

Reading

Read the passage. Then answer the questions that follow.

Finders Keepers

by Karen DelleCava, Highlights

- 1 "Look what I found," Sophie said, picking up a bracelet from the grass.
- 2 "It's pretty," said Veronica.
- 3 Sophie wrapped the bracelet around her wrist. The pink beads sparkled in the sun. She tried to put it on, but the clasp was broken.
- 4 "We should turn it in to the office after recess," Veronica said.
- 5 Sophie thought for a minute. Dad would know how to fix the clasp. The bracelet would match most of her clothes. Maybe it didn't even belong to anyone from school. Maybe it had been lying in the grass for a year and the owner had forgotten all about it. It was just a homemade bracelet anyway.
- 6 "Finders keepers," Sophie said and slipped the bracelet into her pocket.
- 7 Veronica made a sour face.
- 8 Sophie shrugged. "Losers weepers."
- 9 The next day, Sophie noticed Maggie digging through the lost-and-found box in the lunchroom. During recess, Maggie searched all over the playground for something.
- 10 Sophie started to feel funny inside. One time, her baby brother, Jack, had lost his favorite toy. It was a floppy leopard. At bedtime Jack cried for the leopard, and Sophie kept wishing that someone would call and say they'd found it. Jack had cried a lot of tears that night.
- 11 Sophie walked over to Maggie on the playground. "What are you looking for?" Sophie asked, hoping the answer wasn't what she guessed it was.
- 12 "A bracelet," Maggie said. "My sister made it for me before she left for college so I wouldn't feel so sad. Whenever I start to miss her, it reminds me that she'll be home soon. And now it's gone, too."
- 13 Sophie felt her face get hot. "Is this it?" she asked, stretching out her arm.
- 14 "You're wearing my bracelet!"

Go On

15 "I'm really sorry," Sophie said. She quickly took it off. "I should have turned it in before."

16 "Thank you," Maggie said softly. She ran her finger over the pretty glass beads. "Why are you giving it back?"

17 "It's yours," said Sophie. "It never belonged to me. Want me to help you put it on? My dad fixed the clasp."

18 "Yes. Thank you." Maggie turned her hand over and said, "When I wear this, I think of my sister. Now I'll think of you, too."

19 Sophie smiled. The bracelet was sparkling on Maggie's wrist, right where it belonged.

1 At the beginning of the story, what do Sophie and Veronica each think should be done with the bracelet? Use two details from the story to support your answer.

Write your answer in complete sentences.

RL3.3

- 2 The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which **best** tells why Sophie finally decides to ask Maggie what she is looking for?

- A She remembers how upset her brother Jack was the time he lost his toy leopard.
- B She does not understand that Maggie might be the one who lost the bracelet.
- C She wants to be nice and help Maggie search for the thing she has lost.
- D She worries that Veronica has already told Maggie they found the bracelet.

Part B

RL3.1

Which sentence from the story **best** supports the answer to part A?

- A "The next day, Sophie noticed Maggie digging through the lost-and-found box in the lunchroom."
- B "During recess, Maggie searched all over the playground for something."
- C "At bedtime Jack cried for the leopard, and Sophie kept wishing that someone would call and say they'd found it."
- D "'What are you looking for?' Sophie asked, hoping the answer wasn't what she guessed it was."

Go On

RL3.2

3 Select **two** sentences that **best** tell lessons learned in "Finders Keepers."

- A It is best to be honest.
- B If you find something, it is yours.
- C Friends always help each other out.
- D Giving gifts is better than getting them.
- E It hurts to lose something that's special to you.
- F Most broken objects aren't really worth fixing.

RL3.4

4 What does the word "sparkled" mean in paragraph 3 of the text?

- A found
- B shone
- C fixed
- D shook

RL3.2

5 Which of the following **best** tells what happens in the story?

- A A girl tries to talk her friend out of stealing a bracelet, but the friend doesn't listen.
- B A girl steals a bracelet from her friend, but she later admits to what she's done.
- C A girl finds a bracelet but gives it back after realizing its owner is searching for it.
- D A girl finds a bracelet and keeps it so that she can fix it for her friend.

