Review Materials
Student Guide
Gabriel A.
March 9, 2004

Schools: Pine Grove Elementary School
Grades: All
Teachers: All
Periods: All
Course: All
Exams Covered: HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

CCS–English–Grade Three–Reading 1.2: (Avg. 56%)
Decode regular multisyllabic words.

Instructional Resource:
Materials aligned by users in your district

Practice Problems:
Skill Builder Workbook, p. 60, problems 1-10

Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading
Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Preteaching: 140-141
Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Reteaching: 144-145

Reassessment Items

1) In which word does the underlined part sound different than the other three choices?
   (a) beautiful
   (b) musician
   (c) review
   (d) fluttering
Rabbits

Rabbits can be a wonderful addition to your family. But before you bring any new pet into your home, there are some important steps you should follow. To make a new pet rabbit feel most welcome, here’s what you can do:

1. Learn all about rabbits. Find out facts such as what food they eat and where they like to live.

   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit’s whole life.

2. Make sure you have space inside your house for your rabbit to live. Never leave your rabbit alone outside, even in a cage! If a rabbit sees a big animal like a dog or raccoon, the rabbit will become fearful and can die of fright.

3. Be aware that rabbits do not like to be held or carried. They like to stay close to the ground. If you want a pet to hold, you should think twice before getting a rabbit.

4. Find a rabbit doctor. Plan to bring your rabbit to the doctor at least once a year.

Congratulations! You now know the important steps for bringing a rabbit into your family.

2) Read this sentence from the passage.

   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit’s whole life.

3) The underlined part of the word wasteful

   rhymes with—
   
   (a) call.
   (b) goal.
   (c) bull.
   (d) peel.

   The word housing means—
   
   (a) a place to live.
   (b) rabbit food.
   (c) using a hose.
   (d) having a horse.

CCS–English–Grade Three–Language Conventions 1.1: (Avg. 73%)

Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Instructional Resource:

Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Writing Skills Varying Sentence Types, TE Spiral Review: 307R (Theme 6)
Reassessment Items

For the following question:
Read this story and answer the question(s) below.

The Ant and the Grasshopper

Grasshopper was playing in a field one beautiful summer’s day. He hopped about, chirping and singing blissfully. His friend Ant passed by, carrying a large ear of corn she was taking to her nest.

“Why not come and play with me,” asked Grasshopper, “instead of working so hard?”

“I am helping to store food for the winter,” said Ant. “I recommend you do the same.”

“Why worry about winter?” asked Grasshopper. “We have plenty of food right now.” But Ant went on her way and continued working. Grasshopper continued to play and sing. He did not want to think about the winter.

When the winter came, snow covered the field. The grass was dry and the corn was gone. Grasshopper had no food and found himself very hungry.

But Ant was not hungry. She ate the corn and grain that she had stored during the summer while she relaxed in her warm nest.

1) Read these sentences from the story.

“I am helping to store food for the winter,” said Ant. “I recommend you do the same.”

What is the best way to change these sentences into a question?

(a) “I am helping to store food for the winter?” said Ant. “I recommend you do the same.”

(b) “I am helping to store food for the winter,” said Ant. “I recommend you do the same?”

(c) “I am helping to store food for the winter,” said Ant. “Why don’t you do the same?”

(d) “I am helping to store food for the winter,” said Ant. “Why don’t you do the same.”

2) Three of these are questions. Which of these is a statement and is correct with a period?

(a) Are you going to the park.

(b) Has your sister graduated high school yet.

(c) Do you know the answer to the question.

(d) Do your homework before watching TV.
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   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit’s whole life.

2. Make sure you have space inside your house for your rabbit to live. Never leave your rabbit alone outside, even in a cage! If a rabbit sees a big animal like a dog or raccoon, the rabbit will become fearful and can die of fright.

3. Be aware that rabbits do not like to be held or carried. They like to stay close to the ground. If you want a pet to hold, you should think twice before getting a rabbit.

4. Find a rabbit doctor. Plan to bring your rabbit to the doctor at least once a year.

Congratulations! You now know the important steps for bringing a rabbit into your family.

3) In this passage, Congratulations! is used as—

   (a) a question.
   (b) a command.
   (c) an exclamation.
   (d) a run-on sentence.
CCS–English–Grade Three–Reading 1.2: (Avg. 82%)

Decode regular multisyllabic words.

Instructional Resource:

*Houghton Reading.* Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Reteaching: 144-145

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Preteaching: 140-141

Materials aligned by users in your district

Practice Problems:
Skill Builder Workbook, p. 60, problems 1-10

Reassessment Items

1) The underlined part of the word wasteful rhymes with—
   (a) call.
   (b) goal.
   (c) bull.
   (d) peel.

2) In which word does the underlined vowel sound different than the name of the letter?
   (a) lightning
   (b) whistling
   (c) telescope
   (d) engagement

3) The underlined part of the word loneliest rhymes with—
   (a) dressed.
   (b) beast.
   (c) rice.
   (d) toast.
Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)
Theme 4, Skill: Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33
Theme 4, Skill: Compare and Contrast, Extra Support Handbook: Preteaching: 142-143
Theme 4, Skill: Compare and Contrast, Reader’s Library: Henry and the Fox
Theme 4, Skill: Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5
Theme 4, Skill: Compare and Contrast, TE Resources: Challenge/Extension: R11
Theme 4, Skill: Compare and Contrast, TE Resources: Reteaching: R10
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
Theme 4, Skill: Fact and Opinion, TE Resources: Reteaching: R8
Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Reteaching: 22-23
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17
Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)
Theme 4, Skill: Sequence of Events, TE: Spiral Review: 99Q (Theme 4)
Theme 4, Skill: Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)
Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)
Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35
Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12

Reassessment Items
For the following 2 questions:

Read this passage and answer the question(s) below.

**Wooly Mammoths**

**What is a wooly mammoth?**

Wooly mammoths were large animals that lived thousands of years ago during the last Ice Age. They are called "Elephus Primigenius" by scientists. They grew up to 15 feet tall and lived up to 60 years long. But these facts don't explain why people find them so interesting. Just as with dinosaurs, it is the mystery surrounding the wooly mammoth that keeps scientists interested.

**What did wooly mammoths look like?**

Wooly mammoths looked very much like elephants. They had trunks and long curving tusks. But wooly mammoths were different than elephants, too. They were very hairy. Wooly mammoths had a thick coat of reddish-brown wool that was covered with another coat of long, dark hair. Another difference is that wooly mammoths had a large bump on the tops of their heads and a large hump on their backs. They had big ears, too, but not as big as today's elephants.

**What did wooly mammoths eat?**

Wooly mammoths were herbivores. This means they ate only plants. How did they find plants under the snow and ice? Some scientists think mammoths used their long tusks to scrape snow and ice off the plants so they could eat them.

1) How were wooly mammoths like elephants?

(a) Wooly mammoths had hair like elephants.
(b) Wooly mammoths had tusks like elephants.
(c) Wooly mammoths had ears as big as elephants.
(d) Wooly mammoths had a bump on their heads like elephants.

2) From what you read in “Wooly Mammoths,” what is one thing scientists learned from studying mammoth bones?

(a) why people hunted the wooly mammoths
(b) why the wooly mammoths only ate plants
(c) why mammoths had a large hump on their backs
(d) why the ends of the mammoth tusks are worn away

**What happened to the wooly mammoths?**

Wooly mammoths roamed the Earth during the last Ice Age, when parts of the world were covered in ice and snow. But the Earth began to warm up. The wooly mammoths were used to living in a cold climate. They could not live in the heat.

As the weather got warmer, people hunted wooly mammoths for food, clothing, and tools. Hunting and the new, warm climate led to mammoths becoming extinct. Today, there are no more wooly mammoths alive.

**How do we know about wooly mammoths?**

People find wooly mammoth bones and fossils. Scientists study these to learn more about how wooly mammoths lived. For example, scientists learned that the ends of mammoth tusks are usually worn down. This shows that the tusks scraped through snow and against the ground when they ate.

Sometimes people find more than just bones. In 1997, a nine-year-old boy found an entire wooly mammoth frozen in the ice in Siberia. It is very rare to find a whole mammoth. The mammoth probably became stuck in the mud and died. Then the mud froze quickly and preserved the body, including the muscles and skin. A team of scientists is studying this unique find. They will probably learn many new things about wooly mammoths.
The Legend of the Loch Ness Monster

In Scotland, a small country north of England, there is a lake called Loch Ness. Loch Ness is quite a large lake (four miles long, one-and-a-half miles wide, and 750 feet deep), and its waters are very cold and murky. The weather around Loch Ness is almost always grim, gray, and gloomy. It’s difficult to see into the dark water for more than a few feet, but some people say they have seen a monster swimming and swirling in the depths.

They say the Loch Ness Monster measures 30 feet in length. It looks like some kind of reptile, like a dinosaur or a giant sea snake. It has a big body, little flippers, a strong and skinny tail, and a long, thin neck.

Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

3) Read this sentence from the passage.

They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

The words their favorite monster are talking about—

(a) the Loch Ness Monster.
(b) a dinosaur.
(c) the giant sea snake.
(d) a dragon.
CCS–English–Grade Three–Reading 2.2: (Avg. 44%)
Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section
Part A – 3

HM 3rd Grade Reading Theme 4 Skills Tests – Section
Part A – 4

Instructional Resource:
Houghton Reading, Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Comprehension Skills: Predicting Outcomes, TE Resources: Comprehension Skills: R10 (Theme 5)
Theme 4, Skill: Comprehension Skills: Predicting Outcomes, TE: Review: 91 (Theme 4), 29 (Theme 1), 173 (Theme 2)
Theme 4, Skill: Comprehension Skills: Predicting Outcomes, TE: Instruction: 167A-167B (Theme 5)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)
Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35
Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
Theme 4, Skill: Fact and Opinion, TE Resources: Reteaching: R8

Reassessment Items
For the following 2 questions:

Read this story and answer the question(s) below.

Ike and Little Bear's Adventure

One day, Ike the monkey and Little Bear went for a hike. Ike’s father advised them to take food, but Ike said they would not be gone very long.

During the first part of the journey, Ike was swinging from tree to tree. Little Bear had trouble keeping up. “Come up here with me, Little Bear,” Ike said.

“I don’t think that’s such a good idea,” said Little Bear nervously. “I don’t think those tiny branches would hold me!”

Soon after this conversation, Ike reached for a big green vine, but it was not a vine—it was a snake! The big reptile quickly wrapped itself around Ike. When Little Bear saw what was happening, she roared as loud as she could. The snake was so scared that it let go of Ike. “Thank you, Little Bear,” he said. Ike noticed it was getting late in the afternoon. “We’d better head home.”

Ike was scared of seeing more tree snakes, so he walked with his friend, instead of jumping from tree to tree. Soon he noticed that Little Bear seemed very tired and was unable to keep up.

“Are you sleepy? Are you homesick? Do you have a thorn in your paw?” he asked.

Little Bear couldn’t answer.

“Well, we are nearly home. We just have to climb that hill.”

But Little Bear was so tired she couldn’t climb the hill alone. Ike told her to grab his tail, and he pulled his friend to the top of the hill.

On the way down, they rested. Little Bear struggled to tell Ike why she was so tired. “When I get too hungry, I feel sick. I am sorry that I didn’t tell you. I was afraid you would not let me come with you. It was my secret.”

Just then, Ike saw his father and told him about their adventure. The old monkey listened carefully and told them, “You are very good friends. You should not keep important secrets from each other.” The two friends nodded in agreement and slowly walked home, where they helped themselves to a nice big snack.

1) Why did Little Bear say the tiny branches would not hold her?
   (a) She thought the branches would not like her and hug her.
   (b) She thought she was so light, she would blow away.
   (c) She thought she was too heavy to swing from the branches.
   (d) She thought the branches were not high enough.

2) Why was Little Bear tired and unable to keep up with Ike?
   (a) Little Bear needed food.
   (b) Little Bear had a thorn in her paw.
   (c) Little Bear was sleepy.
   (d) Little Bear roared at a snake.
Sea Glass: Jewels on the Beach

If you ever walk along the beach, look down. You might see a piece of sea glass glistening in the sand. Sea glass, also called beach glass, is broken bits of glass whose edges have been worn smooth by the waves and currents of the water. The water is nature’s rock tumbler. Stronger waves and currents produce smoother glass. Most sea glass is irregular in shape, but the pieces that come from the bottoms of bottles are fairly round.

Sea glass comes in many colors—any color that glass can be. Some, including browns and greens, are fairly common. Blue sea glass is especially vivid in color and much more rare. Finding a piece of blue sea glass is very exciting.

Artists and hobbyists make many things from sea glass, including jewelry, lamps, and frames for photos or mirrors. Some people collect it. A large jar of sea glass makes a beautiful decoration.

While sea glass has smooth edges and is safe to handle, there may be other pieces of glass on the beach with sharp edges. For this reason, you should handle glass very carefully until you’re sure it’s sea glass. When you find a piece of sea glass, it’s interesting to think about where it came from and how long it has been in the water.

You can also buy sea glass at craft stores, but it’s much more fun to find it yourself. Happy hunting!

3) The title of this passage suggests that—

(a) people lose jewelry on the beach.
(b) sea glass is more valuable than jewels.
(c) sea glass is sold in jewelry shops.
(d) sea glass can be as beautiful as a jewel.
Reassessment Items
For the following 2 questions:

Read this passage and answer the question(s) below.

**Japanese Jacks and Juggling**

In the far-off country of Japan, there is a traditional game people call *Otedama*. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, *Otedama* is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of *Otedama* mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play *Otedama*. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

1) A beanbag for *Otedama* is about the size of—
   (a) an egg.  
   (b) a jack.  
   (c) a piece of popcorn.  
   (d) a hand.

2) When juggling, you must catch the ball—
   (a) while still holding the jacks.  
   (b) after you have put the jacks on the ground.  
   (c) with the beanbags in your hand.  
   (d) but not let the other balls in the air drop to the ground.
The Legend of the Loch Ness Monster

In Scotland, a small country north of England, there is a lake called Loch Ness. Loch Ness is quite a large lake (four miles long, one-and-a-half miles wide, and 750 feet deep), and its waters are very cold and murky. The weather around Loch Ness is almost always grim, gray, and gloomy. It’s difficult to see into the dark water for more than a few feet, but some people say they have seen a monster swimming and swirling in the depths.

They say the Loch Ness Monster measures 30 feet in length. It looks like some kind of reptile, like a dinosaur or a giant sea snake. It has a big body, little flippers, a strong and skinny tail, and a long, thin neck.

Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

3) How long is the Loch Ness Monster?

(a) one-and-a-half miles  
(b) 30 feet  
(c) four miles  
(d) 30 miles
**CCS–English–Grade Three–Reading 1.2: (Avg. 62%)**

Decode regular multisyllabic words.

**Instructional Resource:**

*Houghton Reading.* Houghton Mifflin

Houghton Mifflin Reading

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Reteaching: 144-145

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Preteaching: 140-141

Materials aligned by users in your district

Practice Problems:
Skill Builder Workbook, p. 60, problems 1-10

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**Reassessment Items**

1) Which word is divided correctly into syllables?

(a) ladd-er
(b) be-tter
(c) in-clude
(d) transf-er

2) Which word is divided correctly into syllables?

(a) mon-ster
(b) au-to-mobile
(c) ref-le-ction
(d) mag-ni-fi-cent

3) Which word has two syllables?

(a) knowledge
(b) chance
(c) granddaughter
(d) bring

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**CCS–English–Grade Three–Reading 1.8: (Avg. 66%)**

Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

**Instructional Resource:**
1) Read the sentence below.

In the story, the pirate retraced his steps to find the buried treasure.

The word **retraced** means that the pirate—

(a) followed the same steps again.
(b) tried to hide his steps.
(c) could not remember his steps.
(d) marked his steps incorrectly.
The Legend of the Loch Ness Monster

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Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

2) **Unclear means**—
   - (a) very clear.
   - (b) mostly clear.
   - (c) not clear.
   - (d) a little clear.

3) Modern planes have one set of wings. Older planes had two sets of wings. What could these planes be called?
   - (a) biplanes
   - (b) triplanes
   - (c) uniplanes
   - (d) replanes
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Houghton Mifflin Reading

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Word Endings -ed and -ing and Changing Final y to i,  
Extra Support Handbook: Reteaching: 144-145Theme 4, Skill: Structural Analysis:  
Word Endings -ed and -ing and Changing Final y to i,  
Extra Support Handbook: Preteaching: 140-141

Materials aligned by users in your district

Practice Problems:  
Skill Builder Workbook, p. 60, problems 1-10

Reassessment Items

1) In which word does the underlined vowel sound different than the name of the letter?  
(a) lightning  
(b) whistling  
(c) telescope  
(d) engagement

2) Which word has two syllables?  
(a) knowledge  
(b) chance  
(c) granddaughter  
(d) bring

3) Which word has three syllables?  
(a) multiply  
(b) explain  
(c) greener  
(d) intersection

CCS–English–Grade Three–Reading 1.8: (Avg. 59%)  
Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.
1) Read the sentence.

