<table>
<thead>
<tr>
<th>Day</th>
<th>ELA:</th>
<th>Math:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spring Training Day 1: <em>read</em> How the Brazilian Beetles Got Their Gorgeous Coats <em>passage and answer the Jeopardy questions using BCU</em>?#</td>
<td>Spring Training Day 1: <em>begin answering the multiple-choice questions using CUPS</em></td>
</tr>
<tr>
<td>2</td>
<td>Spring Training Day 2: <em>reread</em> How the Brazilian Beetles Got Their Gorgeous Coats <em>passage and answer the Day 2 multiple choice questions using BCU</em>?#.</td>
<td>Spring Training Day 2: <em>finish answering the multiple-choice questions using CUPS</em></td>
</tr>
<tr>
<td>3</td>
<td>Spring Training Day 3: <em>reread</em> How the Brazilian Beetles Got Their Gorgeous Coats <em>passage and complete a RACES to answer the text-based essay</em>.</td>
<td>Spring Training Day 3: <em>begin to answer the Day 3 constructed-response question using CUPS</em>.</td>
</tr>
<tr>
<td>4</td>
<td>Spring Training Day 4: <em>Use your completed RACES chart from Day 3 to publish your text-based essay on the lined paper provided</em>.</td>
<td>Spring Training Day 4: <em>finish answering the Day 3 constructed-response question using CUPS</em>.</td>
</tr>
<tr>
<td>5</td>
<td>Spring Training Day 5: <em>read</em> How Turtle Flew South for the Winter <em>passage and complete weekly test questions</em>.</td>
<td>Spring Training Day 5: <em>answer weekly test questions</em>.</td>
</tr>
</tbody>
</table>

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How Brazilian Beetles Got Their Gorgeous Coats
A Story from Brazil
by Martha Hamilton and Mitch Weiss

1 Long ago in Brazil, beetles had plain brown coats. But today their hard-shelled coats are gorgeous. They are so colorful that people often set them in pins and necklaces like precious stones. This is how it happened that Brazilian beetles got their new coats.

2 One day a little brown beetle was crawling along a wall. Suddenly a big gray rat darted out of a hole in the wall. When he saw the beetle, he began to make fun of her.

3 “Is that as fast as you can go? What a poke you are! You’ll never get anywhere! Just watch how fast I can run!”

4 The rat dashed to the end of the wall, turned around, and ran back to the beetle. The beetle was still slowly crawling along. She had barely crawled past the spot where the rat left her.

5 “I’ll bet you wish you could run like that!” bragged the gray rat.

6 “You certainly are a fast runner,” replied the beetle. Even though the rat went on and on about himself, the beetle never said a word about the things she could do. She just kept slowly crawling along the wall, wishing the rat would go away.

7 A green and gold parrot in the mango tree above had overheard their conversation. She said to the rat, “How would you like to race with
the beetle? Just to make the race exciting, I’ll offer a bright colored coat as a reward. The winner may choose any color coat and I’ll have it made to order.”

The parrot told them the finish line would be the palm tree at the top of the hill. She gave the signal to start, and they were off.

The rat ran as fast as he could. When he reached the palm tree, he could hardly believe his eyes: there was the beetle sitting beside the parrot. The rat asked with a suspicious tone, “How did you ever manage to run fast enough to get here so soon?”

“Nobody ever said anything about having to run to win the race,” replied the beetle as she drew out her tiny wings from her sides. “So I flew instead.”

“I didn’t know you could fly,” said the rat with a grumpy look on his face.

The parrot said to the rat, “You have lost the contest. From now on you must never judge anyone by looks alone. You never can tell when or where you may find hidden wings.”

Then the parrot turned to the brown beetle and asked, “What color would you like your new coat to be?”

“I’d like it to be green and gold, just like yours,” replied the beetle. And since that day, Brazilian beetles have had gorgeous coats of green and gold. But the rat still wears a plain, dull, gray one.

Shark
400 Point Question

What is the most likely meaning of the word set as used in paragraph 1?

a. stage
b. place
c. adjust
d. a pair

Cheetah
400 Point Question

Read sentence from paragraph 13 in the box below.

Then the parrot turned to the brown beetle and asked, “What color would you like your new coat to be?”

Which of the words from paragraph 13 is used as a adjective?

a. parrot
b. coat
c. brown
d. asked
Part A:
In the folktale what is **most likely** true of the beetle?

   a. She acts hurt, even though she is healthy.
   b. She acts shy, even though the rat knows her.
   c. She keeps moving, even though she is bored.
   d. She is kind, even though the rat is mean to her.

Part B:
   a. “I’ll bet you wish you could run like that”
   b. “never said a word about the things she could do”
   c. “You have lost the contest”
   d. “I’d like it to be green and gold, just like yours”
**Panda**

*400 Point Question*

What is the **most likely** reason the author included paragraph 1?

a. to persuade the reader to continue reading the story  
b. to explain what caused the beetle’s colors to change  
c. to inform the reader about jewelry making traditions  
d. to provide the reader with background information

---

**Badger**

*400 Point Question*

Number the events from the folktale (1-4) in the correct sequence of events.

_____ A parrot asks if the rat would like to race the beetle.  
_____ The rat insults the beetle for being slow.  
_____ The beetle chooses to have her colors match the parrot.  
_____ The beetle uses her wings to win the race.
Directions: Read the questions below and choose the best answer.

1. Which of the following events from the folktale happens last?
   a. The rat makes fun of the beetle.
   b. The rat sees the beetle sitting beside the parrot.
   c. The parrot offers a prize.
   d. The rat runs to the palm tree.

2. Based on paragraph 6, how is the beetle most likely feeling when the rat is making fun of her?
   a. Scared
   b. Ecstatic
   c. Sleepy
   d. Annoyed

3. Read the words from the folktale in the box below:

   Make
   Turned
   Crawling
   Said

   Which of the following is true of all of these words?
   a. They are all contractions
   b. They are all adjectives
   c. They are all nouns
   d. They are all verbs

4. Based on the information in the passage, which of the following best describes why this text is a folktale?
   a. There are animals talking.
   b. It is exaggerated fiction.
   c. The rat learns a lesson.
   d. It is a nonfiction selection.
Name: _________________________________

Directions: Analyze the question below. Then, use the space below the question to draw a RACES to help you plan your answer.

