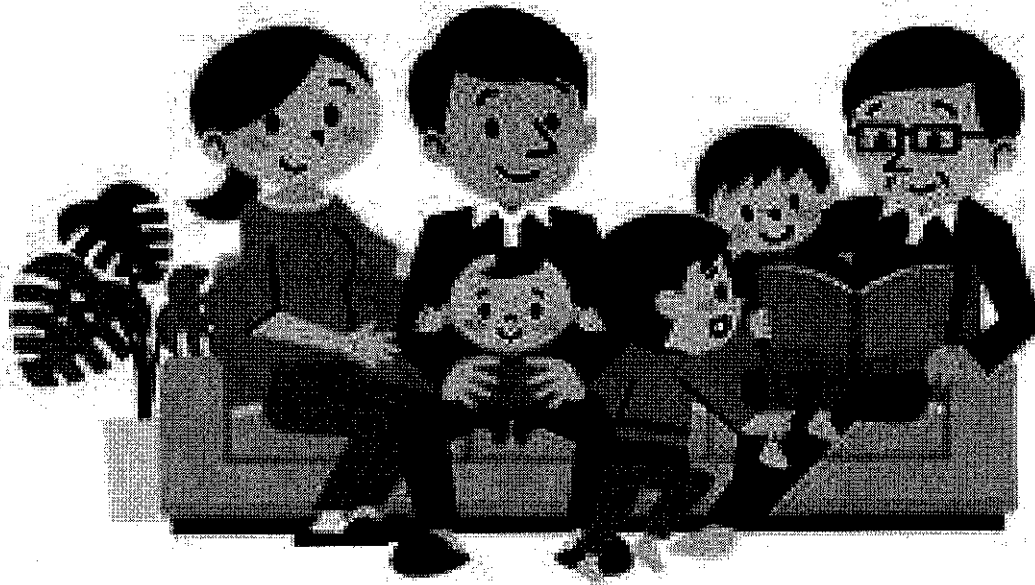


Webster County School District

# 3<sup>rd</sup> Grade ELA



## At Home Learning Packet

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- Glossary of Academic Terms
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## **Glossary of Academic Terms**

**accurate** – exact; correct

**acquire**– to learn or gain control of something

**analyze** – to examine in detail the structure or elements of a text

**annotate** – add notes to text to clarify understanding

**antonym** – a word opposite in meaning to another

**appropriate**– relevant

**argument** – a set of reasons to persuade that something is a correct or right choice

**attributes** - characteristics

**author's point of view** – the perspective or feeling of the author about characters, ideas, details

**author's purpose** – the author's reason for writing/creating text or features in text

**background knowledge** – information the reader has outside of the text

**casts** – creates, brings to the reader's attention

**challenges** – problems within the text

**central idea** – the message the author is trying to convey throughout the text; the author's main point; the author's claim

**characterization** – the construction of literary characters; the description of characters

**cite** – to quote text

**claim** – a statement of truth which can be backed up by reasons and evidence

**clarify** – to make clear

**climax** – the highest point of action/tension in a literary/fiction text

**coherent** – makes sense from start to finish; logical

**compare** – state similarities between things/ideas

**concluding statement/ section** – conclusion, final section

**conflict**- a struggle between two ideas/forces/characters in literature

**context clues** – hints the author gives to help with a difficult word or phrase

**contrast** – state differences between things/ideas

**contributes** - adds to, makes stronger

**definition**- meaning of a word/term

**describe**- to give details about an event, character, or idea

**description**– words used to give details about a part of a story/text

**details** – a particular item of information about a character, event, or idea in a text

**determine** – to discover

**development of ideas** – how the claim, central idea, or prompt answer in a piece of writing is created through evidence and support

**dialogue** – conversation between characters in a text

**drama** – literary text written in the form of a play for the theater

**drama elements** – all of the important parts of a play, such as the actors, script, stage directions, etc.

**draw conclusion** – come to a decision or inference

**evaluate** – judge or analyze

**explain** – describe in detail, giving important facts and ideas

**explanatory** – type of writing that describes, gives details, and provides information

**explicit** – word for word, clear

**fact** – a statement that can be proven true, a piece of evidence

**falling action** – the point in a story between the climax and the resolution

**figurative language** – the use of words or phrases outside of their literal, everyday meanings

**figures of speech** – a word or phrase used in a non-literal way

**first person** – a story or account told from the perspective of the speaker  
(using personal pronouns such as I, me, my, we, our)

**genre** – type of writing, category of art

**graphics** – features in informational text which provide additional  
information

**imagery** – the use of descriptive language to paint a picture for the reader

**infer** – to draw a conclusion based upon what is read and what is already  
known

**inference** – a conclusion reached by using what is read (evidence) and what  
is known (reasons)

**influence** – an effect on the creation of something

**irrelevant information** – information that is not important to the text

**item** – a MAAP question

**key idea**– the most important idea within a paragraph

**literal language**– word for word, when words mean exactly what they say;  
explicit

**literary devices** – a technique the author/writer uses to

**literary text** – a fictional book, story, or poem

**logically** – in a way that shows sound reasoning and makes sense

**main idea** – a statement which tells what the passage is mostly about.

**metaphor** – a comparison of unlike things which is not directly stated, it is  
implied

**meter** – the beat of poetry

**narration** – the story (in literature)

**narrator** – the character or voice who tells the events/story in a literary  
text.

**nonliteral** – figurative; inferred

**opinion** – how a writer feels about a certain topic, situation, or statement

**structure** – how writing/text is put together

**paraphrase** – to take a quote and rephrase it in one's own words

**persuasive techniques**– techniques a writer uses to explain his/her opinion (evidence, questions, examples).

**personification** – when an author gives human characteristics to a nonhuman thing

**plot** – the series of events in the text, the action in the text

**plot structure** – how the plot is organized

**poem** – a piece of writing, written in specific form or verses, which uses figurative language to achieve its purpose

**point of view** – how the author, a character, or the reader sees something or feels about something within the text

**prose** – stories, articles, opinions written in paragraph form

**quote** – a specific line or group of lines from text

**question** – confusion left in the readers' minds after reading the text.

**reasons** – they writer's justification of his opinion/claim.

**recount** – to relay the important ideas and facts in a text

**relationships** – connections between elements, ideas, or characters within a text.

**relevant evidence** – evidence that is directly connected to the argument, claim, or idea.

**retell** – to put the main points of the story in different words or tell the story from the perspective of a different character.

**resolution** – how the story ends, specifically how the conflict is solved.

**rhymes** – repeated sounds within poetry, usually at the end of a line.

**rising action** – all action leading up to the climax which builds suspense or tension in a story

**setting** – the location where the story or part of the story takes place

**signal words** – words which signal a change from one idea to another

**similes** – comparisons of unlike things by using the words like, as, or than

**spatial order** – a way to organize by describing the way items are arranged in the setting.

**speaker** – the narrator of a poem

**stage directions** – instructions from the author to the reader to help understand a play.

**stanza** – a group of lines in poetry which are set apart (like a paragraph in prose).

**story elements** – parts of a story, specifically devices or techniques used to tell the story (plot, setting, characters, structure, etc.)

**structure** – how a text is set up, ordered, and organized

**summary** – a brief statement, set of statements which go over the main points of a story, including the theme and/or central idea.

**support** – evidence which helps hold up the claim

**synonym** – a word with the exact meaning as another word.

**text** – a book, story, article, or other printed work

**textual evidence** – facts and details found in a text which support a claim or statement

**text feature** – pictures, captions, and graphs added in text to give additional information to help with understanding.

**theme** – the lesson or moral within the story, either major or minor

**tone** – the attitude of the writer

**topic** - a subject in a text

**turning point** – the turning point leads the rising action into the falling action; a change in the action of a story

**unfold** – reveal or make clear

**vivid language** – words used to help the reader picture what is happening

**word choice** – the specific selection of words by an author to achieve an effect

# TEXT ANNOTATIONS

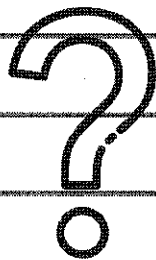
USE TEXT ANNOTATIONS TO HELP YOU READ ACTIVELY AND REMEMBER KEY IDEAS. READERS MAKE NOTES OR HIGHLIGHT IMPORTANT DETAILS WHILE THEY ARE READING.

## SYMBOLS

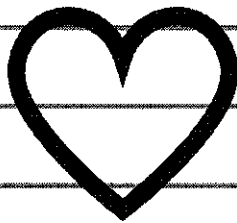
## USE IT FOR...



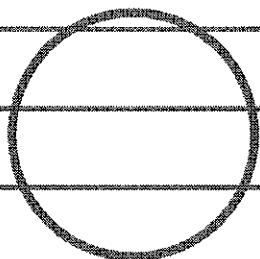
Important information or something that says "wow!"



Information that is confusing or that makes you have another question



Parts of the passage you like



Circle any unknown words



## Excerpt from *Because of Winn-Dixie* by Kate DiCamillo

- (1) I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.
- (2) It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.
- (3) This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.
- (4) Miss Franny sat there trembling and shaking.
- (5) "Come on," I said. "Let me help you up. It's okay." I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn't weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago, and she never had quite gotten over it.
- (6) "When did it happen?" I asked her.
- (7) "Well," said Miss Franny, "it is a very long story."
- (8) "That's okay," I told her. "I am like my mama in that I like to be told stories. But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me."

- (9) "Well, I don't know," said Miss Franny. "Dogs are not allowed in the Herman W. Block Memorial Library."
- (10) "He'll be good," I told her. "He's a dog who goes to church." And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a "huummmppff" and a sigh, right at Miss Franny's feet.
- (11) She looked down at him and said, "He most certainly is a large dog."
- (12) "Yes ma'am," I told her. "He has a large heart, too."
- (13) "Well," Miss Franny said. She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet. "Let me get a chair and sit down so I can tell this story properly."
- (14) "Back when Florida was wild, when it consisted of nothing but palmetto trees and mosquitoes so big they could fly away with you," Miss Franny Block started in, "and I was just a little girl no bigger than you, my father, Herman W. Block, told me that I could have anything I wanted for my birthday. Anything at all."
- (15) Miss Franny looked around the library. She leaned in close to me. "I don't want to appear prideful," she said, "but my daddy was a very rich man. A very rich man." She nodded and then leaned back and said, "And I was a little girl who loved to read. So I told him, I said, 'Daddy, I would most certainly love to have a library for my birthday, a small little library would be wonderful.'"
- (16) "You asked for a whole library?"
- (17) "A small one," Miss Franny nodded. "I wanted a little house full of nothing but books and I wanted to share them, too. And I got my wish. My father built me this house, the very one we are sitting in now. And at a very young age, I became a librarian. Yes ma'am."

- (18) "What about the bear?" I said.
- (19) "Did I mention that Florida was wild in those days?" Miss Franny Block said.
- (20) "Uh-huh, you did."
- (21) "It was wild. There were wild men and wild women and wild animals."
- (22) "Like bears!"
- (23) "Yes ma'am. That's right. Now, I have to tell you. I was a little-miss-know-it-all. I was a miss-smarty-pants with my library full of books. Oh, yes ma'am, I thought I knew the answers to everything. Well, one hot Thursday, I was sitting in my library with all the doors and windows open and my nose stuck in a book, when a shadow crossed the desk. And without looking up, yes ma'am, without even looking up, I said, 'Is there a book I can help you find?'
- (24) "Well, there was no answer. And I thought it might have been a wild man or a wild woman, scared of all these books and afraid to speak up. But then I became aware of a very peculiar smell, a very strong smell. I raised my eyes slowly. And standing right in front of me was a bear. Yes ma'am. A very large bear."
- (25) "How big?" I asked.
- (26) "Oh, well," said Miss Franny, "perhaps three times the size of your dog."
- (27) "Then what happened?" I asked her.
- (28) "Well," said Miss Franny, "I looked at him and he looked at me. He put his big nose up in the air and sniffed and sniffed as if he was trying to decide if a little-miss-know-it-all librarian was what he was in the mood to eat. And I sat there. And then I thought, 'Well, if this bear intends to eat me, I am not going

to let it happen without a fight. No ma'am.' So very slowly and carefully, I raised up the book I was reading."

(29) "What book was that?" I asked.

(30) "Why, it was War and Peace, a very large book. I raised it up slowly and then I aimed it carefully and I threw it right at that bear and screamed, 'Be gone!' And do you know what?"

(31) "No ma'am," I said.

(32) "He went. But this is what I will never forget. He took the book with him."

(33) "Nu-uh," I said.

(34) "Yes ma'am," said Miss Franny. "He snatched it up and ran."

(35) "Did he come back?" I asked.

(36) "No, I never saw him again. Well, the men in town used to tease me about it. They used to say, 'Miss Franny, we saw that bear of yours out in the woods today. He was reading that book and he said it sure was good and would it be all right if he kept it for just another week.' Yes ma'am. They did tease me about it." She said. "I imagine I'm the only one left from those days. I imagine I'm the only one that even recalls that bear. All my friends, everyone I knew when I was young, they are all dead and gone."

(37) She sighed again. She looked sad and old and wrinkled. It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me. I sighed, too.

(38) Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.

(39) "Well now, look at that," she said. "That dog is smiling at me."

(40) "It's a talent of his," I told her.

- (41) "It's a fine talent," Miss Franny said. "A very fine talent." And she smiled back at Winn-Dixie.
- (42) "We could be friends," I said to Miss Franny. "I mean you and me and Winn-Dixie, we could all be friends."
- (43) Miss Franny smiled even bigger. "Why, that would be grand," she said, "just grand."
- (44) And right at that minute, right when the three of us had decided to be friends, who should come marching into the Herman W. Block Memorial Library but old pinch-faced Amanda Wilkinson. She walked right up to Miss Franny's desk and said, "I finished Johnny Tremain and I enjoyed it very much. I would like something even more difficult to read now, because I am an advanced reader."
- (45) "Yes dear, I know," said Miss Franny. She got up out of her chair.
- (46) Amanda pretended like I wasn't there. She stared right past me. "Are dogs allowed in the library?" she asked Miss Franny as they walked away.
- (47) "Certain ones," said Miss Franny, "a select few." And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.

