

3rd grade Spring Break Packet



Due March 9th, 2026

Name: _____

Section: _____

This packet is a FAST Reading practice designed to help students strengthen the skills they use on the FAST assessment. The goal is to practice reading carefully, answering questions accurately, and finding text evidence. **This packet WILL be counted as an EXTRA CREDIT grade**, so it is important that students complete it carefully and thoughtfully.

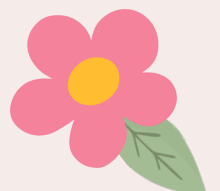
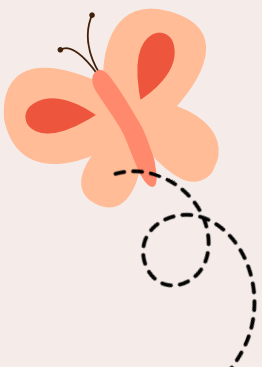


Please follow **ALL** directions to receive **full credit**:

1. Read each passage carefully.
2. Take your time — reread if needed.
3. Answer every question.
4. Do not leave any questions blank.
5. Highlight text evidence for **EACH** question.

After selecting your answer, highlight the sentence or sentences in the passage that prove your answer.

This step is **REQUIRED** for full credit.



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Read the passage "Frogs and Toads" and then answer Numbers 19 through 24.

Frogs and Toads

- 1 "I have a surprise," Mr. Waters said to his third-grade class. "We're going to take a class trip to the Parkland Zoo."
- 2 The class started chattering noisily, asking one question after another. "When are we going?" "How long will we be there?" "Will we get lunch at the zoo?"
- 3 "Calm down, class," Mr. Waters laughed. "All the information about the trip is on a form for your parents or guardians. It also tells them that we've been learning about animals that can live in or out of the water. That explains why we'll be going to the amphibian house at the zoo. So, what kinds of animals are amphibians?"
- 4 "Salamanders are amphibians," Marcy answered.
- 5 "That's right," Mr. Waters said. "Who can name two more?"
- 6 "I can," Shawn said. "Frogs and toads are both amphibians."
- 7 "That's only one animal," Rosa said. "Toads are the same as frogs."
- 8 "No, they're not," Shawn said. Rosa disagreed, though.
- 9 Shawn and Rosa argued until Mr. Waters interrupted them. "You're both right," he said calmly. "Toads are in the frog family, but they are not exactly the same as frogs."
- 10 "They both lay eggs in the water to hatch their baby tadpoles, though," Josh said. "That's the same for frogs and toads."
- 11 "That's right, Josh," Mr. Waters said. "However, frogs lay eggs in clusters, or lumps. Toads lay eggs in long lines like chains."
- 12 "Both frog and toad tadpoles breathe with gills," Maria added. "When they grow up, the tadpoles develop lungs to breathe air."
- 13 "I can tell you something different about frogs and toads," Ricardo said. "Someone told me that you can get warts from touching a toad."

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- 14 "Some people think that, but it's not true. Toads have dry, warty skin, but you can't get warts from them." Mr. Waters continued, "Ricardo, how is a frog's skin different from a toad's skin?"
- 15 "Well," Ricardo began. "A frog's skin is smooth and moist. I guess that's one difference between a frog and a toad."
- 16 "Here's another," Mr. Waters went on. "A frog has long legs so it can jump. Toads have short legs. They can only hop."
- 17 Lu Ann raised her hand. "My dad is reading me a story about a jumping frog contest," she said. "I guess there aren't any stories about jumping toad contests!"
- 18 "Now, here's one more difference that will surprise you," Mr. Waters said. "Frogs have teeth and toads don't."
- 19 "Yikes," Shawn and Rosa said at the same time. "You mean a frog could bite us?"
- 20 "I don't think so. They only have teeth in the top of their jaws," Mr. Waters said. "They also have long sticky tongues," he added. "They catch insects that way. Toads have sticky tongues, too."
- 21 "Here's another difference," Lu Ann said. "If you kiss a frog, it may turn into a prince! But who wants to kiss a frog?"
- 22 Everyone laughed, including Mr. Waters. "Now, let's get serious for a minute," he said. "I want you to think about what we learned today. Then, when we go to the amphibian house, you can pick out the frogs from the toads."



frog



toad

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Now answer Numbers 19 through 24. Base your answers on the passage "Frogs and Toads."

