

Name _____



UNDERSTANDING TEXT

Parent Signature _____

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Directions: Read the passages and answer the questions that follow.

Excerpt from *Crisis in Crittertown* by Justine Fontes.

The morning of The Change was no different. As soon as we realized we could understand humans, Grayson squeaked, "We must explore! Let's go upstairs and find out what they do at the post office."

Up until then we didn't know zip about zip codes. All we knew about the postal service was when the workers came and went, and what they left in the trash cans.

"No one's going anywhere!" our leader squeaked firmly. Brownback was a cautious mouse. Like his son, he was mostly gray, but with a stripe of brown down his back. His muzzle fur was white with age. We all respected him greatly—except Grayson.

Don't forget to go back into the story to help you find your answers.

"Ah, Pops! There's so much to learn. It could benefit the colony. I'll be careful," Grayson promised. "I won't make a sound or let anyone see me. I'll...even take Cheddar along."

To my surprise, this last phrase changed Brownback's expression. Grayson saw that, too, because he squeaked on. "He'll keep me in line. You know Cheddar. He's always holding me back from fun...I mean danger."

Brownback nodded. "Cheddar is cautious, and caution keeps a mouse alive."

I felt flattered. "Cautious" sounds so much better than "coward."

Grayson seized on this. "We won't stay long. We'll come home with lots of news for you."

Brownback always said, "Facts help a leader make good decisions." He liked news almost as much as I like cheese. Brownback nodded. "You and Cheddar may go upstairs."

Grayson jumped so high, even his tail left the ground.

Brownback sighed. "Calm down, boy." Then he told me, "Don't let him do anything foolish."

I nodded, suddenly realizing what had happened. What happened?! When had I agreed to go upstairs?

This was even scarier than the time Grayson talked me into helping him use a pencil to trip a trap. I shuddered at that memory. How did I let him get me into these things?

1. Using what you have read, what do you infer "The Change" is?
 - (A) A change in temperature
 - (B) A change in the mice's ability to understand humans
 - (C) A change in the mice's home
 - (D) A change in the mice's leadership

2. Why does Brownback let Grayson go when he says he will take Cheddar along?
 - (A) Cheddar has a good sense of direction so they will not get lost.
 - (B) Cheddar understands the human's language.
 - (C) Cheddar is cautious and will keep them out of trouble.
 - (D) Cheddar is his best friend.

3. How is Cheddar feeling about going to explore the post office? Use a detail from the text to support your thinking.

Cheddar's Feeling	
Supporting Detail	

4. Why are Cheddar and Grayson exploring the post office?

5. What do you think will happen next in the story?
- (A) Cheddar and Grayson will leave to explore the post office.
 - (B) The mice will find a new place to live.
 - (C) Brownback will go out instead to explore the post office.
 - (D) A cat will chase after the mice in the colony.

Excerpt from *Panda Panic: Running Wild* by Jamie Rixx.

Ping had decided to give surfing another try. He was well aware that his last effort had ended rather soggly, with water being squeezed out of his tail and shaken out of his ears at the veterinarian's office, but that was a long time ago. He was two weeks older now and much, much wiser. Besides, he'd done a lot of thinking about what went wrong on that occasion and had decided that it was all the fault of his surfboard—not its rider. He needed a *single* piece of wood instead of a tray made from bamboo poles lashed together—a big, flexible board that could withstand the pressures that a champion surfer would demand from it. As luck would have it, five minutes later, as he wandered past the tall ranger's office, he stumbled upon the perfect piece of wood lying across his path. Someone had even customized it for him by painting it bright green. He went to knock on the back door of the office to ask if he might take it, but to his surprise there *was* no door, just a hole in the wall where a door had once been. He waited outside the office for a couple of minutes, but nobody came, so he helped himself and, clamping his new surfboard underneath his arm, he set off for the River Trickle.

6. What do you infer the “perfect piece of wood” actually is that Ping found?
- Ⓐ A surfboard
 - Ⓑ The door from the ranger’s office
 - Ⓒ A sofa cushion
 - Ⓓ A rug
7. Why does Ping think his surfing did not go well last time?
- Ⓐ The waves were not big enough.
 - Ⓑ It rained on him.
 - Ⓒ He didn’t have a good surfboard.
 - Ⓓ He hadn’t surfed very much before.
8. What is the main idea of this section?
-
-
9. What detail from the text tells why Ping thinks a single piece of wood will make a better surfboard?
-
-
10. Write a question you are wondering about after reading this excerpt from *Panda Panic: Running Wild*.
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-

(Answers on pages 71–72)

FABLES, FOLKTALES, AND MYTHS

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Directions: Read the passage and answer the questions below.

