



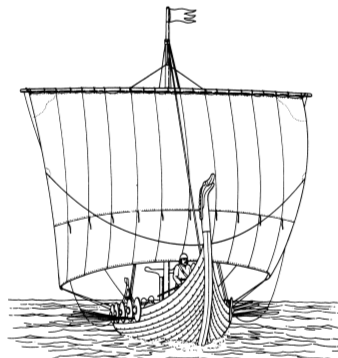
STORY OF THE VIKINGS TEACHER'S MANUAL

The *Story of the Vikings* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–4, the *Story of the Vikings* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 5 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 6 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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STORY OF THE VIKINGS TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p style="text-align: center;">Reading Literature or Informational Text</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.10, RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
<p style="text-align: center;">Foundational Skills</p>	<p>RF.3.4, RF.4.4, RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>

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<p>Writing</p>	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3, W.4.3, W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5, W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4, W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>Speaking and Listening</p>	<p>SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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CCSS

Common Core State Standards, *continued*

Language

L.3.1, L.4.1, L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.3, L.4.3, L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 (grades 4 and 5) reading and content*, choosing flexibly from a range of strategies.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered when discussing animal preservation*).

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

STORY OF THE VIKINGS

Summary

The book uses pictures and text to introduce Viking history and culture to students.

Learning Activities

Introduce the Book

- Display the front cover of the book. Have students read the title. Ask volunteers to share anything they know about the Vikings with the group. Read the first two paragraphs on the back cover aloud as students follow along. Ask them to tell what they learned about the Vikings by restating the main ideas and important details of the text in their own words. (RI.3.2, SL.3.2, RI.4.2, SL.4.2, RI.5.2, SL.5.2)
- Have the class flip through the book to preview the text and illustrations. Then read the first paragraph of the Introduction. Ask students to retell the information in their own words. Use this procedure with the other paragraphs in the Introduction. (RI.3.7, SL.3.1, SL.4.1, SL.5.1)

Present a Reading Routine

- Read the first sentence on page 5 aloud. Tell students they should read text at a rate, or speed, that allows them to comprehend the content. Have students model reading the page at an appropriate rate. Continue the procedure on other pages by having a different student read the page aloud at a natural rate. (RF.3.4, RF.3.4.b, RF.4.4, RF.4.4.b, RF.5.4, RF.5.4.b)
- Choose a page. As the page is read, have a student ask a question about an idea presented in the text for the others to answer. Have the class refer to details and evidence in the text to respond to the question. (RI.3.1, SL.3.1.c, RI.4.1, RI.4.3, SL.4.1.c, RI.5.1, SL.5.1.c)

Provide Activities for Reading

- Have a student read the first sentence on page 6 aloud. Ask: *How is this point supported with reasons? Did the author give reasons and then make a point or present a point and follow it with reasons?* Have small groups discuss which details in the paragraph answer the questions to support this point. (RI.3.8, SL.3.1, RI.4.8, SL.4.1, RI.5.8, SL.5.1)
- Pair students and have them read page 26. Tell partners to describe the relationship between the Vikings and native people. They should use phrases and words such as *At first* and *then* to describe how relations changed. (RI.3.3, RF.3.4.a, RI.4.3, RF.4.4.a, RI.5.3, RF.5.4.a)

Focus on Language Arts

- **Speaking/Listening:** Display a world map. Tell the class to look for and listen for the names of countries as the text is read aloud. On appropriate pages, have a volunteer locate the country on the map and identify its location in relation to other countries or geographical features. Remind students to speak clearly and to use complete sentences. (RF.3.4, SL.3.4, SL.3.6, L.3.1, RF.4.4, SL.4.4, L.4.1, RF.5.4, SL.5.4, L.5.1)
- **Language Skills:** Tell students that adverbs can give information about verbs, or action words. Have students read the last sentence on page 16 and describe how *partially* gives the reader extra information about the verb *formed*. Repeat using *brightly painted* on page 37. (L.3.1.a, L.3.3, L.4.1, L.4.3, L.5.1, L.5.3)

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Vocabulary	
<p>Summary Have students use the following strategy to identify the meanings of unknown words in a reading selection.</p>	
<p>Vocabulary Activities</p>	<p>New Meanings for Familiar Words Direct students to the second sentence on page 40. Write <i>colorful</i> on the board. Explain to the group that this word has more than one meaning. Have students use a dictionary to determine the correct meaning of the word. (full of interest) Ask volunteers to create sentences in which <i>colorful</i> has this meaning. (L.3.4.d, L.3.6, L.4.4.c, L.4.6, L.5.4.c, L.5.6)</p>
Writing	
<p>Summary Have students develop their writing skills by completing the following activities.</p>	
<p>Writing Activities</p>	<p>Narrative Writing Have students read page 34 silently and study the illustration. Have them write a story about the people pictured. Remind students to use phrases and words such as <i>at first</i>, <i>meanwhile</i>, and <i>later</i> to establish a clear order of events. (RI.3.10, W.3.3, W.3.3.c, RI.4.10, W.4.3, W.4.3.c, RI.5.10, W.5.3, W.5.3.c)</p>
	<p>Informative/Explanatory Writing Remind the class that ships were an important part of Viking life. Then ask students to write a brief report about Viking ships that gives information about how they looked and what they were used for. Tell the group to imagine they are writing for someone who has never seen a Viking ship before. Students should refer to the text and include details in their writing to create a clear picture of Viking ships. After students write, have them share their reports with the class. (W.3.2, W.3.2.b, W.3.5, W.4.2, W.4.2.b, W.4.5, W.5.2, W.5.2.b, W.5.5)</p>
	<p>Opinion Writing Tell students to imagine they could travel back in time to the Viking Age for one hour. Ask them to think about visiting a Viking ship or Viking home and decide which would be more interesting. Have students write a paragraph to express their opinion. Point out that they should include reasons to support their opinion, drawing on details from the text and illustrations. Remind students to organize their writing so that readers can understand their point of view. (W.3.1, W.3.1.a, W.3.4, W.4.1, W.4.1.a, W.4.4, W.5.1, W.5.1.a, W.5.4)</p>

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