

Amplify CKLA

GRADE

3

Unit 6

Take-Home Pages

Grade 3

Unit 6

Regions and Cultures: Native Americans

Take-Home Pages

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Grade 3

Regions and Cultures: Native Americans

NAME: _____

DATE: _____

1.1

Take-Home

Take-Home Letter

Dear Caregiver,

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing the spelling patterns for /ə/ spelled ‘a’ and ‘e’ that we have already learned. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *American* and *independent*. Challenge Words are words used very often and need to be memorized. The Challenge Words do follow the spelling patterns for this week as both ‘a’s in *American* and the first and last ‘e’s in *independent* are pronounced /ə/.

The Content Word for this week is *glistening*. This word is directly related to the material that we are reading in *Native American Stories*. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

1. dozen	11. sentence
2. again	12. area
3. enemy	13. secure
4. deposit	14. taken
5. ability	15. probably
6. problem	16. bulletin
7. distance	17. company
8. about	Challenge Word: <i>American</i>
9. elegant	Challenge Word: <i>independent</i>
10. debate	Content Word: <i>glistening</i>

Student Reader

The chapters your student will read this week in *Native American Stories* are a collection of stories about different groups of Native Americans. These selections are historical fiction and each is told from a child's point of view. Students will learn about these children's contributions to their tribes. This week, students will read about a hunter and gatherers. Be sure to ask your student each evening about what they are learning.

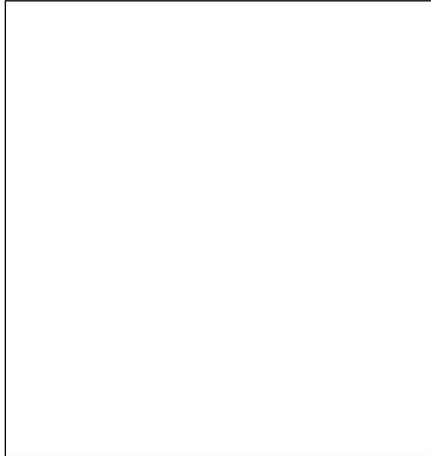
NAME: _____

DATE: _____

1.2

Personal External and Internal Traits

List your external and internal traits on the chart. Draw a picture of yourself in the center.



My external traits (outside) Hair color, eye color, clothes, etc.	My internal traits (inside) My thoughts, feelings, and words

NAME: _____

DATE: _____

2.1

Take-Home

3, 2, 1 Reflection Card

What are 3 things that you learned about Native Americans?

1.

2.

3.

What are 2 interesting facts about Native Americans?

1.

2.

What is 1 question you have about Native Americans?

1.

NAME: _____

DATE: _____

3.1

Take-Home

“Akando and Aponi, the Gatherers”

I stared up at the blue sky and squinted. It was hot. There was not a cloud in the sky. Even though the leaves on the trees were now changing to splendid colors that made me stop and stare, the intense heat of the sun still lingered. I stood for a moment and rested my tired feet. I could tell that the heat of the day would soon be replaced by an explosive thunderstorm.

I glanced back toward our village, but it was now almost completely out of sight. I couldn't see the roofs of the houses and storage rooms, nor the smoke rising up from each family hearth. I could, however, still see our chief's home. I could also still glimpse the **ceremonial** buildings that sat upon the large mounds that my people constructed.

My brother Akando and I had been sent out with our baskets to gather wild fruits, berries, and nuts. In fact, this was the time of the year when most of the children in our village were put to work. This was the time of year when the children gathered nuts, fruits, and berries that could be preserved or dried. We also gathered wild onions and milkweed. This food would be needed when the earth was frozen. It was important that we gathered what nature provided for us before the rains came and washed it all away or the frost came and killed it.

The crops that we grew, sunflowers, corn, squash, and tobacco, were also being harvested. Some of the older children were busily helping in the fields. Only the spiritual leaders were allowed to gather tobacco and the roots and bark that were used for medicine.

I looked ahead, in search of Akando. My brother was so far ahead of me that I was losing sight of him.

“Akando, slow down,” I called to my brother. “Can we rest for a while?”

Akando looked back at me. He is my twin brother and even though we are the same size, he is stronger than I am. Akando had a large **birch** bark basket strapped around his waist. It was almost full to the brim with hickory nuts and hazelnuts. I had a basket strapped to my waist too. Mine was smaller than his and it was only half full with butternuts and acorns.

“Just for a short while, Aponi,” he yelled back. “We haven’t even begun to collect the berries.”

Akando walked back and sat down beside me on the ground. “Want to play a game?” he asked.

“Yes. What game?” I replied eagerly.

“We’ll play a guessing game,” Akando replied. “Now, turn away until I say you can look.”

