

Grade 3

Unit 6

Regions and Cultures: Native Americans

Activity Book

ISBN 979-8-89180-839-3

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

Revised and additional material
© 2026 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book
strictly for illustrative and educational purposes and are
the property of their respective owners. References herein
should not be regarded as affecting the validity of said
trademarks and trade names.

Printed in the USA
01 LSC 2024

NAME: _____

DATE: _____

1.1

Activity Page

Station Notes

Station 1:

Station 2:

Station 3:

Station 4:

Station 5:

NAME: _____

DATE: _____

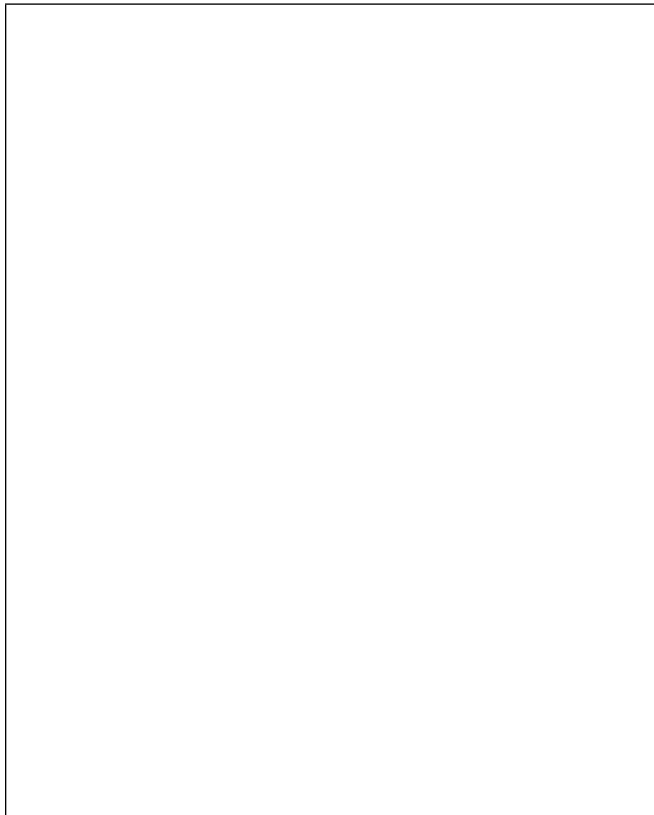
1.2

Activity Page

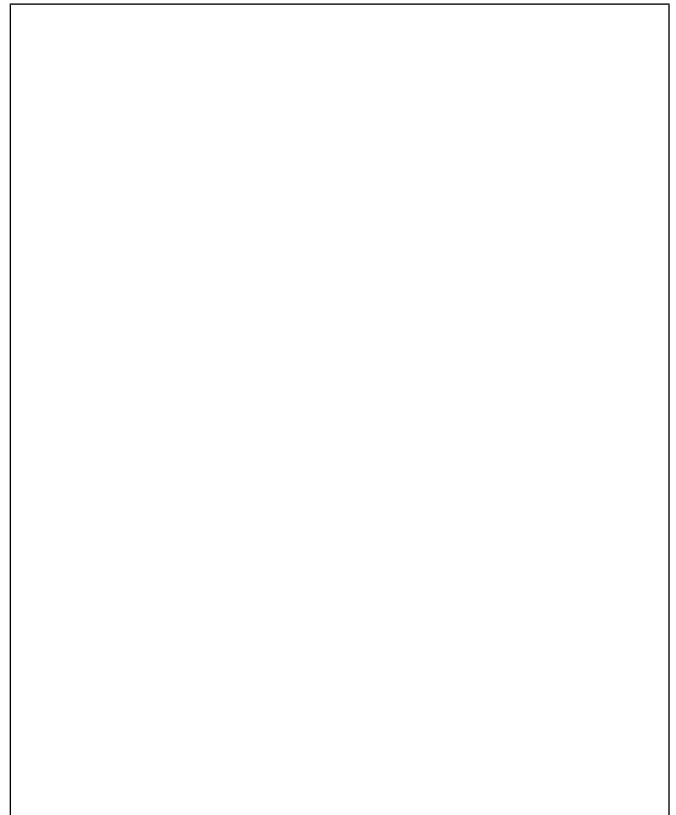
Ice Age Cause and Effect Chain

I want you to imagine a time long, long ago. In this ancient time, some people began to move from one land to another. Many of these **prehistoric** people were **migratory** hunters who traveled in groups. They began to move from the land we call Asia into the land we call North America. Today we know that groups of people took various routes through different waves of migration. They might have come first in boats, following the coastline of the Americas in search of land and food, and then stayed because they discovered an abundance of new resources. The migration of people did not happen all at one time, nor did they come from only one place. People moved from across Asia into North America over a long period of time.

Cause



Effect



Some archaeological evidence suggests that people first migrated from Asia into North America during the last major Ice Age. During this Ice Age, large areas of the earth's waters were frozen. Northern **regions** of North America were covered in thick sheets of ice and giant, glistening glaciers. Because water had turned to ice during the Ice Age, sea levels had dropped and some areas of land were uncovered. Many scientists think Beringia was one of these areas. Some scientists and archaeologists believe that groups of people traveled on foot through Beringia, following herds of prehistoric animals.

Scientists and archaeologists still debate the exact routes of these migrations. However, many think that glaciers and massive sheets of ice made traveling to the Americas difficult in those times. One theory, the coastal migration theory, suggests that people may have used boats to bypass, or go around, icy barriers while following the Pacific shoreline south, from Asia and Beringia. Early settlers who took the coastal route may have survived by eating fish, kelp, seaweed, and marine mammals such as seals, walruses, and whales. Some early settlers may have traveled as far south as South America, while others may have traveled further inland in North America.

