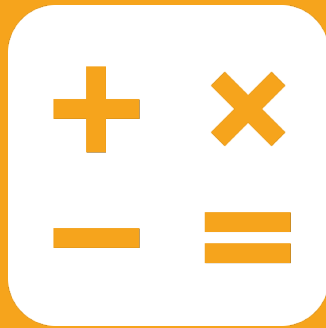


A collection of decorative icons in circular shapes: a blue circle with a white bird/plane icon at the top left; a grey circle with a white building icon on the left; a green circle with a white location pin icon in the center; a large orange circle with a white laptop icon on the right; and a purple circle with a white line graph icon at the bottom right. A horizontal bar with segments of orange, yellow, purple, blue, green, and red is positioned above the bottom image.

## 3rd Grade Worksheet Bundle:

Printable worksheets that include multiple subjects from a variety of our online solutions, including Study Island, EducationCity, and ReadingEggs





# Math Activities

Draw a line to the correct product.

1  $7 \times 8 =$

42

56

2  $7 \times 5 =$

35

70

3  $7 \times 6 =$

56

42

4  $7 \times 10 =$

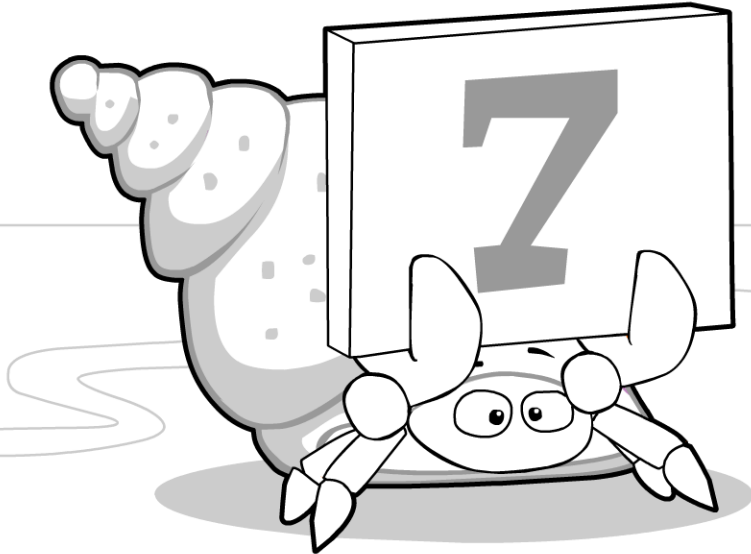
63

70

5  $7 \times 9 =$

63

35



Multiply to find the product.

6  $7 \times 1 =$  \_\_\_\_\_

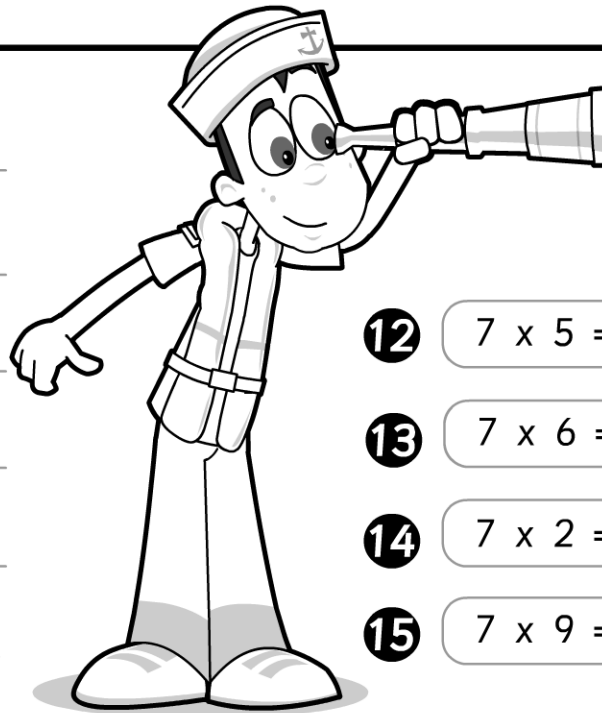
7  $7 \times 10 =$  \_\_\_\_\_

8  $7 \times 7 =$  \_\_\_\_\_

9  $7 \times 4 =$  \_\_\_\_\_

10  $7 \times 3 =$  \_\_\_\_\_

11  $7 \times 0 =$  \_\_\_\_\_



12  $7 \times 5 =$  \_\_\_\_\_











13  $7 \times 6 =$  \_\_\_\_\_

14  $7 \times 2 =$  \_\_\_\_\_

15  $7 \times 9 =$  \_\_\_\_\_

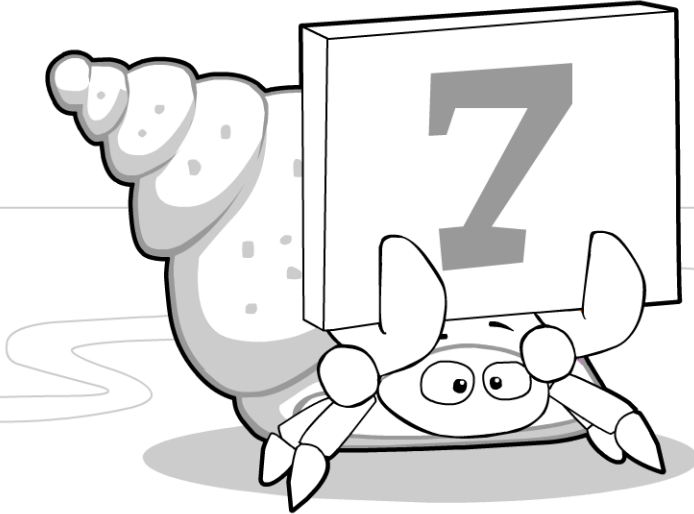
Fill in the blanks to complete the first ten multiples of 7.

16

									
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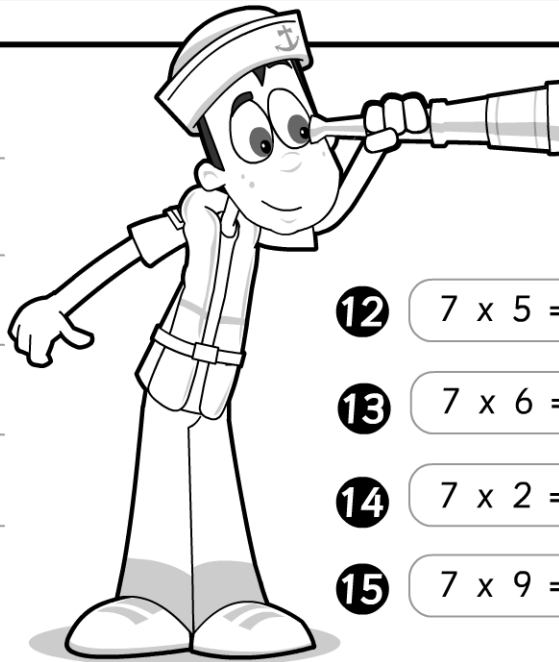
Draw a line to the correct product.

- |   |                 |    |
|---|-----------------|----|
| 1 | $7 \times 8 =$  | 42 |
|   |                 | 56 |
| 2 | $7 \times 5 =$  | 35 |
|   |                 | 70 |
| 3 | $7 \times 6 =$  | 56 |
|   |                 | 42 |
| 4 | $7 \times 10 =$ | 63 |
|   |                 | 70 |
| 5 | $7 \times 9 =$  | 63 |
|   |                 | 35 |



Multiply to find the product.

- |    |                 |    |
|----|-----------------|----|
| 6  | $7 \times 1 =$  | 7  |
| 7  | $7 \times 10 =$ | 70 |
| 8  | $7 \times 7 =$  | 49 |
| 9  | $7 \times 4 =$  | 28 |
| 10 | $7 \times 3 =$  | 21 |
| 11 | $7 \times 0 =$  | 0  |

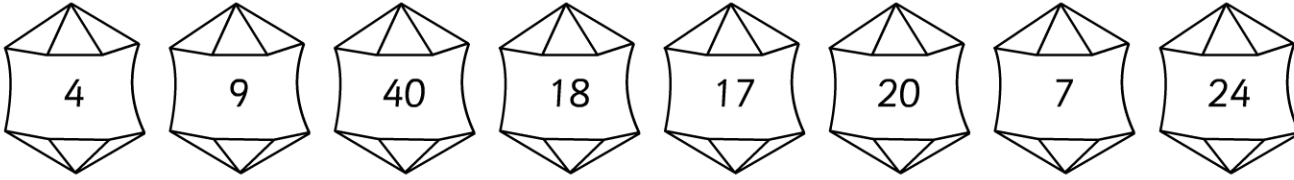


- |    |                |    |
|----|----------------|----|
| 12 | $7 \times 5 =$ | 35 |
| 13 | $7 \times 6 =$ | 42 |
| 14 | $7 \times 2 =$ | 14 |
| 15 | $7 \times 9 =$ | 63 |

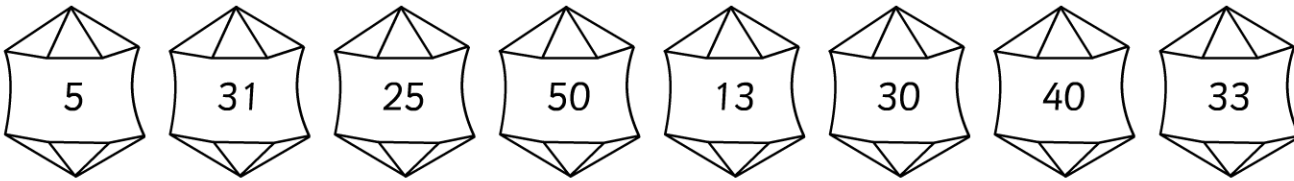
Fill in the blanks to complete the first ten multiples of 7.

- 16
- |   |    |    |    |    |    |    |    |    |    |
|---|----|----|----|----|----|----|----|----|----|
| 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
|---|----|----|----|----|----|----|----|----|----|

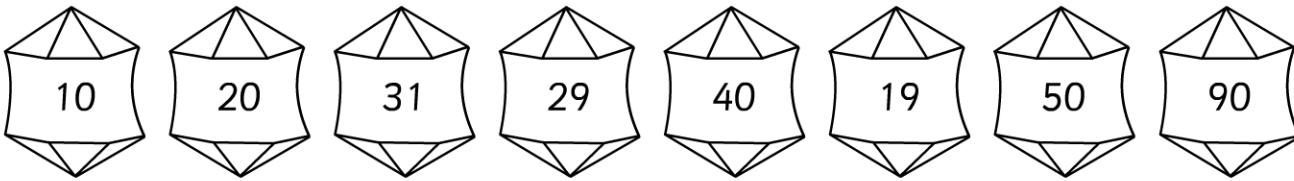
Stig only wants to use crystals that are multiples of 2.  
Help him by circling the crystals that are multiples of 2.



