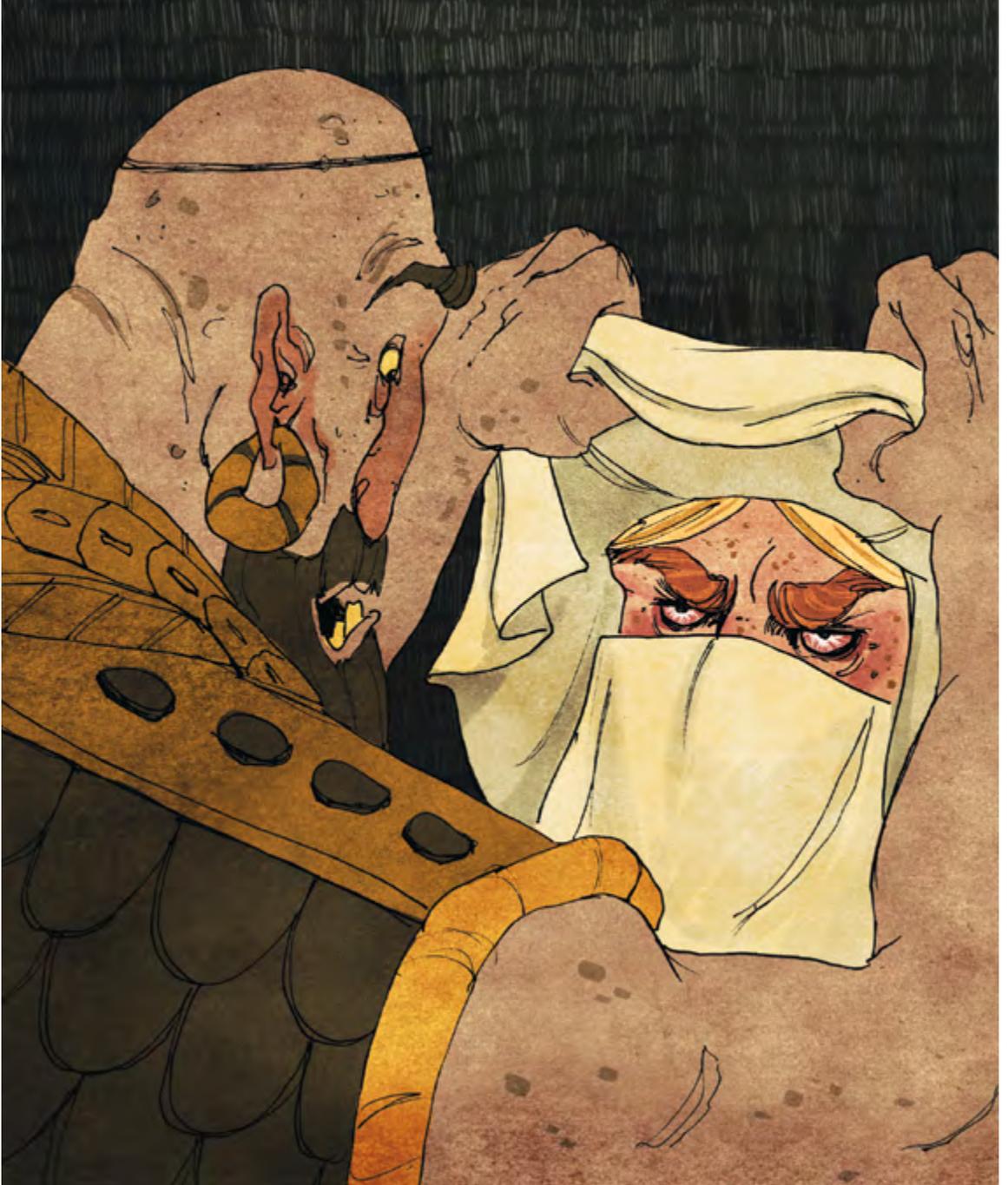
“Yes,” said Thrym.

“Perhaps you will go and get it,” squeaked Loki.

“I will, indeed,” said Thrym.

When Thrym wandered off, Thor growled beneath his veil, “Grrrrrr! I will kill the villain!”

“Hush!” said Loki. “Not until we have the hammer.”



“Why do her eyes burn like raging fires?” asked Thrym.

Thrym returned with Thor's hammer. He set it down next to Thor.

“Ooo!” said Thor, in his best girlish voice. “It’s so big! May I touch it?”

“If it pleases you, fair one,” said Thrym.

“It pleases me,” said Thor, still using his girlish voice. Then, lifting the hammer above his head and bursting out of his wedding dress, he called out in a voice like thunder, “IT PLEASES ME GREATLY!”

Boom! Smash! Crash! Thor threw his hammer every which way. Five minutes later, Thrym and all of his servants lay dead on the ground.

Loki and Thor went back to Asgard. There they told their story to the gods. For three days and three nights, the gods ate and drank to celebrate the return of Thor and his hammer.





Thor called out in a voice like thunder, “IT PLEASES ME GREATLY!”

Chapter 6 Balder, the Beautiful

Balder, one of the sons of Odin and Frigga, was the god who was most loved. He was beautiful, but he was also kind and friendly. He always had a smile on his face and the other gods smiled when they saw him. Everyone loved Balder—everyone except Loki.

One day, Loki noticed that nobody was paying any attention to him. They were too busy looking at Balder. Loki felt a great hatred welling up inside himself. He began to think about how he might get rid of Balder. He knew it would not be easy, because Balder's mother, Frigga, had gone out of her way to make sure her son was safe.

It had all started many years earlier, when Balder was young. One night Balder had a nightmare. He dreamed of his own death. But the dream was foggy and he could not tell how he died.



Balder, the son of Odin and Frigga, was beautiful, kind, and friendly.

He told his mother, Frigga, about the dream. Frigga was frightened. She worried that the dream was a sign of things to come. She loved her son and wanted to protect him. She went to Odin and told him about the dream.

“Is Balder in danger?” Frigga asked.

“I will look into it,” Odin said.

Odin sent his two ravens out. They came back with alarming news.

“Hel, the goddess of the underworld, is making preparations,” said one of the ravens.

“She is preparing to receive one of the gods in the kingdom of the dead,” said the other.



Frigga begged Odin to send out his ravens to see if their son Balder was in danger.

“Which one?” asked Odin.

“That is more than we know,” said the ravens.

When Frigga heard this, she decided to take action. She decided that she would talk to everything in the world and make each thing promise to do her son no **harm**.

Frigga went and spoke to the rocks.

“Rocks,” she said, “promise me you will do no **harm** to my son, Balder.”

“We will not fall on him,” said the rocks. “We promise.”

Frigga spoke to the water.

“Water,” she said, “promise me you will do no **harm** to my son, Balder.”

“I will not drown him,” said the water. “I promise.”



*Frigga decided to make everything in the world promise not to **harm** Balder.*

Frigga kept going. She spoke to all of the animals and made them promise to leave Balder alone. She spoke with the trees as well.

Loki knew what Frigga had done. He knew there was almost nothing that could **harm** Balder. Many times he had watched the gods play a game. They would throw rocks at Balder and watch the rocks bounce off. Sometimes they even shot arrows at him. The arrows broke into pieces and fell to the ground at Balder's feet. The gods laughed and laughed. But Loki did not laugh.

“There must be something that will not bounce off him,” Loki said. “I will find out what it is.”

Loki **disguised** himself as an old woman. He went to Frigga.

“Frigga,” Loki said. “I have heard **rumors**. I have heard that your son Balder is in danger. I am a mother myself. I wanted to warn you, mother to mother.”



*“Frigga,” Loki said. “I have heard **rumors**. I have heard that your son Balder is in danger.”*

“Thank you,” said Frigga, “but you need not worry about Balder. I have spoken with everything that might **harm** him. I have made them all promise not to **harm** him.”

“Has everything **sworn** to do him no **harm**?” Loki asked.

“Everything,” said Frigga. “Well, almost everything. When I was talking to the oak tree, I spotted a little sprig of **mistletoe** growing on the oak. I was about to ask it to promise not to **harm** Balder, but I decided not to bother. What could **mistletoe** possibly do to anyone? It’s such a tiny little plant! It hasn’t even got roots of its own, you know. It grows on other trees and clings to them, as helpless as a baby clinging to its mother!”

“Yes,” said Loki, “what could **mistletoe** do?”

But as he nodded his head in agreement, he was thinking, “**Mistletoe** will do much!”



*The only thing that Frigga did not insist make a promise not to **harm** Balder was **mistletoe**.*

Chapter 7 The Death of Balder

Mistletoe was the only thing that had not sworn to protect Balder. When Loki found this out, he went and got a sprig of mistletoe. He cut the mistletoe into the shape of an arrow.

Then, he went to find Balder.

He found Balder and the other gods playing their favorite game. They were tossing things at Balder and laughing as they bounced away.

But there was one god who sat apart and did not join in the game. It was one of Balder's brothers, a god named Hod.

"Hod," said Loki, "why are you just sitting there? Why don't you join in the fun?"

"Loki," said Hod, "you know I'm blind. How can I throw things at Balder when I can't even see him?"



Loki approached Hod with a sprig of mistletoe. Can you guess what Loki is up to?

“Here,” said Loki, taking Hod by the hand. “I will help you. Place this arrow on the bow. I will point you in the right direction.”

Loki guided Hod into position and told Hod to shoot the arrow. The sprig of mistletoe sped through the air, and, to everyone’s amazement, struck Balder in the chest. Balder fell to the ground.

“What has happened?” cried Hod. “Did the arrow bounce off? Was it funny? What are you doing, brother? Are you playing at being dead?”

But Balder was not playing. He was really dead.

Loki smiled an evil smile. Then, he sneaked away.

When Frigga heard, she was in **despair**. She cried and raved.

“I will not let my son go to the underworld!” she swore. “I will not let Hel have him!”



“What happened?” cried Hod. “Did the arrow bounce off?”

The gods sent Hermod [HAER-mood], another of Balder's brothers, to talk to Hel, the goddess of the underworld. Odin loaned Hermod his eight-legged **steed**, Sleipner [SLEP-neer].

Hermod rode to the underworld.

Hel said that the gods could have Balder back—but only if every living thing in the world **mourned** for him.

Hermod mounted Sleipner and rode back to tell the gods.

Odin sent word: all things were to **mourn** for Balder.

Throughout all the halls of Asgard, the gods **mourned** for Balder.

Tyr went to Valhalla, where the bravest men from Earth feasted, waited upon by the Valkyries.

“Warriors!” Tyr called. “Valkyries! Hear me! Odin asks that you all join us in **mourning** for Balder.”

All the men on Earth **mourned**. The animals **mourned**. The plants **mourned**, too.



*Odin sent word: all things were to **mourn** for Balder.*

All things **mourned** for Balder—all except for Loki. He disguised himself as an old lady and appeared before Hermod.

“Good day, old lady,” said Hermod. “I trust you will join us in weeping for Balder?”

“I will not,” said Loki. “What do I care for Balder? Let Hel have him!”

That was it. The old lady had refused to **mourn** for Balder. Hel refused to let him return to the world of the living.

The gods placed Balder in a boat. Then, they set the boat on fire and shoved it out on the water.

As the flames rose into the sky, Frigga wept for the loss of her child. Her tears flowed freely, but tears would not bring Balder back. Nothing could bring him back.



*Loki, disguised as an old woman, refused to **mourn** for Balder.*

Chapter 8

Loki's Punishment

In time, the gods found out what Loki had done. They learned that it was Loki who had visited Frigga in disguise and found out about the mistletoe. It was Loki who had made the arrow and convinced blind Hod to shoot it at Balder. It was Loki, disguised as an old woman, who had refused to weep for Balder and kept him from returning to the land of the living.

Loki had been in trouble many times before. He had done all sorts of bad things. But he had never done anything quite so evil. The gods had lost all **patience** with him. Even Odin, who had defended Loki so many times in the past, refused to speak for him. The gods **vowed** to hunt him down and punish him.

Loki disguised himself as a salmon. He swam in the rivers. The gods tried to catch him but Loki leaped out of their nets and escaped. At last, Thor caught him. He grabbed him in midair. Loki struggled, but Thor held him tight with his powerful hands.



Loki disguised himself as a salmon. He struggled, but Thor held him tight with his powerful hands.

The gods took Loki, who was no longer disguised as a salmon, to a cavern deep underground. They chained him to the rocks. They took a **serpent**, whose mouth dripped with poison, and fastened it to the roof. Drops of poison fell out of the **serpent's** mouth and landed on Loki.

Loki was in terrible pain. The poison dripped all night and all day and each drop stung like a knife **wound**. Loki, the giant who had lived in Asgard with the gods, **writhed** in **agony** on the floor of the cave.

Loki went on suffering until his wife Siguna heard about his troubles. Loki had treated Siguna badly, but she still loved him. She left Asgard and went to live with Loki in the cavern. She stood next to her husband, with a cup in her hand. She caught the drops of poison in the cup to keep them from falling on Loki. Loki still suffered, especially when Siguna had to empty the cup, but his suffering was much reduced.



Poison dripped from the **serpent** all night and all day, causing Loki great pain.

As Loki lay in the cavern, Siguna whispered to him and soothed him. She reminded him of **prophecies** they both knew, **prophecies** about Ragnarok [ROG-no-rok] and the fall of the gods.

“For the moment, we are beaten,” she said. “The gods in Asgard rejoice at their **triumph** over you. But they know that the day is coming. They have heard the **prophecies**. They know as well as you and I that the final battle, the battle of Ragnarok, is coming.”

Siguna paused to toss a cup of poison away. Loki **writhed** in pain as two drops of poison fell on him. Siguna soothed him and began again.



Loki's wife Siguna tried to catch the poison before it fell on him.

“When Ragnarok comes, Yggdrassil [EEG-dro-sil], the tree that holds up the world, will tremble. The giants will rise and fight against the gods. A great eagle with a white beak will shriek in the sky. Your son, Fenrir the Wolf, whom they keep chained in a cavern like this one, will break his chains and attack the gods themselves. He will swallow up Odin himself. Meanwhile, Jormungand [YOR-mun-gond], the mighty **serpent** whose body encircles the earth, will do battle with Thor—and Thor will not escape his **fate**. None of the gods will escape! All of them will die! The sun will turn black. Earth will sink into the sea. The stars will vanish. The world will be destroyed!”



When Ragnarok comes, the world will be destroyed.

Glossary for *Gods, Giants, and Dwarves*

A

adventure—an exciting or dangerous experience

agony—severe pain

anvil—a large, iron block used by blacksmiths on which heated metal is hit to shape it (**anvils**)

assembly—a meeting

awry—wrong, happening in an unexpected way

B

barrel-chested—having a large, round chest

beast—scoundrel

belch—to burp (**belched**)

boomerang—a curved stick that is thrown and then returns to the person who threw it

C

conceal—to hide (**concealed**)

corset—a tight, stiff undergarment worn to make a woman's waist appear smaller

craftsman—a person who is skilled in making things, especially by hand (**craftsmen**)

creature—a living thing, specifically an animal (**creatures**)

D

dainty—small and pretty, delicate

despair—a feeling of being hopeless or extremely sad

disguise—to hide by changing appearance (**disguised**)

dwarf—a mythical, human-like creature that lives underground (**dwarves**)

F

fast—does not eat for a period of time (**fasted**)

fate—the things that will happen to a person, destiny, fortune

flatter—to praise too much in a way that is not sincere or genuine (**flattered**, **flattery**)

forge—the furnace in a blacksmith shop used for heating metal

G

guardian—a person who watches and/or protects something or someone

H

harm—to hurt or damage someone or something

hideous—very ugly

J

journey—a trip

M

maid of honor—an unmarried female attendant of a bride

massive—huge

master—an expert (**masters**)

mead—a drink made by mixing water, honey, malt, and yeast

mince words—to speak in an indirect and dishonest way

mistletoe—a plant with thick leaves and white berries; It grows on trees.

mourn—to feel or show sadness after a death or loss
(**mourned, mourning**)

P

patience—able to put up with problems without getting upset

prophecy—a prediction of what will happen in the future (**prophecies**)

R

raven—a large, black bird that was one of many flying spies for Odin (**ravens**)

realm—a kingdom

rogue—a person who playfully causes trouble

rumor—a thing that people say to others about someone or something that may or may not be true
(**rumors**)

S

scoundrel—a cruel, dishonest person

serpent—a snake

steed—a horse

summon—to call for (**summoned**)

surly—rude, mean, unfriendly

swear—to make a serious promise (**sworn**)

T

triumph—victory

V

veil—material worn on the head to cover the face

vein—a vessel like a tube that carries blood to the heart from other parts of the body (**veins**)

villainy—evil behavior

vow—to make an important and serious promise (**vowed**)

W

what a pity—that's too bad

wisdom—knowledge and good judgment gained over time

wound—an injury caused when something cuts or breaks the skin

writhe—to twist and turn in pain (**writhed**)

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Grade 3

Unit 6: *The Viking Age*



Use the Interactive Read-Aloud lesson and text on the following page to kick off this unit with your students.

Unit-level Essential Question

What lessons about people and humanity can we learn from stories about the Norse gods?

Lessons 1–5

Guiding Question: What personalities did the Norse gods have?

Writing Prompt: Odin and Thor immediately look for Loki when something goes wrong, even if he isn't the one causing the trouble. Why do you think that is?

Lessons 6–11

Guiding Question: How did the people of the Viking Age imagine what the universe looked like?

Writing Prompt: On page 71 of the Reader, there is an illustration of a tree with a few people on it. What did you read in the last chapter about a tree like this? Why might it be an important illustration to show “every living thing in the world”?

Unit 6 Culminating Activity

Imagine you are a lawyer who needs to either defend Loki or persuade the other gods to lock him away. Pick one of these sides to argue and make a short speech to the other gods (your classmates) about why they should listen to you, backing up your reasons with evidence from the text.

Read-Aloud

Use the following Read-Aloud to introduce **Grade 3 Unit 6**.

Tell students that throughout this unit, they will think about the following **Essential Question**: What lessons about people and humanity can we learn from stories about the Norse gods?

Explain that over the next few weeks they will read many different myths about Norse gods and goddesses, but first they will learn a little bit about the people who invented these myths—the Norsemen.

Read the Read-Aloud, pausing after each section to discuss the text-based questions.

Who Were the Vikings?

by Rosie McCormick

More than one thousand years ago, the Vikings were the lords of the seas. Vikings were famous as ferocious warriors who were feared by people because of their seaborne raids. Vikings were an important part of a Norse civilization that also had farmers, fishermen, shipbuilders, craftsmen, traders, explorers, settlers, and poets.

The Vikings came from a part of the world we now call Scandinavia. To the north, the Scandinavian peninsula is bordered by the Arctic Ocean. To the west is the Norwegian Sea, and to the south are the Baltic and North Seas. These seas are part of the North Atlantic Ocean. The Vikings were completely surrounded by water.

The Vikings traveled westward across the Atlantic Ocean to North America and eastward to Russia and beyond. They even traveled as far as Persia, which is called Iran today. They left a deep imprint on many parts of Europe and surrounding islands, and they established settlements in Iceland, Greenland, and Vinland, which is now called by an alternative name, Newfoundland. Some of those places still bear the names they were given by the Vikings more than a thousand years ago.

Viking expansion was made possible by their magnificent longships. The longships are icons of the Viking Age. The sight of longships struck fear into the hearts of others, but they were highly valued by the Vikings, who celebrated the ships in poetry, gave them as gifts, and even used them in funeral rituals.

Literal. When did the Vikings live?

- » More than 1,000 years ago

Literal. Where were the Vikings from?

- » Scandinavia

Inferential. How did the Vikings show that something was important to them?

- » They wrote poems about it, gave it to other people, and built important ceremonies, such as funerals, around it.

The exact causes of the Viking expansion during this time remain mysterious. Some possible reasons for their missions include competition for resources, the lure of wealth and resources in Europe and other places, an increasing number of people in need of more food, changes with rulers, warfare, and a desire to win fame and fortune. What we know for certain is that the Vikings used their magnificent longships to explore, trade, raid, and invade new lands.

When the Vikings first ventured away from Scandinavia in their longships, they raided and plundered foreign settlements, taunting and terrifying the local inhabitants. Vikings were also called *Norsemen*, which means Northmen. This name came from people they raided who were living in England and other parts of Europe. After these raids the Vikings returned home again with their plundered goods. Over time, however, the Vikings began to settle in and sometimes conquer the lands they had raided and plundered.

The Vikings didn't just raid and steal; they also traded. Their cargo ships—carrying items from their home like fish, furs, timber, walrus ivory and hides, and woolen cloth—sailed on major rivers across Europe and into Russia. They traded these items for silver or for things they did not have in their homeland.

Did you know that the Vikings set foot in what is now called North America long before Christopher Columbus did? After sailing to Iceland, the Vikings traveled all the way to the large island of Greenland and then to the much smaller island of Vinland, which is now called Newfoundland. Newfoundland is a part of the North American country of Canada. The Vikings were able to sail to these faraway places because they were such expert shipbuilders and navigators.

Literal. In what ways did Vikings interact with other communities?

- » raided, traded, conquered, settled

Literal. What might have caused the Vikings to travel?

- » Though the causes are not certain, they may have needed or wanted food, resources, riches, peaceful lands, or fame.

Inferential. Why might Vikings be important to the United States?

- » They arrived on our continent before Christopher Columbus.

Much of what we know about the Vikings was handed down to each generation in the form of sagas, or narratives, told by poets called *skalds*. *Skalds* were given the task of celebrating the achievement of kings, chieftains, and warriors. A *skald* was a historian who shared tales of war and preserved family history.

