

**Third Grade**  
**Second Nine- Week ELA Study Guide**  
**2018**

The nine-week reading test will include: **2 informational (non-fiction) passages (one of which is following directions), 1-historical fictional passage, 1-folktale and 1-poem.** The test is set up similar to the End of Grade ELA test. This study guide contains important vocabulary and sample stories to help you work with your child on reading comprehension.

Students have been taught the **RUNNERS** method to use while reading and answering questions.

**R**- read the title and any introduction at the top of the selection. Look at graphics or pictures and predict the text type: Ask yourself: *What is this selection going to be about?*

**U**- Underline important key words in the questions as you read them.

**N**- Notice any numbered paragraphs in the selection. Number them if you need to.

**N**- Now read the selection and as you read.....

**E**- Enclose **key** words and **clues** that can help you find answers.

**R**- Reread the questions and mark out the incorrect responses.

**S**- Select the **BEST** answer!

**Key Vocabulary**

<p style="text-align: center;"><b>Setting</b></p> <p>where and when a story takes place</p>	<p style="text-align: center;"><b>Genre</b></p> <p>A category used to classify literature: <i>informational, non-fiction, fiction, poetry, drama, recipe, biography, autobiography, fable, fairy tale, tall tale, article, narrative, expository.</i></p>	<p style="text-align: center;"><b>Main Idea</b></p> <p>what a story, poem or passage is mostly about</p>	<p style="text-align: center;"><b>Passage</b></p> <p>a reading selection or text</p> <p style="text-align: center;"><b>Section</b></p> <p>Part of a written work</p> <p style="text-align: center;"><b>Recount</b></p> <p>To tell in detail</p>
<p style="text-align: center;"><b>Summarize</b></p> <p>A shortened version of what has been written to explain the main points</p>	<p style="text-align: center;"><b>Character</b></p> <p>People or animals in a story</p>	<p style="text-align: center;"><b>Author</b></p> <p>The person who writes a story</p>	<p style="text-align: center;"><b>Title</b></p> <p>The name of a story</p>
<p style="text-align: center;"><b>Stanza</b></p> <p>a group of lines that make up a verse in a poem or song</p>	<p style="text-align: center;"><b>Poet</b></p> <p>An author of a poem</p>	<p style="text-align: center;"><b>Central Message</b></p> <p>The lesson a character learns in a story.</p>	<p style="text-align: center;"><b>Point of View</b></p> <p>A way an author tells a story</p>
<p style="text-align: center;"><b>Illustration</b></p> <p>A picture, diagram or map used to explain or decorate</p>	<p style="text-align: center;"><b>Problem</b></p> <p>A question that must be solved or thought about</p>	<p style="text-align: center;"><b>Solution</b></p> <p>The answer to a problem</p>	<p style="text-align: center;"><b>Sequence of Events</b></p> <p>The order in which things happen in a story</p>
<p style="text-align: center;"><b>Speaker</b></p> <p>Who is telling the story</p>	<p style="text-align: center;"><b>Historical Fiction</b></p> <p>A fictional story based on real life characters or events</p>	<p style="text-align: center;"><b>Graphic Organizer</b></p> <p>Pictorial ways of representing information</p>	<p style="text-align: center;"><b>Text Feature</b></p> <p>An element that stands out from the other parts of the text to help the reader understand. (Bold print, italics, numbered lists, illustrations, etc.)</p>

## Elephants: The Big Eaters

1 Elephants are the largest land animals in the world. There are two main kinds of elephants—African and Asian. African elephants have larger ears and longer tusks than Asian elephants. African elephants are also bigger and taller. An adult male African elephant can weigh as much as 15,000 pounds. An adult male Asian elephant weighs “only” about 10,000 pounds. It would take about 200 third graders to add up to 10,000 pounds!

