Stones . . . Petroglyphs

Name

Graphic Sources

- **Graphic sources**, such as charts, diagrams, and time lines, show information visually.
- As you read, connect information in a graphic source to information in the text to strengthen your understanding.

**Directions** Study the time line below about the Pueblo people. Then answer the questions.

**Pueblo People in the Four Corners (region where Colorado, New Mexico, Utah, and Arizona borders meet)**

1. What information is shown on this time line? Would you find information about the Pueblo people in Texas? Why or why not?

2. For about how many years did the Puebloans live in alcoves?

3. How many years passed between the first pithouses and the use of clay pots for cooking?

4. What is one reason the Puebloans might have moved their homes from the mesas to the alcoves in the cliffs?

5. Why do you think the last entry is at 1300?

**Home Activity** Your child used a time line to learn information visually. Look in an encyclopedia for an article about an invention. Look at any graphic sources that accompany the article and discuss how the graphic sources help you understand the article.

**Reader's and Writer's Notebook Unit 2**

**Comprehension 131**
Writing • Poem

Key Features of a Poem

• words arranged in lines, or groups of lines called stanzas
• lines have rhythm
• words may rhyme

The Great Wall

Millions and millions
Poured sweat, hours,
And years of toil
Into the Great Wall—
A wall that stretches
Over four thousand miles
Of rich Chinese soil.

The wall was built to
Stand strong
Against harsh, summer sun
And bitter, winter cold,
And still stands strong as a
Symbol of wonder
For you and everyone.

Brick by brick,
Layer by layer,
The wall was built slowly,
Its beauty and
Strength a testament
To young and old,
Rich and lowly.

1. Reread the poem. What kinds of emotions does the poem express about the Great Wall of China?

2. Circle words and phrases that express these emotions.
Name

Vocabulary
Directions Choose the word from the box that best matches each definition. Write the word on the line.

1. from a time before recorded history
2. periods of ten years
3. a hard, dark, glassy rock that is formed when lava cools
4. recesses or large, hollow spaces in walls
5. a Native American village consisting of houses built of adobe and stone, usually with flat roofs and often several stories high

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

6. Archaeologists use ________________ to dig through rock and dirt to unearth artifacts.
7. In ancient times, people used ________________ to make sharp knives and weapons.
8. Natural weathering and erosion of the sides of mountains created ________________ that the Pueblo people used as homes.
9. The woolly mammoth is a ________________ animal that is now extinct.
10. Some archaeological sites may take ________________ to excavate.

Write a Journal Entry
On a separate sheet of paper write a journal entry you might make after a long day of working at an archaeological dig. Use as many vocabulary words as you can.

Home Activity Your child identified and used vocabulary words from Stones, Bones, and Petroglyphs. Read an article with your child about a recent archaeological discovery. Ask him or her to point out unknown words. Help your child guess their definitions, and then check the meanings using a dictionary or glossary.

Reader's and Writer's Notebook Unit 2 Vocabulary 133
Action and Linking Verbs

A verb is the main word in the predicate of a sentence. The verb tells what the subject of the sentence is or does. An action verb tells what the subject does. A linking verb links, or joins, the subject with a word or words in the predicate that tell what the subject is or is like. Linking verbs are forms of be, such as am, is, are, was, and were. Become, seem, appear, feel, taste, smell, and look can be linking verbs.

- Action Verbs  Grandma scrubs the wooden floor. We pump water.
- Linking Verbs  The bread smells wonderful. He is hungry.

• A predicate nominative is a noun or pronoun that follows a linking verb and identifies or explains the subject: Sarah’s brother was the leader on his team.

Directions  Write A if the underlined word is an action verb. Write L if the underlined word is a linking verb. Write PN if the underlined word is a predicate nominative.

1. The Colorado canyons are deep.  ______
2. The students climbed to the top.  ______
3. Sarah and Ken are educators.  ______
4. Pueblo people lived all over.  ______
5. Everyone was patient with the visitors.  ______

Directions  Underline each action verb. Circle each linking verb.

6. They saw many potsherds on the ground.
7. The day was hot and smelled of dust.
8. The Puebloans turned cliffs into homes.
9. Amanda felt it is still a big mystery.
10. Bill felt the walls of the kiva with his hands.
11. Archaeology is really about understanding people.
12. The students worked steadily until sunset.
13. They said that Mesa Verda was like a time machine.
14. The cliff dwellings seemed amazing to the students.

Home Activity  Your child learned about action and linking verbs. Describe what a family member looks like and does. Say the sentences slowly and have your child identify the action and linking verbs you use.
Final Syllable Patterns

Spelling Words

<table>
<thead>
<tr>
<th>ancestor</th>
<th>hospital</th>
<th>grumble</th>
<th>sponsor</th>
<th>superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>escalator</td>
<td>encounter</td>
<td>shoulder</td>
<td>skeleton</td>
<td>forbidden</td>
</tr>
<tr>
<td>appetizer</td>
<td>identical</td>
<td>abandon</td>
<td>governor</td>
<td>endeavor</td>
</tr>
<tr>
<td>outspoken</td>
<td>durable</td>
<td>lengthen</td>
<td>cinnamon</td>
<td>interior</td>
</tr>
</tbody>
</table>

Antonyms Write the list words that have opposite meanings.

1. exterior
2. shorten
3. descendant
4. flimsy
5. different
6. allowed
7. inferior
8. shy
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________

Word Meaning Write a list word that matches each definition.

9. to leave behind
10. to attempt
11. a place for medical treatment
12. a spice
13. a snack before a meal
14. the body’s framework
15. to meet
16. the joint above the arm
17. leader of a state
18. a moving stairway
19. to complain
20. to support or be responsible for
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________
16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________

Home Activity Your child wrote words with final syllable patterns. Say words from the list and ask your child to spell them correctly.
**Vocabulary • Unknown Words**

- A **dictionary** is a book that alphabetically lists words and their meanings.
- A **glossary** is a short dictionary at the back of a book. It provides definitions of some of the words used in the book.

