Students are expected to continue to compete 2 Imagine Math lessons a week and their 3 Reading Plus see readers.

Math—Students will continue to complete spring break packet

Day 1 - Escape room packet
Day 2 - Exact Path lessons Bionic Boogie, Super Salads
Day 3- Exact Path lessons Things Can Only Get Feta, Smoothie Operator
Day 4- Exact Path lessons Art of the Community, Perfect Perimeters
Day 5- Exact Path lessons One Stop Hop, A Fraction by Any Other Name
Day 6- Exact Path lessons Foot Long Fractions, Part Gallery
Day 7- Exact Path lessons Solving Addition and Subtraction Story Problems, Subtracting Multi-Digit Numbers with Regrouping

ELA—Students will continue to complete spring break packet

Day 1 - Exact Path lessons Good meal deals, read between the lines
Day 2- Exact Path lessons Jolly Rogers and Journey of the Mayflower
Day 3- Exact Path lessons Misty Stories and Focus on Ford
Day 4- Second ELA packet (Tale of Peter Rabbit packet)
Day 5- Exact Path lessons Stig goes to Washington and Time and a Place
Day 6- Exact Path lessons Telling tales and President and Correct
Day 7 - Exact Path lessons On the same page and Poetry fluency
Before moving to the next level, check your answer with your teacher. Write each answer (1, 2, 3, or 4) on the lines provided in order. Directions: Using your best math skills, solve each question in the sheet.
Can you **ESCAPE?**

| #1 | What time is shown on the clock? | 1) 9:53  
 2) 11:45  
 3) 10:45  
 4) 10:40 |
|-----|---------------------------------|--------|
| #2 | What time is shown on the clock? | 1) 3:15  
 2) 4:15  
 3) 3:17  
 4) 4:03 |
| #3 | What time is shown on the clock? | 1) Quarter past 4  
 2) Quarter past 3  
 3) Quarter to 5  
 4) Quarter to 4 |
| #4 | What time is shown on the clock? | 1) Quarter past 12  
 2) Quarter to 12  
 3) Quarter to 1  
 4) Quarter past 1 |
| #5 | What time is shown on the clock? | 1) 1:20  
 2) 40 minutes to 1  
 3) 40 minutes to 12  
 4) 20 minutes after 1 |
# Can you ESCAPE?

## #1
What time is shown on the clock?

<table>
<thead>
<tr>
<th></th>
<th>1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1:03</td>
<td>12:03</td>
<td>1:12</td>
<td>12:05</td>
</tr>
</tbody>
</table>

## #2
What time is shown on the clock?

<table>
<thead>
<tr>
<th></th>
<th>1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7:40</td>
<td>8:39</td>
<td>7:39</td>
<td>7:35</td>
</tr>
</tbody>
</table>

## #3
What time is shown on the clock?

<table>
<thead>
<tr>
<th></th>
<th>1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
</tr>
</thead>
</table>

## #4
What time is shown on the clock?

<table>
<thead>
<tr>
<th></th>
<th>1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 minutes to 10</td>
<td>12 minutes to 11</td>
<td>8 minutes to 10</td>
<td>8 minutes to 11</td>
</tr>
</tbody>
</table>

## #5
What time is shown on the clock?

<table>
<thead>
<tr>
<th></th>
<th>1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28 minutes to 11</td>
<td>27 minutes to 12</td>
<td>28 minutes to 12</td>
<td>27 minutes to 11</td>
</tr>
</tbody>
</table>
Can you ESCAPE?

**#1**
Patrick arrives to basketball practice at the time shown on the clock. He stretches for 5 minutes. Then, he practices dribbling skills for 15 minutes, then he runs laps for 10 minutes. He then takes a break for 5 minutes. Then, he practices his 3-point shots for 20 minutes. What time does Patrick leave basketball practice?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>6:35</td>
</tr>
<tr>
<td>2)</td>
<td>7:25</td>
</tr>
<tr>
<td>3)</td>
<td>7:35</td>
</tr>
<tr>
<td>4)</td>
<td>7:30</td>
</tr>
</tbody>
</table>

