# Third Grade G.M.A.S. Prep Packet

Name:_____

**Use this passage to answer questions 1 through 6.**

## Race to the Rescue

**by Lisa Torrey**

In the winter of 1925, a deadly disease broke out in Nome, Alaska. The disease was a serious threat to the children who lived there. Only one kind of medicine could stop the disease from spreading. However, the medicine was in Anchorage, Alaska. Anchorage was nearly 1,000 miles away from Nome.

People were in a hurry to get the medicine from Anchorage to Nome. There was an old mail route called the Iditarod Trail. It linked the two towns. But the trip along the route would be very hard. The route was covered with snow and ice. The howling winds were bitter cold. Rough mountains covered part of the route.

Their only hope was to use sled dogs. Sled dogs could endure the long, cold journey. They could get the medicine quickly to Nome.

### The Journey Begins

More than 20 mushers, or drivers, put together teams of sled dogs. Each team played a key part in the relay to race the medicine to Nome. The first team soon left Anchorage on the first leg of the trip.

Reporters wrote articles about the heroic race to deliver the medicine to Nome. People all around the world read these reports in newspapers. They followed each leg of the journey. They became caught up in the drama that was taking place in Alaska. They cheered for the dog sled teams.

### Balto Leads the Way

Amazingly, the team on the final stretch of the journey arrived in Nome only six days later. The musher drove his dog sled team into Nome on February 2, 1925. The team brought the medicine that would keep the children in Nome safe.

A husky named Balto was at the lead. Soon people all over the world saw pictures of Balto. People everywhere recognized his black furry face and sparkling eyes. In 1926, a group of people built a statue in honor of Balto. They placed the statue in Central Park in New York City. Balto died in 1933.

Over forty years later, people in Alaska wanted to honor the heroic race that brought the medicine to Nome. They also wanted the race to celebrate Alaska and the important role of sled dogs.

The Alaskans held a sled dog race in 1967. It was a much shorter distance compared to the 1925 route. The first official Iditarod race was held in 1973. The trail covers nearly 1,200 miles. The race has been held every year since. Mushers and their teams of sled dogs come from all over to compete. It is called "The Last Great Race on Earth."

1. **Which sentence BEST states the main idea of the entire passage?**

   A. The first team soon left Anchorage on the first leg of the trip.
   B. The team brought the medicine that would keep the children in Nome safe.
   C. A husky named Balto was at the lead.
   D. They also wanted the race to celebrate Alaska and the important role of sled dogs.

2. **The passage says the trip from Anchorage to Nome was "very hard." Explain why the trip was hard. Use details from the passage to support your answer. Write your answer on the lines provided.**

3. **Which sentence from the passage BEST explains why it was important to get medicine to Nome quickly?**

   A. The disease was a serious threat to the children who lived there.
   B. People were in a hurry to get the medicine from Anchorage to Nome.
   C. Each team played a key part in the relay to race the medicine to Nome.
   D. Reporters wrote articles about the heroic race to deliver the medicine to Nome.

4. **Which event occurred FIRST in the passage?**

   A. A statue of Balto was built.
   B. Balto's team brought medicine to Nome.
   C. Alaskans organized a sled dog race.
   D. The first Iditarod race was run.

5. **How do the key details in this paragraph support its main idea?**

> Reporters wrote articles about the dog sled teams and the heroic race to deliver the medicine to Nome. People all around the world read these reports in newspapers. They followed each leg of the journey. They became caught up in the drama that was taking place in Alaska. They cheered for the dog sled teams.

A. They explain how far the dog sled teams traveled.
B. They explain how the dog sled teams became famous.
C. They describe the route the dog sled teams took to Nome.
D. They describe the problems the dog sled teams faced.

6. **What is the meaning of *heroic* as it is used in the sentence?**

> Over forty years later, people in Alaska wanted to honor the heroic race that brought the medicine to Nome.

A. very old
B. difficult to win
C. very interesting
D. done with courage

**Use this passage to answer questions 7 through 12.**

## The Strange Power of Volcanoes

**by Magnus Krako**

In 1963, a ship's captain sailing near Iceland saw smoke rising from the sea. He thought it was a ship on fire, but what he found was much stranger. Lava, or liquid rock, was shooting up to the water's surface from below. Ash, tiny bits of rock crushed to a powder, also shot up to the surface. This eruption went on for more than three years. When it was over, all that lava had formed a new island called Surtsey.

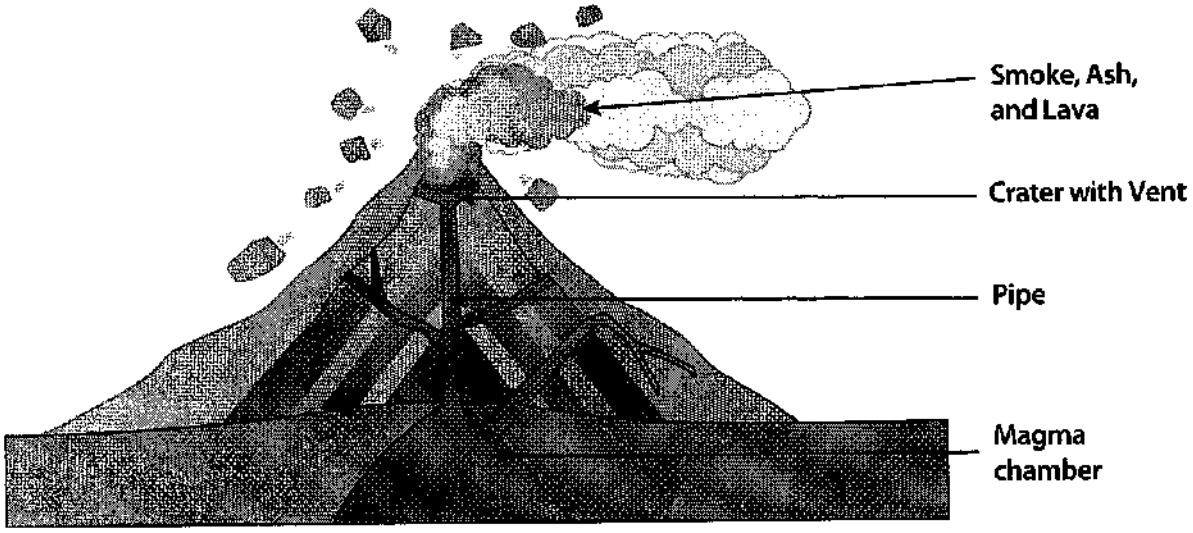
Surtsey was born from a volcano. Volcanoes are found all over the world. They can be underwater or on land. They can also be found in deserts or jungles. Volcanoes can create new islands. They can also destroy things when red-hot lava pours out of them.

Volcanoes are mostly the same on the inside. A long skinny tube called a pipe forms the center of a volcano. The pipe starts at a pool of hot, liquid rock called a magma chamber. The pipe goes all the way up to the crater. The crater is the opening at the top of the volcano. This is where the volcano's vent is found. The vent is a crack in Earth's surface. It lets smoke, ash, and lava out of the volcano.

To understand how a volcano erupts, or explodes, think about a bottle of soda. When you shake soda in a closed bottle, bubbles form. The bubbles create a special kind of gas. As more bubbles form, more gas forms. Inside the bottle, the gas and bubbles press harder and harder against the sides of the bottle. This pressure builds and builds. Finally, when the lid is taken off, the soda sprays out.

This is how a volcano works. Hot, liquid rock makes different gases. The pressure from these gases builds up. When the pressure gets too great, the gases push up the pipe and through the vent. The gas pushes other things out with it. Sometimes hot, liquid lava sprays out of the vent. Sometimes tiny bits of rock blast in a huge ash cloud. Not all volcanic eruptions are the same. Some are quick and loud. Others move more slowly with lava that flows like thick honey.

The ash from volcanic eruptions can change Earth's weather. In April 1815, Mount Tambora in the Pacific Ocean erupted. It was one of the biggest volcanic eruptions of all time. It sent a huge ash cloud into the sky. For more than a year, the weather everywhere on Earth was different. Summers were cold and cloudy. Snow fell and lakes froze, even in June! All this because a volcano erupted!



7. **What is the main idea of the entire passage?**

A. Volcanoes are all the same inside.
B. Volcanoes are found all over the world.
C. Volcanic eruptions are the reason islands form.
D. Volcanic eruptions are a powerful force of nature.

8. **Which question can be answered by reading this paragraph?**

> Surtsey was born from a volcano. Volcanoes are found all over the world. They can be underwater or on land. They can also be found in deserts or jungles. Volcanoes can create new islands. They can also destroy things when red-hot lava pours out of them.

A. Where are volcanoes found?
B. How do volcanoes erupt?
C. What is lava made from?
D. How do volcanoes form in deserts?

9. **What is the meaning of *surface* as it is used in these sentences?**

> Lava, or liquid rock, was shooting up to the water's surface from below. Ash, tiny bits of rock crushed to a powder, also shot up to the surface.

A. to come into sight
B. to break through
C. the middle part of something
D. the top part of something

10. **This question has two parts. Answer Part A, and then answer Part B.**

Part A

**What is the main idea of this paragraph?**

> The ash from volcanic eruptions can change Earth's weather. In April 1815, Mount Tambora in the Pacific Ocean erupted. It was one of the biggest volcanic eruptions of all time. It sent a huge ash cloud into the sky. For more than a year, the weather everywhere on Earth was different. Summers were cold and cloudy. Snow fell and lakes froze, even in June! All this because a volcano erupted!

A. Volcanoes send ash into the sky.
B. Volcanoes can be very powerful.
C. Volcanoes can have an effect on the weather.
D. Volcanoes have erupted throughout history.

Part B

**Which sentence from the paragraph BEST supports its main idea?**

A. In April 1815, Mount Tambora in the Pacific Ocean erupted.
B. It was one of the biggest volcanic eruptions of all time.
C. It sent a huge ash cloud into the sky.
D. Snow fell and lakes froze, even in June!

11. **Which question can be answered by reading this paragraph?**

> Volcanoes are mostly the same on the inside. A long skinny tube called a pipe forms the center of a volcano. The pipe starts at a pool of hot, liquid rock called a magma chamber. The pipe goes all the way up to the crater. The crater is the opening at the top of the volcano. This is where the volcano's vent is found. The vent is a crack in Earth's surface. It lets smoke, ash, and lava out of the volcano.

A. How does the magma chamber get filled?
B. How does liquid rock get out of a volcano?
C. How are smoke, ash, and lava different?
D. Why do volcanoes erupt in different ways?

12.

## EXTENDED RESPONSE

How and why does a volcano erupt? How can volcanic eruptions affect Earth? Use details from the passage in your answer.

**In your answer, be sure to:**

- explain how and why a volcano erupts
- describe how volcanic eruptions can affect Earth
- use details from the passage in your answer

**Check your writing for correct spelling, grammar, capitalization, and punctuation.**

**Use this passage to answer questions 1 through 5.**

## The Lost Camel

**a folktale from India**

There were once some merchants from across the ocean who traveled from place to place selling their wares. Late one evening as they made their way up the river, they lost one of their camels. They discovered he was missing when they stopped to make camp that night.

Early the next morning when they set out to look for him, they met a man coming along the road. They stopped and asked him if he had seen a camel. The man told them he had not seen the camel, but he was sure he could tell them where the camel was to be found. The merchants were puzzled by this, and they began to question the man. Was the camel carrying a load? they asked.

"Yes," the man answered. "He was carrying bags of wheat on his left side and a large jar of honey on his right side. Furthermore, the camel is blind in one eye and he has a missing tooth. But like I said, I haven't seen him. I can only tell you where you can find him."

"But you have given a perfect description of our lost camel!" the surprised merchants exclaimed.