2 Because they are so big, elephants eat a lot of food. The bigger the elephants are, the more food they need to eat to stay healthy. Adult male African elephants eat between 400 and 600 pounds of food each day. That is about the same weight as 1,600 to 2,400 hamburgers!

3 Did you know elephants do not eat meat? Elephants are **herbivores** or plant-eaters. They enjoy eating about 80 different kinds of plants. Which plants they eat depend on what is growing nearby. Elephants eat just about all the parts of trees and shrubs. They eat leaves, twigs, branches, bark, fruit, and roots. Elephants also like to eat grasses.

4 Elephants have three main tools for eating. They have their trunk, their teeth, and their tusks. The elephant’s trunk looks like a very long nose. Together, the elephant’s nose and upper lip make up its trunk. The elephant’s trunk acts like a hand. It picks up leaves and twigs and puts them into the elephant’s mouth. The trunk also acts like an arm. It breaks off tree branches. The trunk also acts like a hose. It sucks up water and squirts it into the elephant’s mouth.

5 Even though it is a very large animal, an elephant has only four teeth inside its mouth. All four teeth are called molars. They have rough edges to help the elephant chew hard plant parts like twigs and branches. Each molar weighs more than 10 pounds and can be 10 inches long. One pair of molars is in the front of the elephant’s mouth. These two teeth are used the most. Slowly they get smaller and smaller from so much chewing. Once they have worn down, they break into pieces and fall out. Then the back two molars move forward to be used. When that happens, a new pair of molars grows in at the back of the elephant’s mouth. This pair is then ready to move forward when needed. This happens six times during an elephant’s life.

6 Can you believe an elephant’s tusks are really a special kind of tooth growing out of its mouth? Elephant tusks are the largest and heaviest teeth of any living mammal. Tusks are made of a beautiful creamy-white material called ivory. Tusks grow about seven inches a year. The tusks of an older elephant may be as long as eight feet. Tusks help elephants eat because they can dig out the roots of plants and shrubs. Tusks are also used to tear bark off tree trunks and branches. Elephants even use their tusks to dig holes to find water below the ground.

7 In the daytime and at night, most elephants in the world are busy eating. For this reason, finding enough food and water can be difficult for elephants. Even a small herd of elephants soon will eat most of the grasses, shrubs, and trees growing in one area. The herd then has to travel to a new place to find plants to eat. A herd of elephants may migrate more than 3,000 miles in one year. Every day they need to find lots of food.

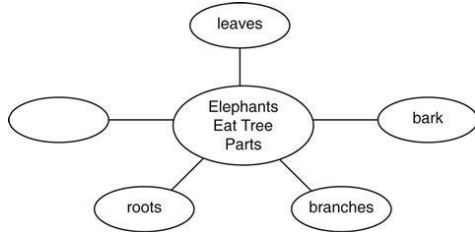
Weight of Elephant	Amount of Food-Eaten per Day
5,000 pounds	200–300 pounds
6,500 pounds	260–390 pounds
7,500 pounds	300–450 pounds
8,500 pounds	340–510 pounds
9,000 pounds	360–540 pounds

1. What is the main idea of paragraph 4 in this selection? (RI.3.2)

- A. differences between African and Asian elephants
- B. tools elephants use for eating
- C. why elephants do not eat meat
- D. the amount of food elephants eat each day

2.

Read the graphic organizer about “Elephants: The Big Eaters.” RI.3.1



Based on the passage, which detail goes in the empty circle?

- A. bushes
- B. ivory
- C. grasses
- D. plants

3. In paragraph 3, what is the meaning of *herbivore*? RI.3.4

- A. a meat eating animal
- B. a plant eating animal
- C. a mammal
- D. tusks

4. According to the text, how are Asian elephants and African elephants different? RI.3.3

- A. African elephants have smaller tusks and ears than Asian elephants.
- B. Asian elephants are bigger and taller than African elephants.
- C. African elephants are bigger and taller than Asian elephants.
- D. There are no differences between African elephants and Asian elephants.