Text-Based Essay Question: Based on the passage, How the Brazilian Beetles Got Their Gorgeous Coat, explain a lesson that was learned from the fable.
This story is about a turtle who wants to go south for the winter. Will he get there? Read the story to see what happens. Use what you read to answer the questions that follow.

How Turtle Flew South for the Winter

by Joseph Bruchac

It was the time of year when the leaves start to fall from the aspens.

Turtle was walking around when he saw many birds gathering together in the trees. They were making a lot of noise and Turtle was curious. “Hey,” Turtle said, “What is happening?”

“Don’t you know?” the birds said. “We’re getting ready to fly to the south for the winter.”

“Why are you going to do that?” Turtle said.

“Don’t you know anything?” the birds said. “Soon it’s going to be very cold here and the snow will fall. There won’t be much food to eat. Down south it will be warm. Summer lives there all of the time and there’s plenty of food.”

As soon as they mentioned the food, Turtle became even more interested. “Can I come with you?” he said.

“You have to fly to go south,” said the birds. “You are a turtle and you can’t fly.”

But Turtle would not give up. “Isn’t there some way you could take me along?” He begged and pleaded. Finally the birds agreed just to get him to stop asking.

“Look here,” the birds said, “can you hold onto a stick hard with your mouth?”

“That’s no problem at all,” Turtle said. “Once I grab onto something no one can make me let go until I am ready.”

“Good,” said the birds. “Then you hold on hard to this stick. These two birds here will each grab one end of it in their claws. That way they can carry you along. But remember, you have to keep your mouth shut!”

“That’s easy,” said Turtle. “Now let’s go south where Summer keeps all that food.”

Turtle grabbed onto the middle of the stick and two big birds came and grabbed each end. They flapped their wings hard and lifted Turtle off the ground. Soon they were high in the sky and headed toward the south.
Turtle had never been so high off the ground before, but he liked it. He could look down and see how small everything looked. But before they had gone too far, he began to wonder where they were. He wondered what the lake was down below him and what those hills were. He wondered how far they had come and how far they would have to go to get to the south where Summer lived. He wanted to ask the two birds who were carrying him, but he couldn’t talk with his mouth closed.

Turtle rolled his eyes. But the two birds just kept on flying. Then Turtle tried waving his legs at them, but they acted as if they didn’t even notice. Now Turtle was getting upset. If they were going to take him south, then the least they could do was tell him where they were now! “Mmmph,” Turtle said, trying to get their attention. It didn’t work. Finally Turtle lost his temper.

“Why don’t you listen to . . .” but that was all he said, for as soon as he opened his mouth to speak, he had to let go of the stick and he started to fall. Down and down he fell, a long, long way. He was so frightened that he pulled his legs and his head in to protect himself! When he hit the ground he hit so hard that his shell cracked. He was lucky that he hadn’t been killed, but he ached all over. He ached so much that he crawled into a nearby pond, swam down to the bottom and dug into the mud to get as far away from the sky as he possibly could. Then he fell asleep and he slept all through the winter and didn’t wake up until the spring.

So it is that today only the birds fly south to the land where Summer lives while turtles, who all have cracked shells now, sleep through the winter.
1. Based on the folktale, what is the lesson that turtle learns?
   a. He should go south so he can eat more.
   b. Bad things can happen when you get angry.
   c. Never give up.
   d. It is important to have good friends.

2. According to the folktale, what is the most likely reason turtle wants to go with the birds?
   A. because he is lonely
   B. because he wants to know what it’s like to fly
   C. because he wants to visit a new place
   D. because he wants to eat lots of food

3. Read paragraph 1 of the passage. What is the most likely reason the author included paragraph 1?
   a. to introduce the main character
   b. to grab the reader’s attention
   c. to describe the setting
   d. to introduce the problem

4. Read the sentence from paragraph 8 of the passage in the box below.
   
   But Turtle would not give up. ‘Isn’t there some way you could take me along?’ he begged and pleaded. Finally the birds agreed just to get him to stop asking.

Which of the following pair of words are synonyms?
   A. “take” and “along”.
   B. “finally” and “stop”
   C. “pleaded” and “begged”
   D. “agreed” and “could”

5. Read paragraph 15 of the passage. Which of the following words means about the same as ached?
   A. crawled
   B. hurt
   C. cracked
   D. embarrassed
A shape and its side lengths are shown.

Which statement about the shape is true?

A The shape is a rhombus and a square.
B The shape is a rectangle and a square.
C The shape is a rhombus and a parallelogram.
D The shape is a rectangle and a parallelogram.
The bar graph shows the numbers of birds that four children saw one day.

How many more birds did Jesse see than Andy saw on that day?

Enter your answer in the box.
Laroy wrote the number sentence shown.

\[ 8 \times (3 + 2) = ? \]

Which of these shows another way to solve Laroy's number sentence?

A. \((8 \times 3) + 2 = ?\)

B. \((8 \times 3) \times (8 \times 2) = ?\)

C. \((8 \times 3) + (8 \times 2) = ?\)

D. \((8 + 3) \times (8 + 2) = ?\)
Four friends used chocolate to make candy.

- Mari used $\frac{1}{2}$ pound of chocolate.
- Lois used $\frac{1}{6}$ pound of chocolate.
- Carolina used $\frac{1}{3}$ pound of chocolate.
- Evelyn used $\frac{1}{4}$ pound of chocolate.

Who used the greatest amount of chocolate?

A) Mari
B) Lois
C) Carolina
D) Evelyn
This table shows the number of people who went to the school play on three different days.

<table>
<thead>
<tr>
<th>School Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
</tbody>
</table>

**Part A**

Round to the nearest ten the number of people who went to the school play on each of the three days. Show or explain how you got each of your answers.

Enter your answers and your work or explanation in the space provided.
Part B

Isaac is rounding the three numbers in the table to the nearest hundred. He thinks two of the numbers will be the same after they are rounded. Show or explain why Isaac's reasoning is correct.

Enter your work or explanation in the space provided.
1. Ms. Garcia wrote the sentence shown in the box below.

There are 8 students, and each student has 4 books.