Stig only wants to use crystals that are multiples of 5.  
Help him by circling the crystals that are multiples of 5.



Stig only wants to use crystals that are multiples of 10.  
Help him by circling the crystals that are multiples of 10.



Color in all the numbers that are multiples of 10, multiples of 5 and finally multiples of 2.  
Write down which numbers are not colored in below.

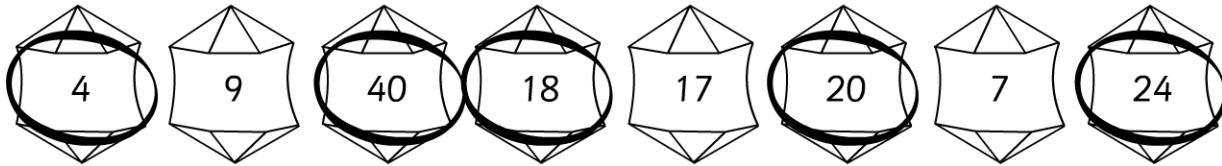
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



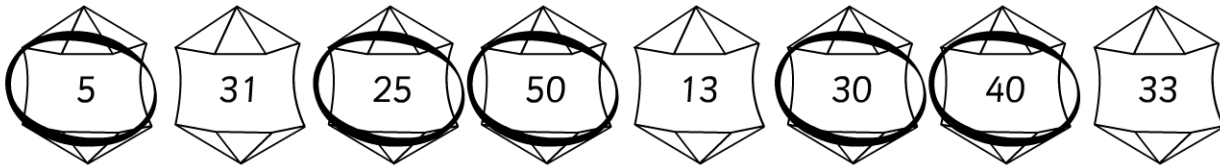
The numbers not colored in are:

# MOON MISSION

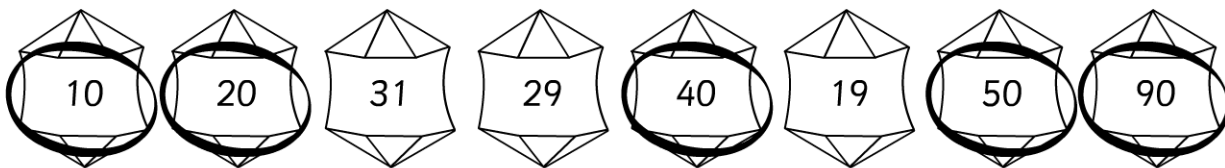
Stig only wants to use crystals that are multiples of 2.  
Help him by circling the crystals that are multiples of 2.



Stig only wants to use crystals that are multiples of 5.  
Help him by circling the crystals that are multiples of 5.



Stig only wants to use crystals that are multiples of 10.  
Help him by circling the crystals that are multiples of 10.



Color in all the numbers that are multiples of 10, multiples of 5 and finally multiples of 2.  
Write down which numbers are not colored in below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



The numbers not colored in are:

1, 3, 7, 9, 11, 13, 17, 19, 21, 23, 27, 29, 31, 33, 37, 39, 41, 43, 47, 49

# Study Island 3rd Grade Math - Real World Algebraic Thinking

## Question 1 .

John played a new card game in which he divided a stack of 54 cards evenly among 6 players, including himself.

How many cards did each player get?

- A. 6
- B. 9
- C. 60
- D. 48

## Question 2 .

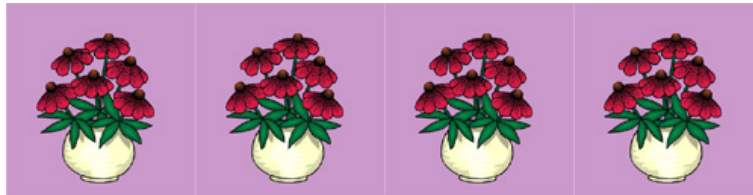
Maggie is planting a flower garden. She has 10 flowers and plants 5 flowers a day. Use a table to determine how many days will it take Maggie to plant all of her flowers.

- A. 2 days
- B. 7 days
- C. 5 days
- D. 4 days

## Question 3 .

Kira filled four vases with flowers. She put six flowers in each vase. How many flowers did Kira put in the four vases in all?

Use the model below to help find how many flowers Kira put in the four vases in all.



$$4 \times 6 =$$

- A. 10
- B. 30
- C. 24
- D. 18

**Question 4 .**

Ryan is finishing the fence around his house. He needs 10 pieces of wood, each 7 feet long. How much wood does Ryan need in all?

- A. 17 feet
- B. 63 feet
- C. 70 feet
- D. 80 feet

**Question 5 .**

John has 4 bags of apples. Each bag has 4 apples in it. How many apples are in the 4 bags?

- A. 8
- B. 18
- C. 16
- D. 14

**Question 6 .**

Two scarves cost \$18. Each scarf costs the same amount.

How much does each scarf cost?

- A. \$9
- B. \$7
- C. \$8
- D. \$10

**Question 7 .**

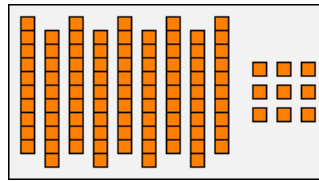
Jerry put 12 tennis balls into 3 bags. He put the same number of balls in each bag. How many tennis balls are in each bag?

- A. 1
- B. 9
- C. 4
- D. 7



Question 8 .

Ms. Morgan has 99 markers to share equally among 9 groups of students. Use the model below to determine how many markers each group will receive.

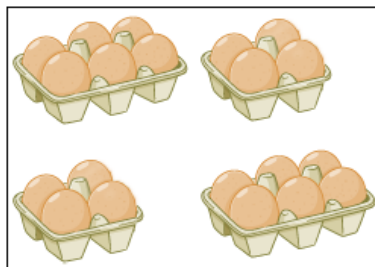


- A. 11
- B. 9
- C. 6
- D. 8

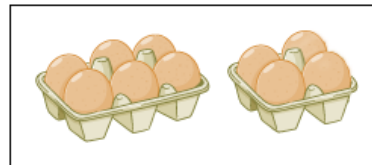
Question 9 .

Mary's mother bought 4 cartons of eggs. Each carton had 6 eggs.

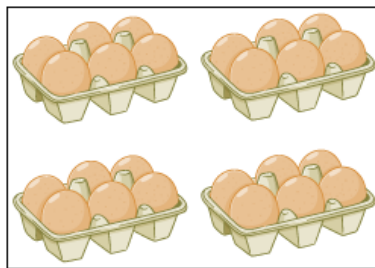
Which of the following models shows the total number of eggs that Mary's mother bought?



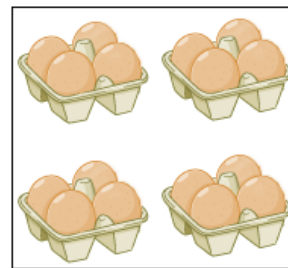
W.



X.



Y.



Z.

- A. Z
- B. Y
- C. W
- D. X

Question 10 .

Directions: Type the correct answer in each box. Use numerals instead of words.

Look at the expression.

$$8 \times 6$$

Fill in the blanks in the story problem to match the expression. Then, solve the expression.

Albert read 8 paragraphs that each had  sentences in it. Albert read  total sentences.

## Answers: Math - Real World Algebraic Thinking

1. B
2. A
3. C
4. C
5. C
6. A
7. C
8. A
9. B
10. --

# Explanations

1. Since John divided the cards evenly among the players, he divided the 54 cards into 6 equal groups.

Use division to find how many cards each player got.

$$54 \div 6 = 9$$

John divided the cards into 6 groups of 9, so each player got **9** cards.

2. Use the table below to help find how many days it will take Maggie to plant all of her flowers.

Starting	Day 1	Day 2
10	$10 - 5 = 5$	$5 - 5 = 0$

Maggie will have 0 flowers left at the end of day 2, so it will take Maggie **2 days** to plant all of her flowers.

3. The model shows four vases. Each vase has six flowers in it.  
Add four 6's to find how many flowers Kira put in the four vases in all.

$$\begin{aligned} 6 + 6 + 6 + 6 &= 24 \\ 4 \times 6 &= 24 \end{aligned}$$

So, Kira put **24** flowers in the four vases in all.

4. To find how much wood Ryan needs in all, multiply.

number of pieces  $\times$  length of each piece in feet = amount of wood in all

$$7 \text{ feet} \times 10 = \mathbf{70 \text{ feet}}$$

5. Multiply the total number of bags, 4, by the number of apples in each bag, 4.

$$4 \times 4 = \mathbf{16}$$

6. Two scarves cost \$18. To find the cost of each scarf, divide the total cost of the scarves by the number of scarves.

$$\mathbf{\$18} \div 2 = \mathbf{\$9}$$

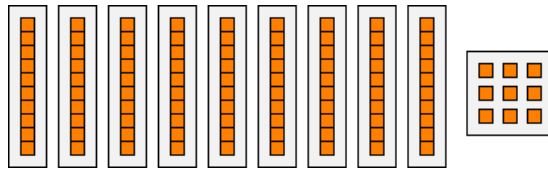
So, each scarf costs **\$9**.

7. Find the number of tennis balls in each bag by dividing the number of balls, 12, by the number of bags, 3.

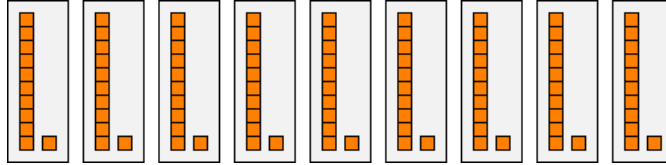
$$12 \div 3 = 4$$

So, there are **4** tennis balls in each bag.

8. Start by placing one block of 10 into each of nine groups.



Then share the ones equally among the same nine groups.



Therefore, each group of 9 students will receive 11 markers.

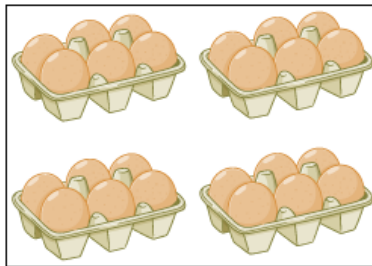
9. Mary's mother bought 4 cartons of eggs. Each carton had 6 eggs. This is the same as 4 groups of 6.

Here, 4 represents the number of groups and 6 represents the number of objects in each group.

Now, look at the given models.

Model Y shows 4 cartons of 6 eggs each, for a total of 24 eggs.