19. Why is Mr. Waters taking his students to the zoo?

- Ⓐ to have a fun field trip
- Ⓑ to visit the amphibian house
- Ⓒ to argue about frogs and toads
- Ⓓ to prove that salamanders are not amphibians

20. What is the main problem in the passage?

- Ⓐ Touching toads causes warts.
- Ⓑ Rosa and Shawn have an argument.
- Ⓒ The students have to tell why amphibians are important.
- Ⓓ The students have to learn the difference between frogs and toads.

21. What does the reader understand using the information from the passage and the illustrations?

- Ⓐ how frogs and toads lay their eggs
- Ⓑ that both frogs and toads are amphibians
- Ⓒ the differences in how frogs and toads look
- Ⓓ the differences in how frogs and toads move

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22. Select **two** statements that are true for both frogs and toads.

- Ⓐ They have teeth.
- Ⓑ The adults breathe with lungs.
- Ⓒ They have smooth, moist skin.
- Ⓓ As tadpoles, they breathe with gills.
- Ⓔ They lay eggs in long lines like chains.

23. How does the author present information about frogs and toads in the passage?

- Ⓐ by comparing and contrasting frogs and toads
- Ⓑ by explaining the life cycle of frogs and toads
- Ⓒ by telling funny stories about frogs and toads
- Ⓓ by giving the history of frogs and toads

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

Part A

What can the reader conclude will happen when the class goes to the zoo?

- Ⓐ Mr. Waters will probably punish them for arguing.
- Ⓑ The students will probably be able to use what they learned.
- Ⓒ Mr. Waters will probably ask someone to pet a frog or a toad.
- Ⓓ The trip will probably be cancelled because everyone knows everything.

Part B

Fill in the bubble **before one** sentence from the passage that supports your answer in Part A.

- 22 Ⓐ Everyone laughed, including Mr. Waters. Ⓑ "Now, let's get serious for a minute," he said. Ⓒ "I want you to think about what we learned today. Ⓓ Then, when we go to the amphibian house, you can pick out the frogs from the toads."

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Read the passages “The Jim Thorpe Story” and “Babe the Great” and then answer Numbers 25 through 30.

Passage 1: The Jim Thorpe Story

1 You can probably name many athletes alive today. You see them in TV ads, in magazines, and sometimes even in movies. Have you ever heard of the athlete Jim Thorpe? Jim Thorpe lived long ago, but he is still known as one of the greatest athletes of all time.

Early Years

- 2 Jim Thorpe was born on May 28, 1887, in what is now Oklahoma. Jim and his family were members of the Sac and Fox Nation. His family gave him a special name, Wa-Tho-Huk. This means “Bright Path.”
- 3 When Jim was in college, he played for a great coach named Pop Warner. He did well at baseball, football, and track. He was an important athlete in his school.

A Gold Medal Winner

- 4 In 1912 Jim went to the Olympics. He won two gold medals for running. A newspaper said that he had once been paid to play baseball. This was against the rules, so Jim’s medals were taken away. His family tried for many years to get them back. Finally, in 1982, Jim’s children got the medals back.

A Great Player

- 5 In the same year that Jim won his medals, he helped his college football team become national champions. He also scored 25 touchdowns and 198 points in one season! This was a great achievement.
- 6 Jim still played baseball, too. He played one game on the border between three states. In that game, he hit home runs into all three states! He hit his first home run over left field into Oklahoma. He hit his second home run over right field into Arkansas. Finally, he hit his third home run into center field in Texas.

Later Years

- 7 Over the years, Jim played both football and baseball for many teams. Then, in 1920, he became the first president of the National Football League. He was named one of the world’s best athletes by many groups. He died in 1953. Then in 1963, he was elected to the Football Hall of Fame. This great athlete deserved every honor he received.

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Passage 2: Babe the Great

- 8 Babe Didrikson Zaharias was an athlete and Olympic champion unlike any other. During a time when men ran the sports world, Babe became famous for her skills in basketball, track and field, and golf.