Which of these can be used to find the total number of books?

- A 8 × 4
- B 8 − 4
- C 8 ÷ 4
- D 8 + 4

2. What is the missing number that makes the number sentence below true?

165 + □ = 214

- A 49
- B 51
- C 169
- D 379

3. Kane placed point H on a number line to show $\frac{3}{4}$. Which of these could be Kane’s number line?
The heights of six roller coasters are shown in the table below.

**Roller Coaster Heights**

<table>
<thead>
<tr>
<th>Roller Coaster</th>
<th>Height (in feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diamond Twist</td>
<td>315</td>
</tr>
<tr>
<td>Blue Beast</td>
<td>236</td>
</tr>
<tr>
<td>Captain Colossus</td>
<td>242</td>
</tr>
<tr>
<td>Scream Mountain</td>
<td>457</td>
</tr>
<tr>
<td>Mega Monster</td>
<td>419</td>
</tr>
<tr>
<td>Thunder Trail</td>
<td>301</td>
</tr>
</tbody>
</table>

Based on the table, the tallest roller coaster is how many feet taller than the shortest roller coaster?

Write your answer in the Answer Box below.
5.

The perimeter of a rug is 36 feet. The rug is in the shape of a square.
What is the length, in feet, of each side of the rug? Write your answer in the Answer Box below.

Answer Box
### Week 2 (3/23 - 3/27)

#### Day 6
**ELA:**
- Spring Training Day 1: *read Bicycle Rider passage and answer the Jeopardy questions using BCU?#*

**Math:**
- Spring Training Day 1: *begin answering the multiple-choice questions using CUPS*

#### Day 7
**ELA:**
- Spring Training Day 2: *reread Bicycle Rider passage and answer the Day 2 multiple choice questions using BCU?#.*

**Math:**
- Spring Training Day 2: *finish answering the multiple-choice questions using CUPS*

#### Day 8
**ELA:**
- Spring Training Day 3: *reread Bicycle Rider passage and complete a RACES to answer the text-based essay.*

**Math:**
- Spring Training Day 3: *begin to answer the Day 3 constructed-response question using CUPS.*

#### Day 9
**ELA:**
- Spring Training Day 4: *Use your completed RACES chart from Day 3 to publish your text-based essay on the lined paper provided.*

**Math:**
- Spring Training Day 4: *finish answering the Day 3 constructed-response question using CUPS.*

#### Day 10
**ELA:**
- Spring Training Day 5: *read Michael Hensen for the Winter passage and complete weekly test questions.*

**Math:**
- Spring Training Day 5: *answer weekly test questions.*

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Imagine being in a bicycle race if you had never raced before! Marshall Taylor did just that about a hundred years ago. He was not the only one surprised by what happened. Read the selection and answer the questions that follow.

Bicycle Rider

by Mary Scioscia

1. About a hundred years ago, a boy named Marshall Taylor got his first job in Mr. Hay's bicycle shop. There was a big bicycle race in Indianapolis each year. On the day of the big race, Mr. Hay asked Marshall to help him sell bicycles at the bicycle track.

2. As this true story begins, Marshall is watching excitedly while more than a hundred bicycle racers gather near the starting line.

3. "Attention everyone! All those in the first one-mile race line up at the starting line," a loud voice called.

4. "First one-mile race?" asked Marshall. "How many races will there be?"

5. "There will be several one-mile races before the main ten-mile race," said Mr. Hay. "Marshall, you just gave me an idea. You should ride in one of the one-mile races. I'll ask the judges if you can," said Mr. Hay.

6. When Mr. Hay came back, he said, "You can ride in the next one-mile race. Pick any of the bikes we brought."

7. At the starting line, Mr. Hay said, "Each time around the track is one lap. Five laps make a mile. Don't worry if you forget how many laps you've gone. When you hear the bell ring, you will know it is the bell lap. That means one lap left to go for the mile."

8. Marshall got on the bicycle and strapped his feet onto the pedals... 

9. All the racers leaned over their handlebars. Their helpers held the bicycles steady. The starter raised his starting gun. "One! Two! Three!" the starter shouted. Bang!
Around and around the racers went. Now there were seven people ahead of Marshall. Ding, ding, ding, the bell rang. Marshall knew that there was one more lap to go for the mile.

Marshall speeded up. One racer crossed the finish line . . . two more . . . another. Next was the boy in the red shirt. Right after him came the tall boy. Then Marshall crossed the line. Mr. Hay hurried over to help him stop.

“You came in number seven. That’s great!” said Mr. Hay. “It wasn’t very good,” said Marshall. “Six people beat me.”

“You beat over forty people. You’ve never been in a race before. You’re good enough to try the ten-mile race.”


“No,” said Mr. Hay. “You couldn’t win, but I think you could finish. Try it, Marshall. If you get tired, just stop. Many racers will drop out before the fifty laps are done.”

During the last one-mile race, Mr. Hay spoke to the judges again . . .

“Good news,” said Mr. Hay, joining Marshall. “You can try the ten-mile race.”

When the ten-mile race was called, Marshall wheeled his bicycle over to the starting line.

“Don’t try to go too fast at first,” said Mr. Hay. “Just keep up with the others, if you can.”


The riders rode in a close pack. Two bicycles bumped, and one fell. Marshall rode around the fallen bicycle and rider.
21 Marshall pulled ahead of the pack. The boy in the red shirt passed him. Three more riders passed him, then two more.

24 Marshall could hear the crowd cheering. It was hard to know who was ahead, because the riders kept going around and around the track. . . .

25 Marshall's mouth tasted dusty. "I want to drop out," he thought. "I can't make the halfway mark."


27 His bicycle went faster and faster around the track. His wet shirt stuck to his back, and his back hurt from being bent over. His legs hurt, too.

28 The people in the crowd stamped their feet and cheered. Marshall heard Mr. Hay, standing at the edge of the track, shout, "Last lap coming up next!"
Marshall pushed as hard as he could. The wheels seemed to say, "Got to finish, got to finish."

Marshall speeded over the finish line. His bicycle was going so fast he couldn't stop. He went around another lap to slow down.

Marshall heard the crowd shout something that sounded like, "Marshall Taylor! Marshall Taylor!" Hats flew into the air.


