




Name _____




Vocabulary: Word Knowledge Chart

The words below are from *Egypt*. Put a check mark in the box that describes how well you know the word. If you know the word, write the definition in the last column. If you do not know the word, look it up in the glossary and then write the definition in the last column.

Word	Know the word well	Have heard of the word	Know nothing about the word	Definition
achievements 				
civilization 				
locations 				
merchants				
pharaohs				
preserved				
settled				
silt				
united				

Name _____




Vocabulary: Word Knowledge Chart

Word	Know the word well	Have heard of the word	Know nothing about the word	Definition
achievements 				
civilization 				
locations 				
ancestors				
compass				
dynasties				
emperor				
symbols				
united				

Name _____

Vocabulary: Word Knowledge Chart




The words below are from *Greece*. Put a check mark in the box that describes how well you know the word. If you know the word, write the definition in the last column. If you do not know the word, look it up in the glossary and then write the definition in the last column.

Word	Know the word well	Have heard of the word	Know nothing about the word	Definition
achievements 				
civilization 				
locations 				
citizens				
democracy				
dialect				
fertile				
peninsula				
voting				

Name _____

Vocabulary: Word Knowledge Chart

The words below are from *Rome*. Put a check mark in the box that describes how well you know the word. If you know the word, write the definition in the last column. If you do not know the word, look it up in the glossary and then write the definition in the last column.

Word	Know the word well	Have heard of the word	Know nothing about the word	Definition
achievements 				
civilization 				
locations 				
consuls				
emperor				
exported				
republic				
senate				
tribunes				

Name _____ Book title _____

Comprehension Model: Making Inferences

Japan Long Ago

Japan is a group of nearly 4,000 islands off the coast of Asia. Long ago, there was a small Japanese kingdom called Yamato. As time passed, the ruler of Yamato became the emperor who ruled Japan.

The Japanese islands are across the sea from other **civilizations**. Because of this **location**, Japan's people developed a way of living that was all their own.

Long ago in Japan, people lived in simple houses. Many of these houses were built off the ground to keep them dry. There were no chairs and people slept on thin mattresses called futons. They also ate meals of rice, vegetables, and fish. Many people today believe that the Japanese way of eating is the most healthful.

The Japanese are known for certain **achievements** in art and culture. For example, calligraphy is an art of fine handwriting that is still practiced today. The Japanese of long ago also wrote some of the world's shortest poems called haikus. Haikus are just three lines long.



The ancient art of fine handwriting, called calligraphy, is still practiced today.

Steps for Making Inferences

- Ask questions about what you read.
- Study the pictures to get clues about what you are reading.
- Use words, visuals, and what you already know to make inferences.

Name _____ Book title _____

Comprehension Strategy: Making Inferences

Use this chart as you read. Write facts and details from what you read in column 1. Write what you already know in column 2. Then write what you can infer in column 3.

What I read	What I know	What I can infer

Name _____

Word Cards: Egypt

Cut along the dotted lines. Mix your cards with a partner's. Deal 7 cards to each of you. Place the rest in a pile in the center of the table. To find a match, ask for the card that goes with the vocabulary word or definition you have on your card. If your partner does not have a match, then "go fish" from the center pile.

achievements	things finished successfully with effort
civilization	a large society of people with a common culture
locations	places or sites
merchants	people who trade goods
pharaohs	rulers of ancient Egypt
preserved	kept in good condition to stop damage or decay
settled	began to live permanently in a place or area
united	joined together

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Name _____

Word Cards: China

Cut along the dotted lines. Mix your cards with a partner's. Deal 7 cards to each of you. Place the rest in a pile in the center of the table. To find a match, ask for the card that goes with the vocabulary word or definition you have on your card. If your partner does not have a match, then "go fish" from the center pile.

achievements	things finished successfully with effort
ancestors	people from whom one is descended
civilization	a large society of people with a common culture
emperor	a ruler of an empire
locations	places or sites
nobles	people born to ruling families
settled	began to live permanently in a place or area
united	joined together

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Name _____ Book title _____

Share Learning

Work with students who have read books different from yours. Each group member is the expert on one ancient civilization. Each member should share information from his or her book to complete a row on the chart.

Ancient Civilization	Location	Examples of how civilization was complex	Achievements

Name _____ Book title _____

Key Concept Questions

Read the questions on page 17 of your book. Think about what you have learned from reading your book. Then answer the questions below.