The label says that the shirt has been pre-washed.

What does the word pre-washed mean?

(a) The shirt was washed incorrectly.
(b) The shirt has been washed twice.
(c) The shirt has never been washed.
(d) The shirt has already been washed.

2) Read the sentence.

The bank downtown is the tallest building in the city.

In this sentence, the word tallest means that—

(a) no other building in the city is as tall as the bank.
(b) some buildings in the city are taller than the bank.
(c) no other building in the city is shorter than the bank.
(d) most buildings in the world are shorter than the bank.
Rabbits

Rabbits can be a wonderful addition to your family. But before you bring any new pet into your home, there are some important steps you should follow. To make a new pet rabbit feel most welcome, here's what you can do:

1. Learn all about rabbits. Find out facts such as what food they eat and where they like to live.

   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit’s whole life.

2. Make sure you have space inside your house for your rabbit to live. Never leave your rabbit alone outside, even in a cage! If a rabbit sees a big animal like a dog or raccoon, the rabbit will become fearful and can die of fright.

3. Be aware that rabbits do not like to be held or carried. They like to stay close to the ground. If you want a pet to hold, you should think twice before getting a rabbit.

4. Find a rabbit doctor. Plan to bring your rabbit to the doctor at least once a year.

Congratulations! You now know the important steps for bringing a rabbit into your family.

3) Read this sentence from the passage.

   If a rabbit sees a big animal, like a dog or raccoon, the rabbit will become fearful and can die of fright.

In this sentence, the word fearful means—

(a) big.
(b) mean.
(c) sick.
(d) scared.
CCS–English–Grade Three–Reading 1.8: (Avg. 45%)
Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part E – 4
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part G – 3
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part G – 1

Instructional Resource:
Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Vocabulary: Base Words and Inflected Forms, ELL Handbook: Preteaching: 159
Theme 4, Skill: Structural Analysis: Syllabication, TE Resources: Reteaching: R14
Theme 4, Skill: Key Vocabulary - Selection 1, TE: Expanding Your Vocabulary: 39J
Theme 4, Skill: Vocabulary: Base Words and Inflected Forms, TE Resources: Vocabulary Activities: R19
Theme 4, Skill: Key Vocabulary - Selection 1, Transparency 4-1 and Practice Book page 3: TE 17A
Theme 4, Skill: Key Vocabulary - Selection 1, Get Set for Reading CD ROM: Night of the Pufflings
Theme 4, Skill: Key Vocabulary - Selection 1, TE Resources: Vocabulary Activities: R15
Theme 4, Skill: Structural Analysis: Prefixes un-, re-, and Suffixes -ful, -ly, -er, TE Resources: Reteaching: R18
Theme 4, Skill: Vocabulary: Base Words and Inflected Forms, TE Spiral Review: 137R (Theme 5)
Theme 4, Skill: Structural Analysis: Prefixes un-, re-, and Suffixes -ful, -ly, -er, TE Spiral Review: 307R (Theme 6)
Theme 4, Skill: Structural Analysis: Prefixes un-, re-, and Suffixes -ful, -ly, -er, TE Spiral Review: 277R (Theme 6)
Theme 4, Skill: Structural Analysis: Syllabication, TE Spiral Review: 347R (Theme 3)

Reassessment Items
1) Read and complete the sentence.

Kim stayed after school to clean the chalk boards. The teacher praised her for being—
(a) prehelp.
(b) helper.
(c) helpful.
(d) helps.

2) Read this sentence.

The bird’s colorful spotted beak was not like any I’ve seen before.

A word that could be used to describe the bird’s beak is—
(a) discolorful.
(b) bispotted.
(c) unusual.
(d) ordinary.

3) Which ending would make sense to complete the sentence below?

I retook my spelling test because—
(a) I got caught stealing it.
(b) I failed it the first time.
(c) I spell words every day.
(d) I thought it was a social studies test.
Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35
Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)
Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)
Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Reteaching: 22-23
Theme 4, Skill: Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5
Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17
Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
Theme 4, Skill: Compare and Contrast, Reader’s Library: Henry and the Fox
Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Compare and Contrast, Extra Support Handbook: Preteaching: 142-143
Theme 4, Skill: Sequence of Events, TE: Spiral Review: 99Q (Theme 4)
Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
Theme 4, Skill: Compare and Contrast, TE Resources: Challenge/Extension: R11
Theme 4, Skill: Fact and Opinion, TE Resources: Reteaching: R8

Reassessment Items
For the following question:

Read this passage and answer the question(s) below.

**Japanese Jacks and Juggling**

In the far-off country of Japan, there is a traditional game people call *Otedama*. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, *Otedama* is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of *Otedama* mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play *Otedama*. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

1) A beanbag for *Otedama* is about the size of—

   (a) an egg.
   (b) a jack.
   (c) a piece of popcorn.
   (d) a hand.
The Legend of the Loch Ness Monster

In Scotland, a small country north of England, there is a lake called Loch Ness. Loch Ness is quite a large lake (four miles long, one-and-a-half miles wide, and 750 feet deep), and its waters are very cold and murky. The weather around Loch Ness is almost always grim, gray, and gloomy. It’s difficult to see into the dark water for more than a few feet, but some people say they have seen a monster swimming and swirling in the depths.

They say the Loch Ness Monster measures 30 feet in length. It looks like some kind of reptile, like a dinosaur or a giant sea snake. It has a big body, little flippers, a strong and skinny tail, and a long, thin neck.

Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

2) How long is the Loch Ness Monster?

(a) one-and-a-half miles
(b) 30 feet
(c) four miles
(d) 30 miles
3) Which program may three-year-olds attend?

(a) From Seed to Garden
(b) Drumbeats
(c) Magical Mask Making
(d) Fun with Clay
Review Materials
Student Guide

Schools: Pine Grove Elementary School
Grades: All
Teachers: All
Periods: All
Course: All

Exams Covered: HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

CCS–English–Grade Three–Reading 1.7: (Avg. 50%)
Use a dictionary to learn the meaning and other features of unknown words.

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part J – 2
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part J – 7
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part J – 3

Instructional Resource:
Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Vocabulary: Dictionary: More Multiple-Meaning Words, TE Spiral Review: 167R (Theme 5)
Theme 4, Skill: Vocabulary: Dictionary: More Multiple-Meaning Words, TE Resources: Vocabulary Activities: R17
Theme 4, Skill: Vocabulary: Dictionary: Parts of Speech, TE Spiral Review: 205R (Theme 5)
Theme 4, Skill: Vocabulary: Dictionary: Parts of Speech, TE Resources: Vocabulary Activities: R15

Reassessment Items
For the following 2 questions:

Study this page from a children’s dictionary. Then answer the question(s) below.

<table>
<thead>
<tr>
<th>word</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>story</td>
<td>1. a real or make-believe tale; 2. a work of fiction; 3. a lie; 4. a floor in a house</td>
</tr>
<tr>
<td>stove</td>
<td>a device used for cooking</td>
</tr>
<tr>
<td>strange</td>
<td>adj. 1. not normal or ordinary; 2. odd; 3. not yet used to something; 4. different</td>
</tr>
<tr>
<td>stream</td>
<td>n. 1. a small river; 2. a current of air or water; 3. a beam of light v. 1. to flow; 2. to move in the same direction</td>
</tr>
<tr>
<td>street</td>
<td>n. a public road</td>
</tr>
<tr>
<td>strength</td>
<td>n. 1. the quality of being strong; 2. power</td>
</tr>
<tr>
<td>struggle</td>
<td>v. 1. to try hard to deal with a problem; 2. to move with effort n. a long fight</td>
</tr>
<tr>
<td>student</td>
<td>n. a person who studies at school</td>
</tr>
</tbody>
</table>

Labels: n. noun  adj. adjective  adv. adverb  v. verb  pl. plural

(a) subtract
(b) stove
(c) stray
(d) success

2) How many definitions are given for the word stream?

(a) two
(b) three
(c) four
(d) five

For the following question:

Read this dictionary entry and answer the question(s) below.

<table>
<thead>
<tr>
<th>word</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>upset</td>
<td>v. 1. To knock over or spill. 2. To bother. 3. To make sick. 4. To have a surprise win in sports.</td>
</tr>
</tbody>
</table>
3) How many syllables does the word upset have?

(a) one  
(b) two  
(c) three  
(d) four
Read this passage and answer the question(s) below.

**Barely Listening**

Lyle Lytton was starving. Well, not really starving. But he was very hungry, and there was nothing to eat. He was upset.

"Hey, Loretta," he shouted to his wife. "The refrigerator shelves are all bare."

"What did you say about bears? I can barely hear you."

Lyle didn’t reply. What had happened to the snacks they’d recently purchased at the store? Had the kids taken them for their lunches? No, he reasoned, they asked him for lunch money that morning.

Loretta Lytton came into the kitchen. "You know I can’t bear it when you don’t answer me. Sometimes your manners are terrible."

Lyle glanced at her. "I didn’t say anything because you were talking about bears. And I’m not interested in anything having to do with bears. I’m hungry."

"Why are you angry?"

"I’m not angry, I’m hungry!" Lyle sputtered.

"Oh! So you mean that you’re hungry as a bear!" Loretta looked at his feet. "Lyle, how many times have I told you not to walk around with bare feet?"

Lyle threw up his hands in frustration. "I’m tired of listening to your advice. What I really want is something to eat."

Loretta pointed to the closet. "Have you looked in there?"

"Where?"

"The closet."

"Why would there be food in the closet?"

"The kids have been hiding all their snacks in there. They’re afraid you’ll eat them all.‖ Loretta left the room.

Lyle opened the closet door. Sure enough, all the snacks were there, and by now, he really was as hungry as a bear.
1) How did Lyle know the kids had not taken the snacks to school for lunch?

(a) He remembered they didn't like that kind of snack food.
(b) He found the snacks in the first place he looked.
(c) His wife told him the kids did not bring the snacks to school.
(d) He knew they were buying their lunch at school that day.

For the following question:

Read this passage and answer the question(s) below.

**Rabbits**

Rabbits can be a wonderful addition to your family. But before you bring any new pet into your home, there are some important steps you should follow. To make a new pet rabbit feel most welcome, here's what you can do:

1. Learn all about rabbits. Find out facts such as what food they eat and where they like to live.

   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit's whole life.

2. Make sure you have space inside your house for your rabbit to live. Never leave your rabbit alone outside, even in a cage! If a rabbit sees a big animal like a dog or raccoon, the rabbit will become fearful and can die of fright.

3. Be aware that rabbits do not like to be held or carried. They like to stay close to the ground. If you want a pet to hold, you should think twice before getting a rabbit.

4. Find a rabbit doctor. Plan to bring your rabbit to the doctor at least once a year.

Congratulations! You now know the important steps for bringing a rabbit into your family.

2) After reading this passage, what is **most likely** a good first step if you want to bring a new pet **cat** into your family?

(a) Find a cat, and bring the cat home.
(b) First learn about rabbits, and then learn about cats.
(c) Learn all about cats.
(d) Buy enough food for ten years.
One day long ago, an Indian king wanted to go for a ride in the jungle with his wisest and most-trusted friend. While the servants prepared the horses, the two men dressed in their finest riding clothes, which were made of velvet and gold. As the sun rose, they started off across the fields and into the jungle. When the sun was high in the sky, the two men stopped to rest and to feed their horses. On this trip, they had brought the horses a special snack of fresh, juicy peas. But as soon as the king opened the feedbag, a monkey darted down from a nearby tree, grabbed a giant handful of the peas, and raced back up to a tree limb high above the horses.

Well! The monkey looked quite satisfied with himself! But just when he was about to begin eating, a little pea slipped and started to fall out of his paw. The monkey did not want to lose one bit of his stolen prize, so he reached both paws out to keep the pea from falling. And do you know what happened when he did that? Every last one of the peas fell out of his paws and onto the jungle floor below him!

The horses bent down to eat up the peas as the monkey looked on hungrily from the tree. The friend turned to the king and laughed. “Remember,” he said, “never be as greedy as that monkey was with those peas!”

3) Why do the king and his friend stop?

(a) They don’t want to be greedy and ride too far from home.
(b) They are interested in watching the monkey play in the trees.
(c) They want to eat some of the delicious peas that they brought.
(d) They have been riding several hours and are tired and hungry.
CCS–English–Grade Three–Reading 1.2: (Avg. 76%)

Decode regular multisyllabic words.

Instructional Resource:

*Houghton Reading*. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Reteaching: 144-145

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Preteaching: 140-141

Materials aligned by users in your district

Practice Problems:
Skill Builder Workbook, p. 60, problems 1-10

Reassessment Items

1) The underlined part of the word wasteful rhymes with—
   (a) call.
   (b) goal.
   (c) bull.
   (d) peel.

2) In which word does the underlined part sound different than the other three choices?
   (a) beautiful
   (b) musician
   (c) *review*
   (d) fluttering

3) Which word has two syllables?
   (a) knowledge
   (b) chance
   (c) granddaughter
   (d) bring

CCS–English–Grade Three–Reading 2.3: (Avg. 70%)

Demonstrate comprehension by identifying answers in the text.
Reassessment Items
Japanese Jacks and Juggling

In the far-off country of Japan, there is a traditional game people call Otedama. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, Otedama is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of Otedama mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play Otedama. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

1) A beanbag for Otedama is about the size of—

   (a) an egg.
   (b) a jack.
   (c) a piece of popcorn.
   (d) a hand.
For the following question:

Read this brochure and answer the question(s) below.

<table>
<thead>
<tr>
<th>DOWNTOWN CHILDREN'S MUSEUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun for children of all ages! Discover many new and interesting things. Special programs every day of the week.</td>
</tr>
<tr>
<td><strong>For more information:</strong></td>
</tr>
<tr>
<td>• Phone (232) 555-1252</td>
</tr>
<tr>
<td>• Visit our website at <a href="http://www.dcm.edu">www.dcm.edu</a></td>
</tr>
<tr>
<td>• Stop by the information booth at the museum entrance</td>
</tr>
<tr>
<td><strong>Location:</strong> Corner of Main Street and Central Avenue</td>
</tr>
<tr>
<td><strong>Admission prices:</strong></td>
</tr>
<tr>
<td>Children 4 and under: Free</td>
</tr>
<tr>
<td>Children 5-17: $3</td>
</tr>
<tr>
<td>Adults 18-59: $6</td>
</tr>
<tr>
<td>Seniors 60+: $4</td>
</tr>
<tr>
<td><strong>Hours:</strong></td>
</tr>
<tr>
<td>Monday through Friday, 10:00 a.m. to 7:00 p.m.</td>
</tr>
<tr>
<td>Saturdays, 8:00 a.m. to 6:00 p.m.</td>
</tr>
<tr>
<td>Sundays, 9:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td><strong>Note:</strong> The museum will be closed on Labor Day, September 1.</td>
</tr>
<tr>
<td><strong>September Programs:</strong></td>
</tr>
<tr>
<td>Mondays and Saturdays</td>
</tr>
<tr>
<td><strong>From Seed to Garden</strong></td>
</tr>
<tr>
<td>Plant a seed, grow a garden! Please bring an empty pot to this activity. Soil and seeds provided.</td>
</tr>
<tr>
<td>Price: $3</td>
</tr>
<tr>
<td>Time: 11:00-12:00</td>
</tr>
<tr>
<td>Age: 5+</td>
</tr>
<tr>
<td>Tuesdays and Saturdays:</td>
</tr>
<tr>
<td><strong>Magical Mask Making</strong></td>
</tr>
<tr>
<td>Learn about traditional African masks. Then make one of your own! Materials provided.</td>
</tr>
<tr>
<td>Price: $10</td>
</tr>
<tr>
<td>Time: 3:00-4:30</td>
</tr>
<tr>
<td>Age: 8+</td>
</tr>
<tr>
<td>Wednesdays, Fridays, and Sundays:</td>
</tr>
<tr>
<td><strong>Fun with Clay</strong></td>
</tr>
<tr>
<td>You can make a pot, an animal statue, or anything your imagination dreams up! Materials provided.</td>
</tr>
<tr>
<td>Price: $5</td>
</tr>
<tr>
<td>Time: 2:00-3:30</td>
</tr>
<tr>
<td>Age: 4+</td>
</tr>
<tr>
<td>Thursdays and Sundays:</td>
</tr>
<tr>
<td><strong>Drumbeats</strong></td>
</tr>
<tr>
<td>Learn how drums are used around the world. Then we will have fun making our own rhythms on the museum's drums.</td>
</tr>
<tr>
<td>Price: Free</td>
</tr>
<tr>
<td>Time: 12:00-1:00</td>
</tr>
<tr>
<td>Age: All ages welcome</td>
</tr>
</tbody>
</table>

2) You must bring some of your own materials to the program titled—

(a) **Magical Mask Making**
(b) **Fun with Clay**
(c) **From Seed to Garden**
(d) **Drumbeats**
For the following question:

Read this passage and answer the question(s) below.