Early Life

- 9 Babe was born Mildred Ella Didrikson on June 26, 1911, in Port Arthur, Texas. From a young age, Babe was competitive and interested in sports. Her goal was to be “the greatest athlete to ever live.” As a young girl, she earned the nickname “Babe,” after popular baseball player Babe Ruth, when she hit five home runs in a baseball game. In high school, she played basketball and soon became a star player.

Record Breaker

- 10 After graduation, Babe turned her attention to track and field. She worked hard and practiced a lot. In 1932 she made it to the Olympics. She won two gold medals and one silver medal. Her performance broke four world records. She had gained the attention of the nation. But not everyone was impressed with Babe. At the time, women were not encouraged to play sports. Some sports writers made negative comments about Babe.

A New Sport

- 11 Babe wouldn't let anyone's opinion hold her back. In 1932 Babe decided to play golf, another sport played mostly by men. In 1938 she met George Zaharias, a wrestler and fellow golfer. They got married later that year. Her husband encouraged her to become a professional golfer.
- 12 Babe practiced golf every day. She took lessons for six hours a day and hit thousands of balls. Before long, Babe was winning tournament after tournament. She became known as the greatest female golfer of all time. In 1950 she was voted “Woman Athlete of the Half-Century.”
- 13 In 1956 Babe died after a battle with cancer. She will always be remembered for her hard work and love of sports.

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Now answer Numbers 25 through 30. Base your answers on the passages "The Jim Thorpe Story" and "Babe the Great."

25. What does the word track mean as it is used in this sentence from Passage 1?

"He did well at baseball, football, and track." (paragraph 3)

- Ⓐ a path for running
- Ⓑ rails on which trains travel
- Ⓒ to follow someone or something
- Ⓓ a sport that includes running, jumping, and throwing

26. How are the sentences connected in paragraph 2 of Passage 1?

- Ⓐ They show how Jim's family felt about him.
- Ⓑ They explain why Jim started playing football.
- Ⓒ They compare Jim's early life to his later years.
- Ⓓ They identify some events from Jim's early life.

27. Why did the author include paragraph 12 of Passage 2?

- Ⓐ to describe Babe's childhood
- Ⓑ to explain how Babe got her nickname
- Ⓒ to show Babe's hard work and determination
- Ⓓ to give background information about the Olympics

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

Part A

How does the author of Passage 2 support the claim that Babe did not let anyone's opinion hold her back?

- Ⓐ by telling about her childhood goals
- Ⓑ by describing Babe's career in track and field
- Ⓒ by giving an example of a childhood baseball game
- Ⓓ by explaining her decision to become a professional golfer

Part B

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

- Ⓐ "From a young age, Babe was competitive and interested in sports."
(paragraph 9)
- Ⓑ "As a young girl, she earned the nickname 'Babe,' after popular baseball player Babe Ruth, when she hit five home runs in a baseball game."
(paragraph 9)
- Ⓒ "After graduation, she turned her attention to track and field."
(paragraph 10)
- Ⓓ "In 1932 Babe decided to play golf, another sport played mostly by men."
(paragraph 11)

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29. How are Jim and Babe alike?

- Ⓐ Both grew up in Oklahoma.
- Ⓑ Both played golf professionally.
- Ⓒ Both won two Olympic gold medals.
- Ⓓ Both were presidents of the National Football League.

30. Fill in the bubbles to choose whether each description tells about Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
includes facts about a hard-working athlete	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ
names awards and medals won by an athlete	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	<input type="radio"/> Ⓕ
describes challenges women faced in the sports world	<input type="radio"/> Ⓖ	<input type="radio"/> Ⓖ	<input type="radio"/> Ⓖ

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Read the passages "A Neighborhood Tour" and "The Market" and then answer Numbers 31 through 36.