**#2**
Ms. Starr leaves for school at 7:35 A.M. She takes a shower which takes 15 minutes, she also eats breakfast which takes 10 minutes. Also, she watches the news on TV for 25 minutes. What time does Ms. Starr wake up, so she can leave for school, on time at 7:35 A.M?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>8:20 A.M</td>
</tr>
<tr>
<td>2)</td>
<td>6:55 A.M.</td>
</tr>
<tr>
<td>3)</td>
<td>6:45 A.M.</td>
</tr>
<tr>
<td>4)</td>
<td>8:25 A.M.</td>
</tr>
</tbody>
</table>

**#3**
Alex started playing Fortnite at 7:37. His first Battle Royale lasted 13 minutes. Then he played one last round of Battle Royale, which lasted 27 minutes. What time did he finish playing Fortnite?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>6:57</td>
</tr>
<tr>
<td>2)</td>
<td>7:50</td>
</tr>
<tr>
<td>3)</td>
<td>8:07</td>
</tr>
<tr>
<td>4)</td>
<td>8:17</td>
</tr>
</tbody>
</table>

**#4**
Brady has band practice at 4:15 P.M. To get ready, he needs 5 minutes to pack up his trumpet, 15 minutes to walk to the auditorium, and 25 minutes to warm up. What time does Brady need to begin getting ready for band practice?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>4:50 P.M.</td>
</tr>
<tr>
<td>2)</td>
<td>4:45 P.M.</td>
</tr>
<tr>
<td>3)</td>
<td>3:30 P.M.</td>
</tr>
<tr>
<td>4)</td>
<td>3:45 P.M.</td>
</tr>
</tbody>
</table>

**#5**
Alice played Roblox with her friend, Jen at the time shown on the number below. Alice began doing her chores 45 minutes before she played Roblox. At what time did Alice begin her chores?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>9:30 A.M.</td>
</tr>
<tr>
<td>2)</td>
<td>11:00 A.M.</td>
</tr>
<tr>
<td>3)</td>
<td>10:15 A.M.</td>
</tr>
<tr>
<td>4)</td>
<td>9:45 A.M.</td>
</tr>
</tbody>
</table>
Can you **ESCAPE?**

**#1**
How much water, in milliliters, is in the beaker?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>150 mL</td>
</tr>
<tr>
<td>2)</td>
<td>160 mL</td>
</tr>
<tr>
<td>3)</td>
<td>185 mL</td>
</tr>
<tr>
<td>4)</td>
<td>175 mL</td>
</tr>
</tbody>
</table>

**#2**
What is the total volume, in milliliters, of both beakers?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>225 mL</td>
</tr>
<tr>
<td>2)</td>
<td>350 mL</td>
</tr>
<tr>
<td>3)</td>
<td>325 mL</td>
</tr>
<tr>
<td>4)</td>
<td>200 mL</td>
</tr>
</tbody>
</table>

**#3**
Jamie is making banana bread for her bake sale. She needs one-liter of honey. She already has 328 mL of honey. How much more honey does she need?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>672 mL</td>
</tr>
<tr>
<td>2)</td>
<td>682 mL</td>
</tr>
<tr>
<td>3)</td>
<td>582 mL</td>
</tr>
<tr>
<td>4)</td>
<td>572 mL</td>
</tr>
</tbody>
</table>

**#4**
On a farm there is a large storage tank that holds water. Each day in May, 70 liters of water are used on the farm. What is the total amount, in liters, used on the farm in 8 days?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>78 liters</td>
</tr>
<tr>
<td>2)</td>
<td>62 liters</td>
</tr>
<tr>
<td>3)</td>
<td>56 liters</td>
</tr>
<tr>
<td>4)</td>
<td>560 liters</td>
</tr>
</tbody>
</table>

**#5**
Alex has a 30 Liter pitcher of iced tea. He wants to share it with six friends. How much iced tea does each friend get?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>6 L</td>
</tr>
<tr>
<td>2)</td>
<td>5 L</td>
</tr>
<tr>
<td>3)</td>
<td>24 L</td>
</tr>
<tr>
<td>4)</td>
<td>36 L</td>
</tr>
</tbody>
</table>
### Can you ESCAPE?