The Legend of the Loch Ness Monster

In Scotland, a small country north of England, there is a lake called Loch Ness. Loch Ness is quite a large lake (four miles long, one-and-a-half miles wide, and 750 feet deep), and its waters are very cold and murky. The weather around Loch Ness is almost always grim, gray, and gloomy. It’s difficult to see into the dark water for more than a few feet, but some people say they have seen a monster swimming and swirling in the depths.

They say the Loch Ness Monster measures 30 feet in length. It looks like some kind of reptile, like a dinosaur or a giant sea snake. It has a big body, little flippers, a strong and skinny tail, and a long, thin neck.

Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

3) How long is the Loch Ness Monster?

(a) one-and-a-half miles
(b) 30 feet
(c) four miles
(d) 30 miles


**Review Materials**

**Student Guide**

Eric G.
March 9, 2004

**Schools:** Pine Grove Elementary School  
**Grades:** All  
**Teachers:** All  
**Periods:** All  
**Course:** All

**Exams Covered:** HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

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**CCS–English–Grade Three–Reading 1.2: (Avg. 53%)**

Decode regular multisyllabic words.

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**Missed exam questions**

**HM 3rd Grade Reading Theme 4 Skills Tests – Section**

**Part E – 2**

HM 3rd Grade Reading Theme 4 Skills Tests – Section

**Part F – 2**

HM 3rd Grade Reading Theme 4 Skills Tests – Section

**Part F – 1**

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**Instructional Resource:**

_Houghton Reading_. Houghton Mifflin  
Houghton Mifflin Reading

Theme 4, Skill: Structural Analysis:  
Word Endings -ed and -ing and Changing Final y to i,  
Extra Support Handbook: Reteaching: 144-145

Theme 4, Skill: Structural Analysis:  
Word Endings -ed and -ing and Changing Final y to i,  
Extra Support Handbook: Preteaching: 140-141

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Materials aligned by users in your district

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**Practice Problems:**

Skill Builder Workbook, p. 60, problems 1-10

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**Reassessment Items**

1) In which word does the underlined vowel sound **different** than the name of the letter?

   (a) lightning
   (b) whistling
   (c) telescope
   (d) engagement

2) Which word has two syllables?

   (a) knowledge
   (b) chance
   (c) granddaughter
   (d) bring
3) The underlined part of the word loneliest rhymes with—

(a) dressed.
(b) beast.
(c) rice.
(d) toast.

CCS–English–Grade Three–Reading 2.3: (Avg. 55%)
Demonstrate comprehension by identifying answers in the text.

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part A – 1
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part A – 5

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part A – 2

Instructional Resource:
Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)
Theme 4, Skill: Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33
Theme 4, Skill: Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)
Theme 4, Skill: Compare and Contrast, TE Resources: Reteaching: R10
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35
Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)
Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)
Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Reteaching: 22-23
Theme 4, Skill: Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5
Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17
Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
For the following question:

Read this passage and answer the question(s) below.

**Japanese Jacks and Juggling**

In the far-off country of Japan, there is a traditional game people call *Otedama*. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, *Otedama* is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of *Otedama* mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play *Otedama*. If you go to Japan and want to see somebody play this game skilfully, your best bet would be to ask an older woman.

1) When playing the American game of jacks, you must catch the ball—

   (a) while still holding the jacks.
   (b) after you have put the jacks on the ground.
   (c) with the beanbags in your hand.
   (d) but not let the other balls in the air drop to the ground.
The Legend of the Loch Ness Monster

In Scotland, a small country north of England, there is a lake called Loch Ness. Loch Ness is quite a large lake (four miles long, one-and-a-half miles wide, and 750 feet deep), and its waters are very cold and murky. The weather around Loch Ness is almost always grim, gray, and gloomy. It’s difficult to see into the dark water for more than a few feet, but some people say they have seen a monster swimming and swirling in the depths.

They say the Loch Ness Monster measures 30 feet in length. It looks like some kind of reptile, like a dinosaur or a giant sea snake. It has a big body, little flippers, a strong and skinny tail, and a long, thin neck.

Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

2) Read this sentence from the passage.

They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

The words their favorite monster are talking about—

(a) the Loch Ness Monster.
(b) a dinosaur.
(c) the giant sea snake.
(d) a dragon.
For the following question:

Read this brochure and answer the question(s) below.

### DOWNTOWN CHILDREN'S MUSEUM

Fun for children of all ages! Discover many new and interesting things. Special programs every day of the week.

**For more information:**
- Phone (232) 555-1252
- Visit our website at www.dcm.edu
- Stop by the information booth at the museum entrance

**Location:** Corner of Main Street and Central Avenue

**Admission prices:**
- Children 4 and under: Free
- Children 5-17: $3
- Adults 18-59: $6
- Seniors 60+: $4

**Hours:**
- Monday through Friday, 10:00 a.m. to 7:00 p.m.
- Saturdays, 8:00 a.m. to 6:00 p.m.
- Sundays, 9:00 a.m. to 4:00 p.m.

**Note:** The museum will be closed on Labor Day, September 1.

<table>
<thead>
<tr>
<th>September Programs:</th>
<th>Mondays and Saturdays</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From Seed to Garden</strong></td>
<td>Plant a seed, grow a garden! Please bring an empty pot to this activity. Soil and seeds provided.</td>
</tr>
<tr>
<td>Price: $3</td>
<td>Time: 11:00-12:00</td>
</tr>
<tr>
<td>Age: 5+</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesdays and Saturdays:</th>
<th><strong>Magical Mask Making</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about traditional African masks. Then make one of your own! Materials provided.</td>
<td>Price: $10</td>
</tr>
<tr>
<td>Time: 3:00-4:30</td>
<td>Age: 8+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesdays, Fridays, and Sundays:</th>
<th><strong>Fun with Clay</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You can make a pot, an animal statue, or anything your imagination dreams up! Materials provided.</td>
<td>Price: $5</td>
</tr>
<tr>
<td>Time: 2:00-3:30</td>
<td>Age: 4+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursdays and Sundays:</th>
<th><strong>Drumbeats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn how drums are used around the world. Then we will have fun making our own rhythms on the museum's drums.</td>
<td>Price: Free</td>
</tr>
<tr>
<td>Time: 12:00-1:00</td>
<td>Age: All ages welcome</td>
</tr>
</tbody>
</table>

3) Which program may three-year-olds attend?

   (a) From Seed to Garden
   (b) Drumbeats
   (c) Magical Mask Making
   (d) Fun with Clay
**Review Materials**

**Student Guide**

Anthony H.  
March 9, 2004

| Schools: | Pine Grove Elementary School |
| Grades: | All |
| Teachers: | All |
| Periods: | All |
| Course: | All |
| Exams Covered: | HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004 |

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**CCS–English–Grade Three–Reading 1.2: (Avg. 79%)**

Decode regular multisyllabic words.

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**Missed exam questions**

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part E – 1  
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part F – 4

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**Instructional Resource:**

*Houghton Reading*, Houghton Mifflin

Houghton Mifflin Reading

Theme 4, Skill: Structural Analysis:

Word Endings -ed and -ing and Changing Final y to i,

Extra Support Handbook: Reteaching: 144-145  
Theme 4, Skill: Structural Analysis:

Word Endings -ed and -ing and Changing Final y to i,

Extra Support Handbook: Preteaching: 140-141

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Materials aligned by users in your district

Practice Problems:

Skill Builder Workbook, p. 60, problems 1-10

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**Reassessment Items**

1) In which of the following word pairs below do the underlined consonants sound **different** from each other?

   (a) large; larger  
   (b) require; requirement  
   (c) pick; pickiest  
   (d) space; spacious

2) In which word does the underlined vowel sound **different** than the name of the letter?

   (a) lightning  
   (b) whistling  
   (c) telescope  
   (d) engagement
3) Which word is divided correctly into syllables?

(a) mon-ster
(b) au-to-mobile
(c) ref-le-ction
(d) mag-nifi-cent
Japanese Jacks and Juggling

In the far-off country of Japan, there is a traditional game people call Otedama. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, Otedama is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of Otedama mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play Otedama. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

1) A beanbag for Otedama is about the size of—

(a) an egg.
(b) a jack.
(c) a piece of popcorn.
(d) a hand.
For the following question:

Read this passage and answer the question(s) below.

**Sea Glass: Jewels on the Beach**

If you ever walk along the beach, look down. You might see a piece of sea glass glistening in the sand. Sea glass, also called beach glass, is broken bits of glass whose edges have been worn smooth by the waves and currents of the water. The water is nature’s rock tumbler. Stronger waves and currents produce smoother glass. Most sea glass is irregular in shape, but the pieces that come from the bottoms of bottles are fairly round.

Sea glass comes in many colors—any color that glass can be. Some, including browns and greens, are fairly common. Blue sea glass is especially vivid in color and much more rare. Finding a piece of blue sea glass is very exciting.

Artists and hobbyists make many things from sea glass, including jewelry, lamps, and frames for photos or mirrors. Some people collect it. A large jar of sea glass makes a beautiful decoration.

While sea glass has smooth edges and is safe to handle, there may be other pieces of glass on the beach with sharp edges. For this reason, you should handle glass very carefully until you’re sure it’s sea glass. When you find a piece of sea glass, it’s interesting to think about where it came from and how long it has been in the water.

You can also buy sea glass at craft stores, but it’s much more fun to find it yourself. Happy hunting!

2) Another name for sea glass is—

(a) rounds.
(b) blue glass.
(c) water glass.
(d) beach glass.
Read this passage and answer the question(s) below.

**Rainsticks**

A rainstick is a kind of musical instrument. People in the deserts of Chile, a country in South America, use rainsticks to call the rain when the weather is dry.

Rainsticks are made from a type of cactus. Cactus thorns are pushed into a long, thin arm of the cactus. The piece of cactus is put in the sun to dry. Then tiny pebbles are put inside the dried cactus. Finally, pieces of wood are put on both ends of the instrument so that the pebbles do not fall out. When the rainstick is turned upside-down, the pebbles fall over the thorns and sound like falling rain.

You can make your own rainstick by following the directions below. You will need:
- a mailing tube with plastic end caps
- tinfoil or wax paper
- 1/2 cup dry beans, dry rice, or small pebbles
- glue
- paints, markers, or crayons

1. Cut a piece of tinfoil or wax paper. It should be as wide as your mailing tube and twice as long.
2. Roll your foil or wax paper into a stick.
3. Twist your foil or wax paper stick so that it will fit into the mailing tube.
4. Remove one end of the mailing tube. Insert the foil or wax paper into the tube. Then pour your beans, rice, or pebbles into the tube.
5. Put the end cap back on your mailing tube. Turn the tube upside-down.
6. Do you enjoy the sound your rainstick makes? If you are dissatisfied with the sound, you can add more beans, rice, or pebbles. You could also try using something different to make the rain sounds. You could even twist your tinfoil or wax paper differently. Make changes until you are happy with what you hear. Then glue the end caps on your tube.
7. Now, you can decorate your rainstick any way you like!
3) People make rainsticks because—

(a) they want to call the rain to the desert.
(b) they like to sing songs about rain.
(c) there are too many pebbles in the desert.
(d) they want to use up the old cactus plants.
CCS–English–Grade Three–Reading 2.3: (Avg. 58%)

Demonstrate comprehension by identifying answers in the text.

**Instructional Resource:**

*Houghton Reading,* Houghton Mifflin

Houghton Mifflin Reading

- Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)
- Theme 4, Skill: Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33
- Theme 4, Skill: Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)
- Theme 4, Skill: Compare and Contrast, TE Resources: Reteaching: R10
- Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
- Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
- Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)
- Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
- Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
- Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)
- Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12
- Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)
- Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
- Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
- Theme 4, Skill: Sequence of Events, Extra Support Handbook: Reteaching: 22-23
- Theme 4, Skill: Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5
- Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
- Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17
- Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
- Theme 4, Skill: Compare and Contrast, Reader’s Library: Henry and the Fox
- Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
- Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
- Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
- Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
- Theme 4, Skill: Sequence of Events, TE: Spiral Review: 99Q (Theme 4)
- Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
- Theme 4, Skill: Compare and Contrast, TE Resources: Challenge/Extension: R11
- Theme 4, Skill: Fact and Opinion, TE Resources: Reteaching: R8

**Reassessment Items**
For the following question:

Read this passage and answer the question(s) below.

Rabbits

Rabbits can be a wonderful addition to your family. But before you bring any new pet into your home, there are some important steps you should follow. To make a new pet rabbit feel most welcome, here’s what you can do:

1. Learn all about rabbits. Find out facts such as what food they eat and where they like to live.

   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit’s whole life.

2. Make sure you have space inside your house for your rabbit to live. Never leave your rabbit alone outside, even in a cage! If a rabbit sees a big animal like a dog or raccoon, the rabbit will become fearful and can die of fright.

   Be aware that rabbits do not like to be held or carried. They like to stay close to the ground. If you want a pet to hold, you should think twice before getting a rabbit.

3. Find a rabbit doctor. Plan to bring your rabbit to the doctor at least once a year.

Congratulations! You now know the important steps for bringing a rabbit into your family.

1) Why do pet rabbits need to live inside the house and not in a cage outside?

   (a) Outside, a rabbit might see a dog and die of fright.

   (b) There is not enough room inside the house for the cage.

   (c) Rabbits like to stay close to the ground.

   (d) Rabbits can live 10 years outside.
Play Ball!

I went out to play ball the other day with some kids from the neighborhood. I thought it was going to be just a simple game of softball, but it turned out to be quite a day! First of all, I was the pitcher. I’d seen pictures of people throwing to batters, but I’d never done it before. On my first throw, I accidentally hit the batter on the shoulder. It was my brother, who is only five years old. He started to bawl, which made me feel bad. “I didn’t mean it,” I said.

After he stopped crying, we restarted the game. He whacked that ball over the fence. It flew right through Mrs. Trask’s open window. She came out and yelled, “It landed in my cookie batter!” We were scared at first, because we thought she was a witch. But it turned out that she thought it was funny. She brought us fresh cookies once they were finished. And she joked, “It seems like a softball makes a batter better!”

In the end, I realized I may not be the best athlete ever, but I had fun. And I got some great cookies!

2) What is the relationship between the author and the boy who cries?
   (a) The boy is her younger brother.
   (b) The boy is her older brother.
   (c) The boy is her young friend.
   (d) The boy is the son of her neighbor.

3) What does the ball do after the boy hits it?
   (a) It bounces on the fence.
   (b) It hits the pitcher’s shoulder.
   (c) It breaks a window.
   (d) It flies through an open window.
1) Which of these sentences should have an exclamation point at the end?

(a) Watch out for that slippery patch of ice.
(b) I’d rather eat vanilla cake than chocolate cake.
(c) Where are you going after school today.
(d) I practice the piano for 30 minutes every day.

For the following question:

Read this story and answer the question(s) below.

**Strawberries**

The Cherokee Indians are a Native American tribe. They tell a story about a time long ago, when the Creator made a man and a woman. At first, the man and the woman were the best of friends and were very happy. But one day the man and the woman began to fight. The fight ended badly. The woman left the man and walked off towards the East.

The unhappy man followed the woman. Even though he was sad, she refused to look back. The Creator finally took pity on the man and said that he would help the man get his wife back.

The Creator thought long and hard about how to reunite the couple. He first caused a large bush of juicy blackberries to spring up on the path next to the woman, but she did not stop. Next, the Creator caused an even larger bush of ripe boysenberries to spring up on the woman’s path, but these, too, she ignored. Finally, the Creator invented beautiful red strawberries that smelled delicious and sparkled in the sunlight. The woman could not resist the fabulous strawberries, the first ever created.

When the woman stopped to gather the berries, she turned around to face her husband. Immediately, she fell in love with him again. She ran up to him and shared the strawberries, and they lived happily ever after.

2) Read this sentence from the story.

**Even though he was sad, she refused to look back.**

What is another way to correctly write this sentence?

(a) He was sad, but she refused to look back.
(b) Even though he was sad. She refused to look back.
(c) He was sad she refused to look back.
(d) Even though he was sad, she refused to look back?

3) Which of these is a question and should end with a question mark?

(a) Do you ever talk in your sleep.
(b) Do not walk with dirty shoes on the carpet.
(c) I do not know very much about other planets.
(d) I do most of the weeding in our garden.
Review Materials

Student Guide

Karen I.
March 9, 2004

Schools: Pine Grove Elementary School
Grades: All
Teachers: All
Periods: All
Course: All

Exams Covered: HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

CCS–English–Grade Three–Reading 2.3: (Avg. 61%)
Demonstrate comprehension by identifying answers in the text.