"You probably have hidden our camel and intend to steal him!"

"I haven't seen him and I'm not a thief!" the man retorted. "But I have lived in this land a long time and there are some things I know!"

"Then tell us, how do you know he was carrying wheat and honey?" the merchants asked suspiciously.

"I know he was carrying wheat on his left side because grains had fallen along the left side of the path. The bag was probably cut by some branches. Ants were gathering the grains on the left side of the trail. I know he was carrying jars of honey because, on the right side of the path, flies were swarming where the honey had dripped."

"Fine, but how do you know he is blind in one eye?" the merchants asked.

"Because I noticed he had been grazing only on the right side of the path," the man answered.

"And how do you know he has a tooth missing?"

"Because where he had chewed the grass he left a clump in the middle of the bite. That told me he had a tooth missing."

"If the directions you give us are correct," the merchants said, "then we will reward you for the good news you have given us."

And so they went off to look for the camel, and they found him near the place where the man said he had seen the signs. They were very pleased to find their lost camel, and they rewarded the man who had been so clever.

1. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**Why do the merchants think the man they meet on the road is a thief?**

A. The man knows that a camel is missing from their camp.
B. The man is carrying bags of wheat and a jar of honey.
C. The man tells them where to find the camel.
D. The man gives them a perfect description of the camel.

**Part B**

**Choose the TWO sentences from the story that BEST support the answer to Part A.**

A. The man told them he had not seen the camel, but he was sure he could tell them where the camel was to be found.
B. Was the camel carrying a load? they asked.
C. "He was carrying bags of wheat on his left side and a large jar of honey on his right side."
D. "Furthermore, the camel is blind in one eye and he has a missing tooth."
E. "You probably have hidden our camel and intend to steal him!"
F. "But I have lived in this land a long time and there are some things I know!"

2. **Which event from the story happens FIRST?**

A. The man explains how he knows about the camel without having seen it.
B. The merchants search for their lost camel.
C. The merchants find their lost camel and reward the man.
D. The merchants meet a man who describes the camel perfectly.

3. **How does the man know the camel is blind in one eye?**

A. The camel becomes lost in the dark night.
B. The camel grazes on only one side of the path.
C. The camel follows a path of ants back to camp.
D. The camel is found not too far from the camp.

4. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**How do the merchants learn the man is not a thief?**

A. They find the camel where the man said it would be.
B. The man tells them he is not a thief, and they believe him.
C. The man tells them what the camel is carrying and what it looks like.
D. The man explains how he used clues to describe the camel.

**Part B**

**Which of the following from the story BEST supports the answer to Part A?**

A. "You probably have hidden our camel and intend to steal him!"
B. "Because where he had chewed the grass he left a clump in the middle of the bite. That told me he had a tooth missing."
C. And so they went off to look for the camel, and they found him near the place where the man said he had seen the signs.
D. They were very pleased to find their lost camel, and they rewarded the man who had been so clever.

5. **What is the central message of this story? Use details from the story to support your answer. Write your answer on the lines provided.**

**Use this passage to answer questions 6 through 11.**

## The Bicycle Parade

**by Thomas Silva**

It was a sunny summer day, but Gina was in the garage with the door closed. She wouldn't open the door because she didn't want Tony to see what she was working on. Tony lived down the street and was in her class at school. He always wanted to win, and so did Gina.

Gina was working on her entry for the back-to-school bicycle parade. The school gave out prizes for the best decorations. Last year, Tony had won first place, and Gina had come in second. This year, Gina knew she was going to win. She was turning her bike into a musical instrument.

Gina had found some plastic pipes that her dad kept in the garage. By taping the pipes together, she made her bike look like a giant horn. Next Gina tied bells and rattles to her bike. She also glued sleigh bells around the wheels.

It was hard work, and Gina was getting sweaty in the stuffy garage. Outside, she could hear her little brother and sister splashing in a wading pool. Their squeals of delight made Gina want to go play with them. But she had to beat Tony, so she kept working.

Finally, the musical bike was done. It was six o'clock. Tony would be eating supper. So Gina put on her helmet and took her bike out for a test ride. At first it was a great success. The rattles rattled, the bells rang, and the pipes whistled in the wind.

But when Gina tried to turn, the pipes got in her way. She tipped to the side, toppling the bike to the ground. The pipes, bells, and rattles all came clattering apart, clanking and clanging on the sidewalk.

Gina wasn't hurt, but she was furious. Rebuilding the musical bike would take hours! She picked up all the junk and tossed it into a box. As she carried the box up the driveway, she watched her brother pedaling his tricycle as fast as he could. Her sister chased him, giggling. Gina smiled, set the box down, and ran after them. She felt happier than she had all day.

The next morning, Gina decorated her bike with long blue and white streamers. She left the little bells on the wheels. When she got her bike to school, she saw Tony and his amazing parade entry.

Tony had turned his bicycle into a pirate ship. He had cut the sides of the ship from a huge cardboard box. A black pirate flag flew from a long pole.

As they rode in the parade, the wind blew the ship up and down. Tony had to pedal hard to keep his bike moving. He frowned and complained the whole way.

Gina rode next to Tony, her blue and white streamers tossing in the wind like ocean waves. Her wheels jingled merrily. Tony and his pirate ship won first prize, but somehow, it didn't bother Gina at all.

6. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**Which word BEST describes how Gina feels about the contest at the beginning of the story?**

A. happy
B. angry
C. serious
D. calm

**Part B**

**Which sentence from the story BEST supports the answer to Part A?**

A. Last year, Tony had won first place, and Gina had come in second.
B. Gina had found some plastic pipes that her dad kept in the garage.
C. By taping the pipes together, she made her bike look like a giant horn.
D. But she had to beat Tony, so she kept working.

7. **How does Gina's test ride of her bike change the story?**

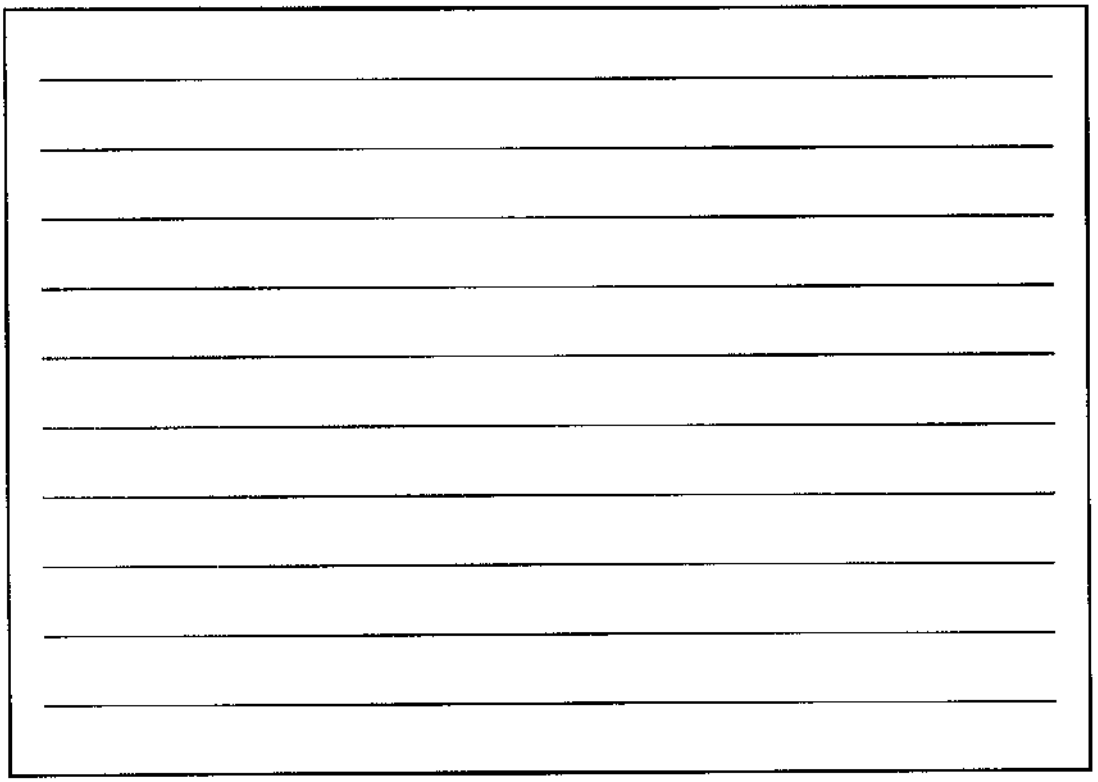
A. When her bike decorations fall apart, Gina decides to have simpler decorations.
B. When her bike decorations fall apart, Gina decides not to enter the contest.
C. Gina decides to decorate her bike as a musical instrument.
D. Gina decides to decorate her bike as a pirate ship.

8. **What is the meaning of *furious* as it is used in this part of the story?**

> Gina wasn't hurt, but she was furious. Rebuilding the musical bike would take hours!

A. very sad
B. very angry
C. very excited
D. very foolish

9. **Recount the MOST important events in the story using your own words. Be sure to retell the events in the order that they happen. Write your answer on the lines provided.**



10. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**What is a central message of the story?**

A. It is more important to have fun than to win.
B. Always test your ideas before sharing them.
C. Asking for help is nothing to be ashamed of.
D. Working with others is better than keeping secrets.

**Part B**

**Which sentence from the story BEST supports the answer to Part A?**

A. She wouldn't open the door because she didn't want Tony to see what she was working on.
B. But when Gina tried to turn, the pipes got in her way.
C. Rebuilding the musical bike would take hours!
D. She felt happier than she had all day.

11.

