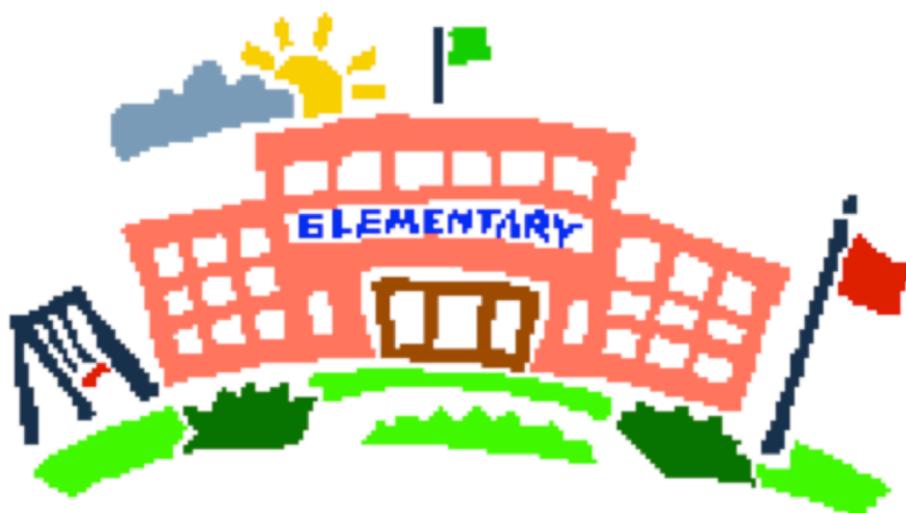


# Third Grade: Benchmark 2

## Parent Handbook



*This handbook will help your child review material learned this quarter, and will help them prepare for their second Benchmark Test. Please allow your child to work independently through the material, and then you can check their work using the answer key in the back of the handbook. If you have any questions or concerns about this material, please contact your child's teacher. Thank you for your support!*

# Essential Math Standards

## Learning Objective # 1:

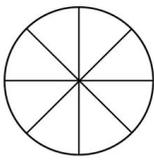


*"I can partition shapes into parts with equal areas and express the area as a fraction."*

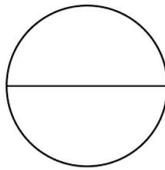
## Practice:

1. Which of the following shapes is not partitioned equally?

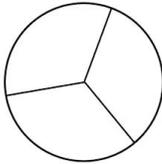
a.



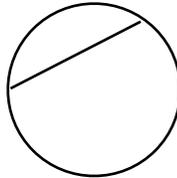
b.



c.



d.



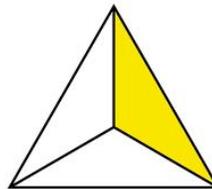
2. What fraction describes the area of each part?

a.  $\frac{1}{2}$

b.  $\frac{1}{3}$

c.  $\frac{2}{3}$

d.  $\frac{2}{4}$



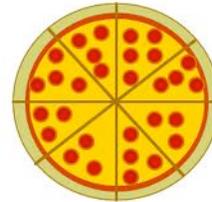
**Learning Objective # 2:**



*"I can understand fractions as part of a whole."*

**Practice:**

3. Four children are sharing the pizza shown. They will each eat the same number of slices. Which fraction below represents how many slices of pizza each child will receive?



- a.  $\frac{2}{4}$
- b.  $\frac{4}{8}$
- c.  $\frac{2}{8}$
- d.  $\frac{4}{6}$

4. What fraction of the set is shaded?

- a.  $\frac{3}{6}$
- b.  $\frac{3}{7}$
- c.  $\frac{4}{6}$
- d.  $\frac{4}{7}$



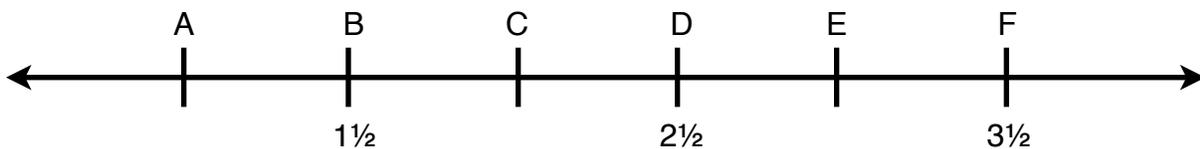
**Learning Objective # 3:**



*"I can understand and represent a fraction on a number line by partitioning it into equal parts."*

**Practice:**

5. Where is point C located on the number line?



- a.  $1\frac{1}{2}$
- b. 2
- c.  $2\frac{1}{2}$
- d. 3

6. Place an X on the spot where  $\frac{1}{2}$  would be on the number line in question #5.  
Explain why you put the X where you did.