Published courtesy of Candlewick Press

## Questions for Students

1. The following question has two parts. Answer Part A and then answer Part B.

**Part A:** In paragraphs 14–36, Miss Franny tells about when she was a young girl. How do these paragraphs help the reader understand the rest of the passage?

- A. They show why Miss Franny’s father was a wealthy person.
- B. They show why Miss Franny allowed Winn-Dixie to go into the library.
- C. They show why Miss Franny is afraid of Winn-Dixie at first.
- D. They show why Miss Franny likes the narrator more than she likes Amanda.

**Part B:** Which sentence provides the best evidence for the answer to Part A?

- A. “But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn’t think he was a dog.”
- B. “She nodded and then leaned back and said, ‘And I was a little girl who loved to read.’”
- C. “My father built me this house, the very one we are sitting in now.”
- D. “‘Are dogs allowed in the library?’ she asked Miss Franny as they walked away.”

2. The following question has two parts. Answer Part A and then answer Part B.

**Part A:** In paragraph 36, what is the meaning of the word *recalls*?

- A. remembers
- B. believes in
- C. misses
- D. is afraid of

**Part B:** Which sentence from the text best helps the reader determine the meaning of *recalls*?

- A. “...and I threw it right at that bear and screamed, ‘Be gone!’”
- B. “No, I never saw him again.”
- C. “Well, the men in town used to tease me about it.”
- D. “I imagine I’m the only one left from those days.”

3. The following question has two parts. Answer Part A and then answer Part B.

**Part A: Which statement best describes the narrator's feelings after Miss Franny ends the story about the bear?**

- A. The narrator decides that she loves dogs.
- B. The narrator remembers how lonely she is.
- C. The narrator is glad that she can trust adults.
- D. The narrator thinks about how much she dislikes rules.

**Part B: Which sentence from the story best shows this feeling?**

- A. "But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me."
- B. "And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a *'huummmppff'* and a sigh, right at Miss Franny's feet."
- C. "'Then what happened?' I asked her."
- D. "It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me."

4. What are two details from the passage that show that Miss Franny is becoming friends with Winn-Dixie?

- A. "he was okay, as long as he could see me."
- B. "She thought he was a bear."
- C. "he came in and lay down with a *'huummmppff.'*"
- D. "'He'll be good,'" I told her."
- E. "That dog is smiling at me."
- F. "'Certain ones,' said Miss Franny."

5. Which sentence best demonstrates the central lesson of this passage?

- A. "I am like my mama in that I like to be told stories."
- B. "He's a dog who goes to church."

- C. "Let me get a chair and sit down so I can tell this story properly."
- D. "Oh, yes ma'am, I thought I knew the answers to everything."
- E. "I mean you and me and Winn-Dixie, we could all be friends."

6. In the passage, use your pencil to draw a ring around two sentences that show that Miss Franny is brave in the face of danger.

7. Miss Franny and the narrator have several traits that are alike, and these traits lead them to become friends. The ways in which they are alike are listed in Column 1 in the chart below. For each sentence in Column 1, find one sentence from the passage that demonstrates that trait for each of the characters. Write the sentence in the correct box under the column under each character. The first row has been done for you.

Column 1: Ways the characters are alike	Detail for Miss Franny	Detail for the Narrator
Both have the same interest in reading.	And I was a little girl who loved to read.	I spent a lot of time that summer at the Herman W. Block Memorial Library.
Both like Winn-Dixie.		
Both are lonely.		



## Grade 3 Mini-Assessment – “Cactus Jam”

Today you will read a passage about the Tohono O’odham Indians making jam from cactus fruit. You will then answer several questions based on the passage. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B.

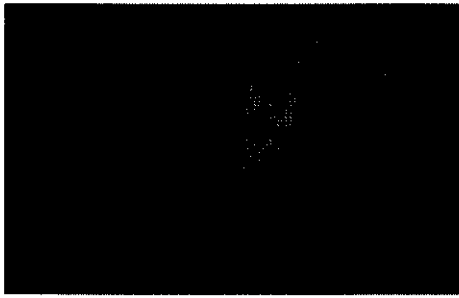
Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss the ways you may have additional time.

Now read the passage and answer the questions. I encourage you to write notes in the margin as you read.

### Cactus Jam

by Ruth J. Luhrs

- 1 Once a year, the Tohono O’odham Indians make jam from cactus fruit. The Tohono O’odham live in the Arizona desert, where the giant saguaro cactus grows.
- 2 In July, when the fruit is ripe, it splits open to show its bright red insides. Everyone gets ready to help make the jam.
- 3 Young women use long poles to knock the fruit down. A saguaro can be up to sixty feet tall, and its fruit grows at the top of the cactus and at the ends of its big arms.
- 4 Children try to catch the fruit in baskets as it falls. Plop, plop! The juicy red fruit is the same size and shape as a hen’s egg. It is full of tiny black seeds.
- 5 While the young women and children gather the fruit, the men make a camp. They build a shelter to protect everyone from the hot sun. Then they gather wood and light the fires.
- 6 The children bring their baskets of fruit to the shelter. There, the older women scrape the fruit out of its peel and put it into big cooking pots. They cook it over the fire for a long time. Then they pour the juice through a wire strainer to take out the seeds.



***Young women knock the fruit off the cactus.***



***The saguaro fruit is the size of a hen egg.***

- 7 Now, the juice must be cooked some more. When it is thick and sweet, the women pour it into clay jars to cool.
- 8 Finally the jam is ready, and it's time to feast. The people dance and sing. Children spread the cactus jam on bread and eat all they can hold.

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February 2000, Vol. 10, No. 6, text copyright, © 2000 by Ruth J. Luhrs

## QUESTIONS

1. What is the difference between what young women do to make jam and what older women do to make jam?

- A. Young women help gather the cactus fruit; older women cook the fruit.
- B. Young women climb the cactus for the fruit; older women catch it below.
- C. Young women help gather wood for the fires; older women build the fires.
- D. Young women cook the fruit; older women spread it on bread to eat.

2. The passage shows that the process of making jam requires different tools. Each tool has a special purpose in the process. Next to the name of each tool below, in the column labeled "Purpose," write the correct purpose from the "List of Possible Purposes." Each tool should have only one purpose, and not all possible purposes will be used.

Tool	Purpose
Pole	
Basket	
Scraper	
Cooking pot	
Wire strainer	
Clay pot	

List of Possible Purposes
Takes the peel off
Protects from the sun
Stores the jam
Takes out seeds
Catches the fruit
Knocks the fruit down
Holds the fruit as it heats over the fire
Stirs the fruit

**3. This question has two parts. First answer Part A and then answer Part B.**

**Part A: Why do the young women use poles that are long?**

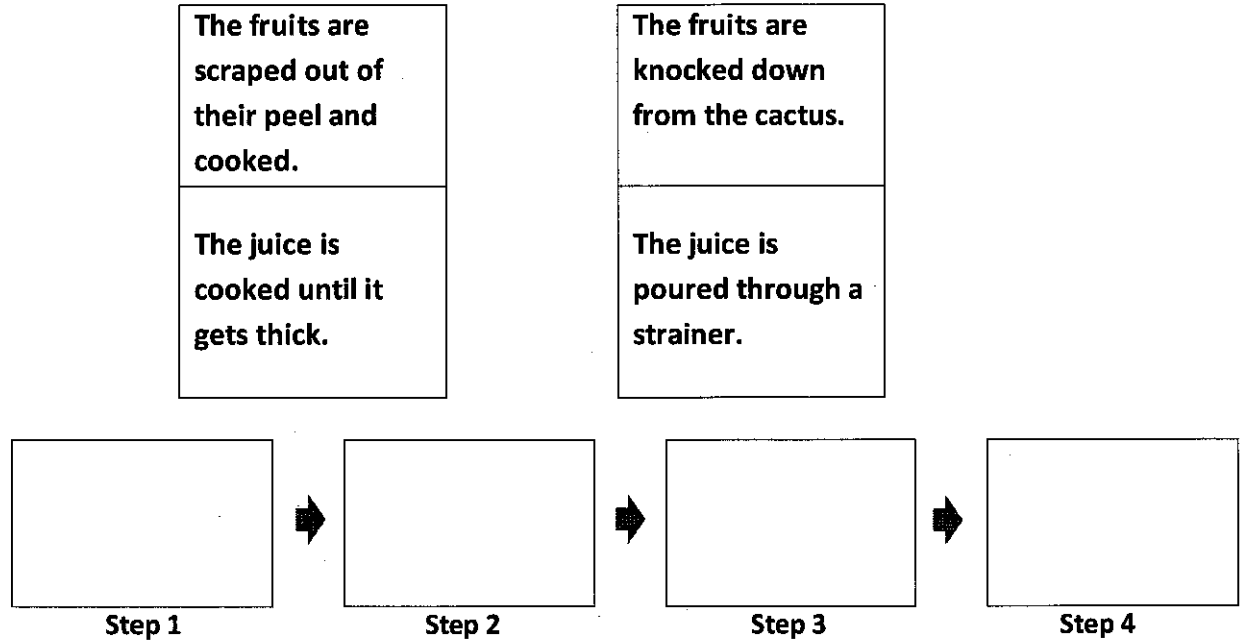
- A. to avoid getting too near the tall cactus plants
- B. to be able to reach the fruit high in the air
- C. to keep the children safe as they receive the fruit
- D. to stay out of the way of the fruit when it drops down

**Part B: Which sentence from the passage tells the best reason for the correct answer in Part A?**

- A. "The Tohono O'odham live in the Arizona desert, where the giant saguaro cactus grows."
- B. "Everyone gets ready to help make the jam."
- C. "A saguaro can be up to sixty feet tall, and its fruit grows at the top of the cactus and at the ends of its big arms."
- D. "Children try to catch the fruit in baskets as it falls."

4. The following question has two parts. Answer Part A and then answer Part B.

Part A: What are the steps for making jam? Write each step in the correct box to show the order of the steps for making jam.



Part B: What has to happen before Step 1 can start?

- A. The children have to take their baskets of fruit to the shelter.
- B. The fruit has to ripen and split open.
- C. The women have to take the seeds out of the fruit.
- D. The men have to build the fires for cooking.

5. What does the photograph of a saguaro fruit help the reader understand about making jam?

- A. The photograph shows that jam made from these fruits will be naturally sweet in flavor.
- B. The photograph shows that the size of the fruits makes gathering them fun to do.
- C. The photograph shows that gathering fruits is difficult because the fruits are stuck tightly to the plant.
- D. The photograph shows that the fruits must be peeled because they have cactus spines on them.

**6. The following question has two parts. Answer Part A and then answer Part B.**

**Part A: What is one of the main ideas in the passage?**

- A. Groups of Tohono O'odham make jam by doing different jobs and working together.
- B. The Tohono O'odham make food from different plants they find in the desert.
- C. Groups of Tohono O'odham enjoy working outside in the summer.
- D. The Tohono O'odham enjoy having a special sweet treat at the end of a busy day.

**Part B: Which three details from the passage best support the main idea in Part A?**

- A. The Tohono O'odham live in the Arizona desert.
- B. The saguaro fruit grows at the top of the cactus and at the ends of its arms.
- C. The young women and children gather the fruit from the cactus plants.
- D. The men make a shelter and build fires for cooking.
- E. The older women scrape the fruit out of its peel, cook it, and strain it.
- F. The more it cooks, the thicker and sweeter the jam gets.
- G. When the jam is ready, children spread it on bread and eat all they can.







## Grade 3 Mini-Assessment – First U.S. Astronauts Pair

Today you will read two articles about the first astronauts in the United States. You will then answer several questions based on the texts. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss the ways you may have additional time.

Now read the articles and answer the questions. I encourage you to write notes in the margin as you read.

### Text 1: What Was Project Mercury?

- 1 Project Mercury was a NASA<sup>1</sup> program. It launched the first Americans into space.
- 2 Astronauts made six flights during the Mercury project. Two of those went to space and came right back down. Four of them went into orbit and circled Earth. The first of the six flights was in 1961. The last flight was in 1963.

### What Spacecraft Was Used for Project Mercury?

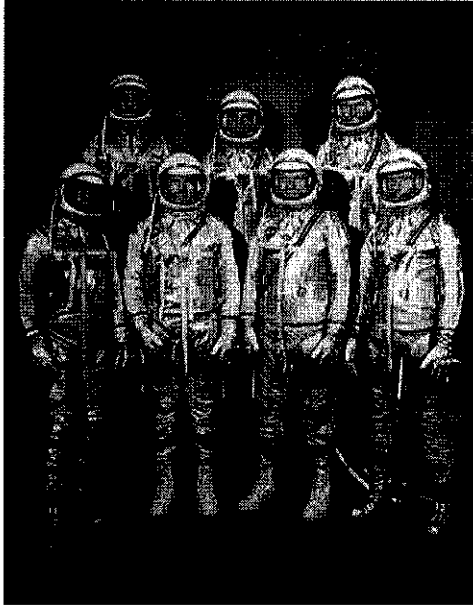
- 3 The Mercury capsule was small. It only held one person. The capsule had very little room inside. The astronaut had to stay in his seat.
- 4 Two types of rockets were used for Mercury launches. The first two of the six flights with an astronaut on board used a Redstone rocket. The other four manned flights used an Atlas rocket. Both rockets were first built as missiles for the military.
- 5 The project was named Mercury after a Roman god who was very fast. Each astronaut named his spacecraft. Alan Shepard included a 7 in the name of his capsule. This was because it was the seventh one made. The other astronauts included a 7 also. This was in honor of the seven astronauts chosen for the project.

---

<sup>1</sup> NASA: the government agency responsible for the United States space program

## Who Were the Mercury Astronauts?

- 6 NASA chose seven astronauts for Project Mercury in 1959. It was one of the first things NASA did. NASA was only six months old.