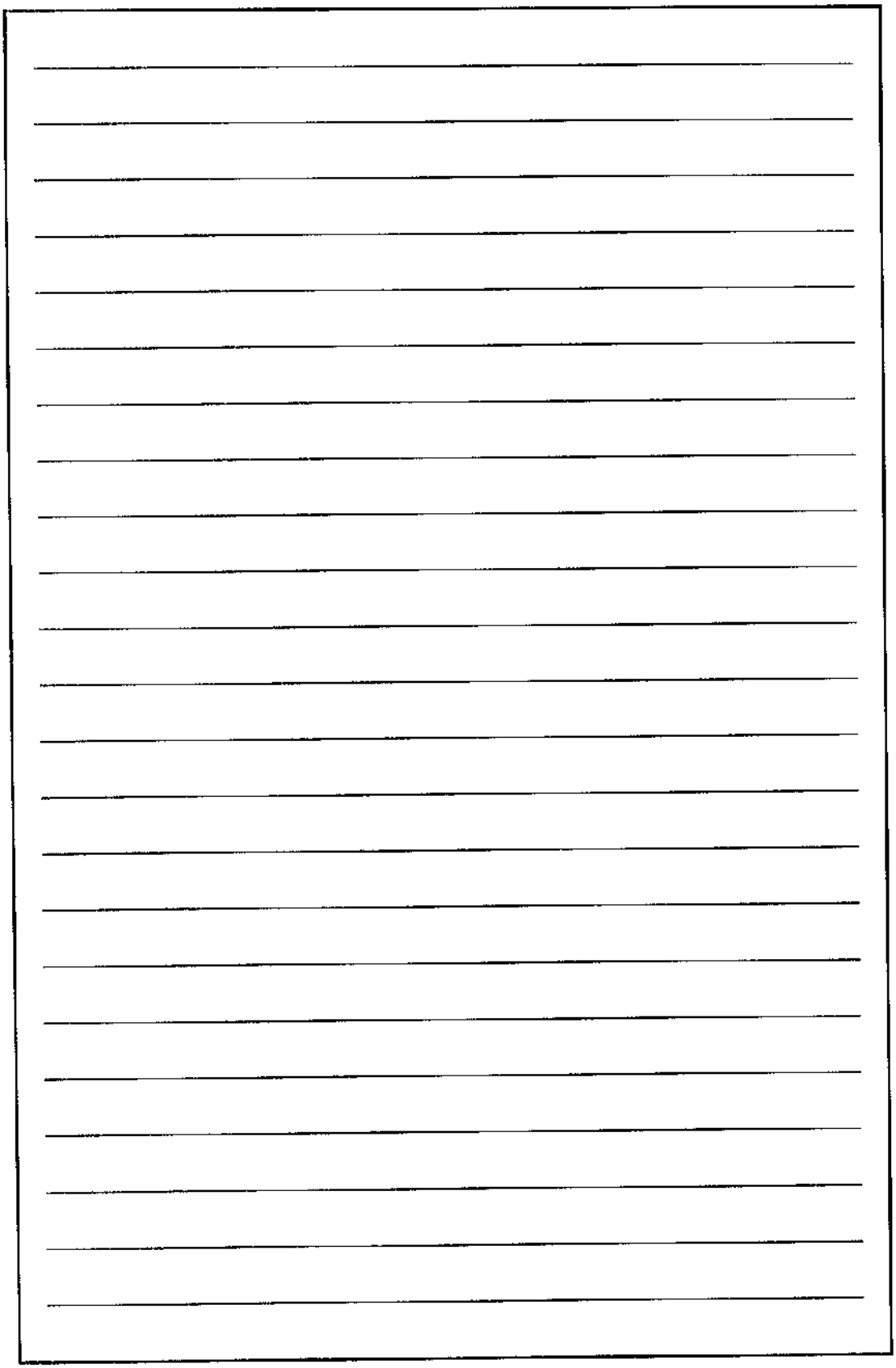
## EXTENDED RESPONSE

At the end of the story, Gina loses the decorating contest to Tony, but she remains happy. What does this tell the reader about Gina? Describe what Gina is like and explain how her feelings and actions affect the events of the story. Be sure to include details from the story in your answer.

**In your answer, be sure to:**

- describe what Gina is like
- explain how Gina's feelings and actions affect the events of the story
- use details from the passage in your answer

**Check your writing for correct spelling, grammar, capitalization, and punctuation.**



**Use this passage to answer questions 1 through 5.**

## BIG Bugs

**by Jennifer Mattox, *Highlights***

Imagine walking through the park on a sunny day. You look up to see a spider twice the size of your head. It looks so real that it seems to be creeping down its web toward you.

Before you scream and run away, look closer. That 50-pound spider is a wood sculpture. It was made by artist David Rogers and is one of 14 bugs he has on display in parks and gardens around the United States.

### Ants the Size of a Bus!

David's collection is called **Big Bugs.** It includes three monster ants. Each one stretches 25 feet long. That's almost as long as a school bus! The collection also includes a praying mantis that weighs 1,200 pounds. How heavy is that? It would be like picking up six grown men at once. Some of David's other bugs are a grasshopper, an assassin bug, and a ladybug—all big enough to sit on.

Real bugs are tiny. So why did David build his so large?

David hopes his jumbo sculptures will help us to stop and notice bugs. We may not see them working. Sometimes we may not even want them around. But David points out that bugs are an important part of nature. They make the soil a better place for plants to grow, they pollinate flowers, they eat other insects, and they are food to many creatures.

### Bugs Under Construction

Making such massive art is not easy. Some of the bugs took three months to construct.

David began by carving pieces of wood into just the right shape and size. He used a mix of black walnut, red cedar, and black locust woods to craft each bug. He also used young willow trees to show texture in his ladybug and ants.

He then connected the parts using metal rods. Finally, he gave them a coat of varnish for a smooth, shiny finish.

**Sticks and Strings**

As a child, David Rogers did not get the best grades. He was not even the best painter. But he loved to make things. Using only sticks and string, he would build tiny villages small enough for an insect.

One day when he was older, he saw a bent tree that reminded him of the backbone of an animal. He decided to form a giant beast by adding more branches. The result was a dinosaur named Goliath. Goliath was his first large sculpture.

David has also made sculptures by welding metal. By joining together old car parts, he made a housefly and a dragonfly. Does this sound like fun to you? Good news—David believes there's an artist in everyone.

Of course, you probably won't start out by making a 25-foot ant. It took David years to come up with his huge bugs. But as David says, "There's no right or wrong way to express yourself with art. Let your imagination run free."

1. **Which fact can be found under the heading "Bugs Under Construction"?**

   A. David built tiny villages when he was a child.
   B. All of David's bugs are big enough to sit on.
   C. Different kinds of wood are used in David's art.
   D. David named his first large sculpture "Goliath."

2. **What is the meaning of *jumbo* as it is used in this part of the passage?**

> Real bugs are tiny. So why did David build his so large?
>
> David hopes his jumbo sculptures will help us to stop and notice bugs.

   A. beautiful
   B. large
   C. new
   D. tiny

3. **With which statement would the author MOST LIKELY agree?**

   A. Although David's sculptures are interesting, they are too large and heavy.
   B. Although bugs are an interesting subject for sculptures, they are not an important part of nature.
   C. Although David was not the best painter as a child, he became a talented artist as an adult.
   D. Although David's sculptures are huge, they are not difficult to make.

4. **Which text feature would BEST help you find facts about how David built his bug art?**

   A. the heading "Ants the Size of a Bus!"
   B. the heading "Bugs Under Construction"
   C. the keywords **Big Bugs** in the third paragraph
   D. the title and name of the author

5. **This question has two parts. Answer Part A, and then answer Part B.**

   **Part A**

   **What is the meaning of *welding* as it is used in the paragraph?**

> David has also made sculptures by welding metal. By joining together old car parts, he made a housefly and a dragonfly. Does this sound like fun to you? Good news—David believes there's an artist in everyone.

   A. connecting
   B. making bigger
   C. adding branches
   D. imagining

   **Part B**

   **Which phrase from the paragraph BEST supports the answer to Part A?**

   A. joining together old car parts
   B. he made a housefly and a dragonfly
   C. sound like fun
   D. there's an artist in everyone

**Use this passage to answer questions 6 through 11.**

## The Praying Mantid

**by Sophie Burmeister**

The praying mantid is an insect that looks like a thin green or brown stick. It gets its name from the way its two front legs can bend. It looks as if it were praying. Most people call this insect a "praying mantis." But its real name is the "praying mantid."

### Helpful Eaters

Praying mantids are **carnivores.** They eat other small animals and insects. They eat moths, grasshoppers, and flies. Some even eat lizards and frogs!

The eating habits of mantids are helpful to people. Farmers like mantids because they eat insects that could hurt their crops. Gardeners also like mantids. Mantids eat pesky insects that eat fruit and flowers.

### Mighty Hunters

Tiny but mighty, mantids are skillful hunters. They have an interesting way of hunting their meals. Mantids camouflage themselves. They change their body color to match plants and trees near by. This makes them seem like a part of their background.

They can sit patiently for a long period of time and look like a branch or leaf. When their prey gets close enough, they quickly catch and hold it with their front legs. These legs have sharp spines that prevent escape. Most mantids eat the head of the animal first.

### The Amazing Mantid

The mantid has three main body parts. The **head** is shaped like a triangle. It sits on a long thin neck, called a **thorax.** The thorax is connected to a long body, called an **abdomen.** Mantids are the only insects in the world that can turn their heads 180 degrees. That's a full half turn.

One of the most amazing features of mantids are their eyes. They have five of them! Two large eyes are on either side of their head. Three smaller eyes are set between the larger eyes. This gives the mantid excellent eyesight, which helps it catch its prey.

Mantids are super fast, graceful jumpers. They can make a complete leap in less than a second. Right before it leaps, the mantid wiggles its body back and forth. It can twist and turn its body in different directions. When it finally leaps, its body spins as it shoots through the air.

People have been fascinated with praying mantids for thousands of years. There are even rock paintings of mantids made by ancient people. The mantid is an awesome insect!

**Fast Facts**

- North America has only 20 kinds of mantids, while Africa has 880 species.
- Mantids live in warm or hot areas of the world.
- Most mantids are less than six inches long.

6. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**What is the meaning of *prey* as it is used in the paragraph?**

> They can sit patiently for a long period of time and look like a branch or leaf. When their prey gets close enough, they quickly catch and hold it with their front legs. These legs have sharp spines that prevent escape. Most mantids eat the head of the animal first.

A. an animal that is very similar in size to another animal
B. an animal that is caught and eaten by another animal
C. an animal that looks like it is praying
D. an animal with legs that look like spines

**Part B**

**Which TWO phrases from the paragraph BEST support the answer to Part A?**

A. They can sit patiently for a long period of time
B. look like a branch or leaf
C. they quickly catch and hold it with their front legs
D. These legs have sharp spines
E. Most mantids eat the head of the animal

7. **With which statement would the author MOST LIKELY agree?**

A. Farmers should keep mantids away from their crops.
B. The way mantids catch and eat their prey is cruel.
C. It's not surprising that mantids have fascinated people for a long time.
D. It's unlikely that mantids can make a complete leap in less than a second.

8. **Mantids have three main body parts. Tell what they are. Then identify the text feature the author uses to call attention to those body parts. Write your answer on the lines provided.**

9. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**Which text feature would help you find out why gardeners like mantids?**

A. the heading "Helpful Eaters"
B. the key word "carnivores" in the second paragraph
C. the key words **head**, **thorax**, and **abdomen** in the sixth paragraph
D. the sidebar "Fast Facts"

**Part B**

**Which sentence from the passage BEST supports the answer to Part A?**

A. Mantids eat pesky insects that eat fruit and flowers.
B. Tiny but mighty, mantids are skillful hunters.
C. One of the most amazing features of mantids are their eyes.
D. People have been fascinated with praying mantids for thousands of years.

10. **Which phrase from these sentences provides the BEST clue to the meaning of *camouflage*?**

> They have an interesting way of hunting their meals. Mantids camouflage themselves. They change their body color to match plants and trees near by.

A. an interesting way
B. hunting their meals
C. change their body color
D. plants and trees near by

11.

## EXTENDED RESPONSE

What is the author's point of view about praying mantids? Find examples in the passage to support your answer.

**In your answer, be sure to:**

- explain the author's point of view about praying mantids
- give examples from the passage that show the author's point of view about praying mantids
- use quote marks around words and sentences taken directly from the passage

**Check your writing for correct spelling, grammar, capitalization, and punctuation.**

Use this poem to answer questions 1 through 5.

## Squirrel

by Mary Ann Hoberman, *A Little Book of Little Beasts*

Grey squirrel
Small beast
Storing up a winter's feast,
Hides a hundred nuts at least.

Nook and cranny stocked with seed
Tucked away for winter's need.
Acorns stuck in hole and crack.
Will he ever get them back?

When the snow is piled up high
And the year is at December,
Can he really still remember
Where he hid them in September?

I have watched him from my window
And he always seems to know
Where the food he hid is waiting
Buried deep beneath the snow.

And I wonder
(Do you wonder?)
How he knows where he must go.

1. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**How does the poet use the word "feast" in the third line of the poem?**

A. to describe a large amount of food
B. to describe a special kind of nut
C. to describe how the nuts are safely stored
D. to describe where the nuts are stored

**Part B**

**Which phrase from the poem BEST supports the answer to Part A?**

A. Small beast
B. Storing up
C. a hundred nuts
D. Nook and cranny

2. **Why does the poet use the words "Tucked away" in these lines?**

> Nook and cranny stocked with seed
> Tucked away for winter's need.