In addition to passing on their history, poets told about the Viking gods. The Viking people had their own mythology to explain the happenings of the world. In Norse mythology, Asgard was the home of the gods, and it was there that Odin, the ruler of Asgard, and his queen, Frigga, lived. There were many gods in Asgard, but perhaps the most famous one was Odin's son, Thor.

Inside Asgard was Valhalla, a palace where Vikings went if they had fought and died bravely in battle. It was considered a great honor to go to Valhalla. Five hundred and forty doors opened up into the palace, and through each door, eight hundred Viking warriors could walk side by side. Vikings also believed in the power of magic. They believed in giants, ghosts, zombies, dwarfs, elves, trolls, and dragons. The Vikings believed in good spirits and bad spirits.

Literal. How do we know about the Vikings?

» *Skalds*, or historians, handed down stories.

Literal. Why did Vikings create myths?

» to better understand and explain the world

Inferential. Were fighters important in Viking culture? Use evidence from what you heard to explain your answer.

» Yes, because warriors were allowed to go to Valhalla, which was an honor.

The Viking Age lasted around five hundred years, and over time came to an end as the Vikings went on fewer and fewer raids to other lands; their dragon-headed longships filled with ferocious Viking warriors eventually stopped sailing across the oceans. Several factors may have caused the Viking Age to come to an end, including:

- Europeans building hard-to-raid fortresses and castles;
- more Norse owning their own small farms, and needing to stay home to tend their farms;
- some Norse practicing Christianity, a religion which teaches it is wrong to steal from and hurt others.

Even though the Viking Age ended, the Norse people continued on and still exist today. They are known as Danes, Swedes, Norwegians, Icelanders, and Greenlanders. Although the Viking Age did not last as long as other civilizations, its Norse sagas and mythology forever remain with us, allowing us to learn about the Vikings' history, culture, and tales of adventure.

Literal. How long did the Vikings prosper?

» Five hundred years

Inferential. How did Vikings change over time?

» They stopped sailing; more of them got farms of their own; some of them became religious.

Inferential. Why might the Vikings still be important today?

» They were ancestors of people who still live today. We can learn from their stories and their ways.

Use the following prompts to extend student understanding of the Read-Aloud.

Guiding Question: What was Asgard like, and why might the Vikings create myths about such a place?

Writing Prompt: Using evidence you heard in the Read-Aloud, summarize what the Vikings were like. Where did they live, what kind of life did they have, and what did they believe was important?



Grade 3

Unit 6 | Digital Projections

The Viking Age

Grade 3

Unit 6

The Viking Age

Digital Projections

Contents

The Viking Age

Digital Projections

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Spelling Chart

'c' > /k/	'k' > /k/	'ck' > /k/	'ch' > /k/	'cc' > /k/

Spelling Chart

's' > /s/	'c' > /s/	'ss' > /s/	'ce' > /s/	'se' > /s/	'st' > /s/	'sc' > /s/

Cause and Effect Chart

Cause	Effect

Character Chart

Character: Loki	
“Sif’s Golden Hair”	
“Loki and the Dwarves”	
“Balder, the Beautiful”	
“Loki’s Punishment”	



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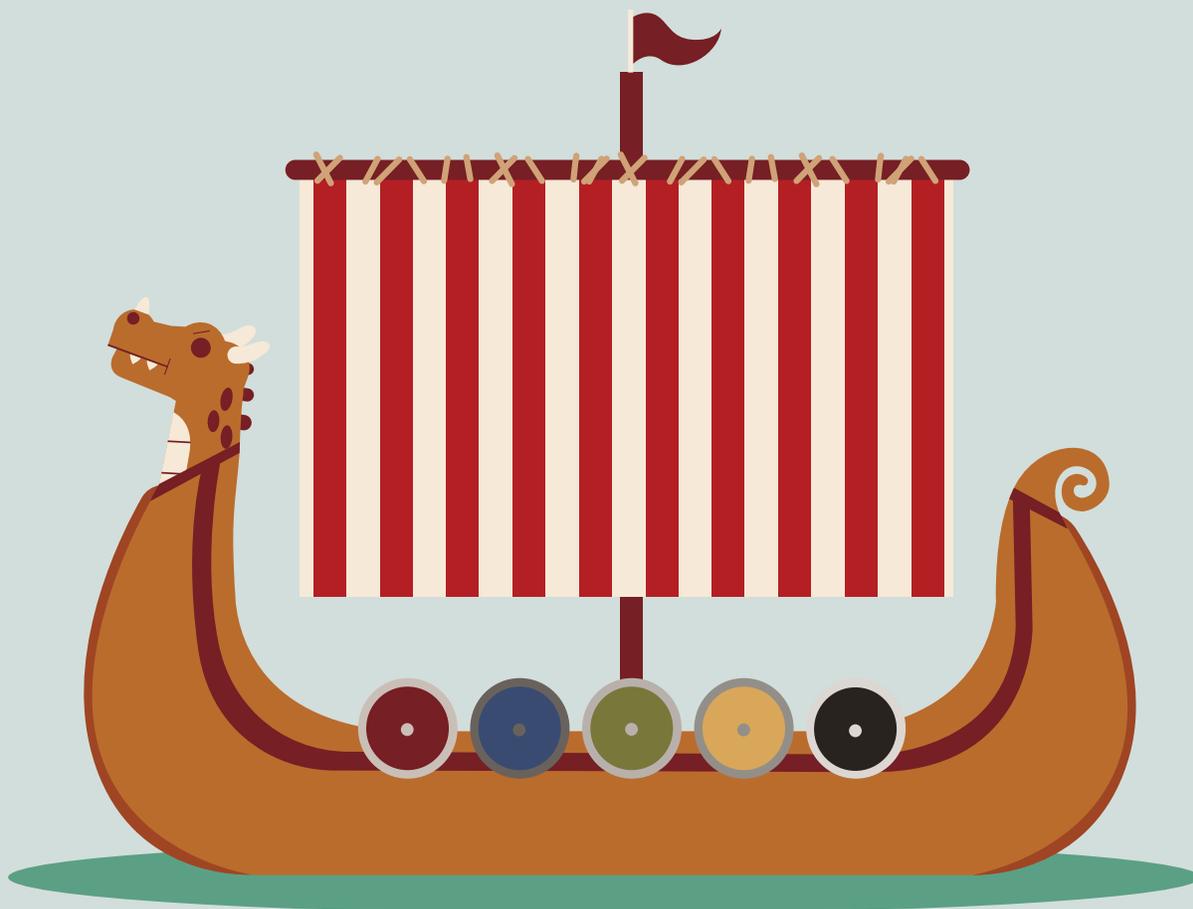
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Grade 3

Unit 6 | Teacher Guide

Far From Home: A Viking's Journey

Grade 3

Quest

Far From Home: A Viking's Journey

Teacher Guide

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Introduction

Far From Home: A Viking's Journey is a playful way to introduce students to Norse civilization. Combined with *The Viking Age*, this Quest constitutes the total core instruction for the Grade 3 Vikings unit. In *Far From Home: A Viking's Journey*, students take the roles of Vikings who have set sail with Leif Erikson to create the first Norse settlement in North America. But the class gets homesick and ventures back to Scandinavia. On the way, students meet numerous characters and learn about Viking society and traders, who tell them about other civilizations Vikings have reached or with whom they've traded. At the end of the Quest, the students land safely back in Scandinavia. There they build a town and, with the knowledge they've acquired over their journey, decide what is most important to Norse society.

The Quest is composed of five lessons. In each lesson, the class lands in a new place where there was a Viking settlement in history, starting with Vinland, stopping at Greenland, Iceland, and England, and then arriving home in Scandinavia. Each lesson should last roughly 45 minutes. Students will engage in a mix of writing, listening, and physical activities, while you, the teacher, read and guide them through the Quest.

Note to Teacher

The Quest will have slightly different language in Chapter 2 and Chapter 4, specifically when referring to enslaved people. Please remind your students in advance of these chapters that the term *slaves* used in *The Quest* is not an appropriate term to use today.

This unit, *Far From Home: A Viking's Journey*, will provide students opportunities to build content knowledge and draw connections to the Social Studies subject area, but does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Geography, History, and Social Studies Skills from the Social Studies discipline.

Teacher Resources

TEACHER GUIDE

The teacher guide is a simple guide to help you through the Quest. Each chapter includes instructions on preparing for the day's lesson, what to read and say during the lesson, and follow-up questions for students to review when the lesson is complete. You'll also find these following sections:

Character Dialogue

This is the main reading section of the Quest. In each chapter we meet a number of different characters whose dialogue gives students information on Norse society, geography, and vocabulary. You can either read the dialogue out loud yourself to the students, ask students to read paragraphs of the text, or play the audio of the text. The audio will play automatically as you progress through the Quest. To disable the audio, click the speaker icon in the top left corner of the screen. Students have all of the character dialogues in print in their workbooks, so they can follow along and can also be directed back to the dialogues to support their answers to check-in questions.

Check-in Questions

Check-in questions are quick questions to check students' understanding of vocabulary or a subject brought up during character dialogue. These should be quick questions, not lasting more than five minutes. Students will have more time to answer longer questions and write down detailed answers during review questions.

Review Questions

These are longer questions to be answered at the end of the lesson. During the review questions, students should take the time to write down full answers to questions in their workbooks. The review questions will be displayed in the app, so students can copy down definitions.

THE APP

The digital component of the Quest is to be used only by the teacher. It requires a projector so the entire class can share in the experience. The app is designed to be a window into the Viking world. This window is the class's first-person view of the surroundings in a specific Viking setting. As they travel from place to place, students look out over the prow of their ship on a stormy sea and sky; when they arrive at their destination, they're met by historical characters telling them about the new land and panoramas of various wild settings.

Teacher Interface

When you first open up the app, you'll see the opening screen. Click or Tap a button called "BEGIN SETUP;" and it takes you to the main interface. This serves as a table of contents for the app. You'll see on the top half of the screen the locations of the five chapters. If you click on any of the chapters, you'll be able to see that lesson broken down into smaller beats. Click on where you'd like to start, and then click "Start" to start projecting the app in front of the class. We recommend that you load all this up before class, so that when the class starts, the app feels as cinematic as possible. The next time you open the app, the opening screen will point you to where you last left off.



If you'd like to explore the app or a lesson without losing your place in the app, you can click on "Preview." This will allow you to look at any of the upcoming lessons without losing the students' inventory amounts or change the place where you left off with your class.

Moving Forward in the Main Experience

The main experience is linear. Pressing the arrow on the bottom right of the screen will take you to the next activity or dialogue, while pressing the arrow on the left will move you back.



Character Dialogue

Generally, each chapter in the app involves character dialogue set against a panoramic digital backdrop of their specific location, and then the class will sail to the next location.

If you find yourself lost in the dialogue (perhaps you kept reading in the teacher guide without pressing the next arrow), you can always find where you are using the dialogue's numbered paragraphs.

In the student workbook, as well your teacher guide and the app, next to each paragraph of dialogue you'll find a number. These are designed to correspond to the text, like line numbers in an epic poem, so you can easily find your place if lost.

At any point, you can pause the recorded dialogue by pressing the pause button on the bottom of the dialogue box. There is also a rewind button if you'd like to play the audio again. Note that some dialogue doesn't have recorded dialogue.



Inventory Menu

Aside from the main window into the worldview, you can access the inventory menu and the map menu on the top right of the screen at any time.



The inventory menu lets you record any resources the students have collected, made, or acquired through a trade. Once you enter the amounts students have decided to trade, the app will record

them. Remember to make adjustments to the inventory after every resource collection, trade, and at the start of each lesson, to show how much food was consumed by the class.



The Map

The map section shows the northern hemisphere from Vinland to Scandinavia. It also traces the path of the longship's journey and marks any place that characters mention in the text. The paths mirror real Viking trading and sailing routes. You can also see the paths Norse traders took.



Materials

THE VIKING MAP POSTER

This poster will help your students learn the geography being taught in the Quest. If you want, you can hide the poster during assessments so that students can't refer to it.



RESOURCE CARDS

These are playing cards that represent resources that were important to the Norse. Students look for resource cards once per lesson; afterward they use the resources they collected to trade with traders they meet, learning what essential items they would trade for luxuries from far-off lands. The pack will come with 90 cards in all:

- 30 Fish cards
- 10 Timber cards
- 10 Bilberry cards
- 10 Ivory cards
- 10 Ore cards
- 10 Wool cards
- 10 Blubber cards



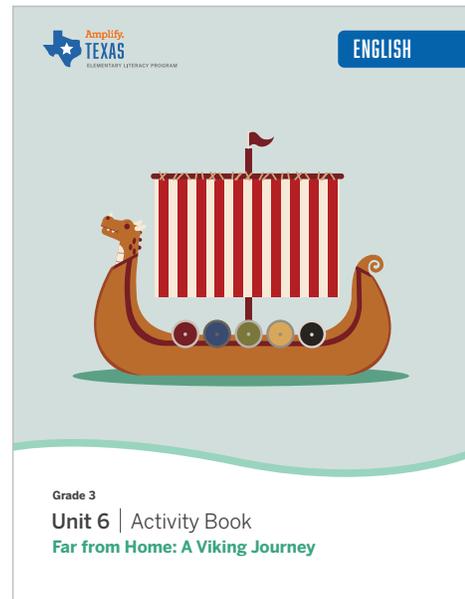
RULES FOR COLLECTING RESOURCES POSTER

To help students stay orderly and focused during the Collecting Resources activities, hang up this poster and review it each time.



STUDENT WORKBOOK

This is where students take notes and can read the character dialogue along with their teacher. The workbook is broken down into chapters, or lesson days, and it has a space where students can write about historical characters they encounter, new vocabulary words, and longer questions about Viking society. Students will spend the end of every lesson writing down critical information learned during the day.



Tips for Running the Quest

This Quest is about reading and listening, so of course the most important thing for students is to be able to hear and read the text clearly. What's different is that this Quest is written in the second person and all the characters are speaking directly to the students, so the Viking experience can feel as immediate as possible for them. When you are reading for the students, try to play up the drama of directly addressing them. Characters often confront, challenge, or make fun of the class. Play up these moments; it will definitely increase the students' enjoyment of the Quest.

Though the Quest is actually fairly linear, it's important to play up the decision aspects for students. Moments where the traders ask about resources or Thorstein asks about attacking the village can spark some of the best discussions of the Quest. Push students to think about why these choices are important, what resources are valuable to them, and what would be the value of attacking the village. These will get the students not only engaged, but also looking to reread and revisit the text in order to make their points.

The Quest is not just a digital experience but a physical one as well. Hiding the resource cards and doing physical exercises to make ships, sails, and a sword are all important parts of the Quest. Take your time with these. Spend time hiding resource cards so it feels like an adventure to find them. Similarly, really make your students row at the start and end of the lesson.

The Quest is designed to be a playful way for students to dive into Norse history more than designed to be heavily assessed. That is not to say the Quest isn't rigorous—there are numerous opportunities for students to read, write, and learn new vocabulary and concepts.

It's recommended that the student workbook be used for students to record information for themselves so they can explore big questions and remember what they've learned in lessons more than as a final assessment piece.

Structure

CHAPTER 1: VINLAND (45 MIN)

- Intro: Students row ashore with Leif when their ship is almost wrecked. This is a physical activity to warm students up.
- Character Dialogue: Leif Erikson's dialogue introduces students to the Quest.
- Students take a few minutes to write down new geography and vocabulary.
- Character Dialogue: Leif Erikson's dialogue introduces students to resource cards.
- Resource Collection: Students do a physical activity to find resource cards.
- Character Dialogue: Leif Erikson's dialogue introduces longships and how the Norse used them.
- Students do a physical activity to construct a longship.
- Review Questions: Students review what they learned in Vinland.

CHAPTER 2: GREENLAND (45 MIN)

- Intro: Students again row to shore.
- Character Dialogue: Thorvald introduces students to Greenland.
- Character Dialogue: Erik the Red introduces Viking values, warriors, and Valhalla.
- Character Dialogue: Thorvald introduces Resources and Traders.
- Check-in Questions: Students take a few minutes to write down new vocabulary and geography in their workbooks.
- Resource Collection: Students do a physical activity to search for resources and build swords.
- Trading: Traders' dialogue introduces students to the importance of trading in Viking life.
- Review Questions: Students leave Greenland and review lesson.

CHAPTER 3: ICELAND (45 MIN)

- Intro: Students row ashore; this time they hit a storm and their sail is wrecked.
- Character Dialogue: Freydis introduces students to Iceland and how Norse communities are governed.
- Character Dialogue—Althing: Students witness an Althing meeting.
- Character Dialogue: The skald tells students about how information and stories are passed down through Norse history.
- Check-in Questions: Students take notes on new vocabulary and geography.
- Resource Collection: Students do a physical activity to collect resources and weave their sail.
- Trading: Students learn new information from traders they meet.
- Review Questions: Students leave Iceland and review lesson.

CHAPTER 4: ENGLAND (45 MIN)

- Intro: Students row into England.
- Character Dialogue: Thorstein's dialogue introduces students to how Vikings raided villages.
- Character Dialogue: English villager dialogue describes what it's like to be raided by Vikings; proposes an alternative to students.
- Check-in Questions: Students take notes on new vocabulary and geography.
- Trading: If students decide to not destroy the village.
- Character Dialogue: Thorstein's goodbye.
- Review Questions: Students leave England and review lesson.

CHAPTER 5: SCANDINAVIA (45 MIN)

- Students build their own settlement using what they know of Norse society.
- Teacher plays the ending animation.
- The Quest concludes with a class discussion.

Vinland

PRIMARY FOCUS OF LESSON

TEKS 3.1.A; TEKS 3.1.D; TEKS 3.3.B;

TEKS 3.6.G; TEKS 3.7.F

In this lesson students will be introduced to the Vikings, focusing on their traditions of exploring and sailing. They will also be given their mission for the Quest by Leif Erikson.

- Students will hear dialogue from Leif Erikson introducing them to Vinland. They can also read along in Chapter 1 of their workbook.
- Students will write definitions for six new words, identify two locations, write a short description of Leif Erikson, and respond to two short-response questions.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Time	Materials
Introduction (5 min.)		
Physical Activity: Rowing		<input type="checkbox"/> Student Workbook <input type="checkbox"/> Viking Map Poster
Character Dialogue: Meeting Leif (10 min.)		
Check-in Questions		<input type="checkbox"/> Student Workbook
Character Dialogue: Introducing Resources (10 min.)		
Physical Activity: Collecting Resources		<input type="checkbox"/> Resource Cards <input type="checkbox"/> Rules for Collecting Resources Poster
Character Dialogue: Building a Longship (10 min.)		
Check-in Questions		<input type="checkbox"/> Student Workbook
Physical Activity: Drawing a Longship		
Character Dialogue: Leaving Vinland and Lesson Review (10 min.)		
Physical Activity: Rowing		<input type="checkbox"/> Student Workbook
Lesson Review		

LESSON OVERVIEW

In this lesson, students will be introduced to the main elements of the Quest. They will meet Leif Erikson, who will explain how Vikings traveled and explored. He will introduce students to longships, the vessels that carried Vikings across the oceans, and let students collect resources in order to prepare for their next exploration.

ADVANCE PREPARATION

- Before class, you should read through this chapter's dialogue.
- Place the cards for Vinland—timber, fish, and bilberries—around the classroom. If you prefer, you can hide some or all of the cards so that they're hard to find, but the Quest works just as well if the cards are merely hung or placed around the room.
- If possible, arrange your students' seating into side-by-side columns facing the projector or Smart Board. The goal is to make students feel as if they're sitting in and rowing a longship.
- Post the Rules for Collecting Resources poster.
- It's also probably best to load up the app before class starts, and start the app so it's waiting on the title screen as students enter the class. It will be a more dramatic entrance into the Quest for students if they don't see the teacher interface at the opening of the app.

MATERIALS

- 10 Timber Resource Cards
- 10 Fish Resource Cards
- 10 Bilberry Resource Cards
- projector and speakers
- Student Workbooks

Chapter 1: Vinland

Introduction



TEKS 3.1.A


Today we are going to start a five-day journey with the Vikings. The Vikings lived around 1,000 years ago and were also called the Norse. “Norse,” or “Norsefolk,” means “people from the north.” The Vikings were especially known for exploring the ocean in their longships, and traveling great distances. Today we will go exploring with the Vikings and learn all about them. Are you ready?

- Get students to give you a big, rousing cheer before moving on. Then hand out the Student Workbooks.



The only thing you need right now are your workbooks. In these workbooks you will record new vocabulary, geography, or interesting Viking facts. But we’ll get into these in more detail later. Everything else we need on our journey, we’ll have to make ourselves or find in our environment. Now let’s begin.

PHYSICAL ACTIVITY: ROWING

- Load the app so that the image of the ship on the stormy sea is playing in front of the students. As you read this next passage be sure to play up the drama of the situation!



Row, Vikings, row! If we want to survive this storm, we need to row! Put two hands on the oar in front of you and pull back, then push forward to row the ship. Row, Vikings, row!

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments.

- Show students how to mime grabbing a long oar with two hands and pulling it back toward you with great effort.

- Once the students have rowed for a minute with you cheering them on, press the arrow to arrive in Vinland and meet the Vikings' fearless leader, Leif Erikson.



Character Dialogue: Meeting Leif



TEKS 3.1.A; TEKS 3.3.B; TEKS 3.6.G; TEKS 3.7.F



1.1.1 Leif Erikson: Ah! Norsefolk! What a journey we had! Nothing makes you feel more alive than nearly dying! HA HA HA! Now here we crash-landed on this new land that I, Leif Erikson, great Norse explorer, have discovered! Stop looking so glum!

