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**TULSA PUBLIC  
SCHOOLS**

**3rd Grade**

# Packet Instructions

- **Literacy:** Read a fiction or nonfiction text for at least 20 minutes daily. Complete at least two activities each day.
- **Math:** Complete one of the recommended math activities each day.
- **Science:** Choose one activity from each of the science domains each week.
- **Social Studies:** Complete an activity from the social studies menu three times a week.
- **English Language Development:** Complete approximately one activity every other day

## **Multilingual Programs:**

### **Spanish Program**

- **Spanish Literacy:** Complete one or two Spanish language activities daily.
- Complete other core activities listed above.

## Elementary ELA At Home Resources

**Directions:** Read a **fiction** or **nonfiction** text for at least **20 minutes daily**. Complete at least two activities listed below **each day**.

Reading	Writing	Speaking & Listening	Foundational Skills	Language
<p>Ask and answer who, what, when, where, why questions about the text</p> <p>Tell about who the characters are and how they change over time</p> <p>List 3 facts you learned from the text</p> <p>Create your own illustrations to go with the story</p> <p>Compare and contrast 2 characters or settings OR Compare and contrast 2 different texts</p> <p>Read a book with a sibling, a grown up, a friend, or even a stuffed animal</p> <p>Make predictions about a text</p>	<p>Summarize the beginning, middle, and end of the story</p> <p>Rewrite the story in your own words</p> <p>Write and illustrate your own fictional story</p> <p>Write and illustrate a how-to text</p> <p>Make a grocery list</p> <p>Research a new topic</p> <p>Write a letter to a friend or your teacher.</p> <p>Respond to the text in writing</p> <p>Create a comic strip about the text you read</p> <p>Keep a daily journal</p>	<p>Retell the story in your own words</p> <p>Ask and answer questions about a topic</p> <p>Speak in complete sentences</p> <p>Create your own movie or play</p> <p>Go on a sight word scavenger hunt</p>	<p>Practice writing the alphabet</p> <p>Look for words and punctuation you know in a text</p> <p>Figure out the meanings of new words</p> <p>Find objects in your home that begin with the same sound</p> <p>Count the syllables in words</p> <p>Think of as many rhyming words as you can</p>	<p>Try to learn a new word every day</p> <p>Use a new word in a conversation</p> <p>Make up your own tongue twister</p> <p>Look for words with prefixes and suffixes</p>

## Optional Text for Reading

Chapter

1

# The Lure of Spices

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Many European explorers were hoping to find gold and other **precious** metals.

You can probably understand why explorers were eager to find gold. Gold is a valuable metal even today. However, you may be surprised to learn that many explorers were also excited about finding **spices**. You might be saying, “**Spices?** Really? Why were they so eager to find **spices?**”

Here’s the answer: Things that are **scarce**, or hard to find, tend to be **expensive**. That’s why gold is **expensive** today. That’s also why **spices** were **expensive** five hundred years ago. Back then, **spices** were **scarce** in Europe. They were hard to find. So they cost a lot. Some **spices** were almost worth their weight in gold.



*Gold*

The red balls in the center of this image are red **peppercorns**. A cook can add a few whole **peppercorns** to soup. He can use a spice grinder to **grind** the **peppercorns** into tiny bits. Either way, the pepper will add **flavor** to the soup. It will make the soup spicier and tastier.

To the left of the red **peppercorns**, you can see white **peppercorns**. These come from the same plants as red **peppercorns** but they are prepared in a different way. White **peppercorns** start out as red **peppercorns** but the outer **hull** of the red **peppercorn** is removed to reveal the inner **kernel**, which is white. They can be used in the same way as red **peppercorns**.

The black bowl in the upper right of this image is filled with cloves. Cloves are dried flower buds. They are used to add **flavor** to meats and stews, some teas, and pumpkin pie. Cloves are very strong. Cooks who use them must be careful because adding too many of them may **overwhelm** other **flavors** in the dish.



*Spices displayed in a spice market*

**Peppercorns** can't be grown in Europe. They can only be grown in warm, wet places, like India. The image shows unharvested **peppercorns**.

Today, we can get **peppercorns** from India pretty easily. An airplane or a ship can transport large amounts of them. You can go to a grocery store and get almost any **spice** you want. A little jar of cloves might cost a dollar or two. A can of **peppercorns** might cost five or six dollars.

Five hundred years ago, Europeans were not so lucky. The world was not as well connected as it is today. **Spices** were hard to get and transport. They cost a lot of money.

A Spaniard who wanted pepper would have to pay for a lot more than just the pepper. He would have to pay the cost of shipping the pepper over land all the way from India, using donkeys, mules, and camels.



*Unharvested **peppercorns***

It was the same with cloves and cinnamon. These plants could not be grown in Europe. They had to be **imported**, or brought in, to Europe from faraway places, like the Indies.

Many of the **spices** we use are the flowers, the fruits, or the seeds of the plant. Cinnamon is different. In this case, the part of the plant we use is the bark. Strips of bark are cut off the tree. The outer bark is cut away. The inner bark is kept and rolled up like little **scrolls**. These are called cinnamon sticks. Cinnamon can also be **ground** up, like pepper.

Do you like the taste of cinnamon? Do you like cinnamon on toast? How much do you like it? Would you be willing to sail across an ocean to get some cinnamon for your toast? In a sense, that is what European explorers were trying to do.



*Star anise, cinnamon, and cloves (clockwise from star anise)*

## Chapter

# 2 Second Sons

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Did you know that many explorers had older brothers? Very few of them were the oldest sons in their families.

Can you guess why that might be?