As people moved through North America, they lived and hunted in an icy world. There, they followed and hunted great herds of large mammals such as woolly mammoths, mastodons, saber-toothed cats, and giant ground sloths. These large mammals are known as big game. All of these animals were prey for the people who settled in North America.

NAME: _____

DATE: _____

Cause

Effect

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

Cause

Effect

NAME: _____

DATE: _____

1.3

Activity Page

Describe Etu: Character Analysis



External traits	Internal traits

NAME: _____

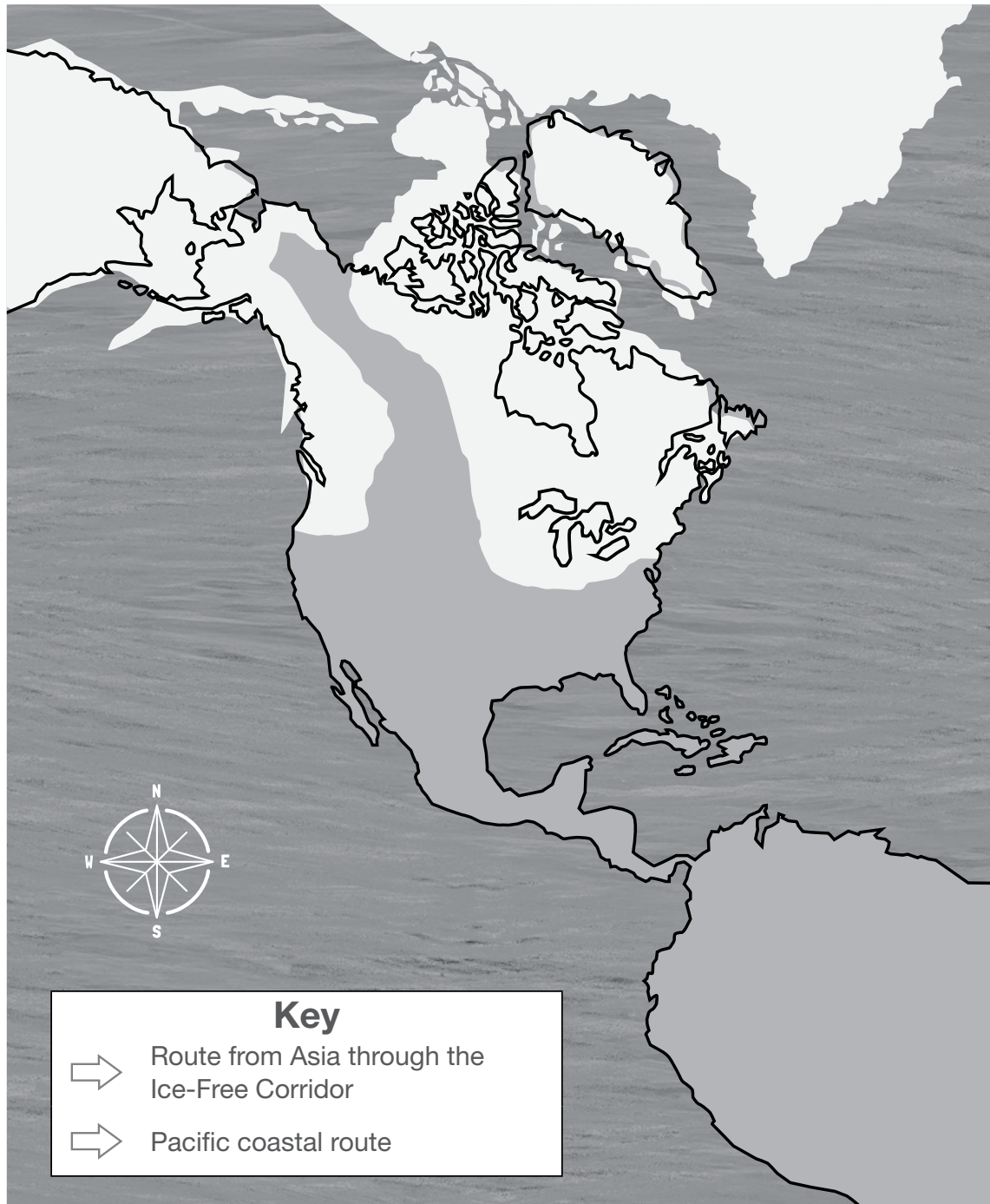
DATE: _____

2.1

Activity Page

Beringia Migration Map

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



NAME: _____

DATE: _____

2.2

Activity Page

Changing Ways of Life Illustrations

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

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

NAME: _____

DATE: _____

2.2
CONTINUED**Activity Page**

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

Section 3



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

“Indians”; however, they never referred to themselves as Indians. Once Europeans arrived in North America, the traditions of many of these Native tribes were threatened and eventually destroyed. Armed confrontation, the introduction of new diseases, and cultural clashes meant that, for many tribes, much of their traditional way of life was lost to them forever. In the next part of this unit, you will learn about some of the tribes who survived, and still live, in various parts of North America. These resilient tribes have thriving, ever-evolving cultures, and some still practice traditional ceremonies and speak Native languages. You will discover what makes them unique and knowledgeable, and how they have helped, and continue to help, shape the history and culture of the United States.		
---	--	--

NAME: _____

DATE: _____

2.3

Activity Page

Regions Map

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



NAME: _____

DATE: _____

2.4

Activity Page

Comparison Written Response

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

Section 1: My thoughts

Section 2: Ideas from my partner

Section 3: My written response

NAME: _____

DATE: _____

2.5

Activity Page

's and s'

'S

S'

NAME: _____

DATE: _____

2.6

Activity Page

Plural Possessive Nouns Not Ending in -s or -es

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

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

Grandma's house was full of the children's noises.