"Who, me?" asked Marshall.

The judges held up their hands to quiet the crowd. Then one shouted, "Marshall Taylor is the winner!"

Marshall Taylor became the fastest bicycle rider in the world. . . . He was the first black American to ride in bicycle races that had both black and white racers. From 1896 to 1910, Marshall Taylor raced in the United States and in many other countries. He held both American and world racing titles.

. . .

Marshall Taylor was loved by his fans for his riding skills, his fairness, and his good sportsmanship.

Read paragraph 28 in the box below.

The people in the crowd stamped their feet and cheered. Marshall heard Mr. Hay, standing at the edge of the track, shout, "Last lap coming up next!"

What is the meaning of the word **stamped** as used in the sentence above?

a.) To jump  
b.) To stomp  
c.) To send a letter  
d.) To shout
Look back at paragraph 21 in the box below.

Marshall could feel his heart thumping hard. His hands felt slippery on the handlebars. His legs felt shazy. One! Shouted the starter. Two! Three! Bang!

Based on the details in the paragraph how is Marshall most likely feeling?

a.) Marshall feels excited about the race.
b.) Marshall feels nervous about the race.
c.) Marshall feels scared about the race.
d.) Marshall feels angry about the race.
Look back at paragraph 2 in the box below.

As the true story begins, Marshall is waiting excitedly while more than a hundred bicycle racers gather near the starting line.

What kind of word is *excitedly*?

a.) Verb  
b.) Noun  
c.) Adjective  
d.) Adverb
Look at the following sentences from the text to answer the question.

Marshall Taylor was loved by his fans for his riding skills, his fairness, and his good sportsmanship.

What is the author’s purpose for including this information?

a. to show that Marshall was a good bicycle rider
b. to describe Marshall’s character
c. because the author needed another paragraph
d. because Marshall loved to ride his bicycle
According to the text, why does Mr. Hay say that Marshall should race in the ten-mile race?

a. Mr. Hay told Marshall to race in the ten-mile race because he finished the one-mile race.

b. Mr. Hay told Marshall to race in the ten-mile race because too many racers dropped out of the ten-mile race.

c. Marshall was going to race in the ten-mile race because he won the one-mile race.

d. Marshall was going to race in the ten-mile race because he beat over forty people and he was good enough to try the ten-mile race.
Spring Training Week 5 Multiple Choice
Bicycle Rider

Name: ________________________________

Directions: Read the questions below and choose the best answer.

1. Reread paragraph 26. What does paragraph 26 mostly suggest about how Marshall is feeling?
   a. hopeful
   b. defeated
   c. happy
   d. frustrated

2. Reread paragraph 7. Based on paragraph 7, what is the most likely meaning of the phrase bell lap?
   a. the first lap of a race
   b. the sound at the end of each lap
   c. the last lap of the race
   d. the bell that rings when someone wins the race

3. Read the words from the passage in the box below:

   Bang!
   Ding, ding, ding

What is the most likely reason the author included these words in the passage?
   a. to scare the reader
   b. to describe sounds
   c. to explain the directions of the bicycle race
   d. to describe the setting

4. Which sentence from the passage mostly suggests that it is a nonfiction selection?
   a. “His bicycle went faster and faster around the track.”
   b. “About a hundred years ago, a boy named Marshall Taylor got his first job in Mr. Hay’s bicycle shop.”
   c. “Marshall speeded over the finish line.”
   d. “As this true story begins, Marshall is watching excitedly while more than a hundred bicycle racers gather near the starting line.”
Directions: Analyze the question below. Then, use the space below the question to draw a RACES to help you plan your answer.

Text-Based Essay Question: Based on the passage, Bicycle Rider, explain how Marshall Taylor showed determination. Use evidence from the text to support the answer.
Robert Peary is known as the first explorer to reach the North Pole. But was he really the first? To find out, read this true story. Use information from the selection to answer the questions that follow.

Matthew A. Henson
North Pole Explorer
born 1866 — died 1955
by Wade Hudson

The most northern part of the earth has below-freezing temperatures. Ice covers the area. This is the North Pole.

In 1893, no one had been to the North Pole. That year Admiral Robert E. Peary and Matthew Henson set out to reach the North Pole. But they were unsuccessful. They tried again in 1898, but failed. In 1909, they set out once more.

Peary, Henson, and a group that included explorer Robert Bartlett took off for the Pole. They sailed on a long voyage from New York City to Canada. Next, they set up a base camp at Camp Columbia, Canada. The camp was about 450 miles from the North Pole. In March 1909, the group packed dog sleds with food and supplies. Then they headed over the polar sea ice toward the North Pole.

Some of the men suffered from the harsh cold weather. They had to return to the camp. Finally, Peary selected Henson and four Inuit guides — Ootah, Seeglo, Egingwah, and Ooqueah — to make the last leg of the journey. It was early April 1909. They were closer than ever to really reaching the North Pole.

Henson, Peary, and their guides traveled over the ice and snow. Peary’s feet were injured. He could not walk as quickly as Henson. So Henson and his guides walked ahead — and disaster struck.

Along the way, Matthew Henson stepped out on a large cake of ice. CRACK! The ice gave away. Henson fell into the icy water below. . . . In only a few minutes, Matthew Henson would have frozen to death.
Suddenly, there was a tug on Henson's hood. Someone was pulling him from the water. It was Ootah. Quickly, Ootah helped Henson pull off his wet boots and clothes and put on dry ones. Ootah shook the water from the furs Henson wore before the water turned to ice. Then Henson, Ootah, and Seegloo moved on. Admiral Robert E. Peary, Egingwah, and Ooqueah followed. The North Pole was less than thirty-five miles away.

Henson got closer and closer to the Pole. Finally, he stopped. He looked around. Had he reached the North Pole? Henson set up camp there and waited for Peary.

When the Admiral arrived, he made observations from different points. He returned to the camp and made an announcement. The camp was at the exact point of the North Pole. He had Henson and the four guides stand on a ridge and he photographed them. Henson held the American flag. He felt proud. It had been an exciting adventure.

On April 7, 1909, the great explorers began their journey back from the North Pole. They were very happy about their victory.

