Student Name ____________________________________________

School Name ____________________________________________

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You will have as much time as you need to answer the questions.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**
Now read Sample Question S-2. Mark your answer on the answer sheet in the box showing the row of answer circles for Sample Question S-2.

S-2   Which animal has wings?

   A  bird  
   B  frog
   C  mouse
   D  rabbit

The correct answer is bird, which is next to letter A. On your answer sheet, you should have filled in circle A.

Answer all 30 questions on Part I of this test. Fill in only one circle for each question. Be sure to erase completely any answer you want to change. You may not know the answers to some of the questions, but do the best you can on each one.

When you have finished Part I, go on to Part II. Answer all of the questions in Part II in the space for each question.
3 A basic need of both plants and animals is
   A soil
   B light
   C shelter
   D water

4 An example of an inherited trait is
   A riding a bicycle
   B having a broken arm
   C having brown eyes
   D living in New York State

5 The diagram below shows a mature parent plant.
   [Diagram of a mature plant]

   Which young plant is most likely the offspring of this mature parent plant?
   A
   B
   C
   D
9 The diagrams below show the same branch from a tree in New York State during each of the four seasons.

If students took a field trip during January, which diagram would most likely represent what the branches on most trees would look like in New York State?

A  A
B  B
C  C
D  D

10 As the length of daylight shortens and the temperatures cool, geese and some other birds fly south from New York State. This behavioral change is known as

A  communicating
B  hunting
C  migration
D  hibernation

11 In which example is the organism defending itself?

A  A fox smells food.
B  An owl sees a mouse.
C  A bee lands on a colorful flower.
D  A skunk produces an odor.
17 The diagram below shows the changing appearance of an object in space as viewed by an observer in New York State.

The diagram shows the changing appearance of

A the Moon as it revolves around Earth
B Earth as it revolves around the Moon
C the Sun as it revolves around Earth
D Earth as it revolves around the Sun

18 Which process causes a wet towel to become dry?

A condensation
B evaporation
C precipitation
D deposition

19 Hard, light-colored, and smooth are observations that describe a

A glass marble
B rain cloud
C cat’s fur
D cotton ball

20 A student drops a button and a nickel, and they both fall to the floor. What causes both of these items to fall to the floor?

A magnetism
B electricity
C sound
D gravity
24 Which color of shirt would absorb the most sunlight?
   A  white
   B  yellow
   C  pink
   D  black

25 Which statement best describes how energy can be harmful?
   A  A fire burns down a house.
   B  Electricity heats an oven.
   C  A lamp lights a house.
   D  An alarm clock wakes up a sleeping person.

26 The diagram below shows four boxes labeled A, B, C, and D. The mass of each box is shown.

Which box is under the box with a mass of 50 grams?
   A  box A
   B  box B
   C  box C
   D  box D
A student is writing a report about a famous scientist and author, and records the following information.

1. Rachel Carson was born in 1907.
2. She went to school in Pennsylvania.
3. She is the author of the most important book about the environment ever written.
4. Rachel Carson was 11 years old when her first story appeared in a magazine.

Which piece of information is an opinion?

A  1
B  2
C  3
D  4

**************************
32 Students in a class take turns measuring the mass of the classroom pet bird. Each student fills out a record card for the bird's mass in grams (g). These record cards are shown below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Mass of bird (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/29</td>
<td>20 g</td>
</tr>
<tr>
<td>9/15</td>
<td>15 g</td>
</tr>
<tr>
<td>9/22</td>
<td>15 g</td>
</tr>
<tr>
<td>9/8</td>
<td>10 g</td>
</tr>
</tbody>
</table>

Organize the data from the record cards to show how the mass of the bird changed over time, and enter them in the table below. The data in the first column are shown. [1]

<table>
<thead>
<tr>
<th>Date</th>
<th>Mass of bird (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8</td>
<td>10 g</td>
</tr>
</tbody>
</table>
35 Give one reason why eating a balanced diet is important for good health in humans. [1]

36 The diagram below shows six boxes, labeled A through F.

Sort the boxes into two groups according to their height (how tall they are) by placing the letter of each box in the correct column of the chart below. [1]

<table>
<thead>
<tr>
<th>Short</th>
<th>Tall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The diagram below shows some birds with their nest.

Each spring, many birds spend time looking for the best places to build their nests. Describe one reason why this is an important task for the birds. [1]

40 In large cities, people are beginning to plant vegetable gardens on the roofs of their apartment buildings. Explain how these gardens may be helpful to the people living in these areas. [1]
41 Explain why student 1 can not see her shadow, even though student 2 can see her shadow. [1]

42 Describe one way student 2’s body might respond if she continued to stay in this sunny location. [1]

**************************************************************************
45 The diagrams below show three objects that use the same type of energy: a drill, a television, and a lamp.

(Not drawn to scale)

Identify the main form of energy used by all three objects. [1]

___________________________ energy

*************************************************************************
Student Name

School Name

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B  frog
C  mouse
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Answer all 30 questions on Part I of this test. Fill in only one circle for each question. Be sure to erase completely any answer you want to change. You may not know the answers to some of the questions, but do the best you can on each one.

When you have finished Part I, go on to Part II. Answer all of the questions in Part II in the space for each question.
4 When the food supply in an area **decreases**, many of the deer living there will

A move to a new habitat  
B change their color  
C hibernate  
D reproduce

5 The diagram below shows the growth and development of an oak tree.

![Diagram of oak tree lifecycle](image)

(Not drawn to scale)

This diagram shows a

A life span  
B life cycle  
C food chain  
D food supply
10 The diagram below shows the same arctic bird in summer and winter.

Arctic bird in summer

[Image of arctic bird in summer]

Arctic bird in winter

[Image of arctic bird in winter]

Which observation of the bird in winter provides the best evidence that the bird is storing fat?

A  It has fewer feathers.
B  It changes color.
C  It is bigger.
D  It has a longer neck.

Note that question 11 has only three choices.

11 Frogs eat crickets. If the population of crickets in an area decreases, the number of frogs in the area will most likely

A  decrease
B  increase
C  remain the same

12 What provides the source of energy for the water cycle?

A  rain
B  soil
C  the Sun
D  the Moon
16 The diagram below shows the appearance of an object in the sky that was observed from Earth during the month of September.

![Moon Phases]

The object being observed was most likely:

A  the Sun  
B  the Moon  
C  a star  
D  a planet  

17 The map below shows some weather conditions occurring at different locations in the United States on a certain day.

![Weather Map]

Which two conditions shown on the map are forms of precipitation?

A  cloudy and partly sunny  
B  snow and partly sunny  
C  snow and rain  
D  cloudy and rain
23. The photograph below shows a waterfall.

Which two processes are occurring when rock particles are carried over the cliff by the waterfall and then settle in another area?

A. evaporation and condensation
B. deposition and evaporation
C. condensation and erosion
D. erosion and deposition

24. Which unit should be used when a student uses a metric ruler to measure the length of a desk?

A. degree Celsius (°C)
B. gram (g)
C. milliliter (mL)
D. centimeter (cm)

25. A student rubs her hands together. Her hands will feel warmer due to heat produced by

A. erosion
B. friction
C. gravity
D. sunlight
29 The diagram below shows a spring scale.

![Spring Scale Diagram](image)

(Not drawn to scale)

The spring scale is being used to measure the rock’s

A. temperature
B. weight
C. length
D. volume

30 Which statement about frogs is an example of an opinion?

A. Frogs lay eggs.
B. Frogs live in all 50 states.
C. Frogs are very unusual animals.
D. There are over 4,000 kinds of frogs.

*******************************************************************************
Base your answers to questions 32 and 33 on the data table below and on your knowledge of science. The data table shows the times of sunrise and sunset in Albany, New York, for four days in a row. The time of sunset for day 5, the next day, is not shown.

### Sunrise and Sunset Times for Five Days in Albany, New York

<table>
<thead>
<tr>
<th>Day</th>
<th>Sunrise</th>
<th>Sunset</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5:48 a.m.</td>
<td>8:15 p.m.</td>
</tr>
<tr>
<td>2</td>
<td>5:49 a.m.</td>
<td>8:14 p.m.</td>
</tr>
<tr>
<td>3</td>
<td>5:50 a.m.</td>
<td>8:13 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>5:51 a.m.</td>
<td>8:12 p.m.</td>
</tr>
<tr>
<td>5</td>
<td>5:52 a.m.</td>
<td></td>
</tr>
</tbody>
</table>

32 How much earlier was sunrise on day 1 than on day 4? [1]

_____ minutes

33 Based on the pattern in the data table, predict the time of sunset on day 5. [1]

_____ p.m.
Animals have different body structures and adaptations that help them grow and survive. The diagram below shows a sea turtle with five body structures labeled.

![Diagram of a sea turtle with labeled body parts: Eye, Front flipper, Shell, Beak, Back flipper.]

The chart below lists the functions of these body structures. Complete the chart by placing each labeled body structure next to the function it performs. The body structure that is used to dig a hole for eggs is shown. [1]

<table>
<thead>
<tr>
<th>Function</th>
<th>Body Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>to dig a hole for eggs</td>
<td>back flipper(s)</td>
</tr>
<tr>
<td>to see predators</td>
<td></td>
</tr>
<tr>
<td>to eat and drink</td>
<td></td>
</tr>
<tr>
<td>to swim in water</td>
<td></td>
</tr>
</tbody>
</table>
39 Identify two activities that promote good health in humans. [1]

(1) __________________________________________

(2) __________________________________________

40 A student observes that a rock has the following characteristics:

black
no odor
round
smooth

The chart below lists three senses that people can use to make observations of objects. Complete the chart by identifying one characteristic of the rock that was observed by using each sense listed. [1]

<table>
<thead>
<tr>
<th>Sense</th>
<th>Characteristic Observed by Using This Sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>sight</td>
<td></td>
</tr>
<tr>
<td>smell</td>
<td></td>
</tr>
<tr>
<td>touch</td>
<td></td>
</tr>
</tbody>
</table>
The bell does not make a sound. Explain what needs to be done to the circuit so that the bell will make a sound. [1]
The diagram below shows a magnet picking up paper clips from a table.

Give **one** reason why the magnet was able to pick up only **some** of the paper clips on the table.  [1]
Directions
Read this story. Then answer questions 25 through 27.

Theo is in a boat named “Fleet Felix” with Albert Einstein, a very famous scientist. Einstein speaks first.

The Day I Rescued Einstein’s Compass

by Shulamith Levey Oppenheim

1  “When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass.” He peered at me. “You know what a compass is, of course?” I nodded. “Good.” He continued, “It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass.”

2  I took a deep breath. “Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle.”

3  My sailing partner raised his bushy eyebrows. “Nearly correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . .”

4  At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit Fleet Felix smack against the side, knocking the compass from the professor’s hand, right into the water!

5  He stared at his empty palm. “The compass, Theo. It is gone! Overboard?” Suddenly there was so much sadness in his eyes. “I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . .” His voice trailed off, and he was looking far into space.

6  But I could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.
I jumped into the water.

Then I started swimming farther away from the boat. Under and under and round and round. No compass. I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

**Herr = a German word for “Mr.”**

I made another dive under the boat. As I came up for air, I felt something ever so gently hit my cheek. It was the compass, bobbing alongside *Fleet Felix*, just waiting to be rescued! Clutching it in my left hand, I grabbed hold of the boat with my right. Professor Einstein’s eyes were closed.

He opened his eyes. “So,” he said with a smile, “this is why I became a physicist,” continuing as if nothing had happened. “As you know, a physicist studies the forces in nature that we cannot know directly, only we know they are there from what we observe, like the compass needle or...,” he paused.

“Or gravity?” I offered, a bit tentatively.

“Bravo, young man. Or gravity. All these forces keep our planet running quite smoothly most of the time. And thank you, dear Theo. For me, you are the most famous boy alive!”

His eyes were merry again. I was still trying to catch my breath, but I had to ask another question. “Would you say it is because of the compass that you are now the most famous man alive?”
He sat very still. "The compass was my first mystery, and all my life I have worked to solve mysteries." He put the compass in his pocket—the one with the hole in it. "And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know."
In the story, how does Einstein feel about the compass his father gave him? Use two details from the story to support your response.
What does paragraph 6 show about Theo's point of view? Use two details from the story to support your response.
Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use two details from the story to support your response.
Do the “Sentence Correction” Activity

Have your child add capitalization and punctuation. Also have him or her circle the /oi/ sound as in “boil” or “toy.”

1 put this in tinfoil and toss it on the grill
2 can you point out the blends in that word
3 the water is starting to boil
4 the soil must be kept moist
5 was the party for kevin noisy

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.

1
2
Do the “Read, Write and Mark” Activity

Have your child read the following words, copy them on the line and mark up the syllables.

- toy
- turkey
- spoil
- stain
- soil
- stone
- destroy
- noisy
- she
- joy

- sport
- boy
- brake
- points
- bleed
- enjoy
- tomboy
- tinfoil
- valley
- girl
Do the “Pick the Right Vowel Team” Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

- oi or oy
  - t___
  - sirl___n
  - destr___

- oi or oy
  - enj___ment
  - l___al
  - p___nt

- oi or oy
  - t___let
  - ch___ce
  - cordur___

- oi or oy
  - p___son
  - br___ler
  - paperb___

Have your child write the words from above on the lines below. Read the words.

- oi words
- oy words
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these. 2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.
Super Duper Lance

The main idea tells what a story or paragraph is mostly about. Details in a story provide the reader with information about the main idea and help the reader better understand the story.

Lance Armstrong is an awesome athlete! This American bicyclist won the Tour de France bicycle race in the summer of 1999. He went on to win it again in 2000, 2001, and 2002. What makes Armstrong’s accomplishment even more amazing is that he was battling cancer before competing in the 1999 Tour de France race.

In 1996, Armstrong was diagnosed with cancer. This challenging disease was advancing rapidly. He was given only a 50% chance to live. Armstrong was faced with serious operations. In 1997, Armstrong received great news—he had won the race against cancer! This incredible athlete went on to win four straight Tour de France races.

The Tour de France is the world’s premier cycling event. It takes its competitors all over France, even through the Alps and the Pyrenees Mountains. The course changes each year but is always over 2,000 miles long and always ends in Paris.

Circle the main idea for each paragraph.

1. Paragraph 1:
   a. Armstrong was the first American bicyclist to win the Tour de France.
   b. Armstrong is an accomplished bicyclist.
   c. Armstrong rides all over France in the summer.

