



Grade 3 Learning Packet

Thank you for continuing your child's education. To help support you in continuing their education, we have put together this optional resource for your use.

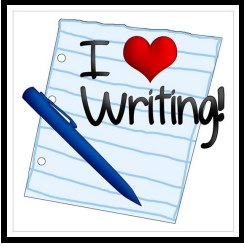
Gracias por continuar con la educación de su hijo. Para apoyarlo con esta tarea, ponemos a su disposición este recurso opcional



Third Grade Reading Record

It is recommended that you read 30 to 60 minutes each day. In order to carry meaning across the entire text, a good strategy is to make notes after each reading session. Use this chart to record the main event or details of your reading.

Date	Main event or details



Third Grade Writing Prompts

Name: _____

Directions

Please carefully consider the following questions. You may do a quick sketch planner on another sheet of paper.

Remember to include an introduction and conclusion in your response. Feel free to continue your writing onto the back of the paper.

Don't forget to edit for capitals, punctuation, and spelling!

3rd Grade Homework - Trimester 2

Trimester 2: Week 1

Name _____ Student # _____

Monday: Single-Digit Multiplication

1. $3 \times 7 = \underline{\quad}$

2. $5 \times \underline{\quad} = 20$

3.
$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

5. A student has 3 chores to do at home this week. Each chore takes about 8 minutes to do. How many minutes will this student be doing chores this week?

Tuesday: Single-Digit Division

1. $6 \div 2 = \underline{\quad}$

2. $10 \div 5 = \underline{\quad}$

3. $9 \div \underline{\quad} = 3$

4. $16 \div 2 = \underline{\quad}$

5. At breakfast there were 24 pancakes on the kitchen table. There were four people that wanted to equally share the pancakes. How many pancakes should each person get?

Wednesday: Area of Rectangles and Shapes Made of Rectangles

1. $3 \text{ m} \times 4 \text{ m} = \underline{\quad}$ square meters

2. $4 \text{ in. (length)} \times \underline{\quad} \text{ in. (width)} = 24 \text{ square inches}$

3.

5 ft.



$= \underline{\quad}$ square feet

7 ft.

4.

5cm



Square side length 5 cm.

Area = $\underline{\quad}$ square cm.

5. If the room measured 6 meters in length and 5 meters in width, how many square meters is the room?

Thursday: Add/Subtract within 1000

1. $347 - 125 = \underline{\quad}$

2. $274 + 326 = \underline{\quad}$

3.
$$\begin{array}{r} 308 \\ + 139 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 678 \\ - 626 \\ \hline \end{array}$$

5. Our class goal is to collect 470 magazines. If we have already collected 250, how many more magazines do we need to collect?

3rd Grade Homework - Trimester 2

Trimester 2: Week 2

Name _____ Student # _____

Monday: Single-Digit Multiplication

1. $4 \times 6 = \underline{\quad}$

2. $3 \times \underline{\quad} = 27$

3.
$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

5. A student bought 4 packs of cards at the store. Each pack of cards had 8 cards in it. How many cards does the student have?

Tuesday: Single-Digit Division

1. $36 \div 6 = \underline{\quad}$

2. $14 \div 2 = \underline{\quad}$

3. $64 \div 8 = \underline{\quad}$

4. $21 \div 7 = \underline{\quad}$

5. There are 16 glue bottles in the classroom. During an art project, students are put into 4 groups and need to share the bottles equally. How many glue bottles does each group get?

Wednesday: Area of Rectangles and Shapes Made of Rectangles

1. $5 \text{ mi.} \times 7 \text{ mi.} = \underline{\quad}$ square miles

2. $6 \text{ cm (length)} \times \underline{\quad} \text{ cm (width)} = 36 \text{ square centimeter}$

3.
$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$
 = $\underline{\quad}$ square feet
3 ft. 4 ft.

4.
$$\begin{array}{|c|} \hline \square \\ \hline \end{array}$$
 Square side length 7 in.
7 in. Area = $\underline{\quad}$ square inches

5. If the garage measured 9 meters in length and 8 meters in width, how many square meters is the garage?

Thursday: Add/Subtract within 1000

1. $447 - 275 = \underline{\quad}$

2. $715 + 325 = \underline{\quad}$

3.
$$\begin{array}{r} 821 \\ - 357 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 538 \\ + 462 \\ \hline \end{array}$$

5. A pasta restaurant ordered 543 jars of garlic sauce and 125 jars of tomato sauce. How many more jars of garlic sauce does the restaurant have than tomato sauce?

3rd Grade Homework - Trimester 2

Trimester 2: Week 3

Name _____ Student # _____

Monday: Single-Digit Multiplication

1. $8 \times 6 = \underline{\quad}$

2. $6 \times \underline{\quad} = 30$

3.
$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

5. The Cortez family has a dog. If their dog eats about 3 cups of food in a day, how many cups of food will it eat in 7 days?

Tuesday: Single-Digit Division

1. $28 \div 7 = \underline{\quad}$

2. $18 \div 2 = \underline{\quad}$

3. $32 \div 8 = \underline{\quad}$

4. $20 \div 5 = \underline{\quad}$

5. If there are 30 cookies in a box to share, how many cookies would each person get if there are 6 people who want to equally share the cookies?

