Read these sentences about wetlands.
1. Wetlands also trap soil and pollutants.
2. Fish and other small animals are food for water birds.
3. So, human activities can harm wetlands.
4. Wetland birds can die from pollution in the water.
5. Wetlands help our community by preventing flooding and pollution.
6. When people bring in alien plants, the plants can take over the wetland.
7. Wetlands are like a sponge that holds water.
8. When people build homes close to a wetland, the wetland can become polluted.

Now see how the sentences are combined.
1. Select the best group of sentences to tell how a wetland helps our community.

<table>
<thead>
<tr>
<th></th>
<th>Wetlands also trap soil and pollutants. Fish and other small animals are food for water birds. Wetland birds can die from pollution in the water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Wetlands help our community by preventing flooding and pollution. When people bring in alien plants, the plants can take over the wetland. So, human activities can harm wetlands.</td>
</tr>
<tr>
<td>B</td>
<td>Wetlands are like a sponge that holds water. Wetlands also trap soil and pollutants. Wetlands help our community by preventing flooding and pollution.</td>
</tr>
<tr>
<td>C</td>
<td>Wetlands are like a sponge that holds water. When people build many homes close to a wetland, the wetland can become polluted. When people bring in alien plants, the plants can take over the wetland.</td>
</tr>
</tbody>
</table>
2. Select the **best group of sentences to tell how people can harm wetlands.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Wetland birds can die from pollution in the water. Wetlands are like a sponge that holds water. Wetlands also trap soil and pollutants. Fish and other small animals provide food for water birds.</td>
</tr>
<tr>
<td>B.</td>
<td>Wetlands help our community by preventing flooding and pollution. Wetlands are like a sponge that holds water. When people build homes close to a wetland, the wetland can become polluted. So, human activities can harm wetlands.</td>
</tr>
<tr>
<td>C.</td>
<td>When people bring in alien plants, the plants can take over the wetland. Wetlands also trap soil and pollutants. Fish and other small animals are food for water birds. Wetland birds can die from pollution in the water.</td>
</tr>
<tr>
<td>D.</td>
<td>Wetland birds can die from pollution in the water. When people build homes close to a wetland, the wetland can become polluted. When people bring in alien plants, the plants can take over the wetland. So, human activities can harm wetlands.</td>
</tr>
</tbody>
</table>

When plants and animals change or adjust to their environment we call this **adaptation.** It helps both plants and animals to survive. Camouflage is a type of adaptation. Camouflaged animals match the colors and shapes around them. A green lizard escapes from birds because it matches the green plants in its surroundings.

3. What is the main idea of this paragraph?
   A. Some plants and animals adapt to their environment to survive.
   B. A lizard can easily hide from birds and will not be eaten.
   C. Plants need animals to survive.
   D. Animals need plants to survive.

People bring plants and animals to Hawai‘i from many other places. They bring in new flowers that are pretty. They also bring in animals to help control other plants and animals. For example, the mongoose was brought to Hawai‘i to control rats. But that did not work since the rats sleep during the day while the mongoose look for food. Instead the mongoose ate native birds’ eggs. Wild pigs, birds, dogs, and cats are also
eating our native animals and plants. If we do not control the number of alien plants and animals in Hawai‘i, the native animals and plants will disappear.

4. What is the main problem facing native plants and animals?
   A. Native plants and animals do not have enough food to survive.
   B. Native plants and animals do not have enough space to survive.
   C. Native plants and animals are being taken to other countries and places to survive.
   D. Native plants and animals are being eaten by introduced plants and animals.

5. Which shapes above are congruent?
   A. 1, 3
   B. 2, 4
   C. 1, 2
   D. 3, 4

6. Which shapes above are similar?
   A. 1, 3
   B. 2, 4
   C. 1, 2
   D. 3, 4
7. Which shape above is an isosceles triangle?
   A. 1
   B. 2
   C. 3
   D. 4

8. Which shape above is an equilateral triangle?
   A. 1
   B. 2
   C. 3
   D. 4

9. Pat’s family plans to build a pond. Pat wants the pond to be like a small wetland. What is the best question Pat should try to answer?
   A. How can I include a fountain as part of the pond?
   B. Where does the water come from in my yard?
   C. How can I build a wetland in my yard?
   D. Where can I place my bird bath?