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Learning Objective # 4:***



***“ I can understand equivalent fractions and compare fractions using models.”***

***Practice:***

7. Mr. Walker says that  $\frac{1}{2}$  is equivalent to  $\frac{2}{3}$ . Do you agree with Mr. Walker? Draw a picture to help you explain your answer.

Draw:

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Draw a picture to represent each fraction. Then choose the correct symbol to compare them.

$$\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{4}{6}$$

- a. <
- b. =
- c. >

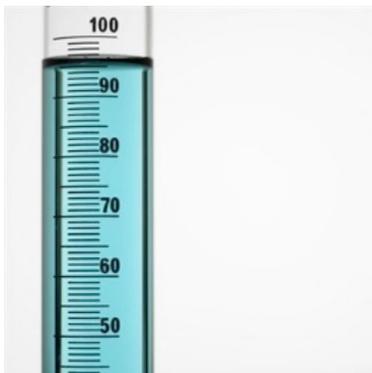
**Learning Objective # 5:**



*“ I can measure and estimate using grams, kilograms, or liters.”*

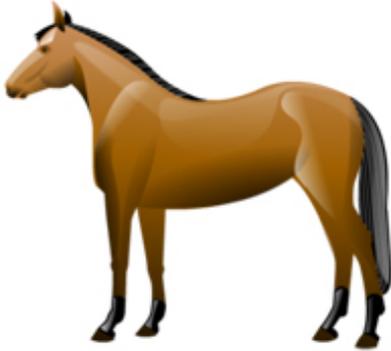
**Practice:**

9. How much liquid is shown in the beaker below?



- a. 85 mL
- b. 90 mL
- c. 95 mL
- d. 100 mL

10. Which is the best estimate for the weight of a horse?



- a. 475 grams
- b. 745 grams
- c. 475 kilograms
- d. 745 milligrams

***Learning Objective # 6:***



***“I can solve one-step word problems using grams, kilograms, or liters.”***

***Practice:***

11. Mrs. Moreno has a container of punch that holds 35 liters. She wants to pour the punch evenly between 5 smaller pitchers. How many liters of punch will she put into each of the smaller pitchers?

- a. 5 liters
- b. 6 liters
- c. 7 liters
- d. 8 liters

12. Explain how you got your answer above (#11) using models/pictures to represent your solution.

Draw:

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Learning Objective # 7:**



*"I can identify arithmetic patterns and explain them using properties of operations."*

***Practice:***

13. Find the missing number and the rule in the pattern below.

**8, 12, \_\_\_\_, 20, 24, 28**

- a. The missing number is 18 and the rule is multiply by 2.
- b. The missing number is 18 and the rule is add 6
- c. The missing number is 16 and the rule is multiply by 2.
- d. The missing number is 16 and the rule is add 4.

14. Find the missing number on the input/output chart.

Input	Output
2	10
6	30
8	40
9	?
12	60

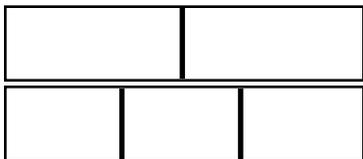
- a. 45
- b. 50
- c. 55

## Math Essential Vocabulary

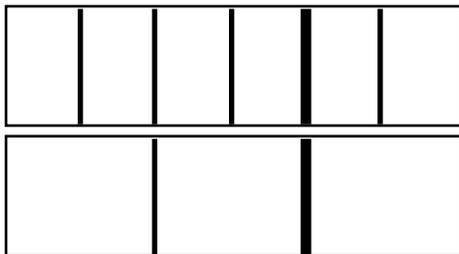
- \* fraction: a part of a whole
- \* equivalent: equal in value
- \* numerator: the top part of a fraction (the number of parts of the whole)
- \* denominator: the bottom part of a fraction (the total number of parts of the whole)
- \* partition: divide into parts
- \* measure: determine the size, length, or amount of something
- \* capacity: how much space or liquid an object contains
- \* weight: how heavy an object is
- \* volume: the amount of space that a substance fills in an enclosed container
- \* mass: the amount/weight/size of an object
- \* metric units: units of measure of the metric system such as the meter, gram, liter
- \* multiplication table: a table of rows/columns that lists the products of two factors, typically 1 to 12
- \* arithmetic pattern: a numerical or geometric sequence, i.e.) 2, 4, 8, 16, 32
- \* input/output chart: a table of input and output values based on a pattern or rule of the relationship between the two values

# Math Answer Key

1. D
2. B
3. C
4. D
5. B
6. The X would be drawn below the left arrow on the number line because Point A would be where number 1 goes, and  $\frac{1}{2}$  is less than 1 so the X would be to the left of the number 1.
7. Possible answer; No I don't agree with Mr. Walker because  $\frac{1}{2} < \frac{2}{3}$ .