1.1.2 So our boat is wrecked! So we'll have to find new food, shelter, and resources! So we have no one we know to trade with. So we don't have any forges to make our swords! I don't care, for I, Leif Erikson, shall go down in history! I, Leif Erikson, am the first European to discover North America!

1.1.3 How do you like this new land I have discovered? It seems a little like our home in Scandinavia—it's pretty cold! But it's different too. There are plenty of vines here, and berries. I have decided to call it Vinland. Aren't I clever?

1.1.4 Let's take a look at the map to see where we ended up. Here we are. Does anybody know what continent we're on? Yes, we're on North America. This is Vinland here. And we came from all the way over here in Scandinavia.

- Here, Leif shows students a map of Vinland and Scandinavia.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.



1.1.5 Do you know what continent Scandinavia is a part of? That's right, it's part of Europe. I LOVE traveling, don't you? Look how far we've come! I don't care that our boat was almost wrecked by the storm! We used to be on a whole different continent. It's great to be a Viking!

1.1.6 Us Norsefolk like exploring; it's one of the things history will know about us. And you and I, Norsefolk, we have made it very, very far. We sailed along the coasts, discovering new places, trading with people, and creating new settlements. We traveled halfway around the world even though it is only around 1000 CE.

1.1.7 What's the matter? You look sad, Norsefolk. Is it because you want to explore EVEN MORE? No? What could it be then? Is it because we're so far from home? You want to go back to Scandinavia? I can understand. I miss my home too.

1.1.8 I miss my dogs and the path that wove from my house down to the sea. I miss the friendly faces of my neighbors and the smell of my mother's freshly cooked salmon. But mostly I miss my family.

1.1.9 But I don't want to leave this new land. I feel it's mine. I love this land of vines and berries, and the cold in the mornings that bites your feet. I am not eager to let you leave, my fellow Vikings, to abandon this settlement. If you are to leave to go home, you must do something for me on your journey back.

1.1.10 Promise me that on your way home you'll find my brothers, Thorvald and Thorstein; my father, Erik the Red; and my sister, Freydis. Tell them I have found a new land far to the west, and they should join me. Do you promise, Norsefolk?

- Have the students answer.

CHECK-IN QUESTIONS

Support

Have students work with a partner to discuss and answer. Direct students to a word wall you have created and/or images from this lesson as needed.

Challenge

Have students ponder the words *Norsemen*, *Norsefolk*, *Vinland*, and *longship* and think about how the word parts constitute the meaning of each word.

- These are quick questions to make sure students are following along with vocabulary and geography. Point students to Chapter 1 in their workbooks and have them fill in the right words in the right sections. Vocabulary and geography words are listed in the order in which they appear.

1. What does *Norsefolk* mean?
2. What does *journey* mean?
3. What does *settlement* mean?
4. Where is *Vinland*?
5. Where is *Scandinavia*?

Character Dialogue: Introducing Resources



TEKS 3.1.A; TEKS 3.1.D



1.2.1 Leif Erikson: Aye, before you leave you must prepare yourself for the journey. First you must collect resources. Resources are the things that you need to survive, or you will never reach home!

1.2.2 First you can find fish here off our shores, and bilberries to eat, which will keep your bellies full. And you will find timber here—wood you can use to construct a strong, fast longship to carry you across the water. Make sure you build it better than our last one! Oof. You don't want to sink off the coast of Greenland.

1.2.3 It is good to plan the amount of each resource you need to gather. If you have 30 logs of timber but no fish, you may not be able to feed yourself on the journey home. If you have 30 fish but no timber, you won't be able to build yourself a ship. So take a moment and think. What do you need to find?

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols.

PHYSICAL ACTIVITY: COLLECTING RESOURCES

- At this point, the resource page will appear on your screen. That means it's time for students to go into the room and collect the resource cards you've hidden.



All right now, off we go to find resources. The resources are on cards like these. And the cards are hidden around the room. You will have five minutes to go resource hunting.

- Display the Rules for Collecting Resources poster:



You will have five minutes to go resource hunting. But first, here are some important rules:

1. Before you get up, choose which resource you want to look for.
2. Walk carefully and be respectful to your classmates.
3. Collect just one resource card.
4. Once you have collected your resource card, stay still and wait for further instructions from your teacher.

- Give students five minutes to search for cards, and then have them stand where they find their cards.



Now that you have collected resources, we have to harvest them. The rules for harvesting resources are on the back of your cards. Let's harvest bilberries first. Who has any bilberries? If you don't have a bilberry card, I need you to wait, and you'll be able to collect your resources shortly.

- Give the following directions. These are also included on the back of the cards, if you would like students to read along.



Bilberries

Bilberries make a great Viking breakfast, and the juice inside makes a Viking's favorite drink. To gather a basketful of bilberries, you'll have to be gentle:

First find a bilberry bush. They're very short, so squat down and get face-to-face with one. Then say to the bush in a tiny voice:

- » Bilberries, you have no excuse,
I'm gonna drink your bilberry juice!

Squish the bilberries in your hands and stain your skin with purple juice. Hold the drippy berries above your head until your teacher asks for them.

Fish

A Viking's favorite dinner is fish with a side of more fish. To catch a lot of fish, you'll need to stretch far:

First, find the ends of your net. Stand with your legs and arms wide, put your hands on the ground, and pull the net up to your chin. Then pull your net across the floor and say in a singing voice:

- » Flippery fish, get in my dish,
A big, full belly is my only wish!

Get down low and gather the net up into your arms to collect your flopping fish. Hold the wriggling net in your arms until your teacher asks for it.

Timber

Vikings need timber to make their boats and build their houses. To gather timber, you'll need to be strong:

First find a tree. It's a big tree. Reach out and put your arms around the sides of it and interlace your fingers. You should have a very firm hold on your tree.

Keeping your hands locked around the tree's trunk, say in a slow voice:

- » Woody, woody timber, tall and strong,
Make me a boat that's swift and long!

Lean back and pull the whole tree from the ground and hold it high up on your shoulders. Keep it there until your teacher asks for it.

- Count how many of each card students have collected. Report their current totals and add them to the Resource screen.



Awesome! We now have ___ fish, ___ bilberries, and ___ timber.

Character Dialogue: Building a Longship



✚ TEKS 3.3.B; TEKS 3.6.G



1.3.1 Leif Erikson: Aye, now it is time to build a longship to carry you home. Longships are the pride of Vikings! Our boats are long and thin and can sail across oceans without an engine. How do we get the ship to go? Norse-manpower! HA HA HA HA!

1.3.2 We sit on either side of the deck, and we row, row, row the boat with great long oars! We use wind power too. The wind blows our large red and white sail, flying high on a mast in the middle of the ship, and pushes us along. And, of course, we carve the head of a roaring dragon on the front to terrify our enemies.

CHECK-IN QUESTIONS

1. What is a longship?
2. What does it look like?

✚ **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas.



Now we will make our longship. First I would like everyone to draw a longship from Leif's description of it.

- Read the script again and write the rules on the board. Give students three minutes to draw the longship.

PHYSICAL ACTIVITY: DRAWING A LONGSHIP

- Draw a longship in the space in your workbook.
- Once students have drawn the ship, have them stand up to do the next part of the exercise. Take five minutes for students to make the longship physically.



Now I would like us to construct the longship with our bodies, so can you all join hands to make the shape of a long ship?

- Without looking at the picture, create a physical representation of the ship with your own bodies. It needs to incorporate at least the planks, the sail/mast, and the oars.
- Once the ship has been created, every person should make the sounds of the wind and the waves and/or make up a battle cry.
- Once students have become the longship, have them return to their seats in order to move on from Vinland.

Character Dialogue: Leaving Vinland and Lesson Review



✦ **TEKS 3.3.B; TEKS 3.6.G; TEKS 3.7.F**



1.4.1 Leif Erikson: Now you are ready to set sail. Go find my father, Erik the Red, and my brother Thorvald in Greenland. Be careful! My father can be an . . . unpleasant man.

PHYSICAL ACTIVITY: ROWING



Now that we have Leif's permission, it is time for us to start off on our journey! We should jump in our longships. In order to start moving, we'll need to row! To do this we need to grab our large oars like this—push them forward and then pull them back like this.

- Press the next arrow to reveal the ship at sea.



- Repeat the rowing exercise from the start of the lesson.



Great. Now we're moving!

- Once students have rowed far enough, announce:

✦ **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.



Reading for Information
Analyzing Language Choices

Beginning

Provide 1:1 support in reviewing vocabulary. Direct student to word wall/vocabulary images. Distinguish *Norse*, *Norsemen*, *Norsefolk* as needed.

Intermediate

Provide moderate support in reviewing vocabulary. Redirect student to word wall/vocabulary images as needed.

Advanced/Advanced High

Provide light support in reviewing vocabulary. Redirect student to word wall/vocabulary images if needed.

ELPS 1.C

Support

Have students work with a partner to discuss and answer. Direct students to word wall and images as needed.

Challenge

Have students think about the images they saw of Vinland and use adjectives to describe its landscape, people, settlements, resources, etc. Show the app images again as needed.



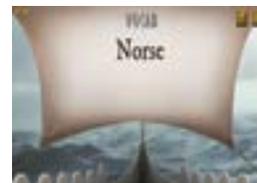
It looks like we've rowed far enough out to sea, and we can now raise our sail. In order to raise our sail, we need to reach up and grab a rope and pull down on it. When we pull down, the sail goes up. Did you ever see someone raising a flag on a flagpole? It's just like that.

- Show students how to mime pulling a rope down.



Okay, reach up and let's all raise our sail together—on three. One, two, three! Pull! Up goes the sail! Again. To the top! Pull! Amazing!

- Click on the next arrow, and the app will present the following questions, one at a time. Then the app will present a definition or answer so that students can write down their responses.



Whew, that was hard work. But now the wind should be able to carry our longships most of the way there. Let's take a look on our map to see where we are now.



It looks like we have a little while to wait before we get to Greenland. What did we learn during the first part of our journey?

- Once students have rowed far enough, click the next arrow to raise the sails and begin the review for this lesson.

LESSON REVIEW

- Review, as a class, the questions and answers at the end of Chapter 1 in the workbook.

Vocabulary

1. What does *Norsefolk* mean?
2. What does *journey* mean?
3. What does *settlement* mean?
4. What does *resources* mean?
5. What does *timber* mean?
6. What does *longship* mean?

Geography

7. Where is Vinland?
8. Where is Scandinavia?

Big Questions

9. Who is Leif Erikson?
10. What is one thing Vikings were known for?
11. How did Vikings travel?



**ENGLISH
LANGUAGE
LEARNERS**

Reading for Information
Reading/Viewing Closely

Beginning

Provide 1:1 support in answering questions orally/ in writing. Provide sentence starters/frames. Direct student to word wall/images for vocabulary support.

Intermediate

Provide moderate support in answering questions orally/ in writing. Provide sentence starters/frames as needed. Redirect student to word wall/images for vocabulary support as needed.

Advanced/Advanced High

Provide light support in answering questions orally/ in writing. Provide sentence starters/frames if needed. Redirect student to word wall/images for vocabulary support if needed.

ELPS 1.C; ELPS 1.E

Greenland

PRIMARY FOCUS OF LESSON

TEKS 3.1.A; TEKS 3.1.D; TEKS 3.3.B;
TEKS 3.6.G; TEKS 3.7.F

In this lesson students will be introduced to roles in Norse society, what different classes did, and what the Norse considered important in their society.

- Students will hear dialogue from Erik the Red, who will discuss Viking ideals and beliefs; Thorvald, who will discuss different working roles in Norse society; and traders, who will explain the importance of trade to the Norse. Students can also read along in Chapter 2 of their workbook.
- Students will learn five new words, identify two locations, write a short description of Erik the Red, and answer four short-response questions.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Time	Materials
Quick Review (5 min.)		
Connections		<input type="checkbox"/> Student Workbook
Character Dialogue: Thorvald's Introduction and Erik the Red (10 min.)		
Character Dialogue: Thorvald		<input type="checkbox"/> Student Workbook
Character Dialogue: Erik the Red		
Check-in Questions		
Character Dialogue: Thorvald and Valhalla (10 min.)		
Physical Activity: Collecting Resources		<input type="checkbox"/> Resource Cards <input type="checkbox"/> Rules for Collecting Resources poster
Physical Activity: Building a Sword		
Character Dialogue: First Trade (10 min.)		
Debating Trade		<input type="checkbox"/> Student Workbook
Character Dialogue: Leaving Greenland and Lesson Review (10 min.)		
Lesson Review		<input type="checkbox"/> Student Workbook

LESSON OVERVIEW

In this lesson, students will meet Erik the Red and Thorvald, Leif's father and brother. Erik the Red and Thorvald talk about Norse ideals and how Viking society is structured. Erik the Red focuses on the value of exploring and conquering, while Thorvald discusses the other jobs that keep Norse society fed and housed. In this chapter students will also be introduced to trading for the first time and will decide whether or not they would like to trade some of the resources they have collected.

ADVANCE PREPARATION

- Before class, you should read through the dialogue and click through the app to familiarize yourself with the material. If possible, set up the classroom desks or tables once more to form a longship.
- Place the cards for Greenland—ivory, ore, and fish—around the classroom. If you prefer, you can hide some or all of the cards so that they're hard to find, but the Quest works just as well if the cards are merely hung or placed around the room.
- Load up the app so that we start in the student view.
- In between the previous class and this one, decrease the number of bilberries and fish from the students' inventory, to show how they've used up inventory.

MATERIALS

- 10 Fish Resource Cards
- 10 Ivory Resource Cards
- 10 Ore Resource Cards
- projector and speakers
- Student Workbooks

Chapter 2: Greenland

Quick Review



✦ **TEKS 3.1.A; TEKS 3.6.G**

CONNECTIONS

- Before the session starts, ask students a couple of questions to remind them of what they learned the previous day.



What did we learn about yesterday?

Can someone tell me one thing we know about the Vikings?

Can someone tell us who Leif Erikson is?

Can someone tell us what our mission is?

Can someone tell me where we left from?

Can someone tell me where is the next place we're going to?

- Once students are comfortable, jump into the lesson.

- At the start of the lesson, students will be at sea. Repeat the rowing exercise. Click the next arrow to go to Greenland.



It looks like we're at Greenland! Let's explore this world.

- Press the next arrow to reveal Thorvald.



✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas.

Character Dialogue: Thorvald’s Introduction and Erik the Red



✦ **TEKS 3.1.A; TEKS 3.3.B; TEKS 3.6.G**

CHARACTER DIALOGUE: THORVALD



2.1.1 Thorvald: Who is there? You’ve come from where? Vinland! Ha! I am Thorvald, brother of your leader, Leif. So my brother has found a new land to the west? That should make my father, Erik the Red, proud. Fun fact: that’s why Leif and my last name is Erikson—son of Erik. Get that? Get it?

2.1.2 Oh, I miss Leif. I am sad I could not be with him. But not every Norseman can go exploring. Our father is sick—possibly on his deathbed. Someone has to stay to take care of him.

2.1.3 Not that Dad appreciates it. He’s always telling me: “I discovered Greenland! What have you done?! Your brother has an adventurous spirit, but you do not!” He says the highest goal for a Viking is to die in battle. He says a Norseman is either a warrior or a sailor!

2.1.4 But if we Norsemen were only warriors, how would he survive? How could our explorers travel so far? Who would take care of them when they are sick? Who would fish for their food? Who would build his longhouse and keep their whole family under one roof?

2.1.5 Norse noblemen, or jarls [pronounced *Yarls*]*—*high-class Vikings like my father—believe that only combat and exploration are important. But it is really the karls, the working people, who keep our Norse civilization going and allow us to travel so far.

2.1.6 Karls are the people who build and farm and fish. Karls are far more useful and important than warriors!

Support

Create a Venn diagram or T-Chart to compare/contrast karls and jarls.

Challenge

Have students create their own Venn diagram or T-Chart to compare/contrast karls and jarls. An advanced option is to have students create a three-way Venn diagram to include skalds.

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas.

- Press the next arrow to reveal Erik the Red.



CHARACTER DIALOGUE: ERIK THE RED



2.2.1 Erik the Red: My dear son Leif has found a new land to the west that he calls Vinland? Why is it called that, Norsefolk?

- Prompt students to give Erik an answer.



2.2.2 Ha! That makes me proud. Unfortunately, my days of exploring are done, over, finished. I, the great Erik the Red, was a glorious warrior. But I will not see new lands or new battles again. I will die, sick, in bed. It is unfitting for such a great warrior as I!

2.2.3 When a Viking dies in battle, he goes to Valhalla [pronounced **Val-Hal-A**], the warrior's paradise! There he awaits the end of the world—the Ragnarok [pronounced **Rag-Na-Rock**]
—when he will battle alongside the gods one last time.

2.2.4 The skalds, our Norse poets, wrote the “Saga of the Greenlanders,” an epic poem about my life! It tells the story of when I was banned from all of Scandinavia because I was such a fearsome warrior! Then I moved to Iceland and was banished again for being so wild!



2.2.5 Now, here I am, old and sickly, lying in my longhouse, surrounded by family. It is no fitting way for a warrior to die. I wish I could throw my spear into a crowd of enemies in a new place and scream, “I, Erik the Red, shall die in a blaze of glory! Come at me, all you warriors; nothing can end my life except Ragnarok itself!”

2.2.6 But I can't do that. Go now. Go! Thorvald will see you out. It's all he's good for.

CHECK-IN QUESTIONS

1. What is a *karl*?
2. What is a *jarl*?
3. What is *Valhalla*?
4. What is *Ragnarok*?

Support

Have students work with a partner to discuss and answer. Direct students to word wall and images as needed.

Character Dialogue: Thorvald and Valhalla



TEKS 3.1.A; TEKS 3.1.D; TEKS 3.6.G



2.3.1 Thorvald: I'm sad when I hear my father talk like that. I don't want him to go to Valhalla without me. But I like the farming and fishing I do, and I don't want to die in battle. Sometimes I think that the story of Valhalla isn't true; it just exists to encourage Norsefolk to go off and die fighting.

2.3.2 But if my father goes to Valhalla, I want to go, too. My father will die honorably and have a spectacular Viking funeral. Do you know how a Viking funeral works? We build a great longship just for my father. We place on it all his possessions: his sword, his treasure, even his enslaved people.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.6.G** Evaluate details read to determine key ideas.



2.3.3 Finally, we place his body there as well. We fill the boat with twigs and kindling and set the boat on fire! It will help his soul rise to Valhalla out on the water. He will have an honorable death. Now go. I'm sure there are many resources you need to collect here before you travel to Iceland.

PHYSICAL ACTIVITY: COLLECTING RESOURCES

- Get students to look for more resources. Students will be able to find iron, ivory, and fish.

- Open up the inventory to show how the bilberries and fish have decreased since the last class.



Now we have to resupply our resources. We ate many of the fish and bilberries we found in Vinland on the way here to Greenland. So it'll be important to find fish to feed ourselves during our next journey.

We'll also find ivory here. Ivory comes from the tusks of walruses. Ivory was a precious resource the Vikings used to make jewelry or hilts for swords; it was a luxury and especially important for trading with other people.

Finally, we'll be able to find iron ore, which we can use to make swords. Think for a minute: what do you guys want to find? Remember, each of you can take only one resource card, so plan carefully.

- Review the Rules for Resource Collection poster
 - Before you get up, choose which resource you want to look for.
 - Walk carefully and be respectful to your classmates.
 - Collect just one resource card.
 - Once you have collected your resource card, stay still and wait for further instructions from your teacher.
- Have students move around the room to find new resources.



Walrus Ivory

The Vikings took tusks from walruses to make ivory. They could carve the ivory into very pretty things. To gather walrus ivory, you'll need to be careful:

A walrus shouldn't be hard to find. They're huge. Look up into its eyes and walk up to it slowly, with your arms in front of you.

Then say in a pleasant voice:

- » Big, big walrus, out on the ice,
I can sell your tusks for a very nice price!

Take one tusk in each hand and clack them together high above your head. Keep them there until your teacher asks for them.

Iron Ore

The iron ore the Vikings used was found in bogs. Bogs are big, messy places covered in water and plants. To gather iron ore, you'll need to get wet:

First find the raw iron by wading out into the bog. To do this, walk with big, heavy steps as though you're moving through water.

Then say to the ore in a booming voice:

- » Ore, ore, I need some more,
To make my sword and defend my store!

Struggle and struggle to lift the heavy, heavy ore above your head. Keep it there until your teacher asks for it.



Fish

A Viking's favorite dinner is fish with a side of more fish. To catch a lot of fish, you'll need to stretch far:

First find the ends of your net. Stand with your legs and arms wide, put your hands on the ground, and pull the net up to your chin.

Then pull your net across the floor and say in a singing voice:

- » Flippery fish, get in my dish,
A big, full belly is my only wish!

Get down low and gather the net up into your arms to collect your flopping fish. Hold the wriggling net in your arms until your teacher asks for it.

- Once students have collected and presented the resources, instruct them on how to build swords.

PHYSICAL ACTIVITY: BUILDING A SWORD



Now that we've found iron ore, we can make ourselves some swords. The problem is that the iron ore is too impure to make strong swords right away.

First, we need to heat up the ore in a fiery forge. This gets rid of the impurity and softens up the ore. While it's hot, we can beat the iron with a big hammer into the shape of a sword.

Then we let it cool in water, and we'll have our Viking weapons.

- To make a sword:



First, everyone needs to get into a circle and make a bellowing fire noise from deep in your chest—like fire-breathing cows! This will be our forge.