#### #1
**How much is the mass, in grams, of the apple?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>500 grams</td>
</tr>
<tr>
<td>2</td>
<td>600 grams</td>
</tr>
<tr>
<td>3</td>
<td>700 grams</td>
</tr>
<tr>
<td>4</td>
<td>800 grams</td>
</tr>
</tbody>
</table>

#### #2
**If the mass of each book is the same, what is the mass of each book?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 kg</td>
</tr>
<tr>
<td>2</td>
<td>6 kg</td>
</tr>
<tr>
<td>3</td>
<td>1 kg</td>
</tr>
<tr>
<td>4</td>
<td>9 kg</td>
</tr>
</tbody>
</table>

#### #3
**What is the mass, in kilograms, of three baseballs?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6 kg</td>
</tr>
<tr>
<td>2</td>
<td>2 kg</td>
</tr>
<tr>
<td>3</td>
<td>3 kg</td>
</tr>
<tr>
<td>4</td>
<td>9 kg</td>
</tr>
</tbody>
</table>
Can you ESCAPE?

#4
At Home Depot they sell bags of sand that weigh eight kilograms each. How much would nine bags of sand weigh?

1) 9 kilograms
2) 17 kilograms
3) 63 kilograms
4) 72 kilograms

#5
Melody is going shopping. She purchases 2 bottles of juice, 2 bags of rice, and 3 cans of soup. The mass of each item is listed in the table below. What is the total mass, in kilograms, of the items she purchased?

<table>
<thead>
<tr>
<th>ITEM</th>
<th>MASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juice</td>
<td>2 kilograms</td>
</tr>
<tr>
<td>Soup</td>
<td>1 kilogram</td>
</tr>
<tr>
<td>Rice</td>
<td>5 kilograms</td>
</tr>
</tbody>
</table>

1) 17 kilograms
2) 18 kilograms
3) 8 kilograms
4) 14 kilograms
Passage 1: The Tale of Peter Rabbit (excerpt)

By Beatrix Potter

1 Once upon a time, there were four little Rabbits, and their names were Flopsy, Mopsy, Cottontail, and Peter. They lived with their Mother in a sandbank, underneath the root of a very big fir-tree. “Now my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don't go into Mr. McGregor's garden. Your Father had an accident there, and he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out.”

2 Then old Mrs. Rabbit took a basket and her umbrella and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

3 Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to gather blackberries. But Pete*, who was very naughty, ran straight away to Mr. McGregor's garden and squeezed under the gate!

4 First, he ate some lettuces and some French beans. Then he ate some radishes. And then, feeling rather sick, he went to look for some parsley.

5 But around the end of a cucumber frame, whom should he meet but Mr. McGregor! Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, “Stop thief!”

6 Peter was most dreadfully frightened. He rushed all over the garden, for he had forgotten the way back to the gate. He lost one of his shoes among the cabbages and the other shoe amongst the potatoes.

7 After losing them, he ran on four legs and went faster, so that I think he might have gotten away if he hadn't run into a gooseberry net. The net got caught on the large buttons of his jacket. It was a blue jacket with brass buttons, quite new.

8 Peter gave himself up for lost and shed big tears. Mr. McGregor came up with a sieve, which he intended to pop up on the top of Peter. But Peter wriggled out just in time, leaving his jacket behind him.
1. Fill in the circle **before** the sentence from Passage 1 that shows why Peter was moving slowly.

   10  A Peter sat down to rest; B he was out of breath and trembling with fright, C and he had not the least idea which way to go. D Also he was very damp with sitting in that can.

2. What does paragraph 3 add to Passage 1?

   A It tells where the story takes place.
   B It shows the beginning of the main character’s problem.
   C It explains the lesson that can be learned from the story.
   D It tells information about the character’s past.

3. What is the meaning of scrambled as it is used in Passage 1?

   Peter went back towards the toolshed. Suddenly, quite close to him, he heard the noise of a hoe - scritch, scratch, scratch, scritch. Peter **scrambled** underneath the bushes. But presently, as nothing happened, he came out, climbed upon a wheelbarrow, and peeped over.