So, model Y represents the total number of eggs that Mary's mother bought.



10. The expression shows 8 times 6. This means that there are 8 groups of 6 objects. Each paragraph Albert read is a group of sentences. Albert read 8 paragraphs, so each paragraph must have 6 sentences in it to match the expression.

Next, solve the expression to find how many total sentences Albert read.

$$8 \times 6 = 48$$

So, Albert read 48 total sentences.



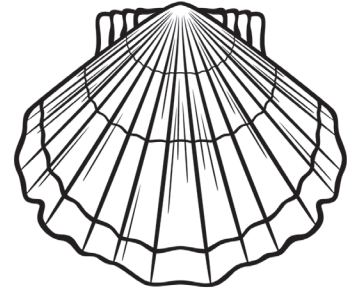
# Reading and Literacy

# Word Factory

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 Add the missing vowels.**

- Our family **w** \_ **nt** for a **v** \_ **cation** in a caravan.
- The man drove his **tr** \_ **ck** to the top of the **h** \_ **ll**.
- We saw sand **cr** \_ **bs** and **seash** \_ **lls** at the beach.
- Sally **s** \_ **t** the table for **d** \_ **inner**.
- James has a **b** \_ **x** of toys \_ **nder** his bed.



**2 Join the letters to make words. Example: f → ur → l = furl.**

(cl)	(b)	(g)	(f)	(t)	_____	_____
(ow)	(ou)	(ir)	(ur)		_____	_____
(n)	(d)	(l)	(st)		_____	_____

*Note: A dotted line connects 'f' to 'ur' to 'l' in the example. Another dotted line connects 'l' to 'st'.*

**3 Add the missing letters. Choose from "ou" or "ow".**

- A **cr** \_ **d** gathered in the middle of the **t** \_ **n**.
- There were a **th** \_ **sand** people, all **sh** \_ **ting** loudly.
- The **cl** \_ **n** is wearing baggy, green **tr** \_ **sers**.
- The cowboy is **r** \_ **nding** up the herd of **br** \_ **n** cows.
- It takes us one **h** \_ **r** to drive to the **m** \_ **ntains**.



**4 Write three words that rhyme with each of these words.**

<b>flower</b>	<b>how</b>	<b>growl</b>	<b>town</b>	<b>our</b>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



**Spelling Challenge**

**Unscramble the letters to spell five FLOWERS.**

pppoy

osre

iasdy

lyli

ffdolida

\_\_\_\_\_

# Word Factory

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 Write the compound words. Read them to a friend.**

out

- side
- board
- line
- fit
- law

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

out

- doors
- break
- skirts
- burst
- field

\_\_\_\_\_

\_\_\_\_\_

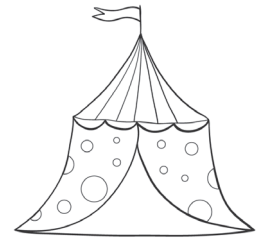
\_\_\_\_\_

\_\_\_\_\_

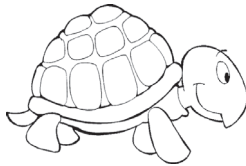
\_\_\_\_\_

**2 Add the missing letters. Choose from "er", "ir" or "ur".**

- Ken came **f** \_\_\_\_ **st** and I came **th** \_\_\_\_ **d** in the foot race.
- We are going to the **c** \_\_\_\_ **cus** on **Th** \_\_\_\_ **sday** evening.
- The girl in the blue **sk** \_\_\_\_ **t** has long, **c** \_\_\_\_ **ly** hair.
- Bill has a pet **b** \_\_\_\_ **d** and his sister has a pet **t** \_\_\_\_ **tle**.
- My **p** \_\_\_\_ **ple** balloon **b** \_\_\_\_ **st** with a loud bang.



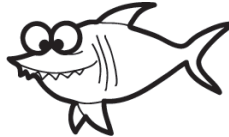
**3 Unscramble the letters to name the pictures.**



letrut



hrsit



rakhs



ofwrel



wnroc

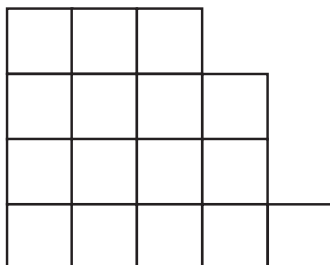
**4 Spell the missing words.**

- An orange is sweet, but a lemon is **s** \_\_\_\_\_.
- You put food into your **m** \_\_\_\_\_.
- Mom carries her money in a **p** \_\_\_\_\_.
- The farmer has a large **h** \_\_\_\_\_ of cattle.
- I threw the ball high and Greg **c** \_\_\_\_\_ it.



**Spelling Challenge**

Use the letters in this word to make new words.



**m a r v e l o u s**

Score five points for each correct word.

My score:

# Word Factory

## Worksheet A

- 1 went, holiday; truck, hill; crabs, seashells; set, dinner; box, under
- 2 clown, cloud, bowl, burst, bird, gown, girl, fowl, foul, furl, first, town, turn
- 3 crowd, town; thousand, shouting; clown, trousers; rounding, brown; hour, mountains
- 4 Answers will vary. Examples: flower, shower, power, bower, cower; how, cow, now, bow, prow, brow; growl, howl, fowl; town, down, drown, crown, clown, gown, frown; our, hour, sour, flour



Spelling Challenge

poppy, rose, daisy, lily, daffodil

## Worksheet B

- 1 outside, outboard, outline, outfit, outlaw; outdoors, outbreak, outskirts, outburst, outfield
- 2 first, third; circus, Thursday; skirt, curly; bird, turtle; purple, burst
- 3 turtle, shirt, shark, flower, crown
- 4 sour, mouth, purse, herd, caught



Spelling Challenge

                         
m a r v e l o u s

**3 letters:** all, are, arm, ear, elm, era, oar, ore, our, ram, roe, rue, sea, sue, sum, use

**4 letters:** aloe, also, arms, earl, ears, elms, eras, lame, lore, lose, love, lure, male, mare, maul, meal, mole, more, move, mule, mull, muse, oars, oral, ores, ours, oval, over, rams, rave, real, ream, roam, role, roll, rose, rove, rule, sale, same, save, seal, seam, sear, sell, slam, slum, slur, soar, sole, some, sore, soul, sour, sure, user, vale, vase, veal

**5 letters:** amuse, arose, earls, laser, loser, louse, lover, loves, lures, males, mares, mauve, meals, molar, moles, moral, mores, mouse, mover, moves, mules, mural, ovals, raves, realm, reams, roams, roles, rouse, roves, rules, salve, saver, serum, slave, small, smear, smell, solar, solve, suave, vales, value, versa



# Root Words & Affixes

Write a word in the third column that uses each prefix.

Prefix	Meaning	Word Examples
<b>bi-</b>	two	
<b>dis-</b>	not, opposite of	
<b>in-</b>	in, within	
<b>mis-</b>	bad, wrong	
<b>mid-</b>	middle	
<b>pre-</b>	before, ahead of	
<b>re-</b>	again; back	
<b>super-</b>	bigger; above, better	
<b>un-</b>	not, to do the opposite	

Write a word in the third column that uses each suffix.

Suffix	Meaning	Word Examples
<b>-able</b>	able to	
<b>-ate</b>	to make	
<b>-ful</b>	full of	
<b>-less</b>	without	
<b>-like</b>	like something	
<b>-ly</b>	in a certain way	
<b>-ness</b>	a way of being	

# Study Island 3rd Grade Reading - Point of View

## Question 1 .

### I Love Mac and Cheese

by Diane Tran

I love to eat Macaroni and Cheese.  
It's creamy and much much better than peas.  
I thread a Mac on each spike of a fork,  
And top it off with a nice slice of pork.

My mother yells, "Fred, please eat something new!"  
I tell her, "I can't! Nothing else will do!"  
Mac and Cheese is just so very yummy.  
Only that alone can please my tummy.

Who is the speaker (narrator) in this poem?

- A. Mac
- B. Fred
- C. Cheese
- D. Fred's mother

## Question 2 .

### Two Mice

by J. Robbins

Two mice were sitting down to tea;  
Their names were Hop and Skip.  
"My dear," Hop said, "I really think  
we ought to take a trip."

"Whatever for?" said sleepy Skip,  
"I do not like the sea."  
He poured a cup and drank it up,  
as calm as he could be.

Hop just shook her head and sighed;  
she didn't want to fight,  
so she just stared at Skip instead,  
until he said, "All right."

Which of the lines from the story is spoken by the speaker (narrator)?

- A. I do not like the sea.
- B. Two mice were sitting down to tea.
- C. I really think we ought to take a trip.
- D. Whatever for?

Question 3 .

**Peter, Go Play!**

"Peter, you have been reading all morning," said Dad. "You really should take a break from your book and go spend some time with your friends. It is really nice outside."

"OK, Dad. I just need to finish this chapter," replied Peter from behind his book.

Dad sighed. "OK Peter, but just five minutes."

Peter breathed a sigh of relief and went back to reading his book.

Before he knew it, he heard Mom call, "Peter, its lunchtime. Time to put the book down and take a break from reading. Charley and Steve are outside working on the treehouse. I think Zoe is coming over to help. It might be a good idea to join them."

"I know, Mom, but this is the best part of the entire book. I am going to find out where the secret tunnel goes. I only need to go a few more pages."

"I never thought I'd see the day where I actually wanted you to put down a book and play, Peter," Mom mused. "Read while you eat, but as soon as lunch is finished, you need to go out and get some exercise."

Peter glanced up at Mom. "Sure thing, Mom."

An hour went by, and when Mom and Dad came back into the kitchen, there was Peter slowly chewing the last bite of sandwich.

Mom and Dad looked at each other. Then they looked at Peter.

"OK Peter, it is time to take a break from reading. We understand that you are very excited about your book, but it is important to get some exercise and spend time with friends," Mom said.

"Your book will be here when you are done," stated Dad. "Now go see what Charley and Steve are up to. Zoe just arrived, and it looks like they are working on a rope ladder."

"Alright," stated Peter with a grin. "You win. But as soon as it gets dark, I am coming back in to finish my book." He then walked out the door.

**Directions: Choose all the correct answers.**

Which **three** statements from the story reveal Peter's point of view?

- "Your book will be here when you are done."
- "You really should take a break from your book and go spend some time with your friends."
- "Peter, its lunchtime. Time to put the book down and take a break from reading."
- "But as soon as it gets dark, I am coming back in to finish my book."
- "I know, Mom, but this is the best part of the entire book."
- "OK, Dad. I just need to finish this chapter."

**Question 4 .**

I have a secret. A really good, juicy, have-to-tell-your-friends kind of secret, but I cannot tell anyone. My parents do not even know.

