

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.

7 I jumped into the water.

8 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."

9 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.

10 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.

11 "Or gravity?" I offered, a bit tentatively.

12 "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!"

13 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?"

- 14 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."



- 25** In the story, how does Einstein feel about the compass his father gave him? Use **two** details from the story to support your response.

- 26 What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

- 27 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

toy

sport

turkey

boy

spoil

brake

stain

points

soil

bleed

stone

enjoy

destroy

tomboy

noisy

tin foil

she

valley

joy

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

WEEK 1

favorite

early

ocean

→ **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.

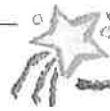
2. Paragraph 2:

- 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.

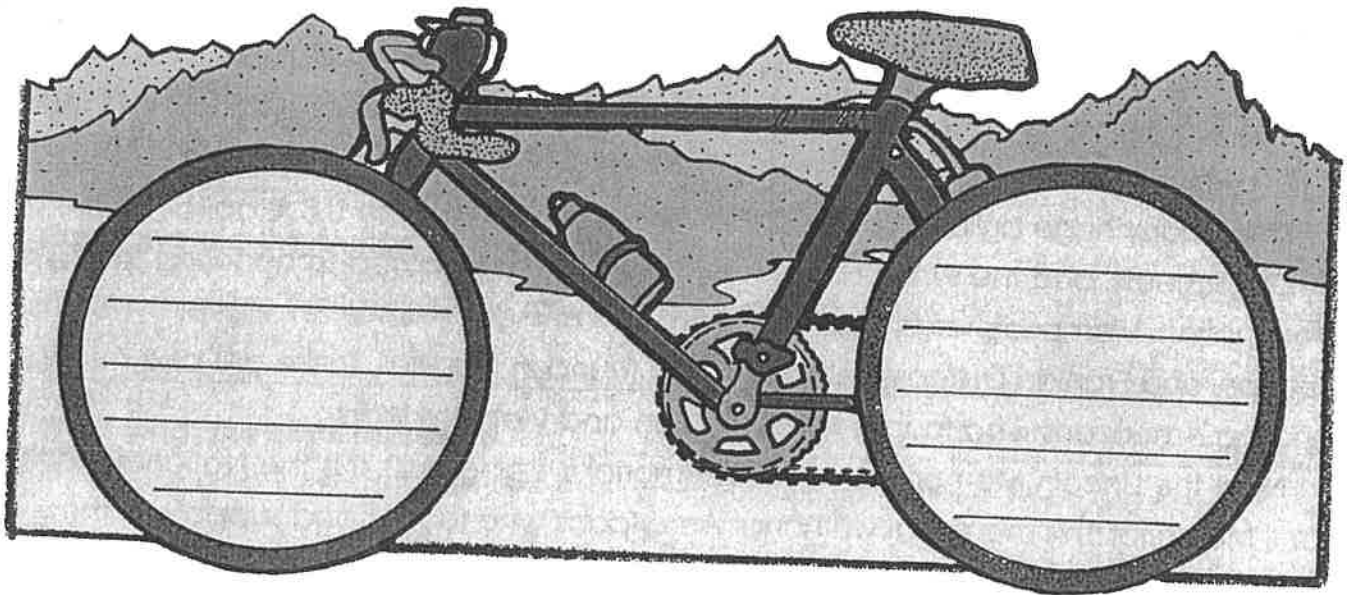
Name _____



Finding the main idea
and story details

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.

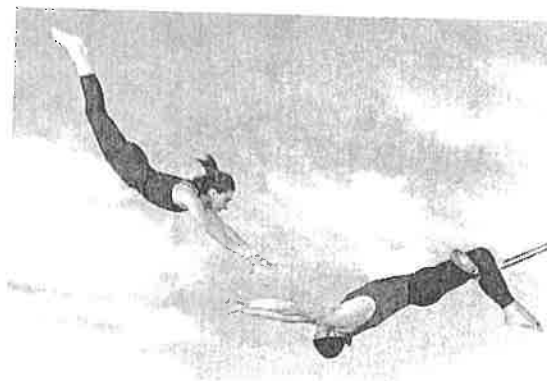
4 We all love watching exciting stunts.
Most people will enjoy the show and go home. For the stunt performers, this is
the day's work. They'll be back doing more spectacular stunts the following day.

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.



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:
- 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.

- 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."

6 "Money? Medicine?" asked Ali.

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.

- 11 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."
- marmalade = a sweet jelly that contains pieces of fruit
- puts up = stores for later use
- 12 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."
- preserves = a sweet food made of fruit cooked in sugar
- 13 "But it does!" said Ali. "Don't you think so?"
- 14 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."
- 15 "How nice that you remember all that," said Ali. "Sometimes I forget that other families once lived on this street."
- 16 "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."
- metaphorically = comparing one thing to another to help explain something
- 17 "That's just what I like to do!" said Ali.
- 18 "That's what all writers do when they create stories. They steal, disguise, and make things up."
- 19 "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.
- archaeologist = a scientist who studies objects from the past to understand ancient peoples and how they lived
- 20 "No reason you couldn't be both," said Ms. Snoops. "When I—"

- 21 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!"
- 22 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.*
- 23 "I knew this doll when I was a young girl," murmured Ms. Snoops. "Oh, Shirley, the memories I have of you!"
- 24 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."
- 25 "It's been a lot of fun," Ali said.
- 26 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. 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)

STOP

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.

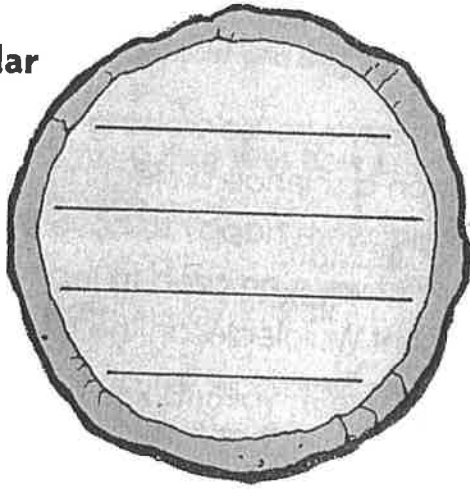
- ___ Juan and Maria topped the pizza.
- ___ Maria's mom created "olives" and "green peppers."
- ___ Maria melted the white chocolate chips.
- ___ Maria spread the jam on the tortillas.
- ___ Juan and Maria stirred the two jams together.
- ___ Juan stirred the chips with a dry spoon.
- ___ Maria spread the melted chocolate on the pizza.



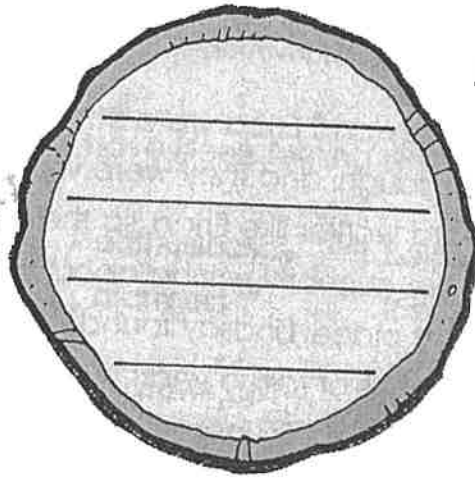


2. On the pizzas below, write one way a real pizza is similar to Maria's Prank Pizza and one way it is different from it.