   A hopped  
   B crawled  
   C fell  
   D walked
Flying Home

Warmer temperatures tell the monarchs when it's time to return home. The flocks fly 800 miles to the southern United States. There they stop in milkweed patches to lay eggs. This stop marks the end of the butterflies' journey.

Most monarchs only live for 5 – 7 weeks. However, the ones that fly to Mexico survive up to eight months! They live through the winter, then return partway home to lay eggs.

After the eggs hatch, the new monarchs will continue the trip home. The flocks fly a few hundred miles, then stop and lay eggs. The cycle repeats until the flocks return home. It can take up five generations of butterflies to reach Canada!

Threats

Monarch butterflies are greatly affected by people’s actions. In farming areas, people spray chemicals to kill weeds. These chemicals also kill milkweed plants, which are eaten by monarch caterpillars. Because they need food for their larvae, monarchs will only lay eggs on milkweed. Without these plants, they have no place to lay their eggs.

Another threat to monarchs is the loss of the oyamel fir forests. Mexicans are cutting down forests near the mountains to create farms. This is causing the fir forests to disappear. Without these forests, monarchs will not be able to survive the winter.

Finally, climate change also affects monarchs. These butterflies can live colder temperatures, but they will die in freezing rain. In 2002, one cold storm killed 80% of all monarch butterflies. Extreme temperatures may cause the monarchs to die off in different locations.

To help the monarchs, people can plant milkweed. They can also plant butterfly gardens at home or school. These plants will give the butterflies places to rest on their long migration.
When summer starts in June, the dry season begins. The wildebeests move again. This time they have to cross the Grumeti River. There they face dangerous crocodiles, who are waiting to eat them as they pass. The herds have no choice but to cross. They need to reach the rich grasslands and water in Masai Mara to survive.

By September, the wildebeest reach the Mara River. This crossing is even more dangerous! The herds gather nervously on the river’s steep banks before jumping in.

In October, the cycle begins again. The short rains in the southern Serengeti call the herds back once again.
10. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Based on the information in Passage 2, with which statement would the author agree?

- A) Traveling in a herd helps the wildebeests survive.
- B) The wildebeests help other animals to survive.
- C) The wildebeests often die because they don't have food.
- D) Heavy rains make it difficult for the wildebeests to migrate.

**Part B**

Which piece of evidence from Passage 2 supports your answer in Part A?

- A) They need to reach the rich grasslands and water in Masai Mara to survive.
- B) They follow the rains, looking for fresh grass and water.
- C) They are joined by 200,000 zebras, plus gazelles, elands, and impalas.
- D) The growing herds slowly spread out across the plains.

11. How are Passages 1 and 2 alike?

- A) They describe how climate affects animals.
- B) They describe the life cycles of animals.
- C) They describe the migration of land animals.
- D) They describe the forest homes of animals.
Read the passage and then answer Numbers 13 through 15. There are three underlined words or phrases in the passage to show which word or phrase may be incorrect.

My long-haired cat, Silly, is so playful. She is always getting in trouble for knocking things down. Every day she jumps on top of our bookcase and knocks down Grams's decorations.

Yesterday, Gram decided to buy new toys for Silly. She buying a catnip mouse, a ribbon, and a cardboard scratcher. Although I tried to play with her, Silly was not interested in her new playthings. My gram was upset, but suddenly I had an idea!

I gathered up all of Silly's new toys and put them in a basket. Then I walked all around the house and searched for Silly's favorite hiding places. Once I found them, I put a new toy in each one. That right, Silly was so, well, silly! She ran from room to room, playing with their toys!

Now answer Numbers 13 through 15. Choose the correct word or phrase for each of the following.

13. Every day she jumps on top of our bookcase and knocks down Grams's decorations.
   A) Gram's
   B) Grams'
   C) Grams
   D) correct as is

14. She buying a catnip mouse, a ribbon, and a cardboard scratcher.
   A) buy
   B) buyed
   C) bought
   D) correct as is

15. She ran from room to room, playing with their toys!
   A) my
   B) her
   C) our
   D) correct as is
Don’t forget to complete Reading Plus and work on your Reading Treasures.
Due March 30th 2020

3rd Grade Math Spring Break Packet
Go on

Which expression can be used to find the area of the rectangle?