2. Paragraph 2:
   a. Armstrong was the first American bicyclist to win the Tour de France.
   b. Armstrong had cancer in 1996.
   c. Armstrong won an important “health” race.

3. Paragraph 3:
   a. Riders in the Tour de France get to see all of France.
   b. Tour de France competitors must be very strong to ride through two mountainous regions.
   c. The impressive Tour de France runs all over France and ends in Paris.
4. Use details from the story to write why you think Armstrong is an accomplished athlete.

5. Write a detail about the Tour de France bicycle race on each tire.

6. What are some of the challenges Armstrong has faced? Which one do you think was the most difficult?

Read a magazine article about another sports figure. On another piece of paper, write the main idea of the article.
Vocabulary

Synonyms
Read the underlined word in each phrase. Mark the word below it that has the same (or close to the same) meaning.

Sample:
argue loudly
○ A. agree ○ C. toaster
○ B. fight ○ D. shout

1. current event
○ A. funny ○ C. recent
○ B. article ○ D. old

2. sharp fang
○ A. tooth ○ C. mouth
○ B. knife ○ D. eat

3. solid foundation
○ A. rock ○ C. breeze
○ B. base ○ D. ice

4. eerie sound
○ A. loud ○ C. monster
○ B. spooky ○ D. whisper

5. stroll downtown
○ A. appear ○ C. store
○ B. drive ○ D. walk

6. false statement
○ A. loud ○ C. sworn
○ B. whispered ○ D. untrue

7. blend in
○ A. fill ○ C. throw
○ B. mix ○ D. push

Antonyms
Read the underlined word in each phrase. Mark the word below it that means the opposite or nearly the opposite.

Sample:
latch the door
○ A. unlock ○ C. lock
○ B. slam ○ D. knob

1. sturdy table
○ A. strong ○ C. fragile
○ B. dining ○ D. chair

2. descend the staircase
○ A. go down ○ C. hide
○ B. sweep ○ D. climb up

3. nasty person
○ A. pleasant ○ C. wise
○ B. mean ○ D. human

4. widen the path
○ A. enlarge ○ C. hike
○ B. trail ○ D. narrow

5. hero’s bravery
○ A. courage ○ C. wealth
○ B. cowardice ○ D. win

6. assist others
○ A. help ○ C. ignore
○ B. talk to ○ D. follow

7. brief recess
○ A. fun ○ C. short
○ B. boring ○ D. long
Do the "Fill In the Word" Activity

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

charcoal  rainbow  toad  toast  goat  boat  yellow  roast  coat  road

1. The pig ____________ is a fun event!
2. Dad got ____________ for the grill.
3. Come see the ____________ in the sky!
4. Tim's yellow ____________ is wet from the snow.
5. That is a ____________ croaking in the grass.
6. Dad wants a ____________ that he does not have to row.
7. The farmer likes the ____________ better than the mule.
8. The potholes in the ____________ make Mom drive slow.
9. Tim likes jam on his ____________.
10. ____________ is my favorite color.
Do the “Sentence Correction” Activity

Tell your child that the bold words in the sentences below are spelled incorrectly. Have him or her proofread the sentence, adding punctuation and capitalization, and write the corrected word on the line.

1. Joan went fishing in the sail bote _____________

2. Did the coech think it was a gole _____________

3. I like to flote on a raft in the river _____________

4. Get charcole to have a barbecue _____________

5. Will Sue come visit on tuesda _____________

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.

1. _____________

2. _____________
Do the “Pick the Right Vowel Team” Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**oa or oe**
- cockr____ch
- charc____l
- t____ster

**oa or oe**
- r____st
- thr____t
- t____s

**oa or oe**
- tipt____
- b____rd
- d____

**oa or oe**
- h____
- t____st
- appr____ch

Have your child write the words from above on the lines below. Read the words.

**oa words**

**oe words**
Directions
Read this article. Then answer questions 1 through 6.

Many motion pictures have exciting and thrilling action scenes. The people who perform in these scenes are called stunt performers. They often stand in for the movie stars when the risk of injury is greater.

Excerpt from Stunt Performers
by Tony Hyland

1. Do you want to be a stunt performer?
2. Could you be a stunt performer, performing spectacular stunts in front of an audience or movie camera?
3. Stunt performers perform aerial acrobatics in circuses or dangerous stunts for the movies. Circus performers can swing on the flying trapeze high above the audience. Stunt actors can crash speeding cars in movie stunts.
4. We all love watching exciting stunts. Most people will enjoy the show and go home. For the stunt performers, this is the day’s work. They’ll be back doing more spectacular stunts the following day.
5. Stunt work is an extreme job. The training is hard and the stunts can be dangerous. But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.
6. Perhaps you could be a stunt performer one day.

Stunt actor or circus performer?

7. Stunt actors work in movies and television shows. They work hard to make it look as if someone else is doing the stunt. Circus performers work just as hard to be the stars of the show.

GO ON
8  Stunt actors dressed up as the stars in a movie do all the dangerous and difficult scenes. Movie scenes can be edited to cut out some parts and put others in. Film crews can take hours to shoot an action scene. The audience only sees a few exciting moments.

9  Circus artists perform spectacular stunts live, in front of an audience. If the stunt goes wrong, there is no chance to do it again.

Life as a stunt performer

10 Stunt actors lead a busy and energetic life. They must be fit and strong. Many start off in martial arts or gymnastics, where they learn to develop flexibility and fall safely.

11 Experienced stunt actors learn many extra skills such as horse riding, working with explosives, and scuba diving. Some become specialists in one skill, such as stunt driving.

12 Stunt actors work wherever movies or television shows are made. Hollywood is known as the movie capital of the world. Other places with busy movie or television studios include Vancouver in Canada, and Queensland in Australia. Stunt actors often work on location. This means filming in remote places such as deserts, jungles, and mountains. Stunt actors working on these jobs are away from home for weeks, or even months.

Circus life

13 Circus life is also busy and active. Performers need to be strong and agile. They need a good sense of balance and a head for heights. The circus is not a place for shy people; circus performers enjoy being the center of attention. Most circus acts are performed to music. The rhythm of the music gives the performers cues for each section of their act.

14 Many circuses travel from town to town. They stay for a week, and then move on. Circus performers are used to this traveling life. Many have no other home but the circus. They live in large caravans or trailers. Circus families often travel together, with the children learning to join their parents' act. Circus children don't usually go to school. They study by correspondence, or have a teacher who travels with the circus.
### Risks and dangers

15 Stunt performers of all types know that their jobs are risky. They don't let the risks stop them. Their skills and training usually keep them safe. Some of the risks for stunt performers are:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>16 Falls</td>
<td>Stunt performers are used to falls, and know how to land safely. But a fall from the highwire or trapeze can be deadly.</td>
</tr>
<tr>
<td>17 Sports injuries</td>
<td>Stunt performers are hard on their bodies. They often suffer exactly the same sprains and knee damage that sports stars do.</td>
</tr>
<tr>
<td>18 Fire and explosions</td>
<td>Movie fires and explosions are spectacular, but if something goes wrong, stunt actors can be badly hurt.</td>
</tr>
<tr>
<td>19 Accidents</td>
<td>A slight miscalculation, or a piece of damaged equipment, can cause a bad accident. That's why performers practice their stunts and check their equipment closely.</td>
</tr>
<tr>
<td>20 Bad weather</td>
<td>Wind and rain on a movie set can create unexpected hazards for stunt actors.</td>
</tr>
</tbody>
</table>
1 Which sentence from the article best explains why stunt performers are willing to do such a dangerous job?

A “For the stunt performers, this is the day’s work.” (paragraph 4)

B “But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.” (paragraph 5)

C “They work hard to make it look as if someone else is doing the stunt.” (paragraph 7)

D “This means filming in remote places such as deserts, jungles, and mountains.” (paragraph 12)

2 Based on paragraphs 10 through 12, what must stunt actors do to train for their jobs?

A They must work to get their bodies ready for action and in good shape.

B They must live in far off places.

C They must learn to be either a gymnast or a martial artist.

D They must become specialists in horse riding, working with explosives, and scuba diving.

3 Based on the article, why do some stunt actors spend long periods of time away from home?

A They need to live in different parts of the world to be able to help the actors.

B They need to hike and climb in deserts, jungles, and mountains to help them stay in shape.

C They need to travel to the different places where movies and television shows are filmed.

D They need to go to different places to learn new skills from experts.

GO ON
4 Based on the article, music helps circus performers by

A calming their fears when they are in front of an audience
B reminding them of home when they are performing in new places
C letting them know when to begin and end parts of their shows
D allowing them to relax during difficult stunts

5 How do paragraphs 15 through 19 support the author’s main points?

A They show that stunt performing has too many dangers.
B They give details about how stunt performers train their bodies.
C They show how stunt performing is something everyone can do.
D They give details about the types of danger stunt performers face.

6 Which paragraph best supports a main idea of the article?

A paragraph 7
B paragraph 10
C paragraph 13
D paragraph 19
Directions
Read this story. Then answer questions 19 through 24.

Kids who live on Ali’s block like to play in a vacant lot on their street. Ali shows treasures that she finds on the lot to her neighbor, Ms. Snoops, to see if she knows the stories behind them.

Excerpt from One Day and One Amazing Morning on Orange Street
by Joanne Rocklin

1. “I had the most wonderful idea yesterday, while I was watering the tree in the empty lot,” Ms. Snoops said.

2. “Yes! That happens to me all the time! It just happened this morning!” said Ali. “What was your idea?”

3. Ms. Snoops went to her desk and brought back a sheet of paper marked with a big handwritten “M.” “As soon as I got the idea, I wrote this note to myself, just so I wouldn’t forget. I’m embarrassed to tell you I can’t remember what the ‘M’ is for.”

4. “‘M’ is for mystery,” said Ali, “but that doesn’t help you much. How about muffins? Maybe you were thinking of baking your delicious orange muffins. You haven’t made those in a while.”

5. “No,” said Ms. Snoops. “It was more important than that.”


7. “No, it had something to do with you, I believe.”

8. “Me?”

9. “That’s right, but I’m not sure how. Well, let’s not let this spoil our get-together! What treasures have you brought this afternoon?”

10. From her bag, Ali pulled out the round metal disk, the icy-blue stone shaped like a heart, the iron nails, the woolen sock, and the rusty cookie tin with the head inside of it. She spread everything out on the coffee table.
Ms. Snoops placed the disk, the nails, and the sock in a separate pile. “These are common household items,” she said. She picked up the scratched metal disk. “This is part of a glass preserve jar. Everyone put up fruits and vegetables in the old days. And if they were lucky to have orange trees in their yards, they made marmalade. I may be the only one around who stillputs up her own preserves, however.” She tapped on the iron nail. “A nail is just a nail. And the sock probably fell from an old-fashioned clothesline on a windy day. No particular memories come to mind about these articles. Hmmm . . . But this is interesting.”

She held up the icy-blue stone. It twinkled in the sunlight from the window. “I would bet dollars to doughnuts this was one of Pug’s stones. He collected unusual ones. That boy’s pockets were so full of stones, sometimes his pants dragged. Pug would probably say this one looked like a heart.”

“But it does!” said Ali. “Don’t you think so?”

Ms. Snoops peered at the stone. “I guess you could say that,” she said. “Funny little guy. He drew pictures, too, like his mother. His father didn’t approve much of his artistry. He had an older brother who was good in sports, if my memory serves me.”

“How nice that you remember all that,” said Ali. “Sometimes I forget that other families once lived on this street.”

“I used to love the old stories when I was your age,” said Ms. Snoops. “I would pick up bits and pieces, do some digging, and fill in the holes myself, metaphorically speaking.”

“That’s just what I like to do!” said Ali.

“That’s what all writers do when they create stories. They steal, disguise, and make things up.”

“I’m actually planning on becoming an archaeologist, not a writer,” Ali said. Although she had to admit, sometimes making things up was a lot more fun than sticking to the facts.

“No reason you couldn’t be both,” said Ms. Snoops. “When I—”
Ms. Snoops stopped in mid-sentence. She reached for the rusty metal cookie tin. “What do we have here? Oh, my goodness! Can it be?” She opened the box slowly, then peered inside. “It is! It is! Shirley! Dear old Shirley! It’s so good to see you again!”

She lovingly removed the head from the box and laid it in her lap. The doll looked up at her with its one good eye, and its smile seemed to say, Likewise, I’m sure.

“I knew this doll when I was a young girl,” murmured Ms. Snoops. “Oh, Shirley, the memories I have of you!”

Suddenly Ms. Snoops jumped from the couch, still clutching the doll’s head. “That’s it!” she cried. “Memories! ‘M’ is for memoirs! My wonderful idea was to write my memoirs! All these treasures you’ve shown me have brought back my memories, and I am so grateful.”

“It’s been a lot of fun,” Ali said.

Ms. Snoops had begun to pace the room. “I will write down all my stories about Orange Street, before I forget them.”
19  What does paragraph 3 reveal about Ms. Snoops?

A  She rarely gets great ideas.
B  She is an organized person.
C  She sometimes forgets things.
D  She wishes Ali were her daughter.

20  Which detail best reveals what Ali wants to be when she grows up?

A  Ali thinks of things starting with “M” to try to help Ms. Snoops remember.
B  Ali collects old objects to show to Ms. Snoops.
C  Ms. Snoops explains to Ali that making things up is what writers do.
D  Ms. Snoops thanks Ali for bringing her treasures.

21  According to the story, what does the phrase “fill in the holes myself” (paragraph 16) mean?

A  rely on memory to finish a true story
B  find evidence for the most likely explanation for a story
C  ask someone questions to figure out the whole story
D  create details to complete an unfinished story

GO ON
22 Which sentence expresses something important that Ali and Ms. Snoops have in common?

A They both like old-fashioned fruit preserves.
B The icy-blue stone is a mystery to both of them.
C They both enjoy making up stories.
D Shirley the doll means a lot to both of them.

23 Which theme is best supported by paragraph 21?

A Childhood toys should be kept forever.
B Important lessons can be learned from the past.
C Nothing brings more joy than to talk with a friend.
D Something that seems worthless may be special to someone.

24 Which detail would be most important to include in a summary of the story?

A “Ms. Snoops went to her desk and brought back a sheet of paper marked with a big handwritten ‘M.’” (paragraph 3)
B “Maybe you were thinking of baking your delicious orange muffins. You haven’t made those in a while.” (paragraph 4)
C “I would bet dollars to doughnuts this was one of Pug’s stones. He collected unusual ones.” (paragraph 12)
D “All these treasures you’ve shown me have brought back my memories, and I am so grateful.” (paragraph 24)
Foiled You!