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.
- | | | |
|--------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> crust | <input type="checkbox"/> strawberries | <input type="checkbox"/> tortilla |
| <input type="checkbox"/> apricot jam | <input type="checkbox"/> red licorice | <input type="checkbox"/> green fruit roll |
| <input type="checkbox"/> walnuts | <input type="checkbox"/> cashews | <input type="checkbox"/> 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 13½ 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.
 - ☐ B. returned.
 - ☐ C. finished.
 - ☐ 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.

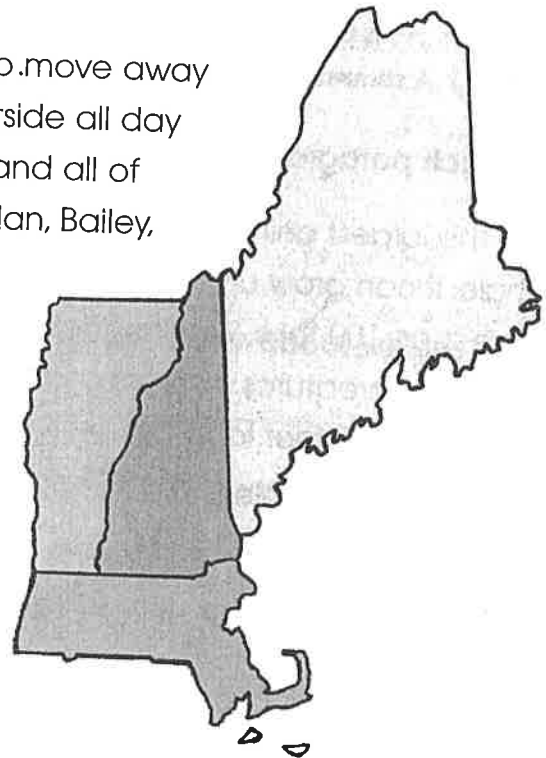


On the Move

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 flower
 d r

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

drew
d

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."

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

8 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."

- 28** 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.

- 29 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.

GO ON

- 7 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.
- 8 “Anything is possible,” Jordan says.

- 30 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
THIS PAGE PURPOSELY
LEFT BLANK**

GO ON

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.



GO ON

31 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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Handwriting practice lines consisting of 18 horizontal lines.

STOP



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 farmer 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 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-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.

1. What is the best title for this story?
☐ A. “The History of Popcorn”
☐ B. “Native Americans”
☐ C. “The First Thanksgiving”
☐ D. “Snack Foods”

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page, possibly from a composition book or a legal pad. The edges of the paper are slightly irregular, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

Time line of: _____



- 45 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

STOP

Name _____

Identifying missing addends

Canine Calculations



The numbers being added together are called **addends**.

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

A.

$$\begin{array}{r} 1 \quad 1 \\ 6, 7 \ 4 \ \square \\ + \square, 3 \ 8 \ 2 \\ \hline 10, 1 \ 2 \ 3 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ 9, 4 \ 4 \ 3 \\ + 9, \square 1 \ \square \\ \hline 19, 2 \ 6 \ 0 \end{array}$$

$$\begin{array}{r} \quad 1 \\ \square, 5 \ \square \ 8 \\ + 5, 3 \ 6 \ 1 \\ \hline 9, 9 \ 3 \ 9 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \ 1 \\ \square, 2 \ 2 \ 7 \\ + 6, \square 7 \ 3 \\ \hline 9, 2 \ 0 \ 0 \end{array}$$

B.

$$\begin{array}{r} 1 \\ 3, 8 \ 4 \ 1 \\ + \square, 0 \ 6 \ \square \\ \hline 7, 9 \ 0 \ 5 \end{array}$$

$$\begin{array}{r} 1 \\ 7, 0 \ \square \ 4 \\ + 9, \square 3 \ 8 \\ \hline 16, 4 \ 6 \ 2 \end{array}$$

$$\begin{array}{r} 1 \\ \square, \square 1 \ 0 \\ + 9, 3 \ 8 \ 5 \\ \hline 19, 1 \ 9 \ 5 \end{array}$$

$$\begin{array}{r} 1 \\ \square, 4 \ 2 \ 6 \\ + 7, 9 \ 2 \ \square \\ \hline 15, 3 \ 4 \ 9 \end{array}$$

C.

$$\begin{array}{r} 1 \quad 1 \\ 1, 7 \ \square \ 3 \\ + \square 5 \ 8 \\ \hline 1, 9 \ 3 \ 1 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ 3, \square 5 \ 4 \\ + 6, 4 \ \square \ 4 \\ \hline 10, 1 \ 2 \ 8 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ \square, 2 \ 8 \ 4 \\ + 3, \square 2 \ 1 \\ \hline 8, 1 \ 0 \ 5 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \ \square \\ 8, 8 \ 6 \ \square \\ + \square, 3 \ 1 \ 7 \\ \hline 11, 1 \ 8 \ 0 \end{array}$$

D.

$$\begin{array}{r} 1 \quad 1 \ 1 \\ 3, \square 4 \ \square \\ + 9, 2 \ \square \ 5 \\ \hline 13, 2 \ 1 \ 3 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ \square, 7 \ \square \ 9 \\ + 8, \square 2 \ \square \\ \hline 18, 4 \ 8 \ 3 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \ 1 \\ 7, 5 \ 5 \ \square \\ + \square, \square 4 \ 8 \\ \hline 17, 5 \ 0 \ 6 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \ 1 \\ 4, \square 9 \ 5 \\ + \square, 6 \ \square \ 8 \\ \hline 11, 2 \ 2 \ 3 \end{array}$$



Wag'n Tail Kennels bought two enormous bags of dog treats. One bag had 38, \square 69 dog treats in it. The other bag had 4 \square , 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.

Name _____

Subtracting with regrouping

Checkmate



To subtract with regrouping, follow these steps.

1. Subtract the ones column. Regroup if needed.

$$\begin{array}{r} 211 \\ 4\cancel{3}\cancel{3} \\ - 266 \\ \hline 5 \end{array}$$

2. Subtract the tens column. Regroup if needed.

$$\begin{array}{r} 12 \\ 3\cancel{2}11 \\ 4\cancel{3}\cancel{3} \\ - 266 \\ \hline 65 \end{array}$$

3. Subtract the hundreds column. Regroup if needed.

$$\begin{array}{r} 12 \\ 3\cancel{2}11 \\ 4\cancel{3}\cancel{3} \\ - 266 \\ \hline 165 \end{array}$$

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



464

$$\begin{array}{r} 956 \\ - 492 \\ \hline \end{array}$$

$$\begin{array}{r} 239 \\ - 176 \\ \hline \end{array}$$

$$\begin{array}{r} 842 \\ - 426 \\ \hline \end{array}$$



63



179

$$\begin{array}{r} 153 \\ - 80 \\ \hline \end{array}$$

$$\begin{array}{r} 351 \\ - 172 \\ \hline \end{array}$$

$$\begin{array}{r} 983 \\ - 284 \\ \hline \end{array}$$



699



416

$$\begin{array}{r} 526 \\ - 286 \\ \hline \end{array}$$

$$\begin{array}{r} 643 \\ - 479 \\ \hline \end{array}$$

$$\begin{array}{r} 258 \\ - 139 \\ \hline \end{array}$$



73



240

$$\begin{array}{r} 932 \\ - 426 \\ \hline \end{array}$$

$$\begin{array}{r} 852 \\ - 476 \\ \hline \end{array}$$



506



119



is left standing.