I am a spy.

It sounds silly, but it is true. I am a third grade student at Whitcomb Elementary. I am an okay student. I like math and social studies a lot. I am not as good at science or reading. And I help the United States stop criminals on the weekends.

Last weekend, for example, I was playing outside with my friends. Johnny and Waleed rode their bikes to my house. Amber and Patricia walked over, and we started running around outside.

"Let's play tag, Michael!" Amber said.

"What kind of tag?" I asked. "I like freeze tag the best!"

"Yes, but you have to be it," said Johnny.

Waleed nodded. "You chose, so you are it."

Just then, I heard a beeping. It was my computer. I told them to hold the game, and I raced inside.

"You've got spy-mail!" my computer said. It was from the President. He needed my help again. Tag would have to wait.

Which line is spoken by the narrator of the story?

- A. You chose, so you are it.
- B. You've got spy mail!
- C. Yes, but you have to be it.
- D. But I cannot tell anyone.

**Question 5 .**

Sometimes I got the feeling that Coach Brooks didn't really want me on the team. He would always start the bigger, faster, stronger, meaner kids ahead of me. Guys like Chuckie, Jim, or Marcus. I guess heart didn't matter all that much to him. Nevertheless, I still felt very proud of putting on that black and red football uniform, the very uniform I had dreamed of wearing ever since I was in third grade.

But one day all that would change. We were down 21-14 to the Jackson High Generals, with only two minutes left to go in the 4th quarter. Suddenly, Coach Brooks called my name.

"Speirs! Get out there and hit somebody!"

I put on my helmet. My time had come.

What is the narrator's name?

- A. Jim
- B. Chuckie
- C. Speirs
- D. Marcus

**Question 6 .**

Doris's favorite song, "Sunshine Superman," played on the radio. She wanted to turn it up, but George, her father, scolded her.

"I can't drive and focus when the music is too loud," he said.

George Jr., her younger brother, said, "No one wants to hear those old, foggy songs, Doris."

"No one is asking you, Georgie," she said back.

George Jr. and his friend Anthony started making fun of Doris. "Doris, the Boris is bor-ing!" they chanted.

Doris calmly turned to the two of them. She emptied her giant cup of soda on each of them. They started to scream. George went to pull over to the side of the road. Doris turned up the song just in time to hear the ending. She sat dancing in her seat.

*adapted from "Doris's Dilemma" by C. Safos*

Who is the narrator?

- A. The narrator is not named.
- B. George
- C. Doris
- D. George Jr.

**Question 7 .**

**Keeping Pets Warm**

When it gets cold outside, people wear warmer clothes. They might wear an extra sweater under their jackets. Toasty mittens or gloves will keep their fingers warm. When it gets cold, it is important to make sure pets stay warm too.

Dogs should be brought inside when the temperature drops. Dogs that have very short hair might need a doggy sweater. Doggy sweaters can often be purchased at a pet store. Another way to keep a dog comfortable is to put a few blankets in a cozy, warm place.

Cats should also be brought inside. They can be kept warm with blankets too. Cats also like to sleep in sunny spots. Open a curtain to let a little bit of warm sunlight in, and watch the cat relax in the sun.

Pets that live in cages, like mice or hamsters need to keep warm too. Be sure to give them extra cage filling. Add more newspaper shreds or woodchips to their cages than usual. They will cover themselves to keep warm.

Pets are a part of the family. Don't forget to keep them warm!

**Directions: Choose all the correct answers.**

Which **two** sentences from the piece **best** reveal the author's point of view?

- Doggy sweaters can often be purchased at a pet store.
- They can be kept warm with blankets too.
- Pets are a part of the family.
- They will cover themselves to keep warm.
- When it gets cold, it is important to make sure pets stay warm too.

**Question 8 .**

Doris's favorite song, "Sunshine Superman," played on the radio. She wanted to turn it up, but George, her father, scolded her.

"I can't drive and focus when the music is too loud," he said.

George Jr., her younger brother, said, "No one wants to hear those old, foggy songs, Doris."

"No one is asking you, Georgie," she said back.

George Jr. and his friend Anthony started making fun of Doris. "Doris, the Boris is bor-ing!" they chanted.

Doris calmly turned to the two of them. She emptied her giant cup of soda on each of them. They started to scream. George went to pull over to the side of the road. Doris turned up the song just in time to hear the ending. She sat dancing in her seat.

*adapted from "Doris's Dilemma" by C. Safos*

Who said, "Doris, the Boris is bor-ing"?

- A. George Jr. and Anthony
- B. Anthony and George
- C. George Jr. and George
- D. George and Doris

**Question 9 .**

**Two Mice**

by J. Robbins

Two mice were sitting down to tea;  
Their names were Hop and Skip.  
"My dear," Hop said, "I really think  
we ought to take a trip."

"Whatever for?" said sleepy Skip,  
"I do not like the sea."  
He poured a cup and drank it up,  
as calm as he could be.

Hop just shook her head and sighed;  
she didn't want to fight,  
so she just stared at Skip instead,  
until he said, "All right."

Who is the speaker (narrator) in this poem?

- A. The speaker does not have a name.
- B. the sea
- C. Hop
- D. Skip

**Question 10 .**

The lights had gone out. The storm had washed over the building, and people were waiting to hear from the news. Charles remembered he had a deck of cards.

"Does anyone want to play?" he asked.

"I don't know how to play cards," Susan replied.

"I only know how to play solitaire," said David.

"I can teach you how to play 21 if you're interested," said Heather, "But I don't really know how to play anything else."

"I have an idea," Charles said, "Why don't we use the cards and build a house?"

"You can't build a house out of cards," David replied, "Cards are made out of paper."

"I bet you I can make a two story house out of the cards," Charles responded.

"Okay, if you build a house of those cards, I will walk your dog for a week," he replied "But you can't cheat."

Susan said, "I can't wait to see this."

Charles went on to stack the cards against each other, making a roof, a base, and walls out of queens, kings, and jacks.

David saw this and knew he was in trouble.

*adapted from "The House Always Wins" by C. Safos*

Who said, "But you can't cheat"?

- A. Heather
- B. David
- C. Susan
- D. Charles

## **Answers: Reading - Point of View**

1. B
2. B
3. --
4. D
5. C
6. A
7. --
8. A
9. A
10. B



# Explanations

1. Look at the poem again. The narrator, or speaker, is the person who tells the story. Sometimes you have to look at what the other characters say to figure out the narrator's name. In the second stanza, the narrator says, "My mother yells, 'Fred, please eat something new!' " This line tells the reader that the narrator's name is Fred.
2. The lines of the poem with quotation marks (") are spoken by the mice, Hop and Skip. The other lines are spoken by the narrator to you, the reader.
3. The story is written from the third person point of view. That means the story is told from the point of view of someone who knows the characters and tells what the characters say. The three statements that reveal Peter's point of view are "OK, Dad. I just need to finish this chapter," "I know, Mom, but this is the best part of the entire book," and "But as soon as it gets dark, I am coming back in to finish my book."
4. There are several characters in this story: Michael, Amber, Patricia, Waleed, and Johnny. The other lines are spoken by Waleed, Johnny, and Michael's computer. Anytime the word "I" is being used by Michael, he is speaking as the narrator to the reader.
5. The narrator is the person who tells the story. The Coach calls the narrator by his name and tells him to hit somebody.
6. The narrator is not known. He or she knows all of the character's actions and feelings but is never named.
7. The author's point of view shows what the author thinks about a topic. In this passage, the author talks about how it is important to keep pets warm during winter. Therefore, the two sentences "When it gets cold, it is important to make sure pets stay warm too" and "Pets are a part of the family" reveal the author's point of view. All other sentences are facts and hence do not reveal the author's point of view.
8. If you pay attention to the dialogue cues, it's clear that George Jr. and Anthony say this to Doris because the story states, "George Jr. and his friend Anthony started making fun of Doris. 'Doris, the Boris is bor-ing!' they chanted."
9. In poetry, sometimes the narrator or speaker of the poem (the person speaking to you in the poem) may not have a name. When this happens, the poem is told from the point of view of someone who knows all the characters and their actions. The narrator can be a part of the poem, or the narrator can just tell the poem. In this poem, the narrator is telling the story to you, the reader.
10. If you follow the dialogue cue (he said/she said/they said/I said), you'll see that right after David says, "Okay, if you build a house of those cards, I will walk your dog for a week," he says, "But you can't cheat."



## Unit 5: Sending messages

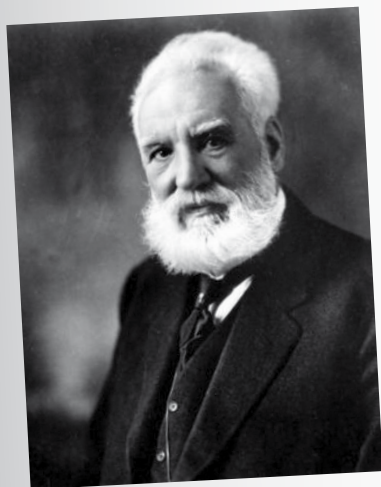
## A Last-Minute Warning

In 404 BC, a messenger staggered up to the Greek general Lysander (lie-SAND-a). Five messengers had set out from Persia. He was the only one to survive. The messenger handed his belt to Lysander. Inside the belt was a meaningless line of letters. But when Lysander wrapped the belt around a scytale, or wooden baton, the letters lined up and a message appeared. It said that the Persians were about to attack. Lysander prepared for battle, and won!



Great Inventors 19

### Alexander Graham Bell



Alexander Graham Bell was born in Scotland in 1847. His father, Alexander Melville Bell, was an expert on speech and how the voice worked. His mother, Eliza, had poor hearing but learned to play the piano very well.