Wednesday: Area of Rectangles and Shapes Made of Rectangles

1. $4 \text{ yds.} \times 6 \text{ yds.} = \underline{\quad}$ square yards

2. $7 \text{ in. (length)} \times \underline{\quad} \text{ in. (width)} = 42 \text{ square inches}$

3.
$$\begin{array}{l} 3 \text{ ft.} \\ \square \\ 8 \text{ ft.} \end{array} = \underline{\quad} \text{ square feet}$$

4.
$$\begin{array}{l} 4 \text{ in.} \\ \square \\ \end{array} \begin{array}{l} \text{Square side length 4 in.} \\ \text{Area} = \underline{\quad} \text{ square inches} \end{array}$$

5. If the card measured 5 inches in length and 8 inches in width, how many square inches is the card?

Thursday: Add/Subtract within 1000

1. $814 - 299 = \underline{\quad}$

2. $515 + 325 = \underline{\quad}$

3.
$$\begin{array}{r} 549 \\ - 165 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 689 \\ - 277 \\ \hline \end{array}$$

5. An ice cream shop used 205 spoonfuls of sprinkles and 187 spoonfuls of chocolate chips. How many more spoonfuls of sprinkles than chocolate chips were used?

3rd Grade Homework - Trimester 2

Trimester 2: Week 4

Name _____ Student # _____

Monday: Single-Digit Multiplication

1. $7 \times 9 =$ _____

2. $7 \times$ _____ $= 28$

3.
$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

5. There are 4 people in the Smith family. Each person ate 3 slices of pizza for dinner. How many slices of pizza were eaten by the Smith family at dinner?

Tuesday: Single-Digit Division

1. $32 \div 4 =$ _____

2. $9 \div 3 =$ _____

3. $48 \div 6 =$ _____

4. $48 \div 8 =$ _____

5. If there are 40 angelfish at the aquarium, how many angelfish should be in each tank if there are 8 fish tanks with the fish shared equally?

Wednesday: Area of Rectangles and Shapes Made of Rectangles

1. $3 \text{ m.} \times 8 \text{ m.} =$ _____ square meters

2. $9 \text{ in. (length)} \times$ _____ in. (width) $= 36$ square inches

3.
$$\begin{array}{|c|} \hline 4 \text{ mi.} \\ \hline \end{array} \begin{array}{|c|} \hline \square \\ \hline \end{array} =$$
 _____ square miles
8 mi.

4.
$$\begin{array}{|c|} \hline 8 \text{ in.} \\ \hline \end{array} \begin{array}{|c|} \hline \square \\ \hline \end{array} \text{ Square side length } 8 \text{ in.}$$

Area = _____ square inches

5. If the book measured 7 inches in length and 8 inches in width, how many square inches is the book?

Thursday: Add/Subtract within 1000

1. $312 - 198 =$ _____

2. $676 + 312 =$ _____

3.
$$\begin{array}{r} 609 \\ - 537 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 479 \\ + 355 \\ \hline \end{array}$$

5. In the classroom supply cabinet there are 518 sheets of white paper and 428 sheets of yellow paper. How many sheets are there altogether?

3rd Grade Homework - Trimester 2

Trimester 2: Week 5

Name _____ Student # _____

Monday: Single-Digit Multiplication

1. $8 \times 2 = \underline{\quad}$

2. $9 \times \underline{\quad} = 36$

3.
$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

5. In the classroom there are 6 students in every group. There are 6 groups in the class. How many students are in the class?

Tuesday: Single-Digit Division

1. $35 \div 7 = \underline{\quad}$

2. $81 \div 9 = \underline{\quad}$

3. $42 \div 6 = \underline{\quad}$

4. $25 \div 5 = \underline{\quad}$

5. Sam's dad drives 45 miles every week for work. If Sam's dad drives the same number of miles for 5 days, how many miles does Sam's dad drive each day?

Wednesday: Area of Rectangles and Shapes Made of Rectangles

1. $6 \text{ m.} \times 5 \text{ m.} = \underline{\quad}$ square meters

2. $8 \text{ in. (length)} \times \underline{\quad} \text{ in. (width)} = 24$ square inches

3.

4 mi.

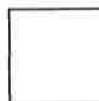


= $\underline{\quad}$ square miles

5 mi.

4.

4in.



Square side length 4 in.

Area = $\underline{\quad}$ square inches

5. If the wall measured 6 meters in length and 4 meters in width, how many square meters is the wall?

Thursday: Add/Subtract within 1000

1. $693 - 242 = \underline{\quad}$

2. $547 + 238 = \underline{\quad}$

3.
$$\begin{array}{r} 389 \\ - 295 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 339 \\ + 559 \\ \hline \end{array}$$

5. Our class goal is to collect 650 aluminum cans to recycle. If we already collected 375 aluminum cans, how many more do we need to reach our goal?

3rd Grade Homework - Trimester 2

Trimester 2: Week 6

Name _____ Student # _____

Monday: Single-Digit Multiplication

1. $6 \times 8 =$ _____

2. $8 \times$ _____ $= 32$

3.
$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

5. A student has 4 cookies to eat for dessert. Each cookie has 8 chocolate chips on it. How many chocolate chips does the student get to eat?

Tuesday: Single-Digit Division

1. $18 \div 2 =$ _____

2. $35 \div 7 =$ _____

3. $56 \div 8 =$ _____


4. $42 \div 6 =$ _____


5. Yesterday, 36 packages of paper were delivered to the school. If there were 4 boxes and each had the same number of packages, how many were in each box?