Maria decided to have a Prank Party for her friends on April Fools’ Day. She invited five of her best friends to come over for the afternoon. Maria and her mom made some delicious “pranks” for her party. They made treats that looked like one food but tasted like another. For example, Maria and her mom made fried-egg sundaes. These sweet treats looked like a fried egg in a bowl, but they were really made of vanilla ice cream topped with marshmallow fluff and a round blob of yellow pudding.

Another treat looked like a thin-crust pizza with vegetables. However, it was really a tortilla with strawberry and apricot jam, a black licorice stick, a green fruit roll, white chocolate chips, and cashew halves. It was so easy to make that Maria’s little brother, Juan, even helped.

To make a “pizza,” Juan and Maria first stirred the two jams together. Then Maria spread the jam on a tortilla, being careful not to go all the way to the edge. Maria’s mom sliced the licorice stick to resemble black olives and the fruit roll to look like green pepper strips. The cashew halves looked like mushrooms.

Next, Maria melted the white chocolate chips at half power in the microwave for one-minute intervals. Juan stirred the chips after each minute to see if they were completely melted. (Maria’s mom made sure he had a dry spoon when he stirred because she said that water makes the chocolate lose its creaminess.) Once it was melted, Maria quickly spread the melted chocolate on the pizza. Then she and Juan topped the “pizza” with the “olives,” “peppers,” and “mushrooms.”

Maria’s friends loved the delicious pranks she had made. No one dared to play an April Fool’s trick on Maria since her pranks were so tasty and fun!

1. Number the steps in the order Maria and Juan made a Prank Pizza.
   - Juan and Maria topped the pizza.
   - Maria’s mom created “olives” and “green peppers.”
   - Maria melted the white chocolate chips.
   - Maria spread the jam on the tortillas.
   - Juan and Maria stirred the two jams together.
   - Juan stirred the chips with a dry spoon.
   - Maria spread the melted chocolate on the pizza.
2. On the pizzas below, write one way a real pizza is similar to Maria’s Prank Pizza and one way it is different from it.

**Similar**

**Different**

3. Write a synonym from the story for each word below.
   - trick
   - celebration
   - scrumptious

4. Why did Maria’s mom make sure Juan used a dry spoon to stir the chocolate?

5. Check the ingredients used in making the Prank Pizza.
   - crust
   - apricot jam
   - walnuts
   - strawberries
   - red licorice
   - cashews
   - tortilla
   - green fruit roll
   - chocolate chips

6. Circle the main idea of paragraph one.
   Maria is a big prankster.
   Maria “sweetly” tricked her friends on April Fools’ Day.
   Maria’s mom had great prank ideas for April Fools’ Day.

7. What ingredients were in the fried-egg sundaes?

8. If the vegetables on Maria’s pizza were real, what would they have been?

Read the recipe of one of your favorite foods. Write each step on a strip of paper. Mix up the strips and then see if you can put them in the correct sequence.
D. All week long, I looked forward to finishing my book. The book was called *The Secret of the Hidden Cave*. It was a mystery, my favorite kind. Because I was busy with homework, I knew I wouldn’t get the opportunity to finish it until Friday. Anyway, thinking about the story gave me something to look forward to. It was the most exciting book I had ever encountered.

When Friday came, I sat down on the couch and began to read. Each new page was better than the one before. What would the explorers find at the bottom of the cave? This question was driving me crazy! Finally, I got to the next-to-last page. I was about to learn the secret! When I turned the page, I was shocked. The last page was missing!

“It’s not fair,” I yelled. Then I heard a giggle. Looking into the next room, I saw my little sister. She was running away with something in her hand.

E. August, 1999, was a sad month for the Russian space program. After 13¾ years, it finally abandoned the space station *Mir*. The *Mir* had been in space since 1986. For years, it was the pride of the Russian program. Lately, however, the space station had been the scene of many accidents. Three occurred within a single year. First, a fire broke out on board. The crew of the *Mir* almost had to leave the space station. Then, a cargo ship crashed into the side of the space station. The crash caused major damage to the *Mir’s* solar panels. Finally, a computer breakdown nearly caused disaster.

In the end, none of these accidents caused the shutdown. The *Mir* was left behind because it was simply too old. The equipment was getting creaky. If astronauts stayed there, they would probably be risking their lives. The *Mir* had lasted far longer than expected. When it was built, the space station was supposed to last only five years.

1. What is the best title for this story?
   - A. “The Mystery of the Missing Page”
   - B. “Why I Read Books”
   - C. “Too Much Homework”
   - D. “The Story of Famous Explorers”

2. In this story, the word *encountered* means
   - A. borrowed.
   - C. finished.
   - B. returned.
   - D. came across.

3. What can you guess from this story?
   - A. Mystery books are always missing a page.
   - B. The explorers found a skeleton in the cave.
   - C. The explorers didn’t find anything in the cave.
   - D. The reader’s sister tore out the last page.

1. Which of these is an opinion?
   - A. A cargo ship crashed into the space station.
   - B. The *Mir* had been in space since 1986.
   - C. August, 1999, was a sad month for the Russian space program.
   - D. A fire broke out on board.

2. What is the best title for this story?
   - A. “Lost in Space”
   - B. “A Safe Journey”
   - C. “The End of the *Mir*”
   - D. “All About Russia’s Space Program”

3. The *Mir* closed down because
   - A. It was more than five years old.
   - B. The equipment was too old to be safe.
   - C. A computer broke down.
   - D. The astronaut’s had been in space since 1986.
On the Move

Sam and Danny cannot believe that they have to move away from Florida. Florida is so awesome! They can play outside all day long—every day. It is almost always warm and sunny, and all of their friends live there. What will they do without Brendan, Bailey, John, Alexis, and Brian? They will never have such great friends again. Never!

However, Sam and Danny are very excited for their dad. He has a great new job. The only problem is that the job is in New Hampshire. Danny was not even sure where this state was located. After learning that it is way up north near Canada, both boys did get a little excited about playing in the snow. Danny has always wanted to learn to ski, and Sam thinks playing ice hockey sounds like fun.

Sam and Danny also like the location of New Hampshire. It is between Maine and Vermont and not far from Boston, Massachusetts. Quebec, Canada, borders this state on the north. Neither of the boys has ever visited this part of the country, so they are now looking forward to exploring a new area. If only their friends could come with them! Their parents have promised that they can visit their old friends over spring break and even go to Disney World. The boys think that moving to New Hampshire will not be so bad after all.

1. How do Sam and Danny feel about Florida?

2. Circle how Sam and Danny feel about leaving their friends.
   - They are sad.
   - They do not know what they will do without their good friends.
   - They know they will make a lot of new friends.

3. Circle how the boys feel about moving to New Hampshire.
   - They think it sounds like a fun, interesting part of the country.
   - They are excited about visiting their old friends on spring break.
   - They are disappointed that it is next to Vermont.

4. On the map above, label New Hampshire and the country and states that border it.
Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllables.

flower          out

foul            loud

tower          south

now            found

frown          couch

clown          sound

count          lousy

scout          owl

ouch          shout

cloud         gown
Do the “Fill In the Word” Activity

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

pronounce  ground  loud  clown  south
scoutmaster  powder  found  tower  chowder

1 The band was playing ____________ music.
2 The ____________ was very funny.
3 The baby fell on the wet ____________.
4 The birds fly ____________ in the winter.
5 The boys ____________ several coins in the yard.
6 How do you ____________ that word?
7 Now we must jog to the ____________.
8 Sometimes ____________ makes me sneeze.
9 Do you like clam ____________?
10 My Dad is a ____________.
Do the "Sentence Correction" Activity

Have your child proofread the sentence and add capitalization and punctuation. Also, have him or her circle the /ou/ sound.

1. mom picked up some baby powder at the store
2. do you like the sound of birds chirping
3. dad likes to take a nap on the couch
4. the king lost his crown
5. are they expecting rain showers on Sunday

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.

1. 
2. 
**Do the “Pick the Right Vowel Team” Activity**

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

- **ou or ow**
  - s__nd
  - cr__n
  - p___der

- **ou or ow**
  - tr__sers
  - fr__n
  - am__nt

- **ou or ow**
  - p__nce
  - all__
  - cr__ch

- **ou or ow**
  - cr__d
  - ch__der
  - disc__nt

Have your child write the words from above on the lines below. Read the words.

**ou words**

________________________
________________________
________________________
________________________
________________________

**ow words**

________________________
________________________
________________________
________________________
________________________
Do the “Read, Write and Mark” Activity

Have your child read the following words, copy them on the line and mark up the syllable.

drew  blue

cue  hoop

soup  trout

round  group

argue  true

chew  due

hoop  pouch

drool  stew

shoot  snout

igloo  new
Do the “Match the Syllable” Activity

Have your child read the syllables on the left and right. Have them match the syllables to form real words.

- roo
- loo
- sham
- ster
- ig
- plain
- com
- poo
- val
- grew
- out
- ter
- mil
- ue
- win
- dew

Have your child write the words from above on the lines below.

_________________________

_________________________

_________________________

_________________________

_________________________
Directions
Read this article. Then answer questions 28 and 29.

Meet Hannah Wynne: Teen Storyteller

by Kathiann M. Kowalski

1. Like most kids, Hannah Wynne has always loved hearing stories. But Hannah doesn’t just listen. At age 18, Hannah is already a professional storyteller.

2. As a little girl, Hannah told stories to family members in Valley City, Ohio. Later, she shared stories with friends during school recess. “I loved giving oral book reports,” adds Hannah. Often Hannah dressed as a book character to tell her books’ stories to the class.

3. When Hannah was 15, a professional storyteller named Janelle Reardon performed at a cousin’s birthday party. Hannah knew then that she wanted to become a storyteller, too. Soon afterward, Janelle began coaching Hannah. Then Hannah began performing.

4. “All my stories right now are personal stories,” says Hannah. “Most of them are funny.” Most of Hannah’s stories are about eight minutes long. And most come from things that happened when Hannah was around 6 years old. But the stories aren’t just memories, she says. “Our lives aren’t like movies or books. We’re not moving toward one goal.”

5. Instead, starting with real events, Hannah makes up stories with a beginning, middle, and end. Even her funny stories often have a lesson. In “The Revenge of Dr. Seuss,” young Hannah wanted to hear Fox in Socks over and over. But her mom was tired of that book. She had already read it many times for Hannah’s older brother and sisters.

6. Hannah told that story at the National Youth Storytelling Showcase in Pigeon Forge, Tennessee, in 2007. With it, she won the title of High School Division Torchbearer. Hannah also met other young storytellers from
across the nation. “The oldest was 18, and the youngest was 7 that year,” says Hannah. “Everyone was fantastic. And I learned so much from everyone.”

Today, Hannah tells stories at schools, libraries, recreation centers, and storytelling festivals. After college, she hopes to be a professional writer and continue storytelling.

Hannah especially loves when people laugh along with her. Her stories often remind people about events in their own lives. At its heart, storytelling is about sharing a story or an experience and connecting with the listeners. “The best way to tell people what storytelling is,” Hannah says, “is to tell them a story.”
How do paragraphs 7 and 8 support the main idea of the article "Meet Hannah Wynne: Teen Storyteller"? Use two details from the article to support your response.
According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use two details from the article to support your response.
Directions
Read this article. Then answer questions 30 and 31.

Reaching for the Top

by Kassandra Radomski

1 For the past six years, Jordan Romero has been chasing a dream. That
dream has taken him to the top of the world’s highest mountains. The
dream came true when the California teenager stepped onto the peak of
Mount Vinson Massif in Antarctica.

2 On that day—December 24, 2011—Jordan became the youngest person
to have climbed the tallest mountain on each of the seven continents.
These mountains are known as the “seven summits.” (A summit or peak is
the highest point of a mountain.)

3 It all began when Jordan was 9 years old. He became fascinated by a
school mural that showed the seven summits. Jordan had never climbed a
mountain before. But he told his dad that he wanted to climb them ALL!

4 His dad, an experienced mountaineer, was very supportive. In fact,
Jordan’s dad and stepmom trained him in top-level mountaineering and
climbed every mountain with him. As part of “Team Jordan,” they also
became the first family to climb the seven summits together.

5 Training to climb the highest mountains in the world involves a lot of
hard work. But Jordan has always been very physically active—it’s just the
way he lives. Still, there were times when he thought, “Yeah, I want to be
done.”

6 But he refused to give up. When others thought he was too young to
climb Mount Everest, the world’s highest mountain, he just became more
determined. He recalls thinking at the time, “All you naysayers, I’ll show
you.” He sure did. When he was 13, he became the youngest person to scale
Mount Everest.
He encourages kids to “find your Everest.” That doesn’t mean he wants everyone to start mountain climbing. He means find something you love doing and set goals to accomplish it.

“Anything is possible,” Jordan says.
In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use two details from the article to support your response.
DO NOT WRITE
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Planning Page

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.
In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from both articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from both articles to support your response
D. Once upon a time, a man lived in a gloomy basement, where he worked all day long. Even so, he was happy because he sang as he worked.

Above the poor man lived a rich man, who worried all day long about his money. This made him miserable. Being in a bad mood, he really hated to hear the poor man singing.

He wanted the poor man to feel bad, like he did. He thought if the poor man felt bad, he might stop singing. He thought if the poor man had money, he too might worry. So the rich man gave the poor man a big sack of money.

The poor man was happier than ever—until he realized that someone might steal the money from him. So he decided to hide it. But no place seemed safe enough. There was nothing he could do—except worry.

The poor man worried until he grew thin and pale. He no longer felt like singing.

One day, he gave the money back to the rich man. “I can live without this money,” he said. “But I cannot live without my song.”

E. Once the howl of the wolf was heard all over the United States’ wilderness. But by 1900, only a few thousand wolves roamed free in the U.S. In 1973, the government put wolves on the endangered-species list.

Today, animal activists are working to bring back the wolf. As an experiment, 31 wild wolves from Canada were released in Yellowstone National Park. Nine wolf pups were born there. Now, animal activists want to repeat this success story in New York, Maine, New Mexico, and Arizona.

But, some farmers and ranchers worry that this meat eater will hunt their livestock. In New York, dairy farmers worry that wolves will attack their dairy cows. In New Mexico, ranchers worry about wolf attacks on their cattle and sheep.