Now that we've heated up the iron, we'll need to beat it into shape with our hammers. Everyone raise your fist high in the air and bring it down to your hand to make a big pounding noise.



Beginning

Provide 1:1 support in reviewing the multiple meanings of *forge*. Direct student to word wall/vocabulary images and to the word map.

Intermediate

Provide moderate support in reviewing the multiple meanings of *forge*. Direct student to word wall/vocabulary images and to the word map as needed.

Advanced/Advanced High

Provide light support in reviewing the multiple meanings of *forge*. Direct student to word wall/vocabulary images and to the word map if needed.

ELPS 2.C; ELPS 2.E



Now we plunge the hot swords into a tub of water to cool. What noise does hot metal make in cold water? Take a deep breath. Then, “hissssssss!”

Finally, we need to pull our swords out of the tub. So, everyone reach in and pull out a sword and raise it high with a “shink!” noise.



Wonderful, now we have our swords!

- Press the next arrow to have Thorvald introduce the traders.



Character Dialogue: First Trade



TEKS 3.1.A; TEKS 3.1.D; TEKS 3.6.G



2.4.1 Thorvald: Before you leave, you should speak to the traders here. We Norse explore far and wide, but by trading, we meet people from even farther away, who let us know of far-off lands and resources.

2.4.2 The traders bring luxuries from far-off places right to us! While you’re here in Greenland, it would be good to speak to them and see what you can get by swapping some resources.

2.4.3 Your timber from Vinland may be especially valuable. Here in Greenland, we don’t have as many trees as we’d like, and you have found plenty in Vinland.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.6.G** Evaluate details read to determine key ideas.

- Get the students to ask “Traders, traders, what do you have?”



2.5.1 Traders: What do we have, you ask? The question should be what do you have? We have traveled very far for our precious goods. We have traveled south to the city of Constantinople in Byzantium [pronounced **Con-Stan-Tin-Op-AI** and **Biz-Ant-E-Um**]. Do you know where that is?

2.5.2 Travel south from Scandinavia through Eastern Europe until you reach the place where Europe and Asia meet. There you'll find Constantinople, the biggest city you've ever seen—the capitol of a huge empire. That's where we traded for these silver coins!

2.5.3 These coins came all the way to Constantinople from traders from a city in another empire. That city is called Baghdad. You have to cross the desert to get there. Baghdad is southeast of Byzantium.

2.5.4 We will give these beautiful coins to you for the cheap, cheap price of three pieces of timber and three units of ivory. Do we have a deal?

DEBATING TRADE

- Ask students if they'd like to make the trade for the proposed deal.

- If all students agree, you can click yes, and make the changes in the inventory section on the top right hand of the screen.



- If some students do not agree, hold a debate.

Support

Provide sentence frames/ starters as needed to guide students in debating. Have students discuss with a partner as needed.

- Questions to ask to further the debate:
 - Why do you or do you not want to trade?
 - Do you think the silver is more valuable because you can't get it in any of the locations you've been to?
 - Are you ok losing timber for this trade? What if your ship breaks and you need to repair it?
 - Do you have enough fish for the next few stops on your journey?
 - Do you think ivory should be more valuable than silver since it is not as available in other places?

- If some students agree on another deal, click "Yes," and subtract the amount students are willing to trade from the inventory page.



- If students still would not trade, click "No."
- If the debate lasts too long, you can always hold a vote to settle the question and then move on to the next dialogue from Thorvald.

Support

Review the family members Erik the Red, Leif Erikson, Thorvald, and Freydis. Sketch a family tree to visually show how they are related. Review the meaning of Erikson as related to Leif and Thorvald.

Challenge

Have students create a family tree to illustrate the relationships of Erik the Red, Leif Erikson, Thorvald, and Freydis. Tell students to be on the lookout for one more name to add to the tree.

Character Dialogue: Leaving Greenland and Lesson Review



✦ **TEKS 3.3.B; TEKS 3.6.G; TEKS 3.7.F**



2.6.1 Thorvald: Well, you've traded, found resources, and made swords. It's now time for you to go. Your next stop should be Iceland. My sister, Freydis, lives there. She may be more open to leaving, but watch out: she's a tough one too!

✦ **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

- Click the next arrow to leave Greenland and reveal the ship at sea. Repeat the rowing exercise.



- Once the students have rowed far enough, click the next arrow to raise the sails and begin the review for this lesson.



LESSON REVIEW

Vocabulary

1. What is a *karl*?
2. What is a *jarl*?
3. What is *Valhalla*?
4. What is *Ragnarok*?
5. What is a *skald*?

Geography

6. Where is Constantinople?
7. Where is Baghdad?

Big Questions

8. Who is Erik the Red?
9. What does Erik the Red say is honorable for Vikings?
10. What does Thorvald think about the Valhalla story?
11. Other than exploring and fighting, what are some important jobs for Vikings?
12. Why do Vikings trade?

Support

Have students work with a partner to discuss and answer. Direct students to word wall and images as needed.

Challenge

Have students compare/contrast the resources found in Vinland and Greenland and further explain how trading these resources is beneficial.



**ENGLISH
LANGUAGE
LEARNERS**

Reading for Information
Reading/Viewing Closely

Beginning

Provide 1:1 support in answering questions orally/ in writing. Provide sentence starters/frames. Direct student to word wall/images for vocabulary support.

Intermediate

Provide moderate support in answering questions orally/ in writing. Provide sentence starters/frames as needed. Redirect student to word wall/images for vocabulary support as needed.

Advanced/Advanced High

Provide light support in answering questions orally/ in writing. Provide sentence starters/frames if needed. Redirect student to word wall/images for vocabulary support if needed.

ELPS 1.C; ELPS 4.F

Iceland

PRIMARY FOCUS OF LESSON

TEKS 3.1.A; TEKS 3.1.D; TEKS 3.3.B;
TEKS 3.6.G; TEKS 3.7.F

In this lesson students will learn about Norse politics and how Norse governments worked. They will also learn about epic poems and how Vikings passed on information.

- Students will hear dialogue from Freydis, Leif Erikson's sister, who will describe how Norse governments worked and how Vikings made decisions. They will also hear dialogue from a skald. Students can read along in Chapter 3 of their workbook.
- Students will learn three new words, identify two locations, and answer four big questions.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.7.F Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Time	Materials
Introduction (5 min.)		
Rowing		<input type="checkbox"/> Student Workbook
Character Dialogue: Freydis' Introduction & Althing (5 min.)		
Character Dialogue: Freydis' Introduction		<input type="checkbox"/> Student Workbook
Character Dialogue: The Althing		
Check-in Questions		
Character Dialogue: Skald (5 min.)		
Check-in Question		<input type="checkbox"/> Student Workbook
Collecting Resources and Sail Making (10 min.)		
Physical Activity: Collecting Resources		<input type="checkbox"/> Resource Cards <input type="checkbox"/> Student Workbook
Physical Activity: Sail Making		
Character Dialogue: Traders (10 min.)		
Debating Trade		<input type="checkbox"/> Student Workbook
Character Dialogue: Leaving Iceland and Lesson Review (10 min.)		
Lesson Review		<input type="checkbox"/> Student Workbook

LESSON OVERVIEW

In this lesson, students will meet Freydis, Leif Erikson's sister, and explore Iceland. In Iceland, Freydis discusses how Vikings make big decisions and are governed. She teaches students about the Althing—Viking councils. Students also speak to a skald, a Norse poet, who talks to students about how information is spread through Norse society. Students will again collect resources and trade with traders.

ADVANCE PREPARATION

- Before class, you should read through this chapter's dialogue.
- Place the cards for Iceland—wool, blubber, and fish—around the classroom. If you prefer, you can hide some or all of the cards so that they're hard to find, but the Quest works just as well if the cards are merely hung or placed around the room.
- If possible, rearrange the class into two rows to imitate a longship.

MATERIALS

- 10 Wool Resource Cards
- 10 Blubber Resource Cards
- 10 Fish Resource Cards
- Student Workbooks
- projector and speakers

Introduction: Rowing



TEKS 3.1.A

- At the start of the lesson the students will see a stormy sea. Repeat the rowing exercise.



Row, Norsefolk, Row! I don't know if we'll make it through this storm! Row!



Wow. I'm thankful we made it here, but it looks like our sail was torn up by that storm. We'll need some wool in order to weave a new one. First, let's speak to Freydis.

- Once you've completed the rowing exercise click the next arrow to go to Iceland. Once there, click the next arrow to reveal Freydis.



TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Character Dialogue: Freydis' Introduction and Althing



✦ **TEKS 3.1.A; TEKS 3.3.B; TEKS 3.6.G**

CHARACTER DIALOGUE: FREYDIS' INTRODUCTION



3.1.1 Freydis: You should be thankful to be alive, Norsefolk. It looks like your sail has been shredded and wrecked on your journey here. You'll have to weave yourself a new one.

3.1.2 So Leif wants me to go to Vinland? What does Leif have in Vinland that I don't have here in Iceland? Aye, discovering a new land is tempting, but I'll need to think about it. It is very far indeed.

3.1.3 It is tempting to be known for discovering a new place, but I am already known here. I am a very powerful woman. I am my father's daughter. I can send raiding parties to England or Ireland and take what I need. I can sail to Greenland to visit my father. I can get resources and luxuries from traders traveling the North Sea.

3.1.4 Powerful as I am, I would not be able to make such a big decision on my own anyway. I would have to call an Althing [pronounced **All-Thing**]. An Althing is a big meeting of all the chieftains and their counselors.



3.1.5 Because we travel so far, we need to hold big meetings where people from all over gather to share news and catch up.

3.1.6 The Althing isn't just for leaders; it is for any Norse, whether a jarl or a karl, who has a permanent home here in Iceland. I will bring my question to the entire group.

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas.

- Click the next arrow in order to reveal the Althing, then again to enter it. To reveal the jarl, click again.



CHARACTER DIALOGUE: THE ALTHING



3.2.1 Jarl 1: You want us to move to a new land your brother just discovered? It's madness. We have a life here. I have a very nice longhouse; it's huge. It has space for my entire family to live in—wife, children, cousins, aunts, and grandparents. It also has space for all my livestock. How could I leave them?

3.2.2 Count the sheep and chickens in the pasture near my longhouse. There are so many. That's how you can tell I am a wealthy man here. In Vinland I will have nothing. Why should I leave?

3.2.3 Karl 1: I, for one, might like a new land. What is better than exploring a strange new land? I might find valuable new resources, and maybe get rich! Then I can start a family!

3.2.4 Jarl 2: Who are we to stop people if they want to leave this land? We have limited resources here in Iceland, and it makes sense that some young people would look for better opportunities somewhere else.



3.2.5 Freydis: So, it's decided. Whoever wishes to leave Iceland has our permission, but we will not all go together. I myself shall lead these young people going to Vinland; they'll need an experienced warrior to guide them.

Support

Have students work with a partner to discuss and answer. Direct students to word wall and images as needed.

Challenge

Have students compare/contrast a longship and longhouse. They may wish to include a drawing.

ENGLISH LANGUAGE LEARNERS



Exchanging Information and Ideas

Beginning

Provide 1:1 support in acting out an Althing assembly. Direct student to Althing drawing, review terms, and provide sentence starters/frames for sharing.

Intermediate

Provide moderate support in acting out an Althing assembly. Direct student to Althing drawing, review terms, and provide sentence starters/frames as needed.

Advanced/Advanced High

Provide light support in acting out an Althing assembly. Direct student to Althing drawing, review terms, and provide sentence starters/frames for sharing.

ELPS 2.E

CHECK-IN QUESTIONS

1. What is a *longhouse*?
2. What is an *Althing*?

- Click the next arrow in order to reveal the skald.



Character Dialogue: Skald



TEKS 3.6.G



3.3.1 Skald: Is it true? Are you really those noble Norsefolk who journeyed with Leif Erikson to the land called Vinland? You see, I'm a skald—skalds compose very long poems called epic poems—and I'd like to make an epic poem about your story. A journey like that needs to be written down!

3.3.2 You'll be famous! You'll go down in history! We skalds don't tell our songs and poems just for fun and entertainment. No, these poems are the way we remember our history and how we pass that information to our future generations.

TEKS 3.6.G Evaluate details read to determine key ideas.



3.3.3 We Norse can write things down using an alphabet, but the rules for writing haven't been figured out yet. We write left to right, right to left, or up and down, and some people don't know how to write at all. Our written language isn't too useful yet. So we tell great stories like yours everywhere we go so that people remember them!

3.3.4 Would you like me to compose a saga of your journey for one low, low price of three pieces of timber and three fish?

CHECK-IN QUESTION

1. How did Vikings record their history?

Collecting Resources and Sail Making



TEKS 3.1.A; TEKS 3.1.D; TEKS 3.6.G



3.4.1 Freydis: Before you go anywhere you'll need to fix that sail. Luckily, we have plenty of sheep here that you can shear for wool. You can then weave the wool into a new sail.

3.4.2 You should also search for seals to get their blubber. You can burn blubber to keep you warm. Finally, of course, you can fish in order to feed yourselves on the next leg of your journey.

PHYSICAL ACTIVITY: COLLECTING RESOURCES

- Review the Rules for Collecting Resources poster:
 - Before you get up, choose which resource you want to look for.
 - Walk carefully and be respectful to your classmates.
 - Collect just one resource card.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.6.G** Evaluate details read to determine key ideas.

- Once you have collected your resource card, stay still and wait for further instructions from your teacher.



Fish

A Viking's favorite dinner is fish with a side of more fish.

To catch a lot of fish, you'll need to stretch far:

First, find the ends of your net. Stand with your legs and arms wide, put your hands on the ground, and pull the net up to your chin. Then, pull your net across the floor and say in a singing voice:

- » Flippery fish, get in my dish,
A big full belly is my only wish!

Get down low and gather the net up into your arms to collect your flopping fish. Hold the wriggling net in your arms until your teacher asks for it.

Blubber

Seal blubber can be set on fire and used for warmth or to provide light. To gather seal blubber you'll need to learn how to carry it:

First, find a seal. Seals live in the corners and against the walls of the room, where the land meets the ocean.

Then say in a deep voice:

- » Hey there seal, give me all that blubber,
It'll keep me warm, underneath my covers!

Try to lift the blubber above your head as it slips and wiggles and slides. Keep it above your head until your teacher asks for it.



Wool

Vikings use wool to make their clothes and the sails of their ships. To gather sheep wool you'll need to work together:

Bring all the sheep to one place so you know where to find them. Everyone go to opposite ends of the classroom and walk to the center with your arms outstretched. To make sure you have the sheep enclosed, link hands around them.

Then say in a deep voice:

» I need a sweater! I need a coat!

From a wooly, wooly sheep, not from a goat!

Fill up your arms with fluffy, fluffy wool, and squeeze it tight against your chest until your teacher asks for it.

- Once students have collected their items, have each group come up to the front of the class and input the number of each item collected into the inventory.
- Then move onto building a sail.

PHYSICAL ACTIVITY: SAIL MAKING



Now we need to make our sails. The Norse would make sails by weaving together patches of wool. The sail would then be hoisted above the ship and catch the wind.

For us to weave together the sail, let's each be a piece of cloth. I'll need everyone in the class to get into a line.



Once everyone is in a line, I'll need you all to weave together by linking arms.



Now that we're all linking arms, we need to catch the wind. Now imagine a big wind is blowing down the center of our sail. Will you hold strong?

- Howl like the wind and have students stand firm against it.



Whew. All right, it looks like thankfully our sail will hold. We've lost some of our wool, though, in the process.

- Go to the inventory and decrease the wool by half.



Now we should go and meet the traders to see what they have to trade with us.

- Click the next arrow to reveal the traders.



Character Dialogue: Traders



 **TEKS 3.1.A; TEKS 3.6.G**



3.5.1 Trader 1: You think you have been far, Norsefolk? We have sailed our ships from the far ends of the earth down to North Africa. Do you even know where North Africa is, Norsefolk?

3.5.2 Trader 1: You have to sail south along the coast of Europe. Past England, past even Spain, and you'll land there. As cold as it is up here in Iceland, it is hot down in North Africa, as if when you stretch your hand up you could touch the fiery sun. See here.

3.5.3 Trader 1: North Africa is not isolated in the freezing cold ocean like Iceland. No, it is connected to lots of other warm countries. It still has roads from the days of Rome. We traded for a spice called cinnamon there!

3.5.4 Trader 2: What is cinnamon? How can we describe cinnamon to you if you've never tasted it before? It is hot like fire, but there's also a sweetness to it. You must be getting sick of plain old fish and bilberries by now, Norsefolk; sprinkle some cinnamon on them—oh, it's utterly delicious!

3.5.5 Trader 2: The cinnamon doesn't come from North Africa, though. It comes from even farther away. Traders had to bring it north along the coast of the Red Sea and from Ethiopia [pronounced **E-Thee-Oh-Pi-A**] in Eastern Africa!

3.5.6 Trader 2: Traveling long distances is hard, but sometimes we want things that come from faraway places. It's worth spending some extra money if someone will do all that traveling for you. So would you like to trade something for cinnamon from Ethiopia? It could prove useful in your further travels.

3.5.7 I see you have ivory from Greenland there—very valuable to us here in Iceland. We don't have walruses here in Iceland, and we would love some ivory to make luxurious things. We'll give you some delicious cinnamon for four parts of ivory. Do you accept?

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas.

Support

Have students work with a partner to discuss and answer. Direct students to the word wall and resource inventory as needed.

Challenge

Have students compare/contrast the resources found in Greenland and Iceland and further explain how trading these resources is beneficial.

Support

Explain that the word *sack* is used to mean “attack” because it is related to the sacks, or bags, used to carry the loot taken from a conquered place.

Challenge

Have students think about the images they saw for Greenland and Iceland. Have them review the app as needed. Ask them what they notice about the landscape in each. Guide them to realize that Greenland is depicted as white and icy, and Iceland is depicted as green and grassy. Have students speculate about these opposites, and conduct research to find out more information.

DEBATING TRADE

- Ask students if they’d like to make the trade for the proposed deal.

- If all students agree, you can click yes, and make the changes in the inventory section on the top right hand of the screen.



- If some students do not agree, hold a debate.
- If students still would not trade, click “No.”
- If the debate lasts too long, you can always hold a vote to settle the question, and then move on to the next dialogue.

Character Dialogue: Leaving Iceland and Lesson Review



✚ **TEKS 3.3.B; TEKS 3.6.G; TEKS 3.7.F**



3.6.1 Freydis: I have heard disturbing news about England. Apparently, my dear brother Thorstein has been trying and failing to sack a town for weeks. You must go and help him. Save him from humiliation. Don't tell me you don't know how to sack a town, Vikings!

3.6.2 It's when we charge a town and take their things, enslave their people, and burn the buildings to ash. You remember now? Good. Well, my brother can use some help, so go and help him. Show him how real Vikings sack a town!

✚ **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.



Reading/Viewing Closely

Beginning

Provide 1:1 support in answering questions orally/ in writing. Provide sentence starters/frames. Direct student to word wall/images for vocabulary support.

Intermediate

Provide moderate support in answering questions orally/ in writing. Provide sentence starters/frames as needed. Redirect student to word wall/images for vocabulary support as needed.

Advanced/Advanced High

Provide light support in answering questions orally/ in writing. Provide sentence starters/frames if needed. Redirect student to word wall/images for vocabulary support if needed.

ELPS 2.E; ELPS 4.F

- Click the next arrow to leave Iceland and reveal the ship at sea. Repeat the rowing exercise.



- Once the students have rowed far enough, click the next arrow to raise the sails and begin the review for this lesson.



LESSON REVIEW

Vocabulary

1. What is a *longhouse*?
2. What is an *Althing*?
3. What is a *skald*?

Geography

4. Where is North Africa?
5. Where is Ethiopia?

Big Questions

6. How did Vikings make big decisions?
7. Who was allowed at an Althing?
8. How did Vikings pass on information?
9. Why are some resources more valuable in some locations than others?

England

PRIMARY FOCUS OF LESSON**TEKS 3.1.A; TEKS 3.1.D; TEKS 3.3.B;****TEKS 3.6.G; TEKS 3.7.F**

In this lesson students will learn about Viking raiding tactics and how Vikings waged war.

- Students will learn about how Vikings raided towns by hearing dialogue from Leif Erikson's brother Thorstein and an English villager who is under siege. They can also read along in Chapter 4 of their workbook.
- Students will learn four new vocabulary words, answer two geography questions, and write short responses to three big questions.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Time	Materials
Introduction (5 min.)		
Review and Rowing		<input type="checkbox"/> Student Workbook
Character Dialogue: Thorstein's Introduction and English Villager (15 min.)		
Character Dialogue: English Villager		<input type="checkbox"/> Student Workbook
Check-in Questions		
Character Dialogue (10 min.)		
After the Siege		<input type="checkbox"/> Student Workbook
Character Dialogue: Trader (10 min.)		
Debating Trade		<input type="checkbox"/> Student Workbook
Lesson Review (5 min.)		
Review Questions		<input type="checkbox"/> Student Workbook

LESSON OVERVIEW

In this chapter the class will arrive in England and decide whether or not they would like to raid it. They will meet Thorstein, Leif's second brother, who discusses how Vikings raided, as well as an English villager who continues to discuss Viking raiding tactics.

ADVANCE PREPARATION

- Before class, you should read through the dialogue and click through the slides to be familiar with the lesson.
- If possible, rearrange the class into two rows to imitate a longship.

MATERIALS

- Student Workbooks
- projector and speakers
- There are no resource cards for this chapter.

Chapter 4: England

Introduction: Review and Rowing



TEKS 3.1.A

- Have students review why they came to England and who they expect to meet here.
- Tell them that it looks as though Leif's brother Thorstein is having some trouble. Tell students they might be able to help him.

