



3rd Grade & 3rd Grade Gifted Supply Lists & Summer Learning Assignments 2021-2022

Supplies:

- 6 composition notebooks
- 1 **red** plastic folder with two pockets
- 1 **green** plastic folder with two pockets
- 2 packs of wide ruled paper (200 sheets)
- 1 box of crayons (24 count)
- 1 box of colored pencils
- 12-inch ruler with centimeters and inches
- 1 pack of blue pens
- 2 large erasers
- 4 packs of 24 #2 pencils (**NO MECHANICAL/LEAD PENCILS**)
- 1 pencil sharpener with a lid
- 4 jumbo glue sticks
- 4 highlighters (multi-color)
- 1 pair of safety scissors (blunt tip)
- Zippered pencil pouch (no boxes)
- 1 pack of Expo dry-erase markers (thick tip)
- 1 pack of sheet protectors
- **Required Spirit/Field Trip T-Shirts:** You can purchase these shirts from our school store.
[MemberHub](#)
- **Headphones or ear buds *MANDATORY***
 - To be kept in a Ziploc bag labeled with student's name
- PTA will be providing 2021-2022 agendas for students in grades 2-5

All supplies need to be replenished, as needed, throughout the school year

Students in the Gifted Program may receive an additional list of materials to purchase during the first week of school.

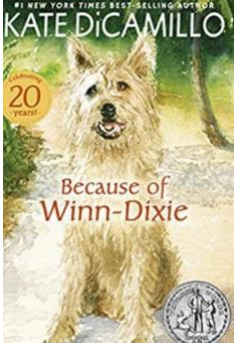
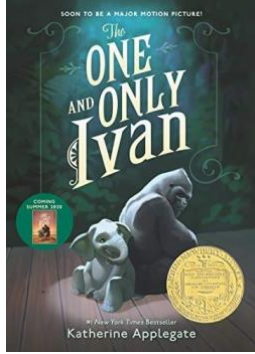
WISH LIST (*If Accessible)

- 1 box of Kleenex tissues
- 2 large bottles of hand sanitizer*
- 2 Bottles of Clorox or Lysol wipes*
- 2 boxes of Ziploc bags (sandwich size)
- 4 reams of **white** copy paper



**3rd Grade & 3rd Grade Gifted
Supply Lists & Summer Learning Assignments 2021-2022**

Required Novels

General Education Novel	Gifted Novel
	

UNIFORMS

Our school has a mandatory uniform policy, which means that all students are required to dress in uniform each day. The school's uniform consists of selected styles in navy blue or khaki colored pants, shorts or skirts and red or navy blue polo tops displaying our logo. On Friday's students are permitted to wear our school spirit shirt. You can purchase embroidered polo tops, school logo patches, and spirit wear from our school store. [MemberHub](#)

MAGNET STUDENTS

Students in grades K-5 enrolled in George W. Carver Elementary School's Italian & Spanish Magnet Program, who wish to participate in performances held throughout the school year, are **REQUIRED** to purchase a performance outfit. These can be purchased through our school store.

[MemberHub](#)

A performance outfit consists of a Red, Dry Mesh Pique Unisex Polo with the G.W. Carver Elementary logo and khaki pants.

THURSDAY COMMUNICATOR

Please sign-up to receive our "Thursday Communicator", which is a weekly newsletter with the latest updates over the summer and into the school year.

<https://gwcarverelem.legacy.memberhub.com/join/vny003>



READING SUMMER ASSIGNMENTS: Incoming 3rd Grade Students

Dear Parents and Students,

Welcome to Third Grade at George Washington Carver Elementary School! This summer, your child will be completing a "Countdown to 3rd grade" reading comprehension packet. Students must complete the reading packet and turn it in on the first day of school.

Busy Buzzing Bees


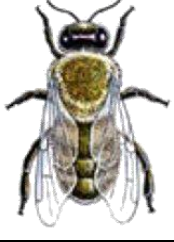

1 Honeybees are best known for their buzzing sounds, but this amazing insect is so much more than that! Honeybees produce honey. They can also help plants and flowers.

2 Honeybees have yellow and black bodies. These striking colors serve as a warning to animals who might try and eat them. Their bodies are covered with tiny hairs. Bees are excellent fliers. They can fly up to speeds of 20 miles per hour and beat their wings up to 200 beats per second. Female worker bees have a stinger. If the hive is attacked, worker bees will swarm from the hive and use their stingers to attack.

3 Bees are social insects. They live in very large systems called colonies. These colonies are housed in nests called hives. There can be over 20,000 bees in one hive. Honeybees are originally from Europe and Africa. But over time, people have brought them all around the world. Honeybees can now be found on every continent except Antarctica.

4 With so many insects in one place, each bee has a very important job. Members of the hive are divided into three types: workers, queen, and drones. Worker bees are female bees. They work to find food, build and protect the hive, and circulate air in the hive by beating their wings. The queen bee's job is simple. She lays eggs. If the queen dies, worker bees will create a new queen by feeding a young worker bee a special jelly called "royal jelly". This helps the new queen lay eggs. Male bees are called drones.