Read the passage. Then answer the questions that follow.

from "The Old Liberty Bell"

by Georgene Faulkner; Child Life

1 Many, many years ago, the colonists in Philadelphia wished to have a big bell in the belfry¹ of their State House. Some of the people remembered the deep voice of "Old Tom." It was the big bell in the old clock tower of Westminster, in London. They wanted a bell just like the one back home in England. Therefore, a bell was modeled just like "Old Tom." It was made in London by Thomas Lester in 1752. While on its journey to this country, the new bell was badly damaged. It had to be recast here in America. This was done by the firm Pass & Stowe of Philadelphia in the year 1753. You can see by the words and Roman numerals on the side of the bell. You can also read the words "PROCLAIM LIBERTY² THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF."

2 Those words were a prophecy³ of what was to take place in that famous Old State House, on that Fourth of July, so long ago.

3 For many months, Washington and his brave soldiers had been fighting for liberty. Congress had been meeting and talking about this plan for freedom from the unjust laws of England. At last five men were appointed to draw up the Declaration of Independence. These men were Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman, and Robert Livingston. Since Thomas Jefferson wrote most of the all-important paper, he has been called "the Father of the Declaration of Independence."

4 When this committee of five presented the paper to the Continental Congress, it spent a few days making certain changes here and there. Some of the delegates⁴ from the different colonies felt that it must not be adopted. Many were the discussions in regard to it. But at last all were agreed. A unanimous⁵ vote of the thirteen states was taken.

5 The old bell-ringer was Andrew McNair. He was waiting up on the belfry with his hand on the rope. He stood ready to ring the bell. Down below, his little grandson stood outside in the hall. He was waiting impatiently for the men to give him a signal for the ringing of the bell.

6 At last the door was opened. The message was given. The excited little lad raced up the winding stairway, shouting out:

7 "RING, RING, GRANDPA! RING, RING OUT FOR LIBERTY!"

8 And the famous bell pealed out the message of liberty to all the eager people that Fourth of July, 1776. Cheer after cheer rose from the dense crowd below as, with laughter and tears and shouting, it heard the glad tidings.

¹ belfry: a room inside a tower where a bell is hung

² liberty: freedom

³ prophecy: a sign of events that will happen in the future

⁴ delegates: people who represent or speak for a group

⁵ unanimous: agreed on by all

Go On

- 6 The following question has two parts. First, answer part A. Then, answer part B.

Part A

RI.3.2

What is the main idea of the passage?

- A People in Philadelphia wanted a bell just like a famous one in England.
- B Thomas Jefferson was the main writer of the Declaration of Independence.
- C The signing of the Declaration of Independence was announced with the ringing of a bell.
- D The grandson of an old bell ringer couldn't wait to give the message to the ring the bell.

Part B

RI.3.1

Which sentence from the passage best supports your answer in part A?

- A "They wanted a bell just like the one back home in England."
- B "At last five men were appointed to draw up the Declaration of Independence."
- C "He was waiting impatiently for the men to give him a signal for the ringing of the bell."
- D "And the famous bell pealed out the message of liberty to all the people that Fourth of July, 1776."



RI 3.8

- 7 Use sentences from the passage to fill in the chart showing causes and effects.

Cause	Effect
"Many, many years ago, the colonists in Philadelphia wished to have a big bell in the belfry of their State House."	
	"It had to be recast here in America."

RI 3.8

- 8 What does the author compare in paragraph 1?
- A the Liberty Bell and Old Tom
 - B the cities of London and Philadelphia
 - C the bell makers Thomas Lester and Pass and Stowe
 - D the Liberty Bell's words and Roman numerals

RI 3.3

- 9 Which of these events from the passage happened first?
- A The Continental Congress read the Declaration of Independence.
 - B A group of five people wrote the Declaration of Independence.
 - C The thirteen states approved the Declaration of Independence.
 - D People argued about whether to use the Declaration of Independence.