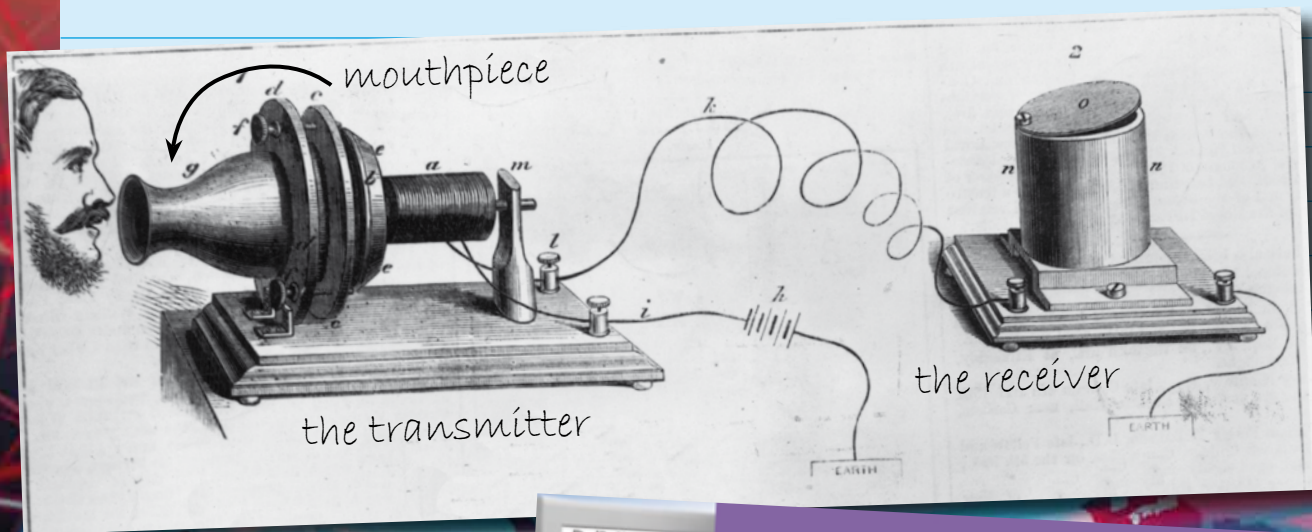
In 1865 Bell studied how the mouth was used to make sounds and speech. In 1870, the Bells moved to Canada, then America. The next year, Alexander Graham Bell began to teach at a school for deaf people.

He experimented with many inventions. Bell came up with the ideas and his assistant, Thomas Watson, made the equipment. They invented an electric speaking telegraph, which we now call a telephone.

On March 10, 1876, Alexander Graham Bell made the first ever telephone call.

March 10, 1876

I then shouted into the mouthpiece the following sentence:  
"Mr. Watson, come here — I want to see you."  
To my delight he came and declared that he had heard  
and understood what I said.



## The Internet

In 1960s USA, a few large computers connected to each other.

If one of the computers broke down, the others would keep working. Universities began to connect computers in the same way. This grew into the Internet — lots of computers connected to each other.

The Internet spread as more people were allowed to use it. Thousands and then millions of computers went online around the world. The speed at which the Internet sent information got much faster.

Early on, the Internet was mainly used for email. The

**World Wide Web** became the main way to share media in the 1990s.

### GO FACT!

#### THE FIRST

Spam is unwanted email. The first spam was sent to 600 people in 1978.



## In the texts

**1** Which of the following can you see on pages 46 and 47?

drawings of telephone parts  black-and-white photo

color photo of a man  color illustration

**2** Are the texts in this unit fiction or nonfiction? \_\_\_\_\_

**3** Read the text at the top of page 47.

**a** How does it *look* different from the other texts?

**b** Circle *I* and *my* in the text. ☆ Done

**c** Who do you think *I* and *my* refer to?

**d** This text comes from: a set of instructions  diary  recipe .

Why do you think so?

**4** Answer **yes** or **no**. The texts on page 46 and at the bottom of page 47:

**a** are in the present tense \_\_\_\_\_

**b** tell about who or what, where and when \_\_\_\_\_

**c** tell what happened, in time order \_\_\_\_\_

**d** give facts and personal information \_\_\_\_\_

**5** Which text type are the texts listed in question 4?

procedures  descriptions  factual recounts

**6** Write down all the dates you can find on pages 46 and 47.



## Read and learn

**1 Who or what am I?** Read all the texts and fill in the missing nouns.

- a** I won a battle after I read a message. \_\_\_\_\_
- b** I send information around the world really fast. \_\_\_\_\_
- c** I made the first telephone equipment. \_\_\_\_\_
- d** the part of a phone you speak into \_\_\_\_\_
- e** a sMark and belt for sending secret messages \_\_\_\_\_
- f** the inventor of the telephone \_\_\_\_\_

**2 With a partner, discuss the diagrams on page 47.** Describe what you see.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 What do you think the man holding the tin can is doing?**

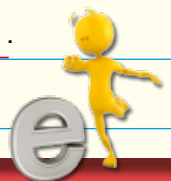
\_\_\_\_\_

\_\_\_\_\_

**4 Complete these sentences with words from the word bank.**

**Word bank** assistant inventor messenger general Persian

- a** A person who carries a message is a \_\_\_\_\_.
- b** A person who creates something that has never been made before is an \_\_\_\_\_.
- c** A person from a country once called Persia is a \_\_\_\_\_.
- d** A person who helps another person do a job is an \_\_\_\_\_.
- e** A person in charge of many soldiers is a \_\_\_\_\_.





**5 Cross out the small letter at the beginning of each proper noun.**

Write a capital letter below each one.

~~a~~lexander graham bell was born in scotland.

A \_\_\_\_\_

**6 List some technical words from the texts.** Put a comma between each one and a period at the end.

**7 Underline the exact words that Mr. Bell said to Mr. Watson.**

Add punctuation marks ( , “ ” . — ).

The first sentence ever said over a telephone was Mr. Watson come here I want to see you

**8 Draw lines to join the beginning of each sentence to its ending.**

A transmitter is the part of a telephone

that you hold to your ear.

A receiver is the part of a telephone

that you speak into.

Equipment is

where sound is changed into electrical signals and sent to a receiver.

A mouthpiece is the part of a telephone

all the things you need for a job.

**9 Why do you think Alexander Graham Bell was interested in the voice, and taught deaf people to speak?**

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## Your turn

**1** What is something dangerous that could happen at your school? How could you send a warning message to people or ask for help?

**A recount** tells what happened, in the order it happened. It has:

- an orientation that sets the time and place, and introduces the main people
- a sequence of events in time order
- action verbs in the past tense that tell what happened
- summing up.

**2** Research an invention to do with sending messages, and write a factual recount about it.

Write a title.

Write about:

- who the inventor was.
- where and when they were born.
- when, where, and for how long they worked on the invention.
- what they did, in the order they did it.

Describe the invention.



## Making verbs agree

### 1 A verb has a subject, which is the person or thing that does something.

For example, *One computer broke down*. The subject is *One computer*, and the verb is *broke down*. Circle the subjects in these sentences. The verbs are underlined.

- a The other computers kept working.
- b Eliza Bell had poor hearing.

### 2 A verb can be singular (one) or plural (more than one). A verb must go with its subject. This is called *making the subject-verb agreement*. It means:

- if a subject is singular, its verb must be singular.
- if a subject is plural, its verb must be plural.

For example, *I am* is singular, and *We are* is plural.

Mark a box to show if the subjects and verbs are singular or plural.

	singular	plural
a (She) <u>has</u> a telephone.	<input type="checkbox"/>	<input type="checkbox"/>
b (We) <u>have</u> mobile phones.	<input type="checkbox"/>	<input type="checkbox"/>
c (Spam) <u>is</u> email that we don't want.	<input type="checkbox"/>	<input type="checkbox"/>
d (Many soldiers) <u>are</u> waiting.	<input type="checkbox"/>	<input type="checkbox"/>

### 3 Sometimes it can be hard to tell if a verb is singular or plural, eg *come* can be singular (*I come*) or plural (*we come*).

1st person singular	<i>I walk</i>	1st person plural	<i>we walk</i>
2nd person singular	<i>you walk</i>	2nd person plural	<i>you walk</i>
3rd person singular	<i>he/she/it walks</i>	3rd person plural	<i>they walk</i>

- a Circle the verb with *s* on the end. ★ Done
- b Which person has a different ending? \_\_\_\_\_



**4 Add s to make singular verbs in the 3rd person present tense.**

She cuts

c The child play \_\_\_\_\_

a It put \_\_\_\_\_

d He drive \_\_\_\_\_

b The man eat \_\_\_\_\_

e She swim \_\_\_\_\_

**5 If a verb ends in *ch, sh, ss, x* or *z* add *es* to make it singular in the 3rd person present tense, eg *he searches, she fusses*.**

Underline the verbs and circle their *es* endings.

She rushes

c he boxes

a she reaches

d it watches

b it pinches

e he washes

**6 If a verb ends in *y*, change the *y* to *i* and add *es* to make it singular in the 3rd person present tense, eg *try* becomes *tries*.**

Write these verbs in the 3rd person present tense.

carry → carries

b cry → \_\_\_\_\_

a study → \_\_\_\_\_

c worry → \_\_\_\_\_

**7 Read *The Internet* on page 47. Add verbs to complete the sentences.**

Computers and the Internet \_\_\_\_\_ very important inventions.

The Internet \_\_\_\_\_ lots of computers connected to each other. If

one computer \_\_\_\_\_ down, the others \_\_\_\_\_ working.

At first, only universities \_\_\_\_\_ able to use the Internet. Then, it

\_\_\_\_\_ mainly used for email. Now, millions of people \_\_\_\_\_

it. The Internet \_\_\_\_\_ information so fast that the World Wide Web

\_\_\_\_\_ now the main way to share media. Spam however

\_\_\_\_\_ a big problem.

# Unit 1: I'm goalie AGAIN!



"Hey Ben, are you ready for the big game?" asked Coach. He ruffled Ben's hair with his hand. Coach had selected Ben to be the team's goalie for this week.

"Yep," said Ben, trying to sound like he was excited as he patted his hair back down on his head.

6



Inside his head a small voice teased, "Liar, liar, pants on fire. You're not ready. Go on, tell him the truth."

Ben looked up at his coach and smiled. He put on his best happy face. This wasn't easy when it felt like rats were gnawing away at his guts. He didn't want to be the goalie and he wasn't at all happy.

7

"Don't pick Toby," one of the boys whispered to Ryan. "He's hopeless at soccer."

That's how I got to be the eleventh player in Lisa's team.

"You can be a mid-fielder, Toby," Lisa said.

"Try not to let anything get past you. I want to win."

"Can I play goalie instead?" I asked. I'd always wanted to play goalie. Lisa shook her head. "Scott wants to be goalie," she said, smiling at him.



Mr. Chapman told us that he was picking the A and B teams today.

"So everybody play your best," he said.

We lost six zero. It didn't help when I kicked the ball into our own net, scoring a goal for Ryan's team.



## In the texts

**I** Read the texts on pages 2 and 3.

**a** Complete the table about the narrative on page 2.

Who are the characters?	Where is it set?	Write a title for this narrative.

**b** Complete the table about the narrative on page 3.

Who are the characters?	Where is it set?	Write a title for this narrative.

**c** What are three important parts of a narrative?

\_\_\_\_\_

\_\_\_\_\_

**2 a** Find 10 words in the texts that have an apostrophe. Write them below.






**b** Next to each word in 2a, write:

**P** if the apostrophe shows possession, eg *Ben's boots*

or

**L** if the apostrophe shows that letters have been left out, eg *isn't*.

★ Done

**3** Change the words from past tense to present tense.

Example: *Ben looked* looks *up at his coach and smiled* smiles .