Wednesday: Area of Rectangles and Shapes Made of Rectangles

1. $8 \text{ cm.} \times 5 \text{ cm.} =$ _____ square centimeters

2. $9 \text{ m. (length)} \times$ _____ $\text{m. (width)} = 63$ square meters

3.  = _____ square yards
6 yds. 7 yds.

4. 3 ft.  Square side length 3 ft.
Area = _____ square feet

5. If a tile measured 8 inches in length and 4 inches in width, how many square inches is the tile?

Thursday: Add/Subtract within 1000

1. $475 + 425 =$ _____

2. $367 - 358 =$ _____

3.
$$\begin{array}{r} 375 \\ +419 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 294 \\ -199 \\ \hline \end{array}$$

5. Our class wants to collect 550 coins. So far, we have collected 330 coins. How many more coins do we need to collect?

3rd Grade Homework - Trimester 2

Trimester 2: Week 7

Name _____ Student # _____

Monday: Single-Digit Multiplication

1. $9 \times 3 = \underline{\quad}$

2. $7 \times \underline{\quad} = 42$

3.
$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

5. A teacher has 8 boxes of crayons. Each box has 6 crayons in it. How many crayons does the teacher have?

Tuesday: Single-Digit Division

1. $49 \div 7 = \underline{\quad}$

2. $24 \div 6 = \underline{\quad}$

3. $48 \div 8 = \underline{\quad}$

4. $27 \div 3 = \underline{\quad}$

5. The factory makes 54 stuffed bears each week. If the factory is open 6 days a week, and makes the same number of bears every day, how many stuffed bears does it make each day?

Wednesday: Area of Rectangles and Shapes Made of Rectangles

1. $6 \text{ mi.} \times 5 \text{ mi.} = \underline{\quad}$ square miles

2. $4 \text{ m. (length)} \times \underline{\quad} \text{ m. (width)} = 28$ square meters

3.
$$\begin{array}{|c|} \hline 4 \text{ ft.} \\ \hline \square \\ \hline 6 \text{ ft.} \\ \hline \end{array} = \underline{\quad}$$
 square feet

4.
$$\begin{array}{|c|} \hline 2 \text{ in.} \\ \hline \square \\ \hline \end{array}$$
 Square side length 2 inches.
Area = $\underline{\quad}$ square inches

5. If a rug measured 6 feet in length and 5 feet in width, how many square feet is the rug?

Thursday: Add/Subtract within 1000

1. $512 - 327 = \underline{\quad}$

2. $526 + 367 = \underline{\quad}$

3.
$$\begin{array}{r} 322 \\ + 559 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 823 \\ - 598 \\ \hline \end{array}$$

5. Joe wants to stack 940 cards. So far he has stacked 448 cards. How many more cards does he need to stack to reach his goal?

Trouble in the Ocean

Save the Ocean Animals

Some sea creatures need help.

Many kinds of animals live in the ocean. Some of those animals are endangered. That means they are in danger of dying out. Only a few are left in the world. Scientists are trying to keep endangered animals safe.

Green Sea Turtle



Pacific Stock/SuperStock

The green sea turtle lives in warm waters. An adult green sea turtle eats mostly plants. It can weigh up to 440 pounds. Its shell can grow to 4 feet long. A green sea turtle can't pull its head into its shell the way some turtles can.

Why are green sea turtles endangered? People hunt them for their meat and eggs. The turtles also get trapped in nets used to catch fish. Pollution hurts the turtles too. If turtles eat trash, it can kill them.

Blue Whale



Denis Scott/Corbis

The blue whale is the largest animal in the world. It is as big as an airplane. The whale can grow to 90 feet long and weigh more than 100 **tons**. A ton is equal to 2,000 pounds.

The blue whale lives in all the oceans. It eats tiny animals called krill. A blue whale can eat about 4 tons of krill each

day.

Blue whales are endangered. People once hunted them for their meat and fat. The fat was used to make oil for lamps. Special laws now protect blue whales. People no longer hunt them.

Great White Shark



Stephen Frink/Science Faction/Corbis

The great white shark is the largest meat-eating shark. It grows to about 15 feet long. It weighs up to 5,000 pounds. The shark has rows of long, sharp teeth. It eats fish, dolphins, seals, and other ocean animals.

Great white sharks are often found in waters near the coast. A coast is land next to the ocean.

People are a threat to great white sharks. People hunt them for their teeth, jaws, and meat. The sharks also get caught in fishing nets.

Name: _____ Date: _____

1. What does "endangered" mean?

- A. in danger of dying out
- B. in danger of being eaten
- C. in danger of getting sick
- D. in danger of being hunted

2. What does the text list and describe?

- A. three laws passed to protect ocean animals
- B. three endangered ocean animals
- C. three types of pollution that harm ocean animals
- D. three ways people are working to protect oceans

3. Fishing nets can be harmful to a number of species. What evidence from the text supports this conclusion?

- A. Some ocean animals are endangered, or in danger of dying out.
- B. People are a threat to great white sharks.
- C. Green sea turtles and great white sharks get trapped in fishing nets.
- D. Blue whales used to be hunted for their meat and fat.