It's not because firstborn children didn't want to go out and explore the world. It has to do with the laws in Europe at the time. Most countries in Europe had laws about who could **inherit** an **estate**. These laws stated that the oldest son in a family would **inherit** all of his father's land, goods, and money.

This was true for kings. When a king died, he would be replaced on the **throne** by his eldest son. A daughter could only become queen if a king had no sons.



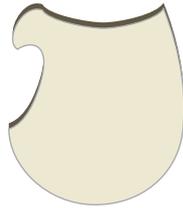
*Charles V (an oldest son) became King of Spain after his father died.*

This was also true for **nobles**. For example, if the Duke of Richland died, his eldest son would become the new Duke of Richland. This eldest son would **inherit** everything his father owned.

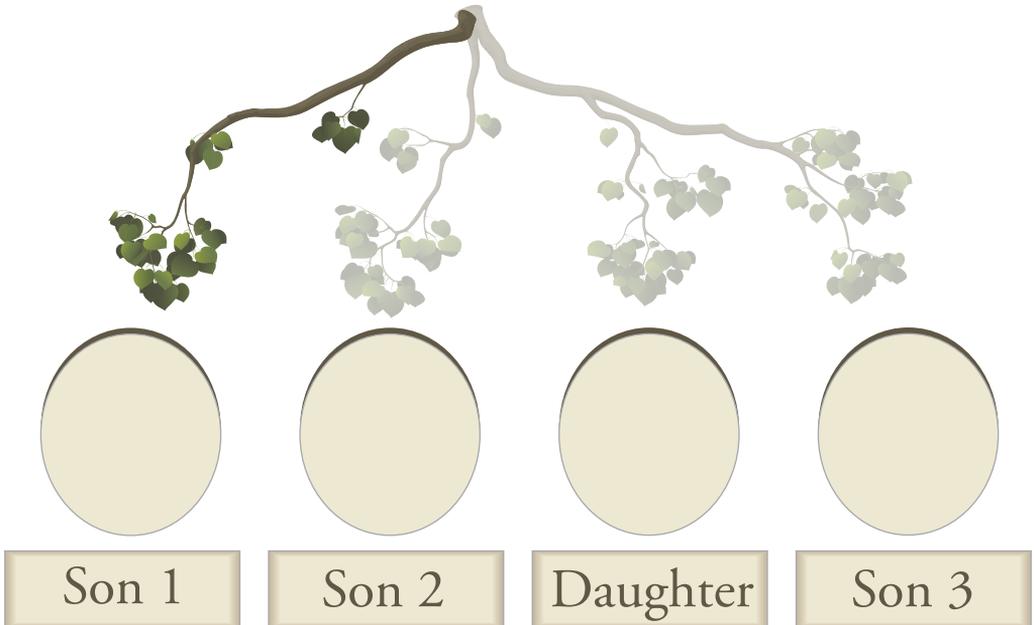
What did the younger sons and daughters get? Nothing.

This system is known as primogeniture. Primo means “first.” “Geniture” means born. Primogeniture is a system in which the firstborn son **inherits** everything when his father dies.

This way of doing things seems very strange to us today. It also seems unfair. Most parents today would not leave all their money and **property** to their oldest son. They would split the money and **property** up among all their children. Why, then, did Europeans do things differently back in the 1400s and 1500s?