**a** "Hey Ben, are you ready for the big game?" asked \_\_\_\_\_ Coach.

**b** "Yep," said \_\_\_\_\_ Ben, trying to sound like he was \_\_\_\_\_ excited as he patted \_\_\_\_\_ his hair back down on his head.

**c** He didn't \_\_\_\_\_ want to be goalie and he wasn't \_\_\_\_\_ happy at all.

**d** Mr. Chapman told \_\_\_\_\_ us that he was \_\_\_\_\_ picking the A and B teams today.

## Read and learn

**1** Who chose Ben to be the goalie? \_\_\_\_\_

**2** Give one reason why Ben might not tell the coach the truth.  
\_\_\_\_\_  
\_\_\_\_\_

**3** Have you ever felt like rats have been gnawing at your guts? Circle your answer.

yes      maybe      never

**4** What was the score of the game Toby played?  
\_\_\_\_\_

**5** Why doesn't Ryan choose Toby for his team?  
\_\_\_\_\_



**6** How do you think Toby would feel at the end of the game?

**7** Read the narrative on page 2 again and fill in the table.

**a** What do you find out about Coach?

**b** What do you find out about Ben?

**c** What do you find out about the relationship between Ben and Coach?

**8** Read the narrative on page 3 again and fill in the table.

**a** What do you find out about Toby?

**b** What do you find out about the relationship between Toby and the other players?



**A narrative** tells a story. It entertains, guides or teaches. A story has a beginning, middle and end. It has:

- a problem, or the main character/s wants something
- one or more complications
- a resolution, where the problem is resolved. It can be resolved in a good or a bad way (a happy or sad ending).



## Your turn

### 1 Choose a narrative from page 2 or 3.

I have chosen the narrative from page \_\_\_\_\_.

### 2 Write some ideas for what could happen next.

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### 3 Choose your most interesting idea and write what happens next in the story.

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Who is telling the story? Do you use *he, she, they, I, we* or *us*?

Use the past tense.

Don't forget to include a problem, followed by a complication and then a resolution.

Is your ending a happy one or a sad one?




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## Common and proper nouns

**A noun is a naming word. It can be a person, place, feeling or thing.**

A proper noun is a particular person, place or thing, such as *Ben* and *Bathurst Soccer Field*. Proper nouns start with capital letters.

A common noun is a person, place, feeling or thing that is general, such as *boy* and *soccer field*.

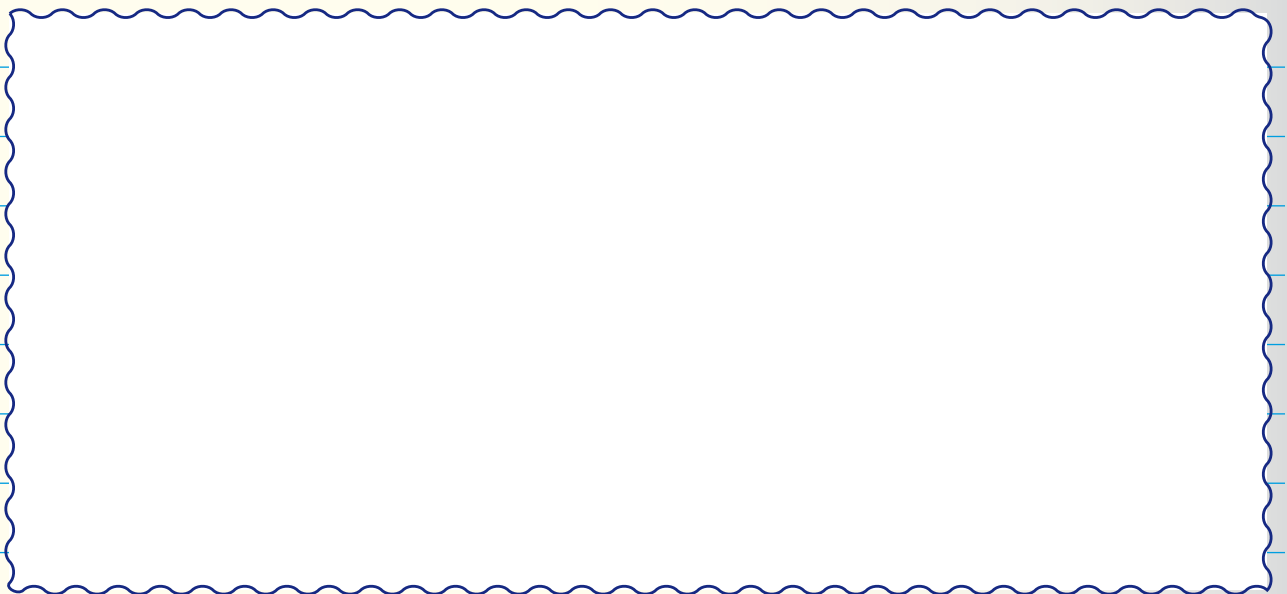
**1 Circle the proper nouns.**

- a** “Hey Ben, are you ready for the big game?”
- b** “You can be a mid-fielder, Toby,” Lisa said.
- c** “Scott wants to be goalie,” she said, smiling at him.

**2 Circle the common nouns.**

- a** Ben looked up at his coach and smiled.
- b** This wasn't easy when it felt like rats were gnawing away at his guts.
- c** That's how I got to be the eleventh player in Lisa's team.

**3 Draw Ben's coach.** Use common nouns to label as many parts of him as possible, eg *chin, nose, mustache*.







**4** Did you use common or proper nouns to label Ben's coach?

**5** Find a classmate to work with. Take turns to circle nouns on pages 2 and 3 of this workbook. Keep going until you cannot find any more. ☆ Done

**6** Use these common nouns to complete the sentences.

**Common nouns** voice pants face week soccer

- a** Coach had selected Ben to be the team's goalie for this \_\_\_\_\_.
- b** Inside his head a small \_\_\_\_\_ teased, "Liar, liar, \_\_\_\_\_ on fire."
- c** He put on his best happy \_\_\_\_\_.
- d** "Don't pick Toby," one of the boys whispered to Ryan. "He's hopeless at \_\_\_\_\_."

**7** Write at least four nouns in each column of the table.

They don't have to be nouns from the stories on pages 2 and 3.

Write common nouns in one color and proper nouns in a different color.

person	place	feeling	thing
Lisa	field	excitement	goal
		love	

# Unit 10: Hear the beat

## Telling a Story

A dancer doesn't need words to tell a story. Many cultures use dance to tell stories and teach young people.

Aboriginal Australians dance to celebrate events and tell stories. Their dances are about people, their way of life and the land. Some dances have been passed on for many generations.

## Making African drums

14

African drums are made by skilled people using special hand tools.

The best African drums are hand-carved. They are made from a single piece of wood, which is then hollowed out.

Drumheads were made from the skin of animals, such as antelopes. Most modern drumheads are made from synthetic materials or from the skins of domestic animals, like goats or cows.



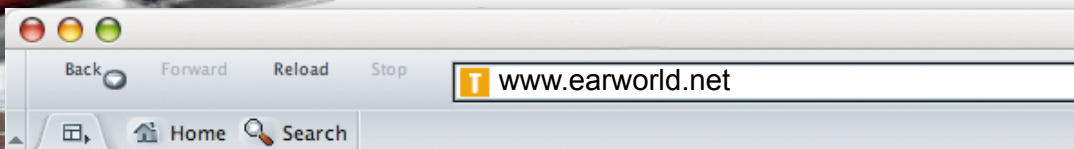
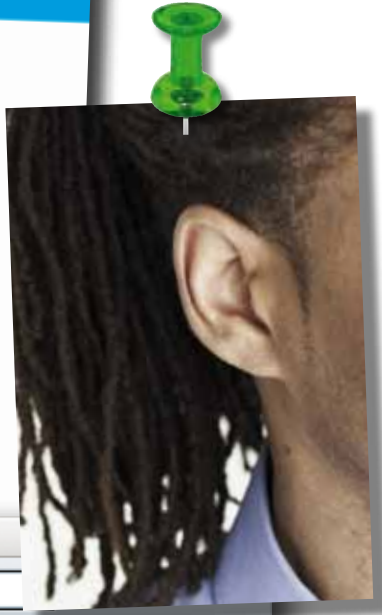


# Sound

Sound is an important part of films and videos.

The first films ever made were silent. There was no speaking or music in the film. People played live music whenever the film was shown.

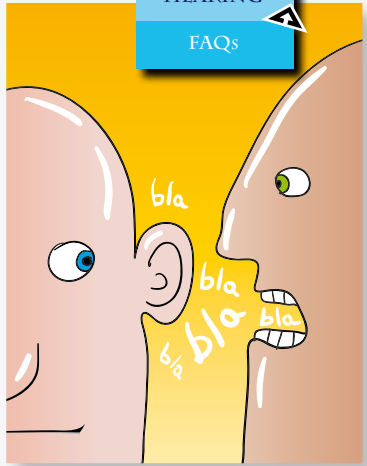
Today, the **soundtrack** helps to set the mood of the film. If the story is meant to be scary, the music will sound scary. The volume of the instruments and voices are edited, so that they can all be heard. This is called **mixing** the sound.



## EAR WORLD

- HOME
- TOPICS
- CONTACT
- SITE MAP
- ONLINE EAR INFORMATION

- EAR CARE
- HEARING
- FAQs

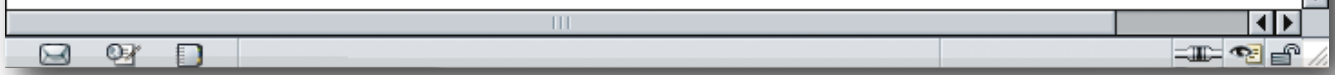


### HEARING

The ear is the sense organ that recognizes sound. Information about sound is passed to the brain, which 'hears' the sound.

Sound is a form of energy that moves in waves of pressure. The outer part of the ear, the pinna, collects sound. The middle part of the ear amplifies sound, and the inner parts of the ear change sound waves into a signal sent to the brain.

The temporal lobes of the brain receive these signals. There is a temporal lobe on either side of the head, above the ear and just in front and behind the ear.