4. What is a common threat of great sea turtles, blue whales, and great white sharks?

- A. fishing nets
- B. food shortages
- C. pollution
- D. humans

5. What is the main idea of this text?

- A. Green sea turtles, blue whales, and great white sharks are protected by special laws.
- B. Green sea turtles, blue whales, and great white sharks live in the ocean.
- C. Green sea turtles, blue whales, and great white sharks are endangered animals.
- D. Green sea turtles, blue whales, and great white sharks get caught in fishing nets.

6. Read this sentence from the text:

"People are a threat to great white sharks. People hunt them for their teeth, jaws, and meat."

What does the author mean by the sentence, "People are a threat to great white sharks"?

- A. People put great white sharks in danger.
- B. People scare great white sharks.
- C. Great white sharks put people in danger.
- D. Great white sharks scare people.

7. Choose the answer that best completes the sentence.

Blue whales were once hunted for their meat and fat, _____ now special laws protect them from being hunted.

- A. soon
- B. also
- C. like
- D. but

8. What has helped protect blue whales?

9. Explain why green sea turtles are endangered.

Support your answer with evidence from the text and images.

10. Compare the reasons why green sea turtles, blue whales, and great white sharks are endangered.

Support your answer with evidence from the text and images.

The Disappearing Room

by ReadWorks



"Where'd you go?" asked Alejandro, with a tremble in his voice.

June coughed. She could taste dust in her mouth and felt a stinging on her knees. She could barely breathe after falling down the steps and onto the cold concrete.

"June, where are you?" called out Alejandro. The room was pitch black. He could hear his friend at the bottom of the steps, but in the darkness he could not see a thing. He turned around and pulled on the doorknob. The heavy, wooden door wouldn't budge.

"I'm ok," answered June. "I think I scraped my knees. Ouch! OK, I'm sure I scraped my knees. But everything else feels OK." June felt a tear in her eye, but tried very hard to hold it back. She worried about how frightened Alejandro was.

"I can't see *anything* in here!" exclaimed Alejandro, trying hard not to panic.

"I know. Me neither. Come down the steps, but don't hold onto the rail! That's why I fell. The rail stops halfway down."

As Alejandro slowly descended into the basement, June looked in every direction. She wondered why she couldn't make out any shapes. Even when her parents turned out every light in the apartment after bedtime, she could always make out the picture frames on her dresser. In this place, it was like her eyes were shut.

"I'm here," said Alejandro, interrupting her thoughts. He clasped June's hand and asked, "What now?"

June squinted and sighed. Then she noticed a bright speck in the corner of the room. A thin beam of light shot out from the speck. It pointed down to the floor and disappeared into the darkness.

"Do you see it?" asked Alejandro. Most of the room was still in darkness, but near that one spot of light, he could see what looked like chairs.

"Yeah!" confirmed June. She reached up towards the light. There was a curtain, covering a window. She opened it.

Alejandro and June covered their eyes. Their corner of the basement was flooded with light! Then, everything in the room became visible: the steps, the broken rail, the chairs, an old billiards table, and boxes and boxes of old newspapers.

"No luck with that door?" asked June.

Alejandro shook his head. June clambered onto a nearby chair and pushed at the window. It opened with a creak, and she pulled herself towards the opening.

"Let's get back to the party," she said with a smirk.

Name: _____ Date: _____

1. Where are June and Alejandro?

- A. in a very large bathroom
- B. in a very small closet
- C. in a very dark room
- D. in a very hot attic

2. June and Alejandro have a problem. The room they are in is too dark for them to see well. How do they solve this problem?

- A. They knock on a wooden door until somebody lets them out.
- B. They scream for help until somebody hears them.
- C. They climb up a staircase, holding tightly to the railing.
- D. They notice a little bit of light, and June opens a curtain.

3. June and Alejandro are scared.

What evidence from the story supports this statement?

- A. "Alejandro shook his head. June clambered onto a nearby chair and pushed at the window."
- B. "June felt a tear in her eye, but tried very hard to hold it back. She worried about how frightened Alejandro was."
- C. "'Do you see it?' asked Alejandro. Most of the room was still in darkness, but near that one spot of light, he could see what looked like chairs."
- D. "As Alejandro slowly descended into the basement, June looked in every direction. She wondered why she couldn't make out any shapes."

4. Why does June push at the window and pull herself toward its opening?

- A. She wants to get out of the room.
- B. She wants to stay in the room.
- C. She wants to make the room dark again.
- D. She wants Alejandro to try opening the door.

5. What is a theme of this story?

- A. Discovering a new place is lots of fun and can make your life better.
- B. Getting into a fight with a friend can help you work out your differences.
- C. Children in a dangerous situation should turn to an adult for help.
- D. People can get out of a scary situation if they do not give in to their fear.

6. Read the following sentences: "The room was **pitch black**. He could hear his friend at the bottom of the steps, but in the darkness he could not see a thing."

What does the phrase **pitch black** mean?

- A. completely black
- B. more gray than black
- C. mostly black with a few rays of light
- D. a black surface with lots of light shining on it

7. Choose the answer that best completes the sentence below.

June and Alejandro do not give up looking for a way out of the room _____ they are scared.

- A. finally
- B. moreover
- C. although
- D. specifically

8. What does June say after opening the window?

9. Why does June want to get back to the party?

10. How does June probably feel at the end of the story? Support your answer with evidence from the passage.

Melting Ice Sheets

An ice sheet is a thick layer of ice that covers a large area for an extended period of time. During the last glacial period, most of the Earth was covered by ice sheets. Today, there are only two ice sheets in the world. One is the Antarctic ice sheet, and the other is the Greenland ice sheet. Ice sheets form as layers of snow accumulate over time. Most of the freshwater available on Earth is trapped in these ice sheets.