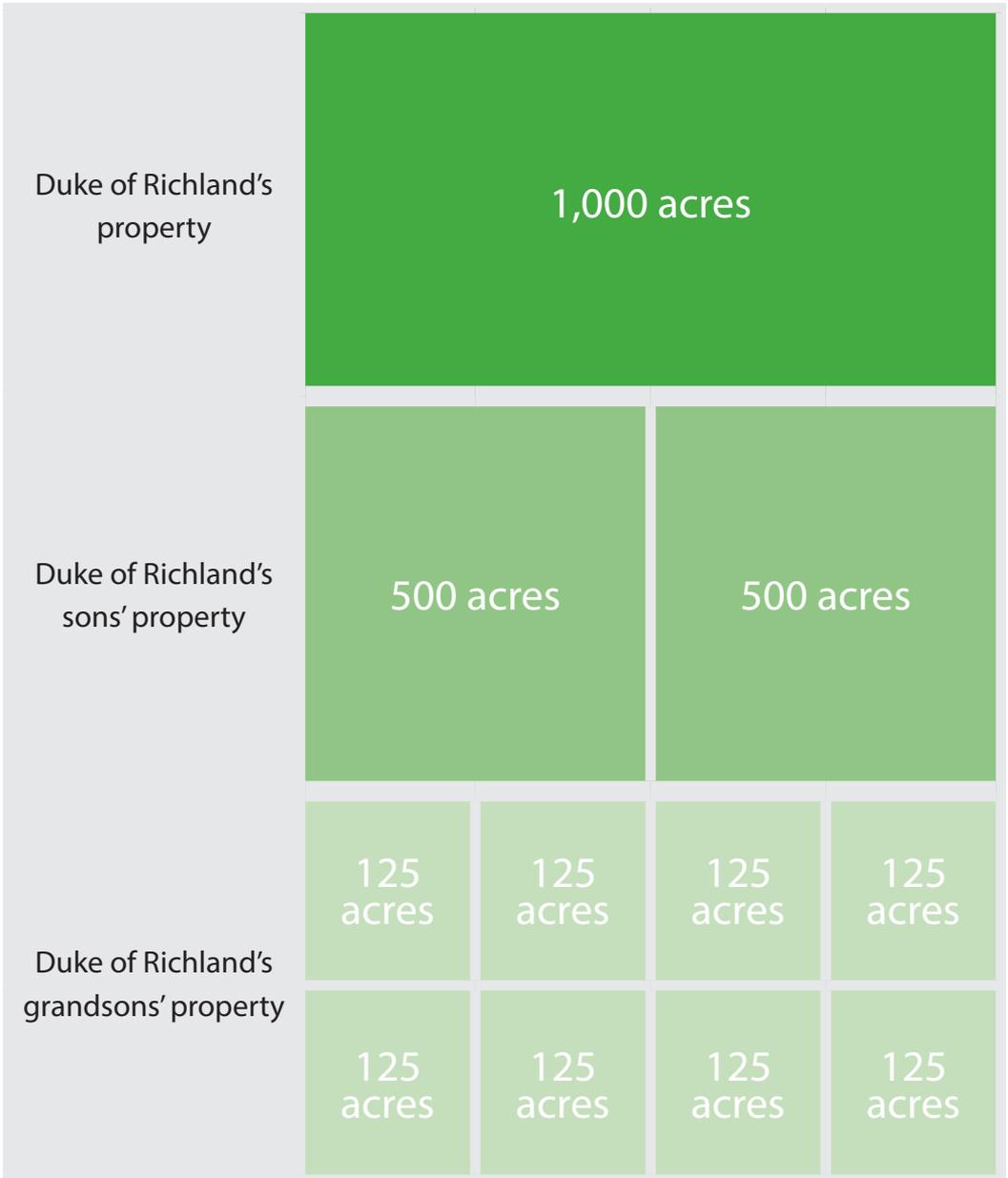
## Duke of Richland



*According to the system of primogeniture, the oldest son, Son 1, would **inherit** everything his father owned.*

There is actually a good reason. Let's go back to the Duke of Richland. Imagine that he is a wealthy landowner living in a land with no law of primogeniture. Let's say he owns 1,000 acres of good farmland. But, alas, he dies. His land is split between his two sons. So now we have two men, each of whom has 500 acres of land. Now, suppose each of these two men has four sons. When the fathers die, their lands are split again. So now we have eight men with 125 acres each. Do you see what is happening? The **estate** of Richland is being split up. It is no longer big and **impressive**. It is becoming small and unimportant. The men of Richland are probably also becoming less powerful because they each have less land.

Also, who is the Duke of Richland now? Are all eight of his grandsons now dukes? Will their grandsons also be dukes? At this rate, the land will be **overrun** by dukes!



*This image shows how the Duke of Richland's property would be split.*

The **nobles** did not want this to happen. They wanted to keep their lands together, so their families would remain powerful. They wanted there to be one Duke of Richland and they wanted him to remain one of the most powerful men in the country. That is why they passed laws of primogeniture.

This was good news for the oldest son in each family. It was bad news for the other sons and for all the daughters. They had to find other ways to make money and gain power.

One way to do this was to be an explorer. If you could not **inherit** anything in your homeland, why not sail off and discover some other way to make your fortune?

This is, in fact, what many second sons did in the late 1400s and 1500s. They went in search of ways to make money they would never have **inherited** if they stayed in Europe.

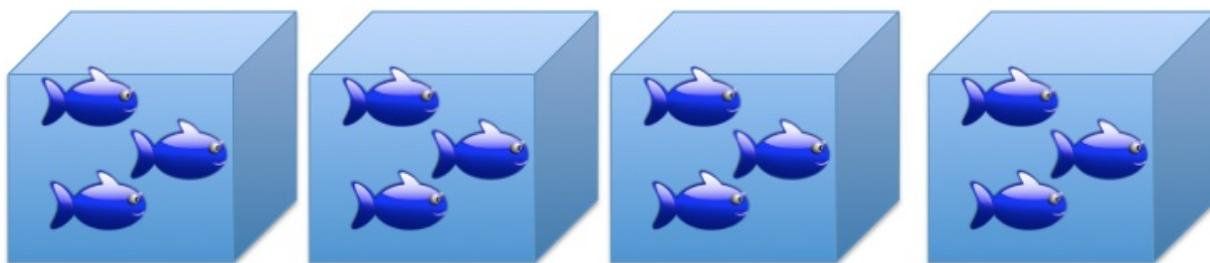


*Many second sons sailed off to find their own riches.*

## Math Activities

# Fish Tanks

### Task



Suppose there are 4 tanks and 3 fish in each tank. The total number of fish in this situation can be expressed as  $4 \times 3 = 12$ .

- Describe what is meant in this situation by  $12 \div 3 = 4$
- Describe what is meant in this situation by  $12 \div 4 = 3$



3.OA Fish Tanks  
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# Markers in Boxes

## Task

- Presley has 18 markers. Her teacher gives her three boxes and asks her to put an equal number of markers in each box.
  - Anthony has 18 markers. His teacher wants him to put 3 markers in each box until he is out of markers.
- a. Before you figure out what the students should do, answer these questions:

***What is happening in these two situations? How are they similar? How are they different?***

- b. Figure out how many markers Presley should put in each box. Show your work. Then figure out how many boxes Anthony should use. Show your work.

# Analyzing Word Problems Involving Multiplication

## Task

Many problems can be solved in different ways. Decide if the following word problems can be solved using multiplication. Explain your thinking. Then solve each problem.

- a. Liam is cooking potatoes. The recipe says you need 5 minutes for every pound of potatoes you are cooking. How many minutes will it take for Liam to cook 12 pounds of potatoes?
- b. Mel is designing cards. She has 4 different colors of paper and 7 different pictures she can glue on the paper. How many different card designs can she make using one color of paper and one picture?
- c. Nina can practice a song 6 times in an hour. If she wants to practice the song 30 times before the recital, how many hours does she need to practice?
- d. Owen is building a rectangular tile patio that is 4 tiles wide and 6 tiles long. How many tiles does he need?



