

Name \_\_\_\_\_ Date \_\_\_\_\_

# Compare and Contrast

**The Real Vikings**  
Comprehension: Compare  
and Contrast

Read the selection below.

## Vikings and Pirates

Vikings and pirates led similar lives at sea. Yet, they are unique groups of people with their own stories to tell.

Both Vikings and pirates carried out their thievery at sea, taking goods from other ships by force. They led exciting and adventurous lives, but they also experienced danger and poverty.

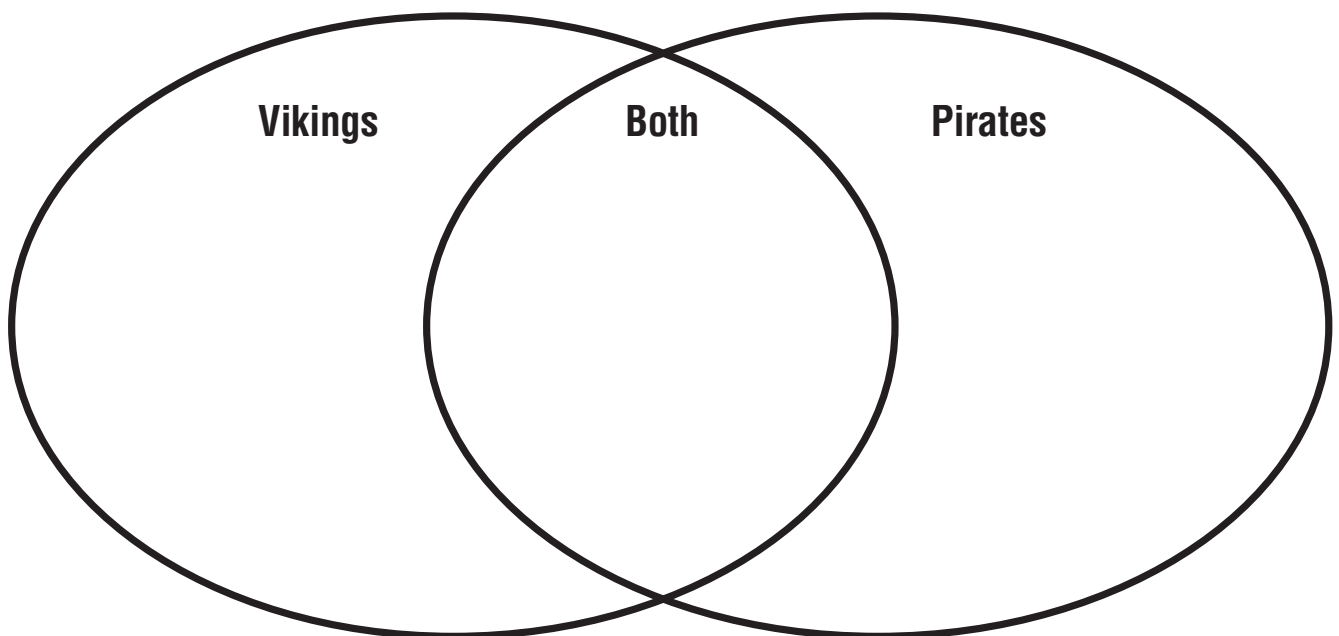
Vikings came from Scandinavia, which includes the countries of Norway, Sweden, and Denmark. They mostly raided European ships between 800 and 1050 A.D. This is known as the “Viking Age.” Vikings were also craftsmen, poets,

traders, and settlers. Many had families as well.

Unlike Vikings, pirates didn’t focus their robbery in one area. They raided ships in many parts of the world. The late 1600s to the early 1700s is known as the “Golden Age of Piracy,” but pirate ships have been around for as long as people have been sailing to trade goods. Vikings do not exist today, but pirates are still a problem.

Vikings and pirates are two similar groups with their own unique place in history.

Fill in the Venn diagram to compare and contrast Vikings and pirates.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Compare and Contrast

**The Real Vikings**Comprehension:  
Compare and Contrast

Read the selection below.

## Viking Ships

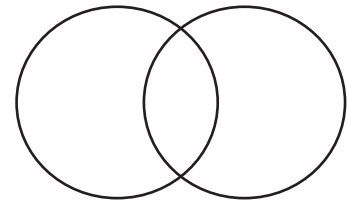
The Vikings are well known for their dragon-headed longships. Most of the time, these boats were used to carry soldiers on their raids. However, some longships were used as burial ships for the rich and powerful.

At first it was thought that these ships were made in the same way as modern ships—by nailing wood boards to a frame. However, when archaeologists found actual Viking burial ships and studied them, they discovered that the Viking ships were put together by a simple process of nailing one plank onto another plank. The boats had no frames. The ship builder would have had

only his eyes to help him figure out the ship's shape and size. This unique way of building was the secret of the Viking ships. The finished ships were light and flexible, which made them very seaworthy. The Vikings' method of ship making has been tested in the present day. The longships were easier to move in the water than modern sailboats.