Go On

RI 3.3

- 10** What event led to the famous ringing of the Liberty Bell described in this passage?
- A** The Declaration of Independence was approved.
 - B** Washington and his troops returned home.
 - C** The tower that holds the bell was built.
 - D** People cheered when they heard the bell ringing.

RI 3.6

- 11** Select **two** sentences that best tell how the author **most likely** feels about Andrew McNair's place in history.
- A** Andrew McNair's place in history is not really important at all.
 - B** Andrew McNair gets too much attention for just doing his job.
 - C** Andrew McNair should be remembered for ringing the Liberty Bell.
 - D** Andrew McNair's place in history is as important as Thomas Jefferson's.
 - E** Andrew McNair played an important part in a great moment in history.
 - F** Andrew McNair should be remembered as a grandfather, not a bell-ringer.

Read the poem. Then answer the questions that follow.

The Land of Counterpane

*from A Child's Garden of Verses by Robert Louis Stevenson,
published by Charles Scribner's Sons, 1885*

When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

5 And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

10 And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
15 And sees before him, dale and plain,
The pleasant land of counterpane.¹

¹ counterpane: a bedspread or quilt

Go On

RL3.2

12 Arrange the events from the poem in the order in which they happen by writing the numbers 1 to 5 on the blanks before each sentence.

- _____ The boy sails his toy ships across the sheets.
- _____ The boy marches his soldiers across the bed.
- _____ The boy builds cities with toy trees and houses.
- _____ The boy imagines he is a giant on a hill.
- _____ The boy gets sick and goes to bed.

RL3.2

13 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is the main message of the poem?

- A** Anything can be fun when you imagine.
- B** It is never pleasant to be sick in bed.
- C** Having many pillows will make you happy.
- D** Being sick makes you want to be outside.

Part B

Which line from the poem best supports the answer to part A?

RL3.1

- A** "When I was sick and lay a-bed,"
- B** "I had two pillows at my head,"
- C** "And sometimes for an hour or so"
- D** "I was the giant great and still"

- 14 Read the line from the poem and the directions that follow.

RL3.3

And all my toys beside me lay

Select two lines from the poem that best support this line.

- A "When I was sick and lay abed,"
- B "And sometimes for an hour or so"
- C "I watched my leaden soldiers go"
- D "And sometimes sent my ships in fleet"
- E "I was the giant great and still"

- 15 Read this line from the poem.

RL3.4

And planted cities all about.

What does the word "planted" mean as it is used in this line?

- A buried in the ground
- B covered with grass
- C set up in a certain way
- D given away as a gift

- 16 In which stanza of the poem does the speaker begin to describe things that are not really happening?

RL3.5

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

- 17 Select the two choices which best describe the person speaking in the poem.

RL3.6

- A a person who likes to imagine things
- B a person who is afraid of trying anything new
- C a person who does not mind spending time alone
- D a person who cannot stand being home sick
- E a person who has traveled all around the world
- F a person who would rather be outdoors than indoors

Read the passage. Then answer the questions that follow.

Only in New Zealand

by Donna O'Meara, Faces

1 Imagine for a moment that you are a Maori chief in New Zealand more than 100 years ago. Your name is Chief Tane Tinorau. You and your friend, Fred Mace, who is visiting from England, have decided to explore an underground limestone cave system called Waitomo.

2 A river flows through the caves. You are paddling a narrow boat downstream, and before you is the huge black mouth of the cave. Once you enter, all is dark. The only sound is trickling water. As your eyes adjust to the darkness, you see a million lights reflected in the water. You look up to the ceiling and it looks like all of the stars of the Milky Way are twinkling. You have just discovered one of New Zealand's most unique insects—the glowworm.