The Antarctic ice sheet is up to 3 miles deep. It covers nearly 5.4 million square miles. That's almost the entire Antarctic continent. If all the water in this ice sheet melted, it would raise the sea level by 200 feet. The Greenland ice sheet is much smaller than the Antarctic one. It covers 656,000 square miles.



Stream of melting water in Greenland's ice sheet

These ice sheets are shrinking as they melt more quickly than snow can accumulate. Many scientists believe that global warming is playing a role in the melting of the ice sheets. Global warming is the increase in the world's average temperature. Most scientists believe that the global warming the Earth is now experiencing is caused in large part by human activity. Humans are releasing gases into the air that trap heat in the atmosphere. One major way they are doing this is by burning fossil fuels.

Scientists are working hard to learn more about how and why these ice sheets are melting. The melting ice sheets can have big effects on the planet. As more water melts and enters the ocean, the sea level rises. The rising water could cover cities that sit near the coast. These cities include New York City and New Orleans, Louisiana. One other effect of the melting ice sheets is that the ocean water will become less salty as it mixes with fresh water. This could disrupt ocean ecosystems that rely on certain levels of seawater to survive.

Name: _____ Date: _____

1. What is an ice sheet?

- A. a thick layer of ice that covers a large area for short period of time
- B. a thin layer of ice that covers a small area for a short period of time
- C. a thick layer of ice that covers a large area for an extended period of time
- D. the process that leads to ice layers melting into the ocean

2. The text describes possible effects of ice sheets melting. What is one of these effects?

- A. Ocean water will become more salty.
- B. Ocean ecosystems will become healthier for sea animals.
- C. The average temperature of the Earth will decrease.
- D. Cities that sit near the coast may be covered in water.

3. Melting ice sheets could negatively impact our oceans.

What information from the text best supports this statement?

- A. Melting ice sheets may cause oceans to become less salty which could disrupt their ecosystems.
- B. Cities like New York City and New Orleans may become covered in water as the ice sheets melt.
- C. Ice sheets form as layers of snow accumulate over time.
- D. If all the water in the Antarctic ice sheet melted, it would raise the sea level by 200 feet.

4. During the last glacial period, most of the Earth was covered by ice sheets.

Based on information in the text, how has the average temperature of the Earth probably changed since this period?

- A. It has gotten colder.
- B. It has gotten warmer.
- C. It has gotten colder then warmer.
- D. It has gotten warmer then colder.

5. What is the main idea of this text?

- A. The Greenland ice sheet covers 656,000 square miles but it is much smaller than the Antarctic ice sheet.
- B. The melting of the world's ice sheets may be caused in part by global warming and could change our oceans and coastal cities.
- C. The increase in the world's average temperature which the Earth is currently experiencing may be caused in large part by human activity.
- D. Today, most of the freshwater available on Earth is trapped in the Antarctic and Greenland ice sheets.

6. Read the following sentence from the text.

"Global warming is the increase in the world's average temperature."

Based on this sentence, what does the word "global" mean?

- A. having to do with only part of the Earth
- B. having to do with just one continent
- C. having to do with just one country
- D. having to do with the whole Earth

7. Choose the answer that best completes this sentence.

The Antarctic and Greenland ice sheets are melting more quickly than snow can accumulate. _____, the ice sheets are shrinking.

- A. As a result
- B. However
- C. On the other hand
- D. Namely

8. What do many scientists believe is playing a role in the melting of the Earth's ice sheets?

9. As the ice sheets melt and more water enters the ocean, the sea level rises. How does this threaten cities sitting on the coast?

10. Based on information in the text, explain how humans may be able to help protect our oceans and coastal cities.

Looking for a Bear

by W.M. Akers



"I want to see the bears!"

"I don't care. I want to see the whales first."

"But bears are so much better."

"Yeah, if you're seven. I'm ten now. I like whales."

"So what? I want to see the bears."

"I don't care! Coming to the museum was my idea, and we're seeing the whales first."

"Bears!"

"Whales!"

"Bears!"

"Whales!"

"Mommmy! Graham is being mean!" shouted Sarah. Everyone in the main lobby of the Museum of Natural History turned to look at her. Mom turned around with an embarrassed look on her face—the one that she called mortified.

"What did he do?" whispered Mom.

"He said that bears are for little kids, and that we have to see the whales first."

"We're going to see everything in the museum. We have all afternoon."

"But I want to start with the *bears*."

"Then you should have asked nicely instead of shouting. Graham, take us to the whales."

Sarah's heart sank. Graham didn't even have to say anything. The look he gave her was bad enough. He was smiling ear to ear like one of the chimpanzees in the Africa exhibit. She dragged her feet all the way to Ocean Life. She knew she shouldn't have shouted, but Graham made her so angry. And the simple fact was, they didn't have all afternoon. It was 3:00 PM now, and the museum closed at 5:15 PM. Sarah had seen the sign. She had read her mother's watch. She knew there was not much time left for bears.

Ever since they started learning about them the year before at school, Sarah had had bears on the brain. She had paid extra close attention during that unit and now knew all sorts of facts about bears. Grizzly bears were some of the biggest in the world, and they were her favorite.

