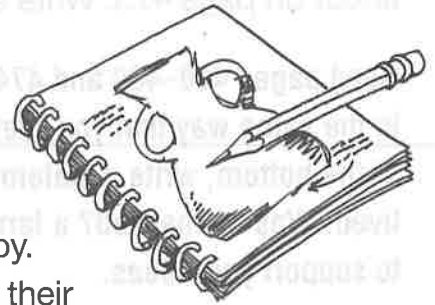


Name _____ Date _____



The Real Vikings
Independent Reading

The Real Vikings



AN ARCHAEOLOGIST FOR A DAY

You have been asked to join the archaeological dig at Hedeby. Archaeologists sketch what they find and label everything in their sketches. Labels should include a description of the item, where it was found, and what it might be used for.

Read pages 470–473. Document a house that has been found at Hedeby. Use what you have read to show what was found at the dig. Label your findings with information from the text. At the bottom of the sketch, write a conclusion about the building you have found. Base this conclusion on the artifacts at the site.

A large, empty rectangular area with a spiral binding on the left side, intended for the student to draw a house and write a conclusion.

Name _____ Date _____

The Real Vikings
Independent Reading

Congratulations, you made a find of your own! You found the grave of the young Viking man whose boast you read about on page 475. Write about your find.

Read pages 468–469 and 474. Sketch your find. Label what you found in the same way that you sketched the building you worked on earlier. At the bottom, write a statement about what kind of life the young man lived. Was he married? a farmer? a fisherman? Use what you have found to support your ideas.

A large rectangular area for sketching and writing, with a decorative spiral binding on the right side. The area is mostly blank, with some faint lines and dots in the corners, suggesting a starting point for a sketch. The spiral binding is on the right edge, and there are small marks in the top-left and bottom-left corners, possibly representing fasteners or staples.

Name _____ Date _____

Greek Roots

The Real Vikings
Vocabulary Strategies:
Greek Roots

The words below are formed using one of the following roots: *geo*, meaning "earth," *graph*, meaning "write," *therm*, meaning "heat," *hydra*, meaning "water," *tele*, meaning "distance," or *opt*, meaning "eye." Choose the word from the box that best completes each sentence. Then use your own words to define the word.

telegraph geography thermometer
hydrated optical telescope

1. We used a _____ to view the constellations in the night sky.

2. Students learn about the world's different countries in _____ class.

3. Before the invention of the telephone, people use a _____ to communicate over long distances.

4. The accident injured his _____ nerve, interfering with his vision.

5. It is important to keep your body _____ by drinking a lot of water.

6. Jaime's mother took her temperature using a _____.

Name _____ Date _____

Suffixes: *-ent, -ant*

The Real Vikings

Spelling: Suffixes: *-ent, -ant*

Basic Write the Basic Words that best fit the spaces in each sentence pair.

- 1-2. Mom could sense my _____ and hesitation before the art show. I was always _____ to show my art to other people.
- 3-4. Mom always says that I need to build my _____. I've never been that _____ in my drawings.
- 5-6. My friend Steve is a _____ artist. It's easy to be envious of his _____.
- 7-8. I felt a little better when my classmates said that my art was _____. Maybe they are just practicing common _____.
- 9-10. Wow! I was awarded a first-place ribbon for _____. This has turned out to be an _____ day!
- 11-12. I didn't want my pride to be too _____, so I kept my thoughts to myself, but my enormous smile was _____ of how happy I was.

Spelling Words

1. confident
2. confidence
3. fragrant
4. fragrance
5. excellent
6. excellence
7. decent
8. decency
9. truant
10. truancy
11. brilliant
12. brilliance
13. resident
14. residence
15. evident
16. evidence
17. occupant
18. occupancy
19. reluctant
20. reluctance

Challenge Write a paragraph about a family outing on a lake. Use the four Challenge Words. Write on a separate sheet of paper.