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part B – 1
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part C – 2

Instructional Resource:
Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)
Theme 4, Skill: Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33
Theme 4, Skill: Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)
Theme 4, Skill: Compare and Contrast, TE Resources: Reteaching: R10
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35
Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)
Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)
Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Reteaching: 22-23
Theme 4, Skill: Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5
Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17
Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
Theme 4, Skill: Compare and Contrast, Reader’s Library: Henry and the Fox
Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Compare and Contrast, Extra Support Handbook: Preteaching: 142-143
Theme 4, Skill: Sequence of Events, TE: Spiral Review: 99Q (Theme 4)
Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
Wooly Mammoths

What is a wooly mammoth?

Wooly mammoths were large animals that lived thousands of years ago during the last Ice Age. They are called "Elephus Primigenius" by scientists. They grew up to 15 feet tall and lived up to 60 years long. But these facts don't explain why people find them so interesting. Just as with dinosaurs, it is the mystery surrounding the wooly mammoth that keeps scientists interested.

What did wooly mammoths look like?

Wooly mammoths looked very much like elephants. They had trunks and long curving tusks. But wooly mammoths were different than elephants, too. They were very hairy. Wooly mammoths had a thick coat of reddish-brown wool that was covered with another coat of long, dark hair. Another difference is that wooly mammoths had a large bump on the tops of their heads and a large hump on their backs. They had big ears, too, but not as big as today's elephants.

What did wooly mammoths eat?

Wooly mammoths were herbivores. This means they ate only plants. How did they find plants under the snow and ice? Some scientists think mammoths used their long tusks to scrape snow and ice off the plants so they could eat them.

What happened to the wooly mammoths?

Wooly mammoths roamed the Earth during the last Ice Age, when parts of the world were covered in ice and snow. But the Earth began to warm up. The wooly mammoths were used to living in a cold climate. They could not live in the heat.

As the weather got warmer, people hunted wooly mammoths for food, clothing, and tools. Hunting and the new, warm climate led to mammoths becoming extinct. Today, there are no more wooly mammoths alive.

How do we know about wooly mammoths?

People find wooly mammoth bones and fossils. Scientists study these to learn more about how wooly mammoths lived. For example, scientists learned that the ends of mammoth tusks are usually worn down. This shows that the tusks scraped through snow and against the ground when they ate.

Sometimes people find more than just bones. In 1997, a nine-year-old boy found an entire wooly mammoth frozen in the ice in Siberia. It is very rare to find a whole mammoth. The mammoth probably became stuck in the mud and died. Then the mud froze quickly and preserved the body, including the muscles and skin. A team of scientists is studying this unique find. They will probably learn many new things about wooly mammoths.
1) How were wooly mammoths like elephants?
   (a) Wooly mammoths had hair like elephants.
   (b) Wooly mammoths had tusks like elephants.
   (c) Wooly mammoths had ears as big as elephants.
   (d) Wooly mammoths had a bump on their heads like elephants.

2) From what you read in “Wooly Mammoths,” what is one thing scientists learned from studying mammoth bones?
   (a) why people hunted the wooly mammoths
   (b) why the wooly mammoths only ate plants
   (c) why mammoths had a large hump on their backs
   (d) why the ends of the mammoth tusks are worn away

For the following question:

Read this passage and answer the question(s) below.

Japanese Jacks and Juggling

In the far-off country of Japan, there is a traditional game people call Otedama. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, Otedama is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of Otedama mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play Otedama. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

3) A beanbag for Otedama is about the size of—

   (a) an egg.
   (b) a jack.
   (c) a piece of popcorn.
   (d) a hand.
Reassessment Items

1) Read the sentence.

Janet _____ in the school play next year.

Which of these fits in the blank?

(a) performed
(b) perform
(c) will perform
(d) performing
The Dog and the Donkey

Once upon a time, a man had a hard-working donkey and a friendly dog. The donkey lived in a stable and had plenty of oats and hay to eat. The dog lived in the house with his owner, who gave him tasty tidbits to eat.

The dog knew many tricks. His owner loved him very much. He often played ball with the dog and took him for walks.

The donkey had to work very hard, grinding corn in the mill, hauling wood from the forest, and carrying burdens around the farm. He often complained about his hard work and compared his life with the dog’s life.

One day the donkey broke out of his stall and galloped into his owner’s house. He kicked up his heels and ran all through the house. Next, the donkey tried to jump around his owner as he had seen the dog often do, but he broke the table and smashed all the dishes on it. The donkey then tried to lick his owner, but instead knocked him over.

The farmhands heard the strange ruckus in the house. They thought the man was in danger. So they chased the donkey out of the house and back to the stable.

At the stable, the donkey saw all of the chores that hadn’t been done because he was trying to be like the dog. His life on the farm was hard, but no one else — not even the dog — could do the work that he did. The donkey ate a meal of oats and hay, and then returned to his tasks.

2) According to the way this story was written, it is possible that it—

(a) is taking place right now.
(b) took place 40 years ago.
(c) will take place tomorrow.
(d) will take place 40 years from now.

For the following question:

Read this paragraph written by a student. Then answer the question(s) below.

Last weekend, my cousin and I went to the state fair. We are riding the Ferris wheel and the roller coaster. Then we ate cotton candy and French fries. I hope we goes again next year!
3) How should the underlined word labeled (3) be written?

(a) going
(b) will go
(c) gone
(d) correct as is
**Review Materials**

**Student Guide**

Lydia I.
March 9, 2004

**Schools:** Pine Grove Elementary School  
**Grades:** All  
**Teachers:** All  
**Periods:** All  
**Course:** All  

**Exams Covered:** HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

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**CCS–English–Grade Three–Reading 1.8: (Avg. 66%)**

Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

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**Instructional Resource:**

_Houghton Reading._ Houghton Mifflin

Houghton Mifflin Reading

Theme 4, Skill: Vocabulary: Base Words and Inflected Forms, ELL Handbook: Preteaching: 159
Theme 4, Skill: Structural Analysis: Syllabication, TE Resources: Reteaching: R14
Theme 4, Skill: Key Vocabulary - Selection 1, TE: Expanding Your Vocabulary: 39J
Theme 4, Skill: Vocabulary: Base Words and Inflected Forms, TE Resources: Vocabulary Activities: R19
Theme 4, Skill: Key Vocabulary - Selection 1, Transparency 4-1 and Practice Book page 3: TE 17A
Theme 4, Skill: Key Vocabulary - Selection 1, Get Set for Reading CD ROM: Night of the Pufflings
Theme 4, Skill: Key Vocabulary - Selection 1, TE Resources: Vocabulary Activities: R15
Theme 4, Skill: Structural Analysis: Prefixes un-, re-, and Suffixes -ful, -ly, -er, TE Resources: Reteaching: R18
Theme 4, Skill: Vocabulary: Base Words and Inflected Forms, TE Spiral Review: 137R (Theme 5)
Theme 4, Skill: Structural Analysis: Prefixes un-, re-, and Suffixes -ful, -ly, -er, TE Spiral Review: 307R (Theme 6)
Theme 4, Skill: Structural Analysis: Prefixes un-, re-, and Suffixes -ful, -ly, -er, TE Spiral Review: 277R (Theme 6)
Theme 4, Skill: Structural Analysis: Syllabication, TE Spiral Review: 347R (Theme 3)

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**Reassessment Items**

1) Read the sentence below.

_In the story, the pirate retraced his steps to find the buried treasure._

The word _retraced_ means that the pirate—

(a) followed the same steps again.  
(b) tried to hide his steps.  
(c) could not remember his steps.  
(d) marked his steps incorrectly.

2) Read the sentence.

_Leila disagreed with Shari about what color to paint their room._

In this sentence, the word _disagreed_ means that Leila and Shari—

(a) agreed again.  
(b) did not agree.  
(c) agreed before.  
(d) continued to agree.
3) Read and complete the sentence.

Kim stayed after school to clean the chalk boards. The teacher praised her for being –

(a) prehelp.
(b) helper.
(c) helpful.
(d) helps.
Wooly Mammoths

What is a wooly mammoth?

Wooly mammoths were large animals that lived thousands of years ago during the last Ice Age. They are called "Elephas Primigenius" by scientists. They grew up to 15 feet tall and lived up to 60 years long. But these facts don't explain why people find them so interesting. Just as with dinosaurs, it is the mystery surrounding the wooly mammoth that keeps scientists interested.

What did wooly mammoths look like?

Wooly mammoths looked very much like elephants. They had trunks and long curving tusks. But wooly mammoths were different than elephants, too. They were very hairy. Wooly mammoths had a thick coat of reddish-brown wool that was covered with another coat of long, dark hair. Another difference is that wooly mammoths had a large bump on the tops of their heads and a large hump on their backs. They had big ears, too, but not as big as today's elephants.

What did wooly mammoths eat?

Wooly mammoths were herbivores. This means they ate only plants. How did they find plants under the snow and ice? Some scientists think mammoths used their long tusks to scrape snow and ice off the plants so they could eat them.

What happened to the wooly mammoths?

Wooly mammoths roamed the Earth during the last Ice Age, when parts of the world were covered in ice and snow. But the Earth began to warm up. The wooly mammoths were used to living in a cold climate. They could not live in the heat.

As the weather got warmer, people hunted wooly mammoths for food, clothing, and tools. Hunting and the new, warm climate led to mammoths becoming extinct. Today, there are no more wooly mammoths alive.

How do we know about wooly mammoths?

People find wooly mammoth bones and fossils. Scientists study these to learn more about how wooly mammoths lived. For example, scientists learned that the ends of mammoth tusks are usually worn down. This shows that the tusks scraped through snow and against the ground when they ate.

Sometimes people find more than just bones. In 1997, a nine-year-old boy found an entire wooly mammoth frozen in the ice in Siberia. It is very rare to find a whole mammoth. The mammoth probably became stuck in the mud and died. Then the mud froze quickly and preserved the body, including the muscles and skin. A team of scientists is studying this unique find. They will probably learn many new things about wooly mammoths.
1) How did wooly mammoths get to the plants under the snow?

(a) They ate the snow first and then the plants.
(b) They waited until it got warm and the snow melted.
(c) They used their tusks to remove the snow first.
(d) They moved the snow off the plants with their trunks.

For the following question:

Read this passage and answer the question(s) below.

Japanese Jacks and Juggling

In the far-off country of Japan, there is a traditional game people call *Otedama*. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, *Otedama* is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

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Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play *Otedama*. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

2) A beanbag for *Otedama* is about the size of—

(a) an egg.
(b) a jack.
(c) a piece of popcorn.
(d) a hand.
Sea Glass: Jewels on the Beach

If you ever walk along the beach, look down. You might see a piece of sea glass glistening in the sand. Sea glass, also called beach glass, is broken bits of glass whose edges have been worn smooth by the waves and currents of the water. The water is nature’s rock tumbler. Stronger waves and currents produce smoother glass. Most sea glass is irregular in shape, but the pieces that come from the bottoms of bottles are fairly round.

Sea glass comes in many colors—any color that glass can be. Some, including browns and greens, are fairly common. Blue sea glass is especially vivid in color and much more rare. Finding a piece of blue sea glass is very exciting.

Artists and hobbyists make many things from sea glass, including jewelry, lamps, and frames for photos or mirrors. Some people collect it. A large jar of sea glass makes a beautiful decoration.

While sea glass has smooth edges and is safe to handle, there may be other pieces of glass on the beach with sharp edges. For this reason, you should handle glass very carefully until you’re sure it’s sea glass. When you find a piece of sea glass, it’s interesting to think about where it came from and how long it has been in the water.

You can also buy sea glass at craft stores, but it’s much more fun to find it yourself. Happy hunting!

3) Which of these is not listed in the story as something artists make from sea glass?

(a) jewelry
(b) lightbulbs
(c) lamps
(d) frames
Review Materials
Student Guide
Chaitanya L.
March 9, 2004

Schools: Pine Grove Elementary School
Grades: All
Teachers: All
Periods: All
Course: All
Exams Covered: HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

CCS–English–Grade Three–Reading 1.2: (Avg. 44%)
Decode regular multisyllabic words.

Instructional Resource:
Houghton Reading, Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Reteaching: 144-145
Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Preteaching: 140-141

Materials aligned by users in your district

Practice Problems:
Skill Builder Workbook, p. 60, problems 1-10

Reassessment Items

1) In which of the following word pairs below do the underlined consonants sound **different** from each other?
   (a) large; larger
   (b) require; requirement
   (c) pick; pickiest
   (d) space; spacious

2) Which word has three syllables?
   (a) multiply
   (b) explain
   (c) greener
   (d) intersection

3) In which of the following word pairs below do the underlined vowels sound **different** from each other?
   (a) trap; trapping
   (b) study; studious
   (c) waste; wasteful
   (d) maintain; maintenance

CCS–English–Grade Three–Language Conventions 1.1: (Avg. 60%)
Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.
Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part K – 1

Instructional Resource:
Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Writing Skills Varying Sentence Types, ELL Handbook: Reteaching: 163
Theme 4, Skill: Writing Skills Varying Sentence Types, TE Resources: Writing Activities: R23-R25
Theme 4, Skill: Writing Skills Varying Sentence Types, TE Spiral Review: 307R (Theme 6)

Reassessment Items

1) Which of these is not a command?
   (a) Go clean your room.
   (b) Don’t forget to call Grandma.
   (c) Eating a snack will ruin your appetite.
   (d) Drink milk to grow strong bones.

2) Which of these is not a complete sentence?
   (a) My room is usually the messiest in the house.
   (b) Mom can’t stand all of my clothes on the floor.
   (c) All of the toys that I play with and my crayons.
   (d) She makes me clean it before I can have dessert.

3) Which of these is not a complete sentence?
   (a) I wish my cousin Tracey would visit me.
   (b) We could go swimming.
   (c) A pool would be warmer than the ocean.
   (d) Fun to play with the pool toys.
CCS–English–Grade Three–Reading 1.2: (Avg. 79%)  
Decode regular multisyllabic words.

Instructional Resource:
*Houghton Reading*. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Reteaching: 144-145
Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Preteaching: 140-141

Materials aligned by users in your district

Practice Problems:
Skill Builder Workbook, p. 60, problems 1-10

Reassessment Items

1) Which word has three syllables?
   (a) multiply
   (b) explain
   (c) greener
   (d) intersection

2) In which word does the underlined vowel sound different than the name of the letter?
   (a) lightning
   (b) whistling
   (c) telescope
   (d) engagement

3) Which word has two syllables?
   (a) knowledge
   (b) chance
   (c) granddaughter
   (d) bring

CCS–English–Grade Three–Reading 2.3: (Avg. 60%)  
Demonstrate comprehension by identifying answers in the text.
Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)
Theme 4, Skill: Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33
Theme 4, Skill: Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)
Theme 4, Skill: Compare and Contrast, Extra Support Handbook: Reteaching: R10
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35
Theme 4, Skill: Fact and Opinion, Reader's Library: Dear Butterflies
Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)
Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)
Theme 4, Skill: Fact and Opinion, TE Resources: Reader's Library Lessons: R2-R3
Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Reteaching: 22-23
Theme 4, Skill: Compare and Contrast, TE Resources: Reader's Library Lessons: R4-R5
Theme 4, Skill: Making Judgements, TE Resources: Reader's Library Lessons: R6-R7
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17
Theme 4, Skill: Making Judgements, Reader's Library: The Upside-Down Elephant
Theme 4, Skill: Compare and Contrast, Reader's Library: Henry and the Fox
Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Compare and Contrast, Extra Support Handbook: Preteaching: 142-143
Theme 4, Skill: Sequence of Events, TE: Spiral Review: 99Q (Theme 4)
Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
Theme 4, Skill: Compare and Contrast, TE Resources: Challenge/Extension: R11
Theme 4, Skill: Fact and Opinion, TE Resources: Reteaching: R8
For the following question:

The Monkey and the Peas
A Tale from India

One day long ago, an Indian king wanted to go for a ride in the jungle with his wisest and most-trusted friend. While the servants prepared the horses, the two men dressed in their finest riding clothes, which were made of velvet and gold. As the sun rose, they started off across the fields and into the jungle. When the sun was high in the sky, the two men stopped to rest and to feed their horses. On this trip, they had brought the horses a special snack of fresh, juicy peas. But as soon as the king opened the feedbag, a monkey darted down from a nearby tree, grabbed a giant handful of the peas, and raced back up to a tree limb high above the horses.

Well! The monkey looked quite satisfied with himself! But just when he was about to begin eating, a little pea slipped and started to fall out of his paw. The monkey did not want to lose one bit of his stolen prize, so he reached both paws out to keep the pea from falling. And do you know what happened when he did that? Every last one of the peas fell out of his paws and onto the jungle floor below him!