Pat made these observations of his yard:
- The front yard is next to the busy street.
- The front yard has lots of rocks and very little soil.
- The back yard has lots of soil with very little rocks.
- The back yard has a hill where a stream forms when it rains.
- Pat’s back yard is twice as large as the small front yard.
10. What is the best hypothesis Pat could make based on his observations?
   A. If there is running water, then the front yard is the best place for a wetland.
   B. If there is no running water, then the back yard is the best place for a wetland.
   C. If the front yard is most like a wetland, then it is the best place to build a wetland pond.
   D. If the back yard is most like a wetland, then it is the best place to build a wetland pond.

![Pat's Wetland Graph](image)

Pat made a graph of the things seen at the wetland field trip. Use the graph above to answer the question.

11. Which statement is true?
   A. There is more than twice the number of tiny fishes than floating plants.
   B. There is the same amount of floating plants as small crabs.
   C. There are more long-stem plants than tiny fishes.
   D. There are less floating plants than small crabs.
This table shows how many animals students counted in the wetlands. Use this table to answer questions 12-14

<table>
<thead>
<tr>
<th>Student</th>
<th>Birds</th>
<th>Chameleons</th>
<th>Dragonflies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valerie</td>
<td>8</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Kalei</td>
<td>5</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Renee</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Gordon</td>
<td>8</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Keone</td>
<td>10</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>21</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

12. Which animal was counted the most by the students?
   A. Birds
   B. Dragonflies
   C. Kalei
   D. Keone

13. Who found the most dragonflies and the least number of chameleons?
   A. Valerie
   B. Kalei
   C. Gordon
   D. Keone

14. Order the animals in the table from the most to least counted.
   A. Chameleons, Dragonflies, Birds
   B. Birds, Chameleons, Dragonflies
   C. Birds, Dragonflies, Chameleons
   D. Dragonflies, Chameleons, Birds

15. How do plants depend on animals?
   A. Plants provide food for the animals.
   B. Plants provide shelter for the animals.
   C. Animals dig up the roots of the plants.
   D. Animals spread plant seeds to other locations.

16. Plants are dependent on animals because ________.
   A. Animals produce food for the plants.
   B. Animals provide nutrients that the plants need to survive.
   C. Animals provide shelter for all the plants to grow.
   D. Animals keep alien plants and animals away from native plants.
17. Select the best example of people **changing the physical wetland environment**.
   A. People filled in wetlands to create more land for houses.
   B. People introduced alien plants and animals that harm wetlands.
   C. People dumped their rubbish into streams and vacant land.
   D. People recycled their papers, plastics, and bottles.

18. Select the best way to *kokua* (help) care for the physical environment.
   A. People cover the stream banks with concrete walls to prevent soil erosion.
   B. People plant grass and shrubs along the stream banks to prevent soil erosion.
   C. People build storm drains to prevent soil erosion.
   D. People clear the land to build a golf course to prevent soil erosion.

19. Ola Mountain is located
   A. Northeast of the house and *mauka* of the trees.
   B. *Mauka* of Aloha Pond and northeast River Pono.
   C. Southeast of Aloha Pond and *makai* of River Pono.
   D. *Makai* of house and northwest of the trees.

20. The trees are _______ of Aloha Pond.
   A. *Makai*  
   B. Southeast  
   C. Southwest  
   D. *Mauka*
21. The scale of the map above is 1 inch = 2 miles. The map is 6 inches wide and 4 inches high. Using this scale, which of the following is a **true statement**?
   A. Aloha Pond is about 2 miles from the house.
   B. Aloha Pond is about 6 miles wide.
   C. River Pono is about 5 miles from Aloha Pond.
   D. River Pono is about 15 miles long.

Look at the pictures of the wetland birds and answer the questions below.

![ae’o (Hawaiian stilt)](image.png) ![koloa (Hawaiian duck)](image.png)

22. Which of these sentences is true?
   A. The ae’o has feet that are adapted for swimming.
   B. The koloa has feet that are adapted for running.
   C. The ae’o has a beak for scooping up plants.
   D. The koloa has feet that are adapted for swimming.