3.OA Analyzing Word Problems Involving Multiplication  
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# Science Domains

## 3rd grade

Choose one activity\* each week from each of the different domains of science. Each of the activities listed has a connection to a science standard. Completing an activity does not equate to mastering of the standard.

PS=Physical Science

ESS=Earth and Space Science

LS=Life Science

Physical Science	Earth and Space Science	Life Science
<p>Find two objects that move easily when pushed (balls, toys on wheels, etc). Place one in a stationary (still) position and gently roll or push the other toward it. What happens? Try rolling or pushing with different strength. How does changing the strength change the outcome? 3-PS2-2 3-PS2-1</p>	<p>With permission, visit a weather website or read a newspaper and log the current weather. Compare today's weather with predictions for tomorrow. 3-ESS2-1</p>	<p>Draw a new species/animal and label its features and characteristics. Explain why this animal has these specific features. What does the animal use these features for? From which parent did the animal inherit these features? 3-LS3-1</p>
<p>Is there a door that won't close or another problem that you can think of that might be solved with magnets? Design a solution to solve this problem. 3-PS2-4</p>	<p>Call or Facetime a family member - ask them what the weather is where they live. Create a Venn Diagram to compare and contrast. 3-ESS2-2</p>	<p>Take a nature walk with an adult and identify living things. How is each thing able to survive in their environment? 3-LS3-2 3-LS4-3</p>
<p>How can you conduct an investigation about balanced and unbalanced forces using a rope and two people? 3-PS2-1</p>		<p>Explain how a light colored rabbit might survive better in the winter than in the summer. 3-LS4-2</p>

# Social Studies

## *Learning Activities and Resources*

Directions: K- 4th graders can work on Social Studies three times per week.

<p>Write a journal entry to someone who lives outside of Oklahoma and describe what they would experience.</p>	<p>Students can interview a family or community member to write, or draw, an oral history. Students should ask about a historical event (including questions such as who, what, when, where, why and how). The student can also ask how the historical event impacted the life of the person they are interviewing.</p>	<p>Draw a detailed map of a room in your house and share it with someone.</p>
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## **3rd- 4th Grade At Home Activities and Resources for Families (English Language Development)**

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Name: \_\_\_\_\_

## Boy scouts save leader from bear attack

**The Associated Press**  
**December 21, 2015**

Lexile®: 670L, 217 words



**ROCKAWAY TOWNSHIP, N.J. (AP)** — A Boy Scout leader was pulled into a cave by a bear in New Jersey. He defended himself with a rock hammer while three Scouts called for help, authorities said.

Christopher Petronino and the Scouts were hiking at Split Rock Reservoir. Petronino walked into a small opening in a cave, NJ.com reported. That's when the bear grabbed him by the foot. It yanked him inside and began biting his legs and shoulders.

Bob Considine is a spokesman for the state Department of Environmental Protection. He explained what happened next. Petronino defended himself with a rock hammer. He then pulled his sweatshirt over his head and curled into a ball. He yelled to the Scouts to get help.

The boys called 911. They were told to place food outside the cave to lure the bear away from Petronino. The plan worked.

"I want to commend those young Scouts," an official said. "They knew what to do."

Petronino said he'd visited the cave for decades and had never seen a bear.

State officials believe the bear was protecting its hibernation location. At first, they placed traps near the cave to capture the bear. Later they decided that the warmer weather was confusing the bears. Officials no longer believe the bear is a threat and won't try to capture it.

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Name: \_\_\_\_\_

# Boy Scouts save leader from bear attack

## Comprehension Questions

**1. Choose the main idea of this article.**

- a. State officials set traps to capture the bear that attacked Christopher Petronino.
- b. Split Rock Reservoir is a dangerous place to go hiking.
- c. A Boy Scout leader was rescued from a bear by three Scouts.
- d. Calling 911 is a good plan if you find yourself in trouble.

**2. Which two details from the article best support the main idea?**

- a. Petronino yelled at the Scouts for help.
- b. Sometimes warm weather confuses bears.
- c. Petronino had been visiting the caves for many years and had never seen a bear.
- d. State officials believe the bear was protecting its hibernation location.
- e. The boys used food to get the bear out of its cave.

**3. Arrange the events from the article in the order in which they happened.**

- a. The bear dragged Petronino into the cave.
- b. The Scouts went hiking.
- c. The Scouts were commended for rescuing their leader.
- d. The bear left the cave to eat the food.
- e. The Scouts called 911.

**4. What evidence from the article explains why the bear is still free?**

- a. Officials no longer believe the bear is a threat.
- b. Petronino said he'd visited the cave for decades and had never seen a bear.
- c. State officials believe the bear was protecting its hibernation location.
- d. They were told to place food outside the cave to lure the bear away from Petronino.

Name: \_\_\_\_\_

# Boy Scouts save leader from bear attack

## Comprehension Questions (Answer Key)

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  - b. Split Rock Reservoir is a dangerous place to go hiking.
  - c. A Boy Scout leader was rescued from a bear by three Scouts.**
  - d. Calling 911 is a good plan if you find yourself in trouble.
  