*The seven Mercury astronauts were (from left) Wally Schirra, Alan Shepard, Deke Slayton, Gus Grissom, John Glenn, Gordon Cooper and Scott Carpenter. Credits: NASA*

- 7 Alan Shepard made the first Mercury flight. He was the first American in space. He named his spacecraft Freedom 7. The 15-minute flight went into space and came back down. Shepard later walked on the moon during the Apollo 14 mission.
- 8 Gus Grissom was the second astronaut to fly in Project Mercury. Grissom named his capsule Liberty Bell 7. The third person to fly was John Glenn. In 1962, he was the first American to orbit Earth. His capsule was Friendship 7.
- 9 The second American to orbit Earth was Scott Carpenter. He flew on Aurora 7. Wally Schirra (Shuh-RAH) was next, on Sigma 7. Gordon Cooper flew on the last Mercury mission. He spent 34 hours circling Earth. His capsule was Faith 7.
- 10 Deke Slayton was also one of the "Mercury Seven" astronauts. A health problem stopped him from flying a Mercury mission. He flew into space in 1975 on a different mission.

### How Did NASA Make Sure Mercury Was Safe?

- 11 Before astronauts flew, NASA had test flights. People were not on these launches. The flights let NASA find and fix problems.
- 12 The first Atlas rocket that launched with a Mercury capsule exploded. The first Mercury-Redstone launch only went about four inches off the ground. NASA learned from these problems. NASA learned how to fix them. NASA made the rockets safer.
- 13 Three other "astronauts" also helped make Mercury safer. A rhesus monkey, Sam, and two chimpanzees, Ham and Enos, flew in Mercury capsules. Enos even made two orbits around Earth. Since the monkey and the chimpanzees made it back safely, NASA knew it was safe for astronauts.



*Ham the chimpanzee made his Mercury flight in a special seat.  
Credits: NASA*

### Why Was Project Mercury Important?

- 14 NASA learned a lot from Project Mercury. NASA learned how to put people in orbit. It learned how people could live and work in space. NASA learned how to fly a spacecraft. These lessons were very important. NASA used them in later space projects.
- 15 After Mercury came the Gemini program. The Gemini spacecraft had room for two astronauts. NASA learned even more with Gemini. Together, Mercury and Gemini prepared NASA for the Apollo program. During Apollo, NASA landed human beings on the moon for the first time.

[www.nasa.gov](http://www.nasa.gov)

## Text 2: Who Was Alan Shepard?

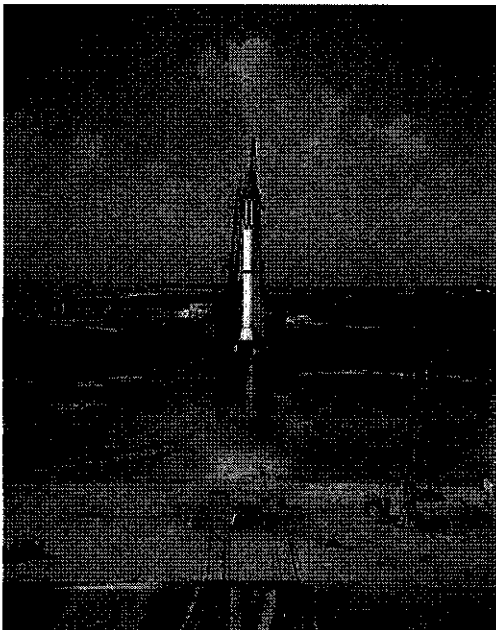
- 1 Alan Shepard was the first American in space. He was one of NASA's first seven astronauts. He also walked on the moon.

### What Was Shepard's Early Life Like?

- 2 Alan Shepard was born on Nov. 18, 1923. He worked on a ship during World War II. After the war, Shepard went back to school. He became a test pilot. Test pilots try out new aircraft. The pilots make sure the airplanes are safe. In April 1959, Shepard became an astronaut.

### What Happened on Alan Shepard's First Spaceflight?

- 3 On May 5, 1961, Alan Shepard became the first American in space. He flew on a Mercury spacecraft. There was just enough room for one person. He named his capsule Freedom 7. It launched on a Redstone rocket. The Army first used the Redstone as a missile. On this flight, Shepard did not orbit Earth. He flew 116 miles high. Then he came back down. The flight lasted about 15 ½ minutes. The mission was a success.



*The launch of Freedom 7*  
**Credits: NASA**

### **What Happened on Alan Shepard's Second Spaceflight?**

- 4 Shepard's second spaceflight was Apollo 14. This mission went to the moon. Shepard was the commander. Stuart Roosa and Edgar Mitchell were on Apollo 14, too. The Apollo spacecraft launched on a Saturn V rocket.
- 5 On Feb. 15, 1971, Shepard and Mitchell landed on the moon. Roosa stayed in the crew capsule. It stayed in orbit around the moon. Shepard and Mitchell went on two moonwalks. They collected more than 100 pounds of moon rocks. They did science experiments on the lunar surface. Shepard had some fun, too. He became the first person to hit a golf ball on the moon. It showed how far the ball would go in the moon's lower gravity. So that was science, too.

### **What Happened After Shepard's Second Spaceflight?**

- 6 Alan Shepard had flown on two space missions. He also worked as the head of the Astronaut Office. He left NASA in 1974. Shepard still worked to support space exploration. He also helped students. He died in 1998.

[www.nasa.gov](http://www.nasa.gov)

**QUESTIONS:**

1. The following question has two parts. Answer Part A and then answer Part B.

**Part A:** In paragraph 1 of Text 1, “What Was Project Mercury?,” what does the word *launched* mean?

- A. tried a small experiment
- B. began brand new
- C. pushed bravely forward
- D. sent in a powerful way

**Part B:** Which detail from Text 1 best helps the reader determine the meaning of *launched*?

- A. “Two types of rockets”
- B. “first things NASA did”
- C. “The 15-minute flight”
- D. “made the rockets safer”

2. The following question has two parts. Answer Part A and then answer Part B.

**Part A:** Based on information from Text 1, what is the relationship between Project Mercury and the fact that humans eventually walked on the moon?

- A. The knowledge NASA gained from Project Mercury led to better understanding of space travel so that during the Apollo program, people could walk on the moon.
- B. Project Mercury was used to train the astronauts how to survive space travel and about the conditions on the moon so they could safely walk on it during the Apollo program.
- C. The Apollo program was created to allow Deke Slayton an opportunity to walk on the moon since he got sick during Project Mercury and could not participate.
- D. Project Mercury was a series of test flights using animals so that during the Apollo program humans could safely travel to walk on the moon.

**Part B:** Which section of Text 1 provides the best information about answer the question in Part A correctly?

- A. What Spacecraft Was Used for Project Mercury?
- B. Who Were the Mercury Astronauts?
- C. How Did NASA Make Sure Mercury Was Safe?
- D. Why Was Project Mercury Important?

3. Complete the chart below by choosing the correct name from the Names of Astronauts table and writing it next to each of his contributions to the space program. One name will be used twice.

Contribution to the space program	Name of astronaut
First American to orbit Earth	
Second American to orbit Earth	
Flew the second mission to space	
First American to travel to space	
Flew a later mission in 1975	
Flew the last Mercury flight	
Walked on the moon	
The third Project Mercury astronaut to orbit Earth	

Name of astronaut
Alan Shepard
Gus Grissom
John Glenn
Scott Carpenter
Wally Schirra
Gordon Cooper
Deke Slayton

4. Which section of Text 1 helps the reader find information about when NASA started Project Mercury?
- A. What Spacecraft Was Used for Project Mercury?
  - B. Who Were the Mercury Astronauts?
  - C. How Did NASA Make Sure Mercury Was Safe?
  - D. Why Was Project Mercury Important?



5. Read these sentences from Text 1.

Both rockets were first built as missiles for the military. (Paragraph 4)  
The project was named Mercury after a Roman god who was very fast.  
(Paragraph 5)

What is the connection between these two sentences?

- A. The sentences work together to develop the idea that rockets and space travel have been important throughout history.
- B. The sentence from paragraph 5 explains where the military got the idea for the missiles mentioned in the sentence from paragraph 4.
- C. The sentences work together to develop the idea that the rockets were meant to get the astronauts into space quickly.
- D. The sentence from paragraph 5 shows that Romans were the first to think about space travel and that later the military, mentioned in the sentence from paragraph 4, invented the missiles that would take astronauts to space.

6. Which two sentences from Text 1 best help to develop the idea that it was important to test the rockets?

- A. "The astronaut had to stay in his seat."
- B. "This was because it was the seventh one made."
- C. "The 15-minute flight went into space and came back down."
- D. "The first Atlas rocket that launched with a Mercury capsule exploded."
- E. "A rhesus monkey, Sam, and two chimpanzees, Ham and Enos, flew in Mercury capsules."
- F. "Since the monkey and the chimpanzees made it back safely, NASA knew it was safe for astronauts."

7. What is the main idea of Text 1?

- A. There were seven human astronauts involved in Project Mercury, and each man named his own spacecraft.
- B. Because of Project Mercury and the first astronauts, NASA was able to learn much about space and space travel.
- C. Because of safety concerns and the small capsules NASA used as part of Project Mercury, being an astronaut was a dangerous job.
- D. Animals like monkeys and chimpanzees were used to test the rockets in the early days of the Project Mercury space program.

8. The following question has two parts. Answer Part A and then answer Part B.

**Part A:** In paragraph 6 of Text 2, “Who Was Alan Shepard?,” what does the word *exploration* mean?

- A. the act of studying a new subject to prove earlier beliefs are wrong
- B. the act of researching a topic in order to be prepared to speak about it
- C. the act of traveling in or through an unfamiliar area to learn more about it
- D. the act of leading a team of experts on a special mission to discover new information

**Part B:** Which sentence from Text 2 best shows Alan Shepard participating in *exploration*?

- A. “Shepard was the commander.”
- B. “Shepard and Mitchell went on two moonwalks.”
- C. “He also worked as the head of the Astronaut Office.”
- D. “He also helped students.”

9. Under which section of Text 2 would the reader find information about what events led to Shepard becoming an astronaut?

- A. What Was Shepard’s Early Life Like?
- B. What Happened on Alan Shepard’s First Spaceflight?
- C. What Happened on Alan Shepard’s Second Spaceflight?
- D. What Happened After Shepard’s Second Spaceflight?

10. How does the photograph included with Text 2 better help the reader understand the information in the article?

- A. It explains where the astronauts sat during each mission.
- B. It shows the design of the rockets used first in the space program.
- C. It explains how the rocket was recaptured as it landed.
- E. It shows that Shepard’s first mission was successful.

**11. The following question has two parts. Answer Part A and then answer Part B.**

**Part A: What is the main idea of Text 2?**

- A. Alan Shepard's work on the moon led to many scientific discoveries about gravity.
- B. Alan Shepard's experience as a soldier during World War II prepared him for his later acts of bravery.
- C. Alan Shepard had a long and successful career in the space program.
- D. Alan Shepard's flew two missions into space.

**Part B: Which sentences from Text 2 best supports the correct answer to Part A?**

- A. "Alan Shepard was the first American in space. He was one of NASA's first seven astronauts."
- B. "He worked on a ship during World War II. After the war, Shepard went back to school."
- C. "He became the first person to hit a golf ball on the moon. It showed how far the ball would go in the moon's lower gravity."
- D. "Alan Shepard had flown on two space missions. He also worked as the head of the Astronaut Office."

**12. What information about Alan Shepard is discussed in more detail in Text 2 than in Text 1?**

- A. What spacecraft Shepard flew on his first space flight
- B. Who went into space before Shepard
- C. What Shepard did while on the moon
- D. How long Shepard's first flight to space lasted





## Grade 3 Literary Mini-Assessment

### *Mrs. Mack Pair*

This grade 3 mini-assessment is based on excerpts from two chapters, “The Woman with Snakeskin Boots” and “My Beautiful Copper Penny,” from the book *Mrs. Mack* by Patricia Polacco. These texts are considered to be worthy of students’ time to read and also meet the expectations for text complexity at grade 3. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are seven selected-response questions and one paper/pencil equivalent of a technology enhanced item that address the Reading Standards listed below. Also, there is one constructed-response question that addresses Reading, Writing and Language Standards.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

*Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students’ ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

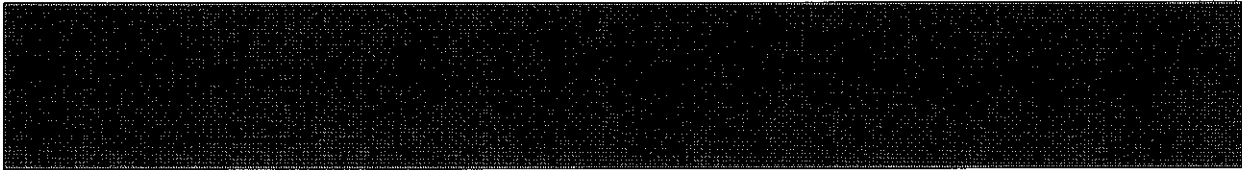
#### The questions align to the following standards:

<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	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.
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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## Grade 3 Mini-Assessment – *Mrs. Mack* Pair

Today you will read excerpts two chapters from *Mrs. Mack*, a book by Patricia Polacco. You will then answer several questions based on the texts. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may go back and change your answer to Part A if you want to.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

Now read the passages and answer the questions. I encourage you to write notes in the margin as you read the passages.

The questions in this mini-assessment are based on two excerpts from Patricia Palacco's book, *Mrs. Mack*, published by Philomel Books, a division of Penguin Group (USA) LLC.<sup>1</sup> Teachers will need to provide the excerpted text.

The first excerpt (Text 1: "The Woman with the Snakeskin Boots") begins at the top of page 8 of *Mrs. Mack*, with the sentence, "We stood there for a while." This excerpt ends on page 14, with the sentence, "I found myself going back to where Penny was and standing and looking at her and dreaming of a time that I might be good enough to ride her."

The second excerpt (Text 2: "My Beautiful Copper Penny") begins on page 25 of *Mrs. Mack*, with the sentence, "It was a very sunny Friday when it happened," and ends at the bottom of page 29, with the sentence, "We exploded down the road together, the three of us!"

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<sup>1</sup> The texts are not included in this document due to permissions denial for web rights. The user is solely responsible for any permission that may be necessary to reproduce, distribute, or publicly display the texts for purposes of the assessment.