- At the start of the lesson, students will be at sea. Repeat the rowing exercise. Click the next arrow to go to England.



Character Dialogue: Thorstein's Introduction and English Villager



TEKS 3.1.A; TEKS 3.3.B; TEKS 3.6.G

- Click the next arrow to reveal Thorstein.



TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas.



4.1.1 Thorstein: Oh good, they've sent reinforcements! It is truly a blessing that you're here in England. I cannot seem to raid this village! I've done everything that we usually do when we raid a town!

4.1.2 I chose a village that was isolated, far away from other villages! I sailed in as quickly as possible in my longship, which had the head of a snake to scare my enemies! I tried to locate their monastery, the religious building where their monks live and where they often keep treasures. But they were prepared!

4.1.3 I don't know what to do! I can't go back to Iceland and tell everybody that a handful of English villagers stopped an army of Viking berserkers [pronounced **Ba-Zerk-Ers**]! Honestly, I'm not sure if I can even call myself a berserker.

4.1.4 The berserkers I know work themselves up into a terrifying fighting frenzy. I guess I can yell a little, but not that loudly. I'll never enter Valhalla. Will you help me?

- Click the next arrow to reveal the English villagers.



CHARACTER DIALOGUE: ENGLISH VILLAGER



4.2.1 English Villager: Vikings! Vikings are coming! Englishmen, prepare yourselves! Get behind the defenses! You can't scare us! We're ready for you this time.

4.2.2 This time we're not giving you any of our money. We're not going to pay you tribute! You come every spring when the weather gets nice, and you threaten to attack us and destroy our homes if we don't give you our money. You go berserk!

4.2.3 You take some of us and enslave us, and you take the precious things from our monasteries! Not this time. We're tired of being picked on!

4.2.4 If it's not you it's those barbarians from Western Europe! The Normans or the Franks! Enough is enough! We're attacked from the north by you, and we're attacked from the south by them!

4.2.5 I wish we didn't have to go through with this violence. It gets old. This is a peaceful town. We're far away from the protection of another kingdom. This is why you attack us, isn't it?

4.2.6 Look, how about you don't destroy this village and enslave us, but instead use this town as a trading post? You can use it as a safe port, as a way to launch yourself farther south. What do you say?

Support

Have students work with a partner to discuss and answer. Direct students to the word wall and images as needed.

Challenge

Have students use each of the vocabulary words in a sentence.

ENGLISH LANGUAGE LEARNERS



Selecting Language Resources

Beginning

Provide 1:1 support in distinguishing the meanings of *berserker* and *going berserk* by providing synonyms, examples, and images.

Intermediate

Provide moderate support in distinguishing the meanings of *berserker* and *going berserk* by providing synonyms, examples, and images as needed.

Advanced/Advanced High

Provide light support in distinguishing the meanings of *berserker* and *going berserk* by providing synonyms, examples, and images if needed.

ELPS 1.D; ELPS 1.E

CHECK-IN QUESTIONS

1. What does *isolated* mean?
2. What does *monastery* mean?
3. What does *berserker* mean?
4. What does *tribute* mean?
5. Where is Western Europe?

Character Dialogue: After the Siege



TEKS 3.1.A; TEKS 3.1.D

- Students can decide whether or not they want to raid the English village.



- Remind students of the arguments on either side: If they raid the village, they will help Thorstein and win him pride and respect from his family. If they do not raid the village, they may be able to interact peacefully with the people in the town.
- Note: Historically, the Norse were truly the great raiders we remember them as. We have found evidence of their violence throughout Europe. On the other hand, as this Quest shows, they were great traders, and often had very peaceful trade relations with people all over the world, including the English. The decision to raid or trade was one the Vikings made all the time.
- If students decide “yes,” the villages and church are in flames behind them. If they decide “no,” the town remains fine, and students will have the option to trade with traders travelling through the village.
- Either way, the next character we see is Thorstein.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols.



4.3.1 Thorstein: So are we going to attack this village?

4.3.2a Thorstein (if yes): Thank you for helping me. I am embarrassed to say that these people stopped me. I don't think I could possibly face my sister and brothers after failing like that. I can't imagine facing my father. Have you met him?

4.3.2b Thorstein (if no): So you decided not to destroy the village? How will we ever gain fame if we don't kill people and take their things? I guess you will have to settle for trading with these people.

Character Dialogue: Trader



TEKS 3.1.A; TEKS 3.1.D; TEKS 3.6.G

- If students decided not to raid the village, they will then talk to a group of traders. You might wish to show students both outcomes. You can use the back arrow on the bottom left of the screen to go back in time and try either option.



4.4.1 Trader 1: We're very happy that you Norsefolk let these people live. In exchange, we'll open up our borders to you. We have traveled very far indeed, Norsefolk. We went east across Europe and kept moving. There we found people who had been traveling west from the Far East.

4.4.2 Have you ever heard of silk? A thin, soft thread used to make very delicate fabrics: soft to the touch and beautiful to look at. And the strangest thing is that these beautiful threads come from worms.

4.4.3 You can make the finest clothing with this fabric, Norsefolk. Strange how something so gross can make something so beautiful. Would you like to trade for some silk?

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.6.G** Evaluate details read to determine key ideas.

DEBATING TRADE

Support

Using the map on the back page of the Student Workbook, guide students in tracing the pathways you have traveled on the longship: from Scandinavia to Vinland to Greenland to Iceland to England, and back to Scandinavia.

- Ask students if they'd like to make the trade for the proposed deal.

- If all students agree, you can click yes, and make the changes in the inventory section on the top right hand of the screen.



- If some students do not agree, hold a debate.
- If students still would not trade, click “No.”
- If the debate lasts too long, you can always hold a vote to settle the question and then move onto the next dialogue.



4.5.1 Thorstein: Would you mind taking me back to Scandinavia? I would like to start a new life in a new place. I cannot go back to Iceland and see my sister. Please take me with you.

- Click the next arrow to leave England and reveal the ship at sea. Repeat the rowing exercise.



- Once the students have rowed far enough, click the next arrow to raise the sails and begin the review for this lesson.





**ENGLISH
LANGUAGE
LEARNERS**

Reading/Viewing
Closely

Beginning

Provide 1:1 support in answering questions orally/in writing. Provide sentence starters/frames. Direct student to word wall/images for vocabulary support.

Intermediate

Provide moderate support in answering questions orally/in writing. Provide sentence starters/frames as needed. Redirect student to word wall/images for vocabulary support as needed.

Advanced/Advanced High

Provide light support in answering questions orally/in writing. Provide sentence starters/frames if needed. Redirect student to word wall/images for vocabulary support if needed.

ELPS 2.E; ELPS 4.F



Lesson Review

TEKS 3.3.B; TEKS 3.6.G; TEKS 3.7.F

Vocabulary

1. What does *isolated* mean?
2. What does *monastery* mean?
3. What does *berserker* mean?
4. What does *tribute* mean?

Geography

5. Where is Western Europe?
6. Where does silk come from?

Big Questions

7. How did Vikings choose targets for their raids?
8. What did Vikings take when they raided a town?
9. What were some tactics Vikings used in raids?

TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

Scandinavia

PRIMARY FOCUS OF LESSON

TEKS 3.1.A; TEKS 3.1.D; TEKS 3.3.B;
TEKS 3.6.G; TEKS 3.7.F

In this lesson, students will arrive back in Scandinavia where they will use all they learned about Norse society to set up a new Viking settlement.

- In their workbooks, students will write down each element that they add to a new Viking settlement. They will also define each one.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Time	Materials
A Settlement of Our Own (30 min.)		
Check-in Questions		<input type="checkbox"/> Student Workbook
The Ending Animation (15 min.)		
Conclusion		<input type="checkbox"/> Student Workbook

LESSON OVERVIEW

In this chapter, students will recap the entire week of lessons. The goal for students is to name what was important to Vikings and Norse. As students name some important elements to Viking society, you will be able to place these elements on the digital background; so by the end of the lesson, students will have constructed an entire town.

ADVANCE PREPARATION

- Before class, you should read through the dialogue and click through the slides to be familiar with the lesson. Also, if possible, rearrange the class into two rows to imitate a longship.
- Have students work with a partner to fill in the sentence starters/ frames and review what was important to a Norse society.
- As students complete the sections about trade and where the Vikings lived and explored, display the following locations on the map: Scandinavia, Vinland, Greenland, Iceland, England, Constantinople/ Byzantium, Baghdad, North Africa, Ethiopia, Western Europe, and China.
- Guide student pairs in taking one or two words from each section and combining them to write a couple of original sentences about the Norse.

MATERIALS

- Student Workbooks
- projector and speakers
- There are no resource cards for this section.

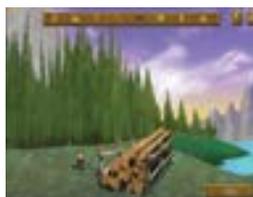
Chapter 5: Scandinavia

A Settlement of Our Own



✦ **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.3.B; TEKS 3.6.G; TEKS 3.7.F**

- When you arrive in Scandinavia, there will be a new tool bar on the top of your screen. Use this to add elements to your new settlement.



We're home. We're finally home. We've crossed oceans and islands, but we're finally here. Arriving home can be the start of its own adventure.



It seems a little quaint than I remember it. I guess places look a little smaller once you've seen the wide world. Let's think. If we wanted to set up this town so it could connect with the rest of the world, what would we need to do?



If we want to live here, we're going to have to set up our own town. To do that, we need to figure out what's most important to us as a society. Can people name what was important to Vikings?

- The elements, from left-to-right, are:
 - *longship* (students may also say "a dock"; ask them what type of ship belongs in the dock)
 - *longhouse* (students may say "houses"; ask them for the characteristics of Norse homes)
 - *fish*

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

- a *forge* (students may say “swords” or “a blacksmith”; ask them for the name of the place where a blacksmith works)
 - *timber*
 - *wool* (students may say “sheep”)
 - a *trading post* (students may say “silk,” “cinnamon,” or “coins”)
 - and an *Althing*
- These items are not the only things that might belong in a Norse settlement. As students mention each item, ask them to define it and to describe the item’s importance to the Norse. Students should write their answers in their workbooks.
 - Once students have written down an answer, have a few volunteers come to the front of the class and pretend to build the item with saws and hammers and nails. As they mime construction, click on the item to make it appear in the settlement.
 - Repeat this for each item.
 - Once the settlement is complete, it will fill up with Norsemen, and the option to watch the Ending Animation will appear.

CHECK-IN QUESTIONS

Boats, Ships, and Travel

1. How do Vikings travel?
2. What do longships look like?
3. What were they used for?
4. How did we build a longship?

How did Vikings make decisions?

5. Who was allowed to come to an Althing?
6. What types of decisions were made there?

Where did Vikings live?

7. How many people lived in longhouses?
8. What else was stored in longhouses?

Resources

9. What resources were important to Vikings?
10. What resources did we find in Iceland and Greenland?
11. What resources did we get elsewhere?

Trade

12. How did we get resources from far away?
13. What were some resources that we got from far away?
14. Can you name some Viking trade routes?



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Beginning

Provide 1:1 support to help students answer questions. Direct student to dialogue text/word wall/images. Guide student in using words from chart to construct original sentences.

Intermediate

Provide moderate support to help students answer questions. Redirect student to dialogue text/word wall/images as needed. Assist with original sentences as needed.

Advanced/Advanced High

Provide light support to help students answer questions. Redirect student to dialogue text/word wall/images if needed. Assist with original sentences if needed.

ELPS 2.E

The Ending Animation 15M

TEKS 3.1.A

- Click “Ending” to proceed to the final animation.



CONCLUSION

Ask students some questions to wrap up their experience:

- What do you think happened to each member of the Erikson family (Leif, Thorvald, Eric, Freydis, and Thorstein) after the story ends?
- Would you want to live as a Viking? Why or why not?
- In what ways are our lives different from those of the Vikings? Are they at all similar?
- If you had to describe the life of a Viking in one word, what word would you use?

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Viking Quest

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 3.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments	Quest: p. 12, Quest: p. 15, Quest: p. 16, Quest: p. 18, Quest: p. 26, Quest: p. 29, Quest: p. 30, Quest: p. 32, Quest: p. 36, Quest: p. 40, Quest: p. 43, Quest: p. 44, Quest: p. 47, Quest: p. 51, Quest: p. 54, Quest: p. 57, Quest: p. 60, Quest: p. 61, Quest: p. 64, Quest: p. 67, Quest: p. 69
TEKS 3.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	
TEKS 3.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	
TEKS 3.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols	Quest: p. 12, Quest: p. 18, Quest: p. 26, Quest: p. 32, Quest: p. 36, Quest: p. 40, Quest: p. 47, Quest: p. 54, Quest: p. 60, Quest: p. 61, Quest: p. 64, Quest: p. 67
TEKS 3.1.E	develop social communication such as conversing politely in all situations	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

TEKS 3.2.A.i	decoding multisyllabic words with multiple sound-spelling patterns, such as eigh, ough, and en	
TEKS 3.2.A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
TEKS 3.2.A.iii	decoding compound words, contractions, and abbreviations	
TEKS 3.2.A.iv	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts	
TEKS 3.2.A.v	decoding words using knowledge of prefixes	
TEKS 3.2.A.vi	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list	

(B) demonstrate and apply spelling knowledge by:

TEKS 3.2.B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
TEKS 3.2.B.ii	spelling homophones	
TEKS 3.2.B.iii	spelling compound words, contractions, and abbreviations	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Viking Quest

Correlation—Teacher’s Guide

TEKS 3.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns	
TEKS 3.2.B.v	spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	
TEKS 3.2.B.vi	spelling words using knowledge of prefixes	
TEKS 3.2.B.vii	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	
TEKS 3.2.C	alphabetize a series of words to the third letter	
TEKS 3.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation	
TEKS 3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Quest: p. 12, Quest: p. 16, Quest: p. 21, Quest: p. 23, Quest: p. 26, Quest: p. 30, Quest: p. 38, Quest: p. 40, Quest: p. 44, Quest: p. 52, Quest: p. 54, Quest: p. 57, Quest: p. 63, Quest: p. 64, Quest: p. 67
TEKS 3.3.C	identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	
TEKS 3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 3.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 3.5	self-select text and read independently for a sustained period of time	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 3.6.A	establish purpose for reading assigned and self-selected texts	
TEKS 3.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 3.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures	
TEKS 3.6.D	create mental images to deepen understanding	
TEKS 3.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 3.6.F	make inferences and use evidence to support understanding	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Viking Quest

Correlation—Teacher’s Guide

TEKS 3.6.G	evaluate details read to determine key ideas	Quest: p. 12, Quest: p. 16, Quest: p. 21, Quest: p. 23, Quest: p. 26, Quest: p. 29, Quest: p. 30, Quest: p. 32, Quest: p. 36, Quest: p. 38, Quest: p. 40, Quest: p. 44, Quest: p. 46, Quest: p. 47, Quest: p. 51, Quest: p. 52, Quest: p. 54, Quest: p. 57, Quest: p. 61, Quest: p. 63, Quest: p. 64, Quest: p. 67
TEKS 3.6.H	synthesize information to create new understanding	
TEKS 3.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 3.7.A	describe personal connections to a variety of sources including self-selected texts	
TEKS 3.7.B	write a response to a literary or informational text that demonstrates an understanding of a text	
TEKS 3.7.C	use text evidence to support an appropriate response	
TEKS 3.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	
TEKS 3.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
TEKS 3.7.F	respond using newly acquired vocabulary as appropriate	Quest: p. 12, Quest: p. 16, Quest: p. 23, Quest: p. 26, Quest: p. 38, Quest: p. 40, Quest: p. 52, Quest: p. 54, Quest: p. 63, Quest: p. 64, Quest: p. 67
TEKS 3.7.G	discuss specific ideas in the text that are important to the meaning	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 3.8.A	infer the theme of a work, distinguishing theme from topic	
TEKS 3.8.B	explain the relationships among the major and minor characters	
TEKS 3.8.C	analyze plot elements, including the sequence of events, the conflict, and the resolution	
TEKS 3.8.D	explain the influence of the setting on the plot	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 3.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths	
TEKS 3.9.B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	
TEKS 3.9.C	discuss the elements of drama such as characters, dialogue, setting, and acts	
(D) recognize characteristics and structures of informational text, including:		
TEKS 3.9.D.i	the central idea with supporting evidence	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Viking Quest

Correlation—Teacher’s Guide

TEKS 3.9.D.ii	features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding	
TEKS 3.9.D.iii	organizational patterns such as cause and effect and problem and solution	
(E) recognize characteristics and structures of argumentative text by:		
TEKS 3.9.E.i	identifying the claim	
TEKS 3.9.E.ii	distinguishing facts from opinion	
TEKS 3.9.E.iii	identifying the intended audience or reader	
TEKS 3.9.F	recognize characteristics of multimodal and digital texts	
(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 3.10.A	explain the author’s purpose and message within a text	
TEKS 3.10.B	explain how the use of text structure contributes to the author’s purpose	
TEKS 3.10.C	explain the author’s use of print and graphic features to achieve specific purposes	
TEKS 3.10.D	describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	
TEKS 3.10.E	identify the use of literary devices, including first- or third-person point of view	
TEKS 3.10.F	discuss how the author’s use of language contributes to voice	
TEKS 3.10.G	identify and explain the use of hyperbole	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 3.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 3.11.B.i	organizing with purposeful structure including an introduction and conclusion	
TEKS 3.11.B.ii	developing an engaging idea with relevant details	
TEKS 3.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
(D) edit drafts using standard English conventions, including:		
TEKS 3.11.D	edit drafts using standard English conventions	
TEKS 3.11.D.i	complete simple and compound sentences with subject-verb agreement	
TEKS 3.11.D.ii	past, present, and future verb tense	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Viking Quest

Correlation—Teacher’s Guide

TEKS 3.11.D.iii	singular, plural, common, and proper nouns	
TEKS 3.11.D.iv	adjectives, including their comparative and superlative forms	
TEKS 3.11.D.v	adverbs that convey time and adverbs that convey manner	
TEKS 3.11.D.vi	prepositions and prepositional phrases	
TEKS 3.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 3.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences	
TEKS 3.11.D.ix	capitalization of official titles of people, holidays, and geographical names and places	
TEKS 3.11.D.x	punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	
TEKS 3.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS 3.11.E	publish written work for appropriate audiences	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 3.12.A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft	
TEKS 3.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	
TEKS 3.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft	
TEKS 3.12.D	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 3.13.A	generate questions on a topic for formal and informal inquiry	
TEKS 3.13.B	develop and follow a research plan with adult assistance	
TEKS 3.13.C	identify and gather relevant information from a variety of sources	
TEKS 3.13.D	identify primary and secondary sources	
TEKS 3.13.E	demonstrate understanding of information gathered	
TEKS 3.13.F	recognize the difference between paraphrasing and plagiarism when using source materials	
TEKS 3.13.G	create a works cited page	
TEKS 3.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Viking Quest

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	Quest: p. 24, Quest: p. 25, Quest: p. 39
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	Quest: p. 60
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	Quest, p. 25, Quest, p. 60
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	Quest, p. 36
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Viking Quest

Correlation—Teacher’s Guide

ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	Quest: p. 36, Quest: p. 46, Quest: p. 53, Quest: p. 63, Quest: p. 69
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Viking Quest

Correlation—Teacher’s Guide

ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	Quest: p. 39, Quest: p. 53, Quest: p. 63
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Viking Quest

Correlation—Teacher’s Guide

ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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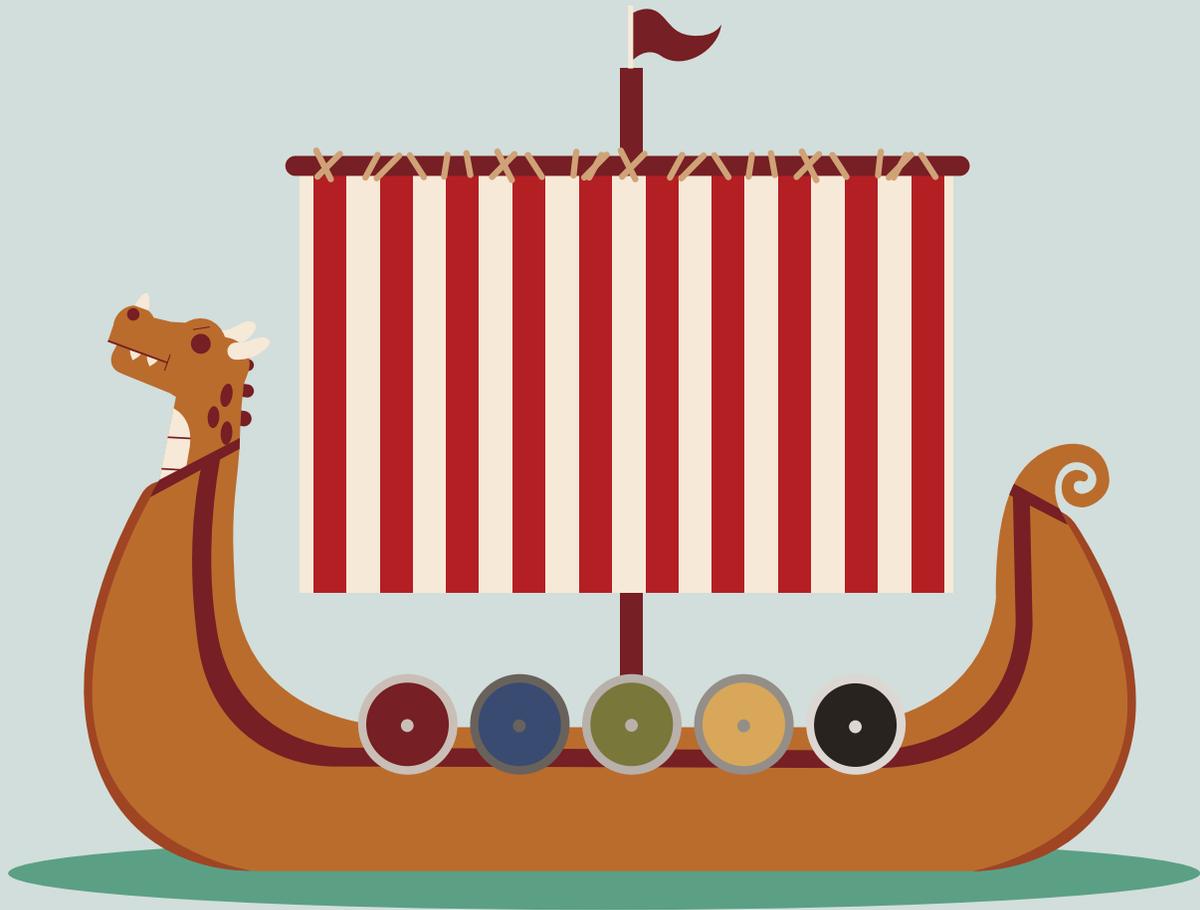


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Far From Home: A Viking's Journey

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Grade 3

Unit 6 | Activity Book

Far from Home: A Viking's Journey

Grade 3

Quest

Far From Home:
A Viking's Journey

Activity Book

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CHAPTER 1

V INLAND

MEETING LEIF

- 1.1.1 **LEIF ERIKSON:** Ah! Norsefolk! What a journey we had! Nothing makes you feel more alive than nearly dying! HA HA HA! Now here we are crashed landed on this new land that I, Leif Erikson, great Norse explorer, have discovered! Stop looking so glum!
- 1.1.2 So our boat is wrecked! So we'll have to find new food, shelter, and resources! So we have no one we know to trade with. So we don't have any forges to make our swords! I don't care, for I, Leif Erikson, shall go down in history! I, Leif Erikson, am the first European to discover North America!
- 1.1.3 How do you like this new land I have discovered? It seems a little like our home in Scandinavia—it's pretty cold! But it's different too. There are plenty of vines here, and berries. I have decided to call it Vinland. Aren't I clever?