2. **Which two details from the article best support the main idea?**
  - a. Petronino yelled at the Scouts for help.**
  - b. Sometimes warm weather confuses bears.
  - c. Petronino had been visiting the caves for many years and had never seen a bear.
  - d. State officials believe the bear was protecting its hibernation location.
  - e. The boys used food to get the bear out of its cave.**
  
3. **Arrange the events from the article in the order in which they happened.**
  - a. The bear dragged Petronino into the cave. **(2)**
  - b. The Scouts went hiking. **(1)**
  - c. The Scouts were commended for rescuing their leader. **(5)**
  - d. The bear left the cave to eat the food. **(4)**
  - e. The Scouts called 911. **(3)**
  
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  - a. Officials no longer believe the bear is a threat.**
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Name: \_\_\_\_\_

## California rescuers free entangled whale

GILLIAN FLACCUS, The Associated Press

November 1, 2015

Lexile®: 730L, 231 words



**LONG BEACH, Calif. (AP)** — Rescuers freed a humpback whale that was entangled in fishing line. The nylon rope stretched from its mouth to its tail.

The adult humpback was seen on Friday. It was about 45 miles south of Los Angeles.

The first rescue team cut about 100 feet of rope and buoys from the whale. But the whale became nervous and dove deep underwater. Rescuers couldn't reach it for the rest of the day.

The whale moved about 60 miles south. It was spotted again Saturday in San Diego.

The second rescue team was from a marine animal theme park. The team worked on helping the whale for three hours. They cut away more than 230 feet of rope.

A spokeswoman for the theme park said she hoped they gave the whale a second chance at life. She said a small amount of rope was left in the whale's mouth.

The first rescue team helped about 50 whales since January. A program specialist for the administration explained that warmer waters could be bringing the whales closer to shore. Here they get trapped in fishing gear.

The specialist said experts want to know how the whales are getting entangled.

Rescuers found information on the buoys. This information will help pinpoint where the whale became entangled.

Scientists are trying to think ahead. They are looking for ways to prevent whales from getting entangled in the future.

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Name: \_\_\_\_\_

# California rescuers free entangled whale

## Comprehension Questions

- 1. Choose the main idea of this article.**
  - a. Humpback whales can be found south of Los Angeles.
  - b. Rescuers helped a humpback whale.
  - c. Whales will eat things they should not eat.
  - d. A whale can become nervous easily.
  
- 2. Which detail from the article best supports the main idea?**
  - a. Rescuers worked on the whale to remove rope.
  - b. Some rope was left in the freed whale's mouth.
  - c. The whale dove deep underwater when it became nervous.
  - d. The adult humpback whale was seen about 45 miles south of Los Angeles.
  
- 3. What caused the whale to get caught in the fishing line?**
  - a. becoming nervous
  - b. swimming close to shore
  - c. moving 60 miles south
  - d. diving deep underwater
  
- 4. Which would be the best detail to add to this article?**
  - a. the kinds of fish people catch off the California coast
  - b. a list of whales that swim near the California coast
  - c. a list of the types of rope used for fishing
  - d. an idea that could keep whales from getting tangled in the future

Name: \_\_\_\_\_

# California rescuers free entangled whale

## Comprehension Questions (Answer Key)

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Name: \_\_\_\_\_

# Rainforest Explorer

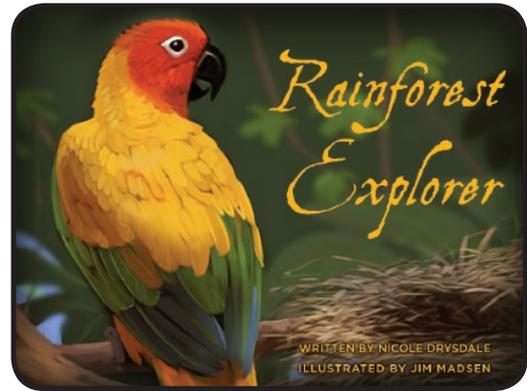
Lesson 79

Paired with *Searching*

**Written by Nicole Drysdale**

**Illustrated by Jim Madsen**

Lexile®: 760L, 604 words



Congratulations! You've been selected to explore the Amazon Rainforest. Rainforests are the most complex ecosystems on the planet. Because of their wet, warm climates, they support many types of life. The weather, plants, insects, and animals all work together to keep the forest alive.

Rainforests are divided into four layers—we'll spend a day in each! So pack your bags and get ready to explore.

## Day 1: The River

One of the best ways to get to the forest is by riding a boat down the Amazon River. This river is the second largest in the world. During the rainy season it floods the forest floor, helping new plants grow. This environment is home to crocodiles, fish, anacondas, and even river dolphins.

Be careful of that caiman hiding in the water. It's the largest crocodile here. The caiman hunts fish and rodents. But it also eats dead animals, helping keep the river clean.

## Day 2: The Forest Floor

Floodwaters carry soil from nearby mountains to the forest floor. Nutrients in the soil nourish all the trees and plants. As you can see, this layer is dark and cool. Large animals don't often live in this condition. We'll mostly see insects, frogs, and a few plants.

Do you notice that path of broken leaves? It was left by a colony of leaf-cutter ants. Many leaves fall from the canopy to the forest floor. The ants chop the leaves into chunks and then carry them to their underground nest. This process helps decompose leaves in the forest.

## Day 3: The Understory

Today we're moving up into the young trees and shrubs, called the understory. Here it is humid and dark, so the trees grow large leaves in order to capture tiny bits of light. Vines creep around the trees to climb high so they can

Name: \_\_\_\_\_

reach the light, too. These plants are home to insects, lizards, snakes, and many small creatures.

If you look closely, you may spot a jaguar. Jaguars live on the forest floor and in the understory. Because they are excellent swimmers, runners, and climbers, they are great hunters. They help keep the animals they hunt from overpopulating the forest.

#### **Day 4: The Canopy**

Today we're exploring the warmest and brightest layer. In order to get the most light, the trees here grow tall and straight. Branches grow at the top of the trees and spread out to form a roof over the forest. The canopy is the noisiest layer because three-quarters of all Amazon creatures live here, including birds, lizards, and monkeys.

