

Name _____

Plurals -s

Add an -s to a noun to make it a plural noun.

lamp + **s** = **lamps****A. Write the letter that makes each noun a plural. Then write the plural noun on the line.**1. rock + s = rocks

2. night + _____ = _____

3. prank + _____ = _____

4. camp + _____ = _____

5. band + _____ = _____

6. drink + _____ = _____

B. Read each sentence. Fill in the blank to make the noun in bold a plural. Write the plural noun on the line.1. The **top** s are blue. tops 2. The **girl** _____ like to sing. _____3. There are **bell** _____ on the sled. _____4. Look at the **map** _____ on the desk. _____5. The clock has **hand** _____. _____6. The dog stands on two **leg** _____. _____7. The **plum** _____ are fresh. _____

Name _____

Plurals -es

Add an **-es** to words that end in **-ss, -sh, -ch,** and **-x** to make them plural nouns.

mess + **es** = **messes**lash + **es** = **lashes**patch + **es** = **patches**mix + **es** = **mixes**

A. Write the letters that will make each noun a plural. Then write the plural noun on the line.

1. **glass** + **es** = **glasses** 2. **fox** + _____ = _____3. **batch** + _____ = _____4. **wish** + _____ = _____5. **pass** + _____ = _____6. **peach** + _____ = _____

B. Read each sentence. Make the noun in bold plural. Fill in the blank with -s or -es. Write the plural noun on the line.

1. The **beach** **es** were crowded. **beaches** 2. There were many **dish** _____ of food. _____3. Ed saw three **fox** _____. _____4. The **ride** _____ were a lot of fun. _____5. Our teacher gave us **pass** _____ for the park. _____6. We saw **trick** _____ at the show. _____

Name _____

Grand Oak Trees

11 Oak trees grow in many parts of the United States. Oaks
 24 are grand plants. Some oaks can grow to be 100 feet tall! Oak
 36 wood is hard and strong. It is used to make floors, boxes,
 41 beds, and many other things.

52 Many oaks are planted in parks. They are good trees to
 62 sit under for shade. Some people have picnic lunches under
 74 oaks. Others like to climb up and sit on its branches. And
 85 some people just like to take naps under a big oak.

95 Have you learned about oaks in any of your classes?
 106 Acorns are seeds that grow on the branches of oaks. Some
 117 cooks make tasty dishes with them. In the fall, acorns drop
 129 to the ground. Some may grow into oak trees. It takes many
 139 years for an acorn to become a grand oak tree.

1. Underline words in the passage that are plural nouns.
2. What things are made from oak wood?

3. What can an acorn become?

Name _____

Inflectional Endings -s, -es

The inflectional endings *-s* or *-es* can be added to the end of verbs.
Add *-es* to verbs that end in *ch, sh, ss, x,* or *zz*.

taps clips munches pushes
passes boxes fizzes

A. Fill in the missing ending to make the word in bold type.

- pats** = pat + s
- passes** = pass + _____
- buzzes** = buzz + _____
- rushes** = rush + _____
- runs** = run + _____
- pushes** = push + _____
- pinches** = pinch + _____

B. Read each sentence. Fill in the missing ending to make the word in bold type.

- She **misses** her stop on the bus. **miss** + es = **misses**
- Tom **brushes** the dust off his coat. **brush** + _____ = **brushes**
- The class **plays** in the yard. **play** + _____ = **plays**
- Dad **mixes** the batter for the cake. **mix** + _____ = **mixes**
- The class **cheers** for their team. **cheer** + _____ = **cheers**
- The cat **hisses** at the dog! **hisses** + _____ = **hisses**
- Sara **fixes** the doll's dress. **fix** + _____ = **fixes**

Name _____

Inflectional Endings -s, -es

The inflectional endings *-s* or *-es* can be added to the end of verbs. Add *-es* to verbs that end in *ch*, *sh*, *ss*, *x*, or *zz*.

naps sips punches rushes
 misses mixes buzzes

A. Fill in the missing ending to make the word in bold type.

1. mesh + es = **meshes**
2. plan + _____ = **plans**
3. miss + _____ = **misses**
4. flex + _____ = **flexes**
5. hush + _____ = **hushes**
6. fizz + _____ = **fizzes**
7. lunch + _____ = **lunches**

B. Fill in the inflectional ending (-s or -es) to make the word in bold type.

1. Jess **jogs** at a fast pace. jog + s = **jogs**
2. Ed **matches** the shapes. match + _____ = **matches**
3. He **crushes** the can. crush + _____ = **crushes**
4. Sue **hums** a tune. hum + _____ = **hums**
5. She **passes** the ball. pass + _____ = **passes**
6. Tim **mixes** the paints. mix + _____ = **mixes**

Name _____

Throws, Hits, Catches, and Runs!

10 Baseball is the great American sport! There are two teams
21 with nine players on each team. Each player on a team
26 throws, hits, catches, and runs.

38 The game begins with a batter at the plate. He waits for
50 the pitcher to pitch the ball. The pitcher winds up his arm
61 and throws the ball with all his might. Sometimes the batter
72 misses the ball. The catcher then catches it. Other times the
84 batter swings and hits the ball. Then the batter runs to first
94 base. Sometimes the batter slides onto the base. The crowd
105 cheers. They are hoping the batter will make a home run.

115 The team that gets the most homeruns wins the game.

126 The baseball season runs from spring to fall. In the fall,
135 the best National League team plays the best American
145 League team. These games are the World Series. A baseball
154 fan wishes that her team will be the champs!

1. Underline verbs in the story that have the inflectional endings -s or -es.

2. What does a pitcher do?

3. What game is played at the end of the season?

Name _____

- A **contraction** is a word that combines two words and leaves out one or more letters from one or both words.
- Use an **apostrophe** in a contraction for the letters that have been left out.
- Use parentheses around material that is added to a sentence but not important to the meaning. Include an opening and closing parenthesis.