Passage 1: A Neighborhood Tour

- 1 After breakfast, Henry's parents started unpacking boxes and moving furniture again. This was what they had done yesterday and the day before that, so Henry went out onto the front porch and sat on top of his basketball, rolling aimlessly from side to side.
- 2 "Henry," his mother called from inside the house, "why don't you go play basketball?"
- 3 "I don't know where any hoops are in this neighborhood," said Henry, "and I don't want to play by myself anyway."
- 4 "You'll make friends before school starts," said his mother. "Why don't you take a walk and look around?"
- 5 "No. That's boring," said Henry. "I don't feel like it."
- 6 A little dog came sprinting down the sidewalk, nails scratching on the pavement, stopped at the bottom of the porch steps, and looked up at Henry. The dog had bushy eyebrows and hair like curly wire, and he wagged his tail so hard that his whole body moved.
- 7 "You again," Henry said, "same as yesterday. What do you want?"
- 8 The little dog turned and ran down the sidewalk, and then he ran back to Henry and wagged his tail. Henry watched him do this again and again, observing that the dog was a bouncing ball of energy.
- 9 Finally Henry said, "Okay, I'll follow you." The dog trotted ahead, but Henry hesitated—he wanted to play basketball. No one else was playing, though, and he still didn't want to play alone, so he followed the dog.
- 10 The dog walked up to a house and scratched at the door. A boy Henry's age opened the door.
- 11 "Is that your dog?" Henry asked. "He just showed me the neighborhood."
- 12 "Cool!" said the boy. "I'm Devin. Is that your basketball? Do you want to play?"

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Passage 2: The Market

- 13 “Where are we going?” asked Henry.
- 14 His new friend Devin just grinned and walked faster. “Someplace you’ll like,” he said. “Here’s a hint: it’s open every Saturday. And here’s another hint: everything there tastes great!”
- 15 “A restaurant?” Henry asked, hurrying to keep up. He had moved to the neighborhood only a week ago, and he’d met Devin—and Devin’s dog—soon after he arrived. He was still getting to know the area.
- 16 “Close,” said Devin’s mother, who was walking with them. “It’s a farmers’ market!”
- 17 They turned a corner, and Henry saw row after row of tables set up in an open field—tables covered with fresh fruits, vegetables, and all kinds of other delicious-looking items. People were everywhere, laughing and talking and eating and buying food.



- 18 “I’ve never been to a place like this before,” Henry admitted. “I don’t think they had them in the city where we used to live. We always went to the supermarket.”
- 19 “Then you’re in for a treat,” said Devin’s mother. “See those people buying beans? The woman behind the table is the farmer who grew the beans. You don’t see that at the supermarket, do you?”
- 20 Henry’s eyes widened. “You mean *everyone* behind a table here is a farmer?”
- 21 “Every single one of them!” Devin told him. “Isn’t that cool?”
- 22 Devin’s mom stopped at a table covered with apples and pears. “Hi, Tim,” she said to the man sitting there. “This is our friend Henry. Could he have a taste of your wonderful apples?”

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- 23 “Sure!” said Tim, handing Henry an apple slice. “It’s the sweetest apple you will ever taste!”
- 24 “It really is,” agreed Devin. “I’ve had Tim’s apples lots of times. Try it!”
- 25 Henry took the slice and tried it, and sure enough Tim and Devin were right—the apple was outstanding!
- 26 “Would you like to try some honey?” the woman at the next table asked Henry. “My bees made it from wildflowers.”
- 27 “Try some!” Devin said. “This honey is the best—I’ve eaten it lots of times.”
- 28 “Yes, please!” said Henry. He had never tasted wildflower honey before, and it, too, was delicious! But he felt jealous that Devin knew so much about the farmers’ market. Devin already knew about Tim’s apples and this woman’s honey. Was there anything that Devin *didn’t* know?
- 29 “Look at that, Mom,” Devin said, pointing to some greenish, spiky plants at the next table. “What are those?”
- 30 “That’s lemongrass!” Henry blurted out before the woman behind the table could speak. Devin turned to look at him in surprise.
- 31 “Right you are!” said the woman. “Lemongrass is very popular in Thailand, where I used to live. When I moved here, I couldn’t find it in stores, so I started growing it on my farm. How do you know about it?”
- 32 “My family eats it a lot,” Henry explained. “We add it to soups and vegetables—it makes food really tasty.”
- 33 “I guess you’re an expert!” the woman said. “Let’s give your friends a taste.”
- 34 Henry grinned at Devin. “You’ll love it!” he said. “Trust me—I’ve eaten it lots of times!”