The Crow and the Pitcher by Aesop.

It was a sweltering, hot summer day. A crow, parched with thirst, came upon a pitcher of water. But the pitcher was only half full. The crow leaned and stretched and thrust out his beak as far as he could. No matter how hard he tried, he could not reach the water.

All of a sudden, the crow had an idea. He picked up a pebble in his beak and dropped it into the water. The water level in the pitcher rose just a tiny bit. So he dropped in another pebble, then another, then one more. The crow continued doing this for a long time. Finally, the water in the pitcher had risen high enough. The crow poked in his beak and drank to his heart's content!

Make sure to think about what the characters are learning in the story to determine the moral or lesson.

1. Using the details from *The Crow and the Pitcher*, complete the sequence of events below:
 - (1) The crow is thirsty so he tries to drink from the pitcher but the water is too low.
 - (2) _____
 - (3) The water starts to rise in the pitcher.
 - (4) _____

2. What was the problem in this fable?

- Ⓐ The crow was really hot.
- Ⓑ The sun was shining on the crow.
- Ⓒ The water in the pitcher was too low.
- Ⓓ The crow was thirsty and there was no water.

3. What is the lesson in the fable *The Crow and the Pitcher*?

4. Which detail helps to convey the lesson in this passage?

- Ⓐ "The crow continued doing this for a long time."
- Ⓑ "All of a sudden, the crow had an idea."
- Ⓒ "No matter how hard he tried, he could not reach the water."
- Ⓓ "The crow poked in his beak."

5. What would be another good title for this fable?

- Ⓐ Pebble by Pebble
- Ⓑ A Really Hot Day
- Ⓒ How Animals Get Water
- Ⓓ Water

(Answers on page 72)

ARITHMETIC PATTERNS

OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

1. Holly was looking at her addition table during Math class and noticed that when she looked diagonally the digits were the same in that line. She looked at the equations that made a sum of 9: $0 + 9$, $1 + 8$, $2 + 7$, $3 + 6$, $4 + 5$, $5 + 4$, $6 + 3$, $7 + 2$, $8 + 1$, and $9 + 0$. What pattern exists in these equations? How do we know we have written all the equations that have a sum of 9? Show your thinking.

2. If you multiply any integer by 2, the product will always be an even number. Explain using numbers and words if this statement is true or false.

An integer is any whole number that is not a fraction.

3. Kirk is solving the equation 7×4 . He says he can solve this by solving 7×2 and then doubling the product. Is this true? How do you know? Show your thinking.

4. Complete the input/output table using the given rule.

Input	Output
25	
14	
9	

Rule: $- 6$

Input	Output
16	
10	
8	

Rule: Divide by 2

Input	Output
6	
4	
3	

Rule: $\times 3$

5. Find the rule for this input/output table. Explain how you know.

Input	Output
24	6
12	3
8	2

Rule: _____

6. Complete the input/output table and find the rule.

Input	Output
4	12
	3
9	
3	9

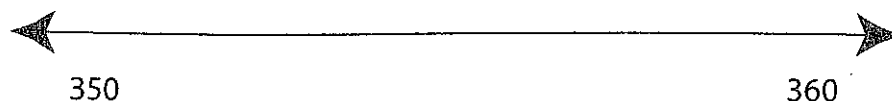
Rule: _____

7. If you know $7 \times 10 = 70$, how can you use that to help you solve the equation 7×9 ? Explain your thinking with numbers and words.

8. If you know that $2 \times 8 = 16$, how can you use doubling to help you solve 8×8 ? Explain your thinking with numbers and words.