Akando was very bossy but I loved him. He always stuck up for me when some of the children in the village teased me.

“Okay, ready!” said Akando.

I turned around to see that three large, **autumnal** oak leaves had been placed on the ground. Akando had placed a stone under one of them and I had to guess which one. I only had one guess. We would do this three times, then we would switch and Akando would have to guess. He always beat me.

NAME: _____

DATE: _____

3.1
CONTINUED

Take-Home

“The one in the middle,” I said hopefully.

“Wrong!” exclaimed Akando. “It’s the one on the left,” he said as he lifted up the leaf to reveal the stone.

My next guess was also wrong, but my third and final guess was correct.

“Now, it’s your turn,” I said.

As always, Akando beat me. He got two out of three guesses right.

“Okay, let’s go,” he said, urging me on. “The sooner we gather all that we can, the sooner we can return home.”

“I guess,” I said but I continued to sit on the ground.

“Later on, if you like, I will show you how to beat me in the guessing game,” Akando offered, trying to spur me on.

It worked.

“Really?” I asked, jumping to my feet and picking up my basket.

“Really!” Akando replied. “But first you have to fill that basket!”

“Okay,” I said, smiling at him.

Then, I grabbed my brother’s hand and walked with him beneath the canopy of red-, gold-, and copper-colored leaves.

1. What did most children in the village gather during this time of year?
List examples.

2. What did the spiritual leaders use tobacco and certain roots and bark for?
- A. food
 - B. drink
 - C. medicine
 - D. shelter

3. Akando and Aponi had _____ strapped to their waists.

NAME: _____

DATE: _____

TV Watching

Today in class we learned about volume, speaking clearly, intonation, pace, and preparedness. Have students watch television to focus on each of these categories.

CATEGORY	Example	Notes from TV
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	
Speaks clearly	Speaks clearly and is understandable all the time, and mispronounces no words.	
Intonation (Exclamation)	Vocal intonation generates a strong interest and enthusiasm about the topic in others.	
Pace	Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech slows or speeds up to match tone of story or poem.	
Preparedness	Student is completely prepared and has obviously rehearsed.	

NAME: _____

DATE: _____

5.1

Take-Home

“Alemeda, the Basket Weaver”

“Alemeda! Where are you?” my mother called.

I did not answer. Instead, I crept around the corner of our home and hid. I waited and watched in the cooling shade. I held my breath. I was just about to close my eyes when a lizard raced across my bare feet. It tickled.

“She’s hiding from you,” my younger brother Kele announced. “She’s over there,” he said, pointing towards me.

I did not reply but stuck my tongue out at Kele. He was always getting me into trouble.

“Alemeda, we need you. We have work to do. We must finish the baskets,” my mother said, as I made my way towards her. She was not angry but it was clear that she was not going to let me play. I had work to do.

I walked slowly towards the shaded area that my father had constructed out of wooden poles and a covering. I kicked at the dirt as I walked. There were several of these structures scattered around our village. Women could be found sitting under them weaving baskets of various shapes and sizes. They also created a whole host of other things. Men could be found sitting together shaping tools for hunting and farming.

All of the women in our village made baskets. Baskets were very important because they were used for carrying water, for storing grain, fruits, nuts, and berries, and even for cooking.

“Sit near me,” my grandmother said as I came and stood beside her.

I sighed deeply and threw myself down on the ground next to her.

She smiled and handed me the basket I had begun to make the day before.

“Our people have been making these baskets since time began,” she said. “This skill has been handed down from one generation to the next. It is important that you learn it, Alemeda.”

“I know,” I replied, and then I sighed again. “But I would rather learn how to hunt than weave baskets,” I admitted.

My grandmother laughed out loud. “When I was your age, I thought the same thing,” she replied.

“Really?” I asked, looking at her wise, old face. “Then, why are you making me do it?” I asked eagerly, wondering if there was a way out.

Grandmother looked at me for a few moments before she replied. Then she asked, “When you hunt, or fish, or even farm, what are you going to do with the food you have provided?”

“Eat it!” I exclaimed cheerfully.

“But we can’t eat everything at once,” she chuckled. “We must save the corn we harvest. We must dry some of the meat we hunt for, we must store the fruits and berries we gather. We must store this food safely so that we can survive during the time when the sun has turned away from us. You will come to see, Alemeda, how important it is to learn this skill. Now, remember what I told you yesterday. All coiled baskets are made from plants that bend easily. Plants such as yucca, split willow, rabbitbrush, or skunkbrush are the best.”

NAME: _____

DATE: _____

5.1
CONTINUED

Take-Home

“I remember,” I said, still not convinced that I wouldn’t be happier hunting. “Is that why we can also make rope, sandals, mats, and even clothes out of these plants that bend easily?” I asked, trying not to sound too interested.