479



164

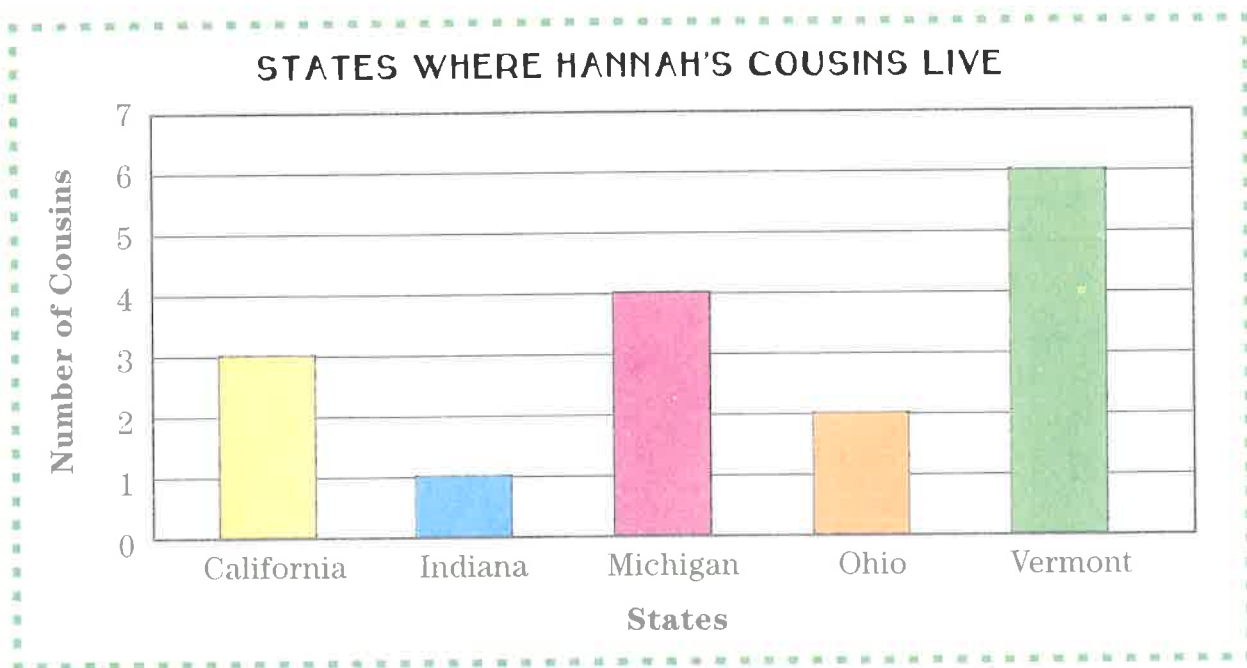


376

Name _____

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?

Name _____

Multiplying with regrouping—
two 2-digit factors

Stop Horsing Around!



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

1. Multiply by the ones digit.

$$\begin{array}{r} 3 \\ 46 \\ \times 26 \\ \hline 276 \end{array}$$

2. Place a zero in the ones column.

$$\begin{array}{r} 3 \\ 46 \\ \times 26 \\ \hline 276 \\ 0 \end{array}$$

3. Multiply by the tens digit.

$$\begin{array}{r} 3 \\ 46 \\ \times 26 \\ \hline 276 \\ + 920 \\ \hline \end{array}$$

4. Add to find the product.

$$\begin{array}{r} 1 \\ 3 \\ 46 \\ \times 26 \\ \hline 276 \\ + 920 \\ \hline 1,196 \end{array}$$

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

G.

$$\begin{array}{r} 32 \\ \times 48 \\ \hline \end{array}$$

T.

$$\begin{array}{r} 67 \\ \times 14 \\ \hline \end{array}$$

S.

$$\begin{array}{r} 53 \\ \times 27 \\ \hline \end{array}$$

I.

$$\begin{array}{r} 96 \\ \times 52 \\ \hline \end{array}$$

A.

$$\begin{array}{r} 83 \\ \times 33 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 49 \\ \times 72 \\ \hline \end{array}$$

M.

$$\begin{array}{r} 39 \\ \times 28 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 56 \\ \times 15 \\ \hline \end{array}$$

N.

$$\begin{array}{r} 83 \\ \times 24 \\ \hline \end{array}$$

R.

$$\begin{array}{r} 75 \\ \times 46 \\ \hline \end{array}$$

K.

$$\begin{array}{r} 96 \\ \times 51 \\ \hline \end{array}$$

H.

$$\begin{array}{r} 84 \\ \times 62 \\ \hline \end{array}$$

What horses like to stay up late?

1,992 4,992 1,536 5,208 938 1,092 2,739 3,450 840 1,431 !



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

Name _____

Dividing with zeros

A Barrel of Monkeys



To divide with zeros, follow these samples.

$$\begin{array}{r} 80 \\ 8 \overline{) 640} \end{array}$$

$64 \div 8 = 8$
 $0 \div 8 = 0$
 Add a zero to make 80.

$$\begin{array}{r} 800 \\ 8 \overline{) 6400} \end{array}$$

$64 \div 8 = 8$
 $0 \div 8 = 0$
 $0 \div 8 = 0$
 Add 2 zeros to make 800.

Divide.

A. $6 \overline{) 420}$

$9 \overline{) 8100}$

$6 \overline{) 540}$

$5 \overline{) 4500}$

$3 \overline{) 2400}$

B. $3 \overline{) 1800}$

$4 \overline{) 320}$

$8 \overline{) 7200}$

$7 \overline{) 560}$

$5 \overline{) 400}$

C. $3 \overline{) 150}$

$4 \overline{) 360}$

$6 \overline{) 4800}$

$6 \overline{) 360}$

$8 \overline{) 640}$



Write three problems with quotients to match those on the barrels.

No Way!



To divide with remainders, follow these steps.

1. Does $8 \times \underline{\quad} = 34$? No!

2. Use the closest smaller dividend.

$$8 \times 4 = 32$$

3. Subtract to find the remainder.

4. The remainder is always less than the divisor.

$$8 \overline{)34}$$

$$\begin{array}{r} 4 \\ 8 \overline{)34} \\ \underline{32} \end{array}$$

$$\begin{array}{r} 4 \\ 8 \overline{)34} \\ \underline{-32} \\ 2 \end{array}$$

$$\begin{array}{r} 4 \text{ R} 2 \\ 8 \overline{)34} \\ \underline{-32} \\ 2 \end{array}$$

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

E. $9 \overline{)84}$	L. $3 \overline{)29}$	S. $7 \overline{)67}$	O. $5 \overline{)24}$
T. $6 \overline{)23}$	N. $6 \overline{)47}$	P. $6 \overline{)39}$	I. $7 \overline{)52}$
O. $4 \overline{)19}$	A. $8 \overline{)70}$	T. $3 \overline{)26}$	S. $9 \overline{)55}$
H. $4 \overline{)23}$! $7 \overline{)45}$	R. $5 \overline{)27}$	N. $8 \overline{)79}$

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:

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
7 R5	4 R4	4 R3	9 R7	8 R2	5 R3	9 R3
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
9 R4	3 R5	8 R6	7 R3	5 R2	6 R1	6 R3



Name _____

Regrouping with
multiple addends

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.