5. The passage was written to answer which question? RI.3.1

- A. How fast do elephants eat?
- B. What must an elephant eat to grow?
- C. When do elephants sleep?
- D. Where elephants live?

6. Which detail supports the main idea of paragraph 1? RI.3.2

- A. “Elephants have three main tools for eating.”
- B. “There are two main kinds of elephants- African and Asian.”
- C. “It would take up to 200 third graders to add up to 10,000 pounds!”
- D. “Together, the elephants nose and upper lip make up its trunk.”

7. Use the chart from the story to help you answer the question. RI.3.1

<b>Weight of Elephant</b>	<b>Amount of Food-Eaten per Day</b>
5000 pounds	200 - 300 pounds
6500 pounds	260 - 390 pounds
7500 pounds	300 - 450 pounds
8500 pounds	340 - 510 pounds
9000 pounds	360 - 540 pounds

If an elephant ate 250 pounds of food in one day most likely the elephant weighs

- A. 5000 pounds      B. 6500 pounds      C. 8500 pounds      D. 9000 pounds

8. According to the passage, what causes an elephant's teeth to get smaller? RI.3.3

- A. Chewing hard plant parts.                      C. Drinking too much water.  
B. Migrating to a new area.                      D. Chewing on the tusk.

9. According to the text, what happens after the elephant's teeth break into pieces and fall out? RI.3.1

- A. The tusks grow stronger and longer.  
B. All of the elephant's teeth fall out.  
C. The elephant can no longer eat.  
D. The back two molars move forward to be used.

## California Gold Rush

1 California was not always a popular place to live! Prior to the California Gold Rush, there were less people in California. However, once gold was discovered, thousands of people traveled to California in an attempt to find gold. James Marshall first discovered gold. He was building a sawmill when he noticed shiny flakes of gold in the river. He told John Sutter, who he was working for at the time. They tried to keep it a secret. Unfortunately, the word spread.

2 In 1849, just over a year after the discovery, 90,000 people came to California in search of gold. These people were called forty-niners. Forty-niners didn't just come to California from the United States. They also came from China, Mexico, Europe and Australia. They wanted to find gold to get rich quickly... and they did. Some of them made as much as ten times more money in a day than they did at their old jobs. There were a few ways to find gold. Most of the forty-niners panned for gold. To pan, a miner separated gold from dirt and gravel. First, he placed a sample of dirt into a pan. Then, he placed the pan about six inches under water. He shook the pan vigorously. Because gold is heavy, it would sink to the bottom of the pan. Each time he shook it, more dirt, rocks, and gravel rose to the top. The miner was able to scoop these out and repeat the process. Finally, there were just gold and magnetic black sands at the bottom of the pan. From there miners, separated the gold from the sand.

3 Every time gold was discovered in a particular location, miners would quickly move there. They would set up a mining camp. These grew so rapidly that they were called boomtowns. For example, San Francisco is a boomtown. Within a few years, it grew by over 20,000 residents. However, not all boomtowns stayed populated. Miners deserted many of these towns once all of the gold was discovered. Once they were abandoned, they became known as ghost towns.

4 Historians believe that around 12 million ounces of gold were mined during the California Gold Rush. The next year, California was admitted as the 31<sup>st</sup> state of the United States of America. Since then, there have been other gold rushes in the United States. Pike's Peak Gold Rush occurred in Colorado, and the Klondike Gold Rush occurred in Alaska. If there is one thing to motivate people to move, it is gold and the hopes of becoming wealthy.