<p>1. Where did people choose to settle? Why did they choose these locations?</p>
<p>2. How did the ancient civilization in this book develop over time?</p>
<p>3. What did members of a family living in this ancient civilization do each day?</p>
<p>4. What kind of government did the ancient civilization in this book have?</p>

Name _____ Book title _____

Fluency Practice

You will be reading parts of your book with a partner. You will take turns being the reader and the listener.

Readers will read from their own books. You will pick a short section to read, and you will read this same section three times.

Listeners will correct missed words. When you hear a missed word, say, STOP, and the word. Have the reader repeat this word. Then ask the reader to read that sentence again. Tell the reader how to improve after each reading, and then fill out the checklist for the reader.

Reading Checklist

Reader Name: _____

Reading #1: great good so-so not very good

Reading #2: great good so-so not very good

Reading #3: great good so-so not very good

Check how the reader improved

_____ My partner read more smoothly.

_____ My partner knew more words.

_____ My partner stopped for more punctuation.

_____ My partner read with more expression.

Name _____ Book title _____

Content Reading Guide: Informational Reports

You can read informational reports to find out important information about a topic. As you read pages 21–26 in your book, look for information related to the Key Concept statements. Then write information you find in the informational pamphlet that relates to the Key Concepts and tell which Key Concept it relates to.

Topic: _____	
Information	Related Key Concept

Name _____ Book title _____

Prewriting

You will be writing an informational report. Your report will need to include interesting and important information about a topic. Use the informational report beginning on page 21 as a model.

My topic: _____

Questions I have about my topic: _____

Answers to these questions from my research: _____

New questions from my research: _____

Other important information to include: _____

Name _____ Book title _____

Open-Book Test

1. The _____, or places, where a group of people settle shape the civilization.
2. A large society of people with a common culture is called a _____.
3. Ancient civilizations produced lasting _____. That is, they created important things that still remain today.
4. In the book you read, where did the people settle?