A. Read each sentence. Write the contraction for each set of underlined words.

1. The dentist should not have to pull the patient's tooth. _____
2. We have not gone swimming in the pool yet. _____
3. They will want to come along with us. _____
4. I think she is two years older than I am. _____
5. We have got to leave if we want to catch the bus. _____
6. I am excited to see the new movie that came out! _____

B. Add parentheses where they are needed in each sentence.

7. My dog's collar which is old needs to be replaced.

8. The restaurant offered chocolate chip pancakes my favorite.

Name _____

overact	premix	rewash	resell	relearn
unlock	unchain	rewind	illegal	unborn
incorrect	subway	supersize	unblock	preplan
recall	unload	indirect	overheat	imperfect

Write the spelling words that contain each prefix.

over-

1. _____

2. _____

re-

3. _____

4. _____

5. _____

6. _____

7. _____

in-

8. _____

9. _____

pre-

10. _____

11. _____

un-

12. _____

13. _____

14. _____

15. _____

16. _____

super-

17. _____

im-

18. _____

sub-

19. _____

il-

20. _____

Name _____

A. Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.

“It’s so hot that I think I’m going to ovurheat!” said Elena to her friend Keisha. “Let’s take the subbbway instead of walking. We just need to make sure that we get on the right train so that we don’t end up in taking an undirect route.”

The girls watched as the train pulled up and the doors began to inlock. Then they waited for the car to uneload. Once they were inside, they felt the air conditioning in the car. “I cannot reecall a better idea, Elena!” Keisha said with a huge smile.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Writing Activity**B. Write about a time when you had a great idea. Use at least four words from the spelling list.**

Name _____

Before the Ball

I waved my wand. Light flashed, and there was a puff of smoke. The pumpkin had changed into a beautiful horse and carriage! I turned to Cinderella and smiled. "What do you think?" I asked.

"It's perfect!" Cinderella shouted. "Thank you so much! How can I ever repay you?"

"You can get into that carriage and get to the ball on time!" I said.

Finally, Cinderella was off to the ball. My work was done.



Answer the questions about the text.

1. Fairy tales contain imaginary characters and events that could not happen in real life. What in this text could not happen in real life?

2. In a fairy tale, the main character has to complete a task. What task does the main character in "Before the Ball" have to complete?

3. How does the story end?

4. How does the illustration show that the story is a fairy tale?

Name _____

Look at this example of a **synonym**. The underlined words mean almost the same thing as *additional*.

The apples were so good I ate an **additional** one. My friend ate one more, too.

Read each sentence below. Circle the letter of the answer that means almost the same thing as the word in bold.

1. When animals are **howling** _____, it can mean they are talking to each other.
 - a. and barking
 - b. and sleeping
 - c. and eating
2. Carrying a heavy suitcase can make you feel _____ or **burdened**.
 - a. excited
 - b. loaded down
 - c. strong
3. We will **depart** soon since our bus is going _____ the station.
 - a. to leave
 - b. from
 - c. to stay at
4. When the lights went out, my sister **stumbled** _____ over the cat.
 - a. and ate
 - b. and stood
 - c. and tripped
5. She **cautiously** walked past the sleeping dog, _____ trying not to disturb him.
 - a. loudly
 - b. happily
 - c. carefully
6. Mice will find even the smallest **morsel** of food. Even these _____ help them to survive.
 - a. slices
 - b. crumbs
 - c. big pieces

Name _____

Each vowel has a short-vowel sound. These short-vowel sounds are:

The short *a* sound
as in *tax*.

The short *i* sound
as in *mill*.

The short *u* sound
as in *mud*.

The short *e* sound
as in *bell*.

The short *o* sound
as in *rot*.

A. Read the words in each row. Write the word that has a short-vowel sound. The first one has been done for you.

- | | | | |
|----------|-------|------|--------------|
| 1. old | smell | tube | <u>smell</u> |
| 2. lunch | pay | time | _____ |
| 3. cone | band | fly | _____ |
| 4. smile | me | blot | _____ |
| 5. made | key | hint | _____ |

Adding the endings *-ed*, *-s*, and *-ing* to verbs creates new verb forms and tenses. For many base words, adding *-ed*, *-s*, or *-ing* does not change the spelling of the base word.

B. Add *-ed*, *-s*, or *-ing* to each verb. Write the new word on the line. The first one has been done for you.

- | | |
|------------------|----------------|
| 1. call + ing = | <u>calling</u> |
| 2. wash + ed = | _____ |
| 3. think + ing = | _____ |
| 4. smell + s = | _____ |
| 5. list + ed = | _____ |

National Parks Math

1. The Davila family plans to rent a house near Death Valley National Park. The house costs \$80 per night and they plan to stay for 5 nights. What is the total cost they will spend on the house?



2. Yellowstone National Park charges \$25 per car to enter the park. On Thursday in August 100 cars enter the park. How much money does the park make on car entrance fees that day?

3. How much would Grand Teton National Park make if all the campsites at Gos Ventre Campground were occupied for one night?

- Gos Ventre has 300 campsites
- Cost per night is \$30



Grand Teton National Park

4. Saguario National Park in Arizona receives 12 inches of rainfall each year. How much rain does the park receive in 35 years?



Name _____

Arrays and Multiplication

Materials 16 counters per student

1. Show an array of 4 rows with 2 counters in each row.



2. Write a multiplication sentence for the array.

$$\begin{array}{ccc} \underline{\hspace{2cm}} & \times & \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \text{Number} & & \text{Number of} & & \text{Total} \\ \text{of Rows} & & \text{Counters in} & & \text{Number of} \\ & & \text{Each Row} & & \text{Counters} \end{array}$$

3. How many counters are in the array? _____

4. Show an array of 2 rows with 4 counters in each row.



5. Write a multiplication sentence for this array.

$$\begin{array}{ccc} \underline{\hspace{2cm}} & \times & \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \text{Number} & & \text{Number of} & & \text{Total} \\ \text{of Rows} & & \text{Counters in} & & \text{Number of} \\ & & \text{Each Row} & & \text{Counters} \end{array}$$

6. How many counters are in this array? _____

7. Both arrays have 8 counters.

So, $4 \times 2 = 2 \times$ _____.