**QUESTIONS:**

1. The following question has two parts. Answer Part A and then answer Part B.

**Part A:** In paragraph 6 of Text 1, “The Woman with Snakeskin Boots,” Patricia’s dad talks about Mrs. Mack “with genuine admiration.” What does the word admiration mean?

- A. feelings of approval
- B. feelings of worry
- C. feelings of love
- D. feelings of confusion

**Part B:** Why does Patricia’s dad feel this way about Mrs. Mack?

- A. He knows she allows children to help her with her horses.
- B. He thinks the place she keeps her horses is unsafe.
- C. She knows a lot more about horses than other people do.
- D. He believes he may be making a mistake by letting his daughter stay with her.

2. In the beginning of Text 1, “The Woman with Snakeskin Boots,” Pat does not feel welcome at Mrs. Mack’s place. Choose two details from the story that best help explain why Pat does not feel welcome.

- A. Pat notices that Mrs. Mack stares at her.
- B. Mrs. Mack says Pat’s name in a strange way.
- C. There is an unfriendly old man standing at the fence.
- D. Donnie makes fun of the way Pat is dressed.
- E. The other kids rush her to learn about the horses.
- F. Pat is not allowed to ride the horses she likes best.

3. The following question has two parts. Answer Part A and then answer Part B.

**Part A: Which statement best describes a lesson from Text 1, "The Woman with Snakeskin Boots"?**

- A. We can find something good in every situation.
- B. Animals make the best friends.
- C. We can accomplish more through teamwork.
- D. People will support you if you earn their respect.

**Part B: Which sentence from Text 1 best supports the answer to Part A?**

- A. "Show Pat around,' Mrs. Mack said as she pushed me toward them."
- B. "That one there is Apache!' she said, pointing to a horse out in the corral."
- C. "Ain't she grand!' Donnie said as if he'd forgotten I was there."
- D. "Suddenly, it didn't matter that I was in Dogpatch, or that these kids didn't like me."

4. The following question has two parts. Answer Part A and then answer Part B.

**Part A: In paragraph 18 of Text 2, "My Beautiful Copper Penny," what is the meaning of the word *coaxed*?**

- A. quickly forgave
- B. carefully taught
- C. angrily warned
- D. gently urged

**Part B: Which detail from Text 2 shows another act of coaxing?**

- A. Mrs. Mack choosing the horse Pat will ride
- B. Pat using her knee to get Penny to walk faster
- C. Nancy giving Pat a thumbs up sign
- D. Penny forgiving Pat for falling off

5. In Text 2, "My Beautiful Copper Penny," the author shows that Mrs. Mack treats Pat in a very special way. In the text, circle two things Mrs. Mack does that show that Pat is special to Mrs. Mack.

6. The following question has two parts. Answer Part A and then answer Part B.

**Part A:** In Text 2, "My Beautiful Copper Penny," what is the main problem?

- A. Pat must convince Mrs. Mack that she is ready to ride Penny.
- B. Pat still has not become friends with the Donnie and Nancy.
- C. Pat has not learned as much about horses as she thought.
- D. Pat becomes afraid to ride Penny after falling off her back.

**Part B:** In Text 2, which of the narrator's actions solves the main problem?

- A. "I arrived at the stables like always, but something seemed different."
- B. "She waited for a signal from me to tell her what to do."
- C. "I lost my balance and fell from her back, hard to the ground."
- D. "I gathered up the reins, turned the stirrup, stepped into it, and flung myself back into the saddle."

7. How does the narrator's opinion of Dogpatch change between the two texts?

- A. She enjoys Dogpatch at first, but then she resents being sent there.
- B. She feels uncomfortable in Dogpatch at first, but then she grows to love it.
- C. She overcomes her first fears of Dogpatch, but she continues to feel lonely there.
- D. She has never seen anything like Dogpatch, but she is happy to leave at the end of the summer.

8. What is one way the second text builds on ideas presented in the first text?

- A. Pat realizes her dream of riding Penny.
- B. Pat overcomes her fear of falling from the horse.
- C. Mrs. Mack learns why Pat was sent to Dogpatch.
- D. Pat sees that she will never be friends with Donnie and Nancy.





Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Space Food

By Barbara Radner  
2005

*Life in space is very different from life on Earth. When people living in space need to eat, it's a different experience than when you eat. In this informational text, Barbara Radner describes how astronauts take food into space. As you read, take notes on what kinds of foods astronauts eat in space.*

- [1] You really know how important a clean kitchen is if you live in the same small place for weeks. Everyone needs to have a clean kitchen so they are healthy. A dirty kitchen can make people sick. Astronauts are people who travel on spaceships. They need to have a very clean home. They travel far from Earth. We need clean kitchens everywhere on earth and in space.

Astronauts have to solve two problems: how to get food and how to keep their spaceship clean. They need to solve them in order to stay alive. They are in a spaceship far from Earth, and they need to take care of everything themselves. They need to be sure they have what they need to live there, because the astronauts may be in space for weeks.



*"ISS Space Foods Assortment" by NASA is in the public domain.*

Here is how they solved the food problem. At first, the astronauts took tubes of food with them into space. They would squeeze a tube and eat semi-liquid food. It did not taste great, but since they did not need to take dishes or silverware with them, they had no dishes to wash.

Today's spaceships have a bigger menu. Astronauts can eat from bowls. In fact, they take cereal and other standard<sup>1</sup> foods with them. The foods are packaged in special containers to keep them fresh. They use knives, forks, and spoons. One unusual item on their table is a pair of scissors. They use the scissors to open the food packages. They can eat right from the package.

- [5] They have a kitchen on the spaceship. Its oven can heat food to 170 degrees. The kitchen has water and sets of meals that come on trays. The astronauts choose their menu before they go into space. They take a lot of food with them.

The astronauts keep bread and fresh fruits and vegetables in a special food locker. Most flights take tortillas. They package the tortillas in an oxygen-free wrap so they stay safe.

How do they keep the kitchen clean? They do not have to worry about mice or other rodents.<sup>2</sup> They make sure that there are no rodents before the ship leaves. But sometimes mice travel on the ship. Those mice are part of experiments. They live in cages.

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1. **Standard (adjective):** very familiar and widely used
  2. small mammals

How do astronauts keep their trays clean? That is another health problem the astronauts solve. They need to stay healthy in space. To carry a lot of water to wash trays would be a lot of extra weight. They pack wet wipes in plastic bags. They use them to clean trays. So, their kitchen is clean and they stay healthy.

*"Space Food" by Barbara Radner. Copyright © 2005 by Barbara Radner. Reprinted with permission, all rights reserved.*



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the article?
  - A. Astronauts must take special steps to eat in space and keep their kitchen clean.
  - B. When astronauts are in space, they don't worry about eating right or cleaning.
  - C. Eating and cleaning the kitchen in space is no different than doing so on Earth.
  - D. Astronauts are more active in space and therefore have to eat more food.
  
2. PART B: Which paragraph from the text best supports the answer to Part A?
  - A. Paragraph 1
  - B. Paragraph 2
  - C. Paragraph 3
  - D. Paragraph 5
  
3. Which of the following describes how the text is organized?
  - A. The author discusses how astronauts keep their kitchens clean and then how they get food in space.
  - B. The author describes what astronauts do for food today and what they plan to do for food in the future.
  - C. The author discusses how astronauts keep their kitchens clean in space and then what happens if they don't.
  - D. The author describes two problems that astronauts have in space and then goes into detail about how they solve them.
  
4. Which of the following must happen before astronauts can eat food in space?
  - A. The food must be packed up and brought with them.
  - B. The food must be looked over for mold or bugs.
  - C. The food must be turned into a semi-liquid form.
  - D. The food must be put into small and easy-to-use tubes.

5. How is keeping the kitchen clean related to health in the text?

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# Grade 3 Literary Mini-Assessment

## “The Fisherman and His Wife” Set

This grade 3 mini-assessment is based on four scenes from “The Fisherman and His Wife.” This set of texts is considered to be worthy of students’ time to read and also meets the expectations for text complexity at grade 3. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are nine selected-response questions and two paper/pencil equivalents of technology enhanced items that address the Reading Standards listed below.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

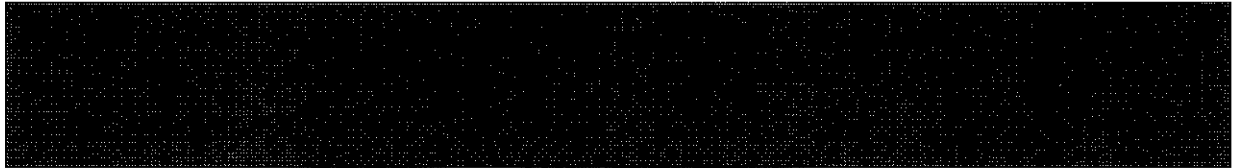
*Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students’ ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

The questions align to the following standards:

<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	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.
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>RL.3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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## Grade 3 Mini-Assessment – “The Fisherman and His Wife”

Today you will read four parts of the story “The Fisherman and His Wife”, by Jacob and Wilhelm Grimm. After each part of the story, called a scene, you will then answer questions about the story. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may go back to Part A after answering Part B if you wish.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

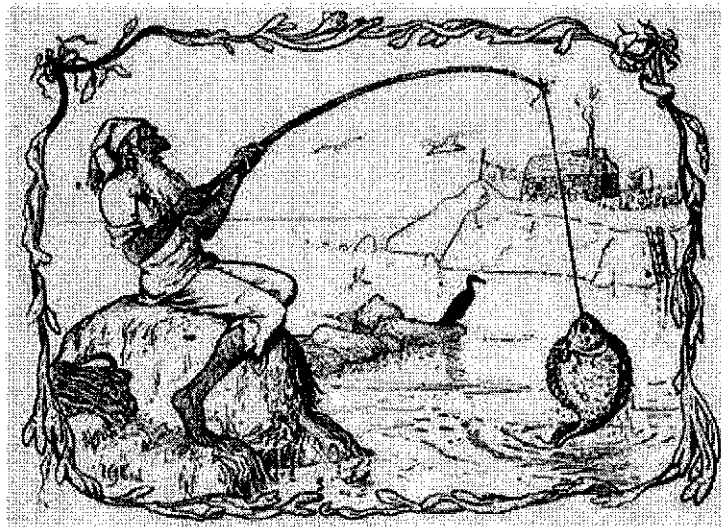
Now read each scene and answer the questions that follow. I encourage you to write notes in the margin as you read the passages.

### “The Fisherman and his Wife”

by Jacob and Wilhelm Grimm, translated by Lucy Crane

#### SCENE 1:

- 1 There was once a fisherman and his wife who lived together in a hovel by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he angled and angled.



- 2 One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great flounder on the hook.
- 3 And the flounder said to him, "Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good shall I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away."
- 4 "Well," said the fisherman, "no need of so many words about the matter; as you can speak, I had much rather let you swim away." Then he put him back into the clear water, and the flounder sank to the bottom... Then the fisherman got up and went home to his wife in their hovel.
- 5 "Well, husband," said the wife, "have you caught nothing to-day?"
- 6 "No," said the man--"that is, I did catch a flounder, but as he said he was an enchanted prince, I let him go again."
- 7 "Then, did you wish for nothing?" said the wife.
- 8 "No," said the man; "what should I wish for?"
- 9 "Oh dear!" said the wife; "and it is so dreadful always to live in this evil-smelling hovel; you might as well have wished for a little cottage; go again and call him; tell him we want a little cottage, I daresay he will give it us; go, and be quick."
- 10 And when he went back, the sea was green and yellow, and not nearly so clear. So he stood and said,

"O man, O man!--if man you be,  
Or flounder, flounder, in the sea--  
Such a tiresome wife I've got,  
For she wants what I do not."

- 11 Then the flounder came swimming up, and said, "Now then, what does she want?"
- 12 "Oh," said the man, "you know when I caught you my wife says I ought to have wished for something. She does not want to live any longer in the hovel, and would rather have a cottage."
- 13 "Go home with you," said the flounder, "she has it already."
- 14 So the man went home, and found, instead of the hovel, a little cottage, and his wife was sitting on a bench before the door. And she took him by the hand, and said to him,

- 15 "Come in and see if this is not a great improvement."  
16 So they went in, and there was a little house-place and a beautiful little bedroom, a kitchen and larder, with all sorts of furniture, and iron and brassware of the very best. And at the back was a little yard with fowls and ducks, and a little garden full of green vegetables and fruit.  
17 "Look," said the wife, "is not that nice?"  
18 "Yes," said the man, "if this can only last we shall be very well contented."  
19 "We will see about that," said the wife. And after a meal they went to bed.

### QUESTIONS FOR SCENE 1

1. The following question has two parts. Answer Part A and then answer Part B.

**Part A: What does the word "dreadful" mean in paragraph 9 of Scene 1?**

- A. sad
- B. scary
- C. horrible
- D. embarrassing

**Part B: Which words from paragraph 9 of Scene 1 best helps the reader understand the meaning of "dreadful"?**

- A. "Oh dear!"
- B. "evil-smelling"
- C. "little cottage"
- D. "go, and be quick."

**2. What does the fisherman mean when he uses the word “contented” in paragraph 18?**

- A. They should be happy.
- B. They will be rich.
- C. They will be famous
- D. They should be honored.

**3. The following question has two parts. Answer Part A and then answer Part B.**

**Part A: Which word best describes the fisherman in Scene 1?**

- A. Greedy
- B. Unwise
- C. Curious
- D. Kind

**Part B: What action from the story best supports the answer to Part A?**

- A. He goes fishing every day.
- B. He releases the fish back into the water.
- C. He tells his wife about the enchanted fish he caught.
- D. He tells the fish that his wife wants a better house to live in.