Challenge

- inconvenient
inconvenience
buoyant
buoyancy

Name _____ Date _____

Spelling Word Sort

The Real Vikings
Spelling: Suffixes: *-ent, -ant*

Write each Basic Word beside the correct heading.

| | |
|---------------------|--|
| -ent | |
| -ant | |
| -ence, -ency | |
| -ance, -ancy | |

Spelling Words

1. confident
2. confidence
3. fragrant
4. fragrance
5. excellent
6. excellence
7. decent
8. decency
9. truant
10. truancy
11. brilliant
12. brilliance
13. resident
14. residence
15. evident
16. evidence
17. occupant
18. occupancy
19. reluctant
20. reluctance

Challenge Add the Challenge Words to your Word Sort.

- Challenge**
- inconvenient
 - inconvenience
 - buoyant
 - buoyancy

Proofreading for Spelling

The Real Vikings
Spelling: Suffixes: *-ent, -ant*

Find the misspelled words and circle them. Write them correctly on the lines below.

How did the Vikings come to dominate most shipping and trade? The evadent answer is the eksellence of their ships. Their longships made it possible for them to take up residence even in North America. Also, many a Viking became an ocupent of Iceland. They were able to trade for fragrent spices and take occupancy of other lands with ease. Never ones to be truent from a battle, the fierce crews of the warships sailed wherever they wished—and no residant of a coastal area was safe.

Yet much evidance shows that trade was as important to the Vikings as conquest. The key was their exsellent ships, made of split oak wood. Just imagine the fragrance of the shipyards! Imagine the noise and activity! Imagine, too, how these harsh warriors dealt with truansy among the workers.

Spelling Words

1. confident
2. confidence
3. fragrant
4. fragrance
5. excellent
6. excellence
7. decent
8. decency
9. truant
10. truancy
11. brilliant
12. brilliance
13. resident
14. residence
15. evident
16. evidence
17. occupant
18. occupancy
19. reluctant
20. reluctance

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Name _____ Date _____

Principal Parts of Verbs

The Real Vikings

Grammar: Principal Parts of Verbs

Verbs have four basic forms, or **principal parts**: present, past, present participle, and past participle. For regular verbs, the past tense is formed by adding *-ed* to the present tense. The present participle is the *-ing* form of the verb that is used with the helping verb *to be*. The past participle is usually formed the same as the past tense and is used with the helping verbs *to have* and *to be*.

present tense

I work hard every day.

past tense

I worked late last night.

present participle

I am working right now.

past participle

I have worked all my life.

Thinking Question

Which principal part of the verb fits the context of this sentence?

Activity Write the correct form of the verb on the line. Then tell whether the verb tense is *present*, *past*, *present participle*, or *past participle*.

- The archaeologist _____ all day. (dig) _____
- We _____ new facts during last week's trip. (discover)

- I'm _____ a career in history. (consider)

- We _____ something new every day. (learn) _____
- Jordan _____ every artifact that was found. (list) _____
- Yesterday, the teacher _____ us where to look. (tell) _____
- The archaeologists have _____ so many facts. (memorize)

Principal Parts of Irregular Verbs

The Real Vikings
Grammar: Principal Parts of Verbs

The **past** and **past participle** of irregular verbs are not formed by adding an *-ed*, as with regular verbs. The principal parts of these verbs must be memorized. Some common irregular verbs include: *eat, see, go, have, and be*.

Irregular verb using past participle

I haven't eaten since breakfast.

Thinking Question

How are the past and past participle of irregular verbs formed?

Activity Write the past or the past participle of the verb in parentheses to complete the sentence.

1. The Vikings _____ to a variety of countries. (go)
2. We haven't _____ anything like it. (see)
3. They _____ many prisoners. (catch)
4. We have _____ far to see the exhibit. (drive)
5. The Vikings _____ many ships. (build)
6. We _____ the last ones to leave the museum. (be)
7. We had _____ to listen to the lecture. (choose)
8. I _____ an expert on Vikings. (become)

Using Consistent Tenses

The Real Vikings
Grammar: Principal Parts
of Verbs

When you write, it is important to use **consistent tenses**.

Tense refers to time. In writing, all verbs in a sentence or paragraph should usually be in the same tense: past, present, or future.