**Directions**  Read the following passage about petroglyphs. Then answer the questions below.

Petroglyphs are images carved into rocks. Prehistoric people probably used bones or antlers to create this ancient art. They also may have used hard stones, such as obsidian, to cut into softer materials, such as sandstone. Along the San Juan River in Utah, there is a two-hundred-foot-long panel of petroglyphs carved into the side of the cliff where the Pueblo people once lived in alcoves. The Puebloans lived in these cliff dwellings for several decades and left behind a legacy of images that continue to intrigue scholars and tourists alike.

1. Find **prehistoric** in a glossary or dictionary. What part of speech is it?

2. Find **obsidian** in a glossary or dictionary. What does it mean?

3. Find the word **Pueblo** in a glossary or dictionary. How does this definition add to your understanding of the passage?

4. Use a glossary or dictionary to look up the definition of **alcoves**. Which words in the definition could replace the word **alcoves** in this passage?

5. Find **decades** in a glossary or dictionary. Which meaning fits this passage?

**Home Activity**  Your child used a glossary or dictionary to understand new words in a passage. Work with your child to identify unknown words in an article or story. Look up these words in a dictionary. Go over the pronunciations, parts of speech, and meanings of these words with your child. See how many new words your child can learn.
**Graphic Organizer**

- **Graphic organizers** are story maps, semantic maps, pictorial maps, webs, graphs, frames, charts, time lines, and other devices that help you view and construct relationships among events, concepts, and words.

**Directions**  Read the paragraph below. Then complete the graphic organizer with the steps in the process you read about in the paragraph.

The ancient Pueblo people made coil pots out of clay. You can make a coil pot too! First, knead a chunk of clay so it has no air bubbles. Next, take a piece of the kneaded clay and shape it into a small, round, flat patty to form the base of the pot. Then, take a handful of the clay and roll it between your hands or on a flat surface to form a long, thin coil. When the coil is smooth and even, lay it along the top outer edge of the base, pressing and smoothing the inside of the coil to the base until it is firmly attached. Continue making and adding coils of clay, pressing each coil onto the coil beneath, until your pot is the desired height. Let your clay pot slowly dry to prevent cracking.

**How to Make a Coil Pot**

1.  
2.  
3.  
4.  
5.  
6.  
**Stones . . . Petroglyphs**

**Home Activity** Your child completed a graphic organizer to organize and understand information. Discuss with your child how to make his or her favorite food. Then, help him or her visualize the information, create a graphic organizer together that shows the steps in the process of making the food.

**Reader's and Writer's Notebook Unit 2**

**Research and Study Skills** 139

---

**Directions**
Imagine you will teach a friend how to do a new activity, such as playing a board game or jumping rope. Think of a simple activity you enjoy. Then fill in the graphic organizer with the title of the activity and four key steps you would use to teach the activity.

1. ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________

3. ____________________________________________
   ____________________________________________

4. ____________________________________________
   ____________________________________________
Final Syllable Patterns

Proofread an Article  Circle six misspelled words in the article. Write the words correctly. Find a sentence with a capitalization error. Write it correctly.

My Grandfather
My grandfather is my most famous ancestor. He was the governor of our state. He led the state government to abandon many bad policies. He was also the sponsor of important legislation. He was an outspoken representative of hard-working people and worked to provide funding to build a new hospital. No matter how hard the work, he was always willing to shoulder the burden.

1. ___________________  2. ___________________
3. ___________________  4. ___________________
5. ___________________  6. ___________________
7. ________________________________________

Proofread Words  Circle the word that is spelled correctly. Write it on the line.

8. skeleton  skeleton  skeletin  8. ______________
9. cinnamon  cinnamun  cinnamin  9. ______________
10. forbidin  forbidan  forbidden  10. ______________
11. appetizer  appetizur  appetizir  11. ______________
12. superier  superiur  superior  12. ______________
13. interior  interier  interiar  13. ______________
14. outspoken  outspokin  outspoken  14. ______________
15. derable  dirable  durable  15. ______________

Home Activity  Your child identified misspelled words. Ask your child to spell the word ancestor and use it in a sentence.
Coming to America

(1) Travel to the New World was difficult in 1620. (2) England seemed much farther than it does now. (3) The *Mayflower* carried about 130 Pilgrims across the very dangerous Atlantic Ocean. (4) The trip required 66 days of stormy seas. (5) The Pilgrims came to the new land to find religious freedom and created a charter to start a new colony. (6) Myles Standish was one of the leaders on the ship. (7) He also became a leader of the new colony. (8) Standish succeeded in building peaceful relations with the natives. (9) The Pilgrims overcame many obstacles to survive in their new home.

1. Which word is the linking verb in sentence 1?
   - A. Travel
   - B. was
   - C. difficult
   - D. in

2. What type of verb is *seemed* in sentence 2?
   - A. Plural verb
   - B. Action verb
   - C. Linking verb
   - D. None of the above

3. What type of verb are *came* and *created* in sentence 5?
   - A. Action verbs
   - B. Linking verbs
   - C. Singular verbs
   - D. None of the above

4. Which word is the linking verb in sentence 7?
   - A. He
   - B. colony
   - C. leader
   - D. became

5. What type of verb is *overcame* in sentence 9?
   - A. Present tense
   - B. Action verb
   - C. Linking verb
   - D. None of the above

**Home Activity** Your child prepared for taking tests on action and linking verbs. Have your child look through a magazine or newspaper article and circle linking verbs and underline action verbs.