- I.I.4 Let's take a look at the map to see where we ended up. Here we are. Does anybody know what continent we're on? Yes, we're on North America. This is Vinland here. And we came from all the way over here in Scandinavia.
- I.I.5 Do you know what continent Scandinavia is a part of? That's right, it's part of Europe. I LOVE traveling, don't you? Look how far we've come! I don't care that our boat was almost wrecked by the storm! We used to be on a whole different continent. It's great to be a Viking!
- I.I.6 Us Norsefolk like exploring; it's one of the things history will know about us. And you and I, Norsefolk, we have made it very, very far. We sailed along the coasts, discovering new places, trading with people, and creating new settlements. We traveled halfway around the world even though it is only around 1000 CE.
- I.I.7 What's the matter? You look sad, Norsefolk. Is it because you want to explore **EVEN MORE**? No? What could it be then? Is it because we're so far from home? You want to go back to Scandinavia? I can understand. I miss my home too.
- I.I.8 I miss my dogs and the path that wove from my house down to the sea. I miss the friendly faces of my neighbors and the smell of my mother's freshly cooked salmon. But mostly I miss my family.
- I.I.9 But I don't want to leave this new land. I feel it's mine. I love this land of vines and berries, and the cold in the mornings that bites your feet. I am not eager to let you leave, my fellow Vikings, to abandon this settlement. If you are to leave to go home, you must do something for me on your journey back.
- I.I.10 Promise me that on your way home you'll find my brothers, Thorvald and Thorstein; my father, Erik the Red; and my sister, Freydis. Tell them I have found a new land far to the west, and they should join me. Do you promise, Norsefolk?

INTRODUCING RESOURCES

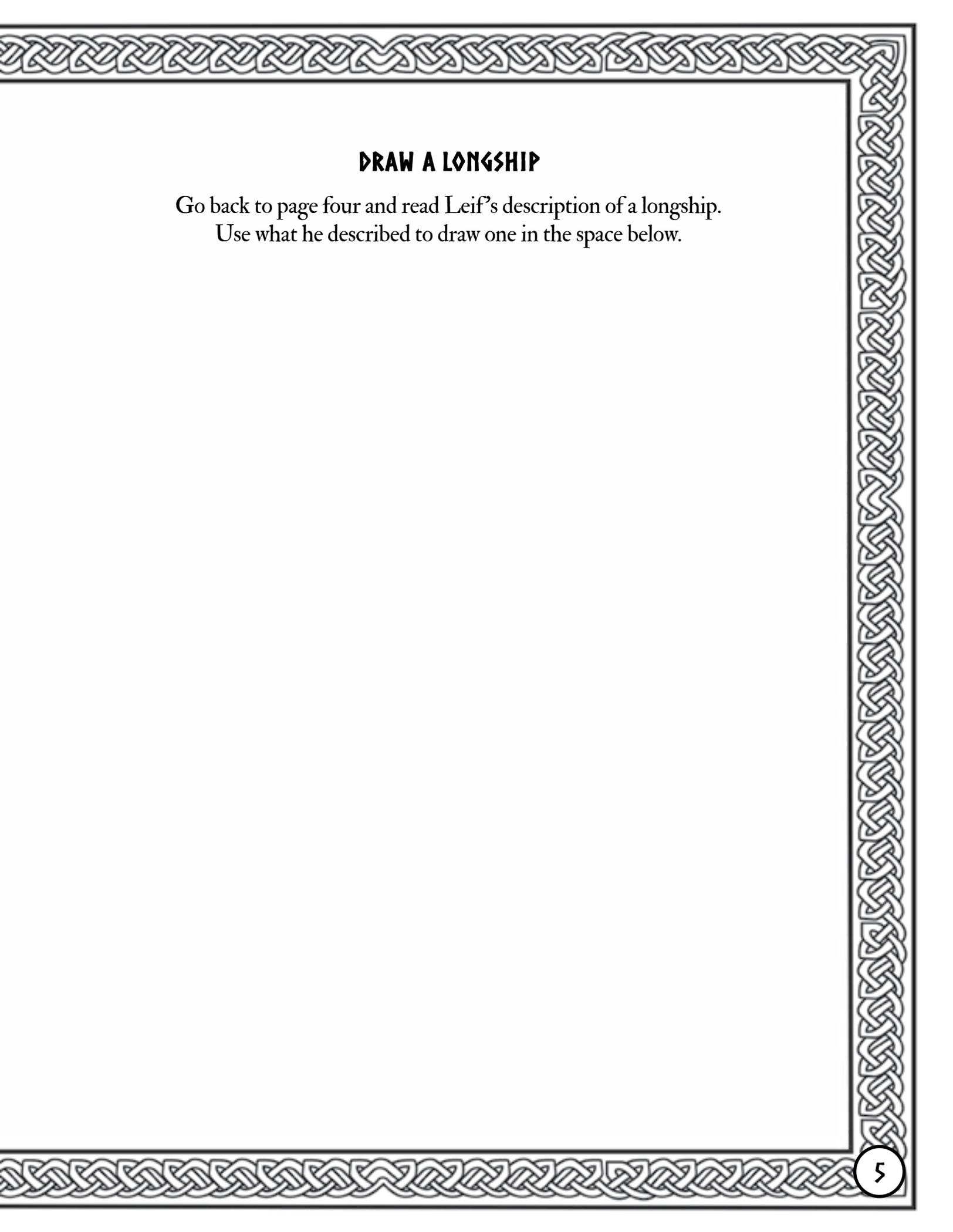
- 1.2.1 **LEIF ERIKSON:** Aye, before you leave you must prepare yourself for the journey. First you must collect resources. Resources are the things that you need to survive, or you will never reach home!
- 1.2.2 First you can find fish here off our shores, and bilberries to eat, which will keep your bellies full. And you will find timber here—wood you can use to construct a strong, fast longship to carry you across the water. Make sure you build it better than our last one! Oof. You don't want to sink off the coast of Greenland.
- 1.2.3 It is good to plan the amount of each resource you need to gather. If you have 30 logs of timber but no fish, you may not be able to feed yourself on the journey home. If you have 30 fish but no timber, you won't be able to build yourself a ship. So take a moment and think. What do you need to find?

BUILDING A LONGSHIP

- 1.3.1 **LEIF ERIKSON:** Aye, now it is time to build a longship to carry you home. Longships are the pride of Vikings! Our boats are long and thin and can sail across oceans without an engine. How do we get the ship to go?
Norse-manpower! HA HA HA HA!
- 1.3.2 We sit on either side of the deck, and we row, row, row the boat with great long oars! We use wind power too. The wind blows our large red and white sail, flying high on a mast in the middle of the ship, and pushes us along. And, of course, we carve the head of a roaring dragon on the front to terrify our enemies.

LEAVING VINLAND

- 1.4.1 **LEIF ERIKSON:** Now you are ready to set sail. Go find my father, Erik the Red, and my brother Thorvald in Greenland. Be careful! My father can be an . . . unpleasant man.



DRAW A LONGSHIP

Go back to page four and read Leif's description of a longship.
Use what he described to draw one in the space below.

VOCABULARY

What does *Norsefolk* mean? _____

What does *journey* mean? _____

What does *settlement* mean? _____

What does *resources* mean? _____

What does *timber* mean? _____

What does *longship* mean? _____

GEOGRAPHY

Where is Vinland? _____

Where is Scandinavia? _____

BIG QUESTIONS

Who is Leif Erikson? _____

What is one thing Vikings were known for? _____

How did Vikings travel? _____

CHAPTER 2

G REENLAND

THORVALD'S INTRODUCTION

- 2.1.1 **THORVALD:** Who is there? You've come from where? Vinland! Ha! I am Thorvald, brother of your leader, Leif. So my brother has found a new land to the west? That should make my father, Erik the Red, proud. Fun fact: that's why Leif and my last name is Erikson—son of Erik. Get that? Get it?
- 2.1.2 Oh, I miss Leif. I am sad I could not be with him. But not every Norseman can go exploring. Our father is sick—possibly on his deathbed. Someone has to stay to take care of him.
- 2.1.3 Not that Dad appreciates it. He's always telling me: "I discovered Greenland! What have *you* done?! Your brother has an adventurous spirit, but you do not!" He says the highest goal for a Viking is to die in battle. He says a Norseman is either a warrior or a sailor!

- 2.1.4 But if we Norsemen were *only* warriors, how would he survive? How could our explorers travel so far? Who would take care of them when they were sick? Who would fish for their food? Who would build his longhouse and keep their whole family under one roof?
- 2.1.5 Norse noblemen, or jarls [pronounced Yarls]*—*high-class Vikings like my father—believe that only combat and exploration are important. But it is really the karls, the *working* people, who keep our Norse civilization going and allow us to travel so far.
- 2.1.6 Karls are the people who build and farm and fish. Karls are far more useful and important than warriors!

ERIK THE RED

- 2.2.1 **ERIK THE RED:** My dear son Leif has found a new land to the west that he calls Vinland? Why is it called that, Norsefolk?
- 2.2.2 Ha! That makes me proud. Unfortunately, my days of exploring are done, over, finished. I, the great Erik the Red, was a glorious warrior. But I will not see new lands or new battles again. I will die, sick, in bed. It is unfitting for such a great warrior as I!
- 2.2.3 When a Viking dies in battle, he goes to Valhalla [pronounced Val-Hal-A], the warrior's paradise! There he awaits the end of the world—the Ragnarok [pronounced Rag-Na-Rock]*—*when he will battle alongside the gods one last time.
- 2.2.4 The skalds, our Norse poets, wrote the “Saga of the Greenlanders,” an epic poem about my life! It tells the story of when I was banned from all of Scandinavia because I was such a fearsome warrior! Then I moved to Iceland and was banished again for being so wild!

2.2.5 Now, here I am, old and sickly, lying in my longhouse, surrounded by family. It is no fitting way for a warrior to die. I wish I could throw my spear into a crowd of enemies in a new place and scream, “I, Erik the Red, shall die in a blaze of glory! Come at me, all you warriors; nothing can end my life except Ragnarok itself!”

2.2.6 But I can’t do that. Go now. Go! Thorvald will see you out.

THORVALD AND VALHALLA

2.3.1 **THORVALD:** I’m sad when I hear my father talk like that. I don’t want him to go to Valhalla without me. But I like the farming and fishing I do, and I don’t want to die in battle. Sometimes I think that the story of Valhalla isn’t true; it just exists to encourage Norsefolk to go off and die fighting.

2.3.2 But if my father goes to Valhalla, I want to go too. My father will die honorably and have a spectacular Viking funeral. Do you know how a Viking funeral works? We build a great longship just for my father. We place on it all his possessions: his sword, his treasure, even his enslaved people.

2.3.3 Finally, we place his body there as well. We fill the boat with twigs and kindling and set the boat on fire! It will help his soul rise to Valhalla out on the water. He will have an honorable death. Now go. I’m sure there are many resources you need to collect here before you travel to Iceland.

FIRST TRADE

2.4.1 **THORVALD:** Before you leave, you should speak to the traders here. We Norse explore far and wide, but by trading, we meet people from even farther away, who let us know of far-off lands and resources.

2.4.2 The traders bring luxuries from far-off places right to us! While you're here in Greenland, it would be good to speak to them and see what you can get by swapping some resources.

2.4.3 Your timber from Vinland may be especially valuable. Here in Greenland, we don't have as many trees as we'd like, and you have found plenty in Vinland.

THE TRADERS

2.5.1 **TRADERS:** What do we have, you ask? The question should be what do you have? We have traveled very far for our precious goods. We have traveled south to the city of Constantinople in Byzantium [pronounced Con-Stan-Tin-Op-Al and Biz-Ant-E-Um]. Do you know where that is?

2.5.2 Travel south from Scandinavia through Eastern Europe until you reach the place where Europe and Asia meet. There you'll find Constantinople, the biggest city you've ever seen—the capitol of a huge empire. That's where we traded for these silver coins!

2.5.3 These coins came all the way to Constantinople from traders from a city in another empire. That city is called Baghdad. You have to cross the desert to get there. Baghdad is southeast of Byzantium.

2.5.4 We will give these beautiful coins to you for the cheap, cheap price of three pieces of timber and three units of ivory. Do we have a deal?

LEAVING GREENLAND

2.6.1 **THORVALD:** Well, you've traded, found resources, and made swords. It's now time for you to go. Your next stop should be Iceland. My sister, Freydis, lives there. She may be more open to leaving, but watch out: she's a tough one too!

VOCABULARY

What is a karl? _____

What is a jarl? _____

What is Valhalla? _____

What is Ragnarok? _____

What is a skald? _____

GEOGRAPHY

Where is Constantinople? _____

Where is Baghdad? _____

BIG QUESTIONS

Who is Erik the Red? _____

What does Erik the Red say is honorable for Vikings? _____

What does Thorvald think about the Valhalla story? _____

Other than exploring and fighting, what are some important jobs for Vikings? _____

Why do Vikings trade? _____

CHAPTER 3

Iceland

FREYDIS' INTRODUCTION

- 3.1.1 **FREYDIS:** You should be thankful to be alive, Norsefolk. It looks like your sail has been shredded and wrecked on your journey here. You'll have to weave yourself a new one.
- 3.1.2 So Leif wants me to go to Vinland? What does Leif have in Vinland that I don't have here in Iceland? Aye, discovering a new land is tempting, but I'll need to think about it. It is very far indeed.
- 3.1.3 It is tempting to be known for discovering a new place, but I am already known here. I am a very powerful woman. I am my father's daughter. I can send raiding parties to England or Ireland and take what I need. I can sail to Greenland to visit my father. I can get resources and luxuries from traders traveling the North Sea.
- 3.1.4 Powerful as I am, I would not be able to make such a big decision on my own anyway. I would have to call an Althing [pronounced All-Thing]. An Althing is a big meeting of all the chieftains and their counselors.

- 3.1.5 Because we travel so far, we need to hold big meetings where people from all over gather to share news and catch up.
- 3.1.6 The Althing isn't just for leaders; it is for any Norse, whether a jarl or a karl, who has a permanent home here in Iceland. I will bring my question to the entire group.

THE ALTHING

- 3.2.1 **JARL 1:** You want us to move to a new land your brother just discovered? It's madness. We have a life here. I have a very nice longhouse; it's huge. It has space for my entire family to live—wife, children, cousins, aunts, and grandparents. It also has space for all my livestock. How could I leave them?
- 3.2.2 Count the sheep and chickens in the pasture near my longhouse. There are so many. That's how you can tell I am a wealthy man here. In Vinland I will have nothing. Why should I leave?
- 3.2.3 **KARL 1:** I, for one, might like a new land. What is better than exploring a strange new land? I might find valuable new resources, and maybe get rich! Then I can start a family!
- 3.2.4 **JARL 2:** Who are we to stop people if they want to leave this land? We have limited resources here in Iceland, and it makes sense that some young people would look for better opportunities somewhere else.
- 3.2.5 **FREYDIS:** So, it's decided. Whoever wishes to leave Iceland has our permission, but we will not all go together. I myself shall lead these young people going to Vinland; they'll need an experienced warrior to guide them.

SKALD

- 3.3.1 **SKALD:** Is it true? Are you really those noble Norsefolk who journeyed with Leif Erikson to the land called Vinland? You see, I'm a skald—skalds compose very long poems called epic poems—and I'd like to make an epic poem about your story. A journey like that needs to be written down!
- 3.3.2 You'll be famous! You'll go down in history! We skalds don't tell our songs and poems just for fun and entertainment. No, these poems are the way we remember our history and how we pass that information to our future generations.
- 3.3.3 We Norse *can* write things down using an alphabet, but the rules for writing haven't been figured out yet. We write left to right, right to left, or up and down, and some people don't know how to write at all. Our written language isn't too useful yet. So we tell great stories like yours everywhere we go so that people remember them!
- 3.3.4 Would you like me to compose a saga of your journey for one low, low price of three pieces of timber and three fish?

RESOURCE COLLECTING AND SAIL MAKING

- 3.4.1 **FREYDIS:** Before you go anywhere you'll need to fix that sail. Luckily, we have plenty of sheep here that you can shear for wool. You can then weave the wool into a new sail.
- 3.4.2 You should also search for seals to get their blubber. You can burn blubber to keep you warm. Finally, of course, you can fish in order to feed yourselves on the next leg of your journey.

TRADERS

- 3.5.1 **TRADER 1:** You think you have been far, Norsefolk? We have sailed our ships from the far ends of the earth down to North Africa. Do you even know where North Africa is, Norsefolk?
- 3.5.2 **TRADER 1:** You have to sail south along the coast of Europe. Past England, past even Spain, and you'll land there. As cold as it is up here in Iceland, it is hot down in North Africa, as if when you stretch your hand up you could touch the fiery sun. See here.
- 3.5.3 **TRADER 1:** North Africa is not isolated in the freezing cold ocean like Iceland. No, it is connected to lots of other warm countries. It still has roads from the days of Rome. We traded for a spice called cinnamon there!
- 3.5.4 **TRADER 2:** What is cinnamon? How can we describe cinnamon to you if you've never tasted it before? It is hot like fire, but there's also a sweetness to it. You must be getting sick of plain old fish and bilberries by now, Norsefolk; sprinkle some cinnamon on them—oh, it's utterly delicious!
- 3.5.5 **TRADER 2:** The cinnamon doesn't come from North Africa, though. It comes from even farther away. Traders had to bring it north along the coast of the Red Sea and from Ethiopia [pronounced E-Thee-Oh-Pi-A] in Eastern Africa!
- 3.5.6 **TRADER 2:** Traveling long distances is hard, but sometimes we want things that come from faraway places. It's worth spending some extra money if someone will do all that traveling for you. So would you like to trade something for cinnamon from Ethiopia? It could prove useful in your further travels.

3.5.7 I see you have ivory from Greenland there—very valuable to us here in Iceland. We don't have walruses here in Iceland, and we would love some ivory to make luxurious things. We'll give you some delicious cinnamon for four parts of ivory. Do you accept?

LEAVING ICELAND

3.6.1 **FREYDIS:** I have heard disturbing news about England. Apparently, my dear brother Thorstein has been trying and failing to sack a town for weeks. You must go and help him. Save him from humiliation. Don't tell me you don't know how to sack a town, Vikings!

3.6.2 It's when we charge a town and take their things, enslave their people, and burn the buildings to ash. You remember now? Good. Well, my brother can use some help, so go and help him. Show him how real Vikings sack a town!

VOCABULARY

What is a longhouse? _____

What is an Althing? _____

What is a skald? _____

GEOGRAPHY

Where is North Africa? _____

Where is Ethiopia? _____

BIG QUESTIONS

How did Vikings make big decisions? _____

Who was allowed at an Althing? _____

How did Vikings pass on information? _____

Why are some resources more valuable in some locations than others? _____

<CHAPTER 4



THORSTEIN'S INTRODUCTION

- 4.1.1 **THORSTEIN:** Oh good, they've sent reinforcements! It is truly a blessing that you're here in England. I cannot seem to raid this village! I've done everything that we usually do when we raid a town!
- 4.1.2 I chose a village that was isolated, far away from other villages! I sailed in as quickly as possible in my longship, which had the head of a snake to scare my enemies! I tried to locate their monastery, the religious building where their monks live and where they often keep treasures. But they were prepared!
- 4.1.3 I don't know what to do! I can't go back to Iceland and tell everybody that a handful of English villagers stopped an army of Viking berserkers [pronounced Ba-Zerk-Ers]! Honestly, I'm not sure if I can even call myself a berserker.