8. Since both arrays have 8 counters then you can say,

$4 \times 2 = 8$, and $2 \times 4 =$ _____.

Knowing one multiplication fact means you know another.

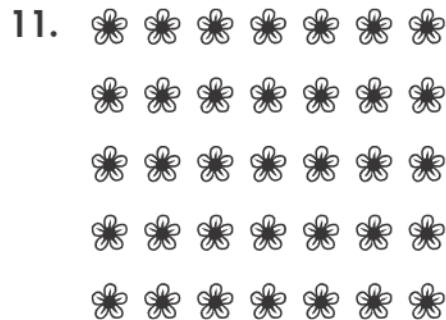
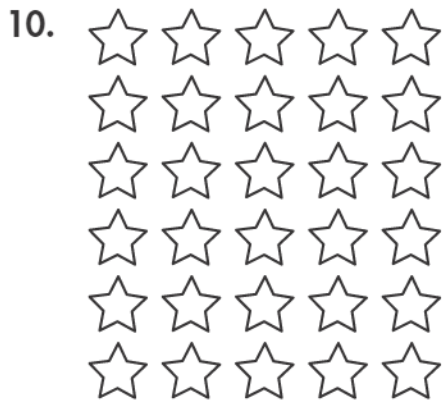
9. If you know $3 \times 8 = 24$, then you know $8 \times 3 =$ _____.



Name _____

Arrays and Multiplication (continued)

Write a multiplication sentence for each array.



Draw an array to find each multiplication fact. Write the product.

12. $3 \times 5 =$ _____

13. $2 \times 6 =$ _____

Fill in the blanks.

14. $4 \times 8 = 32$, so $8 \times 4 =$ _____

15. $9 \times 2 = 18$, so _____ $\times 9 = 18$

16. $5 \times 7 = 35$, so $7 \times$ _____ $= 35$

17. $3 \times 6 = 18$, so _____ $\times 3 = 18$

18. $2 \times 4 = 8$, so $4 \times$ _____ $= 8$

19. $1 \times 6 = 6$, so $6 \times 1 =$ _____

20. **Reasoning** How does an array show equal groups?




Name _____

Using Multiplication to Compare

Materials 12 counters per student

Alicia has 2 stickers. Pedro has 3 times as many stickers as Alicia. How many stickers does Pedro have?

1. Show Alicia's stickers with counters. 

2. Show Pedro's stickers with counters. 


3. Write a multiplication sentence.

3	times	as many as Alicia has	equals	number Pedro has
↓	↓	↓	↓	↓
_____	×	_____	=	_____

4. How many stickers does Pedro have? _____

Mia has 4 yo-yos. Flo has twice as many as Mia. How many yo-yos does Flo have?

The word **twice** in a word problem means 2 times as many.

5. Show Mia's yo-yos with counters. 

6. Show Flo's yo-yos with counters. 

7. Write a multiplication sentence.

2	times	as many as Mia has	equals	number Flo has
↓	↓	↓	↓	↓
_____	×	_____	=	_____

8. How many yo-yos does Flo have? _____



Name _____

Using Multiplication to Compare (continued)

Solve. You may use drawings or counters to help.

9. Janos has 3 stickers. Lucy has twice as many stickers as Janos. How many stickers does Lucy have?

10. Rob has 4 model airplanes. Julio has 3 times as many model airplanes as Rob. How many model airplanes does Julio have?

11. Mr. King has 5 apples left in his store. Ruth needs twice as many apples to bake apple pies. How many apples does Ruth need?

Use the recipe to answer Exercises 12–15.

12. The recipe serves 5 people. Joan wants to make the recipe for 15 people. How many times more is this?

13. How many bananas will Joan need to make the recipe for 15 people?

14. How many cups of strawberries will Joan need to make the recipe for 15 people?

15. **Reasoning** If Joan wants to make twice as much as the recipe in the chart, what will she need to do to all of the ingredients?

Fruit Smoothie

3 large bananas
2 cups strawberries
1 cup orange juice
1 cup cranberry juice
1 cup ice cubes

Blend until smooth.
Makes 5 servings.



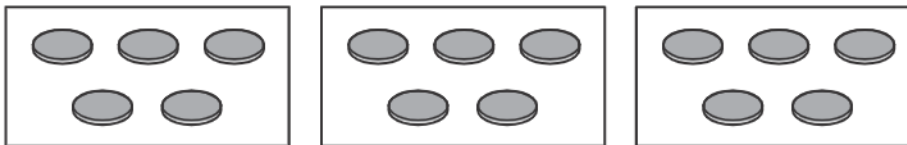
Name _____

Meanings for Division

Materials 15 counters and 3 half sheets of paper, per pair

Martina has 15 dolls. She put them into 3 equal groups. Answer 1 to 3 to find how many dolls were in each group.

- Count out 15 counters. Place the counters on the sheets of paper to form 3 equal groups.



- Write a number sentence to show division as sharing.

$$\frac{\text{Total}}{\text{Number of equal groups}} \div \frac{\text{Number of equal groups}}{\text{Number in each group}} = \frac{\text{Number in each group}}{\text{Number of equal groups}}$$

- How many dolls were in each group? _____

Mrs. Gentry had only 6 tokens. As the students left her room, she gave each student 2 tokens. Answer 4 to 6 to find how many students got tokens.

- Show 6 tokens.