“Yes, these plants have many uses. But it is our skill as weavers that enables us to make these things.”

Together we began to weave the baskets that my people had been making since time began.

NAME: _____

DATE: _____

6.1

Take-Home

Take-Home Letter

Dear Caregiver,

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing spelling patterns for /ə/ + /l/ spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion' that we have already learned. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *important* and *children*. Challenge Words are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *ceremonial*. This word is directly related to the material that we are reading in *Native American Stories*. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

1. channel	12. subtraction
2. hospital	13. funnel
3. scuttle	14. travel
4. addition	15. festival
5. generation	16. trial
6. freckle	17. trickle
7. autumnal	18. celebration
8. vowel	Challenge Word: <i>important</i>
9. wobble	Challenge Word: <i>children</i>
10. rustle	Content Word: <i>ceremonial</i>
11. nation	

Student Reader

The chapters your student will read this week in *Native American Stories* include stories about forest children and a dog trainer. Additional chapters your student may read include a story about the children of a corn festival and an Iroquois tale about a great bear. Be sure to ask your student each evening about what they are learning.

NAME: _____

DATE: _____

12.1

Take-Home

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

Long ago, there were four brothers who were all skillful hunters. One day, during the time of year when morning frost covers the earth, a messenger came to the village where they lived.

“We need your help,” said the messenger. “A great bear has come to live in the forest where we hunt. It also comes into our village at night.”

The four hunters did not say a word. Instead, they gathered up their spears and called to their dog. Then, with the messenger, they set off for the village.

On the way to the village, they noticed that the forest was very quiet. They also noticed deep scratches on the trunk of a pine tree. The scratches had been made by the great bear as it reared up on its **hind** legs. It had done this to mark its territory.

The tallest brother raised his spear to try to touch the highest scratch marks, but he could not.

“Ah, it is as we feared,” he said. “The great bear is Nyah-gwaheh.”

“This bear has magic powers,” said the second brother fearfully.

“Don’t worry,” said the tallest brother. “The bear’s magic will not work on us if we find its tracks first.”

“Yes, that is true,” said the third brother. “If we find Nyah-gwaheh’s tracks and begin to follow them, then it must run from us.”

“This sounds like hard work,” said the fourth brother, who was lazy and loved to eat. “Do we have any food?” he asked. His brothers ignored him.

As the brothers and the messenger entered the village, they were struck by an eerie silence. Only the village leader was there to greet them.

“We have come to help you,” said the first brother.

“Do you have any food?” asked the fourth brother.

“Pay no attention to him,” **urged** the oldest brother. “We will find this great bear.”

“I wish you luck,” said the village leader. “When we follow the great bear’s tracks, they disappear.”

“Do not worry,” said the second brother. “Four Eyes can track anything, anywhere.”

Four Eyes licked his master’s hand. Four Eyes had two black circles on his head, one above each eye.

“Let’s go,” said the first brother.

“What, no food?” exclaimed the fourth brother as he ran behind the others.

The four brothers followed Four Eyes. Four Eyes sniffed the ground. They could all sense that Nyah-gwaheh was close by. It was important that they found its tracks before it began to follow them.

The fourth brother, who by now felt very hungry, took out his **pemmican** pouch. He opened the pouch and reached in. Instead of food, he found nothing but worms. Nyah-gwaheh had transformed the food into worms.

NAME: _____

DATE: _____

12.1
CONTINUED

Take-Home

Meanwhile, like a monstrous ghost, Nyah-gwaheh moved through the forest, planning to creep up behind them.

Suddenly, Four Eyes lifted his head and barked.

“We have found you,” yelled the first brother.

Nyah-gwaheh began to run. The brothers followed. The great bear ran and ran, across valleys and hills. As they ran, day turned to night. Higher and higher they climbed to the top of a mountain.

The fourth brother grew **weary**. He pretended to fall and injure his ankle.

“You must carry me,” he said. Two of the brothers lifted him up while the other one carried his spear.

The great bear began to tire. So did the brothers. Eventually, Four Eyes got close enough to the bear to nip its tail.

“You can put me down now,” said the fourth brother, who was nicely rested.

The brothers put him down. Immediately, he sprinted off in front of his brothers. Minutes later, the fourth brother was close enough to the bear to kill it with his spear. When the three brothers caught up with him, he had already built a fire and was cutting up the meat.

“Sit down. I hope you are as hungry as I am,” said the fourth brother, smiling. Together, the brothers cooked and ate the meat of the great bear.

“Brothers,” said the first brother, staring down at his feet. “We are not on a mountain, we are high up in the sky.”

He was right. The great, magical bear had led them up into the heavens.

Suddenly, Four Eyes began to bark.