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Now answer Numbers 31 through 36. Base your answers on the passages "A Neighborhood Tour" and "The Market."

31. What is the main reason Henry is bored and lonely at the beginning of Passage 1?

- Ⓐ His parents want him to help unpack boxes.
- Ⓑ He doesn't know where the basketball courts are.
- Ⓒ He just moved to the neighborhood and has no friends yet.
- Ⓓ He doesn't want to walk around a new neighborhood alone.

32. Select **two** phrases that use comparisons to describe the dog in Passage 1.

- Ⓐ "A little dog came sprinting down the sidewalk, nails scratching on the pavement" (paragraph 6)
- Ⓑ "stopped at the bottom of the porch steps, and looked up at Henry" (paragraph 6)
- Ⓒ "The dog had bushy eyebrows and hair like curly wire" (paragraph 6)
- Ⓓ "he wagged his tail so hard that his whole body moved" (paragraph 6)
- Ⓔ "the dog was a bouncing ball of energy" (paragraph 8)

33. What does the reader understand using the information from Passage 2 and the illustration?

- Ⓐ how large the farmers' market is
- Ⓑ where the farmers' market is located
- Ⓒ how many people are at the farmers' market
- Ⓓ how the foods at the farmers' market are displayed

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34. Select **two** statements that compare or contrast Henry's and Devin's reactions to the farmers' market in Passage 2.

- Ⓐ The farmers' market is new to Henry but not to Devin.
- Ⓑ Henry and Devin think the farmers' market is wonderful.
- Ⓒ Henry is excited about the farmers' market, but Devin is bored.
- Ⓓ Devin knows everything about the farmers' market, but Henry doesn't.
- Ⓔ Henry and Devin would rather play basketball than go to the farmers' market.

35. How are Passages 1 and 2 alike?

- Ⓐ Both passages are told by Devin.
- Ⓑ Both passages are told by Henry.
- Ⓒ Both passages are told by a narrator.
- Ⓓ Both passages are told by the boys' mothers.

36. Fill in the bubbles to choose whether each sentence describes Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Henry finds a new friend.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ
Henry discovers an interesting place.	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	<input type="radio"/> Ⓕ
Henry becomes happier in his new town.	<input type="radio"/> Ⓖ	<input type="radio"/> Ⓗ	<input type="radio"/> Ⓖ

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Read the passages “Rachel Carson” and “Build an Insect Hotel” and then answer Numbers 37 through 42.

Passage 1: Rachel Carson

1 What is your favorite part of nature? Is it rocks, trees, rivers, or the ocean? When people think about nature, they often think about how to keep nature protected and beautiful. But it wasn't always like this. Rachel Carson was one of the first people to make others think about taking care of the environment. She wrote several books about the oceans and land that were easy for people to understand. She explained how living things depend on one another and how they are connected to Earth.

Early Years

2 Rachel was born in 1907 in Springdale, Pennsylvania. She lived with her family in a house located on many acres of farmland and forest. Rachel spent hours playing along the river and walking in the forest. She observed fish, insects, bugs, and other animals. Rachel liked her home, but she also dreamed about living by the sea and learning about sea animals.

A Love of Books and Writing

3 Rachel loved to read. She liked to write, too, describing what she saw in nature. Every month, she would read a children's magazine that came in the mail. She entered a writing contest in the magazine and won a \$10 prize. That made her feel like a real writer!

A Big Decision

4 When Rachel was in college, she took classes to become a writer. Rachel also took science classes because she loved nature. Her science teacher was so interesting that Rachel decided to become a scientist. Her friends said it would be easier to be a writer. Back then, few women became scientists. But Rachel did it!

Living Her Dream

5 Rachel worked for the Fish and Wildlife Service for the U.S. government. Her dream about the sea came true, and she studied animals in the ocean.

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- 6 Rachel also kept writing. She wrote about ways companies could keep the ocean and land cleaner for animals. Many people listened to what she said. Her love of nature spread to others. Because of Rachel Carson, many laws were made in the United States that still protect animals, plants, rivers, and the ocean to this day.