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

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

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

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

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

NAME: _____

DATE: _____

3.1

Activity Page

Akando and Aponi Illustrations



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

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

3. What is the mood of the illustration?

NAME: _____

DATE: _____

3.2

Activity Page

–ish: Suffix Meaning Having the Characteristics of, or Like

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

Write the correct word to complete each sentence.

style	childish	fever	child
feverish	fool	foolish	stylish

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

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

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

8. _____

NAME: _____

DATE: _____

3.2
CONTINUED

Activity Page

–ness: Suffix Meaning in the State or Condition of Being

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

Write the correct word to complete each sentence.

dark	awareness	fit	sick
fitness	darkness	sickness	aware

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

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

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

8. _____
- _____

NAME: _____

DATE: _____

3.3

Activity Page

Spelling: Blank Busters

dozen	again
enemy	ability
deposit	distance
problem	elegant
about	sentence
debate	secure
area	probably
taken	company
bulletin	
Challenge Word: <i>American</i>	
Challenge Word: <i>independent</i>	
Content Word: <i>glistening</i>	

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

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

5. I feel very confident when surrounded by my friends, but when _____ approach, I am not as confident and don't feel _____.
6. My baby brother wants to be able to do things himself and be _____.
7. Will you take my check to the bank and _____ it, please?
8. The chapters in our reader, *Native _____ Stories*, are all _____ children and their contributions to their groups.
9. Mother says I can _____ go to the movies with my friends.
I just need to finish my homework.

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

1. _____

2. _____

3. _____

NAME: _____

DATE: _____

4.1

Activity Page

Finding the 5Ws and How

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

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

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

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

Who? _____

What? _____

Where? _____

When? _____

Why? _____

DATE: _____

Activity Page

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

[illegible]

NAME: _____

DATE: _____

4.3

Activity Page

Subject and Object Pronouns

Rewrite the sentence replacing the underlined word or words with a subject or object pronoun.

1. My older brother helps me with my math homework.

2. I wish I could help my older brother with something too!

3. Mrs. Smalley is the best neighbor ever!

4. The whole neighborhood would like to have a party for Mrs. Smalley.

5. That tree house was awesome!

6. I wish we could build that tree house in our yard!

NAME: _____

DATE: _____

4.4

Activity Page

Suffixes *-ish* and *-ness*

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

stylish	darkness	kindness	selfish	foolish
sadness	quickness	snobbish	sickness	loneliness

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

Word: _____ Part of Speech: _____

Suffix: _____

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

Word: _____ Part of Speech: _____

Suffix: _____

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

Word: _____ Part of Speech: _____

Suffix: _____

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

Word: _____ Part of Speech: _____

Suffix: _____

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

Word: _____ Part of Speech: _____

Suffix: _____

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

Word: _____ Part of Speech: _____

Suffix: _____

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

Word: _____ Part of Speech: _____

Suffix: _____

NAME: _____

DATE: _____

4.4
CONTINUED

Activity Page

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

Word: _____ Part of Speech: _____

Suffix: _____

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

Word: _____ Part of Speech: _____

Suffix: _____

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

Word: _____ Part of Speech: _____

Suffix: _____

NAME: _____

DATE: _____

4.5

Activity Page

Spelling: Word Sort

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

'a' > /ə/

'e' > /ə/

curable

among

problems

Chinese

oven

parakeet

hen

broken

acre

delegate

allow

elegance

Amos

pencil

enjoy

pleasant

brazen

burger

huggable

able

NAME: _____

DATE: _____

5.1

Activity Page

Spelling Assessment

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

'e' > /ə/

'a' > /ə/

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences:

1. _____

2. _____

NAME: _____

DATE: _____

5.2

Activity Page

Cause/Effect Relationships

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

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

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

NAME: _____

DATE: _____

5.3

Activity Page

Summary Chart

Question	Important words and phrases
Who?	
What?	
When?	
Where?	
Why?	
How?	
Summary	

NAME: _____

DATE: _____

6.1

Activity Page

“Alemeda, the Basket Weaver”

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

NAME: _____

DATE: _____

6.2

Activity Page

Presentation Rubric

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

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

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

NAME: _____

DATE: _____

6.3

Activity Page

Subject and Object Pronouns

Write the pronoun on the blank that correctly completes the sentence. Then, circle *subject pronoun* or *object pronoun*.

1. _____ has studied ballet for many years.
(She, Her) *Subject Pronoun* *Object Pronoun*
2. The story of the magical birds is interesting to _____.
(him, he) *Subject Pronoun* *Object Pronoun*
3. Our pet snake escaped from the cage, and no one could find _____.
(them, it) *Subject Pronoun* *Object Pronoun*
4. _____ were the only ones brave enough to dive from the diving board.
(They, Me) *Subject Pronoun* *Object Pronoun*
5. _____ enjoy playing football in the backyard with friends.
(We, Us) *Subject Pronoun* *Object Pronoun*
6. When children hide, it is very difficult to find _____.
(we, them) *Subject Pronoun* *Object Pronoun*
7. _____ should be very happy to hear such great news!
(You, Me) *Subject Pronoun* *Object Pronoun*

8. Because it is summer, _____ garden, swim, and enjoy the sunshine.
(him, I)

Subject Pronoun Object Pronoun

NAME: _____

DATE: _____

6.4

Activity Page

Practice Possessive Pronouns

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

my

your

his

her

its

our

their

Example: The students' artwork decorated the walls. Their artwork decorated the walls.

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

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

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

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

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

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

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

NAME: _____

DATE: _____

6.5

Activity Page

Dictionary Skills

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

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

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

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

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

The *wind* is blowing gently today. _____

What part of speech is *wind* in this sentence? _____

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

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

What part of speech is *winds* in this sentence? _____

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

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

What part of speech is *wind* in this sentence? _____

Write sentences using the definitions for wind not previously used.