“Look,” said the second brother. The four brothers stared at what was left of Nyah-gwaheh’s body. The great bear was coming back to life. As they watched, it began to run away. Four Eyes took off after it.

“Let’s go,” said the first brother. The brothers reached for their spears and ran after the great bear. They chased it across the sky.

And so it remains. Each autumn, the brothers chase the bear across the sky. After they catch it, they cook it. Red blood colors the maple leaves, and the fat makes the grass pale and lifeless.

NAME: _____

DATE: _____

12.1
CONTINUED

Take-Home

The Hunting of the Great Bear: An Iroquois Tale

1. What did the messenger say when he came to the brothers' village?

page _____

2. The bear's magic will not work on the brothers if _____.

- A. they hide in a cave first
- B. they set up camp first
- C. they find its tracks first
- D. they climb the mountain first

page _____

3. Where did the great bear lead the brothers?

- A. down into the earth
- B. up into the heavens
- C. over into the lake
- D. up into the treetops

page _____

4. Describe what happens each autumn according to this tale.

page _____

5. This chapter is told from whose point of view?

- A. the messenger's
- B. the Great Bear's
- C. the narrator's
- D. the brothers'

Grade 3

Answer Key

TAKE-HOME ANSWER KEY

NAME: _____ 1.2 Take-Home
 DATE: _____

Personal External and Internal Traits

List your external and internal traits on the chart. Draw a picture of yourself in the center.



My external traits (outside) Hair color, eye color, clothes, etc.	My internal traits (inside) My thoughts, feelings, and words
Answers may vary.	Answers may vary.

Unit 6 Take-Home Pages

5

NAME: _____ 2.1 Take-Home
 DATE: _____

3, 2, 1 Reflection Card

What are 3 things that you learned about Native Americans?

- 1.
2. Answers may vary.
- 3.

What are 2 interesting facts about Native Americans?

1. Answers may vary.
- 2.

What is 1 question you have about Native Americans?

1. Answers may vary.

Unit 6 Take-Home Pages

7

1. What did most children in the village gather during this time of year?

List examples.

wild fruits, berries, nuts, wild onions, milkweed

2. What did the spiritual leaders use tobacco and certain roots and bark for?

- A. food
- B. drink
- C. medicine
- D. shelter

3. Akando and Aponi had birch bark baskets strapped to their waists.

12

Unit 6 Take-Home Pages

NAME: _____ 3.2 Take-Home
 DATE: _____

TV Watching

Today in class we learned about volume, speaking clearly, intonation, pace, and preparedness. Have students watch television to focus on each of these categories.

CATEGORY	Example	Notes from TV
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Answers may vary.
Speaks clearly	Speaks clearly and is understandable all the time, and mispronounces no words.	Answers may vary.
Intonation (Exclamation)	Vocal intonation generates a strong interest and enthusiasm about the topic in others.	Answers may vary.
Pace	Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech slows or speeds up to match tone of story or poem.	Answers may vary.
Preparedness	Student is completely prepared and has obviously rehearsed.	Answers may vary.

Unit 6 Take-Home Pages

13

NAME: _____
DATE: _____

7.1 Take-Home

Journal Entry

In some of the Read-Alouds, you have heard that some descendants of Native Americans living today carry on the traditions of their ancestors. Write a paragraph about a tradition, custom, or ritual you participate in that has been passed down from your caregivers, ancestors, or community. Explain why this tradition or ritual is important.

Answers may vary, but they could include: _____

On my soccer team, we huddle up and listen to our coach's pep talk before each game. This team ritual started years ago. It's a way for us to come together, get excited, and start the game on a confident note. Although it's a simple thing, it shows how much we trust and rely on each other. It's an important tradition that helps us feel united and ready for anything the game might throw at us.

NAME: _____
DATE: _____

12.1 Take-Home
CONTINUED

The Hunting of the Great Bear: An Iroquois Tale

Page numbers are from Take-Home Pages.

1. What did the messenger say when he came to the brothers' village?

The messenger asked for help because a great bear had come to live in the forest where they hunted.

page 23

2. The bear's magic will not work on the brothers if _____.

- A. they hide in a cave first
- B. they set up camp first
- C. they find its tracks first
- D. they climb the mountain first

page 23

3. Where did the great bear lead the brothers?

- A. down into the earth
- B. up into the heavens
- C. over into the lake
- D. up into the treetops

page 26

4. Describe what happens each autumn according to this tale.

Each autumn, the brothers chase the bear across the sky and cook it. The bear's blood colors the leaves red, and the fat makes the grass pale and lifeless.

page 26

5. This chapter is told from whose point of view?

- A. the messenger's
- B. the Great Bear's
- C. the narrator's
- D. the brothers'

Acknowledgements

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

Amplify CKLA

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.

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