Types of Bees in the Hive

QUEEN		There is only one queen per hive. Her job is to lay eggs and to preside over the hive.
DRONE		Drones are the only males in the hive. Unlike the Queen and workers, they do not have stingers.
WORKER		All worker bees are female. Their role is to collect food and water, care for the baby bees, and guard the hive.

5 Honeybees make honey. Bees produce honey to use as food during the winter months. To make honey, bees use the nectar from different flowers and trees. As they gather nectar, they store it in a special area in their throat. There, the nectar mixes with a special liquid. Once they return to the hive, the nectar mixture is dropped into honey combs. This liquid is then dried out by the worker bees beating their wings. When the honey is set, the bees seal the honeycombs with wax. Now, the honey is ready to be used in the winter months when food is hard to find. Bees are so good at making honey, that they produce way more than they need. This is why beekeepers are able to take out some honey to sell.

6 Bees are helpful to the environment and people. As bees search for nectar, they collect pollen on the tiny hairs that cover their legs and body. When they move from flower to flower, this spreads the pollen. Spreading pollen helps the plants make fruit and seeds. Without bees, many plants would die. Farmers sometimes use bees to help pollinate their crops. Beekeepers take care of colonies of bees to gather the honey combs for bees wax and honey. Bees wax can be used for candles and many products. Honey can be eaten.

7 These busy buzzing insects are important to the environment and people, but their population is on the decline. No one is really sure why, but many hives and queens are being left. Scientists are working to better understand the honeybee so they can help keep this amazing and important insect alive!

Directions- Use the article, "Busy Buzzing Bees" to answer the following questions.

1. According to the article, "Busy Buzzing Bees", where are honeybees originally from?
 - a. North America and South America.
 - b. Asia and Europe
 - c. Aricia and Asia
 - d. Europe and Africa

2. According to the article, "Busy Buzzing Bees", why are honeybees now found on almost every continent?
 - a. The wind blew them all over the world.
 - b. People brought them all over the world.
 - c. Honeybees have flown all over the world.
 - d. Honeybees fly to find food.

Part A

3. Read the sentences from the article.

“Honeybees are best known for making honey. Bees produce honey to use as food during the winter months. .”

In this sentence, the word produce most likely means:

- a. to eat
- b. to find
- c. to mark
- d. to make

Part B

4. Which words or phrases from the sentence in question 3 help you understand the meaning of produce.

- a. “...for making honey”
- b. “Honeybees are best know...”
- c. “...use as food...”
- d. “...during the winter months...”

5. Why does the author include the diagram, “Types of Bees in the Hive” found on page 1?

- a. To illustrate the different species of bees.
- b. To show and explain the differences between the queen, worker, and drone honeybees.
- c. To remind the reader about what all honeybees look like.
- d. To illustrate the different body parts of bees.

6. In which paragraph would you find information on how honeybees make honey?

- a. paragraph 2
- b. paragraph 3
- c. paragraph 4
- d. paragraph 5

7. According to the text, how can bees help people? Select all that apply.

- a. Bees make honey that people eat.
- b. Bees can help pollinate crops to make food.
- c. Bees can sting animals that try to eat crops.
- d. Bees can make bees wax that people use to make candles.

Part A

8. What is the main idea of paragraph 6?

- a. Bees are helpful to the environment and people.
- b. There are three main types of honeybees.
- c. Bees can pollinate crops.
- d. Bees produce honey.

Part B

9. Which sentence from the text best supports your answer for question 8?

- a. "This helps the plants produce fruit and seeds."
- b. "Bees are so good at making honey, that they produce way more than they need."
- c. "Honeybees are best known for making honey."
- d. "With so many insects in one place, each bee has a very important job."

The Bee and the Goats

A Play

CHARACTERS: Narrator Cat Boy Rabbit Fox Bee

Scene: *The action takes place on a large green grassy area with a hill and a carrot field. The scene opens with a boy and his three goats.*

Narrator: Once a boy had three goats. One was a big goat. One was a middle-sized goat. And one was a little goat. The boy lived near a hill. Every day he took the goats to the hill to eat the green grass.

One morning, on the way to the hill, the goats ran into a carrot field. The boy ran after the goats, but he could not get them out. So he sat down on the grass. He was so upset he began to cry. Then, along came a cat.

Cat: Why are you crying?

Boy: Oh, oh! My goats are in the carrot field. I ran and ran but I could not get them out.

Cat: Don't worry, I will do it for you!

Narrator: So the cat ran after the goats, but she could not get them out. Then she sat down on the grass and cried. Soon a rabbit hopped by.

Rabbit: (to the boy and the cat) Why are you crying?

Cat: Oh, I'm crying because the boy is crying.

Boy: And I'm crying because I cannot get my goats out of the carrot field!

Rabbit: I will do it for you!

Narrator: The rabbit hopped after the goats, but he could not get them out. So he sat down on the grass and cried, too. While they sat crying, along came a fox.