## In the texts

**1** Look at pages 98–99.

**a** Put a cross **X** next to the title of each text.

☆ Done

**b** Which text is from a website? \_\_\_\_\_

**c** Put square brackets around the opening of each text.

☆ Done

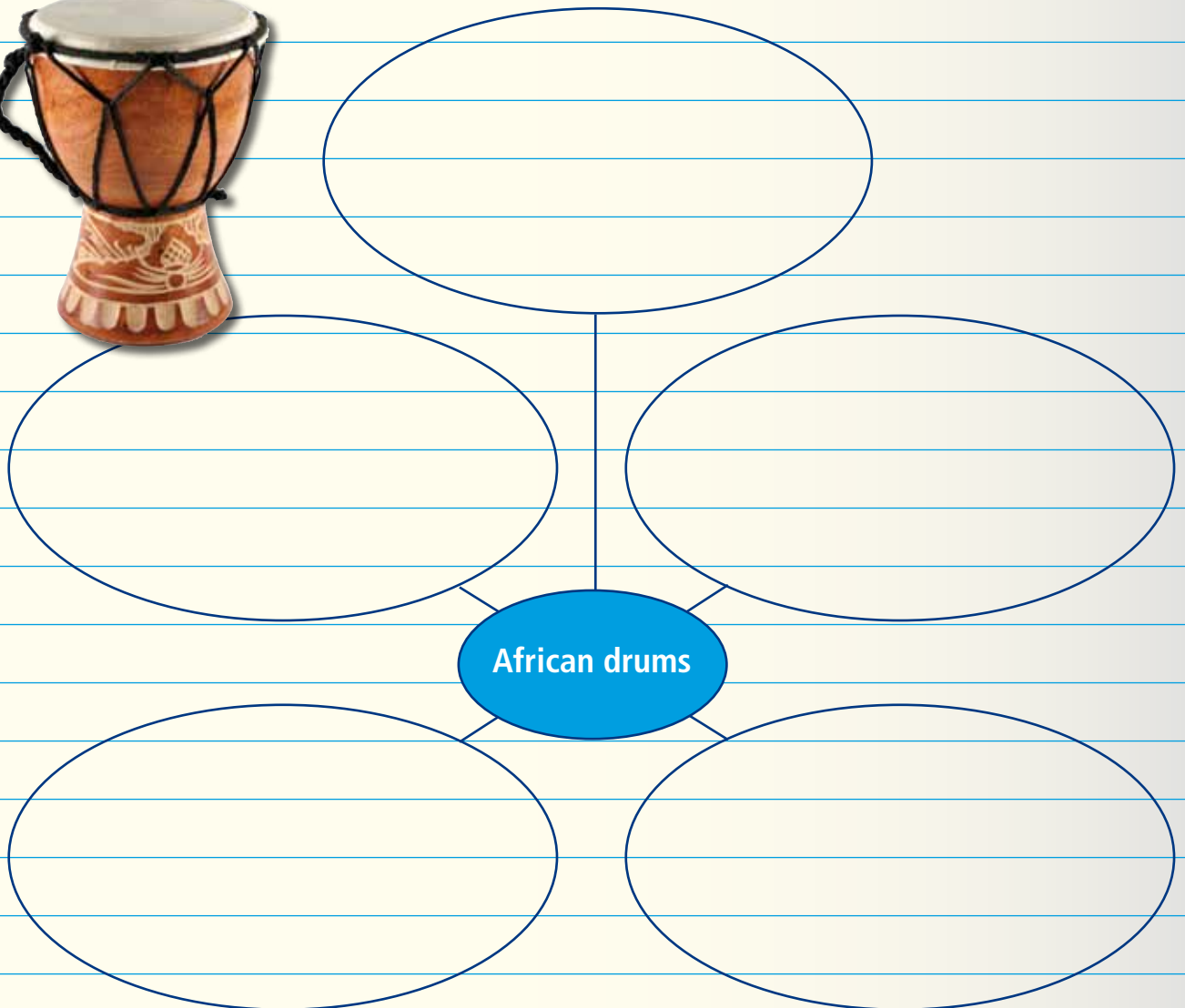
**d** Write a keyword that summarizes the topic of each text.

*dance*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**e** Circle the text type you think all the texts are.

narrative      poetry      procedure      information report

**2** Write words from the text that describe how African drums are made.





**3 Find and write words from the texts that fit the categories below.**

**a Dance, Music, Film**

**b The ear and brain**

**c Parts of a website**



**4 Reports usually have a title and are divided into paragraphs.**

Is this true of all the texts on pages 98–99? \_\_\_\_\_

**5 Reports are not personal.** They do not use “I” often. They usually use the third person (*he, she, it, they*).

Are the reports on pages 98–99 personal? \_\_\_\_\_

**6 Reports use linking words to connect ideas and sentences.**

Circle these linking words on pages 98–99.



*and if most or some so that such as*  
*that to which*

**7 Most verbs in a report are in the present tense.** Are most of the verbs on pages 98–99 in the present, past or future tense? \_\_\_\_\_

**8 Underline time words that tell *when* or *how long*.**

**a** Some dances have been passed on for many generations.

**b** The piece of wood is then hollowed out.

**c** The best films ever made were silent.

**d** Today, the soundtrack helps to set the mood of a film.



## Read and learn



### 1 Use the word bank to match a word with its meaning.

**Word Bank** ear soundtrack volume dance

- a** \_\_\_\_\_ I sometimes tell a story and teach young people.
- b** \_\_\_\_\_ I help set the mood of a film.
- c** \_\_\_\_\_ I am the amount of sound you hear.
- d** \_\_\_\_\_ I send information about sound to the brain.

### 2 Use the word bank to complete the following.

**Word bank** rounded lobes temples

A lobe is a rounded part. An ear lobe is the soft \_\_\_\_\_ part of the lower outer ear. The temples are the sides of the forehead. The temporal \_\_\_\_\_ of the brain are the rounded parts of the brain near the \_\_\_\_\_.

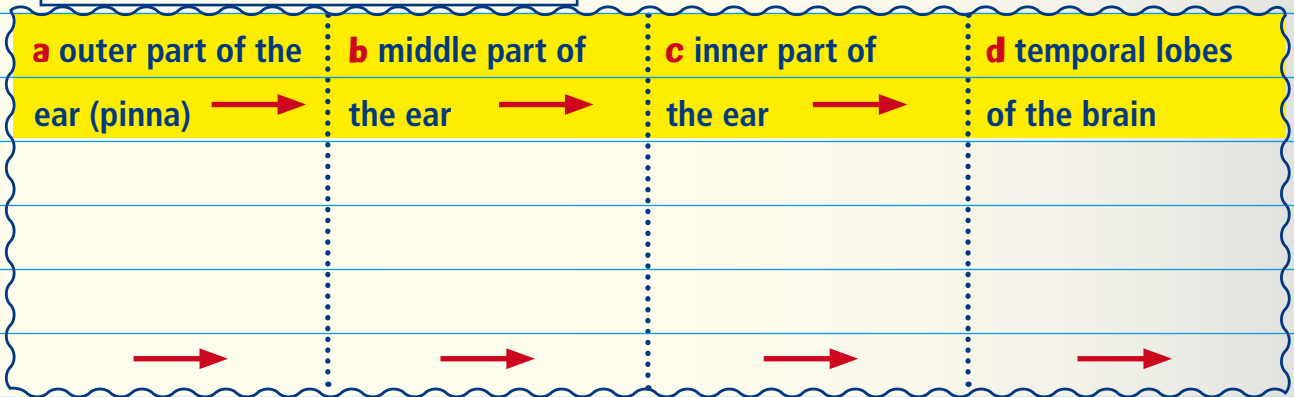
### 3 Copy these notes onto the correct part of the flow chart below.

amplifies sound

'hears' signals from the ear

collects sound

changes sound waves into a signal



### 4 Write true (T) or false (F) in each box.

- a** Musicians used to play music at the cinema while the film was showing, because the first movies had no sound at all.
- b** The sound of a film is mixed, to make sure all the voices and instruments can be heard.
- c** Drums are stringed instruments.
- d** The sound volume means how loud or soft the music is.



## Your turn

### 1 Close your eyes and listen to the sounds around you.

Describe what you hear.

---

---

---

**An information report** presents information about something. It usually describes an entire class of things, such as planets or plants. It has:

- a general opening statement
- paragraphs describing different features (each begins with a topic sentence)
- a conclusion
- text in present tense.

### 2 Eat a soft food, like bread or a banana. Then eat a crunchy food, like an apple or biscuit. Listen while you chew. Write the sounds on the table below.

Sound of eating soft food

Sound of eating crunchy food

Sound of eating soft food	Sound of eating crunchy food
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

### 3 Write an information report about a musical instrument.

Title:

Opening:

Description:

Write a title.

Write the opening sentence about the instrument.

Use key words about the instrument — size, color, shape, what it's made from, the sound it makes.



## Common, proper and abstract nouns

- 1** Mark ✓ the correct answers below. Put a cross X against wrong answers.

Words have capital letters because:

they begin sentences  they are in a title  they look pretty

they are about the people, language or culture of a particular place

- 2** A common noun is the name of a thing or person we can see, hear, feel, taste or smell. eg *picture, dancer, skin, goat, soundtrack*.

Write three common nouns.

- 3** A proper noun is the name of a particular thing, person or place, such as the days of the week, months and titles. Proper nouns start with a capital letter. eg *Mrs Jones, Tom, Canberra, Sunday, Christmas Day*.

Write three proper nouns and circle their capital letters.

- 4** An abstract noun is the name of something we cannot see, such as an idea or a feeling. eg *air, knowledge, help, happiness*. Write three abstract nouns.

- 5** A noun can be singular (one) or plural (more than one).

eg one drum/two drums      a story/many stories      a man/some men

Write the plural versions of these nouns.

dancer/                      way/                      baby/                      person/

- 6** A compound noun is made up of two nouns. To make a compound noun plural, add an s to the end of the noun. eg *playgrounds*.

Put a slash [/] between the two nouns that make each compound noun below.

Then add an s to the very end to make the compound noun plural.

drumhead                      soundtrack                      motorcycle



**7 Some words in front of nouns have to agree with the noun.**

If the noun is singular, the word in front must be singular too.

If the noun is plural, the word in front must be plural too.

Singular	Plural
a film      an event	some films      some events
this story      that goat	these stories      those goats

Use the word bank to complete the table below.

**Word Bank** a an either this that these those many some

Singular	Plural
_ dancer doesn't need words to tell a story.	___ dances have been passed on for many generations.
___ drumhead was made from the skin of ___ a goat or ___ antelope.	___ animals were killed to make ___ drumheads over there.
___ drumhead over there was made from synthetic materials.	___ drumheads here were made from the skins of domestic animals.

**8 Read the poem about love.** Underline the verbs to do with the senses.

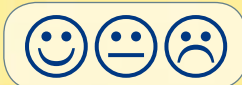
Finish the poem called *Happiness* in your own words.