4.1.4 The berserkers I know work themselves up into a terrifying fighting frenzy. I guess I can yell a little, but not that loudly. I'll never enter Valhalla. Will you help me?

ENGLISH VILLAGER

4.2.1 **ENGLISH VILLAGER:** Vikings! Vikings are coming! Englishmen, prepare yourselves! Get behind the defenses! You can't scare us! We're ready for you this time.

4.2.2 This time we're not giving you any of our money. We're not going to pay you tribute! You come every spring when the weather gets nice, and you threaten to attack us and destroy our homes if we don't give you our money. You go berserk!

4.2.3 You take some of us and enslave us, and you take the precious things from our monasteries! Not this time. We're tired of being picked on!

4.2.4 If it's not you it's those barbarians from Western Europe! The Normans or the Franks! Enough is enough! We're attacked from the north by you, and we're attacked from the south by them!

4.2.5 I wish we didn't have to go through with this violence. It gets old. This is a peaceful town. We're far away from the protection of another kingdom. This is why you attack us, isn't it?

4.2.6 Look, how about you don't destroy this village and enslave us, but instead use this town as a trading post? You can use it as a safe port, as a way to launch yourself farther south. What do you say?

AFTER THE SIEGE

- 4.3.1 **THORSTEIN:** So are we going to attack this village?
- 4.3.2a **THORSTEIN (IF YES):** Thank you for helping me. I am embarrassed to say that these people stopped me. I don't think I could possibly face my sister and brothers after failing like that. I can't imagine facing my father. Have you met him?
- 4.3.2b **THORSTEIN (IF NO):** So you decided not to destroy the village? How will we ever gain fame if we don't kill people and take their things? I guess you will have to settle for trading with these people.

TRADER DIALOGUE

- 4.4.1 **TRADER 1:** We're very happy that you Norsefolk let these people live. In exchange, we'll open up our borders to you. We have traveled very far indeed, Norsefolk. We went east across Europe and kept moving. There we found people who had been traveling west from the Far East.
- 4.4.2 Have you ever heard of silk? A thin, soft thread used to make very delicate fabrics: soft to the touch and beautiful to look at. And the strangest thing is that these beautiful threads come from worms.
- 4.4.3 You can make the finest clothing with this fabric, Norsefolk. Strange how something so gross can make something so beautiful. Would you like to trade for some silk?

LEAVING ENGLAND

4.5.1 **THORSTEIN:** Would you mind taking me back to Scandinavia? I would like to start a new life in a new place. I cannot go back to Iceland and see my sister. Please take me with you.



VOCABULARY

What does *isolated* mean? _____

What does *monastery* mean? _____

What does *berserker* mean? _____

What does *tribute* mean? _____

GEOGRAPHY

Where is Western Europe? _____

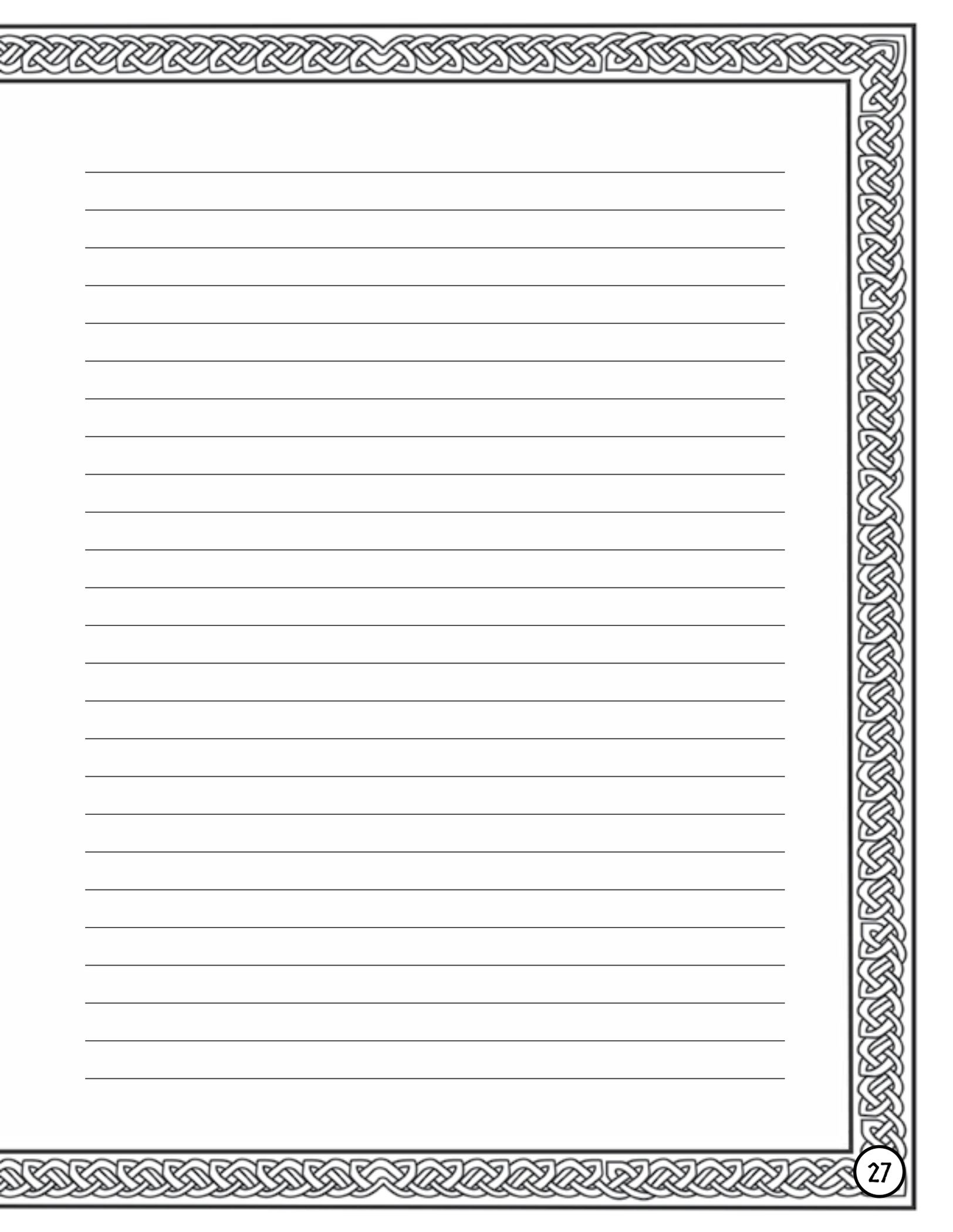
Where does silk come from? _____

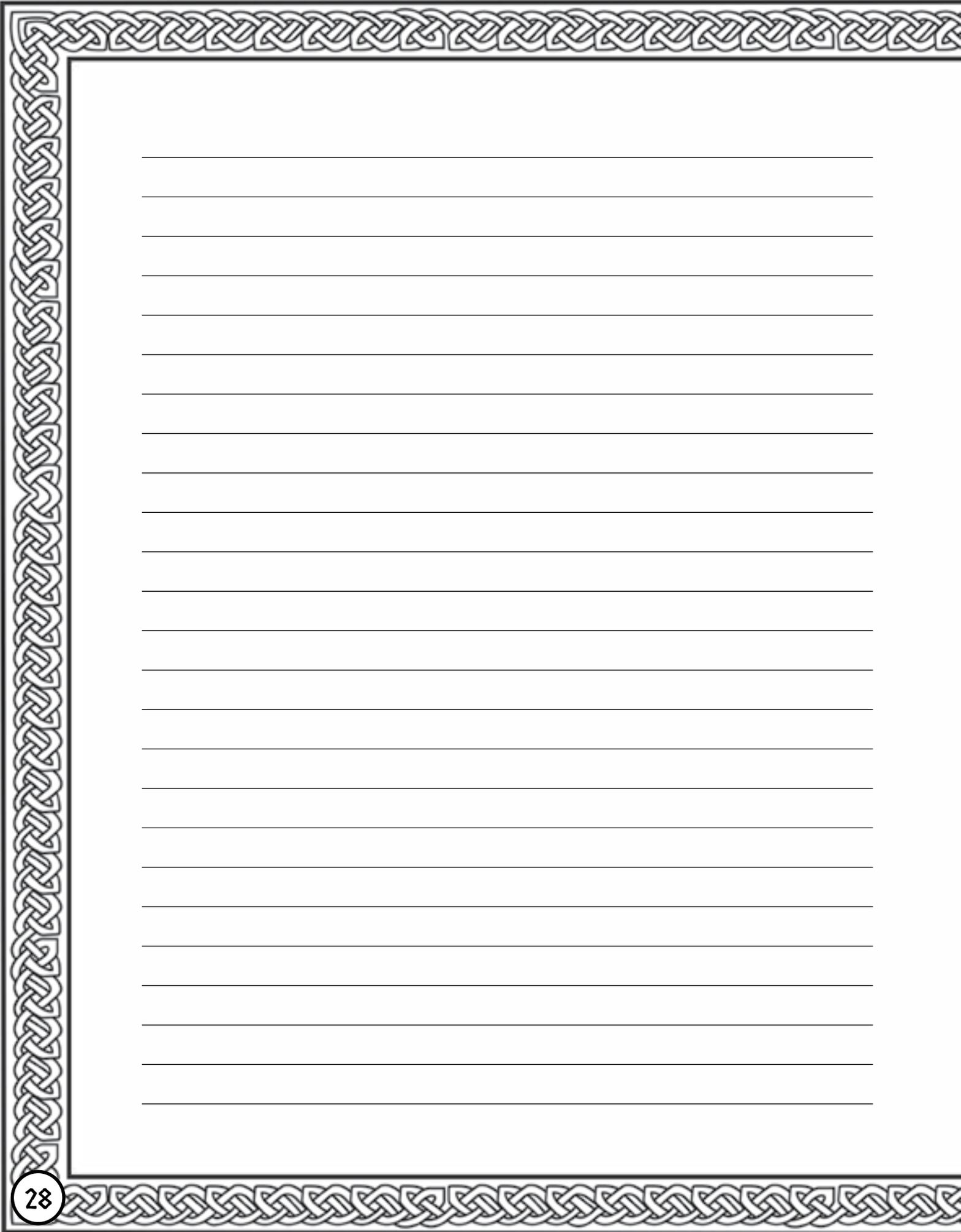
BIG QUESTIONS

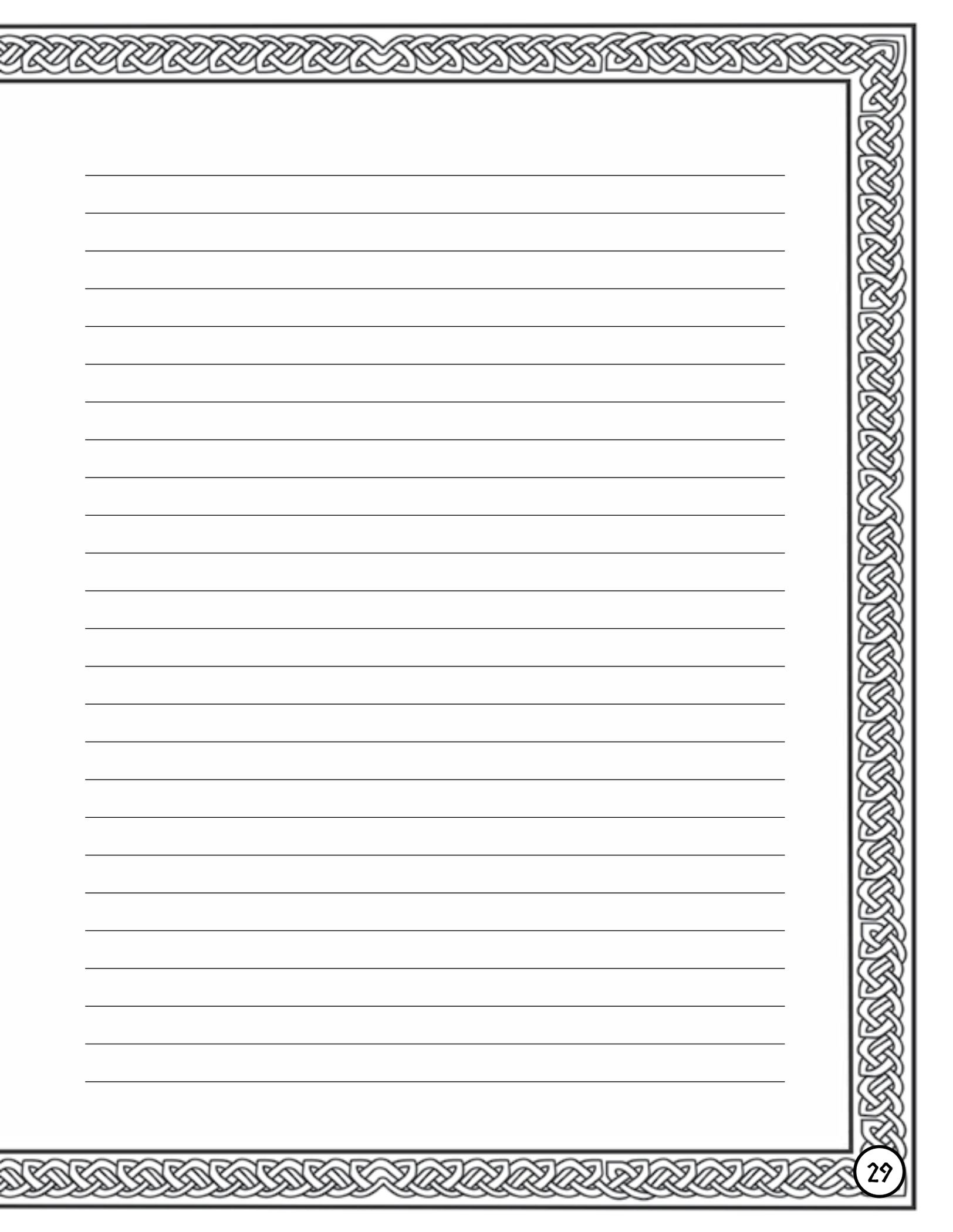
How did Vikings choose targets for their raids? _____

What did Vikings take when they raided a town? _____

What were some tactics Vikings used in raids? _____







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Grade 3 | Unit 6 | Activity Book
Far from Home: A Viking's Journey

ISBN 9781643837451



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FAR FROM HOME:
A
Viking's
Journey



BILBERRIES

Bilberries make a great Viking breakfast, and the juice inside makes a Viking's favorite drink. To gather a basketful of bilberries, you'll have to be gentle:

1) First, find a bilberry bush. They're very short, so squat down and get face-to-face with one.

2) Then, say to the bush in a tiny voice:

**Bilberries, you have no excuse,
I'm gonna drink your bilberry juice!**

3) Squish the bilberries in your hands and stain your skin with purple juice. Hold the drippy berries above your head until your teacher asks for them.



9 781683 915508

B

LUBBER



Seal blubber can be set on fire and used for warmth or to provide light. To gather seal blubber you'll need to learn how to carry it:

- 1) First, find a seal. Seals live in the corners and against the walls of the room, where the land meets the ocean.
- 2) Then say in a deep voice:
Hey there seal, give me all that blubber,
It'll keep me warm, underneath my covers!
- 3) Try to lift the blubber above your head as it slips and wiggles and slides. Keep it above your head until your teacher asks for it.



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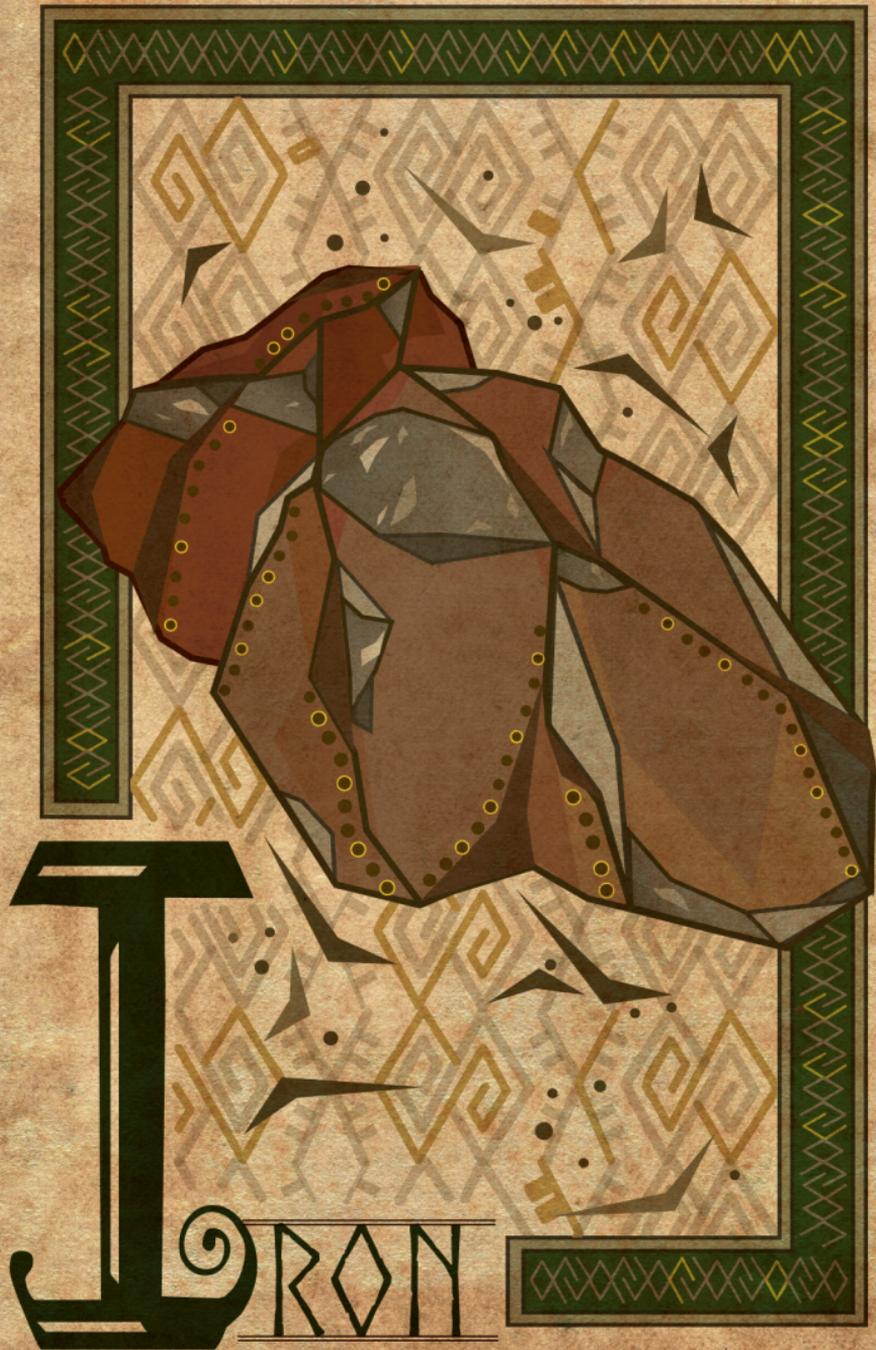
FISH

A Viking's favorite dinner is fish with a side of more fish. To catch a lot of fish, you'll need to stretch far:

- 1) First find the ends of your net.
Stand with your legs and arms wide, put your hands on the ground, and pull the net up to your chin.
- 2) Then pull your net across the floor and say in a singing voice:
Flippery fish, get in my dish,
A big, full belly is my only wish!
- 3) Get down low and gather the net up into your arms to collect your flopping fish. Hold the wriggling net in your arms until your teacher asks for it.



9 781683 915492



The iron ore the Vikings used was found in bogs. Bogs are big, messy places covered in water and plants. To gather iron ore, you'll need to get wet:

1) First find the raw iron by wading out into the bog. To do this, walk with big heavy steps as though you're moving through water.

2) Then say to the ore in a booming voice:

Ore, ore, I need some more,
To make my sword and defend
my store!

3) Struggle and struggle to lift the heavy, heavy ore above your head. Keep it there until your teacher asks for it.



9 781683 915539

V

VORY



The Vikings took tusks from walruses to make ivory. They could carve the ivory into very pretty things. To gather walrus ivory, you'll need to be careful:

1) A walrus shouldn't be hard to find. They're huge. Look up into its eyes and walk up to it slowly, with your arms in front of you.

2) Then say in a pleasant voice:

Big, big walrus, out on the ice,
I can sell your tusks for a very
nice price!

3) Take one tusk in each hand and clack them together high above your head. Keep them there until your teacher asks for them.