Robert E. Peary became famous. Peary was awarded a gold medal by the National Geographic Society. Robert Bartlett was also awarded a medal although he didn't even make the final trip to the North Pole. Matthew Henson was ignored.

For many years, the white world did not recognize Henson's great achievement. The black community, however, presented him with a number of awards. Finally, on January 28, 1944, Congress authorized a medal for all the men on the North Pole expedition. A year later, Henson was presented with a silver medal for outstanding service to the United States Government.

This great explorer died in 1955. On April 6, 1988, his remains were reburied with full military honors at Arlington National Cemetery. It was a most suitable honor for a great black American.
1. Read paragraph 5. Based on paragraph 5, the phrase “disaster struck” most likely means
   a. there was thunder and lightning
   b. people fought against each other
   c. a surprising discovery was made
   d. something terrible happened

2. Read paragraph 5 of the passage. What does paragraph 5 mostly suggest about both Peary and Henson?
   A. they are competitive
   B. they are determined
   C. they enjoy cold weather
   D. they want to live in the North Pole

3. How is the passage organized?
   a. in order of importance
   b. by asking and answering questions
   c. by cause and effect
   d. in the order that the events happened

4. Based on the selection, what is the most likely reason why Peary arrived at the North Pole after Henson?
   A. Peary could not travel as fast as Henson
   B. Peary went back to get food and supplies
   C. Peary fell through the ice
   D. Henson ran to the North Pole

5. Reread paragraph 4 of the passage. Based on paragraph 4, the word *leg* means about the same as
   A. body part
   B. journey
   C. section
   D. sled
1. A pet store has 5 fish tanks with 10 fish in each tank. A shopper buys 8 fish and takes them home. After the shopper leaves the store, what is the total number of fish left in the pet store's tanks?

   A 23  
   B 42  
   C 50  
   D 58

2. What is 946 rounded to the nearest hundred?

   A 800  
   B 900  
   C 950  
   D 1000

3. Chas drew a number line to show equal fractions, as shown below.

   0 1/2 1 1/2 2 1/2 3 1/2 4 1/2 5 1/2 6 1/2

   Chas will write a fraction equal to 1/2 to replace the ✺. Which of these fractions should he write to replace the ✺?

   A 1/6  
   B 2/6  
   C 3/6  
   D 4/6
On Monday, the school store sold pencils, pens, erasers, and rulers.

- The store sold 6 more pencils than pens.
- The store sold 2 times as many erasers as rulers.

Which of these bar graphs could show the items that were sold on Monday?
Write your answers to parts (a) and (b) of open-response question 13 in the spaces provided.

Use your MCAS ruler to answer question 13.

13 A rectangle is shown below.

<table>
<thead>
<tr>
<th>a. Draw line segments on the rectangle to divide the rectangle into 8 equal parts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. What fraction of the area of the whole rectangle is the area of each part?</td>
</tr>
</tbody>
</table>
1. Ryan put 24 books on shelves. He put 8 books on each shelf. Which equation can be used to find $s$, the number of shelves Ryan put books on?

- $\text{A} \quad 8 \times 24 = s$
- $\text{B} \quad 8 \div 24 = s$
- $\text{C} \quad s \times 8 = 24$
- $\text{D} \quad s \div 8 = 24$

2. Last month James read three books. The chart below shows the number of pages in each book he read.

Books that James Read

<table>
<thead>
<tr>
<th>Title of Book</th>
<th>Number of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brave Boy</td>
<td>42</td>
</tr>
<tr>
<td>Wild Horses</td>
<td>61</td>
</tr>
<tr>
<td>Baseball Hero</td>
<td>58</td>
</tr>
</tbody>
</table>

Which estimate is closest to the total number of pages that James read last month?

- $\text{A} \quad 150$
- $\text{B} \quad 160$
- $\text{C} \quad 180$
- $\text{D} \quad 200$

3. The graph below shows the numbers of laps four children ran in gym class.

Numbers of Laps Children Ran

What is the total number of laps the four children ran in gym class?

- $\text{A} \quad 21$
- $\text{B} \quad 16$
- $\text{C} \quad 11$
- $\text{D} \quad 9$
4. There are 6 children on a bus. Each child is wearing a hat.
What fraction of the children on the bus are wearing a hat? Write your answer in the Answer Box below.

Answer Box

5. Amy’s house has a porch that is covered with 1-square-foot tiles. The porch is in the shape of a rectangle, as shown below.

Amy counted the tiles to find the area of the porch.
Which of these is another way Amy could find the area, in square feet, of the porch?

- A. \((4 + 3) + (4 + 3)\)
- B. \((4 \times 3) + (4 \times 3)\)
- C. \(4 + 3\)
- D. \(4 \times 3\)
### John A. Parker Elementary School
### At-Home Learning Packet
### Grade 3

| Day 11 | **ELA:**
| Spring Training Day 1: *read* Fixing My Sister’s Bike *passage and answer the Jeopardy questions using BCU?*
| **Math:**
| Spring Training Day 1: *begin answering the multiple-choice questions using CUPS*

| Day 12 | **ELA:**
| Spring Training Day 2: *reread* Fixing My Sister’s Bike *passage and answer the Day 2 multiple choice questions using BCU?*.
| **Math:**
| Spring Training Day 2: *finish answering the multiple-choice questions using CUPS*

| Day 13 | **ELA:**
| Spring Training Day 3: *reread* Fixing My Sister’s Bike *passage and complete a RACES to answer the text-based essay.*
| **Math:**
| Spring Training Day 3: *begin to answer the Day 3 constructed-response question using CUPS.*

| Day 14 | **ELA:**
| Spring Training Day 4: *Use your completed RACES chart from Day 3 to publish your text-based essay on the lined paper provided.*
| **Math:**
| Spring Training Day 4: *finish answering the Day 3 constructed-response question using CUPS.*

| Day 15 | **ELA:**
| **Math:**
| Spring Training Day 5: *answer weekly test questions.*

*It is also recommended that students access Lexia and Dreambox through their Clever accounts and complete 30 minutes on both programs each week day. Clever can be accessed at [www.newbedfordschools.org](http://www.newbedfordschools.org).*
I love to fix things. I'm only eight years old, but I can figure lots of stuff out by myself. I want to be a scientist when I grow up.