"Did you know," she asked her mother, "that grizzly bears can get as big as 850 pounds?"

"I did, Sarah. You mentioned that several times in the car."

"Well, did you know they can run 35 miles an hour?"

"Yes, I did."

"That's speeding in some places!" said Sarah, but Mom didn't seem to care.

"Whales are way bigger than bears," said Graham. "That means they're better."

"Yeah, but whales live in the ocean."

"So what's wrong with the ocean?"

"It means they're wet all the time. And they smell like fish."

"You smell like fish!" Graham cracked up. Clearly, he thought he was very clever.

"How big are whales?" asked Sarah.

"What do you mean?"

"Grizzly bears weigh 850 pounds. How much do whales weigh?"

"Uh...I don't know. A whole lot."

Sarah scoffed. Graham didn't even know anything about whales. He just wanted to make sure she was unhappy. She had been looking forward to this trip for months. She read about the museum online, about all the dioramas that were built in the 1940s. They were a very old-fashioned kind of exhibit, but they looked beautiful in the pictures. It was as close as she could get to a real bear, and she had stayed up all the night before thinking about it. And now Graham was ruining the fun.

The Ocean Life exhibit was dark and quiet. Spooky sounds filtered down from the speakers which were supposed to make them feel like they were underwater. Sarah didn't feel underwater. She just felt grumpy.

"Oh look," she said. "A whale."

"That's a humpback whale," said Graham, doing his best to show off.

"No, it's not. It's a beluga whale. Read the sign."

The model of the beluga was one of the ugliest animals she had ever seen. It had a smooshed-up face and a sad grey color, and it looked like it definitely smelled like fish.

"Well I think it's so good that I'm going to stand here and appreciate it," said Graham. "For a while."

"Mom-can I please just go look at the bears by myself?" asked Sarah.

"No," said Mom. "You have to stay in this room."

As Graham pretended to be interested in the whale, Sarah watched the seconds tick by on her mother's watch. Finally, she couldn't take the beluga any longer. She stomped away, her arms swinging at her side, looking desperately for something in the Ocean Life exhibit that

wasn't ugly, boring, or stinky. And then, from across the room, she saw it.

It was a diorama of Alaskan seals swimming just below a sheet of ice. Above them, peering hungrily into the water was a polar bear, looking so real that Sarah flinched when she saw it. It had snow-white fur, a wet-looking, black nose, and claws as sharp as razor blades. As Sarah pressed her face up against the glass to look at it, she forgot about the whales behind her. The polar bear was the most beautiful thing she had ever seen.

Name: _____ Date: _____

1. What does Sarah want to see?

- A. ocean life
- B. whales
- C. bears
- D. African mammals

2. What is the main conflict in the story?

- A. Sarah wants to see the bears, but Graham wants to see the whales.
- B. Sarah wants to see the whales, but Graham wants to see the bears.
- C. Sarah does not want to be at the Museum of Natural History.
- D. Sarah has been at the Museum of Natural History for too long.

3. Read the following sentences about Sarah: "She read about the museum online, about all the dioramas that were built in the 1940s. They were a very oldfashioned kind of exhibit, but they looked beautiful in the pictures. It was as close as she could get to a real bear, and she had stayed up all the night before thinking about it."

What conclusion can be drawn about Sarah based on this evidence?

- A. Sarah had never been to a museum before visiting the Museum of Natural History.
- B. Sarah became interested in bears when she started preparing for her trip to the Museum of Natural History.
- C. Sarah probably wants to work at a museum when she grows up.
- D. Sarah's trip to the museum meant a lot to her.

4. Read the following sentences: "She stomped away, her arms swinging at her side, looking desperately for something in the Ocean Life exhibit that wasn't ugly, boring or stinky."

How is Sarah feeling at this point in the story?

- A. sad
- B. angry
- C. tired
- D. excited

5. What is this story mostly about?

- A. Sarah's relationship with her brother
- B. Sarah's knowledge about bears
- C. Sarah's trip at the Museum of Natural History
- D. dioramas at the Museum of Natural History

6. Read the following sentences:

"Grizzly bears weigh 850 pounds. How much do whales weigh?"

"Uh...I don't know. A whole lot."

Sarah **scoffed**. Graham didn't even know anything about whales.

As used in the passage, what does "**scoffed**" most nearly mean?

- A. made fun of
- B. knew a lot
- C. shouted
- D. mumbled

7. Choose the answer that best completes the sentence below.

_____ Sarah is dragged to the Ocean Life exhibit, she gets to see a bear.

- A. As a result
- B. Above all
- C. Previously
- D. Even though

8. Which exhibit does Sarah's family visit first?

9. How do Sarah's feelings change when she sees the polar bear?

10. Explain whether Sarah has a good time at the Museum of Natural History. Use information from the passage to support your answer.

Learning on the Soccer Field

by ReadWorks



Gustavo's favorite sport is soccer. When he was only four years old, his older brother taught him how to kick the ball. At first Gustavo was never able to make the ball go where he wanted it to go. Now Gustavo is eight years old, and he has had a lot of practice. Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - thwack! Gustavo calls it his lucky left foot. When Gustavo kicks the soccer ball hard with his left foot, he can make it fly into the goal.

Gustavo lives in Rio de Janeiro, one of the biggest cities in Brazil. Rio de Janeiro is on the beach and has very warm weather. All of Gustavo's friends love to play soccer when they get out of school. Today, there is a new boy at school. His name is Felipe, and he comes from Sao Paulo. Sao Paulo is another city in Brazil and has lots of tall buildings called skyscrapers.