The rectangle below is 4 inches long and 3 inches wide.

Which number makes the number sentence true?

6 \times 4 = 7

On the first day of football practice, the coach divided the 26 players on defense into groups of 4 players. Which expression could be used to find the number of groups he made?

Lyle has 6 books and 6 boxes. He packed the same number of books into each box.

What was the total number of eggs that Gabriel bought?

The diagram shows the 99 cents.

Gabriel bought 4 cartons of 99 cents each. Each carton contained 26 eggs. The diagram shows the 99 cents.

How many books are left over? Which expression can be used to find the number of books left over?
On a trip to the museum, a teacher divided her class into 4 groups. There were
8 students in each group. Using the equation 4 \times 8 = 32, what is the total number
of students who went to the museum?

A. 40
B. 28
C. 24
D. 32

On a trip to the museum, a teacher asked her students to fill in the blanks with the
best estimate of the mass of a pencil.

A. 4 grams
B. 60 grams
C. 6 kilograms
D. 3 kilograms

Which statement describes the pattern shown by the shaded numbers in
the chart?

A. Numbers ending in 7 are shaded.
B. Every tenth number is shaded.
C. Numbers ending in 2 are shaded.
D. Every fifth number is shaded.

Which statement best describes the pattern shown by the shaded numbers in

| 09 | 16 | 23 | 30 | 37 | 44 | 51 |
| 16 | 23 | 30 | 37 | 44 | 51 | 09 |
| 23 | 30 | 37 | 44 | 51 | 09 | 16 |
| 30 | 37 | 44 | 51 | 09 | 16 | 23 |
| 37 | 44 | 51 | 09 | 16 | 23 | 30 |

A part of a hundred chart is shown below.

Jordan is on page 124 of a 255-page book. How many pages must he read
each day? He plans to read the same number of pages each day. How many pages must
Kevan read to finish the book in 9 days?

A. 27
B. 30
C. 32
D. 34

What time did Wendy complete her homework?

A. 12:45
B. 1:05
C. 1:25
D. 2:05
How many more coins does Malta have from India? How many from Canada?

The graph shows the numbers of coins from different countries in Maria’s collection.

Which fraction can be identified using one of the tick marks on this number line?

A number line is shown below.

The recipe calls for 30 grams of baking powder. What is the total amount of baking powder and flour in a recipe to use twice as much?
Go on

Which shape always has sides that are all the same length?

A. Triangle
B. Parallelogram
C. Rectangle
D. Rhombus

Which statement shows a relationship modeled by the figures shown above?

A. $\frac{3}{4} < \frac{1}{2}$
B. $\frac{1}{2} < \frac{1}{4}$
C. $\frac{6}{6} > \frac{1}{2}$
D. $\frac{2}{4} < \frac{1}{2}$

What is the sum of 74 and 23? If each number is rounded to the nearest ten before adding?

A. 90
B. 100
C. 97
D. 90
Last One Out
by Louise Driscoll

1. “Good night, Vince! Have a great weekend,” Roberta Mack called cheerily. Hers was the last voice to say good night from the dim lobby of the office building. But her nephew Vince didn’t hear her because he was listening to music through headphones. As he did so, he pushed the vacuum cleaner across the carpet, watching the lines form. Each push made two little lines on the floor. In between the lines, the carpet was a little brighter. Vince made his way from one end of the room to the other. It was important to him to have fun at work, and so he stepped back and forth, dancing with the loud machine. His giant ring of keys dangled from a loop on his belt. They made a sound like sleigh bells, but it was faint under the sound of the music and the vacuum.

2. Finally, he reached the other side of the lobby from where he had started. He turned off his music, flicked the power button on the vacuum cleaner, and stood back to admire his work. “Looks good, don’t you think?” he called out. No one answered. Vince looked around. “Huh. Roberta must have left already,” he noted. Roberta wasn’t just Vince’s aunt. She was also the head of Trashco, the company Vince worked for. They made the best garbage containers around. Not even the smartest raccoon in the world could get into a Trashco can. Vince was proud of his aunt, and he was proud to clean the Trashco building every day.