**4. What part of Scene 1 does the picture help the reader understand?**

- A. the joy the fisherman feels when he catches the fish
- B. how poor the fisherman and his wife are
- C. how water changes when the fisherman asks for something
- D. why the fish grants the fisherman and his wife’s wishes



## SCENE 2:

- 20 So all went well for a week or fortnight, when the wife said,  
21 "Look here, husband, the cottage is really too confined, and the yard and garden are so small. I think the flounder had better get us a larger house. I should like very much to live in a large stone castle; so go to your fish and he will send us a castle."  
22 "O my dear wife," said the man, "the cottage is good enough; what do we want a castle for?"  
23 "We want one," said the wife; "go along with you; the flounder can give us one."  
24 "Now, wife," said the man, "the flounder gave us the cottage; I do not like to go to him again, he may be angry."  
25 "Go along," said the wife, "he might just as well give us it as not; do as I say!"  
26 The man felt very reluctant and unwilling; and he said to himself, "It is not the right thing to do;" nevertheless he went.  
27 So when he came to the seaside, the water was purple and dark blue and grey and thick, and not green and yellow as before. And he stood and said,

"O man, O man!--if man you be,  
Or flounder, flounder, in the sea--  
Such a tiresome wife I've got,  
For she wants what I do not."

- 28 "Now then, what does she want?" said the flounder.  
29 "Oh," said the man, half frightened, "she wants to live in a large stone castle."  
30 "Go home with you, she is already standing before the door," said the flounder.  
31 Then the man went home, as he supposed, but when he got there, there stood in the place of the cottage a great castle of stone, and his wife was standing on the steps, about to go in; so she took him by the hand, and said, "Let us enter."  
32 With that he went in with her, and in the castle was a great hall with a marble pavement, and there were a great many servants, who led them through large doors, and the passages were decked with tapestry, and the rooms with golden chairs and tables, and crystal chandeliers hanging from the ceiling; and all the rooms had carpets.

And the tables were covered with eatables . . . for anyone who wanted them. And at the back of the house was a great stable-yard for horses and cattle, and carriages of the finest; besides, there was a splendid large garden, with the most beautiful flowers and fine fruit trees, and a pleasance<sup>1</sup> full half a mile long, with deer and oxen and sheep, and everything that heart could wish for.

33 "There!" said the wife, "is not this beautiful?"

34 "Oh yes," said the man, "if it will only last we can live in this fine castle and be very well contented."

35 "We will see about that," said the wife, "in the meanwhile we will sleep upon it." With that they went to bed.

## QUESTIONS FOR SCENE 2

5. The following question has two parts. Answer Part A and then answer Part B.

**Part A:** In paragraph 26 of Scene 2, why does the husband say that asking the fish for a castle "is not the right thing to do"?

- A. He loves the little cottage the fish gave him.
- B. He does not want a larger place to take care of.
- C. He feels his wife is asking for too much from the fish.
- D. He believes there are more important things to wish for.

**Part B:** How does the husband think the fish will respond?

- A. He thinks the fish will become angry with him.
- B. He thinks the fish will ignore him when he calls it from the sea.
- C. He thinks the fish will tell him he is being selfish with his wishes.
- D. He thinks the fish will ask him for a favor in return.

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<sup>1</sup> A quiet, tree-planted area with paths

**6. The following question has two parts. Answer Part A and then answer Part B.**

**Part A: How does Scene 2 of the story build on Scene 1?**

- A. Scene 1 shows that the wife is thankful for her husband, and Scene 2 allows the reader to see that the husband is thankful for his wife.
- B. Scene 1 shows the wife is unhappy with her home, and Scene 2 allows the reader to see that the wife wants more than she needs.
- C. Scene 1 shows that the husband does not believe the fish is enchanted, and Scene 2 provides proof that it is.
- D. Scene 1 shows that the wife is greedy, and Scene 2 shows that the husband becomes greedy as well.

**Part B: Which sentence from Scene 2 supports the answer to Part A?**

- A. "I think the flounder had better get us a larger house."
- B. "Go home with you, she is already standing before the door," said the flounder.
- C. "There!" said the wife, "is not this beautiful?"
- D. "Oh yes," said the man, "if it will only last we can live in this fine castle and be very well contented."

### **SCENE 3:**

36 The next morning the wife was awake first, just at the break of day, and she looked out and saw from her bed the beautiful country lying all round. The man took no notice of it, so she poked him in the side with her elbow, and said,

37 "Husband, get up and just look out of the window. Look, just think if we could be king over all this country. Just go to your fish and tell him we should like to be king."

38 "Now, wife," said the man, "what should we be kings for? I don't want to be king."

- 39 "Well," said the wife, "if you don't want to be king, I will be king."  
40 "Now, wife," said the man, "what do you want to be king for? I could not ask him such a thing."  
41 "Why not?" said the wife, "you must go directly all the same; I must be king."  
42 So the man went, very much put out that his wife should want to be king.  
43 "It is not the right thing to do--not at all the right thing," thought the man. He did not at all want to go, and yet he went all the same.  
44 And when he came to the sea the water was quite dark grey, and rushed far inland, and had an ill smell. And he stood and said,

"O man, O man!--if man you be,  
Or flounder, flounder, in the sea--  
Such a tiresome wife I've got,  
For she wants what I do not."

- 45 "Now then, what does she want?" said the fish.  
46 "Oh dear!" said the man, "she wants to be king."  
47 "Go home with you, she is so already," said the fish.  
48 So the man went back, and as he came to the palace he saw it was very much larger, and had great towers and splendid gateways; the herald stood before the door, and a number of soldiers with kettle-drums and trumpets. And when he came inside everything was of marble and gold, and there were many curtains with great golden tassels. Then he went through the doors of the salon to where the great throne-room was, and there was his wife sitting upon a throne of gold and diamonds, and she had a great golden crown on, and the sceptre<sup>2</sup> in her hand was of pure gold and jewels, and on each side stood six pages<sup>3</sup> in a row, each one a head shorter than the other. So the man went up to her and said,  
49 "Well, wife, so now you are king!"  
50 "Yes," said the wife, "now I am king."  
51 So then he stood and looked at her, and when he had gazed at her for some time he said,  
52 "Well, wife, this is fine for you to be king! Now there is nothing more to wish for."

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<sup>2</sup> A staff used during ceremonies to show importance

<sup>3</sup> Young boys who run errands

- 53 "O husband!" said the wife, seeming quite restless, "I am tired of this already. Go to your fish and tell him that now I am king I must be emperor."
- 54 "Now, wife," said the man, "what do you want to be emperor for?"
- 55 "Husband," said she, "go and tell the fish I want to be emperor."
- 56 "Oh dear!" said the man, "he could not do it--I cannot ask him such a thing. There is but one emperor at a time; the fish can't possibly make any one emperor--indeed he can't."
- 57 "Now, look here," said the wife, "I am king, and you are only my husband, so will you go at once? Go along! For if he was able to make me king he is able to make me emperor; and I will and must be emperor, so go along!"
- 58 So he was obliged to go; and as he went he felt very uncomfortable about it, and he thought to himself, "It is not at all the right thing to do; to want to be emperor is really going too far; the flounder will soon be beginning to get tired of this."

### QUESTIONS FOR SCENE 3

7. In Scenes 1, 2, and 3, the wife asks for a different house. To complete the chart below, use the details from the list to describe each house.

Hovel	Cottage	First Castle
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

- | List of Details  |
|--|
| <ul style="list-style-type: none"><li>❖ small</li><li>❖ smells bad</li><li>❖ just a bedroom and kitchen</li><li>❖ unpleasant</li><li>❖ yard with different birds</li><li>❖ garden with vegetables and fruits</li><li>❖ large</li><li>❖ made of stone</li><li>❖ has servants</li><li>❖ many rooms</li></ul> |

8. Which statement from Scene 3 best shows that the wife treats the husband poorly?

- A. "“Husband, get up and just look out of the window.””
- B. "“Well,’ said the wife, ‘if you don't want to be king, I will be king.””
- C. "“O husband!’ said the wife, seeming quite restless, ‘I am tired of this already.””
- D. "“Now, look here,’ said the wife, ‘I am king, and you are only my husband, so will you go at once?’”

**SCENE 4:**

59 With that he came to the sea, and the water was quite black and thick, and the foam flew, and the wind blew, and the man was terrified. But he stood and said,

"O man, O man!--if man you be,  
Or flounder, flounder, in the sea--  
Such a tiresome wife I've got,  
For she wants what I do not."

60 "What is it now?" said the fish.

61 "Oh dear!" said the man, "my wife wants to be emperor."

62 "Go home with you," said the fish, "she is emperor already."

63 So the man went home, and found the castle adorned with polished marble and alabaster figures, and golden gates. The troops were being marshalled before the door, and they were blowing trumpets and beating drums and cymbals; and when he entered he saw barons and earls and dukes waiting about like servants; and the doors were of bright gold. And he saw his wife sitting upon a throne made of one entire piece of gold, and it was about two miles high; and she had a great golden crown on, which was about three yards high . . .

64 So the man went up to her and said, "Well, wife, so now you are emperor."

- 65 "Yes," said she, "now I am emperor."
- 66 Then he went and sat down and had a good look at her, and then he said, "Well now, wife, there is nothing left to be, now you are emperor."
- 67 "We will see about that," said the wife. With that they both went to bed; but she was as far as ever from being contented, and she could not get to sleep for thinking of what she should like to be next.
- 68 The husband, however, slept as fast as a top after his busy day; but the wife tossed and turned from side to side the whole night through, thinking all the while what she could be next, but nothing would occur to her; and when she saw the red dawn she slipped off the bed, and sat before the window to see the sun rise, and as it came up she said, "Ah, I have it! What if I should make the sun and moon to rise-- husband!" she cried, and stuck her elbow in his ribs, "Wake up, and go to your fish, and tell him I want power over the sun and moon."
- 69 The man was so fast asleep that when he started up he fell out of bed. Then he shook himself together, and opened his eyes and said, "Oh,-- wife, what did you say?"
- 70 "Husband," said she, "if I cannot get the power of making the sun and moon rise when I want them, I shall never have another quiet hour. Go to the fish and tell him so."
- 71 "O wife!" said the man, and fell on his knees to her, "the fish can really not do that for you. I grant you he could make you emperor . . . do be contented with that, I beg of you."
- 72 And she became wild with impatience, and screamed out, "I can wait no longer, go at once!"
- 73 And so off he went as well as he could for fright. And a dreadful storm arose, so that he could hardly keep his feet; and the houses and trees were blown down, and the mountains trembled, and rocks fell in the sea; the sky was quite black, and it thundered and lightened; and the waves, crowned with foam, ran mountains high. So he cried out, without being able to hear his own words,

"O man, O man!--if man you be,  
Or flounder, flounder, in the sea--  
Such a tiresome wife I've got,  
For she wants what I do not."



- 74 "Well, what now?" said the flounder.
- 75 "Oh dear!" said the man, "she wants to order about the sun and moon."
- 76 "Go home with you!" said the flounder, "you will find her in the old hovel."
- 77 And there they are sitting to this very day.

Translated by Lucy Crane. Originally published in *Household Stories by the Brothers Grimm*, New York: Dover Publications, 1886.

#### QUESTIONS FOR SCENE 4

9. Which sentence from Scene 4 best shows that fish has become angry about the situation?
- A. "“What is it now?’ said the fish.”
  - B. "“Go home with you,’ said the fish, ‘she is emperor already.’”
  - C. "“Well, what now?’ said the flounder.”
  - D. "“Go home with you!’ said the flounder, ‘you will find her in the old hovel.’”

10. This question has two parts. First answer Part A and then answer Part B.

**Part A:** The water changes throughout the scenes of this story. Draw an arrow from the event to the way the water looks when the fisherman makes his request.

EVENT	DESCRIPTION
The fisherman asks for a cottage for his wife.	The purple, grey, and blue water is thick.
The fisherman asks if his wife can be emperor.	The water forms high, foamy waves that crash into the mountains.
The fisherman asks if his wife can be king.	The water is green and yellow.
The fisherman asks for a castle for his wife.	The dark grey water came up on the land and smelled bad.
The fisherman asks if his wife can have power over the sun and moon.	The water becomes thick, black, and foamy.

**Part B:** How does the changing water in each scene add to the story?

- A. The water shows the emotions of the husband.
- B. The water shows the emotions of the wife.
- C. The water shows the emotions of the fish.
- D. The water shows the emotions of the narrator.

**11. The following question has two parts. Answer Part A and then answer Part B.**

**Part A: What lesson does this story teach?**

- A. You should be satisfied with what you have.
- B. You should be kind to others so you will be rewarded.
- C. You should try to make other people happy even if what they ask of you is wrong.
- D. You should work hard for what you get so that you take care of it.

**Part B: What happened as a result of the wife not learning this lesson?**

- A. Her husband would no longer help her.
- B. She was punished by having to live in a hovel again.
- C. Her husband became emperor instead of letting her rule.
- D. She caused a terrible storm that destroyed her castle.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Tsunami

By JonArno Lawson  
2008

*JonArno Lawson is an author of books for both children and adults. In this poem, a speaker describes a tsunami wave. As you read, take notes on what words the speaker uses to describe the tsunami.*

[1] The wave travels silently,  
without companions,<sup>1</sup>  
gathering them into itself.

[5] Passing through  
everything  
like a ghost,

it rushes with something  
to tell the shore.  
But by the time it arrives

[10] it can only roar.



*"Untitled" by Wikimage is licensed under CC0.*

*From Black Stars in a White Night Sky by JonArno Lawson. Copyright © 2008 by JonArno Lawson. Published by WordSong, an imprint of Boyd's Mills Press. Used by permission.*

1. **Companion (noun):** one who keeps company with another

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence best describes the theme of the poem?
  - A. Tsunamis are powerful and sometimes quiet.
  - B. Tsunamis are strong and happen again and again.
  - C. Tsunamis are an example of the beauty of nature.
  - D. Tsunamis are the single most powerful force of nature.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "without companions/ gathering them into itself" (Lines 2-3)
  - B. "Passing through / everything" (Lines 4-5)
  - C. "it rushes with something / to tell the shore." (Lines 7-8)
  - D. "But by the time it arrives" (Line 9)
  
3. How is the tsunami described in Lines 1-3 of the poem?
  - A. It shows that tsunamis are dangerous because they are quiet.
  - B. It describes the wave of a tsunami as alone on the water.
  - C. It describes a tsunami as larger than other waves.
  - D. It shows that tsunamis take a long time to gather strength.
  
4. What does it mean when the speaker compares the wave's movement to a ghost (Lines 4-6)?

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## What is Antarctica?