Passage 2: Build an Insect Hotel

Help for Insects

- 7 Every living thing, including insects, needs a place to live. But it is getting harder for bugs to find homes because people are building more roads and houses in the areas where insects usually live. As a result, some insects are starting to disappear. Insect hotels can help.
- 8 An insect hotel gives insects a safe place to stay. The insects that usually stay in insect hotels are bees, butterflies, ladybugs, and beetles. In the spring, these “good” insects come out of the hotel and carry pollen from flower to flower in gardens. They can also help control pests, or “bad” insects. You can help these “good” insects find a home in your yard or garden by building your own insect hotel.

What You Will Need

- 9 Try to use natural materials for your insect hotel. You will need:
- a box or other container
 - stems
 - loose bark
 - dried leaves
 - seeds
 - pinecones
 - stones
 - wood

What You Will Do

- 10 Follow these steps to make an insect hotel of your own.
1. Stand the box up on a flat surface.
 2. Put a layer of stones on the bottom of the box.
 3. Pack the other materials in separate layers on top of the stones.
 4. Pack the materials tightly enough so they don't move, but leave some gaps and holes. (The holes you leave will be the habitat, or living space, for the insects.)
 5. Put your insect hotel in your garden or hang it from a tree.

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What Happens Now?

- 11 Your insect hotel will attract, or bring, more animals to your garden because each animal depends on other animals to survive. For example, with more insects around, birds have more to eat, too.
- 12 Watch your hotel closely. Which insects stay at the hotel? What other animals do you see? What plants do the insects like best? Take notes and share what you learn with your friends and family!

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Now answer Numbers 37 through 42. Base your answers on the passages "Rachel Carson" and "Build an Insect Hotel."

37. What do these sentences from Passage 1 show about Rachel Carson?

"She wrote several books about the oceans and land that were easy for people to understand." (paragraph 1)

"She entered a writing contest in the magazine and won a \$10 prize." (paragraph 3)

- Ⓐ She was an excellent writer.
- Ⓑ She knew a lot about science.
- Ⓒ She dreamed of living by the sea.
- Ⓓ She cared about protecting nature.

38. Which is the best summary of Passage 1?

- Ⓐ Carson lived on a farm as a child. She respected all animals, including fish and insects.
- Ⓑ Carson liked to write. She won a writing contest in a children's magazine. She wrote in college, too.
- Ⓒ Carson had to make a big decision between becoming a writer or a scientist. Her friends told her to be a writer.
- Ⓓ Carson loved nature and writing. In college, she decided to become a scientist. She wrote about ways to protect Earth and animals.

39. What is **one** reason the author included paragraph 7 in Passage 2?

- Ⓐ to explain that some insects are good because they are helpful to people
- Ⓑ to explain that insects need help because they are losing their homes
- Ⓒ to show that many different kinds of insects can live in insect hotels
- Ⓓ to show that building an insect hotel is fun and easy to do

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40. In what way do insect hotels bring other animals to gardens?

- Ⓐ Hungry birds come to eat the insects living in the hotels.
- Ⓑ The insects that live in the hotels help control bad insects.
- Ⓒ The insects in the hotels carry pollen from flower to flower.
- Ⓓ The hotels give insects and other animals a safe place to stay.

41. Fill in **one** bubble in each row to show the ideas included in each section of Passage 2.

	Help for Insects	What You Will Need	What You Will Do	What Happens Now?
why you should build an insect hotel	Ⓐ	Ⓑ	Ⓒ	Ⓓ
how your insect hotel will attract insects and other animals	Ⓔ	Ⓕ	Ⓖ	Ⓗ
what you need to make an insect hotel	Ⓘ	Ⓙ	Ⓚ	Ⓛ
the steps to make an insect hotel	Ⓜ	Ⓝ	Ⓞ	Ⓟ

42. Which **two** ideas are presented in both passages?

- Ⓐ Laws can help keep animals safe.
- Ⓑ Living things depend on each other.
- Ⓒ People can learn how to protect nature.
- Ⓓ "Good" insects can help control "bad" insects.
- Ⓔ Companies should work to keep Earth cleaner for animals.