1. What was James Marshall doing when he discovered gold? (RI.3.1)
- A. Traveling to California
  - B. Traveling to China and Mexico
  - C. Building a sawmill
  - D. Talking to the forty-niners

2. What happened after John Marshall told John Sutter about discovering gold? (RI.3.1)
- A. Over 90,000 people came to California                      C. People moved to Mexico.  
 B. Forty-niners lived in ghost town.                              D. Not many people lived in California
3. What did they name the towns that grew so rapidly? (RI.3.1)
- A. forty-niners    B. boomtowns    C. ghost towns    D. miners
4. Which sentence from the passage tells how some places got populated so quickly? (RI.3. )
- A. "Historians believed that around 12 million ounces of gold were mine during the California Gold Rush."  
 B. "From there miners, separated the gold from the sand."  
 C. These people were called forty-niners."  
 D. "Every time gold was discovered in a particular location, miners would quickly move there."
5. Which statement from the story best describes the picture from the story? (RI.3.7)



- A. "Every time gold was discovered in a particular location, miners would quickly move there."  
 B. "The next year, California was admitted as the 31<sup>st</sup> state of the United States of America."  
 C. "Most of the forty-niners panned for gold."  
 D. "They tried to keep it a secret."
6. What is the meaning of the word **secret** in the following sentence: (RI.3.4)
- They tried to keep it a **secret**. Unfortunately, the word spread.
- A. a forty-niner              B. hidden information              C. words                      D. gossip
7. According to the text how did towns become ghost towns? (RI.3.1)
- A. When people discovered gold and went to that town  
 B. When people abandoned the town and went to other places.  
 C. When gold was discovered in a particular town.  
 D. When people panned for gold.

8. What is the second step in panning for gold? (RI.3.)

- A. Placing the gold in six inches of water
- B. Separating gold from sand
- C. Placing a sample of dirt in the pan.
- D. Finding the sand at the bottom of the pan.

9. Why did boomtowns become deserted? (RI.3.1)

- A. People found gold in these towns.
- B. Sawmill workers found shiny pieces of gold in the dirt.
- C. The towns were part of the United States of America.
- D. All of the gold in the town was found.

10. How much gold do they believe was found during the Gold Rush? (RI.3.1)

- A. 31 ounces
- B. 12 million ounces
- C. 12 thousand ounces
- D. 20,000 ounces

11. What fact does the reader learn from this passage? (RI.3.)

- A. Gold can be found in all fifty states.
- B. Forty-niners only came from California
- C. Ghost towns were well populated with people.
- D. Thousands of people traveled to California to find gold.

12. Which sentence supports the central message of the text? (RI.3.2)

- A. "These grew so rapidly they began to be called boomtowns."
- B. "However, once gold was discovered, thousands of people traveled to California in an attempt to find gold."
- C. "There were a few ways to find gold."
- D. "The next year, California was added as the 31<sup>st</sup> state of the United States of America."

**A Fall Song**  
**by Ellen Robena Field**

1 Golden and red trees  
Nod to the soft breeze,  
As it whispers, "Winter is near;"  
And the brown nuts fall  
5 At the wind's loud call,  
For this is the Fall of the year.

Good-bye, sweet flowers!  
Through bright Summer hours  
You have filled our hearts with cheer  
10 We shall miss you so,  
And yet you must go,  
For this is the Fall of the year.

Now the days grow cold,  
As the year grows old,  
15 And the meadows are brown and sere;  
Brave robin redbreast  
Has gone from his nest,  
For this is the Fall of the year.

I do softly pray  
20 At the close of day,  
That the little children, so dear,  
May as purely grow  
As the **fleecy** snow  
That follows the Fall of the year.

1. Why is the poet saying goodbye to summer? (RL3.1)

- A. The robin has left its nest.                      C. The seasons are changing.  
B. The flowers are dying.                              D. The snow has come.

2. In the first stanza, who is whispering, "Winter is near"? (RL3.5)

- A. brown nuts              B. the breeze              C. sweet flowers              D. robin redbreast

3. Read lines 1 and 2 of the poem:

**Golden and red trees/Nod to the soft breeze**

What is the meaning of these lines? (RL3.5)

- A. The trees are falling down.                      C. The trees are dropping their nuts.  
B. The trees are talking to the breeze.              D. The trees are swaying back and forth.