5. Why was this a good place to settle?

6. What were two jobs people had in the civilization you read about?

7. What are two of the achievements of the people in the civilization you read about?

8. Look at the genre article beginning on page 21. What is the third heading in this report?

9. What is the caption of the fourth photograph or illustration in this report?

10. What is something you found interesting in this report?

Name _____

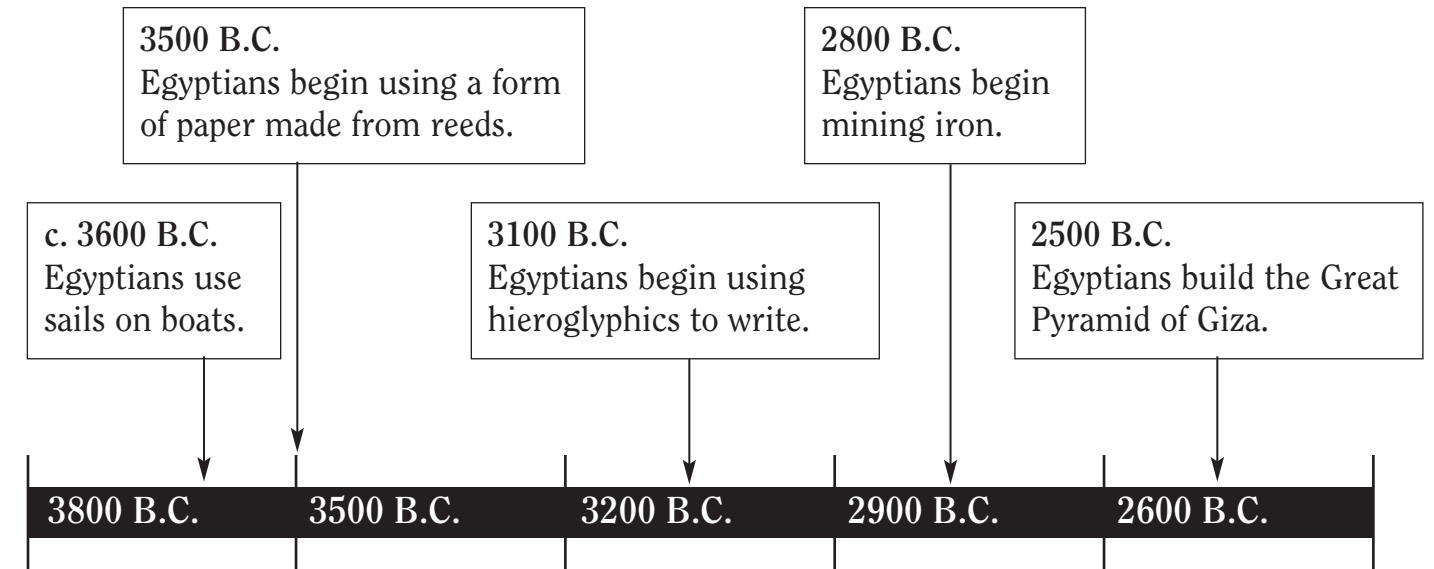
Test

Circle the letter of the correct answer.

1. In ancient Egypt, people settled
 - A. in the mountains.
 - B. near a river.
 - C. in cities.
 - D. near the ocean.
2. The ruler of Egypt was called
 - A. an emperor.
 - B. a king.
 - C. a pharaoh.
 - D. a vizier.
3. Which of the following is an achievement of the ancient Egyptians?
 - A. pyramids
 - B. hieroglyphics
 - C. paper
 - D. all of the above
4. Which of the following is NOT true about ancient Egypt?
 - A. People believed in many gods.
 - B. Many people worked as farmers.
 - C. People depended on the Nile River for food and water.
 - D. All young girls were sent to school.
5. The part of an informational report that defines and introduces the topic is
 - A. an opening statement.
 - B. the title.
 - C. a caption.
 - D. a heading.

6. In your own words, describe how ancient Egypt became a civilization.

Use the time line to answer questions 7–8.



7. Write one sentence that tells what this time line is about.

8. According to the time line, what are two lasting achievements made in ancient Egypt? When did these achievements happen?

Name _____

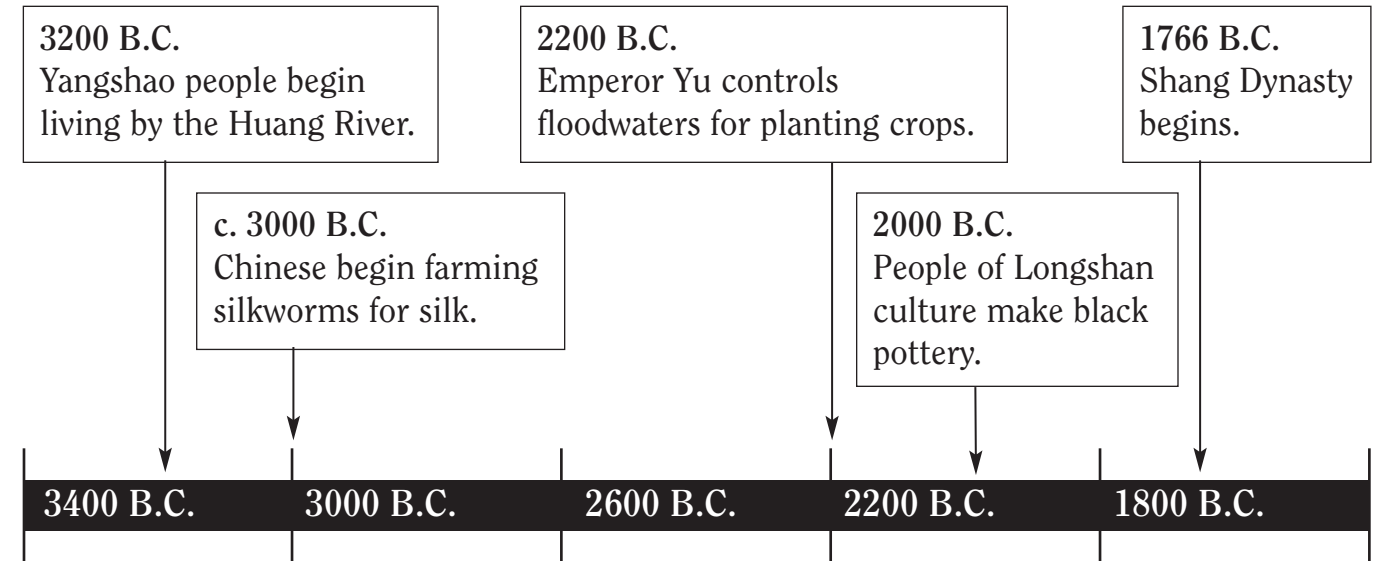
Test

Circle the letter of the correct answer.