9 781683 915546



Vikings need timber to make their boats and build their houses. To gather timber, you'll need to be strong:

- 1) First find a tree. It's a big tree.
Reach out and put your arms around the sides of it and interlace your fingers. You should have a very firm hold on your tree.**
- 2) Keeping your hands locked around the tree's trunk, say in a slow voice:

Woody, woody timber, tall and strong,
Make me a boat that's swift and long!**
- 3) Lean back and pull the whole tree from the ground and hold it high up on your shoulders. Keep it there until your teacher asks for it.**



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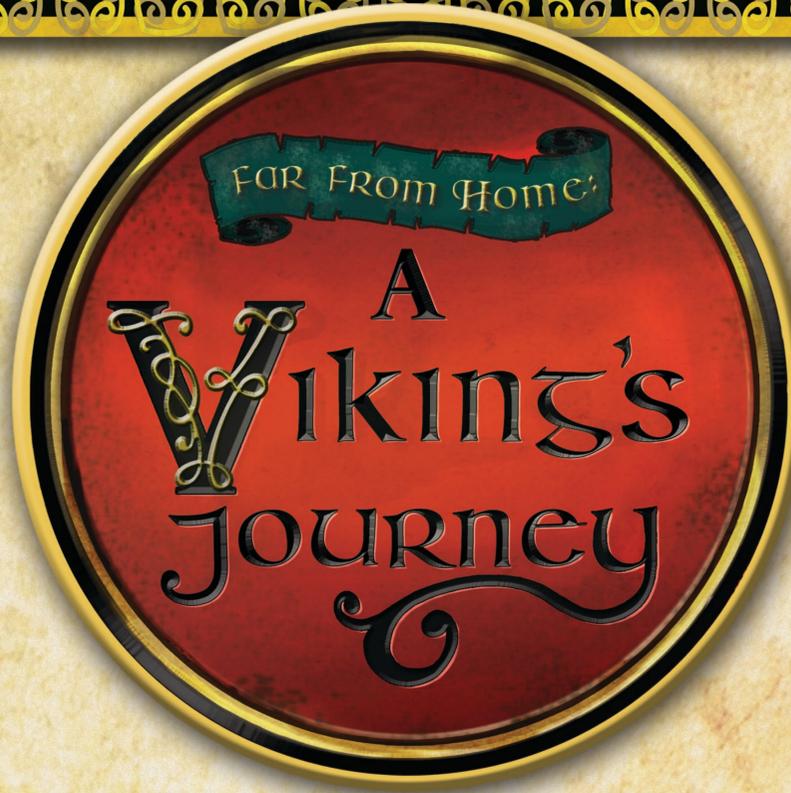


Vikings use wool to make their clothes and the sails of their ships. To gather sheep wool you'll need to work together:

- 1) Bring all of the sheep to one place so you know where to find them. Everyone go to opposite ends of the classroom and walk to the center with your arms outstretched. To make sure you have the sheep enclosed, link hands around them.**
- 2) Then say in a deep voice:
I need a sweater! I need a coat!
From a wooly, wooly sheep, not from a goat!**
- 3) Fill up your arms with fluffy, fluffy wool, and squeeze it tight against your chest until your teacher asks for it.**



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Rules for Collecting Resources

- Before you get up, choose which resource you want to look for.
- Walk carefully and be respectful to your classmates.
- Collect just one resource card.
- Once you have collected your resource card, stay still and wait for further instructions from your teacher.



Welcome!

Grade 3, Unit 6 The Viking Age

In this unit, students will be introduced to the men, women, and children of the Viking Age.

What's the story?

Students will learn about the **culture, region**, and **everyday life** of the **Norse people**.

What will my student learn?

Students will learn about the **Viking explorers** who traveled across the ocean to settle in places such as **Greenland, Iceland**, and **Newfoundland**. They will read about Norse **mythology** and will explore stories about the genealogy of gods, goddesses, dwarfs, and giants.

This unit provides many opportunities for **daily writing**. Students will focus on **reading responses, analyzing characters**, and **gathering and categorizing** important **information**. They will collaborate and share ideas with their classmates in preparation to **write a formal piece** showcasing character descriptions.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What do you know or have you learned about Vikings?
2. Can you describe what a myth is?
Follow up: Where did the word *Norse* come from? Why are the stories you are reading called Norse myths?
3. Which of the Norse characters stands out to you the most?
Follow up: Why? How would you describe them?
4. What has been your favorite chapter in this unit so far?
Follow up: Who are the main characters in it? Where do the events in that myth take place? (setting) What happens in the story? (plot)
5. Who are the two most memorable characters in your reading so far?
Follow up: How are they similar? How are they different? Which one can you relate to the most?
6. What does the word *disguise* mean?
Follow up: How was it used in your reading? What is a synonym for that word? Can you use it in a sentence that applies to you?

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 1 - Which of the Norse characters is your favorite? Why?

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 2 - What is the big problem in this chapter? Why is Thor so angry?

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 3 - What happens in Chapter 2? Explain the plot of "Loki and the Dwarves," and make sure to include key details about the setting and characters.

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 4 - What is the main problem in Chapter 3? How do the characters deal with it?

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 5 - What new information have you learned about your favorite character? Explain if any of your predictions about your favorite character's actions were correct.

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 6 - What happens in Chapter 5? What was your favorite part of the chapter?

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 7 - Give at least two examples of cause and effect that you found in Chapter 6.

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 8 - Explain how the images found in Chapter 7 help the reader understand more about the story.

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 9 - What are some of the words and phrases that are used to describe Loki?

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 10 - Which chapter did you select to reread from *Gods, Giants, and Dwarves*? Why did you choose that chapter? Summarize the key points from that chapter.

Name: _____

Date: _____



Grade 3

Unit 6, Lesson 11 - Explain how your illustration supports your character description paragraph.

Vocabulary

Grade 3 Unit 6: The Viking Age



Word Origins and Word Histories

Introduction: Word Origins and Word Histories



We can use **print and digital dictionaries** to determine the meaning of words and phrases, as well as their **origin and history**.

Not all print and digital dictionaries provide information on the *origin and history* of the word.

Remember that you can use multiple sources to find the origin and history of the word if your glossary or dictionary doesn't include the information.

Let's look at the entry for the following vocabulary word:

taunt

taunt: to tease or make someone upset by making fun of or being mean to them

This entry provides only the definition of the word, not the origin or history of the word. To find the history we will need to look at an additional source.

By using additional sources we can generally determine the year the word was first used as and the history of where it came from.

History: **taunt** came from the Middle French word *tenter* (to try, tempt)—first used in 1527

By using additional sources we can determine the year the word was first used and the history of where it came from.

Let's Try It Together!



Look at the entry for the following vocabulary word:

alternative

alternative: another possible choice or action that can be made; first used as an adjective in 1540 and as a noun in 1576; from Latin *alternatus*

Based on the entry for the word **alternative**, turn to a partner and discuss the history of the word.

Raise your hand to share the history of the word **alternative** and the year it was first used.

Let's look at one more together. Look at the entry for the following vocabulary word:

mission

mission: a very important job; first used as a noun in 1530; as a verb in 1692; and as an adjective in 1900; from New Latin *mission*.

Based on the entry for the word **mission**, turn to a partner and discuss the history of the word.

Raise your hand to share the history of the word **mission** and the year it was first used.

Now Try One by Yourself!



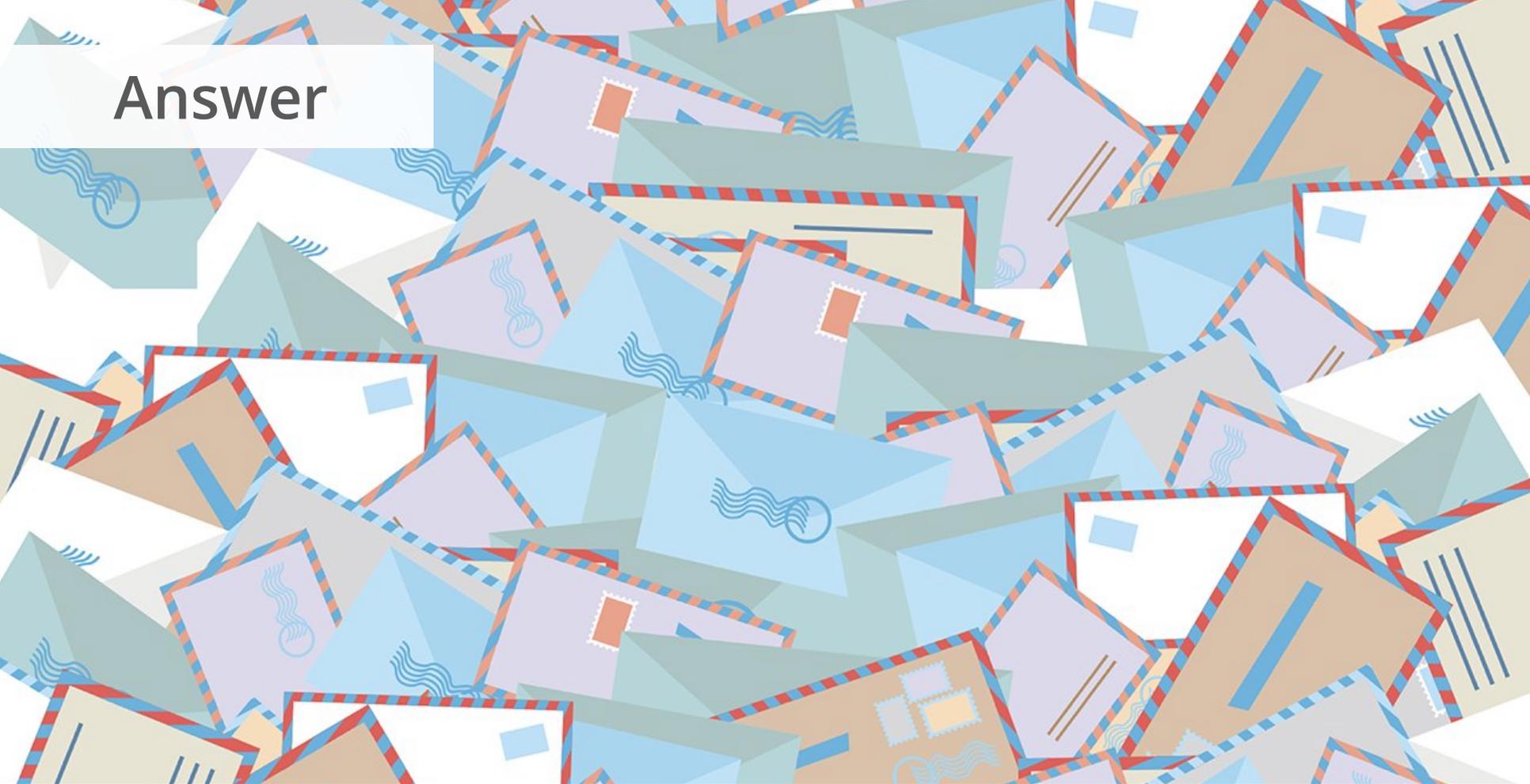
Read the following entry from multiple sources:

elite: a small group of wealthy, powerful people;
first used as a noun in 1738 and as an adjective in
1808; from Latin *eligere*

Identify the history of the word.

Write a sentence correctly using the word.

Answer

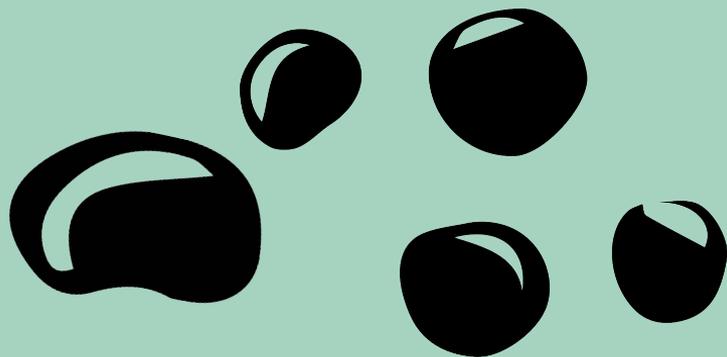


History — Latin (eligere)

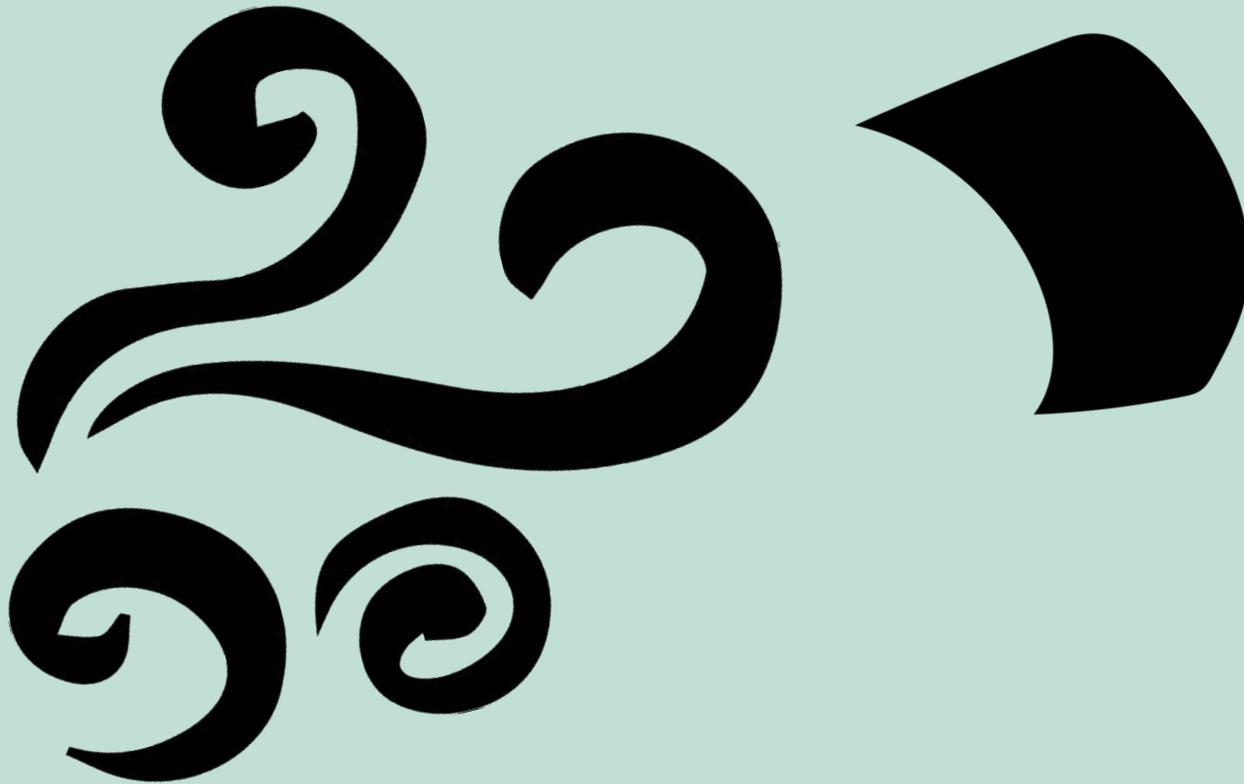
Sentences may vary but possible answers could include: Patricians were Rome's **elite**.

POETRY

Grade 3 Lesson 3: "My Doggy Ate My Essay"
by Darren Sardelli



Introduction



Today we are going to read a poem about a dog's behavior.

Listen for some of the things the dog does in this poem.

Read “My Doggy Ate My Essay” by Darren Sardelli
aloud.

The poem can be found online or from other sources, such as the library.

What are some of the things the dog does in this poem?

Are these normal things a dog does?

What are some of the things the dog does in this poem?

Answers might include cleaning, dusting, sweeping, doing laundry, etc.

Are these normal things a dog does?

no

What is the name of the essay the dog eats?

Why does the dog clean the speaker's room?

What is the name of the essay the dog eats?

The speaker reveals the dog ate an essay called “How to Clean My Room.”

Why does the dog clean the speaker’s room?

Because he ate the essay with instructions on how a room should be cleaned.

Reading



We have learned about rhyming poetry and free verse poetry.

Does this poem have **rhymed verse** or **free verse**?
Find a part of the poem that supports your answer.

We have learned about rhyming poetry and free verse poetry.

Does this poem have rhymed verse or free verse?

rhymed verse

Find a part of the poem that supports your answer.

Answers may include any of the rhyming lines in the poem.

I will read the poem again.

This time, listen for rhyming words.

Read “My Doggy Ate My Essay” by Darren Sardelli
aloud.

The poem can be found online or from other sources, such as the library.

What rhyming words did you hear?

What rhyming words did you hear?

Possible answers include mail/tail, floor/door, shine/pine, etc.

Poems with a **rhyme scheme**, or pattern of rhyming words, usually put those words at the ends of lines.

We can figure out the rhyme scheme by putting a letter at the end of every line. When a line rhymes with a previous line, they get the same letter.

In these two stanzas, you can see that we put a letter after each line.

The second and fourth lines in each stanza rhyme, so they get the same letters.

My doggy ate my essay. **A**

He picked up all my mail. **B**

He cleaned my dirty closet **C**

and dusted with his tail. **B**

He straightened out my posters **D**

and swept my wooden floor. **E**

My parents almost fainted **F**

when he fixed my bedroom door. **E**

Let’s try an example together.

Which letters should we put after each line?

Remember, our last stanza had DEFE, so the first letter we will use is G.

I did not try to stop him.
He made my windows shine.
My room looked like a palace,
and my dresser smelled like pine.

He fluffed up every pillow.
He folded all my clothes.
He even cleaned my fish tank
with a toothbrush and a hose.

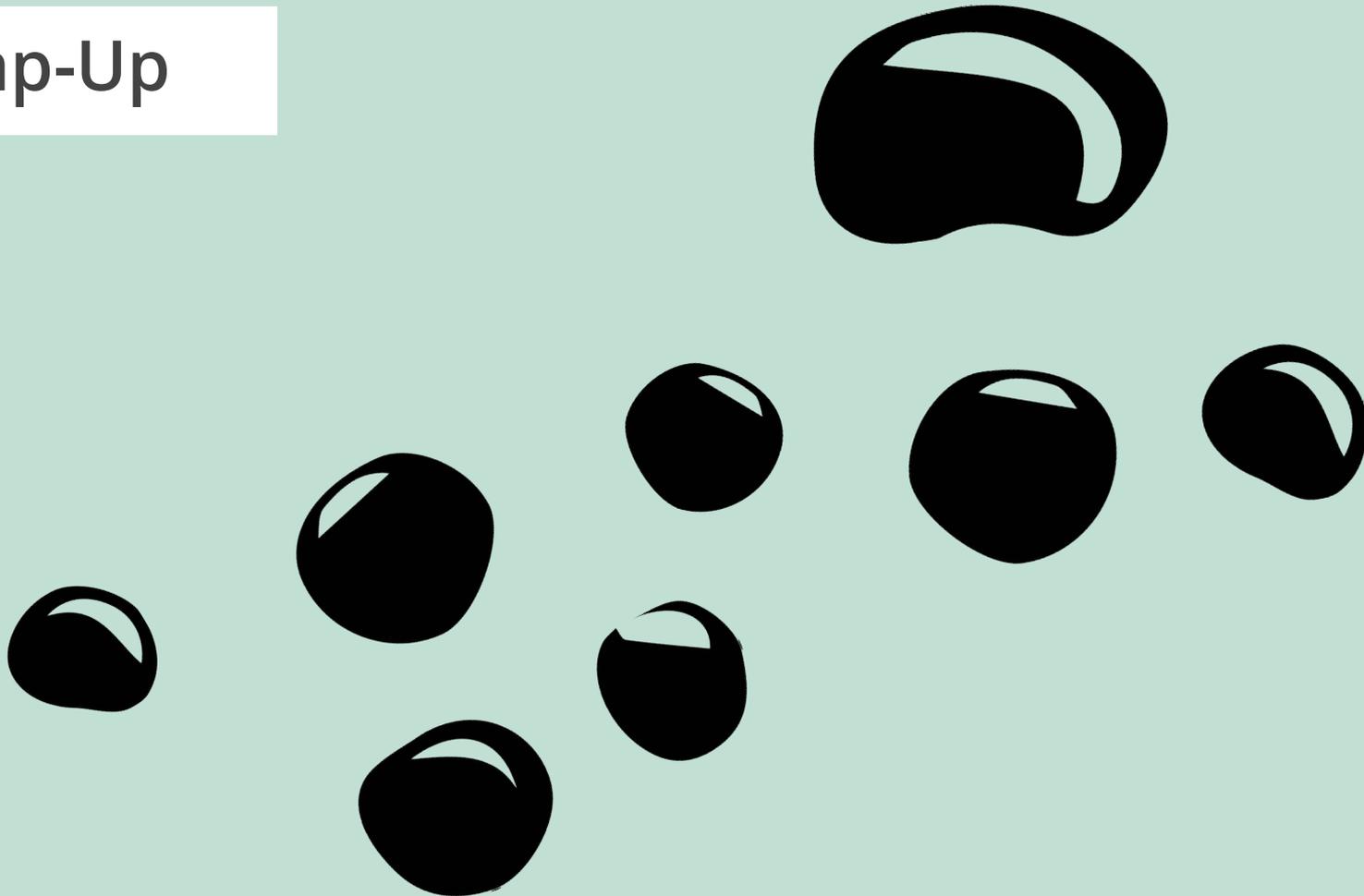
Our last stanza had DEFE, so the next letter we use in the rhyme scheme would be G.

The second and fourth lines rhyme, so they get the same letter, H.

Then we keep moving our way down the lines with the next letters of the alphabet.

I did not try to stop him.	G
He made my windows shine.	H
My room looked like a palace,	I
and my dresser smelled like pine.	H
He fluffed up every pillow.	J
He folded all my clothes.	K
He even cleaned my fish tank	L
with a toothbrush and a hose.	K

Wrap-Up



Now it's your turn! Find the rhyme scheme of the poem's last stanza.

Remember, the very first line of the poem ended in *essay*. Our last stanza used JKLLK.

I thought it was amazing to see him use a broom. I'm glad he ate my essay on “How to Clean My Room.”

Answer



Remember, the very first line of the poem ended in *essay*, and we gave it the letter A. Because that word is used again, *essay* also gets an A.

I thought it was amazing **M**
to see him use a broom. **N**
I’m glad he ate my essay **A**
on “How to Clean My Room.” **N**