By NASA  
2010

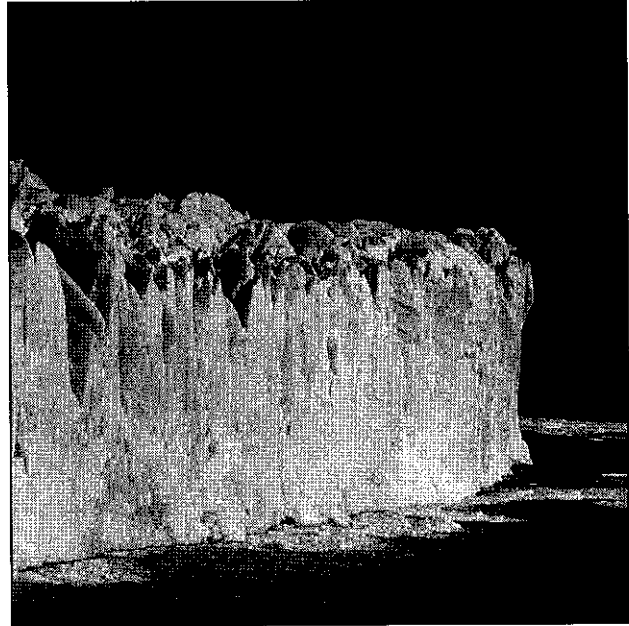
*This text from NASA provides important information about Antarctica, an extremely cold region on Earth. As you read, take notes on what scientists study about Antarctica.*

- [1] Antarctica is a continent.<sup>1</sup> It is Earth's fifth largest continent. Antarctica is covered in ice. Antarctica covers Earth's South Pole.

### What Is Antarctica Like?

Antarctica is the coldest place on Earth. The temperature in the winter is cold enough to freeze water all the time. The temperature in the middle of Antarctica is much colder than the temperature on the coasts.<sup>2</sup>

Antarctica has two seasons: summer and winter. Earth is tilted in space and the direction of tilt never changes. During summer, Antarctica is on the side of Earth tilted toward the sun. It is always sunny. In winter, Antarctica is on the side of Earth tilted away from the sun. Then, the continent is always dark.



*"Untitled" by Mariusz Prusaczyk is licensed under CC0.*

Antarctica is a desert. It does not rain or snow a lot there. When it snows, the snow does not melt and builds up over many years to make large, thick sheets of ice, called ice sheets. Antarctica is made up of lots of ice in the form of glaciers, ice shelves and icebergs.

- [5] Antarctica has no trees or bushes. The only plants that can live in a place that cold are moss and algae.

### Who Lives in Antarctica?

Antarctica is too cold for people to live there for a long time. Scientists take turns going there to study the ice. Tourists visit Antarctica in the summers. The oceans around Antarctica are home to many types of whales. Antarctica is also home to seals and penguins.

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1. one of the seven main landmasses on Earth  
2. **Coast** (*noun*): the area where land meets the sea or ocean

## What Can NASA Learn about Earth from Studying Antarctica?

NASA uses satellites<sup>3</sup> to study Antarctica. NASA wants to know how Antarctica is changing. Scientists want to know what the changes in Earth's climate are doing to Antarctica's ice sheets. They also want to know what changes in Antarctica's ice might do to Earth's climate.

One tool that NASA uses is ICESat. That stands for the Ice, Cloud and land Elevation Satellite. Using ICESat, NASA can measure changes in the size of Antarctica's ice sheets. ICESat also helps NASA understand how changing polar ice may affect the rest of the planet. Melting ice sheets in Antarctica may change sea levels all over the world.

NASA instruments have also helped scientists create detailed maps of Antarctica. The maps help researchers when planning trips to Antarctica. They also give people a clearer view of the continent.

## What Can NASA Learn about Space from Studying Antarctica?

- [10] Antarctica is a good place to find meteorites, or rocks that fall from space to Earth. Scientists find more meteorites in Antarctica than any other place in the world. Meteorites are easier to see on the white ice. Also, meteorites that fall to Antarctica are protected by the ice for a long time.

NASA sends teams to Antarctica to learn more about the planet Mars. Antarctica and Mars have a lot in common. Both places are cold. Both places are dry like a desert. NASA tested robots in Antarctica that later landed on Mars.

NASA also goes to Antarctica to study astronaut nutrition. Like people that are in Antarctica in the winter, astronauts in space are not in the sunlight. The sun helps the human body make vitamins. Scientists study people that visit Antarctica to learn how to help astronauts in space get enough vitamins.

*"What Is Antarctica?" from NASA Knows (2010) is in the public domain.*

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3. a man-made object that travels in space and collects information about Earth.



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the text?
  - A. Antarctica has a lot of meteorites.
  - B. People never visit Antarctica because of how dangerous it is.
  - C. Antarctica is a beautiful place, but should not be visited by people.
  - D. Antarctica is a special place on Earth and important for scientists to study.
  
2. PART B: Which paragraph from the text best supports the answer to Part A?
  - A. Paragraph 1
  - B. Paragraph 2
  - C. Paragraph 8
  - D. Paragraph 11
  
3. Which of the following describes how the information in the text is organized?
  - A. The author describes Antarctica, and then what scientists can learn from the continent.
  - B. The author describes Antarctica, and then compares it to more well known continents.
  - C. The author discusses the advantages of visiting Antarctica, and then some of the challenges.
  - D. The author discusses what Antarctica is like today, and then compares it what Antarctica was like in the past.

4. How does studying Antarctica help scientists prepare for missions in space?

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## Answer Key

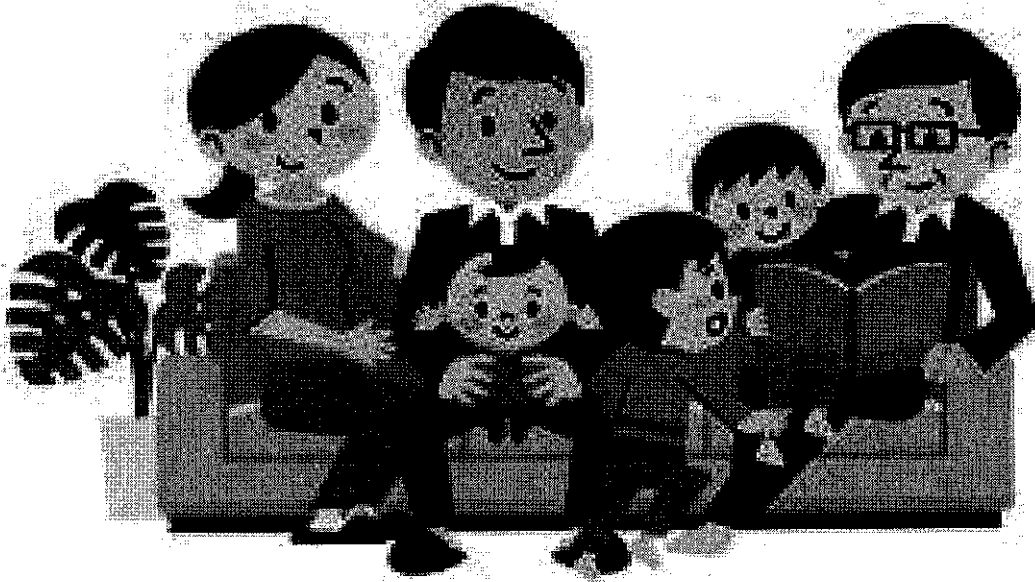
Because of Winn Dixie	
Question number	Answer
1A	C
1B	A
2A	A
2B	D
3A	B
3B	D
4	E, F
5	E
Cactus Jam	
1	A
2	Pole – Knocks the fruit down Basket – Catches the fruit Scraper – Takes the peel off Cooking pot – Holds the fruit as it heats over the fire Wire strainer – Takes out seeds Clay pot – Stores the jam
3A	B
3B	C
4A	Step 1 – The fruits are knocked down from the cactus Step 2 – The fruits are scraped out of their peels and cooked Step 3 – The juice is poured through a strainer Step 4 – the juice is cooked until it gets thick
4B	B
5	D
6A	A
6B	C, D, E
Astronaut Set	
1A	D
1B	A
2A	A

2B	D
3	John Glen, Scott Carpenter, Gus Grissom, Alan Shepard, Deke Slayton, Gordon Cooper, Alan Shepard, Wally Schirra
4	B
5	C
6	D, F
7	B
8A	C
8B	B
9	A
10	B
11A	C
11B	D
12	C
<b>Mrs. Mack</b>	
1A	A
1B	C
2	C, D
3A	A
3B	D
4A	D
4B	B
5	Multiple correct answers
6A	D
6B	D
7	B
8	A
<b>Space Food</b>	
1	A
2	B
3	D
4	A
<b>The Fisherman and His Wife</b>	
1A	C
1B	B
2	A
3A	D

3B	B
4	B
5A	C
5B	A
6A	B
6B	A
7	House 1 – Smells bad House 2 – Small yard with birds, garden with veggies and fruit House 3 – Large, made of stone, has servants, many rooms
8	D
9	D
10B	C
<b>Tsunami</b>	
1	A
2	A
3	B
<b>What is Antarctica?</b>	
1	D
2	B
3	A

Webster County School District

# 3<sup>rd</sup> Grade Math



## At Home Learning Packet

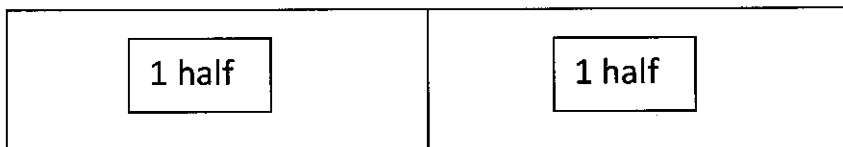
### Daily Fluency

Directions: Using the digits 0-9, fill in the blanks to make the answer closer to 200 than to 300.

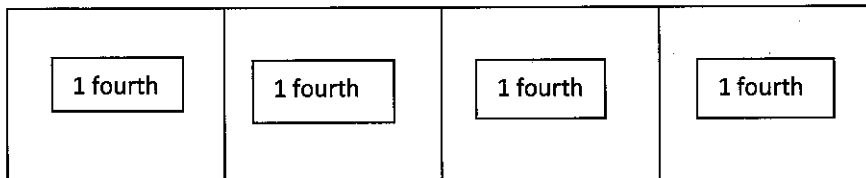
$$4 \square \square - 1 \square \square$$

### New Learning

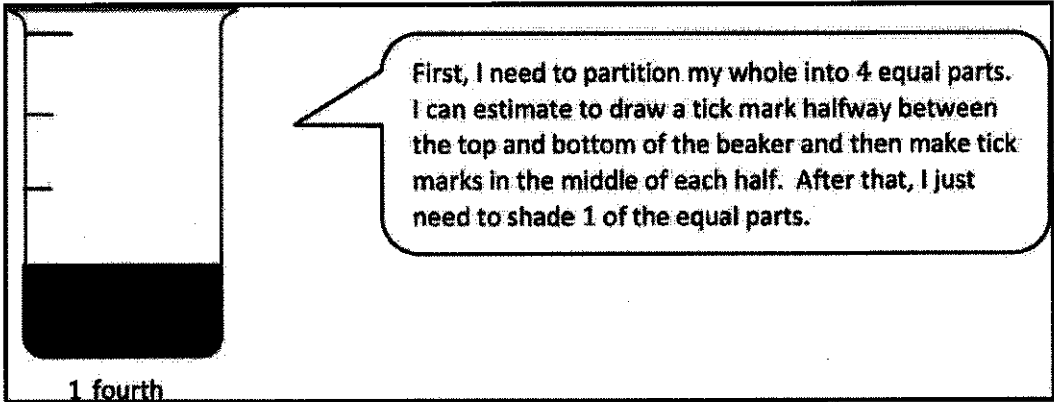
Imagine the rectangle is a piece of paper. If we draw a line through the middle, we have two equal parts.



If we split each half of the above rectangle, the strip will have four equal parts.





Think about a beaker – a tool used in science labs. A beaker is full when the liquid reaches the fill line shown near the top. How do we estimate the amount of water in a beaker that is one fourth?




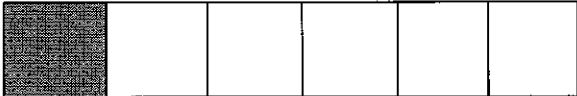
**Task #1**

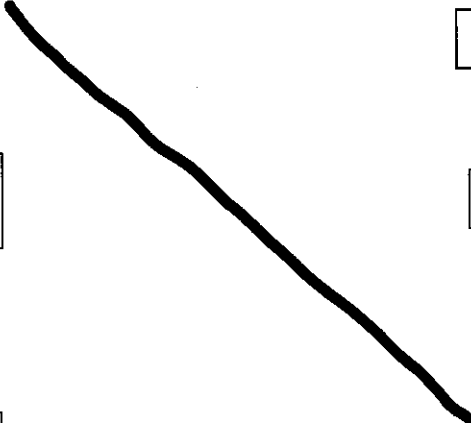
Draw lines to match the fraction strip with correct unit fraction. 1 half has been done for you. (Answers below.)

A.  1 fourth

B.  1 third

C.  1 sixth

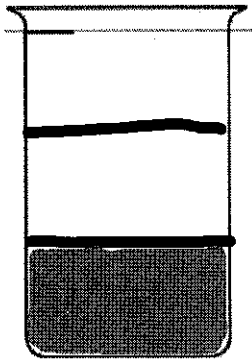
D.  1 half



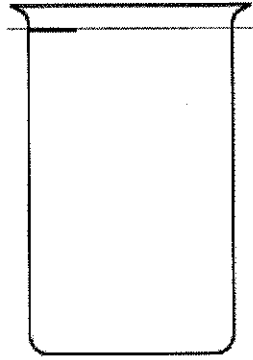


### Task #2

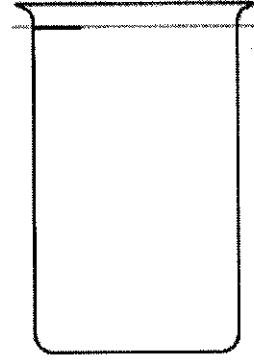
Estimate the amount of water in the beaker by shading the drawings as indicated. The first one is done for you: for  $\frac{1}{3}$ , the beaker is split into three equal parts with one part shaded.