Fox: (to the boy, the cat, and the rabbit) Why are you crying?

Rabbit: Oh! I'm crying because the cat is crying!

Cat: And I'm crying because the boy is crying!

Boy: And I'm crying because I cannot get my goats out of the carrot field!

Fox: (to the boy, the cat, and the rabbit) I can get them out!

All together: Try it!

Narrator: So with that, the fox ran, and ran, and ran, but he could not get the goats out of the carrot field. So the fox sat down on the grass and cried too. Soon, a little bee flew by and saw them crying. Curious, the bee stopped to ask them what was wrong.

Bee: Why are you crying?

Fox: Oh! I'm crying because the rabbit is crying.

Rabbit: And I'm crying because the cat is crying.

Cat: And I'm crying because the boy is crying!

Boy: And I'm crying because I can't get my goats out of the carrot field!

Bee: I will get them out!

All together: You? You? How can a little tiny bee get three goats out of a carrot field?

Bee: Watch me and see!

Narrator: Away flew the bee to the biggest goat's back. Out of the field ran the biggest goat. Away flew the bee to the middle-sized goat's back. Out of the field ran the middle-sized goat. Then on flew the bee to the little goat's back. And away ran the little goat out of the carrot field. When the bee returned, all the animals were surprised.

All the Animals: (starting at Bee in disbelief) How did you do that?

Bee: Sometimes even the small pack a mighty sting.

Narrator: And with that, the bee turned and buzzed away.

Directions- Use the play, "The Bee and the Goats" to answer the following questions.

11. Where does the play take place?
- a. In a backyard
 - b. In a classroom
 - c. In a grassy field with a hill and a carrot field nearby
 - d. In a bedroom
12. Why does the author include the Narrator in the play?
- a. The narrator helps to tell the story.
 - b. The narrator tells what all the other animals are saying.
 - c. The narrator helps the bee.
 - d. The narrator tells the moral of the story.

Part A

13. Read the following lines from the play:

All the Animals: (starting at Bee in disbelief) How did you do that?

Bee: Sometimes even the small pack a mighty sting.

Narrator: And with that, the bee turned and buzzed away. "

What does disbelief mean in these lines?

- a. to believe
- b. to have a belief
- c. to ask about a belief
- d. to not believe

Part B

14. What does the word part dis- from disbelief mean from question 13?

- a. do again
- b. not, apart from
- c. around
- d. with

Part A

15. At the end of the play, the animals learn a lesson from the Bee. What is the moral or lesson learned in this play?
- a. Goats like carrots.
 - b. Goats will do what they want and not listen to their keeper.
 - c. Foxes can't get goats out of a carrot field.
 - d. Sometimes even the small pack a mighty sting.

Part B

16. Select the line from the play that best supports your answer for question 15.
- a. "**Bee:** Sometimes even the small pack a mighty sting."
 - b. "**Fox:** "Oh! I'm crying because the rabbit is crying."
 - c. "**Boy:** Oh, oh! My goats are in the carrot field. I ran and ran but I could not get them out."
 - d. "**Rabbit:** Oh! I'm crying because the cat is crying!"
17. What happens after each animal tries to get the goats out of the carrot field?
- a. The characters laugh and play in the field.
 - b. The characters yell at the goats.
 - c. The characters begin to also eat the carrots in the field.
 - d. The characters sit down in the grass and cry.
18. Through-out the play, the author repeats the action of the animals and boy trying to get the goats out of the field, but then giving up and cry. Why do you think the author repeats this action throughout the text?
- a. To show that the animals and boy gave up on trying to get the goats.
 - b. To show that animals like to cry.
 - c. To show that the Rabbit is better than then the other animals and boy.
 - d. To show that goats like carrots.

Directions- Read the passage below to complete items 19-23.
Choose the answer that best completes the sentence.

Anthony's Beehives (A True Story)

Anthony's Beehive was founded in 1999. After watching a video in his 3rd grade classroom, Anthony became very interested in honeybees. Over time, this (19.)_____ [a. developed b. developing c. development d. develope] into a lifelong passion. Soon, Anthony's parents purchased (20.)_____ [a. to b. too c. two d. toe] beehives. Today, Anthony has around 100 hives located in Douglas County, (21.)_____ [a. Kansis b. Kansas. c. cansas. d. Cansas.] What makes Anthony's business different than other beekeepers is that Anthony was born with developmental disabilities. Instead of allowing his disabilities to define him, Anthony has worked to build a successful business. He is a role model to those around him.

(22.)_____ [a. Anthonys b. anthonys c. Anthony's d. anthony's] Bees is a family run business. Anthony's parents, brothers, and sisters all work to help bottle and package honey. (23.)_____ [a. There b. They're c. their d. Their] business focuses on good customer service and giving back to the community. We could all learn from Anthony's diligence and his commitment to the bees.