Go On
The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which word is closest in meaning to the word “admire” as it is used in the story?

A  enjoy  
B  finish  
C  redo  
D  leave

**Part B**

Which sentence from the story best supports the answer to Part A?

A  “As he did so, he pushed the vacuum cleaner across the carpet, watching the lines form.”

B  “Looks good, don’t you think?’ he called out.”

C  “Huh. Roberta must have left already,’ he noted.”

D  “Vince was proud of his aunt, and he was proud to clean the Trashco building every day.”

Go On
Choose three details from the list that help you understand the main character of this story. Write the details in the empty spaces in the table below.

Hers was the last voice to say good night from the dim lobby of the office building.

It was important to him to have fun at work, and so he stepped back and forth, dancing with the loud machine.

Not even the smartest raccoon in the world could get into a Trashco can.

Vince was proud of his aunt, and he was proud to clean the Trashco building every day.

Or maybe a spy from another company, here to steal Trashco's secrets?

His imagination was going wild.

What burglar or spy would be stopped by an unlocked door?

Chuckling, Vince pulled out his keys and locked the back door.

<table>
<thead>
<tr>
<th>Character Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>
Read these lines from the poem.

But Scaredy-Cat knows that brains make mistakes,
So his lips start to quiver, his whole body shakes.

Which three words from the poem mean about the same as the word “quiver”?

A knows
B trembles
C shivers
D uses
E moves
F listens
Choose two words from the list that describe each of the speaker's imaginary friends. Write all four words in the empty boxes in the table below.

<table>
<thead>
<tr>
<th>fearful</th>
<th>bold</th>
</tr>
</thead>
<tbody>
<tr>
<td>brave</td>
<td>sad</td>
</tr>
<tr>
<td>active</td>
<td>angry</td>
</tr>
<tr>
<td>shy</td>
<td>worried</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scaredy-Cat</th>
<th>Smarty-Pants</th>
</tr>
</thead>
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<td></td>
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Go On
Session 1

Read the article. Then answer the questions that follow.

Our History With Horses

by Hugo Snowe

1. For thousands of years, horses were a huge part of our everyday lives. They did much of the work that machines do today. They carried soldiers into battle, pulled wagons full of goods, and helped riders deliver messages. Many people think horses have done more to shape human history than any other animal.

From Wild to Tame

2. Before there were tame horses, people hunted wild horses for their meat and skins. They used the skins to make clothes, tools, and shelter. About five or six thousand years ago, people began taming horses. The first tame horses were most likely raised as food. Then people started using horses to pull carts and to carry things. Early horses weren’t big or strong enough to carry a person. People used horses as work animals for around a thousand years before they started riding them.

3. Tame horses changed the world for humans. They changed the way we fought wars and the way we lived in times of peace. Horses were a great benefit during battle. In ancient times, they pulled soldiers in chariots\(^1\). Soldiers in chariots were faster and more powerful than soldiers on foot. Later, soldiers also fought on horseback. Horses aided armies in other ways, too. With horses, armies could travel more quickly from one city to the next. Armies also used horses to carry food and supplies.

Going New Places

4. Over a long time, people raised horses to have different qualities. Some were raised for speed. Others were raised to pull heavy loads. Horses raised to pull heavy loads were large and strong. They could haul carts of goods over long distances. Harvests could now be brought from the country to faraway cities. Horses also pulled goods from cities to country villages. Trade and wealth grew in places that had once been cut off from the rest of the world.

\(^{1}\)chariot: a horse-drawn carriage with two wheels used in ancient battles and races
The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Read this sentence from the passage.

Horses aided armies in other ways, too.

What does the word "aided" mean as it is used in this sentence?

A  pulled  
B  helped  
C  carried  
D  scared

**Part B**

Which two phrases from the passage best help the reader understand the meaning of "aided"?

A  "began taming horses"  
B  "the way we lived in times of peace"  
C  "soldiers also fought on horseback"  
D  "could travel more quickly"  
E  "depend on horses"

*Go On*
Session 2

Read the article. Then answer the questions that follow.