- Find the number of times 2 can be subtracted from 6 until nothing is left.



$$\begin{array}{r} 6 - 2 = 4 \quad 1 \text{ time} \\ 4 - 2 = 2 \quad 2 \text{ times} \\ 2 - 2 = 0 \quad 3 \text{ times} \end{array}$$

- Write a number sentence to show division as repeated subtraction.

$$\frac{\text{Total}}{\text{Number of times 2 was subtracted}} \div \frac{\text{Number subtracted each time}}{\text{Number of times 2 was subtracted}} = \frac{\text{Number of times 2 was subtracted}}{\text{Number of times 2 was subtracted}}$$

- How many students got tokens? _____



Name _____

Meanings for Division (continued)

Draw pictures to solve each problem.

8. Put 20 counters into 5 equal groups. How many counters are in each group?

9. Put 12 counters in a row. How many times can you subtract 4 counters?

10. You put 24 cards into 4 equal piles. How many cards are in each pile?

11. You put 21 chairs into rows of 7. How many rows do you make?

12. You have 30 oranges. If you need 6 oranges to fill a bag, how many bags can you fill?

13. You put 10 marbles into equal groups of 5. How many groups are there?

14. Eight people went to the museum in two cars. The same number of people went in each car. How many people went in each car?

15. **Reasoning** How can you use repeated subtraction to find $30 \div 5$?



Name _____

Mental Math: Multiplication Patterns

Materials place-value blocks: 12 unit cubes, 12 tens rods, and 12 hundreds blocks for each group

There are 300 paint brushes in a box. The art teacher bought 4 boxes of brushes. How many paint brushes did he buy altogether? Answer 1 to 8.

Use basic facts and place-value blocks to find 4×300 .

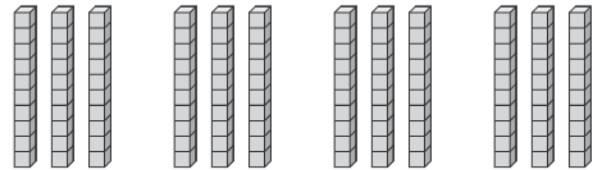
1. What basic fact can you use? _____

2. Show 4×3 using unit cubes.



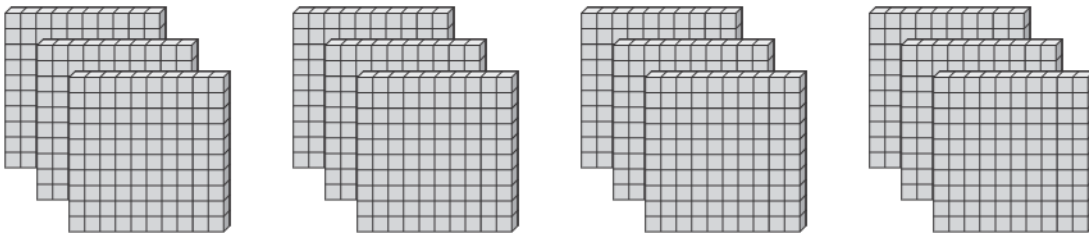
3. What is 4×3 ? _____

4. Show 4×30 using tens rods.



5. What is 4×30 ? _____

6. Show 4×300 using hundreds blocks.



7. What is 4×300 ? _____

8. How many paint brushes did the art teacher buy? _____

9. **Reasoning** How can you use 4×3 to find 4×300 using zeros instead of place-value blocks?



Name _____

Mental Math: Multiplication Patterns (continued)Find 5×200 .

10. Think: $5 \times 2 =$ _____

11. Think: $5 \times 20 =$ _____

12. Think: $5 \times 200 =$ _____

Use the basic facts and patterns to find each product.

13. $2 \times 3 =$ _____

14. $3 \times 7 =$ _____

15. $4 \times 5 =$ _____

$2 \times 30 =$ _____

$3 \times 70 =$ _____

$4 \times 50 =$ _____

$2 \times 300 =$ _____

$3 \times 700 =$ _____

$4 \times 500 =$ _____

16. $7 \times 6 =$ _____

17. $5 \times 9 =$ _____

18. $3 \times 6 =$ _____

$7 \times 60 =$ _____

$5 \times 90 =$ _____

$3 \times 60 =$ _____

$7 \times 600 =$ _____

$5 \times 900 =$ _____

$3 \times 600 =$ _____

Find each product.

19.
$$\begin{array}{r} 60 \\ \times 3 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 700 \\ \times 5 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 30 \\ \times 8 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 800 \\ \times 4 \\ \hline \end{array}$$

23. Mark, Ryan, and Jenny are each collecting pennies for a school fundraiser. If each student collects 400 pennies, how many have they collected altogether? _____

24. **Reasoning** How can the basic fact $5 \times 8 = 40$ and zeros help you find the missing number in the problem $5 \times \underline{\quad ? \quad} = 4,000$?



Name _____

Breaking Apart Numbers to Multiply

Materials place-value blocks: 16 tens and 48 ones per student or pair

Find 8×26 by answering 1 to 6.

1. Show an array of 8 rows with 26 in each row, using place-value blocks.

2. $26 =$ _____ tens + _____ ones
 $=$ _____ + _____

3. Multiply the ones by 8 and write the product on the left.

$8 \times$ _____ ones = _____ ones

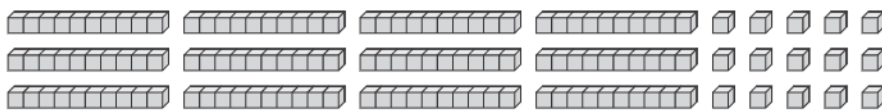
4. Multiply the tens by 8 and write the product on the left.

$8 \times$ _____ tens = _____ tens = _____

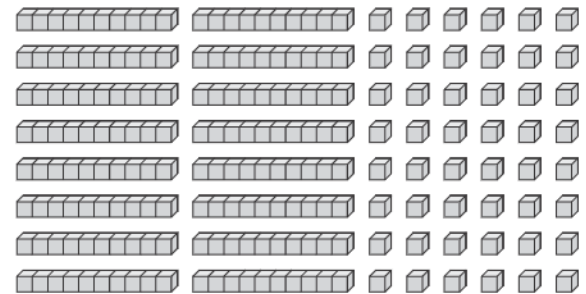
5. Add the products together and write the sum below the line, on the left.