After school, the boys invite Felipe to play soccer with them. Felipe says okay but looks very nervous.

As they walk to the soccer field, Gustavo asks Felipe, "What's wrong?" Felipe sighs and says, "I don't know how to play soccer. I tried once and everybody laughed at me." Gustavo pats Felipe on the shoulder. "That's alright," says Gustavo. "I used to be really bad too. You have to keep trying."

The game starts, and Gustavo moves to the front of the field. He plays the forward position and is always trying to score a goal on the other team. Gustavo feels happy every time he plays soccer and tonight he is playing even better than usual. He steals the ball from the other team and runs with it as fast as he can. Thwack! Gustavo kicks the ball with his lucky left foot and it flies through the sky into the goal. Everybody cheers and Gustavo feels like he is the king of the soccer field.

After the game, Gustavo and Felipe stay on the field to practice. Gustavo shows Felipe how he kicks with his lucky left foot. When Felipe tries to kick the ball, it goes in the wrong direction. Gustavo doesn't laugh at Felipe. Instead, he looks and sees that Felipe is kicking the wrong part of the ball with his foot. Gustavo shows Felipe where to kick the ball, and already Felipe is a little bit better. The rest of the week Gustavo and Felipe practice on the soccer field after the other boys leave. Felipe also practices kicking the ball before school. The next week Felipe scores his first goal, and Gustavo gives him a big high-five. Now Felipe looks forward to playing soccer every day, and Gustavo has a new friend.

Name: _____ Date: _____

1. What sport do Gustavo and Felipe play?

- A. baseball
- B. basketball
- C. soccer
- D. tennis

2. In this story, an effect is that Felipe gets better at soccer. What is the cause?

- A. Felipe gets laughed at the first time he tries to play soccer.
- B. Felipe practices kicking the soccer ball.
- C. Felipe kicks the soccer ball with the wrong part of his foot.
- D. Gustavo gives Felipe a big high-five.

3. Gustavo is good at soccer.

What evidence from the story supports this conclusion?

- A. After a week of practice, Felipe scores his first goal and Gustavo gives him a big high-five.
- B. During a soccer game, Gustavo steals the ball from the other team and kicks it into the goal.
- C. When Gustavo's older brother taught him how to kick a soccer ball, Gustavo was never able to make it go where he wanted.
- D. Gustavo lives in Rio de Janeiro, a big city in Brazil that has very warm weather.

4. How do Felipe's feelings about playing soccer change in the story?

- A. He goes from feeling nervous to feeling excited.
- B. He goes from feeling excited to feeling nervous.
- C. He goes from feeling kind to feeling angry.
- D. He goes from feeling angry to feeling kind.

5. What is a theme of this story?

- A. Living somewhere with warm weather is a lot of fun.
- B. Playing sports causes children to be mean to each other.
- C. People should choose their friends carefully.
- D. People can get better at something through practice.

6. Read the following sentences: "Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - **thwack!**"

Why does the author write **thwack!** in the sentence above?

- A. to give readers an idea of what the loud sound was
- B. to show readers why Gustavo likes soccer so much
- C. to make readers feel sorry for Gustavo
- D. to help readers understand what going to school in Brazil is like

7. Choose the answer that best completes the sentence below.

Felipe is nervous about playing soccer at first, _____ he looks forward to playing every day by the end of the story.

- A. as a result
- B. yet
- C. like
- D. so

8. What happens when Felipe tries to kick the soccer ball at first?

9. What happens after Felipe practices kicking the soccer ball?

10. In this story, is practice important to playing soccer? Support your answer with evidence from the passage.

Gold Rush

A man in England digs up buried treasure worth millions.



Dave Rowan/Daniel Boxtton/Birmingham Museum

These gold items were used long ago.

Terry Herbert is one lucky guy. He recently struck it rich! He discovered a huge hoard of buried treasure. A hoard is a hidden collection of something valuable.



AP Images

Terry Herbert shows off a shiny find.

Herbert uncovered loads of gold and silver artifacts-about 1,350 items in all. An artifact is an old, human-made object. He found the treasure on a farm in England. That is a country in the United Kingdom. The United Kingdom is in Europe. Experts say the hoard could be worth

millions of dollars.

Herbert discovered the treasure using a metal detector. That is a handheld piece of equipment. It beeps when it is waved near metal. After finding the hoard, Herbert says, "I was going to bed, and in my sleep I was seeing gold."

Some of those flashy finds include gold plates and weapon parts covered in jewels. Experts say the treasure most likely belonged to the Anglo-Saxons. That is a group of people who ruled what is now England. They ruled more than a thousand years ago. The Anglo-Saxons originally came from what are now Denmark, Germany, and the Netherlands. Those are countries in Europe.

Researchers are working to finish what Herbert started. They are searching the farm where the hoard was found. They want to make sure all the treasure has been collected. Then they will place the items in a museum.

Experts such as Kevin Leahy are most excited about some of the more unusual items in the hoard. "The things that we can't identify are the ones that are going to teach us something new," he says.

Jackpot!

The Anglo-Saxons' gold may be old, but it could be worth millions. Check out some of the finds Terry Herbert's treasure hunt turned up.