A. to show that the seeds are warm in the nooks and crannies
B. to show that the seeds will fall off the tree into the winter snow
C. to show that the seeds are safely put away, to eat in the winter
D. to show that the seeds will grow in the nooks and crannies

3. **Which BEST describes the speaker's point of view about the squirrel?**

A. She thinks the squirrel is clever.
B. She thinks the squirrel is annoying.
C. She thinks the squirrel is silly.
D. She thinks the squirrel is selfish.

4. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**Which statement BEST describes what the speaker is doing in the poem's fourth stanza?**

A. The speaker wonders if the squirrel will find the acorns.
B. The speaker looks for the acorns under the snow.
C. The speaker helps the squirrel look for acorns.
D. The speaker sees the squirrel find his food.

**Part B**

**Which phrase from the poem BEST supports your answer to Part A?**

A. I have watched him from my window
B. And he always seems to know
C. Where the food he hid is waiting
D. Buried deep beneath the snow.

5. **How does the fourth stanza answer the questions asked in the second and third stanzas? Use details from the poem to support your answer. Write your answer on the lines provided.**

**Use this play to answer questions 6 through 11.**

## Campfire Songs

**by Bernie Paw**

**Characters**
Bear
Raccoon
Bobcat

**Act I, Scene 1**

*(**Bear**, **Raccoon**, and **Bobcat** are walking through the forest looking for something to do.)*

**Bear:** Well, now that we've all had our dinner, what are we going to do for fun? *(He looks bored, walking slowly with head down.)*

**Raccoon:** I've had all the nuts I need for a week. What else is there to do around here? *(He kicks a stone and sends it flying.)*

**Bobcat:** I'm full of meat! It sure is a boring night in the forest.

**Raccoon:** Hey, what's happening over there in the clearing? *(He looks curious, his whiskers shaking.)* Ah, some humans. They're sitting around a fire. It might be fun to watch them and see what they do. Humans can do some strange things!

**Bobcat:** *(shaking her head and smiling)* What are they eating? *(She looks through some bushes.)* What kind of food is that? *(She laughs.)*

**Act I, Scene 2**

*(The campsite is growing darker except for a campfire that is burning brightly like a candle. The animals are hidden behind some large bushes, watching with interest.)*

**Bear:** *(staring through bushes, scratching his head)* Well, look at that, what are those weird puffy little white squares the boy is putting on a stick into the fire? Why do you suppose they would do that?

**Raccoon:** I don't know. Why are they using little odd-shaped sticks with five pointy ends to eat their food? Why don't they just use their paws like us? *(He makes a disgusted face at the people.)*

**Bear:** Well, if that don't beat all! The man is putting his fresh fish over the fire on some kind of a flat rock. Why do you suppose they need to burn perfectly fresh fish on a fire? *(He seems confused, shaking his head side to side.)*

**Bobcat:** *(rolls her eyes)* Look at the meat, it's on top of the fire and they're burning that, too! *(She laughs loudly, rolling on the ground holding her sides.)*

**Act I, Scene 3**

*(The animals continue to watch the humans and then see another odd thing in the camp.)*

**Bear:** *(lays down on his belly and pushes more bushes out of his way)* Look, look there! What's that funny box the woman is holding in her hands with strings? Can you hear those sounds she is making when she touches it?

*(The campers start to sing along with the guitar music. At first,* **Bear, Bobcat,** *and* **Raccoon** *look startled. Their eyes are opened wide, big as saucers. They continue to listen to the music and singing. As they listen, they begin to smile.)*

**Raccoon:** Hmm. This is starting to sound kind of nice. Almost as pretty as Owl's hoot and Wolf's howl.

*(The animals lean on each other, eyes closed, and begin to slowly sway back and forth to the music. All three begin to yawn.)*

**Bobcat:** *(sleepily)* Well, humans sure are strange, but they can make the sweetest sounds.

**Bear:** *(almost asleep, but still swaying to the music)* Hm. Hmm.

**Raccoon:** And here we thought there would be nothing interesting to do tonight.

*(One by one,* **Bear, Bobcat,** *and* **Raccoon** *curl up next to each other and fall asleep to the music.)*

6. **What does this line tell about Bear?**

> Bear: Well, if that don't beat all!

A. He is surprised.
B. He wants to fight.
C. He hears a tapping sound.
D. He suddenly feels very tired.

7. **Use the information in the box below to answer the question.**

> **sway** (swā) *v.* **1.** to try to get others to see things a certain way **2.** to move slowly from side to side **3.** to keep changing one's opinion **4.** to rule or control something or someone

**Which meaning BEST matches how sway is used in this sentence?**

> The animals lean on each other, eyes closed, and begin to slowly sway back and forth to the music.

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

8. **What does the phrase *rolls her eyes* show about Bobcat in these lines?**

> **Bobcat:** *(rolls her eyes)* Look at the meat, it's on top of the fire and they're burning that, too! *(She laughs loudly, rolling on the ground holding her sides.)*

A. Bobcat is unhappy that the meat is burning.
B. Bobcat is curious to know why the humans are ruining their dinner.
C. Bobcat thinks the humans are doing something dangerous.
D. Bobcat thinks that burning meat is strange and funny.

9. **In Scene 1, the animals think it will be fun to watch the humans because "humans can do some strange things." In Scene 2, what do the animals discover about humans that they think is strange? Use details from the play to support your answer. Write your answer on the lines provided.**

**10. What is the animals' point of view about the humans by the end of the play?**

A. They think the humans are too silly.
B. They think the humans are too noisy.
C. They think that some things the humans do are funny but also scary.
D. They think that some things the humans do are strange but also nice.

11.

## EXTENDED RESPONSE

At the beginning of the play, the animals feel bored. However, their feelings change during the play. Tell how the animals feel in Scene 1, Scene 2, and Scene 3 to show how their feelings change. Use details from the play to support your answer.

**In your answer, be sure to:**

- tell how the animals feel in Scene 1, Scene 2, and Scene 3
- explain why their feelings change during the play
- use details from the play to support your answer

**Check your writing for correct spelling, grammar, capitalization, and punctuation.**

**Use these passages to answer questions 1 through 13.**

## Signs in the Sky

**by Michelle August**

Today, every news channel has a weather person. They can predict the weather for days, or even weeks in advance. The science of meteorology involves using special devices to track weather systems. However, long before people had this kind of technology, they could predict the weather by observing the natural world.

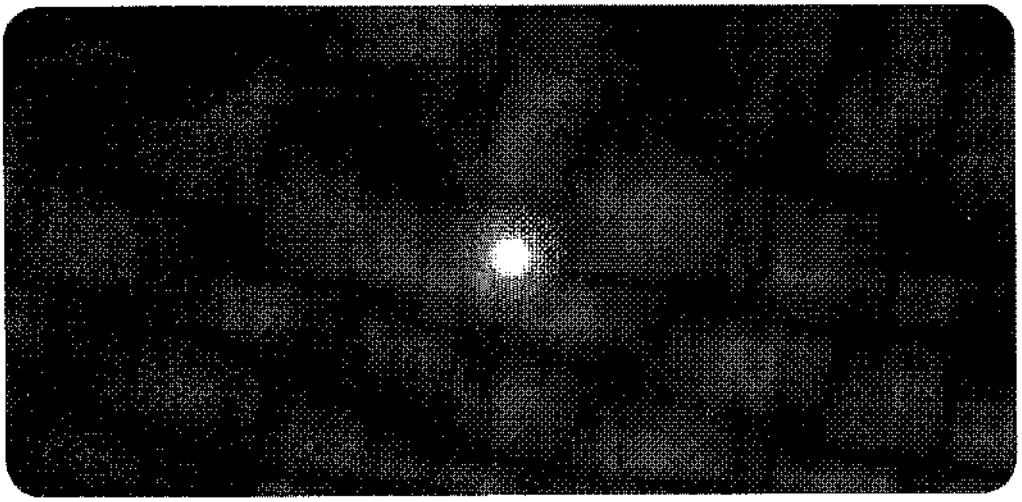
For as long as people have grown their own food, they have wanted to predict the weather. Knowing the signs that told of coming rain or storms was important for survival. Over many centuries, human beings learned to watch the sky for signs of coming weather. They even made up special sayings to help them remember the signs. Today, scientists have discovered something fascinating. Some of those old-fashioned sayings were right!

***Red sky in the morning, sailors take warning. Red sky at night, sailors' delight.***

***Storm clouds like these can bring wind and rain.***

This is a weather saying that is at least half right. Storm systems usually move from west to east. A red sunset in the west usually means that a high pressure system, or dry weather, is coming. Sunrises, on the other hand, can be red for a variety of reasons. Today, weather satellites track the movement of storms. But it is still fun to remember the old saying!

***Ring around the moon, rain's coming soon.***



*A halo around the moon can mean that rain is coming.*

Sometimes the moon appears to have a ring around it. This occurs when there are high clouds in the sky that contain water and ice. When the moonlight shines through the tiny pieces of ice, a halo appears. That same water and ice can soon fall as rain. This old saying is another one that "rings" true!

***When clouds appear like rocks and towers, the earth's refreshed with frequent showers.***

Have you ever seen clouds that look thin and spread out? These are called cirrus clouds and rarely carry rain. Other clouds are called cumulonimbus clouds. Strong winds cause these clouds to grow tall like towers. Heavy water in the clouds makes them look dark like rocks. These clouds almost always bring storms.

Today, we have all kinds of technology to predict the weather. Weather satellites travel into space and weather software tracks storm patterns. But if all else fails, just look at the sky. The signs are out there!

## Mapping Sunshine and Rain

**by Krista O'Connell**

Weather is important to all people. A farmer's field can be ruined if the weather is hot and dry. A picnic can be spoiled by rain. People like to know what the weather will be like tomorrow, three days from now, and even next week. This is now possible thanks to the science of meteorology.

### The Weather Map

One of the tools used to predict the weather is a weather map. Scientists use special machines to create these maps. These machines are used to collect information about conditions in the sky.