W. $\begin{array}{r} 1,233 \\ 1,442 \\ + 5,226 \\ \hline \end{array}$	T. $\begin{array}{r} 6,314 \\ 3,380 \\ + 2,606 \\ \hline \end{array}$	P. $\begin{array}{r} 2,305 \\ 2,404 \\ + 2,439 \\ \hline \end{array}$	N. $\begin{array}{r} 1,238 \\ 6,281 \\ + 5,366 \\ \hline \end{array}$	O. $\begin{array}{r} 3,541 \\ 309 \\ + 7,845 \\ \hline \end{array}$	E. $\begin{array}{r} 3,525 \\ 2,213 \\ + 9,281 \\ \hline \end{array}$
H. $\begin{array}{r} 444 \\ 7,283 \\ + 8,217 \\ \hline \end{array}$	R. $\begin{array}{r} 4,327 \\ 4,331 \\ + 1,746 \\ \hline \end{array}$	S. $\begin{array}{r} 4,024 \\ 678 \\ + 4,505 \\ \hline \end{array}$	I. $\begin{array}{r} 5,441 \\ 421 \\ + 3,954 \\ \hline \end{array}$	A. $\begin{array}{r} 2,653 \\ 3,338 \\ + 2,924 \\ \hline \end{array}$	U. $\begin{array}{r} 5,560 \\ 4,202 \\ + 1,541 \\ \hline \end{array}$

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



11,695 12,885 15,019

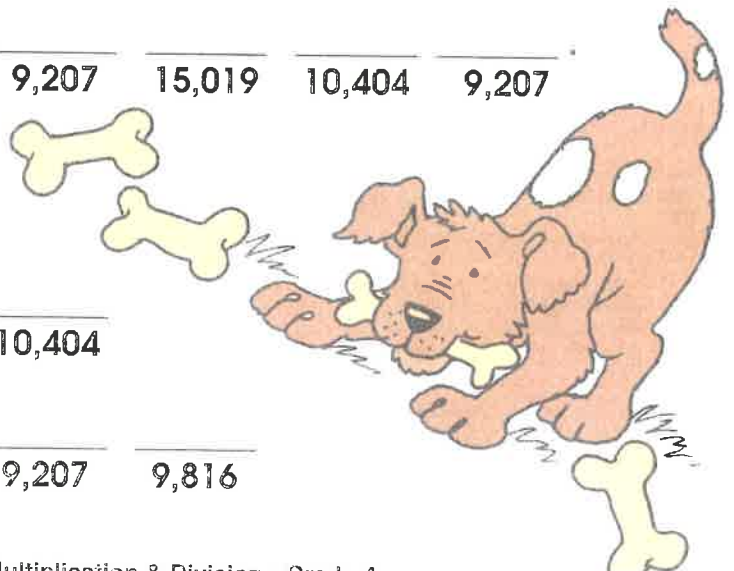
7,901 15,019 8,915 10,404 9,207

12,300 10,404 11,695 11,303 9,207 15,019 10,404 9,207

12,300 15,944 15,019

11,695 12,300 15,944 15,019 10,404

7,148 8,915 12,885 12,300 9,207 9,816



Name _____

Identifying missing addends

Canine Calculations



The numbers being added together are called **addends**.

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

A.

$$\begin{array}{r} 1 \quad 1 \\ 6, 7 \ 4 \ \square \\ + \square, 3 \ 8 \ 2 \\ \hline 10, 1 \ 2 \ 3 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ 9, 4 \ 4 \ 3 \\ + 9, \square \ 1 \ \square \\ \hline 19, 2 \ 6 \ 0 \end{array}$$

$$\begin{array}{r} \quad 1 \\ \square, 5 \ \square \ 8 \\ + 5, 3 \ 6 \ 1 \\ \hline 9, 9 \ 3 \ 9 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \ 1 \\ \square, 2 \ 2 \ 7 \\ + 6, \square \ 7 \ 3 \\ \hline 9, 2 \ 0 \ 0 \end{array}$$

B.

$$\begin{array}{r} 1 \\ 3, 8 \ 4 \ 1 \\ + \square, 0 \ 6 \ \square \\ \hline 7, 9 \ 0 \ 5 \end{array}$$

$$\begin{array}{r} 1 \\ 7, 0 \ \square \ 4 \\ + 9, \square \ 3 \ 8 \\ \hline 16, 4 \ 6 \ 2 \end{array}$$

$$\begin{array}{r} 1 \\ \square, \square \ 1 \ 0 \\ + 9, 3 \ 8 \ 5 \\ \hline 19, 1 \ 9 \ 5 \end{array}$$

$$\begin{array}{r} 1 \\ \square, 4 \ 2 \ 6 \\ + 7, 9 \ 2 \ \square \\ \hline 15, 3 \ 4 \ 9 \end{array}$$

C.

$$\begin{array}{r} 1 \quad 1 \\ 1, 7 \ \square \ 3 \\ + \square \ 5 \ 8 \\ \hline 1, 9 \ 3 \ 1 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ 3, \square \ 5 \ 4 \\ + 6, 4 \ \square \ 4 \\ \hline 10, 1 \ 2 \ 8 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ \square, 2 \ 8 \ 4 \\ + 3, \square \ 2 \ 1 \\ \hline 8, 1 \ 0 \ 5 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ 8, 8 \ 6 \ \square \\ + \square, 3 \ 1 \ 7 \\ \hline 11, 1 \ 8 \ 0 \end{array}$$

D.

$$\begin{array}{r} 1 \quad 1 \ 1 \\ 3, \square \ 4 \ \square \\ + 9, 2 \ \square \ 5 \\ \hline 13, 2 \ 1 \ 3 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ \square, 7 \ \square \ 9 \\ + 8, \square \ 2 \ \square \\ \hline 18, 4 \ 8 \ 3 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \ 1 \\ 7, 5 \ 5 \ \square \\ + \square, \square \ 4 \ 8 \\ \hline 17, 5 \ 0 \ 6 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \ 1 \\ 4, \square \ 9 \ 5 \\ + \square, 6 \ \square \ 8 \\ \hline 11, 2 \ 2 \ 3 \end{array}$$



Wag'n Tail Kennels bought two enormous bags of dog treats. One bag had 38, \square 69 dog treats in it. The other bag had 4 \square , 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.

Name _____

Subtracting with regrouping

Checkmate



To subtract with regrouping, follow these steps.