Learn more at: anthonybeehive.com

Name _____

Standards covered:

Ask and answer questions
Sequencing a story
Character's actions
Problem and solution
Context clues

Compound word
Scientific process
Main idea and details
Text features

The Missing Crayon

1 For school, Carla's parents bought her a special box of crayons. The box was large and had over 48 different colors. When she was done with her work, Carla loved to dump the crayons out on her desk and draw.

2 One day, Carla finished her work early and pulled out her special crayons. She dumped the box out onto her desk. Crayons went every where and some even fell on the floor. In her notebook, she sketched a dragon and a castle. She thought these quick drawings were the perfect illustrations for a new story she wanted to write.

3 When it was time to go to lunch, Carla quickly closed her notebook and began cleaning up the crayons on her desk. As she filled her box, she noticed that there was an empty space in the box. A crayon was missing! Someone had taken her crayon!

4 At lunch, all Carla could think about was her missing crayon. Who had taken it? She told her friend Nick about the missing crayon. Nick just knew someone had to have taken her crayon. Where else could it be? Nick told Carla that he saw Maggie using a crayon before lunch. Maybe it was Carla's missing crayon. Carla was angry!

5 After lunch, Carla asked Maggie about her stolen crayon. Maggie wrinkled her face. She slowly pulled out a yellow crayon from her desk, but Carla wasn't missing a yellow crayon.

6 Carla was even more upset about her missing crayon. If Maggie didn't take her crayon, then who did?

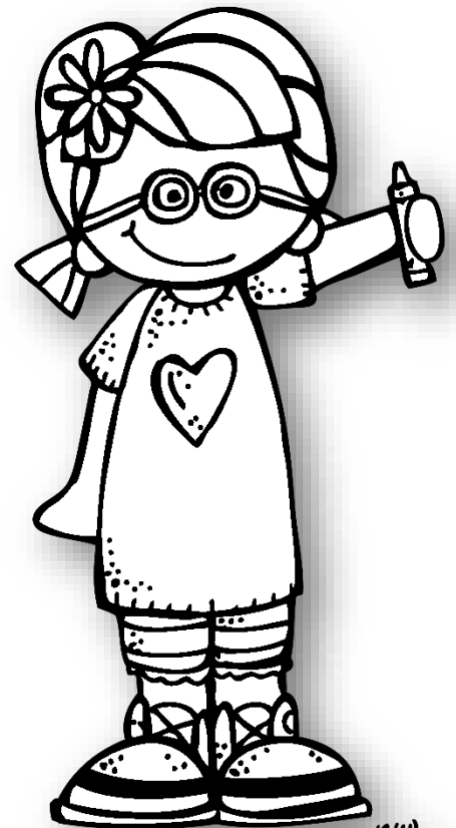


Illustration 1

7 Maggie smiled. She was sure she could help Carla find the missing crayon. Maggie worked to help Carla find the crayon. They asked each student at Carla's table about the missing crayon. Had they taken one of Carla's crayons?

8 Then, Carla stepped on something. She looked down. There was a dark blue crayon on the carpet. She looked at Maggie. Maybe someone hadn't taken her crayon after all.

Directions- Use the story, "The Missing Crayons," to answer the following questions.

1. Who is the story mainly about?
 - a. Nick and his friends
 - b. Carla and her friends, Nick and Maggie
 - c. Carla's teacher
 - d. Maggie

2. What happens FIRST in the story?
 - a. Carla steps on a blue crayon.
 - b. Carla asks Maggie about her missing crayon.
 - c. Nick tells Carla that Maggie was using her crayon.
 - d. Carla dumps her crayons on her desk so she can draw a picture.

Part A

3. Read this sentence from the text.

"In her notebook, she sketched a dragon and a castle. She thought these quick drawings were the perfect illustrations for a new story she wanted to write."

What does the word sketched mean in this sentence?

- a. to write
- b. to draw quickly
- c. to complete
- d. to paint a picture

Part B

4. Which words from the sentence in question 3 help you understand the meaning of sketched?
- a. "...a dragon and a castle..."
 - b. "...these quick drawings..."
 - c. "...wanted to write..."
 - d. "...a new story..."
5. Where does the story mainly take place?
- a. The playground
 - b. Maggie's house
 - c. Carla's classroom
 - d. Carla's house
6. What is Carla's problem in the story?
- a. Carla thought someone took one of her crayons.
 - b. Nick told Carla that Maggie had her crayon.
 - c. Maggie helped Carla look for the missing crayon.
 - d. Carla was drawing a picture.
7. How is Carla's problem solved?
- a. Carla asks Maggie about the missing crayon.
 - b. Nick helps Carla look for the missing crayon.
 - c. Maggie asks the students at Carla's table about the missing crayon.
 - d. Carla steps on a dark blue crayon on the floor.
8. How does Carla react when Nick tells her that Maggie was using a crayon in class?
- a. She is sad.
 - b. She is happy.
 - c. She is angry.
 - d. She yells at Maggie.

9. Read the chart.

Carla cleans up and notices one of her crayons is missing.
At lunch, Nick tells Carla that Maggie was using a crayon in the classroom.
Carla steps on a dark blue crayon on the carpet.