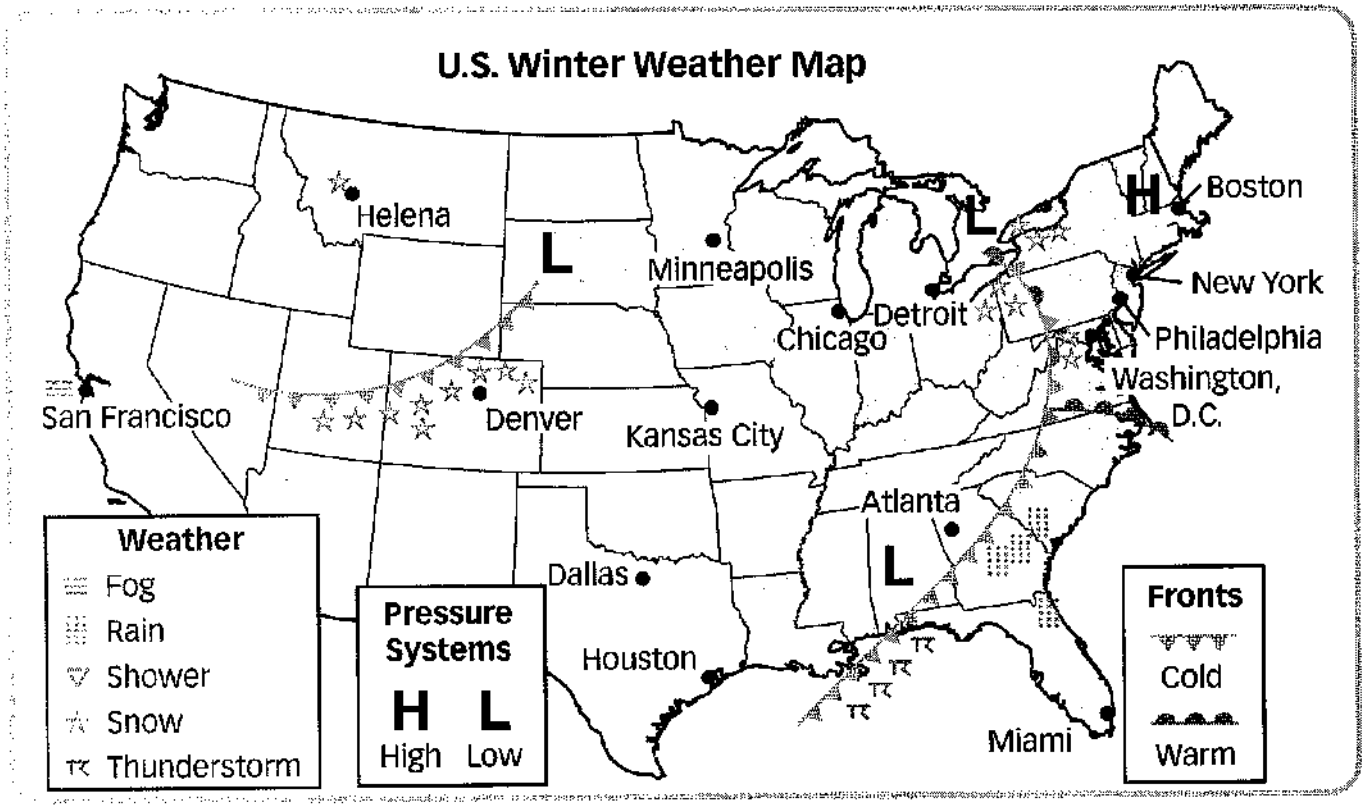
### What Weather Maps Can Tell Us

A weather map might look complicated. But the truth is that most people can make weather predictions using a map like the sample one at the top of the next page. You just need to know what the shapes, symbols, and letters mean. Look at the map as you read along.

First, a weather map shows the places where weather fronts are found. Two main types of fronts are warm fronts and cold fronts. Both form when cooler air and hotter air meet. The map shows the symbols for each type of front. Warm fronts often bring rain and clouds. Cold fronts bring clear skies and cooler weather.

Second, a weather map shows any weather systems in the area. These can be high pressure or low pressure systems. They are shown on the map by the letters H and L. Both types move from west to east. High pressure systems often result in nice, sunny weather. Low pressure systems are likely to cause rain.

Third, maps show what type of weather these fronts and systems will cause. The map shows that the cold front in Denver is expected to bring snow. The cold front between Atlanta and Miami will likely bring rain and thunderstorms.




**Replacing Signs in the Sky with Sound Science**

It's true that looking into the sky can give some clues about what the weather will be in the near future. Most of us have seen the dark clouds that fill the sky before a thunderstorm. The color of the sky and the look of the moon can provide other clues.

People no longer have to make a guess about the weather. There are now maps like the one above as well as other tools. These can help meteorologists[1] make very exact weather forecasts. They can also help predict the weather well before it ever arrives.

[1] **meteorologists:** scientists who study and predict weather

1. **Which of the following sentences from "Signs in the Sky" BEST describes the photograph on page 340?**

   **A.** When the moonlight shines through the tiny pieces of ice, a halo appears.
   **B.** Some of those old-fashioned sayings were right!
   **C.** Strong winds cause these clouds to grow tall like towers.
   **D.** Weather satellites travel into space and weather software tracks storm patterns.

2. **How are these two sentences from "Signs in the Sky" connected?**

> A red sunset in the west usually means that a high pressure system, or dry weather, is coming. Sunrises, on the other hand, can be red for a variety of reasons.

   **A.** The sentences contrast red sunsets and red sunrises.
   **B.** The sentences compare dry weather to high pressure systems.
   **C.** The sentences explain steps in a process.
   **D.** The sentences explain the reasons for sunsets and sunrises.

3. **Based on the photograph on page 341 and the text of "Signs in the Sky," explain why the moon appears to have a ring around it. Use details to support your answer. Write your answer on the lines provided.**

4. **Which of these ideas from "Signs in the Sky" occurs LAST?**

   A. The clouds fill with heavy water.
   B. The clouds bring storms to the area.
   C. Strong winds come and make cumulonimbus clouds grow like tall towers.
   D. The heavy water makes them look like dark rocks.

5. **On the map, look at the low pressure system next to Denver. Then reread this paragraph from "Mapping Sunshine and Rain."**

> Third, maps show what type of weather these fronts and systems will cause. The map shows that the cold front in Denver is expected to bring snow. The cold front between Atlanta and Miami will likely bring rain and thunderstorms.

**What kind of weather is expected in Denver because of this low pressure system?**

   A. fog
   B. snow
   C. rain
   D. thunderstorms

6. **How are these sentences from "Mapping Sunshine and Rain" connected?**

> Warm fronts often bring rain and clouds. Cold fronts bring clear skies and cooler weather.

   A. The sentences describe how warm fronts cause cold fronts.
   B. The sentences describe two steps in a process.
   C. The sentences compare and contrast clouds and cooler weather.
   D. The sentences compare and contrast warm fronts and cold fronts.

7. **What is the meaning of *conditions* as it is used in the sentence from "Mapping Sunshine and Rain"?**

> These machines are used to collect information about conditions in the sky.

A. what machines are in the sky
B. what maps say about the sky
C. what weather is going on in the sky
D. what things are collected from the sky

8. **How does the map in "Mapping Sunshine and Rain" help the reader understand the passage?**

A. by showing the kinds of weather that happen around fronts
B. by showing how a weather map is made by special machines
C. by showing why high pressure systems form in some areas and not others
D. by showing how a winter weather map is different from a summer weather map

9. **In "Mapping Sunshine and Rain," how are the paragraphs in the section titled "What Weather Maps Can Tell Us" connected?**

A. They tell the steps of how to read a weather map.
B. They tell the effects of both warm and cold fronts.
C. They tell how different maps compare with each other.
D. They tell why weather systems are formed in certain areas.

10. **Which key detail can you find in BOTH passages?**

A. A ring around the moon shows that rain is coming.
B. Weather systems move from west to east.
C. Warm fronts often bring rain and clouds.
D. A star symbol is used to stand for snow.

11. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**How are the main ideas of "Signs in the Sky" and "Mapping Sunshine and Rain" ALIKE?**

A. They are both about tools a meteorologist uses.
B. They are both about tracking pressure systems.
C. They are both about old-fashioned weather sayings.
D. They are both about predicting weather.

**Part B**

**Which TWO sentences from "Signs in the Sky" and "Mapping Sunshine and Rain" include details that BEST support your answer to Part A?**

A. However, long before people had this kind of technology, they could predict the weather by observing the natural world. ("Signs in the Sky")
B. Sometimes the moon appears to have a ring around it. ("Signs in the Sky")
C. Storm systems usually move from west to east. ("Signs in the Sky")
D. One of the tools used to predict the weather is a weather map. ("Mapping Sunshine and Rain")
E. A weather map might look complicated. ("Mapping Sunshine and Rain")
F. The map shows the symbols for each type of front. ("Mapping Sunshine and Rain")

12. **Which fact can a person learn by reading BOTH passages?**

A. Rain and clouds are the result of warm fronts.
B. Weather maps are better than sayings for predicting weather.
C. Red sunrises tell people that bad weather is coming.
D. Predicting weather is important for growing crops.

13.

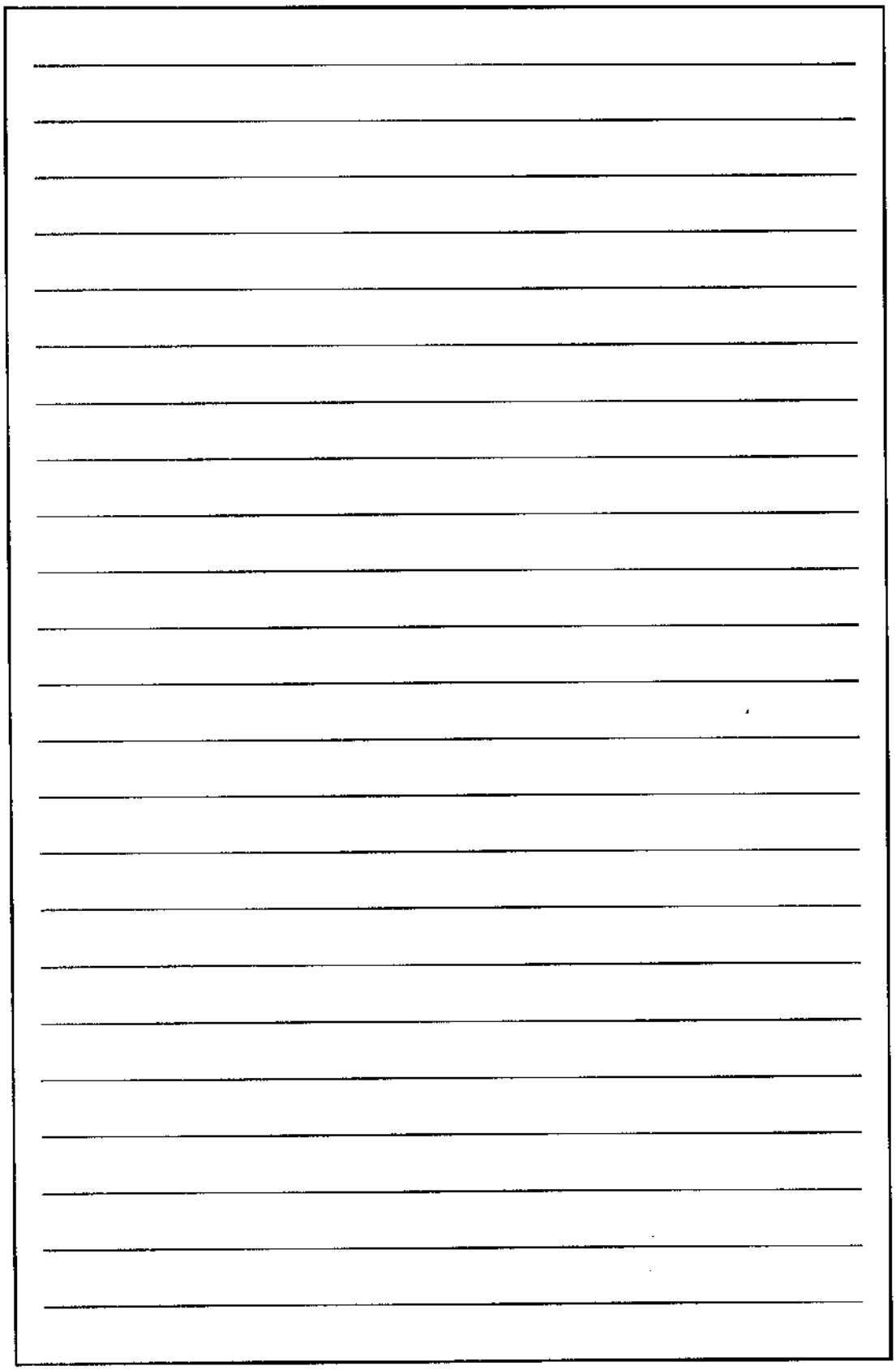
## EXTENDED WRITING RESPONSE

How are the main ideas of "Signs in the Sky" and "Mapping Sunshine and Rain" different? Be sure to include key details from the text and the images of both passages to support your answer.

**In your answer, be sure to:**

- identify the main idea of "Signs in the Sky."
- identify the main idea of "Mapping Sunshine and Rain."
- use key details from each passage to explain how the main ideas are different.