- In ancient China, people settled
 - in the mountains.
 - near rivers.
 - in cities.
 - near the ocean.
- The ruler of china was called
 - a pharaoh.
 - a king.
 - an emperor.
 - a vizier.
- Which of the following is an achievement of the ancient Chinese?
 - the Great Wall
 - gunpowder
 - paper
 - all of the above
- Which of the following is NOT true about ancient China?
 - People believed in many gods.
 - Many people worked as farmers.
 - People depended on the Huang and Yangtze Rivers for food and water.
 - All young girls were sent to school.
- The part of an informational report that defines and introduces the topic is
 - an opening statement.
 - the title.
 - a caption.
 - a heading.

6. In your own words, describe how ancient China became a civilization.

Use the time line to answer questions 7–8.



- Write one sentence that tells what this time line is about.

- According to the time line, what are two lasting achievements made in ancient China? When did these achievements happen?

Name _____

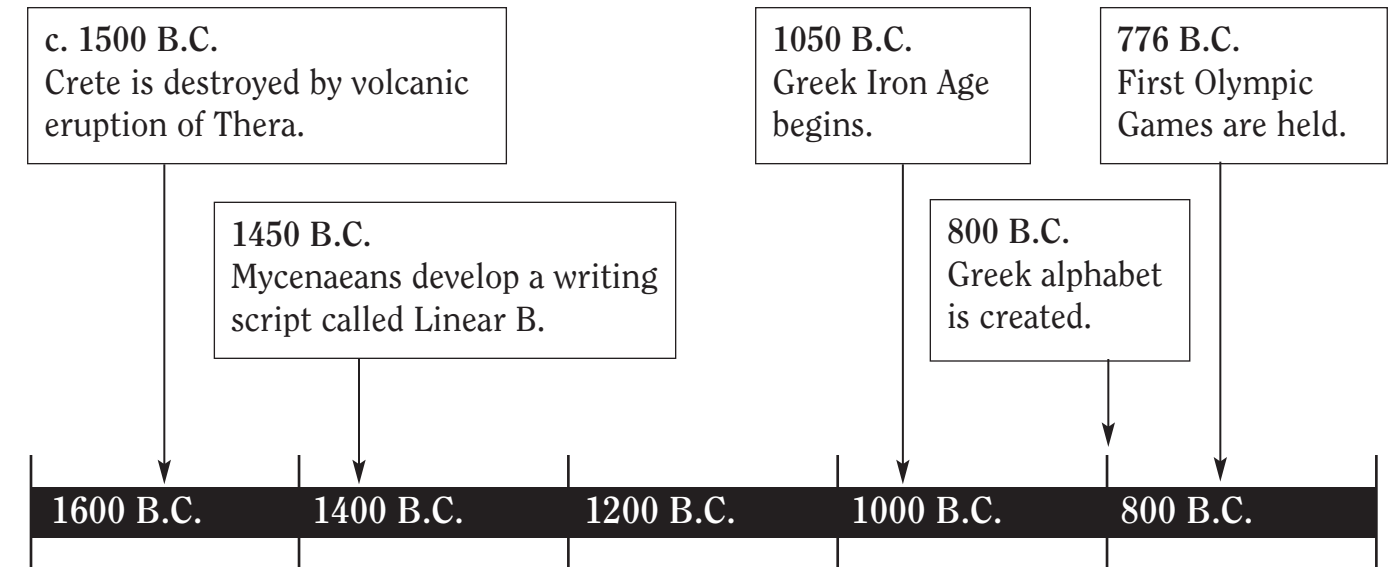
Test

Circle the letter of the correct answer.

1. In ancient Greece, people settled
 - A. in the mountains.
 - B. near the sea.
 - C. in cities.
 - D. near the ocean.
2. Ancient Greece was ruled by
 - A. an emperor.
 - B. a pharaoh.
 - C. a council.
 - D. a vizier.
3. Which of the following is an achievement of the ancient Greeks?
 - A. math and science concepts
 - B. new architecture
 - C. bronze pots
 - D. all of the above
4. Which of the following is NOT true about ancient Greece?
 - A. People believed in many gods.
 - B. The military was very important.
 - C. People depended on the Mediterranean Sea for food.
 - D. All young girls were sent to school.
5. The part of an informational report that defines and introduces the topic is
 - A. an opening statement.
 - B. the title.
 - C. a caption.
 - D. a heading.