8. B,  $\frac{4}{6}$  is equal to  $\frac{2}{3}$



9. C
10. C
11. C
12. Drawings will vary. Possible explanation;  $35 \div 5 = 7$ . I drew 5 circles with 7 dots in each circle to show the 5 pitchers holding 7 liters in each pitcher.
13. D
14. A

# Essential Reading Standards

## *Learning Objective # 1:*

-  *“ I can determine the main idea of the text when implicitly stated; recount and paraphrase the key details and explain how they support the main idea.”*

## *Practice:*

Benjamin Franklin loved to write. When he was twenty-two, he set up his own printing shop and started a newspaper. He also printed a book called Poor Richard’s Almanac. It had funny stories, information about the weather, and wise sayings.

Benjamin Franklin invented many things that made life easier in the late 1700’s. He invented the lightning rod that saved many homes from fires. He also invented the Franklin stove. The stove could heat a room better than a fireplace and saved people a lot of fuel. He also invented a special kind of glasses called bifocals. This new kind of glasses helped people to read better.

1. What is the main idea of the first paragraph?
  - a. Benjamin Franklin loved to write stories and books.
  - b. Benjamin Franklin worked very hard when he was young.
  - c. Benjamin Franklin knew a lot about the weather.
  - d. Benjamin Franklin was very poor.
  
2. Which sentence from the passage supports the author’s claim that Benjamin Franklin was a great inventor?
  - a. Benjamin Franklin thought reading was important.
  - b. Benjamin Franklin was not afraid of fire.
  - c. Benjamin Franklin loved to write.
  - d. A Franklin stove can heat a whole room better than a fireplace.

*Learning Objective # 2:*

 *“ I can analyze characters in a story and prove why their actions, motivations, or feelings affect the sequence of events.”*

**Standing at the Foul Line**

There are only 55 seconds left on the scoreboard  
And the game is tied.  
I concentrate and try to clear my mind,  
But I am worried I might miss.

I dribble the ball  
Taking time to breathe and relax  
I arch my hands and lift the ball  
Sinking the first shot swish right through the net.

I have one more shot to go,  
Can I make it a two-point game?  
I lean forward and repeat the same steps  
And then,  
I make it once again.

Who will win the game now?

3. What caused the narrator to be worried?
  - a. He is having trouble dribbling the ball.
  - b. He thinks he is no good at basketball.
  - c. He doesn't think his teammates like him.
  - d. He is afraid he might miss the shot.
  
4. At the end of the text, the narrator
  - a. is worried.
  - b. makes the shot.
  - c. makes the team lose the game.
  - d. drops the ball.

*Learning Objective # 3:*

 *“I can use evidence from the text to compare and contrast the most important points and key details in two texts on the same topic.”*

***Practice:***

*Use the passage below to answer the following questions.*

**Hurricanes**

A hurricane is a powerful, rotating storm that forms over warm oceans near the Equator. Another name for a hurricane is a tropical cyclone. Hurricanes have strong, rotating winds (at least 74 miles per hour or 119 kilometers per hour), a huge amount of rain, low air pressure, thunder and lightning. The cyclonic winds of a hurricane rotate in a counterclockwise direction around a central, calm eye.

5. Which key detail explains that hurricanes involve water?

- a. tropical cyclone
- b. rotate in a counterclockwise direction
- c. rotating storm that forms over warm oceans

6. The topic sentence in, “Hurricanes” tells us that:

- a. a hurricane is a powerful, rotating storm
- b. hurricanes create wind
- c. they are called a tropical cyclone
- d. they produce a lot of rain

7. The above passage, “Hurricanes” is what type of literature:

- a. poetry
- b. drama
- c. story

## Read the passages and answer questions 8 - 9

### Passage 1

Guam is an island. It is in the Pacific Ocean. There are more brown tree snakes in Guam than there are people. There were no brown tree snakes in Guam at all forty years ago. Today, there are more than a million. Nobody knows where they came from. They do not know how to stop them. Many kinds of rare birds are dying out because of the brown tree snake.