The horses bent down to eat up the peas as the monkey looked on hungrily from the tree. The friend turned to the king and laughed. “Remember,” he said, “never be as greedy as that monkey was with those peas!”

1) According to the story, what do the horses do when the monkey takes the peas?

(a) They don’t do anything.
(b) They chase the monkey.
(c) They eat other peas from the ground.
(d) They stomp their hooves.

For the following 2 questions:

Read this passage and answer the question(s) below.

The Legend of the Loch Ness Monster

In Scotland, a small country north of England, there is a lake called Loch Ness. Loch Ness is quite a large lake (four miles long, one-and-a-half miles wide, and 750 feet deep), and its waters are very cold and murky. The weather around Loch Ness is almost always grim, gray, and gloomy. It’s difficult to see into the dark water for more than a few feet, but some people say they have seen a monster swimming and swirling in the depths.

They say the Loch Ness Monster measures 30 feet in length. It looks like some kind of reptile, like a dinosaur or a giant sea snake. It has a big body, little flippers, a strong and skinny tail, and a long, thin neck.

Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.
2) How long is the Loch Ness Monster?
   (a) one-and-a-half miles
   (b) 30 feet
   (c) four miles
   (d) 30 miles

3) Read this sentence from the passage.

   They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

   The words their favorite monster are talking about—

   (a) the Loch Ness Monster.
   (b) a dinosaur.
   (c) the giant sea snake.
   (d) a dragon.
CCS–English–Grade Three–Reading 1.2: (Avg. 100%)
Decide regular multisyllabic words.

Instructional Resource:

_Houghton Reading_, Houghton Mifflin

_Houghton Mifflin Reading_

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Reteaching: 144-145

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Preteaching: 140-141

Materials aligned by users in your district

Practice Problems:
Skill Builder Workbook, p. 60, problems 1-10

Reassessment Items

1) Which word is divided correctly into syllables?

(a) ladd-er
(b) be-tter
(c) in-clude
(d) transf-er
Rabbits

Rabbits can be a wonderful addition to your family. But before you bring any new pet into your home, there are some important steps you should follow. To make a new pet rabbit feel most welcome, here's what you can do:

1. Learn all about rabbits. Find out facts such as what food they eat and where they like to live.

   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit’s whole life.

2. Make sure you have space inside your house for your rabbit to live. Never leave your rabbit alone outside, even in a cage! If a rabbit sees a big animal like a dog or raccoon, the rabbit will become fearful and can die of fright.

   Be aware that rabbits do not like to be held or carried. They like to stay close to the ground. If you want a pet to hold, you should think twice before getting a rabbit.

3. Find a rabbit doctor. Plan to bring your rabbit to the doctor at least once a year.

Congratulations! You now know the important steps for bringing a rabbit into your family.

2) Read this sentence from the passage.

   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit’s whole life.

3) Which word has three syllables?

   (a) multiply
   (b) explain
   (c) greener
   (d) intersection
Reassessment Items
1) Which program may three-year-olds attend?
   (a) From Seed to Garden
   (b) Drumbeats
   (c) Magical Mask Making
   (d) Fun with Clay
For the following question:

Read this story and answer the question(s) below.

**Play Ball!**

I went out to play ball the other day with some kids from the neighborhood. I thought it was going to be just a simple game of softball, but it turned out to be quite a day! First of all, I was the pitcher. I’d seen pictures of people throwing to batters, but I’d never done it before. On my first throw, I accidentally hit the batter on the shoulder. It was my brother, who is only five years old. He started to bawl, which made me feel bad. “I didn’t mean it,” I said.

After he stopped crying, we restarted the game. He whacked that ball over the fence. It flew right through Mrs. Trask’s open window. She came out and yelled, “It landed in my cookie batter!” We were scared at first, because we thought she was a witch. But it turned out that she thought it was funny. She brought us fresh cookies once they were finished. And she joked, “It seems like a softball makes a batter better!”

In the end, I realized I may not be the best athlete ever, but I had fun. And I got some great cookies!

2) What does the ball do after the boy hits it?

(a) It bounces on the fence.
(b) It hits the pitcher’s shoulder.
(c) It breaks a window.
(d) It flies through an open window.

For the following question:

Read this passage and answer the question(s) below.

**The Legend of the Loch Ness Monster**

In Scotland, a small country north of England, there is a lake called Loch Ness. Loch Ness is quite a large lake (four miles long, one-and-a-half miles wide, and 750 feet deep), and its waters are very cold and murky. The weather around Loch Ness is almost always grim, gray, and gloomy. It’s difficult to see into the dark water for more than a few feet, but some people say they have seen a monster swimming and swirling in the depths.

They say the Loch Ness Monster measures 30 feet in length. It looks like some kind of reptile, like a dinosaur or a giant sea snake. It has a big body, little flippers, a strong and skinny tail, and a long, thin neck.

Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.
3) Read this sentence from the passage.

They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

The words their favorite monster are talking about—

(a) the Loch Ness Monster.
(b) a dinosaur.
(c) the giant sea snake.
(d) a dragon.
CCS–English–Grade Three–Reading 1.8: (Avg. 89%)

Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Instructional Resource:

*Houghton Reading*.

Houghton Mifflin Reading

Theme 4, Skill: Vocabulary: Base Words and Inflected Forms, ELL Handbook: Preteaching: 159
Theme 4, Skill: Structural Analysis: Syllabication, TE Resources: Reteaching: R14
Theme 4, Skill: Key Vocabulary - Selection 1, TE: Expanding Your Vocabulary: 39J
Theme 4, Skill: Vocabulary: Base Words and Inflected Forms, TE Resources: Vocabulary Activities: R19
Theme 4, Skill: Key Vocabulary - Selection 1, Transparency 4-1 and Practice Book page 3: TE 17A
Theme 4, Skill: Key Vocabulary - Selection 1, Get Set for Reading CD ROM: Night of the Pufflings
Theme 4, Skill: Key Vocabulary - Selection 1, TE Resources: Vocabulary Activities: R15
Theme 4, Skill: Structural Analysis: Prefixes un-, re-, and Suffixes -ful, -ly, -er, TE Spiral Review: 137R (Theme 5)
Theme 4, Skill: Structural Analysis: Prefixes un-, re-, and Suffixes -ful, -ly, -er, TE Spiral Review: 277R (Theme 6)
Theme 4, Skill: Structural Analysis: Syllabication, TE Spiral Review: 347R (Theme 3)

Reassessment Items

1) Read the sentence and decide which word fits best in the blank.

Stan had to ____ his coat to reach his shirt pocket underneath.

(a) button  
(b) unbutton  
(c) rebutton  
(d) prebutton

2) Read the sentence and fill in the blank.

Sheila didn’t hear the message, so she ____ the tape.

(a) replayed  
(b) misplayed  
(c) playing  
(d) displayed
For the following question:

Read this passage and answer the question(s) below.

Japanese Jacks and Juggling

In the far-off country of Japan, there is a traditional game people call Otedama. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, Otedama is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of Otedama mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play Otedama. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

3) Read this sentence from the passage.

If you want to see somebody play this game skillfully, your best bet would be to ask an older woman.

What does skillfully mean?

(a) with more talent than you
(b) with less talent than you
(c) with lots of talent
(d) without any talent
Reassessment Items
Fun for children of all ages! Discover many new and interesting things. Special programs every day of the week.

For more information:
- Phone (232) 555-1252
- Visit our website at www.dcm.edu
- Stop by the information booth at the museum entrance

Location: Corner of Main Street and Central Avenue

Admission prices:
- Children 4 and under: Free
- Children 5-17: $3
- Adults 18-59: $6
- Seniors 60+: $4

Hours:
- Monday through Friday, 10:00 a.m. to 7:00 p.m.
- Saturdays, 8:00 a.m. to 6:00 p.m.
- Sundays, 9:00 a.m. to 4:00 p.m.

Note: The museum will be closed on Labor Day, September 1.

September Programs:

Mondays and Saturdays
From Seed to Garden
Plant a seed, grow a garden! Please bring an empty pot to this activity. Soil and seeds provided.
Price: $3
Time: 11:00-12:00
Age: 5+

Tuesdays and Saturdays:
Magical Mask Making
Learn about traditional African masks. Then make one of your own! Materials provided.
Price: $10
Time: 3:00-4:30
Age: 8+

Wednesdays, Fridays, and Sundays:
Fun with Clay
You can make a pot, an animal statue, or anything your imagination dreams up! Materials provided.
Price: $5
Time: 2:00-3:30
Age: 4+

Thursdays and Sundays:
Drumbeats
Learn how drums are used around the world. Then we will have fun making our own rhythms on the museum's drums.
Price: Free
Time: 12:00-1:00
Age: All ages welcome

1) Which of the following is true?

The museum is open—

(a) every day of the year.
(b) latest from Monday to Friday.
(c) each morning at the same time.
(d) on all holidays.
For the following question:

Read this passage and answer the question(s) below.

**Sea Glass: Jewels on the Beach**

If you ever walk along the beach, look down. You might see a piece of sea glass glistening in the sand. Sea glass, also called beach glass, is broken bits of glass whose edges have been worn smooth by the waves and currents of the water. The water is nature’s rock tumbler. Stronger waves and currents produce smoother glass. Most sea glass is irregular in shape, but the pieces that come from the bottoms of bottles are fairly round.

Sea glass comes in many colors—any color that glass can be. Some, including browns and greens, are fairly common. Blue sea glass is especially vivid in color and much more rare. Finding a piece of blue sea glass is very exciting.

Artists and hobbyists make many things from sea glass, including jewelry, lamps, and frames for photos or mirrors. Some people collect it. A large jar of sea glass makes a beautiful decoration.

While sea glass has smooth edges and is safe to handle, there may be other pieces of glass on the beach with sharp edges. For this reason, you should handle glass very carefully until you’re sure it’s sea glass. When you find a piece of sea glass, it’s interesting to think about where it came from and how long it has been in the water.

You can also buy sea glass at craft stores, but it’s much more fun to find it yourself. Happy hunting!

2) Which of these is **not** listed in the story as something artists make from sea glass?

(a) jewelry
(b) lightbulbs
(c) lamps
(d) frames

For the following question:

Read this story and answer the question(s) below.

**Play Ball!**

I went out to play ball the other day with some kids from the neighborhood. I thought it was going to be just a simple game of softball, but it turned out to be quite a day! First of all, I was the pitcher. I’d seen pictures of people throwing to batters, but I’d never done it before. On my first throw, I accidentally hit the batter on the shoulder. It was my brother, who is only five years old. He started to bawl, which made me feel bad. “I didn’t mean it,” I said.

After he stopped crying, we restarted the game. He whacked that ball over the fence. It flew right through Mrs. Trask’s open window. She came out and yelled, “It landed in my cookie batter!” We were scared at first, because we thought she was a witch. But it turned out that she thought it was funny. She brought us fresh cookies once they were finished. And she joked, “It seems like a softball makes a batter better!”

In the end, I realized I may not be the best athlete ever, but I had fun. And I got some great cookies!
3) What does the ball do after the boy hits it?

(a) It bounces on the fence.
(b) It hits the pitcher's shoulder.
(c) It breaks a window.
(d) It flies through an open window.
Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part A – 3
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part C – 3
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part A – 4

Instructional Resource:

*Houghton Reading*, Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
Theme 4, Skill: Fact and Opinion, TE Resources: Reteaching: R8
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35
Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
Theme 4, Skill: Comprehension Skills: Predicting Outcomes, TE: Instruction: 167A-167B (Theme 5)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
Theme 4, Skill: Comprehension Skills: Predicting Outcomes, TE: Review: 91 (Theme 4), 29 (Theme 1), 173 (Theme 2)
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Comprehension Skills: Predicting Outcomes, TE Resources: Comprehension Skills: R10 (Theme 5)
Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)
Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12
Sea Glass: Jewels on the Beach

If you ever walk along the beach, look down. You might see a piece of sea glass glistening in the sand. Sea glass, also called beach glass, is broken bits of glass whose edges have been worn smooth by the waves and currents of the water. The water is nature’s rock tumbler. Stronger waves and currents produce smoother glass. Most sea glass is irregular in shape, but the pieces that come from the bottoms of bottles are fairly round.

Sea glass comes in many colors—any color that glass can be. Some, including browns and greens, are fairly common. Blue sea glass is especially vivid in color and much more rare. Finding a piece of blue sea glass is very exciting.

Artists and hobbyists make many things from sea glass, including jewelry, lamps, and frames for photos or mirrors. Some people collect it. A large jar of sea glass makes a beautiful decoration.

While sea glass has smooth edges and is safe to handle, there may be other pieces of glass on the beach with sharp edges. For this reason, you should handle glass very carefully until you’re sure it’s sea glass. When you find a piece of sea glass, it’s interesting to think about where it came from and how long it has been in the water.

You can also buy sea glass at craft stores, but it’s much more fun to find it yourself. Happy hunting!

1) The title of this passage suggests that—

(a) people lose jewelry on the beach.
(b) sea glass is more valuable than jewels.
(c) sea glass is sold in jewelry shops.
(d) sea glass can be as beautiful as a jewel.
For the following question:

The Monkey and the Peas
A Tale from India

One day long ago, an Indian king wanted to go for a ride in the jungle with his wisest and most-trusted friend. While the servants prepared the horses, the two men dressed in their finest riding clothes, which were made of velvet and gold. As the sun rose, they started off across the fields and into the jungle. When the sun was high in the sky, the two men stopped to rest and to feed their horses. On this trip, they had brought the horses a special snack of fresh, juicy peas. But as soon as the king opened the feedbag, a monkey darted down from a nearby tree, grabbed a giant handful of the peas, and raced back up to a tree limb high above the horses.

Well! The monkey looked quite satisfied with himself! But just when he was about to begin eating, a little pea slipped and started to fall out of his paw. The monkey did not want to lose one bit of his stolen prize, so he reached both paws out to keep the pea from falling. And do you know what happened when he did that? Every last one of the peas fell out of his paws and onto the jungle floor below him!

The horses bent down to eat up the peas as the monkey looked on hungrily from the tree. The friend turned to the king and laughed. “Remember,” he said, “never be as greedy as that monkey was with those peas!”

2) Why do the king and his friend stop?

(a) They don’t want to be greedy and ride too far from home.
(b) They are interested in watching the monkey play in the trees.
(c) They want to eat some of the delicious peas that they brought.
(d) They have been riding several hours and are tired and hungry.

For the following question:

Read this story and answer the question(s) below.

The Ant and the Grasshopper

Grasshopper was playing in a field one beautiful summer’s day. He hopped about, chirping and singing blissfully. His friend Ant passed by, carrying a large ear of corn she was taking to her nest.

“Why not come and play with me,” asked Grasshopper, “instead of working so hard?”

“I am helping to store food for the winter,” said Ant. “I recommend you do the same.”

“Why worry about winter?” asked Grasshopper. “We have plenty of food right now.” But Ant went on her way and continued working. Grasshopper continued to play and sing. He did not want to think about the winter.

When the winter came, snow covered the field. The grass was dry and the corn was gone. Grasshopper had no food and found himself very hungry.

But Ant was not hungry. She ate the corn and grain that she had stored during the summer while she relaxed in her warm nest.
3) Why was there no grass to eat during the winter?

(a) The grass had turned brown and died.
(b) Ant had stored all of the grass.
(c) Grasshopper ate all of the grass during the summer.
(d) Ant ate all of the grass during the summer.

CCS–English–Grade Three–Language Conventions 1.3: (Avg. 50%)
Identify and use past, present, and future verb tenses properly in writing and speaking.

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part J – 2
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part J – 3

Instructional Resource:
Houghton Mifflin Reading
Houghton Mifflin Reading

Theme 4, Skill: Grammar: Irregular Verbs, ELL Handbook: Reteaching: 161
Theme 4, Skill: Grammar: The Verb be, TE Spiral Review: 121R (Theme 1)
Theme 4, Skill: Grammar: Helping Verbs, ELL Handbook: Reteaching: 151
Theme 4, Skill: Grammar: Helping Verbs, TE Resources: Reteaching: R21
Theme 4, Skill: Grammar: The Verb be, TE Resources: Reteaching: R20
Theme 4, Skill: Grammar: The Verb be, ELL Handbook: Reteaching: 141
Theme 4, Skill: Grammar: Helping Verbs, TE Spiral Review: 339R (Theme 6)
Theme 4, Skill: Grammar: Irregular Verbs, TE Resources: Reteaching: R22
Theme 4, Skill: Grammar: The Verb be, ELL Handbook: Preteaching: 137
Theme 4, Skill: Grammar: Irregular Verbs, TE Spiral Review: 339R (Theme 6)

Reassessment Items
1) Read the sentence.