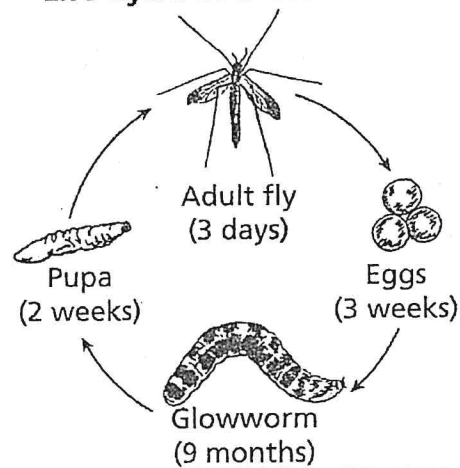
3 The glowworm is the larval or maggot¹ stage of a flying insect and is no bigger than a common housefly. Yet, for the past 100 years, millions of people from all over the world have traveled to the Glowworm Caves at Waitomo in New Zealand to see them.

4 The New Zealand glowworm lives nowhere else on the planet. Its scientific name is *Arachnocampa luminosa*. The insect's entire life cycle consists of 11 months. First, the flying insect lays clutches² of about 35 eggs inside the dark, warm, moist cave ceilings. As the larva, or worm, hatches, it glows to attract food. It attaches itself to the cave ceiling and acts like a fisherman. The glowworm sends down a thread-thin sticky "line." Other flying insects such as moths are blown into the cave by wind. They are attracted to the glowworm's greenish-white light. They become snagged in the glowworm's sticky lines. The glowworm reels them in and eats them. The worms remain in the glow-in-the-dark stage for nine months, during which they grow to be an inch long. Next, their light dims and they grow and develop for two weeks. The adult insect emerges, and the cycle repeats.

¹larval or maggot: worm

²clutches: groups

Life Cycle of a Glowworm



Go On

5 You may be wondering how the glowworm glows. The phenomenon³ is called bioluminescence. Bioluminescence⁴ occurs when several natural products act on each other to produce an electrical glow.

6 The cave at Waitomo where millions of glittering lights greeted Chief Tinorau and Mace is now called Glowworm Grotto. If you visit Waitomo, you will experience the glowworms just as they did—in silence from a boat that is pushed with a pole. And, like them, you will look up to see a million twinkling “stars” overhead in the dark.

³phenomenon: something interesting that happens

⁴bioluminescence: natural chemical glowing

18 How long is the glowworm’s entire life cycle?

RI 3.1

- A 11 months
- B 2 weeks
- C 9 months
- D 100 years

19 A main idea of the article is that the glowworm is a very unusual and beautiful insect. Give two details from the passage that support this statement.

RI 3.2

- 20 Read the statement from the passage and the directions that follow. RI 3.3

It attaches itself to the cave ceiling and acts like a fisherman.

Select two sentences from the passage that best support this statement.

- A "The insect's entire life cycle consists of 11 months."
 - B "The glowworm sends down a thread-thin sticky 'line.'"
 - C "They become snagged in the glowworm's sticky lines."
 - D "Next their light dims and they grow and develop for two weeks."
 - E "The adult insect emerges, and the cycle repeats."
 - F "You may be wondering how the glowworm glows."
- 21 The following question has two parts. First, answer part A. Then, answer part B.

Part A

RI 3.4

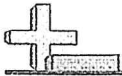
What is the meaning of the word "attracted" in paragraph 4?

- A drawn towards
- B hurtful
- C held against
- D helpful

Part B

Which phrase from the passage best supports the answer to part A? RI 3.1

- A "dark, warm, moist"
 - B "blown into the cave"
 - C "acts like a fisherman"
 - D "grow and develop"
- 22 Based on the text, at which stage in the picture does the glowworm's light dim? RI 3.1
- A egg
 - B pupa
 - C glowworm
 - D adult fly

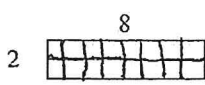


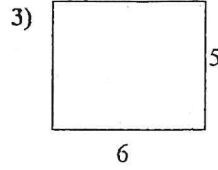
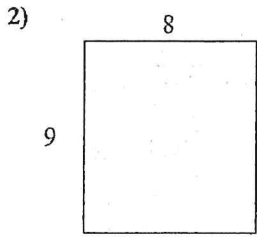
Finding Area

Name: _____

Find the area (in cm) of the rectangles shown.