Last week, the red, shiny reflector came off my sister's bicycle seat. My sister Ariel said she wanted to take it to the bicycle repair shop to be fixed.

"No way!" I stopped her. "I know how to fix things, so I'll fix this too!"

"Well, it had better work!" Ariel said. She looked like she didn't believe me.

I got some rope from the closet, and I tied the reflector right back onto the bike. It dangled a little bit, but it still worked just fine.

"It looks messy," Ariel said.

When my dad came home, I showed him how I had fixed the bike.

"Do you think that's the best solution?" he asked me.

I looked over at the reflector. On second glance, it didn't look that secure after all. There were
some pieces of rope hanging off.

I shrugged.

"Yes! It's fine!" I said.

I thought it was the best solution. I had come up with it, after all, so it had to be the best.

"Okay," he said. "Let's see how long it stays attached to the bike."

My dad said he was proud of me for taking initiative. That means I see something that needs to be fixed and do it without being told!

"I think I have a new lesson for you, though," Dad said. "I want to show you how to conduct an experiment."

I had come up with a solution to a problem, and now the second step was to test it under different conditions.

I asked my sister when she was planning to go for a bike ride. She said at 2:00 p.m.

I grabbed a pen and a piece of paper and made two columns on the paper. One column said GOOD, and one column said BAD. At 2:00, I went outside to watch her ride.

First, she rode down the sidewalk and the reflector stayed on. I made a checkmark in the GOOD column.

Next, she went over a bump and the reflector stayed on. I made another checkmark. Good again!

Then, she rode underneath a tree. Uh oh! I knew what was coming next.

One of the branches from the tree swept across the back of her bike, and the next thing I knew the whole reflector was untied and on the ground!

Ariel cried out, "My reflector!"

I made another checkmark, this time in the column that said BAD.

"Back to the drawing board!" I said.

"Grrrr!" said Ariel.
Later that night, my dad and I sat down with my paper to look at the checkmarks.

"Under what conditions did the reflector stay on the bike?" he asked me.

I looked. "Well, it stayed on when the bike was riding normally, but it fell off when it was hit by that tree branch."

"What you have on that sheet of paper is called scientific data," Dad said. "What do you think you can learn from this?"

"I don't think the rope worked very well," I said.

"I don't think so, either," he said. "But you did have to test it first to be sure."

"Well, I tested it and now I know."

"What will hold the reflector on a little bit better?"

"Let's use glue!" I said.

We went downstairs, where the family keeps all our tools. Dad pulled the bike up onto the bench and took out the Super Glue.

I'm not allowed to use strong glue by myself. So we did this part together.

We let the glue dry overnight, and the next day I conducted my experiment all over again.

"You're not going to break my reflector again, are you?" my sister asked. She looked a little mad and suspicious.

"Well, I don't think so," I told her. "But that's what this experiment is for. Do you trust me?"

"I guess so," Ariel said. "But mainly because Dad helped this time!" She stuck her tongue out at me.

I made her ride the bike exactly the same way she had the last time so that we could try to recreate the conditions. This is important in a scientific experiment.

She rode down the sidewalk. The reflector stayed on. So far, so good!

Then, I had her go over the bump again. The reflector stayed on. I made another checkmark. But now it was time for the final test.
"Okay, get ready!" I yelled. "It's time to ride under the tree!"

Just like last time, my sister rode under the tree. However, this time, the reflector stayed on the bike.

"Yay! It didn't fall off!" Ariel squealed happily.

I was pretty proud myself. I made a great big checkmark in the GOOD column, and then drew a smiley face just for fun.

I turned around to see that my dad had been watching the entire time.

"Excellent work, little scientist," he said. "You recreated the experiment and found the solution to your sister's bike problem."

"And I saved us a trip to the bike shop!" I said.

"You sure did," Ariel said. And then she gave me a great big hug.
Fixing My Sister's Bike - Comprehension Questions

Name: ___________________________ Date: ____________

1. What keeps falling off Ariel's bicycle?
   A. the front wheel
   B. the back wheel
   C. the reflector
   D. the seat

2. The narrator is the person who is telling the story. In this story, the narrator is Ariel's sibling. How does the narrator finally solve the problem of the reflector falling off Ariel's bike?
   A. by taking Ariel's bike to a repair shop
   B. by tying the reflector on with some rope from a closet
   C. by asking her dad to fix the reflector by himself
   D. by gluing the reflector on with help from her dad

3. Rope does not keep the reflector on the bike as well as glue does.

   What evidence from the passage supports this statement?
   A. The main character's father helps her glue the reflector onto the bike after the reflector falls off a second time.
   B. After the reflector is tied onto the bike with rope, it stays on when Ariel rides down the sidewalk.
   C. After the reflector is tied onto the bike with rope, it stays on when Ariel rides over a bump.
   D. The reflector falls off after being tied onto the bike, but it does not fall off after being glued on.

4. Why does Ariel give the narrator a hug at the end of the story?
   A. Ariel is upset about how long it has taken to fix the bike.
   B. Ariel is happy that her sister has fixed the bike.
   C. Ariel is excited to take her bike to a repair shop.
   D. Ariel is confused because she does not understand how her sister fixed the bike.
5. What is this story mainly about?
   A. two sisters who do not get along until their dad makes them be nice to each other
   B. a bike that is unsafe to ride because it is falling apart
   C. a problem with a bike and what the main character does to solve it
   D. a girl whose bike breaks and what happens when she takes it to a repair shop

6. Read the following sentence: "Last week, the red, shiny reflector came off my sister's bicycle seat."

   What does the word reflector mean?
   A. a wheel that turns very slowly
   B. something that shines when light hits it
   C. a type of metal that is worth a lot of money
   D. a safety pad that someone riding a bicycle wears

7. Choose the answer that best completes the sentence below.

   The narrator tries fixing the reflector with glue _______ rope does not work.
   A. after
   B. although
   C. before
   D. so

8. What causes the reflector to fall off Ariel's bike after it has been tied on with rope?

9. What are the three bike riding conditions that the narrator has Ariel recreate after gluing the reflector on Ariel's bike?