4. In stanza 3, which is the reason:

“Brave robin redbreast/Has gone from his nest”? (RL.3.1)

- A. the warm summer days      B. the green meadows      C. the little children      D. the cold days

5. Which line(s) from the poem, helps the reader picture the changes on the ground during “the Fall of the year”? (RL.3.7)

- A. “Golden and red trees / Nod to the soft breeze,” (Lines 1 and 2)  
B. “And the brown nuts fall / At the wind’s loud call,” (Lines 4 and 5)  
C. “And the meadows are brown and sere;” (Line 15)  
D. “Brave robin redbreast / Has gone from his nest (Lines 15 and 16)

6. In the last stanza, what does the word **fleecy** mean? (RL.3.4)

- A. soft      B. hard      C. flat      D. fancy

7. What is the central message of the poem? (RL.3.2)

- A. Summer is the best season of all.      C. Fall is not a pretty season.  
B. There are many changes in nature in the fall.      D. Winter is very cold.

8. According to the poem, what are the signs of Fall? (RL.3.5)

- A. brown nuts dropping, flowers dying, colder days  
B. loud wind, cheerful hearts, colorful meadows  
C. green trees, dying meadows, fleecy snow  
D. windy days, bright hours, flying robins

9. What has filled the speaker’s heart with cheer? (RL.3.1)

- A. “sweet flowers”      B. “ Fall hours”      C. “Little children”      D. “ Fleecy snow”

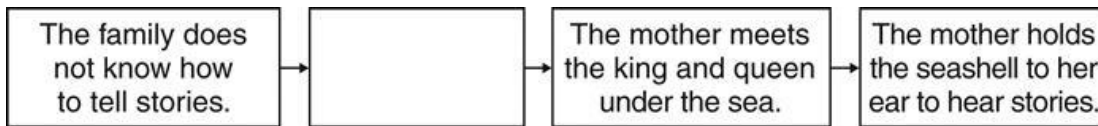
## Why We Have Stories –An African Folktale



- 1 Once there was a father and a mother. They had many happy children. The family mostly spent their days making baskets and farming, but the father was also good at carving. He made beautiful birds from tree stumps. From stone, he made impala<sup>1</sup> and kudu<sup>2</sup> bucks.
- 2 During the day the family laughed and played, but at night the children were not so happy. It was too dark to weave. It was too dark for their father to carve, yet it was too early to go to bed. "Tell us a story, please," the children begged their mama. Neither the mother nor the father had stories. Their neighbors knew no stories either.
- 3 So the mother decided to search for stories. She wanted to ask every creature that she passed to give her a story. She asked the first animal that she saw. "Please rabbit, would you tell me a story?"
- 4 The rabbit said, "There are many, many stories. I am too busy to tell one, however." He hopped away.
- 5 The mother was sad, but she kept walking. Next, the mother met a mother baboon and her babies. "Please, do you have any stories?" she asked the baboon.
- 6 "Stories are such nonsense," said the mother baboon. "I am too busy feeding my children to tell stories," she added.
- 7 The mother asked an owl, an elephant, and others. None told her stories. Finally, she spoke to an eagle. The great and wise eagle agreed to help her. The eagle spoke to his friend, the big sea turtle. "The sea turtle knows where to find stories," the eagle told the mother.
- 8 "Ride on my back," said the big sea turtle. "I will take you to the bottom of the ocean. There you will find a king and a queen."
- 9 When the mother met the king and queen, she felt shy. "What do you want?" they asked her. She told them she was searching for stories.
- 10 "If we give you stories, can you give us a picture? We would like to see what the dry lands are like. We want to see your home and your people."
- 11 The mother thought of an idea. "I can get you a picture. I will!" She left on the back of the big sea turtle. She thanked him for leaving her at the shore. "Please come during the next full moon," she said to the sea turtle. "I will return with a picture."
- 12 She was flushed. She told her family about the many animals that she met. She told them about the king and queen. Then she asked her husband to carve a special picture in wood. "I will carve a picture, and then we will have stories!" the father exclaimed. He created a picture of their village with his clever fingers.
- 13 When the moon was round again, the mother climbed on the back of the big sea turtle. They went to revisit the king and queen.
- 14 She gave the king and queen the picture in wood. "Look at this wonderful village!" they said with smiles. They admired the talent of the carver. "We have a gift for you and your people as well," they told the mother. They gave her a large and beautiful seashell. "Hold the shell to your ear whenever you want a story!" they said proudly.
- 15 The mother thanked them; she left excitedly for her own world. All her family and the people of her village greeted her. They sat around a large fire on the shore. "Tell us a story!" they begged.
- 16 The mother leaned forward. She put the shell to her ear, and she began storytelling, "Once upon a time . . ."