1. This story tells why
   - A. a poor man had no money.
   - B. money made a poor man unhappy.
   - C. a rich man loved his money
   - D. money made a poor man sing.

2. The rich man gave the poor man money
   - A. to make him happy.
   - B. to make him sing more.
   - C. to make him worry.
   - D. to make him move away.

3. Which happened last?
   - A. The rich man worried all day long.
   - B. The poor man gave back the money.
   - C. The poor man stopped singing.
   - D. The rich man gave the poor man a big sack of money.

1. What is the main idea of this story?
   - A. The wolf program in Yellowstone was a big success.
   - B. Although wolves are endangered, not everyone wants to help them.
   - C. Wolves are meat-eaters.
   - D. Ranchers and farmers dislike wolves.

2. In this story, the word livestock means
   - A. farmers.
   - B. barns.
   - C. farm animals.
   - D. grass.

3. From this article, you could guess that wolves
   - A. are dangerous to people.
   - B. like sheep better than cows.
   - C. are happier in Canada.
   - D. might roam into ranches or farms.
D. More than 40 fish produce electricity. The most dangerous is the electric eel, a long slimy fish that lives in South America. This snakelike fish gives off electric signals to “see” in the dark water where it lives. These signals bounce off underwater objects and help the eel find fish and frogs to eat.

Once the electric eel locates its prey, it fills the water with an electric shock. The organs that produce electricity are in the eel’s tail. The shock stuns or kills any small animals in the area around the eel. The electric charge is so strong it could also stun a person or knock over a full-grown horse!

1. The electric eel looks like a
   ○ A. snake.
   ○ B. fish.
   ○ C. turtle.
   ○ D. bird.

2. The author wrote this story to
   ○ A. tell about different kinds of eels.
   ○ B. tell about electric eels.
   ○ C. ask people to protect fish.
   ○ D. explain electricity.

3. In this story, the word locates means
   ○ A. swims.
   ○ B. eats.
   ○ C. slides.
   ○ D. finds.

E. Popcorn is one of the oldest American snack foods. By the time European explorers arrived here in the 1400s, Native Americans were already growing about 700 types of corn. They used popcorn for both food and decoration. Some tribes used it in their headdresses and necklaces.

These early popcorn lovers couldn’t plug in the electric popper or zap the popcorn in the microwave. Instead, they popped the kernels in clay pots over an open fire. Some kinds of popcorn were even popped right on the cob.

English colonists got a taste of popcorn at the first Thanksgiving feast in 1621. A Native American named Quaedequina brought a deerskin bag filled with popcorn to the dinner. It was a hit!

2. Which happened first?
   ○ A. Colonists ate popcorn.
   ○ B. Electric-poppers were invented.
   ○ C. Movie theaters served popcorn.
   ○ D. Native Americans grew corn.

3. Popcorn has been used for
   ○ A. sewing.
   ○ B. making paint.
   ○ C. heating homes.
   ○ D. making jewelry.

4. This story would probably go on to talk about
   ○ A. how microwaves work.
   ○ B. the popularity of popcorn today.
   ○ C. Native American customs.
   ○ D. snacks of the world.
New York State Testing Program

2019 Mathematics Test
Session 1

Grade 4

May 1–3, 2019

RELEASED QUESTIONS
TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Read each question carefully and think about the answer before making your choice.
- You have been provided with mathematics tools (a ruler and a protractor) to use during the test. It is up to you to decide when each tool will be helpful. You should use mathematics tools whenever you think they will help you to answer the question.
1. Tatum walks her dog \( \frac{2}{3} \) mile every day after school. How many miles does she walk her dog in 5 days?

   A  \( \frac{7}{3} \)  
   B  \( \frac{10}{3} \)  
   C  \( \frac{2}{15} \)  
   D  \( \frac{10}{15} \)

2. The number of points Jaden scored in a game is less than 45, and is also a multiple of 7. How many points could Jaden have scored?

   A  17  
   B  35  
   C  52  
   D  70

3. Which comparison is true?

   A  \( \frac{2}{3} = \frac{8}{12} \)  
   B  \( \frac{4}{9} = \frac{8}{9} \)  
   C  \( \frac{3}{4} > \frac{9}{10} \)  
   D  \( \frac{2}{4} > \frac{2}{3} \)
There are three different sections to sit in at a baseball park. The number of people who can sit in each section is described below.

- red section seats 200 people
- blue section seats 20 fewer people than the red section
- green section seats 2 times as many people as the blue section

What is the total number of people who can sit in the baseball park?

A  260
B  380
C  640
D  740

Which figure is an example of a line segment?

A  
B  
C  
D  

GO ON
8 Which fraction model has a shaded area equivalent to \( \frac{3}{12} \)?

A  

B  

C  

D  

9 The measure of angle EFG shown below is 106 degrees.

What is the measure, in degrees, of angle EFH?

A  34

B  56

C  72

D  140
15. What is the value of the expression below?

   \[2,816 \times 7\]

   A 14,572
   B 14,672
   C 19,612
   D 19,712

16. What is the quotient for the expression \(2,314 \div 4\)?

   A 508
   B 508 r2
   C 578
   D 578 r2

17. A teacher buys the folders listed below.
   - 5 boxes of red folders with 36 folders in each box
   - 6 boxes of blue folders with 32 folders in each box

   Which number is closest to the total number of red and blue folders that the teacher buys?

   A 275
   B 380
   C 440
   D 550
20. Which two numbers both round to 1,500 when rounded to the nearest hundred?

   A. 1,399 and 1,599
   B. 1,449 and 1,549
   C. 1,457 and 1,547
   D. 1,489 and 1,589

21. Mr. Fuller wants to put fencing around his rectangular-shaped yard. The width of the yard is 55 feet and the length is 75 feet. How many feet of fencing does Mr. Fuller need?

   A. 130
   B. 260
   C. 3,905
   D. 4,125
The three models below are each shaded to represent a different fraction.

\[ \frac{10}{18} + \frac{8}{10} + \frac{10}{8} \]

What is the sum of the fractions represented by the shaded parts of the models?

- A \( \frac{10}{18} \)
- B \( \frac{8}{10} \)
- C \( \frac{10}{8} \)
- D \( \frac{10}{6} \)

28. What is the greatest number of lines of symmetry that can be drawn on the figure shown below?

\[ \text{Figure with 4 lines of symmetry} \]

- A 0
- B 1
- C 2
- D 4
29. What is the measure, in degrees, of an angle that is equivalent to $\frac{1}{360}$ of a circle?

A. 1  
B. 90  
C. 180  
D. 360

30. Which comparison statement describes the model below?

```
   /\  
  //\  
 //  
\/// 
```

A. 6 is 24 times as many as 4  
B. 24 is 4 times as many as 6  
C. 4 times as many as 24 is 6  
D. 6 times as many as 6 is 24
New York State Testing Program

2019 Mathematics Test Session 2

Grade 4

May 1–3, 2019

RELEASED QUESTIONS
TIPS FOR TAKING THE TEST

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- Be sure to show your work when asked.
31. In which model could the shaded parts represent $4 \times \frac{1}{3}$?

A  

B  

C  

D  

32. A truck is parked next to a tree. The height of the truck is 6 feet. The height of the tree is 3 times the height of the truck. Which equation can be used to find the height of the tree?

A  $6 + 3 = \_\_\_\_$

B  $6 \times 3 = \_\_\_\_$

C  $(6 \times 3) + 3 = \_\_\_\_$

D  $(6 \times 3) + 6 = \_\_\_\_$
33 Which expression can be used to solve the equation below?

\[ 4,600 \div 5 = \_\_\_ \]

A \((46 \div 5) + (100 \div 5)\)

B \((400 \div 5) - (600 \div 5)\)

C \((4,000 \div 5) - (60 \div 5)\)

D \((4,000 \div 5) + (600 \div 5)\)

34 Which statement about an object turning 90 degrees around in a circle is true?

A It turns \(\frac{1}{4}\) of the way around in a circle.

B It turns \(\frac{2}{4}\) of the way around in a circle.

C It turns \(\frac{3}{4}\) of the way around in a circle.

D It turns \(\frac{4}{4}\) of the way around in a circle.

35 Which statement represents the number sentence below?

\[ 8 = 4 \times 2 \]

A 4 is 8 times as many as 2

B 4 is 2 times as many as 8

C 8 is 2 times as many as 2

D 8 is 4 times as many as 2
36. What is the measure, in degrees, of the angle shown below?

A  55  
B  65  
C  125 
D  135 

37. The model below is shaded to represent a fraction.

Which fraction model is shaded to represent an equivalent fraction?

A  
B  
C  
D  

GO ON
The picture below shows line segments of different lengths, in inches.

Measure each line segment. Which line plot correctly shows the lengths of the line segments?

**Line Segments**

**A**

![Line Segment A](image)

**B**

![Line Segment B](image)

**C**

![Line Segment C](image)

**D**

![Line Segment D](image)
The shaded part of the model below represents the fraction of a candy bar that Jill ate.

Tom has the same size candy bar. He eats 2 times the amount that Jill ate. What fraction of the candy bar does Tom eat?

*Show your work.*

*Answer* _____________ of the candy bar
Use each digit shown below to create a 5-digit number with the greatest value and a 5-digit number with the least value. Each digit can only be used once in each number. Then write a number sentence using $>$, $<$, or $=$ to compare the two numbers you created.

2, 9, 1, 3, 8

*Show your work.*
The diagram below shows line AB, line CD, and line EF.

Identify two lines on the diagram that appear to be perpendicular to each other.

*Explain how you determined your answer.*
Mick and Jackie buy a large sandwich to share. They each eat $\frac{2}{5}$ of the sandwich.

How much of the sandwich is remaining?

*Show your work.*

*Answer*  ___________ of the sandwich
How does the value of the digit 3 in the number 63,297 compare to the value of the digit 3 in the number 60,325? Be sure to include what you know about place value in your answer.

*Explain your answer.*
Ms. Peterson wants to replace all the floor tiles in her kitchen. The kitchen floor is 12 feet long and 7 feet wide. If Ms. Peterson already has 45 one-foot square tiles, how many more one-foot square tiles does she need to completely cover the kitchen floor?

Show your work.

Answer

more tiles
The height of Mountain P is 1,086 feet. The height of Mountain Q is 4 times the height of Mountain P. The area model shown below represents one way to find the height of Mountain Q.

\[
\begin{array}{ccc}
1,000 & B & 6 \\
4 & A & 320 & C \\
\end{array}
\]

What are the missing values for A, B, and C in the area model?

*Show your work.*

*Answer*  
A ___________ , B ___________ , and C ___________

What is the height, in feet, of Mountain Q?  
*Show your work.*

*Answer* ___________ feet
### Division Word Problems

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>Trina has a total of 32 crayons. How many boxes of crayons did she buy?</td>
<td><strong>b.</strong></td>
<td>A store has 72 t-shirts in all. How many boxes of t-shirts are there?</td>
<td></td>
</tr>
<tr>
<td><img src="crayons.png" alt="Crayons" /></td>
<td></td>
<td><img src="t-shirts.png" alt="T-shirts" /></td>
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</tr>
<tr>
<td><strong>c.</strong></td>
<td>Martin has 64 sticks of gum altogether. How many packs does he have?</td>
<td><strong>d.</strong></td>
<td>Coach Ramirez has a total of 35 baseballs. How many boxes of baseballs does he have?</td>
<td></td>
</tr>
<tr>
<td><img src="gum.png" alt="Gum" /></td>
<td></td>
<td><img src="baseballs.png" alt="Baseballs" /></td>
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<tr>
<td><strong>e.</strong></td>
<td>Tanya brought 44 ounces of juice to the game. How many bottles did she bring?</td>
<td><strong>f.</strong></td>
<td>Mr. Tobias handed out 30 pencils in all. How many boxes of pencils did he use?</td>
<td></td>
</tr>
<tr>
<td><img src="juice.png" alt="Orange Juice" /></td>
<td></td>
<td><img src="pencils.png" alt="Pencils" /></td>
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<tr>
<td><strong>g.</strong></td>
<td>Tim used 21 golf balls in his last round of golf. How many boxes of golf balls did he use?</td>
<td><strong>Golf Balls</strong></td>
<td>Sam has a total of 54 apples. How many boxes did she buy?</td>
<td></td>
</tr>
<tr>
<td><img src="golfballs.png" alt="Golf Balls" /></td>
<td></td>
<td><img src="apples.png" alt="Apples" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Super Teacher Worksheets - www.superteacherworksheets.com
a. Ashton had two boxes of pencils with fourteen pencils in each box. He gave six pencils to his brother. How many pencils did Ashton have left?

b. At the Tasty Bakery, cupcakes cost fifty-cents each. Bagels cost a dollar twenty-five. How much more do two bagels cost than two cupcakes?

c. Patty and Carl went to the movies. Patty bought the two movie tickets for $7.35 each. Carl bought two buckets of popcorn at $5.60 each. How much more money did Patty spend than Carl?

d. There are 96 fourth graders at Small Tree Intermediate School. 43 of them are girls. On Friday, 5 fourth grade girls and 4 fourth grade boys were absent. How many fourth grade boys were at Small Tree Intermediate School on Friday?

e. Joe is learning to play the trumpet. On Monday he practiced from 6:30 until 7:05. On Tuesday he practiced from 3:55 until 4:15. How many minutes did he practice in all over the two days?
a. Craig has a twenty dollar bill. He buys six squirt guns for $2 each. How much money did Craig have left?

b. Maria invited 4 of her friends over for a water balloon fight in the backyard. At the start of the game, Maria gave each of her friends 2 water balloons. She had one water balloon for herself. How many water balloons did they have altogether?

c. Matthew and his brother Shawn played swimming-pool-basketball. Each basket was worth 3 points. Matthew scored 9 points. Shawn scored 6 points. What is the total number of baskets made during this game?

d. Lauren and Gina’s mother told her daughters they can swim in the pool for 20 minutes. First, they swam laps in the pool for 7 minutes. Then they swam underwater for one minute. Then they played water polo for 8 minutes. How much longer can they stay in the pool?
The Faraway Country

To multiply with a 2-digit factor that requires regrouping, follow these steps.

