

Virginia Long Ago

Teacher-led listening and marking practice about early Virginia communities and changes.

K.4 "The student will apply history and social science skills to recognize Virginia's earliest communities by identifying examples of historic events, stories, and legends; identifying early communities, changemakers..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	Tribes	Farmer	Trader
b	Trader	Farmer	Leader
c	Farmer	Leader	Trader

2 MATCH WORDS _____

Event	•	•	Changes
Place	•	•	Helps
Leader	•	•	Happened

HOW TO RUN THIS PAGE

Read every choice aloud and give students time to point before they mark. Students show what they know by connecting early community roles, past events, changing places, and local leaders to spoken clues.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Listen to each question. I will read the three words in each row. Circle the word that answers the question.”

ROW	SAY	STUDENTS CIRCLE
a	Which word names an early Virginia community of Indigenous people: Tribes, Farmer, or Trader?	Tribes
b	Which worker grows food for people: Trader, Farmer, or Leader?	Farmer
c	Which worker swaps goods with other people: Farmer, Leader, or Trader?	Trader

PART 2 • MATCH WORDS

SAY “Draw one line for each word on the left. Find Event. Which word on the right matches Event: Changes, Helps, or Happened? Now find Place. Which word matches Place? Last, find Leader. Which word matches Leader?”

- **Event** matches **Happened**
- **Place** matches **Changes**
- **Leader** matches **Helps**

WHAT TO ACCEPT

Circle: Tribes, Farmer, Trader. Match Event to Happened, Place to Changes, and Leader to Helps.