1. Subtract the ones column. Regroup if needed.

$$\begin{array}{r} 211 \\ 4\cancel{3}\cancel{3} \\ - 266 \\ \hline 5 \end{array}$$

2. Subtract the tens column. Regroup if needed.

$$\begin{array}{r} 12 \\ 3\cancel{2}\cancel{1}1 \\ 4\cancel{3}\cancel{3} \\ - 266 \\ \hline 65 \end{array}$$

3. Subtract the hundreds column. Regroup if needed.

$$\begin{array}{r} 12 \\ 3\cancel{2}\cancel{1}1 \\ 4\cancel{3}\cancel{3} \\ - 266 \\ \hline 165 \end{array}$$

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



464

$$\begin{array}{r} 956 \\ - 492 \\ \hline \end{array}$$

$$\begin{array}{r} 239 \\ - 176 \\ \hline \end{array}$$

$$\begin{array}{r} 842 \\ - 426 \\ \hline \end{array}$$



63



179

$$\begin{array}{r} 153 \\ - 80 \\ \hline \end{array}$$

$$\begin{array}{r} 351 \\ - 172 \\ \hline \end{array}$$

$$\begin{array}{r} 983 \\ - 284 \\ \hline \end{array}$$



699



416

$$\begin{array}{r} 526 \\ - 286 \\ \hline \end{array}$$

$$\begin{array}{r} 643 \\ - 479 \\ \hline \end{array}$$

$$\begin{array}{r} 258 \\ - 139 \\ \hline \end{array}$$



73



240

$$\begin{array}{r} 932 \\ - 426 \\ \hline \end{array}$$

$$\begin{array}{r} 852 \\ - 476 \\ \hline \end{array}$$



506



119



is left standing.



479



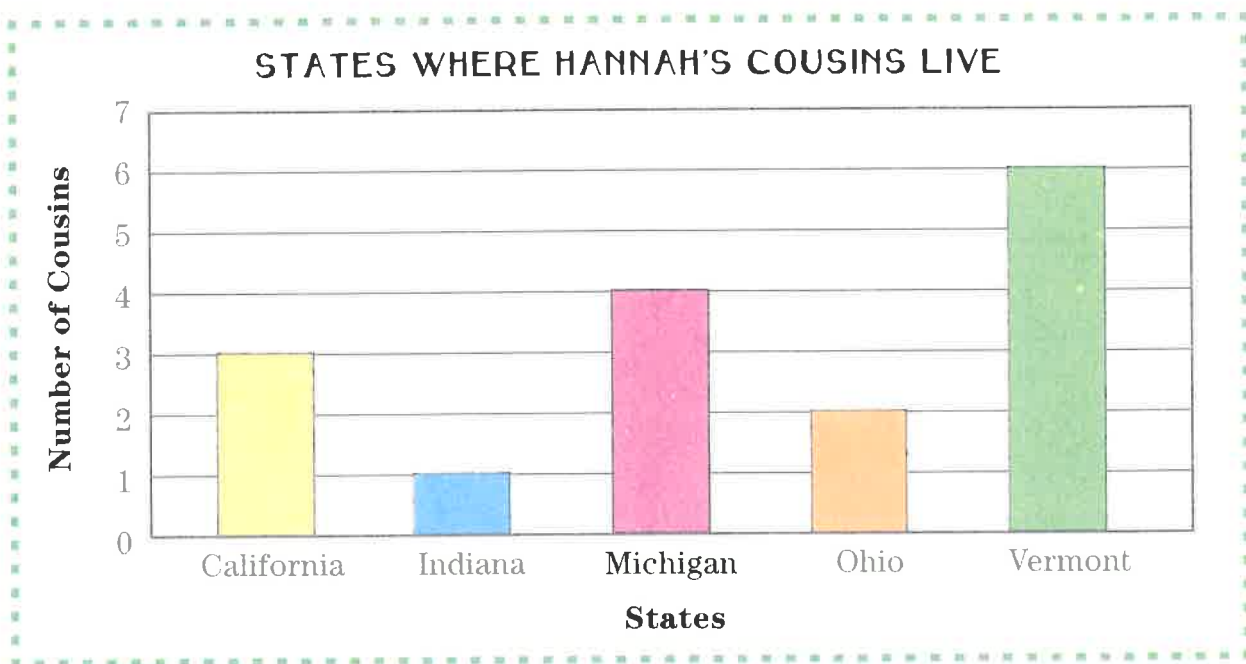
164



376

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?

Name _____

Multiplying with regrouping—
two 2-digit factors

Stop Horsing Around!



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

1. Multiply by the ones digit.

$$\begin{array}{r} 3 \\ 46 \\ \times 26 \\ \hline 276 \end{array}$$

2. Place a zero in the ones column.

$$\begin{array}{r} 3 \\ 46 \\ \times 26 \\ \hline 276 \\ 0 \end{array}$$

3. Multiply by the tens digit.

$$\begin{array}{r} 3 \\ 46 \\ \times 26 \\ \hline 276 \\ + 920 \\ \hline \end{array}$$

4. Add to find the product.

$$\begin{array}{r} 1 \\ 3 \\ 46 \\ \times 26 \\ \hline 276 \\ + 920 \\ \hline 1,196 \end{array}$$

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

G.

$$\begin{array}{r} 32 \\ \times 48 \\ \hline \end{array}$$

T.

$$\begin{array}{r} 67 \\ \times 14 \\ \hline \end{array}$$

S.

$$\begin{array}{r} 53 \\ \times 27 \\ \hline \end{array}$$

I.

$$\begin{array}{r} 96 \\ \times 52 \\ \hline \end{array}$$

A.

$$\begin{array}{r} 83 \\ \times 33 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 49 \\ \times 72 \\ \hline \end{array}$$

M.

$$\begin{array}{r} 39 \\ \times 28 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 56 \\ \times 15 \\ \hline \end{array}$$

N.

$$\begin{array}{r} 83 \\ \times 24 \\ \hline \end{array}$$

R.

$$\begin{array}{r} 75 \\ \times 46 \\ \hline \end{array}$$

K.

$$\begin{array}{r} 96 \\ \times 51 \\ \hline \end{array}$$

H.

$$\begin{array}{r} 84 \\ \times 62 \\ \hline \end{array}$$

What horses like to stay up late?

1,992 4,992 1,536 5,208 938 1,092 2,739 3,450 840 1,431



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

Name _____

Dividing with zeros

A Barrel of Monkeys



To divide with zeros, follow these samples.

$$\begin{array}{r} 80 \\ 8 \overline{) 640} \end{array}$$

$64 \div 8 = 8$
 $0 \div 8 = 0$
 Add a zero to make 80.

$$\begin{array}{r} 800 \\ 8 \overline{) 6400} \end{array}$$

$64 \div 8 = 8$
 $0 \div 8 = 0$
 $0 \div 8 = 0$
 Add 2 zeros to make 800.

Divide.

A. $6 \overline{) 420}$

$9 \overline{) 8100}$

$6 \overline{) 540}$

$5 \overline{) 4500}$

$3 \overline{) 2400}$

B. $3 \overline{) 1800}$

$4 \overline{) 320}$

$8 \overline{) 7200}$

$7 \overline{) 560}$

$5 \overline{) 400}$

C. $3 \overline{) 150}$

$4 \overline{) 360}$

$6 \overline{) 4800}$

$6 \overline{) 360}$

$8 \overline{) 640}$



Write three problems with quotients to match those on the barrels.

Name _____

No Way!

To divide with remainders, follow these steps.