**Check your writing for correct spelling, grammar, capitalization, and punctuation.**



**Use these folktales to answer questions 1 through 10.**

## Anansi Tries to Steal All the Wisdom in the World

**a folktale from West Africa**

Anansi the spider knew that he was not wise. He was a sly trickster who could use his wit to fool many different people. But he knew that he did not have much wisdom.

Then one day he had a clever thought. "If I can get all of the wisdom in the village and put it in a hollow gourd," he thought, "I will be very wise indeed. In fact, I will be the wisest of all!"

So he found a hollow gourd and began to carry out his plan. He went from door to door to collect the village's wisdom. People chuckled at poor Anansi, for they knew that more than any other creature, he needed wisdom. So each person put a bit of wisdom in his gourd and wished him well.

Soon the gourd was overflowing with wisdom and could hold no more. Now Anansi needed to find a place to store it. "I am certainly the wisest person in the world. But if I don't find a good hiding place for my wisdom, I am sure to lose it."

He looked around and spotted a very tall tree. "Ah," Anansi said, "I will hide my wisdom high in that tree. Then I will never have to worry about someone stealing it from me!"

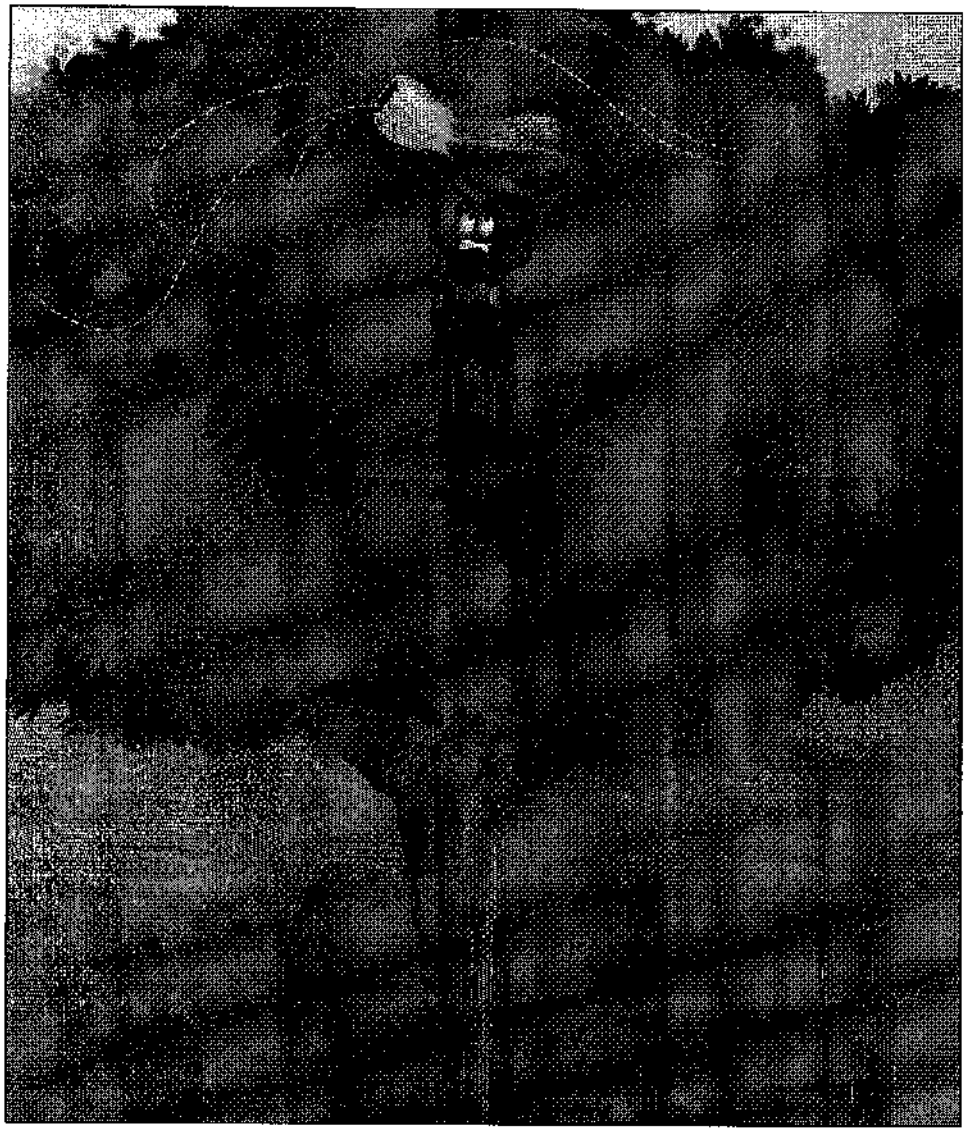
Anansi set out to climb the towering tree with the heavy gourd tied to the front of his belly where it would be safe. As he climbed, however, the gourd full of wisdom kept getting in the way. He tried and tried, but he could not climb very high.

Just then, Anansi's youngest son walked by. "What are you doing, Father?" asked the little spider.

"I am climbing this tree with my gourd full of wisdom," Anansi replied.

"But Father," said the son, "wouldn't it be much easier if you tied the gourd behind you instead of in front?"

Anansi sat there quietly for a very long time. Then he said, "Shouldn't you be going home now?"



After his son left, Anansi moved the gourd so that it was behind him. Then he proceeded up the tree without a problem. When he reached the top, he cried out, "I collected so much wisdom that I am the wisest person ever, and still my baby son is wiser than me. Here! Take back your wisdom!"

He lifted the gourd high over his head and spilled its contents into the wind. The wisdom blew far and wide and settled across the land. And this is how wisdom came back to the world.

## Anansi and the Lion

**a folktale from West Africa**

Anansi the spider caught some fish and cooked them. He put them in a sack to take into the forest, where he could eat them all himself. "These will taste delicious," he chuckled.

Anansi hadn't gone very far when he met Lion, and Lion asked him, "Well, brother Anansi, what have you got there?"

"Oh . . . just some old bones that I'm going to bury in the mountains."

Lion walked away, but then he started thinking. "I know that Anansi is a great trickster. He probably has something in that sack he doesn't want me to see. I will follow him to see what he's up to."

When Anansi got into the woods, he set his sack down, took out one fish, and ate it. He didn't think anyone else was around, so he took out another fish. But just then, Lion came up and said, "Well, brother Anansi, those don't look like bones to me. That was a pretty tale you told me."

"Oh! brother Lion, I am so glad you have come. Never mind what I told you—it was only my fun. Come and join me."

So Lion sat down and began to eat, and before Anansi had eaten one fish, Lion had almost emptied the sack. Anansi said to himself, "Greedy fellow, eating up all my fish!"

"What did you say, sir?"

"I said you do not eat fast enough," Anansi replied, for he was afraid of what Lion might do. Soon, all the fish were gone.

While Anansi didn't complain, he did want to get back at Lion for eating most of his fish. He had a clever thought. "Which of us do you think is the stronger?"

Lion said, "Why, I am, of course."

Then Anansi said, "We will tie one another to that tree, and we shall see who is the stronger."

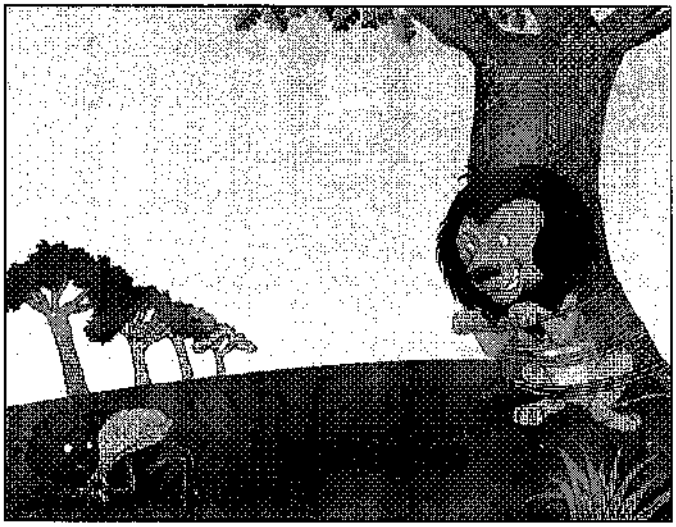
Now they agreed that Lion should tie Anansi first, and he tied him with some very fine string, and not very tight. Anansi twisted himself two or three times, and the string broke.

Then it was Anansi's turn to tie Lion, and he took some very strong rope. Lion said, "You must not tie me tight, for I did not tie you tight."

And Anansi said, "Oh, no, to be sure, I will not!" But he tied him as tight as ever he could and then told him to try and get loose.

Lion tried and tried, but he could not get loose.

Anansi thought, "That is what he gets for eating my meal, and now it's time for me to leave." So Anansi took up his empty sack and left Lion behind, tied to the tree.



1. **Look at the picture on page 383 that goes with "Anansi Tries to Steal All the Wisdom in the World." What does the picture tell you about the way Anansi feels in this part of the story?**

   A. He is proud because he got what he wanted.
   B. He is excited to see his young son.
   C. He is sad because someone might steal from him.
   D. He is angry because he can't climb faster.

2. **Which word from "Anansi Tries to Steal All the Wisdom in the World" do BOTH pictures help you understand?**

   A. village
   B. hollow
   C. gourd
   D. contents

3. **Which sentence from "Anansi Tries to Steal All the Wisdom in the World" BEST explains what has caused Anansi to spill the wisdom from the gourd?**

   A. After his son left, Anansi moved the gourd so that it was behind him.
   B. Then he proceeded up the tree without a problem.
   C. "I collected so much wisdom that I am the wisest person ever, and still my baby son is wiser than me."
   D. "Take back your wisdom!"

4. **What does the word *chuckled* in this sentence tell about Anansi?**

   > "These will taste delicious," he chuckled.

   A. He is silly.
   B. He is happy.
   C. He is careful.
   D. He is clever.

5. **This question has two parts. Answer Part A, and then answer Part B.**

**Part A**

**What is happening in the picture on page 385?**

A. Anansi is offering to share his fish with Lion.
B. Anansi is telling Lion about his bag of bones.
C. Anansi has a contest of strength with Lion.
D. Anansi is upset that Lion has eaten most of the fish.

**Part B**

**Which sentence from "Anansi and the Lion" BEST supports the answer to Part A?**

A. "Oh! brother Lion, I am so glad you have come."
B. While Anansi didn't complain, he did want to get back at Lion for eating most of his fish.
C. When Anansi got into the woods, he set his sack down, took out one fish, and ate it.
D. Lion tried and tried, but he could not get loose.

6. **Which of the following statements is true about Anansi in BOTH stories?**

A. Anansi thinks he is foolish.
B. Others think Anansi is foolish.
C. Anansi thinks he is clever.
D. Others think Anansi is clever.

7. **Which sentence describes one way the two stories are ALIKE?**

A. They both have a happy ending.
B. They both explain why something happens in nature.
C. They both tell how animals get along with each other.
D. They both have a character who wants something all to himself.

8. **A trickster is a type of character that likes to play tricks on others. Why is Anansi called a trickster in both stories? Use details from both stories and the pictures to support your answer.**

9. **Which statement is true about the setting in BOTH stories?**

   A. A tree is an important part of the setting.
   B. A village is an important part of the setting.
   C. The mountains are an important part of the setting.
   D. The sky is an important part of the setting.

10.

## EXTENDED WRITING RESPONSE

In both stories, which characters are greedy? What do they want? Do they finally get what they want? Use details from each story to support your answer.

**In your answer, be sure to**

- tell which characters are greedy in each story
- tell what the greedy characters want in each story
- tell whether or not the greedy characters finally get what they want
- use details from both stories in your answer

**Check your writing for correct spelling, grammar, capitalization, and punctuation.**

Solve the problems.