Choose the sentence that shows the missing event from the chart above.

- a. Carla's parents gave Carla a special box of crayons.
- b. Carla dumps out her crayons onto her desk.
- c. Carla draws in her notebook.
- d. Maggie helps Carla look for her missing crayon.

10. At the end of the story, Carla wonders if anyone had taken her crayon after all. How do you know that no one took Carla's crayon? Use evidence from the text to support your answer.

How Crayons are Made

9 Don't you just love a new box of crayons? But have you ever wondered how those crayons are made? The first crayons were produced by a company that made red paint for barns in the late 1800s. Crayons are made from mixing paraffin (a type of wax) and pigment (strong coloring) together. The resulting mixture is the stick of color we know today! Here's a closer look at how crayons are formed in a crayon factory.

STEP 1: MELT

10 Each week, a crayon factory receives tons of paraffin wax by train. The railcars are kept heated while they travel so the special wax doesn't harden. Paraffin wax will harden if it cools down. The wax is pumped into large holding cylinders near the factory called silos.

STEP 2: MIX

11 The wax is then moved from the silo into the factory through special pipes. Workers mix the wax and coloring in large heated kettles. Wax will not mix with water, so the color that is added is in powder form. The darker the color, the more powder the worker must add.

12 The factory workers also add a strengthening powder to the mixture. This safeguards the crayons from breaking easily. Then, the workers make sure the pigment, wax, and strengthening powder are mixed evenly.

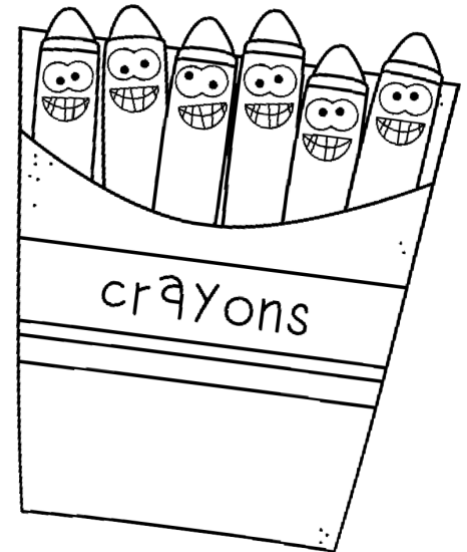
STEP 3: POUR

13 Once the wax mixture is stirred, the hot wax is pumped to a flat-topped machine. The machine pours the mixture into crayon molds. It can create 110 crayons with each pour. The machine cools the newly molded crayons with water, so the wax becomes solid.

STEP 4: LABEL

14 A robot arm gathers the newly molded crayons and brings them to a new machine to be labeled. Here, the crayons are wrapped in a label that has been coated with a special glue.

Illustration 2



Did you know? There are over 110 different colors of crayons!

STEP 5: PACK

15 Once the crayons are wrapped, they are sorted into large holding containers and dropped into boxes. The boxes are sealed and scanned to make sure that there is nothing but brand new crayons inside. Those yellow boxes are then grouped together and shipped to stores ready for children to create, color, and draw.

16 A crayon factory can produce hundreds of thousands of crayons each day, but not all colors are made at the same time. Special colors like *emerald green* are only created when the factory is making special boxes of crayons. So the next time you open a new box of crayons, think about the steps it takes to make those colored sticks of wax just for you!

Directions- Use the article, "How Crayons are Made", to answer the following questions.

Part A

11. What is the article, "How Crayons are Made", mainly about?
- Different types of crayons
 - How crayon colors are chosen
 - How crayons are created
 - How crayons are used in classrooms

Part B

12. Which detail from story **best supports** your answer to question 11? (Select 2)
- "A robot arm gathers the newly molded crayons and brings them to a new machine to be labeled."
 - "Special colors like *emerald green* are only created when the factory is making special boxes of crayons."
 - "The machine pours the mixture into crayon molds."
 - "The first crayons were produced by a company that made red paint for barns in the late 1800s."

13. Read these sentences from the article, "How Crayons are Made."

"The factory workers also add a strengthening powder to the mixture. This safeguards the crayons from breaking easily."

What does the word safeguards mean as used in this sentence?

- a. to wrap the crayons
- b. to color the crayons
- c. to keep the crayons from being stolen
- d. to protect or guard the crayons from breaking

14. What information can you gather from Illustration 2 and the caption found in this article?

- a. Crayons are wrapped in paper and a special glue.
- b. Crayons come in over 110 different colors.
- c. Crayons are colored using a special pigment powder.
- d. Crayons are made from paraffin and pigment.

15. What happens after the wax, pigment, and strengthening powder are mixed evenly, **but** before the crayons are labeled?

- a. The wax mixture is poured into crayon molds and cooled.
- b. The crayons are labeled.
- c. Pigment is added to the liquid wax.
- d. The crayons are boxed.

16. Read the sentence from the text below.

"The machine pours the mixture into crayon molds. It can create 110 crayons with each pour. The machine cools the newly molded crayons with water, so the wax becomes solid"

What does the word molds mean as used in the text?