My dog _____ playing catch when she was a puppy.

What word fits in the blank?
(a) enjoyed
(b) enjoy
(c) enjoys
(d) will enjoy

2) Read the sentence.

Art class _____ next Saturday.

What word fits in the blank?
(a) began
(b) beginning
(c) begin
(d) will begin

3) Read the sentence.

Will you _____ to the museum with me this weekend?

What word fits in the blank?
(a) goes
(b) go
(c) going
(d) went
**Review Materials**  
**Student Guide**  
Matthew O.  
March 9, 2004

**Schools:** Pine Grove Elementary School  
**Grades:** All  
**Teachers:** All  
**Periods:** All  
**Course:** All  
**Exams Covered:** HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

**CCS–English–Grade Three–Reading 1.2: (Avg. 57%)**  
Decode regular multisyllabic words.

**Instructional Resource:**  
*Houghton Reading.* Houghton Mifflin  
Houghton Mifflin Reading

- Theme 4, Skill: Structural Analysis:  
  Word Endings -ed and -ing and Changing Final y to i,  
  Extra Support Handbook: Reteaching: 144-145  
- Theme 4, Skill: Structural Analysis:  
  Word Endings -ed and -ing and Changing Final y to i,  
  Extra Support Handbook: Preteaching: 140-141

Materials aligned by users in your district

- Practice Problems:  
  Skill Builder Workbook, p. 60, problems 1-10

**Reassessment Items**

1) Which word is divided correctly into syllables?
   - (a) ladd-er  
   - (b) be-tter  
   - (c) in-clude  
   - (d) transf-er

2) In which word does the underlined part sound different than the other three choices?
   - (a) bea-tiful  
   - (b) mu-sician  
   - (c) re-view  
   - (d) fl uttering

3) The underlined part of the word wasteful rhymes with—
   - (a) call.  
   - (b) goal.  
   - (c) bull.  
   - (d) peel.

**CCS–English–Grade Three–Reading 2.3: (Avg. 66%)**  
Demonstrate comprehension by identifying answers in the text.
Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)
Theme 4, Skill: Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33
Theme 4, Skill: Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)
Theme 4, Skill: Compare and Contrast, TE Resources: Reteaching: R10
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35
Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)
Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)
Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Reteaching: 22-23
Theme 4, Skill: Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5
Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17
Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
Theme 4, Skill: Compare and Contrast, Reader’s Library: Henry and the Fox
Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Compare and Contrast, Extra Support Handbook: Preteaching: 142-143
Theme 4, Skill: Sequence of Events, TE: Spiral Review: 99Q (Theme 4)
Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
Theme 4, Skill: Compare and Contrast, TE Resources: Challenge/Extension: R11
Theme 4, Skill: Fact and Opinion, TE Resources: Reteaching: R8

Reassessment Items
**For the following question:**

Read this passage and answer the question(s) below.

**Japanese Jacks and Juggling**

In the far-off country of Japan, there is a traditional game people call *Otedama*. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, *Otedama* is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of *Otedama* mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play *Otedama*. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

1) A beanbag for *Otedama* is about the size of—

(a) an egg.
(b) a jack.
(c) a piece of popcorn.
(d) a hand.
For the following question:

Read this brochure and answer the question(s) below.

<table>
<thead>
<tr>
<th>DOWNTOWN CHILDREN'S MUSEUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun for children of all ages! Discover many new and interesting things. Special programs every day of the week.</td>
</tr>
</tbody>
</table>

| September Programs: |
| Mondays and Saturdays |
| *From Seed to Garden* |
| Plant a seed, grow a garden! Please bring an empty pot to this activity. Soil and seeds provided. |
| Price: $3 |
| Time: 11:00-12:00 |
| Age: 5+ |

| Tuesdays and Saturdays: |
| *Magical Mask Making* |
| Learn about traditional African masks. Then make one of your own! Materials provided. |
| Price: $10 |
| Time: 3:00-4:30 |
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| Wednesdays, Fridays, and Sundays: |
| *Fun with Clay* |
| You can make a pot, an animal statue, or anything your imagination dreams up! Materials provided. |
| Price: $5 |
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| Age: 4+ |

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| *Drumbeats* |
| Learn how drums are used around the world. Then we will have fun making our own rhythms on the museum's drums. |
| Price: Free |
| Time: 12:00-1:00 |
| Age: All ages welcome |

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2) Which of the following is true?

The museum is open—

(a) every day of the year.
(b) latest from Monday to Friday.
(c) each morning at the same time.
(d) on all holidays.
For the following question:

Read this passage and answer the question(s) below.

**Wooly Mammoths**

**What is a wooly mammoth?**

Wooly mammoths were large animals that lived thousands of years ago during the last Ice Age. They are called "Elephus Primigenius" by scientists. They grew up to 15 feet tall and lived up to 60 years long. But these facts don't explain why people find them so interesting. Just as with dinosaurs, it is the mystery surrounding the wooly mammoth that keeps scientists interested.

**What did wooly mammoths look like?**

Wooly mammoths looked very much like elephants. They had trunks and long curving tusks. But wooly mammoths were different than elephants, too. They were very hairy. Wooly mammoths had a thick coat of reddish-brown wool that was covered with another coat of long, dark hair. Another difference is that wooly mammoths had a large bump on the tops of their heads and a large hump on their backs. They had big ears, too, but not as big as today's elephants.

**What did wooly mammoths eat?**

Wooly mammoths were herbivores. This means they ate only plants. How did they find plants under the snow and ice? Some scientists think mammoths used their long tusks to scrape snow and ice off the plants so they could eat them.

**What happened to the wooly mammoths?**

Wooly mammoths roamed the Earth during the last Ice Age, when parts of the world were covered in ice and snow. But the Earth began to warm up. The wooly mammoths were used to living in a cold climate. They could not live in the heat.

As the weather got warmer, people hunted wooly mammoths for food, clothing, and tools. Hunting and the new, warm climate led to mammoths becoming extinct. Today, there are no more wooly mammoths alive.

**How do we know about wooly mammoths?**

People find wooly mammoth bones and fossils. Scientists study these to learn more about how wooly mammoths lived. For example, scientists learned that the ends of mammoth tusks are usually worn down. This shows that the tusks scraped through snow and against the ground when they ate.

Sometimes people find more than just bones. In 1997, a nine-year-old boy found an entire wooly mammoth frozen in the ice in Siberia. It is very rare to find a whole mammoth. The mammoth probably became stuck in the mud and died. Then the mud froze quickly and preserved the body, including the muscles and skin. A team of scientists is studying this unique find. They will probably learn many new things about wooly mammoths.

3) From what you read in “Wooly Mammoths,” what is one thing scientists learned from studying mammoth bones?

(a) why people hunted the wooly mammoths
(b) why the wooly mammoths only ate plants
(c) why mammoths had a large hump on their backs
(d) why the ends of the mammoth tusks are worn away
Review Materials
Student Guide
Zachary O.
March 9, 2004

Schools: Pine Grove Elementary School
Grades: All
Teachers: All
Periods: All
Course: All

Exams Covered: HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

CCS–English–Grade Three–Reading 2.3: (Avg. 39%)
Demonstrate comprehension by identifying answers in the text.

Instructional Resource:
Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)
Theme 4, Skill: Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33
Theme 4, Skill: Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)
Theme 4, Skill: Compare and Contrast, TE Resources: Rетеaching: R10
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35
Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)
Theme 4, Skill: Making Judgements, TE Resources: Rетеaching: R12
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277А-277B (Theme 6)
Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
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Theme 4, Skill: Sequence of Events, TE: Spiral Review: 99Q (Theme 4)
Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
Theme 4, Skill: Compare and Contrast, TE Resources: Challenge/Extension: R11
Theme 4, Skill: Fact and Opinion, TE Resources: Rетеaching: R8

Reassessment Items
1) Which program may three-year-olds attend?

(a) From Seed to Garden
(b) Drumbeats
(c) Magical Mask Making
(d) Fun with Clay
For the following question:

Read this passage and answer the question(s) below.

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In the far-off country of Japan, there is a traditional game people call Otedama. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, Otedama is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of Otedama mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play Otedama. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

2) When juggling, you must catch the ball—

(a) while still holding the jacks.
(b) after you have put the jacks on the ground.
(c) with the beanbags in your hand.
(d) but not let the other balls in the air drop to the ground.
For the following question:

Read this passage and answer the question(s) below.

**The Legend of the Loch Ness Monster**

In Scotland, a small country north of England, there is a lake called Loch Ness. Loch Ness is quite a large lake (four miles long, one-and-a-half miles wide, and 750 feet deep), and its waters are very cold and murky. The weather around Loch Ness is almost always grim, gray, and gloomy. It’s difficult to see into the dark water for more than a few feet, but some people say they have seen a monster swimming and swirling in the depths.

They say the Loch Ness Monster measures 30 feet in length. It looks like some kind of reptile, like a dinosaur or a giant sea snake. It has a big body, little flippers, a strong and skinny tail, and a long, thin neck.

Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

3) Read this sentence from the passage.

_They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake._

The words _their favorite monster_ are talking about—

(a) the Loch Ness Monster.
(b) a dinosaur.
(c) the giant sea snake.
(d) a dragon.

---

**CCS–English–Grade Three–Language Conventions 1.1: (Avg. 53%)**

Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

**Instructional Resource:**

_Houghton Reading._ Houghton Mifflin
_Houghton Mifflin Reading_

Theme 4, Skill: Writing Skills Varying Sentence Types, ELL Handbook: Reteaching: 163
Theme 4, Skill: Writing Skills Varying Sentence Types, TE Resources: Writing Activities: R23-R25
Theme 4, Skill: Writing Skills Varying Sentence Types, TE Spiral Review: 307R (Theme 6)
Reassessment Items

1) Which of these sentences should have an exclamation point at the end?

(a) Watch out for that slippery patch of ice.
(b) I’d rather eat vanilla cake than chocolate cake.
(c) Where are you going after school today.
(d) I practice the piano for 30 minutes every day.

For the following question:

Read this story and answer the question(s) below.

The Ant and the Grasshopper

Grasshopper was playing in a field one beautiful summer’s day. He hopped about, chirping and singing blissfully. His friend Ant passed by, carrying a large ear of corn she was taking to her nest.

"Why not come and play with me," asked Grasshopper, "instead of working so hard?"

"I am helping to store food for the winter," said Ant. "I recommend you do the same."

"Why worry about winter?" asked Grasshopper. "We have plenty of food right now." But Ant went on her way and continued working. Grasshopper continued to play and sing. He did not want to think about the winter.

When the winter came, snow covered the field. The grass was dry and the corn was gone. Grasshopper had no food and found himself very hungry.

But Ant was not hungry. She ate the corn and grain that she had stored during the summer while she relaxed in her warm nest.
2) Read these sentences from the story.

“I am helping to store food for the winter,” said Ant. “I recommend you do the same.”

What is the best way to change these sentences into a question?

(a) “I am helping to store food for the winter?” said Ant. “I recommend you do the same.”

(b) “I am helping to store food for the winter,” said Ant. “I recommend you do the same?”

(c) “I am helping to store food for the winter,” said Ant. “Why don’t you do the same?”

(d) “I am helping to store food for the winter,” said Ant. “Why don’t you do the same.”

3) Which of these is a complete sentence?

(a) My brother who is very good at soccer.

(b) After my dog ran away and returned.

(c) My strawberry milkshake is delicious.

(d) Remembering the time we went camping.
### CCS–English–Grade Three–Reading 2.3: (Avg. 66%)

Demonstrate comprehension by identifying answers in the text.

#### Instructional Resource:

*Houghton Reading*, Houghton Mifflin

Houghton Mifflin Reading

<table>
<thead>
<tr>
<th>Theme 4, Skill</th>
<th>Instructional Resource</th>
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<tbody>
<tr>
<td>Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)</td>
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<tr>
<td>Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33</td>
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<tr>
<td>Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)</td>
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<td>Compare and Contrast, TE Resources: Reteaching: R10</td>
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<td>Fact and Opinion, TE Resources: Challenge/Extension: R9</td>
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<tr>
<td>Sequence of Events, TE: Instruction: 51A-51B (Theme 1)</td>
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<tr>
<td>Fact and Opinion, TE Spiral Review: 205Q (Theme 5)</td>
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<tr>
<td>Making Judgements, Challenge Handbook: Challenge Activities: 34-35</td>
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<td>Fact and Opinion, Reader’s Library: Dear Butterflies</td>
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<tr>
<td>Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)</td>
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<td>Making Judgements, TE Resources: Reteaching: R12</td>
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<td>Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)</td>
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<tr>
<td>Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3</td>
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<td>Making Judgements, TE Spiral Review: 307Q (Theme 6)</td>
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<tr>
<td>Sequence of Events, Extra Support Handbook: Reteaching: 22-23</td>
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<tr>
<td>Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5</td>
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<td>Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7</td>
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<tr>
<td>Sequence of Events, Extra Support Handbook: Preteaching: 16-17</td>
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<tr>
<td>Making Judgements, Reader’s Library: The Upside-Down Elephant</td>
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<tr>
<td>Compare and Contrast, Reader’s Library: Henry and the Fox</td>
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<tr>
<td>Making Judgements, TE Resources: Challenge/Extension: R13</td>
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<tr>
<td>Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)</td>
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<tr>
<td>Compare and Contrast, Extra Support Handbook: Preteaching: 142-143</td>
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<tr>
<td>Sequence of Events, TE: Spiral Review: 99Q (Theme 4)</td>
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<tr>
<td>Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31</td>
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<tr>
<td>Compare and Contrast, TE Resources: Challenge/Extension: R11</td>
<td></td>
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<tr>
<td>Fact and Opinion, TE Resources: Reteaching: R8</td>
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</tbody>
</table>

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**Reassessment Items**
Rabbits

Rabbits can be a wonderful addition to your family. But before you bring any new pet into your home, there are some important steps you should follow. To make a new pet rabbit feel most welcome, here’s what you can do:

1. Learn all about rabbits. Find out facts such as what food they eat and where they like to live.

   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit’s whole life.

2. Make sure you have space inside your house for your rabbit to live. Never leave your rabbit alone outside, even in a cage! If a rabbit sees a big animal like a dog or raccoon, the rabbit will become fearful and can die of fright.

3. Be aware that rabbits do not like to be held or carried. They like to stay close to the ground. If you want a pet to hold, you should think twice before getting a rabbit.

4. Find a rabbit doctor. Plan to bring your rabbit to the doctor at least once a year.

Congratulations! You now know the important steps for bringing a rabbit into your family.

1) Why do pet rabbits need to live inside the house and not in a cage outside?

   (a) Outside, a rabbit might see a dog and die of fright.
   (b) There is not enough room inside the house for the cage.
   (c) Rabbits like to stay close to the ground.
   (d) Rabbits can live 10 years outside.
The Monkey and the Peas
A Tale from India

One day long ago, an Indian king wanted to go for a ride in the jungle with his wisest and most-trusted friend. While the servants prepared the horses, the two men dressed in their finest riding clothes, which were made of velvet and gold. As the sun rose, they started off across the fields and into the jungle. When the sun was high in the sky, the two men stopped to rest and to feed their horses. On this trip, they had brought the horses a special snack of fresh, juicy peas. But as soon as the king opened the feedbag, a monkey darted down from a nearby tree, grabbed a giant handful of the peas, and raced back up to a tree limb high above the horses.

Well! The monkey looked quite satisfied with himself! But just when he was about to begin eating, a little pea slipped and started to fall out of his paw. The monkey did not want to lose one bit of his stolen prize, so he reached both paws out to keep the pea from falling. And do you know what happened when he did that? Every last one of the peas fell out of his paws and onto the jungle floor below him!

The horses bent down to eat up the peas as the monkey looked on hungrily from the tree. The friend turned to the king and laughed. “Remember,” he said, “never be as greedy as that monkey was with those peas!”

2) According to the story, what do the horses do when the monkey takes the peas?

(a) They don’t do anything.
(b) They chase the monkey.
(c) They eat other peas from the ground.
(d) They stomp their hooves.
Japanese Jacks and Juggling

In the far-off country of Japan, there is a traditional game people call Otedama. In English, we would call it Japanese Jacks, or Japanese Juggling. The truth is, Otedama is a little bit like juggling and also a little bit like jacks. But it is also very different from both.

In the game of jacks, you bounce a small ball and try to pick up one metal or plastic jack, about the size and shape of a piece of popcorn. You must hold on to the jack and catch the ball before it lands. If you can do this, then on the next turn you must pick up two jacks, and then three jacks and four jacks and so on.

Juggling is when you take several objects, usually balls, and throw them all in the air. But the trick is that you must also catch all of them without having them fall to the floor! As you throw one ball, another is in the air, and with your other hand you are catching a third ball. It is hard to juggle three balls. People who are very good at this can juggle as many as six, seven, or even eight balls at once!