1. Which number makes the equation true?

$$\square \div 2 = 10$$

A. 5
B. 8
C. 12
D. 20

2. Which equation can help Jack find $27 \div 9$?

A. $9 - \square = 27$
B. $9 \times \square = 27$
C. $9 \div \square = 27$
D. $9 + \square = 27$

3. Select FOUR equations that are true.

A. $6 \times 4 \times 2 = 6 \times 2 \times 4$
B. $6 \times 4 \times 2 = 6 \times 8$
C. $6 \times 8 = (6 \times 2) + (6 \times 4)$
D. $6 \times 8 = (6 \times 4) + (6 \times 4)$
E. $6 \times 8 = (2 \times 8) + (4 \times 8)$

4. Each classroom in a school has 6 rows of desks with 5 desks in each row. How many desks are in each classroom?

_____ desks

5. Leo had 48 fluid ounces of juice. He measured the juice equally into glasses. Each glass held 6 fluid ounces of juice. How many glasses of juice did Leo have?

_____ glasses of juice

6. **Part A: Juanita has 24 pencils. She packs boxes with 6 pencils in each box. Fill in the blanks to write a division equation that shows the number of boxes she used.**

_____ ÷ _____ = _____

**Part B: Juanita has 24 markers. She wants to pack them into 8 boxes so that each box has the same number of markers. Write and solve a division equation that shows how many markers Juanita will need to pack into each box.**

_____

7. **Part of a multiplication table is shown below.**

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |

**Part A: What is the pattern of odd and even products in each row?**

_____

_____

_____

**Part B: Why is the pattern of odd and even numbers in the row for 6 different from the patterns in the other two rows?**

_____

_____

_____

## Performance Task

**Answer the questions and show all your work on separate paper.**

Madelyn, William, and Hannah are trying to decide how to display erasers at the school store. The erasers came in 2 packages. Each package has 24 erasers.

William says that they can lay them out in 4 rows with 12 erasers in each row. Hannah thinks that they should lay them out in 7 rows with 7 erasers in each row. Madelyn wants to lay them out in two groups: 3 rows with 6 erasers in each row on one table, and 5 rows with 6 erasers in each row on another table.

Tell whether each person's idea will work and explain why or why not.

### Checklist

**Did you . . .**

- ☐ write equations to represent the arrangements?
- ☐ draw diagrams?
- ☐ use complete sentences?

### Reflect

**Use Mathematical Practices** After you complete the task, choose one of the following questions to answer.

- **Persevere** How did you decide what to do first to solve this problem?
- **Model** What models helped you solve this problem?

# Georgia Milestone Assessment Practice

Solve the problems.

1. A school play ran for three nights. The total attendance at the play for the three nights was 388 people. What is 388 rounded to the nearest hundred?

   A. 300
   B. 380
   C. 390
   D. 400

2. At a high school football game, the visiting team had 274 fans. The home team had 173 more fans than the visiting team. How many fans did the home team have?

   A. 101
   B. 173
   C. 347
   D. 447

3. Write the difference.

   703 − 285 = _____

4. Select TWO statements that are true.

   A. 645 rounds to 600 when rounded to the nearest ten.
   B. 289 + 543 = 832
   C. 680 − 395 = 315
   D. 4 × 50 = 200

5. Part A: What is 278 rounded to the nearest ten?

_____

Part B: Draw a number line from 270 to 280 to show why your answer is correct.

Explain how the number line shows that your answer is correct.

_____

_____

_____

6. Part A: A school has 7 buses. Each bus has 40 seats. Fill in the missing numbers to find the total number of seats on the 7 buses.

$7 \times 40 =$ 7 groups of _____ tens

7 groups of _____ tens = _____ tens

There are _____ seats on the 7 buses.

Part B: Another school has 9 buses. Each bus has 50 seats. What is the total number of seats on those 9 buses?

_____ seats

## Performance Task

**Answer the questions and show all your work on separate paper.**

Mr. Gemelli runs the school cafeteria. He needs your help ordering compostable lunch trays and bananas for the students' lunches. He needs to order lunch trays and bananas for lunch next week. Here are Mr. Gemelli's instructions:

"I need 1 tray and 1 banana for each lunch ordered. I usually round the number of lunches for each day to the nearest ten when I order bananas. I think this will give me some extra bananas in case students want more than one. I round the number of lunches for each day to the nearest hundred when I order lunch trays because they are sold in packages of 100."

### Checklist

**Did you . . .**

- ☐ organize your information?
- ☐ check your calculations?
- ☐ write a letter with a complete explanation?

The table below shows the number of lunches ordered for each day next week.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Number of lunches** | 159 | 245 | 113 | 104 | 162 |

Use Mr. Gemelli's guidelines to find the total number of trays and bananas he should order for student lunches for next week. Write a letter to Mr. Gemelli telling him how many of each item he should order and explain how you know.

### Reflect

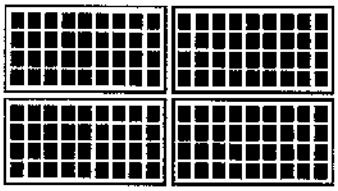
**Use Mathematical Practices** After you complete the task, choose one of the following questions to answer.

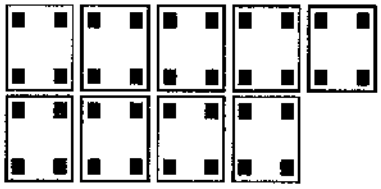
- **Be Precise** How did you decide how to round the numbers in Mr. Gemelli's chart?
- **Reason Mathematically** What strategies did you use to add the numbers in this problem?

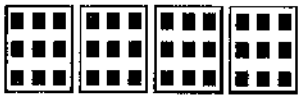
Solve the problems.

1. A school ordered 36 books for its library. The books came packed in 4 cartons, with an equal number of books in each carton. Which drawing can be used to find the number of books in each carton?

A. 

B. 

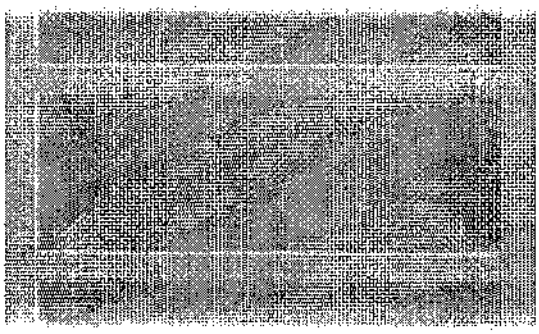
C. 

D. 

2. Jessie bought a number of DVDs for $8 each. She also bought a T-shirt for $12. Jessie spent a total of $84. Which equation can be used to find the number of DVDs, $D$, that she bought?

A. $(8 \times D) + 12 = 84$
B. $8 \times (12 + D) = 84$
C. $8 + (12 \times D) = 84$
D. $(8 + 12) \times D = 84$

3. Blanca has 40 books. She decides to put them in a bookcase with 6 shelves. She put the same number of books on each shelf and has 4 books left over. In the picture below, draw the number of books she put on one of the shelves.



4. Braden worked for 2 hours. Mateo worked for 8 hours. They each earned $10 for every hour they worked. How much more money did Mateo earn than Braden?

$_____ more

5. There are 23 tables in the library. Each table has 4 chairs. Third graders sit in all the chairs at 3 tables. Fourth graders sit in all the chairs at 6 tables. The rest of the chairs are empty.

Part A: The letter *C* stands for the number of chairs with students sitting in them. Write an equation that will help you find *C*.

_____

Part B: Solve the equation to find the number of chairs with students sitting in them.

_____ chairs with students sitting in them

6. Kanti's school put on three music shows. Kanti sold 289 tickets for the first show, 115 tickets for the second show, and 198 tickets for the third show.

Part A: How many tickets did Kanti sell for all three shows?

_____ tickets

Part B: Explain how you found the answer.

_____

_____

Part C: Explain how you could estimate to find out if your answer is reasonable.

_____

_____

_____

## Performance Task

**Answer the questions and show all your work on separate paper.**

Mr. Perennial has a vegetable garden. His plants are planted in 6 rows with 5 plants in each row. Each plant needs 2 ounces of fertilizer on the day it is planted. One week later he will use a total of 8 ounces of fertilizer for all of the plants.

Draw a picture of Mr. Perennial's garden. How many total ounces of fertilizer will he need for his garden? Write and solve an equation to find your answer.

Mr. Perennial has two 20-ounce containers of fertilizer. How much more fertilizer does he need to buy? Write and solve an equation to find your answer.

### Checklist

**Did you . . .**

- ☐ draw a picture?
- ☐ use an unknown in each equation you wrote?
- ☐ check your calculations?

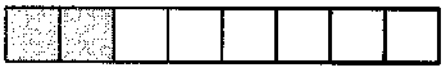
## Reflect

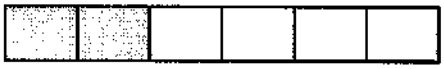
**Use Mathematical Practices** After you complete the task, choose one of the following questions to answer.

- **Persevere** Which words helped you decide to use multiplication to solve this problem?
- **Use Structure** How could you find the total number of plants in Mr. Perennial's garden using addition? How could you find the total number of plants using multiplication?

Solve the problems.

1. Which of these models a fraction that is equivalent to the fraction modeled below?

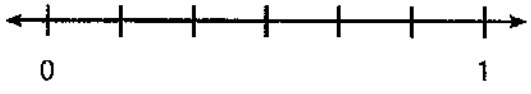
A. 

B. 

C. 

D. 

2. Look at the number lines below.


Which fraction is equivalent to $\frac{1}{3}$?

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

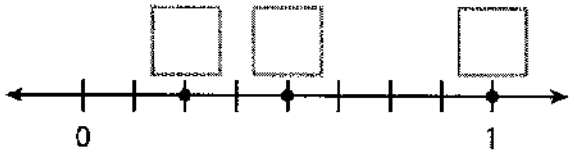
B. $\frac{2}{6}$

C. $\frac{4}{6}$

D. $\frac{5}{6}$

3. Fill in each box with the fraction below that names the point on the number line.

$\frac{1}{4}$ $\frac{8}{8}$ $\frac{2}{6}$ $\frac{1}{2}$ $\frac{5}{8}$




4. Select TWO fractions that are equivalent to 2.

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

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

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

D. $\frac{4}{2}$

E. $\frac{2}{4}$

5. Select THREE sentences that are NOT true.

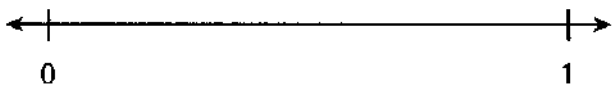
A. Two fractions cannot be equivalent if they have different denominators.

B. A fraction that has the same number in both the numerator and denominator is equal to 1.

C. A fraction with the number 1 in the denominator is called a unit fraction.

D. All fractions are less than 1.

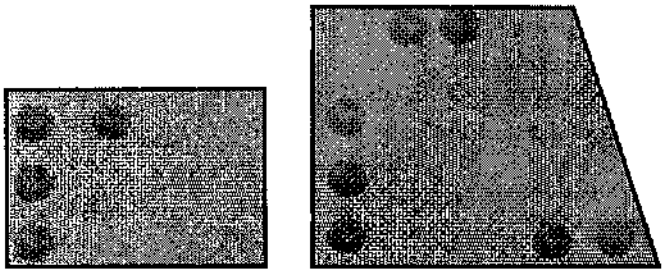
6. **Part A: Mark off the number line below to show 4 equal parts. Label each mark you drew with the fraction it shows.**




**Part B: Look at the number line in Part A. What fraction does each part of the number line show?**

_____

7. **The pictures below show Mark's backyard and Jamal's backyard. Each boy wants to use $\frac{1}{2}$ of his backyard for a garden.**



Mark's Backyard  Jamal's Backyard

**Will the two gardens be the same size? Explain why or why not.**

## Performance Task

**Answer the questions and show all your work on separate paper.**

The owner of the neighborhood pizzeria, **Itsa Pizza**, would like you to draw diagrams to show the different combinations of toppings on 6 pizzas. Each diagram will show a rectangular pizza cut into eight equal-sized pieces. She wants each pizza to be completely covered with toppings with no overlaps.