$\frac{1}{3}$



$\frac{1}{2}$



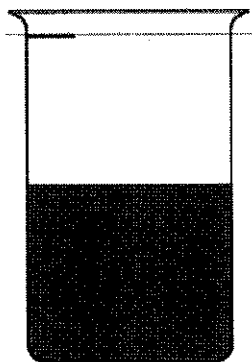
$\frac{1}{5}$

Did you split the beaker into two parts for  $\frac{1}{2}$ ?

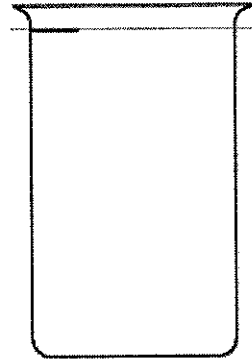
Did you split the beaker into five equal parts for  $\frac{1}{5}$ ?

### Task #3

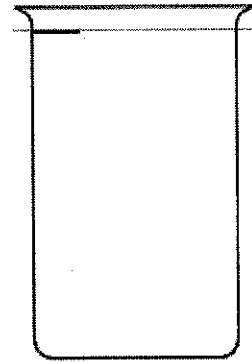
1. A beaker is considered full when the liquid reaches the fill line shown near the top. Estimate the amount of water in the beaker by shading the drawing as indicated. The first one is done for you.



$\frac{1}{2}$



$\frac{1}{4}$



$\frac{1}{3}$

**Closure:**

a. In the space below, draw a small rectangle. Estimate to split it into 2 equal parts. How many lines did you draw to make 2 equal parts? What is the name of each fractional unit?

b. Draw another small rectangle. Estimate to split it into 3 equal parts. How many lines did you draw to make 3 equal parts? What is the name of each fractional unit?



## Learning Target:

I can recognize fractional parts of a whole.

## Daily Fluency (10 minutes)

1. Complete the multiplication facts.

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

2 Fill in the missing numbers below.

$$\begin{array}{r} 2 \\ \times \square \\ \hline 12 \end{array} \quad \begin{array}{r} 7 \\ \times \square \\ \hline 35 \end{array} \quad \begin{array}{r} 2 \\ \times 8 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ \times 5 \\ \hline 50 \end{array} \quad \begin{array}{r} 9 \\ \times 5 \\ \hline \square \end{array} \quad \begin{array}{r} 3 \\ \times \square \\ \hline 15 \end{array}$$
$$\begin{array}{r} 5 \\ \times 8 \\ \hline \square \end{array} \quad \begin{array}{r} 10 \\ \times \square \\ \hline 30 \end{array} \quad \begin{array}{r} 6 \\ \times 5 \\ \hline \square \end{array} \quad \begin{array}{r} 2 \\ \times \square \\ \hline 14 \end{array} \quad \begin{array}{r} 5 \\ \times \square \\ \hline 25 \end{array} \quad \begin{array}{r} \square \\ \times 2 \\ \hline 18 \end{array}$$



## CHALLENGE

3

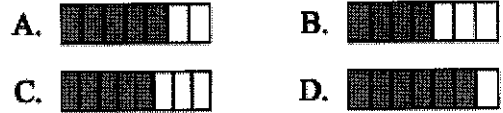
**a**  $16 + 20 - (2 \times 4) = \underline{\quad}$     **b**  $(7 \times 5) + 150 = \underline{\quad}$     **c**  $(10 \times 10) - 79 = \underline{\quad}$

### Daily Task (10 minutes)

1) Which of the shapes below is shaded to represent  $\frac{2}{4}$ ?



2) Which of the shapes below is shaded to represent  $\frac{5}{7}$ ?



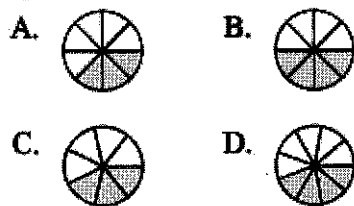
3) Which of the shapes below is shaded to represent  $\frac{6}{8}$ ?



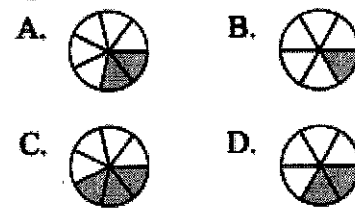
4) Which of the shapes below is shaded to represent  $\frac{8}{10}$ ?



5) Which of the shapes below is shaded to represent  $\frac{4}{8}$ ?



6) Which of the shapes below is shaded to represent  $\frac{2}{6}$ ?



### Daily Closing (5 minutes)

DJ Summary: Write what you've learned in the form of a favorite song.

### Daily Fluency (10 minutes)

Solve the subtraction problems. Show your work.

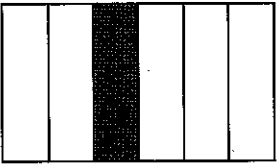
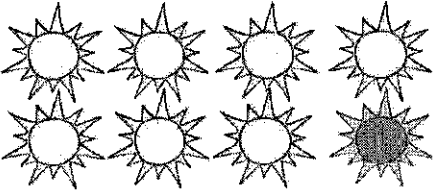

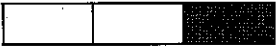
<b>a</b> $67 - 28$	<b>b</b> $83 - 37$	<b>c</b> $92 - 54$
--------------------	--------------------	--------------------

Add each pair of numbers. Show all your work.

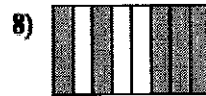
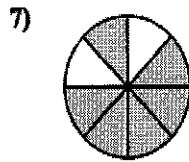
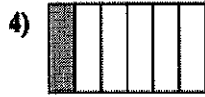
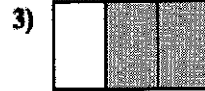
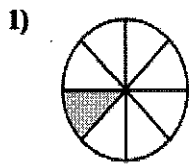
<b>a</b> $60 + 35 = \underline{\hspace{2cm}}$	<b>b</b> $27 + 61 = \underline{\hspace{2cm}}$	<b>c</b> $36 + 45 = \underline{\hspace{2cm}}$
---	---	---

### Daily Task (20 minutes)

Write the fractions below in numbers and words. The first one has been done for you.

 $\frac{1}{6}$ , one - sixth	 _____, _____
 _____, _____	 _____, _____

Write the shaded amount as a fraction of the whole amount.

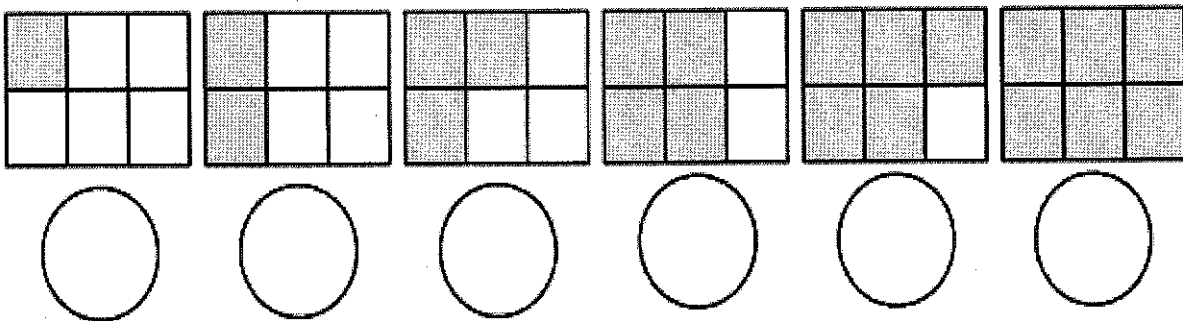


Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**Daily Closing (5 minutes)**

Write a fraction in the circle for the shaded part of each figure.



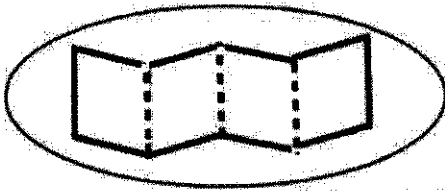
## Daily Fluency

Complete the multiplication facts and answer the question below.

$2 \times 4 =$	$2 \times 8 =$	Compare products in the first column to products in the second. What do you notice?
$3 \times 4 =$	$3 \times 8 =$	
$4 \times 4 =$	$4 \times 8 =$	

## New Learning

The picture below shows how a strip is folded into equal parts:



I can see that all of the parts in the strip on the left are the same size. The strip on the right has some small parts and a bigger part.

Example fraction strips:



1 third



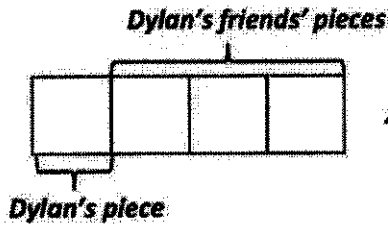
1 fourth



1 seventh



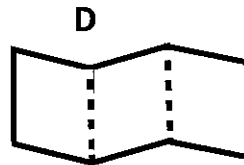
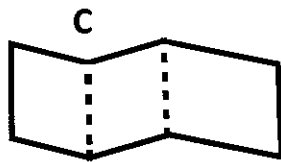
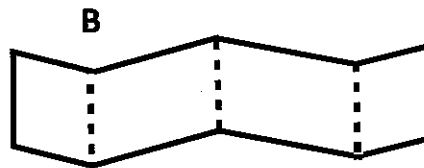
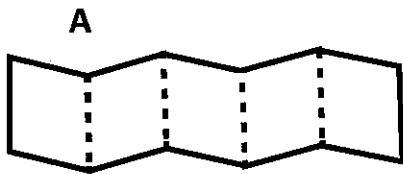
**Example problem:** Dylan plans to eat  $\frac{1}{4}$  of his candy bar. His 3 friends want him to share the rest equally. Show how Dylan and his friends can each get an equal share of the candy bar.



I know that 4 people are sharing the candy bar. I'll draw a fraction strip to represent the candy bar and split it into fourths. I can label Dylan's piece and the pieces that his friends will eat.

**Let's Try** (Answers at bottom of page)

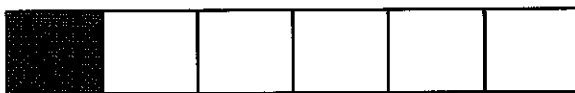
1. Circle the strips that are folded to make equal parts.



2. Juanita cut her string cheese into equal pieces as shown in the rectangles below. In the blanks below, name the fraction of the string cheese represented by the shaded part.



\_\_\_\_\_



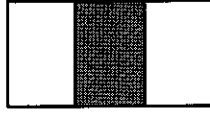
\_\_\_\_\_



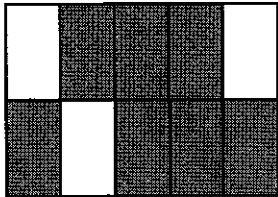
\_\_\_\_\_

## Daily Task

1. Circle the model that correctly shows  $\frac{1}{3}$  shaded.



- 2.



There are \_\_\_\_\_ equal parts in all. \_\_\_\_\_ are shaded.

3. Michael bakes a piece of garlic bread for dinner. He shares it equally with his 3 sisters. Show how Michael and his 3 sisters can each get an equal share of the garlic bread.

## Closure

Explain to a family member everything you know about fractions.

1. Which circle is divided equally into thirds?

A



C



B

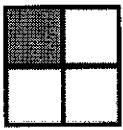


D

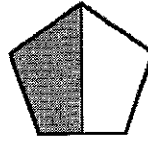


2. For which shape does the shaded area represent the fraction  $\frac{1}{4}$ ?

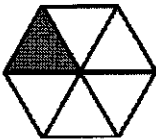
A



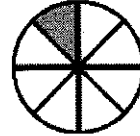
C



B



D



3. Which shaded area of a model represents a fraction equivalent to  $\frac{2}{6}$ ?

A



C



B



D



4. Study the number line.



Which letter is located at  $\frac{2}{3}$  on the number line?

- A. letter J
- B. letter K
- C. letter L
- D. letter M

5. A jogger drinks half a bottle of water while exercising.

$$\frac{1}{2} = \frac{?}{4}$$

What number would make a fraction equivalent to the amount of water the jogger drinks?

- A. 1
- B. 2
- C. 3
- D. 4

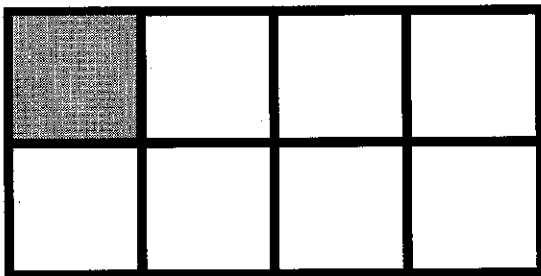
6. Study the fraction model.



Which number line represents an amount equal to the fraction model?



7. A rectangular garden is divided into equal parts, as shown.



A.  $\frac{1}{8}$  of the garden

B.  $\frac{4}{8}$  of the garden

C.  $\frac{7}{8}$  of the garden

D.  $\frac{8}{1}$  of the garden

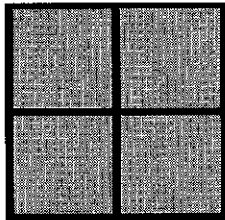
8. Consider the fraction.

$$\frac{4}{6}$$

How many one-sixth parts are represented by this fraction?

- A. 2 one-sixth parts
- B. 4 one-sixth parts
- C. 6 one-sixth parts
- D. 10 one-sixth parts

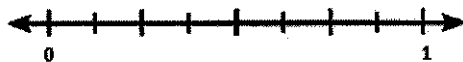
9. Four friends equally share 1 order of fries at a restaurant. Each friend eats  $\frac{1}{4}$  of the fries.



Which fraction represents the total amount of fries the friends eat?

- A.  $\frac{1}{4}$
- B.  $\frac{3}{4}$
- C.  $\frac{4}{4}$
- D.  $\frac{4}{1}$

10. A number line is divided into equal segments, as shown.



What is the size of each segment in relation to the whole?