Answers

1) 
 Area = Length
 x
 Width



1. $8 \times 2 = 16$

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

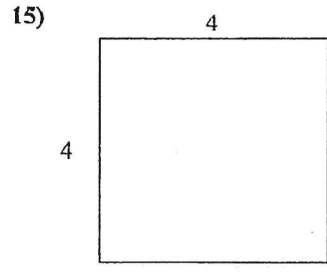
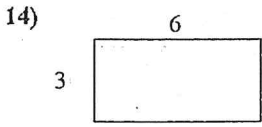
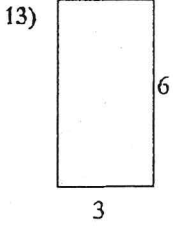
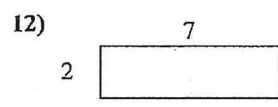
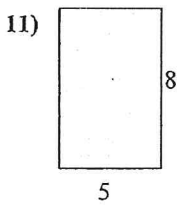
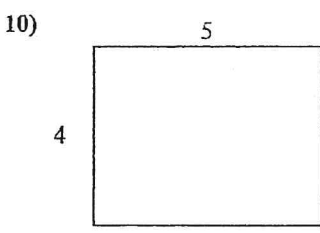
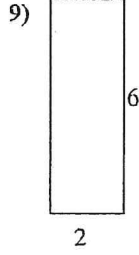
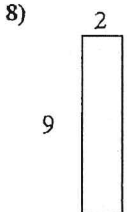
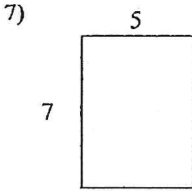
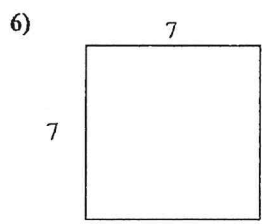
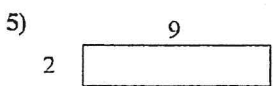
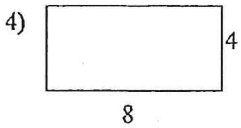
11. _____

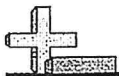
12. _____

13. _____

14. _____

15. _____

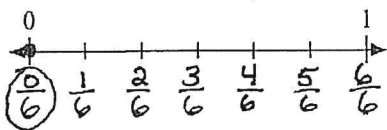




Mark each location described.

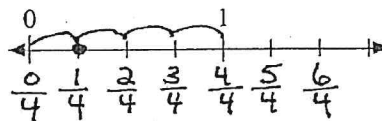
EX:

- 1) Mark the location of
- $\frac{0}{6}$

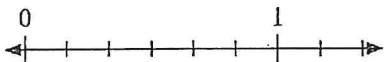


EX:

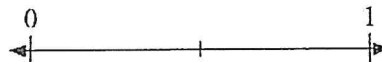
- 2) Mark the location of
- $\frac{1}{4}$



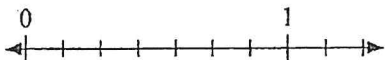
- 3) Mark the location of
- $\frac{4}{6}$



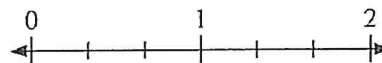
- 4) Mark the location of
- $\frac{2}{2}$



- 5) Mark the location of
- $\frac{7}{7}$



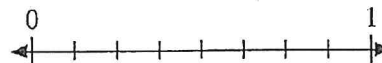
- 6) Mark the location of
- $\frac{0}{3}$



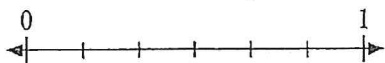
- 7) Mark the location of
- $\frac{2}{3}$



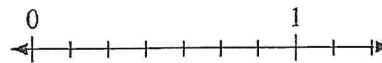
- 8) Mark the location of
- $\frac{3}{8}$



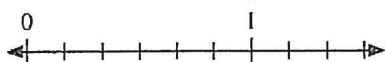
- 9) Mark the location of
- $\frac{2}{6}$



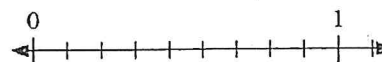
- 10) Mark the location of
- $\frac{0}{7}$