Dave Rowan/Daniel Boxtton/Birmingham Museum

Helmet Piece This helmet part covered the wearer's cheek. Anglo-Saxon helmets had several pieces that soldiers could close to protect their faces.



Dave Rowan/Daniel Boxtton/Birmingham Museum

Sword Hilt This jewel-covered gold treasure may look like a bracelet. It is actually the hilt, or handle, of a sword. Many Anglo-Saxon weapons had hilts.



Dave Rowan/Daniel Boxtton/Birmingham Museum

Gold Horse Several objects that look like horses were uncovered. They might have been used to decorate other items.

Name: _____ Date: _____

1. What is going to happen to the treasure that Terry Herbert found?

- A. The treasure will be left on the farm where it was found.
- B. The treasure will be given to Terry Herbert.
- C. The treasure will be returned to the Anglo-Saxons.
- D. The treasure will be placed in a museum.

2. How does the author describe the treasure that Terry Herbert found?

- A. The author describes the treasure as shiny.
- B. The author describes the treasure as English.
- C. The author describes the treasure as valuable.
- D. The author describes the treasure as lucky.

3. It can be inferred from the passage that

- A. some objects in the treasure find are items that experts don't recognize
- B. a few objects in the treasure find are from Denmark
- C. many of the objects in the treasure find are animals made of gold and silver
- D. all of the objects in the treasure find are made of gold

4. Read the following sentence and answer the question below:

"A hoard is a hidden collection of something valuable."

What does the word **collection** most nearly mean in this sentence?

- A. treasure
- B. equipment
- C. item
- D. group

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

- A. Helmets, Hilts and Horses
- B. Buried Treasure Found in England
- C. Anglo-Saxons and Their Weapons
- D. Terry Herbert, a Lucky Guy

6. Describe how Terry Herbert found the treasure using evidence from the text.

7. How did the experts likely figure out that the treasure originally belonged to the Anglo-Saxons?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Researchers are searching the farm where the hoard was found _____ they want to be sure all the treasure has been collected.

- A. if
- B. but
- C. because
- D. although

Dino News!



Tyrannosaurus rex



chicken

The Dinosaur-Bird Connection

Scientists learn more about *T. rex*'s relatives.

What do *Tyrannosaurus rex* and the chicken have in common? A team of scientists say the two animals are related. Recently, the scientists studied a *T. rex* bone that shows **proof** of that. Proof is anything that can be used to show that something is true.

The *T. rex* bone was part of a dinosaur's leg. It is 68 million years old. Scientists found it in Montana in 2003. They cut into the bone and were surprised to find **protein** inside. Protein is a living material that makes up muscle. It is also found inside bone.

Lewis Cantley is a scientist on the research team. "We were very excited," he says. "No one thought that protein could survive that long."

Scientists used a special machine to study the protein. They compared it to the proteins in other animals. Chickens were the closest relatives.

Finding More Proof

Many scientists have long thought that dinosaurs and birds are related. The discovery was

more proof. "Previous proof was based on the way the bones looked. This proof is based on protein," says Cantley. "It better supports our beliefs that chickens came from dinosaurs."

Are They Alike?

Imagine that *T. rex* and the chicken were the same size. Would they look related? How are they alike? How are they different?

Compare a Chicken to a *T. rex*

	Chicken	<i>T. Rex</i>
Height:	about 13 inches	about 18 feet (or about 17 chickens)
Length:	about 13 inches	about 40 feet (or about 37 chickens)
Weight:	5 to 11 pounds	10,000 to 14,000 pounds (or about 1,500 chickens)

Name: _____ Date: _____

1. What did scientists find inside the *T. rex* bone?

- A. chicken DNA
- B. disease
- C. protein
- D. water

2. The author provides a list of what?

- A. types of dinosaurs
- B. measurements of chickens and a *T. rex*
- C. types of chickens
- D. relatives of dinosaurs

3. Scientists did not expect to discover the protein.

What evidence from the text supports this conclusion?

- A. Scientists found the *T. rex* bone in Montana in 2003.
- B. Scientists used a special machine to study the protein.
- C. Scientists compared the protein to the proteins in other animals.
- D. No one thought that protein could survive that long.

4. How did the scientists' discovery affect their ideas about dinosaurs and chickens?

- A. It made them more confident in their ideas.
- B. It made them very confused.
- C. It made them think that dinosaurs and chickens are probably not related.
- D. It made them think that chickens are better than dinosaurs.

5. What is the main idea of this passage?

- A. Scientists found a *T. rex* bone that is 68 million years old.
- B. Lewis Cantley is a scientist on a research team.
- C. Scientists found proof in a *T. rex* bone that chickens are related to dinosaurs.
- D. Protein is a living material that makes up muscle.

6. Read these sentences from the text.

"Many scientists have long thought that dinosaurs and birds are related. The discovery was more proof. 'Previous proof was based on the way the bones looked. This proof is based on protein,' says Cantley."

As used in the passage, what does the word "previous" mean?

- A. different
- B. special
- C. earlier
- D. confusing

7. Choose the answer that best completes the sentence.

Scientists were surprised to find the protein, _____ because they didn't think it could survive that long.

- A. especially
- B. but
- C. however
- D. such as

8. What is proof?

9. How is the protein discovered in the T. rex bone proof that dinosaurs are related to chickens?

10. Without proof, why might it be difficult for someone to believe that chickens and T. rex are related?

Support your answer with evidence from the text.