23. Which of these sentences is true?
   A. The ae’o is better adapted for eating plants than the koloa.
   B. The koloa is better adapted for diving than the ae’o.
   C. The ae’o has a long bill adapted for cleaning its toes.
   D. The koloa has webbed feet adapted for holding onto branches.
Kahua and Halona are brothers. They are learning about wetlands at school. Both boys feel they know a lot about wetlands. Their home is right next to one! They like to explore the wetland habitat. One day, Kahua and Halona have a disagreement about how Hawaiians used the marsh a long time ago. Both boys decide to ask an adult and went to their tūtū whose family has lived near the same wetland for a long time.

Tūtū takes her grandsons down to the marsh. She asks both boys to sit next to her as they look out at the wetland. Tūtū puts her arms around her grandsons. She explains that the marsh was once a fishpond. She tells a story about a little boy who worked to clean up the fishpond. He worked very hard with other community people. The konohiki (chief) gave fish to all the workers except the little boy. The little boy’s grandmother decided to punish the greedy konohiki. She gave her grandson a magical stick to lure the fish away from the pond. The little boy placed the stick in the stream. The fish then followed the stick all the way to his home. The next day, everyone was surprised to find that the fish were gone. In the end, the konohiki learned to share the fish with everyone.

24. Kahua and Halona had pono (good) behavior with their Tūtū. Which of these behaviors are pono when interacting with a kāpuna (elder)?
   A. Observing, listening, and not speaking unless asked to.
   B. Asking questions and having a kāpuna explain her reasoning.
   C. Chuckling and interrupting a kāpuna.
   D. Explaining why the kāpuna is wrong.

25. Which value best describes the story of the little boy and his magical stick?
   A. Working hard gets you plenty of fish!
   B. Being greedy gets you plenty of fish!
   C. Being kind and generous is a good trait.
   D. No matter how young a person is, his work should be appreciated.

26. After hearing the story the boys decided they want to kōkua (help) care for the marsh. Which of these statements best describe one way to care for the marsh?
   A. Recycle all paper and plastics at home.
   B. Don’t take fish, crabs, and snails from the ocean nearby.
   C. Help plant native plants and pull weeds in the marsh.
   D. Play soccer in the marsh.
Grade 3 Aloha 'Āina Test Answer Sheet

LA 3.5.3 Group related ideas into paragraphs.
1. C
2. D

LA 3.2.3 Identify the main idea or problem and solution in a text.
3. A
4. D

MA 3.5.2 Classify shapes as congruent or similar.
5. C
6. A

MA 3.5.1 Compare the basic properties of isosceles, equilateral, and right triangles.
7. A
8. C

SC 3.1.1 Pose a question and develop a hypothesis based on observations.
9. C
10. D

SC 3.1.2 Safely collect and analyze data to answer a question.
MA 3.11.1 Pose questions, collect data using surveys, & organize the data into tables & graphs
11. A
12. A
13. A
14. C

SC 3.3.1 Describe how plants depend on animals.
15. D
16. B

SS 3.7.4 Examine the ways in which people modify the physical environment and the effects of these changes.
17. A
18. B
SS 3.7.1 Use geographic representations (e.g., maps, globes, graphs, charts, models) to organize and analyze geographic information.

MA 3.4.3 Measure length, capacity, and weight in U.S. customary and metric units.
19. B
20. D
21. A

SC 3.4.1 Compare distinct structures of living things that help them to survive. Classify plants and animals according to different features.
22. D
23. B

NHMO 8 Acquire in-depth cultural knowledge through interaction with kupuna (grandparent)
24. A

NHMO 10 Encourage others to learn about Hawaiian values.
25. D

NHMO 14 Preserve, protect, and sustain a healthy environment.
26. C
Aloha ‘Āina Grade 3 Pre-Post Assessment

Answer Sheet

Use pencil to completely darken the appropriate circle for each question.

1. O A O B O C O D
2. O A O B O C O D
3. O A O B O C O D
4. O A O B O C O D
5. O A O B O C O D
6. O A O B O C O D
7. O A O B O C O D
8. O A O B O C O D
9. O A O B O C O D
10. O A O B O C O D
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13. O A O B O C O D
14. O A O B O C O D
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16. O A O B O C O D
17. O A O B O C O D
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23. O A O B O C O D
24. O A O B O C O D
25. O A O B O C O D
26. O A O B O C O D