6. So, $8 \times 26 =$ _____.

7. Find 3×45 .



8. Find 4×29 . Use place-value blocks or draw pictures to help.



$$\begin{array}{r} 26 \\ \times 8 \\ \hline 8 \times 6 \rightarrow \quad \quad \\ 8 \times 20 \rightarrow \quad \quad \end{array}$$

$$\begin{array}{r} 45 \\ \times 3 \\ \hline 3 \times 5 \rightarrow \quad \quad \\ 3 \times 40 \rightarrow \quad \quad \end{array}$$

$$\begin{array}{r} 29 \\ \times 4 \\ \hline 4 \times 9 \rightarrow \quad \quad \\ 4 \times 20 \rightarrow \quad \quad \end{array}$$



Name _____

Breaking Apart Numbers to Multiply (continued)

Find each product.

$$\begin{array}{r} 9. \quad 32 \\ \times 3 \\ \hline 6 \text{ multiply ones} \\ + 90 \text{ multiply tens} \\ \hline 96 \text{ product} \end{array}$$

$$\begin{array}{r} 10. \quad 42 \\ \times 5 \\ \hline 10 \text{ multiply ones} \\ + 200 \text{ multiply tens} \\ \hline \text{product} \end{array}$$

$$\begin{array}{r} 11. \quad \$64 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 45 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 64 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad \$23 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 32 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 53 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 47 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad \$38 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 67 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 74 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 18 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 56 \\ \times 4 \\ \hline \end{array}$$

23. **Reasoning** Carlo wants to buy 3 model airplanes. If each airplane costs \$29, how much money does he need? _____

24. Salvo called 5 friends and talked 34 minutes with each friend. How many minutes was Salvo on the phone? _____ minutes

25. **Reasoning** James multiplied 5×54 by breaking 54 apart into 5 tens and 4 ones. Then he multiplied 5×4 and 5×5 , and then added $20 + 25$. Where did James make his mistake?



Name _____

Skip Counting on the Number Line

Caroline is setting up tables for a party. She sets up 4 tables. If she puts 4 chairs at each table, how many chairs will there be in all?

Use this information to answer 1 to 9.

1. How many tables is Caroline setting up for the party?

There are _____ tables.

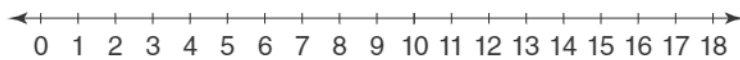
2. How many chairs does Caroline put at each table?

She will put _____ chairs at each table.

3. What are you asked to find?

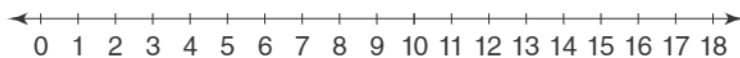
4. How many people will be able to sit at 1 table? _____

Draw 1 jump on the number line to show the number of chairs at 1 table.



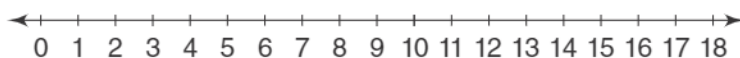
5. How can you use skip counting to find the number of chairs at 2 tables?
_____, _____

Use the number line to show the number of chairs at 2 tables.



6. Explain in words how you can use a number line to find the number of chairs at 4 tables.

7. Use a number line to solve the problem.



There will be _____ chairs in all.

Summary: Presidios and Settlements

A Growing Colony

Spanish leaders wanted more people to settle in Alta California. In 1774, Juan Bautista de Anza, a soldier, set off to find a better land route. He crossed the Sonoran desert and arrived at Mission San Gabriel in three months. The next year, he led 240 settlers from Mexico to Monterey. He led others further north to start a settlement at San Francisco.

To protect settlers, Spain built presidios, or forts, along the coast. The presidio was usually near a port, so the colony could be protected. Forts were evenly spaced so soldiers could protect the missions against Indian revolts. A long dirt road connected all the missions and presidios. It was called El Camino Real, “The Royal Highway.”

Soldiers did more than guard the missions. They also explored and carried mail along El Camino Real. They captured escaped Indians. Life was difficult for soldiers and their families. There was no school for their children. They often lacked food, money, and even gunpowder. Soldiers sometimes didn’t get paid for years.

Starting Pueblos

In 1771, The King of Spain made Felipe de Neve governor of Alta California. He brought more settlers to California. He wanted them to start pueblos, or towns, and to grow food for the soldiers. He also hoped they would stay and raise families. In 1777, 14 families started the first pueblo, called San Jose. Four years later, in 1781, 11 families started Los Angeles. More than half were African, and the others were Spanish and Indian settlers.

Many of the first settlers were farmers, miners, and traders from Mexico. Soldiers and Indians also lived in pueblos. Settlers received land, tools, and money from Spain. They also got cattle and horses. In return, they built houses and grew food. Many hired Indians to do the work.

Each pueblo had an alcalde, or leader, who had the power of a mayor or judge. The governor chose the first alcaldes. Later, people in the pueblo voted for their leaders. Presidios protected missions and pueblos from attack. In return, missions and pueblos grew food for the soldiers.



Before You Read

Find and underline each vocabulary word.

presidio *noun* (Spanish), fort

governor *noun*, person who leads a colony or state

pueblo *noun* (Spanish), town or village

alcalde *noun* (Spanish), leader of a pueblo



After You Read

REVIEW Why did the Spaniards build presidios in California? Highlight the sentence that answers this question.

REVIEW What were the jobs of settlers? Put a box around the paragraph that explains what the settlers did.

Summary: Mexico Wins Independence

Fighting for Freedom

In the 1800s, Alta California was part of the colony of New Spain. The King of Spain governed his colony through a viceroy, or governor. Many people were unhappy with Spanish rule. Unfair laws gave most of the power to the rich people from Spain. People born in Mexico, especially Mexican Indians, had few rights.