6. _____

7. _____

NAME: _____

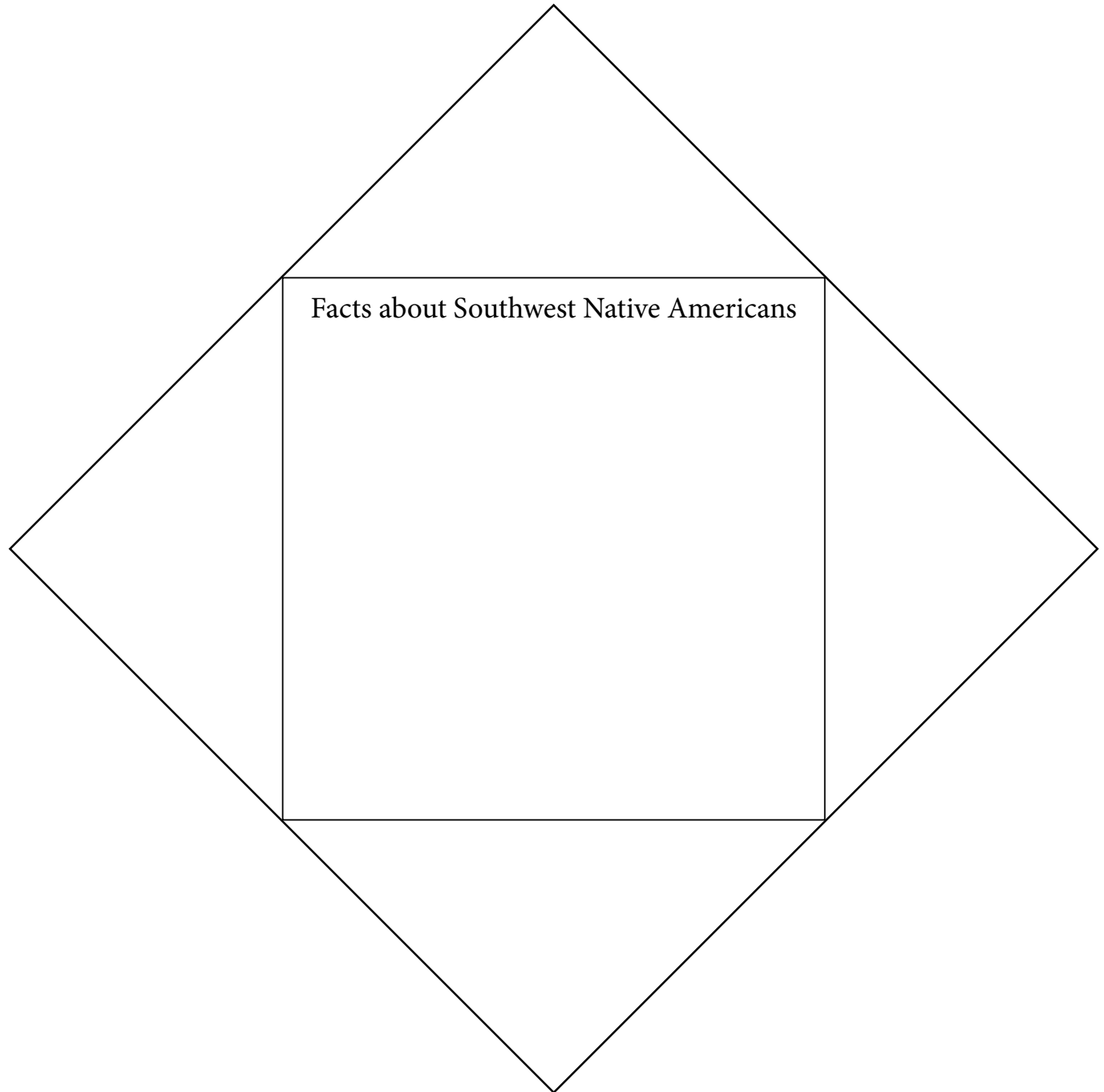
DATE: _____

7.1

Activity Page

Southwest Foldable

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



NAME: _____

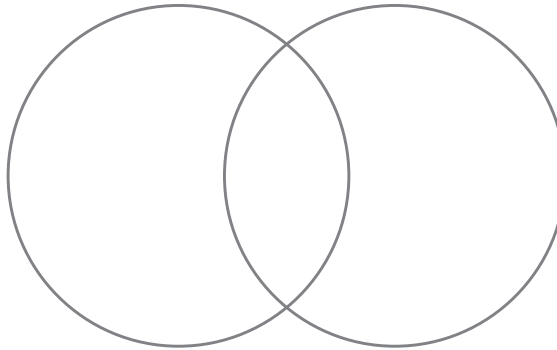
DATE: _____

7.2

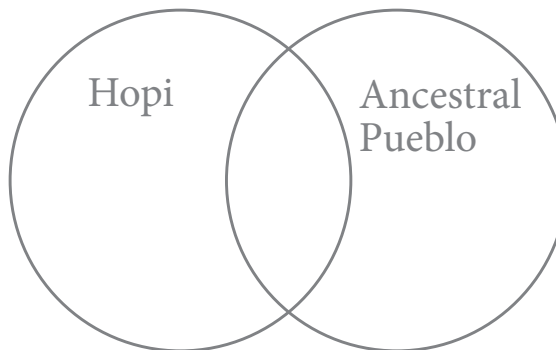
Activity Page

Compare and Contrast Paragraph

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



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



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

NAME: _____

DATE: _____

7.3

Activity Page

Compare and Contrast Paragraph

Using your Venn Diagram, write a paragraph explaining the similarities and differences you identified between Native American tribes in the Southwest. Consider things such as their environment, dwellings (homes), food, places of living, language, customs, crafts, etc. Use clue words to signal comparison, include at least one compound and one complex sentence, and check your writing for correct punctuation and capitalization.