Inconsistent tense

The cat ran outside and climbs the tree.

Consistent tense

The cat ran outside and climbed the tree.

Thinking Question

Are all the verbs in the sentence written in the same tense?

Activity Write the correct form of the verb in parentheses on the line.

1. The Vikings stole from people and _____ what was not theirs. (take)
2. Tom will read about the Vikings, and then he _____ a summary. (write)
3. Yesterday, I learned about pirates and _____ my sister all about them. (tell)
4. Even today, people _____ and learn about the lives of pirates. (study)
5. The "Golden Age of Piracy" _____ in the early 1600s and ended in the 1700s. (start)
6. The Vikings _____ excellent ships and had many battles. (sail)
7. They _____ Old Norse and lived in Scandinavia. (speak)
8. Tomorrow, we _____ more about Vikings, and Tara will give a presentation. (learn)

Name _____ Date _____

Kinds of Pronouns

The Real Vikings
Grammar: Spiral Review

| Kinds of Pronouns | Examples |
|---------------------|---|
| Subject Pronouns | He was a famous warrior. |
| Object Pronouns | The crew's stories amazed us . |
| Possessive Pronouns | Her poster has colorful pictures of famous ships. The best poster was ours . |

1-6. Circle the correct pronouns.

- Ann wrote a poem about the warrior, but (her, she) did not read (him, it) in class.
- (My, Mine) report on the Vikings is longer than (your, you're) report.
- (It's, Its) an interesting report, but (it's, its) introduction needs work.
- As a result of the last raid, many villagers lost (their, they're) homes.
- The warriors had a bad reputation, but (they, them) were not all cruel.
- Egil Skallagrimmson was a famous merchant, and (he, him) was also a poet.

7-8. Combine each pair of sentences using the subordinating conjunction in parentheses. Replace one subject with the correct pronoun. Be sure to avoid vague pronouns.

- The archaeologists dug up the artifacts. The archaeologists were able to form a truer picture of ancient life in Kenya. (after)

- Most homes had no windows. The homes were probably very dark inside. (because)

Name _____ Date _____

Connect to Writing

The Real Vikings
Grammar: Connect to Writing

Participles can be used to describe nouns. Good writers sometimes combine sentences by using participles as describing words.

| Two sentences | Combined sentence |
|--|---|
| The museum has been <u>crowded</u> since the doors opened. The museum is packed with groups of schoolchildren. | The <u>crowded</u> museum has been packed with groups of schoolchildren since the doors opened. |

Combine the two sentences. Use the underlined participle to describe the noun in the new sentence.

1. The village had been abandoned. The village was silent as a grave.

2. The news is encouraging. The news makes the Viking elders smile.

3. The water was rushing over the banks. The water flooded the village.

4. The boys have been sprinting across the field. The boys are catching the horses.

5. The fans were booing. They had been cheering for their favorite players.

Name _____ Date _____

Focus Trait: Elaboration

Standard English

The Real Vikings
Writing: Informative Writing

| Instead of this . . . | the author wrote this: |
|---|--|
| Life was tough in Viking days—but for certain , there was still time to kick back and chill . | Life was hard in Viking times—but there was obviously still time to relax and have fun. (p. 475) |

List the nonstandard words and phrases in the sentences below.

| | Nonstandard Words and Phrases |
|---|-------------------------------|
| 1. My brother kept bugging me to loan him my snowshoes, but I told him to knock it off. | _____ |
| 2. Roasting meat on the spit was a nightmare, but my old man kept his cool. | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

Pair/Share Work with a partner to identify the nonstandard English words and phrases and rewrite the sentences in standard English.

| | Standard English |
|--|------------------|
| 3. Ava had to get up at the crack of dawn because the rug she was weaving was a doozy. | _____ |
| 4. I was stumped by crocheting, but I gave it another shot. | _____ |
| 5. We split after we blew all our coins on some cheezy beads at the fair. | _____ |
| 6. We were majorly hungry, so we scarfed down all the bread and stew. | _____ |
| | _____ |
| | _____ |