10. Why is recreating these conditions important to the narrator's experiment?
Shark
500 Point Question

What is the most likely meaning of the word **dangled** as used in paragraph 5?

a. swung
b. wrapped
c. vibrated
d. stuck

Cheetah
500 Point Question

Read sentence from paragraph 13 in the box below.

"Okay," he said. "Let's see how long it stays attached to the bike."

The word *it* in the sentence takes the place of which of the following nouns?

a. solution
b. test
c. reflector
d. bike
### Part A:
What does the passage **most likely** suggest about Ariel?

- a. She is a talented bike rider.
- b. She doesn’t trust the narrator to solve the problem.
- c. She rides her bike in the same direction every day.
- d. She is a helpful sister.

### Part B:
Which of the following details from the passage best supports your answer to **Part A**?

- a. """But mainly because dad helped this time."
- b. """Do you trust me?"
- c. "And then she gave me a great big hug."
- d. "Yeay it didn’t fall off!"
What is the most likely reason the narrator made two columns labeled GOOD and BAD included in paragraph 18?

a. to explain which materials they were going to use to fix the reflector
b. to persuade Ariel to ride her bike in the same direction for both tests
c. to inform the reader of how they planned to track their data
d. to provide the reader with background information on reflectors

According to the passage, which of the following events happened after the narrator tested his first solution?

a. The narrator tied the reflector to the bike with some rope.
b. The narrator’s father showed him how to conduct an experiment.
c. The reflector broke off of Ariel’s bike.
d. The narrator keeps the family from going to the bike shop.
Spring Training Week 6 Multiple Choice
Fixing My Sister’s Bike
Name: ________________________________

Directions: Read the questions below and choose the best answer.

1. Which of the following best describes the sequence of events from the story?
   a. The girl began to fix her sister’s bike, Ariel squealed with delight, her father was proud, the reflector of Ariel’s bike fell off.
   b. The reflector of Ariel’s bike fell off, Ariel squealed with delight, the girl began to fix her sister’s bike, her father was proud.
   c. The reflector of Ariel’s bike fell off, the girl began to fix her sister’s bike, her father was proud, Ariel squealed with delight.
   d. Ariel squealed with delight, the reflector of Ariel’s bike fell off, the girl began to fix her sister’s bike, her father was proud.

2. Based on page 4, how is the girl most likely feeling when she draws a smiley face on her paper?
   a. Excited
   b. Proud
   c. Upset
   d. Shocked

3. Read the words from the folktale in the box below:

   Thought
   Fix
   Conduct
   Asked

Which of the following is true of all of these words?
   a. They are all contractions
   b. They are all adjectives
   c. They are all nouns
   d. They are all verbs
4. Reread the sentence from the passage below:

One of the branches from the tree swept across the back of her bike

Which of the following best defines the word swept as used in the text?
   a. cleaned
   b. hit
   c. fell
   d. untie
Directions: Analyze the question below. Then, use the space below the question to draw a RACES to help you plan your answer.

Text-Based Essay Question: Based on the passage, Fixing My Sister’s Bike, explain the lesson the narrator learned about coming up with the best solution.
from Is My Dog a Wolf?
by Jenni Bidner

Close Cousins

In the days of your great-great-(add about 1,000 greats)-grandparents, wolves and dogs shared the same ancestor—the ancient wolf. Gradually, over the centuries, dogs evolved and changed to become their own species, and wolves stayed wolves.

Even though it has been thousands of years since dogs have been wild, many things a dog does by instinct a wolf also does.

How different are they? Well, you can’t tame a wolf and turn it into a dog. And a dog that gets lost in the woods will not become a wolf simply because it doesn’t live in someone’s home. The two species have changed too much in the past thousands of years.

Once you understand that dogs and wolves are different, you can look at the ways they are similar. For example, a dog shares a lot more characteristics with a wolf than he does with a cat or a person.

Can Wolves Be Trained?

Wolves are very smart animals, but because they are wild, they have much less interest in being trained. They cannot easily (or as reliably) be taught to do tricks, walk on a leash, or sit on command.

Dogs, on the other hand, can be trained to do all sorts of things, from shaking hands and jumping through hoops, to guiding blind people, tracking criminals, and sniffing out illegal drugs.
The Nose Knows

Dogs and wolves can see, of course, but their sense of smell is much more important to them. Their sense of smell is thousands of times better than ours. So, it’s not surprising that they use their noses more than we do.

Think of your room. Picture your bed, desk, clothes, toys, and posters. Humans are very visual. When we think of something, we tend to picture it in our mind.

Your dog probably pictures your room by its smells as well. The smell of your shampoo on your pillow. The stink of your socks under the bed. Sounds crazy, but it’s true.

Wolves use their sense of smell to find animals such as deer, which they hunt for food. They try to smell dangers, including other wolves or hunters. They also judge the health and moods of other wolves by their smell.

Dogs are so good at using their noses that many are given smelling jobs. Police dogs use their noses to detect illegal drugs and chase down criminals.
Hear This
Both dogs and wolves can hear better than we can. They can detect quieter noises as well as a wider range of musical notes. That's why we can't hear a high-pitched silent dog whistle, but dogs and wolves can.

All wolves have upright pointy ears, but dogs have a variety of ear shapes. It doesn't seem to matter whether your dog has pointed ears, floppy ears, or tiny ears—they can all hear better than we can.

Wolf and dog ears also do more than just hear. Their shape and position can change, which is an important tool for communication. Perky ears mean they are paying attention to someone or something. Scrunched-up ears, especially on dogs with floppy ears, can mean they're worried or fearful. Flattened ears usually mean a warning or aggression. However, softly flattened ears can also be a friendly sign when the dog is trying to please his leader—you!

Watch your dog's ears so you can learn this important part of dog language.

Through Their Eyes
Dogs and wolves don't see colors as well as most people do. They have trouble telling the difference between red, orange, green, and yellow. This means a yellow toy on a red rug might almost be invisible to them.

Don't feel too bad for them. They might not be able to appreciate the colors in your art project, but they are excellent at detecting the slightest motion—an important hunting skill.

Some dogs have better eyesight than others. Certain dogs (especially those with long noses, such as greyhounds) prefer to hunt with their eyes rather than with their noses. They're probably using both, but some dogs favor one over the other.