NAME: _____

DATE: _____

7.4

Activity Page

Identifying and Comparing Character Traits

	Internal Traits	External Traits
Etu, the Hunter 		
Akando and Aponi, the Gatherers 		
Alemeda, the Basket Weaver 		

NAME: _____

DATE: _____

7.5

Activity Page

Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

1. (*high*) A skyscraper is _____ than my house.
2. (*goofy*) That cartoon is the _____ cartoon I've ever seen!
3. (*short*) My legs are _____ than yours because I'm younger than you are.
4. (*jolly*) My grandfather is a _____ person who is always laughing.
5. (*thin*) The bread on your sandwich is cut in _____ slices than the bread on my sandwich.
6. (*lucky*) My brothers and I are _____ to have such a great family!
7. (*red*) That delicious apple is the _____ apple in the whole bunch.
8. (*rare*) I am told that a purple and orange butterfly is very _____.
9. (*fuzzy*) My sister likes my sweater better because it's _____ than hers.
10. (*neat*) Why is your bedroom always _____ than mine?

Write a sentence using the word in parentheses.

1. (*largest*) _____

2. (*lazier*) _____

3. (*deeper*) _____

4. (*bigger*) _____

NAME: _____

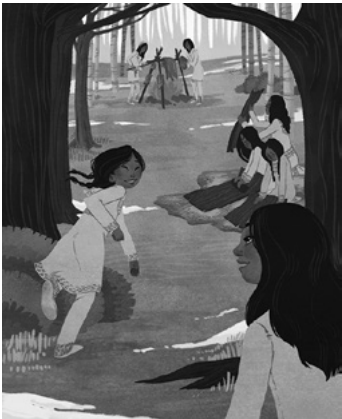
DATE: _____

8.1

Activity Page

“Meda and Flo, the Forest Children” Illustrations

	Information from the illustration (setting, characters, and mood)	Connection between illustration and reading text
Picture 1: 		
Picture 2: 		

	Information from the illustration (setting, characters, and mood)	Connection between illustration and reading text
Picture 3: 		
Picture 4: 		

NAME: _____

DATE: _____

8.2

Activity Page

KWL Native Americans of the Northeast

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

Native Americans of the Northeast	
Know	Want to know

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

Depending on the weather, Iroquois wore a range of clothing. In the summer, Iroquois men wore a breechcloth, which was a short piece of buckskin. Women wore dresses made of grass fibers. In the wintertime, everyone relied on animal furs to keep warm. Men also wore buckskin moccasins on their feet. They used dyes, beads, and quills to decorate their clothes, as well as their skin.

1. What is the main idea of the paragraph?

2. List the supporting details:

NAME: _____

DATE: _____

8.2
CONTINUED

Activity Page

Reread the following paragraph and answer the questions below:

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

1. What is the main idea of the paragraph?

2. List the supporting details:

DATE: _____

Activity Page

Would you rather live in a longhouse or a wigwam? Write three sentences expressing your opinion. In each of these sentences, use one of the following conjunctions: *because*, *but*, and *so*.

[illegible]

NAME: _____

DATE: _____

8.4

Activity Page

Suffixes *-able* and *-ible*

-able: Suffix Meaning Able to Be

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

Write the correct word to complete each sentence.

believe	enjoyable	value	chew
valuable	chewable	enjoy	believable

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

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

NAME: _____

DATE: _____

8.4
CONTINUED

Activity Page

–ible: Suffix Meaning Able to Be

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

Write the correct word to complete each sentence.

flex	forcible	access	force
accessible	flexible	reverse	reversible

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

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

DATE: _____

Activity Page

On your own, list the most important points about tribes in the Northeast and Southeast. Using that list, write a compare-and-contrast paragraph about them.

[illegible]

[illegible]

NAME: _____

DATE: _____

9.2

Activity Page

Comparative and Superlative Adjectives Using *more* and *most*

Write the correct form of the adjective in the blank.

1. (*serious*) My next door neighbor is the _____ person I've ever met.
2. (*magnificent*) What could be _____ than the snow-capped Rocky Mountains?
3. (*beautiful*) You are such a marvelous artist! Your painting is _____ than anything I could paint.
4. (*impressive*) Just look out your window and you'll see the _____ landscapes seen anywhere!
5. (*imaginative*) Mr. Smith's newest book is _____ than his first book.
6. (*unusual*) The animals that live on the bottom of the ocean floor are the _____ I've ever seen!
7. (*excited*) Was your little brother _____ than you were when the circus came to town?
8. (*plentiful*) The vegetables from our garden are _____ this year than they were last year.

9. (*worried*) I seem to be _____ than you are about our grades on the history test.

10. (*thoughtless*) The main character in that play is the _____ girl in her whole family.

Write a sentence using the words in parentheses:

1. (*more famous*) _____

2. (*more colorful*) _____

3. (*more interesting*) _____

NAME: _____

DATE: _____

9.3

Activity Page

-able and -ible*Complete each sentence by circling the correct word from the choices after the sentence.*

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

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

1. *bendable*

Part of Speech: _____ Root Word: _____

Meaning: _____

2. *accessible*

Part of Speech: _____ Root Word: _____

Meaning: _____

3. *predictable*

Part of Speech: _____ Root Word: _____

Meaning: _____

4. *reversible*

Part of Speech: _____ Root Word: _____

Meaning: _____

5. *valuable*

Part of Speech: _____ Root Word: _____

Meaning: _____

NAME: _____

DATE: _____

9.4

Activity Page

Word Sort

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

‘el’ > /ə/ + /l/

‘al’ > /ə/ + /l/

‘le’ > /ə/ + /l/

‘tion’ > /sh/ + /ə/ + /n/

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

lesson

ankle

numeral

button

condition

mantle

multiplication

total

jargon

stumble

raisin

captain

chapel

postal

called

barrel

well

knuckle

direction

stencil

tinsel

bridal

bald

section

nasal

NAME: _____

DATE: _____

9.5

Activity Page

Presentation Rubric

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

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

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

NAME: _____

DATE: _____

10.1

Activity Page

Spelling Assessment

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

'tion' > /sh/ +
/ə/ + /n/

'le' > /ə/ + /l/

'el' > /ə/ + /l/

'al' > /ə/ + /l/

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

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences:

1. _____

2. _____

NAME: _____

DATE: _____

10.2

Activity Page

Summary Chart

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

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

Summary:

NAME: _____

DATE: _____

10.3

Activity Page

Grammar Skills

Part 1: Possessives

Read each sentence. Underline the possessive noun, and circle the noun that belongs to the possessive noun. Rewrite the sentence to replace the possessive noun with a possessive pronoun.