In 1810, a priest named Miguel Hidalgo y Costilla gathered an army of 50,000 to fight against Spain. Hidalgo was soon killed. But José María Morelos and Vicente Guerrero led the Mexican War for Independence to victory. By 1821, the Spanish were forced to leave Mexico. Although there were many battles, the war was not fought in Alta California. Mountains and deserts cut off the region.

The Republic of Mexico

After the war, Alta California became part of the new country called Mexico. The first Mexican government was similar to Spain's. Augustín de Iturbide, the emperor, was soon driven out of office because his rule was too harsh. Instead, a republic was set up, a government in which lawmakers are elected. In 1824, Mexico's leaders wrote a constitution and created a congress elected by voters. They also created the office of president and a system of courts similar to the United States.

Trade in California

People of Spanish descent living in Alta California were called Californios. Before the war, they could not buy goods from countries other than Spain. During the war, they could not get supplies from Spain, so they began trading with Americans and Russians. The first trading post was set up at Fort Ross. Californios from San Francisco bought imports, such as cloth and tools. They traded wheat, salt, and other food to the Russians at Fort Ross. These were their exports. Californios sold cow hides and tallow, or fat, to Yankees. Hides were used to make leather goods. Tallow was used for candles.



Before You Read

Find and underline each vocabulary word.

constitution *noun*, written plan for a government

republic *noun*, a government in which citizens elect lawmakers

import *noun*, a good brought from another country

export *noun*, a good sent to another country



After You Read

REVIEW Why did some people in New Spain want to take over the government? Draw a box around three sentences that explain why people were unhappy with Spain.

REVIEW Why did Mexicans create a new government in 1824? Highlight the sentences that explain why Mexicans changed their government.

REVIEW What was one effect of the Mexican War for Independence on life in Alta California? Underline the sentences that explain how trade changed in California after the war started.

Summary: Mexico and California

Change in Alta California

When Mexico gained its independence from Spain, Alta California accepted Mexican rule. They became Mexican citizens. All citizens, whether of Indian or Spanish descent, were to be treated equally under Mexican law. Still, California Indians continued to be treated unfairly.

Mexico appointed Luís Antonio Argüello as the governor of Alta California. Argüello was the first governor born there. He set up a diputación to make laws. But the diputación had little power. Leaders in Mexico had to approve any laws that were made.

The End of the Missions

Under Spain's rule, the missions had owned most of the land that was best for raising cattle. Many Californios called for the missions to be closed. Some of them hoped to free the Indians living there. Others wanted the land.

Mexico wanted people to use the land for farming and ranching, to make the economy stronger. The Mexican government began a process of secularization. They took the church lands and property and gave them away. The missions lost most of their power and wealth.

Between 1834 and 1846, officials made about 700 land grants. More than eight million acres of land were given away. Half the lands were supposed to be given to California Indians. But the government did not divide the land fairly between the Indians and Californios. Most of the land grants went to rich Californios and new settlers. Some wealthy Californios bought land from the Indians. Others cheated to get the land. California Indians ended up with very little of their own land. Much of the land was turned into large ranchos. Many California Indians stayed to work on the ranchos. Some tried to return to their old ways of life.

Mexico allowed ranchos to trade with people from other countries. Exports of cow hides and tallow made the economy of Alta California stronger.



Before You Read

Find and underline each vocabulary word.

secularization *noun*, process by which the government takes control of church property

land grant *noun*, a piece of land given away by the government

ranch *noun* (Spanish), a cattle ranch



After You Read

REVIEW What part of California's government changed under Mexican rule? Draw a box around the paragraph that describes a change in the government.

REVIEW What steps did Mexico take to change California's economy? Highlight the sentences that explain how land ownership was changed to strengthen the economy.

Summary: Ranchos and Pueblos

The Rise of the Ranchos

Cattle were a major part of the economy in Alta California. Rancheros and rancheras raised cattle for the hides and tallow. People made boots and other leather goods from the hides. Tallow was used to make candles. Traders from the United States and Britain sailed to Alta California for these goods. They paid with clothing, furniture, and other finished goods. Some California families grew very wealthy.

Some wealthy rancheros and rancheras kept thousands of cattle. One ranchero owned most of the Sonoma Valley. Large families, including parents, grandparents, and children often lived together on the ranchos. Many people worked on ranchos, including farmers, weavers, and cooks. Twice a year, vaqueros rounded up the cattle. This was called a rodeo. In the spring, the vaqueros branded the calves. In the fall, cattle were chosen for their hides. After a rodeo, the rancho held a fiesta that might last for days.

Living in a Pueblo

As ranchos grew, so did pueblos. Hides and tallow were stored in warehouses in pueblos near the coast. When trading ships arrived, finished goods were exchanged for the hides and tallow. Some pueblos became centers of business.

When a ship arrived, people celebrated with music and dancing. Fiestas were as important a part of life in the pueblo as on the rancho. Another common way of life was the willingness of people to share their food and home with strangers.

Government officials, soldiers, skilled workers, and some rancho workers lived in the pueblos. The voters of each pueblo chose an alcalde and a council. The alcalde acted as mayor and judge and resolved arguments. The council gave advice to the alcalde.

In the 1830s, when the Mexican government closed the missions, many California Indians had few choices. They knew how to farm but had no land. Some moved into the pueblos and did heavy labor for little pay. Some stayed on the ranchos and worked as vaqueros, often for no money. They received clothing, food, and a house.



Before You Read

Find and underline each vocabulary word.

vaquero *noun* (Spanish), a cowboy

rodeo *noun* (Spanish), a roundup of cattle

fiesta *noun* (Spanish), a party or celebration



After You Read

REVIEW What was the source of wealth for rancheros and rancheras?

Highlight the paragraph that explains how rancheros grew wealthy.

REVIEW What ways of life did the pueblos share with the ranchos? Draw a box around the paragraph that described customs the rancho and the pueblo had in common.