### Passage 2

Guam is an island in the Pacific Ocean. It is a territory of the United States. Its total area is 209 square miles. The capital is Agana. The island was a part of Spain in 1565. In 1898, the Spanish-American War ended. Spain gave the island to the United States. The people of Guam became U.S. citizens in 1950.

8. In what way are the two passages the same (compare)?
- They are both about wildlife on Guam.
  - They both talk about the political history of Guam.
  - They are both about the island of Guam.
  - They both probably came from a science book.
9. What is one difference between these two passages?
- Passage 1 talks about the birds and bugs of Guam; passage 2 does not talk about Guam at all.
  - Passage 1 talks about the brown tree snakes of Guam; passage 2 talks about the history of Guam.
  - Passage 1 talks about the animals of Guam; passage 2 talks about the many islands in the Pacific.
  - Passage 1 talks about the people of Guam; passage 2 talks about the geography and weather of Guam.

**Learning Objective # 4:**

 **"I can draw conclusions about the text based on the illustrations in a story."**

**Practice:**

Use the passage below to answer the following questions.



Written and Illustrated by Carol Moore

Once upon a time there was an old woman who loved baking gingerbread. She would bake gingerbread cookies, cakes, houses and gingerbread people, all decorated with chocolate and peppermint, caramel candies and colored frosting.

She lived with her husband on a farm at the edge of town. The sweet spicy smell of gingerbread brought children skipping and running to see what would be offered that day.

Unfortunately the children gobbled up the treats so fast that the old woman had a hard time keeping her supply of flour and spices to continue making the batches of gingerbread. Sometimes she suspected little hands of having reached through her kitchen window because gingerbread pieces and cookies would disappear. One time a whole gingerbread house vanished mysteriously. She told her husband, "Those naughty children are at it again. They don't understand all they have to do is knock on the door and I'll give them my gingerbread treats."

10. After reading the story and looking at the illustration decide why the author uses the illustration to represent the story?

- a. The author chose this illustration to show that the kids eventually knock and ask for cookies instead of taking them.
- b. The author chose this illustration to show that the old woman doesn't like to make gingerbread people.
- c. The author chose this illustration to show that the old woman makes gingerbread people.

11. Based on the illustration, what would be a good ending to the story, "The Little Gingerbread Man".

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*Learning Objective # 5:*

 *“I can use specific vocabulary when identifying parts of stories, dramas, and poems when writing and speaking about a text.”*

*Practice:*

*High Dive by J. Robbins*

*I stood up on the diving board  
And looked down at the pool.  
My friends had dared me to go up;  
They thought it would be cool.  
The water looked so far away,  
It made me feel quite small.  
I took a breath and jumped right off—  
It was not far at all!*

12. The passage “High Dive” is an example of what type of writing?

- a. letter
- b. drama
- c. fable
- d. poetry

13. How many lines are in the text above? \_\_\_\_\_

*Chen: I can't wait to tell all the other kids at school how brave we are. Nobody else is brave enough to go inside on Halloween.*

*Kim: I don't think this is a very good idea. I mean, what if there is a ghost in this room?*

*Chen: Don't be silly, Kim. There is no such thing as a ghost. (A loud crash comes from downstairs. Both kids scream.)*

*Kim: Maybe we should get out and go home. We don't have to tell anyone that we weren't brave enough to spend the night here.*

*Chen: Listen! I think someone is coming up the stairs.*

*Kim: I knew it! There is a ghost here! (The door slowly opens.)*

*Chen: (scared) W-h-ho is it?*

14. Where does this scene take place?

- a. a graveyard
- b. a house
- c. a garden
- d. an amusement park

## Essential Reading Vocabulary

- \* **main idea** - the main point and purpose of a paragraph or story
- \* **supporting details** - details that support the main idea of a story or paragraph
- \* **expository text** - expository text explains or informs readers of key details using facts, examples, or reasonings
- \* **character traits** - words that are used to describe characters in a story
- \* **mood** - a story's tone
- \* **plot** - the sequence of events or actions
- \* **setting** - where a story takes place
- \* **compare** - similar
- \* **contrast** - different
- \* **drama** - is staged, has dialogue and brief familiar scenes
- \* **poetry** - a literary text that includes; nursery rhymes, limericks, and free verse poems
- \* **structural elements** - parts of stories, dramas, poems (such as chapter, scene, stanza/verse, lines, acts)

## Reading Answer Key

1.A

2.D

3.D

4.B

5.C

6.A

7.C

8.C

9.B

10. A

11. The adults tell the children to knock on the door next time and the lady would give them the cookies. The children listen to their instructions and knock on the door every time.

12. D

13. 8

14. B