1. The _____ footprints were huge.

2. The sled moved swiftly because of the _____ training .

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

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

Part 2: Subject and Object Pronouns

Replace the underlined noun with the appropriate subject or object pronoun and rewrite the sentence.

1. Alemeda wove baskets with her grandmother.

2. Akando and Aponi gathered food for their people.
-

3. Etu followed Delsin and Hakan through the snow.
-

Part 3: Comparative and Superlative Adjectives

Complete the sentence with the appropriate comparative or superlative form of the adjective in parentheses.

1. The Artic and Subarctic regions are much _____ than the Eastern Woodlands region. (*cold*)
2. Etu had much _____ feet than his older brothers. (*small*)
3. The Southwest is _____ than the Eastern Woodlands region. (*dry*)
4. Today, bison are the _____ mammal in North America. (*large*)
5. If I had to travel to the Arctic Circle, I would pack my _____ coat. (*warm*)

NAME: _____

DATE: _____

10.4

Activity Page

Dictionary Skills

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

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

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

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

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

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

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

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

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

NAME: _____

DATE: _____

11.1

Activity Page

Yutu

How did Yutu change Miki's life? Explain.

NAME: _____

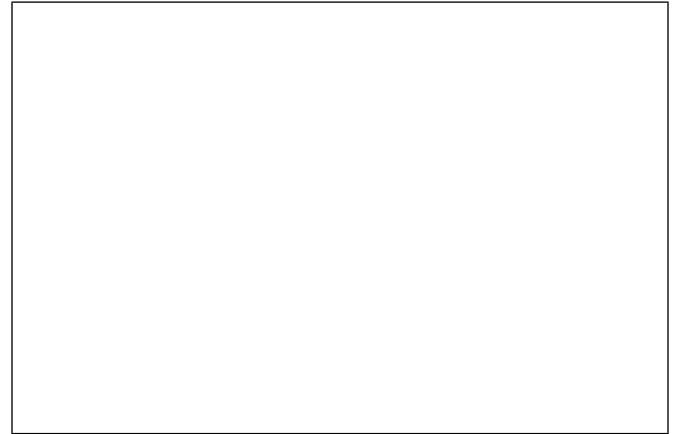
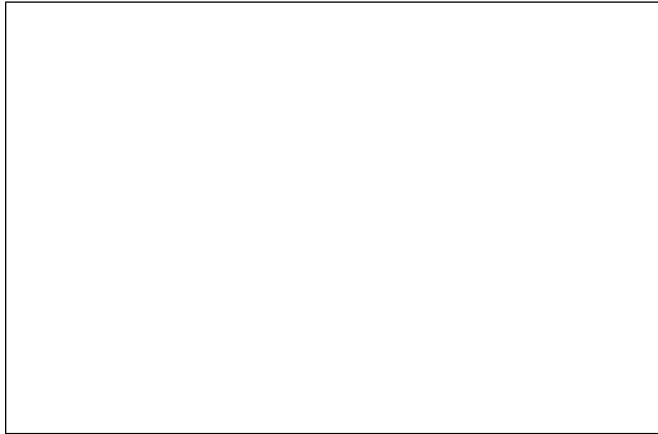
DATE: _____

11.2

Activity Page

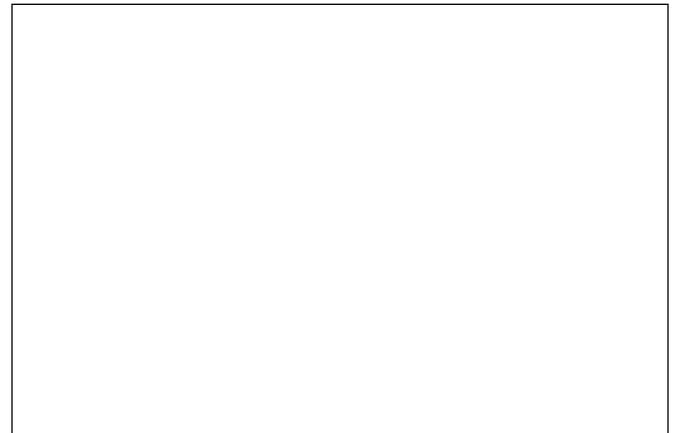
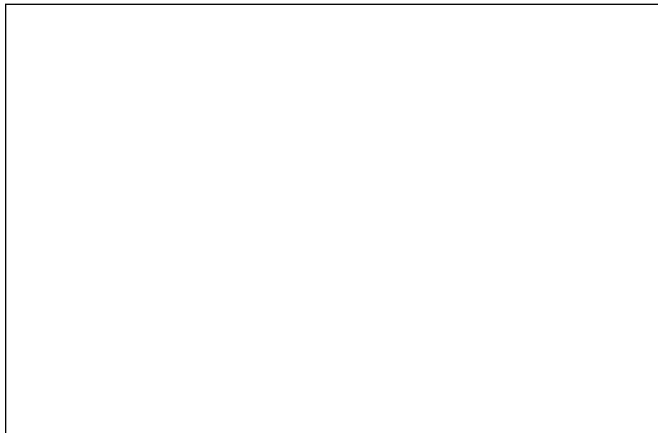
Text Connections