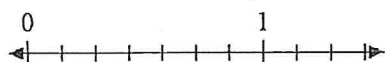
- 11) Mark the location of
- $\frac{3}{6}$



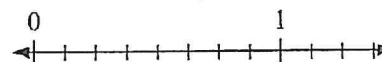
- 12) Mark the location of
- $\frac{8}{9}$



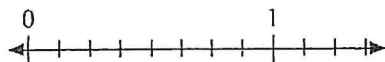
- 13) Mark the location of
- $\frac{6}{7}$



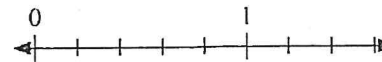
- 14) Mark the location of
- $\frac{5}{8}$

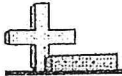


- 15) Mark the location of
- $\frac{8}{8}$



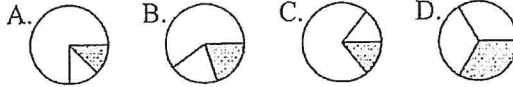
- 16) Mark the location of
- $\frac{4}{5}$



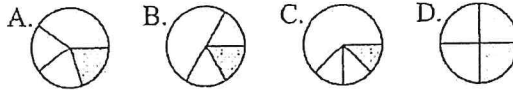


Determine which letter best represents each fraction.

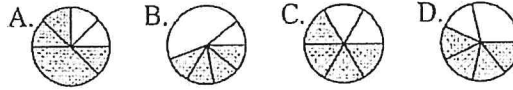
1) Which choice best shows $\frac{1}{3}$?



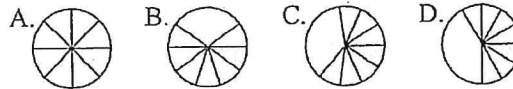
2) Which choice best shows $\frac{1}{4}$?



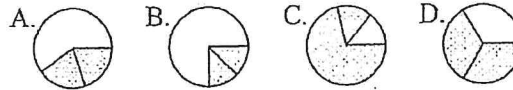
3) Which choice best shows $\frac{4}{6}$?



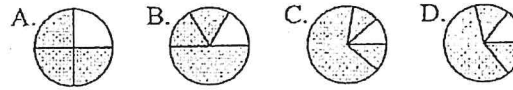
4) Which choice best shows $\frac{1}{8}$?



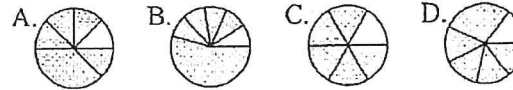
5) Which choice best shows $\frac{2}{3}$?



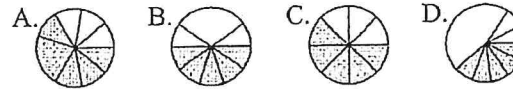
6) Which choice best shows $\frac{3}{4}$?



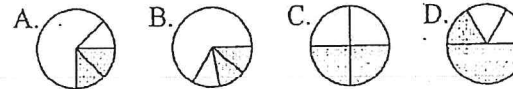
7) Which choice best shows $\frac{5}{6}$?



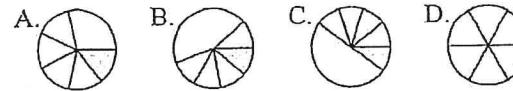
8) Which choice best shows $\frac{5}{8}$?



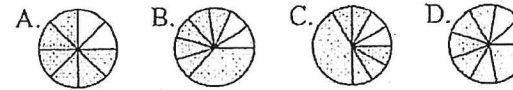
9) Which choice best shows $\frac{2}{4}$?



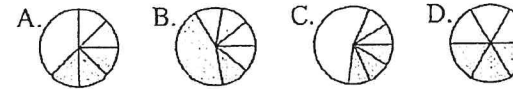
10) Which choice best shows $\frac{1}{6}$?



11) Which choice best shows $\frac{6}{8}$?

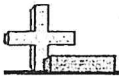


12) Which choice best shows $\frac{3}{6}$?