Summary: Trails to California

Explorers Cross the Frontier

Sea traders brought back amazing stories about California to the United States. Pioneers began crossing the western frontier. The first to reach Alta California were hardy mountain men who explored the mountains and deserts.

An early mountain man, Jedediah Strong Smith, was the first American to reach Alta California by land. In 1826, Smith crossed the Mojave Desert to the mission of San Gabriel and then went north to the Central Valley. The next year, he was the first American to cross the Sierra Nevada.

In 1844, John C. Frémont, a United States Army explorer, led a team to the San Joaquin Valley. In 1850, James Beckwourth, a trapper and trader, found the lowest mountain pass through the Sierra Nevada.

Pioneers Move West

American pioneers came to Alta California in hopes of finding cheap land to farm. They used land routes, crossing prairies, rivers, deserts, and mountains. The pioneers followed the routes of the mountain men. In 1841, John Bidwell, a young teacher, organized a wagon train from Missouri. They reached the San Joaquin Valley in about six months. His route became known as the California Trail.

The Donner party set off in 1846 from Illinois, but none of these pioneers knew how to cross the mountains. When winter came, the party became trapped in snow. Seven people managed to cross the mountains and send back help to the starving group. Stranded for four months, only about half of the group had survived.

Sutter's Fort

Another famous pioneer was John Augustus Sutter, who arrived in California in 1839. He received a land grant of 50,000 acres from the government and called his land New Helvetia, "New Switzerland," because he was Swiss. He built Sutter's Fort on the land. Sutter's Fort became an arrival point for pioneers, who were welcomed by Sutter. Meanwhile, Mexico was losing control over Alta California, as wealthy ranchers resisted Mexican rule. In 1845, Pío Pico became governor and failed to slow the flood of pioneers.

Before You Read

Find and underline each vocabulary word.

frontier *noun*, a natural area that settlers start moving into

trapper *noun*, someone who hunts animals for their fur

pioneer *noun*, one of the first to enter or settle a place

After You Read

REVIEW What parts of Alta California did Americans explore and what did they find? Draw a box around the two paragraphs that describe the journeys of two trappers and an explorer.

REVIEW What dangers did the early pioneers face? Highlight two sentences that describe what pioneers had to do to get to Alta California.

REVIEW What was the importance of Sutter's Fort to pioneers? Underline the sentence that explains the importance of Sutter's Fort.

Summary: Bear Flag Revolt

American Interest in California

In the mid-1840s, California had about 7,000 Californios and was part of Mexico. The families of most Californios were from Spain and Mexico. Under the law, only Mexican citizens could own land. By 1845, about 1,000 settlers had arrived from the United States. Some were trappers or merchants. Others ranched or farmed. They did not obey Mexican laws. Pío Pico, the Mexican governor of California, was concerned. Many settlers believed in “Manifest Destiny,” the belief that the United States was meant to extend from the Atlantic to the Pacific Ocean. American settlers wanted Mexico to give up California.

James K. Polk, who became President of the United States in 1845, also believed in Manifest Destiny and wanted California to be part of the United States. Ports like San Francisco could expand trade and protect the United States. Polk also worried that Great Britain might take over California. Polk promised to protect settlers who went to California.

The Bear Flag Republic

In the spring of 1846, a group of American farmers and mountain men called the Bears decided to rebel against Mexico. Ezekiel Merritt was one of the leaders. John C. Frémont, a U.S. Army officer in California, advised Merritt and the Bears on a plan to capture the pueblo of Sonoma.

Sonoma was headquarters for part of the Mexican army in northern California. Mariano Vallejo was in charge. But he also didn't like the way Mexico governed and thought the United States might do better. When Vallejo was surprised by the Bears on June 14, he invited them in and gave them control of Sonoma. The Bears then declared California free, and claimed it was now the Republic of California. They created a flag with a star and a grizzly bear. The event became known as The Bear Flag Revolt. The Republic of California lasted less than a month, as the United States had already declared war on Mexico in a separate incident.



Before You Read

Find and underline each vocabulary word.

official *noun*, someone in charge of a certain area

headquarters *noun*, a central place

military *noun*, groups armed to protect a country



After You Read

REVIEW Why did President Polk want the United States to control California? Highlight the sentences that tell Polk's reasons for wanting California for the United States.

REVIEW What happened at Sonoma during the Bear Flag Revolt? Underline the sentences that describe the revolt.

Summary: The Mexican–American War

Neighbors at War

The United States and Mexico could not agree on the border between them. The United States claimed that Mexican soldiers crossed over to attack some American soldiers. Some in the United States said it was just an excuse to get land claimed by Mexico. Others feared that the practice of slavery would spread to new land gained by war.

Most of Congress as well as President Polk were for the war. They believed in Manifest Destiny, and Polk wanted California. In May 1846, the United States declared war. It became known as the Mexican–American War.

News of the war took more than a month to reach California. On July 2, Commodore John D. Sloat, a commander of U.S. Navy ships in the Pacific, waited for news. He had orders to take California ports when war broke out. He decided to take action on July 7, and raised the American flag over Monterey. Yerba Buena and San Francisco Bay were captured, and Commodore Robert Stockton took San Diego and Los Angeles.

California and the War

While the U.S. Navy defended the coast of California, General Stephen Watts Kearney led U.S. Army troops on land. Kearney's troops drove some of the Mexican troops back to Mexico. Californios in the Mexican army were left to fight the Americans alone.

As a U.S. Army officer, John Frémont led the Bears and other troops. In January 1847, Frémont arrived in Santa Barbara. A Californio woman named Bernarda Ruiz convinced Frémont to make peace with Californio leaders. Ruiz also spoke with General Andrés Pico, a Californio leader. He agreed to the Treaty of Cahuenga, which ended the fighting in California.