6. In your own words, describe how ancient Greece became a civilization.

Use the time line to answer questions 7–8.



7. Write one sentence that tells what this time line is about.

8. According to the time line, what are two lasting achievements made in ancient Greece? When did these achievements happen?

Name _____

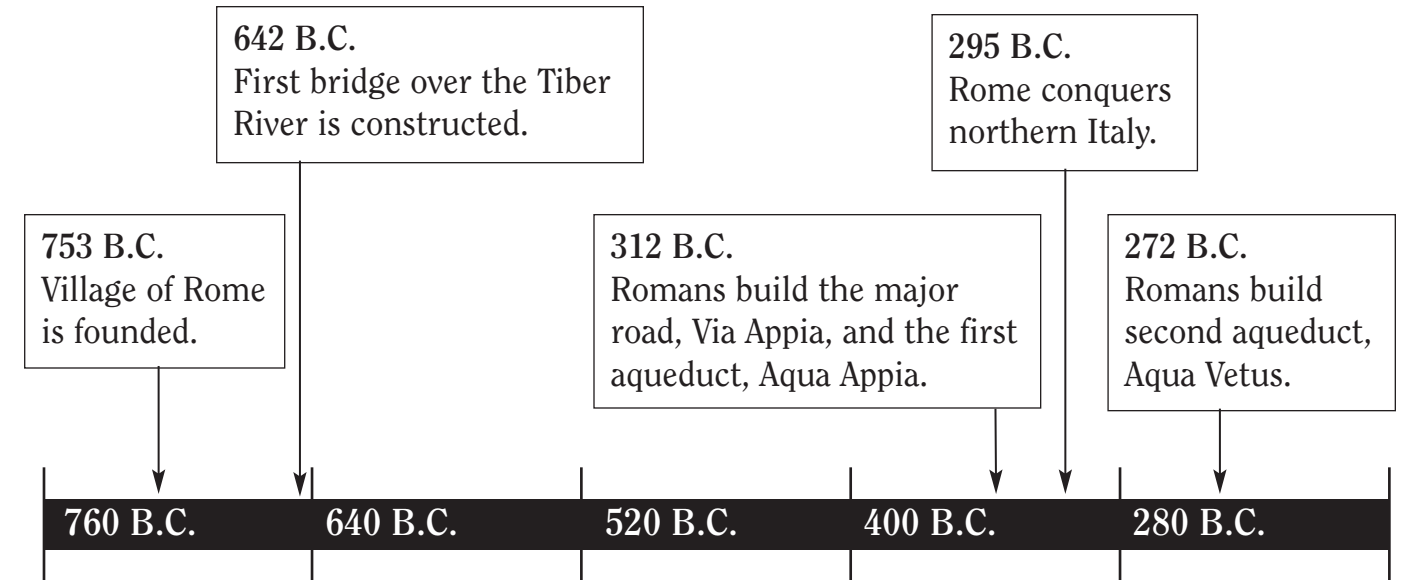
Test

Circle the letter of the correct answer.

1. In ancient Rome, people settled
 - A. in the mountains.
 - B. near the sea.
 - C. in cities.
 - D. far inland.
2. Early ancient Rome was ruled by
 - A. a plebeian.
 - B. a pharaoh.
 - C. a senate.
 - D. a vizier.
3. Which of the following is an achievement of the ancient Romans?
 - A. models for bridge building
 - B. the Pantheon
 - C. Roman alphabet
 - D. all of the above
4. Which of the following is NOT true about ancient Rome?
 - A. People believed in many gods.
 - B. Many people worked as farmers.
 - C. Their language became the basis for other languages.
 - D. All young girls were sent to school.
5. The part of an informational report that defines and introduces the topic is
 - A. an opening statement.
 - B. the title.
 - C. a caption.
 - D. a heading.

6. In your own words, describe how ancient Rome became a civilization.

Use the time line to answer questions 7–8.



7. Write one sentence that tells what this time line is about.

8. According to the time line, what are two lasting achievements made in ancient Rome? When did these achievements happen?