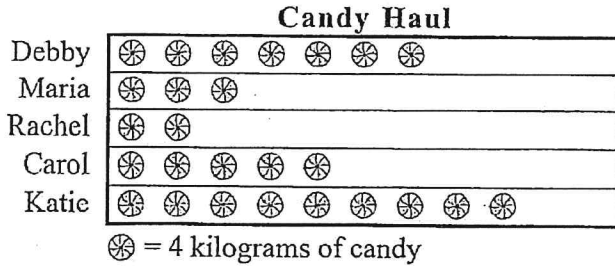
Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



Solve each problem.

Debby and her friends were comparing the amount of candy they received on Halloween. They recorded their information in the pictograph below.

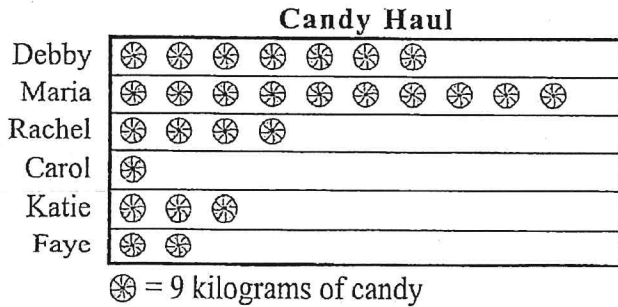


- 1) Who got the most candy?
- 2) Who got the least amount of candy?
- 3) Who got more candy, Maria or Carol?
- 4) How many kilograms of candy did Maria get?
- 5) How many kilograms of candy did Rachel get?

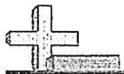
Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Debby and her friends were comparing the amount of candy they received on Halloween. They recorded their information in the pictograph below.

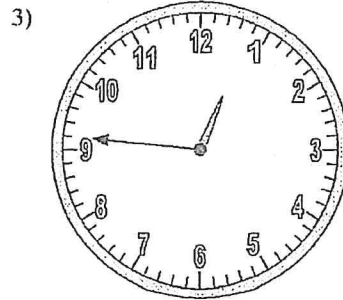
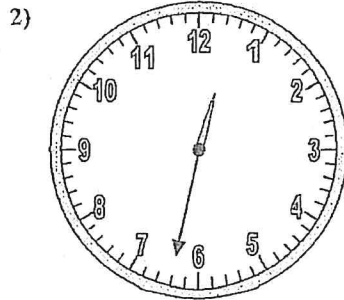
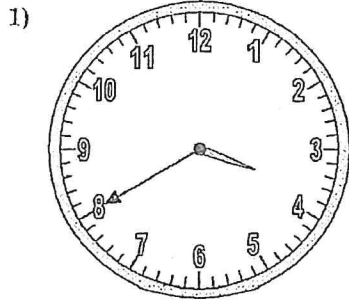


- 6) Who got the most candy?
- 7) Who got the least amount of candy?
- 8) Who got more candy, Faye or Katie?
- 9) How many kilograms of candy did Katie get?
- 10) How many kilograms of candy did Rachel get?



Determine the time shown on the clock.

Answers



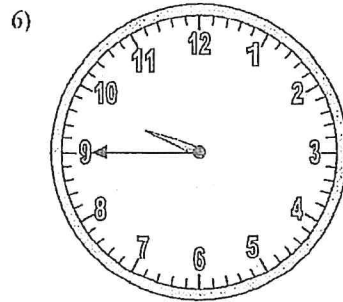
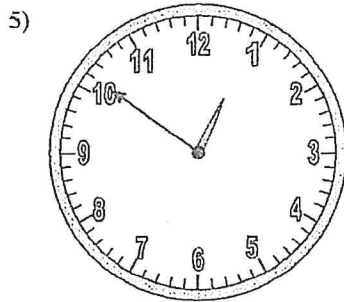
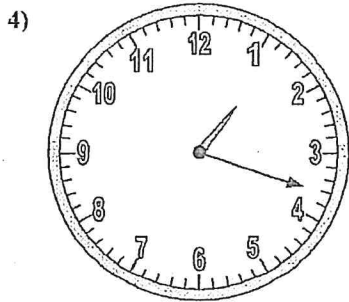
1. _____