The war continued outside California, until the United States defeated Mexico. The Treaty of Guadalupe Hidalgo was signed by both sides in February 1848. Mexico was forced to give much of the territory of California, Texas, Arizona, and New Mexico to the United States. California was now part of the United States.



Before You Read

Find and underline each vocabulary word.

slavery *noun*, the practice of buying and selling people and forcing them to work without pay

armed forces *noun*, groups organized to protect a country

treaty *noun*, a written agreement between countries

territory *noun*, land that belongs to a country



After You Read

REVIEW Why did the United States go to war with Mexico? Highlight the sentences that explain what the United States wanted.

REVIEW Who took part in ending the fighting in California during the Mexican–American War? Underline the sentences that tell how fighting ended in California.

Summary: The Gold Rush

News of Gold

Around the time California became part of the United States in 1848, John A. Sutter hired carpenter John Marshall to build a sawmill on the American River. Marshall hired Indians to dig a ditch for water to power the mill. On January 24, 1848, they found some tiny, shiny rocks. Marshall took them to Sutter, who tested them. The rocks were gold.

The men tried to keep it a secret, but word got out. Sam Brennan, a San Francisco merchant, wanted to sell shovels. He announced the discovery of gold to people in the streets, and the gold rush began. Many of the first miners were Californios. Nearly half were Indians hired to work for Californios or Americans.

In December 1848, President Polk announced in a speech that there really was more gold in California than people had thought. Suddenly, thousands got “gold fever” and headed west. During 1849, 80,000 people joined the California Gold Rush. They were called forty-niners.

Three Routes

Forty-niners came from many places, especially the eastern United States. They arrived by three routes. The most popular and cheapest was by land. It took six months by wagon. People had to cross swift rivers and high mountains, facing harsh weather, hunger, and thirst. The second most popular route was by sea. People sailed around the tip of South America and up to California. Boat tickets were more expensive, but sailing was less difficult and dangerous.

A third route combined land and sea travel. People sailed to Central America and crossed the isthmus by riverboat and mule. After reaching the Pacific Ocean, travelers took ships to California. This journey took about three months.

Between 1848 and 1854, about 300,000 people came to California. About 75,000 were immigrants from Chile, China, Great Britain, and other countries. These immigrants brought great diversity, changing the culture of California.



Before You Read

Find and underline each vocabulary word.

gold rush *noun*, when many people rush to a place in search of gold

forty-niner *noun*, someone who went to California in 1849 to look for gold

isthmus *noun*, a narrow strip of land between two larger pieces of land



After You Read

REVIEW Why did the forty-niners head to California? Draw a box around the paragraph that explains why people headed west.

REVIEW What three routes brought miners from the East Coast to California? Highlight the sentences that tell how miners traveled to California.

Tallest Tower

Directions: Can you build the tallest, free-standing tower using only newspaper or magazines and sticky tape? You only have 30 minutes!

Write or draw your observation or any questions below.

My Idea (before starting)?	I tried (what strategy did you use)?
I noticed (what did you observe)?	I learned?

Paper Glasses

Directions: Using three sheets of paper and sticky tape, you must design the craziest pair of glasses that will stay on your face comfortably. Were you able to do it? You only have 30 minutes!

Write or draw your observation or any questions below.

I wonder (before starting)?	My Design (explain it):
What is your plan?	I learned:

Mission San Juan Capistrano

(7th Mission)

Mission San Juan Capistrano was technically founded twice. It was originally founded on October 30 in 1775. However, an attack on the mission in San Diego by a Native American tribe led the Fathers to postpone their plans. They were unsure how the local tribe, the Acágchemem, would react when they heard the news of another mission. It was decided that the mission bells would be buried and the site would be abandoned until they felt certain it was safe. The Fathers returned to San Juan Capistrano in late 1776 and founded the mission . . . again.

Father Junipero Serra, the founder president of all the missions, rang the previously buried mission bells to bless the area and establish it as a new mission on November 1, 1776. Two years later, due to a poor water supply, Mission San Juan Capistrano was moved to its present location.

A small adobe chapel was built and then replaced by the Serra Chapel in 1782. Interestingly, the Serra Chapel is the last remaining chapel in which Father Serra held mass. The altar in Serra's Chapel has 52 angel faces, one for every Sunday in the year. A big cathedral-like church named the Great Stone Church was constructed and finished in 1806. Unfortunately, an earthquake in 1812 and its aftershocks destroyed much of this building. The four bells that hung in the church survived the disaster and were later placed in the picturesque bell wall. Two of these bells have since been moved back to the ruins of the Great Stone Church.

Mission San Juan Capistrano is also known as the "Jewel of the Missions." It is considered to be one of the more scenic missions in California. San Juan Capistrano is famous for its swallows. These birds return to the mission from their wintering grounds every year on, or around, March 19th. The return of the swallows is celebrated by the city with an annual parade.

When the mission was at its most prosperous time, it grew wheat, barley, corn, pears, olives, grapes, and other fruits and vegetables. Large numbers of

livestock also helped sustain the mission population which reached over 1,300 in 1812. The Acágchemem women wove traditional baskets.

The mission did well enough to be able to trade with sea merchants for items the Fathers and converted tribes people could not produce themselves.

After Mission San Juan Capistrano was abandoned, it began to crumble even though the town around it continued to grow. The mission was returned to the Catholic Church in 1865. Today, there are several permanent museum exhibits at the mission as well as frequent community events. The original structures that still exist today include the Serra Chapel, the ruins of the Great Stone Church, and the Fathers' quarters of the South Wing.

Comprehension Questions

1. Why is San Juan Capistrano often called the "Jewel of the Missions?"
 - A. The swallows return to the mission every year.
 - B. In honor of the Great Stone Church.
 - C. It had a large mission population.
 - D. It is considered to be one of the most scenic missions.

2. What was an important factor in the mission's location choice?
 - A. Livestock
 - B. A water source.
 - C. The crops.
 - D. None of the above.

3. Explain why they say this mission was "founded twice." Cite specific evidence from the text to support your answer.