- a. A growth of fungus that occurs on food or other wet places.
- b. A container used to give shape to something.
- c. Moving or changing an item to fit your needs.
- d. To fix closely to an object.

Directions- Read the passage below to complete items 17-20.
Choose the answer that best completes the sentence.

The Red Crayon

Dylan's favorite color was red. He (17.) _____ [a. war b. wore c. ware d. wear] red shirts and matching red shoes almost everyday. At school, he only liked to color with red crayons. One day, his class got a new student, Miguel. His teacher sat Miguel next to Dylan. Miguel was quiet. His teacher explained that it was because he couldn't speak English (18.) _____ [a. so, b. because, c. but, d. then,] Dylan liked him anyway. One day, the class was completing a project on birds. Dylan was outlining a picture of a cardinal on his poster. Miguel smiled. "Pájaro," said Miguel. "Bird," Dylan whispered back. Miguel (19.) _____ [a. placed b. place c. pick d. picked] up the red crayon. "Rojo," Miguel motioned to the crayon. "Red," Dylan stiffened. He wasn't sure he wanted to share his red crayon. Then Miguel pointed to the picture. "Bird red," Miguel said. Dylan smiled, "That's right! It's a red bird! Would you like to help me color it (20.) _____ [a. ? b. ! c. !" d. ?"] Miguel laughed. He reached into his desk and pulled out his own box of crayons. He showed Dylan his red crayon from his pack. "Si! Yes," replied Miguel. Relieved, Dylan pushed his paper over towards Miguel. Dylan knew he liked Miguel.

Sand

You are taking a walk on the beach. The sand is between your toes as the waves crash onto the shore. You pick up a handful of sand and run it through your fingers. Just this handful of sand contains thousands of grains. A single grain of sand has been moved and changed by rivers, waves, and the wind. Each grain of sand on Earth is made the same way over thousands of years.

What is Sand?

2 Sand is a naturally formed material. It is made up of rock, coral, and shell that has been ground together by wind and water. Over time, the materials break down into tiny pieces. Sand can be composed of special rocks. One type of rock is called quartz. Some sands are made up of 100 percent quartz. Other sands can be made from cooled lava or granite. Some sand is even made from the bones of dead sea animals.

What Color Can Sand Be?

3 Sand is usually found near bodies of water like the ocean or a lake. It can vary in color. Sand can be white, black, green, or even pink. The color depends on what types of rocks are found in the land near the water. White sand comes from the calcium in the bones of the marine life. White sand can be found in New Mexico. Green and black sand come from the hardened lava of volcanoes. This kind of sand can be found in Hawaii. Pink sand can come from corals, shells, marine life bones, or quartz. Pink sand is found in Bermuda and other tropical islands.

How is Sand Formed?

4 Sand is formed by a process called weathering. Weathering is the gradual wearing or breaking down of rocks through wind and water. Usually, it takes hundreds, or even thousands of years for the breakdown of materials to occur and for sand to be formed. For example, a large rock falls into a river. The river moves the rocks downstream. As it moves, the water pushes it against the river floor and other rocks. This wears down the rock as it travels. Eventually, the rock may wear down to the size of a pebble.

How Sand is Formed

1



Sand can be made from a large rock, like a boulder.

Over time, the wind and rain wear down the rock and break it apart. This process is called weathering.

3



Eventually the rock is broken into smaller pieces.

4



The small pieces of rock get washed into a body of water.

5



Over time, the waves smooth and break down the larger pieces of rock into the tiny bits of sand we see near lakes, rivers, and the ocean.

If the river empties out to an ocean with waves, the small pebble will then be pushed and pulled against the coastline. This movement of the water makes the stone even smaller, resulting in a grain of sand.

5 Another way sand is formed is through the breakdown of coral reefs in the ocean. For example, most beaches are white because of the calcium deposits from the skeletons of sea animals that once lived in the ocean. When sea creatures die, their skeletons sink to the bottom of the ocean. Over time, the movement of the water wears down the skeletons into tiny pieces. Eventually, the sand is pushed to the coastline. This is why we see white sandy beaches on islands.

What Is Beach Erosion?

6 Beach erosion occurs when sand is washed into the ocean. This is a constant process. It occurs because of wind, rain, and waves. Strong storms in the ocean can cause serious damage in a short period of time. As a result, the beach begins to "disappear." The only solution is to protect the land. Beach restorers will often pump sand from the ocean floor onto the beach. This is the most common way to protect it. About every five years or so, they must repeat this process due to erosion.

How is Sand Used?

7 There are many uses for sand. Industrial grade sand is used to make glass for cars, in the food industry, and in cleaning products. It is used in agriculture, landscape, and building materials. Sand is also a great way to ensure that children are safe on playgrounds. Sand is spread underneath swings, slides and trampolines.

8 Sand is an amazing thing. Not only does sand help us relax while we are on the beach, it also has many other practical uses in our everyday lives. The next time you grab a handful of sand, think of how long it took for the wind and water to make just those few grains.