That is why we have stories to this day.

1. Look at the chart below. (RL.3.2)



Which event belongs in the empty box?

- A. The villagers listen to stories from the mother.
- B. The mother gives the king and queen a picture.
- C. The mother searches for stories to tell her family.
- D. The king and queen give the mother a seashell.

2. Why were the children unhappy at night? (RL.3.3)

- A. They did not have stories to listen to.
- B. They had to carve animals from tree stumps.
- C. They did not know where to sleep at night.
- D. They had to go to bed early.

3. Which animal is able to tell the mother where to find stories?

(RL.3.1)

- A. the elephant
- B. the baboon
- C. the sea turtle
- D. the rabbit

**4. Where do the king and queen live?**

(RL.3.1)

- A. in a forest
- B. in a village
- C. in the castle
- D. in the ocean

**5. Read the sentences from the story. (RL.3.4)**

“Look at this wonderful village!” they said with smiles. They admired the talent of the carver.

**What does the word admired mean?**

- A. announced
- B. respected
- C. rewarded
- D. shared

**6. What do the king and queen ask for in return for their stories?**

(RL.3.3)

- A. a trip to the mother’s village
- B. a picture of where the mother lives
- C. a piece of dry land
- D. a home in the mother’s village

**7. How did the mother get stories for her family?**

(RL.3.3)

- A. by giving a stone to the great eagle
- B. by riding on the back of an elephant
- C. by talking to a baboon and rabbit
- D. by trading a gift for a seashell

**8. Which set of animals did the mother ask for stories?**

(RL.3.1)

- A. rabbit, frog, eagle
- B. baboon, mouse, bird
- C. elephant, lion, rabbit
- D. owl, baboon, eagle

**9. In "Why We Have Stories," which word BEST tells how the king and queen feel about dry land?**

(RL.3.3)

- A. afraid
- B. curious
- C. calm
- D. worried

**10. What happens when the mother takes the carving to the king and queen?**

(RL.3.3)

- A. They hang the carving on their wall.
- B. They greet her with a song of welcome.
- C. They give her a large and beautiful shell.
- D. They tell stories around a fire by the shore.

**11 What is the central message of the story?**

(RL.3.2)

- A. It is good to be busy.
- B. A family can travel.
- C. Stories are bad.
- D. Experiences help to tell stories.

# Shell Art

by Judy Ann Sadler

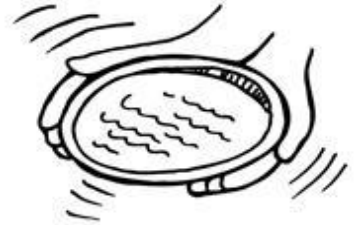


Do you have a shell collection stored in a box? Here's a way to display the shells. Use a pie plate if you have lots of shells and a tart tin if you have only a few.