Do you hear the loud chattering? It's a squirrel monkey. These monkeys spend their days searching for fruits, nuts, bird eggs, and insects to munch on. They are messy eaters and often drop bits of their food. This helps feed the animals that live on the forest floor.

#### **Day 5: The Emergent Trees**

Let's explore the very top of the forest today. Here the tallest trees thrust themselves above the canopy. It's very windy, but the trees are rewarded with plenty of sunlight. Bird nests, beehives, and a wide variety of flowers and plants are found here.

You may want to get out your binoculars. The bird sitting up there is a sun conure. It is one of the few birds that nest in the emergent trees. Sun conures feed on fruits, berries, and seeds. They often drop seeds, which then grow into new plants.

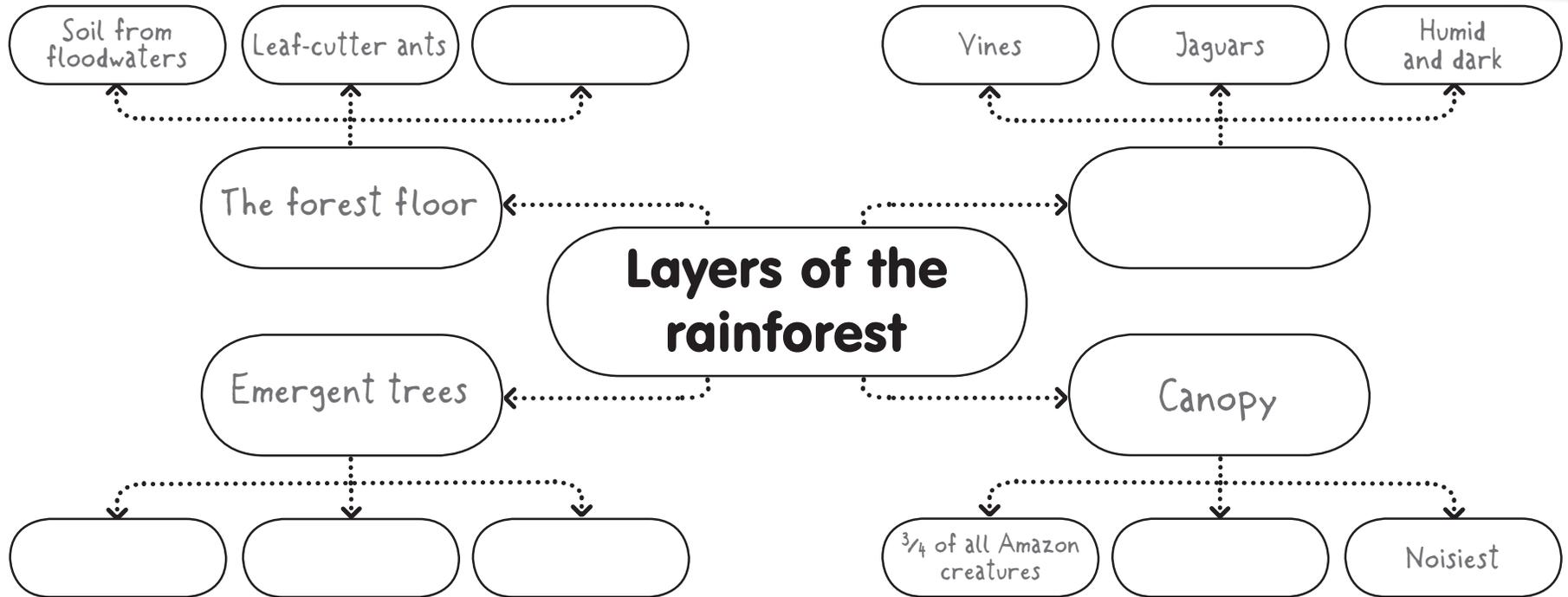
#### **Day 6: Going Home**

This is the end of our grand exploration. The rainforest is one of the most valuable ecosystems because it is home to over half the world's plant and animal species. From the tiny ants to the magnificent jaguar, each organism fills a specific need in the forest. Maybe you can return one day to explore even more.

# Main Idea and Supporting Detail: Rainforest Explorer



\* **Directions:** Fill in the empty boxes, and then write a summary of the article.



My summary of the article

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Name: \_\_\_\_\_

# Spanish Literacy

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

**Instrucciones:** Lee el pasaje y responde las preguntas. Escribe tus respuestas en una hoja de papel aparte o en el reverso de esta hoja.

## Caballo y Conejo

- 1 Caballo y Conejo vivían en una granja, y nacieron el mismo día. Ellos crecieron juntos y se convirtieron en grandes amigos.
- 2 Un día, Conejo propuso ir a la colina detrás del granero. —Vamos a rodar hacia abajo por la colina. ¡Será muy divertido!
- 3 Así Conejo y Caballo subieron la colina. Cuando llegaron a la cima, conejo enrolló su cuerpo como una pelota y rodó por la colina hasta abajo. Conejo rio y rio. —¡Es tu turno, caballo!
- 4 Pero cuando Caballo lo intentó, no pudo rodar.
- 5 —¿Qué pasa? —preguntó Conejo.
- 6 Caballo respondió: —Mis piernas no me permiten enrollarme como una pelota. Vamos a jugar en el lago.
- 7 Caballo saltó al agua profunda y comenzó a nadar. —¡Ven y diviértete conmigo! —le dijo a Conejo. Pero cuando Conejo se metió al agua, no supo qué hacer. Se retorció, pero no lograba nadar. Así que Caballo lo empujó hasta la orilla.
- 8 —Debe haber algo que podamos hacer juntos, pero ¿qué? —preguntó Conejo.
- 9 Caballo dejó que Conejo se montara sobre su cabeza y luego sobre su espalda.
- 10 —¡Agárrate, Conejo! —gritó Caballo mientras galopaba por la pradera.
- 11 Conejo chilló con alegría cuando Caballo corrió más rápido, relinchando con cada paso. Todos en la granja se voltearon a ver qué causaba tanto ruido.