2. _____

3. _____

4. _____

5. _____

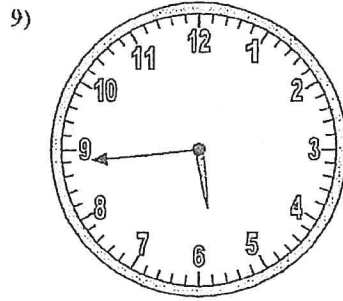
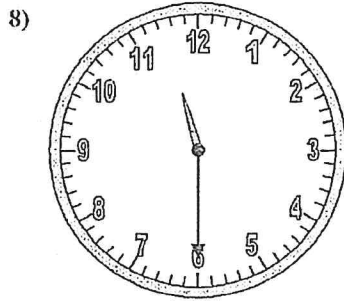
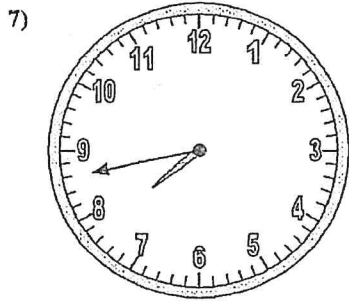


6. _____

7. _____

8. _____

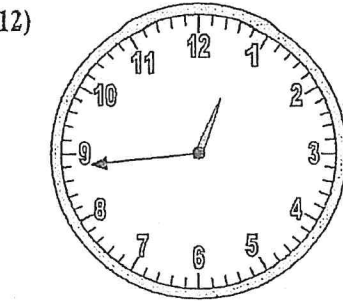
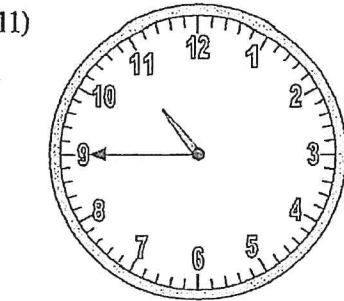
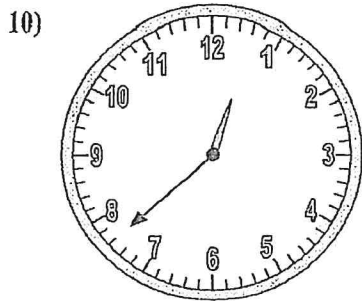
9. _____

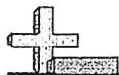


10. _____

11. _____

12. _____

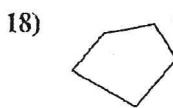
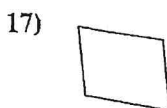
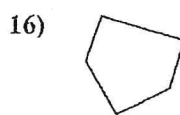
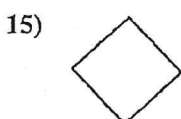
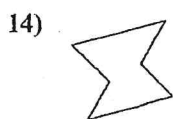
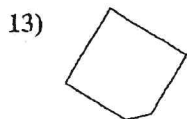
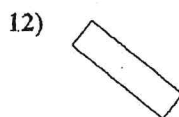
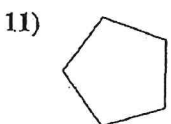
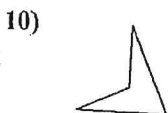
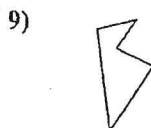
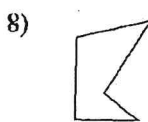
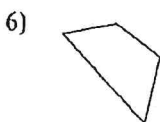
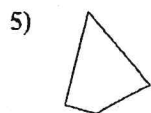
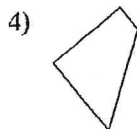
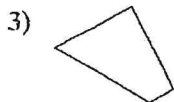
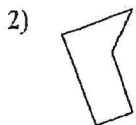




J.G.1

Identifying Quadrilaterals - 4 sides Name:

Determine if the shape shown is a quadrilateral (yes) or not (no).



Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____