1. Multiply the ones. Regroup if needed.

   \[ 7 \times 3 = 21 \]

   \[
   \begin{array}{c}
   21 \\
   \hline
   \end{array}
   \]

   \[
   \begin{array}{c}
   6 \\
   \hline
   \end{array}
   \]

   \[
   \begin{array}{c}
   3 \\
   \hline
   \end{array}
   \]

2. Multiply the bottom factor in the ones column with the top factor in the tens column. Add the extra tens.

   \[ 6 \times 3 = 18 \quad 18 + 2 = 20 \]

   \[
   \begin{array}{c}
   18 \\
   \hline
   \end{array}
   \]

   \[
   \begin{array}{c}
   20 \\
   \hline
   \end{array}
   \]

Multiply:

\[ \begin{array}{c}
48 \\
\times \ x
\end{array} \quad \begin{array}{c}
24 \\
\times \ x
\end{array} \quad \begin{array}{c}
73 \\
\times \ x
\end{array} \]

\[ \begin{array}{c}
57 \\
\times \ x
\end{array} \quad \begin{array}{c}
63 \\
\times \ x
\end{array} \quad \begin{array}{c}
56 \\
\times \ x
\end{array} \]

\[ \begin{array}{c}
98 \\
\times \ x
\end{array} \quad \begin{array}{c}
64 \\
\times \ x
\end{array} \quad \begin{array}{c}
57 \\
\times \ x
\end{array} \quad \begin{array}{c}
35 \\
\times \ x
\end{array} \quad \begin{array}{c}
23 \\
\times \ x
\end{array} \quad \begin{array}{c}
82 \\
\times \ x
\end{array} \]

\[ \begin{array}{c}
95 \\
\times \ x
\end{array} \quad \begin{array}{c}
77 \\
\times \ x
\end{array} \quad \begin{array}{c}
83 \\
\times \ x
\end{array} \quad \begin{array}{c}
96 \\
\times \ x
\end{array} \quad \begin{array}{c}
28 \\
\times \ x
\end{array} \quad \begin{array}{c}
96 \\
\times \ x
\end{array} \]

Switzerland is famous for the magnificent Swiss Alps. Waterfalls are formed by many of the mountain streams. The highest waterfall is Giessbach Falls. To find out how many meters high this waterfall is, add the products in Row A.
The Faraway Country

To multiply with a 2-digit factor that requires regrouping, follow these steps.

1. Multiply the ones. Regroup if needed.
   \[ 7 \times 3 = 21 \]

2. Multiply the bottom factor in the ones column with the top factor in the tens column. Add the extra tens.
   \[ 6 \times 3 = 18 \quad 18 + 2 = 20 \]

\[ x \]
\[ 67 \]
\[ x \]
\[ 3 \]
\[ \_ \_ \_ \_ \_ \]
\[ 201 \]

A.

\[ \begin{array}{ccc}
  48 & \times 3 & 24 \\
  x & x & x \\
  \_ & \_ & \_ \\
\end{array} \]

B.

\[ \begin{array}{ccc}
  57 & \times 7 & 63 \\
  56 & \times 9 & \_ \\
\end{array} \]

C.

\[ \begin{array}{ccc}
  98 & \times 2 & 64 \\
  57 & \times 8 & \_ \\
  35 & \times 9 & \_ \\
  23 & \times 8 & \_ \\
  82 & \times 6 & \_ \\
\end{array} \]

D.

\[ \begin{array}{ccc}
  95 & \times 9 & 77 \\
  83 & \times 9 & \_ \\
  96 & \times 8 & \_ \\
  28 & \times 4 & \_ \\
  96 & \times 5 & \_ \\
\end{array} \]

Switzerland is famous for the magnificent Swiss Alps. Waterfalls are formed by many of the mountain streams. The highest waterfall is Giessbach Falls. To find out how many meters high this waterfall is, add the products in Row A.

Scholastic Success With Addition, Subtraction, Multiplication & Division • Grade 4 291
Session 1

TIPS FOR TAKING THE TEST

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1. Jean threw a softball a distance of 9 feet. Lee threw a softball 3 times as far as Jean. Which equation can be used to determine the distance, $d$, that Lee threw the ball?

A. $d \times 3 = 9$
B. $d + 3 = 9$
C. $3 + 9 = d$
D. $3 \times 9 = d$

2. Natasha and Evan are each writing a 5-page essay. Natasha completed $\frac{3}{5}$ of her essay in the morning and $\frac{2}{5}$ of her essay in the afternoon. Evan completed $\frac{4}{5}$ of his essay after school. How much more of the total essay did Natasha complete than Evan?

A. $\frac{1}{5}$
B. $\frac{2}{5}$
C. $\frac{4}{5}$
D. $\frac{9}{5}$
3. A number, rounded to the nearest thousand, is 47,000. Which number could be the number that was rounded?

A. 46,295
B. 46,504
C. 47,520
D. 47,924

4. What is the length, in inches, of the toy car shown below?

A. $2\frac{1}{4}$
B. $2\frac{1}{2}$
C. $3\frac{1}{4}$
D. $3\frac{3}{4}$
What is the measure, in degrees, of an angle that represents $\frac{50}{360}$ of a circle?

A  50°
B  90°
C  310°
D  360°

Ms. Larsen is buying 2 delivery vans for her business. The price of the first van is shown below.

$16,257

The digit 2 in the price of the second van is 10 times the value of the digit 2 in the price of the first van. Which amount could be the price of the second van?

A  $12,987
B  $15,927
C  $17,257
D  $21,579

What is the rule for the pattern shown below?

41, 38, 35, 32, 29, ...

A  divide by 3
B  divide by 4
C  subtract 3
D  subtract 4
17 What is the measure of angle ABC?

A 60°
B 70°
C 110°
D 120°

18 Which expression has the same value as \( \frac{7}{12} \)?

A \( \frac{2}{12} + \frac{3}{12} + \frac{3}{12} \)
B \( \frac{7}{12} + \frac{7}{12} + \frac{7}{12} \)
C \( \frac{2}{12} + \frac{1}{12} + \frac{2}{12} + \frac{1}{12} \)
D \( \frac{2}{12} + \frac{1}{12} + \frac{2}{12} + \frac{2}{12} \)
23. What is the quotient of $1,248 \div 7$?
   A. 177 remainder 9
   B. 168 remainder 2
   C. 178 remainder 2
   D. 178 remainder 3

24. Which number sentence correctly compares two numbers?
   A. forty-six thousand three hundred fifteen $< 46,350$
   B. $29,073 = 20,000 + 9,000 + 700 + 3$
   C. $10,000 + 6,000 + 400 >$ sixteen thousand four hundred ten
   D. $86,502 = 80,000 + 6,000 + 500 + 20$

25. Which expression has the same value as $7 \times \frac{3}{4}$?
   A. $21 \times \frac{3}{4}$
   B. $21 \times \frac{3}{28}$
   C. $21 \times \frac{1}{4}$
   D. $21 \times \frac{1}{28}$
Megan's art class painted two rectangular murals. The size of the first mural is shown below.

The second mural had the same area as the first mural but had a different perimeter. Which measures could be the side lengths of the second mural?

A  8 feet and 6 feet  
B  5 feet and 9 feet  
C  4 feet and 12 feet  
D  4 feet and 10 feet

Jack picks 60 apples from an apple tree. He uses 12 of them to make applesauce. He places the remaining apples equally into 6 gift baskets. Which equation can be used to determine the number of apples, \( a \), that Jack places into each gift basket?

A  \((60 ÷ 6) - 12 = a\)  
B  \((60 - 12) ÷ 6 = a\)  
C  \((60 - 6) - 12 = a\)  
D  \((60 + 12) ÷ 6 = a\)
Once a week, students in a classroom measure the heights of the tomato plants they planted in the school garden. The line plot below shows the heights of the plants at the end of the second week.

**PLANT HEIGHTS**

```
X
X
X X
X X X
X X X X
X X X X X
```

Height (inches)

3 3 4 4 5 5 6 6 7

Based on the line plot, how many plants have a height greater than \(4\frac{1}{2}\) inches?

A 0
B 6
C 14
D 20

Which statement is true?

A \(\frac{4}{12} > \frac{5}{8}\) because \(\frac{5}{8}\) is greater than \(\frac{1}{2}\) and \(\frac{4}{12}\) is closer to 1 than \(\frac{1}{2}\).
B \(\frac{4}{12} < \frac{5}{8}\) because \(\frac{4}{12}\) is less than \(\frac{1}{2}\) and \(\frac{5}{8}\) is greater than \(\frac{1}{2}\).
C \(\frac{5}{8} > \frac{4}{12}\) because \(\frac{4}{12}\) and \(\frac{5}{8}\) are both closer to 1 than \(\frac{1}{2}\).
D \(\frac{5}{8} < \frac{4}{12}\) because \(\frac{5}{8}\) and \(\frac{4}{12}\) are both less than \(\frac{1}{2}\).
New York State Testing Program

2018 Mathematics Test
Session 2

Grade 4

May 1–3, 2018

Released Questions
The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.
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- Be sure to show your work when asked.
31  Which letter has the **greatest** number of lines of symmetry?

A  

B  

C  

D  

32  Which list shows all the factors of 36?

A  1, 2, 3, 4, 9, 12, 18, 36

B  0, 1, 2, 3, 4, 9, 12, 18, 36

C  1, 2, 3, 4, 6, 9, 12, 18, 36

D  0, 1, 2, 3, 4, 6, 9, 12, 18, 36

33  Which expression shows 125,206 written in expanded form?

A  100,000 + 2,000 + 5,000 + 200 + 6

B  100,000 + 20,000 + 5,000 + 200 + 6

C  100,000 + 20,000 + 50,000 + 200 + 6

D  100,000 + 20,000 + 5,000 + 2,000 + 6
The table shows the height increases, in inches, of some girls in Gina’s class from last month to this month.

**HEIGHT INCREASES IN 1 MONTH**

<table>
<thead>
<tr>
<th>Name</th>
<th>Height Increase (inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gina</td>
<td>( \frac{3}{8} )</td>
</tr>
<tr>
<td>Maxine</td>
<td>( \frac{2}{3} )</td>
</tr>
<tr>
<td>Shari</td>
<td>( \frac{2}{4} )</td>
</tr>
<tr>
<td>Vanessa</td>
<td>( \frac{3}{12} )</td>
</tr>
</tbody>
</table>

What girl had a height increase that was greater than \( \frac{1}{2} \) inch?

A. Gina  
B. Maxine  
C. Shari  
D. Vanessa
Carl used some fabric to make a seat cover. Then he used 8 times as much fabric to make a tent. He used 24 yards of fabric to make the tent. Which equation can be used to determine the amount of fabric he used to make the seat cover?

A  $24 = 8 \times \_\_\_\_$

B  $24 = 8 + \_\_\_\_$

C  $8 \times 24 = \_\_\_\_$

D  $8 + 24 = \_\_\_\_$

Ms. Clark's class went to recess at 12:00 p.m., as shown below.

![Clock showing 12:00 p.m.]

The minute hand had turned 90 degrees by the time recess ended. At what time did recess end?

A  12:15 p.m.

B  12:30 p.m.

C  12:45 p.m.

D  1:00 p.m.
37 Andrew wrote the number 186,425 on the board. In which number is the value of the digit 6 exactly 10 times the value of the digit 6 in the number Andrew wrote?

A  681,452
B  462,017
C  246,412
D  125,655

38 Which number could be placed in the blank to make the equation true?

$$6 \times \frac{5}{6} = ？ \times \frac{1}{6}$$

A  5
B  11
C  30
D  36
Which diagram below appears to show a pair of perpendicular lines?

Diagram A

Diagram B

Diagram C

Explain your answer.
The workers at Cameron's Flower Shop are putting 1,323 flowers into vases for a party. Each vase must hold exactly 8 flowers. What is the total number of vases the workers can fill completely?

*Show your work.*

*Answer*  

vases

*GO ON*
Samantha walks a total of $\frac{2}{3}$ mile to get to and from school each day. Write an expression that can be used to find the total number of miles that Samantha walks to and from school over 5 days. Then evaluate the expression.

**Expression**  

*Show your work.*

**Answer**  

$\begin{align*}
\text{miles walked}
\end{align*}$
Cindy recycled 54 pounds of paper. She recycled 9 times as many pounds of paper as Monica. Write an equation that can be used to find $m$, the number of pounds of paper Monica recycled. Then solve the equation to find the number of pounds of paper Monica recycled.

*Show your work.*

\[
\text{Answer } \quad m = \underline{\text{_____________ \ pounds of paper}}
\]
Of the animals at a pet show, \( \frac{3}{8} \) were cats and \( \frac{4}{8} \) were dogs. The rest of the animals were rabbits. What fraction of the animals at the pet show were rabbits?

*Show your work.*

**Answer**
Right triangle ABC is shown below.

Write an equation that can be used to determine the angle measure, in degrees, of angle DBC. Let \( n \) represent the measure of angle DBC. Then determine the measure of \( n \).

Show your work.

Answer \( n = \underline{\hspace{2cm}} \) degrees
A teacher buys 8 packs of orange erasers and 6 packs of blue erasers for his classroom. There are 24 orange erasers in a pack and 28 blue erasers in a pack. What is the total number of erasers the teacher buys for his classroom?

Show your work.

Answer  _______________ erasers
Canine Calculations

The numbers being added together are called addends.

Use the sum to help you find the missing numbers of each addend.

A.  
1 1  
6, 7 4  
+ 3 8 2  
1 0, 1 2 3

1 1  
9, 4 4 3  
+ 9, 1  
1 9, 2 6 0

1 1  
5 8  
+ 9, 1  
9, 3 9

1 1  
2 2 7  
+ 6, 7 3  
9, 2 0 0

B.  
1  
3, 8 4 1  
+ 0 6  
7, 9 0 5

1  
7, 0  
+ 9, 3 8  
1 6, 4 6 2

1  
1 0  
+ 9, 3 8 5  
1 9, 1 9 5

1  
4 2 6  
+ 7, 9 2  
1 5, 3 4 9

C.  
1 1  
1, 7 3  
+ 5 8  
1, 9 3 1

1 1  
3, 5 4  
+ 6, 4  
1 0, 1 2 8

1 1  
2 8 4  
+ 3, 2 1  
8, 1 0 5

1 1  
8, 8 6  
+ 3, 1 7  
1 1, 1 8 0

D.  
1 1 1  
3, 4  
+ 9, 2 5  
13, 2 1 3

1 1  
7, 9  
+ 8, 2  
18, 4 8 3

1 1  
5 5  
+ 4, 4 8  
17, 5 0 6

1 1 1  
4, 9 5  
+ 6, 8  
11, 2 2 3

Wag'n Tail Kennels bought two enormous bags of dog treats. One bag had 38, 69 dog treats in it. The other bag had 4, 510 pieces of dog treats. Altogether the bags had 80,879 treats. On another piece of paper, find the number of dog treats in each bag.
Checkmate

To subtract with regrouping, follow these steps.