### Preguntas de la prueba corta

1. **¿Dónde tiene lugar este cuento?**
2. **¿Qué hace Conejo al principio del cuento?**
3. **¿Qué puede hacer Caballo que Conejo no puede hacer?**
4. **¿Qué hacen Conejo y Caballo al final del cuento?**

\_\_\_/4

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

**Instrucciones:** Lee el pasaje y responde las preguntas. Escribe tus respuestas en una hoja de papel aparte o en el reverso de esta hoja.

## Las recetas de mamá

- 1 A la mamá de Gina y Rildo le encantaba cocinar, y a menudo le preguntaba a las personas cómo preparar cosas. Ella anotaba las recetas en tarjetas.
- 2 Pero la mamá era desordenada en la cocina. Cuando horneaba, la harina volaba por todas partes. Cuando cortaba las verduras, se caían algunos pedazos al suelo. Sus cuencos quedaban por todos lados. A menudo, las tarjetas de la receta se le perdían después de terminar una comida.
- 3 Un día, mamá preguntó: —¿Dónde está mi receta de flan?
- 4 Gina y Rildo corrieron a la cocina porque les gustaba este postre cremoso y dulce. Gina buscó en los gabinetes. Rildo se puso de rodillas y dijo: —¡Está debajo de la nevera!
- 5 —¿Cómo podemos ayudar a mamá a organizarse? —preguntó Rildo.
- 6 Gina tuvo una idea. Ella y Rildo tomaron la caja de recetas de su madre y comenzaron a trabajar. Trabajaron por varios días hasta que terminaron.
- 7 —Tenemos un regalo para ti —dijo Gina. Rildo le entregó a mamá un libro de recetas. Habían anotado cada receta. También habían hecho dibujos de las comidas.
- 8 Su madre los abrazó a los dos y dijo: —¡Qué bien! ¿Qué voy a cocinar ahora? Ya sé, idearé que ustedes elijan!



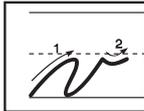
### Preguntas de la prueba corta

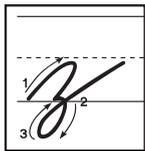
1. ¿Cuáles son los personajes principales del cuento?
2. ¿Dónde tiene lugar el cuento?
3. ¿Qué sucede con las recetas de mamá?
4. ¿Cómo ayudaron Gina y Rildo a su madre?

\_\_\_/4

Nombre: \_\_\_\_\_ Fecha \_\_\_\_\_

**Instrucciones:** Traza y escribe las letras. Luego escribe las palabras y oraciones.

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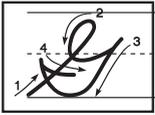
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civilizado vigor vocalizar

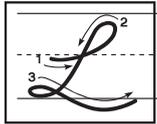
Lizzy cuida a su vaca.

Nombre: \_\_\_\_\_ Fecha \_\_\_\_\_

**Instrucciones:** Traza y escribe las letras. Luego escribe las oraciones.



G G G G G G G G



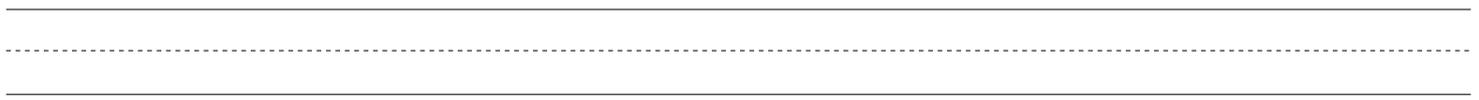
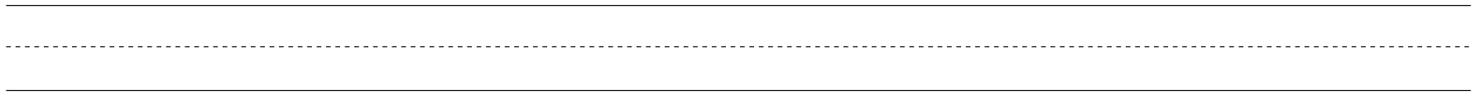
L L L L L L L L

¡Hacer deportes es bueno!

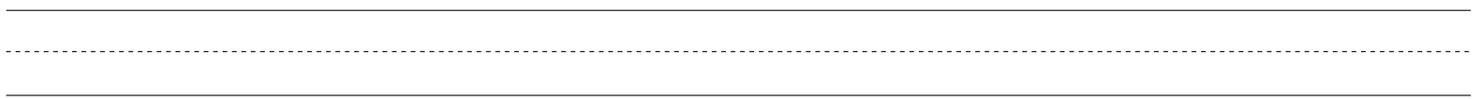
Elena marca dos goles.

Nombre: \_\_\_\_\_ Fecha \_\_\_\_\_

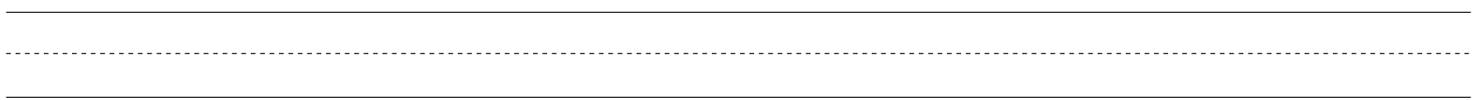
**Instrucciones:** Traza y escribe las letras. Luego escribe las oraciones.