A.  $\frac{1}{8}$

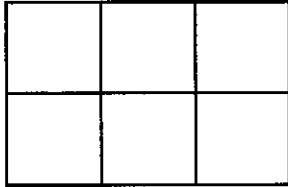
B.  $\frac{4}{8}$

C.  $\frac{7}{8}$

D. 1

Use the information given to answer questions 11-13.

Allison is celebrating the grand opening of her restaurant. Her friend, Doug, makes a rectangular cake to celebrate, as shown. Four other people are invited to the grand opening.



11. If Allison cuts the cake into 6 equal-size pieces, which number line represents the amount of each piece?

A.



B.



C.



D.





12. Only 2 other friends could attend the grand opening. Allison and Doug place the rest of the cake in the refrigerator.

If 2 pieces of cake were placed in the refrigerator, which two fractions represent this amount?

A.  $\frac{1}{6}$  cake

B.  $\frac{1}{3}$  cake

C.  $\frac{2}{6}$  cake

D.  $\frac{3}{6}$  cake

E.  $\frac{4}{6}$  cake

13. Doug also bakes a pie for Allison's grand opening. The pie is sliced into 4 equal-sized pieces.

Part A: What is the size of each piece of pie?

A.  $\frac{1}{2}$

B.  $\frac{1}{3}$

C.  $\frac{1}{4}$

D.  $\frac{1}{6}$

Part B: The slices of pie can be represented as which of the following models?

A.



C.



B.



D.







Use the information given to answer questions 14-16.

After everyone has finished eating their cake, each friend discusses how far away their homes are from the grand opening. The table shows how far each person traveled to the grand opening.

Allison	$\frac{2}{6}$ mile
Doug	$\frac{2}{8}$ mile
Morgan	$\frac{4}{6}$ mile
Owen	$\frac{2}{4}$ mile

14. Complete the choice matrix by matching the distances traveled with an equivalent fraction represented on the number line.

	$\frac{2}{6}$ mile	$\frac{2}{8}$ mile	$\frac{4}{6}$ mile	$\frac{2}{4}$ mile
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Complete the choice matrix by indicating if each comparison is true or false.

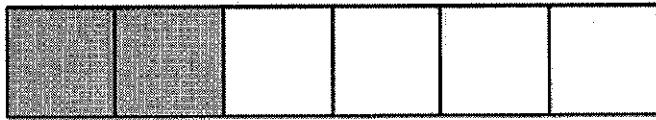
	True	False
$\frac{2}{6} < \frac{2}{3}$	<input type="radio"/>	<input type="radio"/>
$\frac{2}{4} < \frac{2}{3}$	<input type="radio"/>	<input type="radio"/>
$\frac{2}{8} > \frac{2}{4}$	<input type="radio"/>	<input type="radio"/>
$\frac{2}{6} < \frac{2}{8}$	<input type="radio"/>	<input type="radio"/>

16. Before heading home, Allison needs to run to the store. The store is  $\frac{3}{6}$  mile away from the grand opening. Which statement is true, and why?

- A The store is farther away from the grand opening than Allison's home because  $\frac{3}{6} > \frac{2}{6}$ .
- B The store is farther away from the grand opening than Allison's home because  $\frac{3}{6} < \frac{2}{6}$ .
- C The store is the same distance from the grand opening as Allison's home because  $\frac{3}{6} = \frac{2}{6}$ .
- D The store is closer to the grand opening compared to Allison's home because  $\frac{3}{6} > \frac{2}{6}$ .

## Naming the Whole for a Fraction – Task 17

Mrs. Frances drew a picture on the board.



Then she asked her students what fraction it represents.

- Emily said that the picture represents  $\frac{2}{6}$ . Label the picture to show how Emily's answer can be correct.
- Raj said that the picture represents  $\frac{2}{3}$ . Label the picture to show how Raj's answer can be correct.
- Alejandra said that the picture represents 2. Label the picture to show how Alejandra's answer can be correct.

## Building a Deck - Task 18

Mr. Rogers started building a deck on the back of his house. So far, he finished  $\frac{1}{4}$  of the deck. The fraction of the completed deck is below.



Draw 2 pictures of what the completed deck might look like. Use numbers and words to explain how you created your picture.

## **Making a Scarf – Task 19**

Martha is making a scarf for her sister. Each day she knits  $\frac{1}{6}$  of a scarf.

What fraction of the scarf will be complete after three days?

What fraction of the scarf will be complete after six days?

How can you use a number line to prove that your answers are correct?

## Selling Bubble Gum - Task 20

Turner is selling giant sticks of bubble gum at the fair.  
Customers can buy Turner's bubble gum in the following lengths:

### Bubble Gum Lengths

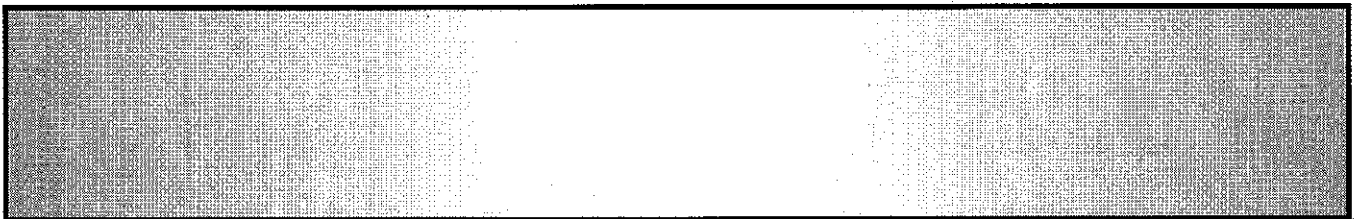
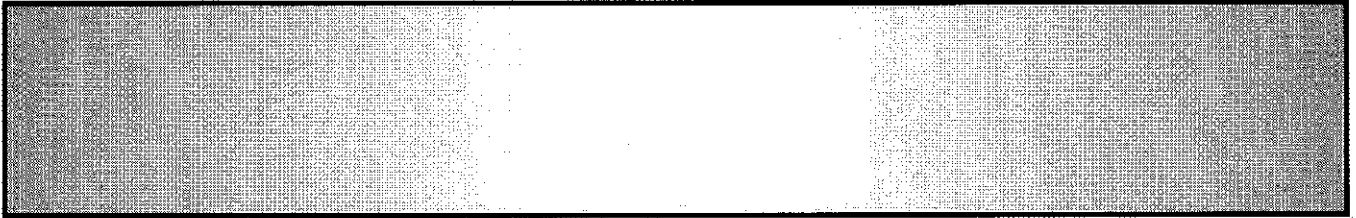
1/3 stick of bubble gum	whole stick of bubble gum
	1/2 stick of bubble gum
	1/4 stick of bubble gum
	1/6 stick of bubble gum
	1/8 stick of bubble gum

In order to quickly package and sell the bubble gum, Turner has asked you to create a chart showing the different bubble gum lengths. *See chart on following page.*

**After creating your chart, respond to each question:**

1. How can you prove that each length is correct?
2. Which lengths were easiest to find? Why?
3. Which lengths were the trickiest to find? Why?

**Bubble Gum Stick Template**  
*(each gray rectangle represents one whole stick of gum)*



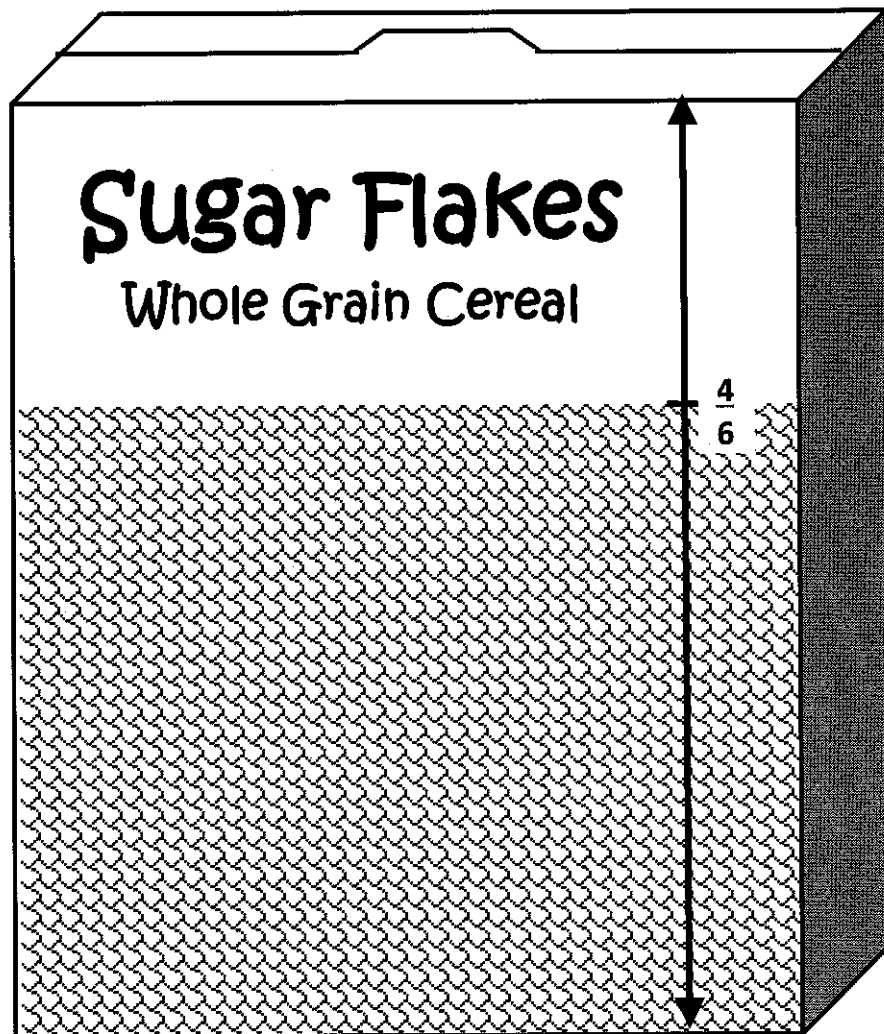
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## Inventing a Cereal Box – Task 21

Theresa invented a new see-through cereal box that helps people see how much cereal they have. She wants to put a number line on the box so it's easy to see the fraction of the box that is full. Theresa already marked that this box is  $\frac{4}{6}$  full. Help Theresa mark the following fractions on cereal box's number line:

$\frac{1}{6}$     $\frac{2}{6}$     $\frac{3}{6}$     $\frac{5}{6}$     $\frac{6}{6}$



Explain how you decided where to write each fraction on the number line.

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## Distances Swam – Task 21

Each member of the boys swim team swam for one minute. This chart shows the distance each boy swam.

<b>Distances Swam by Boys Swim Team</b>	
<b>Name</b>	<b>Fraction of a Mile Swam</b>
Chris	$\frac{2}{8}$
Brooks	$\frac{3}{4}$
Drew	$\frac{7}{8}$
Zak	$\frac{1}{2}$
Sean	$\frac{3}{6}$
Michael	$\frac{1}{4}$
Juan Pablo	

Which boys swam the same amount? Prove your answer using at least two different representations (i.e., number line, fraction models, drawings, or words, or numbers).

Between Brooks and Sean, who swam a longer distance? Write a sentence to explain how you know that you are correct.

Oh no! Juan Pablo's distance was not recorded on the chart. He swam the same amount as Brooks and has an 8 in his denominator.

**Daily Fluency (10 minutes)**

Fill in the bubble next to the equation that will help you solve each word problem.

**a** Marco wants to buy a T-shirt for each of his 4 cousins. Each T-shirt costs \$12. How much will Marco spend on the T-shirts in all?

- $4 + 12 = ?$         $4 \times 12 = ?$         $12 - 4 = ?$         $12 \div 4 = ?$

**b** Kaylee has 4 erasers. Imani has 12 erasers. How many more erasers does Imani have than Kaylee?

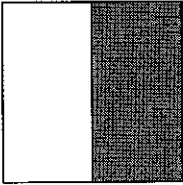
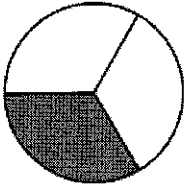
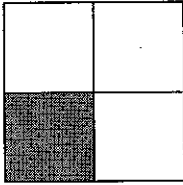
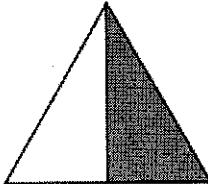
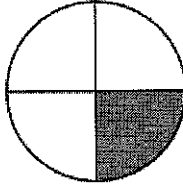
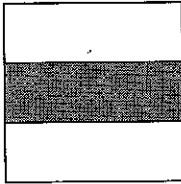
- $4 + 12 = ?$         $4 \times 12 = ?$         $12 - 4 = ?$         $12 \div 4 = ?$

**c** Lucia had 12 marbles. Her sister gave her 4 more. How many marbles does Lucia have now?

- $4 + 12 = ?$         $4 \times 12 = ?$         $12 - 4 = ?$         $12 \div 4 = ?$

**Daily Task (15 minutes)**

1 Fill in the bubble next to the fraction that shows how much of each shape is filled in.

<p><b>example</b></p> <p><input checked="" type="radio"/> <math>\frac{1}{2}</math></p> <p><input type="radio"/> <math>\frac{1}{3}</math></p> <p><input type="radio"/> <math>\frac{1}{4}</math></p> 	<p><b>a</b></p> <p><input type="radio"/> <math>\frac{1}{2}</math></p> <p><input type="radio"/> <math>\frac{1}{3}</math></p> <p><input type="radio"/> <math>\frac{1}{4}</math></p> 
<p><b>b</b></p> <p><input type="radio"/> <math>\frac{1}{2}</math></p> <p><input type="radio"/> <math>\frac{1}{3}</math></p> <p><input type="radio"/> <math>\frac{1}{4}</math></p> 	<p><b>c</b></p> <p><input type="radio"/> <math>\frac{1}{2}</math></p> <p><input type="radio"/> <math>\frac{1}{3}</math></p> <p><input type="radio"/> <math>\frac{1}{4}</math></p> 
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2 If you have a 4 section Hershey Bar and you eat one section, what fraction did you eat? What fraction is left? Write your answer in a complete sentence. Draw and explain your thinking.

### Daily Closing (5 minutes)

What takeaway from this lesson will be important to know three years from now? Why?