1. Subtract the ones column. Regroup if needed.
   
   \[
   \begin{array}{c}
   2 \ 11 \\
   4 \underline{\times} \\
   \hline
   - \ 2 \ 6 \ 6 \\
   \hline
   5
   \end{array}
   \]

2. Subtract the tens column. Regroup if needed.
   
   \[
   \begin{array}{c}
   12 \\
   3 \underline{\underline{\times}} \\
   \hline
   - \ 2 \ 6 \ 6 \\
   \hline
   6 \ 5
   \end{array}
   \]

3. Subtract the hundreds column. Regroup if needed.
   
   \[
   \begin{array}{c}
   12 \\
   3 \underline{\underline{\underline{\times}}} \\
   \hline
   - \ 2 \ 6 \ 6 \\
   \hline
   1 \ 6 \ 5
   \end{array}
   \]

Subtract. Cross out the chess piece with the matching difference. The last piece standing is the winner of the match.

Scholastic Success With Addition, Subtraction, Multiplication & Division • Grade 4  279
Hannah and Her Cousins

Hannah's cousins live in five different states. She made this bar graph to show how many cousins live in each state. Use the graph to answer the questions below.

1. How many cousins live in Ohio?

2. The greatest number of Hannah's cousins live in which state?

3. How many more cousins live in Michigan than in California?

4. How many cousins does Hannah have altogether?
Stop Horsing Around!

To multiply with a 2-digit factor that requires regrouping, follow these steps.

1. Multiply by the ones digit.
2. Place a zero in the ones column.
3. Multiply by the tens digit.
4. Add to find the product.

\[
\begin{array}{cccc}
3 & 4 & 6 \\
\times & 2 & 6 & \rightarrow \ 7 & 6 \\
\end{array}
\]

Multiply. Then use the code to answer the riddle below.

\[
\begin{array}{cccccc}
G. & 32 & \times & 48 & \rightarrow \ G \\
T. & 67 & \times & 14 & \rightarrow \ T \\
S. & 53 & \times & 27 & \rightarrow \ S \\
I. & 96 & \times & 52 & \rightarrow \ I \\
A. & 83 & \times & 33 & \rightarrow \ A \\
D. & 49 & \times & 72 & \rightarrow \ D \\
\end{array}
\]

\[
\begin{array}{cccccc}
M. & 39 & \times & 28 & \rightarrow \ M \\
E. & 56 & \times & 15 & \rightarrow \ E \\
N. & 83 & \times & 24 & \rightarrow \ N \\
R. & 75 & \times & 46 & \rightarrow \ R \\
K. & 96 & \times & 51 & \rightarrow \ K \\
H. & 84 & \times & 62 & \rightarrow \ H \\
\end{array}
\]

What horses like to stay up late?

\[
\begin{array}{cccccccc}
1,992 & 4,992 & 1,536 & 5,208 & 938 & 1,092 & 2,739 & 3,450 & 840 & 1,431
\end{array}
\]

Each of Farmer Gray's 24 horses eat 68 pounds of hay. How many pounds of hay do the horses eat altogether?
A Barrel of Monkeys

To divide with zeros, follow these samples.

\[
\begin{align*}
80 & \div 8 = 8 \\
640 & \div 8 = 80 \\
\text{Add a zero to make 80.} \\
800 & \div 8 = 0 \\
6400 & \div 8 = 0 \\
\text{Add 2 zeros to make 800.}
\end{align*}
\]

Divide.

A. \[
\begin{align*}
6 & \div 420 \\
9 & \div 8100 \\
6 & \div 540 \\
5 & \div 4500 \\
3 & \div 2400
\end{align*}
\]

B. \[
\begin{align*}
3 & \div 1800 \\
4 & \div 320 \\
8 & \div 7200 \\
7 & \div 560 \\
5 & \div 400
\end{align*}
\]

C. \[
\begin{align*}
3 & \div 150 \\
4 & \div 360 \\
6 & \div 4800 \\
6 & \div 360 \\
8 & \div 640
\end{align*}
\]

Write three problems with quotients to match those on the barrels.
No Way!

To divide with remainders, follow these steps.

1. Does 8 x ___ = 34? No!  2. Use the closest smaller dividend.  3. Subtract to find the remainder.  4. The remainder is always less than the divisor.

\[
\begin{array}{c}
8 \overline{34} \\
8 \overline{34} \\
\underline{- 32} \\
4 \\
4 \overline{R2}
\end{array}
\quad
\begin{array}{c}
8 \overline{34} \\
8 \overline{34} \\
\underline{- 32} \\
4 \\
4 \overline{R2}
\end{array}
\quad
\begin{array}{c}
8 \overline{34} \\
8 \overline{34} \\
\underline{- 32} \\
2 \\
2
\end{array}
\]

Divide. Then use the code to complete the riddle below.

<table>
<thead>
<tr>
<th>E.</th>
<th>L.</th>
<th>S.</th>
<th>O.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 \overline{84}</td>
<td>3 \overline{29}</td>
<td>7 \overline{67}</td>
<td>5 \overline{24}</td>
</tr>
<tr>
<td>T.</td>
<td>N.</td>
<td>P.</td>
<td>I.</td>
</tr>
<tr>
<td>6 \overline{23}</td>
<td>6 \overline{47}</td>
<td>6 \overline{39}</td>
<td>7 \overline{52}</td>
</tr>
<tr>
<td>O.</td>
<td>A.</td>
<td>T.</td>
<td>S.</td>
</tr>
<tr>
<td>4 \overline{19}</td>
<td>8 \overline{70}</td>
<td>3 \overline{26}</td>
<td>9 \overline{55}</td>
</tr>
<tr>
<td>H.</td>
<td>!</td>
<td>R.</td>
<td>N.</td>
</tr>
<tr>
<td>4 \overline{23}</td>
<td>7 \overline{45}</td>
<td>5 \overline{27}</td>
<td>8 \overline{79}</td>
</tr>
</tbody>
</table>

Emily: Yesterday I saw a man at the mall with very long arms. Every time he went up the stairs he stepped on them.

Jack: Wow! He stepped on his arms?

Emily: 

\[ 7 \overline{R5} \quad 4 \overline{R4} \quad 4 \overline{R3} \quad 9 \overline{R7} \quad 8 \overline{R2} \quad 5 \overline{R3} \quad 9 \overline{R3} \quad 9 \overline{R4} \quad 3 \overline{R5} \quad 8 \overline{R6} \quad 7 \overline{R3} \quad 5 \overline{R2} \quad 6 \overline{R1} \quad 6 \overline{R3} \]
### Funny Bone

Use the same steps to add several addends. Some columns will require regrouping, and some will not.

Add. Then use the code to find the answer to the riddle below.

<table>
<thead>
<tr>
<th>W.</th>
<th>T.</th>
<th>P.</th>
<th>N.</th>
<th>C.</th>
<th>E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,233</td>
<td>6,314</td>
<td>2,305</td>
<td>1,238</td>
<td>3,541</td>
<td>3,525</td>
</tr>
<tr>
<td>1,442</td>
<td>3,380</td>
<td>2,404</td>
<td>6,281</td>
<td>309</td>
<td>2,213</td>
</tr>
<tr>
<td>+ 5,226</td>
<td>+ 2,606</td>
<td>+ 2,439</td>
<td>+ 5,366</td>
<td>+ 7,845</td>
<td>+ 9,281</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R.</th>
<th>S.</th>
<th>A.</th>
<th>U.</th>
</tr>
</thead>
<tbody>
<tr>
<td>444</td>
<td>4,327</td>
<td>5,441</td>
<td>2,653</td>
</tr>
<tr>
<td>7,283</td>
<td>4,331</td>
<td>421</td>
<td>3,338</td>
</tr>
<tr>
<td>+ 8,217</td>
<td>+ 1,746</td>
<td>+ 4,505</td>
<td>+ 2,924</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+ 1,541</td>
</tr>
</tbody>
</table>

What is the difference between a man and a running dog?

<table>
<thead>
<tr>
<th>11,695</th>
<th>12,885</th>
<th>15,019</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,901</td>
<td>15,019</td>
<td>8,915</td>
</tr>
<tr>
<td></td>
<td>10,404</td>
<td>9,207</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12,300</th>
<th>10,404</th>
<th>11,695</th>
<th>11,303</th>
<th>9,207</th>
<th>15,019</th>
<th>10,404</th>
<th>9,207</th>
</tr>
</thead>
<tbody>
<tr>
<td>12,300</td>
<td>15,944</td>
<td>15,019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11,695</th>
<th>12,300</th>
<th>15,944</th>
<th>15,019</th>
<th>10,404</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,148</td>
<td>8,915</td>
<td>12,885</td>
<td>12,300</td>
<td>9,207</td>
</tr>
</tbody>
</table>
Name:__________________________________________

4th Grade Bibliography

Person:__________________________________________

In class we have been working on bibliographies. Please gather some more facts and information on your person. Here is a quick check list on what to have before returning to school

- 5-8 facts on your person
- Time line
- 5-8 pictures on your person
- A drawing you created of your person

Fact sheet:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Fact sheet:
Time line of:
My Drawing of: __________________________
Sound out these real words. Add bonus letters to words that need them.

<table>
<thead>
<tr>
<th>1</th>
<th>wish</th>
<th>cuf</th>
<th>led</th>
</tr>
</thead>
<tbody>
<tr>
<td>shel</td>
<td>rub</td>
<td>shut</td>
<td>mos</td>
</tr>
<tr>
<td>keg</td>
<td>fus</td>
<td>dil</td>
<td>pit</td>
</tr>
<tr>
<td>mis</td>
<td>sad</td>
<td>wil</td>
<td>moth</td>
</tr>
<tr>
<td>kis</td>
<td>mil</td>
<td>bath</td>
<td>puf</td>
</tr>
<tr>
<td>dig</td>
<td>tif</td>
<td>lid</td>
<td>ches</td>
</tr>
<tr>
<td>bil</td>
<td>hip</td>
<td>shag</td>
<td>gag</td>
</tr>
<tr>
<td>yap</td>
<td>pil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the words with bonus letters on the lines below.
Read the sentence. Select the correct word from the box. Write the word on the line. Reread the completed sentence.

1. ken had to get the __________
   bel
   bell

2. i wish that i had a __________
   dog
   dogg

3. will Beth miss __________
   Rus
   Russ

4. mom was mad and in a __________
   huf
   huff

5. ben met jill at his __________
   job
   jobb

Copy the sentences above on the lines below. Add capital letters and punctuation. Read the sentence.

1.

2.

3.

4.

5.
Read each sentence. Add bonus letters to the words that need them.

1  I bet Nell wil  pas  in math.
2  Bev got a chil  in the tub.
3  Jim wil  mis  Liz.
4  Beth wil  fil  the pot on the sil  with sod.
5  The bos  got a bel  for the shop.

Rewrite each sentence correctly on the lines below. Read the sentence.

1

2

3

4

5
Reading Fluency: Apple Picking

**Fluency** means being able to read a text quickly, accurately, and with expression. A fluent reader is better able to understand the text. Rereading and reading aloud is a good strategy for becoming a more fluent reader.

To practice reading fluently:
- Set a timer for one minute.
- Read the passage as quickly and accurately as possible.
- Mark the last word read when the timer goes off.
- Record the words *per minute* read in the chart at the bottom.

This weekend, I went apple picking with my family. My favorite fall activity is apple picking. It is the perfect time to get apples. The apple trees blossom in the spring. It is time to pick the apples off the trees in the fall.

We got to the orchard, and the farmer gave me a basket. My family and I walked through the rows of apple trees.

I learned that apple trees came from Asia. There are many different types of apples. You can eat the fresh fruit. You can also use the fruit for cooking, baking, or making juice.

To determine *Words Per Minute*, count the amount of correct words the student read in one minute. Record that number in the box.

<table>
<thead>
<tr>
<th>Words Per Minute</th>
<th>1st Read</th>
<th>2nd Read</th>
<th>3rd Read</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sound out these real words. Add bonus letters to words that need them. Circle the words that contain the all sound.

<table>
<thead>
<tr>
<th>dil</th>
<th>mal</th>
<th>lob</th>
<th>nip</th>
</tr>
</thead>
<tbody>
<tr>
<td>huf</td>
<td>fal</td>
<td>that</td>
<td>mad</td>
</tr>
<tr>
<td>buf</td>
<td>hal</td>
<td>sat</td>
<td>lid</td>
</tr>
<tr>
<td>gap</td>
<td>wal</td>
<td>mis</td>
<td>bas</td>
</tr>
<tr>
<td>yap</td>
<td>ches</td>
<td>had</td>
<td>shut</td>
</tr>
<tr>
<td>cal</td>
<td>bag</td>
<td>tif</td>
<td>cob</td>
</tr>
<tr>
<td>rap</td>
<td>tal</td>
<td>rip</td>
<td>cuf</td>
</tr>
<tr>
<td>his</td>
<td>bal</td>
<td>sub</td>
<td>quil</td>
</tr>
<tr>
<td>thug</td>
<td>hug</td>
<td>mif</td>
<td>dul</td>
</tr>
<tr>
<td>mes</td>
<td>dock</td>
<td>shop</td>
<td>whip</td>
</tr>
<tr>
<td>mob</td>
<td>bel</td>
<td>kit</td>
<td>muf</td>
</tr>
</tbody>
</table>
Read the sentence. Select the best word from the box to complete each sentence. Use each word only once. Write the word on the line. Reread the completed sentence.

```text
| mall  | fall  | wall  | tall  | call  |
| all   | ball  | hall  | doll  | gall  |
```

1. Ben and Beth will go to the ________ to shop.

2. Ted will ________ Liz at six p.m.

3. Did Ed get the ________ in the net?

4. ________ the kids will jog on that path.