Section 1 (Whole group):



Rewrite the process using clue words:

Section 2 (With a partner):



Rewrite the process using clue words:

Section 3 (on your own):

Rewrite the process using clue words:

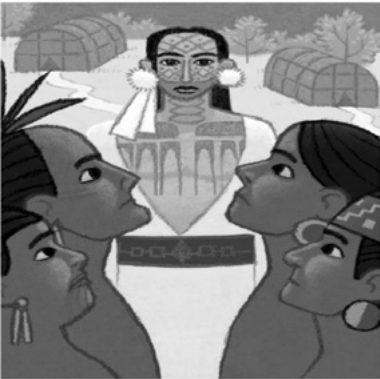
NAME: _____

DATE: _____

12.1

Activity Page

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

	Information from the illustration (setting, characters, and mood)	Connection between illustration and reading text
Picture 1 		
Picture 2 		

	Information from the illustration (setting, characters, and mood)	Connection between illustration and reading text
Picture 3 		
Picture 4 		
Picture 5 		

NAME: _____

DATE: _____

12.2

Activity Page

Student Self-Reflection

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

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

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

NAME: _____

DATE: _____

13.1

Activity Page

Building Background: Overview

As a reporter, your first task is to build your background knowledge about the communities of Native Americans that are connected to your local area. Use a search engine and key words to answer the following questions. Record the key words and sources you used.

1. Which Native American tribes live in my state or local area?

Key Words:

Facts:

Sources:

2. Which places or geographic features in my state or local area take their names from these groups or their languages? You may add to this list as you conduct research.

Key Words:

Facts:

Sources:

NAME: _____

DATE: _____

13.2

Activity Page

Building Background: Jigsaw

Write the name of the tribe you will research. Then, complete the section you were assigned. Prepare to share what you learned with your news team.

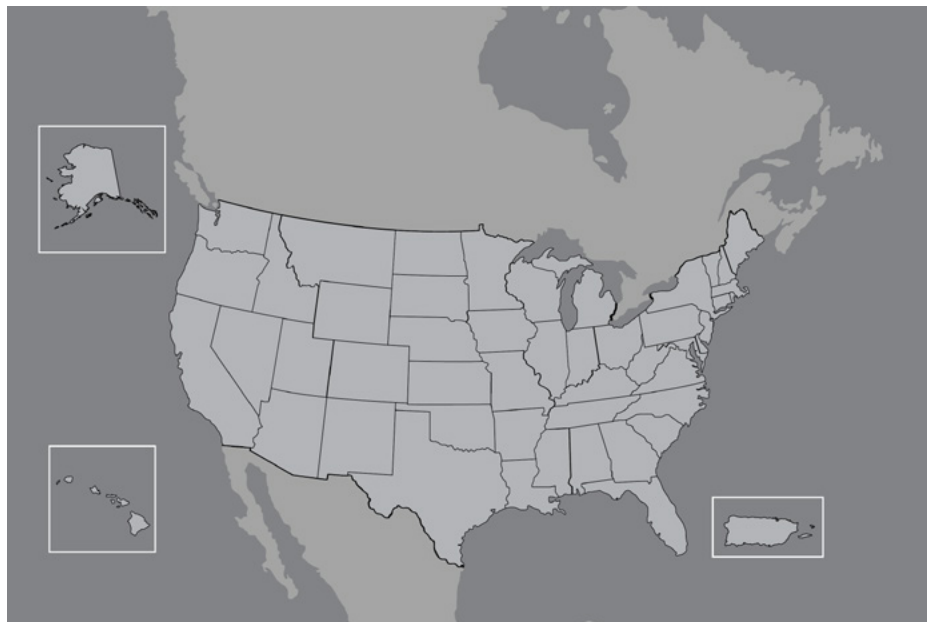
News Team Members: _____

Native American Tribe: _____

Section 1: Mapping Migration

Using a search engine and key words, find maps and other sources to complete the mapping activity below:

- Mark and label the town or city and state you live in.
- Shade and label your assigned tribe's historical territory or ancestral homeland.
- Draw arrows to show your assigned tribe's path(s) of migration.
- Shade and label where your tribe's descendants live today.



2. Write at least three details about where your tribe lives or has lived below. For example, you may wish to include why your tribe migrated, the years they migrated, or the number of descendants living in your state today.

Sources:

NAME: _____

DATE: _____

13.2
CONTINUED

Activity Page

Section 2: Culture and Traditions

Today, tribal members and descendants preserve their traditions through language, storytelling, food, art, and music. After researching information about your tribe's traditional language, research another cultural element (storytelling, food, art, or music).

Language:

1. What language(s) are traditionally spoken by your tribe?

2. What is the meaning of your tribe's name in their traditional language?

3. How many people speak this language today?

Sources:

Cultural Element: _____

Facts:

[illegible]

Sources:

NAME: _____

DATE: _____

13.2
CONTINUED

Activity Page

Section 3: Contributions and Connections

Native Americans have shaped the history and culture of the United States, making important contributions to agriculture, engineering, medicine, mathematics, government, and the military. Answer the questions below

1. What innovations, inventions, or contributions to history or culture is your assigned tribe known for? Why are these contributions important?

Facts:

Sources:

2. How does your assigned tribal community maintain a connection to their history and culture? Consider cultural events, tribal schools, museums, and government bodies.

Facts:

[illegible]

Sources:

NAME: _____

DATE: _____

Informative Paragraph

Use the facts and details you collected on Activity Page 13.2 to write a paragraph about your assigned section. Be sure to use linking words and phrases to organize your information and signal text structure.