1. Does $8 \times \underline{\quad} = 34$? No!

2. Use the closest smaller dividend.

$8 \times 4 = 32$

3. Subtract to find the remainder.

4. The remainder is always less than the divisor.

$$8 \overline{)34}$$

$$\begin{array}{r} 4 \\ 8 \overline{)34} \\ \underline{32} \end{array}$$

$$\begin{array}{r} 4 \\ 8 \overline{)34} \\ \underline{-32} \\ 2 \end{array}$$

$$\begin{array}{r} 4 \text{ R}2 \\ 8 \overline{)34} \\ \underline{-32} \\ 2 \end{array}$$

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

E. $9 \overline{)84}$	L. $3 \overline{)29}$	S. $7 \overline{)67}$	O. $5 \overline{)24}$
T. $6 \overline{)23}$	N. $6 \overline{)47}$	P. $6 \overline{)39}$	I. $7 \overline{)52}$
O. $4 \overline{)19}$	A. $8 \overline{)70}$	T. $3 \overline{)26}$	S. $9 \overline{)55}$
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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:

$\underline{\quad}$ 7 R5	$\underline{\quad}$ 4 R4	$\underline{\quad}$ 4 R3	$\underline{\quad}$ 9 R7	$\underline{\quad}$ 8 R2	$\underline{\quad}$ 5 R3	$\underline{\quad}$ 9 R3
$\underline{\quad}$ 9 R4	$\underline{\quad}$ 3 R5	$\underline{\quad}$ 8 R6	$\underline{\quad}$ 7 R3	$\underline{\quad}$ 5 R2	$\underline{\quad}$ 6 R1	$\underline{\quad}$ 6 R3



Name _____

Regrouping with
multiple addends

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.

W. $\begin{array}{r} 1,233 \\ 1,442 \\ + 5,226 \\ \hline \end{array}$	T. $\begin{array}{r} 6,314 \\ 3,380 \\ + 2,606 \\ \hline \end{array}$	P. $\begin{array}{r} 2,305 \\ 2,404 \\ + 2,439 \\ \hline \end{array}$	N. $\begin{array}{r} 1,238 \\ 6,281 \\ + 5,366 \\ \hline \end{array}$	O. $\begin{array}{r} 3,541 \\ 309 \\ + 7,845 \\ \hline \end{array}$	E. $\begin{array}{r} 3,525 \\ 2,213 \\ + 9,281 \\ \hline \end{array}$
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What is the difference between a man and a running dog?



$\overline{11,695}$ $\overline{12,885}$ $\overline{15,019}$

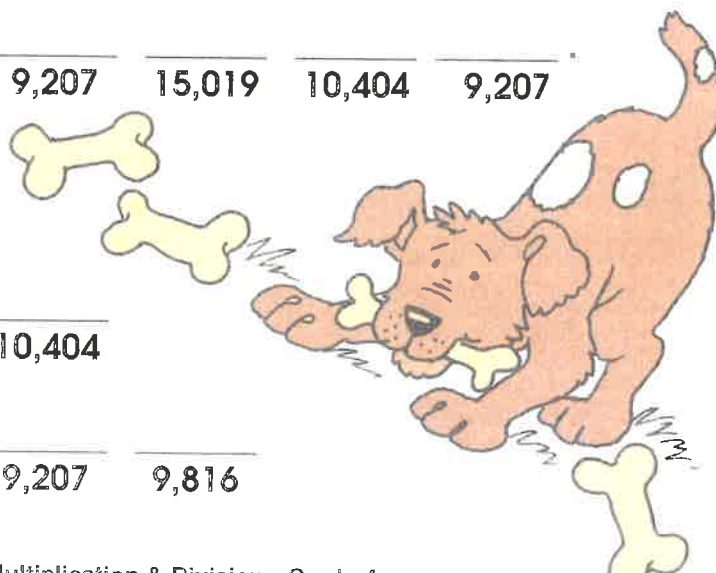
$\overline{7,901}$ $\overline{15,019}$ $\overline{8,915}$ $\overline{10,404}$ $\overline{9,207}$

$\overline{12,300}$ $\overline{10,404}$ $\overline{11,695}$ $\overline{11,303}$ $\overline{9,207}$ $\overline{15,019}$ $\overline{10,404}$ $\overline{9,207}$

$\overline{12,300}$ $\overline{15,944}$ $\overline{15,019}$

$\overline{11,695}$ $\overline{12,300}$ $\overline{15,944}$ $\overline{15,019}$ $\overline{10,404}$

$\overline{7,148}$ $\overline{8,915}$ $\overline{12,885}$ $\overline{12,300}$ $\overline{9,207}$ $\overline{9,816}$



GRADE 4

ELEMENTARY-LEVEL SCIENCE TEST

WRITTEN TEST

JUNE 3, 2019

Student Name _____

School Name _____

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

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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.

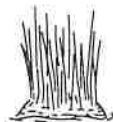
5 The diagram below shows a mature parent plant.



Which young plant is most likely the offspring of this mature parent plant?



A



B

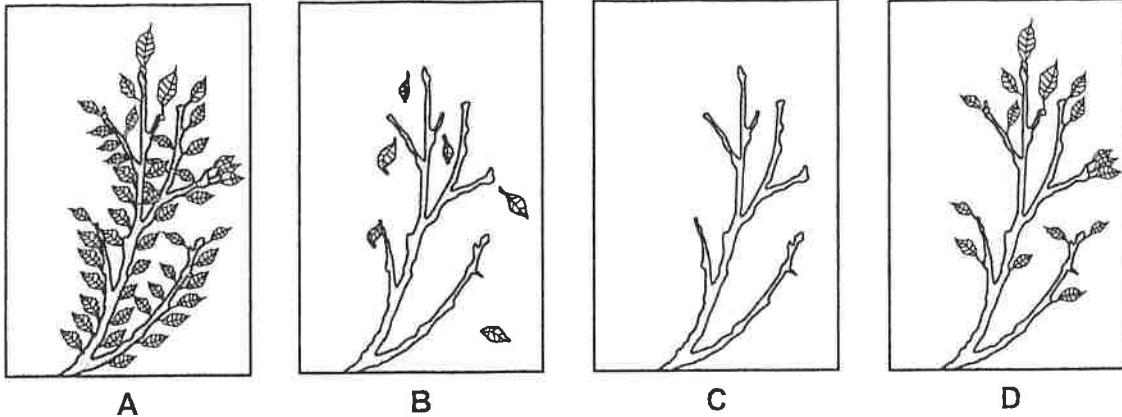


C



D

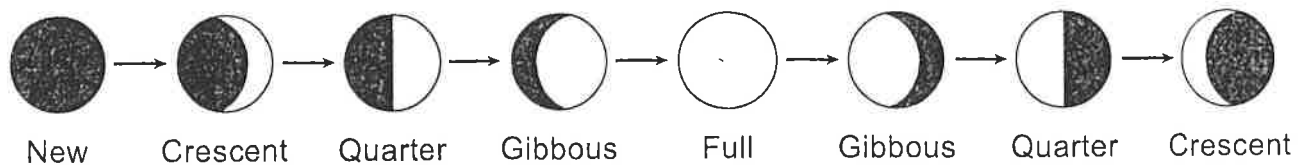
- 9 The diagrams below show the same branch from a tree in New York State during each of the four seasons.