5. Jim is not ________, but he can get the ball on the rim!

6. Do not run in the ________.

7. Did Tom ________ on that mat?

8. Dad had to fix the ________ so that the fox can not get in the hen pen.

9. The tot had a ________ on her lap.

10. That man had a lot of ________.
Tap out sounds, blend into a word, cover the letters and write the word on the line.

- tan = _______
- pass = _______
- tiff = _______
- will = _______
- chill = _______
- chum = _______
- fan = _______
- shell = _______
- call = _______
- chess = _______
- sham = _______
- yam = _______
- huff = _______
- moss = _______
- ram = _______
- can = _______
- ban = _______
- fuss = _______
-lass = _______
- than = _______
- bam = _______
- tell = _______
- dull = _______
- Pam = _______
- mess = _______
- bill = _______
- man = _______
- jam = _______
- ham = _______
- loss = _______
The Fox and the Crow

Flattery is complimenting or praising someone to get something in return. **Read this fable about a hungry fox. Then answer the questions below.**

A fox was walking through the forest when he saw a crow sitting on a tree branch with a fine piece of cheese in her beak. The fox wanted the cheese and decided he would be clever enough to outwit the bird. “What a noble and gracious bird I see in the tree!” proclaimed the fox, “What exquisite beauty! What fair plumage! If her voice is as lovely as her beauty, she would no doubt be the jewel of all birds!” The crow was so flattered by all this talk that she opened her beak and gave a cry to show the fox her voice. “Caw! Caw!” she cried, as the cheese dropped to the ground for the fox to grab.

How does the fox trick the crow?

A) The fox offers the crow jewels until she gives him the cheese.  
B) The fox teases the crow until she cries, dropping the cheese.  
C) The fox compliments the crow until she opens her mouth, dropping the cheese.

What is the moral or lesson of this story?

A) Don’t listen to flatterers.  
B) Don’t take other people’s food.  
C) Listen to compliments.
Directions
Read this story. Then answer questions 25 through 27.

Theo is in a boat named “Fleet Felix” with Albert Einstein, a very famous scientist. Einstein speaks first.

The Day I Rescued Einstein’s Compass

by Shulamith Levey Oppenheim

1. “When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass.” He peered at me. “You know what a compass is, of course?” I nodded. “Good.” He continued, “It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass.”

2. I took a deep breath. “Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle.”

3. My sailing partner raised his bushy eyebrows. “Nearly correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . .”

4. At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit Fleet Felix smack against the side, knocking the compass from the professor’s hand, right into the water!

5. He stared at his empty palm. “The compass, Theo. It is gone! Overboard?” Suddenly there was so much sadness in his eyes. “I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . .” His voice trailed off, and he was looking far into space.

6. But I could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.
I jumped into the water.

Then I started swimming farther away from the boat. Under and under and round and round. No compass. I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

**Herr = a German word for "Mr."**

I made another dive under the boat. As I came up for air, I felt something ever so gently hit my cheek. It was the compass, bobbing alongside *Fleet Felix*, just waiting to be rescued! Clutching it in my left hand, I grabbed hold of the boat with my right. Professor Einstein’s eyes were closed.

He opened his eyes. “So,” he said with a smile, “this is why I became a physicist,” continuing as if nothing had happened. “As you know, a physicist studies the forces in nature that we cannot know directly, only we know they are there from what we observe, like the compass needle or . . .,” he paused.

“Or gravity?” I offered, a bit tentatively.

“Bravo, young man. Or gravity. All these forces keep our planet running quite smoothly most of the time. And thank you, dear Theo. For me, you are the most famous boy alive!”

His eyes were merry again. I was still trying to catch my breath, but I had to ask another question. “Would you say it is because of the compass that you are now the most famous man alive?”
He sat very still. "The compass was my first mystery, and all my life I have worked to solve mysteries." He put the compass in his pocket—the one with the hole in it. "And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know."
In the story, how does Einstein feel about the compass his father gave him? Use two details from the story to support your response.
What does paragraph 6 show about Theo’s point of view? Use two details from the story to support your response.
Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use two details from the story to support your response.
Read the words. Find and circle all **am** and **an** letter combinations. Cover the word and write it on the line. Uncover the word and check the spelling.

<table>
<thead>
<tr>
<th>fish</th>
<th>zip</th>
<th>chap</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>sob</td>
<td>ban</td>
</tr>
<tr>
<td>Dan</td>
<td>web</td>
<td>shot</td>
</tr>
<tr>
<td>chum</td>
<td>pan</td>
<td>vim</td>
</tr>
<tr>
<td>wham</td>
<td>yak</td>
<td>am</td>
</tr>
<tr>
<td>rod</td>
<td>ham</td>
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Read the sentences. Find and circle or highlight the am or an letter combinations.

1. Pam can not get the gum off the map.
2. Did Dan pass the math quiz?
3. Sam had the fish in the pan.
4. Beth will get jam at the shop.
5. The man will fuss about the loss.
6. Jan had the cash to get the bat and ball.
7. Did Ben sell the tan van yet?
8. Rich did not get the ham.
9. I am sad, but I will be O.K.
10. Gus ran to get the fan in the shed.

Write the am and an words on the lines below.

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24 WRS STUDENT WORKBOOK | ONE B
Select letters from each box to make real words. Read the words.

Select letters from each box to make real words. Read the words.

Select letters from each box to make real words. Read the words.

Select letters from each box to make real words. Read the words.

Write the words above on the lines below.

Write the words above on the lines below.

Write the words above on the lines below.

Write the words above on the lines below.

SUBSTEP 1.5 B
Directions
Read this article. Then answer questions 1 through 6.

Many motion pictures have exciting and thrilling action scenes. The people who perform in these scenes are called stunt performers. They often stand in for the movie stars when the risk of injury is greater.

Excerpt from Stunt Performers
by Tony Hyland

1. Do you want to be a stunt performer?
2. Could you be a stunt performer, performing spectacular stunts in front of an audience or movie camera?
3. Stunt performers perform aerial acrobatics in circuses or dangerous stunts for the movies. Circus performers can swing on the flying trapeze high above the audience. Stunt actors can crash speeding cars in movie stunts.
4. We all love watching exciting stunts. Most people will enjoy the show and go home. For the stunt performers, this is the day’s work. They’ll be back doing more spectacular stunts the following day.
5. Stunt work is an extreme job. The training is hard and the stunts can be dangerous. But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.
6. Perhaps you could be a stunt performer one day.

Stunt actor or circus performer?
7. Stunt actors work in movies and television shows. They work hard to make it look as if someone else is doing the stunt. Circus performers work just as hard to be the stars of the show.
Stunt actors dressed up as the stars in a movie do all the dangerous and difficult scenes. Movie scenes can be edited to cut out some parts and put others in. Film crews can take hours to shoot an action scene. The audience only sees a few exciting moments.

Circus artists perform spectacular stunts live, in front of an audience. If the stunt goes wrong, there is no chance to do it again.

**Life as a stunt performer**

Stunt actors lead a busy and energetic life. They must be fit and strong. Many start off in martial arts or gymnastics, where they learn to develop flexibility and fall safely.

Experienced stunt actors learn many extra skills such as horse riding, working with explosives, and scuba diving. Some become specialists in one skill, such as stunt driving.

Stunt actors work wherever movies or television shows are made. Hollywood is known as the movie capital of the world. Other places with busy movie or television studios include Vancouver in Canada, and Queensland in Australia. Stunt actors often work on location. This means filming in remote places such as deserts, jungles, and mountains. Stunt actors working on these jobs are away from home for weeks, or even months.

**Circus life**

Circus life is also busy and active. Performers need to be strong and agile. They need a good sense of balance and a head for heights. The circus is not a place for shy people; circus performers enjoy being the center of attention. Most circus acts are performed to music. The rhythm of the music gives the performers cues for each section of their act.

Many circuses travel from town to town. They stay for a week, and then move on. Circus performers are used to this traveling life. Many have no other home but the circus. They live in large caravans or trailers. Circus families often travel together, with the children learning to join their parents’ act. Circus children don’t usually go to school. They study by correspondence, or have a teacher who travels with the circus.
Risks and dangers

15  Stunt performers of all types know that their jobs are risky. They don't let the risks stop them. Their skills and training usually keep them safe. Some of the risks for stunt performers are:

16  **Falls**
Stunt performers are used to falls, and know how to land safely. But a fall from the highwire or trapeze can be deadly.

17  **Sports injuries**
Stunt performers are hard on their bodies. They often suffer exactly the same sprains and knee damage that sports stars do.

18  **Fire and explosions**
Movie fires and explosions are spectacular, but if something goes wrong, stunt actors can be badly hurt.

19  **Accidents**
A slight miscalculation, or a piece of damaged equipment, can cause a bad accident. That’s why performers practice their stunts and check their equipment closely.

20  **Bad weather**
Wind and rain on a movie set can create unexpected hazards for stunt actors.
1 Which sentence from the article best explains why stunt performers are willing to do such a dangerous job?

A “For the stunt performers, this is the day’s work.” (paragraph 4)

B “But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.” (paragraph 5)

C “They work hard to make it look as if someone else is doing the stunt.” (paragraph 7)

D “This means filming in remote places such as deserts, jungles, and mountains.” (paragraph 12)

2 Based on paragraphs 10 through 12, what must stunt actors do to train for their jobs?

A They must work to get their bodies ready for action and in good shape.

B They must live in far off places.

C They must learn to be either a gymnast or a martial artist.

D They must become specialists in horse riding, working with explosives, and scuba diving.

3 Based on the article, why do some stunt actors spend long periods of time away from home?

A They need to live in different parts of the world to be able to help the actors.

B They need to hike and climb in deserts, jungles, and mountains to help them stay in shape.

C They need to travel to the different places where movies and television shows are filmed.

D They need to go to different places to learn new skills from experts.
Based on the article, music helps circus performers by

A. calming their fears when they are in front of an audience
B. reminding them of home when they are performing in new places
C. letting them know when to begin and end parts of their shows
D. allowing them to relax during difficult stunts

How do paragraphs 15 through 19 support the author's main points?

A. They show that stunt performing has too many dangers.
B. They give details about how stunt performers train their bodies.
C. They show how stunt performing is something everyone can do.
D. They give details about the types of danger stunt performers face.

Which paragraph best supports a main idea of the article?

A. paragraph 7
B. paragraph 10
C. paragraph 13
D. paragraph 19
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Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

| cats | rugs | malls | cots | jobs |

1. Mom had the kids on ________ for a nap.
2. Yes, the ________ and dogs are pals!
3. Mobs will shop at the ________.
4. The dog sheds on the ________.
5. Sid quits ________ so that he can jog on a whim.

Underline the baseword and circle the suffix in each sentence above. Write the basewords on the lines below.

1. ________  
2. ________  
3. ________  
4. ________  
5. ________
Read the words. Write **s** on the line if the **s** has the /s/ sound and **z** if it has the /z/ sound.

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Directions
Read this story. Then answer questions 19 through 24.

Kids who live on Ali's block like to play in a vacant lot on their street. Ali shows treasures that she finds on the lot to her neighbor, Ms. Snoops, to see if she knows the stories behind them.

Excerpt from One Day and One Amazing Morning on Orange Street
by Joanne Rocklin

1 “I had the most wonderful idea yesterday, while I was watering the tree in the empty lot,” Ms. Snoops said.

2 “Yes! That happens to me all the time! It just happened this morning!” said Ali. “What was your idea?”

3 Ms. Snoops went to her desk and brought back a sheet of paper marked with a big handwritten “M.” “As soon as I got the idea, I wrote this note to myself, just so I wouldn’t forget. I’m embarrassed to tell you I can’t remember what the ‘M’ is for.”

4 “‘M’ is for mystery,” said Ali, “but that doesn’t help you much. How about muffins? Maybe you were thinking of baking your delicious orange muffins. You haven’t made those in a while.”

5 “No,” said Ms. Snoops. “It was more important than that.”


7 “No, it had something to do with you, I believe.”

8 “Me?”

9 “That’s right, but I’m not sure how. Well, let’s not let this spoil our get-together! What treasures have you brought this afternoon?”

10 From her bag, Ali pulled out the round metal disk, the icy-blue stone shaped like a heart, the iron nails, the woolen sock, and the rusty cookie tin with the head inside of it. She spread everything out on the coffee table.

GO ON
Ms. Snoops placed the disk, the nails, and the sock in a separate pile. "These are common household items," she said. She picked up the scratched metal disk. "This is part of a glass preserve jar. Everyone put up fruits and vegetables in the old days. And if they were lucky to have orange trees in their yards, they made marmalade. I may be the only one around who still puts up her own preserves, however." She tapped on the iron nail. "A nail is just a nail. And the sock probably fell from an old-fashioned clothesline on a windy day. No particular memories come to mind about these articles. Hmmm... But this is interesting."

She held up the icy-blue stone. It twinkled in the sunlight from the window. "I would bet dollars to doughnuts this was one of Pug's stones. He collected unusual ones. That boy's pockets were so full of stones, sometimes his pants dragged. Pug would probably say this one looked like a heart."

"But it does!" said Ali. "Don't you think so?"

Ms. Snoops peered at the stone. "I guess you could say that," she said. "Funny little guy. He drew pictures, too, like his mother. His father didn't approve much of his artistry. He had an older brother who was good in sports, if my memory serves me."

"How nice that you remember all that," said Ali. "Sometimes I forget that other families once lived on this street."

"I used to love the old stories when I was your age," said Ms. Snoops. "I would pick up bits and pieces, do some digging, and fill in the holes myself, metaphorically speaking."

"That's just what I like to do!" said Ali.

"That's what all writers do when they create stories. They steal, disguise, and make things up."

"I'm actually planning on becoming an archaeologist, not a writer," Ali said. Although she had to admit, sometimes making things up was a lot more fun than sticking to the facts.

"No reason you couldn't be both," said Ms. Snoops. "When I—"
Ms. Snoops stopped in mid-sentence. She reached for the rusty metal cookie tin. “What do we have here? Oh, my goodness! Can it be?” She opened the box slowly, then peered inside. “It is! It is! Shirley! Dear old Shirley! It’s so good to see you again!”

She lovingly removed the head from the box and laid it in her lap. The doll looked up at her with its one good eye, and its smile seemed to say, Likewise, I’m sure.

“I knew this doll when I was a young girl,” murmured Ms. Snoops. “Oh, Shirley, the memories I have of you!”

Suddenly Ms. Snoops jumped from the couch, still clutching the doll’s head. “That’s it!” she cried. “Memories! ‘M’ is for memoirs! My wonderful idea was to write my memoirs! All these treasures you’ve shown me have brought back my memories, and I am so grateful.”

“It’s been a lot of fun,” Ali said.