(Answers on pages 171–172)

6. Place an \times on the number line below where the number 352 would be located.



7. The post office needs to hire a new mail carrier to help deliver mail for the shift that delivers the most mail. They want the new mail carrier to work either the Thursday and Friday shift or the Monday and Tuesday shift. On Monday there were 346 pieces of mail delivered. On Tuesday there were 621 pieces of mail delivered. On Thursday there were 212 pieces of mail delivered. On Friday there were 627 pieces of mail delivered. Rounding to the nearest 100, which shift should the new mail carrier work? Explain your thinking.

8. While playing a board game, Sam rolled three dice that made 643 as the largest number. Erin rolled three dice and her number was 629. Erin thinks that Sam's and her number when rounded to the nearest 100 are the same. Do you agree or disagree with her thinking? Justify your reasoning.

(Answers on pages 172–173)

FLUENTLY ADD AND SUBTRACT

NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

1. Using place value, complete the following number sentence.

$$462 + 334$$

The solution is: _____

When you are fluently adding and subtracting numbers, consider each number's place and its value, using relationships you know to compose and decompose numbers.

2. Using words, justify how you used place value to solve the problem above.

3. How can you use addition to solve this problem, $690 - 568$? Explain your reasoning below.

4. What equation represents the following story problem. There are 48 people in line to ride Speedster the roller coaster, and 128 people in line for bumper cars. How many more people are in line for bumper cars than Speedster?

- (A) $48 + 128$
(B) $128 - 48$
(C) $48 - 128$
(D) None of the above

5. What is the solution to $782 + 216$.

The solution is: _____

6. Justify, in words, how you used number relationships to solve the problem in question 5.

7. Rationalize how you can use number relationships to solve $700 - 698$.

8. Which of the following number sentences is true?

- (A) $206 + 508 = 114 + 600$
- (B) $206 + 508 = 714 + 2$
- (C) $200 + 514 = 700 + 4$
- (D) $506 + 212 = 14 + 700$

9. Which equation shows the associative property of addition?

- (A) $10 + 8 + 2 = 11 + 7 + 2$
- (B) $(8 + 2) + 3 = 8 + (2 + 3)$
- (C) $12 + 7 = 7 + 12$
- (D) None of the above

(Answers on pages 173–174)

Soil

DIRECTIONS: Use the table below to help answer the questions.

Type of Soil	Characteristics
Sand	Largest particle in soil; feels rough; drains quickly
Silt	Forms from the weathering of rocks; particles are between the sizes of sand and clay; feels smooth and powdery when dry; feels smooth but not sticky when wet
Clay	Smallest particle in soil; feels smooth and very hard when dry; feels sticky when wet; does not let air or water move through
Humus	Made up of decayed organic matter; has large amounts of plant nutrients; holds water well



Organic matter is material that is made up of decayed plant and animal life, such as decayed leaves.

1. Decayed organic matter that holds large amounts of plant nutrients and moisture is called _____.

- (A) clay
- (B) humus
- (C) sand
- (D) silt

2. Which type of soil becomes extremely hard when dry?

- (F) sand
- (G) clay
- (H) silt
- (J) humus

3. Which type of soil contains the largest particles?

- (A) silt
- (B) sand
- (C) clay
- (D) humus

4. Which type of soil feels smooth and powdery to the touch?

- (F) clay
- (G) sand
- (H) humus
- (J) silt

5. Which type of soil contains the smallest particles?

- (A) sand
- (B) humus
- (C) silt
- (D) clay

6. Which type of soil drains quickly?

- (F) sand
- (G) silt
- (H) clay
- (J) humus



Rocks and Minerals

DIRECTIONS: Choose the best answer.

1. Which of the following statements is true?

- (A) All rocks are minerals, but not all minerals are rocks.
- (B) All minerals are rocks, but not all rocks are minerals.
- (C) There is no relationship between rocks and minerals.
- (D) Rocks and minerals are two different words for the same thing.

2. Obsidian, a mineral that is also known as volcanic glass, is _____.

- (F) soft and shiny
- (G) hard and shiny
- (H) hard and rough
- (J) soft and rough

3. Which of the following rocks is light, has a rough texture, and has many hollow spaces?

- (A) granite
- (B) shale
- (C) graphite
- (D) pumice

4. Which of the following rocks is the texture of sandpaper?

- (F) granite
- (G) shale
- (H) sandstone
- (J) marble

5. A rock leaves a white streak when it is scraped across a surface. It probably contains which mineral that is used to make powder?