**1.** Fill the pie plate almost half-full of water. Pour the water into the plastic tub.



**3.** Pour the plaster into the pie plate and gently shake it until the surface of the plaster is smooth.



**2.** Spoon plaster into the water and stir it with the other spoon. Keep adding plaster and stirring until the mixture is thick and creamy with no lumps.



**4.** Push the shells slightly down into the plaster. Plaster dries quickly, so you'll need to work fast.



## You will need

- a foil pie plate
- a plastic margarine or yogurt tub
- casting plaster, such as plaster of Paris
- 2 old or plastic spoons
- small and medium-sized shells

**5.** Allow the plaster to dry. Depending on the weather and the type of plaster you're using, this could take a few hours or a few days.



**6.** When the plaster feels hard, it will be easy to pop out of the pie plate. The bottom may need a little more time to dry, so place it on a cookie rack.



**7.** To display your shell art, place it on a plate stand or set it on a table. You could also hang it up using a store-bought plate hanger.



## More Ideas

Paint a design around the shells, or write on the plaster with a fine permanent marker to record where and when you found each shell.



Use this same method to display other found items, such as small, pretty stones, cones, acorns or nuts.



**1. What would MOST LIKELY change how quickly the plaster dries?**

- A. the design of the shells
- B. the kind of weather
- C. the type of items in the plaster
- D. the amount of shells used

**2. What is the passage mainly about?**

- A. making a craft
- B. collecting shells
- C. finding shells
- D. making a pie

**3. What information is found in the side box at the end of the passage?**

- A. a list of how shell art is like other art
- B. advice about where to find shells
- C. different ways to change the art
- D. a list of other items needed for the art

**4. What information can be found in the box next to Step 2?**

- A. what you need to complete the art
- B. where to find the items used in the art
- C. the steps needed to complete the art
- D. the different ways of adding color to the art

**5. What is Step 7 of this passage mostly about?**

- A. mixing the plaster
- B. ways to display shell art
- C. other ways to make a shell display
- D. adding designs to the shells

**6. In Step 1, why do you pour the water into the pie plate instead of into the plastic tub?**

- A. to keep from splashing the water
- B. to make sure the plaster stays dry
- C. to measure how much water is needed
- D. to make sure the plate is clean

**7. The reason for Step 2 is to**

- A. tell how plaster can be used.
- B. describe how to find the best shells.
- C. show how much water is needed in the tub.
- D. explain how to mix the plaster and the water.

**8. What would PROBABLY happen if you took a long time to put the shells in the plaster?**

- A. The plaster would slide out of the pie plate.
- B. The water would leak out of the pie plate.
- C. The shells would break into small pieces.
- D. The plaster would dry and get hard.

**9. What would happen if you tried to remove the shell art too early?**

- A. The plaster will stick.
- B. The plaster will break.
- C. The plaster will be dry.
- D. The plaster will be lumpy.

**10. What does the picture at the beginning of the passage show?**

- A. how to hang the art
- B. where to put the plaster
- C. how to place shells in plaster
- D. what the finished art looks like

**11. What is the meaning of the word smooth in Step 3?**

- A. thick
- B. not rough
- C. lumpy
- D. pale

**12. What is the main idea of this selection?**

- A. how to use plaster in shell art.
- B. what different shells look like.
- C. ways to collect different shells.
- D. how to make a shell display.

Elephants: The Big Eaters				
1. B	2. C	3. B	4. C	5. B
6. B	7. A	8. A	9. D	

California Gold Rush				
1. C	2. A	3. B	4. D	5. C
6. B	7. B	8. A	9. D	10. B
11. D	12. B			

Fall Song				
1. C	2. B	3. D	4. D	5. C
6. A	7. B	8. A	9. A	

Why We Have Stories- An African Folktale				
1. C	2. A	3. C	4. D	5. B
6. B	7. D	8. D	9. B	10. C    11. D

Shell Art				
1. B	2. A	3. C	4. A	5. B
6. C	7. D	8. D	9. A	10. D    11. B    12. D