The Japanese game of Otedama mixes these two skills together. You have several small beanbags, each about the size of an egg, lying on the ground. You toss one bag up in the air. Then you pick up another bag and put it in your other hand. You must catch the tossed bag before it hits the ground. It is very easy to do this with just one or two beanbags. But when you must pick up three, or four, or five bags and transfer them all from hand to hand before the tossed bag comes down, you must be very fast!

Through the ages, the game has mostly been played by Japanese girls. Sadly, the tradition is dying out. Today, most young girls and boys in Japan do not know how to play Otedama. If you go to Japan and want to see somebody play this game skillfully, your best bet would be to ask an older woman.

3) When juggling, you must catch the ball—

   (a) while still holding the jacks.
   (b) after you have put the jacks on the ground.
   (c) with the beanbags in your hand.
   (d) but not let the other balls in the air drop to the ground.
Reassessment Items

For the following 2 questions:

Read this paragraph written by a student. Then answer the question(s) below.

Last weekend, my cousin and I went to the state fair. We are riding the Ferris wheel and the roller coaster. Then we ate cotton candy and French fries. I hope we goes again next year!

1) How should the underlined word labeled (3) be written?
   (a) going
   (b) will go
   (c) gone
   (d) correct as is

2) How should the underlined word labeled (2) be written?
   (a) eat
   (b) will eat
   (c) eating
   (d) correct as is
3) Read the sentence.

Will you _____ to the museum with me this weekend?

What word fits in the blank?

(a) goes
(b) go
(c) going
(d) went
Schools: Pine Grove Elementary School
Grades: All
Teachers: All
Periods: All
Course: All

Exams Covered: HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

CCS–English–Grade Three–Reading 2.3: (Avg. 60%)
Demonstrate comprehension by identifying answers in the text.

Instructional Resource:
Houghton Reading, Houghton Mifflin
Houghton Mifflin Reading

- Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)
- Theme 4, Skill: Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33
- Theme 4, Skill: Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)
- Theme 4, Skill: Compare and Contrast, TE Resources: Reteaching: R10
- Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)
- Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9
- Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)
- Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)
- Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies
- Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)
- Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12
- Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)
- Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3
- Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)
- Theme 4, Skill: Sequence of Events, Extra Support Handbook: Reteaching: 22-23
- Theme 4, Skill: Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5
- Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
- Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17
- Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
- Theme 4, Skill: Compare and Contrast, Reader’s Library: Henry and the Fox
- Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
- Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
- Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
- Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
- Theme 4, Skill: Sequence of Events, TE: Spiral Review: 99Q (Theme 4)
- Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31
- Theme 4, Skill: Compare and Contrast, TE Resources: Challenge/Extension: R11
- Theme 4, Skill: Fact and Opinion, TE Resources: Reteaching: R8

Reassessment Items
For the following question:

**The Monkey and the Peas**

**A Tale from India**

One day long ago, an Indian king wanted to go for a ride in the jungle with his wisest and most-trusted friend. While the servants prepared the horses, the two men dressed in their finest riding clothes, which were made of velvet and gold. As the sun rose, they started off across the fields and into the jungle. When the sun was high in the sky, the two men stopped to rest and to feed their horses. On this trip, they had brought the horses a special snack of fresh, juicy peas. But as soon as the king opened the feedbag, a monkey darted down from a nearby tree, grabbed a giant handful of the peas, and raced back up to a tree limb high above the horses.

Well! The monkey looked quite satisfied with himself! But just when he was about to begin eating, a little pea slipped and started to fall out of his paw. The monkey did not want to lose one bit of his stolen prize, so he reached both paws out to keep the pea from falling. And do you know what happened when he did that? Every last one of the peas fell out of his paws and onto the jungle floor below him!

The horses bent down to eat up the peas as the monkey looked on hungrily from the tree. The friend turned to the king and laughed. “Remember,” he said, “never be as greedy as that monkey was with those peas!”

1) According to the story, what do the horses do when the monkey takes the peas?

   (a) They don’t do anything.
   (b) They chase the monkey.
   (c) They eat other peas from the ground.
   (d) They stomp their hooves.
For the following question:

Read this brochure and answer the question(s) below.

<table>
<thead>
<tr>
<th>DOWNTOWN CHILDREN'S MUSEUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun for children of all ages! Discover many new and interesting things. Special programs every day of the week.</td>
</tr>
<tr>
<td>For more information:</td>
</tr>
<tr>
<td>• Phone (232) 555-1252</td>
</tr>
<tr>
<td>• Visit our website at <a href="http://www.dcm.edu">www.dcm.edu</a></td>
</tr>
<tr>
<td>• Stop by the information booth at the museum entrance</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Location: Corner of Main Street and Central Avenue</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Admission prices:</strong></td>
</tr>
<tr>
<td>Children 4 and under: Free</td>
</tr>
<tr>
<td>Children 5-17: $3</td>
</tr>
<tr>
<td>Adults 18-59: $6</td>
</tr>
<tr>
<td>Seniors 60+: $4</td>
</tr>
<tr>
<td>Age: 4+</td>
</tr>
<tr>
<td><strong>Hours:</strong></td>
</tr>
<tr>
<td>Monday through Friday, 10:00 a.m. to 7:00 p.m.</td>
</tr>
<tr>
<td>Saturdays, 8:00 a.m. to 6:00 p.m.</td>
</tr>
<tr>
<td>Sundays, 9:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td><strong>Note:</strong> The museum will be closed on Labor Day, September 1.</td>
</tr>
</tbody>
</table>

2) Which program may three-year-olds attend?

(a) From Seed to Garden
(b) Drumbeats
(c) Magical Mask Making
(d) Fun with Clay
What is a wooly mammoth?

Wooly mammoths were large animals that lived thousands of years ago during the last Ice Age. They are called "Elephas Primigenius" by scientists. They grew up to 15 feet tall and lived up to 60 years long. But these facts don't explain why people find them so interesting. Just as with dinosaurs, it is the mystery surrounding the wooly mammoth that keeps scientists interested.

What did wooly mammoths look like?

Wooly mammoths looked very much like elephants. They had trunks and long curving tusks. But wooly mammoths were different than elephants, too. They were very hairy. Wooly mammoths had a thick coat of reddish-brown wool that was covered with another coat of long, dark hair. Another difference is that wooly mammoths had a large bump on the tops of their heads and a large hump on their backs. They had big ears, too, but not as big as today's elephants.

What did wooly mammoths eat?

Wooly mammoths were herbivores. This means they ate only plants. How did they find plants under the snow and ice? Some scientists think mammoths used their long tusks to scrape snow and ice off the plants so they could eat them.

3) How were wooly mammoths like elephants?

(a) Wooly mammoths had hair like elephants.
(b) Wooly mammoths had tusks like elephants.
(c) Wooly mammoths had ears as big as elephants.
(d) Wooly mammoths had a bump on their heads like elephants.

What happened to the wooly mammoths?

Wooly mammoths roamed the Earth during the last Ice Age, when parts of the world were covered in ice and snow. But the Earth began to warm up. The wooly mammoths were used to living in a cold climate. They could not live in the heat.

As the weather got warmer, people hunted wooly mammoths for food, clothing, and tools. Hunting and the new, warm climate led to mammoths becoming extinct. Today, there are no more wooly mammoths alive.

How do we know about wooly mammoths?

People find wooly mammoth bones and fossils. Scientists study these to learn more about how wooly mammoths lived. For example, scientists learned that the ends of mammoth tusks are usually worn down. This shows that the tusks scraped through snow and against the ground when they ate.

Sometimes people find more than just bones. In 1997, a nine-year-old boy found an entire wooly mammoth frozen in the ice in Siberia. It is very rare to find a whole mammoth. The mammoth probably became stuck in the mud and died. Then the mud froze quickly and preserved the body, including the muscles and skin. A team of scientists is studying this unique find. They will probably learn many new things about wooly mammoths.
CCS–English–Grade Three–Language Conventions 1.1: (Avg. 73%)
Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Instructional Resource:
Houghton Reading, Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Writing Skills Varying Sentence Types, ELL Handbook: Reteaching: 163
Theme 4, Skill: Writing Skills Varying Sentence Types, TE Resources: Writing Activities: R23-R25
Theme 4, Skill: Writing Skills Varying Sentence Types, TE Spiral Review: 307R (Theme 6)

Reassessment Items

1) Which of these is a question and should end with a question mark?
   (a) Do you ever talk in your sleep.
   (b) Do not walk with dirty shoes on the carpet.
   (c) I do not know very much about other planets.
   (d) I do most of the weeding in our garden.

2) Which of these is a command?
   (a) Remember your best friend’s birthday.
   (b) Eating in the car makes a huge mess.
   (c) Flying in dreams can be both scary and fun.
   (d) I use both sides of the notebook to save paper.

3) Three of these are questions. Which of these is a statement and is correct with a period?
   (a) Are you going to the park.
   (b) Has your sister graduated high school yet.
   (c) Do you know the answer to the question.
   (d) Do your homework before watching TV.
Review Materials
Student Guide
Valeriano S.
March 9, 2004

Exams Covered: HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

CCS–English–Grade Three–Reading 2.3: (Avg. 60%)
Demonstrate comprehension by identifying answers in the text.

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section
Part A – 1

HM 3rd Grade Reading Theme 4 Skills Tests – Section
Part B – 3

HM 3rd Grade Reading Theme 4 Skills Tests – Section
Part B – 1

Instructional Resource:

*Houghton Reading.* Houghton Mifflin

Houghton Mifflin Reading

Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)
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Theme 4, Skill: Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5
Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17
Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant
Theme 4, Skill: Compare and Contrast, Reader’s Library: Henry and the Fox
Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)
Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)
Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)
Theme 4, Skill: Compare and Contrast, Extra Support Handbook: Preteaching: 142-143
For the following question:

Read this passage and answer the question(s) below.

Rabbits

Rabbits can be a wonderful addition to your family. But before you bring any new pet into your home, there are some important steps you should follow. To make a new pet rabbit feel most welcome, here’s what you can do:

1. Learn all about rabbits. Find out facts such as what food they eat and where they like to live.

   Rabbits can live for ten years, so you need to save enough money to pay for food, housing and medicine for your rabbit’s whole life.

2. Make sure you have space inside your house for your rabbit to live. Never leave your rabbit alone outside, even in a cage! If a rabbit sees a big animal like a dog or raccoon, the rabbit will become fearful and can die of fright.

3. Be aware that rabbits do not like to be held or carried. They like to stay close to the ground. If you want a pet to hold, you should think twice before getting a rabbit.

4. Find a rabbit doctor. Plan to bring your rabbit to the doctor at least once a year.

Congratulations! You now know the important steps for bringing a rabbit into your family.

1) Why do pet rabbits need to live inside the house and not in a cage outside?

   (a) Outside, a rabbit might see a dog and die of fright.

   (b) There is not enough room inside the house for the cage.

   (c) Rabbits like to stay close to the ground.

   (d) Rabbits can live 10 years outside.
For the following question:

Read this story and answer the question(s) below.

**Play Ball!**

I went out to play ball the other day with some kids from the neighborhood. I thought it was going to be just a simple game of softball, but it turned out to be quite a day! First of all, I was the pitcher. I’d seen pictures of people throwing to batters, but I’d never done it before. On my first throw, I accidentally hit the batter on the shoulder. It was my brother, who is only five years old. He started to bawl, which made me feel bad. “I didn’t mean it,” I said.

After he stopped crying, we restarted the game. He whacked that ball over the fence. It flew right through Mrs. Trask’s open window. She came out and yelled, “It landed in my cookie batter!” We were scared at first, because we thought she was a witch. But it turned out that she thought it was funny. She brought us fresh cookies once they were finished. And she joked, “It seems like a softball makes a batter better!”

In the end, I realized I may not be the best athlete ever, but I had fun. And I got some great cookies!

2) What is the relationship between the author and the boy who cries?

(a) The boy is her younger brother.
(b) The boy is her older brother.
(c) The boy is her young friend.
(d) The boy is the son of her neighbor.
For the following question:

Read this passage and answer the question(s) below.

**Wooly Mammoths**

**What is a wooly mammoth?**

Wooly mammoths were large animals that lived thousands of years ago during the last Ice Age. They are called "Elephus Primigenius" by scientists. They grew up to 15 feet tall and lived up to 60 years long. But these facts don't explain why people find them so interesting. Just as with dinosaurs, it is the mystery surrounding the wooly mammoth that keeps scientists interested.

**What did wooly mammoths look like?**

Wooly mammoths looked very much like elephants. They had trunks and long curving tusks. But wooly mammoths were different than elephants, too. They were very hairy. Wooly mammoths had a thick coat of reddish-brown wool that was covered with another coat of long, dark hair. Another difference is that wooly mammoths had a large bump on the tops of their heads and a large hump on their backs. They had big ears, too, but not as big as today's elephants.

**What did wooly mammoths eat?**

Wooly mammoths were herbivores. This means they ate only plants. How did they find plants under the snow and ice? Some scientists think mammoths used their long tusks to scrape snow and ice off the plants so they could eat them.

**What happened to the wooly mammoths?**

Wooly mammoths roamed the Earth during the last Ice Age, when parts of the world were covered in ice and snow. But the Earth began to warm up. The wooly mammoths were used to living in a cold climate. They could not live in the heat.

As the weather got warmer, people hunted wooly mammoths for food, clothing, and tools. Hunting and the new, warm climate led to mammoths becoming extinct. Today, there are no more wooly mammoths alive.

**How do we know about wooly mammoths?**

People find wooly mammoth bones and fossils. Scientists study these to learn more about how wooly mammoths lived. For example, scientists learned that the ends of mammoth tusks are usually worn down. This shows that the tusks scraped through snow and against the ground when they ate.

Sometimes people find more than just bones. In 1997, a nine-year-old boy found an entire wooly mammoth frozen in the ice in Siberia. It is very rare to find a whole mammoth. The mammoth probably became stuck in the mud and died. Then the mud froze quickly and preserved the body, including the muscles and skin. A team of scientists is studying this unique find. They will probably learn many new things about wooly mammoths.

3) How did wooly mammoths get to the plants under the snow?

(a) They ate the snow first and then the plants.
(b) They waited until it got warm and the snow melted.
(c) They used their tusks to remove the snow first.
(d) They moved the snow off the plants with their trunks.
CCS–English–Grade Three–Writing 1.3: (Avg. 60%)
Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section Part D – 1
HM 3rd Grade Reading Theme 4 Skills Tests – Section Part D – 3

Instructional Resource:
Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Information Study and Multimedia Resources, TE Spiral Review: 277Q (Theme 6)
Theme 4, Skill: Information Study and Multimedia Resources, Challenge Handbook: Challenge Activities: 32

Reassessment Items

1) How are the topics in an encyclopedia arranged?
(a) from the earliest date to the latest date
(b) in the order of the alphabet
(c) by the places where things are located
(d) from shortest to longest entries
For the following question:

Study this page from a children’s dictionary. Then answer the question(s) below.

<table>
<thead>
<tr>
<th>story</th>
<th>193</th>
<th>sudden</th>
</tr>
</thead>
<tbody>
<tr>
<td>study n., pl. -ies 1. the process of learning about a subject; 2. a room used for work  v. 1. to learn about a subject; 2. to look at or read something carefully</td>
<td></td>
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</tr>
<tr>
<td>stump n. the bottom part of a tree that is left after the top is cut down  v. 1. to puzzle; 2. to walk heavily</td>
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<tr>
<td>sturdy adj. to have strength and health  -ily adv.</td>
<td></td>
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<tr>
<td>sturdiness n.</td>
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<tr>
<td>style n. 1. a way of doing something; 2. a fashion  v. to give something a shape or design stylish adj.</td>
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</tr>
<tr>
<td>subject n. 1. a word in a sentence that tells about a person or thing; 2. something that is studied in school; 3. a person under the rule of a king or queen; 4. something that is written about in a book or story</td>
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<tr>
<td>subtract v. to take away from something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>success n. a win</td>
<td></td>
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<tr>
<td>sudden adj. done quickly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) How are the words in this dictionary page listed?

(a) The words are listed in alphabetical order.
(b) The shortest words are listed first, then the longest.
(c) The words are listed by the number of syllables they have.
(d) The most important words are listed first, then the least important.

3) What will an encyclopedia tell you about the words steam engine?

(a) words that mean the same as steam engine
(b) what part of speech steam engine is and how it can be used
(c) which poems and stories steam engines appear in
(d) what a steam engine is and who invented it
Reassessment Items

For the following question:

Read this dictionary entry and answer the question(s) below.

**pos·i·tion** *n.* 1. The place where something is. 2. A job in a company. 3. A place on a team. 4. A view or opinion. 5. The way pieces are placed on a game board. 
*v.* 1. To put something in place.