Love	Happiness
Love smells like flowers.	Happiness <i>smells</i> like...
It tastes like a spoon of honey.	It <i>tastes</i> like...
It sounds like a baby's gurgle.	It <i>sounds</i> like...
It feels like warm toast.	It <i>feels</i> like...
Love lives inside my friends.	Happiness lives...

# My stuff

Interesting things I've read, seen or done lately.

## Cool games

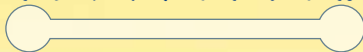


Best part

Hardest part

Most interesting

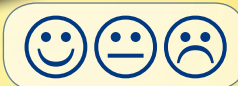
1 2 3 4 5 6 7 8 9 10



UNIT 9: TELLING OLD TALES

plays

Unit 10: Hear the beat

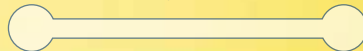


Best part

Hardest part

Most interesting

1 2 3 4 5 6 7 8 9 10



## Books read

great  
websites

Cut and stick  
pictures from  
magazines or  
newspapers

# Diary

drawings



poetry

photos

MUST SEE  
CHARACTERS!



# Assessment: Units 9 and 10

Print your name here:

(First name)

(Last name)

This is a test to see how well you understand what you have read, and to see what you know about using language, spelling and punctuation. It is also a writing test.

## Instructions

Read each question carefully. Some questions will ask you to read a text from another page in this book before answering.

Use a pencil. **DO NOT** use a pen. If you make a mistake, erase it and try again.

There are three different ways to show your answer:

- Shade the bubble next to the correct answer.
- Write a word in a box.
- Write a number in a box.

## Start of test

Read the story on pages 90 and 91, and answer questions 1 to 8.

**1 Which place is not a setting in this legend?**

- a cool river pool
- the bat's cave
- the home of the Lord of the Pipil

**2 The main purpose of the story is to explain**

- how a crop of white corn grew after a famine.
- why Miya's father blamed her for the famine.
- why Miya had no teeth.

**3 The main character is**

- the Lord of the Pipil.
- the Lord of the Bats.
- Miya.

**4 Miya's father blamed the famine on**

- the rats.
- the drought.
- Miya's marriage to the Lord of the Bats.

**5 Which event is not real?**

- Rats ate the corn.
- Miya's teeth grew into white corn.
- A good year followed a bad year.

**6 What is the main reason Miya planted her teeth?**

- Her husband told her to.
- She wanted to please her father.
- She couldn't let her people starve.

**7** The corn Miya planted became ripe

- overnight.
- the next spring.
- the next season.

**8** A legend is

- an information report.
- a story that teaches and explains natural events.
- a story poem.

Read the texts on pages 98 and 99, and answer questions 9 to 16.

**9** All the texts are

- procedures.
- information reports.
- recounts.

**10** Most of the verbs in the texts are in the

- present tense.
- future tense.
- past tense.

**11** The word “I” is used in

- all the texts.
- some of the texts.
- none of the texts.

**12** The text titled *Ear World* is from a

- textbook.
- magazine.
- website.

**13** The text with the most formal and technical language is

- Telling a Story*
- Making African Drums*
- Sound*
- Ear World*

**14** Which statement is not true?

- You can tell a story without words.
- The best African drums are made by machines.
- The first films had no sound.

**15** The middle part of the ear

- collects sound.
- makes sound louder.
- changes sound into a signal that goes to the brain.

**16** Which statement is not true?

- An information report is usually not personal.
- An information report has a title and paragraphs.
- An information report tries to make you laugh.

The spelling mistakes in these sentences have been circled.

Write the correct spelling for each circled word in the box.

**17** There was no wellcom for Miya.

**18** Dancing is a way to sellabrait .

## Assessment: Units 9 and 10

**19** Which words are the plural of “this city”?

- these citys
- this cities
- these cities

**20** Which of the following is not a time connector?

- Once upon a time
- a plague of rats
- then
- one day as

**21** The words *beauty*, *dreams*, *love*, *happiness* and *luck* are all

- common nouns.
- abstract nouns.
- proper nouns.

**22** The sentences *Follow me!* *Stay with me!* and *Go back!* are

- questions.
- commands.
- statements.
- exclamations.

**23** Shade one bubble to show where the missing question mark (?) should go.

↓    ↓                          ↓

Where did you see the rat

**24** Shade two bubbles to show which underlined words should have a capital letter.

↓                          ↓                          ↓    ↓

“hop on my back tina,” said the shark.

Shade two bubbles



## 25 Write about what really happened in Miya's village.

### Plan your account

- There was a drought and the villagers ate the corn seeds.
- There was no money to buy more seeds.
- The Lord of the Bats bought white corn from another town.
- Miya stole some seed to give to the villagers.
- Miya fell over and broke two of her teeth.
- The next crop of corn was white, not yellow.

Use **some** or **all** of these facts to recount what really happened in the village.

### Remember

- Give your recount a title.
- Tell the events in the order they happened.
- Take a new paragraph for each new event.
- Check your spelling and punctuation.
- Read your recount carefully when you finish.
- Make changes if it doesn't make sense.

A vertical dotted line separates the text from a large area of horizontal blue lines for writing.



# Lesson 95 • Limericks

Name \_\_\_\_\_

### Visualization

Visualizing pictures in our heads of the people, places, things and events we are reading about helps build better understanding of the text. Looking for key words in the text will help us create the images in our heads.

### Read the passage.

Circle the adjective that describes the lady.

Highlight the phrase that describes what the lady's chin looked like.

Color the instrument the lady played.

Circle the adjective that describes the man.

Underline the adjective that describes the man's nose.

1. There was a young lady whose chin,  
Resembled the point of a pin  
So she had it made sharp,  
And purchased a harp,  
And played several tunes with her chin.
2. There was an old man with a nose,  
Who said, "If you choose to suppose  
That my nose is too long, you are certainly wrong!"  
That remarkable man with a nose.

### Color the correct answer.

- 1 Who or what is **poem 1** about? Choose the best answer.
 

<input type="radio"/> a harp	<input type="radio"/> a young lady
<input type="radio"/> a young lady with a pointed chin	<input type="radio"/> a lady who could play the harp
- 2 Why did the young lady have her chin made sharp? So that she could ...
 

<input type="radio"/> buy a harp	<input type="radio"/> play the harp	<input type="radio"/> use it as a pin
----------------------------------	-------------------------------------	---------------------------------------
- 3 Who or what is **Poem 2** about? Choose the best answer.
 

<input type="radio"/> a nose	<input type="radio"/> a remarkable man	<input type="radio"/> a long nose	<input type="radio"/> an old man
------------------------------	--	-----------------------------------	----------------------------------
- 4 Which adjective describes the man's nose?
 

<input type="radio"/> long	<input type="radio"/> remarkable	<input type="radio"/> wrong	<input type="radio"/> old
----------------------------	----------------------------------	-----------------------------	---------------------------
- 5 What is the old man's opinion of his nose? He believes it ...
 

<input type="radio"/> is too long.	<input type="radio"/> is not that long.	<input type="radio"/> is remarkable.	<input type="radio"/> looks wrong.
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# Lesson 95 • Limericks



Name \_\_\_\_\_

## Read the passage.

Underline the key words and phrases that helped you visualize Poem 1.

1. There was a young lady whose chin,  
Resembled the point of a pin  
So she had it made sharp,  
And purchased a harp,  
And played several tunes with her chin.
2. There was an old man with a nose,  
Who said, "If you choose to suppose  
That my nose is too long, you are certainly wrong!"  
That remarkable man with a nose.

Highlight the key words and phrases that helped you visualize Poem 2.

Read the poems again. As you do so, visualize what you are reading about. Draw a picture of the images you create in your head as you read each poem.

### Poem 1

### Poem 2

# Lesson 95 • Limericks



Limericks, pages 1-2

Level 23, Lexile 710L

A collection of structured, humorous poems by Edward Lear.

## Comprehension strategy focus

**Visualization:** Good readers visualize pictures in their heads of the people, places, things and actions they are reading about. Visualizing helps build better understanding of a text. Looking for key words will help students visualize what is in the text.

The two worksheets for this lesson reinforce comprehension skills by asking students to visualize what they are reading about.

## Online objectives

Students will:

- Predict actions and outcomes
- Understand the meanings of words
- Identify audience and purpose
- Match words to their definitions
- Make inferences

## State standards

CCSS.ELA-Literacy.RL.3.1

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

CCSS.ELA-Literacy.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

## Online lesson sequence:

- *Visualization Video:* how to visualize pictures of the people, places, things and action in a text.
- *Cover Story:* predicts what the book will be about.
- *Dictionary:* understands the meaning of these **focus words:** resemble (verb), purchase (verb), suppose (verb), remarkable (adjective), placid (adjective), relinquish (verb).
- *Audience and Purpose:* identifies the target audience and purpose of the text.
- *Key Words:* matches words to their definitions.
- *Making Inferences:* makes judgments based on clues in the text.
- *Read the Extract: Limericks* (pp. 1-2).
- *Comprehension Quiz*
- Map book *Artrageous, Chapter 5: Artrageous!* is unlocked.

## Online assessment

- Students complete a 16 question comprehension quiz. The quiz tests literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills. Example questions are:
  - *What is another way of saying if you choose to suppose? There is more than one correct answer.*
  - *Who does the word you refer to in this limerick?*
  - *Why did the old man very soon go back to Dover? Choose the best answer.*

## Additional writing response

Use these texts to help you write your own limerick about an old man or woman.

## Lesson book pages

**What is a Limerick?**

Limerick poems originated over two hundred years ago and were named after the town in Ireland of the same name. Limericks are short and funny. Town beggars and working class people would sing and recite them at social gatherings. The English poet Edward Lear made the Limerick poetic form very popular; his limericks are often very funny and have an appealing rhythm.

Limericks are five lines long. They have an AABBA rhyming scheme. The rhyming scheme describes the pattern of "end rhymes" in a poem. The rhyming words at the end of each line of a poem are called "end rhymes".

For example:

There was an old man with a beard  
Who said, "It's just as I feared!"

Each new sound at the end of the sentence is given a letter of the alphabet. This is an example of an Edward Lear limerick with an AABBA rhyming scheme:

There was an old man with a beard A  
Who said, "It's just as I feared!" A  
Two owls and a hen, B  
Four larks and a wren B  
Are making a nest in my beard!" A

Limericks have an appealing rhythm. Try reading a limerick out loud. Notice that the first two lines and the last line have three "beats" and the third and fourth line have two "beats". Try clapping your hands to the beat as you recite the poem.

There was an old man with a beard (three beats)  
Who said, "It's just as I feared!" (three beats)  
Two owls and a hen, (two beats)  
Four larks and a wren (two beats)  
Are making a nest in my beard!" (three beats)