• **Directions-** Use the article, "Sand," to answer the following questions.. •

1. According to paragraph 3 in the article, "Sand," how does sand get its color?
 - a. From the plants around the sand
 - b. From the rocks they are made from
 - c. From the water the sand is near
 - d. From the people who dye the sand different colors

2. In which section would you find more information on the many uses of sand?
 - a. "What is Sand?"
 - b. "How is Sand Formed?"
 - c. "What Color Can Sand Be?"
 - d. "How is Sand Used?"

Part A

3. Why did the author write the article, "Sand" ?
 - a. To explain how rocks are formed
 - b. To persuade readers to save sand
 - c. To explain how sand is formed
 - d. To describe the colors of sand

Part B

4. Which sentence from the article best supports your answer to question 4? (Select 2)
 - a. "Sand is usually found near bodies of water like the ocean or a lake."
 - b. "There are many uses for sand ."
 - c. "Another way sand is formed is through the break down of reefs in the ocean. "
 - d. "The color depends on what types of rocks are found in the land near the water."

5. Read these sentences from the article, "Sand."

"Sand is formed by a process called weathering. Weathering is the gradual wearing or breaking down of rocks through wind and water."

What does the word weathering mean as used in these sentences from above?

- a. The gradual wearing or breaking down of rocks
- b. Rocks that have been around for hundreds or thousands of years
- c. The process of the wind and rain
- d. The process on how rocks are formed

6. What information can you gather from the diagram "How Sand is Formed" found on page 2 of this article?

- a. Sand is usually found near bodies of water like the ocean or a lake.
- b. Another way sand is formed is through the breakdown of reefs in the ocean.
- c. Over time, the waves smooth and break down the larger pieces of rock into the tiny bits of sand we see near lakes, rivers, and the ocean.
- d. Beach erosion occurs when sand is washed into the ocean.

7. What text structure did the author use when writing the article, "Sand?"

- a. Problem and solution
- b. Compare and contrast
- c. Order and sequence
- d. Question and answer

8. Read the sequencing chart below.

Sand can be made from a large rock, like a boulder.
Over time, the wind and rain wear down the rock and break it apart. This process is called <u>weathering</u> .
The smaller pieces of rock get washed into a body of water.

Choose the best sentence to fill the empty box in the sequence.

- a. Eventually, the rock is broken into smaller pieces.
- b. Over time, the waves smooth and break down the larger pieces of rock into the tiny bits of sand we see near lakes, rivers, and the ocean.
- c. Over time, the movement of the water wears down the skeleton into tiny pieces.
- d. Black sand comes from the hardened lava of volcanoes. Black sand can be found in Hawaii.

9. According to the article, what is beach erosion?

- a. Beach erosion is the process of people taking sand from the beach.
- b. Beach erosion is the process of sand being pumped from the bottom of the ocean to the coast.
- c. Beach erosion occurs when animals live on the beach.
- d. Beach erosion occurs when sand is washed in to the ocean.

10. In the article, "Sand," the author explains that sand can be formed in different ways. Using the text and the diagram, explain two ways that sand can be formed. Use evidence from the text to explain the process.

A series of horizontal lines provided for writing the response to the question above.

Flying a Kite with Mom

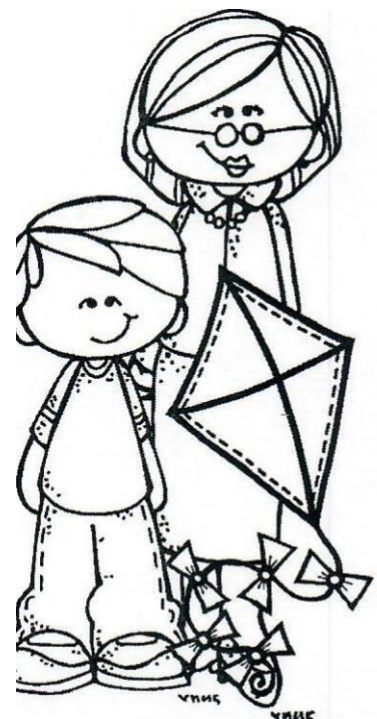
9 My mom and I went to the beach today. It was a beautiful, cool morning. After finding a place near the water, we laid down a blanket and took off our shoes. The sun was shining bright, and there was a steady breeze on our faces. The sand between my toes felt warm and soft. The waves crashed towards us. The water kissed my feet, and it tickled my toes. In the distance, I could hear a dog barking. It was a perfect day to be at the beach with my mom. Especially, after all the changes our family had been through this year.

10 From her bag, my mom pulled out a kite. It was a special kite made from paper and wooden dowels. It was red and had special Chinese lettering on the front. We worked quietly to assemble the kite. First, we laid down the paper. Then, we arranged the wooden sticks to support the kite. The dowels attached to the kite with glue. In a few minutes, the glue dried, and we were ready to try it out.