1) Read the very last definition from the dictionary entry again. Which sentence correctly uses this definition?

   (a) What position do you play on the soccer team?
   (b) My mother has been given a new position at work.
   (c) I would like to position the chairs in a circle.
   (d) The mayor’s position is that we need a new park.
2) Which sentence uses definition three correctly?

(a) The chocolate pie has upset my stomach.
(b) Please be careful not to upset the baby.
(c) Our team upset the Rangers last weekend.
(d) The cat just upset the vase on the table.

For the following question:

Study this page from a children’s dictionary. Then answer the question(s) below.

<table>
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<th>193</th>
<th>sudden</th>
</tr>
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<tbody>
<tr>
<td><em>story</em> n. 1. a real or make-believe tale; 2. a work of fiction; 3. a lie; 4. a floor in a house</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>stove</em> n. a device used for cooking</td>
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<tr>
<td><em>strange</em> adj. 1. not normal or ordinary; 2. odd; 3. not yet used to something; 4. different</td>
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</tr>
<tr>
<td><em>strawberry</em> n. 1. a plant with white flowers and red fruit; 2. a fruit from the strawberry plant</td>
<td></td>
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<tr>
<td><em>stray</em> v. to wander or roam adj. lost or wandering n. an animal that is lost</td>
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<tr>
<td><em>stream</em> n. 1. a small river; 2. a current of air or water; 3. a beam of light</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>street</em> n. a public road</td>
<td></td>
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</tr>
<tr>
<td><em>strength</em> n. 1. the quality of being strong; 2. power</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>struggle</em> v. 1. to try hard to deal with a problem; 2. to move with effort n. a long fight</td>
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<td></td>
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<tr>
<td><em>student</em> n. a person who studies at school</td>
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</tbody>
</table>

Labels: n. noun adj. adjective adv. adverb v. verb pl. plural
3) Which of these words is a plural?

(a) studies
(b) street
(c) strangely
(d) stylish

CCS–English–Grade Three–Reading 2.3: (Avg. 60%)
Demonstrate comprehension by identifying answers in the text.

Instructional Resource:
*Houghton Reading*, Houghton Mifflin
Houghton Mifflin Reading
Wooly Mammoths

What is a wooly mammoth?

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Sometimes people find more than just bones. In 1997, a nine-year-old boy found an entire wooly mammoth frozen in the ice in Siberia. It is very rare to find a whole mammoth. The mammoth probably became stuck in the mud and died. Then the mud froze quickly and preserved the body, including the muscles and skin. A team of scientists is studying this unique find. They will probably learn many new things about wooly mammoths.

1) How did wooly mammoths get to the plants under the snow?

(a) They ate the snow first and then the plants.
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(c) They used their tusks to remove the snow first.
(d) They moved the snow off the plants with their trunks.
Rainsticks

A rainstick is a kind of musical instrument. People in the deserts of Chile, a country in South America, use rainsticks to call the rain when the weather is dry.

Rainsticks are made from a type of cactus. Cactus thorns are pushed into a long, thin arm of the cactus. The piece of cactus is put in the sun to dry. Then tiny pebbles are put inside the dried cactus. Finally, pieces of wood are put on both ends of the instrument so that the pebbles do not fall out. When the rainstick is turned upside-down, the pebbles fall over the thorns and sound like falling rain.

You can make your own rainstick by following the directions below. You will need:

- a mailing tube with plastic end caps
- tinfoil or wax paper
- 1/2 cup dry beans, dry rice, or small pebbles
- glue
- paints, markers, or crayons

1. Cut a piece of tinfoil or wax paper. It should be as wide as your mailing tube and twice as long.

2. Roll your foil or wax paper into a stick.

3. Twist your foil or wax paper stick so that it will fit into the mailing tube.

4. Remove one end of the mailing tube. Insert the foil or wax paper into the tube. Then pour your beans, rice, or pebbles into the tube.

5. Put the end cap back on your mailing tube. Turn the tube upside-down.

6. Do you enjoy the sound your rainstick makes? If you are dissatisfied with the sound, you can add more beans, rice, or pebbles. You could also try using something different to make the rain sounds. You could even twist your tinfoil or wax paper differently. Make changes until you are happy with what you hear. Then glue the end caps on your tube.

7. Now, you can decorate your rainstick any way you like!
2) People make rainsticks because—

(a) they want to call the rain to the desert.
(b) they like to sing songs about rain.
(c) there are too many pebbles in the desert.
(d) they want to use up the old cactus plants.

For the following question:

Read this passage and answer the question(s) below.

The Legend of the Loch Ness Monster

In Scotland, a small country north of England, there is a lake called Loch Ness. Loch Ness is quite a large lake (four miles long, one-and-a-half miles wide, and 750 feet deep), and its waters are very cold and murky. The weather around Loch Ness is almost always grim, gray, and gloomy. It’s difficult to see into the dark water for more than a few feet, but some people say they have seen a monster swimming and swirling in the depths.

They say the Loch Ness Monster measures 30 feet in length. It looks like some kind of reptile, like a dinosaur or a giant sea snake. It has a big body, little flippers, a strong and skinny tail, and a long, thin neck.

Many people have gone looking for the Loch Ness Monster, but only a very small number of people think they have seen it. There are very few photographs of the animal. The photos are dark and unclear, and many people do not believe they are real. Scientists have used mini-submarines and special cameras to look for the creature. They have not found anything.

Even though there is no sure way to know if the Loch Ness Monster is real, lots of people still believe it exists. They fly from all over the world to stand on the shores of Loch Ness. They wait patiently and hope to catch a glimpse of their favorite monster splashing around the lake.

3) How long is the Loch Ness Monster?

(a) one-and-a-half miles
(b) 30 feet
(c) four miles
(d) 30 miles
Reassessment Items

1) Which statement about encyclopedias is true?
   (a) They never have indexes.
   (b) Sometimes there are pictures that go along with the entries.
   (c) Entries cannot be the names of people.
   (d) Entries are arranged in order of importance.

2) What will a dictionary tell you about the word "secret"?
   (a) words that rhyme with secret
   (b) words that mean the opposite of secret
   (c) what rhymes with secret and which poems it appears in
   (d) what part of speech secret is and how it can be used

3) Which statement about an atlas is true?
   (a) It can never be helpful in planning a driving route between two places.
   (b) It can show you maps of different places around the world.
   (c) It is helpful if you want to know what to pack for a vacation.
   (d) It can show you all the famous people that lived in different places.
Reassessment Items

1) Read the sentence.

   My dog _____ playing catch when she was a puppy.

What word fits in the blank?

   (a) enjoyed
   (b) enjoy
   (c) enjoys
   (d) will enjoy
Last weekend, my cousin and I went to the state fair. We are riding the Ferris wheel and the roller coaster. Then we ate cotton candy and French fries. I hope we goes again next year!

2) How should the underlined words labeled (1) be written?
   (a) rode
   (b) ride
   (c) will ride
   (d) correct as is

3) How should the underlined word labeled (2) be written?
   (a) eat
   (b) will eat
   (c) eating
   (d) correct as is
Review Materials
Student Guide
Sonia U.
March 9, 2004

Schools: Pine Grove Elementary School
Grades: All
Teachers: All
Periods: All
Course: All
Exams Covered: HM 3rd Grade Reading Theme 4 Skills Tests - Spring 2004

CCS–English–Grade Three–Reading 1.2: (Avg. 93%)
Decode regular multisyllabic words.

Missed exam questions

HM 3rd Grade Reading Theme 4 Skills Tests – Section
Part F – 1

Instructional Resource:
Houghton Reading. Houghton Mifflin
Houghton Mifflin Reading

Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Reteaching: 144-145
Theme 4, Skill: Structural Analysis:
Word Endings -ed and -ing and Changing Final y to i,
Extra Support Handbook: Preteaching: 140-141

Materials aligned by users in your district

Practice Problems:
Skill Builder Workbook, p. 60, problems 1-10

Reassessment Items

1) Which word has two syllables?
   (a) knowledge
   (b) chance
   (c) granddaughter
   (d) bring

2) In which of the following word pairs below do the underlined consonants sound different from each other?
   (a) large; larger
   (b) require; requirement
   (c) pick; pickiest
   (d) space; spacious
3) Which word has three syllables?

(a) multiply  
(b) explain  
(c) greener  
(d) intersection

CCS–English–Grade Three–Reading 2.3: (Avg. 70%)  
Demonstrate comprehension by identifying answers in the text.

Instructional Resource:  
*Houghton Reading*. Houghton Mifflin  
Houghton Mifflin Reading

Theme 4, Skill: Compare and Contrast, TE Spiral Review: TE Spiral Review: 339Q (Theme 6)  
Theme 4, Skill: Compare and Contrast, Challenge Handbook: Challenge Activities: 32-33  
Theme 4, Skill: Sequence of Events, TE: Review: 57 (Theme 4), 83 (Theme 1), 175 (Theme 5)  
Theme 4, Skill: Compare and Contrast, TE Resources: Reteaching: R10  
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Spiral Review: 121Q (Theme 1)  
Theme 4, Skill: Fact and Opinion, TE Resources: Challenge/Extension: R9  
Theme 4, Skill: Sequence of Events, TE: Instruction: 51A-51B (Theme 1)  
Theme 4, Skill: Fact and Opinion, TE Spiral Review: 205Q (Theme 5)  
Theme 4, Skill: Making Judgements, Challenge Handbook: Challenge Activities: 34-35  
Theme 4, Skill: Fact and Opinion, Reader’s Library: Dear Butterflies  
Theme 4, Skill: Sequence of Events, TE Resources: Comprehension Skills: R8 (Theme 1)  
Theme 4, Skill: Making Judgements, TE Resources: Reteaching: R12  
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Instruction: 277A-277B (Theme 6)  
Theme 4, Skill: Fact and Opinion, TE Resources: Reader’s Library Lessons: R2-R3  
Theme 4, Skill: Making Judgements, TE Spiral Review: 307Q (Theme 6)  
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Reteaching: 22-23  
Theme 4, Skill: Compare and Contrast, TE Resources: Reader’s Library Lessons: R4-R5  
Theme 4, Skill: Making Judgements, TE Resources: Reader’s Library Lessons: R6-R7  
Theme 4, Skill: Sequence of Events, Extra Support Handbook: Preteaching: 16-17  
Theme 4, Skill: Making Judgements, Reader’s Library: The Upside-Down Elephant  
Theme 4, Skill: Compare and Contrast, Reader’s Library: Henry and the Fox  
Theme 4, Skill: Making Judgements, TE Resources: Challenge/Extension: R13  
Theme 4, Skill: Comprehension Skills: Problem Solving, TE: Review: 87 (Theme 4), 281 (Theme 3)  
Theme 4, Skill: Comprehension Skills: Problem Solving, TE Resources: Comprehension Skills: R8 (Theme 6)  
Theme 4, Skill: Making Judgements, TE Spiral Review: 121Q (Theme 1)  
Theme 4, Skill: Compare and Contrast, Extra Support Handbook: Preteaching: 142-143  
Theme 4, Skill: Sequence of Events, TE: Spiral Review: 99Q (Theme 4)  
Theme 4, Skill: Fact and Opinion, Challenge Handbook: Challenge Activities: 30-31  
Theme 4, Skill: Compare and Contrast, TE Resources: Challenge/Extension: R11  
Theme 4, Skill: Fact and Opinion, TE Resources: Reteaching: R8  
Reassessment Items

For the following question:

**The Monkey and the Peas**

*A Tale from India*

One day long ago, an Indian king wanted to go for a ride in the jungle with his wisest and most-trusted friend. While the servants prepared the horses, the two men dressed in their finest riding clothes, which were made of velvet and gold. As the sun rose, they started off across the fields and into the jungle. When the sun was high in the sky, the two men stopped to rest and to feed their horses. On this trip, they had brought the horses a special snack of fresh, juicy peas. But as soon as the king opened the feedbag, a monkey darted down from a nearby tree, grabbed a giant handful of the peas, and raced back up to a tree limb high above the horses.

Well! The monkey looked quite satisfied with himself! But just when he was about to begin eating, a little pea slipped and started to fall out of his paw. The monkey did not want to lose one bit of his stolen prize, so he reached both paws out to keep the pea from falling. And do you know what happened when he did that? Every last one of the peas fell out of his paws and onto the jungle floor below him!

The horses bent down to eat up the peas as the monkey looked on hungrily from the tree. The friend turned to the king and laughed. “Remember,” he said, “never be as greedy as that monkey was with those peas!”

1) The monkey drops the peas because he opens his paws—

(a) to hold on to the tree.
(b) to catch one falling pea.
(c) when he waves goodbye to the king.
(d) to count how many peas he has.
For the following question:

Read this brochure and answer the question(s) below.

**DOWNTOWN CHILDREN'S MUSEUM**

Fun for children of all ages! Discover many new and interesting things. Special programs every day of the week.

**For more information:**
- Phone (232) 555-1252
- Visit our website at www.dcm.edu
- Stop by the information booth at the museum entrance

**Location:** Corner of Main Street and Central Avenue

**Admission prices:**
- Children 4 and under: Free
- Children 5-17: $3
- Adults 18-59: $6
- Seniors 60+: $4

**Hours:**
- Monday through Friday, 10:00 a.m. to 7:00 p.m.
- Saturdays, 8:00 a.m. to 6:00 p.m.
- Sundays, 9:00 a.m. to 4:00 p.m.

**Note:** The museum will be closed on Labor Day, September 1.

**September Programs:**

**Mondays and Saturdays**

**From Seed to Garden**

Plant a seed, grow a garden! Please bring an empty pot to this activity. Soil and seeds provided.
- Price: $3
- Time: 11:00-12:00
- Age: 5+

**Tuesdays and Saturdays:**

**Magical Mask Making**

Learn about traditional African masks. Then make one of your own! Materials provided.
- Price: $10
- Time: 3:00-4:30
- Age: 8+

**Wednesdays, Fridays, and Sundays:**

**Fun with Clay**

You can make a pot, an animal statue, or anything your imagination dreams up! Materials provided.
- Price: $5
- Time: 2:00-3:30
- Age: 4+

**Thursdays and Sundays:**

**Drumbeats**

Learn how drums are used around the world. Then we will have fun making our own rhythms on the museum's drums.
- Price: Free
- Time: 12:00-1:00
- Age: All ages welcome

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2) Which program may three-year-olds attend?

(a) From Seed to Garden  
(b) Drumbeats  
(c) Magical Mask Making  
(d) Fun with Clay
For the following question:

Read this passage and answer the question(s) below.

**Wooly Mammoths**

**What is a wooly mammoth?**

Wooly mammoths were large animals that lived thousands of years ago during the last Ice Age. They are called "Elephus Primigenius" by scientists. They grew up to 15 feet tall and lived up to 60 years long. But these facts don't explain why people find them so interesting. Just as with dinosaurs, it is the mystery surrounding the wooly mammoth that keeps scientists interested.

**What did wooly mammoths look like?**

Wooly mammoths looked very much like elephants. They had trunks and long curving tusks. But wooly mammoths were different than elephants, too. They were very hairy. Wooly mammoths had a thick coat of reddish-brown wool that was covered with another coat of long, dark hair. Another difference is that wooly mammoths had a large bump on the tops of their heads and a large hump on their backs. They had big ears, too, but not as big as today's elephants.

**What did wooly mammoths eat?**

Wooly mammoths were herbivores. This means they ate only plants. How did they find plants under the snow and ice? Some scientists think mammoths used their long tusks to scrape snow and ice off the plants so they could eat them.

3) How did wooly mammoths get to the plants under the snow?

(a) They ate the snow first and then the plants.
(b) They waited until it got warm and the snow melted.
(c) They used their tusks to remove the snow first.
(d) They moved the snow off the plants with their trunks.

**What happened to the wooly mammoths?**

Wooly mammoths roamed the Earth during the last Ice Age, when parts of the world were covered in ice and snow. But the Earth began to warm up. The wooly mammoths were used to living in a cold climate. They could not live in the heat.

As the weather got warmer, people hunted wooly mammoths for food, clothing, and tools. Hunting and the new, warm climate led to mammoths becoming extinct. Today, there are no more wooly mammoths alive.

**How do we know about wooly mammoths?**

People find wooly mammoth bones and fossils. Scientists study these to learn more about how wooly mammoths lived. For example, scientists learned that the ends of mammoth tusks are usually worn down. This shows that the tusks scraped through snow and against the ground when they ate.

Sometimes people find more than just bones. In 1997, a nine-year-old boy found an entire wooly mammoth frozen in the ice in Siberia. It is very rare to find a whole mammoth. The mammoth probably became stuck in the mud and died. Then the mud froze quickly and preserved the body, including the muscles and skin. A team of scientists is studying this unique find. They will probably learn many new things about wooly mammoths.