*El sol es una estrella.*

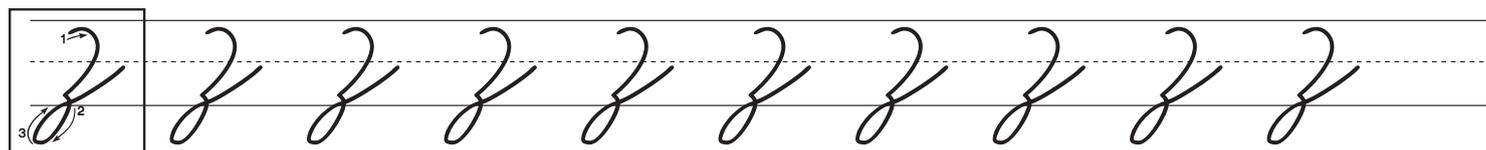
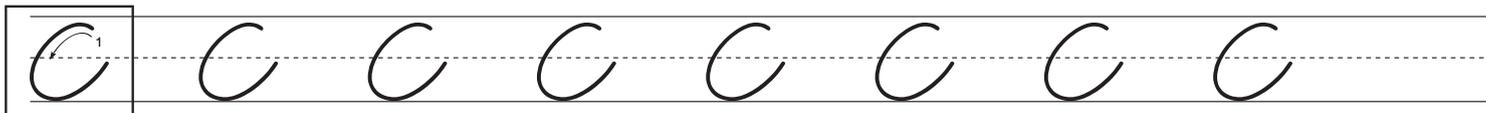


*Sandra es de Sinaloa.*



Nombre: \_\_\_\_\_ Fecha \_\_\_\_\_

**Instrucciones:** Traza y escribe las letras. Luego escribe las oraciones.

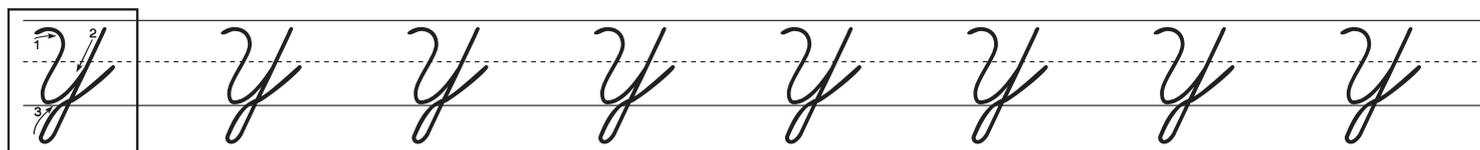


*¿Cuántos años tienes?*

*Zeus fue un dios mitológico.*

Nombre: \_\_\_\_\_ Fecha \_\_\_\_\_

**Instrucciones:** Traza y escribe las letras. Luego escribe las oraciones.



Walter es muy valiente.

¡Yo si puedo!

Nombre: \_\_\_\_\_ Fecha \_\_\_\_\_

**Instrucciones:** Traza y escribe las letras. Luego escribe las oraciones.

m m m m m m m m

u u u u u u u u

Mi gato se llama Mini.

Uganda es un país de África.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# El plural de sustantivos irregulares

**Instrucciones:** Lee cada oración y llena el espacio en blanco con la forma en plural del sustantivo subrayado.

1. El viernes comenzaron las clases que continuarían todos los \_\_\_\_\_ de mayo.
2. La primera vez que dio sangre fue más difícil que todas las \_\_\_\_\_ siguientes.
3. El virus de la gripe ataca a más personas que todos los otros \_\_\_\_\_ combinados.
4. La nariz de Marcela es más pequeña que las \_\_\_\_\_ de sus hermanas.
5. Las \_\_\_\_\_ voces de los miembros del coro no podían tapar la voz del solista.
6. La crisis de 1930 fue la peor de las \_\_\_\_\_ económicas de los tiempos modernos.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# El plural de sustantivos regulares

**Instrucciones:** Lee el sustantivo en singular en la columna de la izquierda. Escribe el sustantivo en plural en la columna de la derecha.

Sustantivo singular	Sustantivo plural
jefe	
perro	
árbol	
deber	
puerta	
canción	
mezcla	
deseo	
animal	

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Usar verbos regulares e irregulares

**Instrucciones:** Lee cada verbo en la primera columna. Conjuga el verbo en la segunda columna. Haz una **X** en la columna correspondiente para marcar si el verbo es regular o irregular.

Verbo	Conjugación	Regular	Irregular
bailar	Carlos		
ir	Tú		
empujar	Nosotros		
sufrir	Ellos		
haber	Yo		
ser	Ustedes		
discutir	Mi primo		
tejer	Los alumnos		
prohibir	El jefe		
parar	Nosotros		

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

# Usar el tiempo simple de los verbos

**A. Instrucciones:** Lee cada oración. Luego escribe si la oración está escrita en tiempo presente, tiempo pasado o tiempo futuro.

1. \_\_\_\_\_ Esperé al cartero impacientemente junto a la puerta.
  
2. \_\_\_\_\_ Pablo cocinará unas tortas deliciosas para la venta de pasteles.
  
3. \_\_\_\_\_ Las personas le pagan a mi tía para que les teja suéters.
  
4. \_\_\_\_\_ Mis abuelos viajarán a las montañas en junio.
  
5. \_\_\_\_\_ Los muchachos pelearon como perros y gatos, a pesar de que eran amigos.

**B. Instrucciones:** Completa la tabla.

Tiempo presente	Tiempo pasado	Tiempo futuro
tiro		
	recuperó	
		comeremos
escucho		