11 The wind was against our backs. We could feel the breeze move around us as it rushed away from the sea. Slowly, I unraveled the string. A gust immediately scooped up the kite and sent it high in the sky. I looked at my mom. She smiled as the wind whipped the kite higher and higher. I couldn't remember the last time I saw my mom smile like that. I grinned back. I think she'll like it here.

12 Suddenly, the wind gave a big thrust and pushed the kite up. The kite pulled with the wind and slipped out of my hands. In a panic, I groped for the handle as the wind pushed it away, leaving a little trail in the sand. Mom laughed and leapt up to grab the string. Whew! The kite was safe once more. "I think it's time to eat, Chang."

13 We sprawled out on the blanket and dug into the small snacks Mom packed. She brought some pork dumplings and donuts. I used my fingers to dip the pork dumplings into the sauce.



Then, I moved on to the don tats. The sweet and flaky pastry was a contrast to the salty pork dumplings. It reminded me of home and my grandparents in China. I looked over at Mom. I could see it on her face. She missed them, too.

14 "Don't worry, Mom. You will like it here. There are many new things to do and see. We can do things just like we did in China. But now, we're all together again. I missed you and grandma and grandpa when I first came here with Dad.

15 Mom patted my head and bit into another dumpling. "I know, Chang. I will grow to like California. Look at how much fun we had flying our kite today."

Directions- Use the story, "Flying a Kite with Mom," to answer the following questions.

11. Who is telling the story, "Flying a Kite with Mom?"

- a. Chang's mother
- b. Chang's grandparents
- c. Chang himself
- d. A person watching Chang

12. What information can you gather about the kite using ONLY the illustration on page 7?

- a. The kite is triangular shape.
- b. The kite is red.
- c. Chang's mother brought the kite from China.
- d. The kite has special Chinese lettering on it.

13. What does Chang and his mother do in the story, "Flying a Kite with Mom?"

- a. Chang and his mother are driving around a new neighborhood.
- b. Chang and his mother are flying a kite at the beach.
- c. Chang and his mother are having a picnic at the park.
- d. Chang and his mother go to dinner.

• Part A

- 14. Read these sentences from the text.

"It was a special kite made from paper and wooden dowels. It was red and had special Chinese lettering on the front. We worked quietly to assemble the kite. First, we laid down the paper. Then, we arranged the wooden sticks to support the kite. "

What does the word, dowels mean in this passage?

- a. wooden sticks
- b. plastic sticks
- c. wooden straws
- d. plastic straws

Part B

15. Which words from the excerpt in question 4 help you understand the meaning of dowels?

- a. It was red and had special Chinese lettering on the front."
- b. "... worked quietly to assemble the kite."
- c. "First, we laid down the paper. "
- d. "Then, we arranged the wooden sticks to support the kite."

16. What is the author's reason for writing the text, "Flying a Kite with Mom?"

- a. To explain how to make a kite.
- b. To tell a story about the special day Chang spent with his mom.
- c. To persuade the reader to think that kite flying is fun.
- d. To warn the reader not to fly a kite on the beach.

17. In the story, "Flying a Kite with Mom," the author uses various types of figurative language to help the reader understand the setting of the story. Choose a sentence below that is the best example of the author's use of personification from the story.

- a. "The sweet and flaky pastry was a contrast to the salty pork dumplings."
- b. "The wind was against our backs."
- c. "The water kissed my feet and it tickled my toes."
- d. "I could hear a dog barking in the distance."

- **Directions-** Read the passage below to complete items 18-20.
Choose the answer that best completes the sentence.

Building Sandcastles

Lilly and her sister Matilda love to build sandcastles at the beach (18.) _____ [~~a~~ere b. near c. neir d. ner] their house. One morning, Lilly and her sister set out for a short walk to the beach. As they arrived, the girls noticed a large crowd assembled along the boardwalk. Something exciting was happening! As they approached, the girls could see a camera crew and a reporter on the beach. They pushed their way through the crowd. "What's all the fuss?" Lilly ask a bystander. "Looks like they are gearing up for the annual castle building contest!" Matilda beamed at Lilly. They knew they had to enter the contest.

That afternoon, they were set to start! The whistle blew and the competition began. Who could build the (19.) _____ [~~a~~igless b. bigger c. biggest d. big] sandcastle? Lilly and Matilda worked quickly to fill their buckets with sand and water. (20.) _____ [~~a~~ey're b.

There c. their d. Their] castle slowly began to grow as the girls worked to pile and shape the sand. Suddenly, a bell rang. Only five minutes left! Lilly and Matilda raced against the clock. The castle was almost as tall as Lilly!

As Matilda worked to smooth the walls, she noticed a crack at the base of the castle. Using some water and fresh sand, she patched the sliver, hoping the remedy would hold until after the judging. Then, Lilly slammed another pail full on the top of the tower. She hoped the extra height would guarantee a win for her team. The weight of the sand caused the base to buckle. The girls watched as their hard work fell toward the ground, just as the timer went off. Tears filled Matilda's eyes. How could their castle be judged?