The Vikings' ship-building skills led them to develop other ships, such as an ocean cargo vessel used for trading. Despite the success of later ships, it is the famous "dragon ship" that is most often connected with the Vikings.

Use a Venn diagram to compare and contrast Viking longships and modern-day boats. Then answer the questions.



1. What makes the construction of Viking ships different from the construction of modern-day ships?

---

2. Which words in the selection are signal words used to contrast modern-day ship building with Viking ship building?

---

3. Why do you think the Vikings are so well known for their ship building?

---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Word Origins

**The Real Vikings**  
Vocabulary Strategies:  
Word Origins

Many English words come from other languages. Read each hint below, and fill in the blank with the word that it describes from the box. Then write a sentence using each word. You may use a dictionary to help.

jurist	bachelor	brunette
labyrinth	addendum	al dente

1. This word comes from the Latin root that means *to judge*:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The French origin of this word means *brown*: \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

3. The Latin origin of this word means *to add*: \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

4. This word from Italian means *slightly underdone*: \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

5. In Old French this word referred to a *young squire*: \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

6. This word comes from the Greek for *maze*: \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

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.

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

## 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

inconvenient  
inconvenience  
buoyant  
buoyancy

Name \_\_\_\_\_ Date \_\_\_\_\_

# Spelling Word Sort

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

Write each Basic Word beside the correct heading.

<i>-ent</i>	
<i>-ant</i>	
<i>-ence, -ency</i>	
<i>-ance, -ancy</i>	

## 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

Name \_\_\_\_\_ Date \_\_\_\_\_

# 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 fragrince 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 past participle is formed by using the past tense verb with a helping verb.

**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*.

1. The archaeologist \_\_\_\_\_ all day. (dig) \_\_\_\_\_
2. We \_\_\_\_\_ new facts during last week's trip. (discover)  
\_\_\_\_\_
3. I'm \_\_\_\_\_ a career in archaeology. (consider)  
\_\_\_\_\_
4. We \_\_\_\_\_ something new every day. (learn) \_\_\_\_\_
5. Jordan \_\_\_\_\_ every artifact that was found. (list) \_\_\_\_\_
6. Yesterday, the teacher \_\_\_\_\_ us where to look. (tell) \_\_\_\_\_
7. The archaeologists have \_\_\_\_\_ so many facts. (memorize)  
\_\_\_\_\_
8. The area was \_\_\_\_\_ during construction. (close) \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# 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. Pirates \_\_\_\_\_ many prisoners. (catch)
4. We have \_\_\_\_\_ far to see the exhibit. (drive)
5. The Vikings \_\_\_\_\_ many ships. (build)
6. They \_\_\_\_\_ the last ones to leave the bus. (be)
7. We \_\_\_\_\_ to listen to the lecture. (choose)
8. I \_\_\_\_\_ an expert on pirates. (become)



Name \_\_\_\_\_ Date \_\_\_\_\_

# 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 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 pirates, and Tara will give a presentation. (learn)

Name \_\_\_\_\_ Date \_\_\_\_\_

# Kinds of Pronouns

**The Real Vikings**  
Grammar: Spiral Review

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

## 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 by replacing one subject with a pronoun. Connect the sentences with the subordinating conjunction in parentheses.

- 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. They were probably very dark inside. (because)

---



---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Word Choice

**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 warehouse had been abandoned. The warehouse wasn't being used.

---



---

2. The news is encouraging. The news makes the class smile.

---



---

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

---



---

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

---



---

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

---



---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Ideas

## Important Details and Main Idea

**The Real Vikings**  
Writing: Write to Inform

The author wrote this...	Important Details
<p>Homes in Hedeby were made of different materials, depending on the wealth of a homeowner. The homes of the rich were made from wood, while the homes of the poor were made from branches, mud, and cow dung. Behind each house, there was an outhouse and a well. The Viking homes also had fireplaces.</p>	<p>Viking homes: poor built with branches and mud wealthy built homes with wood all had outhouse and well outside all had fireplaces</p> <p><b>Main idea</b> Viking homes were made from many different materials but were equipped with the same basic features.</p>

Use important details from the paragraph to determine its main idea.

The author wrote this...	Important Details
<p>The people of Hedeby were skilled at many kinds of crafts, from which they made a living. Some were glassblowers, jewelry makers, or carvers who worked with bone. Others were experts at weaving and sewing.</p>	<p>Viking crafts included: _____ _____ _____ _____</p> <p><b>Main idea</b> _____ _____</p>

**Pair/Share** Work with a partner to list the important details from the paragraph. Then write the main idea.

The author wrote this...	Important Details
<p>Of the tools used by Vikings to work with metal, the crucible and the mold were the most important. The crucible was a pot that allowed metal to be heated at very high temperatures, and was made out of clay. The mold, into which hot metal was poured, could create many objects of the same shape, such as statues and pots.</p>	<p>Crucible and mold: _____ _____ _____ _____</p> <p><b>Main idea</b> _____ _____</p>