Howling & Yowling
Wolves love to howl, which is best described as wolf singing. Howling together
seems to be a bonding experience for the whole wolf family. A few types of dogs, such as beagles and bloodhounds, love to howl as well.

Wolves usually bark only as a warning about possible intruders. But barking is probably the most common dog noise. In fact, dogs tend to bark a lot. They bark to warn you about strangers. They bark when they play. They bark when they want attention. And some bark just because they’re bored.

Both dogs and wolves will snarl and growl as a warning to other animals, people, or things that scare them. Always take a growl seriously. It’s one of the ways a dog warns you he is thinking about biting because he’s afraid, feels threatened, or needs to protect his home area.

... Why Does My Dog Chew My Stuff?

It’s not because he’s mad at you.

The wolf pup below is chewing on a deer antler for several reasons. There is some small nutritional value gained by chewing antlers and crunching on bones. It is also the way wolves brush their teeth. (The rough texture of bones scrubs the teeth clean.) But mostly, it is just fun and tastes good.

Most of us don’t leave antlers lying around the house, so table legs, shoes, and hockey sticks probably seem like good antler substitutes.

Many dogs get scared or bored when they are left alone, and chewing on something can be comforting and entertaining to them. If that “something” smells like you, it is all the more appealing. So when he eats your homework, it really means he misses having you around—but don’t try explaining that to your teacher.

... Why Does My Dog Dig?

Digging is a survival tool for wolves, but it’s just plain old fun for dogs.

Wolves dig holes to hide leftover food and bones, so they’ll have a nice snack for later. Some dig to catch small underground animals such as mice and moles, which make tasty snacks. Or they dig to create a cool
hole to lie in during the summer…or a warm snow cave in the winter. Adult wolves dig underground dens for puppies to provide shelter and safety.

Dogs may dig for some of the same reasons, but one thing is for sure: freshly dug dirt has all sorts of interesting smells. And dogs (and wolves) love to use their noses.

House Rules

In the wild, wolves live by wolf rules. Most of their days are spent caring for the young, resting, and hunting. Dogs, however, must live by people rules both inside and outside the home. Their willingness to do this is probably the biggest difference between the two species.

Mark your choices for multiple-choice questions 1 through 10 by filling in the circle next to the best answer.

1. According to the passage, how long did it take for dogs to become different from wolves?
   - A. many days
   - B. many weeks
   - C. many months
   - D. many years

2. Based on the passage, which of the following would a wolf be unlikely to do?
   - A. growl at a sign of danger
   - B. obey when told to roll over
   - C. follow the scent of an animal
   - D. chew on the bones of an animal

1. Based on the passage, which of the following would a wolf be unlikely to do?
   a. Growl at a sign of danger
   b. Obey when told to roll over
   c. Follow the scent of an animal
   d. Chew on the bones of an animal

2. Based on paragraph 15, a dog’s ears can show what the dog is
   a. Eating
   b. Feeling
   c. Hearing
   d. Smelling

3. Read the sentence from paragraph 12 below:

   "They can detect quieter noises as well as a wider range of musical notes"

   Based on the paragraph what does detect mean?
   a. Try
   b. Use
   c. Make
   d. Notice

4. Based on the passage, what is one reason wolves dig?
   a. To hide a toy
   b. To make a home
   c. To sharpen their claws
   d. To show their strength

5. Read the following words from the passage in the box below:

   crazy
   high-pitched
   floppy
   important

   Which of the following is true of all these words?
   a) They are compound words
   b) They are adjectives
   c) They are verbs
   d) They are proper nouns
4. Based on the passage, what is one reason wolves dig?

   e. To hide a toy
   f. To make a home
   g. To sharpen their claws
   h. To show their strength
1. Which of these sentences matches the expression in the box below?

\[ 30 \div 6 \]

A. There are 30 students in Ms. Hall’s class, and 6 students are not in class.

B. There are 30 students in Ms. Hall’s class, and 6 new students join the class.

C. There are 30 students in Ms. Hall’s class, and the students are in 6 equal groups.

D. There are 30 students in Ms. Hall’s class, and each student brings in 6 plastic bottles.

3. The Walker family drove 362 miles. What is 362 rounded to the nearest hundred?

A. 300

B. 360

C. 370

D. 400

2. cut a large piece of cloth into small rectangles. Each small rectangle has the same area. The area of each small rectangle is \( \frac{1}{8} \) the area of the large piece.

How many small rectangles did Anton cut the large piece of cloth into?

A. 1

B. 7

C. 8

D. 9
Point Q is shown on this number line.

Which fraction best names point Q on the number line?

A $\frac{1}{4}$  
B $\frac{1}{3}$  
C $\frac{3}{4}$  
D $\frac{4}{4}$
This question has three parts.

Kevin is cutting oranges and apples into smaller pieces.

**Part A**

Kevin cuts each orange into fourths. He has already cut 12 fourths.

How many oranges has Kevin cut so far? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.
Part B

Altogether, Kevin will have cut 8 oranges into fourths.

How many fourths will Kevin have cut in all? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.
Part C

Kevin has 8 apples. He will cut each apple into sixths.

Will Kevin have more orange pieces or apple pieces? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.
1. There are 9 classes at Linda's school. Each class has 30 children. What is the total number of children at Linda's school?

   A 27
   B 39
   C 270
   D 390

Mr. Jacobs showed the shapes below to his class.

Which word describes all of the shapes?

   A rectangles
   B quadrilaterals
   C triangles
   D squares

3. Each student in a third-grade class made a paper snowflake and measured its length. The line plot below shows the length, in inches, of each paper snowflake.

   Length of Paper Snowflakes (in inches)

What is the length, in inches, of the longest paper snowflake?

   A 3 \frac{1}{2}
   B 4
   C 4 \frac{1}{2}
   D 5
4.

The shape below has a total area of 1 square unit. The shape is divided into equal parts. One part of the shape is shaded.

What is the area, in square units, of the shaded part of the shape? Write your answer as a fraction in the Answer Box below.

**Answer Box**

[15]
5.
Bonnie has a card with a picture that models a multiplication fact, as shown below.

\[5 \times 7 = 35\]

In the Answer Box below, write a division fact that matches Bonnie’s picture.