**Animals With Important Jobs**

*by Yolanda Saunders*

1. If you don’t have a pet of your own, you probably know someone who does. People all over the world live with pets such as cats, dogs, and birds. But some people live with animals who are more than pets. They are service animals with important jobs to do.

2. Most service animals are dogs. Guide dogs help people who can’t see move safely from place to place. Hearing dogs help people who can’t hear. They alert them to sounds such as alarm clocks and doorbells. The dogs touch their human partners with a paw and then lead them to the sound.

3. Some people who can’t see use guide horses instead of guide dogs. Guide horses are small horses called miniature horses. They are about the size of a large dog. Miniature horses make good guide animals for many reasons. They have excellent memories and stay calm in stressful situations. They offer another choice for blind people who are allergic to dogs. They can also live and work for around thirty to forty years. Most guide dogs work around eight to twelve years.

4. Monkeys known as “helper monkeys” are another kind of service animal. Helper monkeys help people who are unable to move their arms and legs. They perform everyday tasks such as switching on lights, turning pages, and bringing food and water. They can even use remote controls and microwave ovens. Monkeys make good helpers because they are very smart and can learn to do all sorts of jobs. They also have hands like people, so they can do jobs that dogs can’t.

5. Dogs, horses, monkeys, and other service animals train for a long time. They go to special schools that teach them how to do their jobs. And as they do their jobs, something more happens. They and their human partners often become great friends.
The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Why might someone choose a guide horse over a guide dog?

A  Guide horses are larger than guide dogs.
B  Guide horses are better behaved than guide dogs.
C  Guide horses live longer than guide dogs.
D  Guide horses perform more everyday tasks than guide dogs.

**Part B**

Which gives another reason someone might choose a guide horse?

A  "Guide horses are small horses called miniature horses."
B  "They offer another choice for blind people who are allergic . . . ."
C  " . . . they are very smart and can learn to do all sorts of jobs."
D  " . . . other service animals train for a long time."

Go On
You have read two texts about animals. One tells what horses did to help people in the past. The other tells what service animals do to help people today.

Write an article for your school newspaper describing how animals help people.

- In your article, be sure to describe in detail how horses helped people in history and how service animals help people today.

- Tell how the jobs horses once had and how the jobs service animals have today are alike and different.

- Use details from the texts to support your ideas.

STOP
"Sometimes I can, sometimes I can't. But who cares? It's a small price to pay for never having to go without food."

"I care!" said the wolf. "I'd rather have my freedom than all the food in the world." He said goodbye to the dog and ran off into the woods. And for the first time in his life, he didn't mind feeling hungry.

---

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Why does the wolf decide to talk to the dog at the beginning of the story?

- A to ask for help
- B to learn more about him
- C to make a new friend
- D to take his food away

**Part B**

Which words from the story best support the answer to Part A?

- A "stomach wouldn't stop growling"
- B "was little more than skin and bones"
- C "noticed how well fed and strong the dog looked"
- D "was curious about the dog's life"

*Go On*
This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
What is one lesson the story teaches?
A  Making new friends can help you solve your problems.
B  There is no point in wishing for what you can’t have.
C  Don’t be too quick to think others’ lives are better than your own.
D  It’s hard to make good choices when you are weak and hungry.

**Part B**
Which sentence from the story **best** supports the answer to Part A?
A  “He had hardly eaten anything for days.”
B  “I just hope I can find someone to take in a scruffy fellow like myself.”
C  “The wolf couldn’t believe his good luck.”
D  “I’d rather have my freedom than all the food in the world.”
This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why does the wolf change his mind about wanting to go live with the dog?

A  He finds out the dog sometimes has to wear a chain.
B  He sees that the fur on the back of the dog’s neck is worn away.
C  He learns that he would have to do chores in exchange for food.
D  He realizes that he isn’t as hungry as he thought he was.

Part B

Which words from the story best support the answer to Part A?

A  “round up the chickens when they get out of their pen”
B  “noticed the back of the dog’s neck”
C  “couldn’t bear the thought of being tied up”
D  “didn’t mind feeling hungry”

Go On