Ms. Snoops had begun to pace the room. “I will write down all my stories about Orange Street, before I forget them.”
19 What does paragraph 3 reveal about Ms. Snoops?

A She rarely gets great ideas.
B She is an organized person.
C She sometimes forgets things.
D She wishes Ali were her daughter.

20 Which detail best reveals what Ali wants to be when she grows up?

A Ali thinks of things starting with “M” to try to help Ms. Snoops remember.
B Ali collects old objects to show to Ms. Snoops.
C Ms. Snoops explains to Ali that making things up is what writers do.
D Ms. Snoops thanks Ali for bringing her treasures.

21 According to the story, what does the phrase “fill in the holes myself” (paragraph 16) mean?

A rely on memory to finish a true story
B find evidence for the most likely explanation for a story
C ask someone questions to figure out the whole story
D create details to complete an unfinished story
22 Which sentence expresses something important that Ali and Ms. Snoopes have in common?

A They both like old-fashioned fruit preserves.
B The icy-blue stone is a mystery to both of them.
C They both enjoy making up stories.
D Shirley the doll means a lot to both of them.

23 Which theme is best supported by paragraph 21?

A Childhood toys should be kept forever.
B Important lessons can be learned from the past.
C Nothing brings more joy than to talk with a friend.
D Something that seems worthless may be special to someone.

24 Which detail would be most important to include in a summary of the story?

A "Ms. Snoopes went to her desk and brought back a sheet of paper marked with a big handwritten ‘M.’" (paragraph 3)
B "Maybe you were thinking of baking your delicious orange muffins. You haven’t made those in a while." (paragraph 4)
C "I would bet dollars to doughnuts this was one of Pug’s stones. He collected unusual ones." (paragraph 12)
D "All these treasures you’ve shown me have brought back my memories, and I am so grateful." (paragraph 24)
Read the real and nonsense words. Add s and read the word. Circle all the real words. Cross out the nonsense words.

cap_  bap_  juff_  bip_
rot_  sep_  fom_  sum_
fam_  whip_  jeg_  chill_
zup_  chim_  jab_  pack_
quall_  shob_  vam_  mob_
fib_  yell_  rack_  thig_
win_  gog_  dip_  rab_
deck_  shut_

Write the real words on the lines below.

[Blank lines for writing]
Read the sentences below. Select the correct letters ng or nk to make a word that completes the sentence. Write the word on the line provided.

ng or nk

1  Ted sa____ the shot in the net.

2  Bob will tha____ Meg for the cat.

3  The moth has a bad wi____.

4  The cash is in the ba____.

5  Beth had a tan mi____.

6  Chet sat in the ta____ for fun.

7  Can Bill ha____ it up on the wall?

8  Did the van ho____ at the cab?

9  It is a lo____ run to the rink.

10 Will Hank wi____ at Pam?
Read the sentences. Find and box all "welded" sounds with ng or nk letter combinations.

1. The King of the Nets can dunk the ball.
2. Hank had a ring for Beth.
3. That big bang was from the gong.
4. Bill got pink ink on the ping-pong balls.
5. I think that the kids have bunk beds.
6. Kim will long for that mink!
7. Ned had to get the junk from the shed.
8. The man will fill his lungs to sing the song.
9. Did Bess thank Dad for the chunk of fish?
10. I wish I had wings to get to the bank!
11. Did Dad wink at Pam when she hit the ball?
12. Hank had to get the map for Tom.
13. I will thank Ed for the mink.
14. Jim did not think of his job at all.
15. It is such a long jog up the hill.
Write all the **ng** and **nk** words boxed from page 2. Practice reading.

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Super Duper Lance

The main idea tells what a story or paragraph is mostly about. Details in a story provide the reader with information about the main idea and help the reader better understand the story.

Lance Armstrong is an awesome athlete! This American bicyclist won the Tour de France bicycle race in the summer of 1999. He went on to win it again in 2000, 2001, and 2002. What makes Armstrong’s accomplishment even more amazing is that he was battling cancer before competing in the 1999 Tour de France race.

In 1996, Armstrong was diagnosed with cancer. This challenging disease was advancing rapidly. He was given only a 50% chance to live. Armstrong was faced with serious operations. In 1997, Armstrong received great news—he had won the race against cancer! This incredible athlete went on to win four straight Tour de France races.

The Tour de France is the world’s premier cycling event. It takes its competitors all over France, even through the Alps and the Pyrenees Mountains. The course changes each year but is always over 2,000 miles long and always ends in Paris.

Circle the main idea for each paragraph.

1. Paragraph 1:
   a. Armstrong was the first American bicyclist to win the Tour de France.
   b. Armstrong is an accomplished bicyclist.
   c. Armstrong rides all over France in the summer.

2. Paragraph 2:
   a. Armstrong was the first American bicyclist to win the Tour de France.
   b. Armstrong had cancer in 1996.
   c. Armstrong won an important “health” race.

3. Paragraph 3:
   a. Riders in the Tour de France get to see all of France.
   b. Tour de France competitors must be very strong to ride through two mountainous regions.
   c. The impressive Tour de France runs all over France and ends in Paris.
4. Use details from the story to write why you think Armstrong is an accomplished athlete.

5. Write a detail about the Tour de France bicycle race on each tire.

6. What are some of the challenges Armstrong has faced? Which one do you think was the most difficult?

Read a magazine article about another sports figure. On another piece of paper, write the main idea of the article.
Select the letter combination from each box to make real words. If both make a word, choose one.

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Read the words. Highlight or box the "welded" sounds with **ng** or **nk** letter combinations (ing, etc.).

<table>
<thead>
<tr>
<th>shank</th>
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<td>chunk</td>
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</tbody>
</table>

Write the boxed words on the lines below.

**ng** words

**nk** words

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SUBSTEP  2.1  B
Fooled You!

Maria decided to have a Prank Party for her friends on April Fools’ Day. She invited five of her best friends to come over for the afternoon. Maria and her mom made some delicious “pranks” for her party. They made treats that looked like one food but tasted like another. For example, Maria and her mom made fried-egg sundaes. These sweet treats looked like a fried egg in a bowl, but they were really made of vanilla ice cream topped with marshmallow fluff and a round blob of yellow pudding.

Another treat looked like a thin-crust pizza with vegetables. However, it was really a tortilla with strawberry and apricot jam, a black licorice stick, a green fruit roll, white chocolate chips, and cashew halves. It was so easy to make that Maria’s little brother, Juan, even helped.

To make a “pizza,” Juan and Maria first stirred the two jams together. Then Maria spread the jam on a tortilla, being careful not to go all the way to the edge. Maria’s mom sliced the licorice stick to resemble black olives and the fruit roll to look like green pepper strips. The cashew halves looked like mushrooms.

Next, Maria melted the white chocolate chips at half power in the microwave for one-minute intervals. Juan stirred the chips after each minute to see if they were completely melted. (Maria’s mom made sure he had a dry spoon when he stirred because she said that water makes the chocolate lose its creaminess.) Once it was melted, Maria quickly spread the melted chocolate on the pizza. Then she and Juan topped the “pizza” with the “olives,” “peppers,” and “mushrooms.”

Maria’s friends loved the delicious pranks she had made. No one dared to play an April Fool’s trick on Maria since her pranks were so tasty and fun!

1. Number the steps in the order Maria and Juan made a Prank Pizza.
   
   ___ Juan and Maria topped the pizza.
   ___ Maria’s mom created “olives” and “green peppers.”
   ___ Maria melted the white chocolate chips.
   ___ Maria spread the jam on the tortillas.
   ___ Juan and Maria stirred the two jams together.
   ___ Juan stirred the chips with a dry spoon.
   ___ Maria spread the melted chocolate on the pizza.
2. On the pizzas below, write one way a real pizza is similar to Maria’s Prank Pizza and one way it is different from it.

Similar: __________________________

Different: _________________________

3. Write a synonym from the story for each word below.
   - trick __________________________
   - celebration _____________________
   - scrumptious _____________________

4. Why did Maria’s mom make sure Juan used a dry spoon to stir the chocolate?

5. Check the ingredients used in making the Prank Pizza.
   - ___________ crust
   - ___________ apricot jam
   - ___________ walnuts
   - ___________ strawberries
   - ___________ red licorice
   - ___________ cashews
   - ___________ tortilla
   - ___________ green fruit roll
   - ___________ chocolate chips

6. Circle the main idea of paragraph one.
   - Maria is a big prankster.
   - Maria “sweetly” tricked her friends on April Fools’ Day.
   - Maria’s mom had great prank ideas for April Fools’ Day.

7. What ingredients were in the fried-egg sundaes?

8. If the vegetables on Maria’s pizza were real, what would they have been?

   Read the recipe of one of your favorite foods. Write each step on a strip of paper. Mix up the strips and then see if you can put them in the correct sequence.
On the Move

Sam and Danny cannot believe that they have to move away from Florida. Florida is so awesome! They can play outside all day long—every day. It is almost always warm and sunny, and all of their friends live there. What will they do without Brendan, Bailey, John, Alexis, and Brian? They will never have such great friends again. Never!

However, Sam and Danny are very excited for their dad. He has a great new job. The only problem is that the job is in New Hampshire. Danny was not even sure where this state was located. After learning that it is way up north near Canada, both boys did get a little excited about playing in the snow. Danny has always wanted to learn to ski, and Sam thinks playing ice hockey sounds like fun.

Sam and Danny also like the location of New Hampshire. It is between Maine and Vermont and not far from Boston, Massachusetts. Quebec, Canada, borders this state on the north. Neither of the boys has ever visited this part of the country, so they are now looking forward to exploring a new area. If only their friends could come with them! Their parents have promised that they can visit their old friends over spring break and even go to Disney World. The boys think that moving to New Hampshire will not be so bad after all.

1. How do Sam and Danny feel about Florida?

2. Circle how Sam and Danny feel about leaving their friends.
   - They are sad.
   - They do not know what they will do without their good friends.
   - They know they will make a lot of new friends.

3. Circle how the boys feel about moving to New Hampshire.
   - They think it sounds like a fun, interesting part of the country.
   - They are excited about visiting their old friends on spring break.
   - They are disappointed that it is next to Vermont.

4. On the map above, label New Hampshire and the country and states that border it.
D. More than 40 fish produce electricity. The most dangerous is the electric eel, a long slimy fish that lives in South America. This snakelike fish gives off electric signals to “see” in the dark water where it lives. These signals bounce off underwater objects and help the eel find fish and frogs to eat.

Once the electric eel locates its prey, it fills the water with an electric shock. The organs that produce electricity are in the eel’s tail. The shock stuns or kills any small animals in the area around the eel. The electric charge is so strong it could also stun a person or knock over a full-grown horse!

1. The electric eel looks like a
   ○ A. snake.
   ○ B. fish.
   ○ C. turtle.
   ○ D. bird.

2. The author wrote this story to
   ○ A. tell about different kinds of eels.
   ○ B. tell about electric eels.
   ○ C. ask people to protect fish.
   ○ D. explain electricity.

3. In this story, the word locates means
   ○ A. swims.
   ○ B. eats.
   ○ C. slides.
   ○ D. finds.

E. Popcorn is one of the oldest American snack foods. By the time European explorers arrived here in the 1400s, Native Americans were already growing about 700 types of corn. They used popcorn for both food and decoration. Some tribes used it in their headdresses and necklaces.

These early popcorn lovers couldn’t plug in the electric popper or zap the popcorn in the microwave. Instead, they popped the kernels in clay pots over an open fire. Some kinds of popcorn were even popped right on the cob.

English colonists got a taste of popcorn at the first Thanksgiving feast in 1621. A Native American named Quadequina brought a deerskin bag filled with popcorn to the dinner. It was a hit!

2. Which happened first?
   ○ A. Colonists ate popcorn.
   ○ B. Electric-popppers were invented.
   ○ C. Movie theaters served popcorn.
   ○ D. Native Americans grew corn.

3. Popcorn has been used for
   ○ A. sewing.
   ○ B. making paint.
   ○ C. heating homes.
   ○ D. making jewelry.

4. This story would probably go on to talk about
   ○ A. how microwaves work.
   ○ B. the popularity of popcorn today.
   ○ C. Native American customs.
   ○ D. snacks of the world.
Directions
Read this article. Then answer questions 28 and 29.

Meet Hannah Wynne: Teen Storyteller

by Kathiann M. Kowalski

Like most kids, Hannah Wynne has always loved hearing stories. But
Hannah doesn’t just listen. At age 18, Hannah is already a professional
storyteller.

As a little girl, Hannah told stories to family members in Valley City,
Ohio. Later, she shared stories with friends during school recess. “I loved
giving oral book reports,” adds Hannah. Often Hannah dressed as a book
character to tell her books’ stories to the class.

When Hannah was 15, a professional storyteller named Janelle Reardon
performed at a cousin’s birthday party. Hannah knew then that she wanted
to become a storyteller, too. Soon afterward, Janelle began coaching
Hannah. Then Hannah began performing.

“All my stories right now are personal stories,” says Hannah. “Most of
them are funny.” Most of Hannah’s stories are about eight minutes long.
And most come from things that happened when Hannah was around
6 years old. But the stories aren’t just memories, she says. “Our lives aren’t
like movies or books. We’re not moving toward one goal.”

Instead, starting with real events, Hannah makes up stories with a
beginning, middle, and end. Even her funny stories often have a lesson. In
“The Revenge of Dr. Seuss,” young Hannah wanted to hear Fox in Socks
over and over. But her mom was tired of that book. She had already read it
many times for Hannah’s older brother and sisters.

Hannah told that story at the National Youth Storytelling Showcase in
Pigeon Forge, Tennessee, in 2007. With it, she won the title of High School
Division Torchbearer. Hannah also met other young storytellers from
across the nation. “The oldest was 18, and the youngest was 7 that year,” says Hannah. “Everyone was fantastic. And I learned so much from everyone.”

Today, Hannah tells stories at schools, libraries, recreation centers, and storytelling festivals. After college, she hopes to be a professional writer and continue storytelling.

Hannah especially loves when people laugh along with her. Her stories often remind people about events in their own lives. At its heart, storytelling is about sharing a story or an experience and connecting with the listeners. “The best way to tell people what storytelling is,” Hannah says, “is to tell them a story.”
How do paragraphs 7 and 8 support the main idea of the article "Meet Hannah Wynne: Teen Storyteller"? Use two details from the article to support your response.
According to the article "Meet Hannah Wynne: Teen Storyteller," what kind of person is Hannah? Use two details from the article to support your response.