- (A) gold
- (B) iron
- (C) talc
- (D) graphite

6. Which type of rock splits apart in layers, is usually gray or black, and is often used to make blackboards?

- (F) slate
- (G) marble
- (H) sandstone
- (J) granite

7. Which of the following minerals is the hardest?

- (A) talc
- (B) gold
- (C) iron
- (D) diamond

8. When a mineral breaks with rough edges, it is said to have the property of _____.

- (F) luster
- (G) streak
- (H) fracture
- (J) cleavage

9. Which of the following would *not* help you identify a mineral?

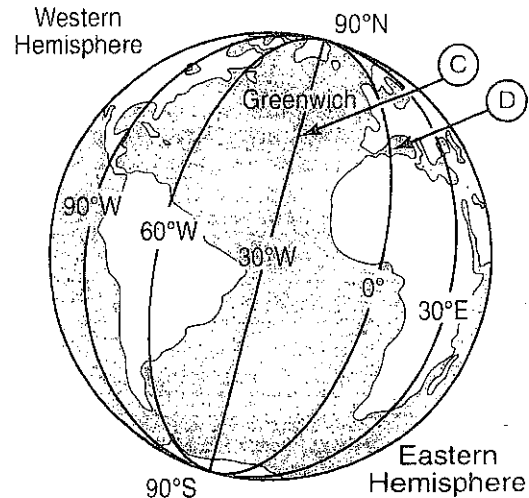
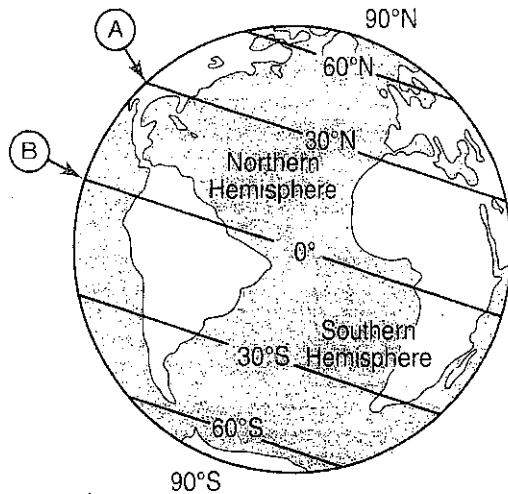
- (A) tendency to float
- (B) hardness
- (C) streak
- (D) cleavage



SS3G1

Lines of Latitude and Longitude

DIRECTIONS: Use the maps below to answer the questions.



Lines of latitude on a map run from east to west. Lines of longitude run from north to south.

1. Which letter on the map represents the Prime Meridian?

(A) A
(B) B
(C) C
(D) D

2. Which letter on the map represents a line of longitude other than the Prime Meridian?

(F) A
(G) B
(H) C
(J) D

3. Which letter on the map represents the Equator?

(A) A
(B) B
(C) C
(D) D

4. Which letter on the map represents a line of latitude other than the Equator?

(F) A
(G) B
(H) C
(J) D

Name _____

Date _____

Social Studies

SS3E1

Economics

Productive Resources

Natural resources: resources, such as land or minerals, that exist in nature

Human resources: the human effort, or labor, involved in producing goods or services

Capital resources: resources, such as buildings, tools, or equipment, that are made by people and used to make other goods and services

Entrepreneur: a person who comes up with an idea for a product or service and sees it through to production

DIRECTIONS: Choose the best answer.

1. A computer is an example of which type of resource?

- (A) natural
- (B) human
- (C) capital
- (D) entrepreneurial

2. A doctor is an example of which type of resource?

- (F) natural
- (G) human
- (H) capital
- (J) entrepreneurial

3. Water is an example of which type of resource?

- (A) natural
- (B) human
- (C) capital
- (D) entrepreneurial

4. Your teacher has invented and produced a new type of backpack. The productive resource described here is _____.

- (F) natural
- (G) human
- (H) capital
- (J) entrepreneurial

DIRECTIONS: Each of the following resources is used in the process of making a pencil. Write **N** if it is a natural resource, **H** if it is a human resource, or **C** if it is a capital resource.

- _____ 5. saw
- _____ 6. cedar trees
- _____ 7. factory
- _____ 8. machinist
- _____ 9. lumberjack
- _____ 10. graphite