Use grid paper to draw diagrams of the pizza described below. If the toppings won't fully cover the pizza, add a new topping or change the amounts of the toppings shown. If the instructions list too many toppings, change the amounts of the toppings to make it work.

An example for the Peppers & Roni pizza is shown.

### Checklist

**Did you . . .**

- ☐ draw a diagram for each pizza?
- ☐ show what each letter in your diagram means?
- ☐ check your calculations?

| | |
|---|---|
| **Peppers & Roni** | $\frac{1}{2}$ pepper, $\frac{1}{2}$ pepperoni |

| | | | | |
|---|---|---|---|---|
| P | P | P | P | P = pepper |
| R | R | R | R | R = pepperoni |

| | |
|---|---|
| **Deluxe** | $\frac{1}{8}$ mushroom, $\frac{3}{8}$ olive, $\frac{1}{4}$ broccoli, $\frac{1}{4}$ sausage |
| **Onion-Roni** | $\frac{5}{8}$ pepperoni, $\frac{1}{8}$ onion, $\frac{1}{8}$ sausage |
| **The Itsa Pizza** | $\frac{2}{4}$ tomato, $\frac{1}{4}$ olive |
| **Mighty Meaty** | $\frac{1}{4}$ sausage, $\frac{4}{8}$ pepperoni, $\frac{2}{4}$ hamburger |
| **The Green Hula** | $\frac{3}{4}$ onion, $\frac{3}{3}$ pineapple, $\frac{1}{4}$ broccoli |

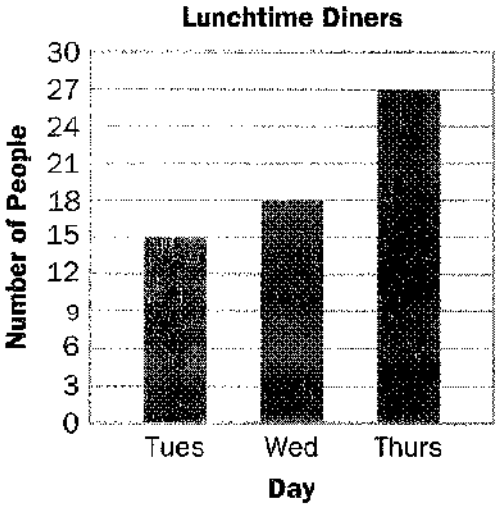
## Reflect

**Use Mathematical Practices** After you complete the task, choose one of the following questions to answer.

- **Model** How did you decide how much of the pizza to cover with each topping?
- **Reason Mathematically** What are the different fractions listed that show half a pizza?

Solve the problems.

1. The bar graph shows the number of people who ate lunch at Bob's Diner each day for three days.



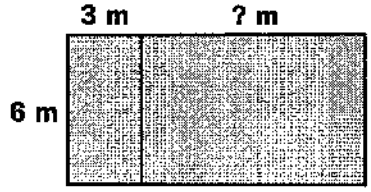

How many MORE people ate lunch at Bob's Diner on Thursday than on Tuesday?

A. 12 people
B. 15 people
C. 27 people
D. 30 people

2. Which of the following would you measure in kilograms?

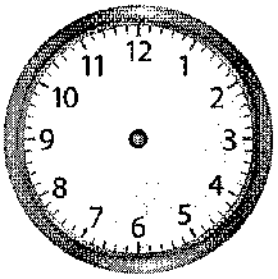
A. a person's mass
B. the height of a tree
C. the time it takes to drive to school
D. the area of a garden
E. the perimeter of a picture

3. Use the diagram below. Select THREE statements that are true.




A. If ? is 8, the perimeter is 32 meters.
B. If ? is 9, the perimeter is 36 meters.
C. If ? is 8, the area is 66 square meters.
D. If ? is 9, the area is 72 square meters.
E. If ? is 10, the area is 80 square meters.

4. Angelica left home at 7:48. It took her 27 minutes to get to school. Draw hour and minute hands on the clock below to show what time she arrived at school.



5. Mark has 15 red balloons, 12 green balloons, 9 blue balloons, and 18 yellow balloons.

Part A: Suppose you are going to draw a picture graph of the data for balloon colors. Why might you want each picture to stand for more than 1 balloon?

Part B: Draw a picture graph to show Mark's data of balloon colors.

6. The lengths of ten strings are shown in the table.

| Length (in.) | 4 | $4\frac{1}{4}$ | $4\frac{1}{4}$ | $4\frac{3}{4}$ | $4\frac{1}{2}$ | $4\frac{1}{4}$ | $4\frac{1}{4}$ | $4\frac{1}{2}$ | $4\frac{3}{4}$ | 5 |
|---|---|---|---|---|---|---|---|---|---|---|

Part A: Draw a line plot to show the lengths of the strings.

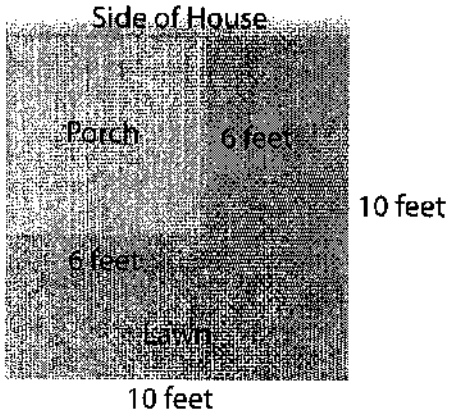
Part B: What is the length of the greatest number of strings?

_____ inches

## Performance Task

**Answer the questions and show all your work on separate paper.**

Dan is planning to build a square porch attached to the side of his house. After the porch is built, he would like to cover it with 1-foot square tiles. The diagram below shows the measurements of the porch and the lawn where he plans to build. How many tiles will he need to cover the porch?




### Checklist

**Did you . . .**

- ☐ write a complete explanation?
- ☐ draw a diagram?
- ☐ check that your answers make sense?

After Dan bought all of the tiles he needed, he changed his mind about the size of the porch. How could he change the length and width of the porch, but still use the same number of tiles? Explain how you found your answer. Then draw a new model for Dan's porch showing the new length and width.

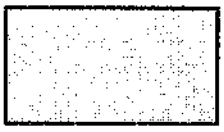
## Reflect

**Use Mathematical Practices** After you complete the task, choose one of the following questions to answer.

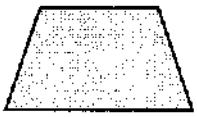
- **Persevere** Is this problem mainly about area or perimeter? Explain how you know.
- **Argue and Critique** How did you justify the measurements you chose?

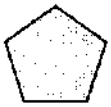
Solve the problems.

1. Which shape has the GREATEST number of square corners?

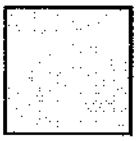
A. 

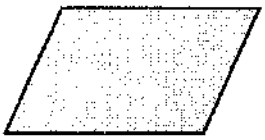
B. 

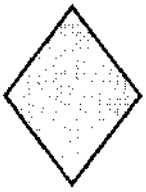
C. 

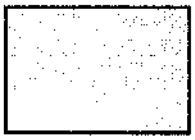
D. 

2. Which quadrilateral has 4 sides that are the same length and 4 angles that are NOT square corners?

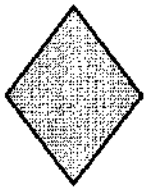
A. 

B. 

C. 

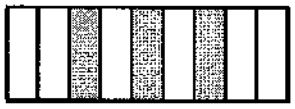
D. 

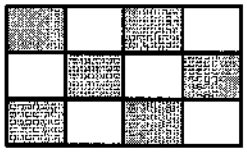
3. Select THREE names that describe the shape below.



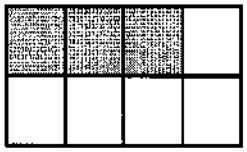
A. quadrilateral
B. parallelogram
C. rectangle
D. rhombus
E. square

4. Which TWO rectangles show $\frac{1}{3}$ shaded?

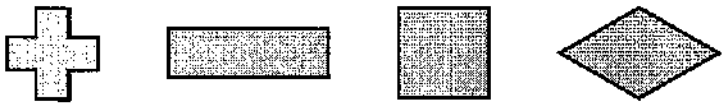
A. 

B. 

C. 

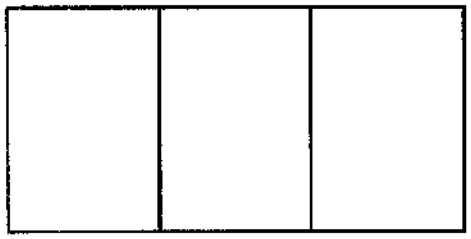
D. 

5. Sort the following four shapes according to the descriptions in the boxes below. Draw the shape in each box in which it belongs. You can use a ruler.



| Has at least 1 square corner | Is a parallelogram | All sides the same length |
|---|---|---|
| | | |

6. Part A: The rectangle below is divided into equal parts.



What fraction of the whole rectangle is each part?

_____

Part B: Use a ruler to draw a square. Divide the square into equal parts so that each part is $\frac{1}{8}$ of the area of the square.

## Performance Task

**Answer the questions and show all your work on separate paper.**

Read each riddle below. Use the clues to draw the shape or shapes you think they describe. Name the shapes when possible. A riddle may have more than one answer.

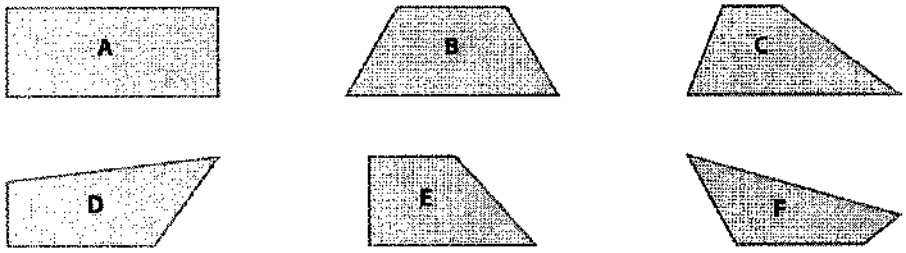
1. "I'm a four-sided shape. What could I be?"
2. "I'm a four-sided shape. I have two pairs of parallel sides. What could I be?"
3. "I'm a four-sided shape. I have two pairs of parallel sides. All of my sides are the same length. What could I be?"
4. "I'm a four-sided shape. I have two pairs of parallel sides. All of my sides are the same length. I have four square corners. What could I be?"

### Checklist

**Did you . . .**

- ☐ write at least 3 clues for each chosen shape?
- ☐ use vocabulary from the unit?
- ☐ draw all the shapes possible for each riddle?

Choose two of the shapes below. Write a riddle for each shape. Use vocabulary from the unit. Each riddle should have at least three clues.




Choose a partner and read the clues for one of your shapes out loud. Have your partner draw the shape he thinks the clues describe. Does your partner's drawing match the shape you chose? Explain how the shape you chose and the shape your partner drew can be different, even if your partner did not make a mistake.

### Reflect

**Use Mathematical Practices** After you complete the task, choose one of the following questions to answer.

- **Be Precise** List all of the geometry words you used to write your clues. What does each word mean?
- **Use Tools** What tools could you use to make accurate drawings of your shapes? Why would you need each of these tools?