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

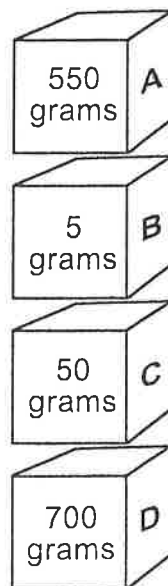
24 Which color of shirt would absorb the most sunlight?

- 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*

30 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.

Date: 9/29
Mass of bird: 20 g

Date: 9/15
Mass of bird: 15 g

Date: 9/22
Mass of bird: 15 g

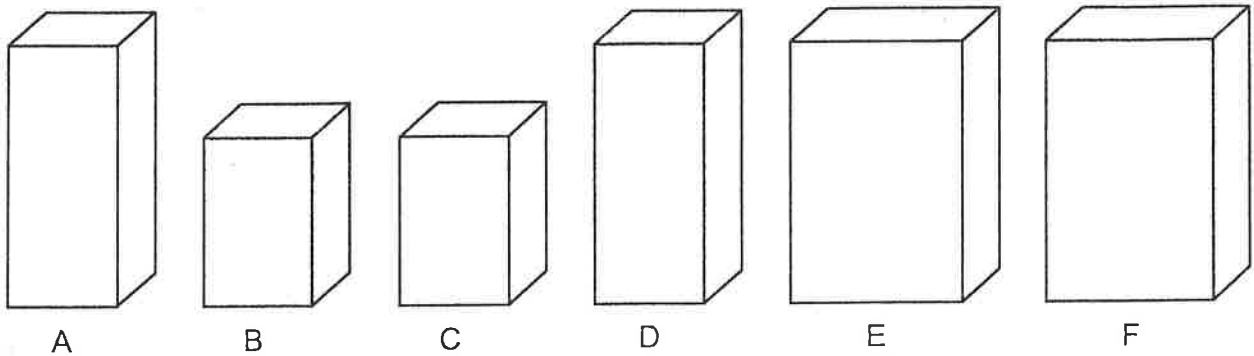
Date: 9/8
Mass of bird: 10 g

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]

Date	9/8			
Mass of bird (g)	10			

- 35** Give **one** reason why eating a balanced diet is important for good health in humans. [1]

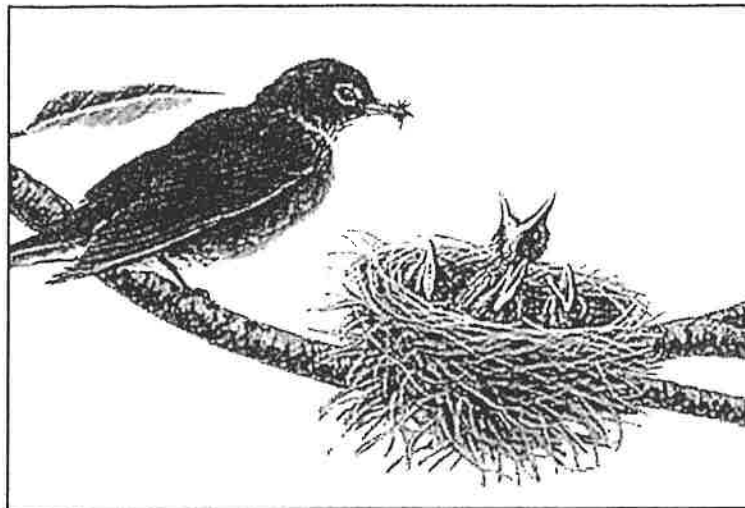
- 36** The diagram below shows six boxes, labeled A through F.



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]

Short	Tall

39 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]

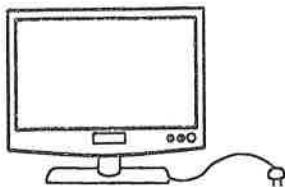
- 41 Explain why student 1 can **not** see her shadow, even though student 2 can see her shadow. [1]

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

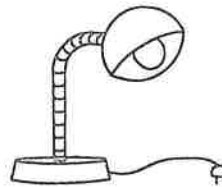
- 45 The diagrams below show three objects that use the same type of energy:
a drill, a television, and a lamp.



Drill



Television



Lamp

(Not drawn to scale)

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

_____ energy

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 4

ELEMENTARY-LEVEL SCIENCE TEST

WRITTEN TEST

JUNE 4, 2018

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- C mouse
- D rabbit

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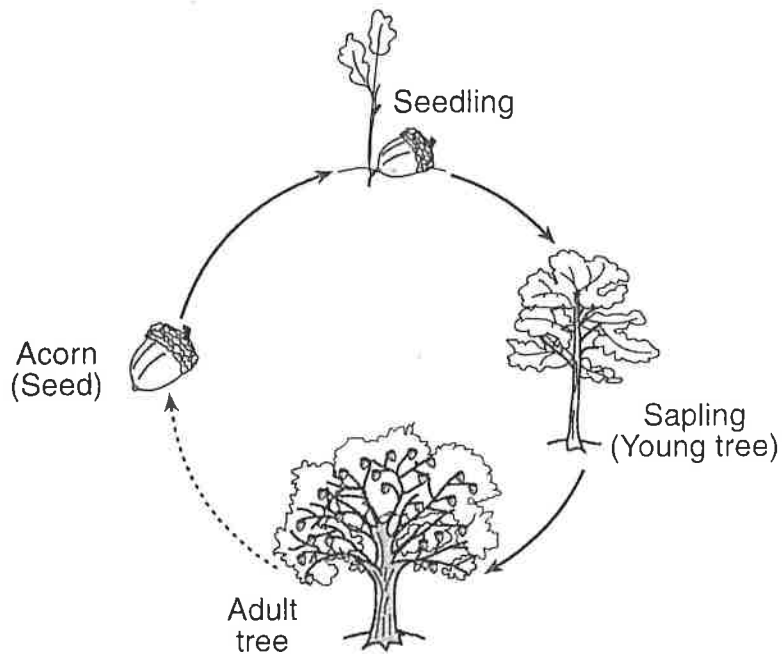
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When you have finished Part I, go on to Part II. Answer all of the questions in Part II in the space for each question.

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.

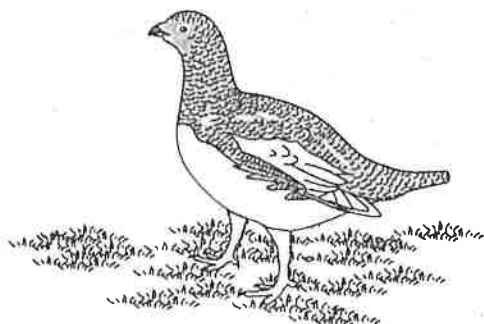


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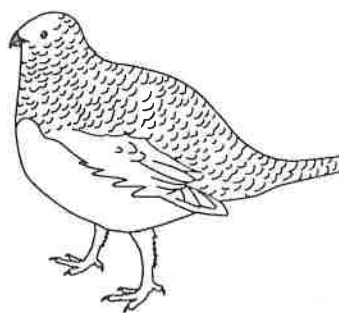
This diagram shows a

- 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



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.