NAME: _____

DATE: _____

14.1

Activity Page

Reporter Notes

Native American tribe: _____

Section Assignment (circle one):

Assignment 1 News Story/Current Event	Assignment 2 Upcoming Cultural Event
Write a news story about an event or issue impacting your assigned tribe.	Write about an upcoming tribal cultural event, such as a festival, art exhibition, or musical performance.
Assignment 3 Community Member Spotlight	Assignment 4 Community Organization Spotlight
Write an article about a member of your assigned tribe who has made a positive impact on their community. You might focus on a teacher, business owner, inventor, artist, athlete, etc.	Write an article about a community organization such as a tribal museum, historical society, nonprofit, or government body that is working to support tribe members or educate the public.

After receiving your assignment, conduct research to narrow your focus and choose a specific article. Take notes on the article, focusing on important facts, definitions, and details to teach your readers about Native Americans in your community. Remember to collect important information by asking who/what, did what, where, when, why, and how.

Topic: _____

Who or What?	
Did what?	
Where?	
When?	
Why?	
How?	

1-2 Sentence Summary: _____

NAME: _____

DATE: _____

14.1
CONTINUED

Activity Page

Additional facts, definitions, details, or quotes:

Source:

NAME: _____

DATE: _____

14.2

Activity Page

Informational Writing Checklist

In my article, I:

- Focused on a topic or event that relates to my assignment
- Included at least six facts or details that answer the questions who/what, did what, where, when, why, and how
- Used linking words to connect ideas and convey text structure
- Included a visual text feature (map, illustration, diagram, etc.) that explains an important idea

NAME: _____

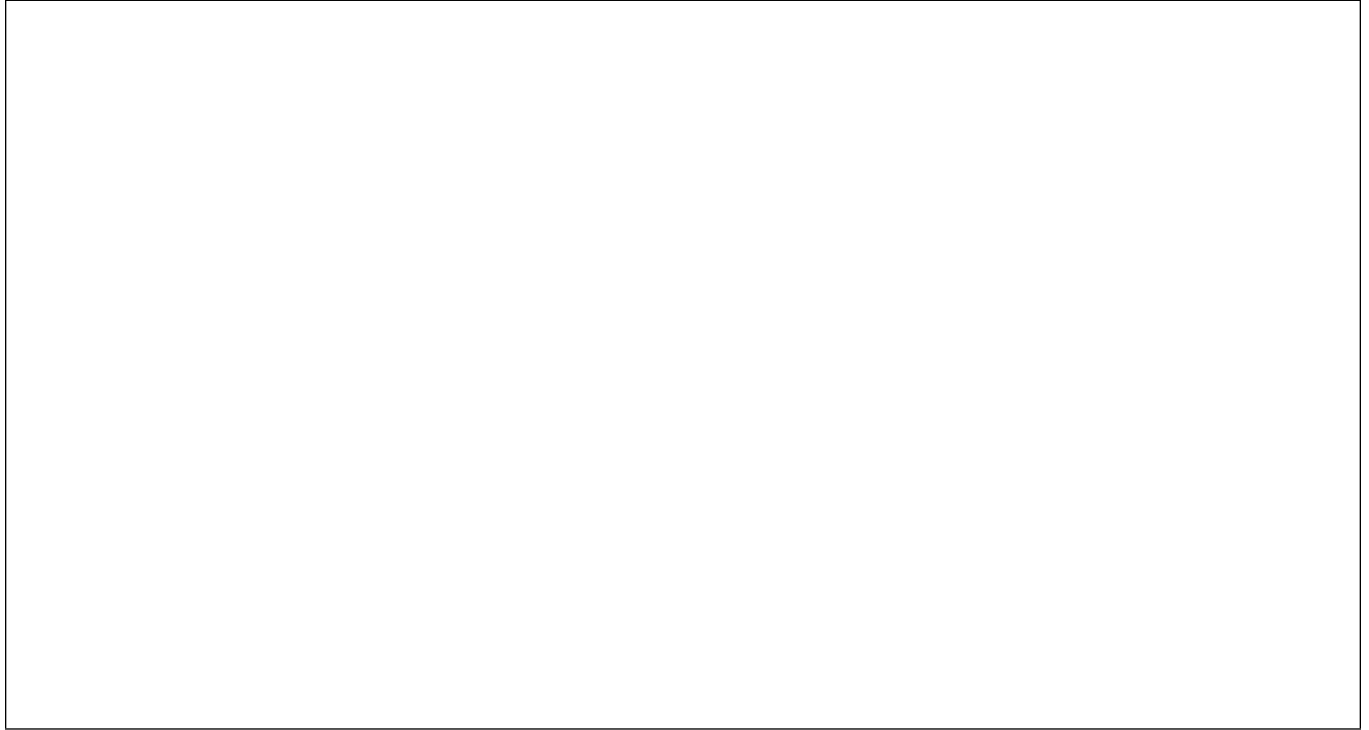
DATE: _____

14.3

Activity Page

Title: _____

By _____



[illegible]

Acknowledgements

We are grateful to the many contributors to CKLA over the years, including:

AmplifyCKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Cover: Amplify Staff, TK; 1.3 (Etu's brother's footprints): CKF Staff; 2.1: Amplify Staff; 2.2 (Tribe life): CKF Staff, Robert B. Ciaccio, Courtesy Desert Archaeology, Inc.; 2.3: CKF Staff; 3.1 (Akando and Aponi): CKF Staff; 7.4 (Etu, the Hunter): CKF Staff, (Akando and Aponi, the Gatherers): CKF Staff, (Alemeda, the Basket Weaver): CKF Staff; 8.1: (Flo and Meda race): CKF Staff, (Signs of spring): CKF Staff, (Maple syrup): CKF Staff, (Racing back): CKF Staff; 12.1: (Great bear marks): CKF Staff, (Village leader): CKF Staff, (Search for Nyah-gwaheh): CKF Staff, (Chasing Nyah-gwaheh): CKF Staff, (Four brothers realize): CKF Staff; Acknowledgements: Amplify Staff

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."