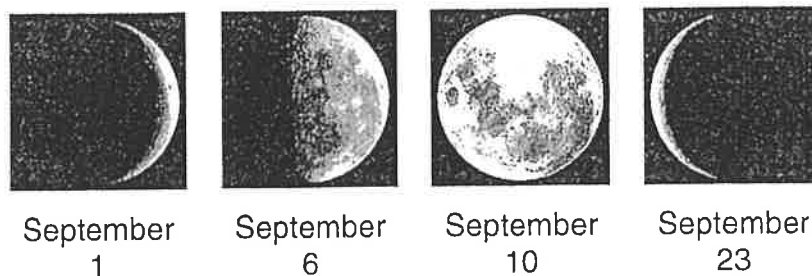
- 11 Frogs eat crickets. If the population of crickets in an area *decreases*, the number of frogs in the area will most likely

- 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.



The object being observed was most likely

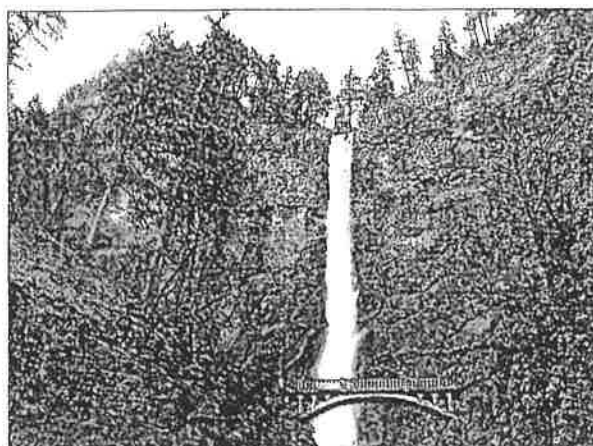
- A the Sun
 - B the Moon
 - C a star
 - D a planet
- 17 The map below shows some weather conditions occurring at different locations in the United States on a certain day.



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

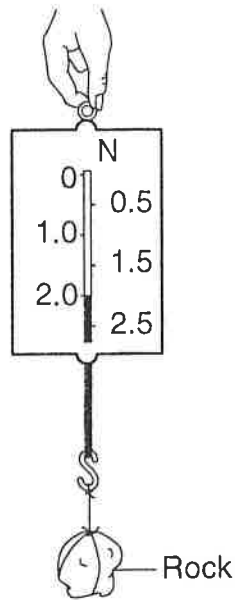
23 The photograph below shows a waterfall.



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 ($^{\circ}\text{C}$)
 - 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.



(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**

Day	Sunrise	Sunset
1	5:48 a.m.	8:15 p.m.
2	5:49 a.m.	8:14 p.m.
3	5:50 a.m.	8:13 p.m.
4	5:51 a.m.	8:12 p.m.
5	5:52 a.m.	

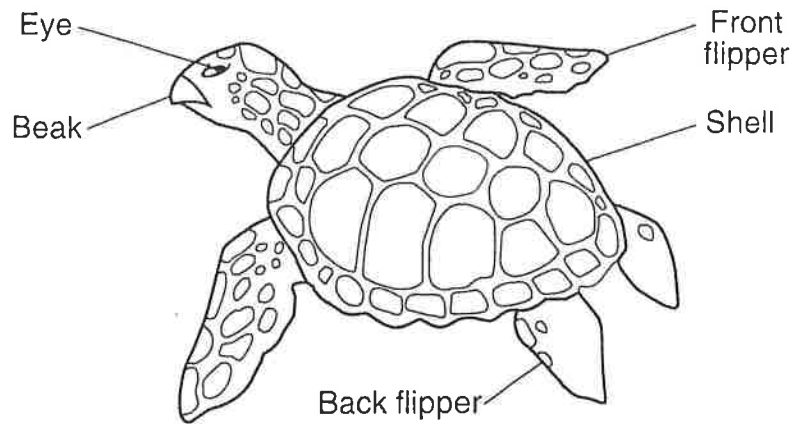
32 How much earlier was sunrise on day 1 than on day 4? [1]

_____ **minutes**

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

_____ **p.m.**

- 36** 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.



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]

Function	Body Structure
to dig a hole for eggs	back flipper(s)
to see predators	
to eat and drink	
to swim in water	

39 Identify **two** activities that promote good health in humans. [1]

(1) _____

(2) _____

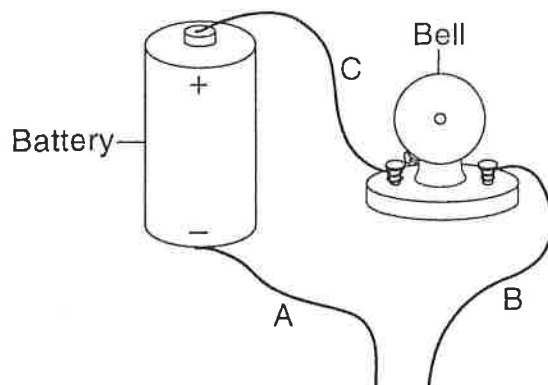
40 A student observes that a rock has the following characteristics:

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]

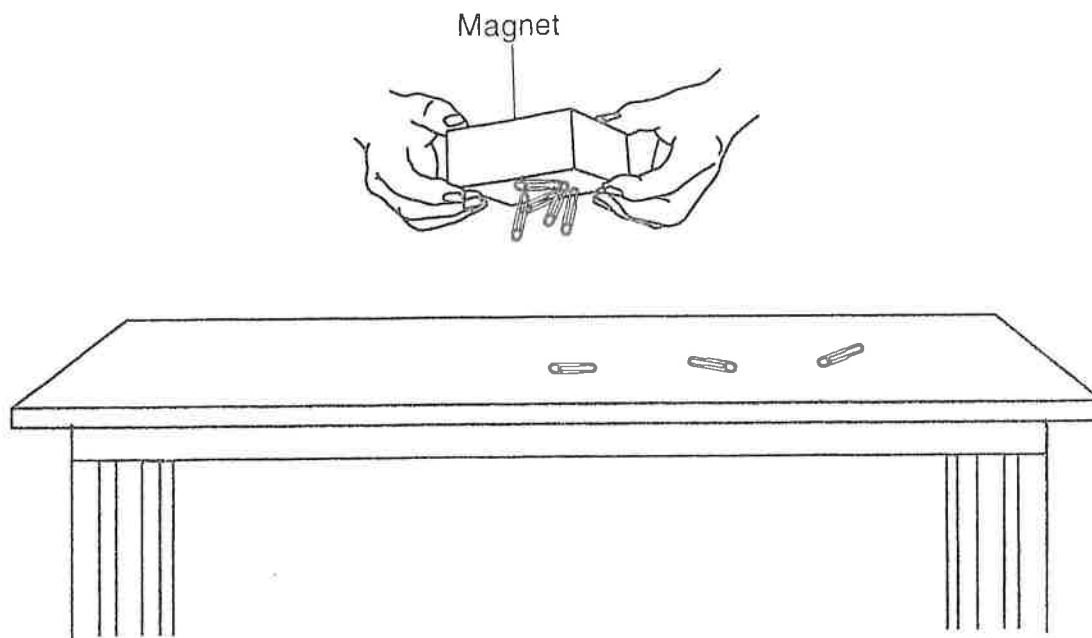
Sense	Characteristic Observed by Using This Sense
sight	
smell	
touch	

- 43 The diagram below shows part of an electrical circuit that includes a battery, a bell, and three wires labeled A, B, and C.



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]

45 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]
